

LLL Student Survey - Years 5 & 6: Rosary School, Prospect SA 5082

70 participants

No participants were found to be disengaged.

Contents

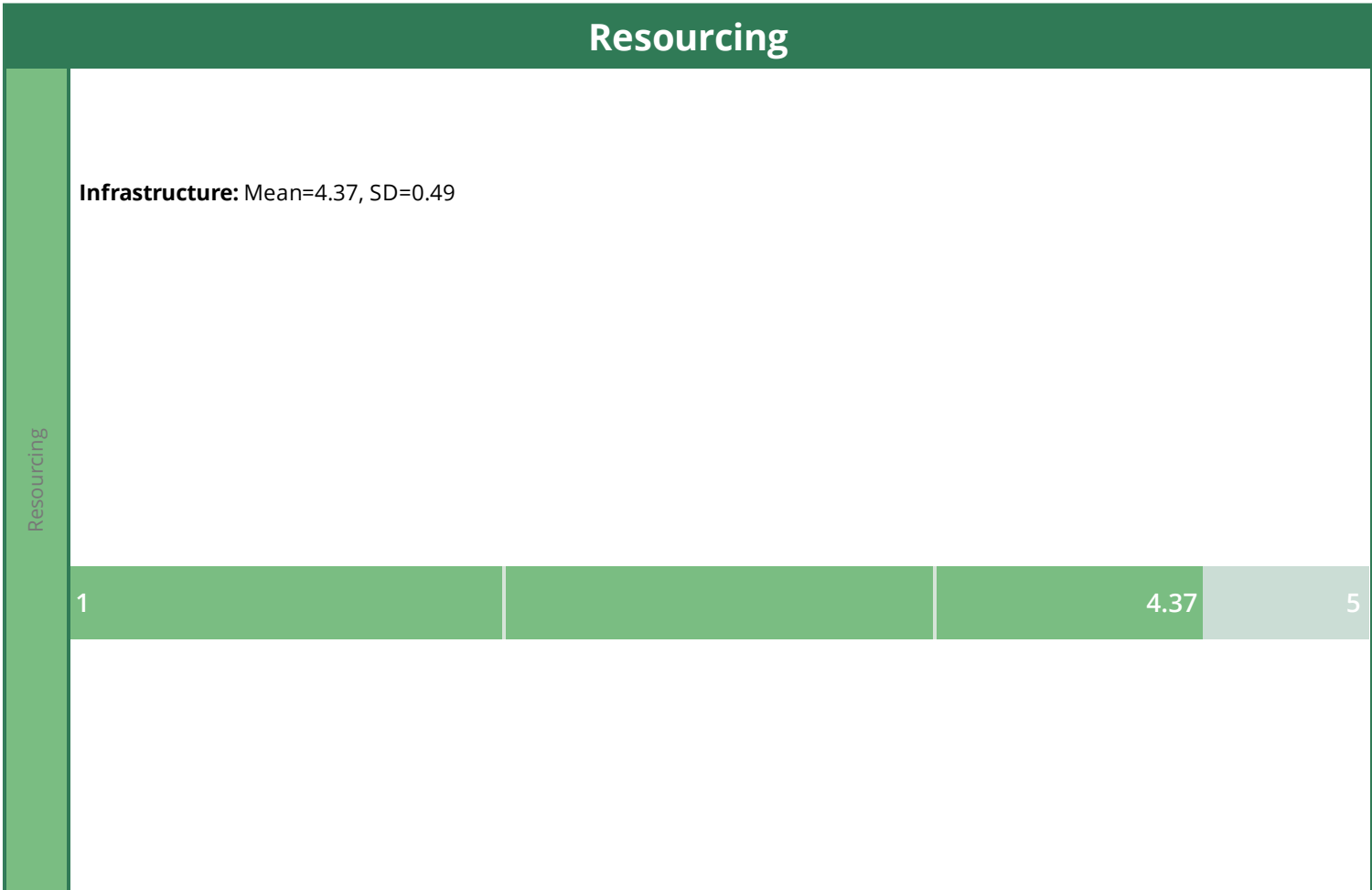
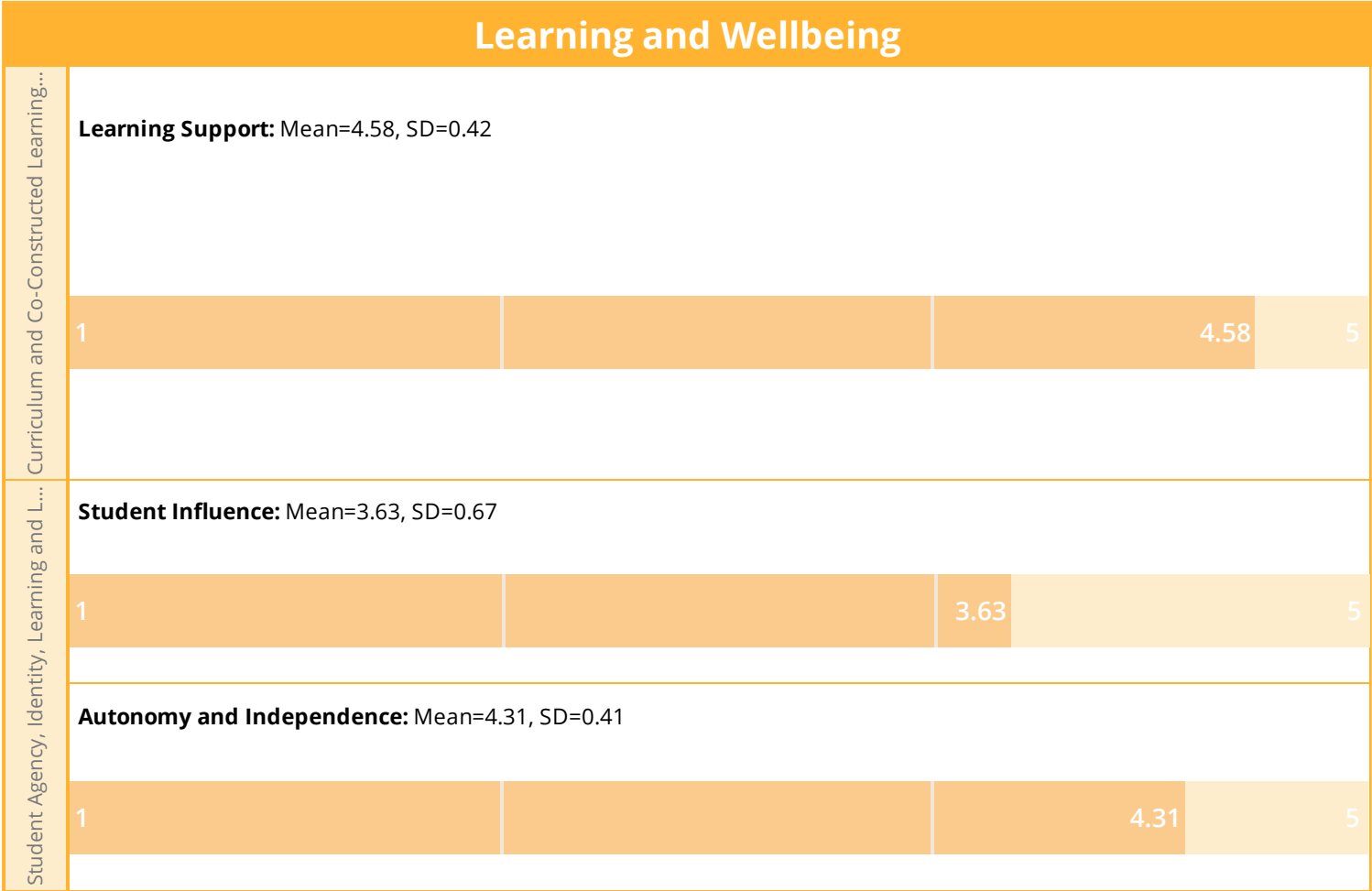
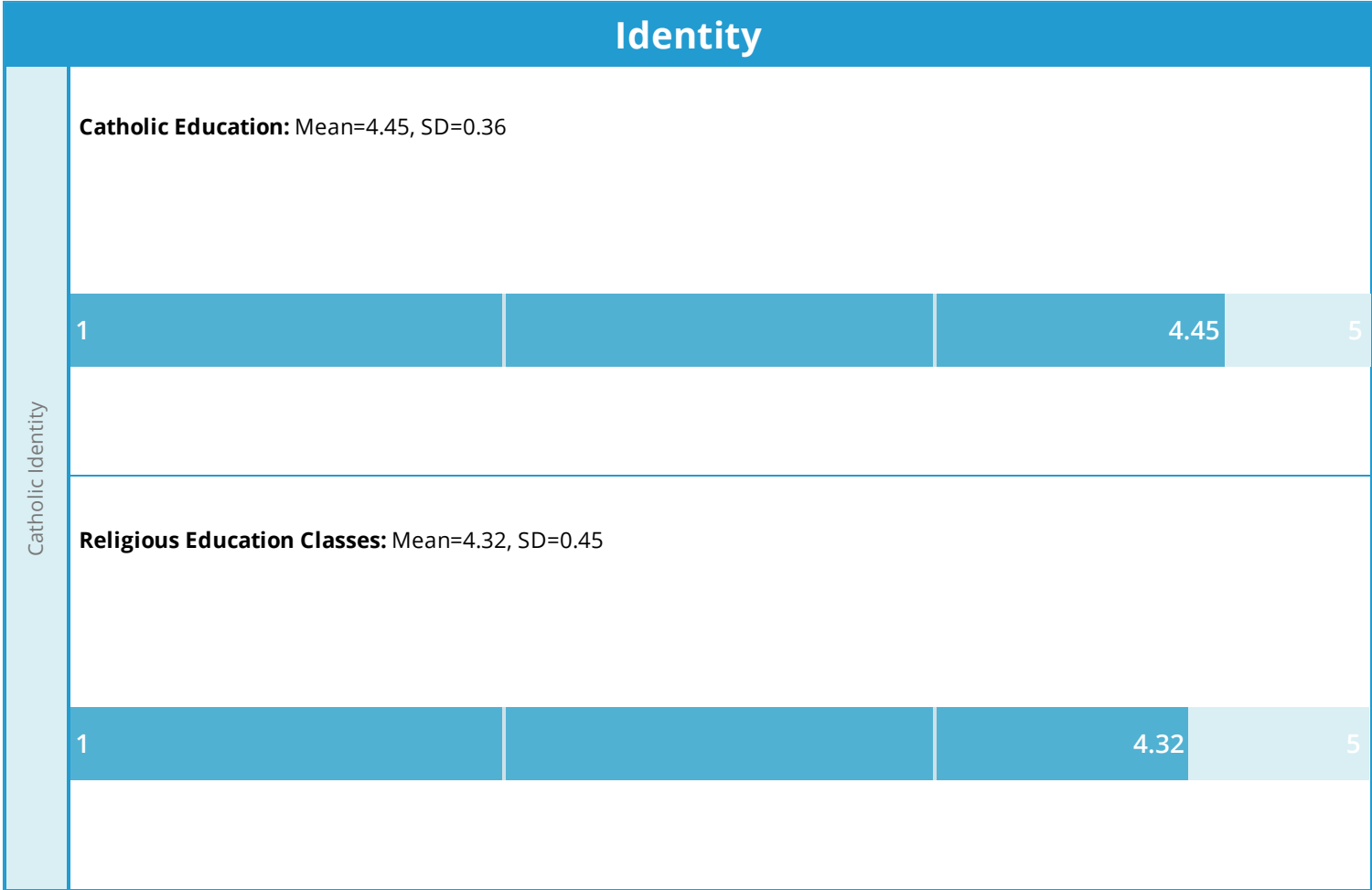
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Balanced Score Card: Student Perceptions (LLL Framework)

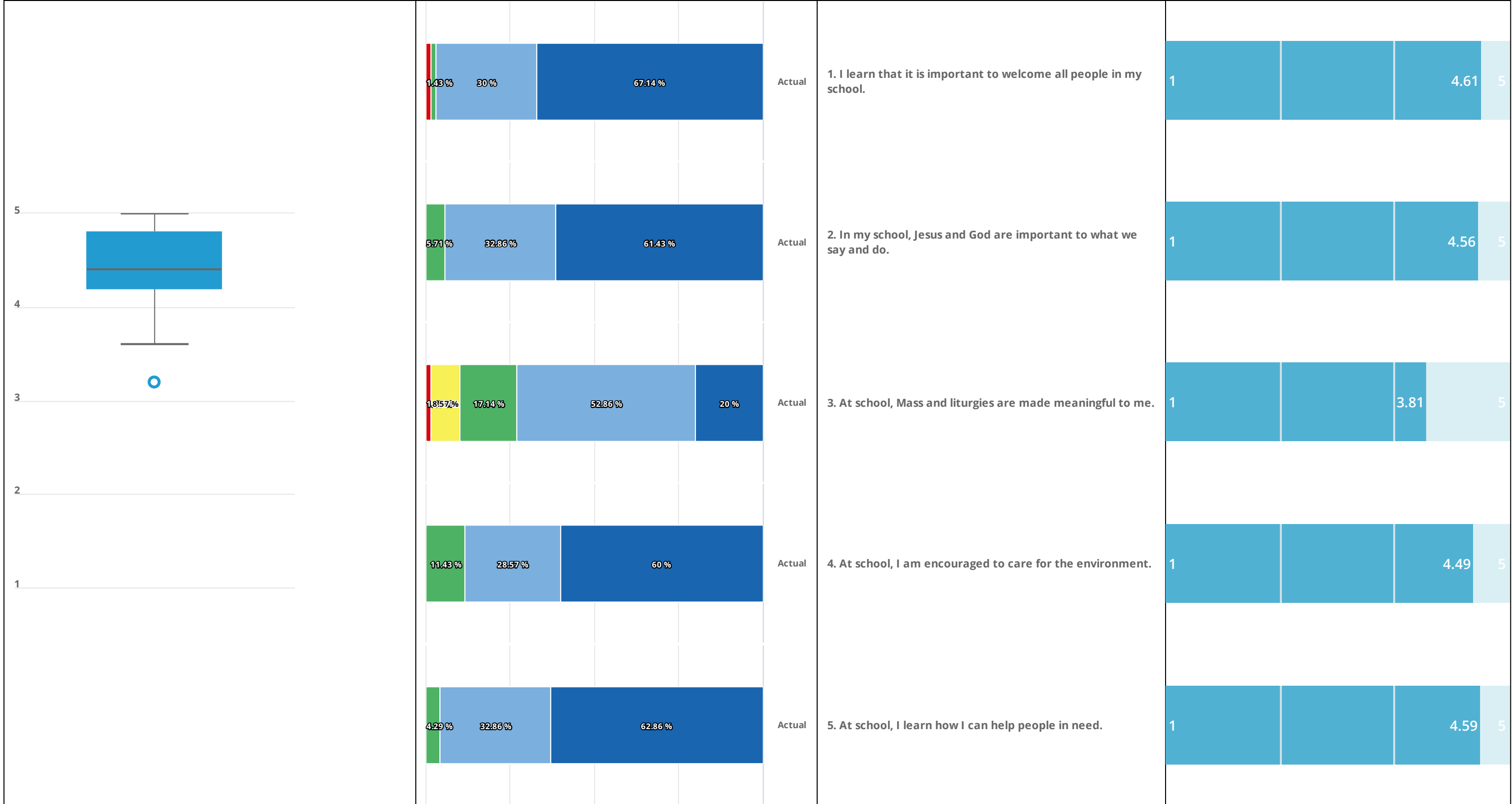


Student Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Education

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



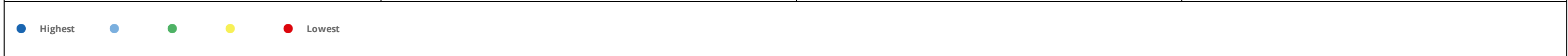
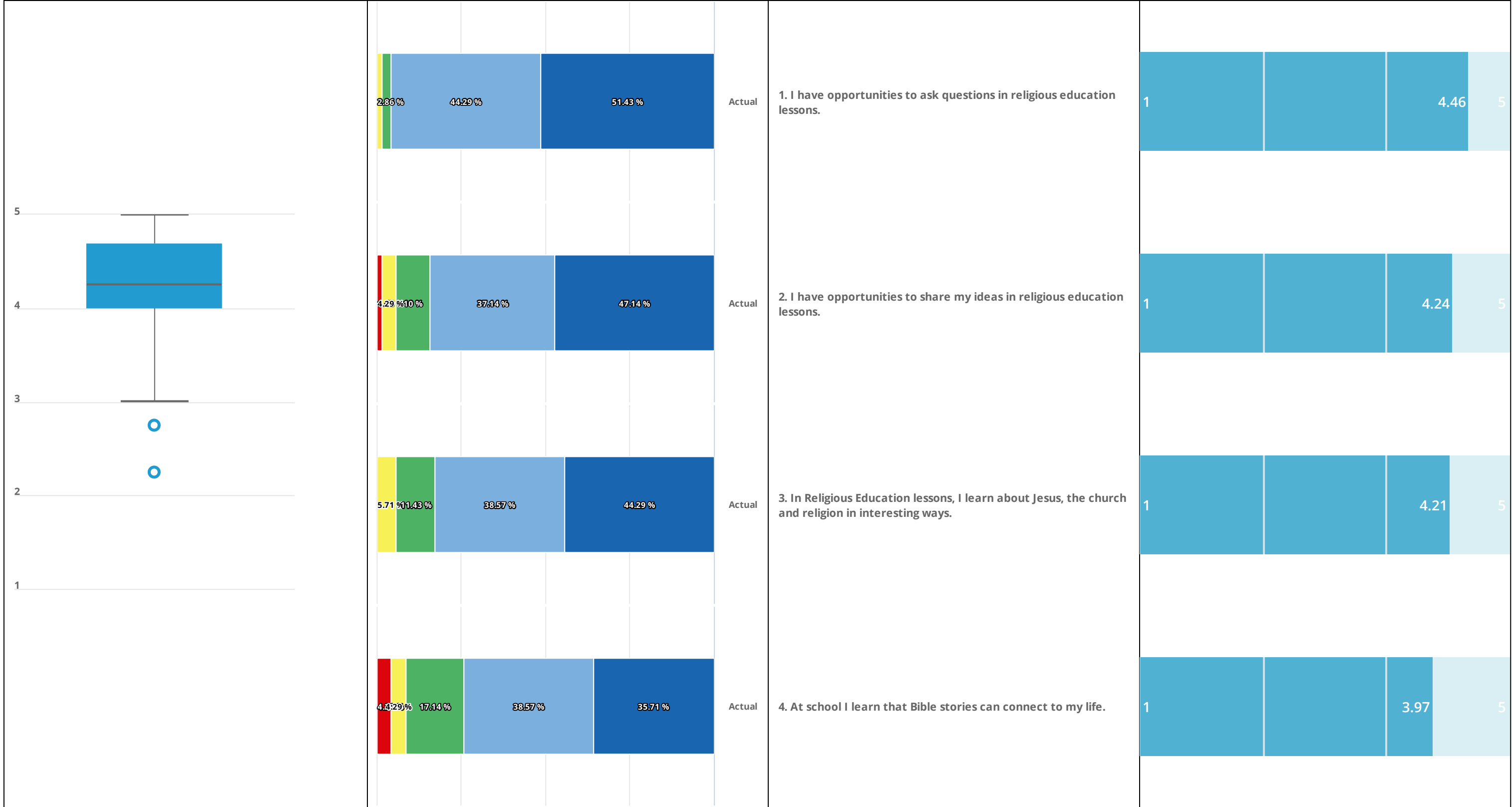
● Highest ● Medium-High ● Medium-Low ● Lowest

Student Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

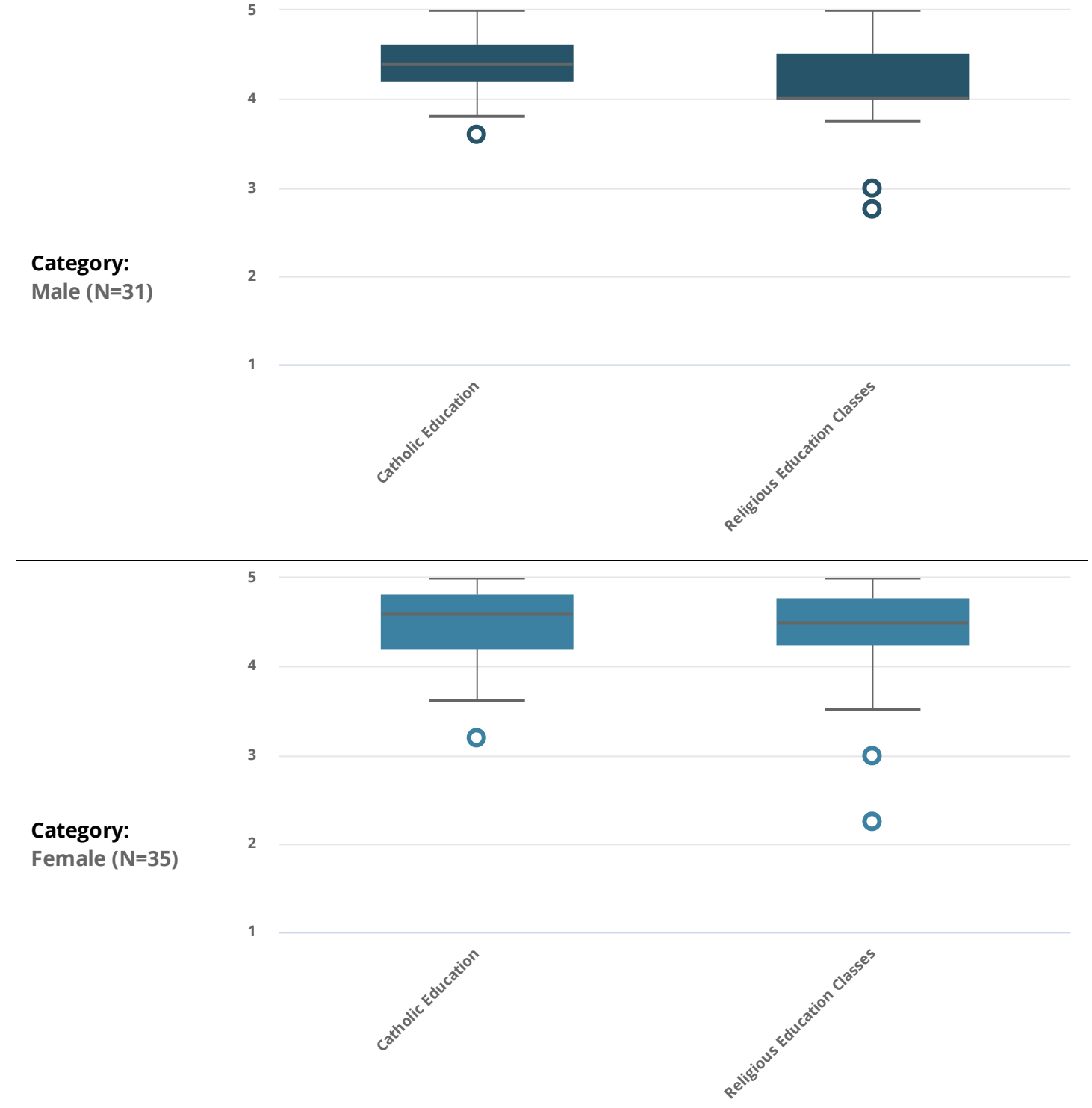
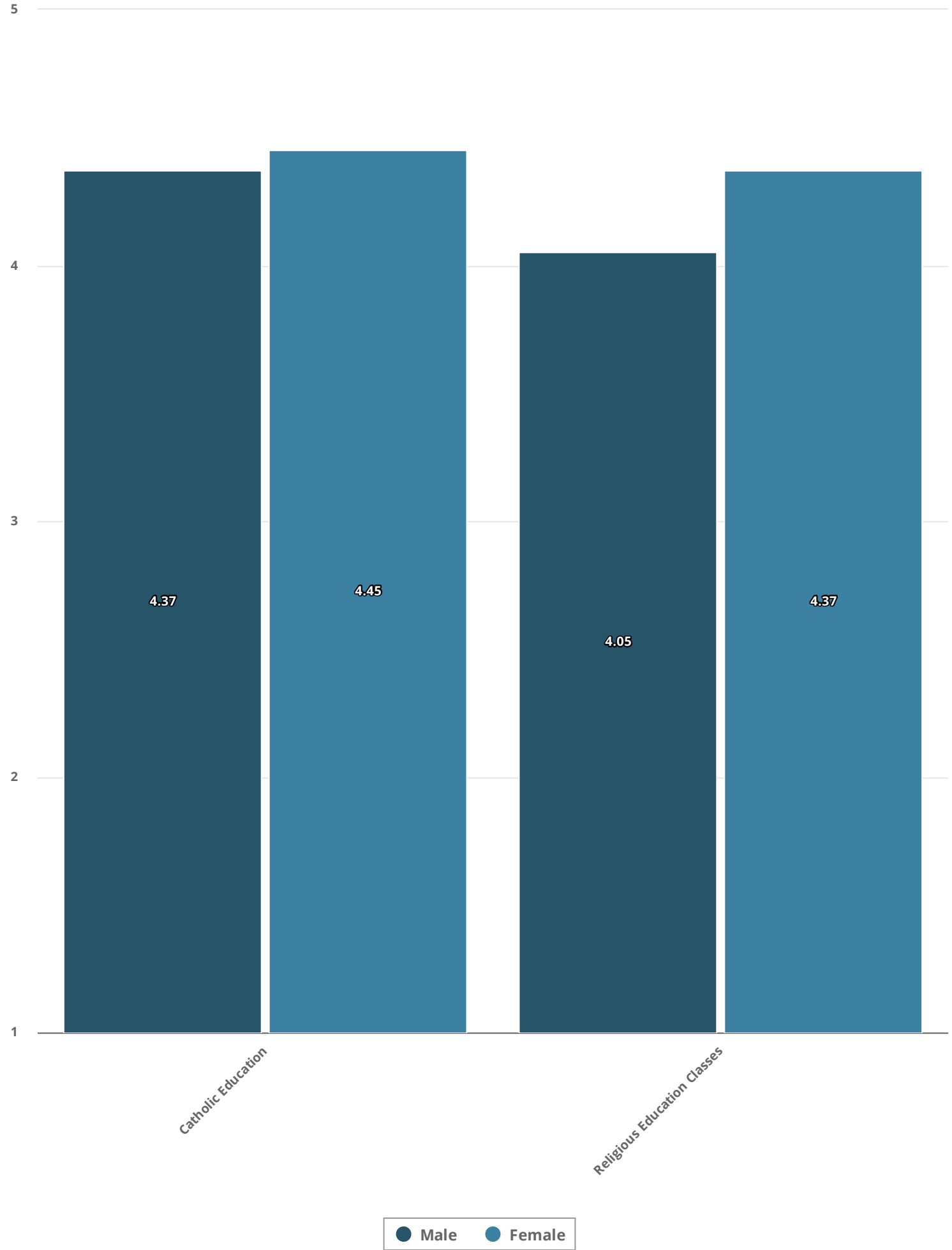
Construct: Religious Education Classes

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



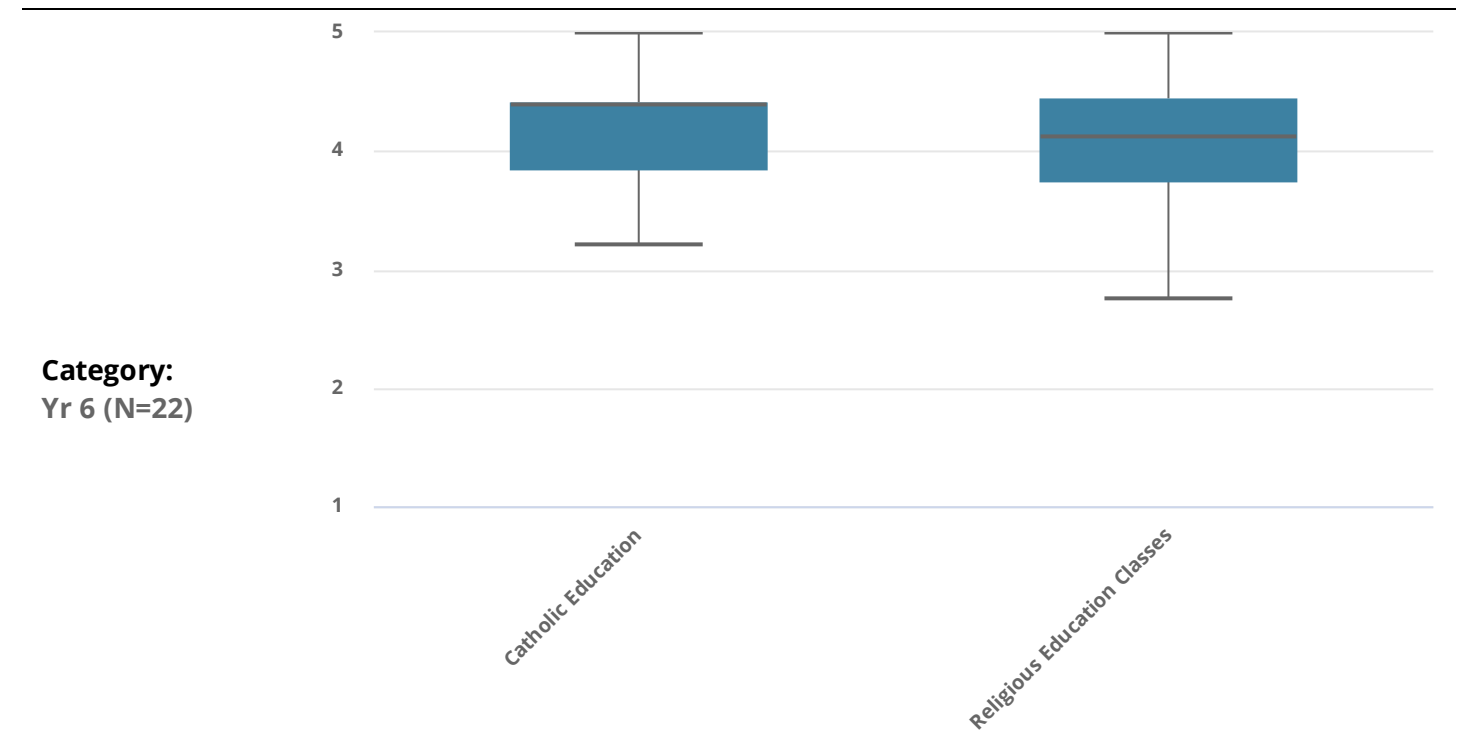
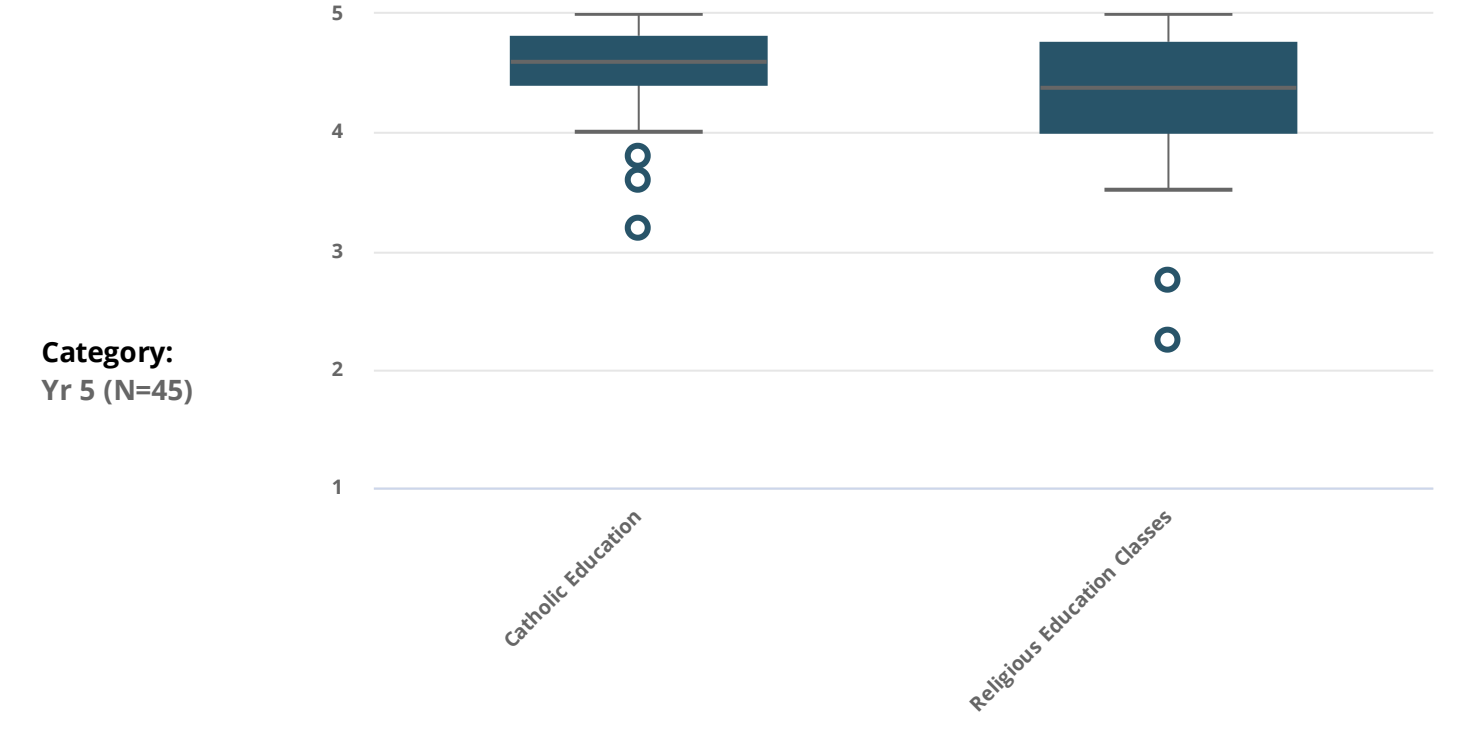
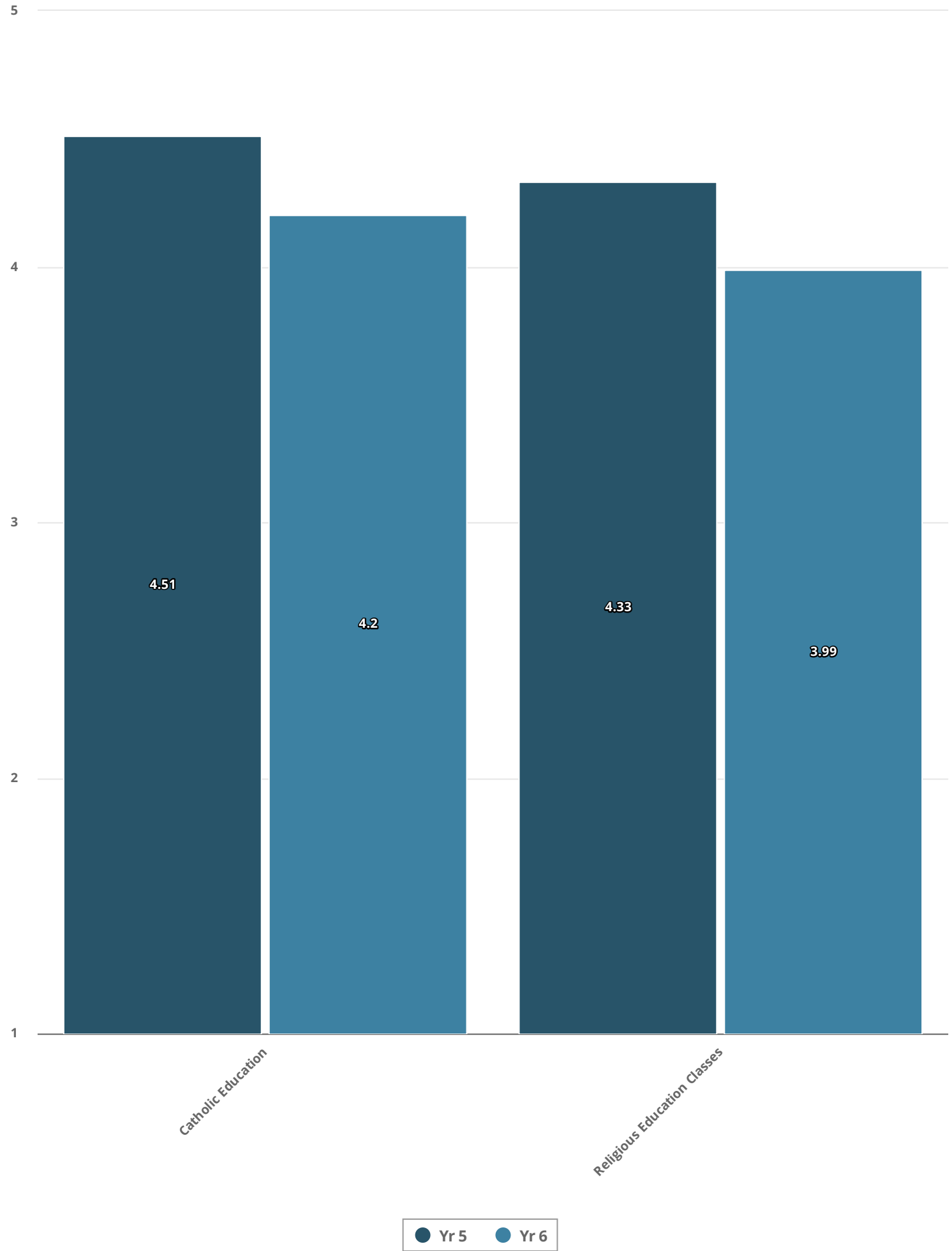
LLL Component 1: Catholic Identity by Gender

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.



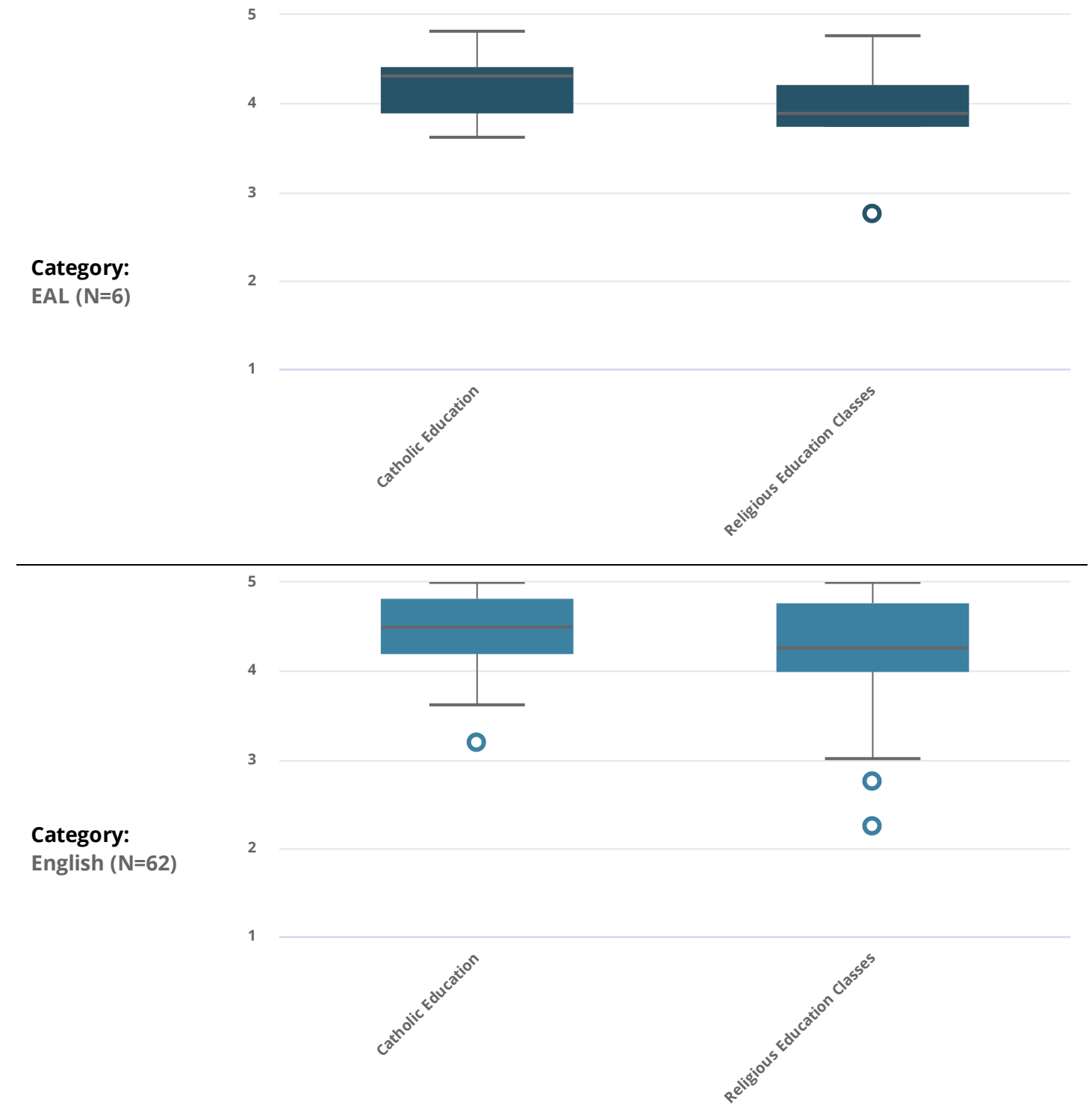
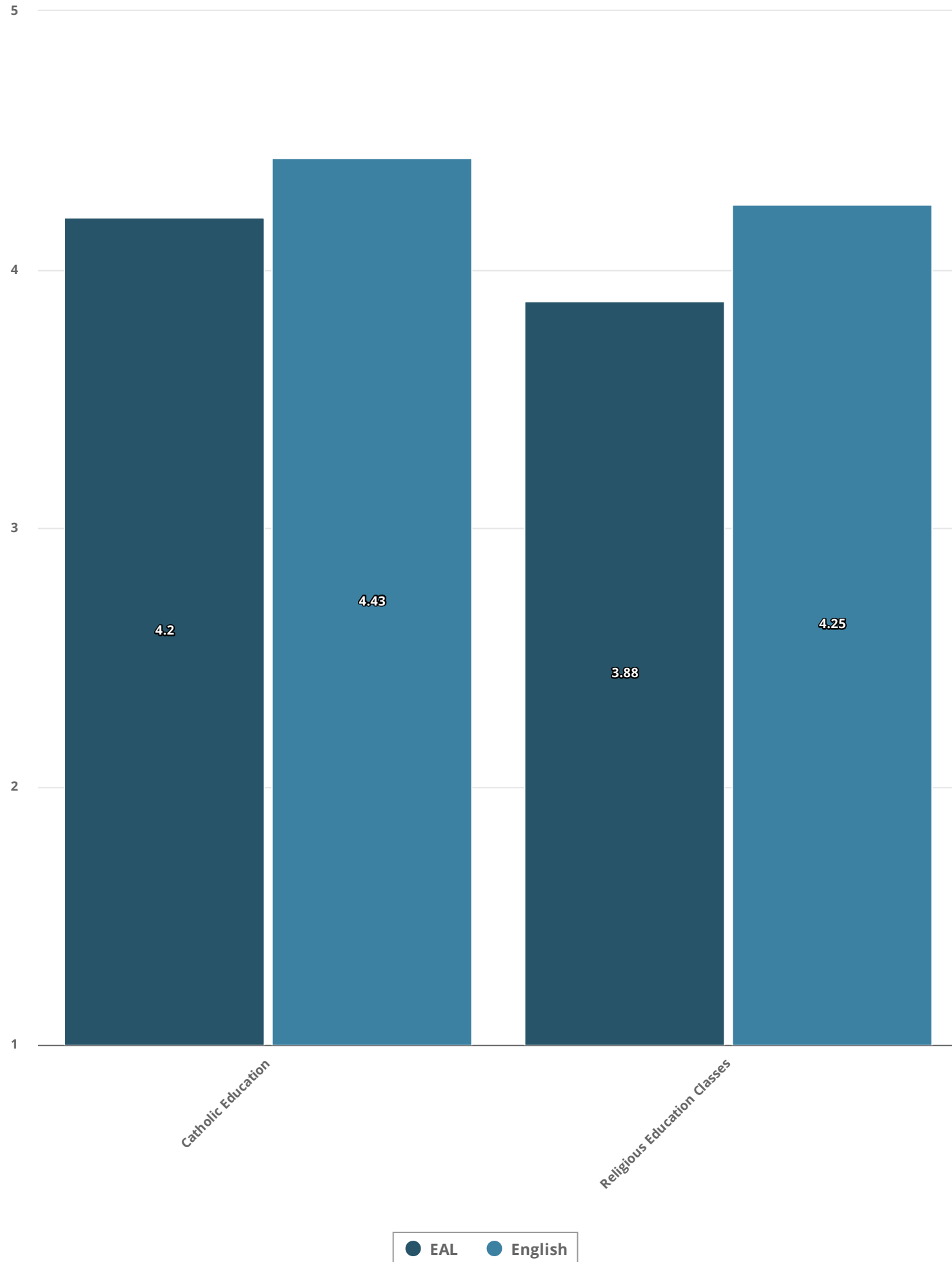
LLL Component 1: Catholic Identity by Year Level

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.



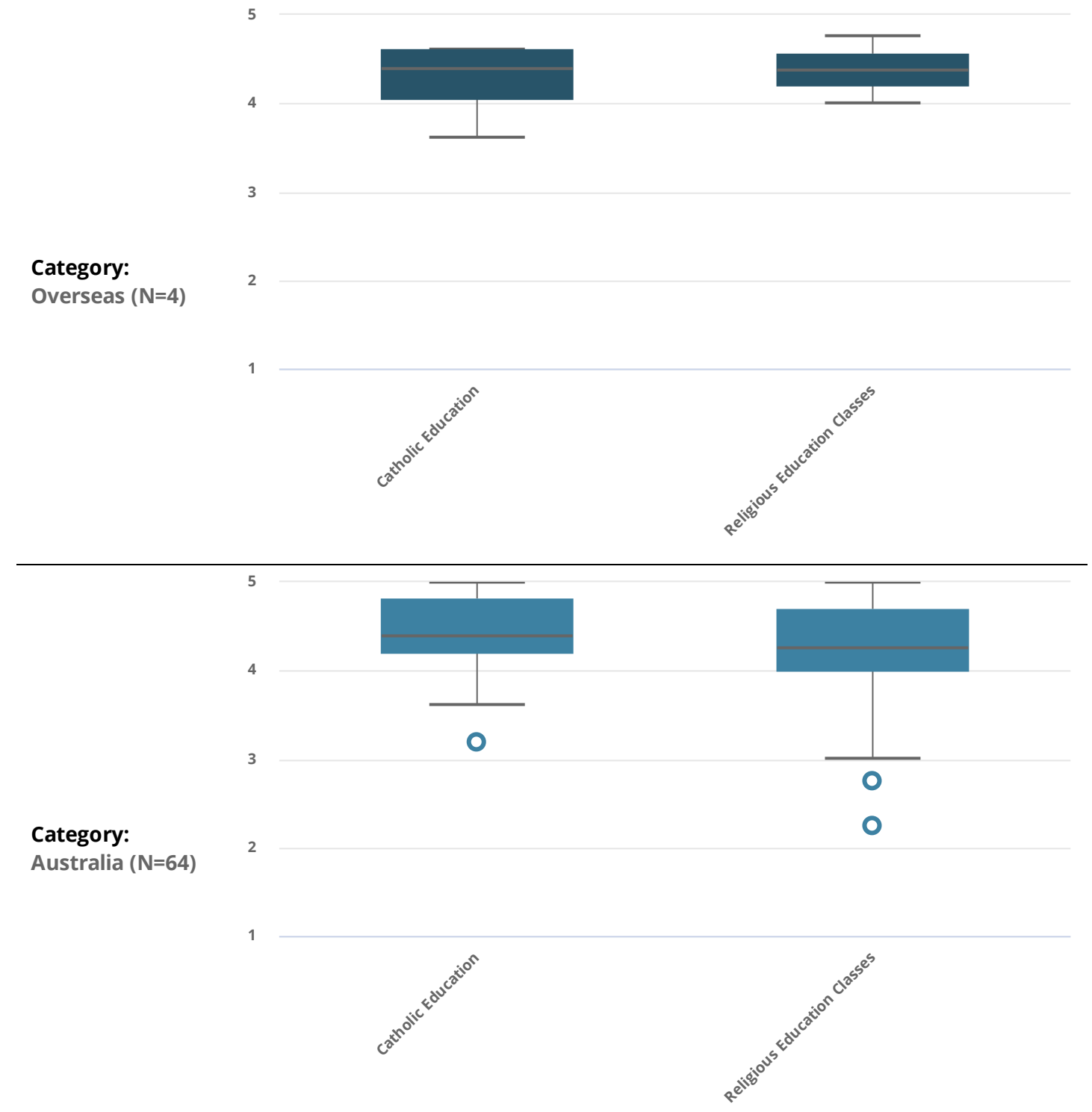
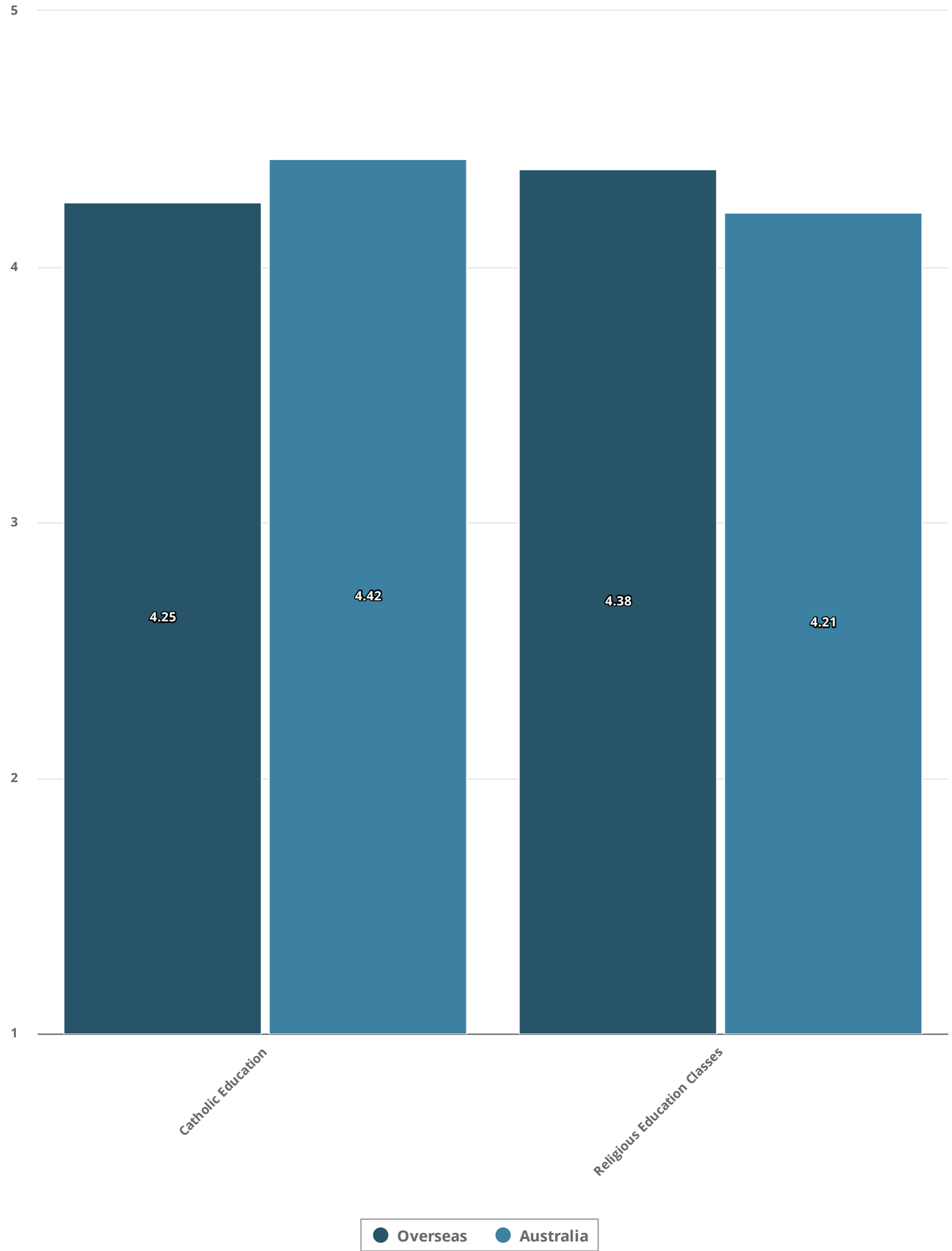
LLL Component 1: Catholic Identity by Language

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.



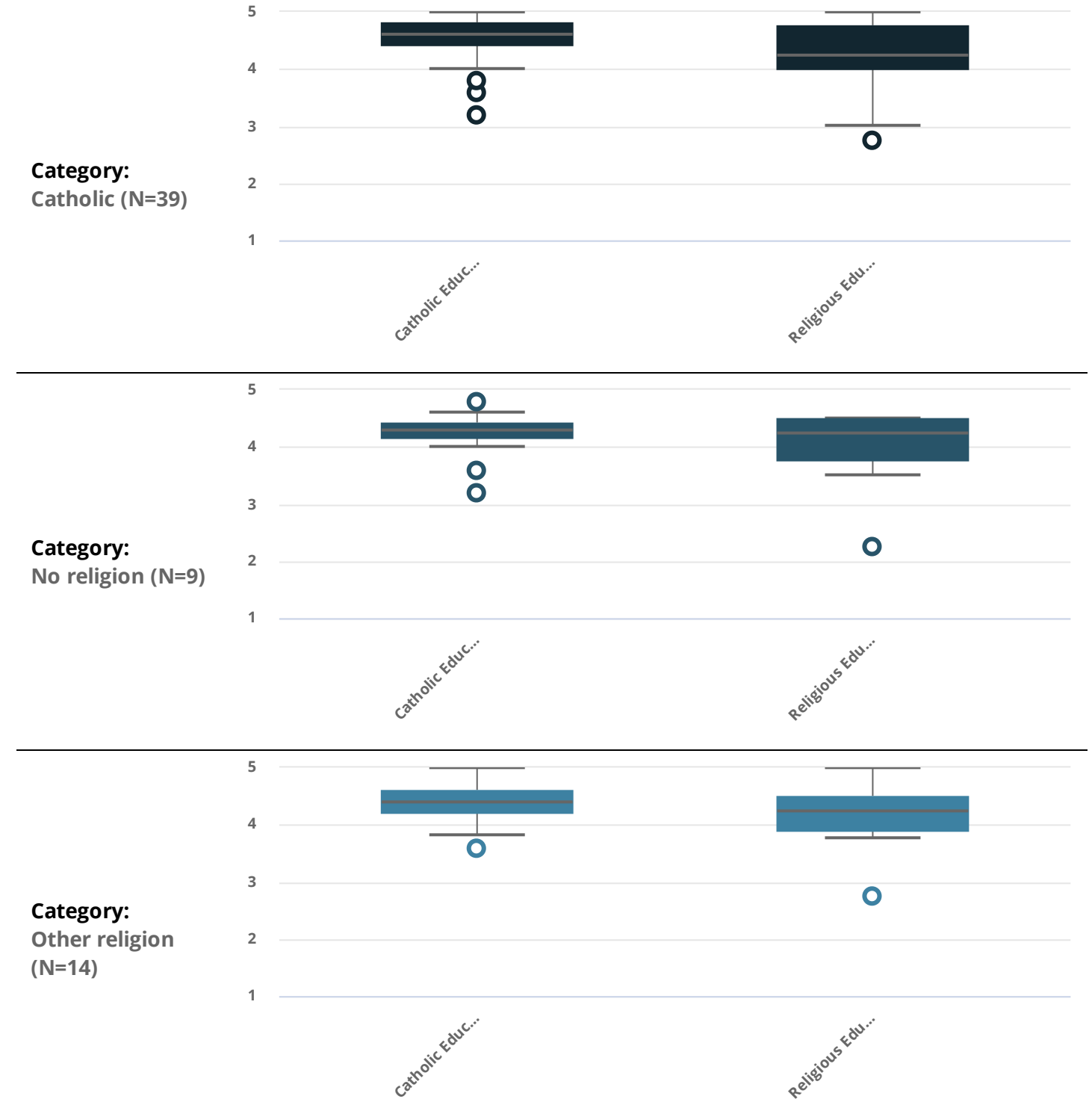
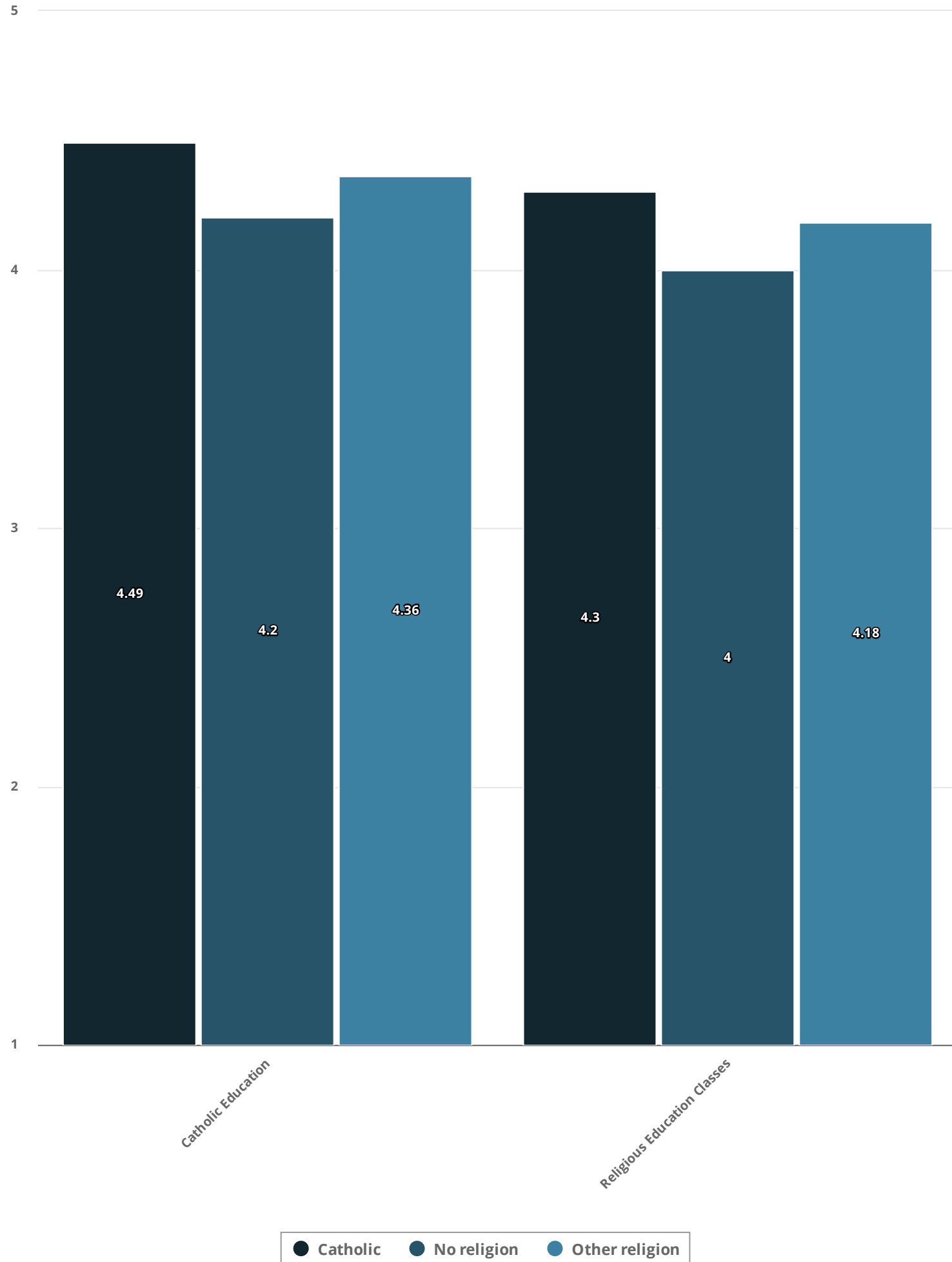
LLL Component 1: Catholic Identity by Birth Place

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.



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.

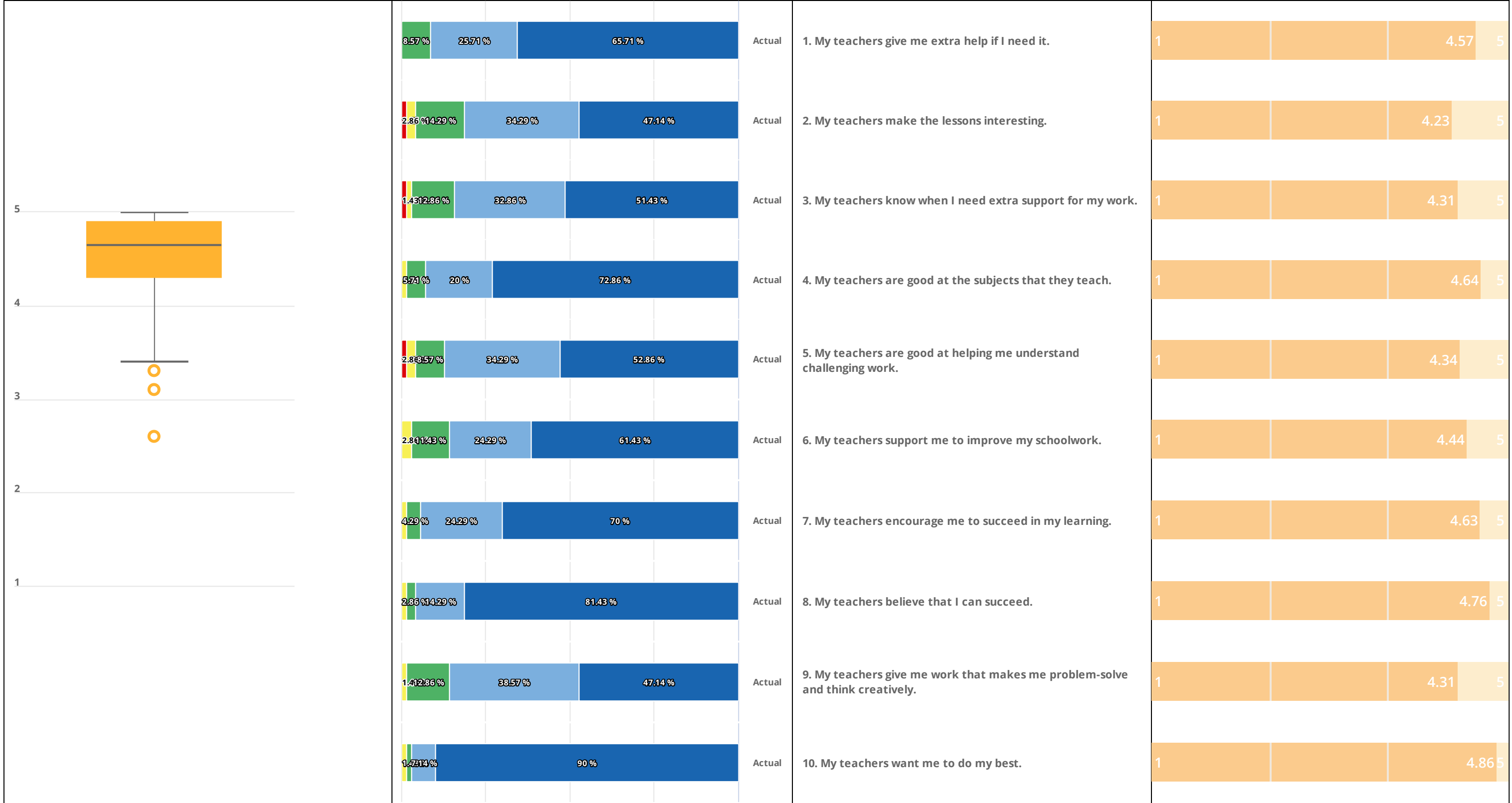


Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

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

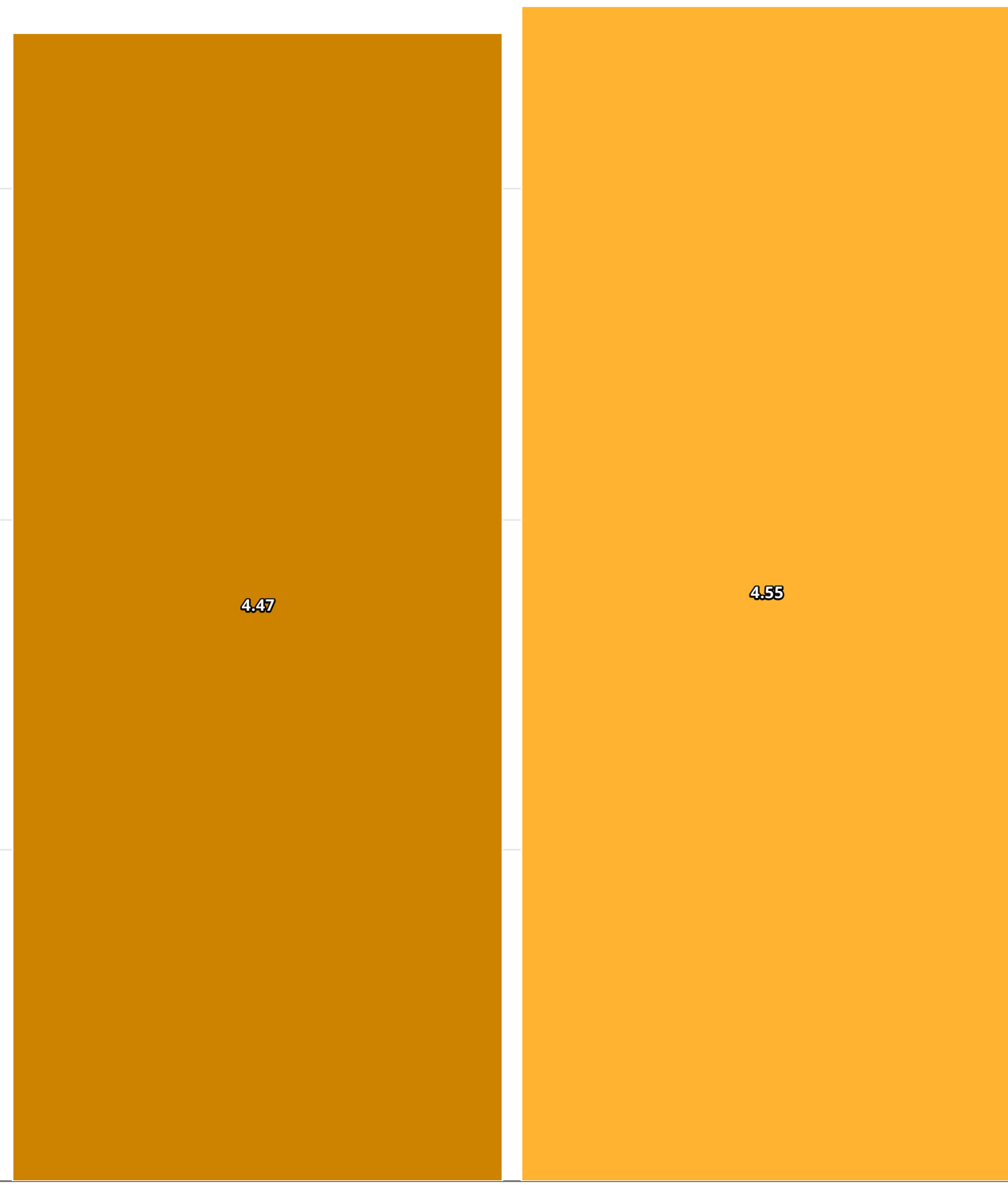
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4

3

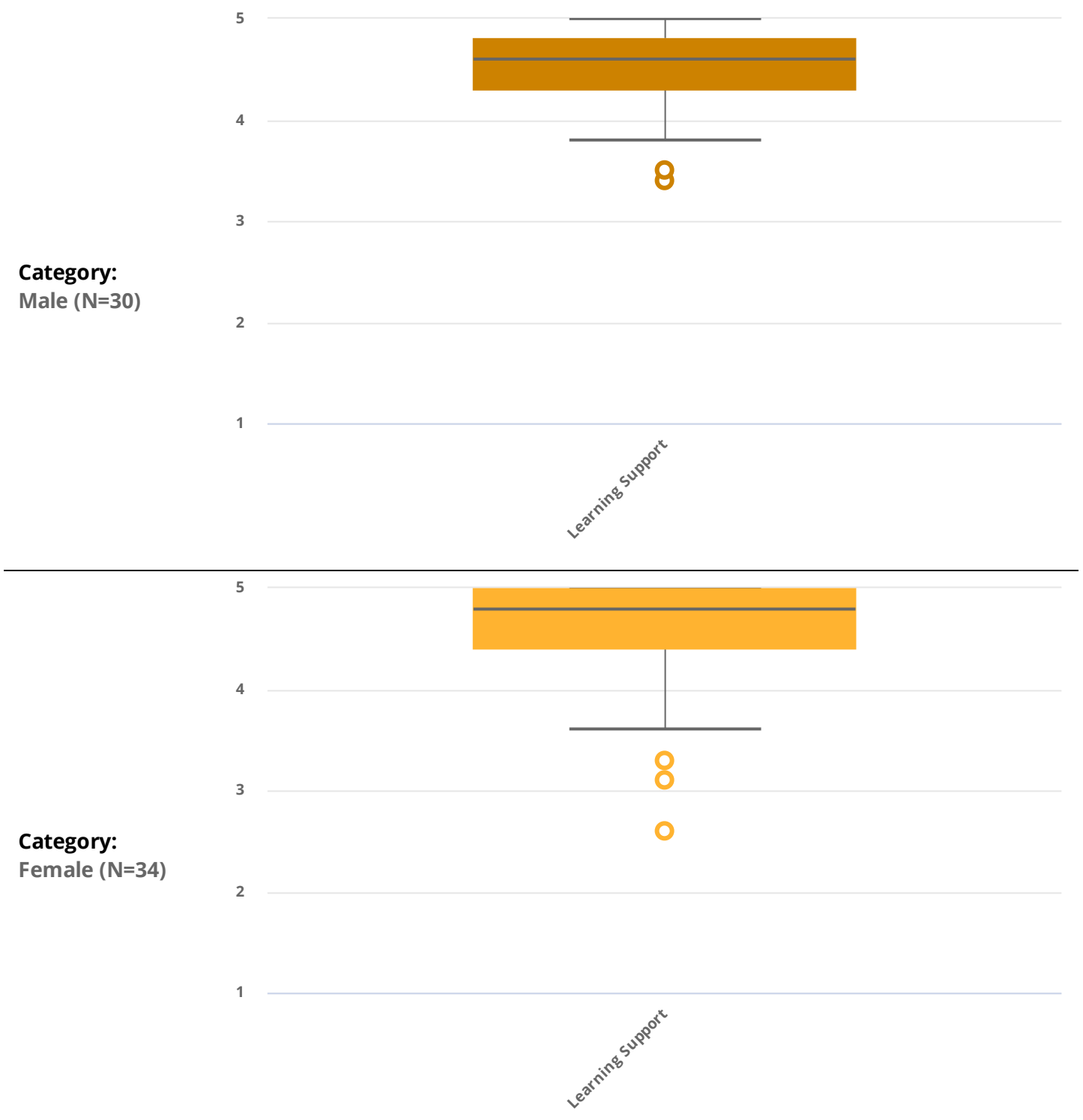
2

1



● Male ● Female

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

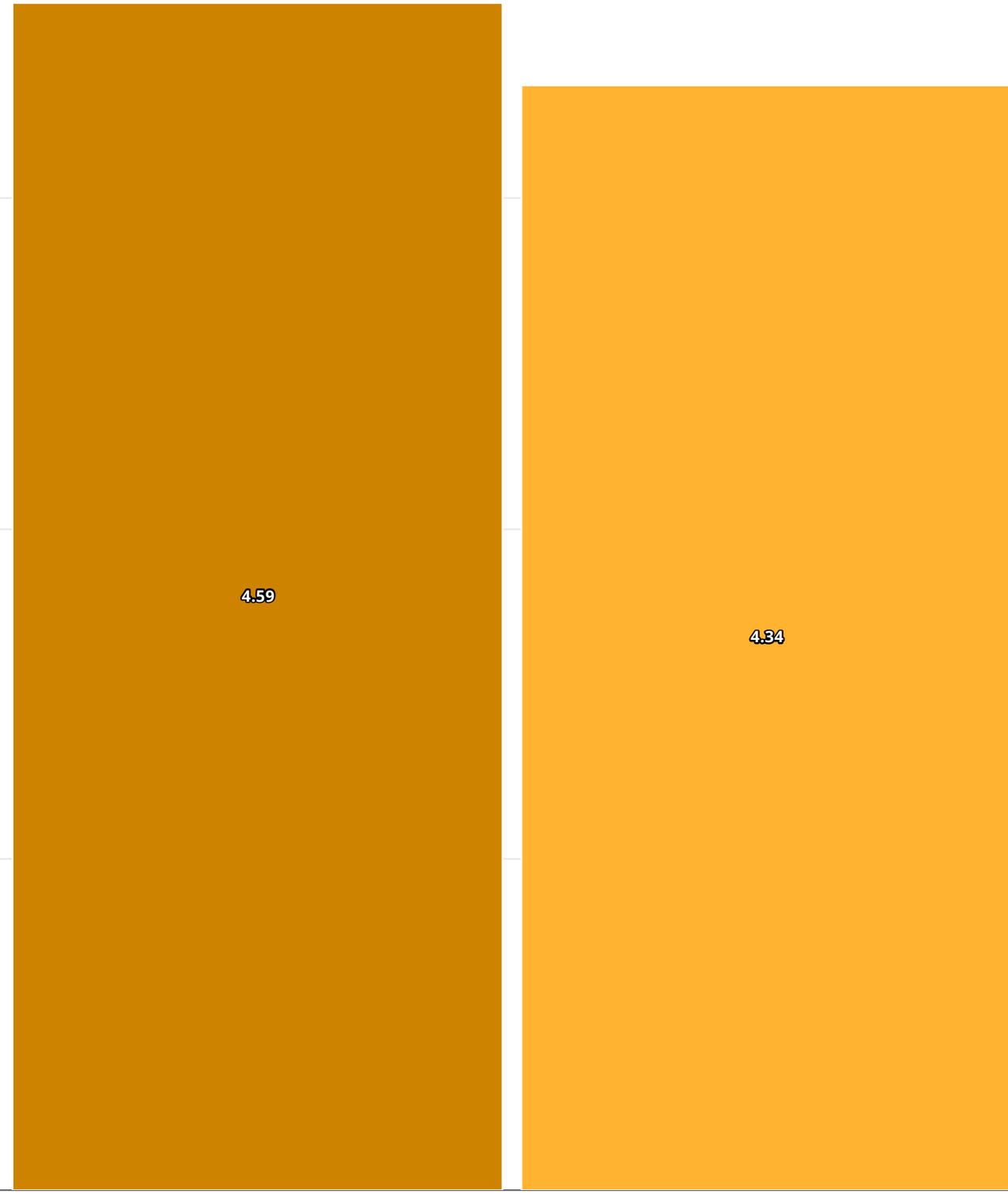
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3

2

1



Learning Support

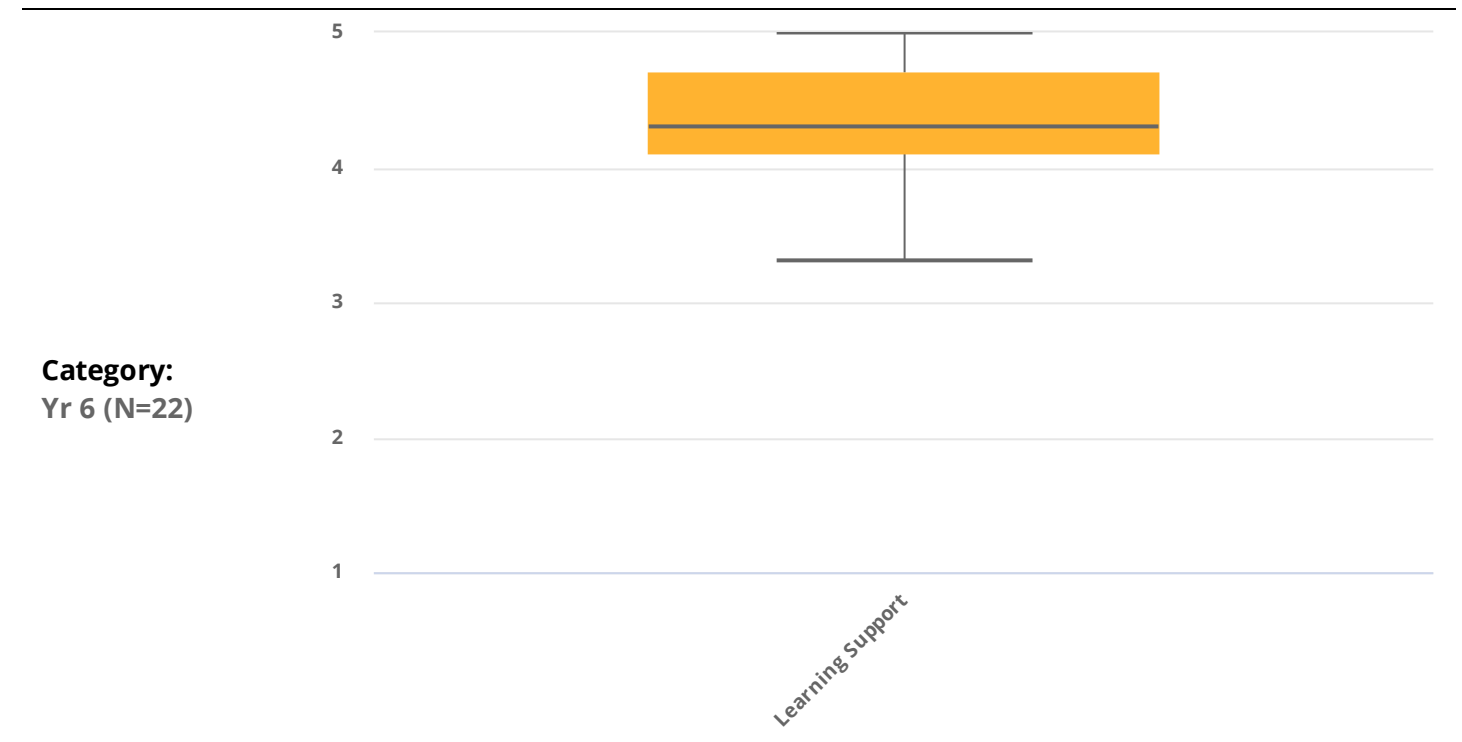
● Yr 5 ● Yr 6

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.

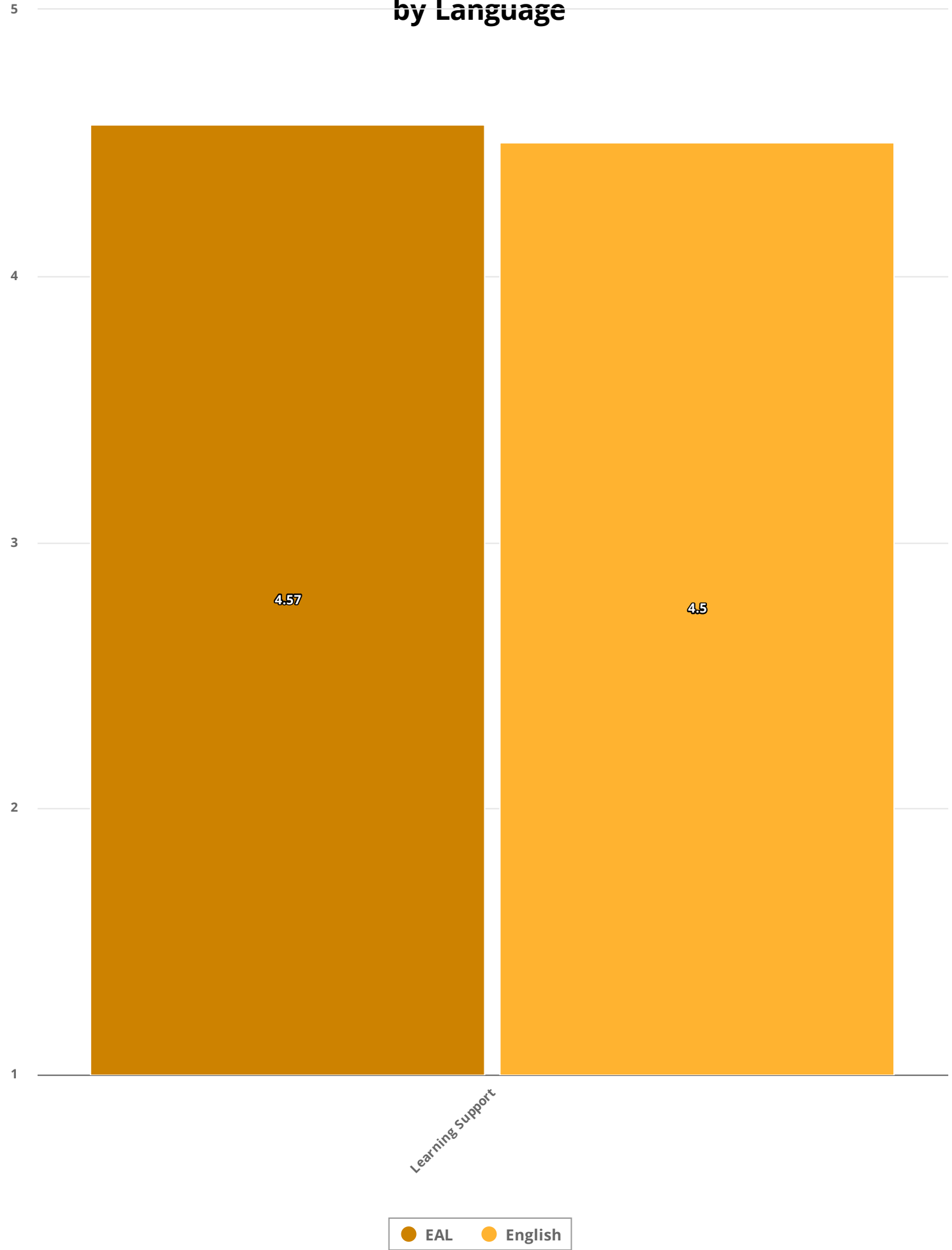
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Yr 5 (N=45)



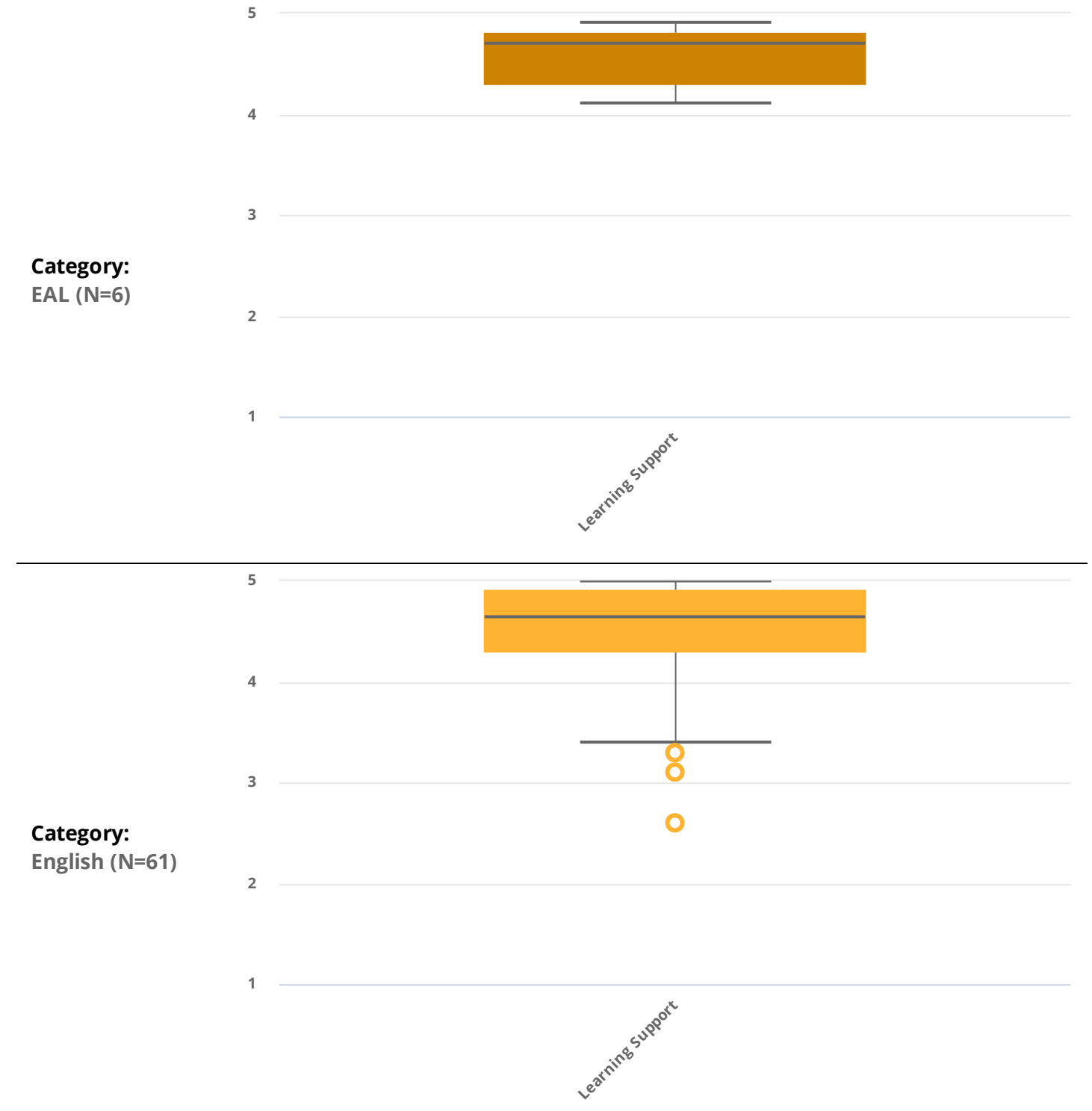
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Yr 6 (N=22)



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

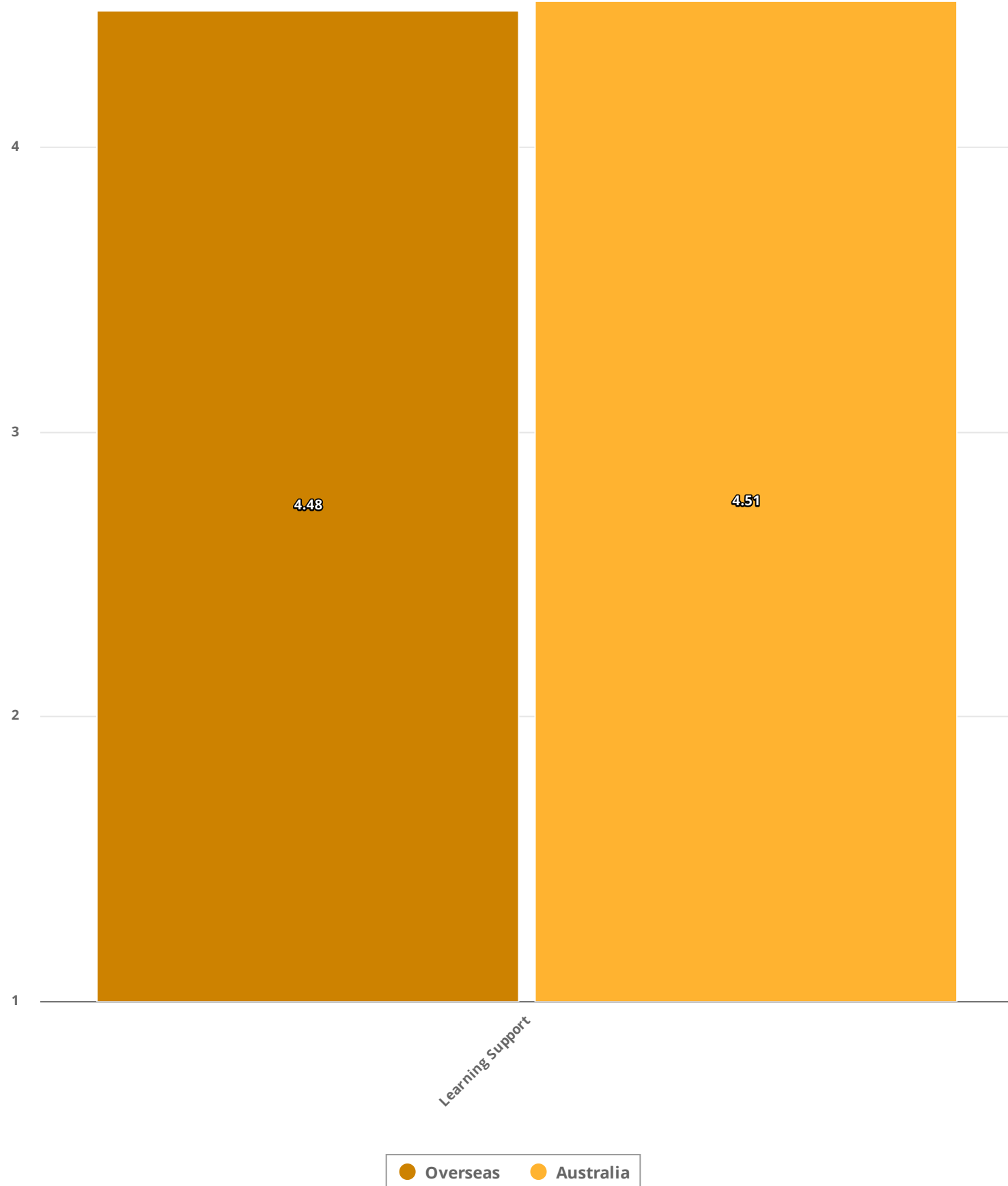


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

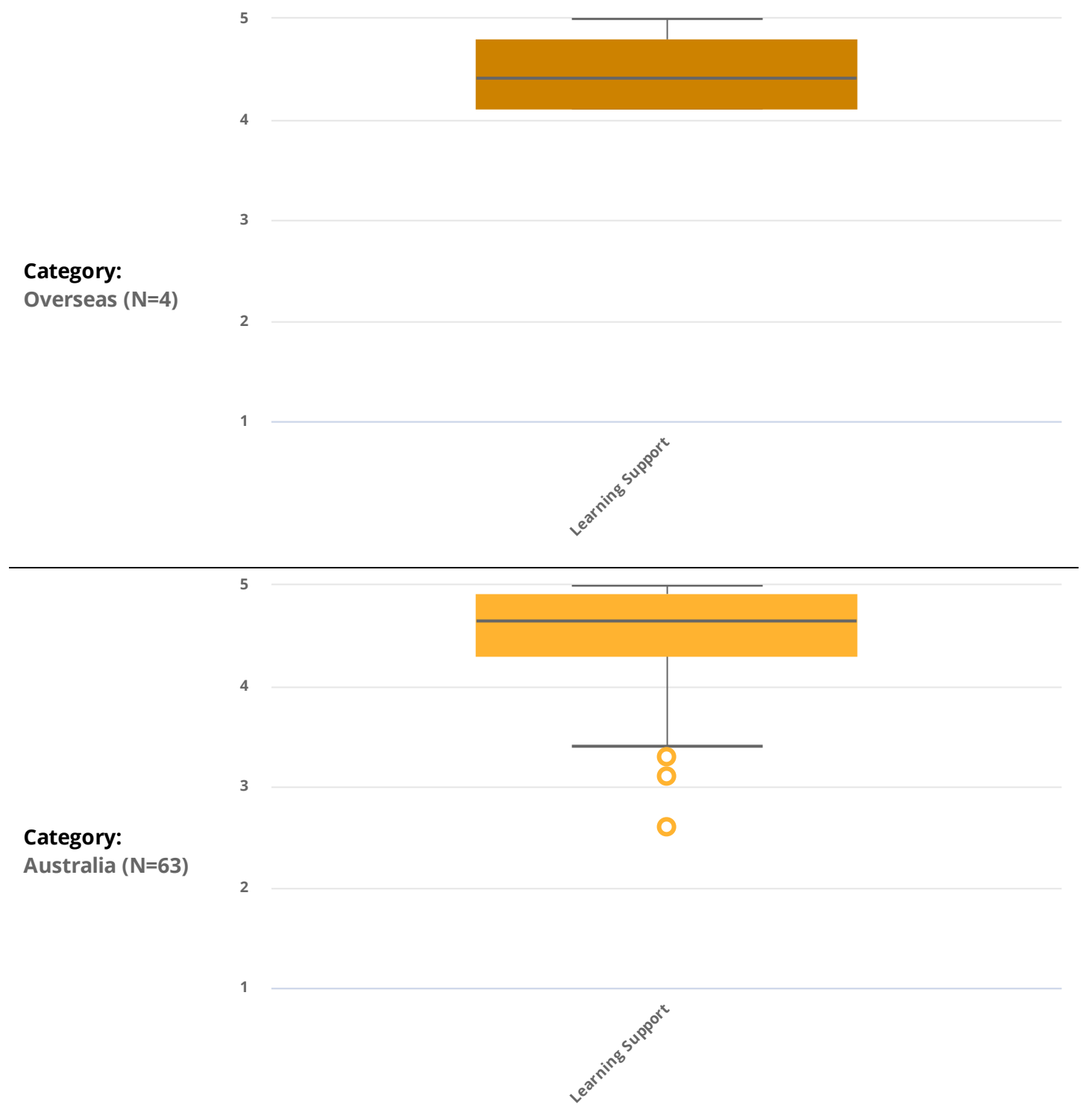


LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place

5

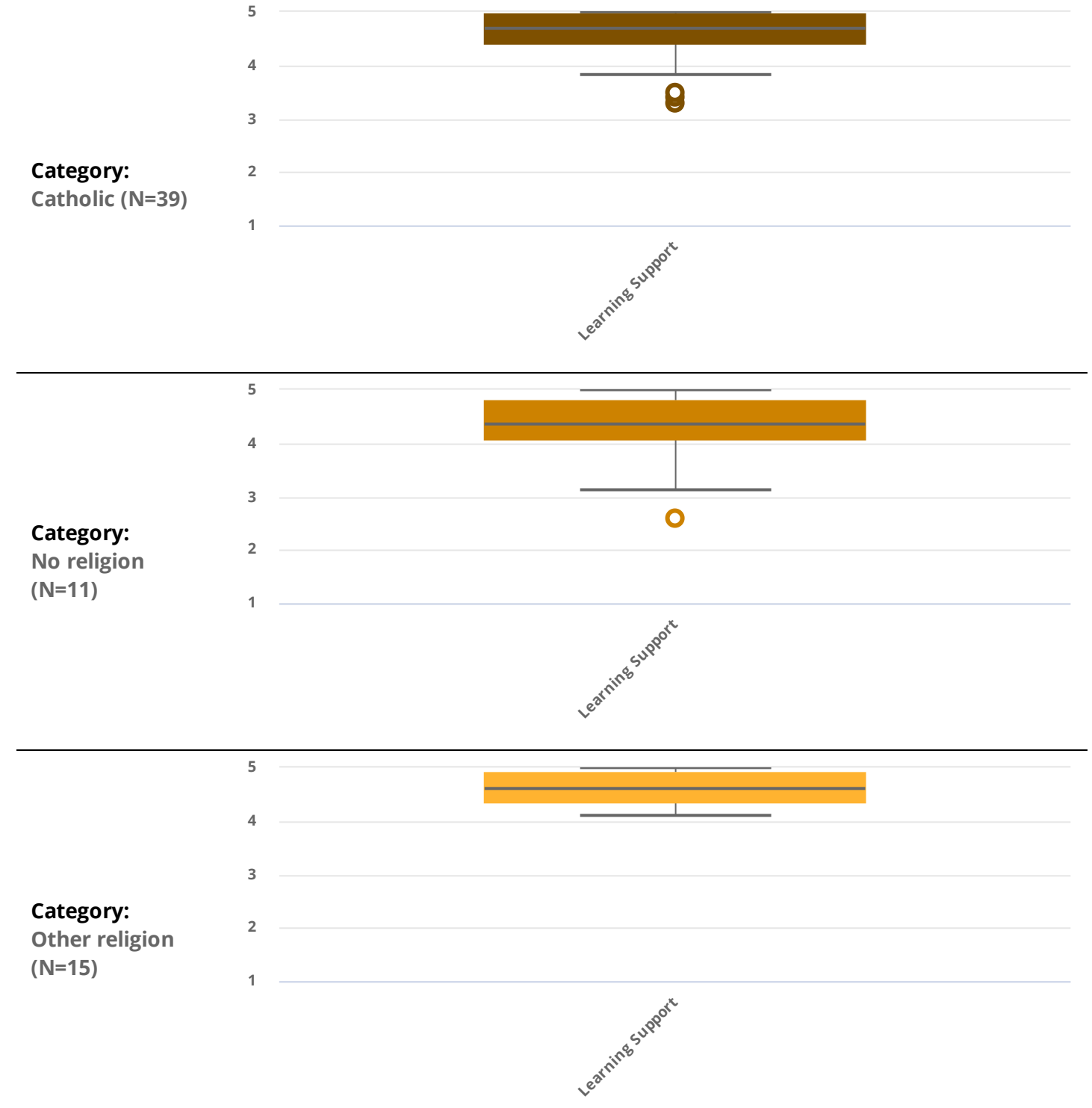
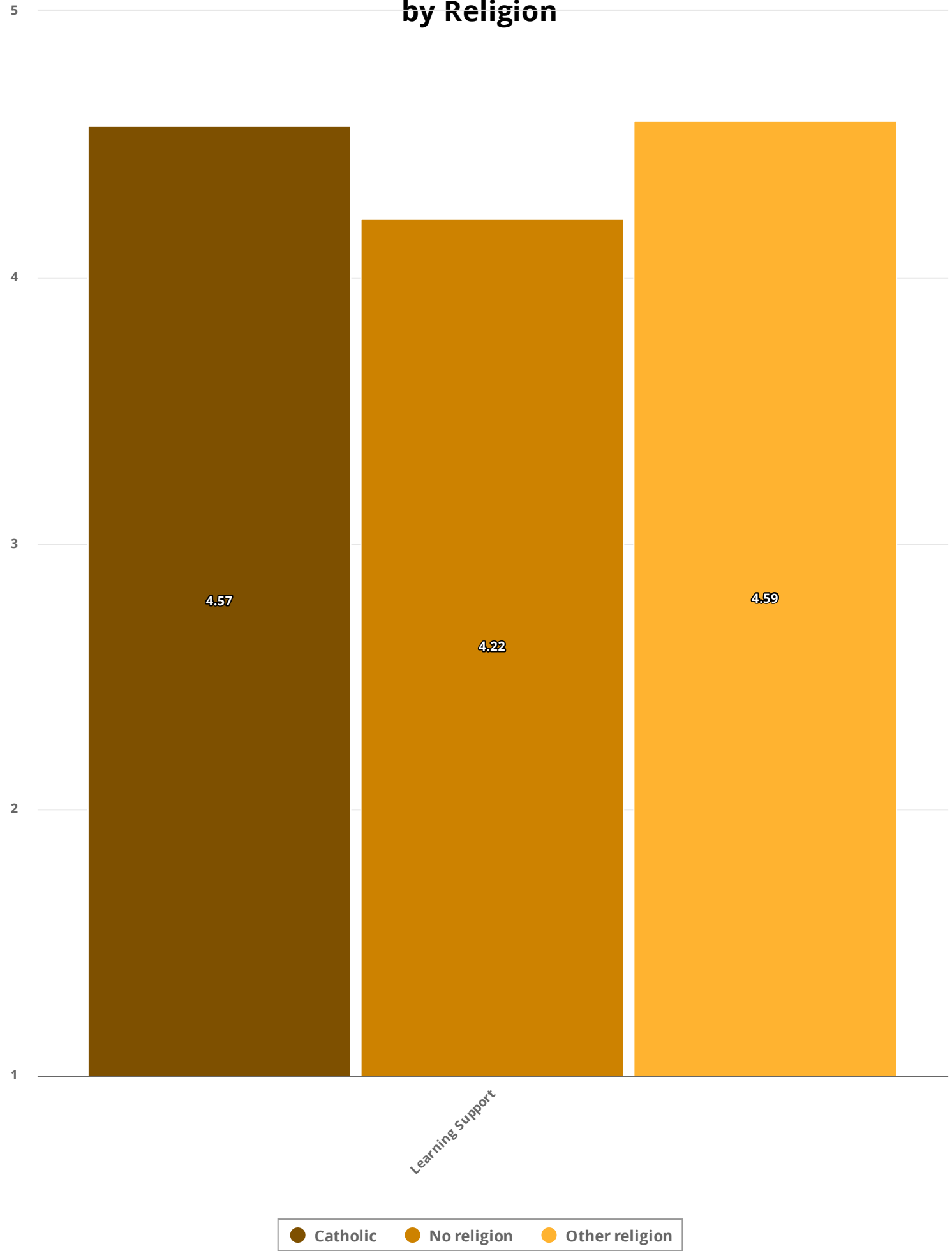


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

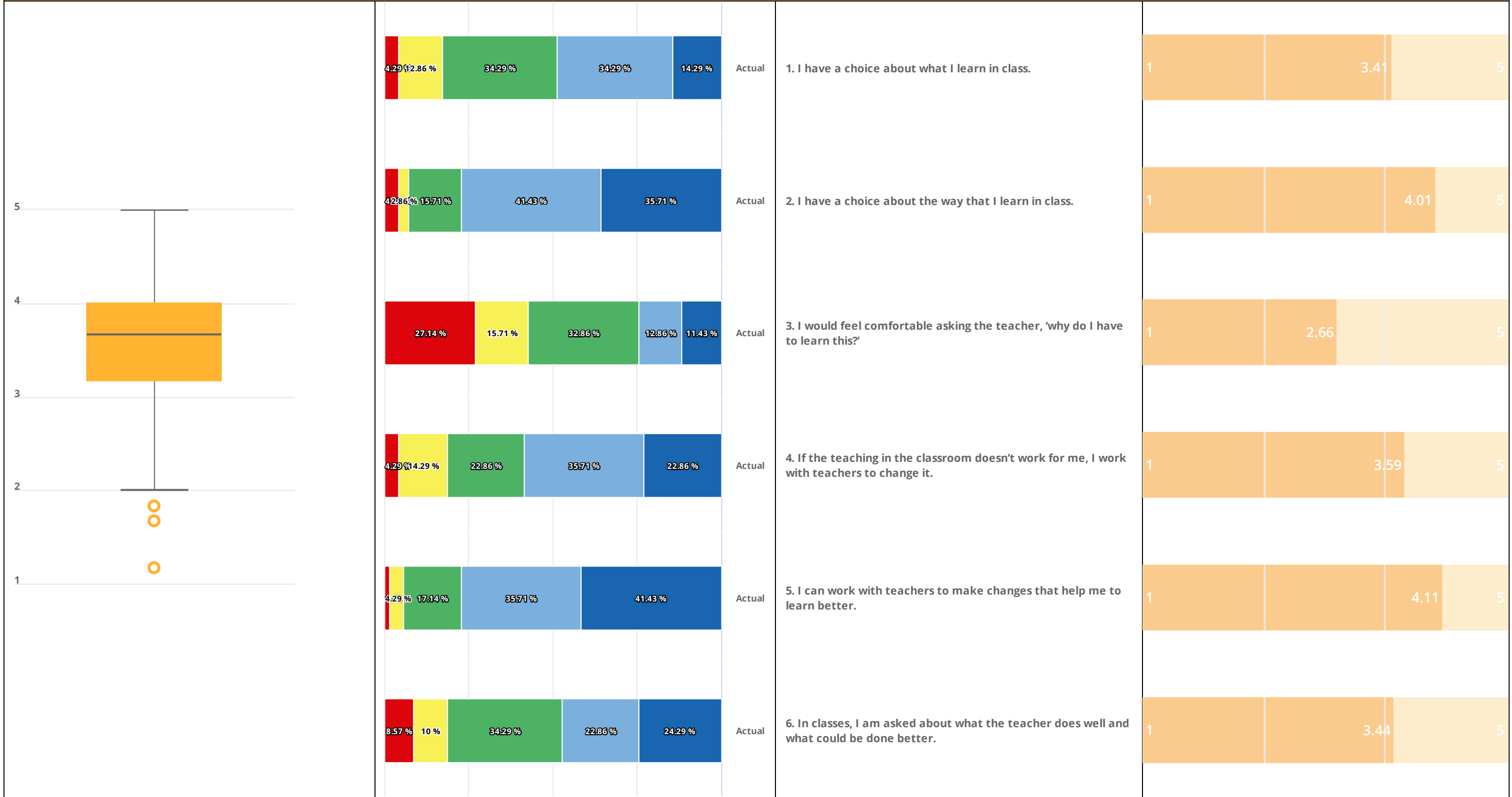


Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

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.



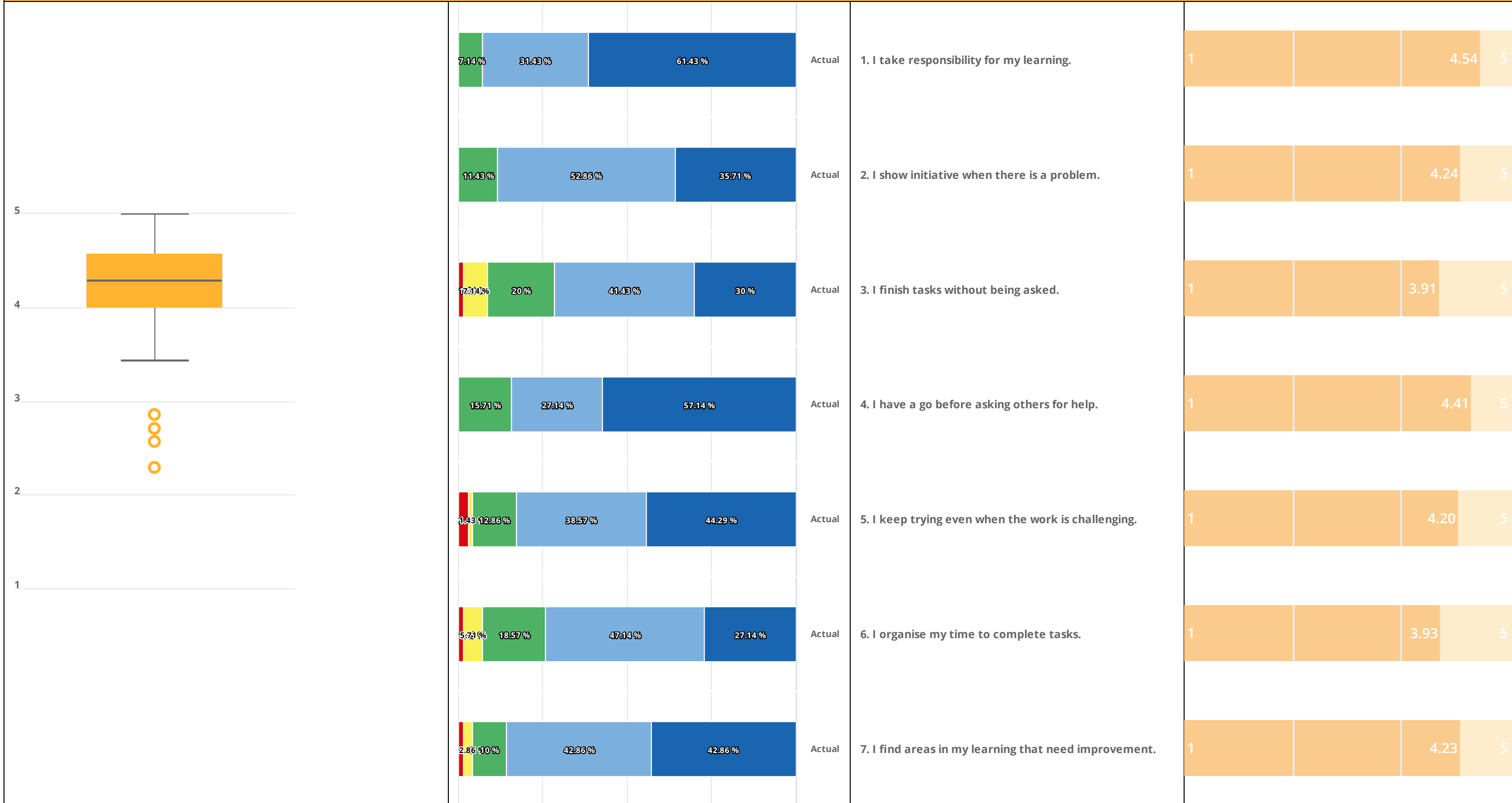
● Highest ● ● ● ● Lowest

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

BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

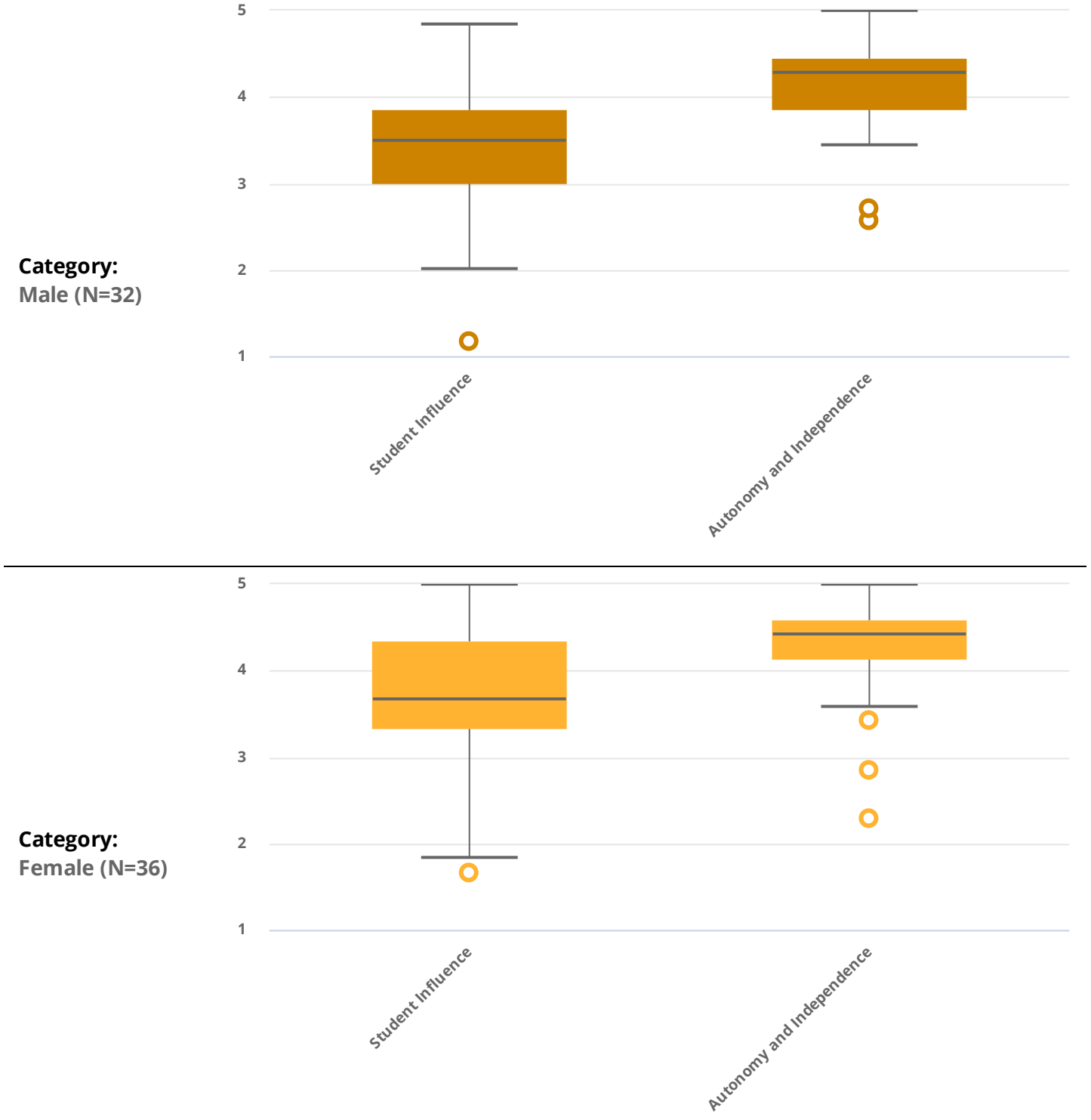
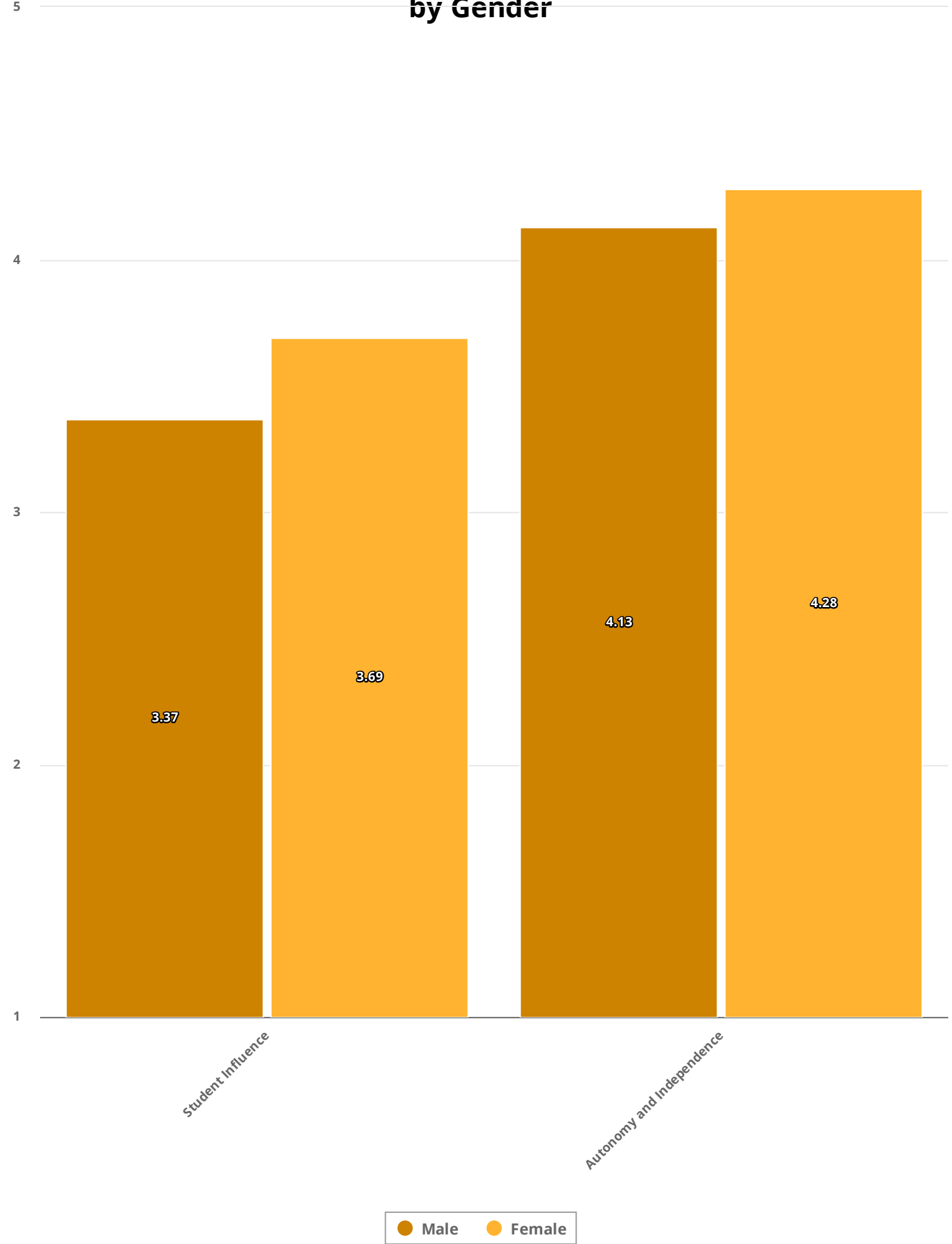
The extent to which students feel that they are expected to and provided opportunities to work independently.



● Highest ● ● ● Lowest

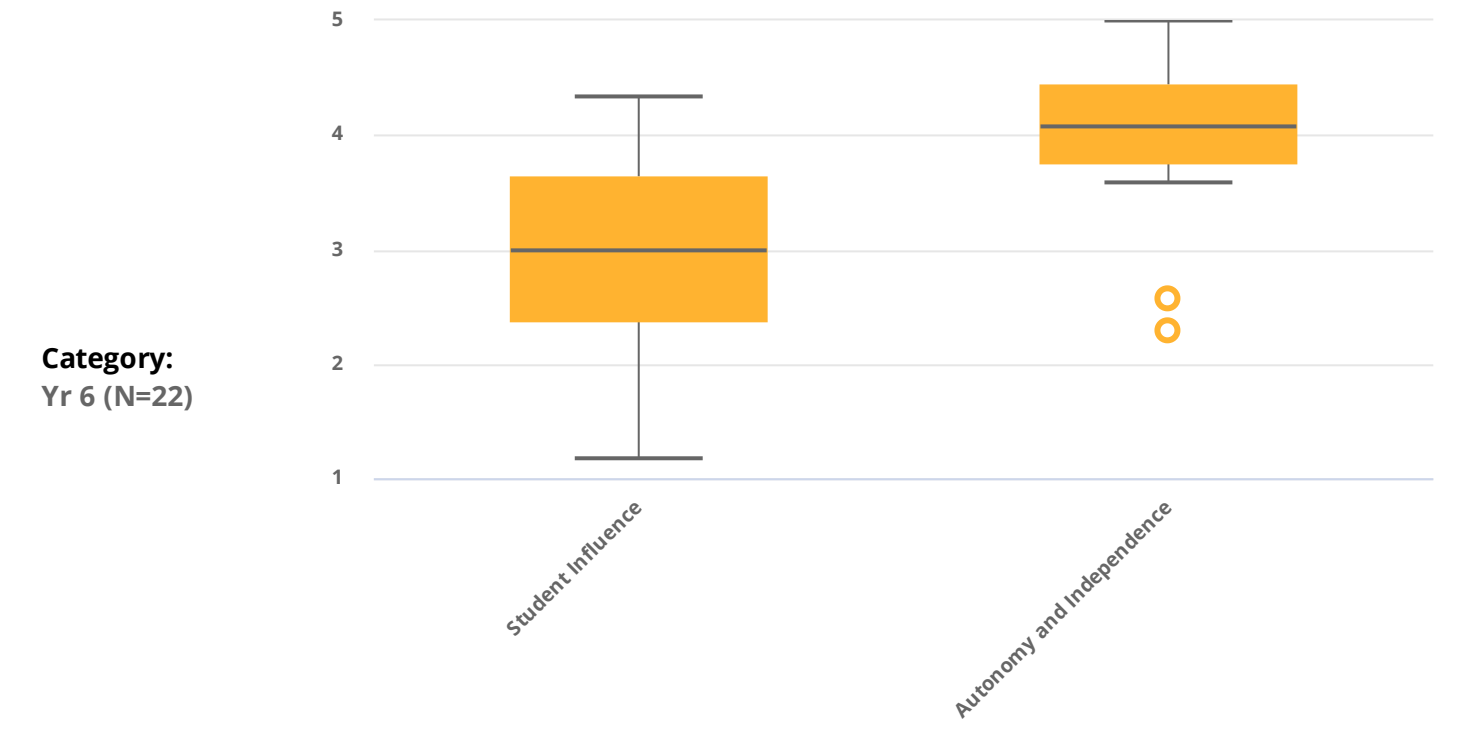
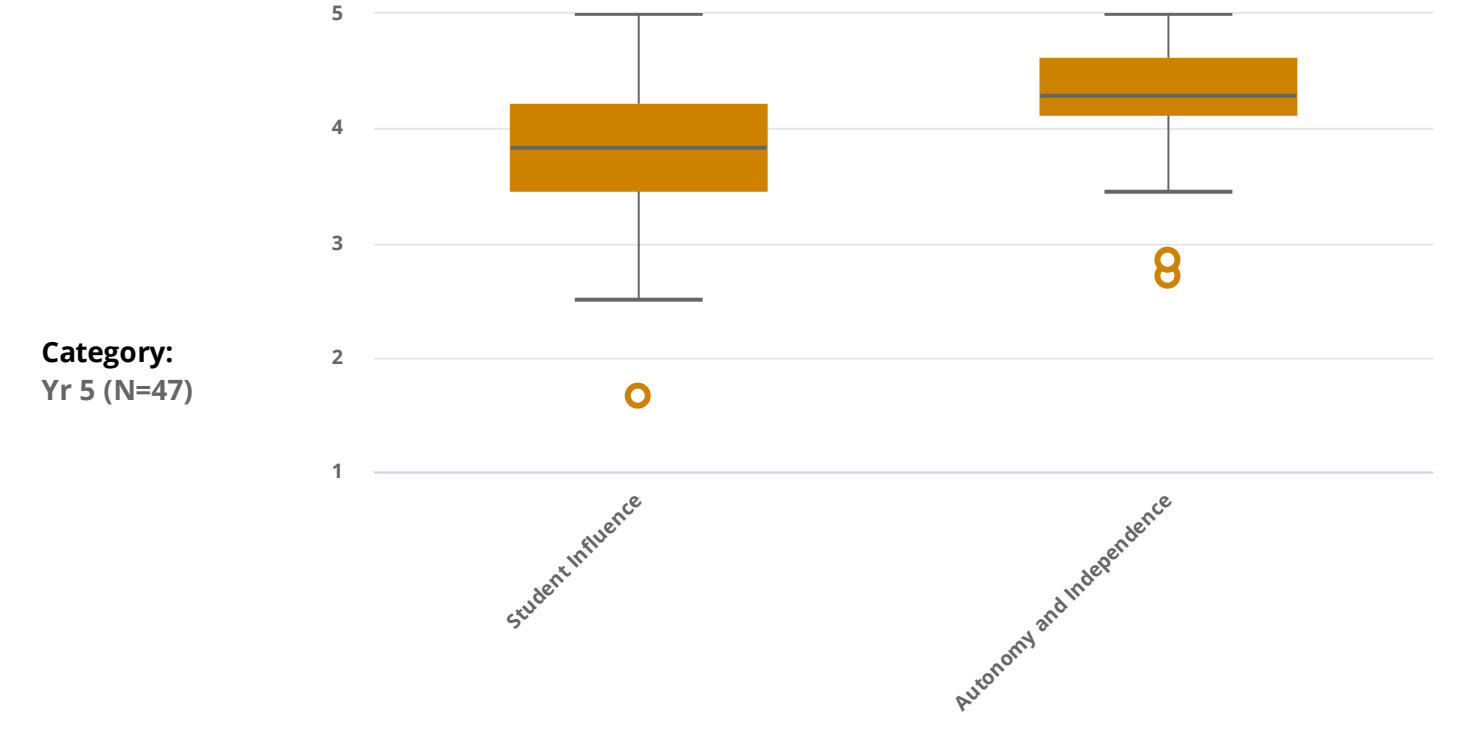
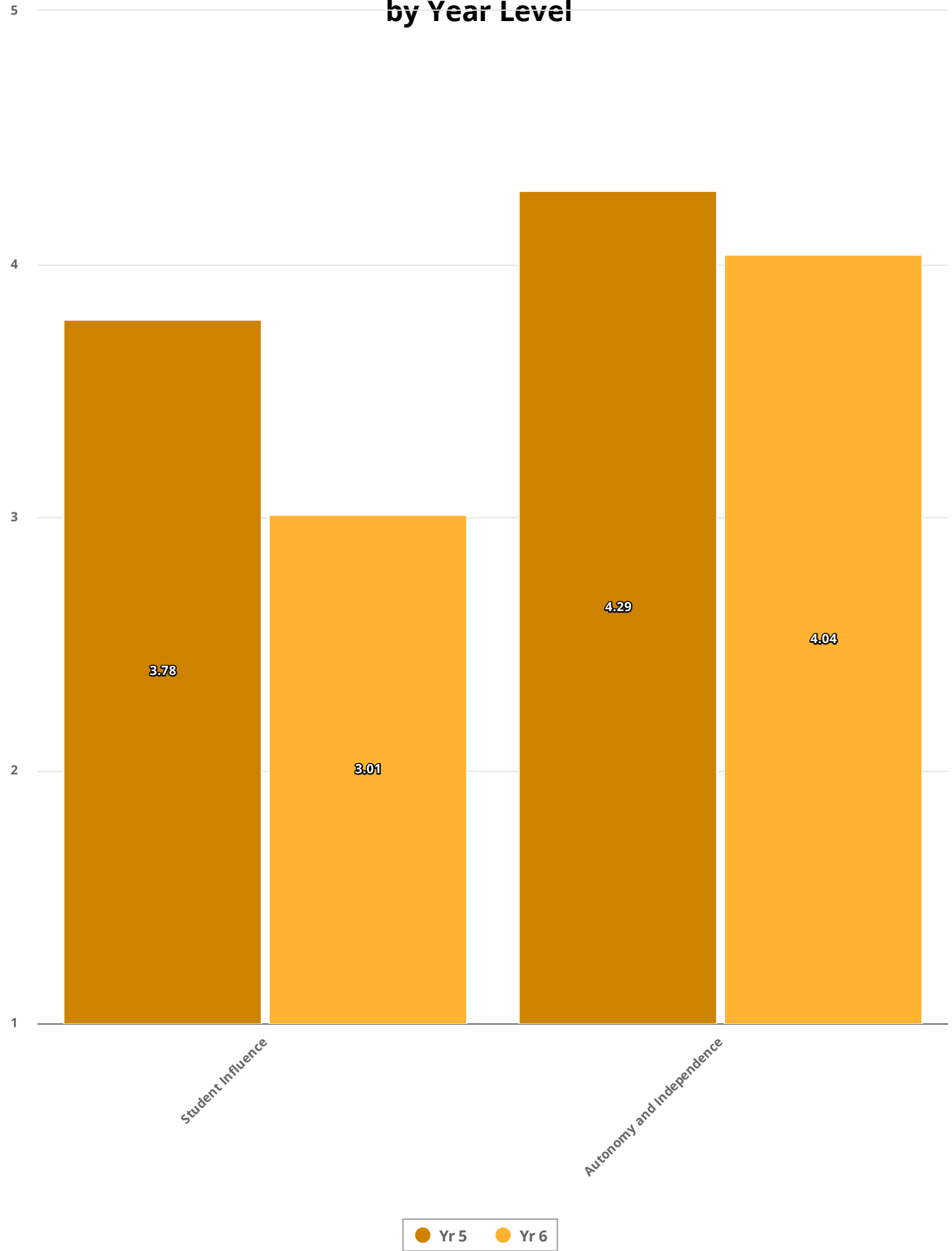
LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender

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.

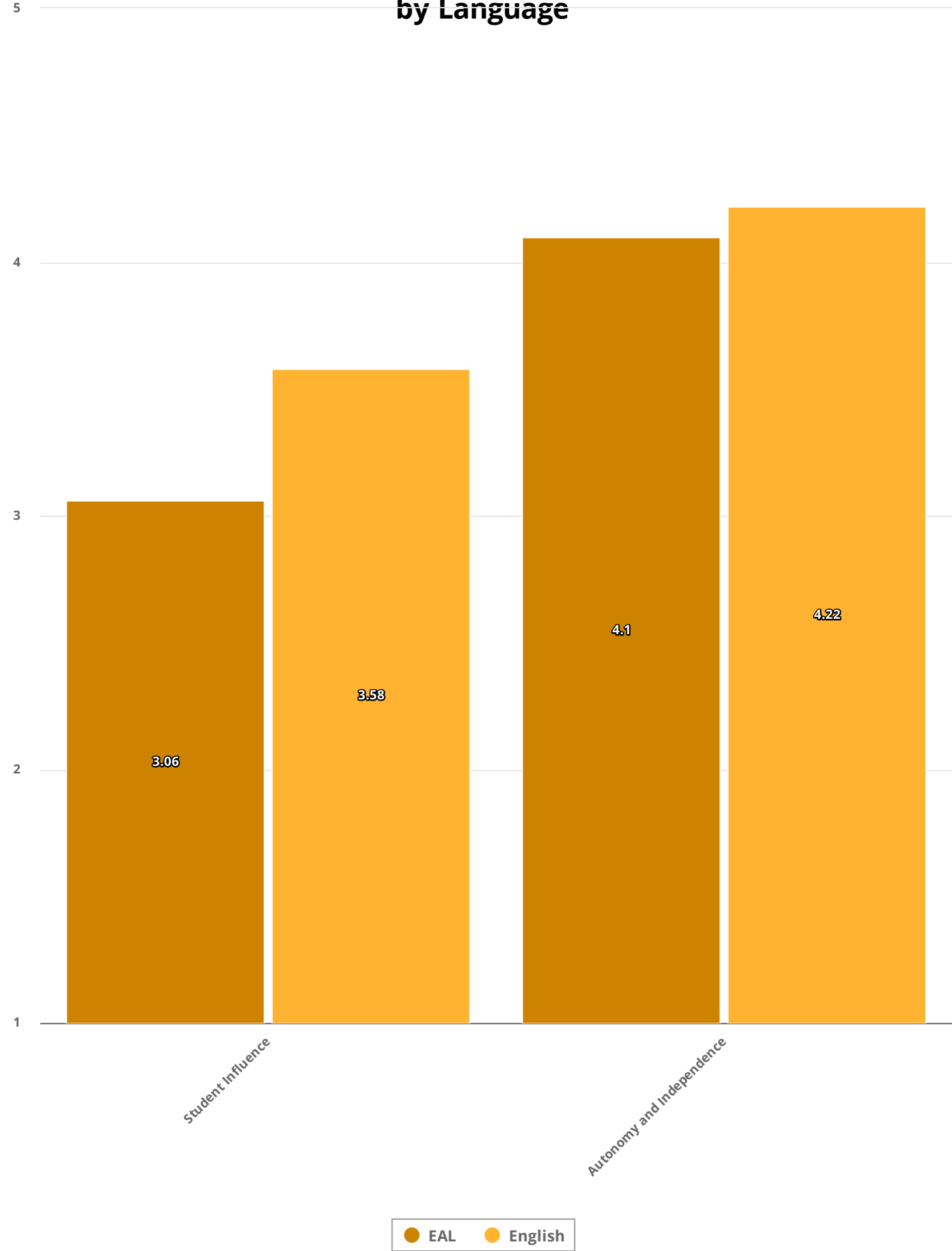


LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

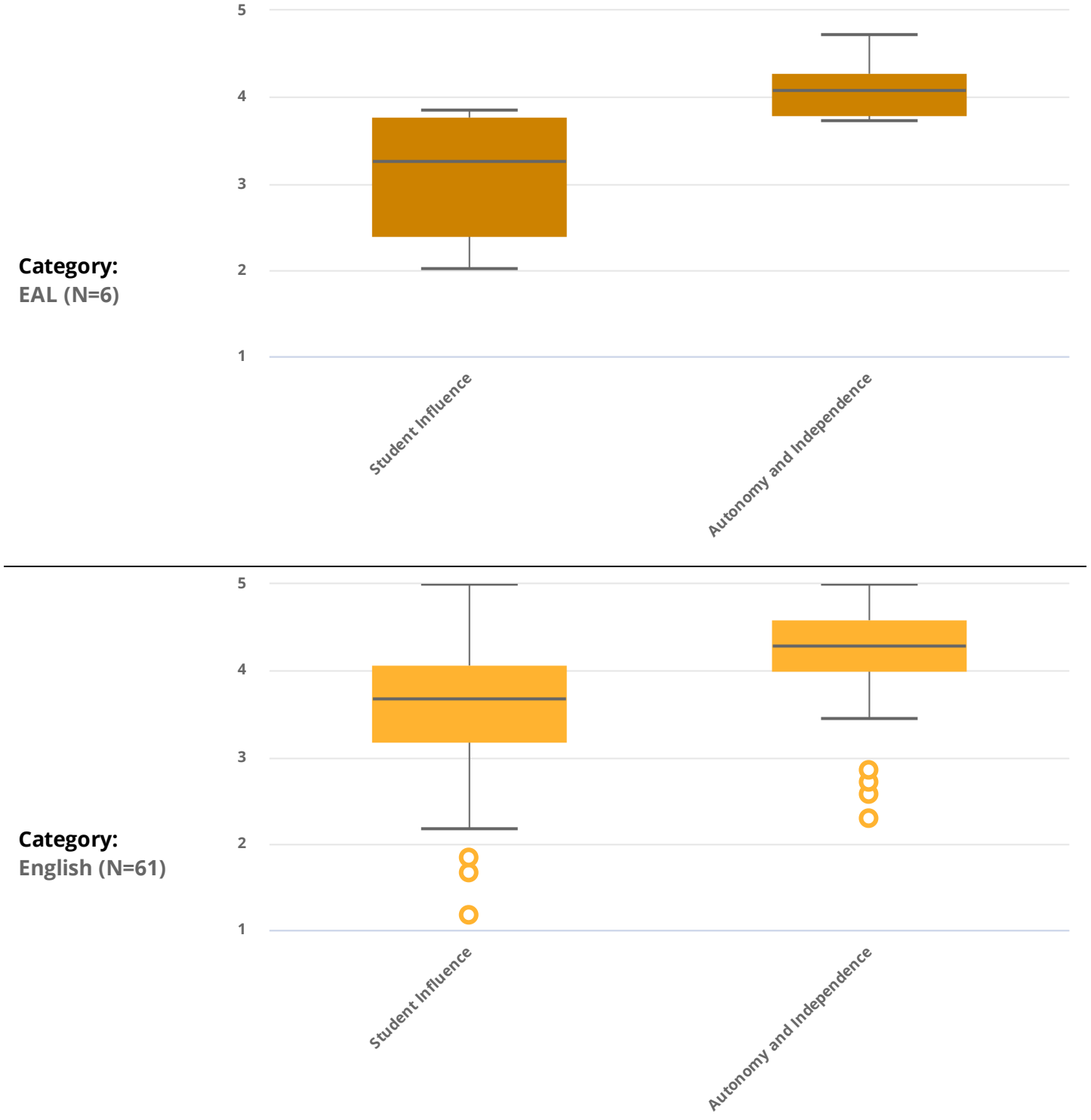
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

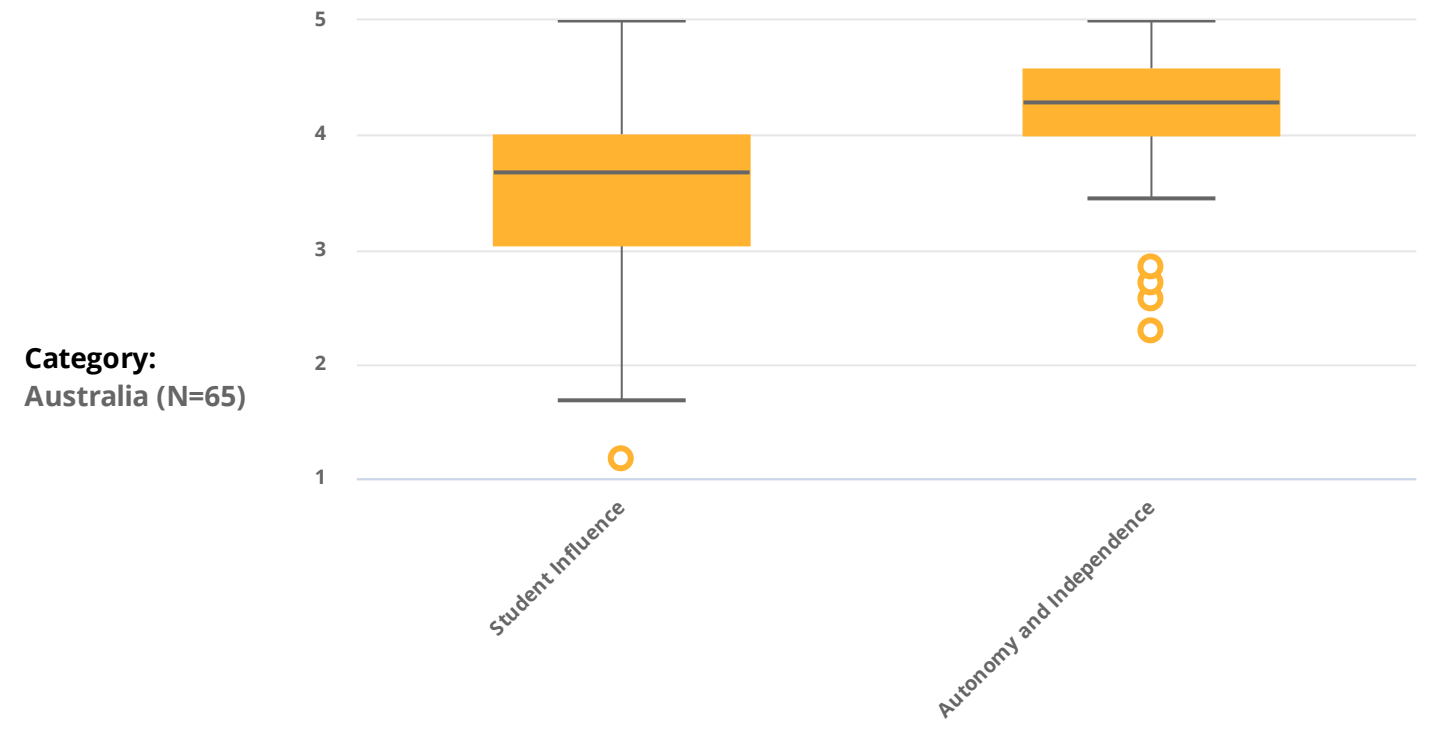
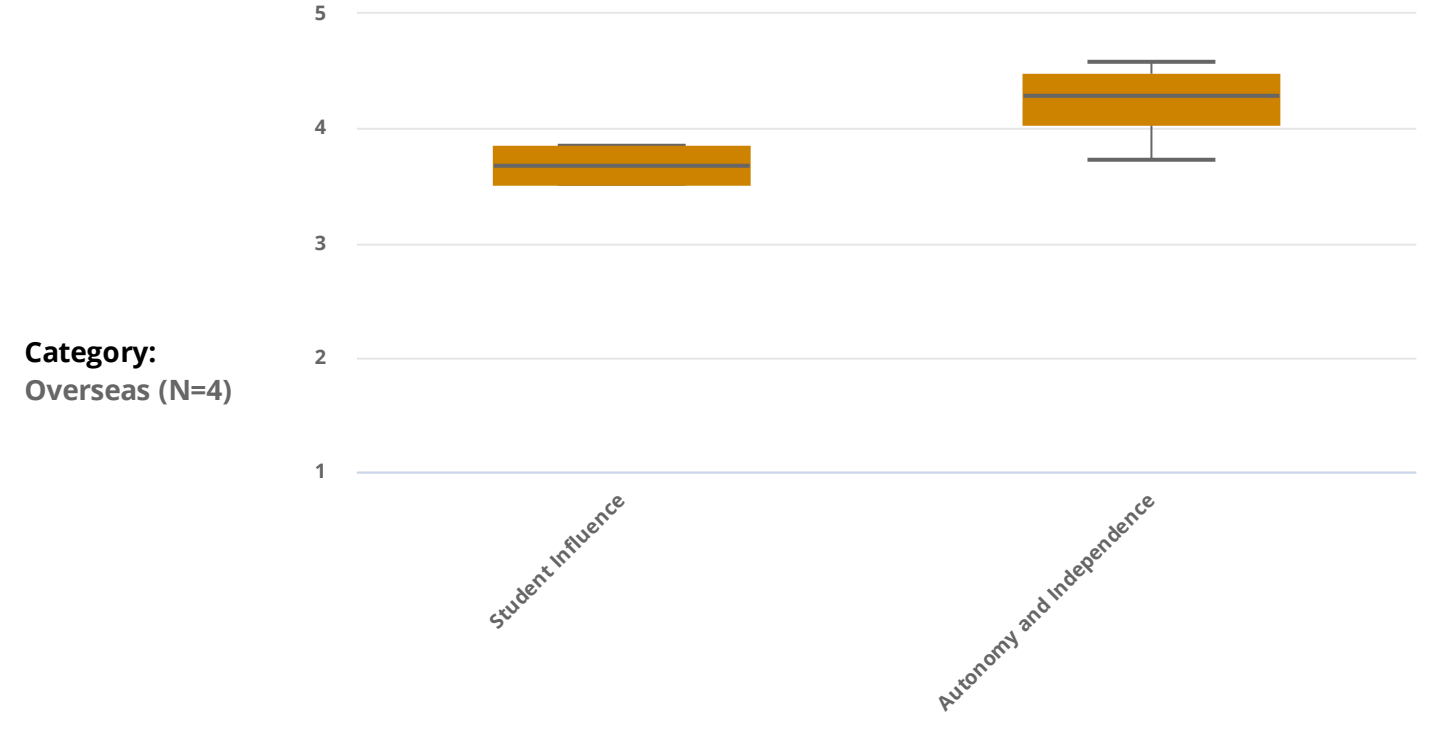
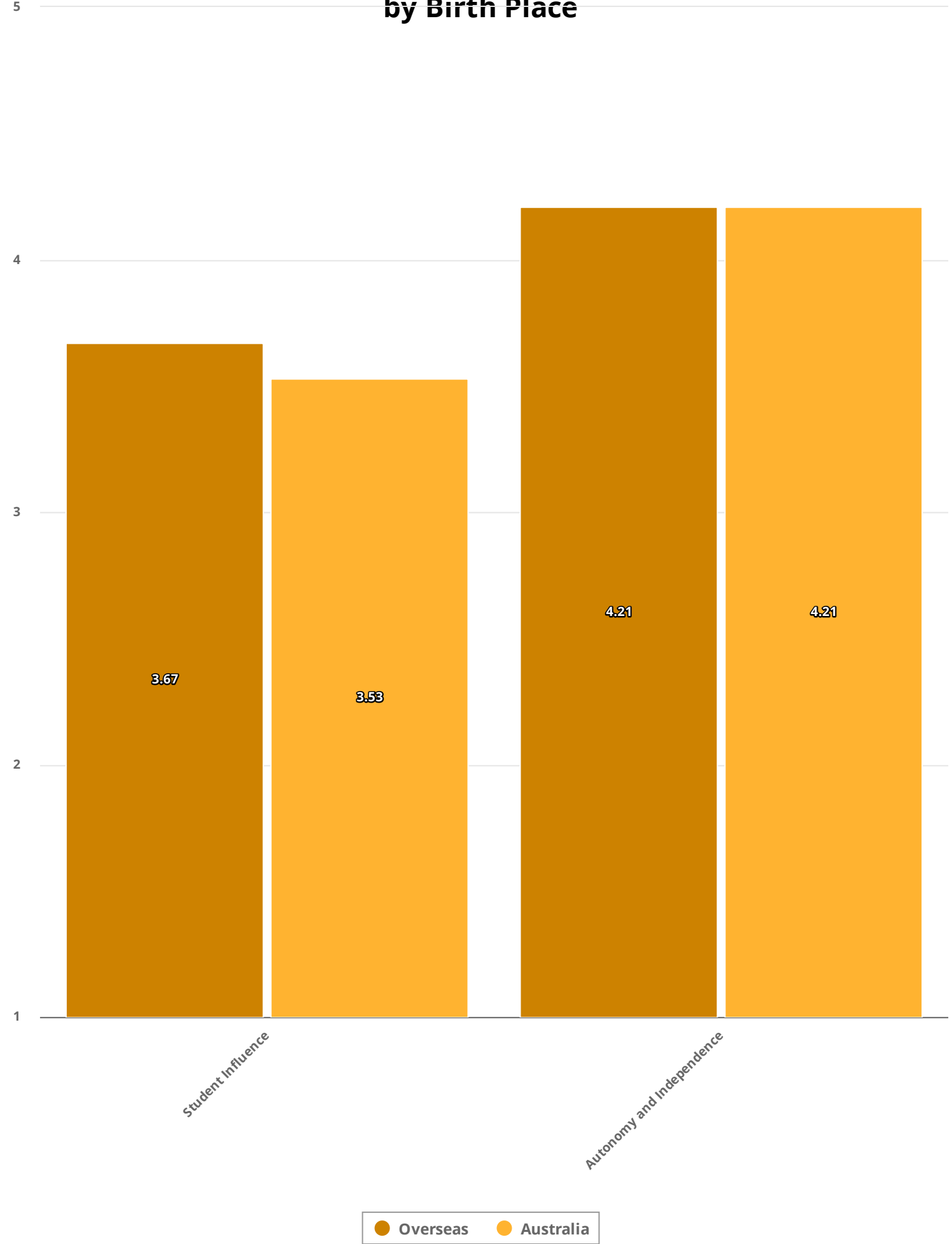


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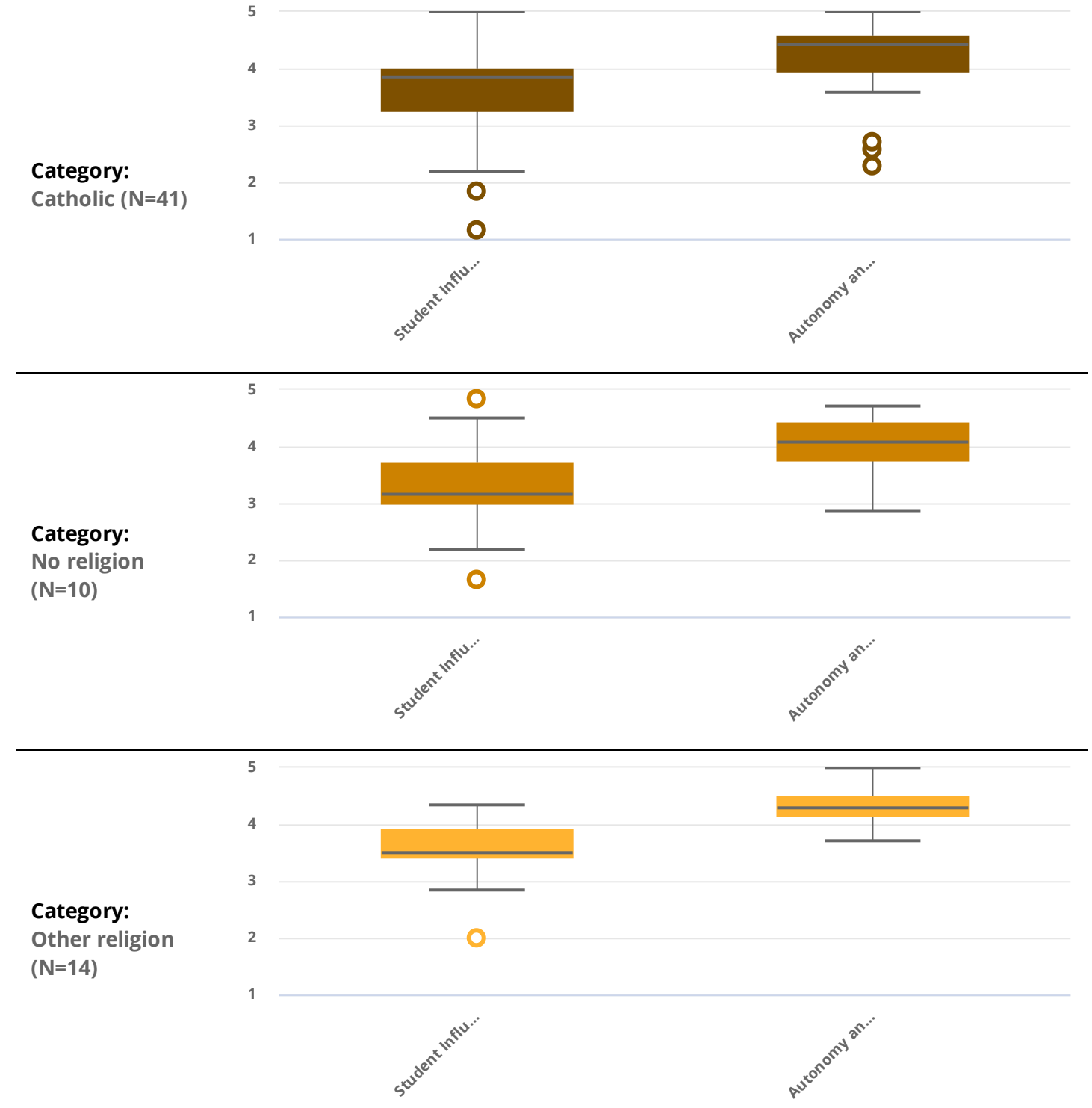
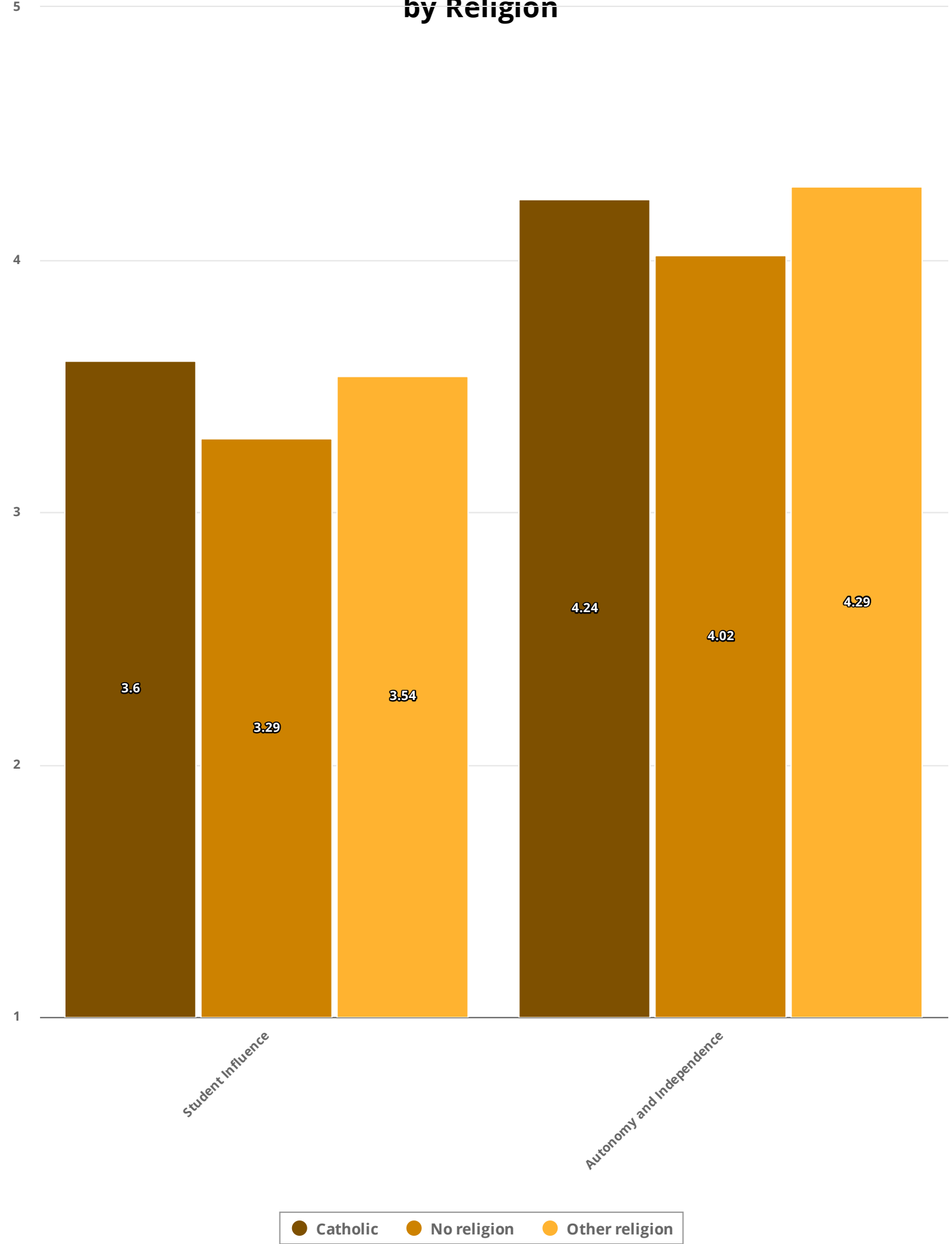
LLL Component 3: Student Agency, Identity, Learning and Leadership by Birth Place

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.



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

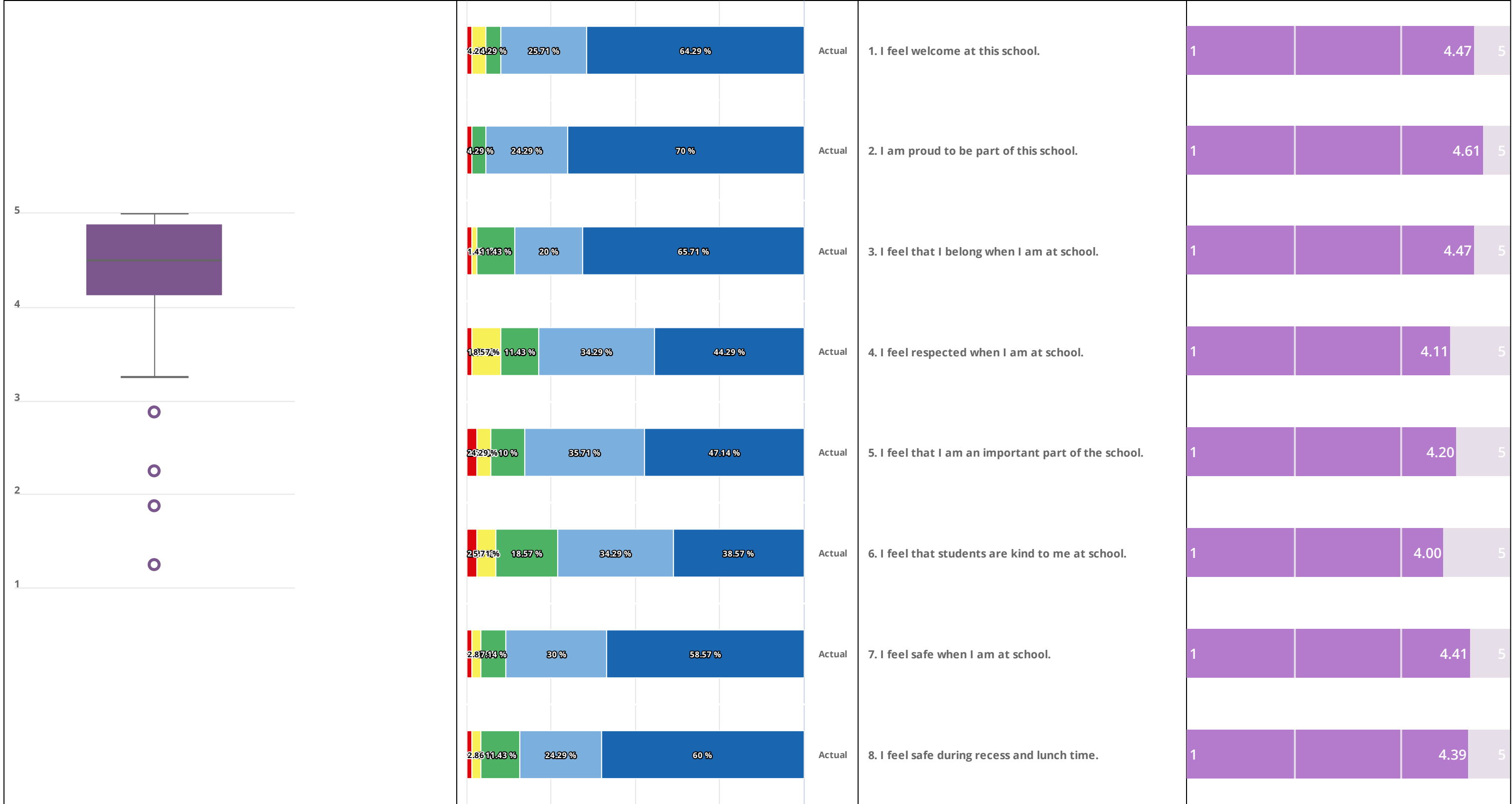


Student Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

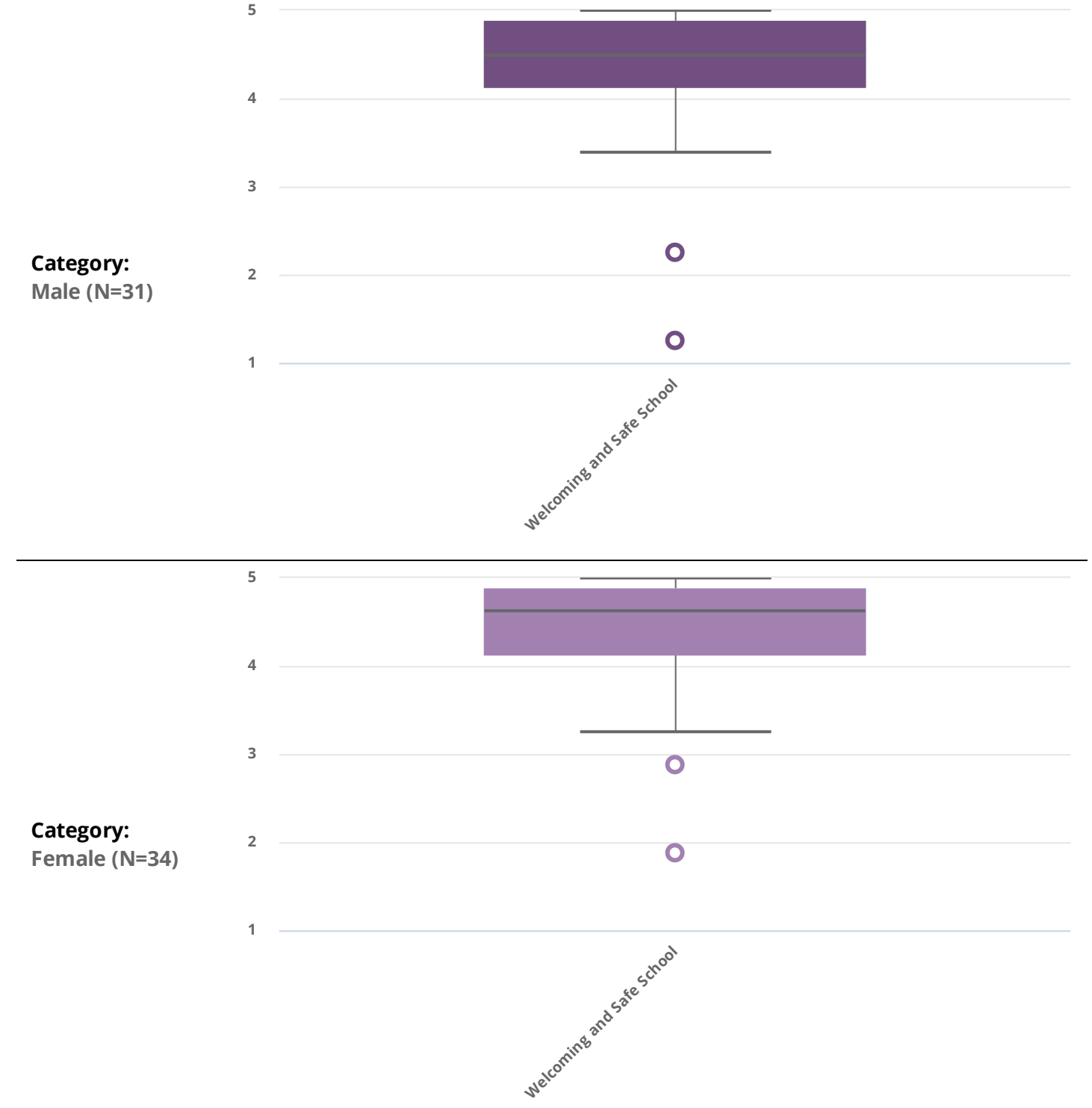
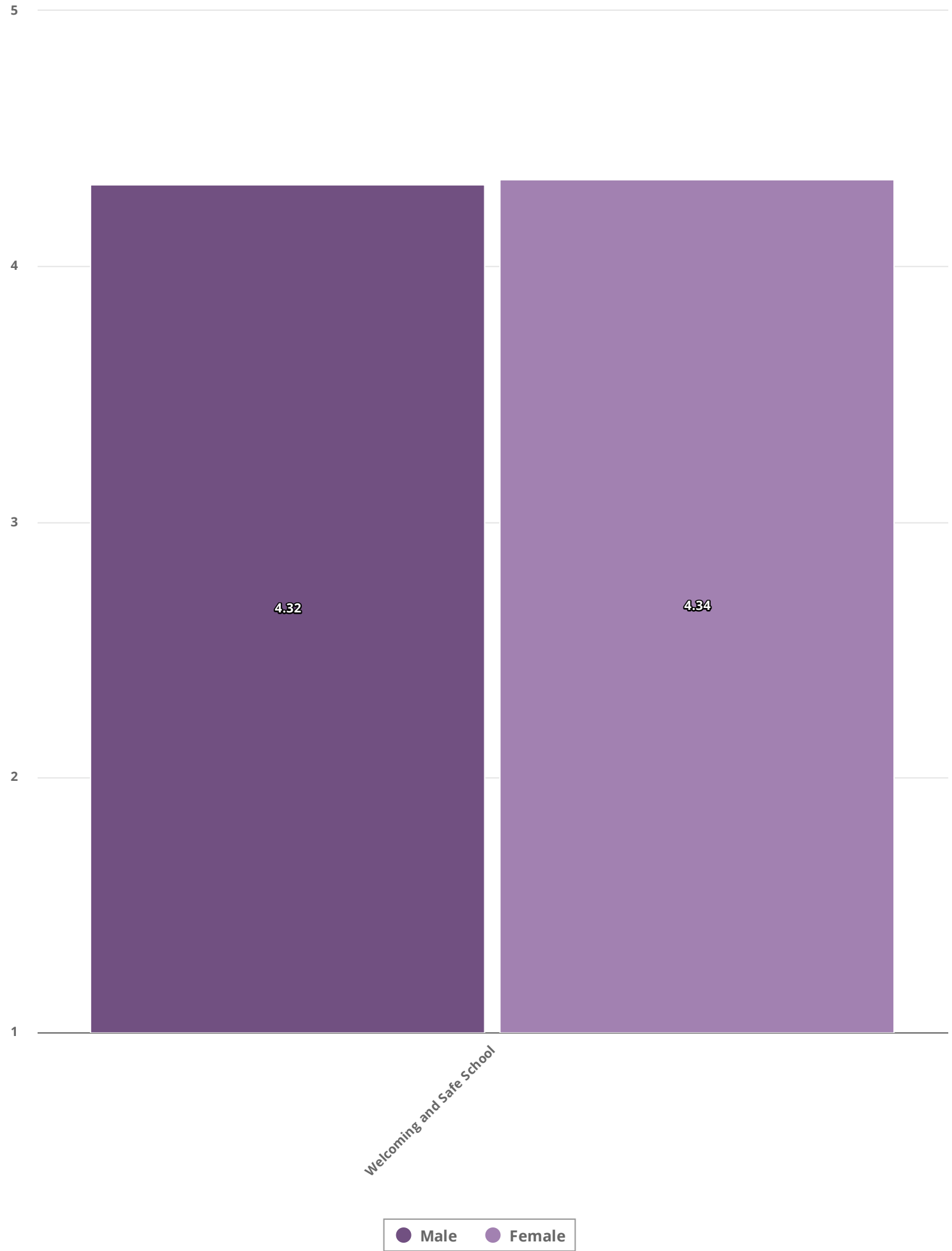
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



● Highest ● ● ● ● Lowest

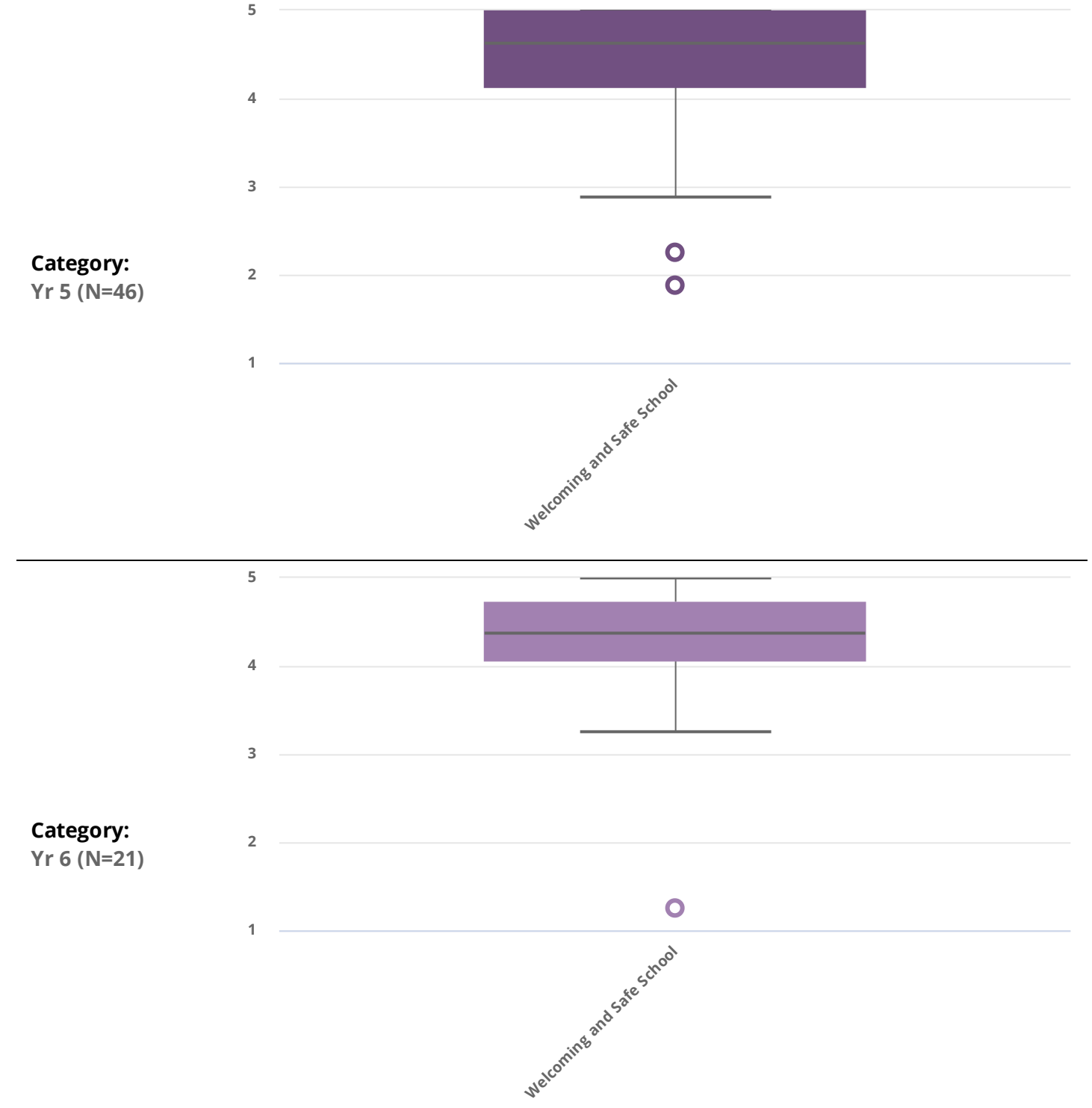
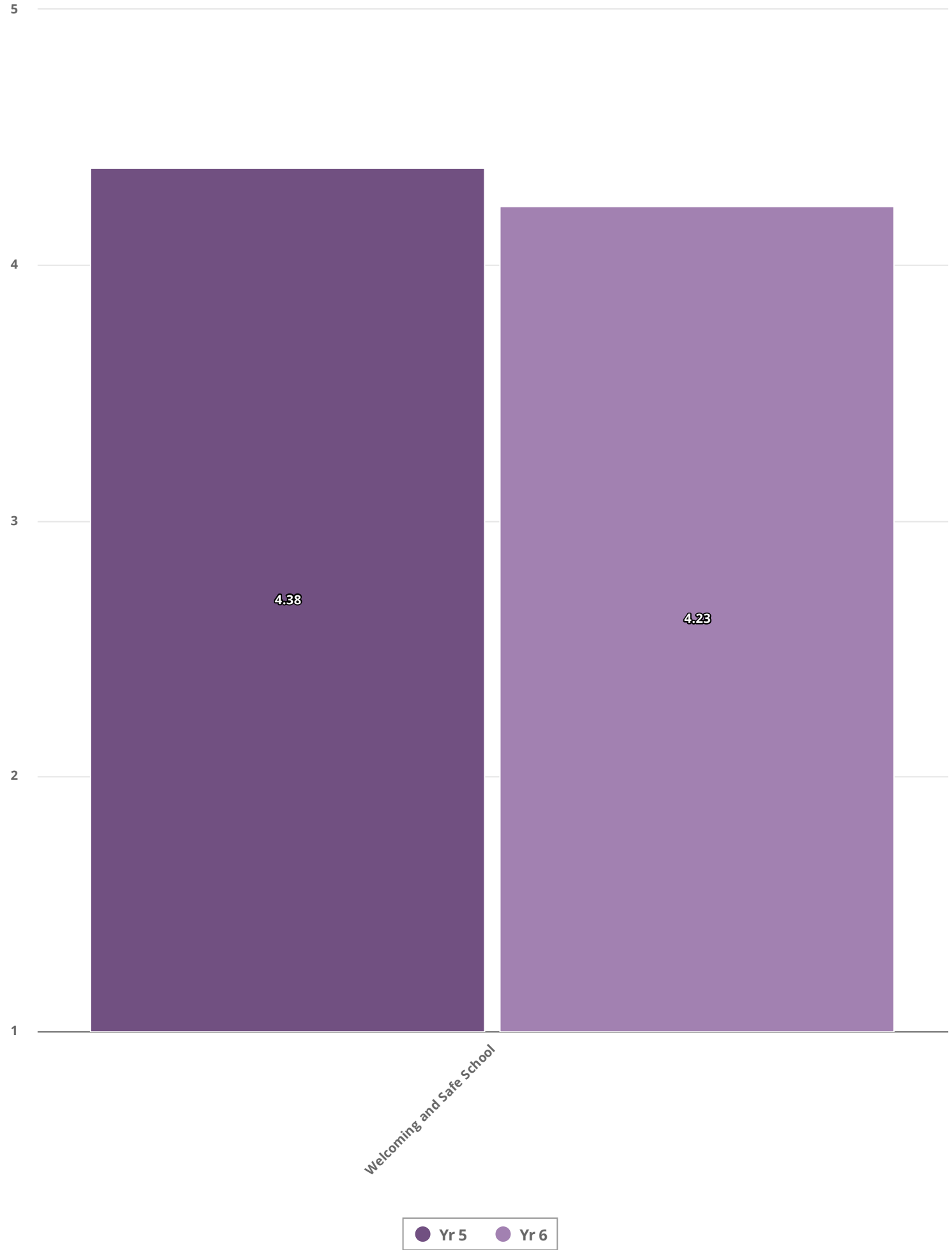
LLL Component 4: Community Engagement by Gender

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.



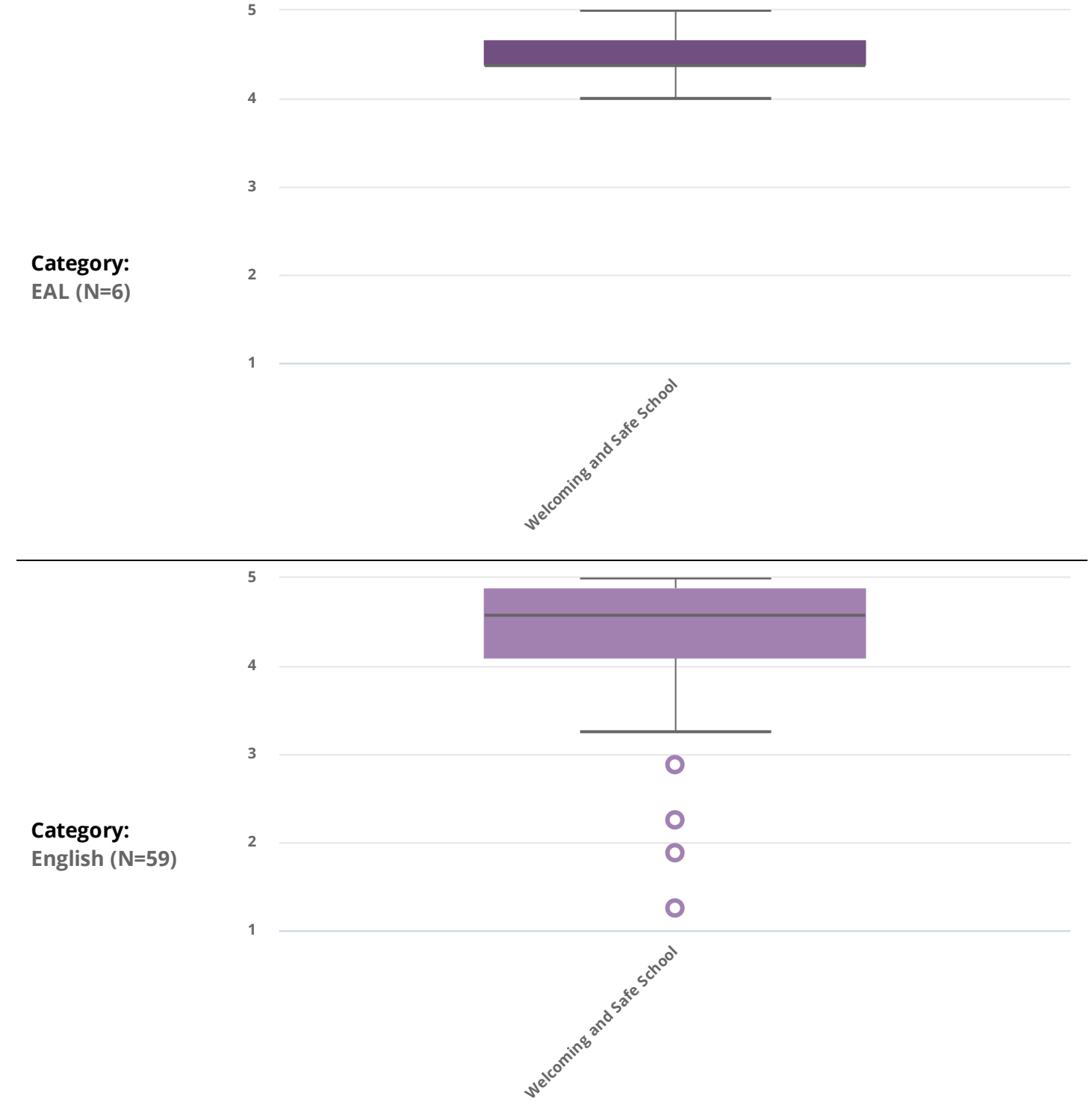
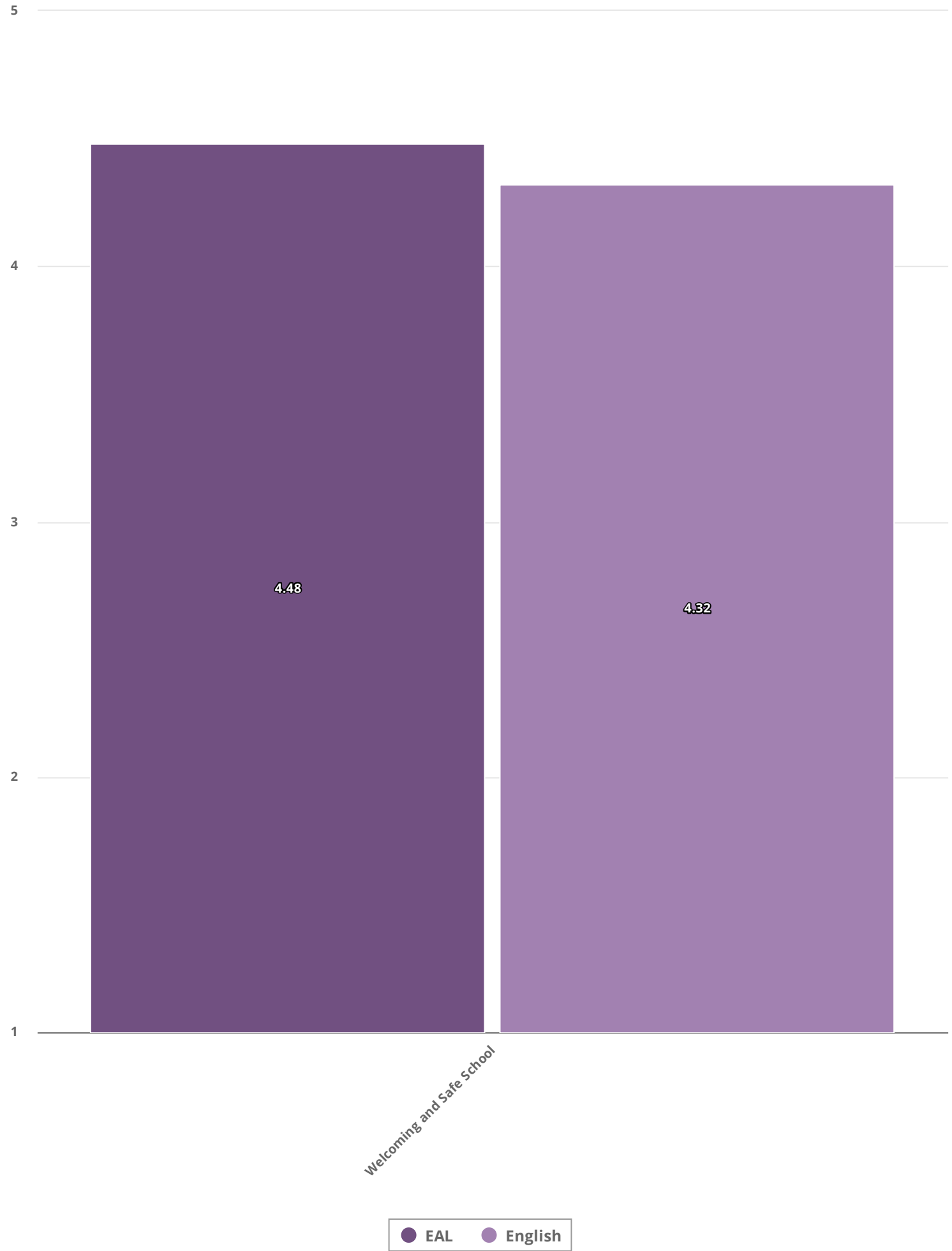
LLL Component 4: Community Engagement by Year Level

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.



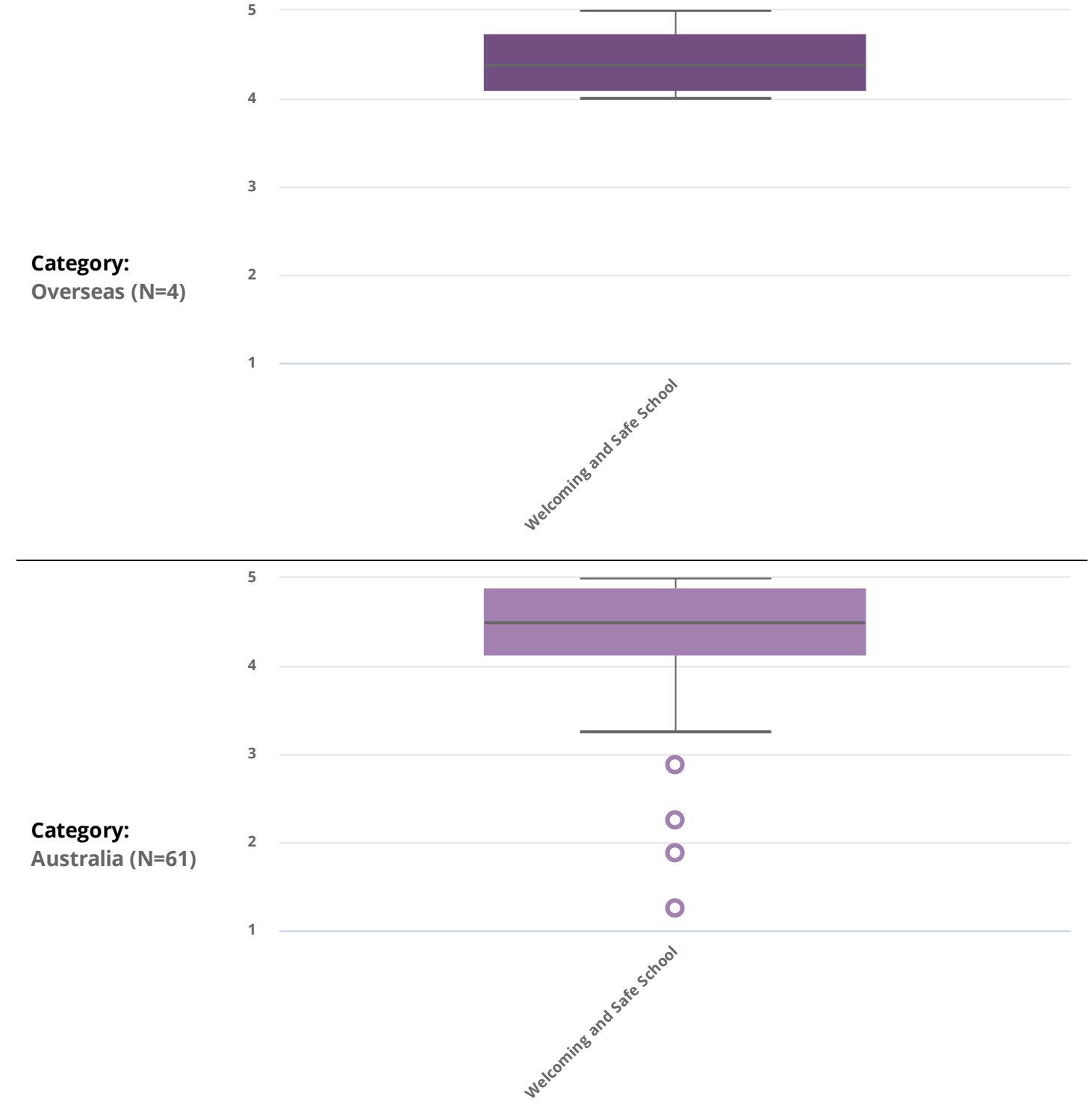
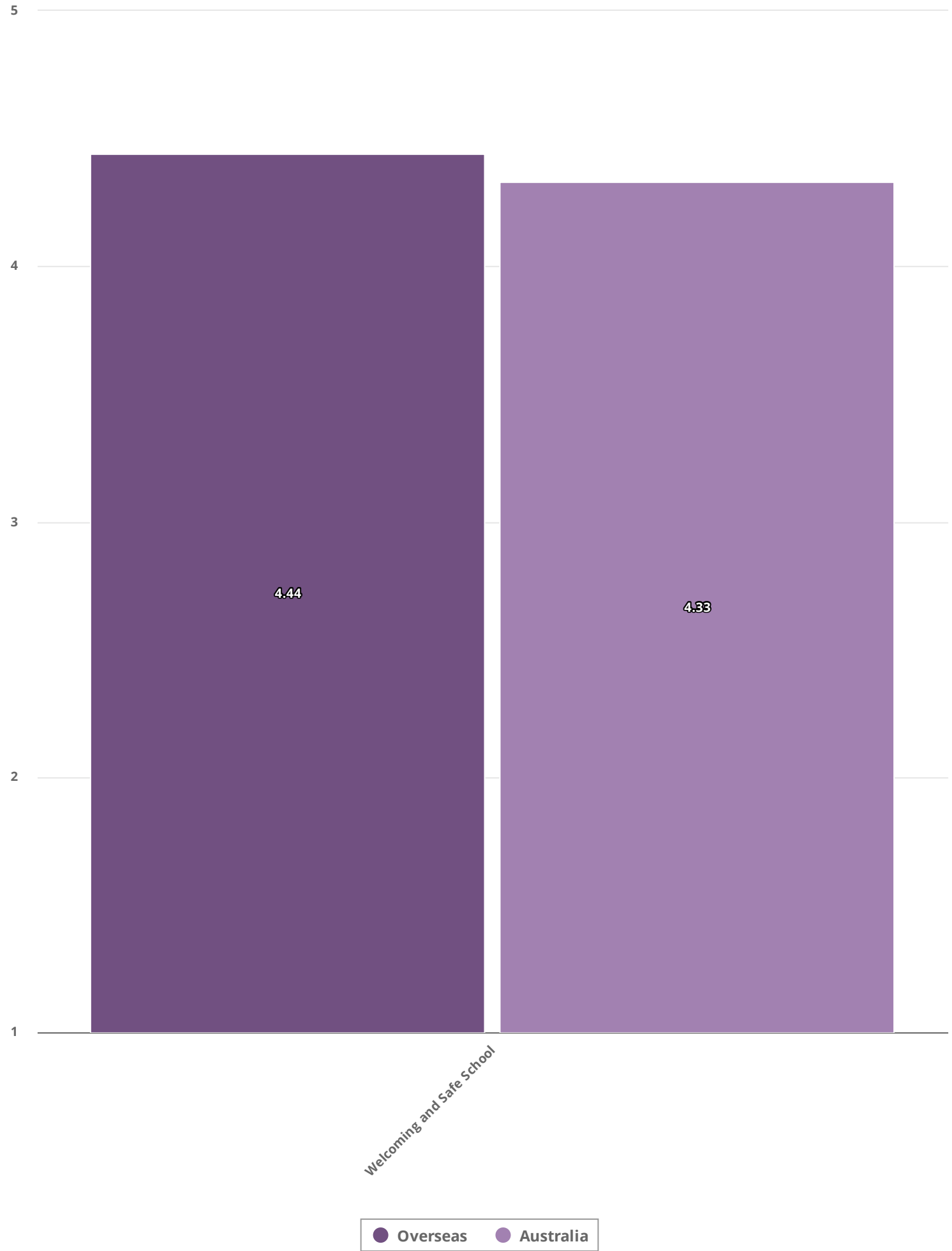
LLL Component 4: Community Engagement by Language

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.



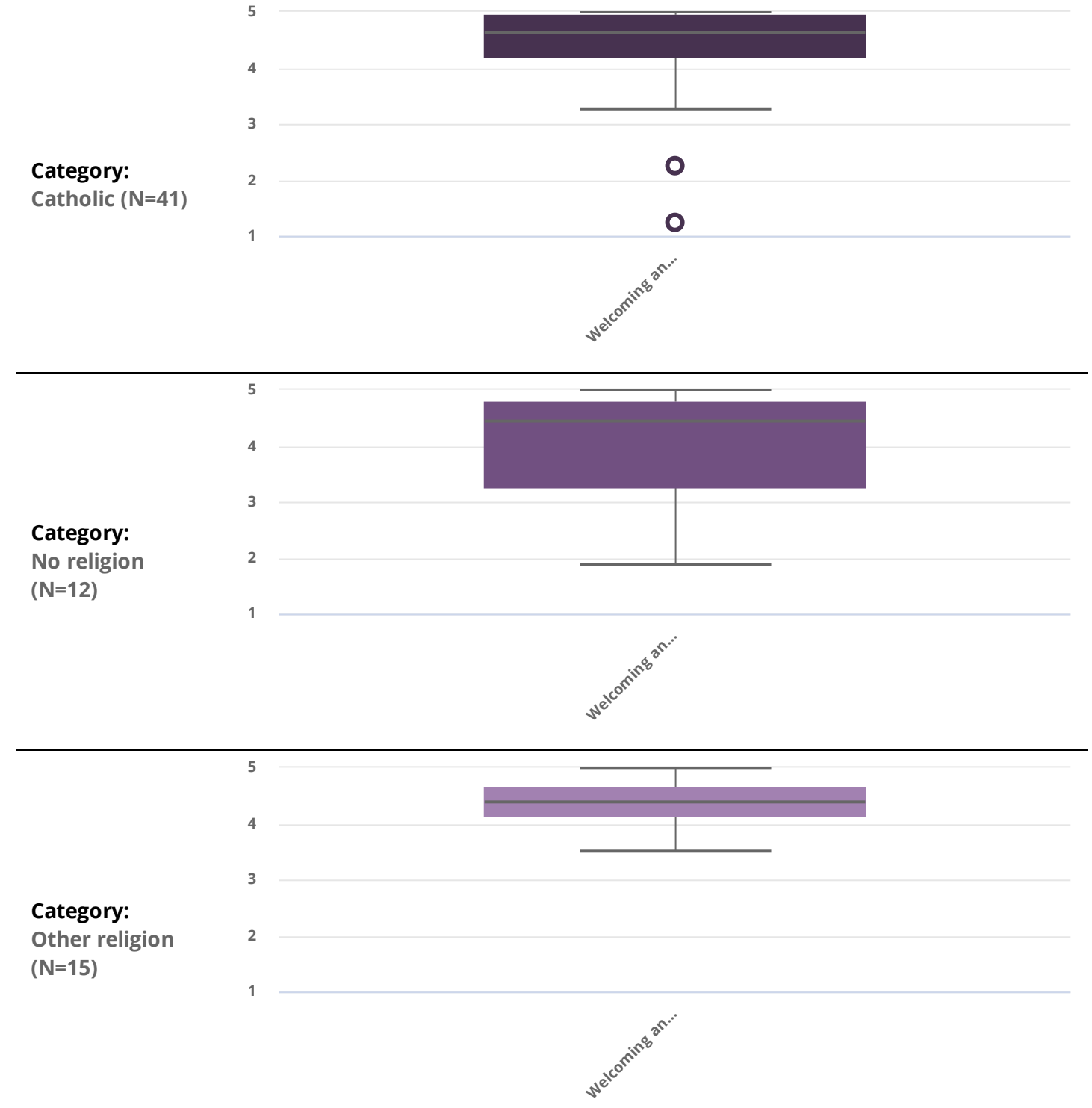
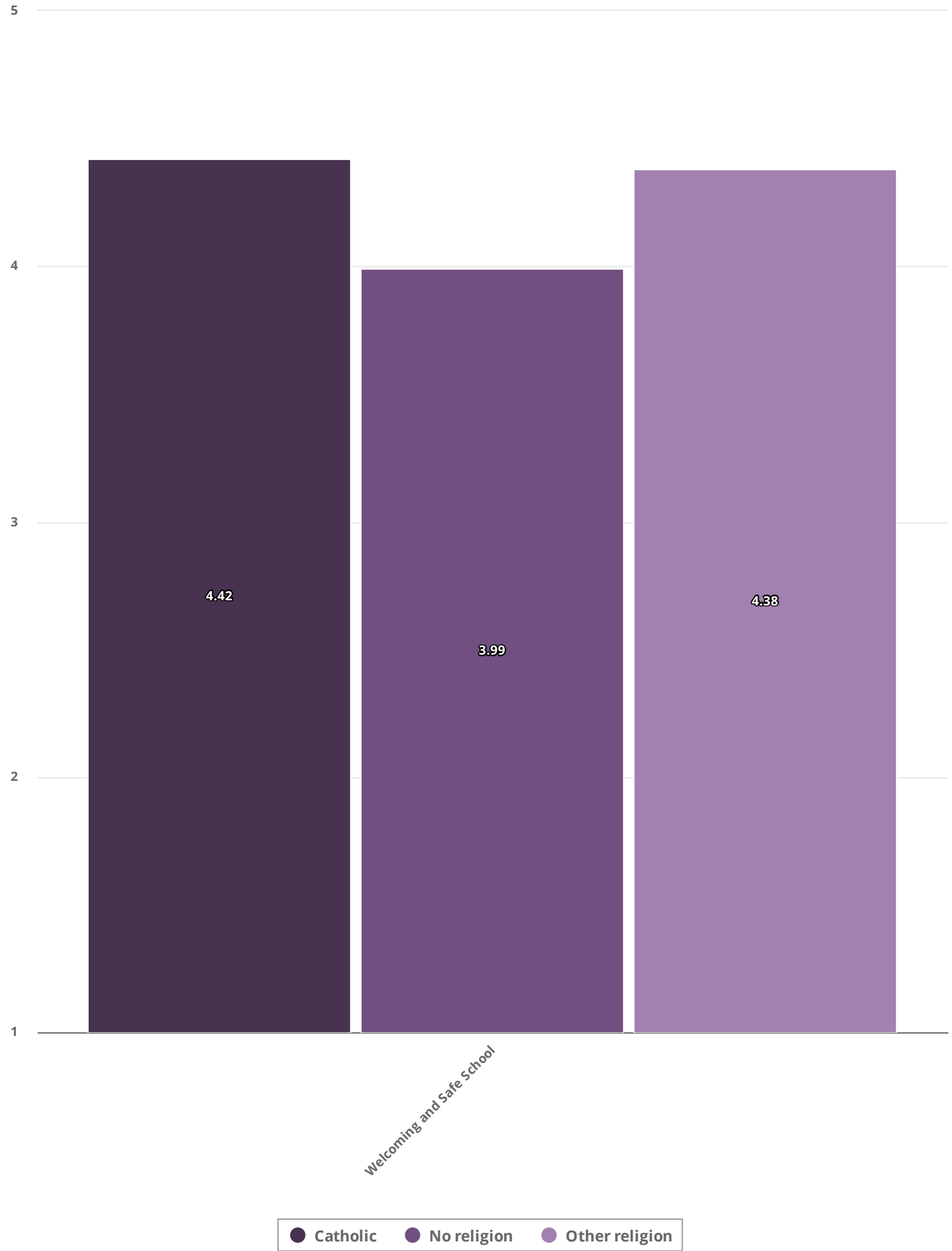
LLL Component 4: Community Engagement by Birth Place

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.



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.

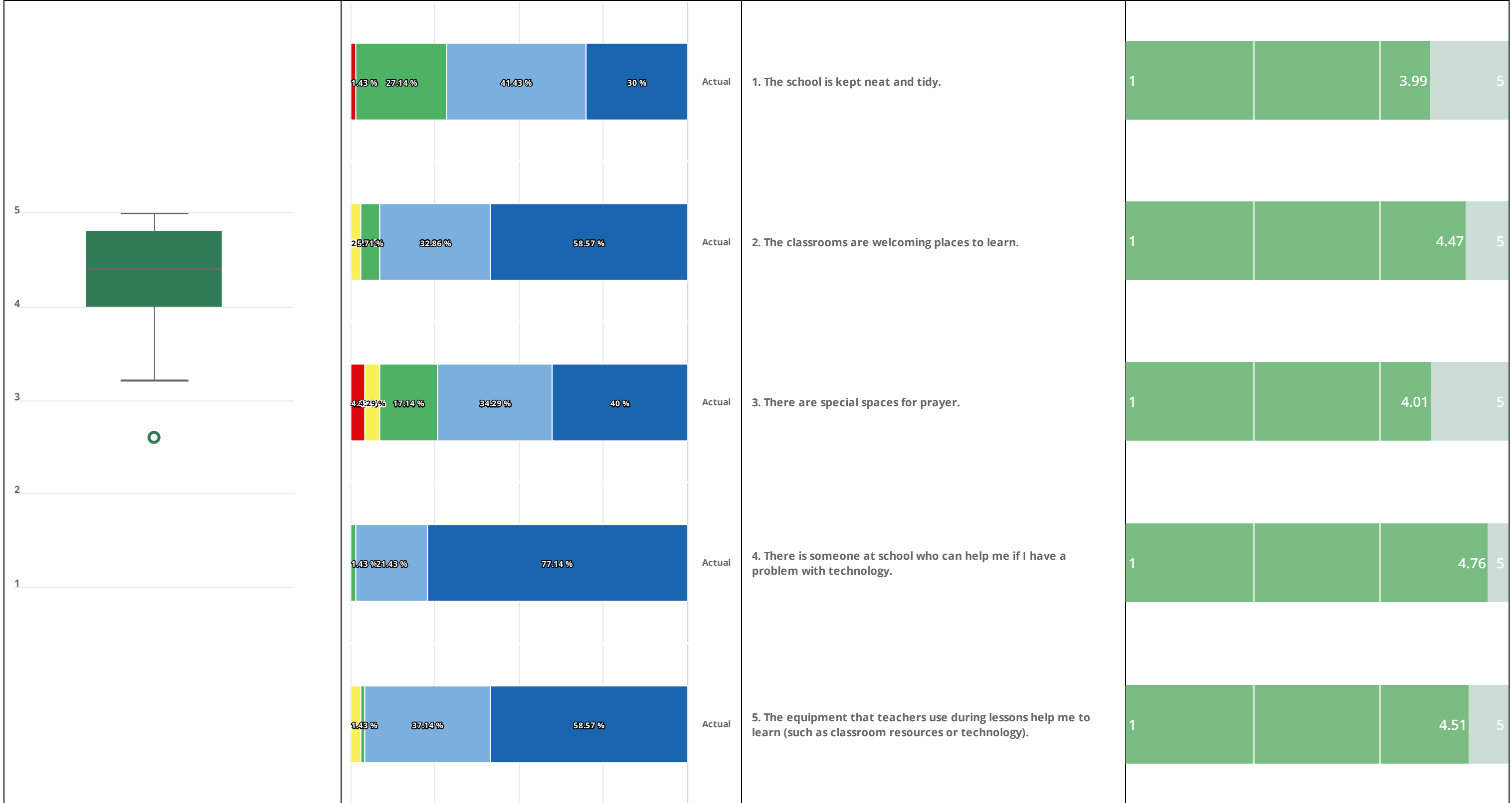


Student Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

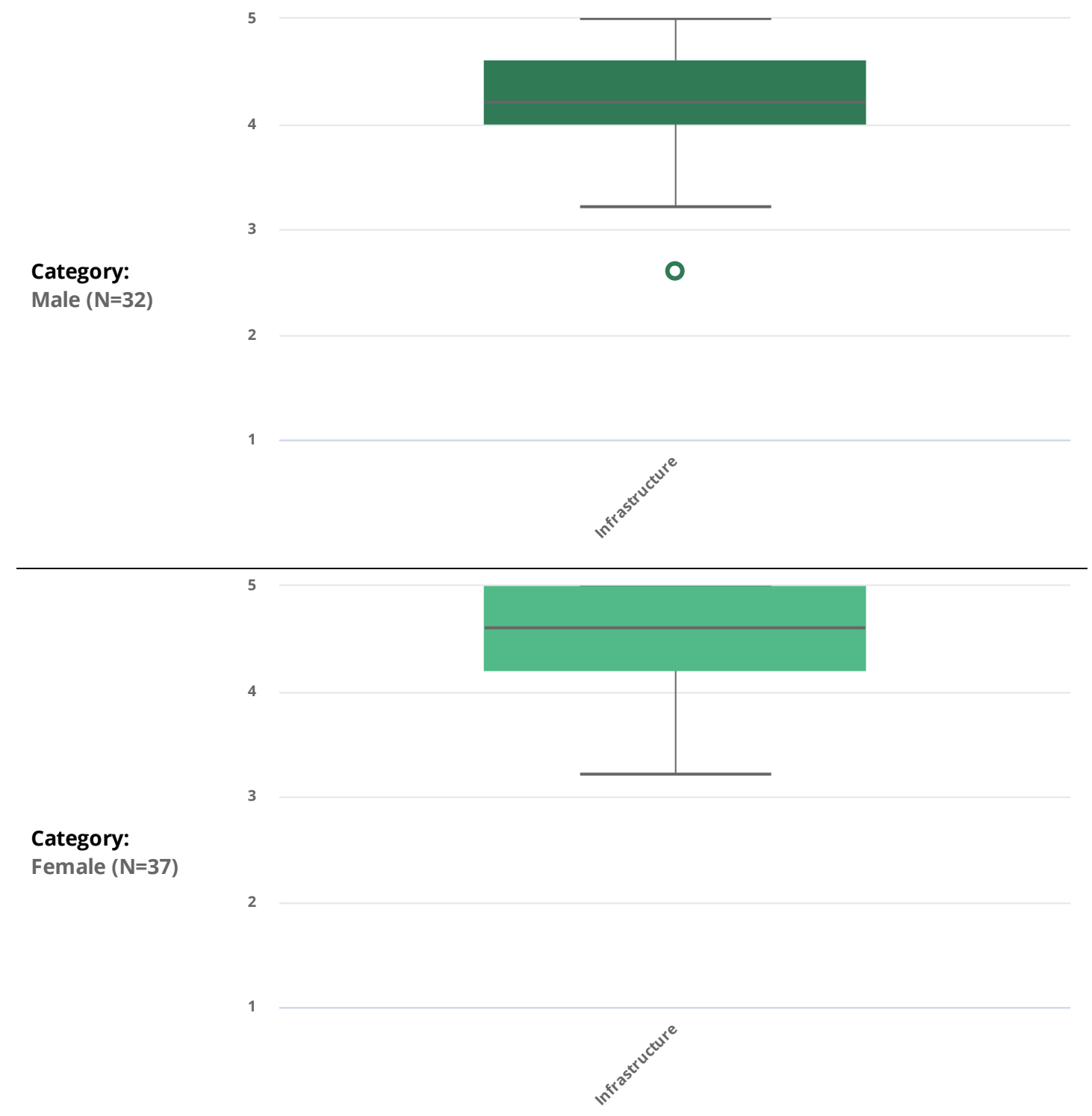
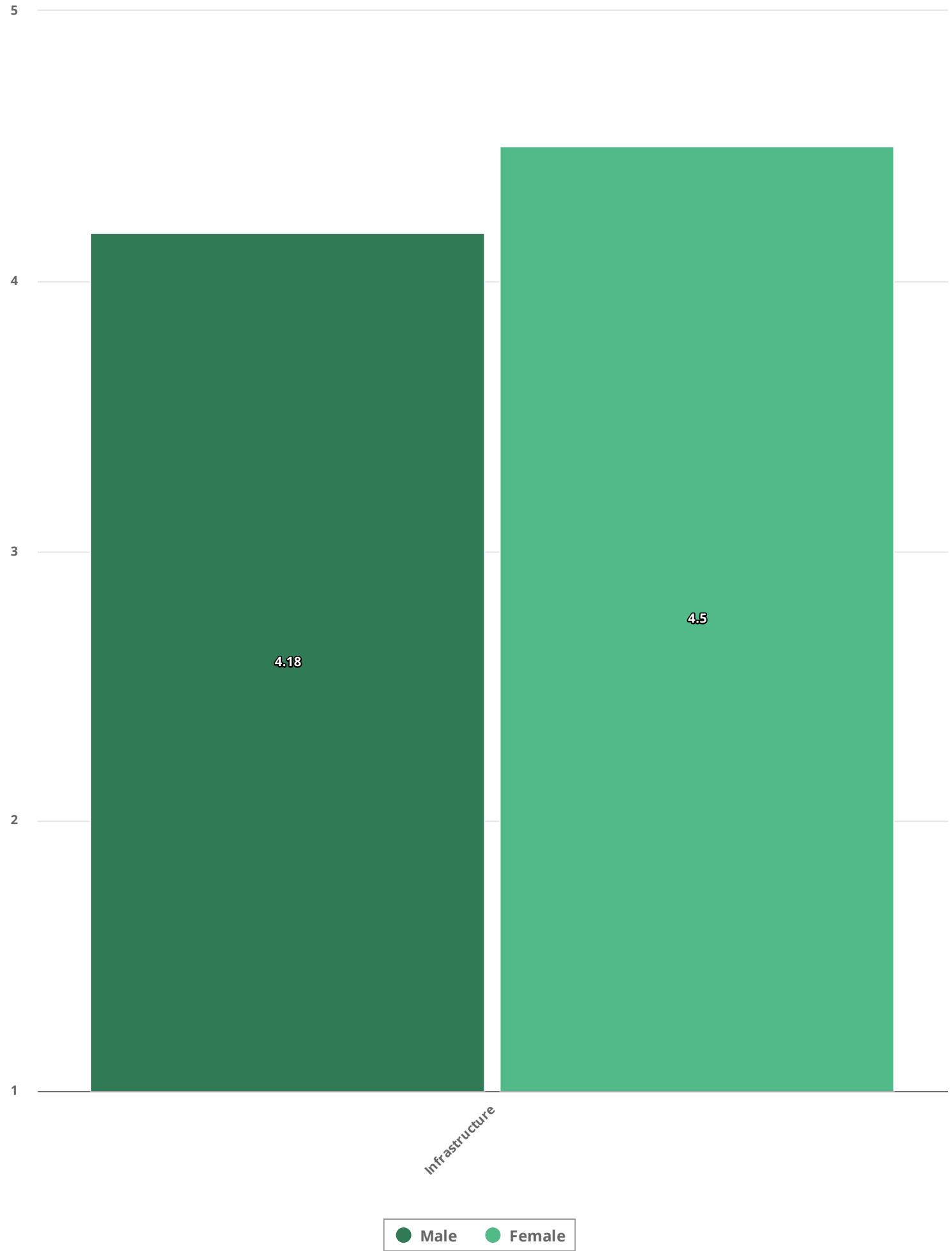
The extent to which students feel positive about the school buildings and grounds.



● Highest ● ● ● ● Lowest

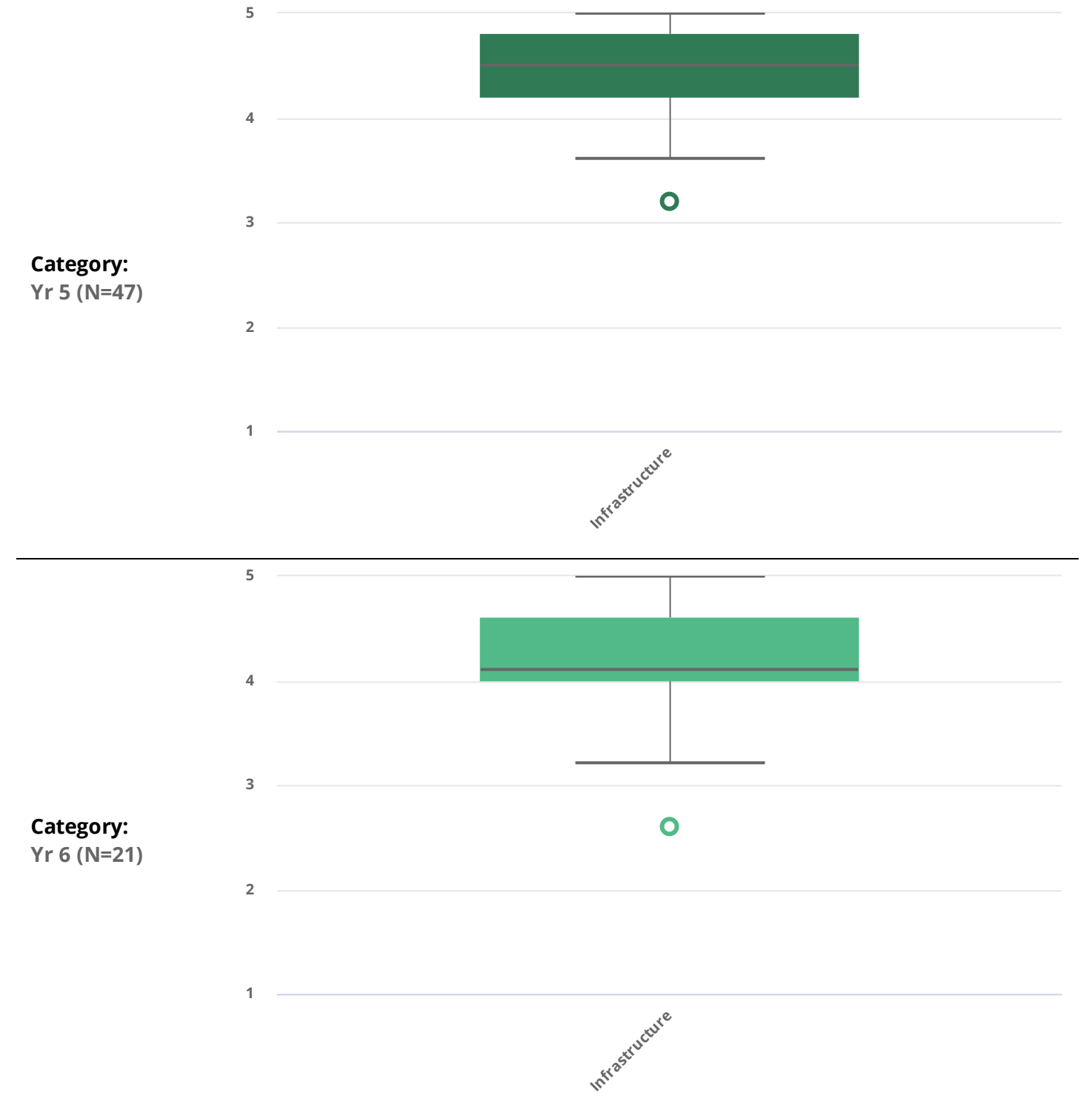
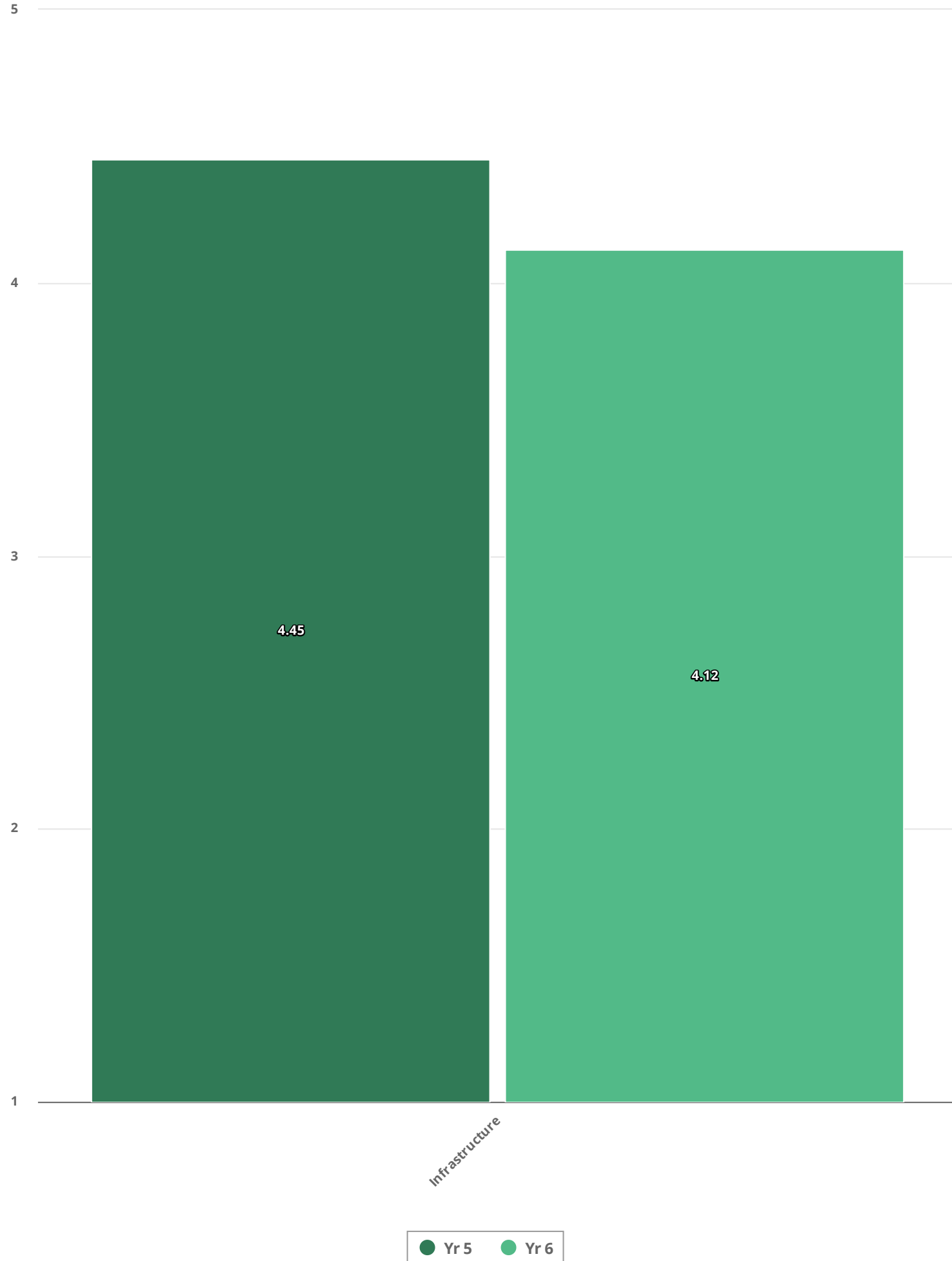
Additional Construct: Infrastructure by Gender

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.



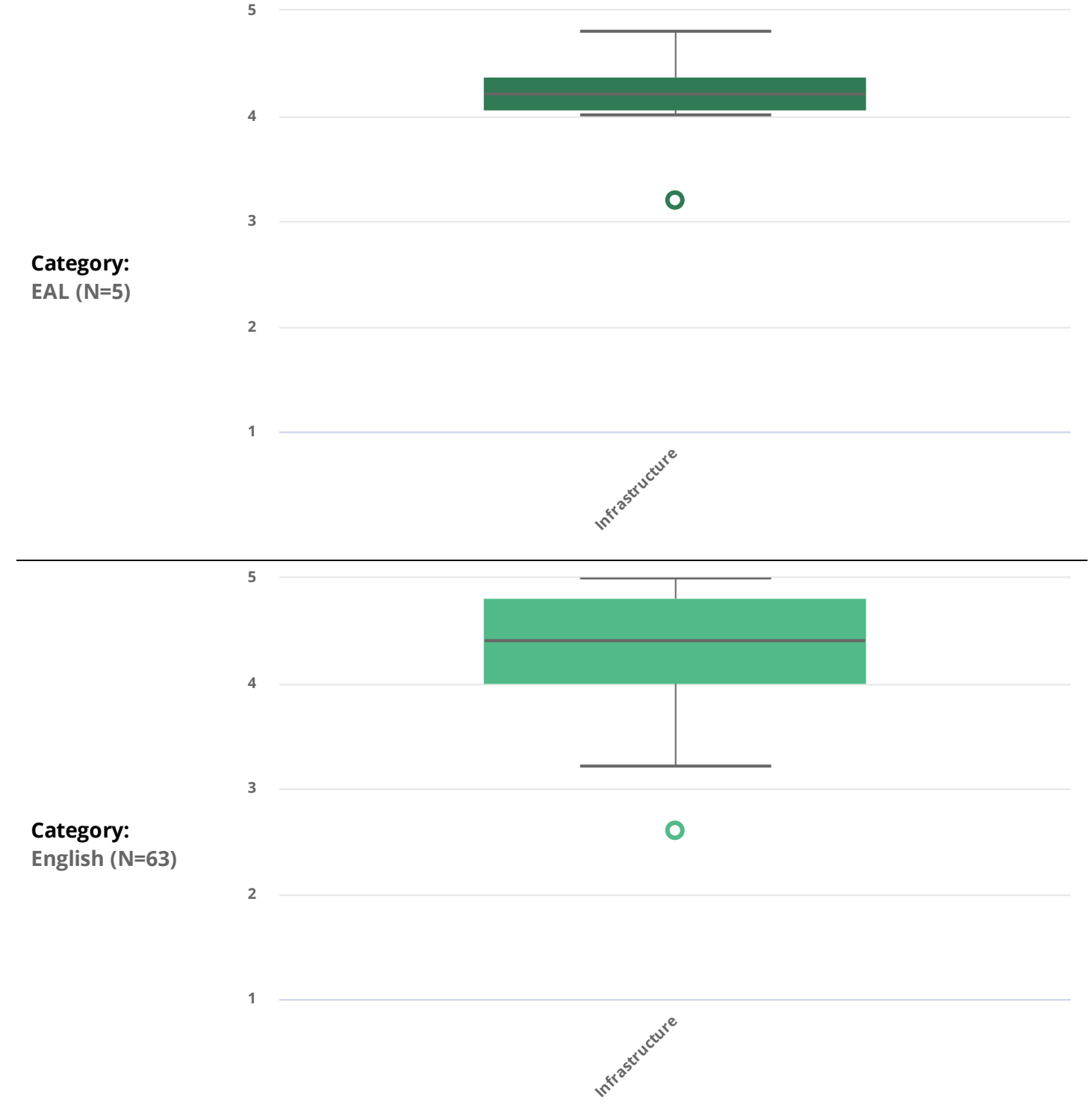
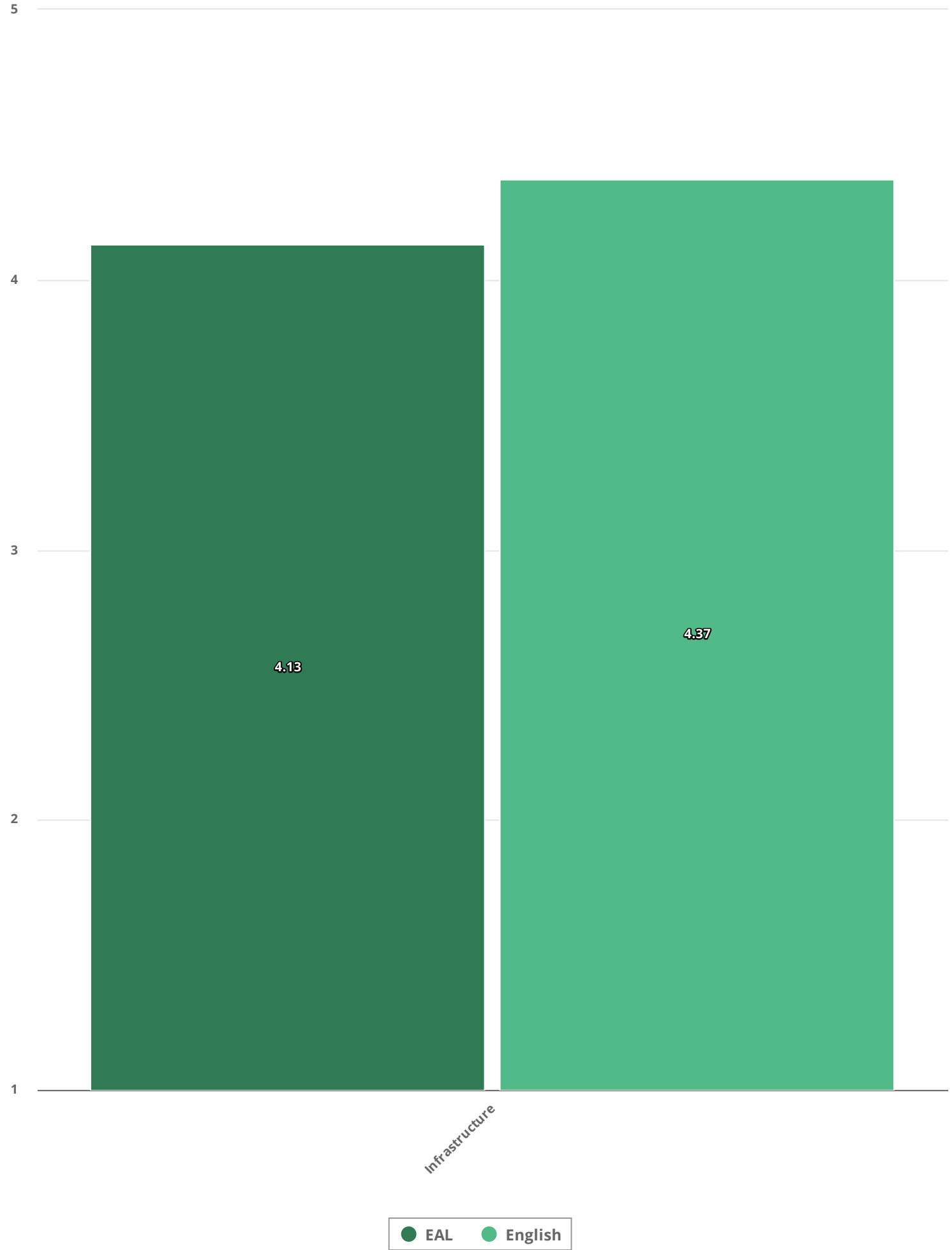
Additional Construct: Infrastructure by Year Level

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.



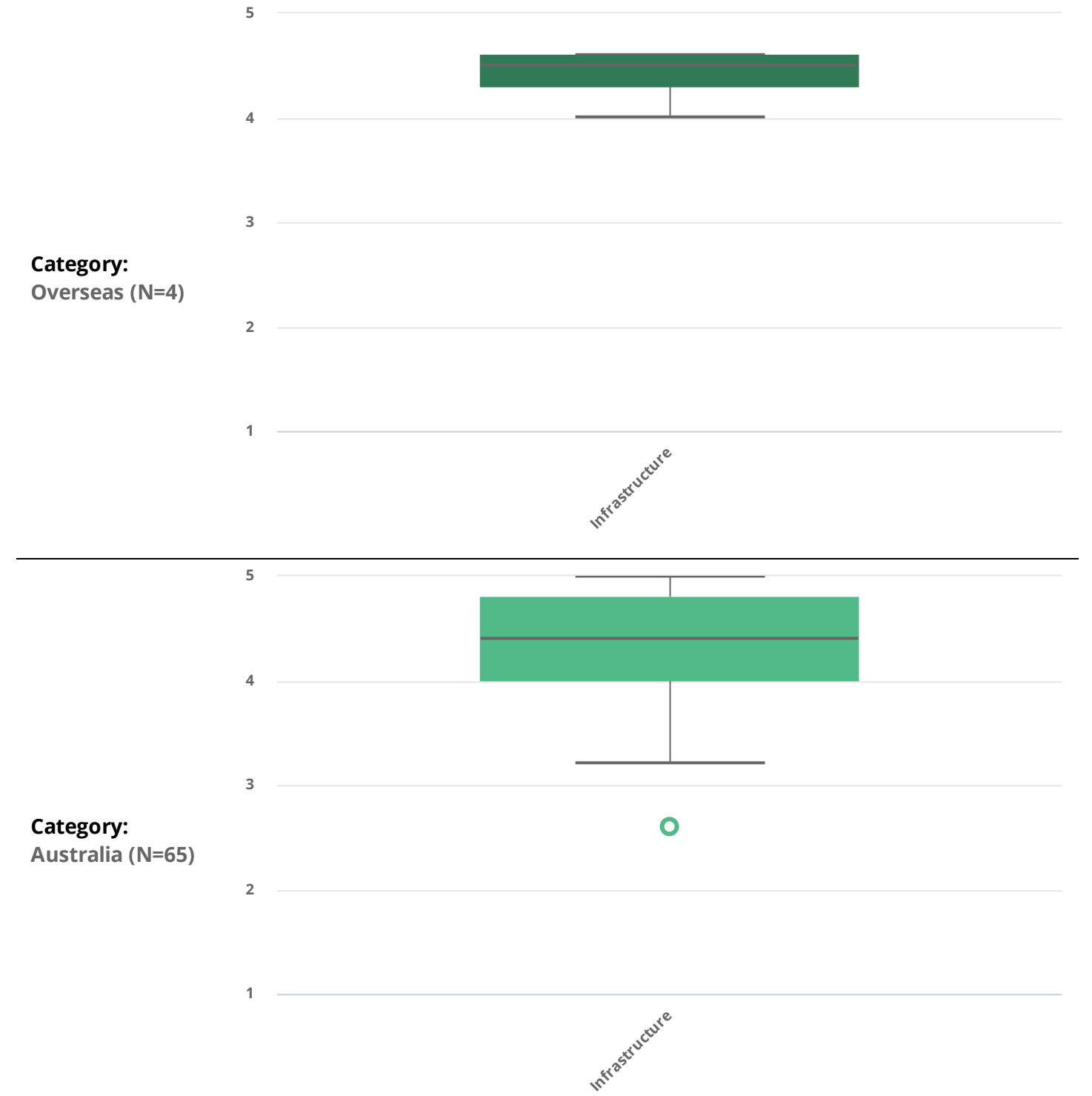
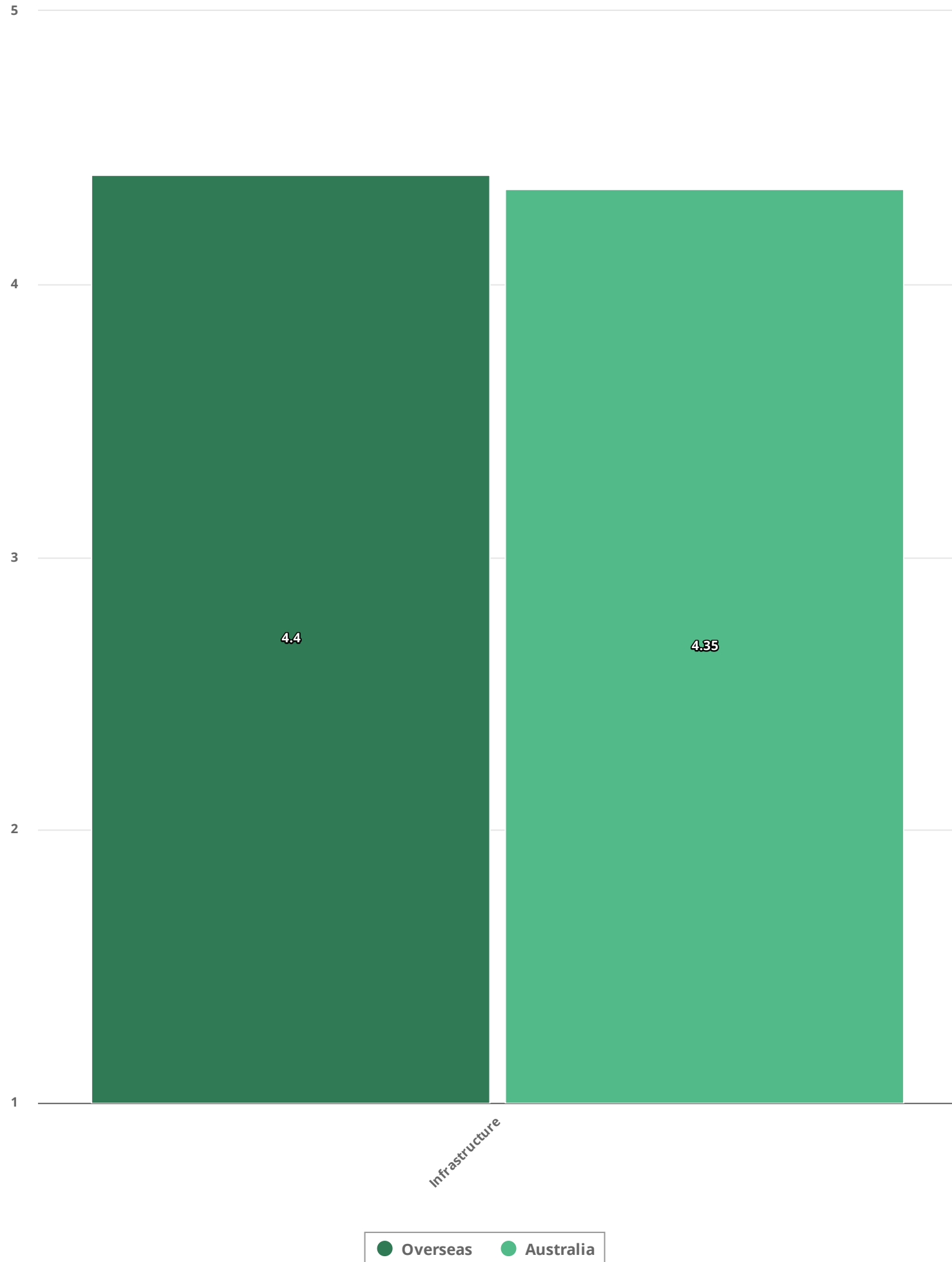
Additional Construct: Infrastructure by Language

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.



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.

