

SCIntro1

Dear Principal or nominee,

Thank you for participating in the PISA 2018 Main Survey. This questionnaire asks for information about:

- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School climate
- Student well-being and attendance
- Literacy and numeracy strategy

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

The questionnaire should be completed by the principal or nominee. It should take about 40 minutes to complete

For some questions (e.g. ICT facilities in the school) 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 of the 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 school can be identified.

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 <input type="radio"/>
A town (3,000 to about 15,000 people)	SC001Q01TA02 <input type="radio"/>
A large town (15,000 to about 100,000 people)	SC001Q01TA03 <input type="radio"/>
A city (100,000 to about 1,000,000 people; this does NOT include Dublin)	SC001Q01TA04 <input type="radio"/>
A large city (with over 1,000,000 people, i.e. Dublin)	SC001Q01TA05 <input type="radio"/>

Is your school a public or a private school?

(Please select one response.)

<p>A public school</p> <p><i>(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.)</i></p>	<p>SC013Q01TA01</p> <p><input type="radio"/></p>
<p>A private school</p> <p><i>(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.)</i></p>	<p>SC013Q01TA02</p> <p><input type="radio"/></p>

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"/>
<u>Mandatory</u> student fees or charges paid by parents	SC016Q02TA01 <input type="text"/>
<u>Voluntary</u> contributions or donations, bequests, sponsorships, or 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"/>

Who has the main responsibility for career guidance of Third Year students at your school?

(Please select all that apply.)

Not applicable, career guidance is not available in this school.	SC161Q01SA01 <input type="checkbox"/>
All teachers share the responsibility for career guidance.	SC161Q02SA01 <input type="checkbox"/>
Certain teachers have the main responsibility for career guidance.	SC161Q03SA01 <input type="checkbox"/>
We have one or more career guidance counsellors employed at school.	SC161Q04SA01 <input type="checkbox"/>
We have one or more career guidance counsellors who regularly visit the school.	SC161Q05SA01 <input type="checkbox"/>

Branching rule

Rule: IF (^SC161Q01SA01=1) THEN GOTO ^SC155 ELSE GOTO ^SC162

If career guidance is available at your school, which of the statements below best describes the situation for Third Year students?

(Please select one response.)

Career guidance is sought voluntarily by students.	SC162Q01SA01 <input type="radio"/>
Career guidance is formally scheduled into students' time at school.	SC162Q01SA02 <input type="radio"/>

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

(Please select one response in each row.)

(Digital technology includes different digital devices, such as desktop computers, laptops, notebooks, tablets, or interactive whiteboards (IWBs).)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The number of digital devices connected to the Internet is sufficient.	SC155Q01HA01 <input type="radio"/>	SC155Q01HA02 <input type="radio"/>	SC155Q01HA03 <input type="radio"/>	SC155Q01HA04 <input type="radio"/>
The school's Internet bandwidth or speed is sufficient.	SC155Q02HA01 <input type="radio"/>	SC155Q02HA02 <input type="radio"/>	SC155Q02HA03 <input type="radio"/>	SC155Q02HA04 <input type="radio"/>
The number of digital devices for instruction is sufficient.	SC155Q03HA01 <input type="radio"/>	SC155Q03HA02 <input type="radio"/>	SC155Q03HA03 <input type="radio"/>	SC155Q03HA04 <input type="radio"/>
Digital devices at the school are sufficiently powerful in terms of computing capacity.	SC155Q04HA01 <input type="radio"/>	SC155Q04HA02 <input type="radio"/>	SC155Q04HA03 <input type="radio"/>	SC155Q04HA04 <input type="radio"/>
Adequate software is available.	SC155Q05HA01 <input type="radio"/>	SC155Q05HA02 <input type="radio"/>	SC155Q05HA03 <input type="radio"/>	SC155Q05HA04 <input type="radio"/>
Teachers have the necessary technical and pedagogical skills to integrate digital technology in instruction.	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare classes, which integrate digital technology.	SC155Q07HA01 <input type="radio"/>	SC155Q07HA02 <input type="radio"/>	SC155Q07HA03 <input type="radio"/>	SC155Q07HA04 <input type="radio"/>
Effective professional resources for teachers to learn how to use digital technology is available.	SC155Q08HA01 <input type="radio"/>	SC155Q08HA02 <input type="radio"/>	SC155Q08HA03 <input type="radio"/>	SC155Q08HA04 <input type="radio"/>
An effective online learning support platform is available.	SC155Q09HA01 <input type="radio"/>	SC155Q09HA02 <input type="radio"/>	SC155Q09HA03 <input type="radio"/>	SC155Q09HA04 <input type="radio"/>
Teachers are provided with incentives to integrate digital technology in their teaching.	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficiently qualified technical assistant staff.	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

Does your school have any of the following?

(Please select one response in each row.)

	Yes	No
A policy on the use of digital technology at school	SC156Q01HA01 <input type="radio"/>	SC156Q01HA02 <input type="radio"/>
A policy on the use of digital technology for teaching purposes	SC156Q02HA01 <input type="radio"/>	SC156Q02HA02 <input type="radio"/>
A programme to use digital technology for teaching and learning in specific subjects	SC156Q03HA01 <input type="radio"/>	SC156Q03HA02 <input type="radio"/>
Regular discussions with teaching staff about the use of digital technology for teaching purposes	SC156Q04HA01 <input type="radio"/>	SC156Q04HA02 <input type="radio"/>
A specific programme to prepare students for responsible Internet behaviour	SC156Q05HA01 <input type="radio"/>	SC156Q05HA02 <input type="radio"/>
A specific policy on the use of social networks (e.g. Facebook) in teaching and learning	SC156Q06HA01 <input type="radio"/>	SC156Q06HA02 <input type="radio"/>
A specific programme to promote collaboration on the use of digital technology among teachers	SC156Q07HA01 <input type="radio"/>	SC156Q07HA02 <input type="radio"/>
Scheduled time for teachers to meet to share, evaluate, or develop instructional materials and approaches that employ digital technology	SC156Q08HA01 <input type="radio"/>	SC156Q08HA02 <input type="radio"/>

SC011

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 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

SC012

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

(Please select one response in each row.)

	Never	Sometimes	Always
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"/>

SC042

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"/>

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

(Please select one response in each row.)

	Yes	No
To guide students' learning (i.e. assessment for learning)	SC154Q01HA01 <input type="radio"/>	SC154Q01HA02 <input type="radio"/>
To inform parents about their child's progress	SC154Q02WA01 <input type="radio"/>	SC154Q02WA02 <input type="radio"/>
To make decisions about students' retention or promotion	SC154Q03WA01 <input type="radio"/>	SC154Q03WA02 <input type="radio"/>
To group students for instructional purposes	SC154Q04WA01 <input type="radio"/>	SC154Q04WA02 <input type="radio"/>
To compare the school to national performance	SC154Q05WA01 <input type="radio"/>	SC154Q05WA02 <input type="radio"/>
To monitor the school's progress from year to year	SC154Q06WA01 <input type="radio"/>	SC154Q06WA02 <input type="radio"/>
To make judgements about teachers' effectiveness	SC154Q07WA01 <input type="radio"/>	SC154Q07WA02 <input type="radio"/>
To identify aspects of instruction or the curriculum that could be improved	SC154Q08WA01 <input type="radio"/>	SC154Q08WA02 <input type="radio"/>
To adapt teaching to the students' needs	SC154Q09HA01 <input type="radio"/>	SC154Q09HA02 <input type="radio"/>
To compare the school with other schools	SC154Q10WA01 <input type="radio"/>	SC154Q10WA02 <input type="radio"/>
To award certificates to students	SC154Q11HA01 <input type="radio"/>	SC154Q11HA02 <input type="radio"/>

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. ITB, 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.

	Yes, this is compulsory/mandatory (e.g. based on DES policies)	Yes, based on school initiative	No
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 reading 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"/>

Do the following statements reflect teacher 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 cultural groups that live in Ireland.	SC165Q01HA01 <input type="radio"/>	SC165Q01HA02 <input type="radio"/>
In our school, students learn about the histories of diverse cultural groups that live in other countries.	SC165Q02HA01 <input type="radio"/>	SC165Q02HA02 <input type="radio"/>
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse cultural groups that live in Ireland.	SC165Q03HA01 <input type="radio"/>	SC165Q03HA02 <input type="radio"/>
In our school, students learn about different cultural perspectives on historical and social events.	SC165Q04HA01 <input type="radio"/>	SC165Q04HA02 <input type="radio"/>
Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities).	SC165Q05HA01 <input type="radio"/>	SC165Q05HA02 <input type="radio"/>
Our school offers an exchange programme with schools in other countries.	SC165Q06HA01 <input type="radio"/>	SC165Q06HA02 <input type="radio"/>
Our school organises multicultural events (e.g. cultural diversity day).	SC165Q07HA01 <input type="radio"/>	SC165Q07HA02 <input type="radio"/>
In our school, we celebrate festivities from other cultures.	SC165Q08HA01 <input type="radio"/>	SC165Q08HA02 <input type="radio"/>
In our school, students are encouraged to communicate with people from other cultures via the Internet/social media.	SC165Q09HA01 <input type="radio"/>	SC165Q09HA02 <input type="radio"/>
Our school utilises different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.).	SC165Q10HA01 <input type="radio"/>	SC165Q10HA02 <input type="radio"/>

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 important for students to learn that people from other cultures can have different values.	SC166Q02HA01 <input type="radio"/>	SC166Q02HA02 <input type="radio"/>	SC166Q02HA03 <input type="radio"/>	SC166Q02HA04 <input type="radio"/>
Respecting other cultures is something that students should learn from an early age.	SC166Q03HA01 <input type="radio"/>	SC166Q03HA02 <input type="radio"/>	SC166Q03HA03 <input type="radio"/>	SC166Q03HA04 <input type="radio"/>
In the classroom, it is important that all students recognise the similarities that exist between them, despite their different backgrounds.	SC166Q05HA01 <input type="radio"/>	SC166Q05HA02 <input type="radio"/>	SC166Q05HA03 <input type="radio"/>	SC166Q05HA04 <input type="radio"/>
When there are conflicts between students of different backgrounds, they should be encouraged to resolve the argument by finding common ground.	SC166Q06HA01 <input type="radio"/>	SC166Q06HA02 <input type="radio"/>	SC166Q06HA03 <input type="radio"/>	SC166Q06HA04 <input type="radio"/>

Is there any formal curriculum for the following in Third Year?

(Please consider both school policies and national policies.)

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	SC167Q01HA01 <input type="radio"/>	SC167Q01HA02 <input type="radio"/>
Knowledge of different cultures	SC167Q02HA01 <input type="radio"/>	SC167Q02HA02 <input type="radio"/>
Openness to intercultural experiences	SC167Q03HA01 <input type="radio"/>	SC167Q03HA02 <input type="radio"/>
Respect for cultural diversity	SC167Q04HA01 <input type="radio"/>	SC167Q04HA02 <input type="radio"/>
Foreign languages	SC167Q05HA01 <input type="radio"/>	SC167Q05HA02 <input type="radio"/>
Critical thinking skills	SC167Q06HA01 <input type="radio"/>	SC167Q06HA02 <input type="radio"/>

Is there any formal curriculum for the following topics in Third Year?

(Please consider school policies and national or sectoral (e.g. ETB) policies.)

(Please select one response in each row.)

	Yes	No
Climate change and global warming	SC158Q01HA01 <input type="radio"/>	SC158Q01HA02 <input type="radio"/>
Global health (e.g. epidemics)	SC158Q02HA01 <input type="radio"/>	SC158Q02HA02 <input type="radio"/>
Migration (movement of people)	SC158Q04HA01 <input type="radio"/>	SC158Q04HA02 <input type="radio"/>
International conflicts	SC158Q07HA01 <input type="radio"/>	SC158Q07HA02 <input type="radio"/>
Hunger or malnutrition in different parts of the world	SC158Q08HA01 <input type="radio"/>	SC158Q08HA02 <input type="radio"/>
Causes of poverty	SC158Q09HA01 <input type="radio"/>	SC158Q09HA02 <input type="radio"/>
Equality between men and women in different parts of the world	SC158Q12HA01 <input type="radio"/>	SC158Q12HA02 <input type="radio"/>

SC061

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"/>
Students not being attentive	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <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"/>

What was the total school enrolment (number of students) on the 1st of February 2018?

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

Number of boys:	SC002Q01TA01 <input type="text"/>
Number of girls:	SC002Q02TA01 <input type="text"/>

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

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

(Please move the slider to the appropriate percentage.)

Students whose first language is different from English or Irish	<p>SC048Q01NA01</p>  <p>0% 100%</p>
Students with special educational needs	<p>SC048Q02NA01</p>  <p>0% 100%</p>
Students from socioeconomically disadvantaged homes	<p>SC048Q03NA01</p>  <p>0% 100%</p>

SC004

This question looks for information about ICT, 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.)

	Number
How many students are there in Third Year in total?	SC004Q01TA01 <input type="text"/>
Approximately how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately how many of these computers have an Internet connection?	SC004Q03TA01 <input type="text"/>
Approximately 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"/>

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 with an Honours Bachelor's Degree or equivalent	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a Master's Degree or equivalent	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a Doctoral Degree	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

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).)

All teaching staff at your school

SC025Q01NA01

0% 100%

Does your school host visiting teachers from other countries?

(Please select one response.)

Yes	SC159Q01HA01 <input type="radio"/>
No	SC159Q01HA02 <input type="radio"/>

What is the average size of English classes in Third Year in your school?*(Please select one response.)*

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

In the 2017-2018 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"/>
Book club	SC053Q12IA01 <input type="radio"/>	SC053Q12IA02 <input type="radio"/>
Debating club or debating activities	SC053Q13IA01 <input type="radio"/>	SC053Q13IA02 <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"/>
Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	SC053Q14IA01 <input type="radio"/>	SC053Q14IA02 <input type="radio"/>
Collaboration with local libraries	SC053Q15IA01 <input type="radio"/>	SC053Q15IA02 <input type="radio"/>
Collaboration with local newspapers	SC053Q16IA01 <input type="radio"/>	SC053Q16IA02 <input type="radio"/>
Mathematics competitions (e.g. the Maths Olympics)	SC053Q11TA01 <input type="radio"/>	SC053Q11TA02 <input type="radio"/>

Does your school offer any of the following options to students in Third Year whose first language is not English or Irish?

(Please select one response in each row.)

	Yes	No
These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication).	SC150Q01IA01 <input type="radio"/>	SC150Q01IA02 <input type="radio"/>
Before transferring to regular classes, these students attend a preparatory programme aimed at developing English skills (e.g. reading literacy, grammar, vocabulary, communication).	SC150Q02IA01 <input type="radio"/>	SC150Q02IA02 <input type="radio"/>
Before transferring to regular classes, these students receive some instruction in school subjects through their first language.	SC150Q03IA01 <input type="radio"/>	SC150Q03IA02 <input type="radio"/>
These students receive significant amounts of instruction in their first language aimed at developing proficiency in both languages.	SC150Q04IA01 <input type="radio"/>	SC150Q04IA02 <input type="radio"/>
Class size is reduced to cater to the different needs of these students.	SC150Q05IA01 <input type="radio"/>	SC150Q05IA02 <input type="radio"/>

In the 2016-2017 school year, what proportion of your school's Sixth Year students left school without a Leaving Certificate?

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



Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

During the 2016-2017 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.)

<p>Discussed their child's progress with a teacher on their own initiative.</p>	<p>SC064Q01TA01</p>  <p>0% 100%</p>
<p>Discussed their child's progress on the initiative of one of their child's teachers.</p>	<p>SC064Q02TA01</p>  <p>0% 100%</p>
<p>Participated in local school government (e.g. parent council or school management committee).</p>	<p>SC064Q03TA01</p>  <p>0% 100%</p>
<p>Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip).</p>	<p>SC064Q04NA01</p>  <p>0% 100%</p>

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

(Please select one response.)

Yes	SC152Q01HA01 <input type="radio"/>
No	SC152Q01HA02 <input type="radio"/>

Branching rule

Rule: If (^SC152Q01HA02 = 1) then GOTO ^SC052 ELSE GOTO ^SC160

What is the purpose of these additional English classes?

(Please select one response.)

Enrichment only	SC160Q01WA01 <input type="radio"/>
Learning support only	SC160Q01WA02 <input type="radio"/>
Both enrichment and learning support	SC160Q01WA03 <input type="radio"/>
Without differentiation based on the prior achievements of the students	SC160Q01WA04 <input type="radio"/>

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 <input type="radio"/>	SC052Q01NA02 <input type="radio"/>
Staff help with homework	SC052Q02NA01 <input type="radio"/>	SC052Q02NA02 <input type="radio"/>
Peer-to-peer tutoring	SC052Q03HA01 <input type="radio"/>	SC052Q03HA02 <input type="radio"/>

How much do the following problems impact on teaching and learning in your school?

(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>
General exam pressure/stress	SC800C01HA01 <input type="radio"/>	SC800C01HA02 <input type="radio"/>	SC800C01HA03 <input type="radio"/>	SC800C01HA04 <input type="radio"/>
Pressure from parents on students to do well in their exams	SC800C02HA01 <input type="radio"/>	SC800C02HA02 <input type="radio"/>	SC800C02HA03 <input type="radio"/>	SC800C02HA04 <input type="radio"/>
Pressure from teachers on students to do well in their exams	SC800C03HA01 <input type="radio"/>	SC800C03HA02 <input type="radio"/>	SC800C03HA03 <input type="radio"/>	SC800C03HA04 <input type="radio"/>
Pressure from parents to participate in sport	SC800C04HA01 <input type="radio"/>	SC800C04HA02 <input type="radio"/>	SC800C04HA03 <input type="radio"/>	SC800C04HA04 <input type="radio"/>
Pressure from teachers to participate in sport	SC800C05HA01 <input type="radio"/>	SC800C05HA02 <input type="radio"/>	SC800C05HA03 <input type="radio"/>	SC800C05HA04 <input type="radio"/>
Bullying	SC800C06HA01 <input type="radio"/>	SC800C06HA02 <input type="radio"/>	SC800C06HA03 <input type="radio"/>	SC800C06HA04 <input type="radio"/>
Student isolation	SC800C07HA01 <input type="radio"/>	SC800C07HA02 <input type="radio"/>	SC800C07HA03 <input type="radio"/>	SC800C07HA04 <input type="radio"/>
Alcohol abuse	SC800C08HA01 <input type="radio"/>	SC800C08HA02 <input type="radio"/>	SC800C08HA03 <input type="radio"/>	SC800C08HA04 <input type="radio"/>
Legal or illegal drug use (e.g. illegal drugs, legal highs)	SC800C09HA01 <input type="radio"/>	SC800C09HA02 <input type="radio"/>	SC800C09HA03 <input type="radio"/>	SC800C09HA04 <input type="radio"/>
Poor emotional well-being or mental health	SC800C10HA01 <input type="radio"/>	SC800C10HA02 <input type="radio"/>	SC800C10HA03 <input type="radio"/>	SC800C10HA04 <input type="radio"/>

What policies and procedures does your school have in place to protect student well-being?

(Please select one response in each row.)

	Yes	No
There is a whole-school plan for student well-being (including mental health and anti-bullying).	SC801C01HA01 <input type="radio"/>	SC801C01HA02 <input type="radio"/>
There is a student support team in place (year head, guidance counsellor and learning support co-ordinator).	SC801C02HA01 <input type="radio"/>	SC801C02HA02 <input type="radio"/>
Mental and emotional health education are a visible part of the SPHE curriculum and are implemented across junior and senior cycles.	SC801C03HA01 <input type="radio"/>	SC801C03HA02 <input type="radio"/>
The school has a systematic approach to screening for social, emotional and behavioural difficulties (e.g. via NEPS).	SC801C04HA01 <input type="radio"/>	SC801C04HA02 <input type="radio"/>
Students are referred to external mental health support services where appropriate.	SC801C05HA01 <input type="radio"/>	SC801C05HA02 <input type="radio"/>
Written records are kept of all incidents of bullying in the school.	SC801C06HA01 <input type="radio"/>	SC801C06HA02 <input type="radio"/>
Notifications to the school of bullying taking place outside of school between students are recorded.	SC801C07HA01 <input type="radio"/>	SC801C07HA02 <input type="radio"/>
Bullying incidents are monitored to identify patterns of bullying.	SC801C08HA01 <input type="radio"/>	SC801C08HA02 <input type="radio"/>
There is input on student well-being from outside agencies (e.g. speakers and programmes).	SC801C09HA01 <input type="radio"/>	SC801C09HA02 <input type="radio"/>

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

(Please select one response in each row.)

	Yes	No
Implemented student attendance policy.	SC802C01HA01 <input type="radio"/>	SC802C01HA02 <input type="radio"/>
Sanctions for poor attendance/punctuality.	SC802C02HA01 <input type="radio"/>	SC802C02HA02 <input type="radio"/>
Rewards for good attendance/punctuality.	SC802C03HA01 <input type="radio"/>	SC802C03HA02 <input type="radio"/>
Monitoring and evaluation of attendance records.	SC802C04HA01 <input type="radio"/>	SC802C04HA02 <input type="radio"/>
Monitoring of internal truancy (e.g. attending registration and then skipping class).	SC802C05HA01 <input type="radio"/>	SC802C05HA02 <input type="radio"/>
Follow up with parents if student is absent/late (e.g. same day call to parents).	SC802C06HA01 <input type="radio"/>	SC802C06HA02 <input type="radio"/>
Referral to support services (e.g. Educational Welfare Services) for persistent attendance/punctuality problems.	SC802C07HA01 <input type="radio"/>	SC802C07HA02 <input type="radio"/>
Reintegration process after longer student absence.	SC802C08HA01 <input type="radio"/>	SC802C08HA02 <input type="radio"/>
Developing a culture of attendance in school and community (e.g. newsletters).	SC802C09HA01 <input type="radio"/>	SC802C09HA02 <input type="radio"/>

The Department of Education and Skills launched the Literacy and Numeracy Strategy in 2011. Does your school do/have any of the following in place in relation to this Strategy?

(Please select one response in each row.)

	Yes	No
Undertake self-evaluation in relation to literacy and numeracy achievements of students.	SC803C01HA01 <input type="radio"/>	SC803C01HA02 <input type="radio"/>
Assess <u>English literacy</u> at the start of the Junior Cycle to establish existing levels of achievement.	SC803C02HA01 <input type="radio"/>	SC803C02HA02 <input type="radio"/>
Assess <u>numeracy</u> at the start of the Junior Cycle to establish existing levels of achievement.	SC803C03HA01 <input type="radio"/>	SC803C03HA02 <input type="radio"/>
Have a clear plan on how to improve students' <u>literacy</u> across the curriculum.	SC803C04HA01 <input type="radio"/>	SC803C04HA02 <input type="radio"/>
Have a clear plan on how to improve students' <u>numeracy</u> across the curriculum.	SC803C05HA01 <input type="radio"/>	SC803C05HA02 <input type="radio"/>
Have an action plan on how to improve the use of assessment and evaluation to support better learning in <u>literacy</u> .	SC803C06HA01 <input type="radio"/>	SC803C06HA02 <input type="radio"/>
Have an action plan on how to improve the use of assessment and evaluation to support better learning in <u>numeracy</u> .	SC803C07HA01 <input type="radio"/>	SC803C07HA02 <input type="radio"/>
Have a clear plan on how to help students with additional learning needs to achieve their potential in <u>literacy</u> .	SC803C08HA01 <input type="radio"/>	SC803C08HA02 <input type="radio"/>
Have a clear plan on how to help students with additional learning needs to achieve their potential in <u>numeracy</u> .	SC803C09HA01 <input type="radio"/>	SC803C09HA02 <input type="radio"/>

Does your school have any of the following?

(Please select one response in each row.)

	Yes	No
A <u>Literacy</u> coordinator (e.g. Literacy link teacher)	SC804C01HA01 <input type="radio"/>	SC804C01HA02 <input type="radio"/>
A <u>Numeracy</u> coordinator	SC804C02HA01 <input type="radio"/>	SC804C02HA02 <input type="radio"/>
A group/committee from a broad range of subjects to coordinate and support <u>literacy</u> development within the school	SC804C03HA01 <input type="radio"/>	SC804C03HA02 <input type="radio"/>
A group/committee from a broad range of subjects to coordinate and support <u>numeracy</u> development within the school	SC804C04HA01 <input type="radio"/>	SC804C04HA02 <input type="radio"/>

To what extent do you agree or disagree with the following statements?

(Please select one response in each row.)

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
The school staff have a clear understanding of the goals of the Literacy and Numeracy Strategy.	SC805C01HA01 <input type="radio"/>	SC805C01HA02 <input type="radio"/>	SC805C01HA03 <input type="radio"/>	SC805C01HA04 <input type="radio"/>
Our school takes national targets in the Literacy and Numeracy Strategy into account when deciding on school-level targets.	SC805C02HA01 <input type="radio"/>	SC805C02HA02 <input type="radio"/>	SC805C02HA03 <input type="radio"/>	SC805C02HA04 <input type="radio"/>
In this school, teachers of different subjects work together to improve students' <u>literacy and numeracy</u> across the curriculum.	SC805C03HA01 <input type="radio"/>	SC805C03HA02 <input type="radio"/>	SC805C03HA03 <input type="radio"/>	SC805C03HA04 <input type="radio"/>
In this school, teachers of subjects other than English have the skills to develop and improve students' <u>literacy</u> .	SC805C04HA01 <input type="radio"/>	SC805C04HA02 <input type="radio"/>	SC805C04HA03 <input type="radio"/>	SC805C04HA04 <input type="radio"/>
In this school, teachers of subjects other than Maths have the skills to develop and improve students' <u>numeracy</u> .	SC805C05HA01 <input type="radio"/>	SC805C05HA02 <input type="radio"/>	SC805C05HA03 <input type="radio"/>	SC805C05HA04 <input type="radio"/>
In this school, teachers of subjects other than English help students develop and improve their <u>literacy</u> skills.	SC805C06HA01 <input type="radio"/>	SC805C06HA02 <input type="radio"/>	SC805C06HA03 <input type="radio"/>	SC805C06HA04 <input type="radio"/>
In this school, teachers of subjects other than Maths help students develop and improve their <u>numeracy</u> skills.	SC805C07HA01 <input type="radio"/>	SC805C07HA02 <input type="radio"/>	SC805C07HA03 <input type="radio"/>	SC805C07HA04 <input type="radio"/>
There is a culture of cooperation and best-practice sharing in this school in relation to <u>literacy and numeracy</u> .	SC805C08HA01 <input type="radio"/>	SC805C08HA02 <input type="radio"/>	SC805C08HA03 <input type="radio"/>	SC805C08HA04 <input type="radio"/>
In this school, teachers work with parents and the wider community to support children's <u>literacy and numeracy</u> .	SC805C09HA01 <input type="radio"/>	SC805C09HA02 <input type="radio"/>	SC805C09HA03 <input type="radio"/>	SC805C09HA04 <input type="radio"/>

What has contributed to improving literacy and numeracy in your school?

SC806

What factors are hindering further improvements to literacy and numeracy in your school?

SC807

To what extent are you concerned about the literacy standards of students in your school, in terms of allowing them to access the wider curriculum?

(Please select one response.)

Not concerned	SC808C01HA01 <input type="radio"/>
A little bit concerned	SC808C01HA02 <input type="radio"/>
Moderately concerned	SC808C01HA03 <input type="radio"/>
Greatly concerned	SC808C01HA04 <input type="radio"/>

To what extent are you concerned about the numeracy standards of students in your school, in terms of allowing them to access the wider curriculum?

(Please select one response.)

Not concerned	SC809C01HA01 <input type="radio"/>
A little bit concerned	SC809C01HA02 <input type="radio"/>
Moderately concerned	SC809C01HA03 <input type="radio"/>
Greatly concerned	SC809C01HA04 <input type="radio"/>

Thank you very much for your co-operation in completing this questionnaire! Your participation is greatly appreciated.