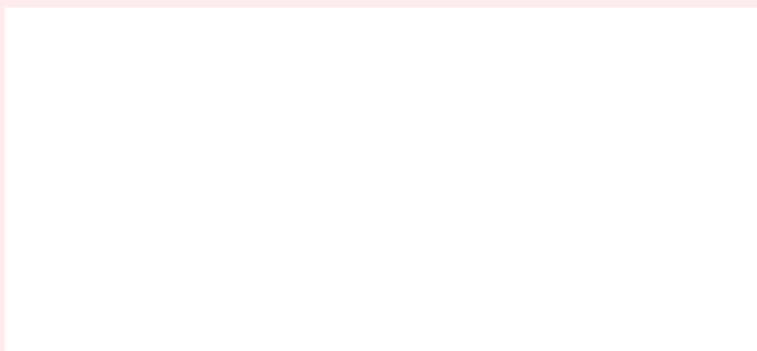




The Longitudinal Study of Australian Children

TCHB14

IN CONFIDENCE



**Wave 6
2014**

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.

It is very important for this study to have information about children's educational progress and behaviour. The perspective of teachers provides valuable information 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 the last page of this form you have consented to participate in the study at this time. If you return this form unsigned *Growing Up in Australia* will not release information reported on this form. However, an electronic copy will be retained by the ABS for our records. Your name and the name of your school will also be retained by the ABS for the life of the study as a record of the parent's consent to collect information from you about their child.

If the organisation responsible for future collection phases of the study changes, the ABS will disclose your information to that organisation.

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, or by calling 1800 005 508 freecall (excluding mobile phones).

Instructions

- Please complete this form with regard to yourself and the study child named above
 - **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
- 5

9

or

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

✓

1
No

✓

2
- ~~6~~

~~4~~

~~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)

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

Child and family

1 In what year/grade is the study child enrolled?

- Year 6 / Grade 6 24 pc06t1
- Year 5 / Grade 5 25
- Year 4 / Grade 4 20
- Year 3 / Grade 3 19
- Not assigned to a grade (e.g. special education program or ungraded program) 17

2 Is the study child currently repeating this year/grade? pc47t4

- Yes 1
- No 2 ▶ Go to Question 4

3 What is the main reason the study child is repeating this year/grade? pc47t5

- Health reasons 1
- Academic learning difficulties 2
- Social or behavioural difficulties..... 3
- Disability 4
- Changed schools (e.g. family residential move from another state or country) 5
- Other..... 6

4 How long has this child been in your class? pc11t Months

5 Does this child have frequent absences from school? pc48t1b

- Yes 1
- No 2 ▶ Go to Question 7

6 If yes, what is the most frequent reason for these absences? pc48t2

- Illness of child..... 1
- Illness of family member 2
- Lack of transportation 3
- Outside of school activities (e.g. representative sport, music performance etc.) 4
- Child did not want to attend 5
- Family events (e.g. holidays, religious/cultural events) 6
- Other..... 7
- Don't know 8

7 In your opinion, how involved are this child's parent(s) in his/her learning and education? he10

- 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

8 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? he01t2

- Every day 1
- A few times a week 2
- A few times a month 3
- Never 4
- Opportunities not available 5

9 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... he15t2a 1 0. No
1. Yes
- Visited the child's class he15t1a 2
- Attended a school event in which the child participated (e.g. sporting event, music performance, concert) he15t4a 3
- Volunteered in child's class or helped with a class excursion he15t5a 4
- Helped elsewhere in the school such as in the library or computer room he15t6a 5
- Attended a meeting of the parent-school committee he15t7a 6
- Fund-raising he15t8a 7
- Participated in other activities he15t9a 8

10 How many individual parent-teacher meetings have you offered for this child so far this year? [tp09a](#)

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11 How many of these did a parent of this child attend? [tp09b](#)

--	--

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

(e.g. giftedness or English as a Second Language (ESL)) [pc56a](#)

Yes 1

No 2 ▶ Go to Question **15**

13 What is the main reason that this child requires additional assistance or specialised services to enable them to succeed in the regular school program?

[pc56b2a](#)

- 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
- Autism Spectrum Disorder... 10
- Giftedness... 11
- Other... 12

14 What additional assistance or specialised services does this child receive? [pc30](#), [pc30j](#)
(Tick all that apply)

- Speech therapy... [pc30a](#) 0. No
1. Yes
- Psychological assessment... [pc30b](#) 2
- Learning support... [pc30c](#) 3
- Occupational therapy... [pc30k](#) 4
- Behavioural management programs... [pc30d](#) 5
- Other... [pc30e](#) 6

15 Does this child currently have an Individual Education or Learning Plan (i.e. IEP, ILP)? [pc52t](#)

Yes 1

No 2

16 During organised physical activities for your class, how does this child compare with other children in the class in terms of level of physical activity? [hb24a](#)

- A lot less active than most... 1
- A little less active than most... 2
- About the same as most... 3
- A little more active than most... 4
- A lot more active than most... 5
- I have not observed this child in such activities... 6 2

17 During play with friends at recess or lunch time, how does this child compare with other children in the class in terms of level of physical activity? [hb24b](#)

- A lot less active than most... 1
- A little less active than most... 2
- About the same as most... 3
- A little more active than most... 4
- A lot more active than most... 5
- I have not observed this child in such activities... 6 2

Child skills and competencies

The following sets of questions on **English Language and Literacy** and **Mathematical Understanding** ask you to rate this child's skills, knowledge and behaviours as evidenced in the 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 the child has acquired the competencies:

- Not yet – This child has **not yet demonstrated** skill, knowledge or behaviour.
 Beginning – This child is **just beginning** to demonstrate 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*).

18 Are you this child's main teacher for English language and literacy? tp17a

Yes 1

No 2

19 The study child...

	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
(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) lc09a11	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a20	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a12	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a13	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a21	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a17	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(h) Makes some mechanical corrections when reviewing a rough draft (e.g. corrects spelling and punctuation errors, adds commas and quotation marks appropriately) lc09a18	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1
(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) lc09a19	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6-1

Mathematical thinking

20 Are you this child's main teacher for Mathematics? tp17b

Yes 1

No 2

21 The study child...

	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
(a) Subtracts numbers that require regrouping <small>lc09b18</small> (e.g. $1300 - 579$; $2302 - 947$; or $2603 - 1594$)	<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) Reduces fractions to lowest denominator <small>lc09b19</small> (e.g. reduces $\frac{2}{63}$ to $\frac{3}{7}$; or $\frac{4}{6}$ to $\frac{2}{3}$)	<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) Demonstrates money management skills <small>lc09b20</small> (e.g. computes savings on an item that has 20% off its sale price; or determines the level of profit on the sale of chocolate bars when given the buying and selling price)	<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) Recognises properties of shapes such as area, perimeter and volume <small>lc09b11</small> (e.g. uses appropriate spatial language; or computes areas and perimeters of irregularly shaped polygons)	<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) Uses measuring tools accurately <small>lc09b12</small> (e.g. assesses distances between objects on a plan or a map from a presented measurement scale; or uses measuring cups to estimate volume to the nearest millilitre)	<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) Shows understanding of place value <small>lc09b13</small> (e.g. recognises that 2.12 is the same as $2 + \frac{12}{100}$ or knows that 1.04 is greater than 1.009)	<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) Makes reasonable estimates of quantities and checks answers <small>lc09b14</small> (e.g. estimates the product in a problem such as $\$19.95 \times .75$ by multiplying $20 \times \frac{3}{4} = 15$)	<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) Uses strategies to multiply and divide <small>lc09b22</small> (e.g. calculates 5 lengths of 3.25 metres; or divides by 4 to determine 25% of 32)	<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) Divides multi-digit problems with remainders in the quotient <small>lc09b23</small> (e.g. computes $536 \div 30$; or $6,135 \div 7$)	<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) Demonstrates algebraic thinking <small>lc09b24</small> (e.g. applies different strategies to solve simple algebraic problems such as $26 + A = 10 \times 3$; or identifies the rule that enables any term in a visually presented series to be identified)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

22 Overall, how would you rate this child's academic skills compared to other children of the same grade level?

	Far below average	Below average	Average	Above average	Far above average
(a) English language and literacy skills <small>lc08t1b</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Mathematical skills <small>lc08t2b</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Overall academic achievement <small>lc08t3b</small>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Child's personality and behaviour

23 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 the child's behaviour over the last six months or this school year.

		Not true	Somewhat true	Certainly true
(a)	Considerate of other people's feelings	se03t1a <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(b)	Restless, overactive, cannot stay still for long	se03t2a <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(c)	Often complains of headaches, stomach aches or sickness	se03t3a <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(d)	Shares readily with other children, for example, toys, treats, pencils	se03t1b <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(e)	Often loses temper	se03t4a <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(f)	Rather solitary, prefers to play alone	se03t5a <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(g)	Generally well behaved, usually does what adults request	se03t4b <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(h)	Many worries or often seems worried	se03t3b <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(i)	Helpful if someone is hurt, upset or feeling ill	se03t1c <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(j)	Constantly fidgeting or squirming	se03t2b <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(k)	Has at least one good friend	se03t5b <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(l)	Often fights with other children or bullies them	se03t4c <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(m)	Often unhappy, depressed or tearful	se03t3c <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(n)	Generally liked by other children	se03t5c <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(o)	Easily distracted, concentration wanders	se03t2c <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(p)	Nervous or clingy in new situations, easily loses confidence	se03t3d <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(q)	Kind to younger children	se03t1d <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(r)	Often lies or cheats	se03t4f <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(s)	Picked on or bullied by other children	se03t5d <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(t)	Often volunteers to help others (parents, teachers, other children)	se03t1e <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(u)	Thinks things out before acting	se03t2d <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(v)	Steals from home, school or elsewhere	se03t4g <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(w)	Gets along better with adults than with other children	se03t5e <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(x)	Many fears, easily scared	se03t3e <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
(y)	Good attention span, sees work through to the end	se03t2e <input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

24 For each of the following statements, please indicate the nature of your relationship with this child:


		Definitely does not apply	Not really	Neutral/ not sure	Applies somewhat	Definitely applies
(a) I share an affectionate, warm relationship with this child	tp01a1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) This child and I always seem to be struggling with each other (<i>i.e. having a hard time getting along</i>)	tp01b1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) If upset, this child will seek comfort from me	tp01a2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) This child values his/her relationship with me	tp01a5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) When I praise this child, he/she beams with pride	tp01a6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) This child spontaneously shares information about himself/herself	tp01d2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(g) This child easily becomes angry with me	tp01b2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(h) It is easy to be in tune with what this child is feeling	tp01d1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(i) This child remains angry or is resistant after being disciplined	tp01b7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(j) Dealing with this child drains my energy	tp01b3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(k) When this child is in a bad mood, I know we're in for a long and difficult day	tp01b4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(l) This child's feelings towards me can be unpredictable or can change suddenly	tp01b8	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(m) This child is manipulative with me	tp01b9	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(n) This child openly shares his/her feelings and experiences with me	tp01d3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

		Never	Sometimes	Often	Very often	No opportunity
(a) Keeps belongings organised	lc10a1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Shows eagerness to learn new things	lc10a2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Works independently	lc10a3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Easily adapts to changes in routine	lc10a4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Persists in completing tasks	lc10a5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Pays attention well	lc10a6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

26 Have you already filled out a form in 2014 for another student(s) who is also part of this study? id36a

Yes 1  Go to Question **33**

No 2

Your background

27 Are you... [pc24](#)

- Male 1
- Female 2

28 Do you currently work... [pc25b](#)

- Full-time... 1
- Part-time 2

29 What is the highest educational qualification you have completed? [pc26b2](#)

- 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

30 What is the major field of study in your teaching qualification? [pc26c2](#)
(If you have more than one area of specialisation, please indicate the most recent)

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

31 How many years teaching experience do you have...

- | | years | months |
|--|--|--|
| (a) altogether as a teacher ... | <input type="text"/> pc32a2a | <input type="text"/> pc32a2b |
| (b) as a teacher at this grade level ... | <input type="text"/> pc32c2a | <input type="text"/> pc32c2b |
| (c) as a teacher in this school | <input type="text"/> pc32b2c | <input type="text"/> pc32b2d |

School characteristics

32 Which of the following categories best describes the structure of your school? [pc37t4](#)

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

Child's class characteristics

33 Which category best describes your class organisation? [pc53](#)

- Single grade/year level... 1
- Multi-age/multi-grade (*single teacher*)... 2
- Multi-age/multi-grade (*team teaching*)... 3
- Ungraded (*special education class*) 4
- Ungraded (*alternative school program*) ... 5

34 How many teachers are responsible for this class? [pc14t2b](#)

(Number of regular teachers who have this class for a substantial time each week through job-sharing or team teaching)

35 How many children are present in your class for the main educational program? [pc14t1f](#)

36 On average, what is the general age range in the class?

pc23a	<input type="text"/>	pc23a1	<input type="text"/>	pc23a2
From	years	months		
pc23b	<input type="text"/>	pc23b1	<input type="text"/>	pc23b2
To	years	months		

37 How many children in the class...

- (a) are from a non-English speaking family background ... [pc31a2](#)
- (b) are from an Aboriginal or Torres Strait Islander background [pc31b2](#)
- (c) have a diagnosed disability (e.g. intellectual, sensory, physical, Autism Spectrum Disorder, developmental delay) [pc31c2](#)

38 In a typical week, how many total hours do paid aides spend in your classroom?
(e.g. regular aides, ESL and special education aides) [pc54](#)

39 Which of the following specialist staff does this class have access to? 1. Yes
2. No
(Tick all that apply)

- Teacher librarian ... [pc55a](#) 1
- Music specialist ... [pc55b](#) 2
- Physical education teacher ... [pc55c](#) 3
- Specialised computing support teacher ... [pc55d](#) 4
- LOTE (Language other than English) teacher ... [pc55e](#) 5
- Specialist learning support teacher... [pc55f](#) 6
- ESL (English as a second language) teacher ... [pc55g](#) 7

40 How many computers or computer-like devices are available for children in your class to use (including laptops and iPads)?

 [tp07c](#)

41 Of these, how many have access to the Internet? [tp07d](#)

42 Does your school lend or supply computers or computer-like devices to use at home and/or school? [tp07e](#)

- Yes 1
- No 2

43 How much time per week, in total, do children in your class spend participating in physical education? [tp15](#)

 [tp15a](#) Hours [tp15b](#) Minutes

Teaching practices and programs

44 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) ... [he18a1](#) 1
- Parent participation in your program (e.g. as a volunteer or on a roster) . [he18a2](#) 2
- Formal parent-teacher meetings about children's progress ... [he18a3](#) 3
- Parent education programs or information sessions ... [he18a4](#) 4
- Social activities for parents that promote contact or support ... [he18a5](#) 5
- Regular newsletter about your program and events ... [he18a6](#) 6
- Other... [he18a7](#) 7

Teaching practices and programs – (continued)

45 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
(a) Teacher-directed whole group activities (e.g. language, literacy or numeracy activities)	tp06a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(b) Teacher-supported small group activities (e.g. rotational groups, for literacy, numeracy, science, computing activities)	tp06b1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(c) Teacher-supported individual activities (e.g. common tasks set by the teacher for the whole group, but which children complete individually and which are assessed individually)	tp06b2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(d) Child-initiated activities (e.g. independent project work, individual children can choose to select a personal direction for a project or tasks within the general framework of curriculum objectives)	tp06b3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

46 How often do you organise your class in achievement level groupings for...

		Never	Less than once a week	Once or twice a week	Three or more times a week	Daily
(a) Reading	tp14a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Maths	tp14b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

47 How often do...

		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) You take children to the computer lab?	tp18a	<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) Children in your class have access to computers at school (either in the classroom or lab)?	tp18b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

48 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
(a) To develop specific skills in academic areas (e.g. literacy, mathematics or science activities)	tp11a	<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) To learn keyboarding skills	tp11b	<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) For creative activities (e.g. design in visual arts, composing music, animation)	tp11c	<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) For enjoyment (e.g. games)	tp11d	<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) To access information (e.g. using the Internet to look for information)	tp11e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

49 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	tp12a	<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	tp12b	<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	tp12c	<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	tp12d	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

50 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 children who break the rules	tp16a	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) All children who break the rules in this school face the same consequences	tp16b	<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 children	tp16c2	<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 children	tp16d2	<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	tp16f	<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	tp16e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

51 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	pc36a2	<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	pc36b2	<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	pc36b2	<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	pc36d2	<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	pc36e2	<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	pc36f1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Teaching practices and programs – (continued)

52 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	pc74a	<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	pc74b	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(c) Students get along well with teachers	pc74c	<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	pc74d	<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	pc74e	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Contact details

53 Who completed this form? [id48c](#)

- Child's main teacher 1
- Principal..... 2
- Other teacher 3
- Other (*please specify*) 4

[id48co](#)

I have read and understood the information provided on page 1 of this form and I agree to participate in the *Growing Up in Australia* study.

Teacher:

Signature: **Date:** / /

**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).**