



The Longitudinal Study of Australian Children

TCHK14

# IN CONFIDENCE



Wave 6  
2014

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 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](http://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).

### Student characteristics

**1 Do you teach this student for any subjects other than English?** [id48a1](#)

Yes  1  
 No  2

**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?**

Year 11 / Grade 11 [pc06t1](#)  29  
 Year 10 / Grade 10  28  
 Year 9 / Grade 9  27  
 Year 8 / Grade 8  26  
 Year 7 / Grade 7  25  
 Not assigned to a grade (e.g. special education program or ungraded program)  17

**3 How well do you know this student?** [id48b1](#)

Very well  1  
 Well  2  
 Not well  3

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

[tp09c](#)

**5 How many of these did a parent of this student attend?** [tp09d](#)

Don't know

**6 How often do you estimate that this student has been absent from your English class in this school year?** [pc48t1d](#)

Very often  1  
 Often  2  
 Sometimes  3  
 Rarely  4 ▶ Go to Question 9  
 Never  5 ▶ Go to Question 9

**7 What is the most frequent reason for their absences?** [pc48t1d](#)

Illness of student  1  
 Medical, dental or other specialist appointment  2  
 Caring for another family member  3  
 Illness of family member  4  
 Lack of transportation  5  
 Outside of school activities (e.g. representative sport, music performance etc.)  6  
 Child did not want to attend  7  
 Family events (e.g. holidays, religious/cultural events)  8  
 Other  9  
 Don't know  12

**8 In the last fortnight, how often has this student been absent from your English class?** [pc48t1e](#)

Very often  1  
 Often  2  
 Sometimes  3  
 Rarely  4  
 Never  5

**9 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 English as a Second Language (ESL))** [pc56a](#)

Yes  1  
 No  2 ▶ Go to Question 12  
 Don't know  3 ▶ Go to Question 12

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

Speech therapy [pc30a](#)  0. No  
 1. Yes  
 Psychological assessment [pc30b](#)  2  
 Learning support [pc30b](#)  3  
 Occupational therapy [pc30k](#)  4  
 Behavioural management programs [pc30d](#)  5  
 Other [pc30e](#)  6  
 Don't know  72


**11 What is the main reason that this student 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 or learning problems in literacy ...  6
- Learning disability or learning problems in numeracy ...  7
- Emotional or behavioural problems ...  8
- Poor understanding of Standard Australian English or ESL ...  9
- Autism Spectrum Disorder ...  10
- Giftedness ...  11
- Other...  12
- Don't know ...  12

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

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

**13 Has this student fallen behind in school work in this class?** [pc52t3](#)

- Yes  1
- No  2  Go to Question 15

**14 If yes, what is the main reason this student has fallen behind in school work?** [pc52t4](#)

- Health problem ...  1
- Limited proficiency in English ...  2
- Behavioural problem ...  3
- Lack of effort ...  4
- Disorganised ...  5
- Lacks prerequisite skills ...  6
- Extracurricular activities ...  8
- Other...  7

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

- (a) Student's poor school performance [pc52t5](#)
- Yes  1
- No  2
- (b) Student's disruptive behaviour in school [pc52t6](#)
- Yes  1
- No  2

**16 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 [pc76a](#)
- Yes ...  1
- No ...  2
- Don't know ...  2
- (b) Student's disruptive behaviour in school [pc76b](#)
- Yes ...  1
- No ...  2
- Don't know ...  2
- (c) Student's failure to complete homework [pc76c](#)
- Yes ...  1
- No ...  2
- Don't know ...  2
- (d) Student's absenteeism [pc76d](#)
- Yes ...  1
- No ...  2
- Don't know ...  2
- (e) Student's accomplishments [pc76e](#)
- Yes ...  1
- No ...  2
- Don't know ...  2
- (f) Student's outstanding academic performance [pc76g](#)
- Yes ...  1
- No ...  2
- Don't know ...  2

## 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*).

### 17 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)

lc09a11

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

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

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

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

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

(f) **Composes multi-paragraph stories/reports with an understandable beginning, middle and end**

lc09a16

(e.g. writes a well-organised report that offers insights about the topic, or writes stories with elaborate plots, descriptive language, and varied sentence structure)

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

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

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

(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)

lc09a18

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

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

lc08t1b

Far below average	Below average	Average	Above average	Far above average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

## Student's personality and behaviour

**19** 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	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	se03t2a <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d)	Shares readily with other youth, for example, books, games, food	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)	Would rather be alone than with other youth	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	se03t1c <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 youth 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 young people	se03t5c <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(o)	Easily distracted, concentration wanders	se03t5c <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(p)	Nervous 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 young people	se03t5d <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(t)	Often volunteers to help others (parents, teachers, 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 young people	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 tasks through to the end	se03t2e <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

**20 Please read each item and think about this student's behaviour during the past two months. Then, decide how often this student displays the behaviour.**

		Never	Seldom	Often	Almost always	
(a)	Is well-behaved when unsupervised	se26ta1	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b)	Takes responsibility for her/his own actions	se26ta2	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c)	Acts responsibly when with others	se26ta3	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d)	Takes care when using other people's things	se26ta4	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e)	Respects the property of others	se26ta5	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f)	Takes responsibility for part of a group activity	se26ta6	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

*Social Skills Improvement System Rating Scales (SSIS Rating Scales).*

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**21 Please read each item and think about this student's behaviour during the past two months. Then, decide how often this student displays the behaviour.**

		Never	Seldom	Often	Almost always	
(a)	Stays calm when teased	se22t2	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b)	Takes criticism without getting upset	se22t3	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c)	Uses appropriate language when upset	se22t8	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d)	Resolves disagreements with you calmly	se22t1	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e)	Responds appropriately when pushed or hit	se22t6	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f)	Makes a compromise during a conflict	se22t4	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(g)	Stays calm when disagreeing with others	se22t7	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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**22 Please read each item and think about this student's behaviour during the past two months. Then, decide how often this student displays the behaviour.**

		Never	Seldom	Often	Almost always	
(a)	Follows your directions	pc79a	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(b)	Completes tasks without bothering others	pc79b	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(c)	Participates appropriately in class	pc79c	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(d)	Pays attention to your instructions	pc79d	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(e)	Ignores classmates when they are distracting	pc79e	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>
(f)	Follows classroom rules	pc79f	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>3</sub>	<input type="checkbox"/> <sub>4</sub>

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### 23 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	lc15a1	<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	lc15a2	<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	lc15a3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Attentive	lc15a4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Disruptive	lc15a5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Late	lc15a6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(g) Absent	lc15a7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(h) Completes homework assigned	lc15a8	<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.

### 24 Which of the following best describes how students in the year level of this student are grouped for English classes? pc77a1

- (a) Not applicable as there is only one English class at this year level .....  1
- (b) All English classes are structured so that they contain students with a wide range of abilities .....  2
- (c) Some English classes are designed to contain students with a wide range of abilities but others are structured so that they contain students of similar ability .....  3
- (d) All English classes are structured so that students of similar ability are grouped together in any one English class .....  4

### 25 Which of the following best describes the composition of this student's English class...pc77a2

- (a) structured so that it is a mixed ability class containing a wide range of abilities .....  1
- (b) structured so that it is a selective class containing relatively high achieving students .....  2
- (c) structured so that it is a selective class containing relatively low achieving students .....  3

### 26 How many teachers teach this student across different subjects? pc14t2b

(If you are not quite sure, your best guess is fine) .....  Don't know

### 27 How many students are present in this student's English class? pc14t1f

.....

### 28 How many students in the class in which you teach this student English...

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

**29** In a typical week, how many total hours do paid aides spend in your English class? pc54    
 (e.g. regular aides, ESL and special education aides).....

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

**30** How many computers or computer-like devices are available for students tp07c    
 in your English class to use (including laptops and iPads)? .....

**31** Of these, how many have access to the Internet? tp07d

**32** Does your school lend or supply computers or computer-like devices to use at home and/or school? tp07e

- Yes  1  
 No  2

**33** 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? <span style="float: right;">tp07f1</span>                                 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (b) In another location in your school (e.g. library)? <span style="float: right;">tp07f2</span> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |

**34** 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) <span style="float: right;">tp07g1</span>                           | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (b) Create or use graphics or visual displays (e.g. graphs, diagrams, pictures, maps) <span style="float: right;">tp07g2</span>         | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (c) Learn or practice basic skills (e.g. reading) <span style="float: right;">tp07g3</span>   | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (d) Conduct research (e.g. Internet searching) <span style="float: right;">tp07g4</span>  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (e) Correspond with others (e.g. students, teachers, experts) via email, network, or Internet <span style="float: right;">tp07g5</span> | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (f) Contribute to blogs or wikis <span style="float: right;">tp07g6</span>  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (g) Use social networking websites <span style="float: right;">tp07g7</span>  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (h) Develop and present multimedia presentations <span style="float: right;">tp07g8</span>  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (i) Create art, music, movies or webcasts <span style="float: right;">tp07g9</span>   | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |
| (j) Other <span style="float: right;">tp07g10</span>  | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 1 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 2 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 3 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 4 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 5 | <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> 6 |



**35 How much time per week do you expect a student to spend completing English homework?** [he26g](#)

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

**36 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 **51**
- No  2

## Your background

**37 Are you...** [pc24](#)

- Male ...  1
- Female ...  2

**38 Do you currently work...** [pc25b](#)

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

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

- Doctoral degree ...  1
- Master's 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

**40 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

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

- Yes  1 [pc26d1](#)
- No  2

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

years months

- (a) altogether as a teacher? ...  [pc32a2a](#)  [pc32a2b](#)
- (b) as an English teacher at this year level? ...  [pc32c2a](#)  [pc32c2b](#)
- (c) as a teacher in this school?  [pc32b2c](#)  [pc32b2d](#)

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

- Primary and secondary (*including schools with a middle school program*) ...  3
- Secondary school only ...  7
- Pre-school, primary and secondary ...  4
- Upgraded school program ...  5
- Special school ...  6

## Teacher and school characteristics

**44 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 pc26b2	<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

**45 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 tp16a	<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 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 students 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 students 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

**46 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 pc36c2	<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

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

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
(a) Teachers are sufficiently trained in technology usage	tp07h1 <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	tp07h2 <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	tp07h3 <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	tp07h4 <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	tp07h5 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(f) Technology infrastructure is adequate (e.g. adequate Internet speeds)	tp07h6 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(g) Technical support for educational technology is adequate	tp07h7 <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	tp07h8 <input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**48 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	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

**49 Which specialist staff do students in your school have access to? 1 Yes  
(Tick all that apply) 2 No**

- 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 teacher ..... pc55g  7
- School counsellor/psychologist ..... pc55h  8

**50 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 <span style="color: blue;">pc75a</span>	<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"/> 7-2
(b)	Computer labs <span style="color: blue;">pc75a</span>	<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"/> 7-2
(c)	Library/media centre <span style="color: blue;">pc75c</span>	<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"/> 7-2
(d)	Visual/performing arts room(s) <span style="color: blue;">pc75d</span>	<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"/> 7-2
(e)	Gym <span style="color: blue;">pc75e</span>	<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"/> 7-2
(f)	Music room <span style="color: blue;">pc75f</span>	<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"/> 7-2
(g)	Playground/school yard <span style="color: blue;">pc75f</span>	<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"/> 7-2
(h)	Swimming pool <span style="color: blue;">pc75h</span>	<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"/> 7-2
(i)	Classrooms <span style="color: blue;">pc75i</span>	<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"/> 7-2
(j)	Hall/auditorium <span style="color: blue;">pc75j</span>	<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"/> 7-2
(k)	Multi-purpose room <span style="color: blue;">pc75j</span>	<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"/> 7-2
(l)	Extra classes/support for gifted students <span style="color: blue;">pc75l</span>	<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"/> 7-2
(m)	Extra classes/support for students with learning difficulties <span style="color: blue;">pc7m</span>	<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"/> 7-2
(n)	Rooms where students can do their homework with staff help <span style="color: blue;">pc75n</span>	<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"/> 7-2

**Contact details**

**51 Who completed this form?** id48d

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

id48do

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.

**English teacher:**

**Signature:**  datech **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).**