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Recommended Citation

Fullarton, S. (2000). Codebook: The LSAY 1999 Teacher Survey for the Y98 Cohort Technical Paper No. 20. https://research.acer.edu.au/lsay_technical/34

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Longitudinal Surveys of
Australian Youth

**CODEBOOK:
THE LSAY 1999 TEACHER SURVEY FOR THE Y98
COHORT**

Technical Paper No. 20

Sue Fullarton

Longitudinal Surveys of Australian Youth: Technical Reports

1. Reading and Numeracy Achievement Tests: 1975-1995
2. Overview of the Longitudinal Surveys of Australian Youth Program (LSAY)
3. The 1961 Cohort Questionnaires: 1975-1994
4. The 1965 Cohort Questionnaires: 1981-1995
5. The 1970 Cohort Questionnaires: 1985-1994
6. The 1975 Cohort Questionnaires: 1989-1996
7. The Australian Youth Survey Description
8. Sampling and Samples for the Longitudinal Surveys of Australian Youth
9. Codebook: The LSAY 1995 Year 9 Sample Wave 1 (1995)
10. Item Statistics for the Reading and Numeracy Tests: 1975-1995
11. Codebook: The LSAY 1995 Year 9 Sample Wave 2 (1996)
12. Codebook: the LSAY 1996 School Survey
13. Codebook: the LSAY 1996 Teacher Survey
14. The Measurement of Socioeconomic Status and Social Class in the LSAY project.
15. Weighting for Sample/Population differences and Sample Attrition in the 1995 and 1998 Year 9 Samples
16. The Designed and Achieved Sample of the 1998 LSAY Sample
17. Codebook: The LSAY 1995 Year 9 Sample Wave 3 (1997)
18. Codebook: The LSAY 1995 Year 9 Sample Wave 4 (1998)
19. Codebook for the Y98 1998 Survey.

Longitudinal Surveys of Australian Youth

Longitudinal Surveys of Australian Youth is a program of surveys of young people jointly managed by ACER and the Commonwealth Department of Education, Training and Youth Affairs. The surveys focus on the education and labour market experiences of groups of young Australians, beginning from their middle years of secondary schooling. Data collected include basic demographic variables, as well as information about educational and labour force participation extending over a number of years.

The school and teacher survey

Students participating in this LSAY cohort were originally sampled in 1998 from 296 schools nationally. In 1999 the schools from which the original sample of students was drawn took part in a survey to collect information about the features and programs of schools, as well as features of teachers and teaching, which might influence the progress of students in their school and in their later work careers.

The survey involved two questionnaires: (1) a school questionnaire to be completed by the principal (or other school representative) and (2) a questionnaire to a sample of ten Year 10 teachers. The assistance of the LSAY Reference Group in developing the questionnaires is gratefully acknowledged. The school questionnaire collected information on school programs, organisation and timetables. The teacher survey included questions on aspects of teaching and learning. The codebook for the teacher survey is provided in this technical paper.

SCHOOL AND TEACHER SAMPLES

The national sample of schools for this cohort was derived in 1998. The sample design was intended to provide a sample of 296 schools and 13, 975 Year 9 students. The major stratum considered in the design was the state and territory organisation of schools. Schools and students from smaller states were over-sampled and, correspondingly, schools and students from larger states were under-sampled. Selection of schools and students within states was proportional by sector. Three sectors were used as strata: government schools, Catholic schools, and non-government, non-Catholic schools. Within strata, schools were selected proportional to their size, with an implicit stratification by geography because of the postcode-order of the sampling frame.

The teacher survey was conducted with the assistance of schools. School contacts for the survey were asked to select ten Year 10 teachers to complete the teacher questionnaire, with at least one teacher from each of eight Key Learning Areas: mathematics, science, studies of society and environment, technology, English, health sciences and physical education, creative and performing arts, and languages other than English.

Dimensions of data set

Number of teachers: 1716 (unweighted)

Number of variables: 76

Method of data collection:

Questionnaires mailed out to schools

Data gathering staff

ACER staff: John Ainley, Nicole Fleming, Sue Fullarton, Stephen Lamb, Mike Long, Phil McKenzie, Gary Marks, Julie Zubrinich

LSAY Steering Committee: The LSAY program operates under the direction of a Steering Committee which sets overall policy and approves the analytical program. The Committee has 10 members representing national authorities concerned with education, training, and employment in Australia.

LSAY Reference Group: The Reference Group, which comprises representatives from DETYA and DEWRSB, advises ACER on priorities in the analytical program and survey development.

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Question	Variable name	Variable and value labels
	Schoolid	School identification number
	Teachrid	Teacher identification number
1		In your Year 10 classes:
	Q1a	Students are eager to learn
	Q1b	Students make good progress
	Q1c	Students work hard
	Q1d	Students are well behaved
		In your school:
	Q1e	Students are eager to learn
	Q1f	Students make good progress
	Q1g	Students work hard
	Q1h	Students are well behaved
	Q1i	In general, the morale of staff is high
		1 Strongly agree
		2 Agree
		3 Disagree
		4 Strongly disagree
2	To what extent is the following a problem in your school?	
	Q2a	Student absenteeism
	Q2b	Family problems of students
	Q2c	Vandalism of school property
	Q2d	Low rates of academic achievement
	Q2e	Poor student behaviour
	Q2f	Verbal abuse of teachers
	Q2g	Lack of student interest in school
	Q2h	Lack of parental interest in school affairs
	Q2i	High staff turnover
	Q2j	Other: (please specify)
		1 Serious
		2 Moderate
		3 Minor
		4 Not at all

Question	Variable name	Variable and value labels
3	How much involvement do parents have in your school?	
	Q3a	Participation in school decision-making
	Q3b	Participation in school activities such as helping with excursions, camps, and sport
	Q3c	Participation in parent-teacher evenings
	Q3d	General support of the school's goals
	1	Very high
	2	High
	3	Moderate
	4	Low
	5	Very low
4	How satisfied are you with the following?	
	Q4a	Your relations with students
	Q4b	Your access to teaching resources
	Q4c	The buildings and facilities
	Q4d	Teaching equipment
	Q4e	School grounds and sports facilities
	Q4f	The general behaviour of students
	Q4g	Your out-of-class duties
	Q4h	Your workload
	Q4i	The amount of committee work
	Q4j	Class sizes
	Q4k	Support from management
	Q4l	Decision making processes
	Q4m	Style of management of the school
	Q4n	Other (<i>please specify</i>)
	1	Very high
	2	High
	3	Moderate
	4	Low
	5	Very low
5	At your school how would you rate the relationships?	
	Q5a	Among students
	Q5b	Among teachers
	Q5c	Between teachers and students
	Q5d	Between teachers and the principal
Q5e	Between teachers and parents	
	1	Very good
	2	Good
	3	Moderate
	4	Poor
	5	Very poor
Question	Variable name	Variable and value labels

- 6** **What level of success does your school have in?**
- Q6a Achieving good academic results
- Q6b Providing a curriculum that caters for all students
- Q6c Teaching skills useful in employment
- Q6d Teaching good communication skills
- Q6e Providing a broad range of co-curricular activities
- Q6f Preparing students for higher education
- Q6g Engaging students in school life
- Q6h Helping students successfully plan for their careers
- Q6i Providing an all-round education
- Q6j Meeting the needs of disadvantaged groups
- Q6k Preparing students to be active and informed citizens
- 1 Very high
- 2 High
- 3 Moderate
- 4 Low
- 5 Very low
- 7** **How would you rate the effectiveness of the school as a learning community**
- 1 Very effective
- 2 Effective
- 3 Ineffective
- 4 Very ineffective
- 8** **On average how highly would you rate most teachers in your school on**
- Q8a Mastery of their subject matter
- Q8b Abilities to communicate well with students
- Q8c Being able to maintain student interest
- Q8d Managing discipline
- Q8e Respecting students as young adults
- Q8f Establishing a good working atmosphere
- 1 Very high
- 2 High
- 3 Moderate
- 4 Low
- 5 Very low
- 9** **Q9 Years of teaching**
- 10** **Q10 Years teaching at this school**

Question	Variable name	Variable and value labels
11	Gender	
	1	Male
	2	Female
12	Age	Teacher's age
	1	21 – 25 years
	2	26 – 30 years
	3	31 – 35 years
	4	36 – 40 years
	5	41 – 45 years
	6	46 – 55 years
	7	56 or over
13	Q13a	Qualifications
	Q13b	
	Q13c	
	Q13d	
	1	Undergraduate Diploma (eg Dip Teaching)
	2	Undergraduate Bachelors degree (eg BA, BSc)
	3	Graduate Diploma (eg Grad Dip Ed)
	4	Postgraduate Bachelors (eg BEd)
	5	Masters (eg MSc, MA, MEd)
	6	Doctorate (eg EdD, PhD)
	7	Other
	8	uncodeable
14		Subject majors
	Q14a	
	Q14b	
	Q14c	
	Q14d	
		01 Aboriginal studies
		02 Administration
		03 Agriculture
		04 American studies
		05 Art/design/visual arts
		06 Arts
		07 Asian studies
		08 Australian studies

- 09 Biochemistry
- 10 Biology
- 11 Biotechnology
- 12 Botany
- 13 Business, commerce, accounting
- 14 Chemistry
- 15 Communications
- 16 Computer studies
- 17 Drama/performing arts
- 18 Early childhood education/child studies
- 19 Economics
- 20 Education
- 21 Engineering
- 22 English/Literature
- 23 Environmental science/Earth sciences
- 24 Fashion design/production
- 25 Fine arts/ceramics
- 26 Food studies
- 27 Geography
- 28 Geology
- 29 Health
- 30 History
- 31 Home economics/home science
- 32 Human development
- 33 Humanities
- 34 Legal studies
- 35 Librarian studies
- 36 Lote
- 37 Mathematics
- 38 Media
- 39 Microbiology
- 40 Music
- 41 Pharmacy
- 42 Philosophy
- 43 Physical education
- 44 Physics
- 45 PD/HRE
- 46 Plant biology
- 47 Political sciences
- 48 Psychology
- 49 Science
- 50 Social science
- 51 Sociology
- 52 Special education
- 53 Statistics
- 54 Technology/Design
- 55 TESOL
- 56 Textiles and design
- 57 Theology/RE
- 58 Trades eg plumbing, automotive
- 59 Zoology

- 60 Manual arts/Industrial Arts/Technical Studies
- 61 PH/H/PE
- 62 Curriculum/Ed Admin
- 63 Outdoor Ed
- 64 Primary teaching
- 65 Photography
- 66 Human biology/genetics/physiology/kinesiology
- 67 Career guidance
- 68 Student welfare
- 69 Occ Health and Safety
- 70 Linguistics
- 71 Numeracy & literacy
- 72 Multicultural education/Intercultural studies
- 73 Family studies
- 74 Archaeology/anthropology
- 75 Health promotion
- 76 Marine science
- 77 Literature
- 88 Can't code
- 99 Missing

Question	Variable name	Variable and value labels
15		Subjects taught at year 10
	Q15a	
	Q15b	
	Q15c	
		01 Agriculture/horticulture
		02 Art/visual art/ceramics
		03 Asian studies
		04 Biology
		05 Business studies/commerce
		06 Careers/voc ed/work experience
		07 Chemistry
		08 Child studies
		09 Computer science
		10 Economics
		11 English
		12 English literature
		13 Environmental science/earth science
		14 ESL
		15 First aid
		16 Food studies
		17 Geography
		18 Geology
		19 Graphics/Design
		20 Health
		21 History
		22 Home economics
		23 Hospitality
		24 Human development
		25 Humanities/SOSE
		26 Integrated studies
		27 Legal studies
		28 Life skills/work studies/citizenship/peer support
		29 LOTE
		30 Mathematics
		31 Media
		32 Music
		33 Outdoor education
		34 Personal development/health
		35 Photography
		36 Physical education
		37 Physics
		38 Politics
		39 Psychology
		40 Religion
		41 Science
		42 Social science
		43 Sociology

44	Speech/drama/dance
45	Technical drawing/design
46	Technology
47	Textiles and Design
48	Tourism
49	Woodwork/metalwork/elect/technical studies
50	The Arts
51	H&PE/PE/HPE
52	Sports science
53	Remedial studies
54	Australian studies
55	Driver ed
56	Genetics
57	Learning how to learn/reading and info skills
58	Intercultural studies
59	Philosophy of life
88	Uncodeable
99	missing

Frequencies for all variables

Q1A Year 10: Students are eager to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	179	10.4	10.5	10.5
	2 agree	1061	61.8	62.1	72.6
	3 disagree	433	25.2	25.4	98.0
	4 strongly disagree	35	2.0	2.0	100.0
	Total	1708	99.5	100.0	
Missing	9	8	.5		
Total		1716	100.0		

Q1B Year 10: Students make good progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	170	9.9	10.0	10.0
	2 agree	1206	70.3	70.7	80.6
	3 disagree	320	18.6	18.7	99.4
	4 strongly disagree	11	.6	.6	100.0
	Total	1707	99.5	100.0	
Missing	9	9	.5		
Total		1716	100.0		

Q1C Year 10: Students work hard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	116	6.8	6.8	6.8
	2 agree	921	53.7	54.0	60.8
	3 disagree	609	35.5	35.7	96.5
	4 strongly disagree	59	3.4	3.5	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q1D Year 10: Students are well behaved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	295	17.2	17.3	17.3
	2 agree	1127	65.7	66.1	83.4
	3 disagree	256	14.9	15.0	98.4
	4 strongly disagree	28	1.6	1.6	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q1E School: students are eager to learn

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	115	6.7	6.8	6.8
	2 agree	1140	66.4	67.3	74.1
	3 disagree	416	24.2	24.6	98.6
	4 strongly disagree	23	1.3	1.4	100.0
	Total	1694	98.7	100.0	
Missing	9	22	1.3		
Total		1716	100.0		

Q1F School: students make good progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	134	7.8	7.9	7.9
	2 agree	1255	73.1	74.1	82.0
	3 disagree	291	17.0	17.2	99.2
	4 strongly disagree	13	.8	.8	100.0
	Total	1693	98.7	100.0	
Missing	9	23	1.3		
Total		1716	100.0		

Q1G School: students work hard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	88	5.1	5.2	5.2
	2 agree	955	55.7	56.6	61.8
	3 disagree	610	35.5	36.1	97.9
	4 strongly disagree	35	2.0	2.1	100.0
	Total	1688	98.4	100.0	
Missing	9	28	1.6		
Total		1716	100.0		

Q1H School: students well behaved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	206	12.0	12.2	12.2
	2 agree	1161	67.7	68.7	80.9
	3 disagree	292	17.0	17.3	98.2
	4 strongly disagree	31	1.8	1.8	100.0
	Total	1690	98.5	100.0	
Missing	9	26	1.5		
Total		1716	100.0		

Q1I School: staff morale high

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 strongly agree	219	12.8	13.0	13.0
	2 agree	850	49.5	50.4	63.3
	3 disagree	501	29.2	29.7	93.0
	4 strongly disagree	118	6.9	7.0	100.0
	Total	1688	98.4	100.0	
Missing	9	28	1.6		
Total		1716	100.0		

Q2A Problem: student absenteeism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	149	8.7	8.7	8.7
	2 moderate	630	36.7	36.9	45.6
	3 minor	807	47.0	47.2	92.9
	4 not at all	122	7.1	7.1	100.0
	Total	1708	99.5	100.0	
Missing	9	8	.5		
Total		1716	100.0		

Q2B Problem: family problems of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	187	10.9	11.0	11.0
	2 moderate	921	53.7	54.1	65.1
	3 minor	581	33.9	34.1	99.2
	4 not at all	13	.8	.8	100.0
	Total	1702	99.2	100.0	
Missing	9	14	.8		
Total		1716	100.0		

Q2C Problem: vandalism of school property

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	148	8.6	8.7	8.7
	2 moderate	490	28.6	28.7	37.4
	3 minor	956	55.7	56.0	93.3
	4 not at all	114	6.6	6.7	100.0
	Total	1708	99.5	100.0	
Missing	9	8	.5		
Total		1716	100.0		

Q2D Problem: low rate of academic achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	174	10.1	10.2	10.2
	2 moderate	691	40.3	40.4	50.6
	3 minor	771	44.9	45.1	95.7
	4 not at all	73	4.3	4.3	100.0
	Total	1709	99.6	100.0	
Missing	9	7	.4		
Total		1716	100.0		

Q2E Problem: poor student behaviour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	121	7.1	7.1	7.1
	2 moderate	552	32.2	32.2	39.3
	3 minor	970	56.5	56.6	95.9
	4 not at all	70	4.1	4.1	100.0
	Total	1713	99.8	100.0	
Missing	9	3	.2		
Total		1716	100.0		

Q2F Problem: verbal abuse of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	95	5.5	5.5	5.5
	2 moderate	304	17.7	17.8	23.3
	3 minor	976	56.9	57.0	80.3
	4 not at all	337	19.6	19.7	100.0
	Total	1712	99.8	100.0	
Missing	9	4	.2		
Total		1716	100.0		

Q2G Problem: lack of student interest in school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	157	9.1	9.2	9.2
	2 moderate	612	35.7	35.8	45.0
	3 minor	869	50.6	50.8	95.8
	4 not at all	72	4.2	4.2	100.0
	Total	1710	99.7	100.0	
Missing	9	6	.3		
Total		1716	100.0		

Q2H Problem: lack of parental interest in school affairs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	172	10.0	10.0	10.0
	2 moderate	632	36.8	36.9	47.0
	3 minor	747	43.5	43.6	90.6
	4 not at all	161	9.4	9.4	100.0
	Total	1712	99.8	100.0	
Missing	9	4	.2		
Total		1716	100.0		

Q2I Problem: high staff turnover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	94	5.5	5.5	5.5
	2 moderate	313	18.2	18.3	23.9
	3 minor	840	49.0	49.2	73.1
	4 not at all	459	26.7	26.9	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q2J Problem: other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 serious	74	4.3	56.1	56.1
	2 moderate	50	2.9	37.9	93.9
	3 minor	7	.4	5.3	99.2
	4 not at all	1	.1	.8	100.0
	Total	132	7.7	100.0	
Missing	9	1584	92.3		
Total		1716	100.0		

Q3A Parent involvement: school decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	42	2.4	2.5	2.5
	2 high	255	14.9	14.9	17.4
	3 moderate	673	39.2	39.4	56.9
	4 low	591	34.4	34.6	91.5
	5 very low	145	8.4	8.5	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q3B Parent involvement: school activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	34	2.0	2.0	2.0
	2 high	184	10.7	10.8	12.8
	3 moderate	518	30.2	30.4	43.2
	4 low	687	40.0	40.3	83.5
	5 very low	281	16.4	16.5	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q3C Parent involvement: parent-teacher evenings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	160	9.3	9.4	9.4
	2 high	438	25.5	25.7	35.0
	3 moderate	696	40.6	40.8	75.8
	4 low	327	19.1	19.2	95.0
	5 very low	86	5.0	5.0	100.0
	Total	1707	99.5	100.0	
Missing	9	9	.5		
Total		1716	100.0		

Q3D Parent involvement: support of school's goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	157	9.1	9.2	9.2
	2 high	545	31.8	32.0	41.2
	3 moderate	697	40.6	40.9	82.1
	4 low	253	14.7	14.8	96.9
	5 very low	52	3.0	3.1	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q4A Satisfied: relations with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	453	26.4	26.5	26.5
	2 high	901	52.5	52.8	79.3
	3 moderate	331	19.3	19.4	98.7
	4 low	19	1.1	1.1	99.8
	5 very low	3	.2	.2	100.0
	Total	1707	99.5	100.0	
Missing	9	9	.5		
Total		1716	100.0		

Q4B Satisfied: access to teaching resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	243	14.2	14.2	14.2
	2 high	767	44.7	44.9	59.1
	3 moderate	548	31.9	32.1	91.2
	4 low	123	7.2	7.2	98.4
	5 very low	27	1.6	1.6	100.0
	Total	1708	99.5	100.0	
Missing	9	8	.5		
Total		1716	100.0		

Q4C Satisfied: buildings and facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	194	11.3	11.4	11.4
	2 high	597	34.8	35.0	46.4
	3 moderate	590	34.4	34.6	80.9
	4 low	228	13.3	13.4	94.3
	5 very low	97	5.7	5.7	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q4D Satisfied: teaching equipment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	161	9.4	9.4	9.4
	2 high	615	35.8	36.1	45.5
	3 moderate	679	39.6	39.8	85.4
	4 low	203	11.8	11.9	97.3
	5 very low	46	2.7	2.7	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q4E Satisfied: school grounds/sports facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	254	14.8	14.9	14.9
	2 high	652	38.0	38.2	53.1
	3 moderate	580	33.8	34.0	87.2
	4 low	166	9.7	9.7	96.9
	5 very low	53	3.1	3.1	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q4F Satisfied: general behaviour of students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	163	9.5	9.5	9.5
	2 high	740	43.1	43.3	52.9
	3 moderate	592	34.5	34.7	87.5
	4 low	175	10.2	10.2	97.8
	5 very low	38	2.2	2.2	100.0
	Total	1708	99.5	100.0	
Missing	9	8	.5		
Total		1716	100.0		

Q4G Satisfied: out of class duties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	124	7.2	7.3	7.3
	2 high	609	35.5	35.9	43.2
	3 moderate	706	41.1	41.6	84.7
	4 low	206	12.0	12.1	96.9
	5 very low	53	3.1	3.1	100.0
	Total	1698	99.0	100.0	
Missing	9	18	1.0		
Total		1716	100.0		

Q4H Satisfied: workload

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	94	5.5	5.5	5.5
	2 high	475	27.7	27.8	33.3
	3 moderate	682	39.7	39.9	73.1
	4 low	322	18.8	18.8	91.9
	5 very low	138	8.0	8.1	100.0
	Total	1711	99.7	100.0	
Missing	9	5	.3		
Total		1716	100.0		

Q4I Satisfied: amount of committee work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	60	3.5	3.6	3.6
	2 high	426	24.8	25.3	28.9
	3 moderate	800	46.6	47.6	76.5
	4 low	316	18.4	18.8	95.2
	5 very low	80	4.7	4.8	100.0
	Total	1682	98.0	100.0	
Missing	9	34	2.0		
Total		1716	100.0		

Q4J Satisfied: class sizes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	166	9.7	9.7	9.7
	2 high	465	27.1	27.3	37.0
	3 moderate	662	38.6	38.8	75.8
	4 low	306	17.8	17.9	93.7
	5 very low	107	6.2	6.3	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q4K Satisfied: support from management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	243	14.2	14.2	14.2
	2 high	643	37.5	37.6	51.8
	3 moderate	498	29.0	29.1	80.8
	4 low	229	13.3	13.4	94.2
	5 very low	99	5.8	5.8	100.0
	Total	1712	99.8	100.0	
Missing	9	4	.2		
Total		1716	100.0		

Q4L Satisfied: decision making processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	101	5.9	5.9	5.9
	2 high	539	31.4	31.6	37.6
	3 moderate	631	36.8	37.0	74.6
	4 low	323	18.8	19.0	93.5
	5 very low	110	6.4	6.5	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q4M Satisfied: style of management of the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	174	10.1	10.2	10.2
	2 high	597	34.8	35.1	45.3
	3 moderate	528	30.8	31.0	76.3
	4 low	271	15.8	15.9	92.2
	5 very low	133	7.8	7.8	100.0
	Total	1703	99.2	100.0	
Missing	9	13	.8		
Total		1716	100.0		

Q4N Satisfied: other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	3	.2	4.8	4.8
	2 high	5	.3	8.1	12.9
	3 moderate	8	.5	12.9	25.8
	4 low	13	.8	21.0	46.8
	5 very low	33	1.9	53.2	100.0
	Total	62	3.6	100.0	
Missing	9	1654	96.4		
Total		1716	100.0		

Q5A School relationships: among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very good	311	18.1	18.2	18.2
	2 good	1068	62.2	62.3	80.5
	3 moderate	293	17.1	17.1	97.6
	4 poor	40	2.3	2.3	99.9
	5 very poor	1	.1	.1	100.0
	Total	1713	99.8	100.0	
Missing	9	3	.2		
Total		1716	100.0		

Q5B School relationships: among teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very good	491	28.6	28.6	28.6
	2 good	923	53.8	53.9	82.5
	3 moderate	255	14.9	14.9	97.4
	4 poor	39	2.3	2.3	99.6
	5 very poor	6	.3	.4	100.0
	Total	1714	99.9	100.0	
Missing	9	2	.1		
Total		1716	100.0		

Q5C School relationships: between teachers and students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very good	296	17.2	17.3	17.3
	2 good	1041	60.7	60.8	78.1
	3 moderate	343	20.0	20.0	98.2
	4 poor	31	1.8	1.8	100.0
	Total	1711	99.7	100.0	
Missing	9	5	.3		
Total		1716	100.0		

Q5D School relationships: between teachers and principal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very good	316	18.4	18.5	18.5
	2 good	724	42.2	42.3	60.7
	3 moderate	439	25.6	25.6	86.4
	4 poor	169	9.8	9.9	96.3
	5 very poor	64	3.7	3.7	100.0
	Total	1712	99.8	100.0	
Missing	9	4	.2		
Total		1716	100.0		

Q5E School relationships: between teachers and parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very good	180	10.5	10.5	10.5
	2 good	894	52.1	52.2	62.7
	3 moderate	568	33.1	33.2	95.9
	4 poor	66	3.8	3.9	99.7
	5 very poor	5	.3	.3	100.0
	Total	1713	99.8	100.0	
Missing	9	3	.2		
Total		1716	100.0		

Q6A Level of success: good academic results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	252	14.7	14.8	14.8
	2 high	588	34.3	34.6	49.4
	3 moderate	673	39.2	39.6	89.0
	4 low	162	9.4	9.5	98.5
	5 very low	25	1.5	1.5	100.0
	Total	1700	99.1	100.0	
Missing	9	16	.9		
Total		1716	100.0		

Q6B Level of success: inclusive curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	228	13.3	13.3	13.3
	2 high	733	42.7	42.9	56.2
	3 moderate	625	36.4	36.6	92.8
	4 low	111	6.5	6.5	99.3
	5 very low	12	.7	.7	100.0
	Total	1709	99.6	100.0	
Missing	9	7	.4		
Total		1716	100.0		

Q6C Level of success: teaching skills useful for employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	142	8.3	8.3	8.3
	2 high	764	44.5	44.8	53.1
	3 moderate	699	40.7	41.0	94.1
	4 low	91	5.3	5.3	99.5
	5 very low	9	.5	.5	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q6D Level of success: teaching good communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	180	10.5	10.6	10.6
	2 high	757	44.1	44.4	55.0
	3 moderate	657	38.3	38.5	93.5
	4 low	104	6.1	6.1	99.6
	5 very low	7	.4	.4	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q6E Level of success: providing broad range of activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	398	23.2	23.4	23.4
	2 high	709	41.3	41.6	65.0
	3 moderate	475	27.7	27.9	92.9
	4 low	112	6.5	6.6	99.5
	5 very low	9	.5	.5	100.0
	Total	1703	99.2	100.0	
Missing	9	13	.8		
Total		1716	100.0		

Q6F Level of success: preparing students for higher education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	300	17.5	17.6	17.6
	2 high	754	43.9	44.1	61.7
	3 moderate	536	31.2	31.4	93.0
	4 low	110	6.4	6.4	99.5
	5 very low	9	.5	.5	100.0
	Total	1709	99.6	100.0	
Missing	9	7	.4		
Total		1716	100.0		

Q6G Level of success: engaging students in school life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	253	14.7	14.8	14.8
	2 high	696	40.6	40.7	55.5
	3 moderate	604	35.2	35.3	90.9
	4 low	147	8.6	8.6	99.5
	5 very low	9	.5	.5	100.0
	Total	1709	99.6	100.0	
Missing	9	7	.4		
Total		1716	100.0		

Q6H Level of success: helping students plan for careers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	212	12.4	12.4	12.4
	2 high	796	46.4	46.7	59.2
	3 moderate	576	33.6	33.8	93.0
	4 low	106	6.2	6.2	99.2
	5 very low	14	.8	.8	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q6I Level of success: providing an all-round education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	287	16.7	16.8	16.8
	2 high	833	48.5	48.8	65.6
	3 moderate	529	30.8	31.0	96.6
	4 low	52	3.0	3.0	99.6
	5 very low	6	.3	.4	100.0
	Total	1707	99.5	100.0	
Missing	9	9	.5		
Total		1716	100.0		

Q6J Level of success: meeting needs of disadvantaged groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	179	10.4	10.5	10.5
	2 high	591	34.4	34.7	45.2
	3 moderate	659	38.4	38.7	83.9
	4 low	236	13.8	13.8	97.7
	5 very low	39	2.3	2.3	100.0
	Total	1704	99.3	100.0	
Missing	9	12	.7		
Total		1716	100.0		

Q6K Level of success: preparing students to be active citizens

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	148	8.6	8.7	8.7
	2 high	690	40.2	40.5	49.1
	3 moderate	702	40.9	41.2	90.3
	4 low	149	8.7	8.7	99.1
	5 very low	16	.9	.9	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q7 how effective is your school as a learning community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very effective	332	19.3	19.5	19.5
	2 effective	1262	73.5	74.2	93.8
	3 ineffective	94	5.5	5.5	99.3
	4 very ineffective	10	.6	.6	99.9
	5	2	.1	.1	100.0
	Total	1700	99.1	100.0	
Missing	9	16	.9		
Total		1716	100.0		

Q8A Rating of most teachers: mastery of subject matter

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	438	25.5	25.7	25.7
	2 high	1078	62.8	63.2	88.9
	3 moderate	177	10.3	10.4	99.2
	4 low	13	.8	.8	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q8B Rating of most teachers: communicate well with students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	252	14.7	14.8	14.8
	2 high	1055	61.5	61.8	76.6
	3 moderate	374	21.8	21.9	98.5
	4 low	25	1.5	1.5	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q8C Rating of most teachers: able to maintain student interest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	128	7.5	7.5	7.5
	2 high	830	48.4	48.8	56.3
	3 moderate	670	39.0	39.4	95.7
	4 low	70	4.1	4.1	99.8
	5 very low	4	.2	.2	100.0
	Total	1702	99.2	100.0	
Missing	9	14	.8		
Total		1716	100.0		

Q8D Rating of most teachers: managing discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	158	9.2	9.3	9.3
	2 high	864	50.3	50.6	59.9
	3 moderate	600	35.0	35.2	95.1
	4 low	78	4.5	4.6	99.6
	5 very low	6	.3	.4	100.0
	Total	1706	99.4	100.0	
Missing	9	10	.6		
Total		1716	100.0		

Q8E Rating of most teachers: respecting students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	234	13.6	13.7	13.7
	2 high	863	50.3	50.6	64.3
	3 moderate	516	30.1	30.3	94.6
	4 low	85	5.0	5.0	99.6
	5 very low	7	.4	.4	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q8F Rating of most teachers: establishing good working atmosphere

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 very high	229	13.3	13.4	13.4
	2 high	936	54.5	54.9	68.3
	3 moderate	487	28.4	28.6	96.9
	4 low	46	2.7	2.7	99.6
	5 very low	7	.4	.4	100.0
	Total	1705	99.4	100.0	
Missing	9	11	.6		
Total		1716	100.0		

Q9 How long teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1	43	2.5	2.5	2.5	
	2	49	2.9	2.9	5.4	
	3	58	3.4	3.4	8.8	
	4	61	3.6	3.6	12.3	
	5	69	4.0	4.0	16.4	
	6	46	2.7	2.7	19.1	
	7	53	3.1	3.1	22.2	
	8	56	3.3	3.3	25.4	
	9	64	3.7	3.7	29.2	
	10	80	4.7	4.7	33.9	
	11	64	3.7	3.7	37.6	
	12	45	2.6	2.6	40.2	
	13	42	2.4	2.5	42.7	
	14	52	3.0	3.0	45.7	
	15	89	5.2	5.2	50.9	
	16	58	3.4	3.4	54.3	
	17	41	2.4	2.4	56.7	
	18	56	3.3	3.3	60.0	
	19	38	2.2	2.2	62.2	
	20	118	6.9	6.9	69.1	
	21	44	2.6	2.6	71.7	
	22	60	3.5	3.5	75.2	
	23	58	3.4	3.4	78.6	
	24	39	2.3	2.3	80.9	
	25	58	3.4	3.4	84.3	
	26	40	2.3	2.3	86.6	
	27	26	1.5	1.5	88.1	
	28	28	1.6	1.6	89.8	
	29	22	1.3	1.3	91.1	
	30	59	3.4	3.5	94.5	
	31	16	.9	.9	95.4	
	32	17	1.0	1.0	96.4	
	33	14	.8	.8	97.3	
	34	9	.5	.5	97.8	
	35	15	.9	.9	98.7	
	36	4	.2	.2	98.9	
	37	5	.3	.3	99.2	
	38	3	.2	.2	99.4	
	39	4	.2	.2	99.6	
	40	5	.3	.3	99.9	
	45	2	.1	.1	100.0	
		Total	1710	99.7	100.0	
	Missing	99	6	.3		
	Total		1716	100.0		

Q10 how long teaching at this school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	211	12.3	12.4	12.4
	2	175	10.2	10.3	22.7
	3	166	9.7	9.7	32.4
	4	134	7.8	7.9	40.3
	5	138	8.0	8.1	48.4
	6	81	4.7	4.8	53.1
	7	82	4.8	4.8	57.9
	8	75	4.4	4.4	62.3
	9	73	4.3	4.3	66.6
	10	112	6.5	6.6	73.2
	11	62	3.6	3.6	76.8
	12	61	3.6	3.6	80.4
	13	43	2.5	2.5	82.9
	14	48	2.8	2.8	85.7
	15	49	2.9	2.9	88.6
	16	34	2.0	2.0	90.6
	17	17	1.0	1.0	91.6
	18	21	1.2	1.2	92.8
	19	18	1.0	1.1	93.9
	20	25	1.5	1.5	95.4
	21	13	.8	.8	96.1
	22	14	.8	.8	96.9
	23	9	.5	.5	97.5
	24	9	.5	.5	98.0
	25	6	.3	.4	98.4
	26	6	.3	.4	98.7
	27	5	.3	.3	99.0
	28	4	.2	.2	99.2
	29	2	.1	.1	99.4
	30	2	.1	.1	99.5
	31	2	.1	.1	99.6
	32	4	.2	.2	99.8
	33	1	.1	.1	99.9
	35	1	.1	.1	99.9
	40	1	.1	.1	100.0
	Total	1704	99.3	100.0	
Missing	99	12	.7		
Total		1716	100.0		

GENDER Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 male	839	48.9	49.1	49.1
	2 female	870	50.7	50.9	100.0
	Total	1709	99.6	100.0	
Missing	9	7	.4		
Total		1716	100.0		

AGE Age groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 21-25 years	100	5.8	5.8	5.8
	2 26 - 30 years	243	14.2	14.2	20.0
	3 31 - 35 years	204	11.9	11.9	31.9
	4 36 - 40 years	227	13.2	13.2	45.1
	5 41 - 45 years	367	21.4	21.4	66.5
	6 46 - 55 years	491	28.6	28.6	95.1
	7 56 or over	76	4.4	4.4	99.5
	9	8	.5	.5	100.0
	Total	1716	100.0	100.0	

Q13A Qualifications 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 undergrad diploma	345	20.1	20.1	20.1
	2 undergrad bachelors	1257	73.3	73.3	93.4
	3 graduate diploma	14	.8	.8	94.2
	4 postgrad bachelors	7	.4	.4	94.6
	5 masters	39	2.3	2.3	96.9
	6 doctorate	2	.1	.1	97.0
	7 others	39	2.3	2.3	99.2
	8 unable to code	1	.1	.1	99.3
	9	12	.7	.7	100.0
	Total	1716	100.0	100.0	

Q13B qualifications2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	.1	.1	.1
	1 undergrad diploma	89	5.2	5.2	5.3
	2 undergrad bachelors	71	4.1	4.1	9.4
	3 graduate diploma	741	43.2	43.2	52.6
	4 postgrad bachelors	172	10.0	10.0	62.6
	5 masters	26	1.5	1.5	64.2
	6 doctorate	3	.2	.2	64.3
	7 others	53	3.1	3.1	67.4
	8 unable to code	1	.1	.1	67.5
	9	558	32.5	32.5	100.0
	Total	1716	100.0	100.0	

Q13C qualifications3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 undergrad diploma	28	1.6	1.6	1.6
	2 undergrad bachelors	10	.6	.6	2.2
	3 graduate diploma	130	7.6	7.6	9.8
	4 postgrad bachelors	25	1.5	1.5	11.2
	5 masters	79	4.6	4.6	15.9
	6 doctorate	3	.2	.2	16.0
	7 others	37	2.2	2.2	18.2
	8 unable to code	4	.2	.2	18.4
	9	1400	81.6	81.6	100.0
	Total	1716	100.0	100.0	

Q13D qualifications4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 undergrad diploma	6	.3	.3	.3
	2 undergrad bachelors	4	.2	.2	.6
	3 graduate diploma	16	.9	.9	1.5
	4 postgrad bachelors	1	.1	.1	1.6
	5 masters	20	1.2	1.2	2.7
	6 doctorate	3	.2	.2	2.9
	7 others	26	1.5	1.5	4.4
	9	1640	95.6	95.6	100.0
	Total	1716	100.0	100.0	

Q14A Major subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	.3	.4	.4
	5	51	3.0	3.1	3.4
	6	1	.1	.1	3.5
	7	4	.2	.2	3.7
	9	3	.2	.2	3.9
	10	52	3.0	3.1	7.0
	11	2	.1	.1	7.2
	12	1	.1	.1	7.2
	13	41	2.4	2.5	9.7
	14	35	2.0	2.1	11.8
	15	2	.1	.1	11.9
	16	10	.6	.6	12.5
	17	23	1.3	1.4	13.9
	18	1	.1	.1	14.0
	19	35	2.0	2.1	16.1
	20	7	.4	.4	16.5
	21	5	.3	.3	16.8
	22	297	17.3	17.9	34.6
	23	1	.1	.1	34.7
	25	70	4.1	4.2	38.9
	26	8	.5	.5	39.4
	27	61	3.6	3.7	43.1
	28	3	.2	.2	43.2
	29	6	.3	.4	43.6
	30	112	6.5	6.7	50.3
	31	43	2.5	2.6	52.9
	33	4	.2	.2	53.2
	34	8	.5	.5	53.6
	36	74	4.3	4.4	58.1
	37	230	13.4	13.8	71.9
	38	4	.2	.2	72.2
	39	3	.2	.2	72.3
	40	24	1.4	1.4	73.8
	42	2	.1	.1	73.9
	43	153	8.9	9.2	83.1
	44	20	1.2	1.2	84.3
	46	1	.1	.1	84.4
	47	11	.6	.7	85.0
	48	8	.5	.5	85.5
	49	83	4.8	5.0	90.5
	50	14	.8	.8	91.3
	51	3	.2	.2	91.5
	52	2	.1	.1	91.6
	54	41	2.4	2.5	94.1
	55	1	.1	.1	94.2
	56	6	.3	.4	94.5
	57	8	.5	.5	95.0
	58	3	.2	.2	95.2
	59	6	.3	.4	95.6
	60	50	2.9	3.0	98.6
	61	14	.8	.8	99.4
	62	1	.1	.1	99.5
	64	5	.3	.3	99.8
	65	1	.1	.1	99.8
	66	2	.1	.1	99.9
	76	1	.1	.1	100.0
	Total	1663	96.9	100.0	
Missing	99	53	3.1		
Total		1716	100.0		

Q14B Major subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.1	.1	.1
	2	3	.2	.3	.4
	3	3	.2	.3	.7
	4	1	.1	.1	.8
	5	7	.4	.7	1.6
	7	3	.2	.3	1.9
	9	3	.2	.3	2.2
	10	25	1.5	2.7	4.9
	11	1	.1	.1	5.0
	13	11	.6	1.2	6.2
	14	24	1.4	2.5	8.7
	16	31	1.8	3.3	12.0
	17	21	1.2	2.2	14.2
	18	2	.1	.2	14.4
	19	22	1.3	2.3	16.8
	20	12	.7	1.3	18.0
	21	2	.1	.2	18.3
	22	70	4.1	7.4	25.7
	23	5	.3	.5	26.2
	24	1	.1	.1	26.3
	25	6	.3	.6	27.0
	26	4	.2	.4	27.4
	27	61	3.6	6.5	33.9
	28	5	.3	.5	34.4
	29	7	.4	.7	35.1
	30	192	11.2	20.4	55.5
	31	7	.4	.7	56.3
	32	1	.1	.1	56.4
	33	1	.1	.1	56.5
	34	7	.4	.7	57.2
	35	2	.1	.2	57.4
	36	41	2.4	4.4	61.8
	37	61	3.6	6.5	68.3
	38	8	.5	.8	69.1
	39	1	.1	.1	69.2
	40	4	.2	.4	69.6
	41	2	.1	.2	69.9
	42	4	.2	.4	70.3
	43	16	.9	1.7	72.0
	44	21	1.2	2.2	74.2
	45	1	.1	.1	74.3
	46	1	.1	.1	74.4
	47	27	1.6	2.9	77.3
	48	20	1.2	2.1	79.4
	49	63	3.7	6.7	86.1
	50	29	1.7	3.1	89.2
	51	10	.6	1.1	90.2
	52	4	.2	.4	90.7
	53	4	.2	.4	91.1
	54	12	.7	1.3	92.4
	55	9	.5	1.0	93.3
	56	5	.3	.5	93.8
	57	15	.9	1.6	95.4
	59	3	.2	.3	95.8
	60	6	.3	.6	96.4
	61	3	.2	.3	96.7
	62	7	.4	.7	97.5
	63	2	.1	.2	97.7
	64	1	.1	.1	97.8
	65	3	.2	.3	98.1
	66	5	.3	.5	98.6
	67	1	.1	.1	98.7
	70	4	.2	.4	99.2
	71	1	.1	.1	99.3
	72	2	.1	.2	99.5
	74	4	.2	.4	99.9
	75	1	.1	.1	100.0
	Total	942	54.9	100.0	
Missing	99	774	45.1		
Total		1716	100.0		

Q14C Major subjects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	.1	.4	.4
	5	3	.2	1.3	1.8
	6	1	.1	.4	2.2
	7	1	.1	.4	2.7
	10	4	.2	1.8	4.4
	13	8	.5	3.6	8.0
	14	8	.5	3.6	11.6
	16	8	.5	3.6	15.1
	17	9	.5	4.0	19.1
	19	6	.3	2.7	21.8
	20	5	.3	2.2	24.0
	22	8	.5	3.6	27.6
	23	2	.1	.9	28.4
	25	4	.2	1.8	30.2
	26	2	.1	.9	31.1
	27	3	.2	1.3	32.4
	28	1	.1	.4	32.9
	29	3	.2	1.3	34.2
	30	15	.9	6.7	40.9
	31	2	.1	.9	41.8
	32	1	.1	.4	42.2
	34	3	.2	1.3	43.6
	35	4	.2	1.8	45.3
	36	8	.5	3.6	48.9
	37	13	.8	5.8	54.7
	38	5	.3	2.2	56.9
	40	3	.2	1.3	58.2
	42	2	.1	.9	59.1
	43	9	.5	4.0	63.1
	44	4	.2	1.8	64.9
	47	3	.2	1.3	66.2
	48	12	.7	5.3	71.6
	49	13	.8	5.8	77.3
	50	6	.3	2.7	80.0
	51	2	.1	.9	80.9
	52	2	.1	.9	81.8
	53	1	.1	.4	82.2
	54	2	.1	.9	83.1
	55	7	.4	3.1	86.2
	56	2	.1	.9	87.1
	57	14	.8	6.2	93.3
	59	1	.1	.4	93.8
	60	1	.1	.4	94.2
	62	2	.1	.9	95.1
	65	1	.1	.4	95.6
	66	2	.1	.9	96.4
	67	1	.1	.4	96.9
	68	1	.1	.4	97.3
	69	1	.1	.4	97.8
	70	1	.1	.4	98.2
	72	1	.1	.4	98.7
	73	1	.1	.4	99.1
	77	1	.1	.4	99.6
	88	1	.1	.4	100.0
	Total	225	13.1	100.0	
Missing	99	1491	86.9		
Total		1716	100.0		

Q15A Subjects taught at year 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	.3	.3	.3
	2	91	5.3	5.4	5.7
	3	2	.1	.1	5.8
	4	2	.1	.1	5.9
	5	40	2.3	2.4	8.3
	6	6	.3	.4	8.6
	7	9	.5	.5	9.1
	8	3	.2	.2	9.3
	9	37	2.2	2.2	11.5
	10	4	.2	.2	11.7
	11	297	17.3	17.5	29.3
	12	1	.1	.1	29.3
	13	2	.1	.1	29.5
	14	3	.2	.2	29.6
	15	1	.1	.1	29.7
	16	26	1.5	1.5	31.2
	17	35	2.0	2.1	33.3
	19	13	.8	.8	34.1
	20	20	1.2	1.2	35.2
	21	55	3.2	3.2	38.5
	22	25	1.5	1.5	40.0
	25	52	3.0	3.1	43.0
	26	2	.1	.1	43.2
	27	5	.3	.3	43.4
	28	7	.4	.4	43.9
	29	96	5.6	5.7	49.5
	30	301	17.5	17.8	67.3
	31	4	.2	.2	67.5
	32	23	1.3	1.4	68.9
	33	2	.1	.1	69.0
	34	6	.3	.4	69.4
	35	6	.3	.4	69.7
	36	48	2.8	2.8	72.6
	37	10	.6	.6	73.1
	38	3	.2	.2	73.3
	40	17	1.0	1.0	74.3
	41	143	8.3	8.4	82.8
	42	10	.6	.6	83.4
	44	49	2.9	2.9	86.2
	45	1	.1	.1	86.3
46	34	2.0	2.0	88.3	
47	7	.4	.4	88.7	
49	53	3.1	3.1	91.9	
50	17	1.0	1.0	92.9	
51	107	6.2	6.3	99.2	
52	2	.1	.1	99.3	
53	4	.2	.2	99.5	
54	3	.2	.2	99.7	
55	1	.1	.1	99.8	
57	1	.1	.1	99.8	
58	1	.1	.1	99.9	
88	2	.1	.1	100.0	
	Total	1694	98.7	100.0	
Missing	99	22	1.3		
Total		1716	100.0		

Q15B Subjects taught at year 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.1	.3	.3
	2	4	.2	.6	.9
	4	3	.2	.5	1.4
	5	19	1.1	2.9	4.3
	6	3	.2	.5	4.8
	7	6	.3	.9	5.7
	8	4	.2	.6	6.4
	9	34	2.0	5.3	11.6
	10	3	.2	.5	12.1
	11	36	2.1	5.6	17.7
	12	3	.2	.5	18.1
	13	2	.1	.3	18.4
	14	4	.2	.6	19.1
	16	9	.5	1.4	20.5
	17	24	1.4	3.7	24.2
	18	1	.1	.2	24.3
	19	27	1.6	4.2	28.5
	20	19	1.1	2.9	31.5
	21	44	2.6	6.8	38.3
	22	7	.4	1.1	39.4
	23	1	.1	.2	39.5
	25	61	3.6	9.5	49.0
	27	6	.3	.9	49.9
	28	8	.5	1.2	51.2
	29	14	.8	2.2	53.3
	30	27	1.6	4.2	57.5
	31	5	.3	.8	58.3
	32	1	.1	.2	58.4
	33	6	.3	.9	59.4
	34	4	.2	.6	60.0
	35	11	.6	1.7	61.7
	36	14	.8	2.2	63.9
	37	9	.5	1.4	65.3
	38	1	.1	.2	65.4
	39	3	.2	.5	65.9
40	27	1.6	4.2	70.1	
41	86	5.0	13.3	83.4	
42	8	.5	1.2	84.7	
43	1	.1	.2	84.8	
44	7	.4	1.1	85.9	
45	5	.3	.8	86.7	
46	31	1.8	4.8	91.5	
47	8	.5	1.2	92.7	
49	24	1.4	3.7	96.4	
51	9	.5	1.4	97.8	
52	6	.3	.9	98.8	
53	2	.1	.3	99.1	
54	3	.2	.5	99.5	
56	1	.1	.2	99.7	
57	2	.1	.3	100.0	
	Total	645	37.6	100.0	
Missing	99	1071	62.4		
Total		1716	100.0		

Q15C Subjects taught at year 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.1	.6	.6
	3	1	.1	.6	1.2
	4	3	.2	1.8	3.0
	5	5	.3	3.0	5.9
	6	4	.2	2.4	8.3
	7	2	.1	1.2	9.5
	9	12	.7	7.1	16.6
	10	2	.1	1.2	17.8
	11	3	.2	1.8	19.5
	16	3	.2	1.8	21.3
	17	12	.7	7.1	28.4
	18	1	.1	.6	29.0
	19	6	.3	3.6	32.5
	20	1	.1	.6	33.1
	21	4	.2	2.4	35.5
	22	2	.1	1.2	36.7
	23	1	.1	.6	37.3
	24	1	.1	.6	37.9
	25	16	.9	9.5	47.3
	27	1	.1	.6	47.9
	28	7	.4	4.1	52.1
	29	6	.3	3.6	55.6
	30	1	.1	.6	56.2
	31	6	.3	3.6	59.8
	33	2	.1	1.2	60.9
	34	2	.1	1.2	62.1
	35	3	.2	1.8	63.9
	36	2	.1	1.2	65.1
	37	2	.1	1.2	66.3
	38	1	.1	.6	66.9
	39	1	.1	.6	67.5
	40	8	.5	4.7	72.2
	41	10	.6	5.9	78.1
	42	5	.3	3.0	81.1
	43	1	.1	.6	81.7
	44	3	.2	1.8	83.4
	45	2	.1	1.2	84.6
	46	9	.5	5.3	89.9
	47	2	.1	1.2	91.1
	49	5	.3	3.0	94.1
	51	1	.1	.6	94.7
	52	5	.3	3.0	97.6
	59	1	.1	.6	98.2
	88	3	.2	1.8	100.0
	Total	169	9.8	100.0	
Missing	99	1547	90.2		
Total		1716	100.0		

The 1998
Teacher Questionnaire



Longitudinal Surveys of Australian Youth

Teacher Questionnaire

In 1998 a number of Year 9 students at your school took part in the Longitudinal Survey of Australian Youth. The aim of this study is to collect information that can be used for the on-going monitoring of participation in school, training and the labour market. The study forms part of a program of longitudinal surveys being conducted by the Australian Council for Educational Research.

To improve our understanding of the school experiences of students we are seeking important information from Year 10 teachers on aspects of teaching and learning. We appreciate your assistance in completing this questionnaire.

It should be noted that individual teachers **cannot** be identified from this questionnaire. All responses to this questionnaire are strictly confidential and no individual school, teacher or student will be identified. When you have completed the questionnaire please seal in the prepaid envelope provided and return to ACER. If you have any queries about this research please contact Dr Sue Fullarton at ACER on 03 9277 5727.

Please answer the questions by either ticking the most appropriate box or writing in the space provided. Please answer ALL questions. Should you want to comment further on any questions, please attach an extra sheet.

1. To what extent do you agree or disagree with the following?

In your Year 10 classes:	<i>strongly agree</i>	<i>agree</i>	<i>disagree</i>	<i>strongly disagree</i>
Students are eager to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students make good progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are well behaved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In your school:				
Students are eager to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students make good progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students work hard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are well behaved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In general, the morale of staff is high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent is each of the following a problem in your school?

	<i>serious</i>	<i>moderate</i>	<i>minor</i>	<i>not at all</i>
Student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family problems of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism of school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low rates of academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of student interest in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of parental interest in school affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High staff turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In your view, how much involvement do parents have in your school?

	<i>level of involvement</i>				
	<i>very high</i>	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>very low</i>
Participation in school decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in school activities such as helping with excursions, camps, and sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in parent-teacher evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General support of the school's goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How satisfied are you with the following?

	<i>level of satisfaction</i>				
	<i>very high</i>	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>very low</i>
Your relations with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your access to teaching resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The buildings and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School grounds and sports facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The general behaviour of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your out-of-class duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of committee work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Style of management of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>(please specify)</i> : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. At your school how would you rate the relationships:

	<i>very good</i>	<i>good</i>	<i>moderate</i>	<i>poor</i>	<i>very poor</i>
Among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Among teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between teachers and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between teachers and the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between teachers and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What level of success does your school have in:

	<i>level of success</i>				
	<i>very high</i>	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>very low</i>
Achieving good academic results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a curriculum that caters for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching skills useful in employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching good communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing a broad range of co-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing students for higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging students in school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping students successfully plan for their careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing an all-round education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting the needs of disadvantaged groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing students to be active and informed citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you rate the effectiveness of your school as a learning community?

<i>very effective</i>	<i>effective</i>	<i>ineffective</i>	<i>very ineffective</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. On average, how highly would you rate most teachers in your school on:
(While there may be individual variation, please give an average rating)

	LEVEL OF PERFORMANCE				
	<i>very high</i>	<i>high</i>	<i>moderate</i>	<i>low</i>	<i>very low</i>
Mastery of their subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abilities to communicate well with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to maintain student interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting students as young adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing a good working atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Background information

9. **How long have you been teaching in total?** ____ Years
(Not counting any gaps in service)

10. **How long have you been teaching at this school?** ____ Years

11. **Are you**

Male

Female

12. **How old are you?**

21 - 25 Years

26 - 30 Years.....

31 - 35 Years

36 - 40 Years

41 - 45 Years

46 - 55 Years

56 or over

13. **What qualification(s) do you hold?**

(e.g. BSc, Dip.Ed; BEd; Diploma of Teaching)

.....

14. **In which subjects did you major as part of these qualifications?**

(e.g. Mathematics, English, History, Physical Education, Fine Arts)

.....

15. **What subjects do you teach at Year 10?**

Key Learning Area	Subjects taught
The Arts	
English	
Health and Physical Education	
Languages other than English	
Mathematics	
Science	
Studies of Society and Environment / Humanities	
Technology	

Thank you once again for your help.

All information will be treated strictly in confidence.

Please seal in the prepaid envelope provided and return to ACER.