Thank you for participating in this study.
This questionnaire asks for information about:
- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- Learning environment and curriculum
- School climate

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.
The questionnaire should be completed by the headteacher or another person appointed by the headteacher. It should take about 60 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other schools to calculate totals and averages in which no one school can be identified.

To answer questions in this questionnaire, please consider the following definitions:

'School science' includes all science courses referring to the domains of physics, chemistry, earth and space sciences, biology, applied sciences and technology either taught in your curriculum as separate science subjects, or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible earth science topics included in geography courses.

Section A: School background information

Which of the following definitions best describes the community in which your school is located?

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people)

SC001Q01TA01
○

A small town (3 000 to about 15 000 people)

SC001Q01TA02
○

A town (15 000 to about 100 000 people)

SC001Q01TA03
○

A city (100 000 people or more)

SC001Q01TA04
○

What was the total number of students enrolled at your school on 1 February 2014?

(Please enter a number for each response. Enter "0" (zero) if there were none.)

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

What is the average size of English classes in S4 in your school?

(Please select one response.)

15 students or fewer	SC003Q01TA01 ○
16-20 students	SC003Q01TA02 ○
21-25 students	SC003Q01TA03 ○
26-30 students	SC003Q01TA04 ○
31-35 students	SC003Q01TA05 ○
36-40 students	SC003Q01TA06 ○
41-45 students	SC003Q01TA07 ○
46-50 students	SC003Q01TA08 ○
More than 50 students	SC003Q01TA09 ○

The goal of the following set of questions is to gather information about the student-computer ratio for students in S4 at your school.

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	Number
At your school, what is the total number of students in S4?	SC004Q01TA01
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01
Approximately how many of these computers are connected to the internet?	SC004Q03TA01
Approximately how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01
Approximately how many interactive whiteboards are available in the school altogether?	SC004Q05NA01
Approximately how many data projectors are available in the school altogether?	SC004Q06NA01
Approximately how many computers with internet connection are available **for teachers** in your school?	SC004Q07NA01

**Do the following statements about the use of ICT apply to your school?**

(Please select one response in each row.)

	Yes	No
Our school offers internet access free of charge to students via Wireless LAN.	SC005Q01NA01 ○	SC005Q01NA02 ○
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.	SC005Q02NA01 ○	SC005Q02NA02 ○
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom.	SC005Q03NA01 ○	SC005Q03NA02 ○
Our school has a media literacy (digital literacy) education programme for students.	SC005Q04NA01 ○	SC005Q04NA02 ○
Our school has a media literacy (digital literacy) education programme for teachers.	SC005Q05NA01 ○	SC005Q05NA02 ○
Our school offers accounts on school computers for students.	SC005Q06NA01 ○	SC005Q06NA02 ○
Our school offers accounts on school computers for teachers.	SC005Q07NA01 ○	SC005Q07NA02 ○
Our school offers intranet storage space for students.	SC005Q08NA01 ○	SC005Q08NA02 ○
Our school offers intranet storage space for teachers.	SC005Q09NA01 ○	SC005Q09NA02 ○

How many instructional days per calendar week does your school provide to students in S4?

(Please move the slider to the appropriate number.)

SC006Q01NA01

0 days   7 days
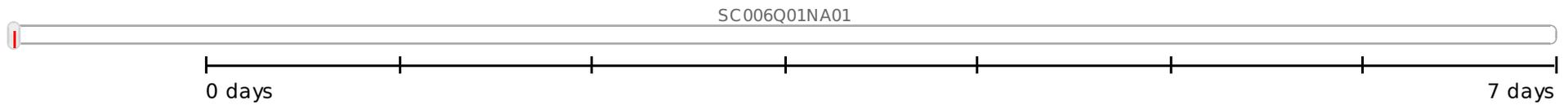
Consistency check rule

Rule: IF ^SC006Q01NA01 = 0

Message: The value you have entered is zero. Please check your response.

How many instructional days are intended in this school year for students in S4?

(Please consider all scheduled school days.)
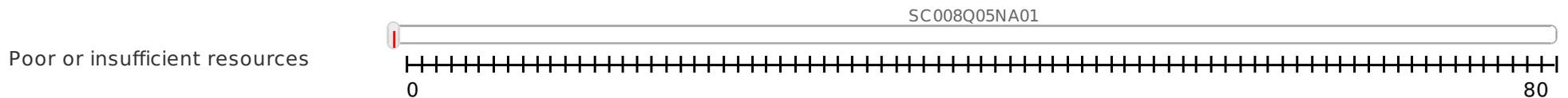
(Please enter a number.)

Days:

SC007Q01NA01

Consistency check rule

Rule: IF (^SC007Q01NA01 < 100 OR ^SC007Q01NA01 >350)

Message: The value you have entered is smaller than 100 or greater than 350. Please check your response.

On approximately how many days in the last 12 months was your school <u>closed or deviated from the regular curriculum</u> because of the following reasons?

(Please move the slider to the appropriate number. Select "0" (zero) if there were none.)

Holidays

SC008Q01NA01

0
days

80
days

Teacher conferences or professional development activities

SC008Q02NA01

0
days

80
days

School events and student activities such as field trips, school dances, sporting events

SC008Q03NA01

0
days

80
days

Regional or local problems such as weather (e.g. storm, snow, heat), hazards (e.g. epidemics, fires, floods), strikes, aggressive conflicts

SC008Q04NA01

0
days

80
days

Poor or insufficient resources

SC008Q05NA01

0

80

days

days

SC008Q06NA01

Poor teacher or student behaviour

0	80

days

days

Section B: School management

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <u>the last academic year</u>.

(Please select one response in each row.)

	Did not occur	1-2 times during the year	3-4 times during the year	Once a month	Once a week	More than once a week
I use student performance results to develop the school's educational goals.	SC009Q01TA01 ○	SC009Q01TA02 ○	SC009Q01TA03 ○	SC009Q01TA04 ○	SC009Q01TA05 ○	SC009Q01TA06 ○
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	SC009Q02TA01 ○	SC009Q02TA02 ○	SC009Q02TA03 ○	SC009Q02TA04 ○	SC009Q02TA05 ○	SC009Q02TA06 ○
I ensure that teachers work according to the school's educational goals.	SC009Q03TA01 ○	SC009Q03TA02 ○	SC009Q03TA03 ○	SC009Q03TA04 ○	SC009Q03TA05 ○	SC009Q03TA06 ○
I promote teaching practices based on recent educational research.	SC009Q04TA01 ○	SC009Q04TA02 ○	SC009Q04TA03 ○	SC009Q04TA04 ○	SC009Q04TA05 ○	SC009Q04TA06 ○
I praise teachers whose students are actively participating in learning.	SC009Q05TA01 ○	SC009Q05TA02 ○	SC009Q05TA03 ○	SC009Q05TA04 ○	SC009Q05TA05 ○	SC009Q05TA06 ○
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	SC009Q06TA01 ○	SC009Q06TA02 ○	SC009Q06TA03 ○	SC009Q06TA04 ○	SC009Q06TA05 ○	SC009Q06TA06 ○
I draw teachers' attention to the importance of pupils' development of critical and social capacities.	SC009Q07TA01 ○	SC009Q07TA02 ○	SC009Q07TA03 ○	SC009Q07TA04 ○	SC009Q07TA05 ○	SC009Q07TA06 ○
I pay attention to disruptive behaviour in classrooms.	SC009Q08TA01 ○	SC009Q08TA02 ○	SC009Q08TA03 ○	SC009Q08TA04 ○	SC009Q08TA05 ○	SC009Q08TA06 ○
	SC009Q09TA01	SC009Q09TA02	SC009Q09TA03	SC009Q09TA04	SC009Q09TA05	SC009Q09TA06

I provide staff with opportunities to participate in school decision-making.	○	○	○	○	○	○
I engage teachers to help build a school culture of continuous improvement.	SC009Q10TA01 ○	SC009Q10TA02 ○	SC009Q10TA03 ○	SC009Q10TA04 ○	SC009Q10TA05 ○	SC009Q10TA06 ○
I ask teachers to participate in reviewing management practices.	SC009Q11TA01 ○	SC009Q11TA02 ○	SC009Q11TA03 ○	SC009Q11TA04 ○	SC009Q11TA05 ○	SC009Q11TA06 ○
When a teacher brings up a classroom problem, we solve the problem together.	SC009Q12TA01 ○	SC009Q12TA02 ○	SC009Q12TA03 ○	SC009Q12TA04 ○	SC009Q12TA05 ○	SC009Q12TA06 ○
I discuss the school's academic goals with teachers at staff meetings.	SC009Q13TA01 ○	SC009Q13TA02 ○	SC009Q13TA03 ○	SC009Q13TA04 ○	SC009Q13TA05 ○	SC009Q13TA06 ○

Regarding your school, who has a considerable responsibility for the following tasks?

(Please select as many boxes as appropriate in each row.)

	Headteacher	Teachers	Parent council or board of governors	Local education authority	National education authority
Selecting teachers to recruit	SC010Q01TA01 ☐	SC010Q01TB01 ☐	SC010Q01TC01 ☐	SC010Q01TD01 ☐	SC010Q01TE01 ☐
Dismissing teachers	SC010Q02TA01 ☐	SC010Q02TB01 ☐	SC010Q02TC01 ☐	SC010Q02TD01 ☐	SC010Q02TE01 ☐
Establishing teachers' starting salaries	SC010Q03TA01 ☐	SC010Q03TB01 ☐	SC010Q03TC01 ☐	SC010Q03TD01 ☐	SC010Q03TE01 ☐
Determining teachers' salary increases	SC010Q04TA01 ☐	SC010Q04TB01 ☐	SC010Q04TC01 ☐	SC010Q04TD01 ☐	SC010Q04TE01 ☐
Formulating the school budget	SC010Q05TA01 ☐	SC010Q05TB01 ☐	SC010Q05TC01 ☐	SC010Q05TD01 ☐	SC010Q05TE01 ☐
Deciding on budget allocations within the school	SC010Q06TA01 ☐	SC010Q06TB01 ☐	SC010Q06TC01 ☐	SC010Q06TD01 ☐	SC010Q06TE01 ☐
Establishing student disciplinary policies	SC010Q07TA01 ☐	SC010Q07TB01 ☐	SC010Q07TC01 ☐	SC010Q07TD01 ☐	SC010Q07TE01 ☐
Establishing student assessment policies	SC010Q08TA01 ☐	SC010Q08TB01 ☐	SC010Q08TC01 ☐	SC010Q08TD01 ☐	SC010Q08TE01 ☐
Approving students for admission to the school	SC010Q09TA01 ☐	SC010Q09TB01 ☐	SC010Q09TC01 ☐	SC010Q09TD01 ☐	SC010Q09TE01 ☐

	SC010Q10TA01	SC010Q10TB01	SC010Q10TC01	SC010Q10TD01	SC010Q10TE01
Choosing which textbooks are used	☐	☐	☐	☐	☐
	SC010Q11TA01	SC010Q11TB01	SC010Q11TC01	SC010Q11TD01	SC010Q11TE01
Determining course content	☐	☐	☐	☐	☐
	SC010Q12TA01	SC010Q12TB01	SC010Q12TC01	SC010Q12TD01	SC010Q12TE01
Deciding which courses are offered	☐	☐	☐	☐	☐

We are interested in the options parents have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 ○
There is one other school in this area that competes for our students.	SC011Q01TA02 ○
There are no other schools in this area that compete for our students.	SC011Q01TA03 ○

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

	Never	Sometimes	Always
Student's record of academic performance (including entrance exams)	SC012Q01TA01 ○	SC012Q01TA02 ○	SC012Q01TA03 ○
Recommendation of feeder schools	SC012Q02TA01 ○	SC012Q02TA02 ○	SC012Q02TA03 ○
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 ○	SC012Q03TA02 ○	SC012Q03TA03 ○
Whether the student requires or is interested in a special programme	SC012Q04TA01 ○	SC012Q04TA02 ○	SC012Q04TA03 ○
Preference given to family members of current or former students	SC012Q05TA01 ○	SC012Q05TA02 ○	SC012Q05TA03 ○
Residence in a particular area	SC012Q06TA01 ○	SC012Q06TA02 ○	SC012Q06TA03 ○
Other	SC012Q07TA01 ○	SC012Q07TA02 ○	SC012Q07TA03 ○

Is your school a state or an independent school?

(Please select one response.)

A state school

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

SC013Q01TA01
○

An independent school

(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business or other private institution.)

SC013Q01TA02
○

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC014R01

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	SC014Q01NA01 ○
Another not-for-profit organisation	SC014Q01NA02 ○
A profit-making organisation	SC014Q01NA03 ○

Branching rule

Rule:　　　　IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC015 ELSE GOTO ^SC016

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a percentage for each response. Enter "0" (zero) if no funding comes from that source.)
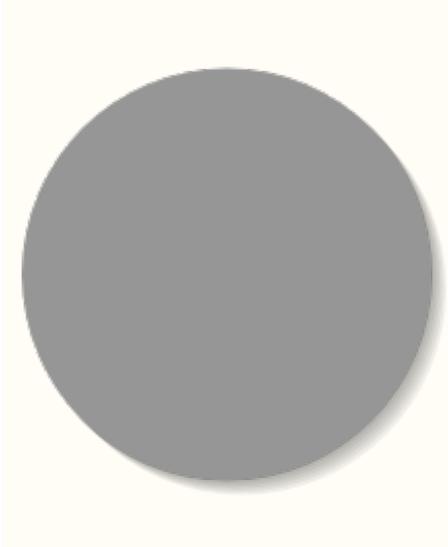
Government (includes departments, local and national)	SC015Q01TA01
Student fees or school charges paid by parents	SC015Q02TA01
Benefactors, donations, bequests, sponsorships, parent fundraising	SC015Q03TA01
Other	SC015Q04TA01

Consistency check rule

Rule: If (^SC015Q01TA01 + ^SC015Q02TA01 + ^SC015Q03TA01 + ^SC015Q04TA01) >100 OR (^SC015Q01TA01 + ^SC015Q02TA01 + ^SC015Q03TA01 + ^SC015Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC017 ELSE GOTO ^SC016

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a percentage for each response. Enter "0" (zero) if no funding comes from that source.)

	%
Government (includes departments, local and national)	SC016Q01TA01
Student fees or school charges paid by parents	SC016Q02TA01
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01
Other	SC016Q04TA01

Consistency check rule

Rule: If (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) >100 OR (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

|	Not at all	Very little	To some extent	A lot
A lack of teaching staff	SC017Q01NA01 ○	SC017Q01NA02 ○	SC017Q01NA03 ○	SC017Q01NA04 ○
Inadequate or poorly qualified teaching staff	SC017Q02NA01 ○	SC017Q02NA02 ○	SC017Q02NA03 ○	SC017Q02NA04 ○
A lack of assisting staff	SC017Q03NA01 ○	SC017Q03NA02 ○	SC017Q03NA03 ○	SC017Q03NA04 ○
Inadequate or poorly qualified assisting staff	SC017Q04NA01 ○	SC017Q04NA02 ○	SC017Q04NA03 ○	SC017Q04NA04 ○
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q05NA01 ○	SC017Q05NA02 ○	SC017Q05NA03 ○	SC017Q05NA04 ○
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q06NA01 ○	SC017Q06NA02 ○	SC017Q06NA03 ○	SC017Q06NA04 ○
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q07NA01 ○	SC017Q07NA02 ○	SC017Q07NA03 ○	SC017Q07NA04 ○
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q08NA01 ○	SC017Q08NA02 ○	SC017Q08NA03 ○	SC017Q08NA04 ○

Section C: Teaching staff

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

When asked about qualifications, please answer referring to teachers' *highest level qualifications*.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01	SC018Q01TA02
Teachers fully certified by the General Teaching Council for Scotland	SC018Q02TA01	SC018Q02TA02
Teachers with qualifications below the level of higher education	SC018Q03NA01	SC018Q03NA02
Teachers with higher education qualifications below degree level (e.g. HNC, HND) or equivalent	SC018Q04NA01	SC018Q04NA02
Teachers with first degrees (e.g. BA, BSc, BEd) or equivalent	SC018Q05NA01	SC018Q05NA02
Teachers with postgraduate degrees (e.g. MSc, MA, MBA) or equivalent	SC018Q06NA01	SC018Q06NA02
Teachers with a doctorate or higher degree (e.g. MPhil, PhD)	SC018Q07NA01	SC018Q07NA02
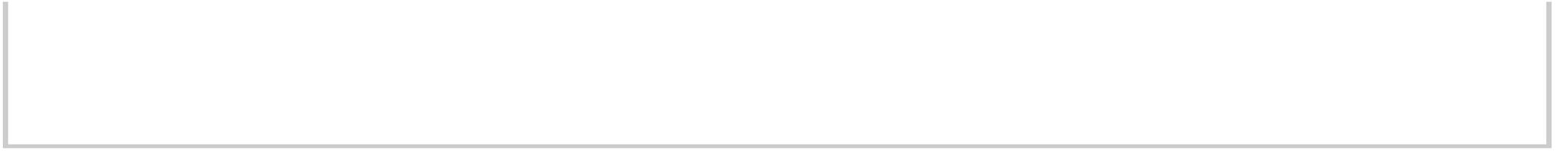
How many of the following are science teachers at your school?

Include both full-time and part-time teachers. *A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.*

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Science teachers in TOTAL	SC019Q01NA01	SC019Q01NA02
Science teachers fully certified by the General Teaching Council for Scotland	SC019Q02NA01	SC019Q02NA02
Science teachers with a first degree or higher (e.g. BA, BEd, MA, PhD) in a science subject	SC019Q03NA01	SC019Q03NA02

How many teachers at your school are teaching any of the following science subjects?

(Please do not distinguish between full-time and part-time teachers. If a teacher teaches two school science subjects (e.g. both physics and biology), please count him or her twice.)

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

Physics

SC020Q01NA01

Chemistry

SC020Q02NA01

Biology

SC020Q03NA01

Earth's Materials and/or Space

SC020Q04NA01

Applied science and technology (e.g. National Certificate in Applied Sciences)

SC020Q05NA01

General, integrated, or comprehensive science course (e.g. National 4 Science)

SC020Q06NA01

Which of the following procedures for recruiting teachers is most common at your school?

(Please select one response.)

Teachers submit a direct application to your school.	SC021Q01NA01 ○
The local authority assigns teachers to your school.	SC021Q01NA02 ○
The school collaborates with the local authority in the recruitment of teachers.	SC021Q01NA03 ○

Is the completion of a teacher education or training programme required to teach at your school?

(Please select one response.)

Yes	SC022Q01NA01 ○
No	SC022Q01NA02 ○

Branching rule

Rule: IF (^SC022Q01NA01=1) THEN GOTO ^SC023 ELSE GOTO ^SC024

In your school the completion of a teacher education or training programme is required to teach. How strict is this rule?

(Please select one response.)

The completion of a teacher education or training programme is required from the beginning of teacher service.

SC023Q01NA01
○

At the beginning of teacher service, teachers have a limited time span to complete a teacher education or training programme.

SC023Q01NA02
○

In the last academic year, did you fill all vacant S4 science teaching positions at your school?

Click on help (the ? top right) to see the preliminary note on the definition of science from the first screen. A science teacher is defined as a teacher of the subject(s) which meet this definition.

(Please select one response.)

'School science' includes all science courses referring to the domains of physics, chemistry, earth and space sciences, biology, applied sciences and technology either taught in your curriculum as separate science subjects, or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible earth science topics included in geography courses.

Not applicable *(we had no vacant science teaching positions to be filled)*

SC024Q01NA01
○

Yes, we filled all vacant positions by appointing staff who hold a science teaching qualification.

SC024Q01NA02
○

Yes, we filled all vacant positions by appointing staff without a science teaching qualification.

SC024Q01NA03
○

No *(we could not fill one or more vacant science teaching positions)*

SC024Q01NA04
○

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)

SC025Q01NA01

All teaching staff at your school

0%   100%

SC025Q02NA01

Science teaching staff at your school

0%   100%
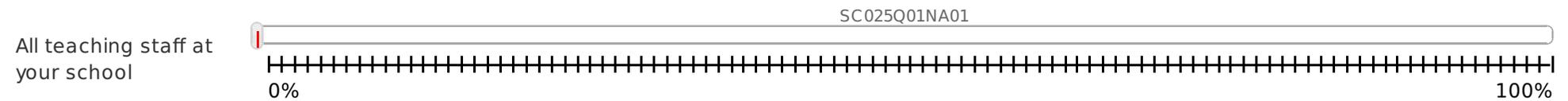
For how many days within a school year is a teacher in your school required to take part in professional development activities?

(Please move the slider to the appropriate number of days. If teachers are not required to take part in professional development activities, please select "0" (zero).)

SC026Q01NA01

0
days

40
days or more
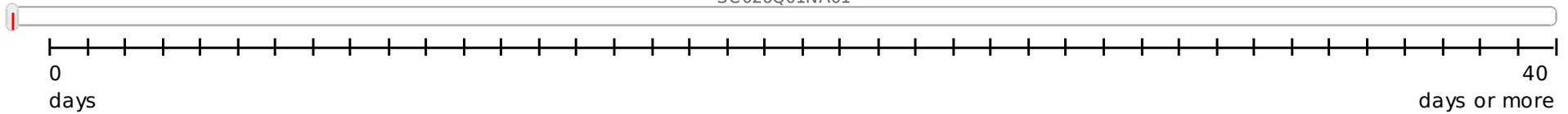
Which of the following types of in-house professional development exist at your school?

(Please select one response in each row.)

	Yes	No
The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	SC027Q01NA01 ○	SC027Q01NA02 ○
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA01 ○	SC027Q02NA02 ○
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 ○	SC027Q03NA02 ○
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 ○	SC027Q04NA02 ○

Does your school have a formal school policy concerning professional development activities?

(Please select one response.)

Yes	SC028Q01NA01 ○
No	SC028Q01NA02 ○

Branching rule

Rule: IF (^SC028Q01NA01=1) THEN GOTO ^SC029 ELSE GOTO ^SC030

Which of the following topics are included in your formal school policy concerning professional development activities?

(Please select all that apply.)

Obligation to participate in professional development activities

SC029Q01NA01

☐

Use of working time

SC029Q02NA01

☐

Release from teaching responsibilities

SC029Q03NA01

☐

Remuneration and reimbursement

SC029Q04NA01

☐

Contents of professional development activities

SC029Q05NA01

☐

Provision of resources (e.g. rooms, materials, staff)

SC029Q06NA01

☐

What resources does your school provide for professional development activities?

(Please select all that apply.)

|	
Specified periods of time	SC030Q01NA01 ☐
Specified rooms	SC030Q02NA01 ☐
Staff (e.g subject leader, head of department)	SC030Q03NA01 ☐
Procurement and provision of materials	SC030Q04NA01 ☐

The next question only refers to the science teachers at your school.

What proportion of all professional development activities attended by science teachers from your school has been dedicated to each of the following three areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for science and technology content matter.)

(Note that the percentages must add up to 100.)
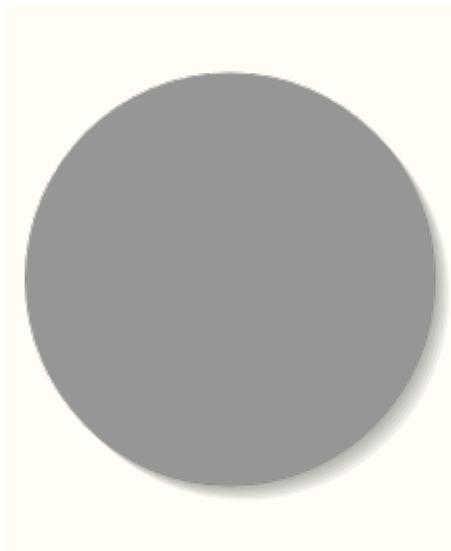
Science and technology content matter: knowledge and skills in any science discipline	SC031Q01NA01
Teaching and learning science: teaching methodology related to science, didactical skills (e.g. use of experiments), student misconceptions	SC031Q02NA01
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	SC031Q03NA01
Other topics	SC031Q04NA01

Consistency check rule

Rule: IF (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) >100 or (^SC031Q01NA01 + ^SC031Q02NA01 + ^SC031Q03NA01 + ^SC031Q04NA01) < 100

Message: Sum does not add to 100%. Please check your response.

Section D: Assessment and evaluation

During the last academic year, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

	Yes	No
Tests or assessments of student achievement	SC032Q01TA01 ○	SC032Q01TA02 ○
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 ○	SC032Q02TA02 ○
Headteacher or senior staff observations of lessons	SC032Q03TA01 ○	SC032Q03TA02 ○
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 ○	SC032Q04TA02 ○

How often do the following occur in your school following a teacher appraisal?

(Please select one response in each row.)

	Never	Sometimes	Most of the time	Always
Public recognition from the headteacher	SC033Q01NA01 ○	SC033Q01NA02 ○	SC033Q01NA03 ○	SC033Q01NA04 ○
A change in a teacher's salary or a payment of a financial bonus	SC033Q02NA01 ○	SC033Q02NA02 ○	SC033Q02NA03 ○	SC033Q02NA04 ○
A change in the likelihood of a teacher's career advancement	SC033Q03NA01 ○	SC033Q03NA02 ○	SC033Q03NA03 ○	SC033Q03NA04 ○
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	SC033Q04NA01 ○	SC033Q04NA02 ○	SC033Q04NA03 ○	SC033Q04NA04 ○
A development or training plan is created for the teacher	SC033Q05NA01 ○	SC033Q05NA02 ○	SC033Q05NA03 ○	SC033Q05NA04 ○
Measures to remedy any weaknesses in teaching are discussed with the teacher	SC033Q06NA01 ○	SC033Q06NA02 ○	SC033Q06NA03 ○	SC033Q06NA04 ○
A mentor is appointed to help the teacher improve his/her teaching	SC033Q07NA01 ○	SC033Q07NA02 ○	SC033Q07NA03 ○	SC033Q07NA04 ○
Dismissal or non-renewal of contract	SC033Q08NA01 ○	SC033Q08NA02 ○	SC033Q08NA03 ○	SC033Q08NA04 ○

Generally, in your school, how often are students in S4 assessed using the following methods?

(If you need further explanation of the term "standardised tests", please use the help button.)

(Please select one response in each row.)

Standardised tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

	Never	*1-2 times a year*	*3-5 times a year*	*Monthly*	*More than once a month*
Mandatory standardised tests, e.g. National Qualifications	SC034Q01NA01 ○	SC034Q01NA02 ○	SC034Q01NA03 ○	SC034Q01NA04 ○	SC034Q01NA05 ○
Non-mandatory standardised tests (e.g. publicly or commercially available standardised test material like CAT tests)	SC034Q02NA01 ○	SC034Q02NA02 ○	SC034Q02NA03 ○	SC034Q02NA04 ○	SC034Q02NA05 ○
Teacher-developed tests	SC034Q03TA01 ○	SC034Q03TA02 ○	SC034Q03TA03 ○	SC034Q03TA04 ○	SC034Q03TA05 ○
Teachers' judgemental ratings	SC034Q04TA01 ○	SC034Q04TA02 ○	SC034Q04TA03 ○	SC034Q04TA04 ○	SC034Q04TA05 ○

Branching rule

Rule: IF (^SC034Q01NA02=1 or ^SC034Q01NA03=1 or ^SC034Q01NA04=1 or ^SC034Q01NA05=1 or ^SC034Q02NA02=1 or ^SC034Q02NA03=1 or ^SC034Q02NA04=1 or ^SC034Q02NA05=1 or ^SC034Q03TA02=1 or ^SC034Q03TA03=1 or ^SC034Q03TA04=1 or ^SC034Q03TA05=1) THEN GOTO ^SC035 ELSE GOTO ^SC036

In your school, are standardised tests and/or teacher-developed tests of students in S4 used for any of the following purposes?

(If you need further explanation of the term "standardised tests", please use the help button.)

(Please select either "yes" or "no" to indicate the use of standardised tests and teacher-developed tests for each of the specified purposes.)

The term standardised tests includes standardised mandatory tests (mandated e.g. by national or local authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

	Standardised tests	*Teacher-developed tests*
	SC035Q01NA01	SC035Q01NB01
To guide students' learning	Select...	Select...

- To guide students' learning (SC035Q01NB01)
  Select...
  Yes
  No

- To guide students' learning (SC035Q01NA01)
  Select...
  Yes
  No

	SC035Q02TA01	SC035Q02TB01
To inform parents about their child's progress	Select...	Select...

- To inform parents about their child's progress (SC035Q02TB01)
  Select...
  Yes
  No

- To inform parents about their child's progress (SC035Q02TA01)
  Select...

Yes
No

	SC035Q03TA01	SC035Q03TB01
To make decisions about students' retention or promotion	Select... ⬍	Select... ⬍

- To make decisions about students' retention or promotion (SC035Q03TB01)
  Select...
  Yes
  No

- To make decisions about students' retention or promotion (SC035Q03TA01)
  Select...
  Yes
  No

	SC035Q04TA01	SC035Q04TB01
To group students for instructional purposes	Select... ⬍	Select... ⬍

- To group students for instructional purposes (SC035Q04TB01)
  Select...
  Yes
  No

- To group students for instructional purposes (SC035Q04TA01)
  Select...
  Yes
  No

	SC035Q05TA01	SC035Q05TB01
To compare the school to local or national performance	Select... ⬍	Select... ⬍

- To compare the school to local or national performance (SC035Q05TB01)
  Select...
  Yes
  No

- To compare the school to local or national performance (SC035Q05TA01)
  Select...
  Yes
  No

	SC035Q06TA01	SC035Q06TB01
To monitor the school's progress from year to year	Select... ⬍	Select... ⬍

- To monitor the school's progress from year to year (SC035Q06TB01)
  Select...
  Yes
  No

- To monitor the school's progress from year to year (SC035Q06TA01)
  Select...
  Yes
  No

	SC035Q07TA01	SC035Q07TB01
To make judgements about teachers' effectiveness	Select... ⬍	Select... ⬍

- To make judgements about teachers' effectiveness (SC035Q07TB01)
  Select...
  Yes
  No

- To make judgements about teachers' effectiveness (SC035Q07TA01)
  Select...
  Yes
  No

	SC035Q08TA01	SC035Q08TB01
To identify aspects of instruction or the curriculum that could be improved	Select... ⬍	Select... ⬍

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TB01)
  Select...
  Yes
  No

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TA01)
  Select...
  Yes
  No

	SC035Q09NA01	SC035Q09NB01
To adapt teaching to the students' needs	Select... ⬍	Select... ⬍

- To adapt teaching to the students' needs (SC035Q09NB01)
  Select...
  Yes
  No

- To adapt teaching to the students' needs (SC035Q09NA01)
  Select...
  Yes
  No

	SC035Q10TA01	SC035Q10TB01
To compare the school with other schools	Select...	Select...

- To compare the school with other schools (SC035Q10TB01)
  Select...
  Yes
  No

- To compare the school with other schools (SC035Q10TA01)
  Select...
  Yes
  No

	SC035Q11NA01	SC035Q11NB01
To award certificates to students	Select...	Select...

- To award certificates to students (SC035Q11NB01)
  Select...
  Yes
  No

- To award certificates to students (SC035Q11NA01)
  Select...
  Yes
  No

In your school, are achievement data used in any of the following reporting procedures?

*Achievement data include **aggregated** school or year group test scores or grades, or rates of school completion.*

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g. in the media)	SC036Q01TA01 ◯	SC036Q01TA02 ◯
Achievement data are tracked over time by an administrative authority	SC036Q02TA01 ◯	SC036Q02TA02 ◯
Achievement data are provided directly to parents	SC036Q03NA01 ◯	SC036Q03NA02 ◯

Do the following arrangements aimed at quality assurance and improvements exist in your school? If so, on what basis?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes, this is mandatory, e.g. based on local or national government policies	Yes, based on school initiative	No
Internal evaluation / Self-evaluation	SC037Q01TA01 ○	SC037Q01TA02 ○	SC037Q01TA03 ○
External evaluation	SC037Q02TA01 ○	SC037Q02TA02 ○	SC037Q02TA03 ○
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 ○	SC037Q03TA02 ○	SC037Q03TA03 ○
Written specification of student performance standards	SC037Q04TA01 ○	SC037Q04TA02 ○	SC037Q04TA03 ○
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 ○	SC037Q05NA02 ○	SC037Q05NA03 ○
Systematic recording of student test results and rates of school completion	SC037Q06NA01 ○	SC037Q06NA02 ○	SC037Q06NA03 ○

	SC037Q07TA01	SC037Q07TA02	SC037Q07TA03
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	○	○	○
	SC037Q08TA01	SC037Q08TA02	SC037Q08TA03
Teacher mentoring	○	○	○
	SC037Q09TA01	SC037Q09TA02	SC037Q09TA03
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	○	○	○
	SC037Q10NA01	SC037Q10NA02	SC037Q10NA03
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	○	○	○
	SC037Q11NA01	SC037Q11NA02	SC037Q11NA03
Policies on negative consequences for teachers performing poorly	○	○	○
	SC037Q12NA01	SC037Q12NA02	SC037Q12NA03
Policies on rewards for teachers performing exceptionally well	○	○	○
	SC037Q13NA01	SC037Q13NA02	SC037Q13NA03
Policies on the continuing professional development of particular poorly performing teachers	○	○	○

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC038 ELSE GOTO ^SC040R01

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	*No*
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	SC038Q01NA01 ○	SC038Q01NA02 ○
Educational staff (e.g. workload, personal requirements, qualifications)	SC038Q02NA01 ○	SC038Q02NA02 ○
Implementation of the curriculum	SC038Q03NA01 ○	SC038Q03NA02 ○
Extra-curricular activities (e.g. participation, content)	SC038Q04NA01 ○	SC038Q04NA02 ○
Quality of teaching and learning	SC038Q05NA01 ○	SC038Q05NA02 ○
Assessment practices	SC038Q06NA01 ○	SC038Q06NA02 ○
Social climate in school	SC038Q07NA01 ○	SC038Q07NA02 ○
Teacher cooperation	SC038Q08NA01 ○	SC038Q08NA02 ○

Use of ICT for teaching and learning	SC038Q09NA01 ○	SC038Q09NA02 ○
School management (e.g. leadership, counselling, cooperation, school programme)	SC038Q10NA01 ○	SC038Q10NA02 ○
Parental engagement in school	SC038Q11NA01 ○	SC038Q11NA02 ○
Teacher professional development	SC038Q12NA01 ○	SC038Q12NA02 ○
Diversity management	SC038Q13NA01 ○	SC038Q13NA02 ○
Cooperation with external partners	SC038Q14NA01 ○	SC038Q14NA02 ○
Student achievement	SC038Q15NA01 ○	SC038Q15NA02 ○
Students' cross-curricular competencies	SC038Q16NA01 ○	SC038Q16NA02 ○
Equity in school	SC038Q17NA01 ○	SC038Q17NA02 ○

Thinking about the last internal evaluation at your school, do the following statements apply?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No
We clearly defined criteria prior to evaluation.	SC039Q01NA01 ○	SC039Q01NA02 ○
We derived evaluation criteria from our school's educational goals.	SC039Q02NA01 ○	SC039Q02NA02 ○
The results of internal evaluations led to changes in school policies.	SC039Q03NA01 ○	SC039Q03NA02 ○
We used the results of internal evaluations to draw up clearly defined measures.	SC039Q04NA01 ○	SC039Q04NA02 ○
We used the data to plan specific action for school development.	SC039Q05NA01 ○	SC039Q05NA02 ○
We used the data to plan specific action for the improvement of teaching.	SC039Q06NA01 ○	SC039Q06NA02 ○
We put measures derived from the results of internal evaluations into practice promptly.	SC039Q07NA01 ○	SC039Q07NA02 ○
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	SC039Q08NA01 ○	SC039Q08NA02 ○

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

SC039Q09NA01
○

SC039Q09NA02
○

Based on your last internal school evaluation results, did your school implement any measures in the following areas?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

	Yes	No, because results were satisfactory	No, for other reasons
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	SC040Q01NA01 ○	SC040Q01NA02 ○	SC040Q01NA03 ○
Educational staff (e.g. workload, personal requirements, qualifications)	SC040Q02NA01 ○	SC040Q02NA02 ○	SC040Q02NA03 ○
Implementation of the curriculum	SC040Q03NA01 ○	SC040Q03NA02 ○	SC040Q03NA03 ○
Extra-curricular activities (e.g. participation, content)	SC040Q04NA01 ○	SC040Q04NA02 ○	SC040Q04NA03 ○
Quality of teaching and learning	SC040Q05NA01 ○	SC040Q05NA02 ○	SC040Q05NA03 ○
Assessment practices	SC040Q06NA01 ○	SC040Q06NA02 ○	SC040Q06NA03 ○
Social climate in school	SC040Q07NA01 ○	SC040Q07NA02 ○	SC040Q07NA03 ○
Teacher cooperation	SC040Q08NA01 ○	SC040Q08NA02 ○	SC040Q08NA03 ○

Use of ICT for teaching and learning	SC040Q09NA01 ○	SC040Q09NA02 ○	SC040Q09NA03 ○
School management (leadership, counselling, cooperation, school programme)	SC040Q10NA01 ○	SC040Q10NA02 ○	SC040Q10NA03 ○
Parental engagement in school	SC040Q11NA01 ○	SC040Q11NA02 ○	SC040Q11NA03 ○
Teacher professional development	SC040Q12NA01 ○	SC040Q12NA02 ○	SC040Q12NA03 ○
Diversity management	SC040Q13NA01 ○	SC040Q13NA02 ○	SC040Q13NA03 ○
Cooperation with external partners	SC040Q14NA01 ○	SC040Q14NA02 ○	SC040Q14NA03 ○
Student achievement	SC040Q15NA01 ○	SC040Q15NA02 ○	SC040Q15NA03 ○
Students' cross-curricular competencies	SC040Q16NA01 ○	SC040Q16NA02 ○	SC040Q16NA03 ○
Equity in school	SC040Q17NA01 ○	SC040Q17NA02 ○	SC040Q17NA03 ○

Branching rule

Rule: IF (^SC037Q02TA01=1 or ^SC037Q02TA02=1) THEN GOTO ^SC041 ELSE GOTO ^SC5info

Thinking about the last external evaluation at your school, do the following statements apply?

(If you need further explanation of the term "external school evaluation", please use the help button.)

(Please select one response in each row.)

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes	No
The results of external evaluations led to changes in school policies.	SC041Q01NA01 ○	SC041Q01NA02 ○
We used the results of external evaluations to draw up clearly defined measures.	SC041Q02NA01 ○	SC041Q02NA02 ○
We used the data to plan specific action for school development.	SC041Q03NA01 ○	SC041Q03NA02 ○
We used the data to plan specific action for the improvement of teaching.	SC041Q04NA01 ○	SC041Q04NA02 ○
We put measures derived from the results of external evaluations into practice promptly.	SC041Q05NA01 ○	SC041Q05NA02 ○
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q06NA01 ○	SC041Q06NA02 ○
The effects triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q07NA01 ○	SC041Q07NA02 ○

Section E: Targeted groups

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in S4?

(Please select one response in each row.)

	For all subjects	For some subjects	Not for any subjects
Students are grouped by ability into different classes	SC042Q01TA01 ○	SC042Q01TA02 ○	SC042Q01TA03 ○
Students are grouped by ability within their classes	SC042Q02TA01 ○	SC042Q02TA02 ○	SC042Q02TA03 ○

Which policies regarding retention (students repeating a year) are implemented in your school?

(Please select one response in each row.)

	Yes	No
Repetition of a year is possible on a voluntary basis, i.e. with request or permission from the parents.	SC043Q01NA01 ○	SC043Q01NA02 ○
If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the year.	SC043Q02NA01 ○	SC043Q02NA02 ○
Individual courses can be repeated without repeating a whole year.	SC043Q03NA01 ○	SC043Q03NA02 ○
After repeating years a certain number of times, students are expected to leave the school.	SC043Q04NA01 ○	SC043Q04NA02 ○
Repetition of a year is prohibited by local or national regulations.	SC043Q05NA01 ○	SC043Q05NA02 ○
Repetition of a year is prohibited by school policies.	SC043Q06NA01 ○	SC043Q06NA02 ○

Which measures to support students at risk of academic failure are implemented at your school?

(Please select one response in each row.)

	Yes	No
Our school has a professional counsellor for students at risk of academic failure.	SC044Q01NA01 ○	SC044Q01NA02 ○
Our school provides mandatory remedial courses during the school year.	SC044Q02NA01 ○	SC044Q02NA02 ○
Our school offers remedial courses during the school year.	SC044Q03NA01 ○	SC044Q03NA02 ○
Our school offers remedial courses during the summer.	SC044Q04NA01 ○	SC044Q04NA02 ○
Our school offers students remedial education while repeating a course or year.	SC044Q05NA01 ○	SC044Q05NA02 ○
Our school offers students specific counselling while repeating a course or year.	SC044Q06NA01 ○	SC044Q06NA02 ○

During the last academic year, what proportion of students left your school, after their final year, without qualifications that would allow them to enter post-school destinations, such as university, technical, further or vocational education, apprenticeships or employment?

(Please select a percentage. Select "0" (zero) if no students left without such a certificate.)

SC045Q01NA01

0%   100%
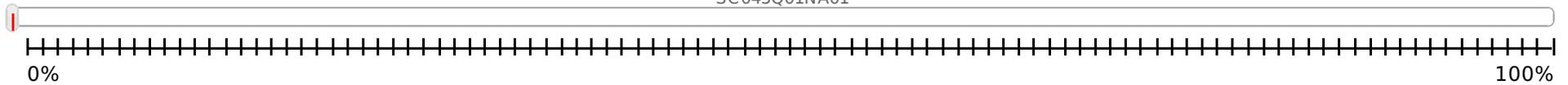
Consistency check rule

Rule: IF ^SC045Q01NA01 >=50

Message: Value entered is 50% or more. Please check your response.

Does your school have a policy on additional instruction for students in S4 (e.g. tutoring, private lessons, additional instruction)?

(Please select one response.)

Yes	SC046Q01NA01 ○
No	SC046Q01NA02 ○

Branching rule

Rule: IF (^SC046Q01NA01=1) THEN GOTO ^SC047 ELSE GOTO ^SC048

How do your school and your local authority or government handle additional instruction?

(Please select all that apply.)

The local authority or government pays for courses given by an instructor of the student's choice.

SC047Q01NA01
☐

The local authority or government pays for courses given by specific instructors or tutoring organisations.

SC047Q02NA01
☐

Our school pays for courses given by an instructor of the student's choice.

SC047Q03NA01
☐

Our school pays for courses given by specific instructors or tutoring organisations.

SC047Q04NA01
☐

Our school provides free additional instruction for students.

SC047Q05NA01
☐

Our school provides students with contact information for instructors.

SC047Q06NA01
☐

Our school provides rooms where students can meet their instructor(s).

SC047Q07NA01
☐

Our school does not play any part in students' additional instruction.

SC047Q08NA01
☐

Teachers in our school are allowed to provide additional instruction for any student in their own time (paid and unpaid).

SC047Q09NA01
☐

Regulations determine which students can be provided with additional instruction by teachers in our school and under what circumstances.

SC047Q10NA01
☐

Providing free-of-charge additional instruction for students is part of the regular teaching duties of teachers in our school.

SC047Q11NA01

☐

Please estimate the percentage of students in S4 at your school who have the following characteristics.

(Students may fall in to more than one category.)

(Please move the slider to the appropriate percentage.)

Students whose heritage language is not English ('heritage language' is the language learnt at home that a student acquired as a mother tongue before learning English, or alongside English)

SC048Q01NA01

0%   100%

SC048Q02NA01
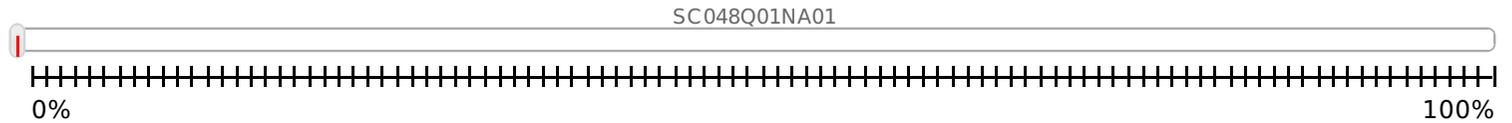
Students with additional support needs

0%   100%

SC048Q03NA01
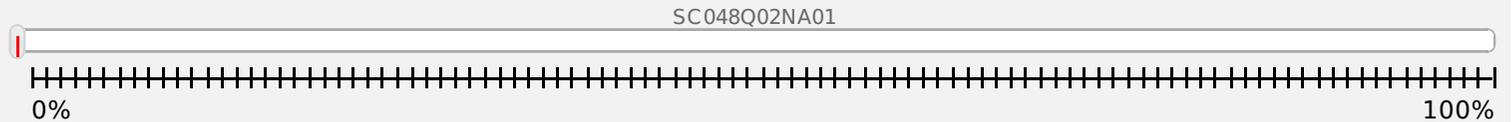
Students from socioeconomically disadvantaged homes

0%   100%

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC049

Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select one response in each row.)

'Heritage language' is the language learnt at home that a student acquired as a mother tongue before learning English, or alongside English.

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools recognise their cultural differences.	SC049Q01NA01 ○	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of Scotland.	SC049Q01NA02 ○
It is crucial for the academic success of multilingual students that schools offer additional courses in English.	SC049Q02NA01 ○	It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their heritage language.	SC049Q02NA02 ○
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC049Q03NA01 ○	It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.	SC049Q03NA02 ○
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC049Q04NA01 ○	In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.	SC049Q04NA02 ○
It is best for school cohesion when	SC049Q05NA01	It is best for school cohesion when	SC049Q05NA02

all students speak the same
language at school.

○

the school encourages linguistic
diversity in school.

○

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC051

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	None or almost none of them	Some of them	Many of them	All or almost all of them
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools recognise their cultural differences.	SC050Q01NA01 ○	SC050Q01NA02 ○	SC050Q01NA03 ○	SC050Q01NA04 ○
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of Scotland.	SC050Q02NA01 ○	SC050Q02NA02 ○	SC050Q02NA03 ○	SC050Q02NA04 ○
It is crucial for the academic success of multilingual students that schools offer courses in their home language.	SC050Q03NA01 ○	SC050Q03NA02 ○	SC050Q03NA03 ○	SC050Q03NA04 ○
It is crucial for the academic success of multilingual students that schools offer additional courses in English.	SC050Q04NA01 ○	SC050Q04NA02 ○	SC050Q04NA03 ○	SC050Q04NA04 ○
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC050Q05NA01 ○	SC050Q05NA02 ○	SC050Q05NA03 ○	SC050Q05NA04 ○
It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.	SC050Q06NA01 ○	SC050Q06NA02 ○	SC050Q06NA03 ○	SC050Q06NA04 ○
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC050Q07NA01 ○	SC050Q07NA02 ○	SC050Q07NA03 ○	SC050Q07NA04 ○
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's	SC050Q08NA01 ○	SC050Q08NA02 ○	SC050Q08NA03 ○	SC050Q08NA04 ○

existing structures and practices.	○	○	○	○
It is best for school cohesion when all students speak the same language at school.	SC050Q09NA01 ○	SC050Q09NA02 ○	SC050Q09NA03 ○	SC050Q09NA04 ○
It is best for school cohesion when the school encourages linguistic diversity in school.	SC050Q10NA01 ○	SC050Q10NA02 ○	SC050Q10NA03 ○	SC050Q10NA04 ○

Do the following statements reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse ethnic and cultural groups that live in Scotland.	SC051Q01NA01 ○	SC051Q01NA02 ○
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs or arts) of diverse ethnic and cultural groups that live in Scotland.	SC051Q02NA01 ○	SC051Q02NA02 ○
In our school, students learn about different ethnic and cultural perspectives on historical and social events.	SC051Q03NA01 ○	SC051Q03NA02 ○
Our school supports activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups).	SC051Q04NA01 ○	SC051Q04NA02 ○

Section F: Learning environment and curriculum

For 15-year-old students, does your school provide the following study help?

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC052Q01NA01 ◯	SC052Q01NA02 ◯
Staff help with homework	SC052Q02NA01 ◯	SC052Q02NA02 ◯

This academic year, which of the following activities does your school offer to students in S4?

(Please select one response in each row.)

	Yes	No
Band, orchestra, instrumental group or choir	SC053Q01TA01 ○	SC053Q01TA02 ○
School play or school musical	SC053Q02TA01 ○	SC053Q02TA02 ○
School yearbook, newspaper or magazine	SC053Q03TA01 ○	SC053Q03TA02 ○
Volunteering or service activities, e.g. a local community volunteering programme, Duke of Edinburgh's Award	SC053Q04TA01 ○	SC053Q04TA02 ○
Science club	SC053Q05NA01 ○	SC053Q05NA02 ○
Science competitions, e.g. National Science + Engineering Competition, Technology Design and Innovation Challenge	SC053Q06NA01 ○	SC053Q06NA02 ○
Chess club	SC053Q07TA01 ○	SC053Q07TA02 ○
Club with a focus on computers/ Information and Communication Technology	SC053Q08TA01 ○	SC053Q08TA02 ○
Art club or art activities	SC053Q09TA01 ○	SC053Q09TA02 ○
Sports teams or sports activities	SC053Q10TA01 ○	SC053Q10TA02 ○

School club or school competitions for foreign languages

Do the following statements regarding students' midday meals apply to your school?

(Please select one response in each row.)

	Yes	No
Our school provides free lunch for all students.	SC054Q01NA01 ○	SC054Q01NA02 ○
Our school provides free lunch only for students in need.	SC054Q02NA01 ○	SC054Q02NA02 ○
Our school provides lunch to students for a charge.	SC054Q03NA01 ○	SC054Q03NA02 ○
There is a cafeteria at our school.	SC054Q04NA01 ○	SC054Q04NA02 ○
There is a food vending machine at our school.	SC054Q05NA01 ○	SC054Q05NA02 ○
There is a kiosk at our school.	SC054Q06NA01 ○	SC054Q06NA02 ○
Our school has a policy on healthy lunch.	SC054Q07NA01 ○	SC054Q07NA02 ○

Who pays for the following things at your school?

(Please select one response in each row.)

	We don't have this at our school	Our school subsidises this for all students	Our school subsidises this only for students in need	Our school fully finances this for all students	Our school fully finances this only for students in need	The students (or their families) cover all expenses for this
Textbooks	SC055Q01NA01 ○	SC055Q01NA02 ○	SC055Q01NA03 ○	SC055Q01NA04 ○	SC055Q01NA05 ○	SC055Q01NA06 ○
School trips	SC055Q02NA01 ○	SC055Q02NA02 ○	SC055Q02NA03 ○	SC055Q02NA04 ○	SC055Q02NA05 ○	SC055Q02NA06 ○

Which of the following statements about science education apply to your school?

(A policy refers to formal rules known to those concerned with the policy.)

(Please select one response in each row.)

	Yes	No
Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC056Q01NA01 ○	SC056Q01NA02 ○
The school follows a policy on how to use computers in science instruction (e.g. amount of computer use in science lessons, use of specific science computer programs).	SC056Q02NA01 ○	SC056Q02NA02 ○

Does your school offer science lessons in addition to the science lessons offered during the usual school hours?

(Please select one response.)

Yes	SC057Q01NA01 ○
No	SC057Q01NA02 ○

Branching rule

Rule: IF (^SC057Q01NA01=1) THEN GOTO ^SC058 ELSE GO TO ^SC059

What is the purpose of these additional science lessons?

(Please select one response.)

Solely to stimulate and challenge students of higher ability

SC058Q01NA01
○

Solely to help students who have fallen behind their peers

SC058Q01NA02
○

For both purposes (challenging high achievers and helping lower achievers)

SC058Q01NA03
○

For neither specific purpose (the lessons are not aimed at a particular ability level)

SC058Q01NA04
○

Which of the following are true for the science department of your school?

(Please select one response in each row.)

	Yes	No
Compared to other departments, our school's science department is well equipped.	SC059Q01NA01 ○	SC059Q01NA02 ○
If we ever have some extra funding, a big share goes into improvement of our science teaching.	SC059Q02NA01 ○	SC059Q02NA02 ○
Science teachers are among our best educated staff members.	SC059Q03NA01 ○	SC059Q03NA02 ○
Compared to similar schools, we have a well equipped laboratory.	SC059Q04NA01 ○	SC059Q04NA02 ○
The material for hands-on activities in science is in good shape.	SC059Q05NA01 ○	SC059Q05NA02 ○
We have enough laboratory material which all classes can regularly use.	SC059Q06NA01 ○	SC059Q06NA02 ○
We have extra laboratory staff who help support science teaching.	SC059Q07NA01 ○	SC059Q07NA02 ○
Our school spends extra money on up-to-date science equipment.	SC059Q08NA01 ○	SC059Q08NA02 ○

Do you agree with the following statements about science education at your school?

(Please select one response in each row.)

	Yes	No
Our school has a good reputation because of its science department.	SC060Q01NA01 ○	SC060Q01NA02 ○
Our school is proud to have a good science department.	SC060Q02NA01 ○	SC060Q02NA02 ○
Students and parents select our school because of our good science department.	SC060Q03NA01 ○	SC060Q03NA02 ○
It is particularly important for our school to have a good science department.	SC060Q04NA01 ○	SC060Q04NA02 ○
Our school's science department is largely responsible for the school's good reputation.	SC060Q05NA01 ○	SC060Q05NA02 ○
Extra efforts are made to provide the best possible science education for our students.	SC060Q06NA01 ○	SC060Q06NA02 ○
Parents' opinions of our science department are especially important to us.	SC060Q07NA01 ○	SC060Q07NA02 ○

Section G: School climate

In your school, to what extent is the learning of students hindered by the following?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Student truancy	SC061Q01TA01 ◯	SC061Q01TA02 ◯	SC061Q01TA03 ◯	SC061Q01TA04 ◯
Students skipping classes	SC061Q02TA01 ◯	SC061Q02TA02 ◯	SC061Q02TA03 ◯	SC061Q02TA04 ◯
Students lacking respect for teachers	SC061Q03TA01 ◯	SC061Q03TA02 ◯	SC061Q03TA03 ◯	SC061Q03TA04 ◯
Student use of alcohol or illegal drugs	SC061Q04TA01 ◯	SC061Q04TA02 ◯	SC061Q04TA03 ◯	SC061Q04TA04 ◯
Students intimidating or bullying other students	SC061Q05TA01 ◯	SC061Q05TA02 ◯	SC061Q05TA03 ◯	SC061Q05TA04 ◯
Teachers not meeting individual students' needs	SC061Q06TA01 ◯	SC061Q06TA02 ◯	SC061Q06TA03 ◯	SC061Q06TA04 ◯
Teacher absenteeism	SC061Q07TA01 ◯	SC061Q07TA02 ◯	SC061Q07TA03 ◯	SC061Q07TA04 ◯
Staff resisting change	SC061Q08TA01 ◯	SC061Q08TA02 ◯	SC061Q08TA03 ◯	SC061Q08TA04 ◯
Teachers being too strict with students	SC061Q09TA01 ◯	SC061Q09TA02 ◯	SC061Q09TA03 ◯	SC061Q09TA04 ◯
Teachers not being well prepared for classes	SC061Q10TA01 ◯	SC061Q10TA02 ◯	SC061Q10TA03 ◯	SC061Q10TA04 ◯

Thinking about the teachers in your school, how much do you agree with the following statements?

(Please select one response in each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
The morale of teachers in this school is high.	SC062Q01TA01 ○	SC062Q01TA02 ○	SC062Q01TA03 ○	SC062Q01TA04 ○
Teachers work with enthusiasm.	SC062Q02TA01 ○	SC062Q02TA02 ○	SC062Q02TA03 ○	SC062Q02TA04 ○
Teachers take pride in this school.	SC062Q03TA01 ○	SC062Q03TA02 ○	SC062Q03TA03 ○	SC062Q03TA04 ○
Teachers value academic achievement.	SC062Q04TA01 ○	SC062Q04TA02 ○	SC062Q04TA03 ○	SC062Q04TA04 ○

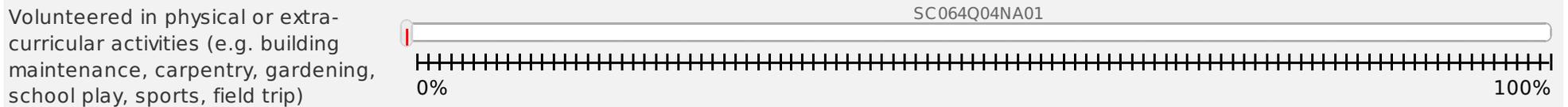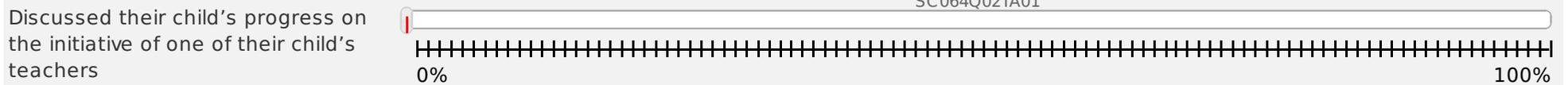**Do the following statements about parental involvement apply to your school?**

(Please select one response in each row.)

	Yes	No
Our school invites parents to participate in school-wide activities on a regular basis.	SC063Q01NA01 ○	SC063Q01NA02 ○
Our school provides a welcoming and accepting atmosphere for parents to get involved.	SC063Q02NA01 ○	SC063Q02NA02 ○
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	SC063Q03NA01 ○	SC063Q03NA02 ○
Our school includes parents in school decisions.	SC063Q04NA01 ○	SC063Q04NA02 ○
Our school offers parent education (e.g. adult education or parenting courses) or family support (e.g. to assist with health or nutrition).	SC063Q05NA01 ○	SC063Q05NA02 ○
Our school provides information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions and planning.	SC063Q06NA01 ○	SC063Q06NA02 ○
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	SC063Q07NA01 ○	SC063Q07NA02 ○
Our school keeps parents informed about their child's progress.	SC063Q08NA01 ○	SC063Q08NA02 ○
There is a legal obligation to include parents in school activities (e.g. national law or local regulation).	SC063Q09NA01 ○	SC063Q09NA02 ○
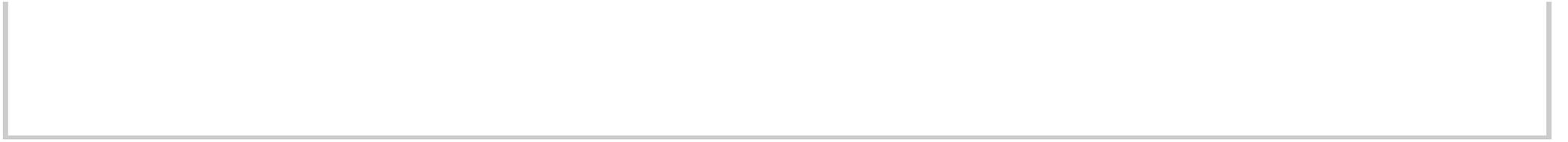
During the last academic year, what proportion of students' parents (or guardians) have participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

Discussed their child's progress with a teacher on their own initiative

SC064Q01TA01

0%   100%

Discussed their child's progress on the initiative of one of their child's teachers

SC064Q02TA01

0%   100%

Participated in local school governance, e.g. parent council or school management committee

SC064Q03TA01

0%   100%

Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening, school play, sports, field trip)

SC064Q04NA01

0%   100%

Volunteered to support school activities (e.g. volunteered in the school library, media centre or

SC064Q05NA01

canteen, assisted a teacher,
appeared as a guest speaker)

0%   100%

Assisted in fundraising for the school

SC064Q06TA01

0%   100%

Which statement below best characterises parental expectations towards your school?

(Please select one response.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them.	SC065Q01TA01 ○
Pressure on the school to achieve higher academic standards among students comes from a *minority of parents.*	SC065Q01TA02 ○
Pressure from parents on the school to achieve higher academic standards among students is *largely absent.*	SC065Q01TA03 ○

Which of the following statements about science-related collaboration are true for your school?

(Please select one response in each row.)

	Yes	No
Parents are encouraged to help us improve our science teaching.	SC066Q01NA01 ◯	SC066Q01NA02 ◯
Science teachers are especially encouraged to recognise parental expectations.	SC066Q02NA01 ◯	SC066Q02NA02 ◯
Parent consultation is particularly frequent for science teachers.	SC066Q03NA01 ◯	SC066Q03NA02 ◯
Our school regularly cooperates with science organisations to improve teaching.	SC066Q04NA01 ◯	SC066Q04NA02 ◯
Companies in the technical and science sector are invited to share their expertise with our students.	SC066Q05NA01 ◯	SC066Q05NA02 ◯

Thank you very much for your co-operation in completing this questionnaire!