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How Australia takes a Census 2011



Information Paper

**How Australia Takes a
Census**

Australia

2011

**Brian Pink
Australian Statistician**

AUSTRALIAN BUREAU OF STATISTICS

EMBARGO: 11.30AM (CANBERRA TIME) THURS 28 APR 2011

ABS Catalogue No. 2903.0

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PREFACE

The purpose of this publication is to outline how the 2011 Census will be conducted.

The *Census and Statistics Act 1905* requires that the "...census shall be taken in the year 1981 and in every fifth year thereafter...". The next Census will be held on Tuesday, 9 August 2011.

The Census is the largest statistical collection undertaken by the Australian Bureau of Statistics (ABS) and one of the most important. There are two broad objectives that underpin the Census. The first of these is to accurately measure the number and key characteristics of people in Australia on Census Night and the dwellings in which they live. The second is to provide timely, high quality and relevant data for small geographic areas and small population groups, to complement the rich but broad level data provided by ABS surveys.

This publication describes the history of the Census, the process by which the 2011 Census was planned, the way it will be conducted and processed and the type of output that will be available.

For information on all data published by the ABS, please refer to the ABS web site at www.abs.gov.au. Further information about 2011 Census products and services will be published closer to the 2011 Census date.

Peter Harper
A/g Australian Statistician

ABBREVIATIONS

ABS	Australian Bureau of Statistics
AC	automatic coding
ASAC	Australian Statistics Advisory Council
ASGC	Australian Standard Geographical Classification
ASGS	Australian Statistical Geography Standard
cat. no.	Catalogue number
CALD	culturally and linguistically diverse
CDE	Census data enhancement
CFP	Census Field Portal
CIS	Census Inquiry Service
CMU	Census Management Unit
CRB	collector record book
DPC	data processing centre
FSC	Forest Stewardship Council
GIS	geographic information system
GISCA	National Centre for Social Applications of GIS, University of Adelaide
IES	Indigenous Enumeration Strategy
IFP	intelligent forms processing
MB	Mesh Block
NSWSR	New South Wales Sport and Recreation
PEFC	Programme for the Endorsement of Forest Certification
PES	Post Enumeration Survey
RDNS	Royal District Nursing Service
SA1	Statistical Area Level 1
SLA	statistical local area
SLCD	Statistical Longitudinal Census Dataset
TTY	telephone typewriter
W3C	World Wide Web Consortium

THE NEXT CENSUS

Australia's sixteenth national Census of Population and Housing will be held on 9 August 2011 and will mark the centenary of national Censuses in Australia. The first Census was held in 1911 and since 1961 a Census has been taken every 5 years, a frequency which is specified in the *Census and Statistics Act 1905*.

Changing Times, Changing Census

In 1911

- 7,300 Census Collectors were employed;
- Census Collectors worked mainly on foot, but some travelled by horseback or bicycle;
- A Census Collector was expected to cover the costs of fodder for their horse; and
- The Census form asked whether respondents were subjects of the British Empire.

In 2011

- Around 43,000 collection staff will be employed;
- Collection is still mainly on foot. However some Census Collectors use motor vehicles and, in remote parts of Australia, even travel by helicopter;
- Census Collectors will be paid motor vehicle fuel allowance; and
- The Census will collect a range of information reflecting multicultural heritage, including language spoken at home, country of birth, ancestry and Aboriginal or Torres Strait Islander origin.

WHY HAVE A CENSUS?

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

Under Australia's Constitution, the 'number of members (in the House of Representatives) chosen in the several States shall be in proportion to the respective numbers of their people'. Population estimates based on the Census are used to determine the number of seats allocated to each state in the House of Representatives.

Population estimates are also used in the allocation of revenue by the Commonwealth to the states and the territories. In 2010-11, the Commonwealth will provide the States with total payments of \$94.1 billion. This consists of payments for specific purposes of \$45.5 billion and general revenue assistance, including GST revenue, of \$48.6 billion.

WHY HAVE A CENSUS?

continued

Population estimates based on the Census are key elements in the criteria used by the Commonwealth Grants Commission in recommending the appropriate distribution of these funds.

WHO IS COUNTED?

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

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

Following the enactment of the *Territories Reform Act 1992*, the Cocos (Keeling) Islands and Christmas Island have been included in the counts for Australia since the 1996 Census.

Norfolk Island is outside of the scope of the Census.

MUSTERS

The first population counts of Australia were known as musters and were conducted as early as 1788. Musters involved all members of the community gathering at specified locations to be counted. These were important as a means of matching food and other supplies to the number of people needing them. From 1795 the convict population was mustered on an annual basis. The first of the Censuses in Australia as we now know them was held in New South Wales in November 1828. Each of the colonies conducted their own Censuses until 1886.

On 3 April 1881, the first simultaneous Census of the British Empire covering the United Kingdom, India and the Crown Settlements (including Australia) was taken. This Census produced the first set of colonial population figures for the same day although the questions were not uniform across all colonies.

FEDERATION

A Census conference held in Sydney on 26 February 1900 arranged for an Australian Census to be conducted on a uniform basis. The 'Federation Census' was to be taken on 31 March 1901.

Minor differences in the interpretation of definitions arose between the states and the method of presentation of the results differed considerably. The responses to the Census questions were not tabulated in all cases and there was no coordinating authority to bring the results together to form a total for Australia.

CENSUS AND STATISTICS ACT

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

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

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

NATIONAL CENSUSES

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

Due to the economic depression, it was considered inappropriate to conduct the scheduled Census of 1931, so the *Census and Statistics Act 1905* was amended to allow a Census to be held at any such time as prescribed. Under the amended Act the next Census was held in 1933. No Census was held during the period of World War II and the

NATIONAL CENSUSES

continued

first post-war Census was taken in 1947, after an interval of 14 years. The year 1954 was chosen for the next Census, it being a seven year interval and equidistant between the 1947 Census and the then proposed 1961 Census. The practice of conducting a Census in at least the first year of each decade was resumed from 1961 onwards.

EVERY FIVE YEARS

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

WHICH DATE?

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

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

The date which has been specified for the 2011 Census is Tuesday, 9 August.

IMPROVEMENTS

Well before one Census is completed, work on the next Census begins. Preliminary work on the 2011 Census began as early as 2004. The 2011 Census will be the largest data collection ever undertaken by the ABS.

Aspects of the 2006 Census were examined by the ABS with a view to identifying areas of potential improvement. This included the evaluation of form and question design, the effectiveness of collection and processing systems and the quality and usefulness of the data provided to users.

The major improvements to Census procedures since the 2006 Census include changes to the enumeration of Aboriginal and Torres Strait Islander peoples, a vastly increased use of the internet, especially in terms of providing assistance to respondents, use of the eCensus, and improved engagement.

Geography

The 2011 Census results will be released on a new geographical classification, the Australian Statistical Geography Standard (ASGS). This geography is more stable than the previously used Australian Standard Geographical Classification (ASGC) and will improve the quality of outputs available from the Census. The implementation is covered in more detail in chapter 5.

eCensus

The ABS is aiming to have at least 30%, and perhaps even 40% of Australian households complete their Census form via the Internet in 2011. The eCensus system has been redeveloped for 2011 using web 2.0 technologies to create a faster, more efficient application which is easier to use and more cost-effective for the ABS. The eCensus has been tested with Internet Explorer, Firefox, Safari and Google Chrome. Recommended versions of web browsers to use are Internet Explorer 7 or later, Firefox 3.5, Chrome 3 and Safari 4.

To support increased use of the eCensus, the ABS website will include a Census-Help area, a replacement for the detailed Census Guide given to each household in 2006. This area will provide answers to questions about Census content, as well as allow people to request other assistance such as additional forms.

Please refer to chapter 8 for more information about eCensus.

Indigenous Enumeration

The ABS has implemented procedures tailored to the enumeration of Aboriginal and Torres Strait Islander people living in discrete communities since the 1976 Census. The 2011 Census procedures build on this experience with the 2011 Census Indigenous Enumeration Strategy. Procedures will be tailored in response to the requirements of each Indigenous community.



*Indigenous Enumeration
continued*

In most Indigenous communities, an interview form designed to be appropriate to Indigenous culture is used where there is a need due to cultural or language barriers. Where possible, Census field supervisors recruit, train and work with people from the community to manage the enumeration and conduct the interviews.

In urban and regional areas, Aboriginal and Torres Strait Islander people are enumerated using standard mainstream procedures and forms. Special collectors skilled in Indigenous languages and culture are available to assist in these areas if required. Special workloads will also use an interview approach which aims to increase data quality and response rates.

Chapter 7 contains more information about the Census Indigenous Enumeration Strategy.

THE GREEN CENSUS

For the 2011 Census, Household, Personal, Summary and Special Short Forms will be produced on Carbon Neutral paper. This paper is produced by Australian Paper in Tasmania and is called ENVI.

The ENVI range of paper is Australia's first range of carbon neutral paper. In particular:

- It is sourced from sustainable managed forests with a guarantee of no input from old growth timber;
- It is totally chlorine free when pulp bleaching which further reduces environmental harm. Mills where ENVI is produced are internationally accredited with ISO-9001 Quality System and ISO-14001 Global Environmental management System; and
- Mills implement measures including the Programme for the Endorsement of Forest Certification and the Forest Stewardship Council dual certification, that ensure only fibres from responsibly managed forest sources are used in paper production.

The detailed Census Guide provided to households for the 2006 Census is being replaced with a much smaller version, with the majority of information provided in 2006 being available electronically from the ABS website.

Please refer to Appendix 2 for the 2011 Census Guide.

CENSUS TOPICS

Since the first national Census in 1911, the content of Censuses has changed. Some topics have been included in each Census since 1911, for example, age, marital status and religion, while others have been included or excluded depending on the importance of the topic at the time. Topics selected for a Census must have specific purposes which are of national importance. There must be a demonstrated need for the Census data for policy development, planning and program monitoring.

CONTENT

Factors considered

The Census of Population and Housing collects information by self-enumeration. Each household is asked to fill in the Census form with relatively little assistance from the Census Collector. Self-enumeration and the need to ensure that the large Census operation is conducted as efficiently and effectively as possible, impose constraints on the types of topics and questions that can be included in the Census. Topics which require complex questions or question sequencing are not suitable for a Census as the responses obtained may not be reliable. There is also the need to limit the total number of questions asked in order to minimise the respondent load on households and Census costs.

Consultation

In October 2007, the Australian Bureau of Statistics (ABS) published the *Information Paper: Census of Population and Housing: ABS Views on Content and Procedures, Australia, 2011* (cat. no. 2007.0). As well as outlining the broad nature of plans for the taking of the Census, the paper summarised proposals for the next Census under three categories:

- topics to be included in the 2011 Census;
- topics under review; and
- topics to be excluded from the 2011 Census.

However, in February 2008 the Australian Statistician announced that due to financial constraints within the ABS, changes needed to be made to its work program. One of these changes was a decision by the Statistician to conduct the 2011 Census of Population and Housing on a basis comparable to the 2006 Census. As a consequence, the public consultation process regarding topics and procedures for the 2011 Census was withdrawn.

In June 2008, the Australian Statistics Advisory Council (ASAC) was advised of the draft recommendations on the content of the 2011 Census based on the changes to the ABS work program.

In late 2009, the ABS presented a submission to the Government concerning the topics to be included in the 2011 Census. On 19 November 2009, the Government announced its decisions on the 2011 Census.

Regulations associated with the taking of the 2011 Census and an *Information Paper: 2011 Census of Population and Housing, Nature and Content* (cat. no. 2008.0) have been tabled in Parliament.

WHAT IS ON THE 2011 CENSUS FORM?

All topics asked in the 2006 Census were retained. (See Appendix 1 for a copy of the 2011 Census Household Form)

Testing

To test field procedures and processing systems, a program of tests is conducted before each Census. For the 2011 Census, three tests, including a dress rehearsal, were carried out in various cities, rural and remote locations between 2007 and 2010.

The dress rehearsal was held on Tuesday, 15 June 2010 in parts of Sydney and Dubbo in New South Wales, in parts of Adelaide and Port Augusta in South Australia and in a geographical spread of remote Indigenous communities in Western Australia.

Recording the answers

The 2011 Census sees the continuing use of both Intelligent Forms Processing (IFP) and automatic coding (AC) for the capture of responses from hard-copy Census forms.

Most questions will again be answered by householders making horizontal marks on the form, to indicate their answers from lists of options. For some questions written responses are required. IFP technology allows hand writing to be read automatically and translated into classification codes. Responses which cannot be processed automatically will be processed using online coding systems.

CENSUS DATA
ENHANCEMENT

The Census Data Enhancement (CDE) project is a major project involving integrating unit record data from the Census of Population and Housing with other ABS and non-ABS datasets to create new datasets for statistical and research purposes. The project also adds value to data from the Census of Population and Housing by linking together data from successive Censuses.

The CDE project delivers significant public benefits without compromising the privacy of individuals or the confidentiality of their data. The project facilitates:

- Improved information to support good government policy making, program evaluation and service delivery; and
- An improved and expanded range of official statistics.

The Australian Statistician announced his intention to proceed with a CDE project in August 2005 after extensive discussion and consultation. The project was first undertaken for the 2006 Census and the ABS intends to continue the project for the 2011 Census.

Details on the Census Data Enhancement Project is available from *Census Data Enhancement Project: An Update, October 2010* (cat. no. 2062.0).

For more information go to www.abs.gov.au.

CHAPTER 4

CONFIDENTIALITY

GUARANTEE OF THE ACT

The Census collects information relating to each person and household in the country, and provides data about groups within the community and the community as a whole.

The public expects that the information they provide will be kept confidential and this protection is assured by provisions in the *Census and Statistics Act 1905*.

All ABS officers (including temporary employees) are legally bound to secrecy under the Act never to release identifiable personal information to any person or organisation outside the ABS. Section 19 of the Act makes it an offence for any past or present ABS officer to divulge, either directly or indirectly, any confidential information collected under this Act. The penalty for this offence is a fine of up to \$13,200 or imprisonment for two years, or both.

SECURITY ARRANGEMENTS

Completed Census forms will be transferred from the collection centres to the Census Data Processing Centre (DPC) under secure arrangements. Full-time security personnel will be employed to prevent any unauthorised access to the processing centre.

To ensure eCensus data is delivered to the ABS securely, the strongest encryption technology that commonly used browsers will support has been used. All eCensus data sent to the ABS via the Internet cannot be read by anyone other than the ABS due to the encryption methods used. Please refer to chapter 8 for more information on eCensus.

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

ARCHIVING CENSUS FORMS - THE TIME CAPSULE

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

In 2011 people will again have the option to have their name-identified information retained and released after 99 years. In order to ensure that the current high levels of public confidence and cooperation in the Census are maintained, and to respect the wishes of those who do not want their information retained for future release, information will only be kept for those persons who explicitly consent. For privacy reasons the name-identified information will not be available for any purpose including to courts or tribunals within a 99 year closed access period. If a person does not explicitly

ARCHIVING CENSUS
FORMS - THE TIME
CAPSULE *continued*

agree to their name-identified Census information being retained, their name and address information will be destroyed once statistical processing has been completed.

Where consent has been given, the name, address and other Census information for that person will be transferred to the National Archives of Australia and kept securely, to be released after 99 years. After this transfer has been completed, the ABS will destroy all name-identified Census information it holds, including the computer images and the paper forms. As in the past, the paper forms will be pulped for recycling.

RANDOM ADJUSTMENTS

At the completion of processing, minor adjustments are made to data to protect the confidentiality of information about individuals while at the same time allowing the maximum amount of detailed Census data to be released. This is dealt with in more detail in chapter 10.

A NEW GEOGRAPHY

For previous Censuses, collection districts (CDs) were used for both collection and dissemination of data. From 2011, the ABS will be replacing the existing Australian Standard Geographical Classification (ASGC) with the Australian Statistical Geographic Standard (ASGS). The move to the new standard will lead to improvements in the quality of small area counts and time series data from the Census.

The ASGS is built up from Mesh Blocks (MBs) and is composed of a hierarchy of geographical units that fulfil all the functionality of the previous ASGC while also providing a more stable classification than the ASGC.

The smallest geographical unit of the ASGS, for which 2011 Census statistics will be published, is the Statistical Area Level 1 (SA1). SA1s are composed of aggregates of MBs and are slightly smaller than the average size of a 2006 CD. SA1s aggregate to form higher level units in the main structure of the ASGS. For 2011, statistics requested for user defined regions aggregated from MBs will not be available, however the ABS will continue to publish usual resident population and total dwelling counts at the Mesh Block level, as they were for the 2006 Census.

The ASGS will provide either comparable or better statistics for most Census geographies that were previously derived from whole CDs, including local government areas, suburbs, postcodes and electoral divisions. A limited range of time series data will be available at the Statistical Local Area (SLA) to assist users' transition to the ASGS.

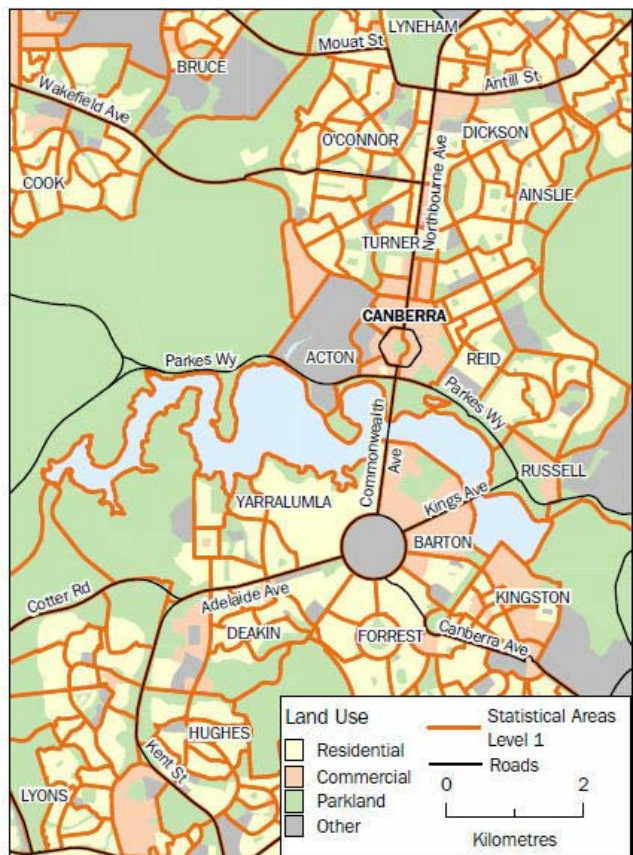
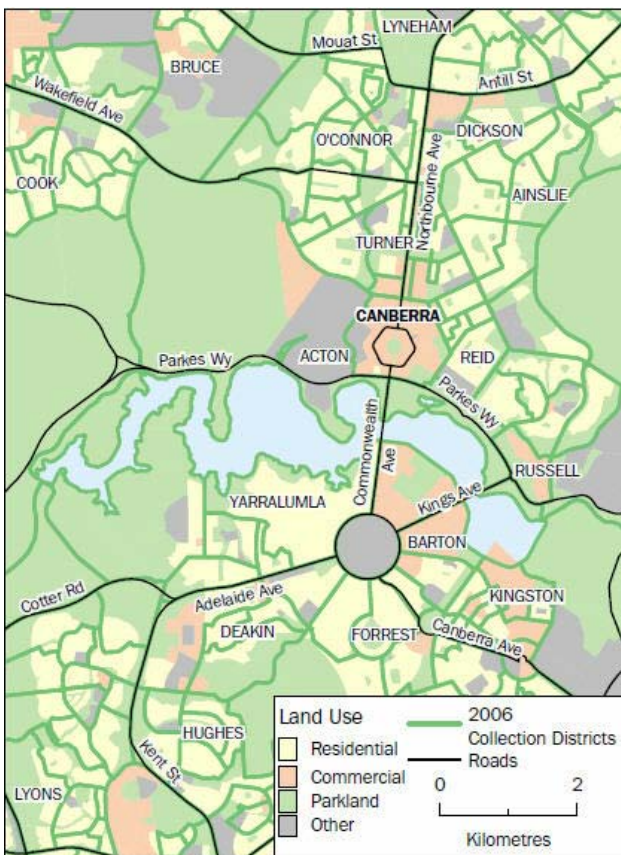
Implementation of the ASGS for the 2011 Census is outlined in the *Discussion Paper: ABS Views on 2011 Census Output Geography* (cat. no. 2911.0.55.002).

A NEW GEOGRAPHY
continued

The following diagram compares the main structures of both the new and old geographies, as well as the number of spatial units at each level

2011 Census (ASGS)	2006 Census (ASGC)
Australia (1)	Australia (1)
State/Territory (9)	State/Territory (9)
Statistical Area Level 4 (106)	Statistical Division (69)
Statistical Area Level 3 (351)	Statistical Subdivision (217)
Statistical Area Level 2 (2,214)	Statistical Local Area (1,426)
Statistical Area Level 1 (54,805)	Collection District (38,704)
Mesh Blocks (347,627)	

Maps of Central Canberra comparing 2006 Collection Districts and 2011 Statistical Areas.



CENSUS FIELD CENTRAL OFFICE

Management of the delivery and collection operation begins with a centralised team located in ABS's Central Office in Canberra, which also undertakes the development of systems and procedures to be implemented during the Census. This team provides overall national coordination and support to the Census Management Units located in the ABS state and territory offices, as well as undertaking a range of activities to assist with the enumeration and application of the range of special enumeration strategies, including:

- development, printing and distribution of all materials, including forms, training materials and manuals;
- operation of the Census Inquiry Service and online census help;
- centralised coordination of the pays and recruitment activities;
- developing the national, and assisting with local, public relations and media activities;
- operation of the eCensus application;
- a range of technical support for all systems used during this stage of the operation; and
- national issues and crisis management.

CENSUS MANAGEMENT UNITS

Census Management Units are responsible for a range of aspects of the operation. This begins with localised planning activities and early regional engagement and awareness raising activities. They take on the management responsibility for the Census delivery and collection operation in their jurisdiction, training the first level of field staff and assisting with the recruitment of all levels of field staff. They also implement the range of special strategies and localised public relations and media activities within their jurisdiction.

Prior to the 2011 Census, a Census Management Unit was located in each ABS state and territory office, formed 12 months before or closer to the Census. For the 2011 Census, three changes were implemented with this approach;

- Census Management Units were formed 18 months out from the Census;
- the management of the ACT was incorporated into the NSW Census Management Unit, to provide a greater level of consistency in the management across this NSW and ACT region; and
- the role of the Northern Territory Census Management Unit was expanded to encompass Northern Australia, and is renamed the Northern Australia Census Management Unit (NA CMU).

A New Focus for 2011

The NA CMU was formed to ensure higher levels of consistency and adoption of best practice across the northern Australia region, particularly in relation to enumeration of the remote Indigenous population.



*A New Focus for 2011
continued*

The NA CMU jurisdiction encompasses a majority of remote and discrete Indigenous communities in Australia. Broadly, the areas incorporated in this jurisdiction include:

- Northern Territory;
- Western Australia - the Kimberly, part of the Pilbara, part of the central desert;
- Queensland - Mt Isa and surrounds, Cape York Peninsula and Torres Strait; and
- South Australia - APY Lands.

FIELD OPERATIONS

Census Management Units are responsible for the management of all field staff in their jurisdiction. The majority of the workforce, approximately 29,000 people, are the Census Collectors. Census Collectors deliver eCensus access information and a Census form to every household in their area prior to Census Night. Where contact is made on delivery, the Collector will offer the householder the eCensus and where this is acceptable to the householder, only the eCensus access information will be provided.

Area Supervisors are responsible for training and supervising the work of on average 8 Census Collectors. Their primary role is to ensure accuracy and completeness of coverage within their areas. In most states and territories, District Managers are employed to provide management at the local level in Census collection activities, and in these cases Area Supervisors will be reporting to District Managers.

For the 2011 Census, 14 Local Engagement Managers were employed a year out from the Census to start building local networks and gather information to assist the enumeration in their regions. Over 10,000 additional staff undertake a range of other roles during the collection and delivery activity. These range from collectors employed to undertake interviews in remote and discrete Indigenous communities or assist in enumerating the homeless, special area supervisors who coordinate the collection in places like hospitals, through to those employed for a few days to assist in delivery and collection of forms in hotels and motels.

In total, approximately 43,000 temporary field and collection staff will be involved in the delivery and collection of forms. These staff need to be recruited, trained, supplied with material, supervised and paid during completion of their work. The development and logistics behind the Census are enormous and require careful planning and implementation. The distribution and return of materials alone mean that trucks traverse almost the entire length and breadth of Australia.

Table showing structure and number of staff at each field organisation level:

2011 CENSUS: STRUCTURE AND NUMBER OF STAFF AT EACH FIELD ORGANISATION LEVEL

<i>Census Operations</i>	<i>Staff</i>
Field Central Office	113
State/Territory CMUs	248
District Managers	71
Area Supervisors	3 525
Census Collectors	28 934

MAPS

The production of accurate maps for use by Census Collectors is important to the collection of the Census. They make it possible for Census Collectors to deliver and collect forms from every household in Australia. For the 2011 Census, a computer-based mapping system has once again been used to produce high quality maps. This system builds on experience gained last Census in use of computer based mapping. The main benefit of this mapping system is that it will provide more detailed and appropriately scaled maps for use by Census Collectors, leading to better coverage of the population.

Considerable effort has been made to evaluate Census Collector comments regarding the map content of 2006 maps and where possible, to take these into account in maps produced for 2011. The ABS has also been working with the Public Sector Mapping Authority to incorporate updated and more detailed mapping information into the Census maps. The presentation of maps for 2011 has been enhanced using a system that provides more detailed and appropriately scaled maps for use by Census Collectors.

Census collectors will be provided with a hard copy of their map and, for 2011, have access to an on-line version of their workload map so they can gain a greater understanding of their workload.

COLLECTION WORKLOADS

A Census Collector will be responsible for the Census enumeration in a clearly bounded local area, to be known as a collector workload. Collector workloads will cover Australia without overlap or omission. The design and mapping of these areas is an important preliminary task of the Census as these areas represent the basic unit of collection.

For the 2011 Census, the ABS will use computer-based mapping systems similar to those used for the 2006 Census, for the design of collector workloads and for the production of maps used by Census Collectors.

**FORM PRINTING AND
OTHER MATERIALS**

Once the design of the Census forms is completed, work begins on the typesetting and printing of the forms. For the 2011 Census, the ABS will produce 11.8 million Household Forms and 2.9 million Personal Forms. (See Appendix 1 for a copy of the 2011 Census Household Form.)

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

CENSUS AWARENESS AND
PUBLIC RELATIONS

As part of each Census, the ABS conducts a comprehensive public relations campaign. The 2011 Census campaign includes strategies to:

- ensure high levels of awareness of the Census and its benefit to the community among all Australians, including a number of special audience segments;
- ensure high levels of awareness of the Census recruitment campaign (ABS needs to recruit approximately 43,000 Census field staff around Australia in 2011);
- ensure high levels of participation in the Census;
- ensure high levels of awareness of the option to complete the Census form online via eCensus; and
- ensure high levels of confidence in the privacy and confidentiality of information provided in the Census.

The public relations campaign includes paid media advertising and a range of activities, including online communication and the use of social media, stakeholder communication and engagement, events and sponsorship, and activities specifically targeting population groups such as young people, Aboriginal and Torres Strait Islanders, people from culturally and linguistically diverse backgrounds, people experiencing homelessness, travellers and international students. There is also a comprehensive program of media content to inform journalists and commentators about the Census and to encourage accurate, timely coverage of relevant issues.

An important aspect of the public relations strategy is to raise awareness of available help for respondents, especially for people who may be disadvantaged in obtaining information about the Census or completing their form due to language or other difficulties. As part of this strategy there will be a Census information website containing information on how to complete the Census form (CensusHelp), which will be operational during the Census campaign. In addition, a Census Guide produced for every household in Australia (see Appendix 2 for a copy of the Census Guide).

DELIVERY AND
COLLECTION OF FORMS

An efficient collection operation is essential to the success of the Census. As in previous Censuses, the 2011 Census is self-enumerated. This means that each household is asked to fill in the details required on the Census form. Assistance is available from the Collector and the Census Inquiry Service, and via online help. In a small number of urban workloads, interviews will be offered to collect the data.

As for the 2006 Census, the 2011 Census will be available to be completed on-line. More information on eCensus is available in chapter 8.

Where a household returns the form for all people present via eCensus, the Collector will not need to return. When the householder elects to use the paper Census form, or only includes some household members on the eCensus, the Collector arranges with the householder a convenient time to return and collect the form after Census Night. Where a Collector is not initially successful in collecting a Census form, he/she is required to return to the household up to five times in the twenty day period following Census Night to attempt to collect the form. Collectors are also required to scan questions 1-8 of each form to ensure these have been completed.

DELIVERY AND
COLLECTION OF FORMS
continued

A hierarchical structure of temporary staff is used to deliver and collect Census forms. All staff are appointed under the *Census and Statistics Act* and are subject to the strict confidentiality provisions of the Act. Further information on managing field operations is available in chapter 6.

CENSUS INQUIRY
SERVICE

To ensure that public inquiries concerning the 2011 Census are dealt with accurately and efficiently, the ABS operates an outsourced telephone and email inquiry service.

The Census Inquiry Service answers public inquiries relating to the Census, advises how to complete the form and enables householders to request assistance from their Census Collector. This process is made possible by the use of SMS messaging which enables Census Collectors to receive information relating to householders in their Collector Workloads.

This method of communication in the field enhances procedures for Collectors and will ensure the Census Collector's workload becomes more manageable.

Technical assistance is also provided for the eCensus by email or telephone.

The Census Inquiry Service includes a telephone interpreter service and a service for persons with hearing impairments through the National Relay Service. Information for respondents with low vision or a vision impairment will also be available through Vision Australia.

The Census Inquiry Service will be supported by the Census website which will provide details about Census questions and topics as well as a range of other general information.

NON-PRIVATE DWELLINGS

For the enumeration of non-private dwellings such as hotels and hospitals, staff of these establishments are recruited as Special Collectors and distribute a personal form and a privacy envelope to each person spending Census Night in that dwelling. Special Collectors are required to collect the completed forms as soon as possible after Census Night. Completing the eCensus is also an option for non-private dwellings.

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

PRIVATE DWELLING
ESTABLISHMENTS

For the 2011 Census all households in caravan parks, marinas, manufactured home estates and self-care accommodation for the aged will be provided with household forms. Use of these forms enables statistics to be produced on the families living in this type of accommodation. This also includes persons living in apartment complexes which provide long term accommodation. However, short term accommodation in apartment complexes will be classified as non-private dwellings and each person spending Census Night in these dwellings will receive a personal form. Completing the eCensus is also an option for private dwelling establishments.

PRIVACY ENVELOPES

Privacy envelopes are provided for anyone who does not wish to have their completed form seen by their Census Collector or members of the household and for people enumerated in non-private dwellings. Members of the public are informed of the

availability of privacy envelopes through the public awareness campaign, the Census Guide and the Census form.

SPECIAL PROCEDURES

For Aboriginal and Torres Strait Islander people

In consultation with a range of organisations and government departments at all levels, the ABS has developed an Indigenous Enumeration Strategy for this Census. This strategy describes procedures which allow for potential barriers, caused by cultural factors, to the effective enumeration of Aboriginal and Torres Strait Islander people to be addressed.

The strategy provides procedures to cover the enumeration of:

- nominated discrete Indigenous communities; and
- Aboriginal and Torres Strait Islander households in urban and rural areas.

Part of this strategy is the employment of local people to assist in the enumeration of the nominated Indigenous communities, with local managers or in some areas, teams of staff to manage the enumeration. In urban areas with high Indigenous populations, Collectors will provide greater levels of support than in the past by offering to conduct an interview, with Special Collectors available to assist in other areas.

The communication aspects of the strategy include paid media advertising, a program of consultation with community leaders, briefings for representatives of Indigenous media outlets, use of posters and leaflets specifically designed for Indigenous communities, and the dissemination of information about the Census.

For Culturally and Linguistically Diverse groups

With almost one in five Australians speaking a language other than English at home, there is a need to provide assistance to households that have difficulties in speaking or reading English. A strategy has been developed by the ABS to ensure that the best possible enumeration of Culturally and Linguistically Diverse groups is achieved. The communications elements of this strategy include paid media advertising, providing information to community leaders and to relevant journalists and commentators, translating brochures into other languages, and providing information to migrant education units and community groups.

The Census also employs Collectors with skills in languages other than English, and operates a Language Helpline through the Census Inquiry Service. The Language Helpline caters for 10 of the most commonly used languages in Australia. If the caller is not conversant in any of the 10 languages offered by the Census Inquiry Service, a customer service representative will connect them to an external interpreting service which caters for over 100 languages, and set up a 3-way conference between the Census Inquiry Service, the caller, and the interpreter provided by the external service.

For the homeless

There are two groups of people whose housing, or lack of, poses particular issues for collecting Census data. The first group are people who do not have a conventional roof over their heads and who live in places such as on the streets, in parks, under bridges or in squats. The second group comprises people without a usual address and staying temporarily in accommodation such as boarding houses, refuges, hostels, hotels/motels, caravan parks or within the homes of relatives/friends (couch-surfers).

In the lead-up to the 2011 Census, the ABS is liaising with state/territory organisations in order to gain their assistance in correctly identifying accommodation likely to cater for

*For the homeless
continued*

the homeless. Prior to Census Night, ABS staff from regional offices will contact groups providing services for the homeless to identify possible sites where homeless people are likely to be located. Where possible, members of the homeless community will be engaged to enumerate 'difficult' areas where significant numbers of homeless people are likely to spend Census Night.

Travellers

A range of people will be travelling across the Census period, from those people catching a plane or bus on Census night through to people visiting other parts of the country or visiting from overseas.

Each type of traveller will be able to participate in the Census, such as by being provided a form when they get onto an inter or intrastate plane or bus, or by completing a form at the hotel, motel or camp they are staying at.

Some people will be driving themselves and may not be staying anywhere specific on Census night. For these people, information will be available on the ABS website or through the Census Inquiry Service on where they can drop in to collect a form that they can then send back. They will also receive information on how to use the eCensus to complete their form online.

For others

Where requested, Census Collectors are able to provide assistance to people who need help with reading the questions and recording answers. A telephone service for the hearing impaired will also be available through the National Relay Service. An information DVD will be produced in Auslan and will be available on the ABS website as well as through peak bodies. Vision Australia will also be assisting the ABS to produce suitable material for people with low vision or a vision impairment. This will include an audio version of the Census form and guide in MP3 format as well as versions in large print and Braille.

Census television advertisements will have subtitling for encoder viewing. The eCensus has also been designed to be accessible for people with visual impairments or limited motor skills through the use of assistive technologies such as screen readers.

ABOUT THE eCENSUS

The eCensus is a facility that enables people to complete the Census Form via the Internet. The eCensus aims to provide a fast, easy and secure option for respondents.

Introducing eCensus has created various efficiencies in collecting and processing data. eCensus forms are processed immediately, without waiting for bulk deliveries of materials three weeks after Census night. For example, 2006 where all personnel in Australia's Antarctic Territories completed an eCensus form. This took months off the time it has traditionally taken for paper forms to be returned via sea.

It is hoped that the success of the 2006 eCensus will see an increase in numbers of people submitting their 2011 Census Form online. The ABS is targeting a minimum of 30%, and perhaps as high as 40%, take up of eCensus lodgement. The eCensus option will be widely advertised and details will be available from Census Collectors. Below are statistics reflecting the number of eCensus forms returned by State in 2006.

2006 CENSUS: eCENSUS TAKE UP RATE PERCENTAGE FOR OCCUPIED PRIVATE DWELLINGS BY STATE/TERRITORY

State	eForm %
NSW	10.23
Vic.	10.03
Qld	10.32
SA	8.13
WA	11.09
Tas.	8.06
NT	7.77
ACT	17.15
OT*	1.51
Aust.	10.15

* Other Territories

HOW SECURE IS THE eCENSUS?

A critical feature of eCensus is the first-rate security it uses to protect the privacy of all personal information collected. The connection from the user's computer to the eCensus is protected using 128-bit SSL encryption, the same encryption technology used for internet banking. The system has been designed to be best practice and complies with the Australian Government Information Security Manual developed by the Defence Signals Directorate. The security has been independently reviewed and thoroughly tested to ensure that people's private information is secure.

HOW SECURE IS THE
eCENSUS? *continued*

With a tool such as eCensus, respondents are able to save and exit their form, return later and view data they have previously entered, without the system administrators in the data centre being able to access the decrypted data. The encrypted data is transmitted to the ABS once a form is fully completed, and then decrypted for processing.

The security of Census information also relies upon the confidentiality of the eCensus Number. Ensuring that a household's eCensus Number is stored in a secure manner will prevent others from using the number to access private information. Once the eCensus form has been submitted, it cannot be retrieved by the user.

eCENSUS ACCESSIBILITY

The eCensus application has been designed to work on commonly used computer technology and be accessible for everyone. The eCensus has been designed to comply with accepted accessibility standards as set out by the World Wide Web Consortium.

Text in eCensus can be resized and contrasting colours have been used to make the text easier to read. In particular, persons with visual impairment or with limited motor skills will be able to independently complete their Census form through the use of assisting technologies such as screen readers. The form has been designed to be compatible with commonly used screenreader programs such as Jaws© and Windows Eyes©.

THE DATA PROCESSING CENTRE

Once all the paper forms have been collected, they are transported under secure arrangements to the Census Data Processing Centre (DPC). It is here that information on the forms is processed to produce the data that is then ready for use in a range of Census products.

The important process of workload reconciliation commences during enumeration and continues at the DPC after mail back, eform and census forms have been returned.

This process:

- reconciles actual dwelling counts to expected counts for every workload; and
- reconciles all relevant Census information from collectors (on their Collector Record Books) and from householders (on completed forms) to provide an accurate count of dwellings (and consequently persons) for each workload.

OPTICALLY AND DIGITALLY READING THE FORMS

All paper forms received are checked to ensure that they are ready to be scanned and that any badly torn, stained or otherwise damaged forms are transcribed to ensure they will pass successfully through the scanning process.

Data will be captured and processed using similar technologies that were used successfully in 2006, including intelligent forms processing, and automatic coding (AC). Forms returned electronically will also be integrated into this processing methodology.

Manual intervention may be required to 'repair' unrecognisable characters from certain fields in the form. Once repaired, all fields for which written responses are provided are processed through the automatic coding system to create a computer data file containing only the classification codes. If a code cannot be automatically determined, then manual intervention via an online coding system takes place.

The use of images of Census forms dramatically reduces the need for the movement of large volumes of paper at the Census DPC.

FIRST AND SECOND STAGE PROCESSING

In order to release basic Census data as soon as possible, processing is split into two stages. In the first, simple topics such as age, sex and religion are processed. A high degree of automatic coding is achieved for these topics. Two of the key processes in First Release Coding include Workload Reconciliation and Family Coding. These processes are coverage checks to ensure that all dwellings and persons have been counted and progressed through DPC processes.

The second stage processes complex topics such as industry, qualifications and occupation, which require substantial manual intervention, via online coding, to allocate codes to the householder's responses.

EDITING

Some editing is undertaken to reduce the inconsistencies in Census data. The types of errors that editing procedures can detect are limited to responses and/or codes which are invalid or inconsistent with other responses on the forms, or which are in conflict with Census definitions. An example of this is ensuring that the number of the month entered is not higher than twelve. Once detected, such inconsistencies are dealt with by changing one or more responses on the basis of decision tables drawn up for this purpose. Some inconsistencies will remain where it is impossible to determine the true situation from information provided on the Census form.

IMPUTED AND DERIVED DATA

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

Data imputation is used for a small number of important demographic data items: age, sex, marital status and usual residence where responses have not been provided on the Census form. Imputation of missing data is a statistically sound process, that may also use other relevant information on the form.

FINAL DATA

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

ARCHIVING OF CENSUS FORMS

Prior to 2001, forms and other name-identified records were destroyed once the statistical data required for the purposes of the Census was extracted.

As in 2006, the 2011 Census will give each person the opportunity to have his or her Census information kept by the National Archives of Australia and then made publicly available after 99 years. When all the statistical data has been extracted, the responses to the archiving question will be examined. Where a response to this question clearly indicates a respondent's agreement to have their Census information retained, and the form has been signed, the respondent's information will be transferred to the National Archives of Australia.

RECYCLING AND DESTRUCTION

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

CHAPTER 10

QUALITY

HIGH QUALITY DATA

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

FIELD TESTING

The method employed to obtain information in the Australian Census is one of self-enumeration in which each household is asked to complete the Census form with relatively little assistance from the Census Collector. To make sure that this approach is successful and ensure collection of the right data, a series of tests is conducted before each Census to gauge public reaction to the form and the questions being asked.

PUBLIC AWARENESS

As well as making sure that the right questions are asked, it is essential for the achievement of quality Census data that everybody understands the importance of being counted and of giving the right answers in the Census. A crucial factor in this respect is the public awareness campaign referred to in chapter 7.

QUALITY ASSURANCE

Field procedures

For all parts of the field operation, national quality assurance procedures are implemented to ensure the best possible data quality and the maximum coverage of households.

For the 2011 Census these quality assurance procedures will be improved by the use of an online Census Field Portal (CFP), and through the use of the internal Reconciliation System. The CFP links the Census Management Unit (CMU) field supervisors through a web-based application. Information from the CFP and the Reconciliation System gives the CMUs the ability to track field activity rapidly, enabling early identification of areas where delivery or collection is not proceeding smoothly.

Where this is occurring, extra assistance and support can be provided promptly, with additional intensive follow-up being conducted in relevant areas where necessary.

Data Processing Centre

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

RESIDUAL ERRORS

Despite these efforts, the Census, like all statistical collections, is subject to a number of sources of error, and some of the errors may be difficult to detect and correct. Testing has indicated the effect of these errors is generally slight, although it could be more significant for analysis of data for small groups or very detailed cross-classifications.

EVALUATING THE
OUTCOME

As part of the field operation, an extensive evaluation is conducted. This evaluation includes all levels of field staff and Census Management Units and is conducted to ascertain the usefulness of manuals and training, as well as the Census field systems developed to support the field process. The outcomes from this evaluation are used to inform decisions on all parts of the field operation in the next Census.

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

Much of the information gathered about the quality of Census data will be distributed in the form of data quality statements that may accompany or be referenced by Census data on the ABS website. There may be more specialised data quality evaluation reports on issues or topics of interest after Census data has been released. This information helps the ABS to plan for the next Census.

SOURCES OF ERROR

Undercounting

Despite efforts to obtain full coverage of people and dwellings, it is inevitable that a small number of people will be missed and some will be counted more than once. In Australia more people are missed from the Census than are counted more than once. The net effect when both factors are taken into account is referred to as the net undercount.

As well as affecting the total population counts, undercounting can bias other Census statistics because the characteristics of missed people are different from those of counted people. In Australia, rates of undercounting vary significantly for different population groups depending on factors such as age, sex and geographic area. A measure of the extent of undercounting is obtained from a sample survey of households undertaken shortly after the Census, called the Post Enumeration Survey. The estimate of the number of people who should have been counted in the 2006 Census was 20,402,459 people. The actual 2006 Census count for Australia was 19,852,973 people. The difference (549,486 people) is the net undercount (2.7%) for Australia.

Partial response

People who are counted in the Census do not necessarily answer all the questions which apply to them. While questions of a sensitive nature are generally excluded from the Census, all questions have an element of non-response. However, this element is generally low. In those instances where a householder does not provide a response to a question, a 'not stated' code is allocated during processing, with the exception of non-response to age, sex, marital status and the SA1 of usual residence. This data is used in population estimates and so these variables are imputed, using other information on the Census form and specially constructed random tables based on the distribution of the population according to these variables.

Respondent error

Computer editing procedures are used to detect and correct obvious errors made by individuals in completing the form (for example, a six year old person in the labour force). However, such procedures cannot detect and correct all householders' errors and some remain in final output.

Processing error

Errors created during the processing of the Census are kept at an acceptable level by means of quality assurance procedures. These involve sample checking during coding operations, and taking corrective action where necessary (See Quality Assurance).

INTRODUCED RANDOM
ADJUSTMENT

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

PRODUCT DEVELOPMENT

The ABS is developing a range of products and services from the 2011 Census to meet the objective of providing users of statistics with the information they need. The 2011 Census results will be published via the Internet. Emphasis will be placed on providing a timely and responsive range of products.

TWO-STAGED RELEASE

As with the 2006 Census, there will be a two-staged release of the data. Basic data items will be available in the first data release (June 2012) and others that require more detailed processing will be released as part of the second data release (October 2012). The ABS website will continue to be used as the main channel for the release of Census data.

CENSUS DATA

Census data will be released on two different bases: place of usual residence and place of enumeration. Census data at place of usual residence are based on the reported usual residence of all people enumerated on Census Night. Overseas visitors and Australians overseas are excluded. Usual addresses are coded to Statistical Area Level 1 (SA1s). Usual residence Census data will be available for SA1s and aggregates of SA1s.

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

POPULATION ESTIMATES

Population estimates (estimated resident population) are derived by making two adjustments to the usual residence Census counts. The first is an adjustment for Census undercounting as measured by the Post Enumeration Survey (see chapter 10 on Quality). This adjustment is made to the counts of males and females by age for Australia, states/territories and at the Statistical Local Area (SLA) level.

The second adjustment is the addition of estimates of Australian residents temporarily overseas on Census Night. This adjustment is also made by age at SLA level.

PRODUCTS AVAILABLE

The Internet will continue to be the main dissemination tool for the 2011 Census. Previously the ABS released Census data as a defined range of products containing predefined tables for most levels of geography. While this defined data will still be available in 2011, other Internet-based products will also be available. These products will have greater flexibility, allowing clients to choose topics rather than just geography and even to have some ability to create or alter cross-classifications. Predominantly, data from the 2011 Census will be released free of charge.

Information planned for electronic release includes:

Community Profiles

The Community Profiles Series will continue to be available for the 2011 Census. Each Community Profile is a set of tables containing key Census characteristics of people, families and dwellings covering most topics on the Census form. Below is a list of the type of community profiles expected to be released for 2011.

- Usual residence;
- Place of enumeration;
- Expanded community;
- Working population;
- Time series; and
- Indigenous.

All profiles will be available via the Internet and will be free of charge. Area selections for these profiles will be through an intuitive, drill-down map or locality interface.

Quickstats

Quickstats is a fast, simple way to understand an area of interest at a glance. QuickStats will be released as a series of web pages and will use a variety of techniques to share the stories from the Census, including data in tables, graphs and text. Quickstats provides a snapshot of information for a selected area and includes data on people, their families and dwellings in which they live.

DataPacks

DataPacks contain data for all of Australia, along with digital boundaries, and are designed for clients with existing databases or analysis systems e.g. Geographic Information Systems (GIS), other mapping or tabulation systems where Census data can be imported. The 2011 DataPacks will be available free of charge from the ABS website.

DataPacks contain the main Census characteristics for people, families and dwellings. There are seven profiles that make up the Census DataPacks series, reflecting the same table structure as the Community Profiles:

- Basic Community;
- Place of Enumeration;
- Indigenous;
- Time Series;
- Working Population;
- Expanded Community; and
- Estimated Residential Profiles.

Census Analysis Papers

Census Analysis Papers will include a series of analytical articles and working papers based on results of the 2011 Census. They will be available free of charge from the ABS website. The series will aim to increase awareness and understanding of Census data by explaining new or complex Census terms, investigating data characteristics, and providing social commentary and analysis. In addition, some articles will complement the use of Census data by providing insight into data quality issues and technical information comparing Census data to other data sources.

Socio-Economic Indexes for Areas (SEIFA)

SEIFA is a set of four indexes which rank geographical areas across Australia. These indexes are ranked by a score based on the characteristics of the people, families and dwellings in these areas. This can be used to determine areas with higher proportions of wealthy persons, or of disadvantaged persons, or highly skilled and educated persons.

SEIFA can be used for research into the relationship between socio-economic status and various health and educational outcomes. SEIFA will be released in Microsoft Excel format and will be available free of charge from the ABS website.

TableBuilder

TableBuilder is an online tool that enables the creation of customised tables. TableBuilder is designed to provide clients with the highest degree of freedom in selecting and combining data items and geographical areas for cross-tabulation.

Reference publications

A number of reference publications will be released enabling clients to understand what the Census data and various geographical codes mean. These include the 2011 Census Dictionary. All reference information will be available via the Internet.

For more information about products see *Information Paper: Census of Population and Housing- Proposed Products and Services, 2011* (cat. no. 2011.0)

CHAPTER 12

USES OF CENSUS DATA

A WIDE VARIETY OF USES

The basis of other ABS statistics

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

Public inquiries

There were 1.69 million hits recorded on the ABS website in the three hours from 9am-12pm following the launch of Census data on 27 June 2007. This equated to over 9400 hits per minute.

The ABS itself has recorded over half a million requests for data from the 2006 Census. In addition, there are many inquiries made to libraries and other organisations that disseminate Census data. A greater level of demand is expected from the 2011 Census.

Allocation of funds and federal seats

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

Planning and administration

The Census provides the characteristics of the population and its housing to support the planning, administration and policy development activities of governments, business and other users. For example, these characteristics have been used to study the social and economic circumstances of particular population groups.

While some of this information is available from other sources, only a Census can provide the information for the country as a whole and for small geographic areas and small population groups.

SOME SPECIFIC EXAMPLES

Communities using Census data

To give an idea of the uses to which Census data can be put, described below are some of the ways in which they have been used in the past, both commercially and for community projects.

Communities NSW was formed in July 2009 and brings together a range of agencies, institutions and services to deliver better community services for NSW. Arts NSW and News South Wales Sport and Recreation (NSWSR) are two such agencies.

Arts NSW recently used Census data to identify rates of use of a range of services and to inform decisions for future programs and need for change. The data was also used to examine the participation rate in arts and cultural activities by community groups such as youth, adults, senior citizens, Indigenous, Culturally and Linguistically Diverse (CALD) backgrounds, people with disabilities for people in Western Sydney and regional NSW.

Communities using Census data continued

This analysis, in conjunction with other available data sources, has been vital in informing decision making processes and implementing changes to programs to better target client needs.

NSWSR used ABS data to establish that people from CALD backgrounds were under-represented in sport and physical activity. From this, they were able to identify that Muslim women were not participating in swimming lessons as the classes NSWSR ran were for both males and females together.

By utilising Census data, NSWSR identified where the greatest proportions of Muslim women lived and established specific swimming classes for Muslim women with no males present. These classes continue.

Bringing together data and information to improve community health and wellbeing

Maribyrnong City Council has created a central resource, 'The Maribyrnong Story' which builds linkages across Council to assist in developing community policies and projects and determining priorities.

'The 'Maribyrnong Story' is a web-based resource for planning, partnerships and advocacy. It brings together information about the main factors affecting health and wellbeing in the local community and provides demographic data, updated lists on council services and other initiatives designed to improve the community's health and wellbeing. It is linked to Maribyrnong City Council's primary objective to protect and promote the wellbeing of our community.

The resource is used by Council staff, community organisations and residents to assist with developing proposals for funding, advocacy campaigns, and ensuring programs and services are well targeted for the community.

Census of Population and Housing data is used in 'The Maribyrnong Story' to assist in understanding the characteristics of the local community.

Improving delivery of home nursing care

The Royal District Nursing Service (RDNS) Victoria is a community organisation providing home and community nursing and health care services throughout Victoria, Tasmania and New South Wales. RDNS wanted to profile a number of areas in order to better target the delivery of their services. RDNS partnered with the National Centre for Social Applications of GIS, University of Adelaide (GISCA) to assist them with this objective. GISCA undertake high quality basic and applied research of social and demographic data using GIS technology.

Together, RDNS and GISCA were able to develop, access and analyse data and establish a spatial information system. Over 26,000 de-identified RDNS client records were geocoded and integrated with a range of databases. To support the development of the RDNS service plan, GISCA mapped services to clients in each Statistical Local Area and made comparisons with 2006 Census data provided in the Basic and Expanded Community Profiles Census Data Packs.

RDNS has now been able to better identify and modify its service delivery to meet the needs of the ageing population in local catchment areas through the development of data analysis and population maps.

Building better shopping centres using Census data

Large retail organisations often use Census and other ABS data to assess or justify the need for new developments or project work on existing shopping centres. Such organisations often use secondary providers to provide the data necessary for such analysis.

A licensed secondary provider of confidentialised ABS unit record data, MDS Market Data Systems, merged ABS Household Expenditure data and Census data to create new datasets in their product MarketInfo.

These licensed data sets provide detailed information and are used by retail researchers and shopping centre owners to assist with the planning and application process for shopping centres, and inform decisions to buy, sell or upgrade shopping centres.

Use of Census data by the Catholic community

The Australian Catholic Bishops Conference Pastoral Research Office provides services to approximately 1350 Catholic parishes and 28 dioceses (regions) across Australia, as well as to national Catholic agencies.

Since 1991, the office has designed and purchased customised Census tables in order to provide demographic information about the Catholic population from local parish up to national level. Using data from the 2006 Census, comprehensive profiles, complete with tables, graphs and maps, were created for each of these parishes and dioceses.

These profiles enable parishes to become better informed, for example, about the age profile of the Catholic population, its ethnic composition and level of education, and the number of Catholics heading one-parent families, living alone or needing assistance with core activities such as self-care and mobility.

For 2011, the office will enhance its capacity to deliver Census data to the Catholic community by constructing an interactive online thematic mapping facility for use by personnel in parishes, schools and other Catholic agencies.

Attracting and retaining skilled workers to the Northern Territory

Attracting the right sort of skilled workers is a priority for any government, however in the Northern Territory (NT) traditional models of recruitment do not seem to apply as they do in other states due to differences in internal migration.

The most common source of workers in other parts of Australia tends to be the larger urban centres, and particularly the capital city. The capital city (and other large centres) are the most common locations for university and technical education. Regional areas often rely on excess labour (especially those people who have previously lived in rural or regional areas) to disperse from the capital cities. In the Northern Territory, labour shortages in Darwin are as acute as they are in regional and remote areas, and few people move from Darwin to work in regional areas. Knowing where to go to look for labour that might be attracted to the NT is therefore a significant problem for government and industry.

The Census collects information on migration patterns of people by collecting data from place of usual residence 1 year and 5 years ago. The Northern Institute at Charles Darwin University has analysed the migration patterns of people employed in various sectors using ABS TableBuilder data.

*Attracting and retaining
skilled workers to the
Northern Territory
continued*

Through the use of Census data, the Northern Institute analysed skilled migration flows throughout Australia and identified the major source regions for the Northern Territory across various industries.

This and other research has been used by the NT government to design a new suite of labour recruitment strategies including developing a list of 'target regions' for specific skills and tailoring recruitment pitches to those regions. The research has also highlighted the need to re-think strategies to increase the production of local labour through better education and training for unskilled residents.

PUBLICATIONS

Publications are available from the ABS web site at www.abs.gov.au. Data users can access an expanded range of free publications on the web site.

There is a daily Release Notification service which users can subscribe to via the ABS website, choosing the topics that are of interest. This service notifies users by email when the relevant publications are released, and provides links to the ABS web site so that the publications can be downloaded shortly after 11:30 on their day of release. Subscription details can be altered, or the service unsubscribed to, at any time.

The following publications may be of interest.

- *A Picture of the Nation: The Statistician's Report on the 2006 Census, 2006* (cat. no. 2070.0);
- *2006 Census of Population and Housing- Details of Undercount* (cat. no. 2940.0);
- *Information Paper: 2011 Census of Population and Housing, ABS Views on Content and Procedures* (cat. no. 2007.0);
- *Information Paper: 2011 Census of Population and Housing, Nature and Content* (cat. no. 2008.0);
- *2011 Census Dictionary* (cat. no. 2901.0) (available May 2011);
- *Information Paper: Census of Population and Housing- Proposed Products and Services, 2011* (cat. no. 2011.0);
- *Census of Population and Housing: Outcomes from the 2011 Census Output Geography Discussion Paper, 2011* (cat. no. 2911.0.55.003);
- *Discussion Paper: Census of Population and Housing- ABS Views on 2011 Census Output Geography* (cat. no. 2911.0.55.002);
- *Census of Population and Housing- Local & Regional Engagement Strategy, 2011* (cat. no. 2911.0.55.001);
- *Census Data Enhancement Project: An Update, October 2010* (cat. no. 2062.0); and
- *Australian Statistical Geography Standard (ASGS): Volume 1 - Main Structure and Greater Capital City Statistical Areas, July 2011* (cat. no. 1270.0.55.001).

Person 3 Any other person present in the household.	Person 4 Any other person present in the household.	03 Person 5 Any other person present in the household.	Person 6 Any other person present in the household.
First or given name <input type="text"/>	First or given name <input type="text"/>	First or given name <input type="text"/>	First or given name <input type="text"/>
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<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input type="text"/>	<input type="radio"/> Child of both Person 1 and Person 2 <input type="radio"/> Child of Person 1 only <input type="radio"/> Child of Person 2 only <input type="radio"/> Brother or sister of Person 1 <input type="radio"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input type="text"/>
<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married	<input type="radio"/> Never married <input type="radio"/> Widowed <input type="radio"/> Divorced <input type="radio"/> Separated but not divorced <input type="radio"/> Married
<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander	<input type="radio"/> No <input type="radio"/> Yes, Aboriginal <input type="radio"/> Yes, Torres Strait Islander
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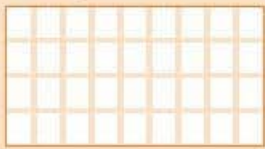
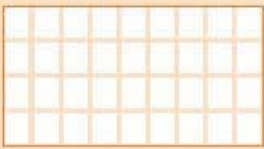
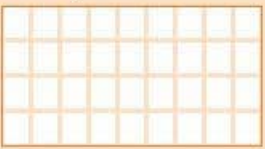
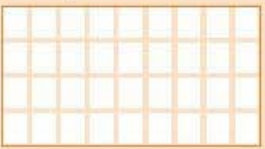




Please use CAPITAL letters only.		04	Person 1	Person 2
9 Where did the person usually live one year ago (at 9 August 2010)? • If the person is less than one year old, leave blank. • For persons who had no usual address on 9 August 2010, give the address at which they were then living. • Remember to mark box like this: <input type="checkbox"/>	<input type="radio"/> Same as in question 8 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb/Locality <input type="text"/> State/Territory Postcode <input type="text"/> <input type="text"/> <input type="radio"/> Other country	<input type="radio"/> Same as in question 8 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb/Locality <input type="text"/> State/Territory Postcode <input type="text"/> <input type="text"/> <input type="radio"/> Other country	<input type="radio"/> Same as in question 8 <input type="radio"/> Elsewhere in Australia – please specify address Street number <input type="text"/> Street name <input type="text"/> Suburb/Locality <input type="text"/> State/Territory Postcode <input type="text"/> <input type="text"/> <input type="radio"/> Other country	
11 Is the person an Australian citizen? • Remember to mark box like this: <input type="checkbox"/>	<input type="radio"/> Yes, Australian citizen <input type="radio"/> No	<input type="radio"/> Yes, Australian citizen <input type="radio"/> No		
12 In which country was the person born? • Remember to mark box like this: <input type="checkbox"/>	<input type="radio"/> Australia ► Go to 14 <input type="radio"/> England <input type="radio"/> New Zealand <input type="radio"/> Italy <input type="radio"/> Vietnam <input type="radio"/> India <input type="radio"/> Scotland Other – please specify <input type="text"/>	<input type="radio"/> Australia ► Go to 14 <input type="radio"/> England <input type="radio"/> New Zealand <input type="radio"/> Italy <input type="radio"/> Vietnam <input type="radio"/> India <input type="radio"/> Scotland Other – please specify <input type="text"/>		
13 In what year did the person first arrive in Australia to live here for one year or more? • For example, for arrival in 1974 write: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year <input type="radio"/> Will be in Australia less than one year	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year <input type="radio"/> Will be in Australia less than one year	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Year <input type="radio"/> Will be in Australia less than one year		
14 Was the person's father born in Australia or overseas? • Remember to mark box like this: <input type="checkbox"/>	<input type="radio"/> Australia <input type="radio"/> Overseas	<input type="radio"/> Australia <input type="radio"/> Overseas		
15 Was the person's mother born in Australia or overseas? • Remember to mark box like this: <input type="checkbox"/>	<input type="radio"/> Australia <input type="radio"/> Overseas	<input type="radio"/> Australia <input type="radio"/> Overseas		

Person 3	Person 4	05	Person 5	Person 6
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Please use CAPITAL letters only.	06 Person 1	Person 2																																																																								
<p>16 Does the person speak a language other than English at home?</p> <ul style="list-style-type: none"> Mark one box only. If more than one language other than English, write the one that is spoken most often. Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> No, English only ► Go to 18</p> <p><input type="checkbox"/> Yes, Italian</p> <p><input type="checkbox"/> Yes, Greek</p> <p><input type="checkbox"/> Yes, Cantonese</p> <p><input type="checkbox"/> Yes, Arabic</p> <p><input type="checkbox"/> Yes, Mandarin</p> <p><input type="checkbox"/> Yes, Vietnamese</p> <p>Yes, other – please specify</p> <table border="1" data-bbox="762 533 1027 636"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p><input type="checkbox"/> No, English only ► Go to 18</p> <p><input type="checkbox"/> Yes, Italian</p> <p><input type="checkbox"/> Yes, Greek</p> <p><input type="checkbox"/> Yes, Cantonese</p> <p><input type="checkbox"/> Yes, Arabic</p> <p><input type="checkbox"/> Yes, Mandarin</p> <p><input type="checkbox"/> Yes, Vietnamese</p> <p>Yes, other – please specify</p> <table border="1" data-bbox="1050 533 1315 636"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																				
<p>17 How well does the person speak English?</p> <ul style="list-style-type: none"> Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> Very well</p> <p><input type="checkbox"/> Well</p> <p><input type="checkbox"/> Not well</p> <p><input type="checkbox"/> Not at all</p>	<p><input type="checkbox"/> Very well</p> <p><input type="checkbox"/> Well</p> <p><input type="checkbox"/> Not well</p> <p><input type="checkbox"/> Not at all</p>																																																																								
<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. Remember to mark boxes like this: <input type="checkbox"/> Visit www.abs.gov.au/censushelp for more information. 	<p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Scottish</p> <p><input type="checkbox"/> Italian</p> <p><input type="checkbox"/> German</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Australian</p> <p>Other – please specify</p> <table border="1" data-bbox="762 994 1027 1137"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Irish</p> <p><input type="checkbox"/> Scottish</p> <p><input type="checkbox"/> Italian</p> <p><input type="checkbox"/> German</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Australian</p> <p>Other – please specify</p> <table border="1" data-bbox="1050 994 1315 1137"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																				
<p>19 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 the 'No religion' box. Remember to mark box like this: <input type="checkbox"/> 	<p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Anglican (Church of England)</p> <p><input type="checkbox"/> Uniting Church</p> <p><input type="checkbox"/> Presbyterian</p> <p><input type="checkbox"/> Buddhism</p> <p><input type="checkbox"/> Greek Orthodox</p> <p><input type="checkbox"/> Islam</p> <p><input type="checkbox"/> Baptist</p> <p><input type="checkbox"/> Lutheran</p> <p>Other – please specify</p> <table border="1" data-bbox="762 1451 1027 1594"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><input type="checkbox"/> No religion</p>																																					<p><input type="checkbox"/> Catholic</p> <p><input type="checkbox"/> Anglican (Church of England)</p> <p><input type="checkbox"/> Uniting Church</p> <p><input type="checkbox"/> Presbyterian</p> <p><input type="checkbox"/> Buddhism</p> <p><input type="checkbox"/> Greek Orthodox</p> <p><input type="checkbox"/> Islam</p> <p><input type="checkbox"/> Baptist</p> <p><input type="checkbox"/> Lutheran</p> <p>Other – please specify</p> <table border="1" data-bbox="1050 1451 1315 1594"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p><input type="checkbox"/> No religion</p>																																				
<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 Visit www.abs.gov.au/censushelp for more information. 	<p><input type="checkbox"/> Yes, always</p> <p><input type="checkbox"/> Yes, sometimes</p> <p><input type="checkbox"/> No</p>	<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><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><input type="checkbox"/> Yes, always</p> <p><input type="checkbox"/> Yes, sometimes</p> <p><input type="checkbox"/> No</p>																																																																								

Person 3	Person 4	07	Person 5	Person 6
<input type="radio"/> No, English only ► Go to 18 <input type="radio"/> Yes, Italian <input type="radio"/> Yes, Greek <input type="radio"/> Yes, Cantonese <input type="radio"/> Yes, Arabic <input type="radio"/> Yes, Mandarin <input type="radio"/> Yes, Vietnamese Yes, other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> No, English only ► Go to 18 <input type="radio"/> Yes, Italian <input type="radio"/> Yes, Greek <input type="radio"/> Yes, Cantonese <input type="radio"/> Yes, Arabic <input type="radio"/> Yes, Mandarin <input type="radio"/> Yes, Vietnamese Yes, other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> No, English only ► Go to 18 <input type="radio"/> Yes, Italian <input type="radio"/> Yes, Greek <input type="radio"/> Yes, Cantonese <input type="radio"/> Yes, Arabic <input type="radio"/> Yes, Mandarin <input type="radio"/> Yes, Vietnamese Yes, other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> No, English only ► Go to 18 <input type="radio"/> Yes, Italian <input type="radio"/> Yes, Greek <input type="radio"/> Yes, Cantonese <input type="radio"/> Yes, Arabic <input type="radio"/> Yes, Mandarin <input type="radio"/> Yes, Vietnamese Yes, other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
<input type="radio"/> Very well <input type="radio"/> Well <input type="radio"/> Not well <input type="radio"/> Not at all	<input type="radio"/> Very well <input type="radio"/> Well <input type="radio"/> Not well <input type="radio"/> Not at all	<input type="radio"/> Very well <input type="radio"/> Well <input type="radio"/> Not well <input type="radio"/> Not at all	<input type="radio"/> Very well <input type="radio"/> Well <input type="radio"/> Not well <input type="radio"/> Not at all	
<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Scottish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Chinese <input type="radio"/> Australian Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Scottish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Chinese <input type="radio"/> Australian Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Scottish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Chinese <input type="radio"/> Australian Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> English <input type="radio"/> Irish <input type="radio"/> Scottish <input type="radio"/> Italian <input type="radio"/> German <input type="radio"/> Chinese <input type="radio"/> Australian Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
<input type="radio"/> Catholic <input type="radio"/> Anglican (Church of England) <input type="radio"/> Uniting Church <input type="radio"/> Presbyterian <input type="radio"/> Buddhism <input type="radio"/> Greek Orthodox <input type="radio"/> Islam <input type="radio"/> Baptist <input type="radio"/> Lutheran Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Catholic <input type="radio"/> Anglican (Church of England) <input type="radio"/> Uniting Church <input type="radio"/> Presbyterian <input type="radio"/> Buddhism <input type="radio"/> Greek Orthodox <input type="radio"/> Islam <input type="radio"/> Baptist <input type="radio"/> Lutheran Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Catholic <input type="radio"/> Anglican (Church of England) <input type="radio"/> Uniting Church <input type="radio"/> Presbyterian <input type="radio"/> Buddhism <input type="radio"/> Greek Orthodox <input type="radio"/> Islam <input type="radio"/> Baptist <input type="radio"/> Lutheran Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="radio"/> Catholic <input type="radio"/> Anglican (Church of England) <input type="radio"/> Uniting Church <input type="radio"/> Presbyterian <input type="radio"/> Buddhism <input type="radio"/> Greek Orthodox <input type="radio"/> Islam <input type="radio"/> Baptist <input type="radio"/> Lutheran Other – please specify <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
<input type="radio"/> No religion	<input type="radio"/> No religion	<input type="radio"/> No religion	<input type="radio"/> No religion	
<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	
<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	
<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	<input type="radio"/> Yes, always <input type="radio"/> Yes, sometimes <input type="radio"/> No	

Please use CAPITAL letters only.		08	Person 1	Person 2																																																																						
<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"/> 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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>24 Is the person attending a school or any other educational institution?</p> <ul style="list-style-type: none"> • Include pre-school and external or correspondence students. 	<ul style="list-style-type: none"> <input type="checkbox"/> No ▶ Go to 26 <input type="checkbox"/> Yes, full-time student <input type="checkbox"/> Yes, part-time student 	<ul style="list-style-type: none"> <input type="checkbox"/> No ▶ Go to 26 <input type="checkbox"/> Yes, full-time student <input type="checkbox"/> Yes, part-time student 																																																																								
<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 type="checkbox"/> ① Visit www.abs.gov.au/censushelp for more information about year equivalents 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-school <input type="checkbox"/> Infants/Primary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <input type="checkbox"/> Secondary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <input type="checkbox"/> 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 <input type="checkbox"/> Infants/Primary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <input type="checkbox"/> Secondary school <input type="checkbox"/> Government <input type="checkbox"/> Catholic <input type="checkbox"/> Other non-government <input type="checkbox"/> 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 																																																																								
<p>26 Only continue for persons aged 15 years or more</p>																																																																										
<p>27 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. ① Visit www.abs.gov.au/censushelp for more information about year equivalents 	<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 	<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 																																																																								
<p>28 Has the person completed any educational qualification (including a trade certificate)?</p> <ul style="list-style-type: none"> • Mark one box only. ① Visit www.abs.gov.au/censushelp 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 	<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 highest 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"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																					<p>Level of qualification</p> <table border="1"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																				
<p>30 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, HAIRDRESSING, GREENKEEPING. 	<p>Field of study</p> <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> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																					<p>Field of study</p> <table border="1"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>																																				
<p>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 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, before 1998 <input type="checkbox"/> No, 1998 or later 																																																																								

Person 3	Person 4	09	Person 5	Person 6
<input type="radio"/> No need for help or supervision <input type="radio"/> Short-term health condition (lasting less than six months) <input type="radio"/> Long-term health condition (lasting six months or more) <input type="radio"/> Disability (lasting six months or more) <input type="radio"/> Old or young age <input type="radio"/> Difficulty with English language <input type="radio"/> Other cause	<input type="radio"/> No need for help or supervision <input type="radio"/> Short-term health condition (lasting less than six months) <input type="radio"/> Long-term health condition (lasting six months or more) <input type="radio"/> Disability (lasting six months or more) <input type="radio"/> Old or young age <input type="radio"/> Difficulty with English language <input type="radio"/> Other cause	<input type="radio"/> No need for help or supervision <input type="radio"/> Short-term health condition (lasting less than six months) <input type="radio"/> Long-term health condition (lasting six months or more) <input type="radio"/> Disability (lasting six months or more) <input type="radio"/> Old or young age <input type="radio"/> Difficulty with English language <input type="radio"/> Other cause	<input type="radio"/> No need for help or supervision <input type="radio"/> Short-term health condition (lasting less than six months) <input type="radio"/> Long-term health condition (lasting six months or more) <input type="radio"/> Disability (lasting six months or more) <input type="radio"/> Old or young age <input type="radio"/> Difficulty with English language <input type="radio"/> Other cause	
<input type="radio"/> No ► Go to 26 <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► Go to 26 <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► Go to 26 <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	<input type="radio"/> No ► Go to 26 <input type="radio"/> Yes, full-time student <input type="radio"/> Yes, part-time student	
<input type="radio"/> Pre-school Infants/Primary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Secondary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Tertiary institution <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> Other educational institution	<input type="radio"/> Pre-school Infants/Primary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Secondary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Tertiary institution <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> Other educational institution	<input type="radio"/> Pre-school Infants/Primary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Secondary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Tertiary institution <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> Other educational institution	<input type="radio"/> Pre-school Infants/Primary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Secondary school <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Other non-government Tertiary institution <input type="radio"/> Technical or further educational institution (including TAFE Colleges) <input type="radio"/> University or other higher educational institution <input type="radio"/> Other educational institution	
Only continue for persons aged 15 years or more				
<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	<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	<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	<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	
<input type="radio"/> No ► Go to 32 <input type="radio"/> No, still studying for first qualification ► Go to 32 <input type="radio"/> Yes, trade certificate/apprenticeship <input type="radio"/> Yes, other qualification	<input type="radio"/> No ► Go to 32 <input type="radio"/> No, still studying for first qualification ► Go to 32 <input type="radio"/> Yes, trade certificate/apprenticeship <input type="radio"/> Yes, other qualification	<input type="radio"/> No ► Go to 32 <input type="radio"/> No, still studying for first qualification ► Go to 32 <input type="radio"/> Yes, trade certificate/apprenticeship <input type="radio"/> Yes, other qualification	<input type="radio"/> No ► Go to 32 <input type="radio"/> No, still studying for first qualification ► Go to 32 <input type="radio"/> Yes, trade certificate/apprenticeship <input type="radio"/> Yes, other qualification	
Level of qualification 	Level of qualification 	Level of qualification 	Level of qualification 	
Field of study 	Field of study 	Field of study 	Field of study 	
<input type="radio"/> Yes, before 1998 <input type="radio"/> No, 1998 or later	<input type="radio"/> Yes, before 1998 <input type="radio"/> No, 1998 or later	<input type="radio"/> Yes, before 1998 <input type="radio"/> No, 1998 or later	<input type="radio"/> Yes, before 1998 <input type="radio"/> No, 1998 or later	

Please use CAPITAL letters only.	10	Person 1	Person 2	
<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. ① Visit www.abs.gov.au/censushelp for more information. 	<input type="text"/> Number of babies <input type="radio"/> None	<input type="text"/> Number of babies <input type="radio"/> None		
<p>33 What is the total of all wages/salaries, government benefits, pensions, allowances and other income the person usually receives?</p> <ul style="list-style-type: none"> • MARK ONE BOX ONLY. • 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;"> 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 </td> <td style="width: 50%; vertical-align: top;"> Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income Wages/salaries regular overtime commissions and bonuses </td> </tr> </table> <ul style="list-style-type: none"> • Information from this question provides an indication of living standards in different areas. ① Visit www.abs.gov.au/censushelp for more information. 	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	Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income Wages/salaries regular overtime commissions and bonuses	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income
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	Other income interest dividends rents (exclude expenses of operation) business/farm income (exclude expenses of operation) income from superannuation any other income Wages/salaries regular overtime commissions and bonuses			
<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. • Remember to mark box like this: <input type="checkbox"/> ① Visit www.abs.gov.au/censushelp for more information. 	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> 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. 	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> 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. 	<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?	<input type="radio"/> Unincorporated? <input type="radio"/> 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. 	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees		
<p>38 In the main job held last week, what was the person's occupation?</p> <ul style="list-style-type: none"> • Give full title. • For example: CHILDCARE AIDE, MATHS TEACHER, PASTRY COOK, TANNING MACHINE OPERATOR, APPRENTICE TOOLMAKER, SHEEP AND WHEAT FARMER. • For public servants, provide official designation and occupation. • For armed services personnel, provide rank and occupation. 	Occupation <input type="text"/>	Occupation <input type="text"/>		

Person 3	Person 4	11	Person 5	Person 6
<input type="text"/> Number of babies <input type="radio"/> None	<input type="text"/> Number of babies <input type="radio"/> None	<input type="text"/> Number of babies <input type="radio"/> None	<input type="text"/> Number of babies <input type="radio"/> None	<input type="text"/> Number of babies <input type="radio"/> None
<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income	<input type="radio"/> \$2,000 or more per week (\$104,000 or more per year) <input type="radio"/> \$1,500 - \$1,999 per week (\$78,000 - \$103,999 per year) <input type="radio"/> \$1,250 - \$1,499 per week (\$65,000 - \$77,999 per year) <input type="radio"/> \$1,000 - \$1,249 per week (\$52,000 - \$64,999 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"/> \$300 - \$399 per week (\$15,600 - \$20,799 per year) <input type="radio"/> \$200 - \$299 per week (\$10,400 - \$15,599 per year) <input type="radio"/> \$1 - \$199 per week (\$1 - \$10,399 per year) <input type="radio"/> Nil income <input type="radio"/> Negative income
<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46	<input type="radio"/> Yes, worked for payment or profit <input type="radio"/> Yes, but absent on holidays, on paid leave, on strike, or temporarily stood down <input type="radio"/> Yes, unpaid work in a family business ► Go to 38 <input type="radio"/> Yes, other unpaid work ► Go to 46 <input type="radio"/> No, did not have a job ► Go to 46
<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36	<input type="radio"/> Working for an employer? ► Go to 38 <input type="radio"/> Working in own business? ► Go to 36
<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?	<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?	<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?	<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?	<input type="radio"/> Unincorporated? <input type="radio"/> Incorporated (e.g. Pty Ltd)?
<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees	<input type="radio"/> No, no employees <input type="radio"/> Yes, 1 - 19 employees <input type="radio"/> Yes, 20 or more employees
Occupation <input type="text"/>	Occupation <input type="text"/>	Occupation <input type="text"/>	Occupation <input type="text"/>	Occupation <input type="text"/>

Please use CAPITAL letters only.	12	Person 1	Person 2																																																																																																																																																																																																																																															
<p>39 What are the main tasks that the person usually performs in the occupation reported at Question 38?</p> <ul style="list-style-type: none"> • Give full details. • For example: LOOKING AFTER CHILDREN AT A DAY CARE CENTRE, TEACHING SECONDARY SCHOOL STUDENTS, MAKING CAKES AND PASTRIES, OPERATING LEATHER TANNING MACHINE, LEARNING TO MAKE AND REPAIR TOOLS AND DIES, RUNNING A SHEEP AND WHEAT FARM. • For managers, provide main activities managed. 	<p>Tasks or duties</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p>Tasks or duties</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																																																																																																																												
<p>40 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, write name of business. • For teachers, write name of school. 	<p>Business name</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p>Business name</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																																																																																																																												
<p>41 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, 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>① Visit www.abs.gov.au/censushelp for more information.</p>	<p>Street number</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Street name</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Suburb/Locality</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>State/Territory Postcode</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Building/Property name (if any)</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																																									<p>Street number</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Street name</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Suburb/Locality</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>State/Territory Postcode</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Building/Property name (if any)</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																																								
<p>42 Which best describes the industry or business 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"/> <p>① Visit www.abs.gov.au/censushelp for more information.</p>	<p><input type="checkbox"/> Manufacturing</p> <p><input type="checkbox"/> Wholesaling</p> <p><input type="checkbox"/> Retailing</p> <p><input type="checkbox"/> Accommodation</p> <p><input type="checkbox"/> Cafes, restaurants and take-aways</p> <p><input type="checkbox"/> Road freight transport</p> <p><input type="checkbox"/> House construction</p> <p><input type="checkbox"/> Health service</p> <p><input type="checkbox"/> Community care service</p> <p>Other – please specify</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p><input type="checkbox"/> Manufacturing</p> <p><input type="checkbox"/> Wholesaling</p> <p><input type="checkbox"/> Retailing</p> <p><input type="checkbox"/> Accommodation</p> <p><input type="checkbox"/> Cafes, restaurants and take-aways</p> <p><input type="checkbox"/> Road freight transport</p> <p><input type="checkbox"/> House construction</p> <p><input type="checkbox"/> Health service</p> <p><input type="checkbox"/> Community care service</p> <p>Other – please specify</p> <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> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																																																																																																																																																																																												
<p>43 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"> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>																																					<p>Goods produced/services provided</p> <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> <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>																																																																																																																																																																																																												

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Please use CAPITAL letters only.		14	Person 1	Person 2
<p>44 Last week, how many hours did the person work in all jobs?</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 type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> Hours worked <input type="radio"/> None	<input type="checkbox"/> <input type="checkbox"/> Hours worked <input type="radio"/> None		
<p>45 How did the person get to work on Tuesday, 9 August 2011?</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 box like this: <input type="checkbox"/> 	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work		
<p>46 Did the person actively look for work at any time in the last four weeks?</p> <ul style="list-style-type: none"> Examples of actively looking for work include: being registered with Centrelink as a job seeker; checking or registering with any other employment agency; writing, telephoning or applying in person to an employer for work; or advertising for work. 	<input type="radio"/> No, did not look for work <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work	<input type="radio"/> No, did not look for work <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work		
<p>47 If the person had found a job, could the person have started work last week?</p> <ul style="list-style-type: none"> Remember to mark box like this: <input type="checkbox"/> 	<input type="radio"/> Yes, could have started work last week <input type="radio"/> No, already had a job to go to <input type="radio"/> No, temporarily ill or injured <input type="radio"/> No, other reason	<input type="radio"/> Yes, could have started work last week <input type="radio"/> No, already had a job to go to <input type="radio"/> No, temporarily ill or injured <input type="radio"/> No, other reason		
<p>48 In the last week 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. Visit www.abs.gov.au/censushelp for more information. 	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more		
<p>49 In the last two weeks 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. 	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance		
<p>50 In the last two weeks did the person spend time looking after a child, without pay?</p> <ul style="list-style-type: none"> Only include children who were less than 15 years of age. Mark all applicable responses. 	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own		
<p>51 In the last twelve months 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. 	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work		

Person 3	Person 4	15	Person 5	Person 6
<input type="text"/> <input type="text"/> Hours worked <input type="radio"/> None	<input type="text"/> <input type="text"/> Hours worked <input type="radio"/> None	<input type="text"/> <input type="text"/> Hours worked <input type="radio"/> None	<input type="text"/> <input type="text"/> Hours worked <input type="radio"/> None	<input type="text"/> <input type="text"/> Hours worked <input type="radio"/> None
<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work	<input type="radio"/> Train <input type="radio"/> Bus <input type="radio"/> Ferry <input type="radio"/> Tram (including Light Rail) <input type="radio"/> Taxi <input type="radio"/> Car – as driver <input type="radio"/> Car – as passenger <input type="radio"/> Truck <input type="radio"/> Motorbike or motor scooter <input type="radio"/> Bicycle <input type="radio"/> Walked only <input type="radio"/> Worked at home <input type="radio"/> Other <input type="radio"/> Did not go to work
<input type="radio"/> No, did not look for work ▶ Go to 48 <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work	<input type="radio"/> No, did not look for work ▶ Go to 48 <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work	<input type="radio"/> No, did not look for work ▶ Go to 48 <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work	<input type="radio"/> No, did not look for work ▶ Go to 48 <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work	<input type="radio"/> No, did not look for work ▶ Go to 48 <input type="radio"/> Yes, looked for full-time work <input type="radio"/> Yes, looked for part-time work
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<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more	<input type="radio"/> No, did not do any unpaid domestic work in the last week <input type="radio"/> Yes, less than 5 hours <input type="radio"/> Yes, 5 to 14 hours <input type="radio"/> Yes, 15 to 29 hours <input type="radio"/> Yes, 30 hours or more
<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance	<input type="radio"/> No, did not provide unpaid care, help or assistance <input type="radio"/> Yes, provided unpaid care, help or assistance
<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own	<input type="radio"/> No <input type="radio"/> Yes, looked after my own child <input type="radio"/> Yes, looked after a child other than my own
<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work	<input type="radio"/> No, did not do voluntary work <input type="radio"/> Yes, did voluntary work

16

Please use CAPITAL letters only.

Please answer the following questions for this dwelling

52 Are there any persons who usually live in this dwelling who were *absent* on Census Night (Tuesday, 9 August 2011)?

- 'Usually live' means that address at which the person has lived, or intends to live, for a total of six months or more in 2011.
- Remember to mark box like this:

No, no-one absent ▶ Go to 54
 Yes, someone absent ▶ Go to 53

53 For each person *absent*, complete the following questions:

- Remember to mark boxes like this:

Name of each person who usually lives in this dwelling but was not here on the night of Tuesday, 9 August 2011.	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"/>
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
What is the person's date of birth (or age last birthday)? • Example for date of birth: Day Month Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> OR • If date of birth not known, give age last birthday. • Example for age last birthday: <input type="text"/> <input type="text"/> <input type="text"/> Years	Day Month Year <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> OR Age last birthday <input type="text"/> <input type="text"/> <input type="text"/> Years
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="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander	<input type="checkbox"/> No <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, Torres Strait Islander
Is the person a full-time student?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes
What is the person's relationship to Person 1/Person 2? • Examples of other relationships: SON-IN-LAW, GRAND-DAUGHTER, UNCLE, BOARDER.	<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 Other relationship to Person 1 – please specify <input 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 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input 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 only <input type="checkbox"/> Child of Person 2 only <input type="checkbox"/> Unrelated flatmate or co-tenant of Person 1 Other relationship to Person 1 – please specify <input type="text"/>

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, 9 August 2011)?

- Include vans and company vehicles kept at home.
- Exclude motorbikes and motor scooters.

Motor vehicles
 None

Please answer the following questions for this dwelling

<p>55 How many bedrooms are there in this dwelling?</p> <ul style="list-style-type: none"> If the dwelling is a bedsitter, mark the 'None' box like this: <input type="checkbox"/> 	<p><input type="text"/> <input type="text"/> Number of bedrooms</p> <p><input type="radio"/> None</p>
<p>56 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"/> 	<p><input type="radio"/> Owned outright? ► Go to 59</p> <p><input type="radio"/> Owned with a mortgage? ► Go to 58</p> <p><input type="radio"/> Being purchased under a rent/buy scheme?</p> <p><input type="radio"/> Being rented?</p> <p><input type="radio"/> Being occupied rent free?</p> <p><input type="radio"/> Being occupied under a life tenure scheme?</p> <p><input type="radio"/> Other?</p>
<p>57 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. Some examples of Government housing authorities are: NSW Department of Housing, Office of Housing (VIC), Department of Communities, Housing and Homelessness Services (QLD), South Australian Housing Trust, Department of Housing (WA), Housing Tasmania, Territory Housing (NT), ACT Housing, Aboriginal Housing Authorities. Remember to mark box like this: <input type="checkbox"/> 	<p><input type="radio"/> Real estate agent</p> <p><input type="radio"/> Government Housing Authority/Housing Department (Public Housing)</p> <p><input type="radio"/> Parent/Other relative not in this dwelling</p> <p><input type="radio"/> Other person not in this dwelling</p> <p><input type="radio"/> Residential park (including caravan parks and marinas)</p> <p><input type="radio"/> Employer – Government (including Defence Housing Authority)</p> <p><input type="radio"/> Employer – Private</p> <p><input type="radio"/> Housing co-operative; Community or Church Group</p>
<p>58 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 like this: <input type="checkbox"/> 	<p>\$ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <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"/> <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"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> per month</p> <p><input type="radio"/> Nil payments</p>
<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 most frequently used type. Remember to mark box like this: <input type="checkbox"/> 	<p><input type="radio"/> No Internet connection</p> <p><input type="radio"/> Yes, broadband connection (including ADSL, Cable, Wireless and Satellite connections)</p> <p><input type="radio"/> Yes, dial-up connection (including analog modem and ISDN connections)</p> <p><input type="radio"/> Other (include Internet access through mobile phones, etc)</p>

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

- Answering this question is **OPTIONAL**.
- A person's name-identified information will not be kept where a person does not agree or the answer is left blank.

① Visit www.abs.gov.au/censushelp for more information.

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

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

61 Finished?

- Please check that the answers to Question 60 accurately reflect the view, where known, of each person in the household.
- Please make sure you have not missed any pages or questions.
- Please sign here.

Signature Date

Thank you for completing this form. Australian Statistician

18

Collector's Use Only

CCF

Office Use Only

MF

TF

UO

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

<input type="checkbox"/> 1

<input type="checkbox"/> 1





CENSUS GUIDE



Item C1

CENSUS INQUIRY SERVICE LANGUAGE HELPLINE

Phone 1300 340 120

The Census Inquiry Service is open 8.30am – 8.00pm 7 days a week, until 5 September 2011

Mandarin
 如果您需要协助，请致电1300 340 120联系人口普查查询服务热线。电话接通后按“1”键。

Arabic
 إذا كنت تحتاج مساعدة، يرجى الاتصال بخدمة استعلامات الإحصاء السكاني الرسمي على الرقم 1300 340 120 وضغط الرقم 2

Vietnamese
 Nếu cần giúp đỡ, xin gọi cho Dịch Vụ Giải Đáp Thắc Mắc về Kiểm Tra Dân Số qua số 1300 340 120 và bấm số 3

Cantonese
 如果您需協助，請打電話1300 340 120聯絡人口普查查詢服務。電話接通後按“1”鍵。

Korean
 도움이 필요하시면 인구조사 문의 서비스, 1300 340 120번으로 전화하신 다음, 5번을 누르십시오.

Persian
 اگر کمک لازم دارید لطفاً به سرویس اطلاعات سرشماری، شماره 1300 340 120 تلفن بزنید و شماره 6 را فشار دهید.

Turkish
 Yardınıza gereksiniminiz varsa lütfen, Nüfus Sayımı Danışma Servisi'ni 1300 340 120 numaradan arayınız ve 5'yi tuşlayınız

Spanish
 Si necesita ayuda, llame al Servicio de Información del Censo al 1300 340 120 y pulse 8

Greek
 Αν χρειάζεστε βοήθεια, παρακαλείσθε να τηλεφωνήσετε στην Υπηρεσία Πληροφοριών Απογραφής στο 1300 340 120 και να πατήσετε το 9

Russian
 Если вам нужна помощь, позвоните в Справочную службу переписи населения по телефону 1300 340 120 и нажмите 0

PRIVACY AND CONFIDENTIALITY

If you are concerned about your Collector seeing your answers, you can complete an eCensus, or ask your Collector for a Privacy Envelope. Place your completed Census form in it and seal it. The envelope will not be opened by your Collector. They will pass the sealed envelope on to their supervisor.

If someone in your household wants to complete the eCensus or a separate Census form for privacy reasons, just ask the Collector for a Personal Census Form and a Privacy Envelope, or phone the Census Inquiry Service. Your personal information remains confidential to the Australian Bureau of Statistics (ABS). Under the *Census and Statistics ACT 1905*, the ABS must not release any information you provide in a way which would enable an individual's or household's data to be identified.

By law, organisations (like the Tax Office and Centrelink) cannot have access to personal information from the Census. To ensure your eCensus information is delivered to the ABS securely, we have used the strongest encryption technology that current browsers will support.

PARTICIPATE	PARTICIPATE ONLINE (eCensus)	ASSISTANCE AVAILABLE
<p>Everyone counts Tuesday, 9 August 2011 is Census Night and we need your help to make it a success.</p> <p>The Census provides vital planning information for both the government and private sectors, and for a wide variety of community groups. Grants to state and local governments are based on information from the Census.</p> <p>This information helps to shape your community and its future needs such as schools, hospitals and roads and services for young people and the elderly. That's why it's important you take part in the 2011 Census so that your community counts.</p> <p>There are three ways you can participate</p> <ul style="list-style-type: none"> • Use the eCensus to participate online. • A Collector will not return to pick up a paper form. • Complete a Census paper form. <p>Your Collector will deliver your form between 29 July and 9 August and return to pick up your completed form between 10 August and 28 August 2011. Please have the completed form ready.</p> <ul style="list-style-type: none"> • Mail your form back. <p>If you have been given an envelope to mail your form back, please seal your completed Census form in the envelope and post it back promptly to:</p> <p>Australian Bureau of Statistics Census Reply Paid 86331 Melbourne VIC 3060</p> <p>Once we receive your form, your collector will be notified and should not need to return.</p> <p>Make your community count on 9 August 2011.</p>	<p>The eCensus is an option allowing you to participate in the Census via the Internet. You will need:</p> <ul style="list-style-type: none"> • Your Census Form Number, which is written on the front of your Census form and/or on your sealed eCensus envelope. • Your eCensus Number, which is inside the sealed eCensus envelope. • Access to a computer that is connected to the Internet. <p>The eCensus has been designed to work with a range of Internet browsers including Explorer (version 7 or later is recommended), Firefox, Safari and Chrome.</p> <p>Completing your eCensus form is fast, secure and easy with online help available.</p> <hr/> <p>To access the eCensus, type the following website into the address bar of your browser: www.census.gov.au</p> <hr/> <p>For more information, follow the Privacy and Security link from the eCensus website.</p> <p>Upon completion, your collector will be notified that you have participated online, and will not need to return.</p> <p>If you encounter difficulties or cannot access the eCensus, call the Census Inquiry Service on 1 300 338 776.</p> <p>After submitting your eCensus, please recycle any unused paper forms, along with other Census material.</p> <p>Thank you for completing the eCensus.</p>	<p>If you need assistance to complete the Census form, detailed information on why each question is asked and how to answer them is available online at: www.abs.gov.au/censushelp</p> <p>You can also ask your Collector or call the Census Inquiry Service.</p> <p>Additional forms</p> <p>If you need extra Census forms, simply ask your Collector or call the Census Inquiry Service. The eCensus form has the capacity to record details for up to 10 persons.</p> <p>More information</p> <p>More information about the Census, including the Service Charter which details the relationship between the ABS and members of the public who provide statistical information about themselves and their households is available from www.abs.gov.au/censushelp</p> <p>Census Inquiry Service</p> <p>Phone 1 300 338 776</p> <p>The Census Inquiry Service is open 8.30am – 8.00pm 7 days a week, until 5 September 2011.</p>



**YOUR NAME AND ADDRESS
QUESTIONS 1, 2 AND 8**

WHY ARE THEY ASKED?

We use names in the collection process so that Collectors can talk to you and address you correctly and to help us work out the different families within each household.

Addresses are also used to show how many people live in particular areas.

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

The ABS does not keep people's names and addresses once statistical processing is completed.

For those who agree in Question 60, name-identified Census information will be provided to the National Archives of Australia for release after 99 years.

How to answer

Include everyone who spent the night at this dwelling on Census Night, Tuesday 9 August 2011.

If a usual resident spent Census Night somewhere else, include them at Question 53.

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

Shift workers who spent the night of Tuesday 9 August 2011 at work, but returned home to this dwelling on Wednesday 10 August 2011 should be included at Question 2.

Where a person usually lives is the address where they have lived, or intend to live, for a total of six months or more in 2011.

If a person has not lived at the same place, or does not intend to do so for six months or more in 2011, write 'NONE' in the 'Suburb/Locality' box.

**AGE AND SEX
QUESTIONS 3 AND 4**

- Did you know
 - In 2006, there were approximately 390,000 more single females aged 18 years or over than single males aged 18 years or over?

WHY ARE THEY ASKED?

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

How to answer

Mark either 'Male' or 'Female' for each person present in the household on Census Night.



QUESTIONS 3 AND 4
continued

For this question, the person is required to state either their date of birth or their age last birthday.

It is important to note:

- Date of birth is the date that the person was born, not the date of their last birthday.
- Age at last birthday is required only if the person's date of birth is not known.
- If the person's age is under one year, answer with their date of birth.
- If the person's age is 100 years or older, answer with either their date of birth (if available) or their age last birthday.

THE FAMILY
QUESTIONS 5 AND 6

WHY ARE THEY ASKED?

Answers to these questions provide a national picture of the composition of Australian families. This is vital to the planning of support services and housing.

The Census information will show social changes, for example changes in the numbers of:

- people living together as married couples
- people living together as de facto partners
- people living alone.

How to answer

Mark one box for each person. If more than one response applies mark only the box that shows the relationship that most closely applies.

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

This question is about the person's *registered* marital status.

- Mark only the box that refers to the current situation, for example:
- If the person is divorced or widowed and has remarried, then mark 'Married'.
- If the person is divorced and has not remarried, mark 'Divorced', even if the person lives in a de facto relationship.
- If the person is in a de facto relationship and has not been in a registered marriage, mark 'Never married'.
- Did you know
 - The number of people living in one parent families or living alone is increasing?

PEOPLE ON THE MOVE
QUESTIONS 9 AND 10

WHY ARE THEY ASKED?

People in Australia often change their address. Nearly 50 per cent of Australians change their address in the five years between Censuses.

To help with future planning, it is important to know where people are making new homes and where they have come from.

How to answer

If the person cannot remember a previous address exactly, they should give as much of the address as possible.

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

QUESTIONS 9 AND 10

continued

If the person had no usual address one year or five years ago then write the address where they were living at the time.

YOUR HERITAGE

QUESTIONS 7, 11, 12, 13, 14, 15 AND 18

WHY ARE THEY ASKED?

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

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

Over the last two centuries people have come from all parts of the world to live in Australia.

An understanding of the origins of the people who call Australia home is essential in developing policies and services that reflect the needs of our society. Therefore, we ask about citizenship, country of birth and ancestry.

Ancestry is not necessarily related to the place a person was born but is more the cultural group that they most closely identify with. For example, a person may be born in New Zealand but have Samoan ancestry.

HOW THE CENSUS IS USED
PLANNING FOR RESIDENTS

Census results were used by local government councils to develop strategic land-use plans. Up to date population statistics, including data on population movements, were used to plan for future residential needs, helped to predict the level of demand in the local housing market and increased the councils' awareness about future growth. This information assisted the councils to be able to see how the cities were growing and what services would be in demand in the future.

HOW TO ANSWER

ABORIGINAL OR TORRES STRAIT ISLANDER ORIGIN

If the person considers themselves to be of both Aboriginal and Torres Strait Islander origin mark both the 'Yes, Aboriginal' and 'Yes, Torres Strait Islander' response options.

Torres Strait Islander origin refers to people who come from the Torres Strait Islands (located between the Australian mainland and Papua New Guinea).

COUNTRY OF ORIGIN

For any person born in Australia, mark the 'Australia' box, leave Question 13 blank and go to Question 14.

BIRTHPLACE OF FATHER AND MOTHER

If the person was adopted, provide the birthplaces of their birth parents, if known. If a birth parent's birthplace is not known, leave the question blank.

ANCESTRY

For each person provide a maximum of two ancestries with which they most closely identify, if possible. Consider the origins of the person's parents and grandparents for example.

HOW TO ANSWER *continued*

If the person is a Pacific Islander please report their ancestry as accurately as possible, for example, Samoan, Tongan or Cook Islander.

If the person is a descendant of South Sea Islanders brought to Australia as indentured labourers at the turn of the twentieth century, please answer "Australian South Sea Islander".

LANGUAGE
QUESTIONS 16 AND 17

WHY ARE THEY ASKED?

Australia's main language is English. However, past Censuses have shown that over three million Australians spoke a language other than English at home.

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

How to answer

If the person speaks only English at home, mark "No, English only", even if they can speak another language.

Auslan and other sign languages should be included. Write in the exact name of the sign language if it applies to the home.

For people who cannot speak, write "not able to speak" in the 'Other - please specify' box for Question16, and leave Question17 blank.

If you live alone, answer Question16 with the language you usually speak to visitors in your home.

For children too young to speak, write "not able to speak" in the 'Other - please specify' box for Question16, and leave Question17 blank.

- Did you know
 - Australia is a multicultural society. In 2006 approximately one in five people spoke a language other than English at home.

RELIGION
QUESTION 19

WHY IS IT ASKED?

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

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

How to answer

Answering this question is OPTIONAL.

If a person's religion is an Eastern Catholic religion such as Maronite Catholic, Melkite Catholic or Ukrainian Catholic, write the name of the religion

in the 'Other - please specify' box.

People who have non-theistic religious beliefs or other life philosophies should write their response in the 'Other - please specify' box.

If a person identifies with no religion at all, mark 'No religion'.

NEED FOR ASSISTANCE IN
EVERYDAY ACTIVITIES
QUESTIONS 20, 21, 22
AND 23

WHY ARE THEY ASKED?

Some people need assistance to perform everyday activities and participate in community life.

Understanding the number of people requiring assistance or supervision, whether due to a long-term health condition, ageing or disability, provides a picture of the level of assistance needed in particular areas.

This information will assist in the planning of local facilities and services, such as in-home support, respite care, and in the provision of information and support to carers.

How to answer

These questions refer to the extra help or supervision needed by someone because of a disability, long-term illness or old age. This includes help with bathing, dressing, toileting and feeding; help to get out of bed, up from a chair, or to move around; or help to understand or be understood by others. Do not include driving or being driven.

If a person cannot do a task at all, for example, is confined to bed or cannot communicate, then they should mark 'Yes, always'.

For young children for whom assistance with daily activities is the same as for most other children of the same age, mark the most appropriate responses in Question 20, Question 21 and Question 22, and then mark 'Old or young age' in Question 23.

This question refers to the responses the person gave in Q20, Q21, Q22.

If 'No' was marked for all of the previous three questions, then mark 'No need for help or supervision'. Otherwise mark all of the reasons that assistance is needed.

For young children, mark 'Old or young age' only if the need is similar to most other children of the same age.

Where a person needs assistance with communication due to difficulties with English, and if the need for assistance would not be present when communicating in their own language, mark 'Difficulty with English language'.

PARTICIPATION IN
EDUCATION
QUESTIONS 24 AND 25

WHY ARE THEY ASKED?

These questions are used to determine whether people are studying, and the types of educational institutions they are attending. Your answers will help to build a picture of the education levels in each area of Australia. They will also show how different groups of people participate in education.

How to answer

Everyone should answer this question. For a child who attends a pre-school, mark 'Yes, full-time student', unless the child does not usually attend all the available sessions at the pre-school.

Mark 'No' for children enrolled only at childcare centres.

Mark 'No' for people who attend only hobby or recreational courses.

QUESTIONS 24 AND 25

continued

Only people who answered 'Yes, full-time student' or 'Yes, part-time student' at Question 24, and who are attending a school or any other educational institution, should answer this question.

HOW THE CENSUS IS
USED
MONITORING
EDUCATIONAL
PERFORMANCE

A senior secondary school board wanted to find out whether there were particular groups of students that were not achieving their potential due to socioeconomic factors. This board used Census information to complement the school's own information: to illustrate the relationships between socioeconomic level, educational participation and qualification attainment; and to identify the groups of students who were at most risk of under achieving. This enabled the board to address the issues associated with this group.

QUALIFICATIONS

QUESTIONS 27, 28, 29,
30 AND 31

WHY ARE THEY ASKED?

Understanding the schooling people have had and the qualifications they hold, is useful when planning services in an area.

How to answer

For people who are still at school, mark the highest year of schooling the person has completed so far.

Year 12 equivalents include:

- 6th Form
- Certificate of Secondary Education (WA)
- General Certificate of Education (GCE) A levels (UK)
- Higher School Certificate (HSC) (NSW, Vic, Tas, ACT)
- International Baccalaureate
- Leaving Certificate (NSW, WA)
- Leaving Honours Certificate (SA)
- Matriculation
- Northern Territory Certificate of Education (NTCE)
- QLD Certificate of Education
- Senior Certificate (QLD)
- South Australian Certificate of Education (SACE)
- SSABSSA (SA, NT)
- Tasmanian Certificate of Education (TCE)
- Tertiary Orientation Program (TOP)
- Technical Year 12 (T-12)
- Tertiary Admissions Examinations (TAE)
- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning
- Western Australian Certificate of Education (WACE)
- Year 12 Certificate (ACT)
- Year 12 Certificate of Achievement (SA).

Year 11 equivalents include:

- 5th Form
- Leaving (Vic, SA)
- Leaving Certificate (SA)
- School Leaving Certificate (Vic)

QUESTIONS 27, 28, 29,
30 AND 31 *continued*

- Technical Leaving Certificate (Vic)

Year 10 equivalents include:

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

If the person has not completed a higher educational qualification, such as a trade certificate, diploma or degree, mark the appropriate 'No' box.

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

If the person has completed any other qualifications, mark the appropriate 'Yes' box. Qualifications include AQF Certificates I, II, III and IV; Trade Certificates; Diplomas and Advanced Diplomas; Bachelor Degrees, Graduate Certificates and Graduate Diplomas; and higher degrees such as a Masters or Doctorate.

If the person has completed a course that led to a recognised or accredited certificate or higher level qualification, please write in the level of that qualification.

Only state the highest qualification obtained. For example, if the person has two qualifications, a Graduate Diploma of Education and a Bachelor Degree in Economics, the Graduate Diploma should be reported as the higher qualification.

If the person has two or more qualifications and they are at the same level, write the one obtained most recently.

If the person has completed one or more qualification(s), please answer for the highest one. For example, if they have a Diploma in Bookkeeping and a Bachelor Degree in Economics, then answer 'Economics.'

If the person completed their highest qualification before 1998, mark 'Yes, before 1998'.

CHILDREN EVER BORN
QUESTION 32

WHY IS IT ASKED?

Information obtained from this question is used to calculate measures of lifetime fertility, including average number of children born to women and childlessness.

This information will assist with calculating future population projections for Australia and for studies into fertility of groups of women in Australia.

This Census question is important as it will provide information about the impact of fertility trends on social issues, such as the ageing of the population.

QUESTION 32 *continued*

How to answer

Only answer if the person is female.

Fill in the appropriate box by stating the number

of children each female aged 15 years or over has given birth to.

Only include live births and do not include any adopted, foster or step children.

- Remember: According to the Census and Statistics Act 1905, the ABS cannot release to any Government agency any name identified information that you have provided.

INCOME

QUESTION 33

WHY IS IT ASKED?

Information on income provides an indication of living standards in different areas of Australia. This shows government and community groups where social services are most needed.

How to answer

Count gross income from all sources. Gross income is your personal income before any tax, superannuation contributions, health insurance, amounts salary-sacrificed or other automatic payments are deducted. Some examples of sources of income are listed on the form, but there may be others.

- Business owners and self-employed people
 - If the person is a business owner, a business partner, a contractor or a self-employed person, please exclude all costs associated with running the business from the total income. The costs of all business expenses, such as building lease or rent, shop fittings, utilities, phones and stationery, etc should be excluded.
 - For example, if the person is a business owner:

$$\text{Their Gross Personal Income} = \text{Business Income} - \text{Business Expenses \& Costs}$$
- Family tax benefit payment or parenting payment
 - If a household member receives a Family Tax Benefit Payment or Parenting Payment, please include this amount in the income of the person who actually receives the payment. Do not include it in the income of anyone else.
- Negative income
 - Negative income refers to a self-employment, business (including farming) or rental property situation, where expenses are greater than revenue, resulting in an operating loss, and this loss is greater than any other income, benefits or allowances received from other sources.

JOBS AND WORK

QUESTIONS 34, 35, 36, 37, 38, 39, 42, 43, 44, 46 AND 47

WHY ARE THEY ASKED?

Information on how many people are working or looking for work tells us a lot about what is happening in society and the economy.

Answers to these questions will help to produce a picture of employment and unemployment at a local level and among particular groups.

Information about the type of work that people do can be used in planning for education and services. For example, information about people's occupations can be used to show how many health professionals work in country areas.

QUESTIONS 34, 35, 36,
37, 38, 39, 42, 43, 44,
46 AND 47 *continued*

How to answer

If the person did some work for which they will receive some payment (including casual, temporary or part-time work) and it was for one hour or more in the last week, mark the 'Yes, worked for payment or profit' box.

- People on leave
 - If the person is on paid leave (for example holiday leave, maternity leave or sick leave), mark the second box.
 - If the person has been on leave for less than four weeks and is not being paid, mark the second box.
 - If the person has been on leave for four weeks or more and is not being paid, then mark the last box.
 - If the person is on workers' compensation and is planning to return to work, mark the second box. If they won't be returning to work, mark the last box.
- People working for the dole
 - If the person is engaged in a 'work for the dole' scheme they are considered to be not in paid work and should mark the last box.
- Casual or freelance workers
 - If the person is a casual or freelance worker and they worked in the week before Census Night, mark the first box.
 - If the person is a casual or freelance worker and they did not work in the four weeks before Census Night, mark the last box.
- People who work from home
 - If the person works from home and gets paid, mark the first or second box, as appropriate.
 - If the person works from home and does not get paid, mark the last box.

These questions refers to the person's main job, that is, the one they usually work the most hours in.

If the person is working for an employer, and this is not a part of their own business, mark the first box in Question 35 and move to Question 38.

If the person is conducting their own business, for example a sole trader, in a partnership or as a contractor, mark the second box and continue to Question 36, even if the person considers themselves to be an employee of their own business.

If the person's business is unincorporated, for example, if they are a sole trader or in a partnership, mark the first box.

If the person's business is incorporated as a separate legal entity with limited liability (e.g. Pty Ltd company) then mark the second box.

Mark the number of people employed in the person's business as at Census Night.

- If they have no employees mark the first box.
- If the business is incorporated, count owners of the business as employees.
- Occupation
 - Answer only for the person's main job held in the week before Census Night.
 - State the person's occupation as completely as possible in Question 38. For example, if the person is a clerk, state whether they are a filing, bank or pay clerk.

QUESTIONS 34, 35, 36,
37, 38, 39, 42, 43, 44,
46 AND 47 *continued*

- Report the main tasks the person usually does each day in Question 39. For example, shop owners may not sell goods themselves, but manage their business and supervise staff.
- For armed services personnel, provide their Service, Rank and Occupational Group.
- Type of industry
 - Mark the box which best describes the industry or type of business the person works in. For example, an accountant working for a motor vehicle manufacturer should mark 'Manufacturing'. If the industry that the person works in is not listed, write a full description of the industry or type of business into the 'Other - please specify' box.
- Hours worked
 - Include the hours the person worked for all jobs, even if those hours are not the hours they usually work.
 - Answer only for the week immediately before Census Night. Include any overtime and hours spent working at home.
 - Do not include time off work, for example, sick leave or annual leave.
 - If the person worked more than 99 hours, please write '99'.
- Looking for work
 - 'Full-time' work means 35 hours or more per week.

WHERE YOU WORK AND
HOW YOU TRAVEL TO
WORK
QUESTIONS 40, 41 AND
45

WHY ARE THEY ASKED?

Information about workplace addresses helps us to understand the journeys people make to travel to work. Employers' business names and workplace addresses are destroyed once statistical processing is complete.

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

Daytime populations of particular areas are also estimated from this information so that relevant services can be located where people will be during the day, rather than where they live.

How to answer

Please provide the name of the business where the person works.

Please provide the street address of the person's workplace, include the name of the building or property where they work, if it has one.

For the person's main job, mark all methods of travel used by the person to get to work on 9 August 2011. Do not include methods of travel for the journey home.

For example:

- If the person drove a car to a train station then took a train to work, mark both the 'Car - as driver' and 'Train' boxes.
- If the person walked all the way to work, mark 'Walked only'.

UNPAID WORK
QUESTIONS 48, 49, 50
AND 51

WHY ARE THEY ASKED?

QUESTIONS 48, 49, 50
AND 51 *continued*

Answers to these questions will help in understanding the contribution of unpaid work to Australian society. They will help in the planning of local facilities, services such as day-care and occasional care, and in the provision of information and support to carers.

They will help in understanding the way Australian individuals and families balance their paid work with other important aspects of their lives, such as family and community commitments.

They will also add much needed information concerning the amount of unpaid work people do, including domestic activities, helping family, friends or neighbours, and volunteering.

How to answer

All unpaid work questions should be answered by everyone 15 years of age and over.

- Unpaid domestic work
 - Include all domestic work that the person did without pay, in their own home and in other places, for themselves and their household.
 - Do not include any domestic work that was done as part of any paid employment.
 - Unpaid domestic work can include:
 - meal preparation
 - service and clean-up
 - washing, ironing and managing clothes
 - any other housework
 - gardening, mowing and yard work
 - home maintenance
 - car/bike maintenance
 - household shopping
 - managing household financial affairs.
- Caring
 - Only include the unpaid help or supervision the person gave to someone else to assist them with daily activities because they have a disability, a long-term illness or problems related to old age. A long-term illness is one that has lasted or is likely to last for six months or more.
 - Unpaid caring can include:
 - bathing, dressing, toileting or feeding someone
 - helping someone to move around
 - helping someone to understand or be understood by others
 - providing emotional support to someone and helping them maintain friendships and social activities
 - helping with or supervising medication or dressing wounds
 - cleaning, laundry, cooking, managing diets and preparing meals
 - performing housework, light household repairs or maintenance
 - managing household finances
 - driving or accompanying someone to appointments or activities.
 - Do not include care given through an organisation or club - this care should be included in voluntary work, Question 51.
- Caring for children

QUESTIONS 48, 49, 50
AND 51 *continued*

- Include the time the person spent looking after a child or children without being paid. Care of the person's own children, whether they usually live with them or not, should be included as well as grandchildren, the children of other relatives and children of friends or neighbours.
- Do not include care for a child given through an organisation or club - this care should be included in voluntary work, Question 51.
- Voluntary work
 - Only include help willingly given, in the form of time, service or skills, to a club, organisation or association.
 - Unpaid voluntary work can include:
 - assisting at organised events and with sports organisations
 - helping with organised school events and activities
 - assisting in churches, hospitals, nursing homes and charities
 - other kinds of volunteer work (e.g. emergency services, serving on a committee for a club etc).
 - If the person is doing unpaid voluntary work through a club, organisation or association in order to qualify for government benefits such as Newstart Allowance, do not include this as voluntary work at Question 51.
 - Do not include any activity that is part of the person's paid employment, or family business.
- How the Census is used
 - Making unpaid work count
 - During public consultation to prepare for the 2006 Census, a number of national, state and local government councils and non-government organisations identified the need for a set of questions on unpaid work. These organisations stated that they would use the information to identify the long-term planning needs of carers and volunteers, planning for support services and programs, and to fund and provide these services to assist unpaid workers. The information will help to make sure that resources and services are allocated to people in the areas with the greatest need and to ensure that programs are sustainable and meet the needs of Australia's ageing population.

PERSONS TEMPORARILY
ABSENT
QUESTIONS 52 AND 53

WHY ARE THEY ASKED?

These questions ask about people who were away on Census Night so that the correct family and household structure can be known. The structure of families and households (e.g. the number of older persons living alone) is important information for many planning purposes.

How to answer

If all members of the household were present and included in the main body of the Census form, mark the 'No' box. Go to Question 54.

For all those people who are absent, answer all questions.

Include all people who live in this household, but were away for any reason on the night of 9 August 2011.

Examples of short term absences are:

QUESTIONS 52 AND 53

continued

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

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

HOUSES, HOMES AND DWELLINGS

QUESTIONS 54, 55, 56, 57 AND 58

WHY ARE THEY ASKED?

The kind of place a person calls home, and the number of vehicles a person owns, is very closely related to that person's standard of living.

The answers to these questions provide an indication of the sizes of homes, the cost of housing and the extent of overcrowding in parts of Australia. This information is used for planning purposes by governments and others, for example, it helps the building industry plan new housing developments.

How to answer

- Motor vehicles
 - Please provide an answer for 'Motor Vehicles' only, and exclude motorbikes and scooters.
- Number of bedrooms
 - Include any room that is defined as a bedroom, even if it is used for a different purpose, for example, as a study, office, computer room or sewing room.
 - Include any bedrooms created as a result of alterations and additions to the house (such as built-in verandas, extensions or cabins).
- Tenure of dwelling
 - 'Owned outright' means that no money is owed on this dwelling.
 - 'Owned with a mortgage' refers to households currently making repayments on any type of mortgage or loan secured against the dwelling.
 - 'Being purchased under a rent/buy scheme' refers to households who are both purchasing some equity in the dwelling, and paying rent for the remainder.
 - 'Being occupied rent-free' refers to situations where the members of the household do not pay any rent, or where rent is paid for the dwelling by someone else outside the household.
 - 'Being occupied under a life tenure scheme' refers to households or individuals who have a 'life tenure' contract to live in the dwelling but usually do not have any equity in the dwelling. This is a common arrangement in retirement villages.
- Landlord
 - Mark the box which best describes the nature of the landlord, if the dwelling has one.
 - State and territory government housing authorities include:
 - ACT Housing
 - Aboriginal Housing Authority (SA)
 - Department of Housing (WA)
 - Department of Communities, Housing and Homelessness Service (Qld)
 - Housing SA

QUESTIONS 54, 55, 56,
57 AND 58 *continued*

- Housing NSW
- Housing Tasmania
- Office of Housing (Vic)
- Territory Housing (NT)
- other Aboriginal government housing authorities.
- 'Community or co-operative housing group' refers to housing which is owned or administered by community or co-operative groups, for example, Aboriginal community housing groups or church-owned housing.
- Rent and mortgage payments
 - Do not answer if you fully own your dwelling.

INTERNET ACCESS
QUESTION 59

WHY IS IT ASKED?

The Internet is changing the way we communicate, find information and conduct financial transactions. The answers to this question will be used to measure how widespread household access to the Internet, both broadband and dial-up, has become in Australia. This information will be used for planning purposes by both government and private sectors to enable wider and improved service delivery.

How to answer

For this question, if the Internet access at the dwelling is via: ADSL; Cable; Fibre; Fixed or Mobile wireless broadband (excluding access through a mobile phone); or Satellite connection, then the dwelling has a broadband connection. Therefore, mark the second box.

If the Internet access at the dwelling is via a phone line dial-up system or ISDN, mark the third box.

If the only Internet access available at the dwelling is via a mobile phone or another type of connection, mark the last box.

When answering, consider all Internet access available at the dwelling, regardless of whether it is paid for by someone in the dwelling, by a business or by someone else.

If the dwelling has more than one type of Internet access, mark the most frequently used type of connection.

WiFi/wireless router users: Some households in Australia use a WiFi/wireless router within the dwelling to provide internet access to WiFi-enabled devices, such as set-top boxes, or laptops. When marking either the second or third box, consider whether the connection to the dwelling is dial-up or broadband, regardless of what type of router is used within the dwelling.

TIME CAPSULE
QUESTION 60

WHY IS IT ASKED?

This question was asked for the first time in 2001. In 2006 over 56 per cent of Australians gave consent to have their name-identified data kept confidential for 99 years, to be released in 2105. In 2011, all Australians are again being asked if they would like to have their name-identified data retained and kept confidential for 99 years, released in 2110 for research purposes.

QUESTION 60 *continued*

If you answer 'Yes, agrees' in this question and sign the form at Question 61, your actual paper Census form will not be stored, but your name-identified Census information will be preserved on microfilm. This will be held securely by the National Archives of Australia, and will not be made available for research purposes until 2110.

If you mark 'No, does not agree' or leave this question blank, or do not sign the form at Question 61, your name and address information will be destroyed once statistical processing has been completed.

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

How to answer

Answering this question is OPTIONAL.

Check with each person in the household to obtain their views before answering the question for them.

If a person's view is not known, leave Question 60 blank for that person.

For children, answer Question 60 only if agreement is specifically given by their parent or legal guardian. Otherwise, leave Question 60 blank for that person.

Legal guardians can also answer on behalf of adults who are legally not able to make a choice. If you do not have the guardian's agreement, leave Question 60 blank.

FINISHED?

QUESTION 61

WHY IS IT ASKED?

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

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

No records of signatures are kept once processing is completed.

How to answer

Please check that the answers to Question 60 accurately reflect the view, where known, of each person in the household.

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

Thank you for completing the Census form.

For more information about the Census visit: www.abs.gov.au/census

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006	2011
Name	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Age	*	*	*	*	*	*	*	*	*	*	*	*	*	*	(1)*	(1)*
Sex	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marital status	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Relationship (family structure)	*	*	*	*	*	*	*	*	(2)*	(3)*	(4)*	*	*	*	*	*
Duration of existing marriage	*	*	*	*	*	*	*	*	*	*	(5)*					
Duration of widowhood								*								
Married more than once										*	*					
Number of children existing marriage	*	*		*	*	*	*	*	*							
previous marriage	*	*														
all marriages 'ever had'								*	*		*	*	*	*	*	*
Number of dependent children		*	*	*												
Orphanhood		*														
Birthplace	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Birthplace of parents		*						*	*	*	*	*	*	(6)*	*	*
Year of Arrival (period of residence in Australia)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Citizenship	*	*	*	*	*	*	*	*	(7)*	(7)*	(8)*	*	*	*	*	*
Aboriginal/Torres Strait Islander origin (Race)	*	*	*	*	*	*	(9)*	(10)*	(10)*	*	*	*	*	*	*	*
Ethnic origin											(11)*			*	*	*
Number of usual residents		*														
Usual residence at Census time						(12)*		*	*	*	*	*	*	*	*	*
Internal migration usual residence:																
1 year ago									*	*	*	(13)*	*	*	*	*
5 years ago								*	*	*	*	*	*	*	*	*
Number of overseas residents or visitors								*	*							
Blindness, deaf-mutism	*	*	*													
Handicaps									*							
Need for assistance															(14)*	(14)*
Language use		(15)*	(16)*						(17)*	(18)*	(19)*	*	*	*	*	*
Religion	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Personal Computers and Internet														(20)*		
Education highest level attained	(21)*						*	*						*	*	*
current schooling age left school	*	*	*	*	*	*	*	*	(22)*	*	*	*	*	*	*	*

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006	2011
Educational qualifications							*	(23)*	*	*	*	*	*	*	(24)*	(24)*
Holidays									*							
Child care									*							
Unpaid work															(25)*	(25)*
War service				*												
Income			*						*	*	*	*	*	*	*	*
Life insurance									*							
Labour force (occupational status)	*	*	*	*	*	*	*	*	*	(26)*	*	*	*	*	*	*
unemployment duration	*	*	*	*	*	*										
unemployment cause		*	*	*	*	*										
Occupation	*	*	*	*	*	*	*	*	*	*	(27)*	*	*	*	*	*
Industry (28)	(29)*	(29)*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hours worked							*	(30)*	(30)*	(31)*	(31)*	(31)*	(30)*	(30)*	(30)*	(30)*
Journey to work								(32)*	*	*	*	*	*	*	*	*
Mode of travel to work									*	*	*	*	*	*	*	*
Motor bike licences									*							
Motor vehicle licences									*							
Type of benefits received									*							
Retirement benefits scheme									*							
Household address on Census Night	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Number of bedrooms									*	*	*	*	*	*	*	*
Number of rooms	*	*	*	*	*	*	*	*	*	*	(33)*					
Tenure (nature of occupancy)	*	*	*	*	*	*	*	(34)*	(35)*	(35)*	(35)*	(35)*	(34)*	*	*	*
Type of landlord					(36)*	(36)*	(37)*	(38)*	*	*	*	*	(39)*	*	(39)*	(39)*
Rent	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Housing loan repayment									(40)*	(41)*	(42)*	(41)*	(43)*	(43)*	(43)*	(43)*
Number of vehicles							*	*	*	*	*	*	*	(44)*	*	*
Dwelling Internet connection															*	*
Private dwelling classification (Type of dwelling structure)	*	*	*	*	*	*	*	*	(45)*	*	*	*	*	*	(46)*	(46)*
Non-private dwelling (classification)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other dwelling (classification)													(47)*	(48)*	(49)*	(49)*
Material of walls	*		*	*	*	*	*	*	*	(50)*						
Material of roof		*		*												
Date of building				*	*	*	*	*	*							
Facilities																
gas				*	*	*	*	*	(51)*							
electricity				*	*	*	*	*	(51)*							
water supply				*					*							
toilet				*					*							
bathroom				*	*	*	*	*								
kitchen					*	*	*	*								
television						*	*	*								
cooking				*												

TOPICS	1911	1921	1933	1947	1954	1961	1966	1971	1976	1981	1986	1991	1996	2001	2006	2011
Sleeping out			*	*												
Farm dwelling					*	*	*	*	*							
Method of sewerage disposal								*	*							
Number of extra homes owned or being purchased								*								
Reason dwelling unoccupied								(52)*	*	*	*	*				

- (1) Since the 2006 Census, the person is asked for either date of birth or age.
- (2) Prior to and including 1976, the term relationship to head was used.
- (3) The term head was considered inappropriate and relationship to Person 1 was asked.
- (4) Since 1986 relationship to Person 1/Person 2 has been asked.
- (5) Year of first marriage was used.
- (6) Since 2001 the country of birth of parents questions were replaced by questions asking whether a person's parents were born in Australia or overseas
- (7) Prior to 1976, nationality rather than citizenship was asked.
- (8) Since 1986 the person has been asked whether or not they were an Australian citizen.
- (9) In all Censuses prior to 1971, respondents were required to state their race and, where race was mixed, to specify the proportion of each.
- (10) In the 1971 and 1976 Censuses, a question with response categories of European, Aboriginal, Torres Strait Islander and Other was included.
- (11) A question on each person's ancestry was asked for the first time in 1986.
- (12) The 1961 Census asked for state of usual residence.
- (13) State level only.
- (14) Need for assistance questions will cover the areas of self care, movement and communication. Reason for need for assistance or supervision will also be asked.
- (15) Question asked whether the person could read and write.
- (16) Question asked whether the person could read and write a foreign language if unable to read and write English.
- (17) The 1976 Census asked for all languages regularly used.
- (18) In 1981 ability to speak English was asked.
- (19) Since 1986 two separate questions have been asked - language used and ability to speak English.
- (20) Questions on usage of personal computers and the Internet were asked for the first time in 2001.
- (21) Included a question where respondents reported their highest level of educational achievement.

(22) Since 1976, a question on attendance at school or other educational institution has been asked.

(23) Since 1971, people aged 15 or more have been asked whether they had obtained a qualification. If so, information on the name of highest qualification obtained, field of study, the name of institution and the year obtained was collected.

(24) In 2006, the question asking at which institution was the persons highest qualification obtained was removed, as evaluation of the use of this question during processing found there was little or no benefit in it being asked. In 2006, the response options for the year qualification completed question was altered to a choice of "Yes, before 1998" or "No, 1998 or later", with 1998 being the year the Australian Qualifications Framework was introduced. This has been continued for the 2011 Census.

(25) In 2006 unpaid work was asked for the first time. These questions include unpaid domestic work, unpaid care due to a disability, long term illness or old age, unpaid child care and voluntary work.

(26) In the Censuses since 1981, respondents have been required to answer a series of questions from which labour force status was coded.

(27) An additional question - main tasks or duties performed in the occupation has been asked since 1986.

(28) Place of work was first collected in 1954.

(29) Employer's occupation was asked in 1911 and 1921.

(30) In 1971, 1976 and since 1996 the hours worked question has focused on hours worked in all jobs held in the week prior to the Census.

(31) The 1981, 1986 and 1991 Censuses asked for hours worked in the main job in the week prior to the Census.

(32) Journey to work topic has been derived from coding of address of usual residence and address of workplace to obtain origins and destinations of travel to work. The name of this topic will be changed to be "Workplace Address" for the 2006 Census.

(33) Data was collected but not processed.

(34) From 1911 to 1971, and since 1996, a direct question on nature of occupancy was asked.

(35) From 1976 to 1991, nature of occupancy data was derived from mortgage and rent questions.

(36) If paying rent to a Government Authority in 1954 or a State Housing Authority in 1961, respondents were instructed to write 'Tenant (G)'.

(37) Tenants in 1966 had the option of marking the relevant State Housing Authority or 'other landlord'.

(38) In 1971, response categories comprised State Housing Authority, employer or other landlord.

- (39) The number of landlord response categories rose from three (from 1971 until 1991) to seven in 1996 and 2001, and to eight for the 2006 and 2011 Censuses.
- (40) In 1976 the monthly payment made on first and second mortgages was asked.
- (41) Average monthly payment for total mortgages was asked.
- (42) Monthly payment made on the loans for the dwelling was asked.
- (43) Those with mortgage repayments had the option of writing the weekly, fortnightly or monthly amount paid.
- (44) In 2001 this question also asked for the number of motorbikes and motor scooters. Asking for motorbikes and motor scooters was removed in 2006.
- (45) This question has been completed by the Census Collector since 1976.
- (46) This question moved from the back of the Census form to the Collector Record Book in 2006.
- (47) In 1996 a new classification was developed for Other Dwellings. It included caravans in caravan parks, boats in marinas, manufactured home estates and self-care units in accommodation for the retired or aged, all of which were enumerated using household forms. In 1986 and 1991, caravans in caravan parks and boats in marinas were included in the Non-Private Dwelling classification.
- (48) An additional category - apartment complexes (with mixed occupancy) was included in Other Dwellings.
- (49) The name of the topic changed to Private Dwelling Establishments in 2006.
- (50) The question was answered by the Census Collector in 1981.
- (51) In 1976, type of fuel or power used for household purposes was asked.
- (52) Completed by the Census Collector in the Censuses from 1971 to 1986.

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