1. B	. Background Information About Your		
*1	I.1 School Roll Number:		
*1	l.2 Your Name:		
1.3	School enrolment category:-		
0	< 200 pupils		
0	201-400		
0	301-400		
0	401-600		
0	601-800		
0	>800		
1.4	Is your school?		
0	Voluntary secondary school (boys only)		
0	Voluntary secondary school (girls only)		
0	Voluntary secondary school (mixed)		
0	Vocational school / community college		
0	Comprehensive school		
0	Community school		
1.5	Is your school in DEIS?		
0	Yes		
0	No		

Does your Sch	ool have Transiti	on Year?		
Yes				
No				
Yes', is it compulsory or n	ot?			
				<u>~</u>
7 Does your sch	ool have an SPH	E coordinator?		
Yes				
No				

2 School Policies and Initiatives

2.1 Has your school the following policies in place?

	Yes	No	In Process
RSE Policy	0	0	0
Substance Use Policy	0	0	O
Anti-Bullying Policy	0	0	O
Healthy Eating Policy	O	0	O
Physical Activity Policy/Plan	0	0	O

If you answered 'Yes' to any aspect of Question 2.1 then please answer

Question 2.1(a) and 2.1 (b), if appropriate to your school.

If you answered 'No' or 'In Process' to Question 2.1 then please proceed to Question 2.2.

2.1(a) Were parents consulted in the formation of the following policies?

	Yes	No
Substance Use Policy	O	O
Anti-Bullying Policy	O	O
Healthy Eating Policy	O	O
Physical Activity Policy/Plan	0	0

2.1 (b) Please indicate the extent to which the following contributed to your school's RSE policy:

	Major contribution	Small contribution	No contribution	Don't know
Principal	0	0	0	0
SPHE/RSE teachers	O	O	0	\circ
Other teachers	0	0	0	0
Parents	O	0	0	0
Board of Management	0	0	0	0
Students	0	0	0	0
Outside facilitator	0	0	0	0

2.2 Do students in your school know what to do, if bullied?

C Yes		
C No		

Yes		
In Process		
No - If 'No', please indicate main rea ative being used?	son why your school is not part of the 'He	ealth Promoting Schools' Initiative. e.g. Is another
Does your school (have	e on the premises)?	
	Yes	No
rending machine/shop ling fizzy drinks/sweets d crisps	С	O
facility for selling fresh iit	0	O
5 Does your school pron	note healthy lunches?	
Yes		
No		

3 Physical Activity, Physical Education, and Sport

	Zero time	Less than 1 hour	Between 1 hour and 2 hours	2 hours	More than 2 hours
Junior Cycle Year 1	0	O	О	0	O
Junior Cycle Year 2	0	O	O	0	O
Junior Cycle Year 3	0	0	O	0	0
Transition Year	0	0	O	0	0
Leaving Certificate Year 1	0	0	O	0	0
Leaving Certificate Year 2	0	0	0	0	0

3.2 Does your school participate in physical activities / sporting competitions outside of school time?

O No	
	If you answered 'Yes' to Question 3.2 please answer Question 3.2 (a).
	If you answered 'No' to Question 3.2 the please proceed to Question 3.3.

3.2(a) Please select the main physical activities / sports involved -

O Yes

Soccer	
GAA	
Swimming	
Dance	
Gymnastics	
Basketball	
Rugby	
'Other' - Please Specify -	
'Other' - Please Specify -	5

feskills Education Survey 2015 - Post Primary Level					
3.3 Does your school run activities for the following?:					
Sport For All day	Yes	No O			
Active School Week	0	0			
Active School Flag	O	O			
	ncourage physical activi	ty during breaks?			
•					
C Yes					
O No					
3.5 Are there any imper	diments to the promotion	of physical activity in your school?			
	•				
C No					
C Yes - If 'Yes' please list any imp	pediments to physical activity in your sch	100l -			
		A			
		▼.			

4 SPHE Curriculum and Well Being

4.1 Are the following covered in curriculum provision?

(a) Safety and Protection -

	Yes	No
Guidelines for personal safety	0	O
Identifying risks and unsafe situations	0	O
Knowing when and how to seek help	O	O
Road safety	0	O

(b) Substance Use -

	Yes	No
Awareness of health risks of smoking	0	0
Awareness of and combating alcohol abuse	O	O
Awareness of and combating drug use	O	O
Awareness of and combating gambling	\circ	O

(c) Emotions and Decision Making -

	Yes	No
Influences on decision making	0	0
Skills for resisting inappropriate peer pressure	O	0
Skills for resolving conflict	0	0
Importance of balanced diet and exercise	0	0
Understanding and expressing feelings and emotions	0	0
Understanding stress and seeking help	0	0

4.2 How is the Relationships and Sexuality Education (RSE) Programme provided in each of the following years?:

	As part of SPHE	As part of another subject	As a stand-alone programme	RSE	Not taught
Junior Cycle Year 1	0	0	0	0	0
Junior Cycle Year 2	0	\circ	0	0	0
Junior Cycle Year 3	0	0	0	0	O
Transition Year	0	0	0	0	0
Leaving Certificate Year 1	0	0	0	0	0
Leaving Certificate Year 2	0	0	0	0	0

4.3 Is there a planned SPHE Programme delivered to all class groups in Junior Cycle and a planned RSE Programme delivered to all class groups in Senior Cycle?

	Yes	No
Planned SPHE Programme at Junior Cycle	O	O
Planned RSE Programme at Senior Cycle	O	O

If you answered 'Yes' to any aspect of Question 4.3 then please answer Questions 4.4 and 4.5 as appropriate.

If you answered 'No' to both sections of Question 4.3, please proceed to Question 4.6

4.4 To what extent are each of the following topics addressed in your school as part of your planned (RSE) Programme in Junior Cycle?

	Considerable emphasis	Some emphasis	No emphasis
Communications and respect	O	0	0
Sharing feelings	0	0	0
Negotiating relationships	0	0	0
Changes at puberty	0	0	0
Human reproduction	•	0	O
Teenage pregnancy	0	0	0
Contraception	•	0	0
Sexually Transmitted Infections	0	0	0
Sexual orientation	•	0	0
Taking responsibility	0	0	0

4.5 To what extent are each of the following topics addressed in your school as part of your planned RSE Programme in Senior Cycle?

	Considerable emphasis	Some emphasis	No emphasis
Communications and respect	0	0	0
Sharing feelings	O	0	0
Negotiating relationships	0	0	0
Changes at puberty	0	0	\circ
Human reproduction	0	0	0
Teenage pregnancy	O	O	\circ
Contraception	0	0	0
Sexually Transmitted Infections	O	O	O
Sexual orientation	0	0	0
Taking responsibility	O	O	O

4.6 How many class periods are timetabled per year for RSE in each of the following?

	0	1-2 classes	3-5 classes	6-8 classes	9+ classes	No planned programme
Junior Cycle Year 1	0	0	\odot	0	0	0
Junior Cycle Year 2	0	0	0	0	0	0
Junior Cycle Year 3	0	0	0	0	0	0
Transition Year	0	0	0	0	0	0
Leaving Certificate Year 1	0	0	0	0	0	0
Leaving Certificate Year 2	0	0	0	0	0	0

4.7 Please indicate which of these is closest to describing how RSE is delivered in your school:

0	RSE is delivered	exclusively	by	teachers	from	my	school	0
---	------------------	-------------	----	----------	------	----	--------	---

- RSE is delivered mainly by teachers from my school but with assistance from outside facilitators
- RSE is delivered by teachers in my school and by outside facilitators, with each having an equal part
- RSE is delivered largely by outside facilitators

4.8 How would you rate the supportiveness of parents to the delivery of RSE in your school?

0	Sur	ogo	tive
•	Out	JPOI	UV

- Neither supportive nor unsupportive
- O Not supportive
- O Don't know

4.9 Please rate how challenging it is to teach the following SPHE topics:

	Very Challenging	Somewhat Challenging	Not Challenging
Mental Health	O	O	O
RSE	0	C	O
Physical Health/Nutrition	O	О	O
Substance Misuse	0	O	0

Safety Authority 'Streetwise' programme (Junior Cycle) Safety Transition Year Programme C C C Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide C Does your school use external agencies for delivery of the following?: Yes No Safety C C C Safety C Safe	TRUST Pack and DVD for Senior Cycle Safety Authority 'Streetwise' programme (Junior Cycle) Safety Transition Year Programme coide.ie resource materials (Junior Cycle) Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide Does your school use external agencies for delivery of the following?: Yes No Safety Yes No Safety C C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:			Yes	No
Safety Authority 'Streetwise' programme (Junior Cycle) Safety Transition Year Programme C C Cedide.ie resource materials (Junior Cycle) Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide C C Cention Does your school use external agencies for delivery of the following?: Yes No Safety C C C C C C C C C C C C C C C C C C C	Safety Authority 'Streetwise' programme (Junior Cycle) Safety Transition Year Programme ceide.ie resource materials (Junior Cycle) Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide ention Does your school use external agencies for delivery of the following?: Yes No Safety Yes No Safety C C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	y Own Two Feet		0	\circ
Safety Transition Year Programme C C C Being in post-primary schools*. Guidelines for Mental Health Promotion and Suicide C C Bention Does your school use external agencies for delivery of the following?: Yes No Safety C C C Bality Education Bance Use C C C Bention If you answered 'Yes' to any of the above, please answer Question 4.11 (a) (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	Safety Transition Year Programme C C C C C C C C C C C C C C C C C C	TRUST Pack and DVD for Senior Cycle		0	0
Decide ie resource materials (Junior Cycle) Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide The send of the following: Yes No Stafety C C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	Decide ie resource materials (Junior Cycle) Being in post-primary schools*. Guidelines for Mental Health Promotion and Suicide I Does your school use external agencies for delivery of the following?: Yes No I Safety Yes No I Safety C C I C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) If (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	Safety Authority 'Streetwise' programme (Junior Cycle)		0	0
Being in post-primary schools". Guidelines for Mental Health Promotion and Suicide ention 1 Does your school use external agencies for delivery of the following?: Yes No a Safety C C Delity Education C C Stance Use C C Physical Activity or Sport C C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	HeBeing in post-primary schools". Guidelines for Mental Health Promotion and Suicide entition 1 Does your school use external agencies for delivery of the following?: Yes No a Safety C C uality Education C C thance Use C C Physical Activity or Sport C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	Safety Transition Year Programme		0	0
The syour school use external agencies for delivery of the following?: Yes No od Safety C C C C C C C C C C C C C C C C C C C	1 Does your school use external agencies for delivery of the following?: Yes No ad Safety C C C Quality Education C C C Stance Use C C C Physical Activity or Sport C C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the organization chance C C Agency C C C C C C C C C C C C C C C C C C C	ecide.ie resource materials (Junior Cycle)		0	0
Yes No d Safety C C uality Education C C stance Use C C Physical Activity or Sport C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme:	Yes No d Safety C cuality Education Stance Use C Physical Activity or Sport C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the gramme: y ality ation tance dical try or		Promotion and Suicide	O	0
Id Safety uality Education Stance Use C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: A by uality ual	ad Safety uality Education Stance Use C Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the agramme: A type the station trance ical ity or	Does your school use external agenci	es for delivery of the fo	llowing?:	
uality Education C C stance Use C C Physical Activity or Sport C C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme:	uality Education C C stance Use C C Physical Activity or Sport C If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme:		Yes		No
stance Use Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the agramme: A by allity action tance	stance Use Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the agramme: A by the station stance ical ity or	Safety	О		0
If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: a ty uality cation stance	Physical Activity or Sport If you answered 'Yes' to any of the above, please answer Question 4.11 (a) 1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: a type the specific of the sp	ality Education	C		0
If you answered 'Yes' to any of the above, please answer Question 4.11 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: delivery cation stance sical vity or	If you answered 'Yes' to any of the above, please answer Question 4.11 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: delivered the original o	ance Use	O		0
1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: delivery cation stance contact the original properties of the origi	1 (a) If you answered 'Yes' please specify which agency/agencies delivered the ogramme: delivered the original stance st	Physical Activity or Chart	lacktriangle		\circ
nce al	nce al	If you answered 'Yes' to any of the	above, please answer Question 4.11		red the
cal ty or	cal ty or	If you answered 'Yes' to any of the (a) If you answered 'Yes' please specifigramme:	above, please answer Question 4.11		red the
ity or	ity or	If you answered 'Yes' to any of the same (a) If you answered 'Yes' please specifigramme:	above, please answer Question 4.11		red the
ical /ity or	ical /ity or	If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
vity or	vity or rt	If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
t e e e e e e e e e e e e e e e e e e e	rt	If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the
		If you answered 'Yes' to any of the state of	above, please answer Question 4.11		red the

4.12 The HSE Crisis Pregnancy Programme in partnership with the Department of Education and Skills is undertaking a piece of research looking at initiatives to support teachers and schools in improving the quality of RSE.

lo					
es - If you are willi	ng to take part, please	e provide your NAME	E and EMAIL below.	 	
					_
					•

5 Curriculum Change

5.1 Is your school using the new Junior Cycle short courses or the original curriculum in the following subject areas for 1st years?

	Original curriculum	New short course
CSPE	О	О
SPHE	O	O
PE	О	O

Lifeskills Education S	Survey 2015 - Post	Primary Level	
6. Enterprise in Scho	ols		
6.1 Does your school er	ngage with enterprise / i	ndustry or social ent	repeneurs?
	Yes		No
At local level?	res		No
At regional level?	O		O
At national level?	O		O
At international level?	0		0
6.2 How many different	companies have you en	gaged with in the pa	st academic vear?
© 0	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		•
O 1-3			
O 4-7			
O More than 7			
wore than 7			

6.3 If you answered 'Yes' to any part of either of the previous two questions, please indicate how your school engages with enterprise.

Please select as many as apply: Through participation in awards/competitions (e.g. Get up and Go Mini Company, Young Social Enterprise, BT Young Scientist, STEPS) Through talks and presentations (including career talks/guest speakers etc.) Through mentoring	
STEPS) Through talks and presentations (including career talks/guest speakers etc.)	
☐ Through mentoring	
Through curricular support (e.g. Junior Achievement/Business in the Community)	
Through provision of resources (financial/IT/classroom/other)	
Through providing work experience for students	
Through support for teachers (training/work experience etc.)	
Other - If 'Other' please specify -	

Less pressure from school timetables C C C C Greater interest from enterprise in working with schools Guidelines from the Department of Education and Skills on engagement with enterprise Formal acknowledgement of the school's work in engaging with enterprise/industry (e.g. school flag) 6.5 Please identify any other measures that would assist your school to engage with	ease rank the options below from 1 (most helpful) to 5 (least helpful). 1 2 3 4 5 nonline national register of industry/companies which are cerested in engaging with schools ease pressure from school timetables ease pressure from enterprise in working with schools ceater interest from enterprise in working with schools compagement with enterprise commal acknowledgement of the school's work in engaging with contemprise/industry (e.g. school flag) 5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	feskills Education Survey 2015 - Po	ost Prim	nary Le	vel		
Please rank the options below from 1 (most helpful) to 5 (least helpful). 1 2 3 4 5 An online national register of industry/companies which are interested in engaging with schools Less pressure from school timetables Greater interest from enterprise in working with schools Greater interest from the Department of Education and Skills on C C C C C C C C C C C C C C C C C C	ease rank the options below from 1 (most helpful) to 5 (least helpful). 1 2 3 4 5 n online national register of industry/companies which are C C C C C terested in engaging with schools ess pressure from school timetables reater interest from enterprise in working with schools uidelines from the Department of Education and Skills on C C C regagement with enterprise ormal acknowledgement of the school's work in engaging with htterprise/industry (e.g. school flag) 5 Please identify any other measures that would assist your school to engage with htterprise and/or industry:	_	elpful in e	encourag	ing your	school to	engage
An online national register of industry/companies which are CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	n online national register of industry/companies which are C C C C C C c c c c c c c c c c c c c	with enterprise and/or industry?					
An online national register of industry/companies which are CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC	n online national register of industry/companies which are C C C C C C c c c c c c c c c c c c c	Please rank the options below from 1 (most	helpful) t	o 5 (leas	t helpful).		
An online national register of industry/companies which are interested in engaging with schools Less pressure from school timetables Greater interest from enterprise in working with schools Guidelines from the Department of Education and Skills on congagement with enterprise Formal acknowledgement of the school's work in engaging with congenterprise/industry (e.g. school flag) 5.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	nonline national register of industry/companies which are C C C C C C C C C C C C C C C C C C C	(eo	,	(1000)			
Less pressure from school timetables Greater interest from enterprise in working with schools Greater interest from enterprise in working with schools Guidelines from the Department of Education and Skills on engagement with enterprise Formal acknowledgement of the school's work in engaging with enterprise/industry (e.g. school flag) 6.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	terested in engaging with schools ess pressure from school timetables C C C C C C C C C C C C C C C C C C						
Greater interest from enterprise in working with schools Guidelines from the Department of Education and Skills on Guidelines from the Education and Skills on Guideli	reater interest from enterprise in working with schools C C C C C C C C C C C C C C C C C C	An online national register of industry/companies which are interested in engaging with schools	0	O	0	O	0
Guidelines from the Department of Education and Skills on C C C C engagement with enterprise Formal acknowledgement of the school's work in engaging with C C C C enterprise/industry (e.g. school flag) 5.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	uidelines from the Department of Education and Skills on C C C C C C C C C C C C C C C C C C	Less pressure from school timetables	0	0	0	O	O
Formal acknowledgement of the school's work in engaging with C C C C enterprise/industry (e.g. school flag) 5.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	ormal acknowledgement of the school's work in engaging with C C C C onterprise/industry (e.g. school flag) 5 Please identify any other measures that would assist your school to engage with interprise and/or industry:	Greater interest from enterprise in working with schools	0	0	0	0	0
enterprise/industry (e.g. school flag) 5.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:	5 Please identify any other measures that would assist your school to engage with nterprise and/or industry:	Guidelines from the Department of Education and Skills on engagement with enterprise	O	0	O	0	O
enterprise and/or industry:	nterprise and/or industry:	Formal acknowledgement of the school's work in engaging with enterprise/industry (e.g. school flag)	О	0	0	0	0
		6.5 Please identify any other measures that	would as	sist you	school t	o engage	with
		enterprise and/or industry:					
	V						
	V						
	▼						
	Y						
	Y						
	v						
	▼						
	Y						
V	v						
							~

7 Education for Sustainable Development (ESD)

7.1 National Strategy on Education for Sus	stainable Develop	ment (ESD)	
Are you familiar with the National Strategy 2014 - 2020, that was published by the DE		Sustainable De	velopment,
C Yes			
C No			
7.2 Are students in your school given the necessary to make more sustainable choice consumption, environmental awareness, go citizenship etc.)?	ces (e.g. in terms o	of energy and w	ater
C Yes			
O No			
C Don't Know			
7.3 Are teachers in your school adequatel the knowledge, skills and dispositions to a			developing
C Yes			
O No			
O Don't Know			
7.4 Does your school deliver ESD through pupils to develop the relevant knowledge, more sustainable choices)?	skills and disposi	tions necessary	y to make
0 15 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Yes	No	Don't know
Specific curriculum areas/subjects (e.g. SPHE, CSPE, Geography etc.)	0	O	\odot
Thematic cross-curricular approaches	О	О	C
Project activities or award schemes (e.g. Green Schools, Worldwise Global Schools etc.)	O	0	O

Pes No School Do students in your school engage with issues relating to sustainable C C C C C development during Transition Year? 7.6 Does your school: Yes No Don't know Have a student council? Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? C C C C C C C C C C C C C C C C C C C	Pes No School Do students in your school engage with issues relating to sustainable C C C C C development during Transition Year? 7.6 Does your school: Yes No Don't know Have a student council? Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Pes No Don't know Reflect sustainable development in your school plan? C C C C C C C C C C C C C C C C C C C					
7.6 Does your school: Yes No Don't know Have a student council? Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Yes No Don't know C C C C C C C C C C C C C	7.6 Does your school: Yes No Don't know Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? C C C C C C C C C C C C C C C C C C C		Yes	١	No	No Transition Year School
Have a student council? Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Yes No Don't know Commonitor its energy usage? Commonitor its energy usage? Commonitor its energy usage? Commonitor its water usag	Have a student council? Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Yes No Don't know Common the councils or other means or change in relation to local and global issues? Actively involve students and teachers to reduce energy usage? Commonitor its energy usage? Commonitor its water u		O	(9	O
Have a student council? C C C C C Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? C C C C C C C C C C C C C C C C C C C	Have a student council? C C C C C Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? C C C C C C C C C C C C C C C C C C C	7.6 Does your school:				
Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? C C C Encourage students and teachers to reduce energy usage? C C C Encourage students and teachers to reduce energy usage? C C C Encourage students and teachers to avoid wasting water? C C C Encourage students and teachers to avoid wasting water? C C C C C C C C C C C C C C C	Actively involve students in decisions that affect them (through student councils or other means)? Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? C C C Encourage students and teachers to reduce energy usage? C C C Encourage students and teachers to landfill? Monitor its water usage? C C C Encourage students and teachers to avoid wasting water? C C C Encourage students and teachers to avoid wasting water? C C C C C C C C C C C C C			Yes	No	Don't know
Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? C C C Encourage students and teachers to avoid wasting water? Encourage students and teachers to avoid wasting water? C C C C C C C C C C C C C C C	Encourage students to get involved in actions for change in relation to local and global issues? 7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? C C Monitor its water usage? Mon	Have a student council?		O	O	0
7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the promotion of education for sustainable	7.7 Does your school: Yes No Don't know Reflect sustainable development in your school plan? C C C Monitor its energy usage? C C C Encourage students and teachers to reduce energy usage? C C C Work to reduce the amount of waste sent to landfill? C C C Monitor its water usage? C C C Have a school travel plan? C C C 7.8 Please identify any obstacles to the promotion of education for sustainable		ouncils or	0	0	0
Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? C C C Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? C C C Encourage students and teachers to avoid wasting water? C C C Alaye a school travel plan? C C C A Please identify any obstacles to the promotion of education for sustainable	Yes No Don't know Reflect sustainable development in your school plan? Monitor its energy usage? C C Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? C C C C Monitor its water usage? C C C C A Monitor its water usage? C C C C C C C C C C C C C C C C C C		ocal and	0	0	0
Reflect sustainable development in your school plan? Monitor its energy usage? C C Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Encourage students and teachers to avoid wasting water? C C C C C C C C C C C C C	Reflect sustainable development in your school plan? Monitor its energy usage? C C Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? C C C C C C C C C C C C C	7.7 Does your school:				
Monitor its energy usage? Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? C C C C C C C C C C C C C	Monitor its energy usage? Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Encourage students and teachers to avoid wasting water? O O O O O O O O O O O O O		Yes	١	No	Don't know
Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Encourage students and teachers to reduce energy usage? Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Reflect sustainable development in your school plan?	0	(O	0
Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Work to reduce the amount of waste sent to landfill? Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Monitor its energy usage?	0	(3	0
Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C C C C C C C C C C	Encourage students and teachers to reduce energy usage?	0	(0	0
Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C 7.8 Please identify any obstacles to the promotion of education for sustainable	Encourage students and teachers to avoid wasting water? Have a school travel plan? C C C C 7.8 Please identify any obstacles to the promotion of education for sustainable	Work to reduce the amount of waste sent to landfill?	0	(3	0
Have a school travel plan? C C C 7.8 Please identify any obstacles to the promotion of education for sustainable	Have a school travel plan? C C C 7.8 Please identify any obstacles to the promotion of education for sustainable					
7.8 Please identify any obstacles to the promotion of education for sustainable	7.8 Please identify any obstacles to the promotion of education for sustainable		O	(O	0
		Monitor its water usage?				
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan?	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0
		Monitor its water usage? Encourage students and teachers to avoid wasting water? Have a school travel plan? 7.8 Please identify any obstacles to the prome	0	(3 3	0

Lifeskills Educat	tion Survey 2015	- Post Primary Le	evel	
Thanl	k you for comp	leting this que	estionnaire.	
	-	-		