Dear School Leader,

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.

SCIntro1

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 ○
A small town (3 000 to about 15 000 people)	SC001Q01TA02 ○
A town (15 000 to about 100 000 people)	SC001Q01TA03 ○
A city (100 000 to about 1 000 000 people)	SC001Q01TA04 ○
A large city (1 000 000 to about 10 000 000 people)	SC001Q01TA05 ○
A megacity (with over 10 000 000 people)	SC001Q01JA06 ○

SC001

Is your school a government or a private school?

(Please select one response.)

A government school *(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)*	SC013Q01TA01 ○
A private school *(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)*	SC013Q01TA02 ○

SC013

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	SC014Q01TA01 ○
Another not-for-profit organisation	SC014Q01TA02 ○
A for-profit organisation	SC014Q01TA03 ○
The government	SC014Q01JA04 ○

SC014

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)	SC016Q01TA01
Student fees or school charges paid by parents or guardians	SC016Q02TA01
Benefactors, donations, bequests, sponsorships, parent or guardian fundraising	SC016Q03TA01
Other	SC016Q04TA01

SC016

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 ○
There is one other school in this area that competes for our students.	SC011Q01TA02 ○
There are no other schools in this area that compete for our students.	SC011Q01TA03 ○

SC011

As of 1 May 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:	SC002Q01TA01
Number of girls:	SC002Q02TA01

SC002

Approximately what percentage of students in Year 10 (for secondary schools) or Lower Sixth 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 mother tongue is different from English	SC211Q01JA01 0% 100%
Students with special learning needs	SC211Q02JA01 0% 100%
Students from socioeconomically disadvantaged homes	SC211Q03JA01 0% 100%
Students who are immigrants (not including refugees)	SC211Q04JA01 0% 100%
Students who have parents who have immigrated	SC211Q05JA01 0% 100%
Students who are refugees	SC211Q06JA01 0% 100%

SC211

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?

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	SC018Q01TA02
Teachers fully certified by the Ministry of Education or Ministry of Religious Affairs	SC018Q02TA01	SC018Q02TA02
Teachers with a Bachelor's degree or equivalent qualification	SC018Q08JA01	SC018Q08JA02
Teachers with a Master's degree or equivalent qualification	SC018Q09JA01	SC018Q09JA02
Teachers with a Doctoral degree or equivalent qualification	SC018Q10JA01	SC018Q10JA02

SC018

How many mathematics teachers at your school have the following qualifications?

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	SC182Q01WA02
Teachers of mathematics fully certified by the Ministry of Education or Ministry of Religious Affairs	SC182Q06WA01	SC182Q06WA02
Teachers of mathematics with at least a Bachelor's degree or equivalent qualification	SC182Q07JA01	SC182Q07JA02
Teachers of mathematics with at least a Bachelor's degree or equivalent qualification with a major in mathematics	SC182Q08JA01	SC182Q08JA02
Teachers of mathematics with at least a Bachelor's degree or equivalent qualification in education	SC182Q09JA01	SC182Q09JA02
Teachers of mathematics with a Higher National Diploma (HND), Advanced Diploma, Level 5 HND, Higher National Certificate or equivalent but not a Bachelor's degree or equivalent qualification	SC182Q10JA01	SC182Q10JA02

SC182

For each type of position listed below, please indicate the number of <u>non-teaching</u> 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 year levels/ages they support *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*	SC168Q01JA01
School administrative personnel *Including receptionists, secretaries, and administration assistants*	SC168Q02JA01
School management personnel *Including principals, assistant principals, and other staff whose main activity is management*	SC168Q03JA01
Other non-teaching staff	SC168Q04JA01

SC168

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 ○	SC012Q01TA02 ○	SC012Q01TA03 ○
Recommendation of feeder schools	SC012Q02TA01 ○	SC012Q02TA02 ○	SC012Q02TA03 ○
Parents' or guardians' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 ○	SC012Q03TA02 ○	SC012Q03TA03 ○
Whether the student requires or is interested in a special programme	SC012Q04TA01 ○	SC012Q04TA02 ○	SC012Q04TA03 ○
Preference given to family members of current or former students	SC012Q05TA01 ○	SC012Q05TA02 ○	SC012Q05TA03 ○
Residence in a particular area	SC012Q06TA01 ○	SC012Q06TA02 ○	SC012Q06TA03 ○
Student's disciplinary record in this or another school	SC012Q08JA01 ○	SC012Q08JA02 ○	SC012Q08JA03 ○
Student's parental status or pregnancy	SC012Q10JA01 ○	SC012Q10JA02 ○	SC012Q10JA03 ○
Student's working status	SC012Q11JA01 ○	SC012Q11JA02 ○	SC012Q11JA03 ○
Student's cultural or ethnic background	SC012Q12JA01 ○	SC012Q12JA02 ○	SC012Q12JA03 ○

SC012

In your school, how likely is it that a student in Year 10 (for secondary schools) or Lower Sixth 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	SC185Q01WA01 ○	SC185Q01WA02 ○	SC185Q01WA03 ○
High academic achievement	SC185Q02WA01 ○	SC185Q02WA02 ○	SC185Q02WA03 ○
Behavioural problems	SC185Q03WA01 ○	SC185Q03WA02 ○	SC185Q03WA03 ○
Special learning needs	SC185Q04WA01 ○	SC185Q04WA02 ○	SC185Q04WA03 ○
Parents' or guardians' request	SC185Q05WA01 ○	SC185Q05WA02 ○	SC185Q05WA03 ○

SC185

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	National authority
Appointing or hiring teachers	SC202Q01JA01 ○	SC202Q01JA02 ○	SC202Q01JA03 ○	SC202Q01JA06 ○
Dismissing or suspending teachers from employment	SC202Q02JA01 ○	SC202Q02JA02 ○	SC202Q02JA03 ○	SC202Q02JA06 ○
Establishing teachers' starting salaries, including setting pay scales	SC202Q03JA01 ○	SC202Q03JA02 ○	SC202Q03JA03 ○	SC202Q03JA06 ○
Determining teachers' salary increases	SC202Q04JA01 ○	SC202Q04JA02 ○	SC202Q04JA03 ○	SC202Q04JA06 ○
Formulating the school budget	SC202Q05JA01 ○	SC202Q05JA02 ○	SC202Q05JA03 ○	SC202Q05JA06 ○
Deciding on budget allocations	SC202Q06JA01 ○	SC202Q06JA02 ○	SC202Q06JA03 ○	SC202Q06JA06 ○
Establishing student disciplinary policies and procedures	SC202Q07JA01 ○	SC202Q07JA02 ○	SC202Q07JA03 ○	SC202Q07JA06 ○
Establishing student assessment policies, including national assessments	SC202Q08JA01 ○	SC202Q08JA02 ○	SC202Q08JA03 ○	SC202Q08JA06 ○
Approving students for admission to the school	SC202Q09JA01 ○	SC202Q09JA02 ○	SC202Q09JA03 ○	SC202Q09JA06 ○
Choosing which learning materials are used	SC202Q10JA01 ○	SC202Q10JA02 ○	SC202Q10JA03 ○	SC202Q10JA06 ○
Determining course content, including national curricula	SC202Q11JA01 ○	SC202Q11JA02 ○	SC202Q11JA03 ○	SC202Q11JA06 ○
Deciding which courses are offered	SC202Q12JA01 ○	SC202Q12JA02 ○	SC202Q12JA03 ○	SC202Q12JA06 ○

SC202

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	SC201Q01JA01 ○	SC201Q01JA02 ○	SC201Q01JA03 ○	SC201Q01JA04 ○	SC201Q01JA05 ○
Providing feedback to teachers based on observations of instruction in the classroom	SC201Q03JA01 ○	SC201Q03JA02 ○	SC201Q03JA03 ○	SC201Q03JA04 ○	SC201Q03JA05 ○
Taking actions to support co-operation among teachers to develop new teaching practices	SC201Q04JA01 ○	SC201Q04JA02 ○	SC201Q04JA03 ○	SC201Q04JA04 ○	SC201Q04JA05 ○
Taking actions to ensure that teachers take responsibility for improving their teaching skills	SC201Q05JA01 ○	SC201Q05JA02 ○	SC201Q05JA03 ○	SC201Q05JA04 ○	SC201Q05JA05 ○
Taking actions to ensure that teachers feel responsible for their students' learning outcomes	SC201Q06JA01 ○	SC201Q06JA02 ○	SC201Q06JA03 ○	SC201Q06JA04 ○	SC201Q06JA05 ○
Providing parents or guardians with information on the school and student performance	SC201Q07JA01 ○	SC201Q07JA02 ○	SC201Q07JA03 ○	SC201Q07JA04 ○	SC201Q07JA05 ○
Working on a professional development plan for this school	SC201Q11JA01 ○	SC201Q11JA02 ○	SC201Q11JA03 ○	SC201Q11JA04 ○	SC201Q11JA05 ○

SC201

The goal of the following set of questions is to gather information about the student-digital device ratio for students in Year 10 (for secondary schools) or Lower Sixth 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 10 (for secondary schools) or Lower Sixth?	SC004Q01TA01
Approximately, how many desktop or laptop computers are available for these students for educational purposes?	SC004Q02TA01
Approximately, how many of these desktop or laptop computers are connected to the Internet?	SC004Q03TA01
Approximately, how many tablet devices (e.g. iPad®, Galaxy Book®, Fire®) or e-book readers (i.e. portable device for reading books on screen, e.g. Amazon® KindleTM, Kobo) are available for these students for educational purposes?	SC004Q08JA01
Approximately, how many interactive whiteboards are available in the school altogether?	SC004Q05NA01
Approximately, how many data projectors are available in the school altogether?	SC004Q06NA01
Approximately, how many desktop or laptop computers with Internet connection are available **for teachers** in your school?	SC004Q07NA01

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 ○	SC190Q01JA0 2 ○
The use of mobile phones is not allowed on the school premises.	SC190Q02JA0 1 ○	SC190Q02JA0 2 ○
The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	SC190Q05JA0 1 ○	SC190Q05JA0 2 ○
Teachers establish rules for when students may use digital devices during lessons.	SC190Q06JA0 1 ○	SC190Q06JA0 2 ○
Teachers establish rules in collaboration with students about their use of digital resources at school or in class.	SC190Q07JA0 1 ○	SC190Q07JA0 2 ○
The school has a specific programme to prepare students for responsible Internet behaviour.	SC190Q08JA0 1 ○	SC190Q08JA0 2 ○
The school has a specific policy about using social networks (e.g. Facebook®) in teaching and learning.	SC190Q09JA0 1 ○	SC190Q09JA0 2 ○
The school has a specific programme to promote collaboration on the use of digital devices among teachers.	SC190Q10JA0 1 ○	SC190Q10JA0 2 ○
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 ○	SC190Q11JA0 2 ○

SC190

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 ⊙	SC037Q01TA02 ⊙	SC037Q01TA03 ⊙
External evaluation	SC037Q02TA01 ⊙	SC037Q02TA02 ⊙	SC037Q02TA03 ⊙
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 ⊙	SC037Q03TA02 ⊙	SC037Q03TA03 ⊙
Written specification of student performance standards	SC037Q04TA01 ⊙	SC037Q04TA02 ⊙	SC037Q04TA03 ⊙
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 ⊙	SC037Q05NA02 ⊙	SC037Q05NA03 ⊙
Systematic recording of student test results and graduation rates	SC037Q06NA01 ⊙	SC037Q06NA02 ⊙	SC037Q06NA03 ⊙
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 ⊙	SC037Q07TA02 ⊙	SC037Q07TA03 ⊙
Teacher mentoring	SC037Q08TA01 ⊙	SC037Q08TA02 ⊙	SC037Q08TA03 ⊙
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 ⊙	SC037Q09TA02 ⊙	SC037Q09TA03 ⊙
Implementation of a standardised policy for mathematics subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q11JA01 ⊙	SC037Q11JA02 ⊙	SC037Q11JA03 ⊙

SC037

Thinking about the last <u>external evaluation</u> 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 ○	SC200Q01JA0 2 ○	SC200Q01JA0 3 ○
We used the data to plan specific action for school development.	SC200Q02JA0 1 ○	SC200Q02JA0 2 ○	SC200Q02JA0 3 ○
We used the data to plan specific action for the improvement of teaching.	SC200Q03JA0 1 ○	SC200Q03JA0 2 ○	SC200Q03JA0 3 ○
We put measures derived from the results of external evaluations into practice.	SC200Q04JA0 1 ○	SC200Q04JA0 2 ○	SC200Q04JA0 3 ○

SC200

During the last academic year, 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	SC032Q01TA01 ○	SC032Q01TA02 ○
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 ○	SC032Q02TA02 ○
Principal or senior staff observations of lessons	SC032Q03TA01 ○	SC032Q03TA02 ○
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 ○	SC032Q04TA02 ○

SC032

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 ○	SC193Q01WA02 ○	SC193Q01WA03 ○	SC193Q01WA04 ○
A financial bonus or another kind of monetary reward	SC193Q02WA01 ○	SC193Q02WA02 ○	SC193Q02WA03 ○	SC193Q02WA04 ○
Opportunities for professional development activities	SC193Q03WA01 ○	SC193Q03WA02 ○	SC193Q03WA03 ○	SC193Q03WA04 ○
A change in the likelihood of career advancement	SC193Q04WA01 ○	SC193Q04WA02 ○	SC193Q04WA03 ○	SC193Q04WA04 ○
Public recognition from you	SC193Q05WA01 ○	SC193Q05WA02 ○	SC193Q05WA03 ○	SC193Q05WA04 ○
Changes in work responsibilities that make the job more attractive	SC193Q06WA01 ○	SC193Q06WA02 ○	SC193Q06WA03 ○	SC193Q06WA04 ○
A role in school development initiatives (e.g. curriculum development group, development of school objectives)	SC193Q07WA01 ○	SC193Q07WA02 ○	SC193Q07WA03 ○	SC193Q07WA04 ○

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	SC025Q01NA01 0% 100%
Staff who teach mathematics at your school	SC025Q02NA01 0% 100%

SC025

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.	SC027Q02NA01 ○	SC027Q02NA02 ○
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 ○	SC027Q03NA02 ○
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 ○	SC027Q04NA02 ○

SC027

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.	SC183Q02JA01 ○	SC183Q02JA02 ○
Our school organises in-service workshops, which deal with specific issues that our mathematics teachers face.	SC183Q03JA01 ○	SC183Q03JA02 ○
Our school organises in-service workshops for specific mathematics teachers (e.g. newly appointed teachers).	SC183Q04JA01 ○	SC183Q04JA02 ○

SC183

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	SC184Q01JA01 ○	SC184Q01JA02 ○
Mathematics pedagogy/instruction	SC184Q02JA01 ○	SC184Q02JA02 ○
Mathematics curriculum	SC184Q03JA01 ○	SC184Q03JA02 ○
Integrating digital resources into mathematics instruction	SC184Q04JA01 ○	SC184Q04JA02 ○
Improving students' critical thinking or problem solving skills	SC184Q05JA01 ○	SC184Q05JA02 ○
Mathematics assessment	SC184Q06JA01 ○	SC184Q06JA02 ○
Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	SC184Q07JA01 ○	SC184Q07JA02 ○

SC184

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 ○	SC017Q01NA02 ○	SC017Q01NA03 ○	SC017Q01NA04 ○
Inadequate or poorly qualified teaching staff.	SC017Q02NA01 ○	SC017Q02NA02 ○	SC017Q02NA03 ○	SC017Q02NA04 ○
A lack of assisting staff.	SC017Q03NA01 ○	SC017Q03NA02 ○	SC017Q03NA03 ○	SC017Q03NA04 ○
Inadequate or poorly qualified assisting staff.	SC017Q04NA01 ○	SC017Q04NA02 ○	SC017Q04NA03 ○	SC017Q04NA04 ○
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q05NA01 ○	SC017Q05NA02 ○	SC017Q05NA03 ○	SC017Q05NA04 ○
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	SC017Q06NA01 ○	SC017Q06NA02 ○	SC017Q06NA03 ○	SC017Q06NA04 ○
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q07NA01 ○	SC017Q07NA02 ○	SC017Q07NA03 ○	SC017Q07NA04 ○
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q08NA01 ○	SC017Q08NA02 ○	SC017Q08NA03 ○	SC017Q08NA04 ○
A lack of digital resources (e.g. desktop or laptop computers, Internet access, learning management systems or school learning platforms)	SC017Q09JA01 ○	SC017Q09JA02 ○	SC017Q09JA03 ○	SC017Q09JA04 ○
Inadequate or poor quality digital resources (e.g. desktop or laptop computers, Internet access, learning management systems or school learning platforms)	SC017Q10JA01 ○	SC017Q10JA02 ○	SC017Q10JA03 ○	SC017Q10JA04 ○

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 ○	SC061Q01TA02 ○	SC061Q01TA03 ○	SC061Q01TA04 ○
Students skipping classes	SC061Q02TA01 ○	SC061Q02TA02 ○	SC061Q02TA03 ○	SC061Q02TA04 ○
Students lacking respect for teachers	SC061Q03TA01 ○	SC061Q03TA02 ○	SC061Q03TA03 ○	SC061Q03TA04 ○
Student use of alcohol or illegal drugs	SC061Q04TA01 ○	SC061Q04TA02 ○	SC061Q04TA03 ○	SC061Q04TA04 ○
Students intimidating or bullying other students	SC061Q05TA01 ○	SC061Q05TA02 ○	SC061Q05TA03 ○	SC061Q05TA04 ○
Students not being attentive	SC061Q11HA01 ○	SC061Q11HA02 ○	SC061Q11HA03 ○	SC061Q11HA04 ○
Teachers not meeting individual students' needs	SC061Q06TA01 ○	SC061Q06TA02 ○	SC061Q06TA03 ○	SC061Q06TA04 ○
Teacher absenteeism	SC061Q07TA01 ○	SC061Q07TA02 ○	SC061Q07TA03 ○	SC061Q07TA04 ○
Staff resisting change	SC061Q08TA01 ○	SC061Q08TA02 ○	SC061Q08TA03 ○	SC061Q08TA04 ○
Teachers being too strict with students	SC061Q09TA01 ○	SC061Q09TA02 ○	SC061Q09TA03 ○	SC061Q09TA04 ○
Teachers not being well prepared for classes	SC061Q10TA01 ○	SC061Q10TA02 ○	SC061Q10TA03 ○	SC061Q10TA04 ○

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 ○	SC172Q02JA0 2 ○	SC172Q02JA0 3 ○	SC172Q02JA0 4 ○
Vandalism	SC172Q03JA0 1 ○	SC172Q03JA0 2 ○	SC172Q03JA0 3 ○	SC172Q03JA0 4 ○
Theft	SC172Q04JA0 1 ○	SC172Q04JA0 2 ○	SC172Q04JA0 3 ○	SC172Q04JA0 4 ○
Intimidation or verbal abuse among students (including texting, emailing, etc.)	SC172Q05JA0 1 ○	SC172Q05JA0 2 ○	SC172Q05JA0 3 ○	SC172Q05JA0 4 ○
Physical injury caused by students to other students	SC172Q06JA0 1 ○	SC172Q06JA0 2 ○	SC172Q06JA0 3 ○	SC172Q06JA0 4 ○
Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	SC172Q07JA0 1 ○	SC172Q07JA0 2 ○	SC172Q07JA0 3 ○	SC172Q07JA0 4 ○

SC172

During the last 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 ⊙	SC173Q01JA0 2 ⊙	SC173Q01JA0 3 ⊙	SC173Q01JA0 4 ⊙	SC173Q01JA0 5 ⊙
They encouraged students of different backgrounds to resolve disagreements by finding common ground.	SC173Q02JA0 1 ⊙	SC173Q02JA0 2 ⊙	SC173Q02JA0 3 ⊙	SC173Q02JA0 4 ⊙	SC173Q02JA0 5 ⊙
They supported activities or organisations that encourage students' expression of diverse identities.	SC173Q03JA0 1 ⊙	SC173Q03JA0 2 ⊙	SC173Q03JA0 3 ⊙	SC173Q03JA0 4 ⊙	SC173Q03JA0 5 ⊙
They taught students how to respond to discrimination.	SC173Q04JA0 1 ⊙	SC173Q04JA0 2 ⊙	SC173Q04JA0 3 ⊙	SC173Q04JA0 4 ⊙	SC173Q04JA0 5 ⊙
They taught students to be inclusive of others with different backgrounds.	SC173Q05JA0 1 ⊙	SC173Q05JA0 2 ⊙	SC173Q05JA0 3 ⊙	SC173Q05JA0 4 ⊙	SC173Q05JA0 5 ⊙
They provided additional support for students from disadvantaged backgrounds.	SC173Q06JA0 1 ⊙	SC173Q06JA0 2 ⊙	SC173Q06JA0 3 ⊙	SC173Q06JA0 4 ⊙	SC173Q06JA0 5 ⊙

SC173

During the last 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	SC064Q05WA01 0% 100%
Discussed their child's behaviour on the initiative of one of their child's teachers	SC064Q06WA01 0% 100%
Discussed their child's progress with a teacher on the parents' or guardians' own initiative	SC064Q01TA01 0% 100%
Discussed their child's progress on the initiative of one of their child's teachers	SC064Q02TA01 0% 100%
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	SC064Q04NA01 0% 100%
Participated in local school government, (e.g. parent council or school management committee)	SC064Q03TA01 0% 100%
Assisted in fundraising for the school	SC064Q07WA01 0% 100%

SC064

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 the last 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 ○	SC192Q01JA0 2 ○	SC192Q01JA0 3 ○	SC192Q01JA0 4 ○
Initiated communications with parents or guardians about school programmes	SC192Q02JA0 1 ○	SC192Q02JA0 2 ○	SC192Q02JA0 3 ○	SC192Q02JA0 4 ○
Initiated communications with parents or guardians about their child's progress	SC192Q03JA0 1 ○	SC192Q03JA0 2 ○	SC192Q03JA0 3 ○	SC192Q03JA0 4 ○
Included parents or guardians in making school decisions	SC192Q04JA0 1 ○	SC192Q04JA0 2 ○	SC192Q04JA0 3 ○	SC192Q04JA0 4 ○
Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	SC192Q05JA0 1 ○	SC192Q05JA0 2 ○	SC192Q05JA0 3 ○	SC192Q05JA0 4 ○
Provided information to parents or guardians about how to help students improve their skills in mathematics	SC192Q06JA0 1 ○	SC192Q06JA0 2 ○	SC192Q06JA0 3 ○	SC192Q06JA0 4 ○

SC192

How many minutes, on average, are there in a class period for Year 10 (for secondary schools) or Lower Sixth students taking the following subjects?

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

Mathematics	SC175Q01JA01
	0 120 or more
Average minutes in a class period across all subjects, including Mathematics	SC175Q02JA01
	0 120 or more

SC175

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 Year 10 (for secondary schools) or Lower Sixth in your school?

(Please select one response.)

15 students or fewer	SC176Q01JA01 ○
16-20 students	SC176Q01JA02 ○
21-25 students	SC176Q01JA03 ○
26-30 students	SC176Q01JA04 ○
31-35 students	SC176Q01JA05 ○
36-40 students	SC176Q01JA06 ○
41-45 students	SC176Q01JA07 ○
46-50 students	SC176Q01JA08 ○
More than 50 students	SC176Q01JA09 ○

SC176

What is the average size of English classes in Year 10 (for secondary schools) or Lower Sixths in your school?

(Please select one response.)

15 students or fewer	SC003Q01TA01 ○
16-20 students	SC003Q01TA02 ○
21-25 students	SC003Q01TA03 ○
26-30 students	SC003Q01TA04 ○
31-35 students	SC003Q01TA05 ○
36-40 students	SC003Q01TA06 ○
41-45 students	SC003Q01TA07 ○
46-50 students	SC003Q01TA08 ○
More than 50 students	SC003Q01TA09 ○

SC003

How many foreign languages are being taught at your school in 2022?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses in 2022.)

Number of foreign languages	SC174Q01JA01

SC174

In 2022, which of the following activities does your school offer to students in Year 10 (for secondary schools) or Lower Sixth?

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 ○	SC053Q01TA02 ○
School play or school musical	SC053Q02TA01 ○	SC053Q02TA02 ○
School yearbook, newspaper or magazine	SC053Q03TA01 ○	SC053Q03TA02 ○
Volunteering or service activities, e.g. Coin chain, cleaning campaign	SC053Q04TA01 ○	SC053Q04TA02 ○
Mathematics club	SC053Q05NA01 ○	SC053Q05NA02 ○
Mathematics competitions, e.g. School Mathematics Olympiad	SC053Q06NA01 ○	SC053Q06NA02 ○
Chess club	SC053Q07TA01 ○	SC053Q07TA02 ○
Club with a focus on computers (e.g. programming or coding)	SC053Q08TA01 ○	SC053Q08TA02 ○
Art club or art activities	SC053Q09TA01 ○	SC053Q09TA02 ○
Sporting team or sporting activities	SC053Q10TA01 ○	SC053Q10TA02 ○
National event e.g. His Majesty's Birthday, National Day, islamic religious event	SC053Q11TA01 ○	SC053Q11TA02 ○

SC053

For students in Year 10 (for secondary schools) or Lower Sixth, 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	SC212Q01JA01 ○	SC212Q01JA02 ○
Staff help with homework	SC212Q02JA01 ○	SC212Q02JA02 ○
Peer-to-peer tutoring	SC212Q03JA01 ○	SC212Q03JA02 ○

SC212

Generally, in your school, how often are students in Year 10 (for secondary schools) or Lower Sixth 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. Student Assessment Tracker	SC034Q01NA01 ○	SC034Q01NA02 ○	SC034Q01NA03 ○	SC034Q01NA04 ○	SC034Q01NA05 ○
Non-mandatory standardised tests (e.g. publicly or commercially available standardised test material like Entrance to Tahfiz Institute)	SC034Q02NA01 ○	SC034Q02NA02 ○	SC034Q02NA03 ○	SC034Q02NA04 ○	SC034Q02NA05 ○
Teacher-developed tests	SC034Q03TA01 ○	SC034Q03TA02 ○	SC034Q03TA03 ○	SC034Q03TA04 ○	SC034Q03TA05 ○
Teachers' judgmental ratings	SC034Q04TA01 ○	SC034Q04TA02 ○	SC034Q04TA03 ○	SC034Q04TA04 ○	SC034Q04TA05 ○

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 Year 10 (for secondary schools) or Lower Sixth 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 to district or national performance	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 SC025Q14NA	Teacher-developed tests SC025Q14NB
To award certificates to students	Select... Yes No	Select... Yes No

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in Year 10 (for secondary schools) or Lower Sixth?

(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 ○	SC042Q01TA02 ○	SC042Q01TA03 ○
Students are grouped by ability within their classes.	SC042Q02TA01 ○	SC042Q02TA02 ○	SC042Q02TA03 ○

SC042

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 Year 10 (for secondary schools) or Lower Sixth 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 ○	SC187Q01WA 02 ○	SC187Q01WA 03 ○
Different classes study different content or sets of mathematics topics that have different levels of difficulty.	SC187Q02WA 01 ○	SC187Q02WA 02 ○	SC187Q02WA 03 ○
Students are grouped by ability within their mathematics classes.	SC187Q03WA 01 ○	SC187Q03WA 02 ○	SC187Q03WA 03 ○
In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	SC187Q04WA 01 ○	SC187Q04WA 02 ○	SC187Q04WA 03 ○

SC187

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 ○	SC177Q01JA02 ○	SC177Q01JA03 ○	SC177Q01JA04 ○
Choosing the level of difficulty of a student's mathematics course(s)	SC177Q02JA01 ○	SC177Q02JA02 ○	SC177Q02JA03 ○	SC177Q02JA04 ○
Choosing the number of mathematics courses or class periods that a student takes	SC177Q03JA01 ○	SC177Q03JA02 ○	SC177Q03JA03 ○	SC177Q03JA04 ○

SC177

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
Local curriculum standards or curriculum guides	SC188C01JA0 1 ○	SC188C01JA0 2 ○	SC188C01JA0 3 ○	SC188C01JA0 4 ○
National curriculum standards or frameworks	SC188C02JA0 1 ○	SC188C02JA0 2 ○	SC188C02JA0 3 ○	SC188C02JA0 4 ○
International curriculum standards or curriculum guide	SC188C03JA0 1 ○	SC188C03JA0 2 ○	SC188C03JA0 3 ○	SC188C03JA0 4 ○
In-school curriculum frameworks and standards for learning	SC188C04JA0 1 ○	SC188C04JA0 2 ○	SC188C04JA0 3 ○	SC188C04JA0 4 ○
Results from local assessments	SC188C05JA0 1 ○	SC188C05JA0 2 ○	SC188C05JA0 3 ○	SC188C05JA0 4 ○
Results from national assessments	SC188C06JA0 1 ○	SC188C06JA0 2 ○	SC188C06JA0 3 ○	SC188C06JA0 4 ○
Results from international assessments	SC188C07JA0 1 ○	SC188C07JA0 2 ○	SC188C07JA0 3 ○	SC188C07JA0 4 ○
Recommendations from school mathematics department	SC188C08JA0 1 ○	SC188C08JA0 2 ○	SC188C08JA0 3 ○	SC188C08JA0 4 ○
Discretion of individual teachers	SC188C09JA0 1 ○	SC188C09JA0 2 ○	SC188C09JA0 3 ○	SC188C09JA0 4 ○
Results from school assessments (e.g. quizzes or tests created by teachers)	SC188C10JA0 1 ○	SC188C10JA0 2 ○	SC188C10JA0 3 ○	SC188C10JA0 4 ○
Commercially designed programmes	SC188C11JA0 1 ○	SC188C11JA0 2 ○	SC188C11JA0 3 ○	SC188C11JA0 4 ○

SC188

Generally, in your school, how often are students in Year 10 (for secondary schools) or Lower Sixth 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. Student Assessment Tracker	SC195Q01JA0 1 ○	SC195Q01JA0 2 ○	SC195Q01JA0 3 ○	SC195Q01JA0 4 ○	SC195Q01JA0 5 ○
Non-mandatory standardised tests in mathematics (e.g. publicly or commercially available standardised test material like Mathematics Screening Tests for students with special needs)	SC195Q02JA0 1 ○	SC195Q02JA0 2 ○	SC195Q02JA0 3 ○	SC195Q02JA0 4 ○	SC195Q02JA0 5 ○
Teacher-developed mathematics tests	SC195Q03JA0 1 ○	SC195Q03JA0 2 ○	SC195Q03JA0 3 ○	SC195Q03JA0 4 ○	SC195Q03JA0 5 ○
Teachers' judgmental ratings in mathematics	SC195Q04JA0 1 ○	SC195Q04JA0 2 ○	SC195Q04JA0 3 ○	SC195Q04JA0 4 ○	SC195Q04JA0 5 ○

SC195

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

*Achievement data include **aggregated** school or year-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)	SC198Q01JA01 ○	SC198Q01JA02 ○
Mathematics achievement data are tracked over time by an administrative authority	SC198Q02JA01 ○	SC198Q02JA02 ○
Mathematics achievement data are provided directly to parents or guardians	SC198Q03JA01 ○	SC198Q03JA02 ○

SC198

Thinking about students' last school report: Approximately what percentage of the students in Year 10 (for secondary schools) or Lower Sixth 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 50	SC178Q01JA01
Marks below 50	SC178Q02JA01

SC178

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	SC180Q01JA01 ○
No	SC180Q01JA02 ○

SC180

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	SC181Q01JA01 ○	SC181Q01JA02 ○
Remedial	SC181Q02JA01 ○	SC181Q02JA02 ○
Without differentiation depending on the prior achievement level of the students	SC181Q03JA01 ○	SC181Q03JA02 ○

SC181

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).	SC189Q02WA01 ○	SC189Q02WA02 ○
All Year 10 (for secondary schools) or Lower Sixth mathematics classes in the school use the same textbook.	SC189Q03WA01 ○	SC189Q03WA02 ○
Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC189Q04WA01 ○	SC189Q04WA02 ○
The school has a specific policy to encourage the teaching and learning of social and emotional skills.	SC189Q01JA01 ○	SC189Q01JA02 ○
There is a mission statement describing the social and emotional skills we aim to foster in our school.	SC189Q05JA01 ○	SC189Q05JA02 ○
Teachers are asked to evaluate students' social and emotional skills as a part of their grading.	SC189Q06JA01 ○	SC189Q06JA02 ○

SC189

Does your school offer career guidance to students in Year 10 (for secondary schools) or Lower Sixth?

(Please select one response.)

Yes	SC169Q01JA01 ○
No	SC169Q01JA02 ○

SC169

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

SC169R01

Which of the statements below best describes the situation for students in Year 10 (for secondary schools) or Lower Sixth at your school?

(Please select one response.)

Career guidance is sought voluntarily by students.	SC210Q01JA0 1 ○
Career guidance is formally scheduled into students' time at school.	SC210Q01JA0 2 ○

SC210

Who has the <u>main responsibility</u> for career guidance of students in Year 10 (for secondary schools) or Lower Sixth at your school?

(Please select one response.)

All teachers share the responsibility for career guidance.	SC170Q01JA01 ○
Specific teachers have the main responsibility for career guidance.	SC170Q01JA02 ○
One or more specific career guidance counsellors **employed** at school have the main responsibility for career guidance.	SC170Q01JA03 ○
One or more specific career guidance counsellors who regularly **visit** the school have the main responsibility for career guidance.	SC170Q01JA04 ○

SC170

Does your school provide the following types of information to students in Year 10 (for secondary schools) or Lower Sixth?

(Please select one response in each row.)

	Yes	No
Information about internships	SC171Q01JA01 ○	SC171Q01JA02 ○
Information about future careers	SC171Q02JA01 ○	SC171Q02JA02 ○
Information about future educational opportunities	SC171Q03JA01 ○	SC171Q03JA02 ○
Information about student financing (e.g. student loans or grants)	SC171Q04JA01 ○	SC171Q04JA02 ○

SC171

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.	SC204Q01JA01 ○	SC204Q01JA02 ○	SC204Q01JA03 ○	SC204Q01JA04 ○
People can be creative if they keep trying.	SC204Q02JA01 ○	SC204Q02JA02 ○	SC204Q02JA03 ○	SC204Q02JA04 ○
There are many different ways to be creative.	SC204Q05JA01 ○	SC204Q05JA02 ○	SC204Q05JA03 ○	SC204Q05JA04 ○
It is possible to be creative in nearly any subject.	SC204Q06JA01 ○	SC204Q06JA02 ○	SC204Q06JA03 ○	SC204Q06JA04 ○

SC204

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 ○	SC205Q01JA0 2 ○	SC205Q01JA0 3 ○	SC205Q01JA0 4 ○
Teachers in our school value students' creativity.	SC205Q02JA0 1 ○	SC205Q02JA0 2 ○	SC205Q02JA0 3 ○	SC205Q02JA0 4 ○
Class activities in our school help students think about new ways to solve complex tasks.	SC205Q03JA0 1 ○	SC205Q03JA0 2 ○	SC205Q03JA0 3 ○	SC205Q03JA0 4 ○
Mathematics assignments at our school require students to come up with different solutions for a complex task.	SC205Q05JA0 1 ○	SC205Q05JA0 2 ○	SC205Q05JA0 3 ○	SC205Q05JA0 4 ○
Teachers in our school encourage students to come up with original answers.	SC205Q06JA0 1 ○	SC205Q06JA0 2 ○	SC205Q06JA0 3 ○	SC205Q06JA0 4 ○
At our school, students are given a chance to express their ideas.	SC205Q07JA0 1 ○	SC205Q07JA0 2 ○	SC205Q07JA0 3 ○	SC205Q07JA0 4 ○

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)	SC207Q01JA01 ○	SC207Q01JA02 ○	SC207Q01JA03 ○	SC207Q01JA04 ○	SC207Q01JA05 ○	SC207Q01JA06 ○
Creative writing classes/activities	SC207Q02JA01 ○	SC207Q02JA02 ○	SC207Q02JA03 ○	SC207Q02JA04 ○	SC207Q02JA05 ○	SC207Q02JA06 ○
Music classes/activities (e.g. chorus, band)	SC207Q03JA01 ○	SC207Q03JA02 ○	SC207Q03JA03 ○	SC207Q03JA04 ○	SC207Q03JA05 ○	SC207Q03JA06 ○
Debate club	SC207Q04JA01 ○	SC207Q04JA02 ○	SC207Q04JA03 ○	SC207Q04JA04 ○	SC207Q04JA05 ○	SC207Q04JA06 ○
Dramatics, theatre class/activities	SC207Q05JA01 ○	SC207Q05JA02 ○	SC207Q05JA03 ○	SC207Q05JA04 ○	SC207Q05JA05 ○	SC207Q05JA06 ○
Publications (e.g. newspaper, school magazine, literary magazine)	SC207Q06JA01 ○	SC207Q06JA02 ○	SC207Q06JA03 ○	SC207Q06JA04 ○	SC207Q06JA05 ○	SC207Q06JA06 ○
Science club	SC207Q07JA01 ○	SC207Q07JA02 ○	SC207Q07JA03 ○	SC207Q07JA04 ○	SC207Q07JA05 ○	SC207Q07JA06 ○
Computer programming classes/activities	SC207Q08JA01 ○	SC207Q08JA02 ○	SC207Q08JA03 ○	SC207Q08JA04 ○	SC207Q08JA05 ○	SC207Q08JA06 ○

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 ○	SC208Q01JA0 2 ○	SC208Q01JA0 3 ○	SC208Q01JA0 4 ○
Most students at my school enjoy doing creative projects.	SC208Q02JA0 1 ○	SC208Q02JA0 2 ○	SC208Q02JA0 3 ○	SC208Q02JA0 4 ○
Most students at my school perform well when given the freedom to be creative.	SC208Q03JA0 1 ○	SC208Q03JA0 2 ○	SC208Q03JA0 3 ○	SC208Q03JA0 4 ○
Most students at my school enjoy work that is challenging.	SC208Q04JA0 1 ○	SC208Q04JA0 2 ○	SC208Q04JA0 3 ○	SC208Q04JA0 4 ○
Most students at my school enjoy learning new things.	SC208Q05JA0 1 ○	SC208Q05JA0 2 ○	SC208Q05JA0 3 ○	SC208Q05JA0 4 ○
Most students at my school perform well when given complex problems to solve.	SC208Q06JA0 1 ○	SC208Q06JA0 2 ○	SC208Q06JA0 3 ○	SC208Q06JA0 4 ○
Most students at my school are artistic.	SC208Q07JA0 1 ○	SC208Q07JA0 2 ○	SC208Q07JA0 3 ○	SC208Q07JA0 4 ○
Most students at my school are imaginative.	SC208Q08JA0 1 ○	SC208Q08JA0 2 ○	SC208Q08JA0 3 ○	SC208Q08JA0 4 ○
Most students at my school are able to think of many new ideas.	SC208Q09JA0 1 ○	SC208Q09JA0 2 ○	SC208Q09JA0 3 ○	SC208Q09JA0 4 ○

SC208

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 <u>not</u> 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
Number of school days closed for another reason (e.g. a natural disaster, strikes or demonstrations, air pollution):	SC213Q02JA01

SC213

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 ○	SC214Q01JA02 ○	SC214Q01JA03 ○	SC214Q01JA04 ○	SC214Q01JA05 ○
Students were asked to complete classes on their own based on materials distributed to them.	SC214Q02JA01 ○	SC214Q02JA02 ○	SC214Q02JA03 ○	SC214Q02JA04 ○	SC214Q02JA05 ○
Classes were cancelled and not replaced by remote instruction.	SC214Q03JA01 ○	SC214Q03JA02 ○	SC214Q03JA03 ○	SC214Q03JA04 ○	SC214Q03JA05 ○

SC214

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 ○	SC215Q01JA02 ○
Digital textbooks, workbooks, or worksheets	SC215Q02JA01 ○	SC215Q02JA02 ○
Real-time lessons by a teacher from my school on a video communication program (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams)	SC215Q03JA01 ○	SC215Q03JA02 ○
Recorded lessons or other digital material created by teachers from my school	SC215Q04JA01 ○	SC215Q04JA02 ○
Recorded lessons or other digital material created by others outside of school	SC215Q05JA01 ○	SC215Q05JA02 ○
Additional instructional resources for students with special learning needs	SC215Q06JA01 ○	SC215Q06JA02 ○
Additional instructional resources for students whose mother tongue is different from English	SC215Q07JA01 ○	SC215Q07JA02 ○
Lessons broadcast over television or radio	SC215Q08JA01 ○	SC215Q08JA02 ○

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 ○	SC216Q01JA02 ○	SC216Q01JA03 ○	SC216Q01JA04 ○
Lack of access to digital devices among teachers	SC216Q02JA01 ○	SC216Q02JA02 ○	SC216Q02JA03 ○	SC216Q02JA04 ○
Lack of access to the Internet among students	SC216Q03JA01 ○	SC216Q03JA02 ○	SC216Q03JA03 ○	SC216Q03JA04 ○
Lack of access to the Internet among teachers	SC216Q04JA01 ○	SC216Q04JA02 ○	SC216Q04JA03 ○	SC216Q04JA04 ○
Lack of learning management systems or school learning platforms (e.g. Blackboard®, OneNote®, Moodle®, Google® Classroom™)	SC216Q05JA01 ○	SC216Q05JA02 ○	SC216Q05JA03 ○	SC216Q05JA04 ○
Lack of educational materials for distance learning (e.g. textbooks, workbooks, worksheets, instructional videos)	SC216Q06JA01 ○	SC216Q06JA02 ○	SC216Q06JA03 ○	SC216Q06JA04 ○
Difficulty getting in touch with students while school buildings were closed	SC216Q07JA01 ○	SC216Q07JA02 ○	SC216Q07JA03 ○	SC216Q07JA04 ○
Shortage of teachers available to provide remote instruction	SC216Q08JA01 ○	SC216Q08JA02 ○	SC216Q08JA03 ○	SC216Q08JA04 ○
Lack of experience in providing remote instruction among teachers	SC216Q09JA01 ○	SC216Q09JA02 ○	SC216Q09JA03 ○	SC216Q09JA04 ○

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 ○	SC217Q01JA02 ○
Communicate with students through email	SC217Q02JA01 ○	SC217Q02JA02 ○
Conduct virtual office hours or meetings with students	SC217Q03JA01 ○	SC217Q03JA02 ○
Answer students' questions over the phone	SC217Q04JA01 ○	SC217Q04JA02 ○
Initiate calls to students (e.g. phone, Skype™)	SC217Q05JA01 ○	SC217Q05JA02 ○
Ask parents or guardians for their help with their child's distance learning	SC217Q06JA01 ○	SC217Q06JA02 ○
Initiate communications (e.g. email, phone, Skype™) with parents or guardians about their child's progress	SC217Q07JA01 ○	SC217Q07JA02 ○
Provide information to parents or guardians about how to help their child with school work	SC217Q08JA01 ○	SC217Q08JA02 ○
Keep track of students' completion of distance learning assignments	SC217Q10JA01 ○	SC217Q10JA02 ○

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 ○
No	SC218Q01JA02 ○

SC218

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

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

(Please select one response.)

0%	SC219Q01JA01 ○
1% to 10%	SC219Q01JA02 ○
11% to 20%	SC219Q01JA03 ○
21% to 30%	SC219Q01JA04 ○
31% to 40%	SC219Q01JA05 ○
41% to 50%	SC219Q01JA06 ○
51% to 60%	SC219Q01JA07 ○
61% to 70%	SC219Q01JA08 ○
71% to 80%	SC219Q01JA09 ○
81% to 90%	SC219Q01JA10 ○
91% to 100%	SC219Q01JA11 ○

SC219

During the time when your school building was closed to students because of COVID-19, approximately what percentage of students did not attend <u>any</u> 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 ○
1% to 10%	SC220Q01JA02 ○
11% to 20%	SC220Q01JA03 ○
21% to 30%	SC220Q01JA04 ○
31% to 40%	SC220Q01JA05 ○
41% to 50%	SC220Q01JA06 ○
51% to 60%	SC220Q01JA07 ○
61% to 70%	SC220Q01JA08 ○
71% to 80%	SC220Q01JA09 ○
81% to 90%	SC220Q01JA10 ○
91% to 100%	SC220Q01JA11 ○

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 ○	SC221Q01JA02 ○
Online platforms and tools for self-directed or collaborative learning (e.g. online forums, discussion boards, professional communities)	SC221Q02JA01 ○	SC221Q02JA02 ○
Tools that help teachers develop remote instruction plans (e.g. digital lesson planners, compiled resources and guides offered by organisations)	SC221Q03JA01 ○	SC221Q03JA02 ○
Professional development activities focused on how to provide remote instruction	SC221Q04JA01 ○	SC221Q04JA02 ○

SC221

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
A national authority	SC222Q01JA01 ○	SC222Q01JA02 ○	SC222Q01JA03 ○	SC222Q01JA04 ○
Students' parents or guardians	SC222Q04JA01 ○	SC222Q04JA02 ○	SC222Q04JA03 ○	SC222Q04JA04 ○
Private donors	SC222Q05JA01 ○	SC222Q05JA02 ○	SC222Q05JA03 ○	SC222Q05JA04 ○

SC222

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 ⊙	SC223Q01JA02 ⊙	SC223Q01JA03 ⊙
Training students on the use of video communication programs (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) for remote instruction	SC223Q02JA01 ⊙	SC223Q02JA02 ⊙	SC223Q02JA03 ⊙
Preparing digital material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q03JA01 ⊙	SC223Q03JA02 ⊙	SC223Q03JA03 ⊙
Preparing paper-based material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q04JA01 ⊙	SC223Q04JA02 ⊙	SC223Q04JA03 ⊙
Adapting existing curriculum plans for remote instruction (e.g. modifying course requirements, sequence of lessons, grading policies)	SC223Q05JA01 ⊙	SC223Q05JA02 ⊙	SC223Q05JA03 ⊙
Preparing digital materials for assessing student learning via online assessment (e.g. quizzes, tests)	SC223Q06JA01 ⊙	SC223Q06JA02 ⊙	SC223Q06JA03 ⊙
Compiling instructional resources for parents or guardians to support their child's learning outside the school	SC223Q07JA01 ⊙	SC223Q07JA02 ⊙	SC223Q07JA03 ⊙
Ensuring that students have access to digital devices for remote instruction	SC223Q08JA01 ⊙	SC223Q08JA02 ⊙	SC223Q08JA03 ⊙
Ensuring that teaching staff have access to digital resources for remote instruction	SC223Q09JA01 ⊙	SC223Q09JA02 ⊙	SC223Q09JA03 ⊙
Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction	SC223Q10JA01 ⊙	SC223Q10JA02 ⊙	SC223Q10JA03 ⊙

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 ○	SC155Q06HA02 ○	SC155Q06HA03 ○	SC155Q06HA04 ○
Teachers have sufficient time to prepare lessons integrating digital devices.	SC155Q07HA01 ○	SC155Q07HA02 ○	SC155Q07HA03 ○	SC155Q07HA04 ○
Effective professional resources for teachers to learn how to use digital devices are available.	SC155Q08HA01 ○	SC155Q08HA02 ○	SC155Q08HA03 ○	SC155Q08HA04 ○
An effective online learning support platform is available.	SC155Q09HA01 ○	SC155Q09HA02 ○	SC155Q09HA03 ○	SC155Q09HA04 ○
Teachers are provided with incentives to integrate digital devices in their teaching.	SC155Q10HA01 ○	SC155Q10HA02 ○	SC155Q10HA03 ○	SC155Q10HA04 ○
The school has sufficient qualified technical assistant staff.	SC155Q11HA01 ○	SC155Q11HA02 ○	SC155Q11HA03 ○	SC155Q11HA04 ○

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 ○
Not very prepared	SC224Q01JA02 ○
Well prepared	SC224Q01JA03 ○
Very well prepared	SC224Q01JA04 ○

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 ○	SC209Q04JA0 2 ○
I have spoken to parents or guardians about the importance of the PISA test.	SC209Q05JA0 1 ○	SC209Q05JA0 2 ○
I have encouraged the students at my school to do their best during the PISA test.	SC209Q06JA0 1 ○	SC209Q06JA0 2 ○

SC209

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

SCEnd01

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