

Dear Principal or nominee,

Thank you for participating in this study. This questionnaire asks for information about:

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

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 45 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 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.

Details regarding confidentiality can be found in the Data Protection Declaration available online via the following link: www.erc.ie/pisa/gdpr.

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"/>

SC001

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



SC013

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation	SC014Q01TA01 <input type="radio"/>
Another not-for-profit organisation	SC014Q01TA02 <input type="radio"/>
A for-profit organisation	SC014Q01TA03 <input type="radio"/>
The government	SC014Q01JA04 <input type="radio"/>

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)	<div>SC016Q01TA01</div> <div></div>
<u>Mandatory</u> student fees or charges paid by parents	<div>SC016Q02TA01</div> <div></div>
<u>Voluntary</u> contributions or donations, bequests, sponsorships, or parent fund-raising	<div>SC016Q03TA01</div> <div></div>
Other	<div>SC016Q04TA01</div> <div></div>

Rule: IF ((^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) != 100)
Message: Sum does not add to 100%. Please check your response.

SC016E01

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"/>

What was the total school enrolment (number of students) on the 1st of September 2022?

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

Number of boys:	<div>SC002Q01TA01</div> <div></div>
Number of girls:	<div>SC002Q02TA01</div> <div></div>

Approximately what percentage of students in Third Year in your school 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	SC211Q01JA01	0%	100%
Students with special educational needs	SC211Q02JA01	0%	100%
Students from socioeconomically disadvantaged homes	SC211Q03JA01	0%	100%
Students who are immigrants (not including refugees)	SC211Q04JA01	0%	100%
Students who have parents who have immigrated	SC211Q05JA01	0%	100%
Students who are refugees	SC211Q06JA01	0%	100%

SC211

Rule: IF ^SC211Q01JA01 = "" OR ^SC211Q02JA01 = "" OR ^SC211Q03JA01 = "" OR ^SC211Q04JA01 = "" OR ^SC211Q05JA01 = "" OR ^SC211Q06JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC211E01

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 or other appropriate authority	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with an Honours Bachelor's Degree or equivalent	SC018Q08JA01 <input type="text"/>	SC018Q08JA02 <input type="text"/>
Teachers with a Master's Degree or equivalent	SC018Q09JA01 <input type="text"/>	SC018Q09JA02 <input type="text"/>
Teachers with a Doctoral Degree	SC018Q10JA01 <input type="text"/>	SC018Q10JA02 <input type="text"/>

How many of the following teach mathematics 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.

Numbers should include teachers on probation.

Please count only those teachers who have taught or will teach mathematics during the current school year.

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

	Full-time	Part-time
Teachers of mathematics in TOTAL	SC182Q01WA01 <input type="text"/>	SC182Q01WA02 <input type="text"/>
Teachers of mathematics fully certified by the Department of Education or other appropriate authority	SC182Q06WA01 <input type="text"/>	SC182Q06WA02 <input type="text"/>
Teachers of mathematics with at least an Honours Bachelor's Degree or equivalent	SC182Q07JA01 <input type="text"/>	SC182Q07JA02 <input type="text"/>
Teachers of mathematics with at least a degree or equivalent third-level qualification with a major focus on mathematics	SC182Q08JA01 <input type="text"/>	SC182Q08JA02 <input type="text"/>
Teachers of mathematics with at least an Honours Bachelor's Degree or equivalent in teaching	SC182Q09JA01 <input type="text"/>	SC182Q09JA02 <input type="text"/>
Teachers of mathematics with a third-level certificate or diploma, but <u>not</u> to degree level (e.g., from an Institute of Technology or Regional Technical College)	SC182Q10JA01 <input type="text"/>	SC182Q10JA02 <input type="text"/>

For each type of position listed below, please indicate the number of non-teaching staff currently working in this school.

(Please consider that non-teaching staff may fall into multiple categories.)

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

Personnel for teaching support, irrespective of the year group/ages they support <i>Including all assistants or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists and nurses</i>	SC168Q01JA01 <input type="text"/>
School administrative personnel <i>Including receptionists, secretaries, and administration assistants</i>	SC168Q02JA01 <input type="text"/>
School management personnel <i>Including principals, deputy principals, and other staff whose main activity is management</i>	SC168Q03JA01 <input type="text"/>
Other non-teaching staff	SC168Q04JA01 <input type="text"/>

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' or guardians' 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"/>
Student's disciplinary record in this or another school	SC012Q08JA01 <input type="radio"/>	SC012Q08JA02 <input type="radio"/>	SC012Q08JA03 <input type="radio"/>
Student's parental status or pregnancy	SC012Q10JA01 <input type="radio"/>	SC012Q10JA02 <input type="radio"/>	SC012Q10JA03 <input type="radio"/>
Student's working status	SC012Q11JA01 <input type="radio"/>	SC012Q11JA02 <input type="radio"/>	SC012Q11JA03 <input type="radio"/>
Student's cultural or ethnic background	SC012Q12JA01 <input type="radio"/>	SC012Q12JA02 <input type="radio"/>	SC012Q12JA03 <input type="radio"/>

SC012

In your school, how likely is it that a student in Third Year would be transferred to another school for the following reasons?

(Please select one response in each row.)

	Not likely	Likely	Very likely
Low academic achievement	SC185Q01WA01 <input type="radio"/>	SC185Q01WA02 <input type="radio"/>	SC185Q01WA03 <input type="radio"/>
High academic achievement	SC185Q02WA01 <input type="radio"/>	SC185Q02WA02 <input type="radio"/>	SC185Q02WA03 <input type="radio"/>
Behavioural problems	SC185Q03WA01 <input type="radio"/>	SC185Q03WA02 <input type="radio"/>	SC185Q03WA03 <input type="radio"/>
Special educational needs	SC185Q04WA01 <input type="radio"/>	SC185Q04WA02 <input type="radio"/>	SC185Q04WA03 <input type="radio"/>
Parents' or guardians' request	SC185Q05WA01 <input type="radio"/>	SC185Q05WA02 <input type="radio"/>	SC185Q05WA03 <input type="radio"/>

Who has the main responsibility for the following at your school?

(Please select one response in each row.)

	Principal	Teachers	School Board of Management	Education and Training Board	Department of Education
Appointing or hiring teachers	SC202Q01JA01 <input type="radio"/>	SC202Q01JA02 <input type="radio"/>	SC202Q01JA03 <input type="radio"/>	SC202Q01JA04 <input type="radio"/>	SC202Q01JA06 <input type="radio"/>
Dismissing or suspending teachers from employment	SC202Q02JA01 <input type="radio"/>	SC202Q02JA02 <input type="radio"/>	SC202Q02JA03 <input type="radio"/>	SC202Q02JA04 <input type="radio"/>	SC202Q02JA06 <input type="radio"/>
Establishing teachers' starting salaries, including setting pay scales	SC202Q03JA01 <input type="radio"/>	SC202Q03JA02 <input type="radio"/>	SC202Q03JA03 <input type="radio"/>	SC202Q03JA04 <input type="radio"/>	SC202Q03JA06 <input type="radio"/>
Determining teachers' salary increases	SC202Q04JA01 <input type="radio"/>	SC202Q04JA02 <input type="radio"/>	SC202Q04JA03 <input type="radio"/>	SC202Q04JA04 <input type="radio"/>	SC202Q04JA06 <input type="radio"/>
Formulating the school budget	SC202Q05JA01 <input type="radio"/>	SC202Q05JA02 <input type="radio"/>	SC202Q05JA03 <input type="radio"/>	SC202Q05JA04 <input type="radio"/>	SC202Q05JA06 <input type="radio"/>
Deciding on budget allocations	SC202Q06JA01 <input type="radio"/>	SC202Q06JA02 <input type="radio"/>	SC202Q06JA03 <input type="radio"/>	SC202Q06JA04 <input type="radio"/>	SC202Q06JA06 <input type="radio"/>
Establishing student disciplinary policies and procedures	SC202Q07JA01 <input type="radio"/>	SC202Q07JA02 <input type="radio"/>	SC202Q07JA03 <input type="radio"/>	SC202Q07JA04 <input type="radio"/>	SC202Q07JA06 <input type="radio"/>
Establishing student assessment policies, including state examinations	SC202Q08JA01 <input type="radio"/>	SC202Q08JA02 <input type="radio"/>	SC202Q08JA03 <input type="radio"/>	SC202Q08JA04 <input type="radio"/>	SC202Q08JA06 <input type="radio"/>
Approving students for admission to the school	SC202Q09JA01 <input type="radio"/>	SC202Q09JA02 <input type="radio"/>	SC202Q09JA03 <input type="radio"/>	SC202Q09JA04 <input type="radio"/>	SC202Q09JA06 <input type="radio"/>
Choosing which learning materials are used	SC202Q10JA01 <input type="radio"/>	SC202Q10JA02 <input type="radio"/>	SC202Q10JA03 <input type="radio"/>	SC202Q10JA04 <input type="radio"/>	SC202Q10JA06 <input type="radio"/>
Determining course content, including national curricula	SC202Q11JA01 <input type="radio"/>	SC202Q11JA02 <input type="radio"/>	SC202Q11JA03 <input type="radio"/>	SC202Q11JA04 <input type="radio"/>	SC202Q11JA06 <input type="radio"/>
Deciding which courses are offered	SC202Q12JA01 <input type="radio"/>	SC202Q12JA02 <input type="radio"/>	SC202Q12JA03 <input type="radio"/>	SC202Q12JA04 <input type="radio"/>	SC202Q12JA06 <input type="radio"/>

During the last 12 months, how often did you or other members of the school management team engage in the following activities?

(Please select one response in each row.)

	Never or hardly ever	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
Collaborating with teachers to solve classroom discipline problems	SC201Q01JA0 1 <input type="radio"/>	SC201Q01JA0 2 <input type="radio"/>	SC201Q01JA0 3 <input type="radio"/>	SC201Q01JA0 4 <input type="radio"/>	SC201Q01JA0 5 <input type="radio"/>
Providing feedback to teachers based on observations of instruction in the classroom	SC201Q03JA0 1 <input type="radio"/>	SC201Q03JA0 2 <input type="radio"/>	SC201Q03JA0 3 <input type="radio"/>	SC201Q03JA0 4 <input type="radio"/>	SC201Q03JA0 5 <input type="radio"/>
Taking actions to support co-operation among teachers to develop new teaching practices	SC201Q04JA0 1 <input type="radio"/>	SC201Q04JA0 2 <input type="radio"/>	SC201Q04JA0 3 <input type="radio"/>	SC201Q04JA0 4 <input type="radio"/>	SC201Q04JA0 5 <input type="radio"/>
Taking actions to ensure that teachers take responsibility for improving their teaching skills	SC201Q05JA0 1 <input type="radio"/>	SC201Q05JA0 2 <input type="radio"/>	SC201Q05JA0 3 <input type="radio"/>	SC201Q05JA0 4 <input type="radio"/>	SC201Q05JA0 5 <input type="radio"/>
Taking actions to ensure that teachers feel responsible for their students' learning outcomes	SC201Q06JA0 1 <input type="radio"/>	SC201Q06JA0 2 <input type="radio"/>	SC201Q06JA0 3 <input type="radio"/>	SC201Q06JA0 4 <input type="radio"/>	SC201Q06JA0 5 <input type="radio"/>
Providing parents or guardians with information on the school and student performance	SC201Q07JA0 1 <input type="radio"/>	SC201Q07JA0 2 <input type="radio"/>	SC201Q07JA0 3 <input type="radio"/>	SC201Q07JA0 4 <input type="radio"/>	SC201Q07JA0 5 <input type="radio"/>
Working on a professional development plan for this school	SC201Q11JA0 1 <input type="radio"/>	SC201Q11JA0 2 <input type="radio"/>	SC201Q11JA0 3 <input type="radio"/>	SC201Q11JA0 4 <input type="radio"/>	SC201Q11JA0 5 <input type="radio"/>

SC201

The goal of the following set of questions is to gather information about the student-digital device ratio for students in the Third Year at your 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 desktop or laptop computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately how many of these desktop or laptop computers have an Internet connection?	SC004Q03TA01 <input type="text"/>
Approximately how many tablet devices (e.g. iPad®, Samsung Galaxy Tab®) or e-book readers (i.e. portable device for reading books on screen, e.g. Kindle™) are available for these students for educational purposes?	SC004Q08JA01 <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 desktop or laptop computers with Internet connection are available for teachers <u>in your school</u> ?	SC004Q07NA01 <input type="text"/>

SC004

Do the following statements apply to your school?

(Please select one response in each row.)

	Yes	No
The school has a policy on the use of digital devices at school.	SC190Q01JA01 <input type="radio"/>	SC190Q01JA02 <input type="radio"/>
The use of mobile phones is not allowed on the school premises.	SC190Q02JA01 <input type="radio"/>	SC190Q02JA02 <input type="radio"/>
The school has formal guidelines for the use of digital devices for teaching and learning in specific subjects.	SC190Q05JA01 <input type="radio"/>	SC190Q05JA02 <input type="radio"/>
Teachers establish rules for when students may use digital devices during lessons.	SC190Q06JA01 <input type="radio"/>	SC190Q06JA02 <input type="radio"/>
Teachers establish rules in collaboration with students about their use of digital resources at school or in class.	SC190Q07JA01 <input type="radio"/>	SC190Q07JA02 <input type="radio"/>
The school has a specific programme to prepare students for responsible Internet behaviour.	SC190Q08JA01 <input type="radio"/>	SC190Q08JA02 <input type="radio"/>
The school has a specific policy about using social networks (e.g. Facebook®) in teaching and learning.	SC190Q09JA01 <input type="radio"/>	SC190Q09JA02 <input type="radio"/>
The school has a specific programme to promote collaboration on the use of digital devices among teachers.	SC190Q10JA01 <input type="radio"/>	SC190Q10JA02 <input type="radio"/>
The school has a scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices.	SC190Q11JA01 <input type="radio"/>	SC190Q11JA02 <input type="radio"/>

SC190

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.)

	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 mathematics subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q11JA01 <input type="radio"/>	SC037Q11JA02 <input type="radio"/>	SC037Q11JA03 <input type="radio"/>

SC037

Thinking about the last external evaluation in your school: Did the following occur?

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

(Please select one response in each row.)

	Yes	No	Not applicable
The results of external evaluation led to changes in school policies.	SC200Q01JA01 <input type="radio"/>	SC200Q01JA02 <input type="radio"/>	SC200Q01JA03 <input type="radio"/>
We used the information to plan specific action for school development.	SC200Q02JA01 <input type="radio"/>	SC200Q02JA02 <input type="radio"/>	SC200Q02JA03 <input type="radio"/>
We used the information to plan specific action for the improvement of teaching.	SC200Q03JA01 <input type="radio"/>	SC200Q03JA02 <input type="radio"/>	SC200Q03JA03 <input type="radio"/>
We put measures derived from the results of external evaluations into practice.	SC200Q04JA01 <input type="radio"/>	SC200Q04JA02 <input type="radio"/>	SC200Q04JA03 <input type="radio"/>

During the 2021-2022 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.)

	Yes	No
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"/>

SC032

What impact did appraisals of teachers at your school have on any of the following?

(Please select one response in each row.)

	No impact	Small impact	Moderate impact	Large impact
A change in salary	SC193Q01WA01 <input type="radio"/>	SC193Q01WA02 <input type="radio"/>	SC193Q01WA03 <input type="radio"/>	SC193Q01WA04 <input type="radio"/>
A financial bonus or another kind of monetary reward	SC193Q02WA01 <input type="radio"/>	SC193Q02WA02 <input type="radio"/>	SC193Q02WA03 <input type="radio"/>	SC193Q02WA04 <input type="radio"/>
Opportunities for professional development activities	SC193Q03WA01 <input type="radio"/>	SC193Q03WA02 <input type="radio"/>	SC193Q03WA03 <input type="radio"/>	SC193Q03WA04 <input type="radio"/>
A change in the likelihood of career advancement	SC193Q04WA01 <input type="radio"/>	SC193Q04WA02 <input type="radio"/>	SC193Q04WA03 <input type="radio"/>	SC193Q04WA04 <input type="radio"/>
Public recognition from you	SC193Q05WA01 <input type="radio"/>	SC193Q05WA02 <input type="radio"/>	SC193Q05WA03 <input type="radio"/>	SC193Q05WA04 <input type="radio"/>
Changes in work responsibilities that make the job more attractive	SC193Q06WA01 <input type="radio"/>	SC193Q06WA02 <input type="radio"/>	SC193Q06WA03 <input type="radio"/>	SC193Q06WA04 <input type="radio"/>
A role in school development initiatives (e.g. curriculum development group, development of school objectives)	SC193Q07WA01 <input type="radio"/>	SC193Q07WA02 <input type="radio"/>	SC193Q07WA03 <input type="radio"/>	SC193Q07WA04 <input type="radio"/>

SC193

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	<div>SC025Q01NA01</div> <div>0%100%</div>
Staff who teach mathematics at your school	<div>SC025Q02NA01</div> <div>0%100%</div>

Rule: IF ^SC025Q01NA01 = "" OR ^SC025Q02NA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC025E01

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
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"/>

SC027

Which of the following types of in-house professional development exist for staff who teach mathematics at your school?

(Please select one response in each row.)

	Yes	No
Our school invites specialists to conduct in-service training for mathematics teachers.	SC183Q02JA01 <input type="radio"/>	SC183Q02JA02 <input type="radio"/>
Our school organises in-service workshops, which deal with specific issues that our mathematics teachers face.	SC183Q03JA01 <input type="radio"/>	SC183Q03JA02 <input type="radio"/>
Our school organises in-service workshops for specific mathematics teachers (e.g. newly appointed teachers).	SC183Q04JA01 <input type="radio"/>	SC183Q04JA02 <input type="radio"/>

Does your school offer professional development to mathematics teachers in any of the following?

(Please select one response in each row.)

	Yes	No
Mathematics content	SC184Q01JA01 <input type="radio"/>	SC184Q01JA02 <input type="radio"/>
Mathematics pedagogy/instruction	SC184Q02JA01 <input type="radio"/>	SC184Q02JA02 <input type="radio"/>
Mathematics curriculum	SC184Q03JA01 <input type="radio"/>	SC184Q03JA02 <input type="radio"/>
Integrating digital resources into mathematics instruction	SC184Q04JA01 <input type="radio"/>	SC184Q04JA02 <input type="radio"/>
Improving students' critical thinking or problem solving skills	SC184Q05JA01 <input type="radio"/>	SC184Q05JA02 <input type="radio"/>
Mathematics assessment	SC184Q06JA01 <input type="radio"/>	SC184Q06JA02 <input type="radio"/>
Addressing individual students' needs (e.g. differentiated learning, differentiated instruction)	SC184Q07JA01 <input type="radio"/>	SC184Q07JA02 <input type="radio"/>

SC184

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

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
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"/>
A lack of digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q09JA01 <input type="radio"/>	SC017Q09JA02 <input type="radio"/>	SC017Q09JA03 <input type="radio"/>	SC017Q09JA04 <input type="radio"/>
Inadequate or poor quality digital resources (e.g. desktop or laptop computers, internet access, learning management systems or school learning platforms)	SC017Q10JA01 <input type="radio"/>	SC017Q10JA02 <input type="radio"/>	SC017Q10JA03 <input type="radio"/>	SC017Q10JA04 <input type="radio"/>

SC017

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

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
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"/>

SC061

To what extent is each of the following behaviours a problem in your school?

(Please select one response in each row.)

	Not at all	Small extent	Moderate extent	Large extent
Bad language	SC172Q02JA01 <input type="radio"/>	SC172Q02JA02 <input type="radio"/>	SC172Q02JA03 <input type="radio"/>	SC172Q02JA04 <input type="radio"/>
Vandalism	SC172Q03JA01 <input type="radio"/>	SC172Q03JA02 <input type="radio"/>	SC172Q03JA03 <input type="radio"/>	SC172Q03JA04 <input type="radio"/>
Theft	SC172Q04JA01 <input type="radio"/>	SC172Q04JA02 <input type="radio"/>	SC172Q04JA03 <input type="radio"/>	SC172Q04JA04 <input type="radio"/>
Intimidation or verbal abuse among students (including texting, emailing, etc.)	SC172Q05JA01 <input type="radio"/>	SC172Q05JA02 <input type="radio"/>	SC172Q05JA03 <input type="radio"/>	SC172Q05JA04 <input type="radio"/>
Physical injury caused by students to other students	SC172Q06JA01 <input type="radio"/>	SC172Q06JA02 <input type="radio"/>	SC172Q06JA03 <input type="radio"/>	SC172Q06JA04 <input type="radio"/>
Intimidation or verbal abuse of teachers or non-teaching staff (including texting, emailing, etc.)	SC172Q07JA01 <input type="radio"/>	SC172Q07JA02 <input type="radio"/>	SC172Q07JA03 <input type="radio"/>	SC172Q07JA04 <input type="radio"/>

During the 2021-2022 school year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for teaching support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

	Never or hardly ever	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day
They helped students of different backgrounds to recognise the similarities that exist between them.	SC173Q01JA01 <input type="radio"/>	SC173Q01JA02 <input type="radio"/>	SC173Q01JA03 <input type="radio"/>	SC173Q01JA04 <input type="radio"/>	SC173Q01JA05 <input type="radio"/>
They encouraged students of different backgrounds to resolve disagreements by finding common ground.	SC173Q02JA01 <input type="radio"/>	SC173Q02JA02 <input type="radio"/>	SC173Q02JA03 <input type="radio"/>	SC173Q02JA04 <input type="radio"/>	SC173Q02JA05 <input type="radio"/>
They supported activities or organisations that encourage students' expression of diverse identities.	SC173Q03JA01 <input type="radio"/>	SC173Q03JA02 <input type="radio"/>	SC173Q03JA03 <input type="radio"/>	SC173Q03JA04 <input type="radio"/>	SC173Q03JA05 <input type="radio"/>
They taught students how to respond to discrimination.	SC173Q04JA01 <input type="radio"/>	SC173Q04JA02 <input type="radio"/>	SC173Q04JA03 <input type="radio"/>	SC173Q04JA04 <input type="radio"/>	SC173Q04JA05 <input type="radio"/>
They taught students to be inclusive of others with different backgrounds.	SC173Q05JA01 <input type="radio"/>	SC173Q05JA02 <input type="radio"/>	SC173Q05JA03 <input type="radio"/>	SC173Q05JA04 <input type="radio"/>	SC173Q05JA05 <input type="radio"/>
They provided additional support for students from disadvantaged backgrounds.	SC173Q06JA01 <input type="radio"/>	SC173Q06JA02 <input type="radio"/>	SC173Q06JA03 <input type="radio"/>	SC173Q06JA04 <input type="radio"/>	SC173Q06JA05 <input type="radio"/>

SC173

During the 2021-2022 school year, what proportion of students' parents or guardians 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.)

Discussed their child's behaviour with a teacher on the parents' or guardians' own initiative	<div>SC064Q05WA01</div> <div>0%100%</div>
Discussed their child's behaviour on the initiative of one of their child's teachers	<div>SC064Q06WA01</div> <div>0%100%</div>
Discussed their child's progress with a teacher on the parents' or guardians' own initiative	<div>SC064Q01TA01</div> <div>0%100%</div>
Discussed their child's progress on the initiative of one of their child's teachers.	<div>SC064Q02TA01</div> <div>0%100%</div>
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip).	<div>SC064Q04NA01</div> <div>0%100%</div>
Participated in local school government (e.g. parent council or school management committee).	<div>SC064Q03TA01</div> <div>0%100%</div>
Assisted in fundraising for the school	<div>SC064Q07WA01</div> <div>0%100%</div>

SC064

Rule: IF ^SC064Q05WA01 = "" OR ^SC064Q06WA01 = "" OR ^SC064Q01TA01 = "" OR ^SC064Q02TA01 = "" OR ^SC064Q04NA01 = "" OR ^SC064Q03TA01 = "" OR ^SC064Q07WA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC064E01

During the 2021-2022 school year, how often has the school staff done each of the following?

(Staff includes teachers, personnel for teaching support, school administrative personnel, and school management personnel.)

(Please select one response in each row.)

	Never or hardly ever	A few times a year	A few times a month	Once a week or more
Invited parents or guardians to volunteer for school activities	SC192Q01JA01 <input type="radio"/>	SC192Q01JA02 <input type="radio"/>	SC192Q01JA03 <input type="radio"/>	SC192Q01JA04 <input type="radio"/>
Initiated communications with parents or guardians about school programmes	SC192Q02JA01 <input type="radio"/>	SC192Q02JA02 <input type="radio"/>	SC192Q02JA03 <input type="radio"/>	SC192Q02JA04 <input type="radio"/>
Initiated communications with parents or guardians about their child's progress	SC192Q03JA01 <input type="radio"/>	SC192Q03JA02 <input type="radio"/>	SC192Q03JA03 <input type="radio"/>	SC192Q03JA04 <input type="radio"/>
Included parents or guardians in making school decisions	SC192Q04JA01 <input type="radio"/>	SC192Q04JA02 <input type="radio"/>	SC192Q04JA03 <input type="radio"/>	SC192Q04JA04 <input type="radio"/>
Provided information to parents or guardians about how to help students with homework and other curriculum-related activities	SC192Q05JA01 <input type="radio"/>	SC192Q05JA02 <input type="radio"/>	SC192Q05JA03 <input type="radio"/>	SC192Q05JA04 <input type="radio"/>
Provided information to parents or guardians about how to help students improve their skills in mathematics	SC192Q06JA01 <input type="radio"/>	SC192Q06JA02 <input type="radio"/>	SC192Q06JA03 <input type="radio"/>	SC192Q06JA04 <input type="radio"/>

How many minutes, on average, are there in a class for Third Year students taking the following subjects?

(Please move the slider to the number of minutes per class.)

Mathematics	<div>SC175Q01JA01</div> <div>0120 or more</div>
Average minutes in a class across all subjects, including mathematics	<div>SC175Q02JA01</div> <div>0120 or more</div>

Rule: IF ^SC175Q01JA01 = "" OR ^SC175Q02JA01 = ""

Message: To enter a response of "0" (zero) for a question, please move the slider to the "0" position on the scale.

SC175E01

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

(Please select one response.)

15 students or fewer	SC176Q01JA01 <input type="radio"/>
16-20 students	SC176Q01JA02 <input type="radio"/>
21-25 students	SC176Q01JA03 <input type="radio"/>
26-30 students	SC176Q01JA04 <input type="radio"/>
31-35 students	SC176Q01JA05 <input type="radio"/>
36-40 students	SC176Q01JA06 <input type="radio"/>
41-45 students	SC176Q01JA07 <input type="radio"/>
46-50 students	SC176Q01JA08 <input type="radio"/>
More than 50 students	SC176Q01JA09 <input type="radio"/>

SC176

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"/>

SC003

How many foreign languages are being taught at your school in 2022-2023?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses in 2022-2023.)

Number of foreign languages	SC174Q01JA01
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In the 2022-2023 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"/>
Mathematics club	SC053Q05NA01 <input type="radio"/>	SC053Q05NA02 <input type="radio"/>
Mathematics competitions, e.g. Irish Mathematics Olympiad	SC053Q06NA01 <input type="radio"/>	SC053Q06NA02 <input type="radio"/>
Chess club	SC053Q07TA01 <input type="radio"/>	SC053Q07TA02 <input type="radio"/>
Club with a focus on computers (e.g. programming or coding)	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"/>
Student governance (e.g. student council or Green-Schools committee)	SC053Q11TA01 <input type="radio"/>	SC053Q11TA02 <input type="radio"/>

SC053

For students in Third Year, does your school provide the following study help?

(Please select one response in each row.)

	Yes	No
Room(s) where the students can do their homework	SC212Q01JA01 <input type="radio"/>	SC212Q01JA02 <input type="radio"/>
Staff help with homework	SC212Q02JA01 <input type="radio"/>	SC212Q02JA02 <input type="radio"/>
Peer-to-peer tutoring	SC212Q03JA01 <input type="radio"/>	SC212Q03JA02 <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.)

	Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
Mandatory standardised tests, e.g. the Junior Certificate Examination/Junior Cycle Profile of Achievement	SC034Q01NA01 <input type="radio"/>	SC034Q01NA02 <input type="radio"/>	SC034Q01NA03 <input type="radio"/>	SC034Q01NA04 <input type="radio"/>	SC034Q01NA05 <input type="radio"/>
Publically or commercially available non-mandatory standardised tests (e.g. the Drumcondra Reasoning Test, DRT; the Cognitive Abilities Test, CAT)	SC034Q02NA01 <input type="radio"/>	SC034Q02NA02 <input type="radio"/>	SC034Q02NA03 <input type="radio"/>	SC034Q02NA04 <input type="radio"/>	SC034Q02NA05 <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"/>

Rule: IF ((^SC034Q01NA =02) OR (^SC034Q01NA=03) OR (^SC034Q01NA=04) OR (^SC034Q01NA=05) OR (^SC034Q02NA=02) OR (^SC034Q02NA=03) OR (^SC034Q02NA=04) OR (^SC034Q02NA=05) OR (^SC034Q03TA=02) OR (^SC034Q03TA=03) OR (^SC034Q03TA=04) OR (^SC034Q03TA=05)) THEN GOTO ^SC035 ELSE GOTO ^SC042

Message:

SC034R01

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.)

	Standardised tests	Teacher-developed tests
To guide students’ learning (i.e. assessment for learning)	SC035Q01NA Select... Yes No	SC035Q01NB Select... Yes No
To inform parents or guardians about their child’s progress	SC035Q02TA Select... Yes No	SC035Q02TB Select... Yes No
To make decisions about students’ retention or promotion	SC035Q03TA Select... Yes No	SC035Q03TB Select... Yes No
To group students for instructional purposes	SC035Q04TA Select... Yes No	SC035Q04TB Select... Yes No
To compare the school to national performance	SC035Q05TA Select... Yes No	SC035Q05TB Select... Yes No
To monitor the school’s progress from year to year	SC035Q06TA Select... Yes No	SC035Q06TB Select... Yes No
To make judgements about teachers’ effectiveness	SC035Q07TA Select... Yes No	SC035Q07TB Select... Yes No
To identify aspects of instruction or the curriculum that could be improved	SC035Q08TA Select... Yes No	SC035Q08TB Select... Yes No
To adapt teaching to the students’ needs	SC035Q09NA Select... Yes No	SC035Q09NB Select... Yes No
To compare the school with other schools	SC035Q10TA Select... Yes No	SC035Q10TB Select... Yes No

		Standardised tests	Teacher-developed tests
To award certificates to students		<div> <div>SC035Q11NA</div> <div>Select...</div> <div>Yes</div> <div>No</div> </div>	<div> <div>SC035Q11NB</div> <div>Select...</div> <div>Yes</div> <div>No</div> </div>

SC035

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.)

	For all subjects	For some subjects	Not for any subject
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"/>

Schools sometimes organise instruction differently for students with different abilities and interests in mathematics.

Which of the following options describe what your school does for Third Year students in mathematics classes?

(Please select one response in each row.)

	For all classes	For some classes	Not for any classes
Mathematics classes study similar content, but at different levels of difficulty.	SC187Q01WA01 <input type="radio"/>	SC187Q01WA02 <input type="radio"/>	SC187Q01WA03 <input type="radio"/>
Different classes study different content or sets of mathematics topics that have different levels of difficulty.	SC187Q02WA01 <input type="radio"/>	SC187Q02WA02 <input type="radio"/>	SC187Q02WA03 <input type="radio"/>
Students are grouped by ability within their mathematics classes.	SC187Q03WA01 <input type="radio"/>	SC187Q03WA02 <input type="radio"/>	SC187Q03WA03 <input type="radio"/>
In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e. students are not grouped by ability).	SC187Q04WA01 <input type="radio"/>	SC187Q04WA02 <input type="radio"/>	SC187Q04WA03 <input type="radio"/>

Who has the main responsibility for the following decisions at your school?

(Please select one response in each row.)

	Student	Parent(s) or Guardian(s)	School staff	Not applicable
Determining a student's mathematics course(s)	SC177Q01JA01 <input type="radio"/>	SC177Q01JA02 <input type="radio"/>	SC177Q01JA03 <input type="radio"/>	SC177Q01JA04 <input type="radio"/>
Determining the level of difficulty of a student's mathematics course(s)	SC177Q02JA01 <input type="radio"/>	SC177Q02JA02 <input type="radio"/>	SC177Q02JA03 <input type="radio"/>	SC177Q02JA04 <input type="radio"/>
Determining the number of mathematics courses or classes that a student takes	SC177Q03JA01 <input type="radio"/>	SC177Q03JA02 <input type="radio"/>	SC177Q03JA03 <input type="radio"/>	SC177Q03JA04 <input type="radio"/>

To what extent do the following resources influence how your school's mathematics programme is structured?

(Please select one response in each row.)

	Not at all	Small extent	Moderate extent	Large extent
Local curriculum standards or curriculum guides (e.g. provided by the ETB)	SC188C01JA01 <input type="radio"/>	SC188C01JA02 <input type="radio"/>	SC188C01JA03 <input type="radio"/>	SC188C01JA04 <input type="radio"/>
National curriculum standards or frameworks (e.g. provided by the NCCA or DES)	SC188C02JA01 <input type="radio"/>	SC188C02JA02 <input type="radio"/>	SC188C02JA03 <input type="radio"/>	SC188C02JA04 <input type="radio"/>
In-school curriculum frameworks and standards for learning	SC188C03JA01 <input type="radio"/>	SC188C03JA02 <input type="radio"/>	SC188C03JA03 <input type="radio"/>	SC188C03JA04 <input type="radio"/>
Results from local assessments	SC188C04JA01 <input type="radio"/>	SC188C04JA02 <input type="radio"/>	SC188C04JA03 <input type="radio"/>	SC188C04JA04 <input type="radio"/>
Results from assessments at a national level (e.g. Junior Cert./Junior Cycle Profile of Achievement)	SC188C05JA01 <input type="radio"/>	SC188C05JA02 <input type="radio"/>	SC188C05JA03 <input type="radio"/>	SC188C05JA04 <input type="radio"/>
Recommendations from school mathematics department	SC188C06JA01 <input type="radio"/>	SC188C06JA02 <input type="radio"/>	SC188C06JA03 <input type="radio"/>	SC188C06JA04 <input type="radio"/>
Discretion of individual teachers	SC188C07JA01 <input type="radio"/>	SC188C07JA02 <input type="radio"/>	SC188C07JA03 <input type="radio"/>	SC188C07JA04 <input type="radio"/>
Results from school assessments (e.g. quizzes or tests created by teachers)	SC188C08JA01 <input type="radio"/>	SC188C08JA02 <input type="radio"/>	SC188C08JA03 <input type="radio"/>	SC188C08JA04 <input type="radio"/>
Commercially designed programmes	SC188C09JA01 <input type="radio"/>	SC188C09JA02 <input type="radio"/>	SC188C09JA03 <input type="radio"/>	SC188C09JA04 <input type="radio"/>

Generally, in your school, how often are students in Third Year assessed in mathematics 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.)

	Never	1-2 times a year	3-5 times a year	Monthly	More than once a month
Mandatory standardised tests in mathematics, e.g. the Junior Certificate Examination/Junior Cycle Profile of Achievement	SC195Q01JA01 <input type="radio"/>	SC195Q01JA02 <input type="radio"/>	SC195Q01JA03 <input type="radio"/>	SC195Q01JA04 <input type="radio"/>	SC195Q01JA05 <input type="radio"/>
Publicly or commercially available non-mandatory standardised tests (e.g. the Drumcondra Post-Primary Maths Test, DPPMT; the Progress Test in Maths, PTM)	SC195Q02JA01 <input type="radio"/>	SC195Q02JA02 <input type="radio"/>	SC195Q02JA03 <input type="radio"/>	SC195Q02JA04 <input type="radio"/>	SC195Q02JA05 <input type="radio"/>
Teacher-developed or teacher instigated mathematics tests (this can include mock examinations)	SC195Q03JA01 <input type="radio"/>	SC195Q03JA02 <input type="radio"/>	SC195Q03JA03 <input type="radio"/>	SC195Q03JA04 <input type="radio"/>	SC195Q03JA05 <input type="radio"/>
Teachers' overall ratings (judgements) in mathematics	SC195Q04JA01 <input type="radio"/>	SC195Q04JA02 <input type="radio"/>	SC195Q04JA03 <input type="radio"/>	SC195Q04JA04 <input type="radio"/>	SC195Q04JA05 <input type="radio"/>

In your school, are mathematics achievement data used in the following ways?

Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.
(Please select one response in each row.)

	Yes	No
Mathematics achievement data are posted publicly (e.g. in the media)	SC198Q01JA01 <input type="radio"/>	SC198Q01JA02 <input type="radio"/>
Mathematics achievement data are tracked over time by an administrative authority	SC198Q02JA01 <input type="radio"/>	SC198Q02JA02 <input type="radio"/>
Mathematics achievement data are provided directly to parents or guardians	SC198Q03JA01 <input type="radio"/>	SC198Q03JA02 <input type="radio"/>

Thinking about students' last school report: Approximately what percentage of the students in Third Year received the following types of grades in Mathematics?

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

	%
Grades at or above the pass grade	SC178Q01JA01 <input type="text"/>
Grades below the pass grade	SC178Q02JA01 <input type="text"/>

Rule: IF ((^SC178Q01JA01 + ^SC178Q02JA01) != 100)

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

SC178E01

Does your school offer additional mathematics classes apart from mathematics classes offered during the usual school hours?

(Please select one response.)

Yes	SC180Q01JA01 <input type="radio"/>
No	SC180Q01JA02 <input type="radio"/>

Rule: IF (^SC180Q01JA=02) THEN GOTO ^SC189 ELSE GOTO ^SC181
Message:

SC180R01

What types of additional mathematics classes are offered?

(Please select one response in each row.)

	Yes	No
Enrichment	SC181Q01JA01 <input type="radio"/>	SC181Q01JA02 <input type="radio"/>
Learning Support	SC181Q02JA01 <input type="radio"/>	SC181Q02JA02 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC181Q03JA01 <input type="radio"/>	SC181Q03JA02 <input type="radio"/>

Do the following statements apply in your school?

A policy refers to established rules or procedures.

(Please select one response in each row.)

	Yes	No
The school has a policy on how to use digital devices in mathematics instruction (e.g. amount of computer use in mathematics lessons, use of specific mathematics computer programs).	SC189Q02WA01 <input type="radio"/>	SC189Q02WA02 <input type="radio"/>
All Third Year mathematics classes in the school use the same textbook.	SC189Q03WA01 <input type="radio"/>	SC189Q03WA02 <input type="radio"/>
Mathematics teachers in the school follow a standardised curriculum that specifies content at least on a monthly basis.	SC189Q04WA01 <input type="radio"/>	SC189Q04WA02 <input type="radio"/>
The school has a specific policy to encourage the teaching and learning of social and emotional skills.	SC189Q01JA01 <input type="radio"/>	SC189Q01JA02 <input type="radio"/>
There is a mission statement describing the social and emotional skills we aim to foster in our school.	SC189Q05JA01 <input type="radio"/>	SC189Q05JA02 <input type="radio"/>
Teachers are asked to evaluate students' social and emotional skills as a part of their marking.	SC189Q06JA01 <input type="radio"/>	SC189Q06JA02 <input type="radio"/>

Does your school offer career guidance to students in Third Year?

(Please select one response.)

Yes	SC169Q01JA01 <input type="radio"/>
No	SC169Q01JA02 <input type="radio"/>

Rule: IF (^SC169Q01JA = 01) THEN GOTO ^SC210 ELSE GOTO ^SC171
Message:

SC169R01

Which of the statements below best describes the situation for students in Third Year at your school?

(Please select one response.)

Career guidance is sought voluntarily by students.	SC210Q01JA01 <input type="radio"/>
Career guidance is formally scheduled into students' time at school.	SC210Q01JA02 <input type="radio"/>

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

(Please select one response.)

All teachers share the responsibility for career guidance.	SC170Q01JA01 <input type="radio"/>
Certain teachers have the main responsibility for career guidance.	SC170Q01JA02 <input type="radio"/>
One or more career guidance counsellors employed at school have the main responsibility for career guidance.	SC170Q01JA03 <input type="radio"/>
One or more career guidance counsellors who regularly visit the school have the main responsibility for career guidance.	SC170Q01JA04 <input type="radio"/>

Does your school provide the following types of information to students in Third Year?

(Please select one response in each row.)

	Yes	No
Information about work experience	SC171Q01JA01 <input type="radio"/>	SC171Q01JA02 <input type="radio"/>
Information about future careers	SC171Q02JA01 <input type="radio"/>	SC171Q02JA02 <input type="radio"/>
Information about future educational opportunities	SC171Q03JA01 <input type="radio"/>	SC171Q03JA02 <input type="radio"/>
Information about student financing (e.g. student loans or grants)	SC171Q04JA01 <input type="radio"/>	SC171Q04JA02 <input type="radio"/>

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

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
You can train someone to be creative.	SC204Q01JA01 <input type="radio"/>	SC204Q01JA02 <input type="radio"/>	SC204Q01JA03 <input type="radio"/>	SC204Q01JA04 <input type="radio"/>
People can be creative if they keep trying.	SC204Q02JA01 <input type="radio"/>	SC204Q02JA02 <input type="radio"/>	SC204Q02JA03 <input type="radio"/>	SC204Q02JA04 <input type="radio"/>
There are many different ways to be creative.	SC204Q05JA01 <input type="radio"/>	SC204Q05JA02 <input type="radio"/>	SC204Q05JA03 <input type="radio"/>	SC204Q05JA04 <input type="radio"/>
It is possible to be creative in nearly any subject.	SC204Q06JA01 <input type="radio"/>	SC204Q06JA02 <input type="radio"/>	SC204Q06JA03 <input type="radio"/>	SC204Q06JA04 <input type="radio"/>

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

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Teachers in our school give students enough time to come up with creative solutions for assignments.	SC205Q01JA01 <input type="radio"/>	SC205Q01JA02 <input type="radio"/>	SC205Q01JA03 <input type="radio"/>	SC205Q01JA04 <input type="radio"/>
Teachers in our school value students' creativity.	SC205Q02JA01 <input type="radio"/>	SC205Q02JA02 <input type="radio"/>	SC205Q02JA03 <input type="radio"/>	SC205Q02JA04 <input type="radio"/>
Class activities in our school help students think about new ways to solve complex tasks.	SC205Q03JA01 <input type="radio"/>	SC205Q03JA02 <input type="radio"/>	SC205Q03JA03 <input type="radio"/>	SC205Q03JA04 <input type="radio"/>
Mathematics assignments at our school require students to come up with different solutions for a complex task.	SC205Q05JA01 <input type="radio"/>	SC205Q05JA02 <input type="radio"/>	SC205Q05JA03 <input type="radio"/>	SC205Q05JA04 <input type="radio"/>
Teachers in our school encourage students to come up with original answers.	SC205Q06JA01 <input type="radio"/>	SC205Q06JA02 <input type="radio"/>	SC205Q06JA03 <input type="radio"/>	SC205Q06JA04 <input type="radio"/>
At our school, students are given a chance to express their ideas.	SC205Q07JA01 <input type="radio"/>	SC205Q07JA02 <input type="radio"/>	SC205Q07JA03 <input type="radio"/>	SC205Q07JA04 <input type="radio"/>

SC205

Is each activity below offered at your school? If so, how often is it offered?

(Please select one response in each row.)

	Never or hardly ever	About once or twice a year	About once or twice a month	About once or twice a week	Every day or almost every day	Not available at our school
Art classes/activities (e.g. painting, drawing)	SC207Q01JA0 1 <input type="radio"/>	SC207Q01JA0 2 <input type="radio"/>	SC207Q01JA0 3 <input type="radio"/>	SC207Q01JA0 4 <input type="radio"/>	SC207Q01JA0 5 <input type="radio"/>	SC207Q01JA0 6 <input type="radio"/>
Creative writing classes/activities	SC207Q02JA0 1 <input type="radio"/>	SC207Q02JA0 2 <input type="radio"/>	SC207Q02JA0 3 <input type="radio"/>	SC207Q02JA0 4 <input type="radio"/>	SC207Q02JA0 5 <input type="radio"/>	SC207Q02JA0 6 <input type="radio"/>
Music classes/activities (e.g. choir, band)	SC207Q03JA0 1 <input type="radio"/>	SC207Q03JA0 2 <input type="radio"/>	SC207Q03JA0 3 <input type="radio"/>	SC207Q03JA0 4 <input type="radio"/>	SC207Q03JA0 5 <input type="radio"/>	SC207Q03JA0 6 <input type="radio"/>
Debating	SC207Q04JA0 1 <input type="radio"/>	SC207Q04JA0 2 <input type="radio"/>	SC207Q04JA0 3 <input type="radio"/>	SC207Q04JA0 4 <input type="radio"/>	SC207Q04JA0 5 <input type="radio"/>	SC207Q04JA0 6 <input type="radio"/>
Drama, theatre class/activities	SC207Q05JA0 1 <input type="radio"/>	SC207Q05JA0 2 <input type="radio"/>	SC207Q05JA0 3 <input type="radio"/>	SC207Q05JA0 4 <input type="radio"/>	SC207Q05JA0 5 <input type="radio"/>	SC207Q05JA0 6 <input type="radio"/>
Publications (e.g. newspaper, yearbooks, literary magazine)	SC207Q06JA0 1 <input type="radio"/>	SC207Q06JA0 2 <input type="radio"/>	SC207Q06JA0 3 <input type="radio"/>	SC207Q06JA0 4 <input type="radio"/>	SC207Q06JA0 5 <input type="radio"/>	SC207Q06JA0 6 <input type="radio"/>
Science club	SC207Q07JA0 1 <input type="radio"/>	SC207Q07JA0 2 <input type="radio"/>	SC207Q07JA0 3 <input type="radio"/>	SC207Q07JA0 4 <input type="radio"/>	SC207Q07JA0 5 <input type="radio"/>	SC207Q07JA0 6 <input type="radio"/>
Computer programming classes/activities	SC207Q08JA0 1 <input type="radio"/>	SC207Q08JA0 2 <input type="radio"/>	SC207Q08JA0 3 <input type="radio"/>	SC207Q08JA0 4 <input type="radio"/>	SC207Q08JA0 5 <input type="radio"/>	SC207Q08JA0 6 <input type="radio"/>

SC207

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

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Most students at my school are creative.	SC208Q01JA01 <input type="radio"/>	SC208Q01JA02 <input type="radio"/>	SC208Q01JA03 <input type="radio"/>	SC208Q01JA04 <input type="radio"/>
Most students at my school enjoy doing creative projects.	SC208Q02JA01 <input type="radio"/>	SC208Q02JA02 <input type="radio"/>	SC208Q02JA03 <input type="radio"/>	SC208Q02JA04 <input type="radio"/>
Most students at my school perform well when given the freedom to be creative.	SC208Q03JA01 <input type="radio"/>	SC208Q03JA02 <input type="radio"/>	SC208Q03JA03 <input type="radio"/>	SC208Q03JA04 <input type="radio"/>
Most students at my school enjoy work that is challenging.	SC208Q04JA01 <input type="radio"/>	SC208Q04JA02 <input type="radio"/>	SC208Q04JA03 <input type="radio"/>	SC208Q04JA04 <input type="radio"/>
Most students at my school enjoy learning new things.	SC208Q05JA01 <input type="radio"/>	SC208Q05JA02 <input type="radio"/>	SC208Q05JA03 <input type="radio"/>	SC208Q05JA04 <input type="radio"/>
Most students at my school perform well when given complex problems to solve.	SC208Q06JA01 <input type="radio"/>	SC208Q06JA02 <input type="radio"/>	SC208Q06JA03 <input type="radio"/>	SC208Q06JA04 <input type="radio"/>
Most students at my school are artistic.	SC208Q07JA01 <input type="radio"/>	SC208Q07JA02 <input type="radio"/>	SC208Q07JA03 <input type="radio"/>	SC208Q07JA04 <input type="radio"/>
Most students at my school are imaginative.	SC208Q08JA01 <input type="radio"/>	SC208Q08JA02 <input type="radio"/>	SC208Q08JA03 <input type="radio"/>	SC208Q08JA04 <input type="radio"/>
Most students at my school are able to think of many new ideas.	SC208Q09JA01 <input type="radio"/>	SC208Q09JA02 <input type="radio"/>	SC208Q09JA03 <input type="radio"/>	SC208Q09JA04 <input type="radio"/>

SC208

In the last three years, approximately how many school days was your school building closed to students because of the following reasons?

Please count the time that your school was closed to the majority of students.

Do not count the time that your school was scheduled to be closed for school holidays.

If your school had to close and reopen multiple times, please count all closing times.

(Please enter a number for each response. Enter "0" (zero) if the school building was not closed to students.)

Number of school days closed because of COVID-19:	<div>SC213Q01JA01</div> <div></div>
Number of school days closed for another reason (e.g. a natural disaster, strikes or demonstrations, air pollution):	<div>SC213Q02JA01</div> <div></div>

Rule: IF (^SC213Q01JA01 = 0) THEN GOTO ^SC155 ELSE GOTO ^SC214
Message:

SC213R01

During the time when your school building was closed to students because of COVID-19, how was instruction in your school organised?

(Please select one response in each row.)

	None of the classes	Less than half of the classes	About half of the classes	More than half of the classes	All or almost all of the classes
Classes were taught remotely using digital devices.	SC214Q01JA01 <input type="radio"/>	SC214Q01JA02 <input type="radio"/>	SC214Q01JA03 <input type="radio"/>	SC214Q01JA04 <input type="radio"/>	SC214Q01JA05 <input type="radio"/>
Students were asked to complete classes on their own based on materials distributed to them.	SC214Q02JA01 <input type="radio"/>	SC214Q02JA02 <input type="radio"/>	SC214Q02JA03 <input type="radio"/>	SC214Q02JA04 <input type="radio"/>	SC214Q02JA05 <input type="radio"/>
Classes were cancelled and not replaced by remote instruction.	SC214Q03JA01 <input type="radio"/>	SC214Q03JA02 <input type="radio"/>	SC214Q03JA03 <input type="radio"/>	SC214Q03JA04 <input type="radio"/>	SC214Q03JA05 <input type="radio"/>

During the time when your school building was closed to students because of COVID-19, did your school make the following resources available to students to support their learning?

(Please select one response in each row.)

	Yes	No
Paper textbooks, workbooks, or worksheets	SC215Q01JA01 <input type="radio"/>	SC215Q01JA02 <input type="radio"/>
Digital textbooks, workbooks, or worksheets	SC215Q02JA01 <input type="radio"/>	SC215Q02JA02 <input type="radio"/>
Real-time lessons by a teacher from my school on a video communication program (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams)	SC215Q03JA01 <input type="radio"/>	SC215Q03JA02 <input type="radio"/>
Recorded lessons or other digital material created by teachers from my school	SC215Q04JA01 <input type="radio"/>	SC215Q04JA02 <input type="radio"/>
Recorded lessons or other digital material created by others outside of school	SC215Q05JA01 <input type="radio"/>	SC215Q05JA02 <input type="radio"/>
Additional instructional resources for students with special learning needs	SC215Q06JA01 <input type="radio"/>	SC215Q06JA02 <input type="radio"/>
Additional instructional resources for students whose first language is different from English	SC215Q07JA01 <input type="radio"/>	SC215Q07JA02 <input type="radio"/>
Lessons broadcast over television or radio	SC215Q08JA01 <input type="radio"/>	SC215Q08JA02 <input type="radio"/>

SC215

During the time when your school building was closed to students because of COVID-19, to what extent was your school's capacity to provide remote instruction hindered by the following issues?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Lack of access to digital devices among students	SC216Q01JA01 <input type="radio"/>	SC216Q01JA02 <input type="radio"/>	SC216Q01JA03 <input type="radio"/>	SC216Q01JA04 <input type="radio"/>
Lack of access to digital devices among teachers	SC216Q02JA01 <input type="radio"/>	SC216Q02JA02 <input type="radio"/>	SC216Q02JA03 <input type="radio"/>	SC216Q02JA04 <input type="radio"/>
Lack of access to the Internet among students	SC216Q03JA01 <input type="radio"/>	SC216Q03JA02 <input type="radio"/>	SC216Q03JA03 <input type="radio"/>	SC216Q03JA04 <input type="radio"/>
Lack of access to the Internet among teachers	SC216Q04JA01 <input type="radio"/>	SC216Q04JA02 <input type="radio"/>	SC216Q04JA03 <input type="radio"/>	SC216Q04JA04 <input type="radio"/>
Lack of learning management systems or school learning platforms (e.g. Moodle®, Google® Classroom™)	SC216Q05JA01 <input type="radio"/>	SC216Q05JA02 <input type="radio"/>	SC216Q05JA03 <input type="radio"/>	SC216Q05JA04 <input type="radio"/>
Lack of educational materials for distance learning (e.g. textbooks, workbooks, worksheets, instructional videos)	SC216Q06JA01 <input type="radio"/>	SC216Q06JA02 <input type="radio"/>	SC216Q06JA03 <input type="radio"/>	SC216Q06JA04 <input type="radio"/>
Difficulty getting in touch with students while school buildings were closed	SC216Q07JA01 <input type="radio"/>	SC216Q07JA02 <input type="radio"/>	SC216Q07JA03 <input type="radio"/>	SC216Q07JA04 <input type="radio"/>
Shortage of teachers available to provide remote instruction	SC216Q08JA01 <input type="radio"/>	SC216Q08JA02 <input type="radio"/>	SC216Q08JA03 <input type="radio"/>	SC216Q08JA04 <input type="radio"/>
Lack of experience in providing remote instruction among teachers	SC216Q09JA01 <input type="radio"/>	SC216Q09JA02 <input type="radio"/>	SC216Q09JA03 <input type="radio"/>	SC216Q09JA04 <input type="radio"/>

During the time when your school building was closed to students because of COVID-19, were teachers in your school asked to do the following things?

(Please select one response in each row.)

	Yes	No
Communicate with students through written notes or letters	SC217Q01JA01 <input type="radio"/>	SC217Q01JA02 <input type="radio"/>
Communicate with students through email	SC217Q02JA01 <input type="radio"/>	SC217Q02JA02 <input type="radio"/>
Conduct virtual office hours or meetings with students	SC217Q03JA01 <input type="radio"/>	SC217Q03JA02 <input type="radio"/>
Answer students' questions over the phone	SC217Q04JA01 <input type="radio"/>	SC217Q04JA02 <input type="radio"/>
Initiate calls to students (e.g. phone, Skype™)	SC217Q05JA01 <input type="radio"/>	SC217Q05JA02 <input type="radio"/>
Ask parents or guardians for their help with their child's distance learning	SC217Q06JA01 <input type="radio"/>	SC217Q06JA02 <input type="radio"/>
Initiate communications (e.g. email, phone, Skype™) with parents or guardians about their child's progress	SC217Q07JA01 <input type="radio"/>	SC217Q07JA02 <input type="radio"/>
Provide information to parents or guardians about how to help their child with school work	SC217Q08JA01 <input type="radio"/>	SC217Q08JA02 <input type="radio"/>
Keep track of students' completion of distance learning assignments	SC217Q10JA01 <input type="radio"/>	SC217Q10JA02 <input type="radio"/>

SC217

During the time when your school building was closed to students because of COVID-19, did the school keep track of students' attendance in distance learning activities?

(Please select one response.)

Yes	SC218Q01JA01 <input type="radio"/>
No	SC218Q01JA02 <input type="radio"/>

SC218

Rule: IF (^SC218Q01JA = 01) THEN GOTO ^SC219 ELSE GOTO ^SC221
Message:

SC218R01

During the time when your school building was closed to students because of COVID-19, approximately what percentage of students attended distance learning activities in a typical week?

(Please select one response.)

0%	SC219Q01JA01 <input type="radio"/>
1% to 10%	SC219Q01JA02 <input type="radio"/>
11% to 20%	SC219Q01JA03 <input type="radio"/>
21% to 30%	SC219Q01JA04 <input type="radio"/>
31% to 40%	SC219Q01JA05 <input type="radio"/>
41% to 50%	SC219Q01JA06 <input type="radio"/>
51% to 60%	SC219Q01JA07 <input type="radio"/>
61% to 70%	SC219Q01JA08 <input type="radio"/>
71% to 80%	SC219Q01JA09 <input type="radio"/>
81% to 90%	SC219Q01JA10 <input type="radio"/>
91% to 100%	SC219Q01JA11 <input type="radio"/>

SC219

During the time when your school building was closed to students because of COVID-19, approximately what percentage of students did not attend any distance learning activities?

If your school closed multiple times because of COVID-19, please provide the approximate mean percentage across all instances.

(Please select one response.)

0%	SC220Q01JA01 <input type="radio"/>
1% to 10%	SC220Q01JA02 <input type="radio"/>
11% to 20%	SC220Q01JA03 <input type="radio"/>
21% to 30%	SC220Q01JA04 <input type="radio"/>
31% to 40%	SC220Q01JA05 <input type="radio"/>
41% to 50%	SC220Q01JA06 <input type="radio"/>
51% to 60%	SC220Q01JA07 <input type="radio"/>
61% to 70%	SC220Q01JA08 <input type="radio"/>
71% to 80%	SC220Q01JA09 <input type="radio"/>
81% to 90%	SC220Q01JA10 <input type="radio"/>
91% to 100%	SC220Q01JA11 <input type="radio"/>

SC220

During the time when your school building was closed to students because of COVID-19, were the following resources used to support teachers in providing remote instruction?

(Please select one response in each row.)

	Yes	No
Regular meetings with other teachers and staff	SC221Q01JA01 <input type="radio"/>	SC221Q01JA02 <input type="radio"/>
Online platforms and tools for self-directed or collaborative learning (e.g. online forums, discussion boards, professional communities)	SC221Q02JA01 <input type="radio"/>	SC221Q02JA02 <input type="radio"/>
Tools that help teachers develop remote instruction plans (e.g. digital lesson planners, compiled resources and guides offered by organisations)	SC221Q03JA01 <input type="radio"/>	SC221Q03JA02 <input type="radio"/>
Professional development activities focused on how to provide remote instruction	SC221Q04JA01 <input type="radio"/>	SC221Q04JA02 <input type="radio"/>

During the time when your school building was closed to students because of COVID-19, to what extent did you feel your school was supported by the following groups?

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Department of Education	SC222Q01JA01 <input type="radio"/>	SC222Q01JA02 <input type="radio"/>	SC222Q01JA03 <input type="radio"/>	SC222Q01JA04 <input type="radio"/>
Education and Training Board	SC222Q03JA01 <input type="radio"/>	SC222Q03JA02 <input type="radio"/>	SC222Q03JA03 <input type="radio"/>	SC222Q03JA04 <input type="radio"/>
Students' parents or guardians	SC222Q04JA01 <input type="radio"/>	SC222Q04JA02 <input type="radio"/>	SC222Q04JA03 <input type="radio"/>	SC222Q04JA04 <input type="radio"/>
Private donors	SC222Q05JA01 <input type="radio"/>	SC222Q05JA02 <input type="radio"/>	SC222Q05JA03 <input type="radio"/>	SC222Q05JA04 <input type="radio"/>

Has your school taken any of the following actions to prepare for remote instruction?

(Please select one response in each row.)

	Yes, as a standard practice before COVID-19	Yes, in response to COVID-19	No
Training teaching staff on the use of video communication programs (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) for remote instruction	SC223Q01JA01 <input type="radio"/>	SC223Q01JA02 <input type="radio"/>	SC223Q01JA03 <input type="radio"/>
Training students on the use of video communication programs (e.g. Zoom™, Skype™, Google® Meet™, Microsoft® Teams) for remote instruction	SC223Q02JA01 <input type="radio"/>	SC223Q02JA02 <input type="radio"/>	SC223Q02JA03 <input type="radio"/>
Preparing digital material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q03JA01 <input type="radio"/>	SC223Q03JA02 <input type="radio"/>	SC223Q03JA03 <input type="radio"/>
Preparing paper-based material for remote instruction (e.g. reorganising existing resources, designing new resources)	SC223Q04JA01 <input type="radio"/>	SC223Q04JA02 <input type="radio"/>	SC223Q04JA03 <input type="radio"/>
Adapting existing curriculum plans for remote instruction (e.g. modifying course requirements, sequence of lessons, grading policies)	SC223Q05JA01 <input type="radio"/>	SC223Q05JA02 <input type="radio"/>	SC223Q05JA03 <input type="radio"/>
Preparing digital materials for assessing student learning via online assessment (e.g. quizzes, tests)	SC223Q06JA01 <input type="radio"/>	SC223Q06JA02 <input type="radio"/>	SC223Q06JA03 <input type="radio"/>
Compiling instructional resources for parents or guardians to support their child's learning outside the school	SC223Q07JA01 <input type="radio"/>	SC223Q07JA02 <input type="radio"/>	SC223Q07JA03 <input type="radio"/>
Ensuring that students have access to digital devices for remote instruction	SC223Q08JA01 <input type="radio"/>	SC223Q08JA02 <input type="radio"/>	SC223Q08JA03 <input type="radio"/>
Ensuring that teaching staff have access to digital resources for remote instruction	SC223Q09JA01 <input type="radio"/>	SC223Q09JA02 <input type="radio"/>	SC223Q09JA03 <input type="radio"/>
Preparing a plan for transitioning students and teachers from classroom-based instruction to remote instruction	SC223Q10JA01 <input type="radio"/>	SC223Q10JA02 <input type="radio"/>	SC223Q10JA03 <input type="radio"/>

SC223

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

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, tablet computers, or interactive whiteboards.)

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction.	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare lessons integrating digital devices.	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 devices are 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 devices in their teaching.	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficient qualified technical assistant staff.	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

SC155

Overall, how prepared do you feel your school is for providing remote instruction if your school building closed to students for an extended period in the future?

(Please select one response.)

Not prepared at all	SC224Q01JA01 <input type="radio"/>
Not very prepared	SC224Q01JA02 <input type="radio"/>
Well prepared	SC224Q01JA03 <input type="radio"/>
Very well prepared	SC224Q01JA04 <input type="radio"/>

SC224

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

(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
General exam pressure/stress	SC801C01JA0 1 <input type="radio"/>	SC801C01JA0 2 <input type="radio"/>	SC801C01JA0 3 <input type="radio"/>	SC801C01JA0 4 <input type="radio"/>
Pressure from parents on students to do well in their exams	SC801C02JA0 1 <input type="radio"/>	SC801C02JA0 2 <input type="radio"/>	SC801C02JA0 3 <input type="radio"/>	SC801C02JA0 4 <input type="radio"/>
Pressure from teachers on students to do well in their exams	SC801C03JA0 1 <input type="radio"/>	SC801C03JA0 2 <input type="radio"/>	SC801C03JA0 3 <input type="radio"/>	SC801C03JA0 4 <input type="radio"/>
Pressure from parents to participate in sport	SC801C04JA0 1 <input type="radio"/>	SC801C04JA0 2 <input type="radio"/>	SC801C04JA0 3 <input type="radio"/>	SC801C04JA0 4 <input type="radio"/>
Pressure from teachers to participate in sport	SC801C05JA0 1 <input type="radio"/>	SC801C05JA0 2 <input type="radio"/>	SC801C05JA0 3 <input type="radio"/>	SC801C05JA0 4 <input type="radio"/>
Bullying	SC801C06JA0 1 <input type="radio"/>	SC801C06JA0 2 <input type="radio"/>	SC801C06JA0 3 <input type="radio"/>	SC801C06JA0 4 <input type="radio"/>
Student isolation	SC801C07JA0 1 <input type="radio"/>	SC801C07JA0 2 <input type="radio"/>	SC801C07JA0 3 <input type="radio"/>	SC801C07JA0 4 <input type="radio"/>
Alcohol use	SC801C08JA0 1 <input type="radio"/>	SC801C08JA0 2 <input type="radio"/>	SC801C08JA0 3 <input type="radio"/>	SC801C08JA0 4 <input type="radio"/>
Legal or illegal drug use (e.g. illegal drugs, legal highs)	SC801C09JA0 1 <input type="radio"/>	SC801C09JA0 2 <input type="radio"/>	SC801C09JA0 3 <input type="radio"/>	SC801C09JA0 4 <input type="radio"/>
Poor emotional well-being or mental health	SC801C10JA0 1 <input type="radio"/>	SC801C10JA0 2 <input type="radio"/>	SC801C10JA0 3 <input type="radio"/>	SC801C10JA0 4 <input type="radio"/>

SC801

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)	SC802C01JA01 <input type="radio"/>	SC802C01JA02 <input type="radio"/>
There is a student support team in place (year heads, guidance counsellor and learning support co-ordinator)	SC802C02JA01 <input type="radio"/>	SC802C02JA02 <input type="radio"/>
Mental and emotional health education are a visible part of the SPHE curriculum and are implemented across junior and senior cycles	SC802C03JA01 <input type="radio"/>	SC802C03JA02 <input type="radio"/>
The school has a systematic approach to screening for social, emotional and behavioural difficulties (e.g. via NEPS)	SC802C04JA01 <input type="radio"/>	SC802C04JA02 <input type="radio"/>
Students are referred to external mental health support services where appropriate	SC802C05JA01 <input type="radio"/>	SC802C05JA02 <input type="radio"/>
Written records are kept of all incidents of bullying in the school	SC802C06JA01 <input type="radio"/>	SC802C06JA02 <input type="radio"/>
Notifications to the school of bullying taking place outside of school between students are recorded	SC802C07JA01 <input type="radio"/>	SC802C07JA02 <input type="radio"/>
Bullying incidents are monitored to identify patterns of bullying	SC802C08JA01 <input type="radio"/>	SC802C08JA02 <input type="radio"/>
There is input on student well-being from outside agencies (e.g. speakers and programmes)	SC802C09JA01 <input type="radio"/>	SC802C09JA02 <input type="radio"/>

SC802

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	SC803C01JA01 <input type="radio"/>	SC803C01JA02 <input type="radio"/>
Sanctions for poor attendance/punctuality	SC803C02JA01 <input type="radio"/>	SC803C02JA02 <input type="radio"/>
Rewards for good attendance/punctuality	SC803C03JA01 <input type="radio"/>	SC803C03JA02 <input type="radio"/>
Monitoring and evaluation of attendance records	SC803C04JA01 <input type="radio"/>	SC803C04JA02 <input type="radio"/>
Monitoring of internal truancy (e.g. attending registration and then skipping classes)	SC803C05JA01 <input type="radio"/>	SC803C05JA02 <input type="radio"/>
Follow up with parents if student is absent/late (e.g. same day call to parents)	SC803C06JA01 <input type="radio"/>	SC803C06JA02 <input type="radio"/>
Referral to support services (e.g. Educational Welfare Services) for persistent attendance/punctuality problems	SC803C07JA01 <input type="radio"/>	SC803C07JA02 <input type="radio"/>
Reintegration process after longer student absence	SC803C08JA01 <input type="radio"/>	SC803C08JA02 <input type="radio"/>
Developing a culture of attendance in school and community (e.g. newsletters)	SC803C09JA01 <input type="radio"/>	SC803C09JA02 <input type="radio"/>
Implemented student attendance policy	SC803C10JA01 <input type="radio"/>	SC803C10JA02 <input type="radio"/>

SC803

Does your school have a policy of early intervention for lower-achieving students in mathematics?

Type Yes or No. If YES, please provide more details.

Yes	<div>SC811C01JA</div> <div></div>
No	<div>SC811C02JA</div> <div></div>

Rule: IF ^SC811C01JA = "" AND ^SC811C02JA = ""

Message: Please enter a response in either the Yes or the No box.

SC811E01

Does your school engage in any of the following practices?

(Please select one response in each row.)

	Yes	No
Teachers observing other teachers in their teaching of mathematics	SC812C01JA0 1 <input type="radio"/>	SC812C01JA0 2 <input type="radio"/>
Teachers sharing practices that are effective in the teaching of mathematics	SC812C02JA0 1 <input type="radio"/>	SC812C02JA0 2 <input type="radio"/>

With respect to the PISA test in your school, have you done any of the following?

(Please select one response in each row.)

	Yes	No
I have spoken to teachers at my school about the importance of the PISA test.	SC209Q04JA01 <input type="radio"/>	SC209Q04JA02 <input type="radio"/>
I have spoken to parents or guardians about the importance of the PISA test.	SC209Q05JA01 <input type="radio"/>	SC209Q05JA02 <input type="radio"/>
I have encouraged the students at my school to do their best during the PISA test.	SC209Q06JA01 <input type="radio"/>	SC209Q06JA02 <input type="radio"/>

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

SCEnd01

