



# IN CONFIDENCE

GROWING UP IN AUSTRALIA

**Wave 2  
2006**

**Teacher**

Teacher's name:

Please fill out this form with regard to yourself and the child named below.

Study child's name:

You are being asked to take part in *Growing up in Australia* - a study run by the Australian Institute of Family Studies on behalf of the Australian government, with data collected for the Institute by the Australian Bureau of Statistics (ABS).

**All information collected will be kept strictly confidential** (except where it is required to be reported by law and/or there is a risk of harm to yourself or others). To ensure that your privacy is maintained, only combined results from the study as a whole will be discussed and published. No individual information will be released to any person or department except at your written request and on your authorisation. Participation in this study is voluntary.

If you have any questions or want more information, please call **1800 005 508**. When you have completed this form please mail it back in the reply paid envelope provided (Reply Paid 76746, Sydney NSW 2000).



### Please read this first

- **Important:** This form will be read using electronic equipment.
- Use **black** pen when completing this form.
- Keep each number or tick **within** the data entry boxes provided, for example
- Leave answer boxes blank where you have no response or data to enter, for example
- Do **not** use 'nil', 'n/a' or '-'
- Tick one box only unless otherwise instructed.

	2	8	5	or	✓
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**1 Is this school a....?**Co-educational school ... ..  1Single sex school ... ..  2**2 How many children currently attend this school?**





**3 Which of the following categories best describes the structure of your school?**Primary with a pre-school program attached  
(pre-school refers to any program children  
attend prior to enrolment at school) ... ..  1Primary only ... ..  2Primary and secondary ... ..  3Pre-school, primary and secondary ... ..  4Ungraded school program ... ..  5**4 How long has the study child been in your class?**





 Months
**5 In what year/grade is the study child enrolled?**Grade 2/Year 2 ... ..  1Grade 1/Year 1 ... ..  2Pre-year 1 program in a school  
(e.g. preparatory, kindergarten, transition,  
reception, etc.) ... ..  3Not assigned to a grade (e.g. special  
education program or ungraded program)  4**6 Is the study child currently repeating this year/grade?**Yes  1No  2 ▶ Go to Question 8**7 What is the main reason this child is repeating this year/grade?**Health reasons ... ..  1Academic learning difficulties ... ..  2Social or behavioural difficulties ... ..  3Disability ... ..  4Changed schools (e.g. family residential  
move from another state or country) ... ..  5Other ... ..  6**8 Does the study child have frequent absences from school?**Yes  1No  2 ▶ Go to Question 10**9 What is the most frequent reason for the study child being absent that you know of?**Illness of child ... ..  1Illness of family member ... ..  2Parental work conflict ... ..  3Lack of transportation ... ..  4Child did not want to attend ... ..  5Family events (e.g. holidays) ... ..  6Other ... ..  7**10 During the time this child has been in your class, how often has a parent of this child had an informal discussion with you about him/her?**Every day ... ..  1A few times a week ... ..  2A few times a month ... ..  3Never ... ..  4Opportunities not available ... ..  5

**11 In your opinion, how involved are the study child's parent(s) in his/her learning and development?**

- Very involved .....  1
- Somewhat involved ... ..  2
- Not involved ... ..  3
- I do not know the parent(s) of this child well enough to make a judgement ... ..  4

**12 To the best of your knowledge, during this school year has a parent of this child done any of the following?**

Tick all that apply

- Spoken to, visited or written to you ... ..
- Visited the child's class ... ..
- Attended a school event in which the child participated (e.g. sporting event, music performance or concert) ... ..
- Volunteered in child's class or helped with a class excursion ... ..
- Helped elsewhere in the school such as in the library or computer room ... ..
- Attended a meeting of the parent-school committee ... ..
- Fund-raising ... ..
- Participated in other activities ... ..

**13 How many individual parent-teacher meetings have you offered for the study child so far this year?**

**14 How many of these did a parent of this child attend?**

**15 Does this child receive any specialised services provided within the school because of a diagnosed disability or additional need?**

Yes  1

No  2 Go to Question 17

**16 What is the main reason that the study child requires additional assistance or specialised services to enable them to succeed in the regular school program ? (If the child has more than one special need, tick the option for the major need for which the child receives additional help.)**

- Intellectual disability .....  1
- Hearing impairment ... ..  2
- Vision impairment ... ..  3
- Physical disability ... ..  4
- Speech or language impairment ... ..  5
- Learning disability/learning problems in reading ... ..  6
- Learning disability/learning problems in mathematics ... ..  7
- Emotional or behavioural problems ... ..  8
- Poor understanding of Standard Australian English or ESL ... ..  9
- Giftedness ... ..  10

**17 Does this child currently have an Individual Education Plan (IEP)?**

Yes  1

No  2

The following sets of questions on *Language and Literacy* and *Mathematical Understanding* ask you to rate this child's skills, knowledge and behaviours as evidenced in this child's current achievement and motivation, compared to other children of the same age level. This is **not** a test and should not be administered directly to this child.

A five-point scale is used to reflect the degree to which this child has acquired the competencies. Please consider the following:

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

## Language and literacy

Tick one box per row only

Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
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### 18 The study child...

- |  |   |
|--|---|
| (a) Contributes relevant information to classroom discussions (e.g. during a classroom discussion, can express an idea or personal opinion on a topic and the reasons behind the opinion) ... ..                       | <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 to him/her (e.g. by writing a sequel to a story, or dramatising part of a story, or posing a question about why a particular event occurred as it did) ...   | <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) Reads words with regular vowel sounds (e.g. reads 'coat', 'junk', 'lent', 'chimp', 'halt' or 'bike')   | <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 words with irregular vowel sounds (e.g. reads 'through', 'point', 'enough' or 'shower') ... ..   | <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 age appropriate books independently with comprehension (e.g. reads most words correctly, answers questions about what was read, makes predictions while reading, and retells the story after reading) ... .. | <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) Reads age appropriate books fluently (e.g. easily reads words in meaningful phrases rather than reading word by word) ... ..   | <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) Able to write sentences with more than one clause  | <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) Composes a story with a clear beginning, middle and end ... ..   | <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) Demonstrates an understanding of some of the conventions of print (e.g. appropriately using question marks, exclamation points and quotation marks) ...  | <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) Uses the computer for a variety of purposes (e.g. by writing a page for a class book, or looking up information on a topic of interest, or solving maths problems, or recording a scientific observation) ...      | <input type="checkbox"/> 1... .. <input type="checkbox"/> 2... .. <input type="checkbox"/> 3... .. <input type="checkbox"/> 4... .. <input type="checkbox"/> 5... .. <input type="checkbox"/> 6 |

## Mathematical thinking

Tick one box per row only

### 19 The study child...

Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
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- (a) Can continue a pattern using three items ...  1...  2...  3...  4...  5...  6
- (b) Demonstrates an understanding of place value (e.g. by explaining that fourteen is ten plus four, or using two stacks of ten and five single cubes to represent the number 25) ...  1...  2...  3...  4...  5...  6
- (c) Models, reads, writes and compares whole numbers (e.g. recognising that 30 is the same quantity if it is 30 rabbits or 30 tallies or 15 + 15 red dots, or describing that the number 25 is smaller than 41) ...  1...  2...  3...  4...  5...  6
- (d) Counts change with two different types of coins (e.g. one dollar and two twenty-cent pieces or a fifty-cent piece and three ten-cent pieces) ...  1...  2...  3...  4...  5...  6
- (e) Surveys, collects and organises data into simple graphs (e.g. making tally marks to represent the number of boys and girls in the classroom, or making a bar, line, or circle graph to show the different kinds of fruit children bring to school for lunch and the quantity of each type) ...  1...  2...  3...  4...  5...  6
- (f) Makes reasonable estimates of quantities (e.g. looking at a group of objects and deciding if it is more than 10, about 50, or less than 100) ...  1...  2...  3...  4...  5...  6
- (g) Measures to the nearest whole number using common instruments (e.g. rulers, or tape measures, or thermometers, or scales) ...  1...  2...  3...  4...  5...  6
- (h) Uses a variety of strategies to solve maths problems (e.g. using manipulative materials, using trial and error, making an organised list or table, drawing a diagram, looking for a pattern, acting out a problem, or talking with others) ...  1...  2...  3...  4...  5...  6

### 20 How often did this child demonstrate the following behaviour in the past month or two?

Never	Sometimes	Often	Very often	No opportunity
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- (a) Keeps belongings organised ...  1 ...  2 ...  3 ...  4 ...  5
- (b) Shows eagerness to learn new things ...  1 ...  2 ...  3 ...  4 ...  5
- (c) Works independently ...  1 ...  2 ...  3 ...  4 ...  5
- (d) Easily adapts to changes in routine ...  1 ...  2 ...  3 ...  4 ...  5
- (e) Persists in completing tasks ...  1 ...  2 ...  3 ...  4 ...  5
- (f) Pays attention well ...  1 ...  2 ...  3 ...  4 ...  5

**21 Please tick the box for each statement which best describes the study child's behaviour over the past six months:**

	Not true	Somewhat true	Certainly true
(1) Considerate of other peoples feelings ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(2) Restless, overactive, cannot stay still for long ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(3) Often complains of headaches, stomach aches or sickness ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(4) Shares readily with other children (treats, toys, pencils etc.) ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(5) Often loses tempers ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(6) Rather solitary, tends to play alone ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(7) Generally well behaved, usually does what adults request ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(8) Many worries, often seems worried ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(9) Helpful if someone is hurt, upset or feeling ill ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(10) Constantly fidgeting or squirming ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(11) Has at least one good friend ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(12) Often fights with other children or bullies them ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(13) Often unhappy, depressed or tearful ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(14) Generally liked by other children ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(15) Easily distracted, concentration wanders ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(16) Nervous or clingy in new situations, easily loses confidence ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(17) Kind to younger children ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(18) Often lies or cheats ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(19) Picked on or bullied by other children ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(20) Often volunteers to help others (parents, teachers, other children) ...	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(21) Thinks things out before acting ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(22) Steals from home, school or elsewhere ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(23) Gets on better with adults than with other children ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(24) Many fears, easily scared ... ..	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3
(25) Good attention span, sees chores or homework through to the end ...	<input type="checkbox"/> 1 ... ..	<input type="checkbox"/> 2 ... ..	<input type="checkbox"/> 3

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Tick one box per row only

**22 For each of the following statements, please indicate the nature of your relationship with the study child:**

Definitely does not apply	Not really	Neutral/ Not sure	Applies somewhat	Definitely applies
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- (a) I share an affectionate, warm relationship with this child  1...  2...  3...  4...  5
- (b) This child and I always seem to be struggling with each other (i.e. having a hard time getting along) ...  1...  2...  3...  4...  5
- (c) If upset, this child will seek comfort from me ...  1...  2...  3...  4...  5
- (d) This child is uncomfortable with physical affection or touch from me ...  1...  2...  3...  4...  5
- (e) This child values his/her relationship with me ...  1...  2...  3...  4...  5
- (f) When I praise this child, he/she beams with pride ...  1...  2...  3...  4...  5
- (g) This child spontaneously shares information about himself/herself ...  1...  2...  3...  4...  5
- (h) This child easily becomes angry with me ...  1...  2...  3...  4...  5
- (i) It is easy to be in tune with what this child is feeling ...  1...  2...  3...  4...  5
- (j) This child remains angry or resistant after being disciplined  1...  2...  3...  4...  5
- (k) Dealing with this child drains my energy ...  1...  2...  3...  4...  5
- (l) When this child is in a bad mood, I know we're in for a long and difficult day ...  1...  2...  3...  4...  5
- (m) This child's feelings towards me can be unpredictable or can change suddenly ...  1...  2...  3...  4...  5
- (n) This child is manipulative with me ...  1...  2...  3...  4...  5
- (o) This child openly shares his/her feelings and experiences with me ...  1...  2...  3...  4...  5

**23 Have you already filled out a form for another child who is also part of this study and in the same class as this child?**

Yes  1  Go to Question 49

No  2  Go to Question 24

**24 Are you male or female?**Male  1Female  2**25 Do you currently work...?**Full time  1Part time  2**26 What is the highest educational qualification you have completed?**Doctoral degree ... ..  1Masters degree ... ..  2Graduate Diploma or Graduate Certificate  3Bachelor Degree (including Honours) ...  4Diploma or Associate Diploma ... ..  5Certificate ... ..  6Other ... ..  7**27 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.)**Early childhood education ... ..  1Primary education ... ..  2Secondary education ... ..  3Special education ... ..  4Other ... ..  5**28 How many years teaching experience do you have...?**

(a) Altogether as a teacher

 years  months

(b) As a teacher at this grade level

 years  months

(c) As a teacher in this school

 years  months**29 Which category best describes your class organisation?**Single grade/year level ... ..  1Multi-age/multi-grade (single teacher) ...  2Multi-age/multi-grade (team teaching) ...  3Ungraded (special education class) ... ..  4Ungraded ( alternative school program) ...  5**30 How many teachers are responsible for this class?****31 How many children are present in your class for the main educational program?****32 On average, what is the general age range in the class?**From  years  monthsTo  years  months**33 How many children in the class are from a non-English speaking family background?****34 How many children in the class are from an Aboriginal or Torres Strait Islander background?****35 How many children in the class have had a diagnosed disability? (e.g. intellectual, sensory, physical, autistic spectrum disorder, developmental delay)****36 In a typical week, how many total hours do paid aides spend in your classroom? (e.g. regular aides, ESL and special education aides)**

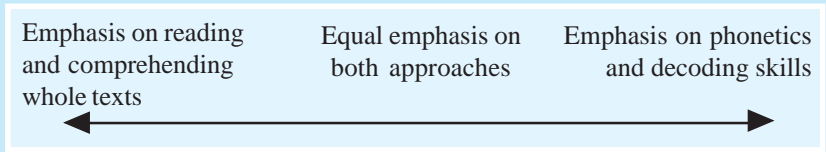


Tick one box per row only

**37 On a typical day in the study child's class, how often is time spent on the following sorts of activities?**

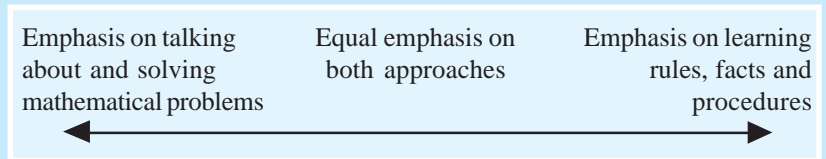
Never	Occasionally	Often	Very often
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- (a) Teacher-directed whole group activities (e.g. language or numeracy activities, story time or news-time) ... ..  1 ... ..  2 ... ..  3 ... ..  4
- (b) Teacher-supported small group activities (e.g. literacy or numeracy activities, science, cooking or art activities) ...  1 ... ..  2 ... ..  3 ... ..  4
- (c) Teacher-supported individual activities (e.g. reading, doing puzzles, writing or completing worksheets) ... ..  1 ... ..  2 ... ..  3 ... ..  4
- (d) Child-initiated activities (e.g. free-choice of activities, free play in outdoor activities, pretend play) ... ..  1 ... ..  2 ... ..  3 ... ..  4



**38 What is the main emphasis in your approach to teaching reading?** ... ..

1    2    3    4    5    6    7



**39 What is the main emphasis in your approach to teaching mathematics?** ... ..

1    2    3    4    5    6    7

**40 How often do children in your class use computers for the following purposes?**

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
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- (a) To develop specific skills in academic areas (e.g. literacy, mathematics or science activities)  1 ... ..  2 ... ..  3 ... ..  4 ... ..  5 ... ..  6
- (b) To learn keyboarding skills ... ..  1 ... ..  2 ... ..  3 ... ..  4 ... ..  5 ... ..  6
- (c) For creative activities (e.g. design in visual arts, composing music, animation) ... ..  1 ... ..  2 ... ..  3 ... ..  4 ... ..  5 ... ..  6
- (d) For enjoyment (e.g. games) ... ..  1 ... ..  2 ... ..  3 ... ..  4 ... ..  5 ... ..  6
- (e) To access information (e.g. using the Internet to look for information) ... ..  1 ... ..  2 ... ..  3 ... ..  4 ... ..  5 ... ..  6

Tick one box per row only

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

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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- (a) I have a strong effect on the academic achievement of the students I teach ...  1 ...  2 ...  3 ...  4 ...  5
- (b) I feel competent in dealing with students' behavioural problems ...  1 ...  2 ...  3 ...  4 ...  5
- (c) I feel competent in dealing with students' learning problems ...  1 ...  2 ...  3 ...  4 ...  5
- (d) I have high expectations for the academic success of my students ...  1 ...  2 ...  3 ...  4 ...  5

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

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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- (a) Staff can rely on colleagues for support and assistance when needed ...  1 ...  2 ...  3 ...  4 ...  5
- (b) Staff have a clear understanding of their roles and responsibilities ...  1 ...  2 ...  3 ...  4 ...  5
- (c) Staff are able to contribute to decision-making about policies and practices in the school ...  1 ...  2 ...  3 ...  4 ...  5
- (d) Staff go about their work with enthusiasm ...  1 ...  2 ...  3 ...  4 ...  5
- (e) My personal philosophy and goals are in agreement with those of the school ...  1 ...  2 ...  3 ...  4 ...  5
- (f) The school environment provides a positive working environment for staff ...  1 ...  2 ...  3 ...  4 ...  5

**43 Which of the following resource areas for activities does your classroom have?**

Tick all that apply

- Reading area with books .....
- Listening area .....
- Writing area .....
- Maths area .....
- Computer area .....
- Science area .....
- Art area .....

**44 How often do you organise your class in achievement level groupings for reading?**

- Never .....  1
- Less than once a week .....  2
- Once or twice a week .....  3
- Three or more times per week .....  4
- Daily .....  5

**45 How often do you organise your class in achievement level groupings for maths?**

- Never .....  1
- Less than once a week .....  2
- Once or twice a week .....  3
- Three or more times per week .....  4
- Daily .....  5

**46 How much time per week, in total, do children in your class spend participating in physical education?**

hours     minutes

**47 Does this class have access to a...?**

- (a) Teacher librarian
  - Yes  1
  - No  2
- (b) Music specialist
  - Yes  1
  - No  2
- (c) Physical education teacher
  - Yes  1
  - No  2
- (d) Specialised computing support teacher
  - Yes  1
  - No  2

**48 In your class, which of the following practices have you used (or will you use) this year to involve parents?**

Tick all that apply

- Parent orientation activities early in the year (e.g. meeting with the parents, written information sent to family) .....
- Parent participation in your program (e.g. as a volunteer or on a roster) .....
- Formal parent-teacher meetings about children's progress .....
- Parent education programs or information sessions .....
- Social activities for parents that promote contact or support .....
- Regular newsletters about your program and events .....
- Other .....

**49 What is your name?**


Please complete the questions below if you have filled in this form on behalf of the study child's teacher. Otherwise go to Question **52**.

**50 What is your relationship to the study child's teacher?**

Principal of the school ... ..  1

Other colleague ... ..  2

Other ... ..  3

**51 What is the reason for filling in this form on behalf of the study child's teacher?**


Please provide your contact details below in case we need to call you regarding the information on this form.

**52 Your contact details**

Work Phone:

Mobile:

***Thank you taking the time to fill in this form.***

**Please return the form in the reply paid envelope provided.**