

To the School Principal, Dear Madam, dear Sir

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 45 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.

Definition of the concept of "school " in the context of the PISA evaluation in FWB: the word "school" means here all the implantations of a same administrative school unit. If your school has several implantations of secondary education, please do consider all of them to answer the following questions, unless otherwise specified explicitly.

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 (1 000 000 to about 10 000 000 people) | SC001Q01TA05 <input type="radio"/> |

SC001

Is your establishment...

(Please select one response.)

| | |
|--|---------------------------------------|
| Organized by the Wallonia-Brussels Federation? | SC013C01TA03 <input type="radio"/> |
| Official subsidized (municipal or provincial)? | SC013C01TA04 <input type="radio"/> |
| Subsidized free denominational? | SC013C01TA05 <input type="radio"/> |
| Non-denominational free subsidized? | SC013C01TA06 <input type="radio"/> |
| Not subsidized? | SC013C01TA07 <input type="radio"/> |

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 departments, local, regional, state and national) | <div>SC016Q01TA01</div> <div></div> |
| Student fees or school charges paid by parents or guardians | <div>SC016Q02TA01</div> <div></div> |
| Benefactors, donations, bequests, sponsorships, parent or guardian fundraising | <div>SC016Q03TA01</div> <div></div> |
| Other | <div>SC016Q04TA01</div> <div></div> |

Rule: IF ((^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) != 100)

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

SC016E01

We are interested in the options parents or guardians 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 checked="" type="radio"/> |
| There are no other schools in this area that compete for our students. | SC011Q01TA03 <input type="radio"/> |

As of March 2, 2022, 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> |

SC002

Approximately what percentage of students in 4th(year of) secondary (education) in your school 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 is different from French | <div>SC211Q01JA01</div> <div>0%100%</div> |
| Students with special learning needs | <div>SC211Q02JA01</div> <div>0%100%</div> |
| Students from socioeconomically disadvantaged homes | <div>SC211Q03JA01</div> <div>0%100%</div> |
| Students who are immigrants (not including refugees) | <div>SC211Q04JA01</div> <div>0%100%</div> |
| Students who have parents who have immigrated | <div>SC211Q05JA01</div> <div>0%100%</div> |
| Students who are refugees | <div>SC211Q06JA01</div> <div>0%100%</div> |

Rule: IF ^SC211Q01JA01 = "" OR ^SC211Q02JA01 = "" OR ^SC211Q03JA01 = "" OR ^SC211Q04JA01 = "" OR ^SC211Q05JA01 = "" OR ^SC211Q06JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC211E01

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

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

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 with an Bachelor (university or non-university education) qualification | SC018Q08JA01 <input type="text"/> | SC018Q08JA02 <input type="text"/> |
| Teachers with an Master (university or non-university education) qualification | SC018Q09JA01 <input type="text"/> | SC018Q09JA02 <input type="text"/> |
| Teachers with an Doctorate qualification | SC018Q10JA01 <input type="text"/> | SC018Q10JA02 <input type="text"/> |

How many of the following are on the mathematics 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.

Please count only those teachers who have taught or will teach mathematics during the current school year.

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

| | Full-time | Part-time |
|---|--------------------------------------|--------------------------------------|
| Teachers of mathematics in TOTAL | SC182Q01WA01 <input type="text"/> | SC182Q01WA02 <input type="text"/> |
| Teachers of mathematics with a tertiary education qualification | SC182Q07JA01 <input type="text"/> | SC182Q07JA02 <input type="text"/> |
| Teachers of mathematics with a tertiary education qualification in maths | SC182Q08JA01 <input type="text"/> | SC182Q08JA02 <input type="text"/> |
| Teachers of mathematics with a tertiary education qualification and a qualification in pedagogy | SC182Q09JA01 <input type="text"/> | SC182Q09JA02 <input type="text"/> |

For each type of position listed below, please indicate the number of non-teaching staff currently working in this school.

(Please consider that non-teaching staff may fall into multiple categories.)

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

| | |
|---|--------------------------------------|
| Personnel for pedagogical support, irrespective of the grade levels/ages they support <i>Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists, and nurses</i> | SC168Q01JA01 <input type="text"/> |
| School administrative personnel <i>Including receptionists, secretaries, and administration assistants</i> | SC168Q02JA01 <input type="text"/> |
| School management personnel <i>Including principals, assistant principals, and other staff whose main activity is management</i> | SC168Q03JA01 <input type="text"/> |
| Other non-teaching staff | SC168Q04JA01 <input type="text"/> |

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' or guardians' 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"/> |
| Student's disciplinary record in this or another school | SC012Q08JA01 <input type="radio"/> | SC012Q08JA02 <input type="radio"/> | SC012Q08JA03 <input type="radio"/> |
| Student's cultural or ethnic background | SC012Q12JA01 <input type="radio"/> | SC012Q12JA02 <input type="radio"/> | SC012Q12JA03 <input type="radio"/> |

SC012

In your school, how likely is it that a student in 4th(year of) secondary (education) would be transferred to another school for the following reasons?

(Please select one response in each row.)

| | Not likely | Likely | Very likely |
|--------------------------------|---|---|---|
| Low academic achievement | SC185Q01WA 01 <input type="radio"/> | SC185Q01WA 02 <input type="radio"/> | SC185Q01WA 03 <input type="radio"/> |
| High academic achievement | SC185Q02WA 01 <input type="radio"/> | SC185Q02WA 02 <input type="radio"/> | SC185Q02WA 03 <input type="radio"/> |
| Behavioural problems | SC185Q03WA 01 <input type="radio"/> | SC185Q03WA 02 <input type="radio"/> | SC185Q03WA 03 <input type="radio"/> |
| Special learning needs | SC185Q04WA 01 <input type="radio"/> | SC185Q04WA 02 <input type="radio"/> | SC185Q04WA 03 <input type="radio"/> |
| Parents' or guardians' request | SC185Q05WA 01 <input type="radio"/> | SC185Q05WA 02 <input type="radio"/> | SC185Q05WA 03 <input type="radio"/> |

Who has the main responsibility for the following at your school?

(Please select one response in each row.)

| | Principal | Teachers or members of school management team | School governing board | Ministry of Education |
|--|---------------------------------------|---|---------------------------------------|---------------------------------------|
| Appointing or hiring teachers | SC202Q01JA01 <input type="radio"/> | SC202Q01JA02 <input type="radio"/> | SC202Q01JA03 <input type="radio"/> | SC202Q01JA05 <input type="radio"/> |
| Dismissing or suspending teachers from employment | SC202Q02JA01 <input type="radio"/> | SC202Q02JA02 <input type="radio"/> | SC202Q02JA03 <input type="radio"/> | SC202Q02JA05 <input type="radio"/> |
| Establishing teachers' starting salaries, including setting pay scales | SC202Q03JA01 <input type="radio"/> | SC202Q03JA02 <input type="radio"/> | SC202Q03JA03 <input type="radio"/> | SC202Q03JA05 <input type="radio"/> |
| Determining teachers' salary increases | SC202Q04JA01 <input type="radio"/> | SC202Q04JA02 <input type="radio"/> | SC202Q04JA03 <input type="radio"/> | SC202Q04JA05 <input type="radio"/> |
| Formulating the school budget | SC202Q05JA01 <input type="radio"/> | SC202Q05JA02 <input type="radio"/> | SC202Q05JA03 <input type="radio"/> | SC202Q05JA05 <input type="radio"/> |
| Deciding on budget allocations | SC202Q06JA01 <input type="radio"/> | SC202Q06JA02 <input type="radio"/> | SC202Q06JA03 <input type="radio"/> | SC202Q06JA05 <input type="radio"/> |
| Establishing student disciplinary policies and procedures | SC202Q07JA01 <input type="radio"/> | SC202Q07JA02 <input type="radio"/> | SC202Q07JA03 <input type="radio"/> | SC202Q07JA05 <input type="radio"/> |
| Establishing student assessment policies | SC202Q08JA01 <input type="radio"/> | SC202Q08JA02 <input type="radio"/> | SC202Q08JA03 <input type="radio"/> | SC202Q08JA05 <input type="radio"/> |
| Approving students for admission to the school | SC202Q09JA01 <input type="radio"/> | SC202Q09JA02 <input type="radio"/> | SC202Q09JA03 <input type="radio"/> | SC202Q09JA05 <input type="radio"/> |
| Choosing which learning materials are used | SC202Q10JA01 <input type="radio"/> | SC202Q10JA02 <input type="radio"/> | SC202Q10JA03 <input type="radio"/> | SC202Q10JA05 <input type="radio"/> |
| Determining course content | SC202Q11JA01 <input type="radio"/> | SC202Q11JA02 <input type="radio"/> | SC202Q11JA03 <input type="radio"/> | SC202Q11JA05 <input type="radio"/> |
| Deciding which courses are offered | SC202Q12JA01 <input type="radio"/> | SC202Q12JA02 <input type="radio"/> | SC202Q12JA03 <input type="radio"/> | SC202Q12JA05 <input type="radio"/> |

During the last 12 months, how often did you or other members of the school management team engage in the following activities?

(Please select one response in each row.)

| | Never or almost never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
|--|---|---|---|---|---|
| Collaborating with teachers to solve classroom discipline problems | SC201Q01JA0 1 <input type="radio"/> | SC201Q01JA0 2 <input type="radio"/> | SC201Q01JA0 3 <input type="radio"/> | SC201Q01JA0 4 <input type="radio"/> | SC201Q01JA0 5 <input type="radio"/> |
| Providing feedback to teachers based on observations of instruction in the classroom | SC201Q03JA0 1 <input type="radio"/> | SC201Q03JA0 2 <input type="radio"/> | SC201Q03JA0 3 <input type="radio"/> | SC201Q03JA0 4 <input type="radio"/> | SC201Q03JA0 5 <input type="radio"/> |
| Taking actions to support co-operation among teachers to develop new teaching practices | SC201Q04JA0 1 <input type="radio"/> | SC201Q04JA0 2 <input type="radio"/> | SC201Q04JA0 3 <input type="radio"/> | SC201Q04JA0 4 <input type="radio"/> | SC201Q04JA0 5 <input type="radio"/> |
| Taking actions to ensure that teachers take responsibility for improving their teaching skills | SC201Q05JA0 1 <input type="radio"/> | SC201Q05JA0 2 <input type="radio"/> | SC201Q05JA0 3 <input type="radio"/> | SC201Q05JA0 4 <input type="radio"/> | SC201Q05JA0 5 <input type="radio"/> |
| Taking actions to ensure that teachers feel responsible for their students' learning outcomes | SC201Q06JA0 1 <input type="radio"/> | SC201Q06JA0 2 <input type="radio"/> | SC201Q06JA0 3 <input type="radio"/> | SC201Q06JA0 4 <input type="radio"/> | SC201Q06JA0 5 <input type="radio"/> |
| Providing parents or guardians with information on the school and student performance | SC201Q07JA0 1 <input type="radio"/> | SC201Q07JA0 2 <input type="radio"/> | SC201Q07JA0 3 <input type="radio"/> | SC201Q07JA0 4 <input type="radio"/> | SC201Q07JA0 5 <input type="radio"/> |
| Working on a professional development plan for this school | SC201Q11JA0 1 <input type="radio"/> | SC201Q11JA0 2 <input type="radio"/> | SC201Q11JA0 3 <input type="radio"/> | SC201Q11JA0 4 <input type="radio"/> | SC201Q11JA0 5 <input type="radio"/> |

SC201

The goal of the following set of questions is to gather information about the student-digital device ratio for students in the 4th year of secondary education at your school.

(If the fourth year of secondary education is not organized in your school, answer for the year in which most 15-year-olds attend classes with you.)

(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 the 4th year of secondary education? | SC004Q01TA01 <input type="text"/> |
| Approximately, how many desktop or laptop computers are available for these students for educational purposes? | SC004Q02TA01 <input type="text"/> |
| Approximately, how many of these desktop or laptop computers are connected to the Internet? | SC004Q03TA01 <input type="text"/> |
| Approximately, how many tablet devices (e.g. iPad®, Galaxy Book®, Samsung®, ...) or e-book readers (i.e. portable device for reading books on screen, e.g. Amazon® Kindle™, Kobo) are available for these students for educational purposes? | SC004Q08JA01 <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 desktop or laptop computers with internet connection are available for teachers in your school ? | SC004Q07NA01 <input type="text"/> |

SC004

Do the following statements apply to your school?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| The school has a written statement about the general use of digital devices on the school premises. | SC190Q01JA0 1 <input type="radio"/> | SC190Q01JA0 2 <input type="radio"/> |
| The use of cell phones is not allowed on the school premises. | SC190Q02JA0 1 <input type="radio"/> | SC190Q02JA0 2 <input type="radio"/> |
| The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects. | SC190Q05JA0 1 <input type="radio"/> | SC190Q05JA0 2 <input type="radio"/> |
| Teachers establish rules for when students may use digital devices during lessons. | SC190Q06JA0 1 <input type="radio"/> | SC190Q06JA0 2 <input type="radio"/> |
| Teachers establish rules in collaboration with students about their use of digital resources at school or in class. | SC190Q07JA0 1 <input type="radio"/> | SC190Q07JA0 2 <input type="radio"/> |
| The school has a specific programme to prepare students for responsible internet behaviour. | SC190Q08JA0 1 <input type="radio"/> | SC190Q08JA0 2 <input type="radio"/> |
| The school has a specific policy about using social networks (e.g. Facebook®) in teaching and learning. | SC190Q09JA0 1 <input type="radio"/> | SC190Q09JA0 2 <input type="radio"/> |
| The school has a specific programme to promote collaboration on the use of digital devices among teachers. | SC190Q10JA0 1 <input type="radio"/> | SC190Q10JA0 2 <input type="radio"/> |
| The school has a scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices. | SC190Q11JA0 1 <input type="radio"/> | SC190Q11JA0 2 <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.)

| | 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 standardised policy for mathematics subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training) | SC037Q11JA01 <input type="radio"/> | SC037Q11JA02 <input type="radio"/> | SC037Q11JA03 <input type="radio"/> |

SC037

Thinking about the last external evaluation in your school: Did the following occur?

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

(Please select one response in each row.)

| | Yes | No | Not applicable |
|---|---|---|---|
| The results of external evaluation led to changes in school policies. | SC200Q01JA0 1 <input type="radio"/> | SC200Q01JA0 2 <input type="radio"/> | SC200Q01JA0 3 <input type="radio"/> |
| We used the data to plan specific action for school development. | SC200Q02JA0 1 <input type="radio"/> | SC200Q02JA0 2 <input type="radio"/> | SC200Q02JA0 3 <input type="radio"/> |
| We used the data to plan specific action for the improvement of teaching. | SC200Q03JA0 1 <input type="radio"/> | SC200Q03JA0 2 <input type="radio"/> | SC200Q03JA0 3 <input type="radio"/> |
| We put measures derived from the results of external evaluations into practice. | SC200Q04JA0 1 <input type="radio"/> | SC200Q04JA0 2 <input type="radio"/> | SC200Q04JA0 3 <input type="radio"/> |

During this academic year to monitor the practice..., have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Tests or assessments of student achievement | SC032Q01TA0 1 <input type="radio"/> | SC032Q01TA0 2 <input type="radio"/> |
| Teacher peer review (of lesson plans, assessment instruments, lessons) | SC032Q02TA0 1 <input type="radio"/> | SC032Q02TA0 2 <input type="radio"/> |
| Principal or senior staff observations of lessons | SC032Q03TA0 1 <input type="radio"/> | SC032Q03TA0 2 <input type="radio"/> |
| Observation of classes by inspectors or other persons external to the school | SC032Q04TA0 1 <input type="radio"/> | SC032Q04TA0 2 <input type="radio"/> |

What impact did appraisals of teachers at your school have on any of the following?

(Please select one response in each row.)

| | No impact | Small impact | Moderate impact | Large impact |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A change in salary | SC193Q01WA01 <input type="radio"/> | SC193Q01WA02 <input type="radio"/> | SC193Q01WA03 <input type="radio"/> | SC193Q01WA04 <input type="radio"/> |
| A financial bonus or another kind of monetary reward | SC193Q02WA01 <input type="radio"/> | SC193Q02WA02 <input type="radio"/> | SC193Q02WA03 <input type="radio"/> | SC193Q02WA04 <input type="radio"/> |
| Opportunities for professional development activities | SC193Q03WA01 <input type="radio"/> | SC193Q03WA02 <input type="radio"/> | SC193Q03WA03 <input type="radio"/> | SC193Q03WA04 <input type="radio"/> |
| A change in the likelihood of career advancement | SC193Q04WA01 <input type="radio"/> | SC193Q04WA02 <input type="radio"/> | SC193Q04WA03 <input type="radio"/> | SC193Q04WA04 <input type="radio"/> |
| Public recognition from you | SC193Q05WA01 <input type="radio"/> | SC193Q05WA02 <input type="radio"/> | SC193Q05WA03 <input type="radio"/> | SC193Q05WA04 <input type="radio"/> |
| Changes in work responsibilities that make the job more attractive | SC193Q06WA01 <input type="radio"/> | SC193Q06WA02 <input type="radio"/> | SC193Q06WA03 <input type="radio"/> | SC193Q06WA04 <input type="radio"/> |
| A role in school development initiatives (e.g. curriculum development group, development of school objectives) | SC193Q07WA01 <input type="radio"/> | SC193Q07WA02 <input type="radio"/> | SC193Q07WA03 <input type="radio"/> | SC193Q07WA04 <input type="radio"/> |

SC193

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

A programme of professional development 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 | <div>SC025Q01NA01</div> <div>0%100%</div> |
| Staff who teach mathematics at your school | <div>SC025Q02NA01</div> <div>0%100%</div> |

Rule: IF ^SC025Q01NA01 = "" OR ^SC025Q02NA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC025E01

Which of the following types of in-house professional development exist at your school?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Our school invites specialists to conduct in-service training for teachers. | SC027Q02NA0 1 <input type="radio"/> | SC027Q02NA0 2 <input type="radio"/> |
| Our school organises in-service workshops which deal with specific issues that our school faces. | SC027Q03NA0 1 <input type="radio"/> | SC027Q03NA0 2 <input type="radio"/> |
| Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers). | SC027Q04NA0 1 <input type="radio"/> | SC027Q04NA0 2 <input type="radio"/> |

Which of the following types of in-house professional development exist for staff who teach mathematics at your school?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Our school invites specialists to conduct in-service training for mathematics teachers. | SC183Q02JA0 1 <input type="radio"/> | SC183Q02JA0 2 <input type="radio"/> |
| Our school organises in-service workshops, which deal with specific issues that our mathematics teachers face. | SC183Q03JA0 1 <input type="radio"/> | SC183Q03JA0 2 <input type="radio"/> |
| Our school organises in-service workshops for specific mathematics teachers (e.g. newly appointed teachers). | SC183Q04JA0 1 <input type="radio"/> | SC183Q04JA0 2 <input type="radio"/> |

Does your school offer professional development to mathematics teachers in any of the following?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Mathematics content | SC184Q01JA0 1 <input type="radio"/> | SC184Q01JA0 2 <input type="radio"/> |
| Mathematics pedagogy/instruction | SC184Q02JA0 1 <input type="radio"/> | SC184Q02JA0 2 <input type="radio"/> |
| Mathematics curriculum | SC184Q03JA0 1 <input type="radio"/> | SC184Q03JA0 2 <input type="radio"/> |
| Integrating digital resources into mathematics instruction | SC184Q04JA0 1 <input type="radio"/> | SC184Q04JA0 2 <input type="radio"/> |
| Improving students' critical thinking or problem solving skills | SC184Q05JA0 1 <input type="radio"/> | SC184Q05JA0 2 <input type="radio"/> |
| Mathematics assessment | SC184Q06JA0 1 <input type="radio"/> | SC184Q06JA0 2 <input type="radio"/> |
| Addressing individual students' needs (e.g. differentiated learning, differentiated instruction) | SC184Q07JA0 1 <input type="radio"/> | SC184Q07JA0 2 <input type="radio"/> |

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"/> |
| A lack of digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms) | SC017Q09JA01 <input type="radio"/> | SC017Q09JA02 <input type="radio"/> | SC017Q09JA03 <input type="radio"/> | SC017Q09JA04 <input type="radio"/> |
| Inadequate or poor quality digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms) | SC017Q10JA01 <input type="radio"/> | SC017Q10JA02 <input type="radio"/> | SC017Q10JA03 <input type="radio"/> | SC017Q10JA04 <input type="radio"/> |

SC017

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"/> |

SC061

To what extent is each of the following behaviours a problem in your school?

(Please select one response in each row.)

| | Not at all | Small extent | Moderate extent | Large extent |
|--|---|---|---|---|
| Profanity | SC172Q02JA0 1 <input type="radio"/> | SC172Q02JA0 2 <input type="radio"/> | SC172Q02JA0 3 <input type="radio"/> | SC172Q02JA0 4 <input type="radio"/> |
| Vandalism | SC172Q03JA0 1 <input type="radio"/> | SC172Q03JA0 2 <input type="radio"/> | SC172Q03JA0 3 <input type="radio"/> | SC172Q03JA0 4 <input type="radio"/> |
| Theft | SC172Q04JA0 1 <input type="radio"/> | SC172Q04JA0 2 <input type="radio"/> | SC172Q04JA0 3 <input type="radio"/> | SC172Q04JA0 4 <input type="radio"/> |
| Intimidation or verbal abuse among students (including texting, emailing, etc.) | SC172Q05JA0 1 <input type="radio"/> | SC172Q05JA0 2 <input type="radio"/> | SC172Q05JA0 3 <input type="radio"/> | SC172Q05JA0 4 <input type="radio"/> |
| Physical injury caused by students to other students | SC172Q06JA0 1 <input type="radio"/> | SC172Q06JA0 2 <input type="radio"/> | SC172Q06JA0 3 <input type="radio"/> | SC172Q06JA0 4 <input type="radio"/> |
| Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.) | SC172Q07JA0 1 <input type="radio"/> | SC172Q07JA0 2 <input type="radio"/> | SC172Q07JA0 3 <input type="radio"/> | SC172Q07JA0 4 <input type="radio"/> |

SC172

During this academic year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

| | Never or almost never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day |
|---|---|---|---|---|---|
| They helped students of different backgrounds to recognise the similarities that exist between them. | SC173Q01JA0 1 <input type="radio"/> | SC173Q01JA0 2 <input type="radio"/> | SC173Q01JA0 3 <input type="radio"/> | SC173Q01JA0 4 <input type="radio"/> | SC173Q01JA0 5 <input type="radio"/> |
| They encouraged students of different backgrounds to resolve disagreements by finding common ground. | SC173Q02JA0 1 <input type="radio"/> | SC173Q02JA0 2 <input type="radio"/> | SC173Q02JA0 3 <input type="radio"/> | SC173Q02JA0 4 <input type="radio"/> | SC173Q02JA0 5 <input type="radio"/> |
| They supported activities or organisations that encourage students' expression of diverse identities. | SC173Q03JA0 1 <input type="radio"/> | SC173Q03JA0 2 <input type="radio"/> | SC173Q03JA0 3 <input type="radio"/> | SC173Q03JA0 4 <input type="radio"/> | SC173Q03JA0 5 <input type="radio"/> |
| They taught students how to respond to discrimination. | SC173Q04JA0 1 <input type="radio"/> | SC173Q04JA0 2 <input type="radio"/> | SC173Q04JA0 3 <input type="radio"/> | SC173Q04JA0 4 <input type="radio"/> | SC173Q04JA0 5 <input type="radio"/> |
| They taught students to be inclusive of others with different backgrounds. | SC173Q05JA0 1 <input type="radio"/> | SC173Q05JA0 2 <input type="radio"/> | SC173Q05JA0 3 <input type="radio"/> | SC173Q05JA0 4 <input type="radio"/> | SC173Q05JA0 5 <input type="radio"/> |
| They provided additional support for students from disadvantaged backgrounds. | SC173Q06JA0 1 <input type="radio"/> | SC173Q06JA0 2 <input type="radio"/> | SC173Q06JA0 3 <input type="radio"/> | SC173Q06JA0 4 <input type="radio"/> | SC173Q06JA0 5 <input type="radio"/> |

SC173

During this academic year, what proportion of students' parents or guardians 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 behaviour with a teacher on the parents' or guardians' own initiative | <div>SC064Q05WA01</div> <div>0%100%</div> |
| Discussed their child's behaviour on the initiative of one of their child's teachers | <div>SC064Q06WA01</div> <div>0%100%</div> |
| Discussed their child's progress with a teacher on the parents' or guardians' own initiative | <div>SC064Q01TA01</div> <div>0%100%</div> |
| Discussed their child's progress on the initiative of one of their child's teachers | <div>SC064Q02TA01</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>0%100%</div> |
| Participated in local school government, (e.g. parent council or school management committee) | <div>SC064Q03TA01</div> <div>0%100%</div> |
| Assisted in fundraising for the school | <div>SC064Q07WA01</div> <div>0%100%</div> |

Rule: IF ^SC064Q05WA01 = "" OR ^SC064Q06WA01 = "" OR ^SC064Q01TA01 = "" OR ^SC064Q02TA01 = "" OR ^SC064Q04NA01 = "" OR ^SC064Q03TA01 = "" OR ^SC064Q07WA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC064E01

During this academic year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

| | Never or almost never | A few times a year | A few times a month | Once a week or more |
|---|---|---|---|---|
| Invited parents or guardians to volunteer for school activities | SC192Q01JA0 1 <input type="radio"/> | SC192Q01JA0 2 <input type="radio"/> | SC192Q01JA0 3 <input type="radio"/> | SC192Q01JA0 4 <input type="radio"/> |
| Initiated communications with parents or guardians about school programmes | SC192Q02JA0 1 <input type="radio"/> | SC192Q02JA0 2 <input type="radio"/> | SC192Q02JA0 3 <input type="radio"/> | SC192Q02JA0 4 <input type="radio"/> |
| Initiated communications with parents or guardians about their child's progress | SC192Q03JA0 1 <input type="radio"/> | SC192Q03JA0 2 <input type="radio"/> | SC192Q03JA0 3 <input type="radio"/> | SC192Q03JA0 4 <input type="radio"/> |
| Included parents or guardians in making school decisions | SC192Q04JA0 1 <input type="radio"/> | SC192Q04JA0 2 <input type="radio"/> | SC192Q04JA0 3 <input type="radio"/> | SC192Q04JA0 4 <input type="radio"/> |
| Provided information to parents or guardians about how to help students with homework and other curriculum-related activities | SC192Q05JA0 1 <input type="radio"/> | SC192Q05JA0 2 <input type="radio"/> | SC192Q05JA0 3 <input type="radio"/> | SC192Q05JA0 4 <input type="radio"/> |
| Provided information to parents or guardians about how to help students improve their skills in mathematics | SC192Q06JA0 1 <input type="radio"/> | SC192Q06JA0 2 <input type="radio"/> | SC192Q06JA0 3 <input type="radio"/> | SC192Q06JA0 4 <input type="radio"/> |

SC192

How many minutes, on average, are there in a class period for 4th (year of)secondary (education) taking the following subjects?

(Please move the slider to the number of minutes per class period.)

| | |
|--|---|
| Mathematics | <div>SC175Q01JA01</div> <div>0120 or more</div> |
| Average minutes in a class period across all subjects, including Mathematics | <div>SC175Q02JA01</div> <div>0120 or more</div> |

Rule: IF ^SC175Q01JA01 = "" OR ^SC175Q02JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC175E01

What is the average size of mathematics classes in 4th (year of)secondary (education) in your school?

(Please select one response.)

| | |
|-----------------------|---------------------------------------|
| 15 students or fewer | SC176Q01JA01 <input type="radio"/> |
| 16-20 students | SC176Q01JA02 <input type="radio"/> |
| 21-25 students | SC176Q01JA03 <input type="radio"/> |
| 26-30 students | SC176Q01JA04 <input type="radio"/> |
| 31-35 students | SC176Q01JA05 <input type="radio"/> |
| 36-40 students | SC176Q01JA06 <input type="radio"/> |
| 41-45 students | SC176Q01JA07 <input type="radio"/> |
| 46-50 students | SC176Q01JA08 <input type="radio"/> |
| More than 50 students | SC176Q01JA09 <input type="radio"/> |

SC176

What is the average size of French classes in the 4th year of secondary education in your school?

(If the fourth year of secondary education is not organized in your school, answer for the year in which most 15-year-olds attend classes with you.)

(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"/> |

SC003

How many foreign languages are being taught at your school this academy year?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses this school year.)

| | |
|-----------------------------|--------------------------------------|
| Number of foreign languages | SC174Q01JA01 <input type="text"/> |
|-----------------------------|--------------------------------------|

This academic year, which of the following activities does your school offer to students in the 4th year of secondary education?

(If the fourth year of secondary education is not organized in your school, answer for the year in which most 15-year-olds attend classes with you.)

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Band, orchestra, choir | SC053C01TA01 <input type="radio"/> | SC053C01TA02 <input type="radio"/> |
| School play or school musical | SC053C02TA01 <input type="radio"/> | SC053C02TA02 <input type="radio"/> |
| School yearbook, newspaper, or magazine | SC053C03TA01 <input type="radio"/> | SC053C03TA02 <input type="radio"/> |
| Volunteering or service activities, e.g. collect money or event organization to support an association | SC053C04TA01 <input type="radio"/> | SC053C04TA02 <input type="radio"/> |
| Mathematics club | SC053Q05NA01 <input type="radio"/> | SC053Q05NA02 <input type="radio"/> |
| Mathematics competitions, e.g. mathematics olympiades | SC053Q06NA01 <input type="radio"/> | SC053Q06NA02 <input type="radio"/> |
| Chess club | SC053Q07TA01 <input type="radio"/> | SC053Q07TA02 <input type="radio"/> |
| Club with a focus on computers (e.g. programming or coding) | SC053Q08TA01 <input type="radio"/> | SC053Q08TA02 <input type="radio"/> |
| Art club or art activities | SC053C09TA01 <input type="radio"/> | SC053C09TA02 <input type="radio"/> |
| Sporting team or sporting activities | SC053C10TA01 <input type="radio"/> | SC053C10TA02 <input type="radio"/> |
| Fair day, open door day, yearly spectacle | SC053C11TA01 <input type="radio"/> | SC053C11TA02 <input type="radio"/> |

SC053

For students in 4th (year of) secondary (education), 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 | SC212Q01JA0 1 <input type="radio"/> | SC212Q01JA0 2 <input type="radio"/> |
| Staff help with homework | SC212Q02JA0 1 <input type="radio"/> | SC212Q02JA0 2 <input type="radio"/> |
| Peer-to-peer tutoring | SC212Q03JA0 1 <input type="radio"/> | SC212Q03JA0 2 <input type="radio"/> |

Generally, in your school, how often are students de in 4th (year of)secondary (education) assessed using the following methods?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select one response in each row.)

| | Never | 1-2 times a year | 3-5 times a year | Monthly | More than once a month |
|---|---|---|---|---|---|
| Mandatory standardised tests, (e.g. certificative or not certificative external evaluations) | SC034Q01NA0 1 <input type="radio"/> | SC034Q01NA0 2 <input type="radio"/> | SC034Q01NA0 3 <input type="radio"/> | SC034Q01NA0 4 <input type="radio"/> | SC034Q01NA0 5 <input type="radio"/> |
| Non-mandatory standardised tests (e.g. publicly available, such as former external evaluations, or commercially available standardised test material) | SC034Q02NA0 1 <input type="radio"/> | SC034Q02NA0 2 <input type="radio"/> | SC034Q02NA0 3 <input type="radio"/> | SC034Q02NA0 4 <input type="radio"/> | SC034Q02NA0 5 <input type="radio"/> |
| Teacher-developed tests | SC034Q03TA0 1 <input type="radio"/> | SC034Q03TA0 2 <input type="radio"/> | SC034Q03TA0 3 <input type="radio"/> | SC034Q03TA0 4 <input type="radio"/> | SC034Q03TA0 5 <input type="radio"/> |
| Teachers' judgmental ratings | SC034Q04TA0 1 <input type="radio"/> | SC034Q04TA0 2 <input type="radio"/> | SC034Q04TA0 3 <input type="radio"/> | SC034Q04TA0 4 <input type="radio"/> | SC034Q04TA0 5 <input type="radio"/> |

SC034

Rule: IF ((^SC034Q01NA =02) OR (^SC034Q01NA=03) OR (^SC034Q01NA=04) OR (^SC034Q01NA=05) OR (^SC034Q02NA=02) OR (^SC034Q02NA=03) OR (^SC034Q02NA=04) OR (^SC034Q02NA=05) OR (^SC034Q03TA=02) OR (^SC034Q03TA=03) OR (^SC034Q03TA=04) OR (^SC034Q03TA=05)) THEN GOTO ^SC035 ELSE GOTO ^SC042

Message:

SC034R01

In your school, are standardised tests and/or teacher-developed tests of students in 4th (year of) secondary (education) used for any of the following purposes?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select either “yes” or “no” to indicate the use of standardised tests and teacher-developed tests for each of the specified purposes.)

| | Standardised tests | Teacher-developed tests |
|---|--------------------------------------|--------------------------------------|
| To guide students' learning | SC035Q01NA Select... Yes No | SC035Q01NB Select... Yes No |
| To inform parents or guardians about their child's progress | SC035Q02TA Select... Yes No | SC035Q02TB Select... Yes No |
| To make decisions about students' retention or promotion | SC035Q03TA Select... Yes No | SC035Q03TB Select... Yes No |
| To group students for instructional purposes | SC035Q04TA Select... Yes No | SC035Q04TB Select... Yes No |
| To compare the school performances to those of the schools of the same area, or to those of the FWB on the whole. | SC035Q05TA Select... Yes No | SC035Q05TB Select... Yes No |
| To monitor the school's progress from year to year | SC035Q06TA Select... Yes No | SC035Q06TB Select... Yes No |
| To make judgements about teachers' effectiveness | SC035Q07TA Select... Yes No | SC035Q07TB Select... Yes No |
| To identify aspects of instruction or the curriculum that could be improved | SC035Q08TA Select... Yes No | SC035Q08TB Select... Yes No |
| To adapt teaching to the students' needs | SC035Q09NA Select... Yes No | SC035Q09NB Select... Yes No |
| To compare the school with other schools | SC035Q10TA Select... Yes No | SC035Q10TB Select... Yes No |

| Standardised tests | Teacher-developed tests |
|--|---|
| <div>SC035Q11A</div> <div>Select... Yes No</div> | <div>SC035Q11NB</div> <div>Select... Yes No</div> |

To award certificates to students

SC035

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in 4th year of secondary education?

(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"/> |

Schools sometimes organise instruction differently for students with different abilities and interests in mathematics.

Which of the following options describe what your school does for 4th (year of) secondary (education) students in mathematics classes?

(Please select one response in each row.)

| | For all classes | For some classes | Not for any classes |
|--|---|---|---|
| Mathematics classes study similar content, but at different levels of difficulty. | SC187Q01WA 01 <input type="radio"/> | SC187Q01WA 02 <input type="radio"/> | SC187Q01WA 03 <input type="radio"/> |
| Different classes study different content or sets of mathematics topics that have different levels of difficulty. | SC187Q02WA 01 <input type="radio"/> | SC187Q02WA 02 <input type="radio"/> | SC187Q02WA 03 <input type="radio"/> |
| Students are grouped by ability within their mathematics classes. | SC187Q03WA 01 <input type="radio"/> | SC187Q03WA 02 <input type="radio"/> | SC187Q03WA 03 <input type="radio"/> |
| In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability). | SC187Q04WA 01 <input type="radio"/> | SC187Q04WA 02 <input type="radio"/> | SC187Q04WA 03 <input type="radio"/> |

Who has the main responsibility for the following decisions at your school?

(Please select one response in each row.)

| | Student | Parent(s) or Guardian(s) | School staff | Not applicable |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Choosing a student's mathematics course(s) | SC177Q01JA01 <input type="radio"/> | SC177Q01JA02 <input type="radio"/> | SC177Q01JA03 <input type="radio"/> | SC177Q01JA04 <input type="radio"/> |
| Choosing the level of difficulty of a student's mathematics course(s) | SC177Q02JA01 <input type="radio"/> | SC177Q02JA02 <input type="radio"/> | SC177Q02JA03 <input type="radio"/> | SC177Q02JA04 <input type="radio"/> |
| Choosing the number of mathematics courses or class periods that a student takes | SC177Q03JA01 <input type="radio"/> | SC177Q03JA02 <input type="radio"/> | SC177Q03JA03 <input type="radio"/> | SC177Q03JA04 <input type="radio"/> |

To what extent is your school's mathematics programme structured according to the following resources?

(Please select one response in each row.)

| | Not at all | Small extent | Moderate extent | Large extent |
|---|---|---|---|---|
| School governing board curriculum standards or curriculum guides | SC188Q01JA0 1 <input type="radio"/> | SC188Q01JA0 2 <input type="radio"/> | SC188Q01JA0 3 <input type="radio"/> | SC188Q01JA0 4 <input type="radio"/> |
| Ministry of Education curriculum standards or curriculum guides | SC188Q02JA0 1 <input type="radio"/> | SC188Q02JA0 2 <input type="radio"/> | SC188Q02JA0 3 <input type="radio"/> | SC188Q02JA0 4 <input type="radio"/> |
| In-school curriculum frameworks and standards for learning | SC188Q04JA0 1 <input type="radio"/> | SC188Q04JA0 2 <input type="radio"/> | SC188Q04JA0 3 <input type="radio"/> | SC188Q04JA0 4 <input type="radio"/> |
| Results from School governing board assessments | SC188Q05JA0 1 <input type="radio"/> | SC188Q05JA0 2 <input type="radio"/> | SC188Q05JA0 3 <input type="radio"/> | SC188Q05JA0 4 <input type="radio"/> |
| Results from Ministry of Education assessments | SC188Q06JA0 1 <input type="radio"/> | SC188Q06JA0 2 <input type="radio"/> | SC188Q06JA0 3 <input type="radio"/> | SC188Q06JA0 4 <input type="radio"/> |
| Recommendations from school mathematics department | SC188Q08JA0 1 <input type="radio"/> | SC188Q08JA0 2 <input type="radio"/> | SC188Q08JA0 3 <input type="radio"/> | SC188Q08JA0 4 <input type="radio"/> |
| Discretion of individual teachers | SC188Q09JA0 1 <input type="radio"/> | SC188Q09JA0 2 <input type="radio"/> | SC188Q09JA0 3 <input type="radio"/> | SC188Q09JA0 4 <input type="radio"/> |
| Results from school assessments (e.g. quizzes or tests created by teachers) | SC188Q10JA0 1 <input type="radio"/> | SC188Q10JA0 2 <input type="radio"/> | SC188Q10JA0 3 <input type="radio"/> | SC188Q10JA0 4 <input type="radio"/> |
| Commercially designed programmes | SC188Q11JA0 1 <input type="radio"/> | SC188Q11JA0 2 <input type="radio"/> | SC188Q11JA0 3 <input type="radio"/> | SC188Q11JA0 4 <input type="radio"/> |

Generally, in your school, how often are students de in 4th (year of) secondary (education) assessed in mathematics using the following methods?

If you need further explanation of the term “standardised tests”, please use the help button.

(Please select one response in each row.)

| | Never | 1-2 times a year | 3-5 times a year | Monthly | More than once a month |
|--|---|---|---|---|---|
| Mandatory standardised tests in mathematics , (e.g. certificative or not certificative external evaluations in mathematics) | SC195Q01JA0 1 <input type="radio"/> | SC195Q01JA0 2 <input type="radio"/> | SC195Q01JA0 3 <input type="radio"/> | SC195Q01JA0 4 <input type="radio"/> | SC195Q01JA0 5 <input type="radio"/> |
| Non-mandatory standardised tests in mathematics (e.g. publicly available, such as former external evaluations, or commercially available standardised test material) | SC195Q02JA0 1 <input type="radio"/> | SC195Q02JA0 2 <input type="radio"/> | SC195Q02JA0 3 <input type="radio"/> | SC195Q02JA0 4 <input type="radio"/> | SC195Q02JA0 5 <input type="radio"/> |
| Teacher-developed mathematics tests | SC195Q03JA0 1 <input type="radio"/> | SC195Q03JA0 2 <input type="radio"/> | SC195Q03JA0 3 <input type="radio"/> | SC195Q03JA0 4 <input type="radio"/> | SC195Q03JA0 5 <input type="radio"/> |
| Teachers' judgmental ratings in mathematics | SC195Q04JA0 1 <input type="radio"/> | SC195Q04JA0 2 <input type="radio"/> | SC195Q04JA0 3 <input type="radio"/> | SC195Q04JA0 4 <input type="radio"/> | SC195Q04JA0 5 <input type="radio"/> |

In your school, are mathematics achievement data used in the following ways?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.
(Please select one response in each row.)

| | Yes | No |
|---|---|---|
| Mathematics achievement data are posted publicly (e.g. in the media) | SC198Q01JA0 1 <input type="radio"/> | SC198Q01JA0 2 <input type="radio"/> |
| Mathematics achievement data are tracked over time by an administrative authority | SC198Q02JA0 1 <input type="radio"/> | SC198Q02JA0 2 <input type="radio"/> |
| Mathematics achievement data are provided directly to parents or guardians | SC198Q03JA0 1 <input type="radio"/> | SC198Q03JA0 2 <input type="radio"/> |

Thinking about students' last school report: Approximately what percentage of the students in 4th (year of) secondary (education) received the following types of marks in Mathematics?

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

| | % |
|---------------------------------|-------------------------------------|
| Marks at or above the pass mark | <div>SC178Q01JA01</div> <div></div> |
| Marks below the pass mark | <div>SC178Q02JA01</div> <div></div> |

Rule: IF ((^SC178Q01JA01 + ^SC178Q02JA01) != 100)

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

SC178E01

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

(Please select one response.)

| | |
|-----|---|
| Yes | SC180Q01JA0 1 <input type="radio"/> |
| No | SC180Q01JA0 2 <input type="radio"/> |

Rule: IF (^SC180Q01JA=02) THEN GOTO ^SC189 ELSE GOTO ^SC181
Message:

SC180R01

What types of additional mathematics lessons are offered?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Enrichment | SC181Q01JA0 1 <input type="radio"/> | SC181Q01JA0 2 <input type="radio"/> |
| Remedial | SC181Q02JA0 1 <input type="radio"/> | SC181Q02JA0 2 <input type="radio"/> |
| Without differentiation depending on the prior achievement level of the students | SC181Q03JA0 1 <input type="radio"/> | SC181Q03JA0 2 <input type="radio"/> |

Do the following statements apply in your school?

A policy refers to established rules or procedures.

(Please select one response in each row.)

| | Yes | No |
|---|---|---|
| The school has a policy on how to use digital devices in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs). | SC189Q02WA 01 <input type="radio"/> | SC189Q02WA 02 <input type="radio"/> |
| All 4th (year of) secondary (education) mathematics classes in the school use the same textbook. | SC189Q03WA 01 <input type="radio"/> | SC189Q03WA 02 <input type="radio"/> |
| Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis. | SC189Q04WA 01 <input type="radio"/> | SC189Q04WA 02 <input type="radio"/> |
| The school has a specific policy to encourage the teaching and learning of social and emotional skills. | SC189Q01JA0 1 <input type="radio"/> | SC189Q01JA0 2 <input type="radio"/> |
| There is a mission statement describing the social and emotional skills we aim to foster in our school. | SC189Q05JA0 1 <input type="radio"/> | SC189Q05JA0 2 <input type="radio"/> |
| Teachers are asked to evaluate students' social and emotional skills as a part of their grading. | SC189Q06JA0 1 <input type="radio"/> | SC189Q06JA0 2 <input type="radio"/> |

SC189

Does your school offer career guidance to students in 4th(year of) secondary (education)?

(Please select one response.)

| | |
|-----|---|
| Yes | SC169Q01JA0 1 <input type="radio"/> |
| No | SC169Q01JA0 2 <input type="radio"/> |

Rule: IF (^SC169Q01JA = 01) THEN GOTO ^SC210 ELSE GOTO ^SC171
Message:

SC169R01

Which of the statements below best describes the situation for students in 4th(year of) secondary (education) at your school?

(Please select one response.)

| | |
|--|---|
| Career guidance is sought voluntarily by students. | SC210Q01JA0 1 <input type="radio"/> |
| Career guidance is formally scheduled into students' time at school. | SC210Q01JA0 2 <input type="radio"/> |

Who has the main responsibility for career guidance of students in 4th(year of) secondary (education) at your school?

(Please select one response.)

| | |
|--|---|
| All teachers share the responsibility for career guidance. | SC170Q01JA0 1 <input type="radio"/> |
| Specific teachers have the main responsibility for career guidance. | SC170Q01JA0 2 <input type="radio"/> |
| One or more specific career guidance counsellors employed at school have the main responsibility for career guidance. | SC170Q01JA0 3 <input type="radio"/> |
| One or more specific career guidance counsellors who regularly visit the school have the main responsibility for career guidance. | SC170Q01JA0 4 <input type="radio"/> |

Does your school provide the following types of information to students in 4th(year of) secondary (education)?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| Information about internships | SC171Q01JA0 1 <input type="radio"/> | SC171Q01JA0 2 <input type="radio"/> |
| Information about future careers | SC171Q02JA0 1 <input type="radio"/> | SC171Q02JA0 2 <input type="radio"/> |
| Information about future educational opportunities | SC171Q03JA0 1 <input type="radio"/> | SC171Q03JA0 2 <input type="radio"/> |
| Information about student financing (e.g. student loans or grants) | SC171Q04JA0 1 <input type="radio"/> | SC171Q04JA0 2 <input type="radio"/> |

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---|---|---|---|
| Creativity can be trained. | SC204Q01JA0 1 <input type="radio"/> | SC204Q01JA0 2 <input type="radio"/> | SC204Q01JA0 3 <input type="radio"/> | SC204Q01JA0 4 <input type="radio"/> |
| People can be creative if they keep trying. | SC204Q02JA0 1 <input type="radio"/> | SC204Q02JA0 2 <input type="radio"/> | SC204Q02JA0 3 <input type="radio"/> | SC204Q02JA0 4 <input type="radio"/> |
| There are many different ways to be creative. | SC204Q05JA0 1 <input type="radio"/> | SC204Q05JA0 2 <input type="radio"/> | SC204Q05JA0 3 <input type="radio"/> | SC204Q05JA0 4 <input type="radio"/> |
| It is possible to be creative in nearly any subject. | SC204Q06JA0 1 <input type="radio"/> | SC204Q06JA0 2 <input type="radio"/> | SC204Q06JA0 3 <input type="radio"/> | SC204Q06JA0 4 <input type="radio"/> |

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---|---|---|---|
| Teachers in our school give students enough time to come up with creative solutions on assignments. | SC205Q01JA0 1 <input type="radio"/> | SC205Q01JA0 2 <input type="radio"/> | SC205Q01JA0 3 <input type="radio"/> | SC205Q01JA0 4 <input type="radio"/> |
| Teachers in our school value students' creativity. | SC205Q02JA0 1 <input type="radio"/> | SC205Q02JA0 2 <input type="radio"/> | SC205Q02JA0 3 <input type="radio"/> | SC205Q02JA0 4 <input type="radio"/> |
| Class activities in our school help students think about new ways to solve complex tasks. | SC205Q03JA0 1 <input type="radio"/> | SC205Q03JA0 2 <input type="radio"/> | SC205Q03JA0 3 <input type="radio"/> | SC205Q03JA0 4 <input type="radio"/> |
| Mathematics assignments at our school require students to come up with different solutions for a complex task. | SC205Q05JA0 1 <input type="radio"/> | SC205Q05JA0 2 <input type="radio"/> | SC205Q05JA0 3 <input type="radio"/> | SC205Q05JA0 4 <input type="radio"/> |
| Teachers in our school encourage students to come up with original answers. | SC205Q06JA0 1 <input type="radio"/> | SC205Q06JA0 2 <input type="radio"/> | SC205Q06JA0 3 <input type="radio"/> | SC205Q06JA0 4 <input type="radio"/> |
| At our school, students are given a chance to express their ideas. | SC205Q07JA0 1 <input type="radio"/> | SC205Q07JA0 2 <input type="radio"/> | SC205Q07JA0 3 <input type="radio"/> | SC205Q07JA0 4 <input type="radio"/> |

SC205

Is each activity below offered at your school? If so, how often is it offered?

(Please select one response in each row.)

| | Never or almost never | About once or twice a year | About once or twice a month | About once or twice a week | Every day or almost every day | Not available at our school |
|---|---|---|---|---|---|---|
| Art classes/activities (e.g. painting, drawing) | SC207Q01JA0 1 <input type="radio"/> | SC207Q01JA0 2 <input type="radio"/> | SC207Q01JA0 3 <input type="radio"/> | SC207Q01JA0 4 <input type="radio"/> | SC207Q01JA0 5 <input type="radio"/> | SC207Q01JA0 6 <input type="radio"/> |
| Creative writing classes/activities | SC207Q02JA0 1 <input type="radio"/> | SC207Q02JA0 2 <input type="radio"/> | SC207Q02JA0 3 <input type="radio"/> | SC207Q02JA0 4 <input type="radio"/> | SC207Q02JA0 5 <input type="radio"/> | SC207Q02JA0 6 <input type="radio"/> |
| Music classes/activities (e.g. chorus, band) | SC207Q03JA0 1 <input type="radio"/> | SC207Q03JA0 2 <input type="radio"/> | SC207Q03JA0 3 <input type="radio"/> | SC207Q03JA0 4 <input type="radio"/> | SC207Q03JA0 5 <input type="radio"/> | SC207Q03JA0 6 <input type="radio"/> |
| Debate club | SC207Q04JA0 1 <input type="radio"/> | SC207Q04JA0 2 <input type="radio"/> | SC207Q04JA0 3 <input type="radio"/> | SC207Q04JA0 4 <input type="radio"/> | SC207Q04JA0 5 <input type="radio"/> | SC207Q04JA0 6 <input type="radio"/> |
| Dramatics, theatre class/activities | SC207Q05JA0 1 <input type="radio"/> | SC207Q05JA0 2 <input type="radio"/> | SC207Q05JA0 3 <input type="radio"/> | SC207Q05JA0 4 <input type="radio"/> | SC207Q05JA0 5 <input type="radio"/> | SC207Q05JA0 6 <input type="radio"/> |
| Publications (e.g. newspaper, yearbooks, literary magazine) | SC207Q06JA0 1 <input type="radio"/> | SC207Q06JA0 2 <input type="radio"/> | SC207Q06JA0 3 <input type="radio"/> | SC207Q06JA0 4 <input type="radio"/> | SC207Q06JA0 5 <input type="radio"/> | SC207Q06JA0 6 <input type="radio"/> |
| Science club | SC207Q07JA0 1 <input type="radio"/> | SC207Q07JA0 2 <input type="radio"/> | SC207Q07JA0 3 <input type="radio"/> | SC207Q07JA0 4 <input type="radio"/> | SC207Q07JA0 5 <input type="radio"/> | SC207Q07JA0 6 <input type="radio"/> |
| Computer programming classes/activities | SC207Q08JA0 1 <input type="radio"/> | SC207Q08JA0 2 <input type="radio"/> | SC207Q08JA0 3 <input type="radio"/> | SC207Q08JA0 4 <input type="radio"/> | SC207Q08JA0 5 <input type="radio"/> | SC207Q08JA0 6 <input type="radio"/> |

SC207

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---|---|---|---|
| Most students at my school are creative. | SC208Q01JA0 1 <input type="radio"/> | SC208Q01JA0 2 <input type="radio"/> | SC208Q01JA0 3 <input type="radio"/> | SC208Q01JA0 4 <input type="radio"/> |
| Most students at my school enjoy doing creative projects. | SC208Q02JA0 1 <input type="radio"/> | SC208Q02JA0 2 <input type="radio"/> | SC208Q02JA0 3 <input type="radio"/> | SC208Q02JA0 4 <input type="radio"/> |
| Most students at my school perform well when given the freedom to be creative. | SC208Q03JA0 1 <input type="radio"/> | SC208Q03JA0 2 <input type="radio"/> | SC208Q03JA0 3 <input type="radio"/> | SC208Q03JA0 4 <input type="radio"/> |
| Most students at my school enjoy work that is challenging. | SC208Q04JA0 1 <input type="radio"/> | SC208Q04JA0 2 <input type="radio"/> | SC208Q04JA0 3 <input type="radio"/> | SC208Q04JA0 4 <input type="radio"/> |
| Most students at my school enjoy learning new things. | SC208Q05JA0 1 <input type="radio"/> | SC208Q05JA0 2 <input type="radio"/> | SC208Q05JA0 3 <input type="radio"/> | SC208Q05JA0 4 <input type="radio"/> |
| Most students at my school perform well when given complex problems to solve. | SC208Q06JA0 1 <input type="radio"/> | SC208Q06JA0 2 <input type="radio"/> | SC208Q06JA0 3 <input type="radio"/> | SC208Q06JA0 4 <input type="radio"/> |
| Most students at my school are artistic. | SC208Q07JA0 1 <input type="radio"/> | SC208Q07JA0 2 <input type="radio"/> | SC208Q07JA0 3 <input type="radio"/> | SC208Q07JA0 4 <input type="radio"/> |
| Most students at my school are imaginative. | SC208Q08JA0 1 <input type="radio"/> | SC208Q08JA0 2 <input type="radio"/> | SC208Q08JA0 3 <input type="radio"/> | SC208Q08JA0 4 <input type="radio"/> |
| Most students at my school are able to think of many new ideas. | SC208Q09JA0 1 <input type="radio"/> | SC208Q09JA0 2 <input type="radio"/> | SC208Q09JA0 3 <input type="radio"/> | SC208Q09JA0 4 <input type="radio"/> |

In the last three years, approximately how many school days was your school building closed to students because of the following reasons?

Please count the time that your school was closed to the majority of students.

Do not count the time that your school was scheduled to be closed for school holiday or vacations.

If your school had to close and reopen multiple times, please count all closing times.

(Please enter a number for each response. Enter "0" (zero) if the school building was not closed to students.)

| | |
|--|--------------------------------------|
| Number of school days closed because of COVID-19: | SC213Q01JA01 <input type="text"/> |
| Number of school days closed for another reason (e.g. a natural disaster, strikes or demonstrations, air pollution): | SC213Q02JA01 <input type="text"/> |

Rule: IF (^SC213Q01JA01 = 0) THEN GOTO ^SC155 ELSE GOTO ^SC214
Message:

SC213R01

During the time when your school building was closed to students because of COVID-19, how was instruction in your school organised?

(Please select one response in each row.)

| | None of the classes | Less than half of the classes | About half of the classes | More than half of the classes | All or almost all of the classes |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Classes were taught remotely using digital devices. | SC214Q01JA01 <input type="radio"/> | SC214Q01JA02 <input type="radio"/> | SC214Q01JA03 <input type="radio"/> | SC214Q01JA04 <input type="radio"/> | SC214Q01JA05 <input type="radio"/> |
| Students were asked to complete classes on their own based on materials distributed to them. | SC214Q02JA01 <input type="radio"/> | SC214Q02JA02 <input type="radio"/> | SC214Q02JA03 <input type="radio"/> | SC214Q02JA04 <input type="radio"/> | SC214Q02JA05 <input type="radio"/> |
| Classes were cancelled and not replaced by remote instruction. | SC214Q03JA01 <input type="radio"/> | SC214Q03JA02 <input type="radio"/> | SC214Q03JA03 <input type="radio"/> | SC214Q03JA04 <input type="radio"/> | SC214Q03JA05 <input type="radio"/> |

During the time when your school building was closed to students because of COVID-19, did your school make the following resources available to students to support their learning?

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Paper textbooks, workbooks, or worksheets | SC215Q01JA01 <input type="radio"/> | SC215Q01JA02 <input type="radio"/> |
| Digital textbooks, workbooks, or worksheets | SC215Q02JA01 <input type="radio"/> | SC215Q02JA02 <input type="radio"/> |
| Real-time lessons by a teacher from my school on a video communication program (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) | SC215Q03JA01 <input type="radio"/> | SC215Q03JA02 <input type="radio"/> |
| Recorded lessons or other digital material created by teachers from my school | SC215Q04JA01 <input type="radio"/> | SC215Q04JA02 <input type="radio"/> |
| Recorded lessons or other digital material created by others outside of school | SC215Q05JA01 <input type="radio"/> | SC215Q05JA02 <input type="radio"/> |
| Additional instructional resources for students with special learning needs | SC215Q06JA01 <input type="radio"/> | SC215Q06JA02 <input type="radio"/> |
| Additional instructional resources for students whose mother tongue is different from French | SC215Q07JA01 <input type="radio"/> | SC215Q07JA02 <input type="radio"/> |
| Lessons broadcast over television or radio | SC215Q08JA01 <input type="radio"/> | SC215Q08JA02 <input type="radio"/> |

SC215

During the time when your school building was closed to students because of COVID-19, to what extent was your school's capacity to provide remote instruction hindered by the following issues?

(Please select one response in each row.)

| | Not at all | Very little | To some extent | A lot |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Lack of access to digital devices among students | SC216Q01JA01 <input type="radio"/> | SC216Q01JA02 <input type="radio"/> | SC216Q01JA03 <input type="radio"/> | SC216Q01JA04 <input type="radio"/> |
| Lack of access to digital devices among teachers | SC216Q02JA01 <input type="radio"/> | SC216Q02JA02 <input type="radio"/> | SC216Q02JA03 <input type="radio"/> | SC216Q02JA04 <input type="radio"/> |
| Lack of access to the Internet among students | SC216Q03JA01 <input type="radio"/> | SC216Q03JA02 <input type="radio"/> | SC216Q03JA03 <input type="radio"/> | SC216Q03JA04 <input type="radio"/> |
| Lack of access to the Internet among teachers | SC216Q04JA01 <input type="radio"/> | SC216Q04JA02 <input type="radio"/> | SC216Q04JA03 <input type="radio"/> | SC216Q04JA04 <input type="radio"/> |
| Lack of learning management systems or school learning platforms (e.g. Blackboard®, Edmodo®, Moodle®, Google® Classroom™, Smartschool, HAPPI...) | SC216Q05JA01 <input type="radio"/> | SC216Q05JA02 <input type="radio"/> | SC216Q05JA03 <input type="radio"/> | SC216Q05JA04 <input type="radio"/> |
| Lack of educational materials for distance learning (e.g. textbooks, workbooks, worksheets, instructional videos) | SC216Q06JA01 <input type="radio"/> | SC216Q06JA02 <input type="radio"/> | SC216Q06JA03 <input type="radio"/> | SC216Q06JA04 <input type="radio"/> |
| Difficulty getting in touch with students while school buildings were closed | SC216Q07JA01 <input type="radio"/> | SC216Q07JA02 <input type="radio"/> | SC216Q07JA03 <input type="radio"/> | SC216Q07JA04 <input type="radio"/> |
| Shortage of teachers available to provide remote instruction | SC216Q08JA01 <input type="radio"/> | SC216Q08JA02 <input type="radio"/> | SC216Q08JA03 <input type="radio"/> | SC216Q08JA04 <input type="radio"/> |
| Lack of experience in providing remote instruction among teachers | SC216Q09JA01 <input type="radio"/> | SC216Q09JA02 <input type="radio"/> | SC216Q09JA03 <input type="radio"/> | SC216Q09JA04 <input type="radio"/> |

SC216

During the time when your school building was closed to students because of COVID-19, were teachers in your school asked to do the following things?

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Communicate with students through written notes or letters | SC217Q01JA01 <input type="radio"/> | SC217Q01JA02 <input type="radio"/> |
| Communicate with students through email | SC217Q02JA01 <input type="radio"/> | SC217Q02JA02 <input type="radio"/> |
| Conduct virtual office hours or meetings with students | SC217Q03JA01 <input type="radio"/> | SC217Q03JA02 <input type="radio"/> |
| Answer students' questions over the phone | SC217Q04JA01 <input type="radio"/> | SC217Q04JA02 <input type="radio"/> |
| Initiate calls to students (e.g. phone, Skype™) | SC217Q05JA01 <input type="radio"/> | SC217Q05JA02 <input type="radio"/> |
| Ask parents or guardians for their help with their child's distance learning | SC217Q06JA01 <input type="radio"/> | SC217Q06JA02 <input type="radio"/> |
| Initiate communications (e.g. email, phone, Skype™) with parents or guardians about their child's progress | SC217Q07JA01 <input type="radio"/> | SC217Q07JA02 <input type="radio"/> |
| Provide information to parents or guardians about how to help their child with school work | SC217Q08JA01 <input type="radio"/> | SC217Q08JA02 <input type="radio"/> |
| Keep track of students' completion of distance learning assignments | SC217Q10JA01 <input type="radio"/> | SC217Q10JA02 <input type="radio"/> |

SC217

During the time when your school building was closed to students because of COVID-19, did the school keep track of students' attendance in distance learning activities?

(Please select one response.)

| | |
|-----|---------------------------------------|
| Yes | SC218Q01JA01 <input type="radio"/> |
| No | SC218Q01JA02 <input type="radio"/> |

SC218

Rule: IF (^SC218Q01JA = 01) THEN GOTO ^SC219 ELSE GOTO ^SC221
Message:

SC218R01

During the time when your school building was closed to students because of COVID-19, approximately what percentage of students attended distance learning activities in a typical week?

(Please select one response.)

| | |
|-------------|---------------------------------------|
| 0% | SC219Q01JA01 <input type="radio"/> |
| 1% to 10% | SC219Q01JA02 <input type="radio"/> |
| 11% to 20% | SC219Q01JA03 <input type="radio"/> |
| 21% to 30% | SC219Q01JA04 <input type="radio"/> |
| 31% to 40% | SC219Q01JA05 <input type="radio"/> |
| 41% to 50% | SC219Q01JA06 <input type="radio"/> |
| 51% to 60% | SC219Q01JA07 <input type="radio"/> |
| 61% to 70% | SC219Q01JA08 <input type="radio"/> |
| 71% to 80% | SC219Q01JA09 <input type="radio"/> |
| 81% to 90% | SC219Q01JA10 <input type="radio"/> |
| 91% to 100% | SC219Q01JA11 <input type="radio"/> |

SC219

During the time when your school building was closed to students because of COVID-19, approximately what percentage of students did not attend any distance learning activities?

If your school closed multiple times because of COVID-19, please provide the approximate mean percentage across all instances.

(Please select one response.)

| | |
|-------------|---------------------------------------|
| 0% | SC220Q01JA01 <input type="radio"/> |
| 1% to 10% | SC220Q01JA02 <input type="radio"/> |
| 11% to 20% | SC220Q01JA03 <input type="radio"/> |
| 21% to 30% | SC220Q01JA04 <input type="radio"/> |
| 31% to 40% | SC220Q01JA05 <input type="radio"/> |
| 41% to 50% | SC220Q01JA06 <input type="radio"/> |
| 51% to 60% | SC220Q01JA07 <input type="radio"/> |
| 61% to 70% | SC220Q01JA08 <input type="radio"/> |
| 71% to 80% | SC220Q01JA09 <input type="radio"/> |
| 81% to 90% | SC220Q01JA10 <input type="radio"/> |
| 91% to 100% | SC220Q01JA11 <input type="radio"/> |

SC220

During the time when your school building was closed to students because of COVID-19, were the following resources used to support teachers in providing remote instruction?

(Please select one response in each row.)

| | Yes | No |
|--|---------------------------------------|---------------------------------------|
| Regular meetings with other teachers and staff | SC221Q01JA01 <input type="radio"/> | SC221Q01JA02 <input type="radio"/> |
| Online platforms and tools for self-directed or collaborative learning (e.g. online forums, discussion boards, professional communities) | SC221Q02JA01 <input type="radio"/> | SC221Q02JA02 <input type="radio"/> |
| Tools that help teachers develop remote instruction plans (e.g. digital lesson planners, compiled resources and guides offered by organisations) | SC221Q03JA01 <input type="radio"/> | SC221Q03JA02 <input type="radio"/> |
| Professional development activities focused on how to provide remote instruction | SC221Q04JA01 <input type="radio"/> | SC221Q04JA02 <input type="radio"/> |

During the time when your school building was closed to students because of COVID-19, to what extent did you feel your school was supported by the following groups?

(Please select one response in each row.)

| | Not at all | Very little | To some extent | A lot |
|--------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| The Ministry of Education | SC222Q02JA01 <input type="radio"/> | SC222Q02JA02 <input type="radio"/> | SC222Q02JA03 <input type="radio"/> | SC222Q02JA04 <input type="radio"/> |
| The school governing board | SC222Q03JA01 <input type="radio"/> | SC222Q03JA02 <input type="radio"/> | SC222Q03JA03 <input type="radio"/> | SC222Q03JA04 <input type="radio"/> |
| Students' parents or guardians | SC222Q04JA01 <input type="radio"/> | SC222Q04JA02 <input type="radio"/> | SC222Q04JA03 <input type="radio"/> | SC222Q04JA04 <input type="radio"/> |
| Private donors | SC222Q05JA01 <input type="radio"/> | SC222Q05JA02 <input type="radio"/> | SC222Q05JA03 <input type="radio"/> | SC222Q05JA04 <input type="radio"/> |

Has your school taken any of the following actions to prepare for remote instruction?

(Please select one response in each row.)

| | Yes, as a standard practice before COVID-19 | Yes, in response to COVID-19 | No |
|---|---|---------------------------------------|---------------------------------------|
| Training teaching staff on the use of video communication programs (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) for remote instruction | SC223Q01JA01 <input type="radio"/> | SC223Q01JA02 <input type="radio"/> | SC223Q01JA03 <input type="radio"/> |
| Training students on the use of video communication programs (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) for remote instruction | SC223Q02JA01 <input type="radio"/> | SC223Q02JA02 <input type="radio"/> | SC223Q02JA03 <input type="radio"/> |
| Preparing digital material for remote instruction (e.g. reorganising existing resources, designing new resources) | SC223Q03JA01 <input type="radio"/> | SC223Q03JA02 <input type="radio"/> | SC223Q03JA03 <input type="radio"/> |
| Preparing paper-based material for remote instruction (e.g. reorganising existing resources, designing new resources) | SC223Q04JA01 <input type="radio"/> | SC223Q04JA02 <input type="radio"/> | SC223Q04JA03 <input type="radio"/> |
| Adapting existing curriculum plans for remote instruction (e.g. modifying course requirements, sequence of lessons, grading policies) | SC223Q05JA01 <input type="radio"/> | SC223Q05JA02 <input type="radio"/> | SC223Q05JA03 <input type="radio"/> |
| Preparing digital materials for assessing student learning via online assessment (e.g. quizzes, tests) | SC223Q06JA01 <input type="radio"/> | SC223Q06JA02 <input type="radio"/> | SC223Q06JA03 <input type="radio"/> |
| Compiling instructional resources for parents or guardians to support their child's learning outside the school | SC223Q07JA01 <input type="radio"/> | SC223Q07JA02 <input type="radio"/> | SC223Q07JA03 <input type="radio"/> |
| Ensuring that students have access to digital devices for remote instruction | SC223Q08JA01 <input type="radio"/> | SC223Q08JA02 <input type="radio"/> | SC223Q08JA03 <input type="radio"/> |
| Ensuring that teaching staff have access to digital resources for remote instruction | SC223Q09JA01 <input type="radio"/> | SC223Q09JA02 <input type="radio"/> | SC223Q09JA03 <input type="radio"/> |
| Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction | SC223Q10JA01 <input type="radio"/> | SC223Q10JA02 <input type="radio"/> | SC223Q10JA03 <input type="radio"/> |

SC223

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

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

(Please select one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 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"/> |

SC155

Overall, how prepared do you feel your school is for providing remote instruction if your school building closed to students for an extended period in the future?

(Please select one response.)

| | |
|---------------------|---------------------------------------|
| Not prepared at all | SC224Q01JA01 <input type="radio"/> |
| Not very prepared | SC224Q01JA02 <input type="radio"/> |
| Well prepared | SC224Q01JA03 <input type="radio"/> |
| Very well prepared | SC224Q01JA04 <input type="radio"/> |

SC224

With respect to the PISA test in your school, have you done any of the following?

(Please select one response in each row.)

| | Yes | No |
|--|---|---|
| I have spoken to teachers at my school about the importance of the PISA test. | SC209Q04JA0 1 <input type="radio"/> | SC209Q04JA0 2 <input type="radio"/> |
| I have spoken to parents or guardians about the importance of the PISA test. | SC209Q05JA0 1 <input type="radio"/> | SC209Q05JA0 2 <input type="radio"/> |
| I have encouraged the students at my school to do their best during the PISA test. | SC209Q06JA0 1 <input type="radio"/> | SC209Q06JA0 2 <input type="radio"/> |

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

