



The Longitudinal Study of Australian Children

TCHK12

# IN CONFIDENCE

**Wave 5  
2012**

**English  
Teacher**

English 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 in partnership between the Department of Families, Housing, Community Services and Indigenous Affairs, the Australian Institute of Family Studies and the Australian Bureau of Statistics, with advice provided by a consortium of leading researchers.

All information collected will be kept strictly confidential. Participation in this study is voluntary.

### Instructions

- Please complete this form with regard to yourself and the study child named above
- **Please answer all the questions as best you can. However, 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

	5	9	or	✓
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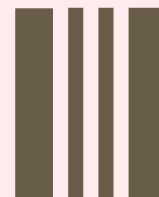
- If a mistake is made, please correct it this way

✓	1	Yes	✓	2	No
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6	<del>4</del>	<del>2</del>	5	4	2
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- 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)

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



## Student characteristics

**1 Do you teach this student for any subjects other than English?**

1 Yes

2 No

### Note

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

**2 In what year/grade is the student enrolled?**

1 Year 9 / Grade 9

2 Year 8 / Grade 8

3 Year 7 / Grade 7

4 Year 6 / Grade 6

5 Year 5 / Grade 5

6 Not assigned to a grade (e.g. special education program or ungraded program)

**3 How well do you know this student?**

1 Very well

2 Well

3 Not well

**4 Does this student have frequent absences from your class?**

1 Yes

2 No  Go to Question 6

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

1 Illness of student

2 Illness of family member

3 Parental work conflict

4 Lack of transportation

5 Student did not want to attend

6 Family events (e.g. holidays)

7 Other (please specify)

8 Don't know

**6 How many parent-teacher meetings have been held for this student's year level this year?**

**7 How many of these did a parent of this student attend?**

Don't know

**8 Does this student receive any additional assistance or specialised services provided within the school because of a diagnosed disability or additional need (e.g. giftedness or ESL)?**

1 Yes

2 No  Go to Question 11

3 Don't know  Go to Question 11

**9 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)

1 Intellectual disability

2 Hearing impairment

3 Vision impairment

4 Physical disability

5 Speech or language impairment

6 Learning disability/learning problems in literacy

7 Learning disability/learning problems in numeracy

8 Emotional or behavioural problems

9 Poor understanding of Standard Australian English or ESL

10 Autism Spectrum Disorder

11 Giftedness

12 Don't know


**10 What additional assistance or specialised services does this student receive?**  
(Tick all that apply)

- 1 Speech therapy
- 2 Psychological assessment
- 3 Learning support
- 4 Behavioural management programs
- 5 Other
- 6 Don't know

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

- 1 Yes
- 2 No
- 3 Don't know

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

- 1 Yes
- 2 No  Go to Question 14

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

- 1 Health problem
- 2 Limited proficiency in English
- 3 Behavioural problem
- 4 Lack of effort
- 5 Disorganised
- 6 Lacks prerequisite skills
- 7 Other

**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

- 1 Yes
- 2 No

(b) Student's disruptive behaviour in school

- 1 Yes
- 2 No

**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

- 1 Yes
- 2 No
- 3 Don't know

(b) Student's disruptive behaviour in school

- 1 Yes
- 2 No
- 3 Don't know

(c) Student's failure to complete homework

- 1 Yes
- 2 No
- 3 Don't know

(d) Student's absenteeism

- 1 Yes
- 2 No
- 3 Don't know

(e) Student's accomplishments

- 1 Yes
- 2 No
- 3 Don't know

(f) Student's outstanding academic performance

- 1 Yes
- 2 No
- 3 Don't know

## Student skills and competencies

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 year 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**  
(e.g. presents an oral report from an outline that is logically organised, supports ideas with specific details, and presents a simple argument)
- (b) **Understands and interprets a story or other text read aloud** (e.g. identifies an author's purpose, identifies persuasive techniques through information presented and language choices)
- (c) **Uses various strategies to gain information**  
(e.g. uses multiple genres of text, such as books, interviews, magazines to access information, evaluates information sources)
- (d) **Reads fluently** (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)
- (e) **Reads and comprehends expository text**  
(e.g. takes relevant notes from encyclopaedias or magazine articles and can organise information from several sources into a summary report)
- (f) **Composes multi-paragraph stories/reports with an understandable beginning, middle, and end**  
(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)
- (g) **Rereads and reflects on writing, making changes to clarify or elaborate** (e.g. reorganises sentences or paragraphs for increased clarity, adds character description, or adds figurative language such as metaphors)
- (h) **Makes some mechanical corrections when reviewing a rough draft** (e.g. corrects spelling and punctuation errors, adds commas and quotation marks appropriately)
- (i) **Uses the computer for a variety of purposes**  
(e.g. formats reports or stories, or uses databases to store or retrieve information, or does web searches)

### 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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1     2     3     4     5

## 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(b) Restless, overactive, cannot stay still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(c) Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d) Shares readily with other youth, for example books, games, food	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(e) Often loses temper	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(f) Would rather be alone than with other youth	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(g) Generally well behaved, usually does what adults request	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(h) Many worries or often seems worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(i) Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(j) Constantly fidgeting or squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(k) Has at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(l) Often fights with other youth or bullies them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(m) Often unhappy, depressed or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(n) Generally liked by other young people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(o) Easily distracted, concentration wanders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(p) Nervous in new situations, easily loses confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(q) Kind to younger children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(r) Often lies or cheats	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(s) Picked on or bullied by other young people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(t) Often volunteers to help others ( <i>parents, teachers, children</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(u) Thinks things out before acting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(v) Steals from home, school or elsewhere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(w) Gets along better with adults than with other young people	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(x) Many fears, easily scared	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(y) Good attention span, sees tasks through to the end	<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	<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	<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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Attentive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Disruptive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Late	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(g) Absent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(h) Completes homework assigned	<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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(b) Keeps his or her work area clean without being reminded	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(c) Attends to your instructions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d) Uses time appropriately while waiting for your help	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(e) Easily makes transition from one classroom activity to another	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(f) Finishes class assignments within time limits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(g) Listens to classmates when they present their work or ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(h) Ignores peer distractions when doing class work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(i) Puts work materials or school property away	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(j) Complies with your directions	<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	<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	<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>i.e. having a hard time getting along</i> )	<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?

- 1 Not applicable as there is only one English class at this year level
- 2 All English classes are structured so that they contain students with a wide range of abilities
- 3 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
- 4 All English classes are structured so that students of similar ability are grouped together in any one English class

### 23 Which of the following best describes the composition of this student's English class...

- 1 Structured so that it is a mixed ability class containing a wide range of abilities
- 2 Structured so that it is a selective class containing relatively high achieving students
- 3 Structured so that it is a selective class containing relatively low achieving students

### 24 How many teachers teach this student across different subjects? (If you are not quite sure, your best guess is fine)



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
- (b) Are from a Aboriginal or Torres Strait Islander background
- (c) Have a diagnosed disability (e.g. intellectual, sensory, physical, Autistic Spectrum Disorder, developmental delay)

### 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)

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

### 27 How many computers are available for students in your English class to use (including laptops brought in by students and desktops)?

### 28 Of these, how many have access to the Internet?

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

1 Yes

2 No

**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?	<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)?	<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)	<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)	<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)	<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)	<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	<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	<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	<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	<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	<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)	<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?

- 1 Less than 1 hour
- 2 1 to less than 2 hours
- 3 2 hours to less than 3 hours
- 4 3 hours to less than 4 hours
- 5 4 hours or more

**33** Have you already filled out a form in 2012 for another student(s) who is also part of this study?

- 1 Yes ▶ Go to Question **41**
- 2 No ▶ Go to Question **34**

## Your background

**34** Are you...

- 1 Male
- 2 Female

**35** Do you currently work...

- 1 Full-time
- 2 Part-time

**36** What is the highest educational qualification you have completed?

- 1 Doctoral degree
- 2 Master's degree
- 3 Graduate Diploma or Graduate Certificate
- 4 Bachelor Degree (*including Honours*)
- 5 Diploma or Associate Diploma
- 6 Certificate
- 7 Other

**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*)

- 1 Early childhood education
- 2 Primary education
- 3 Secondary education
- 4 Special education
- 5 Other

**38** As part of your teaching qualifications, was English one of your areas of specialisation?

- 1 Yes
- 2 No

**39** How many years teaching experience do you have...

years months

- (a) Altogether as a teacher
- (b) As an English teacher at this year level
- (c) As a teacher in this school

**40** Which of the following categories best describes the structure of your school?

- 1 Primary with a pre-school program attached (*pre-school refers to any program children attend prior to entering pre-Year 1*)
- 2 Primary only
- 3 Primary and secondary (*including schools with a middle school program*)
- 4 Secondary school only
- 5 Pre-school, primary and secondary
- 6 Upgraded school program
- 7 Special school

## Teacher and school characteristics

### 41 Please indicate how strongly you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
(a) I have a strong effect on the academic achievement of the students I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) I feel competent in dealing with students' behavioural problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) I feel competent in dealing with students' learning problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) I have high expectations for the academic success of my students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 42 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	<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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Teachers in this school overlook physical aggression among students	<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	<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	<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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

### 43 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	<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	<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	<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	<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	<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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**44 Please indicate the extent to which you agree or disagree with each of the following statements as it relates 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	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(b) Teachers are sufficiently trained to integrate technology into classroom instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(c) Teachers are interested in using technology in classroom instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(d) Teachers conduct lessons in which students use a range of educational technologies	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(e) Technology is a priority of the school administration	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(f) Technology infrastructure is adequate ( <i>e.g. adequate Internet speeds</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(g) Technical support for educational technology is adequate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(h) Funding for educational technology is being spent in the most appropriate ways	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

	Strongly disagree	Disagree	Agree	Strongly agree
(a) Most students are helpful and cooperative	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(b) There are many disruptive students in the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(c) Students get along well with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(d) Very strong discipline is needed to control many of the students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(e) Most students are pleasant and friendly to teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**46 Which specialist staff do students in your school have access to?**

- 1 Teacher librarian
- 2 Music specialist
- 3 Physical education teacher
- 4 Specialised computing support teacher
- 5 LOTE (*Language other than English*) teacher
- 6 Specialist learning support teacher
- 7 ESL (*English as a second language*) teacher
- 8 School counsellor/psychologist

**47 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	<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"/> 7
(b) Computer labs	<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"/> 7
(c) Library/media centre	<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"/> 7
(d) Visual/performing arts room(s)	<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"/> 7
(e) Gym	<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"/> 7
(f) Music room	<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"/> 7
(g) Playground/school yard	<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"/> 7
(h) Swimming pool	<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"/> 7
(i) Classrooms	<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"/> 7
(j) Hall/auditorium	<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"/> 7
(k) Multi-purpose room	<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"/> 7
(l) Extra classes/support for gifted students	<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"/> 7
(m) Extra classes/support for students with learning difficulties	<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"/> 7
(n) Rooms where students can do their homework with staff help	<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"/> 7

## Contact details

**48 Who completed this form?**

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

Name: (*please print*)

Work phone:

Mobile:

Signature:  Date:  /  /

**Thank you for taking the time to fill in this form.  
Please return in reply paid envelope supplied.**