

## Information for teachers

### Privacy

Your privacy is important to us. Strict procedures are followed to ensure that only authorised people have access to the information you provide, and all the researchers and others involved in the study comply with the *Privacy Act 1988*.

Further information on privacy in relation to the *Growing Up in Australia* study and the *Growing Up in Australia* Privacy Statement can be found at:

[www.growingupinaustralia.gov.au/participants/privacy.html](http://www.growingupinaustralia.gov.au/participants/privacy.html),  
or by calling 1800 005 508 freecall (excluding mobile phones).



*Growing Up in Australia* would like to thank you for your valuable contribution to the study.

To find out more about the data and how it is being used, please contact:

**Website:** [www.growingupinaustralia.gov.au](http://www.growingupinaustralia.gov.au)

**Email:** [growingup@updateddetails.growingupinaustralia.gov.au](mailto:growingup@updateddetails.growingupinaustralia.gov.au)

**Phone:** 1800 005 508 freecall (except from mobile phones)

The study is conducted as a partnership between the Department of Social Services (DSS), the Australian Institute of Family Studies (AIFS), and the Australian Bureau of Statistics (ABS), with advice provided by a consortium of leading researchers.



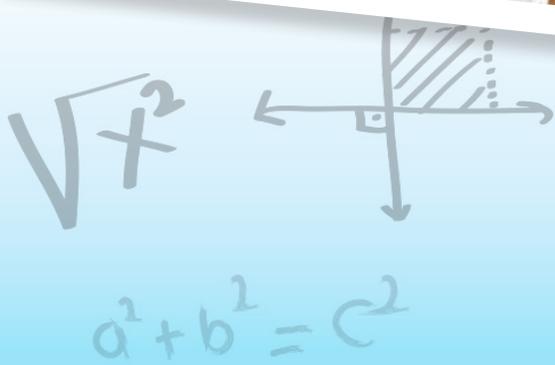
The Longitudinal Study of Australian Children

Growing Up  
in Australia

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# Growing UP in Australia

## Information for teachers



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### What is Growing Up in Australia?

*Growing Up in Australia:* The Longitudinal Study of Australian Children is Australia's first national longitudinal study of child and adolescent development. The study is now in its tenth year and follows the development of around 10,000 children and their families.

### What information is collected?

The study collects information across the physical, social, personal, interpersonal and achievement domains of child and adolescent development. It also asks a range of questions about the influence of a child or adolescent's environment on their academic achievement, health and emotional wellbeing. For example, what are the experiences that influence children's school engagement and achievement? How do these impact on individual outcomes and how do these patterns and effects change over time?

### Interview with the study child and their family

There are two cohorts of children in the study, who are now aged 10-11 years and 14-15 years. Information is collected from a variety of respondents including the child themselves. The children are interviewed in the family home and the primary caregiver is also interviewed at this time. During the parent interview we ask for permission to contact the study child's teacher. For children in high school, this will be their English teacher. Information is also collected from the child's other resident parent using questionnaires. Parents who do not live with the child are also asked to take part in a telephone interview.

### How the collected information is used

The study is designed to identify opportunities for improving support for Australian children and their families. Australian and international researchers from fields including education, psychology, psychiatry, medicine, economics and sociology use the data. A recent research report, *Is it OK to be away? School attendance in the primary school years*, used parent and teacher data to investigate patterns of attendance among primary school children and the risk factors that might be associated with higher levels of non-attendance. To read more about this research paper please visit:

[www.growingupinaustralia.gov.au/pubs/asr/2012/index.html](http://www.growingupinaustralia.gov.au/pubs/asr/2012/index.html)

Data from *Growing Up in Australia* is also used internationally to compare children's development in different countries. Other countries with longitudinal studies include England, Ireland, New Zealand, the United States, Canada, France and Germany.

This policy and research work assists government in providing better support to children and adolescents as they grow and develop.

For more information about recent research projects please visit the websites below:

- [www.growingupinaustralia.gov.au/pubs/index.html](http://www.growingupinaustralia.gov.au/pubs/index.html)
- <http://flosse.dss.gov.au/>

### The contribution of teachers

*Growing Up in Australia* would not be possible without the support and contribution of the teachers of our study children. Teachers provide unique information, particularly regarding the competencies shown by the child/adolescent in a setting outside of their home. This information cannot be obtained from the child/adolescent or their parents.

The perspectives of the study child's teacher are sought at each interviewing round, in addition to the perspectives of parents and children. During each of the previous five rounds of interviews, the response rate from teachers has been over 80 per cent. This high response rate makes the data extremely valuable to researchers and policymakers.

### What we will be asking you to do

At each round of interviews, teachers are asked to complete a short questionnaire about the child's progress and educational environment in the following areas:

- academic skills and competencies
- personality and behaviour
- characteristics of the child's school, class and programs.

