



The Longitudinal Study of Australian Children

TCHK10

# IN CONFIDENCE



**Wave 4  
2010**

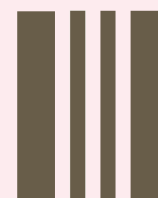
**Teacher**

**Teacher's name:**

**Study child's name:**

You are being asked to take part in *Growing Up in Australia*, the Longitudinal Study of Australian Children. The study is being conducted in partnership between the Department of Families, Housing, Community Services and Indigenous Affairs, the Australian Institute of Family Studies and the Australian Bureau of Statistics, with advice provided by a consortium of leading researchers.

All information collected will be kept strictly confidential. Participation in this study is voluntary.



### Instructions

- Please complete this form with regard to yourself and the child named above
- Use **black** pen
- Keep each number or tick within the response box provided, for example

5  9 or

- If a mistake is made, please correct it this way

1 Yes  2 No

~~6 4 2~~ 5 4 2

- Where appropriate, you can record '0' in the response box. However, do not use 'nil', 'n/a' or '-'
- When you have completed this form, return it in the reply paid envelope (Reply Paid 76746, Sydney NSW 2000)

If you have any questions or want more information, please call on **1800 005 508** freecall (excluding mobile phones).



**10** How many individual parent-teacher meetings have you offered for this child so far this year?

**11** How many of these did a parent of this child attend?

**12** Does this child receive any specialised services provided within the school because of a diagnosed disability or additional need?

1 Yes

2 No  Go to Question 15

**13** What is the main reason that this child requires additional assistance or specialised services to enable them to succeed in the regular school program?  
(If the child has more than one special need, tick the option for the major need for which the child receives additional help)

1 Intellectual disability

2 Hearing impairment

3 Vision impairment

4 Physical disability

5 Speech or language impairment

6 Learning disability/learning problems in reading

7 Learning disability/learning problems in mathematics

8 Emotional or behavioural problems

9 Poor understanding of Standard Australian English or ESL

10 Autism Spectrum Disorder

11 Giftedness

**14** What specialised services does this child receive? (Tick all that apply)

1 Speech therapy

2 Psychological assessment

3 Learning support

4 Behavioural management programs

5 Other (please specify)

**15** Does this child currently have an Individualised Education Plan (IEP)?

1 Yes

2 No

**16** During organised physical activities for your class, how does this child compare with other children in the class in terms of level of physical activity?

1 A lot less active than most

2 A little less active than most

3 About the same as most

4 A little more active than most

5 A lot more active than most

6 I have not observed this child in such activities

**17** During play with friends at recess or lunch time, how does this child compare with other children in the class in terms of level of physical activity?

1 A lot less active than most

2 A little less active than most

3 About the same as most

4 A little more active than most

5 A lot more active than most

6 I have not observed this child in such activities

## Child skills and competencies

The following sets of questions on **English Language and Literacy** and **Mathematical Understanding** ask you to rate this child's skills, knowledge and behaviours as evidenced in the child's current achievement and motivation, compared to other children of the same age level. This is **not** a test and should not be administered directly to this child. A five-point scale is used to reflect the degree to which the child has acquired the competencies:

- Not yet – This child has **not yet demonstrated** skill, knowledge or behaviour.  
 Beginning – This child is **just beginning** to demonstrate skill, knowledge or behaviour.  
 In progress – This child demonstrates skill, knowledge or behaviour with **some regularity**.  
 Intermediate – This child demonstrates skill, knowledge or behaviour with **average competence**.  
 Proficient – This child demonstrates skill, knowledge or behaviour **competently and consistently**.  
 Not Applicable – Not applicable (*skill, knowledge or behaviour has not been introduced in the classroom setting*).

### 18 Are you this child's main teacher for english language and literacy?

1 Yes  2 No

### 19 The study child...

Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
---------	-----------	-------------	--------------	------------	----------------

- |  |                            |                            |                            |                            |                            |                            |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| (a) <b>Conveys ideas clearly when speaking</b><br>(e.g. presents an oral report from an outline that is logically organised, supports ideas with specific details, and presents a simple argument)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (b) <b>Understands and interprets a story or other text read aloud</b> (e.g. identifies an author's purpose, identifies persuasive techniques through information presented and language choices)  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (c) <b>Uses various strategies to gain information</b><br>(e.g. uses multiple genres of text, such as books, interviews, magazines to access information, evaluates information sources)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (d) <b>Reads fluently</b> (e.g. reads imaginative texts to infer characters' qualities, motives and actions, reads argument texts and understands how points of view, persons or events are represented)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (e) <b>Reads and comprehends expository text</b><br>(e.g. takes relevant notes from encyclopaedias or magazine articles and can organise information from several sources into a summary report)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (f) <b>Composes multi-paragraph stories/reports with an understandable beginning, middle, and end</b><br>(e.g. writes a well-organised report that offers insights about the topic, or writes stories with elaborate plots, descriptive language, and varied sentence structure) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (g) <b>Rereads and reflects on writing, making changes to clarify or elaborate</b> (e.g. reorganises sentences or paragraphs for increased clarity, adds character description, or adds figurative language such as metaphors)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (h) <b>Makes some mechanical corrections when reviewing a rough draft</b> (e.g. corrects spelling and punctuation errors, adds commas and quotation marks appropriately)   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| (i) <b>Uses the computer for a variety of purposes</b><br>(e.g. formats reports or stories, or uses databases to store or retrieve information, or does web searches)  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |

## Mathematical thinking

### 20 Are you this child's main teacher for mathematics?

1 Yes  2 No

### 21 The study child...

	Not yet	Beginning	In progress	Intermediate	Proficient	Not applicable
(a) <b>Subtracts numbers that require regrouping</b> (e.g. $1300 - 579$ ; $2302 - 947$ ; or $2603 - 1594$ )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(b) <b>Reduces fractions to lowest denominator</b> (e.g. reduces $\frac{27}{63}$ to $\frac{3}{7}$ ; or $4\frac{1}{6}$ to $6\frac{5}{6}$ )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(c) <b>Demonstrates money management skills</b> (e.g. computes savings on an item that has 20% off its sale price; or determines the level of profit on the sale of chocolate bars when given the buying and selling price)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(d) <b>Recognises properties of shapes such as area, perimeter and volume</b> (e.g. uses appropriate spatial language; or computes areas and perimeters of irregularly shaped polygons)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(e) <b>Uses measuring tools accurately</b> (e.g. assesses distances between objects on a plan or a map from a presented measurement scale; or uses measuring cups to estimate volume to the nearest millilitre)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(f) <b>Shows understanding of place value</b> (e.g. recognises that 2.12 is the same as $2 + \frac{12}{100}$ ; or knows that 1.04 is greater than 1.009)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(g) <b>Makes reasonable estimates of quantities and checks answers</b> (e.g. estimates the product in a problem such as $\$19.95 \times .75$ by multiplying $20 \times \frac{3}{4} = 15$ )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(h) <b>Uses strategies to multiply and divide</b> (e.g. calculates 5 lengths of 3.25 metres; or divides by 4 to determine 25% of 32)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(i) <b>Divides multi-digit problems with remainders in the quotient</b> (e.g. computes $536 \div 30$ ; or $6,135 \div 7$ )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(j) <b>Demonstrates algebraic thinking</b> (e.g. applies different strategies to solve simple algebraic problems such as $26 + \square = 10 \times 3$ ; or identifies the rule that enables any term in a visually presented series to be identified)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

### 22 Overall, how would you rate this child's academic skills, compared to other children of the same grade level?

	Far below average	Below average	Average	Above average	Far above average
(a) English language and literacy skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Mathematical skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Overall academic achievement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

## Child's personality and behaviour

**23** Please tick one box for each of the following statements to best describe the study child's behaviour over the past six months:

	Not true	Somewhat true	Certainly true
(a) Considerate of other people's feelings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(b) Restless, overactive, cannot stay still for long	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(c) Often complains of headaches, stomach aches or sickness	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(d) Shares readily with other children ( <i>treats, toys, pencils, etc.</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(e) Often loses temper	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(f) Rather solitary, tends to play alone	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(g) Generally well behaved, usually does what adults request	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(h) Many worries, often seems worried	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(i) Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(j) Constantly fidgeting or squirming	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(k) Has at least one good friend	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(l) Often fights with other children or bullies them	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(m) Often unhappy, depressed or tearful	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(n) Generally liked by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(o) Easily distracted, concentration wanders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(p) Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(q) Kind to younger children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(r) Often lies or cheats	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(s) Picked on or bullied by other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(t) Often volunteers to help others ( <i>parents, teachers, other children</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(u) Thinks things out before acting	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(v) Steals from home, school or elsewhere	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(w) Gets on better with adults than with other children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(x) Many fears, easily scared	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
(y) Good attention span, sees chores or homework through to the end	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

**24 For each of the following statements, please indicate the nature of your relationship with this child:**

	Definitely does not apply	Not really	Neutral/ not sure	Applies somewhat	Definitely applies
(a) I share an affectionate, warm relationship with this child	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) This child and I always seem to be struggling with each other ( <i>i.e. having a hard time getting along</i> )	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) If upset, this child will seek comfort from me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) This child values his/her relationship with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) When I praise this child, he/she beams with pride	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) This child spontaneously shares information about himself/herself	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(g) This child easily becomes angry with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(h) It is easy to be in tune with what this child is feeling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(i) This child remains angry or is resistant after being disciplined	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(j) Dealing with this child drains my energy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(k) When this child is in a bad mood, I know we're in for a long and difficult day	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(l) This child's feelings towards me can be unpredictable or can change suddenly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(m) This child is manipulative with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(n) This child openly shares his/her feelings and experiences with me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

© Reproduced by special permission of the Publisher, Psychological Assessment Resources Inc. 16204 North Florida Avenue Lutz, Florida 33549, from the Student-Teacher Relationship Scale (STRS) by Robert C. Pianta, PhD, Copyright 2001 PAR, Inc. Further reproduction is prohibited without permission of PAR Inc.

**25 How often did this child demonstrate the following behaviour in the past month or two?**

	Never	Sometimes	Often	Very often	No opportunity
(a) Keeps belongings organised	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Shows eagerness to learn new things	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Works independently	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Easily adapts to changes in routine	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Persists in completing tasks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(f) Pays attention well	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

## Your background

### 26 Are you...

- 1 Male
- 2 Female

### 27 Do you currently work...

- 1 Full-time
- 2 Part-time

### 28 What is the highest educational qualification you have completed?

- 1 Doctoral degree
- 2 Masters degree
- 3 Graduate Diploma or Graduate Certificate
- 4 Bachelor Degree (*including Honours*)
- 5 Diploma or Associate Diploma
- 6 Certificate
- 7 Other

### 29 What is the major field of study in your teaching qualification? (*If you have more than one area of specialisation, please indicate the most recent*)

- 1 Early childhood education
- 2 Primary education
- 3 Secondary education
- 4 Special education
- 5 Other

### 30 How many years teaching experience do you have...

years    months

- (a) Altogether as a teacher
- (b) As a teacher at this grade level
- (c) As a teacher in this school

### 31 Have you already filled out a form in 2009 for another child (or children) who are also part of this study?

- 1 Yes    ▶ Go to Question **36**
- 2 No      ▶ Go to Question **32**

## School characteristics

### 32 Is this school...

- 1 Co-educational
- 2 Single sex

### 33 Is this school...

- 1 Government/public
- 2 Catholic
- 3 Independent/private

### 34 How many children currently attend this school?

### 35 Which of the following categories best describes the structure of your school?

- 1 Primary with a pre-school program attached (*pre-school refers to any program children attend prior to entering pre-Year 1*)
- 2 Primary only
- 3 Primary and secondary (*including schools with a middle school program*)
- 4 Pre-school, primary and secondary
- 5 Ungraded school program
- 6 Special school

## Child's class characteristics

**36 Which category best describes your class organisation?**

- 1 Single grade/year level
- 2 Multi-age/multi-grade (*single teacher*)
- 3 Multi-age/multi-grade (*team teaching*)
- 4 Ungraded (*special education class*)
- 5 Ungraded (*alternative school program*)

**37 How many teachers are responsible for this class?** (*Number of regular teachers who have this class for a substantial time each week through job-sharing or team teaching*)

**38 How many children are present in your class for the main educational program?**

**39 On average, what is the general age range in the class?**

From  years  months

To  years  months

**40 How many children in the class...**

- (a) Are from a non-English speaking family background
- (b) Are from a Aboriginal or Torres Strait Islander background
- (c) Have a diagnosed disability (*e.g. intellectual, sensory, physical, Autistic Spectrum Disorder, developmental delay*)

**41 In a typical week, how many total hours do paid aides spend in your classroom?** (*e.g. regular aides, ESL and special education aides*)

**42 Which of the following specialist staff does this class have access to?** (*Tick all that apply*)

- 1 Teacher librarian
- 2 Music specialist
- 3 Physical education teacher
- 4 Specialised computing support teacher
- 5 LOTE (*Language other than English*) teacher
- 6 Specialist learning support teacher
- 7 ESL (*English as a second language*) teacher

**43 How many computers are there in your classroom for children to use?**

**44 How many computers that children can use have access to the internet?**

**45 Apart from existing computers in your classroom, does your school lend or supply computers (either laptops or desktops) to use at home and school?**

- 1 Yes  2 No

**46 How much time per week, in total, do children in your class spend participating in physical education?**

Hours  Minutes

**47 In your program, do you encourage parents to assist in classroom activities (e.g. for rotational group activities, to assist with reading groups, or one-on-one support for individual children)?**

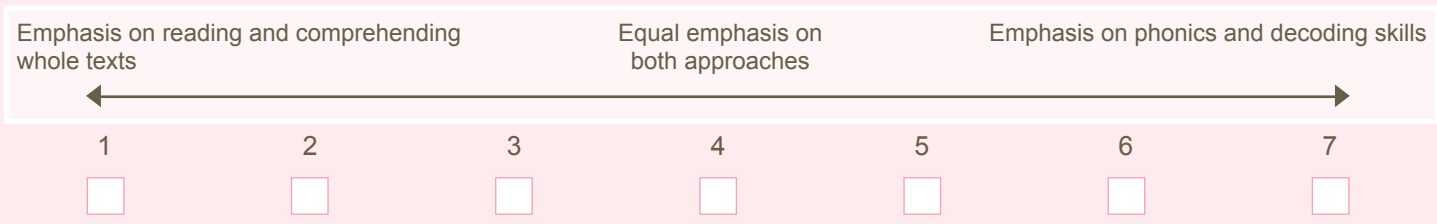
- 1 Yes  2 No

### Teaching practices and programs

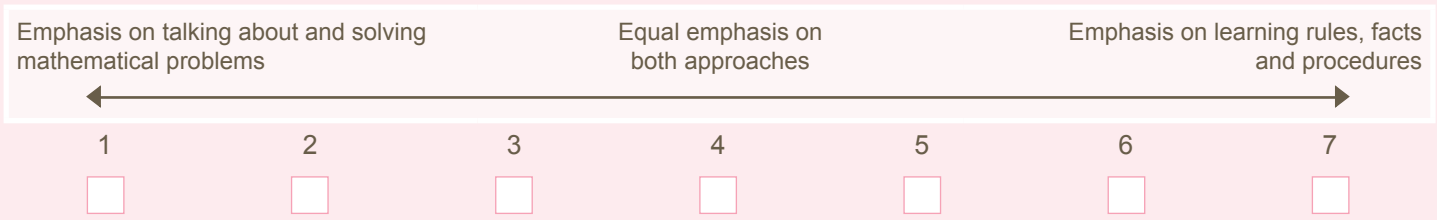
**48** On a typical day in the study child's class, how often is time spent on the following sorts of activities?

	Never	Occasionally	Often	Very often
(a) Teacher-directed whole group activities (e.g. language, literacy or numeracy activities)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(b) Teacher-supported small group activities (e.g. rotational groups for literacy, numeracy, science, computing activities)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(c) Teacher-supported individual activities (e.g. common tasks set by the teacher for the whole group, but which children complete individually and which are assessed individually)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
(d) Child-initiated activities (e.g. independent project work, individual children can choose to select a personal direction for a project or tasks within the general framework of curriculum objectives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

**49** What is the main emphasis in your approach to teaching reading?



**50** What is the main emphasis in your approach to teaching mathematics?



**51** How often do you organise your class in achievement level groupings for...

	Never	Less than once a week	Once or twice a week	Three or more times a week	Daily
(a) Reading	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) Maths	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**52** If the school has computer lab(s), how often do you take children to the computer lab?

	No computer facilities available	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**53** How often do children in your class have access to computers at school (either in the classroom or lab)?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

**54 How often do children in your class use computers for the following purposes?**

	No computer facilities available	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
(a) To develop specific skills in academic areas (e.g. literacy, mathematics or science activities)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(b) To learn keyboarding skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(c) For creative activities (e.g. design in visual arts, composing music, animation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(d) For enjoyment (e.g. games)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
(e) To access information (e.g. using the internet to look for information)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

**55 Please indicate how strongly you agree or disagree with the following statements:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(a) I have a strong effect on the academic achievement of the students I teach	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) I feel competent in dealing with students' behavioural problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) I feel competent in dealing with students' learning problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) I have high expectations for the academic success of my students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**56 Please indicate the extent to which you agree or disagree with the following statements regarding your school's disciplinary policies:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
(a) Teachers in this school have reached a consensus about how to discipline children who break rules	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(b) All children who break rules in this school face the same consequences	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(c) Teachers in this school rarely overlook physical aggression among children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(d) Teachers in this school rarely overlook verbal aggression among children	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
(e) Teachers feel there is insufficient support within the school for managing disciplinary problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

