

# LLL Student Survey - Years 2, 3 & 4: Rosary School, Prospect SA 5082

182 participants

1 participant was found to be disengaged and was not included in these results.

**Contents**

Introduction ..... 3

Balanced Score Card: Student Perceptions (LLL Framework) ..... 4

Student Perceptions (Component 1: Catholic Identity) ..... 5

LLL Component 1: Catholic Identity by Gender ..... 7

LLL Component 1: Catholic Identity by Year Level ..... 8

LLL Component 1: Catholic Identity by Language ..... 9

LLL Component 1: Catholic Identity by Birth Place ..... 10

Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design) ..... 11

LLL Component 2: Curriculum and Co-constructed Learning Design by Gender ..... 12

LLL Component 2: Curriculum and Co-constructed Learning Design by Year Level ..... 13

LLL Component 2: Curriculum and Co-constructed Learning Design by Language ..... 14

LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place ..... 15

Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership) ..... 16

LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender ..... 18

LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level ..... 19

LLL Component 3: Student Agency, Identity, Learning and Leadership by Language ..... 20

LLL Component 3: Student Agency, Identity, Learning and Leadership by Birth Place ..... 21

Student Perceptions (Component 4: Community Engagement) ..... 22

LLL Component 4: Community Engagement by Gender ..... 23

LLL Component 4: Community Engagement by Year Level ..... 24

LLL Component 4: Community Engagement by Language ..... 25

LLL Component 4: Community Engagement by Birth Place ..... 26

Student Perceptions (Infrastructure) ..... 27

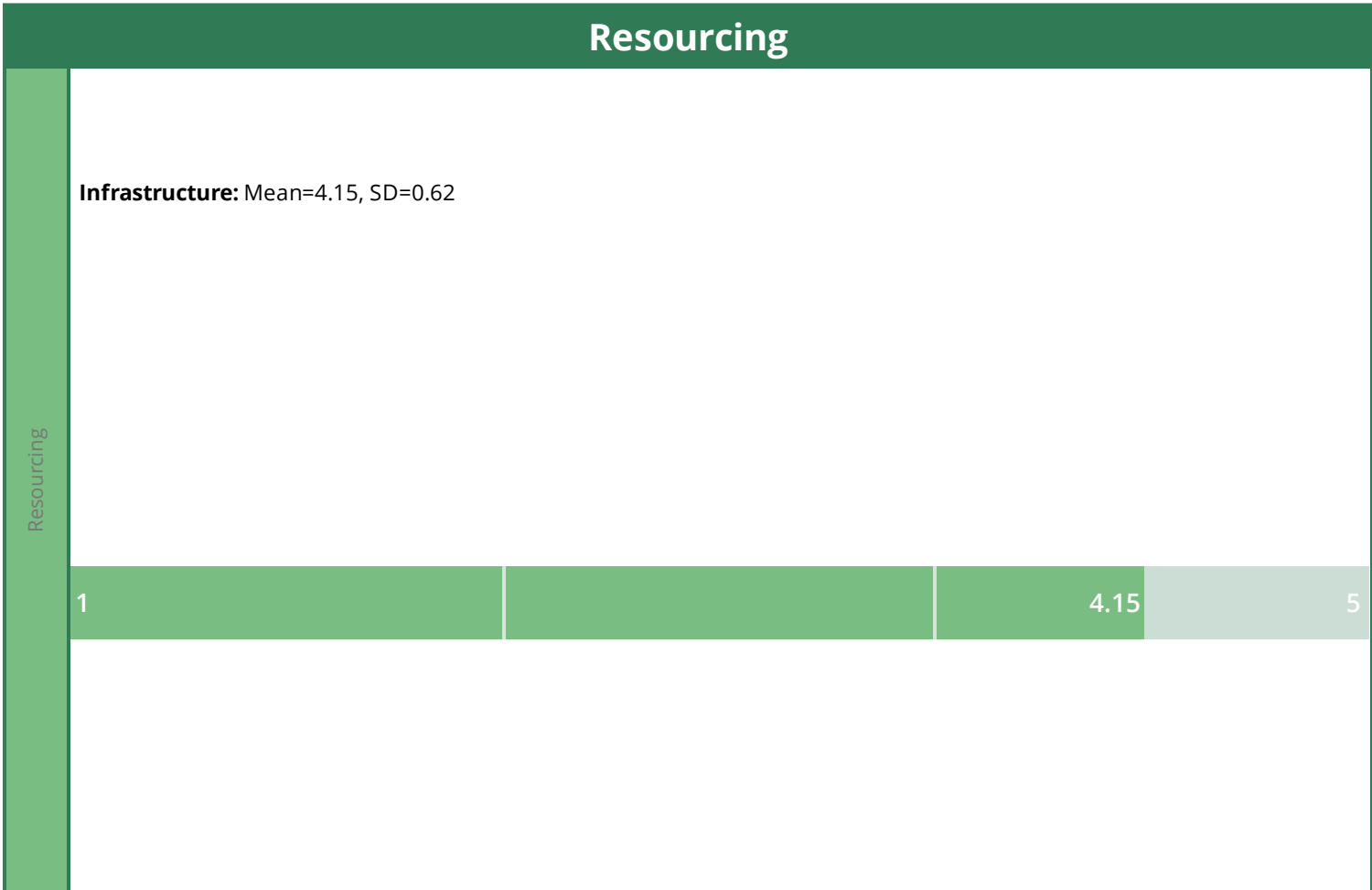
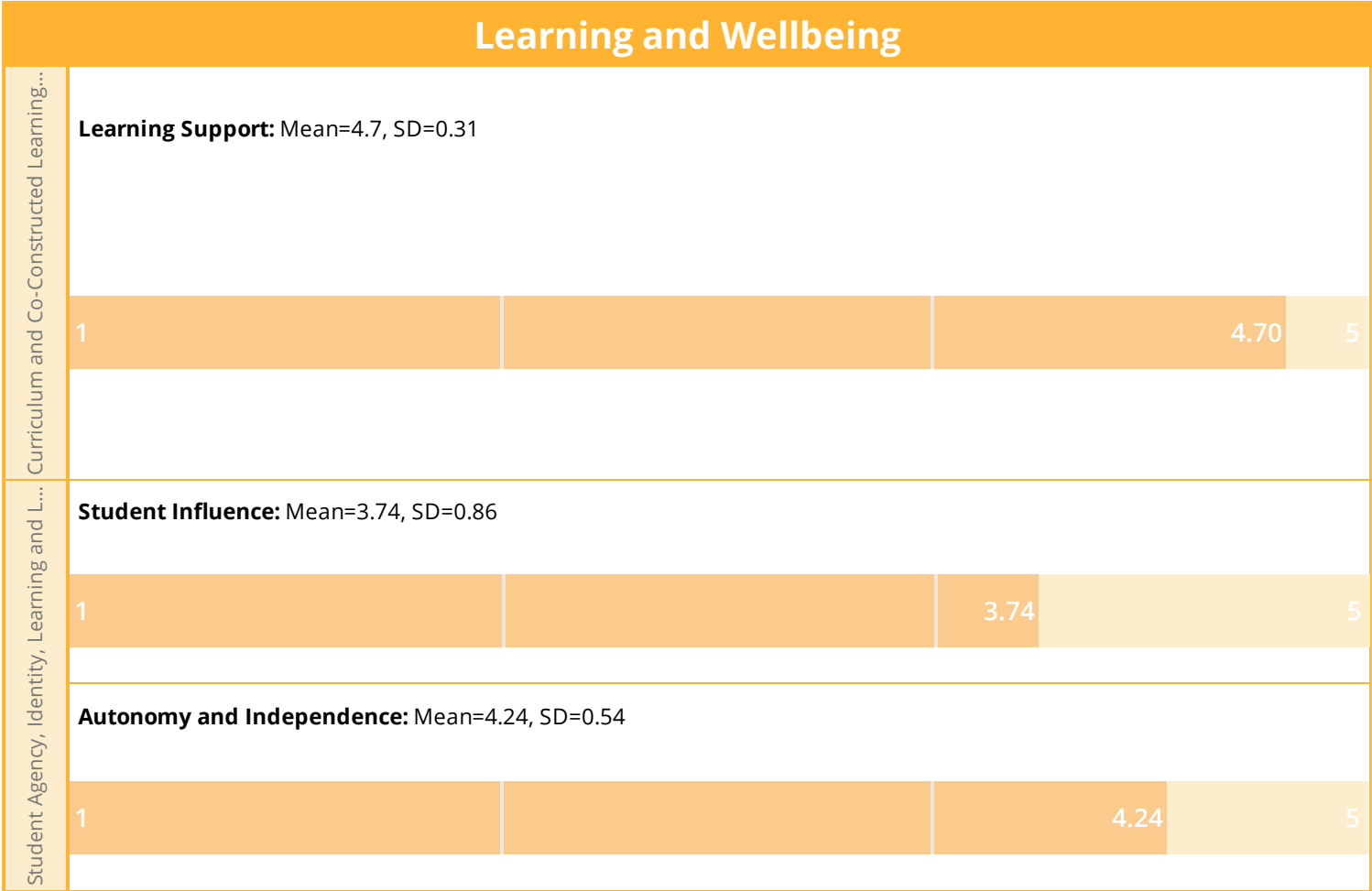
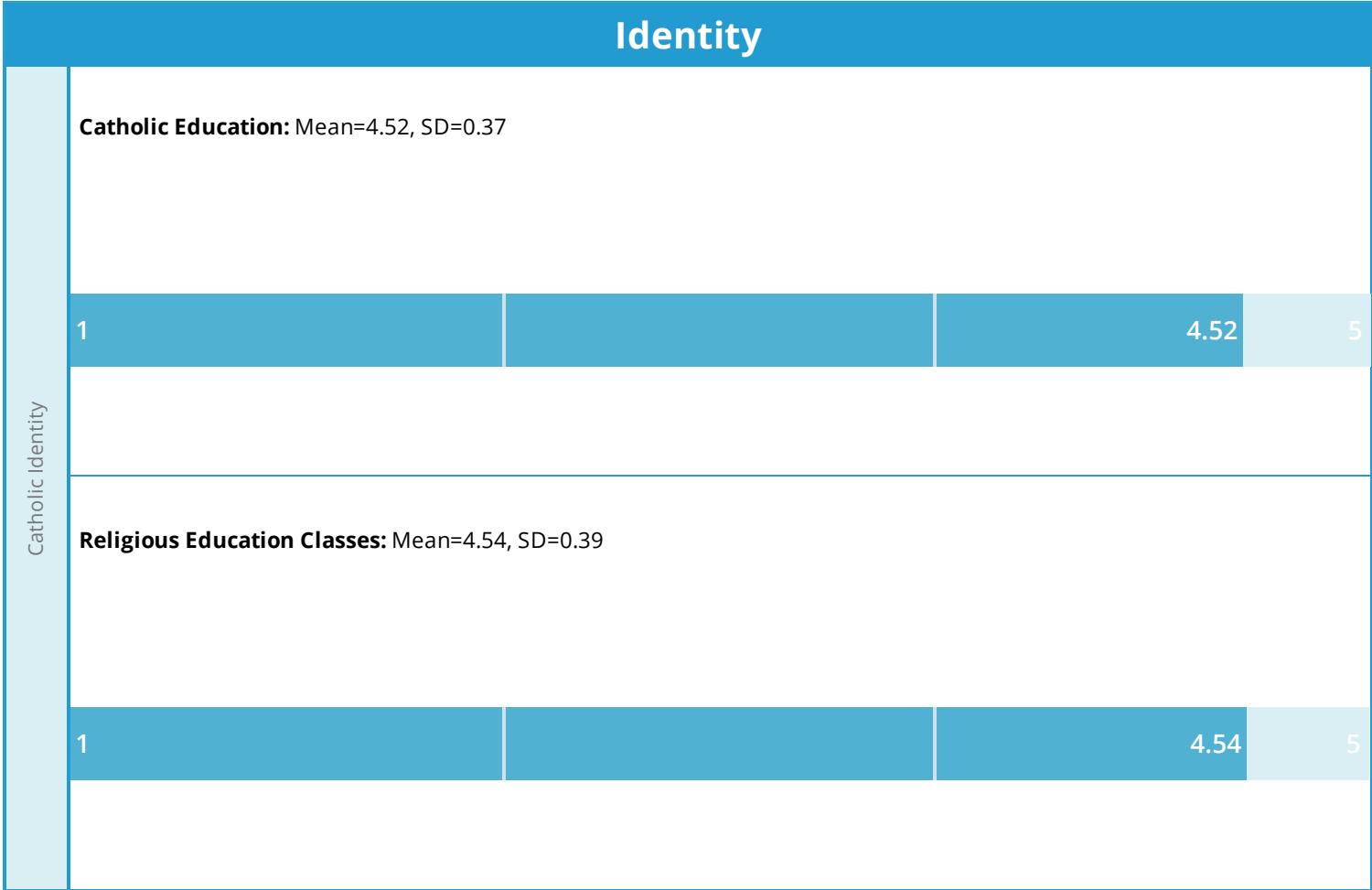
Additional Construct: Infrastructure by Gender ..... 28

Additional Construct: Infrastructure by Year Level ..... 29

Additional Construct: Infrastructure by Language ..... 30

Additional Construct: Infrastructure by Birth Place ..... 31

# Balanced Score Card: Student Perceptions (LLL Framework)

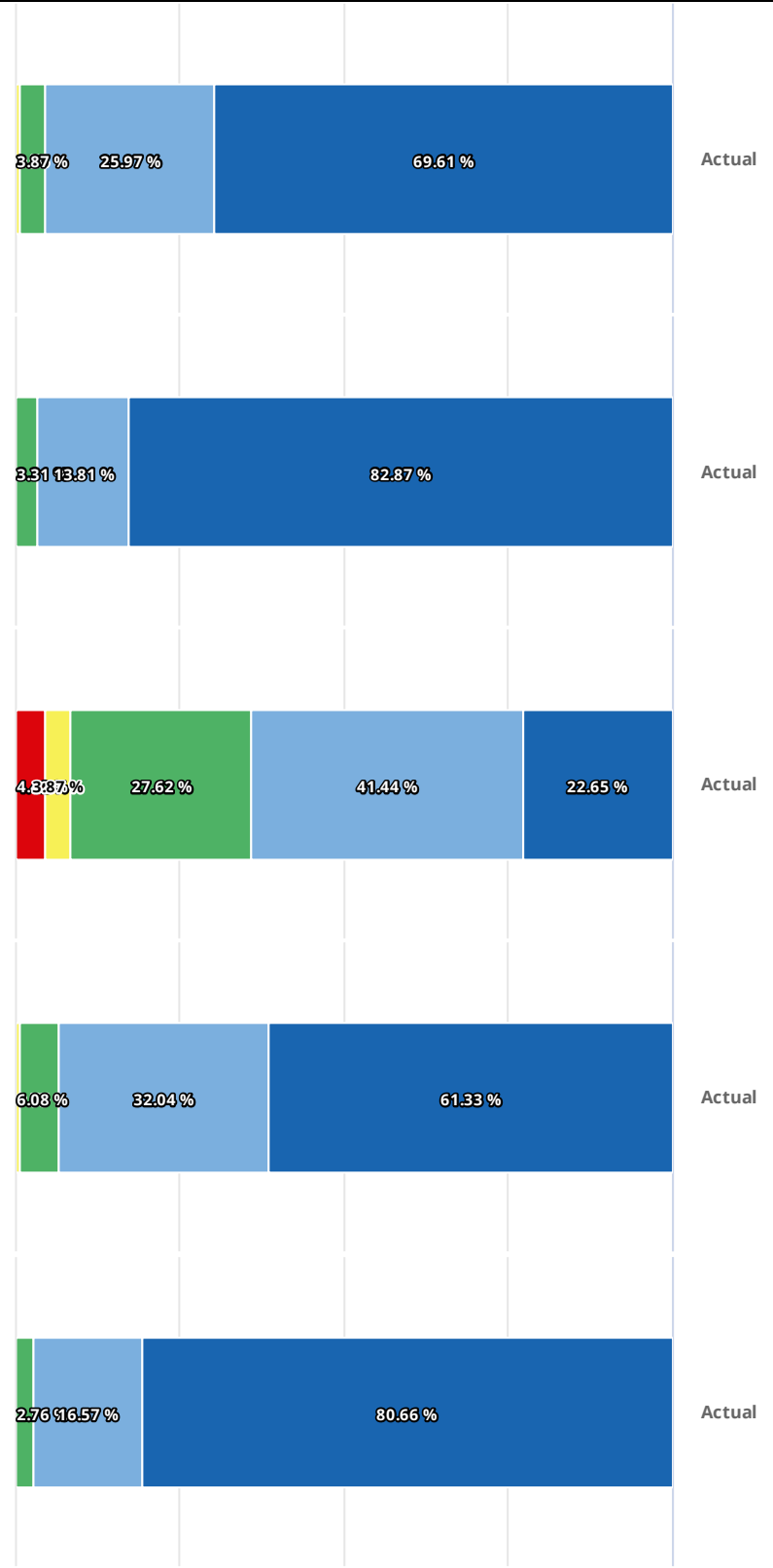
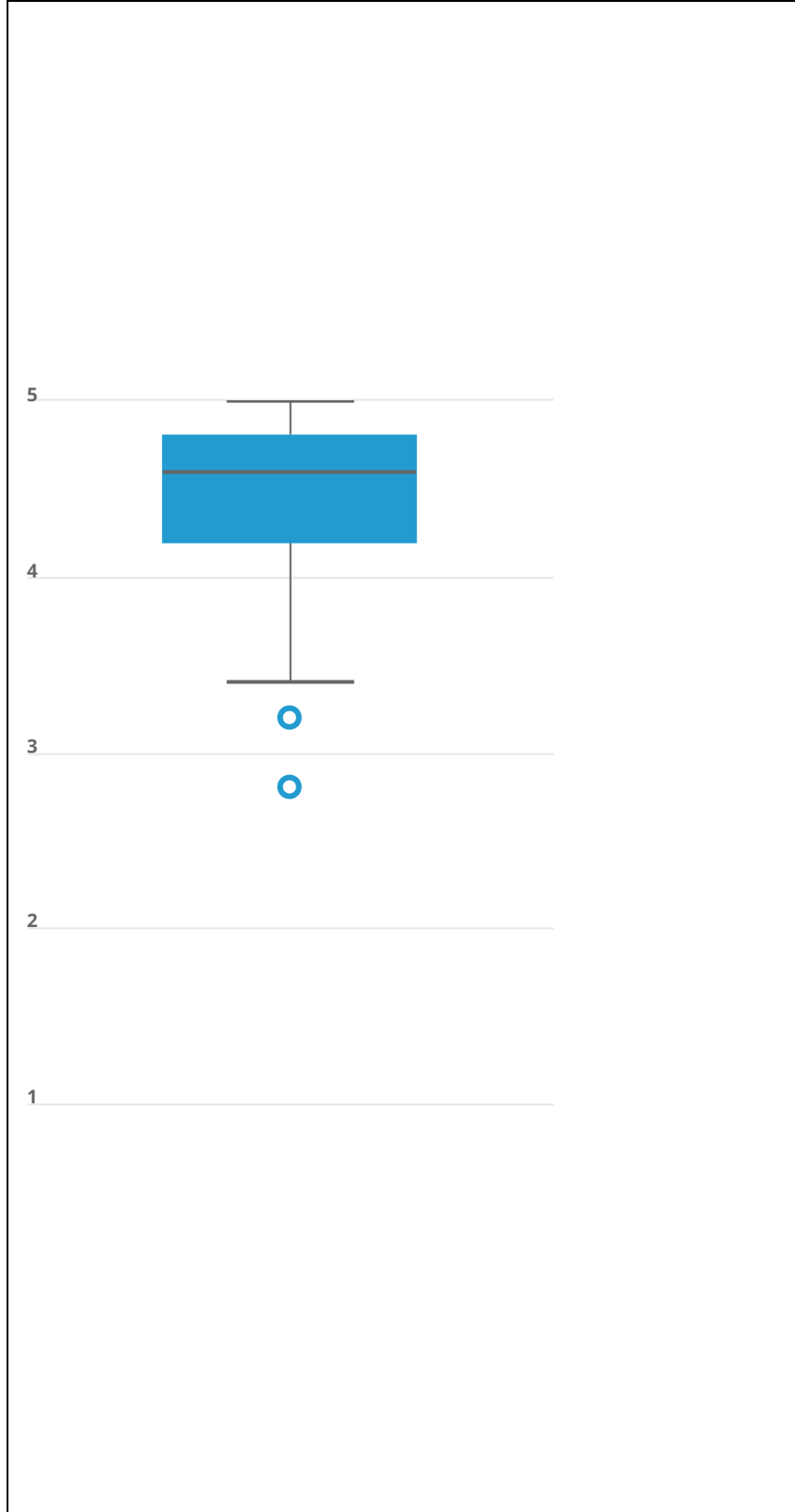


**Student Perceptions (Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.



Actual

1. I learn that it is important to welcome all people in my school.

Actual

2. I learn that Jesus and God are important in my school.

Actual

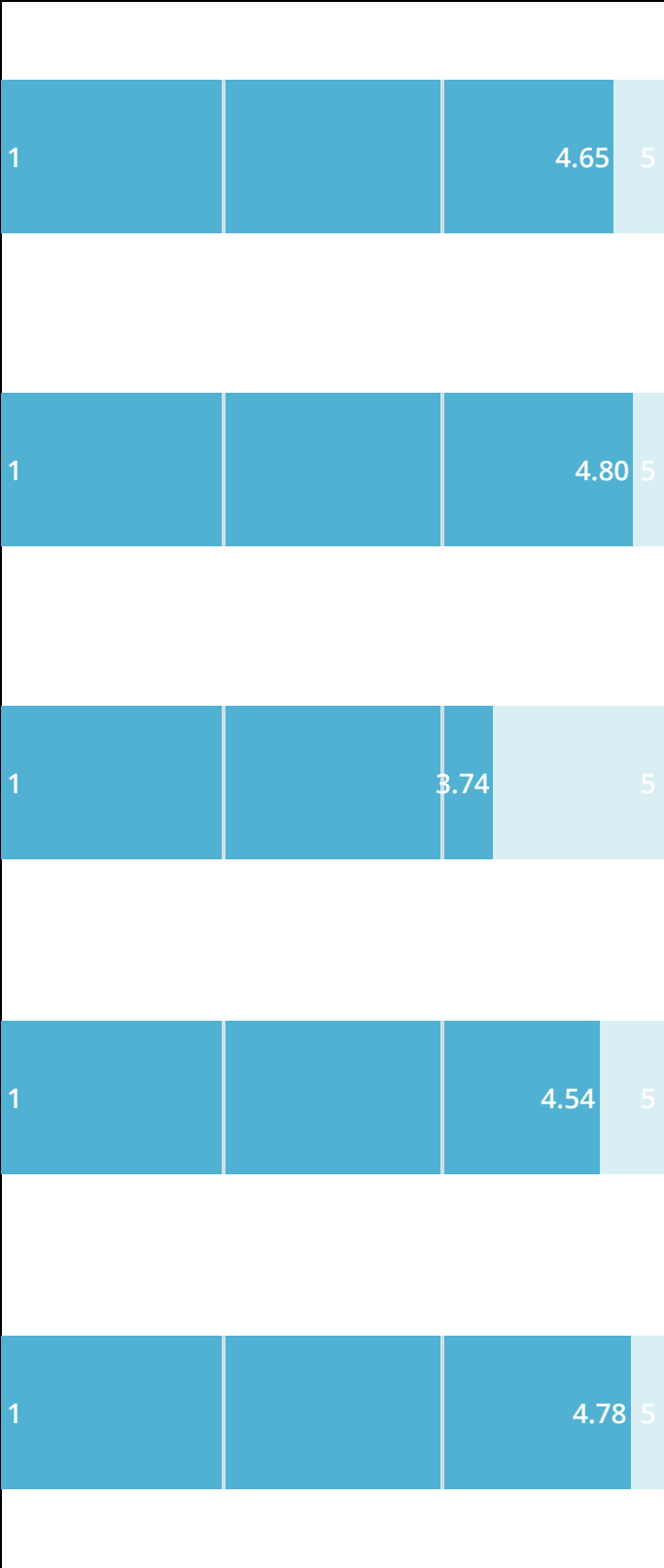
3. At school, I enjoy Mass and liturgies.

Actual

4. At school, I learn to care for the environment.

Actual

5. At school, I learn that it is important to help others.



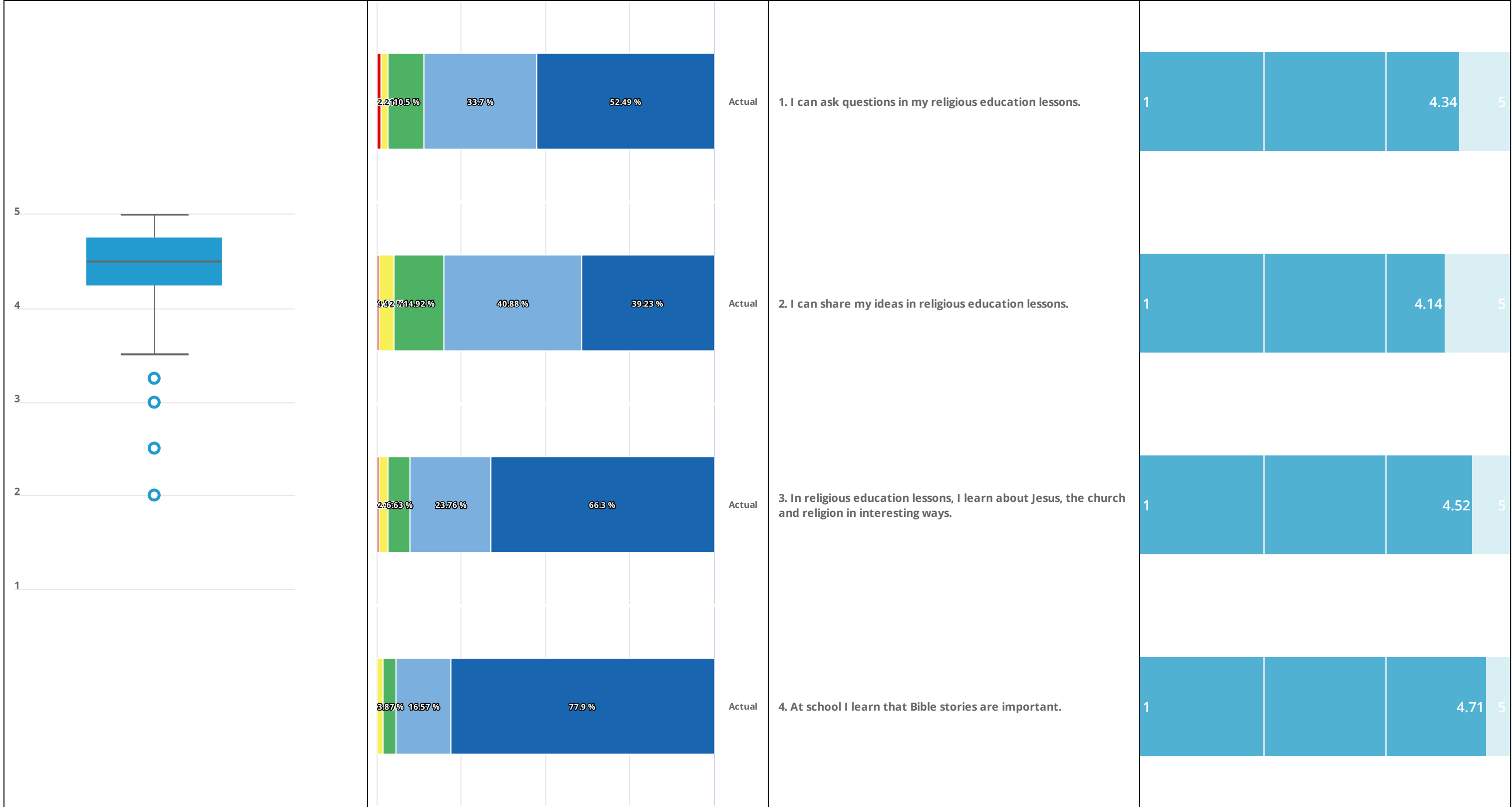
● Highest ● Medium-High ● Medium-Low ● Low ● Lowest

**Student Perceptions (Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

**Construct: Religious Education Classes**

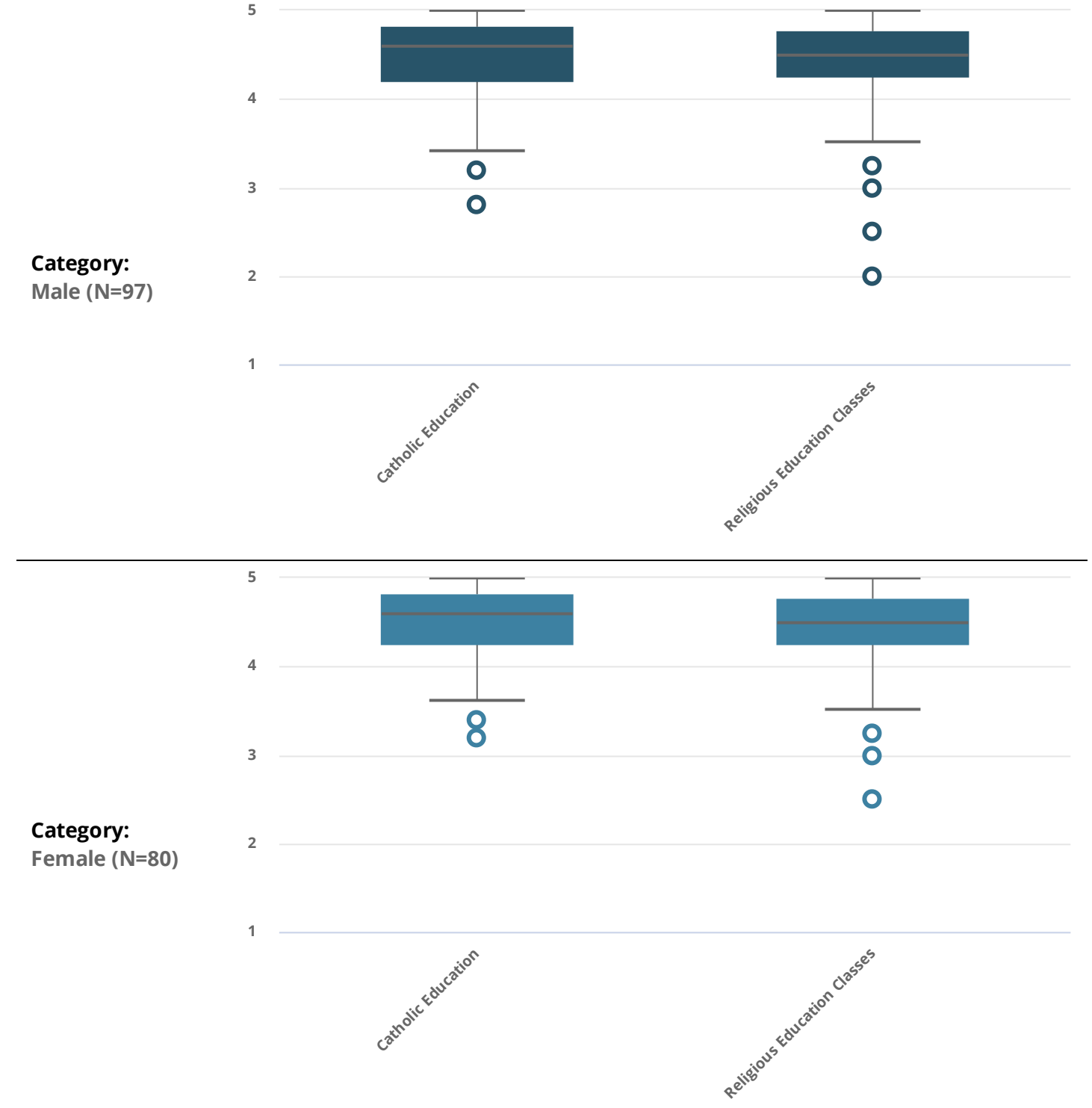
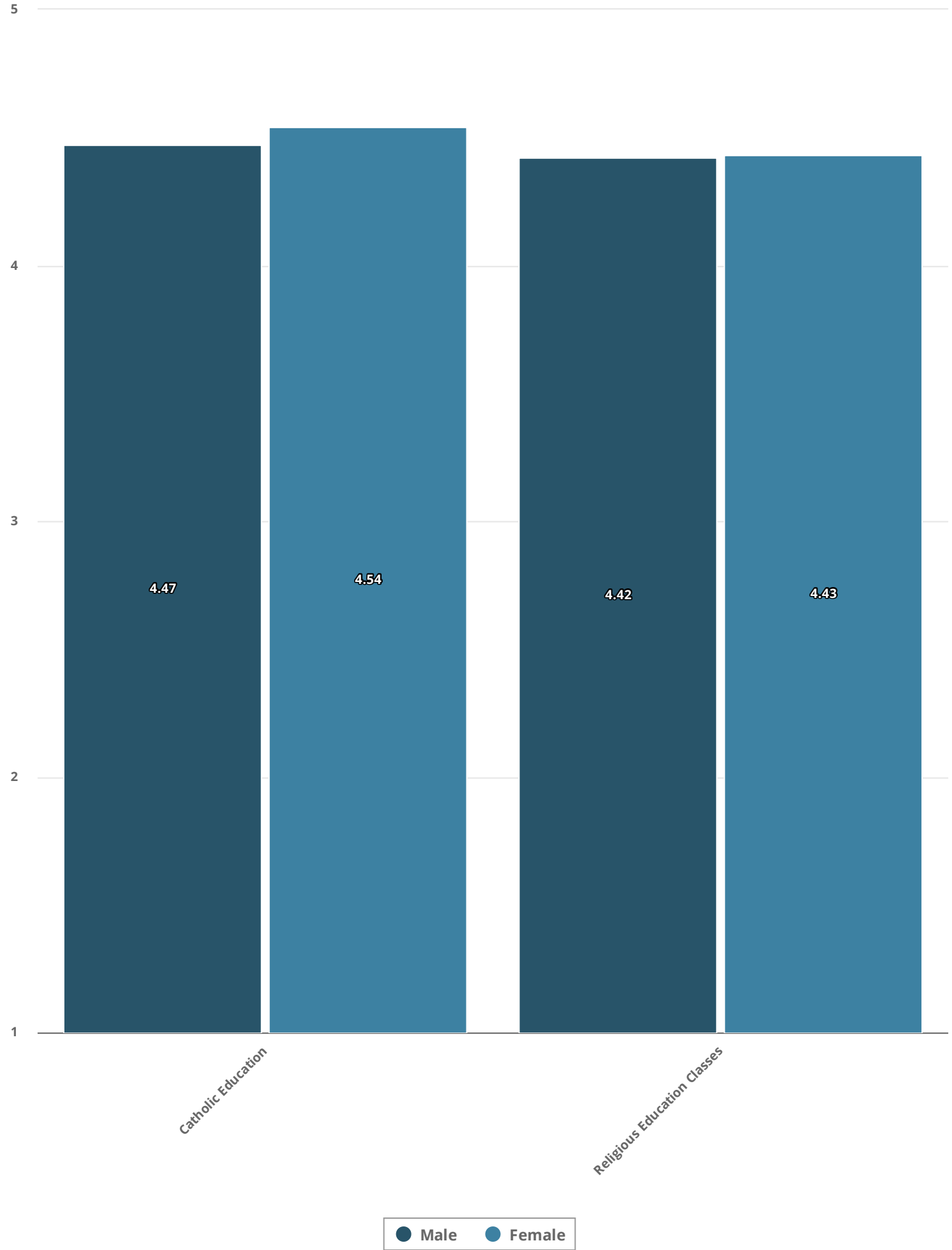
The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



● Highest   ●   ●   ●   ● Lowest

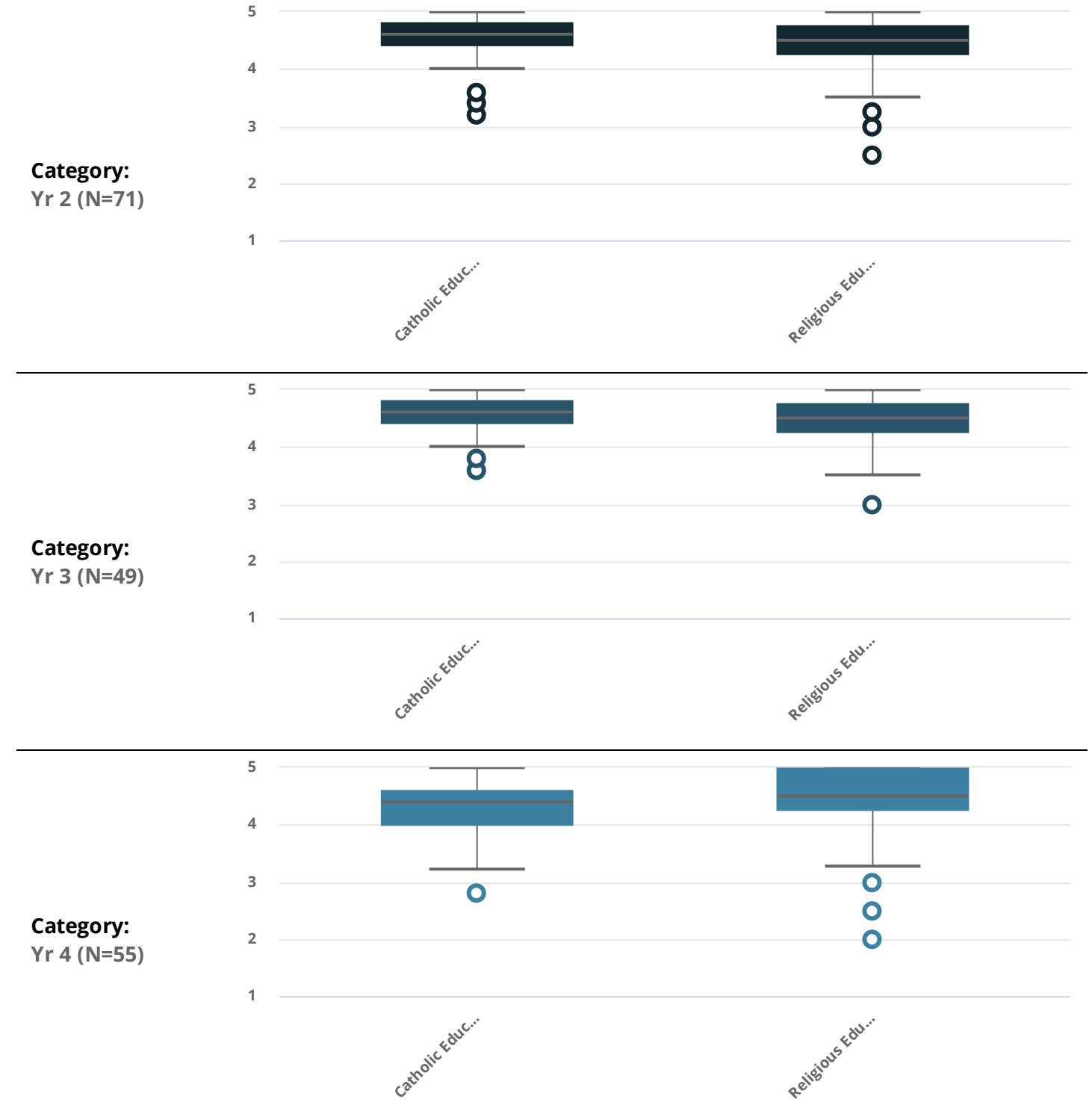
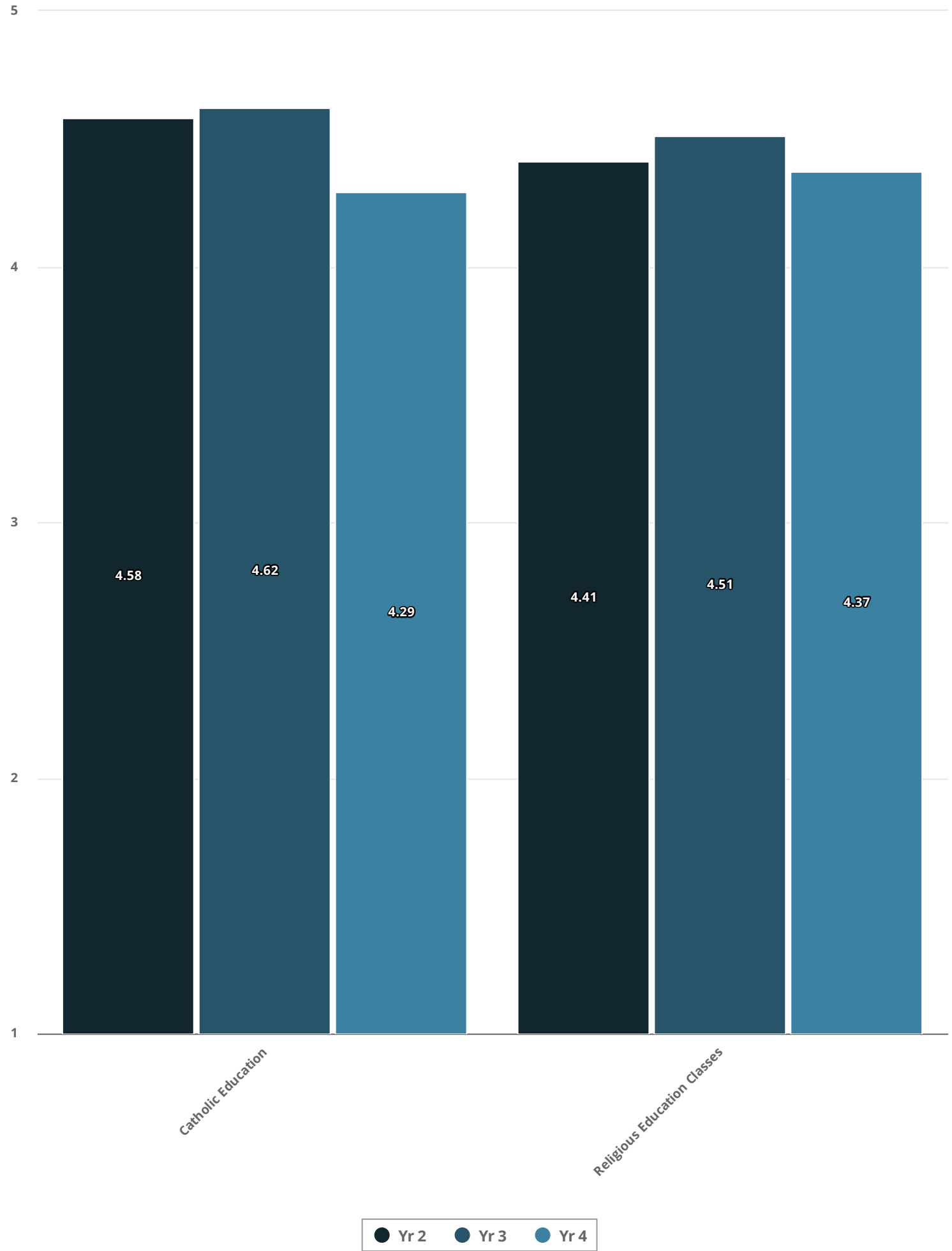
# LLL Component 1: Catholic Identity by Gender

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.



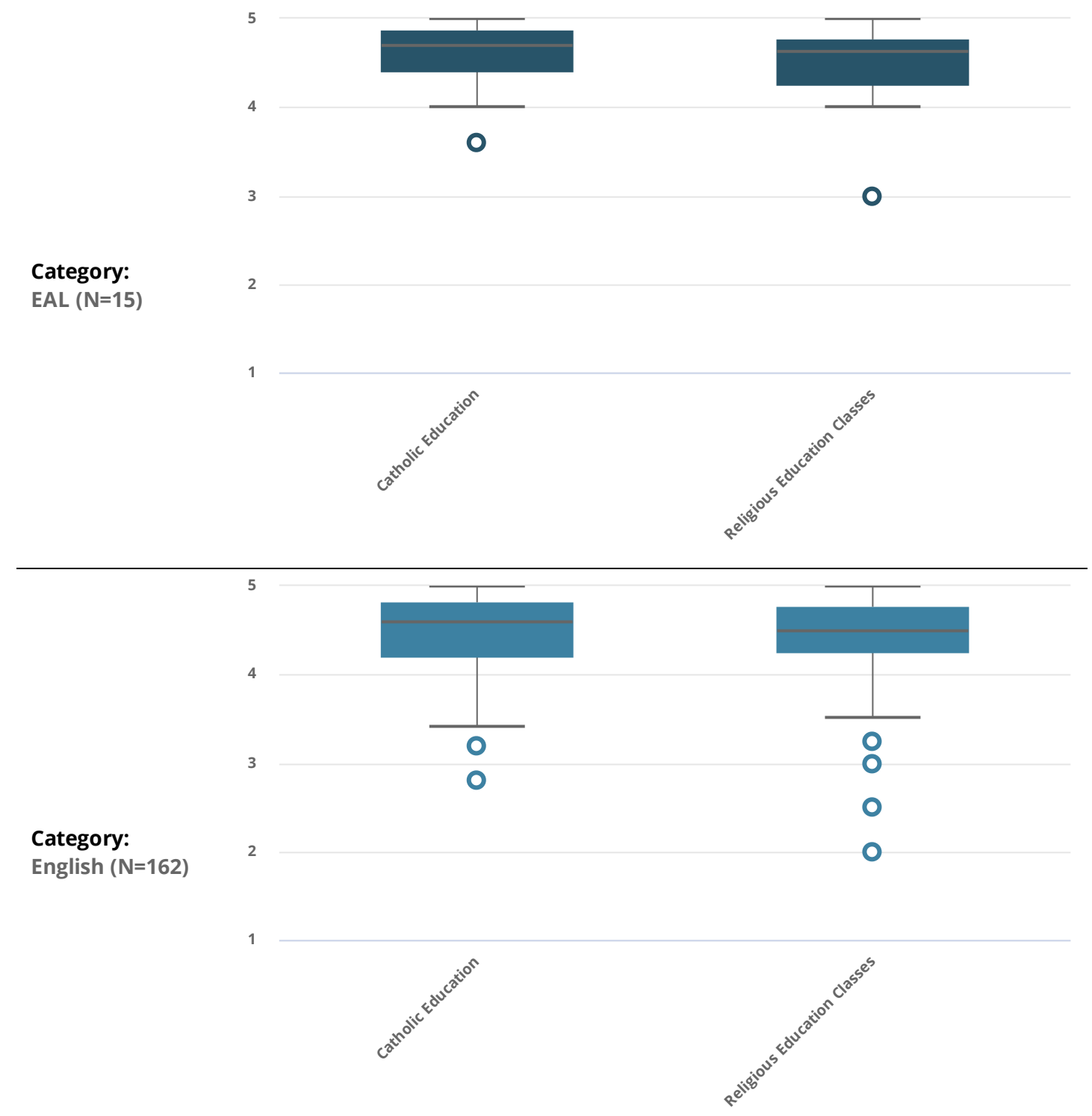
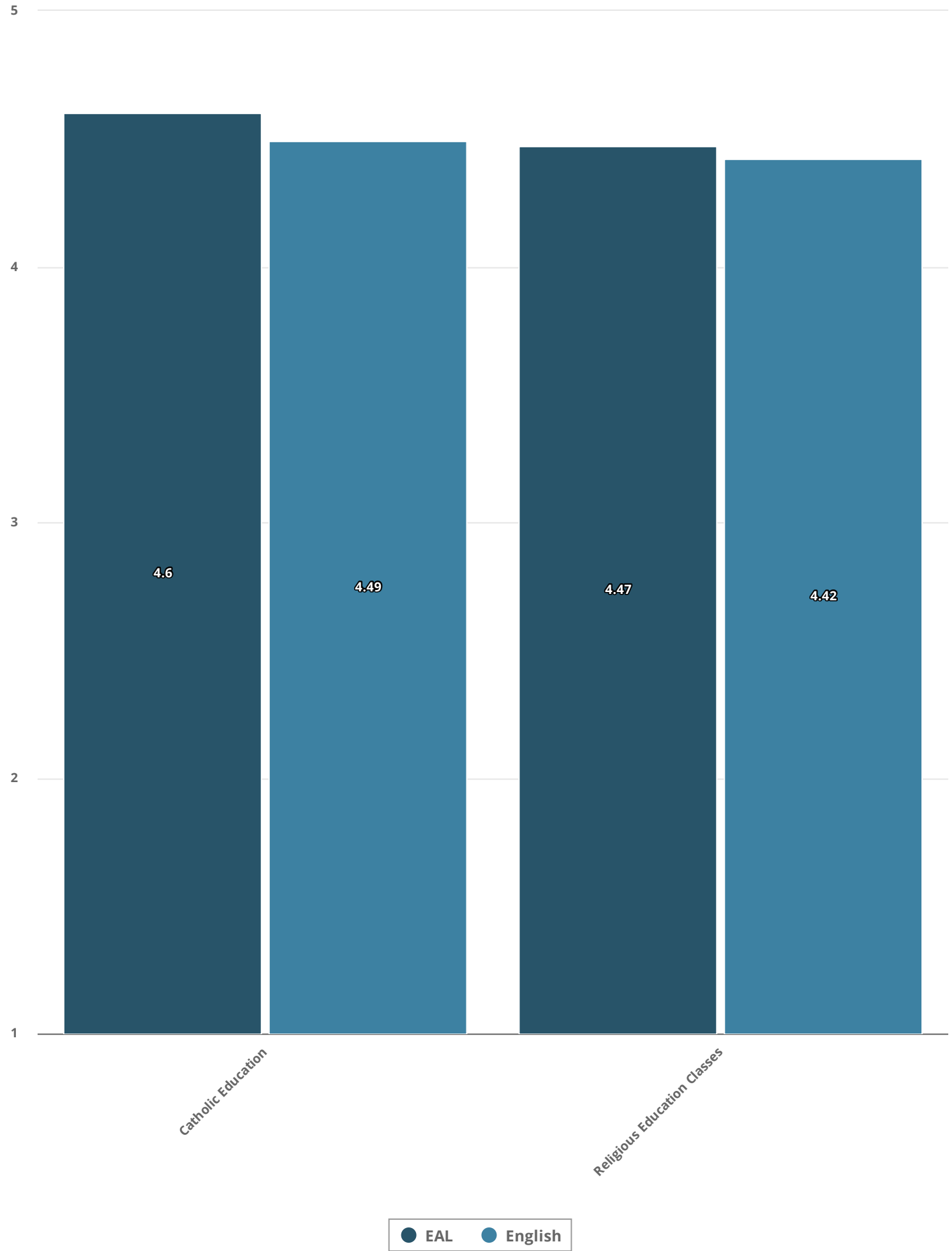
# LLL Component 1: Catholic Identity by Year Level

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

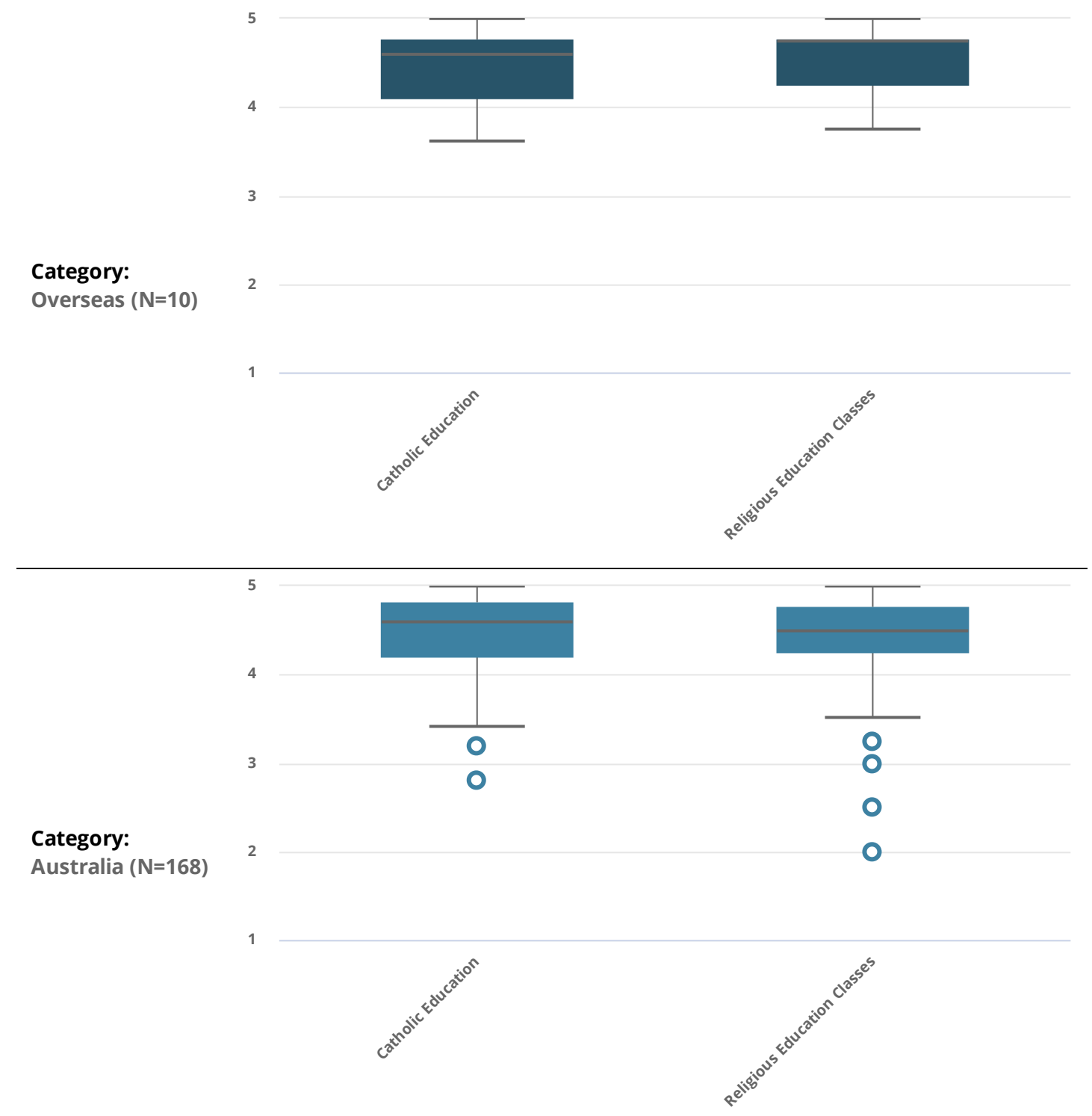
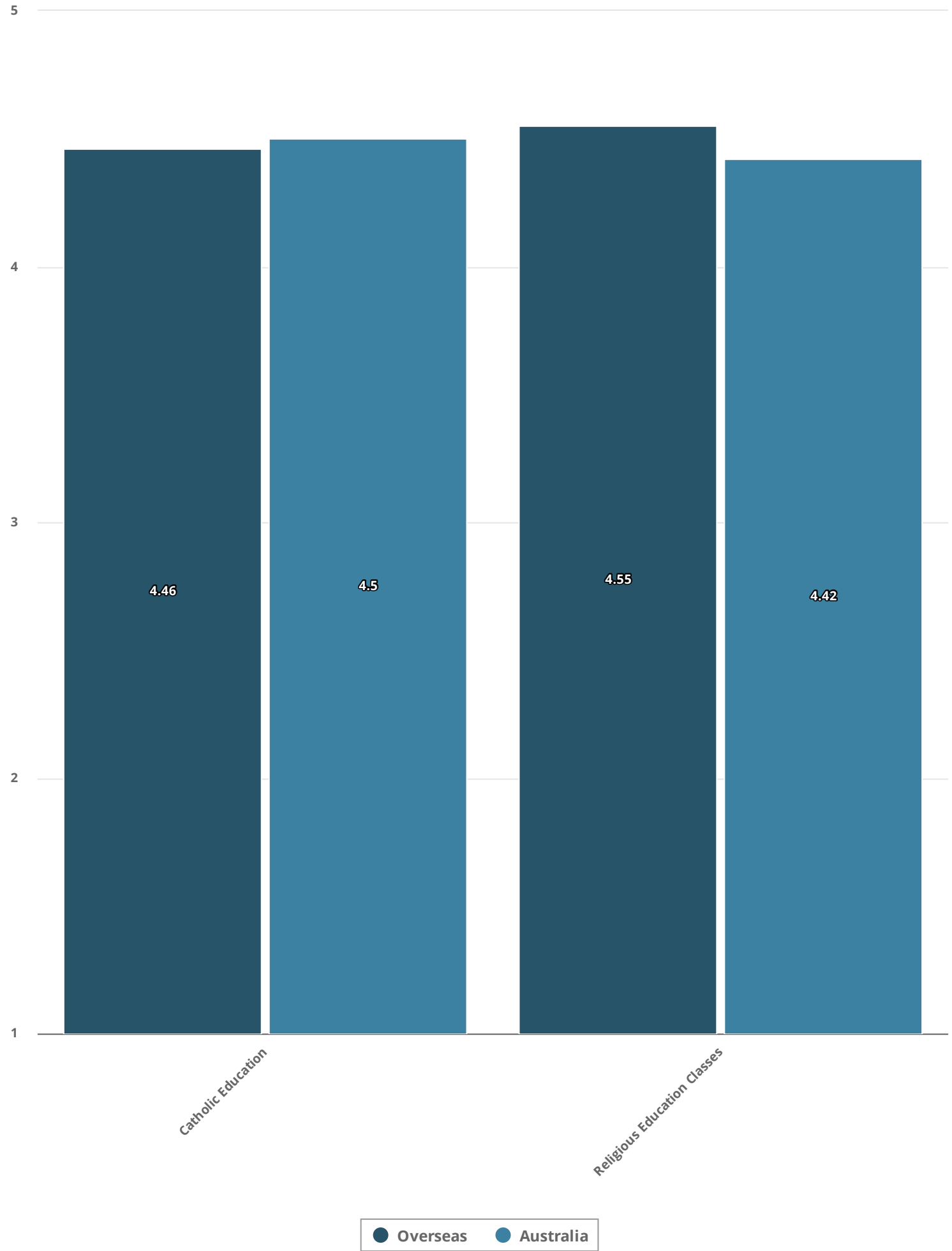
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# 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.

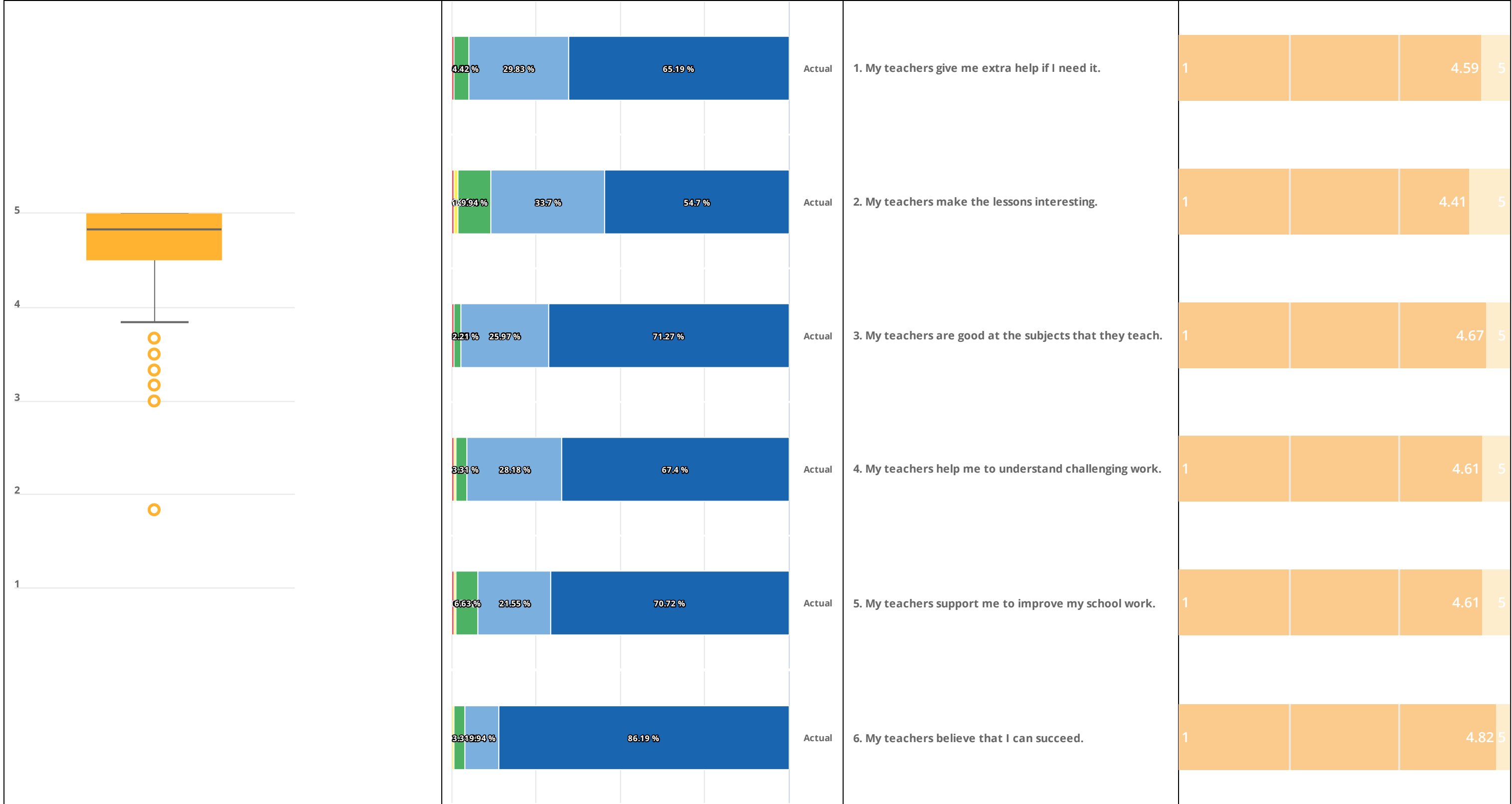


# Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

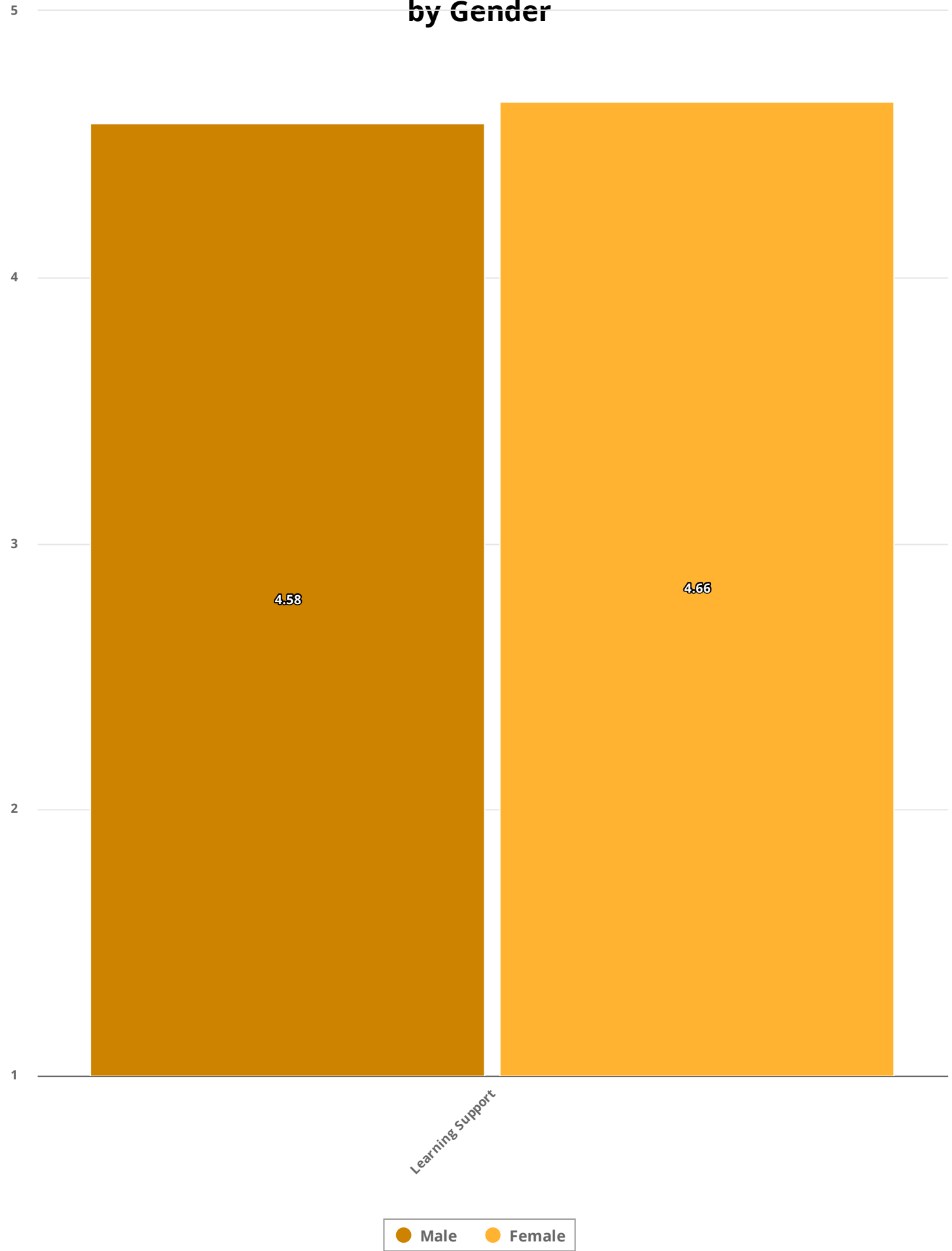
Construct: Learning Support

The extent to which students feel that their teachers support their learning.

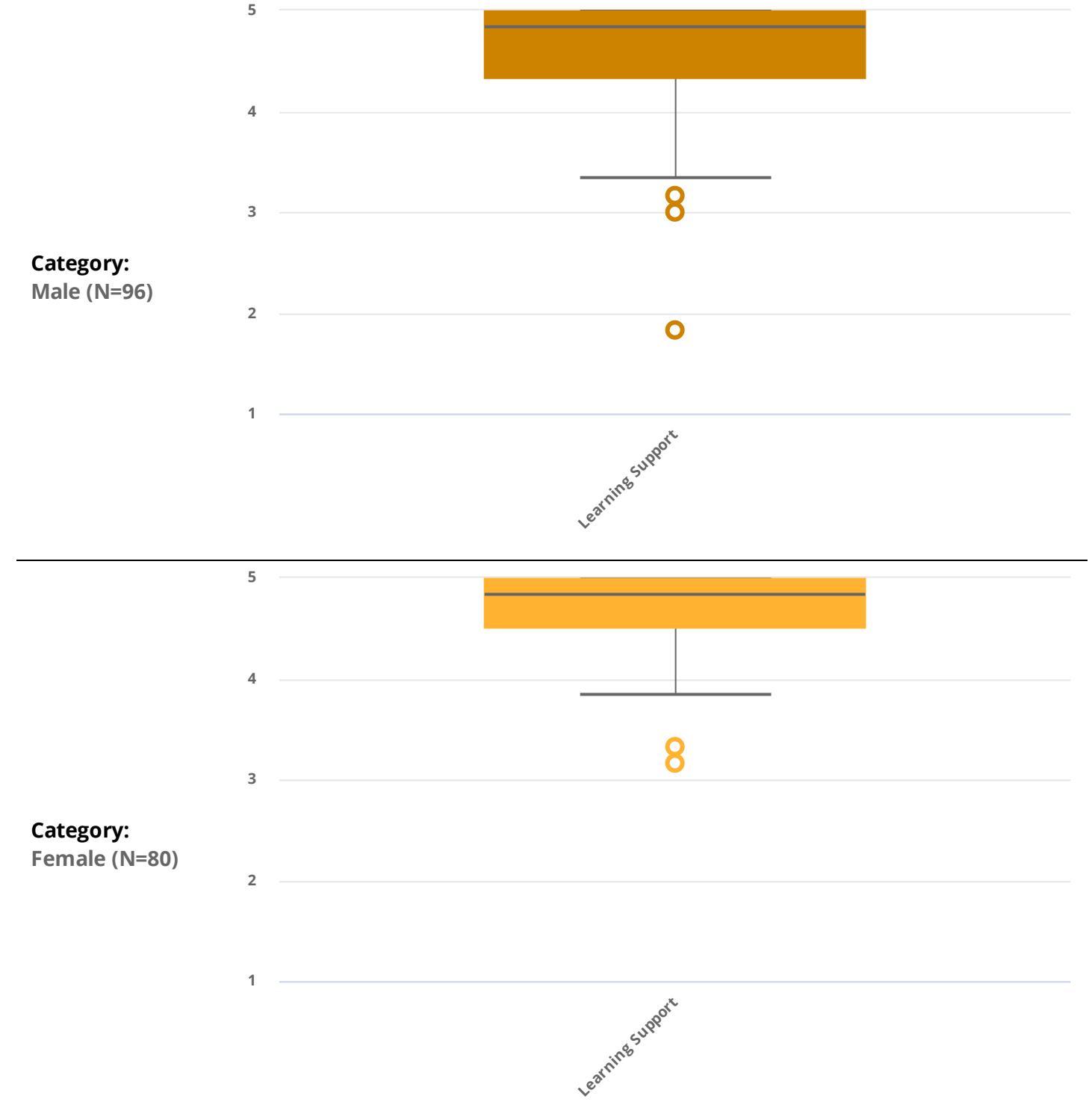


● Highest ● ● ● ● Lowest

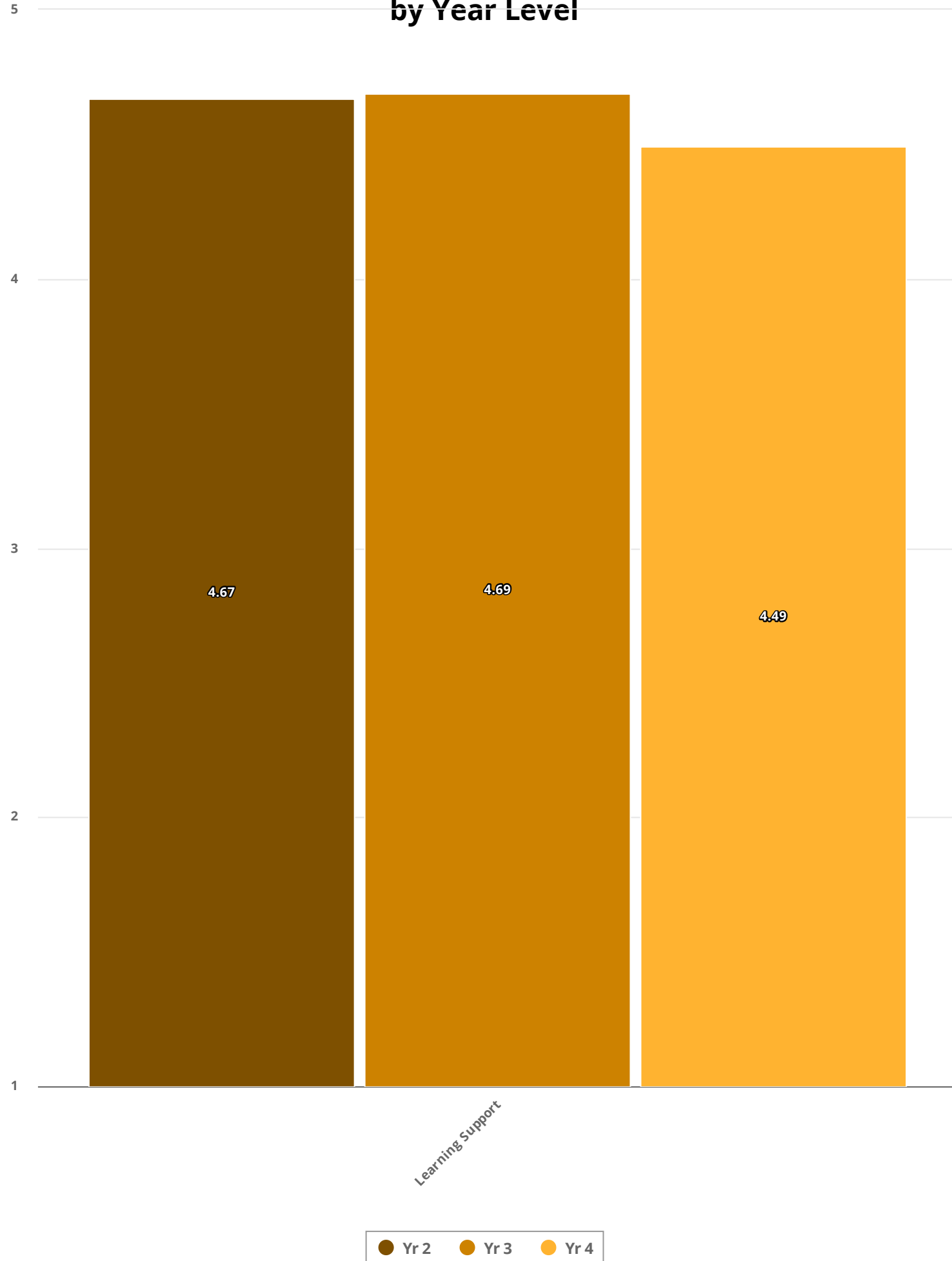
# LLL Component 2: Curriculum and Co-constructed Learning Design by Gender



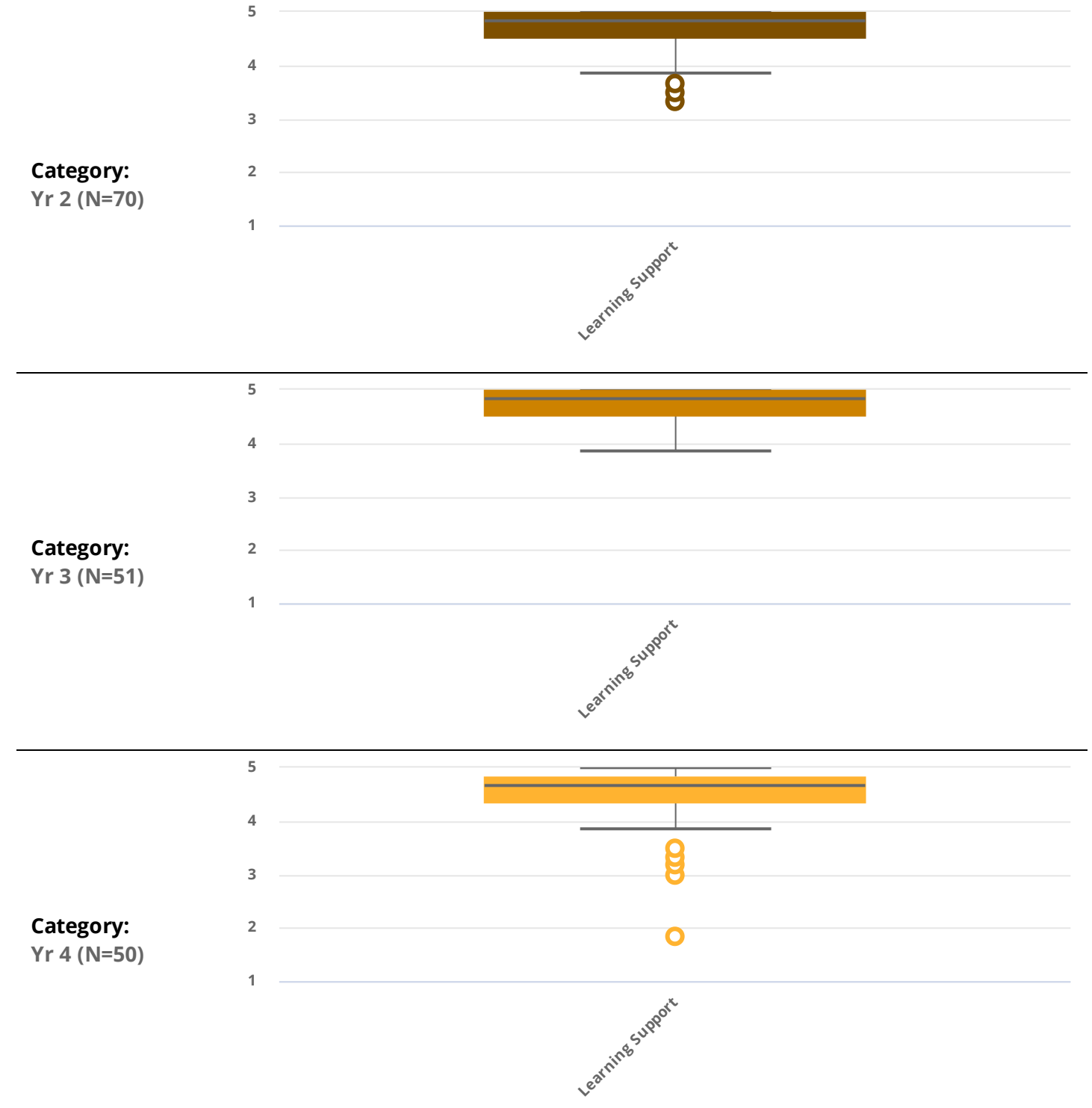
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



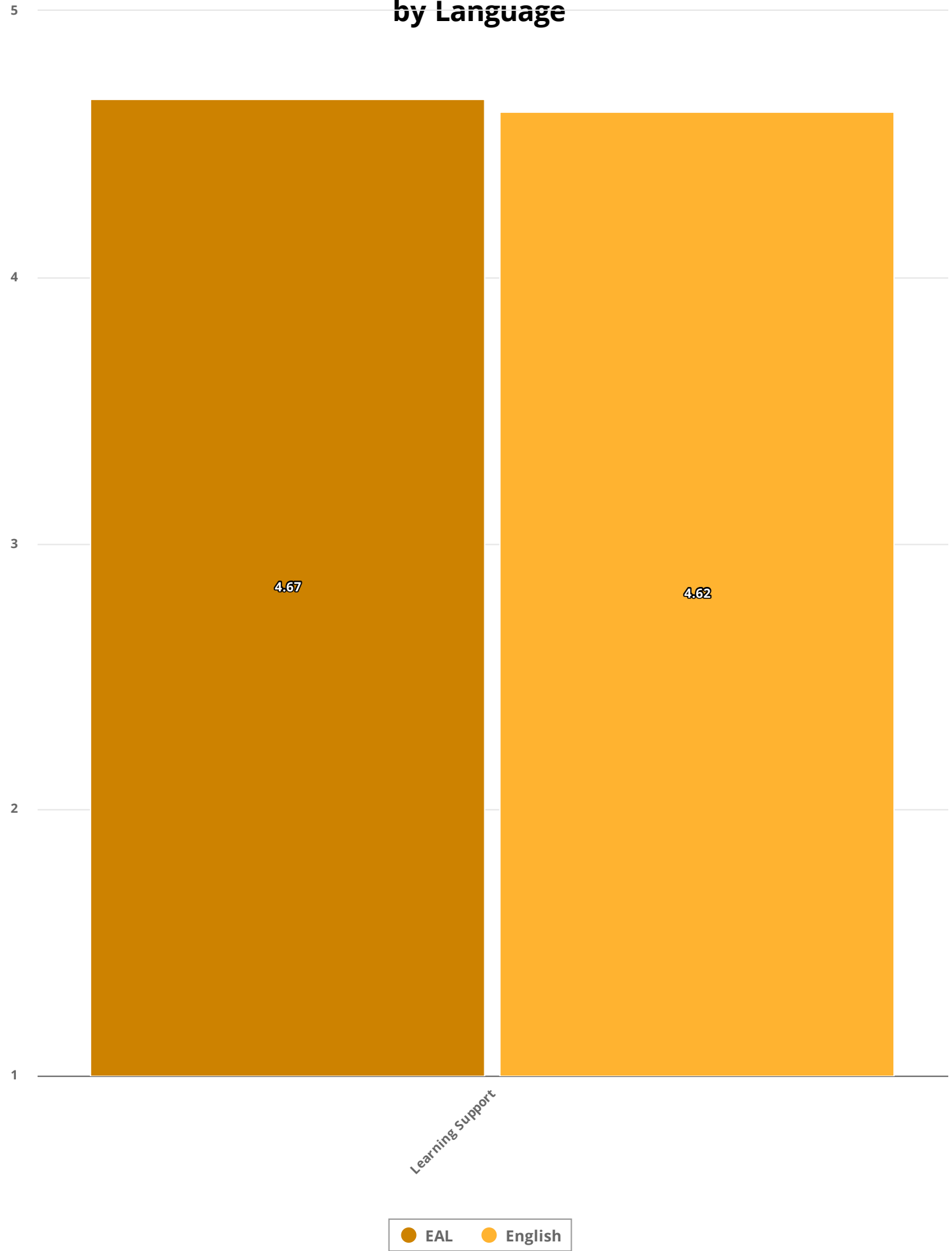
# LLL Component 2: Curriculum and Co-constructed Learning Design by Year Level



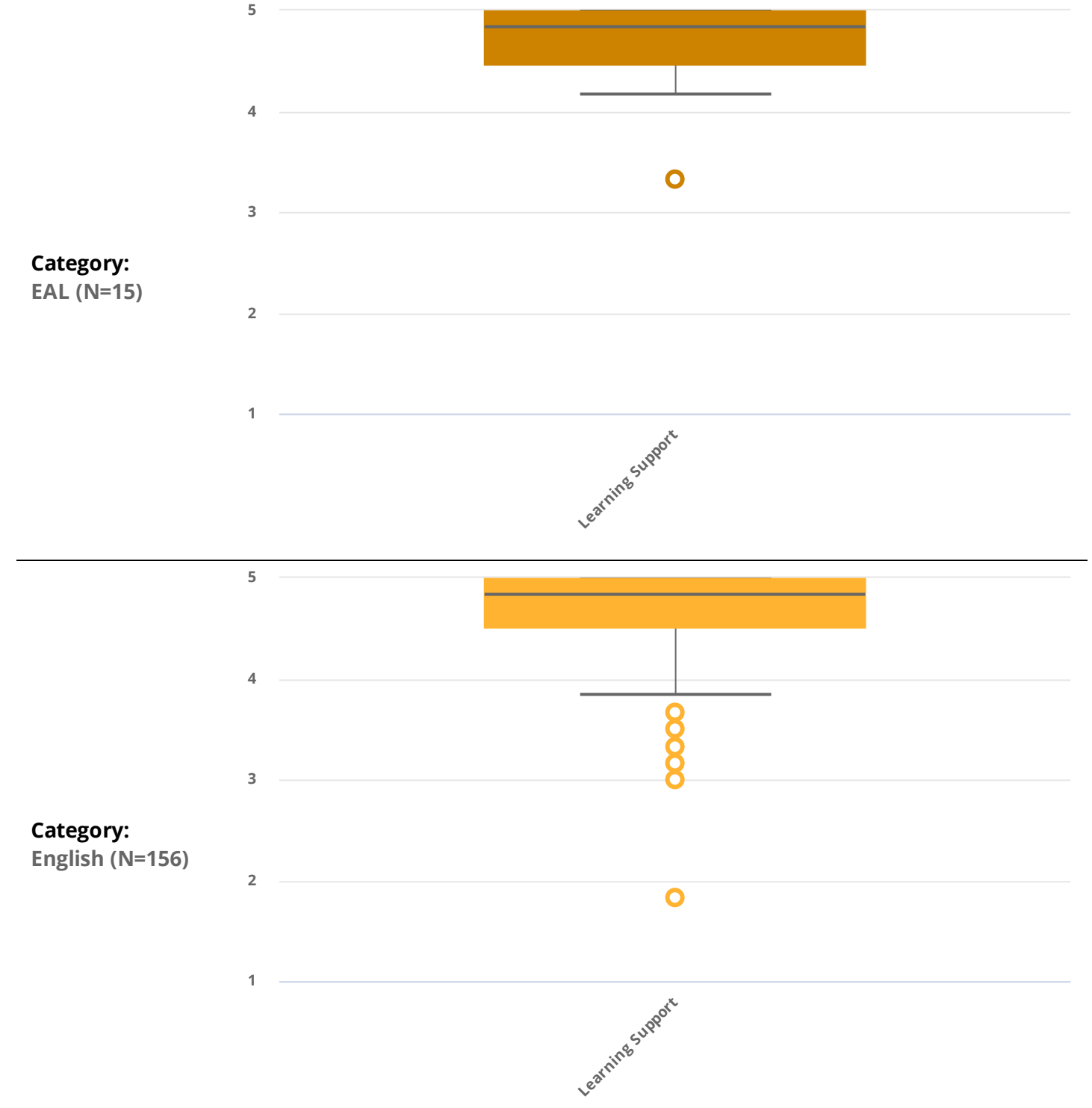
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



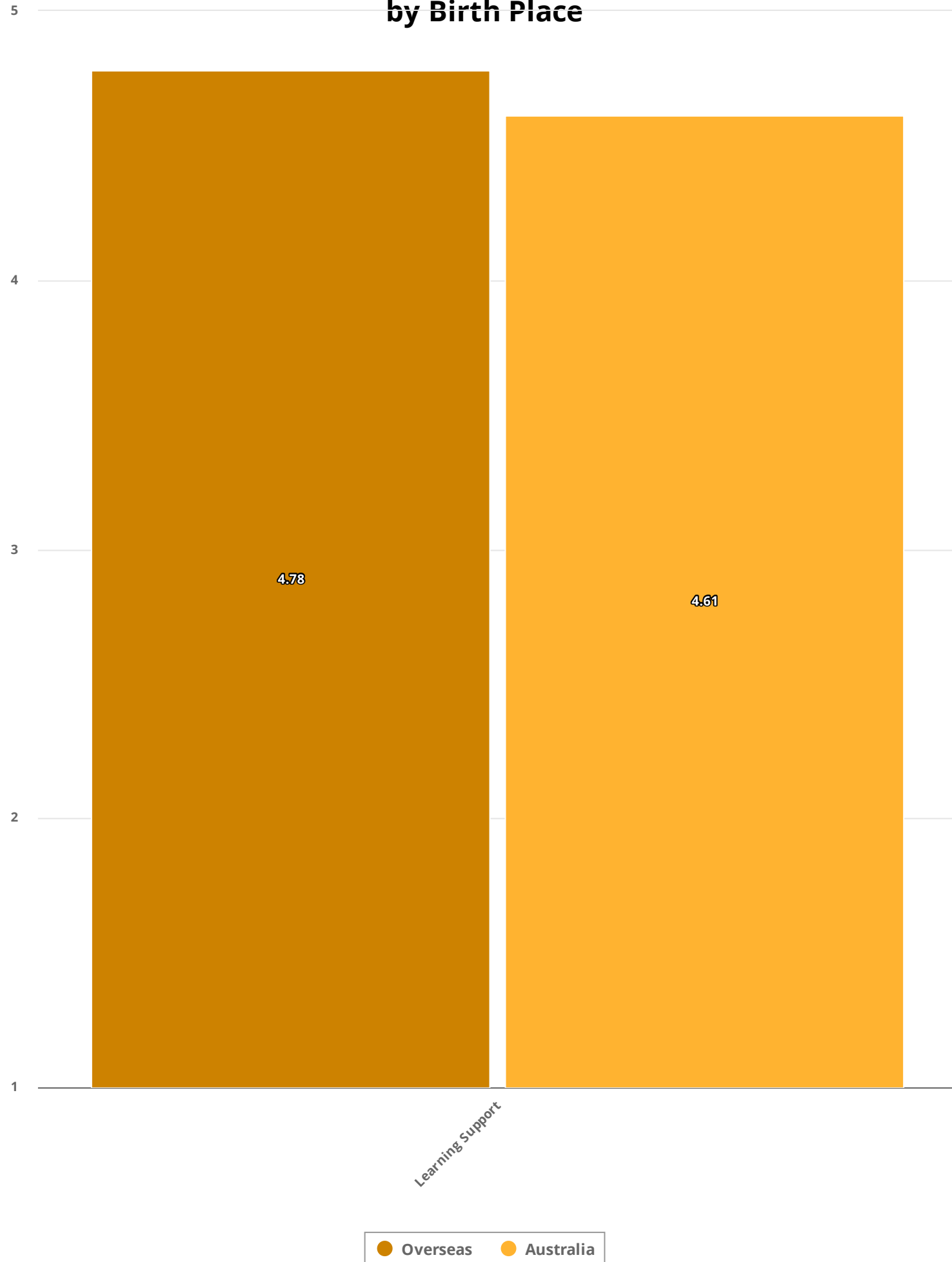
# LLL Component 2: Curriculum and Co-constructed Learning Design by Language



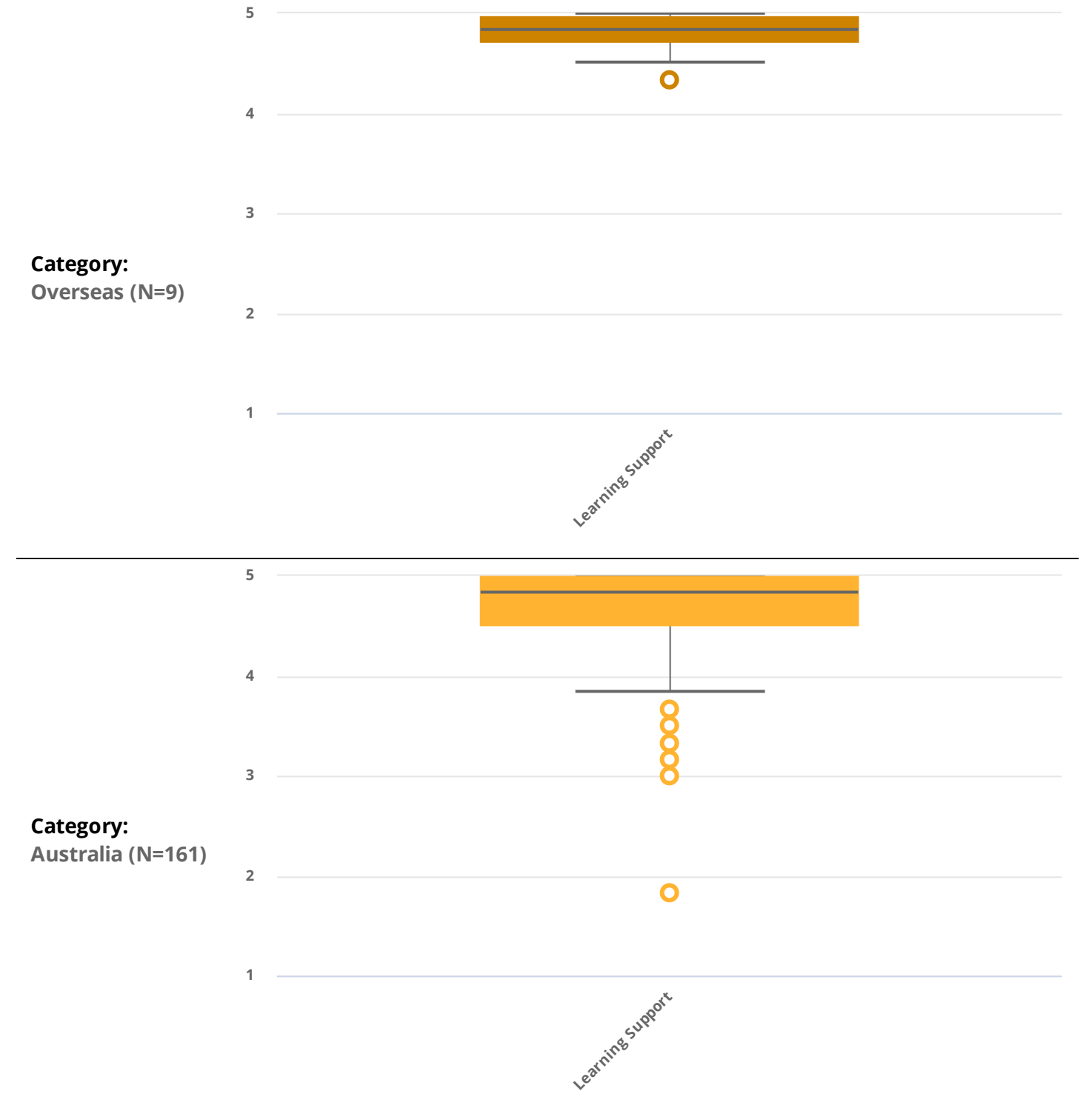
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



## LLL Component 2: Curriculum and Co-constructed Learning Design 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.

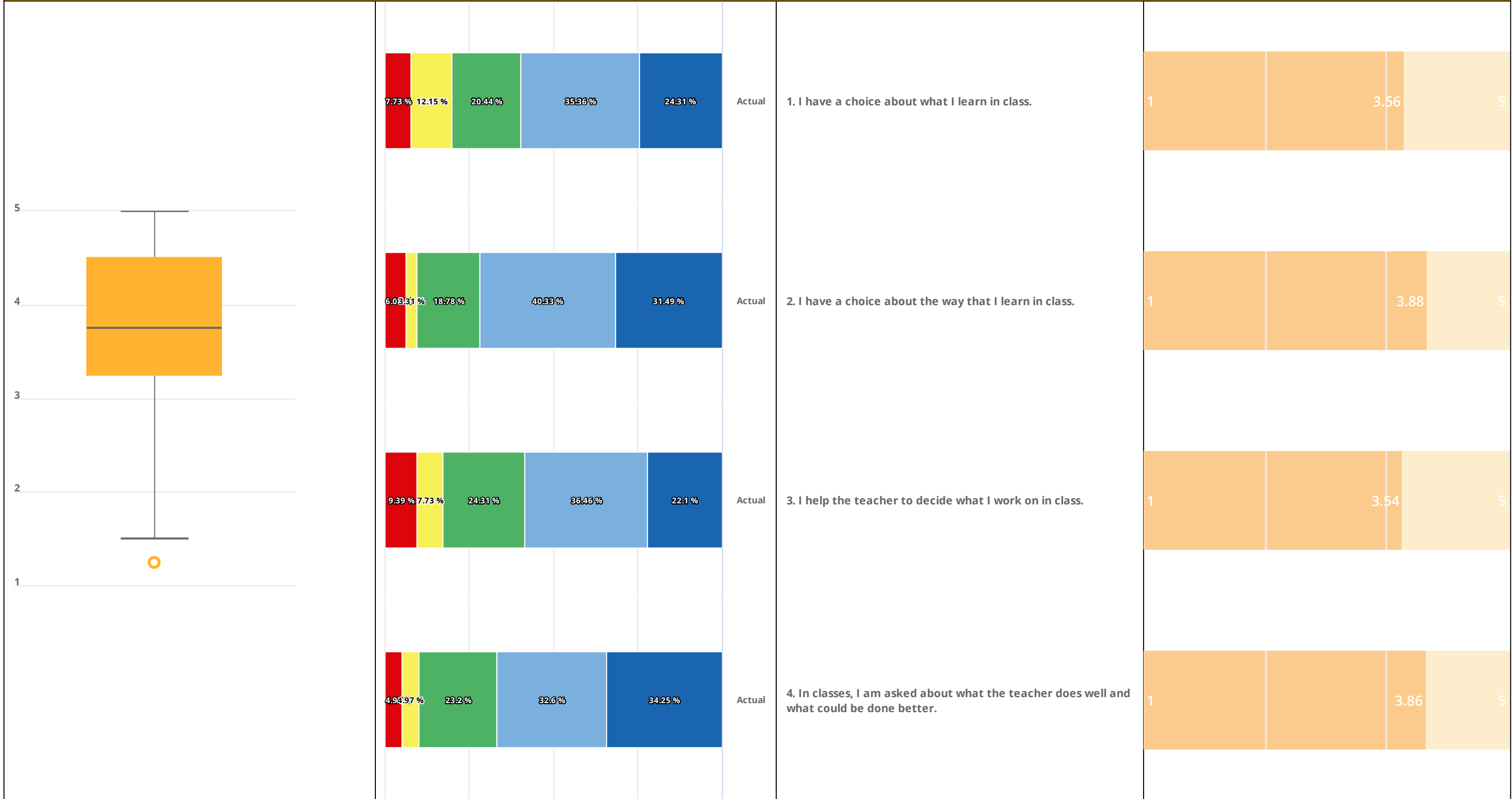


**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

Construct: Student Influence

The extent to which students feel that there are opportunities for them to have a voice, choice and propensity to take action to influence and direct their own learning and assessment.



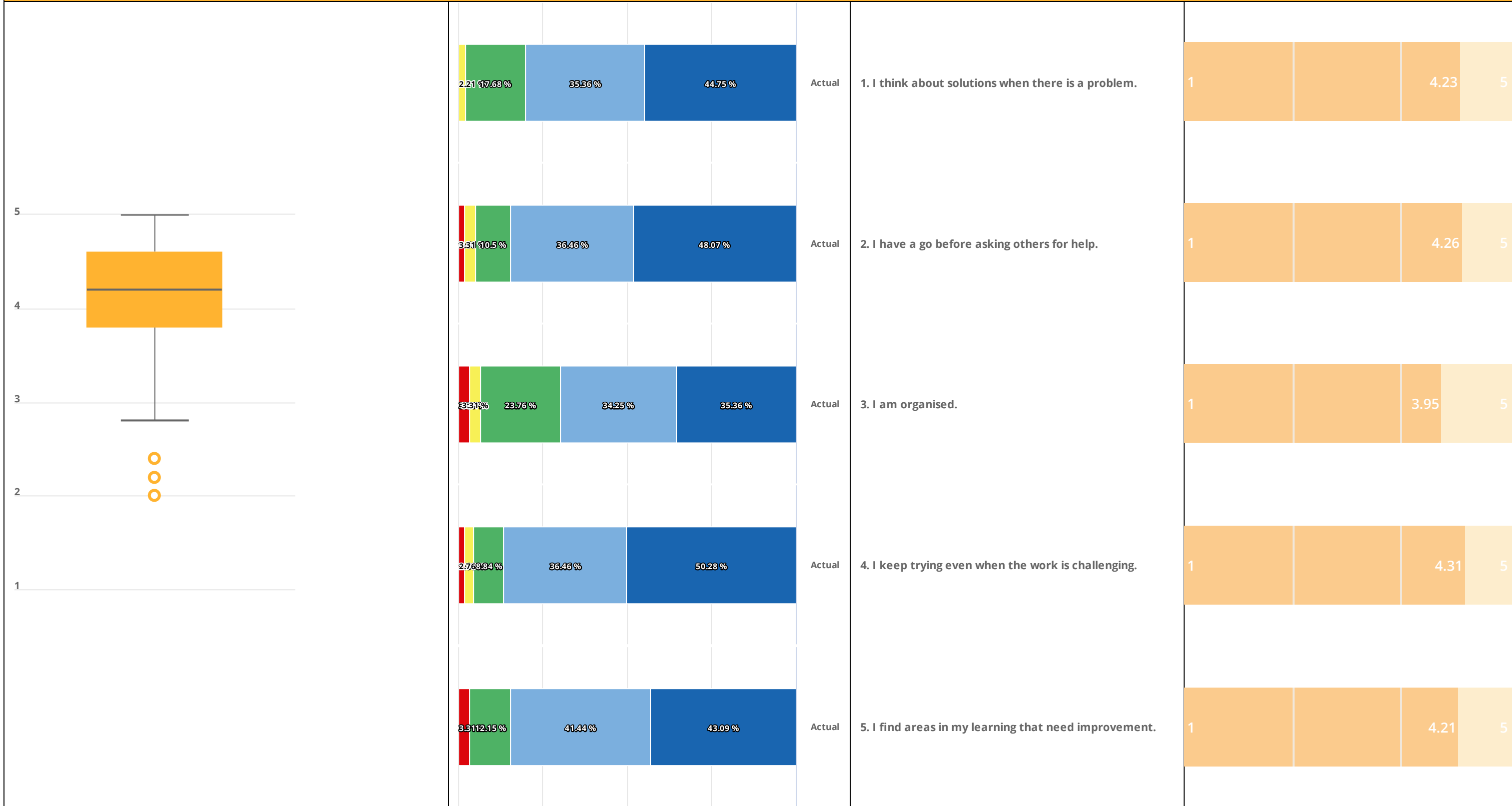
● Highest   ●   ●   ●   ● Lowest

**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.

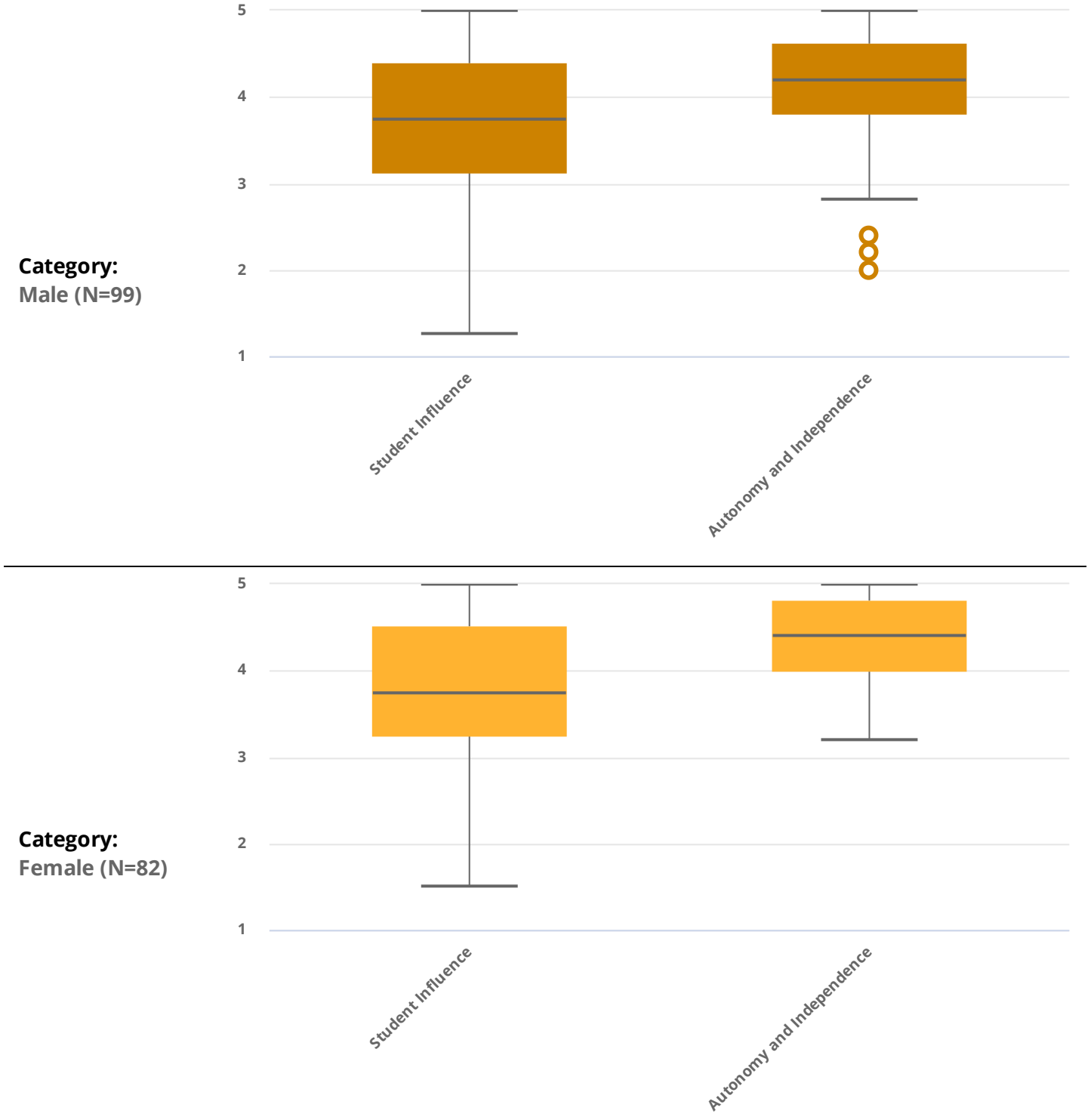
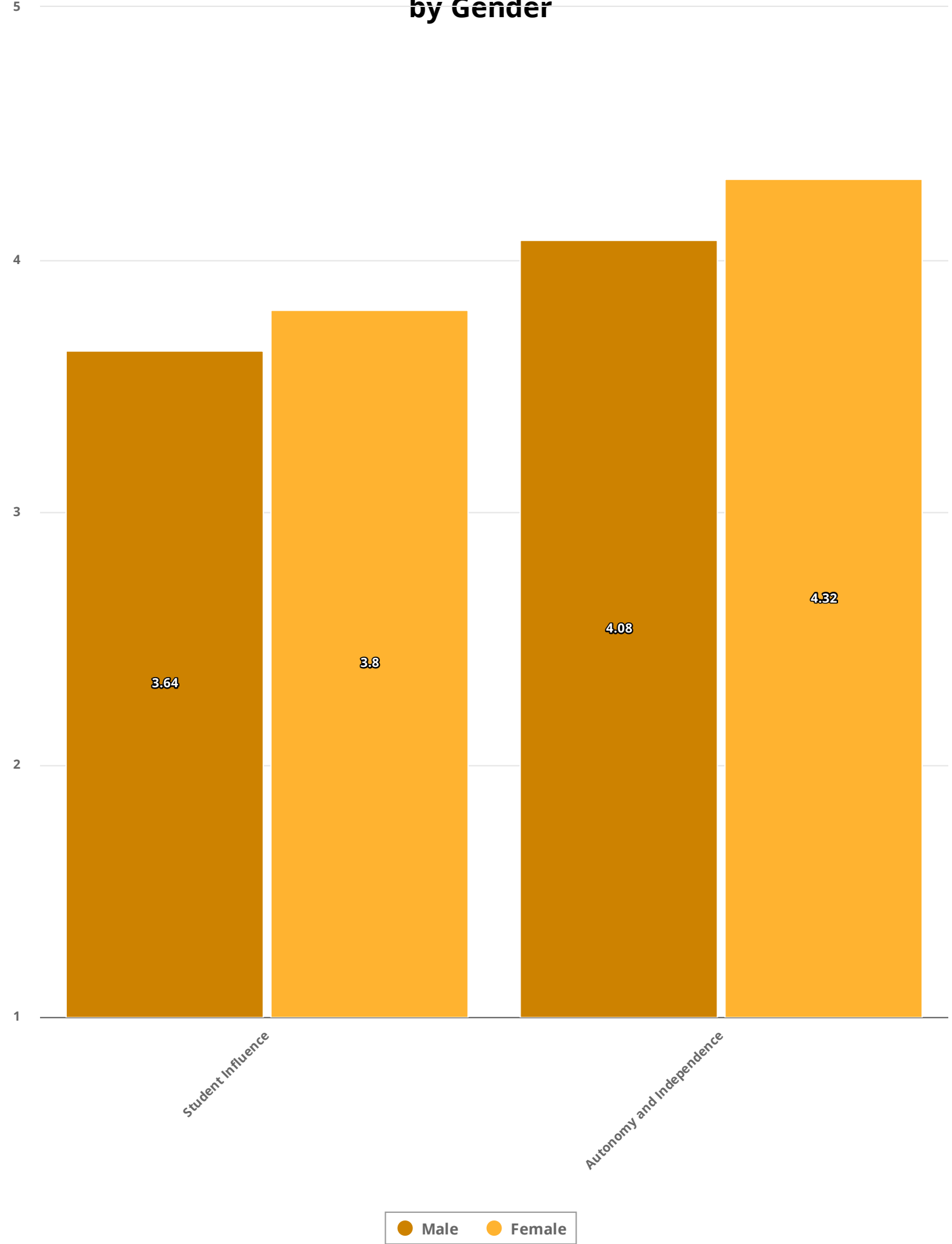


● Highest ● Medium ● Low ● Lowest



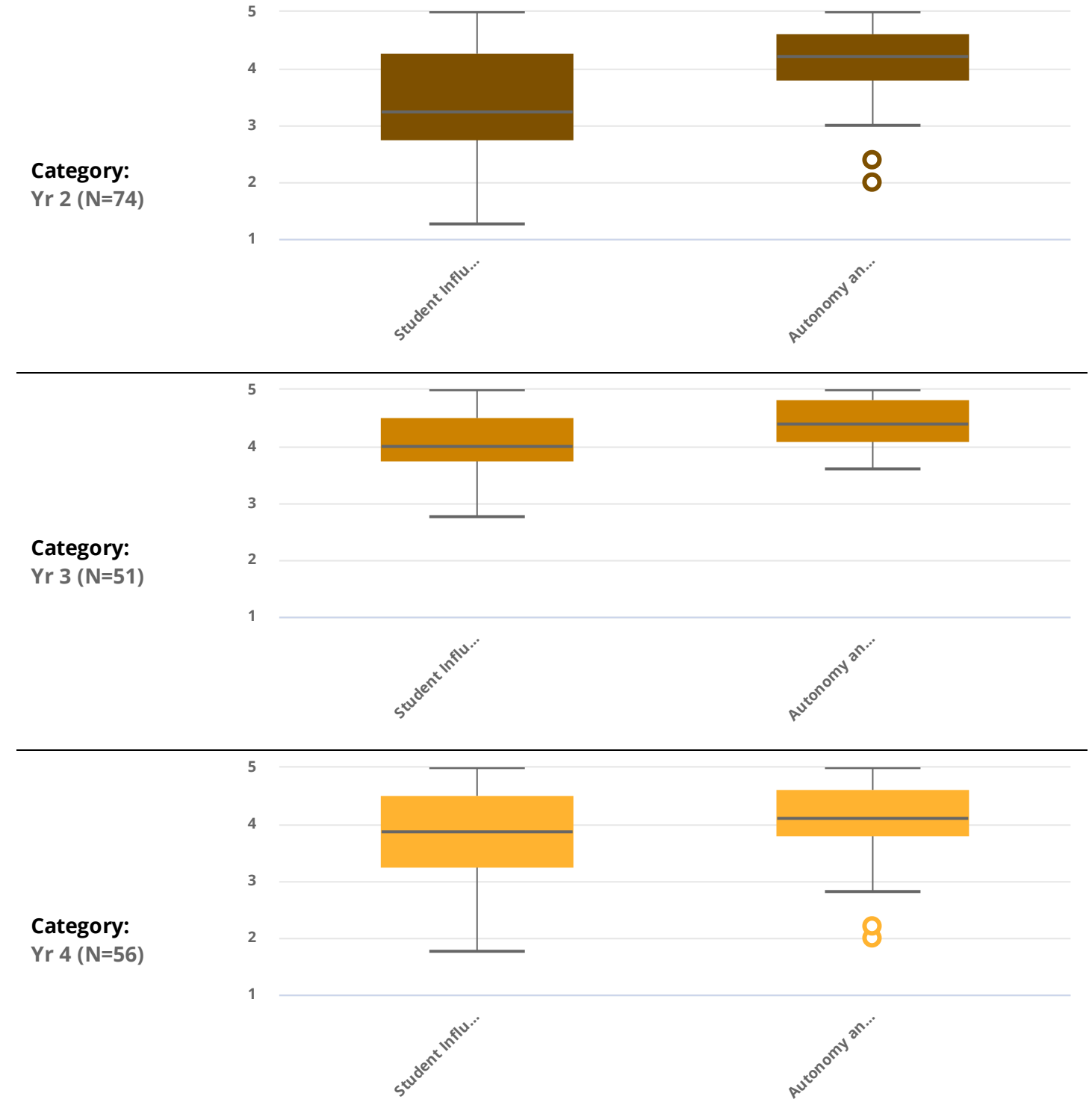
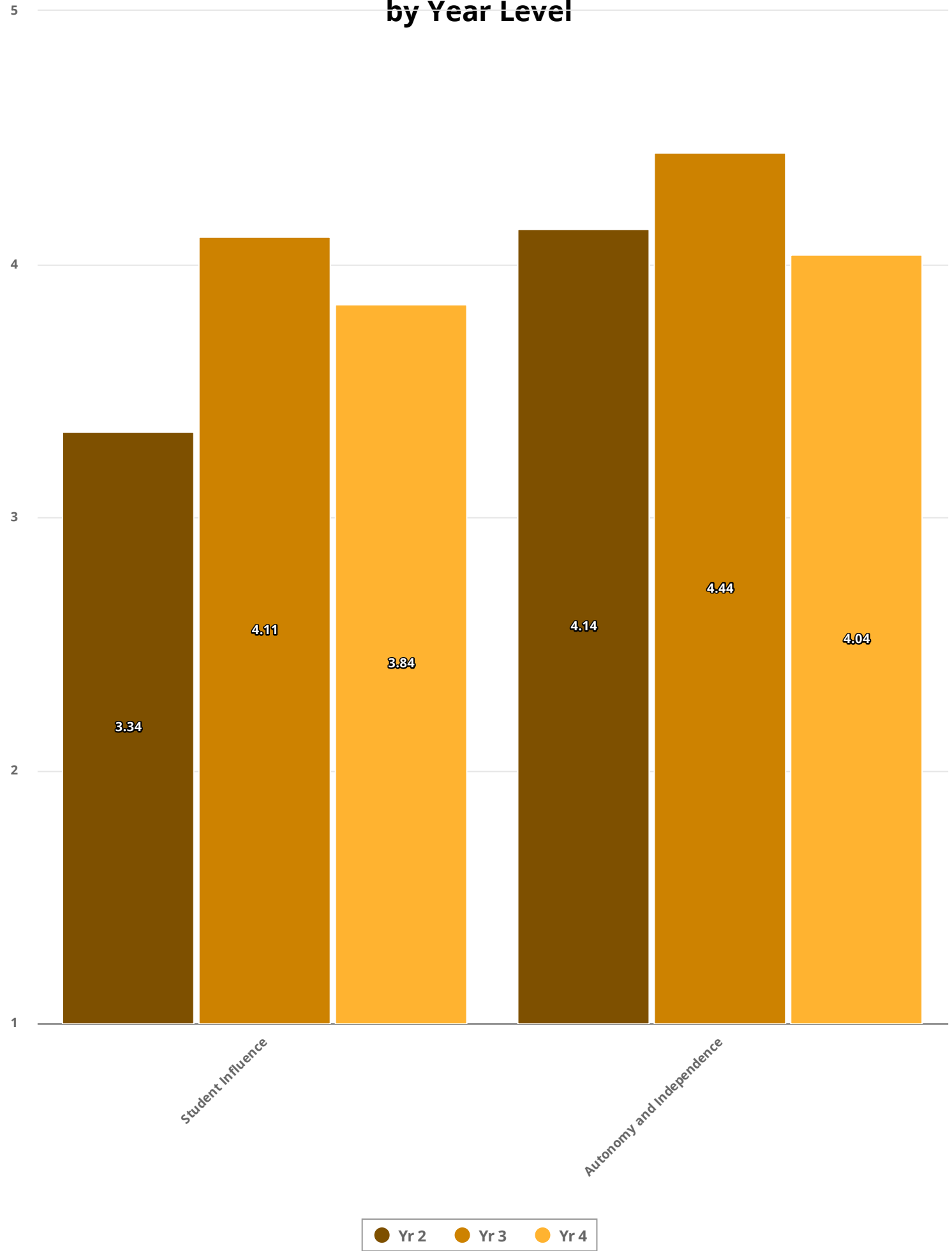
# LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender

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.

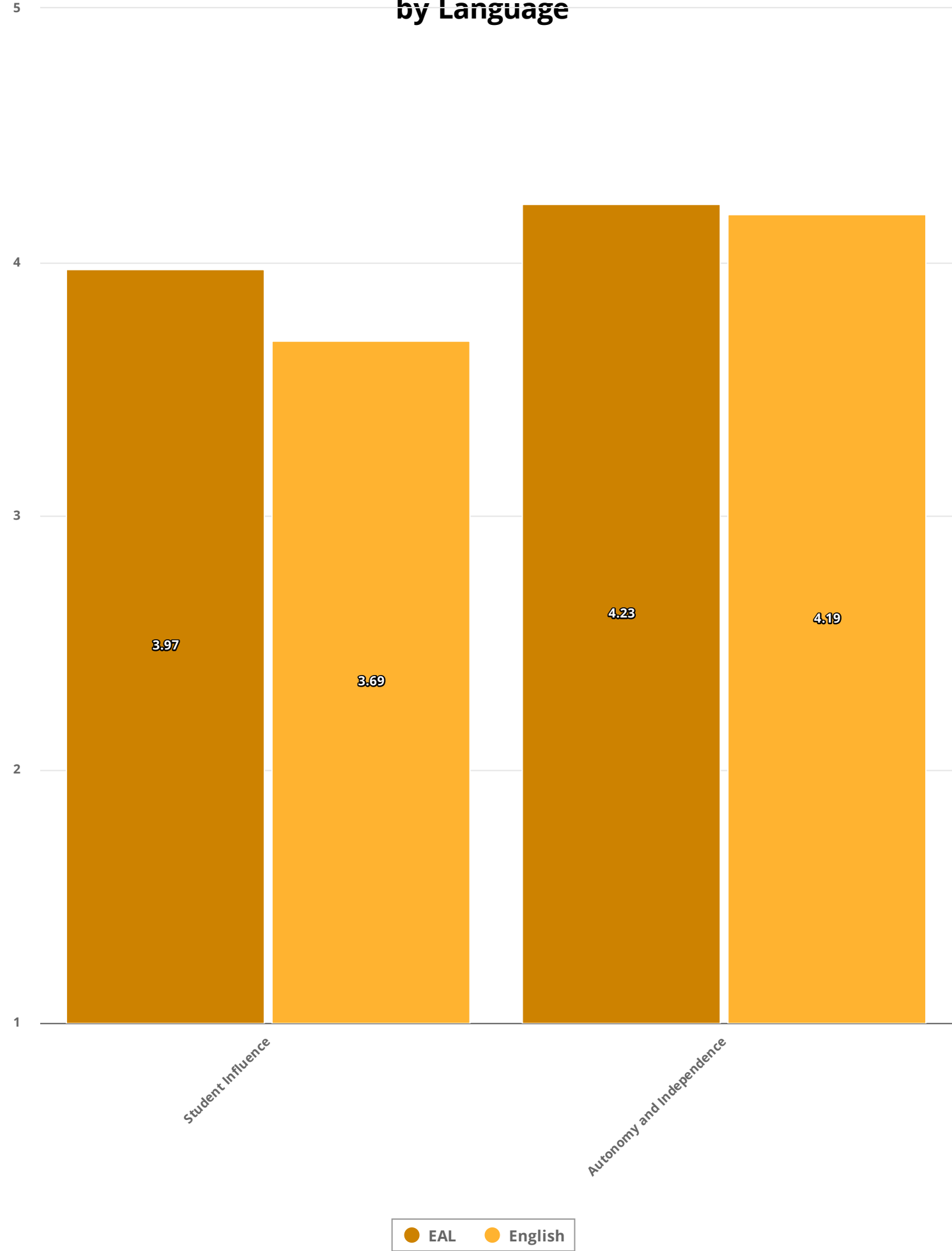


# LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

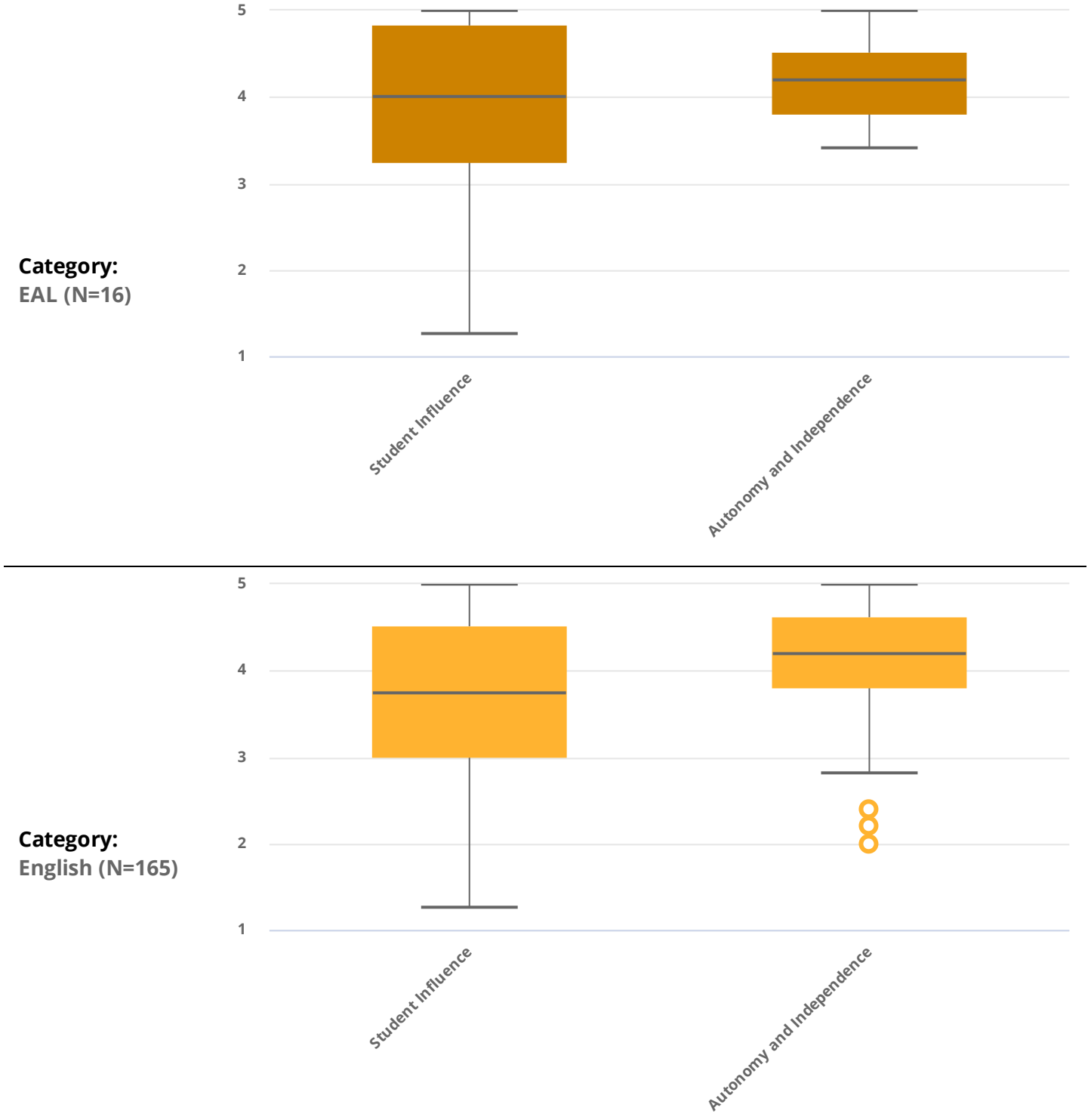
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

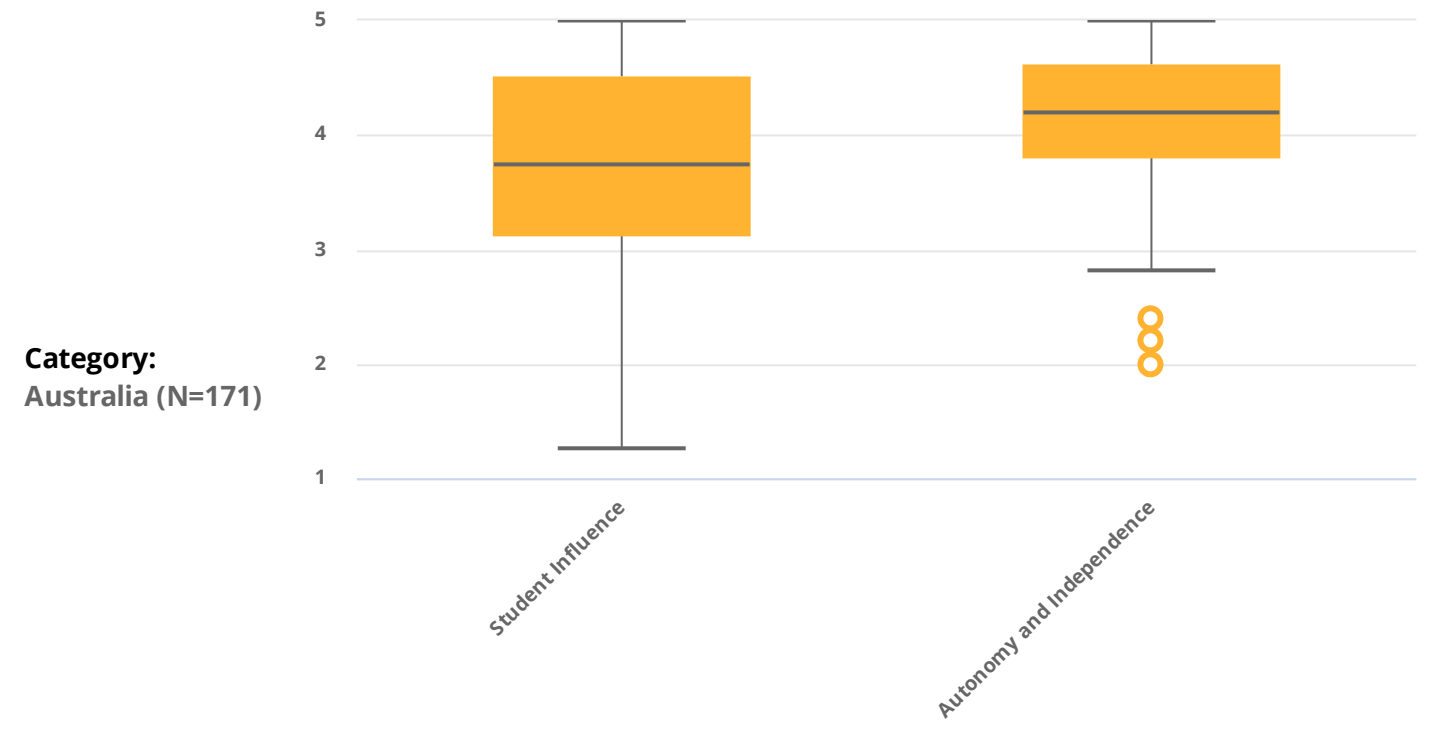
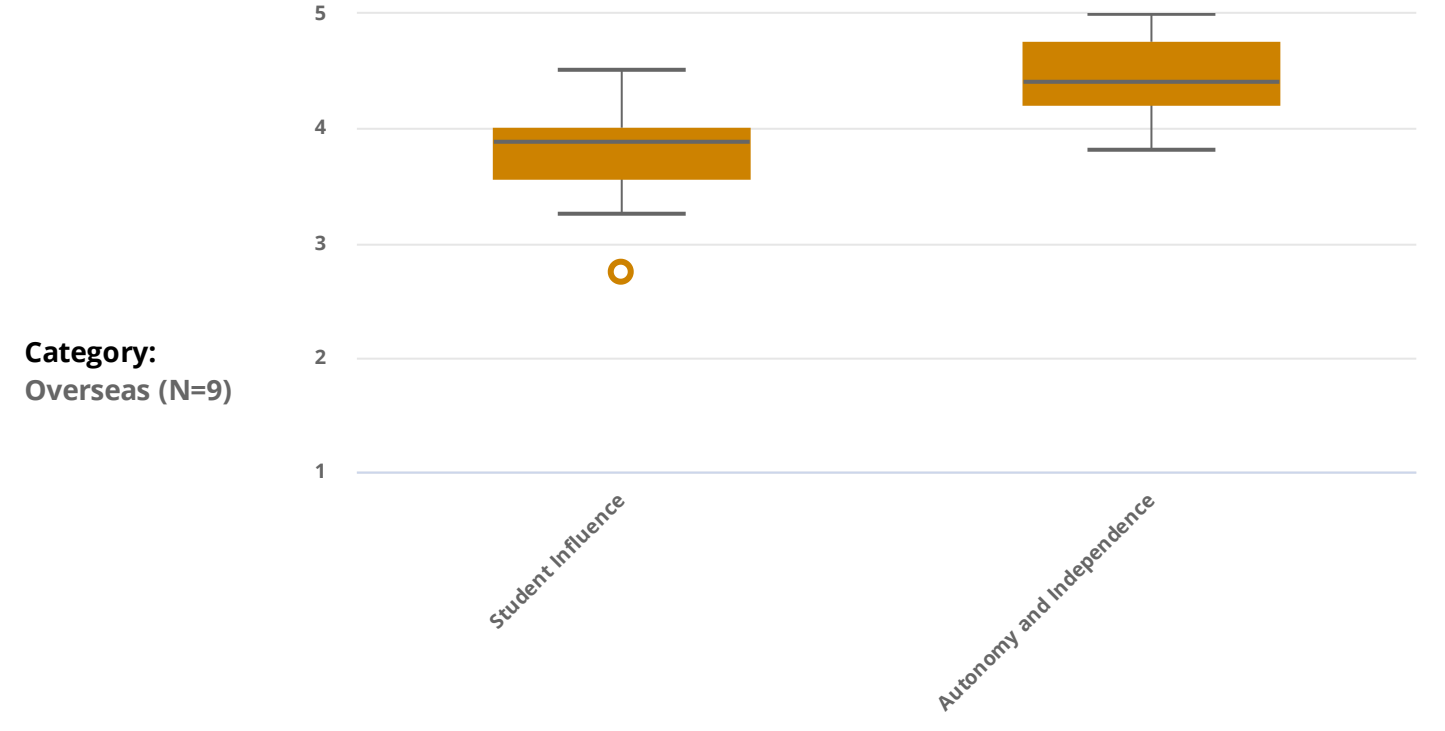
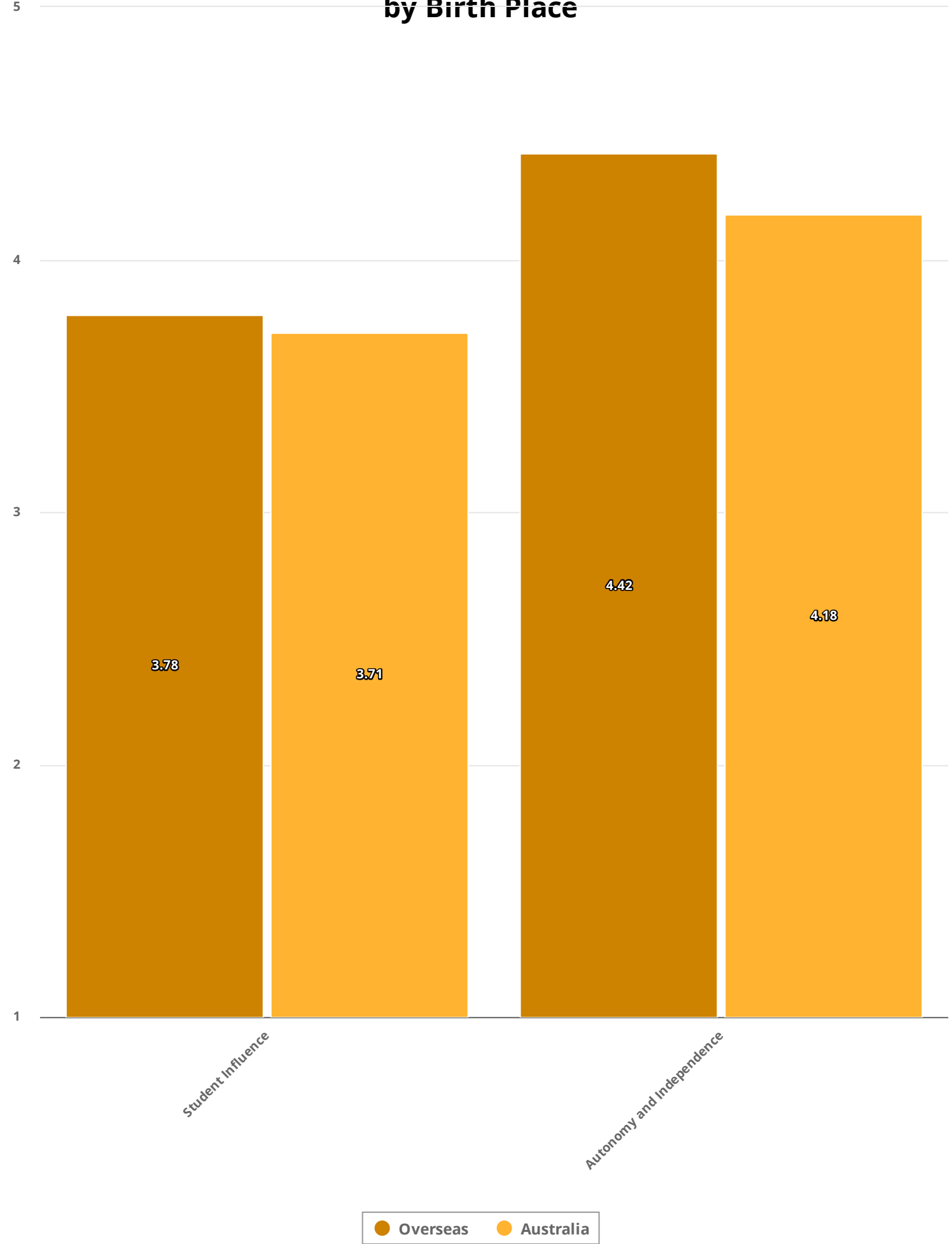


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

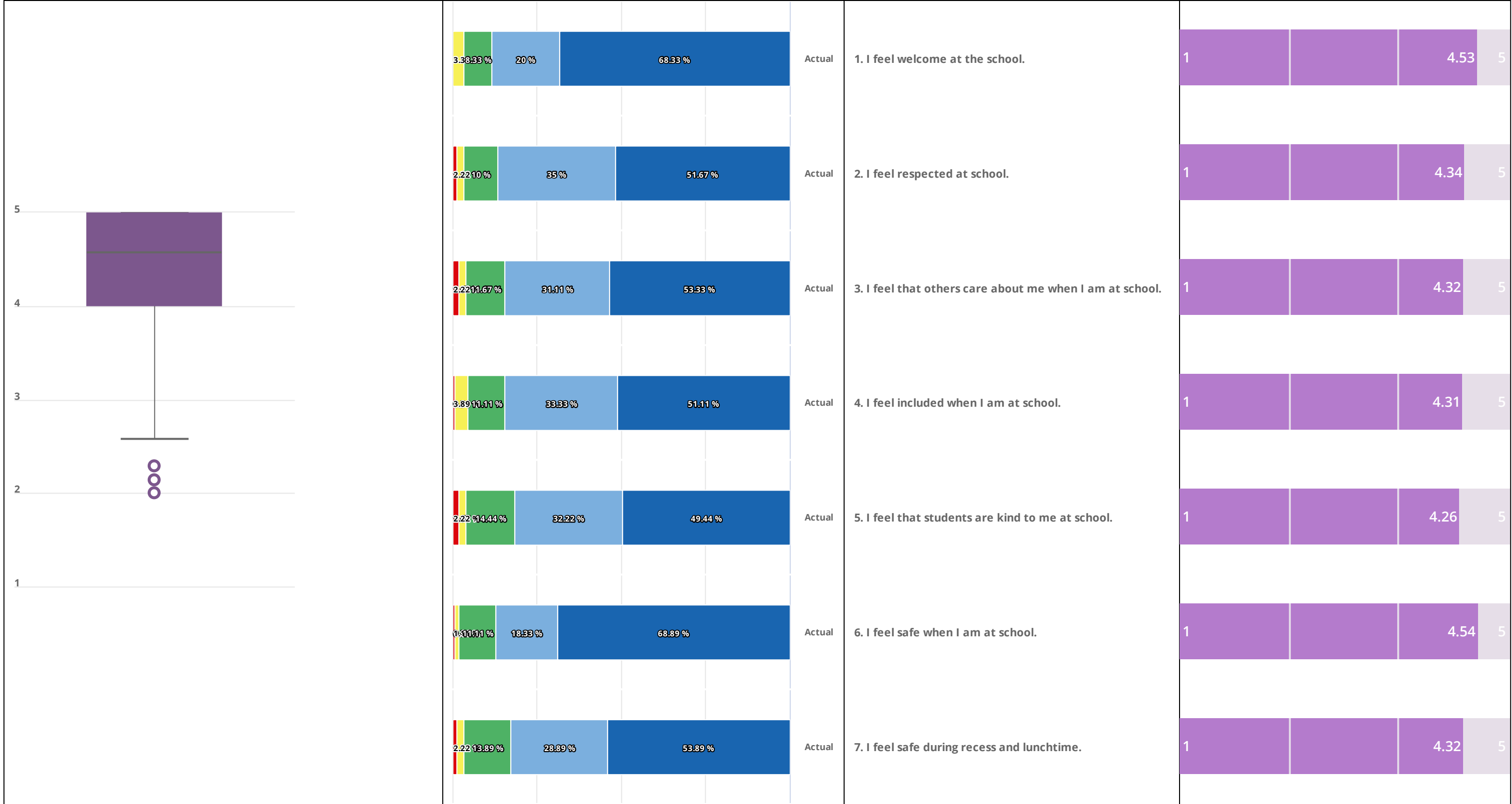


**Student Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

**Construct: Welcoming and Safe School**

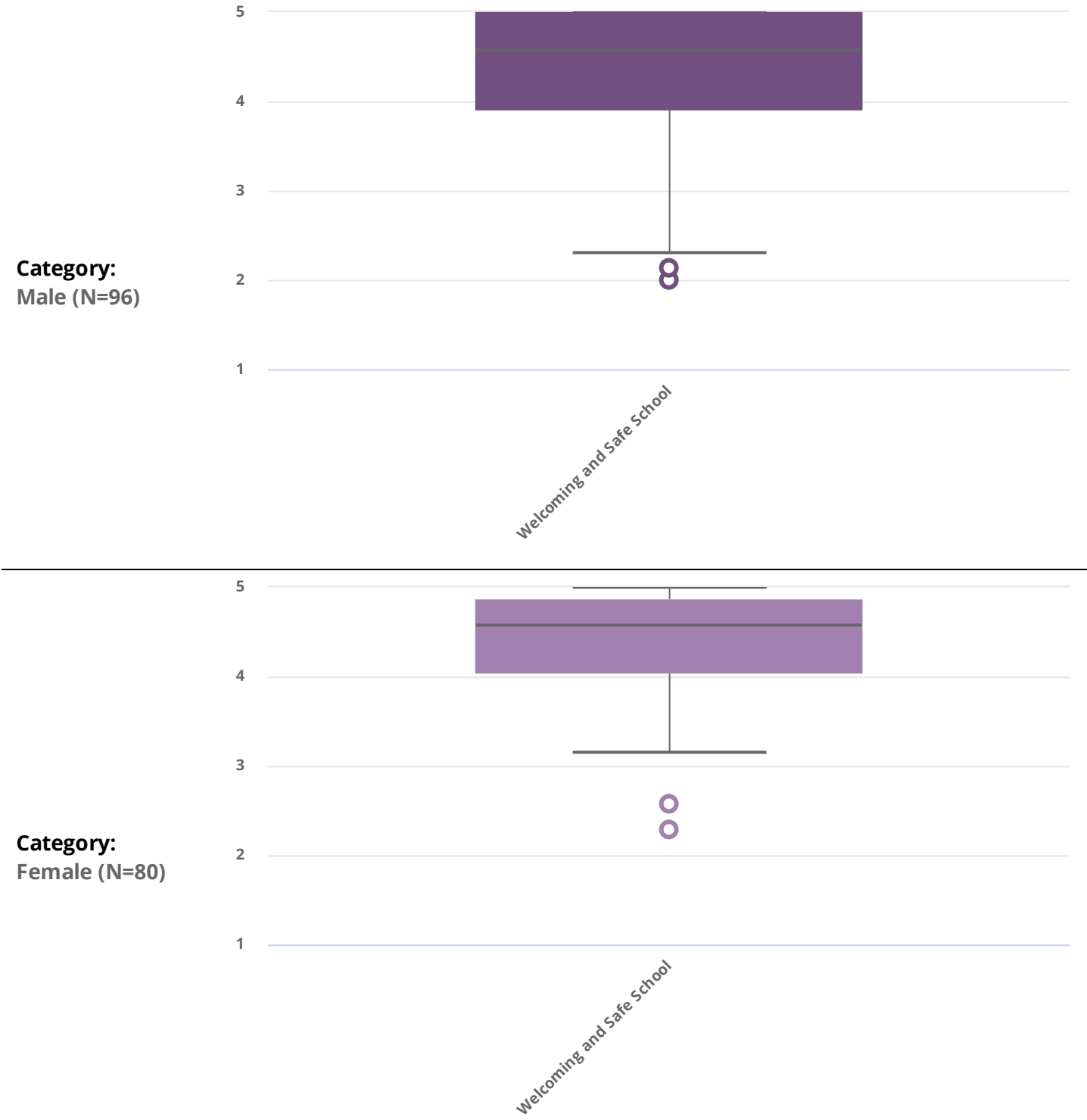
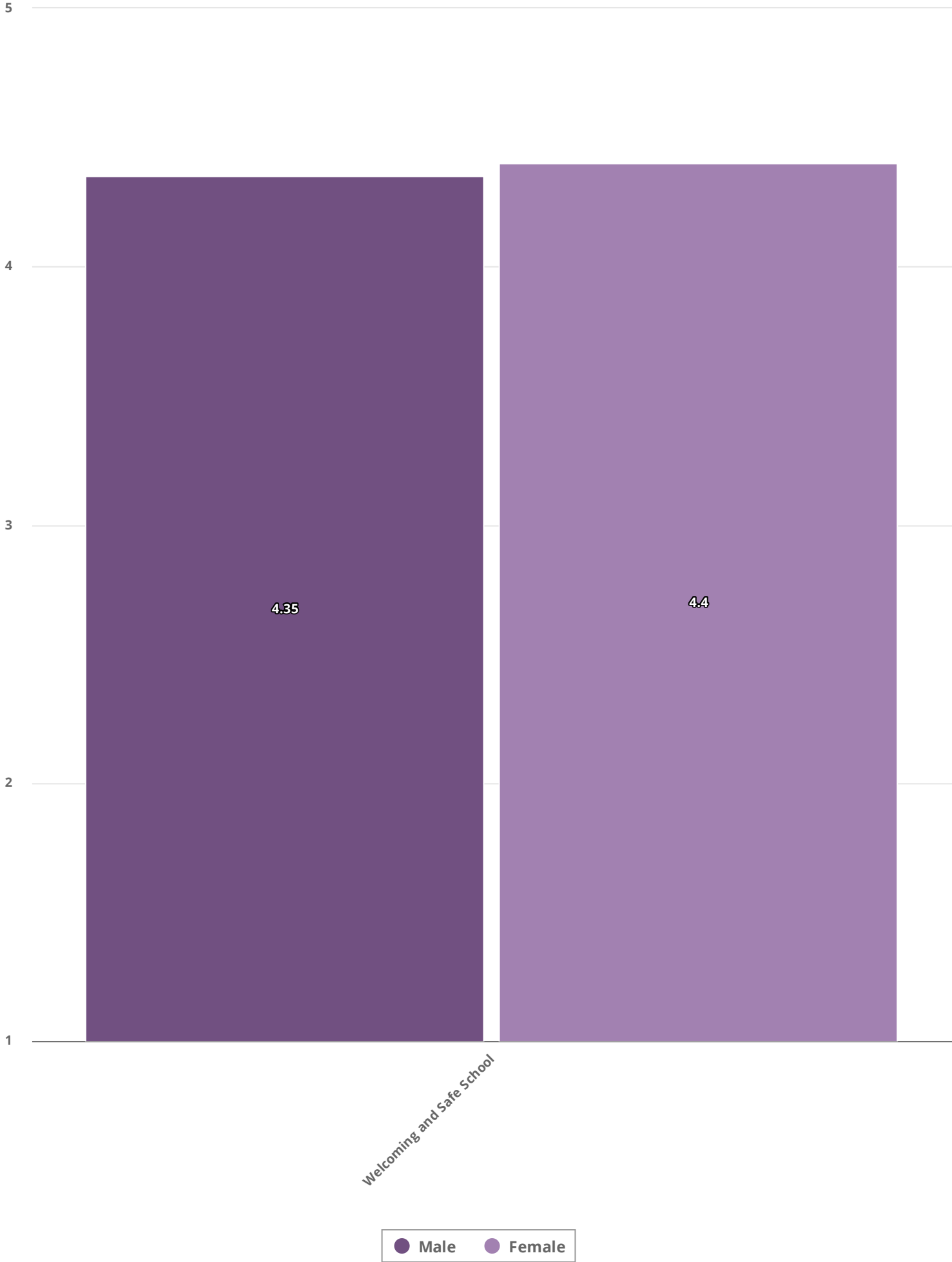
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



● Highest ● ● ● ● Lowest

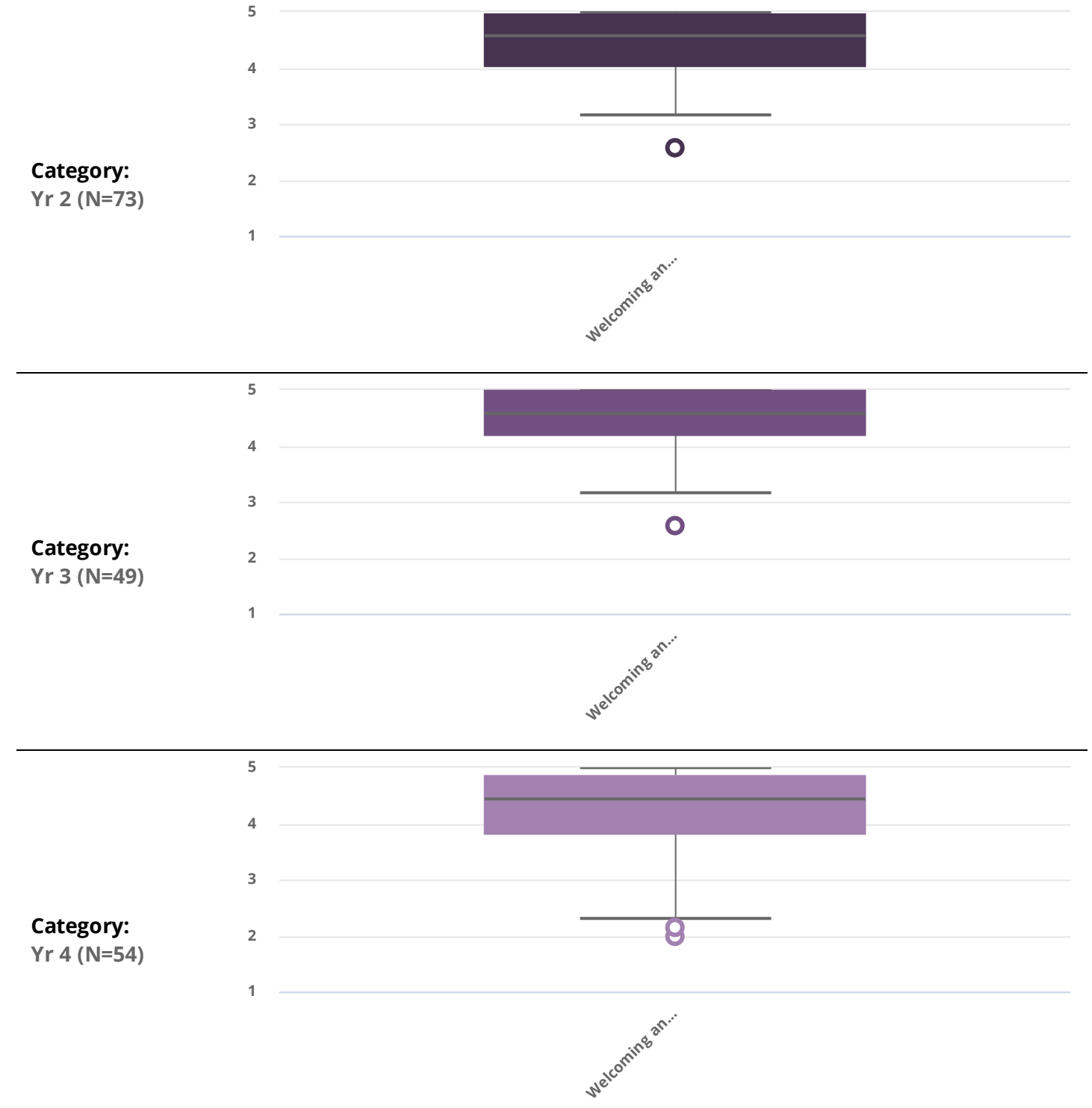
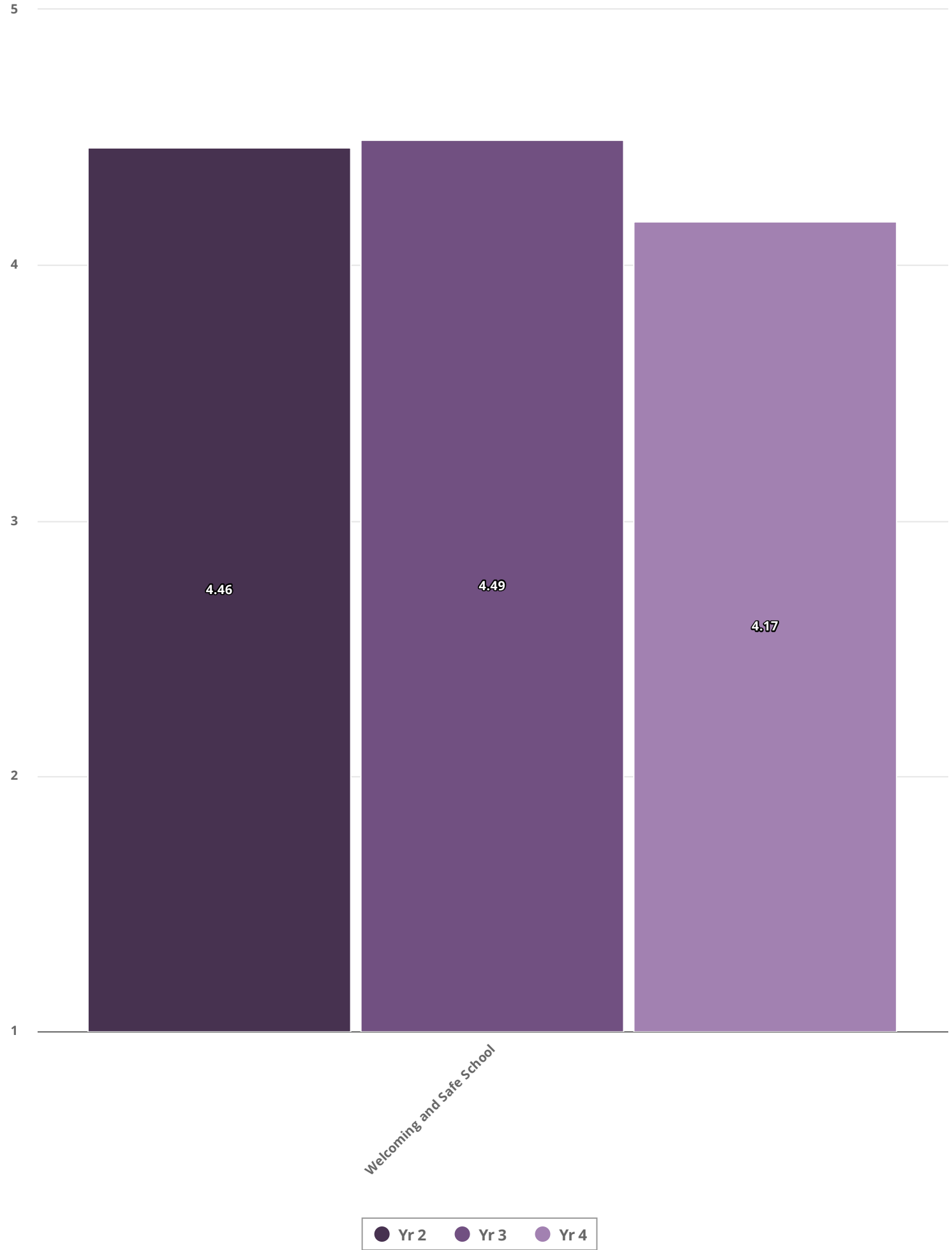
# LLL Component 4: Community Engagement by Gender

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.



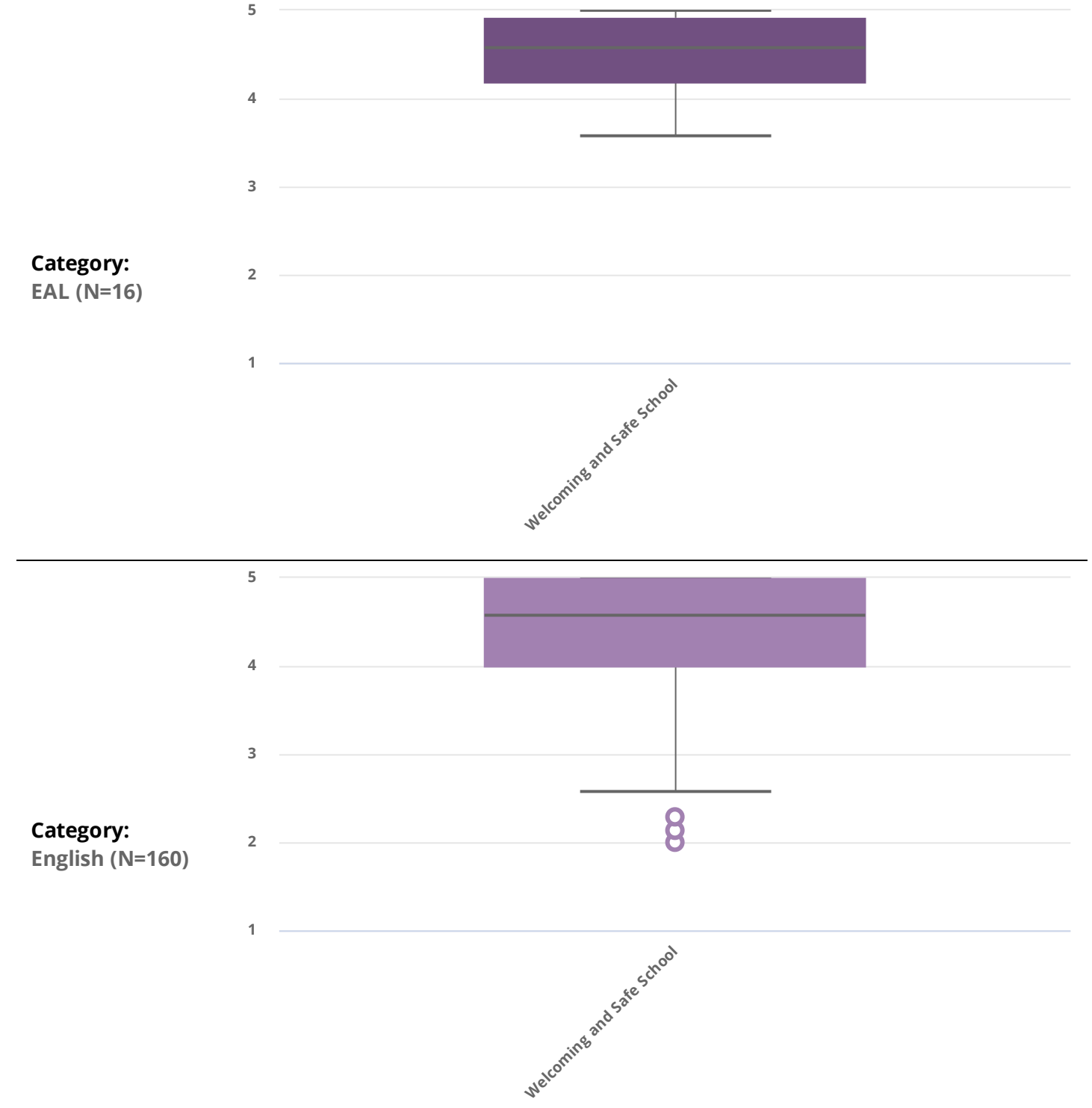
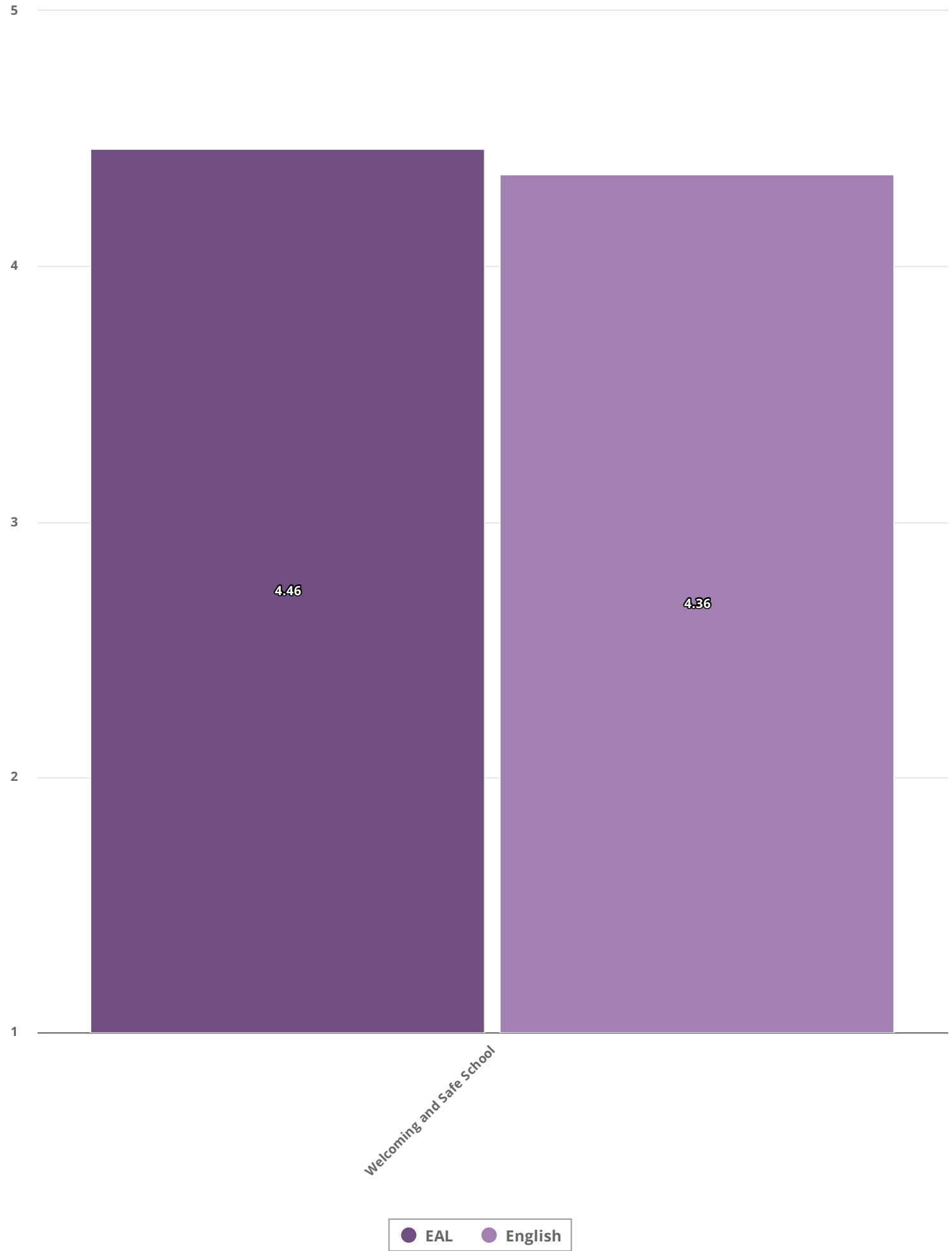
# LLL Component 4: Community Engagement by Year Level

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

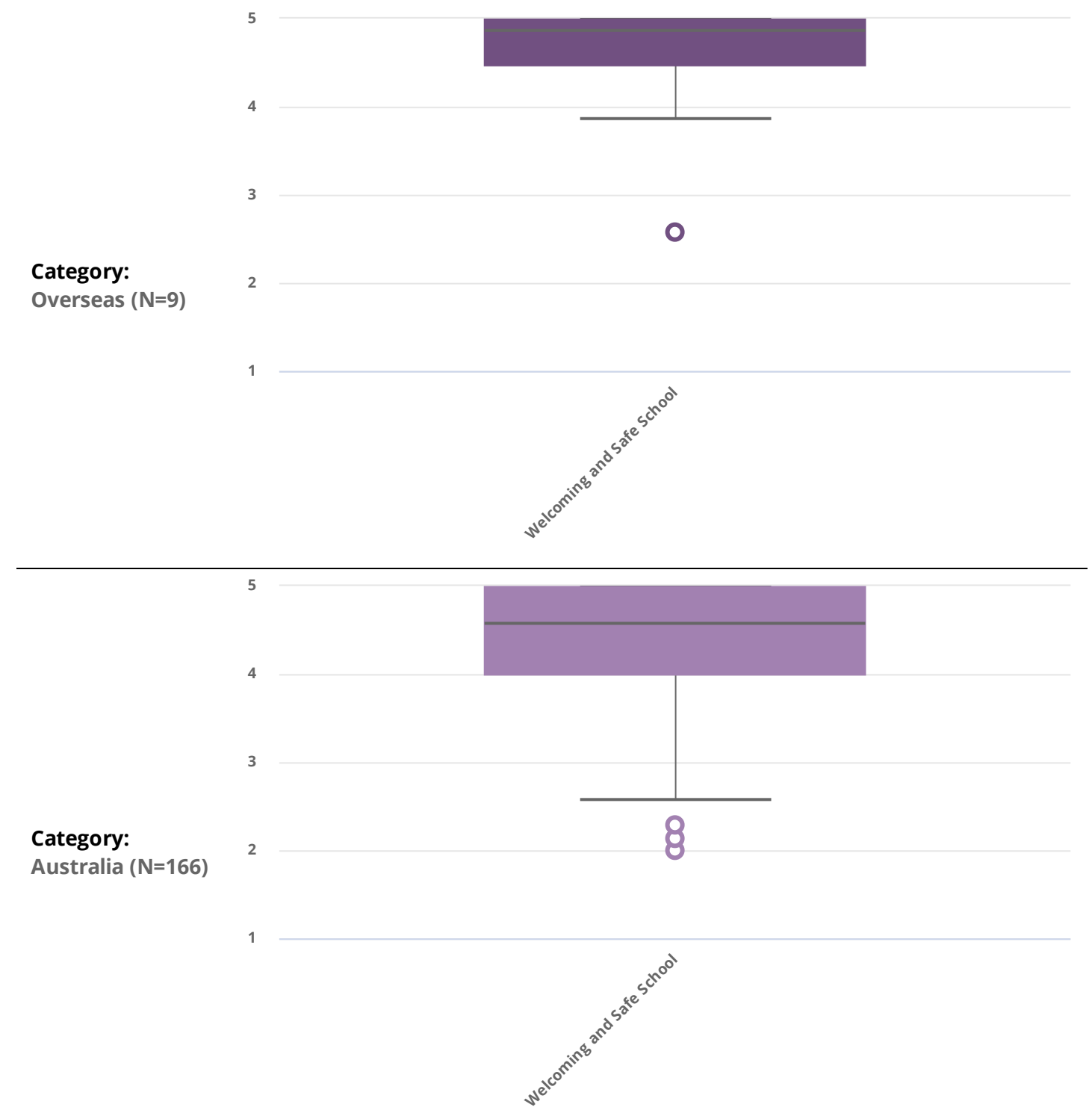
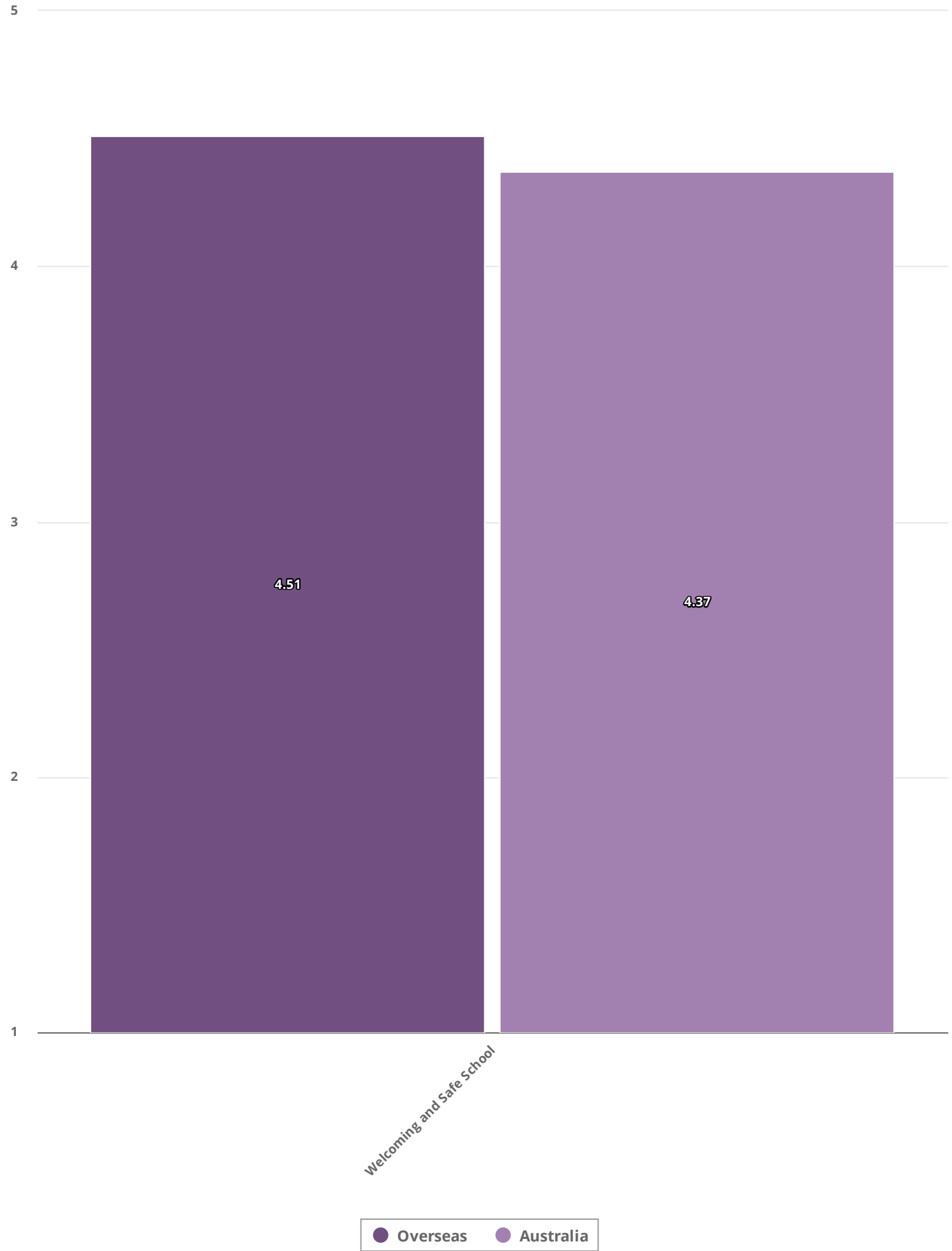
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# 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.

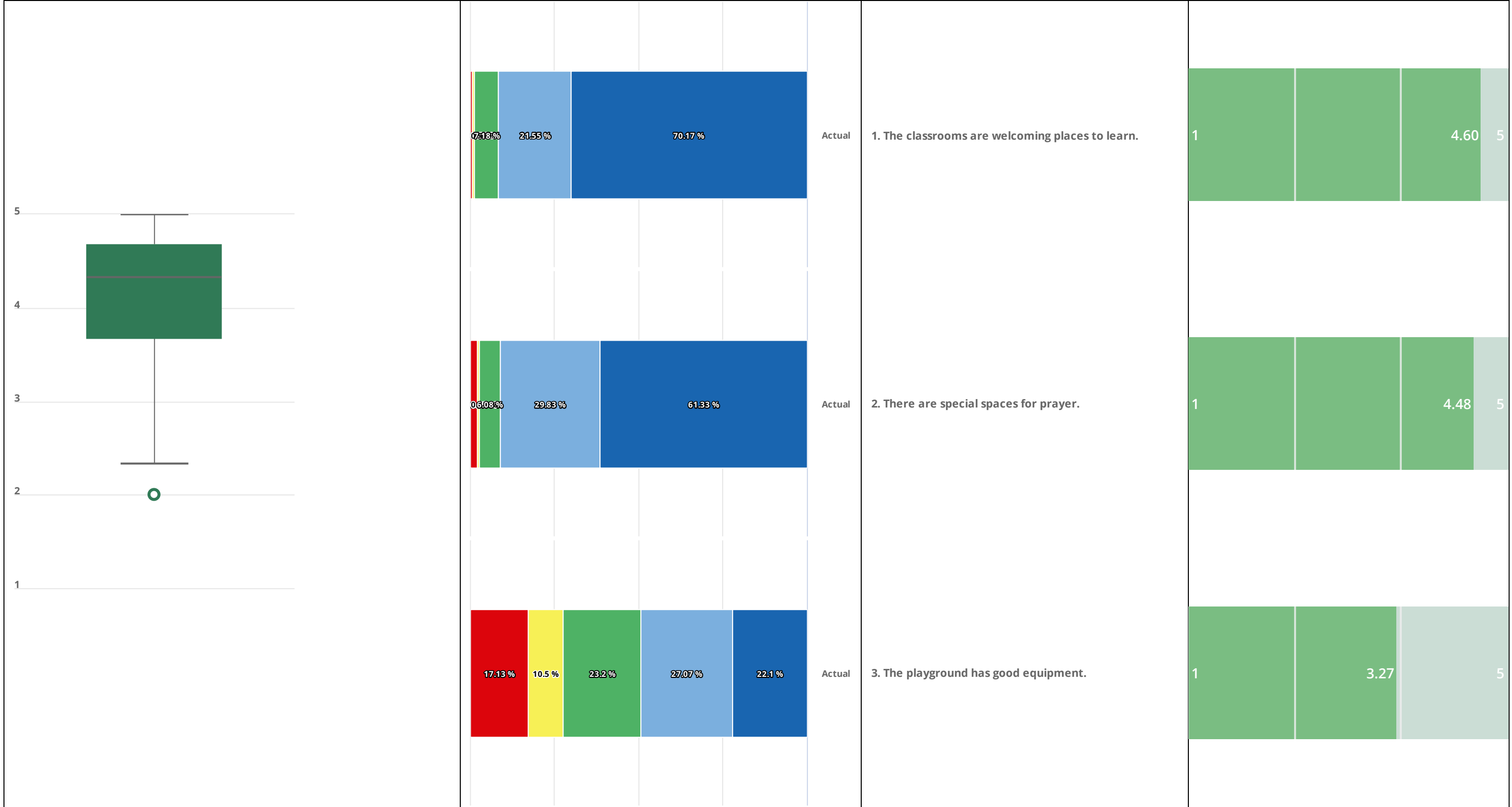


**Student Perceptions (Infrastructure)**

**BSC Quadrant: RESOURCING**

Construct: Infrastructure

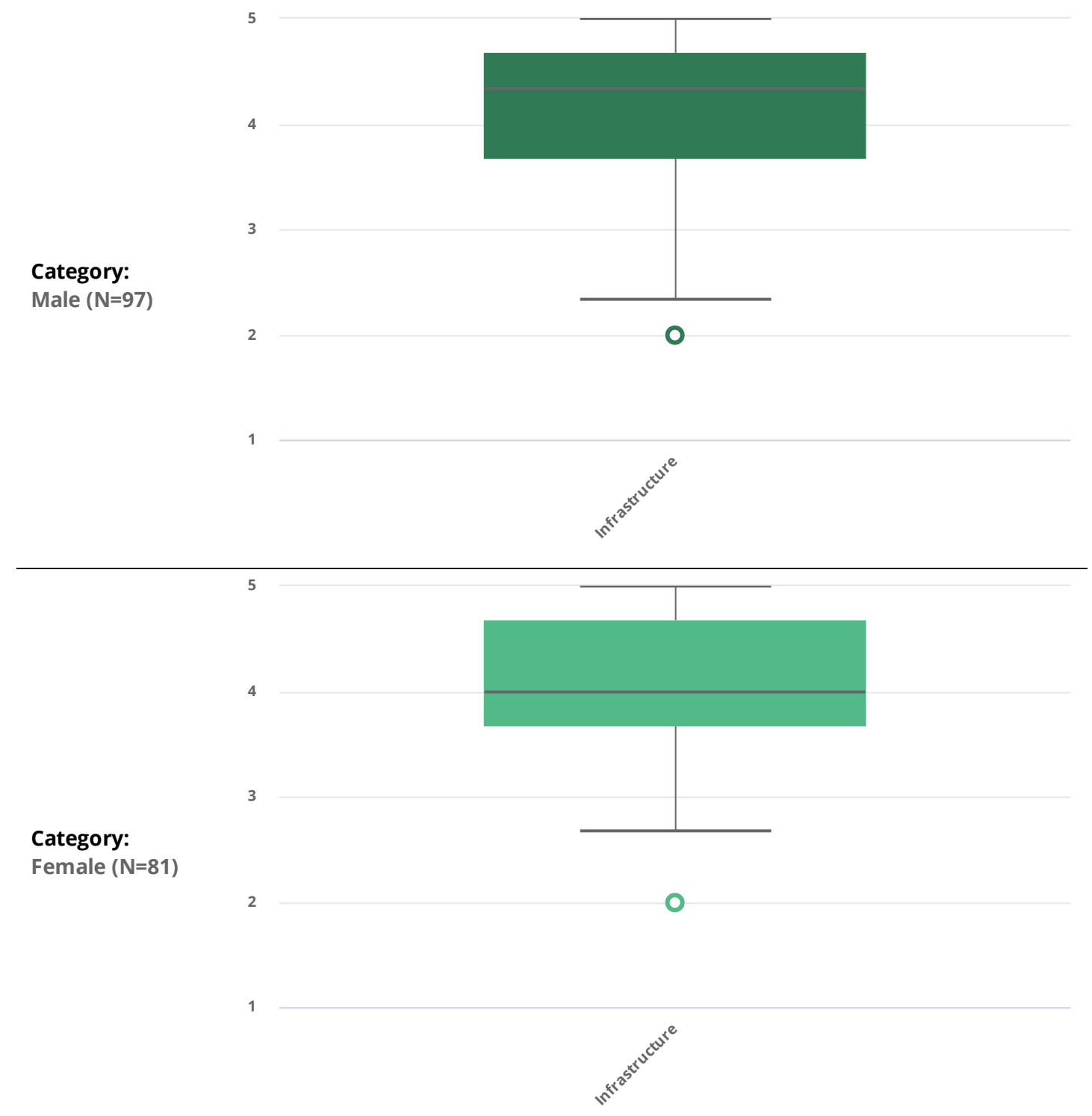
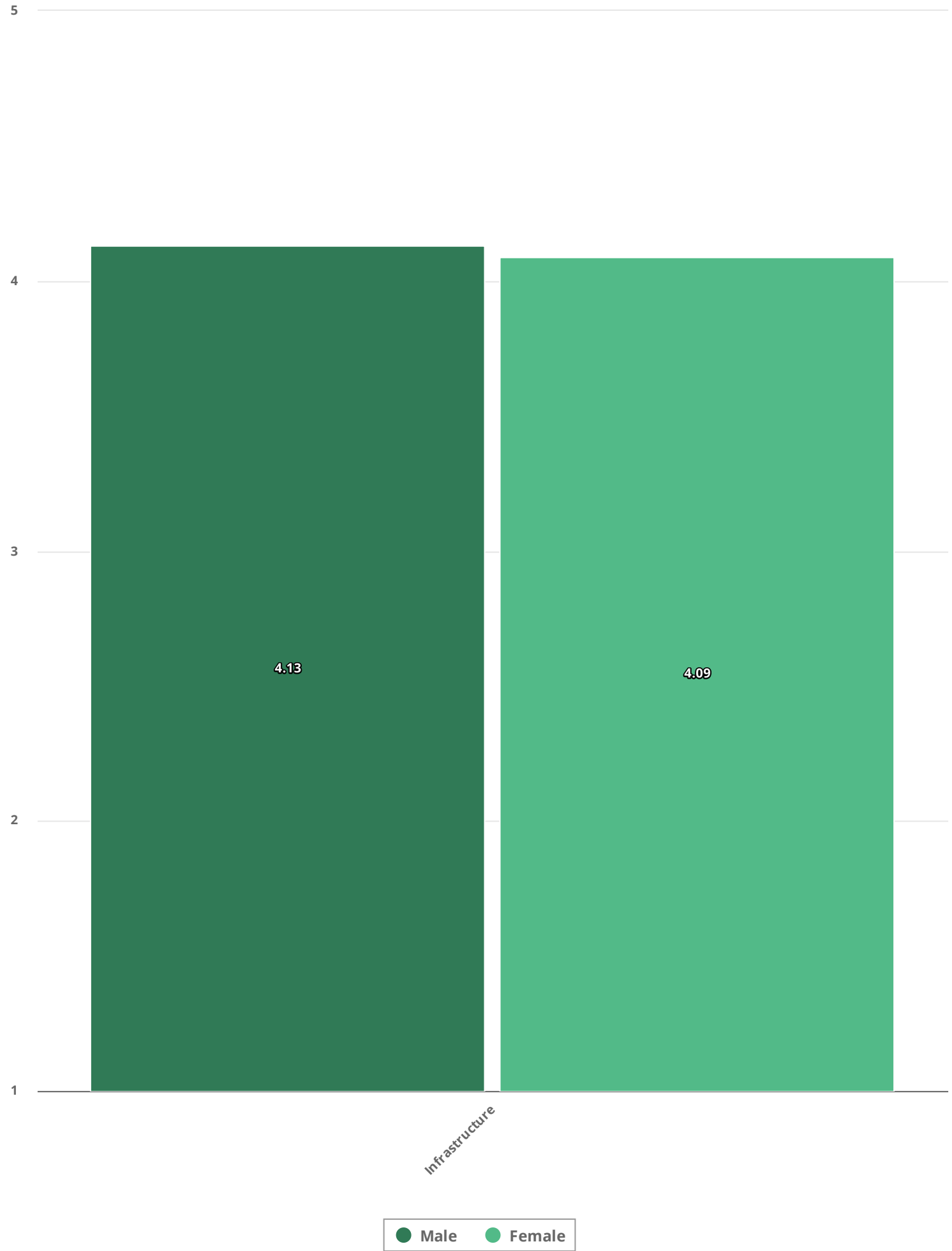
The extent to which students feel positive about the school buildings and grounds.



● Highest   ●   ●   ●   ● Lowest

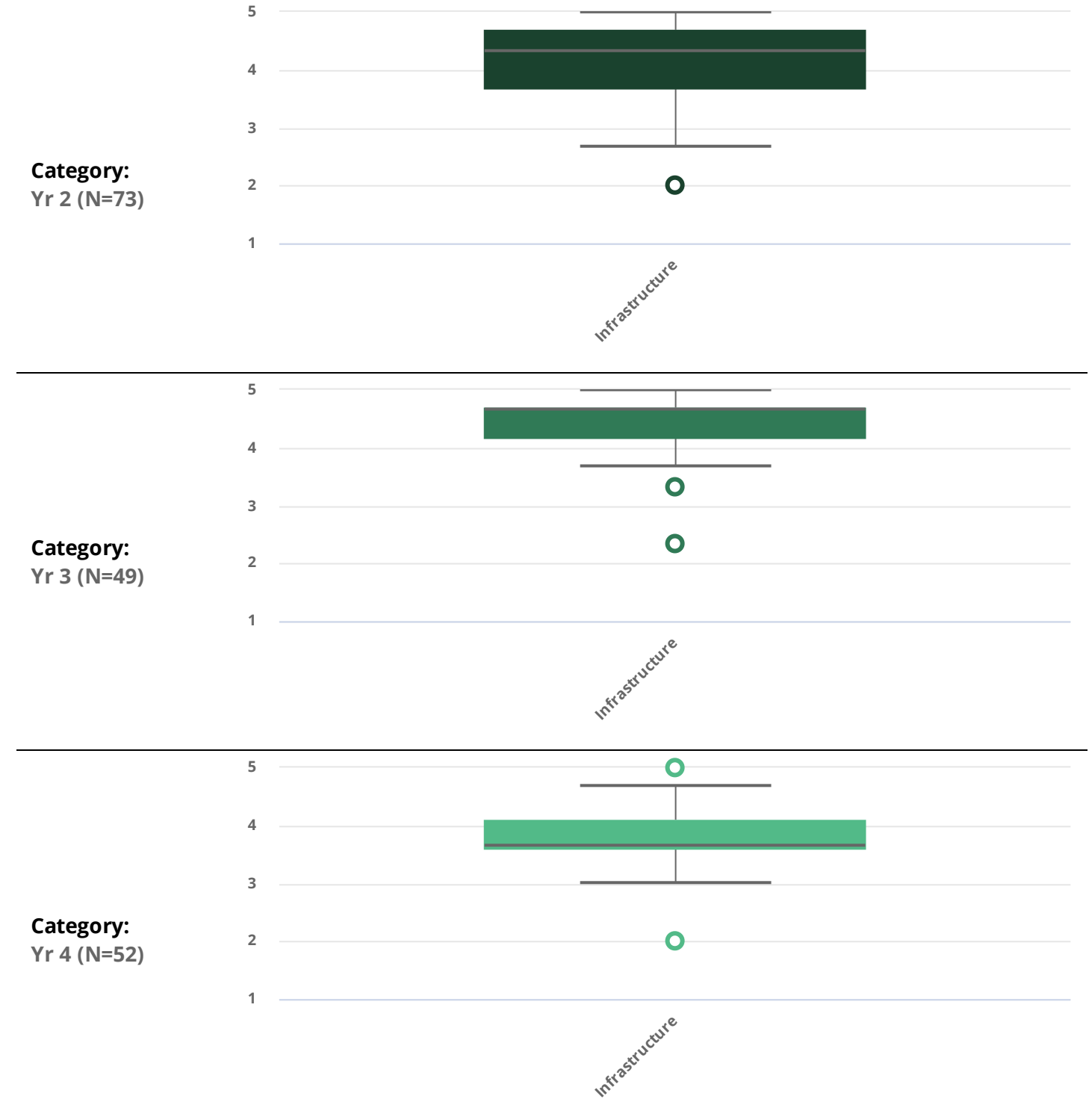
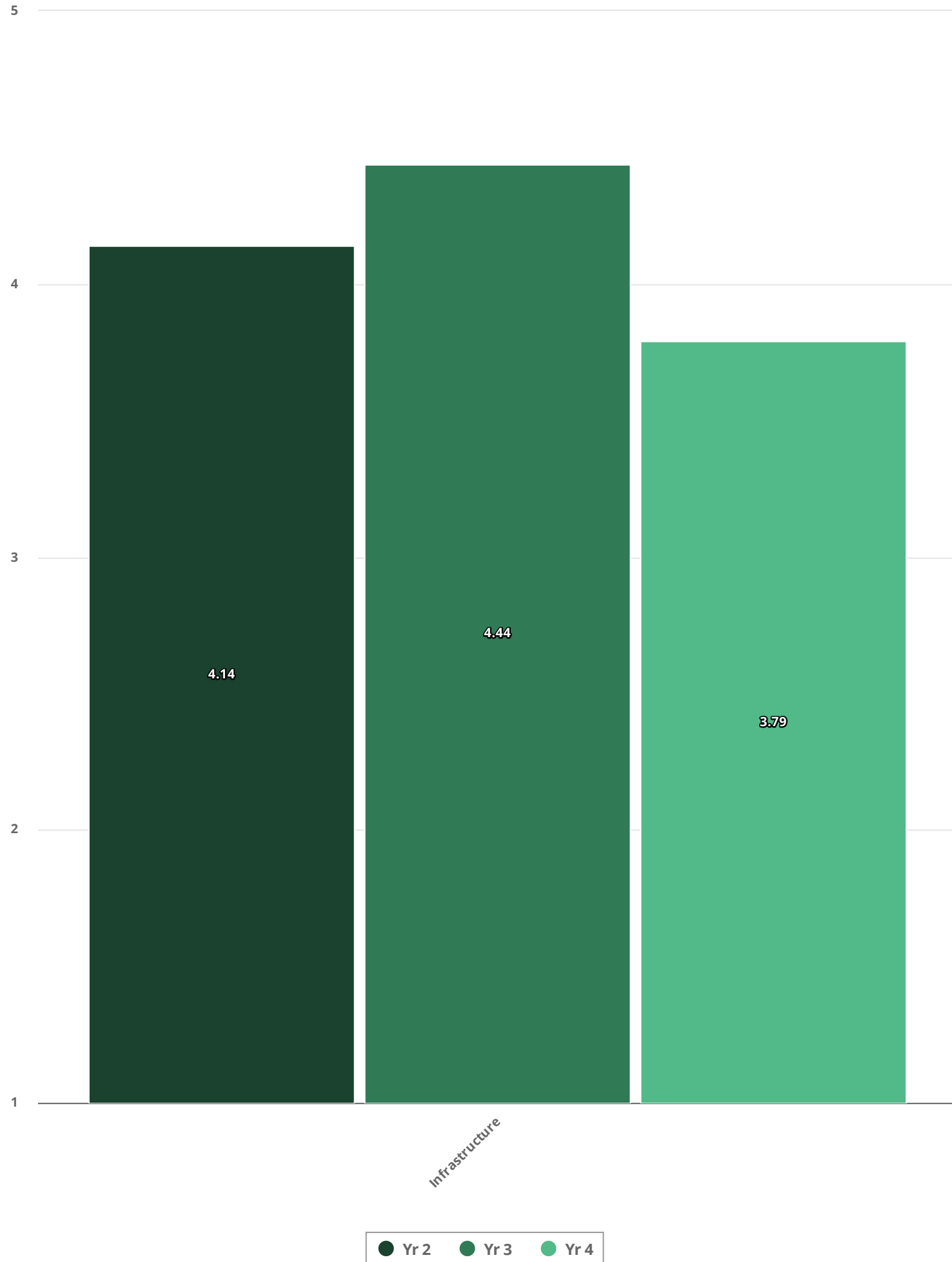
# Additional Construct: Infrastructure by Gender

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.



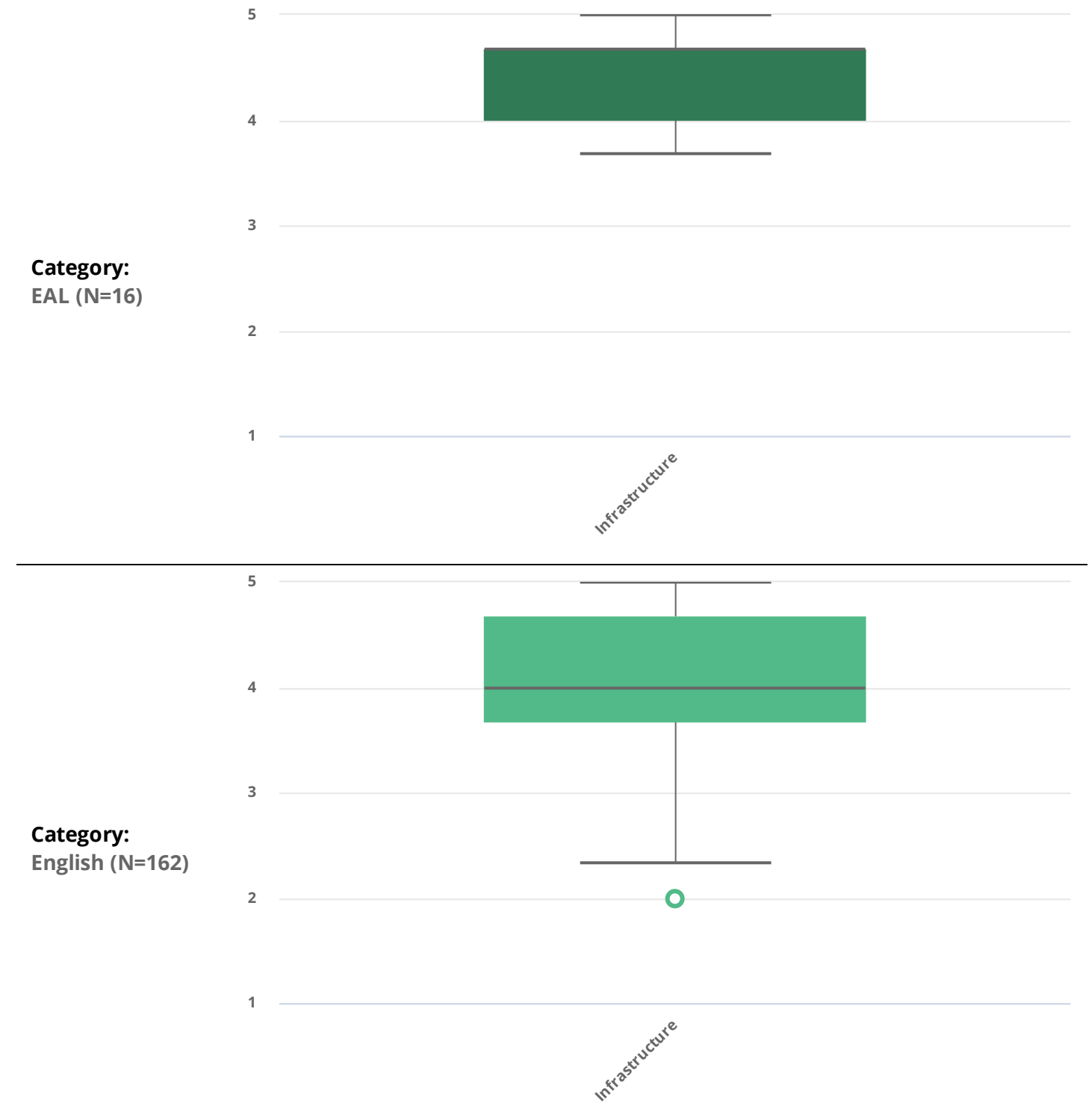
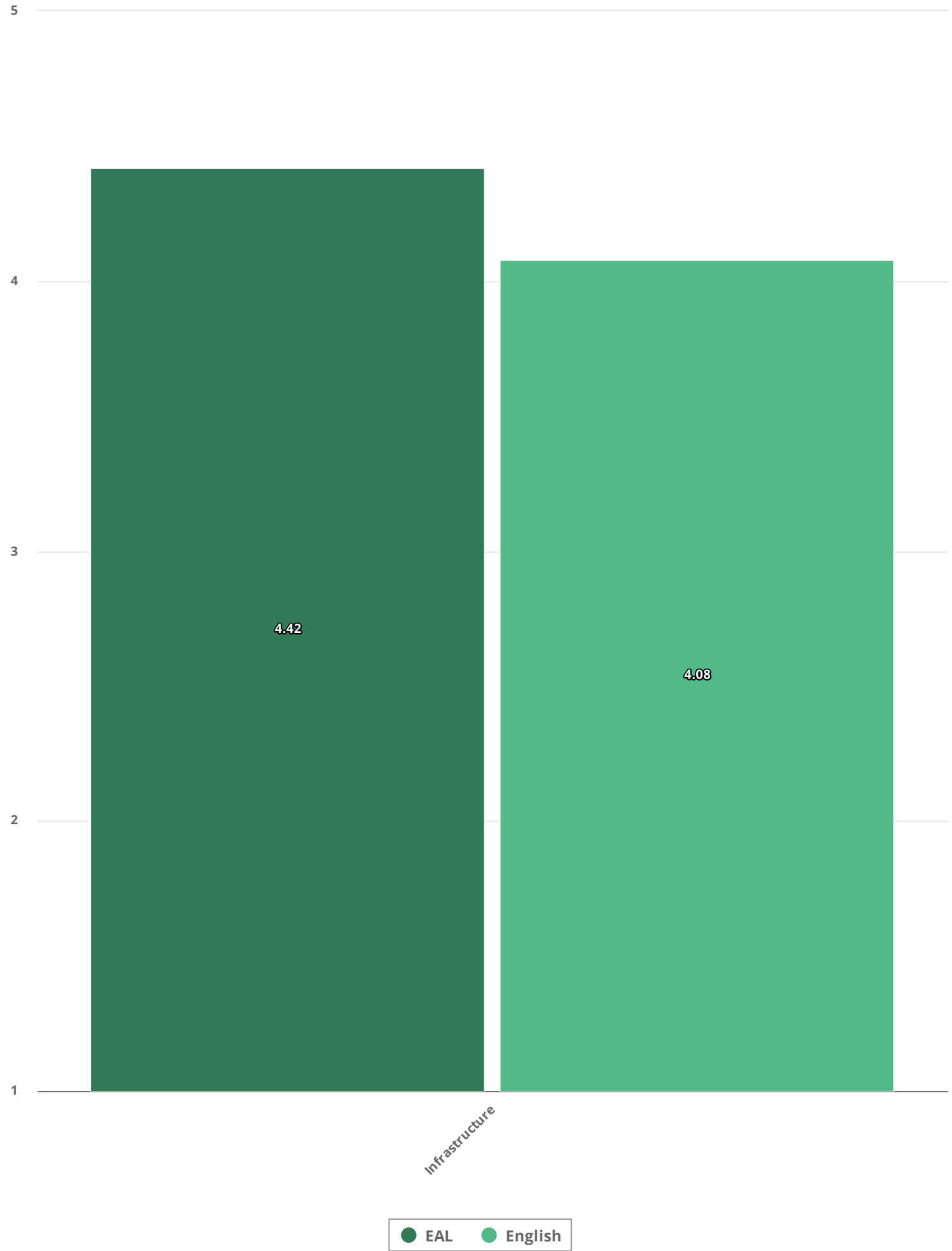
# Additional Construct: Infrastructure by Year Level

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.

