

LLL Parent & Caregiver Survey: Rosary School, Prospect SA 5082

65 participants

Contents

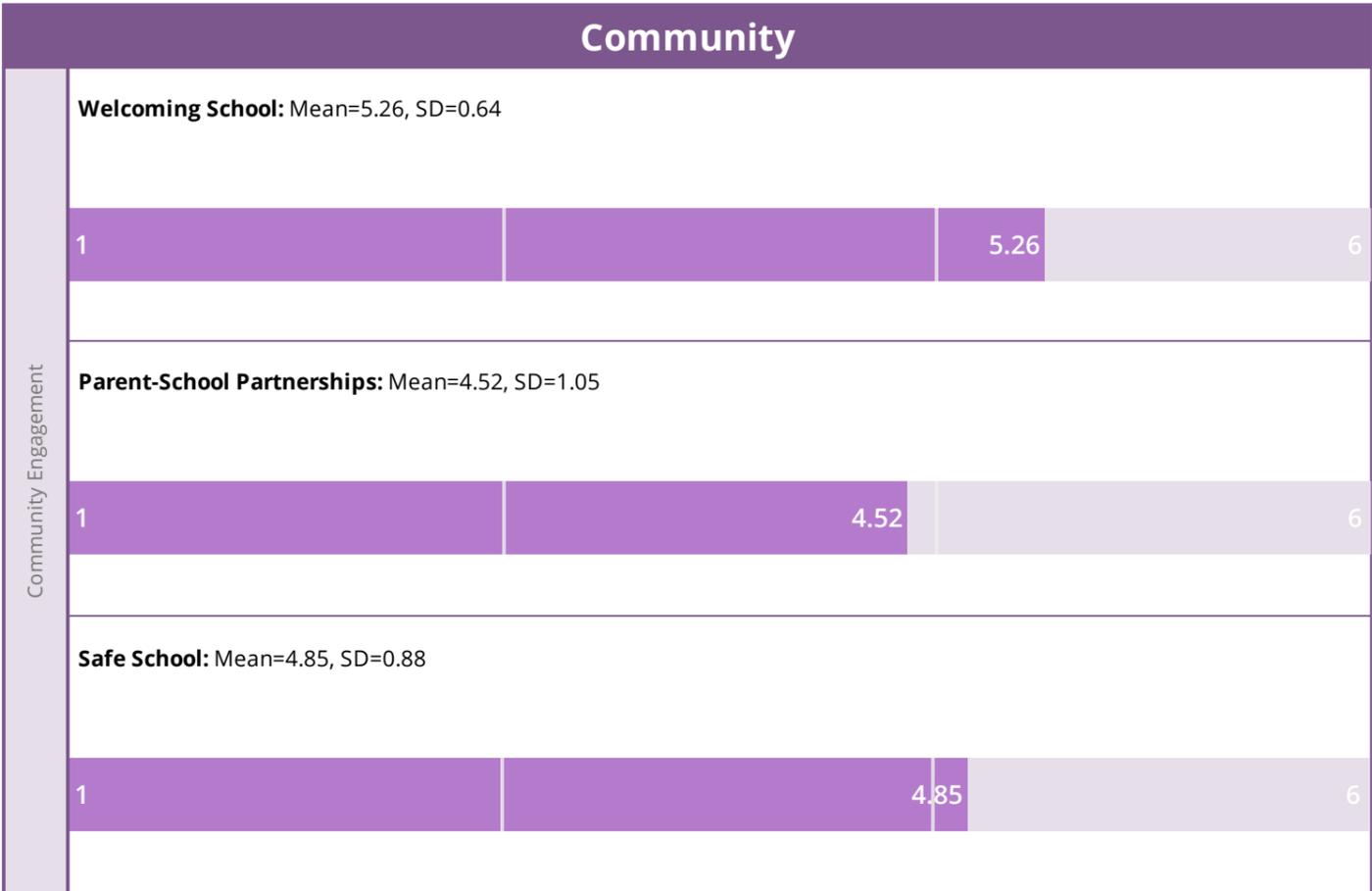
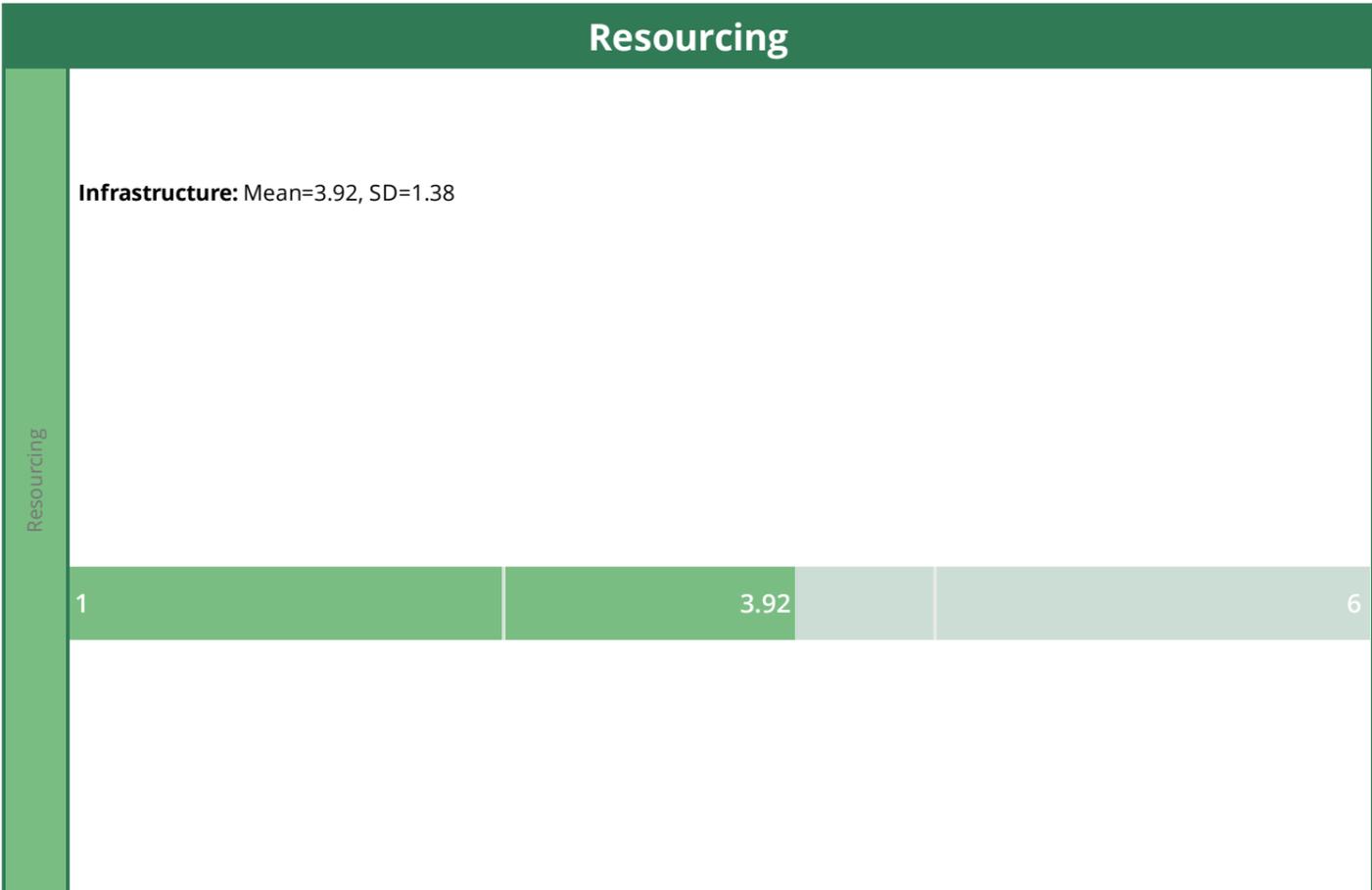
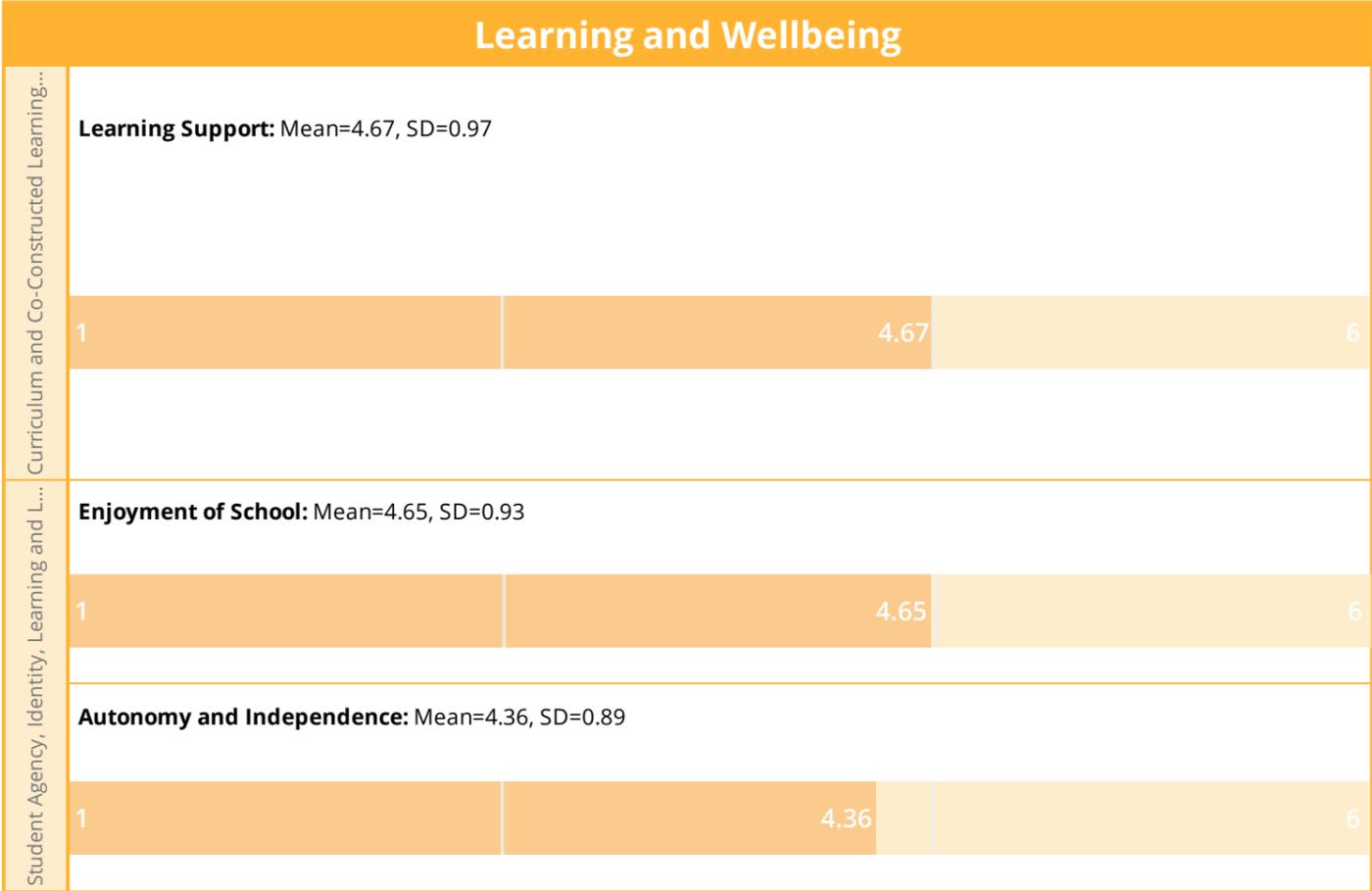
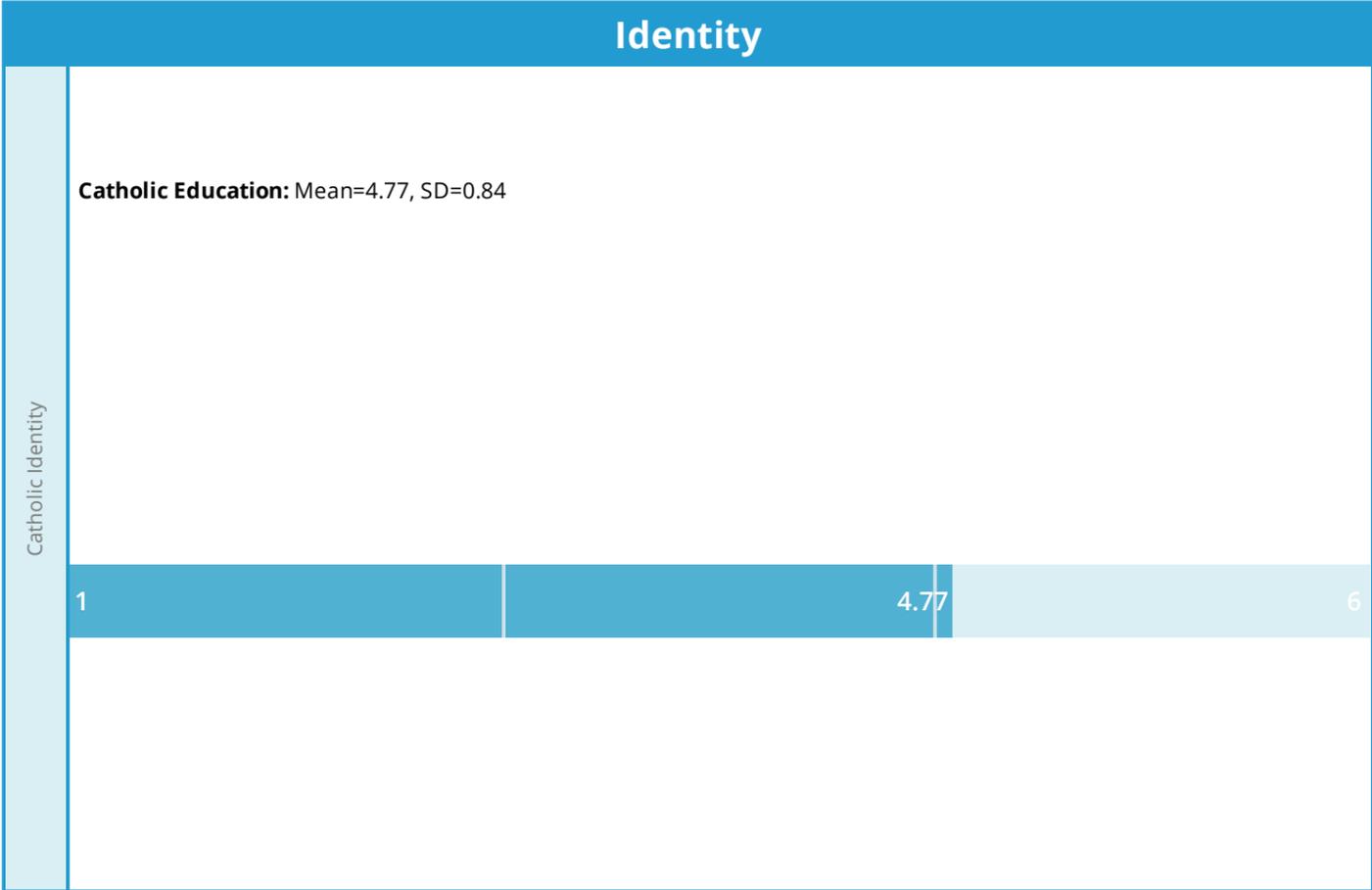
- Introduction 4
- Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework) 5
- Parent & Caregiver Perceptions (Component 1: Catholic Identity) 6
- LLL Component 1: Catholic Identity by Parenting Role 7
- LLL Component 1: Catholic Identity by Language 8
- LLL Component 1: Catholic Identity by Birth Place 9
- LLL Component 1: Catholic Identity by Religion 10
- Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design) 11
- LLL Component 2: Curriculum and Co-constructed Learning Design by Parenting Role 12
- LLL Component 2: Curriculum and Co-constructed Learning Design by Language 13
- LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place 14
- LLL Component 2: Curriculum and Co-constructed Learning Design by Religion 15
- Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership) 16
- LLL Component 3: Student Agency, Identity, Learning and Leadership by Parenting Role 18
- LLL Component 3: Student Agency, Identity, Learning and Leadership by Language 19
- LLL Component 3: Student Agency, Identity, Learning and Leadership by Birth Place 20
- LLL Component 3: Student Agency, Identity, Learning and Leadership by Religion 21
- Parent & Caregiver Perceptions (Component 4: Community Engagement) 22
- LLL Component 4: Community Engagement by Parenting Role 24
- LLL Component 4: Community Engagement by Language 25
- LLL Component 4: Community Engagement by Birth Place 26
- LLL Component 4: Community Engagement by Religion 27
- Parent & Caregiver Perceptions (Safety) 28
- Additional Construct: Safety by Parenting Role 29
- Additional Construct: Safety by Language 30
- Additional Construct: Safety by Birth Place 31
- Additional Construct: Safety by Religion 32
- Parent & Caregiver Perceptions (Infrastructure) 33
- Additional Construct: Infrastructure by Parenting Role 34
- Additional Construct: Infrastructure by Language 35

Contents

Additional Construct: Infrastructure by Birth Place 36

Additional Construct: Infrastructure by Religion 37

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)

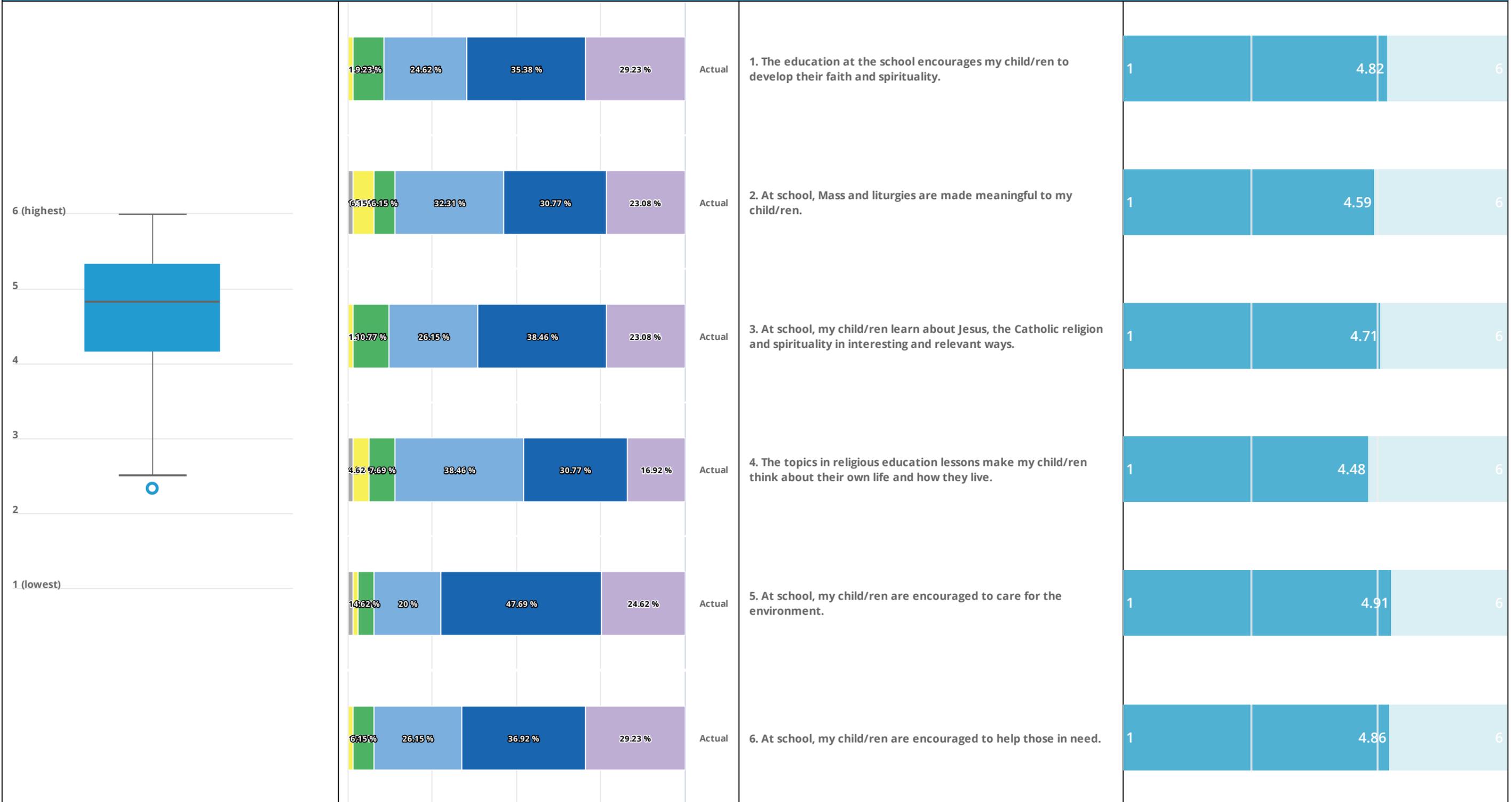


Parent & Caregiver Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Education

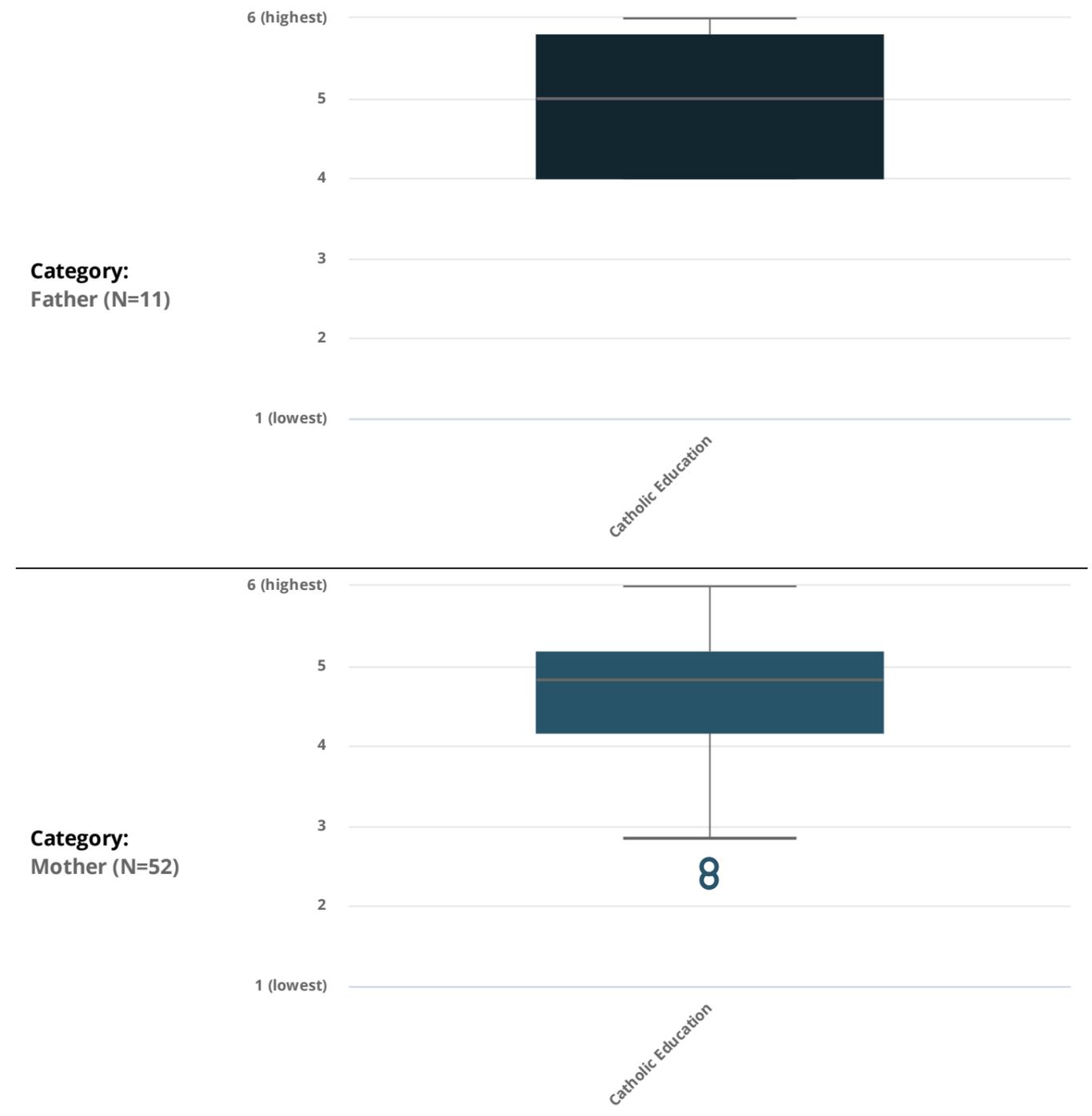
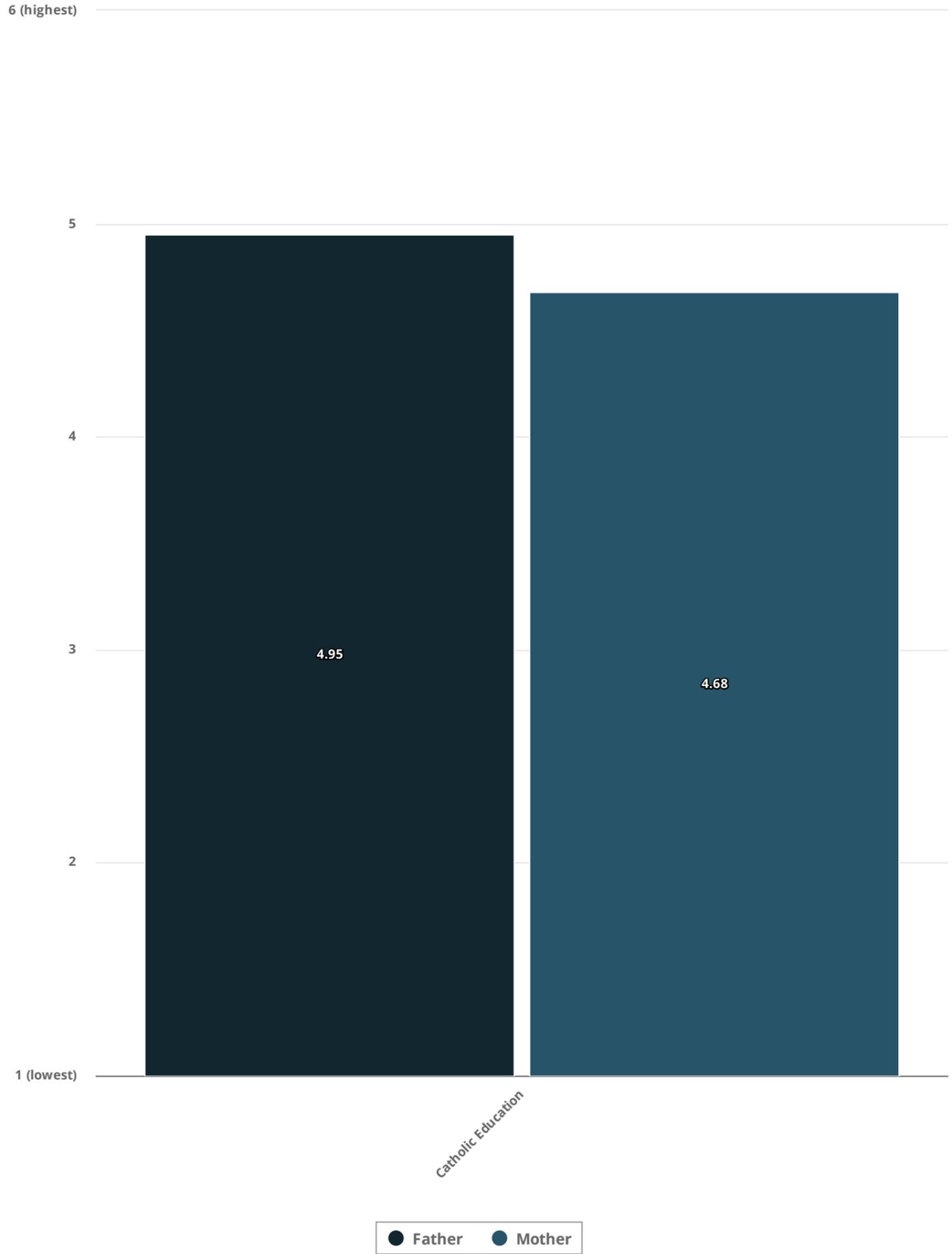
The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

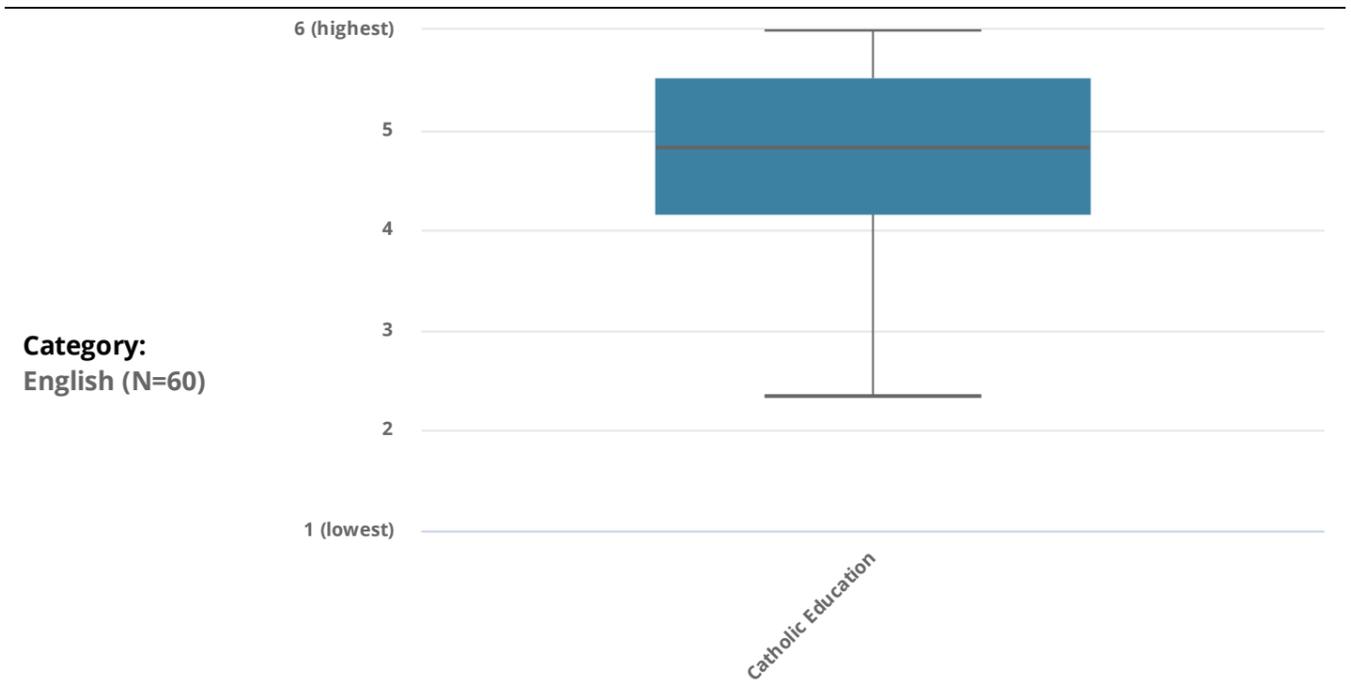
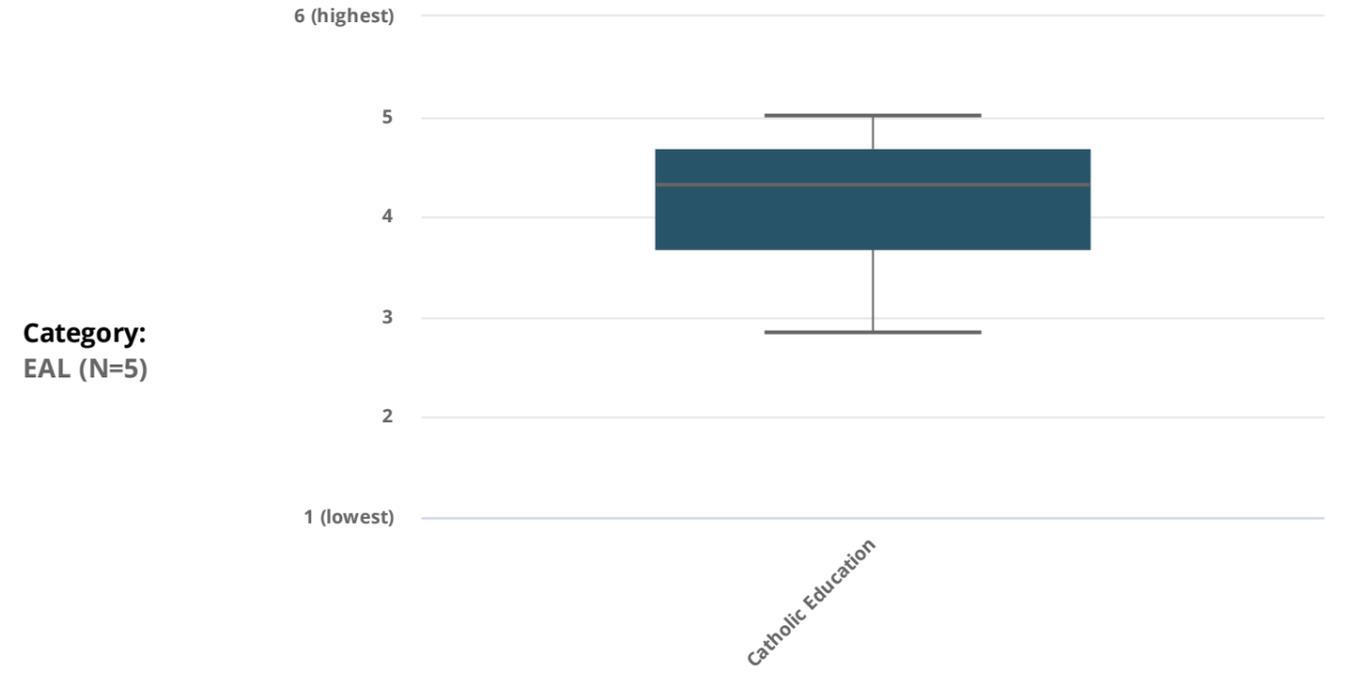
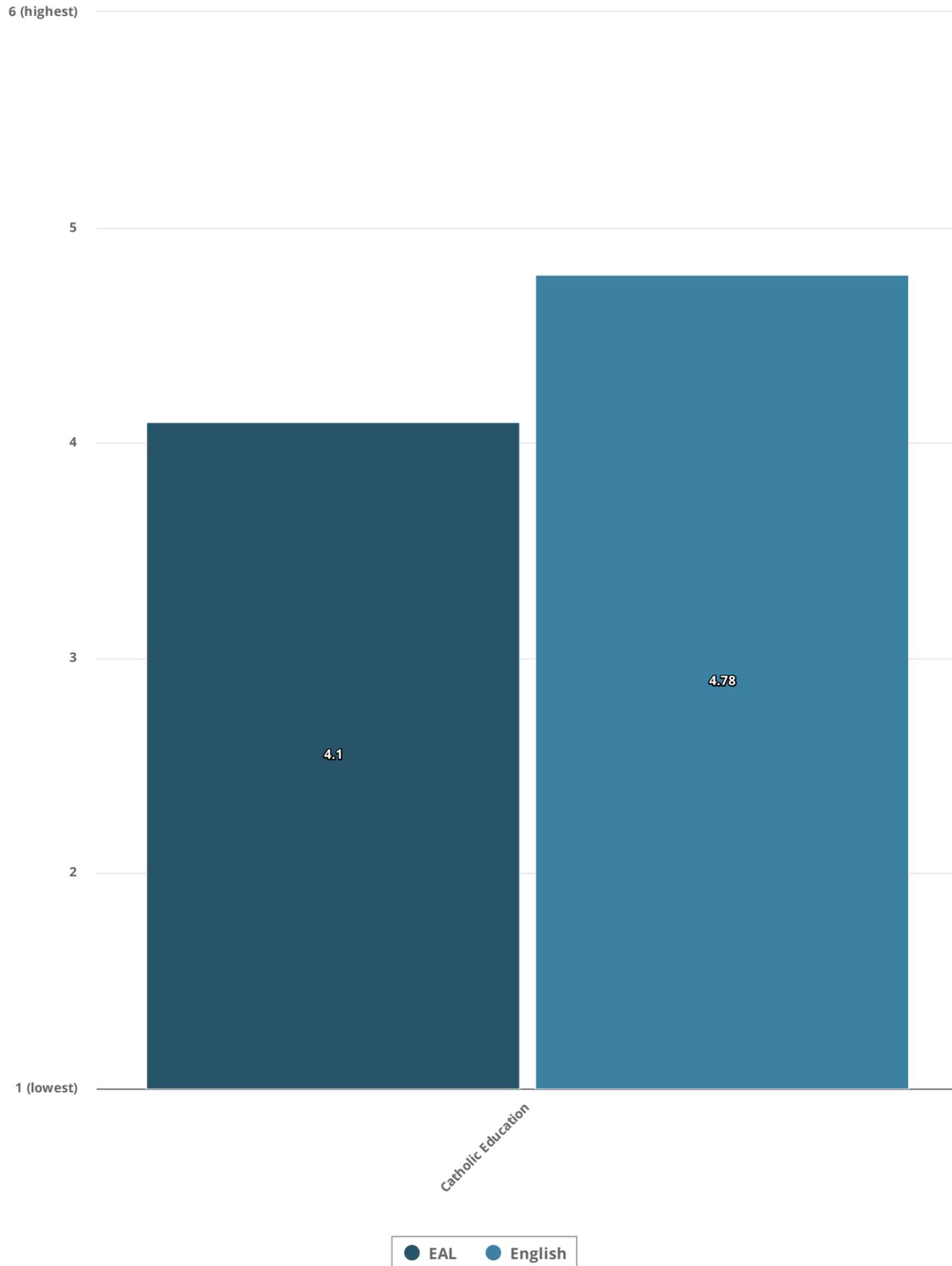
LLL Component 1: Catholic Identity by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



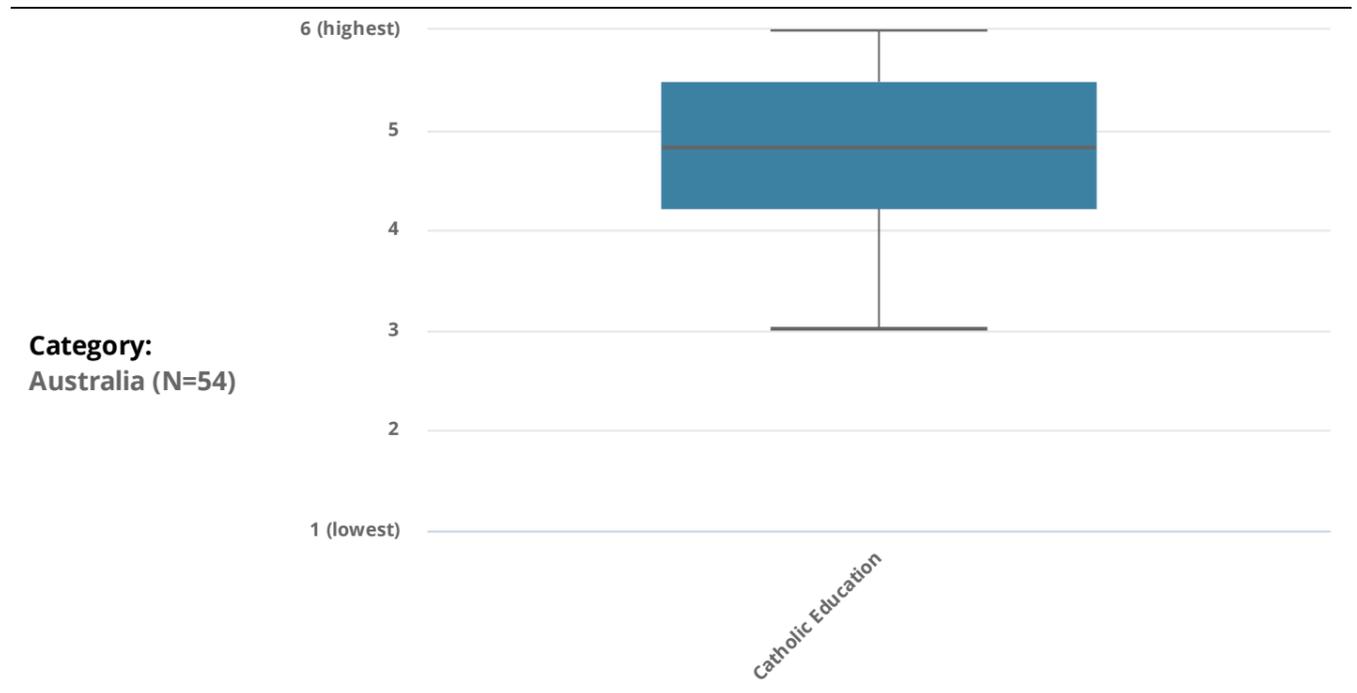
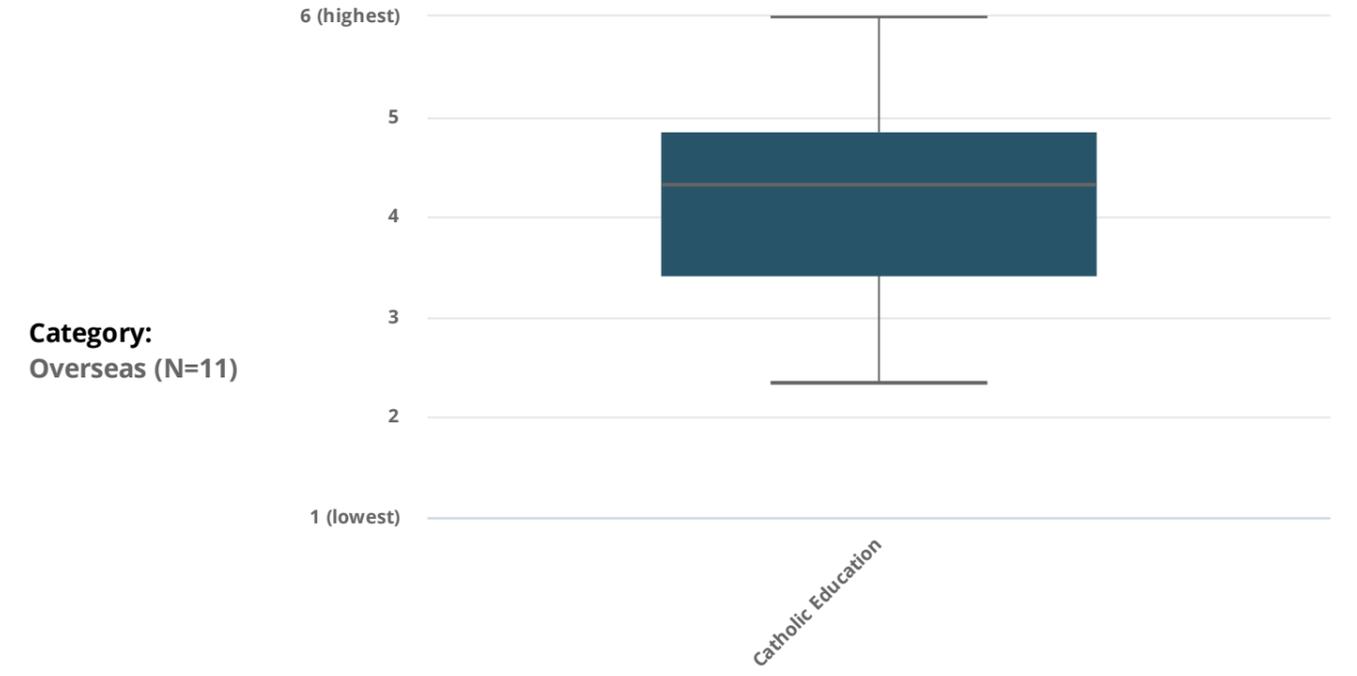
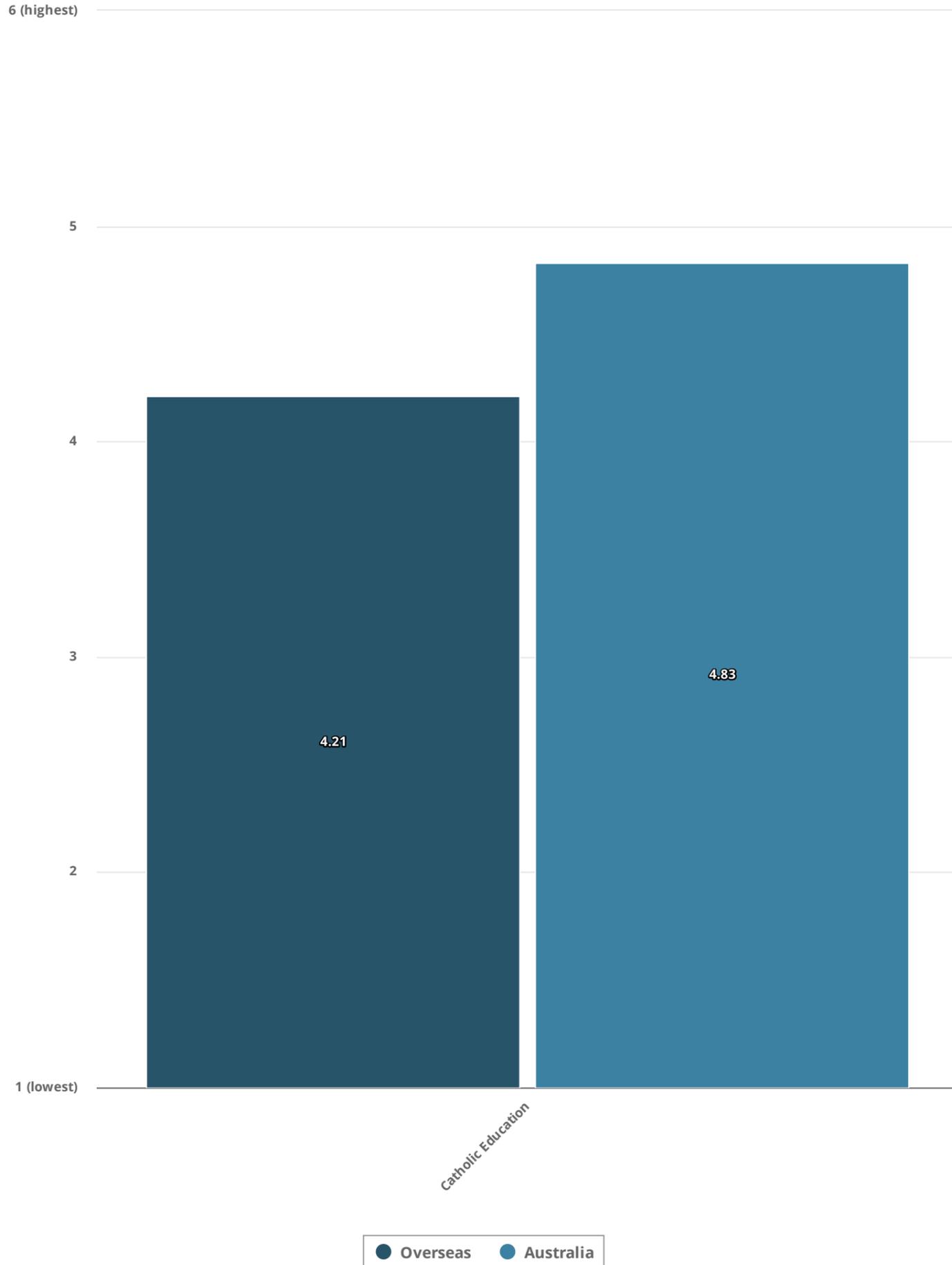
LLL Component 1: Catholic Identity by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



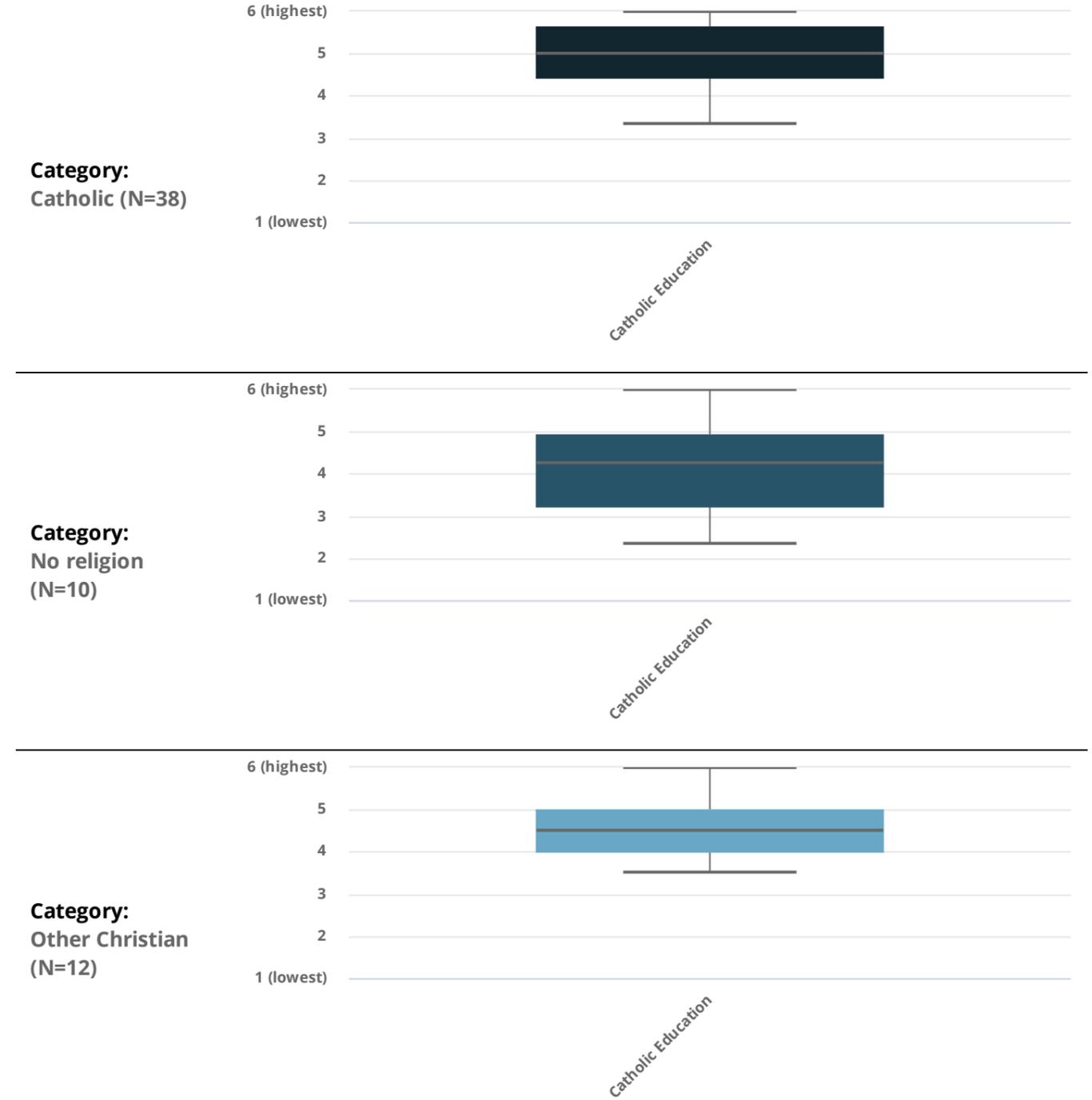
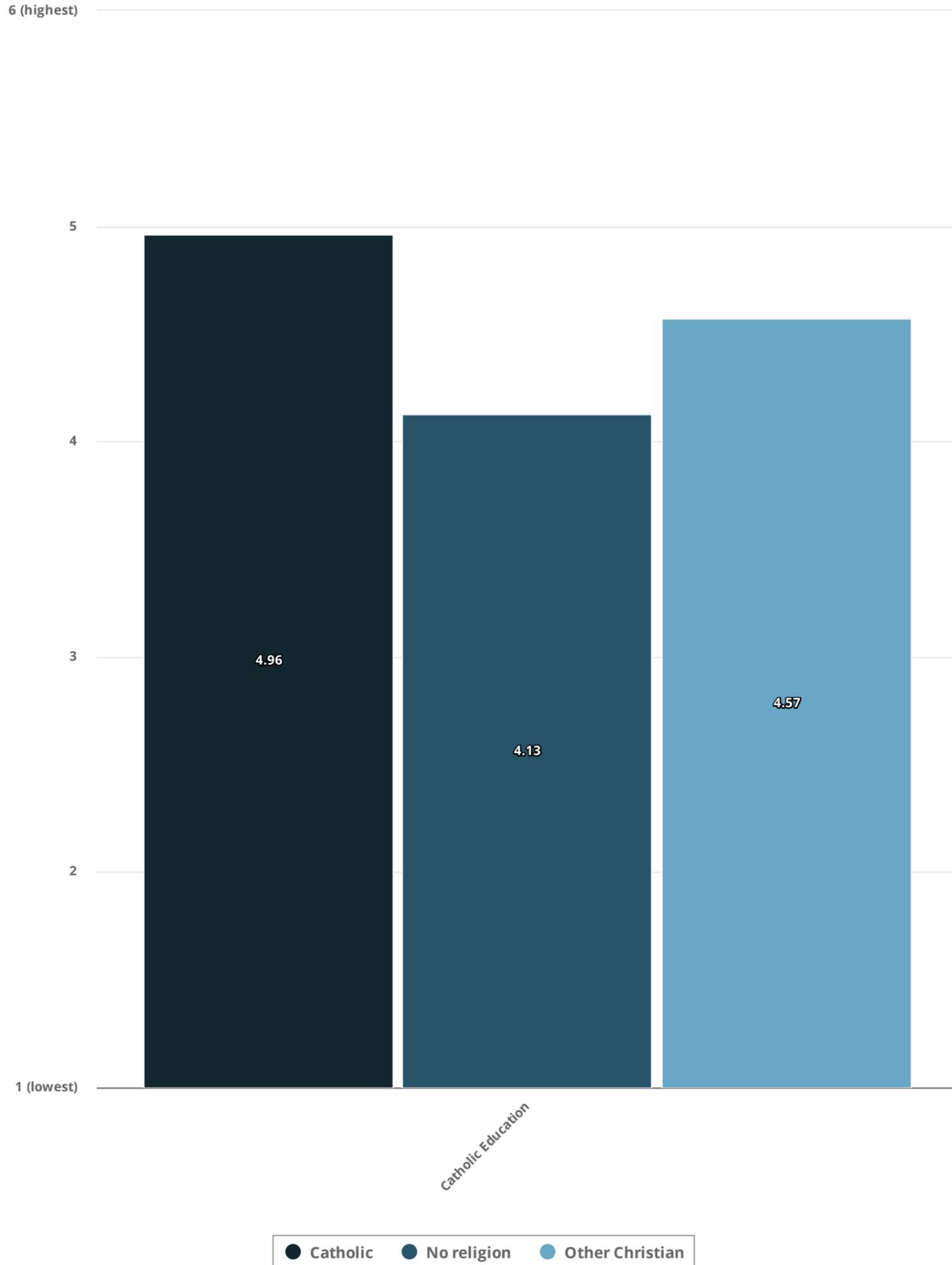
LLL Component 1: Catholic Identity by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 1: Catholic Identity by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

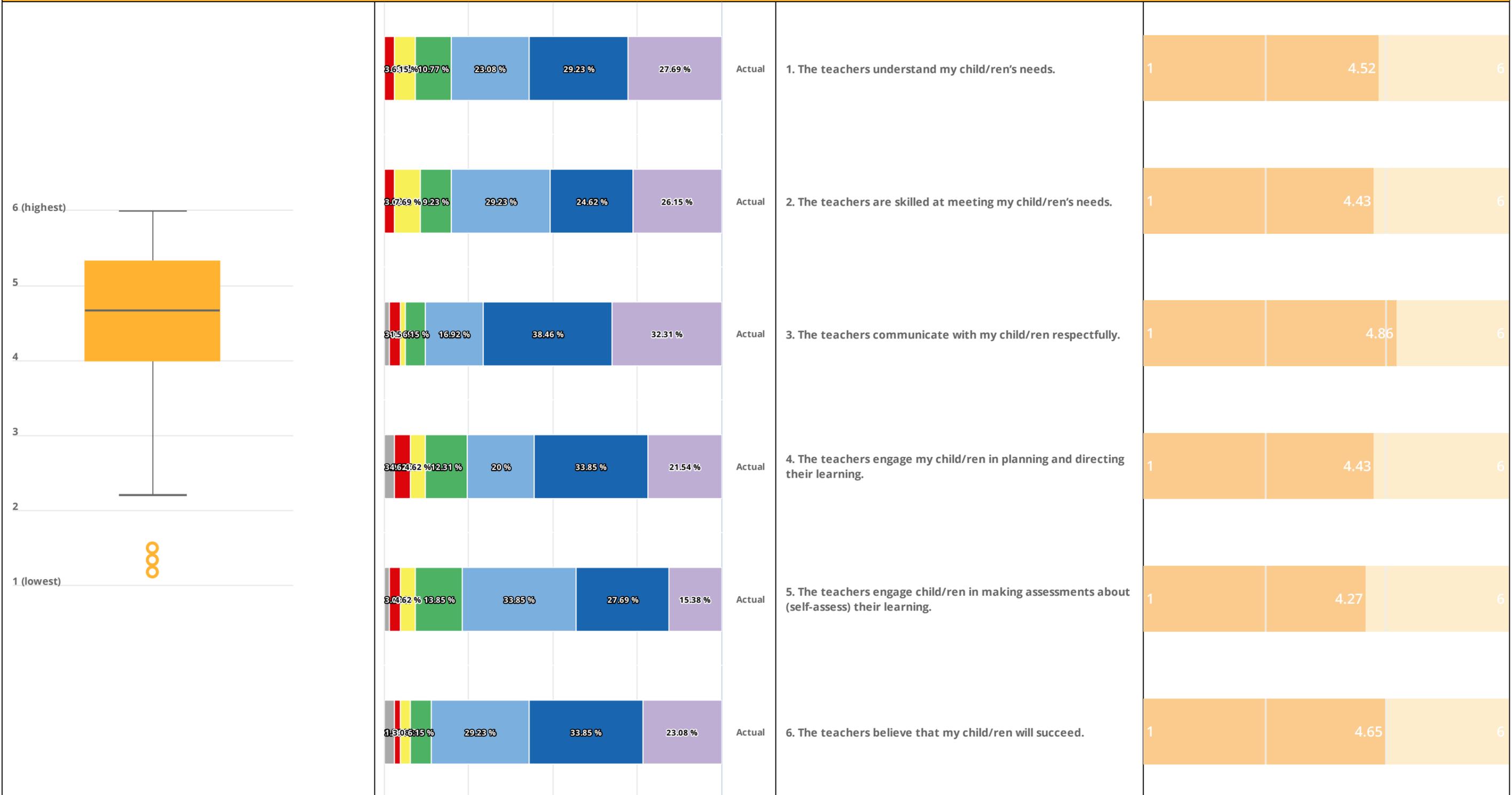


Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

The extent to which parents and caregivers feel that their children's teachers support their learning, engage them in planning and self assessment and have high expectations for their success.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

LLL Component 2: Curriculum and Co-constructed Learning Design by Parenting Role

6 (highest)

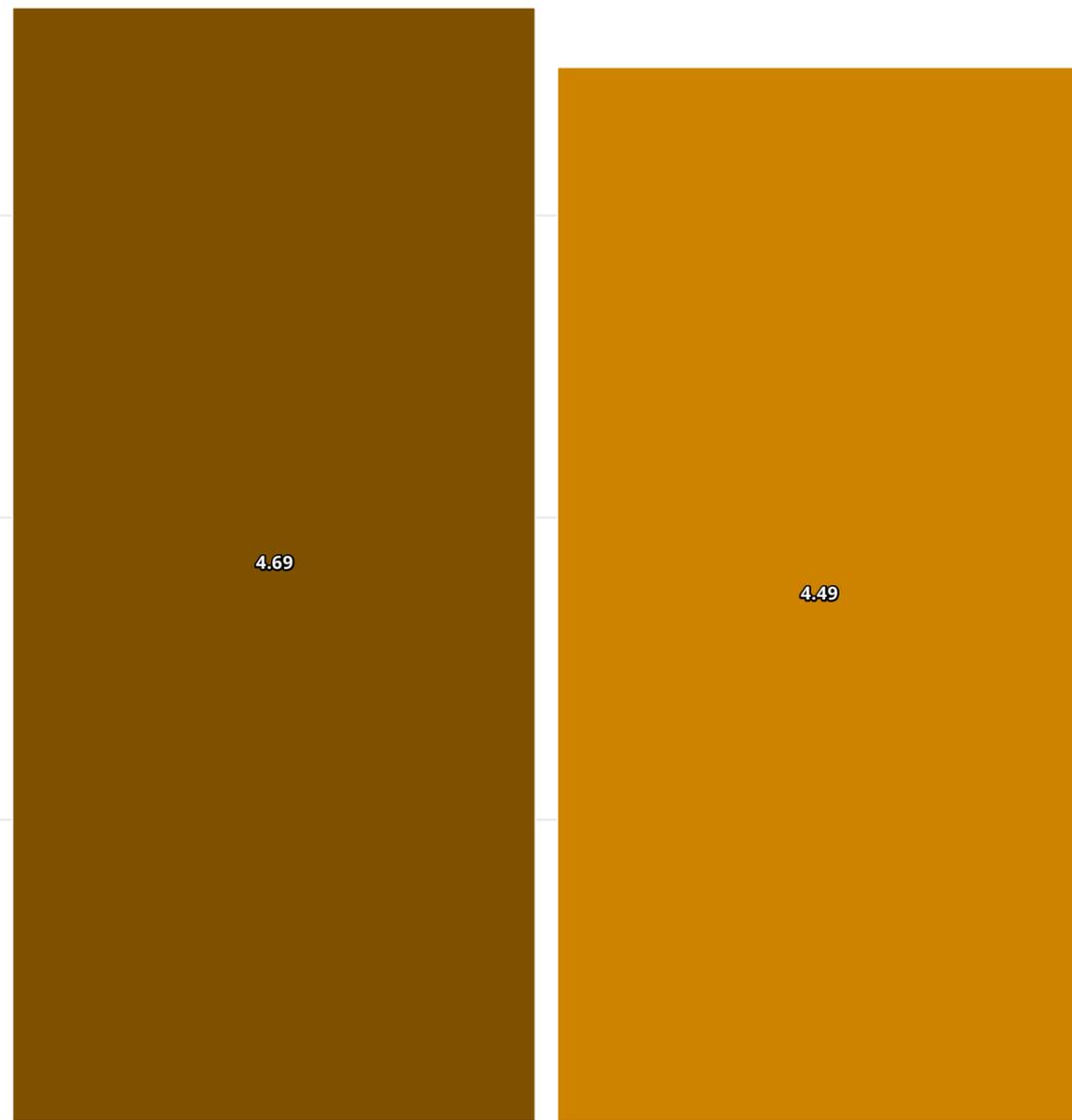
5

4

3

2

1 (lowest)



● Father ● Mother

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:
Father (N=11)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

Category:
Mother (N=51)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

LLL Component 2: Curriculum and Co-constructed Learning Design by Language

6 (highest)

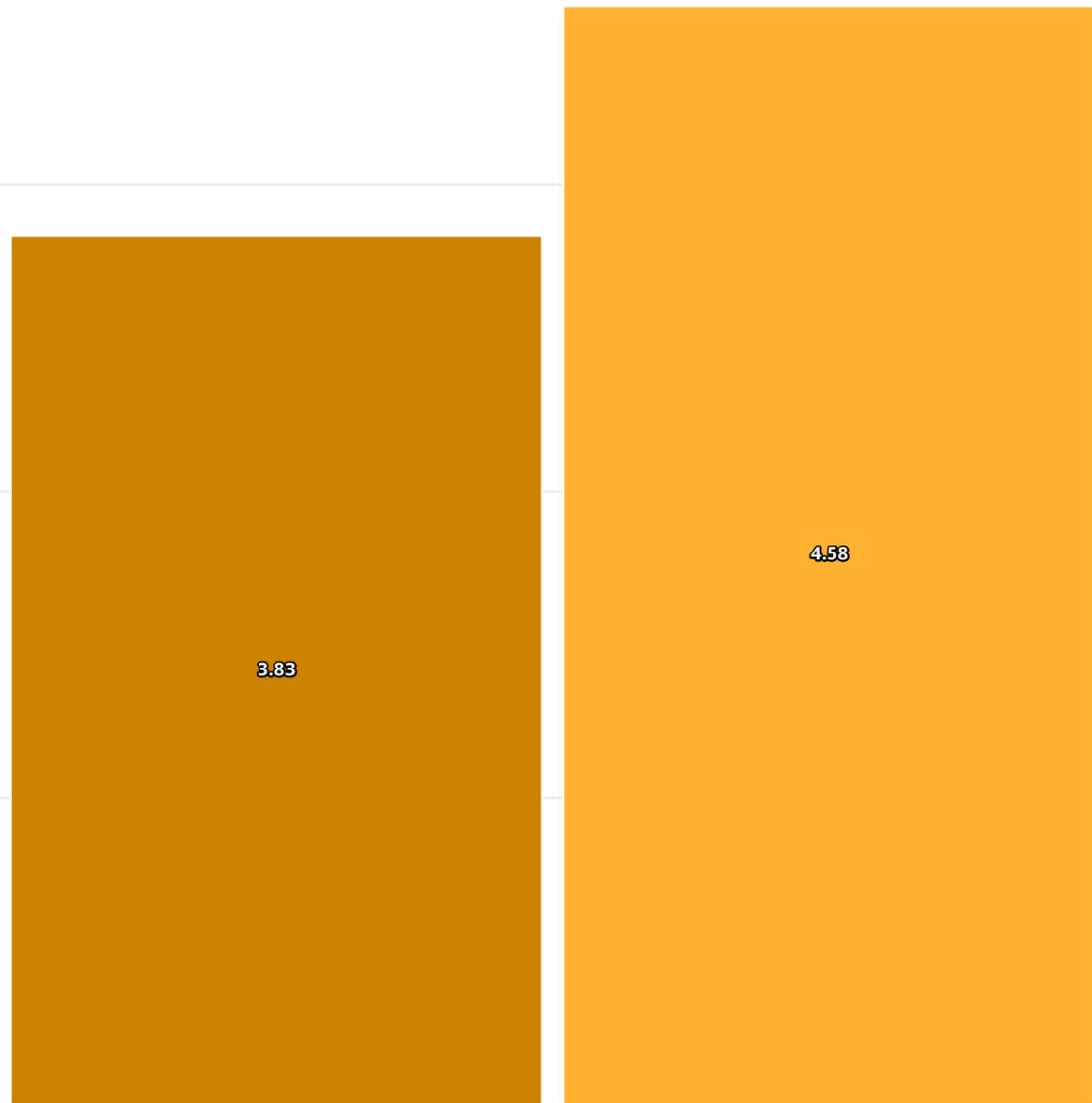
5

4

3

2

1 (lowest)



● EAL ● English

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

6 (highest)

5

4

3

2

1 (lowest)

Category:
EAL (N=4)

6 (highest)

5

4

3

2

1 (lowest)

Category:
English (N=58)

Learning Support

Learning Support

8

LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place

6 (highest)

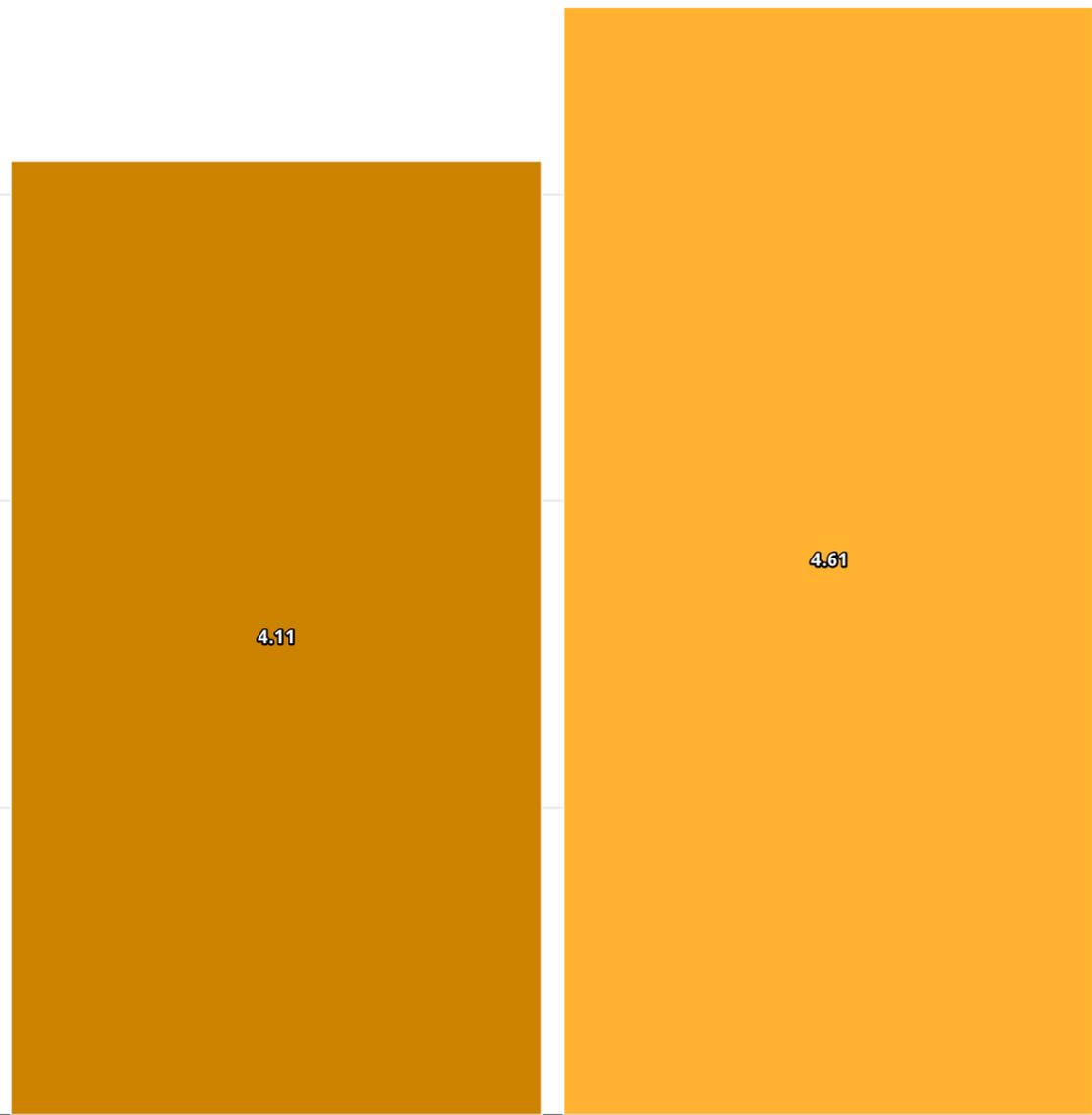
5

4

3

2

1 (lowest)



● Overseas ● Australia

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: Overseas (N=10)

6 (highest)

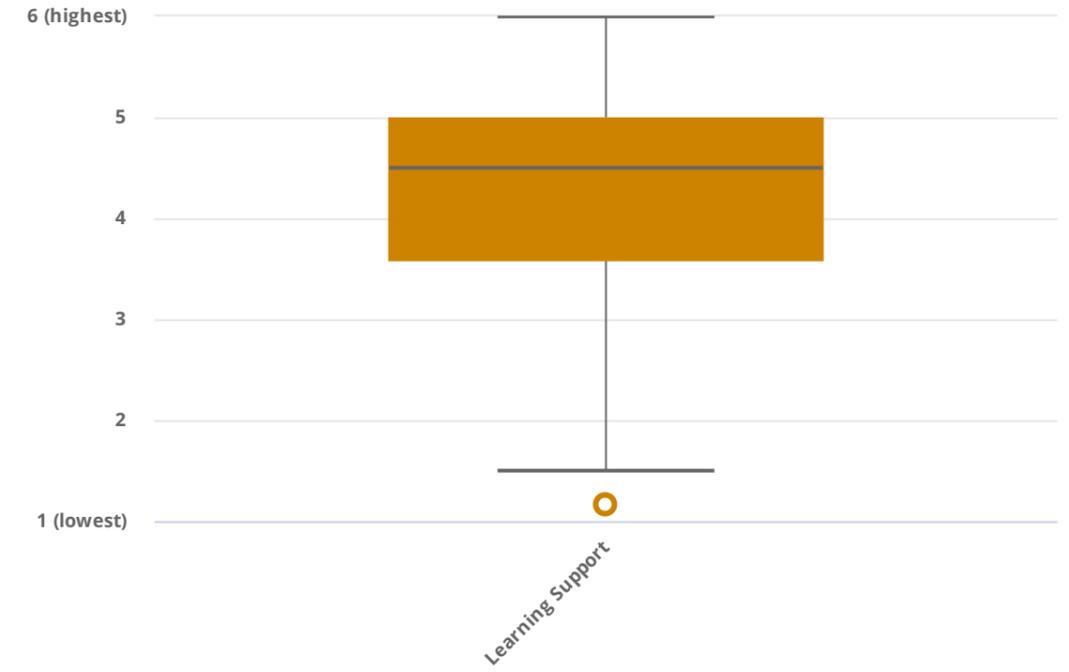
5

4

3

2

1 (lowest)



Learning Support

Category: Australia (N=53)

6 (highest)

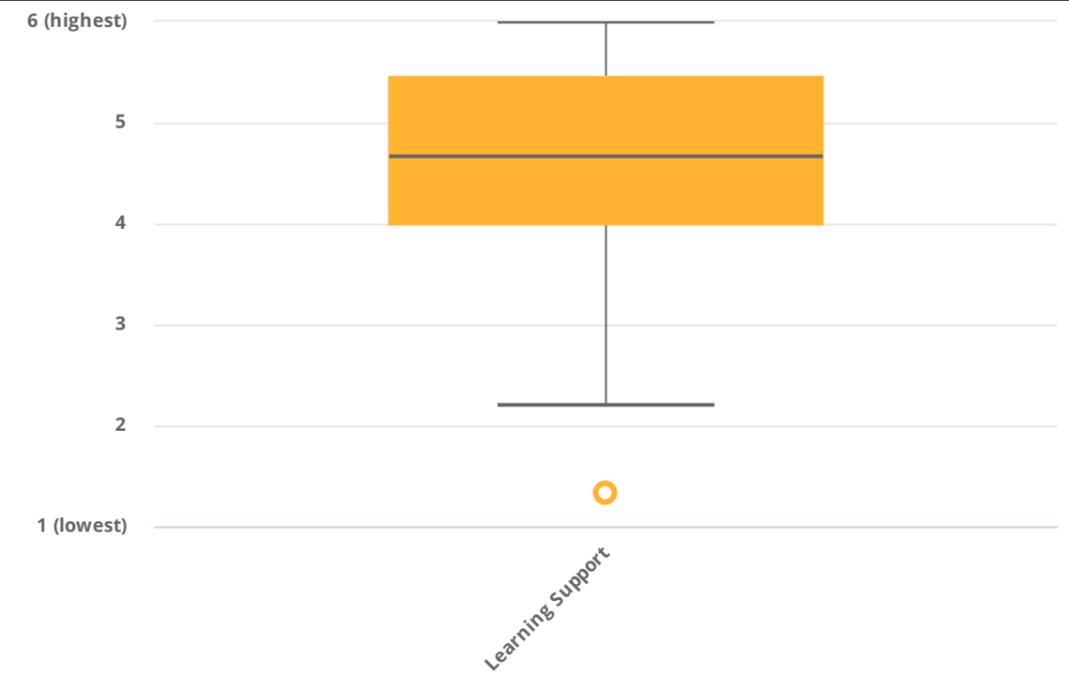
5

4

3

2

1 (lowest)



Learning Support

LLL Component 2: Curriculum and Co-constructed Learning Design by Religion

6 (highest)

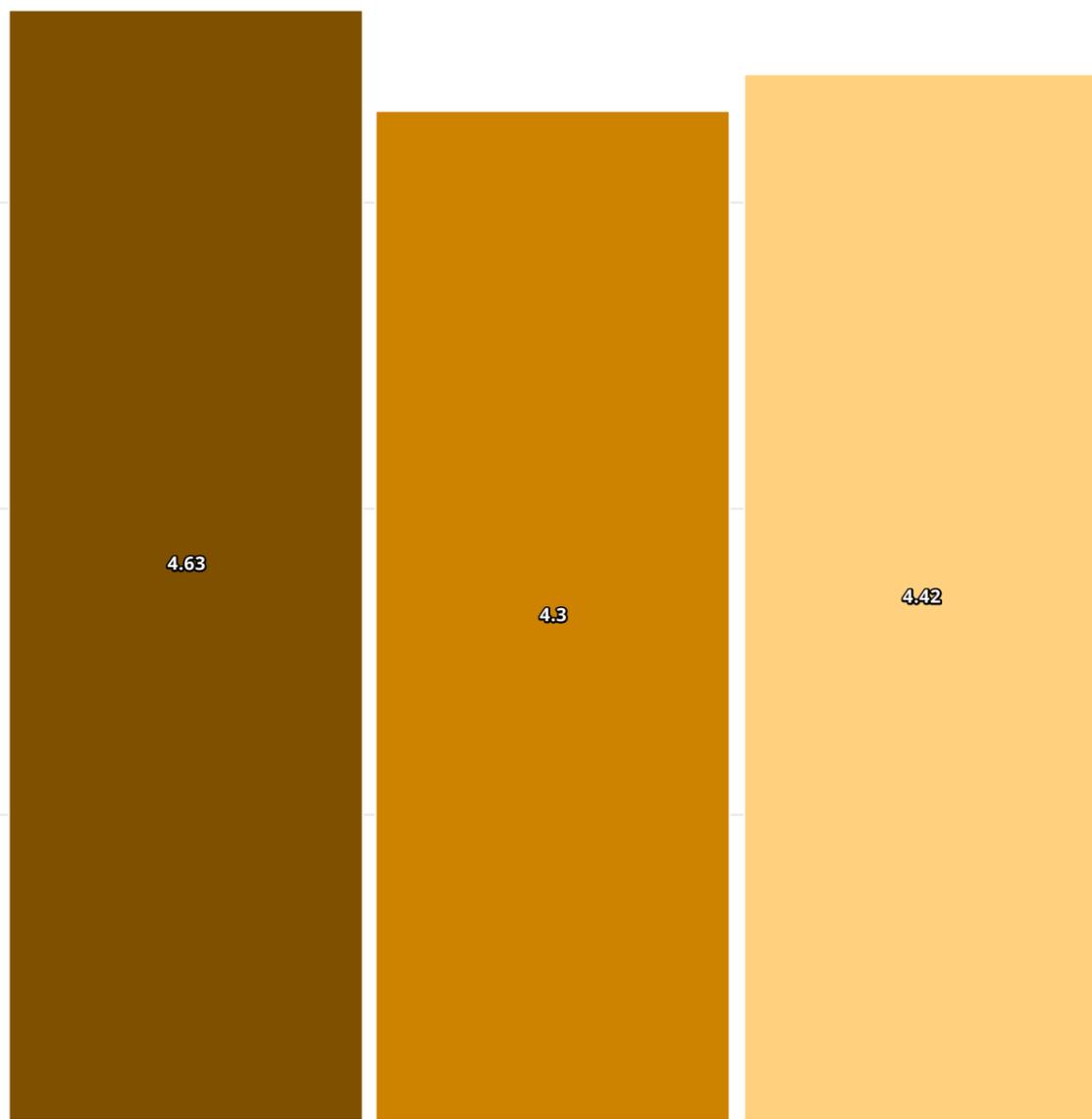
5

4

3

2

1 (lowest)



Learning Support

● Catholic ● No religion ● Other Christian

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

6 (highest)

5

4

3

2

1 (lowest)

Category:
Catholic (N=33)

Learning Support

6 (highest)

5

4

3

2

1 (lowest)

Category:
No religion (N=10)

Learning Support

6 (highest)

5

4

3

2

1 (lowest)

Category:
Other Christian (N=12)

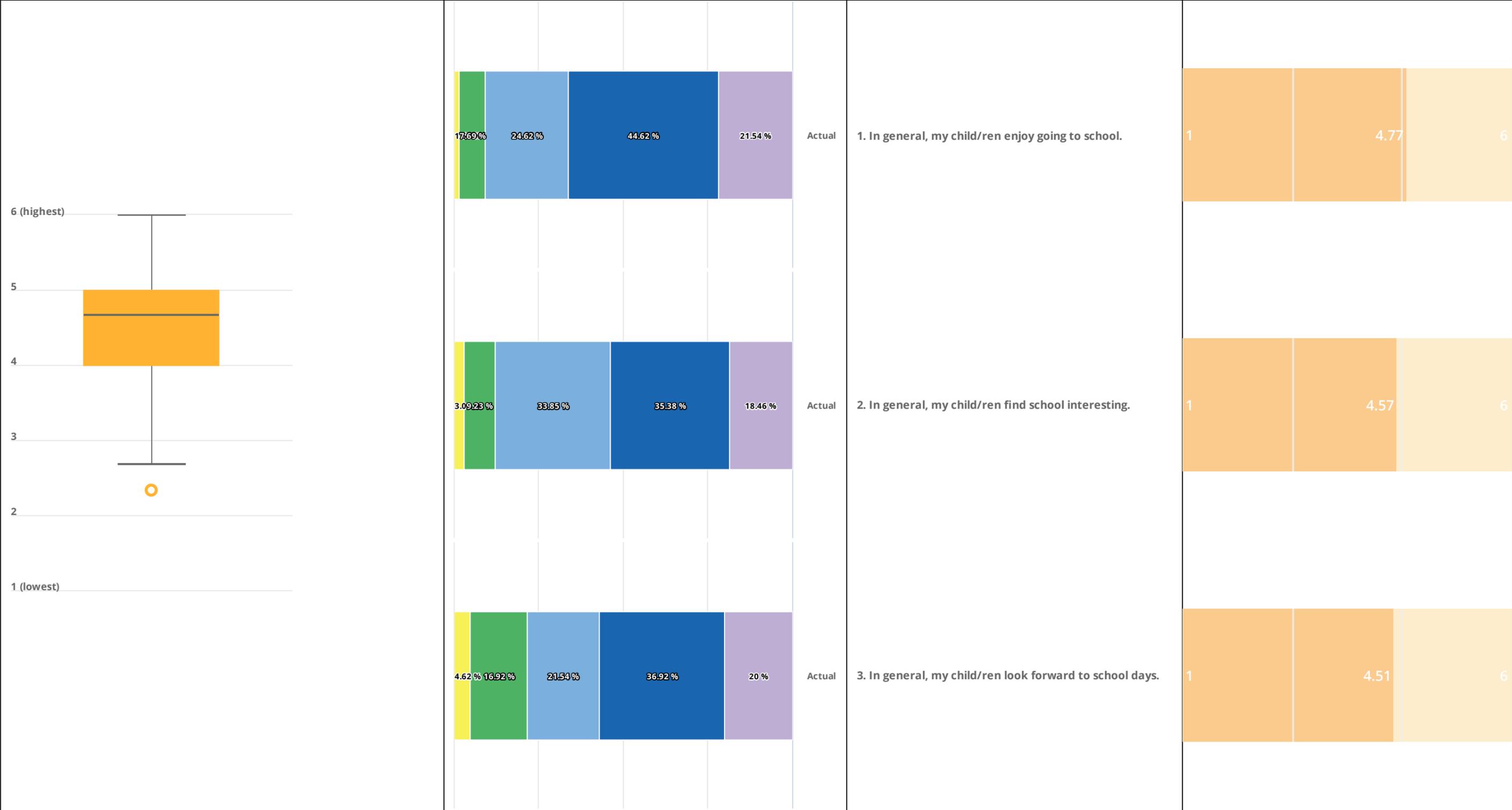
Learning Support

Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Enjoyment of School

The extent to which parents and caregivers feel that their children enjoy school and find it interesting.



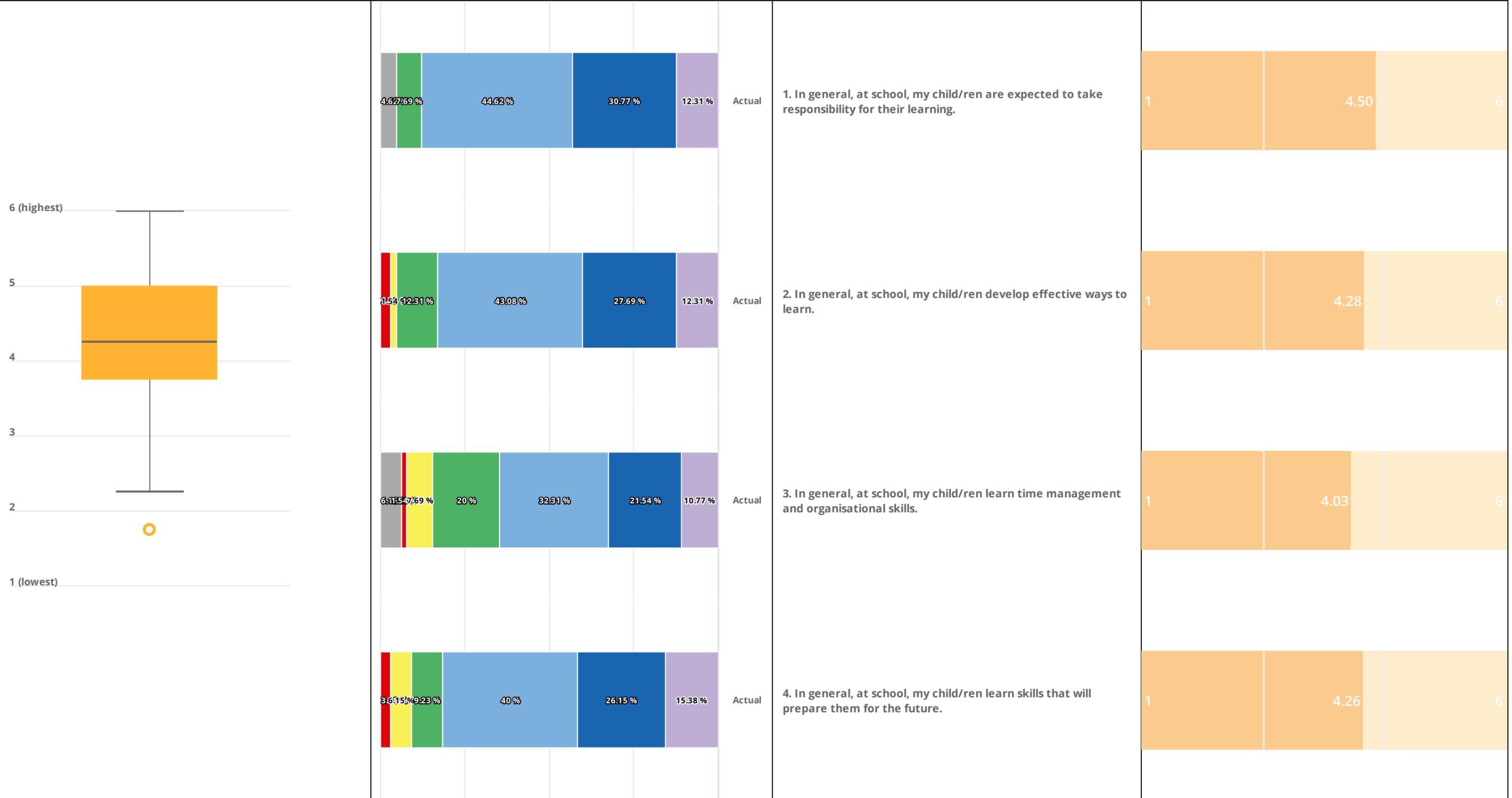
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

The extent to which parents and caregivers feel that their children are expected to take responsibility for their own learning and provided with the skills to work independently.



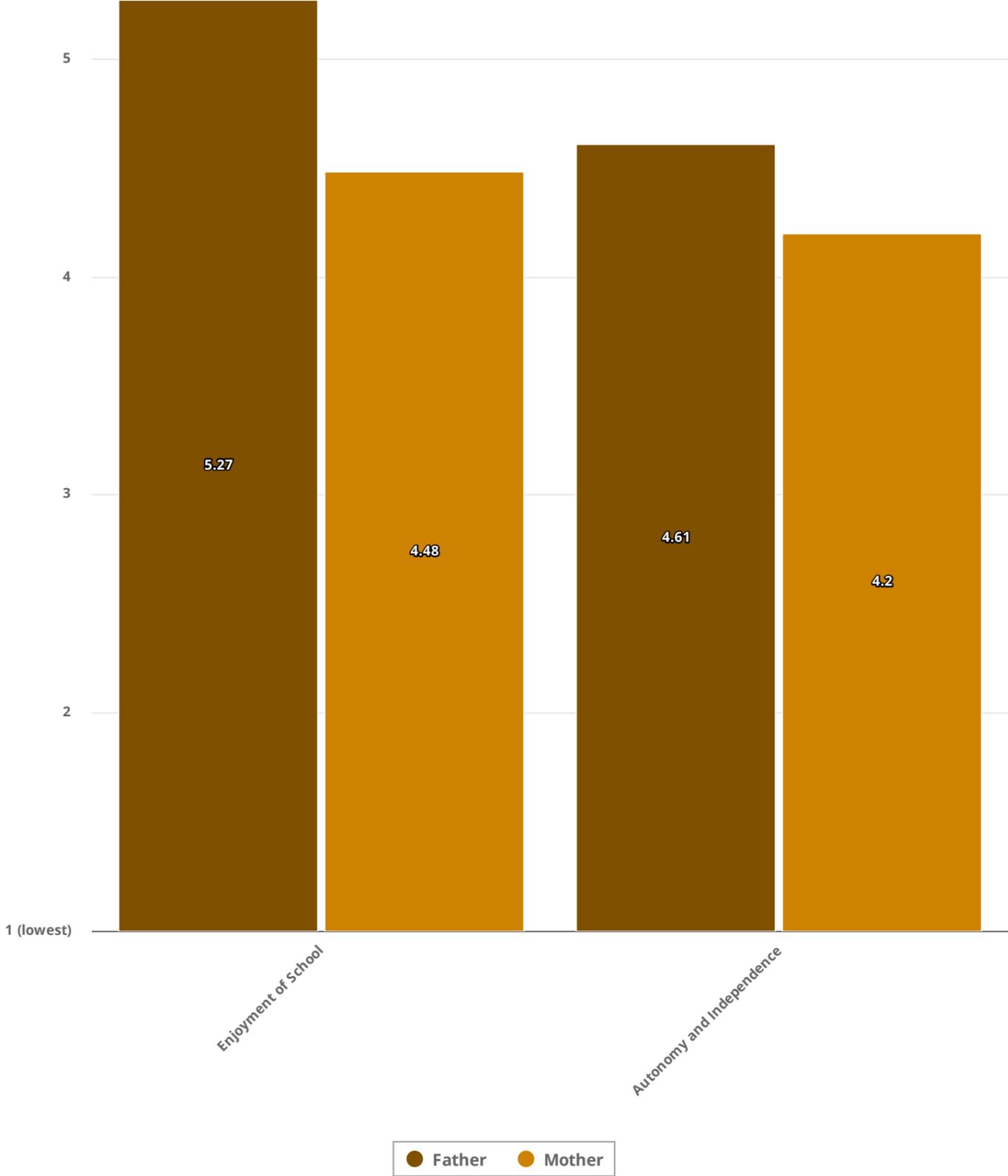
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

LLL Component 3: Student Agency, Identity, Learning and Leadership

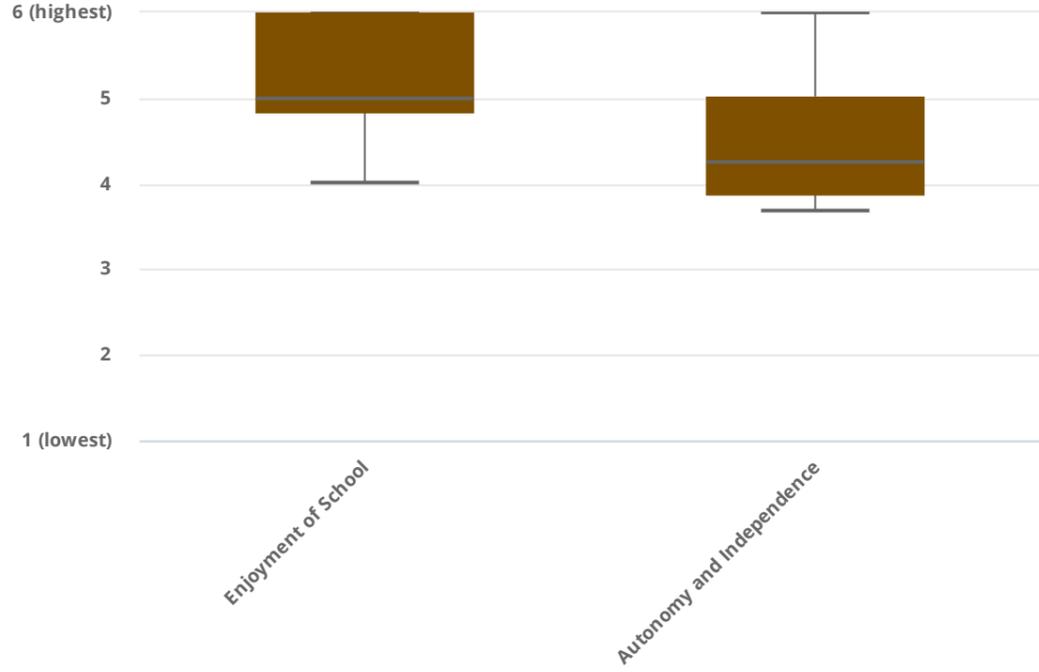
6 (highest)

by Parenting Role

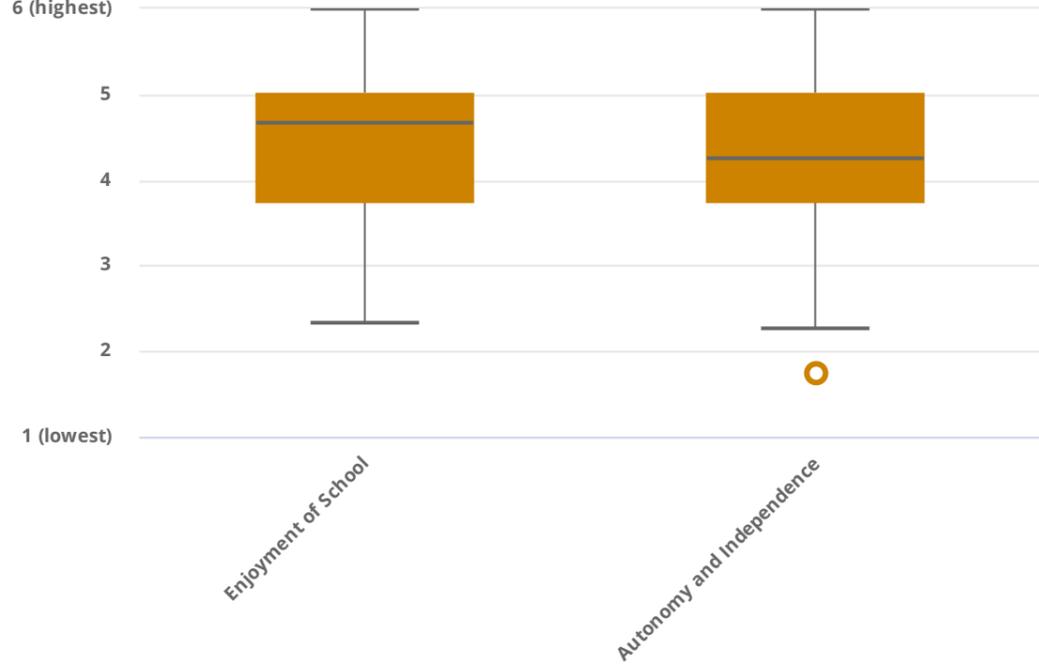
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Father (N=11)



Category: Mother (N=54)



LLL Component 3: Student Agency, Identity, Learning and Leadership by Language

6 (highest)

5

4

3

2

1 (lowest)

Enjoyment of School

Autonomy and Independence

● EAL ● English

4.13

4.66

3.65

4.32

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: EAL (N=5)

6 (highest)

5

4

3

2

1 (lowest)

Enjoyment of School

Autonomy and Independence

Category: English (N=59)

6 (highest)

5

4

3

2

1 (lowest)

Enjoyment of School

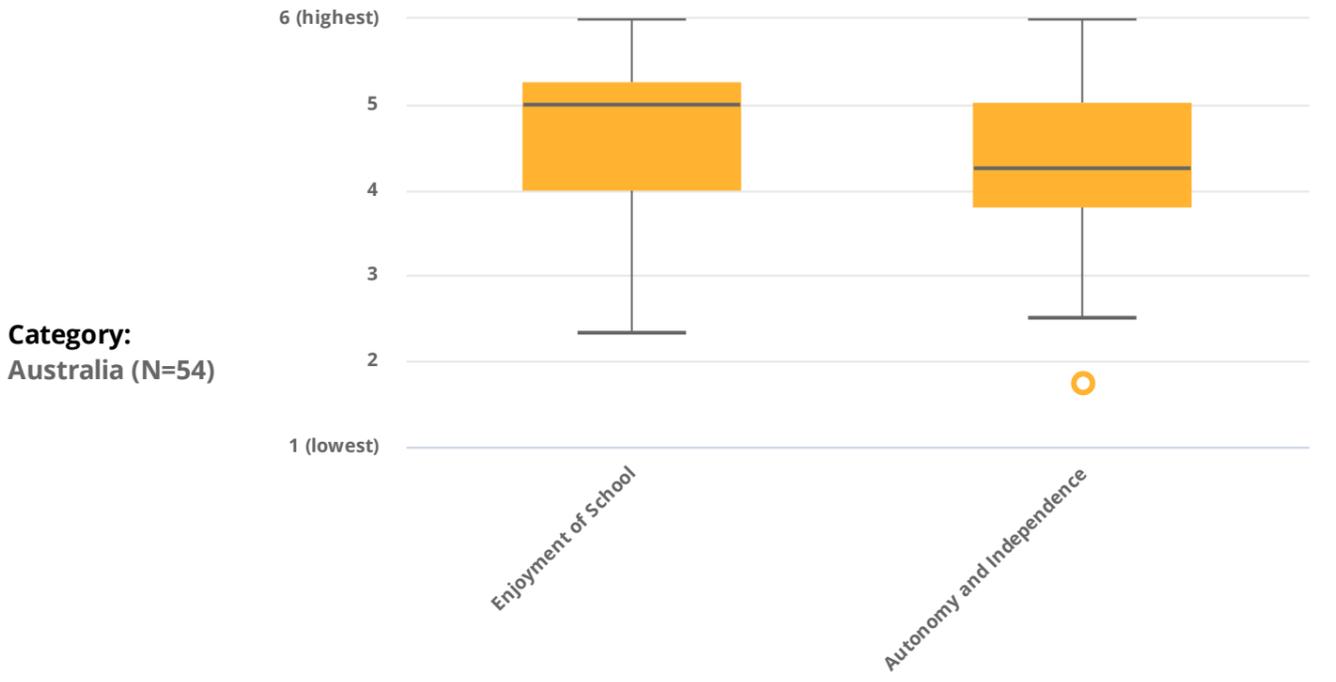
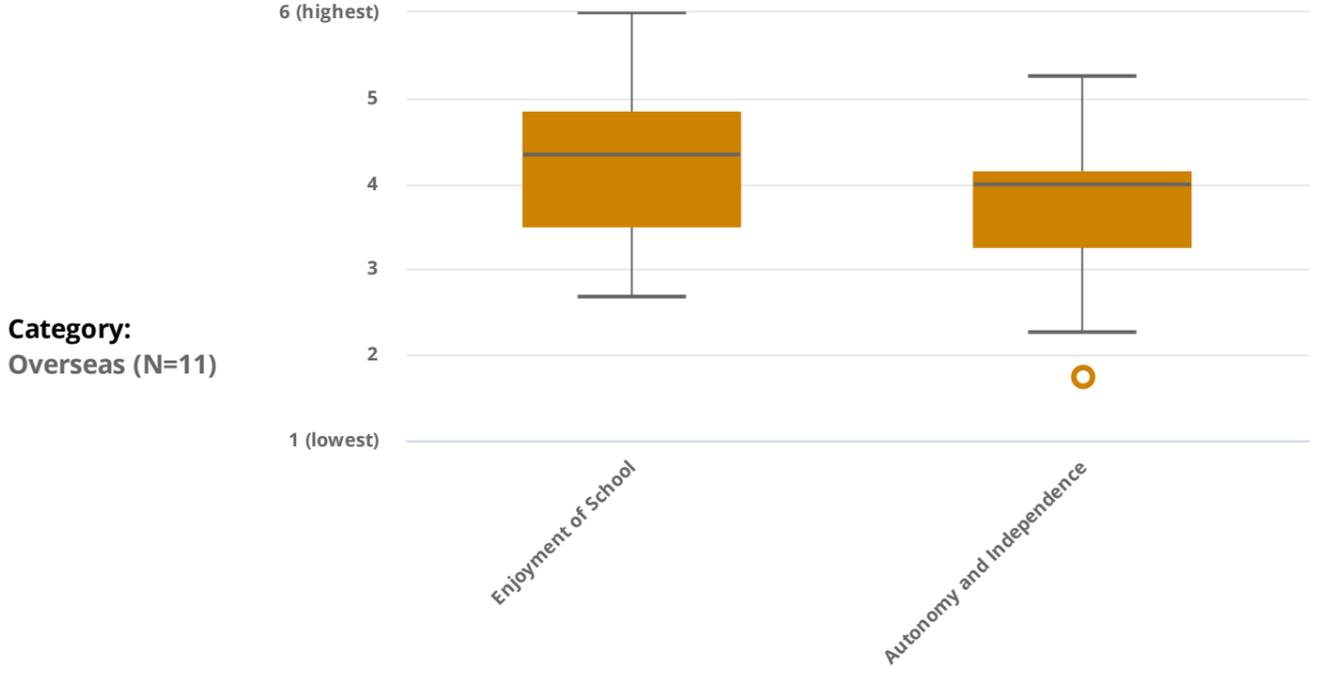
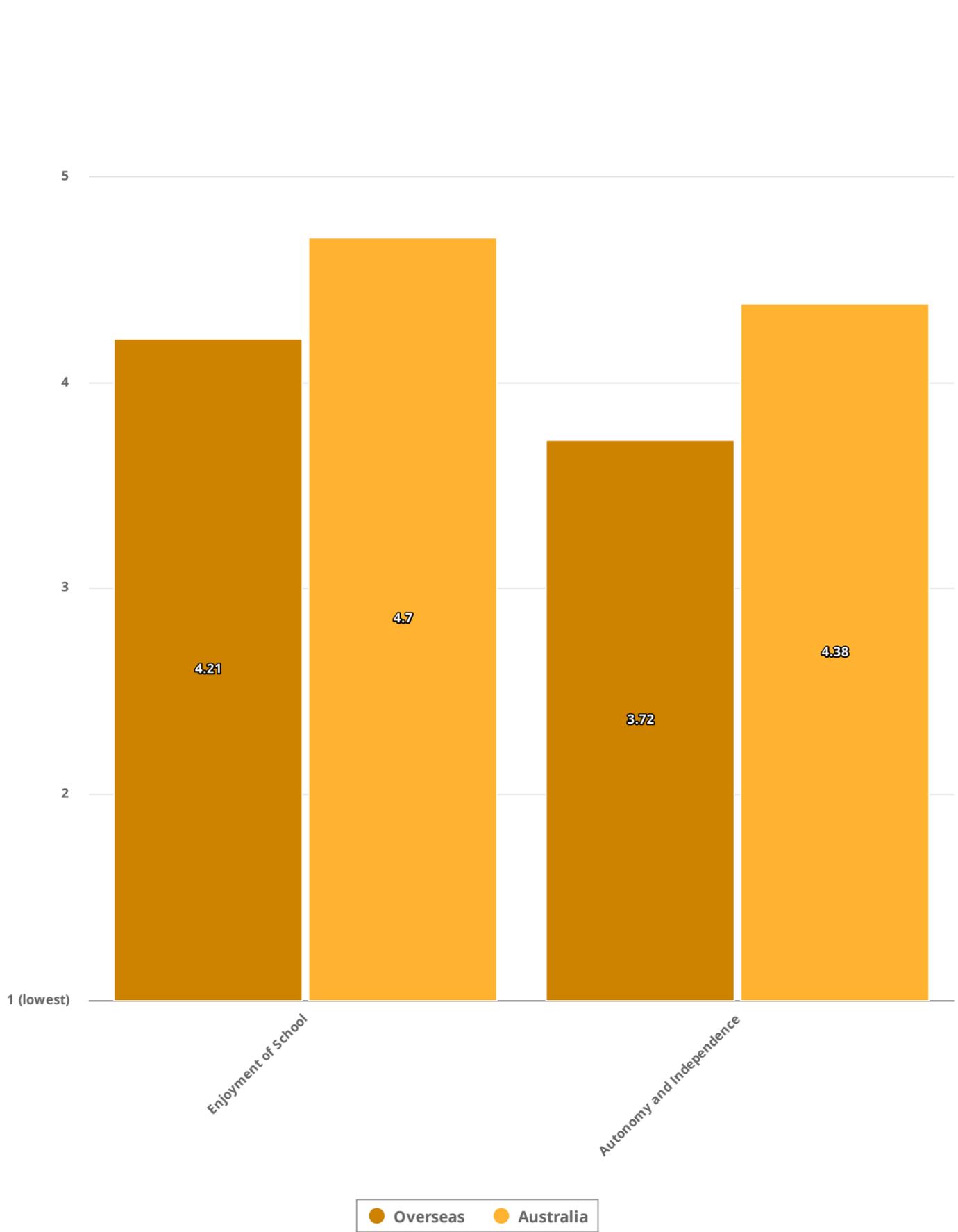
Autonomy and Independence

LLL Component 3: Student Agency, Identity, Learning and Leadership

6 (highest)

by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 3: Student Agency, Identity, Learning and Leadership by Religion

6 (highest)

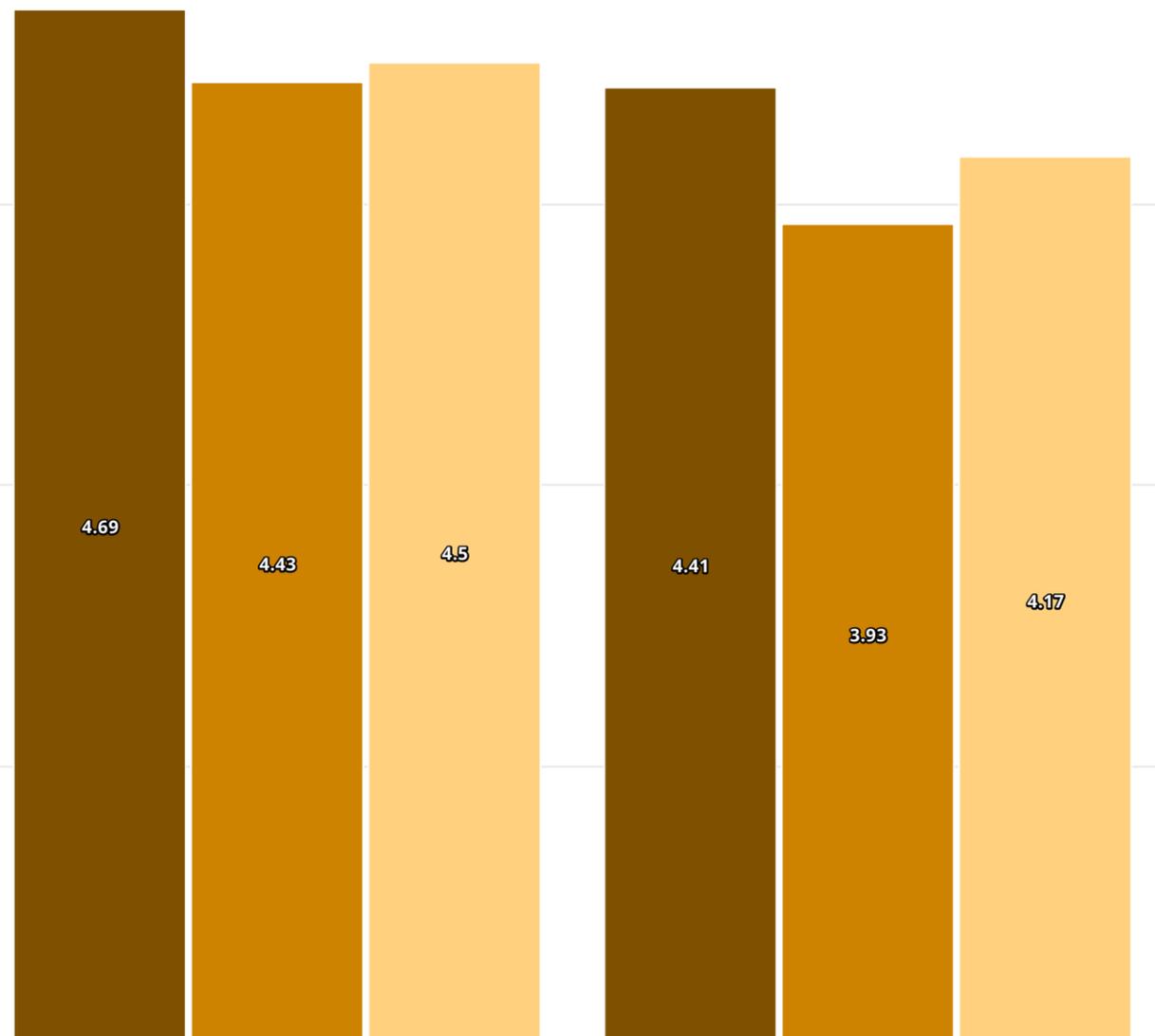
5

4

3

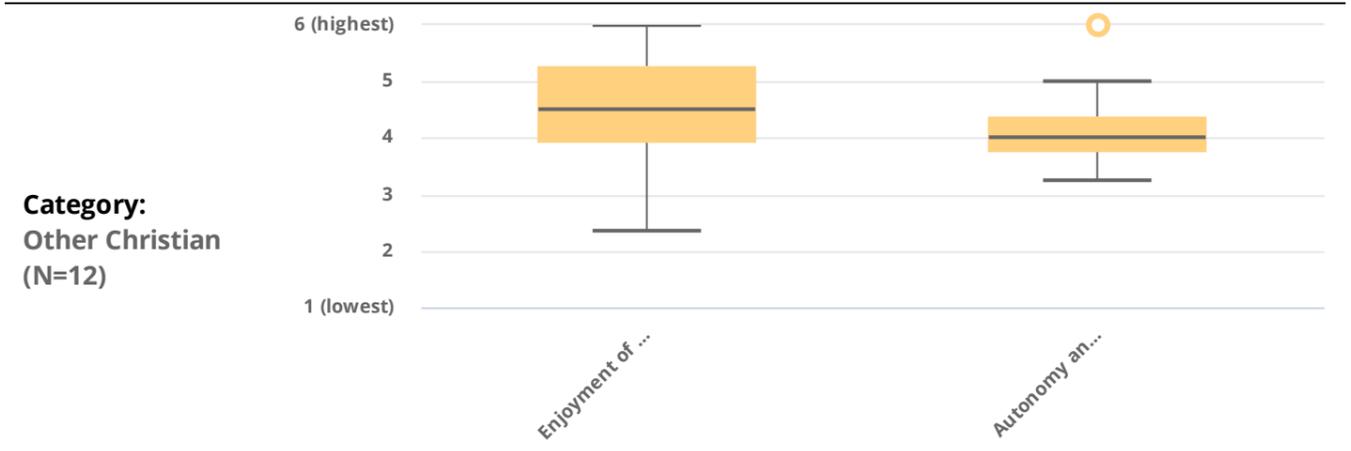
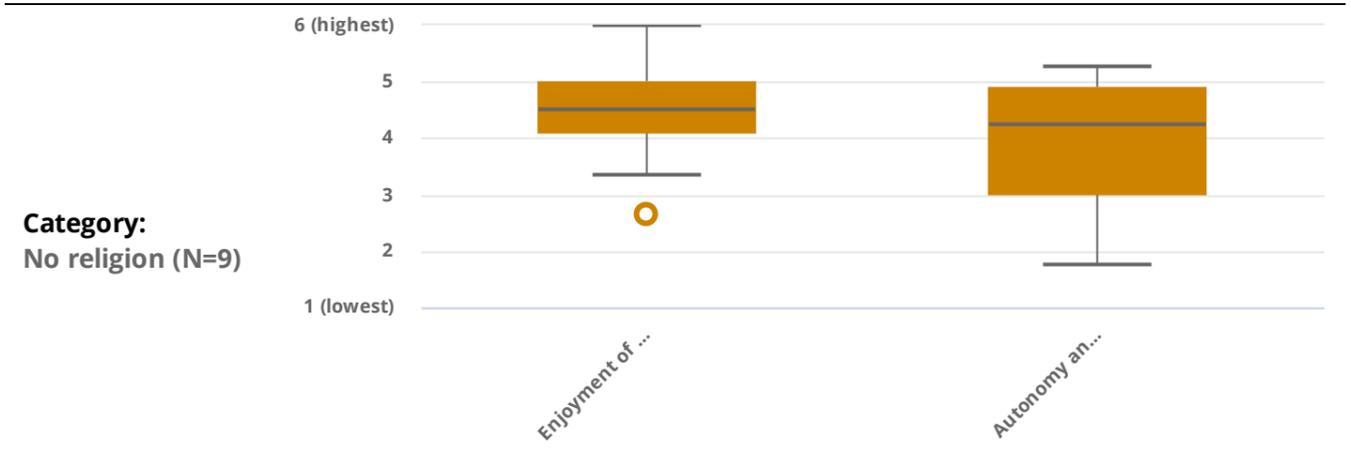
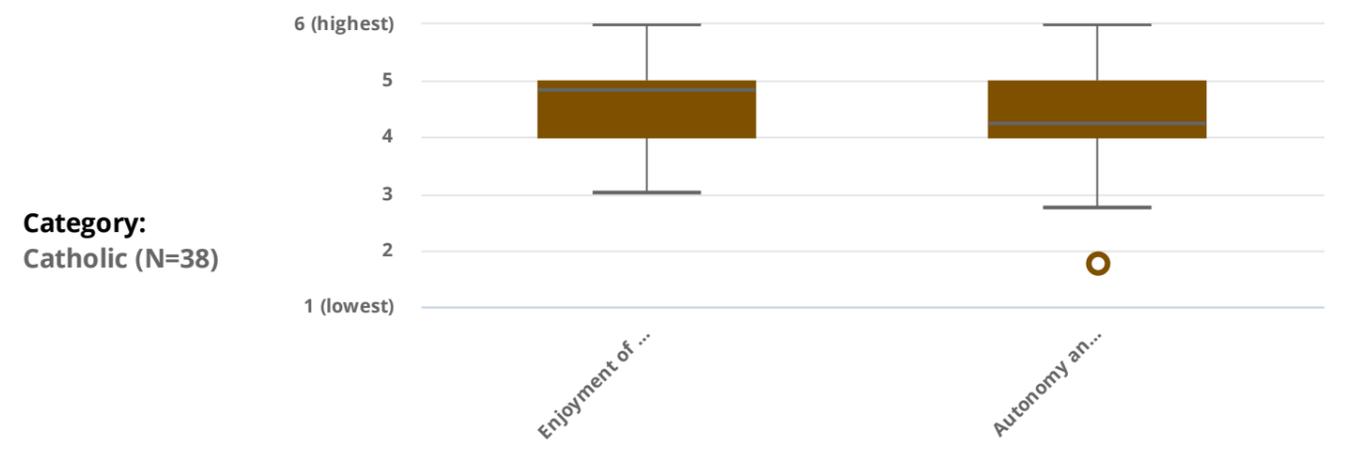
2

1 (lowest)



● Catholic ● No religion ● Other Christian

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

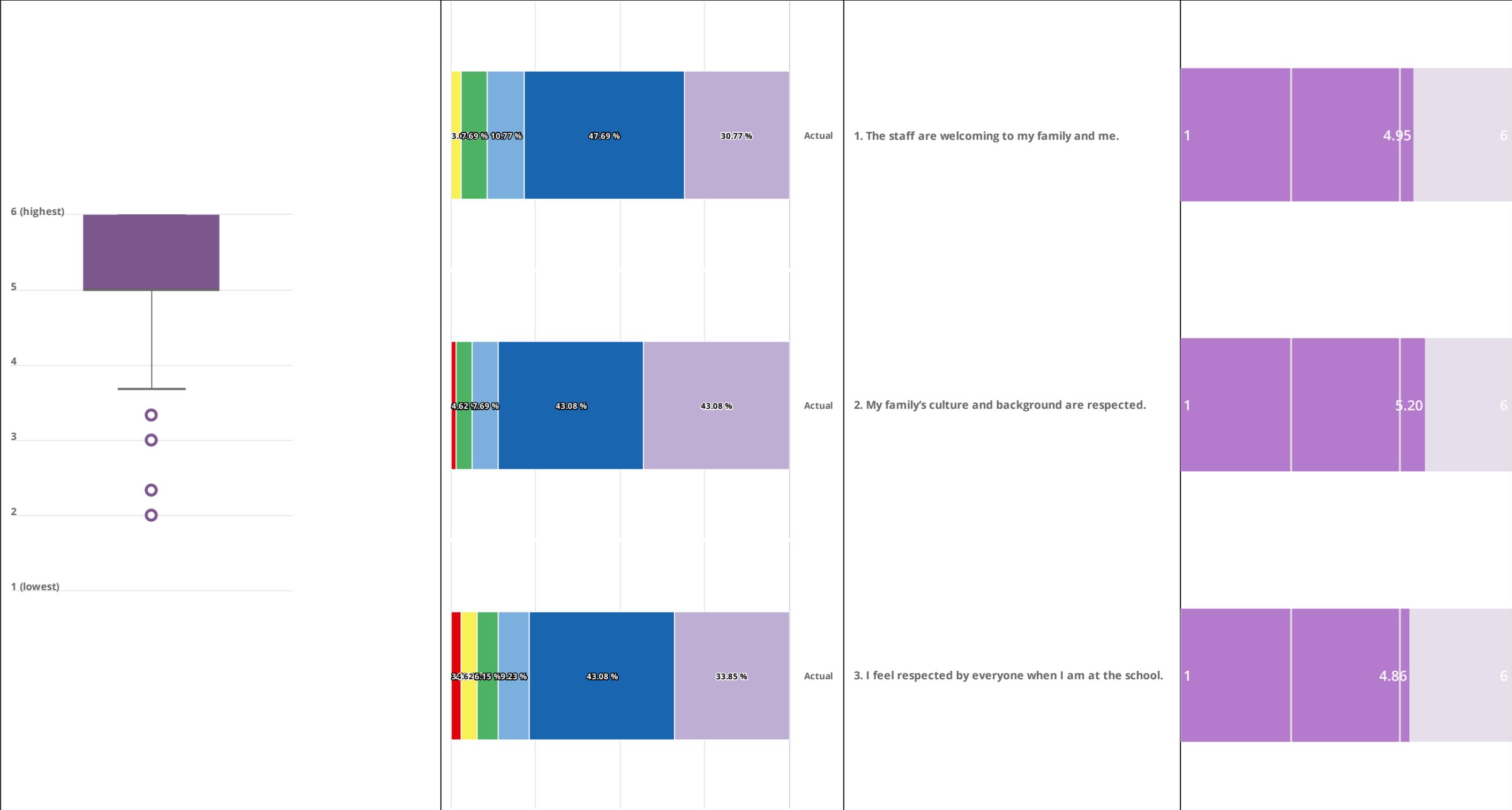


Parent & Caregiver Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Welcoming School

The extent to which parents and caregivers feel that the culture of the school is welcoming and that they are respected when they are at school.



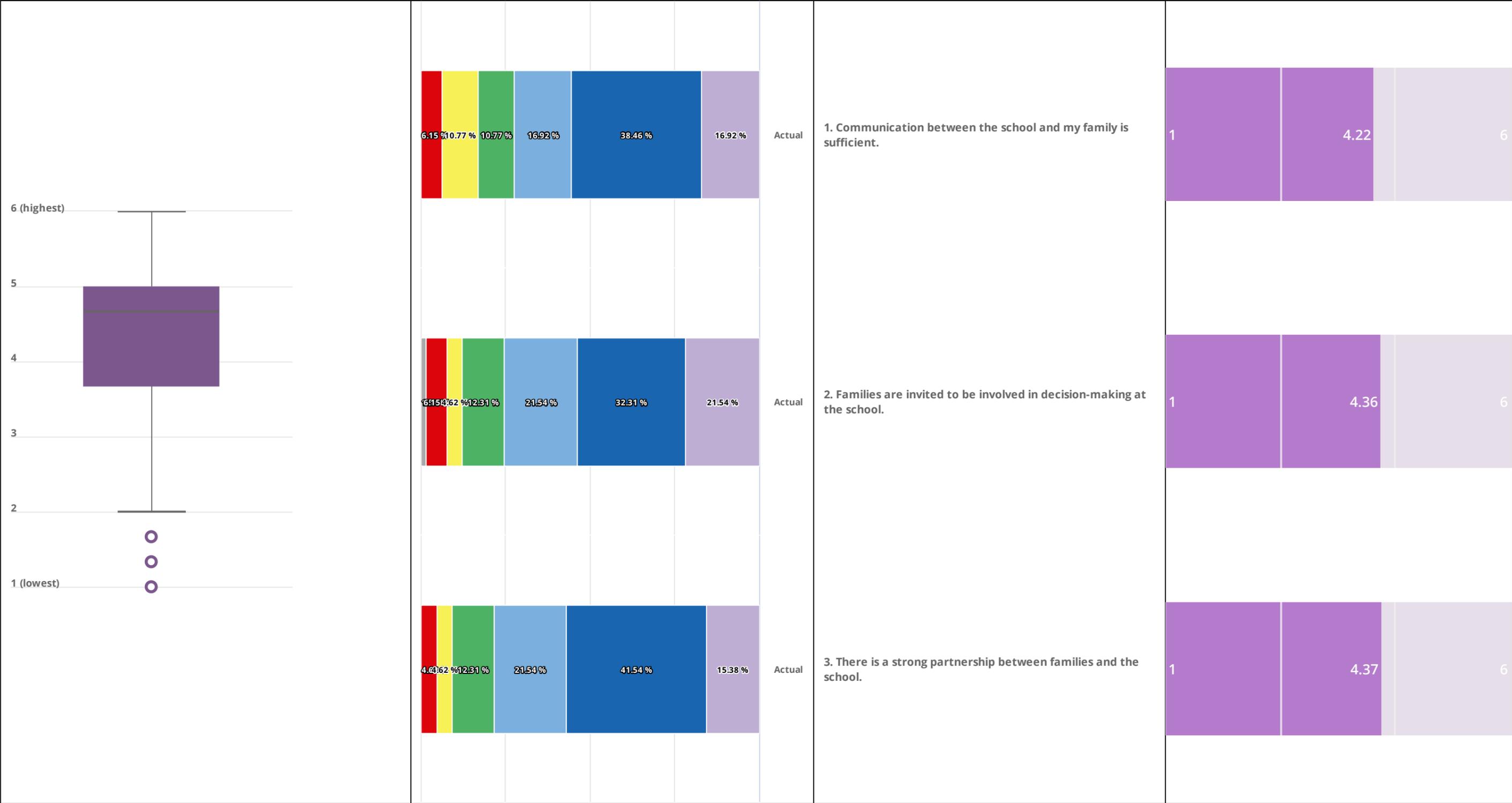
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

Parent & Caregiver Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Parent-School Partnerships

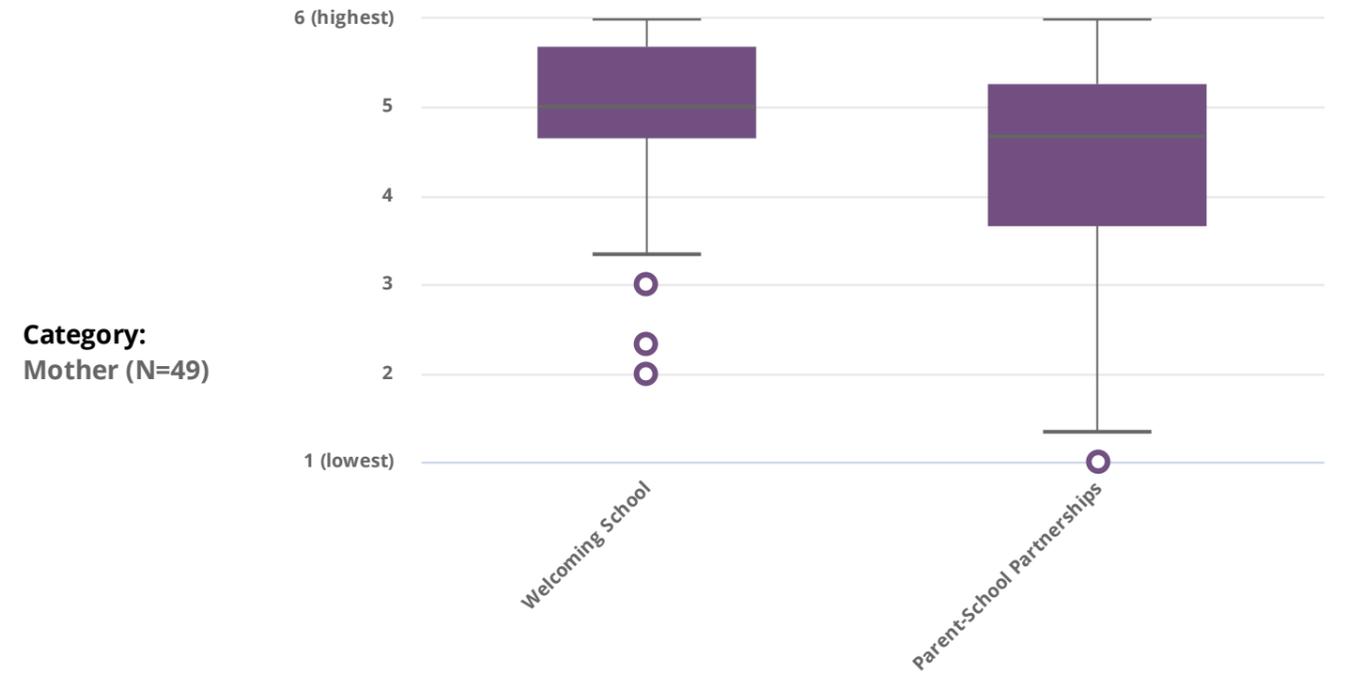
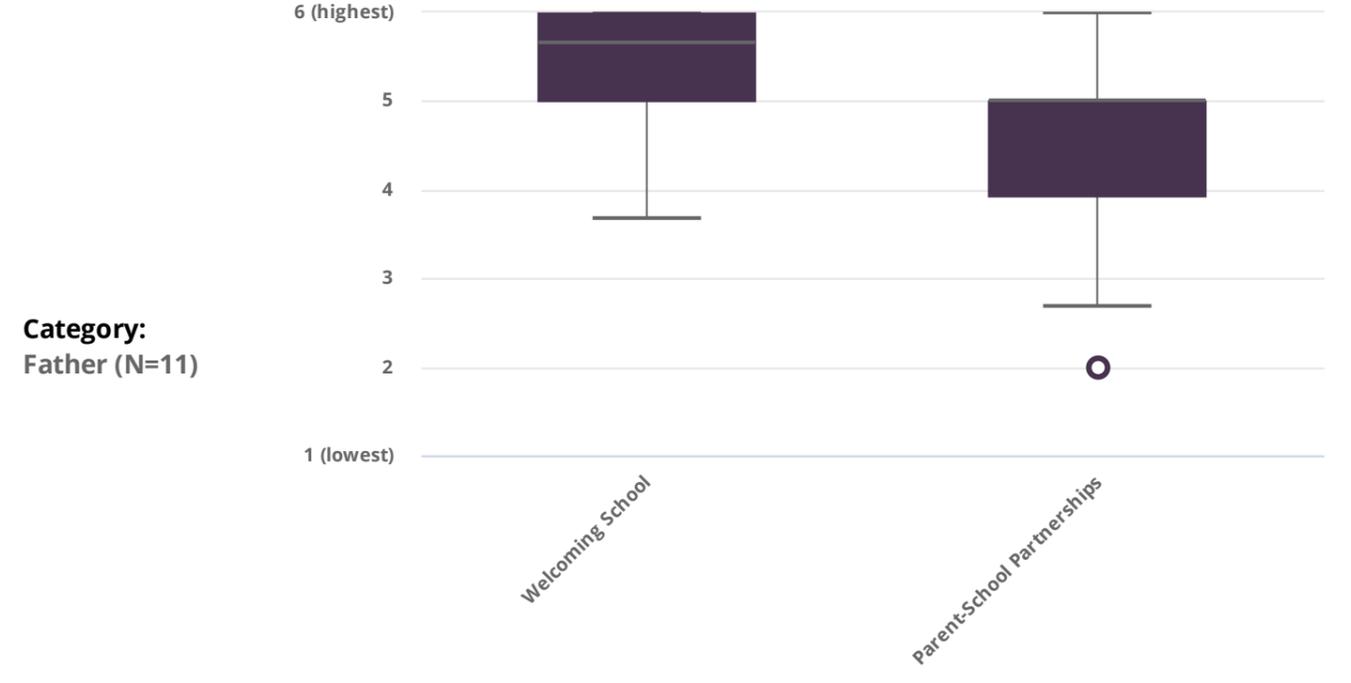
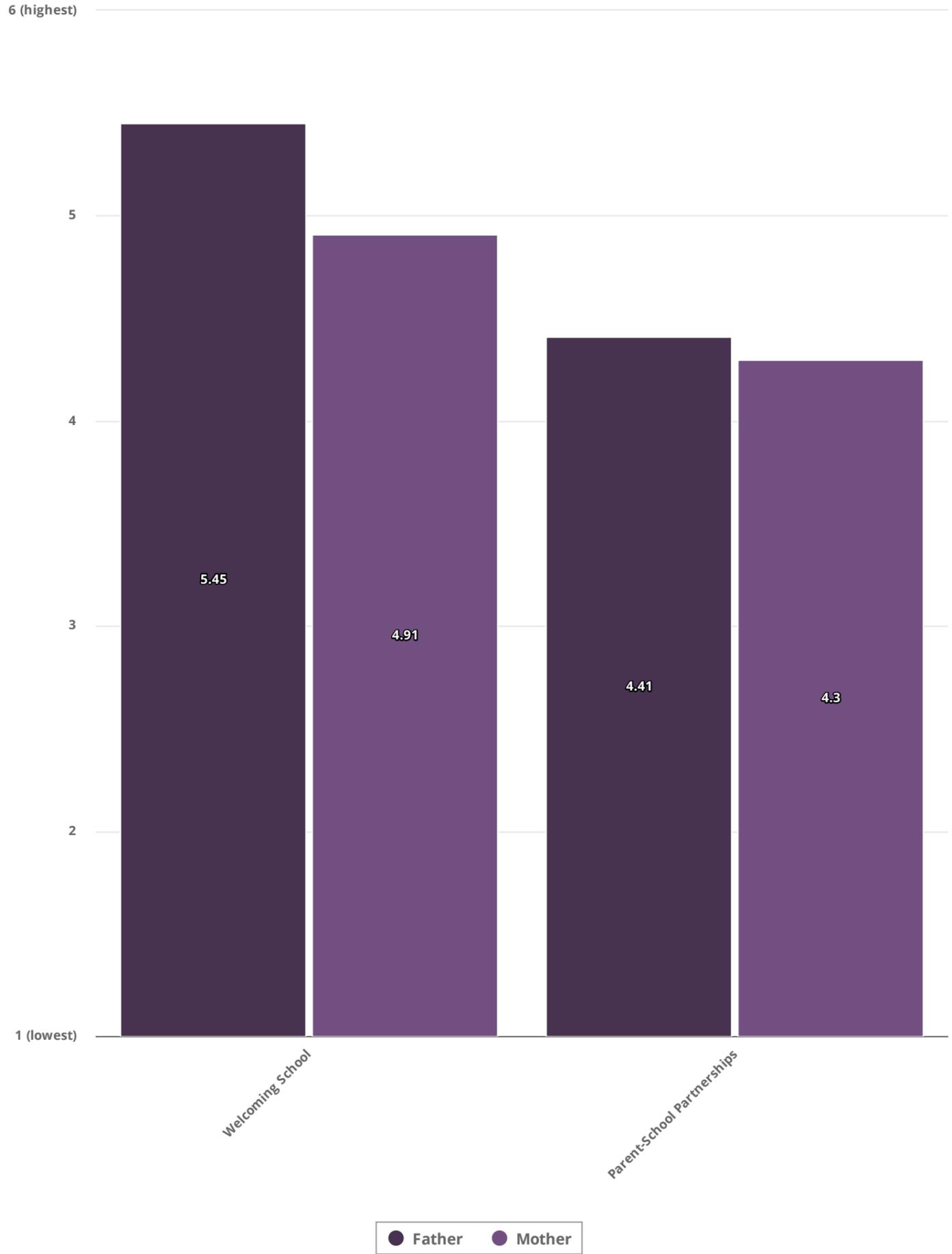
The extent to which parents and caregivers feel that the communication between home and school is sufficient and there are partnerships between families and the school.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

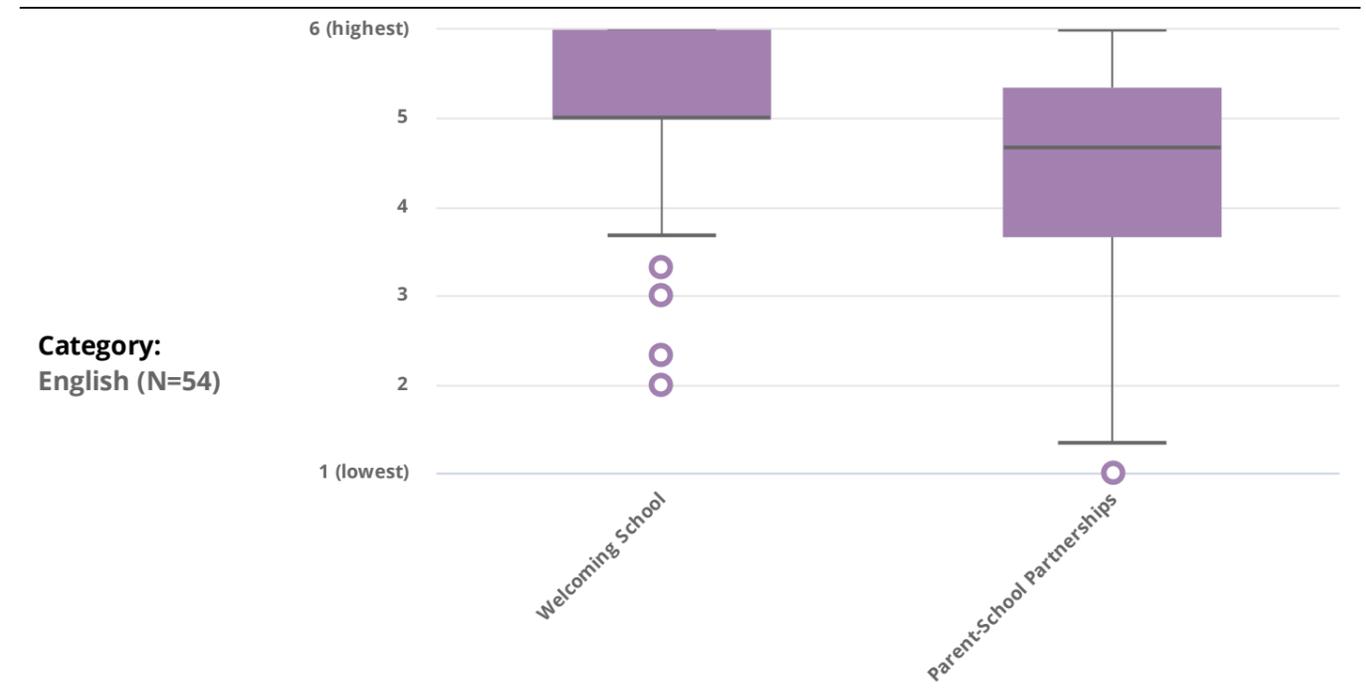
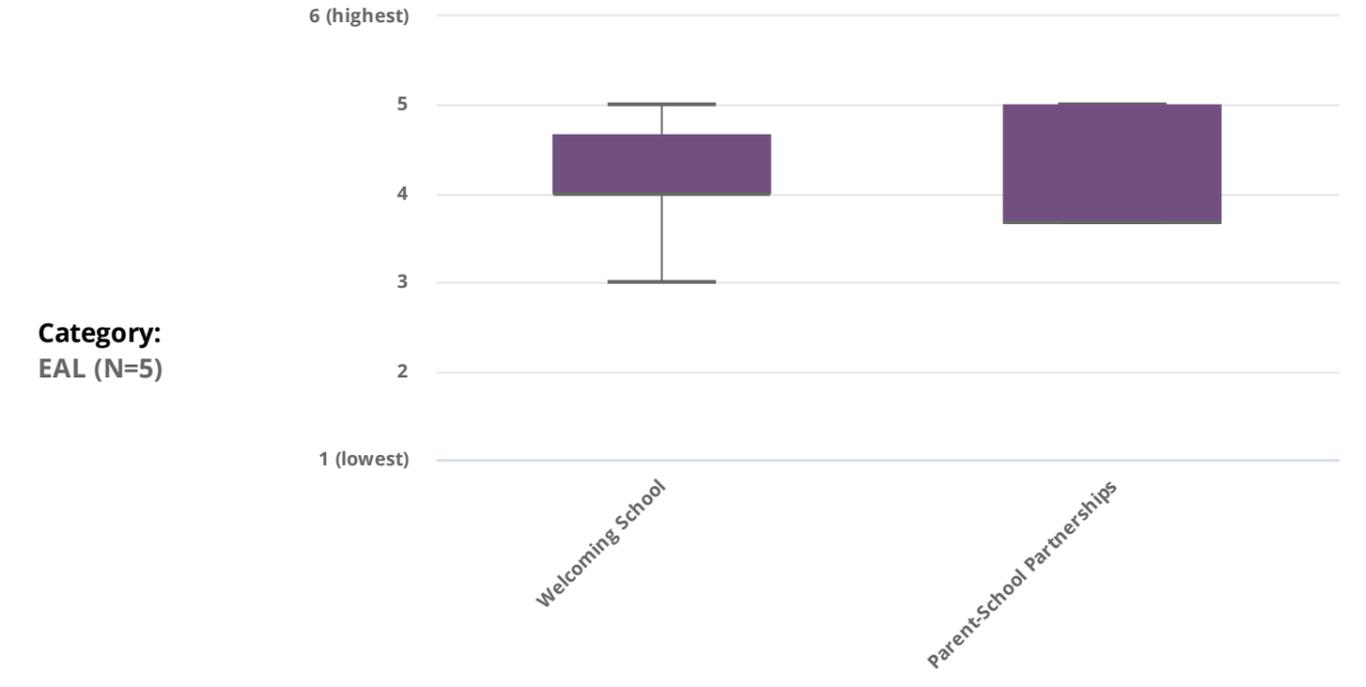
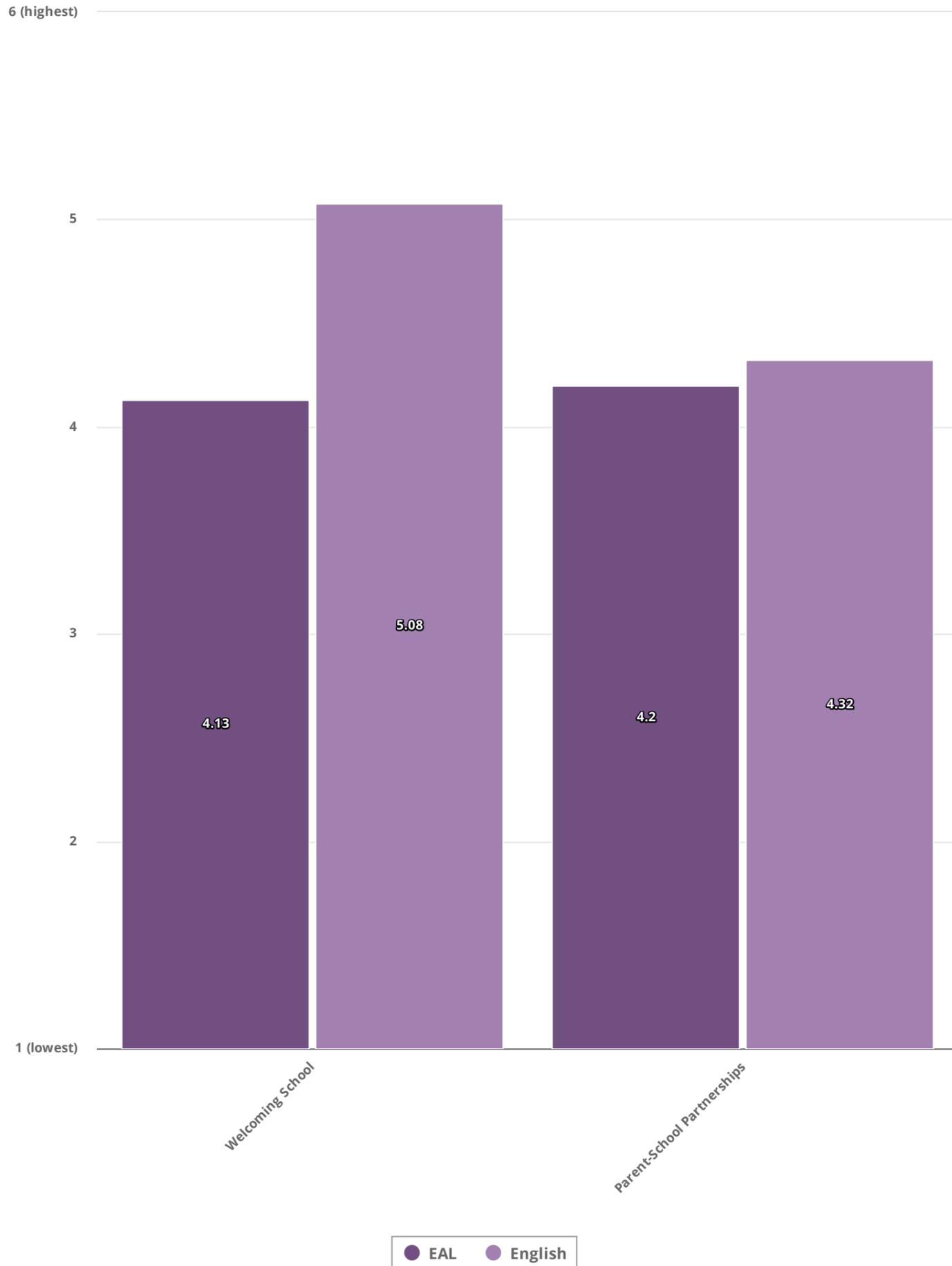
LLL Component 4: Community Engagement by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



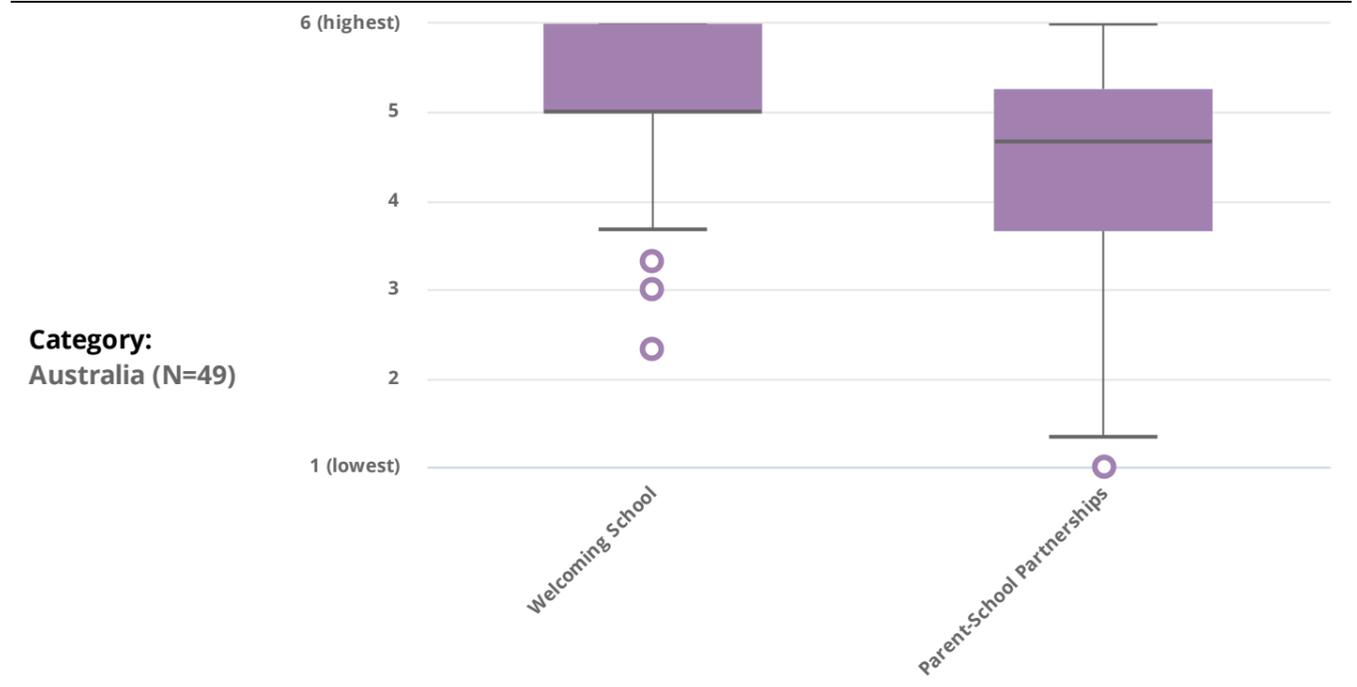
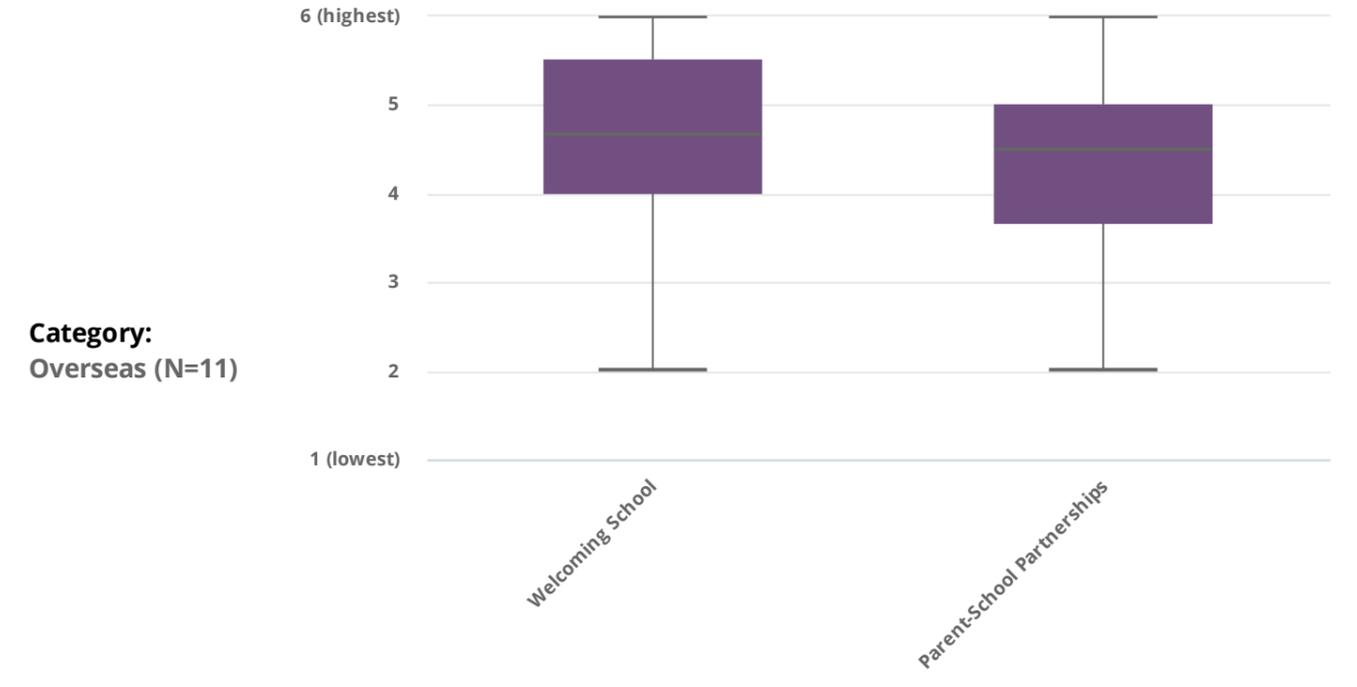
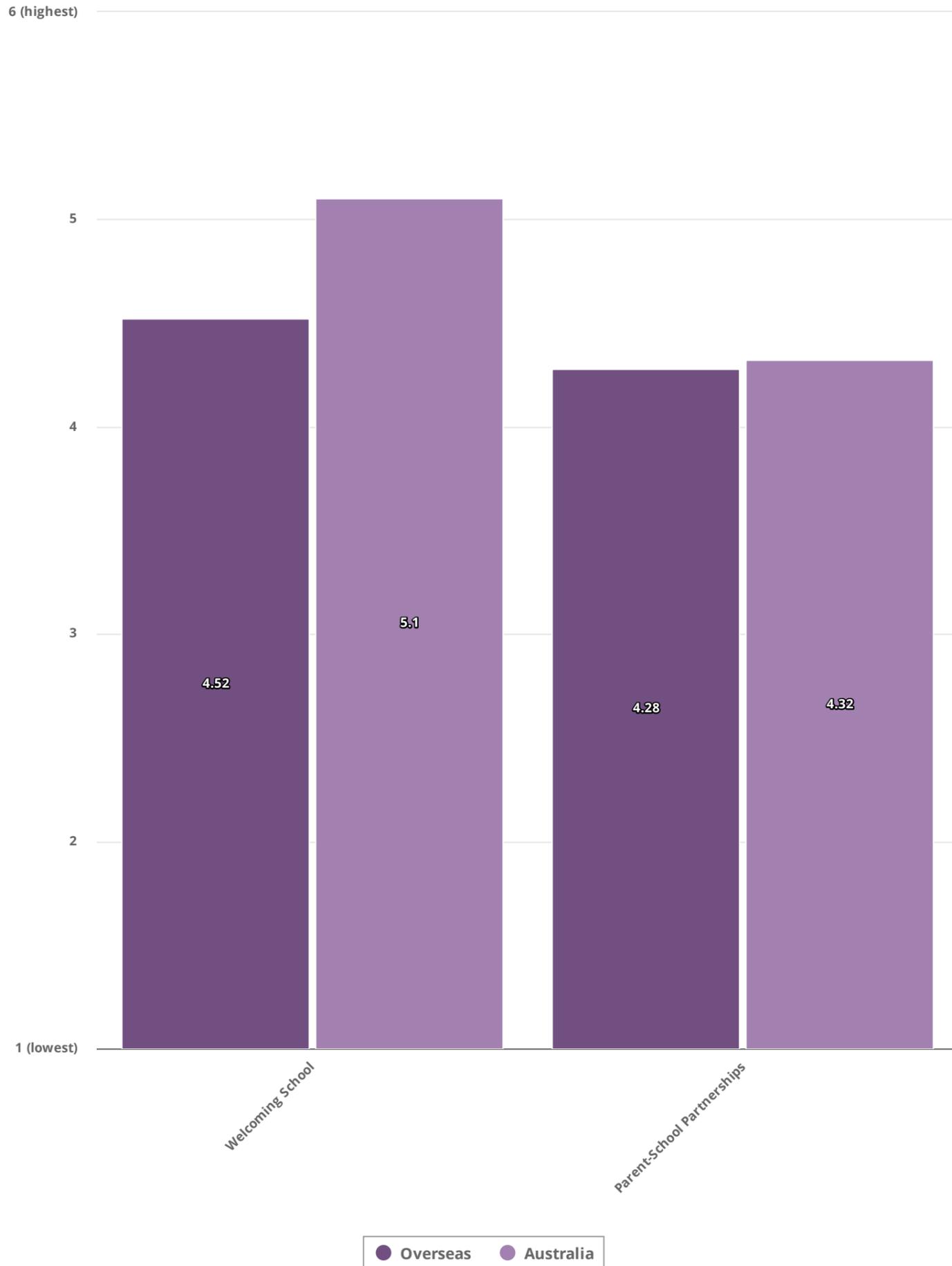
LLL Component 4: Community Engagement by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



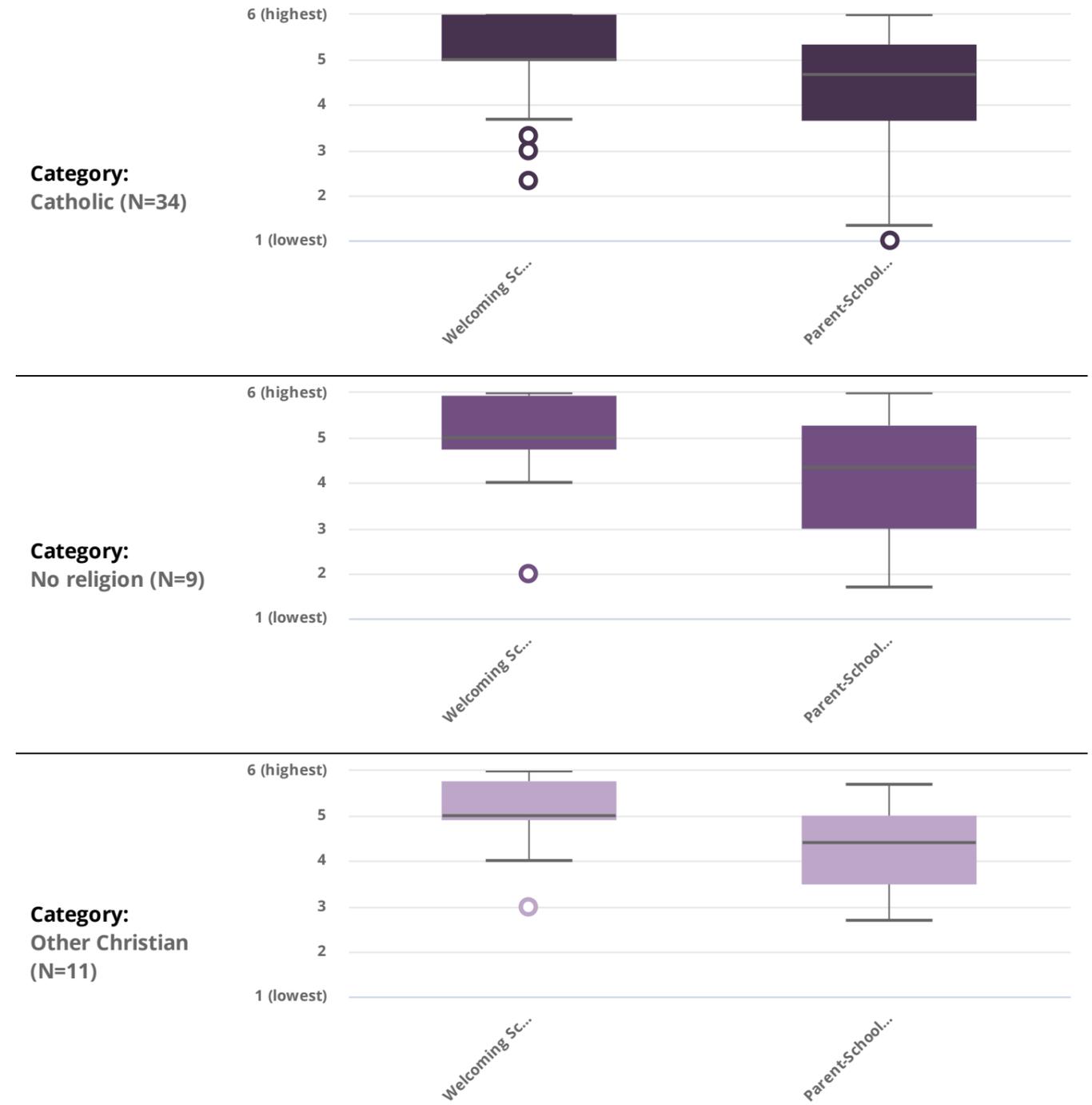
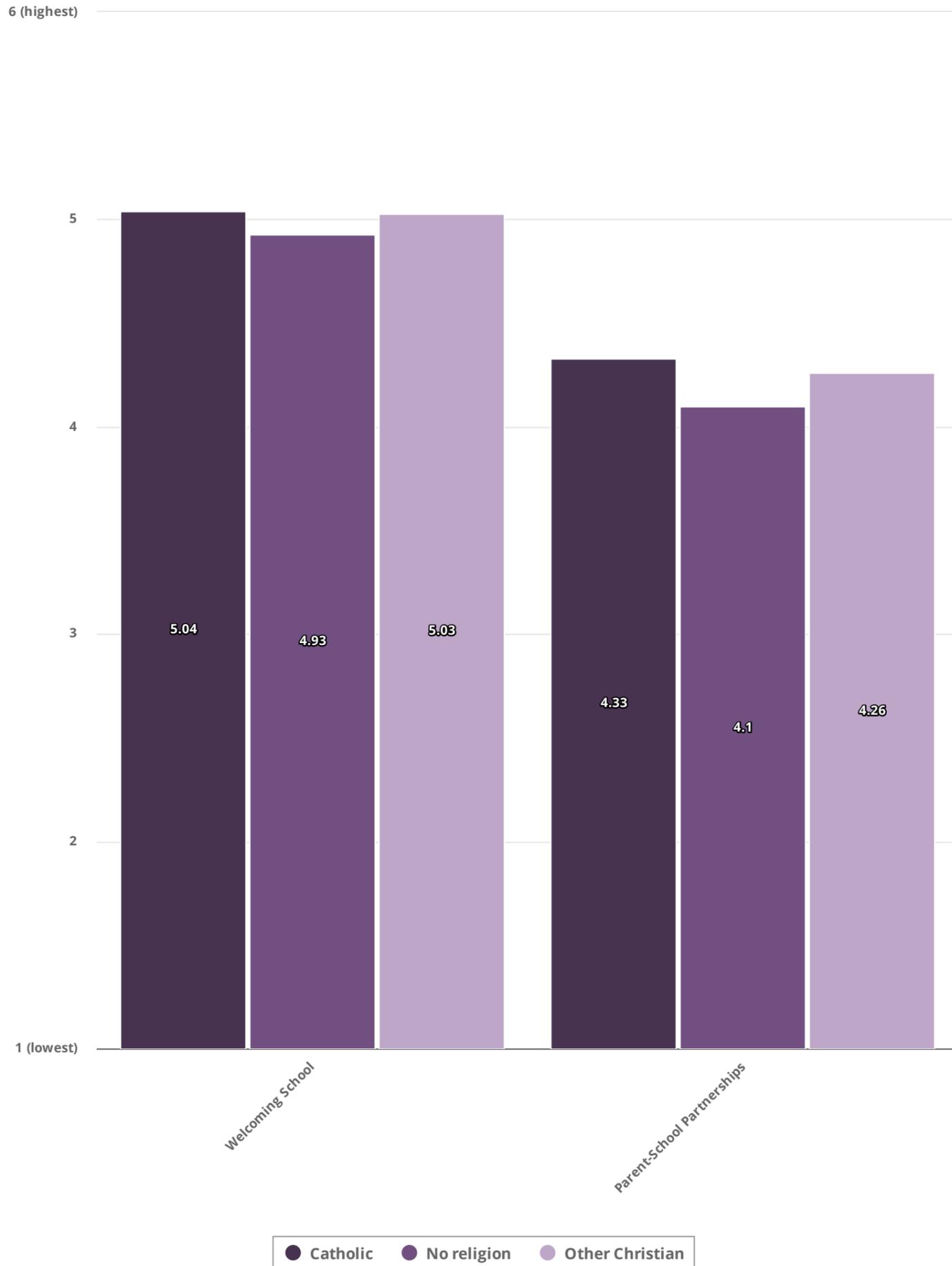
LLL Component 4: Community Engagement by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 4: Community Engagement by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

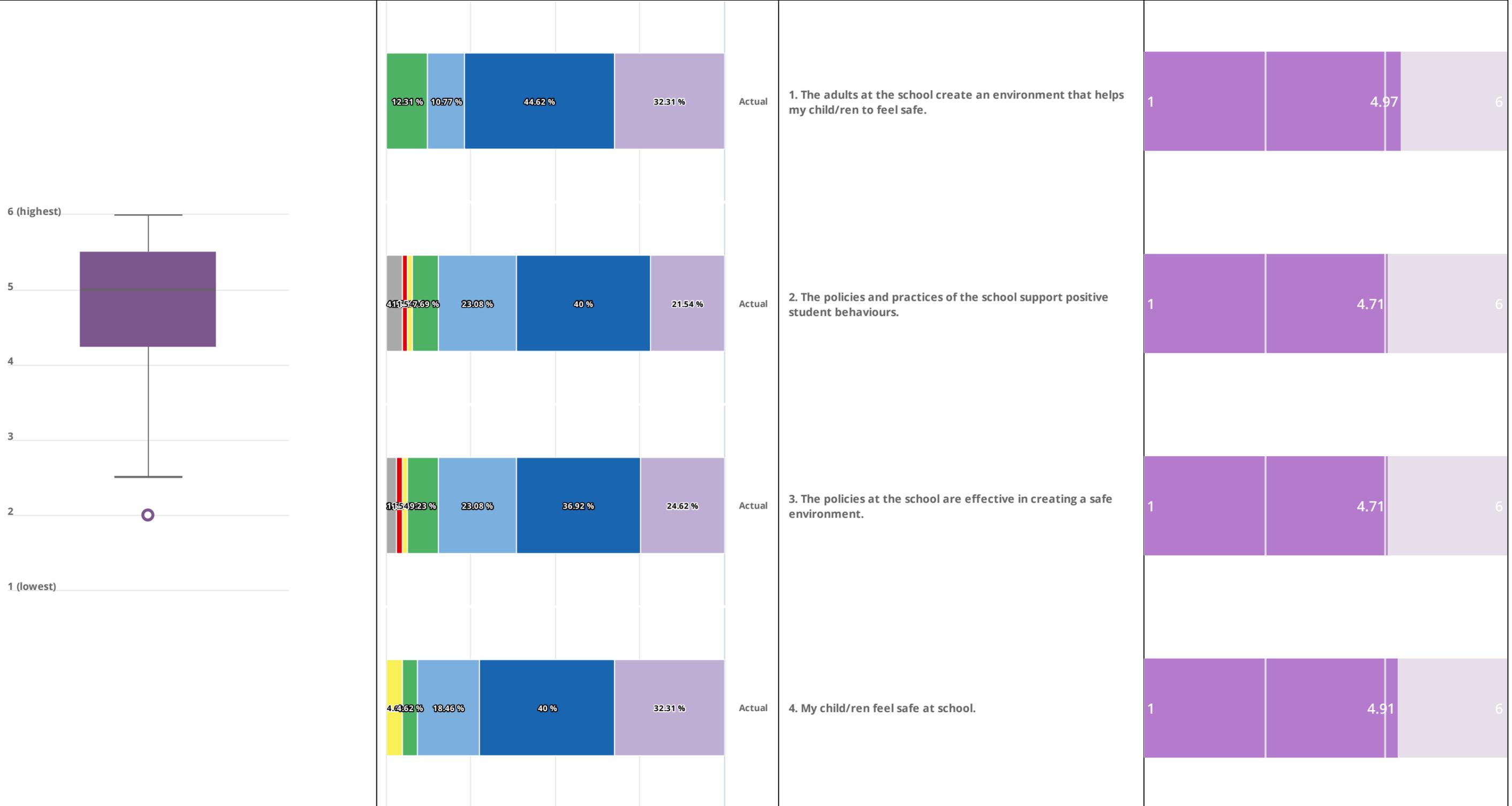


Parent & Caregiver Perceptions (Safety)

BSC Quadrant: COMMUNITY

Construct: Safe School

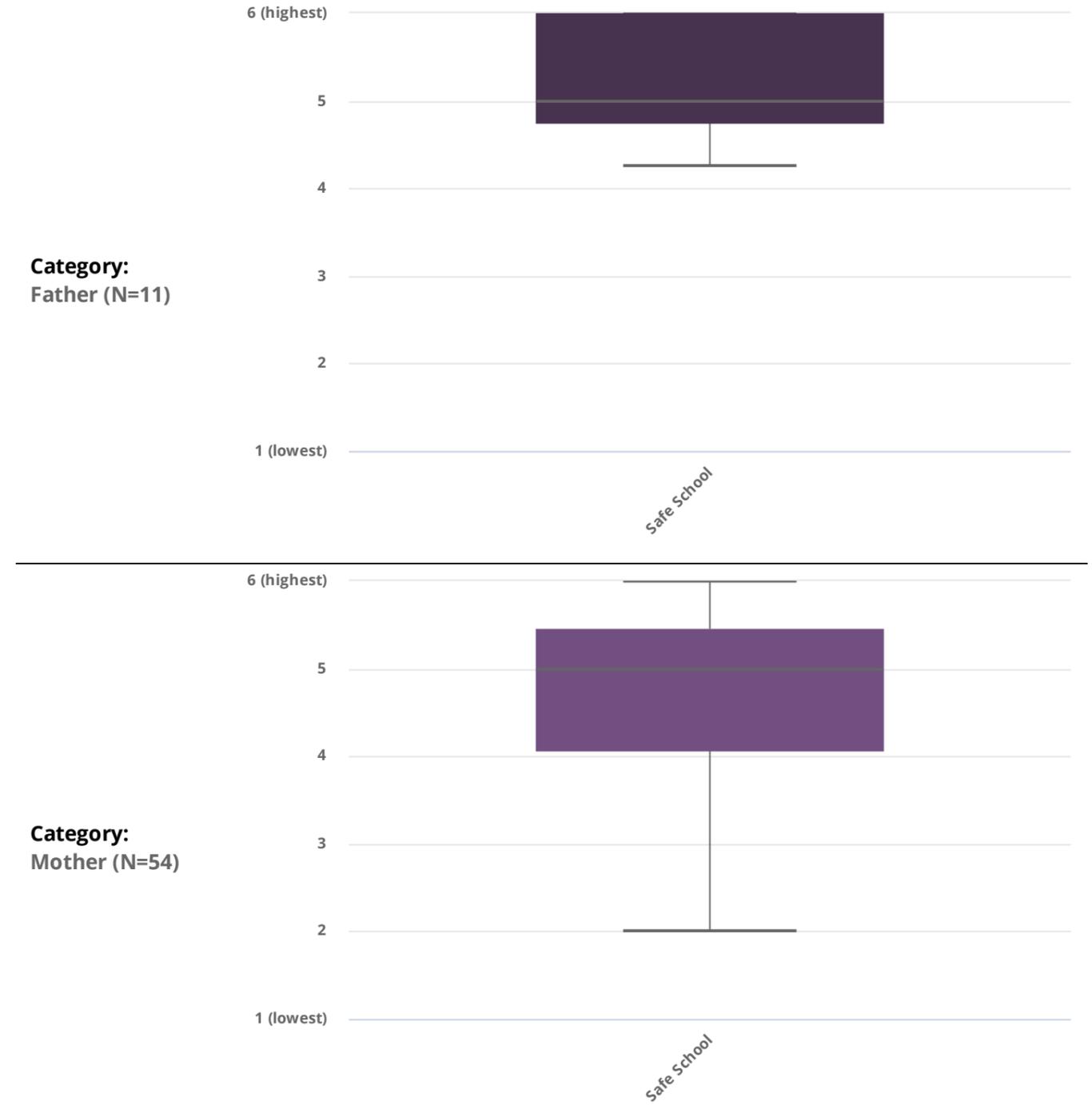
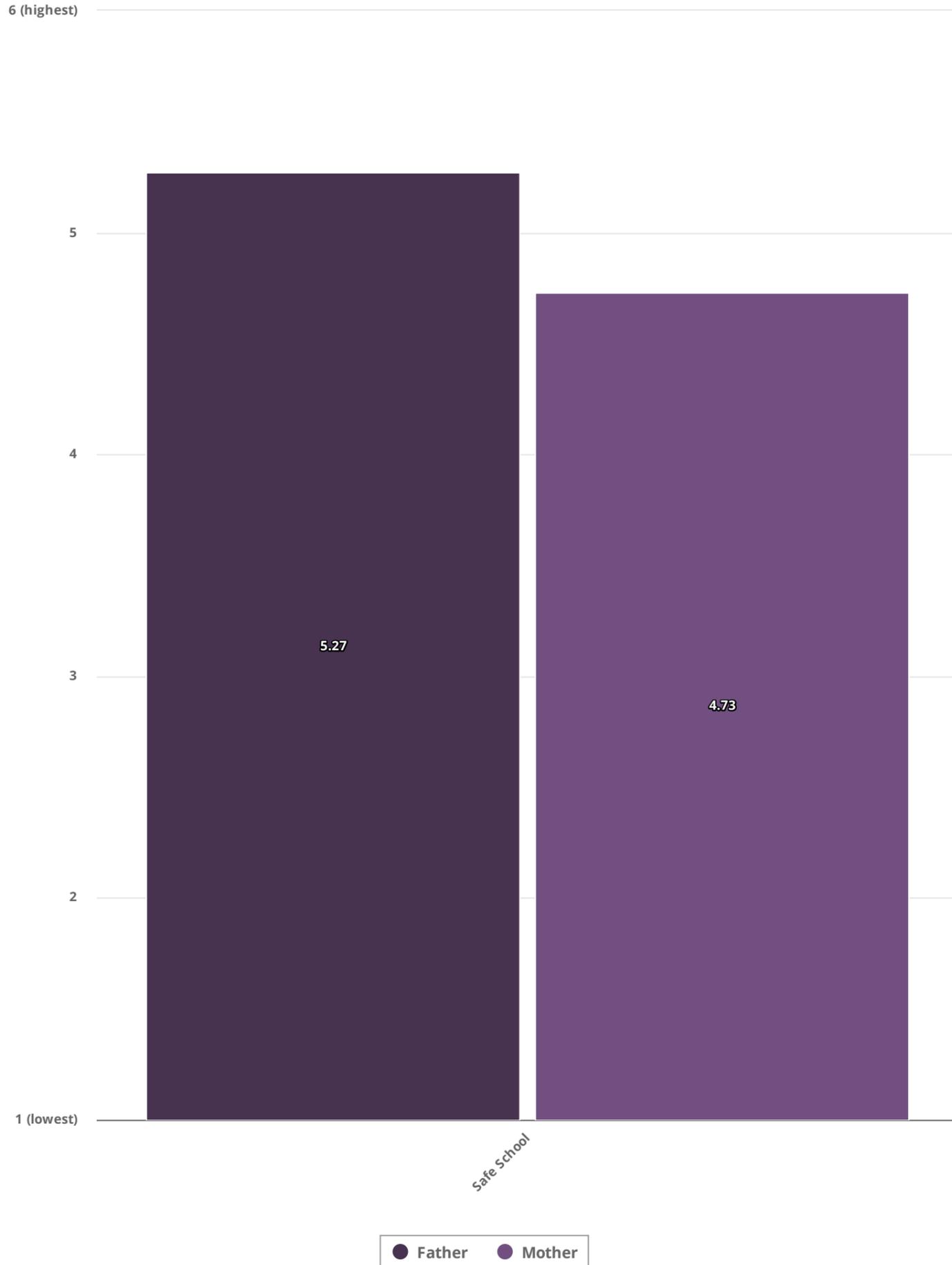
The extent to which parents and caregivers feel that the school provides a safe environment for their children.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

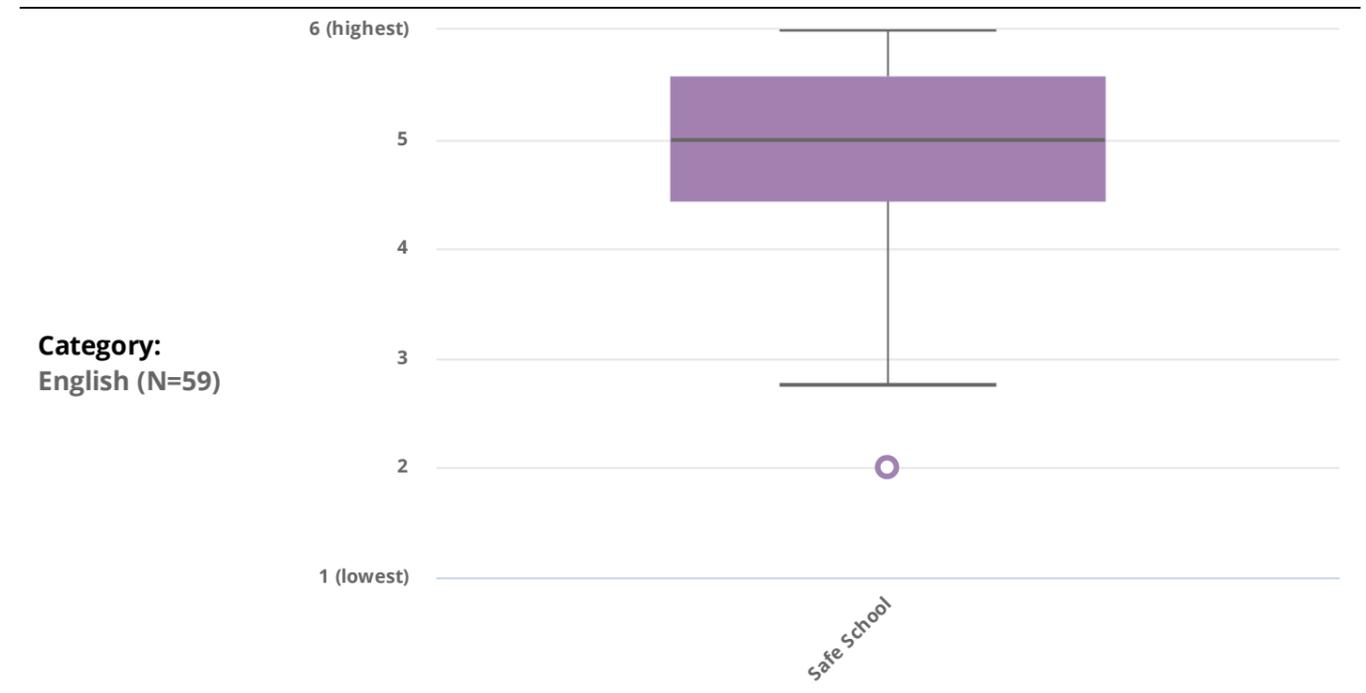
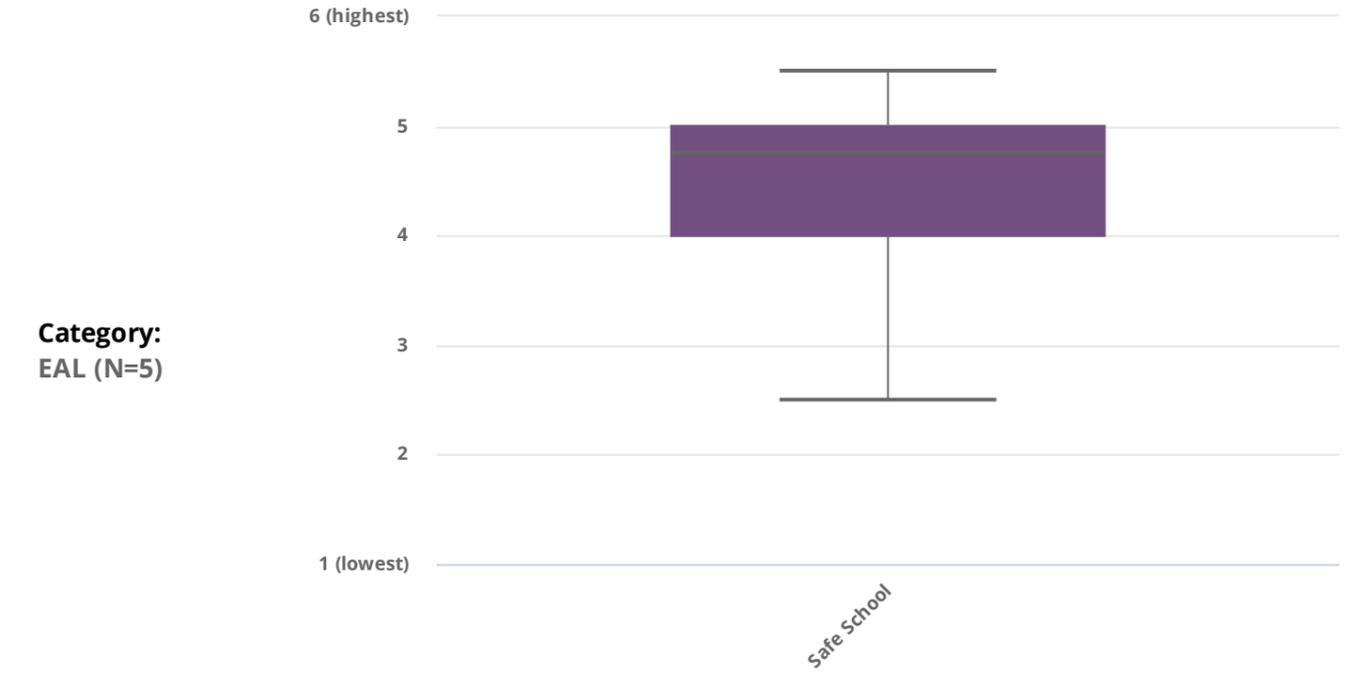
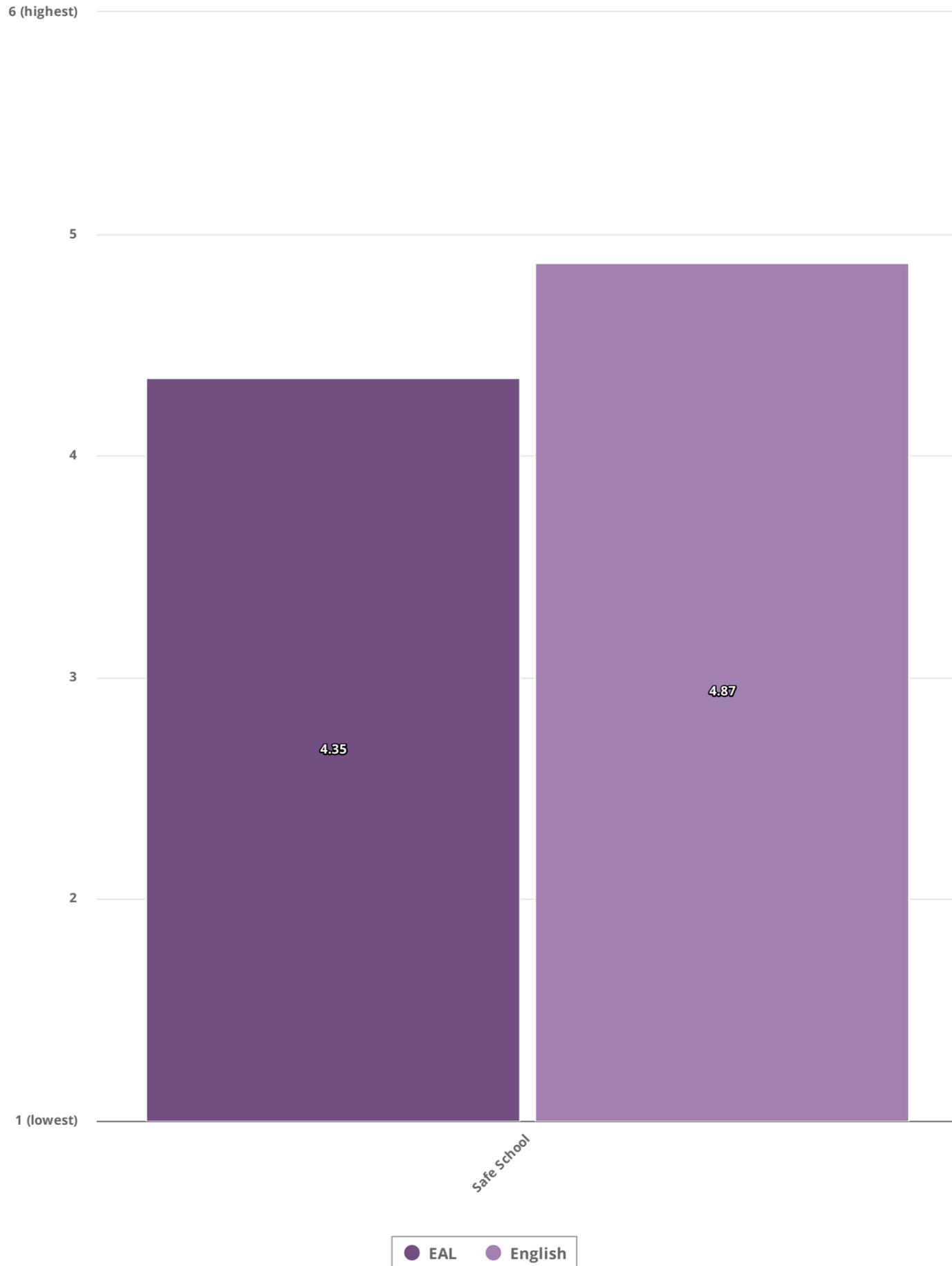
Additional Construct: Safety by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



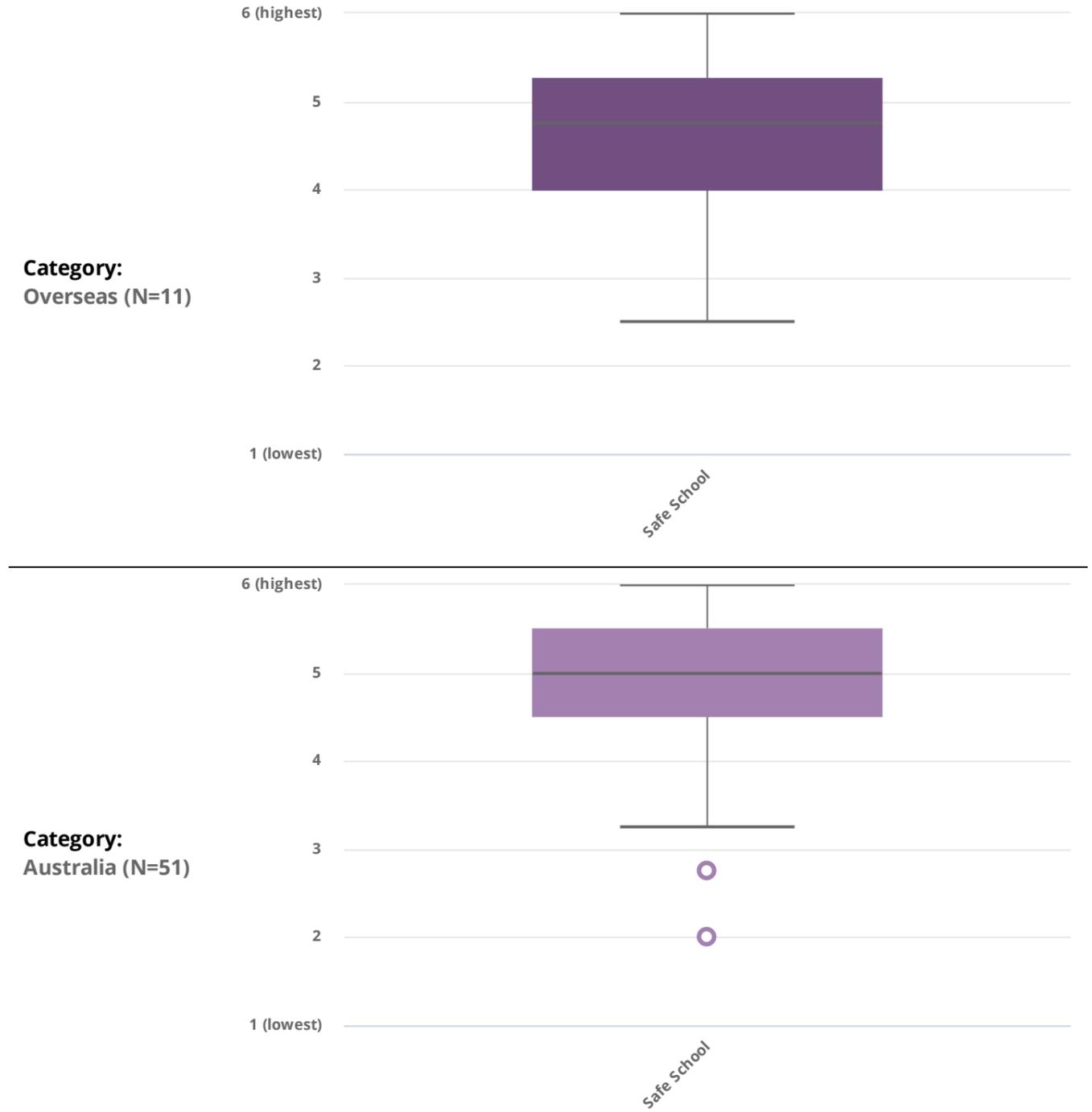
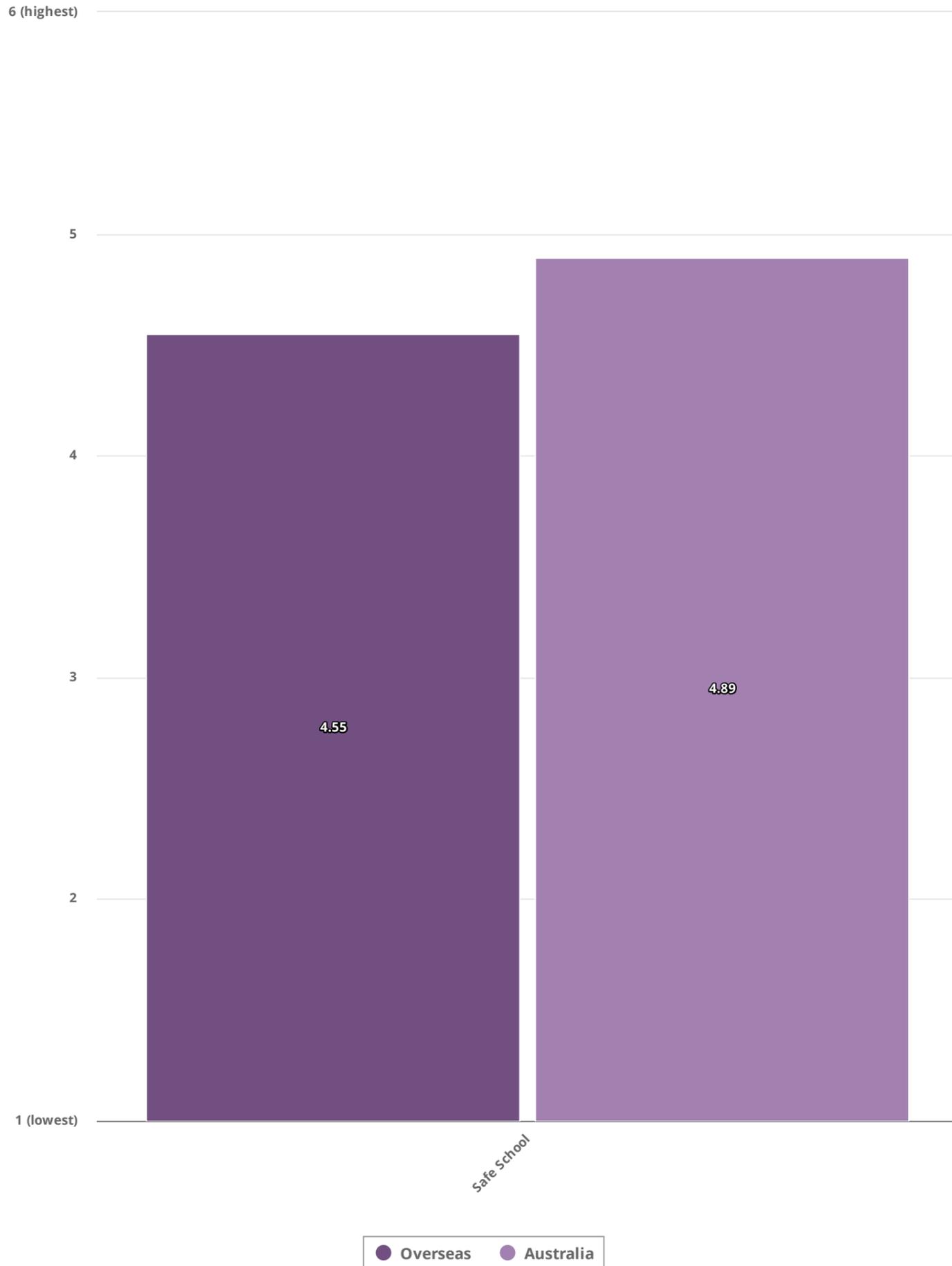
Additional Construct: Safety by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



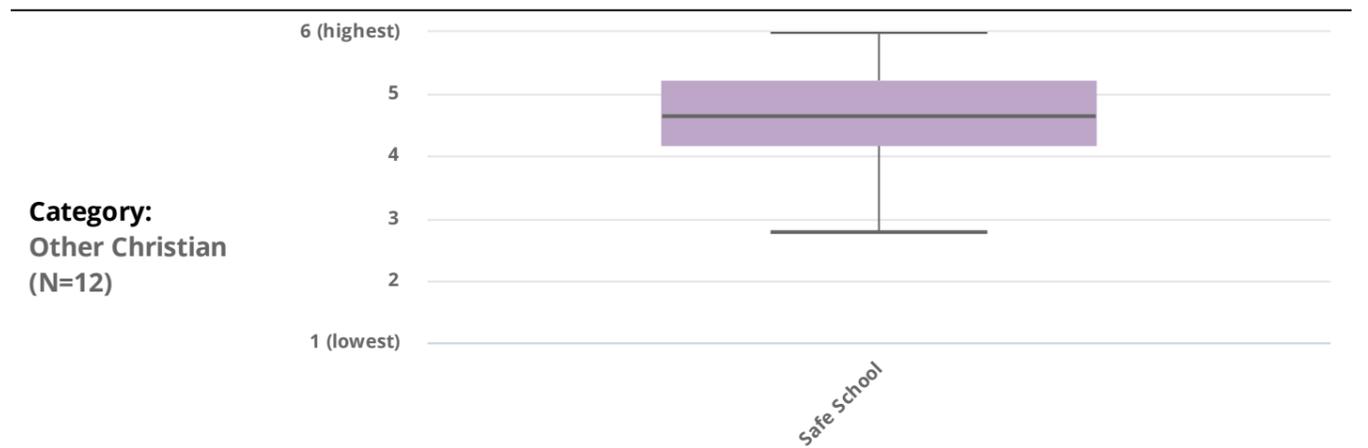
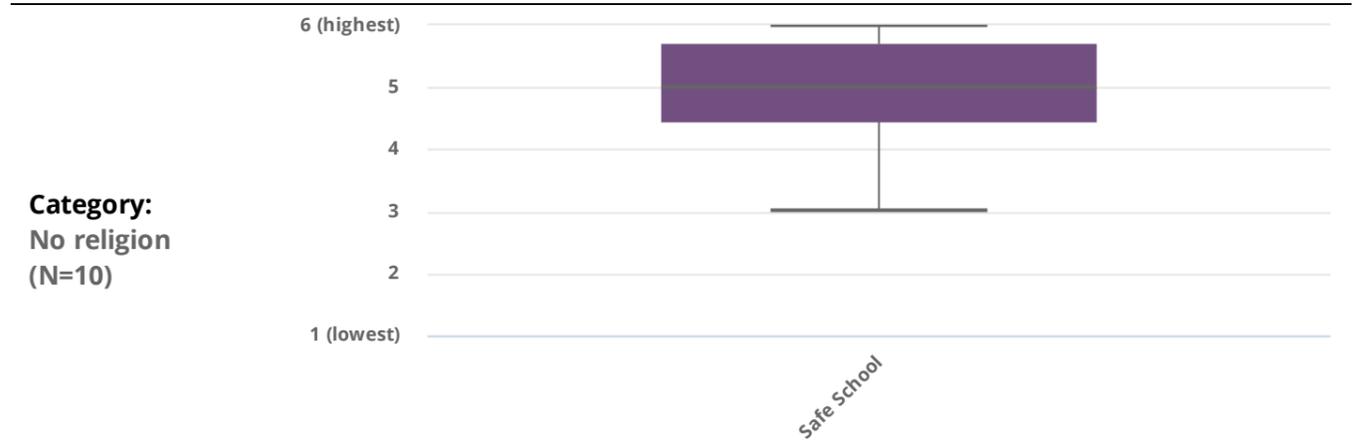
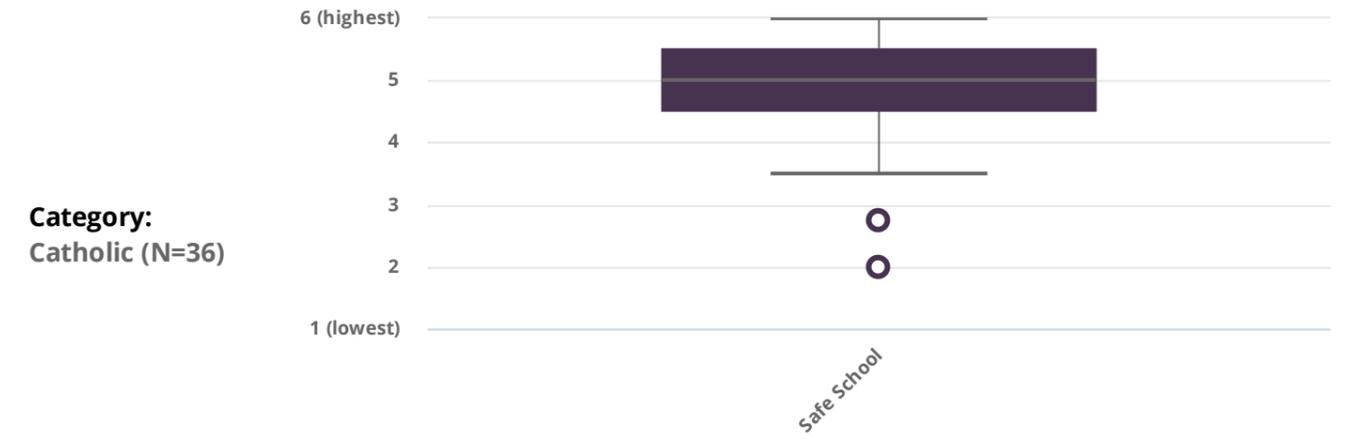
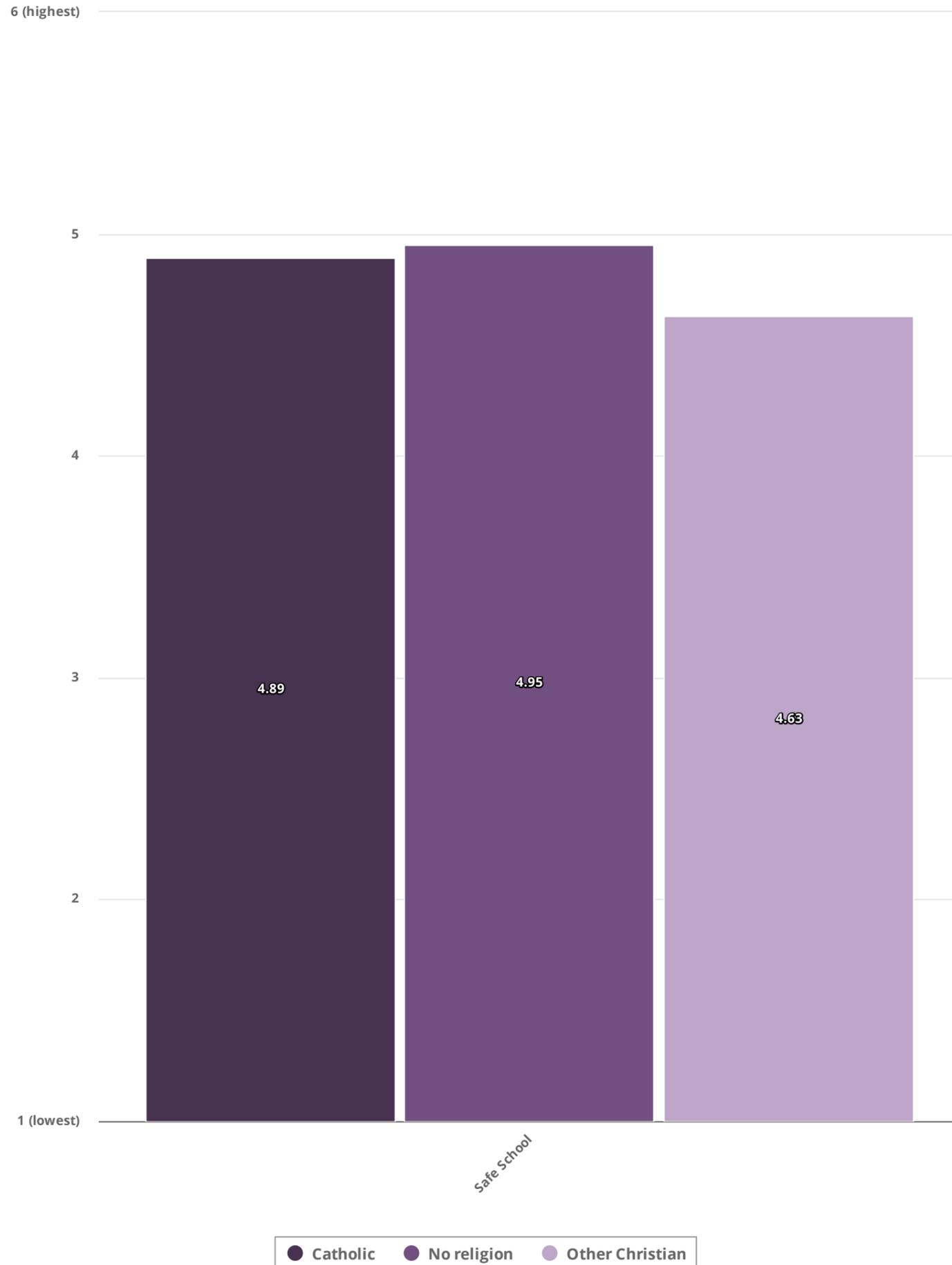
Additional Construct: Safety by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Safety by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

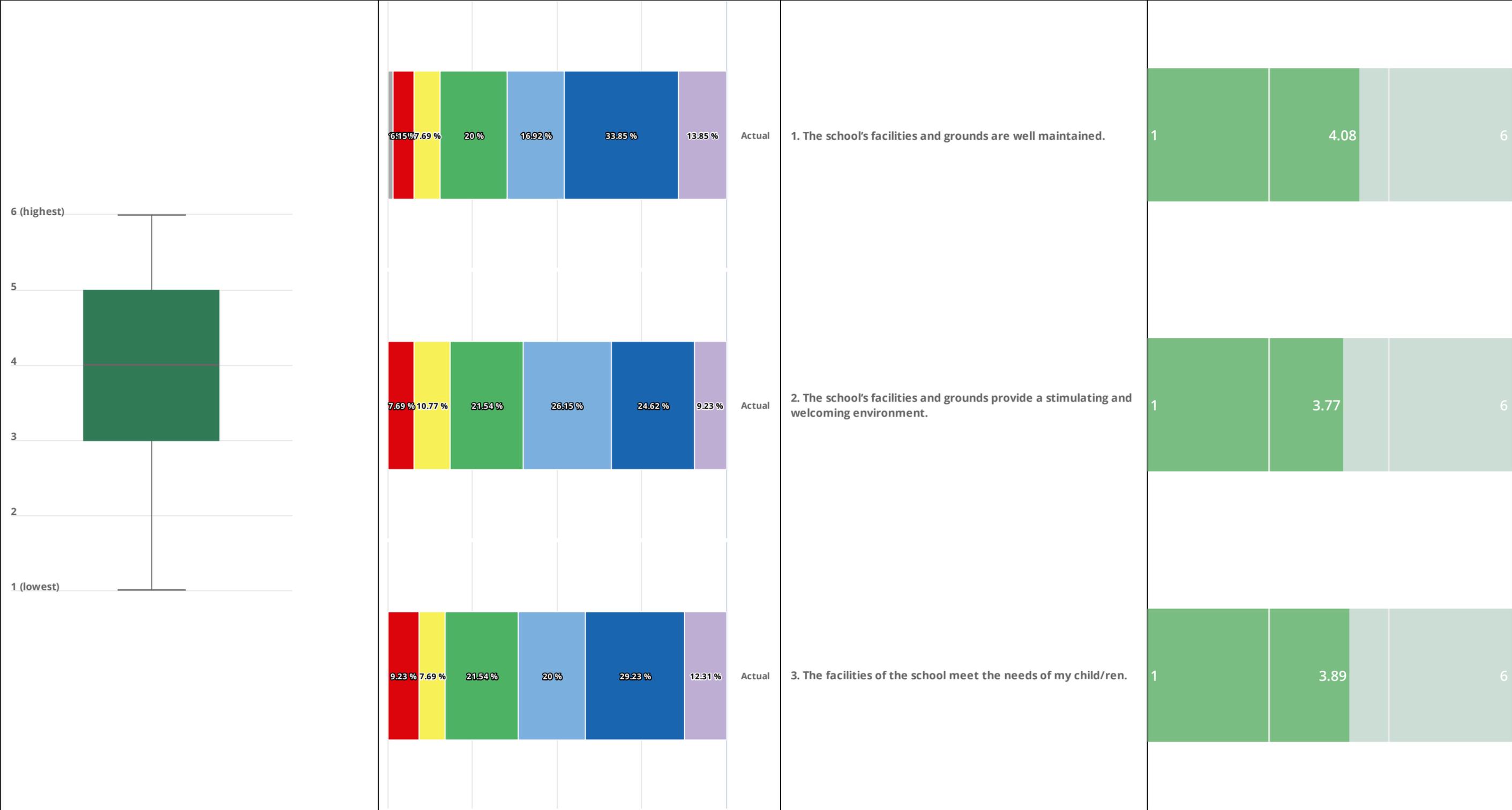


Parent & Caregiver Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

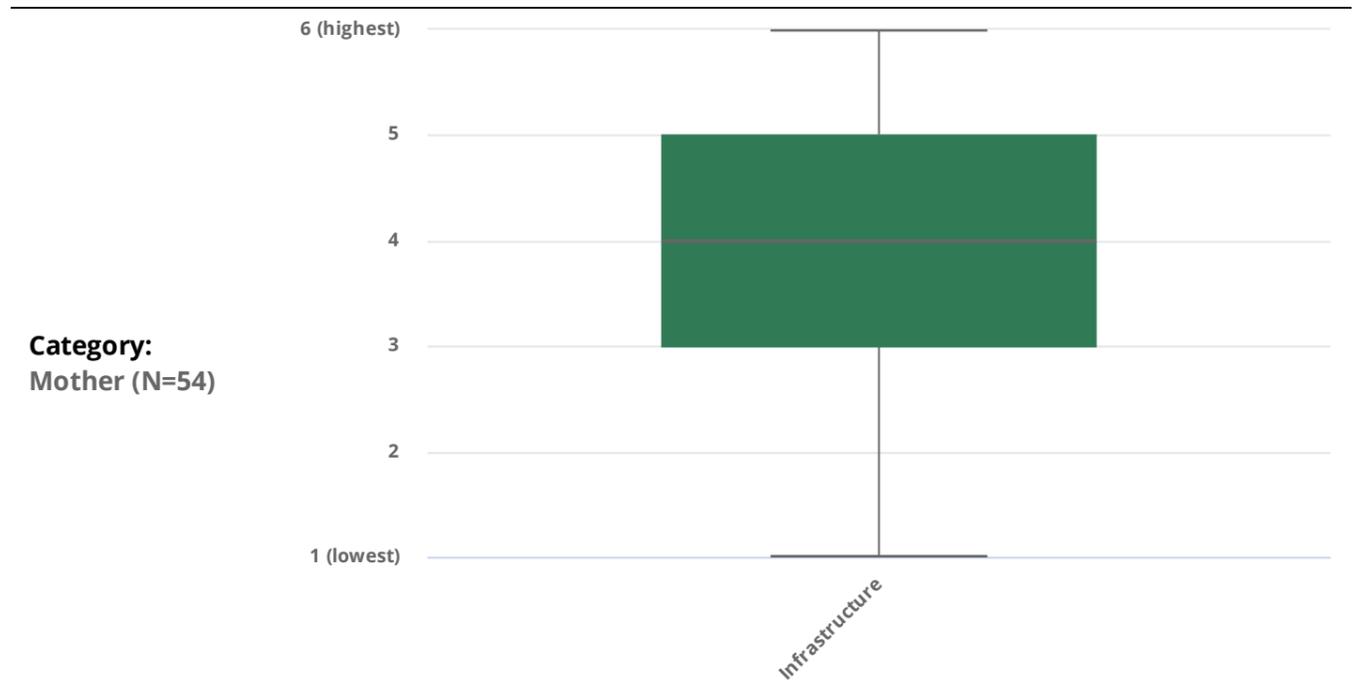
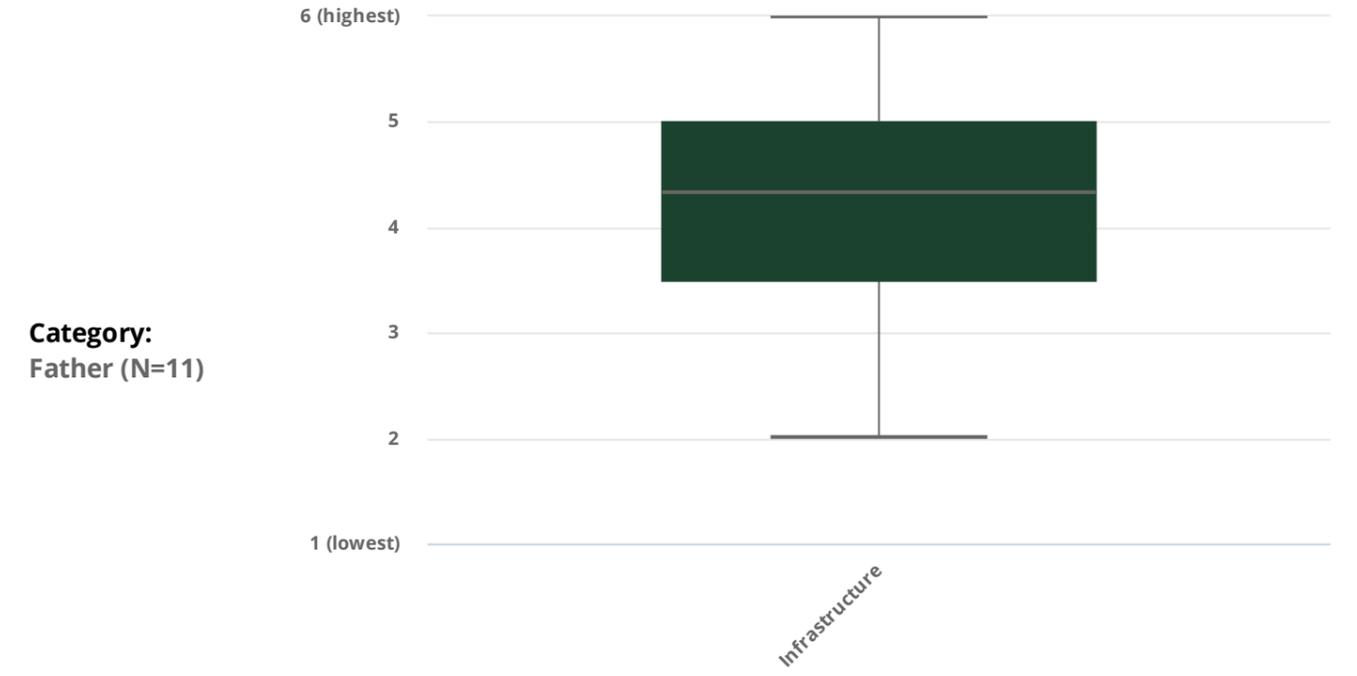
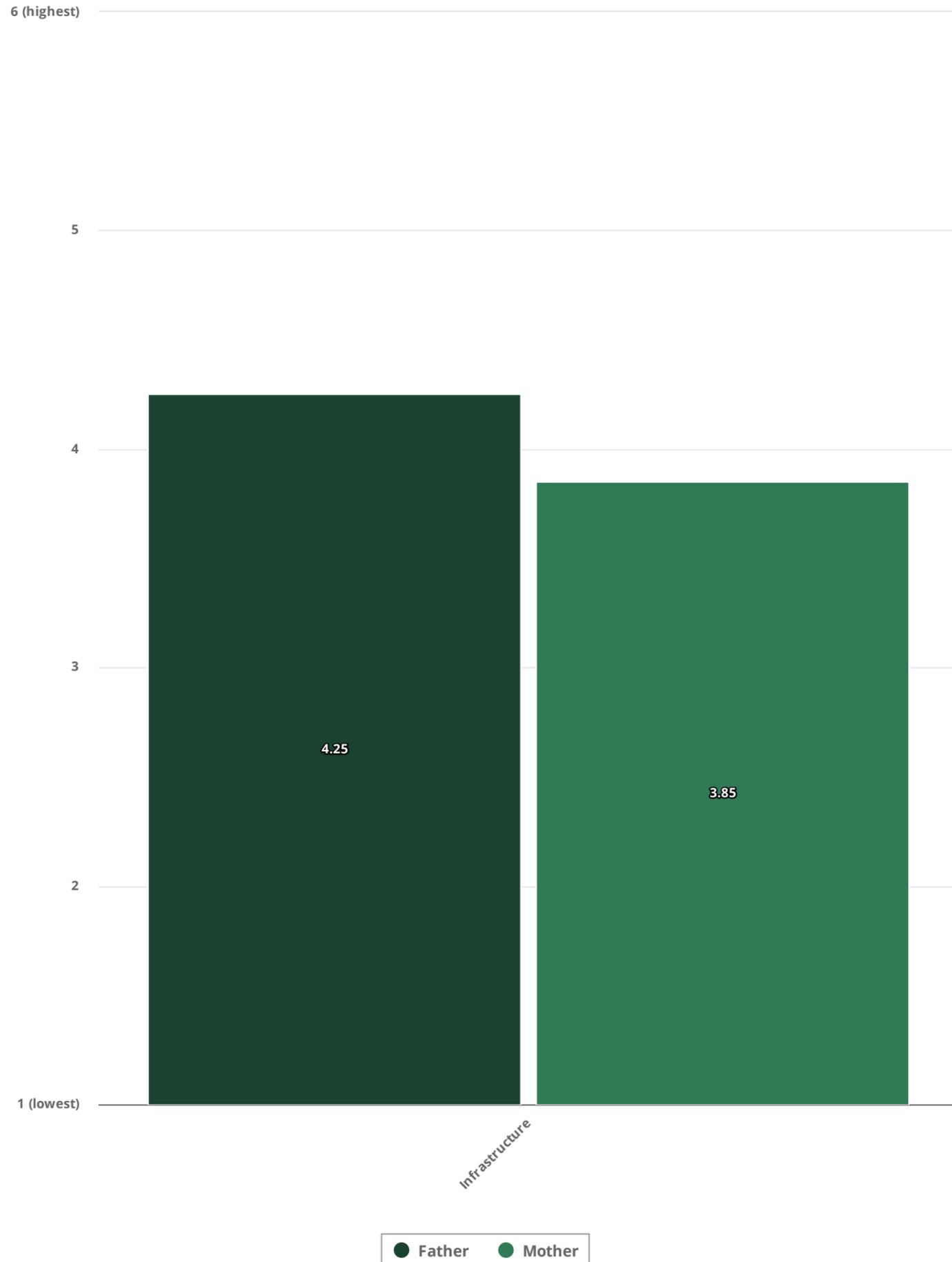
The extent to which parents and caregivers feel positive about the school buildings and grounds.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

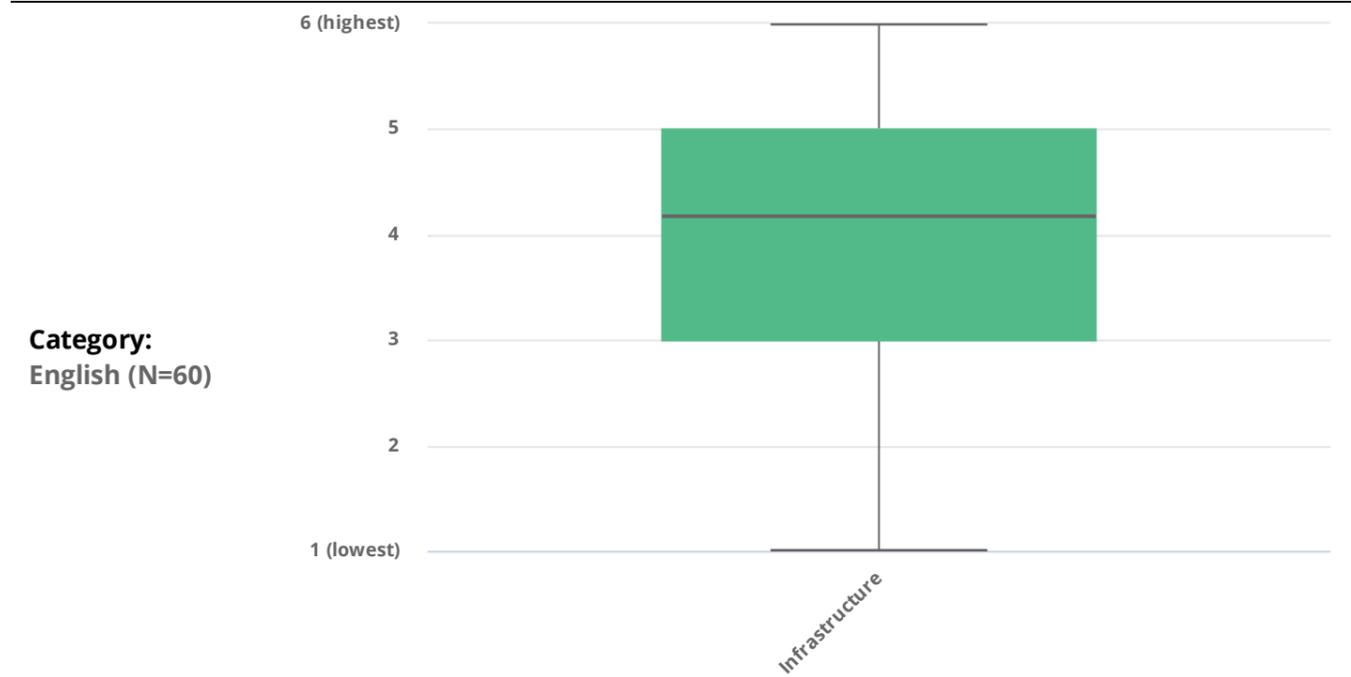
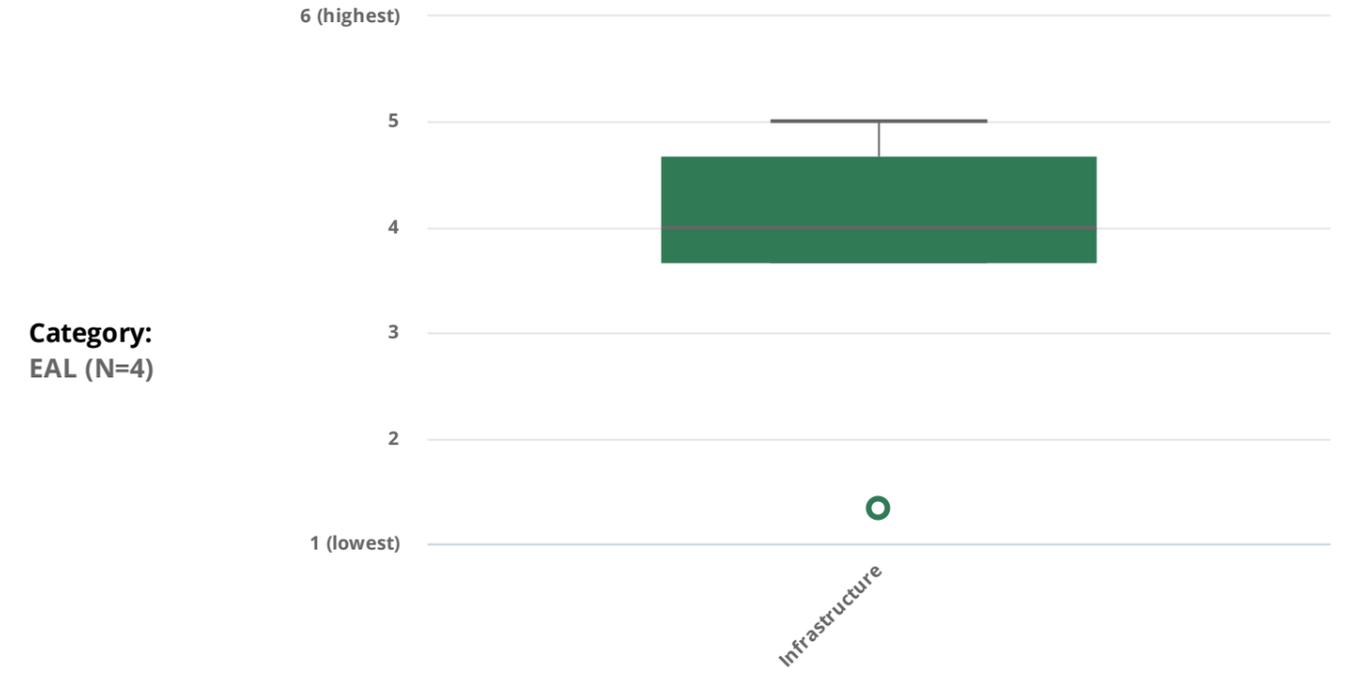
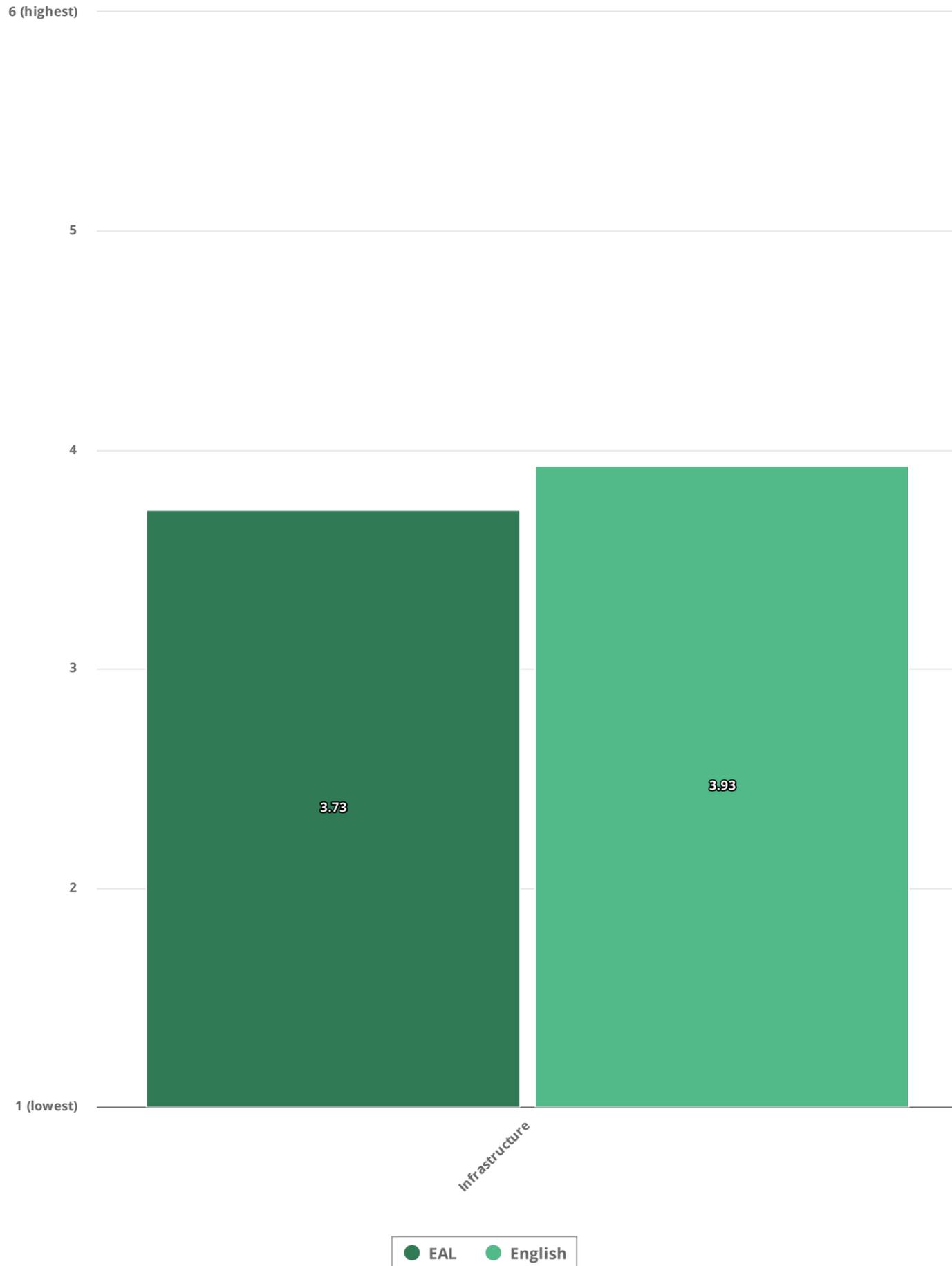
Additional Construct: Infrastructure by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



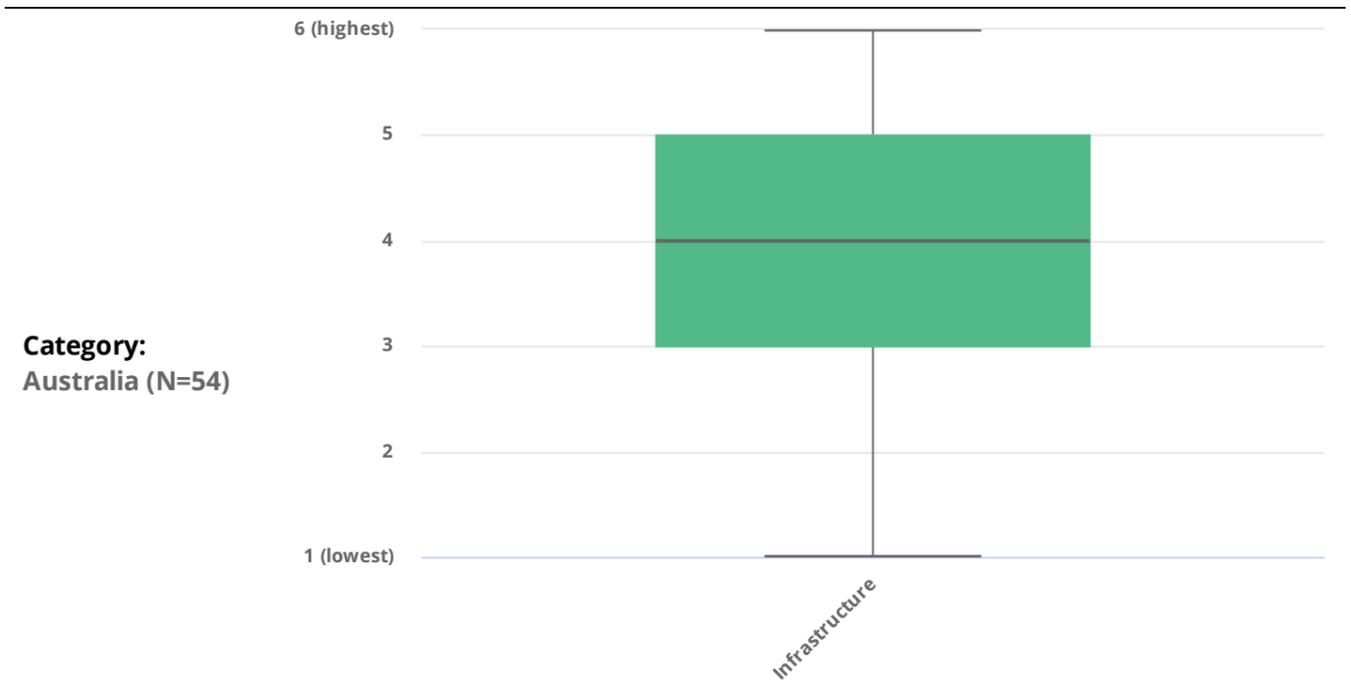
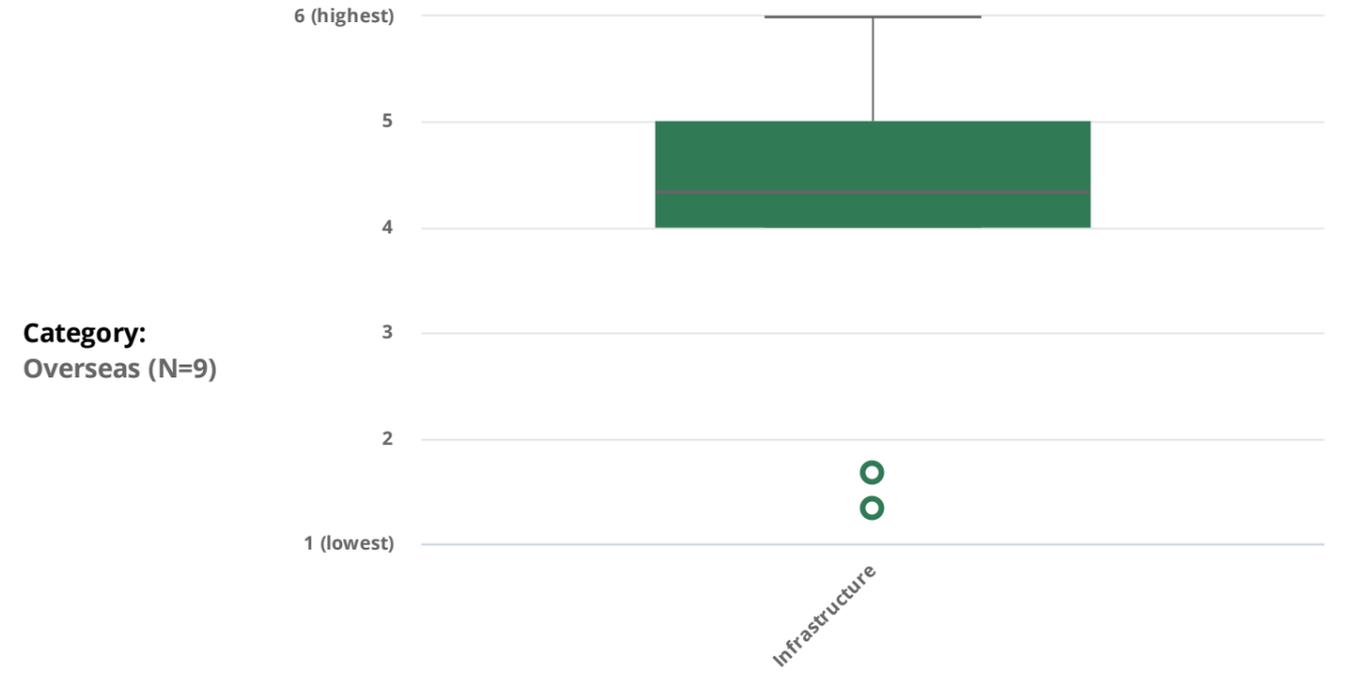
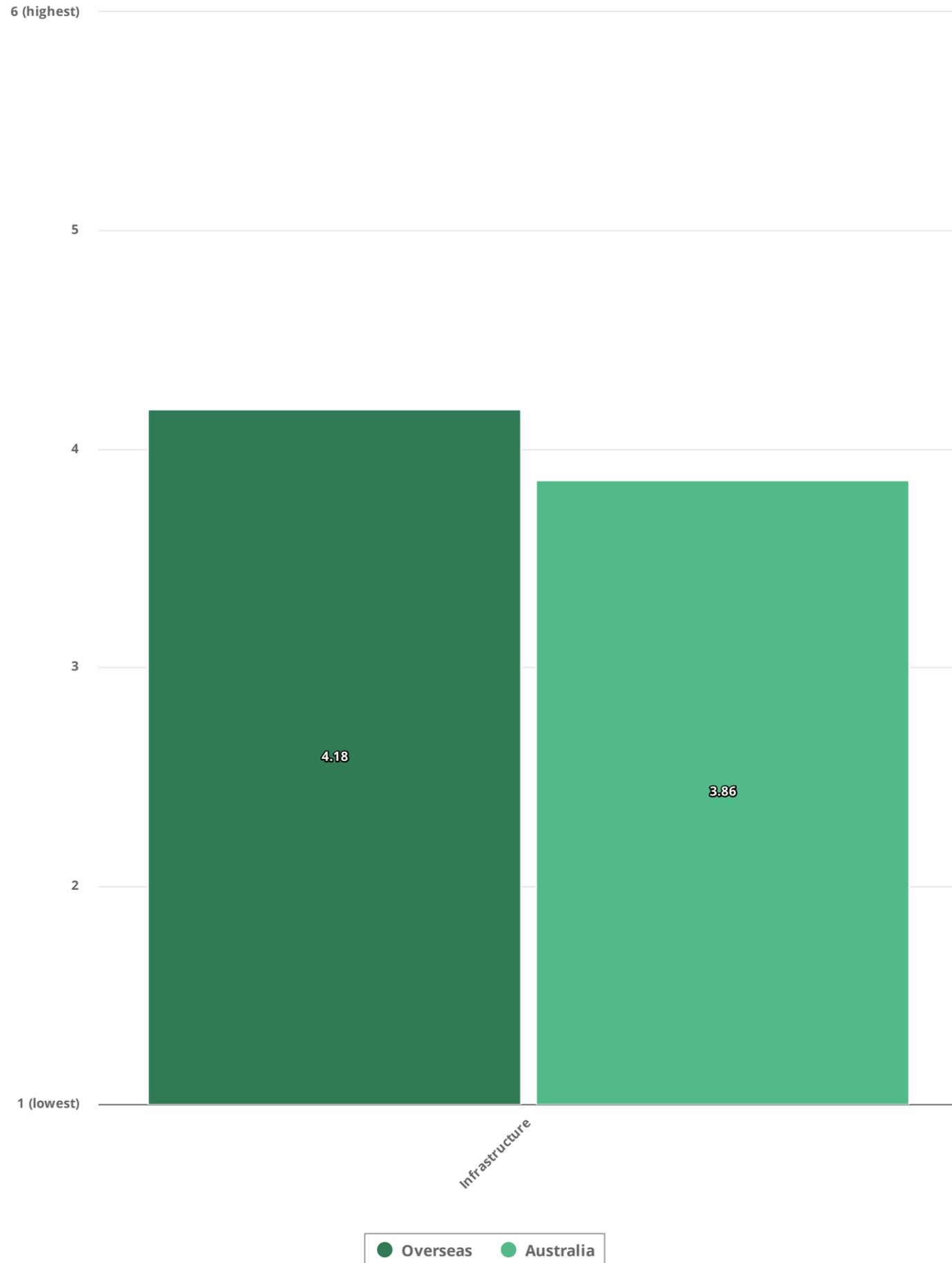
Additional Construct: Infrastructure by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Infrastructure by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

