

LLL Education Support Officer Survey: Rosary School, Prospect SA 5082

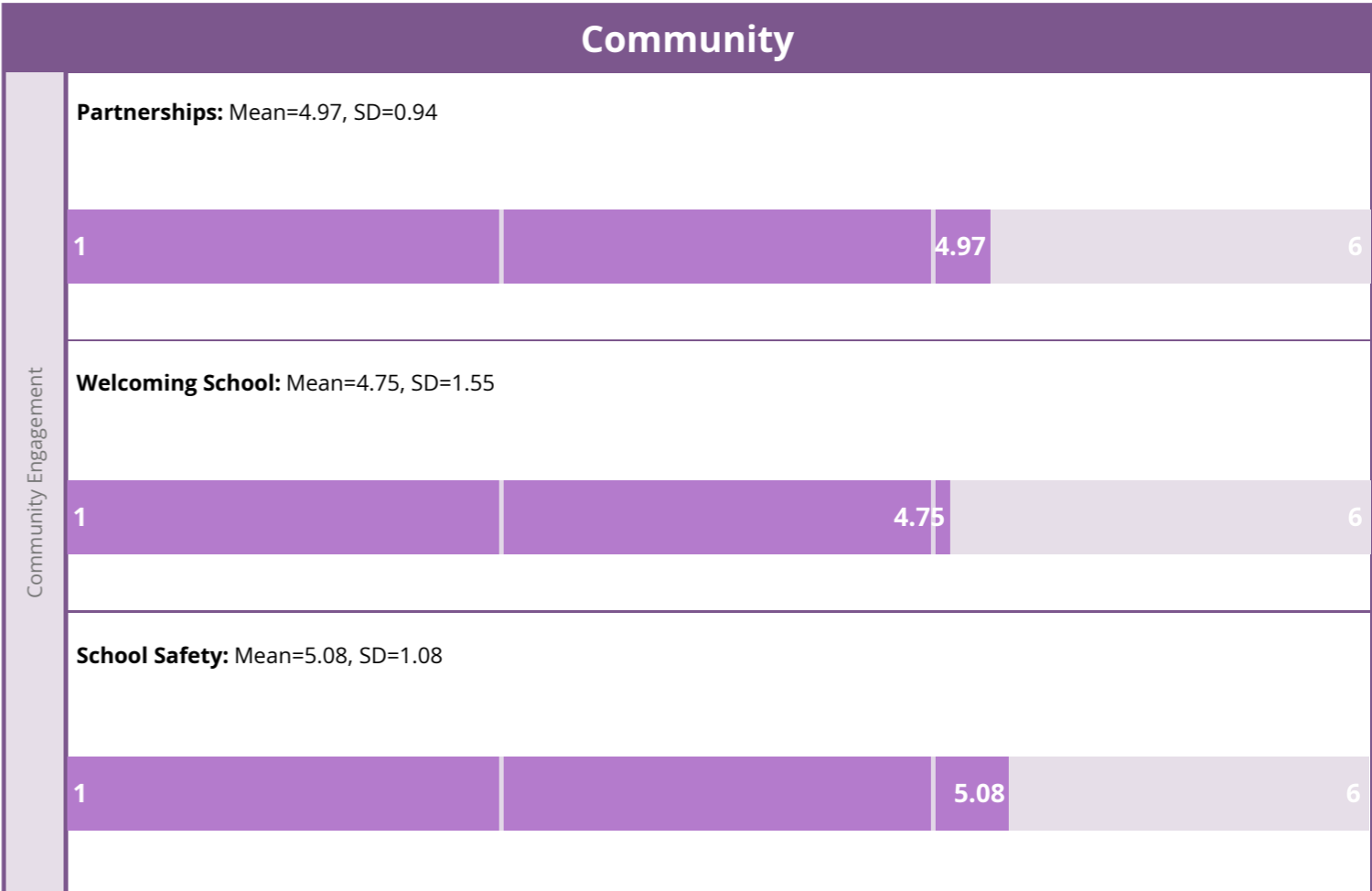
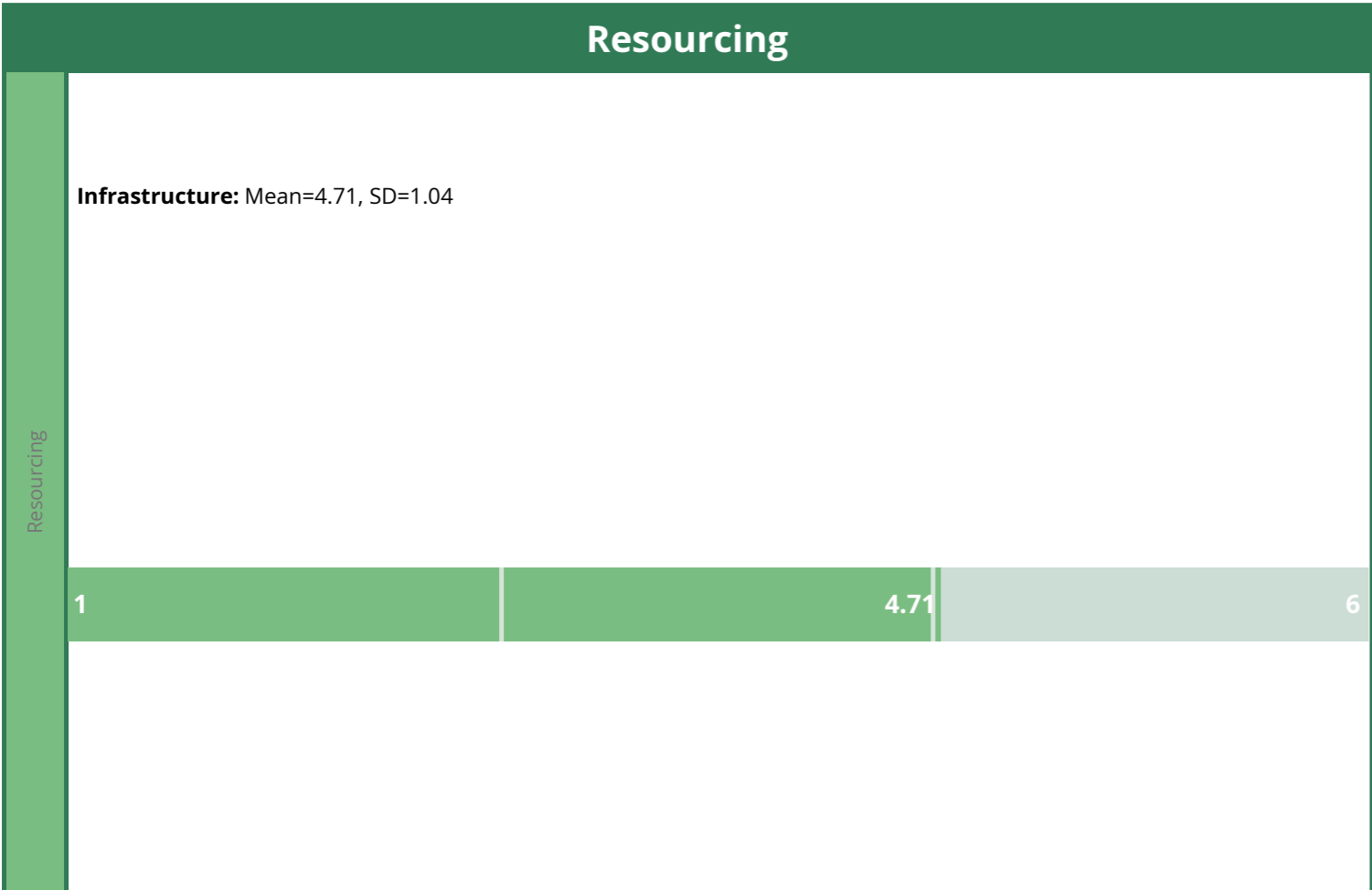
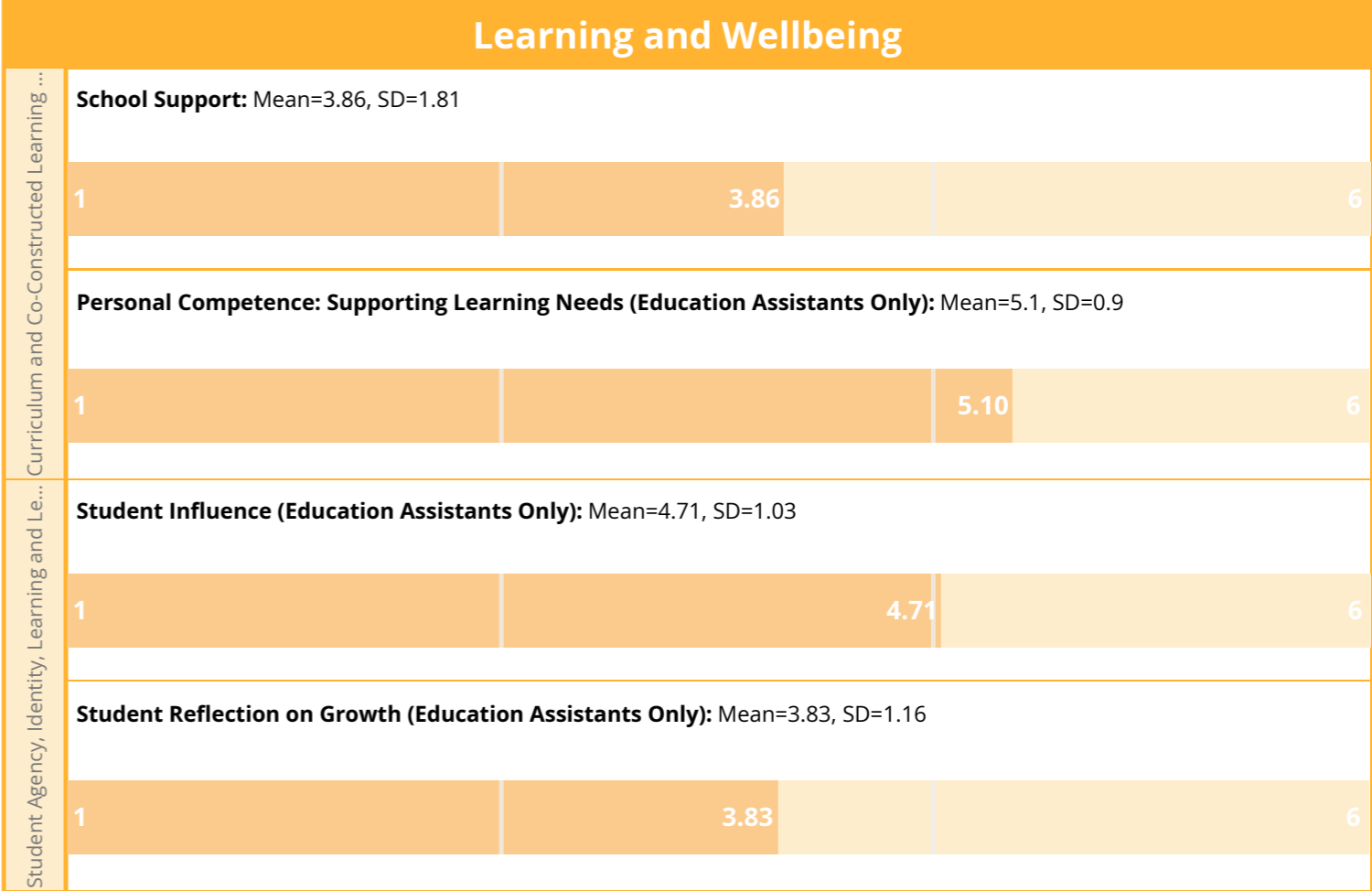
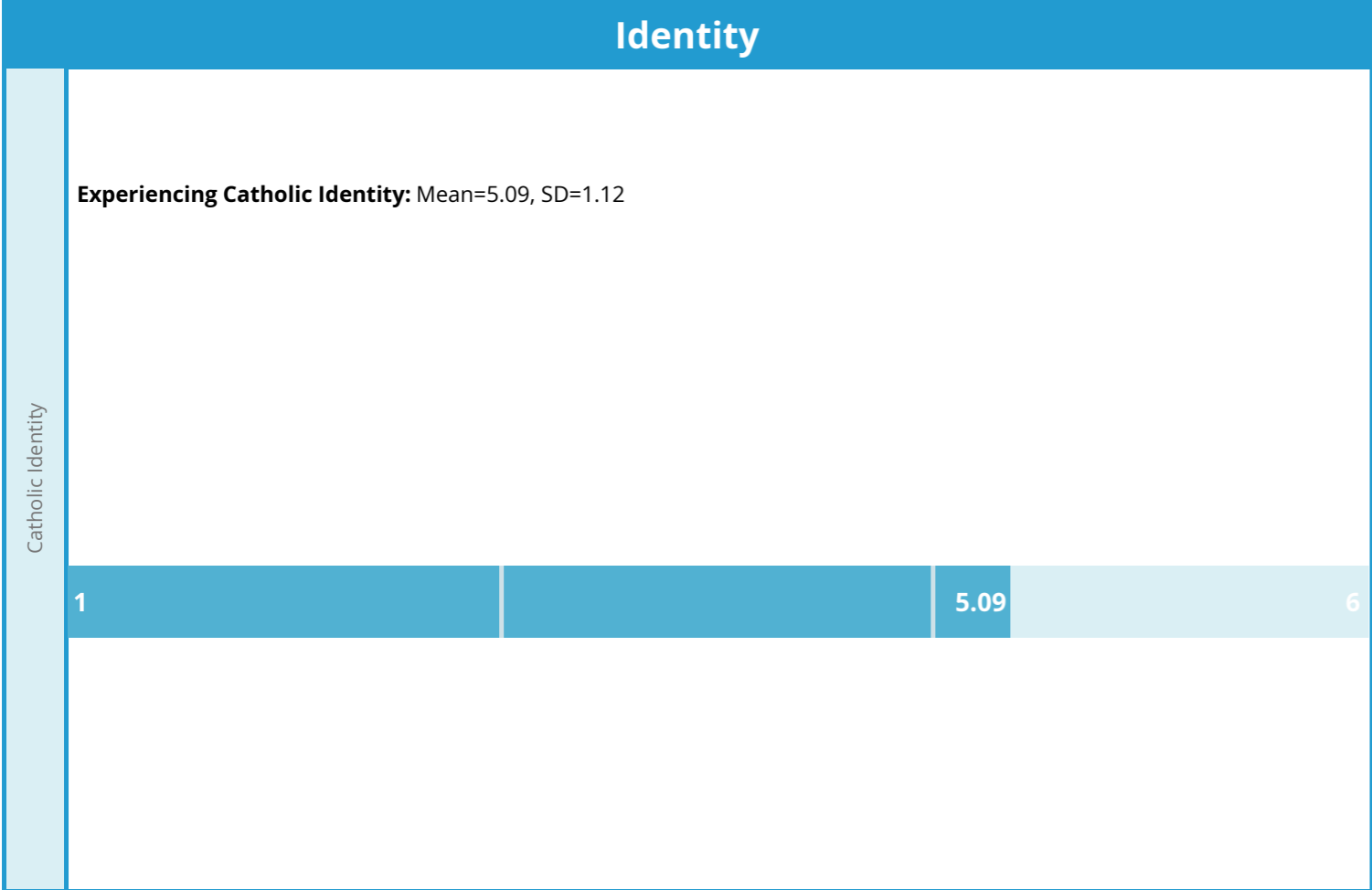
11 participants

No participants were found to be disengaged.

Contents

Introduction	3
Balanced Score Card: ESO Perceptions (LLL Framework)	4
ESO Perceptions (Component 1: Catholic Identity)	5
ESO Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)	6
ESO Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)	8
ESO Perceptions (Component 4: Community Engagement)	10
ESO Perceptions (Safety)	12
ESO Perceptions (Infrastructure)	13

Balanced Score Card: ESO Perceptions (LLL Framework)

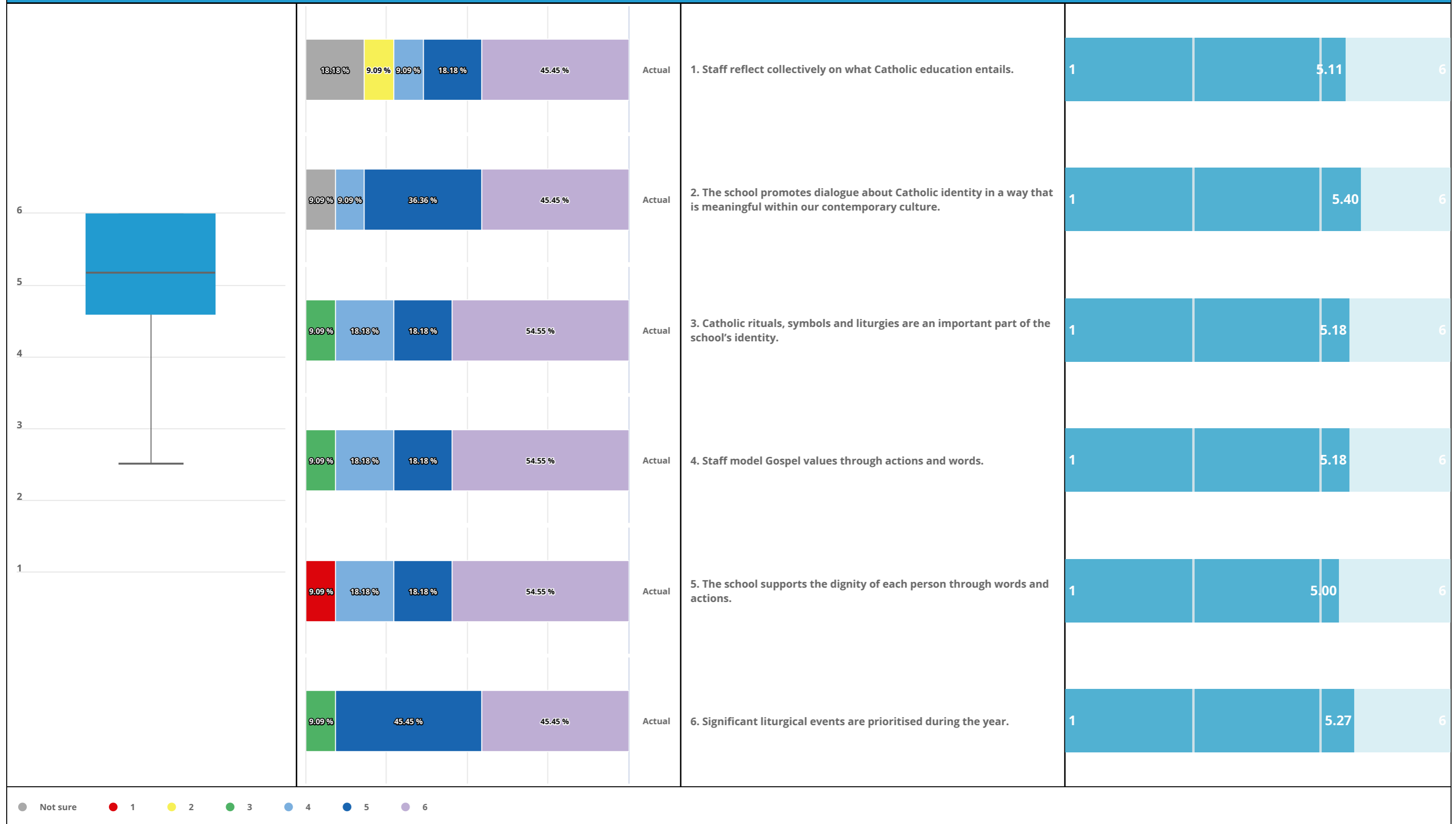


ESO Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

The extent to which Education Support Officers experience a Catholic identity at the school.

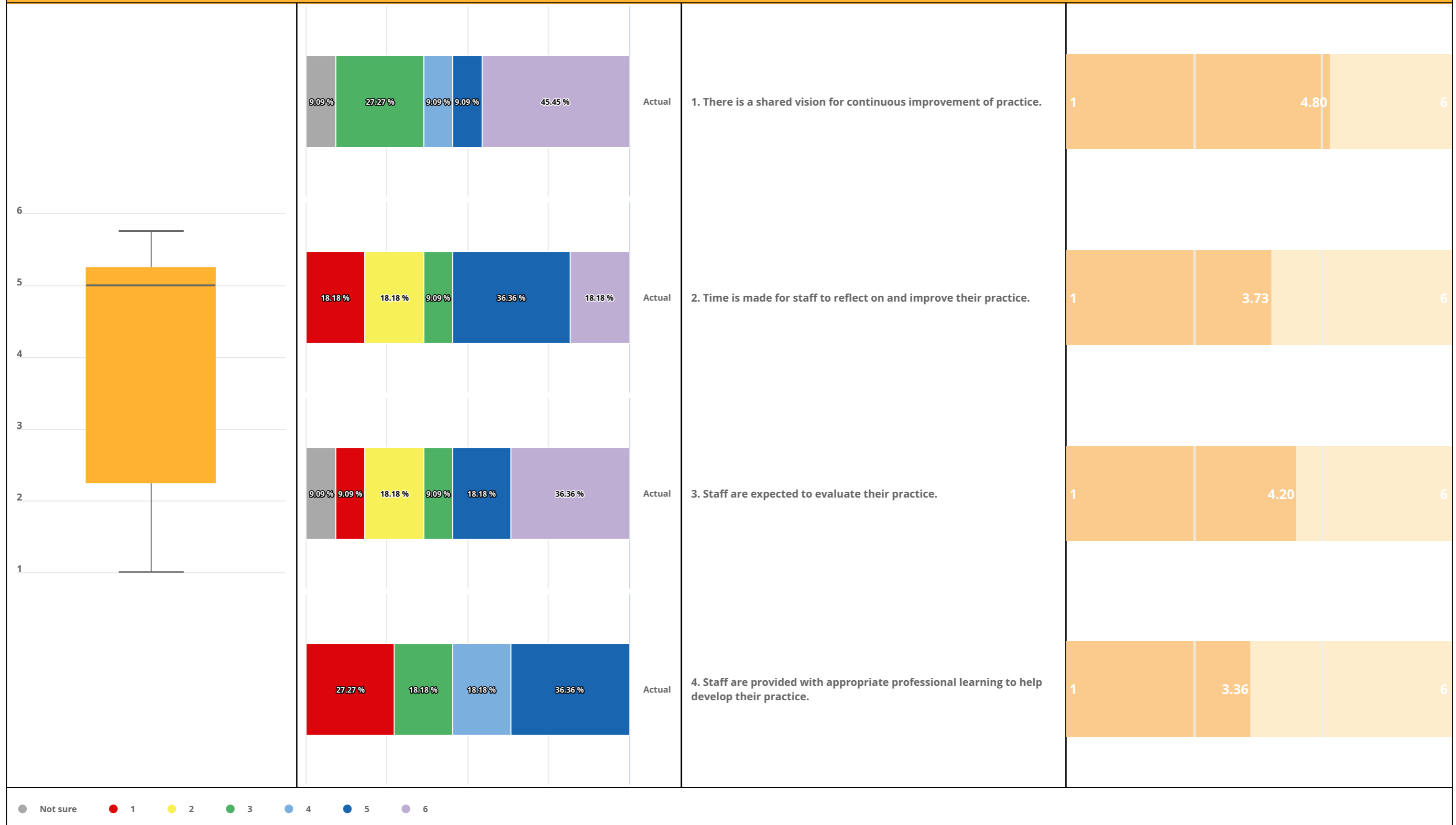


ESO Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement

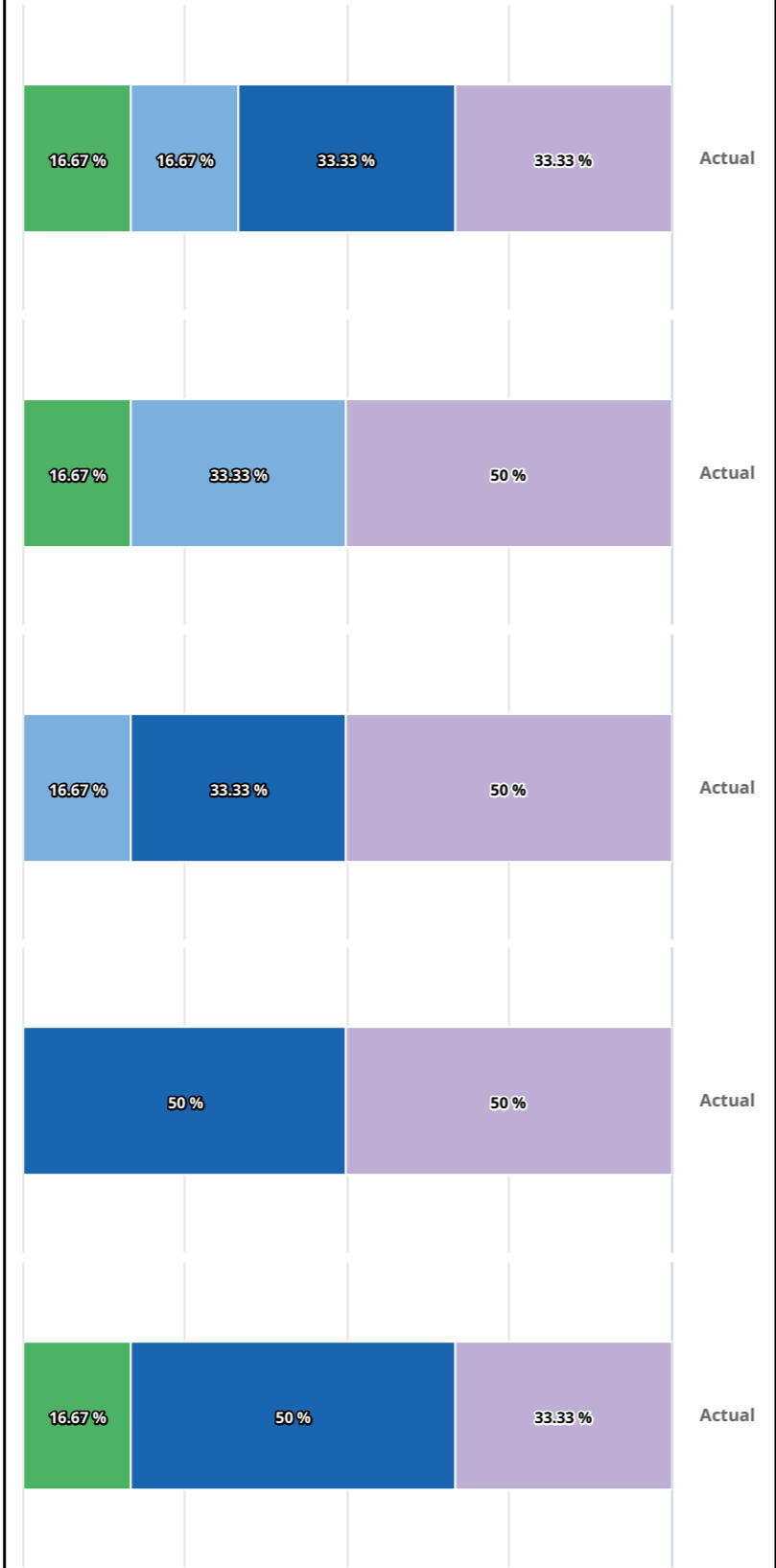
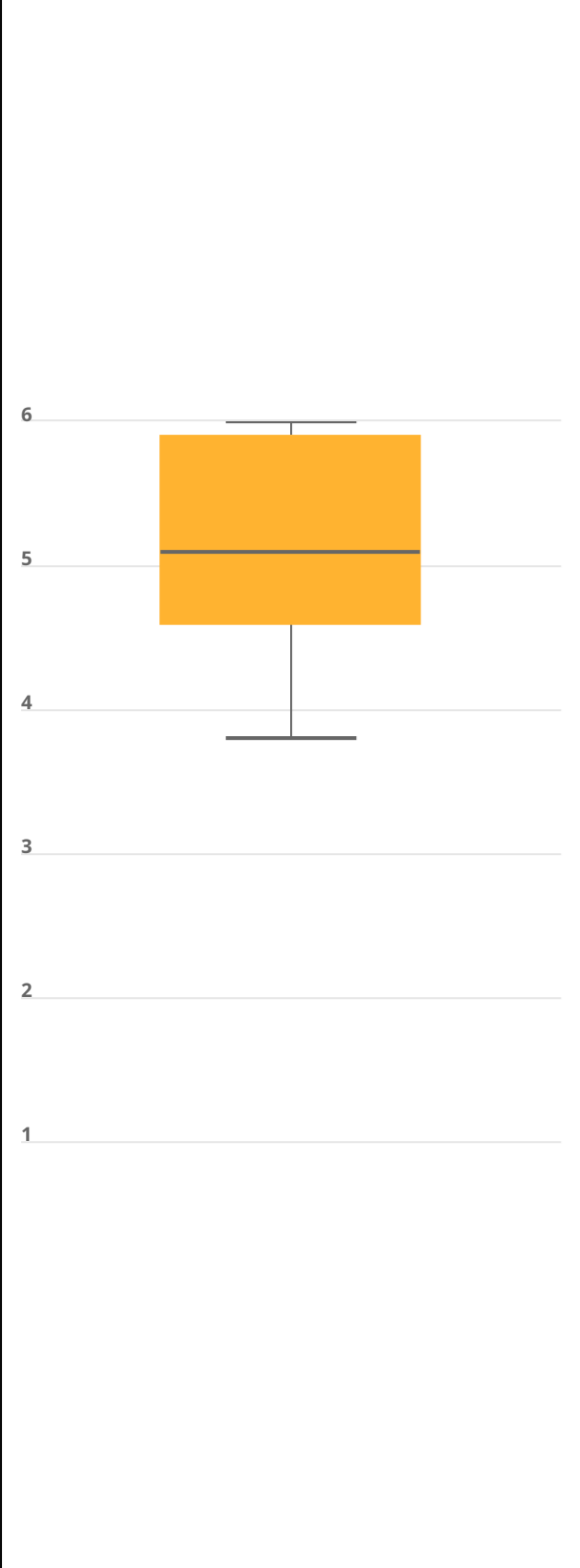
The extent to which ESOs feel that there are structures in place at the school to support continuous improvement.



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

BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence: Supporting Learning Needs (Education Assistants Only)
 The extent to which ESOs feel that they are able to support the learning needs of the students they work with.



Actual

1. My practices effectively support the learning needs of the students I work with.

Actual

2. I effectively respond to contemporary practices that facilitate learning.

Actual

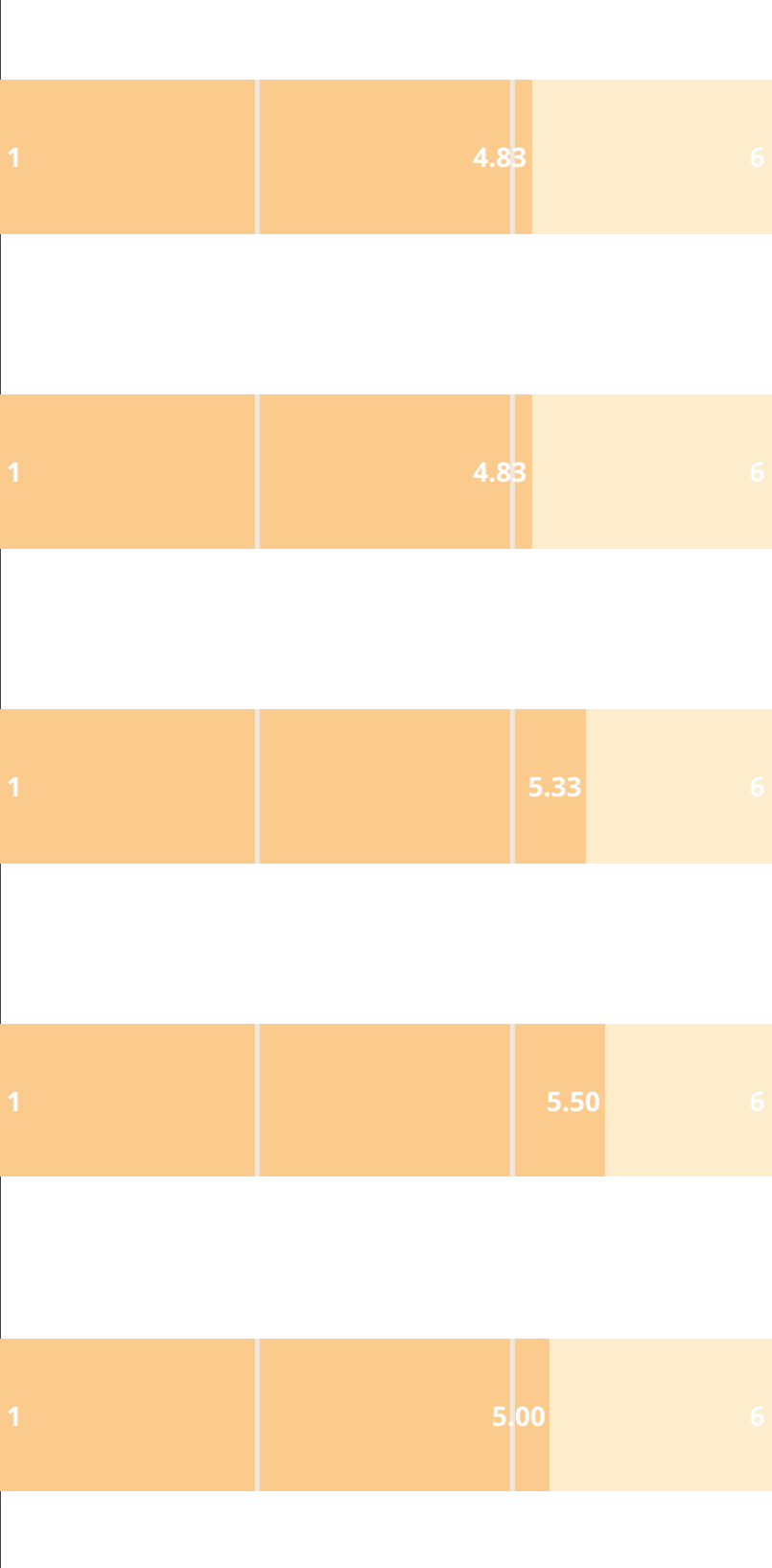
3. I effectively adapt the learning support to meet the needs of the students I work with.

Actual

4. I effectively motivate the students I work with to engage them in their learning.

Actual

5. I am highly confident in my knowledge and skills.



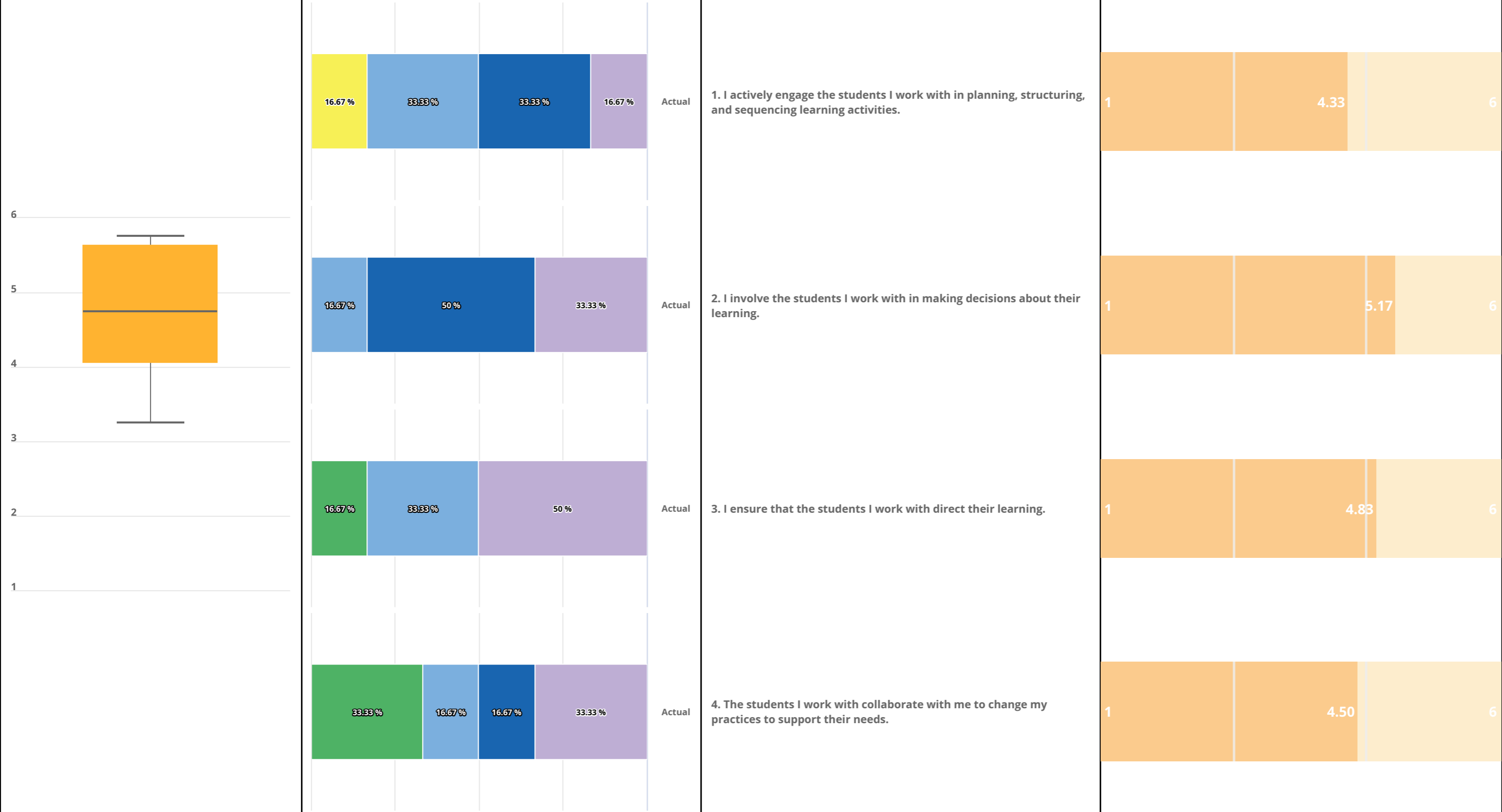
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence (Education Assistants Only)

The extent to which ESOs view students being actively engaged in the planning structuring and sequencing of learning activities.



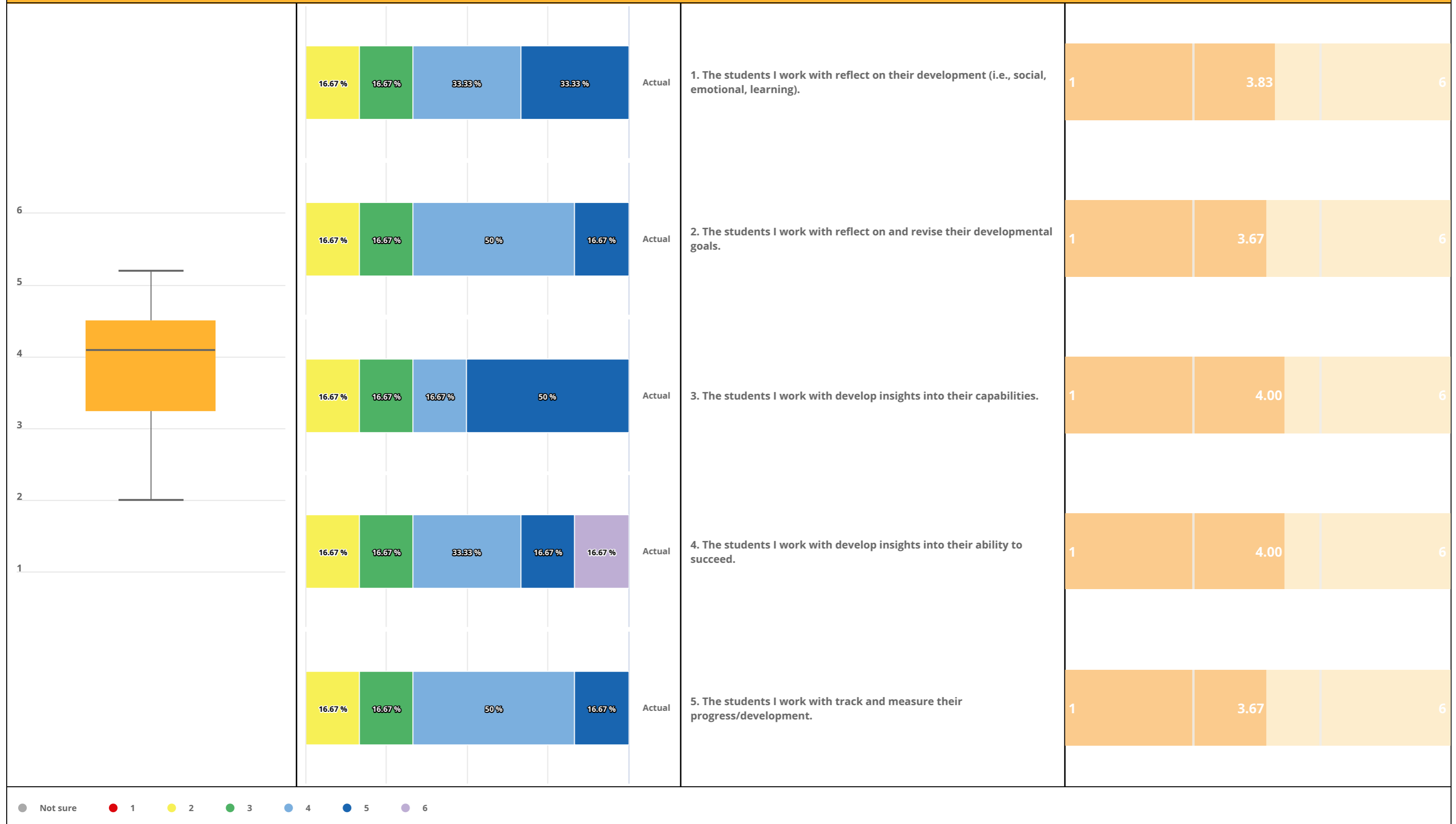
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Education Assistants Only)

The extent to which ESOs feel the students they work with reflect, self-assess, and revise their goals and develop insights into their capabilities.

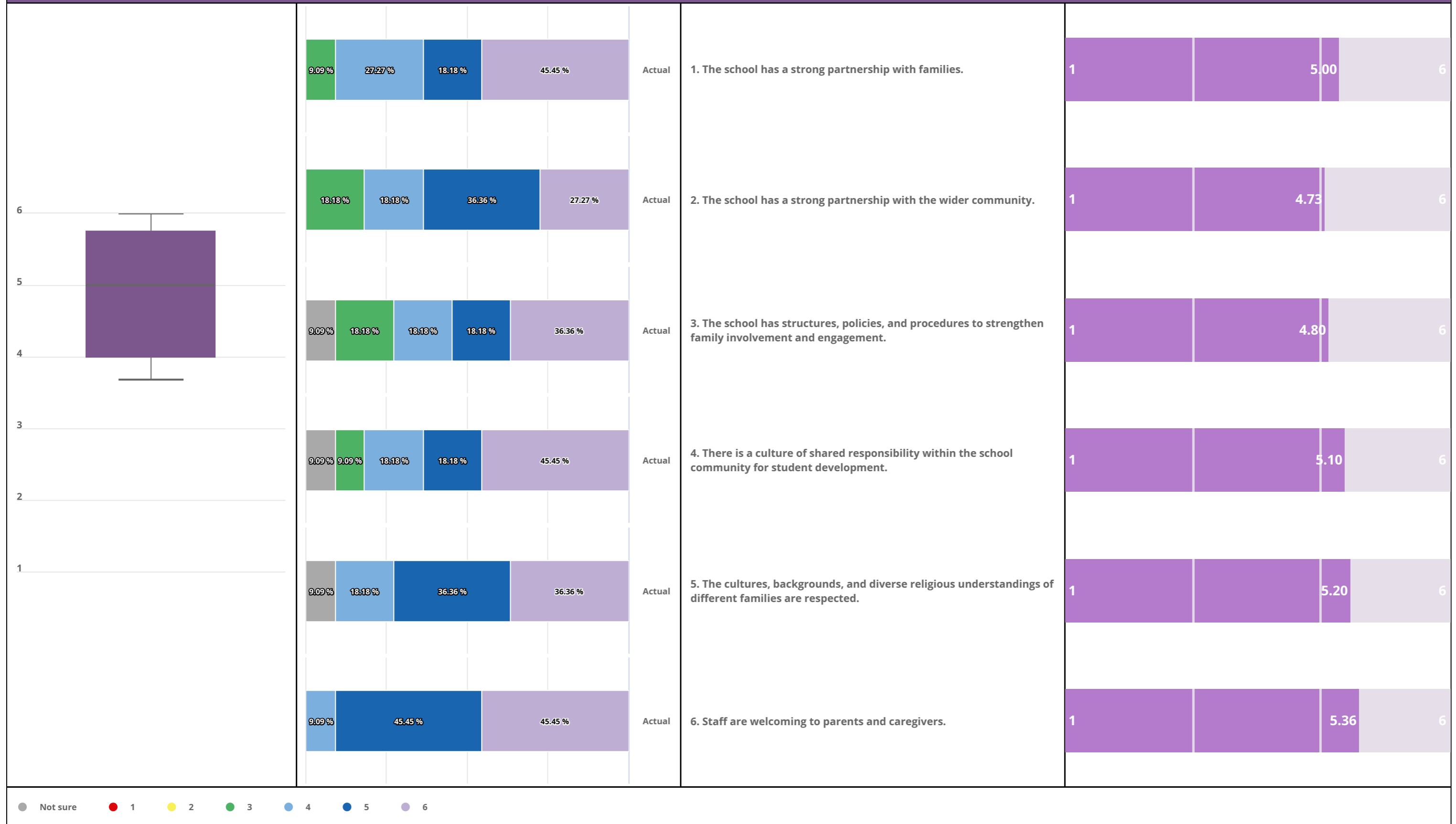


ESO Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Partnerships

The extent to which the school has built strong relationships with families and communities.

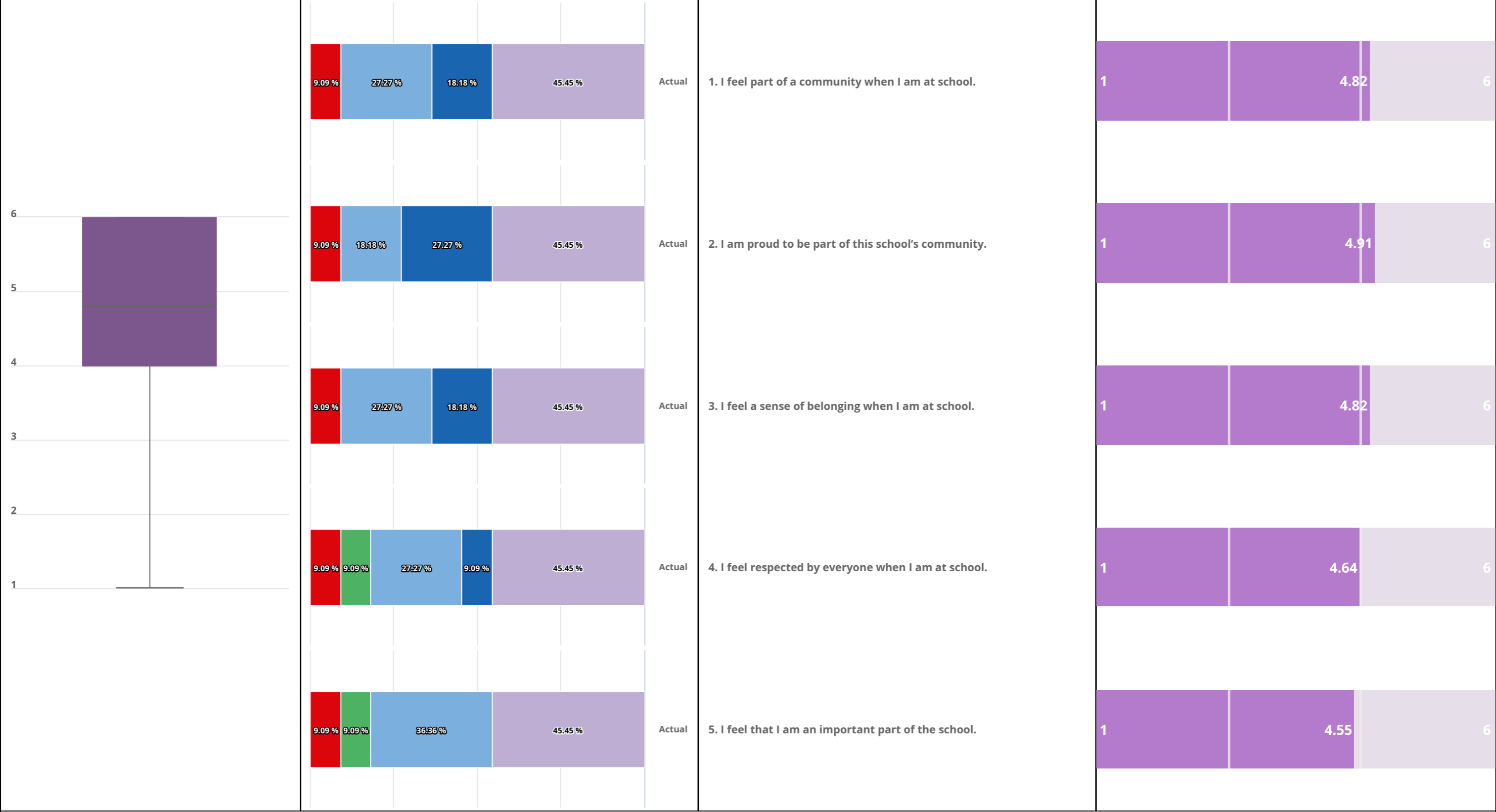


ESO Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Welcoming School

The extent to which ESOs feel that the culture of the school is welcoming and inclusive of them.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

ESO Perceptions (Safety)

BSC Quadrant: COMMUNITY

Construct: School Safety

The extent to which ESOs feel that the school's policies, structures, and practices provide a safe and respectful environment for staff, students, families, and the wider community.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

ESO Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.

