

**CTC score review briefing notes**

S22 to: S22
Cc: S22, S22

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Hi S22, Here are some points for your up coming meetings. It ended up being a bit more detailed - so you can take whatever detail you think you need :)

If there's anything additional you want, just let me know.

Topics

- Timelines
- Stakeholder engagement
- Risk management
- Overview of report

1. Timelines

1. Aiming to send a mostly complete draft to DESE next Friday 15th May, this will be for sharing with non-gov stakeholders
2. Final version due 20th May.
3. Briefing Paul on 8th May.
4. Briefing Sybille, S22, S22 on Thursday 14th (sending them the draft report Friday 8th)

2. Stakeholder engagement

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3. Risk Management

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4. Report Overview

4.1 Content of report

Introduction and background

Introduction

- overview (purpose of the report)
- background
 - terminology
- The ABS role (statistical versus policy)
 - DMI quality gates and validation (explains the comprehensive nature of the validation and makes it clear that the vast majority of quality issues are already dealt with)
- Privacy

Overview

- overview of the review process
 - how the broader review process fits in with the ABS technical process
 - scope (what will and will not be considered for review)
 - high level overview of reasons
 - Recent change in local economic circumstances
 - Recent change in school community population
 - Large average family size
 - Data quality issues affecting median income
 - Reviews for area based scores
 - Extremely Diverse populations (most likely not included as a reason)

For each reason...

- About this reason - explain what this means, and examples of when or how this might happen.
- Summary of ABS analysis
- Examples and school characteristics (where applicable)
- Proposed review process and information requirements that schools will need to provide
- Options calculating a new score

Survey

Overview of other published income data

REASONS IN DETAIL

1. Recent change in local economic circumstances

Examples of this is if a large proportion of members of a school community have been affected by the closure of a major employer or industry.

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2. Recent change in school community population

Examples of this reason include:

- where a school has received a new cohort of students from a nearby school which has closed;
- the school has started offering a new year level or stopped (i.e. year 7).

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3. Large average family size

An example of this is where the average family size of the school community is significantly larger than the average family size of all non-government school communities.

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4. Unlinked population is different to the linked population

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5. Quality issues associated with area based scores (includes Small schools with a refined area based score for confidentiality reasons)

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6. (probably not a reason) Extremely diverse populations

1. This reason is where there are two different populations of families at a school, for example, a disadvantaged community and a less disadvantaged community, where the AA or school may argue the median income is not reflective of the lower income families.
2. This may be reflected statistically by a bimodal income distribution, or a very wide income range and a large low income population.

3. There is a risk if it was included that it calls part of the methodology into question - i.e. the median was chosen partly because it is less effected by extreme incomes.

4. Analysis:

- Looked at the inter-quartile range (IQR) (the difference between the third quartile (ie the 75th percentile) and the first quartile (ie the 25th percentile) of a distribution).
- Also looked at low incomes as defined in SIH for Australia (and also applied to CTC population)
- What we found:
 - In 2019, there were no schools with bimodal income distributions.
 - It was common for schools to have a wide spread of incomes.
 - The pattern of IQRs was similar across remoteness categories.
 - Larger IQRs were more common for schools with higher median incomes.
 - All schools in which at least 25% of the school community had a low income (relative to the Australian population) also had a low DMI score in 2019.
 - Some schools had a low first quartile income (relative to other non-gov school communities). In most cases, these schools also had low DMI scores of 93. where there was a higher median income was often associated with data quality issues which would require the DMI scores to be flagged in QGs.

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Section 7: Requirement for a Parental/Guardian Survey

- for use when there is no other option for data, or where further information is required.

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Section 8: Income data availability to assist schools to understand their scores (Appendix)

This section provides an overview of publically available income data that may be useful information for schools and Approved Authorities to understand typical incomes across Australia. Overall the ability to compare median income data from the sources described below with median incomes produced using the DMI methodology is limited, due to differences with timeliness, definitions and geography.

regards,

S22

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