

SCIntro1

Dear school principal,

Thank you for participating in this study. This questionnaire asks for information about:

- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School climate

This information will help illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the principal or designate. It should take about 35 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no school can be identified.

What is meant by "Grade 10 (or equivalent)"?

Throughout this questionnaire you will be asked about students in "Grade 10 (or equivalent)". If your school does not teach Grade 10, please answer with reference to Grade 9 (or equivalent). If the highest grade level offered by your school is Grade 8 (or equivalent), please answer with reference to Grade 8.

The following grade levels are equivalent to Grade 10:

Newfoundland and Labrador: Level 1

Quebec: Secondary 4

Which of the following definitions best describes the community in which your school is located?

(Please select one response.)

| | |
|---|---------------------------------------|
| A village, hamlet or rural area (fewer than 3 000 people) | SC001Q01TA01 <input type="radio"/> |
| A small town (3 000 to about 15 000 people) | SC001Q01TA02 <input type="radio"/> |
| A town (15 000 to about 100 000 people) | SC001Q01TA03 <input type="radio"/> |
| A city (100 000 to about 1 000 000 people) | SC001Q01TA04 <input type="radio"/> |
| A large city (with over 1 000 000 people) | SC001Q01TA05 <input type="radio"/> |

Is your school a public or a private school?

(Please select one response.)

| | |
|---|--|
| <p>A public school</p> <p><i>(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)</i></p> | <p>SC013Q01TA01</p> <p><input type="radio"/></p> |
| <p>A private school</p> <p><i>(This is a school managed directly or indirectly by a non-government organization; e.g. a church, trade union, business, or other private institution.)</i></p> | <p>SC013Q01TA02</p> <p><input type="radio"/></p> |

SC016

About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

| | % |
|--|--------------------------------------|
| Government (includes regional, provincial and federal) | SC016Q01TA01 <input type="text"/> |
| Student fees or school charges paid by parents | SC016Q02TA01 <input type="text"/> |
| Benefactors, donations, bequests, sponsorships, parent fundraising | SC016Q03TA01 <input type="text"/> |
| Other | SC016Q04TA01 <input type="text"/> |

SC016E01

Consistency check rule

Rule: If ($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) >100 OR
($\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

| | Not at all | Very little | To some extent | A lot |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A lack of teaching staff. | SC017Q01NA01 <input type="radio"/> | SC017Q01NA02 <input type="radio"/> | SC017Q01NA03 <input type="radio"/> | SC017Q01NA04 <input type="radio"/> |
| Inadequate or poorly qualified teaching staff. | SC017Q02NA01 <input type="radio"/> | SC017Q02NA02 <input type="radio"/> | SC017Q02NA03 <input type="radio"/> | SC017Q02NA04 <input type="radio"/> |
| A lack of assisting staff. | SC017Q03NA01 <input type="radio"/> | SC017Q03NA02 <input type="radio"/> | SC017Q03NA03 <input type="radio"/> | SC017Q03NA04 <input type="radio"/> |
| Inadequate or poorly qualified assisting staff. | SC017Q04NA01 <input type="radio"/> | SC017Q04NA02 <input type="radio"/> | SC017Q04NA03 <input type="radio"/> | SC017Q04NA04 <input type="radio"/> |
| A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material). | SC017Q05NA01 <input type="radio"/> | SC017Q05NA02 <input type="radio"/> | SC017Q05NA03 <input type="radio"/> | SC017Q05NA04 <input type="radio"/> |
| Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material). | SC017Q06NA01 <input type="radio"/> | SC017Q06NA02 <input type="radio"/> | SC017Q06NA03 <input type="radio"/> | SC017Q06NA04 <input type="radio"/> |
| A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems). | SC017Q07NA01 <input type="radio"/> | SC017Q07NA02 <input type="radio"/> | SC017Q07NA03 <input type="radio"/> | SC017Q07NA04 <input type="radio"/> |
| Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems). | SC017Q08NA01 <input type="radio"/> | SC017Q08NA02 <input type="radio"/> | SC017Q08NA03 <input type="radio"/> | SC017Q08NA04 <input type="radio"/> |

Who has the main responsibility for career guidance of students in Grade 10 (or equivalent) at your school?

(Please select all that apply.)

| | |
|--|--|
| Not applicable, career guidance is not available in this school | SC161Q01SA01 <input type="checkbox"/> |
| All teachers share the responsibility for career guidance | SC161Q02SA01 <input type="checkbox"/> |
| Specific teachers have the main responsibility for career guidance | SC161Q03SA01 <input type="checkbox"/> |
| We have one or more specific career guidance counsellors employed at school | SC161Q04SA01 <input type="checkbox"/> |
| We have one or more specific career guidance counsellors who regularly visit the school | SC161Q05SA01 <input type="checkbox"/> |

SC161R01

Branching rule

Rule: IF (^SC161Q01SA01=1) THEN GOTO ^SC155 ELSE GOTO ^SC162

SC162

If career guidance is available at your school, which of the statements below best describes the situation for students in Grade 10 (or equivalent)?

(Please select one response.)

| | |
|---|---------------------------------------|
| Career guidance is sought voluntarily by students | SC162Q01SA01 <input type="radio"/> |
| Career guidance is formally scheduled into students' time at school | SC162Q01SA02 <input type="radio"/> |

To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please select one response in each row.)

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, tablet computers or interactive whiteboards)

| | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| The number of digital devices connected to the Internet is sufficient | SC155Q01HA01 <input type="radio"/> | SC155Q01HA02 <input type="radio"/> | SC155Q01HA03 <input type="radio"/> | SC155Q01HA04 <input type="radio"/> |
| The school's Internet bandwidth or speed is sufficient | SC155Q02HA01 <input type="radio"/> | SC155Q02HA02 <input type="radio"/> | SC155Q02HA03 <input type="radio"/> | SC155Q02HA04 <input type="radio"/> |
| The number of digital devices for instruction is sufficient | SC155Q03HA01 <input type="radio"/> | SC155Q03HA02 <input type="radio"/> | SC155Q03HA03 <input type="radio"/> | SC155Q03HA04 <input type="radio"/> |
| Digital devices at the school are sufficiently powerful in terms of computing capacity | SC155Q04HA01 <input type="radio"/> | SC155Q04HA02 <input type="radio"/> | SC155Q04HA03 <input type="radio"/> | SC155Q04HA04 <input type="radio"/> |
| The availability of adequate software is sufficient | SC155Q05HA01 <input type="radio"/> | SC155Q05HA02 <input type="radio"/> | SC155Q05HA03 <input type="radio"/> | SC155Q05HA04 <input type="radio"/> |
| Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction | SC155Q06HA01 <input type="radio"/> | SC155Q06HA02 <input type="radio"/> | SC155Q06HA03 <input type="radio"/> | SC155Q06HA04 <input type="radio"/> |
| Teachers have sufficient time to prepare lessons integrating digital devices | SC155Q07HA01 <input type="radio"/> | SC155Q07HA02 <input type="radio"/> | SC155Q07HA03 <input type="radio"/> | SC155Q07HA04 <input type="radio"/> |
| Effective professional resources for teachers to learn how to use digital devices are available | SC155Q08HA01 <input type="radio"/> | SC155Q08HA02 <input type="radio"/> | SC155Q08HA03 <input type="radio"/> | SC155Q08HA04 <input type="radio"/> |
| An effective online learning support platform is available | SC155Q09HA01 <input type="radio"/> | SC155Q09HA02 <input type="radio"/> | SC155Q09HA03 <input type="radio"/> | SC155Q09HA04 <input type="radio"/> |
| Teachers are provided with incentives to integrate digital devices in their teaching | SC155Q10HA01 <input type="radio"/> | SC155Q10HA02 <input type="radio"/> | SC155Q10HA03 <input type="radio"/> | SC155Q10HA04 <input type="radio"/> |
| The school has sufficient qualified technical assistant staff | SC155Q11HA01 <input type="radio"/> | SC155Q11HA02 <input type="radio"/> | SC155Q11HA03 <input type="radio"/> | SC155Q11HA04 <input type="radio"/> |

Does your school have any of the following?

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Its own written statement about the use of digital devices | SC156Q01HA01 <input type="radio"/> | SC156Q01HA02 <input type="radio"/> |
| Its own written statement specifically about the use of digital devices for pedagogical purposes | SC156Q02HA01 <input type="radio"/> | SC156Q02HA02 <input type="radio"/> |
| A program to use digital devices for teaching and learning in specific subjects | SC156Q03HA01 <input type="radio"/> | SC156Q03HA02 <input type="radio"/> |
| Regular discussions with teaching staff about the use of digital devices for pedagogical purposes | SC156Q04HA01 <input type="radio"/> | SC156Q04HA02 <input type="radio"/> |
| A specific program to prepare students for responsible internet behaviour | SC156Q05HA01 <input type="radio"/> | SC156Q05HA02 <input type="radio"/> |
| A specific policy about using social networks (e.g., Facebook™, etc.) in teaching and learning | SC156Q06HA01 <input type="radio"/> | SC156Q06HA02 <input type="radio"/> |
| A specific program to promote collaboration on the use of digital devices among teachers | SC156Q07HA01 <input type="radio"/> | SC156Q07HA02 <input type="radio"/> |
| Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices | SC156Q08HA01 <input type="radio"/> | SC156Q08HA02 <input type="radio"/> |

SC011

We are interested in the options parents have when choosing a school for their children.

Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

| | |
|---|---------------------------------------|
| There are two or more other schools in this area that compete for our students. | SC011Q01TA01 <input type="radio"/> |
| There is one other school in this area that competes for our students. | SC011Q01TA02 <input type="radio"/> |
| There are no other schools in this area that compete for our students. | SC011Q01TA03 <input type="radio"/> |

SC012

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

| | Never | Sometimes | Always |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| Student's record of academic performance (including placement tests) | SC012Q01TA01 <input type="radio"/> | SC012Q01TA02 <input type="radio"/> | SC012Q01TA03 <input type="radio"/> |
| Recommendation of feeder schools | SC012Q02TA01 <input type="radio"/> | SC012Q02TA02 <input type="radio"/> | SC012Q02TA03 <input type="radio"/> |
| Parents' endorsement of the instructional or religious philosophy of the school | SC012Q03TA01 <input type="radio"/> | SC012Q03TA02 <input type="radio"/> | SC012Q03TA03 <input type="radio"/> |
| Whether the student requires or is interested in a special program | SC012Q04TA01 <input type="radio"/> | SC012Q04TA02 <input type="radio"/> | SC012Q04TA03 <input type="radio"/> |
| Preference given to family members of current or former students | SC012Q05TA01 <input type="radio"/> | SC012Q05TA02 <input type="radio"/> | SC012Q05TA03 <input type="radio"/> |
| Residence in a particular area | SC012Q06TA01 <input type="radio"/> | SC012Q06TA02 <input type="radio"/> | SC012Q06TA03 <input type="radio"/> |
| Other | SC012Q07TA01 <input type="radio"/> | SC012Q07TA02 <input type="radio"/> | SC012Q07TA03 <input type="radio"/> |

SC042

Some schools organize instruction differently for students with different abilities.

What is your school's policy about this for students in Grade 10 or equivalent?

(Please select one response in each row.)

| | For all subjects | For some subjects | Not for any subjects |
|---|---------------------------------------|---------------------------------------|---------------------------------------|
| Students are grouped by ability into different classes. | SC042Q01TA01 <input type="radio"/> | SC042Q01TA02 <input type="radio"/> | SC042Q01TA03 <input type="radio"/> |
| Students are grouped by ability within their classes. | SC042Q02TA01 <input type="radio"/> | SC042Q02TA02 <input type="radio"/> | SC042Q02TA03 <input type="radio"/> |

In your school, are assessments of students in Grade 10 (or equivalent) used for any of the following purposes?

(Please select one response in each row.)

| | Yes | No |
|---|---------------------------------------|---------------------------------------|
| To guide students' learning | SC154Q01HA01 <input type="radio"/> | SC154Q01HA02 <input type="radio"/> |
| To inform parents about their child's progress | SC154Q02WA01 <input type="radio"/> | SC154Q02WA02 <input type="radio"/> |
| To make decisions about students' retention or promotion | SC154Q03WA01 <input type="radio"/> | SC154Q03WA02 <input type="radio"/> |
| To group students for instructional purposes | SC154Q04WA01 <input type="radio"/> | SC154Q04WA02 <input type="radio"/> |
| To compare the school to district, provincial or national performance | SC154Q05WA01 <input type="radio"/> | SC154Q05WA02 <input type="radio"/> |
| To monitor the school's progress from year to year | SC154Q06WA01 <input type="radio"/> | SC154Q06WA02 <input type="radio"/> |
| To make judgements about teachers' effectiveness | SC154Q07WA01 <input type="radio"/> | SC154Q07WA02 <input type="radio"/> |
| To identify aspects of instruction or the curriculum that could be improved | SC154Q08WA01 <input type="radio"/> | SC154Q08WA02 <input type="radio"/> |
| To adapt teaching to the students' needs | SC154Q09HA01 <input type="radio"/> | SC154Q09HA02 <input type="radio"/> |
| To compare the school with other schools | SC154Q10WA01 <input type="radio"/> | SC154Q10WA02 <input type="radio"/> |
| To award diplomas to students | SC154Q11HA01 <input type="radio"/> | SC154Q11HA02 <input type="radio"/> |

In your school, are achievement data used in any of the following accountability procedures?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.

(Please select one response in each row.)

| | Yes | No |
|---|---------------------------------------|---------------------------------------|
| Achievement data are posted publicly (e.g. in the media) | SC036Q01TA01 <input type="radio"/> | SC036Q01TA02 <input type="radio"/> |
| Achievement data are tracked over time by an administrative authority | SC036Q02TA01 <input type="radio"/> | SC036Q02TA02 <input type="radio"/> |
| Achievement data are provided directly to parents | SC036Q03NA01 <input type="radio"/> | SC036Q03NA02 <input type="radio"/> |

Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

| | Yes, this is mandatory, e.g. based on district or ministry policies | Yes, based on school initiative | No |
|---|---|---------------------------------------|---------------------------------------|
| Internal evaluation / Self-evaluation | SC037Q01TA01 <input type="radio"/> | SC037Q01TA02 <input type="radio"/> | SC037Q01TA03 <input type="radio"/> |
| External evaluation | SC037Q02TA01 <input type="radio"/> | SC037Q02TA02 <input type="radio"/> | SC037Q02TA03 <input type="radio"/> |
| Written specification of the school's curricular profile and educational goals | SC037Q03TA01 <input type="radio"/> | SC037Q03TA02 <input type="radio"/> | SC037Q03TA03 <input type="radio"/> |
| Written specification of student performance standards | SC037Q04TA01 <input type="radio"/> | SC037Q04TA02 <input type="radio"/> | SC037Q04TA03 <input type="radio"/> |
| Systematic recording of data such as teacher or student attendance and professional development | SC037Q05NA01 <input type="radio"/> | SC037Q05NA02 <input type="radio"/> | SC037Q05NA03 <input type="radio"/> |
| Systematic recording of student test results and graduation rates | SC037Q06NA01 <input type="radio"/> | SC037Q06NA02 <input type="radio"/> | SC037Q06NA03 <input type="radio"/> |
| Seeking written feedback from students (e.g. regarding lessons, teachers or resources) | SC037Q07TA01 <input type="radio"/> | SC037Q07TA02 <input type="radio"/> | SC037Q07TA03 <input type="radio"/> |
| Teacher mentoring | SC037Q08TA01 <input type="radio"/> | SC037Q08TA02 <input type="radio"/> | SC037Q08TA03 <input type="radio"/> |
| Regular consultation aimed at school improvement with one or more experts over a period of at least six months | SC037Q09TA01 <input type="radio"/> | SC037Q09TA02 <input type="radio"/> | SC037Q09TA03 <input type="radio"/> |
| Implementation of a standardized policy for reading subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training) | SC037Q10NA01 <input type="radio"/> | SC037Q10NA02 <input type="radio"/> | SC037Q10NA03 <input type="radio"/> |

Do the following statements reflect teachers' practices for multicultural learning in your school?

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| In our school, students learn about the histories of diverse cultural groups that live in Canada. | SC165Q01HA01 <input type="radio"/> | SC165Q01HA02 <input type="radio"/> |
| In our school, students learn about the histories of diverse cultural groups that live in other countries. | SC165Q02HA01 <input type="radio"/> | SC165Q02HA02 <input type="radio"/> |
| In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse cultural groups that live in Canada. | SC165Q03HA01 <input type="radio"/> | SC165Q03HA02 <input type="radio"/> |
| In our school, students learn about different cultural perspectives on historical and social events. | SC165Q04HA01 <input type="radio"/> | SC165Q04HA02 <input type="radio"/> |
| Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities). | SC165Q05HA01 <input type="radio"/> | SC165Q05HA02 <input type="radio"/> |
| Our school offers an exchange program with schools in other countries. | SC165Q06HA01 <input type="radio"/> | SC165Q06HA02 <input type="radio"/> |
| Our school organizes multicultural events (e.g. cultural diversity day). | SC165Q07HA01 <input type="radio"/> | SC165Q07HA02 <input type="radio"/> |
| In our school, we celebrate festivities from other cultures. | SC165Q08HA01 <input type="radio"/> | SC165Q08HA02 <input type="radio"/> |
| In our school, students are encouraged to communicate with people from other cultures via web/internet/social media. | SC165Q09HA01 <input type="radio"/> | SC165Q09HA02 <input type="radio"/> |
| Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.). | SC165Q10HA01 <input type="radio"/> | SC165Q10HA02 <input type="radio"/> |

To what extent do the following statements reflect an opinion shared by your teaching staff?

(Please select one response in each row.)

| | <i>Shared among none or almost none of them</i> | <i>Shared among some of them</i> | <i>Shared among many of them</i> | <i>Shared among all or almost all of them</i> |
|---|---|---------------------------------------|---------------------------------------|---|
| It is important for students to learn that people from other cultures can have different values. | SC166Q02HA01 <input type="radio"/> | SC166Q02HA02 <input type="radio"/> | SC166Q02HA03 <input type="radio"/> | SC166Q02HA04 <input type="radio"/> |
| Respecting other cultures is something that students should learn as early as possible. | SC166Q03HA01 <input type="radio"/> | SC166Q03HA02 <input type="radio"/> | SC166Q03HA03 <input type="radio"/> | SC166Q03HA04 <input type="radio"/> |
| In the classroom, it is important that students of different origins recognize the similarities that exist between them. | SC166Q05HA01 <input type="radio"/> | SC166Q05HA02 <input type="radio"/> | SC166Q05HA03 <input type="radio"/> | SC166Q05HA04 <input type="radio"/> |
| When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground. | SC166Q06HA01 <input type="radio"/> | SC166Q06HA02 <input type="radio"/> | SC166Q06HA03 <input type="radio"/> | SC166Q06HA04 <input type="radio"/> |

Is there any formal curriculum for the following in Grade 10 (or equivalent)?

(Please consider provincial, school board or school policies.)

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Communicating with people from different cultures or countries | SC167Q01HA01 <input type="radio"/> | SC167Q01HA02 <input type="radio"/> |
| Knowledge of different cultures | SC167Q02HA01 <input type="radio"/> | SC167Q02HA02 <input type="radio"/> |
| Openness to intercultural experiences | SC167Q03HA01 <input type="radio"/> | SC167Q03HA02 <input type="radio"/> |
| Respect for cultural diversity | SC167Q04HA01 <input type="radio"/> | SC167Q04HA02 <input type="radio"/> |
| Foreign languages | SC167Q05HA01 <input type="radio"/> | SC167Q05HA02 <input type="radio"/> |
| Critical thinking skills | SC167Q06HA01 <input type="radio"/> | SC167Q06HA02 <input type="radio"/> |

Is there any formal curriculum for the following topics in Grade 10 (or equivalent)?

(Please consider provincial, school board or school policies.)

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Climate change and global warming | SC158Q01HA01 <input type="radio"/> | SC158Q01HA02 <input type="radio"/> |
| Global health (e.g. epidemics) | SC158Q02HA01 <input type="radio"/> | SC158Q02HA02 <input type="radio"/> |
| Migration (movement of people) | SC158Q04HA01 <input type="radio"/> | SC158Q04HA02 <input type="radio"/> |
| International conflicts | SC158Q07HA01 <input type="radio"/> | SC158Q07HA02 <input type="radio"/> |
| Hunger or malnutrition in different parts of the world | SC158Q08HA01 <input type="radio"/> | SC158Q08HA02 <input type="radio"/> |
| Causes of poverty | SC158Q09HA01 <input type="radio"/> | SC158Q09HA02 <input type="radio"/> |
| Equality between men and women in different parts of the world | SC158Q12HA01 <input type="radio"/> | SC158Q12HA02 <input type="radio"/> |

In your school, to what extent is the learning of students hindered by the following phenomena?

(Please select one response in each row.)

| | Not at all | Very little | To some extent | A lot |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Student truancy | SC061Q01TA01 <input type="radio"/> | SC061Q01TA02 <input type="radio"/> | SC061Q01TA03 <input type="radio"/> | SC061Q01TA04 <input type="radio"/> |
| Students skipping classes | SC061Q02TA01 <input type="radio"/> | SC061Q02TA02 <input type="radio"/> | SC061Q02TA03 <input type="radio"/> | SC061Q02TA04 <input type="radio"/> |
| Students lacking respect for teachers | SC061Q03TA01 <input type="radio"/> | SC061Q03TA02 <input type="radio"/> | SC061Q03TA03 <input type="radio"/> | SC061Q03TA04 <input type="radio"/> |
| Student use of alcohol or illegal drugs | SC061Q04TA01 <input type="radio"/> | SC061Q04TA02 <input type="radio"/> | SC061Q04TA03 <input type="radio"/> | SC061Q04TA04 <input type="radio"/> |
| Students intimidating or bullying other students | SC061Q05TA01 <input type="radio"/> | SC061Q05TA02 <input type="radio"/> | SC061Q05TA03 <input type="radio"/> | SC061Q05TA04 <input type="radio"/> |
| Students not being attentive | SC061Q11HA01 <input type="radio"/> | SC061Q11HA02 <input type="radio"/> | SC061Q11HA03 <input type="radio"/> | SC061Q11HA04 <input type="radio"/> |
| Teachers not meeting individual students' needs | SC061Q06TA01 <input type="radio"/> | SC061Q06TA02 <input type="radio"/> | SC061Q06TA03 <input type="radio"/> | SC061Q06TA04 <input type="radio"/> |
| Teacher absenteeism | SC061Q07TA01 <input type="radio"/> | SC061Q07TA02 <input type="radio"/> | SC061Q07TA03 <input type="radio"/> | SC061Q07TA04 <input type="radio"/> |
| Staff resisting change | SC061Q08TA01 <input type="radio"/> | SC061Q08TA02 <input type="radio"/> | SC061Q08TA03 <input type="radio"/> | SC061Q08TA04 <input type="radio"/> |
| Teachers being too strict with students | SC061Q09TA01 <input type="radio"/> | SC061Q09TA02 <input type="radio"/> | SC061Q09TA03 <input type="radio"/> | SC061Q09TA04 <input type="radio"/> |
| Teachers not being well prepared for classes | SC061Q10TA01 <input type="radio"/> | SC061Q10TA02 <input type="radio"/> | SC061Q10TA03 <input type="radio"/> | SC061Q10TA04 <input type="radio"/> |

As of February 1, 2018, what was the total school enrolment (number of students)?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

| | |
|------------------|-------------------------------------|
| Number of boys: | <div>SC002Q01TA01</div> <div></div> |
| Number of girls: | <div>SC002Q02TA01</div> <div></div> |

Please estimate the percentage of students in Grade 10 (or equivalent) at your school who have the following characteristics.

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

| | |
|--|--|
| Students whose heritage language (mother tongue) is different from English | <div>SC048Q01NA01</div> <div><div></div><div>0%</div><div>100%</div></div> |
| Students with special needs | <div>SC048Q02NA01</div> <div><div></div><div>0%</div><div>100%</div></div> |
| Students from socioeconomically disadvantaged homes | <div>SC048Q03NA01</div> <div><div></div><div>0%</div><div>100%</div></div> |

SC004

The goal of the following set of questions is to gather information about the student-computer ratio for students in Grade 10 (or equivalent) at your school.

(Please enter a number for each response. Enter "0" (zero) if there are none.)

| | Number |
|---|--------------------------------------|
| At your school, what is the total number of students in Grade 10 (or equivalent)? | SC004Q01TA01 <input type="text"/> |
| Approximately, how many computers are available for these students for educational purposes? | SC004Q02TA01 <input type="text"/> |
| Approximately, how many of these computers are connected to the Internet/World Wide Web? | SC004Q03TA01 <input type="text"/> |
| Approximately, how many of these computers are portable (e.g. laptop, tablet)? | SC004Q04NA01 <input type="text"/> |
| Approximately how many interactive whiteboards are available in the school altogether? | SC004Q05NA01 <input type="text"/> |
| Approximately how many data projectors are available in the school altogether? | SC004Q06NA01 <input type="text"/> |
| Approximately how many computers with internet connection are available for teachers <u>in your school</u> ? | SC004Q07NA01 <input type="text"/> |

How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

| | Full-time | Part-time |
|---|--------------------------------------|--------------------------------------|
| Teachers in TOTAL | SC018Q01TA01 <input type="text"/> | SC018Q01TA02 <input type="text"/> |
| Teachers fully certified by the province | SC018Q02TA01 <input type="text"/> | SC018Q02TA02 <input type="text"/> |
| Teachers with a Bachelor's degree qualification | SC018Q05NA01 <input type="text"/> | SC018Q05NA02 <input type="text"/> |
| Teachers with a Master's degree qualification | SC018Q06NA01 <input type="text"/> | SC018Q06NA02 <input type="text"/> |
| Teachers with a Doctorate degree qualification | SC018Q07NA01 <input type="text"/> | SC018Q07NA02 <input type="text"/> |

During the last three months, what percentage of teaching staff in your school has attended a program of professional development?

A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The program must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)



Does your school host visiting teachers from other countries?

(Please select only one response.)

| | |
|-----|---------------------------------------|
| Yes | SC159Q01HA01 <input type="radio"/> |
| No | SC159Q01HA02 <input type="radio"/> |

What is the average size of English (Language Arts) classes in Grade 10 (or equivalent) in your school?

(Please select one response.)

| | |
|-----------------------|---------------------------------------|
| 15 students or fewer | SC003Q01TA01 <input type="radio"/> |
| 16-20 students | SC003Q01TA02 <input type="radio"/> |
| 21-25 students | SC003Q01TA03 <input type="radio"/> |
| 26-30 students | SC003Q01TA04 <input type="radio"/> |
| 31-35 students | SC003Q01TA05 <input type="radio"/> |
| 36-40 students | SC003Q01TA06 <input type="radio"/> |
| 41-45 students | SC003Q01TA07 <input type="radio"/> |
| 46-50 students | SC003Q01TA08 <input type="radio"/> |
| More than 50 students | SC003Q01TA09 <input type="radio"/> |

This academic year, which of the following activities does your school offer to students in Grade 10 (or equivalent)?

(Please select one response in each row.)

| | Yes | No |
|---|---------------------------------------|---------------------------------------|
| School band, orchestra or choir | SC053Q01TA01 <input type="radio"/> | SC053Q01TA02 <input type="radio"/> |
| School play, improvisational theatre (improv) or school musical | SC053Q02TA01 <input type="radio"/> | SC053Q02TA02 <input type="radio"/> |
| School yearbook, newspaper or magazine | SC053Q03TA01 <input type="radio"/> | SC053Q03TA02 <input type="radio"/> |
| Volunteering or service activities, (e.g. unpaid coaching, refereeing or fundraising) | SC053Q04TA01 <input type="radio"/> | SC053Q04TA02 <input type="radio"/> |
| Book club | SC053Q12IA01 <input type="radio"/> | SC053Q12IA02 <input type="radio"/> |
| Debating club or debating activities | SC053Q13IA01 <input type="radio"/> | SC053Q13IA02 <input type="radio"/> |
| Art club or art activities | SC053Q09TA01 <input type="radio"/> | SC053Q09TA02 <input type="radio"/> |
| Sporting team or sporting activities | SC053Q10TA01 <input type="radio"/> | SC053Q10TA02 <input type="radio"/> |
| Lectures and/or seminars (e.g. guest speakers such as writers or journalists) | SC053Q14IA01 <input type="radio"/> | SC053Q14IA02 <input type="radio"/> |
| Collaboration with local libraries | SC053Q15IA01 <input type="radio"/> | SC053Q15IA02 <input type="radio"/> |
| Collaboration with local newspapers | SC053Q16IA01 <input type="radio"/> | SC053Q16IA02 <input type="radio"/> |
| School radio | SC053Q11TA01 <input type="radio"/> | SC053Q11TA02 <input type="radio"/> |

Does your school offer any of the following options to students in Grade 10 (or equivalent) whose heritage language (mother tongue) is not English?

(Please select one response in each row.)

| | Yes | No |
|---|---------------------------------------|---------------------------------------|
| These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication). | SC150Q01IA01 <input type="radio"/> | SC150Q01IA02 <input type="radio"/> |
| Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication). | SC150Q02IA01 <input type="radio"/> | SC150Q02IA02 <input type="radio"/> |
| Before transferring to regular classes, these students receive some instruction in school subjects through their heritage language (mother tongue). | SC150Q03IA01 <input type="radio"/> | SC150Q03IA02 <input type="radio"/> |
| These students receive significant amounts of instruction in their heritage language (mother tongue) aimed at developing proficiency in both languages. | SC150Q04IA01 <input type="radio"/> | SC150Q04IA02 <input type="radio"/> |
| Class size is reduced to cater to the special needs of these students. | SC150Q05IA01 <input type="radio"/> | SC150Q05IA02 <input type="radio"/> |

In the last full academic year, what proportion of students in your school's final grade left school without a diploma?

(A diploma allows students to enter post-school destinations such as university, technical, further or vocational education, apprenticeships or employment.)

(Please move the slider to the appropriate percentage. Select "0" (zero) if no students left without such a diploma.)



SC164E01

Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

During the last academic year, what proportion of students' parents participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

| | |
|---|--|
| Discussed their child's progress with a teacher on their own initiative. | <div>SC064Q01TA01</div> <div><div></div></div> <div>0%100%</div> |
| Discussed their child's progress on the initiative of one of their child's teachers. | <div>SC064Q02TA01</div> <div><div></div></div> <div>0%100%</div> |
| Participated in local school governance, (e.g. parent council or school management committee) | <div>SC064Q03TA01</div> <div><div></div></div> <div>0%100%</div> |
| Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yardwork, school play, sports, field trip) | <div>SC064Q04NA01</div> <div><div></div></div> <div>0%100%</div> |

Does your school offer additional English (Language Arts) lessons apart from English lessons offered during the usual school hours?

(Please select one response.)

| | |
|-----|---------------------------------------|
| Yes | SC152Q01HA01 <input type="radio"/> |
| No | SC152Q01HA02 <input type="radio"/> |

Branching rule

Rule: If (^SC152Q01HA02 = 1) then GOTO ^SC052 ELSE GOTO ^SC160

What is the purpose of these additional English (Language Arts) lessons?*(Please select one response.)*

| | |
|--|---------------------------------------|
| Enrichment only | SC160Q01WA01 <input type="radio"/> |
| Remedial only | SC160Q01WA02 <input type="radio"/> |
| Both enrichment and remedial | SC160Q01WA03 <input type="radio"/> |
| Without differentiation depending on the prior achievement level of the students | SC160Q01WA04 <input type="radio"/> |

For 15-year-old students, does your school provide the following study help?*(Please select one response in each row.)*

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Room(s) where the students can do their homework | SC052Q01NA01 <input type="radio"/> | SC052Q01NA02 <input type="radio"/> |
| Staff help with homework | SC052Q02NA01 <input type="radio"/> | SC052Q02NA02 <input type="radio"/> |
| Peer-to-peer tutoring | SC052Q03HA01 <input type="radio"/> | SC052Q03HA02 <input type="radio"/> |

Thank you very much for your co-operation in completing this questionnaire!