

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

62 participants

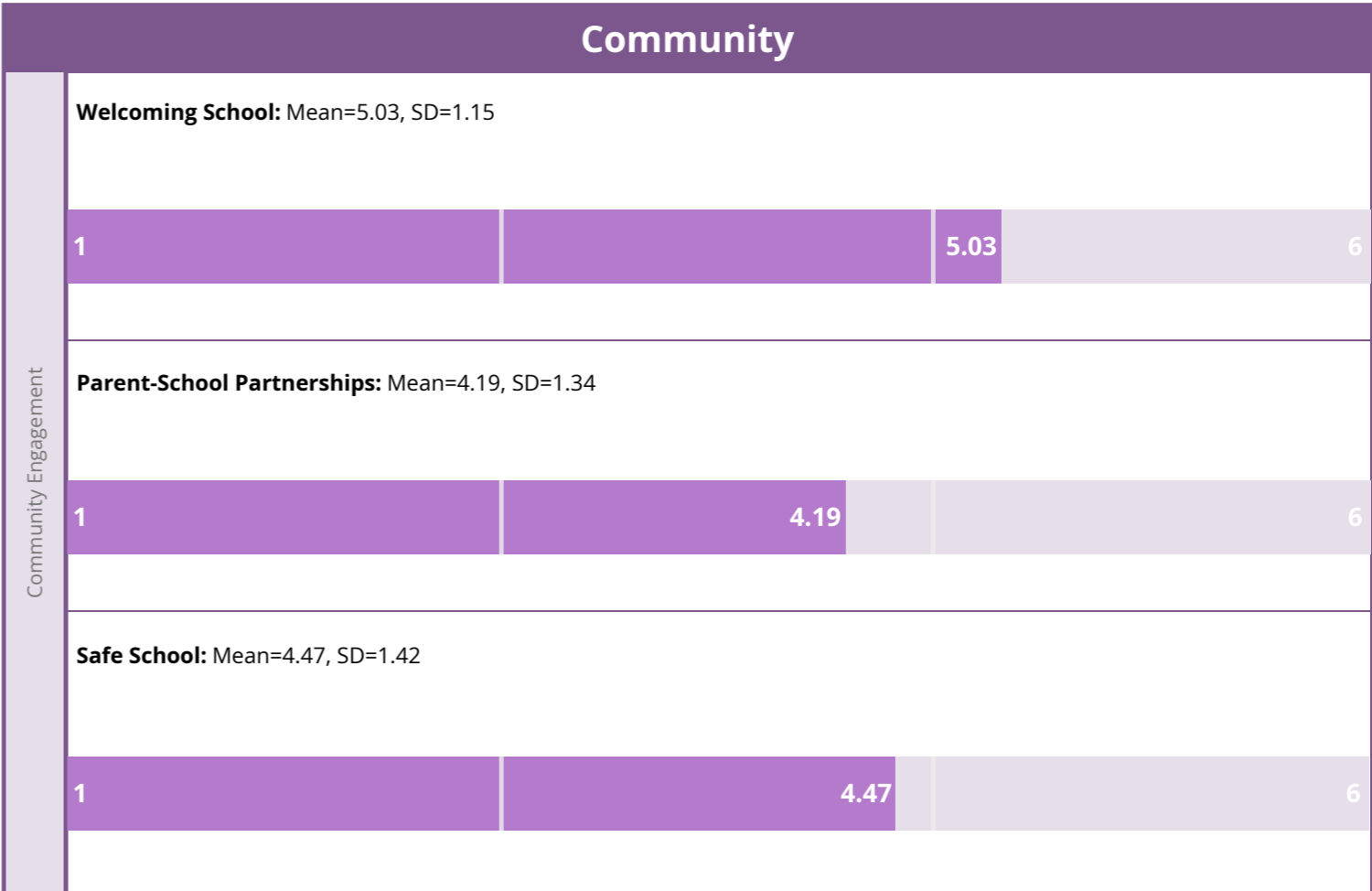
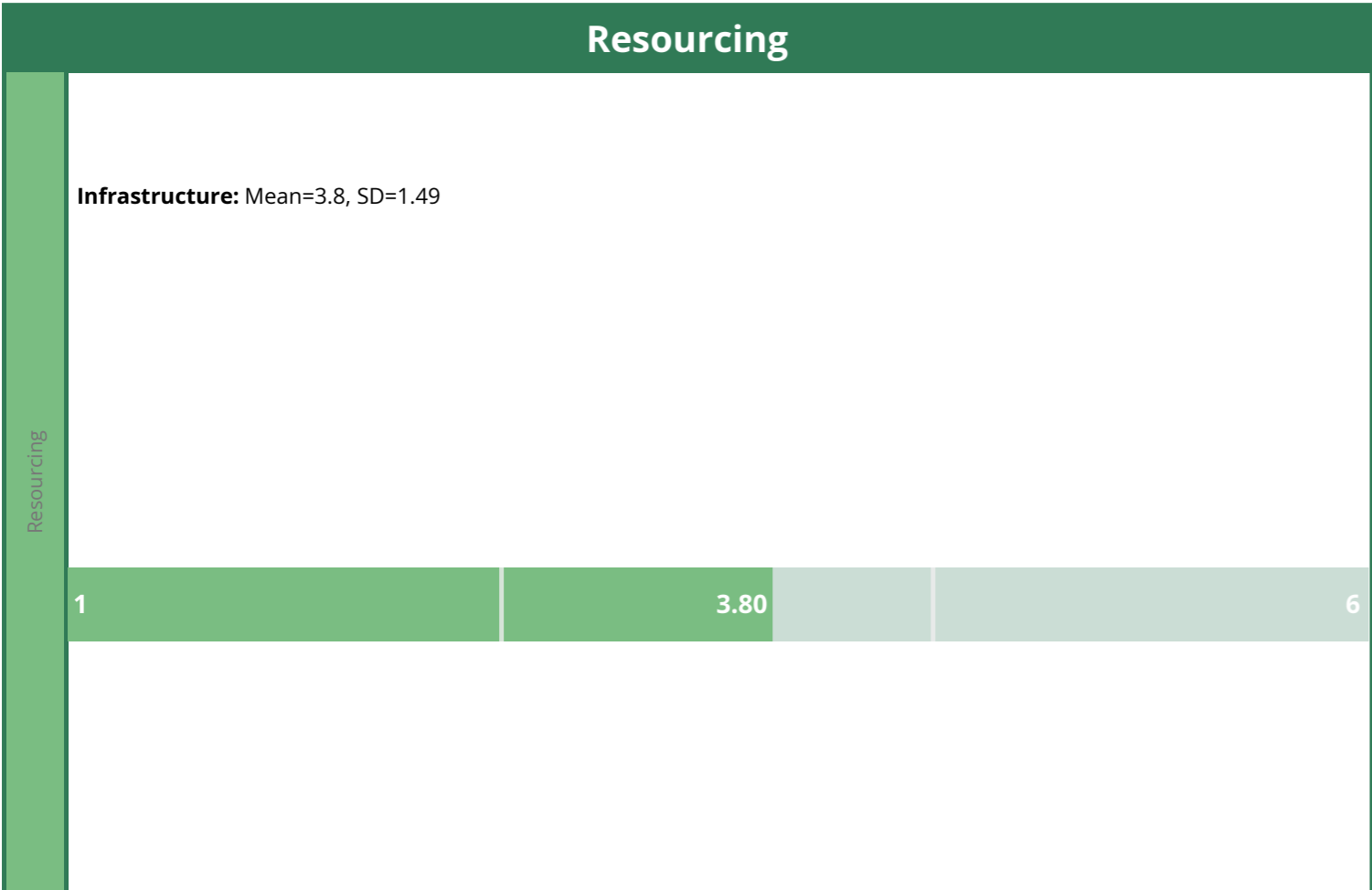
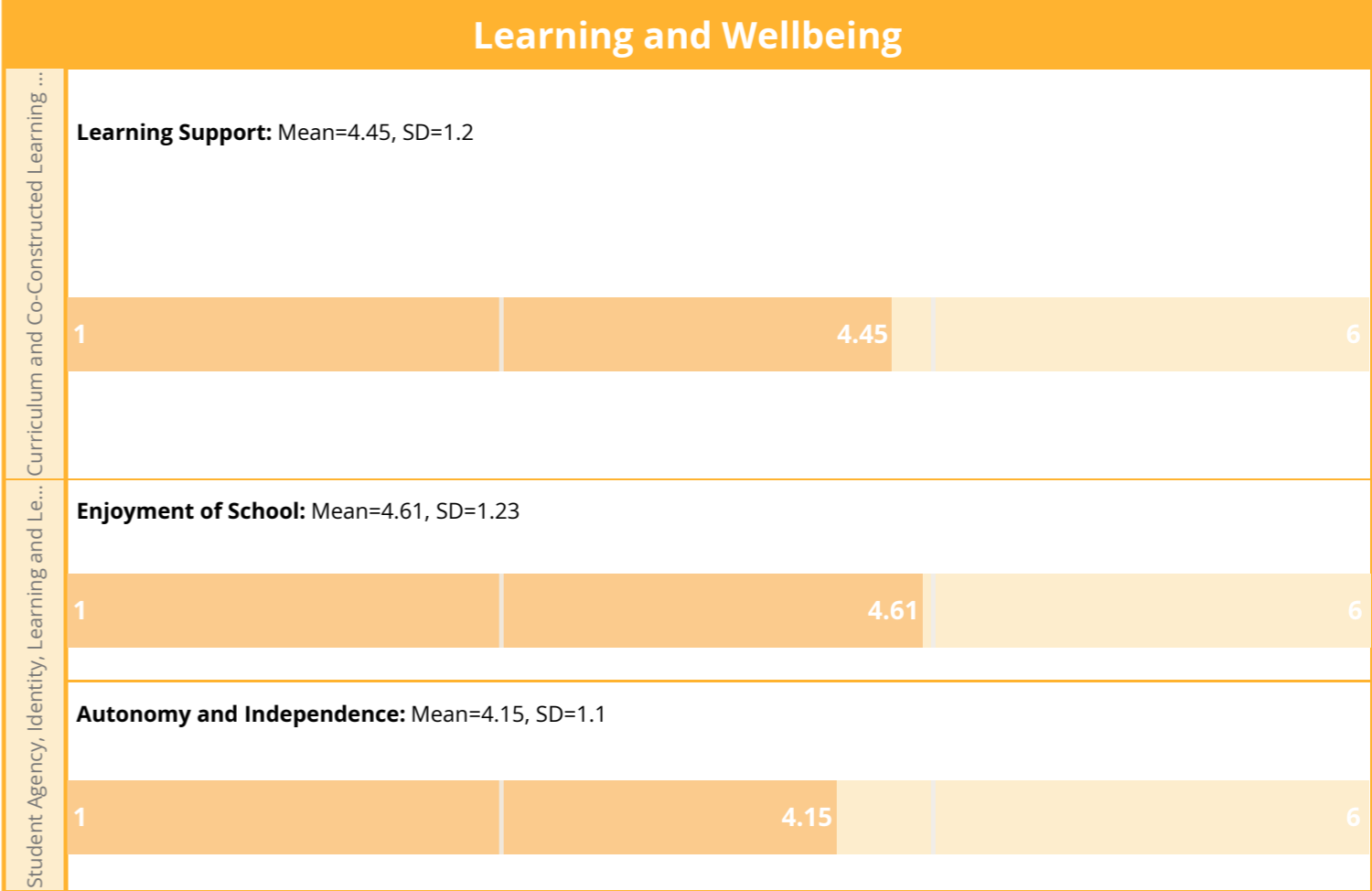
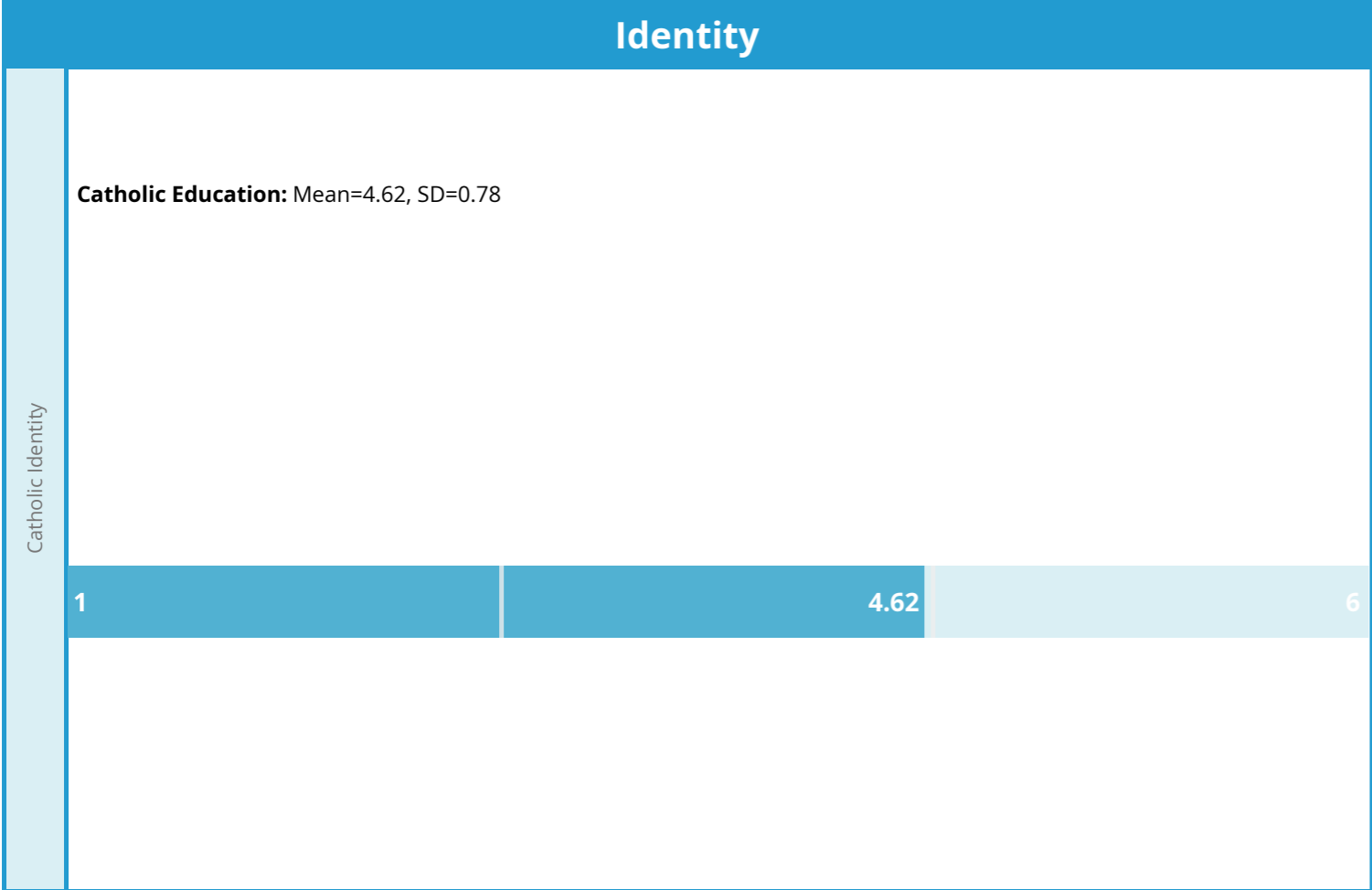
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Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)

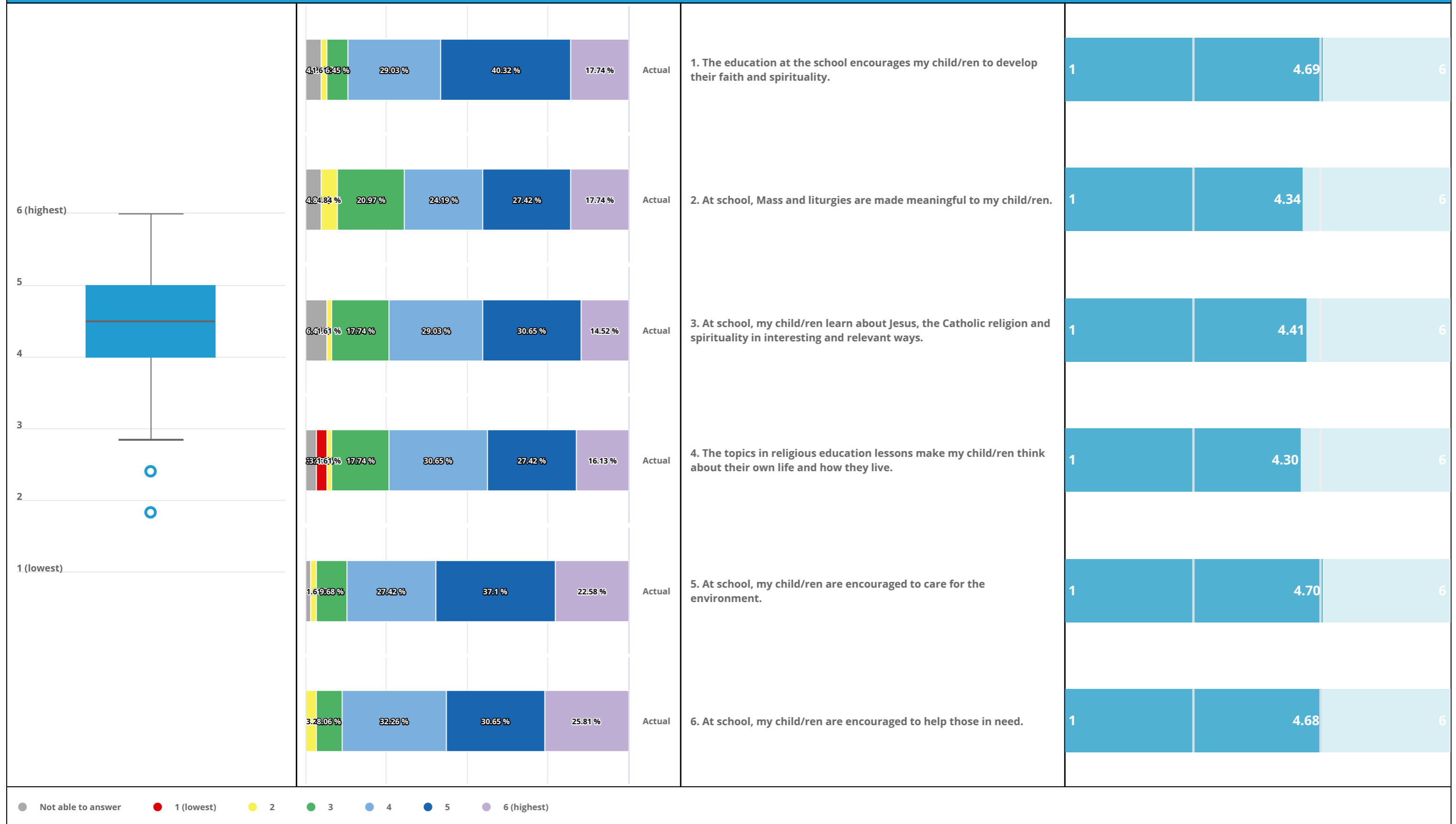


Parent & Caregiver Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

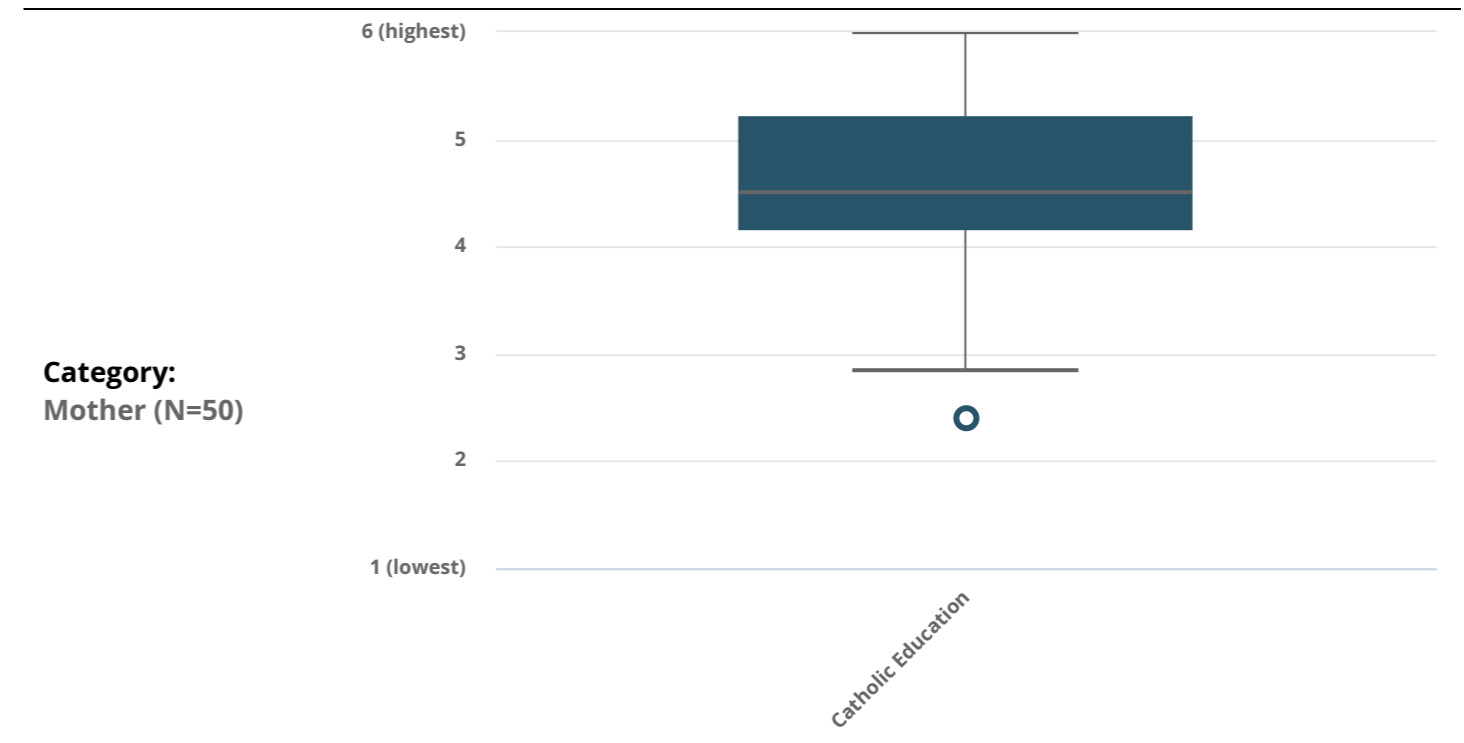
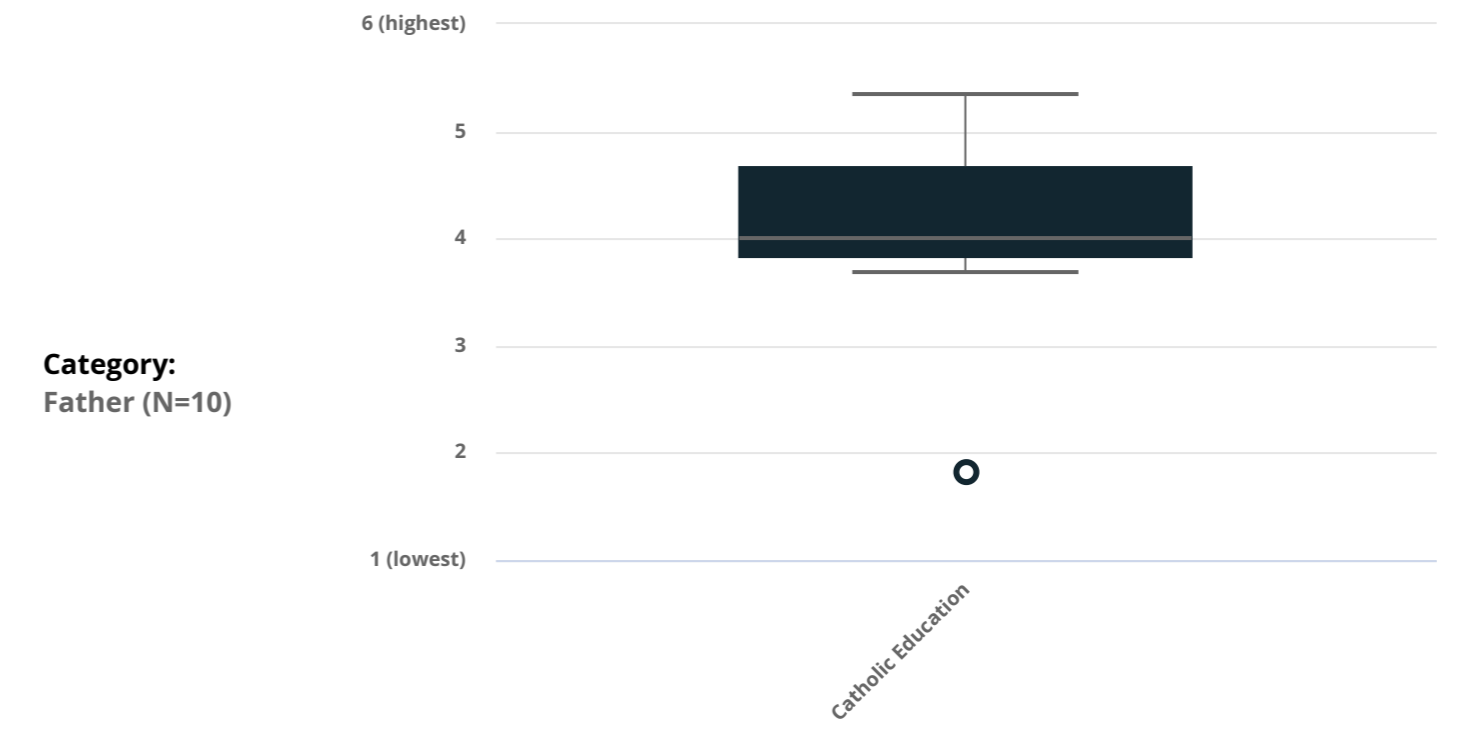
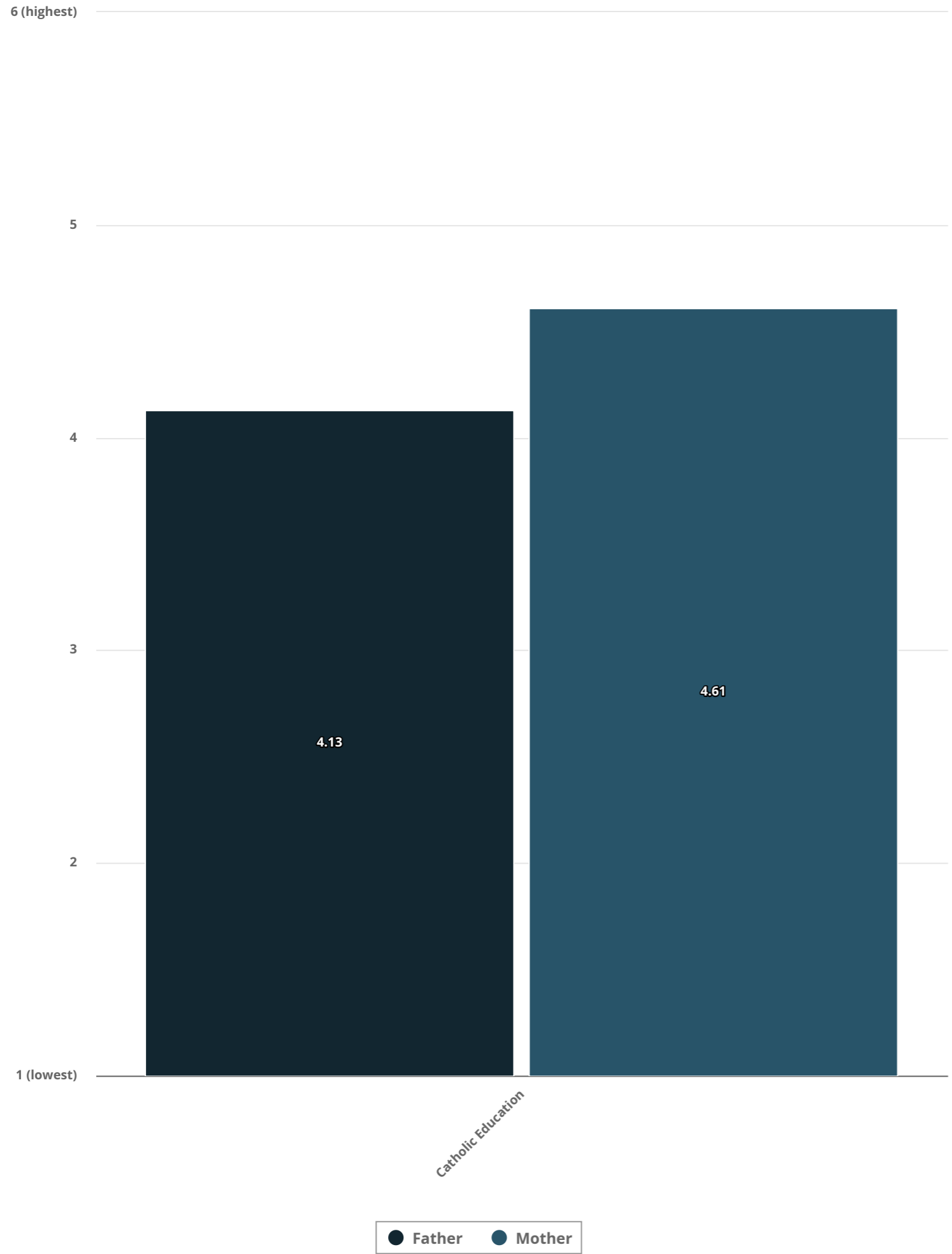
Construct: Catholic Education

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



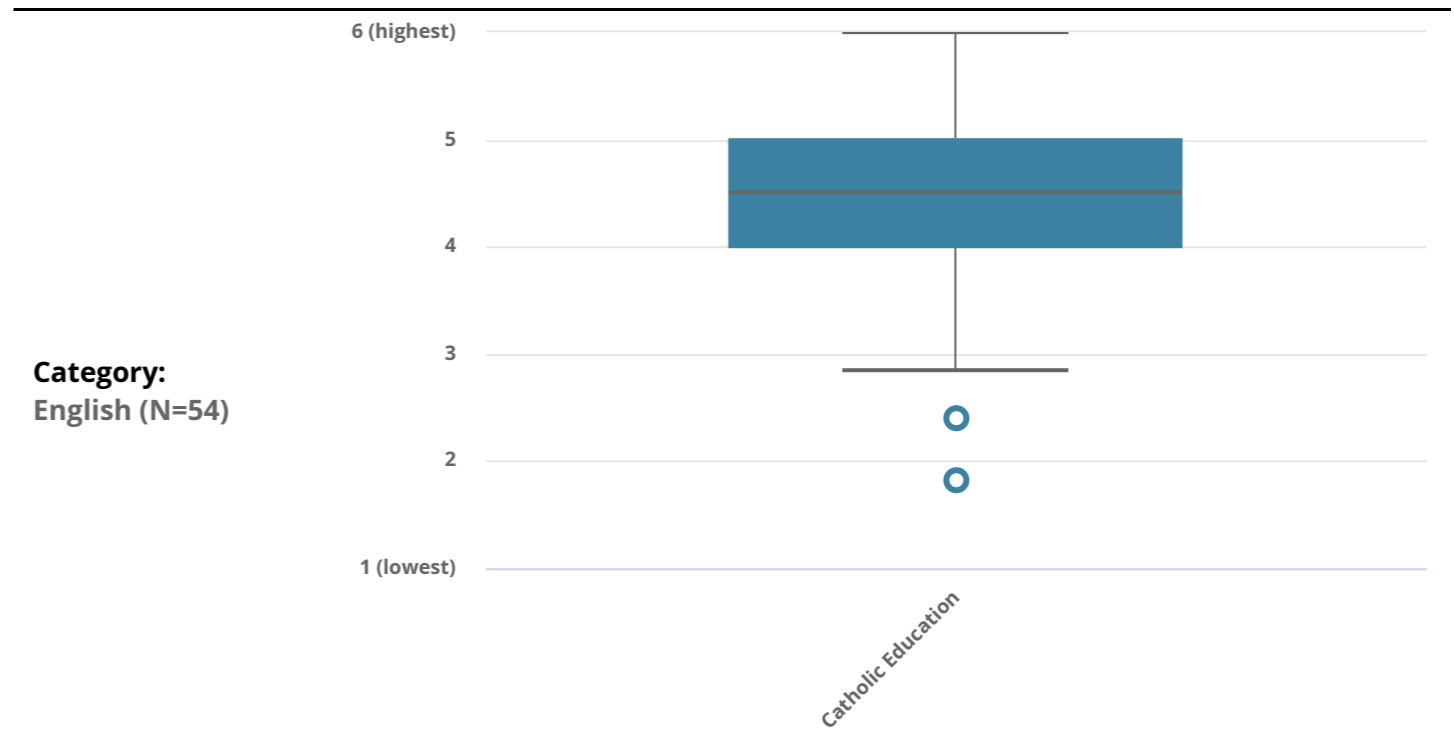
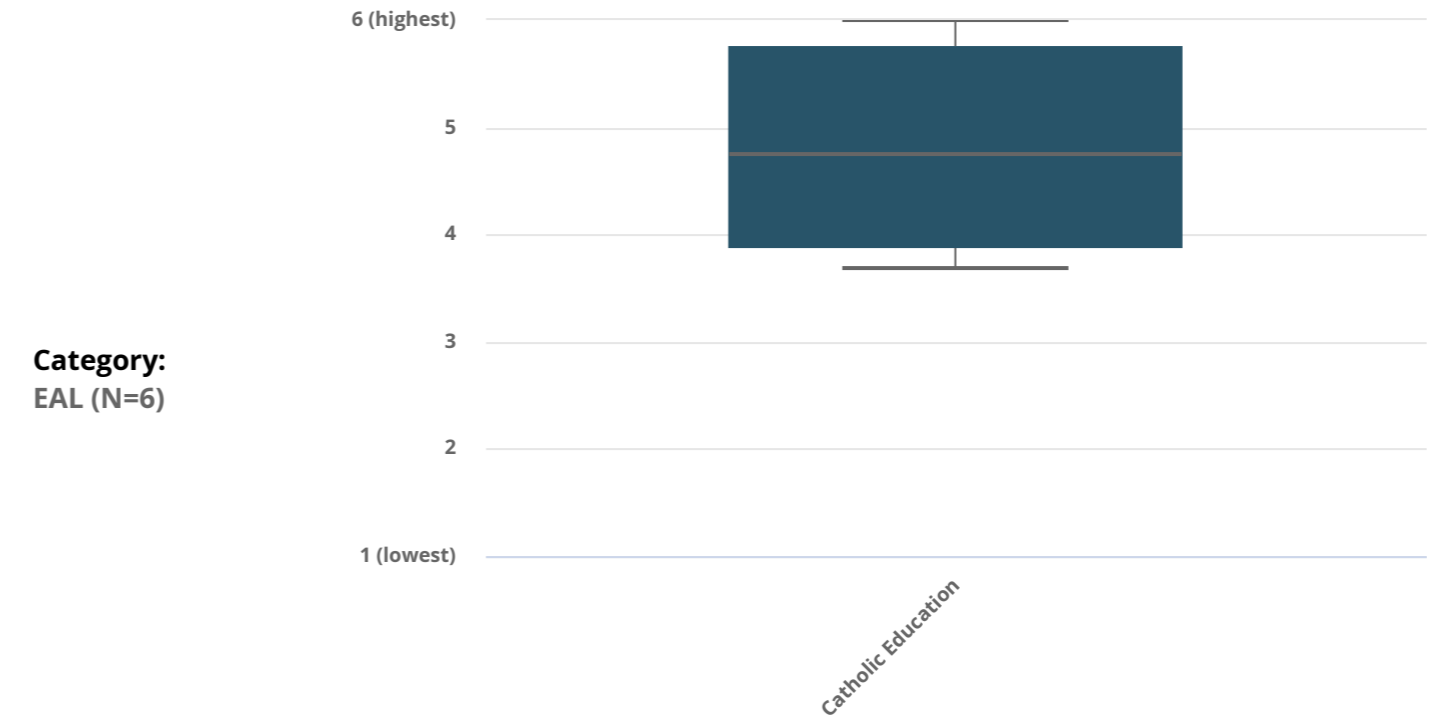
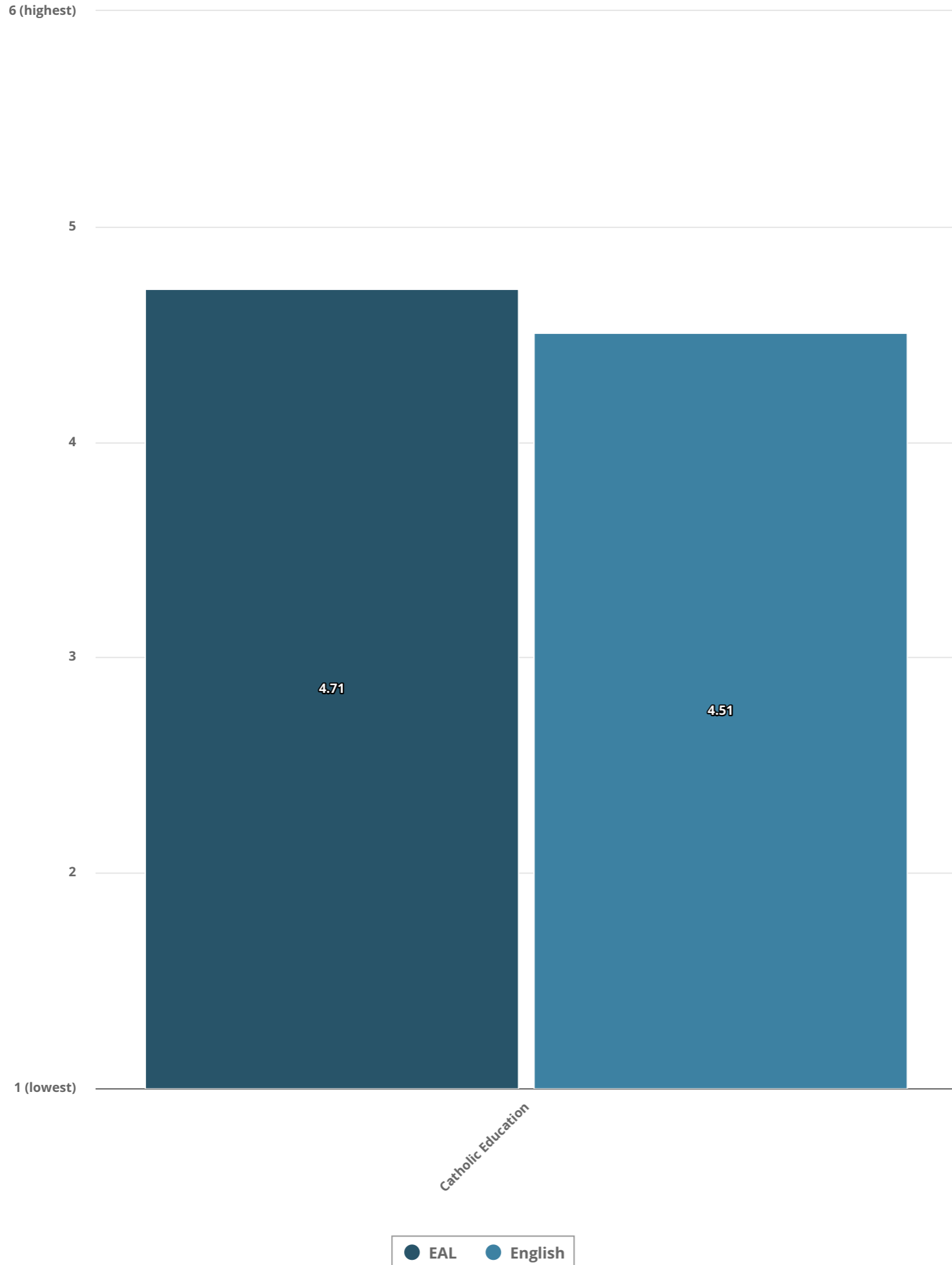
LLL Component 1: Catholic Identity by Parenting Role

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.



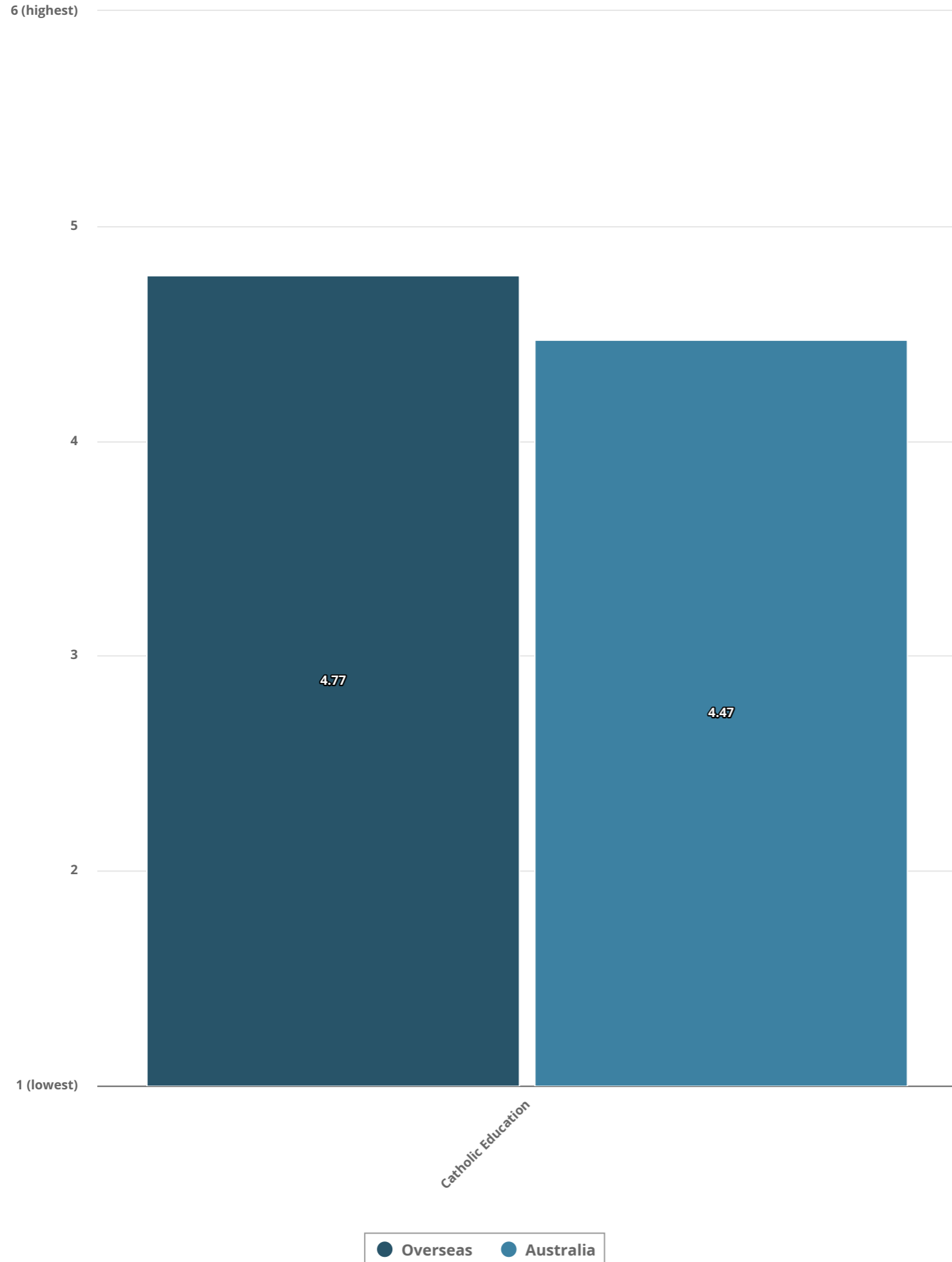
LLL Component 1: Catholic Identity by Language

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.

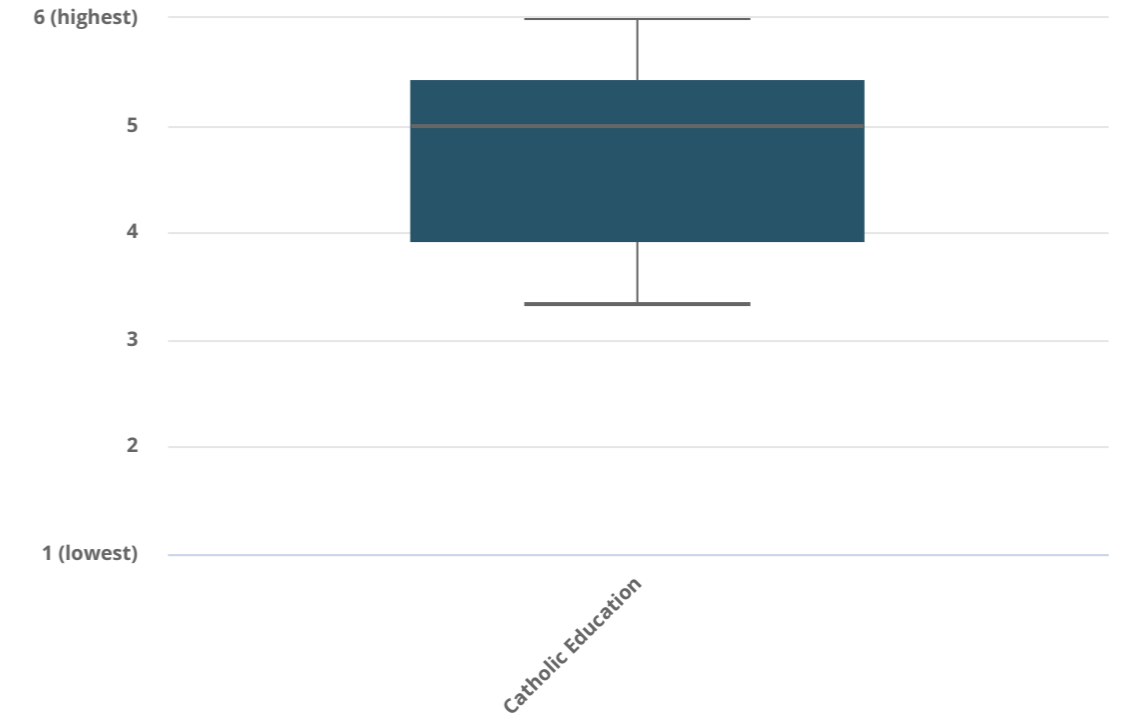


LLL Component 1: Catholic Identity by Birth Place

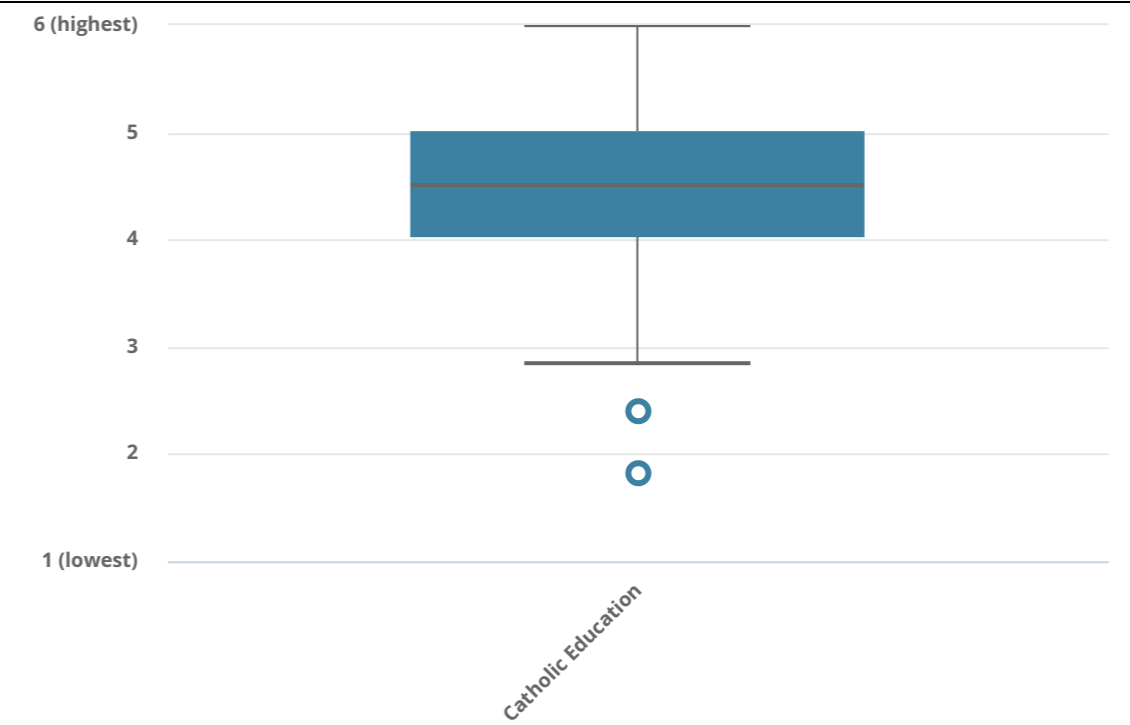
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Overseas (N=12)

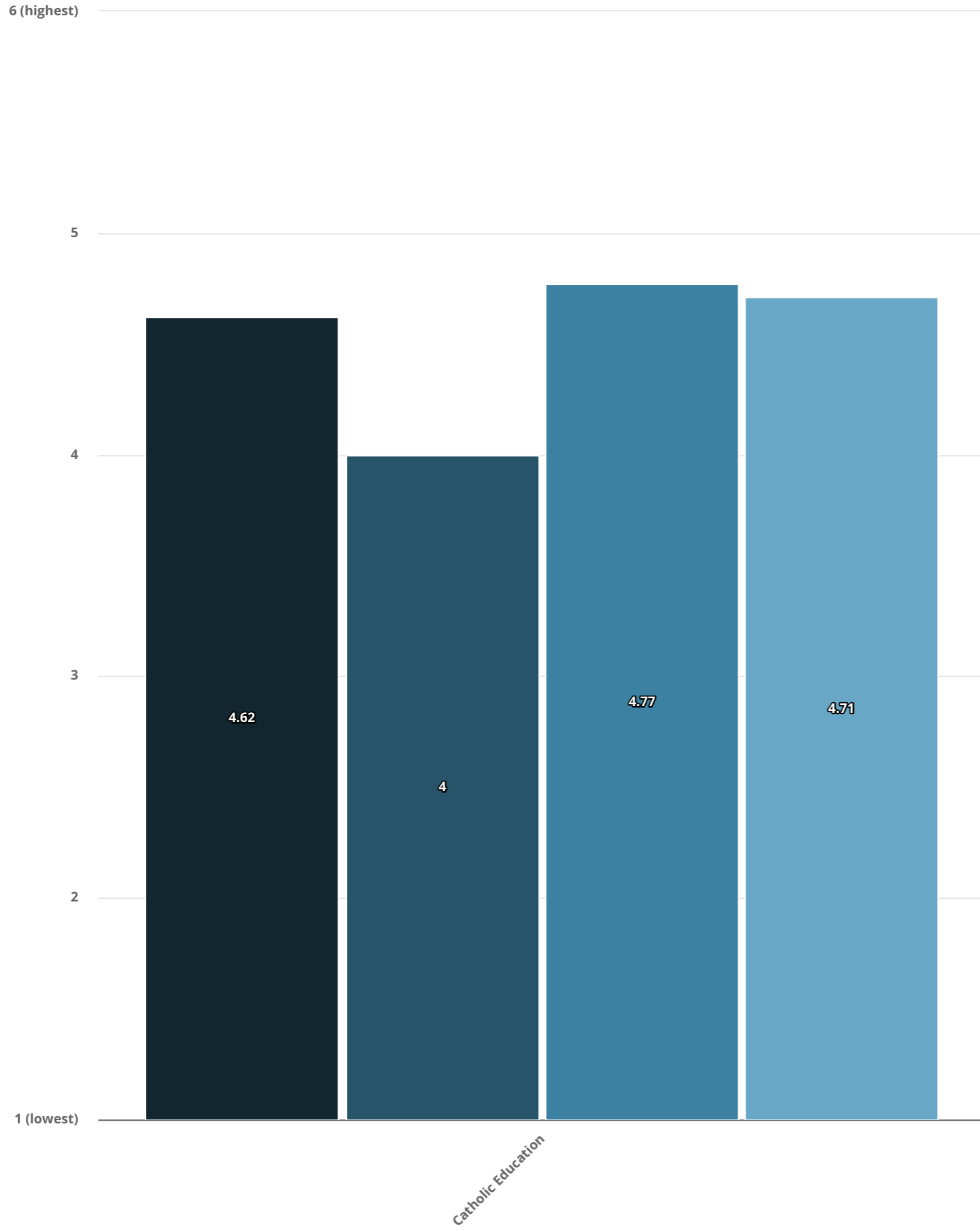


Category: Australia (N=48)

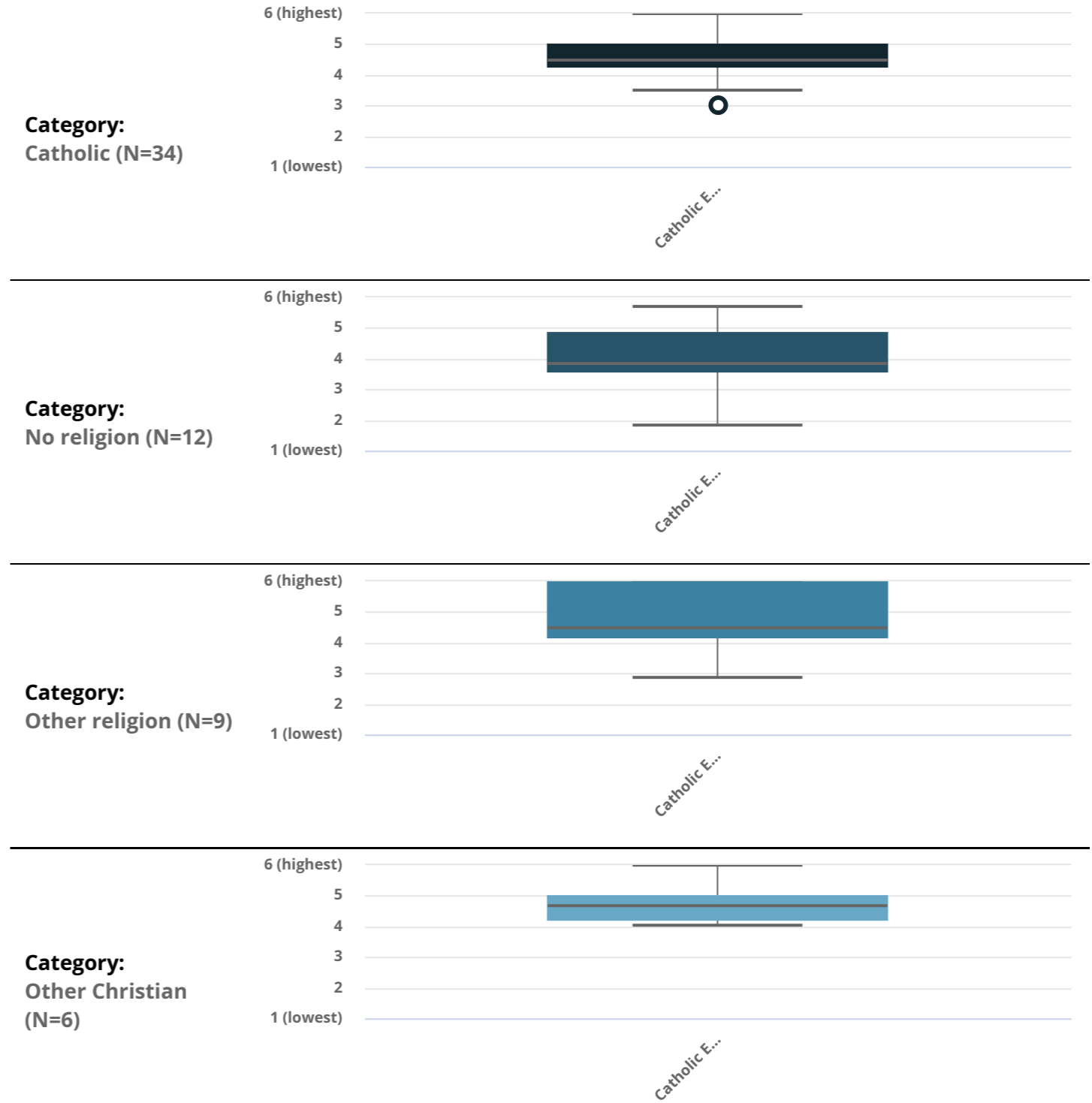


LLL Component 1: Catholic Identity by Religion

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.

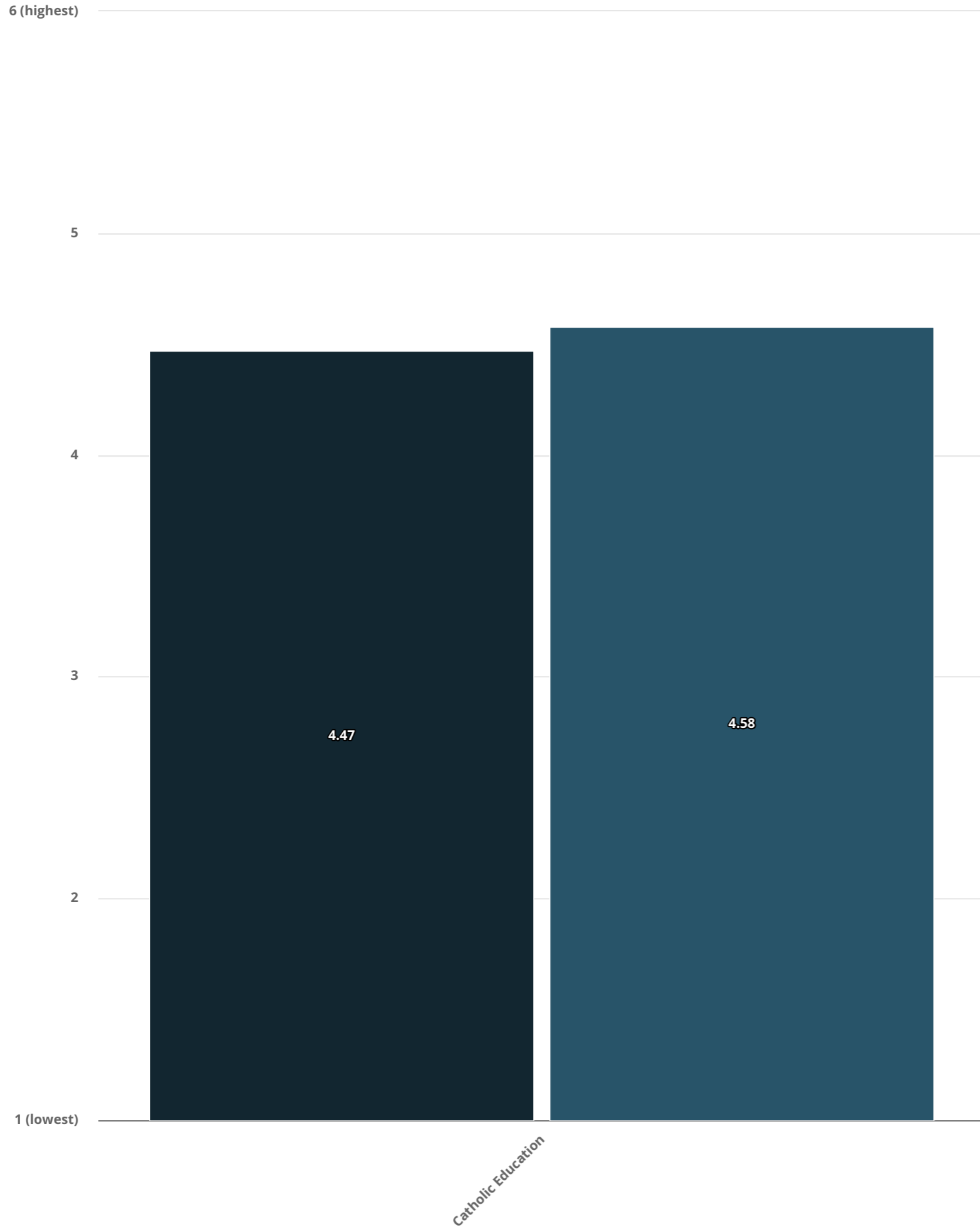


● Catholic ● No religion ● Other religion ● Other Christian

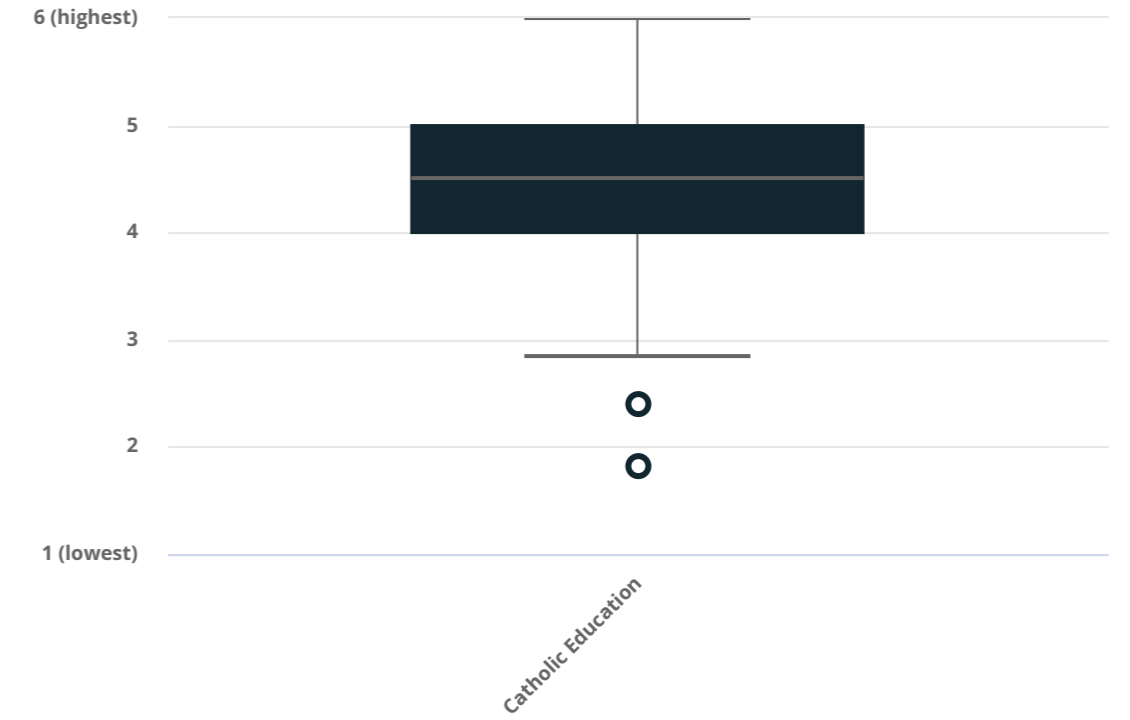


LLL Component 1: Catholic Identity by Disability

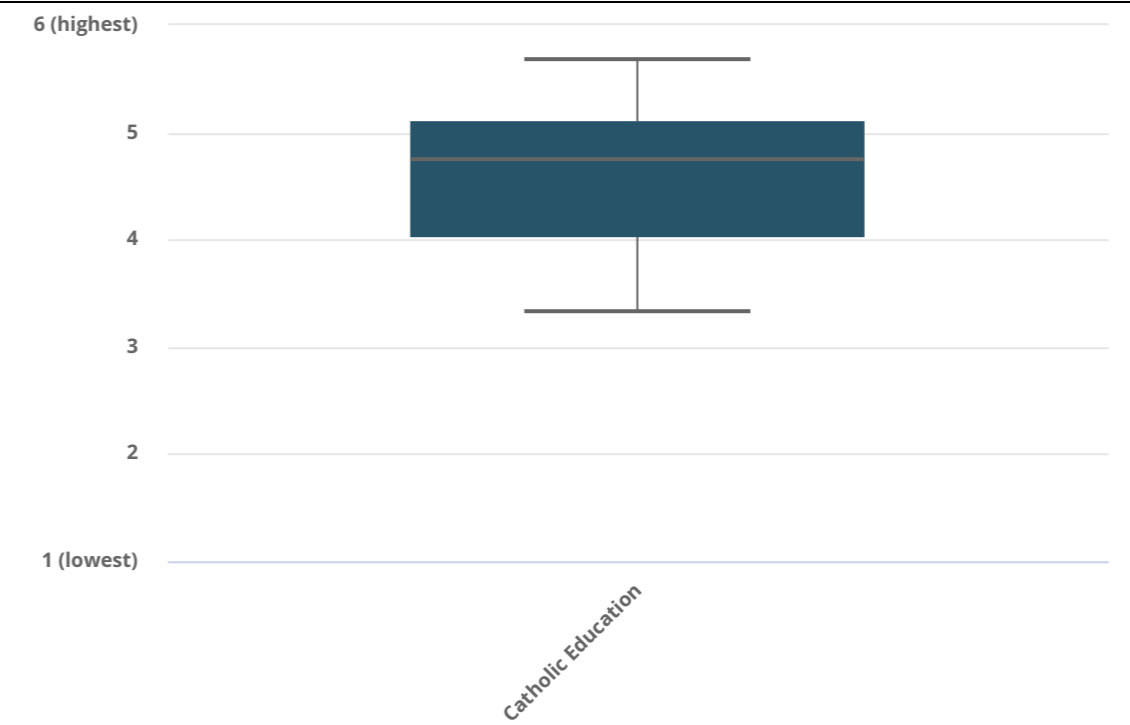
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Parents/Caregivers
who do not report a
child's disability
(N=52)



Category:
Parents/Caregivers
who report a child's
disability (N=6)



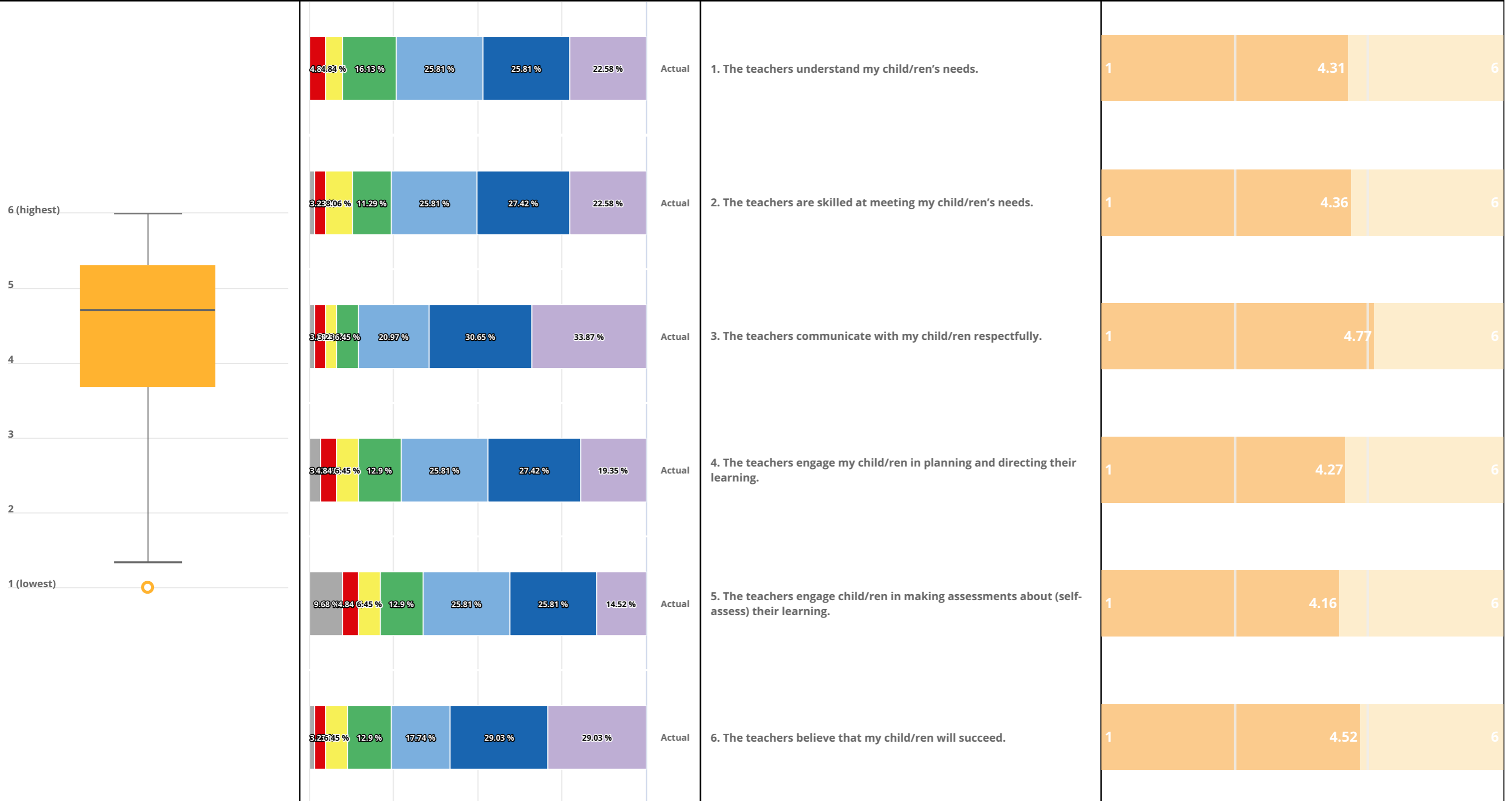
● Parents/Caregivers who do not report a child's disability ● Parents/Caregivers who report a child's disability

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)

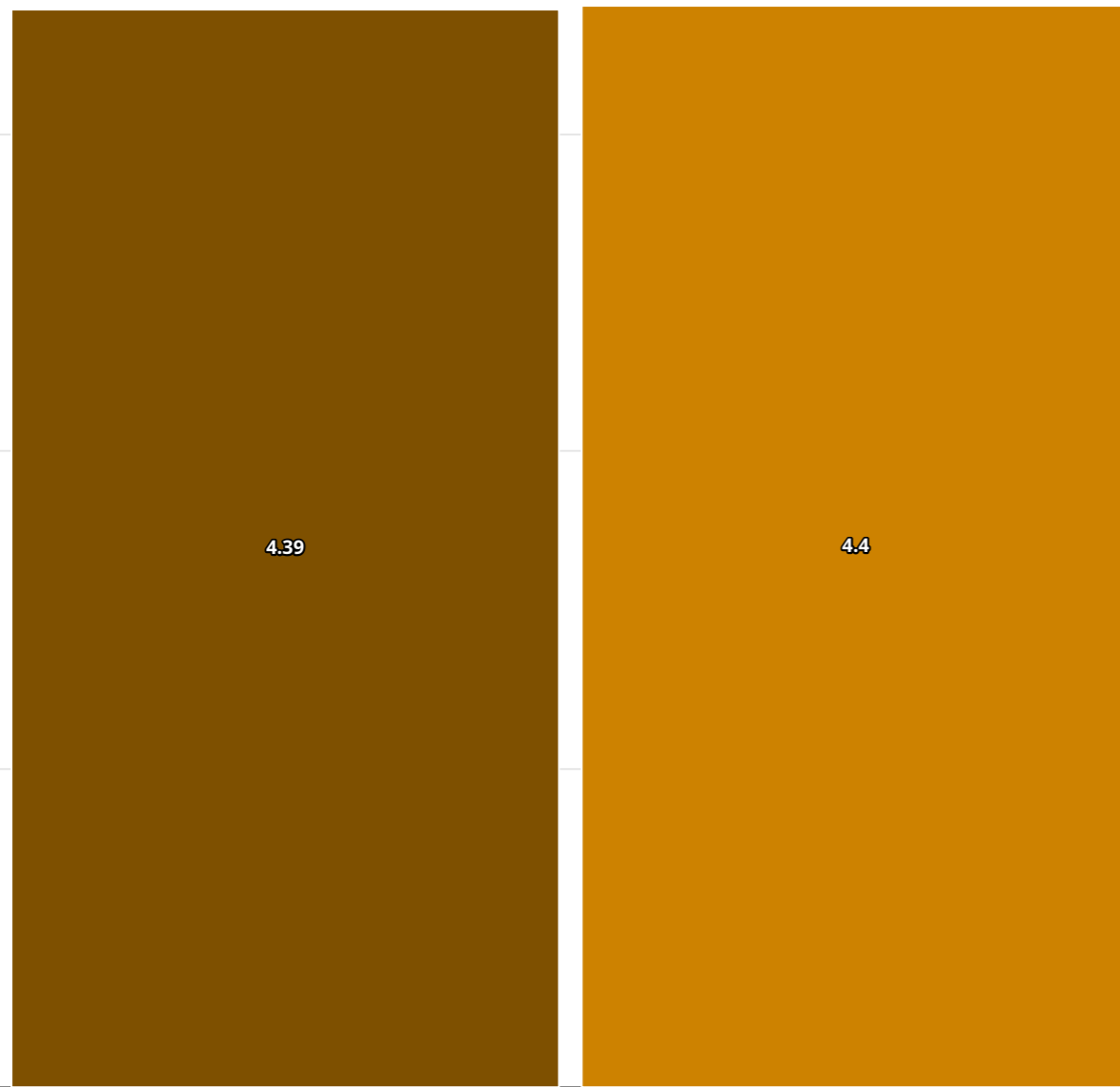
5

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.

6 (highest)

5

4

3

2

1 (lowest)

Category:
Father (N=9)

6 (highest)

5

4

3

2

1 (lowest)

Category:
Mother (N=51)

Learning Support

Learning Support

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

6 (highest)

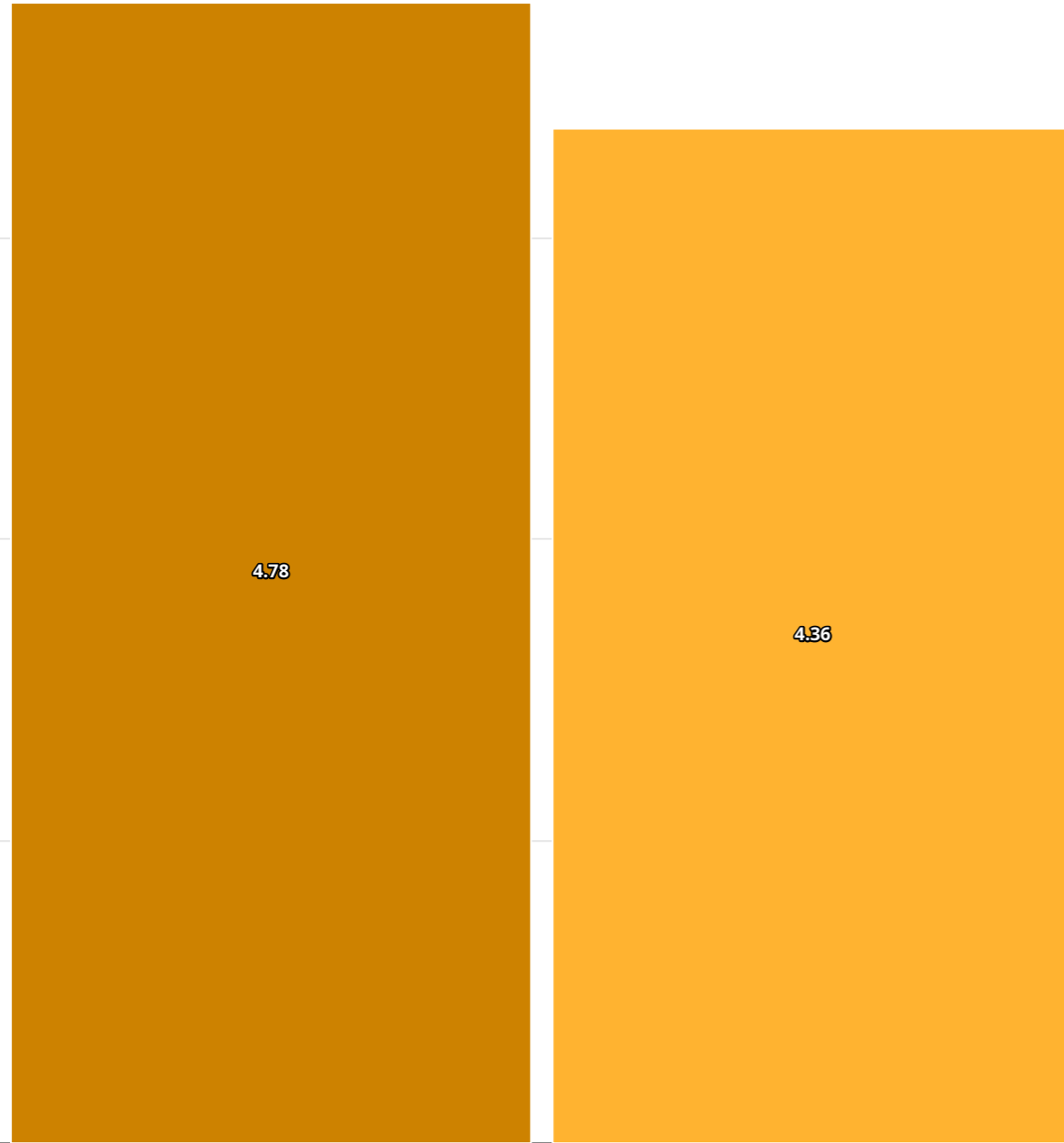
5

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=6)

6 (highest)

5

4

3

2

1 (lowest)

Category:
English (N=55)

Learning Support

Learning Support

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

6 (highest)

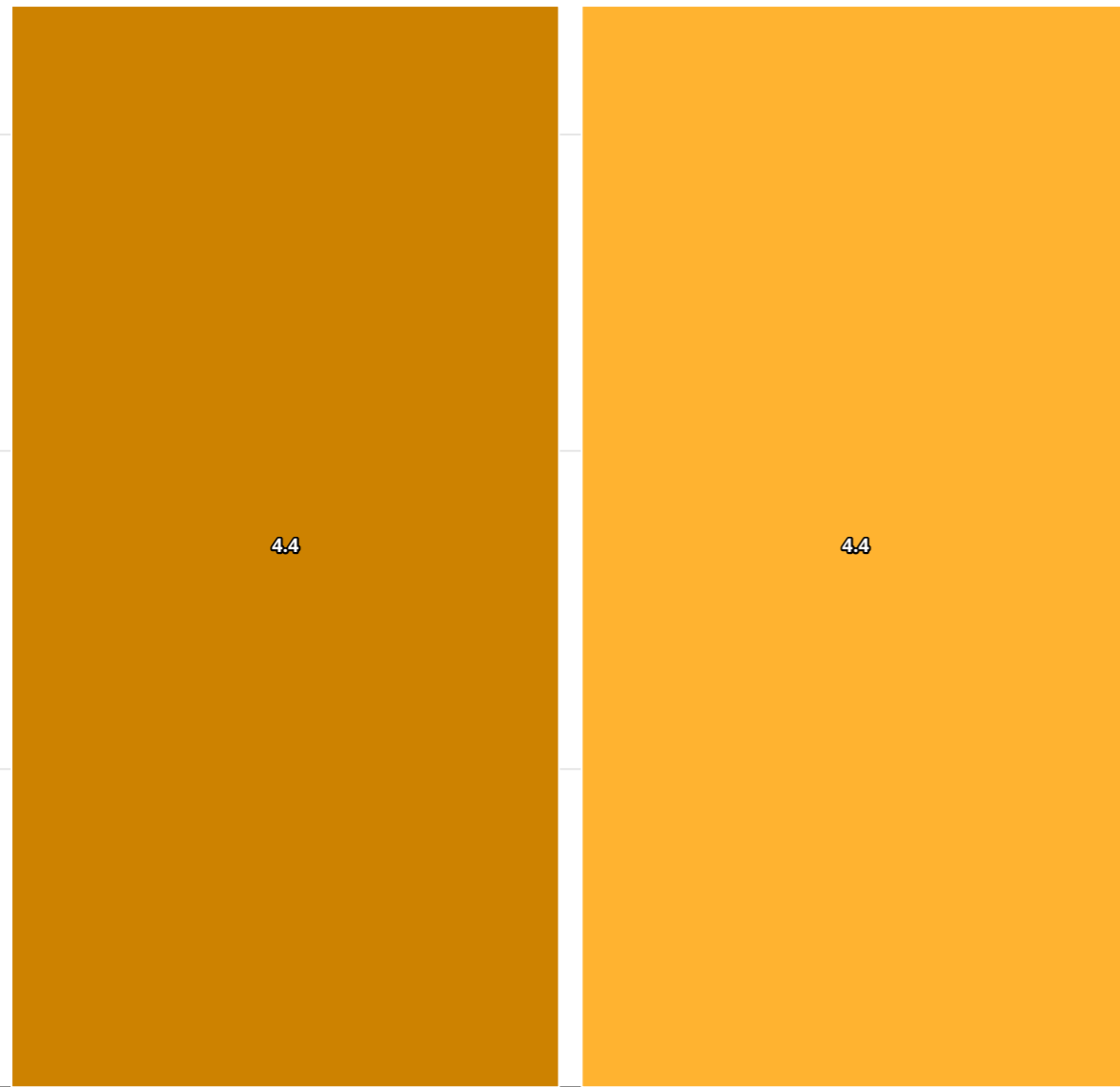
5

4

3

2

1 (lowest)



Learning Support

● Overseas ● Australia

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:
Overseas (N=10)

6 (highest)

5

4

3

2

1 (lowest)

Category:
Australia (N=49)

Learning Support

Learning Support

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

6 (highest)

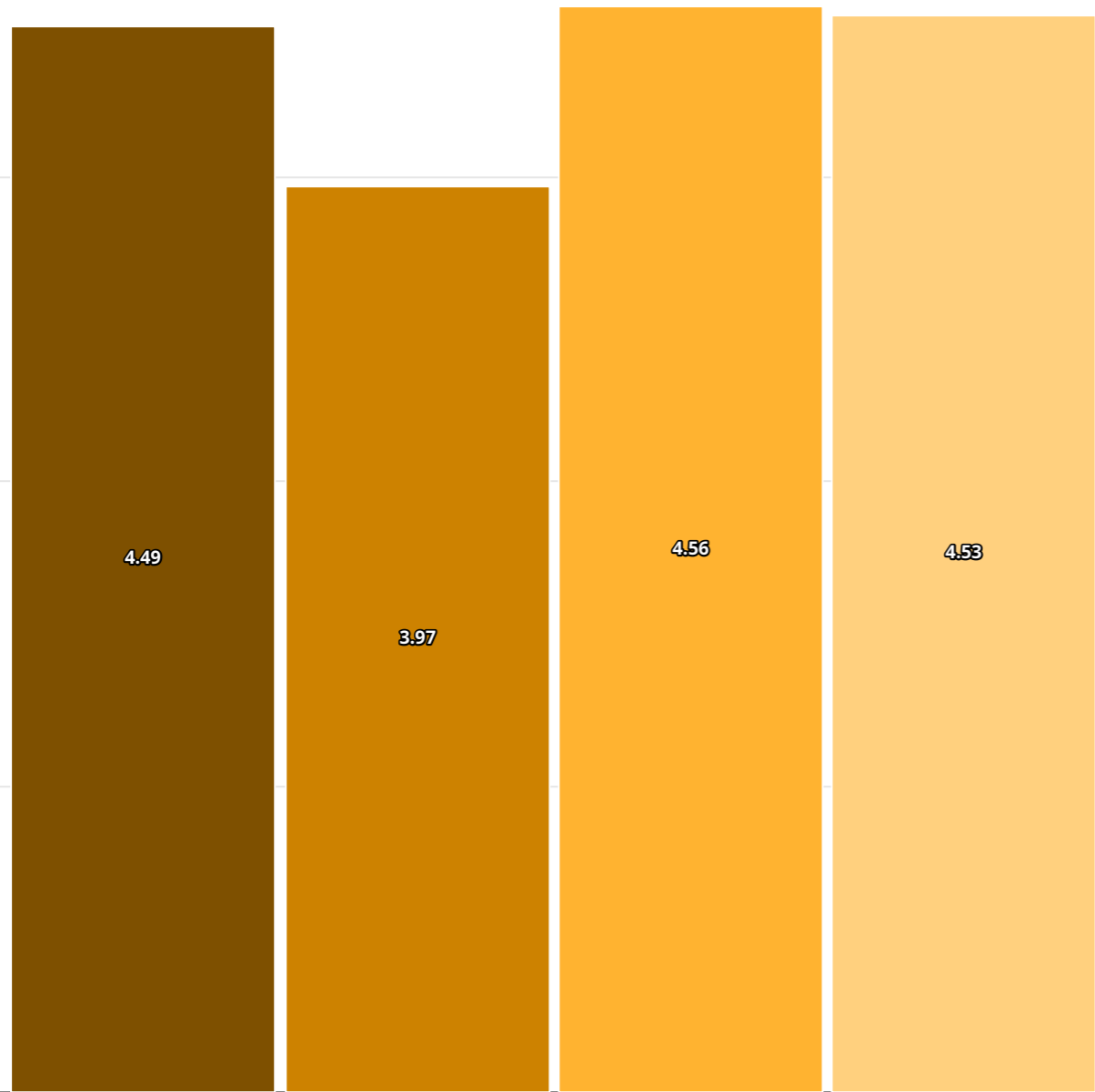
5

4

3

2

1 (lowest)



Learning Support

● Catholic ● No religion ● Other 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=35)

6 (highest)

5

4

3

2

1 (lowest)

Category:
No religion (N=12)

6 (highest)

5

4

3

2

1 (lowest)

Category:
Other religion (N=9)

6 (highest)

5

4

3

2

1 (lowest)

Category:
Other Christian (N=6)

Learning Support

Learning Support

Learning Support

Learning Support

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

6 (highest)

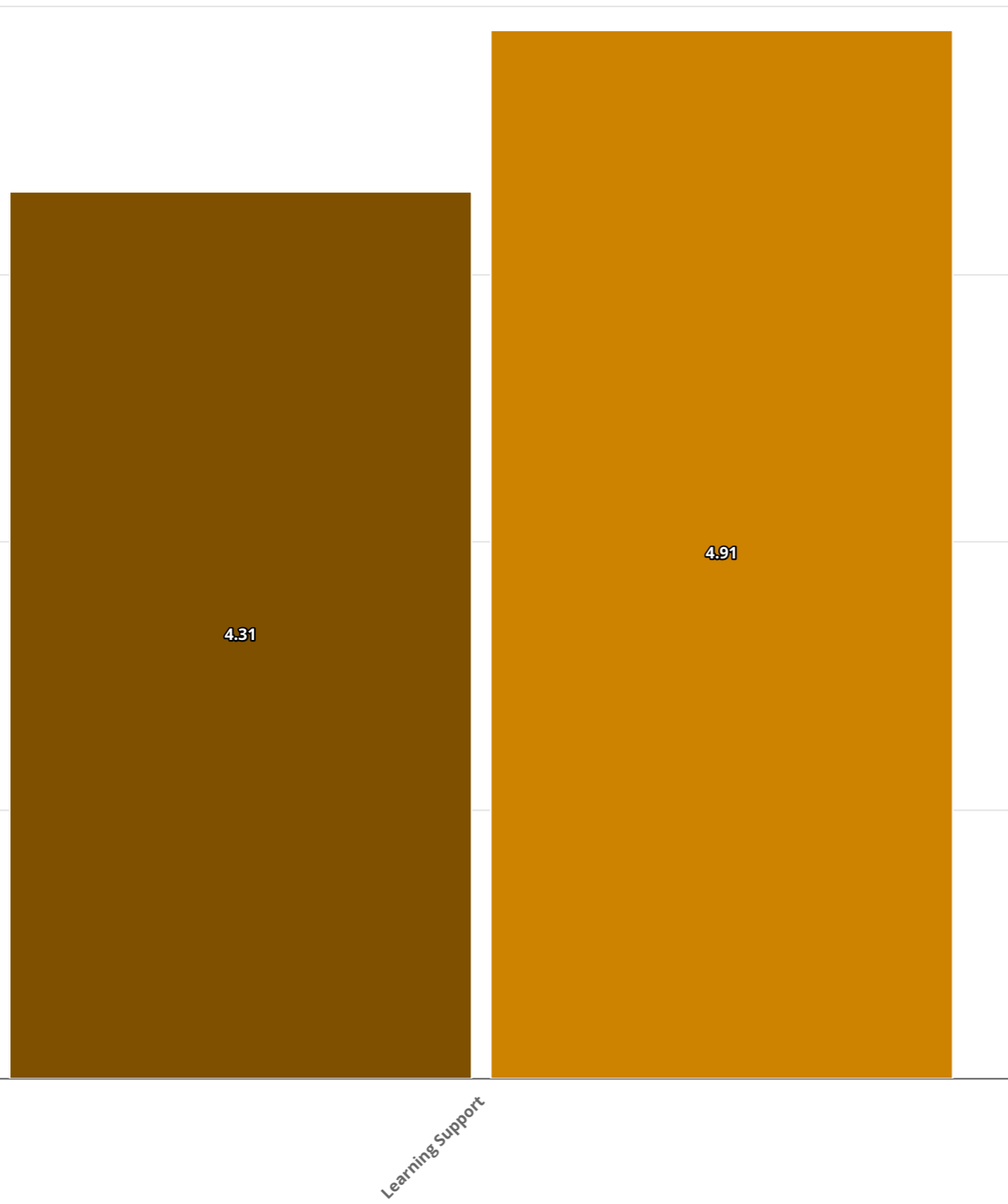
5

4

3

2

1 (lowest)



● Parents/Caregivers who report a child's disability ● Parents/Caregivers who report a child's disability

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

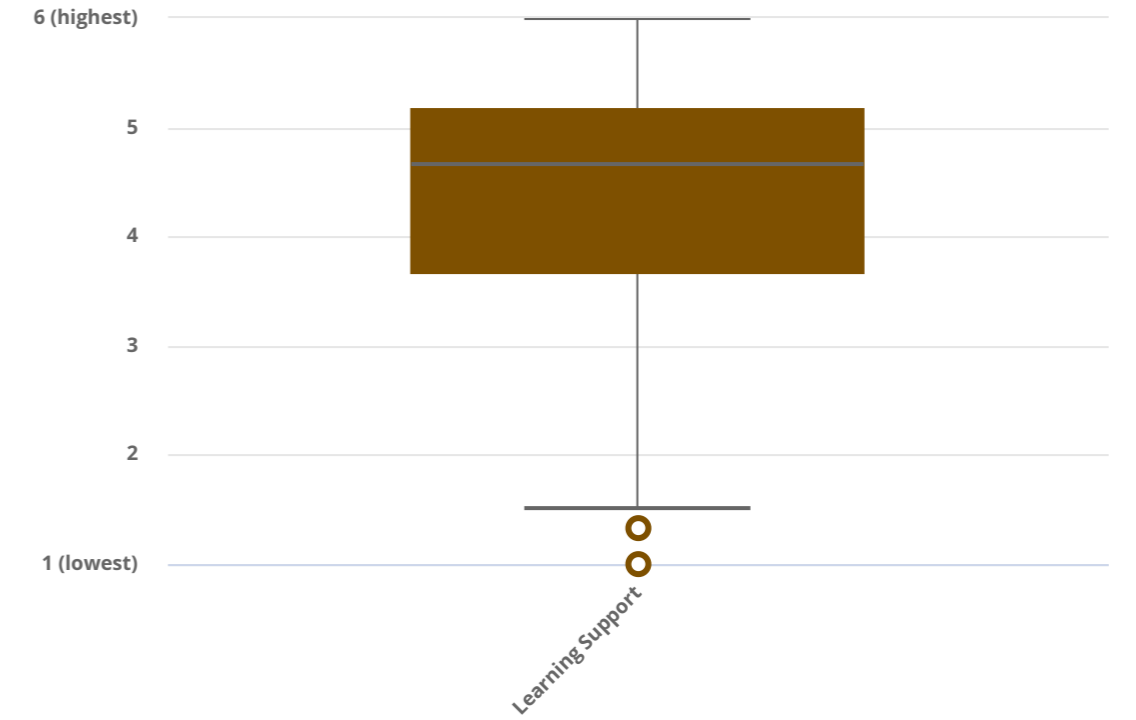
4

3

2

1 (lowest)

Category: Parents/Caregivers who do not report a child's disability (N=52)



6 (highest)

5

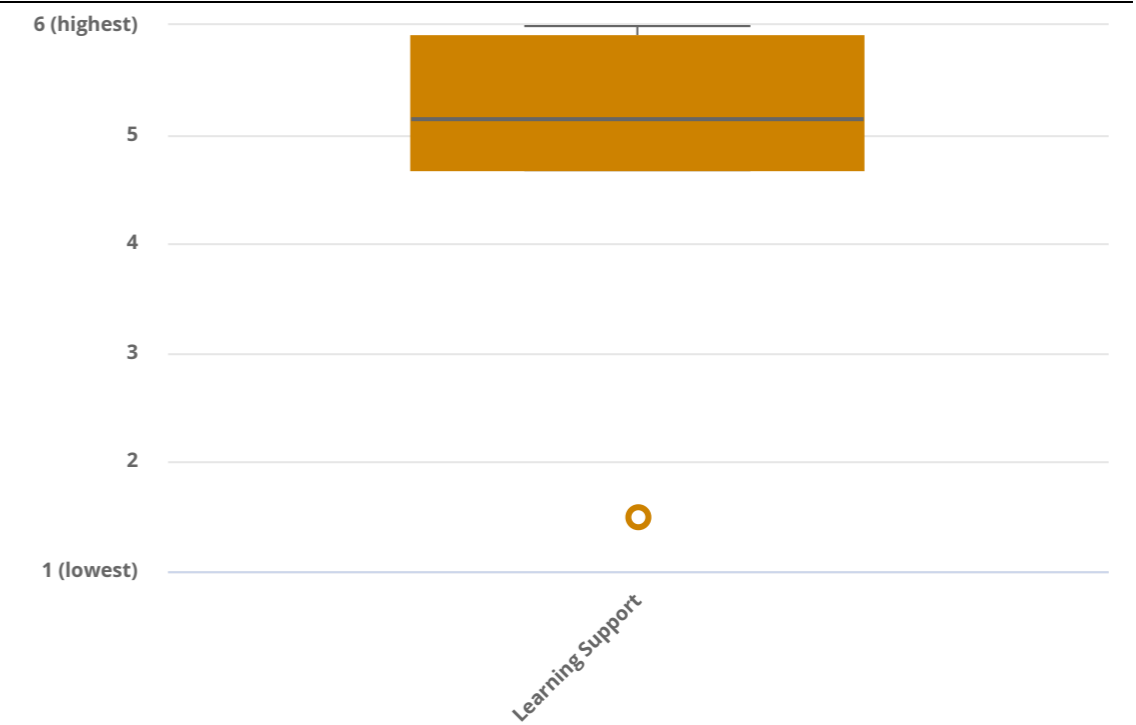
4

3

2

1 (lowest)

Category: Parents/Caregivers who report a child's disability (N=5)

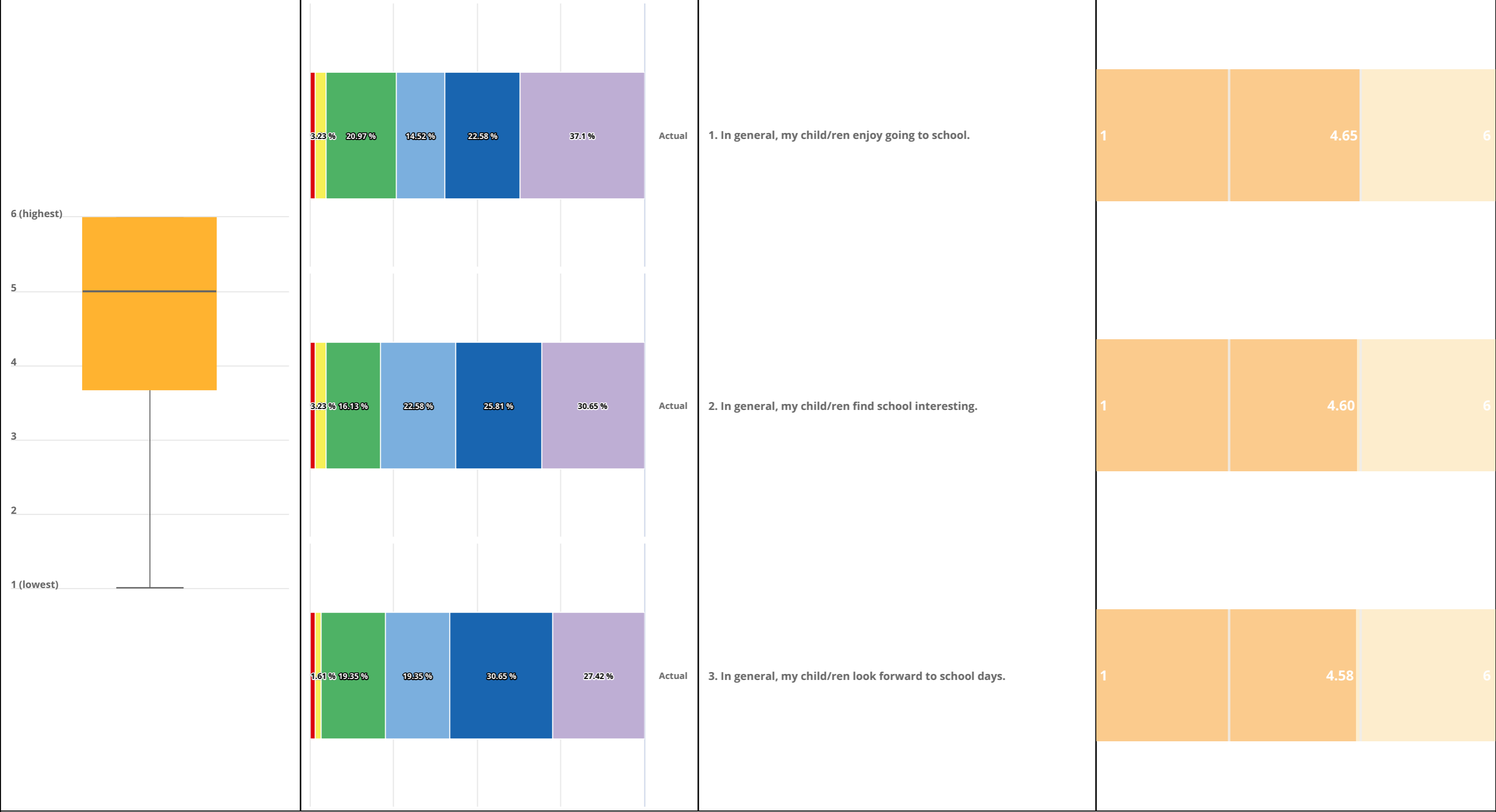


Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

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.



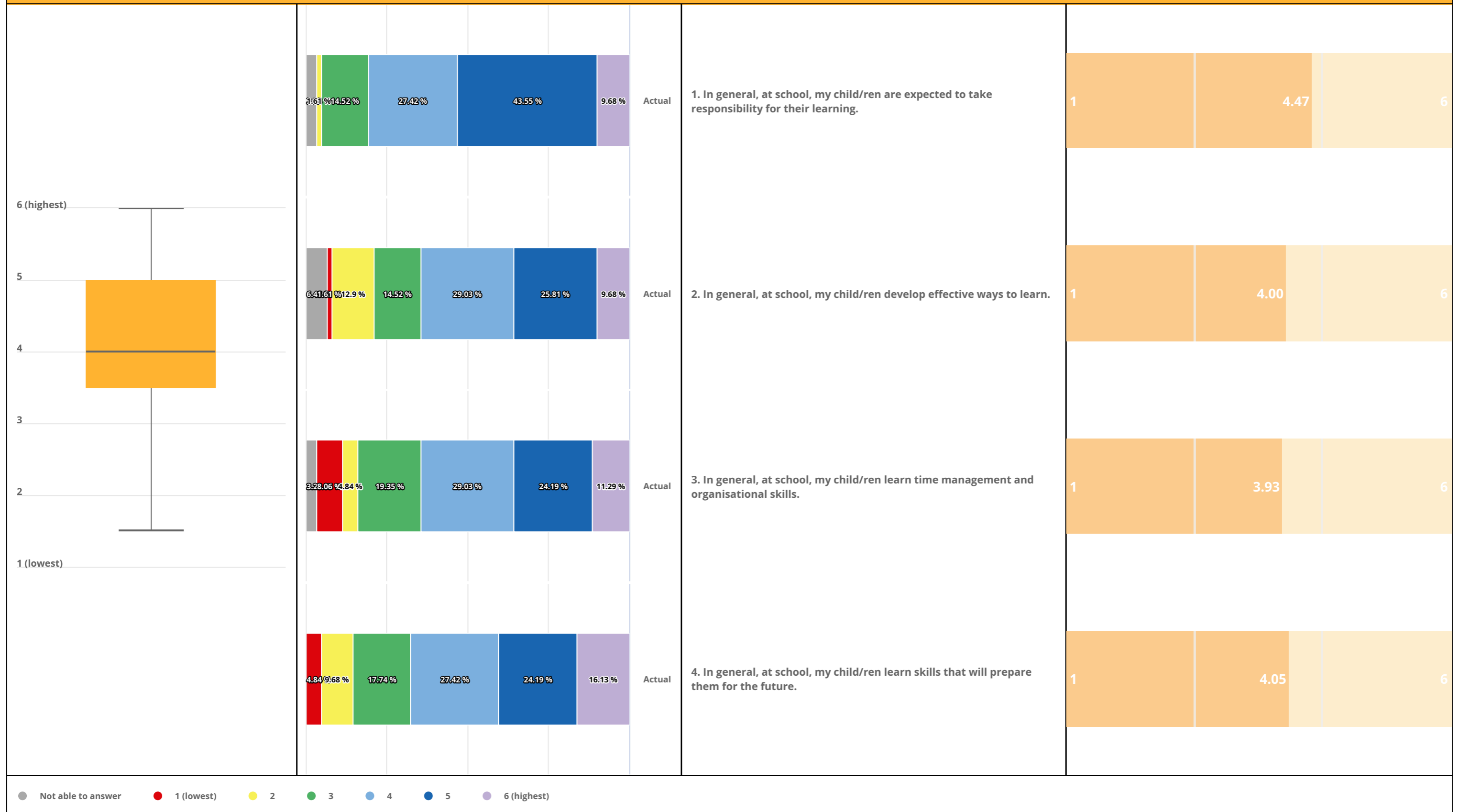
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

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.



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

6 (highest)

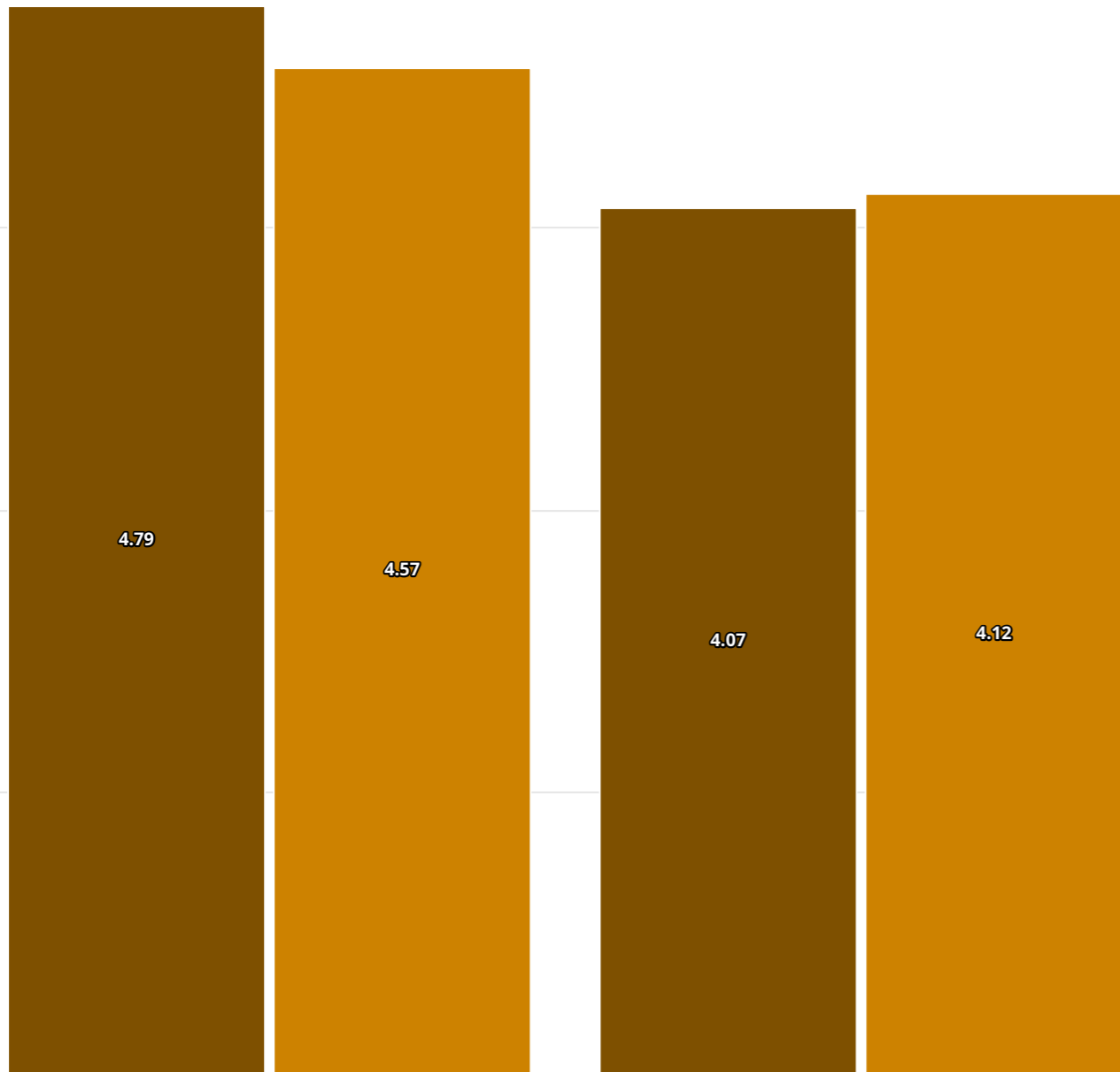
5

4

3

2

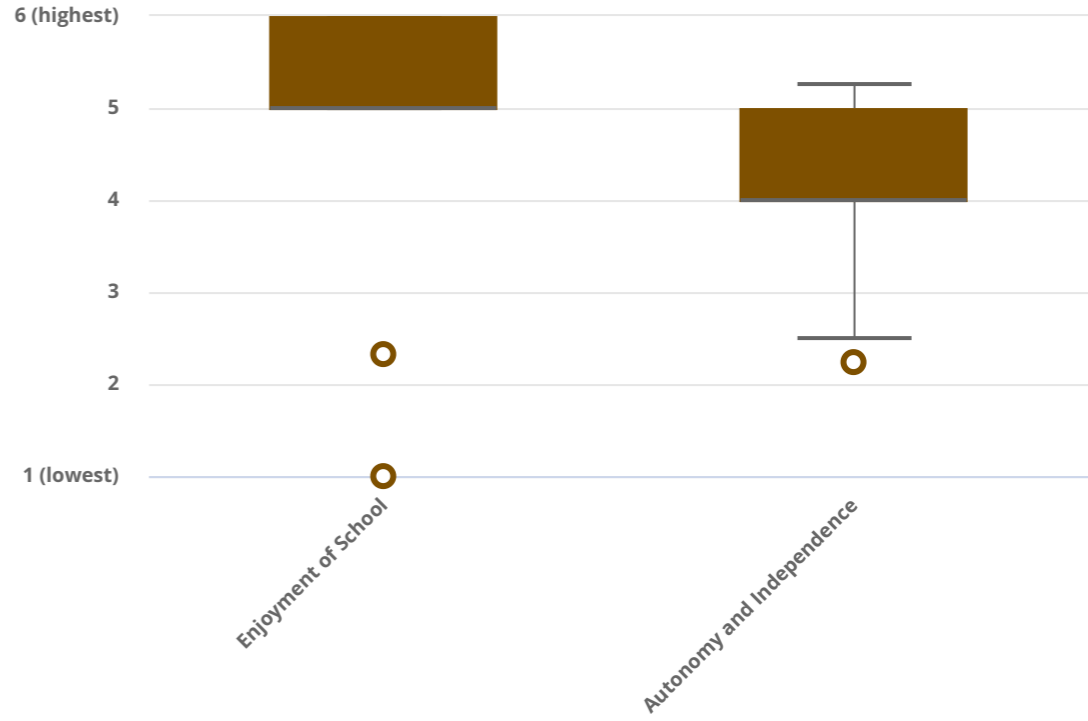
1 (lowest)



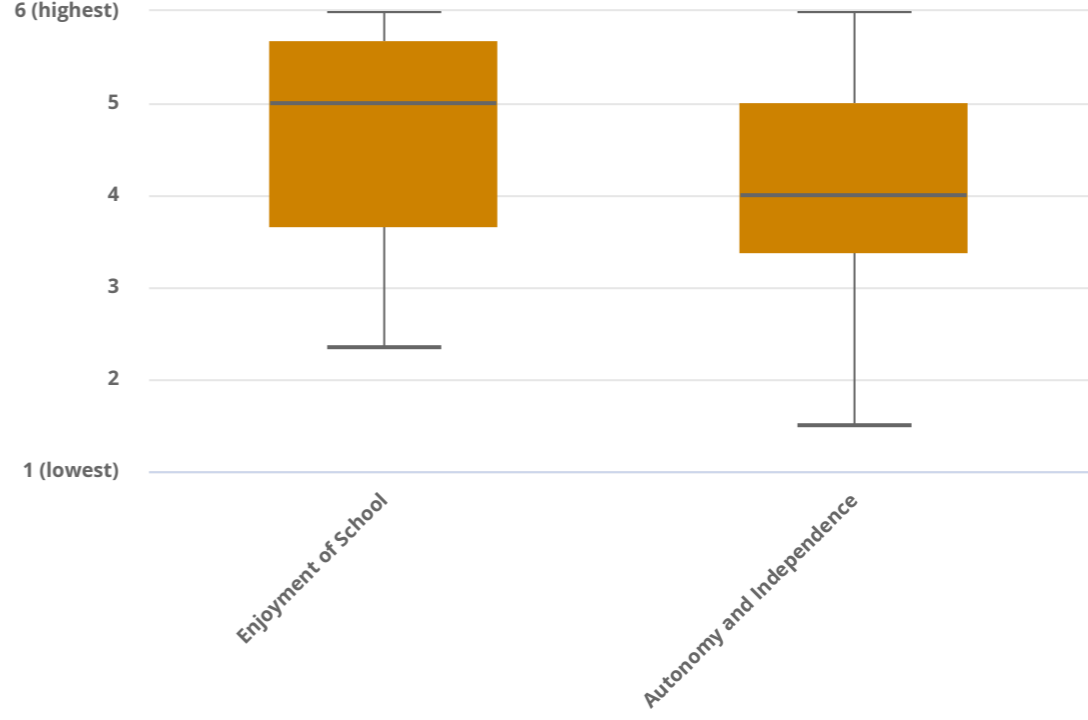
● Father ● Mother

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Category:
Father (N=9)

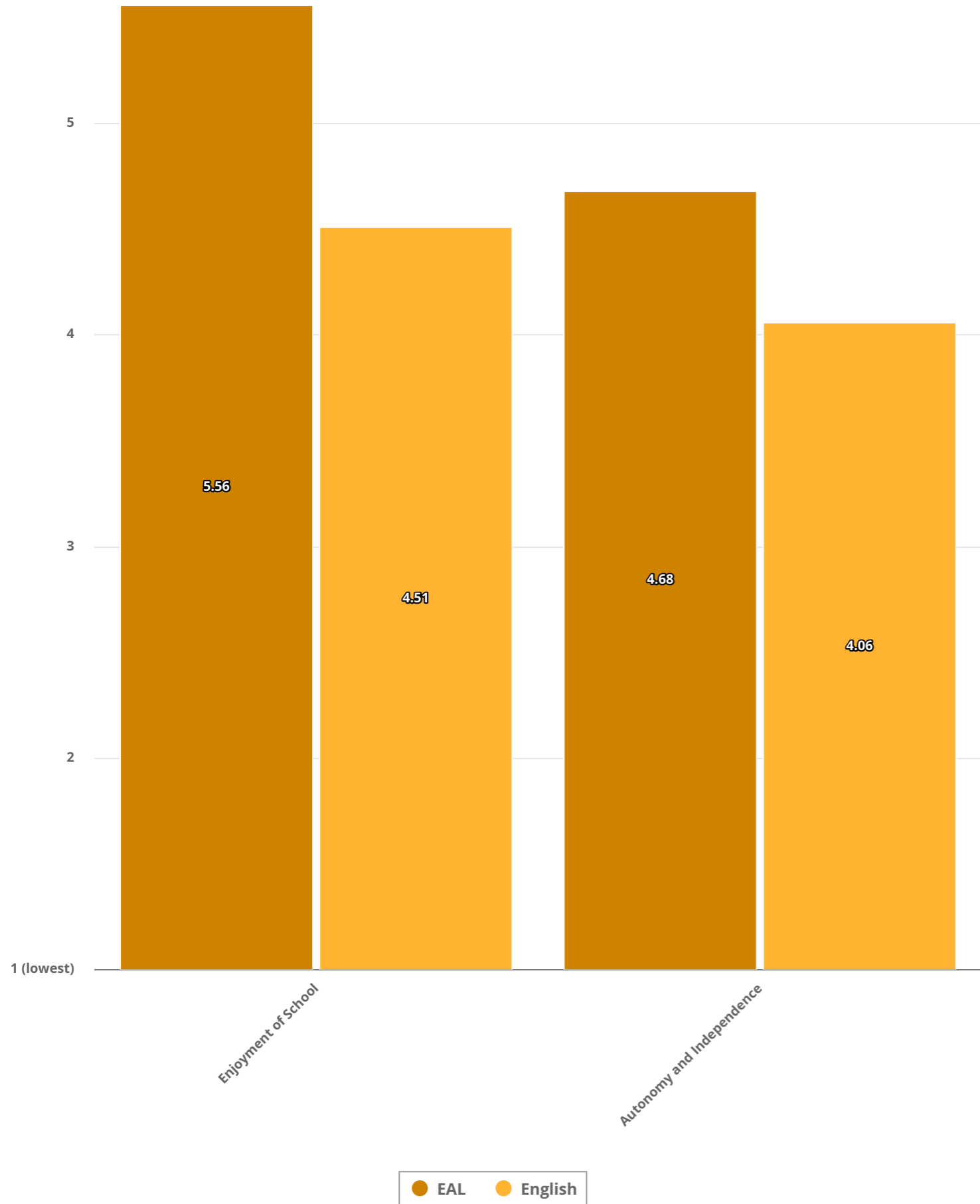


Category:
Mother (N=51)



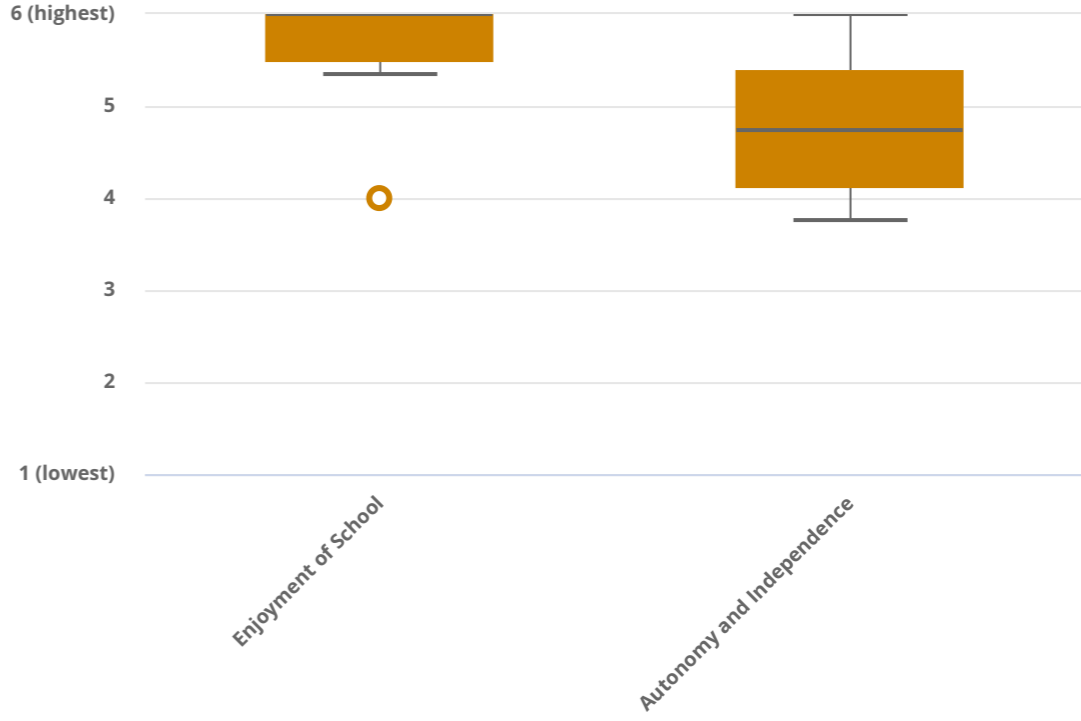
LLL Component 3: Student Agency, Identity, Learning and Leadership by Language

6 (highest)

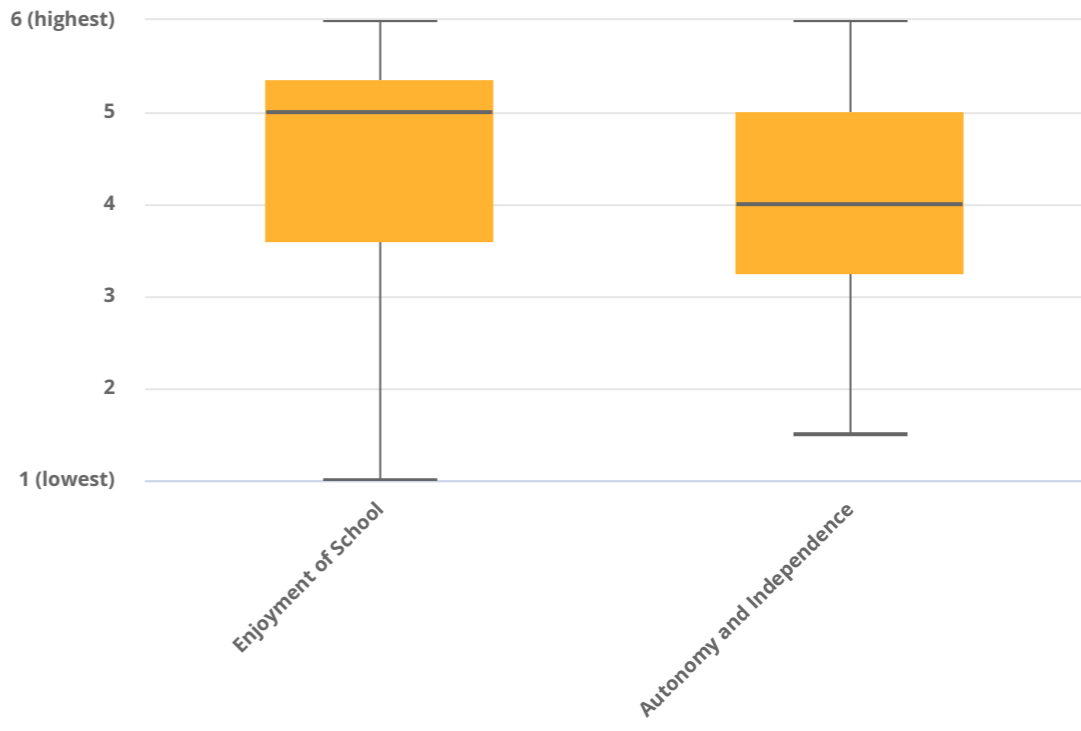


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: EAL (N=5)



Category: English (N=56)

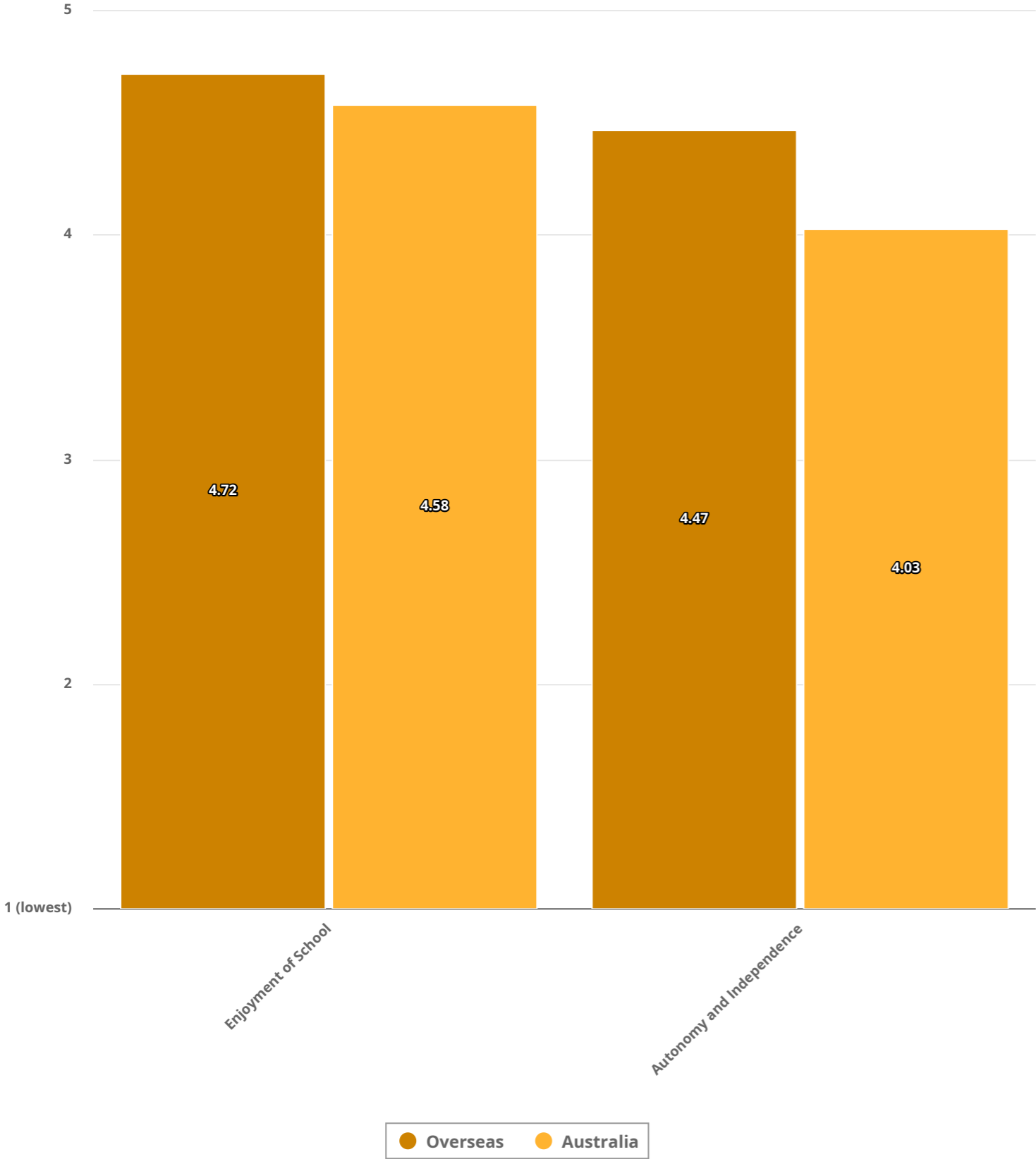


LLL Component 3: Student Agency, Identity, Learning and Leadership

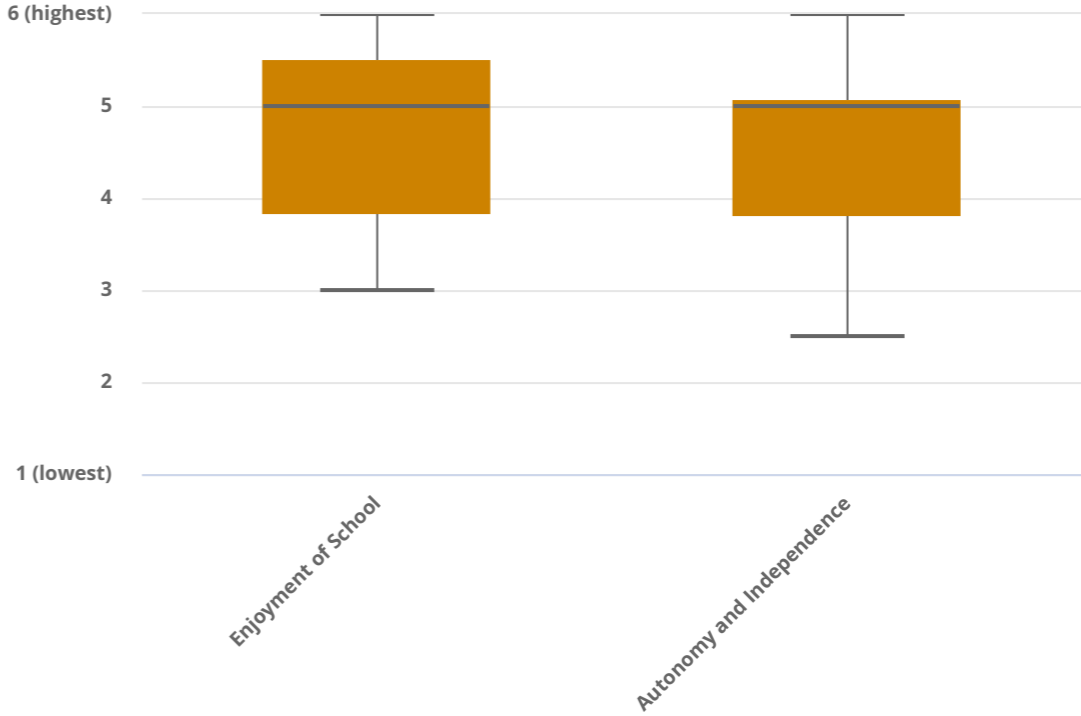
6 (highest)

by Birth Place

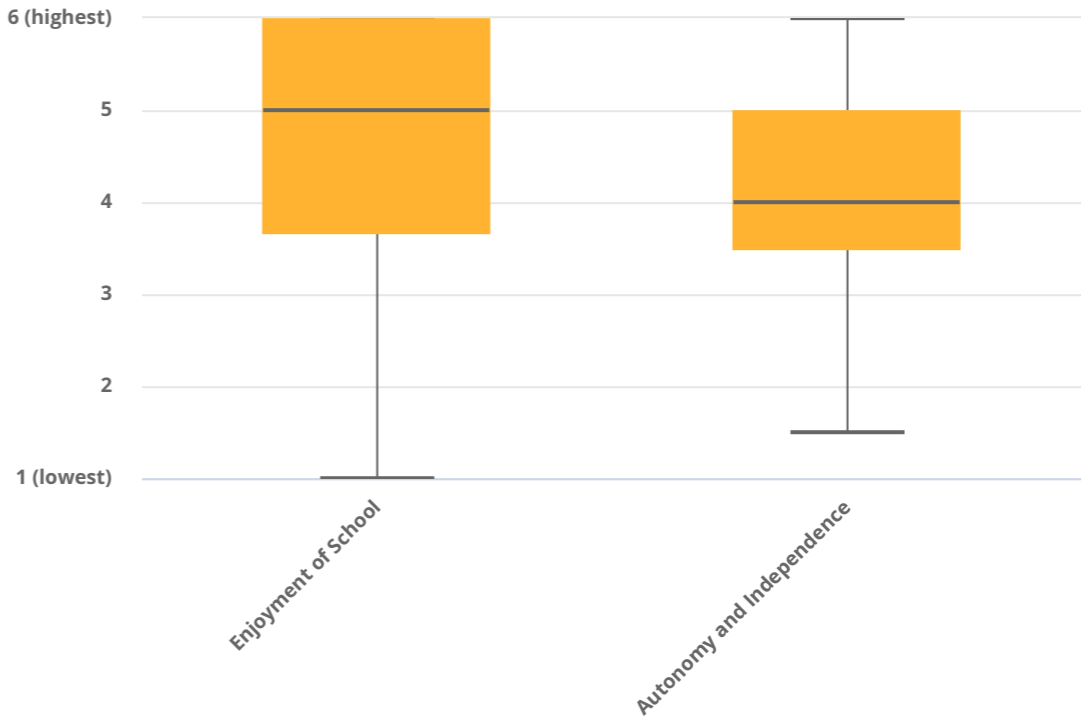
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Overseas (N=12)



Category: Australia (N=50)

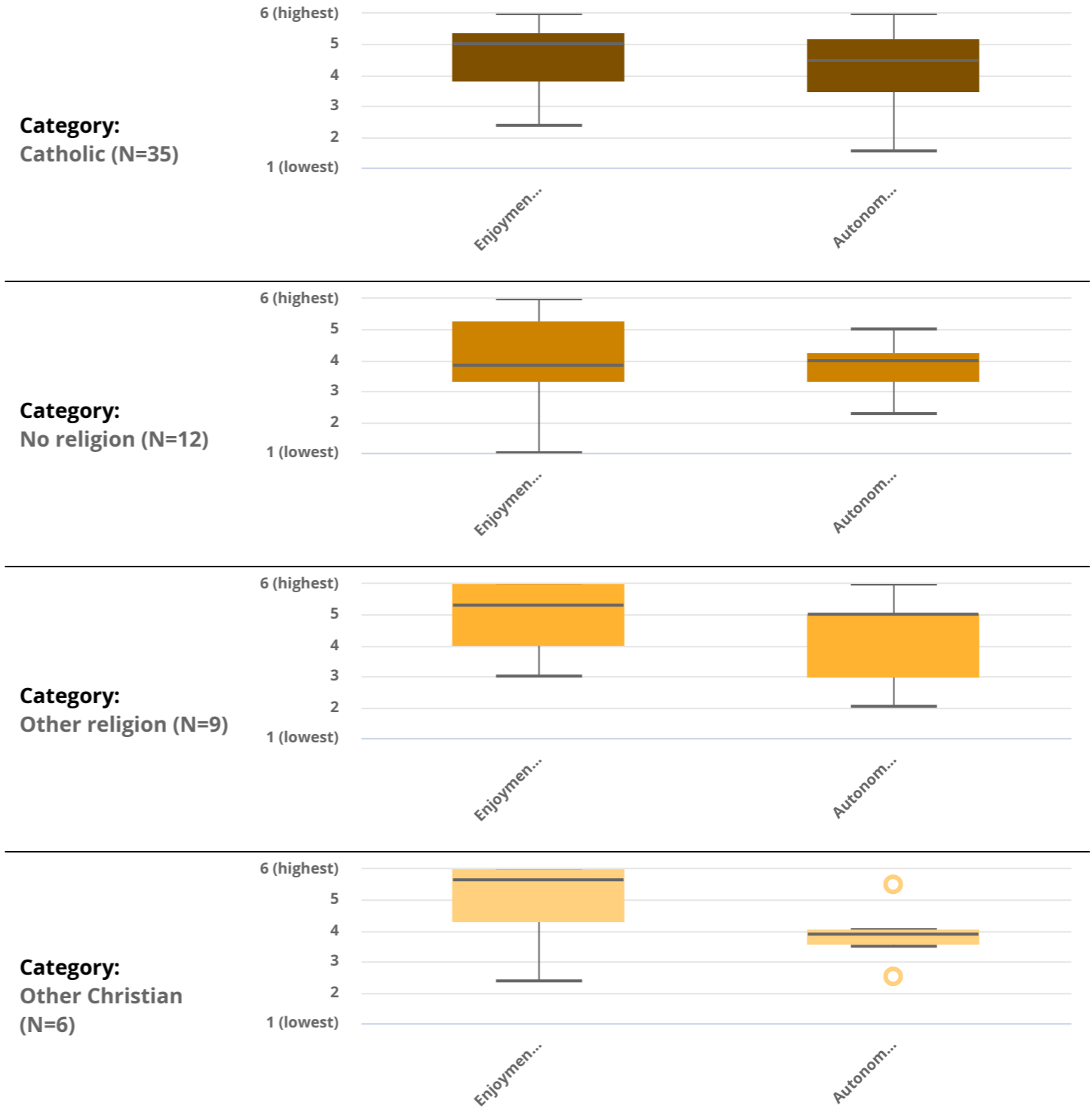
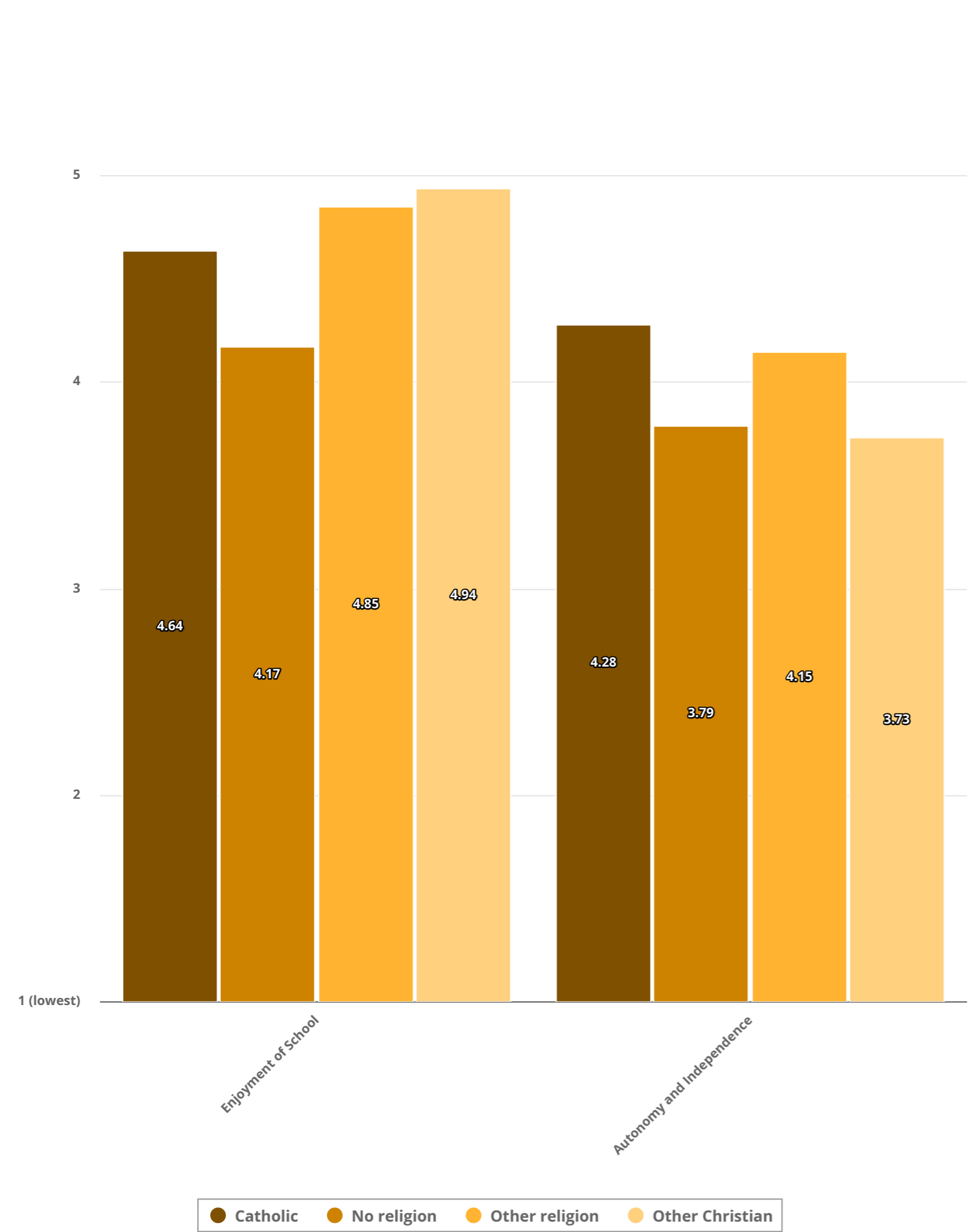


LLL Component 3: Student Agency, Identity, Learning and Leadership

6 (highest)

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.

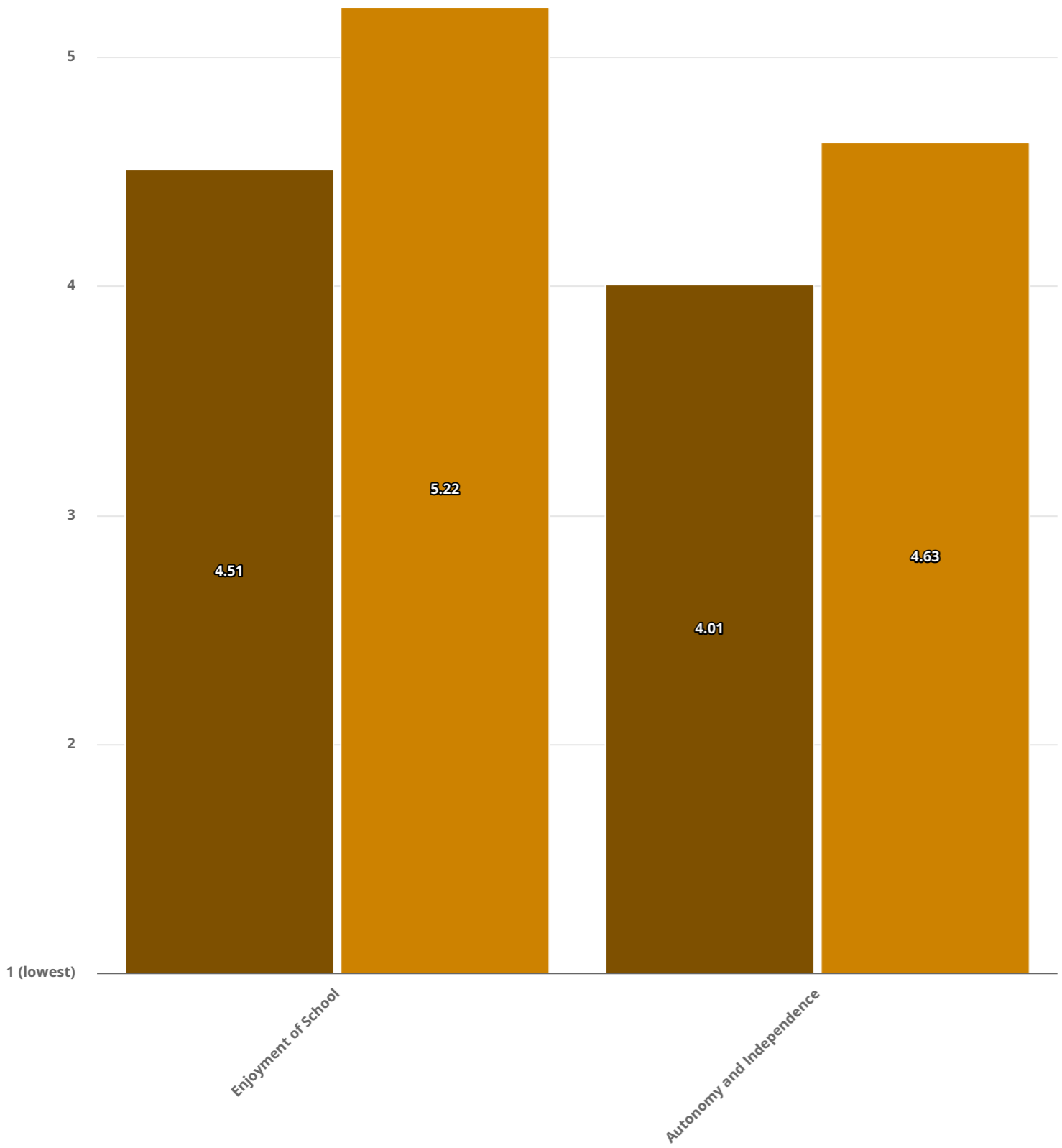


LLL Component 3: Student Agency, Identity, Learning and Leadership

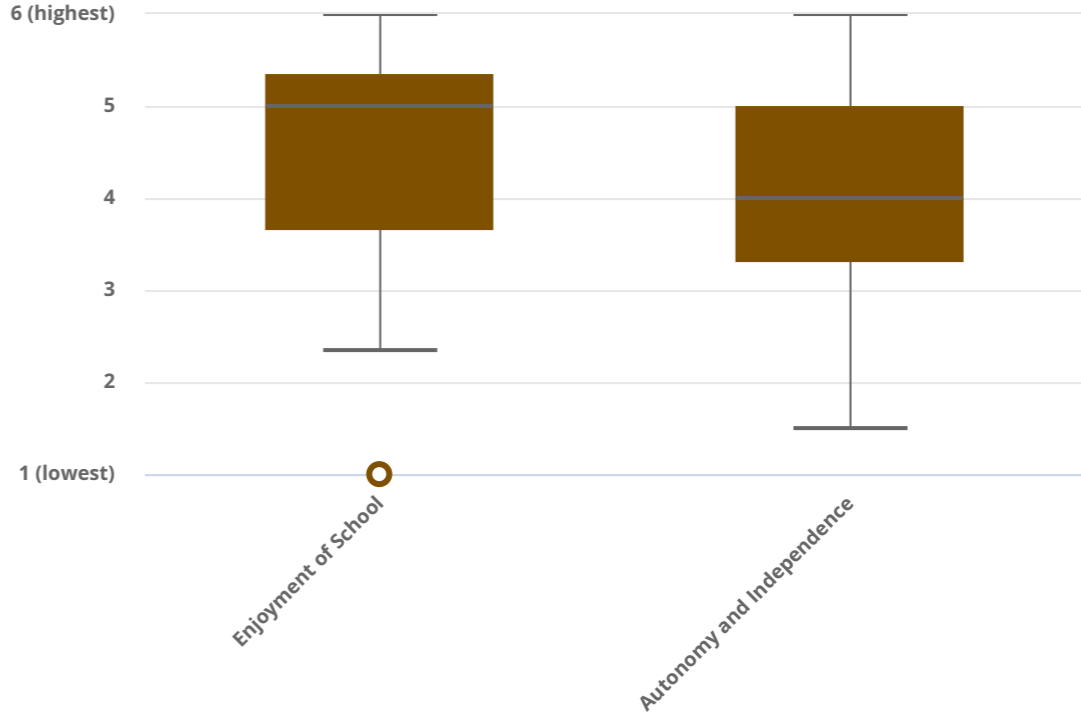
6 (highest)

by Disability

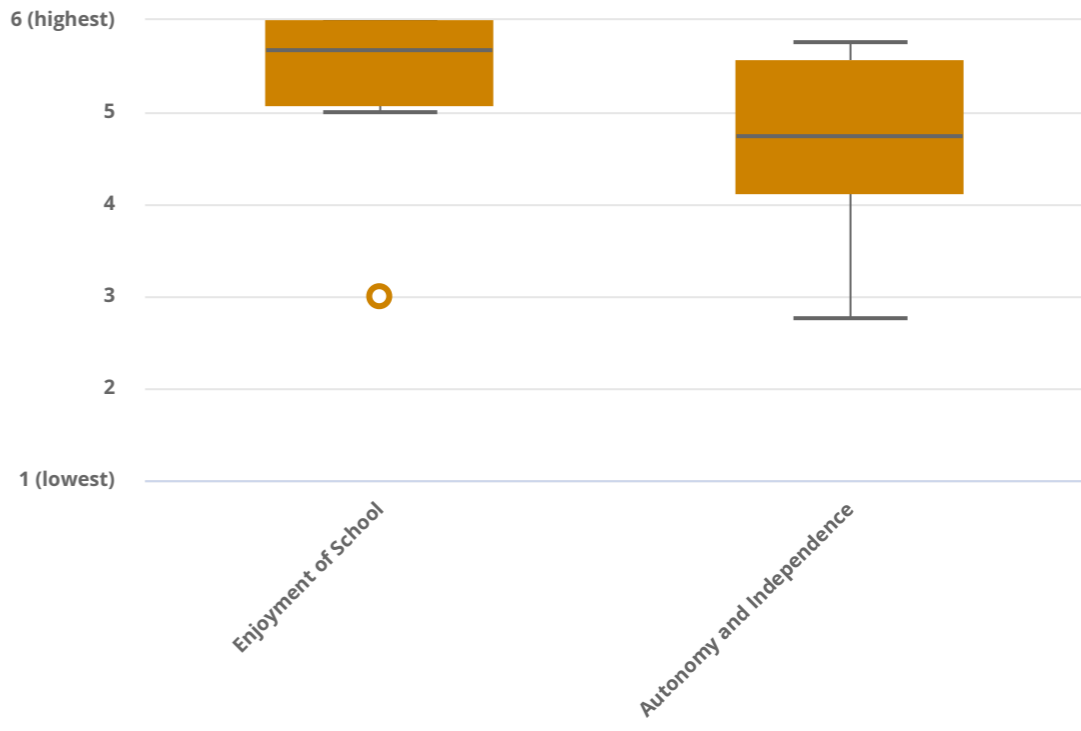
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Parents/Caregivers
who do not report a
child's disability
(N=53)



Category:
Parents/Caregivers
who report a child's
disability (N=5)



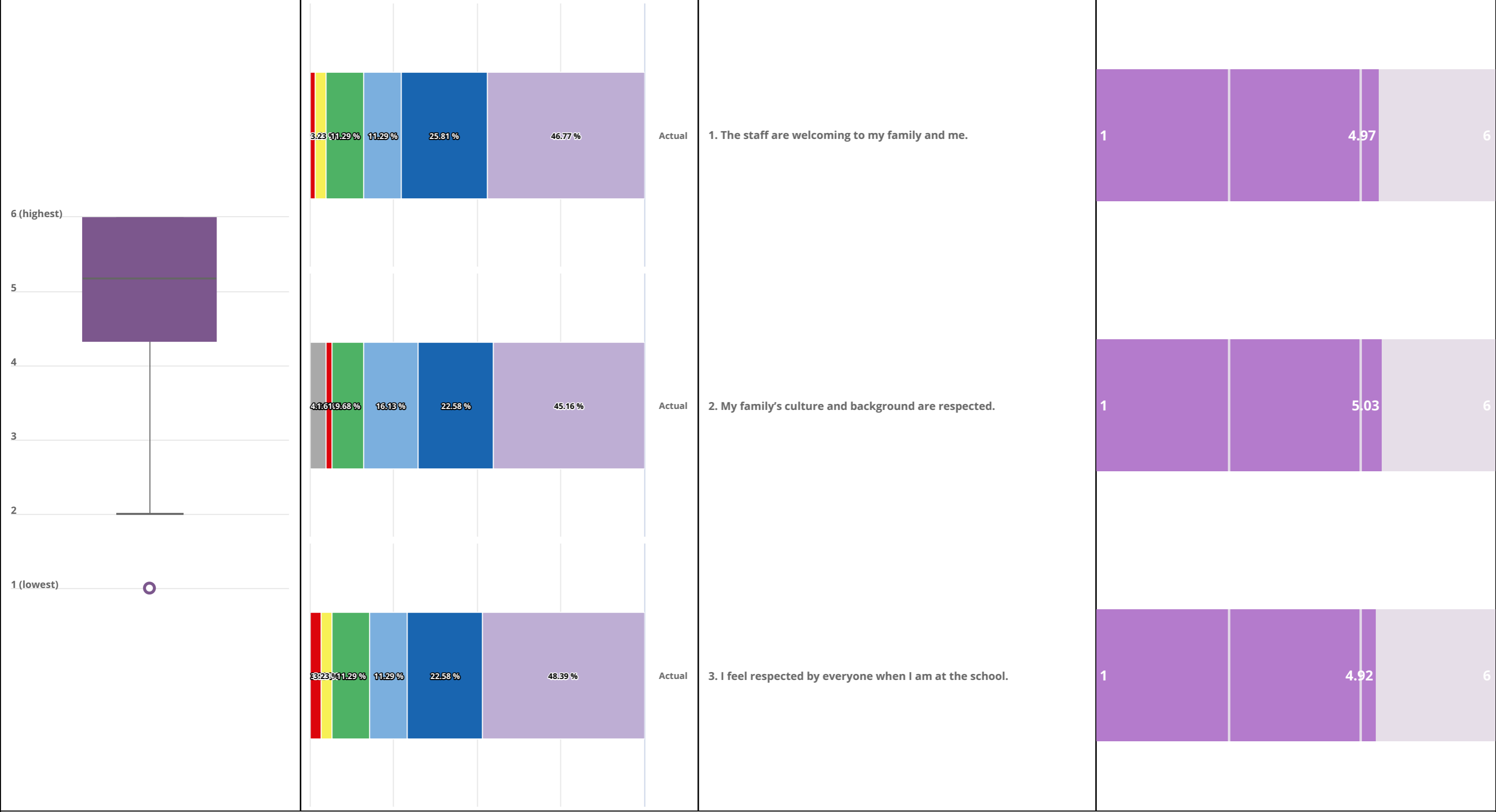
● Parents/Caregivers who do not report a child's disability ● Parents/Caregivers who report a child's disability

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.



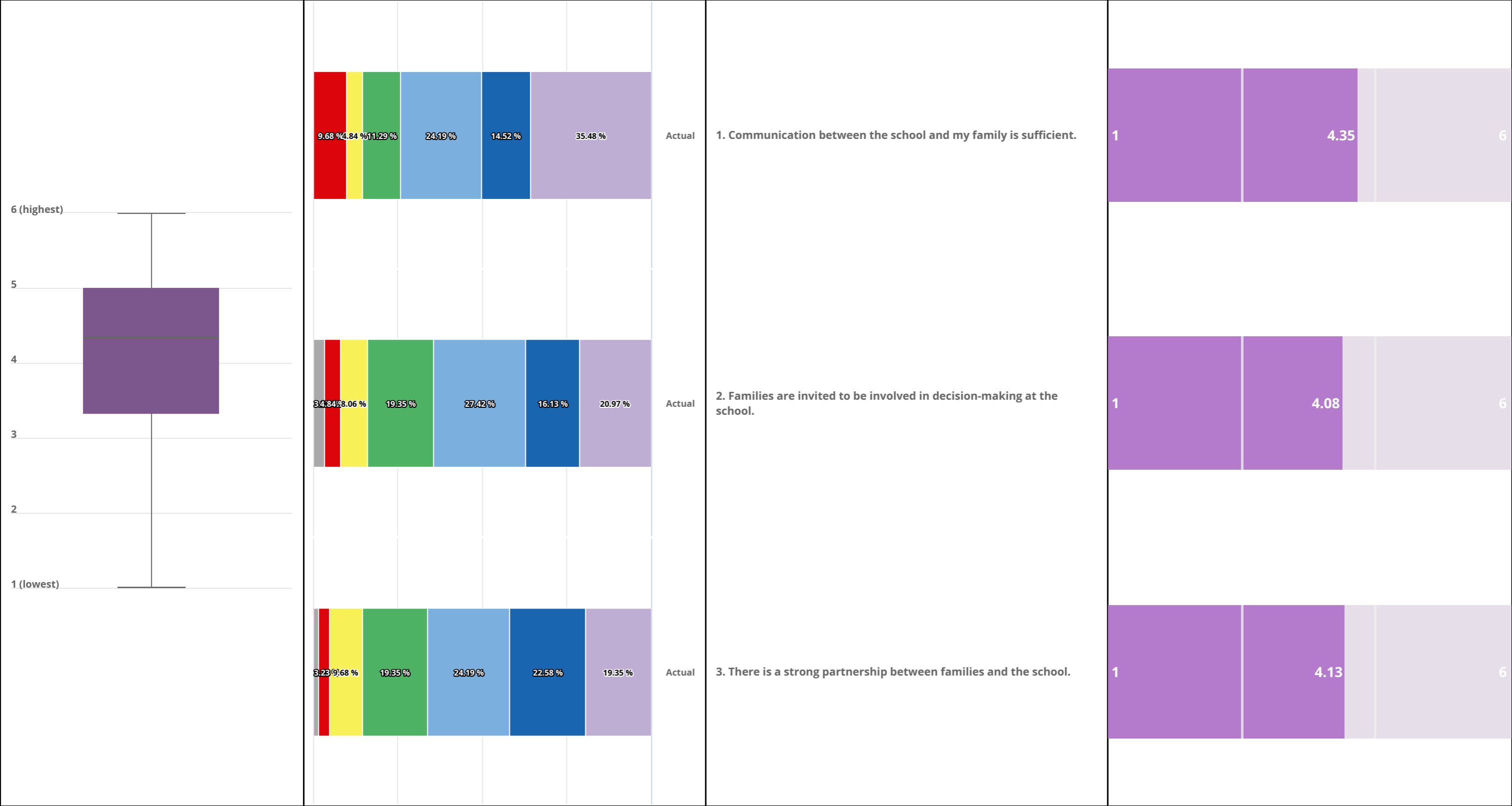
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

Parent & Caregiver Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Parent-School Partnerships

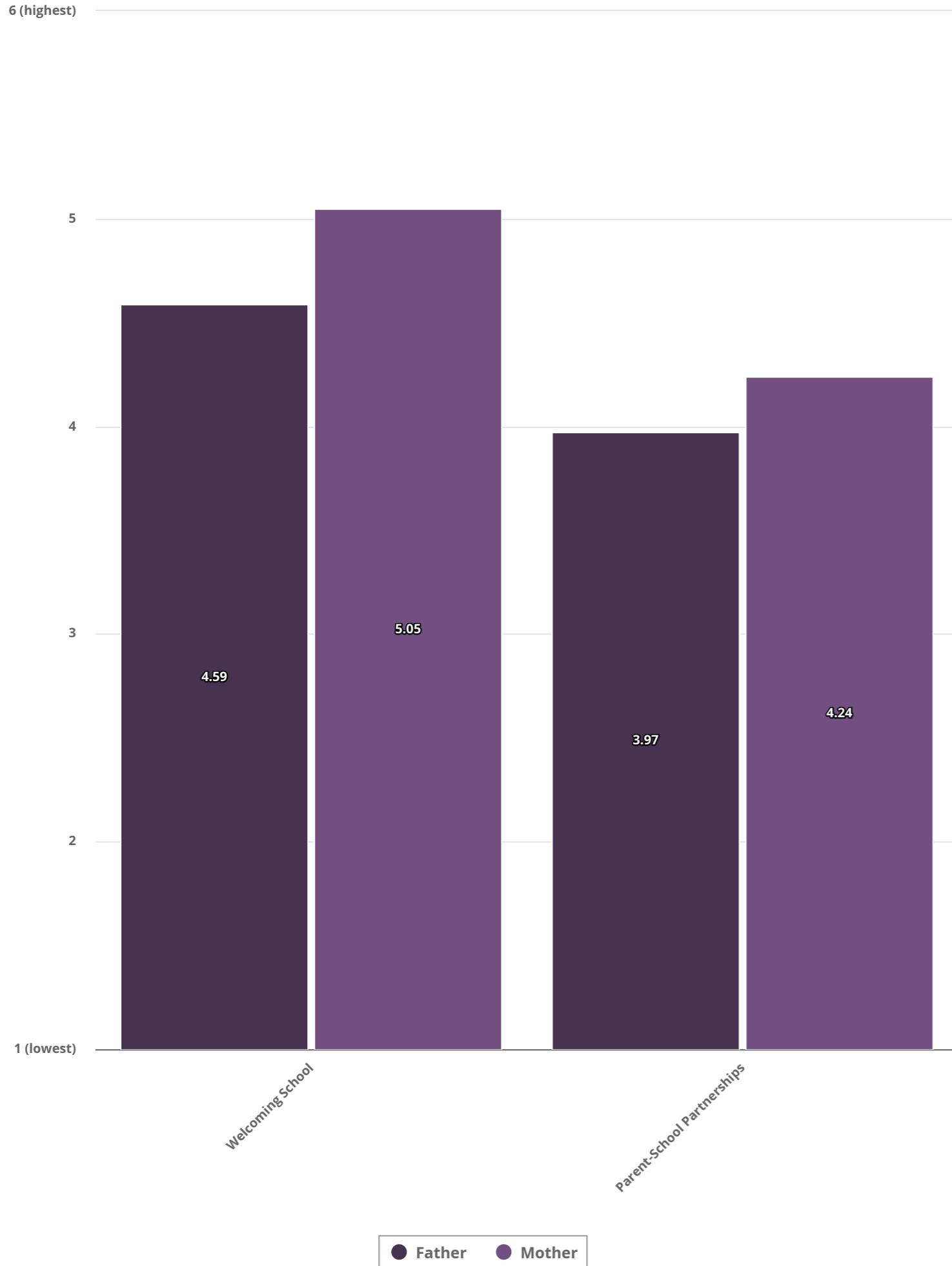
The extent to which parents and caregivers feel that the communication between home and school is sufficient and there are partnerships between families and the school.



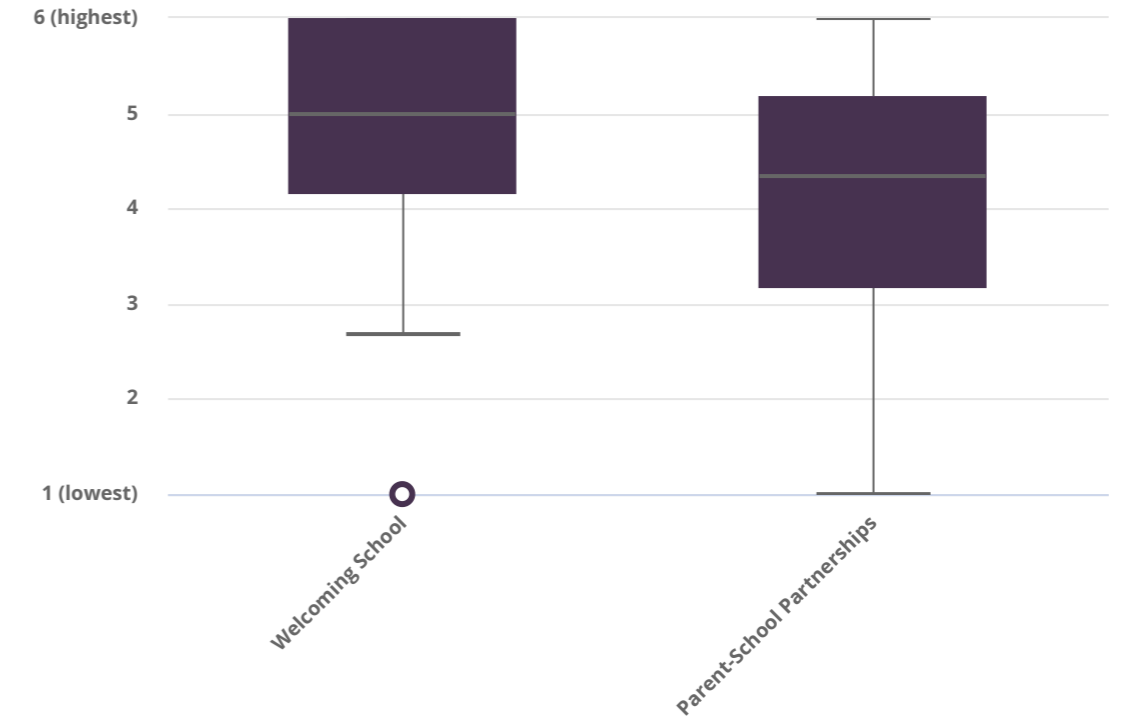
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

LLL Component 4: Community Engagement by Parenting Role

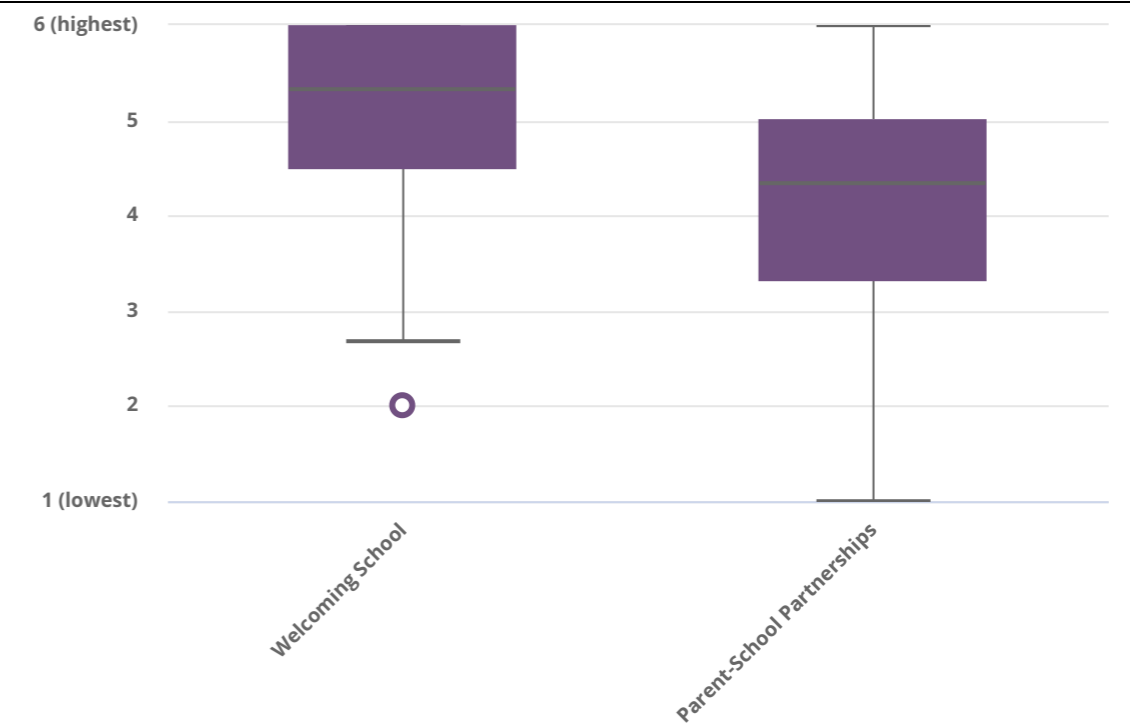
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Father (N=10)

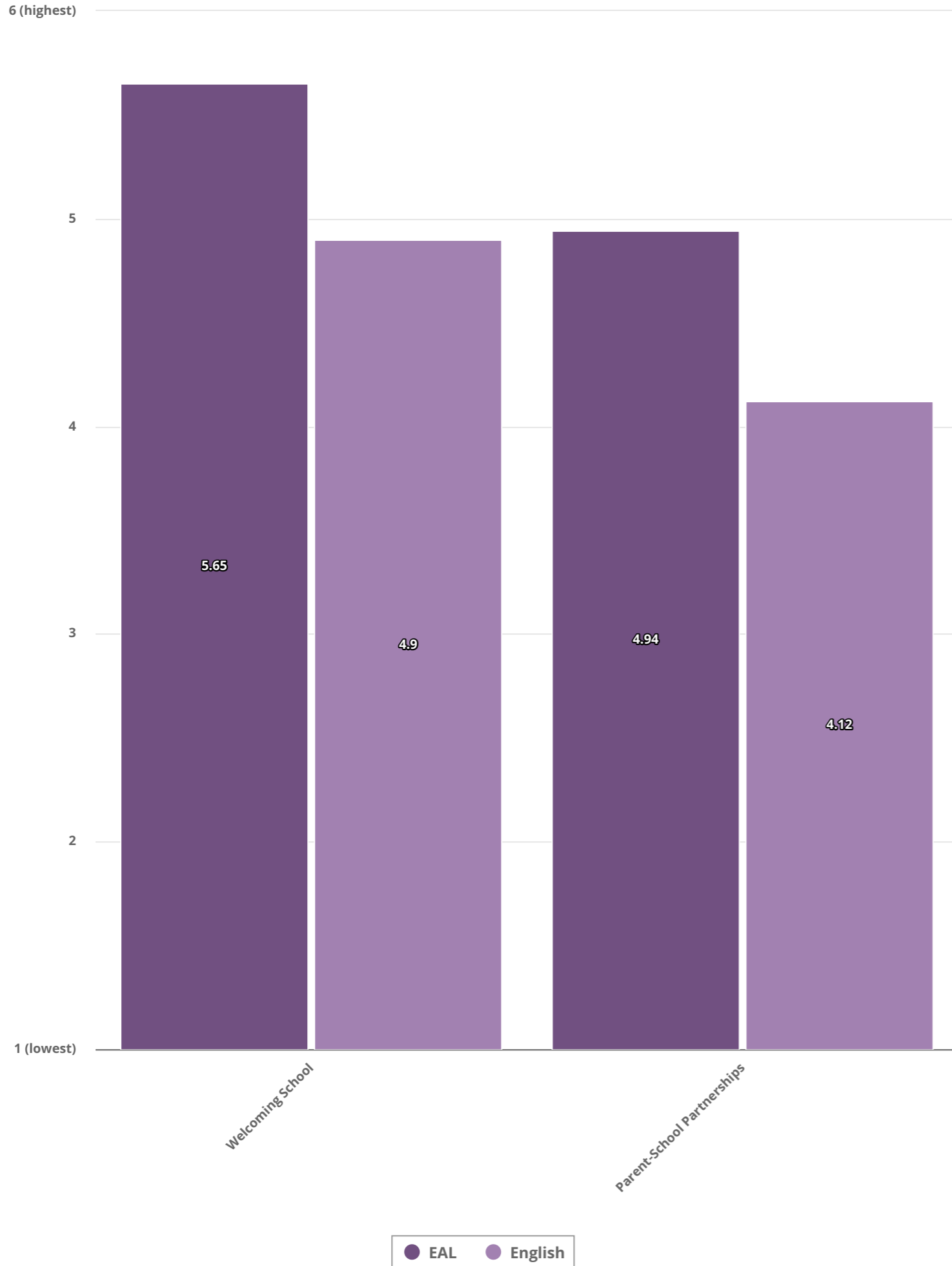


Category: Mother (N=50)

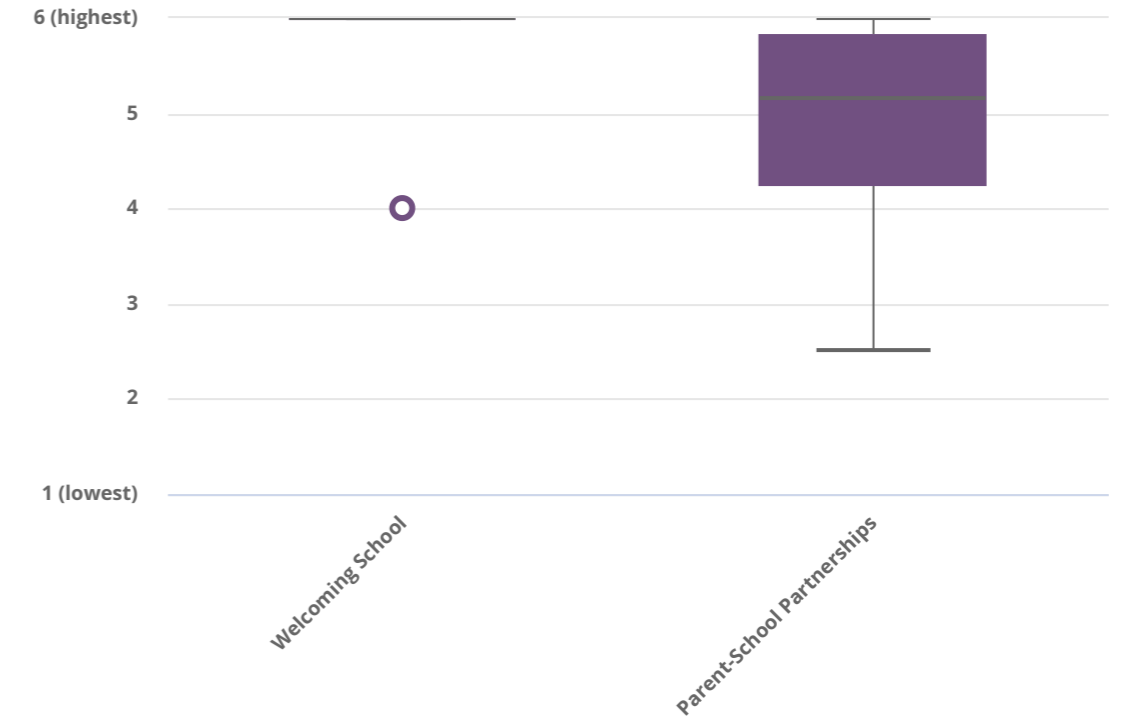


LLL Component 4: Community Engagement by Language

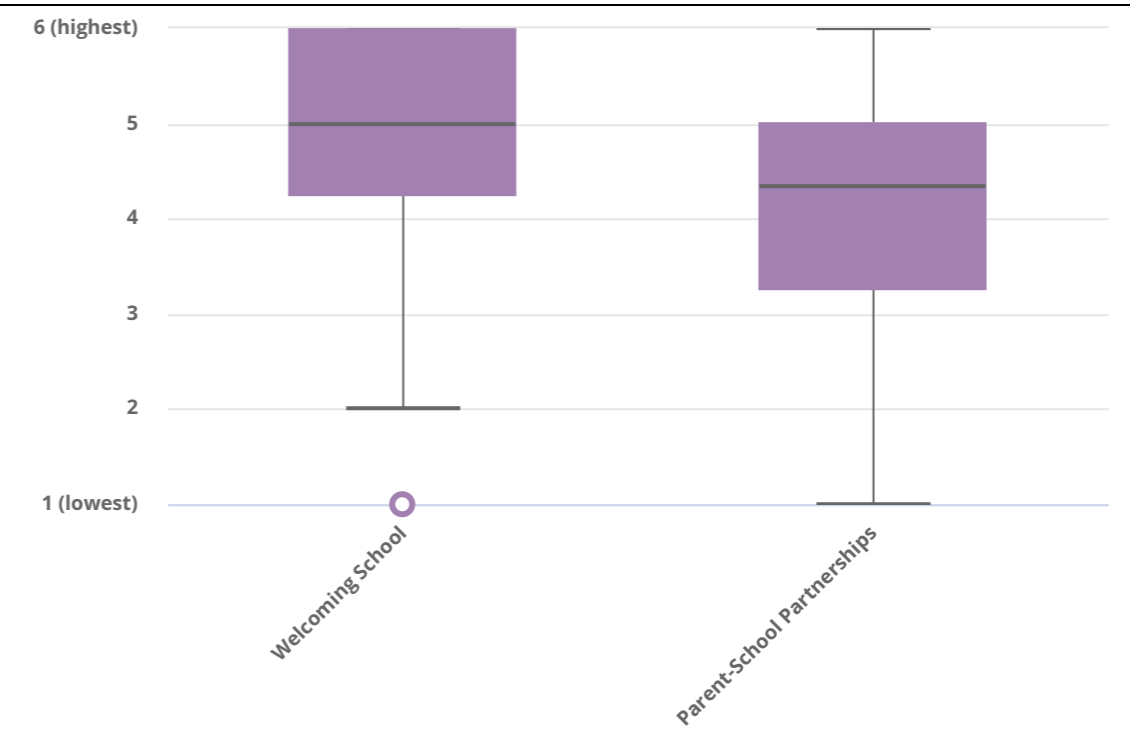
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
EAL (N=5)

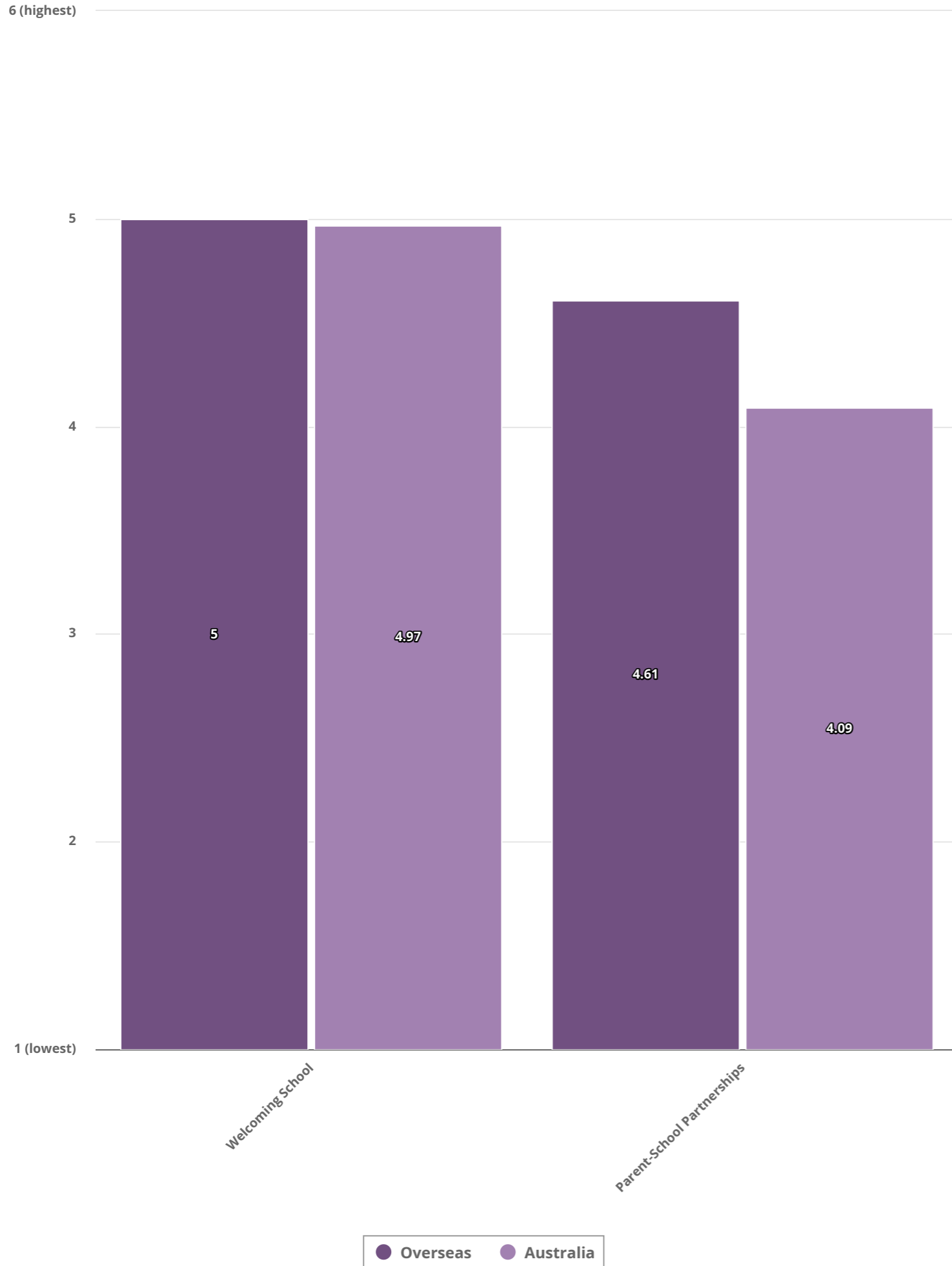


Category:
English (N=55)

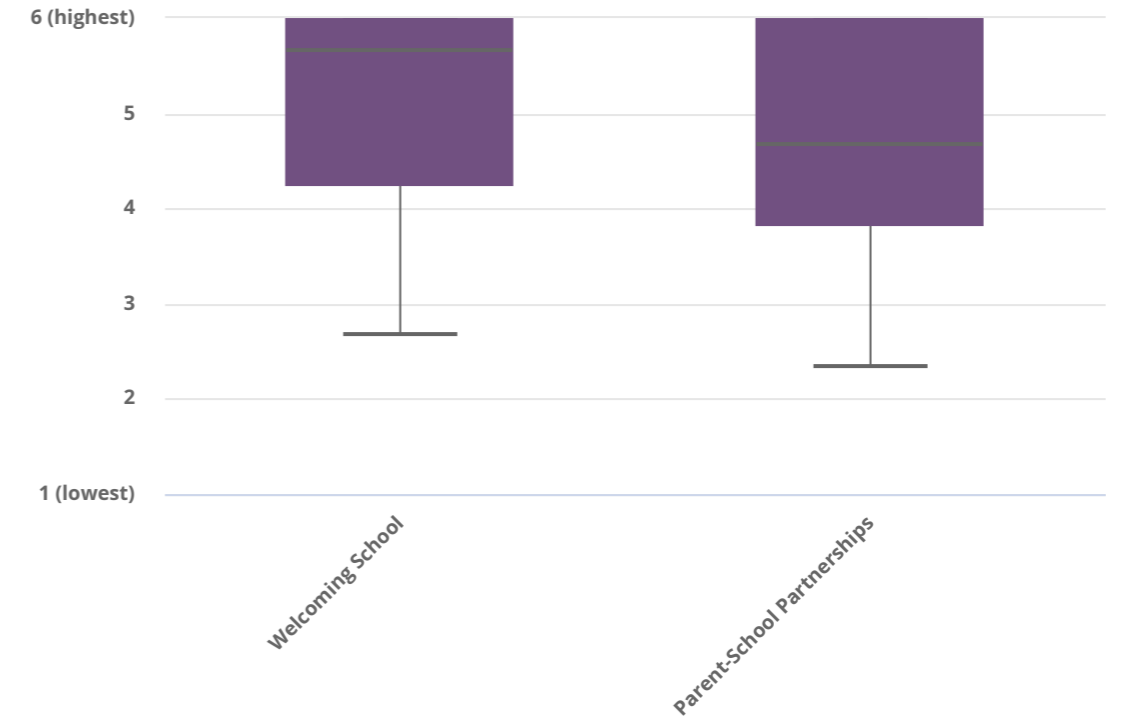


LLL Component 4: Community Engagement by Birth Place

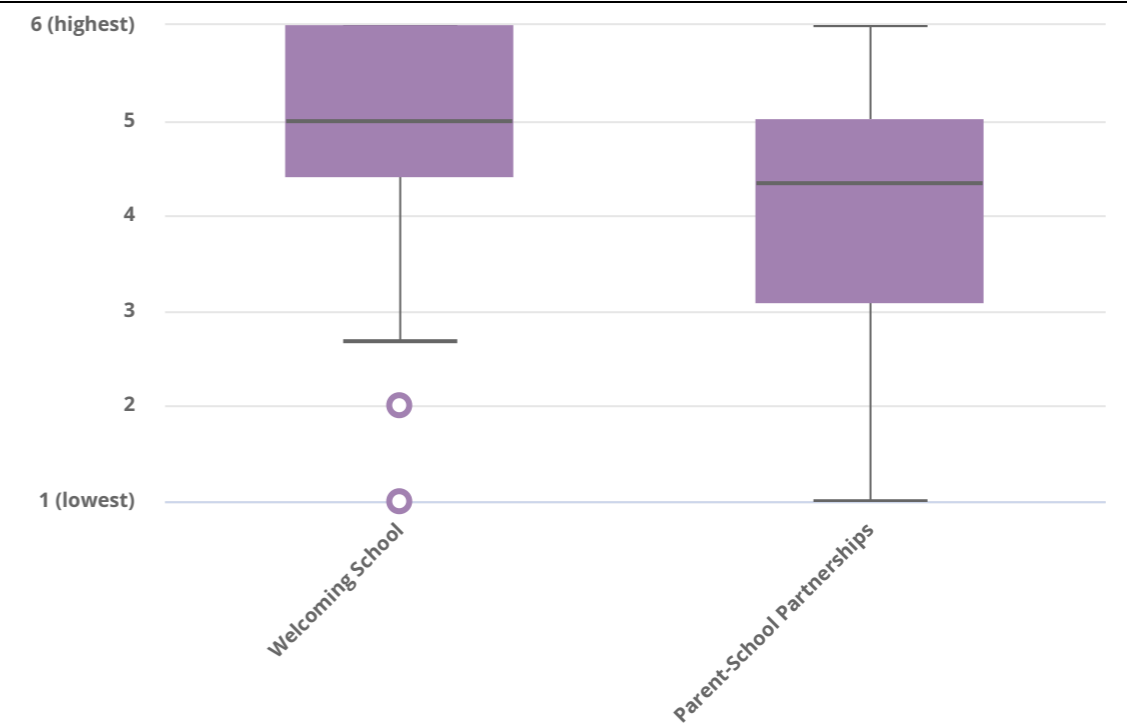
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Overseas (N=12)

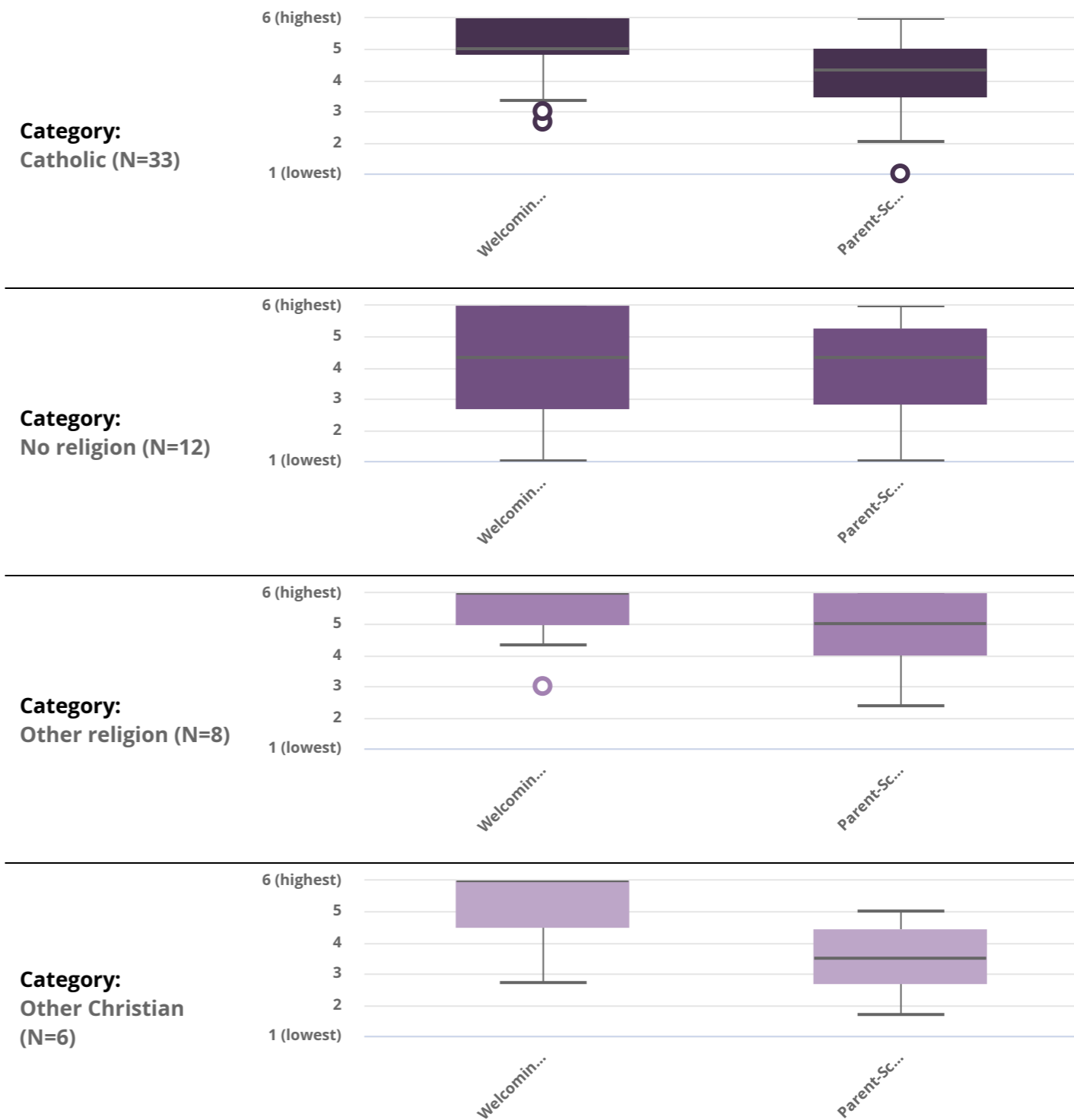
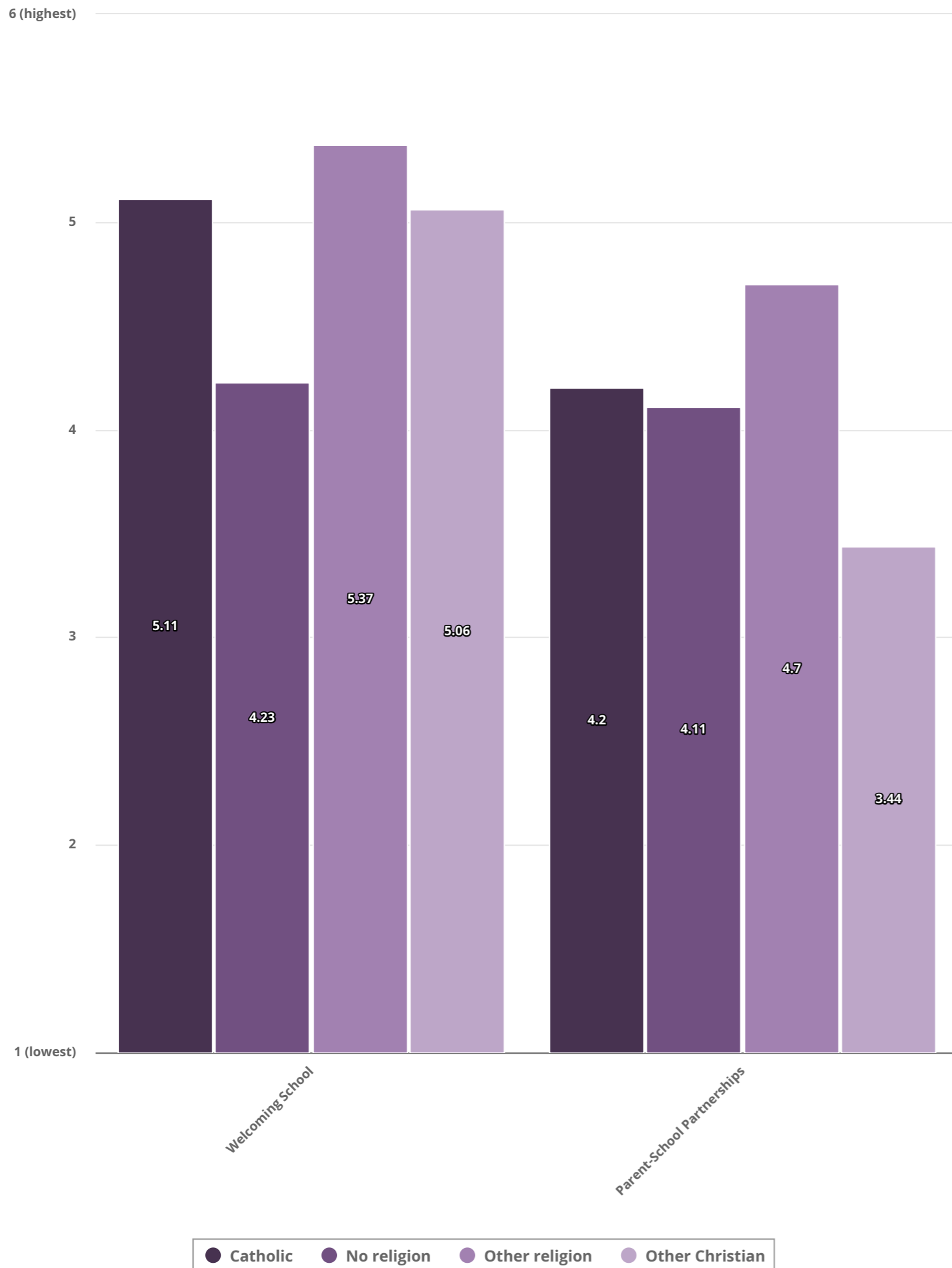


Category: Australia (N=48)



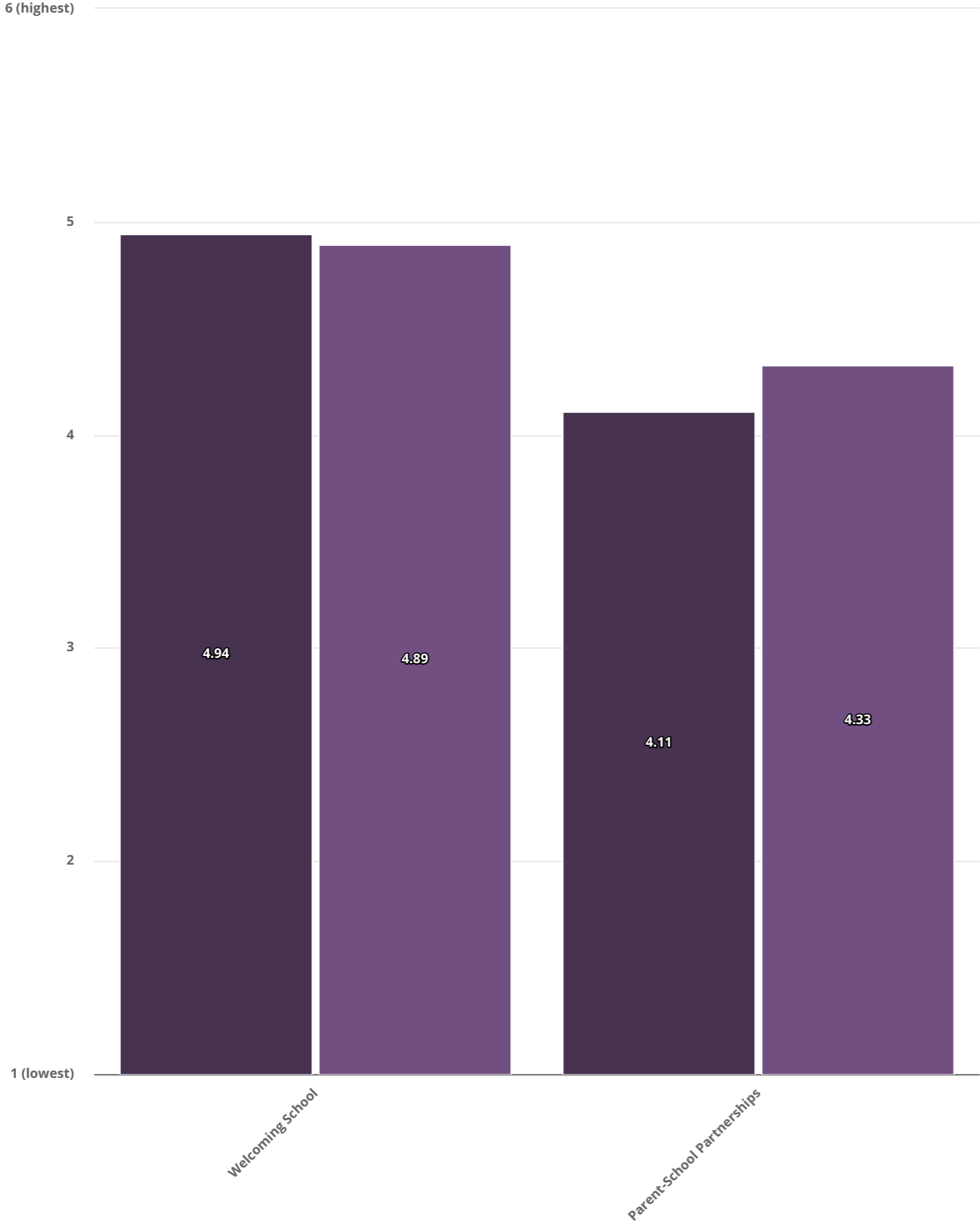
LLL Component 4: Community Engagement by Religion

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.

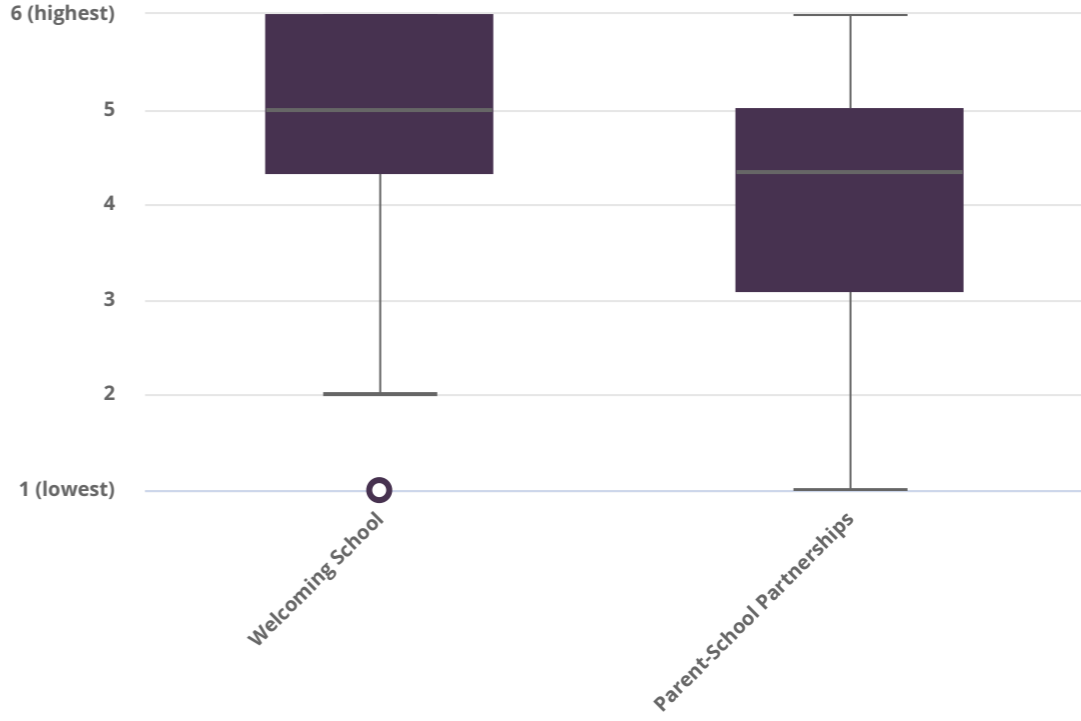


LLL Component 4: Community Engagement by Disability

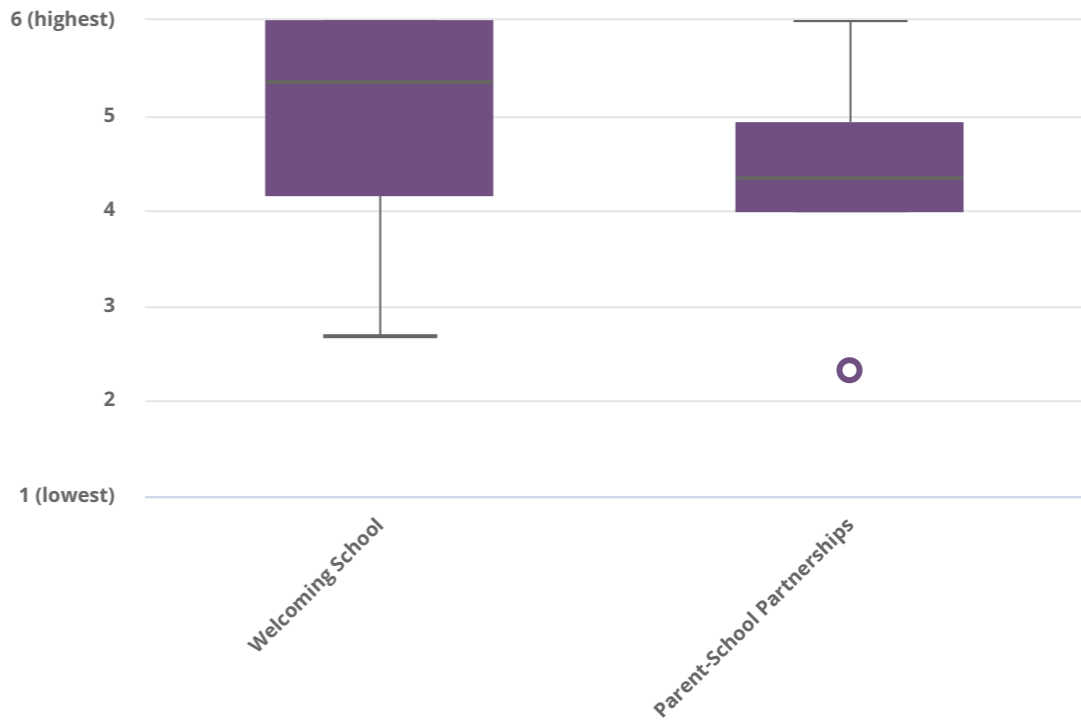
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Parents/Caregivers
who do not report a
child's disability
(N=53)



Category:
Parents/Caregivers
who report a child's
disability (N=6)



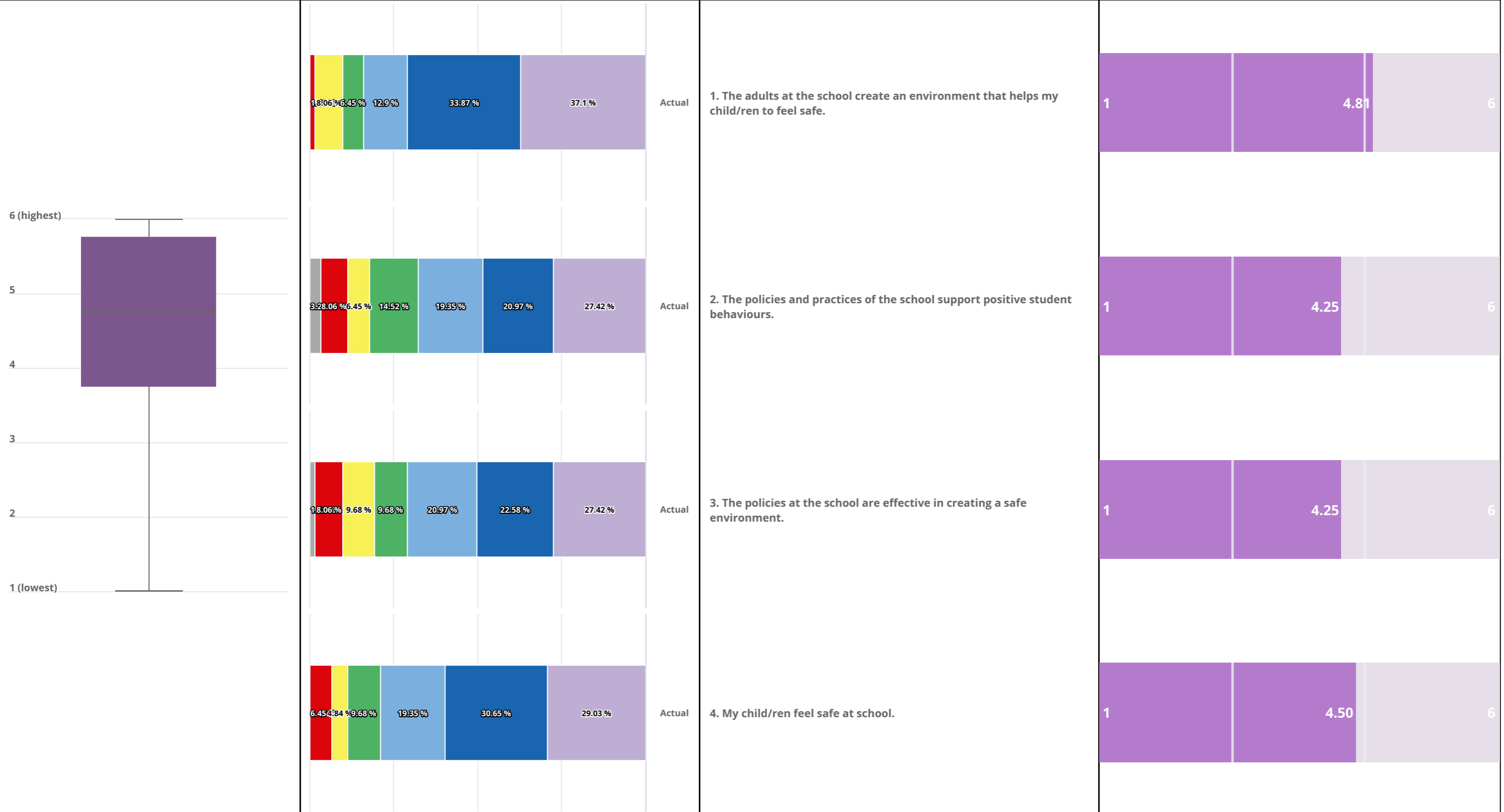
● Parents/Caregivers who do not report a child's disability ● Parents/Caregivers who report a child's disability

Parent & Caregiver Perceptions (Safety)

BSC Quadrant: COMMUNITY

Construct: Safe School

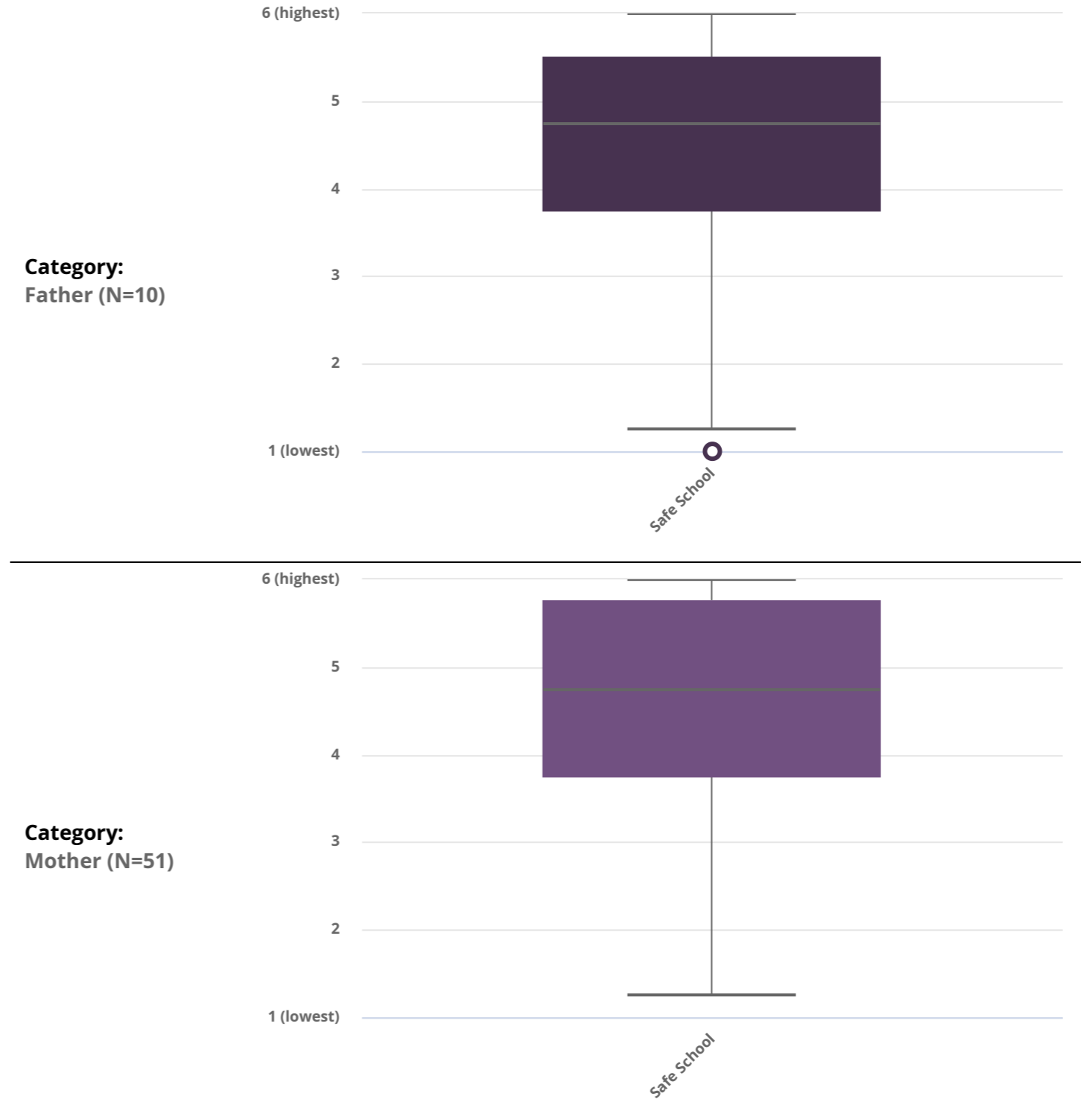
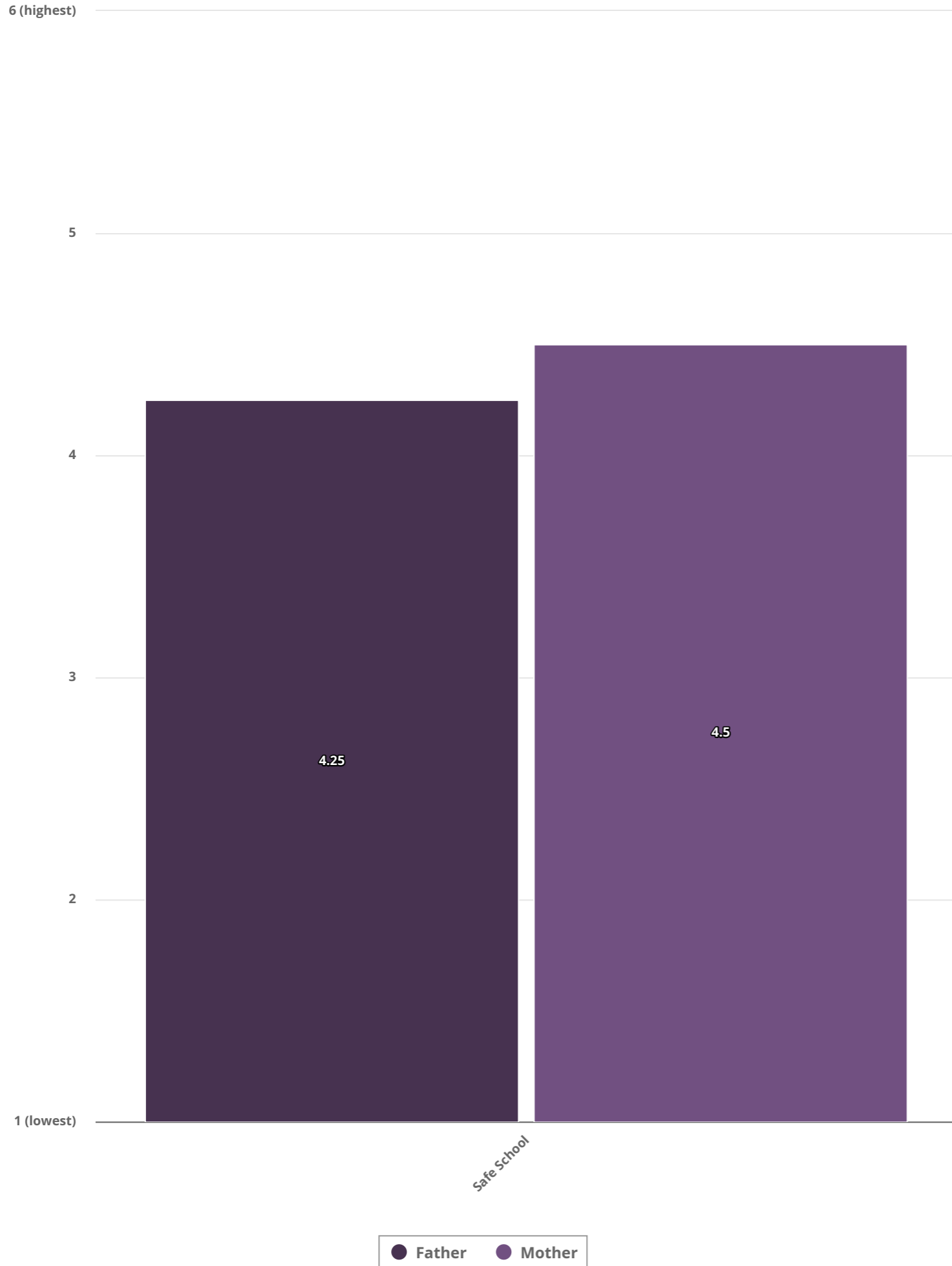
The extent to which parents and caregivers feel that the school provides a safe environment for their children.



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

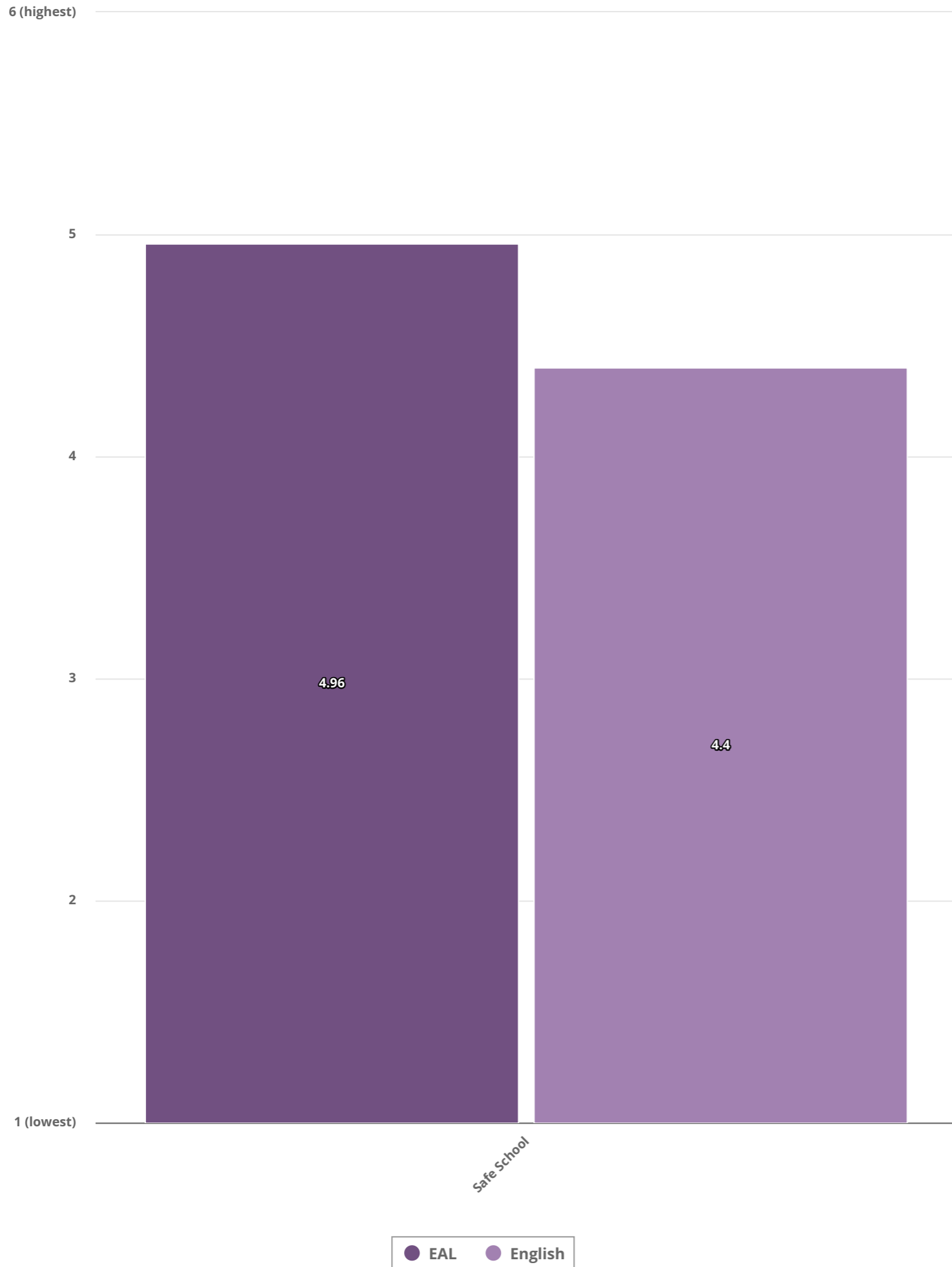
Additional Construct: Safety by Parenting Role

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.

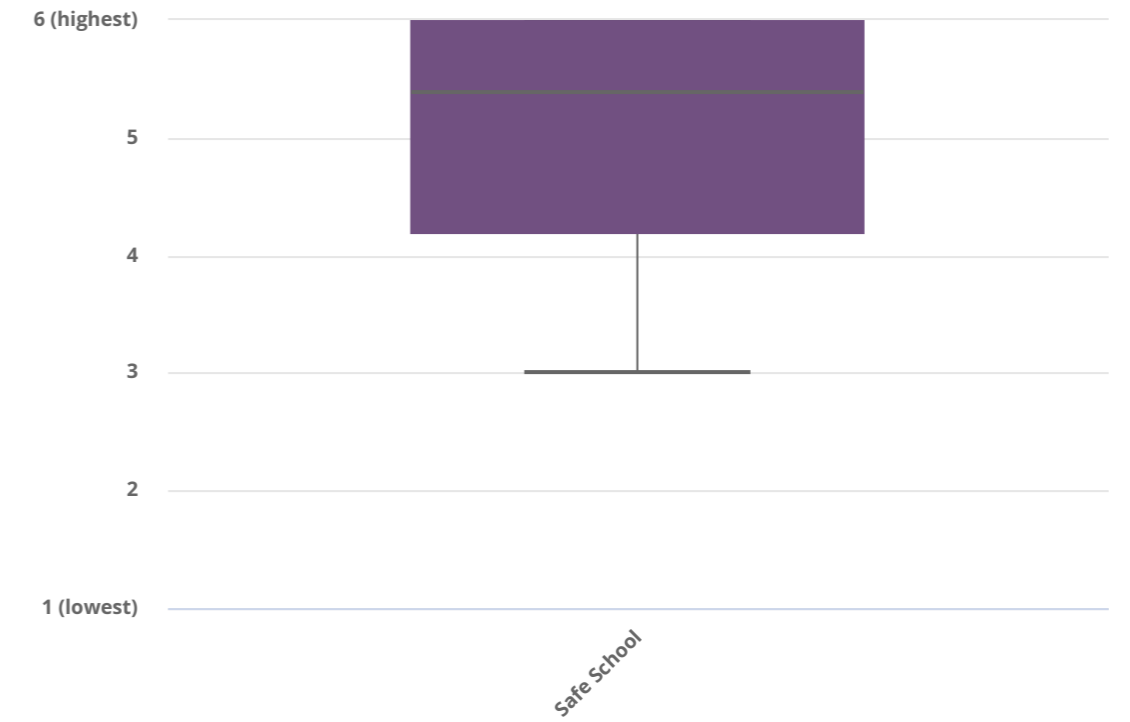


Additional Construct: Safety by Language

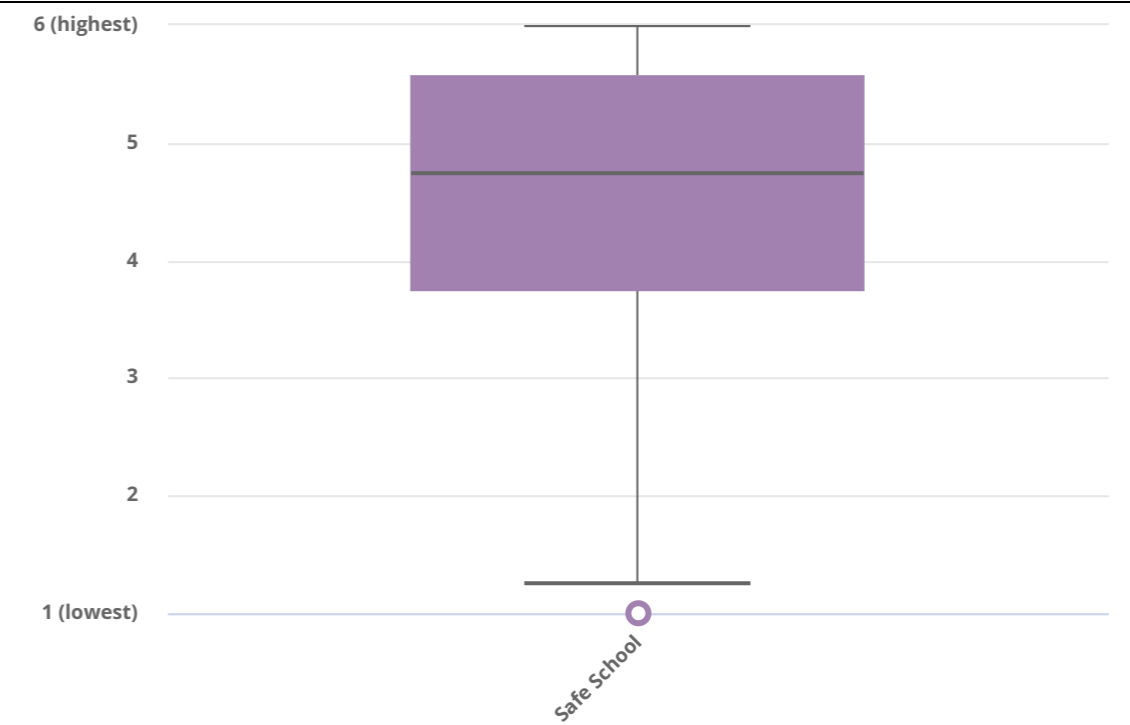
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
EAL (N=6)

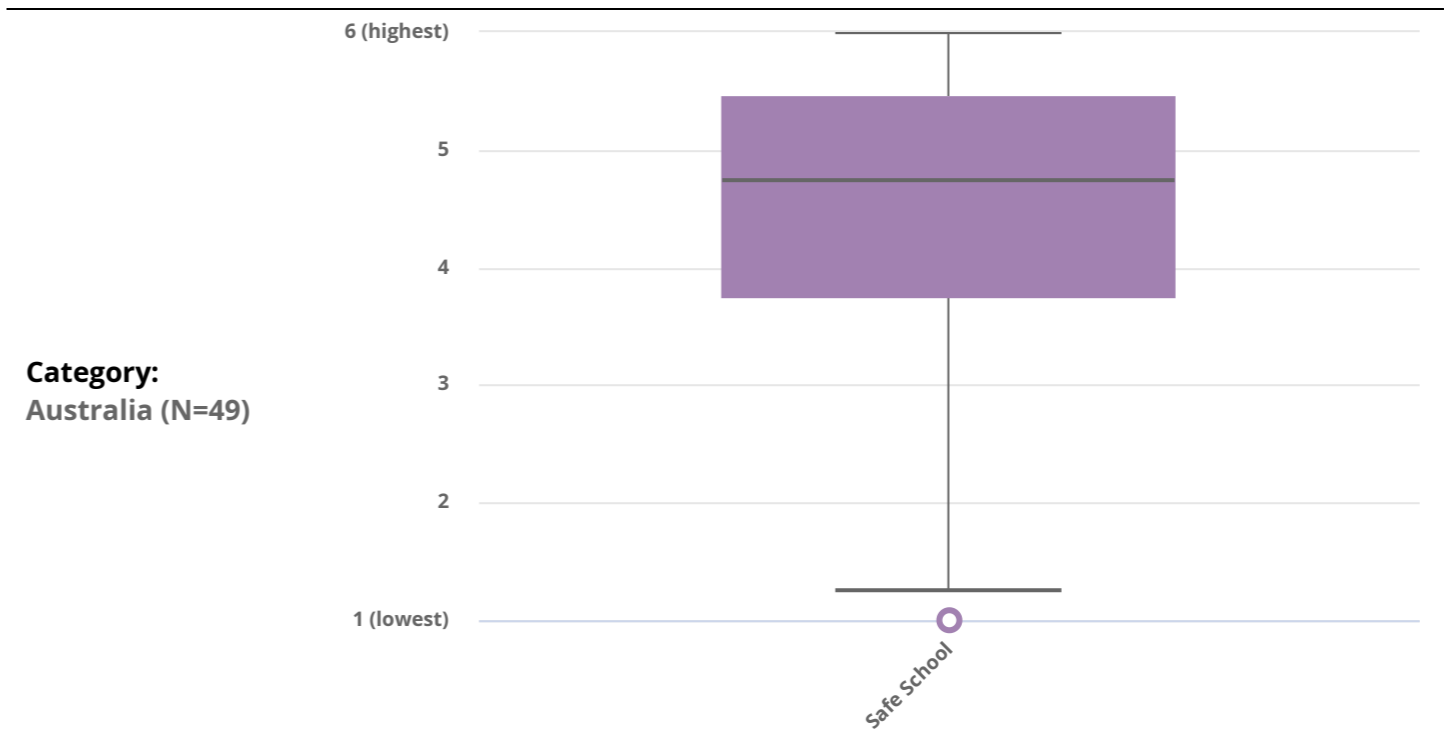
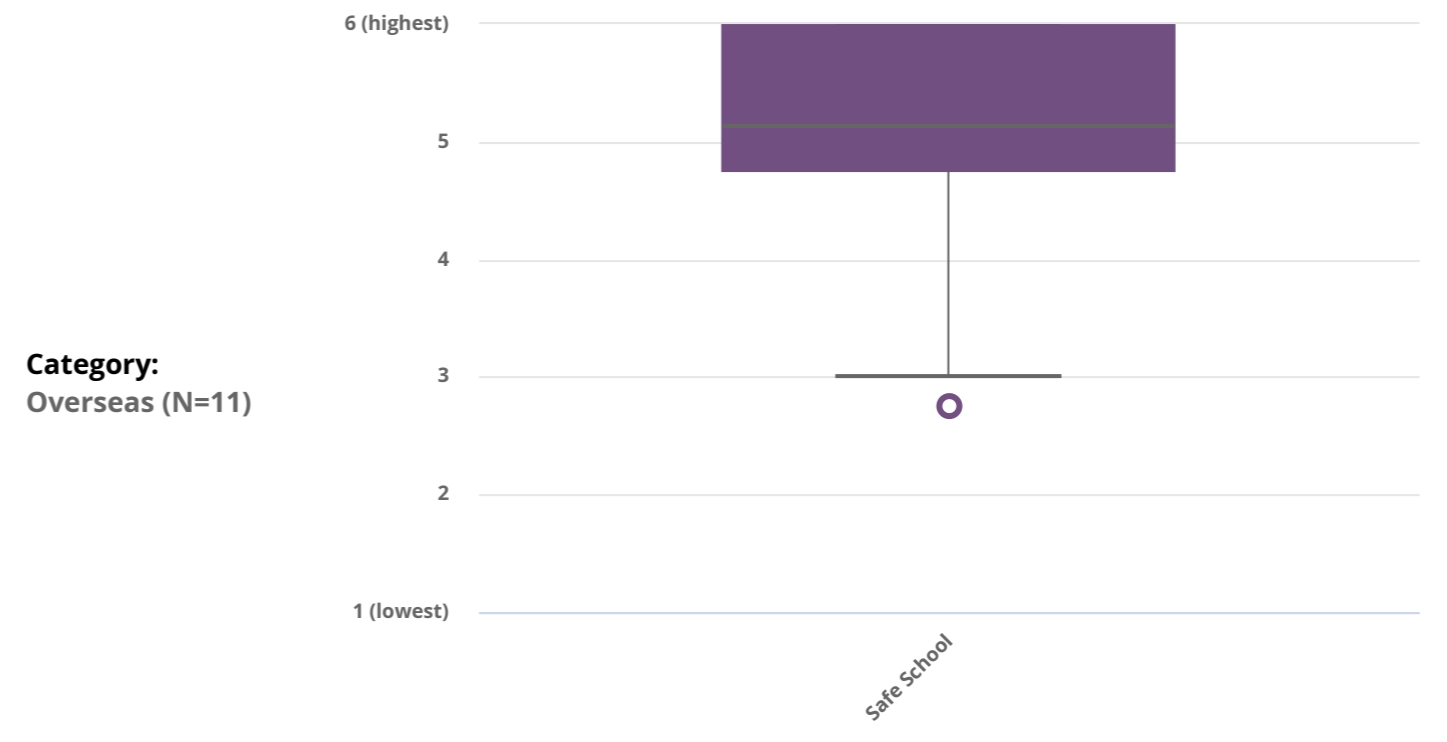
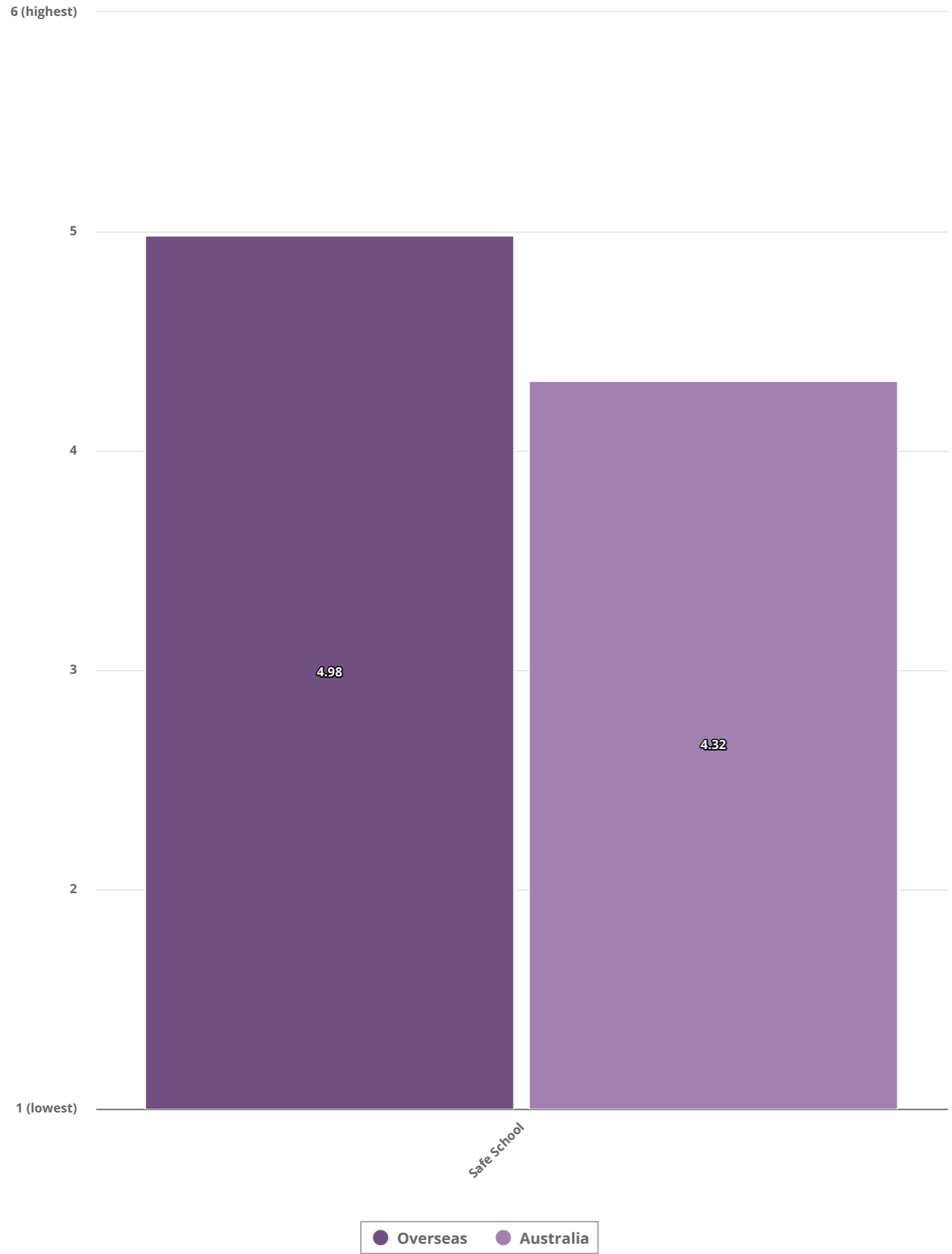


Category:
English (N=55)



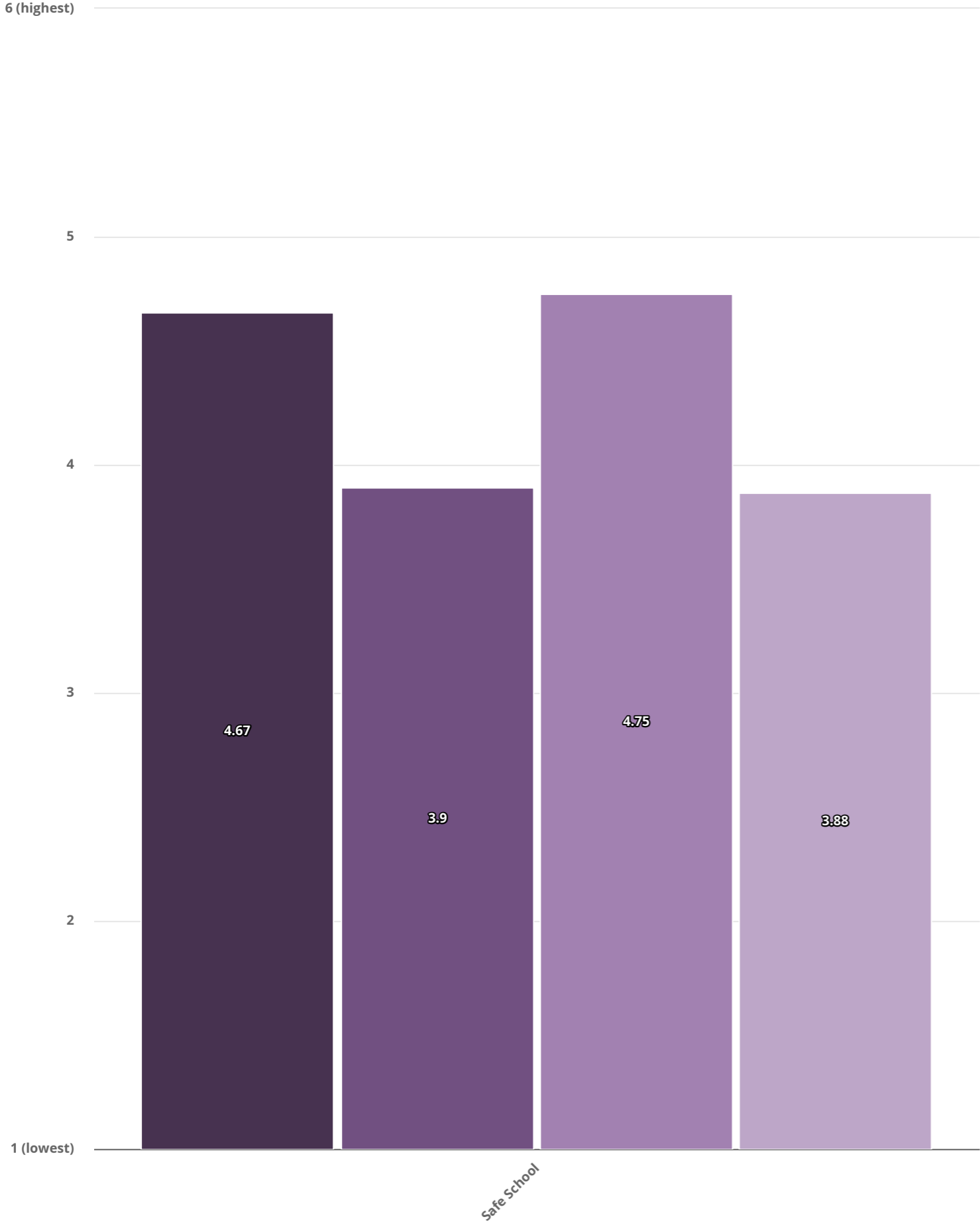
Additional Construct: Safety by Birth Place

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.

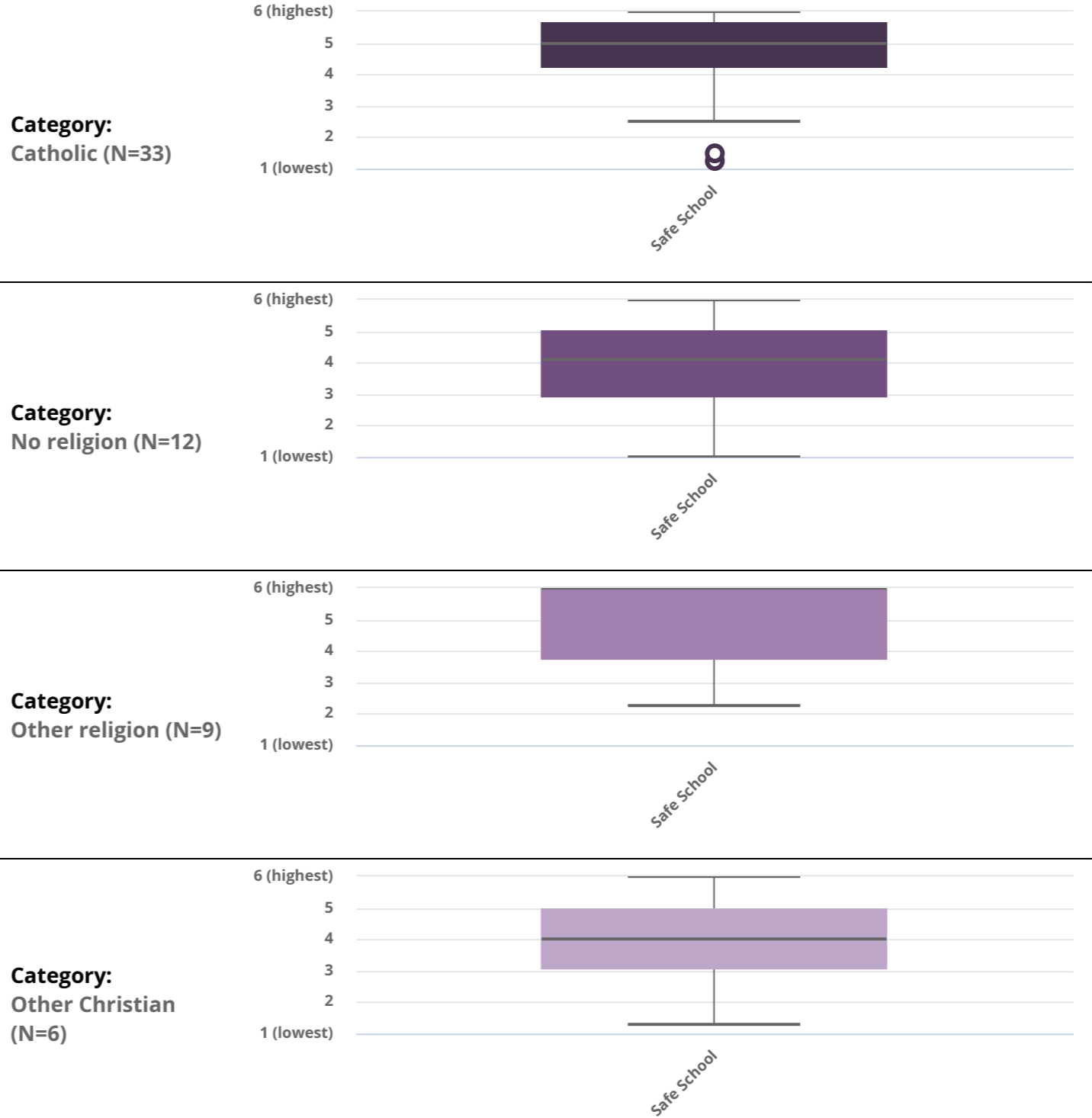


Additional Construct: Safety by Religion

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.

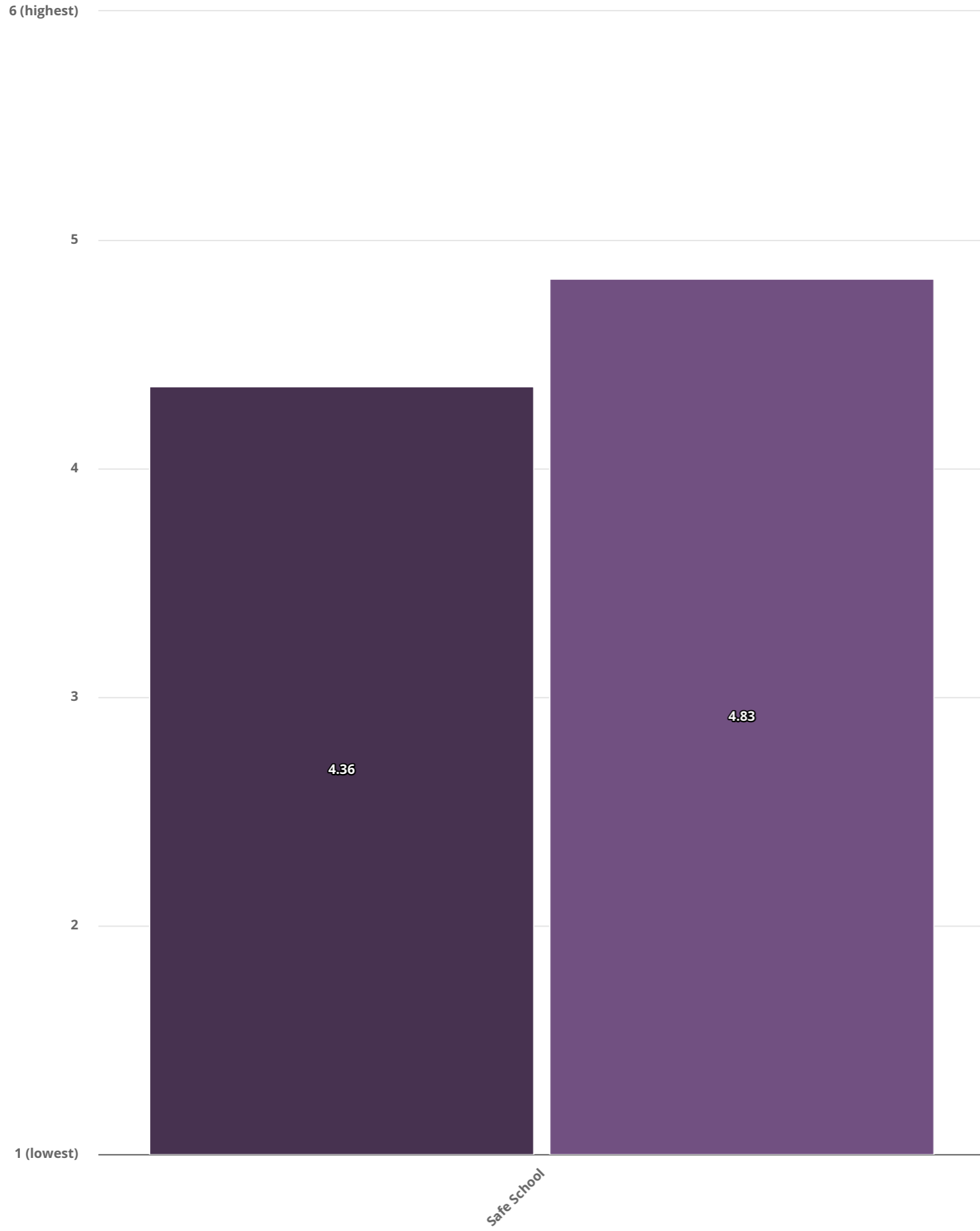


● Catholic ● No religion ● Other religion ● Other Christian



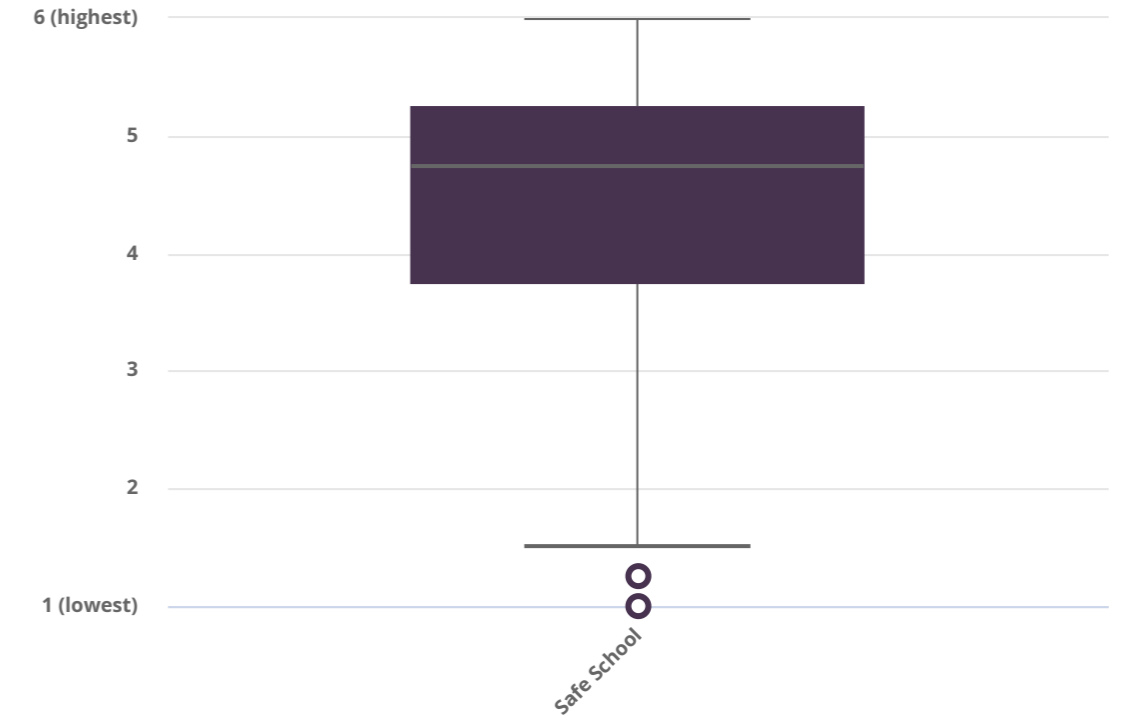
Additional Construct: Safety by Disability

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.

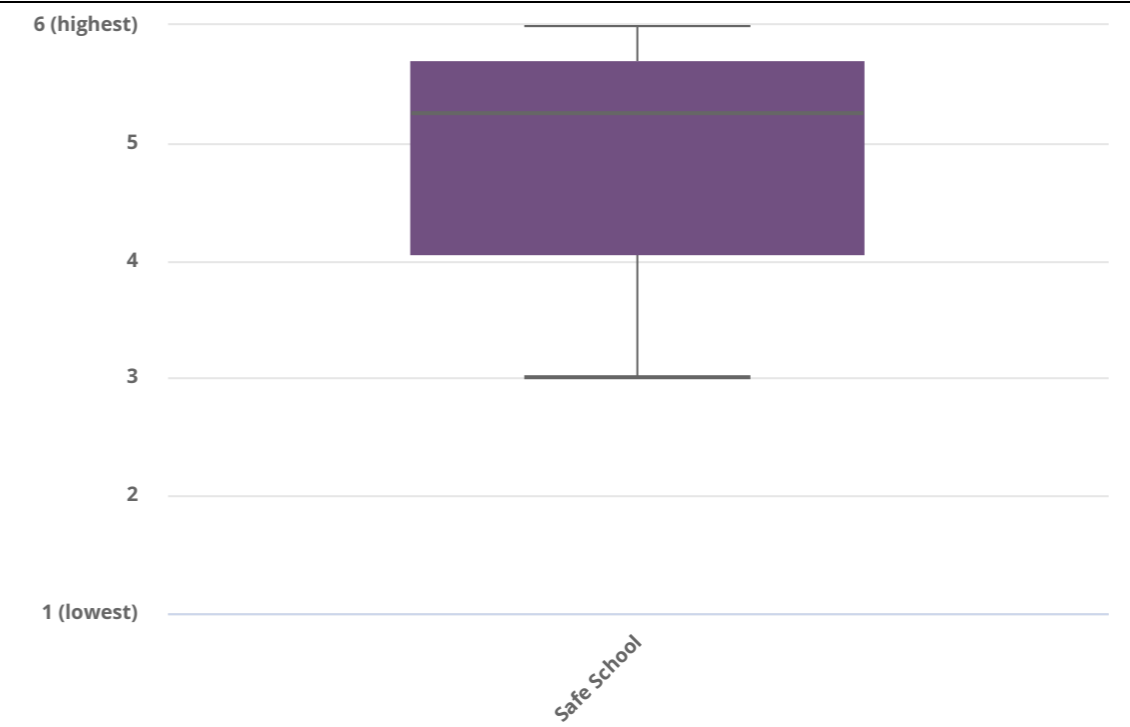


● Parents/Caregivers who do not report a child's disability ● Parents/Caregivers who report a child's disability

Category:
Parents/Caregivers
who do not report a
child's disability
(N=50)



Category:
Parents/Caregivers
who report a child's
disability (N=6)

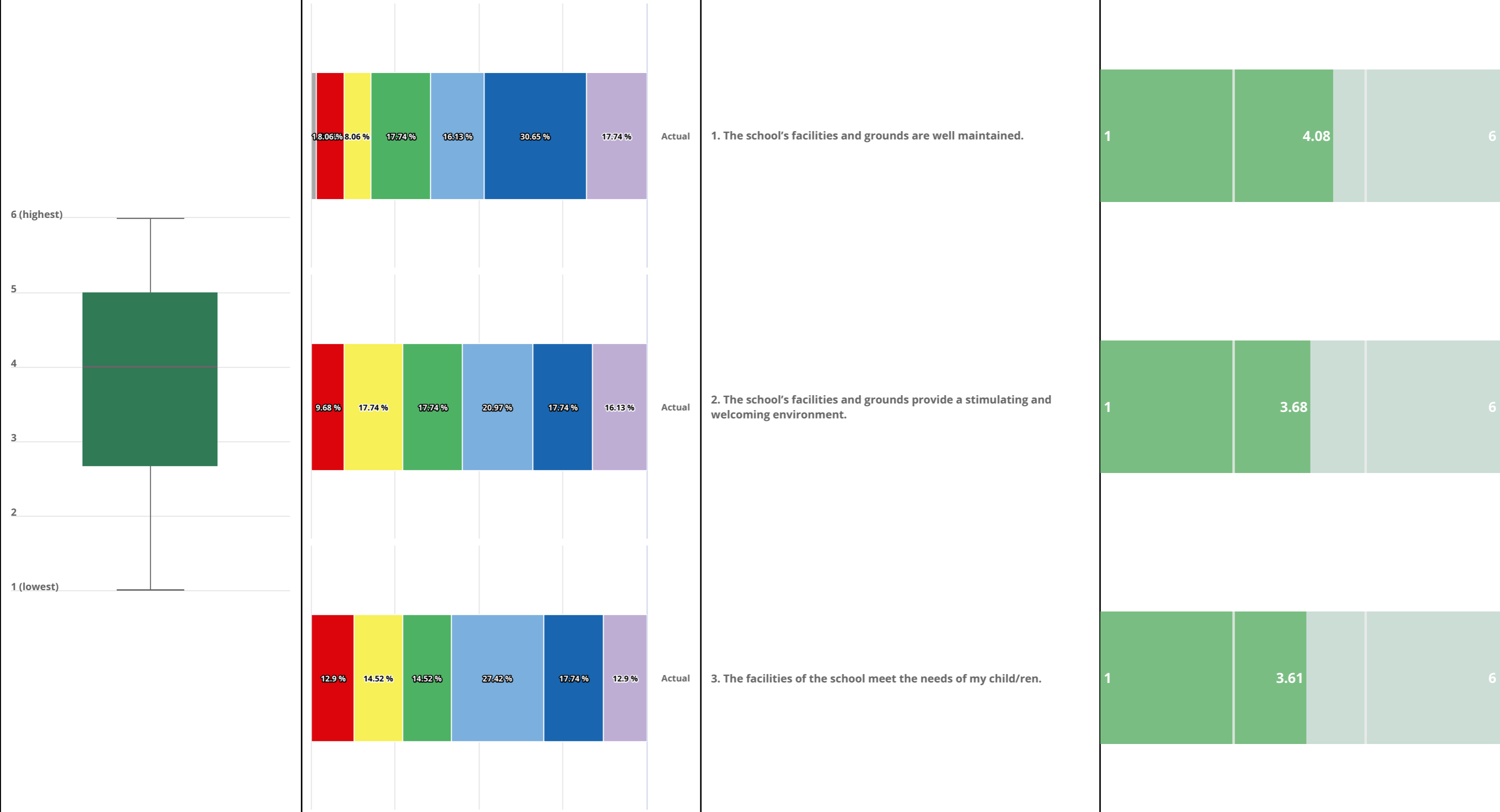


Parent & Caregiver Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

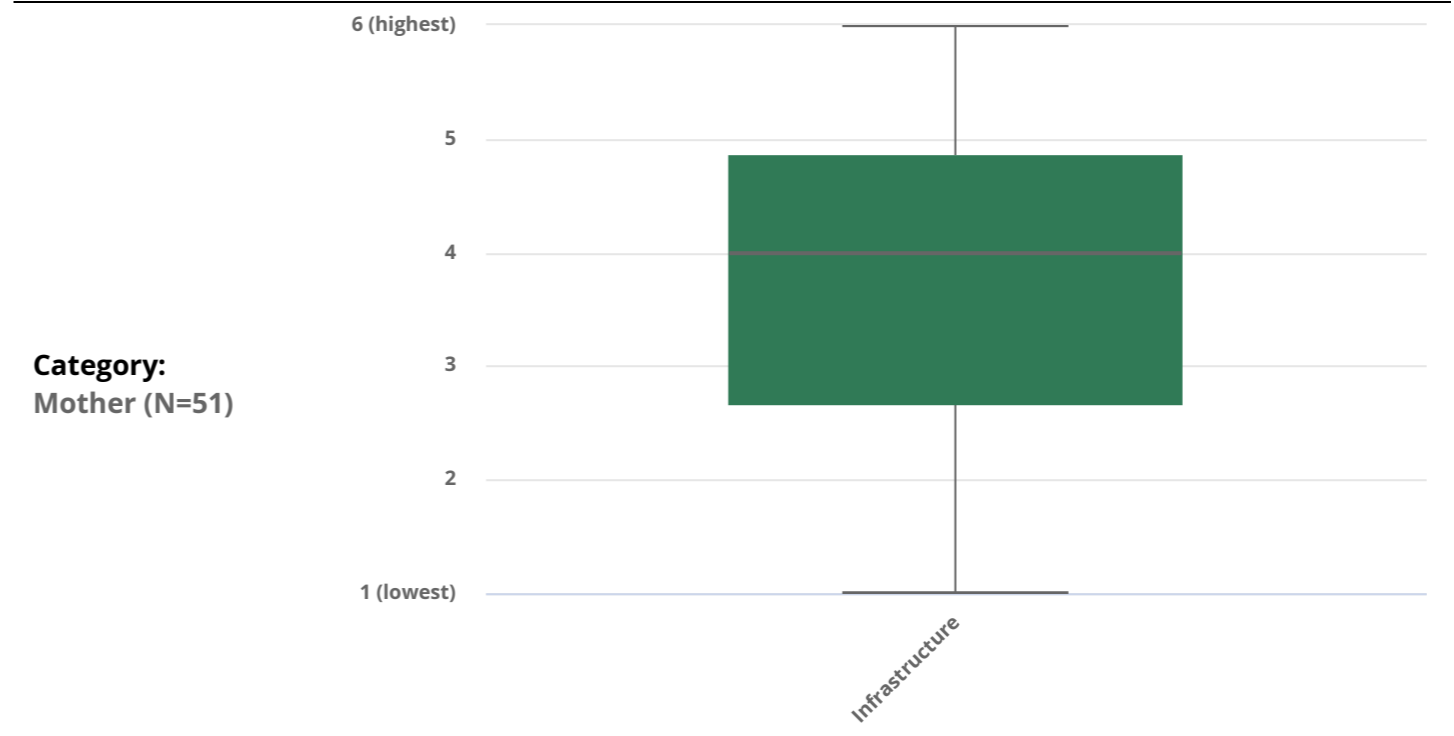
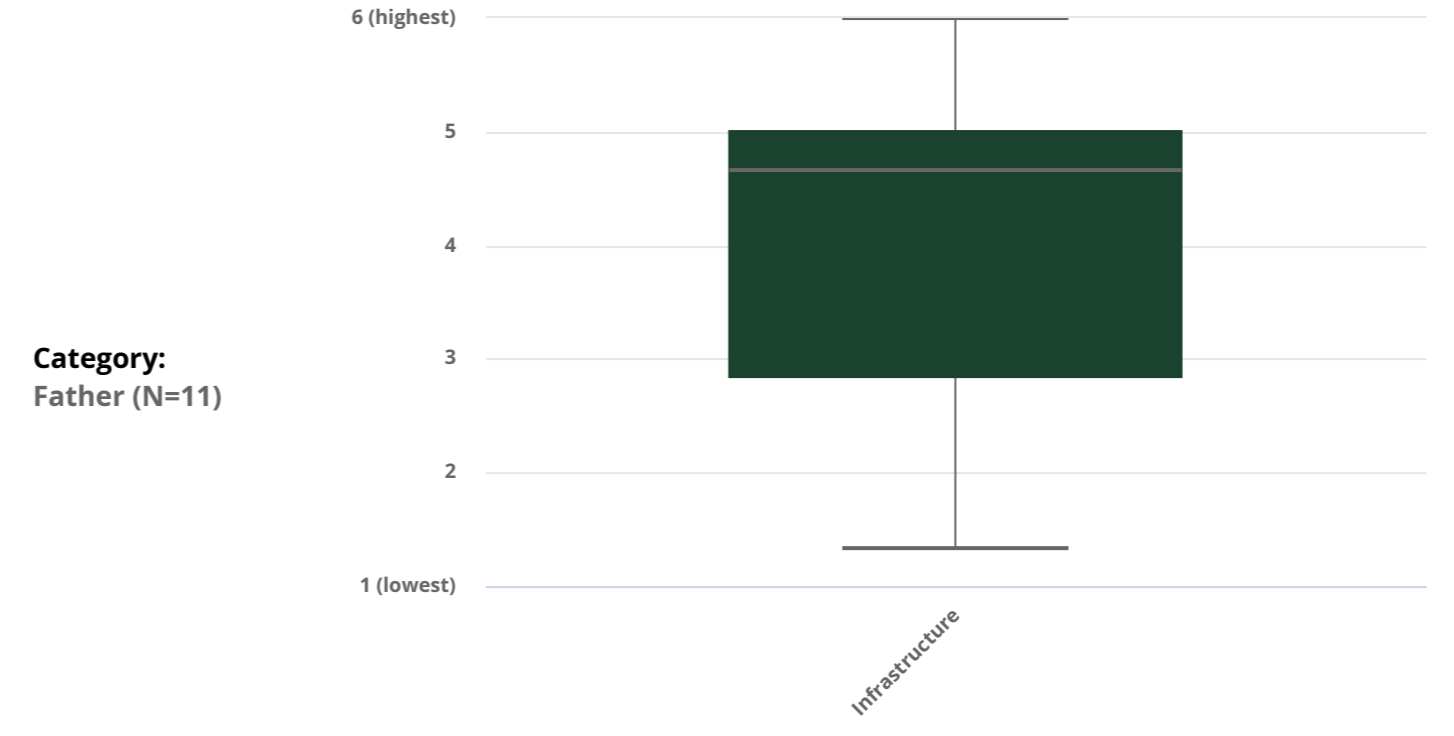
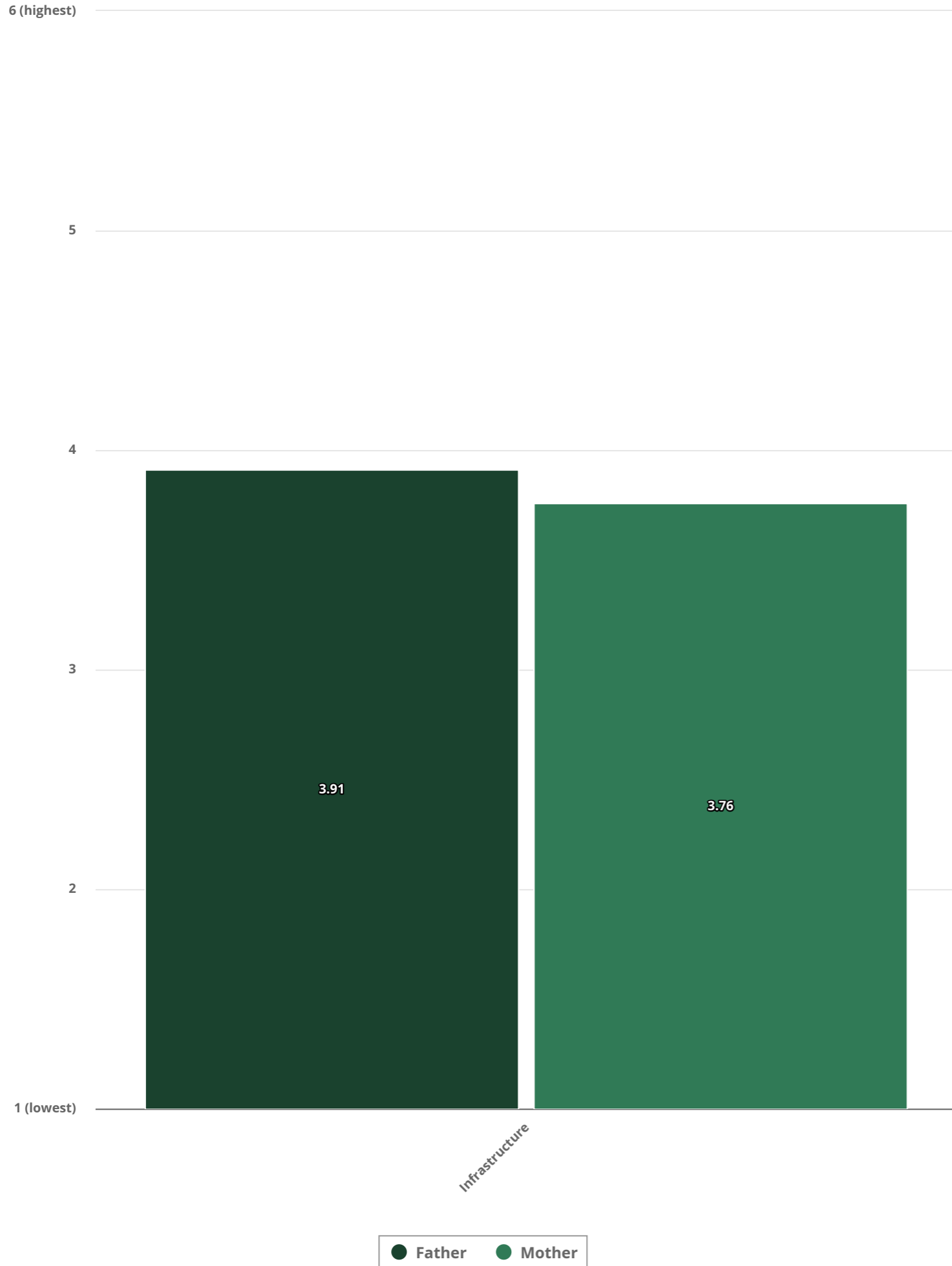
The extent to which parents and caregivers feel positive about the school buildings and grounds.



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

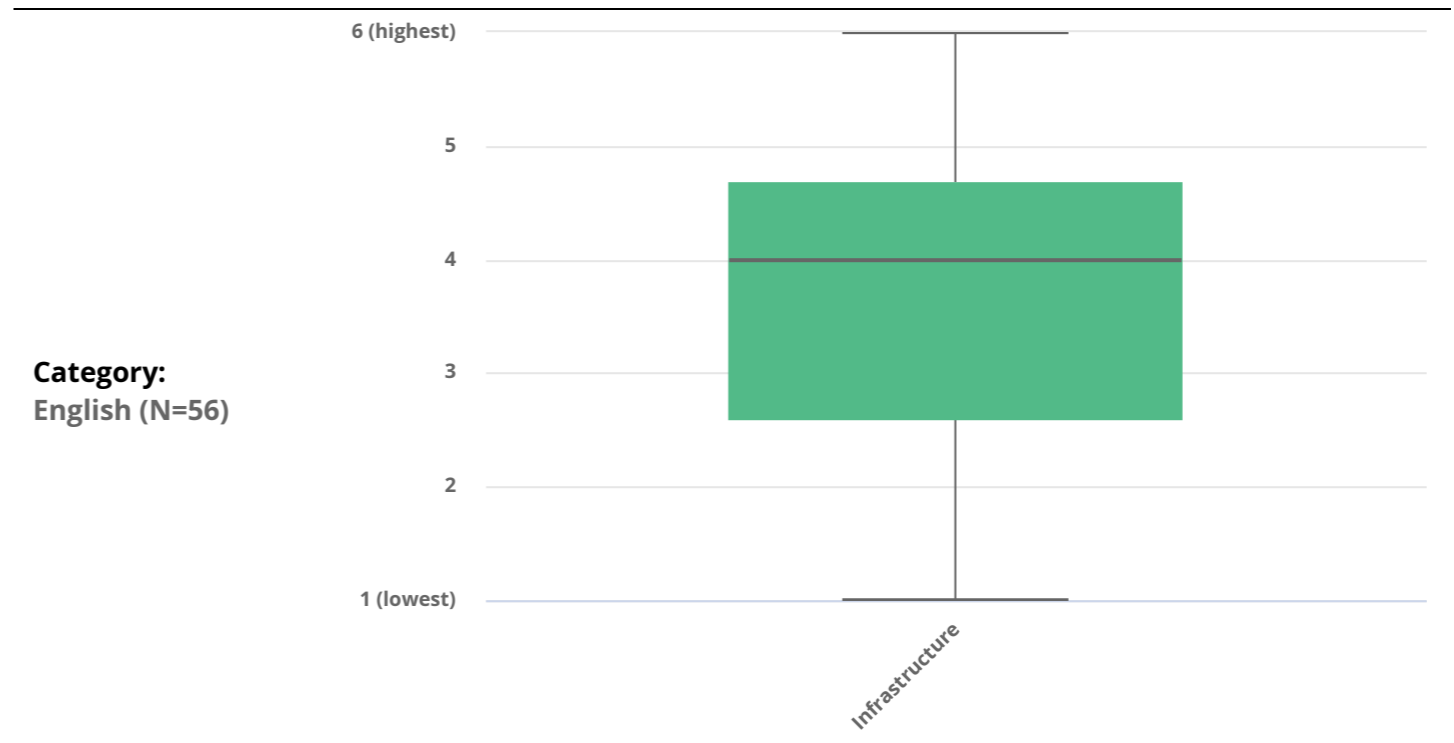
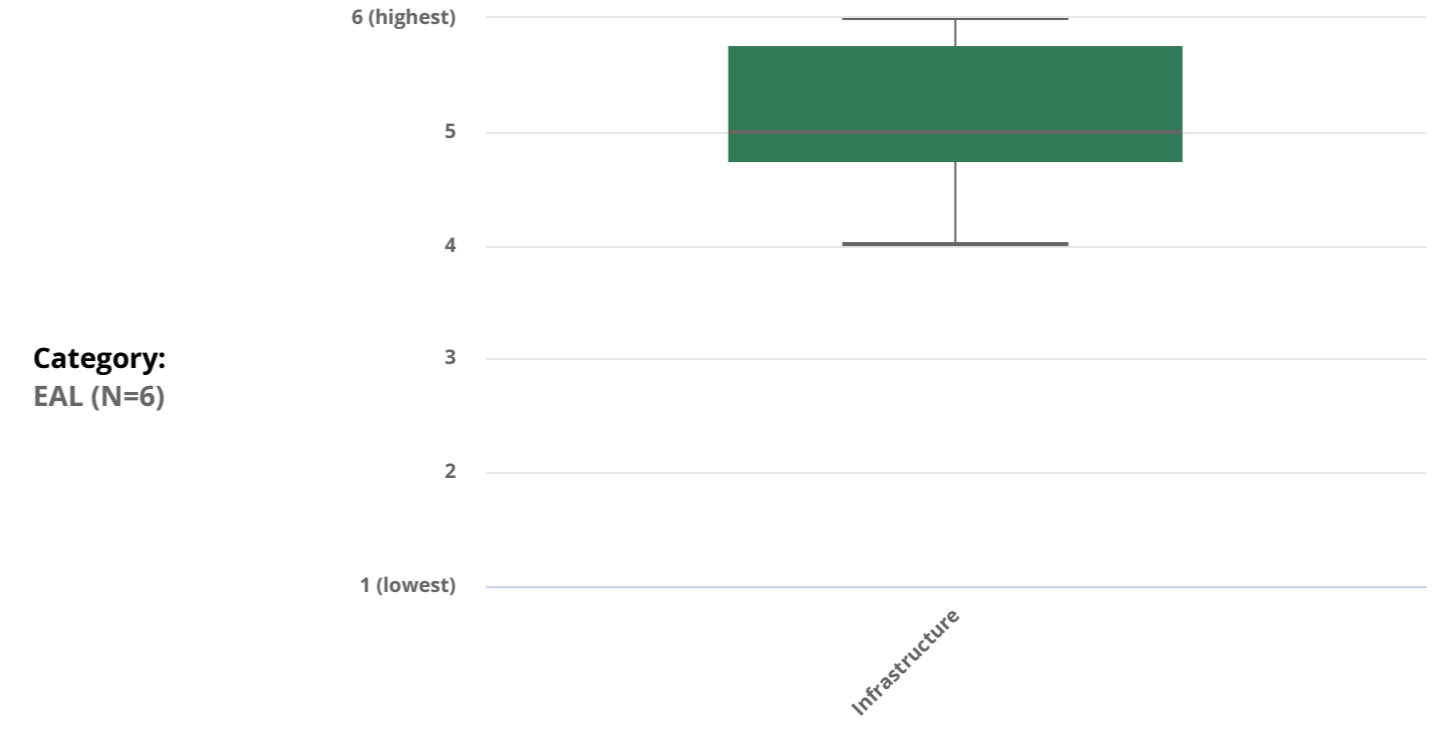
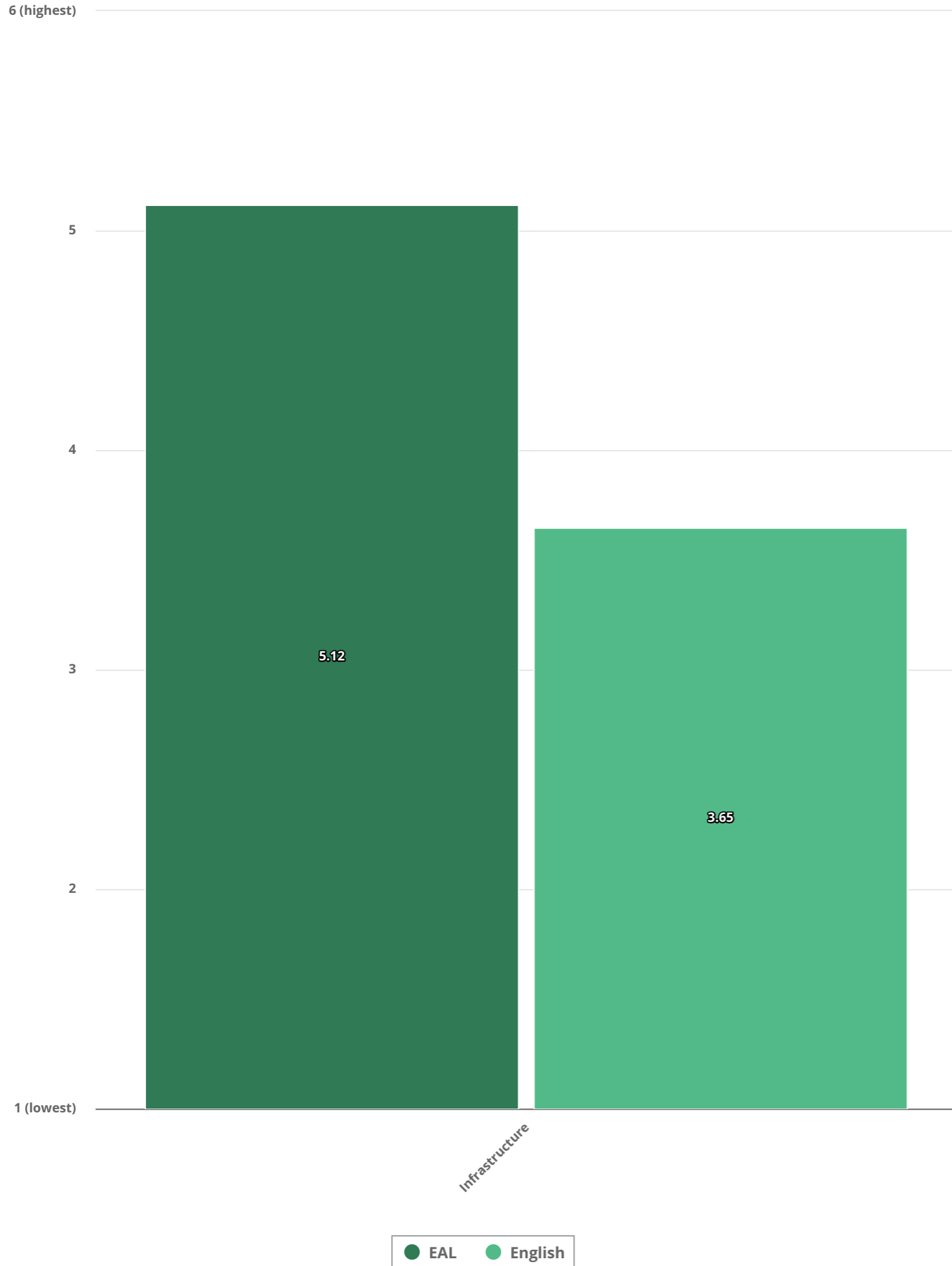
Additional Construct: Infrastructure by Parenting Role

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.



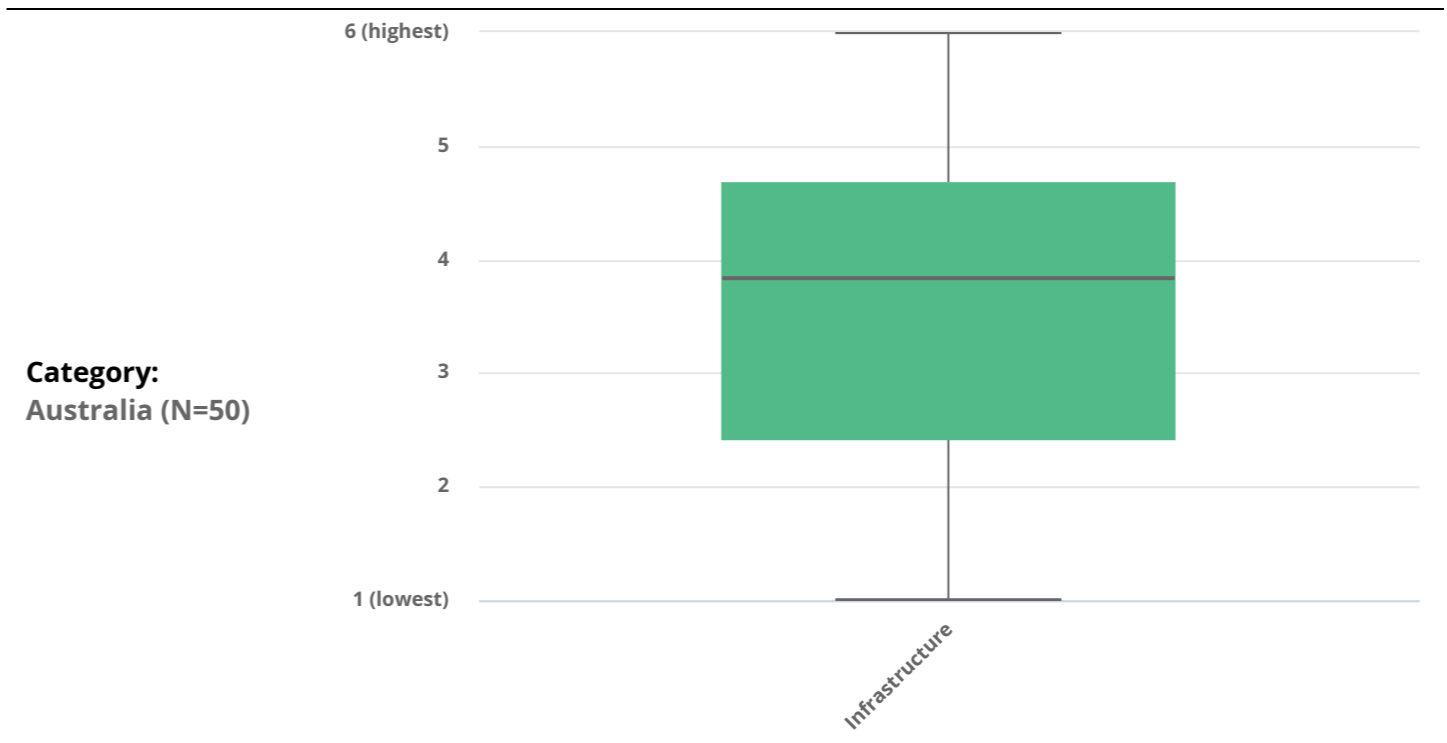
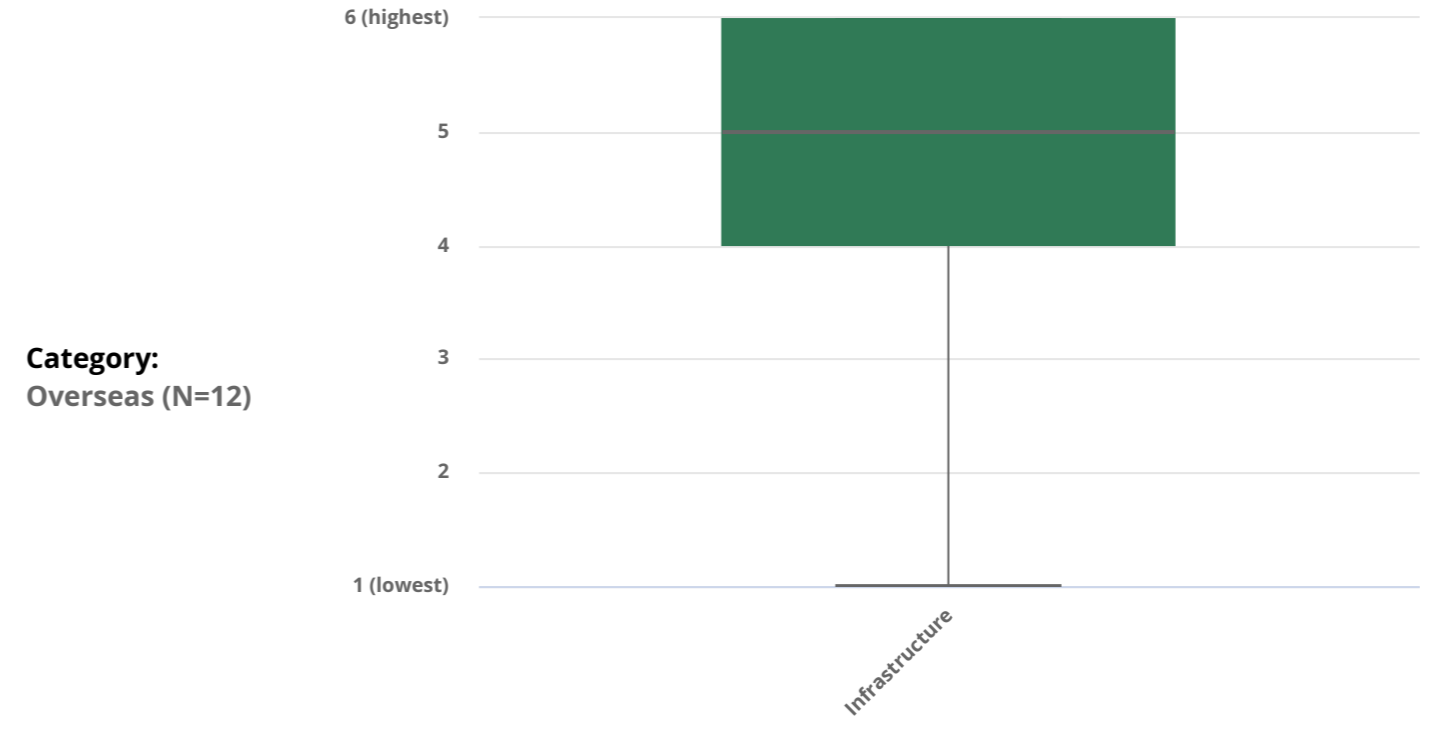
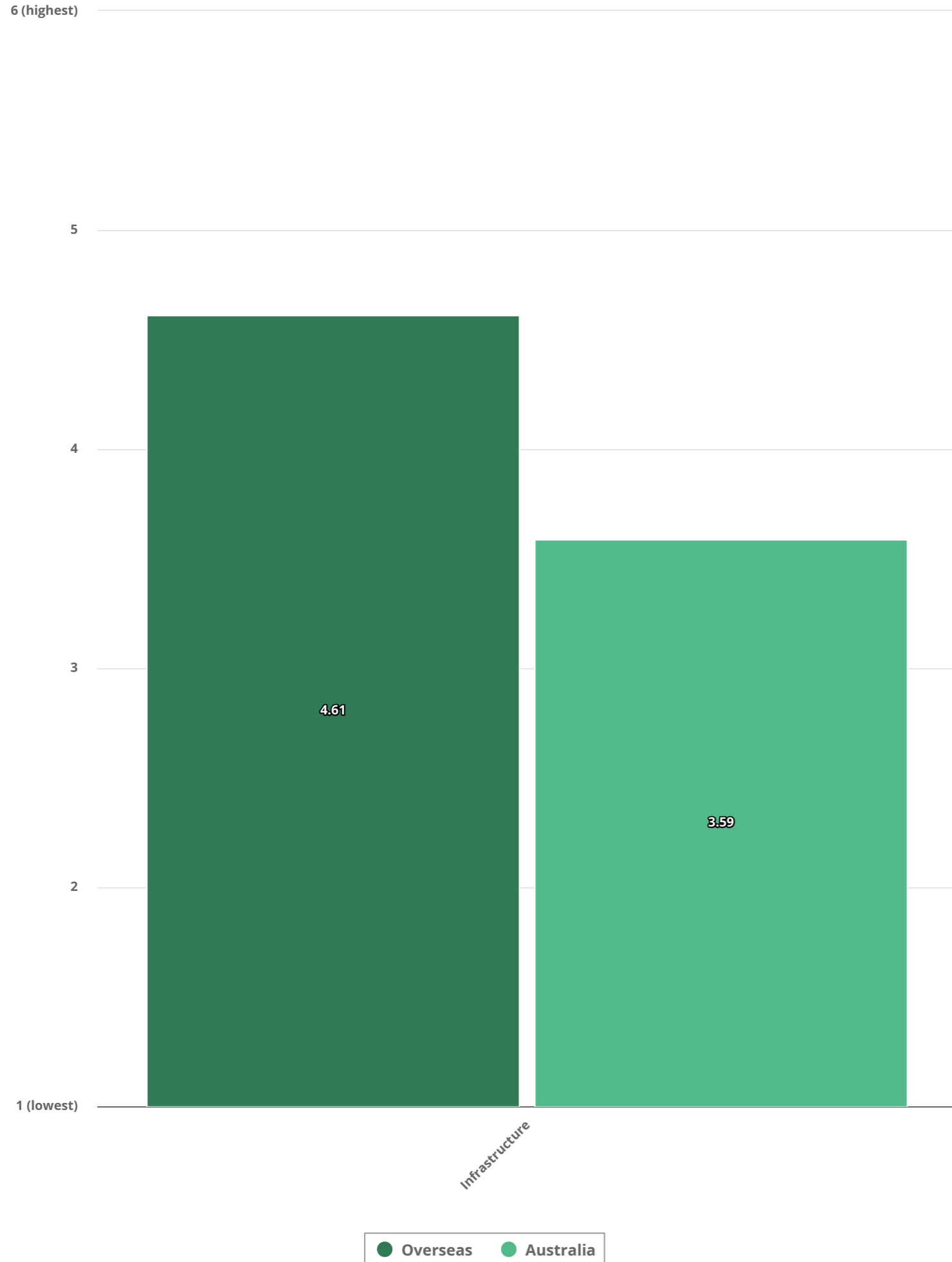
Additional Construct: Infrastructure by Language

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.



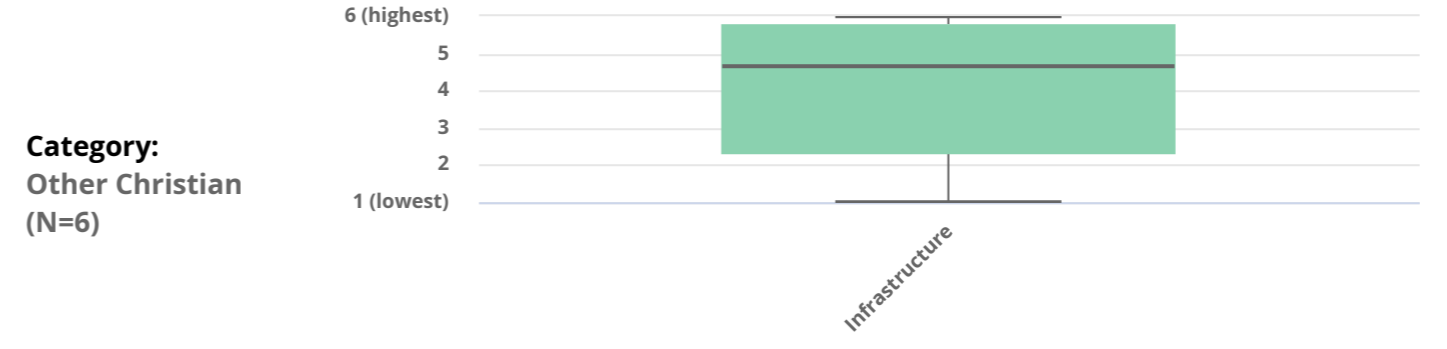
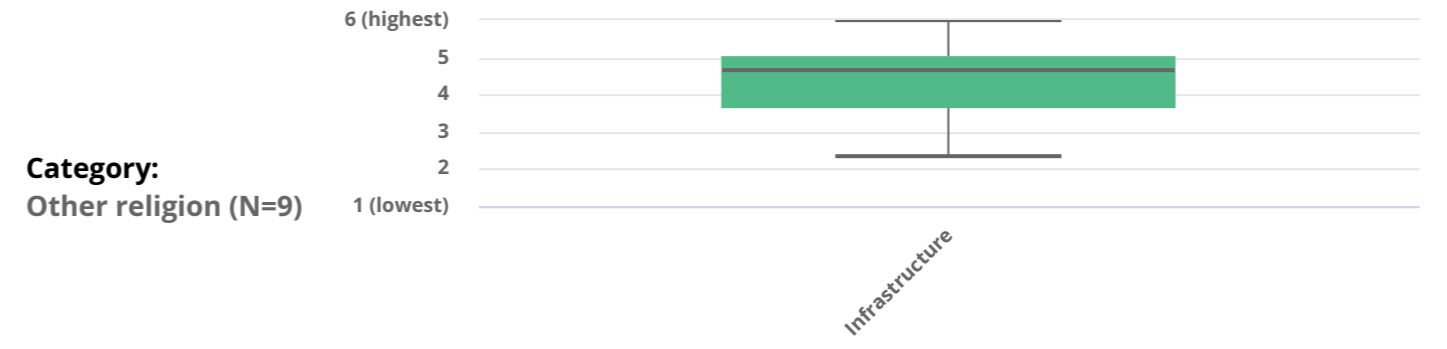
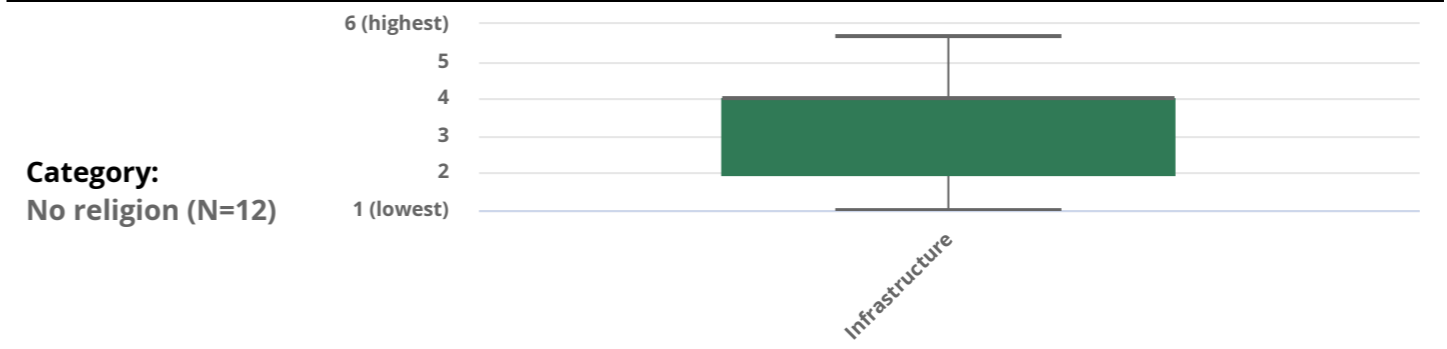
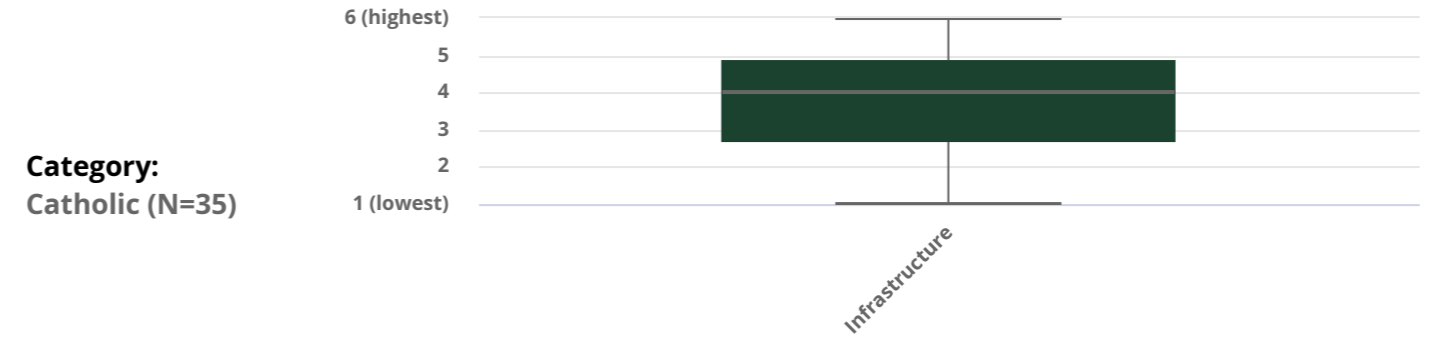
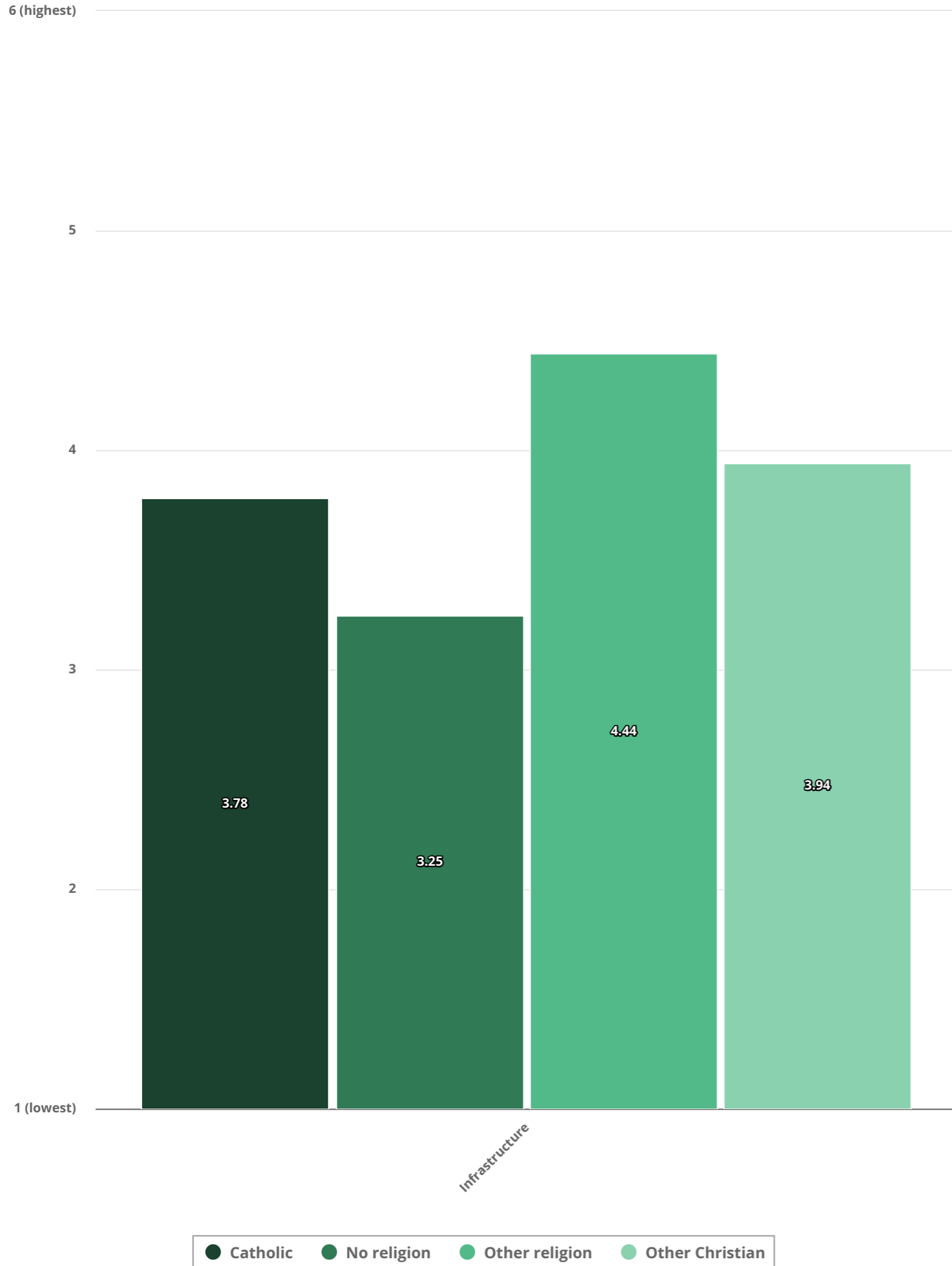
Additional Construct: Infrastructure by Birth Place

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.



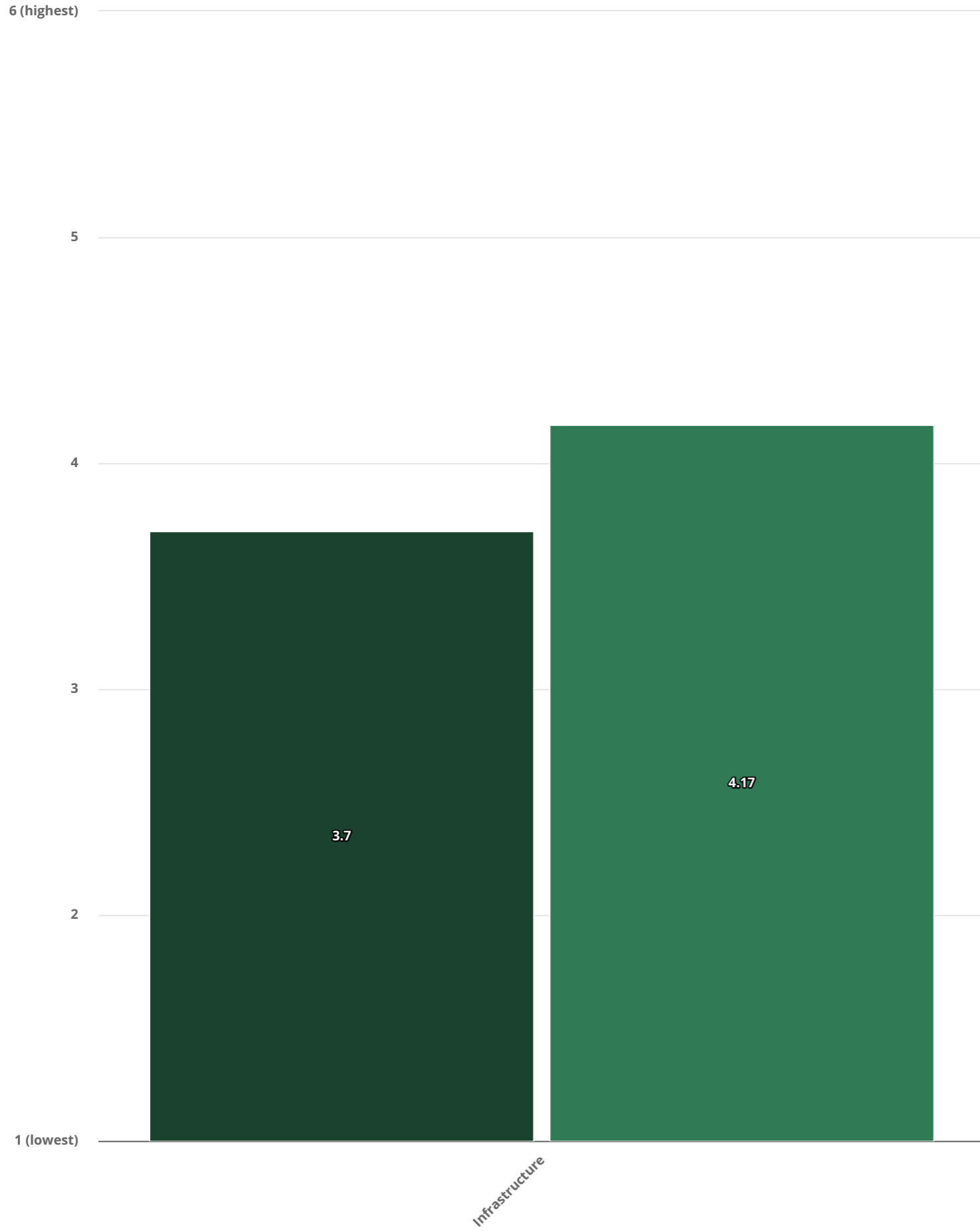
Additional Construct: Infrastructure by Religion

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.



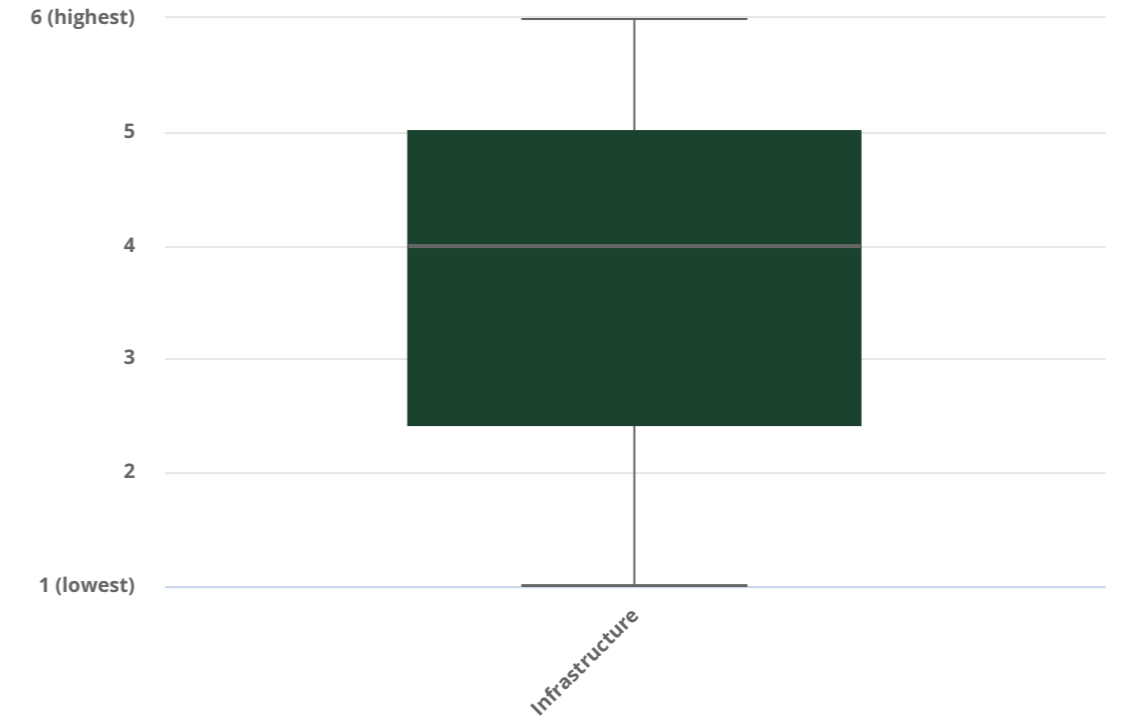
Additional Construct: Infrastructure by Disability

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.



● Parents/Caregivers who do not report a child's disability ● Parents/Caregivers who report a child's disability

Category:
Parents/Caregivers
who do not report a
child's disability
(N=54)



Category:
Parents/Caregivers
who report a child's
disability (N=5)

