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

87 participants

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

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Balanced Score Card: Student Perceptions (LLL Framework)

Identity

Catholic Identity

Catholic Education: Mean=4.43, SD=0.35

Religious Education Classes: Mean=4.24, SD=0.53

Learning and Wellbeing

Curriculum and Co-Constructed Learning ...

Learning Support: Mean=4.43, SD=0.48

Student Agency, Identity, Learning and Le...

Student Influence: Mean=3.72, SD=0.66

Autonomy and Independence: Mean=4.33, SD=0.43

Resourcing

Resourcing

Infrastructure: Mean=4.4, SD=0.39

Community

Community Engagement

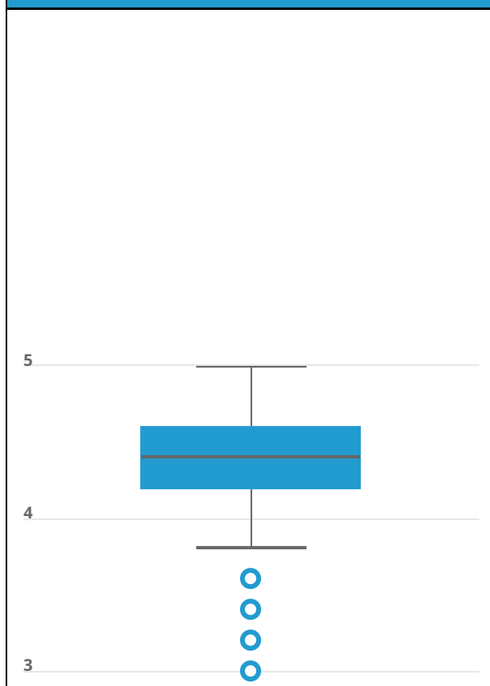
Welcoming and Safe School: Mean=4.42, SD=0.57

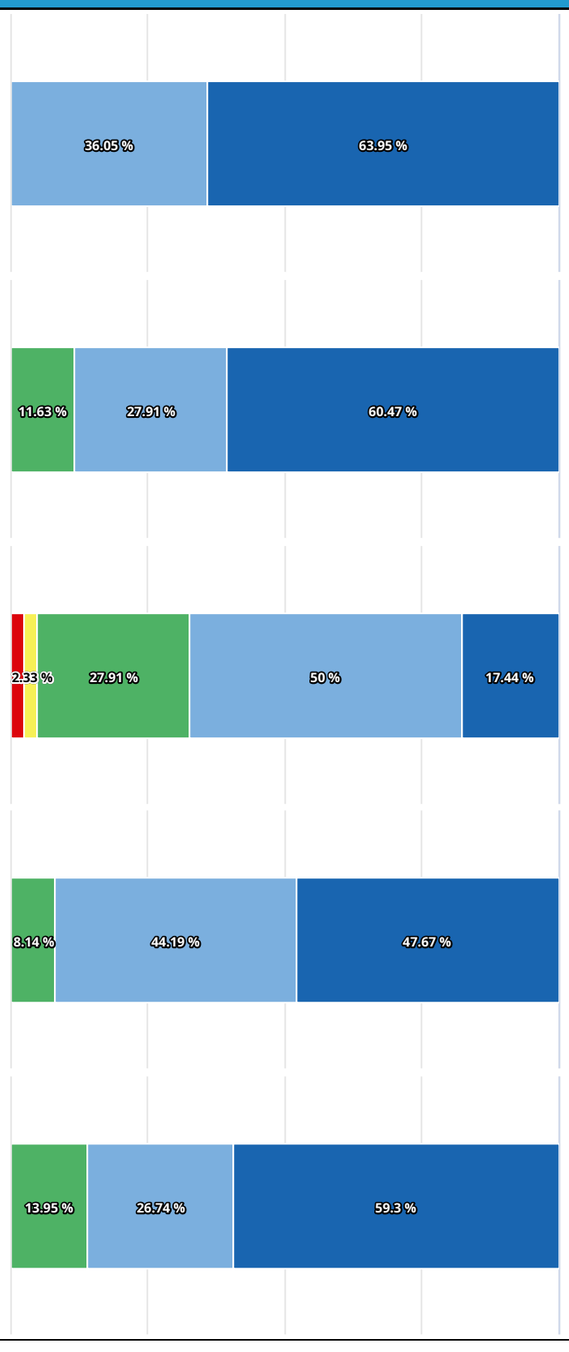
Student Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Education

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





1. I learn that it is important to welcome all people in my school.	4.64
2. In my school, Jesus and God are important to what we say and do.	4.49
3. At school, Mass and liturgies are made meaningful to me.	3.78
4. At school, I am encouraged to care for the environment.	4.40
5. At school, I learn how I can help people in need.	4.45

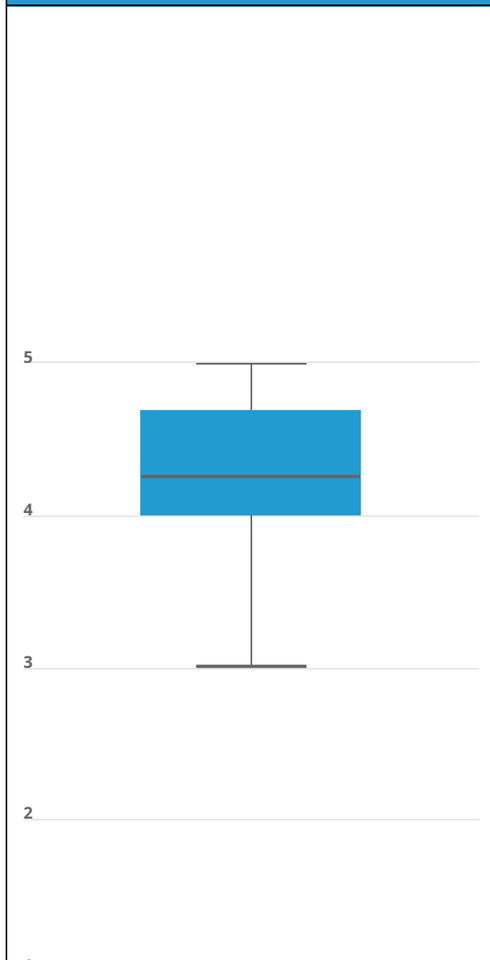
Highest Lowest

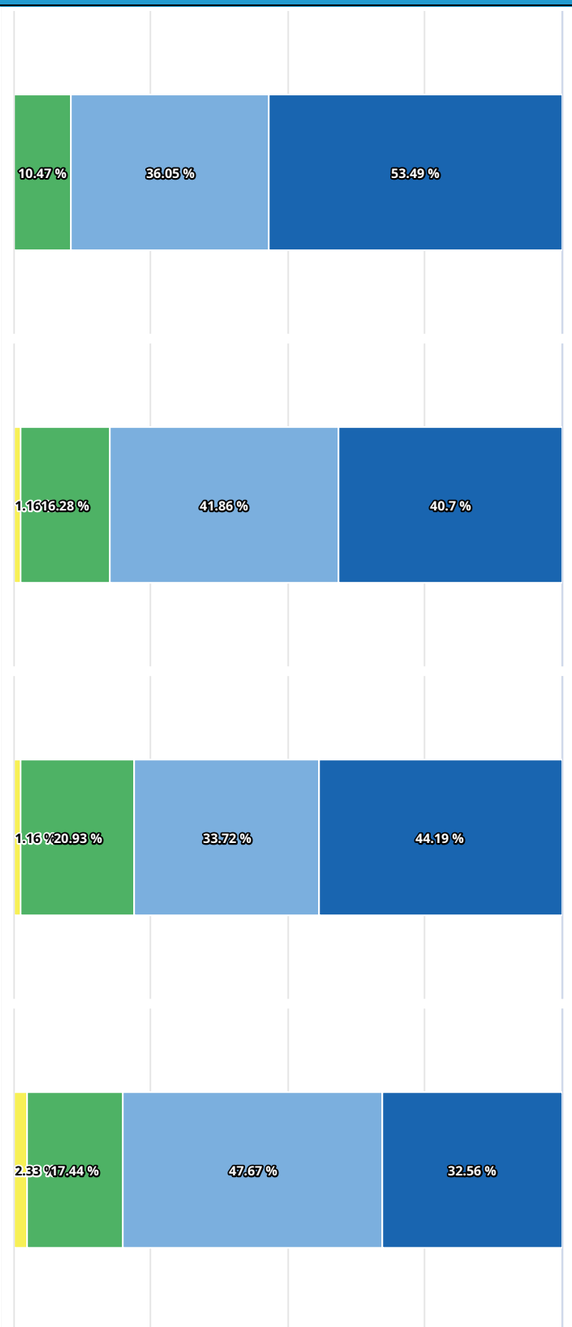
Student Perceptions (Component 1: Catholic Identity)

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.

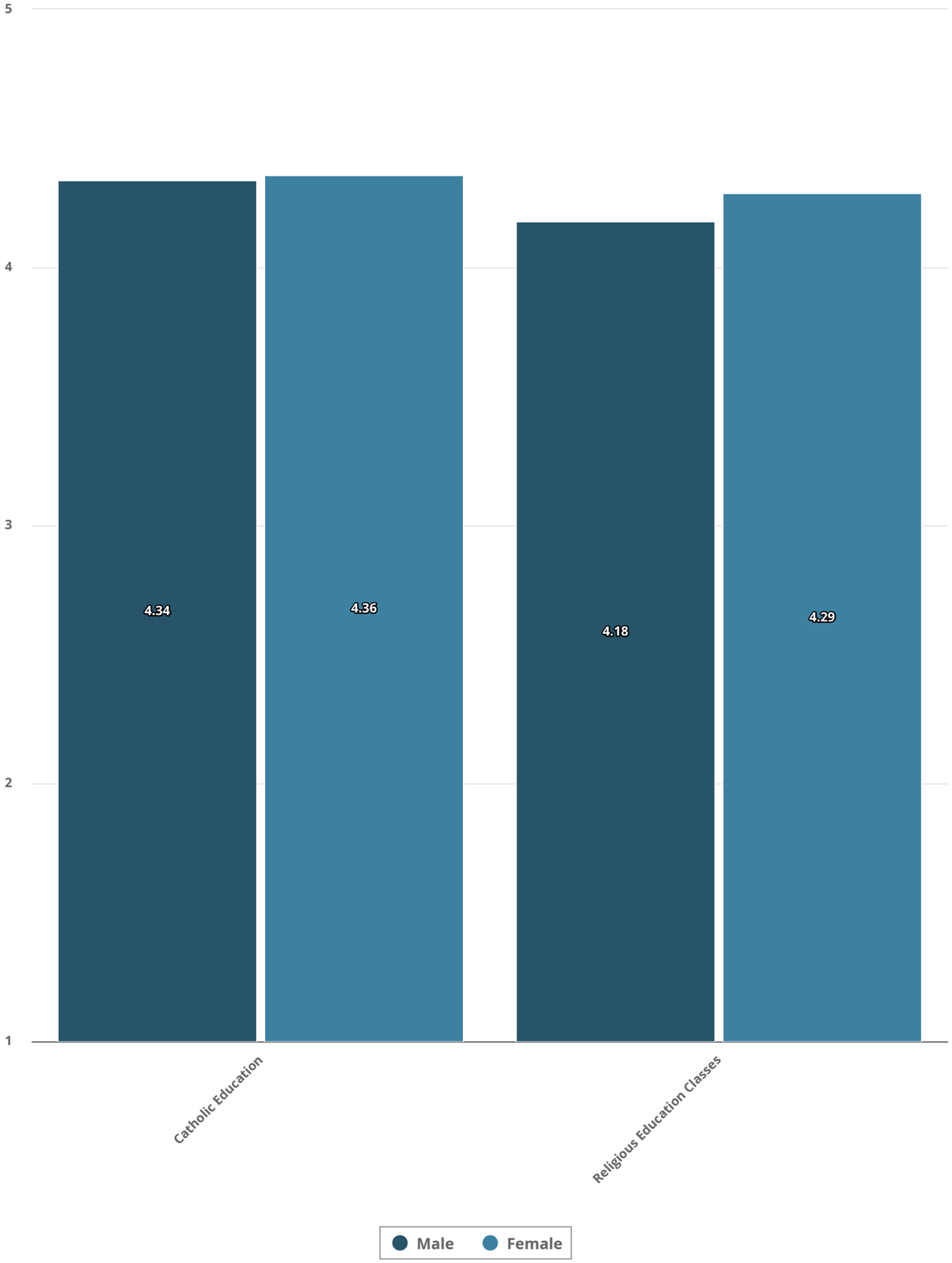




1. I have opportunities to ask questions in religious education lessons.	1 — 4.43 — 5
2. I have opportunities to share my ideas in religious education lessons.	1 — 4.22 — 5
3. In Religious Education lessons, I learn about Jesus, the church and religion in interesting ways.	1 — 4.21 — 5
4. At school I learn that Bible stories can connect to my life.	1 — 4.10 — 5

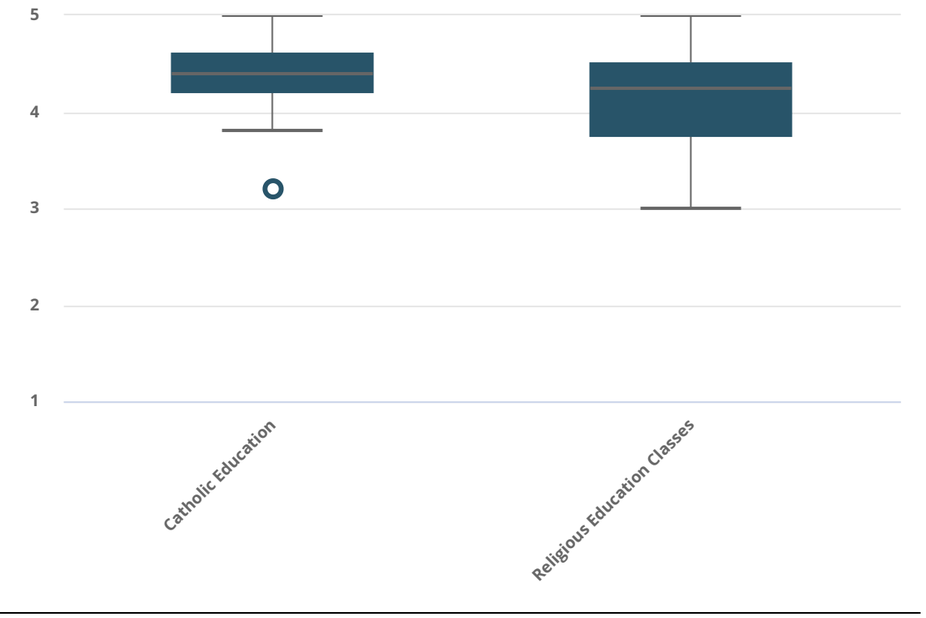
Highest Lowest

LLL Component 1: Catholic Identity by Gender

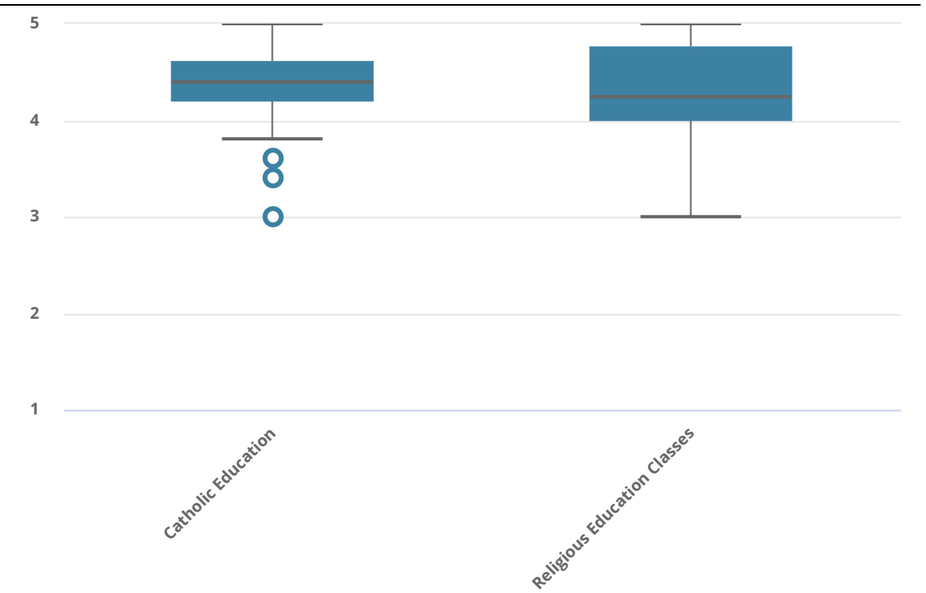


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

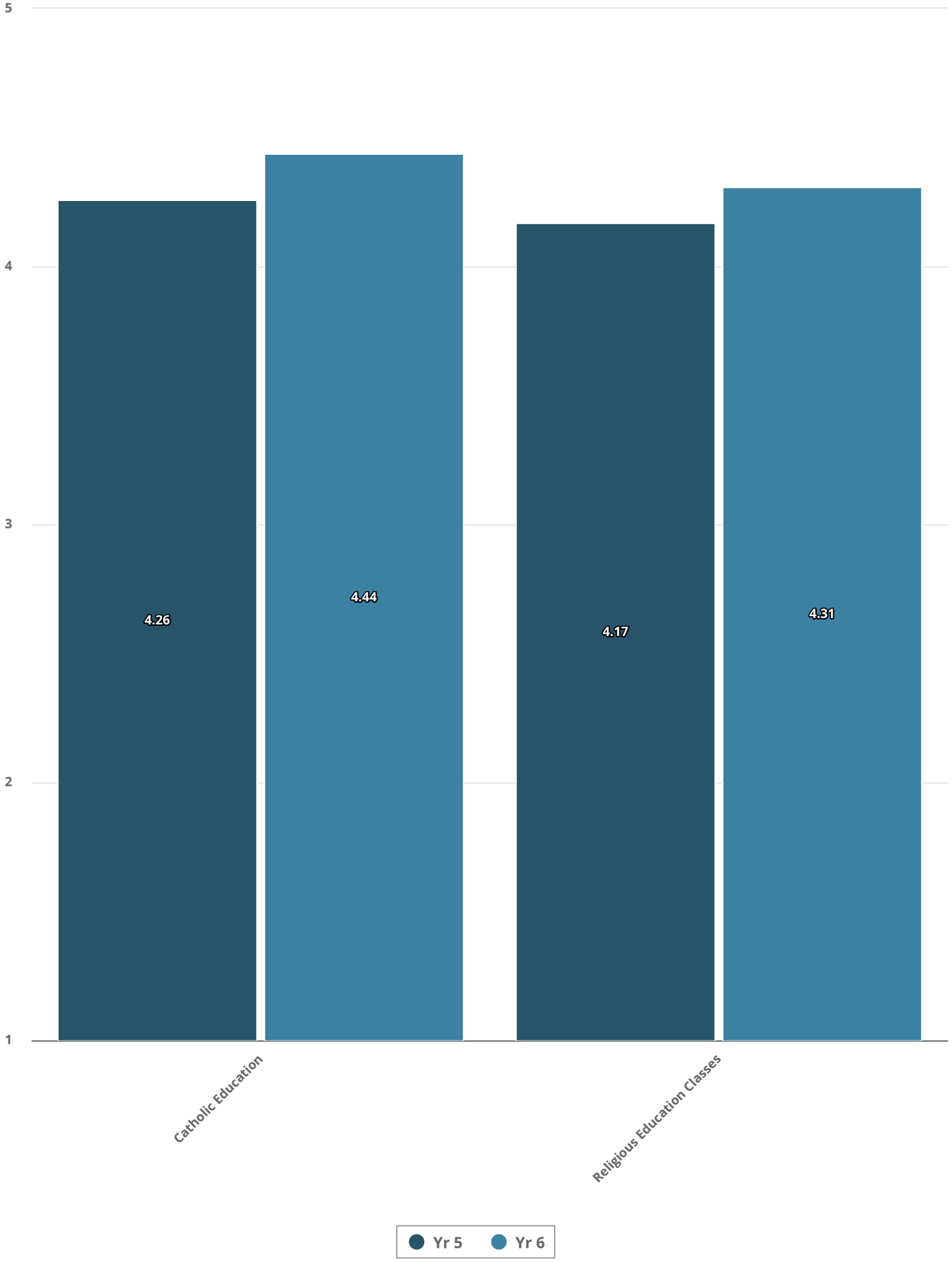
Category:
Male (N=40)



Category:
Female (N=40)



LLL Component 1: Catholic Identity by Year Level



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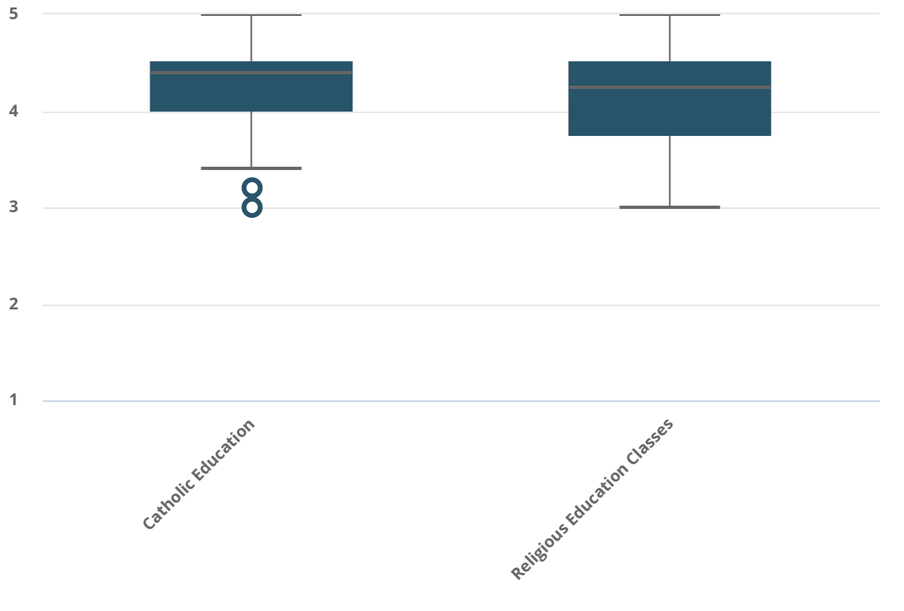
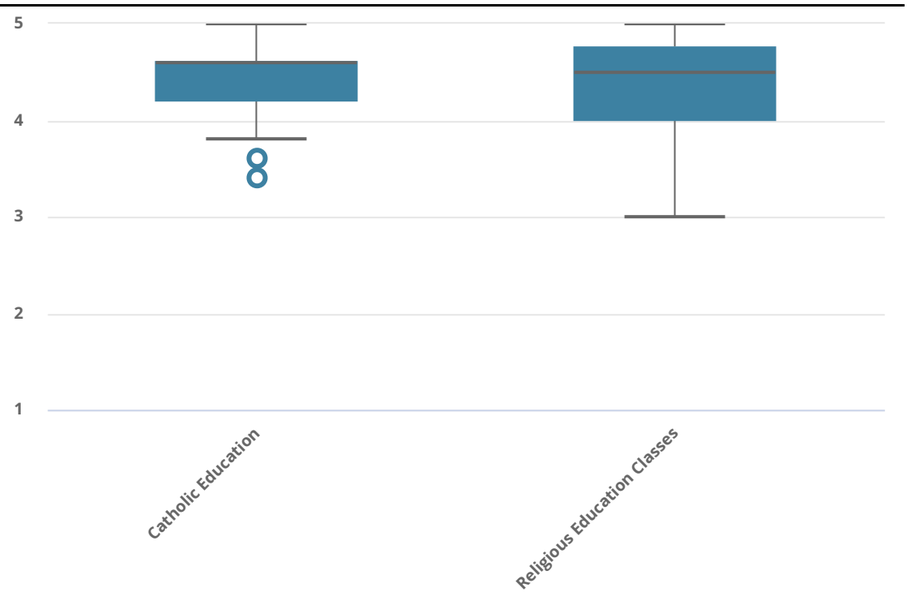
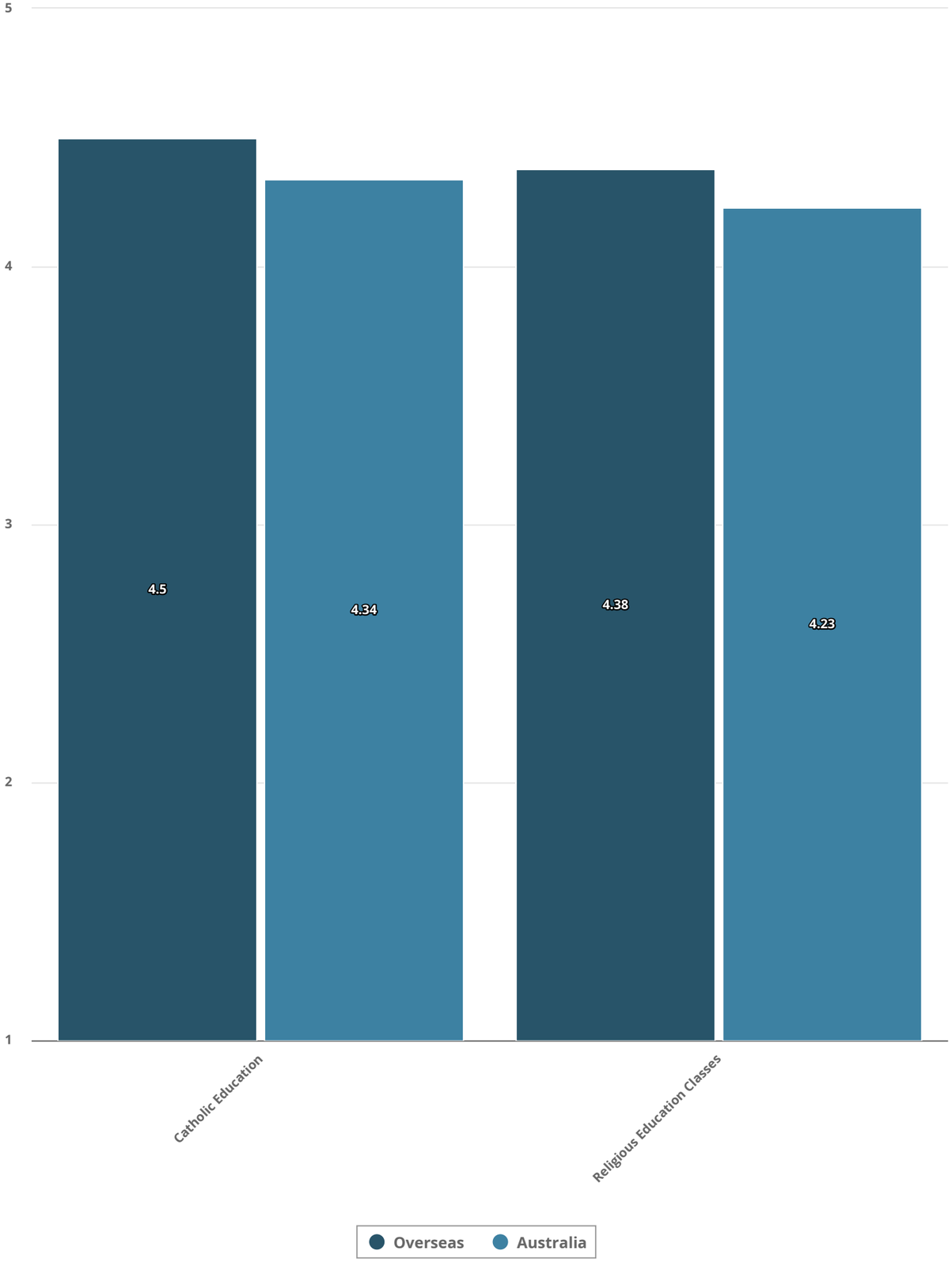
Category:
Yr 5 (N=41)



Category:
Yr 6 (N=41)



LLL Component 1: Catholic Identity by Birth Place



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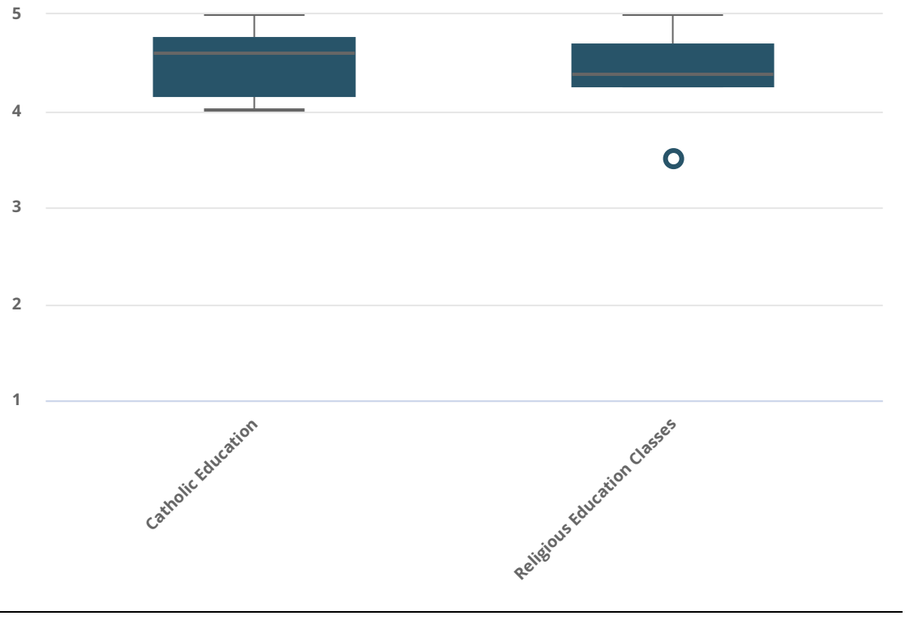
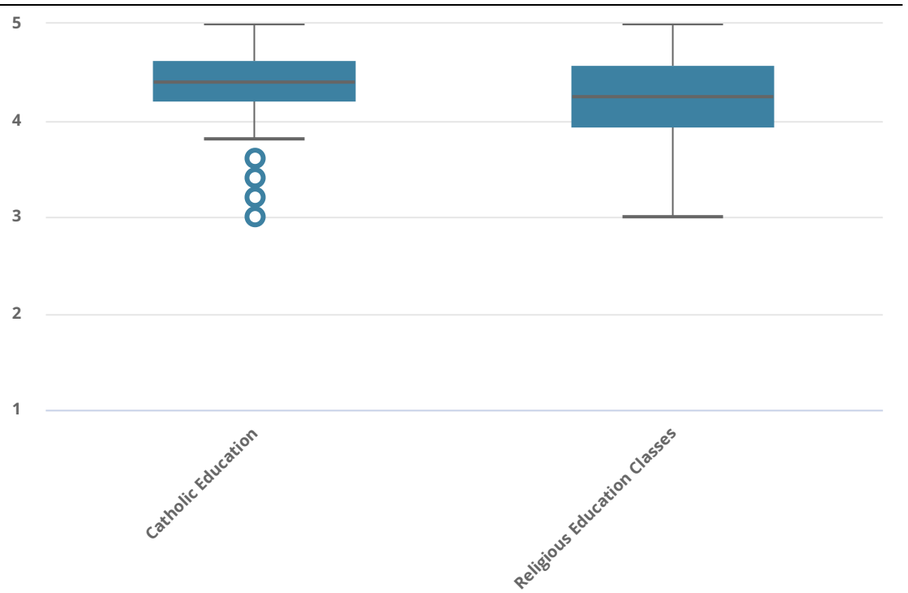
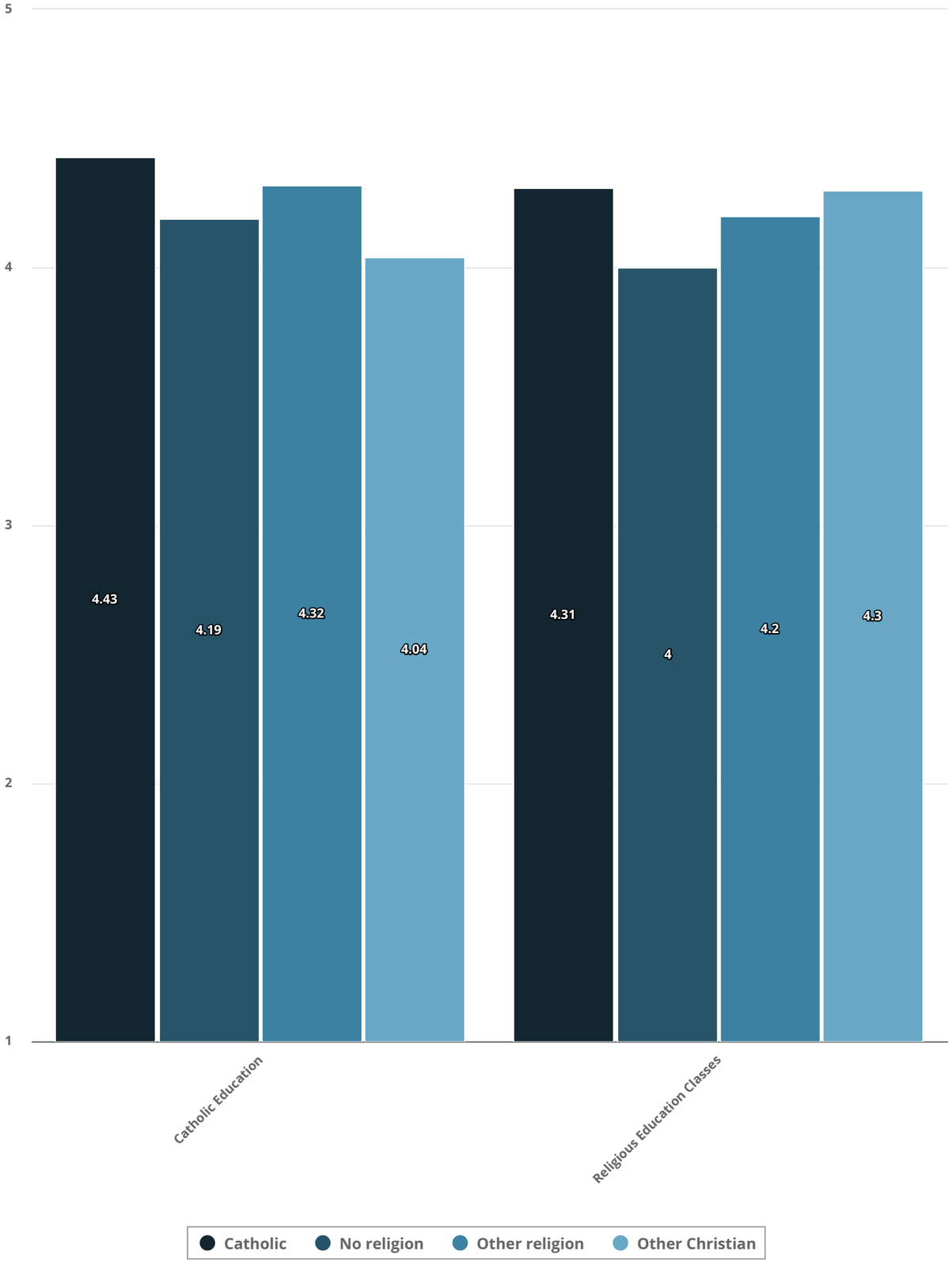
Category:
Overseas (N=6)



Category:
Australia (N=74)



LLL Component 1: Catholic Identity by Religion



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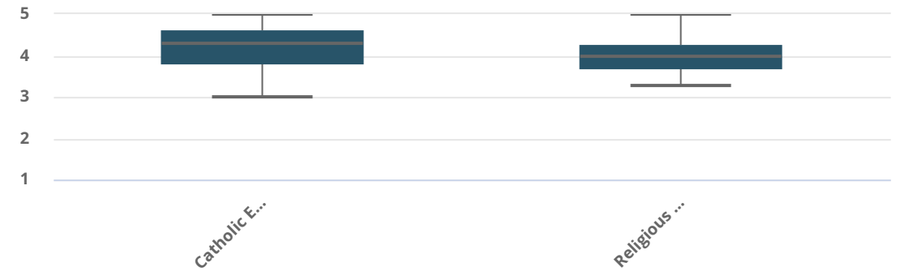
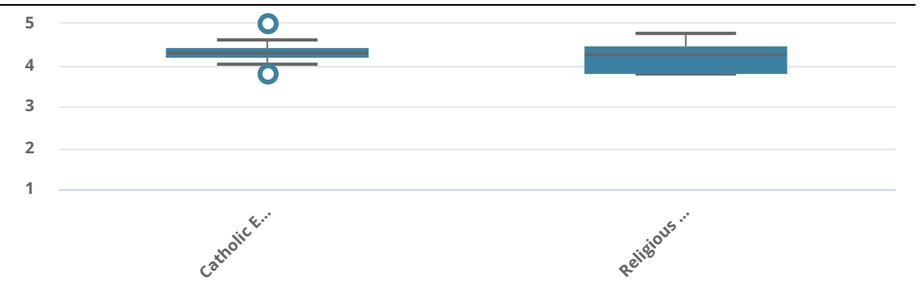
Category:
Catholic (N=54)

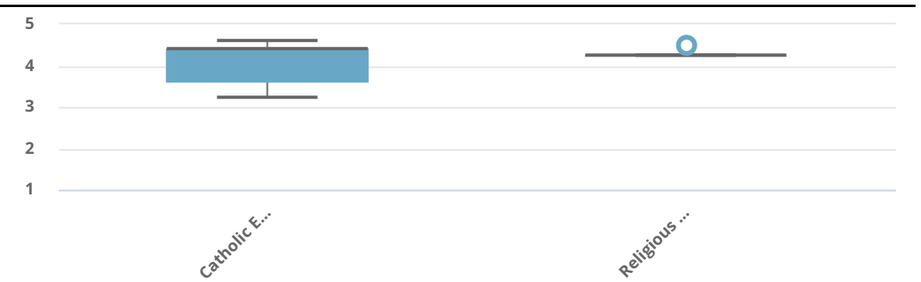
Category:
No religion (N=16)



Category:
Other religion (N=8)



Category:
Other Christian (N=5)

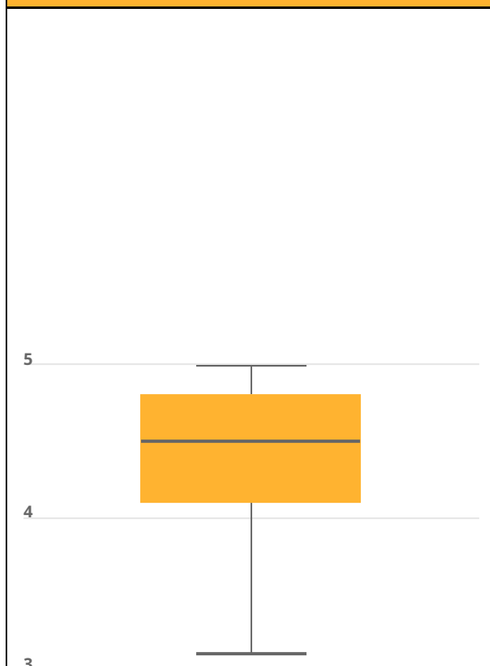


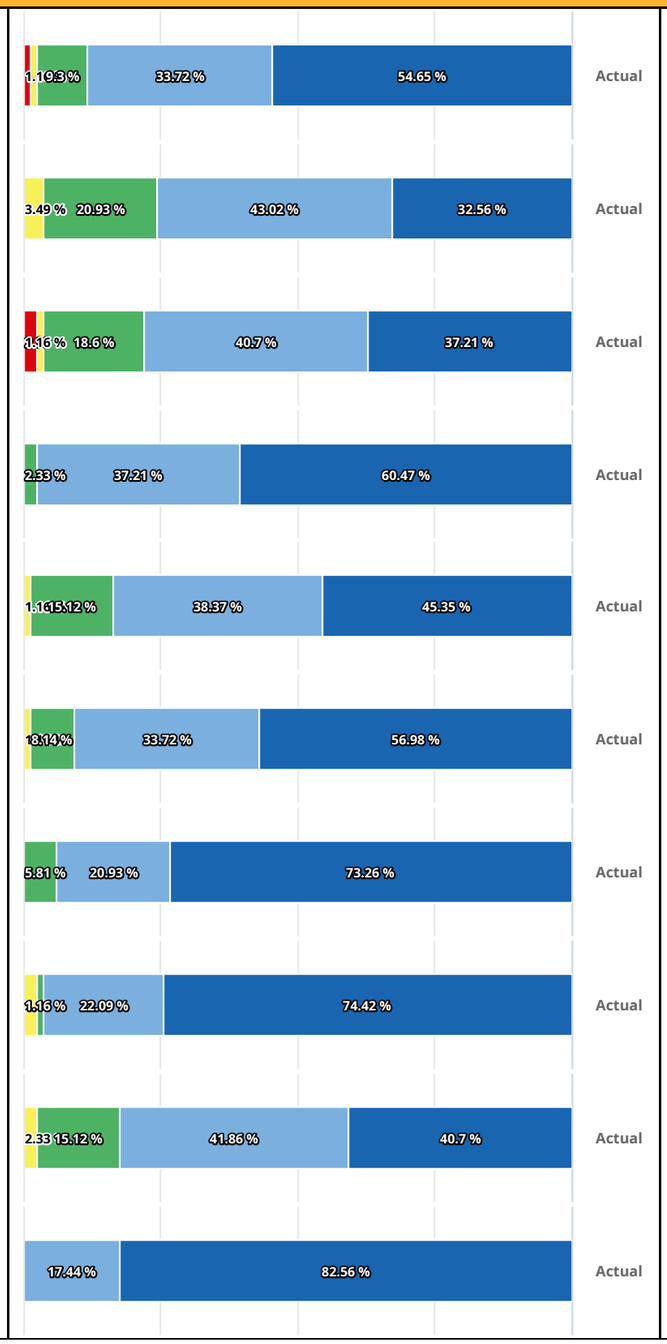
Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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

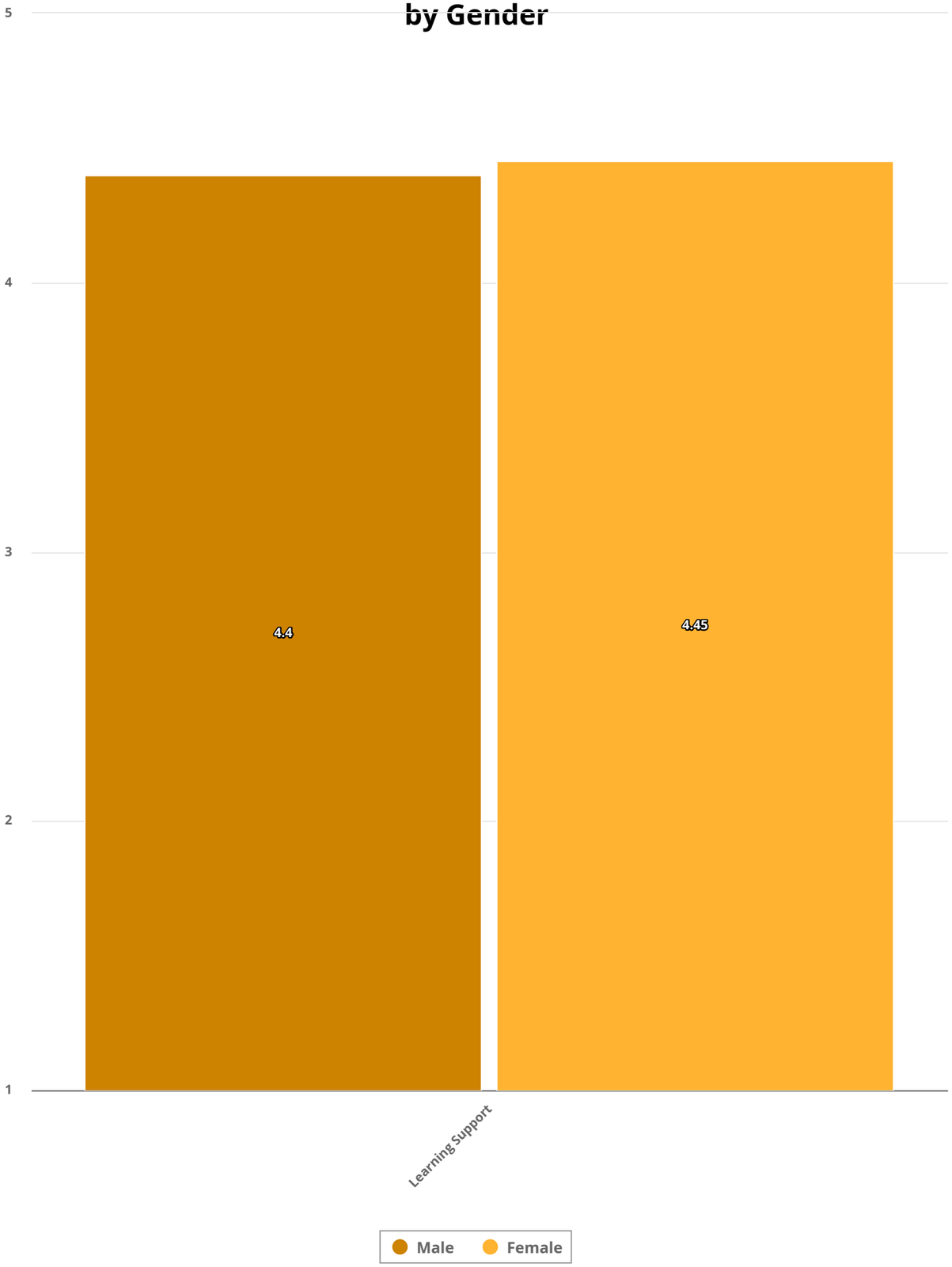




Actual	1. My teachers give me extra help if I need it.	4.40
Actual	2. My teachers make the lessons interesting.	4.05
Actual	3. My teachers know when I need extra support for my work.	4.09
Actual	4. My teachers are good at the subjects that they teach.	4.58
Actual	5. My teachers are good at helping me understand challenging work.	4.28
Actual	6. My teachers support me to improve my schoolwork.	4.47
Actual	7. My teachers encourage me to succeed in my learning.	4.67
Actual	8. My teachers believe that I can succeed.	4.69
Actual	9. My teachers give me work that makes me problem-solve and think creatively.	4.21
Actual	10. My teachers want me to do my best.	4.83

Highest Lowest

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



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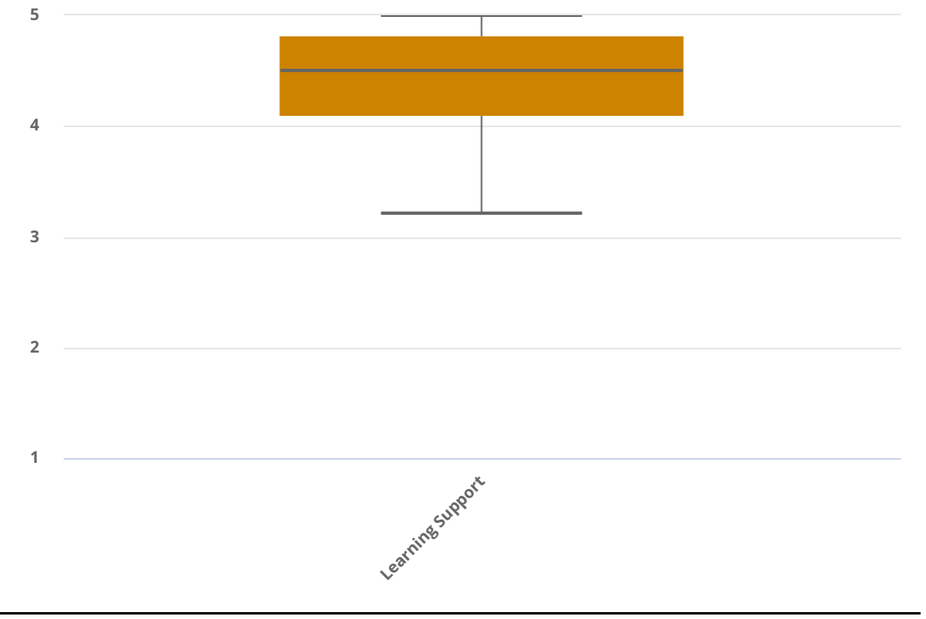
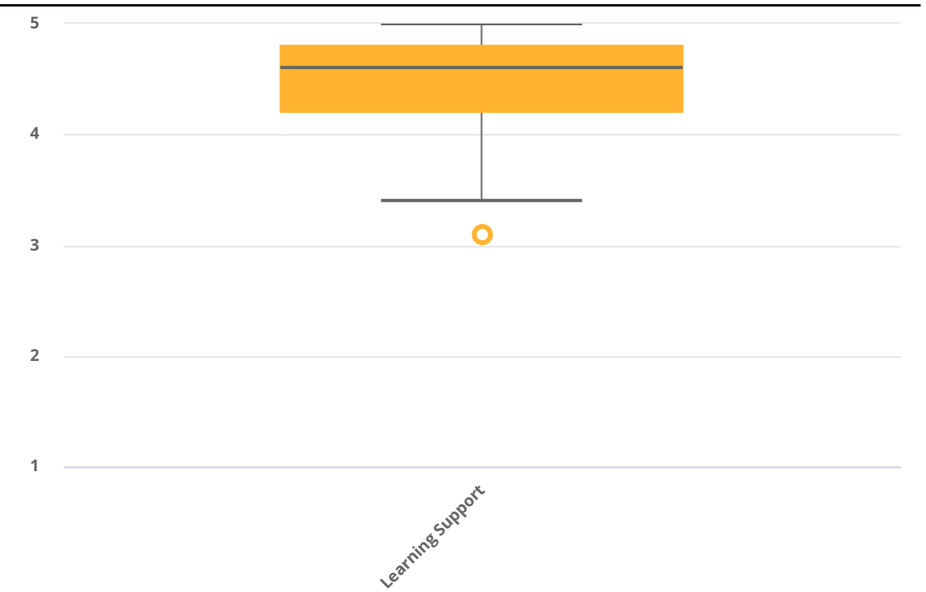
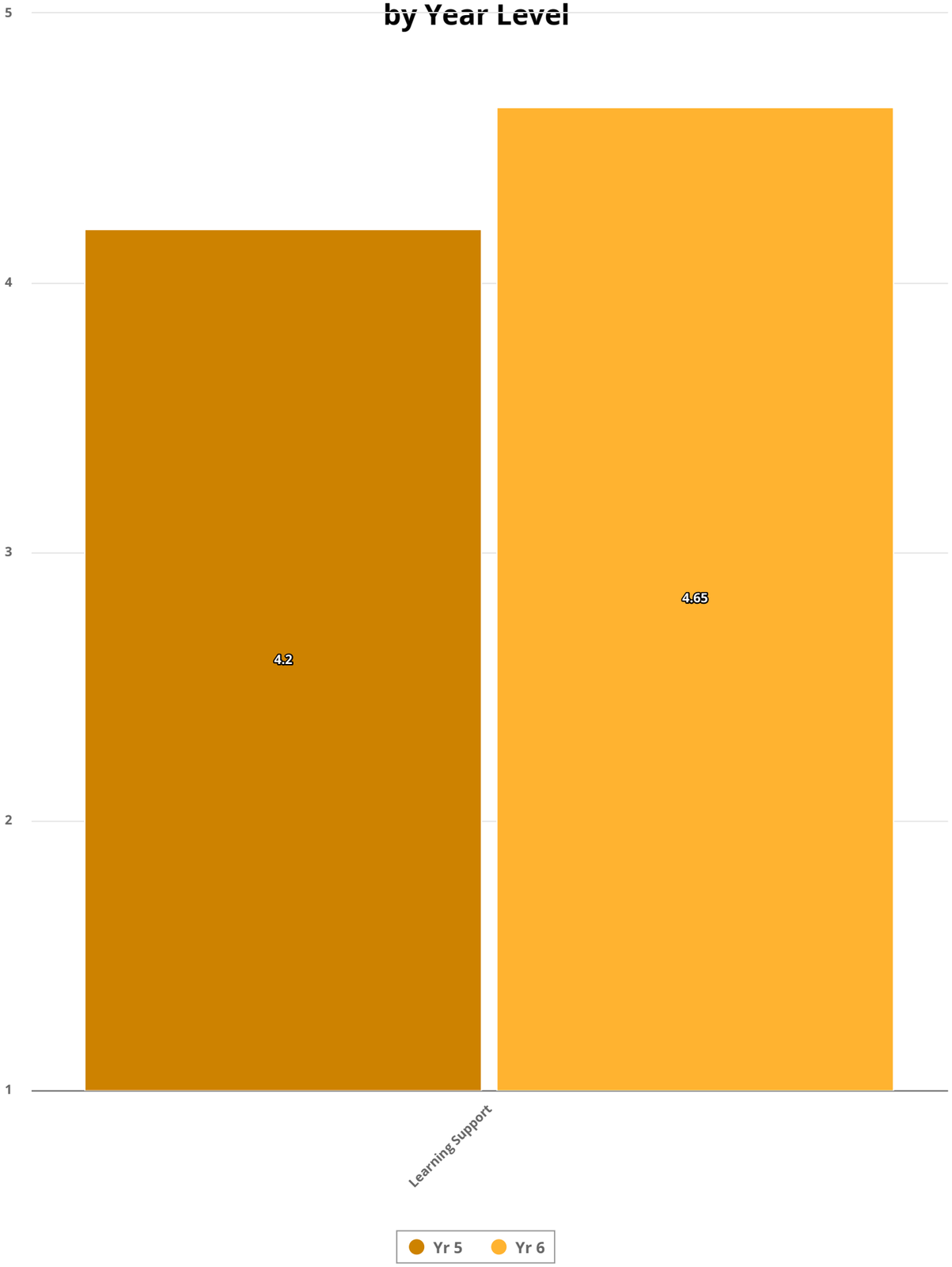
Category:
Male (N=41)



Category:
Female (N=44)



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



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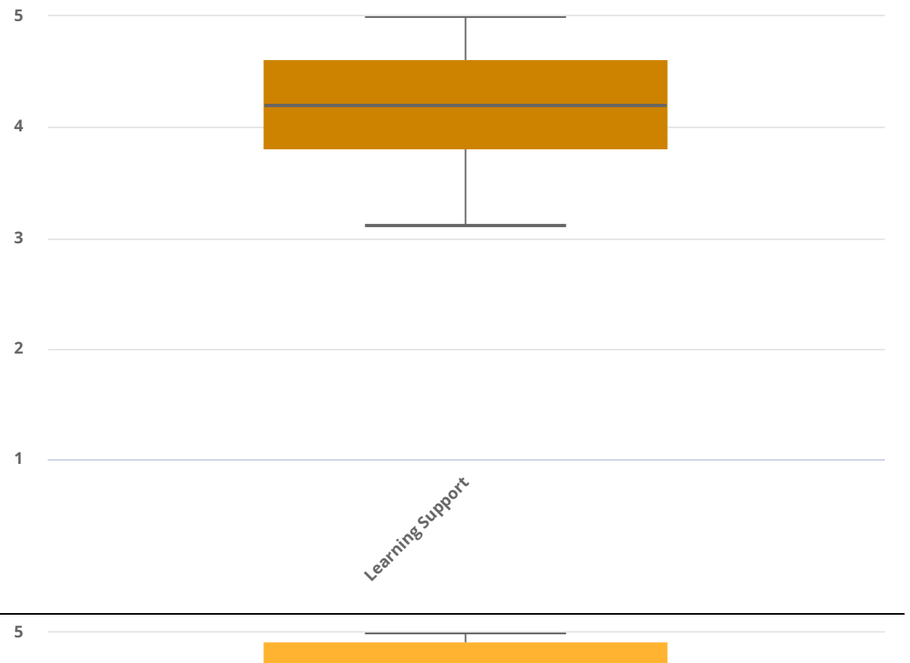
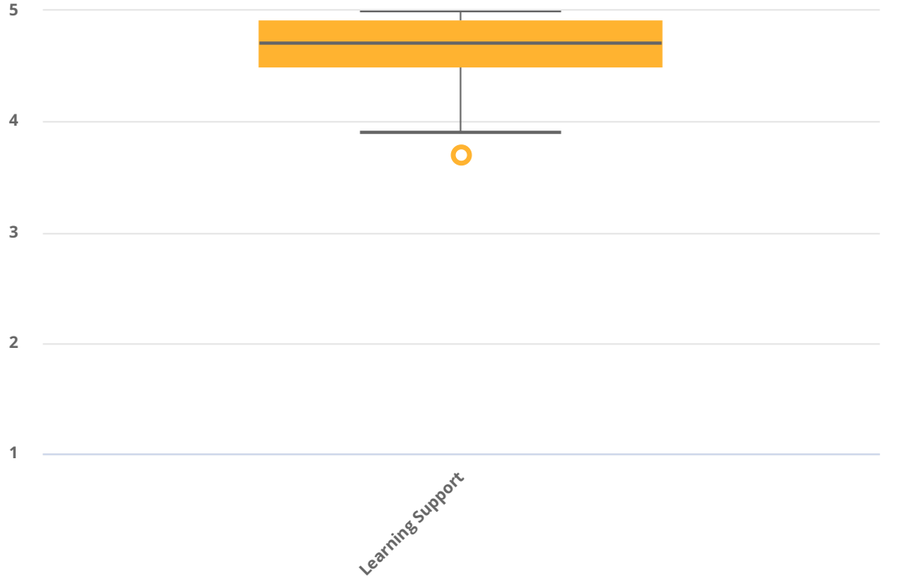
Category:
Yr 5 (N=43)

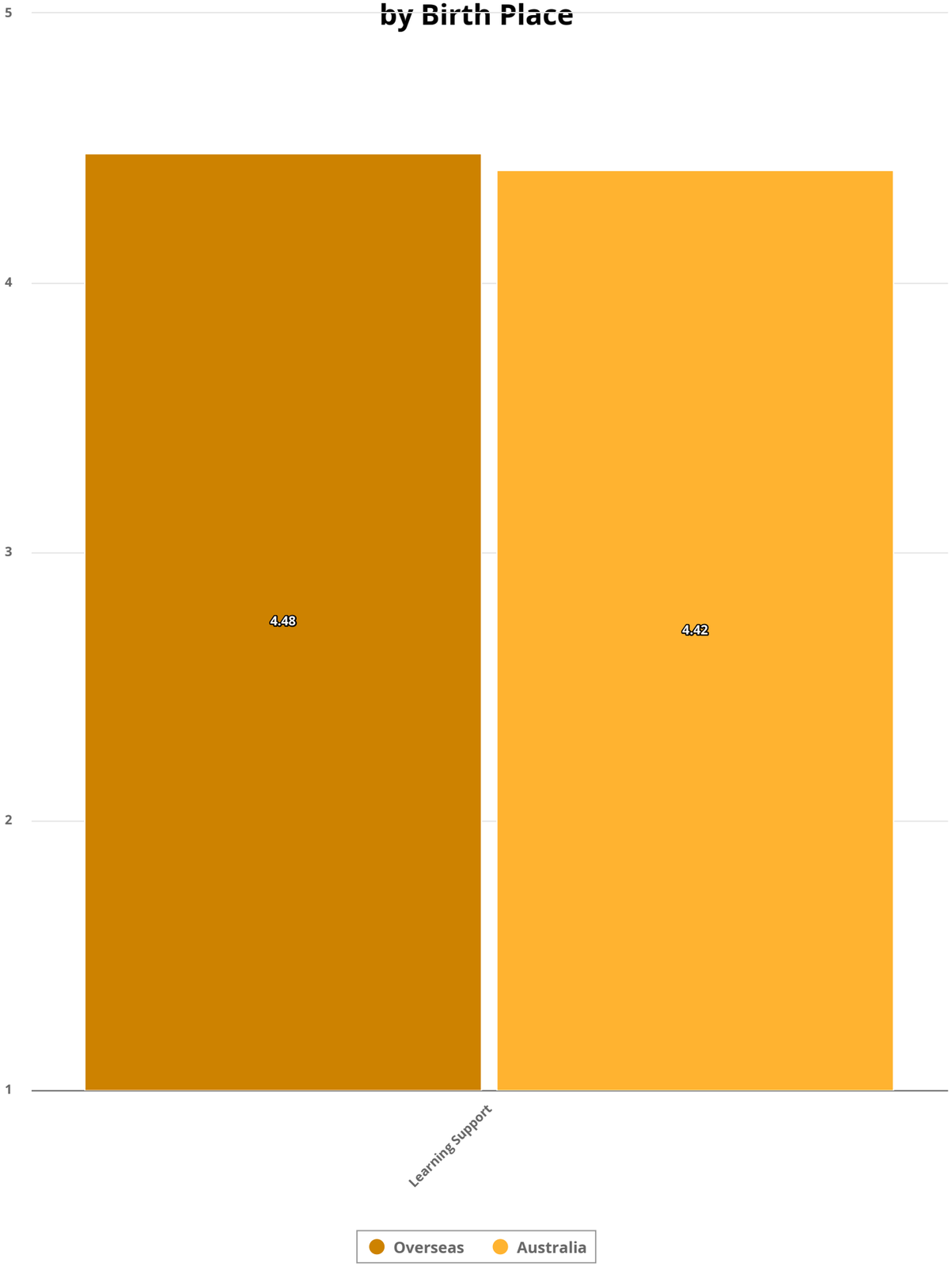


Category:
Yr 6 (N=42)



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

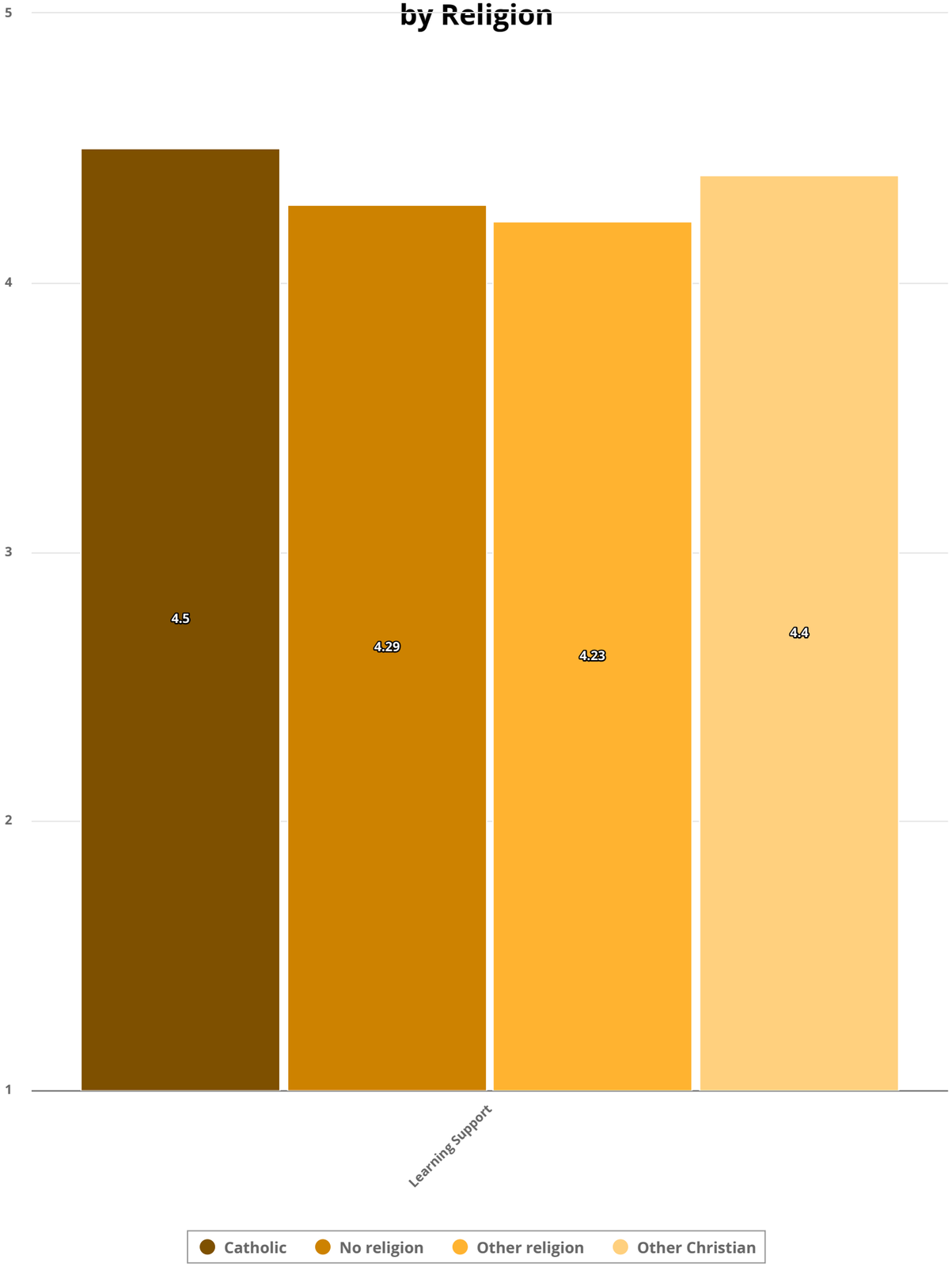
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Overseas (N=6)

Category:
Australia (N=80)

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



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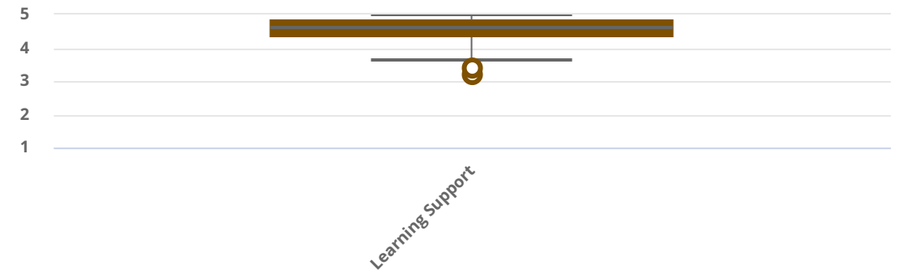
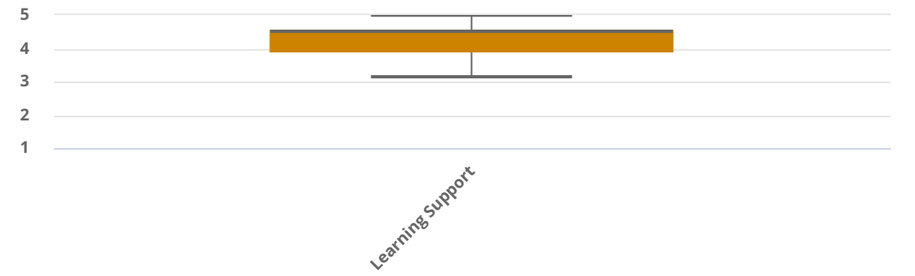
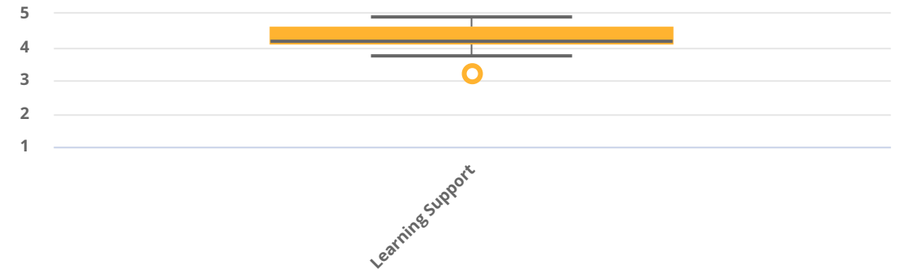
Category:
Catholic (N=53)



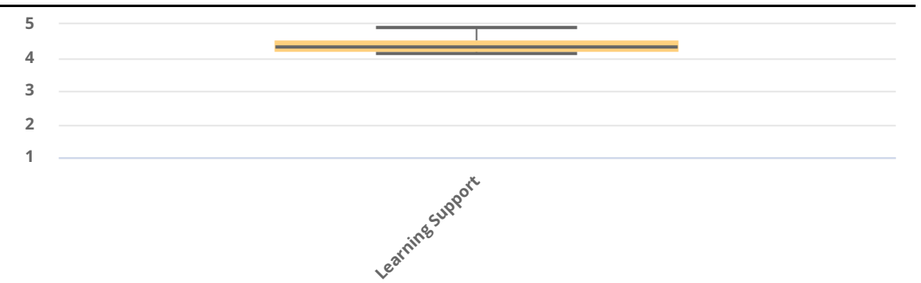
Category:
No religion (N=16)



Category:
Other religion (N=9)



Category:
Other Christian (N=5)

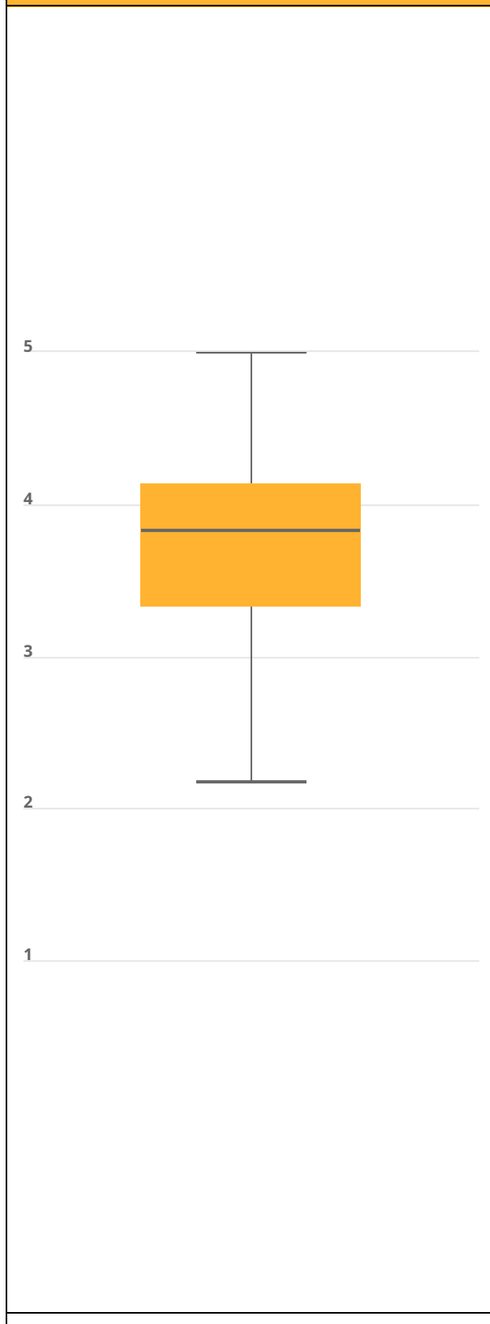


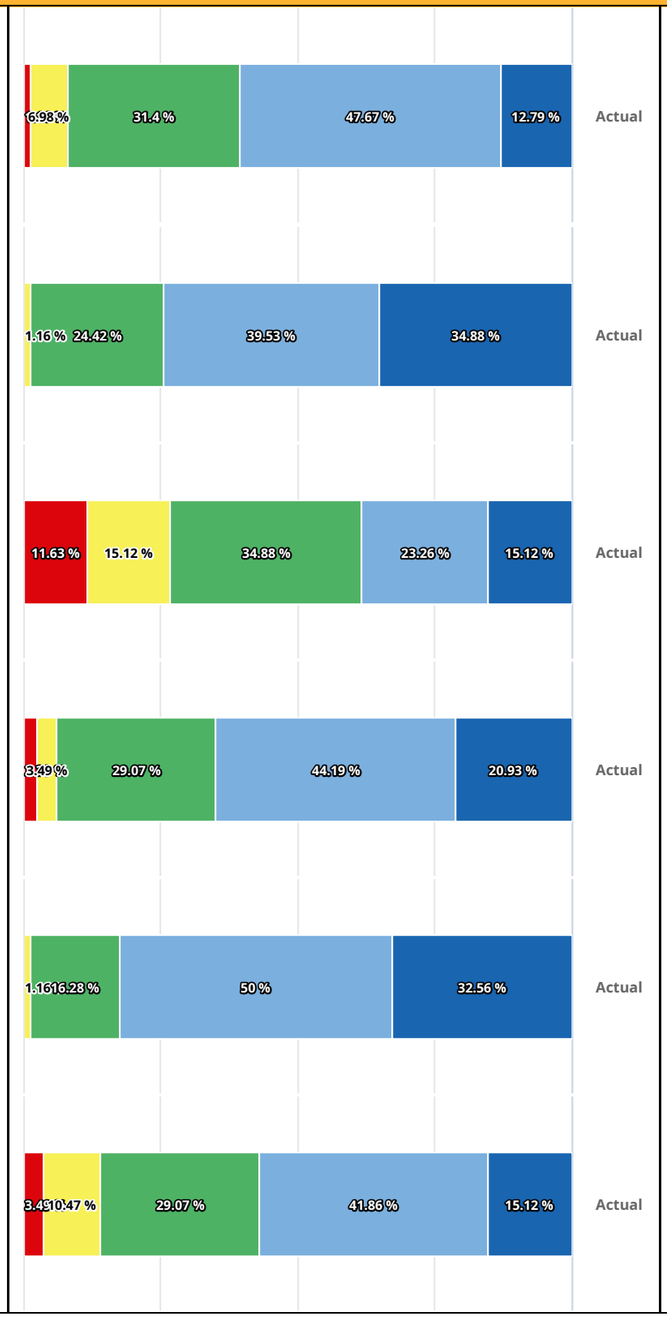
Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

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.





1. I have a choice about what I learn in class.	1	3.64 5
2. I have a choice about the way that I learn in class.	1	4.08 5
3. I would feel comfortable asking the teacher, 'why do I have to learn this?'	1	3.15 5
4. If the teaching in the classroom doesn't work for me, I work with teachers to change it.	1	3.78 5
5. I can work with teachers to make changes that help me to learn better.	1	4.14 5
6. In classes, I am asked about what the teacher does well and what could be done better.	1	3.55 5

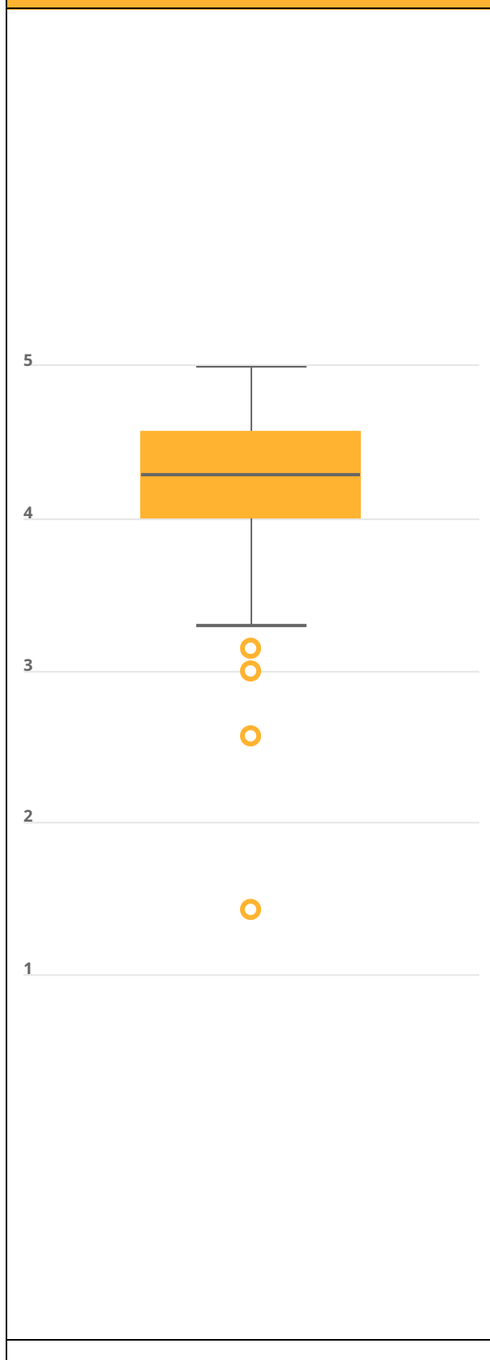
Highest Lowest

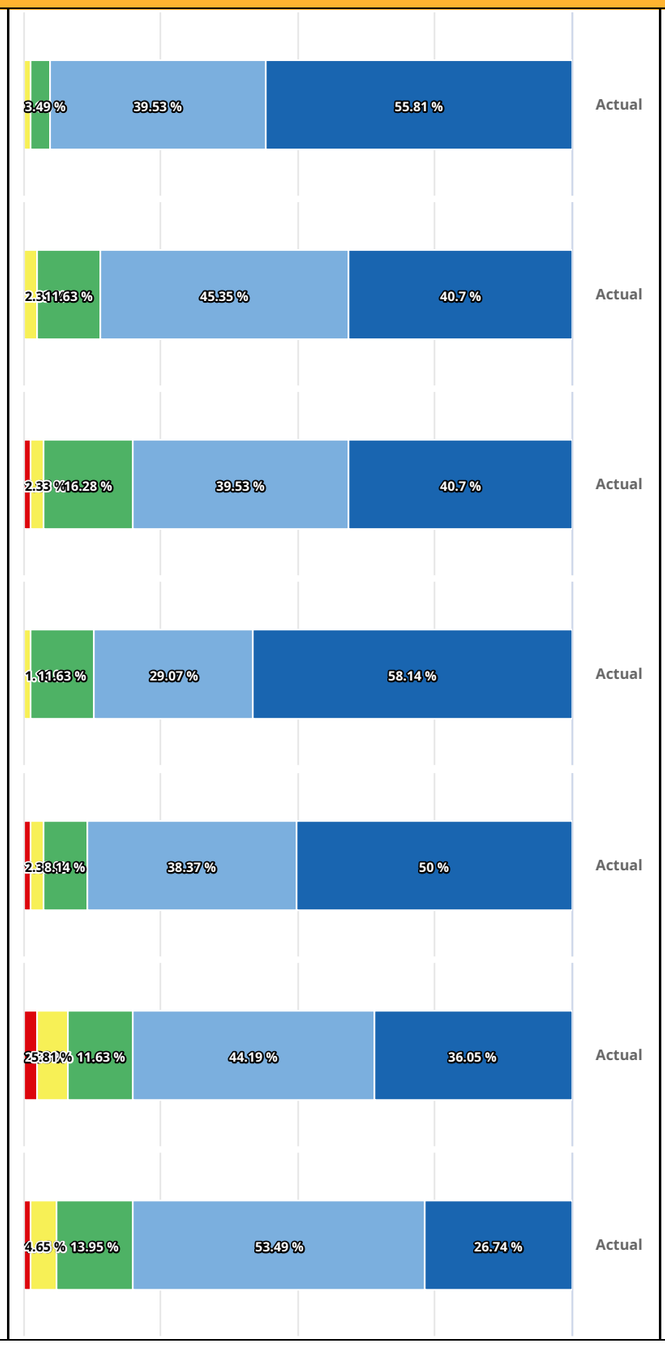
Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

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.

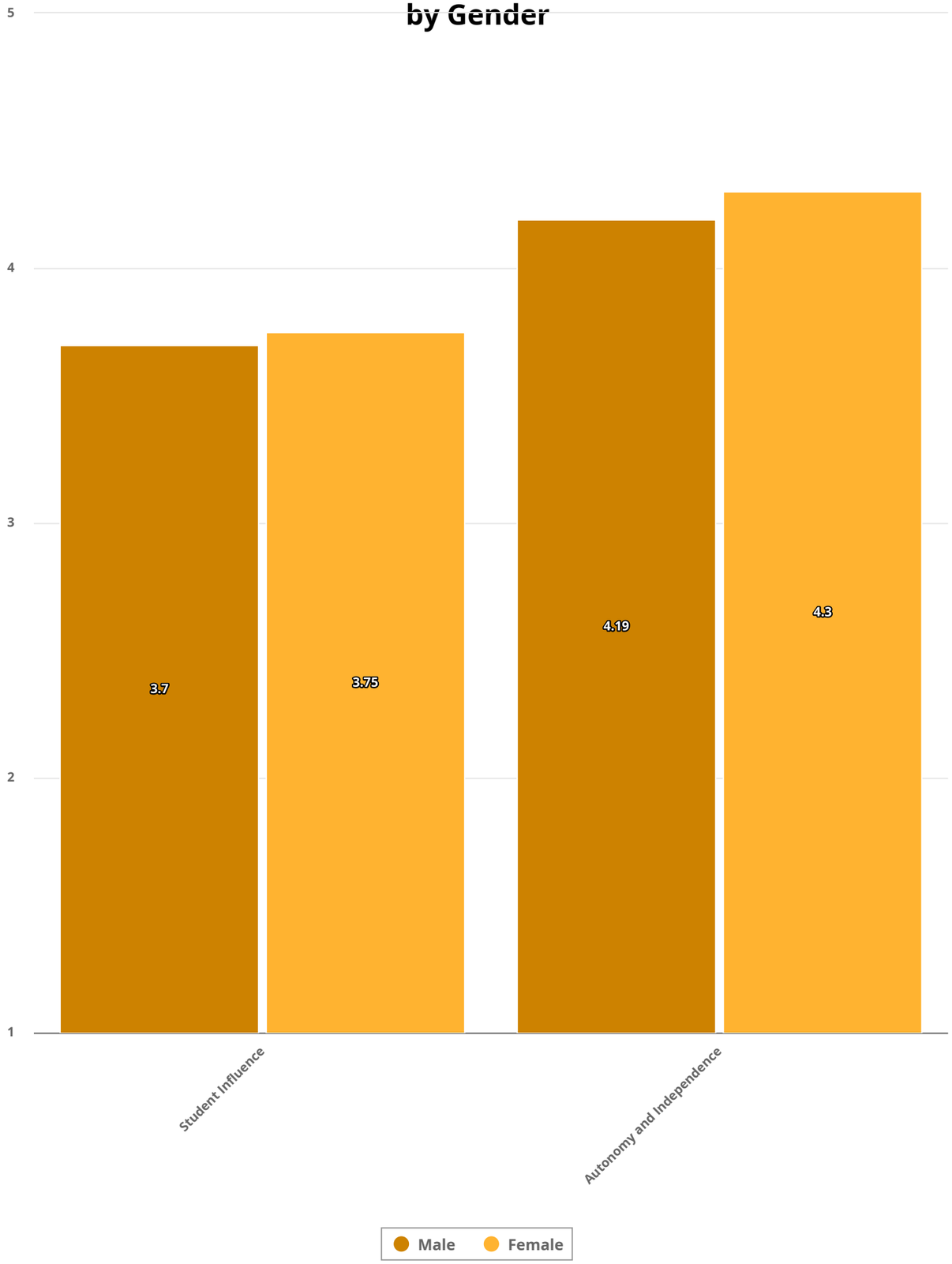




Actual	1. I take responsibility for my learning.	1	4.50
Actual	2. I show initiative when there is a problem.	1	4.24
Actual	3. I finish tasks without being asked.	1	4.16
Actual	4. I have a go before asking others for help.	1	4.44
Actual	5. I keep trying even when the work is challenging.	1	4.34
Actual	6. I organise my time to complete tasks.	1	4.06
Actual	7. I find areas in my learning that need improvement.	1	4.00

Highest Lowest

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



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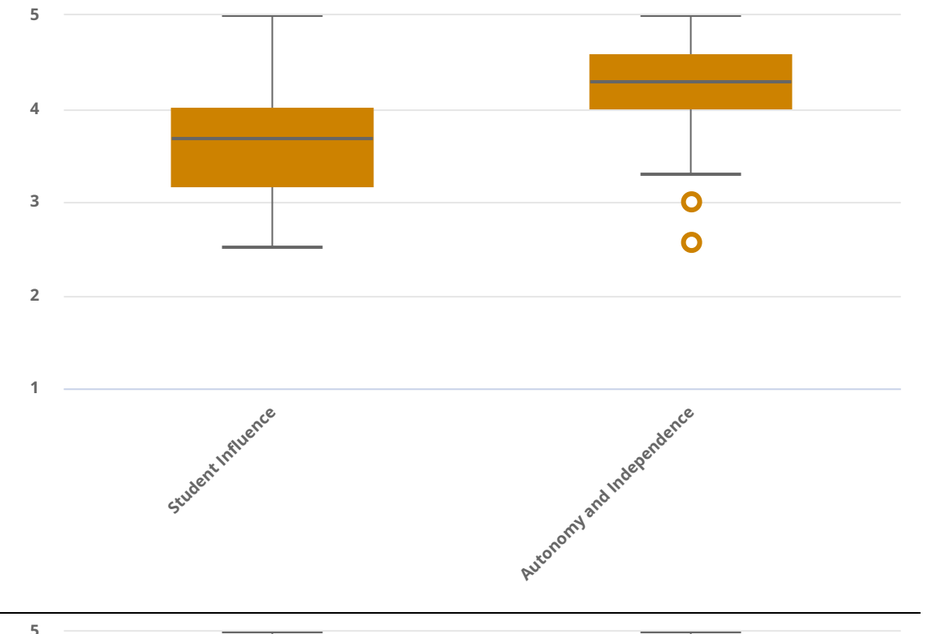
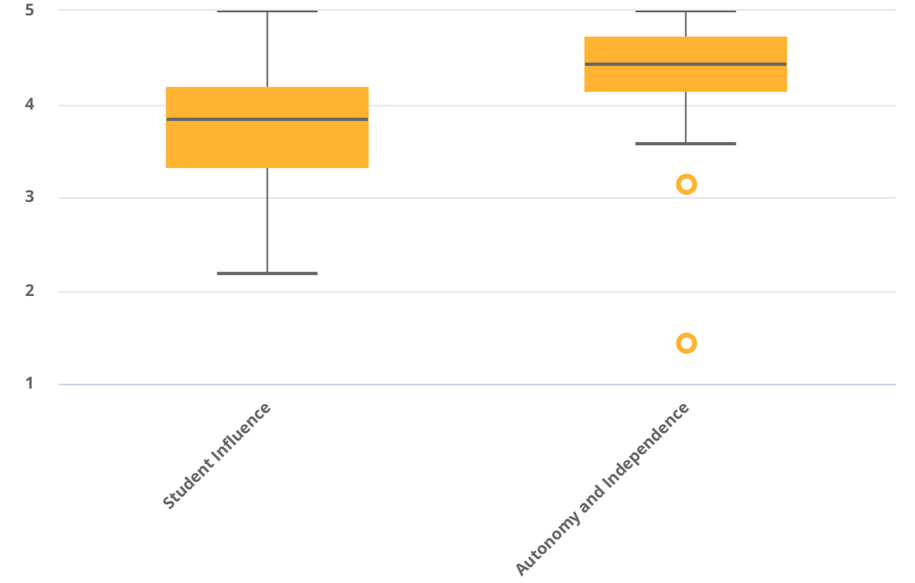
Category:
Male (N=41)

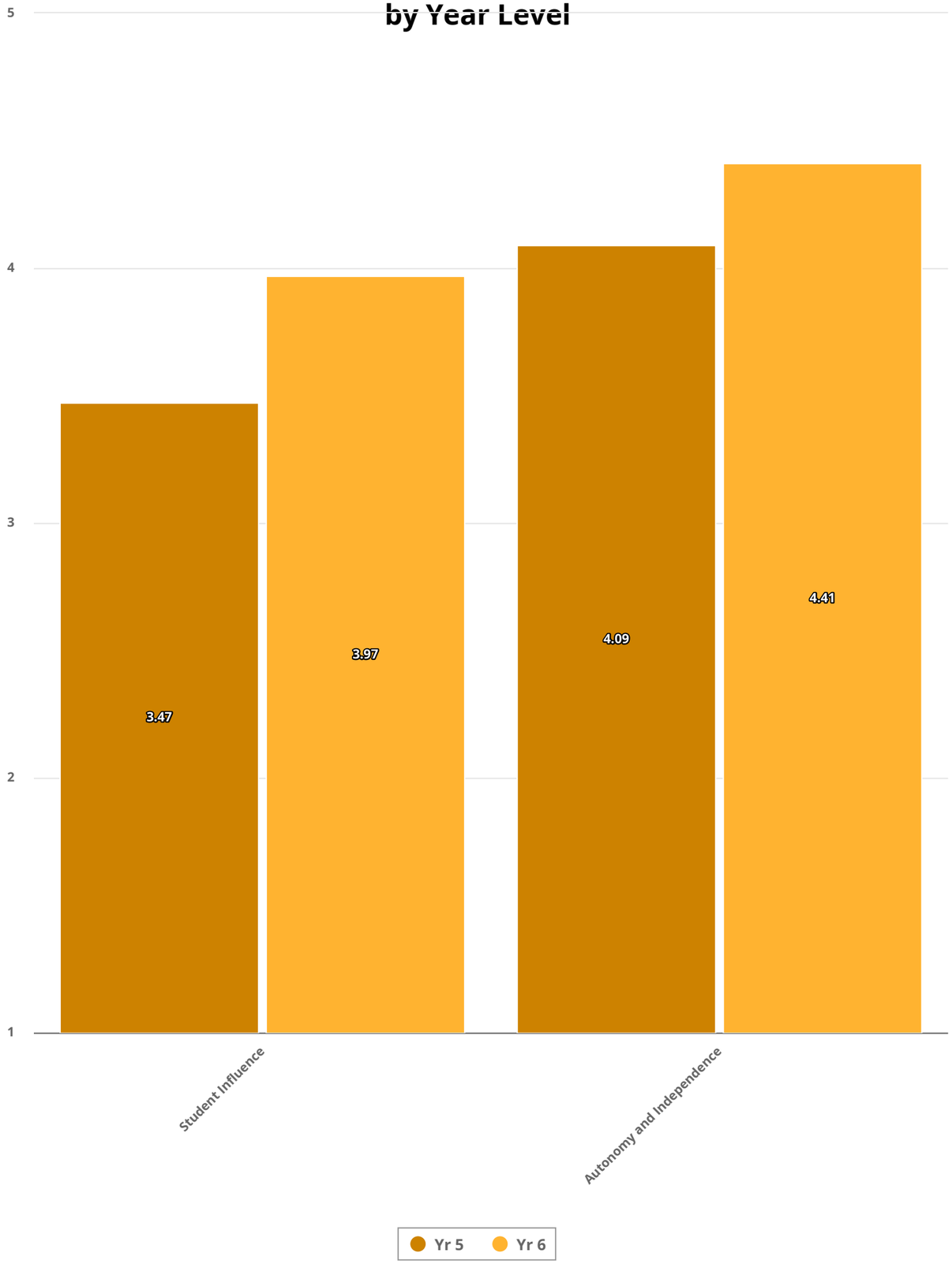


Category:
Female (N=45)

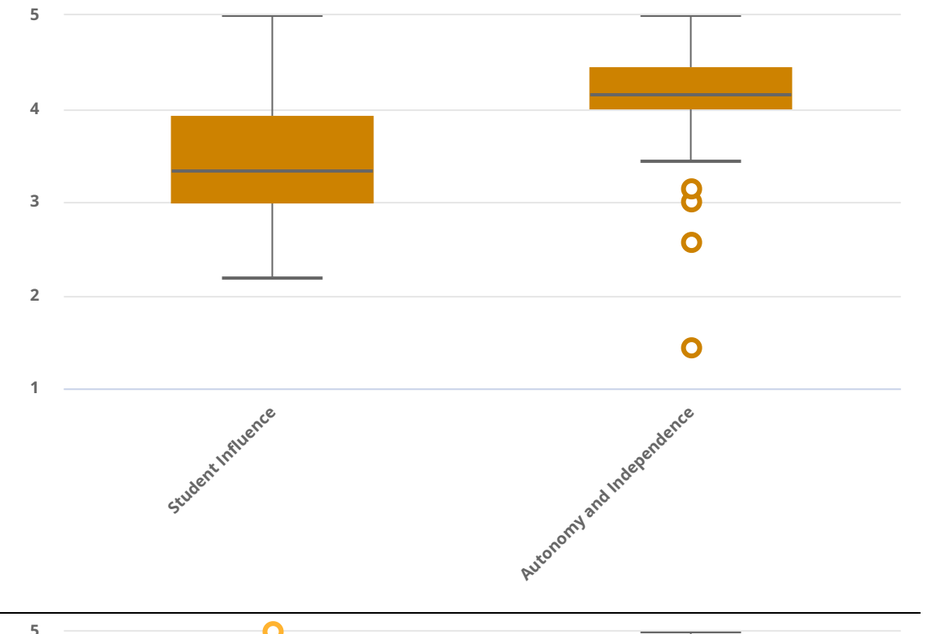


LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

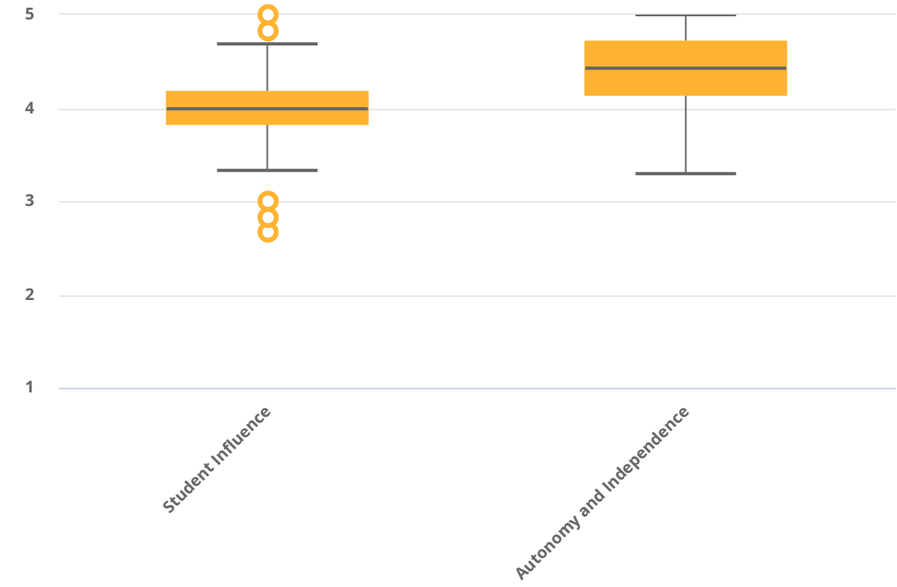
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



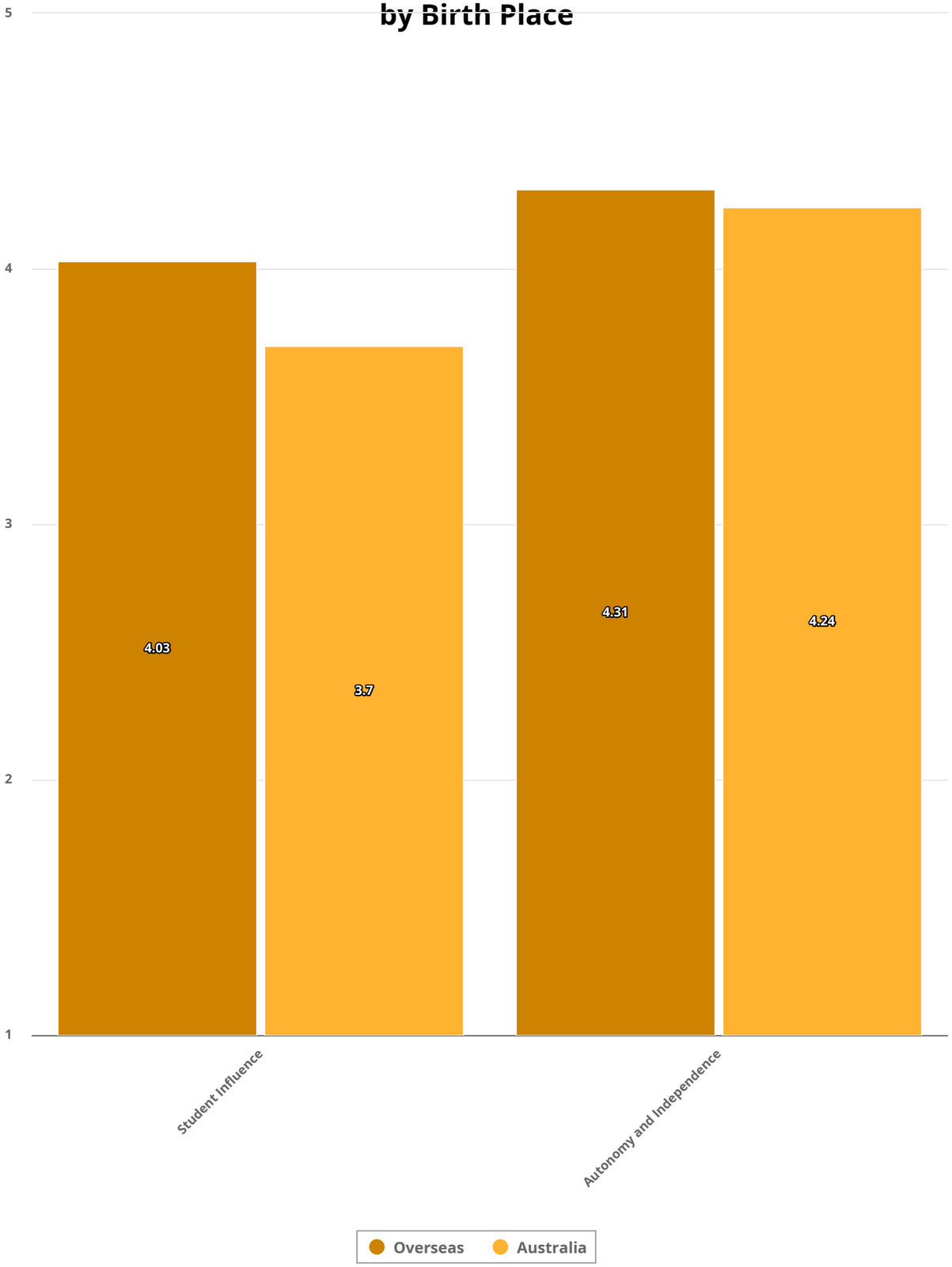
Category:
Yr 5 (N=43)



Category:
Yr 6 (N=37)

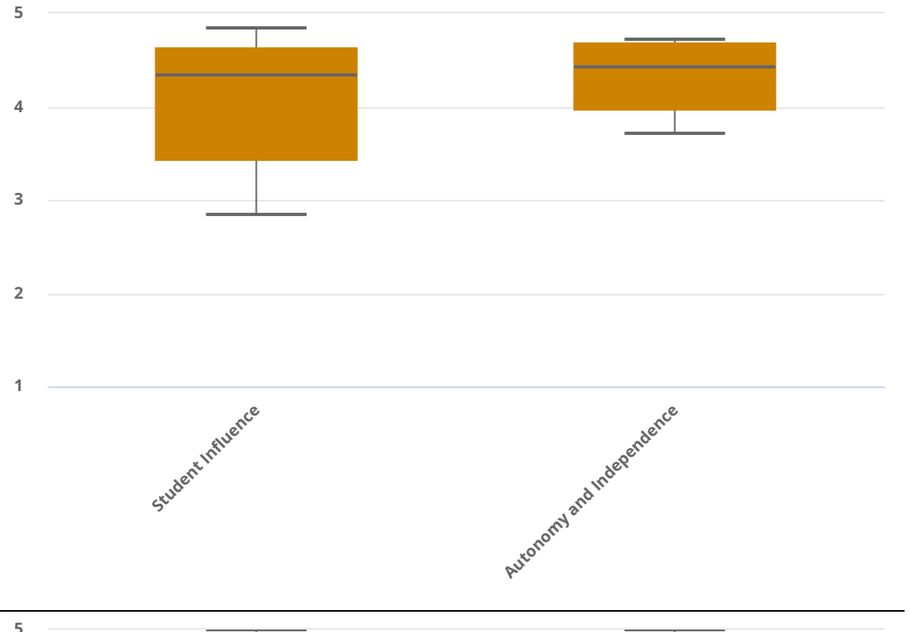


LLL Component 3: Student Agency, Identity, Learning and Leadership by Birth Place

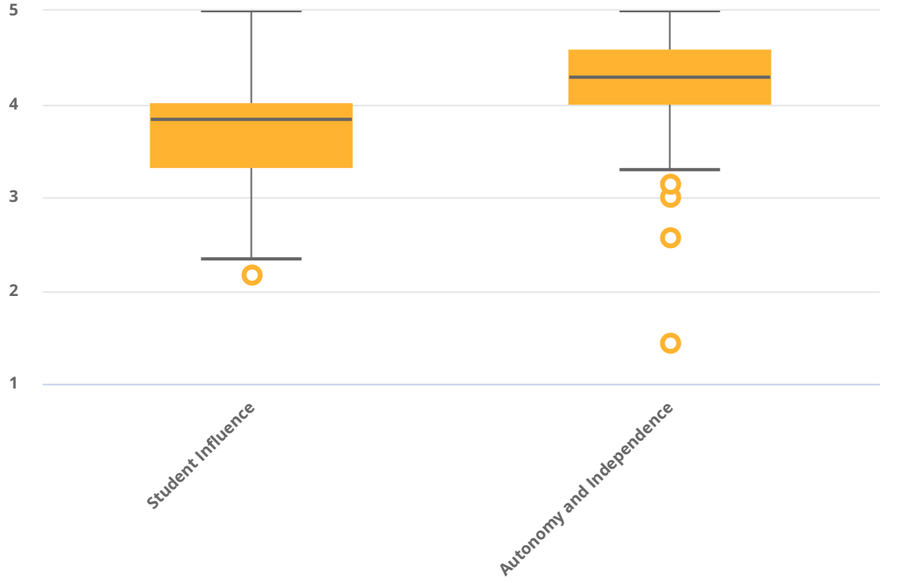


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

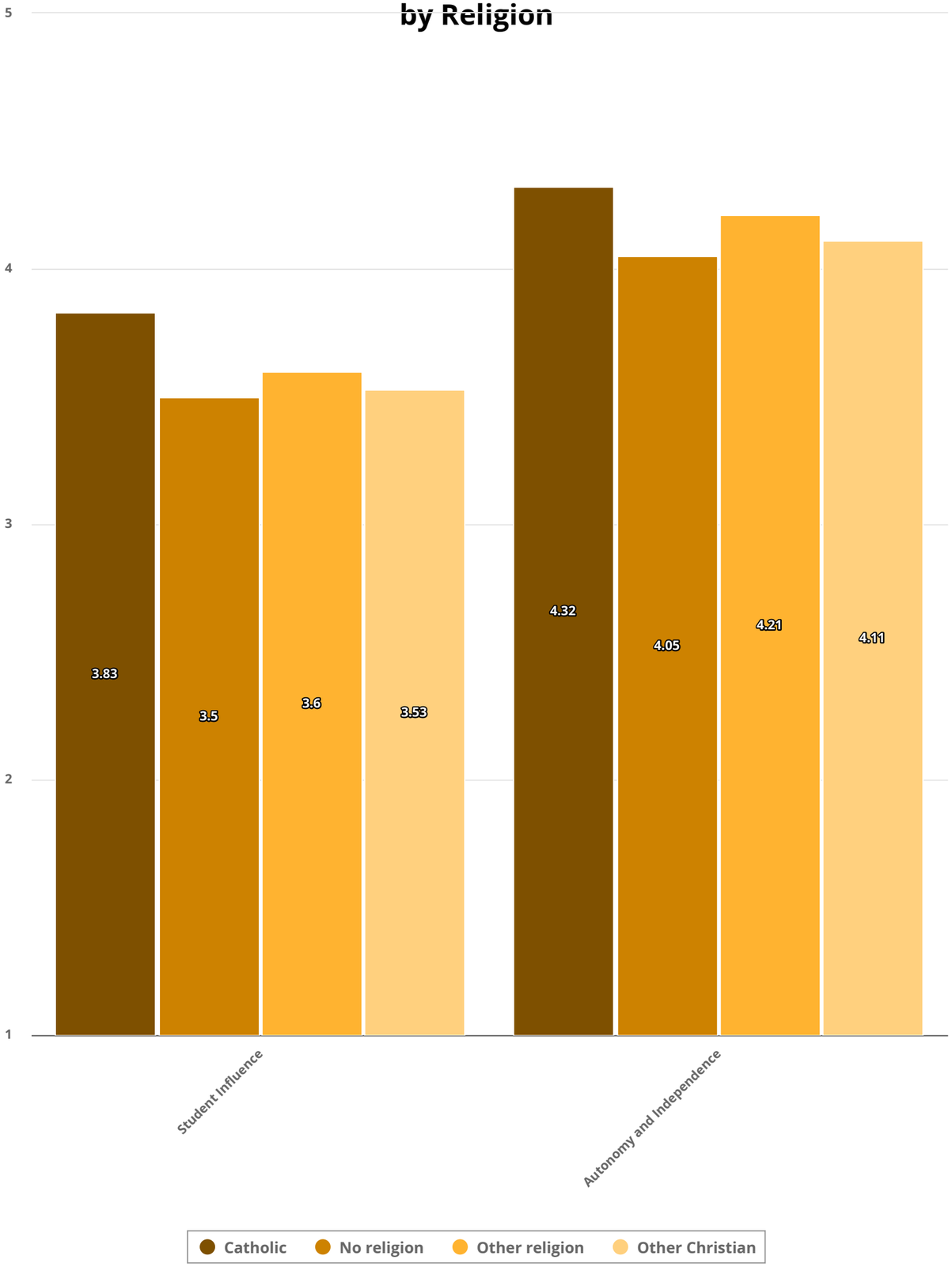
Category:
Overseas (N=6)



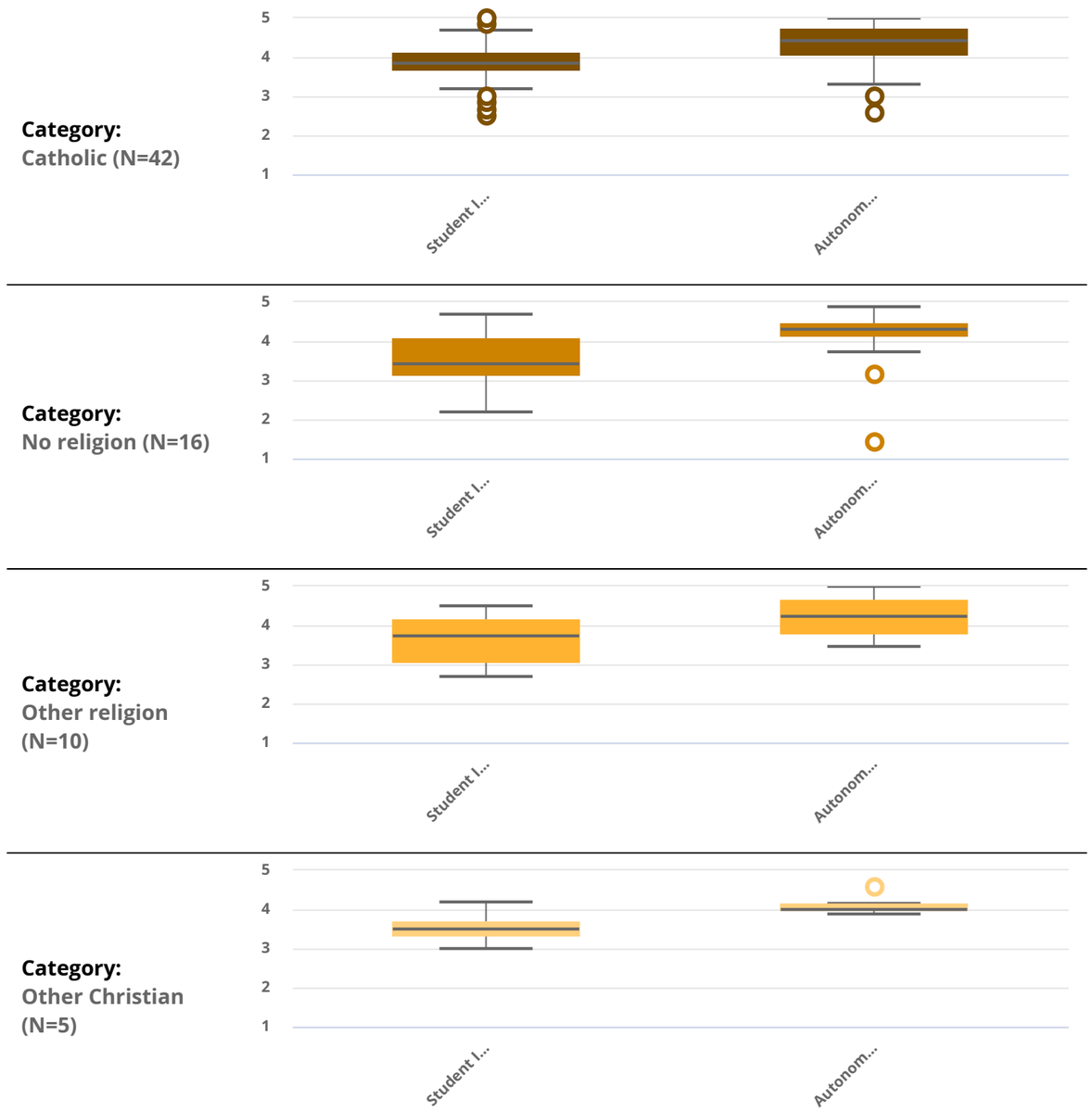
Category:
Australia (N=79)



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.

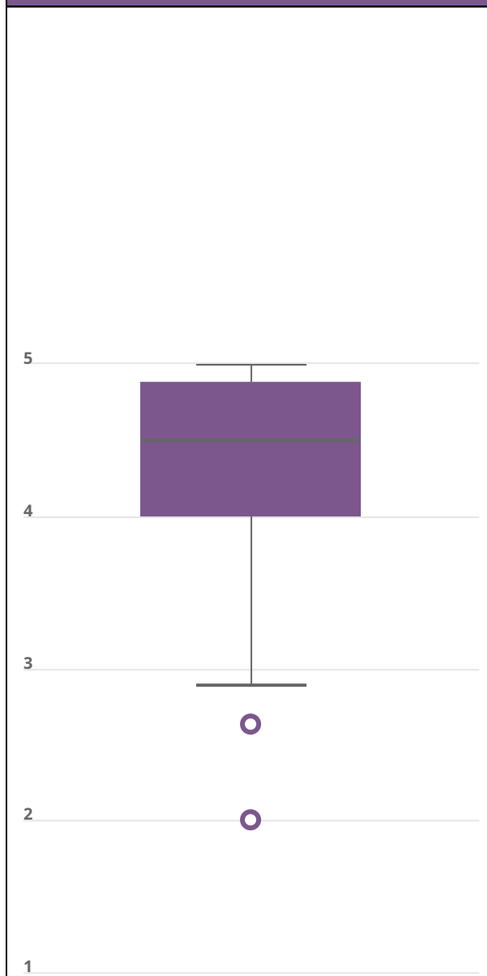


Student Perceptions (Component 4: Community Engagement)

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.

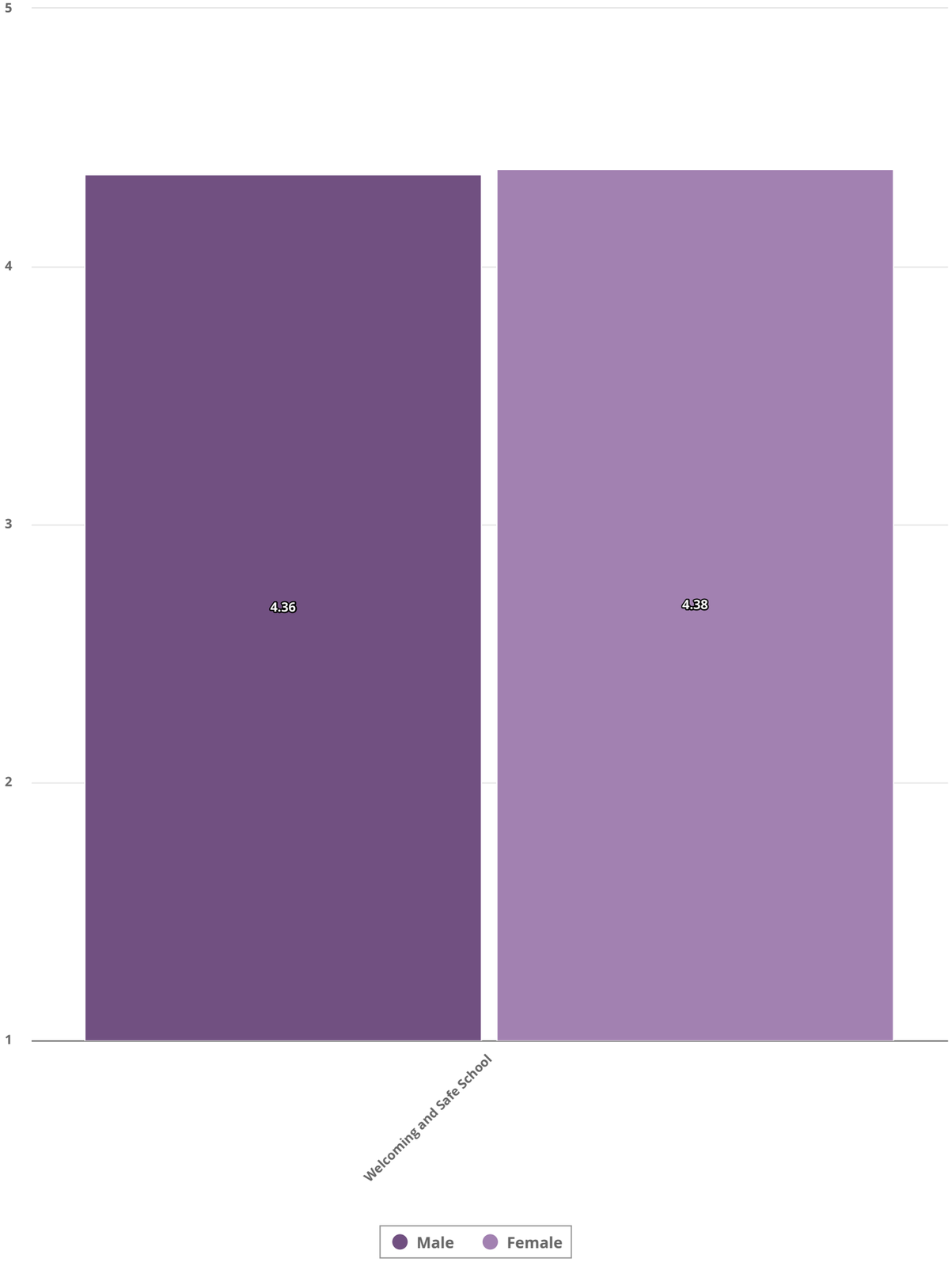


10.47 %	20.93 %	68.6 %	Actual	1. I feel welcome at this school.
6.98 %	20.93 %	72.09 %	Actual	2. I am proud to be part of this school.
3.49 %	9.3 %	27.91 %	58.14 %	Actual	3. I feel that I belong when I am at school.
2.33 %	15.12 %	32.56 %	48.84 %	Actual	4. I feel respected when I am at school.
2.33 %	12.79 %	30.23 %	52.33 %	Actual	5. I feel that I am an important part of the school.
2.33 %	14 %	17.44 %	33.72 %	38.37 %	Actual	6. I feel that students are kind to me at school.
5.81 %	36.05 %	55.81 %	Actual	7. I feel safe when I am at school.
5.81 %	43.02 %	50 %	Actual	8. I feel safe during recess and lunch time.

1		4.58	5
1		4.65	5
1		4.38	5
1		4.26	5
1		4.28	5
1		3.98	5
1		4.44	5
1		4.41	5

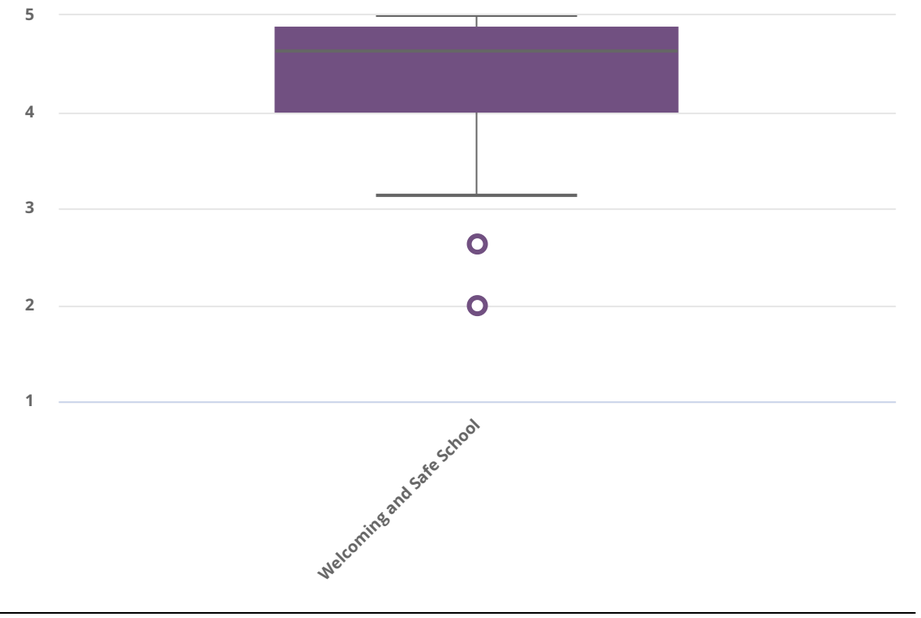
Highest Lowest

LLL Component 4: Community Engagement by Gender

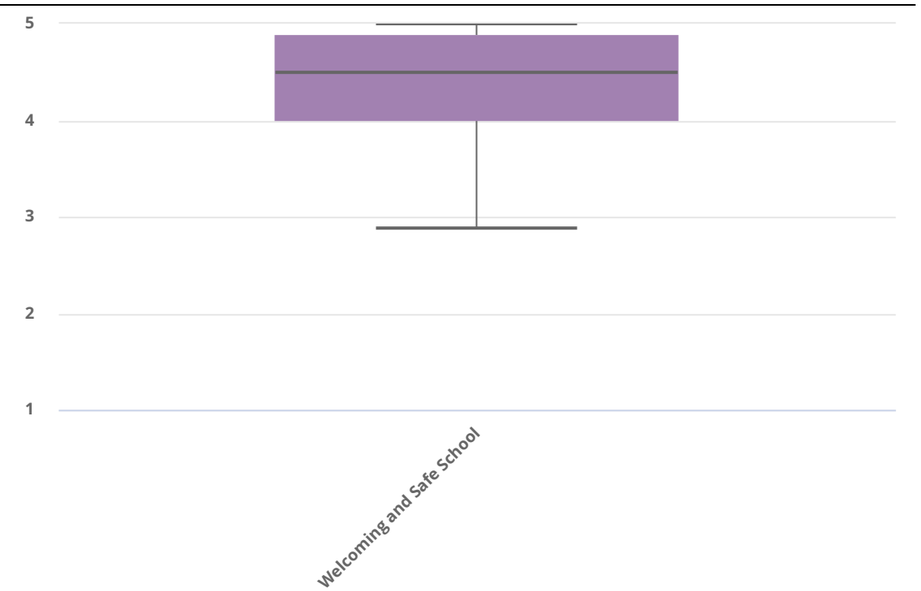


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

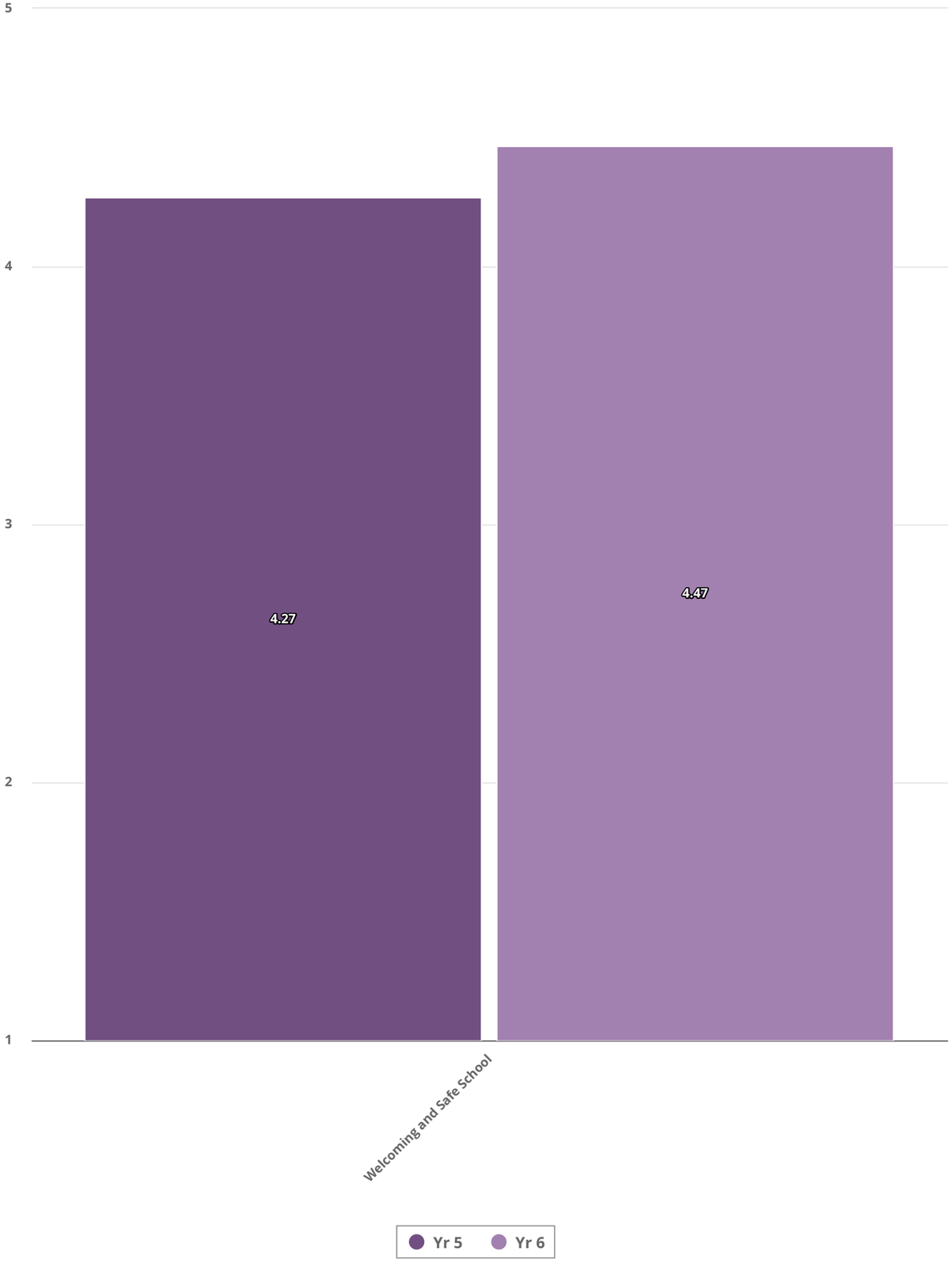
Category:
Male (N=39)



Category:
Female (N=45)

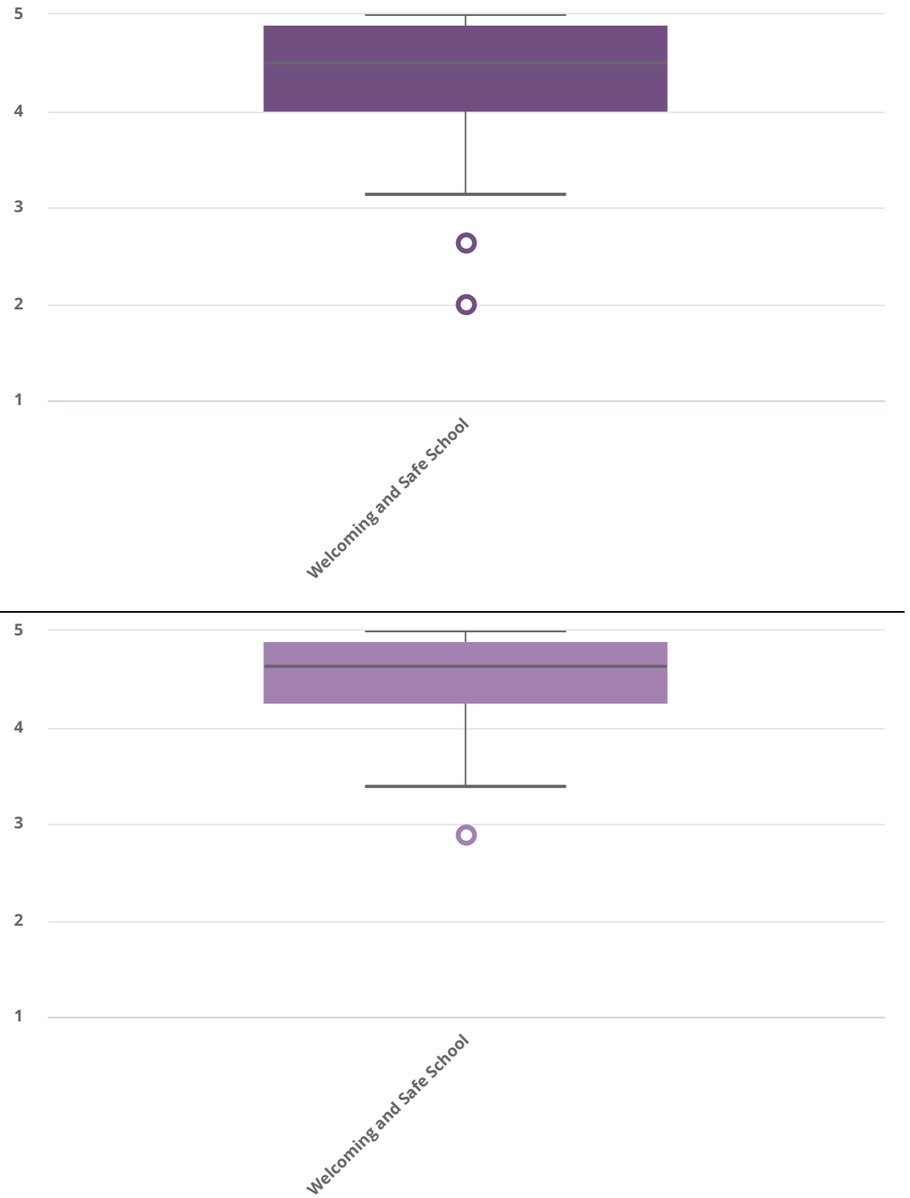


LLL Component 4: Community Engagement by Year Level



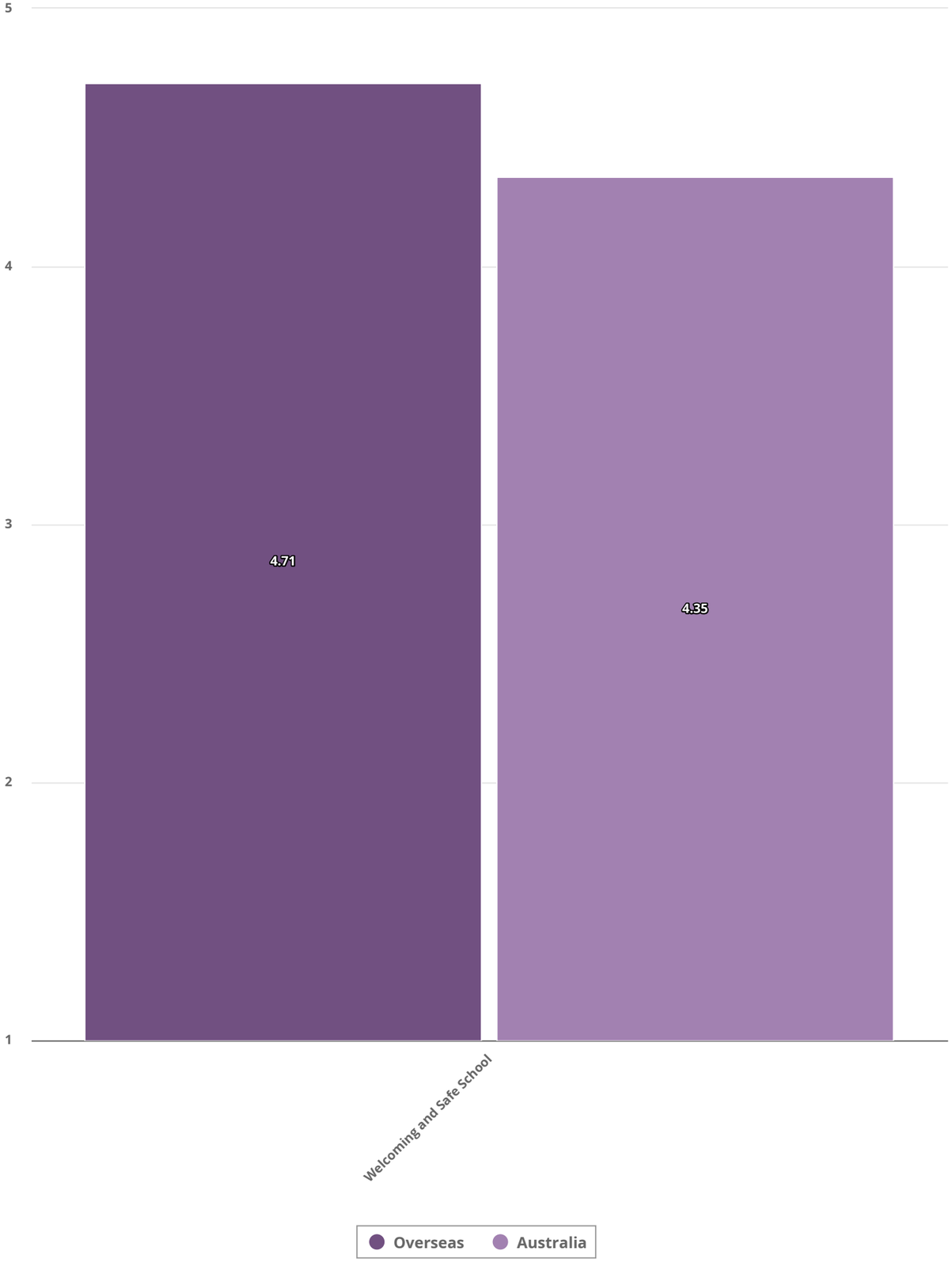
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:
Yr 5 (N=41)



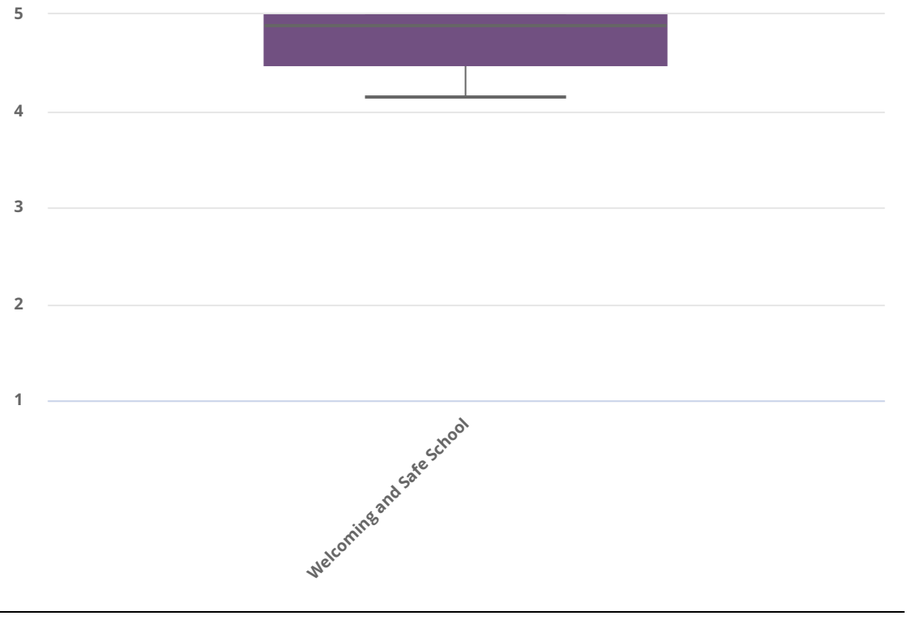
Category:
Yr 6 (N=41)

LLL Component 4: Community Engagement by Birth Place

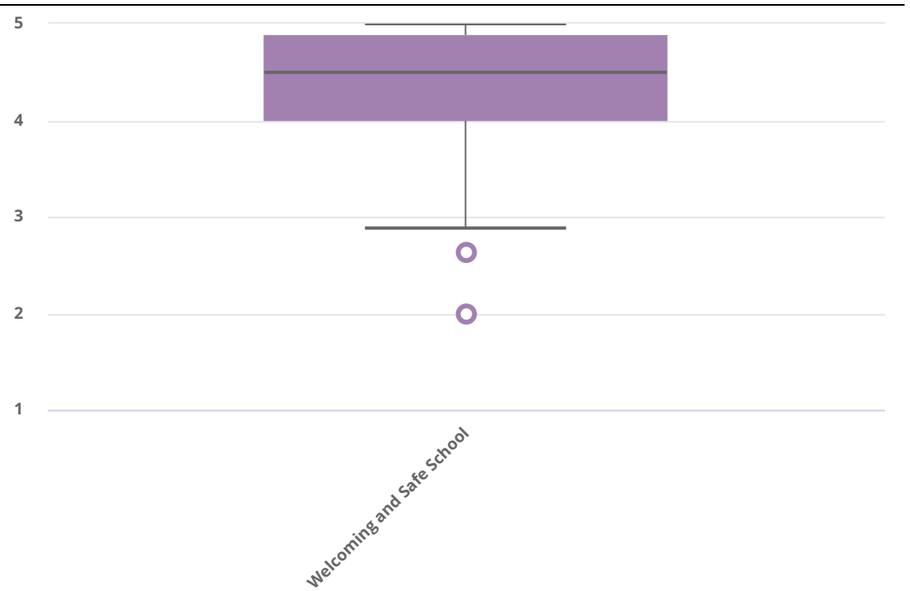


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

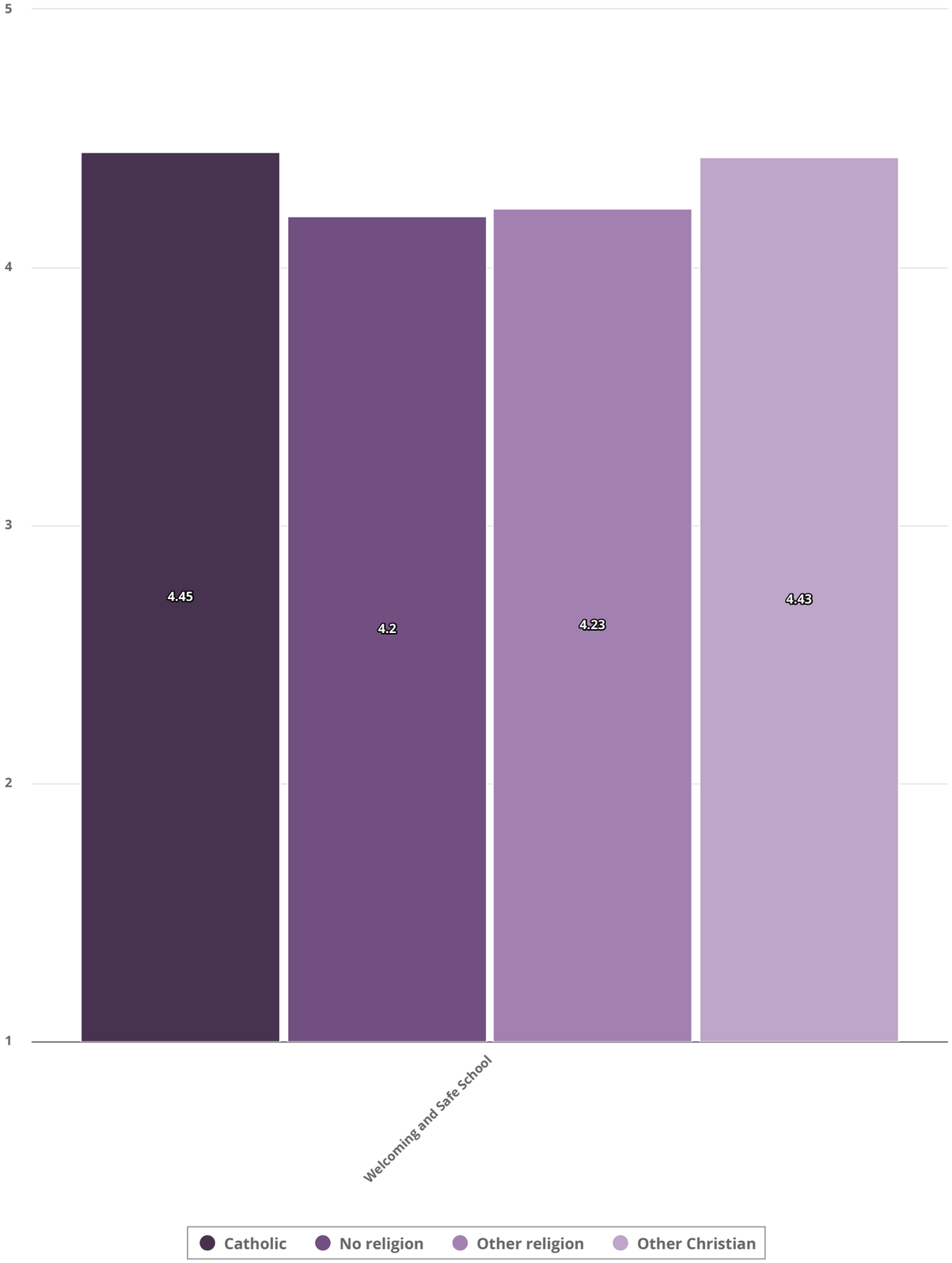
Category:
Overseas (N=6)



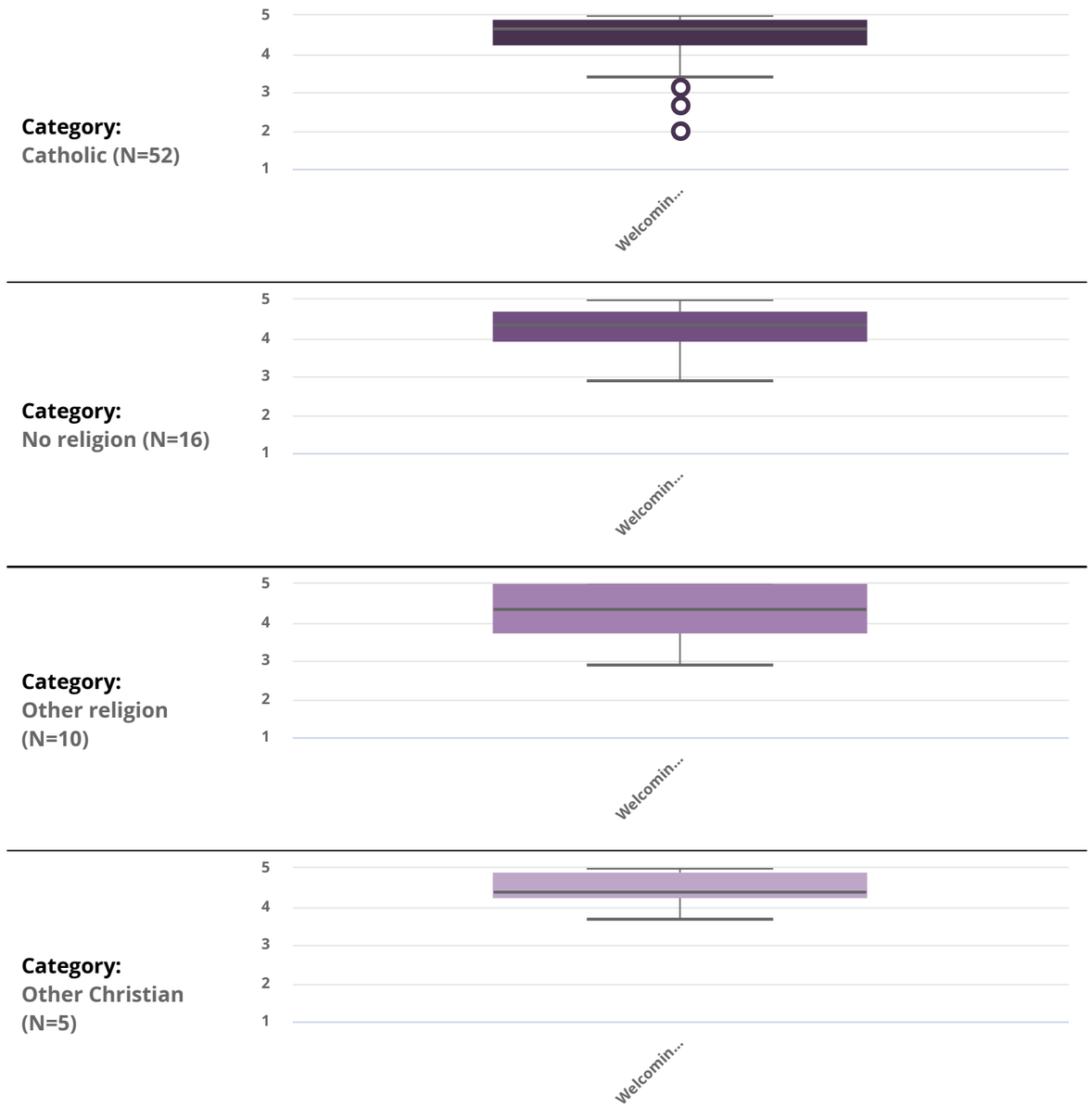
Category:
Australia (N=78)



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.

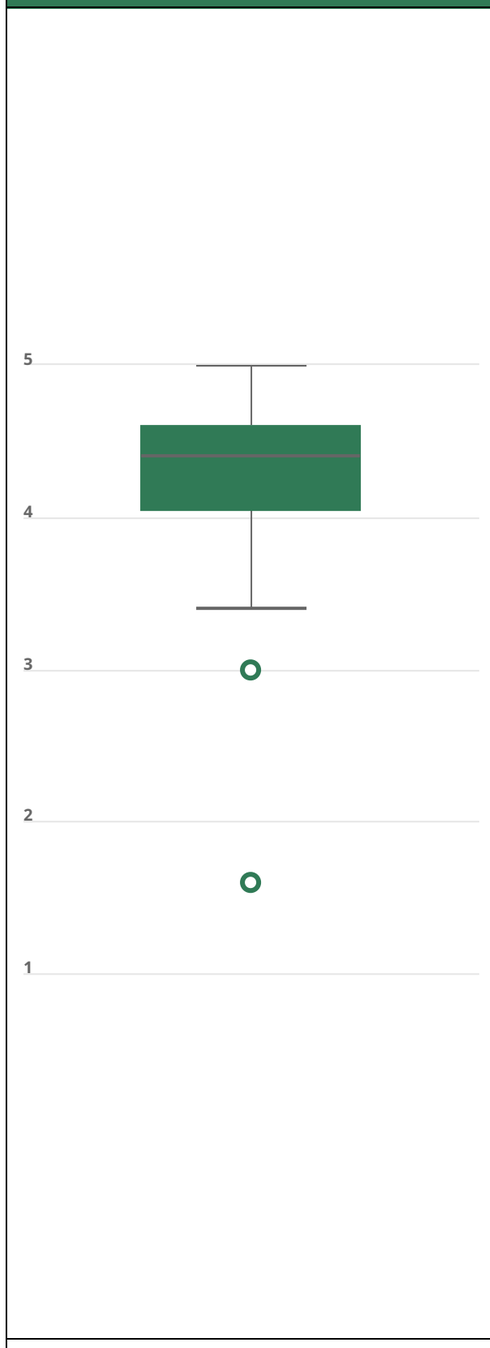


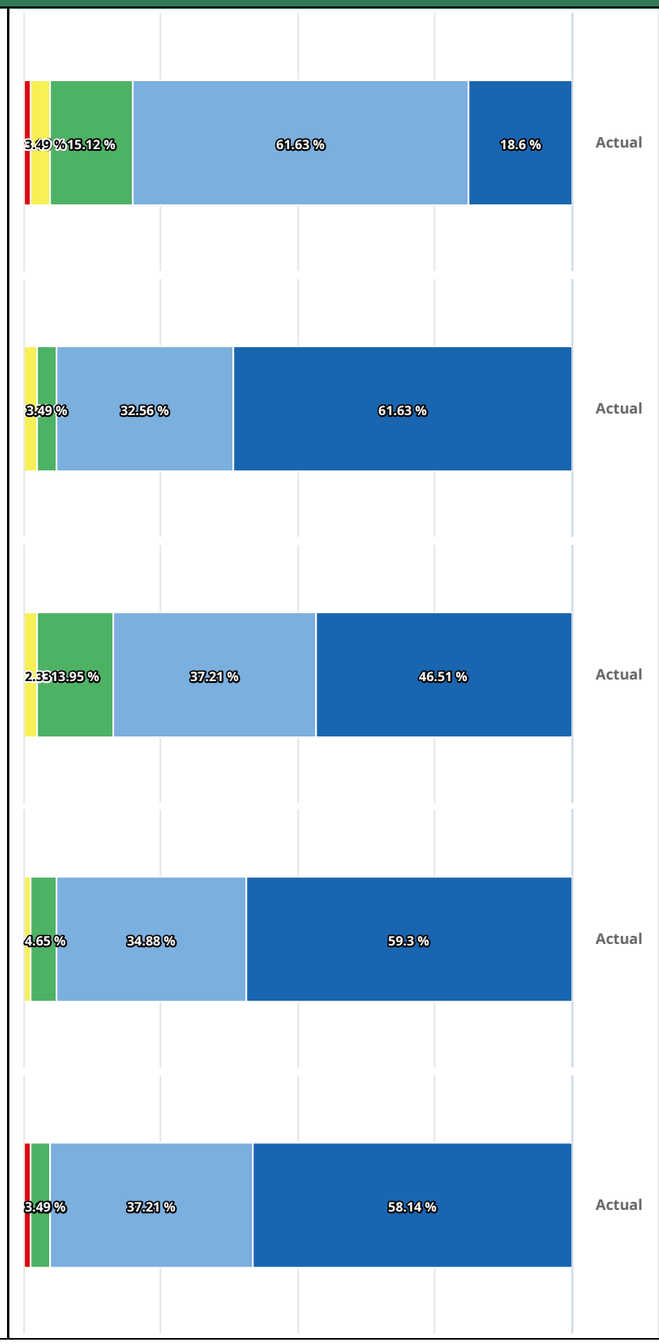
Student Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

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

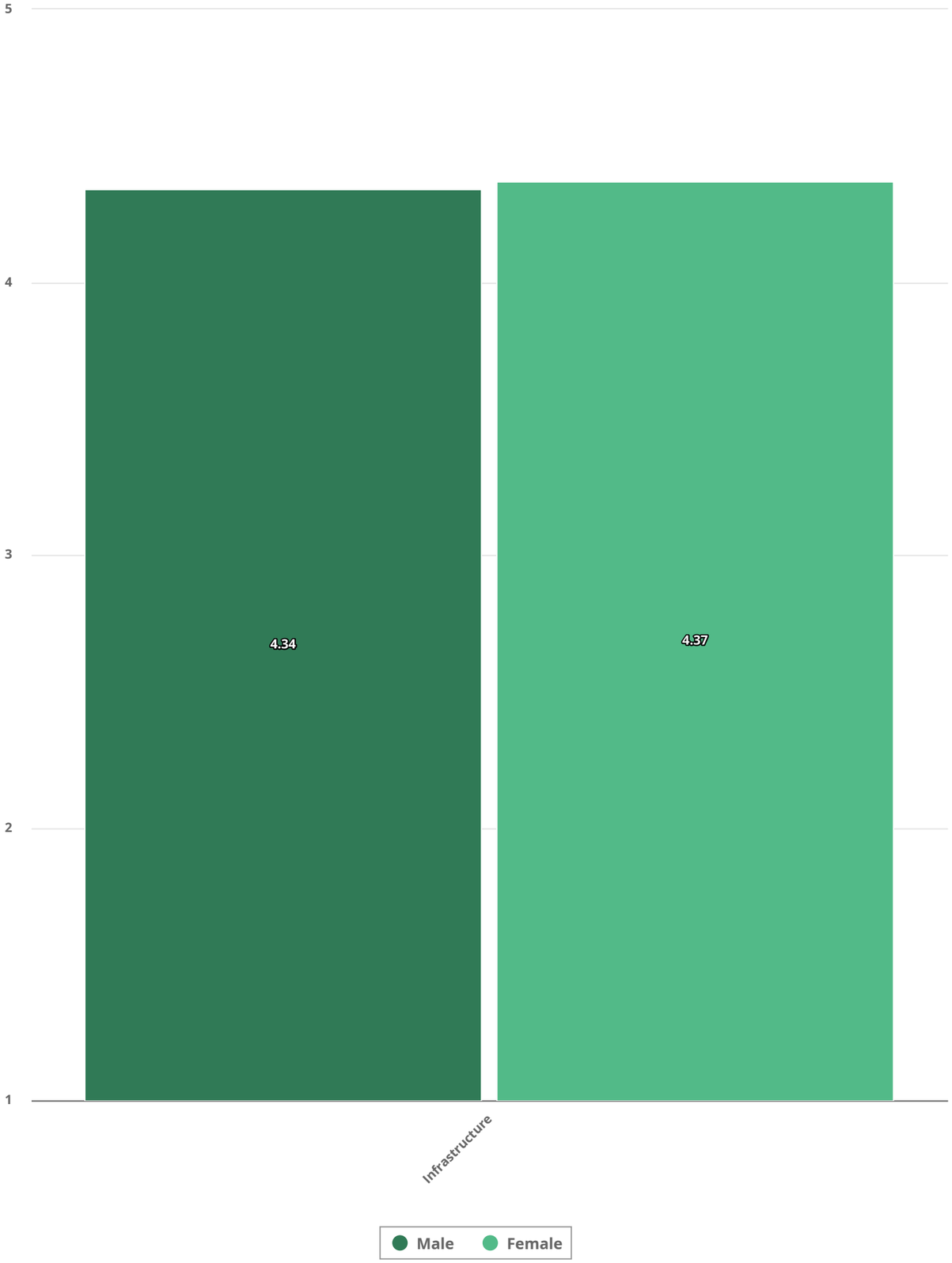




1. The school is kept neat and tidy.	1 — 3.93 — 5
2. The classrooms are welcoming places to learn.	1 — 4.53 — 5
3. There are special spaces for prayer.	1 — 4.28 — 5
4. There is someone at school who can help me if I have a problem with technology.	1 — 4.52 — 5
5. The equipment that teachers use during lessons help me to learn (such as classroom resources or technology).	1 — 4.51 — 5

Highest Lowest

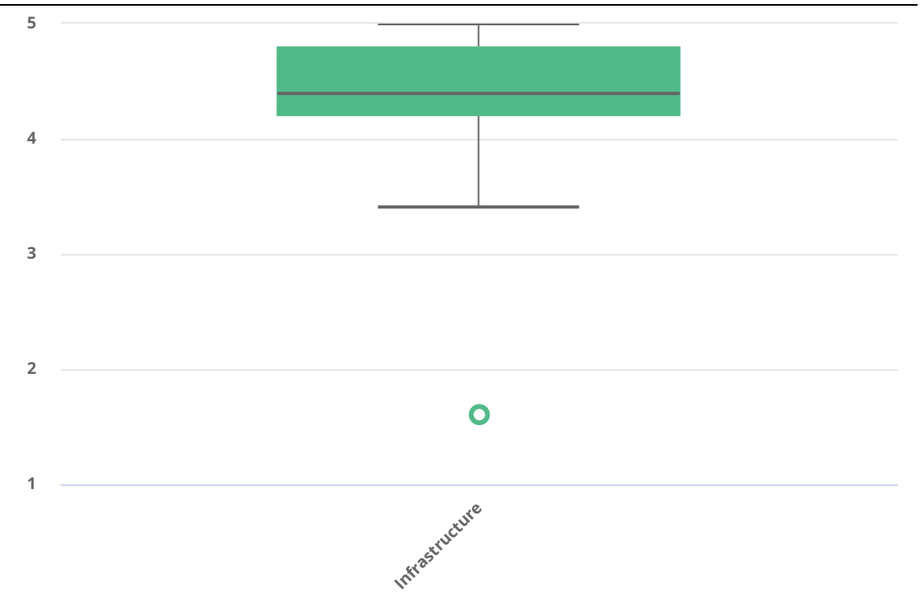
Additional Construct: Infrastructure by Gender



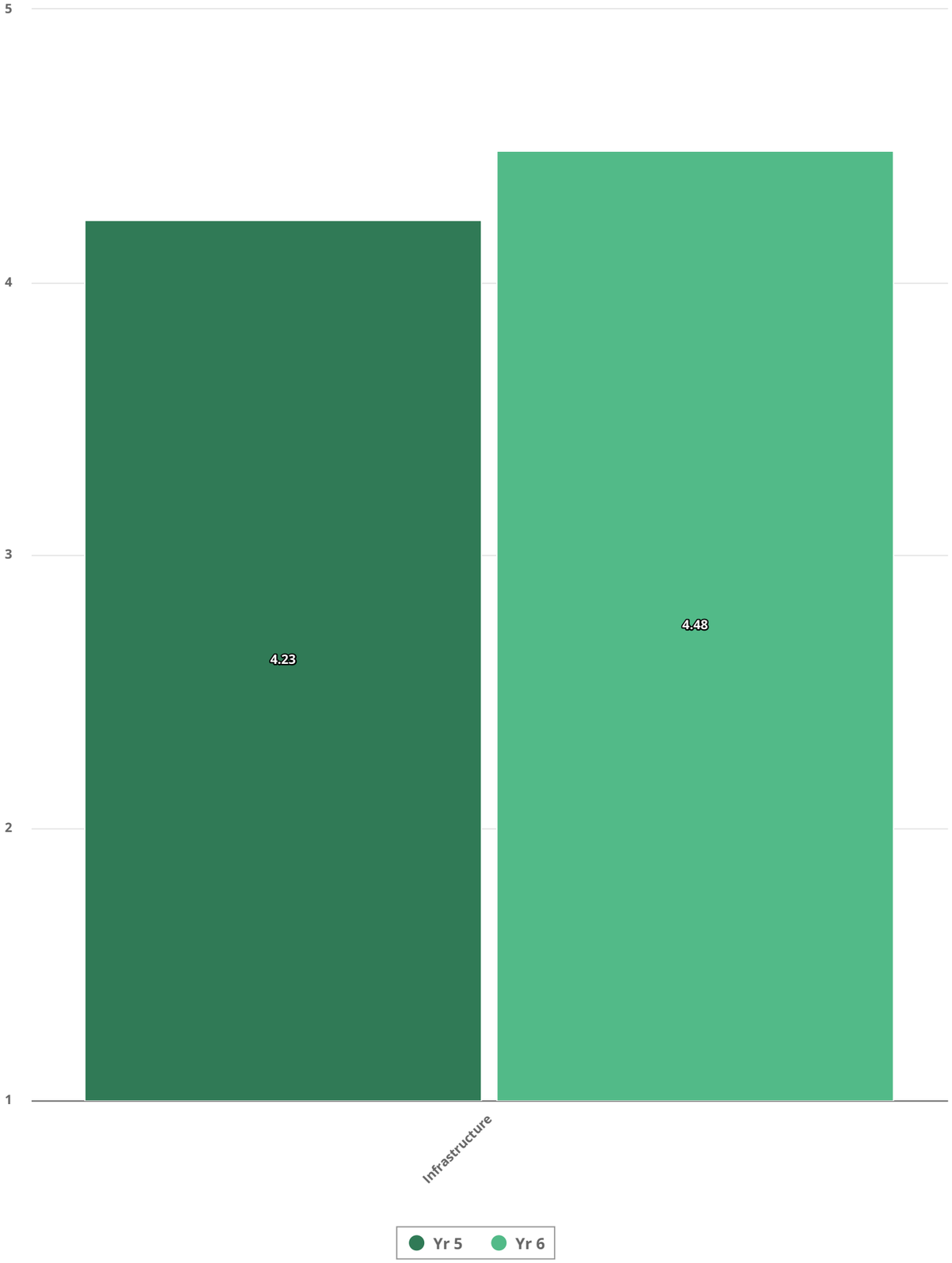
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:
Male (N=40)

Category:
Female (N=44)

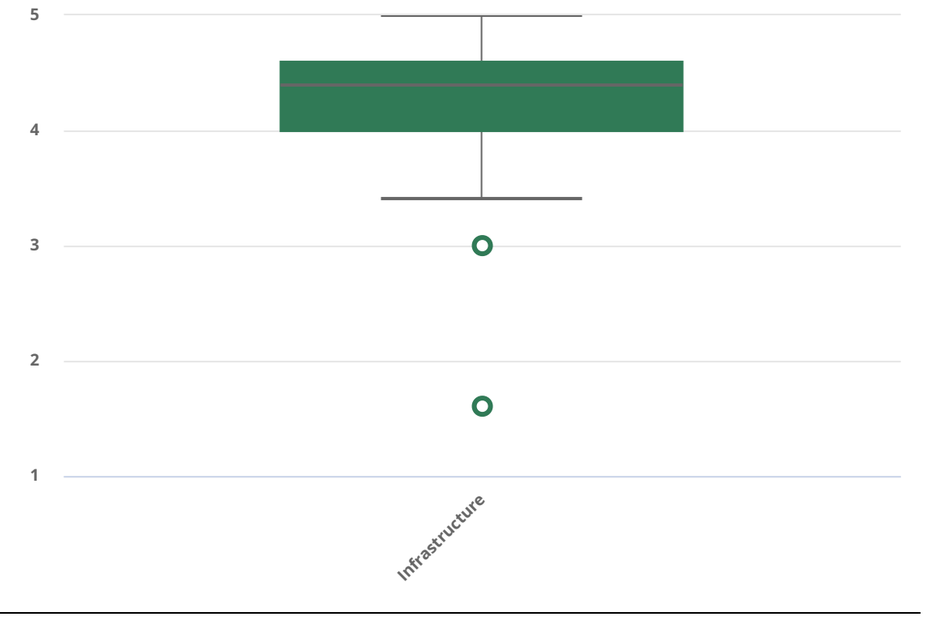


Additional Construct: Infrastructure by Year Level

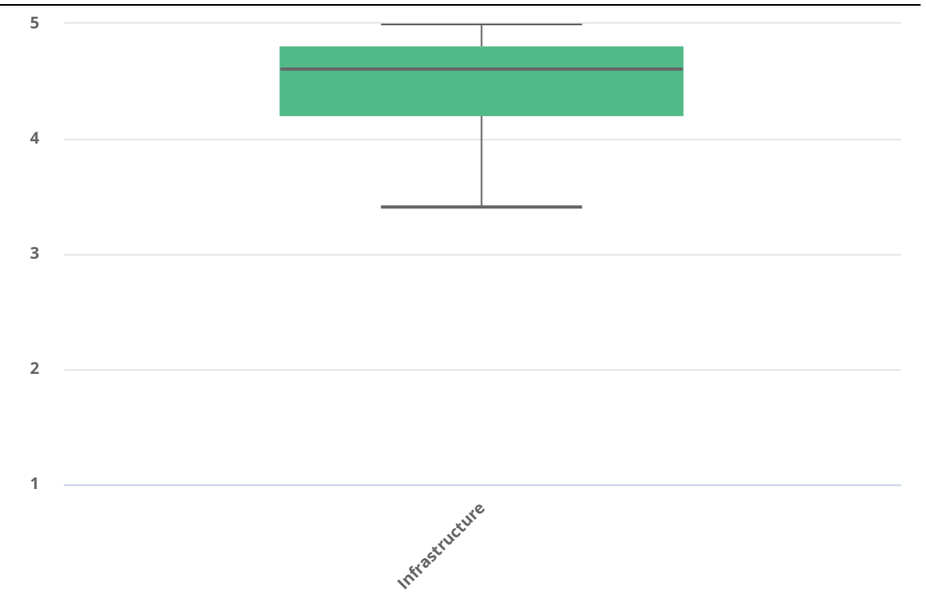


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

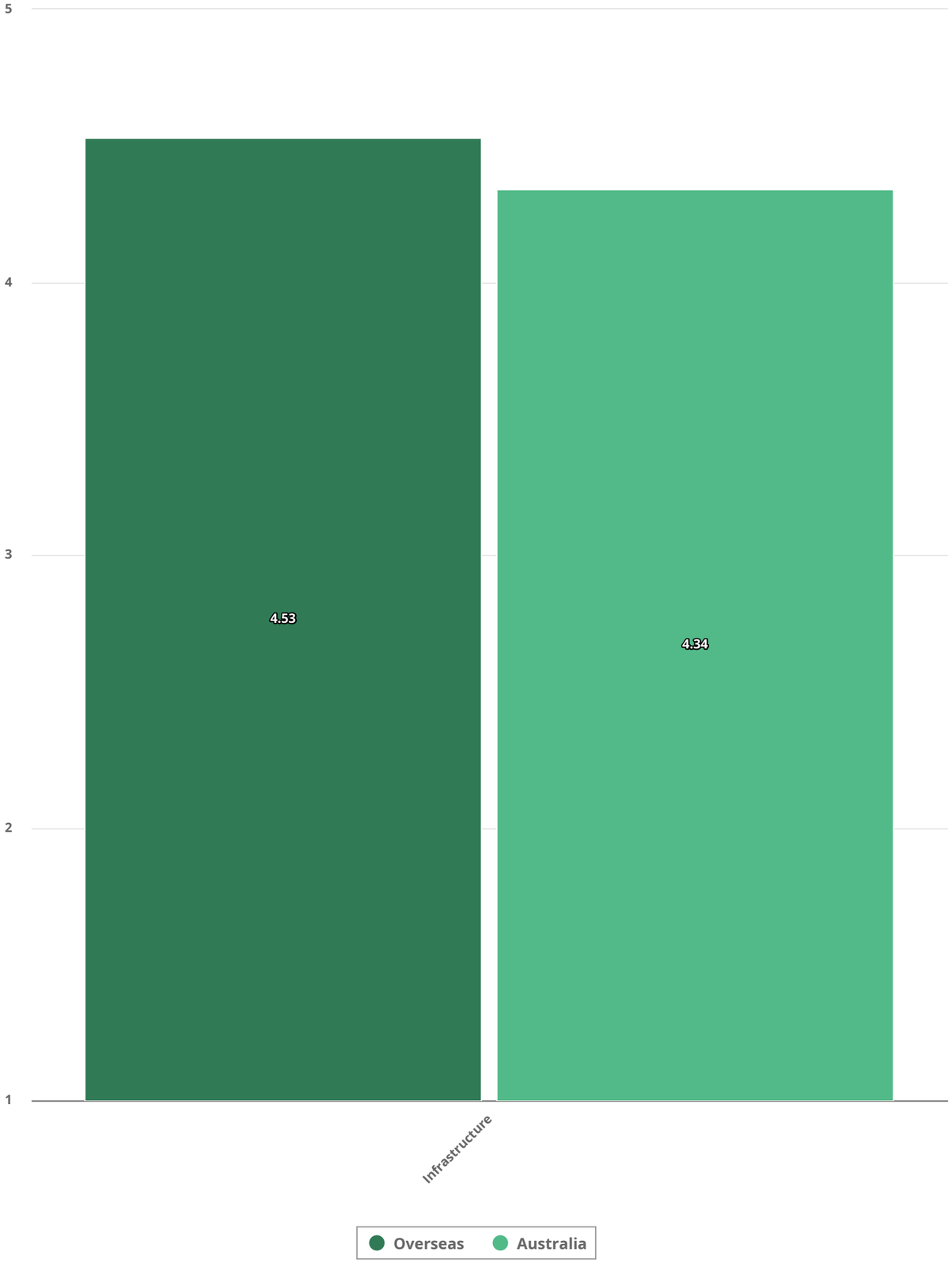
Category:
Yr 5 (N=41)



Category:
Yr 6 (N=43)



Additional Construct: Infrastructure by Birth Place



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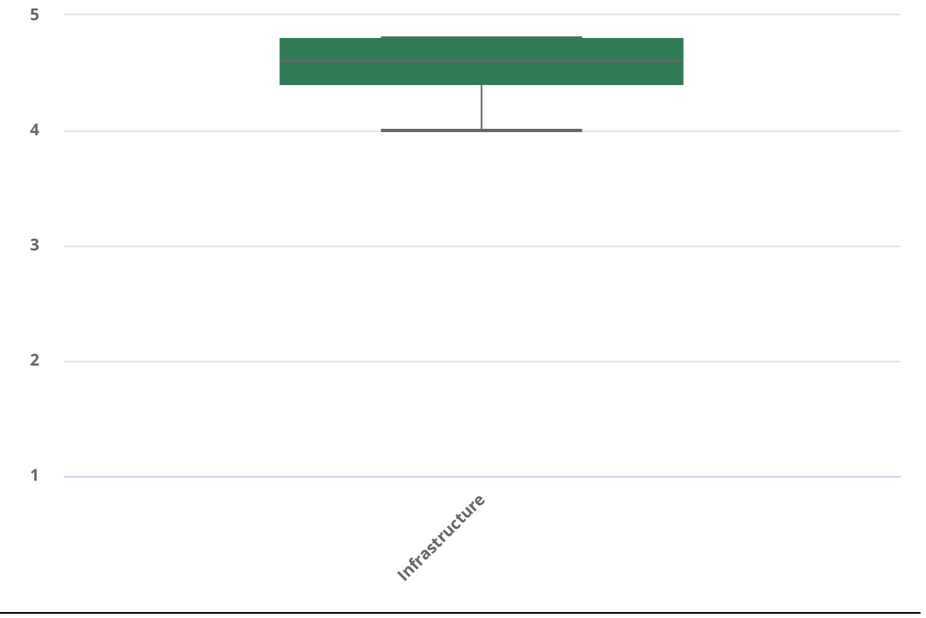
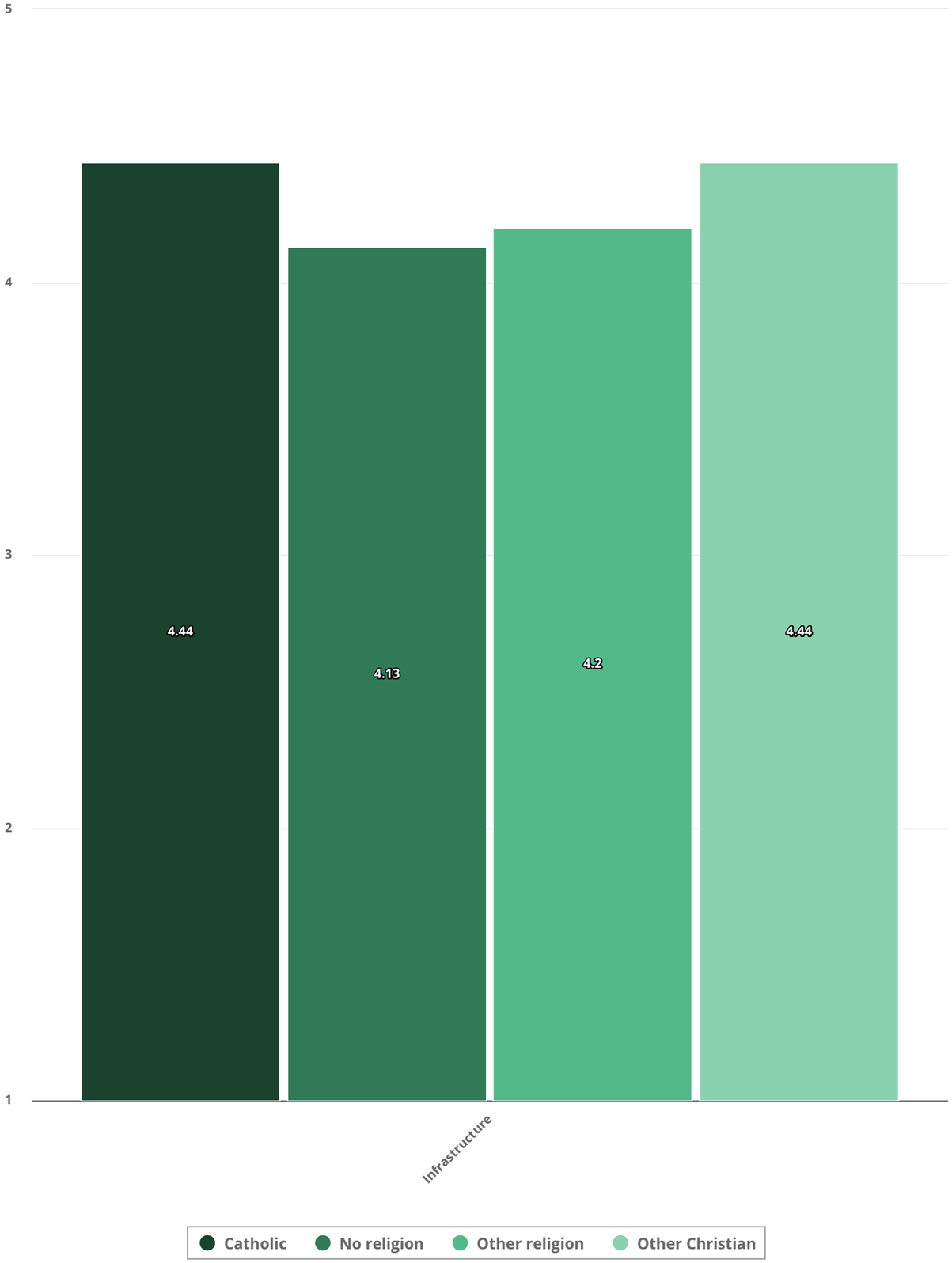
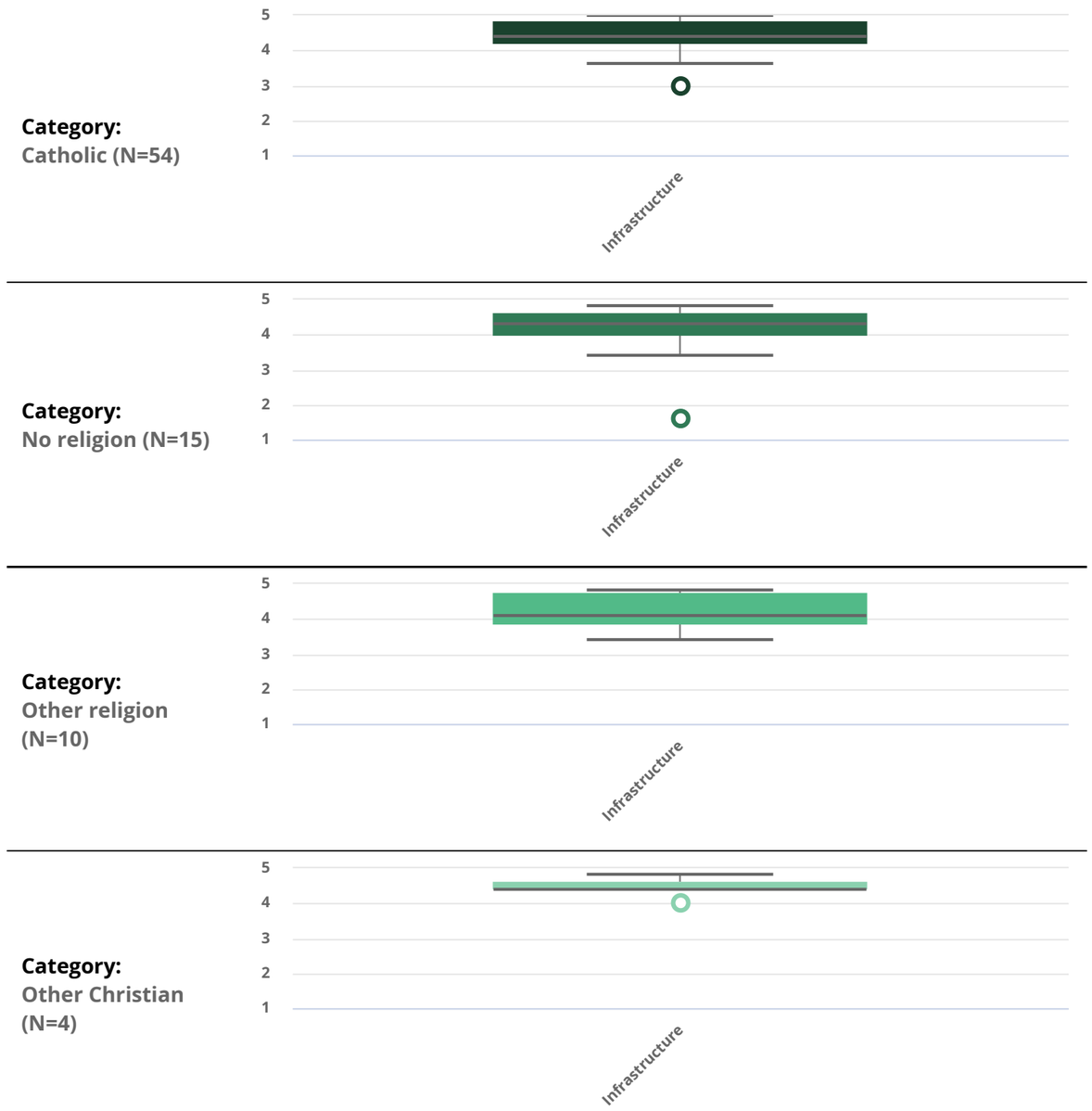
Category:
Overseas (N=6)



Category:
Australia (N=78)

Additional Construct: Infrastructure by Religion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