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A collaborative research project involving the following partners:



TEACHER SURVEY

Thank you for taking part in this major research project.

Please complete this survey if you have classroom teaching responsibilities for 50% or more of your working week.

The study aims to provide quantitative data on the state of student behaviour in South Australian Schools.

Analysis of these data will help us inform policy development and practices in schools to encourage better outcomes for students.

This survey is divided into 9 sections which contain questions about:

1. Your school
2. Your background and teaching experience

3. Unproductive student behaviour in classes
4. Unproductive student behaviour around the school
5. Students who exhibit unproductive behaviours
6. Factors that contribute to unproductive student behaviour
7. Managing students and classes
8. Ways to improve student behaviour
9. Your general views on student behaviour

The survey should take approximately 25 minutes to complete.

If you do not have time to complete the survey in one sitting, you can take a break and return to the survey later. As long as you use the same computer to access the survey, you will be able to resume the survey from where you left off. You can start-stop-resume as many times as you like.

Section 1: YOUR SCHOOL

How many students attend your school?

fewer than 49 50-99 100-199 200-299 300-399 400-499 500-599 600-699 700-799 800-1000 more than 1000

Where is your school located?

What is your school's Index of Community Socio-Educational Advantage (available from your school's MySchool site - <http://www.myschool.edu.au/>)?

- 850-900 (most disadvantaged) e.g. Hackam West Primary, Ceduna Area
- 901-950 e.g. Parafield Gardens Primary, Hendon Primary
- 951-1000 e.g. Whitefriars School, Mt Barker Primary
- 1001-1050 e.g. Henley Primary, Christian Brothers College
- 1051-1100 e.g. Blackwood High, Sacred Heart College
- 1101-1150 e.g. St Peters College, Rose Park Primary
- 1151-1200 (most advantaged) e.g. Walford Anglican School for Girls, Burnside Primary
- Don't know

Is your school a Government, Independent or Catholic school?

- Government
- Independent
- Catholic

What is the Religious denomination of your school?

Is your school 'single sex' or mixed sex / coeducation?

Section 2: YOUR BACKGROUND & TEACHING EXPERIENCE

At which school level are you currently teaching?

- R-2
- 3-5
- 6-7
- 8-10
- 11-12
- R-7
- 6-9
- 8-12

What is your gender?

- Male
- Female
- Other (i.e., both/neither, transgender, transexual)

Do you work full time or part time?

- Full time
- Part time

What is your tenure?

- Permanent
- Contract

What is your age?

How many years have you taught?

How long have you been at your current school?

What is your level of appointment?

- Teacher
- Senior Teacher (e.g., Coordinator, Position of Responsibility)
- Deputy Principal/Assistant Principal/Head of Junior, Middle or Senior School
- Principal/Headmaster/Headmistress
- Other

Are you a specialist teacher?

- Yes
- No

What subjects or learning areas do you mainly teach (select 2-3)?

- English
- Mathematics
- Science (including Physics, Chemistry, Biology, Psychology, Geology, Agriculture & Horticulture, Nutrition)
- Design & Technology
- Health & PE
- Languages
- Visual Arts
- Society & Environment/History/Geography/Humanities/Social Sciences
- Research (SACE)
- Vocational Education & Training
- Accounting/Business Studies
- Music
- Religious Education
- Personal Learning Plan (PLP)

Where do you do most of your teaching?

- In standard classrooms
- In laboratories
- In a gymnasium
- In the outdoors
- In a workshop
- In a kitchen

Section 3: UNPRODUCTIVE STUDENT BEHAVIOUR IN CLASSES

Listed below are some examples of unproductive student behaviours that teachers say they encounter in their classes.

Referring back to your most recent teaching week, please indicate how frequently you had to manage each type of unproductive student behaviour.

Being late for class

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Avoiding doing schoolwork (e.g., student does not do assigned tasks, gives up quickly, makes minimal effort to do tasks)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Disengaging from classroom activities (e.g., opting out, day dreaming, withdrawing)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Deliberately disrupting the flow of a lesson (e.g., asking irrelevant questions, using delay tactics, procrastinating)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Talking out of turn (e.g., calling out, interrupting others, distracting others by talking)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Making distracting noises intentionally (e.g., moving furniture, banging objects)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Interfering with other students' or teachers' property (e.g., taking pens, pencils, books)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Moving around the room unnecessarily (e.g., leaving assigned areas of the classroom without an acceptable reason)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Spreading rumours (e.g., telling false or nasty stories about others, talking about others behind their backs)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Excluding peers (e.g., deliberately leaving people out of group activities and social interactions)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a mobile phone inappropriately (e.g., sending text messages during class, secretly taking photos or videoing, accessing Internet sites)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using a laptop or iPad inappropriately (e.g., sending messages during class, secretly taking photos or videoing, accessing internet sites)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making impertinent remarks (e.g., 'answering back', being argumentative)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mucking around, being rowdy (e.g., making excessive noise, pushing and shoving each other)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verbally abusing other students (e.g., swearing at them, insulting them, making threatening comments)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verbally abusing you (e.g., swearing at you, insulting you, making threatening comments)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sexually harassing other students (e.g., sexual innuendo and comments, ogling or leering, sexual touching, spreading sexual rumours, commenting on others' sexuality)

During the last week...

Several times daily	At least once a day	On most days	On one or two days	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sexually harassing you (e.g., sexual innuendo and comments, ogling or leering, sexual touching, spreading sexual rumours, commenting on your sexuality)

During the last week...

Several times daily At least once a day On most days One or two days Not at all

Being physically aggressive towards other students (e.g., pushing, punching, kicking, striking, pulling hair, wrestling, biting)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Being physically aggressive towards you (e.g., pushing, punching, kicking, striking, pulling hair, wrestling, biting)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Being extremely violent towards other students or you (e.g., using a weapon such as a knife, sexual assault, bashing)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Being physically destructive (e.g., vandalising school property, smashing equipment, throwing furniture, breaking windows, graffiti-ing)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

Displaying uncharacteristically erratic behaviours (e.g., mood swings, sudden outbursts of emotion)

During the last week...

Several times daily At least once a day On most days On one or two days Not at all

In the last week, which of these behaviours were the most difficult for you to manage?

Rank up to five behaviours, with 1 being the most difficult to manage, 2 being the next most difficult, and so on. Type the appropriate number next to the chosen behaviour. Do not rank the remaining 18 behaviours.

- Being late for class
- Avoiding doing schoolwork
- Disengaging from classroom activities
- Deliberately disrupting the flow of a lesson
- Talking out of turn
- Making distracting noises intentionally
- Interfering with other students' property
- Moving around the room unnecessarily
- Spreading rumours
- Excluding peers
- Using a mobile phone inappropriately
- Using a laptop or iPad inappropriately

- Making impertinent remarks
- Mucking around, being rowdy
- Verbally abusing other students
- Verbally abusing you
- Sexually harassing other students
- Sexually harassing you
- Being physically aggressive towards other students
- Being physically aggressive towards you
- Being extremely violent towards other students or you
- Being physically destructive
- Displaying uncharacteristically erratic behaviours

Was last week's pattern of student behaviour fairly typical compared with other weeks?

- Yes
- No

During the last week, did students' behaviour cause you to become stressed?

- Yes
- No

How stressed were you?

- Extremely stressed (e.g., may have resulted in sick leave)
- Very stressed (e.g., unable to sleep or relax, feeling physically ill)
- Moderately stressed
- Slightly stressed

Section 4: UNPRODUCTIVE STUDENT BEHAVIOUR AROUND THE SCHOOL

Listed below are some examples of unproductive student behaviours that teachers say they encounter around the school (in corridors, on the school oval, in sheltered areas, and play spaces).

Referring back to your ***most recent teaching week***, please indicate how frequently you had to manage each type of unproductive student behaviour.

Running in corridors

During the last week...

- Several times a day
- At least once a day
- Most days
- Once or twice
- Not at all

Being unruly while waiting outside classrooms, the canteen, or gym

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Persistently infringing school standards (e.g., about school uniform, behaviour, punctuality)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Refusing to follow instructions

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Making disrespectful or impertinent remarks to teachers (e.g., answering back)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Entering 'out of bounds' areas

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Leaving school premises without permission

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Mucking around, being rowdy (e.g., making excessive noise, pushing and shoving each other)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Interfering with others' property (e.g., clothes, sports equipment, bags, phones)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Excluding others (e.g., from groups, activities)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Using mobile phones inappropriately (e.g., to text or call others, access the internet, photograph or video others)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Smoking on school property

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Using illicit drugs on school property

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Unauthorised people entering the school grounds without permission (e.g., former students, friends, students from other schools)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Verbally abusing other students (e.g., swearing at them, insulting them, making threatening comments)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Verbally abusing you (e.g., swearing at you, insulting you, making threatening comments)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Sexually harassing other students (e.g., sexual innuendo and comments, ogling or leering, sexual touching, spreading sexual rumours, commenting on others' sexuality)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Sexually harassing you (e.g., sexual innuendo and comments, ogling or leering, sexual touching, spreading sexual rumours, commenting on your sexuality)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Inappropriate sexual behaviour at school (e.g., kissing, fondling, flashing, simulated sex)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Being physically aggressive to other students (e.g., fighting, punching, kicking, hitting, pulling hair, biting)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Being physically aggressive to you (e.g., fighting, punching, kicking, hitting, pulling hair, biting)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Watching and encouraging fights or other altercations between students

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Videoino or photographing fights or other altercations between students

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Being physically destructive (e.g., smashing windows, breaking furniture, vandalism, graffiti)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Threatening to use weapons (e.g., knives, martial arts tools, guns)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

Using weapons (e.g., knives, martial arts tools, guns)

During the last week...

Several times a day At least once a day Most days Once or twice Not at all

In the last week, which of these behaviours were the ***most difficult for you to manage?***

Rank the top five behaviours, with 1 being the most difficult to manage, 2 being the next most difficult, and so on. Type the appropriate number next to the chosen behaviour. Do not rank the remaining 21 behaviours.

- Running in corridors
- Being unruly while waiting outside classrooms, the canteen, or gym
- Persistently infringing school rules

- Refusing to follow instructions
- Making disrespectful or impertinent remarks to teachers
- Entering 'out of bounds' areas
- Leaving school premises without permission
- Mucking around, being rowdy
- Interfering with others' property
- Excluding others
- Using mobile phones inappropriately
- Smoking on school property
- Using illicit drugs on school property
- Unauthorised people entering the school grounds without permission
- Verbally abusing other students
- Verbally abusing you
- Sexually harassing other students
- Sexually harassing you
- Inappropriate sexual behaviour at school
- Being physically aggressive to other students
- Being physically aggressive to you
- Watching and encouraging fights or other altercations between students
- Videoing or photographing fights or other altercations between students
- Being physically destructive
- Threatening to use weapons
- Using weapons

How typical was last week's pattern of behaviour compared with other weeks?

Typical
 Fairly typical
 Not typical

During last week, did you experience stress due to students' behaviour around the school?

- Yes
- No

How stressed were you?

- Extremely stressed (e.g., may have resulted in sick leave)
- Very stressed (e.g., unable to sleep or relax, feeling physically ill)
- Moderately stressed
- Slightly stressed

Section 5: STUDENTS WHO EXHIBIT UNPRODUCTIVE BEHAVIOURS

We are interested in students whose unproductive behaviour negatively affects their learning in the classroom.

Please select a student from your current class (or classes) whose behaviour:

- *impacts negatively on his or her learning*
- *interferes with the learning of other students*
- *is difficult for you and school leaders to manage*

Focus on this student when answering the following questions.

Is the student a male or female?

- Male
- Female

How old is the student?

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18

How long has the student been enrolled at your school?

- unsure
- less than 6 months
- 6-12 months
- about 2 years
- about 3 years
- 4 years or longer

Does the student have a diagnosed disability?

- Yes
- No
- Unsure

Please identify the student's disabilities

- Autism Spectrum Disorder / Aspergers Syndrome
- Oppositional Defiance Disorder / Conduct Disorder
- Depression / Anxiety Disorder / Obsessive Compulsive Disorder
- Global Developmental Delay / Pervasive Developmental Disorder Not Otherwise Specified
- Intellectual disability
- Physical disability
- Hearing Impairment
- Vision Impairment
- Speech and/or Language Disorder
- Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD)
- Communication Disorder
- Unsure

The student you identified is:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
aggressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
non-compliant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
disruptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inattentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
erratic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

impulsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unmotivated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unresponsive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
disengaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unprepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an irregular attender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Since the beginning of the year, has the student been removed from your class as part of an in-school suspension process?

- Yes
- No
- Unsure

Since the beginning of the year, how many times has the student been removed from your class?

1	2	3	4	5	6	7	8	9	10+
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the main reasons the student was removed from your class (select up to 3 reasons)?

- Refusal to follow instructions
- Work avoidance
- Verbal abuse
- Disruptive behaviour
- Sexual harrassment
- Bullying
- Threatened physical violence
- Physical violence
- Illegal activities

Since the beginning of the year, has the student been formally suspended from school (e.g. not allowed to attend school for a period of 1-5 days)?

- Yes
- No
- Unsure

What were the main reasons the student was suspended from school (select up to 3 reasons)?

- Refusal to follow instructions
- Work avoidance
- Verbal abuse
- Disruptive behaviour
- Sexual harrassment
- Bullying
- Threatened physical violence
- Physical violence
- Illegal activities

How many times has the student been suspended since the beginning of the year?

1
 2
 3
 4
 5
 Unsure

Since the beginning of the year, has the student been excluded from school (e.g., not allowed to attend school for an extended period of time)?

Yes
 No
 Unsure

What were the main reasons the student was excluded from school (select up to 4 reasons)?

Serious misconduct
 Repeated misconduct
 Wilful and deliberate misconduct
 Violence

What would be the average number of students in your class or per class who show similar patterns of behaviour to those of the student you selected?

0
 1
 2
 3
 4
 5
 6
 7
 8+

Section 6: FACTORS THAT CONTRIBUTE TO UNPRODUCTIVE STUDENT BEHAVIOUR

We are interested in what you believe are the main factors that contribute to unproductive student behaviour.

In your view, to what extent is student behaviour due to individual factors like the following:

	Great extent	Some extent	A little	Not at all
lack of self discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
impact of a diagnosed disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poor academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
boredom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
negative attitudes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
violent disposition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inability to concentrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of perseverance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poor social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
not able to work at the same level as the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your view, to what extent is student behaviour due to ***school factors*** like the following:

	Great extent	Some extent	A little	Not at all
inappropriate curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ineffective teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of appropriate learning materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of in-class disability support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ineffective school student management policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
alienating school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poor buildings and amenities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intolerant students who harass each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
low expectations of student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
unrealistically high expectations of student performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poor quality teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
failure to adapt learning content for the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your view, to what extent is student behaviour due to ***out-of-school factors*** like the following:

	Great extent	Some extent	A little	Not at all
poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conflicting cultural, religious or racial factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of parental guidance and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
overcrowded housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hostile and dangerous neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high family mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
abuse and neglect of students at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poorly educated parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
low parental expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
few books or learning resources in the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lack of access to computer and internet resources at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dysfunctional family structures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7: STRATEGIES TO MANAGE UNPRODUCTIVE STUDENT BEHAVIOUR

Listed below are some examples of strategies teachers say they use to manage unproductive student behaviour.

Referring back to your *most recent teaching week*, please indicate how frequently you use the following strategies in your class or classes.

Using a 'step' system involving an escalation of actions if behaviour does not change (i.e., warning, re-direction, time-out in class, time-out in 'buddy' class, referral to Deputy Principal /Principal)

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasoning with a student in the classroom setting

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasoning with a student outside the classroom setting

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discussing issues and problems with the whole class

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Issuing a strong verbal reprimand

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deliberately ignoring minor disruptions or infringements

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Requiring students to do extra work

During the last week...

Very Often	Often	Sometimes	Once or twice	Not at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asking students to withdraw from the class or room (e.g., timeout)

During the last week...

Very Often Often Sometimes Once or twice Not at all

Removing privileges (e.g., miss out on free time)

During the last week...

Very Often Often Sometimes Once or twice Not at all

Keeping students 'in' (e.g., detention, or making students stay in to complete work)

During the last week...

Very Often Often Sometimes Once or twice Not at all

Referring students to another teacher (e.g., in a 'buddy' room)

During the last week...

Very Often Often Sometimes Once or twice Not at all

Sending the student to the Deputy Principal, Principal, Counsellor or other senior teacher

During the last week...

Very Often Often Sometimes Once or twice Not at all

Seeking parental or care giver involvement

During the last week...

Very Often Often Sometimes Once or twice Not at all

Initiating a 'conference' involving the student, care givers, and senior staff to discuss the student's behaviour

During the last week...

Very Often Often Sometimes Once or twice Not at all

Requesting a short period of in-school suspension (i.e., in a 'time-out' room)

During the last week...

Very Often Often Sometimes Once or twice Not at all

Requesting a short period of out-of-school suspension

During the last week...

Very Often Often Sometimes Once or twice Not at all

In the last week, which of these strategies were the ***most effective*** and ***least effective*** in managing student behaviour?

Please ***rank strategies from 1-5***. Type the appropriate number next to the chosen behaviour. Do not rank the remaining strategies.

	Most Effective	Least Effective
Using a 'step' system involving an escalation of actions if behaviour does not change	<input type="text"/>	<input type="text"/>
Reasoning with a student in the classroom setting	<input type="text"/>	<input type="text"/>
Reasoning with a student outside the classroom setting	<input type="text"/>	<input type="text"/>
Discussing issues and problems with the whole class	<input type="text"/>	<input type="text"/>
Issuing a strong verbal reprimand	<input type="text"/>	<input type="text"/>
Deliberately ignoring minor disruptions or infringements	<input type="text"/>	<input type="text"/>
Requiring students to do extra work	<input type="text"/>	<input type="text"/>
Asking students to withdraw from the class or room	<input type="text"/>	<input type="text"/>
Removing privileges	<input type="text"/>	<input type="text"/>
Keeping students 'in'	<input type="text"/>	<input type="text"/>
Referring students to another teacher	<input type="text"/>	<input type="text"/>
Sending the student to the Deputy Principal, Principal, Counsellor or other senior teacher	<input type="text"/>	<input type="text"/>
Seeking parental or care giver involvement	<input type="text"/>	<input type="text"/>
Initiating a 'conference' involving the student, care givers, and senior staff to discuss the student's behaviour	<input type="text"/>	<input type="text"/>
Requesting a short period of in-school suspension	<input type="text"/>	<input type="text"/>
Requesting a short period of out-of-school suspension	<input type="text"/>	<input type="text"/>

Section 8: SUGGESTIONS TO IMPROVE STUDENT BEHAVIOUR

What proposals or strategies would improve student behaviour at your school?

Please indicate whether you would agree or disagree with the implementation of the following proposals or strategies at your school.

Telling students more firmly and clearly what they can and cannot do at school.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Changing the way the curriculum is offered to make it more engaging and relevant to students.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Applying tougher sanctions for certain student behaviours.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Providing more counselling for students with behaviour problems.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Reintroducing corporal punishment.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Encouraging more parental involvement in behaviour management procedures at school.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Introducing legislation banning all weapons from schools.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Improving security in schools (e.g., installing barbed wire fences, installing security cameras, employing security guards).

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Involving more external professionals in schools (e.g., police, social workers, youth workers).

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Establishing smaller classes.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Providing more opportunities for teachers to help each other with student behaviour problems.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Providing more staff training and development on ways to manage student behaviour.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Section 9: YOUR GENERAL VIEWS ON STUDENT BEHAVIOUR

How serious are student behaviour problems at your school?

Not a problem at all Not at all serious Not very serious Serious Very serious

Is there anything else you would like to tell us about your views on student behaviour at school?

Thank you for completing this survey.

***You can track the outcomes of the
Behaviour at School Study at:***

www.bass.edu.au



Australian Government
Australian Research Council