

Thank you for participating in the PISA 2015 main study. This questionnaire asks for information about:

- *School background*
- *School management*
- *Teaching staff*
- *Assessment and evaluation*
- *Targeted groups*
- *School climate*
- *Leaving Cert. exam subjects*
- *Student wellbeing and attendance.*

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

The questionnaire should be completed by the principal or nominee. It should take up to 45 minutes to complete.

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

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

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

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

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

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

School Background Information

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

(Please select one response.)

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

SC001Q01TA01

☐

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

SC001Q01TA02

☐

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

SC001Q01TA03

☐

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

SC001Q01TA04

☐

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

SC001Q01TA05

☐

What was the total school enrolment (number of students) on the 1st of February 2015?

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

Number of boys:

SC002Q01TA01

Number of girls:

SC002Q02TA01

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

(Please select one response.)

15 students or fewer

SC003Q01TA01

☐

16-20 students

SC003Q01TA02

☐

21-25 students

SC003Q01TA03

☐

26-30 students

SC003Q01TA04

☐

31-35 students

SC003Q01TA05

☐

36-40 students

SC003Q01TA06

☐

41-45 students

SC003Q01TA07

☐

46-50 students

SC003Q01TA08

☐

More than 50 students

SC003Q01TA09

☐



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

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

Number

How many students are there in Third Year in total?

SC004Q01TA01

About how many computers are available for these students for educational purposes?

SC004Q02TA01

About how many of these computers have an Internet connection?

SC004Q03TA01

About how many of these computers are portable (e.g. laptop, tablet)?

SC004Q04NA01

Approximately how many interactive whiteboards are available in the school altogether?

SC004Q05NA01

Approximately how many data projectors are available in the school altogether?

SC004Q06NA01

Approximately how many computers with Internet connection are available **for teachers** in your school?

SC004Q07NA01

In the 2014-2015 school year, which of the following activities does your school undertake with Third Years?

(Please select one response in each row.)

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

Mathematics competitions (e.g. the Maths Olympics)

SC053Q11TA01



SC053Q11TA02



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

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

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



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

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

(Please select one response in each row.)

Yes

No

Room(s) where the students can do their homework

SC052Q01NA01

☐

SC052Q01NA02

☐

Staff help with homework

SC052Q02NA01

☐

SC052Q02NA02

☐

School Management

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during the 2014-2015 school year.

(Please select one response in each row.)

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

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

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

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

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

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

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

(Please select one response in each row.)

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

Is your school a public or a private school?

(Please select one response.)

A public school

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

SC013Q01TA01

☐

A private school

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

SC013Q01TA02

☐

Branching rule

Rule: IF (^SC013Q01TA02=1) THEN GOTO ^SC014 ELSE GOTO ^SC016

What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation

SC014Q01NA01

☐

A non-religious not-for-profit organisation

SC014Q01NA02

☐

A for-profit organisation

SC014Q01NA03

☐

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

Mandatory student fees or charges paid by parents

SC016Q02TA01

Voluntary contributions or donations, bequests, sponsorships, or parent fund-raising

SC016Q03TA01

Other

SC016Q04TA01

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.)

	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"/>



Teaching Staff

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

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

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

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

	Full-time	Part-time
Teachers in TOTAL	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers fully certified by the Department of Education and Skills or other appropriate authority	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with an Honours Bachelor Degree or equivalent	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a Masters Degree or equivalent	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a Doctoral Degree	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

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

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

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

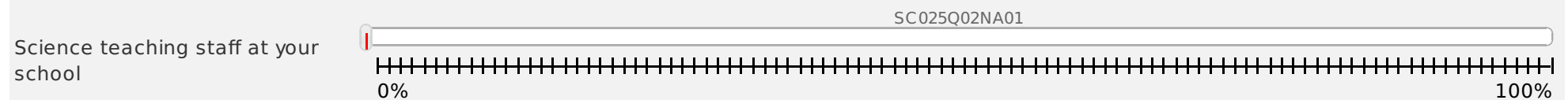
(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

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

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).)



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

(Please select one response in each row.)

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

Assessment and Evaluation

During the 2014-2015 school year, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

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

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

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

(Please select one response in each row.)

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

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

Branching rule

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

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

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

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

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

Standardised tests

Teacher-developed tests

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

SC035Q01NA01

Select...

SC035Q01NB01

Select...

- To guide students' learning (i.e. assessment for learning) (SC035Q01NB01)

Select...

Yes

No

- To guide students' learning (i.e. assessment for learning) (SC035Q01NA01)

Select...

Yes

No

To inform parents about their child's progress

SC035Q02TA01

Select...

SC035Q02TB01

Select...

- To inform parents about their child's progress (SC035Q02TB01)

Select...

Yes

No

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

Select...

Yes
No

SC035Q03TA01

SC035Q03TB01

To make decisions about students' retention or promotion

Select...

Select...

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

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

SC035Q04TA01

SC035Q04TB01

To group students for instructional purposes

Select...

Select...

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

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

SC035Q05TA01

SC035Q05TB01

To compare the school to national performance

Select...

Select...

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

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

SC035Q06TA01

SC035Q06TB01

To monitor the school's progress from year to year

Select...



Select...



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

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

SC035Q07TA01

SC035Q07TB01

To make judgements about teachers' effectiveness

Select...



Select...



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

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

SC035Q08TA01

SC035Q08TB01

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

Select...



Select...



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

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

SC035Q09NA01

SC035Q09NB01

To adapt teaching to the students' needs

Select...



Select...



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

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

To compare the school with other schools

SC035Q10TA01

Select...

SC035Q10TB01

Select...

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

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

To award certificates to students

SC035Q11NA01

Select...

SC035Q11NB01

Select...

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

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

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

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

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
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.

	<i>Yes, this is compulsory/mandatory (e.g. based on DES policies)</i>	<i>Yes, based on school initiative</i>	<i>No</i>
Internal evaluation / Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Seeking written feedback from students (e.g. regarding	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>

lessons, teachers or resources)



Teacher mentoring

SC037Q08TA01

SC037Q08TA02

SC037Q08TA03

Regular consultation aimed at school improvement with one or more experts over a period of at least six months

SC037Q09TA01

SC037Q09TA02

SC037Q09TA03

Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)

SC037Q10NA01

SC037Q10NA02

SC037Q10NA03

Branching rule

Rule: IF (^SC037Q01TA01=1 or ^SC037Q01TA02=1) THEN GOTO ^SC040 ELSE GOTO ^SC040R01

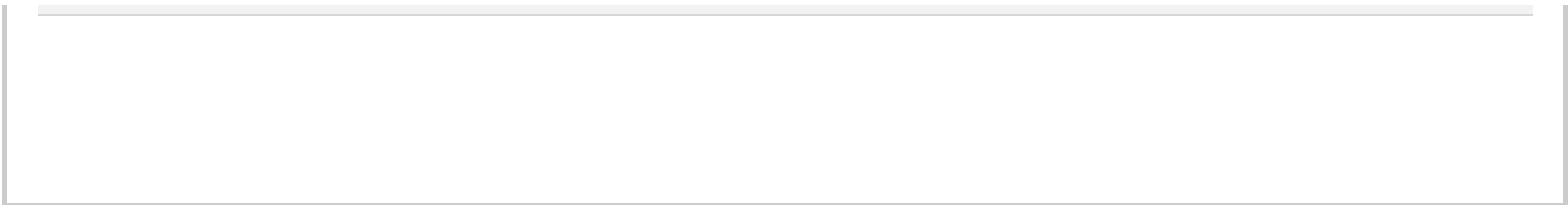
Based on your last internal school evaluation results, did your school implement any changes in the following areas?

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

(Please select one response in each row.)

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

	<i>Yes</i>	<i>No, because results were satisfactory</i>	<i>No, for other reasons</i>
Educational staff (e.g. workload, personal requirements, qualifications)	SC040Q02NA01 <input type="radio"/>	SC040Q02NA02 <input type="radio"/>	SC040Q02NA03 <input type="radio"/>
Implementation of the curriculum	SC040Q03NA01 <input type="radio"/>	SC040Q03NA02 <input type="radio"/>	SC040Q03NA03 <input type="radio"/>
Quality of teaching and learning	SC040Q05NA01 <input type="radio"/>	SC040Q05NA02 <input type="radio"/>	SC040Q05NA03 <input type="radio"/>
Parental engagement in school	SC040Q11NA01 <input type="radio"/>	SC040Q11NA02 <input type="radio"/>	SC040Q11NA03 <input type="radio"/>
Teacher professional development	SC040Q12NA01 <input type="radio"/>	SC040Q12NA02 <input type="radio"/>	SC040Q12NA03 <input type="radio"/>
Student achievement	SC040Q15NA01 <input type="radio"/>	SC040Q15NA02 <input type="radio"/>	SC040Q15NA03 <input type="radio"/>
Students' cross-curricular competencies	SC040Q16NA01 <input type="radio"/>	SC040Q16NA02 <input type="radio"/>	SC040Q16NA03 <input type="radio"/>
Equity in school	SC040Q17NA01 <input type="radio"/>	SC040Q17NA02 <input type="radio"/>	SC040Q17NA03 <input type="radio"/>



Branching rule

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

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

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

(Please select one response in each row.)

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

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

Targeted Groups

Some schools organise instruction differently for students with different abilities.

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

(Please select one response in each row.)

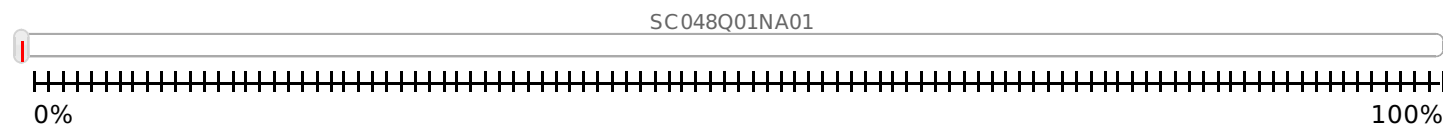
	<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subject</i>
Students are grouped by ability into different classes	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes	SC042Q02TA01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

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

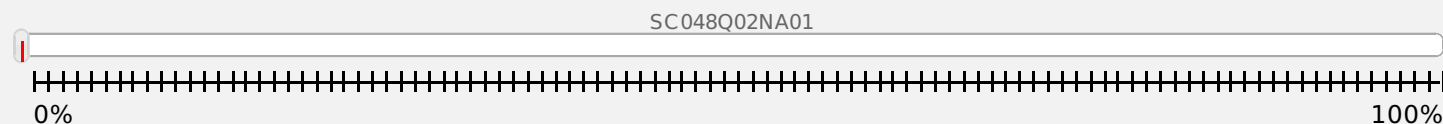
(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

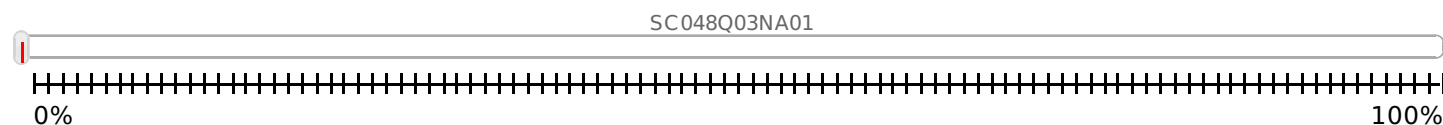
Students whose first language is
different from English or Irish



Students with special educational
needs



Students from socioeconomically
disadvantaged homes

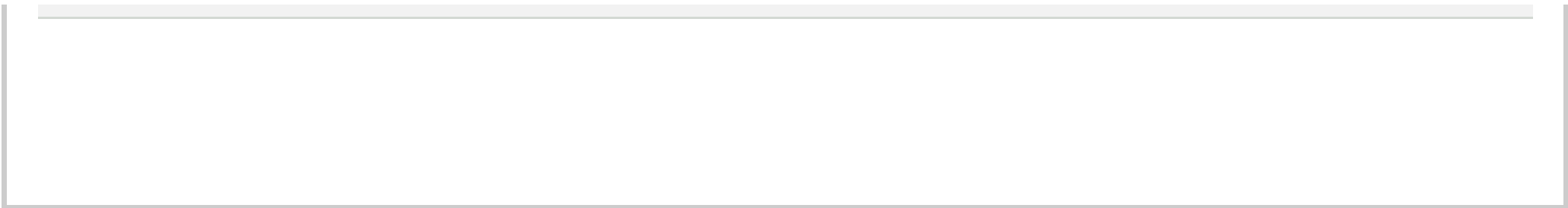


School Climate

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

(Please select one response in each row.)

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



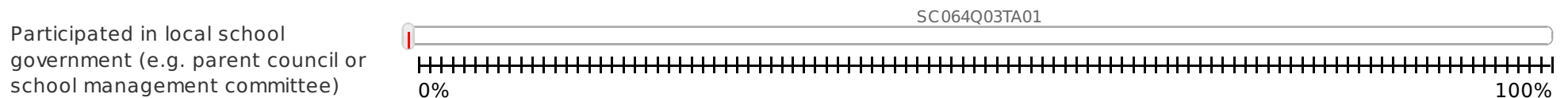
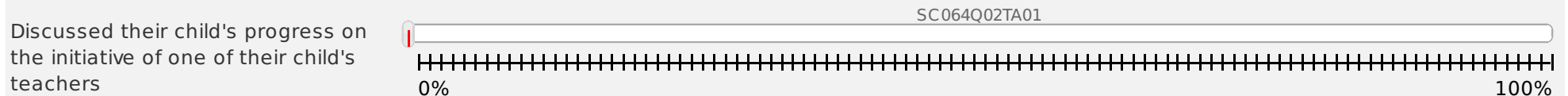
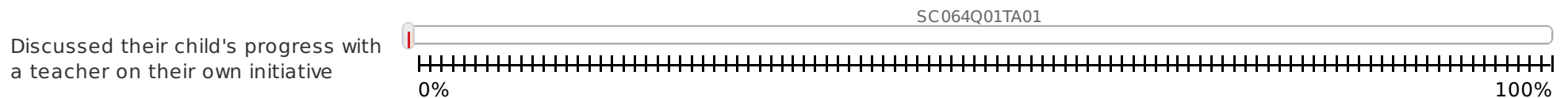
Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Our school provides a welcoming and supportive atmosphere for parents to get involved.	SC063Q02NA01 <input type="radio"/>	SC063Q02NA02 <input type="radio"/>
Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	SC063Q03NA01 <input type="radio"/>	SC063Q03NA02 <input type="radio"/>
Our school includes parents in school decisions.	SC063Q04NA01 <input type="radio"/>	SC063Q04NA02 <input type="radio"/>
Our school provides information and ideas for families about how to help students at home with homework and other school-related activities, decisions, and planning.	SC063Q06NA01 <input type="radio"/>	SC063Q06NA02 <input type="radio"/>
Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	SC063Q07NA01 <input type="radio"/>	SC063Q07NA02 <input type="radio"/>
There is national or regional legislation on including parents in school activities.	SC063Q09NA01 <input type="radio"/>	SC063Q09NA02 <input type="radio"/>

During the 2014-2015 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.)





Leaving Cert. Exam Subjects

Please indicate the approximate percentage of Sixth Year students who took the 2014 Leaving Cert. Exam. in each of the subjects listed below.

(Please type the percentage of students taking each subject. If the subject is not available in your school or if no students took it in 2014, please type "0" (zero).)

Biology	SC801A01NA01 <input type="text"/>
---------	--------------------------------------

Physics	SC801A02NA01 <input type="text"/>
---------	--------------------------------------

Chemistry	SC801A03NA01 <input type="text"/>
-----------	--------------------------------------

Physics/Chemistry combined	SC801A04NA01 <input type="text"/>
----------------------------	--------------------------------------

Agricultural Science	SC801A05NA01 <input type="text"/>
----------------------	--------------------------------------

Engineering	SC801A06NA01 <input type="text"/>
-------------	--------------------------------------

Technology	SC801A07NA01 <input type="text"/>
------------	--------------------------------------

Construction Studies	SC801A08NA01 <input type="text"/>
----------------------	--------------------------------------

Design and Communication Graphics	SC801A09NA01 <input type="text"/>
-----------------------------------	--------------------------------------

Consistency check rule

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

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

Consistency check rule

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

Message: Please type in 0 (zero) if no students took the subject in 2014. Type in an approximate percentage if some students did take the subject.

Student Wellbeing and Attendance

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

(Please select one response in each row.)

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

Bullying by spreading rumours

SC802A11NA01



SC802A11NA02



SC802A11NA03



SC802A11NA04



SC802A11NA05



SC802A11NA06



Other

SC802A11NA01



SC802A11NA02



SC802A11NA03



SC802A11NA04



SC802A11NA05



SC802A11NA06



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

(Please select one response in each row.)

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

programmes)



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

(Please select one response in each row.)

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

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

(Please select one response in each row.)

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



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

Your participation is greatly appreciated.