SCHOOL QUESTIONNAIRE FOR PISA 2015

PAPER-BASED VERSION

MAIN SURVEY VERSION

CY6_QST_MS_SCQ_PBA_Final

Core 6
November 2014

Dear <school administrator>,

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 60 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.

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

To answer questions in this questionnaire, please consider the following definitions:

<School science> includes all <school sciences courses> referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses.

<School reminder note>

SCHOOL BACKGROUND INFORMATION

SC001

SC001Q01TA

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)	☐₁
A small town (3 000 to about 15 000 people)	☐₂
A town (15 000 to about 100 000 people)	☐₃
A city (100 000 to about 1 000 000 people)	☐₄
A large city (with over 1 000 000 people)	☐₅

SC002   **As at <February 1, 2015>, what was the total school enrolment (number of students)?**

(Please write a number on each line. Write 0 (zero) if there are none.)

SC002Q01TA   Number of boys: _____

SC002Q02TA   Number of girls: _____

SC003

SC003Q01TA

What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?

(Please select one response.)

15 students or fewer	☐₁
16-20 students	☐₂
21-25 students	☐₃
26-30 students	☐₄
31-35 students	☐₅
36-40 students	☐₆
41-45 students	☐₇
46-50 students	☐₈
More than 50 students	☐₉

SC004 **The goal of the following set of questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.**

(Please write a number on each line. Write 0 (zero) if there are none.)

		Number
SC004Q01TA	At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	_____
SC004Q02TA	Approximately, how many computers are available for these students for educational purposes?	_____
SC004Q03TA	Approximately, how many of these computers are connected to the Internet/World Wide Web?	_____
SC004Q04NA	Approximately, how many of these computers are portable (e.g. laptop, tablet)?	_____
SC004Q05NA	Approximately how many interactive whiteboards are available in the school altogether?	_____
SC004Q06NA	Approximately how many data projectors are available in the school altogether?	_____
SC004Q07NA	Approximately how many computers with internet connection are available **for teachers** in your school?	_____

SC053 **\<This academic year\>, which of the following activities does your school offer to students in the \<national modal grade for 15-year-olds\>?**

(Please select one response in each row.)

		Yes	*No*
SC053Q01TA	Band, orchestra or choir	☐₁	☐₂
SC053Q02TA	School play or school musical	☐₁	☐₂
SC053Q03TA	School yearbook, newspaper or magazine	☐₁	☐₂
SC053Q04TA	Volunteering or service activities, e.g. \<national examples\>	☐₁	☐₂
SC053Q05NA	Science club	☐₁	☐₂
SC053Q06NA	Science competitions, e.g. \<national examples\>	☐₁	☐₂
SC053Q07TA	Chess club	☐₁	☐₂
SC053Q08TA	Club with a focus on computers/ Information and Communication Technology	☐₁	☐₂
SC053Q09TA	Art club or art activities	☐₁	☐₂
SC053Q10TA	Sporting team or sporting activities	☐₁	☐₂
SC053Q11TA	\<country specific item\>	☐₁	☐₂

SC059 **Which of the following are true for the science department of your school?**

(Please select one response in each row.)

		Yes	*No*
SC059Q01NA	Compared to other departments, our school's <school science department> is well equipped.	☐₁	☐₂
SC059Q02NA	If we ever have some extra funding, a big share goes into improvement of our <school science> teaching.	☐₁	☐₂
SC059Q03NA	<School science> teachers are among our best educated staff members.	☐₁	☐₂
SC059Q04NA	Compared to similar schools, we have a well-equipped laboratory.	☐₁	☐₂
SC059Q05NA	The material for hands-on activities in <school science> is in good shape.	☐₁	☐₂
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	☐₁	☐₂
SC059Q07NA	We have extra laboratory staff that helps support <school science> teaching.	☐₁	☐₂
SC059Q08NA	Our school spends extra money on up-to-date <school science> equipment.	☐₁	☐₂

SC052 **For 15-year-old students, does your school provide the following study help?**

(Please select one response in each row.)	*Yes*	*No*
SC052Q01NA Room(s) where the students can do their homework	☐₁	☐₂
SC052Q02NA Staff help with homework	☐₁	☐₂

SCHOOL MANAGEMENT

SC009 **Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.**

(Please select one response in each row.)

		Did not occur	*1-2 times during the year*	*3-4 times during the year*	*Once a month*	*Once a week*	*More than once a week*
SC009Q01TA	I use student performance results to develop the school's educational goals.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q02TA	I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q03TA	I ensure that teachers work according to the school's educational goals.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q04TA	I promote teaching practices based on recent educational research.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q05TA	I praise teachers whose students are actively participating in learning.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q06TA	When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q07TA	I draw teachers' attention to the importance of pupils' development of critical and social capacities.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q08TA	I pay attention to disruptive behaviour in classrooms.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆

SC009Q09TA	I provide staff with opportunities to participate in school decision-making.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q10TA	I engage teachers to help build a school culture of continuous improvement.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q11TA	I ask teachers to participate in reviewing management practices.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q12TA	When a teacher brings up a classroom problem, we solve the problem together.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
SC009Q13TA	I discuss the school's academic goals with teachers at faculty meetings.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆

SC010   Regarding your school, who has a considerable responsibility for the following tasks?

(Please select as many boxes as appropriate in each row.)

		Principal	*Teachers*	*<School governing board>*	*<Regional or local education authority>*	*National education authority*
SC010Q01T	Selecting teachers for hire	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q02T	Firing teachers	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q03T	Establishing teachers' starting salaries	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q04T	Determining teachers' salary increases	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q05T	Formulating the school budget	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q06T	Deciding on budget allocations within the school	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q07T	Establishing student disciplinary policies	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q08T	Establishing student assessment policies	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q09T	Approving students for admission to the school	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q10T	Choosing which textbooks are used	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q11T	Determining course content	☐₁	☐₁	☐₁	☐₁	☐₁
SC010Q12T	Deciding which courses are offered	☐₁	☐₁	☐₁	☐₁	☐₁

SC012   How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

		Never	Sometimes	Always
SC012Q01TA	Student's record of academic performance (including placement tests)	$\square_1$	$\square_2$	$\square_3$
SC012Q02TA	Recommendation of feeder schools	$\square_1$	$\square_2$	$\square_3$
SC012Q03TA	Parents' endorsement of the instructional or religious philosophy of the school	$\square_1$	$\square_2$	$\square_3$
SC012Q04TA	Whether the student requires or is interested in a special programme	$\square_1$	$\square_2$	$\square_3$
SC012Q05TA	Preference given to family members of current or former students	$\square_1$	$\square_2$	$\square_3$
SC012Q06TA	Residence in a particular area	$\square_1$	$\square_2$	$\square_3$
SC012Q07TA	Other	$\square_1$	$\square_2$	$\square_3$

SC013   Is your school a public or a private school?

(Please select one response.)

A public 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.) $\square_1$

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.) $\square_2$

SC014   What kind of organisation runs your school?

SC014Q01NA   *(Please select one response.)*

A church or other religious organisation	□₁
Another not-for-profit organisation	□₂
A for-profit organisation	□₃

SC014   What kind of organisation runs your school?

SC016 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each line. Write 0 (zero) if no funding comes from that source.)

		%
SC016Q01TA	Government (includes departments, local, regional, state and national)	_____
SC016Q02TA	Student fees or school charges paid by parents	_____
SC016Q03TA	Benefactors, donations, bequests, sponsorships, parent fundraising	_____
SC016Q04TA	Other	_____
	Total	*100%*

SC017 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
SC017Q01NA	A lack of teaching staff.	☐₁	☐₂	☐₃	☐₄
SC017Q02NA	Inadequate or poorly qualified teaching staff.	☐₁	☐₂	☐₃	☐₄
SC017Q03NA	A lack of assisting staff.	☐₁	☐₂	☐₃	☐₄
SC017Q04NA	Inadequate or poorly qualified assisting staff.	☐₁	☐₂	☐₃	☐₄
SC017Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	☐₁	☐₂	☐₃	☐₄
SC017Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	☐₁	☐₂	☐₃	☐₄
SC017Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	☐₁	☐₂	☐₃	☐₄
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	☐₁	☐₂	☐₃	☐₄

TEACHING STAFF

SC018   **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 write a number in each space provided. Write 0 (zero) if there are none.)

		Full-time	*Part-time*
SC018Q01TA	Teachers in TOTAL	_____	_____
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>	_____	_____
SC018Q05NA	Teachers with an <ISCED Level 5A Bachelor degree> qualification	_____	_____
SC018Q06NA	Teachers with an <ISCED Level 5A Master's degree> qualification	_____	_____
SC018Q07NA	Teachers with an <ISCED Level 6> qualification	_____	_____

SC019 **How many of the following teachers are on the <school science> 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 write a number in each space provided. Write "0" (zero) if there are none.)

		Full-time	*Part-time*
SC019Q01NA	<School science> teachers in TOTAL	_____	_____
SC019Q02NA	<School science> teachers <fully certified> by <the appropriate authority>	_____	_____
SC019Q03NA	<School science> teachers with an <ISCED Level 5A or higher> qualification <with a major> in <school science>	_____	_____

SC025 **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 write the appropriate percentage in each line. If none of your teachers participated in any professional development activities write "0" (zero).)

SC025Q01NA   All teaching staff at your school   _____

SC025Q02NA   Science teaching staff at your school   _____

SC027 **Which of the following types of in-house professional development exist at your school?**

(Please select one response in each row.)

		Yes	*No*
SC027Q01NA	The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	☐₁	☐₂
SC027Q02NA	Our school invites specialists to conduct in-service training for teachers.	☐₁	☐₂
SC027Q03NA	Our school organises in-service workshops which deal with specific issues that our school faces.	☐₁	☐₂
SC027Q04NA	Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	☐₁	☐₂

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ASSESSMENT AND EVALUATION

SC032 **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*
SC032Q01TA	Tests or assessments of student achievement	☐₁	☐₂
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	☐₁	☐₂
SC032Q03TA	Principal or senior staff observations of lessons	☐₁	☐₂
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	☐₁	☐₂

SC034 **Generally, in your school, how often are students in <national modal grade for 15-year-olds> assessed using the following methods?**

(Please select one response in each row.)

		Never	*1-2 times a year*	*3-5 times a year*	*Monthly*	*More than once a month*
SC034Q01NA	Mandatory <standardised tests>, e.g. <country specific example>	☐1	☐2	☐3	☐4	☐5
SC034Q02NA	Non-mandatory <standardised tests> (e.g. publicly or commercial available standardised test material like <country specific example>)	☐1	☐2	☐3	☐4	☐5
SC034Q03TA	Teacher-developed tests	☐1	☐2	☐3	☐4	☐5
SC034Q04TA	Teachers' judgmental ratings	☐1	☐2	☐3	☐4	☐5

Please only answer this question, if you use <standardised tests> and/or teacher-developed tests at your school.

SC035

In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(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	
		Yes	No	Yes	No
SC035Q01N	To guide students' learning	☐₁	☐₂	☐₁	☐₂
SC035Q02T	To inform parents about their child's progress	☐₁	☐₂	☐₁	☐₂
SC035Q03T	To make decisions about students' retention or promotion	☐₁	☐₂	☐₁	☐₂
SC035Q04T	To group students for instructional purposes	☐₁	☐₂	☐₁	☐₂
SC035Q05T	To compare the school to <district or national> performance	☐₁	☐₂	☐₁	☐₂
SC035Q06T	To monitor the school's progress from year to year	☐₁	☐₂	☐₁	☐₂
SC035Q07T	To make judgements about teachers' effectiveness	☐₁	☐₂	☐₁	☐₂
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	☐₁	☐₂	☐₁	☐₂
SC035Q09N	To adapt teaching to the students' needs	☐₁	☐₂	☐₁	☐₂
SC035Q10T	To compare the school with other schools	☐₁	☐₂	☐₁	☐₂
SC035Q11N	To award certificates to students	☐₁	☐₂	☐₁	☐₂

SC036   In your school, are achievement data used in any of the following <accountability procedures>?

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

(Please select one response in each row.)

		Yes	*No*
SC036Q01TA	Achievement data are posted publicly (e.g. in the media)	☐₁	☐₂
SC036Q02TA	Achievement data are tracked over time by an administrative authority	☐₁	☐₂
SC036Q03NA	Achievement data are provided directly to parents	☐₁	☐₂

SC037   Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(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*
SC037Q01TA	Internal evaluation/Self-evaluation	$\square_1$	$\square_2$	$\square_3$
SC037Q02TA	External evaluation	$\square_1$	$\square_2$	$\square_3$
SC037Q03TA	Written specification of the school's curricular profile and educational goals	$\square_1$	$\square_2$	$\square_3$
SC037Q04TA	Written specification of student performance standards	$\square_1$	$\square_2$	$\square_3$
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	$\square_1$	$\square_2$	$\square_3$
SC037Q06NA	Systematic recording of student test results and graduation rates	$\square_1$	$\square_2$	$\square_3$
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	$\square_1$	$\square_2$	$\square_3$
SC037Q08TA	Teacher mentoring	$\square_1$	$\square_2$	$\square_3$
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	$\square_1$	$\square_2$	$\square_3$
SC037Q10NA	Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	$\square_1$	$\square_2$	$\square_3$

Please only answer this question if there was at least one internal evaluation at your school.

SC040 **Based on your last internal school evaluation results, did your school implement any measures in the following areas?**

(Please select one response in each row.)

		Yes	*No, because results were satisfactory*	*No, for other reasons*
SC040Q02NA	Educational staff (e.g. workload, personal requirements, qualifications)	☐₁	☐₂	☐₃
SC040Q03NA	Implementation of the curriculum	☐₁	☐₂	☐₃
SC040Q05NA	Quality of teaching and learning	☐₁	☐₂	☐₃
SC040Q11NA	Parental engagement in school	☐₁	☐₂	☐₃
SC040Q12NA	Teacher professional development	☐₁	☐₂	☐₃
SC040Q15NA	Student achievement	☐₁	☐₂	☐₃
SC040Q16NA	Students' cross-curricular competencies	☐₁	☐₂	☐₃
SC040Q17NA	Equity in school	☐₁	☐₂	☐₃

Please only answer this question if there was at least one external evaluation at your school.

SC041 **Thinking about the last external evaluation in your school: do the following statements apply?**

(Please select one response in each row.)

		Yes	*No*
SC041Q01NA	The results of external evaluations led to changes in school policies.	$\square_1$	$\square_2$
SC041Q03NA	We used the data to plan specific action for school development.	$\square_1$	$\square_2$
SC041Q04NA	We used the data to plan specific action for the improvement of teaching.	$\square_1$	$\square_2$
SC041Q05NA	We put measures derived from the results of external evaluations into practice promptly.	$\square_1$	$\square_2$
SC041Q06NA	The impetus triggered by the external evaluation "disappeared" very quickly at our school.	$\square_1$	$\square_2$

TARGETED GROUPS

SC042   *Some schools organise instruction differently for students with different abilities.*

What is your school's policy about this for students in <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		For all subjects	*For some subjects*	*Not for any subjects*
SC042Q01TA	Students are grouped by ability into different classes.	$\square_1$	$\square_2$	$\square_3$
SC042Q02TA	Students are grouped by ability within their classes.	$\square_1$	$\square_2$	$\square_3$

SC048 **Please estimate the percentage of students in <national modal grade for 15-year-olds> at your school who have the following characteristics.**

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

(Please write the appropriate percentage in each line.)

SC048Q01NA   Students whose <heritage language> is different from <test language>   _____

SC048Q02NA   Students with special needs   _____

SC048Q03NA   Students from socioeconomically disadvantaged homes   _____

SCHOOL CLIMATE

SC061 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
SC061Q01TA	Student truancy	☐1	☐2	☐3	☐4
SC061Q02TA	Students skipping classes	☐1	☐2	☐3	☐4
SC061Q03TA	Students lacking respect for teachers	☐1	☐2	☐3	☐4
SC061Q04TA	Student use of alcohol or illegal drugs	☐1	☐2	☐3	☐4
SC061Q05TA	Students intimidating or bullying other students	☐1	☐2	☐3	☐4
SC061Q06TA	Teachers not meeting individual students' needs	☐1	☐2	☐3	☐4
SC061Q07TA	Teacher absenteeism	☐1	☐2	☐3	☐4
SC061Q08TA	Staff resisting change	☐1	☐2	☐3	☐4
SC061Q09TA	Teachers being too strict with students	☐1	☐2	☐3	☐4
SC061Q10TA	Teachers not being well prepared for classes	☐1	☐2	☐3	☐4

SC063 Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

		Yes	*No*
SC063Q02NA	Our school provides a welcoming and accepting atmosphere for parents to get involved.	☐₁	☐₂
SC063Q03NA	Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	☐₁	☐₂
SC063Q04NA	Our school includes parents in school decisions.	☐₁	☐₂
SC063Q06NA	Our school provides information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	☐₁	☐₂
SC063Q07NA	Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	☐₁	☐₂
SC063Q09NA	There is a <national, state, or district legislation> on including parents in school activities.	☐₁	☐₂

SC064 **During <the last academic year>, what proportion of students' parents participated in the following school-related activities?**

(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity.)

		%
SC064Q01TA	Discussed their child's progress with a teacher on their own initiative	_____
SC064Q02TA	Discussed their child's progress on the initiative of one of their child's teachers	_____
SC064Q03TA	Participated in local school government, (e.g. parent council or school management committee)	_____
SC064Q04NA	Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	_____

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