



The Longitudinal Study of Australian Children

IN CONFIDENCE



Wave 7

2016

English Teacher



Teacher's name:

Study child's name:

You are being asked to take part in *Growing Up in Australia*: The Longitudinal Study of Australian Children. The Study is being conducted as a partnership between the Department of Social Services, the Australian Institute of Family Studies, and the Australian Bureau of Statistics (ABS), with advice provided by a consortium of leading researchers.

The perspective of teachers provides valuable information about children's educational progress and behaviour for the Study.

The information reported on this form is collected on a voluntary basis and will be used for statistical purposes by the *Growing Up in Australia* study. To ensure your privacy is maintained, only de-identified data will be released to researchers and policy makers, and only combined results will be published.

By signing this form you have consented to the information you provided on this form being released to researchers and policy makers. If you return this form unsigned *Growing Up in Australia* will not release the information reported on this form. However, an electronic copy of this completed form will be retained by the ABS for our records. A record of the parent's consent to contact you, with your name and the name of the school, will also be retained for the life of the Study.

In order to respect the privacy of those involved, participation in the Study should not be mentioned to others without the consent of the family. Further information on privacy in relation to the *Growing Up in Australia* study and the *Growing Up in Australia* Privacy Statement can be found at: [www.growingupinaustralia.gov.au/participants/privacy.html](http://www.growingupinaustralia.gov.au/participants/privacy.html) or by calling 1800 005 508 freecall (excluding mobile phones).

English teacher:

First name	Surname
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Signature:

Date:

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If you have any questions or want more information, please call 1800 005 508 freecall (excluding mobile phones).



### Instructions

- Please complete this form with regard to yourself and the student named on the front page
- Please answer all the questions as best you can. You can leave the question blank if you feel you do not know the student well enough

- Use black pen
- Keep each number or tick within the response box provided, for example

or

- If a mistake is made, please correct it this way

Yes  1 No  2

5 4 2

- Where appropriate, you can record '0' in the response box. However, do not use 'nil', 'n/a' or '-'
- When you have completed this form, return it in the reply paid envelope (Reply Paid 76746, SYDNEY NSW 2000)

### Student characteristics

**1 Do you teach this student for any subjects other than English?** [Teach 1 / gid48a1](#)

Yes  1  
No  2

**2 In what year/grade is the student enrolled?** [Teach 2 / gpc06t1](#)

Year 9 / Grade 9  27  
Year 8 / Grade 8  26  
Year 7 / Grade 7  25  
Year 6 / Grade 6  24  
Year 5 / Grade 5  23  
Not assigned to a grade (e.g. special education program or ungraded program)  17

**3 How well do you know this student?** [Teach 3 / gid48b1](#)

Very well  1  
Well  2  
Not well  3

**4 How many parent-teacher meetings have been held for this student's year level this year?** [Teach 4 / gtp09c](#)

**5 How many of these did a parent of this student attend?** [Teach 5 / gtp09d](#)

Don't know

**6 Does this student receive any additional assistance or specialised services provided within the school because of a diagnosed disability or additional need?** [Teach 6 / gpc56a](#)

(e.g. giftedness or English as a Second Language (ESL))

Yes  1  
No  2 ▶ Go to Question 9  
Don't know  3 ▶ Go to Question 9

**7 What is the main reason that this student requires additional assistance or specialised services to enable them to succeed in the regular school program?** (If the student has more than one special need, tick the option for the major need for which the student receives additional help) [Teach 7 / gpc56b2](#)

Intellectual disability  1  
Hearing impairment  2  
Vision impairment  3  
Physical disability  4  
Speech or language impairment  5  
Learning disability/learning problems in literacy  6  
Learning disability/learning problems in numeracy  7  
Emotional or behavioural problems  8  
Poor understanding of Standard Australian English or ESL  9  
Autism Spectrum Disorder  10  
Giftedness  11  
Don't know  12

**8 What additional assistance or specialised services does this student receive?** [Teach 8 / gpc30](#)

(Tick all that apply)

Speech therapy  0. No [Teach 8.1 / gpc30a](#)

Psychological assessment  1. Yes applies [Teach 8.2 / gpc30b](#)

Learning support  2. Yes applies to [Teach 8.3 / gpc30c](#)

Occupational therapy  3. 8.1-8.6 [Teach 8.4 / gpc30k](#)

Behavioural management programs  4. [Teach 8.5 / gpc30d](#)

Other  5. [Teach 8.6 / gpc30e](#)

Don't know  2

**9 Does this student currently have an Individual Education or Learning Plan (i.e. IEP, ILP)?**

- Yes ... ..  1 [Teach 9 / gpc52t](#)
- No... ..  2
- Don't know  -2

**10 Has this student fallen behind in school work in this class?**

- Yes  1 [Teach 10 / gpc52t3](#)
- No  2 ▶ Go to Question **12**

**11 If yes, what is the main reason this student has fallen behind in school work?**

- Health problem ... ..  1 [Teach 11 / gpc52t4](#)
- Limited proficiency in English ... ..  2
- Behavioural problem ... ..  3
- Lack of effort ... ..  4
- Disorganised ... ..  5
- Lacks prerequisite skills ... ..  6
- Other ... ..  7

**12 Does this student have frequent absences from your English class?**

- Yes  1 [Teach 12 / gpc48t1b](#)
- No  2 ▶ Go to Question **14**

**13 If yes, what is the most frequent reason for these absences?**

- [Teach 13 / gpc48t2b1](#)
- Illness of student ... ..  1
- Medical, dental or other specialist appointment ... ..  2
- Caring for another family member ... ..  3
- Illness of family member ... ..  4
- Lack of transportation ... ..  5
- Outside of school activities (e.g. representative sport, music performance) ... ..  6
- Student did not want to attend ... ..  7
- Family events (e.g. holidays, religious/cultural events) ... ..  8
- Other (please specify) ... ..  9
- 
- Don't know ... ..  -2

**14 Have you formally spoken to a staff member or support person (such as a school counsellor) this school year about the...**

- (a) Student's poor school performance
- Yes  1 [Teach 14.1 / gpc52t5](#)
- No  2

- (b) Student's disruptive behaviour in school
- Yes  1 [Teach 14.2 / gpc52t6](#)
- No  2

**15 To the best of your knowledge, have you or school administration communicated (outside the normal reporting system) with this student's parents this year about the following?**

- (a) Student's poor academic performance

- Yes ... ..  1 [Teach 15.1 / gpc76a](#)
- No... ..  2
- Don't know  -2

- (b) Student's disruptive behaviour in school

- Yes ... ..  1 [Teach 15.2 / gpc76b](#)
- No... ..  2
- Don't know  -2

- (c) Student's failure to complete homework

- Yes ... ..  1 [Teach 15.3 / gpc76c](#)
- No... ..  2
- Don't know  -2

- (d) Student's absenteeism

- Yes ... ..  1 [Teach 15.4 / gpc76d](#)
- No... ..  2
- Don't know  -2

- (e) Student's accomplishments

- Yes ... ..  1 [Teach 15.5 / gpc76e](#)
- No... ..  2
- Don't know  -2

- (f) Student's outstanding academic performance

- Yes ... ..  1 [Teach 15.6 / gpc76g](#)
- No... ..  2
- Don't know  -2

The following sets of questions on **English Language and Literacy** ask you to rate this student's skills, knowledge and behaviours as evidenced in the student's current achievement and motivation, compared to other students of the same age level. This is **not** a test and should not be administered directly to this student. A five-point scale is used to reflect the degree to which the student has acquired the competencies:

- Not yet – This student has **not yet demonstrated** skill, knowledge or behaviour.
- Beginning – This student is **just beginning** to demonstrate skill, knowledge or behaviour.
- In progress – This student demonstrates skill, knowledge or behaviour with **some regularity**.
- Intermediate – This student demonstrates skill, knowledge or behaviour with **average competence**.
- Proficient – This student demonstrates skill, knowledge or behaviour **competently and consistently**.
- Not applicable – Not applicable (*skill, knowledge or behaviour has not been introduced in the classroom setting*).

**16 The student...**

Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
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- (a) **Conveys ideas clearly when speaking** [Teach 16.1 / glc09a11](#)  
(e.g. presents an oral report from an outline that is logically organised, supports ideas with specific details, and presents a simple argument)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (b) **Understands and interprets a story or other text read aloud** [Teach 16.2 / glc09a12](#)  
(e.g. identifies an author's purpose, identifies persuasive techniques through information presented and language choices)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (c) **Uses various strategies to gain information** [Teach 16.3 / glc09a13](#)  
(e.g. uses multiple genres of text, such as books, interviews, magazines to access information, evaluates information sources)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (d) **Reads fluently** [Teach 16.4 / glc09a14](#)  
(e.g. reads imaginative texts to infer characters' qualities, motives and actions, reads argument texts and understands how points of view, persons or events are represented)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (e) **Reads and comprehends expository text** [Teach 16.5 / glc09a15](#)  
(e.g. takes relevant notes from encyclopaedias or magazine articles and can organise information from several sources into a summary report)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (f) **Composes multi-paragraph stories/reports with an understandable beginning, middle and end** [Teach 16.6 / glc09a16](#)  
(e.g. writes a well-organised report that offers insights about the topic, or writes stories with elaborate plots, descriptive language, and varied sentence structure)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (g) **Rereads and reflects on writing, making changes to clarify or elaborate** [Teach 16.7 / glc09a17](#)  
(e.g. reorganises sentences or paragraphs for increased clarity, adds character description, or adds figurative language such as metaphors)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (h) **Makes some mechanical corrections when reviewing a rough draft** [Teach 16.8 / glc09a18](#)  
(e.g. corrects spelling and punctuation errors, adds commas and quotation marks appropriately)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------
- (i) **Uses the computer for a variety of purposes** [Teach 16.9 / glc09a19](#)  
(e.g. formats reports or stories, or uses databases to store or retrieve information, or does web searches)
 

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**17 Overall, how would you rate this student's language and literacy skills compared to other students of the same year level?**

Far below average	Below average	Average	Above average	Far above average
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<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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[Teach 17 / glc08t1b](#)

## Student's personality and behaviour

**18** For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of this young person's behaviour over the last six months or this school year.

		Not true	Somewhat true	Certainly true	
(a)	Considerate of other people's feelings	Teach 18.1 / gse03t1a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(b)	Restless, overactive, cannot stay still for long	Teach 18.2 / gse03t2a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(c)	Often complains of headaches, stomach aches or sickness	Teach 18.3 / gse03t3a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d)	Shares readily with other youth, for example books, games, food	Teach 18.4 / gse03t1b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(e)	Often loses temper	Teach 18.5 / gse03t4a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(f)	Would rather be alone than with other youth	Teach 18.6 / gse03t5a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(g)	Generally well behaved, usually does what adults request	Teach 18.7 / gse03t4b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(h)	Many worries or often seems worried	Teach 18.8 / gse03t3b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(i)	Helpful if someone is hurt, upset or feeling ill	Teach 18.9 / gse03t1c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(j)	Constantly fidgeting or squirming	Teach 18.10 / gse03t2b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(k)	Has at least one good friend	Teach 18.11 / gse03t5b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(l)	Often fights with other youth or bullies them	Teach 18.12 / gse03t4c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(m)	Often unhappy, depressed or tearful	Teach 18.13 / gse03t3c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(n)	Generally liked by other young people	Teach 18.14 / gse03t5c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(o)	Easily distracted, concentration wanders	Teach 18.15 / gse03t2c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(p)	Nervous in new situations, easily loses confidence	Teach 18.16 / gse03t3d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(q)	Kind to younger children	Teach 18.17 / gse03t1d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(r)	Often lies or cheats	Teach 18.18 / gse03t4f	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(s)	Picked on or bullied by other young people	Teach 18.19 / gse03t5d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(t)	Often volunteers to help others (parents, teachers, children)	Teach 18.20 / gse03t1e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(u)	Thinks things out before acting	Teach 18.21 / gse03t2d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(v)	Steals from home, school or elsewhere	Teach 18.22 / gse03t4g	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(w)	Gets along better with adults than with other young people	Teach 18.23 / gse03t5e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(x)	Many fears, easily scared	Teach 18.24 / gse03t3e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(y)	Good attention span, sees tasks through to the end	Teach 18.25 / gse03t2e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

### 19 How often does this student demonstrate the following behaviours in your English class?

		Never	Rarely	Some of the time	Most of the time	All of the time
(a) Usually works hard for good results/grades	Teach 19.1 / glc15a1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Seems to relate well to other students	Teach 19.2 / glc15a2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Exceptionally passive or withdrawn	Teach 19.3 / glc15a3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Attentive	Teach 19.4 / glc15a4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Disruptive	Teach 19.5 / glc15a5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Late	Teach 19.6 / glc15a6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(g) Absent	Teach 19.7 / glc15a7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(h) Completes homework assigned	Teach 19.8 / glc15a8	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 20 Please think about this student's behaviour during the past month or two. Please indicate how often the student does the behaviour described...

		Never	Sometimes	Often
(a) Produces correct schoolwork	Teach 20.1 / glc10b1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(b) Keeps his or her work area clean without being reminded	Teach 20.2 / glc10b2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(c) Attends to your instructions	Teach 20.3 / glc10b3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d) Uses time appropriately while waiting for your help	Teach 20.4 / glc10b4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(e) Easily makes transition from one classroom activity to another	Teach 20.5 / glc10b5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(f) Finishes class assignments within time limits	Teach 20.6 / glc10b6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(g) Listens to classmates when they present their work or ideas	Teach 20.7 / glc10b7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(h) Ignores peer distractions when doing class work	Teach 20.8 / glc10b8	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(i) Puts work materials or school property away	Teach 20.9 / glc10b9	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(j) Complies with your directions	Teach 20.10 / glc10b10	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

### 21 Thinking about the nature of the relationship you have formed with this student, please indicate the extent to which you agree or disagree with the following statements:

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
(a) I have formed a close relationship with this student	Teach 21.1 / gtp01e1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) This student talks to me about things he/she may not want others to know	Teach 21.2 / gtp01e2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) This student and I always seem to be struggling with each other (i.e. having a hard time getting along)	Teach 21.3 / gtp01e3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

## Student's class characteristics

### Note

- Remember, in answering the questions please refer to the class **in which you teach this student English**.

**22 Which of the following best describes how students in the year level of this student are grouped for English classes?** Teach 22 / gpc77a1

Not applicable as there is only one English class at this year level ...  -1

All English classes are structured so that they contain students with a wide range of abilities ...  2

Some English classes are designed to contain students with a wide range of abilities but others are structured so that they contain students of similar ability...  3

All English classes are structured so that students of similar ability are grouped together in any one English class ...  4

**23 Which of the following best describes the composition of this student's English class...** Teach 23 / gpc77a2

Structured so that it is a mixed ability class containing a wide range of abilities...  1

Structured so that it is a selective class containing relatively high achieving students...  2

Structured so that it is a selective class containing relatively low achieving students...  3

**24 How many teachers teach this student across different subjects?**

(If you are not quite sure, your best guess is fine)

Teach 24 / gpc14t2b

-2 Don't know

**25 How many students in the class in which you teach this student English...**

(a) Are from a non-English speaking family background? ...   Teach 25.1 / gpc31a2

(b) Are from an Aboriginal or Torres Strait Islander background? ...   Teach 25.2 / gpc31b2

(c) Have a diagnosed disability (e.g. intellectual, sensory, physical, Autism Spectrum Disorder, developmental delay)?   Teach 25.3 / gpc31c2

**26 In a typical week, how many total hours do paid aides spend in your English class?** (e.g. regular aides, ESL and special education aides) Teach 26 / gpc54

**Still thinking about the class in which you teach the student English...**

**27 How many computers or computer-like devices are available for students in your English class to use** (including laptops brought in by students and desktops)?

Teach 27 / gtp07c

**28 Of these, how many have access to the Internet?** Teach 28 / gtp07d

**29 Does your school lend or supply computers or computer-like devices to use at home and/or school?**

Yes  1 Teach 29 / gtp07e

No  2



**30 How frequently do you or your students use computers during instructional time in the following locations...**

	No computer facilities available	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
(a) In your classroom? <a href="#">Teach 30.1 / gtp07f1</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(b) In another location in your school (e.g. library)? <a href="#">Teach 30.2 / gtp07f2</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**31 In the class in which you teach this student English, how frequently do your students perform the following activities using educational technology?**


	No computer facilities available	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
(a) Prepare written text (e.g. word processing, desktop publishing) <a href="#">Teach 31.1 / gtp07g1</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(b) Create or use graphics or visual displays (e.g. graphs, diagrams, pictures, maps) <a href="#">Teach 31.2 / gtp07g2</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(c) Learn or practice basic skills (e.g. reading or math skills) <a href="#">Teach 31.3 / gtp07g3</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(d) Conduct research (e.g. Internet searching, using reference materials on CD-ROM ) <a href="#">Teach 31.4 / gtp07g4</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(e) Correspond with others (e.g. students, teachers, experts) via email, network, or Internet <a href="#">Teach 31.5 / gtp07g5</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(f) Contribute to blogs or wikis <a href="#">Teach 31.6 / gtp07g6</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(g) Use social networking websites <a href="#">Teach 31.7 / gtp07g7</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(h) Develop and present multimedia presentations <a href="#">Teach 31.8 / gtp07g8</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(i) Create art, music, movies or webcasts <a href="#">Teach 31.9 / gtp07g9</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(j) Other (please specify) <a href="#">Teach 31.10 / gtp07g10</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
<a href="#">Teach 31.11 / gtp07g11</a>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**32 How much time per week do you expect a student to spend completing English homework?**

[Teach 32 / ghe26t7](#)

Less than 1 hour	1 hour to less than 2 hours	2 hours to less than 3 hours	3 hours to less than 4 hours	4 hours or more
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**33 Have you already filled out a form in 2015 for another student(s) who is also part of the Study?**

Yes  1  Go to Question **48** [Teach 33 / gid36a](#)

No  2



### Your background

- 34 Are you...** [Teach 34 / gpc24](#)
- Male .....  1
- Female .....  2

- 35 Do you currently work...** [Teach 35 / gpc25b](#)
- Full-time.....  1
- Part-time .....  2

- 36 What is the highest educational qualification you have completed?** [Teach 36 / gpc26b2](#)
- Doctoral degree .....  1
- Masters degree .....  2
- Graduate diploma or graduate certificate .....  3
- Bachelor degree (with or without honours) .....  4
- Advanced diploma, diploma or associate diploma .....  5
- Certificate ...  6
- Other .....  8

- 37 What is the major field of study in your teaching qualification?** (If you have more than one area of specialisation, please indicate the most recent) [Teach 37 / gpc26c2](#)
- Early childhood education.....  1
- Primary education .....  2
- Secondary education .....  3
- Special education .....  4
- Other.....  5

- 38 As part of your teaching qualifications, was English one of your areas of specialisation?** [Teach 38 / gpc26d1](#)
- Yes  1
- No  2

- 39 How many years teaching experience do you have...**
- years months
- (a) altogether as a teacher [Teach 39.1 / gpc32a2a](#)  [Teach 39.1 / gpc32a2b](#)
- (b) as an English teacher at this year level [Teach 39.2 / gpc32c2a](#)  [Teach 39.2 / gpc32c2b](#)
- (c) as a teacher in this school [Teach 39.3 / gpc32b2c](#)  [Teach 39.3 / gpc32b2d](#)

### School and teacher characteristics

- 40 Which of the following categories best describes the structure of your school?** [Teach 40 / gpc37t4](#)
- Primary with a pre-school program attached (pre-school refers to any program children attend prior to entering pre-Year 1) .....  1
- Primary school only .....  2
- Primary and secondary (including schools with a middle school program) .....  3
- Secondary school only .....  4
- Pre-school, primary and secondary .....  5
- Ungraded school program .....  6
- Special school .....  7

- 41 Which specialist staff do students in your school have access to?** (Tick all that apply)
- Teacher librarian [Teach 41.1 / gpc55a](#) .....  1 1. Yes  
2.No  
applies  
to 41.1-  
41.8
- Music specialist [Teach 41.2 / gpc55b](#) .....  2
- Physical education teacher [Teach 41.3 / gpc55c](#) .....  3
- Specialised computing support teacher [Teach 41.4 / gpc55d](#) .....  4
- LOTE (Language other than English) teacher [Teach 41.5 / gpc55e](#) .....  5
- Specialist learning support teacher [Teach 41.6 / gpc55f](#) .....  6
- ESL (English as a Second Language) teacher [Teach 41.7 / gpc55g](#) .....  7
- School counsellor/psychologist [Teach 41.8 / gpc55h](#) .....  8

**42 To the best of your knowledge, how would you rate the following school facilities/resources for meeting the needs of the students in your school?**

	Don't have	Very poor	Poor	Fair	Good	Very good	Don't know
(a) Canteen/tuckshop Teach 42.1 / gpc75a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(b) Computer labs Teach 42.2 / gpc75b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(c) Library/media centre Teach 42.3 / gpc75c	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(d) Visual/performing arts room(s) Teach 42.4 / gpc75d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(e) Gym Teach 42.5 / gpc75e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(f) Music room Teach 42.6 / gpc75f	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(g) Playground/school yard Teach 42.7 / gpc75g	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(h) Swimming pool Teach 42.8 / gpc75h	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(i) Classrooms Teach 42.9 / gpc75i	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(j) Hall/auditorium Teach 42.10 / gpc75j	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(k) Multi-purpose room Teach 42.11 / gpc75k	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(l) Extra classes/support for gifted students Teach 42.12 / gpc75l	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(m) Extra classes/support for students with learning difficulties Teach 42.13 / gpc75m	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2
(n) Rooms where students can do their homework with staff help Teach 42.14 / gpc75n	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> -2

**43 Please indicate how strongly you agree or disagree with the following statements:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(a) I have a strong effect on the academic achievement of the students I teach Teach 43.1 / gtp12a	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
(b) I feel competent in dealing with students' behavioural problems Teach 43.2 / gtp12b	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
(c) I feel competent in dealing with students' learning problems Teach 43.3 / gtp12c	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 5
(d) I have high expectations for the academic success of my students Teach 43.4 / gtp12d	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 5

**44 Please indicate the extent to which you agree or disagree with the following statements regarding your school's disciplinary policies:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(a) Teachers in this school have reached a consensus about how to discipline students who break the rules <i>Teach 44.1 / gtp16a</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) All students who break the rules in this school face the same consequences <i>Teach 44.2 / gtp16b</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 <i>Teach 44.1 / gtp16a</i>
(c) Teachers in this school overlook physical aggression among students <i>Teach 44.3 / gtp16c2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Teachers in this school overlook verbal aggression among students <i>Teach 44.4 / gtp16d2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Teachers in this school overlook cyberbullying among students <i>Teach 44.5 / gtp16f</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Teachers feel there is insufficient support within the school for managing disciplinary problems <i>Teach 44.6 / gtp16e</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**45 Please indicate how strongly you agree or disagree with these statements as they apply to your school:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(a) Staff can rely on colleagues for support and assistance when needed <i>Teach 45.1 / gpc36a2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Staff have a clear understanding of their roles and responsibilities <i>Teach 45.2 / gpc36b2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Staff are able to contribute to decision-making about policies and practices in the school <i>Teach 45.3 / gpc36c2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Staff go about their work with enthusiasm <i>Teach 45.4 / gpc36d2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) My personal philosophy and goals are in agreement with those of the school <i>Teach 45.5 / gpc36e2</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) The school environment provides a positive working environment for staff <i>Teach 45.6 / gpc36f1</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**46 Please indicate the extent to which you agree or disagree with each of the following statements as they relate to using educational technology in the teaching program at your school:**

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
(a) Teachers are sufficiently trained in technology usage	Teach 46.1 / gtp07h1			
(b) Teachers are sufficiently trained to integrate technology into classroom instruction	Teach 46.2 / gtp07h2			
(c) Teachers are interested in using technology in classroom instruction	Teach 46.3 / gtp07h3			
(d) Teachers conduct lessons in which students use a range of educational technologies	Teach 46.4 / gtp07h4			
(e) Technology is a priority of the school administration	Teach 46.5 / gtp07h5			
(f) Technology infrastructure is adequate (e.g. adequate Internet speeds)	Teach 46.6 / gtp07h6			
(g) Technical support for educational technology is adequate	Teach 46.7 / gtp07h7			
(h) Funding for educational technology is being spent in the most appropriate ways	Teach 46.8 / gtp07h8			

**47 Please indicate how strongly you agree or disagree with the following statements as they apply to your school:**

	Strongly agree	Agree	Disagree	Strongly disagree
(a) Most students are helpful and cooperative	Teach 47.1 / gpc74a			
(b) There are many disruptive students in the school	Teach 47.2 / gpc74b			
(c) Students get along well with teachers	Teach 47.3 / gpc74c			
(d) Very strong discipline is needed to control many of the students	Teach 47.4 / gpc74d			
(e) Most students are pleasant and friendly to teachers	Teach 47.5 / gpc74e			

**48 Who completed this form?**

Teach 48.1 / gid48d

- Student's English teacher ... ..  1
- Student's relief English teacher ... ..  2
- Principal... ..  3
- Other (please specify) ... ..  4

Teach 48.1 / gid48d

**Thank you for taking the time to fill in this form.  
Please return in reply paid envelope supplied  
(or send to: Reply Paid 76746, SYDNEY NSW 2000).**