



12-Year Data Collection Wave: Main Cohort

Teacher Questionnaire

Te Kohikohi Raraunga 12Y: Te Rōpū Pīata

Pukapuka Uiui Kaiako

Student's Name: {CHILD'S NAME}

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Interviewer Note: ID data seeded

ID Participant ID (Child): ____ • ____

FN First Name (Child): _____

LN Last Name (Child): _____

INTD Interview Date: ____ / ____ / ____

INTR Interviewer Name: _____

CTRY Childs Usual Country of Residence: _____

1 Introduction–Whakatakinga

Thank you very much for your time and for supporting the Growing up in New Zealand study. The information you provide in this questionnaire is completely private and confidential. No information that could identify you, your school, {CHILD'S NAME} or their family members will be used in any publications from this study. This questionnaire has received ethical approval from the Health and Disability Ethics Committee.

The first part of this questionnaire is all about you and your classroom environment and the second part asks specifically for your views regarding {CHILD'S NAME}'s learning, behaviour and relationships. Remember that there are no right or wrong answers in this questionnaire and your honesty is greatly appreciated. If you need to stop part way through the questionnaire, just close your browser. You will be able to continue the questionnaire from where you left off when you begin again.

Please note: You can't use the back button once you have moved to a new page. If you think you have made a mistake you can either send us a message using the LiveChat function and tell us what section you are in, the question you want the answer changed to and why; or email us using the contact address and we can change your answer for you in the database.

If you require further assistance or have any other questions about the questionnaire or Growing Up in New Zealand in general, please email contact@growingup.co.nz or free phone 0508 476 946.

2 Teacher Information and Introduction

We would like to start by asking a few questions about you as the 2021 teacher of {NAME}.

2.1 What is your gender?

(Choose one only)

GENDER_y12T

- ☐ 1. Male
- ☐ 2. Female
- ☐ 3. Gender diverse
- ☐ 98. Prefer not to say

2.2 Which ethnic group or groups do you belong to?

(Choose all that apply)

ETH5_1_y12T to ETH5_972_y12T

- ☐ 1. New Zealand European
- ☐ 2. Māori
- ☐ 3. Samoan
- ☐ 4. Cook Islands Māori
- ☐ 5. Tongan

- ☐ 6. Niuean
- ☐ 7. Tokelauan
- ☐ 8. Fijian
- ☐ 9. Fijian Indian
- ☐ 10. Indian
- ☐ 11. Sri Lankan
- ☐ 12. Chinese
- ☐ 13. Korean
- ☐ 14. Japanese
- ☐ 15. Filipino
- ☐ 16. Cambodian
- ☐ 17. Vietnamese
- ☐ 18. Australian
- ☐ 19. British and Irish
- ☐ 20. Dutch
- ☐ 21. Greek
- ☐ 22. Polish
- ☐ 23. South Slav (formerly Yugoslav)
- ☐ 24. Italian
- ☐ 25. German
- ☐ 26. Middle Eastern
- ☐ 27. Latin American/Hispanic
- ☐ 28. African
- ☐ 29. New Zealander
- ☐ 30. Thai
- ☐ 31. American
- ☐ 32. French
- ☐ 971. Other Ethnicity (Please tell us) _____
- ☐ 972. Other Ethnicity (Please tell us) _____
- ☐ 99. Don't Know → **Go to 2.4**
- ☐ 98. Prefer not to say → **Go to 2.4**

[Note: 98 and 99 are exclusive codes]

2.3 You have said that you are {seeded from all selected options in 2.2}. Which one of these do you belong to the MOST?

[Note: this question is only answered if more than one ethnic group was selected in the previous question, 2.2. All the selected ethnic groups will appear in the question and as answer options]

(Choose only one)

CETH1_y12T

- ☐ 1. New Zealand European
- ☐ 2. Māori
- ☐ 3. Samoan
- ☐ 4. Cook Islands Māori
- ☐ 5. Tongan
- ☐ 6. Niuean
- ☐ 7. Tokelauan
- ☐ 8. Fijian
- ☐ 9. Fijian Indian
- ☐ 10. Indian
- ☐ 11. Sri Lankan
- ☐ 12. Chinese
- ☐ 13. Korean
- ☐ 14. Japanese
- ☐ 15. Filipino
- ☐ 16. Cambodian
- ☐ 17. Vietnamese
- ☐ 18. Australian
- ☐ 19. British and Irish
- ☐ 20. Dutch
- ☐ 21. Greek
- ☐ 22. Polish
- ☐ 23. South Slav (formerly Yugoslav)
- ☐ 24. Italian
- ☐ 25. German
- ☐ 26. Middle Eastern
- ☐ 27. Latin American/Hispanic
- ☐ 28. African
- ☐ 29. New Zealander
- ☐ 30. Thai
- ☐ 31. American
- ☐ 32. French
- ☐ 971. Other Ethnicity (Please specify) _____
- ☐ 972. Other Ethnicity (Please specify) _____
- ☐ 99. Don't know
- ☐ 98. Prefer not to say

The rest of this questionnaire asks about {NAME} when they were in your class in 2021. We understand that many schools experienced significant disruption due to COVID-19 lockdown measures and that you may have more familiarity with {NAME} as a student in the virtual classroom.

2.4 How much of the 2021 school year did {NAME} spend in online or distance instruction because of COVID-19 lockdown measures?

(Choose only one)

LEN7_1_y12T

- ☐ 0. None -> **Go to 3.1**
- ☐ 1. Less than 5 weeks
- ☐ 2. About 5-12 weeks
- ☐ 3. More than 12 weeks
- ☐ 95. Not applicable -> **Go to 3.1**

2.5 In general, do you think the distance learning environment supported {NAME} to learn effectively?

(Choose all that apply)

LEN5_1_y12T to LEN5_98_y12T

- ☐ 1. Yes
- ☐ 2. No, because of access to equipment/resources
- ☐ 3. No, because teacher-student contact time was more limited
- ☐ 4. No, because of competing family priorities
- ☐ 5. No, because the student had limited physical study space
- ☐ 6. No, because social connections with peers and teachers were more limited
- ☐ 7. No, because focusing during distance learning was more challenging for this student
- ☐ 8. No, because there were less opportunities to provide feedback on learning
- ☐ 97. No, for another reason, please specify: _____
- ☐ 98. Prefer not to say
- ☐ 95. Not applicable.

[Note: 1, 95, and 98 are exclusive codes]

2.6 Thinking about 2021, please indicate the mode of delivery by which you feel that you have the most knowledge about {NAME}.

(Choose only one)

LEN6_1_y12T

- ☐ 1. Virtual or distance instruction
- ☐ 2. In-person instruction

3 Year Level

3.1 In 2021, which year level was {NAME} in?

(Choose one only)

YL_y12T

- ☐ 1. Year 5
- ☐ 2. Year 6
- ☐ 3. Year 7
- ☐ 4. Year 8
- ☐ 5. Year 9
- ☐ 97. Other, please specify: _____

4 Physical Learning Environment

Now we are going to ask you some questions about the physical learning environment classroom {NAME} was in for 2021. In this section we are referring to the learning environment when schools were open for face-to-face instruction (i.e. not including distance or online learning during a COVID-19 lockdown situation).

4.1 What best describes the physical design of the learning environment {NAME} spent MOST of their time in?

(Choose one only)

LEN1_y12T

- ☐ 1. Te Kura
- ☐ 2. Home schooling
- ☐ 3. Virtual Learning Network
- ☐ 4. Single-cell classroom
- ☐ 5. Multiple classes joined but with dividing doors separating the spaces, creating a single cell classroom environment.
- ☐ 6. Two or more classes in one learning space, functioning mostly as separate classes (this may or may not include cross-grouping between classes).
- ☐ 7. Two or more classes in one learning space, functioning mostly as one large class that has two or more teachers.
- ☐ 97. Other, (please specify): _____

4.2 Approximately how many students were in the learning environment {NAME} spent MOST of their time in for 2021? (Enter the total number e.g. 63 for a Modern Learning Environment with three classes and a total of 63 students)

Please specify in the box.

LEN4_y12T

⊖ Number of students ____ [numerical range:1–150]

4.3 In general, do you think the in-person school environment supported {NAME} to learn effectively?

(Choose all that apply)

LEN3_1_y12T to LEN3_97_y12T

- ☐ 1. Yes
- ☐ 2. No, because of the distracting noise of other children
- ☐ 3. No, because of another distracting noise source
- ☐ 4. No, because of difficulty hearing the teacher's voice
- ☐ 5. No, because of visual distractions
- ☐ 6. No, because of lack of withdrawal spaces
- ☐ 7. No, because the physical environment made it hard to monitor all learners
- ☐ 97. No, for another reason, please specify: _____

[Note: 1 is an exclusive code]

5 Language

The questions in this section ask about the language(s) {NAME} was taught in throughout 2021.

5.1 Please indicate which language(s) {NAME} received instruction in at school.

Please select the language(s) {NAME} was taught in regardless of whether you taught them in this language or not. This does NOT include languages that were taught only as a subject).

(Choose all that apply)

SCHL1_1_y12T to SCHL1_973_y12T

- ☐ 1. English
- ☐ 2. Te Reo Māori
- ☐ 3. New Zealand Sign Language
- ☐ 971. Other, please specify: _____
- ☐ 972. Other, please specific: _____
- ☐ 973. Other, please specific: _____

[Note: If one of the options is the only language selected, skip to 5.8]

You've indicated that {NAME} was taught in {seeded from all selected options in 5.1}. Please tell us the proportion of time in an average week {NAME} was being taught in each language.

(Choose one only per row)		Variable name	1. 81–100% of the time	2. 51–80% of the time	3. 31–50% of the time	4. At least 3 hours a week	5. Less than 3 hours a week
5.2	{Seeded option 1 from 5.1}	SCHL2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3	{Seeded option 2 from 5.1}	SCHL3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4	{Seeded option 3 from 5.1}	SCHL4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5	{Seeded option 971 from 5.1}	SCHL5_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6	{Seeded option 972 from 5.1}	SCHL6_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7	{Seeded option 973 from 5.1}	SCHL7_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we are going to ask you some questions about Te Reo Māori.

Thinking about the use of Te Reo Māori, to what extent do you agree with the following?

(Choose one only for each row)		Variable name	1. Strongly Disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Strongly agree	98. Prefer not to say
5.8	I used day-to-day Te Reo Māori phrases with {NAME}'s class (e.g. kia ora, ka pai)	SCHL8_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9	I felt confident using Te Reo Māori with {NAME}'s class	SCHL9_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10	I provided frequent opportunities for the students in {NAME}'s class to learn NEW vocabulary or phrases in Te Reo Māori (as opposed to using well-known words or phrases e.g. kia ora, mōrena)	SCHL10_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.11	I felt encouraged by the school to use Te Reo Māori in {NAME}'s class	SCHL11_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.12 With {NAME}'s class in 2021, I used learning examples, exercises, and/or resources (e.g., posters, stories, etc.) that explicitly included the following identities:

(Select all that apply)

SCHN6_1_y12T to SCHN6_96_y12T

- ☐ 1. Māori identities
- ☐ 2. Pasifika identities
- ☐ 3. Asian identities
- ☐ 4. Persons with disabilities
- ☐ 5. Transgender identities
- ☐ 96. None of the above

[Note: 96 is an exclusive code]

6 Class Climate

Now we are going to ask you about the students who {NAME} spent most of their time in a classroom with, during periods of face-to-face instruction. Please tell us how often each of the following situations occurred.

Children in {NAME}'s class....

(Choose one only for each row)		Variable name	0. Never	1. Sometimes	2. Often	3. Almost always
6.1	Helped each other in their learning.	CCQ18_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2	Got to know each other well.	CCQ19_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3	Argued a lot with each other.	CCQ20_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.4	Only worked with their close friends.	CCQ21_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5	Picked on or made fun of each other.	CCQ22_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.6	Worked well together.	CCQ23_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.7	Teased each other or called each other names.	CCQ24_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.8	Hit or pushed each other.	CCQ25_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.9	Mixed with all the other children in the class.	CCQ26_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.10	Were encouraging of one another.	CCQ27_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.11	Said bad things about each other.	CCQ28_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 Academic Performance

This section asks about {NAME}'s academic performance.

Thinking about what was expected for {NAME}'s age group, how would you rate {NAME}'s performance in 2021?

(Choose one only for each row)		Variable name	1. Yet to meet curriculum expectations	2. Met curriculum expectations	3. Exceeded curriculum expectations	95. Not applicable	99. I don't know
7.1	Literacy (reading/writing)	AP1_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2	Numeracy	AP2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3	Sciences	AP3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4	Technology	AP4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.5	Health and Physical Education	AP5_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.6	Social Sciences	AP6_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.7	The Arts	AP7_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.8	Learning Languages	AP8_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.9	Te Reo Māori	AP9_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 Digital Competencies

The following questions relate to {NAME}'s level of competency when using digital technology in the classroom.

How would you rate {NAME}'s ability to use digital technology in 2021?

(Choose one only for each row)		Variable name	1. Exceeded curriculum expectations	2. Met curriculum expectations	3. Yet to meet curriculum expectations	95. Not Applicable	99. I don't know
8.1	Ability to collaborate with others using digital technology	DCOMP1_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2	Ability to create multi-media work (e.g. images, movies, music, animations)	DCOMP2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3	Could find (search for/retrieve) information online effectively and safely.	DCOMP3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.4	Could learn independently on digital technology (e.g. on teacher-selected education programmes)	DCOMP4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.5	Could stay on task when using digital technology	DCOMP5_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.6	Demonstrated a basic understanding of not sharing their personal details online	DCOMP6_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.7	Could critically evaluate information found online (i.e. differentiate between real and fake information)	DCOMP7_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9 Teacher Expectation

9.1 How well prepared do you think {NAME} was/is for the secondary school years (Year 9–13)?

(Choose one only)

YEAR_y12T

- ☐ 1. Very well prepared
- ☐ 2. Quite well prepared
- ☐ 3. Somewhat prepared
- ☐ 4. Not very well prepared
- ☐ 5. Not at all prepared
- ☐ 99. Don't know

9.2 Thinking about {NAME}'s future, how far in school, further or higher education do you expect them to go?

(Choose one only)

SS30_y12T

- ☐ 1. Some secondary school
- ☐ 2. Finish secondary school (Year 13)
- ☐ 3. Apprenticeship or internship (e.g. building, hairdressing, tourism)
- ☐ 4. Diploma
- ☐ 5. Bachelor's degree
- ☐ 6. Postgraduate degree
- ☐ 7. Complete a doctorate at university
- ☐ 97. Other (Please specify) _____
- ☐ 99. Don't know

10 Bullying

Please read the following definition of bullying:
You may have noticed that students sometimes bully other students.
There are lots of different ways that students can be bullied.

Bullying is when these things happen AGAIN AND AGAIN to someone who finds it hard to stop it from happening:



When you answer the next questions, please think about bullying in this way.

Australian Covert Bullying Prevalence Study

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Thinking about the last full term when {NAME} was physically at school in 2021, to the best of your knowledge, how often was {NAME} bullied (including cyberbullying) by one or more peers?

(Choose one only for each row)		Variable name	1. I am not aware this has happened	2. Once or twice	3. Every few weeks	4. About once a week	5. Several times a week or more	95. Not applicable
10.1	{NAME} was TEASED in nasty ways.	CPR18_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.2	SECRETS were told about {NAME} to others to hurt them.	CPR19_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.3	{NAME} was hurt by someone trying to BREAK UP A FRIENDSHIP.	CPR20_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Choose one only for each row)		Variable name	1. I am not aware this has happened	2. Once or twice	3. Every few weeks	4. About once a week	5. Several times a week or more	95. Not applicable
10.4	{NAME} was made to feel AFRAID by what someone said they would do to them.	CPR21_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.5	{NAME} was deliberately HURT PHYSICALLY by someone and/or by a group GANGING UP on them.	CPR22_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.6	{NAME} was CALLED NAMES in nasty ways	CPR23_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.7	Someone told {NAME} they WOULDN'T LIKE THEM UNLESS {NAME} DID what they said.	CPR24_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.8	{NAME}'s THINGS were deliberately DAMAGED, DESTROYED or STOLEN.	CPR25_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.9	Others tried to hurt {NAME} by LEAVING THEM OUT of a group or NOT TALKING TO {NAME}.	CPR26_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.10	LIES were told and/or FALSE RUMOURS spread about {NAME} by someone, to make {NAME}'s friends or others NOT LIKE them.	CPR27_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about the last full term that {NAME} was at school in 2021, to the best of your knowledge, how often did {NAME} bully (including cyberbullying) another young person, in the following ways (on their own or in a group)?

(Choose one only for each row)	Variable name	1. I am not aware this has happened	2. Once or twice	3. Every few weeks	4. About once a week	5. Several times a week or more	95. Not applicable
10.11 {NAME} TEASED someone in nasty ways.	CPR28_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.12 {NAME} told SECRETS about someone to others to deliberately HURT them.	CPR29_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.13 {NAME} hurt someone by trying to BREAK UP A FRIENDSHIP they had.	CPR30_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.14 {NAME} deliberately FRIGHTENED or THREATENED someone.	CPR31_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.15 {NAME} deliberately PHYSICALLY HURT or GANGED UP on someone.	CPR32_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.16 {NAME} CALLED someone NAMES in nasty ways.	CPR33_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.17 {NAME} told someone they would NOT LIKE THEM UNLESS THEY DID what {NAME} said.	CPR34_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.18 {NAME} deliberately DAMAGED, DESTROYED and/or STOLE someone's things.	CPR35_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.19 {NAME} tried to hurt someone by LEAVING THEM OUT of a group or by NOT TALKING to them.	CPR36_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.20 {NAME} told LIES and/or spread FALSE RUMOURS about someone, to make their friends or others NOT LIKE them.	CPR37_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11 School Engagement

Thinking about {NAME}'s behaviour in the classroom throughout all of 2021, how often are the following statements true?

(Choose one only for each row)	Variable name	0. Never	1. Sometimes	2. Often	3. Almost always	95. Not applicable
11.1 {NAME} worked quietly and calmly in class.	CCQ7_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2 In class {NAME} listened carefully when I gave directions.	CCQ8_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3 {NAME} followed the rules in class.	CCQ9_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.4 In class {NAME} paid attention when they were supposed to.	CCQ10_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.5 {NAME} did their work when they were supposed to in class.	CCQ11_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.6 In class {NAME} behaved well even when I wasn't watching.	CCQ12_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how often {NAME} displayed the following behaviours at school and in the classroom throughout 2021.

(Choose one only for each row)		Variable name	0. Never	1. Sometimes	2. Often	3. Almost always	99. I don't know
11.7	{NAME} looked forward to school.	CCQ1_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.8	{NAME} liked school.	CCQ2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.9	{NAME} found school interesting.	CCQ3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.10	{NAME} wished they didn't have school.	CCQ4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.11	There are many things about school that {NAME} liked.	CCQ5_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.12	{NAME} enjoyed school activities.	CCQ6_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us how much you agree with the following statements.

<i>(Choose one only for each row)</i>	Variable name	1. Strongly Disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly Agree
11.13 If {NAME} didn't understand their schoolwork, they asked me to help them.	CCQ13_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.14 If {NAME} didn't understand something in school, they would go back and try to learn it again.	CCQ16_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.15 If {NAME} was confused about something at school, they would go back and try to figure it out.	CCQ15_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.16 If {NAME} was having trouble learning something at school, they asked for help.	CCQ14_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.17 If {NAME} was confused about something at school, they tried to work it out later.	CCQ17_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Student-Teacher Relationship

This next section asks about your relationship with {NAME}. If you spent a significant amount of 2021 in lockdown, please answer these questions to reflect your experience of teaching them throughout 2021, regardless of the mode of delivery.

12.1 In 2021, approximately how many months was {NAME} your student for? (Write the number of months e.g. 3 for 3 months, or 12 for one year)

STR8_y12T

☐ Number of months: _____ [range: 1–12 up to two-character numerical response]

12.2 As a teacher of {NAME}, how well did you feel you knew them as a student in 2021?

(Choose one only)

STR9_y12T

- ☐ 1. Very well
- ☐ 2. Fairly well
- ☐ 3. Somewhat
- ☐ 4. Very little
- ☐ 5. Not at all

Please reflect on the degree to which each of the following statements applied to your relationship with {NAME} throughout 2021.

(Choose one only per row)	Variable name	1. Definitely did NOT apply	2. Not really	3. Neutral/not sure	4. Applied somewhat	5. Definitely applied
12.3 {NAME} valued their relationship with me.	STR10_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.4 When I praised {NAME}, they expressed pride.	STR11_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.5 If upset, {NAME} would seek support from me.	STR12_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.6 {NAME} and I always seemed to be struggling with each other.	STR13_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(Choose one only per row)		Variable name	1. Definitely did NOT apply	2. Not really	3. Neutral/not sure	4. Applied somewhat	5. Definitely applied
12.7	{NAME} spontaneously shared information about themselves.	STR14_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.8	{NAME} easily became angry with me.	STR15_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.9	It was easy to be in tune with what {NAME} was feeling.	STR16_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.10	{NAME} remained angry or resistant after being disciplined.	STR17_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.11	Dealing with {NAME} drained my energy.	STR18_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.12	When {NAME} was in a bad mood, I knew we were in for a long and difficult day.	STR19_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.13	{NAME}'s feeling towards me could be unpredictable or could change suddenly.	STR20_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.14	{NAME} was sneaky or manipulative with me.	STR21_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.15	{NAME} openly shared their feelings and experiences with me.	STR22_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.16	{NAME} respected me.	STR23_y12 T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13 Learning Need / Disability / Gifted and/or Talented Support

The questions in this section focus on learning support needs that help students to succeed at school. This section **includes gifted and/or talented students**.

13.1 Up to the end of 2021, had {NAME} been identified as having a special need? This could include any disability, learning support need, gifted and/or talented ability.

(Choose one only)

SS126_y12T

- ☐ 1. Yes
- ☐ 0. No -> **Go to 14.1**
- ☐ 99. Don't Know -> **Go to 14.1**

13.2 What is the reason that {NAME} was identified as having a disability, learning support need, and/or as gifted and talented?

Note: If {NAME} was identified as **twice-exceptional**, please select all relevant abilities and disabilities from the list below.

(Choose all that apply)

SS127_1_y12T to SS127_99_y12T

- ☐ 1. Hearing impairment -> **Go to 13.5**
- ☐ 2. Vision impairment -> **Go to 13.5**
- ☐ 3. Physical disability -> **Go to 13.5**
- ☐ 4. Speech or language impairment -> **Go to 13.5**
- ☐ 5. Learning disability/intellectual disability -> **Go to 13.5**
- ☐ 6. Specific learning disability (literacy) -> **Go to 13.5**
- ☐ 7. Specific learning disability (numeracy) -> **Go to 13.5**
- ☐ 8. Emotional or behavioural problems -> **Go to 13.5**
- ☐ 9. Gifted and/or talented—Intellectual ability (exceptional ability in one or more learning area) -> **Go to 13.3**
- ☐ 10. Gifted and/or talented—Other ability (e.g. intellectual ability, culture-specific, creativity, visual and performing arts, social/leadership, physical/sport) **[Note: If either 9 or 10 is selected on its own, then proceed to 13.3. If 9 or 10 are selected alongside any other options, then also proceed to 13.3] -> Go to 13.3**
- ☐ 11. Poor understanding of English/ ESL -> **Go to 13.5**
- ☐ 12. Autism Spectrum Disorder -> **Go to 13.5**
- ☐ 13. Illness -> **Go to 13.5**
- ☐ 14. Attention Deficit Hyperactivity Disorder (ADHD) -> **Go to 13.5**
- ☐ 15. Extra subject specific support needed -> **Go to 13.5**
- ☐ 97. Other (Please specify _____) -> **Go to 13.5**
- ☐ 99. Don't Know -> **Go to 13.5**

[Note: 99 is an exclusive code]

13.3 Which of the following domains has {NAME} been identified as gifted and/or talented in?

(Select all that apply)

GFT1_1_y12T to GFT1_99_y12T

- ☐ 1. Culture Specific Abilities and Qualities (exceptional abilities in language, traditional skills e.g. arts and crafts, and service to culture)
- ☐ 2. Creativity (characterised by exceptional innovative thinking, productivity, and problem-solving ability)
- ☐ 3. Intellectual/Academic (exceptional abilities in one or more learning area of the New Zealand curriculum)
- ☐ 4. Social/Leadership (exceptional interpersonal and intrapersonal skills)
- ☐ 5. Expression (exceptional ability in art, dance, drama, and visual arts)
- ☐ 6. Physical/Sport (exceptional skills and abilities in sport and physical activity)
- ☐ 97. Other, please specify: _____
- ☐ 99. I don't know

[Note: 99 is an exclusive code]

13.4 What methods were used to respond to {NAME}'s learning needs as a gifted and/or talented student?

(Choose all that apply)

GFT2_0_y12T to GFT2_99_y12T

- ☐ 0. None
- ☐ 1. {NAME} was in a full-time extension class, where the usual classroom programme was designed to extend all members of the class
- ☐ 2. {NAME} was not in a full-time extension class but participated in gifted and talented extension groups, activities, and lessons additional to the normal classroom programme
- ☐ 3. {NAME} was accelerated (i.e. they "skipped" forward at least one year level).
- ☐ 4. Specialist instruction was provided for {NAME}, e.g. a specialist Mathematics teacher, kapa haka leader or sports coach etc.
- ☐ 5. Differentiated classroom programme
- ☐ 97. Other (please specify) _____
- ☐ 99. Don't know

[Note: Options 1 and 2 are mutually exclusive—only one or the other option can be chosen and not both. Other options can also be selected in conjunction with 1 or 2. Options 0 and 99 are exclusive codes and no other option can be selected if any of these are chosen]

13.5 Which, if any, of the following provisions were made at your school to cater for {NAME}'s needs?

(Choose all that apply)

SS138_0_y12T to SS138_99_y12T

- ☐ 0. None
- ☐ 1. Provision of toilet facilities for students with mobility difficulties
- ☐ 2. Provision of easy entry to all school buildings and classrooms, e.g. wide entrances, self-opening doors
- ☐ 3. Provision of easy access to all buildings and classrooms, e.g. ramps instead of steps
- ☐ 4. Provision of lift/elevator to enable access to different floors (including dumb waiter, for transporting objects)
- ☐ 5. Tactile features provided around the school to assist visually impaired students
- ☐ 6. Provision of classroom amplification that includes a teacher microphone for students with hearing difficulties (including loudspeakers/ sound field, personal remote microphone hearing aid (RMHA) or FM system, induction loop)
- ☐ 7. Assistive technology support (specialist equipment)
- ☐ 8. Retreat area/ rest area for students
- ☐ 9. Wide passageways
- ☐ 97. Other (please specify) _____
- ☐ 99. Don't know

[Note: 0 and 99 are exclusive codes]

13.6 Did {NAME} have a learning support needs assessment?

(Choose one only)

SS129_y12T

- ☐ 1. Yes, please tell us when: _____ [Drop down list of: 2022, 2021, 2020, 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012]
- ☐ 0. No
- ☐ 2. Not in 2021 but one is being prepared/planned in 2022.
- ☐ 99. Don't Know

13.7 Which of the following options best describes the Individual Educational Plans (IEP) for {NAME} in 2021?

(Choose one only)

SS131_y12T

- ☐ 0. {NAME} did not have an IEP in 2021
- ☐ 1. {NAME} did not have an IEP in 2021, but one has been/is being prepared in 2022
- ☐ 2. {NAME} had an IEP for high needs
- ☐ 3. {NAME} had an IEP for moderate needs
- ☐ 4. {NAME} had an IEP for low needs
- ☐ 5. {NAME} had an IEP but I do not know their level of need
- ☐ 99. Don't Know

13.8 Did {NAME} receive any of the following supports at school?

(Choose all that apply)

SS130_1_y12T to SS130_99_y12T

- ☐ 1. An Individual Behavioural Management Plan
- ☐ 2. Accelerated Learning in Mathematics (ALiM)
- ☒ 3. School High Health Needs Fund (SHHNF)
- ☐ 4. Ongoing Resourcing Scheme (ORS) funding
- ☐ 97. Other (please specify) _____
- ☐ 96. None of these
- ☐ 99. Don't know

[Note: 96 and 99 are exclusive codes]**13.9 Did {NAME} receive any of the following services at school?***(Choose all that apply)*

SS131_1_y12T to SS131_99_y12T

- ☐ 1. Teacher Aide
- ☐ 2. Gifted and/or talented support
- ☐ 3. A special education needs coordinator (SENCO)
- ☐ 4. Resource Teacher for Learning and Behaviour (RTLb)
- ☐ 5. Mathematics Support Teacher (MST)
- ☐ 6. Resource Teacher for Literacy (RTLit)
- ☐ 7. Speech-language therapist (SALT)
- ☐ 8. Psychologist
- ☐ 9. Occupational therapist / Physiotherapist
- ☐ 10. Intensive Wraparound Service
- ☐ 11. High and Complex Needs service (HCN)
- ☐ 97. Other (please specify) _____
- ☐ 96. None of these -> **Go to 14.1**
- ☐ 99. Don't know -> **Go to 14.1**

[Note: 96 and 99 are exclusive codes]

13.10 Approximately, how many hours of assistance per fortnight were provided to {NAME} during school time in 2021 by the following professionals or services? (Please round the amount to the closest hour).

(Choose one answer from the dropdown for each row) SS128_1_y12T to S128_97y12T

Note: This question refers to the period when schools were offering face-to-face teaching (i.e. not during distance learning). If {NAME} received less than 1 hour per fortnight (e.g. one hour per term) please indicate 0 hours.

[Note: Each option for the below option seeded if selected in 13.9. All options which are selected in the previous question are listed below. Number of hours are required for each answer individually]

- ☐ 1. Teacher Aide: ____ (lower limit 0 - upper limit of 80, 99 don't know)
- ☐ 2. Gifted and/or talented support: ____ (lower limit 0 - upper limit of 80, 99 don't know)
- ☐ 3. A special education needs coordinator (SENCO) : ____ (lower limit 0 - upper limit of 80, 99 don't know)
- ☐ 4. Resource Teacher for Learning and Behaviour (RTLB) : ____ (lower limit 0 - upper limit of 80, 99 don't know)
- ☐ 5. Mathematics Support Teacher (MST) : ____ (lower limit 0 - upper limit of 80, 99 don't know)
- ☐ 6. Resource Teacher for Literacy (RTLit) : ____ (lower limit 0 - upper limit of 80, 99 Don't know)
- ☐ 7. Speech-language therapist (SALT) : ____ (lower limit 0 - upper limit of 80, 99 Don't know)
- ☐ 8. Psychologist: ____ (lower limit 0 - upper limit of 80, Don't know)
- ☐ 9. Occupational therapist/ Physiotherapist : ____ (lower limit 0 - upper limit of 80, 99 Don't know)
- ☐ 10. Intensive Wraparound Service: ____ (lower limit 0 - upper limit of 80, 99 Don't know)
- ☐ 11. High and Complex Needs service (HCN) : ____ (lower limit 0 - upper limit of 80, 99 Don't know)
- ☐ 97. Other (please specify) _____

14 Parent-Teacher Relationship

These next questions ask about your communication with {NAME}'s parents throughout 2021.

14.1 How often were {NAME}'s parents or caregivers offered scheduled opportunities to gain information about their child's progress, e.g. in the form of parent-teacher interviews, three-way conferencing or similar?

(Choose one only)

PTR1_y12T

- ☐ 1. Once a week
- ☐ 2. Once a month
- ☐ 3. Once a term/ four times a year
- ☐ 4. Three times a year
- ☐ 5. Twice a year
- ☐ 6. Once a year
- ☐ 0. Never
- ☐ 7. Only as requested by the parents/caregivers
- ☐ 99. Don't know
- ☐ 95. Not applicable

Please select the option that best reflects your experiences with {NAME}'s parents and caregivers during the 2021 school year.

(Choose only one for each row)	Variable name	0. Never	1. Rarely	2. Sometimes	3. Usually	4. Always	99. I don't know	95. Not applicable
14.2 {NAME}'s parent/caregiver attended teacher-parent meetings.	PTR2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.3 {NAME}'s parent/caregiver asked me about how their child was doing in school.	PTR3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.4 {NAME}'s parent/caregiver volunteered at school, (e.g. helped with school trips).	PTR4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.5 How well did you know {NAME}'s parents/caregivers in 2021?

(Choose one only)

PTR5_y12T

- ☐ 1. Very well
- ☐ 2. Fairly well
- ☐ 3. Somewhat
- ☐ 4. Very little
- ☐ 5. Not at all
- ☐ 95. Not applicable

15 Peer Relationships

When answering the following questions, please base your responses on your perceptions of how other students interacted with {NAME} in your classroom throughout 2021.

We would like you to distinguish between “being liked” (e.g. other students think they are nice and enjoy their company) and “being popular”, which usually relates more to being admired and followed by other children.

(Choose one only for each row)		Variable name	0. Not at all	1. Slightly	2. Moderately	3. Very much	4. Extremely
15.1	How much was {NAME} liked by their peers?	SCHPR1_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.2	How much was {NAME} rejected by their peers?	SCHPR2_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.3	How much was {NAME} overlooked or neglected by their peers?	SCHPR3_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.4	How popular was {NAME} with their peers?	SCHPR4_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.5	How well did {NAME} get along with other children?	SCHPR5_y12T	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15.6 How many close friends did {NAME} have at school in 2021?

(Choose one only)

SCHPR6_y12T

- ☐ 1. 0
- ☐ 2. 1
- ☐ 3. 2 to 3
- ☐ 4. 4 to 5
- ☐ 5. More than 5
- ☐ 99. Don't know
- ☐ 95. Not applicable

16 Highlights and Challenges

16.1 Finally, please tell us, in one or two sentences what was the BIGGEST CHALLENGE with {NAME} during 2021?

(Choose one only)

HD1_y12T

- ☐ 97. _____ [Text box only]
- ☐ 99. Don't know

16.2 Please tell us, in one or two sentences what was the BIGGEST HIGHLIGHT with {NAME} during 2021?

(Choose one only)

HD2_y12T

- ☐ 97. _____ [Text box only]
- ☐ 99. Don't know

END OF QUESTIONNAIRE