

# **SCHOOL QUESTIONNAIRE FOR PISA 2015**

## **COMPUTER-BASED VERSION**

### **MAIN SURVEY VERSION**

*CY6\_QST\_MS\_ScQ\_CBA\_Final*

Dear <school administrator>,

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
- 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 principal 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.

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 principals 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 <school sciences courses> 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.

<School reminder note> '

**SCHOOL BACKGROUND INFORMATION**

**SC001** Which of the following definitions best describes the community in which your school is located?  
SC001Q01TA

*(Please select one response.)*

A village, hamlet or rural area (fewer than 3 000 people)  <sub>1</sub>

A small town (3 000 to about 15 000 people)  <sub>2</sub>

A town (15 000 to about 100 000 people)  <sub>3</sub>

A city (100 000 to about 1 000 000 people)  <sub>4</sub>

A large city (with over 1 000 000 people)  <sub>5</sub>

**SC002 As at <February 1, 2015>, what was the total school enrolment (number of students)?**

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

SC002Q01TA Number of boys: \_\_\_\_\_

SC002Q02TA Number of girls: \_\_\_\_\_

**SC003**      **What is the average size of <test language> classes in  
SC003Q01TA      <national modal grade for 15-year-olds> in your school?**

*(Please select one response.)*

- |                       |                          |   |
|-----------------------|--------------------------|---|
| 15 students or fewer  | <input type="checkbox"/> | 1 |
| 16-20 students        | <input type="checkbox"/> | 2 |
| 21-25 students        | <input type="checkbox"/> | 3 |
| 26-30 students        | <input type="checkbox"/> | 4 |
| 31-35 students        | <input type="checkbox"/> | 5 |
| 36-40 students        | <input type="checkbox"/> | 6 |
| 41-45 students        | <input type="checkbox"/> | 7 |
| 46-50 students        | <input type="checkbox"/> | 8 |
| More than 50 students | <input type="checkbox"/> | 9 |

**SC004    The goal of the following set of questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.**

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

|            |   | <i>Number</i> |
|------------|---|---------------|
| SC004Q01TA | At your school, what is the total number of students in the <national modal grade for 15-year-olds>?                | _____         |
| SC004Q02TA | Approximately, how many computers are available for these students for educational purposes?                        | _____         |
| SC004Q03TA | Approximately, how many of these computers are connected to the Internet/World Wide Web?                            | _____         |
| SC004Q04NA | Approximately, how many of these computers are portable (e.g. laptop, tablet)?                                      | _____         |
| SC004Q05NA | Approximately how many interactive whiteboards are available in the school altogether?                              | _____         |
| SC004Q06NA | Approximately how many data projectors are available in the school altogether?                                      | _____         |
| SC004Q07NA | Approximately how many computers with internet connection are available <b>for teachers</b> <u>in your school</u> ? | _____         |

**SC053** <This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year-olds>?

*(Please select one response in each row.)*

|            |  | <i>Yes</i>                            | <i>No</i>                             |
|------------|--|---------------------------------------|---------------------------------------|
| SC053Q01TA | Band, orchestra or choir   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q02TA | School play or school musical  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q03TA | School yearbook, newspaper or magazine                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q04TA | Volunteering or service activities, e.g. <national examples>             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q05NA | Science club   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q06NA | Science competitions, e.g. <national examples>                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q07TA | Chess club   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q08TA | Club with a focus on computers/ Information and Communication Technology | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q09TA | Art club or art activities   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q10TA | Sporting team or sporting activities                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC053Q11TA | <country specific item>  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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

*(Please select one response in each row.)*

|            |   | <i>Yes</i>                            | <i>No</i>                             |
|------------|---|---------------------------------------|---------------------------------------|
| SC059Q01NA | Compared to other departments, our school's <school science department> is well equipped.               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q02NA | If we ever have some extra funding, a big share goes into improvement of our <school science> teaching. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q03NA | <School science> teachers are among our best educated staff members.                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q04NA | Compared to similar schools, we have a well-equipped laboratory.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q05NA | The material for hands-on activities in <school science> is in good shape.                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q06NA | We have enough laboratory material that all courses can regularly use it.                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q07NA | We have extra laboratory staff that helps support <school science> teaching.                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC059Q08NA | Our school spends extra money on up-to-date <school science> equipment.                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**SC052 For 15-year-old students, does your school provide the following study help?**

*(Please select one response in each row.)*

|            |  | <i>Yes</i>                  | <i>No</i>                   |
|------------|--|-----------------------------|-----------------------------|
| SC052Q01NA | Room(s) where the students can do their homework | <input type="checkbox"/> _1 | <input type="checkbox"/> _2 |
| SC052Q02NA | Staff help with homework                         | <input type="checkbox"/> _1 | <input type="checkbox"/> _2 |

**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 academic 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>          |
|------------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| SC009Q01TA | I use student performance results to develop the school's educational goals.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q02TA | I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q03TA | I ensure that teachers work according to the school's educational goals.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q04TA | I promote teaching practices based on recent educational research.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q05TA | I praise teachers whose students are actively participating in learning.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q06TA | When a teacher has problems in his/her classroom, I take the initiative to discuss matters.                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q07TA | I draw teachers' attention to the importance of pupils' development of critical and social capacities.                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q08TA | I pay attention to disruptive behaviour in classrooms.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |

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|            |  |                                       |                                       |                                       |                                       |                                       |                                       |
|------------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| SC009Q09TA | I provide staff with opportunities to participate in school decision-making. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q10TA | I engage teachers to help build a school culture of continuous improvement.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q11TA | I ask teachers to participate in reviewing management practices.             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q12TA | When a teacher brings up a classroom problem, we solve the problem together. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| SC009Q13TA | I discuss the school's academic goals with teachers at faculty meetings.     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |

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

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

|           |  | <i>Principal</i>                      | <i>Teachers</i>                       | <i>&lt;School governing board&gt;</i> | <i>&lt;Regional or local education authority&gt;</i> | <i>National education authority</i>   |
|-----------|--|---------------------------------------|---------------------------------------|---------------------------------------|--|---------------------------------------|
| SC010Q01T | Selecting teachers for hire                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q02T | Firing teachers                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q03T | Establishing teachers' starting salaries         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q04T | Determining teachers' salary increases           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q05T | Formulating the school budget                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q06T | Deciding on budget allocations within the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q07T | Establishing student disciplinary policies       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q08T | Establishing student assessment policies         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q09T | Approving students for admission to the school   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q10T | Choosing which textbooks are used                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q11T | Determining course content                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |
| SC010Q12T | Deciding which courses are offered               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>1</sub>                | <input type="checkbox"/> <sub>1</sub> |

**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-<br/>times</i>                | <i>Always</i>                         |
|------------|--|---------------------------------------|---------------------------------------|---------------------------------------|
| SC012Q01TA | Student's record of academic performance<br>(including placement tests)            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q02TA | Recommendation of feeder schools   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q03TA | Parents' endorsement of the instructional<br>or religious philosophy of the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q04TA | Whether the student requires or is<br>interested in a special programme            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q05TA | Preference given to family members of<br>current or former students                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q06TA | Residence in a particular area   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC012Q07TA | Other  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**SC013 Is your school a public or a private school?**

SC013Q01TA *(Please select one response.)*

A public 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.)*

 <sub>1</sub>

A private 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.)*

 <sub>2</sub>

This is a filter question:

If the school is a private school (SC013Q01TA is "A private school") respondents answer SC014Q01NA.

Else proceed to SC016.

This is a filtered question:

Only if SC013Q01TA is "A private school".

Else proceed to SC016.

**SC014 What kind of organisation runs your school?**

SC014Q01NA *(Please select one response.)*

A church or other religious organisation \_1

Another not-for-profit organisation \_2

A for-profit organisation \_3

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

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

|            |  | %     |
|------------|--|-------|
| SC016Q01TA | Government (includes departments, local, regional, state and national) | _____ |
| SC016Q02TA | Student fees or school charges paid by parents                         | _____ |
| SC016Q03TA | Benefactors, donations, bequests, sponsorships, parent fundraising     | _____ |
| SC016Q04TA | Other  | _____ |

|              |  |             |
|--------------|--|-------------|
| <i>Total</i> |  | <i>100%</i> |
|--------------|--|-------------|

Consistency check/soft reminder if sum is more or less than 100.

**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<br/>all</i>                 | <i>Very<br/>little</i>                | <i>To some<br/>extent</i>             | <i>A lot</i>                          |
|------------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| SC017Q01NA | A lack of teaching staff.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q02NA | Inadequate or poorly qualified teaching staff.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q03NA | A lack of assisting staff.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q04NA | Inadequate or poorly qualified assisting staff.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q05NA | A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).                               | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q06NA | Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q07NA | A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC017Q08NA | Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems). | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**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 enter a number in each space provided. Enter “0” (zero) if there are none.)*

|            |   | <i>Full-time</i> | <i>Part-time</i> |
|------------|---|------------------|------------------|
| SC018Q01TA | Teachers in TOTAL   | _____            | _____            |
| SC018Q02TA | Teachers <fully certified> by <the appropriate authority>       | _____            | _____            |
| SC018Q05NA | Teachers with an <ISCED Level 5A Bachelor degree> qualification | _____            | _____            |
| SC018Q06NA | Teachers with an <ISCED Level 5A Master’s degree> qualification | _____            | _____            |
| SC018Q07NA | Teachers with an <ISCED Level 6> qualification                  | _____            | _____            |

**SC019 How many of the following teachers are on the <school science> 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.*

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

|            |   | <i>Full-time</i> | <i>Part-time</i> |
|------------|---|------------------|------------------|
| SC019Q01NA | <School science> teachers in TOTAL  | _____            | _____            |
| SC019Q02NA | <School science> teachers <fully certified> by <the appropriate authority>                                    | _____            | _____            |
| SC019Q03NA | <School science> teachers with an <ISCED Level 5A or higher> qualification <with a major> in <school science> | _____            | _____            |

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

|            |                                       |   |
|------------|---------------------------------------|---|
| SC025Q01NA | All teaching staff at your school     |  |
| SC025Q02NA | Science teaching staff at your school |  |

Slider bar: parking position, “0-100”; step=1.

**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>                             |
|------------|---|---------------------------------------|---------------------------------------|
| SC027Q01NA | The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC027Q02NA | Our school invites specialists to conduct in-service training for teachers.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC027Q03NA | Our school organises in-service workshops which deal with specific issues that our school faces.                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC027Q04NA | Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**ASSESSMENT AND EVALUATION**

**SC032**     **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.)*

|            |  | <i>Yes</i>                            | <i>No</i>                             |
|------------|--|---------------------------------------|---------------------------------------|
| SC032Q01TA | Tests or assessments of student achievement                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC032Q02TA | Teacher peer review (of lesson plans, assessment instruments, lessons)       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC032Q03TA | Principal or senior staff observations of lessons                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC032Q04TA | Observation of classes by inspectors or other persons external to the school | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**SC034 Generally, in your school, how often are students in <national modal grade for 15-year-olds> 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.)*

|            |   | <i>Never</i>                          | <i>1-2<br/>times a<br/>year</i>       | <i>3-5<br/>times a<br/>year</i>       | <i>Monthly</i>                        | <i>More<br/>than<br/>once a<br/>month</i> |
|------------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---|
| SC034Q01NA | Mandatory <standardised tests>, e.g. <country specific example>   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| SC034Q02NA | Non-mandatory <standardised tests> (e.g. publicly or commercial available standardised test material like <country specific example>) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| SC034Q03TA | Teacher-developed tests   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |
| SC034Q04TA | Teachers’ judgmental ratings  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub>     |

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

This is a filter question:

If either SC034Q01NA, or SC034Q02TA, or SC034Q03TA is larger than 1 (“never”), then respondents answer SC035.

Else respondents skip the question on the use of test results and proceed to SC036.

This is a filtered question:

Only if SC034Q01NA, or SC034Q02TA, or SC034Q03TA is larger than 1 (“never”).

Else proceed to SC036.

**SC035 In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> 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.)*

|           |   | <Standardised tests>                  |                                       | Teacher-developed tests               |                                       |
|-----------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
|           |   | Yes                                   | No                                    | Yes                                   | No                                    |
| SC035Q01N | To guide students’ learning   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q02T | To inform parents about their child’s progress                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q03T | To make decisions about students’ retention or promotion                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q04T | To group students for instructional purposes                                | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q05T | To compare the school to <district or national> performance                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q06T | To monitor the school’s progress from year to year                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q07T | To make judgements about teachers’ effectiveness                            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q08T | To identify aspects of instruction or the curriculum that could be improved | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q09N | To adapt teaching to the students’ needs                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q10T | To compare the school with other schools                                    | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC035Q11N | To award certificates to students   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

Help button The term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district 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.

Table of drop down menus, each providing answering options “yes” and “no”.

**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>                             |
|------------|---|---------------------------------------|---------------------------------------|
| SC036Q01TA | Achievement data are posted publicly (e.g. in the media)              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC036Q02TA | Achievement data are tracked over time by an administrative authority | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC036Q03NA | Achievement data are provided directly to parents                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

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

*(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.)*

|             |  | <i>Yes, this is mandatory, e.g. based on district or ministry policies</i> | <i>Yes, based on school initiative</i> | <i>No</i>                             |
|-------------|--|--|--|---------------------------------------|
| SC037Q01TA  | Internal evaluation/Self-evaluation  | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q02TA  | External evaluation  | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q03TA  | Written specification of the school’s curricular profile and educational goals   | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q04TA  | Written specification of student performance standards   | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q05NA  | Systematic recording of data such as teacher or student attendance and professional development  | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q06NA  | Systematic recording of student test results and graduation rates  | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q07TA  | Seeking written feedback from students (e.g. regarding lessons, teachers or resources)   | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q08TA  | Teacher mentoring  | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q09TA  | Regular consultation aimed at school improvement with one or more experts over a period of at least six months   | <input type="checkbox"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| SC037Q10NA  | 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"/> <sub>1</sub>                                      | <input type="checkbox"/> <sub>2</sub>  | <input type="checkbox"/> <sub>3</sub> |
| Help button | 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  
Help button headed by an external body. The school does not define the areas which are  
judged.

This is a filter question:

If SC037Q01TA is „Yes, this is mandatory, e.g. based on district or ministry policies”  
or “Yes, based on school initiative” then respondents answer additional questions on  
internal evaluation (SC040).

Else proceed to questions on external evaluation (SC041) if SC037Q02TA is ”Yes,  
this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school  
initiative”.

Else skip all evaluation items and proceed to SC5info.

This is a filtered question:

Only if SC037Q01NA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”.

Else proceed to questions on external evaluation (SC041) if SC037Q0bNA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”.

Else proceed to SC042.

**SC040 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.)*

|            |  | Yes                                   | No, because results were satisfactory | No, for other reasons                 |
|------------|--|---------------------------------------|---------------------------------------|---------------------------------------|
| SC040Q02NA | Educational staff (e.g. workload, personal requirements, qualifications) | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q03NA | Implementation of the curriculum   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q05NA | Quality of teaching and learning   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q11NA | Parental engagement in school  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q12NA | Teacher professional development   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q15NA | Student achievement  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q16NA | Students’ cross-curricular competencies                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC040Q17NA | Equity in school   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

Help button 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.

This is a filtered question:

Only if SC037Q01NA is “Yes, this is mandatory, e.g. based on district or ministry policies” or “Yes, based on school initiative”.

Else proceed to SC042.

**SC041 Thinking about the last external evaluation in 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.)*

|             |   | <i>Yes</i>                            | <i>No</i>                             |
|-------------|---|---------------------------------------|---------------------------------------|
| SC041Q01NA  | The results of external evaluations led to changes in school policies.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC041Q03NA  | We used the data to plan specific action for school development.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC041Q04NA  | We used the data to plan specific action for the improvement of teaching.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC041Q05NA  | We put measures derived from the results of external evaluations into practice promptly.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC041Q06NA  | The impetus triggered by the external evaluation “disappeared” very quickly at our school.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| Help button | 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. |                                       |                                       |

**TARGETED GROUPS**

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

**What is your school's policy about this for students in <national modal grade for 15-year-olds>?**

*(Please select one response in each row.)*

|            |   | <i>For all<br/>subjects</i>           | <i>For some<br/>subjects</i>          | <i>Not for<br/>any<br/>subjects</i>   |
|------------|---|---------------------------------------|---------------------------------------|---------------------------------------|
| SC042Q01TA | Students are grouped by ability into different classes. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |
| SC042Q02TA | Students are grouped by ability within their classes.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> |

**SC048** Please estimate the percentage of students in <national modal grade for 15-year-olds> at your school who have the following characteristics.

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

*(Please move the slider to the appropriate percentage.)*

|            |  | 0% | 100% |
|------------|--|----|------|
| SC048Q01NA | Students whose <heritage language> is different from <test language> |    |      |
| SC048Q02NA | Students with special needs  |    |      |
| SC048Q03NA | Students from socioeconomically disadvantaged homes                  |    |      |

Slider bar: parking position, 0-100%; step=1.

**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<br/>all</i>                 | <i>Very<br/>little</i>                | <i>To<br/>some<br/>extent</i>         | <i>A lot</i>                          |
|------------|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| SC061Q01TA | Student truancy                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q02TA | Students skipping classes                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q03TA | Students lacking respect for teachers            | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q04TA | Student use of alcohol or illegal drugs          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q05TA | Students intimidating or bullying other students | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q06TA | Teachers not meeting individual students' needs  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q07TA | Teacher absenteeism                              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q08TA | Staff resisting change                           | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q09TA | Teachers being too strict with students          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |
| SC061Q10TA | Teachers not being well prepared for classes     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> |

**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>                             |
|------------|---|---------------------------------------|---------------------------------------|
| SC063Q02NA | Our school provides a welcoming and accepting atmosphere for parents to get involved.   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC063Q03NA | Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC063Q04NA | Our school includes parents in school decisions.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC063Q06NA | 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. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC063Q07NA | 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"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |
| SC063Q09NA | There is a <national, state, or district legislation> on including parents in school activities.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> |

**SC064**      **During <the last academic 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.)*

*(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.)*

|            |  | %   |
|------------|--|---|
| SC064Q01TA | Discussed their child’s progress with a teacher on their own initiative  |    |
| SC064Q02TA | Discussed their child’s progress on the initiative of one of their child’s teachers  |    |
| SC064Q03TA | Participated in local school government, (e.g. parent council or school management committee)  |    |
| SC064Q04NA | Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip) |  |

Slider bar: parking position, 0-100%; step=1.

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