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2006 CENSUS OF POPULATION AND HOUSING: FORM DESIGN TESTING REPORT

AUSTRALIA

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For further information about these and related statistics, contact the National Information and Referral Service on 1300 135 070.

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SUMMARY

This report details the census form testing program undertaken in the lead up to the 2006 Census of Population and Housing.

APPENDICES

Summary of Census Field Tests

Summary of Cognitive Tests

Topics Evaluated by Field Test

Topics Evaluated by Cognitive Tests

Non-Response Rates for Topics by Field Test and Form

2006 Census Non-Response Rates

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Australian Statistician

INTRODUCTION

INTRODUCTION

This report details the census form testing program undertaken in the lead up to the 2006 Census of Population and Housing. It includes specific discussion on format and question testing undertaken and provides recommendations to be considered for future Censuses.

The objectives of this report are to provide readers with a better understanding of the basis on which the final 2006 Census forms were developed, and as a record to document the 2006 Census testing program. Changes to the census form are tested, based on either evaluation from the previous Census, or based on changes in classifications and standards or the identification of new needs in terms of Census topics.

The purpose of testing is to:

- review proposed changes to question and response category wording
- review changes in the placement of questions and response categories on the form
- assess the impact of changes in sequencing and other general instructions on the forms
- assess the impact that changes have on response rates and ultimately data quality

To obtain the maximum benefit from the larger-scale field tests, a series of focus group or cognitive testing exercises were conducted for selected topics throughout the testing cycle. Focus group testing provides a valuable insight, through observational studies, into selected groups' interpretation or understanding of the form and questions. Focus group testing also enables the assessment of data reliability and the need for further clarification through the provision of examples, revised question wording or instructions. Cognitive testing was used in particular during the development of the Internet (eCensus) form.

Due to the voluntary nature of Census Tests, non response rates are generally higher than for the actual Census which is compulsory.

For each of the tests below, except the March 2002 and August 2003 Tests, two form types were used. A 'test' form contained the experimental formats for the new questions and was compared against a 'control' form which more closely resembled the previous version of the form.

2006 CENSUS TEST PROGRAM

The 2006 Census testing program was undertaken in order to develop the most suitable question and form design; taking account of evaluation from the 2001 Census and outcomes from the public consultation process on content and procedures in the Census. Design of the forms also needs to consider respondent burden, the space available and the self enumeration nature of the Census. As the census form is filled out by the general public without any assistance from trained interviewers, the style of question and associated instructions need to be designed to suit a self enumerated form.

Eight field tests were carried out in various cities and rural locations.

Some of the key issues under consideration for the 2006 Census testing program were:

- introducing topics relating to disability and unpaid work
- re-inclusion of the question asked every ten years, applicable to women only, on the number of children ever born
- review of questions related to Internet access and computer use topics
- review of the ancestry topic

INTRODUCTION *continued*

2006 CENSUS TEST PROGRAM *continued*

- testing the viability of a write-in income question compared to the traditional tick box categories
- developing the Internet (eCensus) form
- changing the design of forms used in nominated discrete indigenous communities

The field tests conducted are outlined below, with a summary also available in Appendix 1. More detailed discussion concerning the tests undertaken for each topic and issue tested follows later in the report.

March 2002

The first test in preparation for the 2006 Census was held in Canberra on Tuesday 12 March 2002, with approximately 1,600 dwellings enumerated. This test was primarily used to gauge community reactions to the Internet (eCensus) form and to trial a range of field procedures. A form similar to the one used for the 2001 Census Household Form was utilised. No form design changes were tested.

October 2002

The second test was held in selected areas of Sydney on Tuesday 22 October 2002, with approximately 6,000 dwellings enumerated. Two versions of the Census form were tested in paper format. Collectors delivered the two form types to alternate households to ensure a random and even distribution of the two versions. A range of form design changes were tested, including a measurement of the time taken to complete the form.

August 2003

The third test was held in selected areas of Brisbane on Tuesday 19 August 2003 with approximately 6,500 dwellings enumerated. The Internet (eCensus) form was introduced for testing. Some form design changes were tested, with a major focus on evaluating a number of disability questions.

Immediately following this test, a Census Need for Assistance Survey (CNAS) was conducted within the test areas to ascertain the reliability of data obtained via the need for assistance questions incorporated within the Census test forms.

November 2003 (Indigenous)

The first Indigenous Test for the 2006 Census was conducted in November 2003, within five remote communities in the Northern Territory and Western Australia. Feedback and consultation with 2001 Census interviewers had led to the conclusion that separate Indigenous household and personal forms were impractical, so two experimental forms combining both household and personal details into a single matrix style form were introduced for the 2003 Test. Test forms were allocated for use alternately between interviewers.

August 2004 (Major Test)

The Major Test for the 2006 Census was held in selected areas of Melbourne and rural Victoria on Tuesday 10 August 2004. Approximately 20,000 dwellings were enumerated, with two Household Forms used to test alternative form designs.

October 2004 (Indigenous Major Test)

The second Indigenous Test for the 2006 Census was held during October 2004 in four remote communities located within Queensland and the Northern Territory. Two matrix style form types were tested. Test forms were allocated for use alternately between interviewers.

INTRODUCTION *continued*

August 2005 (Dress Rehearsal)

The Dress Rehearsal for the 2006 Census was held in selected areas of urban and rural New South Wales and South Australia on Tuesday 9 August 2005. Approximately 40,000 households were included in the sample. As the 2006 Household form had been finalised by this stage, this test was of field and data processing procedures only.

October 2005 (Indigenous Dress Rehearsal)

An Indigenous Dress Rehearsal was conducted within six communities located in Western Australia and the Northern Territory. In addition, Indigenous homeless people located in the Northern Territory were included to facilitate a test of homeless procedures. The new matrix style form, now known as the Interviewer Household form, was used for this test, as was the Special Short Form which is used to enumerate the homeless.

AGE AND DATE OF BIRTH

2001 CENSUS
HOUSEHOLD FORM
QUESTION

<p>4 What was the person's age last birthday?</p> <ul style="list-style-type: none"> ▪ If age is less than one year, write '0'. ▪ Example, for a person aged 19 years: 1 9 Years 	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> </div> <div>Years</div> </div> <div style="margin-top: 5px;"> <input type="checkbox"/> 100 years or more </div>
---	---

BACKGROUND

In the 2001 Census the Age question consisted of response boxes in which people could write their age last birthday, as well as a mark box for people to indicate that they were 100 years or over. An example was included for the age '19' years. Respondents were instructed to write '0' for babies under 1 year of age.

Data quality investigations following the 2001 Census raised a number of issues. These included some respondents recording the age of babies in months, rather than writing '0' or '1' years, and confusion over the example of '19' years, which prompted some respondents to write in the last two digits of their year of birth (e.g., '64' if they had been born in the year '19'64).

To try and overcome the issues for this topic from the 2006 Census, and ABS research which indicated date of birth provided a higher quality outcome, it was decided to test a question on date of birth. In addition to providing more precise information on age and reduce confusion over how to answer for babies, it was considered that a date of birth question would be able to provide more specific information on persons over 100 years than the age question used in the 2001 Census.

TESTING

Testing for the age/date of birth question was included in the persons present in dwelling table as well as a separate question for the October 2002 and August 2003 tests. The May 2002, November 2003 and February 2004 Focus Groups and the August 2004 Major Test was based on separate questions.

May 2002 Focus Groups

Two questions were tested in the May 2002 Focus Group. Version 1 asked for a person's date of birth whereas version 2 asked when the person was born.

Testing revealed a preference for version 1. However, some respondents had difficulties completing a date of birth for others in the household. Concern was also expressed about how appropriate it was to complete a date of birth for other people in the household. The majority of respondents included a leading zero when a single digit was required for month or day in the date of birth response boxes.

VERSION 1

<p>4 What is the person's date of birth?</p> <ul style="list-style-type: none"> ▪ If the exact date is not known write the best estimate. 	<div style="display: flex; justify-content: space-around; font-size: small;"> Day Month Year </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> </div>
---	---

AGE AND DATE OF BIRTH *continued*

VERSION 2

<p>11 When was the person born?</p> <ul style="list-style-type: none"> • Example, for a person born on the 17 April, 1967 write: Day Month Year <div style="display: flex; justify-content: space-around; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">7</div> <div style="border: 1px solid black; padding: 2px 5px;">4</div> <div style="border: 1px solid black; padding: 2px 5px;">1</div> <div style="border: 1px solid black; padding: 2px 5px;">9</div> <div style="border: 1px solid black; padding: 2px 5px;">6</div> <div style="border: 1px solid black; padding: 2px 5px;">7</div> </div> <ul style="list-style-type: none"> • If the exact date is not known write the best estimate. 	<p style="text-align: center;">Day Month Year</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
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October 2002 Test

Two questions were tested in the October 2002 Test. Household Form 1 (HHF1) was similar to that used in the 2001 Census with the only difference being a change in the example from '19' to '11'. Household Form 2 (HHF2) included a persons present in dwelling table that asked for the first name, surname and age last birthday of each person in the dwelling as well as a separate question asking for date of birth.

HHF1

<p>4 What was the person's age last birthday?</p> <ul style="list-style-type: none"> • If age is less than one year, write 0. • Example, for a person aged 11 years: 1 1 Years 	<div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> Years </div> <div style="display: flex; justify-content: space-between;"> <input type="radio"/> 100 years or more </div>
---	---

HHF2

<p>2 List the persons who are staying in this dwelling on the night of Tuesday, 22 October 2002.</p> <ul style="list-style-type: none"> • Record details for all adults, children, babies and visitors. • Include any person who returned on Wednesday, 23 October 2002, without having been counted elsewhere. • If age is less than one year, write 0. 			
<p>Enter the householder or any adult household member as 'Person 1', and if present, the spouse or partner as 'Person 2'.</p>			
Person	First Name	Surname	Age Last Birthday
1	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years
2	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years
3	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years
4	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years
5	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years
6	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<div style="display: flex; justify-content: space-around; margin-bottom: 2px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div> Years

<p>13 What is the person's date of birth?</p> <ul style="list-style-type: none"> • If exact date is not known write the best estimate. 	<p style="text-align: center;">Day Month Year</p> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
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Test Results

The non-response rate was 1.5% for the age question on HHF1 compared to a non-response rate of 4.9% for the date of birth question on HHF2.

Data analysis (excluding non-response) revealed that the distribution of responses across all age groups was consistent between forms.

AGE AND DATE OF BIRTH *continued*

Test Results *continued*

Specific analysis of HHF2 responses indicated that 52% were valid responses of 8 characters, 21.6% were 7 characters and 26.4% were unable to be determined, overseas visitors and not stated.

Incomplete or incorrect responses included: the provision of two numerics only for the year of their birth, as well as writing a number greater than '31' for the day, greater than '12' for the month and greater than '2002' for the year.

During telephone follow up of HHF1 respondents, 82.7% stated that they had no preference between a question on date of birth or on age. Reasons given by respondents who stated a preference for age over date of birth included ease of filling out the question, difficulty in knowing the dates of birth of others in the household and increased concerns of privacy.

Respondents who stated a preference for date of birth over age made comments related to ease of recall, familiarity with filling in date of birth on other government forms and the tendency to use date of birth to calculate age. HHF2 respondents were not asked their preference.

A small proportion of respondents recorded an age in the persons present in dwelling table that was inconsistent with their reported date of birth in question 13. No further analysis of the age section of the persons present in dwelling table was completed in this test.

August 2003 Test

In the August 2003 Test, 'date of birth' was a component of the Persons Present in Dwelling table. An example of how to complete the date of birth section was included in the instructions.

HHF3

2 List the persons who are staying in this dwelling on census test night (Tuesday, 19 August 2003).

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 20 August 2003, without having been counted elsewhere.
- Write the person's date of birth like this:
- Remember to mark boxes like this: —

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

Person	First or given name	Surname or family name	Sex (Male/Female)		Date of birth			
1	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Test results

The non-response rate was 4.6% and approximately 92.5% of respondents completed the date of birth question correctly.

AGE AND DATE OF BIRTH *continued*

November 2003 Focus Groups

Two versions of the age question were tested. Version A required respondents to state both their age and date of birth. An age example was provided for babies less than 1 year. Version B was similar to the 2001 Census question, with the only differences being a change to the example given and the inclusion of a mark box for babies aged less than 1 year.

The overall preference was for Version B as it was a simpler design and less of a respondent burden than Version A. Mothers with a child aged less than one year preferred the 'Less than 1 year' mark box to the date of birth question.

NOVEMBER 2003 FOCUS GROUP VERSION A

<p>1 What is the person's age (in years) and date of birth?</p> <p>• If age is less than 1 year, write 0, for example: <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p>	<p><input style="width: 30px; text-align: center;" type="text"/> Age (in years) on 18 November 2003</p> <p>Day Month Year</p> <p><input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p>
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NOVEMBER 2003 FOCUS GROUP VERSION B

<p>2 What is the person's age last birthday?</p> <p>• For example for a person aged 37 years write: <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> Years</p>	<p><input type="radio"/> Less than 1 year</p> <p><input style="width: 20px; text-align: center;" type="text"/> Years</p> <p><input type="radio"/> 100 years or more</p>
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February 2004 Focus Groups

Two versions of the Age question were tested where both versions asked respondents to provide either a date of birth or age in years. Version A included an instruction between the two responses indicating that respondents should fill in their age if date of birth was unknown whereas Version B used the word 'OR' between the date of birth and age response spaces.

Participants preferred the design of Version B as it was easier to see that there was a choice in how to answer the question.

FEBRUARY 2004 FOCUS GROUP VERSION A

<p>1 What is the person's date of birth or age last birthday?</p> <p>Day Month Year</p> <p>• Examples: <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p> <p>OR</p> <p><input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> Years</p>	<p>Day Month Year</p> <p><input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p> <p>If not known, write age in years on 26 February, 2004</p> <p><input style="width: 20px; text-align: center;" type="text"/> Years</p>
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FEBRUARY 2004 FOCUS GROUP VERSION B

<p>1 What is the person's date of birth or age last birthday?</p> <p>• Please approximate age if date of birth not known.</p> <p>Day Month Year</p> <p>• Examples: <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p> <p>OR</p> <p><input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> Years</p>	<p>Day Month Year</p> <p><input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/> <input style="width: 20px; text-align: center;" type="text"/></p> <p>OR</p> <p><input style="width: 20px; text-align: center;" type="text"/> Age in years on 26 February, 2004</p>
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AGE AND DATE OF BIRTH *continued*

March/April 2004 Focus Groups

One version of the date of birth and age question was tested in the March/April 2004 Focus Groups. The question was similar to Version B from the February 2004 focus group except the word 'OR' in the response section was changed to bold upper case type.

The design was considered easy to understand and answer by 90% of respondents.

<p>4 What is the person's date of birth or age last birthday?</p> <ul style="list-style-type: none"> • Please approximate age if date of birth not known. <p style="text-align: center;">Day Month Year</p> <p>• Examples: <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="9"/> <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="4"/> <input type="text" value="4"/></p> <p style="text-align: center;">OR</p> <p><input type="text" value="5"/> <input type="text" value="9"/> Years</p>	<p style="text-align: center;">Day Month Year</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>OR</p> <p>Age last birthday</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years</p>
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August 2004 Major Test

Household Form 4 (HHF4) used the same question as that tested in the March/April 2004 Focus Groups except different examples were used.

Household Form 5 (HHF5) used the 2001 Census question except the age example was changed to '34'.

HHF4

<p>4 What was the person's date of birth or age last birthday?</p> <ul style="list-style-type: none"> • Please give approximate age, if date of birth not known. <p style="text-align: center;">Day Month Year</p> <p>• Examples: <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="5"/> <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="7"/> <input type="text" value="0"/></p> <p style="text-align: center;">OR</p> <p>Age last birthday</p> <p><input type="text" value="3"/> <input type="text" value="4"/> Years</p>	<p style="text-align: center;">Day Month Year</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/></p> <p>OR</p> <p>Age last birthday</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years</p>
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HHF5

<p>4 What was the person's age last birthday?</p> <ul style="list-style-type: none"> • If age is less than one year, write '0'. • Example, for a person aged 34 years: <input type="text" value="3"/> <input type="text" value="4"/> Years 	<p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years</p> <p><input type="checkbox"/> 100 years or more</p>
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Test Results

The non-response rates for the Age question in both HHF4 and HHF5 was 0.8% and 1.6% respectively.

Of the HHF4 forms used in analysis, 61.5% of respondents provided one response option and 38.5% of respondents completed both age and date of birth. For the 'Date of birth' option, the response rate was 89.3% of all respondents (including those who marked both responses). For the age last birthday option, the overall response rate was 50.3% of respondents. Only 10.2% of respondents used only the age last birthday option.

AGE AND DATE OF BIRTH *continued*

Test Results *continued*

A small number of respondents provided partial answers to the date of birth question where the most common partial answer was day and month only. For the year component of the 'Date of birth' response, some respondents misread the question to mean the year of their last birthday anniversary rather than the year in which they were actually born. Respondents whose birthday fell on the test reference day were often confused as to what year should be applied to the expression 'age last birthday'.

A small number of respondents reported an age or year greater than the age derived from date of birth.

Analysis of reporting of children less than one year showed that respondents used the correct method of response. Although the form was completed correctly, some HHF5 respondents also wrote additional information on the form to clarify their response.

A few respondents provided a response in the '100 years or more' box. The majority of these respondents also provided a response in the age last birthday write in boxes, resulting in three digits being written into a space designed to accommodate only two digits.

The first instruction under the question seems to have had an unintended meaning for a small proportion of respondents where the words before the comma 'Please give approximate age' was misread by respondents to include an approximate age as well as a date of birth.

CHANGES MADE FOR THE 2006 CENSUS

The HHF4 question was used as a basis for the 2006 question. The question text was changed to current tense and brackets were introduced around the age component of the question, the order of the instructions was swapped around, the age example was changed and the instruction 'Please give approximate age, if date of birth not known' was altered to 'If date of birth not known, give age last birthday'.

<p>4 What is the person's date of birth (or age last birthday)?</p> <p style="text-align: center;">Day Month Year</p> <p>• Example for date of birth: <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="0"/> <input type="text" value="5"/> <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="7"/> <input type="text" value="0"/></p> <p>• If date of birth not known, give age last birthday.</p> <p>• Example for age last birthday: <input type="text" value="3"/> <input type="text" value="6"/> <input type="text"/> Years</p>	<p style="text-align: center;">Day Month Year</p> <p style="text-align: center;"><input type="text"/> <input type="text"/> <input type="text"/></p> <p>OR</p> <p>Age last birthday</p> <p style="text-align: center;"><input type="text"/> <input type="text"/> Years</p>
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FUTURE DEVELOPMENT

Analysis of the data from the 2006 Census will monitor non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

ANCESTRY

2001 CENSUS HOUSEHOLD FORM QUESTION

18 What is the person's ancestry? • For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lebanese. • Provide more than one ancestry if necessary. • See page 7 of the Census Guide for more information.	<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																														
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BACKGROUND

A question on each person's ancestry, (i.e. ethnic or cultural origin) was asked for the first time in the 1986 Census. This was the result of investigation by the 1986 Population Census Ethnicity Committee on the need for data on ethnicity other than language, country of birth or country of birth of parents. The question was designed to identify the respondent's origin rather than a subjective perception of their ethnic background. The aim of the question was to measure the ethnic composition of the population as a whole. Evaluation showed that it was not useful for this purpose as there was a high level of subjectivity and confusion about what the question meant, particularly for those people whose families had been in Australia for many generations. Very little use was made of the ancestry data from the 1986 Census and so ancestry was not included in either the 1991 or 1996 Censuses. A question on ancestry was included in the 2001 Census.

As a result of user demands, the ABS established a Census Consultative Group on Ancestry in 1995 to seek user input and to identify user requirements for these data, research international practices and develop and test questions which may provide acceptable and accurate data at a reasonable cost. Testing in the lead up to the 1996 Census indicated that the same data quality problems existed as with the 1986 Census. Subsequent discussions of the Consultative Group identified that the major policy issues were for those people who were either born overseas or whose parents were born overseas. For this purpose, it was determined an ancestry question in combination with a question on whether the person's parents were born in Australia or overseas would produce data of acceptable quality.

The restriction of the country of birth of parents question to the responses 'Australian' and 'Overseas' restricted the analysis of ancestry data. Responses to these questions for the 2006 Census were coded to the new Australian Standard Classification of Cultural and Ethnic Groups (ASCCEG) (Cat. no. 1249.0).

An Ancestry Consultative Committee was again established in June 2003 to review the ancestry and country of birth of parents questions for the 2006 Census. The outcome was a recommendation that these questions be asked in a format similar to that used for the 2001 Census.

ANCESTRY *continued*

TESTING

The ancestry question was tested in the July 2002 Focus Groups, October 2002 Test, February 2003 and April/May 2003 Focus Groups and the August 2003 and 2004 Tests.

July 2002 Focus Groups

To alleviate respondent confusion on how to respond to this question for the 2006 Census, a reduced set of response options were focus group tested in July 2002. Form 1 tested a list of response options which included an 'Australian' mark-box category and an 'Other -please specify' category with four rows of write-in boxes. Form 2 tested a mark-box category of 'Australian' and an 'Other -please specify' category with four rows of write-in boxes.

FORM 1

<p>9 What is the person's ancestry?</p> <ul style="list-style-type: none"> • For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lebanese. • Provide more than one ancestry if necessary. 	<ul style="list-style-type: none"> <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 <div style="border: 1px solid #ccc; height: 40px; width: 100%; margin-top: 5px;"></div>
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FORM 2

<p>17 What is the person's ancestry?</p> <ul style="list-style-type: none"> • For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lebanese. • Provide more than one ancestry if necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Australian <input type="checkbox"/> Other – please specify <div style="border: 1px solid #ccc; height: 40px; width: 100%; margin-top: 5px;"></div>
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Results indicated the question included in the July 2002 Focus Group Test Form 2 was slightly preferred to the 2001 Census question. However, the option of having two response categories did elicit different responses by some focus group participants. It was also noted the second instruction 'Provide more than one ancestry if necessary' was not generally read by most participants. Therefore, it was suggested that data quality would be improved by moving this instruction to the top and include a list of examples.

October 2002 Test

The 2001 Census question was asked on both forms in the October 2002 Test. Household Form 1 (HHF1) contained the same response options as the 2001 Census. However, on Household Form 2 (HHF2) the response options were reduced to a mark-box category for Australia and 'Other-please specify' category with four rows of write-in response boxes. In addition, the order of the instructions were reversed.

ANCESTRY *continued*

October 2002 Test
continued

HHF1

<p>18 What is the person's ancestry?</p> <ul style="list-style-type: none"> • For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lekanese. • Provide more than one ancestry if necessary. 	<ul style="list-style-type: none"> <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" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>																																								

HHF2

<p>27 What is the person's ancestry?</p> <ul style="list-style-type: none"> • Provide more than one ancestry if necessary. • For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lekanese. 	<ul style="list-style-type: none"> <input type="checkbox"/> Australian <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>																																								

Test Results

Analysis showed Form 2 had a higher non-response rate (6.1%) compared to Form 1 (4.8%). The non-response rate for the 2001 Census was 4.0%.

Analysis also revealed a 'strong list effect' for the ancestry responses for both Form 1 and Form 2. That is, a higher proportion of English, and Irish ancestries were declared as first ancestries on Form 1 compared to Form 2. In contrast, a higher proportion of respondents declared Australian as their first ancestry on Form 2. Overall, results indicated that although the new version of the question had a higher non-response rate, responses reported may be more considered in comparison to Form 1 where responses appeared to be 'best fit'.

A higher proportion of Form 2 respondents marked Australian as their sole ancestry. That is, 37% of Form 2 respondents listed Australian as their sole ancestry, while 20% of Form 1 respondents listed Australian as their sole ancestry. In contrast, Form 1 had a greater proportion of respondents (15%) who listed English as their sole ancestry, compared with 8% of Form 2 respondents. Once again, both disparities could be attributed to the list effect where respondents tend to select the first available response.

The impact of moving the instruction 'Provide more than one ancestry if necessary' before the list of examples on Form 2 was difficult to assess, as the question format was also different between forms.

During telephone follow-up a few respondents indicated they were unsure how many generations should be considered when determining their ancestry. In response to this, it was suggested that the question be retested with an instruction advising respondents to 'state up to a maximum of four ancestries'.

ANCESTRY *continued*

February 2003 Focus
Groups

Two ancestry questions were focus group tested in February 2003. The first question was the same as the HHF2 question, but with the instruction 'Provide more than one ancestry if necessary' replaced with the instruction 'Provide up to a maximum of FOUR ancestries.' The second question was the same as the 2001 Census question except the instruction 'Provide up to a maximum of FOUR ancestries' was added.

Results of the focus group indicated that there was no real preference for either format. There were few comments made on the order of response options available in the Form 2 question. The new instruction relating to the number of ancestries to include did not appear to be useful to respondents. Many did not read the instruction, and of those who did some were unsure what it meant (e.g. does it refer to four generations?).

It was clear that many respondents were treating the questions as equivalent to the country of birth questions.

MARCH 2003 FOCUS GROUP FORM 1

<p>1 What is the person's ancestry?</p> <ul style="list-style-type: none"> • Provide up to a maximum of FOUR ancestries. • For example: 'VIETNAMESE, HMONG, DUTCH, KURDISH, AUSTRALIANS, SOUTH SEAS ISLANDER, MAORI, LEBANESE.' 	<ul style="list-style-type: none"> <input type="checkbox"/> Australian <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																				

MARCH 2003 FOCUS GROUP FORM 2

<p>2 What is the person's ancestry?</p> <ul style="list-style-type: none"> • Provide up to a maximum of FOUR ancestries. • For example: 'VIETNAMESE, HMONG, DUTCH, KURDISH, AUSTRALIANS, SOUTH SEAS ISLANDER, MAORI, LEBANESE.' 	<ul style="list-style-type: none"> <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" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																				

April/May 2003 Focus
Groups

The focus group questions tested in February 2003 were re-tested in the April/May 2003 round of focus groups. For this round of testing the questions appeared in the context of similar questions - country of birth of the person and their parents. The 'Provide up to a maximum of FOUR ancestries.' instruction caused some confusion over whether respondents were being asked to record four ancestries, or alternatively a maximum of four. Some participants attempted to reach four and struggled. Ancestry, rather than country of birth, was a difficult concept for those from a non-English speaking background.

Overall, there was no clear preference for one version over the other.

ANCESTRY *continued*

August 2003 Test

The HHF2 question with the instruction 'Provide more than one ancestry if necessary' removed was used for the August 2003 Test (HHF3). For the remaining instruction, the example was modified to include 'SCOTTISH' and 'ITALIAN'. 'Australian South Sea Islander' was excluded as a consequence of the question label being too long in an earlier test.

The ancestry question was moved forward in HHF3 to be positioned directly after the country of birth of father/mother questions. This was done to ascertain whether the new position would encourage respondents to consider ancestry as a concept distinct from country of birth of parents.

HHF3

<p>23 What is the person's ancestry?</p> <ul style="list-style-type: none">For example: SCOTTISH, VIETNAMESE, HMONG, DUTCH, KURDISH, MAORI, LEBANESE, ITALIAN.	<p><input type="checkbox"/> Australian</p> <p>Other – please specify</p> <table border="1"><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>																																								

Test Results

The non-response rate for the August 2003 Test was 7.2%. This rate is high when compared with the 2001 Census for the same Collection Districts (4.8%) and also higher than HHF2 from the October 2002 Test (6.1%). The high non-response rate was attributed to the increased respondent burden caused by the reduced set of mark-boxes.

'English' was not a mark-box option in the August 2003 Test and as a result a decrease in the number of 'English' responses from 27.3% in the 2001 Census to 8.8% in the August 2003 Test was observed.

The proportion of Australian responses had a substantial increase, from 25.5% in the 2001 Census, to 41% in the August 2003 Test. However, analysis of the data by generations, 'Australian' as a first response was 45.2%, but was significantly low as a second response (3.5%).

Other ancestries that had a significant decrease in responses were: Irish from 9.4% in the 2001 Census to 3.3% overall test response, German from 4.3% in the 2001 Census to 2.0% overall test response, Chinese from 5.0% in the 2001 Census to 3.7% in the overall test response. Conversely, there was a substantial increase in Scottish ancestry from 3.2% in the 2001 Census to 4.7% in the overall test response.

A high proportion of respondents sampled (81.8%) provided only one ancestry; a further 8% provided 2 ancestries, 1.8% provided 3 ancestries and 1% provided more than 3 ancestries.

Out of the new ethnic categories provided as examples, an increase in the number of Scottish people can be seen in the response distribution. The other examples did not show an increase in the response distribution.

ANCESTRY *continued*

Test Results continued

No conclusions could be drawn as to the effect of placing the ancestry question directly after the country of birth of father / mother questions.

August 2004 Major Test

As a result of the findings from the 2001 Census regarding the data quality the ancestry question, along with the recommendations from the August 2003 Test, the question format for the Major Test was altered. Household Form 4 (HHF4) included a new instruction of 'Provide up to two ancestries only' and the response options were altered to reflect the most commonly reported ancestries in the 2001 Census. For Household Form 5 (HHF5) the question and response option was identical to the 2001 Census question.

HHF4

<p>15 What is the person's ancestry?</p> <ul style="list-style-type: none"> ▪ Provide up to two ancestries only. ▪ Examples of 'Other - please specify' are: SCOTTISH, VIETNAMESE, HMONG, DUTCH, KURDISH, MAORI, LEBANESE. ▪ See the Census Guide for more information. ▪ Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Australian <input type="checkbox"/> Irish <input type="checkbox"/> Italian <input type="checkbox"/> Chinese <input type="checkbox"/> German <input type="checkbox"/> Greek Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>																														

HHF5

<p>15 What is the person's ancestry?</p> <ul style="list-style-type: none"> ▪ For example: Vietnamese, Hmong, Dutch, Kurdish, Australian South Sea Islander, Maori, Lebanese. ▪ Provide more than one ancestry if necessary. ▪ See the Census Guide for more information. ▪ Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Australian <input type="checkbox"/> Irish <input type="checkbox"/> Italian <input type="checkbox"/> Chinese <input type="checkbox"/> German <input type="checkbox"/> Greek Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>																														

Test Results

A total of 70.63% of respondents gave one single ancestry, either from the responses provided (55.84%) or by writing in another ancestry (14.79%), while a total of 27.36% of respondents gave two ancestries. There were only 2.01% of respondents who answered with more than two ancestries.

The addition of the extra instruction on HHF4 to only include up to two ancestries decreased the number of responses with more than two ancestries from 5.03% to 2.01%.

ANCESTRY *continued*

CHANGES MADE FOR THE 2006 CENSUS

Response categories included in the ancestry question reflect the ancestries most commonly reported in the 2001 Census, except for Australian which was moved to the bottom of the list of response options in a similar placement as was used for 2001. The instruction to 'Provide up to two ancestries only' was included and the examples were altered to include 'Australian South Sea Islander' and to exclude 'Scottish'.

<p>18 What is the person's ancestry?</p> <ul style="list-style-type: none">• Provide up to two ancestries only.• Examples of 'Other – please specify' are: GREEK, VIETNAMESE, HMONG, DUTCH, KURDISH, MAORI, LEBANESE, AUSTRALIAN SOUTH SEA ISLANDER.• See page 7 of the Census Guide for more information.• Remember to mark boxes like this: <input type="checkbox"/>	<ul style="list-style-type: none"><input type="checkbox"/> English<input type="checkbox"/> Irish<input type="checkbox"/> Italian<input type="checkbox"/> German<input type="checkbox"/> Chinese<input type="checkbox"/> Scottish<input type="checkbox"/> Australian <p>Other – please specify</p> <table border="1"><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>																																								

FUTURE DEVELOPMENT

The format of the questions and the instructions provided will be reviewed.

CORE ACTIVITY NEED FOR ASSISTANCE

BACKGROUND

Questions relating to disabilities of respondents were included in the 1911, 1921 and 1933 Censuses. Respondents were asked to indicate whether they were deaf, dumb or blind. A more general question on the effect of disabilities was asked in 1976. However, the quality of data obtained from this question was poor and no results were released.

The ABS established a Census Consultative Group on Disability in 1995 to seek user input and to identify user requirements for this data, research international practices and develop and test disability questions which might provide acceptable and accurate data. Disability questions were not included in the 1996 and 2001 Censuses as the questions developed proved unsuitable for a self-enumerated form.

An Advisory Group on Disability was again established in 2003 to develop suitable questions for the 2006 Census and review the concepts these questions were attempting to measure. As previous attempts had been unsuccessful in identifying a suitable way to reliably measure disability generally, the Advisory Group agreed that for the 2006 Census the questions on disability should be based around the concept of 'profound or severe core activity limitation' using similar criteria to the ABS Survey of Disability, Ageing and Carers. As a result of the change in criteria, the question set is referenced as 'core activity need for assistance'. Testing of the new questions indicated that the data are of an acceptable quality for use as an indicator of the target population.

TESTING

The core activity need for assistance was tested in the February 2003 and April 2003 Focus Groups, August 2003 Test, November 2003 Focus Groups and the August 2004 Major Test.

February 2003 Focus Groups

Two sets of questions on the need for assistance in everyday activities were tested in the February 2003 Focus Group. Version 1 contained the proposed Census questions whereas Version 2 contained a set of questions derived from the disability module of various ABS household surveys for comparison. The Census questions attempted to establish disability through the concept of 'need for assistance' by covering the areas of self-care, mobility, communication and household activities.

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

VERSION 1

<p>1 Does the person ever need someone to help with, or be with them for, any of the following activities:</p> <ul style="list-style-type: none"> • Mark all applicable boxes. <p>self care: e.g. doing everyday activities such as eating, showering, dressing or toileting?</p> <p>body movement: e.g. getting out of bed, moving around at home, or at places away from home?</p> <p>communication: e.g. understanding, or being understood by, others?</p>	<table border="0"> <tr> <td></td> <td>Yes, always</td> <td>Yes, sometimes</td> <td>No</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>		Yes, always	Yes, sometimes	No	<input type="checkbox"/>															
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<p>2 What are the reasons for the need for assistance or supervision shown in Q1 for the person?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Short-term health condition (lasting less than six months) <input type="checkbox"/> Long-term health condition (lasting six months or more) <input type="checkbox"/> Disability (lasting six months or more) <input type="checkbox"/> Old or young age <input type="checkbox"/> Difficulty with English language <input type="checkbox"/> Other cause - please specify <table border="1" data-bbox="1038 1126 1417 1223"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> No need for help or supervision 																				

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

<p>3 Does the person ever need someone to help with, or be with them for, any of the following activities:</p> <ul style="list-style-type: none"> • Mark all applicable boxes. <p>household chores such as laundry, vacuuming or dusting?</p> <p>preparing meals?</p> <p>home maintenance or gardening tasks?</p> <p>shopping or handling money?</p>	<table border="0"> <thead> <tr> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes, always	Yes, sometimes	No	<input type="checkbox"/>																
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<p>4 What are the reasons for the need for assistance or supervision shown in Q3 for the person?</p>	<p><input type="checkbox"/> Short-term health condition (lasting less than six months)</p> <p><input type="checkbox"/> Long-term health condition (lasting six months or more)</p> <p><input type="checkbox"/> Disability (lasting six months or more)</p> <p><input type="checkbox"/> Old or young age</p> <p><input type="checkbox"/> Difficulty with English language</p> <p><input type="checkbox"/> Other cause - please specify</p> <table border="1" data-bbox="1043 1173 1417 1272"> <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><input type="checkbox"/> No need for help or supervision</p>																				
<p>5 Does a physical or mental condition or health problem (lasting six months or more) <i>reduce the amount or the kind of activity</i> this person can do:</p> <ul style="list-style-type: none"> • Mark all applicable boxes. <p>at work or at school?</p> <p>at home?</p> <p>in social and community life?</p>	<table border="0"> <thead> <tr> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes, always	Yes, sometimes	No	<input type="checkbox"/>																
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CORE ACTIVITY NEED FOR ASSISTANCE *continued*

VERSION 2

<p>1 Does the person have any of the following conditions that have lasted, or are likely to last, for six months or more?</p> <ul style="list-style-type: none"> • Mark all applicable boxes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sight problems not corrected by glasses or contact lenses <input type="checkbox"/> Hearing problems <input type="checkbox"/> Speech problems <input type="checkbox"/> Blackouts, fits or loss of consciousness <input type="checkbox"/> Difficulty learning or understanding things <input type="checkbox"/> Limited use of arms or fingers <input type="checkbox"/> Difficulty gripping things <input type="checkbox"/> Limited use of legs or feet <input type="checkbox"/> Any condition that restricts physical activity or physical work (e.g. back problems, migraines) <input type="checkbox"/> Any disfigurement or deformity <input type="checkbox"/> Any mental illness for which help or supervision is required <input type="checkbox"/> None of the above
<p>2 Is the person restricted in <i>everyday activities</i> by any of the following conditions that have lasted, or are likely to last, for six months or more?</p> <ul style="list-style-type: none"> • Mark all applicable boxes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shortness of breath or difficulty breathing <input type="checkbox"/> Chronic or recurring pain <input type="checkbox"/> A nervous or emotional condition <input type="checkbox"/> Long term effects as a result of a head injury, stroke or other brain damage <input type="checkbox"/> Any other long term condition that requires treatment or medication <input type="checkbox"/> Any other long term condition such as arthritis, asthma, heart disease, Alzheimer's disease, dementia etc. <input type="checkbox"/> None of the above

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

Only continue if at least one condition was identified in Question 1 or Question 2		
<p>3 Because of the condition(s) identified in Question 1 and/or Question 2, does the person need <i>help or supervision</i> with any of the following tasks:</p> <p>Self-care: e.g. bathing/showering, dressing/undressing, eating/feeding, going to the toilet, bladder/bowel control</p> <p>Mobility: e.g. moving around the house, moving around at home, getting in or out of a bed or chair</p> <p>Communication in own language: e.g. understanding/being understood by strangers, friends or family, including use of sign language/lip reading?</p>	<p><input type="radio"/> Yes, always</p> <p><input type="radio"/> Yes, sometimes</p> <p><input type="radio"/> No, never</p>	<p><input type="radio"/> Yes, always</p> <p><input type="radio"/> Yes, sometimes</p> <p><input type="radio"/> No, never</p>
<p>4 Because of the condition(s) identified in Question 1 and/or Question 2, does the person ever have <i>difficulty</i> with any of these tasks:</p> <p>Self-care: e.g. bathing/showering, dressing/undressing, eating/feeding, going to the toilet, bladder/bowel control</p> <p>Mobility: e.g. moving around the house, moving around at home, getting in or out of a bed or chair</p> <p>Communication in own language: e.g. understanding/being understood by strangers, friends or family, including use of sign language/lip reading?</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No, but the person does use aids to assist with these tasks</p> <p><input type="radio"/> No, and the person does not require aids to assist with these tasks</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No, but the person does use aids to assist with these tasks</p> <p><input type="radio"/> No, and the person does not require aids to assist with these tasks</p>

Only continue for persons aged less than 65 years		
	Person 1	Person 2
<p>5 Because of the condition(s) identified in Question 1 and/or Question 2, does the person ever have any <i>difficulties with education</i>, such as these?</p> <p>• For example: not attending school/further education due to condition, needing time off school/study, attending special classes/school, or other related difficulties.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>6 Because of the condition(s) identified in Question 1 and/or Question 2, does the person ever have any <i>difficulties with employment</i>, such as these?</p> <p>• For example: type of job the person can do, number of hours that can be worked, finding suitable work, needing time off work, or permanently unable to work.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>

Test Results

Testing showed that even though disability was not mentioned in the question wording, participants assumed that these questions were only applicable to people with a disability.

Participants felt Version 1, question 1 was too narrow in its focus on activities in the home. In a few cases this was not an issue but some people required assistance when they were in an unfamiliar setting.

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

Test Results continued

There was some confusion about the reasons for assistance questions in Version 1 as participants had difficulty determining what was a health condition and what was a disability. They were also unsure if they could choose more than one option.

Question 5 of Version 1 was easily understood and was considered an effective way of establishing the limitations placed on the person in undertaking normal activities. It was thought that the term 'mental condition' excluded people with intellectual disabilities.

There were some cases where a person had a minor condition that did not require assistance from others that was identified in Version 2 questions but not in Version 1 questions. There were no cases where a need for assistance was required for Version 1, question 1 but no disability was identified at questions 1 or 2 of Version 2.

April 2003 Focus Groups

The questions tested in the April 2003 Focus Groups were the same as those used in the February 2003 Focus Groups. As observed in the February 2003 Focus Groups, there was a tendency to regard the questions as relevant only to people with a disability, so need for assistance due to age, especially young age, was often not recorded.

As the need for assistance questions did not apply to most respondents they requested that a sequence guide past these questions be provided.

August 2003 Test

A set of questions similar to the Census questions tested in the February/April 2003 rounds of Focus Groups were included in Household Form 3 (HHF3) for the August 2003 Test. However, the set of questions were not placed sequentially on HHF3. The questions on the core activities of self care, body movement, communication and activity limitation (Q26, Q27 and Q28) were placed together. The questions on household activities (Q33 and Q34) were located on the following page. On HHF3 each element of the multi-part questions were individually identified by using 'a', 'b' and 'c'.

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

HHF3

<p>26 Does the person ever need someone to help with, or be with them for, any of the following activities:</p> <p>a self care: e.g. doing everyday activities such as eating, showering, dressing or toileting?</p> <p>b body movement: e.g. getting out of bed, moving around at home, or at places away from home?</p> <p>c communication: e.g. understanding, or being understood by, others?</p>	<table border="1"> <thead> <tr> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes, always	Yes, sometimes	No	<input type="checkbox"/>								
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<p>27 What are the reasons for the need for assistance or supervision shown in question 26?</p> <p>• MARK ALL APPLICABLE REASONS.</p>	<p><input type="checkbox"/> Short-term health condition (lasting less than six months)</p> <p><input type="checkbox"/> Long-term health condition (lasting six months or more)</p> <p><input type="checkbox"/> Disability (lasting six months or more)</p> <p><input type="checkbox"/> Old or young age</p> <p><input type="checkbox"/> Difficulty with English language</p> <p><input type="checkbox"/> Other cause</p> <p><input type="checkbox"/> No need for help or supervision</p>												
<p>28 Does a physical <i>or</i> mental condition <i>or</i> health problem (lasting six months or more) <i>reduce the amount or the kind of activity</i> this person can do:</p> <p>a at work or at school?</p> <p>b at home?</p> <p>c in social and community life?</p>	<table border="1"> <thead> <tr> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes, always	Yes, sometimes	No	<input type="checkbox"/>								
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>											

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

<p>33 Does the person ever need someone to help with, or be with them for, any of the following activities:</p> <p>a household chores such as laundry, vacuuming or dusting?</p> <p>b preparing meals?</p> <p>c home maintenance or gardening tasks?</p> <p>d shopping or handling money?</p>	<table border="1"> <thead> <tr> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes, always	Yes, sometimes	No	<input type="checkbox"/>											
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<p>34 What are the reasons for the need for assistance or supervision shown in question 33?</p> <p>• MARK ALL APPLICABLE REASONS.</p>	<p><input type="checkbox"/> Short-term health condition (lasting less than six months)</p> <p><input type="checkbox"/> Long-term health condition (lasting six months or more)</p> <p><input type="checkbox"/> Disability (lasting six months or more)</p> <p><input type="checkbox"/> Old or young age</p> <p><input type="checkbox"/> Difficulty with English language</p> <p><input type="checkbox"/> Capable of doing but does not</p> <p><input type="checkbox"/> Other cause</p> <p><input type="checkbox"/> No need for help or supervision</p>															

Test Results

The response rates for the need for help or supervision question (Q26) was 99% for self care, 73% for body movement and 72% for communication. The overall response rate for reason for need or help supervision question (Q27) was 67% and of those who identified a need in question number 26 it was 96%. The response rates for reduction in amount or kind of activity question (Q28) was 90% for reduction in activity at work or school, 73% for reduction at home and 74% in reduction in social and community life.

The August 2003 Test was followed by the Census Need for Assistance survey, which included the Census questions as tested in August 2003 as well as the standard modules used in the Survey of Disability, Ageing and Carers (SDAC). This survey aimed to directly compare the results of the Census questions against the SDAC modules. The main findings were that the Census questions worked reasonably well in identifying people with a 'profound or severe activity limitation' although the multi-part question format contributed to the low response rate for elements of the need for assistance question.

November 2003 Focus Groups

Two versions of the need for assistance questions were tested. Both versions included three separate questions about need for assistance in self care activities, body movement activities and communication activities with a fourth question asking about the reasons for need for assistance. In Version A, the fourth question asking about the reasons for need for assistance referred back to the three previous questions in the set.

In Version B, the fourth question asking about the reasons for need for assistance repeated the phrases 'self care', 'body movement' and 'communication activities' in the question wording without referring back to the previous questions in the set.

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

VERSION A

<p>8 Does the person ever need someone to help with, or be with them for, self care activities?</p> <ul style="list-style-type: none"> • For example: doing everyday activities such as eating, showering, dressing or toileting. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>9 Does the person ever need someone to help with, or be with them for, body movement activities?</p> <ul style="list-style-type: none"> • For example: getting out of bed, moving around at home or at places away from home. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>10 Does the person ever need someone to help with, or be with them for, communication activities?</p> <ul style="list-style-type: none"> • For example: understanding, or being understood by, others. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>11 What are the reasons for the need for assistance or supervision shown in questions 8, 9 and 10?</p> <ul style="list-style-type: none"> • Mark all applicable reasons. 	<p><input type="checkbox"/> Short-term health condition (lasting less than six months) <input type="checkbox"/> Long-term health condition (lasting six months or more) <input type="checkbox"/> Disability (lasting six months or more) <input type="checkbox"/> Old or young age <input type="checkbox"/> Difficulty with English language <input type="checkbox"/> Other cause <input type="checkbox"/> No need for help or supervision</p>

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

VERSION B

<p>12 Does the person ever need someone to help with, or be with them for, self care activities?</p> <ul style="list-style-type: none"> • For example: doing everyday activities such as eating, showering, dressing or toileting. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>13 Does the person ever need someone to help with, or be with them for, body movement activities?</p> <ul style="list-style-type: none"> • For example: getting out of bed, moving around at home or at places away from home. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>14 Does the person ever need someone to help with, or be with them for, communication activities?</p> <ul style="list-style-type: none"> • For example: understanding, or being understood by, others. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>15 What are the reasons for the need for assistance or supervision for self care, body movement and communication activities?</p> <ul style="list-style-type: none"> • Mark all applicable reasons. 	<p><input type="checkbox"/> Short-term health condition (lasting less than six months) <input type="checkbox"/> Long-term health condition (lasting six months or more) <input type="checkbox"/> Disability (lasting six months or more) <input type="checkbox"/> Old or young age <input type="checkbox"/> Difficulty with English language <input type="checkbox"/> Other cause <input type="checkbox"/> No need for help or supervision</p>

November 2003 Focus Groups continued

Both versions of the reasons for need for assistance question included an instruction to mark all applicable reasons. Discussion with the Focus Group participants identified no strong preference for either version. Participants were confused about whether to include young children and babies, with several not including them.

August 2004 Major Test

The need for assistance questions on Household Form 4 (HHF4) were based on Version A from the November 2003 Focus Groups. The need for assistance questions on Household Form 5 (HHF5) were based on the multi-part question design used for the core activities question on HHF3 for the August 2003 Test. A new instruction for respondents to mark a box for each type of activity was included. The 'No need for help or supervision' response option to the reasons for need for assistance question on both HHF4 and HHF5 was placed at the top of the list.

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

HHF4

<p>17 Does the person ever need someone to help with, or be with them for, self care activities?</p> <ul style="list-style-type: none"> For example: doing everyday activities such as eating, showering, dressing or toileting. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>18 Does the person ever need someone to help with, or be with them for, body movement activities?</p> <ul style="list-style-type: none"> For example: getting out of bed, moving around at home or at places away from home. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>19 Does the person ever need someone to help with, or be with them for, communication activities?</p> <ul style="list-style-type: none"> For example: understanding, or being understood by, others. 	<p><input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No</p>
<p>20 What are the reasons for the need for assistance or supervision shown in questions 17, 18 and 19?</p> <ul style="list-style-type: none"> Mark all applicable reasons. Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> No need for help or supervision <input type="checkbox"/> Short-term health condition (lasting less than six months) <input type="checkbox"/> Long-term health condition (lasting six months or more) <input type="checkbox"/> Disability (lasting six months or more) <input type="checkbox"/> Old or young age <input type="checkbox"/> Difficulty with English language <input type="checkbox"/> Other cause</p>

HHF5

<p>17 Does the person ever need someone to help with, or be with them for, any of the following activities:</p> <ul style="list-style-type: none"> Please mark a box for each type of activity: a self care: e.g. doing everyday activities such as eating, showering, dressing or toileting? b body movement: e.g. getting out of bed, moving around at home, or at places away from home? c communication: e.g. understanding, or being understood by, others? 	<table border="1"> <thead> <tr> <th></th> <th>Yes, always</th> <th>Yes, sometimes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>a</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Yes, always	Yes, sometimes	No	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes, always	Yes, sometimes	No														
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
<p>18 What are the reasons for the need for assistance or supervision shown in question 17?</p> <ul style="list-style-type: none"> MARK ALL APPLICABLE REASONS. Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> No need for help or supervision <input type="checkbox"/> Short-term health condition (lasting less than six months) <input type="checkbox"/> Long-term health condition (lasting six months or more) <input type="checkbox"/> Disability (lasting six months or more) <input type="checkbox"/> Old or young age <input type="checkbox"/> Difficulty with English language <input type="checkbox"/> Other cause</p>																

CORE ACTIVITY NEED FOR ASSISTANCE *continued*

Test Results

As the August 2003 Test established the validity of the concept being tested, the Major Test was aimed at assessing the comparative effects on response rates by adding an instruction to complete all parts to the multi-part format compared to separating all components of the question into individual questions. Analysis of the results show that HHF4 had a non-response rate of 2.3% for self-care, 2.8% for body movement and 3.3% for communication compared to 3%, 30.3% and 30.4% respectively for the multi-part question on HHF5, showing that the HHF4 design vastly improved the outcomes.

The inclusion of the new instruction for respondents to mark a box for each type of activity in the multi-part question on HHF5 did not improve the response rates of body movement and communication activities.

CHANGES MADE FOR THE 2006 CENSUS

The question format tested in HHF4 was used for the 2006 Census. Question 20 had a referral to the Census Guide if more information was required and an instruction on how to complete mark-box responses added.

<p>20 Does the person ever need someone to help with, or be with them for, self care activities?</p> <ul style="list-style-type: none"> • For example: doing everyday activities such as eating, showering, dressing or toileting. • See page 9 of the Census Guide for more information. • Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> Yes, always</p> <p><input type="checkbox"/> Yes, sometimes</p> <p><input type="checkbox"/> No</p>
<p>21 Does the person ever need someone to help with, or be with them for, body movement activities?</p> <ul style="list-style-type: none"> • For example: getting out of bed, moving around at home or at places away from home. 	<p><input type="checkbox"/> Yes, always</p> <p><input type="checkbox"/> Yes, sometimes</p> <p><input type="checkbox"/> No</p>
<p>22 Does the person ever need someone to help with, or be with them for, communication activities?</p> <ul style="list-style-type: none"> • For example: understanding, or being understood by, others. 	<p><input type="checkbox"/> Yes, always</p> <p><input type="checkbox"/> Yes, sometimes</p> <p><input type="checkbox"/> No</p>
<p>23 What are the reasons for the need for assistance or supervision shown in questions 20, 21 and 22?</p> <ul style="list-style-type: none"> • Mark all applicable reasons. • Remember to mark boxes like this: <input type="checkbox"/> 	<p><input type="checkbox"/> No need for help or supervision</p> <p><input type="checkbox"/> Short-term health condition (lasting less than six months)</p> <p><input type="checkbox"/> Long-term health condition (lasting six months or more)</p> <p><input type="checkbox"/> Disability (lasting six months or more)</p> <p><input type="checkbox"/> Old or young age</p> <p><input type="checkbox"/> Difficulty with English language</p> <p><input type="checkbox"/> Other cause</p>

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for need for assistance questions will evaluate the success of the topic in the 2006 Census.

DWELLING STRUCTURE

2001 CENSUS FORM

The image shows a screenshot of the 'Dwelling Structure' question from the 2001 Census form. The question is titled 'Dwelling Structure' and is presented as a list of nine options, each with a radio button. The options are: 0 Separate house; 1 One storey; 2 Two or more storeys; 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. The options are grouped into three sections: 'Separate house' (0), 'Semi-detached, row or terrace house, townhouse etc.' (1-2), and 'Flat, unit or apartment' (3-6). Options 7, 8, and 9 are listed separately below the other groups.

BACKGROUND

Information on the structure of private dwellings has been collected in all censuses since 1911. From this time until the 1981 Census the information was collected via a self enumerated question. Since the 1986 Census the Census Collector has recorded this information.

As the ABS implemented the ability for electronic lodgement of Census forms for the 2006 Census, a self-enumerated question was needed for the 2006 Census.

TESTING

The dwelling structure question was tested in the May and July 2002 Focus Groups and the October 2002, August 2003 Test and the November 2003 Focus Groups.

May 2002 Focus Groups

Two versions of the question were tested in the May 2002 Focus Groups. In Form 1 the question was located at the rear of the form with the other dwelling questions and in Form 2 it was located at the front of the form with the other dwelling questions. Both versions used the response categories from the 2001 Census. Sequence guides were added to the 'Caravan, cabin, houseboat' and 'Improvised home, tent, sleepers out' response categories.

The majority of respondents found the housing terms used in the response categories or the layout of the response categories confusing. Respondents did not make any comments about the question being in different locations on the two forms.

A number of respondents marked more than one response. All of these participants marked 'separate house' and either 'one storey' or 'two or more storeys' under the heading of 'semi-detached, row or terrace house, townhouse etc.'.

DWELLING STRUCTURE *continued*

FORM 1

<p>21 Mark the box which best describes this dwelling</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Separate house <input type="checkbox"/> Semi-detached, row or terrace house, townhouse etc <input type="checkbox"/> One storey <input type="checkbox"/> Two or more storeys Flat, unit or apartment <input type="checkbox"/> In a one or two storey block <input type="checkbox"/> In a three storey block <input type="checkbox"/> In a four or more storey block <input type="checkbox"/> Attached to a house <input type="checkbox"/> Caravan, cabin, houseboat <ul style="list-style-type: none"> ▶ No further questions <input type="checkbox"/> Improvised home, tent, sleepers out <ul style="list-style-type: none"> ▶ No further questions <input type="checkbox"/> House or flat attached to a shop, office etc
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FORM 2

<p>5 Mark the box which best describes this dwelling.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Separate house <input type="checkbox"/> Semi-detached, row or terrace house, townhouse etc <input type="checkbox"/> One storey <input type="checkbox"/> Two or more storeys Flat, unit or apartment <input type="checkbox"/> In a one or two storey block <input type="checkbox"/> In a three storey block <input type="checkbox"/> In a four or more storey block <input type="checkbox"/> Attached to a house <input type="checkbox"/> Caravan, cabin, houseboat <ul style="list-style-type: none"> ▶ Go to 8 <input type="checkbox"/> Improvised home, tent, sleepers out <ul style="list-style-type: none"> ▶ Go to 8 <input type="checkbox"/> House or flat attached to a shop, office etc
--	--

July 2002 Focus Groups

Two versions of the question were tested in the July 2002 Focus Groups. Form 1 tested new question wording and used bold text to identify different types of response categories. Form 2 used the same question text as the May 2002 Focus Groups questions. The response categories used bold text and dividing lines to highlight the different types of dwellings structures.

Comments were received in favour of both questions and layout. The majority of respondents preferred Form 2 because the wording was simpler and the layout was easier to understand.

DWELLING STRUCTURE *continued*

FORM 1

<p>19 What type of accommodation does this household occupy? • Mark one box only.</p>	<p><input type="checkbox"/> Separate house</p> <p>Semi-detached, row or terrace house, townhouse etc</p> <p><input type="checkbox"/> One storey</p> <p><input type="checkbox"/> Two or more storeys</p> <p>Flat, unit or apartment</p> <p><input type="checkbox"/> In a one or two storey block</p> <p><input type="checkbox"/> In a three storey block</p> <p><input type="checkbox"/> In a four or more storey block</p> <p><input type="checkbox"/> Attached to a house</p> <p><input type="checkbox"/> Caravan, cabin, houseboat</p> <p><input type="checkbox"/> Improvised home, tent, sleepers out</p> <p><input type="checkbox"/> House or flat attached to a shop, office etc</p>
--	---

FORM 2

<p>6 Mark the box which best describes this dwelling. • Mark one box only.</p>	<p><input type="checkbox"/> Separate house</p> <p>Semi-detached, row or terrace house, townhouse etc.</p> <p><input type="checkbox"/> One storey</p> <p><input type="checkbox"/> Two or more storeys</p> <p>Flat, unit or apartment</p> <p><input type="checkbox"/> In a one or two storey block</p> <p><input type="checkbox"/> In a three storey block</p> <p><input type="checkbox"/> In a four or more storey block</p> <p><input type="checkbox"/> Attached to a house</p> <p><input type="checkbox"/> Caravan, cabin, houseboat</p> <p><input type="checkbox"/> Improvised home, tent, sleepers out</p> <p><input type="checkbox"/> House or flat attached to a shop, office etc.</p>
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October 2002 Test

Two forms were tested in October 2002. On Household Form 1 (HHF1) the question was completed by trained Census collectors only whereas the dwelling structure question on Household Form 2 (HHF2) was tested as both a householder question and a Census collector question.

DWELLING STRUCTURE *continued*

October 2002 Test
continued

HHF1

Dwelling Structure	
0	<input type="checkbox"/> Separate house
Semi-detached, row or terrace house, townhouse etc.	
1	<input type="checkbox"/> One storey
2	<input type="checkbox"/> Two or more storeys
Flat, unit or apartment	
3	<input type="checkbox"/> In a one or two storey block
4	<input type="checkbox"/> In a three storey block
5	<input type="checkbox"/> In a four or more storey block
6	<input type="checkbox"/> Attached to a house
7	<input type="checkbox"/> Caravan, cabin, houseboat
8	<input type="checkbox"/> Improvised home, tent, sleepers out
9	<input type="checkbox"/> House or flat attached to a shop, office etc.

HHF2

<p>6 Mark the box which best describes this dwelling.</p> <p>• Mark one box only.</p>	<input type="checkbox"/> Separate house
	Semi-detached, row or terrace house, townhouse etc.
	<input type="checkbox"/> One storey
	<input type="checkbox"/> Two or more storeys
	Flat, unit or apartment
	<input type="checkbox"/> In a one or two storey block
	<input type="checkbox"/> In a three storey block
	<input type="checkbox"/> In a four or more storey block
	<input type="checkbox"/> Attached to a house
	<input type="checkbox"/> Caravan, cabin, houseboat
	<input type="checkbox"/> Improvised home, tent, sleepers out
	<input type="checkbox"/> House or flat attached to a shop, office etc.

DWELLING STRUCTURE *continued*

October 2002 Test
continued

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.

Test Results

The overall distribution of responses for the dwelling structure categories did not differ markedly between the two test forms. There was a small percentage of multiple marked responses for the dwelling structure field on HHF2 by both the householder and collector. In HHF2, the householder enumerated question had a lower non-response rate compared to the question completed by Collectors.

Analysis showed both respondents and collectors tended to multiple mark the separate house mark-box category as well as either the 'one storey' or 'two or more storeys' mark-box boxes in the semi-detached, row or terrace house, townhouse etc. section.

Consultation outside the scope of the test indicated the term 'cabin' was not precise and it should be tested as a separate response category.

August 2003 Test

For this test, both a householder enumerated and collector enumerated question was included on Household Form 3 (HHF3). The questions were based on those used in the October 2002 Test. The householder question was modified to include a mark-box response category of 'one or more storeys' for separate house and 'Cabin' became a separate category. The 'mark one box only' instruction in the householder question was changed to capital letters.

DWELLING STRUCTURE *continued*

HHF3

<p>6 Mark the box which best describes this dwelling.</p> <p>• MARK ONE BOX ONLY.</p>	<p>Separate house</p> <p><input type="checkbox"/> One or more storeys</p> <hr/> <p>Semi-detached, row or terrace house, townhouse etc.</p> <p><input type="checkbox"/> One storey</p> <p><input type="checkbox"/> Two or more storeys</p> <hr/> <p>Flat, unit or apartment</p> <p><input type="checkbox"/> In a one or two storey block</p> <p><input type="checkbox"/> In a three storey block</p> <p><input type="checkbox"/> In a four or more storey block</p> <p><input type="checkbox"/> Attached to a house</p> <hr/> <p><input type="checkbox"/> Caravan, houseboat</p> <p><input type="checkbox"/> Cabin</p> <p><input type="checkbox"/> Improvised home, tent, sleepers out</p> <p><input type="checkbox"/> House or flat attached to a shop, office etc.</p>
--	--

August 2003 Test continued

Dwelling Structure

Separate house

0 One or more storeys

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, houseboat

8 Cabin

9 Improvised home, tent, sleepers out

10 House or flat attached to a shop, office etc.

Test Results

Analysis of the effect of adding 'one or more storeys' to the 'Separate House' category is not possible as comparative data from previous tests and the 2001 Census was not available. The use of 'Separate House' and the selection of any other response category was relatively low for self-enumerated responses at 1.4%. The 'Cabins' only response category recorded less than a 1% usage rate which does not justify the separation from the 'Caravans and Houseboat' category.

As no previous data are available for comparison purposes it was recommended that the splitting of the 'Separate House' dwelling type remains. As the use of Cabins was low, it was suggested that it be returned to the 'Caravan and Houseboat' category.

DWELLING STRUCTURE *continued*

November 2003 Focus
Groups

Two versions of the question were tested. Version A asked “Is this dwelling a:” and Version B which asked “Mark the box which best describes this dwelling:”. Both versions tested a new set of response options and included a write-in category for ‘other’.

Analysis showed both versions were answered correctly. Discussion with participants identified that they all described their dwelling accurately. The term “granny flat” was also widely understood.

There was no clear preference for either version. During discussion it was identified that an answer category should be introduced for townhouse and villa dwellings as participants who live in these type of dwellings were unsure where to mark their answer.

VERSION A

<p>3 Is this dwelling a: • Mark one box only</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Separate house <input type="checkbox"/> Semi-detached, duplex or terrace house <input type="checkbox"/> Granny flat <input type="checkbox"/> Flat/apartment in a block <input type="checkbox"/> Caravan, campervan or houseboat <input type="checkbox"/> Cabin <input type="checkbox"/> Improvised or makeshift dwelling <input type="checkbox"/> Yes, other – please specify <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
---	--

VERSION B

<p>3 Mark the box which best describes this dwelling: • Mark one box only.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Separate house <input type="checkbox"/> Semi-detached, duplex or terrace house <input type="checkbox"/> Granny flat <input type="checkbox"/> Flat/apartment in a block <input type="checkbox"/> Caravan, campervan, houseboat <input type="checkbox"/> Cabin <input type="checkbox"/> Improvised or makeshift dwelling <input type="checkbox"/> Yes, other – please specify <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
---	--

2006 CENSUS QUESTION

The dwelling structure information was moved to the collector record book to allow comparable data to be collected for both eCensus and paper forms responses.

COLLECTOR RECORD BOOK

DWELLING STRUCTURE	
<p>0 () One or more storeys Semi-detached row or terrace house, townhouse, etc.</p> <p>1 () One storey</p> <p>2 () Two or more storeys Flat, unit or apartment</p> <p>3 () In a 1 or 2 storey block</p> <p>4 () In a 3 storey block</p> <p>5 () In a 4 or more storey block</p> <p>6 () Attached to a house</p>	<p>7 () Caravan, cabin, houseboat</p> <p>8 () Improvised home, tent, sleepers out</p> <p>9 () House or flat attached to a shop, office etc.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center;">Comments</p> <hr style="border-top: 1px dashed black;"/> </div>

DWELLING STRUCTURE *continued*

FUTURE DIRECTIONS

Analysis of the data collected through the collector record books will monitor the distribution of responses and check the comparability of responses to previous censuses.

HIGHEST YEAR OF SCHOOL COMPLETED

2001 CENSUS QUESTION

<p>25 What is the highest level of primary or secondary school the person has completed?</p> <ul style="list-style-type: none">• Mark one box only.• For persons who returned after a break to complete their schooling, mark the highest level completed when they last left.• See page 10 of the Census Guide for more information about year equivalents.	<ul style="list-style-type: none"><input type="radio"/> Still at school<input type="radio"/> Did not go to school<input type="radio"/> Year 8 or below<input type="radio"/> Year 9 or equivalent<input type="radio"/> Year 10 or equivalent<input type="radio"/> Year 11 or equivalent<input type="radio"/> Year 12 or equivalent
---	---

BACKGROUND

Data on highest year of school completed is an important adjunct to the non-school qualifications data for persons without post school qualifications and an important indicator of educational need or disadvantage. A question on highest year of schooling completed was first asked in 1966. In 1976 the question was changed to 'Age left school' to overcome reporting problems due to a lack of standard schooling terminology across States and different systems used overseas. This practice continued up to, and including, the 1996 Census. Evaluation of the 1996 Census revealed inconsistent responses to this question when compared to related questions.

Following developments in education and training and the introduction of the Australian Qualification Framework (AQF) in 1995, the ABS Classification of Qualifications (ABSCQ) was considered to be limited in its usefulness as a tool for the analysis of education and training statistics. This led to the development of Australian Standard Classification of Education (ASCED) which was designed to classify education according to Level and Field, the two main aspects of primary interest to users of education statistics.

Given that standard schooling terminology has been in place across Australia for a number of years, the question reverted to the 'Highest Level of Schooling Completed' in the 2001 Census. The response categories included 'Still at school', 'Did not go to school' and a range of year equivalents. A number of form design recommendations were not adopted for the 2001 testing program because of the development of ASCED late in the testing program.

TESTING

The highest year of school completed was tested in the October 2002 and August 2003 tests, March/April 2004 Focus Group testing and the August 2004 Major Test.

October 2002 Test

Two versions of the 'Highest Year of School Completed' questions were tested. Household Form 1 (HHF1) included the same version of the question that was used in the 2001 Census. Household Form 2 (HHF2) incorporated several changes. The words 'highest' and 'completed' in the question wording highlighted with italics, the response options were reversed, the 'Still at school' response option was removed and the wording of the response option 'Did not go to school' was changed to 'Never attended school'.

HIGHEST YEAR OF SCHOOL COMPLETED *continued*

HHF1

<p>25 What is the highest level of primary or secondary school the person has completed?</p> <ul style="list-style-type: none"> • Mark one box only. • For persons who returned after a break to complete their schooling, mark the highest level completed when they last left. 	<ul style="list-style-type: none"> <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
---	--

HHF2

<p>35 What is the <i>highest</i> level of primary or secondary school the person has <i>completed</i>?</p> <ul style="list-style-type: none"> • Mark one box only. • For persons who returned after a break to complete their schooling, mark the highest level completed when they last left. 	<ul style="list-style-type: none"> <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Never attended school
---	---

Test Results

Analysis of the test results indicated that HHF1 and HHF2 had similar distributions in the different school level categories and both were similar to 2001 Census data. Removing the 'Still at school' option on HHF2 did not appear to change the distributions in the different school levels.

August 2003 Test

The version of the question used on Household Form 3 (HHF3) in the August 2003 Test was similar to that tested on HHF2. The instruction 'Mark one box only' was printed in capital letters, the wording of the instruction 'For persons who returned after a break to complete their schooling, mark the highest level completed when they last left' was changed to 'For persons who have gone back to school study, mark the highest level they have completed' and the last response option was changed from 'Never attended school' to 'Did not go to school'.

HHF3

<p>38 What is the <i>highest</i> level of primary or secondary school the person has <i>completed</i>?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • For persons who have gone back to school study, mark the highest level they have completed. • Remember to mark the box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Did not go to school
---	--

Test Results

The changed wording of the response category 'Did not go to school' had little effect on the way respondents answered this question. There was an increase in the proportion of respondents who marked the 'Year 12 or equivalent' response category. It was not possible to determine to what extent, if any, this increase was due to 'list effect'.

March/April 2004 Focus Groups

The question tested in the March/April 2004 Focus Groups was similar to the version used in HHF3. The word 'year' replaced 'level' in the question text, the wording of the instruction 'For persons who have gone back to school to school study, mark the highest level they have completed' was changed to 'For persons who returned after a break to complete their schooling, mark the highest year completed when they last left'.

HIGHEST YEAR OF SCHOOL COMPLETED *continued*

March/April 2004 Focus Groups *continued*

Results of testing showed this question performed successfully, with participants finding the question and response categories easy to understand. Most participants preferred the word 'year' because this was the terminology they were used to, either as a past student or as a parent of school children. However, it was noted that some parents with teenage children tended to answer for the current year being attended rather than the year of school completed in the previous year.

MARCH/APRIL 2004 FOCUS GROUPS

<p>7 What is the highest year of primary or secondary school the person has completed?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • For persons who returned after a break to complete their schooling, mark the highest year completed when they last left. 	<ul style="list-style-type: none"> <input type="radio"/> Year 12 or equivalent <input type="radio"/> Year 11 or equivalent <input type="radio"/> Year 10 or equivalent <input type="radio"/> Year 9 or equivalent <input type="radio"/> Year 8 or below <input type="radio"/> Did not go to school
--	--

August 2004 Major Test

The question tested on Household Form 4 (HHF4) was similar to the question that was focus group tested in March/April 2004. The 'MARK ONE BOX ONLY' instruction reverted to lower case and an instruction referring respondents to the Census Guide if they required more information about year equivalents was added.

The question tested on Household Form 5 (HHF5) was similar to that used in the 2001 Census except for the removal of the 'Still at school' response category.

HHF4

<p>25 What is the highest year of primary or secondary school the person has completed?</p> <ul style="list-style-type: none"> • Mark one box only. • For persons who returned after a break to complete their schooling, mark the highest year completed when they last left. • See the Census Guide for more information about year equivalents. 	<ul style="list-style-type: none"> <input type="radio"/> Year 12 or equivalent <input type="radio"/> Year 11 or equivalent <input type="radio"/> Year 10 or equivalent <input type="radio"/> Year 9 or equivalent <input type="radio"/> Year 8 or below <input type="radio"/> Did not go to school
--	--

HHF5

<p>23 What is the highest level of primary or secondary school the person has completed?</p> <ul style="list-style-type: none"> • Mark one box only. • For persons who returned after a break to complete their schooling, mark the highest level completed when they last left. • See the Census Guide for more information about year equivalents. 	<ul style="list-style-type: none"> <input type="radio"/> Did not go to school <input type="radio"/> Year 8 or below <input type="radio"/> Year 9 or equivalent <input type="radio"/> Year 10 or equivalent <input type="radio"/> Year 11 or equivalent <input type="radio"/> Year 12 or equivalent
--	--

Test Results

Analysis shows that the distribution of responses was similar between HHF4 and HHF5 except for 'year 10 or equivalent', 'year 11 or equivalent' or 'year 12 or equivalent' where slightly higher proportions were returned for HHF4. It is not possible to determine if this is the result of a 'list effect' or a positive response to the use of the word 'year' instead of the word 'level'.

HIGHEST YEAR OF SCHOOL COMPLETED *continued*

Test Results *continued*

The non-response rate for HHF4 was 6.0% compared with the non-response rate for HHF5 of 5.2%. The non-response rate for the 2001 Census (for the same CDs as used in the Major Test) was 5.7%.

CHANGES MADE FOR THE 2006 CENSUS

The HHF4 question was used for the 2006 Census with some minor changes. The word 'completed' was highlighted with italics and the instruction referring respondents to the Census Guide included the correct page number for information about year equivalents.

<p>27 What is the highest year of primary or secondary school the person has <i>completed</i>?</p> <ul style="list-style-type: none">• Mark one box only.• For persons who returned after a break to complete their schooling, mark the highest year completed when they last left.• See page 10 of the Census Guide for more information about year equivalents.	<ul style="list-style-type: none"><input type="radio"/> Year 12 or equivalent<input type="radio"/> Year 11 or equivalent<input type="radio"/> Year 10 or equivalent<input type="radio"/> Year 9 or equivalent<input type="radio"/> Year 8 or below<input type="radio"/> Did not go to school
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FUTURE DEVELOPMENT

Analysis of the 2006 Census data for highest year of school completed will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

HOURS WORKED

2001 CENSUS QUESTION

40 Last week, how many hours did the person work in all jobs? • Subtract any time off, add any overtime or extra time worked.	<input type="checkbox"/> None <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> Hours worked
---	---

BACKGROUND

A question relating to the number of hours worked in either their main job or all jobs by employed people has been asked in each census from 1966 to 1991. The question was altered in the 1996 Census to refer to all jobs rather than being restricted to the main job as it provided greater comparability with data from other sources and for the 2001 Census respondents were able to write in the actual number of hours worked.

TESTING

The hours worked question was tested in the August 2004 Major Test.

August 2004 Major Test

Two version of the hours worked question were tested. Household Form 4 (HHF4) reversed the response options used in the 2001 Census. The wording of the instruction was modified to place more emphasis to include overtime worked and to subtract time off when providing a response.

Household Form 5 (HHF5) used the 2001 Census question.

HHF4

40 Last week, how many hours did the person work in all jobs? • Add any overtime or extra time worked and subtract any time off.	<input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> Hours worked <input type="checkbox"/> None
--	---

HHF5

37 Last week, how many hours did the person work in all jobs? • Subtract any time off, add any overtime or extra time worked.	<input type="checkbox"/> None <input style="width: 30px; height: 20px;" type="text"/> <input style="width: 30px; height: 20px;" type="text"/> Hours worked
---	---

Test Results

The non-response rates for both HHF4 and HHF5 was 4.7%.

The change in the instruction wording did not substantially impact on how respondents answered the question. Across both HHF4 and HHF5, the differences in the distributions of hours worked by respondents was less than 1%. The largest differences in the distributions of reported hours worked was for those people who worked between 31-40 hours per week where the response rate for HHF4 was 35.2% and HHF5 was 34.5%.

There was no significant difference in responses for the 'None' response option as a result of placing the 'None' response option below the two write-in 'Hours worked' response boxes on HHF4. In HHF5 2.8% of respondents selected 'None' compared to 3.1% of respondents on HHF5.

It was recommended that the HHF4 question be used for the 2006 Census.

CHANGES MADE FOR THE 2006 CENSUS

The HHF4 question was used for the 2006 Census. The instruction on how to mark boxes was added for consistency with other questions.

HOURS WORKED *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

<p>44 <i>Last week, how many hours did the person work in all jobs?</i></p> <ul style="list-style-type: none">• Add any overtime or extra time worked and subtract any time off.• Remember to mark box like this: <input checked="" type="checkbox"/>	<table><tr><td><input type="text"/></td><td><input type="text"/></td><td>Hours worked</td></tr><tr><td><input type="radio"/></td><td colspan="2">None</td></tr></table>	<input type="text"/>	<input type="text"/>	Hours worked	<input type="radio"/>	None	
<input type="text"/>	<input type="text"/>	Hours worked					
<input type="radio"/>	None						

FUTURE DIRECTIONS

Analysis of the 2006 Census data for hours worked will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

INDIGENOUS STATUS

2001 CENSUS
HOUSEHOLD FORM
QUESTION

<p>17 Is the person of Aboriginal or Torres Strait Islander origin?</p> <ul style="list-style-type: none"> • For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes. 	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Aboriginal</p> <p><input type="checkbox"/> Yes, Torres Strait Islander</p>
---	--

BACKGROUND

In all Censuses prior to 1971 respondents were asked to state their race and, where race was mixed, to specify the proportions of each. In the 1971 and 1976 Censuses a question with response categories of European, Aboriginal, Torres Strait Islander and Other was included. A specific question to identify people of Aboriginal and Torres Strait Islander origin has been included since the 1981 Census.

For the 2001 Census the Aboriginal or Torres Strait Islander question was part of the suite of ethnicity questions.

TESTING

The Aboriginal or Torres Strait Islander origin question was tested in the August 2004 Major Test.

Testing of topics and forms for Indigenous and Torres Strait Islander people in discrete Indigenous communities is addressed in a later chapter of this report.

August 2004 Major Test

The Aboriginal or Torres Strait Islander origin question was relocated to follow the registered marital status on both Household Form 4 (HHF4) and Household Form 5 (HHF5) in an attempt to improve the response rate and to place it with the other basic demographic questions.

The 2001 Census question was used on both forms. However, the HHF5 version included the instruction 'Remember to mark boxes like this: (-)'.

A question on Aboriginal or Torres Strait Islander origin was also included in the table for persons temporarily absent on Household Form 4.

HHF4

<p>7 Is the person of Aboriginal or Torres Strait Islander origin?</p> <ul style="list-style-type: none"> • For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes. 	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Aboriginal</p> <p><input type="checkbox"/> Yes, Torres Strait Islander</p>
--	--

HHF5

<p>7 Is the person of Aboriginal or Torres Strait Islander origin?</p> <ul style="list-style-type: none"> • For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes. • Remember to mark boxes like this: — 	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Aboriginal</p> <p><input type="checkbox"/> Yes, Torres Strait Islander</p>
--	--

INDIGENOUS STATUS *continued*

Test Results

Evaluation of the effect of the changed placement of the Aboriginal or Torres Strait Islander question showed the distribution of the 'Non Indigenous' category for HHF4 was 97.7% compared to 98.5% on HHF5. There were very few people of Torres Strait islander origin, either alone or combined with Aboriginal origin, for either form. The non-response rate for HHF4 was 2.1% whereas the non-response rate for HHF5 was 1.3%. The non-response rate for the 2001 Census in the area where these forms were tested was 2.2%.

The non-response rate for the Aboriginal or Torres Strait Islander origin question for people temporarily absent from their usual residence was 2.5% compared to the non-response rate of 2.1% from the Aboriginal or Torres Strait Islander origin question for people present in the household.

CHANGES MADE FOR THE 2006 CENSUS

The question wording and layout for the 2006 Census was identical to the 2001 Census. However, the Aboriginal or Torres Strait Islander origin question was relocated to follow the registered marital status on page 2 of the Household Form for the 2006 Census.

For the 2006 Census, a question on Aboriginal or Torres Strait Islander origin was included in the table for persons temporarily absent on the Household Form.

7 Is the person of Aboriginal or Torres Strait Islander origin? • For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander
---	--

FUTURE DEVELOPMENT

Wording of the question may be revised to include the word 'Australian' prior to 'Aboriginal' (i.e. 'Australian Aboriginal') in order to reduce the incidence of reporting from Aboriginal people of non-Australian origin. The location of the question in the Census form may be reviewed following analysis of final non-response rates from the 2006 Census. Further analysis will also assess the impact of absent persons on the question.

INDIVIDUAL INCOME

2001 CENSUS QUESTION

<p>31 What is the gross income (including pensions and allowances) that the person usually receives each week from all sources?</p> <ul style="list-style-type: none"> • Mark one box only. • Count all income for each person including: <ul style="list-style-type: none"> family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation wages salary overtime commissions and bonuses interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation) • See page 11 of the Census Guide for more information. 	<ul style="list-style-type: none"> <input type="checkbox"/> \$1,500 or more per week (\$78,000 or more per year) <input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year) <input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year) <input type="checkbox"/> \$700 - \$799 per week (\$36,400 - \$41,599 per year) <input type="checkbox"/> \$600 - \$699 per week (\$31,200 - \$36,399 per year) <input type="checkbox"/> \$500 - \$599 per week (\$26,000 - \$31,199 per year) <input type="checkbox"/> \$400 - \$499 per week (\$20,800 - \$25,999 per year) <input type="checkbox"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="checkbox"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="checkbox"/> \$160 - \$199 per week (\$8,320 - \$10,399 per year) <input type="checkbox"/> \$120 - \$159 per week (\$6,240 - \$8,319 per year) <input type="checkbox"/> \$80 - \$119 per week (\$4,160 - \$6,239 per year) <input type="checkbox"/> \$40 - \$79 per week (\$2,080 - \$4,159 per year) <input type="checkbox"/> \$1 - \$39 per week (\$1 - \$2,079 per year) <input type="checkbox"/> Nil income <input type="checkbox"/> Negative income
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BACKGROUND

A question on income was first asked in the 1933 Census in an attempt to measure the effects of the Depression. The question was not included again until 1971, but has been asked in every Census since.

Traditionally, the question has had a high non-response rate, as the general community assumed the question did not apply to those not in the labour force (e.g. those on a pension) or the unemployed.

Nil income has been included and excluded at various stages, but has been included as a response category since 1996. Negative income was added as a response category in 1996. Both nil and negative response options have been included to overcome the incidence of non-response from low-income earners.

The question responses have traditionally consisted of ranges of weekly earnings and their corresponding annual salary ranges. While dollar amount data would be highly useful to the ABS, past testing has shown that asking for write in dollar values increases non-response rates to an unacceptable level. Income information has therefore been captured in variously sized income ranges on the basis of mark box responses.

TESTING

The income question was tested in the October 2002 and August 2003 tests, November 2003, February 2004 and March/April 2004 Focus Groups and the August 2004 Major Test.

INDIVIDUAL INCOME *continued*

October 2002 Test

Household Form 1 (HHF1) and Household Form 2 (HHF2) were tested in the October 2002 Test. HHF1 used the 2001 Census income question. HHF2 replaced the term 'gross income' in the question wording with 'total weekly income from all sources', the headings 'Pensions/Allowances, Wages/Salary and Other income' were added over lists of appropriate examples and 'superannuation (contributions)' was listed as a reworded example under 'Do not deduct'. Both forms asked for the same income ranges as in the 2001 Census.

HHF1

<p>31 What is the gross income (including pensions and allowances) that the person usually receives each week from all sources?</p> <ul style="list-style-type: none"> • Mark one box only. • Count all income for each person including: <p style="margin-left: 20px;"> family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation wages salary overtime commissions and bonuses interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation) </p>	<ul style="list-style-type: none"> • Do not deduct: <p style="margin-left: 20px;"> tax superannuation health insurance </p>	<ul style="list-style-type: none"> <input type="checkbox"/> \$1,500 or more per week (\$78,000 or more per year) <input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year) <input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year) <input type="checkbox"/> \$700 - \$799 per week (\$36,400 - \$41,599 per year) <input type="checkbox"/> \$600 - \$699 per week (\$31,200 - \$36,399 per year) <input type="checkbox"/> \$500 - \$599 per week (\$26,000 - \$31,199 per year) <input type="checkbox"/> \$400 - \$499 per week (\$20,800 - \$25,999 per year) <input type="checkbox"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="checkbox"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="checkbox"/> \$160 - \$199 per week (\$8,320 - \$10,399 per year) <input type="checkbox"/> \$120 - \$159 per week (\$6,240 - \$8,319 per year) <input type="checkbox"/> \$80 - \$119 per week (\$4,160 - \$6,239 per year) <input type="checkbox"/> \$40 - \$79 per week (\$2,080 - \$4,159 per year) <input type="checkbox"/> \$1 - \$39 per week (\$1 - \$2,079 per year) <input type="checkbox"/> Nil income <input type="checkbox"/> Negative income
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INDIVIDUAL INCOME *continued*

HHF2

<p>40 What is the person's total weekly income from all sources before tax or anything else is taken out?</p> <ul style="list-style-type: none"> • Mark one box only. • Count all income for each person including: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Pensions/Allowances family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation</p> <p>Wages/Salary wages salary overtime commissions and bonuses</p> <p>Other income interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation)</p> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> • Do <i>not</i> deduct: tax superannuation (contributions) health insurance </div> </div>	<ul style="list-style-type: none"> <input type="checkbox"/> \$1,500 or more per week (\$78,000 or more per year) <input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year) <input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year) <input type="checkbox"/> \$700 - \$799 per week (\$36,400 - \$41,599 per year) <input type="checkbox"/> \$600 - \$699 per week (\$31,200 - \$36,399 per year) <input type="checkbox"/> \$500 - \$599 per week (\$26,000 - \$31,199 per year) <input type="checkbox"/> \$400 - \$499 per week (\$20,800 - \$25,999 per year) <input type="checkbox"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="checkbox"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="checkbox"/> \$160 - \$199 per week (\$8,320 - \$10,399 per year) <input type="checkbox"/> \$120 - \$159 per week (\$6,240 - \$8,319 per year) <input type="checkbox"/> \$80 - \$119 per week (\$4,160 - \$6,239 per year) <input type="checkbox"/> \$40 - \$79 per week (\$2,080 - \$4,159 per year) <input type="checkbox"/> \$1 - \$39 per week (\$1 - \$2,079 per year) <input type="checkbox"/> Nil income <input type="checkbox"/> Negative income
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Test Results

Results indicated that non-response rates for HHF1 was 7.4% and 7.6% on HHF2.

For respondents who had reached retirement age (65 years or older) the non-response rates on both forms tended to increase, suggesting that, as with the 2001 Census, people no longer receiving income from an occupation (wages/salary) generally omitted stating their income from pensions, superannuation, etc.

The smaller increase in non-response rates on HHF2 for persons aged 65-84 years suggested that the headings and/or the new question wording on HHF2 may have been more successful in encouraging these respondents of retirement age and beyond to answer the question.

Of the respondents who stated their income on HHF1, 13.2% had an income in excess of \$1,500 per week (\$78,000 or more per year). Similarly, for HHF2, 13.7% of respondents stated their income as being in excess of \$1,500 per week (\$78,000 or more per year).

August 2003 Test

The income question used in the August 2003 Test (HHF3) was similar to that used on HHF2 except the examples of income were separated into labelled categories and there was a reduced number of income ranges. Although the number of ranges was reduced an additional range for higher income earners was included. The question wording was changed to explicitly mention benefits and pensions in an effort to achieve a higher response rate.

INDIVIDUAL INCOME *continued*

HHF3

<p>43 What is the total of all benefits, pensions, income and allowances this person usually receives each week?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • Do <i>not</i> deduct: tax, superannuation (contributions) or health insurance. • Include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pensions/Allowances</p> <ul style="list-style-type: none"> family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation </td> <td style="width: 50%; vertical-align: top;"> <p>Other income</p> <ul style="list-style-type: none"> interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation) <p>Wages/Salary</p> <ul style="list-style-type: none"> wages salary overtime commissions and bonuses </td> </tr> </table>	<p>Pensions/Allowances</p> <ul style="list-style-type: none"> family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation 	<p>Other income</p> <ul style="list-style-type: none"> interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation) <p>Wages/Salary</p> <ul style="list-style-type: none"> wages salary overtime commissions and bonuses 	<ul style="list-style-type: none"> <input type="checkbox"/> \$2,000 or more per week (\$104,000 or more per year) <input type="checkbox"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="checkbox"/> \$1,000 - \$1,499 per week (\$52,000 - \$77,999 per year) <input type="checkbox"/> \$400 - \$999 per week (\$20,800 - \$51,999 per year) <input type="checkbox"/> \$80 - \$399 per week (\$4,160 - \$20,799 per year) <input type="checkbox"/> \$1 - \$79 per week (\$1 - \$4,159 per year) <input type="checkbox"/> Negative income <input type="checkbox"/> Nil income
<p>Pensions/Allowances</p> <ul style="list-style-type: none"> family allowance parenting payment unemployment benefits rental assistance pensions student allowance maintenance (child support) workers' compensation superannuation 	<p>Other income</p> <ul style="list-style-type: none"> interest received dividends rents received (less expenses of operation) business or farm income (less expenses of operation) <p>Wages/Salary</p> <ul style="list-style-type: none"> wages salary overtime commissions and bonuses 		

Test Results

The changed wording for the income question to specifically state 'benefits' and 'pensions' did not appear to encourage either older respondents or income earners to answer the question. The addition of an extra income range for higher income earners did not appear to affect either the response rate or the distribution of responses for these income ranges. Results of the analysis of data for the compressed middle income ranges was inconclusive.

November 2003 Focus Groups

In an attempt to both identify the possibility of including a 'main source of income' question as well as providing more detailed income information, the income question was tested within a two question set of 'main source of income' and 'how much does the person usually receive from all sources in total' (write-in income). Of all completed responses, over 12% of the participants completed the income question incorrectly. There was confusion from salary earners on whether or not their answer should include superannuation and motor vehicle salary package contributions. Participants also reported confusion caused by initially being asked for main source of income but then being asked about income from all sources. Some respondents indicated they would have like the option to provide a fortnightly income figure.

NOVEMBER 2003 FOCUS GROUPS

<p>17 Which of the following is the person's MAIN source of income?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Wages or salary? <input type="checkbox"/> Unincorporated business or partnership? <input type="checkbox"/> Government pension or allowance? <input type="checkbox"/> Any other regular source? <input type="checkbox"/> None of the above 								
<p>18 Before income tax is taken out, how much does the person usually receive from ALL sources in total?</p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> <td style="text-align: right; padding-left: 5px;">per week</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> </tr> <tr> <td style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> <td style="text-align: right; padding-left: 5px;">per year</td> </tr> <tr> <td colspan="2" style="padding-top: 5px;"> <ul style="list-style-type: none"> <input type="checkbox"/> Nil <input type="checkbox"/> Loss </td> </tr> </table>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	per week	or		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	per year	<ul style="list-style-type: none"> <input type="checkbox"/> Nil <input type="checkbox"/> Loss 	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	per week								
or									
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	per year								
<ul style="list-style-type: none"> <input type="checkbox"/> Nil <input type="checkbox"/> Loss 									

INDIVIDUAL INCOME *continued*

February 2004 Focus
Groups

Two write-in income questions were tested in the February 2004 Focus Groups. Both questions allowed the householder to elect either weekly, fortnightly, monthly or yearly income. Nil income and negative income options were also provided. The difference between the two questions was that Version A provided a list of examples of income sources to be considered when framing an answer, whereas Version B did not provide any examples.

Almost every participant wrote an answer, although a few said that they were uncomfortable writing an exact income answer. Respondents indicated that it was difficult to work out an 'average' answer. Approximately 25% of participants initially wrote their income amount in the hundreds of thousands of dollars column section instead of the hundreds of dollars sections of the weekly and fortnightly income response categories. Respondents were unsure how to respond to the questions when they shared their income with another person.

There was no clear preference for either question.

VERSION A

<p>1 What is the total of all benefits, pensions, allowances, wages/salary and other income this person usually receives?</p> <ul style="list-style-type: none"> • COMPLETE ONE RESPONSE ONLY. • Approximate amounts suitable. • Do <i>not</i> deduct: tax, superannuation contributions or health insurance or other automatic deductions • Include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Pensions/Allowances</td> <td style="width: 50%; border: none;">Other Income</td> </tr> <tr> <td style="border: none;">family tax benefits</td> <td style="border: none;">interest received</td> </tr> <tr> <td style="border: none;">parenting payment</td> <td style="border: none;">dividends</td> </tr> <tr> <td style="border: none;">unemployment benefits</td> <td style="border: none;">rents received (less expenses of - operation)</td> </tr> <tr> <td style="border: none;">rent assistance</td> <td style="border: none;">business or farm income (less - expenses of operation)</td> </tr> <tr> <td style="border: none;">pensions</td> <td style="border: none;">Wages/salary</td> </tr> <tr> <td style="border: none;">student allowance</td> <td style="border: none;">regular overtime</td> </tr> <tr> <td style="border: none;">maintenance (child support)</td> <td style="border: none;">commissions and bonuses</td> </tr> <tr> <td style="border: none;">workers' compensation</td> <td></td> </tr> <tr> <td style="border: none;">superannuation</td> <td></td> </tr> <tr> <td style="border: none;">newstart allowance</td> <td></td> </tr> </table>	Pensions/Allowances	Other Income	family tax benefits	interest received	parenting payment	dividends	unemployment benefits	rents received (less expenses of - operation)	rent assistance	business or farm income (less - expenses of operation)	pensions	Wages/salary	student allowance	regular overtime	maintenance (child support)	commissions and bonuses	workers' compensation		superannuation		newstart allowance		<table style="width: 100%; border: none;"> <tr> <td style="border: none;">\$ <input type="text"/> <input type="text"/></td> <td style="border: none; text-align: right;">00</td> </tr> <tr> <td style="border: none;">per week</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; text-align: center;">OR</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">\$ <input type="text"/> <input type="text"/></td> <td style="border: none; text-align: right;">00</td> </tr> <tr> <td style="border: none;">per fortnight</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; text-align: center;">OR</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">\$ <input type="text"/> <input type="text"/></td> <td style="border: none; text-align: right;">00</td> </tr> <tr> <td style="border: none;">per month</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; text-align: center;">OR</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">\$ <input type="text"/> <input type="text"/></td> <td style="border: none; text-align: right;">00</td> </tr> <tr> <td style="border: none;">per year</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; text-align: center;">OR</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> NIL income </td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"> <input type="checkbox"/> Negative income </td> <td style="border: none;"></td> </tr> </table>	\$ <input type="text"/>	00	per week		OR		\$ <input type="text"/>	00	per fortnight		OR		\$ <input type="text"/>	00	per month		OR		\$ <input type="text"/>	00	per year		OR		<input type="checkbox"/> NIL income		<input type="checkbox"/> Negative income	
Pensions/Allowances	Other Income																																																		
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OR																																																			
<input type="checkbox"/> NIL income																																																			
<input type="checkbox"/> Negative income																																																			

INDIVIDUAL INCOME *continued*

August 2004 Major Test
continued

The example of items to include were updated in both forms:

- 'Pensions/Allowances' - 'family allowance' became 'family tax benefits', 'superannuation' was deleted, 'rental assistance' was changed to 'rent assistance' and 'newstart allowance' was included;
- 'Other income' - 'interest received' became 'interest', 'rents received (less expenses of operation)' became 'rents (exclude expenses of operation)', and 'business or farm income (less expenses of operation)' became 'business/farm income (exclude expenses of operation)', 'income from superannuation' was also included as an additional example; and
- 'Wages/Salary' - 'wages', 'salary' and 'overtime' were deleted, and 'regular overtime' was included.

HHF4 tested write-in response boxes for per week, per fortnight, per month, per year and the inclusion of the instruction, 'Write approximate dollar amounts only', above the write-in response boxes.

HHF5 used ten income range mark-box responses plus the 'Nil income' and 'Negative income' mark-boxes.

HHF4

<p>30 What is the <i>total</i> of all wages/salaries, government benefits, pensions, allowances and other income this person <i>usually</i> receives?</p> <ul style="list-style-type: none"> • COMPLETE ONE RESPONSE ONLY. • Approximate amounts suitable. • Do <i>not</i> deduct: tax, superannuation contributions, health insurance, amounts salary sacrificed or any other automatic deductions. • Include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pensions/allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p> </td> </tr> </table>	<p>Pensions/allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p>	<p>Write approximate dollar amounts only</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">per week</p> <p style="text-align: center;">OR</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">per fortnight</p> <p style="text-align: center;">OR</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">per month</p> <p style="text-align: center;">OR</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p style="text-align: center;">per year</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Nil income</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Negative income</p>
<p>Pensions/allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p>		

INDIVIDUAL INCOME *continued*

August 2004 Major Test
continued

HHF5

<p>28 What is the <i>total</i> of all wages/salaries, government benefits, pensions, allowances and other income this person <i>usually</i> receives each week?</p> <ul style="list-style-type: none"> • COMPLETE ONE RESPONSE ONLY. • Approximate amounts suitable. • Do <i>not</i> deduct: tax, superannuation contributions, health insurance, amounts salary sacrificed or any other automatic deductions. • Include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pensions/Allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p> </td> </tr> </table>	<p>Pensions/Allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p>	<ul style="list-style-type: none"> <input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,600 - \$1,999 per week (\$83,200 - \$103,999 per year) <input type="radio"/> \$1,300 - \$1,599 per week (\$67,600 - \$83,199 per year) <input type="radio"/> \$1,000 - \$1,299 per week (\$52,000 - \$67,599 per year) <input type="radio"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year) <input type="radio"/> \$600 - \$799 per week (\$31,200 - \$41,599 per year) <input type="radio"/> \$400 - \$599 per week (\$20,800 - \$31,199 per year) <input type="radio"/> \$250 - \$399 per week (\$13,000 - \$20,799 per year) <input type="radio"/> \$150 - \$249 per week (\$7,800 - \$12,999 per year) <input type="radio"/> \$1 - \$149 per week (\$1 - \$7,799 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income
<p>Pensions/Allowances family tax benefits parenting payment unemployment benefits rent assistance pensions student allowance maintenance (child support) workers' compensation newstart allowance</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation</p> <p>Wages/salary regular overtime commissions and bonuses</p>		

Test Results

Overall the non-response rate for the write-in income question on HHF4 was 24.4% and on HHF5 it was 20%. The non-response rate for person 1 on HHF4 was 10.2% and on HHF5 it was 6.7%.

The non-response rate for the 15 to 44 years age group on HHF4 was 13.5%, HHF5 was 7.7% and for the 2001 Census Major Test CDs it was 4.9%. The non-response rate for the 65 years or older age group was higher than for the other age groups at 17.6% for HHF4, 11.8% for HHF5 and 13.1% for the 2001 Census Major Test CDs.

Multiple responses to the question were observed where the most common was the completion of consecutive mark box responses. In HHF4, 4.6% of respondents provided an answer to more than one part of the question compared to 2.7% of HHF5 respondents.

For those respondents who stated an income, the weekly income range distributions for HHF4 were generally below those for HHF5 except for the two highest ranges. The distribution for the highest range (\$2,000 or more per week) showed the largest movement where HHF4 was 9.4% compared to 6% for HHF5.

INDIVIDUAL INCOME *continued*

Test Results *continued*

DISTRIBUTION OF RESPONSES TO INCOME WITHIN HHF5 RANGES

<i>Income range</i>	<i>HHF4</i>	<i>HHF5</i>
	%	%
Negative income	0.7	0.6
Nil income	7.3	8.5
\$1-\$149	6.4	8.0
\$150-\$249	10.3	11.3
\$250-\$399	10.2	11.1
\$400-\$599	11.7	12.7
\$600-\$799	9.1	10.6
\$800-\$999	7.5	8.2
\$1000-\$1299	7.7	8.1
\$1300-\$1599	3.4	4.3
\$1600-\$1999	2.8	2.6
\$2000 or more	9.4	6.0
Not stated	13.4	7.9
Total	100.0	100.0

Other response issues varied on HHF4 and included the use of abbreviations, household or family income provided for person 1, yearly income written in the weekly income response option, a high incidence of commas and decimal points used in responses, leading zeros before the actual amount, large amounts of space between numbers, line drawn after the dollar amount and the word 'pension' written over the response boxes.

Providing examples within labelled categories, especially separating pensions and allowances from other sources of income, appears to have had a beneficial effect on the response rate for respondents aged 65 years or older.

The decreased number of income ranges on HHF5 compared with the 2001 Census does not appear to have affected the response rate, especially when allowing for the incidence of higher non-response rates traditionally noticed in Census tests. The close similarity in the distribution of responses of HHF4 incomes, when converted to weekly income ranges, with the HHF5 income ranges, suggests that the decreased number of income ranges had no effect on the distribution.

The majority of comments received from respondents was concern about the confidentiality of the information provided. Collectors noted that elderly respondents had difficulties with this question.

CHANGES MADE FOR THE 2006 CENSUS

The 2006 Census question was similar to the question tested in HHF5. The phrase 'this person' was changed to 'the person', the instruction 'COMPLETE ONE RESPONSE ONLY' was altered to 'MARK ONE BOX ONLY' and the instruction 'Approximate amounts suitable' was removed. An 's' was removed from the examples 'family tax benefit' and 'student allowance', the 'newstart allowance' example was move higher up the list, the examples 'any other pensions/allowances' and 'any other income' were added and the statement 'information from this question provides and indication of living standards in different areas' was removed.

INDIVIDUAL INCOME *continued*

<p>33 What is the <i>total</i> of all wages/salaries, government benefits, pensions, allowances and other income the person <i>usually</i> receives?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • Do not deduct: tax, superannuation contributions, health insurance, amounts salary sacrificed, or any other automatic deductions. • Include the following: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Pensions/Allowances family tax benefit parenting payment unemployment benefits Newstart allowance rent assistance pensions student allowances maintenance (child support) workers' compensation any other pensions/allowances</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income</p> <p>Wages/salaries regular overtime commissions and bonuses</p> </td> </tr> </table> • Information from this question provides an indication of living standards in different areas. 	<p>Pensions/Allowances family tax benefit parenting payment unemployment benefits Newstart allowance rent assistance pensions student allowances maintenance (child support) workers' compensation any other pensions/allowances</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income</p> <p>Wages/salaries regular overtime commissions and bonuses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> \$2,000 or more per week (\$104,000 or more per year) <input type="checkbox"/> \$1,600 - \$1,999 per week (\$83,200 - \$103,999 per year) <input type="checkbox"/> \$1,300 - \$1,599 per week (\$67,600 - \$83,199 per year) <input type="checkbox"/> \$1,000 - \$1,299 per week (\$52,000 - \$67,599 per year) <input type="checkbox"/> \$800 - \$999 per week (\$41,600 - \$51,999 per year) <input type="checkbox"/> \$600 - \$799 per week (\$31,200 - \$41,599 per year) <input type="checkbox"/> \$400 - \$599 per week (\$20,800 - \$31,199 per year) <input type="checkbox"/> \$250 - \$399 per week (\$13,000 - \$20,799 per year) <input type="checkbox"/> \$150 - \$249 per week (\$7,800 - \$12,999 per year) <input type="checkbox"/> \$1 - \$149 per week (\$1 - \$7,799 per year) <input type="checkbox"/> Nil income <input type="checkbox"/> Negative income
<p>Pensions/Allowances family tax benefit parenting payment unemployment benefits Newstart allowance rent assistance pensions student allowances maintenance (child support) workers' compensation any other pensions/allowances</p>	<p>Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income</p> <p>Wages/salaries regular overtime commissions and bonuses</p>		

FUTURE DEVELOPMENT

Analysis of the data from the 2006 Census will need to monitor non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

INDUSTRY

2001 CENSUS
QUESTIONS

<p>36 For the main job held last week, what was the employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, print name of business. • For teachers, print name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>38 Which best describes the business of the employer?</p> <ul style="list-style-type: none"> • Mark one box only. • If 'Other' is marked, please specify (e.g. Agriculture, Transport, Insurance, Education). 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation, Cafe & Restaurants <input type="checkbox"/> Community & Health Services <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 30px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																																		
<p>39 What are the main goods produced or main services provided by the employer's business?</p> <ul style="list-style-type: none"> • Describe as fully as possible, using two words or more. • For example, wheat and sheep, bus charter, health insurance, primary school education, civil engineering consultancy service, house building, steel pipes. 	<p>Goods produced/services provided</p> <table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"> <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>																																																		

BACKGROUND

A question on the industry of a person's employment has been included in one form or another in all Censuses.

Prior to the 2001 Census, industry was coded from the names and addresses of the respondents' employer or, where no match was obtained, by using the person's response to a direct industry question. The business name matching used the industry codes of businesses on the Business Register maintained by the ABS. This method provided more consistency between Census data and data from other ABS collections based on the register.

For the 2001 Census, a structured industry coding methodology was introduced and two questions were used in an attempt to elicit better information from respondents to allow for more reliable coding. In most cases, industry coding was achieved more accurately and definitively.

TESTING

The industry questions were tested in the February 2003 and April/May 2003 Focus Groups and the August 2003 and August 2004 tests.

INDUSTRY *continued*

February 2003 Focus
Groups

Two sets of questions were tested in the February 2003 Focus Group testing. Version 1 was the same as the 2001 Census questions. Version 2 added an additional field to the Business Name question asking for 'Section, plant, department, branch or division', the Industry type question was altered to include an expanded list of response options and the wording of the Employer's business question was changed from the 2001 concept of 'goods produced/services provided' to 'activities undertaken'.

Version 2 of the industry type question was found to be too detailed for respondents and the majority preferred the shorter pick list contained in Version 1.

Version 1 of the employer's business question was preferred over the activities undertaken alternative. It was considered easier to ascertain the types of employer businesses from the description of main goods produced or main services provided.

Both versions of the employer's business question were hampered by the limited response space for write-in responses, with respondents either writing a less detailed response or by writing the information outside of this area.

VERSION 1

<p>1 For the main job held <i>last week</i>, what was the employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, print name of business. • For teachers, print name of school. 	<p>Business name</p> <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>
<p>2 Which best describes the <i>business</i> of the employer?</p> <ul style="list-style-type: none"> • Mark one box only. • If 'Other' is marked, please specify (e.g. AGRICULTURE, TRANSPORT, INSURANCE, EDUCATION). 	<ul style="list-style-type: none"> <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 <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>
<p>3 What are the <i>main</i> goods produced or <i>main</i> services provided by the employer's <i>business</i>?</p> <ul style="list-style-type: none"> • Describe as fully as possible, using two words or more. • For example: WHEAT AND SHEEP, BUS CHARTER, HEALTH INSURANCE, PRIMARY SCHOOL EDUCATION, CIVIL ENGINEERING CONSULTANCY SERVICE, HOUSE BUILDING, STEEL PIPES. 	<p>Goods produced/services provided</p> <div style="border: 1px solid #ccc; height: 120px; width: 100%;"></div>

INDUSTRY *continued*

VERSION 2

<p>1 For the main job held <i>last week</i>, what was your employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, print name of business. • For teachers, print name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <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>Section, plant, department, branch or division</p> <table border="1" style="width: 100%; height: 30px; border-collapse: collapse;"> <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>2 Which best describes the <i>industry, business or service</i> of your employer at the location where you work?</p> <ul style="list-style-type: none"> • If 'Other' is marked, please specify (e.g. REPAIR & MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE). 	<p><input type="checkbox"/> Manufacturing</p> <p><input type="checkbox"/> Wholesale Trade</p> <p><input type="checkbox"/> Retail Trade</p> <p><input type="checkbox"/> Accommodation</p> <p>Transport</p> <p><input type="checkbox"/> Road Freight</p> <p><input type="checkbox"/> Other Transport</p> <p>Construction</p> <p><input type="checkbox"/> Residential Buildings</p> <p><input type="checkbox"/> Commercial Buildings</p> <p><input type="checkbox"/> Other Construction</p> <p><input type="checkbox"/> Subcontractor to Construction Company</p> <p>Investment</p> <p><input type="checkbox"/> Property Owner</p> <p><input type="checkbox"/> Other Investment</p> <p><input type="checkbox"/> Health Service</p> <p><input type="checkbox"/> Welfare Services</p> <p><input type="checkbox"/> Other – please specify</p> <table border="1" style="width: 100%; height: 30px; border-collapse: collapse;"> <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>3 What are the <i>main</i> activities undertaken by your employer at the location where you work?</p> <ul style="list-style-type: none"> • Examples include: WHEAT AND SHEEP FARMING, LABOUR HIRE AGENCY, REPAIRING HOUSEHOLD APPLIANCES, PRIMARY EDUCATION, ROAD MAINTENANCE, SUPERMARKET, CLEANING OFFICES, COMPUTING CONSULTING SERVICE, HOUSE BUILDING. 	<p>Activities undertaken</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																				

INDUSTRY *continued*

April/May 2003 Focus Groups

Two sets of questions were tested in the April/May 2003 Focus Group testing. Version 1 was the same as Version 2 from the February 2003 Focus Group testing and Version 2 used a modified set of questions. The field in the Business Name question was renamed to 'Division, Branch or Section', and the words 'if any' added. The Industry type question had fewer response options and the Employer's business question was changed to refer to the 'good produced/service provided' concept instead of 'activities undertaken'.

The addition of the 'if any' instruction to the Division, Branch or Section of the Business Name question reduced the confusion surrounding this field. Testing showed the use of 'good produced/service provided' concept led to better quality responses for the Employer business question. The revised Industry Type question contributed to a decrease in confusion amongst respondents.

INDUSTRY *continued*

April/May 2003 Focus
Groups *continued*

VERSION 1

<p>1 For the main job held last week, what was your employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, print name of business. • For teachers, print name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>Section, plant, department, branch or division</p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																																																																																				
<p>2 Which best describes the industry, business or service of your employer at the location where you work?</p> <ul style="list-style-type: none"> • If 'Other' is marked, please specify (e.g. REPAIR & MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE). 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesale Trade <input type="checkbox"/> Retail Trade <input type="checkbox"/> Accommodation Transport <ul style="list-style-type: none"> <input type="checkbox"/> Road Freight <input type="checkbox"/> Other Transport Construction <ul style="list-style-type: none"> <input type="checkbox"/> Residential Buildings <input type="checkbox"/> Commercial Buildings <input type="checkbox"/> Other Construction <input type="checkbox"/> Subcontractor to <input type="checkbox"/> Construction Company Investment <ul style="list-style-type: none"> <input type="checkbox"/> Property Owner <input type="checkbox"/> Other Investment <input type="checkbox"/> Health Service <input type="checkbox"/> Welfare Services <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																																																																																				
<p>3 What are the main activities undertaken by your employer at the location where you work?</p> <ul style="list-style-type: none"> • Examples include: WHEAT AND SHEEP FARMING, LABOUR HIRE AGENCY, REPAIRING HOUSEHOLD APPLIANCES, PRIMARY EDUCATION, ROAD MAINTENANCE, SUPERMARKET, CLEANING OFFICES, COMPUTING CONSULTING SERVICE, HOUSE BUILDING. 	<p>Activities undertaken</p> <table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"> <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> <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>																																																																																																				

INDUSTRY *continued*

April/May 2003 Focus
Groups *continued*

VERSION 2

<p>1 For the main job held last week, what was your employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, print name of business. • For government employees, print name of Department and Division, Branch or Section. • For teachers, print name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 40px;"> <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>Division, Branch or Section (if any)</p> <table border="1" style="width: 100%; height: 30px;"> <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>3 Which best describes the industry or business of your employer at the location where you work?</p> <ul style="list-style-type: none"> • Mark one box only. • If 'Other', please specify. • Examples include: REPAIR & MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE. 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation <input type="checkbox"/> Pubs, Cafes and Restaurants <input type="checkbox"/> Road Freight Transport <input type="checkbox"/> House Construction <input type="checkbox"/> Health Service <input type="checkbox"/> Community Care Service <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 30px;"> <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>4 What is the main good produced or service provided by your employer's business at the location where you work?</p> <ul style="list-style-type: none"> • Describe as fully as possible using two words or more. • Examples include: WHEAT AND SHEEP FARMING, LABOUR HIRE AGENCY, REPAIRING HOUSEHOLD APPLIANCES, PRIMARY EDUCATION, ROAD MAINTENANCE, SUPERMARKET, CLEANING OFFICES, COMPUTING CONSULTING SERVICE, HOUSE BUILDING. 	<p>Good produced/service provided</p> <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></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>																																																												

August 2003 Test

The questions used in Household Form 3 (HHF3) were based on the questions used for the April/May 2003 Focus Groups.

Version 2 of the Business Name question which was Focus Group tested in April/May 2003 was used, however, the phrase 'your employer's business name' was changed to 'the employer's business name' and 'print name' in the instructions was changed to 'write name'.

The industry of employer question was based on the April/May 2003 Focus Group question. The question 'What are the main goods produced or services provided', was changed to plural. The phrase 'by your employer's business' was replaced with 'by the employer's business' and the words 'where you work' were changed to 'where the person works'. The example of 'house building' was removed from the list of examples.

The industry type question phrase 'of your employer at the location where you work' was altered to 'of the employer at the location where the person works', the 'Mark one box only' instruction was changed to uppercase, the 'If 'Other', please specify' instruction was removed and 'Repair and maintenance' in the examples list was changed to 'Repairs and

INDUSTRY *continued*

August 2003 Test continued

maintenance'. As this question was at the top of the page, the instruction 'Remember to mark the box like this <->' was also included.

HHF3

<p>50 For the main job held <i>last week</i>, what was the employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, write name of business. • For government employees, write name of Department and Division, Branch or Section. • For teachers, write the name of school. 	<p>Business name</p> <div style="border: 1px solid #ccc; height: 80px; width: 100%;"></div> <p>Division, branch or section (if any)</p> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>
<p>52 Which best describes the <i>industry or business</i> of the employer at the location where the person works?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • 'Other' examples include: REPAIRS AND MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE. • Remember to mark the box like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation <input type="checkbox"/> Pubs, Cafes and Restaurants <input type="checkbox"/> Road Freight Transport <input type="checkbox"/> House Construction <input type="checkbox"/> Health Service <input type="checkbox"/> Community Care Service Other – please specify <div style="border: 1px solid #ccc; height: 60px; width: 100%;"></div>
<p>53 What are the <i>main</i> goods produced or services provided by the employer's <i>business</i> at the location where the person works?</p> <ul style="list-style-type: none"> • Describe as fully as possible using two words or more. • Examples include: WHEAT AND SHEEP FARMING, LABOUR HIRE AGENCY, REPAIRING HOUSEHOLD APPLIANCES, PRIMARY EDUCATION, ROAD MAINTENANCE, GROCERY SUPERMARKET, CLEANING OFFICES, COMPUTING CONSULTING SERVICE. 	<p>Goods produced/services provided</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>

INDUSTRY *continued*

Test Results

There were no significant changes at the broad industry level between the August 2003 Test and the 2001 Census. The addition of 'House construction' as a separate mark-box category appeared to increase the percentage of respondents coded to this industry. Fewer respondents were coded to an 'Undefined' code for industry division, subdivision or group in the August 2003 Test compared to the 2001 Census.

August 2004 Major Test

The question sequence for the industry topic on Household Form 4 (HHF4) was based on the 1996 Census sequence of questions: Business Name, Workplace address and Industry business or service of employer.

The Business Name question on HHF4 was similar to that used in the August 2003 Test except that a row of constrained boxes was removed from the 'Business name' response field and an extra row of constrained boxes was added for the 'Division, Branch or Section (if any)' response field.

The Industry, business or service of employer question on HHF4 was based on the question used in the 1996 Census.

The Business Name, Workplace address and Goods produced/services provided questions on HHF5 are the same as those used in the 2001 Census. The Industry type question on HHF5 is similar to that used in the August 2003 Test, except the examples were changed to lower-case.

HHF4

<p>37 For the main job held <i>last week</i>, what was the employer's business name?</p> <ul style="list-style-type: none"> ▪ For self-employed persons, write name of business. ▪ For government employees, write name of Department and Division, Branch or Section. ▪ For teachers, write name of school. 	<p>Business name</p> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div> <p>Division, Branch or Section (if any)</p> <div style="border: 1px solid #ccc; height: 40px; width: 100%;"></div>
<p>39 What kind of industry, business or service is carried out by the employer at the address in question 38?</p> <ul style="list-style-type: none"> ▪ Describe as fully as possible, using two words or more, for example: SUPERMARKET OPERATION, COMPUTER RETAILING, COMPUTER WHOLESALING, WHEAT AND SHEEP FARMING, MEN'S CLOTHING MANUFACTURING, HOUSE BUILDING, CIVIL ENGINEERING CONSULTANCY SERVICE. 	<p>Industry, business or service of employer</p> <div style="border: 1px solid #ccc; height: 80px; width: 100%;"></div>

INDUSTRY *continued*

HHF5

<p>33 For the main job held <i>last week</i>, what was the employer's business name?</p> <ul style="list-style-type: none"> ▪ For self-employed persons, print name of business. ▪ For teachers, print name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>35 Which best describes the <i>industry</i> or <i>business</i> of the employer at the location where the person works?</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ 'Other' examples include: repairs and maintenance, education, agriculture, finance, telecommunications service. ▪ Remember to mark the box like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation <input type="checkbox"/> Pubs, Cafes and Restaurants <input type="checkbox"/> Road Freight Transport <input type="checkbox"/> House Construction <input type="checkbox"/> Health Service <input type="checkbox"/> Community Care Service <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>36 What are the <i>main</i> goods produced or <i>main</i> services provided by the employer's <i>business</i>?</p> <ul style="list-style-type: none"> ▪ Describe as fully as possible, using two words or more. ▪ For example, wheat and sheep, bus charter, health insurance, primary school education, civil engineering consultancy service, house building, steel pipes. 	<p>Goods produced/services provided</p> <table border="1" style="width: 100%; height: 80px; border-collapse: collapse;"> <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>																																																		

Test Results

The non-response rate for industry was 2.7% on HHF4 and 2.1% on HHF5. This compares with the non-response rate for the 2001 Census of 1.5%. The non-response rate for the proposed write-in industry question on HHF4 was 6.8% compared to the overall non-response rate of 2.7% for both HHF5 industry questions combined.

HHF4 had a lower incidence of coding intervention for the nine industries in the mark box list on HHF5 except for 'Retail trade'. The level of on-line undefined coding was 16.5% for HHF4 and 13.7% for HHF5 compared with the undefined coding derived from the automatic coding process of 1.3% for HHF4 and 0.6% for HHF5.

Mining had the highest level of undefined coding with 94.4% on HHF4 and 47.4% on HHF5. The undefined level of coding for Mining in the 2001 Census was 25.8%. A major cause of the large proportion of undefined coding for Mining on HHF4 was the high incidence of responses of 'mining', without further qualification, to business industry question.

The Construction industry recorded a mixed result with 23.1 % of responses for HHF4 coded to undefined, and 7.9% of responses for HHF5 coded to undefined, compared to 14.7% in the 2001 Census.

INDUSTRY *continued*

Test Results *continued*

	HHF4	HHF5	2001 Census
<i>Industry</i>	%	%	%
Agriculture	20.6	11.5	7.2
Mining	94.4	47.4	25.8
Construction	23.1	7.9	14.7
Manufacturing	35.8	31.5	17.3
Wholesale trade	19.4	13.5	6.7
Finance and Insurance	16.7	18.6	6.4
Education	12.1	8.2	4.5
Retail trade	11.4	9.8	5.9

The automatic coding rate for HHF4 was 53.4% compared to 61.1% in HHF5. Generally, 55.1% were automatically coded in the 2001 Census. The overall proportion of records (HHF4 and HHF5 combined) where industry data were coded by the Automatic Coding system was 57.3%.

The non-response rate for the Business Name question for HHF4 was 4.6%, while for HHF5 the non-response rate was 4.7%. The non-response rate to this question in the 2001 Census was approximately 3%.

Evaluation of data for HHF4 showed 82.4% non-response to the Division field in the Business Name question.

CHANGES MADE FOR THE 2006 CENSUS

The 2001 Census questions were used for the 2006 Census with some minor changes.

In the industry type question the instruction 'Other' examples include: repairs and maintenance, education, agriculture, finance, telecommunications service' was altered to 'Examples of 'Other - please specify' are: REPAIRS AND MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE'. Other than the first letter on the line in the pick list, all response category labels were changed to lower-case text.

In the goods produced/services provided question the examples listed in the instructions were changed to uppercase text.

INDUSTRY *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

<p>40 For the main job held <i>last week</i>, what was the employer's business name?</p> <ul style="list-style-type: none"> • For self-employed persons, write name of business. • For teachers, write name of school. 	<p>Business name</p> <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <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>42 Which best describes the <i>industry or business</i> of the employer at the location where the person works?</p> <ul style="list-style-type: none"> • Mark one box only. • Examples of 'Other – please specify' are: REPAIRS AND MAINTENANCE, EDUCATION, AGRICULTURE, FINANCE, TELECOMMUNICATIONS SERVICE. • Remember to mark box like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesaling <input type="checkbox"/> Retailing (incl. Take-aways) <input type="checkbox"/> Accommodation <input type="checkbox"/> Pubs, cafes and restaurants <input type="checkbox"/> Road freight transport <input type="checkbox"/> House construction <input type="checkbox"/> Health service <input type="checkbox"/> Community care service <p>Other – please specify</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>43 What are the <i>main</i> goods produced or <i>main</i> services provided by the employer's <i>business</i>?</p> <ul style="list-style-type: none"> • Describe as fully as possible, using two words or more. • For example: WHEAT AND SHEEP, BUS CHARTER, HEALTH INSURANCE, PRIMARY SCHOOL EDUCATION, CIVIL ENGINEERING CONSULTANCY SERVICE, HOUSE BUILDING, STEEL PIPES. 	<p>Goods produced/services provided</p> <table border="1" style="width: 100%; height: 60px; border-collapse: collapse;"> <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>																																																		

FUTURE DEVELOPMENT

Question wording be reviewed to ensure compatibility with the 2006 edition of the Australian New Zealand Industry Classification (ANZSIC) (cat. no.1292.0).

LABOUR FORCE STATUS

2001 CENSUS QUESTIONS

<p>32 Last week, did the person have a full-time or part-time job of any kind?</p> <ul style="list-style-type: none"> • Mark one box only. • A 'job' means any type of work including casual or temporary work or part-time work, if it was for one hour or more. • See page 11 of the Census Guide for more information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, worked for payment or profit <input type="checkbox"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down <input type="checkbox"/> Yes, unpaid work in a family business <input type="checkbox"/> Yes, other unpaid work <ul style="list-style-type: none"> ▶ Go to 42 <input type="checkbox"/> No, did not have a job <ul style="list-style-type: none"> ▶ Go to 42
<p>33 In the main job held last week was the person:</p> <ul style="list-style-type: none"> • Mark one box only. • 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. • For a person working in their own limited liability (or Pty Ltd) company mark the first box. • See page 11 of the Census Guide for more information. 	<ul style="list-style-type: none"> <input type="checkbox"/> A wage or salary earner? <input type="checkbox"/> Conducting own business with employees? <input type="checkbox"/> Conducting own business without employees? <input type="checkbox"/> A helper not receiving wages?

BACKGROUND

Data on labour force status, employment status and status of workers has been obtained in every Australian Census since 1911. In recent Censuses, respondents were asked to answer a series of questions from which labour force status was derived.

Since the 1986 Census, a number of changes have been incorporated into the labour force status questions to make the Census results more conceptually consistent with ABS surveys such as the Labour Force Survey (LFS).

In both the 1996 and 2001 Censuses, a question about availability to start work was included so that counts of unemployed people in the Census would be more comparable to data collected in the LFS. The distinction between whether a person's own business was a limited liability company was also included with the aim of increasing comparability of estimates of employees and self-employed people between the Census and LFS.

Since the 2001 Census, there have been changes in the ABS definition regarding the status of self-employed people, sole traders and single person companies as employers and not employees.

TESTING

The labour force questions were tested in the August 2003 Test, February 2004 and March/April 2004 Focus Groups, and the August 2004 Major Test.

August 2003 Test

A new approach to collecting Status of employment was used in the August 2003 Test to attempt to separately identify Owner Managers of Incorporated Enterprises (OMIE) from Owner Managers of Unincorporated Enterprises (OMUE).

LABOUR FORCE STATUS *continued*

HHF3

<p>44 Last week, did the person have a full-time or part-time job of any kind?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • A 'job' means any type of work including casual or temporary work or part-time work, if it was for one hour or more. 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, worked for payment or profit <input type="checkbox"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down <input type="checkbox"/> Yes, unpaid work in a family business ► Go to 48 <input type="checkbox"/> Yes, other unpaid work ► Go to 56 <input type="checkbox"/> No, did not have a job ► Go to 56
<p>45 In the main job held last week, was the person:</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • For a person working in their own incorporated (Pty Ltd) company mark the second box. • 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. • Remember to mark the box like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> A wage or salary earner? ► Go to 48 <input type="checkbox"/> Conducting own business? ► Go to 46
<p>46 Was the person's business:</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • Incorporated means a limited liability company. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporated (Pty Ltd)? <input type="checkbox"/> Unincorporated?
<p>47 Does the person's business employ people?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No, no employees <input type="checkbox"/> Yes, 1 - 24 employees <input type="checkbox"/> Yes, 25 or more employees

Test Results

The new main job last week question tested the treatment of business owner managers. Results showed a similar proportion of business owner managers (incorporated and unincorporated) as the 2001 Census question (which asked for unincorporated businesses only). Further analysis indicated the new questions to identify owner managers of unincorporated enterprises without employees did not work well.

February 2004 Focus Groups

Two versions of the main job last week question were tested by small business owners, contractors, people working through temporary employment agency arrangements and respondents in full-time or part-time employment. The question text was the same in both versions, however, the response options were different. Version 1 tested the alternative words of 'Working in own business' compared to 'Conducting own business' in Version 2. Respondents were asked if their business was incorporated or unincorporated and how many people they employed.

For respondents in full-time or part-time employment the response options were 'A wage or salary earner' compared to 'Working for an employer'.

For people who were employed as a wage or salary earner, and for participants not in the labour force, the question designs generally worked satisfactorily. However, for wage and salary earners there was clear preference expressed for the question design which used the answer category "wage and salary earner" rather than "working for an employer".

LABOUR FORCE STATUS *continued*

February 2004 Focus
Groups *continued*

For people who own a small business, contractors and people working through temporary employment agencies there was considerable confusion expressed about how to answer the Labour Force questions.

VERSION A

<p>1 In the main job held <i>last week</i>, was the person:</p> <ul style="list-style-type: none"> ▪ MARK ONE BOX ONLY. ▪ For a person working in their own limited liability (or Pty Ltd) company mark the second box. ▪ 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. ▪ Remember to mark the box like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> A wage or salary earner? ▶ No further questions</p> <p><input type="checkbox"/> Conducting own business? ▶ Go to 2</p>
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VERSION B

<p>1 In the main job held <i>last week</i>, was the person:</p> <ul style="list-style-type: none"> ▪ MARK ONE BOX ONLY. ▪ For a person working in their own limited liability (or Pty Ltd) company mark the second box. ▪ 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. ▪ Remember to mark the box like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> Working for an employer? ▶ No further questions</p> <p><input type="checkbox"/> Working in own business? ▶ Go to 2</p>
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March/April 2004 Focus
Groups

Two versions of the main job last week question were tested by small business owners, contractors and people working through temporary employment agency arrangements. The question text was the same in both versions, however, the response options were different and tested the alternative words of 'A wage or salary earner' and 'Conducting own business' in Version A compared to 'Working for an employer' and 'Working in own business' in Version B.

The instruction 'For all persons conducting their own business, including those with their own incorporated (Pty Ltd) company, as well as sole traders, partnerships and contractors, mark the second box' was included in both versions of the questions.

For people who were a wage or salary earner both question designs worked satisfactorily. However, there was a slight preference for the question design Version A which used the answer category "wage and salary earner" rather than "working for an employer". For people who owned a small business, contractors and people working through temporary employment agencies there was a preference for Version B which used the answer category "working in own business" rather than "conducting own business".

LABOUR FORCE STATUS *continued*

VERSION A

<p>14 In the main job held <i>last week</i>, was the person:</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • 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. • For all persons conducting their own business, including those with their own incorporated (Pty Ltd) company, as well as sole traders, partnerships and contractors, mark the second box. 	<p><input type="checkbox"/> A wage or salary earner? ▶ Go to 17</p> <p><input type="checkbox"/> Conducting own business? ▶ Go to 15</p>
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VERSION B

<p>14 In the main job held <i>last week</i>, was the person:</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • 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. • For all persons conducting their own business, including those with their own incorporated (Pty Ltd) company, as well as sole traders, partnerships and contractors, mark the second box. 	<p><input type="checkbox"/> Working for an employer? ▶ Go to 17</p> <p><input type="checkbox"/> Working in own business? ▶ Go to 15</p>
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August 2004 Major Test

The full set of labour force questions were evaluated in the August 2004 Major Test. The main job last week question on Household Form 4 (HHF4) tested the response options 'working for an employer' and 'working in own business'. Household Form 5 (HHF5) used the 2001 Census question.

The sequencing instructions for the full-time/part-time job question differed between HHF4 and HHF5. The HHF4 sequenced 'yes, unpaid work in a family business' respondents to the occupation question whereas HHF5 sequenced respondents to the main job held last week question.

LABOUR FORCE STATUS *continued*

HHF4

<p>31 Last week, did the person have a full-time or part-time job of any kind?</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ A 'job' means any type of work including casual or temporary work or part-time work, if it was for one hour or more. ▪ See the Census Guide for more information. ▪ Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, worked for payment or profit <input type="checkbox"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down <input type="checkbox"/> Yes, unpaid work in a family business ► Go to 35 <input type="checkbox"/> Yes, other unpaid work ► Go to 42 <input type="checkbox"/> No, did not have a job ► Go to 42
<p>32 In the main job held last week, was the person:</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ 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. ▪ For all persons conducting their own business, including those with their own incorporated (eg. Pty Ltd) company, as well as sole traders, partnerships and contractors, mark the second box. ▪ See the Census Guide for more information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Working for an employer? ► Go to 35 <input type="checkbox"/> Working in own business? ► Go to 33
<p>33 Was the person's business:</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ Incorporated means a limited liability company. ▪ Remember to mark boxes like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporated (eg. Pty Ltd)? <input type="checkbox"/> Unincorporated?
<p>34 Does the person's business employ people?</p> <ul style="list-style-type: none"> ▪ Remember to mark boxes like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> No, no employees <input type="checkbox"/> Yes, 1 - 19 employees <input type="checkbox"/> Yes, 20 - 199 employees <input type="checkbox"/> Yes, 200 or more employees

HHF5

<p>29 Last week, did the person have a full-time or part-time job of any kind?</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ A 'job' means any type of work including casual or temporary work or part-time work, if it was for one hour or more. ▪ See the Census Guide for more information. ▪ Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, worked for payment or profit <input type="checkbox"/> Yes, but absent on holidays, on paid leave, on strike or temporarily stood down <input type="checkbox"/> Yes, unpaid work in a family business <input type="checkbox"/> Yes, other unpaid work ▶ Go to 39 <input type="checkbox"/> No, did not have a job ▶ Go to 39
<p>30 In the main job held last week was the person:</p> <ul style="list-style-type: none"> ▪ Mark one box only. ▪ 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. ▪ For a person working in their own limited liability (or Pty Ltd) company mark the first box. ▪ See the Census Guide for more information. ▪ Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> A wage or salary earner? <input type="checkbox"/> Conducting own business with employees? <input type="checkbox"/> Conducting own business without employees <input type="checkbox"/> A helper not receiving wages?

Test Results

Effectiveness of sequencing instructions

Of the respondents who answered the full-time/part-time job question for both HHF4 and HHF5, 1% answered '3 - Yes, unpaid work in a family business'.

Of the respondents answering 'working in own business' in HHF4, 98% correctly sequenced through to the person's business question. There was a 2% non-response rate.

Of the respondents working for an employer in HHF4, 45% did not follow sequencing instructions and incorrectly answered one or both of the person's business questions.

Sequencing error rates for respondents answering the full-time/part-time job question and not following the sequencing instructions for both form types was less than 2%.

Owner Managers of Incorporated Enterprises (OMIE) and Owner Managers of Unincorporated Enterprises (OMUE).

Analysis of HHF4 responses indicated 78.2% of respondents who answered the main job last week question were employees while 21.8% of people were business owner managers, compared to 80.1% and 19.9% respectively on HHF5. For comparison, the 2004 Forms of Employment Survey (FoES) showed 80% of respondents were employees and 20% of employed people were business owner managers

Results from HHF4 showed the proportion of OMIE was 12% compared to 5% in the 2003 Test and 7% in the 2004 FoES. The number of OMIE as a proportion of all business owner managers on HHF4 was 57% compared to 40% in the 2003 Test and 36% in the 2004 FoES.

LABOUR FORCE STATUS *continued*

Test Results continued

Identification of business owner managers with and without employees improved. Almost 40% of OMUEs on HHF4 reported having employees, compared to approximately 25% in the August 2004 LFS and 24% in the 2004 FoES.

Increased response options

To improve the identification of larger businesses, the number of response options on HHF4 increased from three to four categories for the number of employees question. The effect of this increase was evaluated by comparing data from the August 2003 Test to data from HHF4. To compare results, the response options for '20-199 employees' and '200 or more employees' were combined in HHF4, so that responses for these ranges could be compared to the response option of '25 or more employees' on HHF3.

From this investigation, the proportion of business owners without employees on HHF4 was 51% compared to 42% on HHF3. The proportion of business owners who have a small number of employees was 51% in HHF4 compared to 43% on HHF3. The proportion of business owners who have 20 or more employees remained stable across the two forms with 7% on HHF4 compared to 6% on HHF3. HHF4 had less than 1% of business owner managers with more than 200 employees.

Effect on multiple marking from the 'Mark one box only' instruction

Analysis of the number of employees question showed that 2% of responses were multi-marked.

Main job last week - reduced number of response options

The reduction of the number of response options in the main job last week question, combined with the proposed questions on person's business and number of employees questions, resulted in clearer data identifying owner managers of incorporated and unincorporated enterprises, with and without employees.

CHANGES MADE FOR THE 2006 CENSUS

Questions similar to those tested in HHF4 were used. The sequence guides in the full-time/part-time question and the main job held last week were altered to reflect the correct question numbers. The instruction 'see the Census guide for more information' was removed from the main job held last week question. In the type of business question the instruction 'Remember to mark box like this <->' was removed and the response options were reversed. In the number of employees question the instruction 'Remember to mark box like this <->' was removed and the number of response options was reduced to three categories.

LABOUR FORCE STATUS *continued*

<p>34 Last week, did the person have a full-time or part-time job of any kind?</p> <ul style="list-style-type: none"> • Mark one box only. • A 'job' means any type of work including casual, temporary, or part-time work, if it was for one hour or more. • See page 12 of the Census Guide for more information. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, worked for payment or profit <input type="checkbox"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="checkbox"/> Yes, unpaid work in a family business ► Go to 38 <input type="checkbox"/> Yes, other unpaid work ► Go to 46 <input type="checkbox"/> No, did not have a job ► Go to 46
<p>35 In the main job held last week, was the person:</p> <ul style="list-style-type: none"> • Mark one box only. • 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. • For all persons conducting their own business, including those with their own incorporated (e.g. Pty Ltd) company, as well as sole traders, partnerships and contractors, mark the second box. 	<ul style="list-style-type: none"> <input type="checkbox"/> Working for an employer? ► Go to 38 <input type="checkbox"/> Working in own business? ► Go to 36
<p>36 Was the person's business:</p> <ul style="list-style-type: none"> • Mark one box only. • Incorporated means a limited liability company. 	<ul style="list-style-type: none"> <input type="checkbox"/> Unincorporated? <input type="checkbox"/> Incorporated (e.g. Pty Ltd)?
<p>37 Does the person's business employ people?</p> <ul style="list-style-type: none"> • Mark one box only. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, no employees <input type="checkbox"/> Yes, 1 - 19 employees <input type="checkbox"/> Yes, 20 or more employees

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for labour force status will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

METHOD OF TRAVEL TO WORK

2001 CENSUS QUESTION

<p>41 How did the person get to work on Tuesday, 7 August 2001?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. • See page 13 of the Census Guide for more information. 	<ul style="list-style-type: none"> <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
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BACKGROUND

A question on mode of travel to work was asked for the first time in the 1976 Census. It has been included in all subsequent censuses with slight modifications. The 2001 Census question included 'light rail' and 'truck' as response categories.

TESTING

The method of travel to work question was tested in the July 2002 and March/May 2003 Focus Groups and the August 2003 and 2004 tests.

July 2002 Focus Groups

Two forms were tested in the July 2002 Focus Group testing. Test Form 1 was the same as the 2001 Census question except that the response option 'taxi' was not included. Test Form 2 used a reduced list of response options and included a place for a written response.

The Focus Group showed that 73% of respondents preferred a question design which comprised a comprehensive list of response options rather than a shorter list with an 'Other' write-in option. Also, Focus Group participants noted that the short list did not include response options for public transport.

TEST FORM 1

<p>15 How did the person get to work on Monday, 1 July 2002?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. 	<ul style="list-style-type: none"> <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
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METHOD OF TRAVEL TO WORK *continued*

TEST FORM 2

<p>23 How did the person get to work on Monday, 1 July 2002?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Car – as driver <input type="checkbox"/> Car – as passenger <input type="checkbox"/> Truck <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Other - please specify <table border="1" style="width: 100%; height: 40px; margin: 5px 0;"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> Did not go to work 																																								

March/May 2003 Focus Groups

Two versions of the method of travel to work question were tested. Each version listed eight response categories (omitting ferry, tram, taxi, truck, motorbike/motorscooter, and bicycle). The list of response options in version 1 reflected the most commonly reported methods of travel to work from the 2001 Census. Version 2 used the method of travel to work list which was used in the 2001 Census.

Testing revealed no clear preference for either version among the participants.

VERSION 1

<p>2 How did the person get to work on Tuesday, 18 March 2003?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. • If 'Other' is marked, please specify (e.g. TRAM, TAXI, FERRY, TRUCK, BICYCLE, MOTORCYCLE). 	<ul style="list-style-type: none"> <input type="checkbox"/> Car – as driver <input type="checkbox"/> Car – as passenger <input type="checkbox"/> Train <input type="checkbox"/> Walked only <input type="checkbox"/> Bus <input type="checkbox"/> Worked at home <input type="checkbox"/> Did not go to work <input type="checkbox"/> Other - please specify <table border="1" style="width: 100%; height: 40px; margin: 5px 0;"> <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>																																								

VERSION 2

<p>1 How did the person get to work on Tuesday, 18 March 2003?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Train <input type="checkbox"/> Bus <input type="checkbox"/> Car – as driver <input type="checkbox"/> Car – as passenger <input type="checkbox"/> Walked only <input type="checkbox"/> Worked at home <input type="checkbox"/> Did not go to work <input type="checkbox"/> Other - please specify <table border="1" style="width: 100%; height: 40px; margin: 5px 0;"> <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>																																								

METHOD OF TRAVEL TO WORK *continued*

August 2003 Test

The method of travel to work question included in Household Form 3 (HHF3) listed seven mark-box response categories and included an 'Other - please specify' write-in option. Examples of possible responses were included in the last instruction.

HHF3

<p>55 How did the person get to work on Tuesday, 19 August, 2003?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. • 'Other' examples include: TRAM, TAXI, FERRY, TRUCK, BICYCLE, MOTORCYCLE. 	<ul style="list-style-type: none"> <input type="checkbox"/> Car – as driver <input type="checkbox"/> Car – as passenger <input type="checkbox"/> Train <input type="checkbox"/> Walked only <input type="checkbox"/> Bus <input type="checkbox"/> Worked at home <input type="checkbox"/> Did not go to work Other - please specify <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>										

Test Results

The non-response rate for the August 2003 Test was 2.9%. Analysis showed there was a reduction in reporting of methods of travel where a written response was required.

August 2004 Major Test

The 'Method of Travel to Work' question on Household Form 4 (HHF4) was similar to the question used in the August 2003 Test except the order of the response options 'Bus' and 'Train' were reversed. The instruction 'Remember to mark boxes like this: (-)' was added.

The overall design of Household Form 5 (HHF5) was the same as the 2001 Census question except the instruction 'Remember to mark boxes like this: (-)' was added.

HHF4

<p>41 How did the person get to work on Tuesday, 10 August 2004?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. • Examples of 'Other - please specify' are: TRAM, TAXI, FERRY, TRUCK, BICYCLE, MOTORCYCLE. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Car – as driver <input type="checkbox"/> Car – as passenger <input type="checkbox"/> Bus <input type="checkbox"/> Walked only <input type="checkbox"/> Train <input type="checkbox"/> Worked at home <input type="checkbox"/> Did not go to work Other - please specify <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>										

METHOD OF TRAVEL TO WORK *continued*

HHF5

<p>38 How did the person get to work on Tuesday, 10 August 2004?</p> <ul style="list-style-type: none"> • If the person used more than one method of travel to work, mark all methods used. • See the Census Guide for more information. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <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
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Test Results

Initial findings showed the non-response rate for this question was identical for both HHF4 and HHF5 at 2.6%.

Analysis showed 91.9% of HHF4 respondents marked only a single method of travel to work compared to 95.2% on HHF5. The proportion of respondents who provided more than two methods of travel to work was 1.8% for HHF4 and 2.46% for HHF5.

Further analysis of responses showed approximately half of HHF4 and a third of HHF5 multiple-mark responses were caused by marks straying onto other response options, ink bleeding through from the page overleaf or dirt/stains on the form. These responses were excluded from the analysis.

The proportion of all responses for 'Car - as driver' was 61.8% on HHF4 and 61.2% on HHF5 compared to 57.8% for the 2001 Census. The proportion of responses for 'Car - as driver' as a single-method response was 65.4% for both HHF4 and HHF5 compared with 61.3% for the 2001 Census.

The response rate for 'Walked only', was 5.6% on HHF4 and 5.0% on HHF5 compared to 6.8% for the 2001 Census. The response rate for 'Did not go to work' was 8.9% on HHF4 and 8.4% on HHF5 compared to 10.3% for the 2001 Census.

The reduced list of mark box options on HHF4 did not significantly affect the response rates when compared to HHF5. However, for the options in HHF4 which were listed, the response rates were slightly higher than for HHF5 (with the exception of 'Train'). The converse was observed for the options listed in HHF5 (except for 'Tram'). This indicated a 'list effect' with the impact ranging from 0.2 to 0.6 percentage points.

CHANGES MADE FOR THE 2006 CENSUS

The method of travel to work question remained the same as the 2001 Census except for minor changes to the instructions. The term 'mark all methods used' in the first instruction was changed from bold text in the 2001 question to normal text in the 2006 question. The instruction to 'Remember to mark boxes like this: <->' was added and the instruction to see the Census Guide for more information was removed.

METHOD OF TRAVEL TO WORK *continued*

<p>45 How did the person get to work on Tuesday, 8 August 2006?</p> <ul style="list-style-type: none">• If the person used more than one method of travel to work, mark all methods used.• Remember to mark boxes like this: <input checked="" type="checkbox"/>	<ul style="list-style-type: none"><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
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FUTURE DEVELOPMENT

Analysis of the 2006 Census data for method of travel to work will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

NAME

2001 CENSUS QUESTION

2 Name of each person including visitors who spent the night of Tuesday, 7 August 2001 in this dwelling. <ul style="list-style-type: none">• Record details for all adults, children, babies and visitors.• Include any person who returned on Wednesday, 8 August 2001, without having been counted elsewhere.	First or given name <input type="text"/>
	Surname or family name <input type="text"/>

BACKGROUND

Names have been requested in all previous Censuses, and are essential for the conduct of a high quality post enumeration survey which is used to measure the level of under enumeration in the Census. These measures are an important component in the estimation of resident populations for each of the states, territories and local government areas as required by the *States Grants (General Purposes) Act 1994* and the *Local Government (Financial Assistance) Act 1995* and for determining the number of seats allocated to each state and territory in the House of Representatives.

Names are used with other information to help determine, for coding purposes, the composition of households, especially where households consist of more than one family. They are also used by Collectors to help ensure all forms are accounted for and where they need to refer back to individuals within households. Including names on Census forms reduces the incidence of non-completion and inaccurate responses. The Australian Law Reform Commission, in its 1979 report on *Privacy and the Census*, found that an anonymous Census would result in an unacceptable level of non-response and an equally unacceptable bias in responses.

TESTING

The name question was tested as part of the 'persons present in dwelling' table in the October 2002 Test, February 2003 Focus Group testing and the August 2003 Test. From the August 2004 Test it was tested as a separate question.

October 2002 Test

Form 2 of the October 2002 Test included a 'persons present in dwelling' table that asked for the first name, surname and age last birthday of each person in the dwelling as well as a first name question which was used for reference purposes. Name details were included in the persons present in dwelling table to provide basic demographic information if households only completed the first two pages of the form. The table was also tested to determine if it provided respondents with a more logical flow through the form.

NAME *continued*

FORM 2

2 List the persons who are staying in this dwelling on the night of Tuesday, 22 October 2002.

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 23 October 2002, without having been counted elsewhere.
- If age is less than one year, write 0.

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

Person	First Name	Surname	Age Last Birthday
1	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years
2	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years
3	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years
4	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years
5	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years
6	<input type="text"/>	<input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> Years

11 First name for reference only:

- Record the first name of persons in the same order as listed in the table in question 2.

First or given name

Test Results

Analysis shows that 96.7% of respondents completed the first name and surname fields, 96.9% of respondents recorded the same first name in the table and in the name question (Q11), 2.3% of respondents recorded inconsistent first names and 0.8% of respondents did not complete the first name field in the table.

Of those first names listed in the table, 96.1% were recorded in the same order in Q11, 2.8% of all first names listed in the table as Person 1,2,3,4 etc. were recorded in a different order in Q11, while 1.1% of respondents did not record a first name in Q11.

February 2003 Focus Groups

A Person Present in Dwelling table, based on Version 2 of the October 2002 testing, was Focus Group tested in February 2003. For this version the sex question was added to the table, age last birthday was changed to date of birth and used constrained boxes for the response, the two write-in boxes for first name and surname were combined and changed to constrained boxes.

Overall the dwelling table was well received. A small number of participants had names that were too long to fit within the field and there were comments received which indicated that date of birth was harder to record for other members of the household than age last birthday.

MARCH 2003 FOCUS GROUPS

1 List the persons who are staying in this dwelling on the night of Tuesday, 18 March 2003.

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 19 March 2003, without having been counted elsewhere.

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

Person	First Name and Surname	Sex (male/female)	Date of Birth (DD MM YYYY)
1	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
3	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
4	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
5	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

August 2003 Test

A 'persons present in dwelling' table was included as the second question on Household Form 3 (HHF3). The table included separate fields for 'first or given name' and 'surname or family name'. The instructions were expanded to include an example of how to complete the date of birth constrained boxes and to instruct respondents to 'Remember to mark boxes like this <->!'.

HHF3

2 List the persons who are staying in this dwelling on census test night (Tuesday, 19 August 2003).

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 20 August 2003, without having been counted elsewhere.
- Write the person's date of birth like this:
- Remember to mark boxes like this:

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

Person	First or given name	Surname or family name	Sex (Male/Female)	Date of birth
1	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

12 Name (for reference only):

- Write the names of persons in the same order as listed in the table in question 2.

First or given name	<input type="text"/>
Surname or family name	<input type="text"/>

Test Results

People were asked to write their name at both question 2 and question 12 which increased respondent burden. Analysis shows 94.2% of respondents correctly completed first name and surname in the 'persons present in dwelling' table when compared with question 12.

NAME *continued*

Test Results continued

Further analysis of the persons present in dwelling table showed the name information collected in question 2 was inconsistent with that collected in question 12 in 6% of responses. These inconsistencies had a negative impact on the processing of Census forms. In addition to this issue, the persons present in dwelling table had an unacceptable level of incorrect responses to the sex and date of birth questions. Based on these results it was recommended that the persons present in dwelling table be excluded from the Census form.

August 2004 Test

Two versions of the name question were tested in the August 2004 test. Household Form 4 (HHF4) was similar to the 2001 Census question except that constrained response boxes were used and the instruction 'For all other cases of persons absent, please refer to Question 46 and enter their name and details at Question 47 only' was added.

Household Form 5 (HHF5) was also similar to the 2001 Census question except the order of instructions was swapped and the write-in response boxes were larger.

HHF4

<p>2 Name of each person including visitors who spent the night of Tuesday, 10 August 2004 in this dwelling:</p> <ul style="list-style-type: none"> Record details for all adults, children, babies and visitors present. Include any person who usually lives in this dwelling who returned on Wednesday, 11 August 2004, without having been counted elsewhere. For all other cases of persons absent, please refer to Question 46 and enter their name and details at Question 47 ONLY. 	<p>First or given name</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>										
<p>Surname or family name</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>											

HHF5

<p>2 Name of each person including visitors who spent the night of Tuesday, 10 August 2004 in this dwelling:</p> <ul style="list-style-type: none"> Include any person who returned on Wednesday, 11 August 2004, without having been counted elsewhere. Record details for all adults, children, babies and visitors. 	<p>First or given name</p> <table border="1"> <tr><td></td></tr> </table>	
<p>Surname or family name</p> <table border="1"> <tr><td></td></tr> </table>		

Test Results

The response rates for name on HHF4 was 97.3% and HHF5 was 98.5%.

CHANGES MADE FOR THE 2006 CENSUS

The name question was similar to HHF4 which was tested in the August 2004. The only difference was that the reference dates were updated.

NAME *continued*

2006 CENSUS HOUSEHOLD FORM QUESTION

2 Name of each person <i>including visitors</i> who spent the night of Tuesday, 8 August 2006 in this dwelling: <ul style="list-style-type: none">• Record details for all adults, children, babies and <i>visitors</i> present.• Include any person who usually lives in this dwelling who returned on Wednesday, 9 August 2006, without having been counted elsewhere.• <i>For all other cases of persons absent, please include them in Questions 52 and 53 ONLY.</i>	First or given name <input type="text"/>
	Surname or family name <input type="text"/>

FUTURE DEVELOPMENT

As testing for this topic was limited in the lead-up to the 2006 Census, further investigations into the affect of constrained boxes for the name question will need to be undertaken prior to future Censuses.

NON-SCHOOL QUALIFICATION

2001 CENSUS
HOUSEHOLD FORM
QUESTIONS

<p>26 Has the person completed a trade certificate or any other educational qualification?</p> <ul style="list-style-type: none"> • Mark one box only. • See page 10 of the Census Guide for more information on the treatment of AQF or vocational certificates. 	<p><input type="checkbox"/> No ► Go to 31</p> <p><input type="checkbox"/> No, still studying for first qualification ► Go to 31</p> <p><input type="checkbox"/> Yes, trade certificate/apprenticeship</p> <p><input type="checkbox"/> Yes, other qualification</p>										
<p>27 What is the level of the highest qualification the person has completed?</p> <ul style="list-style-type: none"> • For example, trade certificate, bachelor degree, associate diploma, certificate 2, advanced diploma. 	<p>Level of qualification</p> <table border="1" style="width: 100%; height: 30px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>										
<p>28 What is the main field of study for the person's highest qualification completed?</p> <ul style="list-style-type: none"> • For example, plumbing, history, primary school teaching, beauty salon practice, civil works, hospitality management. 	<p>Field of study</p> <table border="1" style="width: 100%; height: 30px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>										
<p>29 At which institution was the person's highest qualification completed?</p> <ul style="list-style-type: none"> • If completed overseas, also state which country. 	<p>Full name of institution</p> <table border="1" style="width: 100%; height: 30px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>										
<p>30 In which year did the person complete their highest qualification?</p> <ul style="list-style-type: none"> • Example: <table style="display: inline-table; border-collapse: collapse;"><tr><td style="border: 1px solid black; padding: 2px 5px;">1</td><td style="border: 1px solid black; padding: 2px 5px;">9</td><td style="border: 1px solid black; padding: 2px 5px;">9</td><td style="border: 1px solid black; padding: 2px 5px;">5</td></tr></table> 	1	9	9	5	<p>Year study completed</p> <table border="1" style="width: 100%; height: 30px;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						
1	9	9	5								

BACKGROUND

Up to, and including the 1996 Census, data was collected on post-school qualification only. The non-school qualification questions in the 2001 Census had a new emphasis to include qualifications attained while still at school as part of the Australian Qualifications Framework (AQF). Since 1995 when the AQF was adopted, Certificates have been categorised as Certificates 1, 2, 3 or 4 rather than simply as a 'Certificate of etc.' There is a considerable difference between Certificates 1 and 2, Certificate 3 and Certificate 4.

Following developments in education and training and the introduction of the AQF, the ABSCQ was considered to be limited in its usefulness as a tool for the analysis of education and training statistics. This led to the development of the Australian Standard Classification of Education (ASCED) which was designed to classify non-school qualification according to Level and Field, the two main aspects of primary interest to users of education statistics.

As the ASCED was not finalised until late in the 2001 testing program it was decided to undertake a thorough review of non-school qualification questions in the lead-up to the 2006 Census.

TESTING

The non-school qualification questions were tested in the May 2002 Focus Groups, October 2002 Test, March/April 2004 Focus Groups and the August 2004 Test.

NON-SCHOOL QUALIFICATION *continued*

May 2002 Focus Groups

Two sets of questions were tested in the May 2002 Focus Group testing. Respondents were able to mark all qualifications completed on both forms and the question wording was different to the 2001 Census question.

Form 1 included school and non-school qualification in a single question and included extra explanatory notes on where to include diploma of teaching and diploma of education.

Form 2 had a separate question for level of schooling completed and non-school qualification completed.

The field of study question wording on Form 1 was the same as the 2001 Census question whereas the question on Form 2 was altered to 'For the qualification indicated by the first box marked in question 19, what was the main field of study?'

The year of qualification completed question wording was changed from the 2001 Census question on both versions of the form and different response options were included on each form.

Discussion with respondents returned a varied set of issues with the questions. There were context effects caused by the previous question impacting on the qualification level question as some respondents read 'preschool' in the question and thought the question did not apply to them. Respondents who were educated overseas did not know how to answer the qualification questions and some indicated they would 'just leave the question blank'

Respondents were confused about the terms 'Certificate 1, 2, 3 and 4' and what they include. For example, if they completed their qualifications ten to fifteen years ago they were unsure how to complete the question as the terms used to explain the level of qualification have changed over time.

The instruction to 'mark all qualifications completed' was not read and therefore the question was not multiple marked.

It was suggested that the instruction 'if the person has completed a trade certificate or apprenticeship mark the Certificate 3 box' should be more prominent.

There was a preference to mark 'other' and to write in their qualification.

There was no preference for either version of the questions.

NON-SCHOOL QUALIFICATION *continued*

HHF1

<p>11 Which of the following qualifications has the person completed?</p> <ul style="list-style-type: none"> • Mark all qualifications completed. • If the person has completed a trade certificate or apprenticeship mark the Certificate 3 box. • If the person has completed a Diploma of Teaching, mark the Advanced Diploma or Diploma box. • If the person has completed a Diploma of Education, mark the Bachelor degree or higher box. 	<ul style="list-style-type: none"> <input type="checkbox"/> Bachelor degree or above <input type="checkbox"/> Advanced Diploma or Diploma <input type="checkbox"/> Certificate 4 <input type="checkbox"/> Certificate 3 <input type="checkbox"/> Certificate 2 <input type="checkbox"/> Certificate 1 <input type="checkbox"/> Year 12 <input type="checkbox"/> Year 11 <input type="checkbox"/> Year 10 or below <input type="checkbox"/> Never attended school <input type="checkbox"/> Other- Please specify <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>
<p>12 What is the main field of study for the person's highest qualification completed?</p> <ul style="list-style-type: none"> • For example, plumbing, history, primary school teaching, beauty salon practice, civil works, hospitality management. 	<p>Field of study</p> <div style="border: 1px solid black; width: 100%; height: 40px; margin-top: 5px;"></div>
<p>13 Did the person complete this qualification before 1998?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Prior to 1998 <input type="checkbox"/> 1998 or later

NON-SCHOOL QUALIFICATION *continued*

HHF2

<p>18 What is the highest level of primary or secondary school the person has completed?</p> <ul style="list-style-type: none"> • Mark one box only. 	<ul style="list-style-type: none"> <input type="checkbox"/> Year 12 or equivalent <input type="checkbox"/> Year 11 or equivalent <input type="checkbox"/> Year 10 or equivalent <input type="checkbox"/> Year 9 or equivalent <input type="checkbox"/> Year 8 or below <input type="checkbox"/> Never attended school
<p>19 What qualifications has the person completed?</p> <ul style="list-style-type: none"> • Mark all qualifications completed. • If the person has completed a trade certificate or apprenticeship mark the Certificate 3 box. 	<ul style="list-style-type: none"> <input type="checkbox"/> Post Graduate degree <input type="checkbox"/> Graduate Diploma or Graduate Certificate <input type="checkbox"/> Bachelor degree <input type="checkbox"/> Advanced Diploma or Diploma <input type="checkbox"/> Certificate 4 <input type="checkbox"/> Certificate 3 <input type="checkbox"/> Certificate 2 <input type="checkbox"/> Certificate 1 <input type="checkbox"/> Other- Please specify <div style="border: 1px solid black; width: 100%; height: 30px; margin-top: 5px;"></div> <p><input type="checkbox"/> None ► Go to 22</p>
<p>20 For the qualification indicated by the first box marked in question 19, what was the main field of study?</p> <ul style="list-style-type: none"> • For example, plumbing, history, primary school teaching, beauty salon practice, civil works, hospitality management 	<p>Field of study</p> <div style="border: 1px solid black; width: 100%; height: 40px; margin-top: 5px;"></div>
<p>21 Did the person complete this qualification before 1998?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, before 1998 <input type="checkbox"/> No, 1998 or later

October 2002 Test

Two forms were tested in the October 2002 Test. Household Form 1 (HHF1) used the 2001 Census questions and Household Form 2 (HHF2) included a modified set of questions.

In HHF2 the Qualification Indicator question removed the emphasis on 'trade certificate', the Level of Highest Qualification question example of 'certificate 2' was changed to 'certificate 1', the Field of study question had the examples 'beauty salon practice', 'civil works' and 'hospitality management' replaced with 'hairdressing' and 'green keeping' and the name of institution question was removed. The Year qualification completed question was replaced with a new question 'Did the person complete this qualification before 1998?', with two mark box response options 'Yes, before 1998' and 'No'.

NON-SCHOOL QUALIFICATION *continued*

HHF2

<p>36 Has the person <i>completed</i> any educational qualification (including a trade certificate)?</p>	<p><input type="checkbox"/> No ► Go to 40</p> <p><input type="checkbox"/> No, still studying for first qualification ► Go to 40</p> <p><input type="checkbox"/> Yes, trade certificate/ apprenticeship</p> <p><input type="checkbox"/> Yes, other qualification</p>																																																		
<p>37 What is the level of the <i>highest</i> qualification the person has <i>completed</i>?</p> <p>• For example: trade certificate, bachelor degree, associate diploma, certificate 1, advanced diploma.</p>	<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><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>38 What is the main field of study for the person's <i>highest</i> qualification <i>completed</i>?</p> <p>• For example: plumbing, history, primary school teaching, hairdressing, greenkeeping.</p>	<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><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>39 Did the person <i>complete</i> this qualification before 1998?</p>	<p><input type="checkbox"/> Yes, before 1998</p> <p><input type="checkbox"/> No, 1998 or later</p>																																																		

Test Results

Of those respondents who reported having a trade qualification, 67.7% of HHF1 responses and 71.6% of HHF2 responses reported the level as being a certificate. The proportion who reported having a trade qualification but whose level was not stated or inadequately described was 14.2% in HHF1 and 12.1% in HHF2.

Of those who didn't report a level of trade qualification (even though they said they had one) 62.2% of HHF1 responses reported a field of study compared to 59.4% in HHF2.

Eight percent of HHF1 respondents reported having a qualification other than a trade compared to 7.6% of HHF2 respondents.

The not stated rate for field of study was 5.8% for HHF1 and 6.2% for HHF2.

Of those reporting a qualification, the proportions who had a level of Certificate I (or Certificate I/II not further defined) was 1.0% for both HHF1 and HHF2.

March/April 2004 Focus Groups

The Qualifications Indicator, Level of Highest qualification and Field of study questions were the same as that used in the October 2002 Test except where examples were shown, they were presented in capital letters.

Results of testing showed the Qualification Indicator question performed successfully. Generally, those people who did not have a non-school qualification correctly sequenced themselves to the next appropriate question and appeared to complete the other questions satisfactorily.

NON-SCHOOL QUALIFICATION *continued*

FOCUS GROUP MARCH/APRIL 2004

<p>8 Has the person <i>completed</i> any educational qualification (including a trade certificate)?</p> <ul style="list-style-type: none"> • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<input type="checkbox"/> No ► Go to 12 <input type="checkbox"/> No, still studying for first qualification ► Go to 12 <input type="checkbox"/> Yes, trade certificate/ apprenticeship <input type="checkbox"/> Yes, other qualification																																								
<p>9 What is the level of the <i>highest</i> qualification the person has <i>completed</i>?</p> <ul style="list-style-type: none"> • For example, TRADE CERTIFICATE, BACHELOR DEGREE, ASSOCIATE DIPLOMA, CERTIFICATE 1, ADVANCED DIPLOMA. 	<p>Level of qualification</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>10 What is the main field of study for the person's <i>highest</i> qualification <i>completed</i>?</p> <ul style="list-style-type: none"> • For example: PLUMBING, HISTORY, PRIMARY SCHOOL TEACHING, BEAUTY SALON PRACTICE, CIVIL WORKS, HOSPITALITY MANAGEMENT. 	<p>Field of study</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>																																								

August 2004 Major Test

The questions used for Household Form 4 (HHF4) were similar to those on HHF2 in the October 2002 Test. The Qualification Indicator question had the instructions 'Mark one box only' and 'See the Census Guide for more information on the treatment of AQF or vocational certificates' added and the sequence guides were altered to reflect the correct question numbers on the form. In the Level of Highest Qualification question the example 'Certificate 1' was replaced with 'Certificate II'. The Field of Study question was unchanged from HHF2 except the examples were presented in capital letters.

The Qualification indicator question on Household Form 5 (HHF5) was based on the 2001 Census question. The sequence guides were altered to reflect the correct question numbers on the form. The questions on level of highest qualification and field of study were the same as those used in the 2001 Census.

HHF4

<p>26 Has the person <i>completed</i> any educational qualification (including a trade certificate)?</p> <ul style="list-style-type: none"> • Mark one box only. • See the Census Guide for more information on the treatment of AQF or vocational certificates. 	<input type="checkbox"/> No ► Go to 30 <input type="checkbox"/> No, still studying for first qualification ► Go to 30 <input type="checkbox"/> Yes, trade certificate/ apprenticeship <input type="checkbox"/> Yes, other qualification																																								
<p>27 What is the level of the <i>highest</i> qualification the person has <i>completed</i>?</p> <ul style="list-style-type: none"> • For example, TRADE CERTIFICATE, BACHELOR DEGREE, ASSOCIATE DIPLOMA, CERTIFICATE II, ADVANCED DIPLOMA. 	<p>Level of qualification</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>28 What is the main field of study for the person's <i>highest</i> qualification <i>completed</i>?</p> <ul style="list-style-type: none"> • For example: PLUMBING, HISTORY, PRIMARY SCHOOL TEACHING, HAIRDRESSING, GREENKEEPING. 	<p>Field of study</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>29 Did the person <i>complete</i> this qualification before 1998?</p>	<input type="checkbox"/> Yes, before 1998 <input type="checkbox"/> No, 1998 or later																																								

NON-SCHOOL QUALIFICATION *continued*

August 2004 Major Test
continued

HHF5																					
<p>24 Has the person completed a trade certificate or any other educational qualification?</p> <ul style="list-style-type: none"> • Mark one box only. • See the Census Guide for more information on the treatment of AQF or vocational certificates. 	<input type="checkbox"/> No ► Go to 28 <input type="checkbox"/> No, still studying for first qualification ► Go to 28 <input type="checkbox"/> Yes, trade certificate/apprenticeship <input type="checkbox"/> Yes, other qualification																				
<p>25 What is the level of the <i>highest</i> qualification the person has completed?</p> <ul style="list-style-type: none"> • For example, trade certificate, bachelor degree, associate diploma, certificate II, advanced diploma. 	Level of qualification <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																				
<p>26 What is the main field of study for the person's <i>highest</i> qualification completed?</p> <ul style="list-style-type: none"> • For example, plumbing, history, primary school teaching, beauty salon practice, civil works, hospitality management. 	Field of study <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>27 In which year did the person complete their <i>highest</i> qualification?</p> <ul style="list-style-type: none"> • Example: <table style="display: inline-table; border-collapse: collapse; margin-left: 10px;"> <tr><td style="border: 1px solid black; padding: 2px 5px;">1</td><td style="border: 1px solid black; padding: 2px 5px;">9</td><td style="border: 1px solid black; padding: 2px 5px;">9</td><td style="border: 1px solid black; padding: 2px 5px;">5</td></tr> </table> 	1	9	9	5	Year study completed <table style="display: inline-table; border-collapse: collapse; margin-left: 10px;"> <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																		

Test Results

Analysis showed the non-response rates for the Qualification indicator question was 8.6% for HHF4 and 8.7% for HHF5. The response to 'Trade Certificate' was 12.0% on HHF4 and 11.0% on HHF5.

The non-response rate for the Qualification level question was 3.4% on HHF4 and 6.2% on HHF5. It was also noted that 3.5% of HHF4 responses and 3.6% of HHF5 responses contained more characters than the number of boxes in the response field.

The non-response rates for the subsequent questions in the qualification sequence (Qualification level, Qualification field of study, and Year qualification completed) were lower for HHF4 than HHF5.

The distribution of responses for the same questions were similar for HHF4 and HHF5.

CHANGES MADE FOR THE 2006 CENSUS

Questions similar to the questions used on HHF4 were used. The sequence guides in the qualification indicator question were altered to reflect the correct question numbers. The 'Remember to mark box like this < ->' instruction was added to the year the qualification was obtained question.

NON-SCHOOL QUALIFICATION *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

<p>28 Has the person completed any educational qualification (including a trade certificate)?</p> <ul style="list-style-type: none"> • Mark one box only. • See page 10 of the Census Guide for more information on the treatment of AQF or vocational certificates. 	<ul style="list-style-type: none"> <input type="checkbox"/> No ► Go to 32 <input type="checkbox"/> No, still studying for first qualification ► Go to 32 <input type="checkbox"/> Yes, trade certificate/ apprenticeship <input type="checkbox"/> Yes, other qualification 																																								
<p>29 What is the level of the <i>highest</i> qualification the person has completed?</p> <ul style="list-style-type: none"> • For example: TRADE CERTIFICATE, BACHELOR DEGREE, ASSOCIATE DIPLOMA, CERTIFICATE II, ADVANCED DIPLOMA. 	<p>Level of qualification</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>30 What is the main field of study for the person's <i>highest</i> qualification completed?</p> <ul style="list-style-type: none"> • For example: PLUMBING, HISTORY, PRIMARY SCHOOL TEACHING, HAIRDRESSING, GREENKEEPING. 	<p>Field of study</p> <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <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>31 Did the person complete this qualification before 1998?</p> <ul style="list-style-type: none"> • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, before 1998 <input type="checkbox"/> No, 1998 or later 																																								

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for non school qualification will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

NUMBER OF CHILDREN EVER BORN

1996 CENSUS
HOUSEHOLD FORM
QUESTION

<p>28 For each female, how many babies has she ever had? • Include only live births.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three <input type="checkbox"/> Four <input type="checkbox"/> Five <input type="checkbox"/> Six or more
---	---

BACKGROUND

A question on the number of children ever born was asked of females aged 15 years or more in almost every Australian census up to and including the 1986 Census. The question was last included in the 1996 Census as the data is now collected every ten years.

TESTING

The number of children ever born question was tested in the July 2002 Focus Groups, October 2002 Test, February 2003 and April 2003 Focus Groups, August 2003 Test, February 2004 Focus Groups and the August 2004 Major Test.

July 2002 Focus Groups

Two versions of the question were tested in the July 2002 Focus Groups. Form 1 included mark-box response categories for the number of babies whereas Form 2 used a mark-box response category for 'None' and a fixed length write-in box for the number of babies.

Findings of the Focus Groups indicate that using a fixed length write-in box is an acceptable mode of response. Also, more detail was required to determine if adopted children should be included in responses.

FORM 1

<p>10 For each female, how many babies has she ever had? • Include live births only.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> One <input type="checkbox"/> Two <input type="checkbox"/> Three <input type="checkbox"/> Four <input type="checkbox"/> Five <input type="checkbox"/> Six or more
---	---

FORM 2

<p>18 For each female, how many babies has she ever had? • Include live births only.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> babies</p>
---	---

October 2002 Test

The 1996 version of the number of children ever born question was included on HHF2 in the October 2002 Test. Unlike previous Censuses the question was placed prior to the 'only continue for persons aged 15 years of more' banner, thereby this question applied to all females irrespective of their age.

NUMBER OF CHILDREN EVER BORN *continued*

HHF2

<p>29 For each female, how many babies has she ever had?</p> <ul style="list-style-type: none"> • Include live births only. • Exclude adopted and step-children. 	<p><input type="checkbox"/> None</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Babies</p>
---	--

Test Results

There was a non-response rate of 26% for females under the age of 15 years compared with 12% for females over the age of 15 years. A high proportion of males answered the question even though it was intended for females only.

February 2003 Focus Groups

Three versions of the children ever born question were Focus Group tested in February 2003. Versions 1 and 3 used the same question wording as HHF2 but changed the response categories to 'Live births' and 'Still births'. This was to reduce the suspected sensitivity of asking to leave still births out of the data and to assist with fertility rate analysis. Version 3 also included a response category for 'Adopted and step-children'. Version 2 removed the female restriction from the question wording, asked for number of children and removed the instruction to 'include live births only'.

Findings of the Focus Group indicated that there were a few issues with the tested questions. Some respondents found the term 'still births' to be a sensitive issue. Version 2 of the question confused most participants. Respondents also indicated that the term 'adopted' children was ambiguous as they were unsure if it meant children adopted in to the family or children adopted out to another family.

VERSION 1

<p>1 For each female, how many babies has she ever had?</p> <ul style="list-style-type: none"> • Exclude adopted and step-children. 	<p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Live births</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Still births</p>
---	--

VERSION 2

<p>2 How many children has the person ever had?</p> <ul style="list-style-type: none"> • Exclude adopted and step-children. 	<p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Children</p>
---	---

VERSION 3

<p>3 For each female, how many babies has she ever had?</p>	<p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Live births</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Still births</p> <p><input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Adopted and step-children</p>
--	---

April 2003 Focus Groups

Three questions were tested in the April 2003 Focus Groups where no age restriction was applied. Version 1 from the February 2003 Focus Groups was tested again. Version 2 used the question wording '.... how many babies has she ever given birth to?' instead of '.... how many babies has she ever had?'. This version also included the instruction 'Include live births only', while version 3 included the instruction 'Exclude adopted children, step-children and stillbirths'. Versions 2 and 3 included the response options of a 'None' mark box and a fixed length write-in category for the number of babies.

NUMBER OF CHILDREN EVER BORN *continued*

April 2003 Focus Groups continued

Respondents appeared to have a preference for the question wording of 'given birth to' as opposed to 'had'. It was felt that 'given birth to' was clearer and read better. Some respondents did not like the 'include live births only' instruction.

VERSION 1

<p>1 For each female, how many babies has she ever had? • Exclude adopted and step-children.</p>	<table style="border: none;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding: 0 5px;">Live births</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding: 0 5px;">Still births</td> </tr> </table>			Live births			Still births
		Live births					
		Still births					

VERSION 2

<p>1 For each female, how many babies has she ever given birth to? • Include live births only.</p>	<table style="border: none;"> <tr> <td style="border: none; padding-right: 5px;"><input type="checkbox"/></td> <td style="border: none;">None</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding: 0 5px;">Babies</td> </tr> </table>	<input type="checkbox"/>	None			Babies
<input type="checkbox"/>	None					
		Babies				

VERSION 3

<p>2 For each female, how many babies has she ever had? • Exclude adopted children, step-children and stillbirths.</p>	<table style="border: none;"> <tr> <td style="border: none; padding-right: 5px;"><input type="checkbox"/></td> <td style="border: none;">None</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding: 0 5px;">Babies</td> </tr> </table>	<input type="checkbox"/>	None			Babies
<input type="checkbox"/>	None					
		Babies				

August 2003 Test

One question was tested on Household Form 3 (HHF3) in the August 2003 Test. The number of children ever born question was positioned before the 'only continue for persons aged 15 years or more' banner. The question was based on Version 2 of the April 2003 Focus Group questions. The 'None' mark box response option was replaced with the instruction 'if none, write 0' and the label next to the fixed length write-in response boxes was changed from 'Babies' to 'Number of babies'.

Test Results

Analysis shows that 10.2% of all females did not respond to the children ever born question. Of the females born in the period 1890 to 1988, 6.0% did not respond to the question. Of those born in the period 1989 to 2003, 27.4% did not respond. In comparison, the 1996 Census non-response rate for females aged 15 years and over was 5.7%

HHF3

<p>24 For each female, how many babies has she ever given birth to? • Include only live births. • If none, write 0.</p>	<table style="border: none;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></td> <td style="padding: 0 5px;">Number of babies</td> </tr> </table>			Number of babies
		Number of babies		

February 2004 Focus Groups

Two questions were tested in the February 2004 Focus Groups. Version A used the phrase 'ever given birth to' and Version B used the phrase 'ever had'.

Three of the six Focus Groups preferred the expression 'ever given birth to' compared with 'ever had'. Although not used in the question wording, three of the six Focus Groups commented in the discussion that the term 'stillbirths' was too sensitive to be used.

NUMBER OF CHILDREN EVER BORN *continued*

February 2004 Focus
Groups *continued*

VERSION A

1 For each female, how many babies has she ever given birth to? • Include live births only. • Exclude adopted, foster and step children.	<input type="checkbox"/> None <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Number of babies
---	---

VERSION B

1 For each female, how many babies has she ever had? • Include live births only. • Exclude adopted, foster and step children.	<input type="checkbox"/> None <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Number of babies
--	---

August 2004 Major Test

Version A of the number of children ever born question from the February 2004 Focus Groups was tested in both Major Test forms (HHF4 and HHF5) where the question was placed prior to the 'only continue for persons aged 15 years or more' banner. The instructions 'Include live births only' and 'Exclude adopted, foster and step children' were included.

HHF4

21 For each female, how many babies has she ever given birth to? • Include live births only. • Exclude adopted, foster and step children.	<input type="checkbox"/> None <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Number of babies
--	---

HHF5

19 For each female, how many babies has she ever given birth to? • Include live births only. • Exclude adopted, foster and step children.	<input type="checkbox"/> None <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Number of babies
--	---

Test Results

The overall non-response rates was 4.0% for HHF4 and 3.8 % for HHF5. To maintain comparability with the 1996 Census results persons aged less than 15 years were removed from the figures. Therefore, the non-response rates for persons aged 15 years or more were 2.7% for HHF4 and 2.6% for HHF5 compared to 5.2% for the same CDs as the Major Test in the 1996 Census.

The non-response rate for respondents aged less than 15 years was 10% on both HHF4 and HHF5. Of the respondents aged less than 15 years who answered this question, 90% on both forms marked the 'None' box.

On HHF4, 26% of male respondents answered the question and 29% of male respondents answered the question on HHF5. These respondents were set to 'not applicable' for analysis purposes.

Comments received from respondents indicated the question was of a sensitive nature and that asking the question of people aged less than 15 years was inappropriate.

CHANGES MADE FOR THE 2006 CENSUS

The question tested in HHF4 and HHF5 was used in the 2006 Census except that the response options were reversed and the instruction 'See page 11 of the Census Guide for more information' was added. The question was asked for females aged 15 years or older.

NUMBER OF CHILDREN EVER BORN *continued*

<p>32 For each female, how many babies has she ever given birth to?</p> <ul style="list-style-type: none">• Include live births only.• Exclude adopted, foster and step children.• See page 11 of the Census Guide for more information.	<p><input type="text"/> Number of babies</p> <p><input type="radio"/> None</p>
---	--

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for number of children ever born will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

NUMBER OF MOTOR VEHICLES

2001 CENSUS QUESTION

<p>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?</p> <ul style="list-style-type: none"> • Include vans and company vehicles kept at home. • Please mark both sets of boxes. • If none, write '0'. 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="padding-left: 10px;">Motor vehicles</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="padding-left: 10px;">Motorbikes and motor scooters</td> </tr> </table>	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motorbikes and motor scooters
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles					
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motorbikes and motor scooters					

BACKGROUND

A question on the number of vehicles was first asked in the 1966 Census and has been included in each census since 1976. Prior to 2001, the category of motor vehicles excluded motorbikes and scooters. However, in the 2001 Census, 'Motorbikes and motor scooters' was included as a separate response category to 'Motor vehicles' to determine if responses for motorbikes and motor scooters are removed from the count of motor vehicles.

Data quality investigations revealed problems with the 2001 version of the question. Firstly, the instruction 'Please mark both sets of boxes' caused some respondents to mark both boxes, for example 22 motor vehicles being recorded instead of 2. Secondly, there was a high non-response rate (63%) for number of motorbikes and motor scooters.

TESTING

The number of motor vehicles question was tested in the October 2002 Test.

October 2002 Test

Two versions of the number of motor vehicles question were tested. Household Form 1 (HHF1) used the 2001 Census question and Household Form 2 (HHF2) used a fixed length response box for number of motor vehicles only. The instruction to 'exclude motorbikes and motor scooters' was added.

HHF1

<p>46 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, 22 October 2002?</p> <ul style="list-style-type: none"> • Include vans and company vehicles kept at home. • Please mark both sets of boxes. • If none, write 0. 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="padding-left: 10px;">Motor vehicles</td> </tr> <tr> <td style="text-align: center;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="padding-left: 10px;">Motorbikes and motor scooters</td> </tr> </table>	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motorbikes and motor scooters
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles					
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motorbikes and motor scooters					

HHF2

<p>5 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, 22 October 2002?</p> <ul style="list-style-type: none"> • Include vans and company vehicles kept at home. • If none, write 0. • Exclude motorbikes and motor scooters. 	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="text-align: center; width: 40px;"><input style="width: 20px; height: 20px;" type="checkbox"/></td> <td style="padding-left: 10px;">Motor vehicles</td> </tr> </table>	<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles
<input style="width: 20px; height: 20px;" type="checkbox"/>	<input style="width: 20px; height: 20px;" type="checkbox"/>	Motor vehicles		

NUMBER OF MOTOR VEHICLES *continued*

Test Results

The non-response rate for the number of motor vehicles question was 10.4% for HHF1 and 10.1% for HHF2. The non-response rate for this question in the 2001 Census (for the CDs used in the October 2002 Test) was 6.2%. This suggests HHF2 respondents did not tend to include motorbikes and motor scooters.

The non-response rate for the motorbikes and motor scooters field on HHF1 was 79%. The marking of both response boxes problem identified in the 2001 Census data was not evident in the test.

As removing the motor bikes and motor scooters field did not appear to affect the non-response rate for the question or impact on the motor vehicle count for HHF2 it was recommended the HHF2 question be used for the 2006 Census.

CHANGES MADE FOR THE 2006 CENSUS

The HHF2 question was used for the 2006 Census. A 'none' mark-box was added as a response option to maintain consistency with the number of children ever born and hours worked questions.

<p>54 How many registered motor vehicles owned or used by residents of this dwelling were garaged or parked at or near this dwelling on Census Night (Tuesday, 8 August 2006)?</p> <ul style="list-style-type: none">• Include vans and company vehicles kept at home.• Exclude motorbikes and motor scooters.	<p><input type="checkbox"/> <input type="checkbox"/> Motor vehicles</p> <p><input type="radio"/> None</p>
--	---

FUTURE DIRECTIONS

Analysis of the data from the 2006 Census number of vehicles data will be monitored to determine non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

PERSONS PRESENT IN DWELLING

BACKGROUND

The aim of including the persons present in dwelling table in the paper Census form was to record the name and demographic variables of persons who were present in a household on Census night. It was designed as a consequence of moving the Persons Temporarily Absent (PTA) table to the front of the form in order to try and reduce some of the incorrect completion of the persons temporarily absent table (ie. people absent filling out the main body of the Census form).

The table collected basic demographic information if households only completed the first two pages of the form and provided a more logical flow through the form.

A persons present in dwelling table was also used in the eCensus form. The purpose of the table in the eCensus was to allow the form to generate individual Person Forms for each person present in the dwelling on Census night.

TESTING

Testing of the persons present in dwelling table on the paper form was undertaken in the October 2002 and August 2003 tests as well as the February 2003 Focus Groups.

There were many eCensus tests which focussed on system functionality and accessibility and they are covered in Chapter 30. However, the August 2004 eCensus Test highlighted an issue with the persons present in dwelling table and the findings have been included in this chapter.

October 2002 Test

A dwelling table was tested on Household Form 2 (HHF2) in the October 2002 Test. The table included space for up to 6 persons present in the dwelling to record their first name, surname, and age last birthday. It was located immediately prior to the PTA sequencing question at the beginning of the form.

HHF2

2 List the persons who are staying in this dwelling on the night of Tuesday, 22 October 2002.

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 23 October 2002, without having been counted elsewhere.
- If age is less than one year, write 0.

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

Person	First Name	Surname	Age Last Birthday
1	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years
2	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years
3	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years
4	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years
5	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years
6	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> Years

Test Results

Analysis showed a high proportion of respondents completed all fields in the Persons Present in Dwelling Table and correctly replicated the same order of persons listed in the table in the main body of the form. A small proportion of respondents recorded an age on this table inconsistent with their reported date of birth (DOB) in question 13. It was recommended to test the persons present in dwelling table in the August 2003 Test as a

PERSONS PRESENT IN DWELLING *continued*

Test Results continued

larger sample would allow a better evaluation of respondents' abilities to replicate the correct person order. The inclusion of fields such as DOB and sex was also considered prior to the next test.

February 2003 Focus Groups

A revised version of the Person Present in Dwelling table was focused group tested in February 2003. The two write-in boxes for First Name and Surname were combined and changed to a fixed length box. The field sex was added to the table and included mark-box response. Also added was date of birth with fixed length write-in boxes.

Results showed participants wrote one letter per box except for a few respondents whose names were too long to fit within the field. In two cases the surname was entered before the first name with one person commenting that this was automatic. Participants did not appear to have any concerns regarding privacy/confidentiality etc. No comments were made on the mark-boxes for sex. A few respondents commented that date of birth is hard to record for other members of the household than age last birthday would be. One respondent indicated that they chose not to answer DOB.

MARCH 2003 FOCUS GROUP

1 List the persons who are staying in this dwelling on the night of Tuesday, 18 March 2003.

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 19 March 2003, without having been counted elsewhere.

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

Person	First Name and Surname	Sex (male/female)	Date of Birth (DD MM YYYY)
1	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>
2	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>
3	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>
4	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>
5	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>
6	<input style="width: 95%;" type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/> <input style="width: 25%;" type="text"/>

August 2003 Test

The Persons Present in Dwelling table on HHH3 was located immediately prior to the PTA sequencing question at the beginning of the form. The First Name and Surname field was separated to unconstrained boxes and labelled 'First or given name' and 'Surname or family name'. An example of how to complete the date of birth fixed length boxes was included in the question instructions.

PERSONS PRESENT IN DWELLING *continued*

HHF3

2 List the persons who are staying in this dwelling on census test night (Tuesday, 19 August 2003).

- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 20 August 2003, without having been counted elsewhere.
- Write the person's date of birth like this:
- Remember to mark boxes like this:

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

Person	First or given name	Surname or family name	Sex (Male/Female)	Date of birth
1	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M <input type="checkbox"/> F	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

11 First name for reference only:

- Record the first name of persons in the same order as listed in the table in question 2.

First or given name <input type="text"/>	First or given name <input type="text"/>
---	---

Test Results

The non-response rate for the August 2003 Test was 4.6%. This result is indirectly comparable to the non-response rate from the October 2002 Test HHF2 as one collection asked 'date of birth' as opposed to 'age last birthday' as well as the impact of using different CDs in enumeration. The non-response rates for HHF and the 2001 Census where 'age last birthday' was collected was 1.5% and 1.8% respectively.

Overall the age distribution in the August 2003 Test is similar to the distribution for the same CDs in the 2001 Census.

Non-response rates were not available for the sex field.

Analysis showed that 1.7% of responses where the names in Q2 were not in the same order as in Q11. There were also 1.4% of responses where a person was included in the 'Persons Temporarily Absent' tables and also included in Q2 or Q11. When comparing the persons present in dwelling table to Q11, 6% of respondents did not complete the name information collected in Q2 consistently with that collected in Q11.

Also the inclusion of date of birth and sex in the persons present table negatively impacted on the processing of Census forms where the persons listed in Q2 were reported in a different order inside the form.

Testing on whether the sex fields in Q2 were completed showed that 57% of the sampled responses marked the boxes correctly, 8% marked with a tick, 1% marked with some other type of incorrect mark and 1% marked with a cross.

The majority of respondents, 92.5%, completed date of birth correctly. Other responses included the completion of the day/ month or both without the leading zero, writing the year of birth incorrectly, writing the name of the month instead of using the calendar month number or putting a line through the zero.

Comments were received about the repetition of writing names in the persons present table and then again in the main section of the form.

PERSONS PRESENT IN DWELLING *continued*

August 2004 Test

The eCensus persons present in dwelling table included fields for first name, last name/surname and a flag to identify if people were going to be included on the eCensus form.

20 List all persons staying in this dwelling on the night of Tuesday, 10 August 2004, even if included on a different form.

- Record the name of all persons in this dwelling on Census Test night, and indicate if they are included on this form.
- Record details for all adults, children, babies and visitors.
- Include any person who returned on Wednesday, 11 August 2004 without having been counted elsewhere.

	First Name	Surname or family name	Is this person being included on this form (Y/N)?
1	<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No
2	<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No
3	<input type="text"/>	<input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No

Test Results

The test identified that the table was not used as intended. There was scope for respondents to exclude people from the eCensus form and fail to include them on another eCensus or paper form. When a 'no' response was selected for the question 'Is this person being included on this form?', it was suggested that an automated pop-up message box appear to remind respondents that the person still needs to be included on another eCensus form or a paper form.

CHANGES MADE FOR THE 2006 CENSUS

The persons present in dwelling table was not included in the paper 2006 Census form. The name of each person in the dwelling question was modified to clarify the instructions and the response fields for first or given name and surname or family name were altered to fixed length write-in boxes.

The persons present in dwelling table was included in the eCensus to generate individual Person Forms. It was modified to include detailed instructions on how to complete the question. The table also included 'add person' and 'delete person' buttons.

PERSONS PRESENT IN DWELLING *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

Question 2b List all persons, including visitors, who spent the night of Tuesday, 8 August 2006, in this dwelling, even if their details are being included on another form.

- Record the name of all persons in this dwelling on Census night and indicate if their details are to be included on this form. If no, they need to be on either the paper form or another eCensus form.
- Record details for all adults, children, babies and visitors.
- Include any person who usually lives in this dwelling who returned on Wednesday, 9 August 2006, without having been counted elsewhere.
- For all other cases of persons absent, please include them in Questions 52 and 53 ONLY.**
- Person 1 (householder or adult) must be included on the form to identify relationships (question 5).
- Editing a person name in the table does not change any information already entered. To delete a person, press Delete Person(s).
- For more information, click the 'Help for Question 2b' link.

[Help for Question 2b](#)

First Name	Surname	Is this person being included on this form (Y/N)?
		No answer required for Person 1
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No

- Press Add Person to add an additional row to the table and update question 2a (Number of persons present).
- Press Delete Person(s) to move to the deletion page.

FUTURE DEVELOPMENT

Analysis of non-response rates and distribution of responses from the 2006 Census will be undertaken.

PERSONS TEMPORARILY ABSENT

2001 CENSUS QUESTION

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"/>

BACKGROUND

For each census, the Persons Temporarily Absent (PTA) section has been located towards the back of the form before the dwelling questions. Being placed in this location has meant some persons have been incorrectly included in the main body of the form as well as the PTA section.

PERSONS TEMPORARILY ABSENT *continued*

BACKGROUND *continued*

Testing was carried out in the lead up to the 2001 Census to analyse why respondents were including people in the main body of the form as well as in the PTA section. Respondents of the May 1997 Census Test, who answered both sections of the form, cited the instruction 'Include any person who returned on (date following Census night) without having been counted elsewhere' as a possible source of confusion. The 2001 Census Household Form contained this same instruction, however, the accompanying Census Guide included additional information and examples to try and limit the number of respondents who answered both.

TESTING

Testing for the 2006 Census was undertaken in the October 2002, August 2003 and August 2004 tests.

October 2002 Test

Two versions of the PTA section were tested in the October 2002 Test. On Household Form 1 (HHF1) the PTA section was similar to the 2001 Census Household Form in placement and wording except the section was divided into two questions, the instruction asking respondents to 'Please complete one separate column for each person absent' was removed and the phrase 'but not here' was replaced with 'but was absent'.

On Household Form 2 (HHF2), the PTA questions were located at the front of the form using the same questions as HHF1. The question included the additional instruction: 'Include persons staying in hospital, staying with relatives or friends, away on short term work assignments, or on holiday overseas or interstate' and the response options 'No' and 'Yes' were replaced with 'No one absent' and 'Yes, someone absent'.

PERSONS TEMPORARILY ABSENT *continued*

HHF1

44 Are there any persons who usually live in this dwelling who were absent on the night of Tuesday, 22 October 2002?

• 'Usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2002.

- No ► Go to 46
 Yes

45 Name of each person who usually lives in this dwelling but was absent on the night of Tuesday, 22 October 2002.

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, grand-daughter, 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"/>

PERSONS TEMPORARILY ABSENT *continued*

HHF2

<p>3 Are there any persons who usually live in this dwelling who were absent on the night of Tuesday, 22 October 2002?</p> <ul style="list-style-type: none"> 'Usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2002. Include persons staying in hospital, staying with relatives or friends, away on short term work assignments, or on holiday overseas or interstate. 		<input type="radio"/> No one absent ▶ Go to 5 <input type="radio"/> Yes, someone absent	
<p>4 For each person absent, complete the following questions:</p>			
<p>Name of each person who usually lives in this dwelling but was absent on the night of Tuesday, 22 October 2002.</p>	<p>First or given name</p> <input type="text"/>	<p>First or given name</p> <input type="text"/>	<p>First or given name</p> <input type="text"/>
	<p>Surname or family name</p> <input type="text"/>	<p>Surname or family name</p> <input type="text"/>	<p>Surname or family name</p> <input type="text"/>
	<p>Is the person male or female?</p> <input type="radio"/> Male <input type="radio"/> Female	<p>Is the person male or female?</p> <input type="radio"/> Male <input type="radio"/> Female	<p>Is the person male or female?</p> <input type="radio"/> Male <input type="radio"/> Female
	<p>Date of Birth</p> <p>Day Month Year</p> <input type="text"/> <input type="text"/> <input type="text"/>	<p>Date of Birth</p> <p>Day Month Year</p> <input type="text"/> <input type="text"/> <input type="text"/>	<p>Date of Birth</p> <p>Day Month Year</p> <input type="text"/> <input type="text"/> <input type="text"/>
	<p>Is the person a full-time student?</p> <input type="radio"/> No <input type="radio"/> Yes	<p>Is the person a full-time student?</p> <input type="radio"/> No <input type="radio"/> Yes	<p>Is the person a full-time student?</p> <input type="radio"/> No <input type="radio"/> Yes
<p>What is the person's relationship to Person 1/Person 2?</p> <ul style="list-style-type: none"> Examples of other relationships: son-in-law, grand-daughter, uncle, boarder. 	<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"/>

Test Results

Analysis revealed that a similar pattern of PTA existed for HHF1 and HHF2. On HHF1, 93.2% of dwellings did not have any people temporarily absent, 5.8% of dwellings had one person temporarily absent and 0.9% of dwellings had two or more people temporarily absent. HHF2 had 92.7% of dwellings with no people temporarily absent, 6.6% of dwellings had one person temporarily absent and 0.7% of dwellings had two or more people temporarily absent.

The non-response rate for the 'Are there any persons who usually live in this dwelling who were absent on the night of Tuesday 22 October 2002?' screening question was 31% for HHF1 and 34% for HHF2.

PERSONS TEMPORARILY ABSENT *continued*

Test Results continued

The majority of respondents on both HHF1 and HHF2 correctly completed the PTA table. The test was unable to prove that both the HHF2 design prevented respondents from incorrectly recording the details of persons temporarily absent in the main body of the form and that the 'include persons staying in hospital, staying with relatives or friends, away on short term work assignments, or on holiday overseas or interstate' instruction in the screening question improved response rates.

April / May 2003 Focus Groups

Including a question on the number of hours worked within the PTA module was focus group tested in April/May 2003. This question was tested as a result of consultation with Family Statistics Advisory Group who recommended that information on hours worked would provide a better basis on which to derive child dependency status rather than student status.

Testing of the 'hours worked' question showed participants understood the question. However, they stated the question was unclear in identifying a specific time period to answer. Some respondents used an average while others used the most recent week.

Please use BLOCK letters.	Person 1	Person 2	Person 3
45 Name of each person who usually lives in this dwelling but was absent on the night of Wednesday, 30 April 2003.	First or given name <input style="width: 100%;" type="text"/> Surname or family name <input style="width: 100%;" type="text"/>	First or given name <input style="width: 100%;" type="text"/> Surname or family name <input style="width: 100%;" type="text"/>	First or given name <input style="width: 100%;" type="text"/> Surname or family name <input style="width: 100%;" type="text"/>
Is the person male or female? • Mark one box for each person absent.	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Male <input type="checkbox"/> Female
Date of Birth.	<input style="width: 25px;" type="text"/>	<input style="width: 25px;" type="text"/>	<input style="width: 25px;" type="text"/>
Does the person work 35 hours or more per week?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
What is the person's relationship to Person 1/ Person 2? • Examples of other relationships: son-in-law, grand-daughter, uncle,	<input type="checkbox"/> Husband or wife of Person 1 <input type="checkbox"/> De facto partner of Person 1 <input type="checkbox"/> Child of both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 <input type="checkbox"/> Child of Person 2 <input type="checkbox"/> Unrelated flatmate or co-tenant of <input type="checkbox"/> Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/>	<input type="checkbox"/> Husband or wife of Person 1 <input type="checkbox"/> De facto partner of Person 1 <input type="checkbox"/> Child of both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 <input type="checkbox"/> Child of Person 2 <input type="checkbox"/> Unrelated flatmate or co-tenant of <input type="checkbox"/> Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/>	<input type="checkbox"/> Husband or wife of Person 1 <input type="checkbox"/> De facto partner of Person 1 <input type="checkbox"/> Child of both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 <input type="checkbox"/> Child of Person 2 <input type="checkbox"/> Unrelated flatmate or co-tenant of <input type="checkbox"/> Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/>

PERSONS TEMPORARILY ABSENT *continued*

August 2003 Test

The PTA questions were placed at the front of Household Form 3 (HHF3) and the sequencing instruction 'Go to Question 4, for persons who answered 'Yes, someone absent' was added to help respondents follow the desired question sequence. The hours worked question as tested in the April/May 2003 Focus Group round was also included in the PTA module.

<p>3 Are there any persons who usually live in this dwelling who are absent on census test night (Tuesday, 19 August 2003)?</p> <p>• 'Usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2003.</p>	<p><input type="checkbox"/> No-one absent ► Go to 5</p> <p><input type="checkbox"/> Yes, someone absent ► Go to 4</p>		
<p>4 For each person absent, complete the following questions:</p>			
<p>Name of each person who usually lives in this dwelling but was absent on the night of Tuesday, 19 August 2003.</p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>
<p>Is the person male or female?</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>
<p>Date of birth.</p>	<p>Day Month Year</p> <p><input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>	<p>Day Month Year</p> <p><input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>	<p>Day Month Year</p> <p><input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p>
<p>Does the person work 35 hours or more per week?</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>
<p>What is the person's relationship to Person 1/Person 2?</p> <p>• Examples of other relationships: SON-IN-LAW, UNCLE, GRAND-DAUGHTER, BOARDER.</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 both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></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 both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></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 both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></p>

Test Results

The question module performed satisfactorily with 0.06% of respondents stating a person in both the persons present in dwelling table and the PTA question and had a non-response rate of 0.25%. However, once the dwelling questions were located at the front of the form with the PTA, there was an impact on both these questions and the remainder of the form where there was either an increase in non-response rates or unacceptable non-response rates for some variables. It was recommended the PTA question be relocated to the back of the form in further testing.

PERSONS TEMPORARILY ABSENT *continued*

Test Results continued

The hours worked question performed satisfactorily but research outside the scope of the test identified that student status was the statistical standard that will be used to determine child dependency for people aged 15 to 24 in the 2006 Census. It was recommended the hours worked question be replaced by the student status question in further testing.

August 2004 Major Test

Household Form 4 (HHF4) and Household Form 5 (HHF5) were tested in the August 2004 Major Test. The PTA table was located in an identical position at the back of both forms. HHF5 used the same format as the 2001 Census but was updated to include 'Remember to mark boxes like this <->' at the appropriate questions. HHF4 was based on HHF3 but included some changes. Question 2 had the instruction 'For all other cases of persons absent, please refer to Question 46 and enter their name and details at Question 47 ONLY' added to sequence householders to the PTA where necessary. The instruction 'Remember to mark box like this: <->' was added to Question 46 and each question in the PTA table. The instruction 'Mark one box for each person absent' was added to the sex question. The question 'Is the person of Aboriginal or Torres Strait Islander origin' was added to the PTA table after the sex question on HHF4. The date of birth question was modified to 'What was the person's date of birth or age last birthday?' and included examples on how to complete the question. The student status question replaced the hours worked question.

PERSONS TEMPORARILY ABSENT *continued*

HHF4

<p>2 Name of each person <i>including visitors who spent the night of Tuesday, 10 August 2004 in this dwelling:</i></p> <ul style="list-style-type: none"> Record details for all adults, children, babies and visitors present. Include any person who usually lives in this dwelling who returned on Wednesday, 11 August 2004, without having been counted elsewhere. For all other cases of persons absent, please refer to Question 46 and enter their name and details at Question 47 ONLY. 	First or given name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	First or given name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	Surname or family name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Surname or family name <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

<p>46 Are there any persons who usually live in this dwelling who were <i>absent</i> on Census Test Night (Tuesday, 10 August 2004)?</p> <ul style="list-style-type: none"> 'Usually live' means that address at which the person has lived, or intends to live, for a total of six months or more in 2004. Remember to mark box like this: <input checked="" type="checkbox"/> 	<input type="radio"/> No, no-one absent ▶ Go to 48 <input type="radio"/> Yes, someone absent ▶ Go to 47
--	--

<p>47 For each person <i>absent</i>, complete the following questions:</p> <ul style="list-style-type: none"> Remember to mark boxes like this: <input checked="" type="checkbox"/> <p>Name of each person who usually lives in this dwelling but was not here on the night of Tuesday, 10 August 2004.</p> <p>Is the person male or female?</p> <ul style="list-style-type: none"> Mark one box for each person absent Remember to mark box like this: <input checked="" type="checkbox"/> <p>Is the person of Aboriginal or Torres Strait Islander origin?</p> <ul style="list-style-type: none"> For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes. Remember to mark boxes like this: <input checked="" type="checkbox"/> <p>What was the person's date of birth or age last birthday?</p> <ul style="list-style-type: none"> Please give approximate age, if date of birth not known. Examples: Day Month Year <input type="text"/> <input type="text"/> OR Age last birthday <input type="text"/> <input type="text"/> <input type="text"/> Years OR Age last birthday <input type="text"/> <input type="text"/> <input type="text"/> Years <p>Is the person a full-time student?</p> <p>What is the person's relationship to Person 1/ Person 2?</p> <ul style="list-style-type: none"> Examples of other relationships: SON-IN-LAW, GRANDDAUGHTER, UNCLE, BOARDER. Remember to mark box like this: <input checked="" type="checkbox"/> 	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"/> 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
	Day Month Year <input type="text"/> <input type="text"/> OR Age last birthday <input type="text"/> <input type="text"/> <input type="text"/> Years	Day Month Year <input type="text"/> <input type="text"/> OR Age last birthday <input type="text"/> <input type="text"/> <input type="text"/> Years	Day Month Year <input type="text"/> <input type="text"/> OR Age last birthday <input type="text"/> <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 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 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 Other relationship to Person 1 – please specify <input type="text"/>

PERSONS TEMPORARILY ABSENT *continued*

HHF5

43 Are there any persons who usually live in this dwelling who were absent on the night of Tuesday, 10 August 2004?

- 'Usually live' means that address at which the person has lived or intends to live for a total of six months or more in 2004.
- Remember to mark boxes like this:

No ▶ Go to 44

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, 10 August 2004.

	First or given name <input style="width: 90%;" type="text"/> Surname or family name <input style="width: 90%;" type="text"/>	First or given name <input style="width: 90%;" type="text"/> Surname or family name <input style="width: 90%;" type="text"/>	First or given name <input style="width: 90%;" type="text"/> Surname or family name <input style="width: 90%;" type="text"/>
Is the person male or female? • Mark one box for each person absent. • Remember to mark boxes like this: <input checked="" type="checkbox"/>	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female	<input type="radio"/> Male <input type="radio"/> Female
Age last birthday.	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> Years
Is the person a full-time student? • Remember to mark boxes like this: <input checked="" type="checkbox"/>	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> No <input type="radio"/> Yes
What is the person's relationship to Person 1/Person 2? • Examples of other relationships: son-in-law, granddaughter, uncle, boarder. • Remember to mark boxes like this: <input checked="" type="checkbox"/>	<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 style="width: 90%;" 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 style="width: 90%;" 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 style="width: 90%;" type="text"/>

Test Results

Results for HHF4 indicate that 92% of respondents provided a response to the PTA filter question compared to HHF5 where 90% of respondents provided a response. Comparison of response rates between HHF4 and HHF5 show that, of those people who completed the PTA filter question, 94% of dwellings in both HHF4 and HHF5 had no persons absent and 6% of dwellings in both HHF4 and HHF5 had one or more persons absent. These results show there has been no adverse impact by having a separate PTA filter question on HHF4.

PERSONS TEMPORARILY ABSENT *continued*

Test Results continued

Evaluation of dwellings which reported one or more persons absent shows 99% of HHF4 dwellings gave an age or date of birth for those persons absent in their household compared to 97% on HHF5. However, 31% of dwellings, with one or more persons absent, reported both date of birth and age for those persons.

**CHANGES MADE FOR THE
2006 CENSUS**

The questions used in the 2006 Census were based on the questions tested in HHF4. The sequencing instruction in Question 2 was reworded to 'For all other cases of persons absent, please include them in Questions 52 and 53 ONLY'. The sequence guides in Questions 2 and 52 were updated to reflect the correct Question numbers for the 2006 Census form. The 'mark box like this <->' instruction was removed from the sex and Aboriginal and Torres Strait Islander questions within Question 53. The Aboriginal and Torres Strait Islander question was relocated immediately after the date of birth/age question so that the question sequence followed more closely that of the main form. The date of birth instructions were swapped around and the examples for both date of birth and age were further clarified, in line with the design of the Date of Birth question in the main part of the form. To help separate the questions within Question 53, a fine orange coloured horizontal line was added after each question.

<p>2 Name of each person <i>including visitors</i> who spent the night of Tuesday, 8 August 2006 in this dwelling:</p> <ul style="list-style-type: none"> • Record details for all adults, children, babies and visitors present. • Include any person who usually lives in this dwelling who returned on Wednesday, 9 August 2006, without having been counted elsewhere. • <i>For all other cases of persons absent, please include them in Questions 52 and 53 ONLY.</i> 	<p>First or given name</p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table> <p>Surname or family name</p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>																									<p>First or given name</p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table> <p>Surname or family name</p> <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td><td style="width: 10%;"></td> </tr> </table>																								

PERSONS TEMPORARILY ABSENT *continued*

<p>52 Are there any persons who usually live in this dwelling who were <i>absent</i> on Census Night (Tuesday, 8 August 2006)?</p> <ul style="list-style-type: none"> • 'Usually live' means that address at which the person has lived, or intends to live, for a total of six months or more in 2006. • Remember to mark box like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> No, no-one absent ▶ Go to 54</p> <p><input type="checkbox"/> Yes, someone absent ▶ Go to 53</p>		
<p>53 For each person <i>absent</i>, complete the following questions:</p> <ul style="list-style-type: none"> • Remember to mark boxes like this: <input checked="" type="checkbox"/> 			
<p>Name of each person who usually lives in this dwelling but was not here on the night of Tuesday, 8 August 2006.</p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>	<p>First or given name <input style="width: 100%;" type="text"/></p> <p>Surname or family name <input style="width: 100%;" type="text"/></p>
<p>Is the person male or female?</p> <ul style="list-style-type: none"> • Mark one box for each person absent 	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>
<p>What is the person's date of birth (or age last birthday)?</p> <ul style="list-style-type: none"> • Example for date of birth: Day Month Year <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> • If date of birth not known, give age last birthday. • Example for age last birthday: <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> Years 	<p>Day Month Year <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p>OR</p> <p>Age last birthday <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> Years</p>	<p>Day Month Year <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p>OR</p> <p>Age last birthday <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> Years</p>	<p>Day Month Year <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/></p> <p>OR</p> <p>Age last birthday <input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> Years</p>
<p>Is the person of Aboriginal or Torres Strait Islander origin?</p> <ul style="list-style-type: none"> • For persons of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes. 	<p><input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander</p>
<p>Is the person a full-time student?</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>
<p>What is the person's relationship to Person 1/ Person 2?</p> <ul style="list-style-type: none"> • Examples of other relationships: SON-IN-LAW, GRAND-DAUGHTER, UNCLE, BOARDER. 	<p><input type="checkbox"/> Husband or wife of Person 1 <input type="checkbox"/> De facto partner of Person 1 <input type="checkbox"/> Child of both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></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 both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></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 both Person 1 and Person 2 <input type="checkbox"/> Child of Person 1 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1</p> <p>Other relationship to Person 1 – please specify <input style="width: 100%;" type="text"/></p>

FUTURE DEVELOPMENT

Analysis of the data from the 2006 Census data will be monitored for non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

PLACE OF ENUMERATION

2001 CENSUS QUESTION

1 What is the address of this dwelling?
Please use BLOCK letters

Street number

Street name

Suburb, rural locality or town

State/Territory Postcode

BACKGROUND

The dwelling address is collected to determine where the household was enumerated on Census night. Census counts of where people spent Census night, classified by geographical areas, are available from every national Census.

TESTING

The address on front page was tested in the May 2002 Focus Groups and the August 2003 and August 2004 Tests.

May 2002 Focus Group Testing

Two questions were tested in the May 2002 Focus Groups. Version 1 was the question used in the 2001 Census. Version 2 was based on the 2001 Census question except the 'Unit Number' and 'Street Number' fields were separated and fields for 'Apartment/Flat/Unit Number', 'Street Number' and 'Street Type' were tested.

VERSION 1

1 What is the address of this dwelling?
Please use BLOCK letters

Unit number & Street number

Street name & Street type

Suburb, rural locality or town

State/Territory Postcode

PLACE OF ENUMERATION *continued*

August 2003 Test continued

errors encountered from the dwelling address information were based on street numbers incorrectly entered into the 'Unit/flat/apartment Number' field. This led to either blank street numbers, failure to edit by the users or sequencing errors for the rest of the address information.

August 2004 Major Test

Two versions were tested in the August 2004 Major Test. HHF4 was based on HHF3. The street number response boxes were relocated to the first line after the Apartment/Flat/Unit response boxes, the label 'Unit/flat/apartment number' was altered to 'Apartment/Flat/Unit number', examples were added to the street name label, the label 'suburb, rural locality or town' was changed to 'Suburb/Locality' and a fixed length response box for 'Property/Building name (if any)' was added.

The front of form address question included on Household Form 5 (HHF5) was the same as that used in the 2001 Census.

HHF4

1 What is the address of this dwelling?
Please use CAPITAL letters only

Apartment/Flat/Unit number (if any) Street number

Street name (Examples: GRAHAM AVENUE, GEORGE STREET)

Suburb/Locality

State/Territory Postcode

Property/Building name (if any)

HHF5

1 What is the address of this dwelling?
Please use BLOCK letters

Street number

Street name

Suburb, rural locality or town

State/Territory Postcode

TEST RESULTS

Apartment/Flat/Unit Number field

PLACE OF ENUMERATION *continued*

TEST RESULTS *continued*

Analysis of the results showed 41% of HHF4 dwellings provided an 'Apartment/Flat/Unit number'. Further analysis indicated that approximately 25% of respondents incorrectly completed the field but had corrected their mistake.

Investigation of the HHF5 Street Number field identified that approximately 15% of respondents wrote an 'Apartment/Flat/Unit number' type response (i.e.: 2/50, 25A, Unit 12, etc.) in the 'Street Number' field compared to HHF4 where only 2% of respondents wrote a 'Apartment/Flat/Unit number' in the 'Street Number' field.

State/Territory field

Analysis shows 96% of respondents on HHF4 and 97% of respondents on HHF5 provided a state/territory mnemonic (i.e.: VIC). A small number of respondents did not provide an applicable three letter state/territory mnemonic.

Property/Building Name field

Investigation of responses on HHF4 identified that 17.2% of dwellings responded to the Property/Building Name field. Of those respondents who used the Property/Building Name field, 82% of those responses were correct.

Less than 1% of respondents reported a Property/Building name type response in any of the other Address on Census Night fields in HHF5.

CHANGES MADE FOR THE 2006 CENSUS

The HHF4 question was used for the 2006 Census.

1 What is the address of this dwelling?
Please use **CAPITAL** letters only

Apartment/Flat/Unit number (if any) Street number

Street name (Examples: GRAHAM AVENUE, GEORGE STREET)

Suburb/Locality

State/Territory Postcode

Property/Building name (if any)

FUTURE DEVELOPMENT

The quality of address information will be more important for the 2011 Census as all addresses will need to be coded to new geographic outputs through an automatic coding system. Building name will be required if an accurate street address is unknown to assist with automatic coding.

PLACE OF USUAL RESIDENCE

2001 CENSUS
HOUSEHOLD FORM
QUESTION

<p>7 Where does the person usually live?</p> <ul style="list-style-type: none"> • For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'. • 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. • For persons who now have no usual address, write 'no usual address'. • For boarders at boarding school, give address at boarding school or college. 	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>	<p><input type="checkbox"/> Same as for Person 1</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>
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BACKGROUND

A question on a person's place of usual residence was first included in the 1961 Census where people who were temporarily absent from their usual residence were asked to name their State or Territory of usual residence (or overseas if appropriate). The topic was not included in 1966 but has been included in all censuses since 1971. Since 1971 people have been asked to also provide the full address of their usual residence five years ago. A question on usual residence one year ago has been included since 1976.

In 1991, respondents were asked for their Usual Address, only their state of usual residence one year ago and for their full address five years ago. The 1996 and 2001 Censuses asked for full address for usual residence, Usual Address One Year Ago and Usual Address Five Years Ago. Usual Address One and Five Years Ago are discussed further in Chapter 5.

Analysis of 2001 Census data showed that the lack of a mark-box option to cater for instances where the usual address of Persons 2-6 was different to Person 1 increased respondent burden as they were required to write-in an address. There was also a minor issue where Persons 2-6 marked 'Same as for Person 1' but there was no Person 1.

TESTING

The place of usual residence question was tested in the August 2003 and August 2004 tests.

August 2003 Test

The Household Form 3 (HHF3) place of usual residence question was based on the 2001 Census question. The first response option for Persons 2 - 6 was changed from 'Same as for Person 1' to 'The address shown on the front of this form'. The write in section for 'unit/flat/apartment number' details was added. The phrase 'no usual address' in the third instruction was changed to uppercase text, the word 'give' was changed to 'write the' in the last instruction and the response option 'Other country' was changed from bold to normal text.

PLACE OF USUAL RESIDENCE *continued*

HHF3

<p>15 Where does the person usually live?</p> <ul style="list-style-type: none"> • For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'. • 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 2003. • For persons who now have no usual address, write NO USUAL ADDRESS. • For boarders at boarding school, write the address of the boarding school or college. 	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Unit/flat/apartment number <input style="width: 100%;" type="text"/></p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Unit/flat/apartment number <input style="width: 100%;" type="text"/></p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>
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Test Results

General results showed that non-response rates had increased for the August 2003 Test for all questions compared to those from the October 2002 Test where the 2001 Census questions were included. Broad observations indicated that a change in the mark-in box response categories did not adversely affect the respondent's use of them.

As the results from the August 2003 Test could not be fully assessed because of limitations to the processing system the question was retested in the 2004 Major Test.

August 2004 Major Test

Two versions of the place of usual residence question were tested in the August 2004 Major Test. Household Form 4 (HHF4) included an Apartment/Flat/Unit number field, a Property/Building name field, an instruction on how to answer the question if the respondent didn't have a Usual Address and minor changes to some of the descriptions of response categories. Household Form 5 (HHF5) was the control form and used the same format as the 2001 Census.

PLACE OF USUAL RESIDENCE *continued*

HHF4

<p>8 Where does the person usually live?</p> <ul style="list-style-type: none"> • For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'. • 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 2004. • For persons who now have no usual address, write 'NONE' in the 'Suburb/Locality' box. • For boarders at boarding school, write the address of the boarding school or college. 	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Apartment/Flat/Unit number (if any) <input style="width: 100%;" type="text"/></p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb/Locality <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p>Property/Building name (if any) <input style="width: 100%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Apartment/Flat/Unit number (if any) <input style="width: 100%;" type="text"/></p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb/Locality <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p>Property/Building name (if any) <input style="width: 100%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>
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HHF5

<p>8 Where does the person usually live?</p> <ul style="list-style-type: none"> • For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'. • 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 2004. • For persons who now have no usual address, write 'no usual address'. • For boarders at boarding school, give address at boarding school or college. 	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>	<p><input type="checkbox"/> Same as for Person 1</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%;" type="text"/></p> <p>State/Territory Postcode <input style="width: 50%;" type="text"/> <input style="width: 50%;" type="text"/></p> <p><input type="checkbox"/> Other country</p>
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Test Results

'Apartment/Flat/Unit Number' field

Analysis of HHF4 identified that of the respondents who specified that they lived 'Elsewhere in Australia', 32% used the 'Apartment/Flat/Unit Number' field. Of those that used the 'Apartment/Flat/Unit Number' field, 44% of the responses were alphanumeric.

As HHF5 did not contain the 'Apartment/Flat/Unit Number' field, the 'Street Number' field on HHF5 was investigated for incidences of 'unit number' type responses. Analysis identified that of the respondents who specified they lived 'Elsewhere in Australia', 4% provided an 'Apartment/Flat/Unit Number' type of response in the 'Street Number' field.

PLACE OF USUAL RESIDENCE *continued*

Test Results continued

This analysis indicated that by introducing the new 'Apartment/Flat/Unit Number' field on HHF4, the incidence of respondents reporting these types of response in the 'Street Number' field was reduced from 4% in HHF5 to nil in HHF4.

The identification of respondents writing 'Same' or 'Same as person 1' in the 'Street Number' field on HHF4 indicated that respondent burden could have increased for the households where Persons 2 to 6 did not live at the same address as that stated in the front of form address, but did live at the same address as Person 1.

Property/Building Name field

Analysis of HHF4 identified that of the respondents who specified that they lived 'Elsewhere in Australia - please specify address', 8% used the 'Property/Building Name' field. Of those that used the 'Property/Building Name' field, 31% of responses were either alphanumeric combinations or a description of the dwelling type.

As HHF5 does not have a 'Property/Building Name' field, the 'Street Number', 'Street Name' and 'Suburb/Locality' fields on HHF5 were investigated for incidences of property/building name type responses. Analysis identified that of the respondents reporting that they were 'Elsewhere in Australia - please specify address', 1% of respondents gave a 'Property/Building Name' type of response in any of the place of usual residence fields.

No usual address 'NONE' instruction

Of the respondents who answered the place of usual residence question on HHF4 and HHF5 the responses for 'NONE' and 'No usual address' were negligible.

Changed response category for Persons 2 to 6

On HHF4, 96% of responses from Persons 2 to 6 selected 'The address shown on the front of this form', 3% selected 'Elsewhere in Australia - please specify address' and 1% selected 'Other country'.

On HHF5, 96% of responses from Persons 2 to 6 selected 'Same as for Person 1', 3% selected 'Elsewhere in Australia - please specify address' and 1% selected 'Other country'.

Comparison of the distribution of responses across HHF4 and HHF5 for the place of usual residence question identified that changing the response option for Person 2 to 6, from 'Same as Person 1' on HHF5 to 'The address shown on the front of this form' on HHF4, did not reduce the burden on respondents who had a usual address, while different to Person 1, was the same as the address provided at the Front of Form Address question. Also, the incidence of non-address responses, such as 'Same' was not reduced. The results indicate the changed response option does not improve respondent burden or offer any additional value to HHF4. However, given that the changed response option on HHF4 did not adversely affect data quality, and for consistency between the place of usual residence, usual address one year ago and usual address five years ago questions, the changed response option should be retained.

CHANGES MADE FOR THE 2006 CENSUS

The separate 'Apartment/Flat/Unit number' field and the instruction for respondents with no usual address to write 'NONE' in the Suburb/Locality field, as tested in the August 2004 Major Test, were retained. The change in description of 'Same as Person 1' to 'The

PLACE OF USUAL RESIDENCE *continued*

address shown on the front of this form' response categories for Persons 2 to 6, as tested in August 2003, was also retained. The Property/Building name field was removed as this field did not provide additional value to the place of usual residence question. The instruction on how to complete the mark-box responses was added.

<p>8 Where does the person usually live?</p> <ul style="list-style-type: none"> • For persons who usually live in another country and who are visiting Australia for less than one year, mark 'Other country'. • 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 2006. • For persons who now have no usual address, write 'NONE' in the 'Suburb/Locality' box. • For boarders at boarding school, write the address of the boarding school or college. • Remember to mark box like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> The address shown on the front of this form</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Apartment/Flat/Unit number (if any) <input type="text"/></p> <p>Street number <input type="text"/></p> <p>Street name <input type="text"/></p> <p>Suburb/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="checkbox"/> Other country</p>	<p><input type="checkbox"/> The address shown on the front of this fom</p> <p><input type="checkbox"/> Elsewhere in Australia – please specify address</p> <p>Apartment/Flat/Unit number (if any) <input type="text"/></p> <p>Street number <input type="text"/></p> <p>Street name <input type="text"/></p> <p>Suburb/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="checkbox"/> Other country</p>
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FUTURE DIRECTIONS

Analysis of the 2006 Census place of usual residence data will need to monitor non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

PLACE OF USUAL RESIDENCE ONE AND FIVE YEARS AGO

2001 CENSUS
HOUSEHOLD FORM
QUESTIONS

ONE YEAR AGO

<p>8 Where did the person usually live one year ago (at 7 August 2000)?</p> <ul style="list-style-type: none"> If the person is less than one year old, leave blank. For persons who had no usual address on 7 August 2000, give the address at which they were then living. 	<input type="checkbox"/> Same as in question 7	<input type="checkbox"/> Same as for Person 1	
	<input type="checkbox"/> Elsewhere in Australia – please specify address	<input type="checkbox"/> Elsewhere in Australia – please specify address	
Street number	<input type="text"/>	Street number	<input type="text"/>
Street name	<input type="text"/>	Street name	<input type="text"/>
Suburb, rural locality or town	<input type="text"/>	Suburb, rural locality or town	<input type="text"/>
State/Territory	<input type="text"/>	State/Territory	<input type="text"/>
Postcode	<input type="text"/>	Postcode	<input type="text"/>
<input type="checkbox"/> Other country		<input type="checkbox"/> Other country	

FIVE YEARS AGO

<p>9 Where did the person usually live five years ago (at 7 August 1996)?</p> <ul style="list-style-type: none"> If the person is less than five years old, leave blank. For persons who had no usual address on 7 August 1996, give the address at which they were then living. 	<input type="checkbox"/> Same as in question 7	<input type="checkbox"/> Same as for Person 1	
	<input type="checkbox"/> Same as in question 8	<input type="checkbox"/> Same as in question 8	
<input type="checkbox"/> Elsewhere in Australia – please specify address	<input type="checkbox"/> Elsewhere in Australia – please specify address		
Street number	<input type="text"/>	Street number	<input type="text"/>
Street name	<input type="text"/>	Street name	<input type="text"/>
Suburb, rural locality or town	<input type="text"/>	Suburb, rural locality or town	<input type="text"/>
State/Territory	<input type="text"/>	State/Territory	<input type="text"/>
Postcode	<input type="text"/>	Postcode	<input type="text"/>
<input type="checkbox"/> Other country		<input type="checkbox"/> Other country	

BACKGROUND

A question on a person's place of usual residence five years ago has been asked since 1971 and a question on a person's place of usual residence one year ago has been included since 1976.

TESTING

The usual address one and five years ago questions were tested in the August 2003 Test and the August 2004 Major Test. No change was made to Household Forms 1 and 2 for the October 2002 Test, however, some comparisons were made between the responses to these questions and the August 2003 Test results.

August 2003 Test

Three changes were tested in the August 2003 Test. A five digit response box was added for 'unit/flat/apartment number' for each question, a response category of 'same as in question 15' was made available for Persons 2-6, and an additional instruction on how to mark the boxes in the response categories was added to question 17.

HHF3

<p>16 Where did the person usually live one year ago (at 19 August 2002)?</p> <ul style="list-style-type: none"> • If the person is less than one year old, leave blank. • For persons who had no usual address on 19 August 2002, write the address at which they were then living. 	<p> <input type="checkbox"/> Same as in question 15 <input type="checkbox"/> Elsewhere in Australia – please specify address </p> <p>Unit/flat/apartment number <input type="text"/></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"/> Other country</p>
<p>17 Where did the person usually live five years ago (at 19 August 1998)?</p> <ul style="list-style-type: none"> • If the person is less than five years old, leave blank. • For persons who had no usual address on 19 August 1998, write the address at which they were then living. • Remember to mark the box like this: <input checked="" type="checkbox"/> 	<p> <input type="checkbox"/> Same as in question 15 <input type="checkbox"/> Same as in question 16 <input type="checkbox"/> Elsewhere in Australia – please specify address </p> <p>Unit/flat/apartment number <input type="text"/></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"/> Other country</p>

Test Results

Testing revealed that the non-response rates from the October 2002 Test for 'Address 5 years ago' was 2.94% compared to 9.01% for the same question in August 2003 testing. However these results were not directly comparable as different geographical areas were used for these two tests.

As the results from the August 2003 Test could not be fully assessed because of limitations to the processing system the question was retested in the August 2004 Major Test.

PLACE OF USUAL RESIDENCE ONE AND FIVE YEARS AGO *continued*

August 2004 Major Test

Two versions of the usual residence questions were tested in the August 2004 Major Test. HHF4 which used the same response box categories as the August 2003 Test form (HHF3) and HHF5 which was the control form and in the same format as used in the 2001 Census.

HHF4

<p>9 Where did the person usually live one year ago (at 10 August 2003)?</p> <ul style="list-style-type: none"> • If the person is less than one year old, leave blank. • For persons who had no usual address on 10 August 2003, give the address at which they were then staying. • Remember to mark box like this: <input type="checkbox"/> 	<p><input type="radio"/> Same as in question 8</p> <p><input type="radio"/> Elsewhere in Australia – please specify address</p> <p>Street number <input type="text"/></p> <p>Street name <input type="text"/></p> <p>Suburb/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="radio"/> Other country</p>
<p>10 Where did the person usually live five years ago (at 10 August 1999)?</p> <ul style="list-style-type: none"> • If the person is less than five years old, leave blank. • For persons who had no usual address on 10 August 1999, give the address at which they were then staying. • Remember to mark box like this: <input type="checkbox"/> 	<p><input type="radio"/> Same as in question 8</p> <p><input type="radio"/> Same as in question 9</p> <p><input type="radio"/> Elsewhere in Australia – please specify address</p> <p>Street number <input type="text"/></p> <p>Street name <input type="text"/></p> <p>Suburb/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="radio"/> Other country</p>

HHF5

<p>9 Where did the person usually live one year ago (at 10 August 2003)?</p> <ul style="list-style-type: none"> • If the person is less than one year old, leave blank. • For persons who had no usual address on 10 August 2003, give the address at which they were then living. • Remember to mark boxes like this: <input type="checkbox"/> 	<p><input type="radio"/> Same as in question 8</p> <p><input type="radio"/> 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="radio"/> Other country</p>	<p><input type="radio"/> Same as for Person 1</p> <p><input type="radio"/> 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="radio"/> Other country</p>
<p>10 Where did the person usually live five years ago (at 10 August 1999)?</p> <ul style="list-style-type: none"> • If the person is less than five years old, leave blank. • For persons who had no usual address on 10 August 1999, give the address at which they were then living. • Remember to mark boxes like this: <input type="checkbox"/> 	<p><input type="radio"/> Same as in question 8</p> <p><input type="radio"/> Same as in question 9</p> <p><input type="radio"/> 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="radio"/> Other country</p>	<p><input type="radio"/> Same as for Person 1</p> <p><input type="radio"/> Same as in question 9</p> <p><input type="radio"/> 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="radio"/> Other country</p>

Test Results

Usual Address One Year Ago

The proportion of respondents selecting 'Same as question 8' was 86% on HHF4 compared to 84% of people selecting 'Same as Person 1' on HHF5. The proportion of respondents selecting 'Elsewhere in Australia - please specify' on HHF4 was 12% compared to 14% on HHF5. The data suggested that the HHF4 question had improved respondents' ability to complete this question.

Usual Address Five Years Ago

The proportion of respondents selecting 'Same as question 8' was 61% on HHF4 compared to 59% on HHF5. The proportion of respondents selecting 'Elsewhere in Australia - please specify' on both HHF4 and HHF5 was 29% compared to 6% of respondents on HHF5 and 5% of respondents on HHF4 selecting 'Same as question 9' and 'Other country'.

CHANGES MADE FOR THE 2006 CENSUS

For the 2006 Census the response categories for usual residence one and five years ago were changed to 'Same as in question 8'. The instruction on how to mark the boxes was also added.

PLACE OF USUAL RESIDENCE ONE AND FIVE YEARS AGO *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

<p>9 Where did the person usually live one year ago (at 8 August 2005)?</p> <ul style="list-style-type: none"> • If the person is less than one year old, leave blank. • For persons who had no usual address on 8 August 2005, give the address at which they were then living. • Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> Same as in question 8</p> <p><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/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="checkbox"/> Other country</p>
<p>10 Where did the person usually live five years ago (at 8 August 2001)?</p> <ul style="list-style-type: none"> • If the person is less than five years old, leave blank. • For persons who had no usual address on 8 August 2001, give the address at which they were then living. • Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> Same as in question 8</p> <p><input type="checkbox"/> Same as in question 9</p> <p><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/Locality <input type="text"/></p> <p>State/Territory Postcode <input type="text"/> <input type="text"/></p> <p><input type="checkbox"/> Other country</p>

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for internal migration will monitor non-response rates and the distribution of responses.

PLACE OF WORK

2001 CENSUS QUESTION

<p>37 For the main job held last week, what was the person's workplace address?</p> <ul style="list-style-type: none"> • For persons who usually worked from home, provide home address. • For persons with no fixed place of work: <ul style="list-style-type: none"> - if the person usually travels to a depot to start work, provide depot address; - otherwise write 'no fixed address'. • This information is used to calculate daytime populations and to plan transport activities. 	<p>Street number</p> <input style="width: 100%; height: 15px;" type="text"/> <p>Street name</p> <input style="width: 100%; height: 15px;" type="text"/> <p>Suburb, rural locality or town</p> <input style="width: 100%; height: 15px;" type="text"/> <p>State/Territory Postcode</p> <div style="display: flex; justify-content: space-between;"> <input style="width: 30%; height: 15px;" type="text"/> <input style="width: 30%; height: 15px;" type="text"/> </div>
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BACKGROUND

The questions which enable the derivation of journey to work have been included since the 1971 Census. From the 2001 Census, the workplace address of the person was required rather than employer's workplace address. This was designed to encourage respondents to give their actual workplace address rather than a head office address.

Workplace address is used to produce data on journey to work patterns and on daytime populations of employed people. Information on daytime populations is required for analysis of the distribution of industry across regions. The data also assists policy makers in the planning of transport systems, industrial development and the release of residential and industrial land.

TESTING

The person's workplace address question was tested in the August 2004 Major Test.

August 2004 Major Test

Two versions of the workplace address question were tested in the Major Test. The Household Form 4 (HHF4) question was based on the 2001 Census question with some minor changes. The words 'Suburb/Locality' replaced 'Suburb, rural locality or town' above the response boxes for the suburb response field. A new response field for 'Building/Property name (if any)' was added to identify if capturing this information would assist in correctly classifying respondents where the street number was not provided. The instruction for persons with no fixed place of work to 'write 'no fixed address'' was changed to 'write 'NONE' in the 'Suburb/Locality'.

The Workplace address question included on Household Form 5 (HHF5) was the same as that used in the 2001 Census.

PLACE OF WORK *continued*

HHF4

<p>38 For the main job held <i>last week</i>, what was the person's workplace address?</p> <ul style="list-style-type: none"> ▪ For persons who usually worked from home, write the home address. ▪ For persons with no fixed place of work: <ul style="list-style-type: none"> - if the person usually travels to a depot to start work, write the depot address; - otherwise write 'NONE' in 'Suburb/Locality' box. ▪ This information is used to calculate daytime populations and to plan transport activities. 	<p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%; height: 20px;" type="text"/></p> <p>Suburb/Locality <input style="width: 100%; height: 20px;" type="text"/></p> <p>State/Territory Po code <input style="width: 30%;" type="text"/> <input style="width: 30%;" type="text"/></p> <p>Building/Property name (if any) <input style="width: 100%; height: 20px;" type="text"/></p>
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HHF5

<p>34 For the main job held <i>last week</i>, what was the person's workplace address?</p> <ul style="list-style-type: none"> ▪ For persons who usually worked from home, provide home address. ▪ For persons with no fixed place of work: <ul style="list-style-type: none"> - if the person usually travels to a depot to start work, provide depot address; - otherwise write 'no fixed address'. ▪ This information is used to calculate daytime populations and to plan transport activities. 	<p>Street number <input style="width: 100%;" type="text"/></p> <p>Street name <input style="width: 100%; height: 20px;" type="text"/></p> <p>Suburb, rural locality or town <input style="width: 100%; height: 20px;" type="text"/></p> <p>State/Territory Postcode <input style="width: 30%;" type="text"/> <input style="width: 30%;" type="text"/></p>
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Test Results

The non-response rate to the Workplace address question for HHF4 was 5.4% compared to 6% for HHF5. Responses to the Workplace address question included both complete and partial responses.

Of the 2.5% of HHF4 respondents who wrote 'None', 2.1% of these respondents wrote this information in the 'Suburb/Locality' field. Of the HHF5 respondents, 2.8% wrote 'no fixed address' and of these, 2.2% of respondents wrote this information in the 'Street name' field.

The 'Building/Property name' field on HHF4 was completed by 15.3% of respondents. Of these respondents, 5.5% did not answer the 'Street number' field.

PLACE OF WORK *continued*

Test Results continued

RESPONSE RATES TO THE WORKPLACE ADDRESS QUESTION

<i>Response to each field</i>	<i>HHF4</i>	<i>HHF5</i>
	%	%
Street number	67.0	69.1
Street name	89.1	91.2
Suburb/Locality	93.2	90.1
State/Territory	89.3	87.8
Postcode	77.0	76.5
Building/Property name	15.3	. .

. . not applicable

CHANGES MADE FOR THE 2006 CENSUS

The HHF4 question was used for the 2006 Census.

41 For the main job held *last week*, what was the person's workplace address?

- For persons who usually worked from home, write the home address.
- For persons with no fixed place of work:
 - if the person usually travels to a depot to start work, write the depot address;
 - otherwise write 'NONE' in 'Suburb/Locality' box.
- This information is used to calculate daytime populations and to plan transport activities.

Street number

Street name

Suburb/Locality

State/Territory Postcode

Building/Property name (if any)

FUTURE DEVELOPMENT

Analysis of 2006 Census data for workplace address will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

RELIGIOUS AFFILIATION

2001 CENSUS
HOUSEHOLD FORM
QUESTION

<p>19 What is the person's religion?</p> <ul style="list-style-type: none">• Answering this question is OPTIONAL.• For example, Salvation Army, Hinduism, Judaism or Humanism.• If no religion, mark last box.	<ul style="list-style-type: none"><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"><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> <ul style="list-style-type: none"><input type="checkbox"/> No religion																		

BACKGROUND

An optional question on religion has been included in every census.

A self-coding response question has been used since the 1991 Census. This included a list of the most common religions which were reported in the previous census, a 'No religion' category and a write-in response option for 'Other-please specify'. Despite the question being optional, results from the 2001 Census showed a non-response rate of 9.8%.

TESTING

The religious affiliation question was tested in the February 2003 Focus Groups, August 2003 Test, November 2003 Focus Groups and the August 2004 Major Test.

February 2003 Focus Groups

Two new versions of the religion question were focus group tested in February 2003. Version 1 contained the same wording as the 2001 Census question, however, the 'No religion' response box was located above the 'Other - please specify' write-in boxes. Version 2 also contained the same wording as the 2001 Census question, but the list of response categories were replaced by three lines of write-in boxes with the label 'Please specify' instructing respondents to write in their religion.

Focus group testing results showed that respondents preferred Version 1 of the religion question mainly because it was quick and easy to select an answer from the response list. This list also showed respondents the types of response required. Most respondents preferred the 'No religion' response box on Version 1 to be moved underneath the 'Other, please specify' write-in boxes.

RELIGIOUS AFFILIATION *continued*

February 2003 Focus
Groups *continued*

VERSION 1

<p>1 What is the person's religion?</p> <ul style="list-style-type: none"> • Answering this question is OPTIONAL. • For example: SALVATION ARMY, HINDUISM, JUDAISM OR HUMANISM. • If no religion, mark the 'No religion' box. 	<ul style="list-style-type: none"> <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"/> No religion <input type="checkbox"/> Other – please specify <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>
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VERSION 2

<p>2 What is the person's religion?</p> <ul style="list-style-type: none"> • Answering this question is OPTIONAL. • For example: SALVATION ARMY, HINDUISM, JUDAISM OR HUMANISM. • If no religion, write 'NO RELIGION'. 	<p style="text-align: center;">Please specify</p> <div style="border: 1px solid black; width: 100%; height: 30px; margin-top: 5px;"></div>
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August 2003 Test

The religion question used on Household Form 3 (HHF3) was based on version 2 of the question from the February 2003 Test. The 'No religion' mark-box category was added below the 'Please specify' write-in boxes. The examples contained in the instructions were changed to reflect the most common mark-box religions from Version 1 of the February 2003 Test. 'Roman Catholic' was included in the instructions to differentiate between 'mainstream catholic' and other catholic religions (i.e.. Maronite, Melkite, Ukrainian), thereby encouraging respondents to list their specific catholic affiliation and the 'Salvation Army' example was moved to the end of the list of examples.

HHF3

<p>32 What is the person's religion?</p> <ul style="list-style-type: none"> • Answering this question is OPTIONAL. • For example: HINDUISM, ROMAN CATHOLIC, JUDAISM, ANGLICAN, GREEK ORTHODOX, ISLAM, HUMANISM, PRESBYTERIAN, SALVATION ARMY. • If no religion, mark the 'No religion' box. 	<p style="text-align: center;">Please specify</p> <div style="border: 1px solid black; width: 100%; height: 30px; margin-top: 5px;"></div> <p style="text-align: center;"><input type="checkbox"/> No religion</p>
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Test Results

The non-response rate for the Religion question in the August 2003 Test was 17.0% compared to the 2001 Census where it was 8.1% for these collection districts.

The percentage of respondents who reported a response of 'No religion' in the August 2003 Test was 29.7%, and for the 2001 Census it was 18.9%. Of the respondents who reported a response of 'No religion' in the August 2003 Test, 1.5% recorded their response in the write-in box.

When compared to the 2001 Census results, the proportion of responses for all religions decreased, except for 'Greek Orthodox' which remained the same.

RELIGIOUS AFFILIATION *continued*

November 2003 Focus
Groups

The question tested in the November 2003 Focus Group was similar to the 2001 Census question except the order of the response categories was changed to reflect the most commonly reported religions from the 2001 Census, placing 'No religion' at the top of the response categories and Roman Catholic was included as an example.

Testing revealed that while the examples were useful, it was not sufficiently clear to some participants that the examples related to writing an answer in the 'Other - Write in religion' section. It was noted that most Roman Catholic participants generally marked the response category 'Catholic' and did not write in Roman Catholic. Discussion with the participants and error analysis identified that having the 'No religion' answer category at the top of the answer list was highly acceptable.

7 What is the person's religion?

- Answering this question is **OPTIONAL**.
- For example: ROMAN CATHOLIC, SALVATION ARMY, HINDUISM, JUDAISM or HUMANISM.
- If no religion, mark the first box.

No religion

Catholic

Anglican (Church of England)

Uniting Church

Presbyterian

Greek Orthodox

Buddhism

Baptist

Islam

Lutheran

Other – Write in religion

August 2004 Major Test

The Religion question on Household Form 4 (HHF4) was similar to the question that was focus group tested in November 2003. However, the 'Other-please specify' write-in response had the mark-box response removed, Roman Catholic was removed from the examples for the write-in response and the instruction 'Remember to mark box like this: (-)' was added.

The Religion question on Household Form 5 (HHF5) was the same as the 2001 Census question except the order of responses was changed to reflect the most common responses from the 2001 Census. Also, the instruction 'Remember to mark box like this: (-)' was added.

RELIGIOUS AFFILIATION *continued*

HHF4

<p>16 What is the person's religion?</p> <ul style="list-style-type: none"> • Answering this question is OPTIONAL. • Examples of 'Other - please specify' are: SALVATION ARMY, HINDUISM, JUDAISM, HUMANISM. • If no religion, mark first box. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <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"/> Buddhism <input type="checkbox"/> Baptist <input type="checkbox"/> Islam <input type="checkbox"/> Lutheran Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><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></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																								

HHF5

<p>16 What is the person's religion?</p> <ul style="list-style-type: none"> • Answering this question is OPTIONAL. • Some examples of other responses are: Salvation Army, Hinduism, Judaism or Humanism. • If no religion, mark last box. • Remember to mark boxes like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <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"/> Buddhism <input type="checkbox"/> Baptist <input type="checkbox"/> Islam <input type="checkbox"/> Lutheran <input type="checkbox"/> Other – please specify <table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><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></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> <p><input type="checkbox"/> No religion</p>																								

Test Results

The non-response rate for HHF4 was 5.8% and for HHF5 it was 10.2%.

The response rates for 'No religion' on HHF4 were 25.3% compared to 18.8% on HHF5. Both of these figures show an increase when compared to 2001 Census results for the same collection districts as used in the Major Test (17.2%).

The most frequently written response was 'Christian', accounting for 16.5% of written responses on HHF4 (1.1% of all HHF4 responses) and 12.1% of written responses on HHF5 (0.9% of all HHF5 responses). The next most frequent response was 'Jewish/Judaism', which accounted for 14.7% of written responses on HHF4 (1.0% of all HHF4 responses) and 12.5% of written responses on HHF5 (1.0% of all HHF5 responses). 'Hindu/Hinduism' accounted for 8.9% of HHF4 written responses (0.6% of all HHF4 responses) and 7.6% of HHF5 written responses (0.7% of all HHF5 responses).

RELIGIOUS AFFILIATION *continued*

Test Results continued

Moving the 'No religion' response option from the bottom of the list to the top on HHF4 caused an increase in the response to the 'No religion' category. It has also caused a decrease in the non-response rate. However, the increase in the 'No religion' category resulted in a redistribution across the remaining categories.

CHANGES MADE FOR THE 2006 CENSUS

The question tested in HHF5 was used for the 2006 Census.

19 What is the person's religion?

- Answering this question is **OPTIONAL**.
- Examples of 'Other - please specify' are: SALVATION ARMY, HINDUISM, JUDAISM, HUMANISM.
- If no religion, mark the 'No religion' box.
- Remember to mark box like this:

Catholic

Anglican (Church of England)

Uniting Church

Presbyterian

Greek Orthodox

Buddhism

Baptist

Islam

Lutheran

Other - please specify

No religion

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for religion will monitor non-response rates and the distribution of responses to check the comparability of responses to previous censuses.

TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

October 2002 Test

Two forms were tested in the October 2002 Test. Household Form 1 (HHF1) used the 2001 Census tenure question. Household Form 2 (HHF2) relocated the Persons Temporarily Absent section to the front of the form. As a result, the dwelling questions were relocated immediately after the Persons Temporarily Absent section at the front of the form. HHF2 tested an abbreviated version of the question wording for the type of dwelling question and included the instruction 'If currently making repayments on any type of mortgage or loan secured against the dwelling, please mark 'Being purchased'.

HHF1

<p>48 Mark the box which best describes this dwelling.</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully owned ▶ Go to 51 <input type="checkbox"/> Being purchased <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free ▶ Go to 50 <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
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HHF2

<p>8 Is this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. • If currently making repayments on any type of mortgage or loan secured against the dwelling, please mark 'Being purchased'. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fully owned ▶ Go to 11 <input type="checkbox"/> Being purchased <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free ▶ Go to 10 <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
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Test Results

Analysis showed HHF2 yielded a higher non-response rate than HHF1. However, results also had a slight increase in the number of respondents reporting their dwellings as 'Being purchased' which showed the instruction had some impact.

April 2003 Focus Groups

The tenure type question was based on the HHF2 question. The response option 'Fully owned' was replaced with 'Owned outright' and the response option 'Being purchased' was replaced with 'Owned with a mortgage'. The instruction 'if currently making repayments on any type of mortgage or loan secured against the dwelling, please mark 'being purchased' was removed.

The Focus Group test indicated the terms 'Owned outright' and 'Owned with a Mortgage' were consistent with the tenure type concept held by the community and were easily understood.

<p>8 Is this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright ▶ Go to 10 <input type="checkbox"/> Owned with a mortgage ▶ Go to 10 <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
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TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

August 2003 Test

The August 2003 Test used Household Form 3 (HHF3). The question text for tenure type was the same as that used in HHF2 but three changes were made to the response options. The sequencing guide located adjacent to 'Being occupied rent-free' was removed, the label 'Fully owned' was replaced with 'Owned outright' and the label 'Being purchased' was replaced with 'Owned with a mortgage'. The landlord type and rent/mortgage payment questions were those used in the 2001 Census. The questions were reordered and still located at the front of the form.

HHF3

<p>8 Is this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright ► Go to 10 <input type="checkbox"/> Owned with a mortgage ► Go to 10 <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
<p>9 If this dwelling is being rented, who is it rented from?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Department of Housing <input type="checkbox"/> Private landlord not in the same household <input type="checkbox"/> Real estate agent <input type="checkbox"/> Community or co-operative housing group <input type="checkbox"/> Employer – Government <input type="checkbox"/> Employer – Private <input type="checkbox"/> Other
<p>10 How much does your household pay for this dwelling?</p> <ul style="list-style-type: none"> • 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, mark the 'NIL' box. 	<p>\$ <input type="text"/> per week</p> <p>OR</p> <p>\$ <input type="text"/> per fortnight</p> <p>OR</p> <p>\$ <input type="text"/> per month</p> <p><input type="checkbox"/> NIL</p>

Test Results

Overall performance of the questions was satisfactory.

November 2003 Focus Groups

Tenure Type

Two versions of tenure type were tested in the November 2003 Focus Groups. Version A used the 2001 Census question wording whereas Version B used the August 2003 Test wording. Both questions used the same response categories.

Discussion with Focus Group participants found Version B was satisfactory if the longer style dwelling structure question was used. Otherwise there was no question preference.

VERSION A

<p>4 Mark the box which best describes this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright ► Go to 6 <input type="checkbox"/> Owned with a mortgage ► Go to 6 <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
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TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

VERSION B

<p>4 Is this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright ▶ Go to 6 <input type="checkbox"/> Owned with a mortgage ▶ Go to 6 <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent-free <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
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November 2003 Focus
Groups continued

Landlord Type

For the 2001 Census, the public housing response was first in the list of options for Landlord Type, with separate forms for each state and territory to ensure that all respondents were only confronted by local wording. Version A tested new question wording which was suitable for all states and territories and Version B used the 2001 Census question wording. In both versions, the public housing response option was moved from first place to second place in the list and 'Residential park' was added to the list. The Version B response option 'Private landlord not in the same household' was divided into 'Parent/Other relative not in this dwelling' and 'Other person not in this dwelling'.

Public housing tenants included in the Focus Groups were unsure how to answer the question as the word 'Government' was omitted from the 'State or Territory Housing Authority' response category label.

Overall, respondents indicated a preference for Version A question wording as it was easier to understand.

VERSION A

<p>5 Who does this household pay rent to for this dwelling?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Real Estate Agency <input type="checkbox"/> State or Territory Housing Authority <input type="checkbox"/> Parent/Other relative not in this dwelling <input type="checkbox"/> Other person not in this dwelling <input type="checkbox"/> Residential park <input type="checkbox"/> Employer – Government (including Defence Housing Authority) <input type="checkbox"/> Employer – Private <input type="checkbox"/> Housing co-operative; Community or Church Group
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VERSION B

<p>5 If this dwelling is being rented, who is it rented from?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Real Estate Agency <input type="checkbox"/> State or Territory Housing Authority <input type="checkbox"/> Parent/Other relative not in this dwelling <input type="checkbox"/> Other person not in this dwelling <input type="checkbox"/> Residential park <input type="checkbox"/> Employer – Government (including Defence Housing Authority) <input type="checkbox"/> Employer – Private <input type="checkbox"/> Housing co-operative; Community or Church Group
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TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

February 2004 Focus Groups

Two versions of the landlord type question were tested in the February 2004 Focus Groups which was restricted to tenants of public or community housing and persons who used English as a second language. Question wording of both versions was based on Version B from the November 2003 Focus Group testing and used a revised list of response options. Version B included an instruction advising respondents how to complete the question if they rent their homes from a Government housing authority, and also included a selection of state and Territory Government housing authority examples.

There was some confusion with the 'Government Housing Authority/Housing Department (Public Housing)' mark box label used in both versions as it was on two lines. Respondents treated each line as a separate response category.

The term 'Housing Department' was a more familiar expression to most participants.

The participants who did rent from government agencies thought an exhaustive list of these agencies would be the most helpful approach.

Respondents indicated that Version A was difficult to answer.

VERSION A

<p>2 If this dwelling is being rented, who is it rented from?</p>	<input type="checkbox"/> Real estate agent <input type="checkbox"/> Government Housing Authority/ Housing Department (Public Housing) <input type="checkbox"/> Parent/Other relative not in this dwelling <input type="checkbox"/> Other person not in this dwelling <input type="checkbox"/> Residential park <input type="checkbox"/> Employer – Government (including Defence Housing Authority) <input type="checkbox"/> Employer – Private <input type="checkbox"/> Housing co-operative; Community or Church Group
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VERSION B

<p>2 If this dwelling is being rented, who is it rented from?</p> <ul style="list-style-type: none"> • For all state/territory specific government housing authorities, mark second box. • For example: <ul style="list-style-type: none"> WestHomes TasHomes ACT Housing 	<input type="checkbox"/> Real estate agent <input type="checkbox"/> Government Housing Authority/ Housing Department (Public Housing) <input type="checkbox"/> Parent/Other relative not in this dwelling <input type="checkbox"/> Other person not in this dwelling <input type="checkbox"/> Residential park <input type="checkbox"/> Employer – Government (including Defence Housing Authority) <input type="checkbox"/> Employer – Private <input type="checkbox"/> Housing co-operative; Community or Church Group
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August 2004 Major Test

Two forms were tested in the August 2004 Major Test.

For Household Form 4 (HHF4) the dwelling questions were relocated to the back of the form and an alternate question order was used.

The tenure type question on HHF4 was the same as the question tested on HHF3 except that a sequencing instruction was added after the 'owned with a mortgage?' response category.

TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

August 2004 Major Test
continued

The landlord question on HHF4 tested the wording of 'Government Housing Authority/Housing Department (Public Housing)' for public housing. The 'Private landlord not in the same household' option was split into 'Parent/Other relative not in this dwelling' and 'Other person not in this dwelling' response options. The response option for 'Residential parks' was also included.

The Rent/Mortgage Repayment question was included in HHF4 to monitor the impact of the tenure type and landlord type changes and used the ell as alternate question ordering. The 'NIL' mark box was renamed to 'Nil Payments'.

Household Form 5 (HHF5) used the 2001 Census questions.

HHF4

<p>50 Is this dwelling:</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright? ► Go to 53 <input type="checkbox"/> Owned with a mortgage? ► Go to 52 <input type="checkbox"/> Being purchased under a rent/buy scheme? <input type="checkbox"/> Being rented? <input type="checkbox"/> Being occupied rent free? <input type="checkbox"/> Being occupied under a life tenure scheme? <input type="checkbox"/> Other?
<p>51 If this dwelling is being rented, who is it rented from?</p> <ul style="list-style-type: none"> • For all state/territory specific government housing authorities, mark second box. For example: Department of Human Services, Office of Housing or Housing Commission. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Real estate agent <input type="checkbox"/> Government Housing Authority/Housing Department (Public Housing) <input type="checkbox"/> Parent/Other relative not in this dwelling <input type="checkbox"/> Other person not in this dwelling <input type="checkbox"/> Residential park <input type="checkbox"/> Employer – Government (including Defence Housing Authority) <input type="checkbox"/> Employer – Private <input type="checkbox"/> Housing co-operative; Community or Church Group
<p>52 How much does your household pay for this dwelling?</p> <ul style="list-style-type: none"> • 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 the 'Nil payments' box. 	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> per week</p> <p>OR</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> per fortnight</p> <p>OR</p> <p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> per month</p> <p><input type="checkbox"/> Nil payments</p>

TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

HHF5

<p>46 Mark the box which best describes this dwelling.</p> <ul style="list-style-type: none"> • Include owners of caravans, manufactured homes or houseboats regardless of whether or not the site is owned. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Owned outright ▶ Go to 49 <input type="checkbox"/> Owned with a mortgage ▶ Go to 48 <input type="checkbox"/> Being purchased under a rent/buy scheme <input type="checkbox"/> Being rented <input type="checkbox"/> Being occupied rent free <input type="checkbox"/> Being occupied under a life tenure scheme <input type="checkbox"/> Other
<p>47 If this dwelling is being rented, who is it rented from?</p> <ul style="list-style-type: none"> • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Department of Housing <input type="checkbox"/> Private landlord not in the same household <input type="checkbox"/> Real estate agent <input type="checkbox"/> Community or co-operative housing group <input type="checkbox"/> Employer – Government <input type="checkbox"/> Employer – Private <input type="checkbox"/> Other
<p>48 How much does your household pay for this dwelling?</p> <ul style="list-style-type: none"> • 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. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<p>\$ <input type="text"/> per week</p> <p>OR</p> <p>\$ <input type="text"/> per fortnight</p> <p>OR</p> <p>\$ <input type="text"/> per month</p> <p><input type="checkbox"/> NIL</p>

Test results

The reordering of the questions in HHF4 did not have any discernible impact on the individual questions or as a question set.

Tenure Type

The non-response rate for tenure type on HHF4 was 7.6% and on HHF5 was 4.6% compared to the 2001 Census result of 2.4%.

The response rate for 'Being rented' on HHF4 was 19.3% compared to 21% and 24.2% for HHF5 and the same CDs in the 2001 Census respectively. Movement for other response categories in the question were minimal. It indicated people who rent their homes interpret the question as not relevant to them. Also, the 'Being rented' option was the fourth response category so a 'list effect' may have been evident.

The sequencing instruction next to the 'Owned with a mortgage' response category had no noticeable impact.

Landlord type

The response rate for public housing on HHF4 was 4.4%, compared to HHF5 which was 4.8% and the same CDs in the 2001 Census was 3.6%. There was an apparent redistribution of landlord types in HHF5. The HHF5 response rate for 'Community or co-operative housing group' was 1.4% and 'Other' was 4.1% which represented a 4.1% drop in responses for these categories when compared to the same CDs in the 2001 Census. In contrast, the HHF4 response rate was 2.7% for 'Housing co-operative; Community or Church Group' compared to 3.1% for the same CDs in the 2001 Census. The response rate for this category in HHF4 indicated the revised wording maintained the distribution achieved in the 2001 Census.

TENURE TYPE, LANDLORD TYPE AND RENT/MORTGAGE PAYMENT

continued

Test results continued

The 'Parent/Other relative not in this dwelling' and 'Other person not in this dwelling' response categories showed a combined response rate of 21.4%. Whereas the comparable HHF5 and the 2001 Census response category 'Private landlord not in the same household' returned response rates of 28.8% and 29.8% respectively.

The response rate for 'Real estate agent' was 67.8% in HHF4 compared to 59.6% in HHF5. The number of response options in HHF4 was impacted by the split to the private landlord category and the exclusion of 'Other' as a response category. Given that the 'Real estate agent' response category is the first in a long and complex list a 'list-effect' may have had an effect.

The 'Residential park' category on HHF4 drew a response from 1.3% of respondents.

Weekly rent

An increase in the incidence of nil payments was expected in the test forms as 2001 Census respondents were sequenced past the 'Being occupied rent-free' response category. However, the number of responses for HHF4 was higher than expected at 6.5% when compared to 5% in HHF5 and 4.3% for the same CDs in the 2001 Census. No specific reason was identified for the difference in test results.

The responses rate of 29.7% for the \$100 - \$199 range for HHF4 compared to 39.2% for the same CDs in the 2001 Census represented a 9.5 percentage point increase. The response rate for the \$200 - \$299 range on HHF4 was 27.8% compared to 24.2% for the same CDs in the 2001 Census and the response rate for the \$300 - \$399 range on HHF4 was 17.5% compared to 11.7% for the same CDs in the 2001 Census. The combined increase for these categories was 9.4 percentage points. 'Range creep' of this nature was expected following the economic developments in the housing market since the 2001 Census collection.

Overall, the similarity between response distributions between HHF4, HHF5 and the same CDs in the 2001 Census affirmed there was no discernible impact from the reordering of the dwelling questions, or the redesign of Tenure Type and Landlord Type.

Housing Loan Repayments (monthly)

The response rates for nil payments did not cause concern with response rates of 4% on HHF4 and 3.3% on HHF5.

The response rate of 24.3% for HHF4 for the '\$2000 OR MORE' range compared to 17.3% for the same CDs in the 2001 Census was in line with economic growth in the housing market since the 2001 Census.

Overall, the similarity between response distributions between HHF4, HHF5 and the same CDs in the 2001 Census affirmed there was no discernible impact from the reordering of the dwelling questions, or the redesign of tenure type and landlord type.

Multi-marks

Tenure type response categories were multi-marked by approximately 1% of the sample for both forms. The most common combination of options was options 1 and 2.

TYPE OF EDUCATIONAL INSTITUTION ATTENDING

2001 CENSUS QUESTION

<p>23 What type of educational institution is the person attending?</p> <ul style="list-style-type: none"> • Mark one box only. • Include external or correspondence students. 	<p><input type="checkbox"/> Pre-school Infants/Primary school</p> <p><input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government</p> <p>Secondary school</p> <p><input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government</p> <p>Tertiary institution</p> <p><input type="checkbox"/> Technical or further educational institution (including TAFE Colleges)</p> <p><input type="checkbox"/> University or other higher educational institution</p> <p><input type="checkbox"/> Other educational institution</p>
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BACKGROUND

A combined question on attendance at an educational institution and type of educational institution, which included the name and address of institution, was asked in the 1971 and 1976 Censuses. The 1986 Census question excluded the name and address of institution component and the 1991 Census was the first time the two-part question was presented as separate questions. In the 1996 Census the response 'Catholic' was added to the infants/primary school and secondary school response categories.

A submission to the 2006 Census ABS Views on Content and Procedures from the Tasmanian Department of Education expressed concern over the accuracy of school attendance data from the 2001 Census. Schooling for Year 11 and 12 students in Tasmania was originally known as "matriculation colleges" but more recently they had been formally called senior secondary colleges, and informally referred to as "colleges".

There was a significant undercount of the Year 11 and 12 students in that state because parents were recording the type of educational institution of Year 11 and 12 children as tertiary college rather than secondary school.

TESTING

The type of education question was tested in the March/April 2004 Focus Groups and the August 2004 Major Test.

March/April 2004 Focus Groups

The instructions 'Secondary colleges and senior high schools include under the 'Secondary school' category' and 'Remember to mark boxes like this: (-)' were added to the 2001 Census question. Also, the response categories 'Technical or further educational institution (including TAFE Colleges)' and 'University or other higher educational institution' were reversed.

During testing, no participants queried the terms 'secondary college' and 'senior high school'. When this issue was raised by the focus group moderator some participants mentioned that they were aware of these types of senior secondary school. Others were not aware of this type of schooling system, but during discussion advised that the term and its instruction were easy to understand.

TYPE OF EDUCATIONAL INSTITUTION ATTENDING *continued*

<p>What type of educational institution is the person attending?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • Include external or correspondence students. • Secondary colleges and senior high schools include under the 'Secondary school' category. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> Pre-school</p> <p>Infants/Primary school</p> <p><input type="checkbox"/> Government</p> <p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Other non-government</p> <p>Secondary school</p> <p><input type="checkbox"/> Government</p> <p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Other non-government</p> <p>Tertiary institution</p> <p><input type="checkbox"/> University or other higher educational institution</p> <p><input type="checkbox"/> Technical or further educational institution (including TAFE Colleges)</p> <p><input type="checkbox"/> Other educational institution</p>
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August 2004 Major Test

Three changes were made to the March/April 2004 Focus Group question for testing in Household Form 4 (HHF4). The 'MARK ONE BOX ONLY' instruction was changed to lower case, the word 'include' was added to the beginning of the secondary colleges instruction and the instruction 'Remember to mark boxes like this (-)' was changed to the singular 'Remember to mark box like this: (-)'.
 The Household Form 5 (HHF5) question was similar to that used in the 2001 Census except the instruction 'Remember to mark boxes like this: (-)' was added.

HHF4

<p>23 What type of educational institution is the person attending?</p> <ul style="list-style-type: none"> • Mark one box only. • Include external or correspondence students. • Include secondary colleges and senior high schools under the 'Secondary school' category. • Remember to mark box like this: <input checked="" type="checkbox"/> 	<p><input type="checkbox"/> Pre-school</p> <p>Infants/Primary school</p> <p><input type="checkbox"/> Government</p> <p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Other non-government</p> <p>Secondary school</p> <p><input type="checkbox"/> Government</p> <p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Other non-government</p> <p>Tertiary institution</p> <p><input type="checkbox"/> Technical or further educational institution (including TAFE Colleges)</p> <p><input type="checkbox"/> University or other higher educational institution</p> <p><input type="checkbox"/> Other educational institution</p>
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TYPE OF EDUCATIONAL INSTITUTION ATTENDING *continued*

HHF5

<p>21 What type of educational institution is the person attending?</p> <ul style="list-style-type: none"> • Mark one box only. • Include external or correspondence students. • Remember to mark boxes like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-school Infants/Primary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Secondary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Tertiary institution <input type="checkbox"/> Technical or further educational institution (including TAFE Colleges) <input type="checkbox"/> University or other higher educational institution <input type="checkbox"/> Other educational institution
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Test Results

The non-response rates were 16.9% for HHF4 and 15.5% for HHF5 whereas the non-response rate for the 2001 Census (for the same CDs as used in the Major Test) was 10.2%.

Analysis was undertaken to determine the extent of multimarked responses to the 'Type of educational institution attending' question. There were a total of 149 multimarked responses for HHF4 (1.0% of responses), and 183 multimarked responses for HHF5 (1.2% of responses).

The inclusion of the new instruction regarding 'secondary colleges' and 'senior high schools' did not have any impact on the non-response rate.

CHANGES MADE FOR THE 2006 CENSUS

The question used in HHF4 was used for the 2006 Census.

<p>25 What type of educational institution is the person attending?</p> <ul style="list-style-type: none"> • Mark one box only. • Include external or correspondence students. • Include secondary colleges and senior high schools under the 'Secondary school' category. • Remember to mark box like this: <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-school Infants/Primary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Secondary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Tertiary institution <input type="checkbox"/> Technical or further educational institution (including TAFE Colleges) <input type="checkbox"/> University or other higher educational institution <input type="checkbox"/> Other educational institution 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-school Infants/Primary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Secondary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government Tertiary institution <input type="checkbox"/> Technical or further educational institution (including TAFE Colleges) <input type="checkbox"/> University or other higher educational institution <input type="checkbox"/> Other educational institution
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FUTURE DEVELOPMENT

The ABS is considering asking respondents to specify the type of other educational institutions rather than marking the 'other educational institution' box.

TYPE OF INTERNET CONNECTION

2001 CENSUS
QUESTIONS

20 Did the person use a personal computer at home last week?	<input type="checkbox"/> No <input type="checkbox"/> Yes
21 Did the person use the Internet anywhere last week? • Mark all applicable boxes.	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, elsewhere

BACKGROUND

For the 2001 Census, the ABS received a number of submissions requesting the inclusion of topics on computer and internet usage. Two person questions on the use of a personal computer at home and the internet were included on the 2001 Census form.

For the 2006 Census, the major users of information technology data indicated their main interest was in determining the levels of internet usage and access rather than computer usage. As internet access relates to dwellings rather than persons, it was proposed that a dwelling question be included on the Census form.

TESTING

This topic was tested in the April/May 2003, November 2003 and February 2004 Focus Group as well as the August 2003 and August 2004 tests.

Discussions with data users prior to the November 2003 Focus Group identified that the type of internet connection at the dwelling was more relevant than whether the internet was used. The focus of testing for this topic was changed to address this requirement.

April/May 2003 Focus Groups

One dwelling internet access question and two personal internet usage questions were Focus Group tested in April/May 2003.

The proposed dwelling access question asked whether the internet could be accessed at this dwelling with mark-box response categories of 'No' and 'Yes'.

Version 1 of the personal internet usage question used the same question as in the 2001 Census but mark-box response categories were expanded to included 'Yes, at someone else's home, 'Yes, at school', 'Yes, at other educational institution', 'Yes, at public library' and 'Yes, other - please specify'. The question also included the instructions 'If the person used the internet at a friend's, relative's or neighbour's home, please mark 'Yes, at someone else's home'" and 'If the person used the internet at university, TAFE or college, etc., please mark 'Yes, at other educational institution'.

Version 2 of the personal internet usage question used the question asked in the 2001 Census.

Focus Group testing revealed that respondents easily understood the distinction between the dwelling internet access question and the personal internet usage questions. However, respondents had some difficulties in deciding whether the use of e-mail only was classified as internet access. In some workplaces e-mail was accessible but features of the internet, such as web pages, were restricted. In this case, access to e-mail was not always defined by the respondent as the internet. E-mail on portable devices such as phones was classified as access to e-mail only. It was suggested that

TYPE OF INTERNET CONNECTION *continued*

April/May 2003 Focus
Groups *continued*

because e-mail is one of the main uses of the internet, especially at work, e-mail should be included in the description of the internet in the question wording to ensure the highest level of reporting for internet usage.

Testing did not reveal a preference for either version of the personal internet usage questions. Some respondents commented that they liked Version 1 because it covered more options and it minimised the need to write in where they used the internet. Other respondents liked Version 2 because it was easier to understand and more general and liked the ease of simply being able to mark 'elsewhere' instead of having to write in the locations. A common suggestion that was raised by several groups was the inclusion of 'Internet Cafes' as an additional response option to the list of locations in Version 1. Another suggestion that was made was to move the instruction 'Mark all applicable boxes' to the top of the instructions to make it more prominent.

DWELLING QUESTION

Dwelling Questions	
1 Can the Internet be accessed at this dwelling?	<input type="checkbox"/> No <input type="checkbox"/> Yes

VERSION 1

1 Did the person use the Internet anywhere last week? <ul style="list-style-type: none"> • If the person used the Internet at a friend's, relative's or neighbour's home, please mark 'Yes, at someone else's home.' • If the person used the Internet at university, TAFE, or college, etc, please mark 'Yes, at other educational institutions.' • Mark all applicable boxes. 	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at someone else's home <input type="checkbox"/> Yes, at school <input type="checkbox"/> Yes, at other educational institutions <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, at public library <input type="checkbox"/> Yes, other - please specify <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>							<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at someone else's home <input type="checkbox"/> Yes, at school <input type="checkbox"/> Yes, at other educational institutions <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, at public library <input type="checkbox"/> Yes, other - please specify <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						

VERSION 2

3 Did the person use the Internet anywhere last week? <ul style="list-style-type: none"> • Mark all applicable boxes. 	<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
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August 2003 Test

The dwelling internet connection question Focus Group tested in April/May 2003 was used for the August 2003 Test (HHF3). Version 1 of the personal internet usage question Focus Group tested in April/May 2003 was used for the August 2003 Test, however, the instruction 'Mark all applicable boxes', was repositioned to the top of the instructions and the text was changed to uppercase.

TYPE OF INTERNET CONNECTION *continued*

HHF3

11 Can the Internet be accessed at this dwelling?	<input type="checkbox"/> No <input type="checkbox"/> Yes	
25 Did the person use the Internet anywhere last week? <ul style="list-style-type: none"> • MARK ALL APPLICABLE BOXES. • If the person used the Internet at a friend's, relative's or neighbour's home, mark 'Yes, at someone else's home'. • If the person used the Internet at university, TAFE etc., mark 'Yes, at other educational institution'. • Remember to mark boxes like this: <input type="checkbox"/> 	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at someone else's home <input type="checkbox"/> Yes, at school <input type="checkbox"/> Yes, at other educational institution <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, at public library Yes, other - please specify <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/> No <input type="checkbox"/> Yes, at home <input type="checkbox"/> Yes, at someone else's home <input type="checkbox"/> Yes, at school <input type="checkbox"/> Yes, at other educational institution <input type="checkbox"/> Yes, at work <input type="checkbox"/> Yes, at public library Yes, other - please specify <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;"></div>

Test Results

The percentage of dwellings that had access to the internet was 54.4%.

The non-response rate for the internet use question was 4.3% compared to 2.1% for the 2001 Census.

The percentage of respondents who used the internet in the August 2003 Test was 47.8% compared with 52.2% in the 2001 Census. It is not clear if this difference can be attributed to an increase in the number of dwellings with access to the internet and/or the additional mark-box response categories.

Internet usage at home and elsewhere (excluding at work) was 11.1% compared to 5.4% in the 2001 Census.

The respondents who only marked the 'Yes, at work' response option was 4.1% in the August 2003 Test, compared with 5.6% for the 2001 Census. The percentage of respondents who marked both 'Yes, at home' and 'Yes, at work' only was 6.9% in the August 2003 Test, compared with 8.2% in the 2001 Census.

The percentage of respondents who marked more than one mark-box response was 20.7% in the August 2003 Test compared to 15.2% in the 2001 Census. This increase was attributed to the inclusion of additional mark box response categories. Of those respondents who marked more than one response, over 90% of them marked two boxes.

There were 0.9% of responses to the 'Yes, other - please specify' box. Of these, less than 1% were unintelligible. The predominant write-in response was 34.1% for 'Internet cafe/lounge'. Despite the instruction to mark the 'Yes, at other educational institution' mark-box for educational based responses, 14.5% of respondents wrote 'University' and 1.2% of respondents wrote 'TAFE'. There were 6.1% of responses for 'Employment Agency' or 'Jobsearch Network'. In total, there were 24% of responses that should have been included in one of the mark-box response categories.

TYPE OF INTERNET CONNECTION *continued*

November 2003 Focus Groups

Two versions of the dwelling internet question were tested in the November 2003 Focus Group. Version A included detailed descriptions of different internet connection types in the question and simple response categories for broadband, dial-up, and other internet connection. Version B provided less detail in the question and more detailed response categories.

Discussion with the Focus Group participants identified a mixed result. Around half of the participants preferred the simple answer style of Version A. Others preferred version B as the response categories contained the keywords “broadband” and “dial-up” together with more detailed technical description given in brackets to help confirm their answer choice if required.

VERSION A

<p>6 Does this dwelling have an Internet connection?</p> <ul style="list-style-type: none"> • Include any Internet service regardless of whether or not paid for by the household. • If there is more than one type of connection in this dwelling, mark the higher listed type. • Broadband connection includes ADSL, Cable and Satellite connections. • Dial-up connection includes analog modem and ISDN connections. • Other connections include wireless networks, Internet access through mobile phones, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband Internet connection <input type="checkbox"/> Yes, dial-up Internet connection <input type="checkbox"/> Yes, other
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VERSION B

<p>6 Does this dwelling have an Internet connection?</p> <ul style="list-style-type: none"> • Include any Internet service regardless of whether or not paid for by the household. • If there is more than one type of connection in this dwelling, mark the higher listed type. 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband connection (including ADSL, Cable and Satellite connections) <input type="checkbox"/> Yes, dial-up connection (including analog modem and ISDN connections) <input type="checkbox"/> Yes, other (including wireless networks, Internet access through mobile phones, etc.)
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February 2004 Focus Groups

The two versions of the dwelling internet question tested in the November 2003 Focus Group were retested in the February 2004 Focus Group.

Many participants were not familiar with the term broadband and chose to answer “dial-up connection”. Further discussion with these participants showed that in most cases they had correctly answered the question.

Several participants had their dwelling internet connection paid for by another person or business enterprise outside of the household. These participants were found to have correctly included this type of internet connection.

The instruction to “mark the higher type” was also correctly followed, although in most cases where the dwelling had two or more connections, both broadband and dial-up were initially marked and then corrected to the higher type answer of broadband.

Discussion with participants identified a mixed preference for the two question styles tested but further analysis of written comments indicated that version A was the preferred question.

TYPE OF INTERNET CONNECTION *continued*

VERSION A

<p>3 Can the Internet be accessed at this dwelling?</p> <ul style="list-style-type: none"> • Include any Internet service regardless of whether or not paid for by the household. • If more than one type of connection in dwelling mark the higher type. 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband connection (including ADSL, Cable and Satellite connections) <input type="checkbox"/> Yes, dial-up connection (including analog modem and ISDN connections) <input type="checkbox"/> Other (including wireless networks, Internet access through mobile phones, etc)
--	---

VERSION B

<p>3 Can the Internet be accessed at this dwelling?</p> <ul style="list-style-type: none"> • Include any Internet service regardless of whether or not paid for by the household. • If more than one type of connection in dwelling mark the higher type. • Broadband includes ADSL, Cable and Satellite connections. • Dial-up includes analog modem and ISDN connections. • Other connections include wireless networks and Internet access through mobile phones etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband connection <input type="checkbox"/> Yes, dial-up connection <input type="checkbox"/> Other
--	---

August 2004 Major Test

The internet connection question for the Major Test was similar to Version 2 tested in both November 2003 and February 2004 Focus Groups. The phrase 'wireless networks' was removed from the 'Other' response category and 'Wireless' was added to the 'Yes, broadband connection' category. The instruction 'Remember to mark box like this: (-)' was added. The same question was tested on both Household Form 4 (HHF4) and Household Form 5 (HHF5).

<p>Can the Internet be accessed at this dwelling?</p> <ul style="list-style-type: none"> • Include any internet service regardless of whether or not paid for by the household. • If more than one type of connection in dwelling, mark the higher type. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband connection (including ADSL, Cable, Wireless and Satellite connections) <input type="checkbox"/> Yes, dial-up connection (including analog modem and ISDN connections) <input type="checkbox"/> Other (including Internet access through mobile phones, etc)
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Test Results

The non-response rate was 5.9% for HHF4 and 4.9% for HHF5. The percentage of dwellings that indicated they had no internet connection was 36.1% on HHF4 and 35.2% on HHF5. The number of dwellings with internet access was 57.1% on HHF4 and 59.9% on HHF5.

CHANGES MADE FOR THE 2006 CENSUS

The question used on HHF4 and HHF5 in the August 2004 Test was used for the 2006 Census.

<p>59 Can the Internet be accessed at this dwelling?</p> <ul style="list-style-type: none"> • Include any Internet service regardless of whether or not paid for by the household. • If more than one type of connection in dwelling, mark the higher type. • Remember to mark box like this: <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> No Internet connection <input type="checkbox"/> Yes, broadband connection (including ADSL, Cable, Wireless and Satellite connections) <input type="checkbox"/> Yes, dial-up connection (including analog modem and ISDN connections) <input type="checkbox"/> Other (include Internet access through mobile phones, etc)
--	--

TYPE OF INTERNET CONNECTION *continued*

FUTURE DEVELOPMENT

As this was a new question for the 2006 Census the quality of the data obtained for this topic will be evaluated. Analysis will also determine if the inclusion of the question impacted on other questions on the Census form.

Also, for future Censuses, the question wording will need to consider emerging internet connectivity technology.

UNPAID WORK

BACKGROUND

The unpaid work questions were first included in the 2006 Census.

During the 2006 Census submission process in July-August 2003, 34 submissions were received on unpaid work, of which the majority identified a need for small area data on volunteers, unpaid carers and unpaid work at home and in the community. The need for information specifically on unpaid carers of the disabled or elderly was identified by thirteen submissions. The expansion of the labour force questions to include unpaid work in the 2006 Census was proposed or supported by nine submissions.

Aspects of unpaid work that were identified as being of interest to users included carer responsibilities, including own immediate family and others; volunteer activities in general, particularly the elderly population; the appropriateness for 'work for the dole' schemes to fit into this topic.

In June 2003, a Consultative Committee on Unpaid Work was established, involving a variety of users where it was determined there was a need for a question on unpaid work in the 2006 Census.

The unpaid care questions were developed in consultation with the Consultative Committee on Unpaid Work and ABS subject matter areas with an interest in the issue.

An option to indicate 'other unpaid work' was included in the 2001 and 2006 Census question regarding Full-time or Part-time work. This was designed to sequence respondents, who were outside the labour force, to the next question following the other labour force related questions.

EXPERIENCES IN OTHER COUNTRIES

Canada, New Zealand and the United Kingdom have included census questions on unpaid work in recent years.

The range of questions asked by Statistics Canada and Statistics New Zealand have been limited and covered only some aspects of formal and informal unpaid activities such as voluntary work, domestic work, caring for children, disabled people and the elderly, household repairs and maintenance. The United Kingdom question specifically related to the provision of unpaid care.

Statistics Canada and Statistics New Zealand have reported that their efforts to measure unpaid work using census questions have been problematic and data produced from these questions unreliable. The main problems encountered included difficulties relating involvement in child care to predetermined categories, a gender bias in responses, difficulties separating child care and household activities, a poor understanding of the intention of some questions, a tendency to skip questions and issues relating to respondents reporting on behalf of others.

These issues led to high non-response rates for some variables and discrepancies in response distributions when compared to survey data.

TESTING

The unpaid work questions were tested in the November 2003, February 2004 and March/April 2004 Focus Groups, August 2004 Major Test, March 2005 Focus Groups and the 2005 Dress Rehearsal.

UNPAID WORK *continued*

November 2003 Focus
Groups

Two versions of unpaid work questions were tested in the November 2003 Focus Groups. Version A consisted of one question with four areas of unpaid work included in the response categories. Version B separated the different areas of unpaid work into individual questions and provided 'Yes' and 'No' response options for each one.

Discussions with participants identified no strong preference for either version. There was a high level of confusion about what should be included as unpaid care and voluntary work. The main recommendations from this round of Focus Group testing were that although the questions tested were successful overall, further question design and testing was necessary to help further clarify the concepts involved to assist householders to respond correctly.

VERSION A

<p>3 Did the person <i>spend time doing any of the following activities in the last four weeks, without pay?</i></p> <ul style="list-style-type: none"> • Mark all applicable boxes. 	<p><input type="checkbox"/> Yes, looked after a child other than my own</p> <p><input type="checkbox"/> Yes, cared for or helped someone because of their disability, long term illness or old age</p> <p><input type="checkbox"/> Yes, worked voluntarily (unpaid time or skills given) through an organisation or group</p> <p><input type="checkbox"/> No, none of the above</p>
--	---

VERSION B

<p>4 In the <i>last four weeks</i> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p>	<p><input type="checkbox"/> No, did not provide unpaid care, help or assistance</p> <p><input type="checkbox"/> Yes, provided unpaid care, help or assistance</p>
<p>5 In the <i>last four weeks</i> did the person spend time looking after a child other than their own, <i>without pay?</i></p>	<p><input type="checkbox"/> No, did not look after a child other than my own</p> <p><input type="checkbox"/> Yes, looked after a child other than my own</p>
<p>6 In the <i>last four weeks</i> did the person spend time doing voluntary work through an organisation or group?</p> <ul style="list-style-type: none"> • Do not count anything you do as part of your paid employment. 	<p><input type="checkbox"/> No, did not do voluntary work</p> <p><input type="checkbox"/> Yes, did voluntary work</p>

February 2004 Focus
Groups

The February 2004 Focus Group unpaid work questions were based on Version B of the November 2003 Focus Groups. Focus Group participants felt that the term “long-term illness” should be retained in the question because it clearly identified the long term nature of such unpaid caring activity.

UNPAID WORK *continued*

February 2004 Focus
Groups *continued*

Findings from the testing indicated that the unpaid work questions could be successfully included in the 2006 Census form.

<p>1 In the last four weeks did the person spend any time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> ▪ Recipients of a carers benefit should state that they provided unpaid care ▪ Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition 	<p><input type="checkbox"/> No, did not provide unpaid care, help or assistance</p> <p><input type="checkbox"/> Yes, provided unpaid care, help or assistance</p>
<p>2 In the last four weeks did the person spend any time looking after children other than their own, without pay?</p> <ul style="list-style-type: none"> ▪ Only include children who were less than 15 years of age ▪ Include grandchildren and children of other extended family members 	<p><input type="checkbox"/> No, did not look after a child other than my own</p> <p><input type="checkbox"/> Yes, looked after a child other than my own</p>
<p>3 In the last four weeks did the person spend any time doing voluntary work through an organisation or group</p> <ul style="list-style-type: none"> ▪ Exclude anything you do as part of your paid employment ▪ Exclude working in a family business 	<p><input type="checkbox"/> No, did not do voluntary work</p> <p><input type="checkbox"/> Yes, did voluntary work</p>

March/April 2004 Focus
Groups

The March/April 2004 testing unpaid questions were based on the questions used in the February 2004 Focus Groups with minor changes to question wording. In the range of Focus Groups conducted quite a few participants answered affirmative to at least one of the sets of questions. The Focus Group confirmed the unpaid work questions were suitable for inclusion in the 2006 Census.

Discussion with participants also identified that the question 'In the past four weeks did the person spend any time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?' was correctly capturing a range of unpaid care situations conducted within and outside households. Participants also felt that the term "long-term illness" should be retained in the question because it clearly identified the long term nature of such unpaid caring activity.

Participants indicated that the question "In the past four weeks did the person spend any time looking after children other than their own, without pay?" was being correctly interpreted.

The voluntary work question was excluded from this round of Focus Groups.

UNPAID WORK *continued*

<p>17 In the past four weeks did the person spend any time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> • Recipients of a Carers Payment or other carers benefit should state that they provided unpaid care. • Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. 	<p><input type="checkbox"/> No, did not provide unpaid care, help or assistance.</p> <p><input type="checkbox"/> Yes, provided unpaid care, help or assistance.</p>
<p>18 In the past four weeks did the person spend any time looking after children other than their own, without pay?</p> <ul style="list-style-type: none"> • Only include children who were less than 15 years of age. • Include grandchildren and children of other extended family members. 	<p><input type="checkbox"/> No, did not look after a child other than my own</p> <p><input type="checkbox"/> Yes, looked after a child other than my own.</p>

August 2004 Major Test

Two forms were tested in the August 2004 Major Test. Household Forms 4 and 5 (HHF4 & HHF5) contained identical questions and responses. On both forms the unpaid care questions were situated after the labour force questions and prior to the persons temporarily absent questions. Different question numbers to those shown below were used in HHF5.

HHF4 AND HHF5

<p>44 In the <i>last four weeks</i> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> • Recipients of a carers benefit should state that they provided unpaid care. • Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. 	<p><input type="checkbox"/> No, did not provide unpaid care, help or assistance</p> <p><input type="checkbox"/> Yes, provided unpaid care, help or assistance</p>
<p>45 In the <i>last four weeks</i> did the person spend time looking after a child (other than their own), <i>without pay</i>?</p> <ul style="list-style-type: none"> • Only include children who were less than 15 years of age. • Include grandchildren and children of other extended family members. 	<p><input type="checkbox"/> No, did not look after a child other than my own</p> <p><input type="checkbox"/> Yes, looked after a child other than my own</p> <p><input type="checkbox"/> No, did not look after any children</p>

UNPAID WORK *continued*

Test Results

Analysis showed that approximately 80% of respondents did not provide any unpaid care, help or assistance to anyone with a disability, a long-term illness or problems related to old age during the four weeks prior to the Major Test. Over 9% of respondents provided unpaid care while 11% of respondents did not answer this question. Similar results were obtained from both forms.

For the unpaid care of children question, 80% of respondents stated that they did not look after someone else's child, or did not look after any children, during the four weeks prior to the test. Approximately 10% of respondents said that they did look after someone else's child while 10.8% of respondents did not answer this question.

For the Major Test, approximately 75% of all forms were manually coded. This coding focused on a predetermined list of requirements on how respondents answer particular questions. Analysis of both HHF4 and HHF5 showed that 5% of respondents indicated that they had undertaken unpaid care of children.

March 2005 Focus Groups

A requirement for the inclusion of questions on volunteer work and domestic activities in the 2006 Census was identified after the August 2004 Major Test. Therefore the volunteer work question which had been tested in earlier Focus Groups was included in the March 2005 Focus Groups.

The domestic activities question was tested for the first time in this round of Focus Group testing and was included on both forms.

Two versions of the unpaid work questions were tested. The difference between Versions 1 and 2 was the time period referred to in each question and the response categories for domestic activity in Version 2 included the words 'of domestic activities last week' in all options.

Discussions with participants focussed on the time frames referred to in each version of the question. Of the reference periods tested for voluntary work, the twelve month period was preferred because it was easier to remember and reflected a long term intensive commitment. Participants who were undertaking voluntary work also felt strongly that the 'twelve months' period was perceived to be a more accurate measure of regular, intensive voluntary work undertaken throughout the year.

Participants preferred a four week reference period for unpaid help or assistance as it was felt to be more reflective of the intensive, long term effort involved.

A four week reference period was preferred for 'looking after a child without pay' as it would provide a better coverage of school holiday and non-school holiday periods.

Discussions with participants about the 'doing domestic activities without pay' question identified that people who were currently undertaking voluntary work and unpaid care activities were confused about what to include in their response for this question. Participants found the more detailed response categories led them to assume the question was relating to their unpaid voluntary activities with may involve domestic activities. Based on this, participants preferred a set of simple response options.

UNPAID WORK *continued*

VERSION 1

<p>1 In the <i>last 12 months</i> did the person spend any time doing voluntary work through an organisation or group?</p> <ul style="list-style-type: none"> • Exclude anything you do as part of your paid employment. • Exclude working in a family business. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did not do voluntary work <input type="checkbox"/> Yes, did voluntary work
<p>2 In the <i>last two weeks</i> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> • Recipients of a carers benefit or Carer Payment should state that they provided unpaid care. • Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. • Do not include work done through a voluntary organisation or group. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did not provide unpaid care, help or assistance <input type="checkbox"/> Yes, provided unpaid care, help or assistance
<p>3 In the <i>last two weeks</i> did the person spend time looking after a child, <i>without pay</i>?</p> <ul style="list-style-type: none"> • Only include children who were less than 15 years of age. • Mark all applicable responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes, looked after my own child <input type="checkbox"/> Yes, looked after a child other than my own
<p>4 In the <i>last week</i> did the person spend time doing domestic activities, <i>without pay</i>?</p> <ul style="list-style-type: none"> • Include all housework; food/drink preparation and clean up, laundry, gardening, home maintenance and repairs and household shopping and finance management. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did not do any domestic activities in the last week <input type="checkbox"/> Yes, did up to 5 hours <input type="checkbox"/> Yes, did 5 to 14 hours <input type="checkbox"/> Yes, did 15 to 29 hours <input type="checkbox"/> Yes, did 30 hours or more

UNPAID WORK *continued*

VERSION 2

<p>1 In the <i>last four weeks</i> did the person spend any time doing voluntary work through an organisation or group?</p> <ul style="list-style-type: none"> • Exclude anything you do as part of your paid employment. • Exclude working in a family business. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did not do voluntary work <input type="checkbox"/> Yes, did voluntary work
<p>2 In the <i>last four weeks</i> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> • Recipients of a carers benefit or Carer Payment should state that they provided unpaid care. • Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. • Do not include work done through a voluntary organisation or group. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did not provide unpaid care, help or assistance <input type="checkbox"/> Yes, provided unpaid care, help or assistance
<p>3 In the <i>last four weeks</i> did the person spend time looking after a child, <i>without pay</i>?</p> <ul style="list-style-type: none"> • Only include children who were less than 15 years of age. • Mark all applicable responses. 	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Yes, looked after my own child <input type="checkbox"/> Yes, looked after a child other than my own
<p>4 In the <i>last week</i> did the person spend time doing domestic activities, <i>without pay</i>?</p> <ul style="list-style-type: none"> • Include all housework; food/drink preparation and clean up, laundry, gardening, home maintenance and repairs and household shopping and finance management. 	<ul style="list-style-type: none"> <input type="checkbox"/> No, did do any domestic activities in the last week <input type="checkbox"/> Yes, did up to 5 hours of domestic activities last week <input type="checkbox"/> Yes, did 5 to 14 hours of domestic activities last week <input type="checkbox"/> Yes, did 15 to 29 hours of domestic activities last week <input type="checkbox"/> Yes, did 30 hours or more of domestic activities last week

2005 Dress Rehearsal

Questions used for the 2005 Dress Rehearsal were based on both Versions 1 and 2 of the questions used in the March 2005 Focus Groups. Changes were made to question reference periods, the question wording clarified and some instructions were altered.

UNPAID WORK *continued*

<p>48 In the <u><i>last week</i></u> did the person spend time doing domestic activities, <i>without pay</i>?</p> <ul style="list-style-type: none"> ▪ Include all housework, food/drink preparation and cleanup, laundry, gardening, home maintenance and repairs, and household shopping and finance management. ▪ Exclude childcare. ▪ See page 14 of the Census Guide for more information. 	<p><input type="checkbox"/> No, did not do any domestic activities in the last week</p> <p><input type="checkbox"/> Yes, less than 5 hours</p> <p><input type="checkbox"/> Yes, 5 to 14 hours</p> <p><input type="checkbox"/> Yes, 15 to 29 hours</p> <p><input type="checkbox"/> Yes, 30 hours or more</p>
<p>49 In the <u><i>last two weeks</i></u> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> ▪ Recipients of Carer Allowance or Carer Payment should state that they provided unpaid care. ▪ Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. ▪ Do not include work done through a voluntary organisation or group. 	<p><input type="checkbox"/> No, did not provide unpaid care, help or assistance</p> <p><input type="checkbox"/> Yes, provided unpaid care, help or assistance</p>
<p>50 In the <u><i>last two weeks</i></u> did the person spend time looking after a child, <i>without pay</i>?</p> <ul style="list-style-type: none"> ▪ Only include children who were less than 15 years of age. ▪ Mark all applicable responses. 	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, looked after my own child</p> <p><input type="checkbox"/> Yes, looked after a child other than my own</p>
<p>51 In the <u><i>last twelve months</i></u> did the person spend any time doing voluntary work through an organisation or group?</p> <ul style="list-style-type: none"> ▪ Exclude anything you do as part of your paid employment or to qualify for a Government benefit. ▪ Exclude working in a family business. 	<p><input type="checkbox"/> No, did not do voluntary work</p> <p><input type="checkbox"/> Yes, did voluntary work</p>

CHANGES MADE FOR THE
2006 CENSUS

Questions used for the 2006 Census were based on the 2005 Dress Rehearsal questions. Reference periods in all questions were no longer underlined. The question wording for unpaid domestic work was altered to clarify that it was for their household and the instruction to exclude child-care was removed.

UNPAID WORK *continued*

<p>48 In the <i>last week</i> did the person spend time doing unpaid domestic work for their household?</p> <ul style="list-style-type: none"> • Include all housework, food/drink preparation and cleanup, laundry, gardening, home maintenance and repairs, and household shopping and finance management. • See page 14 of the Census Guide for more information. 	<p><input type="radio"/> No, did not do any unpaid domestic work in the last week</p> <p><input type="radio"/> Yes, less than 5 hours</p> <p><input type="radio"/> Yes, 5 to 14 hours</p> <p><input type="radio"/> Yes, 15 to 29 hours</p> <p><input type="radio"/> Yes, 30 hours or more</p>	<p><input type="radio"/> No, did not do any unpaid domestic work in the last week</p> <p><input type="radio"/> Yes, less than 5 hours</p> <p><input type="radio"/> Yes, 5 to 14 hours</p> <p><input type="radio"/> Yes, 15 to 29 hours</p> <p><input type="radio"/> Yes, 30 hours or more</p>
<p>49 In the <i>last two weeks</i> did the person spend time providing unpaid care, help or assistance to family members or others because of a disability, a long term illness or problems related to old age?</p> <ul style="list-style-type: none"> • Recipients of Carer Allowance or Carer Payment should state that they provided unpaid care. • Ad hoc help or assistance, such as shopping, should only be included if the person needs this sort of assistance because of his/her condition. • Do not include work done through a voluntary organisation or group. 	<p><input type="radio"/> No, did not provide unpaid care, help or assistance</p> <p><input type="radio"/> Yes, provided unpaid care, help or assistance</p>	<p><input type="radio"/> No, did not provide unpaid care, help or assistance</p> <p><input type="radio"/> Yes, provided unpaid care, help or assistance</p>
<p>50 In the <i>last two weeks</i> did the person spend time looking after a child, <i>without pay</i>?</p> <ul style="list-style-type: none"> • Only include children who were less than 15 years of age. • Mark all applicable responses. 	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, looked after my own child</p> <p><input type="radio"/> Yes, looked after a child other than my own</p>	<p><input type="radio"/> No</p> <p><input type="radio"/> Yes, looked after my own child</p> <p><input type="radio"/> Yes, looked after a child other than my own</p>
<p>51 In the <i>last twelve months</i> did the person spend any time doing voluntary work through an organisation or group?</p> <ul style="list-style-type: none"> • Exclude anything you do as part of your paid employment or to qualify for a Government benefit. • Exclude working in a family business. 	<p><input type="radio"/> No, did not do voluntary work</p> <p><input type="radio"/> Yes, did voluntary work</p>	<p><input type="radio"/> No, did not do voluntary work</p> <p><input type="radio"/> Yes, did voluntary work</p>

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for unpaid work will monitor non-response rates and the distribution of responses for further analysis.

CAPITAL LETTERS

BACKGROUND

There was a higher than expected rate of lower case responses in the 2001 Census. Lower case responses reduce the effectiveness of automatic coding (AC) and automatic recognition (AR) during form processing. Therefore the use of capital letters by respondents is very important from this perspective. The 2001 Census form used the term 'block letters' on the front page and at the top of each even page.

Testing of instructions to ask respondents to use capital letters was included in the October and August 2003 tests.

TESTING

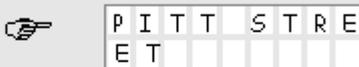
The capital letter instruction was tested in the October 2002 and August 2003 Tests.

October 2002 Test

Household Form 1 (HHF1) and Household Form 2 (HHF2) were tested in the October 2002 Test. HHF1 retained the front page format used for the 2001 Census. The 'How to answer' illustration on page 1 of HHF2 was included within a highlighted box to make it more prominent. The term 'BLOCK letters' was used in this test.

HHF2

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. 
- If you make a mistake, draw a line through the box like this, or 
draw a line through the box and rewrite your answer like this: 


1 What is the address of this dwelling?
Please use **BLOCK** letters.

Please use BLOCK letters. **Person 1** **Person 2**

Persons Present in Dwelling

Test Results

Approximately 95% of respondents of both HHF1 and HHF2 used block letters correctly. This indicated the instructions on both forms encouraged the majority of respondents to complete responses using block letters.

August 2003 Test

Household Form 3 (HHF3) was tested in the August 2003 Test. The phrase 'Please use BLOCK letters' was changed to 'Please use CAPITAL letters' on pages 1 and 3 and to 'Remember to use CAPITAL letters' for the 'top-of-page' reminders. In addition, all explanatory examples included within questions were changed to uppercase letters.

CAPITAL LETTERS *continued*

HHF3

• Please use **CAPITAL** letters, and →

1 What is the address of this dwelling?
Please use CAPITAL letters

Remember to use CAPITAL letters. **Person 1**

Persons Present in Dwelling

23 What is the person's ancestry?
• For example: SCOTTISH, VIETNAMESE, HMONG, DUTCH, KURDISH, MAORI, LEBANESE, ITALIAN.

Test Results

Analysis showed that 96.8% of respondents used capital letters correctly. Where respondents did not use capital letters, the main form of response was capital and lower case letters together in a sentence format. Lower levels of incorrect response formats was observed for questions which had question-level examples. 'Other' types of responses (e.g. cursive writing) only occurred towards the end of the form.

It was recommended to alter the wording for the 'HOW TO ANSWER' illustration and 'top-of-page' reminders, increase the number of question-level examples and eliminate design features which invited 'freehand' writing styles.

CHANGES MADE FOR THE 2006 CENSUS

The front of form wording 'Please use CAPITAL letters' was changed to 'Write in CAPITAL letters and keep each letter within one box'. The 'top-of-page' reminder was altered from 'Remember to use CAPITAL letters' to 'Please use CAPITAL letters only'.

• Write in **CAPITAL** letters and keep each letter within one box.

1 What is the address of this dwelling?
Please use **CAPITAL** letters only

Please use CAPITAL letters only. **U2 Person 1**
The household if present, otherwise any adult member of the household.

18 What is the person's ancestry?
• Provide up to two ancestries only.
• Examples of 'Other – please specify' are: GREEK, VIETNAMESE, HMONG, DUTCH, KURDISH, MAORI, LEBANESE, AUSTRALIAN SOUTH SEA ISLANDER.
• See page 7 of the Census Guide for more information.
• Remember to mark boxes like this:

FUTURE DIRECTIONS

The use of capital letters in the 2006 Census data will be analysed for response formats used.

CENSUS GUIDE

BACKGROUND

A Census Guide has been available in every Census since 1981. The guides covers broad Census information through to explaining the purpose of the more complicated questions and how to answer them.

TESTING

The Census guide was tested in the August 2004 and March 2005 Focus Groups.

August 2004 Focus Groups

The Census Guide was expanded from the 2001 Census version to include information on the e-Census and Data Enhancement. Based on this, two versions of the Census Guide were tested. The difference in the two versions related to how the introductory sections "Collection of Your Form" and "What is the eCensus?" were presented. Version 1 had a single column full page format whereas Version 2 used a two column format. The two versions of the guide were alternated when first presented to focus group participants.

The specific topics tested related to form collection, the eCensus, core need for assistance, number of children ever born, income, jobs and work, unpaid care and dwelling internet access. The general design and readability were also evaluated.

Results

It was recommended to include both a table of contents and the Census enumeration and collection period on the front cover as well as two or three topic "teasers" to encourage householders to pick up and read the Census Guide. If there was not enough space on the front cover for a table of contents a key summary of topics should be used instead and supported by a detailed table of contents on the first inside page.

The preferred format for the collection of your form section was a two column format which was preceded by an introductory "summary snapshot" describing the three Census form collection methods available for the householder. It was also suggested the information be presented in a dot point format to increase readability.

It was suggested the eCensus section be presented in a two column format. Also, the technical details about internet browser requirements should be deleted and the text explaining how to use the eCensus number should be rewritten to help increase reader understanding. Respondents should have been advised it was allowable to partly complete a Census Form and return later to complete it.

The instructions for the need for assistance section were unclear and some respondents found the term 'need for assistance' confusing. They were interpreting it to mean if you need help completing the form rather than as the title of a Census question. The information presented should have included information which clarified how people answer when caring for young children in their household.

It was suggested the children ever born section required a more detailed example of female fertility over time to indicate the importance of asking the question every ten years. The word 'stillbirths' should not be used.

The income section needed an explanation for business owners, contractors, and self employed people to reinforce the question instruction to exclude all their costs of running a business. A simple example could also be considered to support the explanation to assist business people. It was also suggested that a general statement be included in the section which clearly states the ABS is prohibited by law to provide

CENSUS GUIDE *continued*

Results continued

identifiable information to the Australian Taxation Office, Centrelink or public housing authorities.

The jobs and work section needed to be written in a more structured and reader friendly way.

The unpaid care section should remain unchanged in content and presentation.

It was suggested to change the explanation of why the internet access question is asked in the Census form to a plain English format.

The overall presentation of the guide needed to incorporate a matt paper finish and to use “friendly” colours. The use of some “cartoon drawings” and strategically placed information snippets such as “did you know” and “how the Census is used” should also have been included.

March 2005 Focus Groups

One version of the Census guide was tested in the March 2005 focus groups. The specific topics tested related to the overall satisfaction with the Census guide, front cover, collection of your form, what is the eCensus, age and date of birth, need for assistance, children ever born, jobs and work, income, unpaid care, unpaid work, landlord, dwelling internet access and consent to keep information for 99 years.

Results

Comments received from participants indicated the general style of information presentation and graphic design style should be adopted for the 2006 Census. However, it was noted it would be useful if the guide used more dot points to present key information, used an adult style of writing when presenting information snippets, highlighted question reference numbers when linked to text and used more white space.

The front cover design was successful but it was suggested the text “Census”, “day/date of the Census”, and “period for collection of completed Census forms” be made larger and clearer in style to have an immediate impact. The eCensus message needed to be reworded to state “You can complete the Census Form on the Internet”. It was found that either a yellow or blue front cover was acceptable.

Overall, most of the information was considered suitable for the 2006 Census guide but some sections require modification. The information presented in the jobs and work and income sections was confusing for business owners and self employed contractors. The unpaid care and unpaid work section required further clarification of the term “doing domestic activities”. The need for assistance in everyday activities section required an example on how to respond to the “old or young age” category. The handwritten income example needs to be removed from above the children ever born section.

CHANGES MADE FOR THE 2006 CENSUS

Overall the content of the guide remained basically unchanged from the 2001 Census. General changes to grammar and the writing style were made throughout the document to make it easier to read.

FUTURE DEVELOPMENT

Analysis of the use of the Census guide should be undertaken.

CENSUS INQUIRY SERVICE

2001 CENSUS INSTRUCTION

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

BACKGROUND

The Census Inquiry Service (CIS) was called the Census Hotline in the 2001 Census.

The Census Hotline offered assistance to respondents by telephone through a main enquiry line, a hearing difficulties line and a language assistance line. This service received 615,621 calls in the 2001 Census.

Testing of the CIS for the 2006 Census was undertaken in several field tests. Results were collected for all tests but issues with classifications used means that reliable information is only available for the March 2002 Test.

TESTING

The Census Inquiry Service instruction was tested in the March 2002 Test.

March 2002 Test

Three methods of accessing help was available for the March 2002 Test. Respondents could telephone the Census Test Inquiry Service (CTIS), follow on-line links in the eCensus on 'How to complete your Census Test Form' or read the help section in the Census Guide.

MARCH 2002 TEST

Help available
Refer to the Census
Guide or phone the
Census Inquiry Service
on 6252 5052.

Analysis shows that 3.4% of calls to the CTIS were related to form design issues.

CHANGES MADE FOR THE 2006 CENSUS

Four public telephone numbers were used to access the Census Inquiry Service. Two of the numbers were located under the 'Help available' section on the front of the form. These two numbers were also listed on page two of the Census Guide with an advice that 'A recorded message service is available outside these hours'.

The Census Guide contained a detailed explanation of the eCensus and help available for the public and included the eCensus telephone number. The Census Guide provided guidance on how to complete an eCensus form for people with a vision impairment.

The back cover of the Census Guide contained details of the 'Census Inquiry Service Language Helpline' together with a phone number for the public to call. This page provided details in 20 languages with instructions to select a language using the telephone keypad. This line provided the public with access to an operator speaking their chosen language.

CENSUS INQUIRY SERVICE *continued*

CHANGES MADE FOR THE
2006 CENSUS *continued*

Help available

Refer to the Census Guide or
phone the Census Inquiry
Service on **1300 362 883**
(8:30am - 8:00pm, 7 days a
week until 9 September 2006).

For the hearing impaired,
phone 1300 364 365 (TTY).
Please quote your Census
Form Number shown at top
right of this page.

FUTURE DEVELOPMENT

Evaluation of calls received by the 2006 Census Inquiry Service will be used to determine if further development is required.

FRONT OF FORM INSTRUCTIONS

2001 CENSUS INSTRUCTIONS

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.

BACKGROUND

On the 1996 Census form a 'How to Mark' instruction was placed at the top of every page to assist with form processing. Since this time instructions were given on the front page in order to reduce respondent confusion and the incidence of incorrect marking of the Intelligent Character Recognition (ICR) form.

TESTING

The front of form instructions were tested in the May 2002, July 2002 and October 2002 Focus Groups, August 2003 Test, February 2004 and March/April 2004 Focus Groups and the August 2004 Major Test.

May 2002 Focus Groups

Two forms were tested in the May 2002 Focus Groups. Form 1 was similar to the 2001 Census format whereas Form 2 used a question format in a box with a different coloured background. Although the front pages were generally skimmed rather than read, the majority of respondents preferred the instructions provided on Form 1, however some liked the examples of how to correct mistakes on Form 2. Most respondents did not notice the instructions on how to complete the questionnaire were provided in a question format on Form 2.

FRONT OF FORM INSTRUCTIONS *continued*

FORM 1

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.

FORM 2

1 How to complete the census form:

Use a black or blue pen.
 Mark boxes like this: 
 If you make a mistake, draw a line through the box like this: 

Where you are required to write in your answer, print in BLOCK letters like this:
 Leave one space between each word. Continue on to a new line if a word will not fit.

If you make a mistake draw a line through the box and rewrite your answer like this:

Occupation

S	A	L	E	S		A	S	S	I	S
T	A	N	T							

Occupation

S	A	L	E	S		A	S	I		A
S	S	I	S	T	A	N	T			

July 2002 Focus Groups

Two forms were tested in the July 2002 Focus Groups. Form 1 was similar to the 2001 Census format whereas Form 2 used a question format in a box with a different coloured background.

The background information was usually scanned quickly or not read at all. Separating the information about the Census onto the left-hand side made it easier for respondents to realise that it was not a part of the form while still making it available for those who are interested. Separating the instructions from background information using a lighter coloured box enabled people to identify the most important information. Overall, Form 2 was preferred by most participants.

FRONT OF FORM INSTRUCTIONS *continued*

FORM 1

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.

3	2	1	
---	---	---	--
- Please use BLOCK letters, and

A	U	S	T	R	A	L	I	A
---	---	---	---	---	---	---	---	---
- write like this, keeping each letter within the boxes provided.

G	E	O	R	G	E	S	T
R	E	E					
- 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.

FORM 2

How to complete the census form :

- 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.

3	2	1	
---	---	---	--
- Please use BLOCK letters, and

A	U	S	T	R	A	L	I	A
---	---	---	---	---	---	---	---	---
- write like this, keeping each letter within the boxes provided.

G	E	O	R	G	E	S	T
R	E	E					
- If you make a mistake, draw a line through the box like this, or
- draw a line through the box and rewrite your answer like this:

G	E	O	R	G	E	S	T
E	S	T					

October 2002 Test

As a result of Focus Group testing, the 'How to answer' instructions on the front page of the October 2002 Test Household Form 2 (HHF2) was changed to include a highlighted box and instructions on how to correct mistakes with the aim of making them more prominent. Household Form 1 (HHF1) retained the front page format used for the 2001 Census.

FRONT OF FORM INSTRUCTIONS *continued*

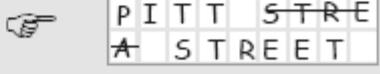
HHF1

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.

HHF2

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. 
- If you make a mistake, draw a line through the box like this, or 
- draw a line through the box and rewrite your answer like this: 

Test Results

For both forms, 25% of respondents attempted to correct mistakes made on their form. For HHF1, of those respondents who attempted to correct mistakes, 17% used the correct method, 8% used the correct method part of the time, and 75% used incorrect methods. For HHF2, the percentage of respondents using the correct method was 40%, while 6% used the correct method part of the time, and 54% used incorrect methods. The most common methods for correcting mistakes was scribbling out answers and the use of liquid paper.

FRONT OF FORM INSTRUCTIONS *continued*

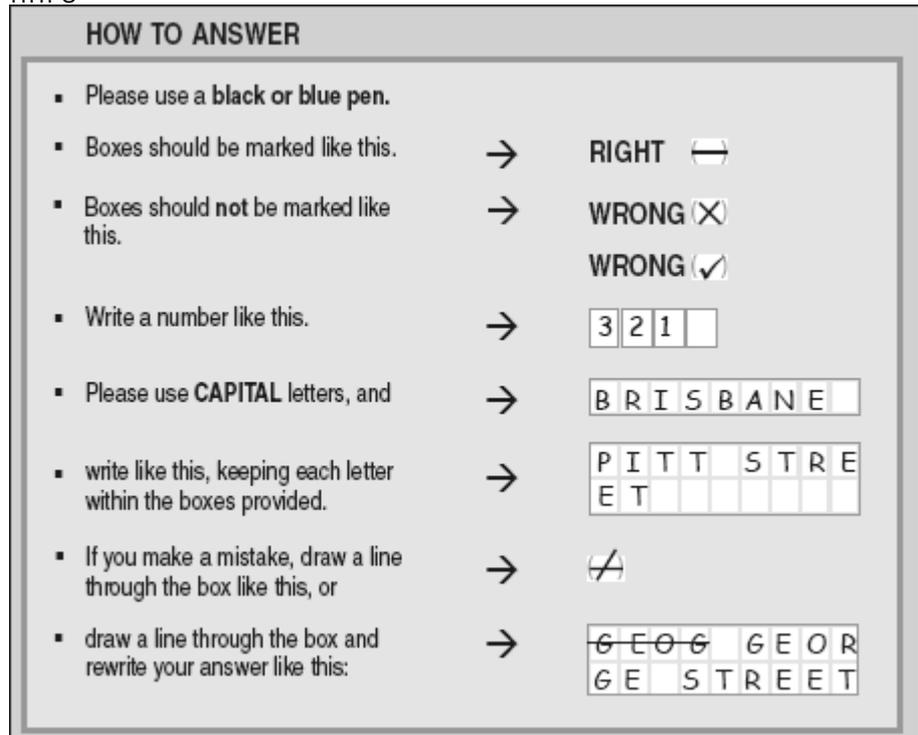
Test Results continued

These results suggested the examples of how to correct mistakes included on HHF2 were used effectively by a large proportion of respondents.

August 2003 Test

The instructions on how to correct mistakes on the front page of Household Form 3 (HHF3) were the same as those used on HHF2 except an 'arrow' symbol was used to direct respondent to the illustrations instead of a 'pointing finger' symbol.

HHF3



Test Results

Analysis shows that 35% of HHF3 respondents attempted to correct mistakes made on their form. For those respondents who attempted to correct mistakes, 50% used the correct method, 7% used the correct method part of the time, and 42% used incorrect methods. The most common incorrect methods for correcting mistakes were scribbling out answers and the use of liquid paper.

February 2004 Focus Groups

The same format of 'how to answer' instructions was tested on two forms in the February 2004 Focus Groups.

Results showed that participants found the design of the 'How to answer' instructions easy to understand. However, a small number of participants initially understood the meaning of the 'arrow' as illustrating that the questions required an arrow to be marked when recording an answer. Also, a few participants were also confused by the illustrations showing a 'tick' as being wrong.

As a result of the February 2004 Focus Group findings it was recommended that the 'arrow' symbols in the 'How to answer' instruction box be replaced with another type of connecting symbol such as dotted lines, and the words 'RIGHT' and 'WRONG' and their associated illustrations be replaced with other wording.

HOW TO WRITE YOUR ANSWER

- Use a **black or blue pen**.
- Mark boxes like this. → RIGHT
- **Do not** use ticks. → WRONG
- **Do not** use crosses. → WRONG
- Start numbers in the first box. →

3	2	1			
---	---	---	--	--	--
- Write in **CAPITAL** letters and keep each letter within one box. →

S	Y	D	N	E	Y		
---	---	---	---	---	---	--	--
- Use every box in turn and only miss a box to leave a space between words. →

P	R	I	M	A	R	Y	S
C	H	O	O	L	T	E	A
C	H	E	R				
- If you make a mistake in a mark box, draw a line through the box like this: →
- or, draw a line through the mistake boxes and re-write the letters like this: →

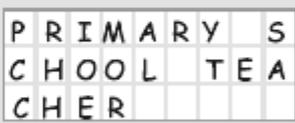
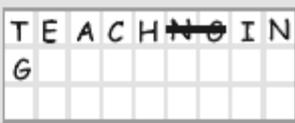
T	E	A	C	H	N	I	N
G							

March/April 2004 Focus Groups

The 'how to answer' section Focus Group tested in March/April 2004 was similar to the February 2004 format except the 'arrow' symbols and 'RIGHT' and 'WRONG' marking instructions were removed.

Results of testing indicated the 'How to answer' instructions performed successfully. There was no reported confusion with the 'How to answer' instructions which was experienced in the February 2004 testing. It was recommended the front page design for the 2006 Census be the same as that tested in the March/April 2004 Focus Groups.

HOW TO WRITE YOUR ANSWERS

- Use a **black or blue pen.**
- Mark boxes like this. **Do not** use ticks or crosses. 
- Start numbers in the first box. 
- Write in **CAPITAL** letters and keep each letter within one box. 
- Use every box in turn and only miss a box to leave a space between words. 
- If you make a mistake in a mark box, draw a line through the box like this: 
- or, draw a line through the mistake boxes and re-write the letters like this: 

August 2004 Major Test

The 'How to answer' instructions on the front page of Household Form 4 (HHF4) in the Major Test were similar to those tested in the March/April 2004 Focus Groups. The 'How to answer' instructions on the front page of Household Form 5 (HHF5) in the Major Test were the same as those used on the 2001 Census form. The 'How to answer' box on HHF5 also contained the instructions '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' and 'Please do not fold or bend this form'. The first two of these instructions together with an abbreviated version of the third instruction were included under the 'What you need to do' instructions on the front page of HHF4.

HHF4

HOW TO WRITE YOUR ANSWERS

- Use a **black or blue pen**.
- Mark boxes like this: 
- Start numbers in the first box. 
- Write in **CAPITAL** letters and keep each letter within one box. 
- Use every box in turn and only miss a box to leave a space between words. 
- If you make a mistake in a mark box, draw a line through the box like this, or 
- draw a line through the box and re-write the letters like this: 

HHF5

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.

Test Results

The incidence of incorrect marking on HHF4 was 7.9% compared with 7.0% on HHF5. However, HHF4 tested a write-in response format for the income question instead of the income range format used on HHF5 and in previous Censuses. The non-response rate for the income question on HHF4 was 13.4% compared to 7.9% on HHF5. Overall, there was a problem with one in every three responses to the income question on HHF4.

FRONT OF FORM INSTRUCTIONS *continued*

Test Results continued

There were twice as many written comments on the income question on HHF4 compared with HHF5. The most common form of incorrect marking on both forms was by the use of ticks.

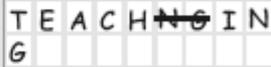
Analysis showed the non-response rates for questions following the income question were higher on HHF4 compared with HHF5. Based on this, it was considered that a reliable comparison of the questions following the income question could not be made. Therefore, the incidence of incorrect marking prior to the income question was 8.0% for HHF4 and 8.5% for HHF5. This seemed to suggest that the illustrative instructions on the front of HHF4 were responsible for a lower incidence of incorrect marking of responses.

It was recommended that the illustrative instructions on the front of HHF4 be retained for the Dress Rehearsal and the 2006 Census.

CHANGES MADE FOR THE 2006 CENSUS

The 2006 front of form instructions were based on the HHF4 format. The example used to demonstrate the use of capital letters was changed from 'Melbourne' to 'Australia'. The instructions 'Please answer all the questions for every person, unless the form asks you not to' and 'If you do not know an answer, give the best answer you can.' were added to the bottom of the list.

HOW TO WRITE YOUR ANSWERS

- Use a **black or blue pen**.
- Mark boxes like this: 
- Start numbers in the first box. 
- Write in **CAPITAL** letters and keep each letter within one box. 
- Use every box in turn and only miss a box to leave a space between words. 
- If you make a mistake in a mark box, draw a line through the box like this, or 
- draw a line through the box and re-write the letters like this: 
- 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.

FUTURE DEVELOPMENT

Data from the 2006 Census will be monitored to determine the ease of use of the 'how to write your answers' instructions.

INTERNET (ECENSUS) FORM

BACKGROUND

The ABS recognises Australians are using the Internet for more of their day to day tasks, and have come to expect government services to be more widely available electronically. The 2006 eCensus was provided to meet public expectations.

An expectation of the Internet (eCensus) Form was that it would be effective in the more difficult to enumerate areas such as secure apartment buildings, remote areas of Australia, Australian Territories of Antarctica, and offshore oil rigs.

TESTING

The eCensus was tested in the March 2002 and November 2003 focus groups, June 2003 usability Test, August 2003 and August 2004 Tests and the August 2005 Dress Rehearsal.

March 2002 Focus Groups

There were three objectives for the eCensus in the March 2002 test. Firstly, to obtain feedback on the performance of the eCensus form "live in the user's own environment". Secondly, to identify any shortcomings in the design of the form and lastly to obtain a measure of public acceptance of an electronic alternative to filling out paper based Census forms.

The sequencing of the eCensus was different to the paper form as respondents completed the dwelling questions first followed by the individual personal questions for all people within the household.

Results

It was established that 7.2% of householders were able to successfully submit an eCensus form.

No calls were referred to the ABS Internet support team for assistance and generally people were positive in the use of the eCensus. Census collectors indicated the amount of time taken to explain the available options to householders had increased.

A telephone follow-up was conducted to obtain feedback from respondents. Those who completed their questionnaire via the Internet were asked to provide reasons for using the eCensus and to identify any issues they encountered when completing their form. Respondents who chose to complete a paper questionnaire were also contacted to determine why they did not select the Internet form option.

Overall, the majority of respondents who chose to use the eCensus had a positive experience. The main reasons respondents chose to use the eCensus was ease of use, interest, speed of completion and convenience. However, some respondents indicated it did not flow well, was difficult to review or amend details and they disliked how mouse intensive it was.

The majority of respondents did not have any problems accessing the URL, however login issues were reported and some respondents experienced technical difficulties.

Generally respondents found the step by step question instructions clear and easy to understand. However the instructions were not logical on how to answer questions for children. The omission of what should be done with the paper form if the eCensus was used also caused confusion.

Results continued

The eCensus contained a link to an on-line version of the Census guide providing assistance to respondents when answering questions. The two main reasons provided by respondents for not accessing the on-line guide were they did not need to or they had used the paper guide instead.

After completion of the eCensus a receipt number appeared on the screen. Many respondents either printed the receipt page, wrote the receipt number down, or saved the receipt details on their hard drives. Respondents reported the use of the receipt made them feel more secure as they had proof the form had been completed.

The majority of respondents completed the eCensus in 10-15 minutes which was a positive outcome with regard to respondent burden.

The main reason given for not using the eCensus was respondents not having Internet access at home.

Only a few respondents stated security as their reason for not choosing to use the eCensus. Respondents lack of concern over Internet security for this test could have been due to their trust specifically in ABS security measures, or their perception that Internet security is improving in general.

It was recommended:

- to include on-line help
- allow a save and logout function
- develop a facility to complete separate forms on the Internet for partners
- development of a form that does not jump from one screen to another
- allow the use of arrow keys
- allow the full form to be viewed
- include a facility to amend answers easily
- ensure the paper form and eCensus are comparable
- enable viewing of all questions by scrolling down the screen
- be able to repeat or copy information for family members across the form
- make the identification details on the paper form clearer
- information on completing the Census via the Internet should be moved to the front of the Census guide
- include information on using the eCensus in a separate pamphlet and highlight the website address on the front of the guide and paper form.

November 2003 Focus Groups

Participants were selected on the basis that they were computer literate and therefore perhaps more likely to use an electronic form than others in the general population, but were not necessarily representative of the total Australian population.

Two versions of the eCensus form were tested. Form 1 allowed for a person to be individually identified prior to the commencement of questions for that person. As each person was completed, sequencing moved onto identification of the next person, followed by completion of their series of questions. Form 2 allowed each person in the household to be identified prior to any questions being asked. Another difference between the two forms included the response options being presented in a different order for some questions.

INTERNET (ECENSUS) FORM *continued*

*November 2003 Focus
Groups continued*

The focus for this test was to evaluate the general perceptions of an eCensus, respondent intention to use it and specific issues on installation, ease of completion and user interface.

Results

The eCensus was considered easy to use by the majority of participants. Participants did not like having a mouse only option to navigate between pages or using "TAB" to go to the next page. The "last page" button confused some participants as they thought it would take them to the next page instead of the last page of the questionnaire.

The page numbering on the form caused confusion for some users as it displayed the number of pages remaining for the current person instead of the number of questions remaining. It was suggested that seeing a large number of pages remaining could deter people from using the eCensus.

Participants were required to correct an error during the eCensus completion process.

Participants liked having a review process and summary page of the entire form prior to submission which allowed them to check and amend answers before they submitted the form.

The layout of the form was considered to be functional and easy to use. The fonts were large enough to be read by all participants. The only problem observed was when the eCensus first opened, some users were not aware the program could be maximised in order to fill the screen prior to commencement. As a result some participants began completing the form with very small font sizes.

The time involved to download the form would have a direct impact on the success of the eCensus if the only distribution method was via a download from the ABS Website. The maximum time was estimated to be around five to ten minutes for dialup access. Broadband users had less of a concern over the time to download, but any additions to the time to complete the eCensus is likely to reduce the number of people choosing this option.

Moving to a browser based form would also allow people using Apple computers or other operating systems to use the eCensus. The disadvantage identified by some participants was the potential for large numbers of people to be simultaneously accessing the same website page which would impact on timeliness.

Installing the eCensus software presented a barrier for PC users who did not usually install software on their computer. Once installed, there was no immediate indication of how to proceed. An option could be added to the final step of the installation to run the program immediately. This would remove the need for the user to select the options when an executable is launched from within a browser. The advantage of direct installation is the immediate commencement of the form but the disadvantage is that the instructions are not presented as the first step. Having the instructions open in a browser window also has the advantage that at any time during the completion of the eCensus the respondent knows instructions and help are available through the web browser.

It was recommended:

- the mouse be available for easier navigation through the form
- the program should automatically operate in full screen mode

INTERNET (ECENSUS) FORM *continued*

Results continued

- to include the ability to browse through the form before commencing to fill in responses
- add drop down boxes for entry of date of birth
- include an option to review responses to check and amend details if required
- include an indication of the estimated amount of time required to complete the form
- add an option to navigate to any page within the form at any time
- provide clearer instructions on where to locate access codes
- have easier installation processes or use of a web based form to remove the need to install software.

June 2003 Usability Tests

Testing was undertaken in the ABS test laboratory, from home computers and through an independent testing centre.

Usability testing in the ABS test laboratory

Usability testing of the Notes Domino on-line Census form was conducted within the ABS test laboratory with a small number of participants. Participants were interviewed and observed individually. No specific scenarios were outlined for participants to undertake during testing. They were asked to complete the eCensus as they would if they were at home.

Overall the results were good. The main areas of concern were instructions, terminology and the wording of questions.

There was confusion about the eCensus being separated into person and dwelling questions. The concept of the person form and dwelling form needed to be explained in more detail. Some participants confused the person form with the dwelling form and after completion of the dwelling form, assumed they had completed their person form.

All participants predominantly used the mouse to navigate through the form. However, there were instances of participants trying to use the enter key rather than the tab key to move through the form. A number of participants thought the first part of the form was all they were required to complete, as under the screen resolution used in testing, it filled the whole screen and nothing was visible below. Some participants were confused about how to move to the next question or page and did not see the link to the dwelling form. The inclusion of a 'next question' button and changing the dwelling form link to a button, may assist in alleviating this problem.

General confusion was experienced in relation to 'who is Person 1', and 'who is Person 2'. Some participants had trouble remembering who they were completing the form for.

Participants were unsure about the order in which to complete the person forms. A number of issues were raised relating to the wording of specific questions. Generally, it was felt that terminology was confusing and some questions were hard to understand.

Button names should be simple, self explanatory and consistent. Participants were unsure of the function of the 'Cancel my changes' button. Some participants assumed the button would clear the form while others thought the button would clear the screen. Buttons on forms, should be located at the top and the bottom of each page.

INTERNET (ECENSUS) FORM *continued*

Usability testing in the ABS test laboratory continued

The dwelling form performed quite well. Participants experienced less problems on this form than the person form. This may be for a number of reasons - simplicity of information required, and brevity of the form itself. However, a majority of participants found the dwelling form instructions difficult to understand. The introduction text and instructions need to be split into two parts; dwelling form text and instructions and person form text and instructions.

Usability testing from home

Usability testing of the eCensus was conducted from home by a small number of ABS officers. The aim of testing was to get a feel for the overall usability of the system. Testing identified several issues relating to colours used, help information requirements and general web questionnaire design issues.

Usability testing by Access Testing Centre

Access Testing Centre was approached to test form usability across a range of operating systems, browsers and hardware configurations. Testing included link checking, form functionality, page displays and navigation. Technical testing was conducted on Windows 95, 98, 2000, NT, ME, XP; Mac OS9, OSX; and Linux RedHat. Browsers included Netscape Communicator, Netscape, Internet Explorer and Opera.

Testing identified several issues relating to operating system, browser and hardware errors such as unconventional form behaviour, unexpected error messages, broken links and inconsistent layout problems.

August 2003 Test

A Notes Domino on-line Census form was developed by the ABS for the August 2003 test. The objectives were to test the resumability, navigation, mandatory fields and edits, time out function and aspects of accessibility. Methods of managing privacy and security requirements and householders response to the option of an Internet Census form were also explored.

Test Results

On average it took 21 minutes for respondents to complete the eCensus. This did not take into account the time taken to log on and read instructions. Respondents were not aware of the resumability function of the eCensus or how it worked. It wasn't well explained that once the eCensus had been submitted, users could not access further information.

A number of respondents only completed the dwelling form as it was unclear that person form(s) were also required to be completed. It was noted that eCensus respondents completed the form in a different manner compared to those completing paper forms. There was a level of soft refusals observed as respondents advised collectors they had completed the form over the Internet when they had not done so.

From the follow up conducted on "Dwelling form only" respondents it was identified most people were unaware there was both a dwelling form and person form(s).

Data from the test indicated that some respondents had submitted both a paper form and an eCensus. Comparison of their responses on both mediums indicated these respondents completed both forms with the same responses.

A number of respondents experienced authentication issues when logging in.

It was recommended to:

INTERNET (ECENSUS) FORM *continued*

Test Results continued

- improve the process to prevent "Dwelling Only" forms being submitted
- address mixed modal issue, authentication issues and the "soft refusal" issue.

National Information

Library Service (NILS)

Accessibility Test

NILS assessed the Notes Domino Census web pages for accessibility of information by people with disabilities. It looked at features that may create barriers for people with disabilities and those otherwise disadvantaged by poor telecommunications technology and/or their hardware/software. The Census web pages were assessed against global standards and included some aspects particular to access in Australian environments and across various browsers.

It was found the Census web pages contained critical accessibility issues that prevented some user groups from accessing the pages, such as pages being usable when scripts are turned off, allowing documents to be read without style sheets, providing text equivalents for non-text elements and cross-browser and screen reader problems.

August 2004 Major Test

The Notes Domino on-line Census form was tested for form functionality, some aspects of accessibility and methods of managing security requirements.

Test Results

In the week prior to the test, 45% of householders in the test area reported having access to the Internet. Of these, 6.7% of household forms were completed through eCensus with the highest take-up rate being in rural areas. Peak time was Census test night with 35% of household and personal eCensus forms being submitted with 33% submitted after 11 August when collectors returned to the field. The completion rate for household and personal eCensus forms received before 10 August was 14% compared to 18% on 11 August.

Overall, respondents were positive about the eCensus with the majority of respondents commenting on the ease of use. Negative comments focussed on the amount of time it took to complete the form, the form was too repetitious and mouse intensive, better explanations and instructions were required. Some respondents were locked out of the form.

There were instances of incomplete feedback being submitted as a result of respondents pressing the return/enter key, which selected the 'Submit Feedback' option.

The persons present table was not used as intended as it was unclear people needed to be included on either another eCensus or paper form.

It was recommended:

- the eCensus system be designed so that use of the browser navigation buttons did not result in a system lockout whilst maintaining the security of data
- the questions should be set in blocks with one block to a page
- the entries made on the Persons Present Page should be linked to the name of each person on the Person Pages
- a 'Same as Person 1' option in the address questions should be added.

August 2005 Dress

Rehearsal

For the 2005 Dress Rehearsal and 2006 Census, development of the eCensus solution was contracted to IBM Australia. The ABS and IBM worked in partnership to develop the eCensus solution, which included the design, development and testing of the eCensus application and the infrastructure to host the application.

INTERNET (ECENSUS) FORM *continued*

August 2005 Dress Rehearsal continued

The Dress Rehearsal was not a test of the eCensus design but a test to ensure the eCensus was accessible and fit for purpose.

NILS assessed the eCensus for accessibility of information by people with disabilities. It was found the Census web pages contained critical accessibility issues that prevented some user groups from accessing the pages, such as missing text alternatives for images and unsupported style sheets. Other issues included poor colour contrast between text and background and problematic font sizes.

CHANGES MADE FOR THE 2006 CENSUS

The major change to the eCensus between Dress Rehearsal and the 2006 Census was the redesign of the Person Present page. To reduce respondent confusion, the Person Present page was simplified by improving the layout and required functions on the page.

The changes made to the Person Present page:

- removal of the 'Create Table' button at question 2a and automate the creation of table at question 2b
- simplification of the format of question 2b by removing the 'Edit Selected' column and 'Delete Selected' column
- question 2b to be free text and editable at all times to simplify amendments
- add a new screen for the delete persons function so respondents only see this screen if requested
- new question 2c - relationships, to appear on a new screen so respondents only see this question if required

Other changes included:

- the button on the Welcome page to the Accessible version of the eCensus be changed to a link, this was an accessibility issue as JAWS had difficulty reading the button option
- minor accessibility changes to the way screen reader JAWS read the form
- addition of new window icons to all links to indicate that a new window will open
- cosmetic changes to the layout of the pages and button locations
- additional information and help text, including an eCensus User Guide
- feedback form to include checkbox responses as well as a free text field

FUTURE DEVELOPMENT

Recommendations from respondent feedback, known defects and usability issues identified during the 2006 Census should be incorporated into the design and development of future eCensuses.

REMINDER TO MARK BOXES CORRECTLY

2001 CENSUS INSTRUCTION

• Mark one box for each person, for example 

BACKGROUND

On the 2001 Census form, an instruction of how to mark an Intelligent Character Recognition (ICR) box, ie. 'Mark one box for each person, for example (-)', was included for the first ICR mark box question (Sex) on the form.

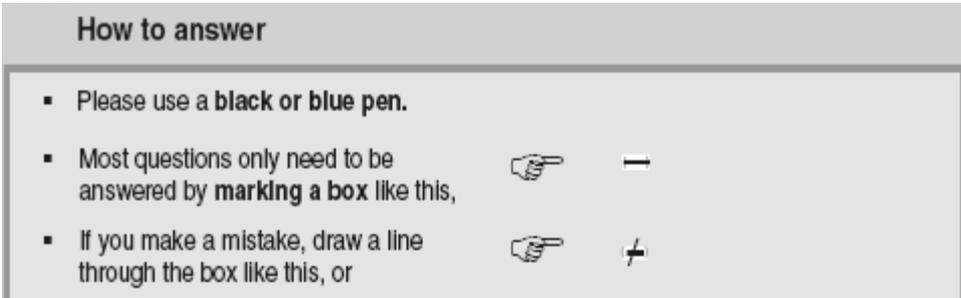
TESTING

The mark one box instruction was tested in the October 2002 and August 2003 tests.

October 2002 Test

Two forms were tested in the October 2002 Test. Household Form 1 (HHF1) used the instructions used in the 2001 Census. The 'How to answer' instructions on the front page of Household Form 2 (HHF2) were changed to include a highlighted box and instructions on how to correct mistakes with the aim of making them more prominent to improve marking.

HHF2



The screenshot shows a grey box titled 'How to answer' with three bullet points. The first bullet point says 'Please use a black or blue pen.' The second bullet point says 'Most questions only need to be answered by marking a box like this,' followed by an icon of a hand pointing to a box with a horizontal line inside. The third bullet point says 'If you make a mistake, draw a line through the box like this, or' followed by an icon of a hand pointing to a box with a diagonal line through it.

The mark-box instruction was included for the 'Sex' question on both forms.

• Mark one box for each person, for example 

Test Results

A sample of the sex, religion, computer use at home, method of travel to work' and tenure type ICR questions on HHF1 and HHF2 failed to provide evidence that the highlighted box on HHF2 made the instruction on how to correctly mark ICR boxes more prominent. The first ICR question (sex) on HHF1 was correctly marked by 77% of respondents. This question contained an instruction on how to correctly mark the ICR boxes. On HHF2, where the dwelling questions were located at the front of the form, the tenure type question was correctly marked by 71% of respondents and the sex question correctly marked by 74% of respondents. The sex question also contained an example of how to correctly make the ICR boxes. However, it was observed that in several instances, respondents began marking the form incorrectly but then appeared to realise their mistake and switched to using correct marks after the sex question (Q3 on HHF1 and Q12 on HHF2). This could have been attributed to the example of how to correctly mark the box which was provided as an instruction for this question. As there was some evidence to suggest that the example of how to mark an ICR box included in the sex question was used by some respondents it was recommended for the next test that the use of instructions containing an example of how to mark an ICR box be included in the first ICR question on each page.

REMINDER TO MARK BOXES CORRECTLY *continued*

August 2003 Test

Household Form 3 (HHF3) was used for the August 2003 Test. The 'Remember to mark the box like this (-)' instruction was included in the first ICR question on each page of the form. The instruction was added to relationship, usual address five years ago, internet use, Indigenous status, highest level of schooling, main job last week and industry of employer questions.

• Remember to mark the box like this: 

Test Results

Results of the August 2003 Test showed fewer incorrect marks were used when compared to the October 2002 Test. Results also showed that the incidence of incorrect marking decreased as respondents went further into the form. An overall decrease in incorrect methods of marking was noticeable after each reminder. It was recommended to continue to include a 'Mark box like this' reminder at the start of each page and that the instruction be made more prominent. Additionally, it was suggested to test the inclusion of the reminder as the last instruction for each ICR mark box question.

August 2004 Major Test

Two forms were tested in the August 2004 Major Test. Household Form 4 included the phrase 'Remember to mark box like this (-)' as the last instruction in as many ICR mark box questions as space would permit. On Household Form 4 (HHF4) the wording used was 'Remember to mark box like this (-)', except for the multiple response questions of ancestry and method of travel to work' which used 'Remember to mark boxes like this (-)'. Household Form 5 (HHF5) used the wording 'Remember to mark boxes like this (-)' in the general instruction on the front page. Whereas, the first ICR mark box question, sex, used the standard 2001 Census reminder 'Mark one box for each person, for example (-)'.

HHF4 EXAMPLE

<p>6 What is the person's present marital status?</p> <ul style="list-style-type: none"> • 'Married' refers to registered marriages. • Remember to mark box like this:  	<ul style="list-style-type: none"> <input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married
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HHF5 EXAMPLE

<p>3 Is the person male or female?</p> <ul style="list-style-type: none"> • Mark one box for each person, for example:  	<ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female
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Test Results

Analysis of results showed the incidence of incorrect marking decreased substantially for questions located further into the form compared with questions located at the front of the form. For the questions coded on both forms, the highest rate of incorrect marking occurred for the first ICR question (sex) with 11.9% of respondents for HHF4 and 13.4% of respondents for HHF5. The proportion of incorrect marking for the Indigenous status question was 7.1% for HHF4 and 7.2% for HHF5. The rate of incorrect marking for the religion question was 3.0% for both HHF4 and HHF5, although it should be noted that the religion question was optional.

REMINDER TO MARK BOXES CORRECTLY *continued*

Test Results continued

This trend of a lower incidence of incorrect marking continued for the remaining questions which were analysed for HHF5 only. There were 3.4% of responses to the sex question on HHF4 and 3.7% of responses to HHF5 which were initially incorrectly marked but were amended by the respondent. The Indigenous status and religion questions also saw a similar pattern between forms. Analysis of question sets where the mark-box reminder was included and excluded shows that there was a higher rate of incorrect marking at 6.2% for questions 42 and 45 on HHF4 where the instruction was not included for either question, compared with 2.3% and 5.5% for questions 19 and 20 and the questions 25 and 31 set where one of the questions included the mark box reminder.

It was recommended to retain the 'Mark box like this: (-)' reminder for the first mark box question on each page of the form and, where space allowed, to include the reminder on all applicable mark box questions.

CHANGES MADE FOR THE 2006 CENSUS

The instruction formats used in HHF4 was used for the 2006 Census.

- Mark one box for each person, like this:
- Remember to mark box like this:

FUTURE DEVELOPMENT

Analysis of the data from the 2006 Census will be monitored for accuracy and method of response markings.

THE AGE 15 YEARS BANNER INSTRUCTION

2001 CENSUS QUESTION

24 Only continue for persons aged 15 years or more

BACKGROUND

The 15 years or more instruction was designed to alert respondents to the fact that subsequent questions deal with issues not applicable to people under 15 years of age, thus ensuring respondents do not spend time filling in irrelevant answers.

Prior to 1996, the instruction appeared in the form of a question. For example, in 1991 the question read 'Is the age given for the person 15 years or more?'. Cognitive studies held prior to the 1996 Census found that this question confused many respondents, with some viewing the question as irrelevant while others were unable to understand its purpose.

For the 1996 Census the 15 years or more question was changed to an instruction using a banner format with a light-coloured screen to highlight it. A question number preceded the instruction. This format was retained for the 2001 Census but still proved problematic.

Data quality investigations for the 2001 Census showed that many people under the age of 15 years still responded to subsequent questions. For example, 19% of respondents under 15 years of age as indicated in the 'age last birthday' question completed the first question to appear after the banner.

Another issue identified in the 2001 Census was that the banner instruction appeared to discourage people under 15 years of age from completing the retention question.

TESTING

The age 15 years banner instruction was tested in the July 2002 Focus Groups, October 2002 Test and the March/April 2004 Focus Groups.

July 2002 Focus Groups

Two forms were tested in the July 2002 Focus Group where the same question format was used on both forms. The question was asked later in Version 2 to allow for testing of the dwelling and persons temporarily absent questions at the start of the form.

Discussions indicated that the question format was more likely to catch the attention of people who focus on questions rather than instructions.

VERSION 1

10 Only continue for persons aged 15 years or more

VERSION 2

17 Only continue for persons aged 15 years or more

October 2002 Test

Two versions of the 15 years or more instruction were tested in the October 2002 Test. On Household Form 1 (HHF1) the instruction appeared in the question with a banner format whereas in Household Form 2 (HHF2) the instruction appeared as a question.

THE AGE 15 YEARS BANNER INSTRUCTION *continued*

HHF1

Please use BLOCK letters.	Person 1	Person 2
24 Only continue for persons aged 15 years or more		

HHF2

Please use BLOCK letters.	Person 1	Person 2
34 Is the person aged 15 years or more?	<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"/> No <input type="radio"/> Yes

Test Results

Analysis shows that 96% of respondents followed the correct sequencing on both forms indicating that there was no direct benefit in using a question format instead of a banner to sequence respondents.

March/April 2004 Focus Groups

The instruction banner used in the March/April 2004 Focus Group was similar to the age 15 years or more banner used in the 2001 Census. The difference was that the question number was removed.

Analysis showed that while the majority of participants successfully followed the instruction, a small number answered the following questions for children who were less than 15 years of age. A small number of participants stated that they failed to see the banner as they were completing the surrounding questions, but more commonly the reference to Year 8 and Year 9 in the highest year of schooling completed question was interpreted to ensure they included their school aged children who were aged less than 15 years.

Only continue for persons aged 15 years or more

CHANGES MADE FOR THE 2006 CENSUS

The 2001 banner was used for the 2006 Census where the only alteration was that the bold text was used for the instruction.

26 Only continue for persons aged 15 years or more

FUTURE DEVELOPMENT

Analysis of the 2006 Census data for the age 15 years or more banner will monitor the distribution of responses to the questions located after this instruction.

INTERVIEWER HOUSEHOLD FORM

BACKGROUND

The Indigenous Enumeration Strategy (IES), which specifically addresses cultural factors that would otherwise be potential barriers to the effective enumeration of Indigenous Australians, included the development and use of separate Special Indigenous 'Household' and 'Personal' forms, for the 2001 Census.

Feedback from the 2001 Census highlighted the impracticalities of requiring interviewers to maintain separate Special Indigenous 'Household' and 'Personal' Forms in the field. Utilising only one form would generate less confusion, and also make it easier to train Indigenous collectors. A single form could be used by both indigenous and non indigenous people living within discrete communities.

TESTING

Testing on two new matrix style forms, both developed to allow for the completion of all questions, was subsequently undertaken during November 2003 and October 2004, with a Dress Rehearsal held in October 2005.

NOVEMBER 2003 TEST

Two form types were used concurrently within two communities, with the remaining two communities using only one form type each (one solely used Form A, and the other Form B).

November 2003 Form A

Form A, enabled the capture of details for up to 8 persons present in the household. The front page contained interviewer instructions and the Address of Dwelling question.

Form A was of a matrix design with the questions located down the left hand side of the form as rows; while person numbers were written into the boxes provided at the top of each column.

Please use CAPITAL letters.		Person <input type="text"/>	Person <input type="text"/>	Person <input type="text"/>
2 What is the person's name? - Record details for all adults, children, babies and infants. - For persons who live in the dwelling most of the time, but are ABSENT , record their details in Question 52.	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"/>			

The dwelling questions, along with the Persons Temporarily Absent table which could contain details for up to 20 persons temporarily absent, were both positioned at the end of the form, and only needed to be completed once for each dwelling.

52 Table for persons who live here most of the time but are away					
Person	Name	Sex	Age less than 16 years, write 3	Where they are	Reason for being away
1	<input type="text"/>	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> years	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="radio"/> Male <input type="radio"/> Female	<input type="text"/> years	<input type="text"/>	<input type="text"/>

INTERVIEWER HOUSEHOLD FORM *continued*

November 2003 Form B

The front page of Form B contained the interviewer instructions and the Address of Dwelling question. Page 2, located on the reverse side of the front page, contained the persons present question, with space to enter details for up to 18 persons. Spiral binding was attached at the top of the form for all subsequent pages, so that when each page was flipped over, the interviewer could enter all question responses adjacent to the corresponding person number and name on page 2.

The questions were placed at the top of the page as columns, with person numbers all located vertically down the page.

	2 What is the person's name? • Record the head of the house as Person 1 and, if present, the spouse or partner as Person 2. • Record details for all adults, children, babies and visitors. • For persons who live at this dwelling most of the time, but are away, record their details in Question 3.	
Person 1	First or given name <input style="width: 80%;" type="text"/>	Surname or family name <input style="width: 80%;" type="text"/>
2	First or given name <input style="width: 80%;" type="text"/>	Surname or family name <input style="width: 80%;" type="text"/>

The Persons Temporarily Absent table was located on the third page of the form, directly opposite the first page which contained the Person Name / Number of Persons questions.

3 Table for persons who live here most of the time but are away					
Person	Name	Sex	Age <small>If age less than one year, write 0</small>	Where they are	Reason for being away
1	<input style="width: 80%;" type="text"/>	<input type="radio"/> Male <input type="radio"/> Female	<input style="width: 20px;" type="text"/> Years	<input style="width: 80%;" type="text"/>	<input style="width: 80%;" type="text"/>
2	<input style="width: 80%;" type="text"/>	<input type="radio"/> Male <input type="radio"/> Female	<input style="width: 20px;" type="text"/> Years	<input style="width: 80%;" type="text"/>	<input style="width: 80%;" type="text"/>

For both Form A and Form B, the wording for all questions was changed from personal language (eg. "What is your...?") to impersonal language (eg. "What is the person's...?").

OVERALL NON-RESPONSE
RATES

INTERVIEWER HOUSEHOLD FORM *continued*

OVERALL NON-RESPONSE
RATES *continued*

OVERALL NON-RESPONSE RATES BY FORM TYPE, NOVEMBER 2003
INDIGENOUS TEST

Question	2003 INDIGENOUS TEST	
	2003 Form A	2003 Form B
	Non-Response %	Non-Response %
Address on Front Page	6.2	2.0
Name	—	—
Visitor status	4.3	4.8
Sex	8.1	1.1
Date of birth	19.0	26.0
Age	26.2	12.1
Relationship	7.2	1.9
Marital status	8.1	2.2
Birth mother staying in dwelling	15.5	1.7
Birth mother's name	17.2	24.2
Birth father staying in dwelling	11.5	12.6
Birth father's name	34.2	38.3
Usual address	2.3	0.4
Usual address one year ago	6.4	0.4
Usual address five years ago	8.0	2.3
Indigenous status	6.3	0.2
Birthplace of father	6.0	1.3
Birthplace of mother	11.8	6.8
Ancestry	6.0	1.6
Language	5.5	1.3
Proficiency in English	17.6	3.2
Religion	23.0	28.2
Internet use	9.2	2.2
Student status	17.2	7.5
Type of educational institution	46.0	20.5
Under 15 years/15 years or over	n/a	8.4
Highest level of schooling completed	(a) 31.5	(a) 19.0
Qualification indicator	(a) 33.2	(a) 10.3
Name of course	(a) 87.4	(a) 46.0
Field of study	(a) 90.8	(a) 54.0
Year course completed	(a) 88.5	(a) 53.9
Time taken to complete course	(a) 88.5	(a) 50.6
Income	(a) 26.2	(a) 11.4
Job last week	(a) 26.0	(a) 12.5
Occupation	(a) 82.7	(a) 63.5
Tasks/duties	(a) 81.8	(a) 64.0
Employer name	(a) 81.8	(a) 64.0
Workplace address	(a) 69.4	(a) 55.6
Industry	(a) 84.4	(a) 63.3
CDEP occupation	(a) 49.6	(a) 24.3
Method of travel to work	(a) 47.5	(a) 25.1
Hours worked	(a) 44.7	(a) 39.1
Looked for work	(a) 33.9	(a) 22.7
Available for work	(a) 93.3	(a) 62.7
Occupied status	9.2	4.9
Dwelling structure	10.8	4.9
Number of bedrooms	8.2	6.9
Mortgage/rent	15.0	9.3
Tenure type	15.0	7.0
Landlord	15.3	8.1
Number of motor vehicles	8.3	8.1

— nil or rounded to zero (including null cells)

(a) Refers to exclusion of persons under 15 years.

CONCLUSIONS AND
RECOMMENDATIONS

Conclusions

The performance of Form B in the field appeared superior to Form A, although both form types had features which proved to be impractical.

INTERVIEWER HOUSEHOLD FORM *continued*

CONCLUSIONS AND RECOMMENDATIONS *continued*

For Form A, the loss of the reference point for each persons' name, sex and age after the first page may have encouraged Collector Interviewers to adopt a "person by person" style of enumeration in order better keep track of each person; as opposed to a "question by question" style of enumeration facilitated through the continual visibility of each persons' name, sex and age details available throughout Form B. The sequencing on Form B was also difficult to follow, sometimes resulting in data being included for persons not required to answer particular questions.

The placement of the Persons Temporarily Absent table at the back of Form A appeared to decrease the number of absent persons recorded, when compared with Form B. On the other hand, placement of the table directly after the list of persons present in the dwelling was reported by some Collector Interviewers as being confusing, resulting at times in a duplication of persons present and persons absent. The impact of this confusion should be considered against the increase in real absent persons' data collected on Form B in comparison to Form A.

Recommendations for Forms and Further Testing

Testing of Form A to be discontinued, with two versions of Form B recommended for testing at the Indigenous Major Test. Also that the form be redesigned to ensure the sex and age questions be located on the same page as the name question; and that any other related questions also be placed together, where possible on the one page to simplify sequencing. Shading was recommended on every second person row throughout the form to enable easy tracking of person responses across rows. Consideration should be given to the removal of sequencing instructions along with the addition of a "Not Applicable" box, only for questions not requiring an answer for all persons. Refinement of question design for all topics, and further develop culturally appropriate question wording for Number of Children Ever Born, Disability and Unpaid Work questions.

OCTOBER 2004 MAJOR TEST BACKGROUND

As a result of recommendations from the November 2003 Test, two new test forms (C and D) were developed based on 'November 2003 Test Form B'. Both forms allowed for the enumeration of up to 12 persons present, and up to 8 people temporarily absent. Four communities were enumerated in the test, and both form types were used concurrently within each community.

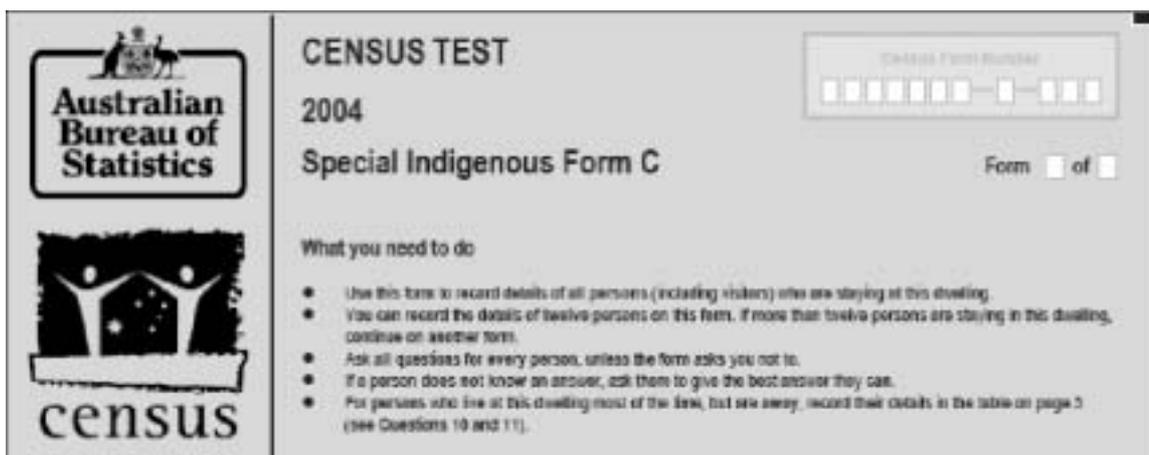
Objectives to evaluate the overall effectiveness of changing to a Matrix style form.

The design differences between the two forms included placement of the dwelling questions and table for persons temporarily absent. Both forms utilised colour shading to assist with person sequencing, and Form D incorporated a different colour for all questions relevant only to Persons aged 15 years and over.

October 2004 Form C

Form C included the Collector-Interviewer instructions and Address of Dwelling question on the front of the form.

INTERVIEWER HOUSEHOLD FORM *continued*



October 2004 Form C
continued

The Dwelling questions were located at the front of the form on page 2.

2	
Please complete the following questions for this dwelling	
<p>2 Is this dwelling occupied? (Interviewer to answer) • Mark the appropriate box.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No ➤ Answer Question 3 only</p>
<p>3 Is this dwelling a house? (Interviewer to answer) • Mark the appropriate box.</p> <p>If the dwelling is unoccupied, do not answer any more questions.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No - caravan, trailer or cabin <input type="checkbox"/> No - humpy, tent or sleepout ➤ Go to 8</p>

The Persons Temporarily Absent table was located on page 3.

3					
<p>10 Are there any persons who live here most of the time but are away?</p>			<p><input type="checkbox"/> No, no-one away ➤ Go to 12 (on page 4) <input type="checkbox"/> Yes, someone away ➤ Go to 11</p>		
11 For each person who is away, complete the following details:					
Person away	Name	Sex	If age less than one year, write 0 Age	Where are they?	Why are they away?
A	First or given name <input type="text"/> Surname or family name <input type="text"/>	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age last birthday <input type="text"/> Years	Community name/Suburb, rural locality or town <input type="text"/>	Reason for being away <input type="text"/>
B	First or given name <input type="text"/> Surname or family name <input type="text"/>	<input type="checkbox"/> Male <input type="checkbox"/> Female	Age last birthday <input type="text"/> Years	Community name/Suburb, rural locality or town <input type="text"/>	Reason for being away <input type="text"/>

October 2004 Form D

Form D also had the Collector Interviewer instructions and Address of Dwelling question on the front of the form. The Persons Temporarily Absent table was located at the back of the form on page 23, with the Dwelling questions located on page 24.

INTERVIEWER HOUSEHOLD FORM *continued*

October 2004 Form D
continued

The person numbers appeared on all pages with alternate colour shading for each person to assist with sequencing.

2				
2 For the persons staying in this dwelling, complete the following questions: - Record the head of house as Person 1 and, if present, their spouse or partner as Person 2. - Record details for all adults, children, babies and visitors. - For persons who live at this dwelling most of the time, but are away, record their details in the table on page 23 (see Questions 43 and 46).				
	NAME	Is the person a visitor?	Sex	Date of Birth and Age last birthday
Person 1	Find or given name: _____ Surname or family name: _____	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> Male <input type="radio"/> Female	Day: ____ Month: ____ Year: ____ AND Age last birthday: ____ Years
Person 2	Find or given name: _____ Surname or family name: _____	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> Male <input type="radio"/> Female	Day: ____ Month: ____ Year: ____ AND Age last birthday: ____ Years
Person 3	Find or given name: _____ Surname or family name: _____	<input type="radio"/> No <input type="radio"/> Yes	<input type="radio"/> Male <input type="radio"/> Female	Day: ____ Month: ____ Year: ____ AND Age last birthday: ____ Years

Overall Non-Response Rates

When comparing non-response rates between the 2001 Census and the 2003/2004 tests it is important to note that extra quality assurance measures were undertaken during the census itself. These measures were not implemented during the preliminary tests so that the quality of the data obtained directly from field operations could be established.

INTERVIEWER HOUSEHOLD FORM *continued*

OVERALL NON-RESPONSE RATES BY FORM TYPE, 2001, 2003 AND 2004 INDIGENOUS MAJOR TEST

Question	2001	2003	2004 INDIGENOUS	
	CENSUS	INDIGENOUS	MAJOR TEST	
	Mainstream/Forms	Form B	Form C	Form D
	Non-Response %	Non-Response %	Non-Response %	Non-Response %
Address on Front Page	n/a	2.0	—	—
Name	—	—	—	0.1
Visitor status	n/a	4.8	7.0	2.4
Sex	n/a	1.1	—	0.8
Date of birth	n/a	26.0	5.0	4.6
Age	3.0	12.1	15.4	12.5
Relationship	n/a	1.9	0.6	1.9
Marital status	(a)5.3	(a)1.4	(a)1.7	(a)9.1
Birth mother staying in dwelling	n/a	1.7	0.7	0.8
Birth mother's name	n/a	24.2	n/a	n/a
Birth father staying in dwelling	n/a	12.6	1.0	1.3
Birth father's name	n/a	38.3	n/a	n/a
Usual address	2.7	0.4	0.5	3.9
Usual address one year ago	4.0	0.4	2.9	3.7
Usual address five years ago	3.9	2.3	6.0	7.2
Indigenous status	4.3	0.2	—	2.2
Birthplace of father	3.0	1.3	2.1	5.9
Birthplace of mother	3.1	6.8	2.4	5.9
Ancestry	—	1.6	1.1	8.8
Language	9.4	1.3	1.1	5.8
Proficiency in English	12.0	3.2	2.9	10.2
Religion	9.0	28.2	0.7	14.9
Number of babies every born	n/a	n/a	(a)6.4	(a)7.8
Need for assistance	n/a	n/a	3.4	4.7
Internet use	9.4	2.2	3.4	3.9
Student status	8.0	7.5	0.8	2.0
Type of educational institution	28.4	20.5	3.1	70.3
Under 15 years/ 15 years and over	n/a	8.4	n/a	1.8
Highest level of schooling completed	(a)6.9	(a)19.0	(a)3.6	(a)9.3
Qualification indicator	(a)9.3	(a)10.3	(a)5.2	(a)8.2
Level of study	(a)55.9	(a)46.0	(a)4.1	(a)84.3
Field of study	(a)43.6	(a)54.0	(a)6.0	(a)84.6
Name of institution	n/a	n/a	(a)6.6	(a)85.7
Year course completed	(a)48.6	(a)53.9	(a)8.2	(a)85.2
Time taken to complete course	n/a	(a)50.6	n/a	n/a
Income	(a)6.3	(a)11.4	(a)6.3	(a)12.7
Full time/part time job	(a)9.3	(a)12.5	(a)5.5	(a)11.1
Main job last week	(a)1.3	—	—	—
Occupation	(a)0.4	(a)63.5	(a)1.9	(a)53.2
Tasks/duties	n/a	(a)64.0	(a)3.6	(a)54.1
Employer name	n/a	(a)64.0	(a)0.8	(a)53.9
Workplace address	(a)2.4	(a)55.6	(a)3.9	(a)55.0
Industry	—	(a)65.3	(a)5.8	(a)57.5
CDEP occupation	n/a	(a)24.3	n/a	n/a
Method of travel to work	(a)0.9	(a)25.1	(a)3.0	(a)50.0
Hours worked	(a)1.1	(a)39.1	(a)5.2	(a)54.8
Looked for work	(a)11.5	(a)22.7	(a)3.0	(a)10.2
Available for work	(a)59.0	(a)62.7	(a)5.8	(a)70.5
Unpaid care	n/a	n/a	(a)1.7	(a)10.7
Occupied status	n/a	4.9	4.6	1.8
Dwelling structure	4.3	4.9	4.6	1.8
Number of bedrooms	10.2	6.9	4.9	0.8
Mortgage/rent	14.2	9.3	7.3	3.0
Tenure type	9.2	7.0	3.3	2.3
Landlord	2.3	8.1	9.6	5.8
Number of motor vehicles	10.9	8.1	8.5	6.7
Dwelling internet access	n/a	n/a	8.4	5.9

— nil or rounded to zero (including null cells)

(a) Refers to exclusion of persons aged under 15 years.

INTERVIEWER HOUSEHOLD FORM *continued*

Outcomes

Overall, the new form types were well received. However, a large proportion of people aged 15 years or over ceased responding halfway through Form D, before answering all applicable questions (average 10.4%) ; compared with Form C (average 4.9%).

Feedback from the field indicated that it was preferable for both the Dwelling questions and the table for Persons Temporarily Absent to be positioned at the beginning of the form.

Data outcomes from the test demonstrated the benefits of using the unsequenced form over the sequenced form.

Conclusions

It was concluded that the matrix style form should be further developed based on Form C's design, with the table for Persons Temporarily Absent and the Dwelling questions positioned at the front of the form.

The 'Same as Person 1' option for language and religion would be retained with an emphasis on the continuity of "Relationship to Person 1" across multiple forms for the same household

OCTOBER 2005 INDIGENOUS DRESS REHEARSAL

The Dress Rehearsal Form was similar in design to October 2004 Form C. Specifically that the form had no person sequencing, and with the dwelling questions and Persons Temporarily Absent table positioned at the front of the form, prior to the Person questions.

Introductory statements were included at relevant points to clarify the intent of subsequent questions. The question wording, layout or both was either taken directly from or adapted from Form C or Form D.

Specific changes for the Indigenous Dress Rehearsal included :

FOR THE DWELLING QUESTIONS :

Address of Dwelling : Based on Form D. Inclusion of an extra field - "Street name, if any". The response fields were changed from free space to individual fixed length response boxes.

Number of bedrooms: Based on Form D. The "None" mark box was placed under the "Number of bedrooms" write-in boxes, and an instruction - "If the dwelling has no bedrooms, mark the 'None' box like this:-" - was placed under the question.

Landlord: Based on Form C. The mark option "Other" was changed to "Other person not in this dwelling".

Number of motor vehicles: Based on Form D. The "None" mark box was placed under the "Number of motor vehicles" write-in boxes, and the instruction "Include vans and company vehicles kept at home" was changed to "Include vans and work vehicles kept at home".

FOR THE PERSONAL QUESTIONS :

Persons away: No change except for a new statement and instruction before the question: "These questions ask about people who live here most of the time but who are away. Record details at Question 12 on the next page for persons who are unlikely to be counted elsewhere (e.g. away hunting or fishing, away on sorry business, etc)."

INTERVIEWER HOUSEHOLD FORM *continued*

*Specific changes for the
Indigenous Dress
Rehearsal included :
continued*

FOR THE PERSONAL QUESTIONS : *continued*

Person's Temporary Absent table: Based on Form D. Age was added to Date of Birth. The responses area for "Where are they?" and "Why are they away?" was changed from free space to individual fixed length response boxes. Also appearing under "Where are they?" were two new instructions: "If another community, write that community name" and "If in a town or city, write street number, street name and suburb if known."

Name, Visitor, Sex and Age: An instruction was included, in large font at the top of the questions, "These questions ask about persons who are living here or who are staying here now." An instruction was also added just above the individual questions, "Record details for persons who are away but who are unlikely to be counted elsewhere (e.g. away hunting or fishing, away on sorry business, etc.)." The question "Date of Birth and Age last birthday" was changed to "Date of Birth OR Age". "Age" instead of "Age last birthday" was positioned above the 3 individual "Years" boxes. In the answer field "OR" replaced "AND".

Relationship: Based on Form D. Examples under the question were changed from "GRAND-DAUGHTER, GRAND-SON, UNCLE, AUNT, SON-IN-LAW, DAUGHTER-IN-LAW, FRIEND, UNRELATED" to "BROTHER, SISTER, UNCLE, AUNT, SON-IN-LAW, DAUGHTER-IN-LAW, FRIEND, UNRELATED". The response for Person 1 was changed from "PERSON 1" to "No answer to this question required for Person 1". The mark option "Brother or sister of Person 1" was replaced with "Grandchild of Person 1".

Registered marital status: Based on Form D. An additional instruction was added. "If the person is in a traditional Aboriginal or Torres Strait Islander marriage, mark the 'Married' box.

Usual residence; Usual residence 1 year ago; Usual residence 5 years ago: Based on both Form C and D. The Dress Rehearsal Form had these instructions under the question: "If another community, write that community name in the 'Elsewhere - please specify' box", "If another town or city, write street number and street name (if known), suburb, rural locality or town in the 'Elsewhere - please specify' box" and "If another country, write name of that country in the 'Elsewhere - please specify' box". "Community name/Suburb, rural locality or town" was removed from above the write in boxes. The response field included two lines of individual fixed length response boxes. The "State/Territory" response field also included individual fixed length response boxes.

Main language spoken at home: Based on Form C. For person 2 and onwards, "Other - please specify language" was changed to, "Yes, other - please specify language". The language response space included two lines of individual fixed length response boxes.

Ancestry: Based on both Form C and D. The example instructions were changed from "For example: SCOTTISH, JAPANESE, MALAY, NEW GUINEAN, ENGLISH, SAMOAN, INDIAN, AFGHANI, AUSTRALIAN SOUTH SEA ISLANDER, IRISH" to "Some examples of 'Other-please specify' are: SCOTTISH, MALAY, NEW GUINEAN, ENGLISH, MAORI, CHINESE, SAMOAN, IRISH, AUSTRALIAN SOUTH SEA ISLANDER". The response space was changed from free space to individual fixed length response boxes.

Religion: Based on Form C. The second sentence in the first instruction, "This question does not have to be answered", was not included on the Dress Rehearsal Form.

INTERVIEWER HOUSEHOLD FORM *continued*

*Specific changes for the
Indigenous Dress
Rehearsal included :
continued*

FOR THE PERSONAL QUESTIONS : *continued*

The religion single line write-in free space was converted into two rows of individual letter spaces.

Children ever born: Based on both Form C and D. The "Number of babies" write-in boxes were positioned above the "None" mark box.

Reason/s requiring need for assistance: Based on both Form C and D. The instruction was changed from "Mark all applicable reasons" to "Mark all reasons for needing help or assistance".

Highest year of schooling: Based on Form C. An instruction, "For persons who did schooling during the mission days, mark the 'Year 8 or below' box" was added. There was also an additional mark box option - "Person aged under 15 years".

Level of highest non-school qualification: Based on Form C. The write-in response area was converted into two rows of individual fixed length response boxes.

Main field of study: Based on Form C. The examples were changed from "PLUMBING, HISTORY, ABORIGINAL EDUCATION, HAIRDRESSING" to "PLUMBING, HISTORY, ABORIGINAL HEALTH, PARK MANAGEMENT". The write-in response area was converted from free space into two rows of individual fixed length response boxes.

Name of institution: Based on Form C. An additional instruction, "Include other training providers" was placed under the question.

The write-in response was converted into two rows of individual fixed length response boxes.

Year of highest non-school qualification: Based on Form D. An extra mark box option was added; "No qualification, or still studying for first qualification".

Income: Based on Form C. The question was changed from "How much money does the person get each fortnight before tax?" to "How much money does the person get each fortnight before tax or anything else is taken out?" The mark option "Negative income" was removed. "Nil income" is now the first mark option.

Main job last week: Based on Form D. An additional instruction was included, "If the person was off work because of holidays, sick leave, ceremony or cultural activities, then mark the appropriate 'Yes' box for their main job". The Mark box option "Yes, but off work on holiday, sick leave, ceremony or cultural activities" was removed.

For questions concerning Occupation/Main Tasks and Name of Business: All were based on Form D. The write-in response area was converted into two rows of individual fixed length response boxes. A "Did not have a job" mark option was added.

Place of work: Based on Form D. Instruction under question changed from "If it is not this community, write the name of the community, suburb, rural locality or town in the 'Other - where is that place?' box" to "If it is not this community, write the name of the community, suburb, rural locality or town in the 'Elsewhere' box". The write-in header box was changed from "Other - where is that place?" to "Elsewhere". The write-in response area was converted into two rows of individual fixed length response boxes. A "Did not have a job" mark option was added.

INTERVIEWER HOUSEHOLD FORM *continued*

*Specific changes for the
Indigenous Dress
Rehearsal included :
continued*

FOR THE PERSONAL QUESTIONS : *continued*

Industry: Based on Form D. The write-in response area was converted into two rows of individual fixed length response boxes. A "Did not have a job" mark option was added.

Hours worked: Based on Form D. The "None" mark box was repositioned to be below "Hours worked last week" response. A "Did not have a job" mark option was added.

Mode of travel to work: The question and instruction were the same as in Form D, but the response options were different. Six new mark options were added included : "Other" which replaced the "Other - please specify" written response space, and the completely new mark options were: "Bus", "Truck", "Motorbike or motor scooter", "Bicycle" and "Did not have a job"

CHANGES MADE FOR THE
2006 CENSUS

The following changes were made following the 2005 Indigenous Dress Rehearsal.

The name of the form was changed from Special Indigenous Form (SIF) to Interviewer Household Form (IHF); and one additional page was added to the form to allow for better separation of, and more information to be recorded against designated questions.

Specific changes to the questions from the Dress Rehearsal to the 2006 Census included:

Persons away : The wording was changed for Q11 (Persons Away) from "For each person who is away, complete the following details" to " For each person who is away, fill in the table below". Another change involved the rewording of instructions for persons unlikely to be counted elsewhere. The text was also repositioned from being under the Header to being directly underneath Q11. For the Dress Rehearsal this read "Record details at Question 12 on the next page for person who are unlikely to be counted elsewhere (eg away hunting or fishing, away on sorry business, etc) to "For persons who are unlikely to be counted elsewhere (eg away hunting or fishing, away on sorry business, etc) record details at Question 12 on the next page and answer remaining questions on the form as though they are here".

Persons Present : No change for Q12 other than the write-in response areas being converted from rows of free space into rows of individual fixed length response boxes.

Occupation - Tasks : The Question and response layout was the same for both forms. The question examples differed slightly. For the Dress Rehearsal - for example: Cleans school, collects rubbish,musters cattle, looks after old people, sells food and supplies, motor vehicle repairs, does paintings to sell. For the Main event - for example: Cleans school, collects rubbish,musters cattle, looks after old people, sells food and supplies, fixes cars and trucks, does paintings to sell

FUTURE DEVELOPMENT

Analysis of the data from the 2006 Census will be monitored to determine non-response rates and distribution of responses, including comparisons with data from the 2001 Census.

APPENDIX 1 SUMMARY OF CENSUS FIELD TESTS

SUMMARY OF CENSUS FIELD TESTS

Test Date	Form Types	State/Territory	Location	Number of dwellings
March 2002	eCensus only	ACT	Canberra	1600
22 October 2002	Household Forms 1 and 2	NSW	Sydney	5,000
19 August 2003(a)	Household Form 3	QLD	Brisbane	6,000
November 2003	Indigenous Household Forms A and B	WA/NT	Yungngora	280
			Yaknarra	
			Yirrkala	
			Yuelamu	
			Yilpra	
10 August 2004 (Major Test)(a)	Household Forms 4 and 5	VIC	Melbourne	20,000
			Rural Victoria	
October 2004	Indigenous Household Forms C and D	QLD/NT	Wujal Wujal	370
			Injinoo	
			Saibai Island	
			Jilkminggan	
9 August 2005 (Dress Rehearsal)(a)	Dress Rehearsal Forms	NSW /SA	Urban	40,000
			Rural	
October 2005	Indigenous Dress Rehearsal	WA/NT	Imintji	350
			Kupungarri	
			Mowanjum	
			Imanpa	
			Minyerri	
			The Alice Springs Town Camps	

(a) Included eCensus

APPENDIX 2 SUMMARY OF COGNITIVE TESTS

SUMMARY OF COGNITIVE TESTS

<i>Date(s)</i>	<i>Location</i>	<i>Sessions</i>	<i>Total Participants</i>
6-7 May 2002	Sydney	7	50
1-2 July 2002	Sydney	6	43
18-20 February 2003	Sydney	8	66
30 April - 1 May 2003	Sydney	4	32
18-19 November 2003	Sydney	3	57
21 November 2003	Albury/Wodonga	3	Incl. above
26-28 February 2004	Sydney	6	50
31 March 2004	Sydney	3	47
3 April 2004	Bathurst	3	Incl. above
25-27 August 2004	Sydney	6	45
21-23 March 2005	Sydney/Goulburn	6	60

APPENDIX 3 TOPICS EVALUATED BY FIELD TEST

TOPICS EVALUATED BY FIELD TEST

	Mar 2002	Oct 2002	Aug 2003	Nov 2003	Aug 2004	Oct 2004	Aug 2005	Oct 2005
Topics								
1. Age and Date of Birth								
2. Ancestry								
3. Core Activity Need for Assistance								
4. Dwelling Structure								
5. Highest Year of School Completed								
6. Hours Worked								
7. Indigenous Status								
8. Individual Income								
9. Industry								
10. Labour Force Status								
11. Method of Travel to Work								
12. Name								
13. Non-School Qualification								
14. Number of Children Ever Born								
15. Number of Motor Vehicles								
16. Persons Present in Dwelling								
17. Persons Temporarily Absent								
18. Place of Enumeration								
19. Place of Usual Residence								
20. Place of Usual Residence One and Five Years Ago								
21. Place of Work								
22. Religious Affiliation								
23. Tenure Type, Landlord Type and Rent/Mortgage Payment								
24. Type of Educational Institution Attending								
25. Type of Internet Connection								
26. Unpaid Work								
Issues								
27. Capital Letters								
28. Census Guide								
29. Census Inquiry Service								
30. Front of Form Instructions								
31. Internet (eCensus) Form								
32. Reminder to Mark Boxes Correctly								
33. The Age 15 Years Banner Instruction								
Special Indigenous Topics and Issues								
34. Interviewer Household Form								

APPENDIX 4 TOPICS EVALUATED BY COGNITIVE TESTS

TOPICS EVALUATED BY COGNITIVE TESTS

	May 2002	July 2002	Feb 2003	Apr 2003	Nov 2003	Feb 2004	Mar 2004	Aug 2004	Mar 2005
Topics									
1. Age and Date of Birth	█				█				
2. Ancestry		█							
3. Core Activity Need for Assistance			█						
4. Dwelling Structure	█				█				
5. Highest Year of School Completed							█		
6. Hours Worked									
7. Indigenous Status									
8. Individual Income					█				
9. Industry			█						
10. Labour Force Status						█			
11. Method of Travel to Work		█		█					
12. Name			█						
13. Non-School Qualification	█						█		
14. Number of Children Ever Born		█				█			
15. Number of Motor Vehicles									
16. Persons Present in Dwelling			█						
17. Persons Temporarily Absent									
18. Place of Enumeration	█								
19. Place of Usual Residence									
20. Place of Usual Residence One and Five Years Ago									
21. Place of Work									
22. Religious Affiliation			█		█				
23. Tenure Type, Landlord Type and Rent/Mortgage Payment				█		█			
24. Type of Educational Institution Attending							█		
25. Type of Internet Connection			█						
26. Unpaid Work					█				█
Issues									
27. Capital Letters									
28. Census Guide								█	
29. Census Inquiry Service									
30. Front of Form Instructions	█						█		
31. Internet (eCensus) Form					█		█		
32. Reminder to Mark Boxes Correctly									
33. The Age 15 Years Banner Instruction		█					█		
Special Indigenous Topics and Issues									
34. Interviewer Household Form									

APPENDIX 5 NON-RESPONSE RATES FOR TOPICS BY FIELD TEST AND FORM

NON-RESPONSE RATES FOR TOPICS BY FIELD TEST AND FORM

Variable	OCTOBER 2002		AUGUST 2003	AUGUST 2004	
	Form 1	Form 2	Form 3	Form 4	Form 5
	Age	1.5	n/a	n/a	0.8
Ancestry	4.8	6.1	7.2	n/a	n/a
Core Activity Need for Assistance	n/a	n/a	n/a	n/a	n/a
Date of Birth	n/a	4.9	4.6	n/a	n/a
Dwelling Structure	n/a	n/a	—	n/a	n/a
Highest Year of School Completed	n/a	n/a	n/a	6.0	5.2
Hours Worked	n/a	n/a	n/a	4.7	4.7
Indigenous Status	n/a	n/a	n/a	2.1	1.3
Individual Income	7.4	7.6	n/a	24.4	20.0
Industry	n/a	n/a	n/a	2.7	2.1
Labour Force Status	n/a	n/a	n/a	2.0	n/a
Landlord Type	n/a	n/a	n/a	n/a	n/a
Method of Travel to Work	n/a	n/a	2.9	2.6	2.6
Name	n/a	n/a	n/a	n/a	n/a
Non-School Qualification: Field of Study	5.8	6.2	n/a	n/a	n/a
Non-School Qualification: Level of Education	n/a	n/a	n/a	3.4	6.2
Number of Children Ever Born	n/a	n/a	10.2	4.0	3.8
Number of Motor Vehicles	10.4	10.1	n/a	n/a	n/a
Persons Present in Dwelling	n/a	n/a	4.6	n/a	n/a
Persons Temporarily Absent	n/a	n/a	n/a	n/a	n/a
Place of Enumeration	n/a	n/a	n/a	n/a	n/a
Place of Usual Residence	n/a	n/a	n/a	n/a	n/a
Place of Usual Residence One Year Ago	n/a	n/a	n/a	n/a	n/a
Place of Usual Residence Five Years Ago	n/a	n/a	n/a	n/a	n/a
Place of Work	n/a	n/a	n/a	5.4	6.0
Religious Affiliation	n/a	n/a	17.0	5.8	10.2
Rent/Mortgage Payment	n/a	n/a	n/a	n/a	n/a
Tenure Type	n/a	n/a	n/a	7.6	4.6
Type of Educational Institution Attending	n/a	n/a	n/a	16.9	15.5
Type of Internet Connection	n/a	n/a	4.3	5.9	4.9
Unpaid Work	n/a	n/a	n/a	n/a	n/a

— nil or rounded to zero (including null cells)

APPENDIX 6 2006 CENSUS NON-RESPONSE RATES

2006 CENSUS NON-RESPONSE RATES

<i>Variable</i>	<i>2006 Census Non-Response Rates</i>
	<i>%</i>
Age	5.02
Ancestry	8.11
Core Activity Need for Assistance	6.39
Date of Birth	n/a
Dwelling Structure	0.06
Highest Year of School Completed	9.88
Hours Worked	2.79
Indigenous Status	5.71
Individual Income	8.90
Industry	1.35
Labour Force Status	6.53
Landlord Type	3.01
Method of Travel to Work	1.80
Name	n/a
Non-School Qualification: Field of Study	2.70
Non-School Qualification: Level of Education	3.75
Number of Children Ever Born	6.87
Number of Motor Vehicles	7.81
Place of Usual Residence	5.57
Place of Usual Residence One Year Ago	6.06
Place of Usual Residence Five Years Ago	7.43
Religious Affiliation	11.20
Rent/Mortgage Payment	7.96
Tenure Type	7.11
Type of Educational Institution Attending	4.49
Type of Internet Connection	7.47

FOR MORE INFORMATION . . .

INTERNET **www.abs.gov.au** the ABS website is the best place for data from our publications and information about the ABS.

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