

Trends in International Mathematics and Science Study

TIMSS 2006/07



School Questionnaire

CONFIDENTIALITY:

All information collected in this study will be treated confidentially. At no time will you, other individuals, or your school be identified when reporting results from this study.

Year 5



TIMSS National Research Centre

Research Division
Ministry of Education
PO Box 1666
Wellington
New Zealand



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of Educational Achievement
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General Directions

Your school has agreed to participate in TIMSS 2006/07, a large international study of student learning in mathematics and science in more than 60 countries around the world. Sponsored by the International Association for the Evaluation of Educational Achievement (IEA), TIMSS (Trends in International Mathematics and Science Study) is measuring trends in student achievement and studying differences in national education systems in order to help improve the teaching and learning of mathematics and science worldwide.

This questionnaire is addressed to school principals and syndicate leaders who are asked to supply information about their schools. Since your school has been selected as part of a national sample, your responses are very important in helping to describe the school system in New Zealand.

It is important that you answer each question carefully so that the information provided reflects the situation in your school as accurately as possible. Some of the questions will require that you look up school records, so you may wish to arrange for the assistance of another staff member to help provide this information.

Please select a time and place where you will be able to complete this questionnaire without being interrupted. This should require no more than 30 minutes. To make it as easy as possible for you to respond, most questions may be answered simply by ticking the appropriate circle.

Once you have completed the questionnaire, place it in the return envelope provided and return it to your School Coordinator. The School Coordinator is responsible for returning the TIMSS materials to the national centre in Wellington.

Notes: Definition of Year 5

For the purpose of TIMSS the target educational level is **Grade 4** or in New Zealand's case **Year 5**. For the purpose of this study, *Year 5* is the academic class level equivalent to the old "standard 3". Year 5 can also refer to the number of years students have been in the education system rather than a level of schooling. For example, some Year 5 students may be in a schooling level equivalent to the old standard 2. To ensure national-level comparability, **Year 5 students are those students who will most likely begin secondary school (Year 9/Form 3) in 2010.**

Thank you very much for the time and effort you have put into responding to this questionnaire.

School Characteristics

1

A. What is the total school enrolment (number of students) in all year levels?

Number of students: _____

B. What is the enrolment in Year 5?

Number of students: _____

2

How many people live in the city, town, or area where your school is located?

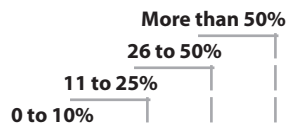
Tick one circle only

- More than 500,000 people -----
- 100,001 to 500,000 people -----
- 50,001 to 100,000 people -----
- 15,001 to 50,000 people -----
- 3,001 to 15,000 people -----
- 3,000 people or fewer -----

3

Approximately what percentage of students in your school have the following backgrounds?

Tick one circle for each row



- a) Come from economically disadvantaged homes ----- -- -- --
- b) Come from economically affluent homes ----- -- -- --

4

Approximately what percentage of students in your school have English as their first language?

Tick one circle only

- More than 90% -----
- 76 to 90% -----
- 50 to 75% -----
- Less than 50% -----

5

For the Year 5 students in your school:

A. How many days per year is your school open for instruction (e.g., 394 half days equals 197 instructional days)?

_____ days
(write in number)

B. What is the total instructional time, excluding breaks, in a typical day?

_____ hours and _____ minutes
(write in the number of hours and minutes)

C. In one calendar week, how many days is the school open for instruction?

Tick one circle only

- 6 days -----
- 5 1/2 days -----
- 5 days -----
- 4 1/2 days -----
- 4 days -----
- Other -----
- Please specify _____

Your Role as Principal

6

By the end of this school year, approximately what percentage of time in your role as principal will you have spent on these activities?

*Write in the percent
The total should add to 100%*

- a) Administrative duties
(e.g., hiring, budgeting,
timetabling, meetings) ----- %
- b) Instructional leadership
(e.g., developing curriculum
and pedagogy) ----- %
- c) Supervising and evaluating
teachers and other staff ----- %
- d) Teaching ----- %
- e) Public relations and fundraising ---- %
- f) Other ----- %
- Total** ----- 100%

Parental Involvement

7

Does your school ask parents to do the following?

*Tick **one** circle for each row*

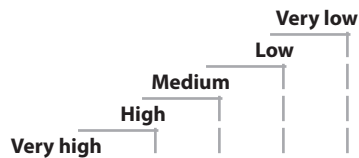
- | | Yes | No |
|---|-----------------------|-----------------------|
| a) Attend special events (e.g., science fair, concert, sporting events) ----- | <input type="radio"/> | <input type="radio"/> |
| b) Raise funds for the school ----- | <input type="radio"/> | <input type="radio"/> |
| c) Volunteer for school projects, programmes, and trips ----- | <input type="radio"/> | <input type="radio"/> |
| d) Ensure that their child completes his/her homework ----- | <input type="radio"/> | <input type="radio"/> |
| e) Serve on school committees (e.g., select school personnel, review school finances) ----- | <input type="radio"/> | <input type="radio"/> |

School Climate for Learning

8

How would you characterise each of the following within your school?

Tick **one** circle for each row



- a) Teachers' job satisfaction ----- ○ -- ○ -- ○ -- ○ -- ○
- b) Teachers' understanding of the school's curricular goals ----- ○ -- ○ -- ○ -- ○ -- ○
- c) Teachers' degree of success in implementing the school's curriculum ○ -- ○ -- ○ -- ○ -- ○
- d) Teachers' expectations for student achievement ----- ○ -- ○ -- ○ -- ○ -- ○
- e) Parental support for student achievement - ○ -- ○ -- ○ -- ○ -- ○
- f) Parental involvement in school activities --- ○ -- ○ -- ○ -- ○ -- ○
- g) Students' regard for school property ----- ○ -- ○ -- ○ -- ○ -- ○
- h) Students' desire to do well in school ----- ○ -- ○ -- ○ -- ○ -- ○

Instruction of Year 5 students in Mathematics and Science

9

Are Year 5 students in your school grouped by ability for their mathematics lessons?

Yes No

Tick **one** circle only ----- ○ -- ○

10

Does your school do any of the following for students in Year 5?

Tick **one** circle for each row

Yes No

- a) Offer enrichment mathematics ----- ○ -- ○
- b) Offer remedial mathematics ----- ○ -- ○

11

Are Year 5 students in your school grouped by ability for their science lessons?

Yes No

Tick **one** circle only ----- ○ -- ○

12

Does your school do any of the following for students in Year 5?

Tick **one** circle for each row

Yes No

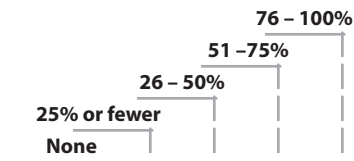
- a) Offer enrichment science ----- ○ -- ○
- b) Offer remedial science ----- ○ -- ○

Year 5 Teachers in Your School

13

A. In the past two years, what percentage of your teachers of Year 5 students have been involved in professional development opportunities for mathematics and science targeted at the following?

Tick **one** circle for each row



- a) Supporting the implementation of the national curriculum -- -- -- -- --
- b) Designing or supporting the school's own improvement goals -- -- -- -- --
- c) Improving content knowledge -- -- -- -- --
- d) Improving teaching skills ----- -- -- -- --
- e) Using information and communication technology for educational purposes ----- -- -- -- --

B. Has your school been involved in the following professional development projects?

- a) The Early Numeracy Project (for Years 0-3) ----- --

If **Yes**, which year(s)? _____
- b) The Advanced Numeracy Project (for Years 4-6) ----- --

If **Yes**, which year(s)? _____

14

In your school, are any of the following used to evaluate the practice of teachers of Year 5 students?

Tick **one** circle for each row

- | | | No |
|---|-----------------------|-----------------------|
| | Yes | |
| a) Observations by the principal or senior staff ----- | <input type="radio"/> | <input type="radio"/> |
| b) Observations by inspectors or other persons external to the school ----- | <input type="radio"/> | <input type="radio"/> |
| c) Student achievement ----- | <input type="radio"/> | <input type="radio"/> |
| d) Teacher peer review ----- | <input type="radio"/> | <input type="radio"/> |

15

How difficult was it to fill teaching vacancies at the Year 5 level for this school year?

Tick **one** circle only

- Were no vacancies -----
- Easy to fill vacancies -----
- Somewhat difficult -----
- Very difficult -----

16

Does your school currently use any incentives (e.g., pay, housing, smaller classes) to recruit or retain teachers of Year 5 students?

- | | | No |
|-----------------------------------|-----------------------|-----------------------|
| | Yes | |
| Tick one circle only ----- | <input type="radio"/> | <input type="radio"/> |

Student Behaviour

17

How often does each of the following problem behaviours occur among Year 5 students in your school?

If the behaviour occurs, how severe a problem does it present?

A. Frequency in your school

Tick **one** circle for each row in this section

| | Never | Rarely | Monthly | Weekly | Daily |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a) Arriving late at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Absenteeism (i.e., unjustified absences) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Skipping class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Violating dress code | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Classroom disturbance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Cheating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Profanity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Vandalism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Theft | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Intimidation or verbal abuse of other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) Physical injury to other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l) Intimidation or verbal abuse of teachers or staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) Physical injury to teachers or staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. Severity of problem in your school

Tick **one** circle for each row in this section

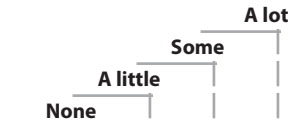
| | Not a problem | Minor problem | Serious problem |
|--|-----------------------|-----------------------|-----------------------|
| a) Arriving late at school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Absenteeism (i.e., unjustified absences) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Skipping class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Violating dress code | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Classroom disturbance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Cheating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Profanity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Vandalism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Theft | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j) Intimidation or verbal abuse of other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k) Physical injury to other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l) Intimidation or verbal abuse of teachers or staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m) Physical injury to teachers or staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Resources and Technology

18

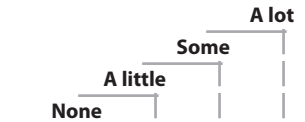
Is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?

Tick **one** circle for each row



- a) Instructional materials (e.g., textbook) ----- ○ -- ○ -- ○ -- ○
- b) Budget for supplies (e.g., paper, pencils) ----- ○ -- ○ -- ○ -- ○
- c) School buildings and grounds ----- ○ -- ○ -- ○ -- ○
- d) Heating/cooling and lighting systems ----- ○ -- ○ -- ○ -- ○
- e) Instructional space (e.g., classrooms) ----- ○ -- ○ -- ○ -- ○
- f) Special equipment for disabled students ----- ○ -- ○ -- ○ -- ○
- g) Computers for mathematics instruction ----- ○ -- ○ -- ○ -- ○
- h) Computer software for mathematics instruction --- ○ -- ○ -- ○ -- ○
- i) Calculators for mathematics instruction ----- ○ -- ○ -- ○ -- ○
- j) Library materials relevant to mathematics instruction - ○ -- ○ -- ○ -- ○
- k) Audio-visual resources for mathematics instruction --- ○ -- ○ -- ○ -- ○

Tick **one** circle for each row



- l) Science laboratory equipment and materials--- ○ -- ○ -- ○ -- ○
- m) Computers for science instruction ----- ○ -- ○ -- ○ -- ○
- n) Computer software for science instruction ----- ○ -- ○ -- ○ -- ○
- o) Calculators for science instruction ----- ○ -- ○ -- ○ -- ○
- p) Library materials relevant to science instruction----- ○ -- ○ -- ○ -- ○
- q) Audio-visual resources for science instruction ----- ○ -- ○ -- ○ -- ○
- r) Teachers ----- ○ -- ○ -- ○ -- ○
- s) Computer support staff ---- ○ -- ○ -- ○ -- ○

19 _____

A. Does your school have a science laboratory?

Yes _____ No _____
Tick **one** circle only-----○-----○


B. Do teachers usually have assistance available when students are conducting science experiments?

Yes _____ No _____
Tick **one** circle only-----○-----○

20 _____

A. What is the total number of computers in your school that can be used for educational purposes by Year 5 students?

Number of computers: _____

If **None**, please go to question **21** 

B. How many of these computers have access to the Internet (e-mail or World Wide Web) for educational purposes?

Tick **one** circle only

All -----○
Most-----○
Some -----○
None -----○

21 _____

Is anyone available to help your teachers use information and communication technology for teaching and learning?

Yes _____ No _____
Tick **one** circle only-----○-----○

Thank You
for completing
this questionnaire



TIMSS & PIRLS
International Study Center
Lynch School of Education, Boston College

School Questionnaire

Year 5