

2013 ICT Census in Schools: Appendices

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Appendix to Chapter 3

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Stratum 1	Stratum 2	Stratum 3	N schools in population	% schools in population	N schools in sample	% schools in sample
Small (1 to 60 pupils)	Not in DEIS	All boys	12	0.38	9	0.43
Small (1 to 60 pupils)	Not in DEIS	Mixed	570	18.27	397	18.82
Small (1 to 60 pupils)	DEIS Band 1	All boys	2	0.06	1	0.05
Small (1 to 60 pupils)	DEIS Band 2	Mixed	4	0.13	3	0.14
Small (1 to 60 pupils)	DEIS Band 2	All girls	2	0.06	1	0.05
Small (1 to 60 pupils)	DEIS Rural	All boys	2	0.06	1	0.05
Small (1 to 60 pupils)	DEIS Rural	Mixed	164	5.26	97	4.60
Medium (61 to 120 pupils)	Not in DEIS	All boys	26	0.83	14	0.66
Medium (61 to 120 pupils)	Not in DEIS	Mixed	677	21.70	477	22.62
Medium (61 to 120 pupils)	Not in DEIS	All girls	6	0.19	4	0.19
Medium (61 to 120 pupils)	DEIS Band 1	All boys	18	0.58	9	0.43
Medium (61 to 120 pupils)	DEIS Band 1	Mixed	12	0.38	9	0.43
Medium (61 to 120 pupils)	DEIS Band 1	All girls	6	0.19	6	0.28
Medium (61 to 120 pupils)	DEIS Band 2	All boys	3	0.10	2	0.09
Medium (61 to 120 pupils)	DEIS Band 2	Mixed	14	0.45	7	0.33
Medium (61 to 120 pupils)	DEIS Band 2	All girls	3	0.10	2	0.09
Medium (61 to 120 pupils)	DEIS Rural	All boys	2	0.06	1	0.05
Medium (61 to 120 pupils)	DEIS Rural	Mixed	102	3.27	68	3.22
Medium (61 to 120 pupils)	DEIS Rural	All girls	3	0.10	2	0.09
Large (121 to 240 pupils)	Not in DEIS	All boys	43	1.38	30	1.42
Large (121 to 240 pupils)	Not in DEIS	Mixed	575	18.43	376	17.83
Large (121 to 240 pupils)	Not in DEIS	All girls	23	0.74	16	0.76
Large (121 to 240 pupils)	DEIS Band 1	All boys	20	0.64	8	0.38
Large (121 to 240 pupils)	DEIS Band 1	Mixed	61	1.96	42	1.99
Large (121 to 240 pupils)	DEIS Band 1	All girls	13	0.42	10	0.47
Large (121 to 240 pupils)	DEIS Band 2	All boys	18	0.58	15	0.71
Large (121 to 240 pupils)	DEIS Band 2	Mixed	31	0.99	23	1.09
Large (121 to 240 pupils)	DEIS Band 2	All girls	10	0.32	8	0.38
Large (121 to 240 pupils)	DEIS Rural	All boys	1	0.03	1	0.05
Large (121 to 240 pupils)	DEIS Rural	Mixed	42	1.35	23	1.09
Very large (more than 240 pupils)	Not in DEIS	All boys	64	2.05	34	1.61
Very large (more than 240 pupils)	Not in DEIS	Mixed	411	13.17	279	13.23
Very large (more than 240 pupils)	Not in DEIS	All girls	57	1.83	41	1.94
Very large (more than 240 pupils)	DEIS Band 1	All boys	3	0.10	3	0.14
Very large (more than 240 pupils)	DEIS Band 1	Mixed	50	1.60	37	1.75
Very large (more than 240 pupils)	DEIS Band 1	All girls	4	0.13	3	0.14
Very large (more than 240 pupils)	DEIS Band 2	All boys	10	0.32	9	0.43
Very large (more than 240 pupils)	DEIS Band 2	Mixed	43	1.38	30	1.42
Very large (more than 240 pupils)	DEIS Band 2	All girls	8	0.26	8	0.38
Very large (more than 240 pupils)	DEIS Rural	Mixed	5	0.16	3	0.14
		TOTAL	3120	100.00	2109	100.00

Table A3.2: Number of schools in the post-primary school target population and number of schools returning a School Questionnaire, by stratum combination

Stratum 1	Stratum 2	Stratum 3	N schools in population	% schools in population	N schools in sample	% schools in sample
Small (250 or fewer students)	Secondary mixed	In DEIS	4	0.55	2	0.40
Small (250 or fewer students)	Secondary mixed	Not in DEIS	22	3.05	13	2.61
Small (250 or fewer students)	Secondary girls	In DEIS	5	0.69	4	0.80
Small (250 or fewer students)	Secondary girls	Not in DEIS	10	1.39	3	0.60
Small (250 or fewer students)	Secondary boys	In DEIS	5	0.69	4	0.80
Small (250 or fewer students)	Secondary boys	Not in DEIS	5	0.69	2	0.40
Small (250 or fewer students)	Vocational	In DEIS	35	4.85	25	5.02
Small (250 or fewer students)	Vocational	Not in DEIS	29	4.02	13	2.61
Small (250 or fewer students)	Comm/Comp	In DEIS	3	0.42	1	0.20
Small (250 or fewer students)	Senior colleges	Not in DEIS	2	0.28	2	0.40
Medium (251 to 450 students)	Secondary mixed	In DEIS	7	0.97	7	1.41
Medium (251 to 450 students)	Secondary mixed	Not in DEIS	36	4.99	23	4.62
Medium (251 to 450 students)	Secondary girls	In DEIS	6	0.83	2	0.40
Medium (251 to 450 students)	Secondary girls	Not in DEIS	19	2.64	9	1.81
Medium (251 to 450 students)	Secondary boys	In DEIS	10	1.39	8	1.61
Medium (251 to 450 students)	Secondary boys	Not in DEIS	33	4.58	23	4.62
Medium (251 to 450 students)	Vocational	In DEIS	40	5.55	30	6.02
Medium (251 to 450 students)	Vocational	Not in DEIS	29	4.02	22	4.42
Medium (251 to 450 students)	Comm/Comp	In DEIS	11	1.53	10	2.01
Medium (251 to 450 students)	Comm/Comp	Not in DEIS	11	1.53	8	1.61
Medium (251 to 450 students)	Senior colleges	Not in DEIS	4	0.55	2	0.40
Large (451 to 600 students)	Secondary mixed	In DEIS	3	0.42	3	0.60
Large (451 to 600 students)	Secondary mixed	Not in DEIS	23	3.19	16	3.21
Large (451 to 600 students)	Secondary girls	In DEIS	3	0.42	3	0.60
Large (451 to 600 students)	Secondary girls	Not in DEIS	29	4.02	20	4.02
Large (451 to 600 students)	Secondary boys	In DEIS	2	0.28	2	0.40
Large (451 to 600 students)	Secondary boys	Not in DEIS	27	3.74	19	3.82
Large (451 to 600 students)	Vocational	In DEIS	23	3.19	17	3.41
Large (451 to 600 students)	Vocational	Not in DEIS	18	2.50	12	2.41
Large (451 to 600 students)	Comm/Comp	In DEIS	8	1.11	4	0.80
Large (451 to 600 students)	Comm/Comp	Not in DEIS	17	2.36	12	2.41
Large (451 to 600 students)	Senior colleges	Not in DEIS	1	0.14	1	0.20
Very large (600 or more students)	Secondary mixed	In DEIS	2	0.28	1	0.20
Very large (600 or more students)	Secondary mixed	Not in DEIS	32	4.44	23	4.62
Very large (600 or more students)	Secondary girls	In DEIS	36	4.99	30	6.02
Very large (600 or more students)	Secondary boys	Not in DEIS	56	7.77	40	8.03
Very large (600 or more students)	Vocational	In DEIS	24	3.33	19	3.82
Very large (600 or more students)	Vocational	Not in DEIS	33	4.58	20	4.02
Very large (600 or more students)	Comm/Comp	In DEIS	4	0.55	2	0.40
Very large (600 or more students)	Comm/Comp	Not in DEIS	39	5.41	31	6.22
Very large (600 or more students)	Senior colleges	Not in DEIS	15	2.08	10	2.01
		TOTAL	721	100	498	100

Appendix to Chapter 4

Table A4.1: Average number of working computer devices (and by type/purpose) in primary schools by DEIS status

		Non-DEIS		Band 1		Band 2		Rural	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
For teaching	Desktops	5.79	8.89	13.06	12.27	12.60	11.84	4.03	5.92
	Laptops	8.66	8.24	12.06	10.39	14.38	9.67	5.93	5.79
	Tablets	0.72	3.70	2.24	17.91	1.23	4.16	0.50	1.58
	Overall	15.02	14.36	26.83	27.56	28.24	19.11	10.63	9.64
For SEN	Desktops	1.48	2.85	3.22	5.21	2.12	2.88	1.30	2.41
	Laptops	1.73	2.32	1.83	2.87	2.40	3.05	1.58	2.06
	Tablets	0.63	2.02	0.67	3.61	1.27	3.10	0.38	1.21
	Overall	3.50	4.64	4.80	6.61	5.24	5.57	2.55	3.04
Students in general	Desktops	10.37	12.38	19.25	12.86	15.87	11.38	7.26	6.34
	Laptops	7.95	9.91	8.73	10.36	10.27	12.03	7.36	6.60
	Tablets	1.51	6.62	4.23	20.18	2.49	8.27	1.01	3.63
	Overall	17.86	16.19	29.64	24.42	28.56	17.52	14.06	9.09
School admin	Desktops	1.35	1.57	2.00	1.40	2.04	1.39	1.10	0.81
	Laptops	0.96	1.41	1.42	1.12	1.24	1.00	0.96	1.22
	Tablets	0.04	0.23	0.04	0.24	0.08	0.28	0.04	0.19
	Overall	2.22	2.31	3.39	2.02	3.23	1.70	1.83	1.63

Missing data: Non-DEIS: 4-22%. DEIS Urban: 5-27%. Rural: 5-42%.

Table A4.2: Average number of working computer devices (and by type/purpose) for primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
For teaching	Desktops	2.37	3.12	3.79	5.04	6.63	8.04	13.85	14.11
	Laptops	3.54	2.80	5.94	4.46	10.13	6.94	17.38	11.21
	Tablets	0.45	2.03	0.33	1.33	0.64	2.75	2.11	11.71
	Overall	6.44	5.25	10.09	7.24	17.09	10.97	32.64	23.04
For SEN	Desktops	0.65	1.50	1.01	1.69	1.93	3.67	3.01	4.08
	Laptops	0.98	1.60	1.44	2.08	1.78	1.99	2.97	3.28
	Tablets	0.22	0.66	0.32	1.15	0.79	2.51	1.27	3.23
	Overall	1.51	2.21	2.42	3.09	3.92	4.49	6.74	6.64
Students in general	Desktops	5.16	4.53	6.96	6.65	11.71	10.68	21.13	17.42
	Laptops	5.13	4.45	6.99	7.05	9.13	9.90	11.71	15.00
	Tablets	0.78	2.81	0.99	3.79	1.72	6.89	3.54	14.59
	Overall	10.06	5.85	13.33	9.06	20.15	12.95	34.17	24.66
School admin	Desktops	0.88	0.83	1.07	0.89	1.59	1.55	2.12	2.16
	Laptops	0.77	0.96	0.79	1.61	1.20	1.55	1.27	1.04
	Tablets	0.02	0.15	0.02	0.18	0.04	0.20	0.08	0.34
	Overall	1.53	1.47	1.68	2.07	2.65	2.19	3.37	2.56

Missing data: ≤38%.

Table A4.3: Average number of working computer devices (and by type/purpose) in post-primary schools by DEIS status

		DEIS		Non-DEIS	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
For teaching	Desktops	37.51	34.70	38.83	41.96
	Laptops	15.70	17.66	19.72	18.79
	Tablets	5.15	12.88	6.19	13.13
	Overall	57.27	42.75	64.66	51.35
For SEN	Desktops	5.66	8.63	6.33	22.52
	Laptops	6.40	9.74	5.67	6.42
	Tablets	1.19	3.00	0.91	2.58
	Overall	11.78	11.11	12.82	25.94
Students in general	Desktops	65.25	47.80	65.75	51.41
	Laptops	22.61	72.95	11.62	36.16
	Tablets	8.89	29.55	6.07	22.93
	Overall	96.54	90.89	79.77	60.56
School admin	Desktops	6.19	5.01	6.52	5.72
	Laptops	2.20	2.19	2.10	2.08
	Tablets	0.54	0.97	0.59	1.54
	Overall	8.80	5.85	9.15	6.85

Missing data: 4-27%.

Table A4.4: Average number of working computer devices (and by type/purpose) in post-primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
For teaching	Desktops	18.95	18.12	29.25	30.76	38.85	32.58	55.43	51.16
	Laptops	10.40	7.83	14.33	11.86	17.02	16.31	27.91	24.30
	Tablets	4.27	7.25	3.71	8.33	6.23	12.03	8.45	18.02
	Overall	33.09	19.27	47.09	33.74	61.31	36.42	92.00	61.74
For SEN	Desktops	3.55	7.69	4.01	4.92	5.52	7.14	9.68	32.80
	Laptops	5.22	11.32	4.32	3.79	4.74	4.75	8.30	8.51
	Tablets	1.30	3.34	0.73	1.92	1.22	3.22	0.92	2.60
	Overall	7.46	6.70	9.04	6.89	11.08	10.77	18.96	37.05
Students in general	Desktops	31.53	20.33	56.80	36.19	67.49	43.74	87.72	62.57
	Laptops	14.45	29.53	11.77	28.00	15.28	65.18	16.81	59.47
	Tablets	9.71	26.84	3.43	13.65	8.53	31.12	7.33	26.97
	Overall	48.92	39.73	70.29	43.77	91.89	86.33	109.57	79.66
School admin	Desktops	3.34	2.13	5.03	3.36	6.42	5.28	9.09	6.95
	Laptops	1.58	1.37	1.77	1.49	2.16	1.90	2.72	2.79
	Tablets	0.47	0.83	0.56	1.87	0.51	0.76	0.69	1.49
	Overall	5.09	2.68	7.19	4.06	8.80	4.77	12.81	8.65

Missing data: 5-27%.

Table A4.5: Average number of working computer devices (and by type/purpose) in post-primary schools by school sector

		Mixed		Girls		Boys		Voc.		Comm.		SC	
		<i>M</i>	<i>SD</i>										
For teaching	Desktops	29.1	30.7	31.3	23.7	33.1	28.5	39.1	43.4	58.1	49.4	69.6	75.9
	Laptops	19.2	18.9	16.8	15.4	20.2	16.9	15.5	16.6	26.1	25.6	14.4	13.0
	Tablets	5.8	14.4	6.4	12.1	5.0	9.9	7.4	15.2	3.8	11.7	4.1	4.7
	Overall	53.4	48.8	54.6	26.5	57.5	32.5	61.2	51.2	88.0	61.1	89.3	89.6
For SEN	Desktops	5.2	8.0	4.1	6.1	3.6	3.8	4.7	5.8	7.3	8.5	62.9	113.9
	Laptops	4.4	3.9	6.2	6.0	4.2	4.0	6.2	8.9	6.5	6.7	18.2	16.6
	Tablets	1.1	3.1	1.1	2.4	0.6	1.5	1.4	3.5	0.4	1.3	0.0	0.0
	Overall	10.1	8.1	11.2	10.4	7.8	5.2	11.4	9.4	14.1	12.2	81.3	117.8
Students in general	Desktops	48.6	28.1	53.7	35.8	49.0	26.0	74.7	54.4	77.4	47.1	183.5	91.6
	Laptops	8.6	17.8	7.3	11.4	8.5	14.4	20.7	63.4	25.9	82.4	2.2	5.2
	Tablets	4.2	18.6	7.9	25.4	3.3	11.3	10.3	32.2	6.8	26.5	0.1	0.3
	Overall	58.1	43.6	70.2	49.9	61.5	30.8	97.1	74.0	112.9	101.5	182.3	99.8
School admin	Desktops	5.0	3.7	6.5	5.4	6.0	3.1	6.0	5.0	7.8	5.1	15.8	15.8
	Laptops	1.7	1.4	2.0	2.0	2.3	2.0	2.0	1.8	3.0	3.2	2.0	2.6
	Tablets	0.2	0.7	0.4	0.8	0.6	1.6	0.7	1.0	0.4	1.0	2.5	4.7
	Overall	6.9	5.1	9.1	6.3	8.5	4.8	8.3	4.9	11.1	6.4	21.4	17.1

Missing data: 28-36%.

Additional Tables Related to Table 4.2

Table A4.6: Total number of working computer devices categorised by (a) type and (b) use, and pupil-computer ratio, in primary schools by DEIS status

	Non-DEIS		Band 1		Band 2		Rural	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total	37.72	30.51	62.37	56.70	63.59	36.57	26.70	15.95
Pupil-comp ratio	4.8	2.9	4.0	2.0	4.7	2.5	3.1	2.3
% Desktops	53.3	37.7	68.7	31.6	61.7	35.0	61.7	35.0
% Laptops	41.7	36.9	24.1	29.5	33.4	33.9	33.4	33.9
% Tablets	4.7	14.8	7.1	16.9	4.9	13.6	4.9	13.6
% teaching	39.7	17.3	41.6	17.6	43.6	15.9	33.9	16.8
% SEN	8.6	7.7	7.5	7.7	7.9	6.4	9.7	10.1
% students	46.4	19.0	45.5	16.6	43.5	17.1	51.3	17.0
% admin	7.2	5.8	6.4	3.3	6.4	4.4	8.1	6.1

Missing data: Non-DEIS: ≤37%. DEIS Band 1: ≤70%. DEIS Band 2: ≤45%. Rural: ≤40%.

Table A4.7: Total number of working computer devices categorised by (a) type and (b) use, and pupil-computer ratio, in primary schools by school enrolment size

	Small		Medium		Large		V. Large	
	M	SD	M	SD	M	SD	M	SD
Total	18.71	10.42	26.73	14.83	41.50	21.90	74.67	46.17
Pupil-comp ratio	5.18	5.31	9.75	9.16	12.75	15.40	18.15	33.98
% Desktops	47.17	34.13	51.97	37.64	54.76	38.88	63.60	35.34
% Laptops	47.59	34.23	44.01	37.20	39.94	38.26	30.04	32.92
% Tablets	4.85	14.37	3.97	13.24	5.28	16.30	5.55	15.60
% teaching	33.05	16.36	38.17	16.77	41.53	16.46	45.26	17.41
% SEN	7.34	8.83	8.83	8.02	9.25	7.64	42.91	17.65
% students	52.58	18.05	46.72	18.35	44.35	18.89	8.79	6.92
% admin	8.83	6.75	7.10	5.19	7.36	5.73	5.34	3.99

Missing data: 28-33%.

Table A4.8: Total number of working computer devices categorised by (a) type and (b) use, and pupil-computer ratio, in post-primary schools by DEIS status

	DEIS		Non-DEIS	
	M	SD	M	SD
Total	168.36	124.07	162.26	115.09
Pupil-computer ratio	2.89	1.82	4.03	1.97
% Desktops	81.64	25.59	83.66	23.57
% Laptops	13.32	22.25	11.15	18.19
% Tablets	5.04	14.59	4.73	14.53
% teaching	36.56	16.55	41.64	16.60
% SEN	7.60	5.96	7.70	6.32
% students	52.01	16.70	47.64	15.47
% admin	6.32	4.44	6.37	3.46

Missing data: 28-36%.

Table A4.9: Total number of working computer devices categorised by (a) type and (b) use, and pupil-computer ratio, in post-primary schools by school enrolment size

	Small		Medium		Large		V. Large	
	M	SD	M	SD	M	SD	M	SD
Total	89.41	47.49	126.74	64.74	164.38	109.10	230.62	143.97
Ratio	2.40	1.12	3.29	1.47	4.09	1.98	4.46	2.32
% Desktops	73.86	33.68	83.48	22.30	84.88	21.68	86.36	20.14
% Laptops	16.85	27.05	12.63	18.84	9.76	17.74	9.62	15.43
% Tablets	9.28	21.14	2.77	9.66	5.36	15.03	4.02	13.32
% teaching	38.38	16.95	37.23	16.21	40.57	16.49	43.57	16.72
% SEN	8.63	6.83	7.51	5.90	6.88	5.11	7.88	6.81
% students	48.78	17.13	52.98	13.54	49.51	16.49	44.84	16.04
% admin	6.53	4.15	6.16	3.00	6.58	4.47	6.30	3.63

Missing data: 28-36%.

Table A4.10: Total number of working computer devices categorised by (a) type and (b) use, and pupil-computer ratio for post-primary schools by school sector

	Mixed		Girls		Boys		Voc.		Comm.		SC	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Total	122.6	95.0	143.2	66.6	133.8	54.7	169.0	109.1	221.6	149.5	391.4	266.3
ratio	4.1	2.0	4.3	1.7	4.3	1.5	3.2	2.2	3.5	2.0	2.5	1.1
Desktops	85.2	23.5	81.2	26.6	85.5	20.0	80.8	26.9	82.5	21.2	96.3	8.3
Laptops	13.0	22.6	9.8	16.0	11.0	17.7	12.1	20.4	14.2	19.8	3.6	8.3
Tablets	1.7	7.1	7.0	19.9	3.5	11.4	7.0	17.3	3.2	10.0	0.0	0.1
teaching	43.7	16.3	40.7	14.1	43.5	15.3	36.4	17.0	42.7	17.8	27.7	19.5
students	8.8	6.5	7.7	7.0	6.3	4.1	7.7	5.6	7.0	5.6	13.2	14.8
SEN	46.6	15.0	45.7	14.9	45.7	14.2	53.9	15.4	46.6	17.1	51.8	23.3
admin	6.2	3.0	7.1	5.2	6.8	3.1	5.9	3.6	6.2	3.8	7.3	4.6

Missing data: 28-36%.

Additional Tables Related to Table 4.3.

Table A4.11: Average number of devices in general classrooms and computer rooms and by use in primary schools by DEIS status

		Non-DEIS		Band 1		Band 2		Rural	
		M	SD	M	SD	M	SD	M	SD
General classrooms	Staff	7.13	6.93	12.01	8.09	11.64	7.69	3.87	3.53
	SEN	1.49	2.64	2.58	6.49	2.92	5.40	1.16	1.70
	Students	8.88	10.89	11.34	20.01	12.91	13.61	8.07	7.44
	Overall	17.48	15.74	26.08	29.55	27.74	20.43	13.04	9.87
Schools with computer rooms (%)		29.9	-	77.2	-	47.9	-	23.2	-
Computer rooms	Staff	1.67	5.35	4.70	7.73	3.12	7.02	0.91	3.23
	SEN	0.73	3.84	1.82	5.20	0.99	3.92	0.56	2.13
	Students	4.90	8.90	12.21	9.20	8.72	9.77	3.45	6.20
	Overall	6.72	13.69	18.27	17.10	12.17	16.41	3.92	7.68

Missing data: General Classrooms: ≤15%. Computer rooms: ≤36%.

Table A4.12: Average number of devices in general classrooms and computer rooms and by use in primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		M	SD	M	SD	M	SD	M	SD
General classrooms	Staff	2.78	2.39	4.11	2.28	8.05	5.07	15.74	8.93
	SEN	0.83	1.64	1.05	1.78	1.86	3.35	2.80	4.71
	Students	6.81	5.28	6.79	7.42	9.19	9.65	14.85	19.04
	Overall	10.39	6.89	11.91	8.52	19.10	13.46	33.36	25.12
Schools with computer rooms (%)		16.6	-	21.8	-	38.5	-	55.5	-
Computer rooms	Staff	0.49	2.12	0.78	3.12	2.73	6.53	3.51	7.79
	SEN	0.30	1.82	0.22	1.27	1.13	4.31	1.60	5.96
	Students	1.65	3.86	3.18	6.37	6.22	9.23	10.86	11.69
	Overall	2.02	5.51	3.68	8.20	9.32	15.69	15.23	18.60

Missing data: General Classrooms: ≤17%. Computer rooms: ≤30%.

Table A4.13: Average number of devices in general classrooms and computer rooms and by use in post-primary schools by DEIS status

		DEIS		Non-DEIS	
		M	SD	M	SD
General classrooms	Staff	20.57	16.03	24.92	18.10
	SEN	5.06	9.00	3.22	6.17
	Students	13.68	28.87	16.46	49.81
	Overall	39.40	40.17	44.43	60.47
Schools with computer rooms (%)		99.0	-	99.1	-
Computer rooms	Staff	13.00	20.51	14.78	24.29
	SEN	2.82	7.95	2.02	7.13
	Students	47.72	36.51	48.40	53.42
	Overall	61.41	40.90	63.29	63.29

Missing data: General classrooms: ≤13%. Computer rooms: <20%.

Table A4.14: Average number of devices in general classrooms and computer rooms and by use in post-primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		M	SD	M	SD	M	SD	M	SD
General classrooms	Staff	13.92	8.36	17.09	13.17	26.88	15.29	32.44	20.84
	SEN	3.40	7.65	3.38	5.52	2.88	5.73	4.73	8.61
	Students	8.84	16.16	12.20	27.12	13.04	33.74	24.27	68.22
	Overall	26.33	24.43	32.38	34.86	41.99	44.73	62.34	79.15
Schools with computer rooms (%)		97.2	-	100	-	100.0	-	98.8	-
Computer rooms	Staff	7.57	12.38	11.73	19.00	11.66	21.01	21.37	29.61
	SEN	1.25	5.89	1.63	5.18	4.65	11.06	1.64	6.21
	Students	25.34	18.30	42.31	32.06	45.81	32.63	65.48	71.08
	Overall	32.18	22.99	53.79	34.82	61.79	39.48	85.21	82.39

Missing data: General classrooms: ≤17%. Of schools with computer rooms: 6-21%.

Table A4.15: Average number of devices by in general classrooms and computer rooms and by use in post-primary schools by school sector

		Mixed		Girls		Boys		Voc.		Comm.		SC	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Gen. class	Staff	20.7	17.3	24.6	15.4	25.3	15.4	21.1	18.0	31.6	20.3	22.2	18.9
	SEN	3.1	8.1	3.4	5.6	2.7	4.1	3.9	6.5	5.2	8.8	7.7	16.7
	Stud.	9.3	21.1	10.0	25.4	8.9	19.2	21.3	67.7	23.0	42.5	38.5	53.0
	Overall	32.3	34.1	37.7	34.2	37.0	28.8	46.1	77.8	59.6	59.4	68.1	67.7
Schools with computer rooms (%)		98.6	-	97.6	-	100	-	99.3	-	100.1	-	100	98.6
Comp. rooms	Staff	10.3	19.5	15.0	22.1	17.8	23.9	11.3	20.4	18.5	28.5	24.6	38.0
	SEN	2.9	7.9	1.0	4.1	1.7	6.5	1.8	6.4	5.0	11.6	0.1	0.3
	Stud.	40.2	22.3	33.1	22.2	35.7	25.3	51.0	39.0	56.4	31.0	175.9	173.6
	Overall	52.9	34.5	46.6	26.9	53.1	29.3	61.7	43.8	77.9	49.7	196.3	207.8

Missing data: General classrooms: ≤16%. Of schools with computer rooms: 4-19%.

Additional Tables Related to Table 4.4

Table A4.16: Average number of devices by age and type, in primary schools by DEIS status

		Non-DEIS		Band 1		Band 2		Rural	
		M	SD	M	SD	M	SD	M	SD
Less than 2 years old	Desktops	1.34	4.91	2.12	5.15	2.30	4.93	0.74	2.04
	Laptops	3.19	5.81	2.84	5.34	3.40	5.60	2.46	3.57
	Tablets	1.63	5.99	3.39	16.15	2.68	7.32	1.20	3.72
	Overall	5.72	10.04	7.99	18.29	7.87	11.36	3.93	5.05
Between 2 and 4 years old	Desktops	3.27	7.32	7.31	10.16	5.87	10.51	1.57	2.62
	Laptops	7.21	8.06	7.41	9.50	10.74	10.23	4.84	6.08
	Tablets	0.28	2.38	2.05	19.25	0.40	2.09	0.17	1.04
	Overall	10.28	11.77	15.99	27.99	16.24	14.88	6.21	7.33
> 4/< 6 years old	Desktops	4.02	7.79	7.97	8.25	6.76	7.63	3.00	4.37
	Laptops	3.67	6.43	7.33	10.04	5.77	10.59	3.29	5.13
	Tablets	0.02	0.27	0.23	2.40	0.11	1.00	0.05	0.53
	Overall	7.06	10.84	14.57	14.37	12.21	13.45	5.44	5.78
More than 6 years old	Desktops	6.41	9.32	10.68	9.75	10.37	10.92	4.43	5.66
	Laptops	1.68	4.53	3.27	6.72	2.32	5.47	1.79	4.80
	Tablets	0.01	0.18	0.00	0.00	0.00	0.00	0.08	0.91
	Overall	7.28	10.35	12.89	11.80	11.74	13.50	5.93	8.52

Missing data: ≤49%.

Table A4.17: Average number of devices by age and type, in primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		M	SD	M	SD	M	SD	M	SD
Less than 2 years old	Desktops	0.59	1.87	0.61	1.92	0.96	2.64	3.63	8.80
	Laptops	1.89	2.98	2.53	4.19	3.53	6.06	4.64	7.88
	Tablets	0.86	2.80	1.02	3.48	1.72	6.28	3.58	11.98
	Overall	2.95	4.31	3.65	5.47	5.78	8.92	11.34	17.28
Between 2 and 4 years old	Desktops	1.50	2.81	1.78	3.58	4.04	7.06	7.03	12.26
	Laptops	3.49	3.60	5.71	5.64	7.84	7.70	12.43	11.80
	Tablets	0.11	1.15	0.20	2.07	0.26	2.48	1.06	10.72
	Overall	4.61	4.56	7.13	6.75	11.80	10.84	19.56	21.52
> 4 years but < 6 years old	Desktops	2.25	3.08	2.94	4.68	4.75	7.29	7.92	12.19
	Laptops	2.03	3.37	2.82	5.33	4.15	6.19	7.36	10.39
	Tablets	0.01	0.08	0.08	1.24	0.01	0.15	0.06	0.68
	Overall	3.81	4.60	5.18	7.59	8.06	9.06	14.51	17.33
More than 6 years old	Desktops	2.66	3.16	4.73	5.78	6.79	8.16	13.51	13.93
	Laptops	1.02	2.40	1.11	2.79	2.20	5.03	3.21	7.50
	Tablets	0.00	0.00	0.03	0.53	0.00	0.00	0.02	0.35
	Overall	3.35	3.75	5.18	6.23	8.35	9.88	15.14	15.86

Missing data: ≤42%.

Table A4.18: Average number of devices by age and type, in post-primary schools by DEIS status

		DEIS		Non-DEIS	
		M	SD	M	SD
Less than 2 years old	Desktops	15.87	25.76	23.13	43.43
	Laptops	11.36	34.36	8.73	20.91
	Tablets	11.01	32.27	8.82	22.69
	Overall	37.16	54.27	39.58	52.67
Between 2 and 4 years old	Desktops	37.27	48.12	31.27	40.94
	Laptops	19.99	63.10	14.56	24.63
	Tablets	0.68	3.54	0.81	4.13
	Overall	56.44	80.79	45.70	50.00
Greater than 4 but less than 6 years old	Desktops	28.64	32.33	26.69	36.46
	Laptops	8.60	15.48	6.77	12.05
	Tablets	0.36	3.39	0.01	0.13
	Overall	35.54	38.31	32.07	40.36
More than 6 years old	Desktops	19.79	30.04	21.01	40.17
	Laptops	2.42	6.45	2.57	7.82
	Tablets	0.08	0.80	0.00	0.00
	Overall	20.46	32.28	22.08	39.11

Missing data: 18-35%.

Table A4.19: Average number of devices by age and type, in post-primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		M	SD	M	SD	M	SD	M	SD
Less than 2 years old	Desktops	8.16	13.87	15.29	26.96	21.19	39.43	32.87	52.54
	Laptops	8.99	17.24	7.35	24.10	5.15	11.81	14.22	33.89
	Tablets	9.23	19.23	5.77	16.72	9.48	26.80	12.76	33.16
	Overall	25.60	29.71	28.16	39.34	36.46	50.71	57.43	68.18
Between 2 and 4 years old	Desktops	16.11	20.60	29.41	33.93	33.52	42.95	43.33	53.56
	Laptops	9.20	13.06	10.98	13.08	21.02	70.33	21.15	35.64
	Tablets	1.83	6.53	0.12	0.67	0.41	2.34	1.02	4.54
	Overall	25.77	24.55	40.22	37.43	53.47	83.94	64.73	66.51
Greater than 4 < 6 years old	Desktops	10.88	12.75	24.30	29.57	29.70	30.53	37.00	46.39
	Laptops	7.63	16.80	5.47	8.90	7.09	11.25	8.90	15.00
	Tablets	0.52	4.24	0.02	0.20	0.04	0.24	0.01	0.09
	Overall	16.53	21.74	29.04	34.08	34.94	33.87	44.78	51.12
More than 6 years old	Desktops	10.57	15.54	15.03	21.35	24.50	41.50	28.25	50.28
	Laptops	1.26	2.63	2.77	8.85	1.58	4.75	3.59	9.01
	Tablets	0.12	0.98	0.00	0.00	0.00	0.00	0.00	0.00
	Overall	11.57	17.06	16.70	24.77	22.06	36.37	31.23	50.66

Missing data: 12-36%.

Table A4.20: Average number of devices by age and type, in post-primary schools by school sector

		Mixed		Girls		Boys		Voc.		Comm.		SC	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
<2	Desktops	12.4	21.5	25.1	38.9	19.1	31.4	22.5	47.6	20.3	43.0	55.9	47.4
	Laptops	6.9	23.7	5.0	8.8	8.4	11.9	13.9	36.9	7.2	16.5	12.3	20.2
	Tablets	7.5	25.3	11.5	27.7	5.5	12.0	12.2	26.8	9.9	36.1	4.6	4.8
	Overall	26.4	50.2	40.8	44.4	33.4	35.6	45.4	60.2	38.2	62.4	72.0	59.0
2-4	Desktops	26.3	33.0	23.9	35.9	24.8	23.2	36.9	48.2	37.9	39.9	93.5	88.1
	Laptops	14.0	16.1	13.7	17.6	13.1	15.0	14.5	34.0	31.8	87.2	8.7	9.4
	Tablets	0.6	3.1	1.4	5.7	0.1	0.3	1.2	5.2	0.3	0.9	0.2	0.6
	Overall	36.2	35.9	39.4	43.4	35.6	26.0	51.4	61.1	70.2	96.1	102.5	91.7
4-6	Desktops	19.9	25.4	22.2	24.6	21.1	24.1	31.5	37.4	30.5	43.4	66.8	70.9
	Laptops	6.1	10.9	6.3	14.6	5.6	9.7	9.1	15.3	7.3	9.9	9.3	18.4
	Tablets	0.0	0.3	0.0	0.0	0.0	0.0	0.3	3.1	0.0	0.0	0.0	0.0
	Overall	24.5	29.4	27.4	29.1	24.8	27.3	39.5	44.0	33.6	40.3	77.7	79.8
6+	Desktops	19.0	26.3	12.1	16.9	15.7	23.6	20.8	41.7	33.9	54.5	44.1	69.8
	Laptops	2.2	5.0	1.4	5.6	2.1	5.5	3.2	9.6	3.6	9.0	0.5	1.5
	Tablets	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.7	0.0	0.0	0.0	0.0
	Overall	21.5	28.4	11.3	17.2	17.9	25.5	20.4	39.4	39.3	59.9	34.4	45.9

Missing data: 16-33%.

Additional Tables Related to Tables 4.5a and 4.5b

Table A4.21: Average number of devices (other than computers) of different types in primary schools by DEIS status

		Non-DEIS		Band 1		Band 2		Rural	
		M	SD	M	SD	M	SD	M	SD
	Interactive whiteboards	6.36	5.74	11.47	6.59	10.93	5.97	3.35	2.31
	Visualisers (also known as document cameras)	2.85	3.89	4.93	6.02	4.54	4.81	1.88	2.29
	Laptop trolleys	0.41	1.22	0.53	1.17	0.46	0.86	0.50	1.66
	Multi-function devices	2.05	3.24	3.03	4.27	3.06	5.01	1.34	1.44
	Digital voice recorders	0.69	2.96	2.23	8.89	1.12	1.98	0.43	0.89
	Digital projectors	6.21	6.25	10.46	8.07	11.27	6.87	3.04	2.69
	Digital cameras and voice recorders	3.76	5.02	7.75	17.43	6.14	6.43	2.71	2.47
	Printers, scanners, and printer-scanners	6.68	6.43	11.15	9.32	9.98	8.12	4.42	3.15

Missing data: ≤6%.

Table A4.22: Average number of devices (other than computers) of different types in primary schools by school enrolment size

	Small		Medium		Large		V. Large	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Interactive whiteboards	2.15	0.94	3.74	1.67	7.20	3.35	14.75	6.65
Visualisers (also known as document cameras)	1.24	1.03	1.84	1.69	3.32	3.19	5.99	6.75
Laptop trolleys	0.29	0.90	0.37	0.86	0.45	0.86	0.66	2.16
Multi-function devices	1.24	1.17	1.44	1.59	2.22	2.94	3.74	5.67
Digital projectors	2.02	1.22	3.45	2.13	6.96	4.07	14.67	8.07
Digital cameras and voice recorders	1.95	1.59	2.61	2.20	4.40	3.87	7.77	12.34
Printers, scanners, and printer-scanners	3.72	2.07	4.69	2.96	7.52	5.80	12.66	10.00

Missing data: ≤5%.

Table A4.23: Average number of devices (other than computers) of different types in post-primary schools by DEIS status

	DEIS		Non-DEIS	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Interactive whiteboards	6.19	9.43	7.28	11.38
Visualisers (also known as document cameras)	3.80	8.27	4.32	7.67
Laptop trolleys	0.63	1.46	0.69	2.06
Multi-function devices	2.68	2.63	2.71	3.22
Digital projectors	25.05	12.11	31.19	15.88
Digital cameras and voice recorders	4.55	3.64	4.53	5.16
Printers, scanners, and printer-scanners	14.52	10.07	14.49	8.98

Missing data: ≤7%.

Table A4.24: Average number of devices (other than computers) of different types in post-primary schools by school enrolment size

	Small		Medium		Large		V. Large	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Interactive whiteboards	3.78	5.35	5.59	7.33	8.62	11.28	8.84	14.37
Visualisers (document cameras)	2.00	2.57	3.07	4.27	4.68	7.72	5.98	11.07
Laptop trolleys	0.36	0.68	0.77	2.91	0.64	1.81	0.77	1.16
Multi-function devices	1.48	1.50	2.23	2.11	3.10	3.00	3.50	4.02
Digital projectors	14.03	4.69	23.13	8.54	30.92	10.37	42.35	15.24
Digital cameras and voice recorders	3.87	4.42	3.68	3.05	4.24	3.46	5.81	6.46
Printers, scanners, and printer-scanners	9.41	3.99	11.96	5.64	15.34	9.23	18.84	11.55

Missing data: ≤8%.

Table A4.25: Average number of devices (other than computers) of different types in post-primary schools by school sector

	Mixed		Girls		Boys		Voc.		Comm.		SC	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Interactive whiteboards	5.0	9.7	5.8	7.9	8.1	10.	8.6	12.	6.9	11.	0.9	1.3
Visualisers (doc. cameras)	2.9	3.9	3.8	6.7	3.5	7.3	4.1	7.4	8.5	12.	1.6	5.1
Laptop trolleys	0.4	0.7	0.9	3.7	0.7	1.4	0.6	1.2	0.9	1.9	1.0	2.6
Multi-function devices	2.3	2.8	2.4	2.3	3.0	3.3	2.4	2.4	3.3	3.7	5.0	6.2
Digital projectors	27.	13.	29.	13.	31.	13.	26.	16.	38.	13.	32.	22.
	4	2	1	7	0	1	5	4	1	8	1	4
Digital cameras/voice recorders	3.5	3.1	3.5	2.8	4.2	3.6	4.8	4.1	4.0	2.9	16.	14.
Printers/scanners/printer-scanners	10.	6.4	13.	9.8	14.	7.5	13.	9.2	19.	8.8	26.	15.
	8		9		5		8		3		0	1

Missing data: ≤10%.

Additional Tables Related to Table 4.6

Table A4.26: Percentages of devices that are networked and with wireless connection by location, in primary schools by DEIS status

Location/Connectivity information	Non-DEIS		Band 1		Band 2		Rural	
	M	SD	M	SD	M	SD	M	SD
General classrooms	Overall number	7.11	5.64	12.65	6.46	11.71	5.29	3.86
	Percentage networked	76.07	39.98	78.82	36.90	82.13	37.19	78.47
	Percentage with wireless	56.04	46.97	45.49	46.07	54.83	48.06	67.23
Computer rooms	Overall number	0.32	0.80	0.80	0.47	0.49	0.53	0.23
	Percentage networked	88.90	31.44	94.95	21.98	84.55	36.48	81.18
	Percentage with wireless	49.42	50.05	51.43	50.21	44.92	50.27	58.96

Missing data: General classrooms: Non-DEIS: ≤18%. Band 1: ≤14%. Band 2: ≤15%. Rural: ≤26%. Of those with computer rooms: Non-DEIS: 19-58%. Band 1: 12-43%. Band 2: 14-45%. Rural: 29-33%.

Table A4.27: Percentages of devices that are networked and with wireless connection by location, in primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
General classrooms	Overall number	2.61	1.02	4.30	1.68	7.96	2.53	15.98	5.69
	Percentage networked	70.38	42.96	69.58	43.37	80.92	37.12	87.01	29.44
	Percentage with wireless	59.01	47.66	51.19	47.70	59.34	46.65	56.57	45.49
Computer rooms	Overall number	1.00	0.00	1.11	1.17	1.01	0.12	1.11	1.36
	Percentage networked	64.55	48.19	80.42	39.85	95.22	21.37	94.69	22.46
	Percentage with wireless	51.44	50.32	51.86	50.18	54.07	49.94	48.50	50.07

Missing data: General classrooms: 8-25%. Of those with computer rooms: ≤8%.

Table A4.28: Percentages of devices that are networked and with wireless connection by location, in post-primary schools by DEIS status

		DEIS		Non-DEIS	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
General classrooms	Overall number	22.62	11.88	27.08	13.13
	Percentage networked	89.23	26.64	86.22	30.84
	Percentage with wireless	64.37	44.15	59.84	45.97
Computer rooms	Overall number	2.54	1.58	2.32	3.41
	Percentage networked	97.22	16.01	96.25	19.02
	Percentage with wireless	62.75	47.25	61.68	48.13

Missing data: General classrooms: ≤16%. Of those with computer rooms: ≤23%.

Table A4.29: Percentages of devices that are networked and with wireless connection by location, in post-primary schools by school enrolment size

		Small		Medium		Large		V. Large	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
General classrooms	Overall number	12.72	4.29	20.59	7.50	28.73	10.41	35.77	12.87
	Percentage networked	87.66	30.40	83.92	31.83	88.92	28.81	88.37	28.04
	Percentage with wireless	62.88	46.28	62.31	44.20	59.88	46.12	59.89	46.06
Computer rooms	Overall number	1.42	0.76	2.06	1.23	2.19	1.27	3.29	4.89
	Percentage networked	91.47	28.09	95.42	20.62	97.78	14.80	99.32	8.22
	Percentage with wireless	59.95	48.42	67.25	45.88	61.46	48.88	58.50	48.65

Missing data: General classrooms: ≤18%. Of those with computer rooms: ≤ 25%.

Table A4.30: Percentages of devices that are networked and with wireless connection by location, in primary schools by school sector

		Mixed		Girls		Boys		Voc.		Comm.		SC.	
		<i>M</i>	<i>SD</i>										
General classrooms	Overall number	25.4	12.5	26.2	9.2	28.6	10.8	23.0	14.5	30.8	13.2	21.5	15.3
	Percentage networked	82.9	33.6	87.1	30.7	88.5	27.1	89.3	28.0	87.1	30.5	78.5	32.7
	Percentage with wireless	50.3	47.4	61.8	44.5	57.1	45.6	63.0	45.2	68.2	44.9	87.6	28.8
Computer rooms	Overall number	1.7	1.1	1.6	0.8	1.8	0.8	2.5	1.6	3.1	6.1	8.9	7.7
	% n/working	97.0	17.1	97.6	15.3	98.6	11.6	93.7	24.0	98.2	13.3	100.0	0.0
	% with wireless	55.6	48.8	63.8	48.3	59.2	49.0	62.5	47.7	64.4	46.8	90.6	30.1

Missing data: General Classrooms: ≤21%. Of those with computer rooms: ≤16%.

Additional Tables Related to Table 4.7

Table A4.31: Percentages of school principals reporting having a school website and regularly updating it in primary schools by DEIS status

	Non-DEIS	Band 1	Band 2	Rural
The school has a website or blog in place	70.5	88.2	91.7	52.4
This is updated regularly (of those with website/blog only)	81.8	80.3	84.4	72.9
The school has a website or blog that is updated regularly (of total sample)	57.7	70.8	77.4	38.2

Missing data: ≤7%.

Table A4.32: Percentages of school principals reporting having a school website and regularly updating it in primary schools by school enrolment size

	Small	Medium	Large	V. Large
The school has a website or blog in place	49.7	63.9	78.3	94.6
This is updated regularly (of those with website/blog only)	71.6	77.3	83.3	88.5
The school has a website or blog that is updated regularly (of total sample)	35.6	49.4	65.2	83.7

Missing data: ≤6%.

Table A4.33: Percentages of school principals reporting having a school website and regularly updating it in post-primary schools by DEIS status

	DEIS	Non-DEIS
The school has a website or blog in place	94.8	97.1
This is updated regularly (of those with website/blog only)	81.2	92.6
The school has a website or blog that is updated regularly (of total sample)	77.0	89.9

Missing data: ≤10%.

Table A4.34: Percentages of school principals reporting having a school website and regularly updating it in post-primary schools by school enrolment size

Statement on website	Small	Medium	Large	V. Large
The school has a website or blog in place	93.0	94.4	97.9	99.2
This is updated regularly (of those with website/blog only)	85.1	86.0	92.4	93.1
The school has a website or blog that is updated regularly (of total sample)	79.1	81.2	90.5	92.4

Missing data: 6-21%.

Table A4.35: Percentages of school principals reporting having a school website and regularly updating it in post-primary schools by school sector

	Mixed	Girls	Boys	Voc.	Comm.	SC
The school has a website or blog in place	100.0	100.0	97.6	92.3	95.4	100.0
This is updated regularly (of those with website/blog only)	91.2	91.0	91.3	83.0	97.0	100.0
The school has a website or blog that is updated regularly (of total sample)	91.2	91.0	89.1	76.6	92.5	100.0

Missing data: $\leq 12\%$.

Additional Tables Related to Table 4.8

Table A4.36: Percentages of school principals with knowledge of and experience with procurement frameworks, and evaluations of their usefulness in primary schools by DEIS status

	Non-DEIS	Band 1	Band 2	Rural
PC				
Not aware of the framework	18.6	15.0	16.2	21.7
Aware of, but have not used framework	29.6	30.0	26.7	28.6
Have used framework, and I disagree	19.1	18.9	11.9	20.6
Have used framework, and I agree	32.7	36.1	45.2	29.1
Notebook (laptop)				
Not aware of the framework	22.1	17.6	18.2	23.8
Aware of, but have not used framework	26.6	34.1	23.3	24.4
Have used framework, and I disagree	16.9	13.3	11.2	17.4
Have used framework, and I agree	34.5	35	47.3	34.3
Digital projector				
Not aware of the framework	20.5	17.4	20.3	22.8
Aware of, but have not used framework	31.7	42.6	27.3	27.9
Have used framework, and I disagree	14.8	13.1	13.0	20.8
Have used framework, and I agree	33	27.0	39.4	28.5
Printer				
Not aware of the framework	25.6	19.4	25.7	26.1
Aware of, but have not used framework	43.0	52.8	43.0	42.5
Have used framework, and I disagree	12.2	10.6	8.4	13.8
Have used framework, and I agree	19.3	17.2	22.9	17.5

Missing data: ≤10%.

Table A4.37: Percentages of school principals with knowledge of and experience with procurement frameworks, and evaluations of their usefulness in primary schools by school enrolment size

	Small	Medium	Large	V. Large
<i>PC</i>				
Not aware of the framework	23.0	22.3	16.6	10.9
Aware of, but have not used framework	30.3	31.4	29.8	25.1
Have used framework, and I disagree	15.0	18.3	22.4	20
Have used framework, and I agree	31.7	28.1	31.2	43.9
<i>Notebook (laptop)</i>				
Not aware of the framework	27.4	24.9	20.0	13.4
Aware of, but have not used framework	25.3	28.1	26.1	27.0
Have used framework, and I disagree	13.6	14.5	20.3	17.5
Have used framework, and I agree	33.6	32.4	33.6	42.2
<i>Digital projector</i>				
Not aware of the framework	24.8	25.0	18.5	12.3
Aware of, but have not used framework	30.2	33.1	32.8	30.5
Have used framework, and I disagree	14	11.8	17.9	17.8
Have used framework, and I agree	31	30.1	30.8	39.4
<i>Printer</i>				
Not aware of the framework	29.7	31.2	23.0	15.1
Aware of, but have not used framework	41.1	42.4	45.0	46.0
Have used framework, and I disagree	8.8	10.3	14.4	15.3
Have used framework, and I agree	20.3	16.1	17.7	23.6

Missing data: ≤10%.

Table A4.38: Percentages of school principals with knowledge of and experience with procurement frameworks, and evaluations of their usefulness in post-primary schools by DEIS status

	DEIS	Non-DEIS
PC		
Not aware of the framework	19.5	12.6
Aware of, but have not used framework	18.6	19.3
Have used framework, and I disagree	9.1	10.7
Have used framework, and I agree	52.8	57.4
Notebook (laptop)		
Not aware of the framework	24.9	16.6
Aware of, but have not used framework	24.6	34.1
Have used framework, and I disagree	6.1	8.2
Have used framework, and I agree	44.4	41.1
Digital projector		
Not aware of the framework	19.8	13.1
Aware of, but have not used framework	15.2	23.1
Have used framework, and I disagree	2.1	8.7
Have used framework, and I agree	63.0	55.1
Printer		
Not aware of the framework	22.5	19.3
Aware of, but have not used framework	32.7	43.9
Have used framework, and I disagree	8.2	9.2
Have used framework, and I agree	36.6	27.7

Missing data: <15%.

Table A4.39: Percentages of school principals with knowledge of and experience with procurement frameworks, and evaluations of their usefulness in post-primary schools by school enrolment size

	Small	Medium	Large	V. Large
PC				
Not aware of the framework	21.6	13.3	13.4	12.3
Aware of, but have not used framework	26.8	16.9	17.1	18.2
Have used framework, and I disagree	10.2	11.1	11.3	9.0
Have used framework, and I agree	41.4	58.7	58.2	60.6
Notebook (laptop)				
Not aware of the framework	24.5	17.8	18.4	16.9
Aware of, but have not used framework	32.0	31.9	32.5	30.6
Have used framework, and I disagree	10.3	8.6	8.3	5.1
Have used framework, and I agree	33.2	41.7	40.8	47.4
Digital projector				
Not aware of the framework	21.9	14.6	12.7	12.8
Aware of, but have not used framework	28.0	21.0	19.6	18.3
Have used framework, and I disagree	7.4	8.7	8.2	4.4
Have used framework, and I agree	42.7	55.8	59.4	64.6
Printer				
Not aware of the framework	25.9	20.2	18.2	18.2
Aware of, but have not used framework	41.3	38.5	40.8	42.8
Have used framework, and I disagree	12.3	11.6	6.1	6.6
Have used framework, and I agree	20.5	29.7	34.9	32.3

Missing data: <11%.

Table A4.40: Percentages of school principals with knowledge of and experience with procurement frameworks, and evaluations of their usefulness in post-primary schools by school sector

	Mixed	Girls	Boys	Voc.	Comm.	SC
PC						
Not aware of the framework	13.8	20.1	11.7	17.2	6.2	11.9
Aware of, but have not used framework	23.8	19.4	21.2	14.6	19.6	21.4
Have used framework, and I disagree	7.0	11.2	8.8	12.5	13.4	0.0
Have used framework, and I agree	55.4	49.3	58.3	55.8	60.8	66.7
Notebook (laptop)						
Not aware of the framework	17.0	23.6	19.4	20.5	12.4	11.9
Aware of, but have not used framework	42.3	27.0	31.7	24.3	34.4	52.4
Have used framework, and I disagree	4.6	7.5	4.6	13.4	4.8	0.0
Have used framework, and I agree	36.1	41.8	44.3	41.9	48.4	35.7
Digital projector						
Not aware of the framework	10.3	18.9	16.1	18.7	7.6	4.8
Aware of, but have not used framework	27.4	14.7	22.3	17.5	26.0	21.4
Have used framework, and I disagree	3.5	10.1	5.7	8.8	4.8	9.5
Have used framework, and I agree	58.8	56.2	55.8	54.9	61.6	64.3
Printer						
Not aware of the framework	19.0	27.0	21.1	22.1	9.1	11.9
Aware of, but have not used framework	50.8	32.2	46.0	35.8	39.9	52.4
Have used framework, and I disagree	8.3	6.2	9.0	11.5	6.6	9.5
Have used framework, and I agree	21.9	34.6	23.9	30.6	44.5	26.2

Missing data:

Additional Tables Related to Table 4.9

Table A4.41: Percentages of school principals reporting different types of technical support provision in primary schools by DEIS status

	Non-DEIS	Band 1	Band 2	Rural
<i>The ICT coordinating teacher</i>				
No	43.3	31.0	38.3	52.2
To some extent	31.9	36.9	26.7	28
To a large extent	20.2	24.4	26.3	14.9
Fully	4.5	7.7	8.7	4.8
<i>A number of staff share the role</i>				
No	52.1	56.8	59.0	50.9
To some extent	35.7	35.6	31.5	30.7
To a large extent	10	6.1	8.4	15.5
Fully	2.2	1.5	1.1	2.8
<i>A part-time/full-time technician</i>				
No	67.2	73.6	62.0	72.9
To some extent	15.3	13.8	21.7	11.4
To a large extent	13.4	11.8	11.9	13
Fully	4.2	0.8	4.4	2.7
<i>An external IT company/contractor</i>				
No	28.5	31.9	26.1	27.1
To some extent	24.1	28.2	29.1	26.7
To a large extent	31.0	25.6	28.0	25.6
Fully	16.3	14.3	16.7	20.5
<i>Organised via a group of schools (including the regional VEC)</i>				
No	98.2	93.9	100	98.3
To some extent	0.8	2.2	0.0	1.1
To a large extent	0.4	1.6	0.0	0.6
Fully	0.7	2.3	0.0	0.0
<i>Students</i>				
No	92.2	95.9	96.0	89.3
To some extent	7.2	4.7	4.0	10.2
To a large extent	0.6	0.0	0.0	0.6
Fully	0.1	0.0	0.0	0.0

Missing data: <10%.

Table A4.42: Percentages of school principals reporting different types of technical support provision in primary schools by school enrolment size

	Small	Medium	Large	V. Large
<i>The ICT coordinating teacher</i>				
No	55.5	51.2	36.6	26.6
To some extent	28.6	28.6	34.2	35.7
To a large extent	11.1	15.9	25.8	29.7
Fully	4.8	4.3	3.3	8.0
<i>A number of staff share the role</i>				
No	51.9	48.9	55.0	55.1
To some extent	28.7	37.5	35.4	38.4
To a large extent	15.0	11.3	8.3	5.7
Fully	4.4	2.2	1.2	0.7
<i>A part-time/full-time technician</i>				
No	72.1	70.3	64.9	63.6
To some extent	14.4	17.5	14.1	13.9
To a large extent	10.3	9.0	16.0	18.4
Fully	3.1	3.1	5.0	4.1
<i>An external IT company/contractor</i>				
No	30.0	29.4	26.2	28.6
To some extent	25.2	25.1	25.4	23.6
To a large extent	25.7	30	30.8	34
Fully	19.2	15.6	17.6	13.9
<i>Organised via a group of schools (including the regional VEC)</i>				
No	98.1	98.5	97.9	97.4
To some extent	0.6	1.0	0.8	0.9
To a large extent	0.6	0.0	0.8	0.5
Fully	0.6	0.5	0.5	1.2
<i>Students</i>				
No	88.7	91.8	94.7	93.9
To some extent	10.3	7.7	5.1	5.5
To a large extent	1.0	0.5	0.2	0.2
Fully	0.0	0.0	0.0	0.3

Missing data: <10%.

Table A4.43: Percentages of school principals reporting different types of technical support provision in post-primary schools by DEIS status

	DEIS	Non-DEIS
<i>The ICT coordinating teacher</i>		
No	24.1	29.4
To some extent	41.1	35.4
To a large extent	27.4	31.8
Fully	7.4	3.4
<i>A number of staff share the role</i>		
No	62.0	61.5
To some extent	25.6	28.9
To a large extent	10.3	7.8
Fully	2.2	1.7
<i>A part-time/full-time technician</i>		
No	68.1	74.0
To some extent	7.4	6.2
To a large extent	14.4	10.9
Fully	10.1	8.9
<i>An external IT company/contractor</i>		
No	42.1	22.0
To some extent	20.6	20.2
To a large extent	27.2	35.2
Fully	10.1	22.5
<i>Organised via a group of schools (including the regional VEC)</i>		
No	66.5	85.9
To some extent	6.7	2.1
To a large extent	11.9	6.5
Fully	14.9	5.5
<i>Students</i>		
No	93.9	94
To some extent	5.6	5.7
To a large extent	0.6	0.3
Fully	0.0	0.0

Missing data: ≤11%.

Table A4.44: Percentages of school principals reporting different types of technical support provision in post-primary schools by school enrolment size

	Small	Medium	Large	V. Large
<i>The ICT coordinating teacher</i>				
No	28.1	34.8	24.1	24.3
To some extent	40.8	35.0	39.5	35.0
To a large extent	29.6	27.4	25.9	37.0
Fully	1.5	2.9	10.5	3.7
<i>A number of staff share the role</i>				
No	61.5	60.3	63.8	61.5
To some extent	36.1	29.1	19.3	28.3
To a large extent	2.4	9.0	15.1	7.0
Fully	0.0	1.5	1.8	3.2
<i>A part-time/full-time technician</i>				
No	71.8	76.1	76.5	66.9
To some extent	9.1	4.9	5.3	7.4
To a large extent	12.5	10.2	11.4	13.3
Fully	6.6	8.8	6.8	12.4
<i>An external IT company/contractor</i>				
No	33.4	29.5	24.2	24.5
To some extent	14.8	14	23	27.2
To a large extent	24.1	34.1	35	35.6
Fully	27.6	22.4	17.8	12.7
<i>Organised via a group of schools (including the regional VEC)</i>				
No	67.6	80.5	82.5	86.4
To some extent	7.4	2.8	4.1	1.3
To a large extent	9.5	10.2	7.2	5.7
Fully	15.5	6.5	6.2	6.5
<i>Students</i>				
No	92.3	94.4	97.1	92.4
To some extent	6.2	5.6	2.1	7.6
To a large extent	1.5	0.0	0.7	0.0
Fully	0.0	0.0	0.0	0.0

Missing data: <11%.

Table A4.45: Percentages of school principals reporting different types of technical support provision in post-primary schools by school sector

	Mixed	Girls	Boys	Voc.	Comm.	SC
<i>The ICT coordinating teacher</i>						
No	24.3	30.4	38.2	24.3	22.5	33.3
To some extent	46.7	38.1	24.6	39.8	36.1	23.8
To a large extent	23.3	24.9	36.1	32.6	31.8	42.9
Fully	5.7	6.6	1.1	3.2	9.6	0.0
<i>A number of staff share the role</i>						
No	51.9	65.0	70.3	60.6	67.6	35.7
To some extent	40.0	22.8	22.0	30.5	18.1	35.7
To a large extent	6.8	8.3	5.6	9.0	12.8	14.3
Fully	1.2	3.9	2.2	0.0	1.5	14.3
<i>A part-time/full-time technician</i>						
No	75.1	80.2	80.8	63.8	72.3	57.1
To some extent	11.1	2.4	4.4	7.3	4.4	14.3
To a large extent	5.8	8.3	6.0	19.8	13.1	14.3
Fully	8.0	9.1	8.8	9.2	10.3	14.3
<i>An external IT company/contractor</i>						
No	9.0	19.7	20.9	42.3	28.2	57.1
To some extent	20.6	16.4	20.7	19.5	26.8	19.0
To a large extent	42.0	40.0	42.2	22.1	29.6	16.7
Fully	28.3	23.9	16.2	16.1	15.4	7.1
<i>Organised via a group of schools (including the regional VEC)</i>						
No	98.6	98.8	97.8	46.8	95.1	71.4
To some extent	0.0	1.2	0.0	8.7	3.2	0.0
To a large extent	0.0	0.0	2.2	22.3	1.7	7.1
Fully	1.4	0.0	0.0	22.2	0.0	21.4
<i>Students</i>						
No	92.0	91.8	95.7	95.6	92.5	92.9
To some extent	6.6	7.2	4.3	4.4	7.5	7.1
To a large extent	1.4	1.0	0.0	0.0	0.0	0.0
Fully	0.0	0.0	0.0	0.0	0.0	0.0

Missing data: ≤11%.

Appendix to Chapter 5

A5.1 ICT Planning

Table A5.1: Percentages of primary school principals responding yes to ICT planning statements, by DEIS status

	Not in DEIS	Band 1	Band 2	Rural
ICT planning is an integral (rather than separate) part of the overall school planning process	74.7	68.1	80.4	75.0
The school has a written ICT planning section which forms part of the overall school plan	61.4	67.0	65.2	67.0
The ICT planning section is updated regularly to reflect overall school priorities	42.6	48.2	47.1	49.7
The school has a designated ICT coordinating teacher	57.6	70.3	73.9	50.8
The school has a designated e-Learning (ICT coordinating) team which includes school management	26.3	36.1	37.0	19.1
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	49.9	57.7	56.5	51.7
The school promotes the sharing of good practice in ICT integration among teachers	94.5	95.3	99.3	92.8
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	41.7	47.1	53.2	41.1
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	42.0	40.8	46.8	48.1
ICT/e-Learning is a regular agenda item at staff meetings	43.5	50.5	48.2	42.6

Table A5.2: Percentages of primary school principals responding yes to ICT planning statements, by school size

	Small	Medium	Large	V. Large
ICT planning is an integral (rather than separate) part of the overall school planning process	79.0	71.4	72.4	76.6
The school has a written ICT planning section which forms part of the overall school plan	64.5	57.6	61.2	68.4
The ICT planning section is updated regularly to reflect overall school priorities	48.7	36.6	41.5	50.7
The school has a designated ICT coordinating teacher	46.9	46.8	65.3	78.4
The school has a designated e-Learning (ICT coordinating) team which includes school management	19.8	19.5	27.7	42.6
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	48.8	44.5	52.5	58.5
The school promotes the sharing of good practice in ICT integration among teachers	94.5	93.4	94	97.2
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	41.8	34.0	41.8	55.5
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	46.9	37.7	41.1	47.0
ICT/e-Learning is a regular agenda item at staff meetings	37.6	40.4	43.2	57.2

Table A5.3: Percentages of primary school principals responding yes to ICT planning statements, by school gender composition

	Mixed	Boys	Girls
ICT planning is an integral (rather than separate) part of the overall school planning process	75.4	65.3	75.0
The school has a written ICT planning section which forms part of the overall school plan	61.9	65.8	68.9
The ICT planning section is updated regularly to reflect overall school priorities	43.6	45.3	45.5
The school has a designated ICT coordinating teacher	57.0	65.2	76.5
The school has a designated e-Learning (ICT coordinating) team which includes school management	26.0	30.2	33.3
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	50.3	51.6	56.8
The school promotes the sharing of good practice in ICT integration among teachers	94.5	92.9	100
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	41.9	43.6	52.7
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	42.9	40.4	45.5
<u>ICT/e-Learning is a regular agenda item at staff meetings</u>	44.1	39.1	51.1

Table A5.4: Percentages of post-primary school principals responding yes to ICT planning statements, by DEIS status

	Not in DEIS	DEIS
ICT planning is an integral (rather than separate) part of the overall school planning process	74.9	83.5
The school has a written ICT planning section which forms part of the overall school plan	58.5	62.4
The ICT planning section is updated regularly to reflect overall school priorities	53.3	58.0
The school has a designated ICT coordinating teacher	73.8	73.8
The school has a designated e-Learning (ICT coordinating) team which includes school management	49.7	58.6
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	55.9	61.4
The school promotes the sharing of good practice in ICT integration among teachers	95.4	95.2
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	60.0	65.0
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	49.7	54.6
<u>ICT/e-Learning is a regular agenda item at staff meetings</u>	50.8	56.8

Table A5.5: Percentages of post-primary school principals responding yes to ICT planning statements, by school size

	Small	Medium	Large	V.Large
ICT planning is an integral (rather than separate) part of the overall school planning process	77.5	80.6	77.9	85.5
The school has a written ICT planning section which forms part of the overall school plan	55.0	62.1	60.4	64.3
The ICT planning section is updated regularly to reflect overall school priorities	50.0	55.3	51.3	64.3
The school has a designated ICT coordinating teacher	63.3	64.6	79.2	83.4
The school has a designated e-Learning (ICT coordinating) team which includes school management	52.5	51.0	60.4	59.8
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	50.8	60.7	59.7	63.9
The school promotes the sharing of good practice in ICT integration among teachers	90.0	96.1	95.5	97.1
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	56.7	56.8	63.6	73.0
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	53.3	47.1	51.9	59.3
ICT/e-Learning is a regular agenda item at staff meetings	55.0	49.0	53.2	61.8

Table A5.6: Percentages of post-primary school principals responding yes to ICT planning statements, by sector

	Mixed	Boys	Girls	Voc.	Comm	Senior
ICT planning is an integral (rather than separate) part of the overall school planning process	81.4	81.9	76.9	82.3	78.5	91.3
The school has a written ICT planning section which forms part of the overall school plan	65.1	65.9	58.3	58.4	60.2	54.5
The ICT planning section is updated regularly to reflect overall school priorities	53.5	60.1	61.1	55.8	52.7	54.5
The school has a designated ICT coordinating teacher	74.4	65.9	71.3	78.4	77.4	68.2
The school has a designated e-Learning (ICT coordinating) team which includes school management	58.1	57.2	45.4	68.0	58.1	72.7
The 'NCTE e-Learning Handbook' and 'Roadmap' are used for ICT planning purposes, in the context of overall school planning	65.9	60.9	59.3	56.3	66.7	31.8
The school promotes the sharing of good practice in ICT integration among teachers	95.3	95.7	91.7	97.4	93.5	87.0
The school management and the ICT coordinating teacher jointly develop the ICT (e-Learning) planning section	63.6	61.6	63.9	64.5	62.4	68.2
The school e-Learning team, including school management, ICT coordinating teacher, and all teachers are involved in co-developing the plan	55.8	58.7	45.4	51.9	51.6	59.1
ICT/e-Learning is a regular agenda item at staff meetings	57.4	55.1	46.3	61.5	41.9	78.3

A5.2 Use of ICTs in schools

Table A5.7: Percentages of primary school principals reporting no and regular use of ICTs in schools, by DEIS status

	Non-DEIS		DEIS Band 1		DEIS Band 2		DEIS Rural	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
Students may use their own devices (e.g., tablets, smartphones, cameras) to support their learning within the school	74.7	1.9	73.3	2.2	79.3	0.7	66.5	4.5
The school uses content and resources on the local school server to support teaching and learning	39.5	34.9	26.7	51.1	29.9	41.0	41.7	27.2
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	53.7	19.1	51.9	19.9	41.5	22.2	58.4	15.8
Online tools and/or applications are used to support teaching and learning	6.6	67.3	5.0	75.0	3.7	74.1	4.5	61.9
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	86.5	1.1	90.0	0.0	90.3	3.0	82.2	4.2
E-books are being used by some year groups as an alternative to paper based textbooks	74.1	5.2	66.7	5.6	61.9	11.9	74.5	10.0

Table A5.8: Percentages of primary school principals reporting no and regular use of ICTs in schools, by school size

	Small		Medium		Large		Very large	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
Students may use their own devices to support their learning within the school	70.7	3.3	75.1	1.7	75	2.0	75.2	1.5
The school uses content and resources on the local school server to support teaching and learning	44.9	15.7	45	15.4	38.4	20.8	22.2	25.0
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	62.1	26.4	55.7	24.4	50.1	35.9	45.2	60.0
Online tools and/or applications are used to support teaching and learning	7.3	65.0	6.4	61.7	5.4	69.8	5.3	75.4
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	87.6	2.2	85.8	1.4	86.6	1.1	85.7	1.0
E-books are being used by some year groups as an alternative to paper based textbooks	74.5	5.8	74.6	4.9	73.2	5.8	69.6	8.4

Table A5.9 Percentages of primary school principals reporting no and regular use of ICTs in schools, by school gender composition

	Mixed		Boys		Girls	
	No	Reg.	No	Reg.	No	Reg.
Students may use their own devices to support their learning within the school	73.7	2.2	76.8	2.9	75.8	0.8
The school uses content and resources on the local school server to support teaching and learning	39.5	34.4	29.5	44.4	33.6	39.1
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	54.2	18.1	46.4	26.6	51.6	23.4
Online tools and/or applications are used to support teaching and learning	6.5	66.8	3.4	71.5	1.6	77.3
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	86.3	1.4	85.5	1.4	89.8	1.6
E-books are being used by some year groups as an alternative to paper based textbooks	73.5	5.7	68.8	9.1	72.7	8.6

Table A5.10: Percentages of post-primary school principals reporting no and regular use of ICTs in schools, by DEIS status

	DEIS		Non-DEIS	
	No	Reg.	No	Reg.
Students may use their own devices (e.g., tablets, smartphones, cameras) to support their learning within the school	46.7	8.8	43.7	6.9
The school uses content and resources on the local school server to support teaching and learning*	17.6	49.5	14.5	53.3
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	35.9	23.2	37.7	23.3
Online tools and/or applications are used to support teaching and learning	3.3	52.5	3.9	60.8
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	69.6	12.2	69.3	8.8
E-books are being used by some year groups as an alternative to paper based textbooks	77.6	9.8	79.8	7.1

Table A5.11: Percentages of post-primary school principals reporting no and regular use of ICTs in schools, by school size

	Small		Medium		Large		Very large	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
Students may use their own devices to support their learning within the school	37.4	9.6	51.3	6.2	40.6	2.8	44.6	10.4
The school uses content and resources on the local school server to support teaching and learning	19.1	40.9	25.3	47.9	9.8	53.8	9.0	60.4
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	47.8	13.9	44.8	20.1	34.3	21.0	29.3	31.5
Online tools and/or applications are used to support teaching and learning	2.6	44.3	6.2	51.8	2.8	62.9	5.0	67.6
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	59.1	17.4	71.6	6.7	79.7	5.6	66.7	10.8
E-books are being used by some year groups as an alternative to paper based textbooks	72.2	17.4	82.4	2.6	79.6	4.9	80.5	9.0

Table A5.12: Percentages of post-primary school principals reporting no and regular use of ICTs in schools, by sector

	Mixed		Boys		Girls		Voc.		Community		Senior	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.	No	Reg.	No	Reg.
Students may use their own devices to support their learning within the school	42.1	5.8	54.3	0.8	45.1	2.9	39.8	9.3	55.3	5.9	0.0	66.7
The school uses content and resources on the local school server to support teaching and learning	24.0	48.8	14.7	48.1	17.6	47.1	11.5	56.7	17.9	46.4	0.0	90.9
The school uses content and resources accessed through an external virtual learning environment (VLE) to support teaching and learning	9.2	55.0	3.1	61.2	4.9	62.1	3.2	57.1	4.7	48.2	0.0	81.8
Online tools and/or applications are used to support teaching and learning	42.1	14.0	41.9	14.0	40.2	26.6	34.3	25.9	40.0	22.4	9.5	85.7
Student-owned computing devices (i.e., where each student has their own device) are being used in some year groups	78.3	5.8	76.9	4.6	58.8	9.8	69.1	12.4	71.8	7.1	18.2	45.5
E-books are being used by some year groups as an alternative to paper based textbooks	84.3	4.1	83.7	5.4	79.4	7.8	73.3	13.8	82.1	3.6	72.7	0.0

5.3 Effects of ICT on aspects of teaching and learning

Table A5.13: Percentages of primary school principals reporting effects of ICTs on aspects of teaching and learning, by DEIS status

	Not in DEIS		DEIS Band 1		DEIS Band 2		DEIS Rural	
	No change	Increase	No change	Increase	No change	Increase	No change	Increase
The range of teaching methodologies used by teachers	9.7	88.8	10.1	84.8	7.6	9.6	10.0	88.6
Students' levels of interest and engagement	17.7	79.8	18.8	77.8	16.8	80.2	11.5	83.8
The amount of planning and preparation for lessons	16.4	82.7	15.7	82.6	20.0	79.2	16.1	80.9
Meeting the needs of students with special educational needs (SEN)	20.0	78.2	21.6	77.8	24.4	75.6	19.6	77.1
The levels of positive interaction among students during classes	17.9	80.8	17.0	83.0	16.2	83.1	20.7	76.6
The ability of students to work independently	23.2	76.1	12.9	96.5	19.7	78.0	19.8	78.5
The depth of subject matter knowledge covered	21.8	77.5	15.3	83.5	20.0	78.7	20.0	78.7
Ability of the school to meet the needs of lower-achieving students	36.4	62.5	36.2	63.8	38.0	62.0	33.6	64.1
Ability of the school to meet the needs of higher-achieving students	8.8	89.8	5.1	94.3	7.6	92.4	5.0	92.7
Improvements to literacy across the curriculum	19.8	78.7	18.1	81.4	18.3	81.7	16.4	82.3
Improvements to numeracy across the curriculum	54.1	45.3	36.2	63.8	41.2	57.3	49.3	49.0
The performance of students on other tests	54.0	45.3	43.5	56.5	47.7	51.5	48.3	50.0
The performance of students on standardised tests	29.7	67.6	20.5	77.8	25.0	74.2	24.0	72.7

Table A5.14: Percentages of primary school principals reporting effects of ICTs on aspects of teaching and learning, by school size

	Small		Medium		Large		Very large	
	No change	Increase	No change	Increase	No change	Increase	No change	Increase
The range of teaching methodologies used by teachers	13.1	85.4	7.5	91.2	10.3	87.4	7.9	90.9
Students' levels of interest and engagement	19.5	77.7	16.8	80.6	15.4	81.7	17.0	80.3
The amount of planning and preparation for lessons	18.3	80.1	15.5	83.4	16.8	81.8	15.5	84.0
Meeting the needs of students with special educational needs (SEN)	20.9	77.2	21.8	76.1	20.7	77.6	16.8	81.8
The levels of positive interaction among students during classes	19.6	78.4	17.9	80.8	19.2	79.7	15.2	84.2
The ability of students to work independently	22.2	76.5	26.1	73.0	20.4	78.8	18.6	80.9
The depth of subject matter knowledge covered	21.4	77.6	25.7	73.3	19.3	79.9	16.4	83.1
Ability of the school to meet the needs of lower-achieving students	43.4	54.7	37.2	61.8	31.0	68.3	33.0	66.5
Ability of the school to meet the needs of higher-achieving students	8.6	89.1	8.0	90.3	8.0	91.2	7.8	91.7
Improvements to literacy across the curriculum	18.5	79.6	20.7	77.9	18.5	79.9	19.3	80.2
Improvements to numeracy across the curriculum	56.4	42.4	55.3	44.0	48.3	51.4	46.9	52.1
The performance of students on other tests	53.0	45.7	55.4	43.9	50.3	49.0	50.2	49.1
The performance of students on standardised tests	30.2	67.1	28.7	67.8	28.2	69.1	26.2	72.8

Table A5.15: Percentages of primary school principals reporting effects of ICTs on aspects of teaching and learning, by school gender composition

	Mixed		Boys		Girls	
	No change	Increase	No change	Increase	No change	Increase
The range of teaching methodologies used by teachers	9.8	88.7	9.1	87.0	7.4	91.7
Students' levels of interest and engagement	17.3	79.8	16.0	82.5	15.7	82.6
The amount of planning and preparation for lessons	17.0	81.9	14.1	84.5	10.7	89.3
Meeting the needs of students with special educational needs (SEN)	20.6	77.5	16.3	82.7	20.8	78.3
The levels of positive interaction among students during classes	18.2	80.3	15.5	84.5	19.0	81.0
The ability of students to work independently	22.4	76.7	20.8	79.2	17.5	81.7
The depth of subject matter knowledge covered	21.7	77.4	16.4	83.6	14.9	84.3
Ability of the school to meet the needs of lower-achieving students	36.4	62.4	32.0	68.0	37.3	61.9
Ability of the school to meet the needs of higher-achieving students	8.2	90.4	6.3	93.2	9.9	90.1
Improvements to literacy across the curriculum	19.4	79.2	16.0	82.5	23.3	76.7
Improvements to numeracy across the curriculum	53.4	45.8	37.7	61.8	45.5	54.5
The performance of students on other tests	53.8	45.3	36.7	63.3	50.4	49.6
The performance of students on standardised tests	29.1	68.3	23.7	73.4	20.7	78.5

Table A5.16: Percentages of post-primary school principals reporting effects of ICTs on aspects of teaching and learning, by DEIS status

	DEIS		Non-DEIS	
	No change	Increase	No change	Increase
The range of teaching methodologies used by teachers	5.6	93.3	5.3	93.9
Students' levels of interest and engagement	18.3	80.6	10.7	87.3
The amount of planning and preparation for lessons	18.0	79.8	22.4	77.4
Meeting the needs of students with special educational needs (SEN)	16.1	82.8	22.8	75.7
The levels of positive interaction among students during classes	19.9	79.6	29.0	70.0
The ability of students to work independently	17.2	82.2	32.9	65.4
The depth of subject matter knowledge covered	25.0	74.4	37.2	61.6
Ability of the school to meet the needs of lower-achieving students	17.1	81.8	15.2	83.9
Ability of the school to meet the needs of higher-achieving students	14.9	84.5	8.8	90.3
Improvements to literacy across the curriculum	17.2	81.1	18.6	81.0
Improvements to numeracy across the curriculum	40.0	59.4	59.3	40.7
The performance of students on other tests	45.8	53.6	52.4	47.4
The performance of students on State examinations	19.8	77.5	18.2	80.4

Table A5.17: Percentages of post-primary school principals reporting effects of ICTs on aspects of teaching and learning, by school size

	Small		Medium		Large		Very large	
	No change	Increase	No change	Increase	No change	Increase	No change	Increase
The range of teaching methodologies used by teachers	2.7	97.3	5.7	92.3	7.7	92.3	5.4	93.2
Students' levels of interest and engagement	17.0	82.1	13.0	84.9	11.2	87.4	11.4	86.8
The amount of planning and preparation for lessons	14.5	84.5	22.0	77.0	23.8	76.2	22.3	77.3
Meeting the needs of students with special educational needs (SEN)	23.7	76.3	17.1	79.8	27.0	72.3	19.0	79.6
The levels of positive interaction among students during classes	26.3	73.7	24.1	74.3	28.9	70.4	26.9	72.1
The ability of students to work independently	28.6	69.6	25.0	72.9	29.8	69.5	31.7	67.9
The depth of subject matter knowledge covered	35.1	61.3	30.7	67.7	38.7	61.3	32.9	65.1
Ability of the school to meet the needs of lower-achieving students	18.3	81.7	14.7	83.2	16.9	83.1	15.1	84.0
Ability of the school to meet the needs of higher-achieving students	16.8	83.2	9.3	90.2	7.1	92.9	10.0	88.1
Improvements to literacy across the curriculum	24.6	73.7	18.3	81.2	14.8	85.2	17.1	82.0
Improvements to numeracy across the curriculum	58.4	41.6	49.5	50.0	56.7	43.3	54.0	46.0
The performance of students on other tests	51.8	48.2	49.7	48.7	55.0	45.0	47.7	52.3

The performance of students on State examinations	20.2	79.8	19.7	78.2	15.6	81.6	18.8	79.4
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Table A5.18: Percentages of post-primary school principals reporting effects of ICTs on aspects of teaching and learning, by sector

	Mixed		Boys		Girls		Voc.		Community		Senior	
	No change	Increase										
The range of teaching methodologies used by teachers	8.4	89.9	0.8	99.2	8.0	91.0	4.6	94.0	5.9	92.9	9.5	90.5
Students' levels of interest and engagement	12.6	84.9	10.9	88.3	8.9	89.1	14.5	84.1	13.3	85.5	19.0	76.2
The amount of planning and preparation for lessons	25.0	75.0	21.9	78.1	18.8	79.2	13.6	85.9	32.5	66.3	38.1	61.9
Meeting the needs of students with special educational needs (SEN)	22.3	75.2	21.1	78.9	21.8	77.2	16.9	81.7	23.8	72.6	44.4	55.6
The levels of positive interaction among students during classes	30.6	67.8	26.6	73.4	28.7	70.3	18.8	80.3	34.5	64.3	35.0	65.0
The ability of students to work independently	28.6	67.2	30.2	69.8	24.0	75.0	23.6	75.3	34.5	64.3	70.0	30.0
The depth of subject matter knowledge covered	34.5	63.9	38.9	61.1	35.3	64.7	26.9	71.2	34.5	64.3	65.0	35.0
Ability of the school to meet the needs of lower-achieving students	15.1	82.4	11.3	88.7	15.8	83.2	15.0	84.5	17.6	81.2	50.0	50.0
Ability of the school to meet the needs of higher-achieving students	10.1	89.9	8.7	91.3	1.0	97.0	12.5	86.6	15.5	83.3	25.0	75.0
Improvements to literacy across the curriculum	16.5	81.8	16.8	83.2	18.6	81.4	17.0	82.1	20.2	78.6	40.0	60.0
Improvements to numeracy across the curriculum	63.3	36.7	64.8	35.2	51.0	49.0	43.4	56.1	50.6	49.4	77.8	22.2
The performance of students on other tests	56.4	43.6	60.3	39.7	50.0	50.0	43.0	55.6	49.4	50.6	40.0	60.0
The performance of students on State examinations	16.7	79.2	15.9	83.3	16.7	79.2	18.7	79.4	25.5	73.5	35.0	65.0

5.4 Perceived obstacles to the effective use of ICT

Table A5.19: Primary school principals' mean ratings and ranks of obstacles to using ICTs to support teaching and learning, by DEIS status

	Not in DEIS		DEIS Band 1		DEIS Band 2		DEIS Rural	
	Mean rating	Rank						
A low level of teacher ICT skills	0.89	9	0.62	12	0.62	15	0.84	9
A low level of teacher confidence regarding the use of ICT	1.10	8	1.27	7	0.78	10	1.12	6
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.14	7	1.63	5	1.26	5	0.95	7
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.45	17	0.60	13	0.66	13	0.53	15
Insufficient access to suitable ICT-related CPD opportunities for teachers	0.63	12	0.73	11	0.87	9	0.73	11
Insufficient awareness of suitable digital content	0.79	10	0.99	9	1.00	8	0.78	10
Insufficient access to suitable digital content	0.49	16	0.27	17	0.42	17	0.51	16
Insufficient access to ICT for teachers	0.50	15	0.41	15	0.19	18	0.46	17
Insufficient access to ICT for students	1.27	6	1.01	8	1.17	6	0.61	14
Insufficient access to high quality broadband	1.88	4	1.49	6	1.03	7	2.16	2
Age of computing devices	2.08	3	2.51	3	2.22	3	1.87	4
Insufficient levels of technical support	2.10	2	2.59	2	2.63	2	1.55	5
Insufficient time for planning and preparation	1.86	5	1.77	4	1.84	4	1.94	3
Insufficient levels of pedagogical support	0.54	14	0.85	10	0.64	14	0.65	13
Blocked access to relevant websites	0.74	11	0.48	14	0.76	11	0.88	8
Difficulties accessing computer rooms	0.25	18	0.18	18	0.44	16	0.34	18
Pressure to cover the prescribed curriculum	2.83	1	2.75	1	2.71	1	2.73	1
Timetabling arrangements	0.58	13	0.39	16	0.74	12	0.69	12

Most, second most and third most significant obstacles are shaded in dark grey, while fourth, fifth and sixth most significant are shaded in light grey.

Table A5.20: Primary school principals' mean ratings and ranks of obstacles to using ICTs to support teaching and learning, by school size

	Small		Medium		Large		Very large	
	Mean rating	Rank						
A low level of teacher ICT skills	0.83	10	0.93	9	0.88	9	0.76	11
A low level of teacher confidence regarding the use of ICT	0.91	8	1.01	8	1.26	7	1.23	7
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.02	6	1.09	7	1.25	8	1.30	6
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.38	17	0.52	17	0.52	16	0.48	15
Insufficient access to suitable ICT-related CPD opportunities for teachers	0.59	13	0.57	14	0.71	11	0.78	10
Insufficient awareness of suitable digital content	0.74	11	0.80	10	0.87	10	0.83	9
Insufficient access to suitable digital content	0.58	14	0.59	12	0.36	17	0.33	17
Insufficient access to ICT for teachers	0.43	16	0.58	13	0.52	15	0.34	16
Insufficient access to ICT for students	0.90	9	1.41	6	1.30	6	1.04	8
Insufficient access to high quality broadband	2.04	2	2.07	2	1.69	5	1.52	5
Age of computing devices	1.88	4	2.01	3	2.17	3	2.35	3
Insufficient levels of technical support	1.84	5	1.98	4	2.17	2	2.45	2
Insufficient time for planning and preparation	1.98	3	1.77	5	1.81	4	1.89	4
Insufficient levels of pedagogical support	0.47	15	0.57	15	0.57	13	0.72	12
Blocked access to relevant websites	1.01	7	0.70	11	0.66	12	0.58	13
Difficulties accessing computer rooms	0.30	18	0.25	18	0.24	18	0.27	18
Pressure to cover the prescribed curriculum	3.10	1	2.79	1	2.59	1	2.78	1
Timetabling arrangements	0.70	12	0.55	16	0.57	14	0.51	14

Most, second most and third most significant obstacles are shaded in dark grey, while fourth, fifth and sixth most significant are shaded in light grey.

Table A5.21: Primary school principals' mean ratings and ranks of obstacles to using ICTs to support

	Mixed		Boys		Girls	
	Mean rating	Rank	Mean rating	Rank	Mean rating	Rank
A low level of teacher ICT skills	0.87	9	0.83	11	0.57	13
A low level of teacher confidence regarding the use of ICT	1.10	8	1.67	5	1.03	6
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.17	7	1.12	8	1.01	7
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.47	17	0.51	16	0.48	15
Insufficient access to suitable ICT-related CPD opportunities for teachers	0.65	12	0.70	12	0.74	10
Insufficient awareness of suitable digital content	0.81	10	0.92	10	0.59	14
Insufficient access to suitable digital content	0.49	15	0.25	17	0.43	16
Insufficient access to ICT for teachers	0.49	16	0.54	14	0.24	18
Insufficient access to ICT for students	1.18	6	1.33	7	0.92	8
Insufficient access to high quality broadband	1.89	4	1.63	6	1.34	5
Age of computing devices	2.06	2	2.42	2	2.25	3
Insufficient levels of technical support	2.02	3	2.30	3	3.19	1
Insufficient time for planning and preparation	1.87	5	1.72	4	1.95	4
Insufficient levels of pedagogical support	0.54	14	0.97	9	0.66	12
Blocked access to relevant websites	0.74	11	0.68	13	0.82	9
Difficulties accessing computer rooms	0.27	18	0.20	18	0.32	17
Pressure to cover the prescribed curriculum	2.82	1	2.62	1	3.01	2
Timetabling arrangements	0.58	13	0.53	15	0.68	11

Most, second most and third most significant obstacles are shaded in dark grey, while fourth, fifth and sixth most significant are shaded in light grey.

Table A5.22: Post-primary school principals' mean ratings and ranks of obstacles to using ICTs to support teaching and learning, by DEIS status

	Not in DEIS		DEIS	
	Mean rating	Rank	Mean rating	Rank
A low level of teacher ICT skills	1.12	8	1.10	9
A low level of teacher confidence regarding the use of ICT	1.33	6	1.55	4
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.64	3	1.80	3
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.92	10	0.77	13
Insufficient access to suitable ICT-related CPD opportunities for teachers	1.04	9	1.00	10
Insufficient awareness of suitable digital content	0.77	13	1.13	8
Insufficient access to suitable digital content	0.49	17	0.48	16
Insufficient access to ICT for teachers	0.25	18	0.42	18
Insufficient access to ICT for students	0.80	11	0.90	11
Insufficient access to high quality broadband	1.24	7	1.40	6
Age of computing devices	1.59	4	1.43	5
Insufficient levels of technical support	2.21	1	1.88	2
Insufficient time for planning and preparation	2.00	2	2.25	1
Insufficient levels of pedagogical support	0.78	14	0.72	14
Blocked access to relevant websites	0.66	12	0.44	17
Difficulties accessing computer rooms	0.77	15	0.81	12
Pressure to cover the prescribed curriculum	1.43	5	1.35	7
Timetabling arrangements	0.55	16	0.71	15

Table A5.23: Post-primary school principals' mean ratings and ranks of obstacles to using ICTs to support teaching and learning, by school size

	Small		Medium		Large		Very large	
	Mean rating	Rank						
A low level of teacher ICT skills	1.06	10	1.23	8	0.86	12	1.17	8
A low level of teacher confidence regarding the use of ICT	1.43	5	1.51	5	1.35	6	1.58	4
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.47	4	1.59	4	1.89	3	1.97	2
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.90	11	0.74	15	0.83	13	0.81	11
Insufficient access to suitable ICT-related CPD opportunities for teachers	1.09	8	0.96	10	1.14	8	0.94	10
Insufficient awareness of suitable digital content	1.08	9	1.06	9	1.07	9	0.97	9
Insufficient access to suitable digital content	0.43	17	0.50	16	0.42	17	0.55	16
Insufficient access to ICT for teachers	0.28	18	0.43	17	0.46	16	0.31	18
Insufficient access to ICT for students	0.91	12	0.85	11	1.06	10	0.74	13
Insufficient access to high quality broadband	1.28	6	1.42	6	1.59	4	1.20	7
Age of computing devices	1.55	3	1.69	3	1.31	7	1.35	6
Insufficient levels of technical support	2.23	2	1.87	2	1.91	2	1.96	3
Insufficient time for planning and preparation	2.34	1	2.08	1	2.08	1	2.27	1
Insufficient levels of pedagogical support	0.62	15	0.84	12	0.71	14	0.73	14
Blocked access to relevant websites	0.86	13	0.38	18	0.35	18	0.51	17
Difficulties accessing computer rooms	0.56	16	0.79	13	1.02	11	0.78	12
Pressure to cover the prescribed curriculum	1.23	7	1.31	7	1.39	5	1.50	5
Timetabling arrangements	0.72	14	0.79	14	0.56	15	0.58	15

Most, second most and third most significant obstacles are shaded in dark grey, while fourth, fifth and sixth most significant are shaded in light grey.

Table A5.24: Post-primary school principals' mean ratings and ranks of obstacles to using ICTs to support teaching and learning, by sector

	Mixed		Boys		Girls		Voc.		Comm.		Senior	
	Mean rating	Rank										
A low level of teacher ICT skills	0.91	11	1.06	8	1.36	4	0.96	12	1.16	7	2.57	1
A low level of teacher confidence regarding the use of ICT	1.65	5	1.73	4	1.73	3	1.03	9	1.59	4	2.19	2
Insufficient teacher knowledge of how to use ICT effectively in teaching and learning	1.91	2	1.47	7	2.38	1	1.41	4	2.09	2	1.88	4
Insufficient awareness of suitable ICT-related CPD opportunities for teachers	0.64	14	0.46	17	0.94	12	1.03	10	0.81	12	0.90	9
Insufficient access to suitable ICT-related CPD opportunities for teachers	0.93	10	0.74	9	1.28	7	1.14	7	0.66	14	1.93	3
Insufficient awareness of suitable digital content	1.03	8	0.60	14	1.31	5	1.11	8	0.99	8	1.79	5
Insufficient access to suitable digital content	0.26	18	0.55	16	0.57	16	0.48	7	0.70	13	0.21	18
Insufficient access to ICT for teachers	0.53	15	0.17	18	0.36	17	0.35	18	0.51	17	0.40	15
Insufficient access to ICT for students	0.96	9	0.74	10	1.01	11	0.88	13	0.92	11	0.71	12
Insufficient access to high quality broadband	1.58	6	1.70	6	1.02	10	1.28	6	1.31	6	0.79	10
Age of computing devices	1.74	4	1.72	5	1.13	9	1.38	5	1.43	5	1.33	7
Insufficient levels of technical support	1.89	3	2.69	1	1.30	6	1.99	2	1.86	3	1.64	6
Insufficient time for planning and preparation	2.51	1	2.17	2	2.26	2	2.05	1	2.32	1	1.00	8
Insufficient levels of pedagogical support	0.53	16	0.59	15	0.71	15	0.86	14	0.97	10	0.76	11
Blocked access to relevant websites	0.43	17	0.60	13	0.20	18	0.63	15	0.55	16	0.29	17
Difficulties accessing computer rooms	0.81	13	0.68	11	0.73	14	1.02	11	0.50	18	0.57	14
Pressure to cover the prescribed curriculum	1.17	7	1.84	3	1.19	8	1.56	3	0.98	9	0.36	16
Timetabling arrangements	0.83	12	0.66	12	0.86	13	0.49	16	0.64	15	0.60	13

Most, second most and third most significant obstacles are shaded in dark grey, while fourth, fifth and sixth most significant are shaded in light grey.

5.5 ICT Priorities

Table A5.25: Percentages of primary school principals indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.3	25.9	61.0	11.9
Access to curriculum-related online digital content/resources	0.3	6.7	63.2	29.9
Use of ICT to improve literacy across the curriculum	0.2	6.5	62.7	30.6
Use of ICT to improve numeracy across the curriculum	0.2	7.1	61.5	31.2
Use of ICT to support the development of higher-order thinking...	0.8	22.4	59.2	17.5
Use of ICT to support student collaboration and small group learning	1.0	23.0	58.9	17.0
Use of ICT to support students with special educational needs (SEN)	0.2	6.5	53.2	40.1
Internet safety and related issues	0.4	5.0	41.6	52.9
High-quality broadband internet connectivity	1.1	4.3	36.6	58.0
Teacher access to ICT equipment to support teaching and learning	0.4	4.8	47.5	47.4
Student access to mobile computing devices to support learning...	6.0	24.3	42.3	27.4
Improving the capability and speed of the existing “fixed” school network	3.5	20.9	38.5	37.2
A high quality school-wide wireless network...	4.5	18.2	38.8	38.4
Access to a range of online tools and applications...	0.7	7.9	9.3	32.1
Use of ICT to support assessment of learning (summative)...	2.1	27.0	52.5	18.4
Use of ICT to support assessment of learning (formative)...	2.2	28.8	51.8	17.1
Use of ICT to support administration of learning...	4.2	28.9	44.0	22.9
Technical support to ensure that ICT equipment is always working...	1.4	7.9	43.2	47.4

Table A5.26: Percentages of primary school principals of schools not in DEIS indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.0	26.1	61.2	11.7
Access to curriculum-related online digital content/resources	0.2	7.0	62.8	30.0
Use of ICT to improve literacy across the curriculum	0.0	7.0	63.3	29.6
Use of ICT to improve numeracy across the curriculum	0.0	7.4	62.1	30.5
Use of ICT to support the development of higher-order thinking...	0.7	23.4	58.9	17.0
Use of ICT to support student collaboration and small group learning	1.0	23.5	58.5	17.0
Use of ICT to support students with special educational needs (SEN)	0.2	6.5	52.9	40.4
Internet safety and related issues	0.3	5.0	42.8	51.8
High-quality broadband internet connectivity	1.1	4.7	37.0	57.3
Teacher access to ICT equipment to support teaching and learning	0.5	5.0	48.1	46.4
Student access to mobile computing devices to support learning...	6.4	25.0	42.2	26.4
Improving the capability and speed of the existing “fixed” school network	3.2	21.4	38.0	37.4
A high quality school-wide wireless network...	4.4	17.8	39.8	38.0
Access to a range of online tools and applications...	0.7	8.0	59.1	32.2
Use of ICT to support assessment of learning (summative)...	2.3	27.4	52.0	18.4
Use of ICT to support assessment of learning (formative)...	2.4	29.3	51.2	17.1
Use of ICT to support administration of learning...	4.6	29.4	44.3	21.8
Technical support to ensure that ICT equipment is always working...	1.4	8.1	43.4	47.1

Table A5.27: Percentages of primary school principals of DEIS Band 1 schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	2.1	25.7	63.4	8.8
Access to curriculum-related online digital content/resources	0.5	6.8	64.9	27.7
Use of ICT to improve literacy across the curriculum	0.5	5.8	55.0	38.7
Use of ICT to improve numeracy across the curriculum	0.5	6.8	56.5	36.1
Use of ICT to support the development of higher-order thinking...	0.5	19.9	59.2	20.4
Use of ICT to support student collaboration and small group learning	1.6	24.0	57.3	17.2
Use of ICT to support students with special educational needs (SEN)	0.5	9.4	57.1	33.0
Internet safety and related issues	0.5	5.2	42.4	51.8
High-quality broadband internet connectivity	0.5	5.8	37.9	55.8
Teacher access to ICT equipment to support teaching and learning	0.0	6.3	43.5	50.3
Student access to mobile computing devices to support learning...	8.9	23.4	44.8	22.9
Improving the capability and speed of the existing “fixed” school network	6.8	28.1	34.4	30.7
A high quality school-wide wireless network...	8.9	20.3	40.6	30.2
Access to a range of online tools and applications...	0.5	11.6	59.5	28.4
Use of ICT to support assessment of learning (summative)...	1.6	29.2	54.2	15.1
Use of ICT to support assessment of learning (formative)...	0.5	29.8	58.1	11.5
Use of ICT to support administration of learning...	2.1	19.5	43.7	34.7
Technical support to ensure that ICT equipment is always working...	2.1	7.8	37.0	53.1

Table A5.28: Percentages of primary school principals of DEIS Band 2 schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	2.2	26.6	58.3	12.9
Access to curriculum-related online digital content/resources	0.0	2.2	67.6	30.2
Use of ICT to improve literacy across the curriculum	0.0	4.3	57.9	37.9
Use of ICT to improve numeracy across the curriculum	0.0	5.8	56.8	37.4
Use of ICT to support the development of higher-order thinking...	1.4	19.4	59.7	19.4
Use of ICT to support student collaboration and small group learning	3.5	22.7	54.6	19.1
Use of ICT to support students with special educational needs (SEN)	0.0	7.2	48.9	43.9
Internet safety and related issues	2.2	2.2	36.2	59.4
High-quality broadband internet connectivity	1.4	0.7	41.3	56.5
Teacher access to ICT equipment to support teaching and learning	0.0	1.4	42.4	56.1
Student access to mobile computing devices to support learning...	3.6	27.1	45.7	23.6
Improving the capability and speed of the existing “fixed” school network	5.8	20.3	44.2	29.7
A high quality school-wide wireless network...	5.1	23.5	37.5	33.8
Access to a range of online tools and applications...	0.0	5.8	65.0	29.2
Use of ICT to support assessment of learning (summative)...	0.7	25.9	53.2	20.1
Use of ICT to support assessment of learning (formative)...	0.7	21.9	52.6	24.8
Use of ICT to support administration of learning...	2.1	19.3	43.6	35.0
Technical support to ensure that ICT equipment is always working...	0.7	2.9	44.2	52.2

Table A5.29: Percentages of primary school principals of DEIS Rural schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	2.2	26.6	58.3	12.9
Access to curriculum-related online digital content/resources	1.3	57.0	63.5	29.6
Use of ICT to improve literacy across the curriculum	0.6	4.1	65.5	29.8
Use of ICT to improve numeracy across the curriculum	1.3	6.3	61.9	30.5
Use of ICT to support the development of higher-order thinking...	1.6	17.4	61.4	19.6
Use of ICT to support student collaboration and small group learning	0.0	19.1	64.9	16.0
Use of ICT to support students with special educational needs (SEN)	0.0	4.1	55.3	40.6
Internet safety and related issues	0.6	5.7	34.3	59.4
High-quality broadband internet connectivity	1.0	2.5	30.8	65.7
Teacher access to ICT equipment to support teaching and learning	0.0	3.5	47.5	49.1
Student access to mobile computing devices to support learning...	2.5	17.9	40.3	39.3
Improving the capability and speed of the existing “fixed” school network	2.8	12.6	42.3	42.3
A high quality school-wide wireless network...	2.5	17.8	31.1	48.6
Access to a range of online tools and applications...	0.6	5.4	58.3	35.7
Use of ICT to support assessment of learning (summative)...	2.2	23.7	54.7	19.3
Use of ICT to support assessment of learning (formative)...	2.2	27.5	52.5	17.7
Use of ICT to support administration of learning...	3.2	35.5	42.4	19.2
Technical support to ensure that ICT equipment is always working...	1.6	8.8	45.3	44.3

Table A5.30: Percentages of school principals of small primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.6	24.9	60.6	13.0
Access to curriculum-related online digital content/resources	0.3	5.7	64.1	29.9
Use of ICT to improve literacy across the curriculum	0.3	5.2	64.6	30.2
Use of ICT to improve numeracy across the curriculum	0.3	6.0	63.3	30.4
Use of ICT to support the development of higher-order thinking...	1.1	18.0	63.1	17.8
Use of ICT to support student collaboration and small group learning	0.1	18.6	62.6	18.7
Use of ICT to support students with special educational needs (SEN)	0.5	5.2	57.0	37.3
Internet safety and related issues	0.0	4.3	44.2	51.5
High-quality broadband internet connectivity	0.8	3.6	38.0	57.6
Teacher access to ICT equipment to support teaching and learning	0.0	4.2	53.2	42.6
Student access to mobile computing devices to support learning...	2.9	18.9	46.9	31.3
Improving the capability and speed of the existing “fixed” school network	2.8	20.5	38.3	38.3
A high quality school-wide wireless network...	3.1	18.5	39.6	38.8
Access to a range of online tools and applications...	0.4	8.4	58.2	32.9
Use of ICT to support assessment of learning (summative)...	3.2	28.9	49.4	18.5
Use of ICT to support assessment of learning (formative)...	3.5	30.3	49.1	17.1
Use of ICT to support administration of learning...	4.9	34.5	43.0	17.5
Technical support to ensure that ICT equipment is always working...	1.5	10.9	46.4	41.2

Table A5.31: Percentages of school principals of medium-sized primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.0	28.7	60.8	9.5
Access to curriculum-related online digital content/resources	0.1	8.2	64.2	27.5
Use of ICT to improve literacy across the curriculum	0.0	7.3	63.5	29.2
Use of ICT to improve numeracy across the curriculum	0.0	8.8	62.4	28.8
Use of ICT to support the development of higher-order thinking...	0.3	23.8	59.4	16.4
Use of ICT to support student collaboration and small group learning	0.8	24.0	58.8	16.4
Use of ICT to support students with special educational needs (SEN)	0.1	6.9	54.1	38.8
Internet safety and related issues	0.5	4.7	43.1	51.7
High-quality broadband internet connectivity	1.5	4.6	36.4	57.4
Teacher access to ICT equipment to support teaching and learning	0.7	4.8	49.8	44.7
Student access to mobile computing devices to support learning...	7.3	24.1	41.4	27.1
Improving the capability and speed of the existing "fixed" school network	4.2	19.9	41.2	34.7
A high quality school-wide wireless network...	4.1	17.2	39.7	39.0
Access to a range of online tools and applications...	1.0	6.5	62.7	29.7
Use of ICT to support assessment of learning (summative)...	2.1	30.2	53.4	14.3
Use of ICT to support assessment of learning (formative)...	1.9	31.5	53.4	13.2
Use of ICT to support administration of learning...	6.1	36.5	44.1	13.3
Technical support to ensure that ICT equipment is always working...	2.3	9.1	47.6	40.9

Table A5.32: Percentages of school principals of large primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.1	27.4	59.2	12.3
Access to curriculum-related online digital content/resources	0.6	7.6	61.9	29.9
Use of ICT to improve literacy across the curriculum	0.4	7.8	61.0	30.8
Use of ICT to improve numeracy across the curriculum	0.4	7.5	59.7	32.5
Use of ICT to support the development of higher-order thinking	1.0	24.2	58.9	15.9
Use of ICT to support student collaboration and small group learning	1.6	25.2	56.7	16.5
Use of ICT to support students with special educational needs (SEN)	0.0	5.5	49.8	44.7
Internet safety and related issues	0.4	5.4	41.9	52.3
High-quality broadband internet connectivity	0.5	5.6	38.8	62.3
Teacher access to ICT equipment to support teaching and learning	0.0	5.4	47.3	47.2
Student access to mobile computing devices to support learning...	6.8	25.3	42.1	25.7
Improving the capability and speed of the existing "fixed" school network	3.5	21.4	36.7	38.5
A high quality school-wide wireless network...	4.3	18.2	38.3	39.2
Access to a range of online tools and applications...	0.4	9.4	58.0	32.2
Use of ICT to support assessment of learning (summative)...	1.3	24.6	55.2	18.9
Use of ICT to support assessment of learning (formative)...	1.5	26.4	54.2	18.0
Use of ICT to support administration of learning...	2.9	24.2	47.3	25.6
Technical support to ensure that ICT equipment is always working...	0.8	6.4	44.2	48.6

Table A5.33: Percentages of school principals of very large primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.4	21.5	63.7	13.4
Access to curriculum-related online digital content/resources	0.2	4.8	62.2	32.9
Use of ICT to improve literacy across the curriculum	0.2	5.2	61.9	32.7
Use of ICT to improve numeracy across the curriculum	0.2	5.8	60.4	33.6
Use of ICT to support the development of higher-order thinking...	1.1	23.2	54.9	20.8
Use of ICT to support student collaboration and small group learning	1.5	24.2	57.5	16.8
Use of ICT to support students with special educational needs (SEN)	0.2	8.8	51.9	39.2
Internet safety and related issues	0.9	5.7	36.3	57.1
High-quality broadband internet connectivity	1.5	3.4	32.8	62.3
Teacher access to ICT equipment to support teaching and learning	1.1	4.5	37.9	56.5
Student access to mobile computing devices to support learning...	6.9	29.3	38.6	25.2
Improving the capability and speed of the existing “fixed” school network	3.5	21.9	37.2	37.3
A high quality school-wide wireless network...	7.3	19.2	37.4	26.2
Access to a range of online tools and applications...	1.1	7.2	57.4	34.3
Use of ICT to support assessment of learning (summative)...	2.0	23.6	51.5	22.9
Use of ICT to support assessment of learning (formative)...	2.0	26.8	49.8	21.4
Use of ICT to support administration of learning...	2.5	18.6	40.9	38.1
Technical support to ensure that ICT equipment is always working...	0.9	5.1	32.4	61.6

Table A5.34: Percentages of school principals of mixed primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.3	25.9	60.7	12.1
Access to curriculum-related online digital content/resources	0.3	6.6	63.1	30.0
Use of ICT to improve literacy across the curriculum	0.2	6.6	63.0	30.2
Use of ICT to improve numeracy across the curriculum	0.2	7.4	61.6	30.7
Use of ICT to support the development of higher-order thinking...	0.8	22.2	59.5	17.5
Use of ICT to support student collaboration and small group learning	1.0	22.7	59.4	17.0
Use of ICT to support students with special educational needs (SEN)	0.2	6.1	53.8	39.9
Internet safety and related issues	0.4	4.9	42.1	52.5
High-quality broadband internet connectivity	1.1	4.5	36.2	58.3
Teacher access to ICT equipment to support teaching and learning	0.3	5.0	47.9	46.8
Student access to mobile computing devices to support learning...	6.2	22.9	43.2	27.7
Improving the capability and speed of the existing “fixed” school network	3.4	20.6	38.6	37.4
A high quality school-wide wireless network...	4.1	18.2	38.8	38.9
Access to a range of online tools and applications...	0.6	7.8	58.9	32.7
Use of ICT to support assessment of learning (summative)...	2.2	26.2	53.4	18.2
Use of ICT to support assessment of learning (formative)...	2.2	28.3	53.5	17.0
Use of ICT to support administration of learning...	4.3	29.2	44.0	22.5
Technical support to ensure that ICT equipment is always working...	1.5	8.3	42.6	47.7

Table A5.35: Percentages of school principals of boys' primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.8	26.9	63.7	7.6
Access to curriculum-related online digital content/resources	0.0	8.9	64.4	26.7
Use of ICT to improve literacy across the curriculum	0.0	7.1	61.8	31.1
Use of ICT to improve numeracy across the curriculum	0.0	5.0	62.9	32.1
Use of ICT to support the development of higher-order thinking...	1.3	24.9	56.9	16.9
Use of ICT to support student collaboration and small group learning	1.8	24.4	57.3	16.4
Use of ICT to support students with special educational needs (SEN)	0.0	8.4	46.2	45.3
Internet safety and related issues	0.9	7.2	38.1	53.8
High-quality broadband internet connectivity	1.3	4.0	44.4	50.2
Teacher access to ICT equipment to support teaching and learning	1.8	3.1	47.5	47.5
Student access to mobile computing devices to support learning...	1.3	35.1	36.4	27.1
Improving the capability and speed of the existing "fixed" school network	6.3	22.1	38.3	33.3
A high quality school-wide wireless network...	6.3	18.5	41.9	33.3
Access to a range of online tools and applications...	1.8	7.6	63.4	27.2
Use of ICT to support assessment of learning (summative)...	2.2	32.3	48.4	17.0
Use of ICT to support assessment of learning (formative)...	3.1	31.4	50.2	15.2
Use of ICT to support administration of learning...	3.1	24.7	48.4	23.8
Technical support to ensure that ICT equipment is always working...	1.8	7.7	51.4	39.2

Table A5.36: Percentages of school principals of girls' primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	24.2	62.1	13.6
Access to curriculum-related online digital content/resources	0.0	4.7	62.8	32.6
Use of ICT to improve literacy across the curriculum	0.0	3.1	59.5	37.4
Use of ICT to improve numeracy across the curriculum	0.0	4.6	56.5	38.9
Use of ICT to support the development of higher-order thinking...	0.8	21.7	58.1	19.4
Use of ICT to support student collaboration and small group learning	0.8	26.9	52.3	20.0
Use of ICT to support students with special educational needs (SEN)	0.8	11.4	53.0	34.8
Internet safety and related issues	0.0	3.0	37.1	59.8
High-quality broadband internet connectivity	0.8	2.3	31.8	65.2
Teacher access to ICT equipment to support teaching and learning	0.0	1.5	38.9	59.5
Student access to mobile computing devices to support learning...	10.6	34.1	34.1	21.2
Improving the capability and speed of the existing "fixed" school network	1.6	24.0	35.7	38.8
A high quality school-wide wireless network...	9.4	19.6	34.4	36.7
Access to a range of online tools and applications...	0.0	9.1	61.4	99.5
Use of ICT to support assessment of learning (summative)...	0.0	34.9	40.3	24.8
Use of ICT to support assessment of learning (formative)...	0.0	35.2	41.4	23.4
Use of ICT to support administration of learning...	2.3	31.5	37.7	28.5
Technical support to ensure that ICT equipment is always working...	0.0	1.5	42.0	56.5

Table A5.37: Percentages of post-primary school principals indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	12.5	63.9	23.6
Access to curriculum-related online digital content/resources	0.0	5.4	69.7	24.9
Use of ICT to improve literacy across the curriculum	0.2	10.0	63.1	26.7
Use of ICT to improve numeracy across the curriculum	0.6	14.0	63.3	22.1
Use of ICT to support the development of higher-order thinking...	1.0	25.9	57.8	15.3
Use of ICT to support student collaboration and small group learning	0.7	23.2	58.4	17.7
Use of ICT to support students with special educational needs (SEN)	0.6	7.2	56.1	36.1
Internet safety and related issues	0.0	1.4	43.8	54.8
High-quality broadband internet connectivity	0.9	4.0	32.0	63.0
Teacher access to ICT equipment to support teaching and learning	0.2	3.0	34.5	62.3
Student access to mobile computing devices to support learning...	6.3	33.6	36.9	23.1
Improving the capability and speed of the existing “fixed” school network	2.1	9.6	38.5	49.9
A high quality school-wide wireless network...	4.2	12.1	33.5	50.1
Access to a range of online tools and applications...	1.1	8.4	52.9	37.6
Use of ICT to support assessment of learning (summative)...	2.5	26.6	48.4	22.5
Use of ICT to support assessment of learning (formative)...	2.4	25.4	49.4	22.8
Use of ICT to support administration of learning...	1.8	10.0	39.4	48.7
Technical support to ensure that ICT equipment is always working...	0.2	5.1	36.4	58.3

Table A5.38: Percentages of post primary schools not in DEIS indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	11.3	64.2	24.5
Access to curriculum-related online digital content/resources	0.0	4.8	69.8	25.4
Use of ICT to improve literacy across the curriculum	0.4	12.0	63.1	24.5
Use of ICT to improve numeracy across the curriculum	0.6	16.3	63.0	20.2
Use of ICT to support the development of higher-order thinking...	1.1	26.1	57.7	15.0
Use of ICT to support student collaboration and small group learning	0.8	25.0	56.8	17.5
Use of ICT to support students with special educational needs (SEN)	0.4	7.3	55.1	37.3
Internet safety and related issues	0.0	1.7	42.4	55.8
High-quality broadband internet connectivity	0.8	4.0	31.5	63.7
Teacher access to ICT equipment to support teaching and learning	0.2	3.3	34.4	62.2
Student access to mobile computing devices to support learning...	6.5	33.7	36.9	22.9
Improving the capability and speed of the existing “fixed” school network	1.7	9.5	39.6	49.1
A high quality school-wide wireless network...	4.4	11.7	34.7	49.2
Access to a range of online tools and applications...	1.5	8.1	53.4	37.0
Use of ICT to support assessment of learning (summative)...	2.3	27.8	47.3	22.6
Use of ICT to support assessment of learning (formative)...	1.9	26.4	49.1	22.5
Use of ICT to support administration of learning...	1.7	10.0	39.0	49.3
Technical support to ensure that ICT equipment is always working...	0.0	5.3	35.5	59.2

Table A5.39: Percentages of post primary school principals of DEIS schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	15.5	63.4	21.1
Access to curriculum-related online digital content/resources	0.0	7.2	69.2	23.6
Use of ICT to improve literacy across the curriculum	0.0	4.6	63.1	32.3
Use of ICT to improve numeracy across the curriculum	0.5	7.3	64.6	27.6
Use of ICT to support the development of higher-order thinking...	0.5	25.4	58.0	16.1
Use of ICT to support student collaboration and small group learning	0.5	18.6	62.9	18.0
Use of ICT to support students with special educational needs (SEN)	1.0	6.7	59.0	33.3
Internet safety and related issues	0.0	0.5	47.2	52.3
High-quality broadband internet connectivity	1.5	4.1	33.3	61.0
Teacher access to ICT equipment to support teaching and learning	0.0	2.6	34.9	62.6
Student access to mobile computing devices to support learning...	6.2	33.5	36.6	23.7
Improving the capability and speed of the existing “fixed” school network	3.1	9.3	35.8	51.8
A high quality school-wide wireless network...	3.6	13.3	30.8	52.3
Access to a range of online tools and applications...	0.0	9.3	51.5	39.2
Use of ICT to support assessment of learning (summative)...	3.1	23.2	51.5	22.2
Use of ICT to support assessment of learning (formative)...	3.6	22.8	50.3	23.3
Use of ICT to support administration of learning...	2.1	10.3	40.7	46.9
Technical support to ensure that ICT equipment is always working...	0.5	4.6	28.5	56.4

Table A5.40: Percentages of school principals of small post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	16.8	72.3	10.9
Access to curriculum-related online digital content/resources	0.0	7.5	81.7	10.8
Use of ICT to improve literacy across the curriculum	0.0	14.0	72.7	13.2
Use of ICT to improve numeracy across the curriculum	0.0	15.0	74.2	10.8
Use of ICT to support the development of higher-order thinking...	0.0	23.5	67.2	9.2
Use of ICT to support student collaboration and small group learning	0.0	21.7	64.2	14.2
Use of ICT to support students with special educational needs (SEN)	0.0	18.2	55.4	26.4
Internet safety and related issues	0.0	0.0	49.2	50.8
High-quality broadband internet connectivity	0.0	6.7	50.8	42.5
Teacher access to ICT equipment to support teaching and learning	0.0	5.0	48.7	46.2
Student access to mobile computing devices to support learning...	3.4	31.1	44.5	21.0
Improving the capability and speed of the existing “fixed” school network	0.8	9.2	56.7	33.3
A high quality school-wide wireless network...	2.5	11.7	45.8	40.0
Access to a range of online tools and applications...	0.0	14.3	52.9	32.8
Use of ICT to support assessment of learning (summative)...	1.7	32.2	48.8	17.4
Use of ICT to support assessment of learning (formative)...	0.0	31.9	48.7	19.3
Use of ICT to support administration of learning...	2.5	20.0	46.7	30.8
Technical support to ensure that ICT equipment is always working...	0.0	7.9	52.6	39.5

Table A5.41: Percentages of school principals of medium-sized post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	11.7	60.2	28.2
Access to curriculum-related online digital content/resources	0.0	6.3	64.9	28.8
Use of ICT to improve literacy across the curriculum	1.0	6.8	59.2	33.0
Use of ICT to improve numeracy across the curriculum	1.5	10.7	60.5	27.3
Use of ICT to support the development of higher-order thinking...	1.5	27.2	50.0	21.4
Use of ICT to support student collaboration and small group learning	0.5	23.2	51.7	24.6
Use of ICT to support students with special educational needs (SEN)	1.0	3.9	56.3	38.8
Internet safety and related issues	0.0	1.0	41.5	57.5
High-quality broadband internet connectivity	1.0	3.4	29.4	66.2
Teacher access to ICT equipment to support teaching and learning	0.0	2.9	28.8	68.3
Student access to mobile computing devices to support learning...	8.8	30.2	31.7	29.3
Improving the capability and speed of the existing “fixed” school network	3.4	6.8	35.1	54.6
A high quality school-wide wireless network...	8.8	11.3	32.4	47.5
Access to a range of online tools and applications...	3.4	4.4	52.5	39.7
Use of ICT to support assessment of learning (summative)...	2.9	22.0	50.2	24.9
Use of ICT to support assessment of learning (formative)...	3.9	21.6	50.0	24.5
Use of ICT to support administration of learning...	3.5	12.4	34.2	50.0
Technical support to ensure that ICT equipment is always working...	0.5	4.9	34.0	60.7

Table A5.42: Percentages of school principals of large post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	11.0	64.5	24.5
Access to curriculum-related online digital content/resources	0.0	3.9	70.1	26.0
Use of ICT to improve literacy across the curriculum	0.0	7.7	63.2	29.0
Use of ICT to improve numeracy across the curriculum	0.7	14.6	58.9	25.8
Use of ICT to support the development of higher-order thinking...	0.7	29.4	55.6	14.4
Use of ICT to support student collaboration and small group learning	0.7	19.7	59.2	20.4
Use of ICT to support students with special educational needs (SEN)	1.3	2.6	59.7	36.4
Internet safety and related issues	0.0	1.3	42.9	55.8
High-quality broadband internet connectivity	2.6	4.5	29.9	63.0
Teacher access to ICT equipment to support teaching and learning	0.7	1.3	29.1	68.9
Student access to mobile computing devices to support learning...	6.5	33.3	35.9	24.2
Improving the capability and speed of the existing “fixed” school network	2.6	10.5	34.6	52.3
A high quality school-wide wireless network...	3.9	17.6	26.8	51.6
Access to a range of online tools and applications...	0.0	6.5	58.2	35.3
Use of ICT to support assessment of learning (summative)...	6.0	24.5	51.0	18.5
Use of ICT to support assessment of learning (formative)...	5.3	21.7	52.6	20.4
Use of ICT to support administration of learning...	0.0	8.4	43.5	48.1
Technical support to ensure that ICT equipment is always working...	0.0	4.0	28.5	67.5

Table A5.43: Percentages of school principals of very large post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	12.1	62.8	25.1
Access to curriculum-related online digital content/resources	0.0	7.5	81.7	10.8
Use of ICT to improve literacy across the curriculum	0.0	12.2	61.3	26.5
Use of ICT to improve numeracy across the curriculum	0.0	16.3	62.8	20.9
Use of ICT to support the development of higher-order thinking...	1.2	24.2	60.8	13.8
Use of ICT to support student collaboration and small group learning	1.3	26.1	60.9	11.8
Use of ICT to support students with special educational needs (SEN)	0.0	7.6	54.0	38.4
Internet safety and related issues	0.0	2.5	43.5	54.0
High-quality broadband internet connectivity	0.0	2.9	26.4	70.7
Teacher access to ICT equipment to support teaching and learning	0.0	2.9	36.0	61.1
Student access to mobile computing devices to support learning...	5.1	38.3	38.3	18.3
Improving the capability and speed of the existing “fixed” school network	1.2	11.7	34.6	52.5
A high quality school-wide wireless network...	1.7	9.6	32.2	56.5
Access to a range of online tools and applications...	0.4	9.7	50.0	39.9
Use of ICT to support assessment of learning (summative)...	0.4	28.9	45.2	25.5
Use of ICT to support assessment of learning (formative)...	0.4	28.0	47.0	24.6
Use of ICT to support administration of learning...	1.8	10.1	39.4	48.7
Technical support to ensure that ICT equipment is always working...	0.0	5.1	35.6	59.3

Table A5.44: Percentages of school principals of mixed post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	14.7	66.7	18.6
Access to curriculum-related online digital content/resources	0.0	4.6	73.1	22.3
Use of ICT to improve literacy across the curriculum	1.5	13.1	65.4	20.0
Use of ICT to improve numeracy across the curriculum	2.3	16.9	63.1	17.7
Use of ICT to support the development of higher-order thinking...	1.6	29.5	58.1	10.9
Use of ICT to support student collaboration and small group learning	0.8	30.2	55.0	14.0
Use of ICT to support students with special educational needs (SEN)	0.0	7.0	61.2	31.8
Internet safety and related issues	0.0	1.6	41.9	56.6
High-quality broadband internet connectivity	0.0	4.7	36.7	58.6
Teacher access to ICT equipment to support teaching and learning	0.0	3.1	40.3	56.6
Student access to mobile computing devices to support learning...	7.7	36.9	40.0	15.4
Improving the capability and speed of the existing “fixed” school network	1.5	15.4	38.5	44.6
A high quality school-wide wireless network...	6.2	12.4	34.9	46.5
Access to a range of online tools and applications...	2.4	7.9	55.9	33.9
Use of ICT to support assessment of learning (summative)...	4.7	28.3	40.2	26.8
Use of ICT to support assessment of learning (formative)...	4.8	30.2	39.7	25.4
Use of ICT to support administration of learning...	3.9	12.6	38.6	44.9
Technical support to ensure that ICT equipment is always working...	0.0	4.0	35.2	60.8

Table A5.45: Percentages of school principals of boys' post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	8.0	57.2	34.8
Access to curriculum-related online digital content/resources	0.0	2.2	66.7	31.2
Use of ICT to improve literacy across the curriculum	0.0	9.6	55.1	35.3
Use of ICT to improve numeracy across the curriculum	0.7	12.3	60.1	16.8
Use of ICT to support the development of higher-order thinking...	2.2	25.5	51.1	21.2
Use of ICT to support student collaboration and small group learning	0.0	20.3	50.7	29.0
Use of ICT to support students with special educational needs (SEN)	0.0	4.3	55.4	40.3
Internet safety and related issues	0.0	2.9	36.2	60.9
High-quality broadband internet connectivity	0.7	2.9	35.0	61.3
Teacher access to ICT equipment to support teaching and learning	0.7	0.7	24.3	74.3
Student access to mobile computing devices to support learning...	9.4	33.3	27.5	29.7
Improving the capability and speed of the existing "fixed" school network	0.7	7.2	31.9	60.1
A high quality school-wide wireless network...	2.9	13.0	26.1	58.0
Access to a range of online tools and applications...	0.0	9.6	43.4	47.1
Use of ICT to support assessment of learning (summative)...	0.7	23.4	51.8	24.1
Use of ICT to support assessment of learning (formative)...	0.7	22.8	51.5	25.0
Use of ICT to support administration of learning...	0.7	7.4	39.7	52.2
Technical support to ensure that ICT equipment is always working...	0.0	1.1	33.3	65.6

Table A5.46: Percentages of school principals of girls' post-primary schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	12.8	67.0	20.2
Access to curriculum-related online digital content/resources	0.0	6.5	77.8	15.7
Use of ICT to improve literacy across the curriculum	0.0	11.1	67.6	21.3
Use of ICT to improve numeracy across the curriculum	0.0	14.8	63.9	21.3
Use of ICT to support the development of higher-order thinking...	0.9	21.3	62.0	15.7
Use of ICT to support student collaboration and small group learning	2.8	23.1	63.9	10.2
Use of ICT to support students with special educational needs (SEN)	0.0	9.3	54.6	36.1
Internet safety and related issues	0.0	0.9	53.7	45.4
High-quality broadband internet connectivity	2.8	1.9	34.3	61.1
Teacher access to ICT equipment to support teaching and learning	0.0	7.3	34.9	57.8
Student access to mobile computing devices to support learning...	5.6	43.5	37.0	13.9
Improving the capability and speed of the existing "fixed" school network	0.9	9.2	48.6	41.3
A high quality school-wide wireless network...	4.8	16.2	39.0	40.0
Access to a range of online tools and applications...	1.9	11.1	63.0	24.1
Use of ICT to support assessment of learning (summative)...	0.9	36.8	47.2	15.1
Use of ICT to support assessment of learning (formative)...	0.9	34.6	47.7	16.8
Use of ICT to support administration of learning...	0.9	17.6	39.8	41.7
Technical support to ensure that ICT equipment is always working...	0.0	10.5	38.1	51.4

Table A5.47: Percentages of school principals of vocational schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	13.4	62.8	23.8
Access to curriculum-related online digital content/resources	0.0	6.5	66.2	27.3
Use of ICT to improve literacy across the curriculum	0.0	5.2	65.4	29.4
Use of ICT to improve numeracy across the curriculum	0.0	10.5	65.8	23.7
Use of ICT to support the development of higher-order thinking...	0.4	23.1	60.7	15.7
Use of ICT to support student collaboration and small group learning	0.9	17.7	64.9	16.5
Use of ICT to support students with special educational needs (SEN)	0.0	8.2	53.7	38.1
Internet safety and related issues	0.0	1.3	38.1	60.6
High-quality broadband internet connectivity	0.0	5.2	29.9	64.9
Teacher access to ICT equipment to support teaching and learning	0.0	2.6	34.5	62.9
Student access to mobile computing devices to support learning...	4.4	26.8	39.0	29.8
Improving the capability and speed of the existing “fixed” school network	3.9	6.5	41.3	48.3
A high quality school-wide wireless network...	3.5	10.9	33.9	51.7
Access to a range of online tools and applications...	0.4	7.0	52.4	40.3
Use of ICT to support assessment of learning (summative)...	2.6	20.8	55.0	21.6
Use of ICT to support assessment of learning (formative)...	2.6	20.3	56.3	20.8
Use of ICT to support administration of learning...	1.7	10.4	34.8	53.0
Technical support to ensure that ICT equipment is always working...	0.4	3.1	41.6	54.9

Table A5.48: Percentages of school principals of community schools indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	15.4	70.3	14.3
Access to curriculum-related online digital content/resources	0.0	7.8	67.8	24.4
Use of ICT to improve literacy across the curriculum	0.0	5.5	67.0	27.5
Use of ICT to improve numeracy across the curriculum	0.0	8.0	70.5	21.6
Use of ICT to support the development of higher-order thinking...	0.0	31.5	57.6	10.9
Use of ICT to support student collaboration and small group learning	0.0	24.7	57.3	18.0
Use of ICT to support students with special educational needs (SEN)	2.2	4.3	59.8	33.7
Internet safety and related issues	0.0	0.0	54.9	45.1
High-quality broadband internet connectivity	2.2	4.4	28.6	64.8
Teacher access to ICT equipment to support teaching and learning	0.0	3.4	42.7	53.9
Student access to mobile computing devices to support learning...	8.0	37.5	36.4	18.2
Improving the capability and speed of the existing “fixed” school network	1.1	12.1	36.3	50.5
A high quality school-wide wireless network...	4.4	12.1	36.3	47.3
Access to a range of online tools and applications...	1.1	11.0	56.0	31.9
Use of ICT to support assessment of learning (summative)...	3.3	33.0	41.8	22.0
Use of ICT to support assessment of learning (formative)...	3.3	27.8	44.4	24.4
Use of ICT to support administration of learning...	1.1	3.3	47.3	48.4
Technical support to ensure that ICT equipment is always working...	0.0	1.1	33.3	65.6

Table A5.49: Percentages of school principals of senior colleges indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	0.0	0.0	56.5	43.5
Access to curriculum-related online digital content/resources	0.0	0.0	73.9	26.1
Use of ICT to improve literacy across the curriculum	0.0	56.5	34.8	8.7
Use of ICT to improve numeracy across the curriculum	0.0	60.9	30.4	8.7
Use of ICT to support the development of higher-order thinking...	0.0	36.4	50.0	13.6
Use of ICT to support student collaboration and small group learning	0.0	50.0	31.8	18.2
Use of ICT to support students with special educational needs (SEN)	9.5	19.0	42.9	28.6
Internet safety and related issues	0.0	0.0	68.2	31.8
High-quality broadband internet connectivity	0.0	0.0	13.6	86.4
Teacher access to ICT equipment to support teaching and learning	0.0	0.0	30.4	69.6
Student access to mobile computing devices to support learning...	0.0	22.7	50.0	27.3
Improving the capability and speed of the existing “fixed” school network	0.0	17.4	13.0	69.6
A high quality school-wide wireless network...	0.0	0.0	34.8	65.2
Access to a range of online tools and applications...	0.0	0.0	39.1	60.9
Use of ICT to support assessment of learning (summative)...	0.0	22.7	40.9	36.4
Use of ICT to support assessment of learning (formative)...	0.0	17.4	47.8	34.8
Use of ICT to support administration of learning...	0.0	0.0	56.5	43.5
Technical support to ensure that ICT equipment is always working...	0.0	0.0	30.4	39.6

Table A5.50: Percentages of special school school principals indicating the degree to which ICT issues are priorities for their schools

	Very low	Low	High	Very high
ICT-related CPD for teachers	1.2	15.8	61.6	21.4
Access to curriculum-related online digital content/resources	0.0	3.4	64.2	32.4
Use of ICT to improve literacy across the curriculum	0.0	6.7	44.0	49.3
Use of ICT to improve numeracy across the curriculum	0.0	7.7	42.4	49.9
Use of ICT to support the development of higher-order thinking...	4.5	34.8	44.7	16.0
Use of ICT to support student collaboration and small group learning	1.2	28.2	46.3	24.3
Use of ICT to support students with special educational needs (SEN)	0.0	3.4	19.9	76.7
Internet safety and related issues	1.2	11.5	33.2	54.1
High-quality broadband internet connectivity	0.0	4.4	32.0	63.6
Teacher access to ICT equipment to support teaching and learning	0.0	3.4	32.8	63.8
Student access to mobile computing devices to support learning...	0.0	10.5	40.1	49.4
Improving the capability and speed of the existing “fixed” school network	3.5	10.7	42.9	42.9
A high quality school-wide wireless network...	0.0	16.6	38.5	44.9
Access to a range of online tools and applications...	0.0	5.7	47.8	46.5
Use of ICT to support assessment of learning (summative)...	2.4	35.5	38.8	23.3
Use of ICT to support assessment of learning (formative)...	2.4	30.5	40.5	26.6
Use of ICT to support administration of learning...	2.2	28.2	39.2	30.4
Technical support to ensure that ICT equipment is always working...	0.0	4.7	34.1	61.1

5.6 Teachers' Continuing Professional Development

Table A5.51: Percentages of primary school principals selecting ICT-related CPD content areas in their top three priorities, by DEIS status

	Not in DEIS	Band 1	Band 2	Rural
Basic ICT skills (including word processing, presentation software and internet use)	14.9	9.4	8.4	16.8
More advanced ICT skills (including blogging, website design, computer programming and other applications)	32.0	37.8	35.1	30.0
Digital media skills (including the use of digital video and audio)	16.6	14.4	20.3	18.5
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	28.7	32.2	32.6	29.5
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	12.1	12.8	10.7	14.2
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	56.5	49.4	53.8	45.5
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	50.1	51.1	53.8	47.5
How to use ICT to support special educational needs	21.9	24.9	22.7	27.7
How to use ICT to support the assessment learning	13.0	11.1	11.5	14.5
How to use ICT to support assessment for learning	12.2	12.8	10.6	15.2
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	19.1	16.0	16.8	20.8
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	20.4	27.2	21.1	12.2

Table A5.52: Percentages of primary school principals selecting ICT-related CPD content areas in their top three priorities, by school size

	Small	Medium	Large	Very large
Basic ICT skills (including word processing, presentation software and internet use)	16.8	16.5	14.1	9.3
More advanced ICT skills (including blogging, website design, computer programming and other applications)	30.5	31.9	34.1	32.9
Digital media skills (including the use of digital video and audio)	17.2	16.9	16.9	16.1
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	26.8	31.6	30.6	26.7
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	14.6	8.8	14.2	12.0
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	50.5	55.1	57.8	55.6
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	51.2	50.9	46.3	52.6
How to use ICT to support special educational needs	20.7	23.9	22.1	24.4
How to use ICT to support the assessment learning	15.5	11.5	12.6	12.8
How to use ICT to support assessment for learning	13.6	11.7	12.6	12.0
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	21.8	18.1	17.2	17.9
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	17.4	18.7	18.5	25.4

Table A5.53: Percentages of primary school principals selecting ICT-related CPD content areas in their top three priorities, by school gender composition

	Mixed	Boys	Girls
Basic ICT skills (including word processing, presentation software and internet use)	14.7	15.0	7.0
More advanced ICT skills (including blogging, website design, computer programming and other applications)	31.6	39.9	36.4
Digital media skills (including the use of digital video and audio)	16.7	18.3	18.8
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	29.3	28.4	28.7
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	12.5	10.1	12.5
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	44.4	60.9	42.3
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	49.9	55.5	43.8
How to use ICT to support special educational needs	23.0	26.1	12.4
How to use ICT to support the assessment learning	13.6	7.7	10.2
How to use ICT to support assessment for learning	12.8	6.8	14.8
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	9.2	11.6	26.6
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	19.7	15.0	34.4

Table A5.54: Percentages of post-primary school principals selecting ICT-related CPD content areas in their top three priorities, by DEIS status

	Not in DEIS	DEIS
Basic ICT skills (including word processing, presentation software and internet use)	18.1	21.5
More advanced ICT skills (including blogging, website design, computer programming and other applications)	27.7	28.7
Digital media skills (including the use of digital video and audio)	10.3	15.5
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	18.7	13.9
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	17.0	13.3
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	65.7	66.9
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	67.6	34.8
How to use ICT to support special educational needs	10.9	10.0
How to use ICT to support the assessment learning	14.0	15.5
How to use ICT to support assessment for learning	16.8	16.7
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	32.0	28.0
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	26.2	29.8

Table A5.55: Percentages of post-primary school principals selecting ICT-related CPD content areas in their top three priorities, by school size

	Small	Medium	Large	Very large
Basic ICT skills (including word processing, presentation software and internet use)	21.6	24.2	11.5	17.7
More advanced ICT skills (including blogging, website design, computer programming and other applications)	22.6	29.4	26.6	30.0
Digital media skills (including the use of digital video and audio)	6.1	16.5	10.9	10.9
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	10.4	19.1	18.1	19.5
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	12.3	16.0	15.8	17.7
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	67.8	63.9	65.7	67.8
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	41.7	34.2	42.4	32.3
How to use ICT to support special educational needs	12.2	9.3	9.4	12.2
How to use ICT to support the assessment learning	19.3	12.4	14.4	12.7
How to use ICT to support assessment for learning	16.5	16.5	15.2	18.2
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	31.3	32.5	30.9	29.0
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	31.9	22.2	33.8	25.3

Table A5.56: Percentages of post-primary school principals selecting ICT-related CPD content areas in their top three priorities, by sector

	Mixed	Boys	Girls	Voc.	Comm.	Senior
Basic ICT skills (including word processing, presentation software and internet use)	24.2	10.2	18.8	18.1	20.7	44.5
More advanced ICT skills (including blogging, website design, computer programming and other applications)	35.3	27.1	29.4	26.4	21.7	27.3
Digital media skills (including the use of digital video and audio)	8.5	9.3	9.8	14.4	9.6	40.9
ICT skills needed to use the school's own equipment (e.g. IWBs, digital projectors, laptops)	17.6	11.7	24.5	17.7	12.0	38.1
ICT skills needed to use new ICT/mobile devices (including those being brought to the school by teachers and/or students)	11.7	18.8	18.8	17.6	13.3	14.3
How to use ICT as a teaching and learning tool across the curriculum (including its application to specific subject areas)	65.8	65.1	74.5	64.1	63.9	62.6
How to use ICT to support the development of key skills (e.g. literacy and/or numeracy)	27.7	43.0	41.2	40.9	28.0	18.3
How to use ICT to support special educational needs	10.2	10.9	7.9	9.3	16.9	9.1
How to use ICT to support the assessment learning	10.8	15.6	10.8	15.8	12.2	23.8
How to use ICT to support assessment for learning	21.0	20.9	12.9	12.4	20.7	9.1
The use of ICT to support DES priorities (e.g. school self-evaluation and school improvement)	32.3	30.5	30.5	35.3	32.9	9.1
Incorporation of ICT for teaching and learning in ALL CPD provided for teachers (as distinct from ICT-specific CPD)	26.7	31.8	21.6	24.3	41.5	4.8

Table A5.57: Percentages of primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by DEIS status

	Not in DEIS	DEIS Band 1	DEIS Band 2	DEIS Rural
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	18.8	36.4	41.0	9.1
The school Principal/Deputy principal	50.4	33.5	37.7	59.7
Individual teachers, supported by school management	26.8	26.7	13.1	26.8
Other	4.1	3.4	8.2	4.4

Table A5.58: Percentages of primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by school size

	Small	Med.	Large	Very large
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	6.5	11.3	25.5	43.3
The school Principal/Deputy principal	61.9	54.7	47.8	31.9
Individual teachers, supported by school management	26.3	30.6	25.8	20.5
Other	5.3	3.4	3.9	4.3

Table A5.59: Percentages of primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by gender composition

	Mixed	Boys	Girls
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	18.5	25.1	38.1
The school Principal/Deputy principal	50.7	50.3	31.7
Individual teachers, supported by school management	26.5	21.6	27.0
Other	4.3	3.0	3.2

Table A5.60: Percentages of post-primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by DEIS status

	Not in DEIS	DEIS
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	29.0	25.3
The school Principal/Deputy principal	42.4	46.0
Individual teachers, supported by school management	24.5	25.3
Other	4.1	3.4

Table A5.61: Percentages of post-primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by school size

	Small	Med.	Large	Very large
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	18.0	23.5	31.2	34.4
The school Principal/Deputy principal	48.6	50.3	37.0	39.1
Individual teachers, supported by school management	28.8	24.0	26.1	22.8
Other	4.5	2.2	5.8	3.7

Table A5.62: Percentages of post-primary school principals indicating the person(s) mainly responsible for the organisation of ICT-related CPD, by sector

	Mixed	Boys	Girls	Voc.	Comm.	Sen.
A teacher or team of teachers with responsibility for coordinating ICT/e-Learning	21.7	31.9	30.5	26.4	32.5	29.4
The school Principal/Deputy principal	45.8	47.4	44.5	38.7	43.4	52.9
Individual teachers, supported by school management	30.8	16.8	30.2	31.1	30.5	0.0
Other	1.7	5.3	3.4	3.8	3.6	17.6

Table A5.63: Percentages of primary school principals of schools not in DEIS indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	5.8	15.9	31.4	46.9
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.5	28.1	44.2	20.2
Provision of online CPD for teachers to engage in independently	10.8	34.4	37.7	17.1
Provision of online CPD for teachers to engage in as a school group	16.2	32.4	34.8	16.5
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	13.7	24.7	35.4	26.2
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	18.9	36.0	31.7	13.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	19.0	37.2	31.9	11.9
Supporting self-directed, informal CPD in ICT by teachers ...	18.4	42.9	28.9	9.8

Table A5.64: Percentages of primary school principals of DEIS Band 1 schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	6.2	5.6	39.0	49.2
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	5.7	34.9	38.3	21.1
Provision of online CPD for teachers to engage in independently	4.5	36.1	37.9	21.5
Provision of online CPD for teachers to engage in as a school group	9.1	29.0	37.5	24.4
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	7.3	20.2	32.0	40.4
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	10.3	34.3	34.9	20.6
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	9.8	35.1	38.5	16.7
Supporting self-directed, informal CPD in ICT by teachers ...	14.2	35.2	36.4	14.2

Table A5.65: Percentages of primary school principals of DEIS Band 2 schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	5.3	16.0	30.5	48.1
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.8	25.0	53.1	14.1
Provision of online CPD for teachers to engage in independently	11.5	29.2	42.3	16.9
Provision of online CPD for teachers to engage in as a school group	9.8	32.6	42.4	15.2
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	5.3	22.9	38.2	33.6
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	9.9	38.2	39.7	12.2
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	22.3	37.3	30.1	10.3
Supporting self-directed, informal CPD in ICT by teachers ...	13.8	43.8	36.2	6.2

Table A5.66: Percentages of primary school principals of DEIS Rural schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.7	18.6	36.2	41.5
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	13.2	25.8	45.8	15.3
Provision of online CPD for teachers to engage in independently	10.5	34.7	36.4	18.4
Provision of online CPD for teachers to engage in as a school group	13.6	36.7	32.0	17.7
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	20.0	22.4	34.6	23.1
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	22.6	36.1	30.4	10.8
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	22.3	37.3	30.1	10.3
Supporting self-directed, informal CPD in ICT by teachers ...	18.0	47.4	27.3	7.3

Table A5.67: Percentages of school principals of small primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	9.0	19.6	33.0	38.4
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	6.2	23.5	46.2	24.1
Provision of online CPD for teachers to engage in independently	11.2	35.5	36.6	16.7
Provision of online CPD for teachers to engage in as a school group	21.1	32.2	31.1	15.6

Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	22.8	30.0	28.8	18.4
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	28.2	37.0	24.7	10.2
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	25.9	39.9	25.1	9.0
Supporting self-directed, informal CPD in ICT by teachers ...	21.3	42.5	28.8	7.4

Table A5.68: Percentages of school principals of medium-sized primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	6.5	15.4	32.2	45.9
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	9.4	29.0	44.7	16.9
Provision of online CPD for teachers to engage in independently	12.6	33.7	38.1	15.6
Provision of online CPD for teachers to engage in as a school group	16.7	33.0	34.5	15.7
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	12.5	24.4	38.0	25.0
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	18.7	37.6	31.9	11.8
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	20.8	38.5	30.4	10.3
Supporting self-directed, informal CPD in ICT by teachers ...	18.7	44.5	27.6	9.1

Table A5.69: Percentages of school principals of large primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.7	14.9	33.2	45.9
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.6	28.8	43.8	19.8
Provision of online CPD for teachers to engage in independently	9.2	33.5	39.7	17.7
Provision of online CPD for teachers to engage in as a school group	12.1	32.2	38.5	17.3
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	10.6	22.6	38.3	28.5
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	14.6	36.0	36.9	12.5
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	14.8	35.4	38.9	10.8
Supporting self-directed, informal CPD in ICT by teachers ...	6.2	42.4	30.4	11.0

Table A5.70: Percentages of school principals of very large primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	2.8	11.8	30.7	54.8

Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	8.5	31.4	42.9	17.2
Provision of online CPD for teachers to engage in independently	8.4	34.7	36.4	20.5
Provision of online CPD for teachers to engage in as a school group	10.4	33.7	35.7	20.3
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	8.5	18.8	34.6	38.2
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	11.4	32.9	34.9	20.7
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	10.6	34.6	35.0	19.8
Supporting self-directed, informal CPD in ICT by teachers ...	14.9	42.0	32.0	11.1

Table A5.71: Percentages of school principals of mixed primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	5.9	15.4	32.1	46.6
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	8.1	27.2	44.9	19.8
Provision of online CPD for teachers to engage in independently	10.7	34.1	38.1	17.2
Provision of online CPD for teachers to engage in as a school group	15.8	32.6	34.9	16.7
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	14.0	23.8	36.0	26.2
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	18.7	35.7	32.6	13.1
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	18.9	37.5	31.8	11.8
Supporting self-directed, informal CPD in ICT by teachers ...	18.2	43.3	29.4	9.1

Table A5.72: Percentages of school principals of boys' primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	2.9	18.9	34.0	44.2
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.8	35.4	40.8	16.0
Provision of online CPD for teachers to engage in independently	10.1	39.9	33.7	16.3
Provision of online CPD for teachers to engage in as a school group	13.1	32.5	35.9	18.4
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	8.7	24.5	29.8	37.0
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	15.3	43.6	25.7	15.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	12.5	37.0	38.5	12.0
Supporting self-directed, informal CPD in ICT by teachers ...	14.5	41.1	30.0	14.5

Table A5.73: Percentages of school principals of girls' primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.2	12.7	34.1	50.0
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	5.6	34.9	41.3	18.3
Provision of online CPD for teachers to engage in independently	6.5	29.8	38.7	25.0
Provision of online CPD for teachers to engage in as a school group	7.1	35.4	35.4	22.0
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	13.4	28.3	28.3	29.9
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	17.5	31.7	32.5	18.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	16.3	31.7	33.3	18.7
Supporting self-directed, informal CPD in ICT by teachers ...	16.7	39.7	31.0	12.7

Table A5.74: Percentages of school principals of post-primary schools not in DEIS indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.3	19.7	31.9	45.1
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	5.6	27.4	42.5	24.5
Provision of online CPD for teachers to engage in independently	8.4	32.7	35.2	23.7
Provision of online CPD for teachers to engage in as a school group	11.9	37.5	33.1	17.4
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	6.1	14.5	38.2	41.3
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	6.2	26.3	41.6	25.9
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	7.1	22.2	41.2	29.5
Supporting self-directed, informal CPD in ICT by teachers ...	7.9	33.1	39.1	20.0

Table A5.75: Percentages of school principals of post-primary DEIS schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.9	23.3	36.7	36.1
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.9	29.8	41.6	20.8
Provision of online CPD for teachers to engage in independently	11.6	29.5	41.6	17.3
Provision of online CPD for teachers to engage in as a school group	15.0	28.9	38.2	17.9
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	2.8	21.6	34.1	41.5
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	4.0	27.6	43.1	25.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	5.1	27.3	45.5	22.2
Supporting self-directed, informal CPD in ICT by teachers ...	13.1	30.3	41.7	14.9

Table A5.76: Percentages of school principals of small post-primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	4.3	31.0	26.7	37.9
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	2.7	30.1	52.2	15.0
Provision of online CPD for teachers to engage in independently	10.5	24.6	41.2	23.7
Provision of online CPD for teachers to engage in as a school group	12.3	31.6	39.5	16.7
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	6.2	25.7	39.8	28.3
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	8.8	34.2	46.5	10.5
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	13.0	29.6	47.0	10.4
Supporting self-directed, informal CPD in ICT by teachers ...	8.8	36.3	43.4	11.5

Table A5.77: Percentages of school principals of medium-sized post-primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.1	15.5	38.1	43.3
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	7.2	27.8	38.1	26.8
Provision of online CPD for teachers to engage in independently	8.4	32.5	40.8	18.3
Provision of online CPD for teachers to engage in as a school group	13.2	34.7	36.3	15.8
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	2.1	10.9	38.3	48.7
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	3.1	24.9	43.0	29.0
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	2.6	26.6	43.2	27.6
Supporting self-directed, informal CPD in ICT by teachers ...	7.7	30.4	42.8	19.1

Table A5.78: Percentages of school principals of large post-primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	5.1	20.6	25.7	48.5
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	6.6	31.4	38.7	23.4
Provision of online CPD for teachers to engage in independently	13.2	39.5	27.9	19.4
Provision of online CPD for teachers to engage in as a school group	11.2	38.1	37.3	13.4
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	5.3	20.5	37.9	36.4
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	3.0	33.3	41.5	22.2
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	4.5	26.9	43.3	25.4
Supporting self-directed, informal CPD in ICT by teachers ...	13.5	37.6	35.3	13.5

Table A5.79: Percentages of school principals of very large post-primary schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	2.3	19.1	37.7	40.9
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	6.4	25.1	43.4	25.1
Provision of online CPD for teachers to engage in independently	7.4	30.4	36.4	25.8
Provision of online CPD for teachers to engage in as a school group	13.2	35.8	28.3	22.6
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	7.9	13.9	33.8	44.4
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	7.4	20.3	38.7	33.6
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	7.9	16.3	38.1	37.7
Supporting self-directed, informal CPD in ICT by teachers ...	8.3	28.7	38.4	24.5

Table A5.80: Percentages of school principals of post-primary mixed schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	1.7	23.1	38.8	36.4
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	5.0	32.8	36.1	26.1
Provision of online CPD for teachers to engage in independently	10.3	36.2	37.1	16.4
Provision of online CPD for teachers to engage in as a school group	18.5	36.1	30.3	15.1
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	7.4	19.8	33.1	39.7
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	9.2	30.3	35.3	25.2
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	10.8	30.8	27.5	30.8
Supporting self-directed, informal CPD in ICT by teachers ...	10.9	38.7	28.6	21.8

Table A5.81: Percentages of school principals of post-primary boys' schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	4.0	25.8	24.2	46.0
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	3.1	30.2	42.6	24.0
Provision of online CPD for teachers to engage in independently	7.9	33.9	34.6	23.6
Provision of online CPD for teachers to engage in as a school group	13.6	36.8	28.8	20.8
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	2.4	16.1	35.5	46.0
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	3.1	22.7	42.2	32.0
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	4.7	18.6	50.4	26.4
Supporting self-directed, informal CPD in ICT by teachers ...	7.9	36.2	36.2	19.7

Table A5.82: Percentages of school principals of post-primary girls' schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	2.9	14.7	31.4	51.0
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	10.9	27.7	40.6	20.8
Provision of online CPD for teachers to engage in independently	10.1	31.3	33.3	25.3
Provision of online CPD for teachers to engage in as a school group	12.1	33.3	39.4	14.1
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	5.0	13.0	38.0	44.0
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	6.9	27.5	47.1	18.6
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	7.2	25.8	43.3	23.7
Supporting self-directed, informal CPD in ICT by teachers ...	9.8	22.5	52.0	15.7

Table A5.83: Percentages of school principals of vocational schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	4.7	18.6	33.5	43.3
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	3.7	25.9	46.3	24.1
Provision of online CPD for teachers to engage in independently	9.5	29.5	40.0	21.0
Provision of online CPD for teachers to engage in as a school group	11.1	34.1	37.5	17.3
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	6.2	18.0	37.4	38.4
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	5.1	30.2	41.4	23.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	5.7	26.4	43.9	24.1
Supporting self-directed, informal CPD in ICT by teachers ...	11.0	33.0	40.2	15.8

Table A5.84: Percentages of school principals of community schools indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	3.8	21.5	36.7	38.0
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	13.0	24.7	41.6	20.8
Provision of online CPD for teachers to engage in independently	11.2	31.2	38.8	18.8
Provision of online CPD for teachers to engage in as a school group	9.0	37.2	33.3	20.5
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	5.1	11.5	42.3	41.0
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	3.8	20.5	42.3	33.3
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	3.9	11.7	44.2	40.3
Supporting self-directed, informal CPD in ICT by teachers ...	7.6	30.4	45.6	16.5

Table A5.85: Percentages of school principals of senior colleges indicating the degree of suitability or otherwise of approaches to the organisation of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
Bringing in an external tutor to enable formal CPD to take place in the school...	0.0	18.2	45.5	36.4
Supporting teachers to attend formal CPD in external venues (e.g. the education centres)	8.7	21.7	43.5	26.1
Provision of online CPD for teachers to engage in independently	0.0	25.0	30.0	45.0
Provision of online CPD for teachers to engage in as a school group	9.5	33.3	38.1	19.0
Upskilling of an ICT coordinating (or other) teacher to enable him or her to provide support to others	9.5	14.3	38.1	38.1
Informal CPD on the general pedagogical use of ICT provided on a peer to peer basis...	9.5	14.3	52.4	23.8
Informal CPD on the subject-specific pedagogical use of ICT provided on a peer to...	9.5	23.8	42.9	23.8
Supporting self-directed, informal CPD in ICT by teachers ...	0.0	18.2	40.9	40.9

Table A5.86: Percentages of school principals of primary schools not in DEIS indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	4.1	17.7	38.0	40.2
During the school day (without reducing class contact/teaching time)	58.1	19.5	14.6	7.8
Outside of school/additional hours (term time)	44.7	36.2	15.4	3.7
In summer	28.8	29.7	27.5	13.9

Table A5.87: Percentages of primary school principals of DEIS Band 1 schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	2.3	26.0	39.0	32.8
During the school day (without reducing class contact/teaching time)	46.5	22.7	25.0	5.8
Outside of school/additional hours (term time)	46.4	38.6	12.7	2.4
In summer	18.3	32.6	29.1	20.0

Table A5.88: Percentages of primary school principals of DEIS Band 2 schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	6.0	20.3	34.6	39.1

During the school day (without reducing class contact/teaching time)	54.3	23.3	10.9	11.6
Outside of school/additional hours (term time)	47.3	31.8	17.1	3.9
In summer	25.8	25.8	34.4	14.1

Table A5.89: Percentages of primary school principals of DEIS Rural schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	3.7	20.0	39.7	36.7
During the school day (without reducing class contact/teaching time)	62.8	10.6	18.8	7.8
Outside of school/additional hours (term time)	39.6	37.2	18.9	4.2
In summer	37.3	26.8	23.9	12.0

Table A5.90: Percentages of school principals of small primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	5.7	21.8	39.6	32.9
During the school day (without reducing class contact/teaching time)	63.3	14.7	14.9	7.1
Outside of school/additional hours (term time)	38.6	36.8	19.5	5.1
In summer	33.1	27.2	27.0	12.8

Table A5.91: Percentages of school principals of medium-sized primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	4.4	18.3	36.2	41.1
During the school day (without reducing class contact/teaching time)	58.0	16.9	16.8	8.3
Outside of school/additional hours (term time)	57.1	20.1	15.4	7.3
In summer	51.6	24.9	14.6	8.9

Table A5.92: Percentages of school principals of large primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	3.3	19.1	38.1	39.4
During the school day (without reducing class contact/teaching time)	37.1	20.1	15.4	7.3
Outside of school/additional hours (term time)	45.3	35.9	15.1	3.7
In summer	48.7	33.4	14.6	3.2

Table A5.93: Percentages of school principals of very large primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	2.5	14.6	38.6	44.4

During the school day (without reducing class contact/teaching time)	51.6	24.9	14.6	8.9
Outside of school/additional hours (term time)	48.7	33.4	14.6	3.2
In summer	22.3	30.3	30.4	17.0

Table A5.94: Percentages of school principals of mixed primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	4.1	19.3	37.6	38.9
During the school day (without reducing class contact/teaching time)	58.0	18.8	15.5	7.7
Outside of school/additional hours (term time)	43.6	36.9	15.6	3.9
In summer	30.0	29.5	26.8	13.7

Table A5.95: Percentages of school principals of boys' primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	4.9	10.8	43.1	41.2
During the school day (without reducing class contact/teaching time)	53.1	17.9	18.9	10.2
Outside of school/additional hours (term time)	52.0	34.3	11.6	2.0
In summer	27.6	29.1	28.1	15.1

Table A5.96: Percentages of school principals of girls' primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	0.8	15.6	38.3	45.2
During the school day (without reducing class contact/teaching time)	59.2	24.2	10.0	6.7
Outside of school/additional hours (term time)	47.5	25.4	23.8	3.3
In summer	9.6	28.0	41.6	20.8

Table A5.97: Percentages of post-primary school principals of schools not in DEIS indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	6.2	19.9	35.1	38.8
During the school day (without reducing class contact/teaching time)	43.0	26.6	22.3	8.1
Outside of school/additional hours (term time)	30.8	32.6	25.1	11.5
In summer	61.1	19.5	10.2	9.1

Table A5.98: Percentages of post-school principals of DEIS schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	2.8	20.0	35.6	41.7
During the school day (without reducing class contact/teaching time)	6.2	19.9	35.1	38.8
Outside of school/additional hours (term time)	38.3	33.9	22.8	5.0
In summer	70.8	15.2	10.7	3.4

Table A5.99: Percentages of school principals of small post-primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	5.3	23.0	42.5	29.2
During the school day (without reducing class contact/teaching time)	40.4	30.3	20.2	9.2
Outside of school/additional hours (term time)	25.2	37.4	27.0	10.4
In summer	65.8	13.5	13.5	7.2

Table A5.100: Percentages of school principals of medium-sized post-primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	5.2	21.1	34.0	39.7
During the school day (without reducing class contact/teaching time)	42.6	25.8	23.7	7.9
Outside of school/additional hours (term time)	42.4	29.3	18.8	9.4
In summer	70.2	14.1	10.5	5.2

Table A5.101: Percentages of school principals of large post-primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	3.6	14.4	38.8	43.2
During the school day (without reducing class contact/teaching time)	44.9	28.7	18.4	8.1
Outside of school/additional hours (term time)	37.7	35.5	23.2	3.6
In summer	24.8	32.7	29.0	13.6

Table A5.102: Percentages of school principals of very large post-primary schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	6.0	20.7	26.5	7.0
During the school day (without reducing class contact/teaching time)	41.9	24.7	29.0	13.6
Outside of school/additional hours (term time)	24.8	32.7	11.9	10.5
In summer	57.6	20.0	30.4	42.9

Table A5.103: Percentages of school principals of post-primary mixed schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	13.3	17.5	33.3	35.8
During the school day (without reducing class contact/teaching time)	37.6	26.5	17.9	17.9
Outside of school/additional hours (term time)	30.2	34.5	26.7	8.6
In summer	66.1	18.6	9.3	5.9

Table A5.104: Percentages of school principals of post-primary boys' schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	6.3	22.2	31.0	40.5
During the school day (without reducing class contact/teaching time)	47.2	24.0	21.6	7.2
Outside of school/additional hours (term time)	32.8	40.8	16.0	10.4
In summer	59.2	24.8	8.8	7.2

Table A5.105: Percentages of school principals of post-primary girls' schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	0.0	11.8	39.2	40.5
During the school day (without reducing class contact/teaching time)	46.0	27.0	24.0	7.2
Outside of school/additional hours (term time)	44.0	24.0	17.0	10.4
In summer	67.3	12.9	11.9	7.2

Table A5.106: Percentages of school principals of vocational schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	4.7	20.6	35.5	39.3
During the school day (without reducing class contact/teaching time)	41.5	29.8	23.4	5.4
Outside of school/additional hours (term time)	31.6	32.6	27.0	8.8
In summer	62.7	18.2	11.0	8.1

Table A5.107: Percentages of school principals of community schools indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	1.2	25.9	35.8	37.0
During the school day (without reducing class contact/teaching time)	40.7	24.7	25.9	8.6
Outside of school/additional hours (term time)	29.3	34.1	29.3	7.3
In summer	72.2	6.3	10.1	11.4

Table A5.108: Percentages of school principals of senior colleges indicating the degree of suitability of approaches to the timing of ICT-related CPD

	Not suitable	Somewhat suitable	Suitable	Very suitable
During additional/Croke Park hours	0.0	33.3	47.6	19.0
During the school day (without reducing class contact/teaching time)	40.0	20.0	40.0	0.0
Outside of school/additional hours (term time)	13.6	22.7	54.5	9.1
In summer	31.6	57.9	10.5	0.0

5.7 Responsible use of the Internet

Table A5.109: Percentages of yes responses to statements relating to the AUP from primary school principals by DEIS status

	Not in DEIS	Band 1	Band 2	Rural
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	94.7	98.3	97.7	92.7
The school AUP is reviewed and updated regularly	80.8	87.1	81.2	78.2
The AUP refers to internet safety advice and guidelines	93.8	97.2	97	90.8
The AUP refers to online activities (e.g. searching, browsing websites...)	87.4	82.1	94.7	32.8
The AUP refers to downloading or uploading of material	83.8	77.1	88	75.6
The AUP refers to copyright guidelines	62.9	56.2	66.9	65
The AUP refers to publishing a school website	63.4	74.9	78.9	57
The AUP refers to use of electronic communication (e.g. email...)	79.5	80.9	88	75.8
The AUP refers to inappropriate, harmful and illegal use of online material	88.7	88.8	91.7	82.8
The AUP refers to sanctions and reporting mechanisms	79.5	78.2	77.4	75.9

Table A5.110: Percentages of yes responses to statements relating to the AUP from primary school principals by school size

	Small	Medium	Large	Very Large
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	94.6	91.8	95.8	98
The school AUP is reviewed and updated regularly	82	76	80.5	86.9
The AUP refers to internet safety advice and guidelines	93.6	90.9	94.9	96.9
The AUP refers to online activities (e.g. searching, browsing websites...)	87	83.4	86.5	92.3
The AUP refers to downloading or uploading of material	82.2	78.3	82.3	89.9
The AUP refers to copyright guidelines	61.5	59.8	63.7	67.7
The AUP refers to publishing a school website	54.1	58.5	69.8	76.2
The AUP refers to use of electronic communication (e.g. email...)	78.6	74.7	81.5	85.2
The AUP refers to inappropriate, harmful and illegal use of online material	87.4	84.8	88.8	93.1
The AUP refers to sanctions and reporting mechanisms	77.3	74.4	80.1	85.6

Table A5.111: Percentages of yes responses to statements relating to the AUP from primary school principals by school gender composition

	Mixed	Boys	Girls
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	94.6	97.6	96.9
The school AUP is reviewed and updated regularly	80.5	83.7	85.9
The AUP refers to internet safety advice and guidelines	93.4	98.1	96.9
The AUP refers to online activities (e.g. searching, browsing websites...)	86.4	90.3	92.2
The AUP refers to downloading or uploading of material	82.7	82.7	82.9
The AUP refers to copyright guidelines	63.1	63.3	57.8
The AUP refers to publishing a school website	63.0	73.6	71.9
The AUP refers to use of electronic communication (e.g. email...)	79.5	80.2	78.9

The AUP refers to inappropriate, harmful and illegal use of online material	88.1	88.9	90.6
The AUP refers to sanctions and reporting mechanisms	79.1	76.8	81.2

Table A5.112: Percentages of yes responses to statements relating to the AUP from post-primary school principals by DEIS status

	Not in DEIS	DEIS
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	97.5	97.2
The school AUP is reviewed and updated regularly	85.6	87.8
The AUP refers to internet safety advice and guidelines	95.9	93.9
The AUP refers to online activities (e.g. searching, browsing websites...)	90.1	91.1
The AUP refers to downloading or uploading of material	93.0	89.4
The AUP refers to copyright guidelines	67.4	65.0
The AUP refers to publishing a school website	62.9	54.4
The AUP refers to use of electronic communication (e.g. email...)	90.7	84.4
The AUP refers to inappropriate, harmful and illegal use of online material	94.7	95.5
The AUP refers to sanctions and reporting mechanisms	91.6	91.1

Table A5.113: Percentages of yes responses to statements relating to the AUP from post-primary school principals by school size

	Small	Medium	Large	Very Large
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	95.7	96.9	98.6	98.2
The school AUP is reviewed and updated regularly	80.9	85.1	86.3	89.9
The AUP refers to internet safety advice and guidelines	91.3	96.4	96.4	95.4
The AUP refers to online activities (e.g. searching, browsing websites...)	87.8	89.7	88.5	93.5
The AUP refers to downloading or uploading of material	91.3	89.7	92.8	94.0
The AUP refers to copyright guidelines	87.8	66.5	68.3	65.9
The AUP refers to publishing a school website	91.3	58.2	64.7	63.6
The AUP refers to use of electronic communication (e.g. email...)	67.0	86.1	88.5	94.5
The AUP refers to inappropriate, harmful and illegal use of online material	95.7	94.3	97.1	94.0
The AUP refers to sanctions and reporting mechanisms	92.2	89.2	92.1	92.6

Table A5.114: Percentages of yes responses to statements relating to the AUP from post-primary school principals by sector

	Mixed	Boys	Girls	Voc.	Comm	Senior
There is an active Internet Safety AUP in our school, which guides responsible use of the Internet	98.3	97.6	96.1	97.7	96.4	90.9
The school AUP is reviewed and updated regularly	80.2	86.6	85.3	88.2	90.4	81.8
The AUP refers to internet safety advice and guidelines	97.5	96.8	92.2	95.8	92.8	90.9
The AUP refers to online activities (e.g. searching, browsing websites...)	86.7	89.0	92.2	92.5	89.2	90.9
The AUP refers to downloading or uploading of material	91.7	91.3	97.0	91.5	89.2	90.9
The AUP refers to copyright guidelines	70.0	63.8	73.5	62.7	65.9	76.2
The AUP refers to publishing a school website	52.1	66.9	64.4	57.5	66.3	61.9
The AUP refers to use of electronic communication (e.g. email...)	89.2	93.7	91.2	86.4	85.5	90.9
The AUP refers to inappropriate, harmful and illegal use of online material	97.5	92.1	97.0	97.2	88.0	90.9
The AUP refers to sanctions and reporting mechanisms	92.6	87.4	97.0	92.5	85.5	86.4

Table A5.115: Percentages of primary school principals responding yes to statements on the teaching of Internet safety, by DEIS status

	Not in DEIS	Band 1	Band 2	Rural
Internet safety is taught as part of SPHE in the school	94.7	98.3	97.7	92.7
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	80.8	87.1	81.2	78.2
It is taught as a stand-alone class/module at an agreed time during the year	93.8	97.2	97	90.8
It is taught in another context	87.4	82.1	94.7	32.8

Missing data= 5.4% per item

Table A5.116: Percentages of primary school principals responding yes to statements on the teaching of Internet safety, by school size

	Small	Medium	Large	Very Large
Internet safety is taught as part of SPHE in the school	89.2	85.9	84.7	85.4
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	87.9	84.9	84.8	89.0
It is taught as a stand-alone class/module at an agreed time during the year	24.0	28.4	30.7	32.5
It is taught in another context	17.0	19.3	25.5	22.0

Table A5.117: Percentages of primary school principals responding yes to statements on the teaching of Internet safety, by school gender composition

	Mixed	Boys	Girls
Internet safety is taught as part of SPHE in the school	86.6	80.5	89.8
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	86.5	84.4	89.1
It is taught as a stand-alone class/module at an agreed time during the year	28.3	28.8	38.8
It is taught in another context	20.6	20.9	28.1

Table A5.118: Percentages of post-primary school principals responding yes to statements on the teaching of Internet safety, by DEIS status

	Not in DEIS	DEIS
Internet safety is taught as part of SPHE in the school	83.6	79.2
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	84.4	80.3
It is taught as a stand-alone class/module at an agreed time during the year	26.6	25.7
It is taught in another context	35.6	37.4

Table A5.119: Percentages of primary school principals responding yes to statements on the teaching of Internet safety, by school size

	Small	Medium	Large	Very Large
Internet safety is taught as part of SPHE in the school	80.0	81.3	87.0	81.9
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	80.0	85.0	87.8	81.0
It is taught as a stand-alone class/module at an agreed time during the year	34.8	26.4	23.0	24.0
It is taught in another context	36.5	32.6	31.7	41.8

Table A5.120: Percentages of primary school principals responding yes to statements on the teaching of Internet safety, by sector

	Mixed	Boys	Girls	Voc.	Comm	Senior
Internet safety is taught as part of SPHE in the school	84.0	89.1	90.1	79.4	88.0	4.8
It is taught on an on-going basis when the Internet is being used for teaching and learning purposes in the school	81.5	82.8	87.1	83.7	82.9	77.3
It is taught as a stand-alone class/module at an agreed time during the year	26.9	27.3	23.8	29.0	25.3	9.1
It is taught in another context	32.5	39.8	30.4	36.9	38.6	42.9

5.8 Use of Assistive Technologies

Table A5.121: Percentages of primary school principals indicating use or non-applicability of assistive technologies to support students, by DEIS status

	Not in DEIS		DEIS Band 1		DEIS Band 2		DEIS Rural	
	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	92.5	3.8	89.9	1.7	97.0	0	88.0	7.4
Software or applications to support numeracy for students with SEN	90.5	3.6	86.6	1.7	95.6	0	83.1	7.8
Software or applications to support students with disabilities/disorders, such as Dyslexia...	77.6	7.8	65.9	3.4	78.9	0.8	73.3	12.1
Switches (e.g., for students with physical disabilities)	6.4	42.9	4.5	36.9	12.0	29.3	4.0	53.0
Other computer control devices (e.g., alternative mouse and keyboard equipment)	30.7	26.6	27.8	24.4	36.4	16.7	27.3	37.0
Other assistive technologies	23.7	24.3	26.9	18.1	28.8	12.8	21.8	39.8

Table A5.122: Percentages of primary school principals indicating use or non-applicability of assistive technologies to support students, by school size

	Small		Medium		Large		Very large	
	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	82.2	11.1	93.2	2.4	96.2	0.9	96.9	0.6
Software or applications to support numeracy for students with SEN	79.2	11.4	91.0	2.6	93.6	0.8	95.3	0.5
Software or applications to support students with disabilities/disorders, such as Dyslexia, Dyspraxia, ADHD, Asperger Syndrome, or Autism	62.1	19.2	76.6	6.5	83.3	2.9	84.2	1.8
Switches (e.g., for students with physical disabilities)	3.2	55.4	5.8	44.0	6.4	38.3	10.5	33.2
Other computer control devices (e.g., alternative mouse and keyboard equipment)	16.4	42.5	26.3	27.5	40.4	18.4	39.9	19.3
Other assistive technologies	12.3	40.9	19.2	23.6	29.0	17.8	37.5	16.9

Table A5.123: Percentages of primary school principals indicating use or non-applicability of assistive technologies to support students, by school gender composition

	Mixed		Boys		Girls	
	Yes	N/A	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	91.5	4.2	96.6	2.9	96.9	0.8
Software or applications to support numeracy for students with SEN	89.0	6.9	95.1	4.4	96.9	2.3
Software or applications to support students with disabilities/disorders, such as Dyslexia, Dyspraxia, ADHD, Asperger Syndrome, or Autism	76.5	15.4	77.2	20.4	74.8	19.7
Switches (e.g., for students with physical disabilities)	6.2	50.3	6.4	58.1	8.7	42.9
Other computer control devices (e.g., alternative mouse and keyboard equipment)	30.3	27.9	28.4	17.6	36.6	25.2
Other assistive technologies	22.8	26.3	29.9	12.9	35.2	16.4

Table A5.124: Percentages of post-primary school principals indicating use or non-applicability of assistive technologies to support students, by DEIS status

	DEIS		Not in DEIS	
	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	94.0	1.6	88.9	1.6
Software or applications to support numeracy for students with SEN	91.2	1.6	80.6	1.6
Software or applications to support students with disabilities/disorders, such as Dyslexia, Dyspraxia, ADHD, Asperger Syndrome, or Autism	80.8	1.6	81.0	1.6
Switches (e.g., for students with physical disabilities)	17.8	25.6	10.7	25.6
Other computer control devices (e.g., alternative mouse and keyboard equipment)	35.4	16.3	32.8	16.3
Other assistive technologies	36.5	14.7	40.2	14.7

Missing data ranged between 6.9% and 8.6%, except for "other assistive technologies (12.2%).

Table A5.125: Percentages of post-primary school principals indicating use or non-applicability of assistive technologies to support students, by school size

	Small		Medium		Large		Very large	
	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	84.3	4.3	88.1	3.6	91.6	2.1	94.1	0.9
Software or applications to support numeracy for students with SEN	80.9	4.3	85.5	3.6	77.6	2.1	86.8	1.4
Software or applications to support students with disabilities/disorders, such as Dyslexia, Dyspraxia, ADHD, Asperger Syndrome, or Autism	65.2	7.0	81.2	1.6	79.0	2.1	90.9	0.0
Switches (e.g., for students with physical disabilities)	12.2	29.6	14.0	31.6	13.4	29.6	10.7	33.6
Other computer control devices (e.g., alternative mouse and keyboard equipment)	22.8	19.3	33.2	19.5	36.8	22.2	37.6	18.8
Other assistive technologies	28.2	10.9	31.9	21.6	44.4	12.6	47.5	13.4

Table A5.126: Percentages of primary school principals indicating use or non-applicability of assistive technologies to support students, by sector

	Mixed		Boys		Girls		Voc.		Comm.		Senior	
	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A	Yes	N/A
Software or applications to support literacy for students with SEN	94.1	0.0	93.1	0.0	89.8	3.1	89.9	1.8	90.4	1.2	59.1	31.8
Software or applications to support numeracy for students with SEN	89.2	0.0	87.3	0.0	78.0	3.1	86.1	1.9	84.5	1.2	40.9	36.4
Software or applications to support students with disabilities/disorders, such as Dyslexia, Dyspraxia, ADHD, Asperger Syndrome, or Autism	82.4	0.0	86.1	0.0	80.3	0.0	76.5	4.1	87.1	0.0	72.7	9.1
Switches (e.g., for students with physical disabilities)	10.9	18.5	9.8	29.4	6.5	49.2	15.0	30.4	17.9	29.8	27.3	31.8
Other computer control devices (e.g., alternative mouse and keyboard equipment)	28.0	13.6	37.6	18.8	38.2	29.3	26.8	22.1	43.5	14.1	45.5	9.1
Other assistive technologies	38.4	8.0	36.1	19.6	39.0	26.0	36.6	13.2	41.3	10.7	75.0	0.0

5.9 Use of ICTs for communicating

Table A5.127: Percentages of primary school principals reporting no use or regular use of ICTs for communicating, by DEIS status

	Not in DEIS		DEIS Band 1		DEIS Band 2		DEIS Rural	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	90.4	0.8	83.3	0.6	86.7	2.2	90.6	1.6
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	62.1	6.0	55.6	5.0	59.3	4.4	66.8	10.0
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	75.2	3.0	61.9	5.5	64.2	4.5	61.6	3.5

Table A5.128: Percentages of primary school principals reporting no use or regular use of ICTs for communicating, by school size

	Small		Medium		Large		Very large	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	95.2	1.1	92.1	7.3	89.7	3.7	80.6	1.6
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	69.2	0.8	68.8	6.4	58.6	1.8	49.0	10.0
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	83.8	0.5	82.1	6.1	72.7	2.4	56.1	3.5

Table A5.129: Percentages of primary school principals reporting no use or regular use of ICTs for communicating, by school gender composition

	Mixed		Boys		Girls	
	No	Reg.	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	90.0	1.0	86.0	0.5	93.8	0.0
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	62.5	6.3	62.5	8.2	60.2	2.3
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	75.2	3.1	75.2	6.7	72.7	2.3

Table A5.130: Percentages of post-primary school principals reporting no use or regular use of ICTs for communicating, by DEIS status

	Not in DEIS		DEIS	
	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	90.1	3.8	90.8	1.8
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	46.4	12.6	49.9	15.5
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	54.4	5.5	49.0	6.5

Table A5.131: Percentages of post-primary school principals reporting no use or regular use of ICTs for communicating, by school size

	Small		Medium		Large		Very large	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	37.4	13	51.3	8.3	40.6	8.4	44.6	9
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	87.0	50	91.7	52.1	91.6	48.3	91.0	52.7
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	50.4	45.6	47.9	43.8	51.7	54.6	47.3	53.4

Table A5.132: Percentages of post-primary school principals reporting no use or regular use of ICTs for communicating, by sector

	Mixed		Boys		Girls		Voc.		Comm.		Senior	
	No	Reg.	No	Reg.	No	Reg.	No	Reg.	No	Reg.	No	Reg.
A 'live' video two-way link is used to share one or more subjects with students in another school	89.2	5.0	93.1	3.1	97.1	0.0	87.1	2.8	89.3	0.0	90.9	0.0
ICT tools (e.g., email, video links) are used to communicate with other schools in Ireland	50.4	16.5	53.5	13.2	52.0	14.7	35.6	18.1	70.2	4.8	50.0	22.7
ICT tools (e.g., email, video links) are used to communicate with other schools internationally	51.7	4.2	49.6	8.5	52.0	2.9	45.8	7.9	59.5	4.8	54.5	9.1

5.10 Collaboration with industry

Table A5.133: Percentages of primary school principals reporting collaboration between school and industry in relation to ICT, by school characteristics

DEIS	
Not in DEIS	7
DEIS Band 1	11.1
DEIS Band 2	12.8
DEIS Rural	2.8
Enrolment size	
60 or less (small)	4.6
61-120 (medium)	4.3
121 to 240 (large)	6
241 or more (very large)	15.1
School sector	
Mixed	6.2
Boys	13.5
Girls	15.1

Table A5.134: Percentages of post-primary school principals reporting collaboration between school and industry in relation to ICT, by school characteristics

DEIS	
Not in DEIS	31.2
DEIS	23.0
Enrolment size	
120 or less (small)	20.4
251-450 (medium)	29.0
451-600 (large)	17.8
601 or more (very large)	28.8
School sector	
Mixed	21.1
Boys	28.5
Girls	24.0
Vocational	24.5
Community College	28.8
Senior College	26.3

Appendix to Chapter 7

Table A7.1: Frequency of various teaching and learning activities reported by primary teachers

Statement	Never/hardly ever	About 1/4 of lessons	About 1/2 of lessons	About 3/4 of lessons	All/almost all lessons
At the beginning of the lesson I present a short summary of the previous lesson	2.4	13.6	30.3	30.1	23.7
I ask my students to suggest or to help plan classroom activities or topics	31.1	41.6	19.3	6.1	1.9
Students make a product that will be used by someone else	57.7	33.3	6.8	1.5	0.8
I review with the students the homework they have prepared	2.6	6.6	10.3	21.2	59.3
I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length	45.2	31.0	14.9	6.0	2.9
	0.5	1.2	4.6	12.8	80.9
I check, by asking questions, whether or not the students have understood the subject matter	1.4	24.0	40.8	25.6	8.2
Students work in small groups to come up with a joint solution to a problem or task	6.8	19.2	26.3	25.8	21.9
I explicitly state learning goals/outcomes	1.1	9.0	20.2	32.1	37.6
I give different work to the students that have difficulties learning and/or to those who can advance faster	22.5	46.2	20.4	6.8	4.1
Students work on projects that require at least one week to complete	14.2	31.1	29.9	15.3	9.4
Students work in groups based on their abilities	39.9	40.1	14.1	4.4	1.5
Students hold a debate and argue for a particular point of view which may not be their own	21.5	42.7	22.2	10.2	3.3
Students give feedback on other students' work	25.8	28.2	25.4	15.4	5.2
Students use teacher feedback to revise their own work before receiving a final grade	26.5	36.2	23.9	9.7	3.7
Students choose how they will accomplish a task or how they will demonstrate what they have learned	0.3	2.4	9.2	24.4	63.8
I adjust the pace of instruction to respond to the students' levels of understanding	1.3	8.2	19.0	29.6	41.9
I adjust assignments for individual students based on their knowledge, skills or learning needs	1.3	9.3	27.3	37.1	25.0
I select topics, activities, or examples that are relevant to students' lives outside of school	47.4	34.7	10.8	4.3	2.7
Students work with members of the community or peers from outside the school on a class project	0.1	0.8	1.5	11.9	85.6
I check my students' exercise/copy books					

Table A7.2: Frequency of various teaching and learning activities reported by post-primary teachers

Statement	Never/hardly ever	About 1/4 of lessons	About 1/2 of lessons	About 3/4 of lessons	All/almost all lessons
At the beginning of the lesson I present a short summary of the previous lesson	0.7	10.6	19.9	27.3	41.6
I ask my students to suggest or to help plan classroom activities or topics	39.1	33.2	17.3	8.0	2.4
Students make a product that will be used by someone else	63.3	19.7	9.6	5.4	1.9
I review with the students the homework they have prepared	2.6	5.9	13.9	24.4	53.3
I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length	56.0	17.3	12.8	8.2	5.7
I check, by asking questions, whether or not the students have understood the subject matter	0.5	2.3	5.5	16.2	75.5
Students work in small groups to come up with a joint solution to a problem or task	8.8	27.6	33.2	19.8	10.5
I explicitly state learning goals/outcomes	1.3	8.6	17.2	28.2	44.8
I give different work to the students that have difficulties learning and/or to those who can advance faster	9.7	20.5	25.7	22.8	21.3
Students work on projects that require at least one week to complete	30.9	29.9	18.8	10.4	10.0
Students work in groups based on their abilities	42.8	23.6	19.6	8.7	5.3
Students hold a debate and argue for a particular point of view which may not be their own	47.7	29.9	12.8	7.5	2.1
Students give feedback on other students' work	42.0	28.0	16.9	9.7	3.5
Students use teacher feedback to revise their own work before receiving a final grade	32.2	21.6	20.8	17.6	7.8
Students choose how they will accomplish a task or how they will demonstrate what they have learned	36.0	28.0	19.1	11.9	5.0
I adjust the pace of instruction to respond to the students' levels of understanding	0.5	2.7	9.6	27.4	59.9
I adjust assignments for individual students based on their knowledge, skills or learning needs	10.4	16.2	24.1	22.5	26.9
I select topics, activities, or examples that are relevant to students' lives outside of school	5.0	9.9	19.6	32.7	32.8
Students work with members of the community or peers from outside the school on a class project	63.1	21.6	8.4	4.5	2.4
I check my students' exercise/copy books	1.4	5.6	16.8	30.4	45.8

Table A7.3: Frequency of various teaching and learning activities reported by special school teachers

Statement	Never/hardly ever	About 1/4 of lessons	About 1/2 of lessons	About 3/4 of lessons	All/almost all lessons
At the beginning of the lesson I present a short summary of the previous lesson	11.5	12.5	21.2	25.0	29.8
I ask my students to suggest or to help plan classroom activities or topics	44.2	26.9	11.5	12.5	4.8
Students make a product that will be used by someone else	71.2	18.3	6.7	3.8	0.0
I review with the students the homework they have prepared	33.7	9.9	9.9	8.9	37.6
I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length	71.6	12.7	8.8	4.9	2.0
I check, by asking questions, whether or not the students have understood the subject matter	10.8	2.9	6.9	13.7	65.7
Students work in small groups to come up with a joint solution to a problem or task	27.2	30.1	15.5	10.7	16.5
I explicitly state learning goals/outcomes	15.7	8.8	17.6	24.5	33.3
I give different work to the students that have difficulties learning and/or to those who can advance faster	2.9	3.9	3.9	12.6	76.7
Students work on projects that require at least one week to complete	33.0	28.2	15.5	10.7	12.6
Students work in groups based on their abilities	19.4	11.7	14.6	14.6	39.8
Students hold a debate and argue for a particular point of view which may not be their own	67.0	21.4	8.7	1.9	1.0
Students give feedback on other students' work	43.7	29.1	18.4	3.9	4.9
Students use teacher feedback to revise their own work before receiving a final grade	43.3	18.3	14.4	15.4	8.7
Students choose how they will accomplish a task or how they will demonstrate what they have learned	41.3	20.2	24.0	9.6	4.8
	1.0	0.0	1.0	5.8	92.2
I adjust the pace of instruction to respond to the students' levels of understanding					
I adjust assignments for individual students based on their knowledge, skills or learning needs	0.0	1.9	1.9	9.7	86.4
I select topics, activities, or examples that are relevant to students' lives outside of school	0.0	4.8	7.7	26.9	60.6
Students work with members of the community or peers from outside the school on a class project	51.0	22.1	14.4	1.9	10.6
I check my students' exercise/copy books	10.7	4.9	4.9	8.7	70.9

Table A7.4: Self-rated skill levels on 23 ICT tasks and activities: primary school teachers

Task or activity	None	Basic	Moderate	High
Producing a simple document using word processing software	0.4	6.1	15.2	78.2
Communicating with others via email	0.4	4.3	13.3	82.0
Using the Internet to find educational resources	0.1	2.6	16.9	80.4
Downloading images, software and other files from the Internet	0.7	7.2	20.7	71.4
Uploading images, software and other files to the Internet	5.9	17.7	26.9	49.4
Downloading and editing of curriculum resources	1.3	12.1	29.9	56.7
Editing and uploading of curriculum resources	7.8	20.8	29.3	42.1
Organising computer files into folders and sub-folders	3.4	13.5	18.8	64.4
Creating a basic spreadsheet	13.2	24.2	26.9	35.7
Creating a basic presentation incorporating images and simple animation	11.9	22.0	24.4	41.7
Creating a presentation incorporating video or audio	21.7	26.3	23.9	28.1
Contributing to an online blog or wiki	36.4	27.8	19.5	16.3
Creating and maintaining a website or blog	42.9	25.9	16.3	14.8
Participating in an online social network or forum	24.9	22.4	22.4	30.4
Creating materials to use with interactive whiteboard (IWB) software	19.9	27.2	27.7	25.2
Using ICT to record, edit and playback audio	24.7	30.3	22.9	22.1
Using a digital video camera	8.2	22.6	26.7	42.5
Editing a digital video recording	32.2	29.2	18.7	19.8
Using a computer programming language	59.6	23.5	10.1	6.8
Using social networking for educational purposes	48.5	26.4	13.7	11.3
Using other Web 2.0 tools (e.g., blogs, wikis)	53.3	25.2	12.7	8.8
Understanding of copyright and fair use issues	19.4	33.3	27.8	19.6
Understanding of safe and responsible use of the Internet	2.3	12.2	31.7	53.8

Table A7.5: Self-rated skill levels on 23 ICT tasks and activities: post-primary school teachers

Task or activity	None	Basic	Moderate	High
Producing a simple document using word processing software	0.4	4.0	10.1	85.5
Communicating with others via email	0.0	3.8	8.3	87.9
Using the Internet to find educational resources	0.1	1.7	10.9	87.3
Downloading images, software and other files from the Internet	1.1	4.5	13.8	80.6
Uploading images, software and other files to the Internet	6.0	10.7	19.5	63.7
Downloading and editing of curriculum resources	2.3	9.0	18.1	70.6
Editing and uploading of curriculum resources	7.1	13.5	22.7	56.8
Organising computer files into folders and sub-folders	2.8	9.3	12.5	75.3
Creating a basic spreadsheet	8.3	15.5	17.4	58.8
Creating a basic presentation incorporating images and simple animation	6.4	12.5	16.9	64.2
Creating a presentation incorporating video or audio	14.3	17.0	22.0	46.7
Contributing to an online blog or wiki	32.0	21.4	20.4	26.2
Creating and maintaining a website or blog	40.0	21.2	15.9	23.0
Participating in an online social network or forum	28.4	17.5	19.7	34.4
Creating materials to use with interactive whiteboard (IWB) software	48.2	21.0	12.2	18.6
Using ICT to record, edit and playback audio	27.3	25.2	17.8	29.7
Using a digital video camera	14.4	20.1	20.9	44.5
Editing a digital video recording	35.0	22.2	14.5	28.2
Using a computer programming language	57.0	20.2	9.4	13.3
Using social networking for educational purposes	43.5	20.7	15.7	20.1
Using other Web 2.0 tools (e.g., blogs, wikis)	48.1	22.7	13.7	15.5
Understanding of copyright and fair use issues	21.2	29.3	23.6	25.9
Understanding of safe and responsible use of the Internet	5.2	11.1	29.1	54.6

Table A7.6: Self-rated skill levels on 23 ICT tasks and activities: special school teachers

Task or activity	None	Basic	Moderate	High
Producing a simple document using word processing software	0.0	2.0	10.9	87.1
Communicating with others via email	0.0	2.0	4.0	94.1
Using the Internet to find educational resources	0.0	1.0	10.0	89.0
Downloading images, software and other files from the Internet	1.0	4.0	8.9	86.1
Uploading images, software and other files to the Internet	2.0	7.0	18.0	73.0
Downloading and editing of curriculum resources	2.0	7.9	15.8	74.3
Editing and uploading of curriculum resources	8.1	7.1	19.2	65.7
Organising computer files into folders and sub-folders	2.0	7.9	11.9	78.2
Creating a basic spreadsheet	9.9	23.8	16.8	49.5
Creating a basic presentation incorporating images and simple animation	6.2	13.4	22.7	57.7
Creating a presentation incorporating video or audio	11.0	21.0	27.0	41.0
Contributing to an online blog or wiki	31.7	20.8	25.7	21.8
Creating and maintaining a website or blog	46.5	18.8	21.8	12.9
Participating in an online social network or forum	13.1	17.2	19.2	50.5
Creating materials to use with interactive whiteboard (IWB) software	15.0	27.0	29.0	29.0
Using ICT to record, edit and playback audio	14.0	27.0	24.0	35.0
Using a digital video camera	5.9	9.9	18.8	65.3
Editing a digital video recording	28.7	22.8	11.9	36.6
Using a computer programming language	57.0	20.0	10.0	13.0
Using social networking for educational purposes	41.4	25.3	10.1	23.2
Using other Web 2.0 tools (e.g., blogs, wikis)	43.6	29.7	14.9	11.9
Understanding of copyright and fair use issues	10.9	31.7	35.6	21.8
Understanding of safe and responsible use of the Internet	3.0	9.0	25.0	63.0

Table A7.7: Percentages of primary school teachers reporting various priority ratings for 13 ICT areas

Priority area	Very low priority	Low priority	High priority	Very high priority
Access to ICT-related CPD				
Access to curriculum related online digital content/resources	4.5	38.6	47.9	9.0
Access to a wider range of online tools and applications	1.5	11.6	63.9	23.0
Access to an online network of teachers in a similar context to my own, to share ideas, resources and for opportunities to collaborate	1.4	17.9	60.6	20.0
Access to a dedicated computing device for lesson preparation and for use in class	7.7	38.3	41.6	12.3
Access to other suitable ICT equipment in class	8.3	25.3	44.3	22.1
Access to high quality broadband via the school network	3.6	23.4	50.0	23.0
Access to high quality broadband via the school wireless network	7.2	15.6	34.4	42.8
Student access to mobile computing devices	7.5	16.8	33.4	42.3
Access to ICT equipment, software and applications for students with special educational needs	14.5	34.0	32.4	19.2
Access to a virtual learning environment (VLE)	4.2	18.3	48.6	28.8
Access to ICT to communicate with parents	16.4	44.2	29.5	10.0
Technical support to ensure that ICT equipment is always working	24.6	49.7	20.3	5.5

Table A7.8: Percentages of post-primary school teachers reporting various priority ratings for 13 ICT areas

Priority area	Very low priority	Low priority	High priority	Very high priority
Access to ICT-related CPD	5.2	32.2	47.2	15.4
Access to curriculum related online digital content/resources	1.8	15.0	59.3	23.9
Access to a wider range of online tools and applications	2.1	17.2	56.8	23.9
Access to an online network of teachers in a similar context to my own, to share ideas, resources and for opportunities to collaborate	6.3	29.3	44.1	20.3
Access to a dedicated computing device for lesson preparation and for use in class	10.0	22.4	40.3	27.2
Access to other suitable ICT equipment in class	6.1	21.7	44.9	27.2
Access to high quality broadband via the school network	8.5	14.1	34.1	43.4
Access to high quality broadband via the school wireless network	8.4	14.1	31.5	45.9
Student access to mobile computing devices	14.8	35.1	30.8	19.4
Access to ICT equipment, software and applications for students with special educational needs	5.8	22.0	45.1	27.2
Access to a virtual learning environment (VLE)	14.3	36.9	32.7	16.1
Access to ICT to communicate with parents	24.4	42.9	24.1	8.6
Technical support to ensure that ICT equipment is always working	4.4	11.4	34.7	49.6

Table A7.9: Percentages of special school teachers reporting various priority ratings for 13 ICT areas

Priority area	Very low priority	Low priority	High priority	Very high priority
Access to ICT-related CPD	3.0	17.2	57.6	22.2
Access to curriculum related online digital content/resources	0.0	17.0	56.0	27.0
Access to a wider range of online tools and applications	0.0	13.9	65.3	20.8
Access to an online network of teachers in a similar context to my own, to share ideas, resources and for opportunities to collaborate	4.0	29.7	47.5	18.8
Access to a dedicated computing device for lesson preparation and for use in class	8.0	22.0	42.0	28.0
Access to other suitable ICT equipment in class	5.9	15.8	44.6	33.7
Access to high quality broadband via the school network	9.0	14.0	31.0	46.0
Access to high quality broadband via the school wireless network	8.9	15.8	30.7	44.6
Student access to mobile computing devices	12.9	24.8	35.6	26.7
Access to a virtual learning environment (VLE)	14.4	33.0	36.1	16.5
Access to ICT to communicate with parents	32.0	42.0	17.0	9.0
Technical support to ensure that ICT equipment is always working	4.1	8.2	39.8	48.0

Appendix to Chapter 9

Table A9.1: Students' engagement with computer-based activities at school – PISA 2012 – Ireland and OECD average

	Never/ hardly ever		1-2 times per month		1-2 times per week		Almost every day		Every day	
	%	SE	%	SE	%	SE	%	SE	%	SE
Chatting Online at school										
Ireland	88.6	0.70	4.8	0.39	3.5	0.32	1.6	0.20	1.5	0.18
OECD Average	69.8	0.18	11.6	0.14	10.3	0.14	4.5	0.11	3.8	0.10
Using Email at School										
Ireland	72.6	1.2	13.8	0.7	10.1	0.7	2.3	0.2	1.2	0.2
OECD Average	60.3	0.20	18.6	0.15	13.5	0.15	4.7	0.11	2.9	0.10
Browsing the Internet for schoolwork										
Ireland	36.4	1.32	31.2	0.76	23.5	0.85	6.4	0.41	2.6	0.25
OECD Average	31.7	0.18	26.4	0.17	27.2	0.16	9.8	0.13	4.9	0.11
Downloading, Uploading, Browsing Material from School's Website										
Ireland	84.9	0.72	8.9	0.52	4.3	0.37	1.1	0.19	0.9	0.15
OECD Average	63.3	0.18	15.4	0.14	11.5	0.14	4.5	0.11	2.5	0.09
Posting Work on the School's Website										
Ireland	93.3	0.52	3.8	0.31	1.5	0.21	0.7	0.16	0.6	0.11
OECD Average	76.6	0.17	11.0	0.13	8.0	0.13	2.7	0.09	1.7	0.08
Playing Simulations at School										
Ireland	83.1	0.76	10.1	0.53	4.9	0.40	1.2	0.17	0.8	0.13
OECD Average	78.2	0.16	11.1	0.13	6.4	0.12	2.5	0.09	1.7	0.08
Practicing and Drilling (e.g., foreign language, maths)										
Ireland	72.6	1.07	17.1	0.73	7.7	0.51	1.7	0.21	0.9	0.14
OECD Average	61.2	0.16	20.9	0.13	12.1	0.12	3.7	0.09	2.1	0.08
Doing Homework on a School Computer										
Ireland	74.2	1.12	14.7	0.72	7.8	0.49	2.0	0.25	1.2	0.17
OECD Average	59.4	0.18	18.8	0.15	13.6	0.14	5.2	0.11	3.0	0.10
Using School Computers for Groupwork and Communication with Other Students										
Ireland	65.3	1.03	21.0	0.72	10.0	0.57	2.6	0.26	1.0	0.17
OECD Average	51.9	0.18	25.3	0.16	15.2	0.14	4.9	0.11	2.7	0.09

Source: OECD PISA 2012 database.

Table A9.2: Students' engagement computer-based activities in mathematics lessons at school – PISA 2012 – Ireland and OECD average – PISA 2012

	Yes, Student Did This		Yet, but only the teacher did this		No,	
	%	SE	%	SE	%	SE
Draw graph of function (e.g., $y = 4x + 6$)						
Ireland	9.6	0.57	18.8	0.96	71.6	1.22
OECD Average	15.6	0.16	12.9	0.16	71.5	0.19
Calculate with numbers (e.g., $5*233/8$)						
Ireland	5.7	0.44	9.7	0.59	84.6	0.82
OECD Average	14.8	0.15	10.2	0.14	75.0	0.17
Construct geometric figures (e.g., equilateral triangle with given side lengths)						
Ireland	7.7	0.46	19.2	0.96	73.1	1.12
OECD Average	13.5	0.15	12.9	0.15	73.5	0.18
Enter data in a spreadsheet (e.g., in Excel)						
Ireland	9.6	0.51	12.5	0.65	77.9	0.84
OECD Average	19.0	0.16	11.5	0.14	69.6	0.18
Draw histograms						
Ireland	7.1	0.50	13.0	0.88	79.9	1.12
OECD Average	13.2	0.15	11.3	0.14	75.6	0.18
Find out how the graph of a function like $y = ax^2$ changes, depending on a						
Ireland	7.4	0.45	16.2	0.90	76.4	1.09
OECD Average	12.2	0.14	11.7	0.14	76.0	0.17

Source: OECD PISA 2012 database.

Table A9.3: Frequency of students' engagement in school-related computer-based activities outside of school – PISA 2012 – Ireland and OECD Average

	Never/ hardly ever	1-2 times per month	1-2 times per week	Almost every day	Every day
Browsing the Internet for Schoolwork					
Ireland	18.7	0.72	35.8	0.87	33.8
OECD Average	14.3	0.15	30.7	0.16	36.2
Using e-mail for communication with other students about schoolwork					
Ireland	60.4	0.91	18.2	0.66	14.4
OECD Average	38.7	0.17	22.7	0.15	21.7
Using email for communication with teachers and submission of homework or other schoolwork.					
Ireland	81.7	1.01	11.4	0.77	4.4
OECD Average	53.1	0.20	26.1	0.17	13.6
Downloading, uploading or browsing material from my school's website					
Ireland	76.1	0.84	14.8	0.67	5.6
OECD Average	45.6	0.19	23.9	0.16	16.8
Checking the school's website for announcements, e.g. list of school closures.					
Ireland	73.7	1.12	18.1	0.87	5.4
OECD Average	50.5	0.20	19.2	0.15	14.3
Doing homework on the computer					
Ireland	37.7	1.00	30.7	0.77	22.4
OECD Average	26.3	0.16	25.5	0.16	27.0
Sharing school-related materials with other students					
Ireland	69.9	0.95	16.4	0.63	9.0
OECD Average	43.9	0.17	23.0	0.15	19.2

Source: OECD PISA 2012 database.

Table A9.4: Frequency of students' engagement in computer-based activities outside of school – PISA 2012 – Ireland and OECD Average

	Never/ hardly ever		1-2 times per month		1-2 times per week		Almost every day		Every day	
	%	SE	%	SE	%	SE	%	SE	%	SE
Playing one-player games										
Ireland	45.1	0.89	20.9	0.63	20.4	0.56	8.7	0.51	4.9	0.38
OECD Average	40.7	0.16	18.8	0.14	20.1	0.14	12.4	0.13	8.0	0.12
Playing multi-player online games										
Ireland	61.4	0.94	10.9	0.51	11.9	0.52	8.4	0.44	7.4	0.52
OECD Average	50.0	0.17	14.2	0.13	13.9	0.13	11.0	0.13	10.9	0.13
Using e-mail										
Ireland	26.9	0.76	28.1	0.72	24.0	0.66	12.5	0.52	8.4	0.39
OECD Average	16.6	0.14	19.7	0.14	26.9	0.15	20.9	0.14	16.0	0.14
Chatting instantly online										
Ireland	37.2	0.88	11.6	0.58	15.4	0.59	17.5	0.63	18.3	0.67
OECD Average	21.8	0.15	9.2	0.12	14.9	0.13	22.9	0.15	31.1	0.16
Participating in social networks										
Ireland	11.3	0.53	4.2	0.48	11.4	0.42	23.8	0.63	49.2	0.82
OECD Average	12.4	0.13	4.8	0.10	10.0	0.12	21.5	0.15	51.2	0.16
Browsing the Internet for fun										
Ireland	3.3	0.29	6.2	0.43	20.7	0.70	28.0	0.76	41.8	0.45
OECD Average	5.7	0.11	6.4	0.11	17.2	0.14	27.7	0.15	43.0	0.16
Reading News on the Internet										
Ireland	38.1	0.82	21.7	0.63	19.9	0.61	11.5	0.49	8.8	0.43
OECD Average	20.3	0.15	16.5	0.14	23.4	0.14	20.8	0.14	19.0	0.14
Obtaining practical information from the internet										
Ireland	22.9	0.78	26.0	0.69	28.1	0.77	16.6	0.57	8.3	0.39
OECD Average	14.7	0.14	19.4	0.14	31.0	0.16	21.3	0.15	13.6	0.13
Downloading music, films, games or software										
Ireland	16.1	0.59	16.4	0.60	23.3	0.60	22.1	0.71	22.1	0.64
OECD Average	14.6	0.14	15.7	0.14	22.9	0.15	22.5	0.15	24.3	0.15
Uploading your own created contents for sharing										
Ireland	58.5	0.86	17.0	0.53	10.7	0.50	6.6	0.45	7.2	0.34
OECD Average	51.5	0.16	71.7	0.14	13.0	0.13	8.9	0.12	9.0	0.12

Source: OECD PISA 2012 database.

Table A9.5: Percentages of pupils in Ireland and on average across OECD countries indicating various levels of agreement with statements on the usefulness or otherwise of computers for learning, schoolwork and homework – PISA 2012

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	%	SE	%	SE	%	SE	%	SE
The computer is a very useful tool for my schoolwork								
Ireland	33.9	0.81	53.8	0.80	9.35	0.41	2.9	0.27
OECD Average	47.6	0.17	42.3	0.16	7.4	0.11	2.7	0.09
Doing my homework using a computer makes it more fun								
Ireland	22.1	0.69	47.6	0.77	24.9	0.66	5.4	0.35
OECD Average	31.6	0.16	43.8	0.16	19.6	0.14	5.0	0.10
The internet is a great resource for obtaining information I can use for my schoolwork								
Ireland	47.2	0.76	46.9	0.75	4.4	0.31	1.59	0.19
OECD Average	53.3	0.16	39.0	0.16	5.5	0.11	2.2	0.09
Using the computer for schoolwork is troublesome								
Ireland	4.9	0.33	17.1	0.58	56.3	0.75	21.4	0.65
OECD Average	8.7	0.12	17.8	0.14	46.6	0.17	27.0	0.15
Since anyone can load information on the Internet, in general it is not a suitable to use it for schoolwork								
Ireland	5.5	0.41	23.5	0.73	57.0	0.80	13.9	0.46
OECD Average	9.7	0.13	25.8	0.15	48.5	0.17	16.1	0.14
Information obtained from the Internet is generally too unreliable to be used for school assignments.								
Ireland	5.0	0.38	20.4	0.69	59.5	0.74	15.1	0.45
OECD Average	8.4	0.12	22.2	0.15	51.7	0.17	17.6	0.14

Source: PISA 2012 database.