

Thank you for participating in the PISA 2015 field trial. This questionnaire asks for information about:

- School background
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- Learning environment and curriculum
- School climate.

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

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

For some questions (e.g. ICT facilities in the school, question on science teaching and learning) specific knowledge may be needed. You may consult with relevant staff in your school to help you answer these questions.

If you don't know the precise answer to some questions, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

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

To answer questions in this questionnaire, please consider the following definition:

School science includes Junior Certificate science, and Leaving Certificate physics, chemistry, physics/chemistry combined, biology, and agricultural science. It does **not** include subjects such as mathematics or geography.

Section A: School Background Information

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

(Please select one response.)

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

SC001Q01TA01

A town (3,000 to about 15,000 people)

SC001Q01TA02

A large town (15,000 to about 100,000 people)

SC001Q01TA03

A city (100,000 to about 1,000,000 people; this does NOT include Dublin)

SC001Q01TA04

A large city (with over 1,000,000 people, i.e. Dublin)

SC001Q01TA05

What was the total school enrolment (number of students) on the 1st of February 2014?

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

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

What is the average size of English classes in Third Year in your school?

(Please select one response.)

15 students or fewer

SC003Q01TA01

16-20 students

SC003Q01TA02

21-25 students

SC003Q01TA03

26-30 students

SC003Q01TA04

31-35 students

SC003Q01TA05

36-40 students

SC003Q01TA06

41-45 students

SC003Q01TA07

46-50 students

SC003Q01TA08

More than 50 students

SC003Q01TA09



This question looks for information about ICTs, including the student-computer ratio for Third Years in the school.

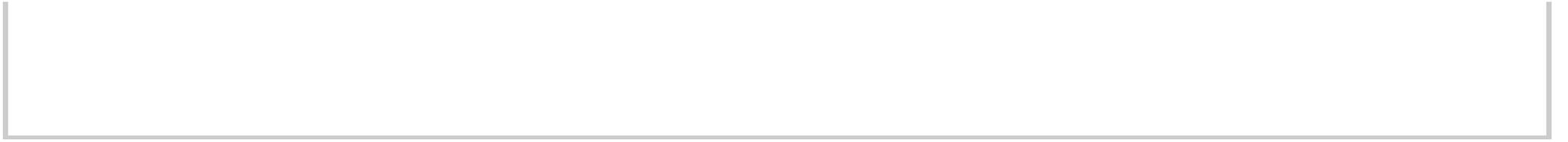
(Please enter a number for each response. Enter "0" (zero) if there are none.)

	<i>Number</i>
How many students are there in Third Year in total?	SC004Q01TA01 <input type="text"/>
About how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
About how many of these computers have an Internet connection?	SC004Q03TA01 <input type="text"/>
About how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01 <input type="text"/>
Approximately how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately how many computers with Internet connection are available for teachers <u>in your school</u> ?	SC004Q07NA01 <input type="text"/>

Do the following statements about ICT use apply to your school?

(Please select one response in each row.)

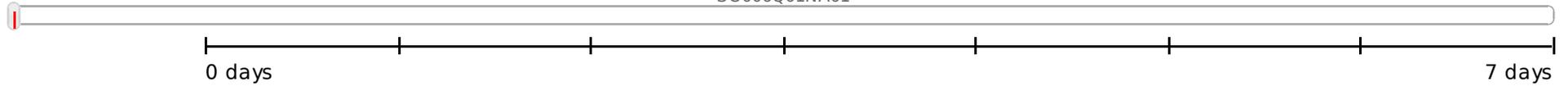
	Yes	No
Our school offers Internet access free of charge to students via a wireless connection.	SC005Q01NA01 <input type="radio"/>	SC005Q01NA02 <input type="radio"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in school.	SC005Q02NA01 <input type="radio"/>	SC005Q02NA02 <input type="radio"/>
Students at our school are allowed to bring and use their own technical devices (such as laptops, smartphones, tablet computers) in the classroom.	SC005Q03NA01 <input type="radio"/>	SC005Q03NA02 <input type="radio"/>
Our school has a media literacy education programme for students ('media literacy education' refers to teaching about new digital technology and devices).	SC005Q04NA01 <input type="radio"/>	SC005Q04NA02 <input type="radio"/>
Our school has a media literacy education programme for teachers.	SC005Q05NA01 <input type="radio"/>	SC005Q05NA02 <input type="radio"/>
Our school offers students their own accounts on school computers.	SC005Q06NA01 <input type="radio"/>	SC005Q06NA02 <input type="radio"/>
Our school offers teachers their own accounts on school computers.	SC005Q07NA01 <input type="radio"/>	SC005Q07NA02 <input type="radio"/>
Our school offers digital storage space for students.	SC005Q08NA01 <input type="radio"/>	SC005Q08NA02 <input type="radio"/>
Our school offers digital storage space for teachers.	SC005Q09NA01 <input type="radio"/>	SC005Q09NA02 <input type="radio"/>



How many instructional days per calendar week does your school provide to students in Third Year?

(Please select a number.)

SC006Q01NA01



Consistency check rule

Rule: IF ^SC006Q01NA01 = 0

Message: The value you have entered is zero. Please check your response.

How many instructional days are intended in this school year for students in Third Year?

(Please consider all scheduled school days.)

(Please enter a number.)

Days:

SC007Q01NA01

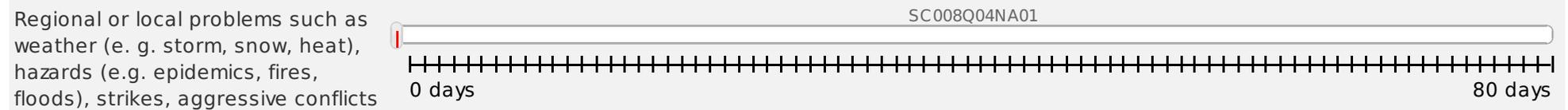
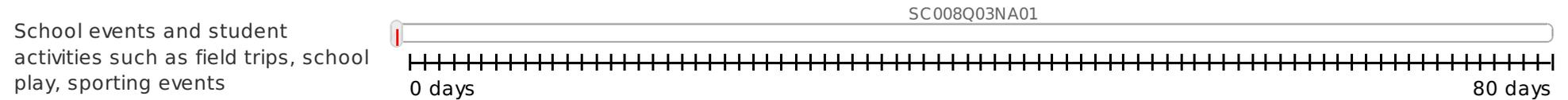
Consistency check rule

Rule: IF (^SC007Q01NA01 < 100 OR ^SC007Q01NA01 >350)

Message: The value you have entered is smaller than 100 or greater than 350. Please check your response.

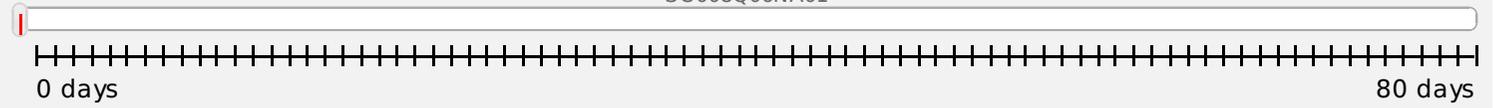
On approximately how many days in the last 12 months was your school closed or was there a deviation from the regular curriculum because of the following reasons?

(Please select a number. Select "0" (zero) if there were none.)



SC008Q06NA01

Poor teacher or student behaviour



Section B: School Management

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the 2012-2013 school year.

(Please select one response in each row.)

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
I use student performance results to develop the school's educational goals.	SC009Q01TA01 <input type="radio"/>	SC009Q01TA02 <input type="radio"/>	SC009Q01TA03 <input type="radio"/>	SC009Q01TA04 <input type="radio"/>	SC009Q01TA05 <input type="radio"/>	SC009Q01TA06 <input type="radio"/>
I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	SC009Q02TA01 <input type="radio"/>	SC009Q02TA02 <input type="radio"/>	SC009Q02TA03 <input type="radio"/>	SC009Q02TA04 <input type="radio"/>	SC009Q02TA05 <input type="radio"/>	SC009Q02TA06 <input type="radio"/>
I ensure that teachers work according to the school's educational goals.	SC009Q03TA01 <input type="radio"/>	SC009Q03TA02 <input type="radio"/>	SC009Q03TA03 <input type="radio"/>	SC009Q03TA04 <input type="radio"/>	SC009Q03TA05 <input type="radio"/>	SC009Q03TA06 <input type="radio"/>
I promote teaching practices based on recent educational research.	SC009Q04TA01 <input type="radio"/>	SC009Q04TA02 <input type="radio"/>	SC009Q04TA03 <input type="radio"/>	SC009Q04TA04 <input type="radio"/>	SC009Q04TA05 <input type="radio"/>	SC009Q04TA06 <input type="radio"/>
I praise teachers whose students are actively participating in learning.	SC009Q05TA01 <input type="radio"/>	SC009Q05TA02 <input type="radio"/>	SC009Q05TA03 <input type="radio"/>	SC009Q05TA04 <input type="radio"/>	SC009Q05TA05 <input type="radio"/>	SC009Q05TA06 <input type="radio"/>
When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	SC009Q06TA01 <input type="radio"/>	SC009Q06TA02 <input type="radio"/>	SC009Q06TA03 <input type="radio"/>	SC009Q06TA04 <input type="radio"/>	SC009Q06TA05 <input type="radio"/>	SC009Q06TA06 <input type="radio"/>
I draw teachers' attention to the importance of pupils' development of critical and social capacities.	SC009Q07TA01 <input type="radio"/>	SC009Q07TA02 <input type="radio"/>	SC009Q07TA03 <input type="radio"/>	SC009Q07TA04 <input type="radio"/>	SC009Q07TA05 <input type="radio"/>	SC009Q07TA06 <input type="radio"/>
I pay attention to disruptive behaviour in	SC009Q08TA01 <input type="radio"/>	SC009Q08TA02 <input type="radio"/>	SC009Q08TA03 <input type="radio"/>	SC009Q08TA04 <input type="radio"/>	SC009Q08TA05 <input type="radio"/>	SC009Q08TA06 <input type="radio"/>

classrooms.	<input type="radio"/>					
I provide staff with opportunities to participate in school decision-making.	SC009Q09TA01 <input type="radio"/>	SC009Q09TA02 <input type="radio"/>	SC009Q09TA03 <input type="radio"/>	SC009Q09TA04 <input type="radio"/>	SC009Q09TA05 <input type="radio"/>	SC009Q09TA06 <input type="radio"/>
I engage teachers to help build a school culture of continuous improvement.	SC009Q10TA01 <input type="radio"/>	SC009Q10TA02 <input type="radio"/>	SC009Q10TA03 <input type="radio"/>	SC009Q10TA04 <input type="radio"/>	SC009Q10TA05 <input type="radio"/>	SC009Q10TA06 <input type="radio"/>
I ask teachers to participate in reviewing management practices.	SC009Q11TA01 <input type="radio"/>	SC009Q11TA02 <input type="radio"/>	SC009Q11TA03 <input type="radio"/>	SC009Q11TA04 <input type="radio"/>	SC009Q11TA05 <input type="radio"/>	SC009Q11TA06 <input type="radio"/>
When a teacher brings up a classroom problem, we solve the problem together.	SC009Q12TA01 <input type="radio"/>	SC009Q12TA02 <input type="radio"/>	SC009Q12TA03 <input type="radio"/>	SC009Q12TA04 <input type="radio"/>	SC009Q12TA05 <input type="radio"/>	SC009Q12TA06 <input type="radio"/>
I discuss the school's academic goals with teachers at faculty meetings.	SC009Q13TA01 <input type="radio"/>	SC009Q13TA02 <input type="radio"/>	SC009Q13TA03 <input type="radio"/>	SC009Q13TA04 <input type="radio"/>	SC009Q13TA05 <input type="radio"/>	SC009Q13TA06 <input type="radio"/>

Regarding your school, who has a considerable responsibility for the following tasks?

(Please select as many boxes as appropriate in each row.)

	<i>Principal</i>	<i>Teachers</i>	<i>School Board of Management</i>	<i>VEC</i>	<i>Department of Education and Skills</i>
Hiring teaching staff	SC010Q01TA01 <input type="checkbox"/>	SC010Q01TB01 <input type="checkbox"/>	SC010Q01TC01 <input type="checkbox"/>	SC010Q01TD01 <input type="checkbox"/>	SC010Q01TE01 <input type="checkbox"/>
Dismissing teachers	SC010Q02TA01 <input type="checkbox"/>	SC010Q02TB01 <input type="checkbox"/>	SC010Q02TC01 <input type="checkbox"/>	SC010Q02TD01 <input type="checkbox"/>	SC010Q02TE01 <input type="checkbox"/>
Establishing teachers' starting salaries	SC010Q03TA01 <input type="checkbox"/>	SC010Q03TB01 <input type="checkbox"/>	SC010Q03TC01 <input type="checkbox"/>	SC010Q03TD01 <input type="checkbox"/>	SC010Q03TE01 <input type="checkbox"/>
Determining teachers' salary increases	SC010Q04TA01 <input type="checkbox"/>	SC010Q04TB01 <input type="checkbox"/>	SC010Q04TC01 <input type="checkbox"/>	SC010Q04TD01 <input type="checkbox"/>	SC010Q04TE01 <input type="checkbox"/>
Formulating the school budget	SC010Q05TA01 <input type="checkbox"/>	SC010Q05TB01 <input type="checkbox"/>	SC010Q05TC01 <input type="checkbox"/>	SC010Q05TD01 <input type="checkbox"/>	SC010Q05TE01 <input type="checkbox"/>
Deciding on budget allocations within the schools	SC010Q06TA01 <input type="checkbox"/>	SC010Q06TB01 <input type="checkbox"/>	SC010Q06TC01 <input type="checkbox"/>	SC010Q06TD01 <input type="checkbox"/>	SC010Q06TE01 <input type="checkbox"/>
Establishing student disciplinary policies	SC010Q07TA01 <input type="checkbox"/>	SC010Q07TB01 <input type="checkbox"/>	SC010Q07TC01 <input type="checkbox"/>	SC010Q07TD01 <input type="checkbox"/>	SC010Q07TE01 <input type="checkbox"/>
Establishing student assessment policies	SC010Q08TA01 <input type="checkbox"/>	SC010Q08TB01 <input type="checkbox"/>	SC010Q08TC01 <input type="checkbox"/>	SC010Q08TD01 <input type="checkbox"/>	SC010Q08TE01 <input type="checkbox"/>
Approving students for admission to the school	SC010Q09TA01 <input type="checkbox"/>	SC010Q09TB01 <input type="checkbox"/>	SC010Q09TC01 <input type="checkbox"/>	SC010Q09TD01 <input type="checkbox"/>	SC010Q09TE01 <input type="checkbox"/>

Choosing which textbooks are used	SC010Q10TA01 <input type="checkbox"/>	SC010Q10TB01 <input type="checkbox"/>	SC010Q10TC01 <input type="checkbox"/>	SC010Q10TD01 <input type="checkbox"/>	SC010Q10TE01 <input type="checkbox"/>
Determining course content	SC010Q11TA01 <input type="checkbox"/>	SC010Q11TB01 <input type="checkbox"/>	SC010Q11TC01 <input type="checkbox"/>	SC010Q11TD01 <input type="checkbox"/>	SC010Q11TE01 <input type="checkbox"/>
Deciding which courses are offered	SC010Q12TA01 <input type="checkbox"/>	SC010Q12TB01 <input type="checkbox"/>	SC010Q12TC01 <input type="checkbox"/>	SC010Q12TD01 <input type="checkbox"/>	SC010Q12TE01 <input type="checkbox"/>

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

Which of the following statements best describes the schooling available to students in your school's catchment area?

(Please select one response.)

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

SC011Q01TA01

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

SC011Q01TA02

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

SC011Q01TA03

How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
Student's record of academic performance (including placement tests)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation of feeder schools	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special programme	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Other factors	SC012Q07TA01 <input type="radio"/>	SC012Q07TA02 <input type="radio"/>	SC012Q07TA03 <input type="radio"/>

Is your school a public or a private school?

(Please select one response.)

A public school

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise. In general, vocational, community or comprehensive schools are categorised in this way.)

SC013Q01TA01

A private school

(This is a school managed directly or indirectly by a non-government organisation, e.g. a church, trade union, business, or other private institution. In general, secondary schools are categorised in this way.)

SC013Q01TA02

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC014R01

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation

SC014Q01NA01

A non-religious not-for-profit organisation

SC014Q01NA02

A for-profit organisation

SC014Q01NA03

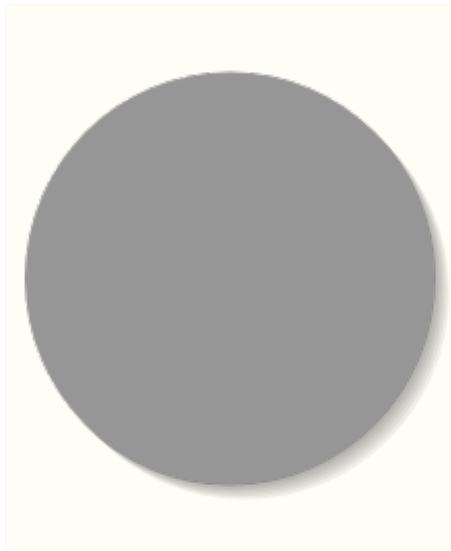
Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC015 ELSE GOTO ^SC016

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

Total funding should include teacher salaries.

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



Government (includes departments, local, regional and national)	SC015Q01TA01 <input type="text"/>
Student fees or school charges paid by parents	SC015Q02TA01 <input type="text"/>
Benefactors, donations, bequests, voluntary contributions, sponsorships, parent fund raising	SC015Q03TA01 <input type="text"/>
Other	SC015Q04TA01 <input type="text"/>

Consistency check rule

Rule: If ($\text{^SC015Q01TA01} + \text{^SC015Q02TA01} + \text{^SC015Q03TA01} + \text{^SC015Q04TA01}$) >100 OR
($\text{^SC015Q01TA01} + \text{^SC015Q02TA01} + \text{^SC015Q03TA01} + \text{^SC015Q04TA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC017 ELSE GOTO ^SC016

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

Total funding should include teacher salaries.

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

	%
Government (includes departments, local, regional and national)	SC016Q01TA01 <input type="text"/>
Student fees or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, voluntary contributions, sponsorships, parent fund raising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

Consistency check rule

Rule: If $(\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}) > 100$ OR
 $(\text{^SC016Q01TA01} + \text{^SC016Q02TA01} + \text{^SC016Q03TA01} + \text{^SC016Q04TA01}) < 100$

Message: Sum does not add to 100%. Please check your response.

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
A lack of teaching staff.	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teaching staff.	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of instructional support personnel.	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified instructional support personnel.	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory materials).	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory materials).	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>



Section C: Teaching Staff

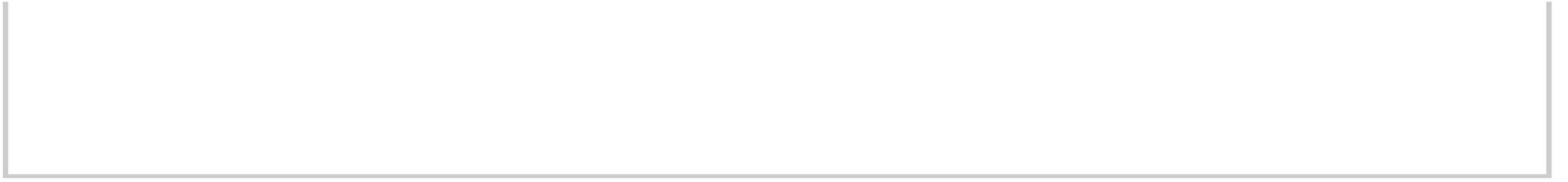
How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Regarding the qualification level, please refer only to the teacher's **highest qualification level**.

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

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers fully certified by the Department of Education and Skills or other appropriate authority	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers <u>without</u> a University-level Certificate, Diploma or Degree	SC018Q03NA01 <input type="text"/>	SC018Q03NA02 <input type="text"/>
Teachers with a University Diploma, Certificate, or Ordinary Bachelor Degree	SC018Q04NA01 <input type="text"/>	SC018Q04NA02 <input type="text"/>
Teachers with an Honours Bachelor Degree or equivalent	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a Masters Degree or equivalent	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a Doctoral Degree	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>



How many members of your teaching staff are on the science teaching staff in your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

A **science** teacher refers to a member of staff who teaches Science at Junior Cycle, and/or Physics, Chemistry, Physics/Chemistry combined, Biology or Agricultural Science at Senior Cycle.

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

	<i>Full-time</i>	<i>Part-time</i>
Science teachers in TOTAL	SC019Q01NA01 <input type="text"/>	SC019Q01NA02 <input type="text"/>
Science teachers fully certified by the Department of Education and Skills or other appropriate authority	SC019Q02NA01 <input type="text"/>	SC019Q02NA02 <input type="text"/>
Science teachers with at least an Honours Bachelor Degree or equivalent (e.g. B.Sc. and H.Dip.) in science education	SC019Q03NA01 <input type="text"/>	SC019Q03NA02 <input type="text"/>

How many teachers in your school are teaching any of the following science subjects?

(Please do not distinguish between full-time and part-time teachers. If a teacher teaches two science subjects (e.g. both physics and biology), please count him or her twice.)

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

Leaving Cert. Physics

SC020Q01NA01

Leaving Cert. Chemistry

SC020Q02NA01

Leaving Cert. Physics/Chemistry combined

SC020C01NA01

Leaving Cert. Biology

SC020Q03NA01

Leaving Cert. Agricultural Science

SC020Q05NA01

Junior Cert. Science

SC020Q06NA01

Which one of the following procedures for recruiting teachers is more common at your school?

(Please select one response.)

Teachers submit a direct application to your school.

SC021Q01NA01

The Department, local VEC or other administrative authority assigns teachers to your school.

SC021Q01NA02

The school collaborates with the Department, local VEC or other administrative authority in the recruitment of teachers.

SC021Q01NA03

Is the completion of a teacher education or training programme required to teach at your school?

(Please select one response.)

Yes

SC022Q01NA01

No

SC022Q01NA02

Branching rule

Rule: IF (^SC022Q01NA01=1) THEN GOTO ^SC023 ELSE GOTO ^SC024

In your school the completion of a teacher education or training programme is required to teach. How strict is this rule?

(Please select one response.)

The completion of a teacher education or training programme is required from the beginning of teacher service.

SC023Q01NA01

In the beginning of teacher service, teachers have a limited time span to complete a teacher education or training programme.

SC023Q01NA02

In 2013-2014, did you fill all vacant Third Year science teaching positions at your school?

See the preliminary note on the definition of science at the beginning of this questionnaire. A science teacher is defined as a teacher of the subject(s) which meet this definition.

(Please select one response.)

Not applicable *(we had no vacant science teaching positions to be filled).*

SC024Q01NA01

Yes *(we filled all vacant positions by appointing staff with a science teaching qualification).*

SC024Q01NA02

Yes *(we filled all vacant positions by appointing staff without a science teaching qualification).*

SC024Q01NA03

No *(we could not fill one or more vacant science teaching positions).*

SC024Q01NA04

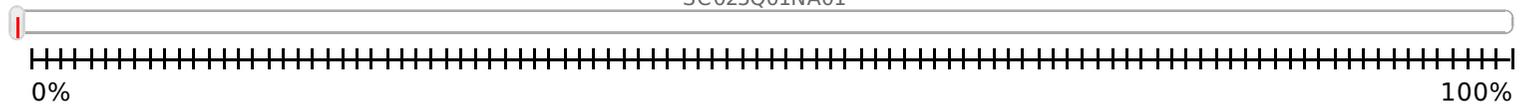
During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

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

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

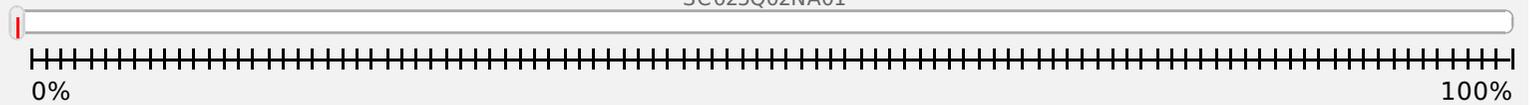
SC025Q01NA01

All teaching staff at your school



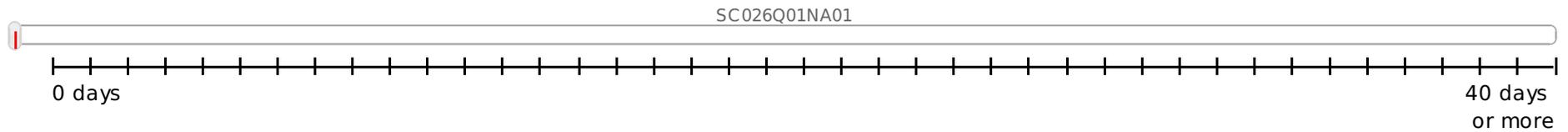
SC025Q02NA01

Science teaching staff at your school



For how many days within a school year is a teacher in your school required to take part in professional development activities?

(Please move the slider to the appropriate number of days. If teachers are not required to take part in professional development activities, please select "0" (zero).)



Which of the following types of in-house professional development are in place at your school?

(Please select one response in each row.)

	Yes	No
The teachers in our school collaborate by exchanging ideas or material when teaching specific units or series of lessons.	SC027Q01NA01 <input type="radio"/>	SC027Q01NA02 <input type="radio"/>
Our school invites specialists to conduct in-service training for teachers.	SC027Q02NA01 <input type="radio"/>	SC027Q02NA02 <input type="radio"/>
Our school organises in-service workshops which deal with specific issues that our school faces.	SC027Q03NA01 <input type="radio"/>	SC027Q03NA02 <input type="radio"/>
Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	SC027Q04NA01 <input type="radio"/>	SC027Q04NA02 <input type="radio"/>

Does your school have a formal school policy concerning professional development activities?

(Please select one response.)

Yes

SC028Q01NA01

No

SC028Q01NA02

Branching rule

Rule: IF (^SC028Q01NA01=1) THEN GOTO ^SC029 ELSE GOTO ^SC030

Does your formal school policy concerning professional development activities include the following?

(Please select all that apply.)

Obligation to participate in professional development activities

SC029Q01NA01

Use of working time

SC029Q02NA01

Release from teaching responsibilities

SC029Q03NA01

Remuneration and reimbursement

SC029Q04NA01

Contents of professional development activities

SC029Q05NA01

Provision of resources (e.g. rooms, materials, staff)

SC029Q06NA01

What resources does your school provide for professional development activities?

(Please select all that apply.)

Specified periods of time

SC030Q01NA01

Specified rooms

SC030Q02NA01

Staff (e.g. subject department head, administrative support)

SC030Q03NA01

Procurement and provision of materials

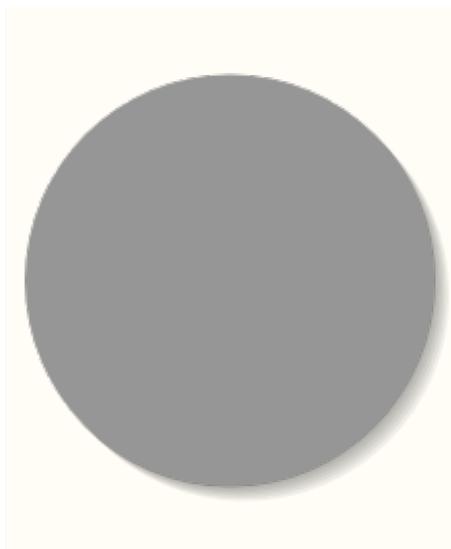
SC030Q04NA01

The next question only refers to the science teachers at your school.

What proportion of all professional development activities attended by science teachers from your school has been dedicated to each of the following three areas?

(For each area please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for science and technology content matter.)

(Note that the percentages must add up to 100.)



Science and technology content matter: knowledge and skills in any science discipline	SC031Q01NA01 <input type="text"/>
Teaching and learning science: teaching methodology related to science, didactical skills (e.g. use of experiments), student misconceptions	SC031Q02NA01 <input type="text"/>
General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education	SC031Q03NA01 <input type="text"/>
Other topics	SC031Q04NA01 <input type="text"/>

Consistency check rule

Rule: IF ($\text{^SC031Q01NA01} + \text{^SC031Q02NA01} + \text{^SC031Q03NA01} + \text{^SC031Q04NA01}$) >100 or
($\text{^SC031Q01NA01} + \text{^SC031Q02NA01} + \text{^SC031Q03NA01} + \text{^SC031Q04NA01}$) < 100

Message: Sum does not add to 100%. Please check your response.

Section D: Assessment and Evaluation

During the 2012-2013 school year, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Tests or assessments of student achievement	SC032Q01TA01 <input type="radio"/>	SC032Q01TA02 <input type="radio"/>
Teacher peer review (of lesson plans, assessment instruments, lessons)	SC032Q02TA01 <input type="radio"/>	SC032Q02TA02 <input type="radio"/>
Principal or senior staff observations of lessons	SC032Q03TA01 <input type="radio"/>	SC032Q03TA02 <input type="radio"/>
Observation of classes by inspectors or other persons external to the school	SC032Q04TA01 <input type="radio"/>	SC032Q04TA02 <input type="radio"/>

Please indicate the frequency with which each of the following occurs in this school following a teacher appraisal.

(Please select one response in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Always</i>
Public recognition from the principal	SC033Q01NA01 <input type="radio"/>	SC033Q01NA02 <input type="radio"/>	SC033Q01NA03 <input type="radio"/>	SC033Q01NA04 <input type="radio"/>
A change in a teacher's salary or payment of a financial bonus	SC033Q02NA01 <input type="radio"/>	SC033Q02NA02 <input type="radio"/>	SC033Q02NA03 <input type="radio"/>	SC033Q02NA04 <input type="radio"/>
A change in the likelihood of a teacher's career advancement	SC033Q03NA01 <input type="radio"/>	SC033Q03NA02 <input type="radio"/>	SC033Q03NA03 <input type="radio"/>	SC033Q03NA04 <input type="radio"/>
A change in a teacher's work responsibilities (e.g. increase or decrease in his/her teaching load or administrative/managerial responsibilities)	SC033Q04NA01 <input type="radio"/>	SC033Q04NA02 <input type="radio"/>	SC033Q04NA03 <input type="radio"/>	SC033Q04NA04 <input type="radio"/>
A development or training plan is developed for the teacher	SC033Q05NA01 <input type="radio"/>	SC033Q05NA02 <input type="radio"/>	SC033Q05NA03 <input type="radio"/>	SC033Q05NA04 <input type="radio"/>
Measures to remedy any weaknesses in teaching are discussed with the teacher	SC033Q06NA01 <input type="radio"/>	SC033Q06NA02 <input type="radio"/>	SC033Q06NA03 <input type="radio"/>	SC033Q06NA04 <input type="radio"/>
A mentor is appointed to help the teacher improve his/her teaching	SC033Q07NA01 <input type="radio"/>	SC033Q07NA02 <input type="radio"/>	SC033Q07NA03 <input type="radio"/>	SC033Q07NA04 <input type="radio"/>
Dismissal or non-renewal of contract	SC033Q08NA01 <input type="radio"/>	SC033Q08NA02 <input type="radio"/>	SC033Q08NA03 <input type="radio"/>	SC033Q08NA04 <input type="radio"/>



Generally, in your school, how often are students in Third Year assessed using the following methods?

(If you need further explanation of the term "standardised tests", please use the help button.)

(Please select one response in each row.)

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

	<i>Never</i>	<i>1 - 2 times a year</i>	<i>3 - 5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
Mandatory standardised tests, e.g. the Junior Certificate Examination	SC034Q01TA01 <input type="radio"/>	SC034Q01TA02 <input type="radio"/>	SC034Q01TA03 <input type="radio"/>	SC034Q01TA04 <input type="radio"/>	SC034Q01TA05 <input type="radio"/>
Publicly or commercially available non-mandatory standardised tests (e.g. the Drumcondra Reasoning Test, DRT; the Cognitive Abilities Test, CAT)	SC034Q02TA01 <input type="radio"/>	SC034Q02TA02 <input type="radio"/>	SC034Q02TA03 <input type="radio"/>	SC034Q02TA04 <input type="radio"/>	SC034Q02TA05 <input type="radio"/>
Teacher-developed or teacher instigated tests (this can include mock examinations)	SC034Q03TA01 <input type="radio"/>	SC034Q03TA02 <input type="radio"/>	SC034Q03TA03 <input type="radio"/>	SC034Q03TA04 <input type="radio"/>	SC034Q03TA05 <input type="radio"/>
Teachers' overall ratings (judgements)	SC034Q04TA01 <input type="radio"/>	SC034Q04TA02 <input type="radio"/>	SC034Q04TA03 <input type="radio"/>	SC034Q04TA04 <input type="radio"/>	SC034Q04TA05 <input type="radio"/>

Branching rule

Rule: IF (^SC034Q01TA02=1 or ^SC034Q01TA03=1 or ^SC034Q01TA04=1 or ^SC034Q01TA05=1 or ^SC034Q02TA02=1 or ^SC034Q02TA03=1 or ^SC034Q02TA04=1 or ^SC034Q02TA05=1 or ^SC034Q03TA02=1 or ^SC034Q03TA03=1 or ^SC034Q03TA04=1 or ^SC034Q03TA05=1) THEN GOTO ^SC035 ELSE GOTO ^SC036

In your school, are assessments of Third Year students used for any of the following purposes?

(If you need further explanation of the term "standardised tests", please use the help button. Remember to include the Junior Cert. Exam. as a standardised test.)

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

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

Standardised tests

Teacher-developed tests

To guide students' learning (i.e. assessment for learning)

SC035Q01NA01

Select... ▾

SC035Q01NB01

Select... ▾

- To guide students' learning (i.e. assessment for learning) (SC035Q01NB01)
Select...
Yes
No

- To guide students' learning (i.e. assessment for learning) (SC035Q01NA01)
Select...
Yes
No

To inform parents about their child's progress

SC035Q02TA01

Select... ▾

SC035Q02TB01

Select... ▾

- To inform parents about their child's progress (SC035Q02TB01)
Select...
Yes
No

- To inform parents about their child's progress (SC035Q02TA01)
Select...

Yes
No

SC035Q03TA01

SC035Q03TB01

To make decisions about students' retention or promotion

Select...

Select...

- To make decisions about students' retention or promotion (SC035Q03TB01)
Select...
Yes
No

- To make decisions about students' retention or promotion (SC035Q03TA01)
Select...
Yes
No

SC035Q04TA01

SC035Q04TB01

To group students for instructional purposes

Select...

Select...

- To group students for instructional purposes (SC035Q04TB01)
Select...
Yes
No

- To group students for instructional purposes (SC035Q04TA01)
Select...
Yes
No

SC035Q05TA01

SC035Q05TB01

To compare the school to national performance

Select...

Select...

- To compare the school to national performance (SC035Q05TB01)
Select...
Yes
No

- To compare the school to national performance (SC035Q05TA01)
Select...
Yes
No

SC035Q06TA01

SC035Q06TB01

To monitor the school's progress from year to year

Select...

Select...

- To monitor the school's progress from year to year (SC035Q06TB01)
Select...
Yes
No

- To monitor the school's progress from year to year (SC035Q06TA01)
Select...
Yes
No

SC035Q07TA01

SC035Q07TB01

To make judgements about teachers' effectiveness

Select...

Select...

- To make judgements about teachers' effectiveness (SC035Q07TB01)
Select...
Yes
No

- To make judgements about teachers' effectiveness (SC035Q07TA01)
Select...
Yes
No

SC035Q08TA01

SC035Q08TB01

To identify aspects of instruction or the curriculum that could be improved

Select...

Select...

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TB01)
Select...
Yes
No

- To identify aspects of instruction or the curriculum that could be improved (SC035Q08TA01)
Select...
Yes
No

SC035Q09NA01

SC035Q09NB01

To adapt teaching to the students' needs

Select...

Select...

- To adapt teaching to the students' needs (SC035Q09NB01)
Select...
Yes
No
-

- To adapt teaching to the students' needs (SC035Q09NA01)
Select...
Yes
No
-

To compare the school with other schools

SC035Q10TA01
Select... 

SC035Q10TB01
Select... 

- To compare the school with other schools (SC035Q10TB01)
Select...
Yes
No
-

- To compare the school with other schools (SC035Q10TA01)
Select...
Yes
No
-

To award certificates to students

SC035Q11NA01
Select... 

SC035Q11NB01
Select... 

- To award certificates to students (SC035Q11NB01)
Select...
Yes
No
-

- To award certificates to students (SC035Q11NA01)
Select...
Yes
No
-

In your school, are achievement data used in any of the following accountability procedures?

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

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g. in the media or on your school website).	SC036Q01TA01 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data are tracked over time by an administrative authority (e.g., VEC, DES).	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data are provided directly to parents.	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

Do the following arrangements aimed at quality assurance and improvements exist in your school and, if so, are they initiated internally or externally?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

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

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

	<i>Yes, this is compulsory/mandatory, e.g. based on DES policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>

Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Teacher mentoring	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 <input type="radio"/>	SC037Q10NA02 <input type="radio"/>	SC037Q10NA03 <input type="radio"/>
Policies on negative consequences for teachers performing poorly	SC037Q11NA01 <input type="radio"/>	SC037Q11NA02 <input type="radio"/>	SC037Q11NA03 <input type="radio"/>
Policies on rewards for teachers performing exceptionally well	SC037Q12NA01 <input type="radio"/>	SC037Q12NA02 <input type="radio"/>	SC037Q12NA03 <input type="radio"/>
Policies on the continuing professional development of particular poorly performing teachers	SC037Q13NA01 <input type="radio"/>	SC037Q13NA02 <input type="radio"/>	SC037Q13NA03 <input type="radio"/>

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC038 ELSE GOTO ^SC040R01

Did the last internal evaluation at your school address any of the following?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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

	Yes	No
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	SC038Q01NA01 <input type="radio"/>	SC038Q01NA02 <input type="radio"/>
Educational staff (e.g. workload, personal requirements, qualifications)	SC038Q02NA01 <input type="radio"/>	SC038Q02NA02 <input type="radio"/>
Implementation of the curriculum	SC038Q03NA01 <input type="radio"/>	SC038Q03NA02 <input type="radio"/>
Extra-curricular activities (e.g. levels of participation, content)	SC038Q04NA01 <input type="radio"/>	SC038Q04NA02 <input type="radio"/>
Quality of teaching and learning	SC038Q05NA01 <input type="radio"/>	SC038Q05NA02 <input type="radio"/>
Assessment practices	SC038Q06NA01 <input type="radio"/>	SC038Q06NA02 <input type="radio"/>
Social climate in the school	SC038Q07NA01 <input type="radio"/>	SC038Q07NA02 <input type="radio"/>
Teacher cooperation/collaboration	SC038Q08NA01 <input type="radio"/>	SC038Q08NA02 <input type="radio"/>

Use of ICT for teaching and learning	SC038Q09NA01 <input type="radio"/>	SC038Q09NA02 <input type="radio"/>
School management (e.g. leadership, counselling, cooperation/collaboration, school programme)	SC038Q10NA01 <input type="radio"/>	SC038Q10NA02 <input type="radio"/>
Parental engagement in school	SC038Q11NA01 <input type="radio"/>	SC038Q11NA02 <input type="radio"/>
Teacher professional development	SC038Q12NA01 <input type="radio"/>	SC038Q12NA02 <input type="radio"/>
Diversity management	SC038Q13NA01 <input type="radio"/>	SC038Q13NA02 <input type="radio"/>
Cooperation with external partners	SC038Q14NA01 <input type="radio"/>	SC038Q14NA02 <input type="radio"/>
Student achievement	SC038Q15NA01 <input type="radio"/>	SC038Q15NA02 <input type="radio"/>
Students' cross-curricular competencies	SC038Q16NA01 <input type="radio"/>	SC038Q16NA02 <input type="radio"/>
Equity in school	SC038Q17NA01 <input type="radio"/>	SC038Q17NA02 <input type="radio"/>

Think about the last internal evaluation in your school: do the following statements apply?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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

	Yes	No
We clearly defined criteria prior to evaluation.	SC039Q01NA01 <input type="radio"/>	SC039Q01NA02 <input type="radio"/>
We derived evaluation criteria from our school's educational goals.	SC039Q02NA01 <input type="radio"/>	SC039Q02NA02 <input type="radio"/>
The results of internal evaluations led to changes in school policies.	SC039Q03NA01 <input type="radio"/>	SC039Q03NA02 <input type="radio"/>
We used the results of internal evaluations to draw up clearly defined measures.	SC039Q04NA01 <input type="radio"/>	SC039Q04NA02 <input type="radio"/>
We used the information to plan specific action for school development.	SC039Q05NA01 <input type="radio"/>	SC039Q05NA02 <input type="radio"/>
We used the information to plan specific action for the improvement of teaching.	SC039Q06NA01 <input type="radio"/>	SC039Q06NA02 <input type="radio"/>
We put measures derived from the results of internal evaluations into practice promptly.	SC039Q07NA01 <input type="radio"/>	SC039Q07NA02 <input type="radio"/>
The impetus triggered by the internal evaluation "disappeared" very quickly at our school.	SC039Q08NA01 <input type="radio"/>	SC039Q08NA02 <input type="radio"/>

The effects triggered by the internal evaluation "disappeared" very quickly at our school.

SC039Q09NA01



SC039Q09NA02



Based on your last internal school evaluation results, did your school implement any changes in the following areas?

(If you need further explanation of the term "internal school evaluation", please use the help button.)

(Please select one response in each row.)

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

	Yes	No, because results were satisfactory	No, for other reasons
School's educational resources (e.g. textbooks, computers, library materials, laboratory materials)	SC040Q01NA01 <input type="radio"/>	SC040Q01NA02 <input type="radio"/>	SC040Q01NA03 <input type="radio"/>
Educational staff (e.g. workload, personal requirements, qualifications)	SC040Q02NA01 <input type="radio"/>	SC040Q02NA02 <input type="radio"/>	SC040Q02NA03 <input type="radio"/>
Implementation of the curriculum	SC040Q03NA01 <input type="radio"/>	SC040Q03NA02 <input type="radio"/>	SC040Q03NA03 <input type="radio"/>
Extra-curricular activities (e.g. levels of participation, content)	SC040Q04NA01 <input type="radio"/>	SC040Q04NA02 <input type="radio"/>	SC040Q04NA03 <input type="radio"/>
Quality of teaching and learning	SC040Q05NA01 <input type="radio"/>	SC040Q05NA02 <input type="radio"/>	SC040Q05NA03 <input type="radio"/>
Assessment practices	SC040Q06NA01 <input type="radio"/>	SC040Q06NA02 <input type="radio"/>	SC040Q06NA03 <input type="radio"/>
Social climate in the school	SC040Q07NA01 <input type="radio"/>	SC040Q07NA02 <input type="radio"/>	SC040Q07NA03 <input type="radio"/>
Teacher cooperation/collaboration	SC040Q08NA01 <input type="radio"/>	SC040Q08NA02 <input type="radio"/>	SC040Q08NA03 <input type="radio"/>

Use of ICT for teaching and learning

SC040Q09NA01

SC040Q09NA02

SC040Q09NA03

School management (leadership, counselling,
cooperation, school programme)

SC040Q10NA01

SC040Q10NA02

SC040Q10NA03

Parental engagement in school

SC040Q11NA01

SC040Q11NA02

SC040Q11NA03

Teacher professional development

SC040Q12NA01

SC040Q12NA02

SC040Q12NA03

Diversity management

SC040Q13NA01

SC040Q13NA02

SC040Q13NA03

Cooperation with external partners

SC040Q14NA01

SC040Q14NA02

SC040Q14NA03

Student achievement

SC040Q15NA01

SC040Q15NA02

SC040Q15NA03

Students' cross-curricular competencies

SC040Q16NA01

SC040Q16NA02

SC040Q16NA03

Equity in school

SC040Q17NA01

SC040Q17NA02

SC040Q17NA03

Branching rule

Rule: IF (^SC037Q02TA01=1 or ^SC037Q02TA02=1) THEN GOTO ^SC041 ELSE GOTO ^SC5info

Think about the last external evaluation in your school: do the following statements apply?

(If you need further explanation of the term "external school evaluation", please use the help button.)

(Please select one response in each row.)

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

	Yes	No
The results of external evaluations led to changes in school policies.	SC041Q01NA01 <input type="radio"/>	SC041Q01NA02 <input type="radio"/>
We used the results of external evaluations to draw up clearly defined measures.	SC041Q02NA01 <input type="radio"/>	SC041Q02NA02 <input type="radio"/>
We used the information to plan specific action for school development.	SC041Q03NA01 <input type="radio"/>	SC041Q03NA02 <input type="radio"/>
We used the information to plan specific action for the improvement of teaching.	SC041Q04NA01 <input type="radio"/>	SC041Q04NA02 <input type="radio"/>
We put measures derived from the results of external evaluations into practice promptly.	SC041Q05NA01 <input type="radio"/>	SC041Q05NA02 <input type="radio"/>
The impetus triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q06NA01 <input type="radio"/>	SC041Q06NA02 <input type="radio"/>
The effects triggered by the external evaluation "disappeared" very quickly at our school.	SC041Q07NA01 <input type="radio"/>	SC041Q07NA02 <input type="radio"/>



Section E: Targeted Groups

Some schools organise instruction differently for students with different abilities.

What is your school's policy about this for students in Third Year?

(Please select one response in each row.)

	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
Students are grouped by ability into different classes	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

Which policies regarding repeating a year are implemented in your school?

(Please select one response in each row.)

	Yes	No
Grade retention (repeating a year) is possible on a voluntary basis, i.e. with request or permission from the parents.	SC043Q01NA01 <input type="radio"/>	SC043Q01NA02 <input type="radio"/>
If a student fails the minimum achievement standards at the end of the school year, he or she has to repeat the year.	SC043Q02NA01 <input type="radio"/>	SC043Q02NA02 <input type="radio"/>
Individual courses can be repeated without repeating a whole year.	SC043Q03NA01 <input type="radio"/>	SC043Q03NA02 <input type="radio"/>
After repeating a year level/levels a certain number of times, students are expected to leave the school.	SC043Q04NA01 <input type="radio"/>	SC043Q04NA02 <input type="radio"/>
Repeating a year is prohibited by Department or other authority's regulations.	SC043Q05NA01 <input type="radio"/>	SC043Q05NA02 <input type="radio"/>
Repeating a year is prohibited by school policies.	SC043Q06NA01 <input type="radio"/>	SC043Q06NA02 <input type="radio"/>

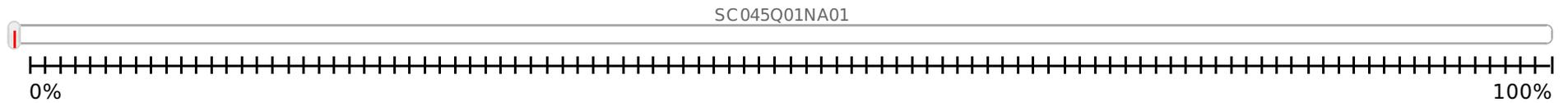
Which measures to support students at risk of academic failure (i.e. not acquiring essential literacy and numeracy skills and being at risk of leaving education) are implemented in your school?

(Please select one response in each row.)

	Yes	No
Our school has a professional counsellor for students at risk of academic failure.	SC044Q01NA01 <input type="radio"/>	SC044Q01NA02 <input type="radio"/>
Our school provides mandatory courses for students experiencing these types of difficulties during the school year.	SC044Q02NA01 <input type="radio"/>	SC044Q02NA02 <input type="radio"/>
Our school offers courses for students experiencing these types of difficulties during the school year.	SC044Q03NA01 <input type="radio"/>	SC044Q03NA02 <input type="radio"/>
Our school offers courses for students experiencing these types of difficulties during the summer.	SC044Q04NA01 <input type="radio"/>	SC044Q04NA02 <input type="radio"/>
Our school offers students learning support while repeating a year level.	SC044Q05NA01 <input type="radio"/>	SC044Q05NA02 <input type="radio"/>
Our school offers students specific counselling while repeating a year level.	SC044Q06NA01 <input type="radio"/>	SC044Q06NA02 <input type="radio"/>

Among the Sixth Year students in your school, what proportion of them left school without a Leaving Certificate at the end of the 2012-2013 school year?

(Please select a number. Select "0" (zero) if no students left without such a certificate.)



Consistency check rule

Rule: IF ^SC045Q01NA01 >=50

Message: Value entered is 50% or more. Please check your response.

Does your school have a policy on additional instruction for students in Third, Fourth (Transition) or Fifth Year (e.g. tutoring, private lessons, additional instruction)?

(Please select one response.)

Yes

SC046Q01NA01

No

SC046Q01NA02

Branching rule

Rule: IF (^SC046Q01NA01=1) THEN GOTO ^SC047 ELSE GOTO ^SC048

How do your school and your local authority or the Department handle additional instruction?

(Please select all that apply.)

The Department or local authority pays for courses given by an instructor of the student's choice.

SC047Q01NA01

The Department or local authority pays for courses given by specific instructors or organisations of tutoring.

SC047Q02NA01

Our school pays for courses given by an instructor of the student's choice.

SC047Q03NA01

Our school pays for courses given by specific instructors or tutoring organisations.

SC047Q04NA01

Our school provides additional instruction for students for free.

SC047Q05NA01

Our school provides students with contact information for instructor(s).

SC047Q06NA01

Our school provides rooms where students can meet their instructor(s).

SC047Q07NA01

Our school does not play any role in additional instruction.

SC047Q08NA01

Teachers in our school are allowed to provide additional instruction for any student in their time off duty (either paid or unpaid).

SC047Q09NA01

Regulations determine the students and the circumstances under which

SC047Q10NA01

teachers in our school may provide additional instruction.



For teachers in our school, providing free, additional instruction for students is part of their regular teaching duties.

SC047Q11NA01



Please estimate the percentage of Third Year students at your school who have the following characteristics.

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

(Please move the slider to the appropriate percentage.)



Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC049

Schools differ in the way they address cultural diversity. For each of the following pairs of statements, please choose the statement that the majority of teachers in your school would agree with.

(Please select one response in each row.)

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools take account of their cultural differences.

SC049Q01NA01

It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of Ireland.

SC049Q01NA02

It is crucial for the academic success of multilingual students that schools offer additional courses in English or Irish.

SC049Q02NA01

It is crucial for the academic success of multilingual students that schools offer courses to teach students literacy in their own first language.

SC049Q02NA02

It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.

SC049Q03NA01

It is best for school cohesion when the school encourages the expression of cultural differences amongst their students.

SC049Q03NA02

In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.

SC049Q04NA01

In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.

SC049Q04NA02

It is best for school cohesion when all students speak the same language at school.

SC049Q05NA01

It is best for school cohesion when the school encourages linguistic diversity in school.

SC049Q05NA02



Branching rule

Rule: IF (^SC001Q01TA02 = 1 OR ^SC001Q01TA04 = 1) THEN GOTO ^SC050 ELSE GOTO ^SC051

How many teachers in your school would agree with the following statements?

(Please select one response in each row.)

	<i>None or almost none of them</i>	<i>Some of them</i>	<i>Many of them</i>	<i>All or almost all of them</i>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools take account of their cultural differences.	SC050Q01NA01 <input type="radio"/>	SC050Q01NA02 <input type="radio"/>	SC050Q01NA03 <input type="radio"/>	SC050Q01NA04 <input type="radio"/>
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools encourage them to adopt the culture and norms of Ireland.	SC050Q02NA01 <input type="radio"/>	SC050Q02NA02 <input type="radio"/>	SC050Q02NA03 <input type="radio"/>	SC050Q02NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer courses in their own first language.	SC050Q03NA01 <input type="radio"/>	SC050Q03NA02 <input type="radio"/>	SC050Q03NA03 <input type="radio"/>	SC050Q03NA04 <input type="radio"/>
It is crucial for the academic success of multilingual students that schools offer additional courses in English or Irish.	SC050Q04NA01 <input type="radio"/>	SC050Q04NA02 <input type="radio"/>	SC050Q04NA03 <input type="radio"/>	SC050Q04NA04 <input type="radio"/>
It is best for school cohesion when students from different cultural and ethnic backgrounds refrain from expressing their differences at school.	SC050Q05NA01 <input type="radio"/>	SC050Q05NA02 <input type="radio"/>	SC050Q05NA03 <input type="radio"/>	SC050Q05NA04 <input type="radio"/>
It is best for school cohesion when schools encourage the expression of cultural differences amongst their students.	SC050Q06NA01 <input type="radio"/>	SC050Q06NA02 <input type="radio"/>	SC050Q06NA03 <input type="radio"/>	SC050Q06NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that the school continually adapts its structures and practices to the needs of students from different cultural and ethnic backgrounds.	SC050Q07NA01 <input type="radio"/>	SC050Q07NA02 <input type="radio"/>	SC050Q07NA03 <input type="radio"/>	SC050Q07NA04 <input type="radio"/>
In order to achieve the school's goals it is necessary that students from different cultural and ethnic backgrounds adapt to the school's existing structures and practices.	SC050Q08NA01 <input type="radio"/>	SC050Q08NA02 <input type="radio"/>	SC050Q08NA03 <input type="radio"/>	SC050Q08NA04 <input type="radio"/>

It is best for school cohesion when all students speak the same language at school.

SC050Q09NA01

SC050Q09NA02

SC050Q09NA03

SC050Q09NA04

It is best for school cohesion when the school encourages linguistic diversity in school.

SC050Q10NA01

SC050Q10NA02

SC050Q10NA03

SC050Q10NA04

Do the following statements reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse ethnic and cultural groups that live in Ireland.	SC051Q01NA01 <input type="radio"/>	SC051Q01NA02 <input type="radio"/>
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, arts) of diverse ethnic and cultural groups that live in Ireland.	SC051Q02NA01 <input type="radio"/>	SC051Q02NA02 <input type="radio"/>
In our school, students learn about differing ethnic and cultural perspectives on historical and social events.	SC051Q03NA01 <input type="radio"/>	SC051Q03NA02 <input type="radio"/>
Our school supports activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups).	SC051Q04NA01 <input type="radio"/>	SC051Q04NA02 <input type="radio"/>

Section F: Learning Environment and Curriculum

Does your school provide the following study support for 15-year-old students?

(In Ireland, about 60% of 15-year-olds are in Third Year, 25% in Transition Year, and 15% in Fifth Year.)

(Please select one response in each row.)

Yes

No

Room(s) where the students can do their homework

SC052Q01NA01

SC052Q01NA02

Staff help with homework

SC052Q02NA01

SC052Q02NA02

In the 2013-2014 school year, which of the following activities does your school undertake with Third Years?

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play or school musical	SC053Q02TA01 <input type="radio"/>	SC053Q02TA02 <input type="radio"/>
School yearbook, newspaper or magazine	SC053Q03TA01 <input type="radio"/>	SC053Q03TA02 <input type="radio"/>
Volunteering or service activities, e.g. community-based or charity work	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Science club	SC053Q05NA01 <input type="radio"/>	SC053Q05NA02 <input type="radio"/>
Science competitions (e.g. BT Young Scientist, SciFest)	SC053Q06NA01 <input type="radio"/>	SC053Q06NA02 <input type="radio"/>
Chess club	SC053Q07TA01 <input type="radio"/>	SC053Q07TA02 <input type="radio"/>
Club with a focus on computers/ Information and Communication Technology	SC053Q08TA01 <input type="radio"/>	SC053Q08TA02 <input type="radio"/>
Art club or art activities	SC053Q09TA01 <input type="radio"/>	SC053Q09TA02 <input type="radio"/>
Sporting team or sporting activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>

Mathematics competitions, e.g. the Maths Olympics

SC053Q11TA01



SC053Q11TA02



Do the following statements regarding students' lunch apply to your school?

(Please select one response in each row.)

	Yes	No
Our school provides free lunch for all students.	SC054Q001NA01 <input type="radio"/>	SC054Q001NA02 <input type="radio"/>
Our school provides free lunch only for students in need.	SC054Q002NA01 <input type="radio"/>	SC054Q002NA02 <input type="radio"/>
Our school provides lunch to students for a charge.	SC054Q003NA01 <input type="radio"/>	SC054Q003NA02 <input type="radio"/>
There is a cafeteria at our school.	SC054Q004NA01 <input type="radio"/>	SC054Q004NA02 <input type="radio"/>
There is a food vending machine at our school.	SC054Q005NA01 <input type="radio"/>	SC054Q005NA02 <input type="radio"/>
There is a kiosk at our school.	SC054Q006NA01 <input type="radio"/>	SC054Q006NA02 <input type="radio"/>
Our school has a policy on healthy lunch.	SC054Q007NA01 <input type="radio"/>	SC054Q007NA02 <input type="radio"/>

Who pays for the following things at your school?

(Please select one response in each row.)

	<i>We don't have this at our school</i>	<i>Our school subsidises this for all students</i>	<i>Our school subsidises this only for students in need</i>	<i>Our school fully finances this for all students</i>	<i>Our school fully finances this only for students in need</i>	<i>The students (or their families) cover all expenses for this</i>
Textbooks	SC055Q01NA01 <input type="radio"/>	SC055Q01NA02 <input type="radio"/>	SC055Q01NA03 <input type="radio"/>	SC055Q01NA04 <input type="radio"/>	SC055Q01NA05 <input type="radio"/>	SC055Q01NA06 <input type="radio"/>
School trips	SC055Q02NA01 <input type="radio"/>	SC055Q02NA02 <input type="radio"/>	SC055Q02NA03 <input type="radio"/>	SC055Q02NA04 <input type="radio"/>	SC055Q02NA05 <input type="radio"/>	SC055Q02NA06 <input type="radio"/>

Which of the following statements about science education apply to your school?

(A policy refers to formal rules known to those concerned with the policy.)

(Please select one response in each row. Skip this question if science is not taught in your school, i.e. Junior Cert. Science, Leaving Cert. Physics, Chemistry, Biology, Physics/Chemistry combined, or Agricultural Science.)

	Yes	No
Science teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC056Q01NA01 <input type="radio"/>	SC056Q01NA02 <input type="radio"/>
The school follows a policy on how to use computers in science instruction (e.g. amount of computer use in science classes, use of specific science computer programs).	SC056Q02NA01 <input type="radio"/>	SC056Q02NA02 <input type="radio"/>

Does your school offer science classes in addition to the science classes offered during the usual school hours?

(Please select one response. Skip this question if science is not taught in your school.)

Yes

SC057Q01NA01

No

SC057Q01NA02

Branching rule

Rule: IF (^SC057Q01NA01=1) THEN GOTO ^SC058 ELSE GO TO ^SC059

What is the purpose of these additional science classes?

(Please select one response.)

Enrichment classes for science

SC058Q01NA01

Learning support classes for science

SC058Q01NA02

Both enrichment and learning support for science

SC058Q01NA03

Without differentiation depending on the prior achievement level of the students

SC058Q01NA04

Which of the following are true for the science department of your school?

(Please select one response in each row. Skip this question if science is not taught in your school.)

	Yes	No
Compared to other departments, our school's science department is well equipped.	SC059Q01NA01 <input type="radio"/>	SC059Q01NA02 <input type="radio"/>
If we ever have some extra funding, a big share goes into improvement of our science teaching.	SC059Q02NA01 <input type="radio"/>	SC059Q02NA02 <input type="radio"/>
Science teachers are among our best educated staff members.	SC059Q03NA01 <input type="radio"/>	SC059Q03NA02 <input type="radio"/>
Compared to similar schools, we have a well-equipped science laboratory.	SC059Q04NA01 <input type="radio"/>	SC059Q04NA02 <input type="radio"/>
The material for hands-on activities in science is in good condition.	SC059Q05NA01 <input type="radio"/>	SC059Q05NA02 <input type="radio"/>
We have sufficient science laboratory material for all of the science courses that we offer.	SC059Q06NA01 <input type="radio"/>	SC059Q06NA02 <input type="radio"/>
We have extra science laboratory staff that helps support science teaching.	SC059Q07NA01 <input type="radio"/>	SC059Q07NA02 <input type="radio"/>
Our school spends extra money on up-to-date science equipment.	SC059Q08NA01 <input type="radio"/>	SC059Q08NA02 <input type="radio"/>



Do you agree with the following statements about science education at your school?

(Please select one response in each row. Skip this question if science is not taught in your school.)

	Yes	No
Our school has a good reputation because of its science department.	SC060Q01NA01 <input type="radio"/>	SC060Q01NA02 <input type="radio"/>
Our school is proud to have a good science department.	SC060Q02NA01 <input type="radio"/>	SC060Q02NA02 <input type="radio"/>
Students and parents select our school because of our good science department.	SC060Q03NA01 <input type="radio"/>	SC060Q03NA02 <input type="radio"/>
It is important for our school, in particular, to have a good science department.	SC060Q04NA01 <input type="radio"/>	SC060Q04NA02 <input type="radio"/>
Our school's science department has a major role to play in the school's good reputation.	SC060Q05NA01 <input type="radio"/>	SC060Q05NA02 <input type="radio"/>
We make an extra effort to provide the best possible science education for our students.	SC060Q06NA01 <input type="radio"/>	SC060Q06NA02 <input type="radio"/>
Parents' views on our science department are especially important to us.	SC060Q07NA01 <input type="radio"/>	SC060Q07NA02 <input type="radio"/>

Section G: School Climate

In your school, to what extent is the learning of students hindered by the following?

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Unauthorised student absence from school	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>



Think about the teachers in your school. How much do you agree with the following statements?

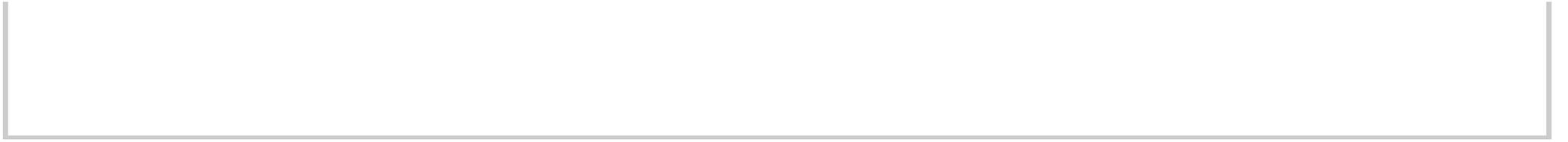
(Please select one response in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The morale of teachers in this school is high.	SC062Q01TA01 <input type="radio"/>	SC062Q01TA02 <input type="radio"/>	SC062Q01TA03 <input type="radio"/>	SC062Q01TA04 <input type="radio"/>
Teachers work with enthusiasm.	SC062Q02TA01 <input type="radio"/>	SC062Q02TA02 <input type="radio"/>	SC062Q02TA03 <input type="radio"/>	SC062Q02TA04 <input type="radio"/>
Teachers take pride in this school.	SC062Q03TA01 <input type="radio"/>	SC062Q03TA02 <input type="radio"/>	SC062Q03TA03 <input type="radio"/>	SC062Q03TA04 <input type="radio"/>
Teachers value academic achievement.	SC062Q04TA01 <input type="radio"/>	SC062Q04TA02 <input type="radio"/>	SC062Q04TA03 <input type="radio"/>	SC062Q04TA04 <input type="radio"/>

Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

	Yes	No
Our school invites parents to participate in school-wide activities on a regular basis.	SC063Q01NA01 <input type="radio"/>	SC063Q01NA02 <input type="radio"/>
Our school provides a welcoming and supportive atmosphere for parents to get involved.	SC063Q02NA01 <input type="radio"/>	SC063Q02NA02 <input type="radio"/>
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	SC063Q03NA01 <input type="radio"/>	SC063Q03NA02 <input type="radio"/>
Our school includes parents in school decisions.	SC063Q04NA01 <input type="radio"/>	SC063Q04NA02 <input type="radio"/>
Our school offers parent education (e.g. effective parenting) or family support (e.g. preventing bullying).	SC063Q05NA01 <input type="radio"/>	SC063Q05NA02 <input type="radio"/>
Our school provides information and ideas for families about how to help students at home with homework and other school-related activities, decisions, and planning.	SC063Q06NA01 <input type="radio"/>	SC063Q06NA02 <input type="radio"/>
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	SC063Q07NA01 <input type="radio"/>	SC063Q07NA02 <input type="radio"/>
Our school keeps parents informed about their child's progress.	SC063Q08NA01 <input type="radio"/>	SC063Q08NA02 <input type="radio"/>
There is national or regional legislation on including parents in school activities.	SC063Q09NA01 <input type="radio"/>	SC063Q09NA02 <input type="radio"/>



During the 2012-2013 school year, what proportion of students' parents participated in the following school-related activities?

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



teacher, appeared as a guest speaker)

0%

100%

SC064Q06TA01

Assisted in fundraising for the school

0%

100%



Which statement below best characterises parental expectations towards your school?

(Please select one response.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them.

SC065Q01TA01

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*.

SC065Q01TA02

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*.

SC065Q01TA03

Which of the following statements about science-related collaboration are true for your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Parents are encouraged to help us improve our science teaching.	SC066Q01NA01 <input type="radio"/>	SC066Q01NA02 <input type="radio"/>
Science teachers are especially encouraged to take parental expectations into account.	SC066Q02NA01 <input type="radio"/>	SC066Q02NA02 <input type="radio"/>
Consultation with parents is particularly frequent for science teachers.	SC066Q03NA01 <input type="radio"/>	SC066Q03NA02 <input type="radio"/>
Our school regularly cooperates with science organisations to improve teaching.	SC066Q04NA01 <input type="radio"/>	SC066Q04NA02 <input type="radio"/>
Companies in the technical and science sector are invited to share their expertise with our students.	SC066Q05NA01 <input type="radio"/>	SC066Q05NA02 <input type="radio"/>

Please indicate the approximate percentage of Sixth Year students who took the 2013 Leaving Cert. Exam. in each of the subjects listed below.

(Please type the percentage of students taking each subject. If the subject is not available in your school or if no students took it in 2013, please type "0" (zero).)

Biology

Physics

Chemistry

Physics/Chemistry combined

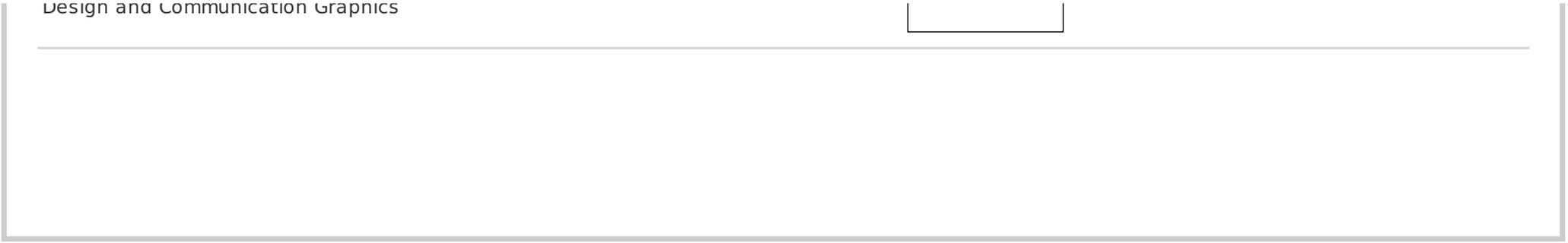
Agricultural Science

Engineering

Technology

Construction Studies

Design and Communication Graphics



Consistency check rule

Rule: IF (^SC801A01NA01 >100 OR ^SC801A02NA01 >100 OR ^SC801A03NA01 >100 OR ^SC801A04NA01 >100 OR ^SC801A05NA01 >100 OR ^SC801A06NA01 >100 OR ^SC801A07NA01 >100 OR ^SC801A08NA01 >100 OR ^SC801A09NA01>100)

Message: Value should be between 0 and 100. Please check your response.

Consistency check rule

Rule: IF (^SC801A01NA01 = NULL AND ^SC801A02NA01 = NULL AND ^SC801A03NA01 = NULL AND ^SC801A04NA01 = NULL AND ^SC801A05NA01 = NULL AND ^SC801A06NA01 = NULL AND ^SC801A07NA01 = NULL AND ^SC801A08NA01 = NULL AND ^SC801A09NA01 = NULL)

Message: Please type in 0 (zero) if no students took the subject in 2013. Type in an approximate percentage if some students did take the subject.

Section H: Student Wellbeing and Attendance

How often do these forms of bullying by students occur in your school?

(Please select one response in each row.)

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Very Frequently</i>	<i>I don't know</i>
Physical bullying	SC802A01NA01 <input type="radio"/>	SC802A01NA02 <input type="radio"/>	SC802A01NA03 <input type="radio"/>	SC802A01NA04 <input type="radio"/>	SC802A01NA05 <input type="radio"/>	SC802A01NA06 <input type="radio"/>
Verbal bullying	SC802A02NA01 <input type="radio"/>	SC802A02NA02 <input type="radio"/>	SC802A02NA03 <input type="radio"/>	SC802A02NA04 <input type="radio"/>	SC802A02NA05 <input type="radio"/>	SC802A02NA06 <input type="radio"/>
Electronic bullying	SC802A03NA01 <input type="radio"/>	SC802A03NA02 <input type="radio"/>	SC802A03NA03 <input type="radio"/>	SC802A03NA04 <input type="radio"/>	SC802A03NA05 <input type="radio"/>	SC802A03NA06 <input type="radio"/>
Racial or ethnic bullying	SC802A04NA01 <input type="radio"/>	SC802A04NA02 <input type="radio"/>	SC802A04NA03 <input type="radio"/>	SC802A04NA04 <input type="radio"/>	SC802A04NA05 <input type="radio"/>	SC802A04NA06 <input type="radio"/>
Taking or damaging personal possessions	SC802A05NA01 <input type="radio"/>	SC802A05NA02 <input type="radio"/>	SC802A05NA03 <input type="radio"/>	SC802A05NA04 <input type="radio"/>	SC802A05NA05 <input type="radio"/>	SC802A05NA06 <input type="radio"/>
Unwanted sexual behaviour (e.g. harassment, images, comments)	SC802A06NA01 <input type="radio"/>	SC802A06NA02 <input type="radio"/>	SC802A06NA03 <input type="radio"/>	SC802A06NA04 <input type="radio"/>	SC802A06NA05 <input type="radio"/>	SC802A06NA06 <input type="radio"/>
Bullying related to sexual orientation	SC802A07NA01 <input type="radio"/>	SC802A07NA02 <input type="radio"/>	SC802A07NA03 <input type="radio"/>	SC802A07NA04 <input type="radio"/>	SC802A07NA05 <input type="radio"/>	SC802A07NA06 <input type="radio"/>
Bullying related to physical or learning disability	SC802A08NA01 <input type="radio"/>	SC802A08NA02 <input type="radio"/>	SC802A08NA03 <input type="radio"/>	SC802A08NA04 <input type="radio"/>	SC802A08NA05 <input type="radio"/>	SC802A08NA06 <input type="radio"/>
Bullying by exclusion (being left out)	SC802A09NA01 <input type="radio"/>	SC802A09NA02 <input type="radio"/>	SC802A09NA03 <input type="radio"/>	SC802A09NA04 <input type="radio"/>	SC802A09NA05 <input type="radio"/>	SC802A09NA06 <input type="radio"/>
	SC802A10NA01	SC802A10NA02	SC802A10NA03	SC802A10NA04	SC802A10NA05	SC802A10NA06

Bullying by spreading rumours

SC802A11NA01

SC802A11NA02

SC802A11NA03

SC802A11NA04

SC802A11NA05

SC802A11NA06

Other

SC802A11NA01

SC802A11NA02

SC802A11NA03

SC802A11NA04

SC802A11NA05

SC802A11NA06

What policies and procedures does your school have in place to protect student wellbeing?

(Please select one response in each row.)

	Yes	No
There is a whole-school plan for student wellbeing (including mental health and anti-bullying)	SC803A01NA01 <input type="radio"/>	SC803A01NA02 <input type="radio"/>
There is a student support team in place (year heads, guidance counsellor and learning support co-ordinator)	SC803A02NA01 <input type="radio"/>	SC803A02NA02 <input type="radio"/>
Mental and emotional health education are a visible part of the SPHE curriculum and are implemented across junior and senior cycles	SC803A03NA01 <input type="radio"/>	SC803A03NA02 <input type="radio"/>
The school has a systematic approach to screening for social, emotional and behavioural difficulties (e.g. via NEPS)	SC803A04NA01 <input type="radio"/>	SC803A04NA02 <input type="radio"/>
Students are referred to external mental health support services where appropriate	SC803A05NA01 <input type="radio"/>	SC803A05NA02 <input type="radio"/>
There is a designated student for "anti-bullying" in each year group	SC803A06NA01 <input type="radio"/>	SC803A06NA02 <input type="radio"/>
Written records are kept of all incidents of bullying in the school	SC803A07NA01 <input type="radio"/>	SC803A07NA02 <input type="radio"/>
Notifications to the school of bullying taking place outside of school between students are recorded	SC803A08NA01 <input type="radio"/>	SC803A08NA02 <input type="radio"/>
Bullying incidents are monitored to identify patterns of bullying	SC803A09NA01 <input type="radio"/>	SC803A09NA02 <input type="radio"/>
There is input on student wellbeing from outside agencies (e.g. speakers and	SC803A10NA01 <input type="radio"/>	SC803A10NA02 <input type="radio"/>

programmes)



In your school, to what extent is the teaching and learning of students hindered by the following?

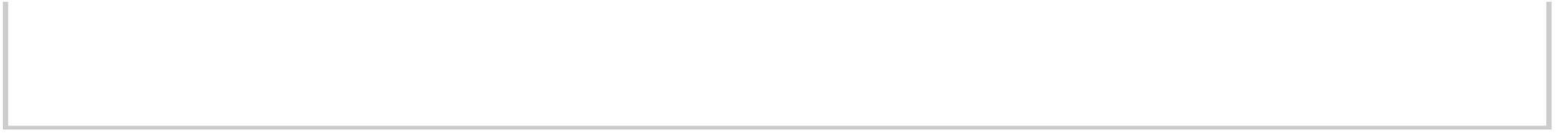
(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Students absent from school for legitimate reasons (e.g. illness, medical appointments)	SC804A01NA01 <input type="radio"/>	SC804A01NA02 <input type="radio"/>	SC804A01NA03 <input type="radio"/>	SC804A01NA04 <input type="radio"/>
Students absent from school due to general disengagement or lack of interest	SC804A02NA01 <input type="radio"/>	SC804A02NA02 <input type="radio"/>	SC804A02NA03 <input type="radio"/>	SC804A02NA04 <input type="radio"/>
Students absent from school due to home pressures (e.g. minding younger siblings or older relatives)	SC804A03NA01 <input type="radio"/>	SC804A03NA02 <input type="radio"/>	SC804A03NA03 <input type="radio"/>	SC804A03NA04 <input type="radio"/>
Students missing classes for legitimate reasons (e.g. participation in sports)	SC804A04NA01 <input type="radio"/>	SC804A04NA02 <input type="radio"/>	SC804A04NA03 <input type="radio"/>	SC804A04NA04 <input type="radio"/>
Students skipping classes (i.e. "mitching off")	SC804A05NA01 <input type="radio"/>	SC804A05NA02 <input type="radio"/>	SC804A05NA03 <input type="radio"/>	SC804A05NA04 <input type="radio"/>
Students arriving late for school	SC804A06NA01 <input type="radio"/>	SC804A06NA02 <input type="radio"/>	SC804A06NA03 <input type="radio"/>	SC804A06NA04 <input type="radio"/>
Students engaging in part-time/or weekend work	SC804A07NA01 <input type="radio"/>	SC804A07NA02 <input type="radio"/>	SC804A07NA03 <input type="radio"/>	SC804A07NA04 <input type="radio"/>

What interventions do your school have in place to improve student attendance/punctuality?

(Please select one response in each row.)

	Yes	No
Implemented student attendance policy	SC805A01NA01 <input type="radio"/>	SC805A01NA02 <input type="radio"/>
Sanctions for poor attendance/punctuality	SC805A02NA01 <input type="radio"/>	SC805A02NA02 <input type="radio"/>
Rewards for good attendance/punctuality	SC805A03NA01 <input type="radio"/>	SC805A03NA02 <input type="radio"/>
Monitoring and evaluation of attendance records	SC805A04NA01 <input type="radio"/>	SC805A04NA02 <input type="radio"/>
Monitoring of internal truancy (e.g. attending registration and then skipping classes)	SC805A05NA01 <input type="radio"/>	SC805A05NA02 <input type="radio"/>
Follow up with parents if student is absent/late (e.g. same day call to parents)	SC805A06NA01 <input type="radio"/>	SC805A06NA02 <input type="radio"/>
Referral to support services for persistent attendance/punctuality problems	SC805A07NA01 <input type="radio"/>	SC805A07NA02 <input type="radio"/>
Reintegration process after longer student absence	SC805A08NA01 <input type="radio"/>	SC805A08NA02 <input type="radio"/>
Developing a culture of attendance in school and community (e.g. newsletters)	SC805A09NA01 <input type="radio"/>	SC805A09NA02 <input type="radio"/>



Thank you very much for your co-operation in completing this questionnaire!

Your participation is greatly appreciated.