OECD Programme for
International Student Assessment 2015
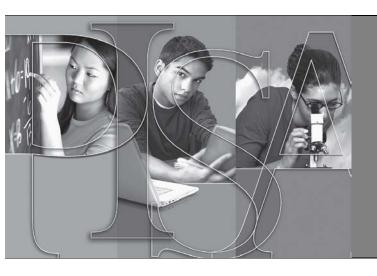
Malta

Date of Test (Main Survey PISA 2015)		
Day	Month	2015

School
Questionnaire

School Name

School ID

English 313

ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

Dear Head of School,

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 Head of School 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 Heads of School to calculate totals and averages in which no one school can be identified.

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

> Science includes all sciences subjects 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 BACKGROUND INFORMATION

SC001   **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

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.)

Number of boys: _____

Number of girls: _____

SC003 **What is the average size of English classes in Year 11 in your school?**

(Please select one response.)

15 students or fewer	$\square_1$
16-20 students	$\square_2$
21-25 students	$\square_3$
26-30 students	$\square_4$

SC004   **The goal of the following set of questions is to gather information about the student-computer ratio for students in Year 11 at your school.**

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

	Number
At your school, what is the total number of students in Year 11?	_____
Approximately, how many computers are available for these students for educational purposes?	_____
Approximately, how many of these computers are connected to the Internet/World Wide Web?	_____
Approximately, how many of these computers are portable (e.g. laptop, tablet)?	_____
About how many interactive whiteboards are available in the school altogether?	_____
About how many data projectors are available in the school altogether?	_____
About how many computers with internet connection are available **for teachers** <u>in your school?</u>	_____

SC053 **This scholastic year, which of the following activities does your school offer to students in Year 11?**

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	☐₁	☐₂
School play or school musical	☐₁	☐₂
School yearbook, newspaper or magazine	☐₁	☐₂
Volunteering or service activities, e.g. fund-raising marathon, visits to old people's homes	☐₁	☐₂
Science club	☐₁	☐₂
Science competitions, e.g. NSTF Science Week	☐₁	☐₂
Chess club	☐₁	☐₂
Club with a focus on computers / Information and Communication Technology	☐₁	☐₂
Art club or art activities	☐₁	☐₂
Sporting team or sporting activities	☐₁	☐₂

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

(Please select one response in each row.)

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

	Yes	No
Room(s) where the students can do their homework	☐₁	☐₂
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 scholastic 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
I use student performance results to develop the school's educational goals.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
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
I ensure that teachers work according to the school's educational goals.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
I promote teaching practices based on recent educational research.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
I praise teachers whose students are actively participating in learning.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆
I draw teachers' attention to the importance of pupils' development of critical and social capacities.	☐₁	☐₂	☐₃	☐₄	☐₅	☐₆

I pay attention to disruptive behaviour in classrooms.	☐1	☐2	☐3	☐4	☐5	☐6
I provide staff with opportunities to participate in school decision-making.	☐1	☐2	☐3	☐4	☐5	☐6
I engage teachers to help build a school culture of continuous improvement.	☐1	☐2	☐3	☐4	☐5	☐6
I ask teachers to participate in reviewing management practices.	☐1	☐2	☐3	☐4	☐5	☐6
When a teacher brings up a classroom problem, we solve the problem together.	☐1	☐2	☐3	☐4	☐5	☐6
I discuss the school's academic goals with teachers during department / staff 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.)

	Head of School	Teachers	School Council / School governing board	College Principal	Education Directorates
Selecting teachers for employment	☐₁	☐₁	☐₁	☐₁	☐₁
Firing teachers	☐₁	☐₁	☐₁	☐₁	☐₁
Establishing teachers' starting salaries	☐₁	☐₁	☐₁	☐₁	☐₁
Determining teachers' salary increases	☐₁	☐₁	☐₁	☐₁	☐₁
Formulating the school budget	☐₁	☐₁	☐₁	☐₁	☐₁
Deciding on budget allocations within the school	☐₁	☐₁	☐₁	☐₁	☐₁
Establishing student disciplinary policies	☐₁	☐₁	☐₁	☐₁	☐₁
Establishing student assessment policies	☐₁	☐₁	☐₁	☐₁	☐₁
Approving students for admission to the school	☐₁	☐₁	☐₁	☐₁	☐₁

Choosing which textbooks are used	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
Determining course content	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$
Deciding which courses are offered	$\square_1$	$\square_1$	$\square_1$	$\square_1$	$\square_1$

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

(Please select one response in each row.)

	Never	Some-times	Always
Student's record of academic performance (including placement tests)	□₁	□₂	□₃
Recommendation of feeder schools	□₁	□₂	□₃
Parents' endorsement of the instructional or religious philosophy of the school	□₁	□₂	□₃
Whether the student requires or is interested in a special programme	□₁	□₂	□₃
Preference given to family members of current or former students	□₁	□₂	□₃
Residence in a particular area	□₁	□₂	□₃
Other	□₁	□₂	□₃

SC013 Is your school a state or a non-state school?

(Please select one response.)

A state 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.) □$_1$

A non-state 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.) □$_2$

SC014 *This question only applies if your school is a non-state school. If your school is a state school please skip this question and continue with the question SC016.*

What kind of organisation runs your school?

(Please select one response.)

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

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.)

	%
Government (includes departments, local, regional, state and national)	_____
Student fees or school charges paid by parents	_____
Benefactors, donations, bequests, sponsorships, parent fundraising	_____
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
A lack of teaching staff.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Inadequate or poorly qualified teaching staff.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
A lack of assisting staff.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Inadequate or poorly qualified assisting staff.	$\square_1$	$\square_2$	$\square_3$	$\square_4$
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	$\square_1$	$\square_2$	$\square_3$	$\square_4$

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*
Teachers in TOTAL	_____	_____
Teachers with a Permanent Teachers' Warrant issued by the Council for the Teaching Profession	_____	_____
Teachers with a Bachelor's degree	_____	_____
Teachers with a Master's degree	_____	_____
Teachers with a PhD	_____	_____

SC019 **How many of the following teachers are science teachers at 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*
Science teachers in TOTAL	_____	_____
Science teachers with a Permanent Teachers' Warrant issued by the Council for the Teaching Profession	_____	_____
Science teachers with a Bachelor's or higher degree with specialisation in a science subject	_____	_____

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).)

All teaching staff at your school _____

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
The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	☐₁	☐₂
Our school invites specialists to conduct in-service training for teachers.	☐₁	☐₂
Our school organises in-service workshops which deal with specific issues that our school faces.	☐₁	☐₂
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	☐₁	☐₂

ASSESSMENT AND EVALUATION

SC032 **During the last scholastic 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	☐₁	☐₂
Teacher peer review (of lesson plans, assessment instruments, lessons)	☐₁	☐₂
Head of School or senior staff observations of lessons	☐₁	☐₂
Observation of classes by Education Officers or other persons external to the school	☐₁	☐₂

SC034 Generally, in your school, how often are students in Year 11 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
Mandatory standardised tests, e.g. annual examinations / mock examinations	☐1	☐2	☐3	☐4	☐5
Non-mandatory standardised tests, e.g. Secondary Education Certificate (SEC) examination	☐1	☐2	☐3	☐4	☐5
Teacher-developed tests	☐1	☐2	☐3	☐4	☐5
Teachers' judgmental ratings	☐1	☐2	☐3	☐4	☐5

SC035

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

In your school, are standardised tests and/or teacher-developed tests of students in Year 11 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
To guide students' learning	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To inform parents about their child's progress	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To make decisions about students' retention or promotion	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To group students for instructional purposes	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To compare the school to College or national performance	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To monitor the school's progress from year to year	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To make judgements about teachers' effectiveness	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To identify aspects of instruction or the curriculum that could be improved	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To adapt teaching to the students' needs	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To compare the school with other schools	$\square_1$	$\square_2$	$\square_1$	$\square_2$
To award certificates to students	$\square_1$	$\square_2$	$\square_1$	$\square_2$

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*
Achievement data are posted publicly (e.g. in the media)	☐₁	☐₂
Achievement data are tracked over time by an administrative authority	☐₁	☐₂
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 Education Directorates' policies	*Yes, based on school initiative*	*No*
Internal evaluation/Self-evaluation	☐₁	☐₂	☐₃
External evaluation	☐₁	☐₂	☐₃
Written specification of the school's curricular profile and educational goals	☐₁	☐₂	☐₃
Written specification of student performance standards	☐₁	☐₂	☐₃
Systematic recording of data such as teacher or student attendance and professional development	☐₁	☐₂	☐₃
Systematic recording of student test results and graduation rates	☐₁	☐₂	☐₃
Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	☐₁	☐₂	☐₃
Teacher mentoring	☐₁	☐₂	☐₃
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	☐₁	☐₂	☐₃
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	☐₁	☐₂	☐₃

SC040   *Please only answer this question if there was at least one internal evaluation at your school.*

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*
Educational staff (e.g. workload, personal requirements, qualifications)	□₁	□₂	□₃
Implementation of the curriculum	□₁	□₂	□₃
Quality of teaching and learning	□₁	□₂	□₃
Parental engagement in school	□₁	□₂	□₃
Teacher professional development	□₁	□₂	□₃
Student achievement	□₁	□₂	□₃
Students' cross-curricular competencies	□₁	□₂	□₃
Equity in school	□₁	□₂	□₃

SC041   *Please only answer this question if there was at least one internal evaluation at your school.*

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

(Please select one response in each row.)

	Yes	No
The results of external evaluations led to changes in school policies.	☐₁	☐₂
We used the data to plan specific action for school development.	☐₁	☐₂
We used the data to plan specific action for the improvement of teaching.	☐₁	☐₂
We put measures derived from the results of external evaluations into practice promptly.	☐₁	☐₂
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	☐₁	☐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 Year 11?

(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.	☐₁	☐₂	☐₃
Students are grouped by ability within their classes.	☐₁	☐₂	☐₃

SC048   **Please estimate the percentage of students at Year 11 in your school who have the following characteristics.**

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

(Please write the appropriate percentage in each line.)

Students whose mother tongue is different from English	_____
Students with special needs	_____
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
Student truancy	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students skipping classes	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students lacking respect for teachers	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Student use of alcohol or illegal drugs	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Students intimidating or bullying other students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teachers not meeting individual students' needs	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teacher absenteeism	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Staff resisting change	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teachers being too strict with students	$\square_1$	$\square_2$	$\square_3$	$\square_4$
Teachers not being well prepared for classes	$\square_1$	$\square_2$	$\square_3$	$\square_4$

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

(Please select one response in each row.)

	Yes	No
Our school provides a welcoming and accepting atmosphere for parents to get involved.	$\square_1$	$\square_2$
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	$\square_1$	$\square_2$
Our school includes parents in school decisions.	$\square_1$	$\square_2$
Our school provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	$\square_1$	$\square_2$
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	$\square_1$	$\square_2$
There is national legislation on including parents in school activities.	$\square_1$	$\square_2$

SC064 **During the last scholastic 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.)

	%
Discussed their child's progress with a teacher on their own initiative	_____
Discussed their child's progress on the initiative of one of their child's teachers	_____
Participated in local school government, (e.g. parent council or school management committee)	_____
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!