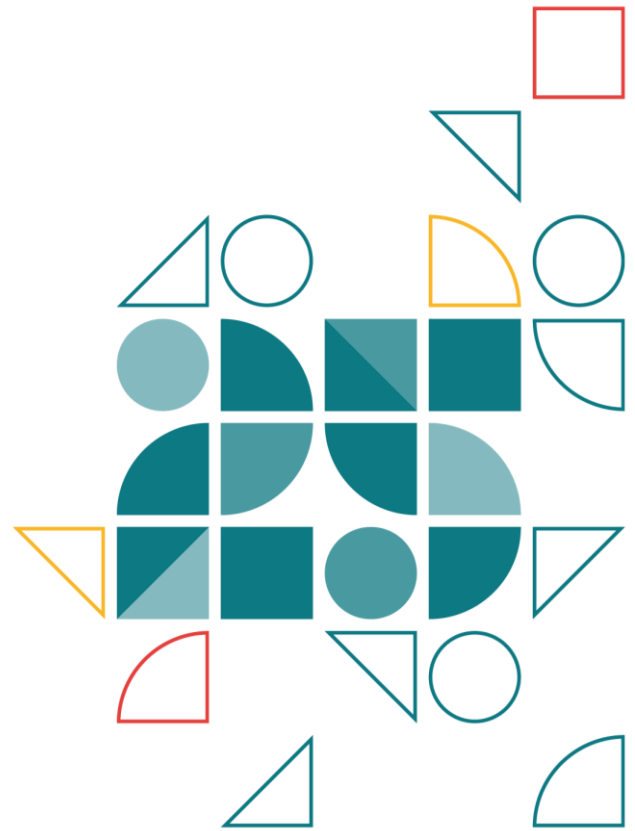




SCHOOL QUESTIONNAIRE

PISA 2025 Main Survey



(May/2025)

Dear <school administrator>,

Thank you for participating in this study. This questionnaire asks for information about:

- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School climate

This information will help illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the principal or designate. It should take about 60 minutes to complete.

For some questions specific expertise may be needed. You may consult experts to help you answer these questions.

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

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no school can be identified.

SC001 **Which of the following definitions best describes the community in which your school is located?**

(Please select one response.)

SC001Q01TA A village, hamlet or rural area (fewer than 3 000 people) ☐₀₁

SC001Q01TA A small town (3 000 to about 15 000 people) ☐₀₂

SC001Q01TA A town (15 000 to about 100 000 people) ☐₀₃

SC001Q01TA A city (100 000 to about 1 000 000 people) ☐₀₄

SC001Q01TA A large city (1 000 000 to about 10 000 000 people) ☐₀₅

SC001Q01JA A megacity (with over 10 000 000 people) ☐₀₆

SC013 Is your school a public or a private school?

(Please select one response.)

A public school

SC013Q01TA

(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.)

☐ 01

A private school

SC013Q01TA

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

☐ 02

SC016 About what percentage of your total funding for a typical school year comes from the following sources?

(Please enter a number for each response. Enter “0” (zero) if there are none.)

%

SC016Q01TA

Government (includes departments, local, regional, state and national)

SC016Q02TA

Student fees or school charges paid by parents or guardians

SC016Q03TA

Benefactors, donations, bequests, sponsorships, parent or guardian fundraising

SC016Q04TA

Other

Total

100%

We are interested in the options parents or guardians have when choosing a school for their children.

SC011 Which of the following statements best describes the schooling available to students in your location?

(Please select one response.)

SC011Q01TA There are two or more other schools in this area that compete for our students. ☐ 01

SC011Q01TA There is one other school in this area that competes for our students. ☐ 02

SC011Q01TA There are no other schools in this area that compete for our students. ☐ 03

SC002 **As of <February 1, 2025>, what was the total school enrolment (number of students)?**

(Please enter a number for each response. Enter “0” (zero) if there are none.)

SC002Q01TA Number of boys:

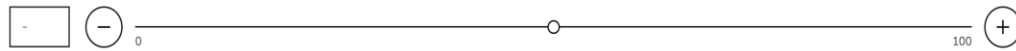
SC002Q02TA Number of girls:

SC211 Approximately what percentage of students in <national modal grade for 15-year-olds> in your school have the following characteristics?

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

(Please move the slider to the appropriate percentage.)

SC211Q02JA Students with special learning needs



SC211Q03JA Students from socioeconomically disadvantaged homes



SC211Q06JA Students who are refugees



"Special learning needs" students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged (this includes dyslexia and ADHD). Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.

"Socioeconomically disadvantaged homes" refers to homes lacking the basic necessities of life, such as adequate housing, nutrition or medical care.

"Refugees" are those who, regardless of legal status, fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.

SC018 How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time. Regarding the qualification level, please refer only to the teacher's highest qualification level.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

		Full-time	Part-time
SC018Q01TA	Teachers in TOTAL	_____	_____
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>	_____	_____
SC018Q08JA	Teachers with an <ISCED Level 6 –Bachelor's or equivalent level> qualification	_____	_____
SC018Q09JA	Teachers with an <ISCED Level 7 – Master's or equivalent level> qualification	_____	_____
SC018Q10JA	Teachers with an <ISCED Level 8 – Doctoral or equivalent level> qualification	_____	_____

SC400 How many of the following are on the <school science> 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 <school science> during the current school year.

(Please enter a number in each space provided. Enter “0” (zero) if there are none.)

		Full-time	Part-time
SC400Q01DA	<School science> teachers in TOTAL	_____	_____
SC400Q02DA	<School science> teachers who are female	_____	_____
SC400Q03DA	<School science> teachers <fully certified> by <the appropriate authority>	_____	_____
SC400Q04DA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____	_____
SC400Q05DA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification <with a major> in science	_____	_____
SC400Q06DA	<School science> teachers with at least an <ISCED Level 6 – Bachelor’s or equivalent level> qualification in <pedagogy>	_____	_____
SC400Q07DA	<School science> teachers with an <ISCED Level 5 – Short-cycle tertiary education> but not an <ISCED Level 6 – Bachelor’s or equivalent level> qualification	_____	_____
SC400Q08DA	<School science> teachers with a professional background in a relevant industry (e.g. engineering, research)	_____	_____

SC410 **Approximately what percentage of teachers in your school have the following characteristics?***(Please consider that teachers may fall into multiple categories.)**(Please select one response in each row.)*

	None	1% to 25%	26% to 50%	51% to 75%	More than 75%
SC410Q01DA Teachers who are <immigrants>	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC410Q02DA Teachers from <ethnic/national minorities or Indigenous communities> backgrounds	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

‘<Ethnic/national minorities or indigenous communities>’ refer to groups that are a result of historical dynamics and/or shared characteristics that correspond to geographical location and ancestral origins, cultural traditions, religious beliefs, social norms, shared heritage and language, and/or immigrant status and nationality of origin.

SC168 For each type of position listed below, please indicate the number of non-teaching staff currently working in this school.

(Please consider that non-teaching staff may fall into multiple categories.)

(Please enter a number in each space provided. Enter “0” (zero) if there are none.)

Personnel for pedagogical support, irrespective of the <grade levels>/ages they support

SC168Q01JA

Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, and educational media specialists.

Personnel focused on student well-being

SC168Q05DA

Including psychologists, nurses, and counsellors

School administrative personnel

SC168Q02JA

Including receptionists, secretaries, and administration assistants

School management personnel

SC168Q03JA

Including principals, assistant principals, and other staff whose main activity is management

SC059 Are the following statements true for the <science department> of your school?*(Please select one response in each row.)*

		Yes	No
SC059Q09DA	Good <school science> teachers are harder to attract compared with other subject teachers.	☐ ₀₁	☐ ₀₂
SC059Q10DA	The laboratory materials are in good shape.	☐ ₀₁	☐ ₀₂
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	☐ ₀₁	☐ ₀₂
SC059Q07NA	We have extra laboratory staff that help support <school science> teaching.	☐ ₀₁	☐ ₀₂
SC059Q08NA	Our school spends extra money on up-to-date <school science> equipment.	☐ ₀₁	☐ ₀₂

SC012 How often are the following factors considered when students are admitted to your school?*(Please select one response in each row.)*

		Never	Sometimes	Always
SC012Q01TA	Student's record of academic performance (including placement tests)	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q02TA	Recommendation of feeder schools	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q03TA	Parents' or guardians' endorsement of the instructional or religious philosophy of the school	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q04TA	Whether the student requires or is interested in a special programme	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q05TA	Preference given to family members of current or former students	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q06TA	Residence in a particular area	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q08JA	Student's disciplinary record in this or another school	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q10JA	Student's parental status or pregnancy	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q11JA	Student's working status	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q12JA	Student's cultural or ethnic background	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC012Q13DA	Whether the student has special learning needs	☐ ₀₁	☐ ₀₂	☐ ₀₃

SC185 In your school, how likely is it that a student in <national modal grade for 15-year-olds> would be transferred to another school for the following reasons?*(Please select one response in each row.)*

	Not likely	Likely	Very likely
SC185Q01WA Low academic achievement	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC185Q02WA High academic achievement	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC185Q03WA Behavioural problems	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC185Q04WA Special learning needs	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC185Q05WA Parents' or guardians' request	☐ ₀₁	☐ ₀₂	☐ ₀₃

SC169 Does your school offer career guidance to students in <national modal grade for 15-year-olds>?

(Please select one response.)

SC169Q01JA Yes

☐ 01

SC169Q01JA No

☐ 02

This is a filter question:

Respondents are redirected to SC210 and SC170, or SC171 depending on their responses.

If SC169 equals “Yes” (01), respondents GO to SC210.
Else, respondents GO to SC171.

This is a filtered question

Only for respondents who selected “Yes” in SC169.

SC210 **Which of the statements below best describes the situation for students in <national modal grade for 15-year-olds> at your school?**

(Please select one response.)

SC210Q01JA Career guidance is sought voluntarily by students.

☐ 01

SC210Q01JA Career guidance is formally scheduled into students' time at school.

☐ 02

SC170 **Who has the main responsibility for career guidance of students in
<national modal grade for 15-year-olds> at your school?**

(Please select one response.)

SC170Q01JA All teachers share the responsibility for career guidance. ☐ 01

SC170Q01JA Specific teachers have the main responsibility for career guidance. ☐ 02

SC170Q01JA One or more specific career guidance counsellors **employed** at school
have the main responsibility for career guidance. ☐ 03

SC170Q01JA One or more specific career guidance counsellors who regularly **visit**
the school have the main responsibility for career guidance. ☐ 04

SC171 Does your school provide the following types of information to students in <national modal grade for 15-year-olds>?*(Please select one response in each row.)*

		Yes	No
SC171Q01JA	Information about internships	☐ 01	☐ 02
SC171Q02JA	Information about future careers	☐ 01	☐ 02
SC171Q03JA	Information about future educational opportunities	☐ 01	☐ 02
SC171Q04JA	Information about student financing (e.g. student loans or grants)	☐ 01	☐ 02

SC202 Who has the main responsibility for the following at your school?*(Please select one response in each row.)*

		Principal	Teachers or members of <school manage- ment team>	<School governin- g board>	<Local or municip- al authorit- y>	<Regio- nal or state authorit- y>	<Nation- al or federal authorit- y>
SC202Q01JA	Appointing or hiring teachers	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q02JA	Dismissing or suspending teachers from employment	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q03JA	Establishing teachers' starting salaries, including setting pay scales	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q04JA	Determining teachers' salary increases	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q05JA	Formulating the school budget	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q06JA	Deciding on budget allocations	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q07JA	Establishing student disciplinary policies and procedures	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q08JA	Establishing student assessment policies, including <national/regional> assessments	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q09JA	Approving students for admission to the school	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

		Principal	Teachers or members of <school manage ment team>	<School governin g board>	<Local or municip al authorit y>	<Regio nal or state authorit y>	<Nation al or federal authorit y>
SC202Q10JA	Choosing which learning materials are used	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q11JA	Determining course content, including <national/regional> curricula	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06
SC202Q12JA	Deciding which courses are offered	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05	☐ 06

SC201 During the last 12 months, how often did you or other members of the <school management team> engage in the following activities?

(Please select one response in each row.)

		Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
SC201Q03JA	Providing feedback to teachers based on observations of instruction in the classroom	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q04JA	Taking actions to support co-operation among teachers to develop new teaching practices	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q05JA	Taking actions to ensure that teachers take responsibility for improving their teaching skills	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q06JA	Taking actions to ensure that teachers feel responsible for their students' learning outcomes	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q07JA	Providing parents or guardians with information on the school and student performance	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q10JA	Collaborating with principals from other schools on difficult work tasks	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC201Q11JA	Working on a professional development plan for this school	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅

SC064 During <the last academic year>, what proportion of students' parents or guardians participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

SC064Q05WA

Discussed their child's behaviour with a teacher on the parents' or guardians' own initiative

SC064Q06WA

Discussed their child's behaviour on the initiative of one of their child's teachers

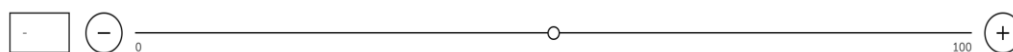
SC064Q01TA

Discussed their child's progress with a teacher on the parents' or guardians' own initiative

SC064Q02TA

Discussed their child's progress on the initiative of one of their child's teachers

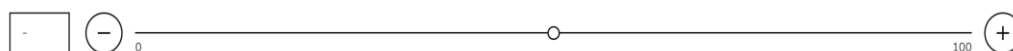
SC064Q04NA

Volunteered in physical or extra-curricular activities, (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)

SC064Q03TA

Participated in local school government (e.g. parent council or school management committee)

SC064Q07WA

Assisted in fundraising for the school

SC192 During <the last academic year>, how often has the school staff done each of the following?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

		Never or almost never	A few times a year	A few times a month	Once a week or more
SC192Q01JA	Invited parents or guardians to volunteer for school activities	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC192Q02JA	Initiated communications with parents or guardians about school programmes	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC192Q03JA	Initiated communications with parents or guardians about their child's progress	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC192Q04JA	Included parents or guardians in making school decisions	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC192Q05JA	Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC192Q06JA	Provided information to parents or guardians about how to help students improve their skills in science	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC004 **The goal of the following set of questions is to gather information about the student-<digital device> ratio for students in the <national modal grade for 15-year-olds> at your school.**

(Please enter a number for each response. Enter “0” (zero) if there are none.)

SC004Q01TA	At your school, what is the total number of students in the <national modal grade for 15-year-olds>?	_____
SC004Q02TA	Approximately, how many desktop or laptop computers are available for these students for educational purposes?	_____
SC004Q03TA	Approximately, how many of these desktop, laptop or computers are connected to the Internet?	_____
SC004Q08JA	Approximately, how many tablet devices (e.g. <iPad®>, <Galaxy Book®>, <Fire®>) are available for these students for educational purposes?	_____
SC004Q09DA	Approximately, how many e-book readers (i.e. portable device for reading books on screen, e.g. <Amazon® Kindle™>, <Kobo>) are available for these students for educational purposes?	_____
SC004Q07NA	Approximately, how many desktop or laptop computers with internet connection are available for teachers <u>in your school</u> ?	_____

SC261 During <the last academic year>, what percentage of all digital devices in your school had access to the following software?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops and tablet computers.)

(Please select one response in each row.)

		None	1-25%	26-50%	51-75%	76-100%
SC261Q01DA	Word processor (e.g. <Microsoft® Word™>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q02DA	Software for creating a multi-media presentation (e.g. <Microsoft® PowerPoint™>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q03DA	Software to create and edit videos (e.g., <iMovie>, <Final Cut Pro>, <InShot>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q04DA	Software to create and edit music (e.g. <Audacity>, <GarageBand>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q05DA	Software for programming (e.g. <Scratch>, <Python>, <Java>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q06DA	Software to collect and record data (e.g. data loggers, <Microsoft® Access™>, <Google® Form>, spreadsheets)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q07DA	Software for building or editing webpages (e.g. <WordPress>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q08DA	Learning management system (e.g. <Moodle, Blackboard, Schoology, Canvas>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q09DA	Software for online collaborative work (e.g. <Miro, Google Jamboard>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC261Q10DA	Virtual or augmented reality software	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅

SC262 Does your school apply the following type of policy or rule for students in <national modal grade for 15-year-olds>?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops and tablet computers.)

(Please select one response in each row.)

		Yes	No
SC262Q01DA	Each student is provided with a digital device to use at school.	☐ ₀₁	☐ ₀₂
SC262Q02DA	Students have to share a digital device in the classroom because there are not enough devices for each student.	☐ ₀₁	☐ ₀₂
SC262Q03DA	Digital devices are used for extracurricular activities at school.	☐ ₀₁	☐ ₀₂
SC262Q04DA	The use of digital devices is restricted to the computer laboratories.	☐ ₀₁	☐ ₀₂
SC262Q05DA	Students can bring the school's digital devices home for educational purposes.	☐ ₀₁	☐ ₀₂
SC262Q06DA	Students bring their own digital devices for learning at school.	☐ ₀₁	☐ ₀₂

SC190 Do the following statements apply to your school?*(Please select one response in each row.)*

		Yes	No
SC190Q01JA	The school has a written statement about the general use of digital devices on the school premises.	☐ ₀₁	☐ ₀₂
SC190Q02JA	The use of <cell phones> is not allowed on the school premises.	☐ ₀₁	☐ ₀₂
SC190Q05JA	The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	☐ ₀₁	☐ ₀₂
SC190Q06JA	Teachers establish rules for when students may use digital devices during lessons.	☐ ₀₁	☐ ₀₂
SC190Q07JA	Teachers establish rules in collaboration with students about their use of <digital resources> at school or in class.	☐ ₀₁	☐ ₀₂
SC190Q08JA	The school has a specific programme to prepare students for responsible internet behaviour.	☐ ₀₁	☐ ₀₂
SC190Q09JA	The school has a specific policy about using social networks (e.g. <Facebook®>) in teaching and learning.	☐ ₀₁	☐ ₀₂
SC190Q10JA	The school has a specific programme to promote collaboration on the use of digital devices among teachers.	☐ ₀₁	☐ ₀₂
SC190Q11JA	The school has a scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices.	☐ ₀₁	☐ ₀₂

SC268 To what extent do you agree or disagree with the following statements about your school's purposes to teach using <digital resources>?

(Please select one response in each row.)

(If you do not have or use <digital resources>, please select "Does not apply".)

		Strongly disagree	Disagree	Agree	Strongly agree	Does not apply
SC268Q01DA	We use <digital resources> to make teaching more effective.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q02DA	We use <digital resources> to strengthen students' skills to learn on their own.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q03DA	We use <digital resources> to provide personalised learning opportunities.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q04DA	We use <digital resources> to enhance students' capacity to work in groups.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q05DA	We use <digital resources> to help students learn how to use them safely outside of school.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q06DA	We use <digital resources> to track students' progress.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q07DA	We use <digital resources> to help low-achieving students catch up with their peers.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC268Q08DA	We use <digital resources> to engage high-achieving students.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅

<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

SC266 What priority is given to the following objectives of teaching at your school?*(Please select one response in each row.)*

		No priority	Low priority	Medium priority	High priority
SC266Q01DA	To enhance students' capacity to learn on their own	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q02DA	To support students' capacity to plan, monitor and evaluate their learning	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q03DA	To teach students when and how they should seek for help in their study	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q04DA	To teach students how to use the feedback they receive from teachers	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q05DA	To give students advice on how to manage negative emotions related to learning (e.g. frustration, anxiety, boredom)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q06DA	To teach students how to give feedback to each other as part of group work	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC266Q07DA	To train students to carry out complex projects over multiple days	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC251 How strongly do you agree with the following statements?*(Please select one response in each row.)*

		Strongly disagree	Disagree	Agree	Strongly agree
SC251Q01DA	My school teaches environmental issues in many subjects at school	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC251Q04DA	My school organises field trips so that students can investigate environmental issues	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC251Q05DA	My school encourages teachers to demonstrate or do experiments to explain environmental issues	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC251Q06DA	My school encourages the use of a range of source materials (e.g., documentaries, articles) to discuss environmental issues in class	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC251Q07DA	My school promotes solutions to environmental issues	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC251Q09DA	My school formally assesses students' knowledge of environmental issues	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC250 How often does your school offer students the opportunity to take part in the following activities?*(Please select one response in each row.)*

		Never	Sometimes	Frequently	Very frequently
SC250Q01DA	Growing a school garden	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q02DA	Participating in environmental student groups	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q03DA	Whole school or community rubbish collection	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q06DA	Recycling programs	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q08DA	Field trips to investigate waste management (e.g., sewage works, landfills)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q09DA	Listening to invited guest speakers with special interests in the environment (e.g., biologists, environmental scientists environmental advocates)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q10DA	Participating in environmental school groups consisting of staff, students, parents and interested community members for whole school sustainability	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q12DA	Auditing the biodiversity of school grounds, local parks, and recreation areas	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q13DA	Celebrating school achievement when reaching set environmental goals	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q15DA	Sharing knowledge from indigenous peoples from their own country or from other countries	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

		Never	Sometimes	Frequently	Very frequently
SC250Q16DA	Environmental <citizen science, community science, volunteer monitoring, public participation in scientific research> projects (e.g. counting and identifying plants and animals in local area)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q17DA	Supporting communities who have suffered natural disasters (e.g., storms, wildfires, drought)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q18DA	Showcasing environmental achievement and policies in school newsletters, on websites and school displays	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC250Q19DA	Engaging with a local environmental organisation	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC037 Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(Please select one response in each row.)

		Yes, this is mandatory, e.g. based on district or ministry policies	Yes, based on school initiative	No
SC037Q01TA	Internal evaluation/Self-evaluation	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q02TA	External evaluation	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q03TA	Written specification of the school's curricular profile and educational goals	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q04TA	Written specification of student performance standards	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q06NA	Systematic recording of student test results and graduation rates	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q08TA	Teacher mentoring	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC037Q12DA	Implementation of a standardised policy for <school science> subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	☐ ₀₁	☐ ₀₂	☐ ₀₃

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

SC200 Thinking about the last external evaluation in your school: Did the following occur?*(Please select one response in each row.)*

		Yes	No	Not applicable
SC200Q01JA	The results of external evaluation led to changes in school policies.	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC200Q02JA	We used the data to plan specific action for school development.	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC200Q03JA	We used the data to plan specific action for the improvement of teaching.	☐ ₀₁	☐ ₀₂	☐ ₀₃
SC200Q04JA	We put measures derived from the results of external evaluations into practice.	☐ ₀₁	☐ ₀₂	☐ ₀₃

External evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

SC032 During <the last academic year>, have any of the following methods been used to monitor the practice of teachers at your school?*(Please select one response in each row.)*

		Yes	No
SC032Q01TA	Tests or assessments of student achievement	☐ 01	☐ 02
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	☐ 01	☐ 02
SC032Q03TA	Principal or senior staff observations of lessons	☐ 01	☐ 02
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	☐ 01	☐ 02

SC193 What impact did appraisals of teachers at your school have on any of the following?*(Please select one response in each row.)*

		No impact	Small impact	Moderate impact	Large impact
SC193Q01WA	A change in salary	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q02WA	A financial bonus or another kind of monetary reward	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q03WA	Opportunities for professional development activities	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q04WA	A change in the likelihood of career advancement	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q05WA	Public recognition from you	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q06WA	Changes in work responsibilities that make the job more attractive	☐ 01	☐ 02	☐ 03	☐ 04
SC193Q07WA	A role in school development initiatives (e.g. curriculum development group, development of school objectives)	☐ 01	☐ 02	☐ 03	☐ 04

SC025

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select “0” (zero).)

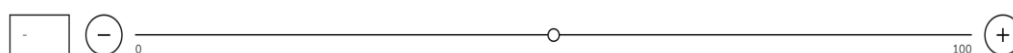
SC025Q01NA

All teaching staff at your school



SC025Q02NA

Science teaching staff at your school



SC265 During <the last academic year>, how many teachers at your school took part in professional development activities on the following topics?

(Please select one response in each row.)

		None or hardly any	Some of them	Most of them	All or nearly all
SC265Q03DA	Integrating <digital resources> in teaching	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q04DA	Communicating with students and parents using digital devices	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q05DA	Using <digital resources> to collaborate with other teachers	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q06DA	Supporting students' autonomous learning with <digital resources>	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q07DA	Using <digital resources> for student assessment	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q08DA	Ensuring the inclusion of all students when using <digital resources>	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q09DA	Using <digital resources> to personalise learning	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q10DA	Teaching <media literacy> to students	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q11DA	Teaching students how to create and modify digital content in multiple formats	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q12DA	Teaching students how to use <digital resources> safely and ethically	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC265Q13DA	Dealing with students' access to Artificial Intelligence chatbots (e.g. <ChatGPT>, <Google Bard>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

<Digital resources> refer to digital devices or hardware (e.g. computers, tablets, smartphones, 3D printers), software (e.g. programs, apps, communications tools, educational learning tools), and online resources (e.g. websites, web portals).

SC408 Does your school offer professional development to <school science> teachers in any of the following areas?*(Please select one response in each row.)*

	Yes	No
SC408Q01DA <School science> content	☐ 01	☐ 02
SC408Q02DA <School science> pedagogy/instruction	☐ 01	☐ 02
SC408Q03DA <School science> curriculum	☐ 01	☐ 02
SC408Q04DA Integrating digital resources into <school science> instruction	☐ 01	☐ 02
SC408Q06DA <School science> assessment	☐ 01	☐ 02
SC408Q07DA Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	☐ 01	☐ 02

SC173 To the best of your knowledge, how often have the majority of school staff done each of the following during <the last academic year>?

(Staff includes teachers, personnel for pedagogical support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

		Never or almost never	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
SC173Q04JA	They taught students how to respond to discrimination.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q05JA	They taught students to be inclusive of others with different backgrounds.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05
SC173Q06JA	They provided additional support for students from disadvantaged backgrounds.	☐ 01	☐ 02	☐ 03	☐ 04	☐ 05

SC172 To what extent is each of the following behaviours a problem in your school?*(Please select one response in each row.)*

		Not at all	Small extent	Moderate extent	Large extent
SC172Q01JA	Cheating	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q02JA	Profanity	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q03JA	Vandalism	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q04JA	Theft	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q05JA	Intimidation or verbal abuse among students (including texting, emailing, etc.)	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q06JA	Physical injury caused by students to other students	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q07JA	Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	☐ 01	☐ 02	☐ 03	☐ 04
SC172Q08JA	Physical injury caused by students to teachers or non-teaching staff	☐ 01	☐ 02	☐ 03	☐ 04

SC017 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

		Not at all	Very little	To some extent	A lot
SC017Q01NA	A lack of teaching staff	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q02NA	Inadequate or poorly qualified teaching staff	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q03NA	A lack of assisting staff	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q04NA	Inadequate or poorly qualified assisting staff	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q05NA	A lack of educational material (e.g., textbooks, IT equipment, library or laboratory material)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q06NA	Inadequate or poor quality educational material (e.g., textbooks, IT equipment, library or laboratory material)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q07NA	A lack of physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g., building, grounds, heating/cooling, lighting and acoustic systems)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q09JA	A lack of <digital resources> (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC017Q10JA	Inadequate or poor quality <digital resources> (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC406 To what extent can students from the <national modal grade for 15-year-olds> choose the following for their <school science> courses?

(Please select one response in each row.)

		They cannot choose at all	They can choose to a certain extent	They can choose freely
SC406Q01DA	Students can choose the <school science> course(s) they study.	☐ 01	☐ 02	☐ 03
SC406Q02DA	Students can choose the level of difficulty.	☐ 01	☐ 02	☐ 03
SC406Q03DA	Students can choose the number of <school science> courses or <class periods>.	☐ 01	☐ 02	☐ 03
SC406Q04DA	Students can choose from different teachers teaching the same course(s).	☐ 01	☐ 02	☐ 03

SC421 Which of the following <school science> courses were available to <national modal grade for 15-year-olds> last school year or this year?*(Please select all that apply.)*

SC421Q01DA Physics ☐ 01

SC421Q02DA Chemistry ☐ 01

SC421Q03DA Biology ☐ 01

SC421Q04DA <Earth and space> ☐ 01

SC421Q05DA Earth sciences (e. g. <country-specific example>) ☐ 01

SC421Q06DA Environmental science (e. g. <country-specific example>) ☐ 01

SC421Q07DA Applied sciences and technology (e. g. <country-specific example>) ☐ 01

SC421Q08DA <General, integrated, or comprehensive science> course (e. g. <country-specific example>) ☐ 01

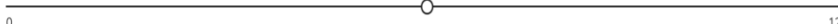
SC422

How many minutes, on average, are there in a <class period> for <national modal grade for 15-year-olds> taking the following subjects?

(Please move the slider to the number of minutes per <class period>.)

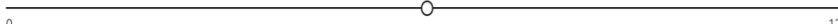
SC422Q01DA

Average time in minutes of a <class period> of <school science>

   120

SC422Q02DA

Average minutes in a <class period> across all subjects, including <school science>

   120

SC403 What is the average size of <school science> classes in <national modal grade for 15-year-olds> in your school?

(Please select one response.)

SC403Q01DA 15 students or fewer ☐ 01

SC403Q01DA 16-20 students ☐ 02

SC403Q01DA 21-25 students ☐ 03

SC403Q01DA 26-30 students ☐ 04

SC403Q01DA 31-35 students ☐ 05

SC403Q01DA 36-40 students ☐ 06

SC403Q01DA 41-45 students ☐ 07

SC403Q01DA 46-50 students ☐ 08

SC403Q01DA More than 50 students ☐ 09

SC003 **What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?**

(Please select one response.)

SC003Q01TA 15 students or fewer ☐ ₀₁

SC003Q01TA 16-20 students ☐ ₀₂

SC003Q01TA 21-25 students ☐ ₀₃

SC003Q01TA 26-30 students ☐ ₀₄

SC003Q01TA 31-35 students ☐ ₀₅

SC003Q01TA 36-40 students ☐ ₀₆

SC003Q01TA 41-45 students ☐ ₀₇

SC003Q01TA 46-50 students ☐ ₀₈

SC003Q01TA More than 50 students ☐ ₀₉

SC427 How many foreign languages are being taught at your school <this academic year>?*(Please select one response.)*

SC427Q01DA None ☐ 01

SC427Q01DA One ☐ 02

SC427Q01DA Two ☐ 03

SC427Q01DA Three ☐ 04

SC427Q01DA Four ☐ 05

SC427Q01DA Five ☐ 06

SC427Q01DA Six or more ☐ 07

SC194 In your school, are questionnaires or other self-assessments used to measure <social and emotional skills> of students in <national modal grade for 15-year-olds>?

(Please select one response.)

SC194Q01JA

Yes

☐ 01

SC194Q01JA

No

☐ 02

This is a filter question:

Respondents are redirected to SC197 or SC034 depending on their responses.

If SC194 equals “Yes”, respondents GO to SC197.

Else, respondents GO to SC034.

This is a filtered question:

Only for respondents who selected “Yes” in SC194.

SC197 In your school, are results from <social and emotional skills> assessments used in the following ways?*(Please select one response in each row.)*

		Yes	No
SC197Q01JA	Results are posted publicly in aggregate (e.g. in the media)	☐ ₀₁	☐ ₀₂
SC197Q02JA	Results are tracked over time by an administrative authority	☐ ₀₁	☐ ₀₂
SC197Q03JA	Results are provided directly to parents or guardians	☐ ₀₁	☐ ₀₂
SC197Q04JA	Results are used to identify aspects of instruction or the curriculum that could be improved	☐ ₀₁	☐ ₀₂
SC197Q05JA	Results are compared to the results of other schools	☐ ₀₁	☐ ₀₂
SC197Q06JA	Results are compared to <district or national> results	☐ ₀₁	☐ ₀₂

SC034 Generally, in your school, how often are students <in national modal grade for 15-year-olds> assessed using the following methods?*(Please select one response in each row.)*

		Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
SC034Q01NA	Mandatory <standardised tests>, e.g. <country specific example>	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC034Q02NA	Non-mandatory <standardised tests> (e.g. publicly or commercially available standardised test material like <country specific example>)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC034Q03TA	Teacher-developed tests	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅
SC034Q04TA	Teachers' judgmental ratings	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄	☐ ₀₅

<Standardised tests> are consistent in design, content, administration, and scoring. Results can be compared across students and schools.

This is a filter question:**Respondents are redirected to SC035 or SC212 depending on their responses.**

If responses to SC034Q01NA, SC034Q02NA and SC034Q03TA are 'Never', GO to SC212.
Else GO to SC035.

This is a filtered question:

Only for respondents who selected SC034Q01NA, SC034Q02NA and SC034Q03TA is larger than response option “Never”.

SC035 In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(Please select either “yes” or “no” to indicate the use of <standardised tests> and teacher-developed tests for each of the specified purposes.)

		<Standardised -tests> A		Teacher- developed tests B	
		Yes	No	Yes	No
SC035Q01NA	To guide students’ learning	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q02TA	To inform parents or guardians about their child’s progress	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q03TA	To make decisions about students’ retention or promotion	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q04TA	To group students for instructional purposes	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q05TA	To compare the school to <district or national> performance	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q06TA	To monitor the school’s progress from year to year	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q07TA	To make judgements about teachers’ effectiveness	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q08TA	To identify aspects of instruction or the curriculum that could be improved	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q09NA	To adapt teaching to the students’ needs	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q10TA	To compare the school with other schools	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂
SC035Q11NA	To award certificates to students	☐ ₀₁	☐ ₀₂	☐ ₀₁	☐ ₀₂

The term <standardised tests> includes standardised mandatory tests (mandated e.g. by national, state or district authorities) as well as standardised non-mandatory tests (e.g. publicly or commercially available standardised test material). These tests are consistent in design, content, administration and scoring. Results can be compared across students and schools.

SC212 For students in <national modal grade for 15-year-olds>, does your school provide the following study help?*(Please select one response in each row.)*

		Yes	No
SC212Q01JA	Room(s) where the students can do their homework	☐ ₀₁	☐ ₀₂
SC212Q02JA	Staff help with homework	☐ ₀₁	☐ ₀₂
SC212Q03JA	Peer-to-peer tutoring	☐ ₀₁	☐ ₀₂

SC150 Does your school offer any of the following options to students in <national modal grade for 15-year-olds> whose <heritage language> is not the <test language>?

(Please select one response in each row.)

		Yes	No
SC150Q01IA	These students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	☐ 01	☐ 02
SC150Q02IA	Before transferring to regular classes, these students attend a preparatory programme aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).	☐ 01	☐ 02
SC150Q03IA	Before transferring to regular classes, these students receive some instruction in school subjects through their <heritage language>.	☐ 01	☐ 02
SC150Q04IA	These students receive significant amounts of instruction in their <heritage language> aimed at developing proficiency in both languages.	☐ 01	☐ 02
SC150Q05IA	Class size is reduced to cater to the special needs of these students.	☐ 01	☐ 02

SC053 **<This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year-olds>?**

(Please select one response in each row.)

	Yes	No
SC053Q01TA Band, orchestra or choir	☐ ₀₁	☐ ₀₂
SC053Q02TA School play or school musical	☐ ₀₁	☐ ₀₂
SC053Q03TA School yearbook, newspaper or magazine	☐ ₀₁	☐ ₀₂
SC053Q04TA Volunteering or service activities, e.g. <national examples>	☐ ₀₁	☐ ₀₂
SC053Q05NA Science club	☐ ₀₁	☐ ₀₂
SC053Q06NA Science competitions, e.g. <national examples>	☐ ₀₁	☐ ₀₂
SC053Q07TA Chess club	☐ ₀₁	☐ ₀₂
SC053Q08TA Club with a focus on computers (e.g. programming or coding)	☐ ₀₁	☐ ₀₂
SC053Q09TA Art club or art activities	☐ ₀₁	☐ ₀₂
SC053Q10TA Sporting team or sporting activities	☐ ₀₁	☐ ₀₂
SC053Q17DA Environmental protection activities	☐ ₀₁	☐ ₀₂
SC053Q11TA <country specific item>	☐ ₀₁	☐ ₀₂

Some schools organise instruction differently for students with different abilities.

SC042 What is your school's policy about this for students in <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		For all subjects	For some subjects	Not for any subjects
SC042Q01TA	Students are grouped by ability into different classes.	☐ 01	☐ 02	☐ 03
SC042Q02TA	Students are grouped by ability within their classes.	☐ 01	☐ 02	☐ 03

Schools sometimes organise instruction differently for students with different abilities and interests in <school science>.

SC404 Which of the following options describe what your school does for <national modal grade for 15-year-olds> students in <school science> classes?

(Please select one response in each row.)

		For all classes	For some classes	Not for any classes
SC404Q01DA	Science classes include similar content, but at different levels of difficulty.	☐ 01	☐ 02	☐ 03
SC404Q02DA	Different classes include different content or sets of science topics (e.g. physics, chemistry or biology) that have different levels of difficulty.	☐ 01	☐ 02	☐ 03
SC404Q03DA	Students are grouped by ability within their science classes.	☐ 01	☐ 02	☐ 03
SC404Q04DA	In science classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	☐ 01	☐ 02	☐ 03

SC267 How often is instruction in your school organised in the following manner?*(Please select one response in each row.)*

		Never or almost never	Some lessons	Many lessons	Every lesson or almost every lesson
SC267Q01DA	Students are taught remotely via online lessons	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q02DA	Students work individually with digital devices in the classroom	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q03DA	Students study on their own using online materials distributed to them.	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q04DA	Logs from Learning Management Systems (e.g. <Moodle, Blackboard, Schoology, Canvas>) are used for assessment	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q05DA	Students participate in online collaborative activities (e.g. digital presentations or projects)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q06DA	Students learn online through courses offered by external providers (e.g. teachers in other schools, universities, commercial software)	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC267Q07DA	Students create or edit digital, open resources (e.g. public blogs, wikis, videos, podcasts).	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC189 Do the following statements apply in your school?*A policy refers to established rules or procedures.**(Please select one response in each row.)*

		Yes	No
SC189Q07DA	The school has a policy on how to use <digital devices> in science instruction (e.g. amount of computer use in science lessons, use of specific scientific computer programs).	☐ 01	☐ 02
SC189Q08DA	Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	☐ 01	☐ 02
SC189Q01JA	The school has a specific policy to encourage the teaching and learning of <social and emotional skills>.	☐ 01	☐ 02
SC189Q05JA	There is a mission statement describing the <social and emotional skills> we aim to foster in our school.	☐ 01	☐ 02
SC189Q06JA	Teachers are asked to evaluate students' <social and emotional skills> as a part of their grading.	☐ 01	☐ 02

SC409 In your school, are <school science> achievement data used in the following ways?

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

(Please select one response in each row.)

		Yes	No
SC409Q01DA	<School science> achievement data are posted publicly (e.g. in the media)	☐ 01	☐ 02
SC409Q02DA	<School science> achievement data are tracked over time by an administrative authority	☐ 01	☐ 02
SC409Q03DA	<School science> achievement data are provided directly to parents or guardians	☐ 01	☐ 02

SC401 Does your school offer additional <school science> lessons apart from <school science> lessons offered during the usual school hours?

(Please select one response.)

SC401Q01DA Yes

☐ 01

SC401Q01DA No

☐ 02

This is a filter question:

Respondents are redirected to SC402 or SC158 depending on their responses.

IF SC401 equals “Yes” (01), respondents GO to SC402.

Else, respondents GO to SC158.

This is a filtered question:

Only for respondents who selected “Yes” in SC401.

SC402 What is the purpose of these additional <school science> lessons?

(Please select one response.)

SC402Q01DA <Enrichment> only

☐ 01

SC402Q01DA <Remedial> only

☐ 02

SC402Q01DA Both <enrichment> and <remedial>

☐ 03

SC402Q01DA Without differentiation depending on the prior achievement level of the students

☐ 04

SC158 Is there any formal curriculum for the following topics at the middle and upper school level?*(Please consider national, state, regional, or school policies.)**(Please select one response in each row.)*

	Yes	No
SC158Q01HA Climate change and global warming	☐ ₀₁	☐ ₀₂
SC158Q02HA Global health equity (e.g. access to healthcare)	☐ ₀₁	☐ ₀₂
SC158Q04HA Migration (movement of people)	☐ ₀₁	☐ ₀₂
SC158Q07HA International conflicts	☐ ₀₁	☐ ₀₂
SC158Q08HA Hunger or malnutrition in different parts of the world	☐ ₀₁	☐ ₀₂
SC158Q09HA Causes of poverty	☐ ₀₁	☐ ₀₂
SC158Q12HA Equality between men and women	☐ ₀₁	☐ ₀₂

SC155 To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, tablet computers or interactive whiteboards)

(Please select one response in each row.)

		Strongly disagree	Disagree	Agree	Strongly agree
SC155Q01HA	The number of digital devices connected to the Internet is sufficient	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q02HA	The school's Internet bandwidth or speed is sufficient	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q03HA	The number of digital devices for instruction is sufficient	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q04HA	Digital devices at the school are sufficiently powerful in terms of computing capacity	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q05HA	The availability of adequate software is sufficient	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q06HA	Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q07HA	Teachers have sufficient time to prepare lessons integrating digital devices	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q08HA	Effective professional resources for teachers to learn how to use digital devices are available	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q09HA	An effective online learning support platform is available	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q10HA	Teachers are provided with incentives to integrate digital devices in their teaching	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q12DA	The curriculum of the school is suited for using <digital devices> effectively	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄
SC155Q13DA	The school has sufficient supporting staff to solve technical problems	☐ ₀₁	☐ ₀₂	☐ ₀₃	☐ ₀₄

SC209 With respect to the PISA test in your school, have you done any of the following?*(Please select one response in each row.)*

		Yes	No
SC209Q01JA	I have shared information about the PISA test administration with the staff at my school.	☐ 01	☐ 02
SC209Q02JA	I have shared information about the PISA test administration with the students at my school.	☐ 01	☐ 02
SC209Q03JA	I have shared information about the PISA test administration with the parents or guardians of students at my school.	☐ 01	☐ 02
SC209Q04JA	I have spoken to teachers at my school about the importance of the PISA test.	☐ 01	☐ 02
SC209Q05JA	I have spoken to parents or guardians about the importance of the PISA test.	☐ 01	☐ 02
SC209Q06JA	I have encouraged the students at my school to do their best during the PISA test.	☐ 01	☐ 02

Thank you