APPENDICES 3.1 – 3.2

APPENDIX 3.1 – Example of a Teacher Survey Questionnaire (Science)

ease fill in circles like this: ●		Please use a	pencil or blac	k/blue pen
ection A: Teacher Profile				
What is your age?	36.40	41.45 46.4	50 51-55	Over 55
0 0 0	0	0 0	0	0
What is your sex? Male O	Female	0		
The school system in which you tead	ch is:			
Government	Catholic syste	mic	In	dependent
0	0			0
What position do you hold on the sta	ff?			
 O Principal O Deputy Principal/Assistant Principal 	ncipal			
O Subject Coordinator/Head of E O Classroom Teacher	Department			
On what basis are you employed? O Full time permanent				
O Part time permanent O Casual/relief teacher				
O Temporary/short term contract	t			
Which best describes your highest a	cademic qualification	on?		
O 2 year Teacher Certificate or s O 3 year Diploma in Teaching or	similar r similar			
O 3 or 4 year Bachelor degree w O 3 or 4 year Bachelor of Educa	vithout teacher educ	ation		
O 3 or 4 year Bachelor degree a	nd postgraduate te	aching diploma o	r similar	
 O 3 or 4 year Bachelor degree a O Postgraduate degree and diple 	nd 2 or 3 year unde oma/postgraduate t	ergraduate diplom eaching diploma	na or similar	
 Postgraduate degree without t Other (please specify) 	teacher education			
Less than 1-3	4-7	8-12	13-25	More than
1 year years	years	years	years	25 years
0 0	0	0	0	0
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	wilding have you	1 Deen teac	ning at this so						
Le 1	ess than year	1-3 years	4-7 years		8-12 years	13 ye	-25 ars	More than 25 years	
	0	0	0		0		0	0	
Wh	ere was the sch	nool in whic	h you did mo:	st of your	high schoo	I study?			
Met (p	tropolitan centre op. > 100 000)	 Provin (50 000) 	- 99 999)	Regior (25 000	nal centre - 49 999)	Rural (10 000	centre - 24 999)	Small ru (< 10	ral centre 000)
	0		0		0		0	C	0
). Wh	ere did you live	while unde	ertaking your i	nitial tead	cher educati	on?			
Met (p	tropolitan centro op. > 100 000)	e Provin (50 000	- 99 999)	Regior (25 000	nal centre - 49 999)	Rural (10 000	centre - 24 999)	Small ru (< 10	ral centre 000)
	0		0		0		0	C	0
I. Hov	w well do vou fe	el vour tea	cher educatio	n prepare	d vou for:				
			Not	at all bared	Somewhat prepared	Moderat prepare	ely W ed prep	ell Extr ared p	emely wel repared
(a)	teaching scier	nce		O	0	0	0	c	0
(b)	teaching in ru	ral and regi	onal schools	D	0	0	0	C	0
(c)	managing stu	dent behav	iour	0	0	0	(C	0
(d)	teaching Indig	jenous stud	ents	0	0	0	0	C	0
(e)	teaching Non Background (English Sp NESB) stud	eaking lents	0	0	0		c	0
(f)	teaching gifte	d and talen	ed students	0	0	0	(c	0
(g)	teaching spec	ial needs s	tudents	O	0	0	0	c	0
(h)	using ICT acr	oss the cur	iculum	O	0	0	0	c	0
2. Wh	ich science cou	irses are yo	u formally qu	ualified to	o teach? (yo	u may indic	ate more that	an one)	
Ju	unior Se ience ph	nior vsics	Senior	Ser	nior Dav m	Senior ulti-strand	Other (please spr	Nacify)	lone
c))	0	0	c)	0	0		0
						-			
3. Whi one	ich science cou a)	irses have ;	ou actually t	aught in	the last thre	e years? (y	ou may indic	ate more th	ian
Ju sci	unior ience	Senior physics	Senio chemist	r Iry	Senior biology	Se multi-	nior strand (r	Other please spec	ify)
	0	0	0		0		0	0	
Cor	mments.								
001									

If you left a rural or regional school for a n	netropolitan scho	ol, how influentia	I were the follow	ving?
	Not influential	Somewhat influential	Very influential	Extremely influential
Opportunity for promotion	0	0	0	0
Educational opportunities for your own children	o	0	o	0
Sense of professional isolation	0	0	0	0
Sense of social isolation	0	0	0	0
Reduced cost of travelling	0	0	0	0
Problems within the school	0	0	0	0
Problems in the community	0	0	0	0
Spouse's/partner's employment situation	0	0	0	0
Education authority placement	0	0	0	0
Limited essential services	0	0	0	0
Other	0	0	0	0

The two questions below are for teachers who have *not* taught in a rural or regional school at some point in their careers. For other teachers the survey continues at Section B on page 5.

	Not influential	Somewhat influential	Very influential	Extremely influential
Improved opportunities for promotion	0	0	0	0
Smaller class sizes	0	0	0	0
Opportunity to work with Indigenous students	0	o	o	0
Rural or remote area allowance (e.g. \$5000 p.a	L) O	0	0	0
Subsidisation of housing (e.g. 50% rent subsidy	0	0	0	0
Affordability of housing	0	0	0	0
Smaller school staff	0	0	0	0
More holidays (e.g. 1 week p.a.)	0	0	0	0
Travel subsidy	0	0	0	0
Preference for future transfers	0	0	0	0
Other	0	0	0	0
If you are presently teaching in a metropolitan teach in a rural or regional school?	area school	, is there a comp	elling reason wh	iy you would n

Less than 51-60% 61-70% 71-80% 81-90% 91-100% 60% 0 0 0 0 0 0 0 71-80% 81-90% 91-100% 0 0 0 0 0 60% 0 0 0 0 0 0 0 71-80% 21-30% 31-50% Greater than 50% 0 0 0 0	The aver	age dai	ly attendance rate	in your school	is:		
50% O O O O O The percentage of teachers who leave the school each year is: 0-10% 11-20% 21-30% 31-50% Greater than 50% O O O O O O O How difficult is it to fill vacant science teaching positions at your school? Not difficult Moderately difficult Very difficult O O O O O O O Are some science courses at your school being taught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient humbers? O O O Yes Please identify:	Less the	an	51-60%	61-70%	71-80%	81-90%	91-100%
O O O O O O The percentage of teachers who leave the school each year is:	50%						
The percentage of teachers who leave the school each year is: 0-10% 11-20% 21-30% 31-50% Greater than 50% 0 0 0 0 0 0 How difficult is it to fill vacant science teaching positions at your school? Not difficult Moderately difficult Very difficult 0 0 0 0 0 0 Are some science courses at your school being laught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in orier to have sufficient numbers? 0 No 0 No 0 0 0 0 0 Yes Please identify:	0		0	0	0	0	0
0-10% 11-20% 21-30% 31-50% Greater fram 50% 0 0 0 0 0 0 0 How difficult is it to fill vacant science teaching positions at your school? Not difficult Moderately difficult Very difficult Very difficult O 0 0 0 0 0 0 Are some science courses at your school being taught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? 0 0 O No 0 0 0 0 O Yes Please identify:	The perc	entage	of teachers who I	eave the school	l each year is:		
O O O O O How difficult is it to fill vacant science teaching positions at your school? Not difficult Moderately difficult Very difficult Not difficult Somewhat difficult Moderately difficult Very difficult Very difficult O O O O O O O Are some science ocurses at your school being laught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? O No O No No O O O O O Yes Please identify:	0-10%		11-20%	21	-30%	31-50%	Greater than 50%
How difficult is it to fill vacant science teaching positions at your school? Not difficult Somewhat difficult Moderately difficult Very difficult 0 0 0 0 Are some science courses at your school being laught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? 0 No 0 No 0 0 0 0 Yes Please identify;	0		0		0	0	0
Not difficult Somewhat difficult Moderately difficult Very difficult O O O O O Are some science courses at your school being laught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? O No O NO O O O O O Yes Please identify:	How diffic	cult is it	to fill vacant scien	nce teaching po	sitions at your so	hool?	
O O O O Are some science courses at your school being taught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? O No O No O O No O No O O No O O No O O No O Yes Please identify:	Not diffic	ult	Somew	hat difficult	Moderatel	y difficult	Very difficult
Are some science courses at your school being taught in composite classes (e.g. years 11 and 12 physics taught in the same classroom) in order to have sufficient numbers? O No O Yes Please identify:	0			0	0		0
How many students are there in a typical junct science class? <10 11-15 16-20 21-25 26-30 >30 O O O O O O What percentage of students in your school have Indigenous backgrounds? 0% 1-20% 21-40% 41-60% 61-80% 80-100% O O O O O O O Are you required to teach a subject(s) for which you are not formally qualified? O No O		103	Please identity.				
How many students are there in a typical junior science class? <10	0	Yes	Please identify:				
<10	How man	v stude	ents are there in a	typical junior s	cience class?		
O O O O O What percentage of students in your school have Indigenous backgrounds? 0% 1-20% 21-40% 41-60% 61-80% 80-100% 0% 0 0 0 0 0 0 0 0 0 0 0 0 0 Are you required to teach a subject(s) for which you are not formally qualified? 0 No 0 1 0 Yes Please identify:	<10		11-15	16-20	21-25	26-30	>30
What percentage of students in your school have Indigenous backgrounds? 0% 1-20% 21-40% 41-60% 61-80% 80-100% 0 0 0 0 0 0 Are you required to teach a subject(s) for which you are not formally qualified? 0 No 0 Yes Please identify:	0		0	0	0	0	0
0% 1-20% 21-40% 41-80% 61-80% 80-100% O O O O O O Are you required to teach a subject(s) for which you are not formally qualified? O No O O O O Yes Please identify:	What per	centage	e of students in yo	ur school have	Indigenous back	grounds?	
O O O O Are you required to teach a subject(s) for which you are not formally qualified? O No O Yes Please identify:	0%		1-20%	21-40%	41-60%	61-80%	80-100%
Are you required to teach a subject(s) for which you are not formally qualified? O No O Yes Please identify:	0		0	0	0	0	0
O No O Yes Piezse identify:	Are you r	equired	to teach a subier	t(s) for which v	ou are not formal	llv qualified?	
O Yes Please identify:	0	No					
	0	Yes	Please identify:				

Sec	tio	n C: Science Departmen	ıt								
In the	e foll	owing section, please rate each it	em aco	cording	to:						
(a) i	s importance for teaching and lea	arning	science	e at yo	our sch	ool, and				
(a) i	s availability at your school									
				1	mporta	ance			Availa	ability	
Α.	MA' SUF ENF ANI	FERIAL RESOURCES AND PORT PERSONNEL THAT JANCE SCIENCE TEACHING D LEARNING	Not at all important	Somewhat important	Important	Very important	Extremely important	Novor available	Seldom available	Usually available	Always available
	_										
1.	We	I equipped science laboratories	0	0	0	0	0	0	0	0	0
2.	Suf	ficient laboratory consumables	0	0	0	0	0	0	0	0	0
3.	Sui	able AV equipment	0	0	0	0	0	0	0	0	0
4.	Cla	ss sets of suitable texts	0	0	0	0	0	0	0	0	0
5.	Wo	rksheets for classroom teaching	0	0	0	0	0	0	0	0	0
6.	Sui maj lear	able library resources (e.g. jazines, books) for teaching and ning science	0	0	0	0	0	0	0	0	o
7.	Cla tea	ssroom resources suitable for ching science to:									
	(a)	Indigenous students	0	0	0	0	0	0	0	0	0
	(a)	NESB students	0	0	0	0	0	0	0	0	0
	(a)	gifted and talented students	0	0	0	0	0	0	0	0	0
	(a)	special needs students	0	0	0	0	0	0	0	0	0
8.	Effe tea	ctive maintenance and repair of ching equipment	0	0	0	0	0	o	0	0	0
9.	Sui	able laboratory assistant(s)	0	0	0	0	0	0	0	0	0
10.	Sui	able learning support assistant(s)	0	0	0	0	0	0	0	0	0
11.	Sui Ass	able Indigenous Education istants	0	0	o	0	0	0	о	0	0
12.	Sui	ably skilled ICT support staff	0	0	0	0	0	0	0	0	o
The S	IMER	R National Secondary Science Teacher	Survey								6

	NATERIAL RECOURCES AND		1	mporta	ance			Availa	ability	
A.	MATERIAL RESOURCES AND SUPPORT PERSONNEL THAT ENHANCE SCIENCE TEACHING AND LEARNING (continued)	Not at all important	Somewhat important	Important	Very important	Extremely important	Never available	Seldom available	Usually available	Always available
13.	Suitably skilled personnel to assist in integrating ICT in your classroom	0	0	0	o	0	0	o	o	0
14.	Suitable computer resources for teachers use	0	o	0	0	0	o	o	0	0
15.	Appropriate number of computers for student use	0	0	0	0	0	o	o	0	0
16.	Other computing hardware for teaching and learning science	0	0	0	0	0	o	o	0	0
17.	A fast, reliable Internet connection	0	0	0	0	o	0	o	0	0
18.	Access to a wide range of Internet science resources	0	0	0	0	0	0	0	0	0
19.	Suitable software for teaching and learning science	0	0	0	0	0	0	0	0	o
Pleas	se comment on material resources an ol.	d supp	ort pers	sonne	l for so	ience teac	hing ar	nd learn	ing at y	your
Plea: you i	se comment on the type of Internet co may have with ICT in your school.	nnectio	ons, qu	ality o	f conn	ection and	l any ot	her issu	ues tha	t
The S	SIMERR National Secondary Science Teache	r Survey	(7

				Import	ance			Availa	bility	
D.	PROFESSIONAL INTERACTION AND DEVELOPMENT	Not at all important	Somewhat important	Important	Very important	Extremely important	Never available	Seldom available	Usually available	Always available
1.	Collaboration between science teachers in your school (e.g. sharing resources, ideas, content knowledge)	0	o	0	o	0	0	0	0	0
2.	Collaboration with science teachers in other schools	0	0	0	0	0	0	0	0	0
3.	Opportunities for mentoring new staff	0	0	0	0	0	0	0	0	0
4.	Release from face-to-face teaching for in-school collaborative activities (e.g. programming)	0	0	0	0	0	o	o	0	0
5.	Opportunities to attend external in- services or conferences related to teaching and learning science	0	0	0	0	0	0	0	0	0
6.	Financial support for attendance at external in-services or conferences	0	0	0	0	0	0	0	o	0
7.	Effective communication between education authorities and teachers	0	0	0	0	0	o	o	0	0
8.	Involvement in region or state-wide syllabus development, or research projects (e.g. assessment)	0	0	0	0	0	0	0	0	0
9.	Opportunity to mark/moderate external science assessments	0	0	0	0	0	0	0	0	0
10.	Workshops to develop your ICT skills	0	0	0	0	0	0	0	0	0
11.	Professional development opportunities to help you teach science to:									
	(a) Indigenous students	0	0	0	0	0	0	0	0	0
	(b) NESB students	0	0	0	0	0	0	0	0	0
	(c) gifted and talented students	0	0	0	0	0	0	0	0	0
	(d) special needs students	0	0	0	0	0	0	0	0	0
Plea	se comment further on your profession	nal inte	raction	and c	levelop	ment.				
The S	MERR National Secondary Science Teacher	Survey								8

	TEA	CHING AND LEARNING		1	mport	ance			Availa	ability	
	SCI	ENCE	Not at all important	Somewhat important	Important	Very important	Extremely important	Never avaitable	Seldom available	Usually available	Always available
	Opp scie (e.g cent	ortunities for students to visit nce related educational sites . museums, zoos, science res, industry etc.)	o	o	0	0	0	o	o	0	0
	Stuc	dent participation in external nce competitions and activities	0	0	0	0	o	0	0	0	0
	Tea scie schi	chers qualified to teach the nce courses offered in your ool	0	0	0	0	0	o	0	0	0
	Hav scie schi	ing the full range of senior noe courses available in your pol	o	o	0	0	0	0	o	0	o
	Hav	ing the total indicative hours cated to face-to-face teaching	0	0	0	0	0	0	o	0	0
	Alte scie	rnative or extension activities in nce teaching programmes for:									
	(a)	Indigenous students	0	0	0	0	0	0	0	0	0
	(b)	NESB students	0	0	0	0	0	0	0	0	0
	(c)	gifted and talented students	0	0	0	0	0	0	0	0	0
	(d)	special needs students	0	0	0	0	0	0	0	0	0
eas	e co	mment on the attitudes of stude	ents in y	our sch	hool to	learni	ing scien	ce.			

Section D: Your Reflections
 What do you consider to be the greatest strengths of your school/department in terms of helping students achieve in science?
What do you consider to be the greatest obstacles to student learning in science in your school?
3. What practices or programmes does your school implement to improve student learning in science?
4. If you could make one recommendation to school systems that you believe would improve student outcomes in science in your school, what would you recommend?
O Thank you for taking the time to complete this important survey
The SIMERR National Secondary Science Teacher Survey 10

APPENDIX 3.2 –Parent/Caregiver Questionnaire

_							survey	Jode			-
Plea	ase fill in circles like	e this: ●			Ple	ase us	e a penci	l or bla	ck/blue	pen	
Se	ction A: About	You and	Your C	hild							
: :	Please write your com f you have children at Additional forms are a www.simerr.une.edu.a	ments about more than vailable fro u/.	one schoo m the Scho	ost child I, you m ool Princ	at this ay con ipal or	schoo nplete on the	a separate SiMERR 1	form fo website	or each s	chool	
1.	What is your sex?	Male C) F	emale	0						
2.	How many children do	you have a	ttending this	school?							
	1 0	2 0		3 O			4 0		more	than 4 D	
3.	Your eldest child at th kindergarten or lower primary	is school is i upp	in: er primary		jun	ior sec	ondary	s	enior sec	ondar	у
	0		0			0			0		
4.	Your child is a: day student		boarding	student			distanc	e educa	ition stud	lent on	ly
	0		c)					0		
5.	If your child is a day st	ludent, how	long does it	take hirr	/her to	travel	to this scho	ol?			
	less than half an hour	betwe ar	en half an h nd one hour	our	bet	ween o two ho	one and ours	mo	re than t	wo hoi	urs
	0		0			0			0		
6.	How important is it to y	you that you	r child:	lot at ell	Som	ewhat	Importe	nt	Verv		xtrem
			ir	nportant	imp	orrant	mporta	i	mportant	i	mporta
	Completes Year 10)		0		0	0		0		0
	Completes a TAFF	course		0		0	0		0		0
	Completes a unive	rsity degree		0		0	0		0		0
The	SiMERR National Parent/	Caregiver Su	rvey								
The For t	SIMERR National Parent/	Caregiver Su ease indicat	e:		Import	ance			Availa	bility	
The For t (a)	SIMERR National Parent/ the next 3 questions, pla how important you the following resources a	Caregiver Su ease indicat hink the ire, and	e:	what tant	Import	eone	mely tant	. 94	Availa 돈 뭘	bility ≥ਵੈ	a Be
The For t (a) (b)	SIMERR National Parent/ the next 3 questions, pli how important you th following resources a how available you th resources are in this	Caregiver Su ease indicat hink the ire, and ink these school	Not at all imperant	Somewhat important	Import	Very important	Externely important	Nover available	Availation Settom	Usually available A	Always available
The Fort (a) (b)	SiMERR National Parent/ the next 3 questions, pit how important you th following resources a how available you th resources are in this Suitable textbooks or learning:	Caregiver Su ease indicat hink the re, and ink these school	e: Instruction	Somewhat important	Importaut	Very important	Externely important	Never available	Availa oldsinve Second	Usually available	Always available
The For t (a) (b)	SiMERR National Parent/ the next 3 questions, pil how important you th following resources at how available you th resources are in this: Suitable textbooks or learning: (a) science	Caregiver Su ease indicat hink the re, and ink these school workbooks	for O	O Somewhat important	Importaut	eour Important	O Extremely important	O Never available	Availa woppes significant O	O Usually diamined the object of the object	O Always available
The For t (a) (b)	SiMERR National Parent/ the next 3 questions, pik how important you th following resources ar how available you th resources are in this: Suitable textbooks or learning: (a) science (b) mathematics	Caregiver Su ease indicat hink the re, and ink these school workbooks	e: IIIP to UI for O	O O Somewhat Important	Importaut Iupbortaut 0	O O Important	O O Extremely important	O O available	Availa woppes Sequences O O	billity Altensul O O	O O Always available
The For t (a) (b)	SIMERR National Parent/ the next 3 questions, pik how important you th following resources a how available you th following resources are in this: Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary	Caregiver Su ease indicat hink the re, and ink these school workbooks only)	e: III transmini for O O	0 0 0 Somewhat Important	Importat Imbortaut 0 0	0 0 0 0	O O O Extremely important	O O O available	Availa seldom O O O	Dility Alexandre	O O O Always available
The For t (a) (b)	SIMERR National Parent/ the next 3 questions, pik how important you th following resources are how available you th resources are intro- solitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary Suitable computing re	Caregiver Su ease indicate nink the re, and ink these school workbooks only) esources	e: IF tool for O O O	0 0 0 Somewhat	Importation (Important Control of	0 0 0 Important	O O O Ettennely important	0 0 available	Availa woppes O O O O	billity aldeniave O O O O O	O O O O Always available
The For t (a) (b)	SIMERR National Parent/ the next 3 questions, pla how important you ti following resources a how available you th resources are in this Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary Suitable computing re Support teachers for: (a) indigenous stud	Caregiver Su ease Indicat hink the school workbooks only) esources ents	e: IF HADDON	0 0 0 890mm/htt Important	Imbortau Imbortau 0 0	0 0 0 0 Very and timportant	0 0 0 Ettermely imperant	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Availation Selection overliable O O O O O	bility Altenson O O O O O O O	0 0 0 0 Aways available
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The For t (a) (b)	SIMERR National Parent/ the next 3 questions, pli how important you ti following resources a how available you th resources are in this: Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary - Suitable computing ro Support teachers for: (a) Indigenous stud (b) Non English Spo Background stud (c) special needs st	Caregiver Su ease indicat ease indicat ink these school workbooks only) esources ents paking dents udents	for 0	0 0 0 0 0 Somewhat		0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 important	0 0 0 0 0 0 available	Availa wopperson	Dility (Isually of C O O O O O O O O O O O O O O O O O O	0 0 0 0 0 available
The For t (a) (b)	SIMERR National Parent/ the next 3 questions, plu how important you ti following resources a how available you th resources are in this Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary Suitable computing re Suitable computing re Support teachers for: (a) Indigenous stud (b) Non English Spe Background stut (c) special needs st	Caregiver Su ease indicat hink the re, and ink these school workbooks only) esources ents paking jents udents	for 0	0 0 0 8sensewhat	Importa 0 0 0	0 0 0 0 0 1 Very temportant	O O O O O O O O Inspanned	0 0 0 0 0 0 0 0 0 0 0 0 0	Availa operation	billity and the second	0 0 0 0 0 available
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The Fort (a) (b) 0. 10. 11.	SIMERR National Parent/ the next 3 questions, pli how important you ti following resources a how available you th resources are in this: Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary - Suitable computing ro Support teachers for: (a) indigenous stud (b) Non English Spt Background stud (c) special needs st ction C: Your Ic What do you consider i his/her potential in scie	Caregiver Su ease indicat hink the re, and ink these school workbooks only) esources ents baking fents udents Jeas and to be the grane to be the granetto be the granetto to be t	for O	athes of the Tr?	Import: terpoduj O O O O O O O O O O O O O O O O O O O	Ance tubecteur	transmission of help	Never 0 0 0 0 0 0 0 0 0	Availa woopes 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	bility Altersh O O O O O O O O O O O O O O O O O O O	
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The For t (a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	SIMERR National Parent/ the next 3 questions, pli how important you ti following resources a how available you th resources are in this. Suitable textbooks or learning: (a) science (b) mathematics (c) ICT (secondary . Suitable computing ro Support teachers for: (a) Indigenous stud (b) Non English Spe Background stud (c) special needs st ction C: Your Ic What do you consider I his/her potential in scie	Caregiver Su ease indicat hink the re, and ink these school workbooks only) esources ents basking jeas and to be the gre ince, mather	rvey e: III Provention for O O O O O O O O O O O O O O O O O O O	O O O O O O O O O O O O O O O O O O O	Import. Netpolui O O O O O O O O O O O O O	Ance turboduar	Provide the second seco	Veer Veer veer	Availa woppes 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	bility Altest 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	aA 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
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Se	ction B: Teaching and Learning S	cience, Ma	athematics	and ICT	
For	the following questions, please indicate how str	ongly you agr	ee or disagree	with each st	atement.
		Strongly disagree	Disagree	Agree	Strongly agree
1.	There is a good relationship between teachers in this school and parents/caregivers	0	0	0	0
2.	There is a good relationship between teachers in this school and the wider community	o	o	0	0
Que	stion 3 refers to primary schools only.				
3.	This school is able to attract and keep suitably qualified primary teachers	0	0	0	0
Que	stion 4 refers to secondary schools only.				
4.	This school is able to attract and keep suitably qualified teachers of:				
	(a) science	0	0	0	0
	(b) mathematics	0	0	0	0
	(c) Information and Communication Technology (ICT)	o	o	0	o
5.	Teachers in this school encourage students to achieve to their potential in:				
	(a) science	0	0	0	0
	(b) mathematics	0	0	0	0
	(c) ICT (secondary only)	0	0	0	0
6.	Students achieve to a high standard in:				
	(a) science	0	0	0	0
	(b) mathematics	0	0	0	0
	(c) ICT (secondary only)	0	0	0	0
7.	My child's teachers care if my child is not doing as well as he/she can in:				
	((a) science	0	0	0	0
	(b) mathematics	0	0	0	0
	(c) ICT (secondary only)	0	0	0	0
8.	My child's teachers are enthusiastic in their approaches to teaching:				
	(a) science	0	0	0	0
	(b) mathematics	0	0	0	0
	(C) ICT (secondary only)	0	0	0	o
The	SIMERR National Parent/Caregiver Survey				2

3.	Are there any initiatives that have been successful in improving your child's learning in science, mathematics or ICT? If so, please describe these initiatives.
4.	If you could make one recommendation to school systems that you believe would improve student learning in science, mathematics or ICT, what would you recommend?
5.	Other comments about science, mathematics and ICT education at this school.
	O Thank you for taking the time to complete this important survey.

The SIMERR National Parent/Caregiver Survey

APPENDICES 4.1 - 7.4

Appendices 4.1 - 7.4 summarise the results of principal components analyses of various collections of thematically-related common items from the national primary and secondary school staff surveys. Each summary reports pattern coefficients for relating items on components (only substantive values, greater than .30, are shown) as well as the correlations between components. Items are considered to define that component on which they 'load' the highest (meaning the component with the highest pattern coefficient for an item). The number of components, for each analysis, was determined by the 'eigenvalue greater than 1.0' rule coupled with component interpretability. Items are taken to define the component on which they 'load' the highest (i.e., on which they have the highest pattern coefficient, shown in boldface type).

APPENDIX 4.1 PRINCIPAL COMPONENTS ANALYSIS OF THE ITEMS RELATING TO TEACHERS' INITIAL DECISIONS TO TEACH IN A RURAL OR REGIONAL SCHOOL (REFERS TO TABLE 4.8)

In Table A4.1, the first component was straightforwardly interpretable as grouping together items dealing with Financial and Advancement Incentives that might have attracted staff to teach in a regional or rural school. The second component was clearly defined by items dealing with family-related considerations (Family Links). The third component grouped together items dealing with job or career-related requirements (Job/Career Requirements). Interestingly, the lifestyle change item loaded negatively on the third component. This meant that the influence of lifestyle change was inversely related to the other items in the component; that is, when placement, bond/contract or job availability considerations were influential, lifestyle change item to be influential at the same time. The lifestyle change item was reverse-scored prior to combining it with the other items in the component to produce the Job/Career Requirement component score.

	Component		
	Financial & Advancement Incentives	Family Links	Job/Career Requirements
Initial decision_rent_subsidy	.86		
Initial decision_afford_house	.77		
Initial decision_allowance	.77		
Initial decision_promo	.40		
Initial decision_fam_connect		.87	
Initial decision_prev_lived		.80	
Initial decision_spouse_sit		.51	
Initial decision_placement			.75
Initial decision_contract			.71
Initial decision_lifestyle_chng	.40		48
Initial decision_job_avail			.33

Table A4.1. Principal components analysis of 'Initial Decision' items

Component Correlation Matrix

Component	1	2	3
1 Financial & Advancement Incentives	1.00	01	01
2 Family Links	01	1.00	10
3 Job/Career Requirements	01	10	1.00

APPENDIX 4.2 Principal components analysis of the items relating to teachers' decisions to continue teaching in a rural or regional school (refers to Table 4.10)

In Table A4.2, the first component was clearly interpretable as grouping together items relating to the costs of living in a rural or regional area, along with the costs of moving back to the city (Living Costs). The second component was straightforwardly defined by three items dealing with work-related factors (Work Context). The third component grouped together two items dealing with the Lifestyle associated with living in a rural or regional area. Finally, the fourth component grouped together items related to family considerations in continuing to teach in a rural or regional area (Family).

Table A4.2. Principal components analysis of the 'Decision to continue teaching in a rural or regional school' items

	Component			
	Living Costs	Work Context	Lifestyle	Family
Decision to continue_afford_house	.86			
Decision to continue_exp_mov_city	.76			
Decision to continue_rent_subsidy	.66			
Decision to continue_allowance	.54	.32	31	
Decision to continue_small_class		.71		
Decision to continue_promo_opp		.69		
Decision to continue_work_indig		.68		
Decision to continue_enj_lifestyle			.84	
Decision to continue_commun_spirit			.76	
Decision to continue_fam_connect				.83
Decision to continue_spouse_sit				.81

Component	Correlation	Matrix
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Component	1	2	3	4
1 Living Costs	1.00	.47	04	.05
2 Work Context	.47	1.00	11	03
3 Lifestyle	04	11	1.00	.24
4 Family	.05	03	.24	1.00

APPENDIX 4.3 Principal components analysis of the items relating to 'Decisions to leave a rural or regional school for a metropolitan school' (refers to Table 4.12)

In Table A4.3, the first component was generally defined by a group of items related to the respondents' work and professional context, including considerations related to isolation, job changes and costs (Work and Professional Context). The second component grouped together items dealing with Problems in the school or community as being reasons for leaving a rural or regional school for a metropolitan school. Finally, the third component grouped together items dealing with changes in the respondent's family situation, including pursuing better educational opportunities for the respondent's own children (Family Situation).

Table A4.3 Principal components analysis of 'Decision to leave' items

Pattern Matrix

	Component		
	Work & Professional Context	Problems	Family Situation
Decision to leave_social_isolat	.82		
Decision to leave_prof_isolat	.77		
Decision to leave_limit_serv	.73		
Decision to leave_cost_travel	.70		
Decision to leave_placement	.35		
Decision to leave_promo	.29		.21
Decision to leave_probs_school		.95	
Decision to leave_probs_commun		.92	
Decision to leave_spouse_sit			.81
Decision to leave_ed_opps_child	.24		.68

Component	1	2	3
1 Work & Professional Context	1.00	.46	.15
2 Problems	.46	1.00	.15
3 Family Situation	.15	.15	1.00

APPENDIX 4.4 Principal components analysis of the items relating to 'Motivation for moving from a metropolitan school to a rural or regional school (refers to Table 4.14)

In Table A4.4, the first component was generally defined by items relating to Financial and Advancement Incentives which might attract respondents to take up a position in a rural or regional school sometime in the future. The second component grouped together items relating to potentially desirable working conditions in rural or regional schools (Work Conditions).

Table A4.4. Principal components analysis of the items dealing with potential motivating factors for taking up a rural or regional position

Pattern Matrix

	Component		
	Financial & Advancement Incentives	Work Conditions	
Motivation to move_rent_subsidy	.96		
Motivation to move_trav_subsidy	.92		
Motivation to move_allowance	.91		
Motivation to move_future_trans	.87		
Motivation to move_holidays	.83		
Motivation to move_afford_house	.78		
Motivation to move_promo	.46		
Motivation to move_indig_stud		.93	
Motivation to move_small_staff		.59	
Motivation to move_small_class	.40	.50	

Component	1	2
1 Financial & Advancement Incentives	1.00	.60
2 Work Conditions	.60	1.00

APPENDIX 4.5 Principal components analysis of the primary teacher preparation items (refers to Table 4.16)

In Table A4.5, the first component clearly groups together those items dealing with specific types of teaching or specific curriculum-based activities, hence the label: Specific Teaching Skills Preparation. The second component groups together those items dealing with more general preparation to teach in the science and mathematics subject areas, teach in rural or regional schools and manage student behaviour (General Teaching Preparation).

Table A4.5. Two correlated components summarising the primary teacher education preparation items

Pattern Matrix

	Component	
	Specific Teaching Skills Preparation	General Teaching Preparation
Primary preptch_NESB	.85	
Primary preptch_indig_stud	.76	
Primary prepuse_ICT_curric	.75	
Primary preptch_spec_need	.75	
Primary preptch_gift_tal	.62	
Primary preptch_sci		.85
Primary preptch_math		.85
Primary preptch_rur_reg		.73
Primary prepman_stud_beh	.32	.50

Component	1	2
1 Specific Teaching Skills Preparation	1.00	.53
2 General Teaching Preparation	.53	1.00

APPENDIX 4.6 Principal components analysis of the secondary teacher preparation items (refers to Table 4.18)

In Table A4.6, the first component clearly groups together those items dealing with specific types of teaching or specific curriculum-based activities, hence the label: Specific Teaching Skills Preparation. The second component groups together those items dealing with more general preparation to teach in the subject area, teach in rural or regional schools and manage student behaviour (General Teaching Preparation).

Table A4.6. Two correlated components summarising the secondary teacher education preparation items

Pattern Matrix

	Component			
	Specific Teaching Skills Preparation	General Teaching Preparation		
Secondary_prep_tch_NESB	.86			
Secondary_prep_tch_spec_need	.82			
Secondary_prep_tch_indig_stud	.81			
Secondary_prep_tch_gift_tal	.62			
Secondary_use_ICT_curric	.60			
Secondary_prep_tch_subj_area		.90		
Secondary_prep_tch_rur_reg		.80		
Secondary_prep_man_stud_beh		.53		

Component	1	2
1 Specific Teaching Skills Preparation	1.00	.51
2 General Teaching Preparation	.51	1.00

APPENDIX 5.1 Principal components analysis of the professional development 'need' items for primary respondents (refers to Table 5.2)

In Table A5.1, the first component was straightforwardly defined by 'needs' dealing with classroom resources suitable for teaching primary to students from various targeted groups (Development for Teaching to Targeted Groups). The second component was clearly interpretable as grouping together 'needs' dealing with various aspects of in-service and conference activities and support teachers (In-Service Development). The third component grouped together 'needs' dealing with more general Personal Professional Development, including involvement in syllabus development in both science and mathematics. The last component comprised items dealing with the development of professional relationships, including mentoring and collaborating with colleagues (Professional Relationships Development).

Table A5.1. Principal components analysis of primary respondents' 'need' scores for the Opportunities for Professional Interaction and Development items

	Component			
	Development for Teaching to Targeted Groups	In-Service Development	General Personal Professional Development	Professional Relationships Development
Primary PD_teach_NESB	.94			
Primary PD _teach_indig	.92			
Primary PD _teach_spec_need	.85			
Primary PD _teach_gift_tal	.84			
Primary PD _attend_in_serv_math		.96		
Primary PD _attend_in_serv_sci		.94		
Primary PD _\$_supp_in_serv		.81		
Primary PD _inv_syl_res_math			1.02	
Primary PD _inv_syl_res_sci			.99	
Primary PD _commun_auth			.41	
Primary PD _devel_ICT_sk			.39	
Primary PD _coll_tch_sch				.92
Primary PD _rel_f_to_f_tch				.77
Primary PD _mentor_new_st				.77

Component	1	2	3	4
1 Development for Teaching to Targeted Groups	1.00	.53	.58	.47
2 In-Service Development	.53	1.00	.56	.59
3 General Personal Professional Development	.58	.56	1.00	.50
4 Professional Relationships Development	.47	.59	.50	1.00

APPENDIX 5.2 Principal components analysis of the professional development 'need' items for secondary science respondents (refers to Table 5.4)

In Table A5.2, the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of General Personal Professional Development for teachers, including in-service provision, teaching relief, skill development and involvement in professional activities beyond the school. The second component was straightforwardly defined by 'needs' dealing with classroom resources suitable for teaching science to students from various targeted groups (Development for Teaching to Targeted Groups). Finally, the third component grouped together 'needs' dealing with the development of professional relationships (Professional Relationships Development), including mentoring and collaborating with colleagues.

Table A5.2. Principal components analysis of science respondents' 'need' scores for the Opportunities for Professional Interaction and Development items

	Component			
	General Personal Professional Development	Development for Teaching to Targeted Groups	Professional Relationships Development	
Science_\$_supp_in_serv	.89			
Science_attend_in_serv	.82			
Science_inv_syl_res	.77			
Science_commun_auth	.74			
Science_devel_ICT_sk	.53			
Science_rel_f_to_f_tch	.48		.34	
Science_mark_ext_ass	.40	.33		
Sciencea_teach_indig		.91		
Science_teach_NESB		.88		
Science_tch_spec_ne		.84		
Science_tch_gift_tal		.81		
Science_coll_tch_sch			.94	
Science_mentor_new_st			.72	
Science_coll_tch_oth			.56	

Component Correlation Matrix

Component	1	2	3
1 General Personal Prof Development	1.00	.56	.54
2 Development Teaching Targeted Groups	.56	1.00	.42
3 Professional Relationships Development	.54	.42	1.00

APPENDIX 5.3 Principal components analysis of the professional development 'need' items for secondary ICT respondents (refers to Table 5.6)

In Table A5.3, the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of General Personal Professional Development for teachers, including in-service provision, teaching relief, skill development and involvement in professional activities beyond the school. The second component was straightforwardly defined by 'needs' dealing classroom resources suitable for teaching ICT to students from various targeted groups (Development for Teaching to Targeted Groups). Finally, the third component grouped together 'needs' dealing with the development of professional relationships (Professional Relationships Development), including mentoring and collaborating with colleagues.

Table A5.3. Principal components analysis of ICT respondents' 'need' scores for the Opportunities for Professional Interaction and Development items

	_			
	Component			
	Development for Teaching to Targeted Groups	General Personal Professional Development	Professional Relationships Development	
ICT_teach_indig	.93			
ICT_teach_NESB	.87			
ICT_tch_spec_ne	.86			
ICT_tch_gift_tal	.79			
ICT_mark_ext_ass		.91	31	
ICT_inv_syl_res		.81		
ICT_\$_supp_in_serv		.69		
ICT_attend_in_serv		.68	.32	
ICT_commun_auth		.36		
ICT_coll_tch_sch			.91	
ICT_coll_tch_oth			.82	
ICT_rel_f_to_f_tch		.47	.56	
ICT_mentor_new_st			.53	

Pattern Matrix

Component	1	2	3
1 Development for Teaching Targeted Groups	1.00	.55	.48
2 Gen Personal Professional Development	.55	1.00	.57
3 Development of Professional Relationships	.48	.57	1.00

APPENDIX 5.4 Principal components analysis of the professional development 'need' items for secondary mathematics respondents (refers to Table 5.8)

In Table A5.4, the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of subject-specific Mathematics Teaching Professional Development. The second component was defined by items focusing on more general aspects of professional development; hence the label, General Professional Development. The third component was straightforwardly defined by 'needs' dealing classroom resources suitable for teaching mathematics to students from various targeted groups (Development for Teaching to Targeted Groups). Finally, the fourth component grouped together 'needs' dealing with the development of professional relationships (Professional Relationships Development), including mentoring and collaborating with colleagues.

Table A5.4. Principal components analysis of mathematics respondents' 'need' scores for the Opportunities for Professional Interaction and Development items

		Comp	onent	
	Mathematics Teaching Professional Development	General Professional Development	Development for Teaching Targeted Groups	Professional Relationships Development
Math_tch_hi_order	.86			
Math_alt_tch_meth	.83			
Math_stand_tch	.83			
Math_group_teach	.81			
Math_int_tech_less	.79			
Math_class_mgmt	.70			
Math_graph_calc	.65			
Math_attend_in_serv		.95		
Math_\$_supp_in_serv		.94		
Math_inv_syl_res		.68		
Math_commun_auth		.60		
Math_rel_f_to_f_tch		.56		
Math_mark_ext_ass		.52		
Math_devel_ICT_sk	.31	.47		
Math_teach_NESB			1.02	
Math_teach_indig			.91	
Math_tch_spec_ne	.33		.63	
Math_tch_gift_tal	.38		.50	
Math_coll_tch_sch				.94
Math_coll_tch_oth				.67
Math_mentor_new_st				.65
Math_obs_coll				.56

Pattern Matrix

Component	1	2	3	4
1 Math Teaching Professional Development	1.00	.59	.57	.47
2 General Professional Development	.59	1.00	.47	.57
3 Development for Teaching Targeted Groups	.57	.47	1.00	.34
4 Professional Relationships Development	.47	.57	.34	1.00

APPENDIX 6.1 Principal components analysis of the material resources and support personnel 'need' items for primary respondents (refers to Table 6.2)

In Table A6.1, the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of ICT Resources and Support, including not only physical resources but also personnel support of specific types (particularly ICT-related). The second component clearly comprised items linked to teaching resources in general as well as specific to the teaching of science and mathematics (Teaching Resources). The third component was defined by 'needs' dealing with classroom resources suitable for teaching primary to students from various targeted groups (Teaching Resources for Targeted Groups). This component also included the 'need' dealing with Indigenous education assistants (item 'Primary_ICT _supp') as well as learning support assistants (item 'Primary_supp_asst'). Finally, the fourth component grouped together 'needs' dealing with worksheets for teaching science and for teaching mathematics.

 Table A6.1. Principal components analysis of primary respondents' 'need' scores for the Material

 Resources and Support Personnel that Enhance Primary Teaching and Learning items

		Comp	onent	
	ICT Resources & Support	Teaching Resources	Resources for Teaching Targeted Groups	Worksheet Resources
Primary_internet_res	.82			
Primary_internet_con	.81			
Primary_comp_hard	.79			
Primary_comp_teach	.75			
Primary_comp_stud	.74			
Primary_ICT_supp	.68			
Primary_asst_ICT_cl	.67			
Primary_soft_TL	.62			
Primary_consum_math		.86		
Primary_equip_tch_sci		.85		
Primary_consum_sci		.85		
Primary_equip_tch_math		.76		
Primary_suit_lib_sci		.55		
Primary_suit_lib_math		.54		
Primary_main_rep		.42		
Primary_AV_equip	.36	.41		
Primary_indig			.94	
Primary_NESB			.92	
Primary_spec_need			.79	
Primary_gift_tal			.73	
Primary_ind_ed_asst			.67	
Primary_supp_asst			.35	
Primary_worksheets_math				.91
Primary_worksheets_sci				.88

Pattern Matrix

Component	1	2	3	4
1 ICT Resources & Support	1.00	.55	.48	.24
2 Teaching Resources	.55	1.00	.56	.33
3 Resources for Teaching Targeted Groups	.48	.56	1.00	.24
4 Worksheet Resources	.24	.33	.24	1.00

APPENDIX 6.2 Principal components analysis of the material resources and support personnel 'need' items for secondary science respondents (refers to Table 6.4)

In Table A6.2, the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of ICT Resources. As the 'need' dealing with an assistant to help with integration of ICT in the classroom (item 'Science_asst_ICT_cl') loaded marginally higher on this first component, it was considered to define that component (the table shows the loadings as equal due to rounding error). The second component was clearly defined by 'needs' dealing with classroom resources suitable for teaching science to students from various targeted groups (Teaching Resources for Targeted Groups). This component also included the 'need' dealing with Indigenous education assistants (item 'Science_ind_ed_asst'). The third component grouped together 'needs' dealing with various aspects of more General Teaching Resources, including worksheets, equipment, books, consumables and laboratories. Finally, the fourth component grouped together 'needs' dealing with various aspects of more General Teaching Support, including assistants of various kinds as well as maintenance and repair of teaching equipment.

 Table A6.2. Principal components analysis of science respondents' 'need' scores for the Material Resources and Support Personnel that Enhance Science Teaching and Learning items

		Comp	onent	
	ICT Resources	Teaching Resources for Targeted Groups	General Teaching Resources	General Teaching Support
Science_internet_res	.92			
Science_internet_conn	.88			
Science_comp_stud	.81			
Science_comp_teach	.73			
Science_soft_sci_TL	.70			
Science_comp_hard	.69			
Science_asst_ICT_cl	.47			.47
Science_NESB		.97		
Science_indig		.90		
Science_spec_need		.76		
Science_gift_tal		.65		
Science_ind_ed_asst		.49		
Science_worksheets			.72	
Science_suit_texts			.62	
Science_lab_consum			.59	.40
Science_AV_equip			.53	
Science_sci_lab			.50	
Science_suit_lib			.49	
Science_lab_asst				.90
Science_supp_asst				.60
Science_main_rep				.57
Science_ICT_supp				.54

Pattern Matrix

Component	1	2	3	4
1 ICT Resources	1.00	.49	.49	.60
2 Teaching Resources Targeted Groups	.49	1.00	.39	.52
3 General Teaching Resources	.49	.39	1.00	.45
4 General Teaching Support	.60	.52	.45	1.00

APPENDIX 6.3 Principal components analysis of the material resources and support personnel 'need' items for secondary ICT respondents (refers to Table 6.6)

Table A6.3 shows that the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of physical ICT Resources. The second component was evidently defined by 'needs' dealing with classroom resources suitable for teaching ICT to students from various targeted groups (Resources for Teaching to Targeted Groups). This component also included the 'need' dealing with Indigenous education assistants (ICT_ind_ed_asst). The third component grouped together 'needs' dealing with various aspects of more specific ICT Teaching Resources and Support, including the 'need' for skilled ICT resource management personnel. Finally, the fourth component grouped together 'needs' dealing with various aspects and library.

Table A6.3. Principal components analysis of ICT respondents' 'need' scores for the Material Resources and Support Personnel items

		Comp	onent	
	ICT Resources	Resources for Teaching to Targeted Groups	ICT Teaching Resources & Support	General Teaching Resources
ICT_ICT_space	.87			
ICT_comp_stud	.87			
ICT_internet_con	.67			
ICT_comp_hard	.65			
ICT_AV_equip	.61			.33
ICT_ICT_res_tch	.59			.31
ICT_soft_ICT_TL	.58			
ICT_indig		.95		
ICT_NESB		.93		
ICT_spec_need		.87		
ICT_gift_tal		.78		
ICT_ind_ed_asst		.58		
ICT_ICT_res_mgmt			.88	
ICT_asst_ICT_curr			.88	
ICT_main_rep	.39		.54	
ICT_supp_asst			.44	
ICT_worksheets				.83
ICT_suit_texts				.83
ICT_suit_lib				.76

Component	1	2	3	4
1 ICT Resources	1.00	.44	.47	.39
2 Resources for Teaching to Targeted Groups	.44	1.00	.41	.43
3 ICT Teaching Resources & Support	.47	.41	1.00	.31
4 General Teaching Resources	.39	.43	.31	1.00

APPENDIX 6.4 Principal components analysis of the material resources and support personnel 'need' items for secondary mathematics respondents (refers to Table 6.9)

Table A6.4 shows that the first component was clearly interpretable as grouping together 'needs' dealing with various aspects of ICT Resources and Support. The second component grouped together 'needs' dealing with various aspects of Mathematical Teaching Resources and Support. The third component was evidently defined by 'needs' dealing with classroom resources suitable for teaching mathematics to students from various targeted groups (Resources for Teaching to Targeted Groups). This component also included the 'need' dealing with Indigenous education assistants.

Table A6.4. Principal components analysis of mathematics respondents' 'need' scores for the Material Resources and Support Personnel

		Component	
	ICT Resources & Support	Mathematics Teaching Resources & Support	Resources for Teaching Targeted Groups
Math_comp_stud	.83		
Math_ICT_supp	.77		
Math_comp_teach	.76		
Math_internet_con	.75		
Math_comp_hard	.74		
Math_asst_ICT_cl	.73		
Math_internet_res	.73		
Math_soft_math_TL	.67		
Math_supp_asst	.38		.31
Math_graph_calc		.75	
Math_AV_equip		.73	
Math_mat_math		.72	
Math_suff_equip		.72	
Math_suit_lib		.70	
Math_stud_acc_calc		.63	
Math_worksheets		.57	
Math_suit_texts		.49	
Math_main_rep		.42	
Math_NESB			.93
Math_indig			.89
Math_ind_ed_asst			.72
Math_spec_need			.65
Math_gift_tal		.32	.57

Pattern Matrix

Component	1	2	3
1 ICT Resources & Support	1.00	.56	.47
2 Math Teaching Resources & Support	.56	1.00	.50
3 Resources for Teaching Targeted Groups	.47	.50	1.00

APPENDIX 7.1 Principal components analysis of the Student Learning Experience 'need' items for primary respondents (refers to Table 7.2)

In Table A7.1, the first component was clearly defined by 'needs' dealing alternative or extension activities in science and mathematics teaching programs for students from various targeted groups (Alternative/Extension Activities for Targeted Groups). The second component grouped together 'needs' dealing with student participation in external competitions and activities in the areas of science, mathematics and ICT. Finally, the third component grouped together 'needs' dealing with the time allocated by the school to fulfil the teaching requirements of the science and mathematics syllabi.

Table A7.1. Principal components analysis of primary respondents' 'need' scores for Student Learning Experience items

		Component	
	Alternative/ Extension Activities for Targeted Groups	External Competitions & Activities for Students	Time Allocated to Teach Syllabus Requirements
Primary_exten_NESB	.90		
Primary_exten_indig	.89		
Primary_exten_spec_need	.88		
Primary_exten_gift_tal	.88		
Primary_visit_ed_sites	.35		
Primary_stud_ext_act_sci		.97	
Primary_stud_ext_act_math		.97	
Primary_stud_ext_act_ICT		.92	
Primary_hrs_alloc_math_syl			.96
Primary_hrs_alloc_sci_syl			.93

Component Correlation Matrix

Component	1	2	3
1 Alt/Extension Activities for Targeted Groups	1.00	.39	.37
2 External Competitions & Activities	.39	1.00	.24
3 Time Allocated to Teach Syllabus Requirements	.37	.24	1.00

APPENDIX 7.2 Principal components analysis of the Student Learning Experience 'need' items for secondary science respondents (refers to Table 7.4)

In Table A7.2, the first component was clearly defined by 'needs' dealing alternative or extension activities in science teaching programs for students from various targeted groups (Alternative/Extension Activities for Targeted Groups). The second component grouped together 'needs' dealing with various aspects of the general Teaching Context in the School, including teaching hours allocation, range of course offerings and having qualified teachers. Finally, the third component grouped together 'needs' dealing with external activity learning opportunities for students (Student Learning Opportunities), including site visits and external competitions and activities.

Table A7.2. Principal components analysis of science respondents' 'need' scores for Student Learning Experience items

	Component			
	Alternative/ Extension Activities for Targeted Groups	Teaching Context in School	Student Learning Opportunities	
Science_exten_NESB	.94			
Science_exten_indig	.89			
Science_exten_spec_ne	.81			
Science_exten_gift_tal	.78			
Science_tch_alloc_hrs		.76		
Science_full_crse_range		.75		
Science_qual_teach		.71		
Science_stud_ext_act			.91	
Science_visit_ed_sites			.73	

Component Correlation Matrix

Component	1	2	3
1 Alt/Extension Activities Targeted Groups	1.00	.36	.39
2 Teaching Context in the School	.36	1.00	.30
3 Student Learning Opportunities	.39	.30	1.00

APPENDIX 7.3 Principal components analysis of the Student Learning Experience 'need' items for secondary ICT respondents (refers to Table 7.6)

In Table A7.3, the first component was clearly defined by 'needs' dealing alternative or extension activities in ICT teaching programs for students from various targeted groups (Alternative/Extension Activities for Targeted Groups). The second component grouped together 'needs' dealing with various aspects of the general Teaching Context in the School, including teaching hours allocation, range of course offerings and having qualified teachers. Finally, the third component grouped together 'needs' dealing with external activity learning opportunities for students (Student Learning Opportunities), including site visits and external competitions and activities.

Table A7.3. Principal components analysis of ICT respondents' 'need' scores for Student Learning Experience items

	Component		
	Alternative/ Extension Activities for Targeted Groups	Teaching Context in School	Student Learning Opportunities
ICT_exten_indig	.95		
ICT_exten_NESB	.94		
ICT_exten_spec_ne	.85		
ICT_exten_gift_tal	.75		
ICT_tch_alloc_hrs		.76	38
ICT_full_crse_range		.71	.34
ICT_qual_teach		.71	
ICT_stud_ext_act			.83
ICT_visit_ed_sites			.67

Component Correlation Matrix

Component	1	2	3
1 A/t/Extension Activities for Targeted Groups	1.00	.49	.49
2 Teaching Context in School	.49	1.00	.35
3 Student Learning Opportunities	.49	.35	1.00

APPENDIX 7.4 Principal components analysis of the Student Learning Experience 'need' items for secondary mathematics respondents (refers to Table 7.8)

In Table A7.4, the first component was clearly defined by 'needs' dealing alternative or extension activities in mathematics teaching programs for students from various targeted groups (Alternative/Extension Activities for Targeted Groups). The second component grouped together 'needs' dealing with various aspects of the general Teaching Context in the School, including teaching hours allocation, range of course offerings and having qualified teachers. Finally, the third component grouped together 'needs' dealing with external activity learning opportunities for students (Student Learning Opportunities), including site visits and external competitions and activities.

Table A7.4. Principal components analysis of mathematics respondents' 'need' scores for Student Learning Experience items

	Component		
	Alternative/ Extension Activities for Targeted Groups	Teaching Context in the School	Student Learning Opportunities
Math_exten_NESB	.93		
Math_exten_indig	.85		
Math_exten_spec_ne	.79		
Math_exten_gift_tal	.67		
Math_tch_alloc_hrs		.79	
Math_full_crse_range		.71	
Math_qual_teach		.57	
Math_stud_ext_act			.89
Math_visit_ed_sites			.68

Component	Correlation	Matrix
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Component	1	2	3
1 Alt/Extension Activities for Targeted Groups	1.00	.31	.40
2 Teaching Context in the School	.31	1.00	.34
3 Student Learning Opportunities	.40	.34	1.00