

Quality statement

Language background other than English (LBOTE)

Provenance

Institutional environment, mandate, independence and other context

Data on LBOTE characteristics of students in government schools are collected from the administrative Enrolment Registration Number system (ERN). Data from the collection for all schools is maintained by the Statistics and Analysis Unit in the NSW Department of Education.

The annual LBOTE data collection enables verification of LBOTE data early in the year for subsequent collections and data extractions, including the ESL/EAL-D and Mid-Year Census collections. LBOTE data assists school staff to identify students requiring English language assistance and to determine translation requirements for communication with parents. LBOTE data is also used for state and regional and curriculum planning. Information on LBOTE status of students is also provided outside the department e.g. to ACARA for NAPLAN student background data and for the National Report on Schooling in Australia.

Relevance

Scope, data items, standards, data users

LBOTE data is collected from all government schools, including preschools, distance education centres, intensive English centres, and schools for specific purposes (except hospital schools).

Data items collected are number of students by: gender grade level, and language background. Nationally agreed definitions and methodology are used in the collection.

Stakeholders include: members of the department, ACARA, and the wider public through the 'proactive release of information' (GIPA).

Timeliness

Timing, time to release, frequency

The LBOTE collection is undertaken every year in March to maximise accuracy of enrolment data and to enable other collections in the year to draw on quality assured data.

Accuracy

Errors, potential errors, validation, revisions

The source of LBOTE data is information provided by parents/carers/students on the school enrolment form. Initial data is entered on ERN and is validated with each successive annual LBOTE collection.

In accord with ACARA data collection principles, parental information is respected, including parental choice not to provide information.

Response rates: All schools must provide returns.

Validation: In early March each school validates or amends data displayed on-line from a harvest of data from the ERN system.

Census: A second harvest is undertaken following validation. Schools are accountable for their data and Principals are required to sign off final data. Schools' returns are compared with previous data. Possible anomalies (e.g. unusual language groups; language background 'unknown'; significant variations from previous years) are investigated with each school. Issues concerning interpretation of the definition of CLP/PLOTE courses still lead to over reporting in some cases.

Coherence

Internal consistency,
comparability with other
resources

LBOTE data is collected consistently with the nationally agreed definitions and process set out in the ACARA Data Standards Manual (DSM 2012 sixth edition) for schools and school systems (see Attachment A). Language backgrounds are coded according to the current ABS Australian Standard Classification of Languages (ASCL: ABS 1267.0).

Interpretability

Presentation, information about
the data

School's LBOTE data on the My School website is generally based on students taking NAPLAN tests and does not include the whole school population. However since 2015 NSW has provided LBOTE information from this collection for the My School website.

Accuracy

Errors, potential errors, validation,
revisions

LBOTE data is published by CESE and on the **NSW Education Datahub** in bulletins and fact sheets each year. Each school is also provided with a historical record of its data as part of the collection process.

For more information contact

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Attachment A

Definition

"Main language other than English spoken at home' is defined as the main language other than English, spoken in the home by the respondent. If the respondent speaks more than one language at home (not including English), report the language the respondent speaks most often. Information is to be sought in relation to the student, mother/parent1/guardian1 and father/parent2/guardian2".

Source: 5.7 Technical specifications - Main language other than English spoken at home. Data Standards Manual, Student Background Characteristics, Sixth Edition, October 2012.

For use by: Schools and School Systems, Test Administration Authorities and Assessment Contractors
http://docs.acara.edu.au/resources/DSM_1.pdf

ICSEA values

ICSEA = SEA (direct/indirect) + Remoteness + Percent Indigenous + Disadvantaged LBOTE*

*(LBOTE combined with the percentage of parents with an education of Year 9 equivalent or below).

Source: ACARA Website February 2012
http://docs.acara.edu.au/resources/Guide_to_understanding_ICSEA.pdf

ACARA

Education Ministers have agreed that, as part of its program of developmental work, the Australian Curriculum, Assessment and Reporting Authority (ACARA), working with jurisdictions and the non-government sector, should develop a 'language background other than English' (LBOTE) measure that better identifies students whose language background has a measurable effect on their outcomes. With this in mind, ACARA established the English Language Proficiency Working Group in early 2012, to explore issues of consistent national reporting on the basis of levels of English language proficiency among LBOTE

students, rather than simply on the basis of language background alone.

However, at least until such time as that work results in reporting changes which support development of such an alternative measure, the existing LBOTE measure will remain as the default indicator of linguistic background.

Source: 2.5. Development of an improved measure of students 'Language background other than English' (LBOTE) status for future use. ACARA. DSM. October 2012.