

SCHOOL QUESTIONNAIRE FOR PISA 2015

PAPER-BASED VERSION

FIELD TRIAL VERSION

CY6_QST_FT_ScQ_PBA_NoNotes

Core 6
March 2013

Dear Head of School,

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 will help 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 Head of School or designate. 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.

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

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

Science includes all sciences subjects referring to the domains of physics, chemistry, biology, Earth science or geology, space science or astronomy, 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

SC001 **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)

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

A town (15 000 to about 100 000 people)

SC002 **As at February 1, 2014, what was the total school enrolment (number of students)?**

(Please write a number on each line. Write 0 (zero) if there are none.)

Number of boys: _____

Number of girls: _____

SC003 **What is the average size of English classes in Year 11 in your school?**

(Please select one response.)

15 students or fewer

16-20 students

21-25 students

26-30 students

SC004 **The goal of the following set of questions is to gather information about the student-computer ratio for students in Year 11 at your school.**

(Please write a number on each line. Write 0 (zero) if there are none.)

Number

At your school, what is the total number of students in Year 11? _____

Approximately, how many computers are available for these students for educational purposes? _____

Approximately, how many of these computers are connected to the Internet/World Wide Web? _____

Approximately, how many of these computers are portable (e.g. laptop, tablet)? _____

About how many interactive whiteboards are available in the school altogether? _____

About how many data projectors are available in the school altogether? _____

About how many computers with internet connection are available **for teachers** in your school? _____

SC005 Do the following statements about ICT use apply to your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school offers internet access free of charge to students via Wireless LAN.	<input type="checkbox"/>	<input type="checkbox"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.	<input type="checkbox"/>	<input type="checkbox"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
Our school has a media literacy education programme for students.	<input type="checkbox"/>	<input type="checkbox"/>
Our school has a media literacy education programme for teachers.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers accounts on school computers for students.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers accounts on school computers for teachers.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers intranet storage space for students.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers intranet storage space for teachers.	<input type="checkbox"/>	<input type="checkbox"/>

SC006 **How many instructional days per calendar week does your school provide to students in Year 11?**

(In case of periodical schooling please report the number of days by writing the average number of school days per calendar week calculated for a whole school year.)

(Please write a number.)

Days: _____

SC007 **How many instructional days are intended in this school year for students in Year 11?**

(Please consider all scheduled school days.)

(Please write a number.)

Days: _____

SC008 **On approximately how many days in the last 12 months was your school closed or deviated from the regular curriculum because of the following reasons?**

(Please write a number on each line. Write “0” (zero) if there are none.)

Days:

Vacations and holidays _____

Teacher conferences or professional development activities _____

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

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

Poor or lacking resources _____

Poor teacher or student behaviour _____

SECTION B: SCHOOL MANAGEMENT

SC009 Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the last scholastic year.

(Please select one response in each row.)

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
I use student performance results to develop the school's educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I promote teaching practices based on recent educational research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I praise teachers whose students are actively participating in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I draw teachers' attention to the importance of pupils' development of critical and social capacities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I pay attention to disruptive behaviour in classrooms.

I provide staff with opportunities to participate in school decision-making.

I engage teachers to help build a school culture of continuous improvement.

I ask teachers to participate in reviewing management practices.

When a teacher brings up a classroom problem, we solve the problem together.

I discuss the school's academic goals with teachers during department / staff meetings.

SC010 Regarding your school, who has a considerable responsibility for the following tasks?

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

	<i>Head of School</i>	<i>Teachers</i>	<i>School Council / School governing board</i>	<i>College Principal</i>	<i>Education Directorates</i>
Selecting teachers for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Firing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing teachers' starting salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining teachers' salary increases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulating the school budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deciding on budget allocations within the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing student disciplinary policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing student assessment policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approving students for admission to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choosing
which
textbooks are
used

Determining
course
content

Deciding
which
courses are
offered

SC011 *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.

There is one other school in this area that competes for our students.

There are no other schools in this area that compete for our students.

SC012 **How often are the following factors considered when students are admitted to your school?**

(Please select one response in each row.)

	<i>Never</i>	<i>Some- times</i>	<i>Always</i>
Student's record of academic performance (including placement tests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation of feeder schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whether the student requires or is interested in a special programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preference given to family members of current or former students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence in a particular area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC013 **Is your school a state or a non-state 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.)

A non-state 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.)

SC014 *This question only applies if your school is a private school. If your school is a public school please skip this question and continue with the next question.*

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation

Another not-for-profit organisation

A for-profit organisation

SC016 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each line. Write 0 (zero) if no funding comes from that source.)

	%
Government (includes departments, local, regional, state and national)	_____
Student fees or school charges paid by parents	_____
Benefactors, donations, bequests, sponsorships, parent fundraising	_____
Other	_____
<i>Total</i>	<i>100%</i>

SC017 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate or poorly qualified teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lack of assisting staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate or poorly qualified assisting staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: TEACHING STAFF

SC018 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. Regarding the qualification level, please refer only to the teacher's **highest qualification level** .*

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
Teachers in TOTAL	_____	_____
Teachers with a Permanent Teachers' Warrant issued by the Council for the Teaching Profession	_____	_____
Teachers with a qualification below first degree level	_____	_____
Teachers with a Higher National Diploma or a vocational degree	_____	_____
Teachers with a Bachelor's degree	_____	_____
Teachers with a Master's degree	_____	_____
Teachers with a PhD	_____	_____

SC019 How many of the following teachers 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 write a number in each space provided. Write “0” (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
Science teachers in TOTAL	_____	_____
Science teachers with a Permanent Teachers’ Warrant issued by the Council for the Teaching Profession	_____	_____
Science teachers with a Bachelor’s or higher degree with specialisation in a science subject	_____	_____

SC020 How many teachers in 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 science subjects (e.g. both physics and biology), please count him or her twice.)

(Please write a number in each space provided. Write “0” (zero) if there are none.)

Physics	_____
Chemistry	_____
Biology	_____
Earth and space	_____
Applied science and technology (e. g. Design and Technology)	_____
General, integrated, or comprehensive science course (e. g. Integrated Science)	_____

SC021 Which of the following procedures for recruiting teachers is more common at your school?

(Please select one response.)

Teachers submit a direct application to your school.

The Directorate for Educational Services assigns teachers to your school.

The school collaborates with the Directorate for Educational Services in the recruitment of teachers.

SC022 **Is the completion of a teacher education or training programme required to teach at your school?**

(Please select one response.)

Yes

No

SC023 *Please only answer this question if the completion of a teacher education or training programme was required to teach at your school.*

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.

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

SC024 **In the last scholastic year, did you fill all vacant Year 11 science teaching positions at your school?**

See the preliminary note on the definition of science inside the front cover. A science teacher is defined as a teacher of the subject(s) which meet this definition.

(Please select one response.)

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

Yes, we filled all vacant positions by appointing staff that holds a science teaching qualification.

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

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

SC025 **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 write the appropriate percentage in each line. If none of your teachers participated in any professional development activities write “0” (zero).)

All teaching staff at your school _____

Science teaching staff at your school _____

SC026 For how many days within a school year is a teacher in your school required to take part in professional development activities?

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

Days:

SC027 **Which of the following types of in-house professional development exist at your school?**

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	<input type="checkbox"/>	<input type="checkbox"/>
Our school invites specialists to conduct in-service training for teachers.	<input type="checkbox"/>	<input type="checkbox"/>
Our school organises in-service workshops which deal with specific issues that our school faces.	<input type="checkbox"/>	<input type="checkbox"/>
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	<input type="checkbox"/>	<input type="checkbox"/>

SC028 **Does your school have a school policy concerning professional development activities?**

(Please select one response.)

Yes

No

SC029 *Please only answer this question if you have a school policy concerning professional development activity at your school.*

Does your school policy concerning professional development activities include the following topics?

(Please select all that apply.)

- Obligation to participate in professional development activities
- Use of working time
- Release from teaching responsibilities
- Remuneration and reimbursement
- Contents of professional development activities
- Provision of resources (e.g. rooms, materials, staff)

SC030 **What resources does your school provide for professional development activities?**

(Please select all that apply.)

Specified periods of time

Specified rooms

Staff (e.g. Education Officers)

Procurement and provision of materials

SC031 *The next question only refers to the science teachers at your school.*

Which 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 write 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 _____%

Teaching and learning science: teaching methodology related to science, didactical skills (e.g. use of experiments), student misconceptions _____%

General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education _____%

Other topics _____%

Make sure that the percentages add up to 100%.

SECTION D: ASSESSMENT AND EVALUATION

SC032 **During the last scholastic 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.)

	<i>Yes</i>	<i>No</i>
Tests or assessments of student achievement	<input type="checkbox"/>	<input type="checkbox"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/>	<input type="checkbox"/>
Head of School or senior staff observations of lessons	<input type="checkbox"/>	<input type="checkbox"/>
Observation of classes by Education Officers or other persons external to the school	<input type="checkbox"/>	<input type="checkbox"/>

SC033 Please indicate the frequency that each of the following occurs in this school following a teacher appraisal.

(Please select one response in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Always</i>
Public recognition from the Head of School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A change in a teacher's salary or a payment of a financial bonus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A change in the likelihood of a teacher's career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A development or training plan is developed for the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measures to remedy any weaknesses in teaching are discussed with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A mentor is appointed to help the teacher improve his/her teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal or non-renewal of contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC034 **Generally, in your school, how often are students in Year 11 assessed using the following methods?**

(Please select one response in each row.)

	<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
Mandatory standardised tests, e.g. annual examinations / mock examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-mandatory standardised tests, e.g. Secondary Education Certificate (SEC) examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-developed tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers' judgmental ratings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC035

Please only answer this question if you use standardised tests and/or teacher-developed tests at your school.

In your school, are standardised tests and/or teacher-developed tests of students in Year 11 used for any of the following purposes?

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

	<i>standardised tests</i>		<i>teacher-developed tests</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
To guide students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To inform parents about their child's progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make decisions about students' retention or promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To group students for instructional purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To compare the school to College or national performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To monitor the school's progress from year to year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To make judgements about teachers' effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To adapt teaching to the students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To compare the school with other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To award certificates to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC036 In your school, are achievement data used in any of the following accountability procedures?

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/>	<input type="checkbox"/>
Achievement data are tracked over time by an administrative authority	<input type="checkbox"/>	<input type="checkbox"/>
Achievement data are provided directly to parents	<input type="checkbox"/>	<input type="checkbox"/>

SC037 Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(Please select one response in each row.)

	<i>Yes, this is mandatory, e.g. based on Education Directorates' policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
Internal evaluation/Self-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written specification of the school's curricular profile and educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written specification of student performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systematic recording of student test results and graduation rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Policies on negative consequences for teachers performing poorly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Policies on rewards for teachers performing exceptionally well

Policies on the continuing professional development of particular poorly performing teachers

SC038 *Please only answer this question if there was at least one internal evaluation at your school.*

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

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	<input type="checkbox"/>	<input type="checkbox"/>
Educational staff (e.g. workload, personal requirements, qualifications)	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
Extra-curricular activities (e.g. such as participation, content)	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
Assessment practices	<input type="checkbox"/>	<input type="checkbox"/>
Social climate in school	<input type="checkbox"/>	<input type="checkbox"/>
Teacher cooperation	<input type="checkbox"/>	<input type="checkbox"/>
Use of ICT for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
School management (e.g. leadership, counselling, cooperation, school programme)	<input type="checkbox"/>	<input type="checkbox"/>
Parental engagement in school	<input type="checkbox"/>	<input type="checkbox"/>
Teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>
Diversity management	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation with external partners	<input type="checkbox"/>	<input type="checkbox"/>
Student achievement	<input type="checkbox"/>	<input type="checkbox"/>
Students' cross-curricular competencies	<input type="checkbox"/>	<input type="checkbox"/>
Equity in school	<input type="checkbox"/>	<input type="checkbox"/>

SC039 *Please only answer this question if there was at least one internal evaluation at your school.*

Thinking about the last internal evaluation in your school. Do the following statements apply?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
We clearly defined criteria prior to evaluation.	<input type="checkbox"/>	<input type="checkbox"/>
We derive evaluation criteria from our school's educational goals..	<input type="checkbox"/>	<input type="checkbox"/>
The results of internal evaluations led to changes in school policies.	<input type="checkbox"/>	<input type="checkbox"/>
We used the results of internal evaluations to draw up clearly defined measures.	<input type="checkbox"/>	<input type="checkbox"/>
We used the data to plan specific action for school development.	<input type="checkbox"/>	<input type="checkbox"/>
We used the data to plan specific action for the improvement of teaching.	<input type="checkbox"/>	<input type="checkbox"/>
We put measures derived from the results of internal evaluations into practice promptly.	<input type="checkbox"/>	<input type="checkbox"/>
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	<input type="checkbox"/>	<input type="checkbox"/>
The effects triggered by the internal evaluation "disappeared" very quickly at our school.	<input type="checkbox"/>	<input type="checkbox"/>

SC040 *Please only answer this question if there was at least one internal evaluation at your school.*

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

(Please select one response in each row.)

	<i>Yes</i>	<i>No, because results were satisfactory</i>	<i>No, for other reasons</i>
School's educational resources (e.g. textbooks, computer, library materials, laboratory materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational staff (e.g. workload, personal requirements, qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra-curricular activities (such as participation, content)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social climate in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of ICT for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School management (leadership, counselling, cooperation, school programme)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental engagement in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation with external partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' cross-curricular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

competencies

Equity in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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SC041 *Please only answer this question if there was at least one internal evaluation at your school.*

Thinking about the last external evaluation in your school. Do the following statements apply?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
The results of external evaluations led to changes in school policies.	<input type="checkbox"/>	<input type="checkbox"/>
We used the results of external evaluations to draw up clearly defined measures.	<input type="checkbox"/>	<input type="checkbox"/>
We used the data to plan specific action for school development.	<input type="checkbox"/>	<input type="checkbox"/>
We used the data to plan specific action for the improvement of teaching.	<input type="checkbox"/>	<input type="checkbox"/>
We put measures derived from the results of external evaluations into practice promptly.	<input type="checkbox"/>	<input type="checkbox"/>
The impetus triggered by the external evaluation “disappeared” very quickly at our school.	<input type="checkbox"/>	<input type="checkbox"/>
The effects triggered by the external evaluation “disappeared” very quickly at our school.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E: TARGETED GROUPS

SC042 *Some schools organise instruction differently for students with different abilities.*

What is your school's policy about this for students in Year 11?

(Please select one response in each row.)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subjects</i>
Students are grouped by ability into different classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are grouped by ability within their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC043 Which policies regarding retention are implemented in your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Grade retention is possible on a voluntary basis, i.e. with request or permission from the parents.	<input type="checkbox"/>	<input type="checkbox"/>
If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the grade.	<input type="checkbox"/>	<input type="checkbox"/>
Individual courses can be repeated without repeating a whole grade.	<input type="checkbox"/>	<input type="checkbox"/>
After repeating grades a certain number of times, students are expected to leave the school.	<input type="checkbox"/>	<input type="checkbox"/>
Grade retention is prohibited by state regulations.	<input type="checkbox"/>	<input type="checkbox"/>
Grade retention is prohibited by school policies.	<input type="checkbox"/>	<input type="checkbox"/>

SC044 Which measures to support students at risk of academic failure are implemented in your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school has a professional counsellor for students at risk of academic failure.	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides mandatory remedial courses during the school year.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers remedial courses during the school year.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers remedial courses during the summer.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers students remedial education while repeating.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers students specific counselling during repeating.	<input type="checkbox"/>	<input type="checkbox"/>

SC045 **Among the students in your school’s final grade, what proportion of them left school without a certificate in the last scholastic year?**

(A certificate allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment.)

(Please write a number. Write “0” (zero) if no students left without such a certificate.)

_____%

SC046 Does your school have a policy on additional instruction for grades with 15-year-olds (e.g. tutoring, private lessons, additional instruction)?

(Please select one response.)

Yes

No

SC047 *Please only answer this question if your school has a policy on additional instruction for grades with 15-year-olds.*

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

(Please select all that apply.)

Local authority or government pay for courses given by an instructor of the student's choice.

Local authority or government pay for courses given by specific instructors or organisations of tutoring.

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

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

Our school provides free additional instruction for students.

Our school provides students with contact information for some instructor.

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

Our school does not interfere with additional instruction.

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

Regulations determine which students teachers in our school can provide with additional instruction under which circumstances.

For teachers in our school, providing free of charge additional instruction for students is part of their regular teaching duties.

SC048 **Please estimate the percentage of students at Year 11 in your school who have the following characteristics.**

(Please consider that students may fall into multiple categories.)

(Please write the appropriate percentage in each line.)

Students whose mother tongue is different from English _____

Students with special needs _____

Students from socioeconomically disadvantaged homes _____

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.

a) *(Please select only one of the following two responses.)*

- It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences.
- 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 Malta.

b) *(Please select only one of the following two responses.)*

- It is crucial for the academic success of multilingual students that schools offer additional courses in English.
- It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their mother tongue.

c) *(Please select only one of the following two responses.)*

- It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.
- It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

d) *(Please select only one of the following two responses.)*

- 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.
- 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.

e) *(Please select only one of the following two responses.)*

- It is best for school cohesion when all students speak the same language at school.
- It is best for school cohesion when the school encourages linguistic diversity in school.

SC051 Do the following statements reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
In our school, students learn about the histories of diverse ethnic and cultural groups that live in Malta.	<input type="checkbox"/>	<input type="checkbox"/>
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 Malta.	<input type="checkbox"/>	<input type="checkbox"/>
In our school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/>	<input type="checkbox"/>
Our school supports activities or organisations that encourage student's expression of diverse ethnic and cultural identities (e.g. artistic groups).	<input type="checkbox"/>	<input type="checkbox"/>

SECTION F: LEARNING ENVIRONMENT AND CURRICULUM

SC052 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	<input type="checkbox"/>	<input type="checkbox"/>
Staff help with homework	<input type="checkbox"/>	<input type="checkbox"/>

SC053 This scholastic year, which of the following activities does your school offer to students in Year 11?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Band, orchestra or choir	<input type="checkbox"/>	<input type="checkbox"/>
School play or school musical	<input type="checkbox"/>	<input type="checkbox"/>
School yearbook, newspaper or magazine	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering or service activities, e.g. fund-raising marathon, visits to old people's homes	<input type="checkbox"/>	<input type="checkbox"/>
Science club	<input type="checkbox"/>	<input type="checkbox"/>
Science competitions, e.g. NSTF Science Week	<input type="checkbox"/>	<input type="checkbox"/>
Chess club	<input type="checkbox"/>	<input type="checkbox"/>
Club with a focus on computers / Information and Communication Technology	<input type="checkbox"/>	<input type="checkbox"/>
Art club or art activities	<input type="checkbox"/>	<input type="checkbox"/>
Sporting team or sporting activities	<input type="checkbox"/>	<input type="checkbox"/>

SC054 **Do the following statements regarding students' lunch apply to your school?**

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school provides free lunch for all students.	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides free lunch only for students in need.	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides lunch to students for a charge.	<input type="checkbox"/>	<input type="checkbox"/>
There is a cafeteria at our school.	<input type="checkbox"/>	<input type="checkbox"/>
There is a food vending machine at our school.	<input type="checkbox"/>	<input type="checkbox"/>
There is a tuck-shop at our school.	<input type="checkbox"/>	<input type="checkbox"/>
Our school has a policy on healthy lunch.	<input type="checkbox"/>	<input type="checkbox"/>

SC055 Who pays for the following things at your school?*(Please select one response in each row.)*

	<i>We don't have this at our school</i>	<i>Our school subsidises this for all students</i>	<i>Our school subsidises this only for students in need</i>	<i>Our school fully finances this for all students</i>	<i>Our school fully finances this only for students in need</i>	<i>The students (or their families) cover all expenses for this</i>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC056 **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.)

	<i>Yes</i>	<i>No</i>
Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	<input type="checkbox"/>	<input type="checkbox"/>
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 programmes).	<input type="checkbox"/>	<input type="checkbox"/>

SC057 **Does your school offer science lessons in addition to the science lessons offered during the usual school hours?**

(Please select one response.)

Yes

No

SC058 *Please only answer this question if your school offers additional science lessons.*

What is the purpose of these additional science lessons?

(Please select one response.)

Enrichment science only

Remedial science only

Both enrichment science and remedial science

Without differentiation depending on the prior achievement level of the students

SC059 Which of the following is true for the science department of your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Compared to other departments, our school's science department is well equipped.	<input type="checkbox"/>	<input type="checkbox"/>
If we ever have some extra funding, a big share goes into improvement of our science teaching.	<input type="checkbox"/>	<input type="checkbox"/>
Science teachers are among our best educated staff members.	<input type="checkbox"/>	<input type="checkbox"/>
Compared to similar schools, we have a well-equipped laboratory.	<input type="checkbox"/>	<input type="checkbox"/>
The material for hands-on activities in science is in good shape.	<input type="checkbox"/>	<input type="checkbox"/>
We have enough laboratory material that all courses can regularly use.	<input type="checkbox"/>	<input type="checkbox"/>
We have extra laboratory staff that helps support science teaching.	<input type="checkbox"/>	<input type="checkbox"/>
Our school spends extra money on up-to-date science equipment.	<input type="checkbox"/>	<input type="checkbox"/>

SC060 Do you agree with the following statements about science education at your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school has a good reputation because of its science department.	<input type="checkbox"/>	<input type="checkbox"/>
Our school is proud to have a good science department.	<input type="checkbox"/>	<input type="checkbox"/>
Students and parents select our school because of our good science department.	<input type="checkbox"/>	<input type="checkbox"/>
It is important for our school, in particular to have a good science department.	<input type="checkbox"/>	<input type="checkbox"/>
Our school's science department is in particular responsible for the school's good reputation.	<input type="checkbox"/>	<input type="checkbox"/>
We spend extra effort to provide best possible science education to our students.	<input type="checkbox"/>	<input type="checkbox"/>
Parents view on our science department is especially important to us.	<input type="checkbox"/>	<input type="checkbox"/>

SECTION G: SCHOOL CLIMATE

SC061 **In your school, to what extent is the learning of students hindered by the following phenomena?**

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Student truancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students skipping classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students lacking respect for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student use of alcohol or illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students intimidating or bullying other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers not meeting individual students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff resisting change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers being too strict with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers not being well prepared for classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC062 **Think about the teachers in your school. How much do you agree with the following statements?**

(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The morale of teachers in this school is high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers work with enthusiasm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers take pride in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers value academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC063 Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school invites parents to participate in school-wide activities on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides a welcoming and accepting atmosphere for parents to get involved.	<input type="checkbox"/>	<input type="checkbox"/>
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	<input type="checkbox"/>	<input type="checkbox"/>
Our school includes parents in school decisions.	<input type="checkbox"/>	<input type="checkbox"/>
Our school offers parent education (e.g. courses on family literacy) or family support (e.g. to assist with health or nutrition).	<input type="checkbox"/>	<input type="checkbox"/>
Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	<input type="checkbox"/>	<input type="checkbox"/>
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	<input type="checkbox"/>	<input type="checkbox"/>
Our school keeps parents informed about their child's progress.	<input type="checkbox"/>	<input type="checkbox"/>
There is national legislation on including parents in school activities.	<input type="checkbox"/>	<input type="checkbox"/>

SC064 **During the last scholastic year, what proportion of students' parents participated in the following school-related activities?**

(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity.)

	%
Discussed their child's progress with a teacher on their own initiative	_____
Discussed their child's progress on the initiative of one of their child's teachers	_____
Participated in local school government, (e.g. parent council or school management committee)	_____
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	_____
Volunteered to support school activities (e.g. volunteered in the school library, media centre, or canteen, assisted a teacher, appeared as a guest speaker)	_____
Assisted in fundraising for the school	_____

SC065 **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.

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*.

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*.

SC066 **Which of the following statements about science related collaboration is true for your school?**

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Parents are encouraged to help us improve our science teaching.	<input type="checkbox"/>	<input type="checkbox"/>
Science teachers are especially encouraged to regard parental expectations.	<input type="checkbox"/>	<input type="checkbox"/>
Parent consultation is particularly frequent for science teachers.	<input type="checkbox"/>	<input type="checkbox"/>
Our school regularly cooperates with science organisations to improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>
Companies in the technical and science sector are invited to share their expertise with our students.	<input type="checkbox"/>	<input type="checkbox"/>

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