

SCIntro1

Dear 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 you or your 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.

Which of the following best describes your school's location?

(Please select one response.)

Rural area (up to 3,000 people)	SC001C01TA01 <input type="radio"/>
Small town (3,001 to 15,000 people)	SC001C01TA02 <input type="radio"/>
Town (15,001 to 40,000 people)	SC001C01TA03 <input type="radio"/>
Lower Hutt, Palmerston North, Napier, Porirua, Invercargill, Nelson, Upper Hutt (40,001 – 100,000 people)	SC001C01TA06 <input type="radio"/>
Tauranga, Dunedin, Hamilton, Wellington or Christchurch (100,001 to 1,000,000 people)	SC001C01TA04 <input type="radio"/>
Auckland Super-city (more than 1,000,000 people)	SC001C01TA05 <input type="radio"/>

Is this school publicly or privately managed?

(Please select one response.)

<i>Publicly managed</i> <i>(This is a state or state-integrated school managed by an elected governing board.)</i>	SC013Q01TA01 <input type="radio"/>
<i>Privately managed</i> <i>(This is an independent, private or partnership school managed by a non-government organisation.)</i>	SC013Q01TA02 <input type="radio"/>

SC016

About what percentage of your total funding (include teacher salaries) for a typical school year comes from the following sources?

(Please enter a number for each response. Enter "0" (zero) if no funding comes from that source.)

	%
Government (including local government)	SC016Q01TA01 <input type="text"/>
Student fees, school donations or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations (not school donations requested by schools), 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.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
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 support staff (e.g. teacher aides, administrative staff).	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified support staff (e.g. teacher aides, administrative 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 Year 11 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

If career guidance is available at your school, which of the statements below best describes the situation for students in Year 11?

(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, 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 programme 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 programme to prepare students for responsible internet behaviour	SC156Q05HA01 <input type="radio"/>	SC156Q05HA02 <input type="radio"/>
A specific policy about using social networks (Facebook, etc.) in teaching and learning	SC156Q06HA01 <input type="radio"/>	SC156Q06HA02 <input type="radio"/>
A specific programme 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 and 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"/>

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 programme	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"/>

Some schools organise instruction differently for students with different abilities. What is your school's policy about this for Year 11 students?

(Please select one response in each row.)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
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 Year 11 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 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 certificates 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 year-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 Ministry of Education 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 (e.g. ERO)	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 standardised policy for English (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 New Zealand.	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 New Zealand.	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 programme with schools in other countries.	SC165Q06HA01 <input type="radio"/>	SC165Q06HA02 <input type="radio"/>
Our school organises 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 recognise 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 Year 11?

(Please consider national 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"/>

Are any Year 11 students taught the following topics within a formal curriculum setting?

(Please consider national 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.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
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 1 April 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 Year 11 students in your school who have the following characteristics.

(Students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

Students whose home language is different from English	<div>SC048Q01NA01</div> <div><div></div></div> <div>0%100%</div>
Students with special needs	<div>SC048Q02NA01</div> <div><div></div></div> <div>0%100%</div>
Students from socioeconomically disadvantaged homes	<div>SC048Q03NA01</div> <div><div></div></div> <div>0%100%</div>

SC004

The goal of the following set of questions is to gather information about the student-computer ratio for students in Year 11 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 Year 11?	SC004Q01TA01 <input type="text"/>
Approximately how many computers are available for Year 11 students for educational purposes? (include BYOD)	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 in your school?	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. For example, Heads of Department and Deputy Principals who have more than 10% release time from teaching duties should be counted as part-time teachers.

(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 certified (including provisionally certificated and certificated subject to confirmation) by the Education Council	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a Bachelors degree (including Honours degree and Graduate teaching diplomas) as their highest qualification	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a Masters degree or Postgraduate diploma as their highest qualification	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a PhD or Doctorate degree as their highest 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 professional development programme?

A professional development programme here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme 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).)

All teaching staff at your school:		SC025Q01NA01	
	0%		100%

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 Year 11 English classes 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 year, which of the following activities does your school offer to Year 11 students?

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play 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. 40 Hour Famine, Duke of Edinburgh Award scheme)	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"/>
Sports team or sports 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"/>
Cultural groups (e.g. Kapa Haka)	SC053Q11TA01 <input type="radio"/>	SC053Q11TA02 <input type="radio"/>

Does your school offer any of the following options to students in Year 11 whose home language 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 programme 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 home language.	SC150Q03IA01 <input type="radio"/>	SC150Q03IA02 <input type="radio"/>
These students receive significant amounts of instruction in their home language 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"/>

Last year what proportion of Year 13 students left school without NCEA Level 3 or equivalent?

(An equivalent to NCEA Level 3 should allow 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 qualification.)



SC164E01

Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

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

Last 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 school governance (e.g. Board of Trustees)	<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 yard work, school play, sports, field trip)	<div>SC064Q04NA01</div> <div><div></div></div> <div>0%100%</div>

Does your school offer additional English lessons apart from English lessons offered during the usual school hours?

(For example, additional lessons may be extension or remedial lessons available to any student.)

(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 lessons?*(Please select one response.)*

Extension English only	SC160Q01WA01 <input type="radio"/>
Remedial English only	SC160Q01WA02 <input type="radio"/>
Both Extension English and Remedial English	SC160Q01WA03 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC160Q01WA04 <input type="radio"/>

For Year 11 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!