



OECD Programme for International Student Assessment

<country>
<language of test>

PISA 2003 SCHOOL QUESTIONNAIRE

School ID

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT



Learning
for Living

Project Consortium:

Australian Council for Educational Research (ACER)

Netherlands National Institute for Educational Measurement (CITO group)

Educational Testing Service (ETS, USA)

National Institute for Educational Policy Research (NIER, Japan)

Westat (USA)

This questionnaire asks for information about:

- The characteristics of the school;
- The student body;
- Teachers in the school;
- Some of the pedagogical practices of the school, sometimes with particular regard to mathematics;
- The school's resources;
- Some of the administrative structures within the school.

This information may, for example, help to establish the impact of resource distribution on student achievements — both within and between countries. It may also help to establish the impact of different teaching strategies and practices on student achievement.

The questionnaire should be completed by the <principal> or designate.

It should take about 30 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purposes 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.

Preliminary Note:

Sometimes you will be asked about:

- the whole of your school; or
- 15-year-olds within your school; or,
- the <grade level> at which most 15-year-olds are studying.

Q1 Which of the following best describes the community in which your school is located?

(Please <tick> only one box.)

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

Q2 As at <March 31, 2003>, what was the total school enrolment (number of students)?

<reminder note>

(Please write a number in each row. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

Q3 Is your school a <public> or a <private> school?

(Please <tick> only one box.)

A <public> school ₁
(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.)

A <private> school ₂
(This is a school managed directly or indirectly by a non-government organisation; e.g., a church, trade union, business, or other private institution.)

Q4 About what percentage of your total funding for a typical school year comes from the following sources?

<reminder note>

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

- %
- a) Government (includes departments, local, regional, state and national) _____
 - b) Student fees or school charges paid by parents _____
 - c) Benefactors, donations, bequests, sponsorships, parent fund raising _____
 - d) Other _____

Total	100%
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Q5 Are the following <grade levels> found in your school?

(Please <tick> one box on each row.)

	<i>Yes</i>	<i>No</i>
a) <Grade 1>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <Grade 2>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <Grade 3>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <Grade 4>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <Grade 5>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) <Grade 6>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) <Grade 7>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) <Grade 8>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) <Grade 9>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) <Grade 10>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) <Grade 11>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l) <Grade 12>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
m) <Grade 13>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
n) <Ungraded school>....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q6 About what percentage of students in your school repeated a <grade>, at these <ISCED levels>, last <academic> year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a <grade>. <Tick> the not applicable box if the <ISCED level> does not appear in your school.)

	%	Not applicable
The approximate percentage of students repeating a <grade> at <ISCEDC 2> in this school last year was:	_____	<input type="checkbox"/> ₉₉₇
The approximate percentage of students repeating a <grade> at <ISCEDC 3> in this school last year was:	_____	<input type="checkbox"/> ₉₉₇

The following is a list of programmes that may be in your school and that are available to 15-year-old students.

- <Programme 1>
- <Programme 2>
- <Programme 3>
- <Programme 4>

Q7 For each of these programmes in your school:

<reminder note>

(Please write a number in each row for each programme in your school.)

	<Prog 1>	<Prog 2>	<Prog 3>	<Prog 4>
a) How many <instructional> weeks are in the school year?	_____	_____	_____	_____
b) How many <u>hours</u> in total are there in the school week? (include lunch breaks, <study hall time>, and after school activities)	_____	_____	_____	_____
c) How many <u>hours</u> for < instruction > are there in the school week? (exclude lunch breaks and after school activities)	_____	_____	_____	_____

Q8 Is your school's capacity to provide instruction hindered by a shortage or inadequacy of any of the following?

(Please <tick> one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Availability of qualified Mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Availability of qualified Science teachers ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Availability of qualified <test language> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Availability of qualified <other national language> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Availability of qualified foreign language teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Availability of experienced teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Availability of <emergency/replacement> teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Availability of support personnel	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Instructional materials (e.g. textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Budget for supplies (e.g. paper, pencils)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) School buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Instructional space (e.g. classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Special equipment for disabled students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
q) Calculators for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Audio-visual resources	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
t) Science laboratory equipment and materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q9 In your school, about how many computers are:

<reminder note>

(Please write a number in each row. Write 0 (zero) if there are none.)

	<i>Number</i>
a) in the school altogether?	_____
b) available to 15-year-old students?	_____
c) available only to teachers?	_____
d) available only to administrative staff?	_____
e) connected to the Internet/World Wide Web?	_____
f) connected to a local area network (LAN)?	_____

Q10 How much consideration is given to the following factors when students are admitted to your school?

(Please <tick> one box in each row.)

	<i>Prerequisite</i>	<i>High priority</i>	<i>Considered</i>	<i>Not considered</i>
a) Residence in a particular area ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Student's academic record (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Student need or desire for a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Attendance of other family members at the school (past or present)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) <Country specific factor>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q11 Think about the students in your school. How much do you agree with the following statements?

(Please <tick> one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Students enjoy being in school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students are cooperative and respectful.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Students value the education they can receive in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Students do their best to learn as much as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q12 Generally, in your school, how often are <15-year-old> students assessed using:

(Please <tick> only one box in each row.)

	<i>Never</i>	<i>1 – 2 times a year</i>	<i>3 – 5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
a) Standardised tests?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Teacher-developed tests?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Teachers' judgmental ratings?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) Student <portfolios>?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) Student assignments/ projects/homework?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q13 In your school, are assessments of <15-year-old students> used for any of the following purposes?

(Please <tick> only one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| a) To inform parents about their child's progress. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) To make decisions about students' retention or promotion. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) To group students for instructional purposes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) To compare the school to <district or national> performance. ... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) To monitor the school's progress from year to year. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| f) To make judgements about teachers' effectiveness. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| g) To identify aspects of instruction or the curriculum that could be improved. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| h) To compare the school with other schools. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q14 About how many 15-year-old students in your school have a <first language> that is not <the test language>?

(Please <tick> only one box.)

- a) 40% or more ₁
- b) 20% or more but less than 40% ₂
- c) 10% or more but less than 20% ₃
- d) Less than 10% ₄

Q15 Schools with students whose <first language> is not <the test language> sometimes offer specific language options to these students. Does your school offer any of the following options to 15-year-old students whose <first language> is not <the test language>?

(Please <tick> one box in each row.)

	<i>No, not for any languages</i>	<i>Yes for one language</i>	<i>Yes for 2 or more languages</i>	<i>Not applicable</i>
a) Instruction in their language is offered as a separate subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Instruction in other parts of the curriculum is offered in their language.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q16 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 15-year-old students in Mathematics classes?

(Please <tick> one box in each row.)

	<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Different classes study different content or sets of Mathematics topics that have different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Students are grouped by ability within their Mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In mathematics classes, teachers use a pedagogy suitable for <students with heterogeneous abilities> (i.e. students are not grouped by ability).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q17 In your school, do any of the following activities to promote engagement with Mathematics occur?

(Please <tick> one box in each row)

	<i>Yes</i>	<i>No</i>
a) <Enrichment Mathematics>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) <Remedial Mathematics>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) <Mathematics competitions>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) <Mathematics clubs>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) <Computer clubs> (specifically related to mathematics)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q18 How many of the following 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.

<reminder note>

(Please write a number in each space provided. Write 0 (zero) if there is none.)

	<i>Full time</i>	<i>Part Time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by <the appropriate authority>	_____	_____
c) Teachers with an <ISCED5A> qualification in <pedagogy>	_____	_____

Q19 How many of the following are on the <MATHEMATICS staff> of your school?

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

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

<reminder note>

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

	<i>Full time</i>	<i>Part Time</i>
a) Teachers of Mathematics in TOTAL	_____	_____
b) Teachers of Mathematics with an <ISCED5A> qualification <with a major> in Mathematics	_____	_____
c) Teachers of Mathematics with an <ISCED5A> qualification <but not a major> in Mathematics	_____	_____
d) Teachers of Mathematics with an <ISCED5A> qualification in <pedagogy>	_____	_____
e) Teachers of Mathematics with an <ISCED5B> but not an <ISCED 5A> qualification	_____	_____

Q20 During the last year, have any of the following been used to monitor the practice of Mathematics teachers at your school?

(Please <tick> one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q21 How much do you agree with these statements about innovation in your school?

(Please <tick> one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Mathematics teachers are interested in trying new methods and teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is a preference among Mathematics teachers to stay with well-known methods and practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between ‘innovative’ and ‘traditional’ Mathematics teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q22 How much do you agree with these statements about teachers’ expectations in your school?

(Please <tick> one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is consensus among Mathematics teachers that academic achievement must be kept as high as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is consensus among Mathematics teachers that it is best to adapt academic standards to the students’ level and needs. ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between Mathematics teachers who consider each other to be ‘too demanding’ or ‘too lax’.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q23 How much do you agree with these statements about teaching goals in your school?

(Please <tick> one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is consensus among Mathematics teachers that the social and emotional development of the student is as important as their acquisition of Mathematical skills and knowledge in Mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is consensus among Mathematics teachers that the development of Mathematical skills and knowledge in students is the most important objective in Mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between Mathematics teachers who consider each other as ‘too focused on skill acquisition’ or ‘too focused on the affective development’ of the student.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q24 Think about the teachers in your school. How much do you agree with the following statements?

(Please <tick> one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in this school is high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q25 In your school, to what extent is the learning of students hindered by:

(Please <tick> one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) teachers' low expectations of students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) student absenteeism?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) poor student-teacher relations?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) disruption of classes by students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) teachers not meeting individual students' needs?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) teacher absenteeism?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) students skipping classes?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) students lacking respect for teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) staff resisting change?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) student use of alcohol or illegal drugs?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) teachers being too strict with students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) students intimidating or bullying other students?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) students not being encouraged to achieve their full potential?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q26 In your school, who has the main responsibility for:

(Please <tick> as many boxes as appropriate in each row.)

	<i>Not a main responsibility of the school</i>	<i>School's <governing board></i>	<i>Principal</i>	<i><Department Head></i>	<i>Teacher(s)</i>
a) selecting teachers for hire?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) firing teachers?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) establishing teachers' starting salaries?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) determining teachers' salary increases?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) formulating the school budget?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) deciding on budget allocations within the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) establishing student disciplinary policies? ..	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) establishing student assessment policies? ...	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) approving students for admittance to the school?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) choosing which textbooks are used?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) determining course content?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
l) deciding which courses are offered?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q27 In your school, which of the following <bodies> exert a direct influence on decision making about staffing, budgeting, instructional content and assessment practises?

(Please <tick> as many boxes as apply.)

	<i>Area of influence:</i>			
	<i>Staffing</i>	<i>Budgeting</i>	<i>Instructional content</i>	<i>Assessment practises</i>
a) Regional or national education authorities (e.g. inspectorates)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) The school's <governing board>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Employers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Parent groups	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Teacher groups (e.g. Staff Association, curriculum committees, trade union)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Student groups (e.g. Student Association, youth organisation)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) External examination boards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Thank you for completing this questionnaire.