

LLL Teacher & Leadership Survey: Rosary School, Prospect SA 5082

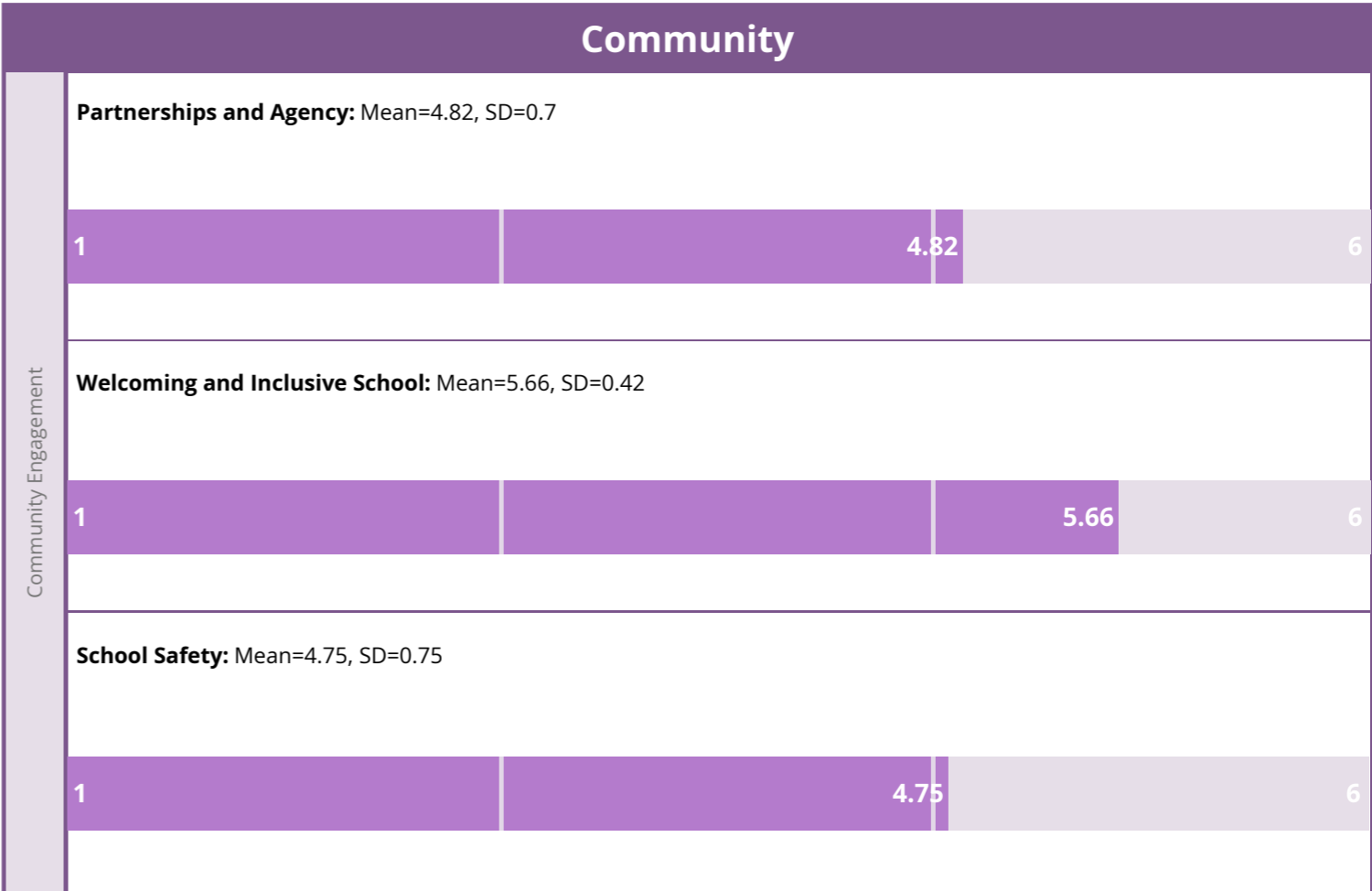
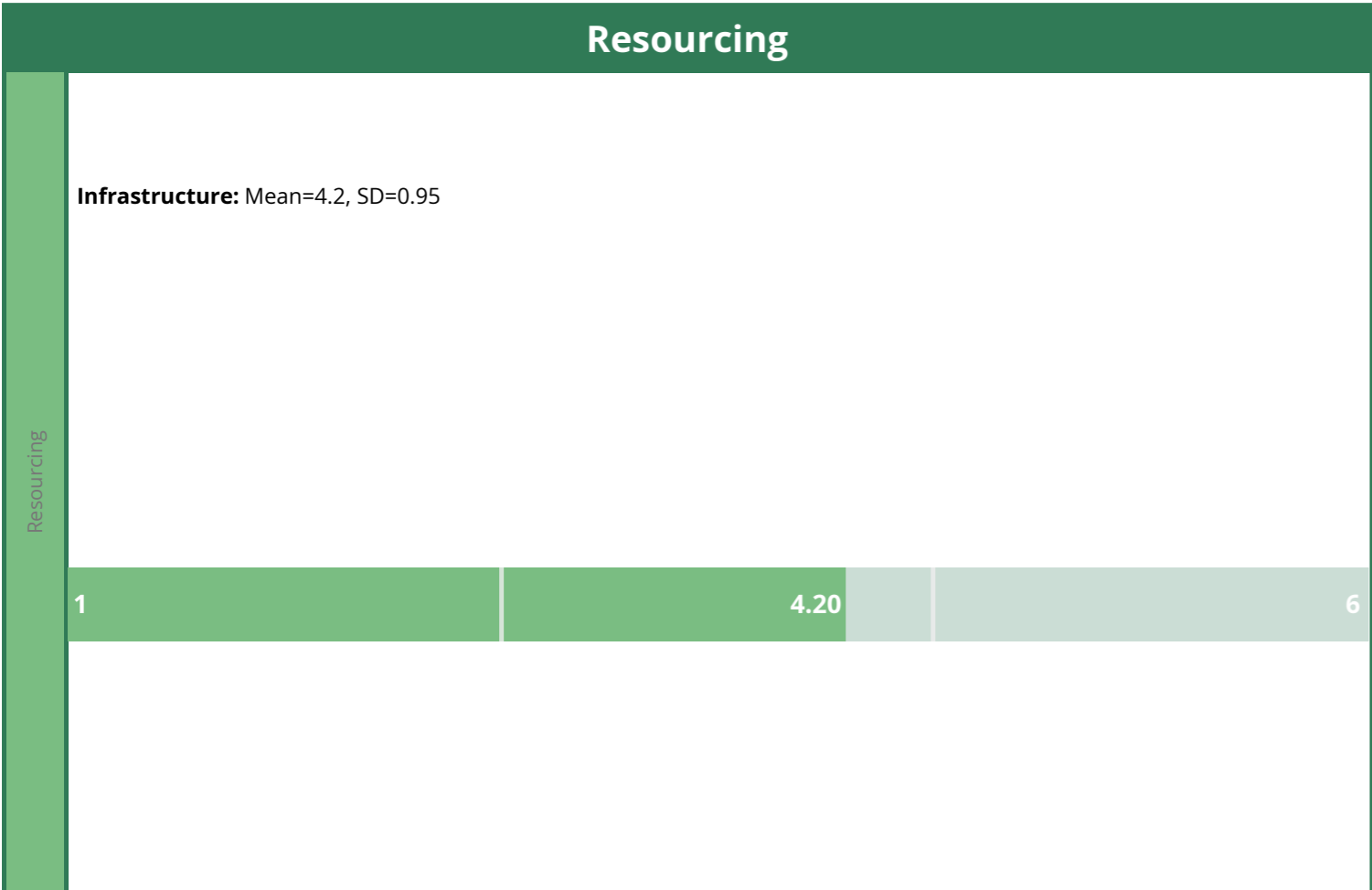
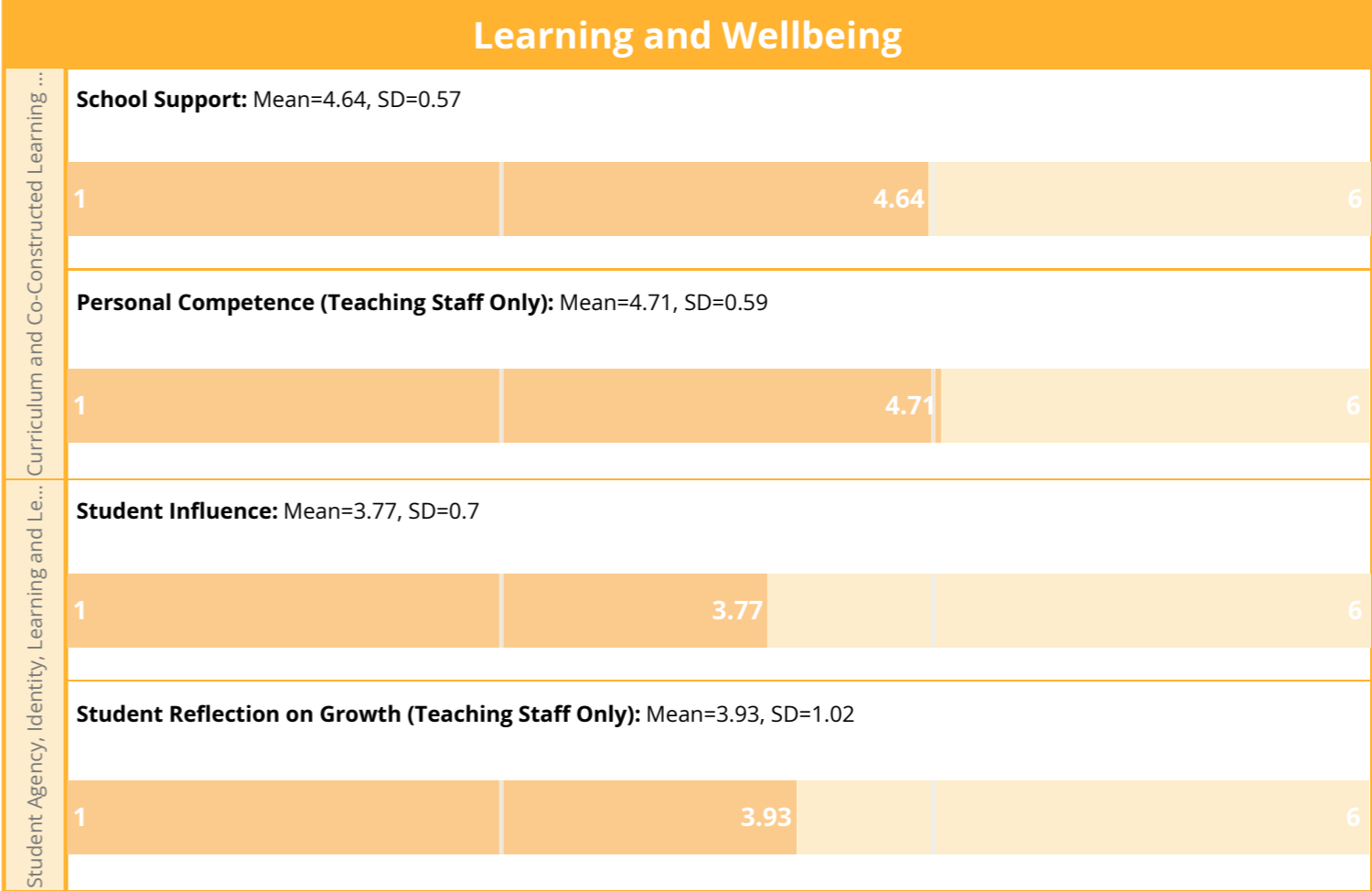
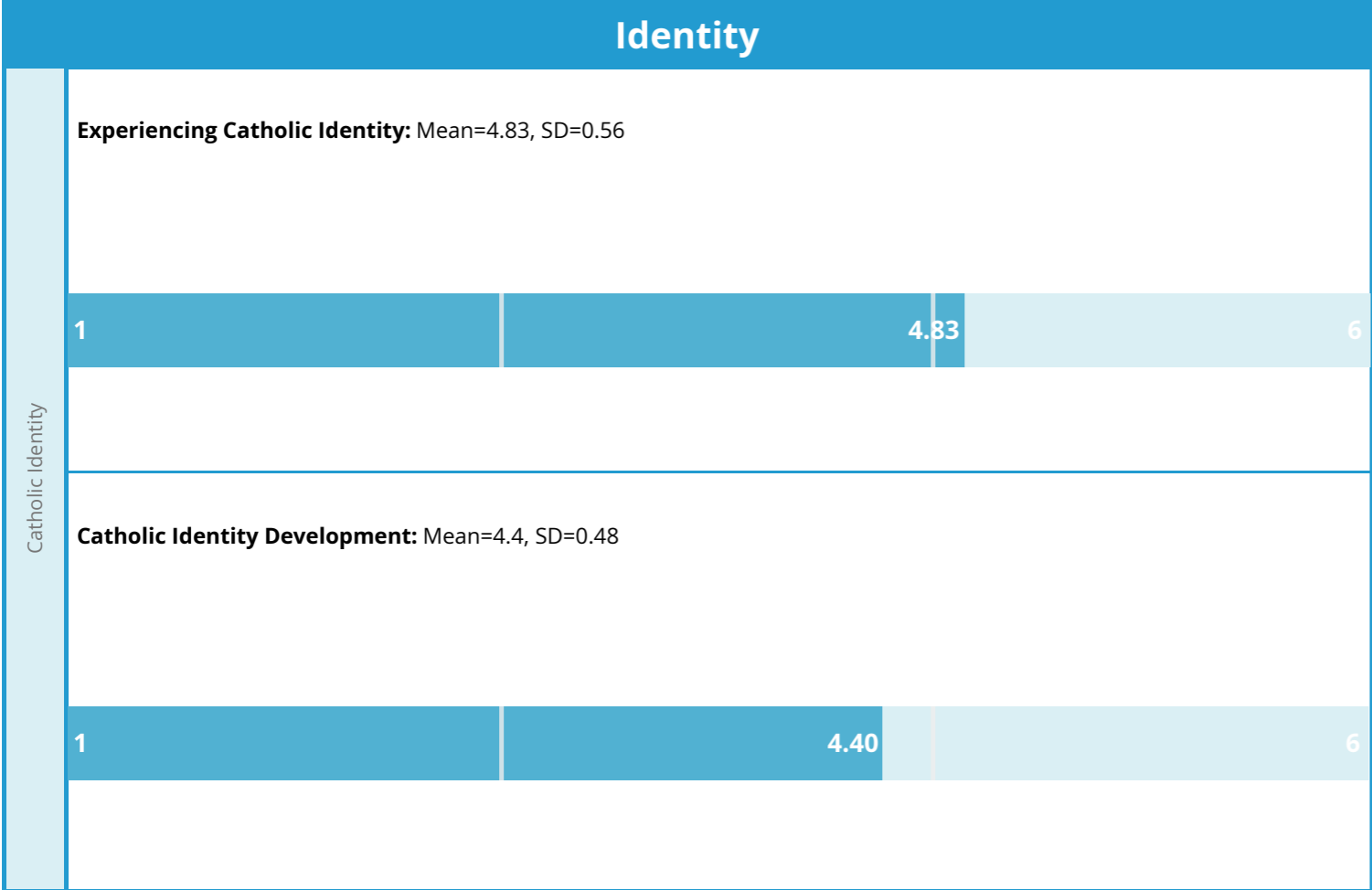
29 participants

No participants were found to be disengaged.

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Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)

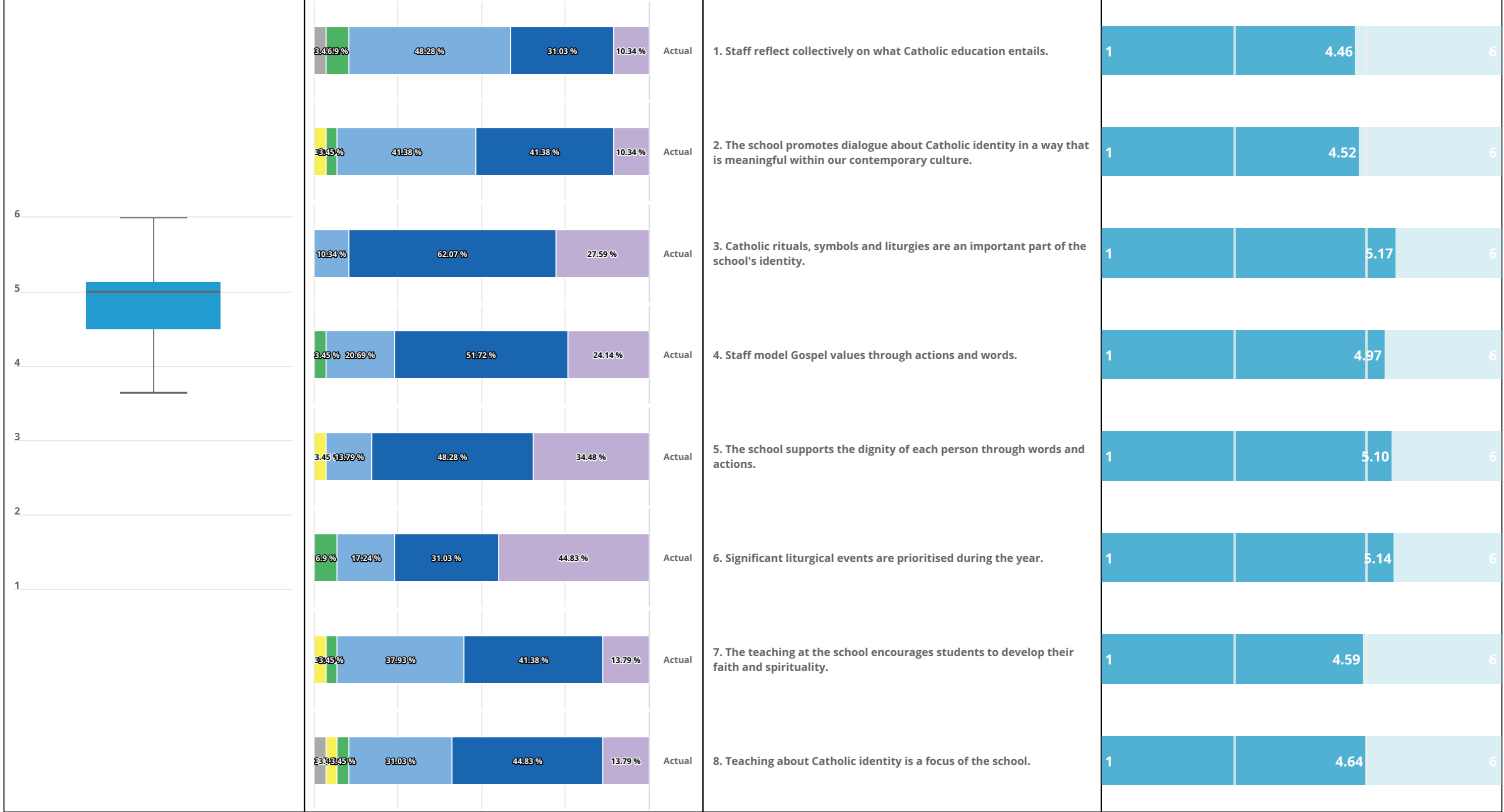


Teacher & Leadership Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

The extent to which teachers experience a Catholic identity at the school.



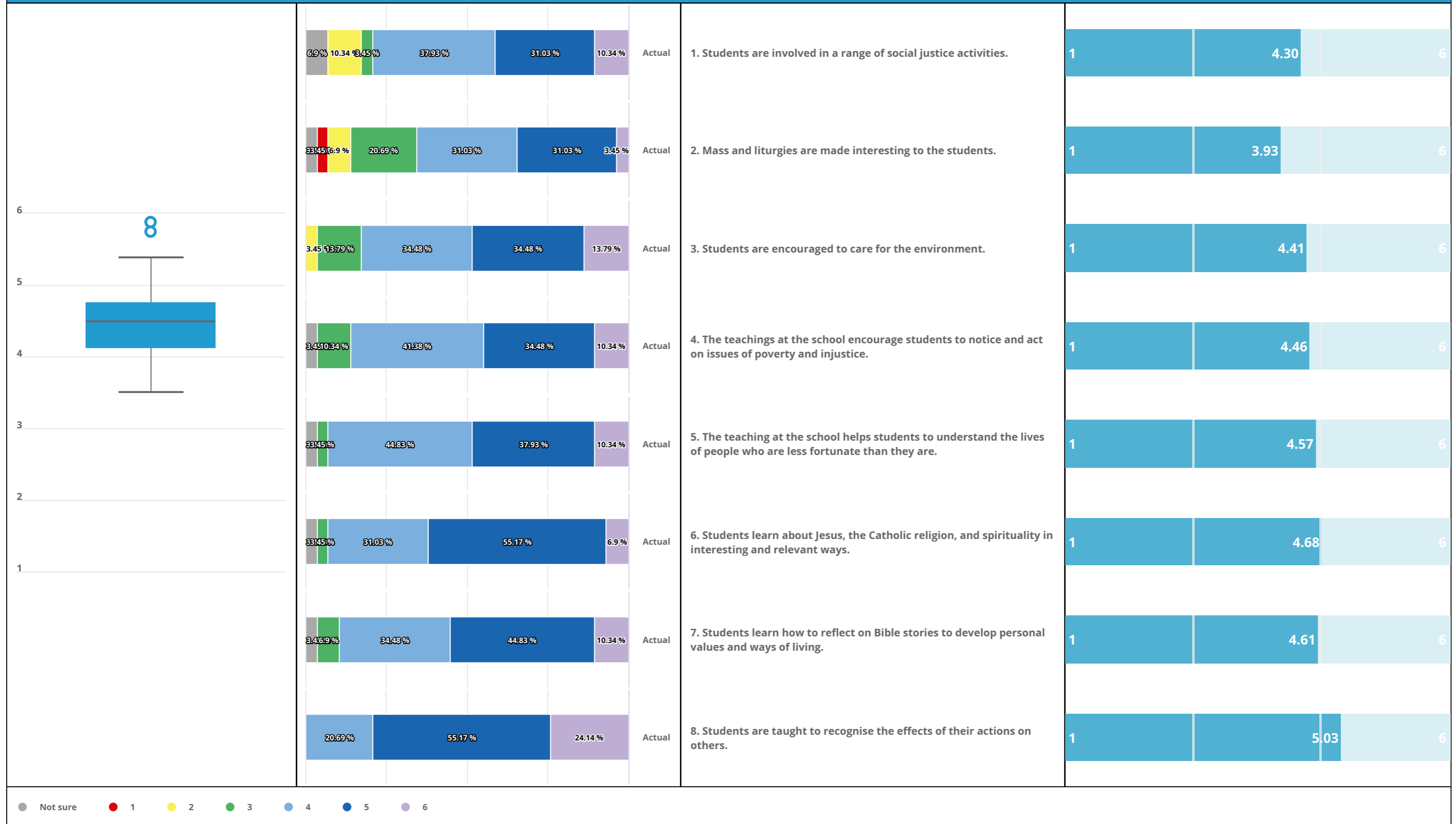
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

Teacher & Leadership Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

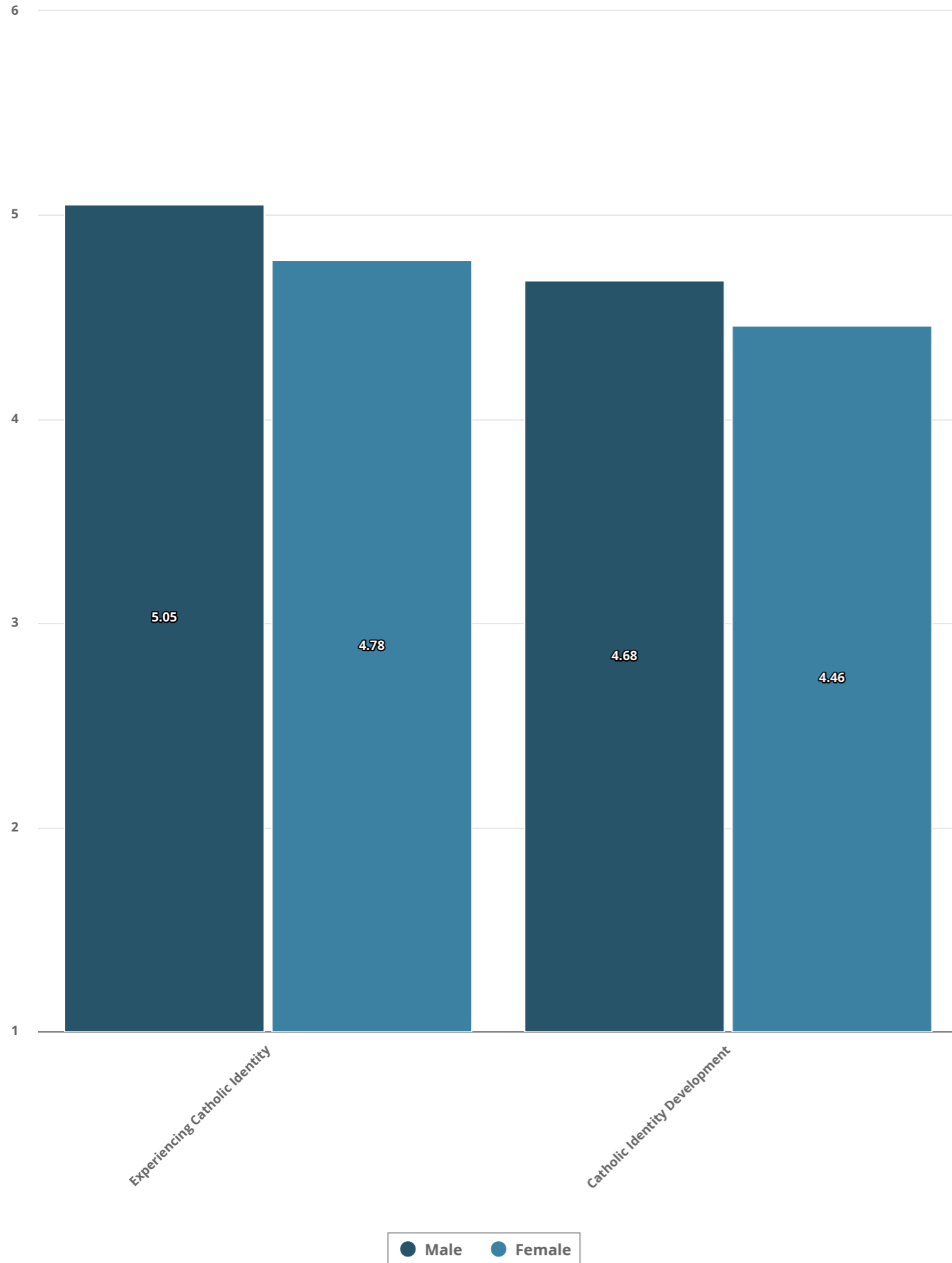
Construct: Catholic Identity Development

The extent to which the identity development of students is contemporary, authentic and meaningful.

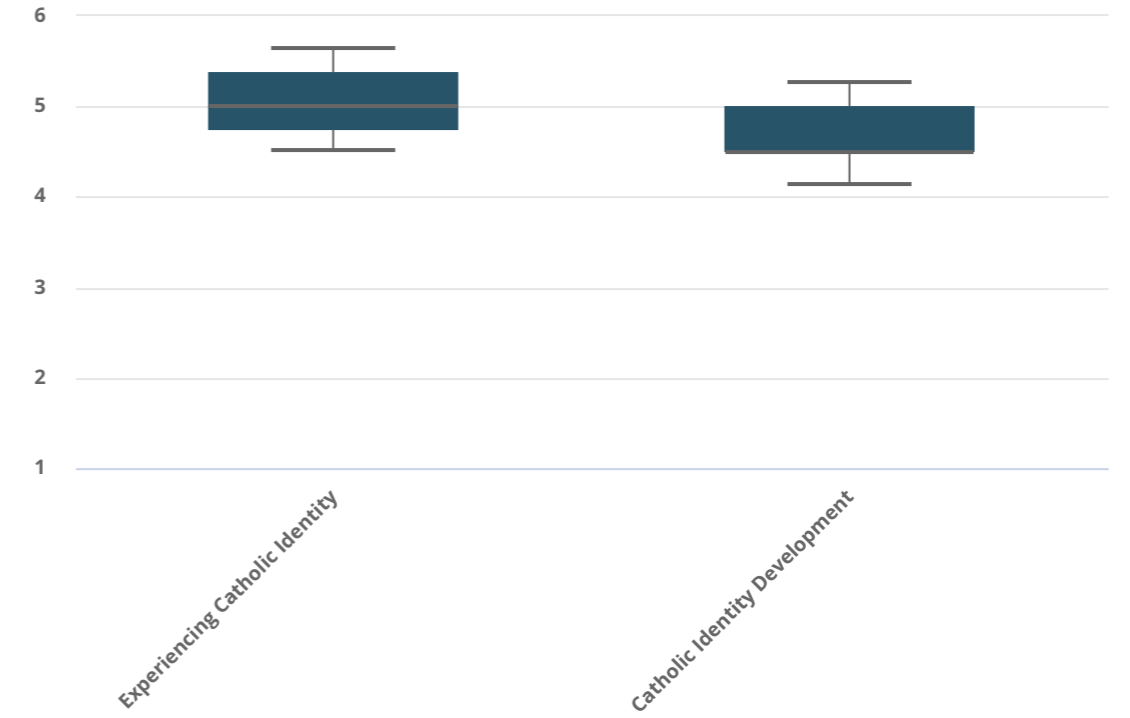


LLL Component 1: Catholic Identity by Gender

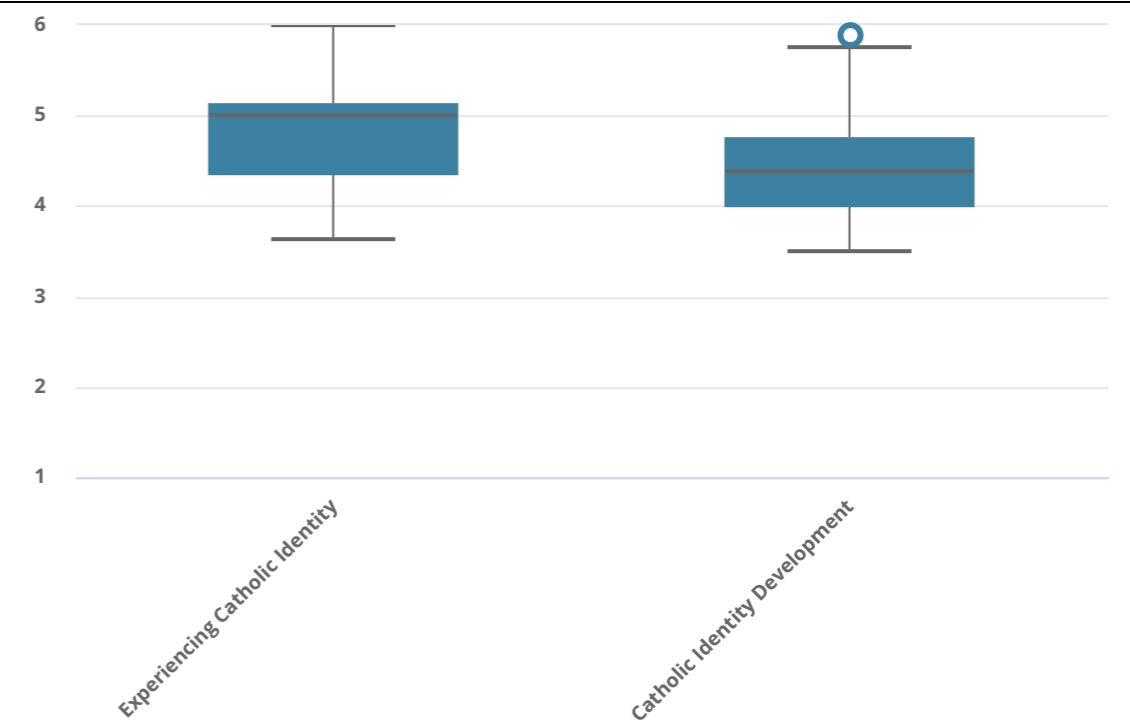
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Male (N=5)

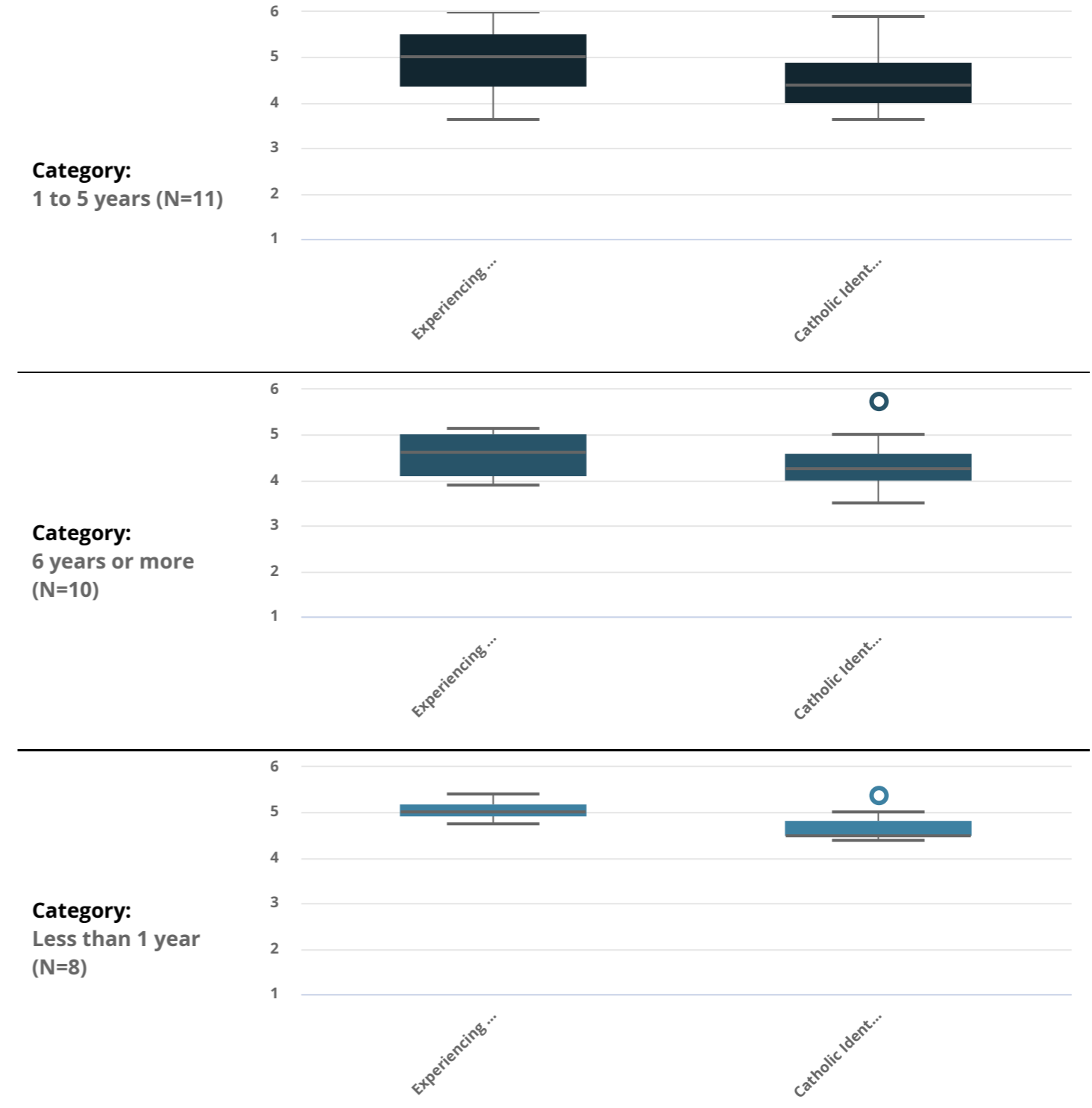
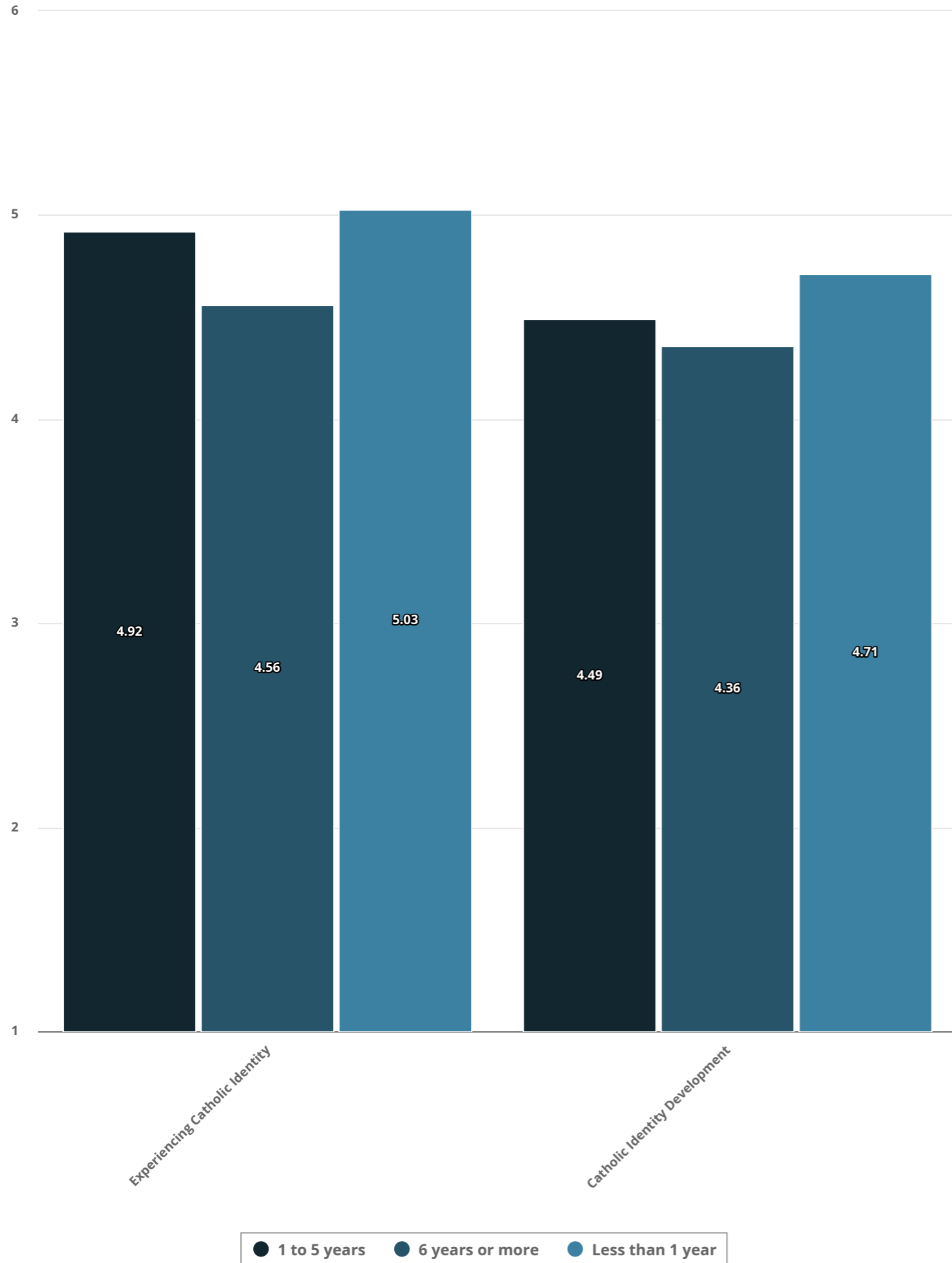


Category:
Female (N=24)



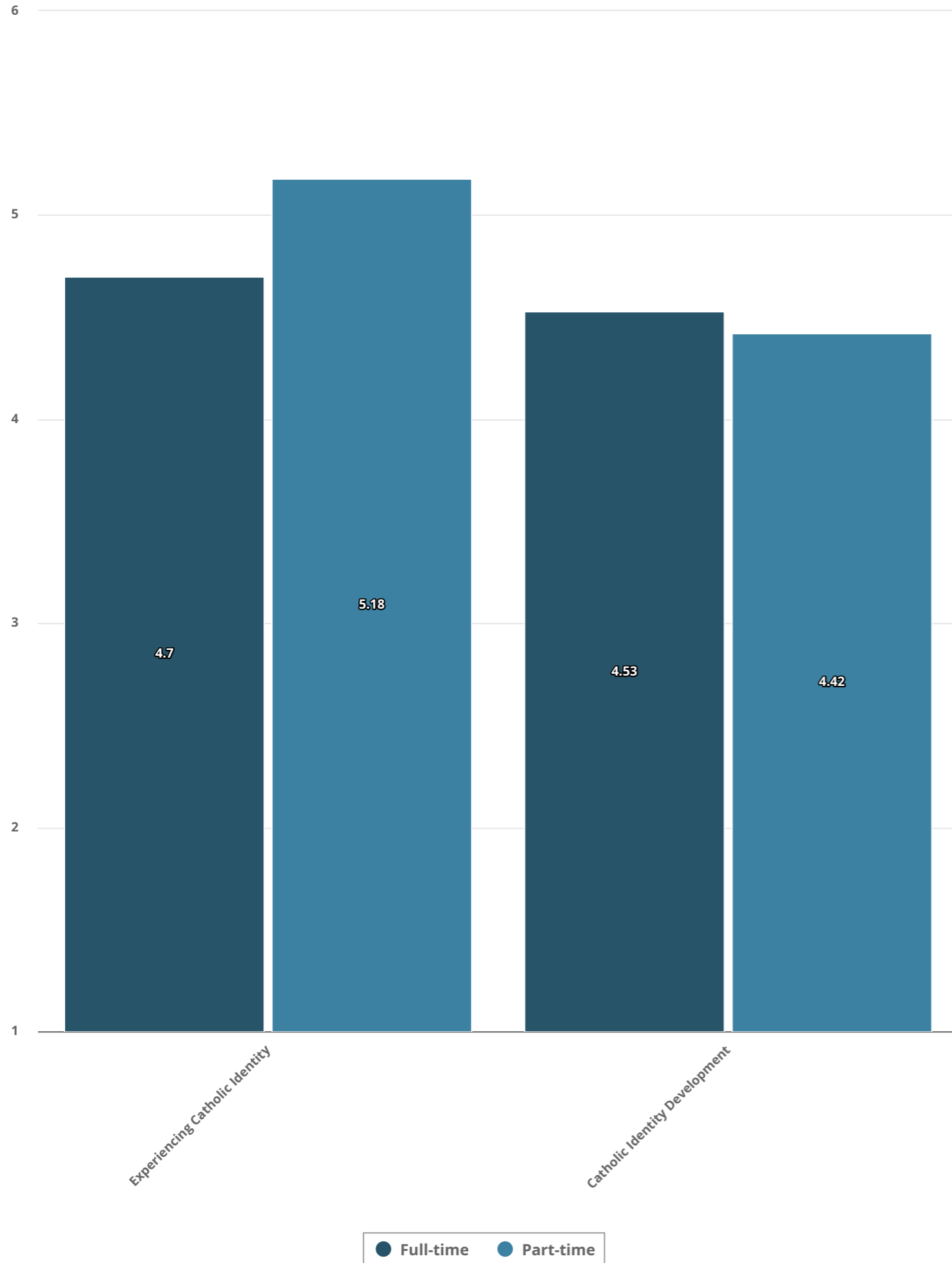
LLL Component 1: Catholic Identity by Years at the School

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.

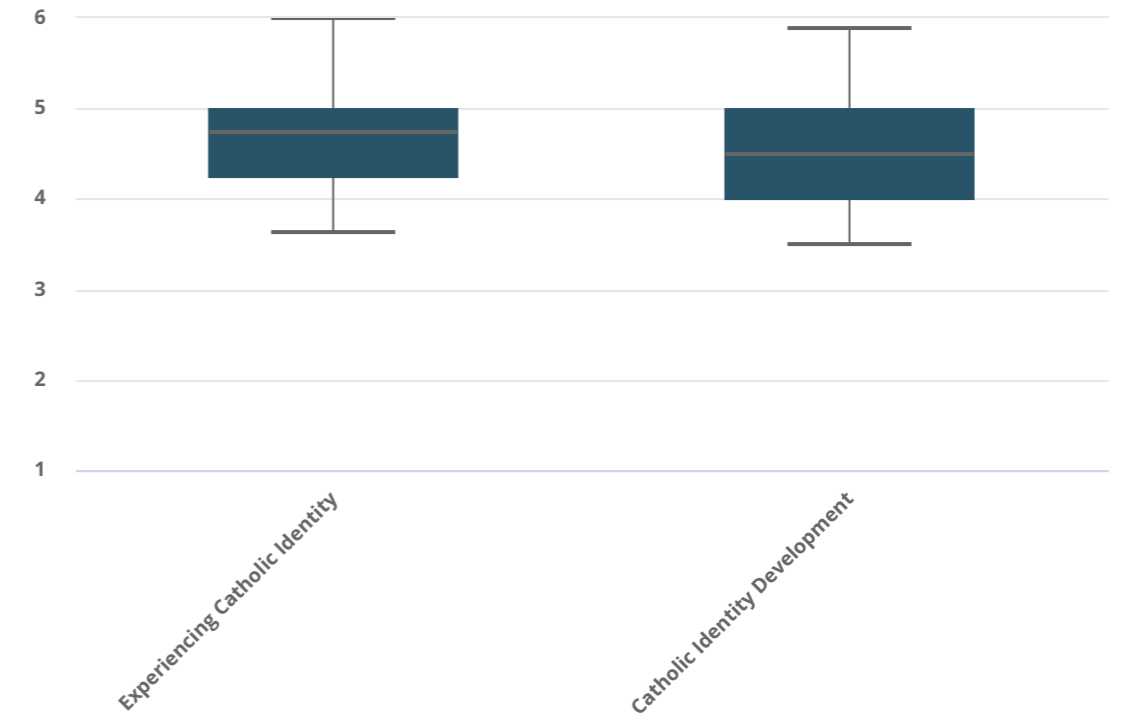


LLL Component 1: Catholic Identity by Time Fraction

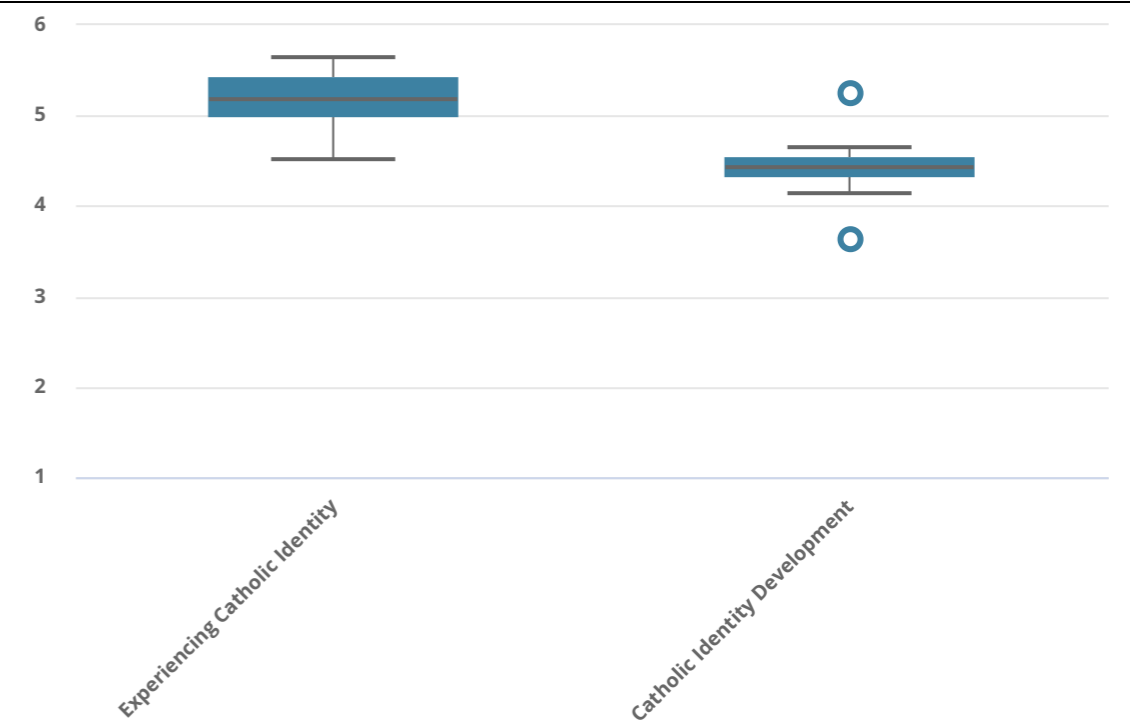
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Full-time (N=21)



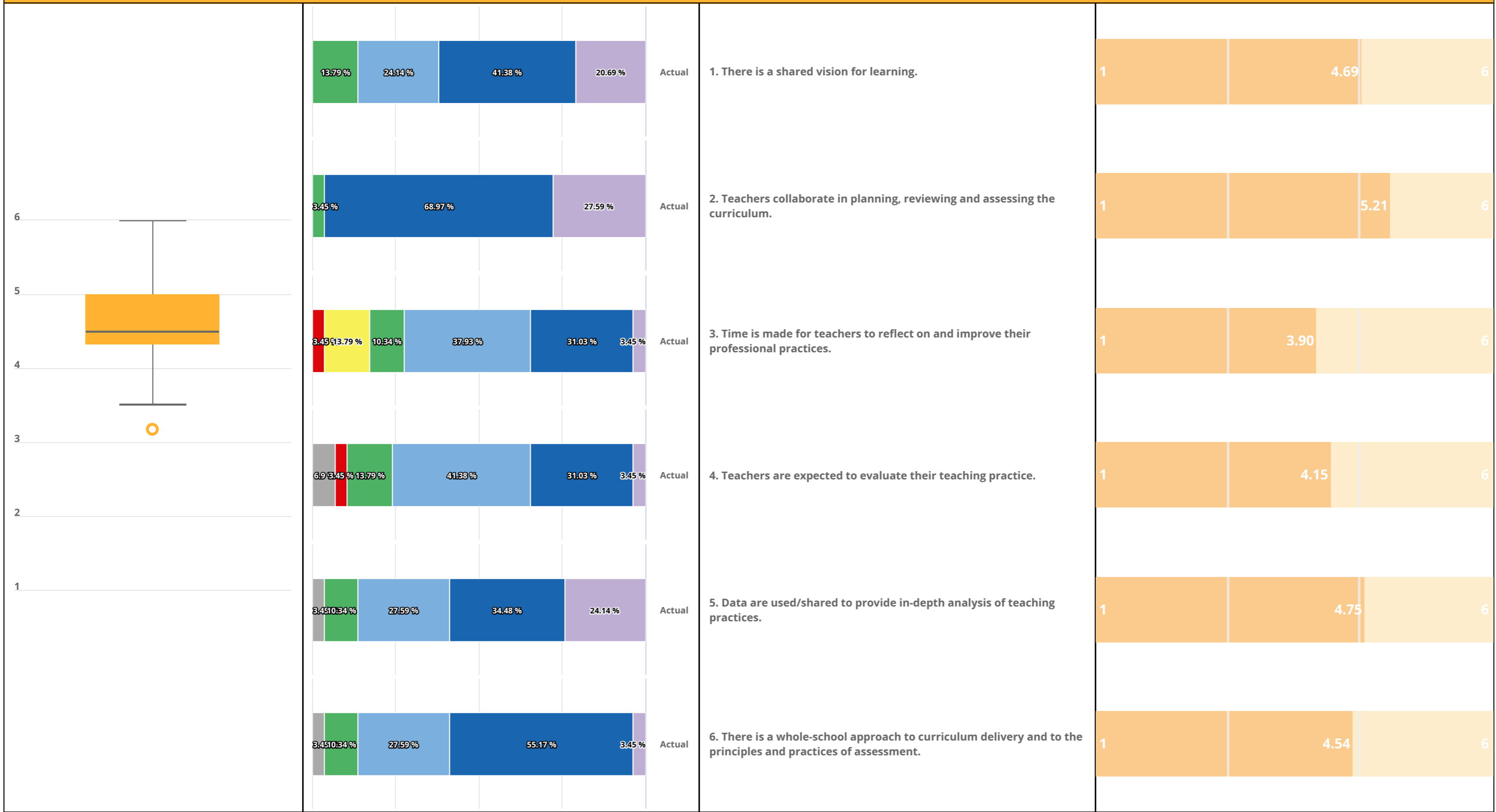
Category:
Part-time (N=8)



Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement and Collaboration
 The extent to which teachers feel that there are structures in place at the school to support continuous improvement and collaboration.



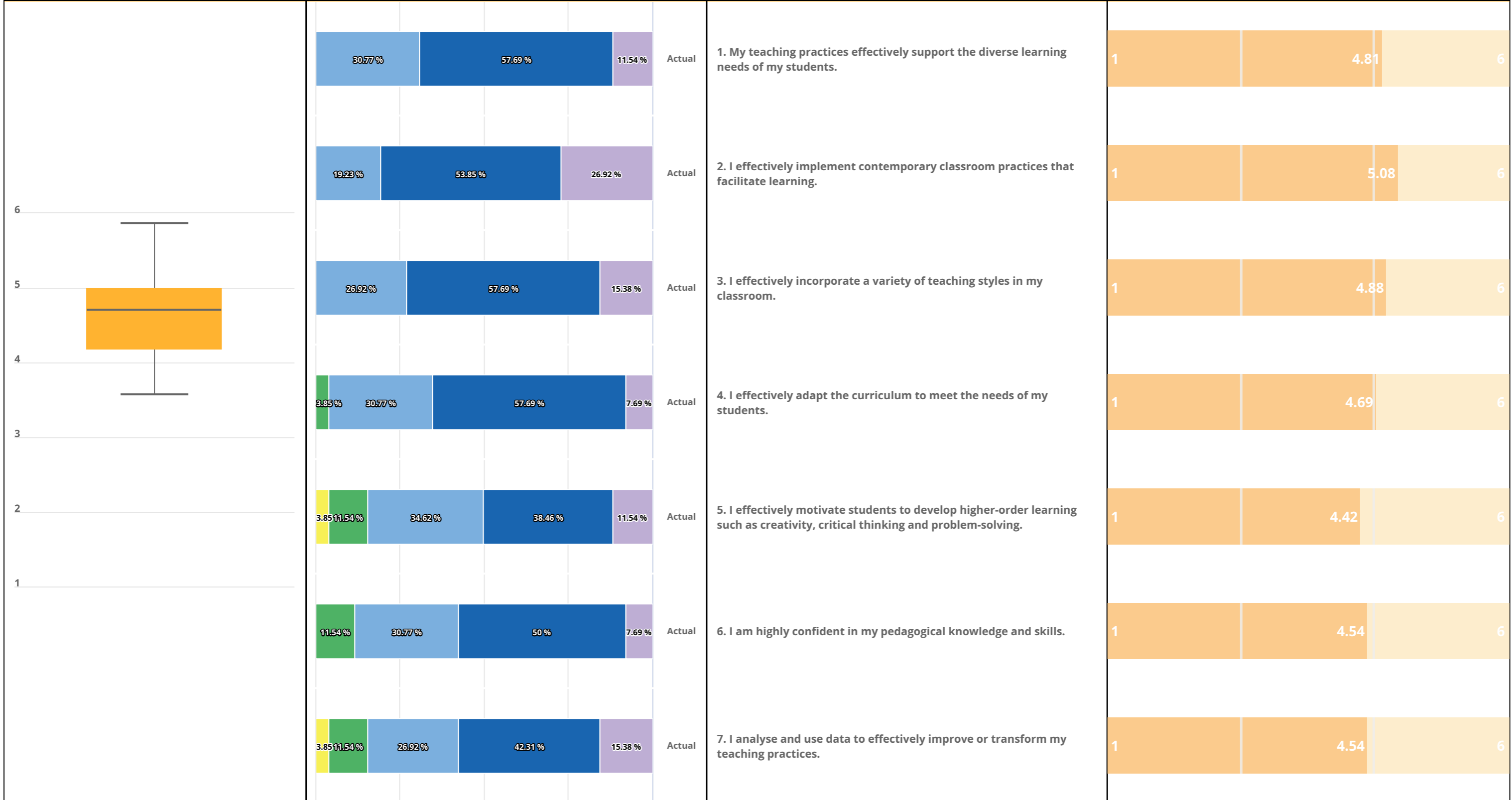
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

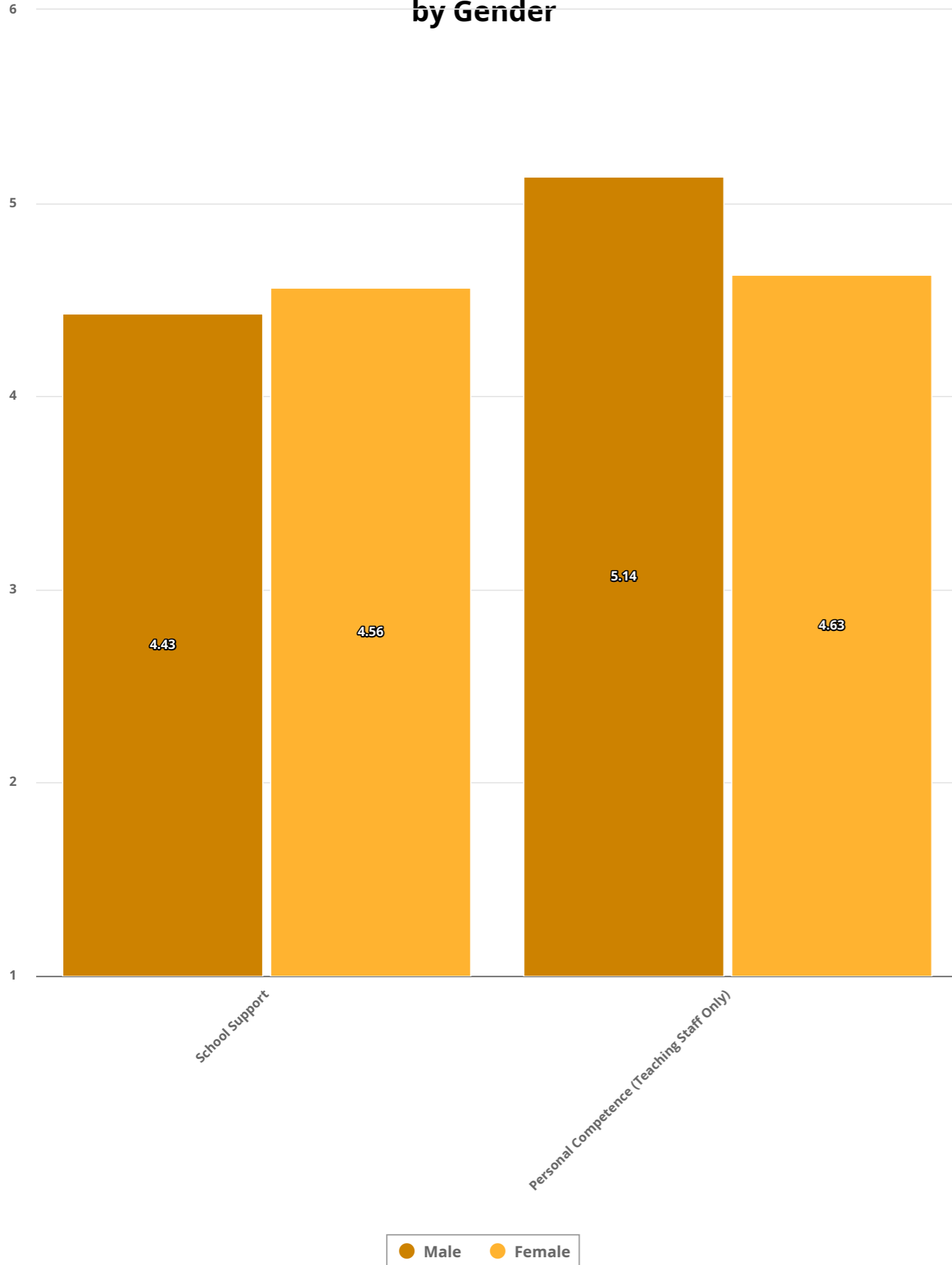
Construct: Personal Competence (Teaching Staff Only)

The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices and processes

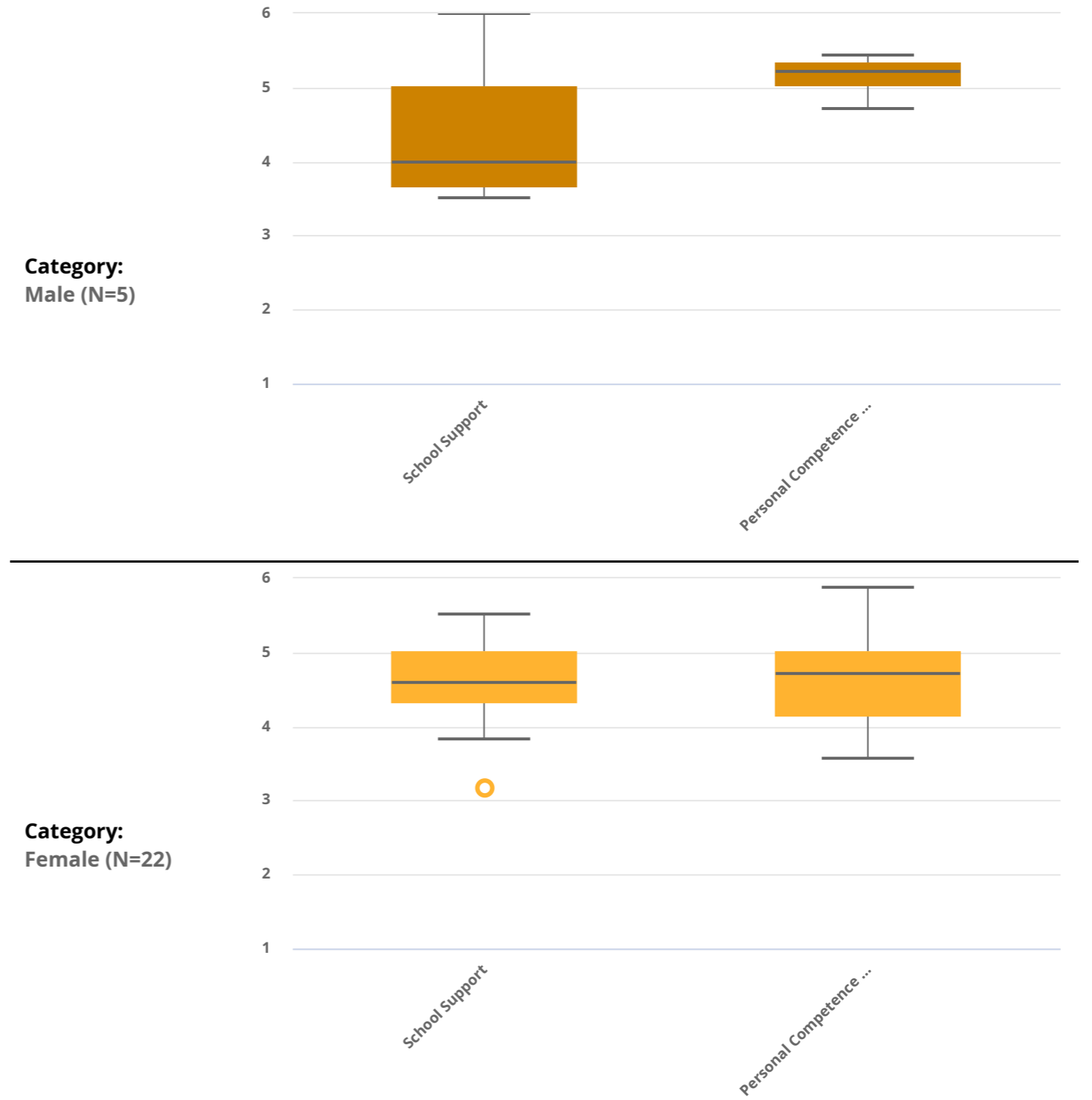


● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

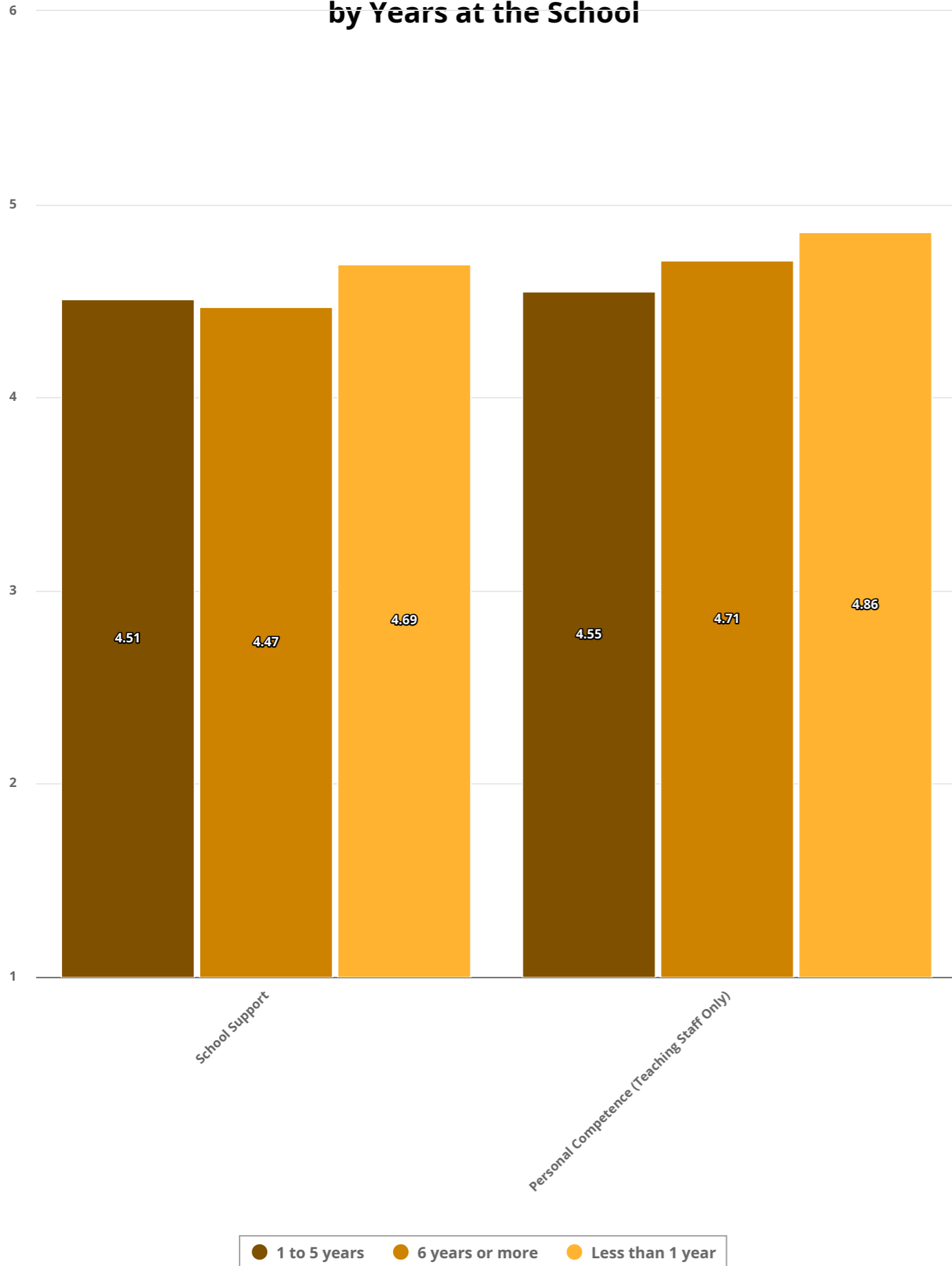
LLL Component 2: Curriculum and Co-constructed Learning Design by Gender



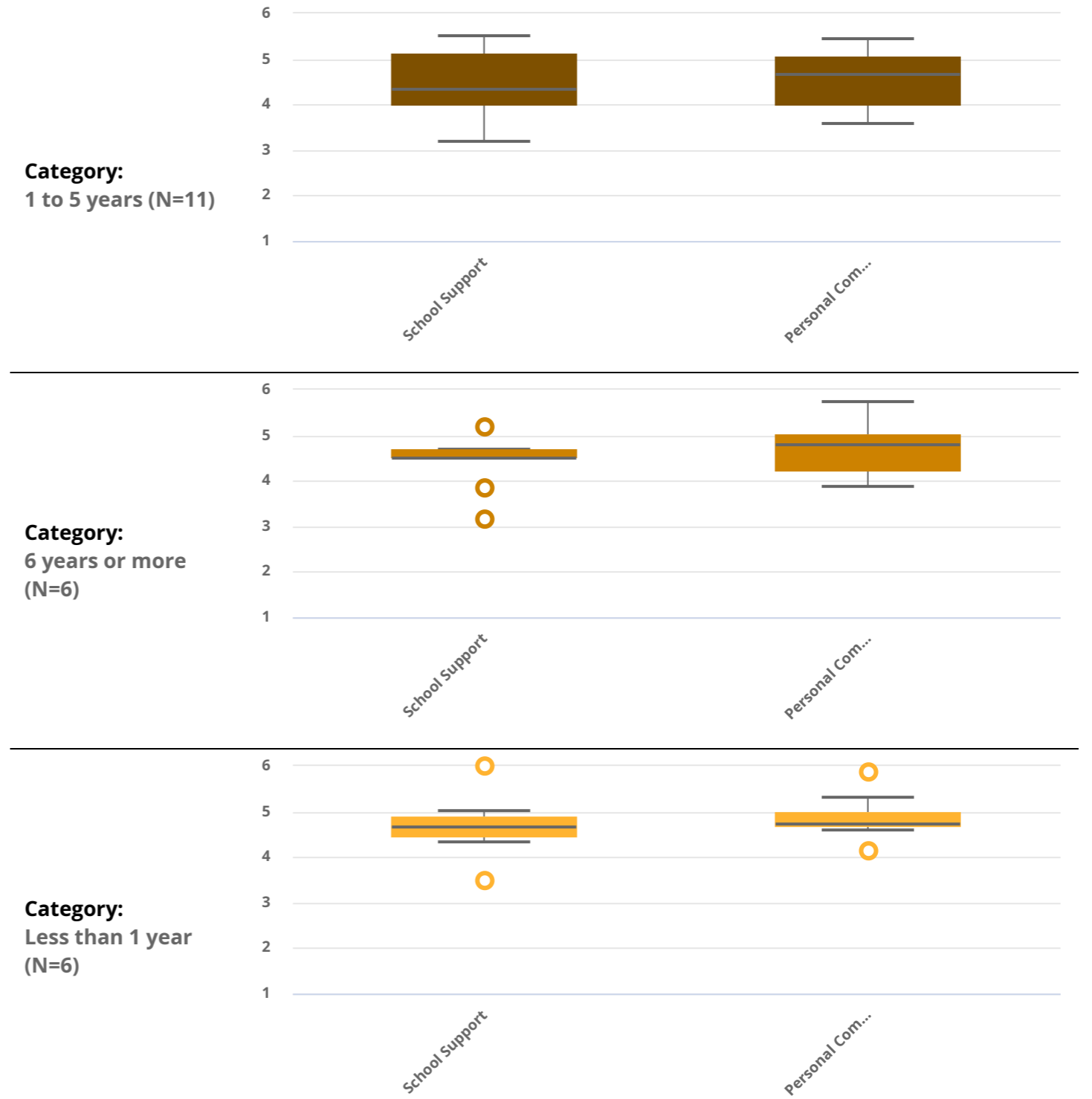
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



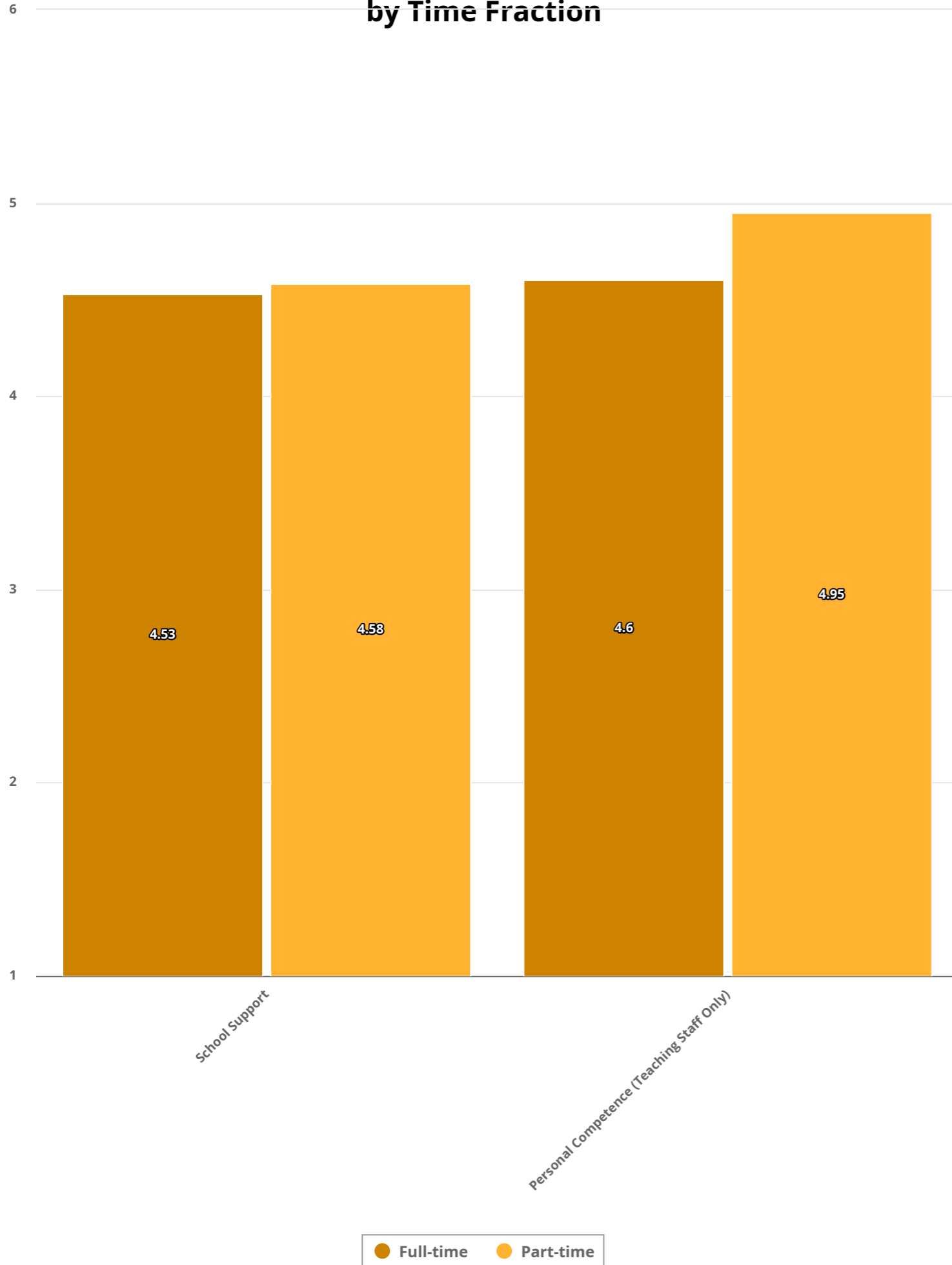
LLL Component 2: Curriculum and Co-constructed Learning Design by Years at the School



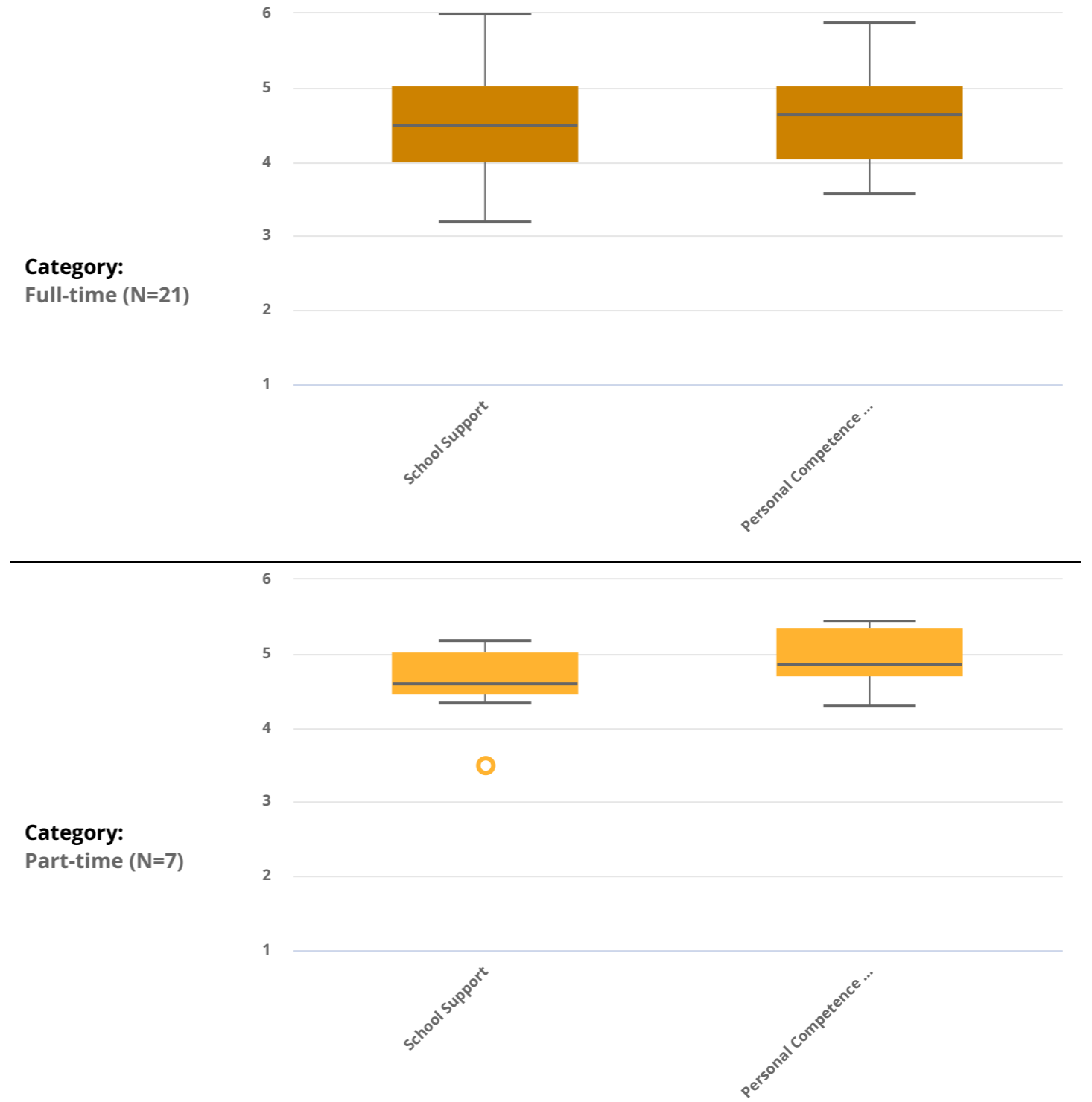
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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



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.

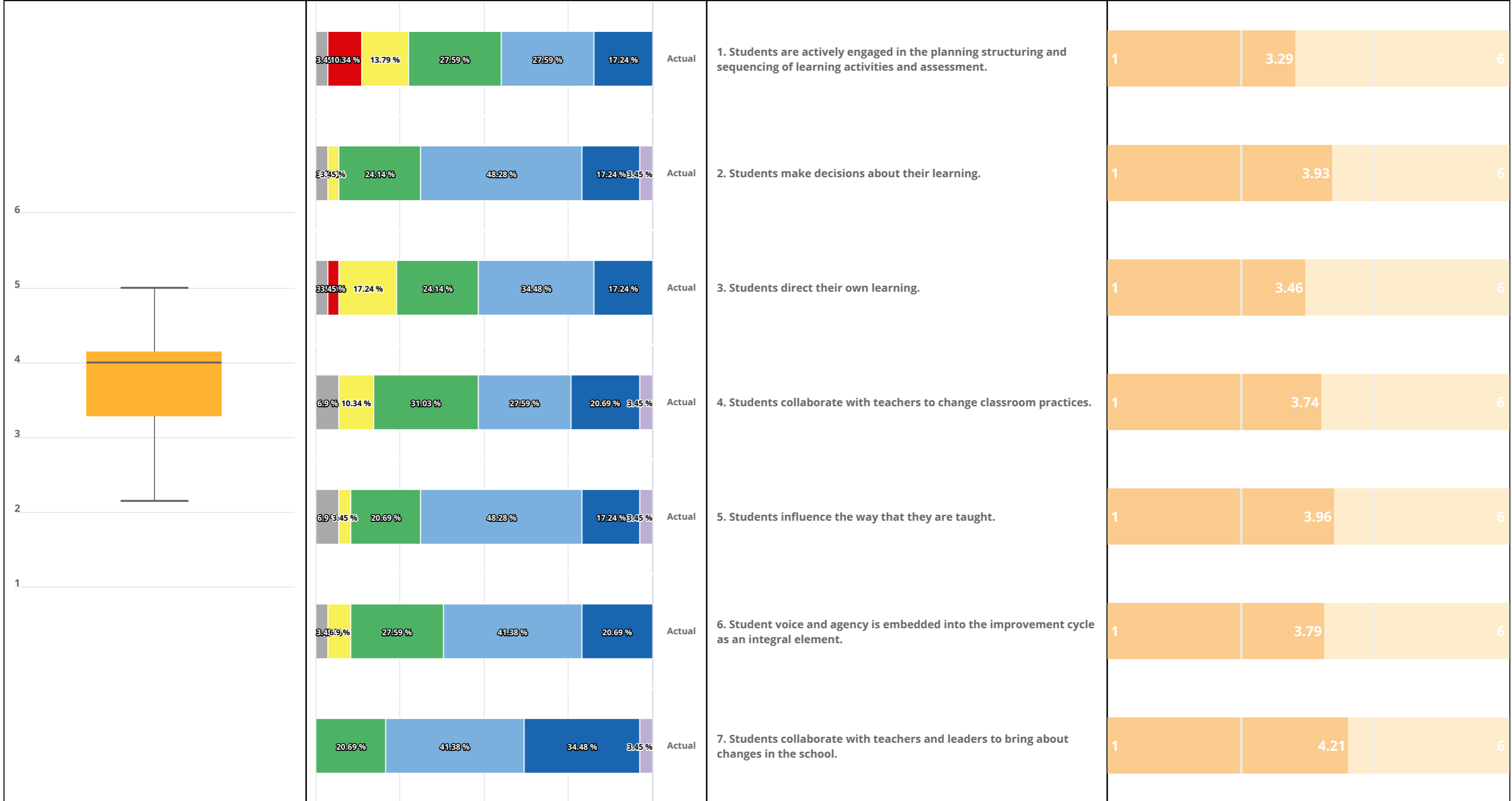


Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

The extent to which student voice is embedded in the school improvement cycle and students are actively engaged in the planning structuring and sequencing of learning activities and assessment.



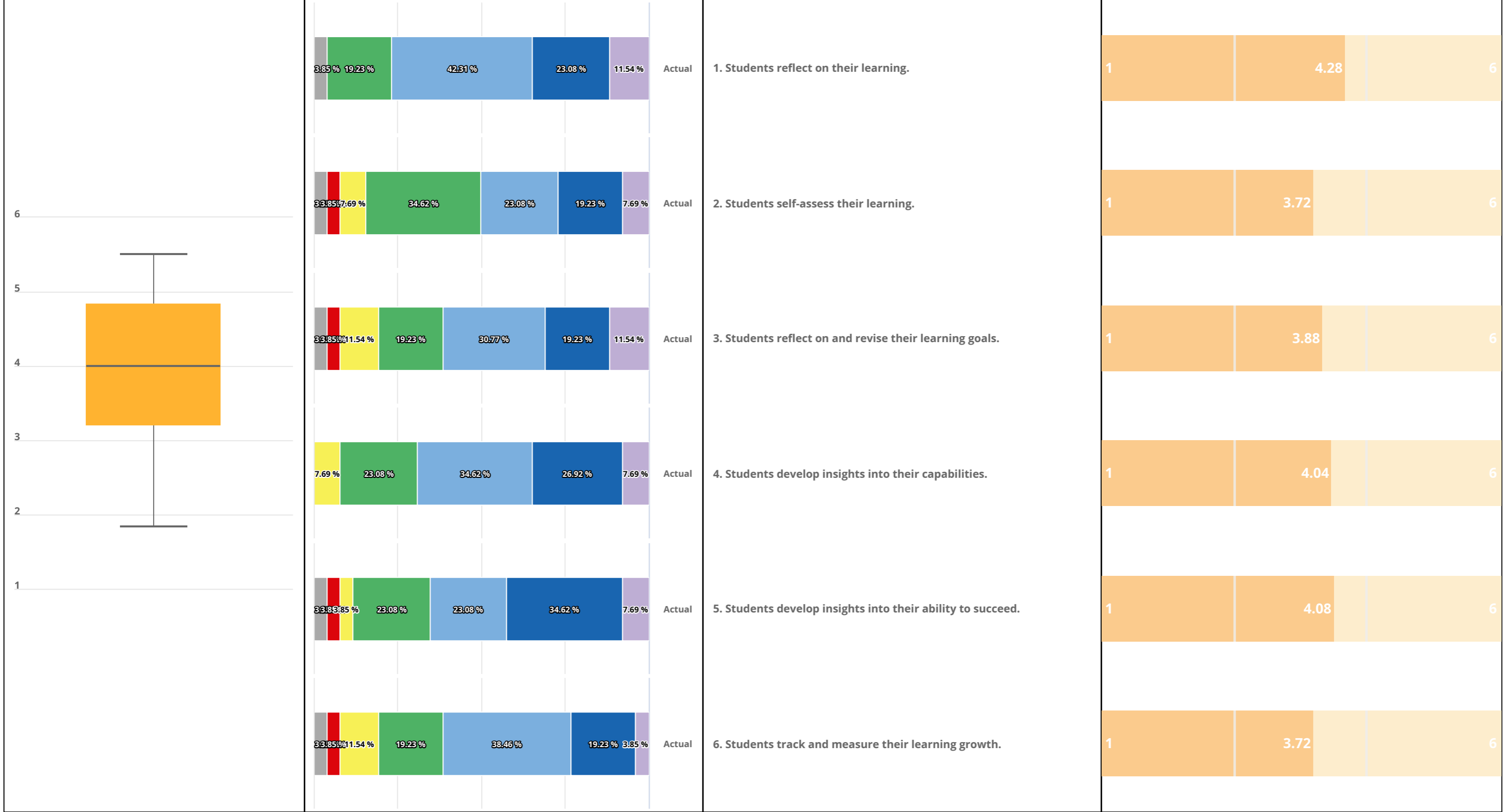
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Teaching Staff Only)

The extent to which students reflect, self-assess and revise their goals and develop insights into their own capabilities.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

6

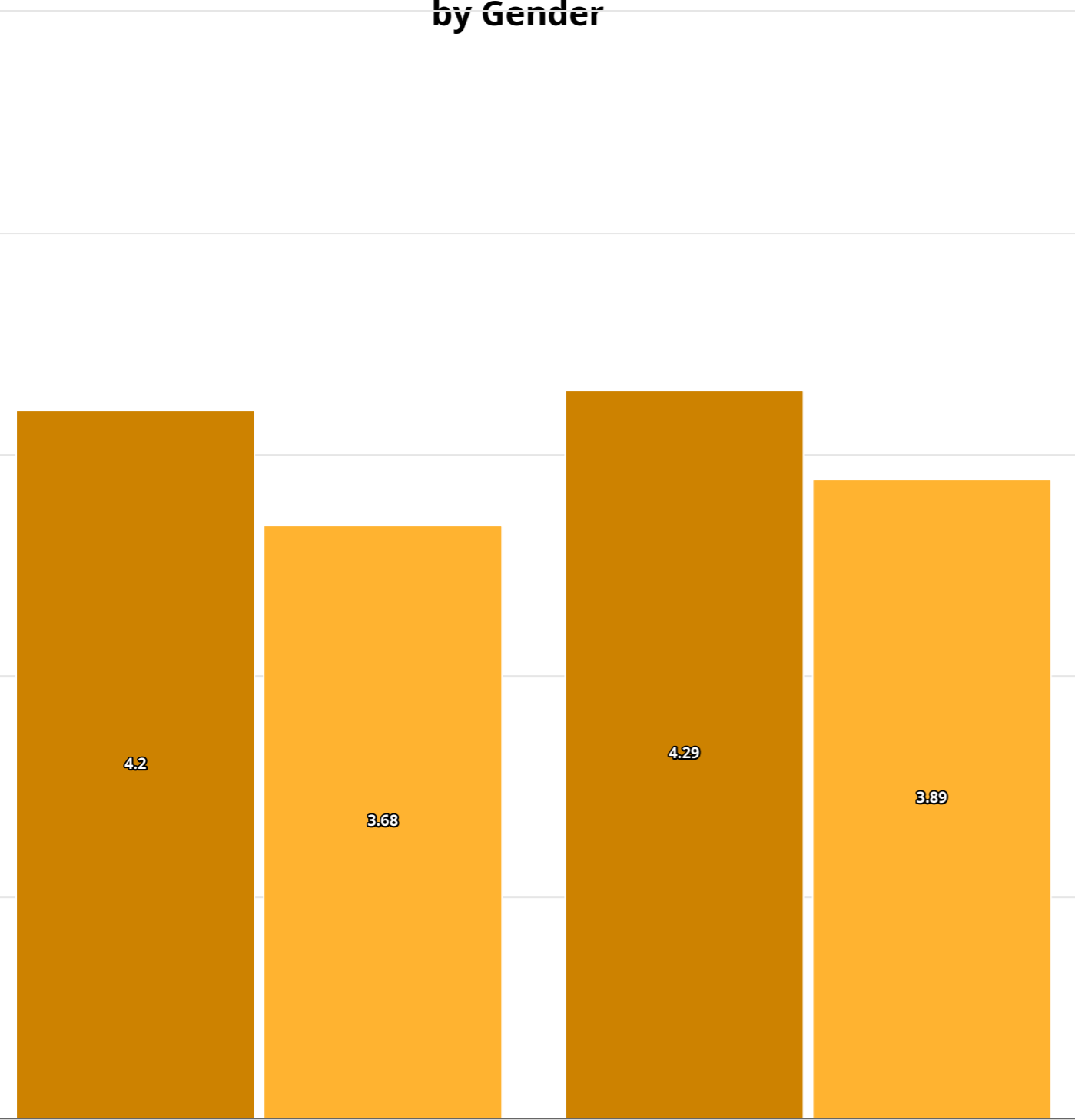
5

4

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2

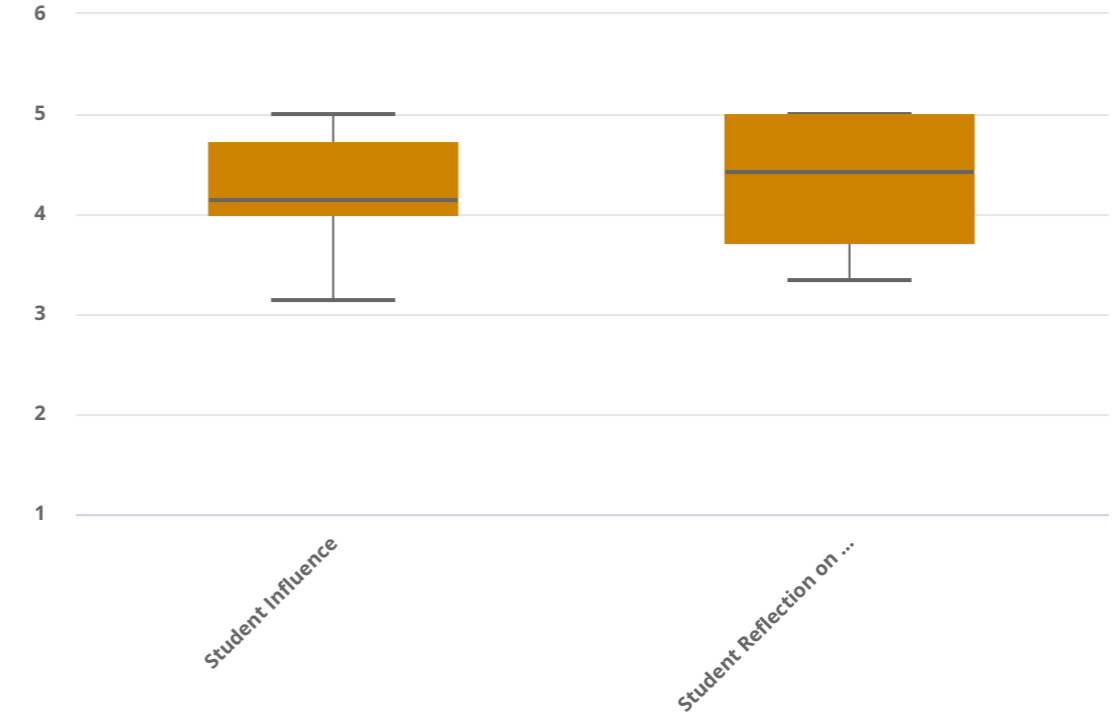
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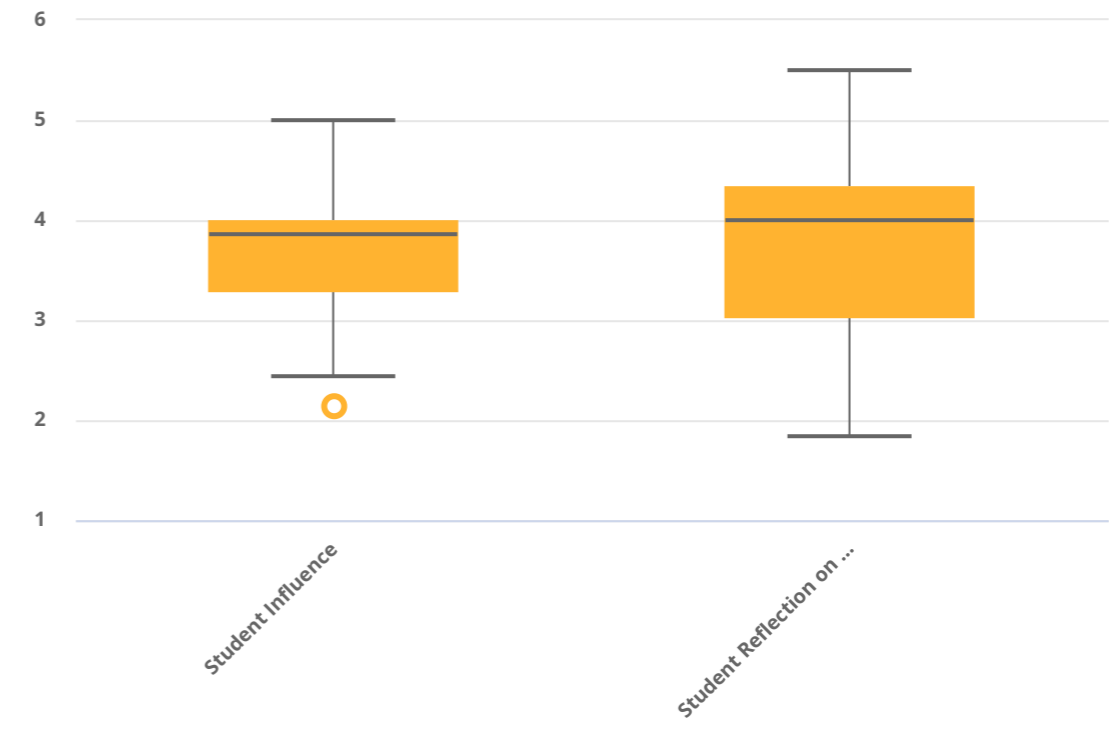
● Male ● Female

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.

Category:
Male (N=5)



Category:
Female (N=23)



LLL Component 3: Student Agency, Identity, Learning and Leadership by Years at the School

6

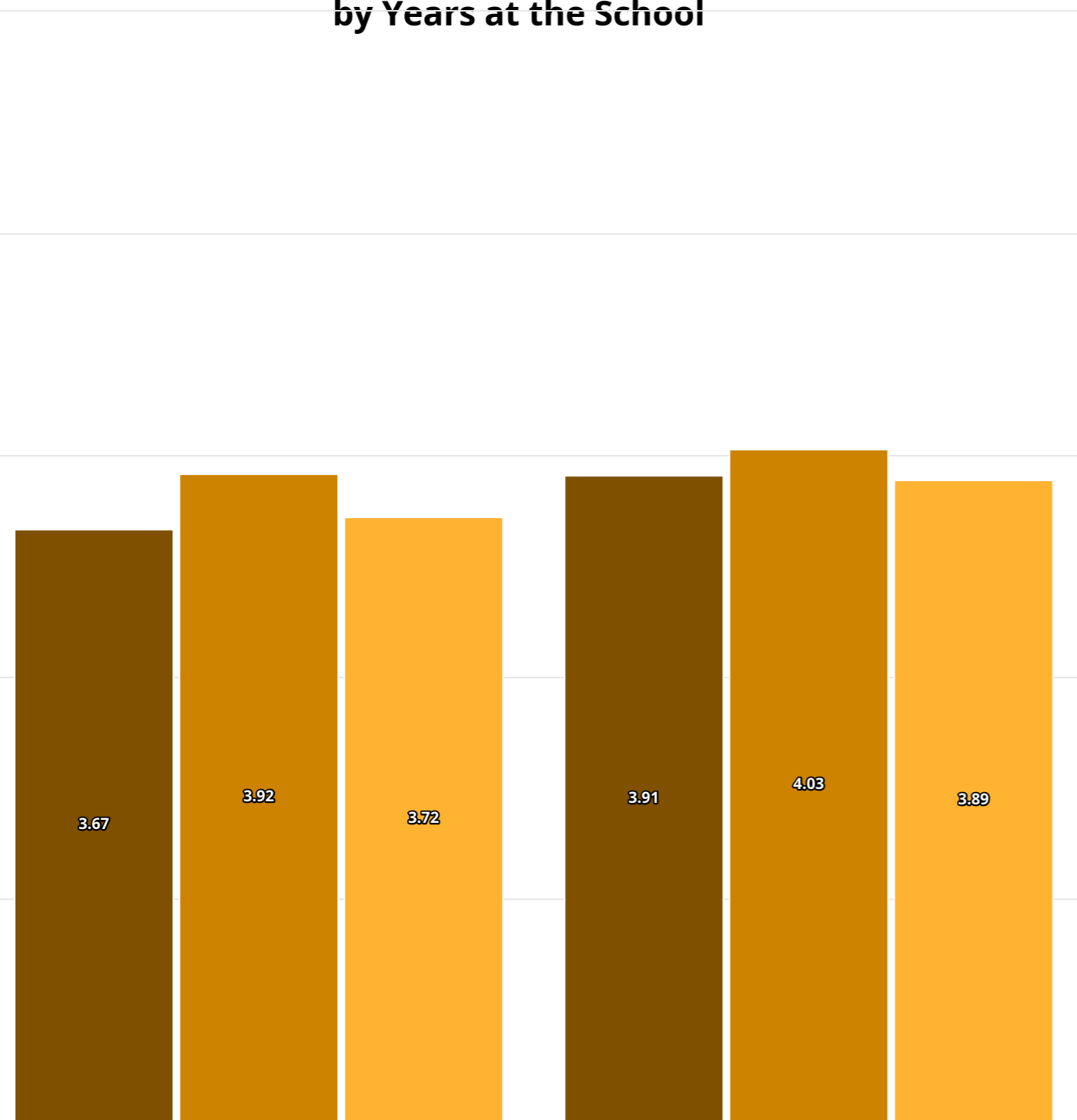
5

4

3

2

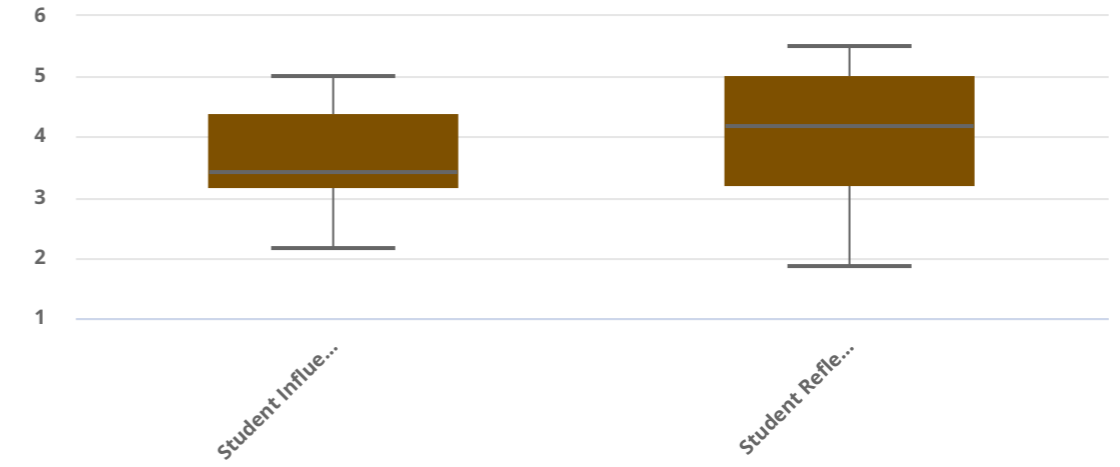
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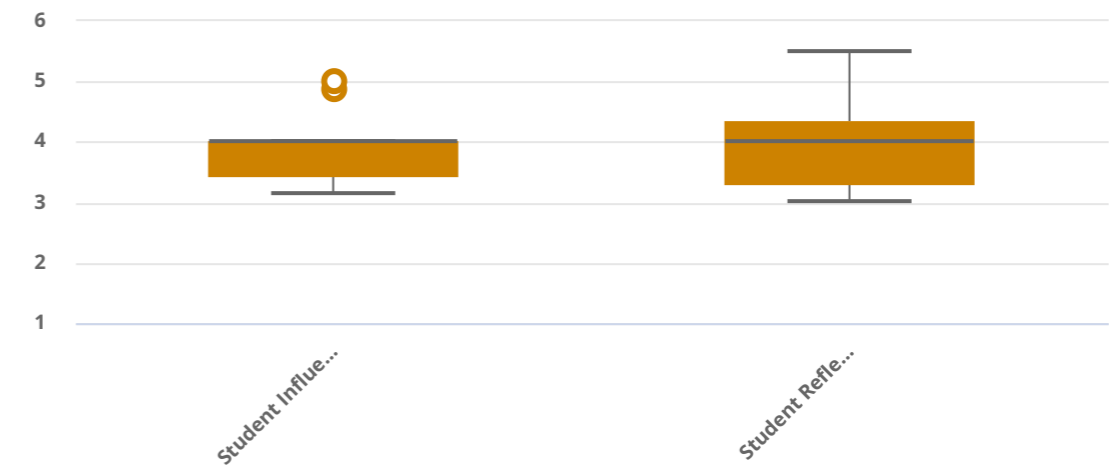
● 1 to 5 years ● 6 years or more ● Less than 1 year

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.

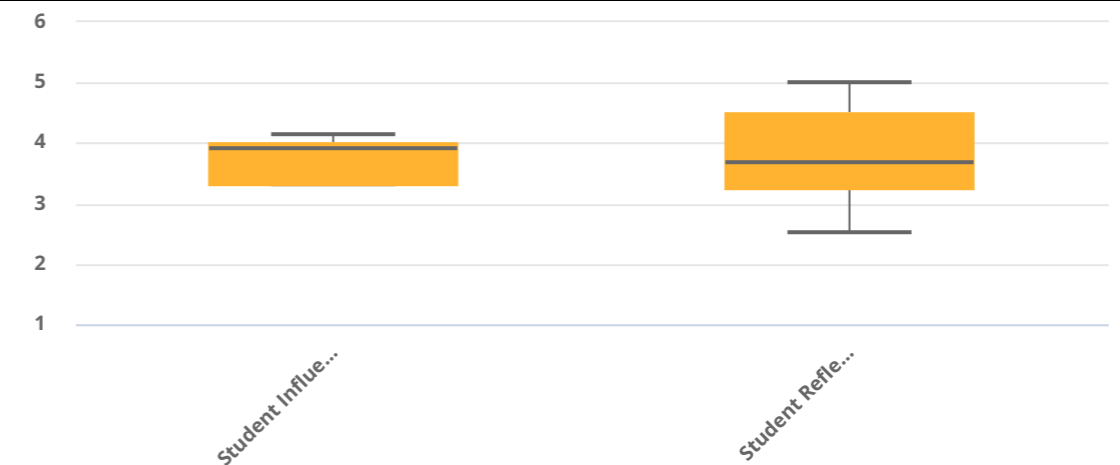
Category:
1 to 5 years (N=11)



Category:
6 years or more (N=8)

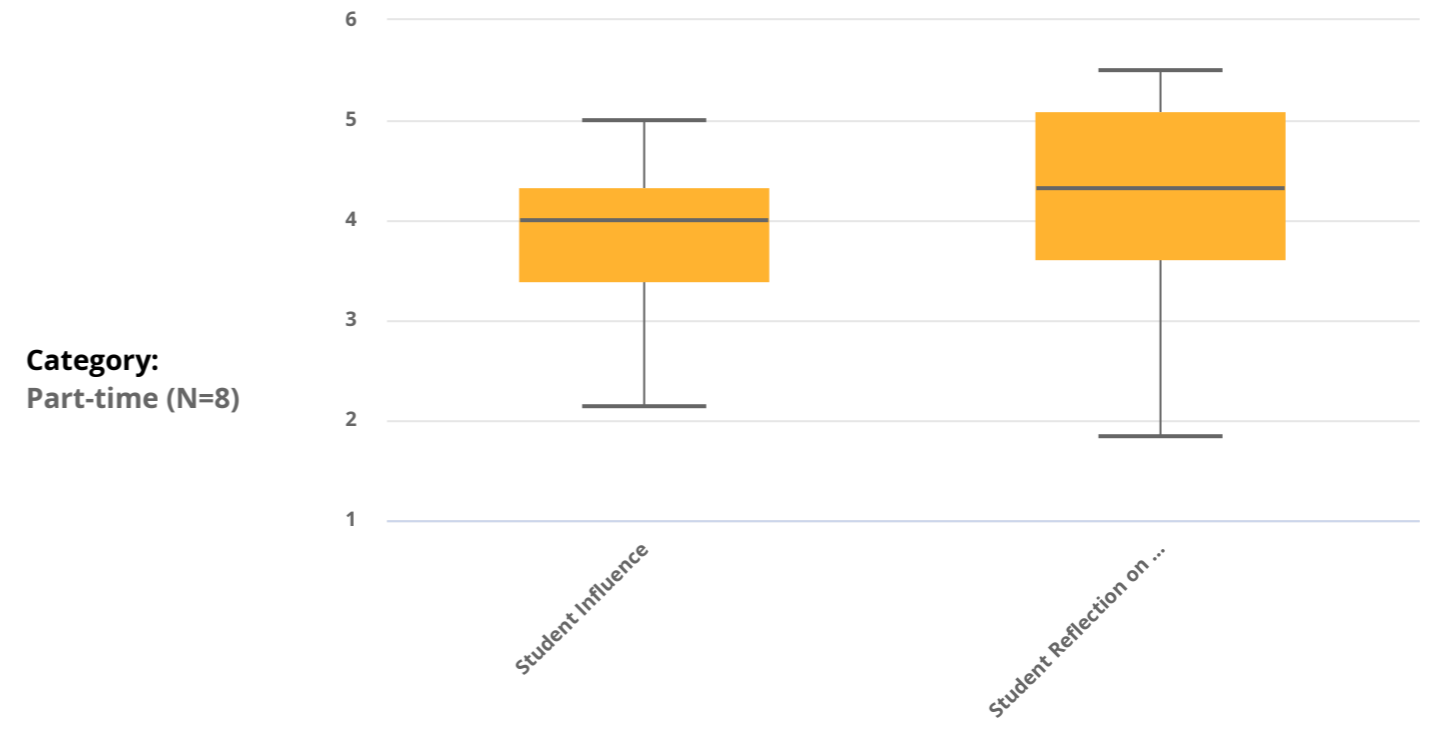
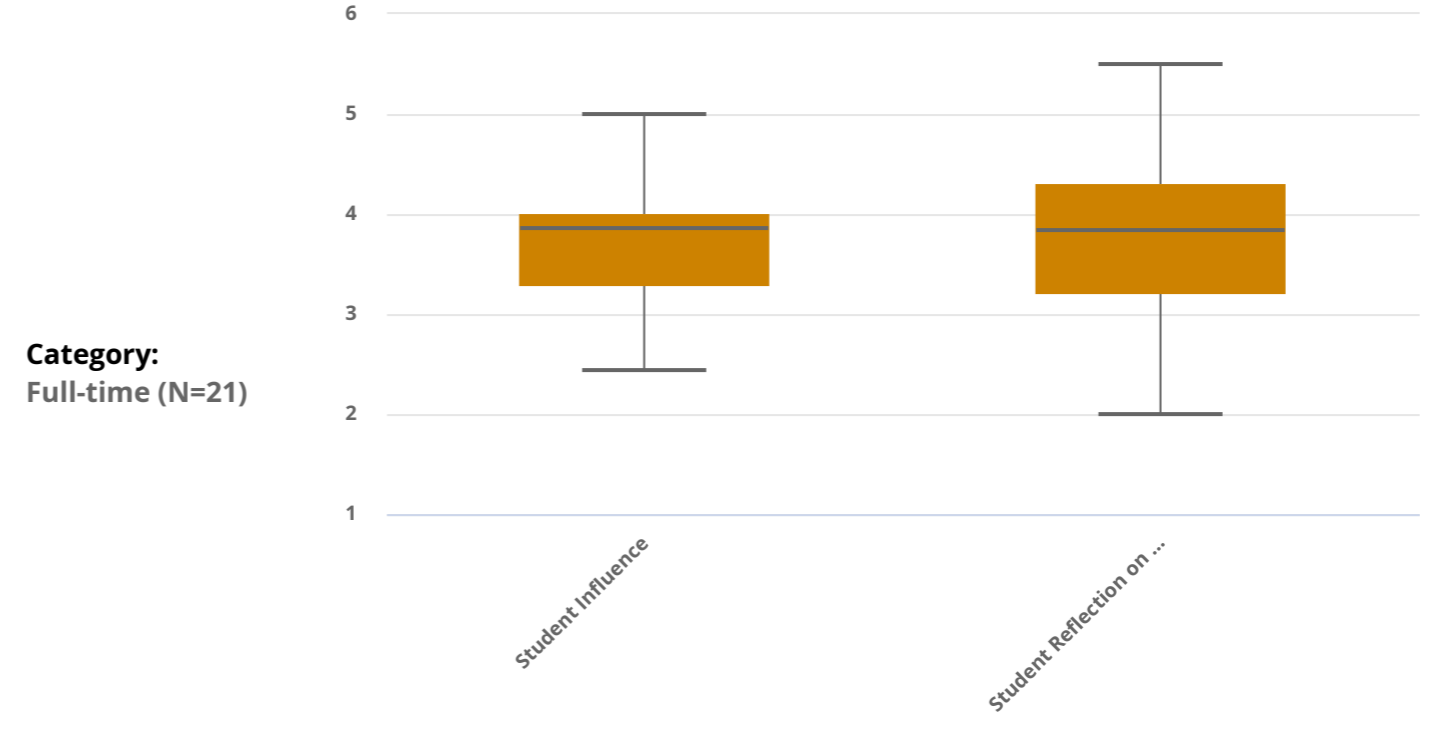
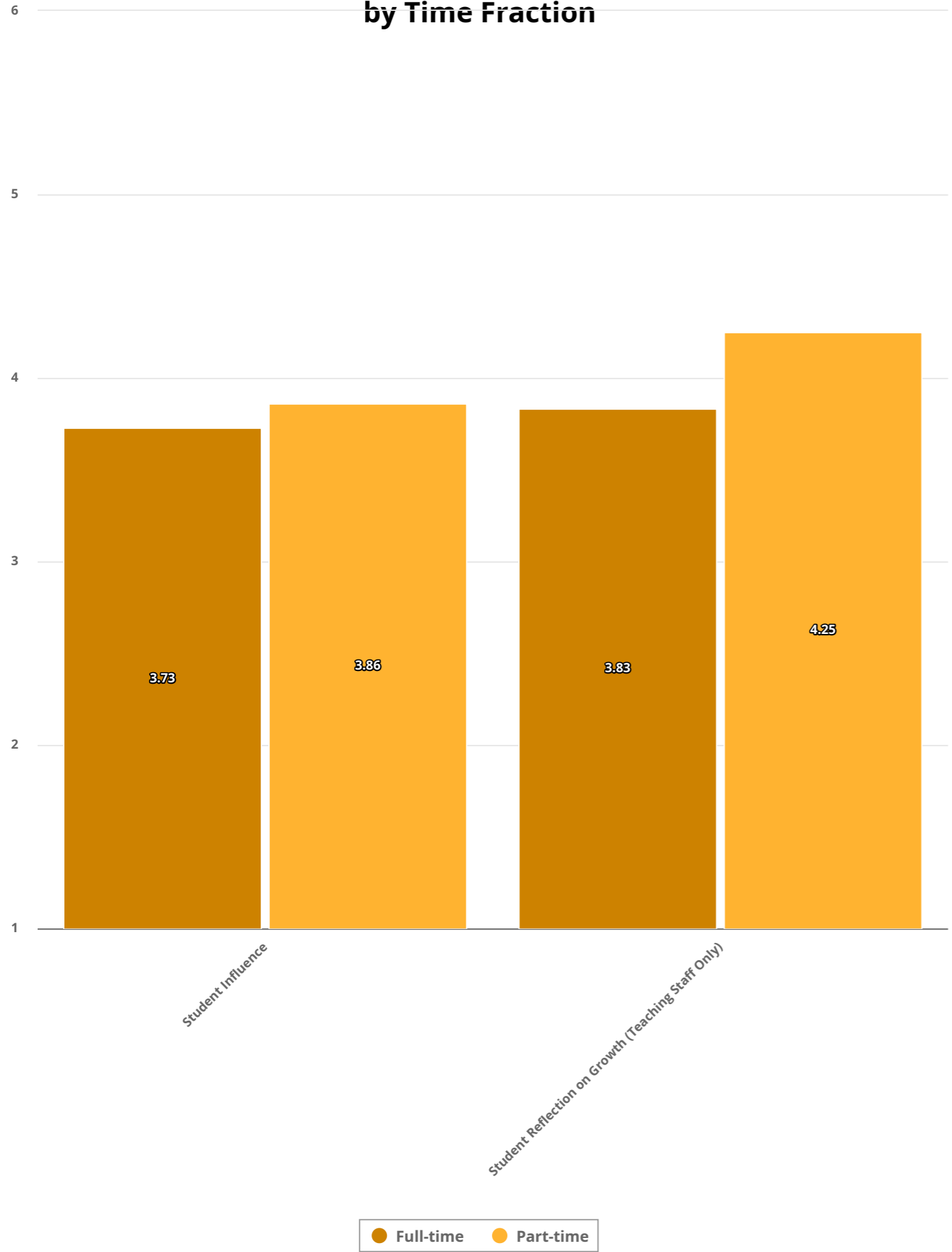


Category:
Less than 1 year (N=8)



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

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.

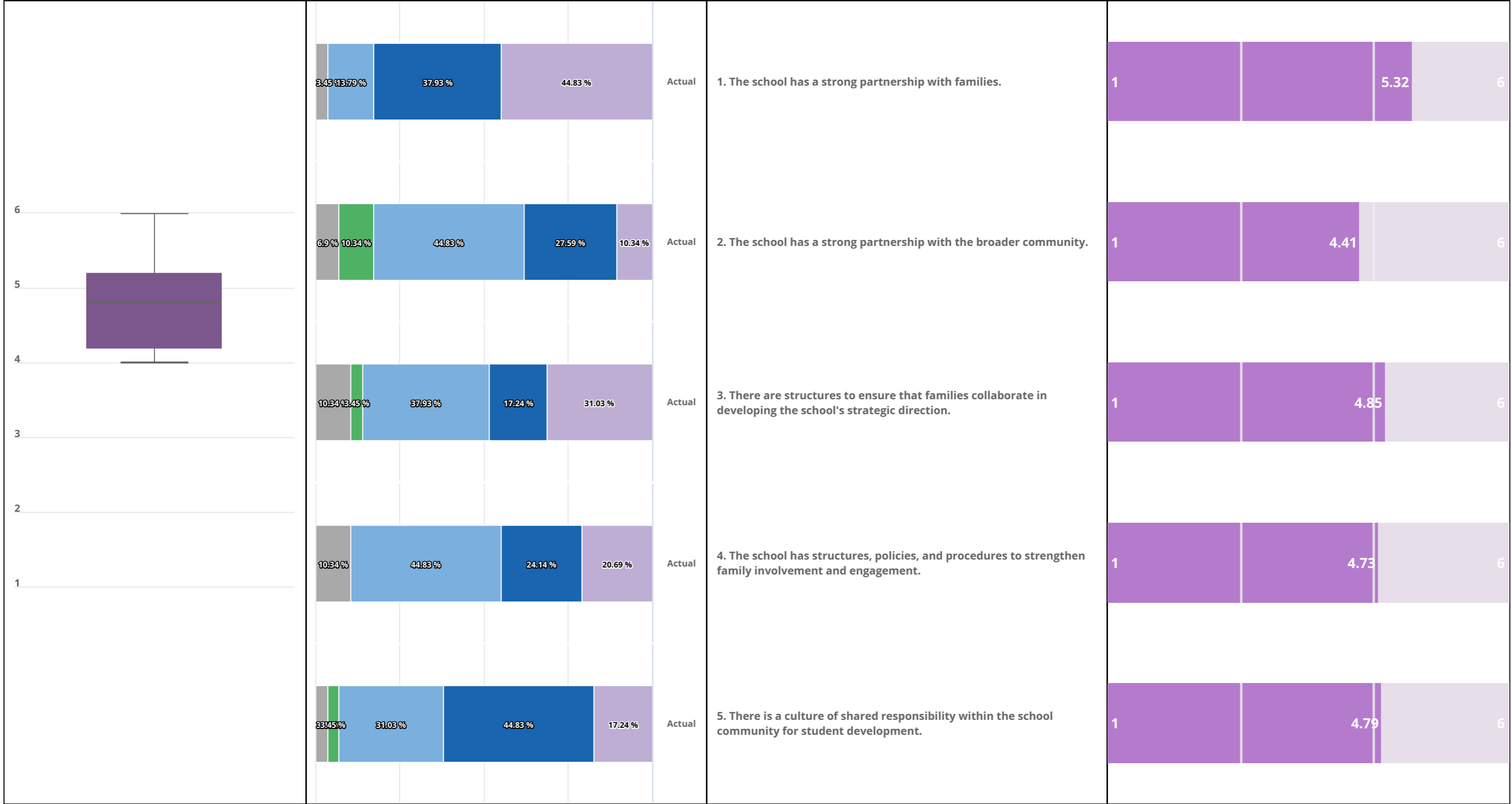


Teacher & Leadership Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Partnerships and Agency

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process.



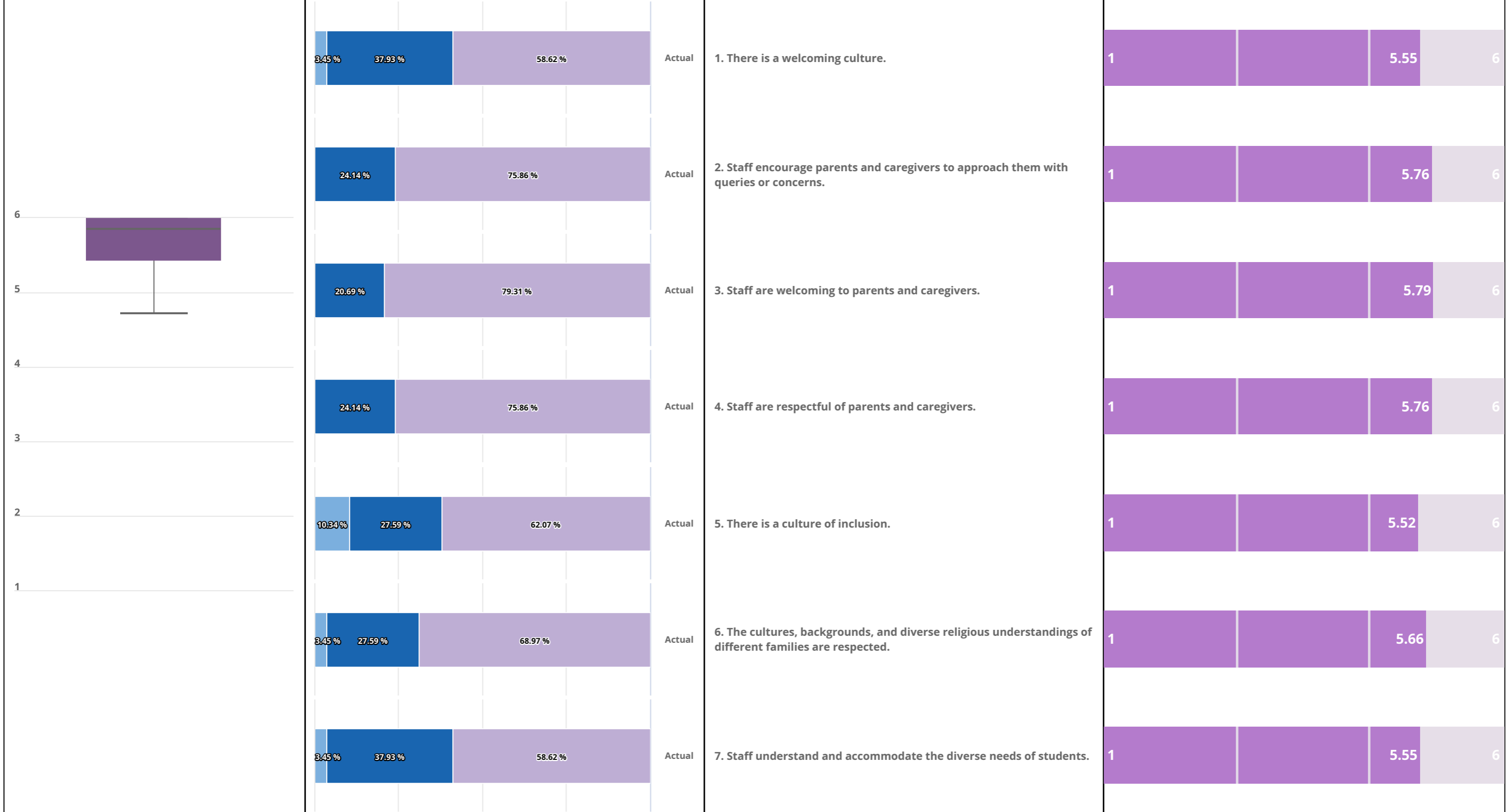
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

Teacher & Leadership Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Welcoming and Inclusive School

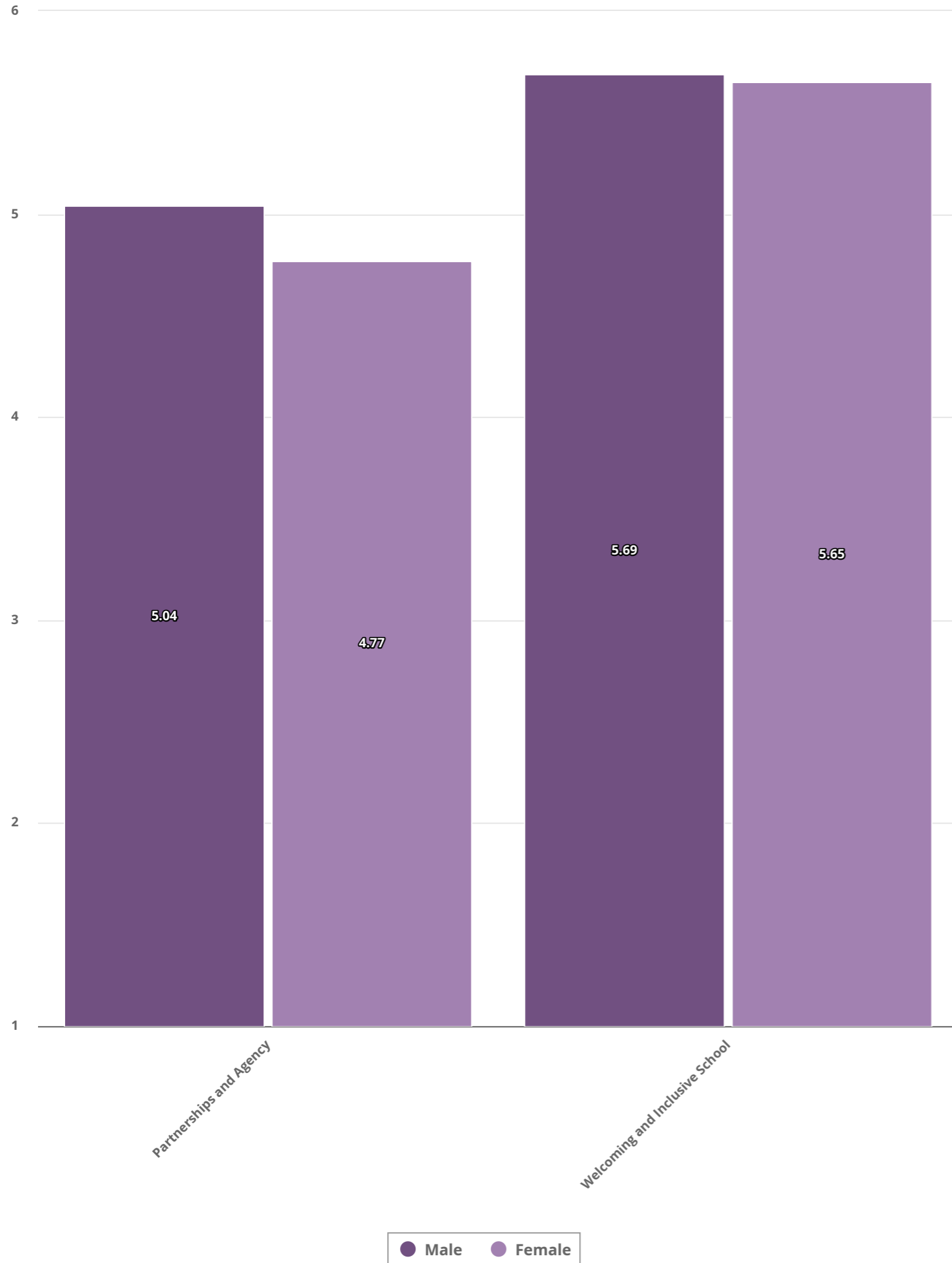
The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.



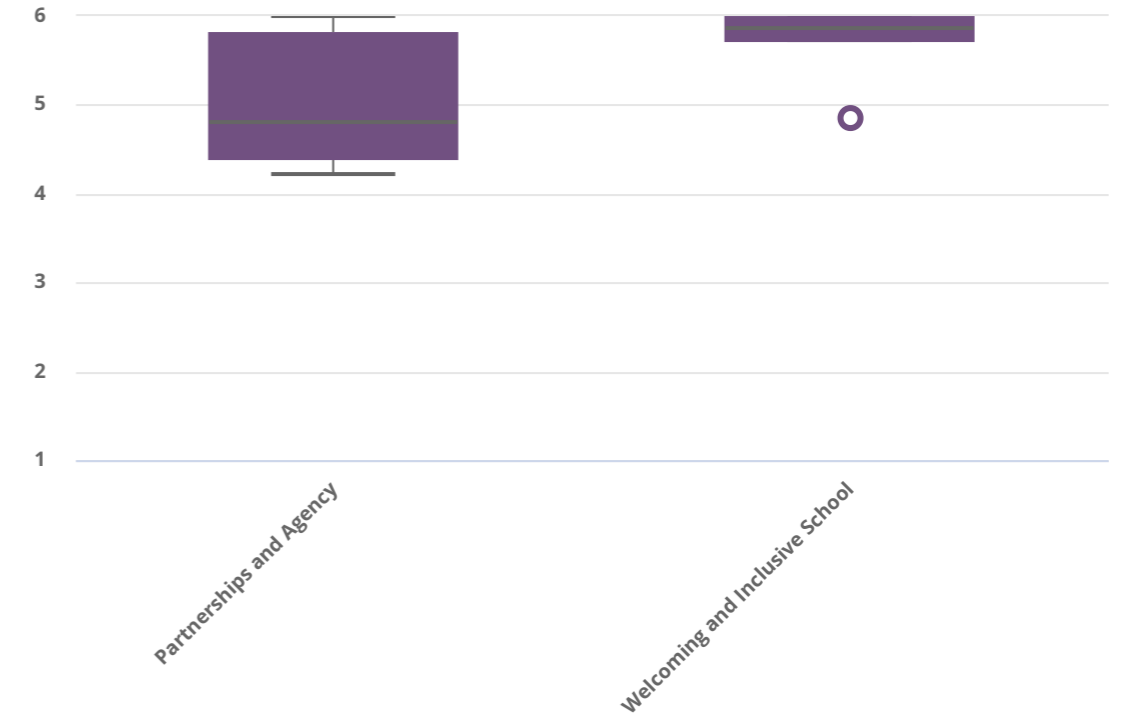
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

LLL Component 4: Community Engagement by Gender

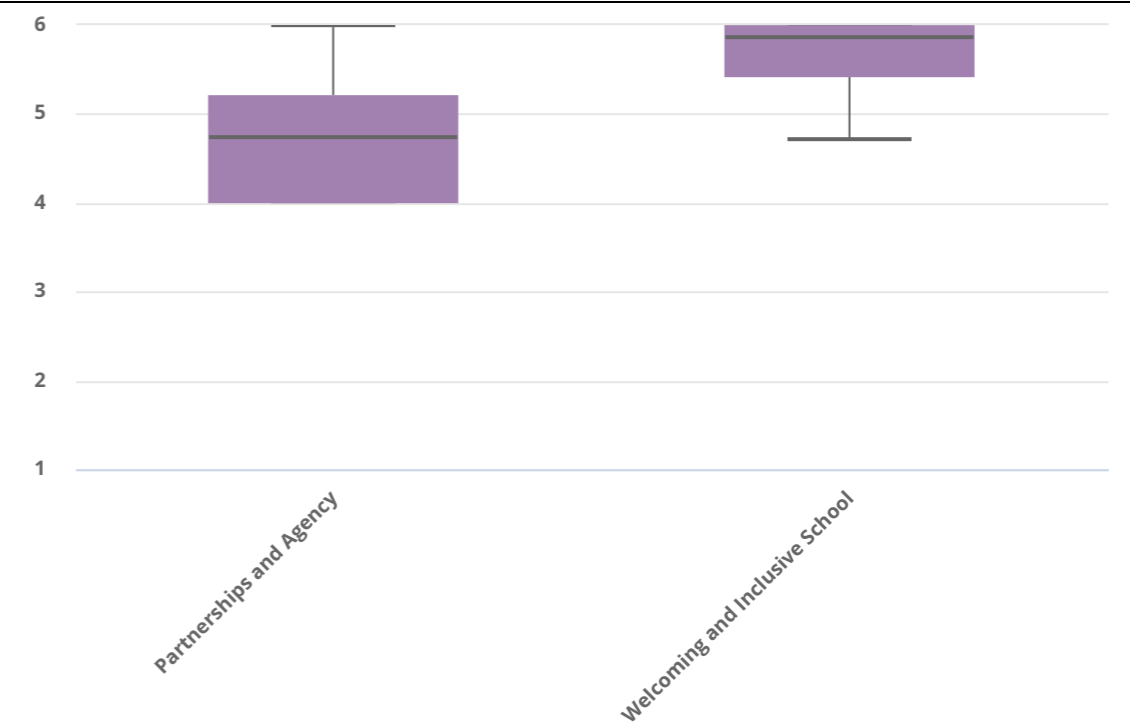
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:
Male (N=5)

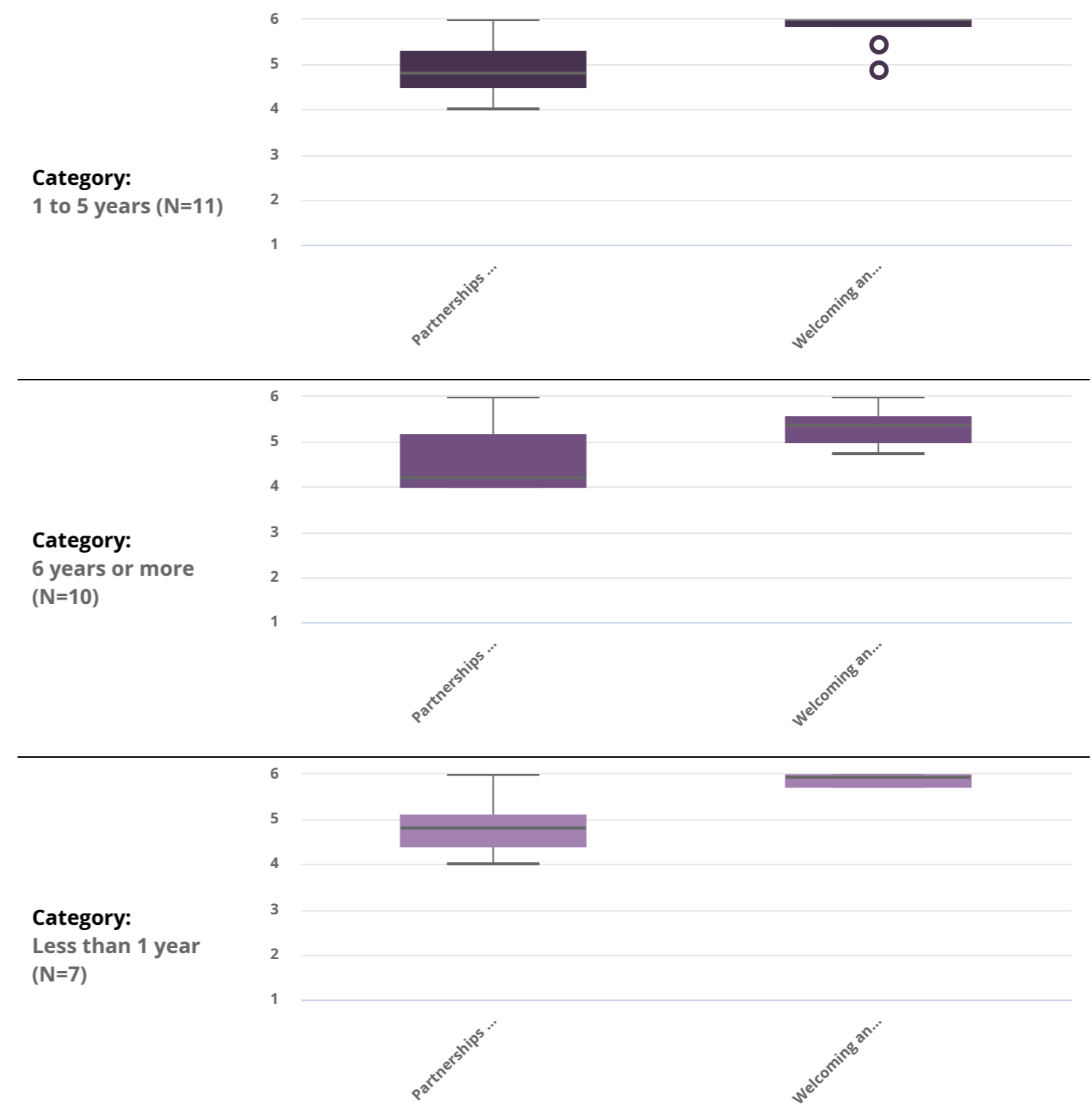
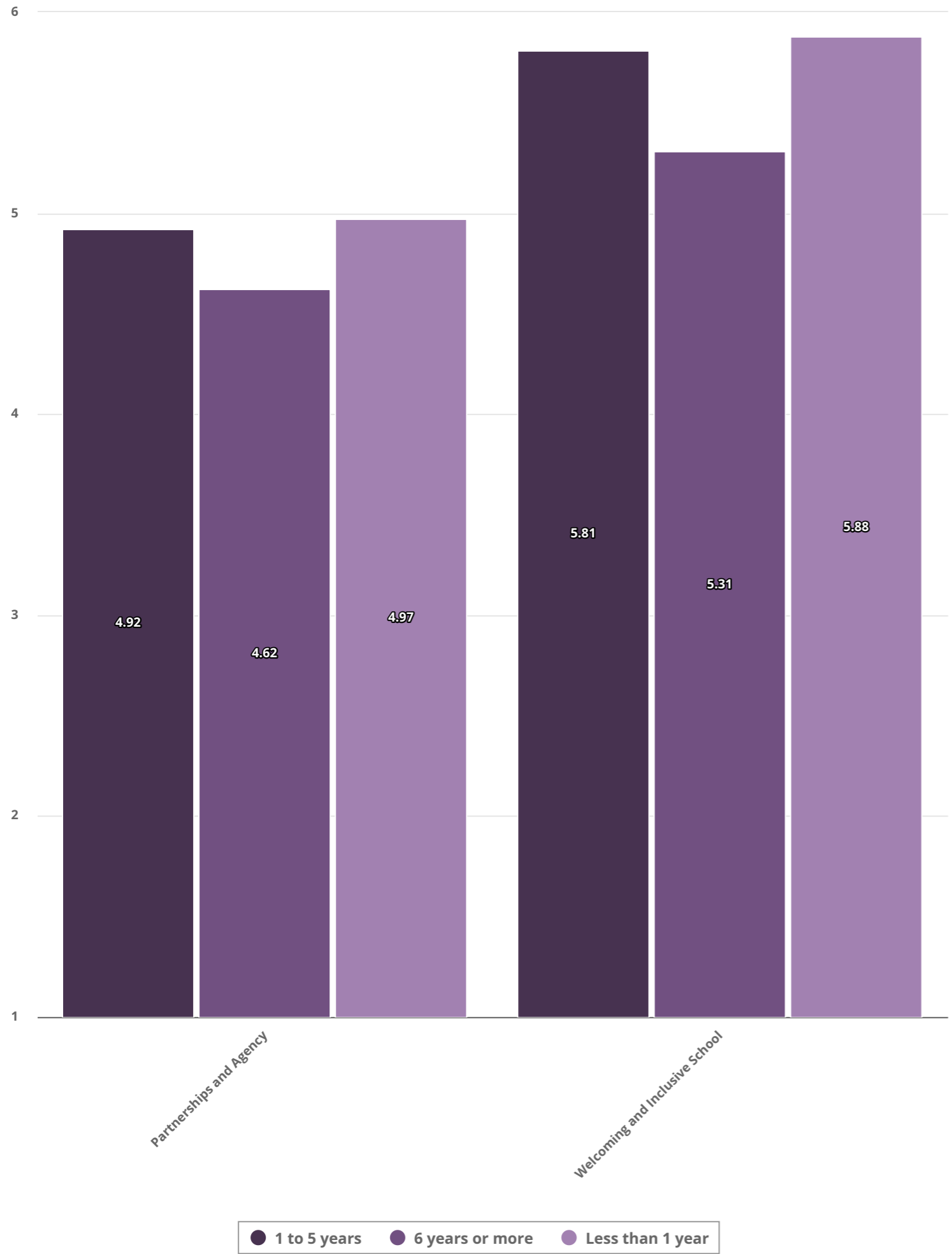


Category:
Female (N=23)



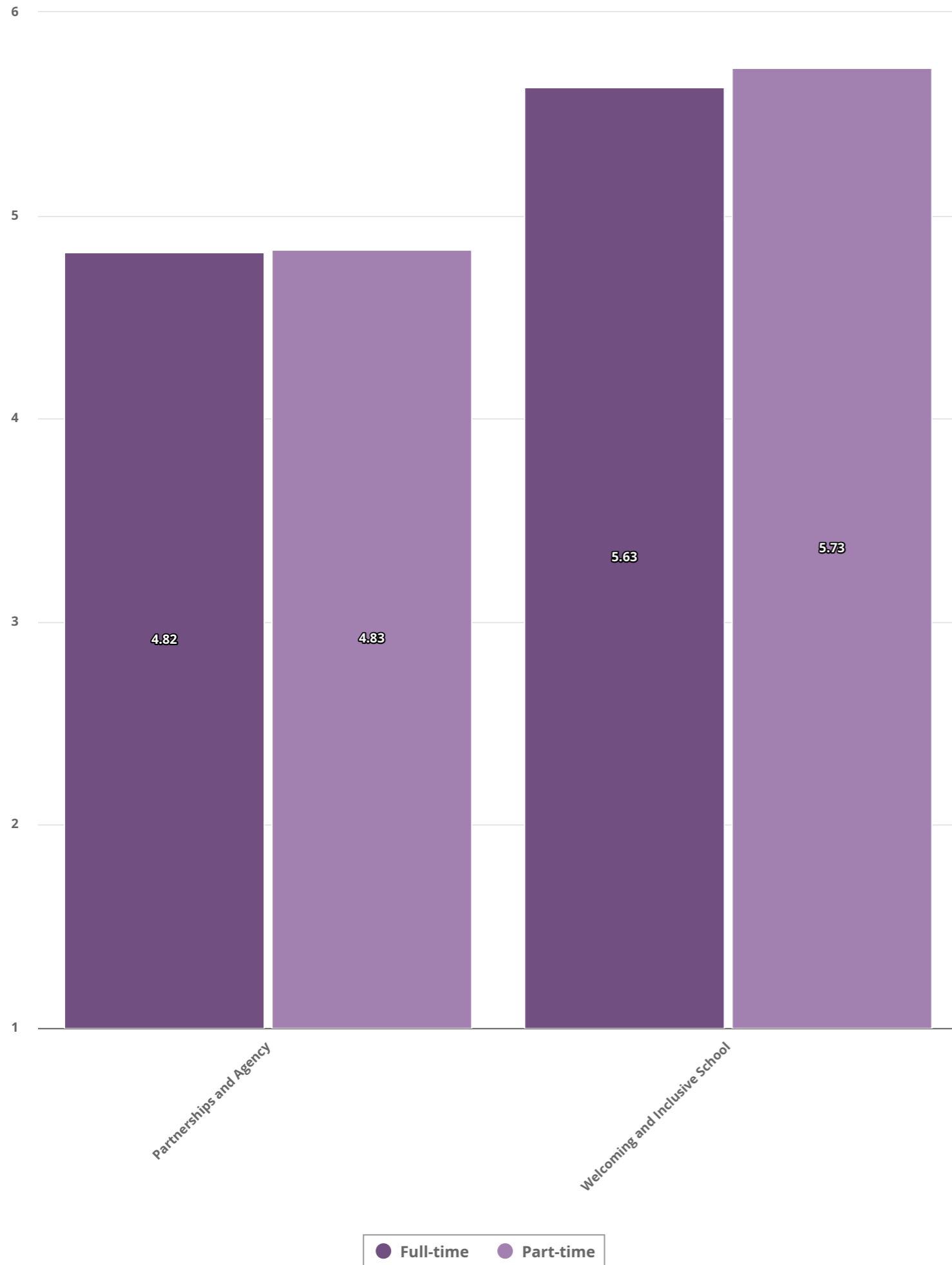
LLL Component 4: Community Engagement by Years at the School

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.

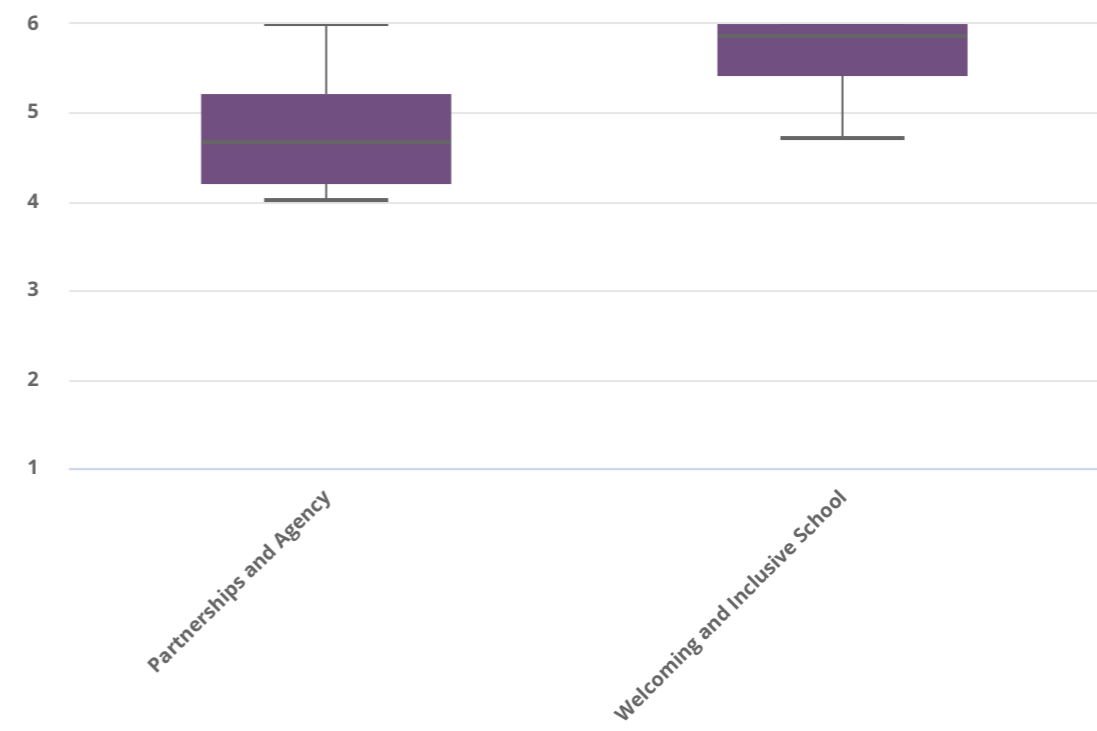


LLL Component 4: Community Engagement by Time Fraction

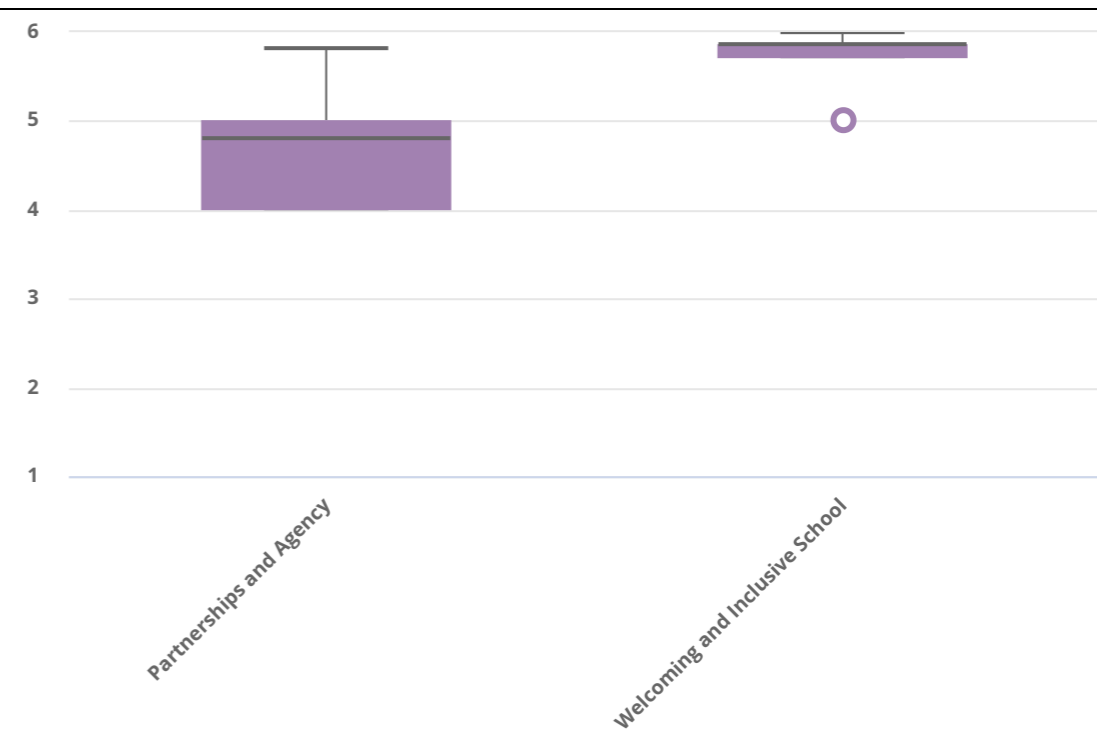
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Full-time (N=21)



Category: Part-time (N=7)

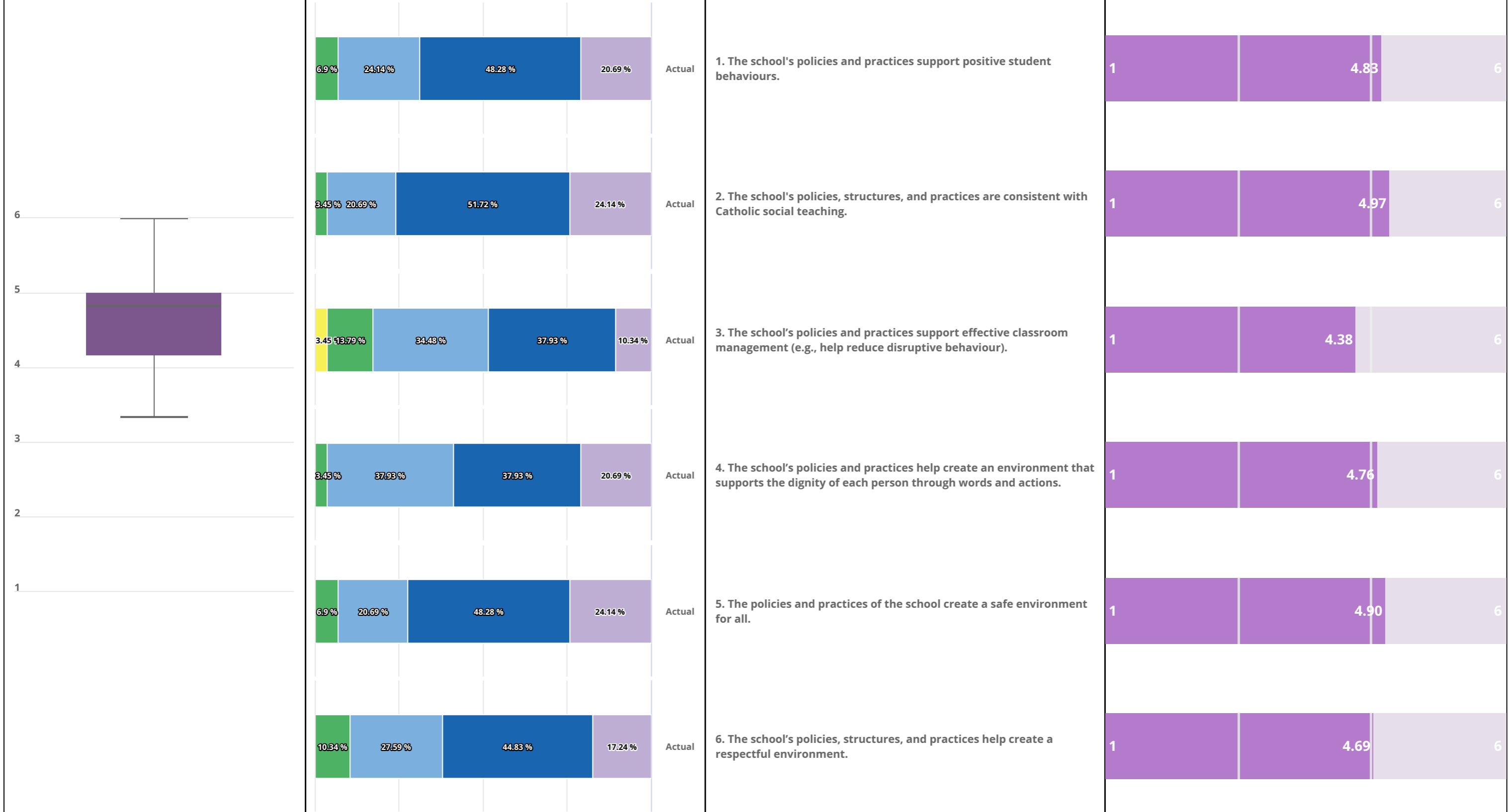


Teacher & Leadership Perceptions (Safety)

BSC Quadrant: COMMUNITY

Construct: School Safety

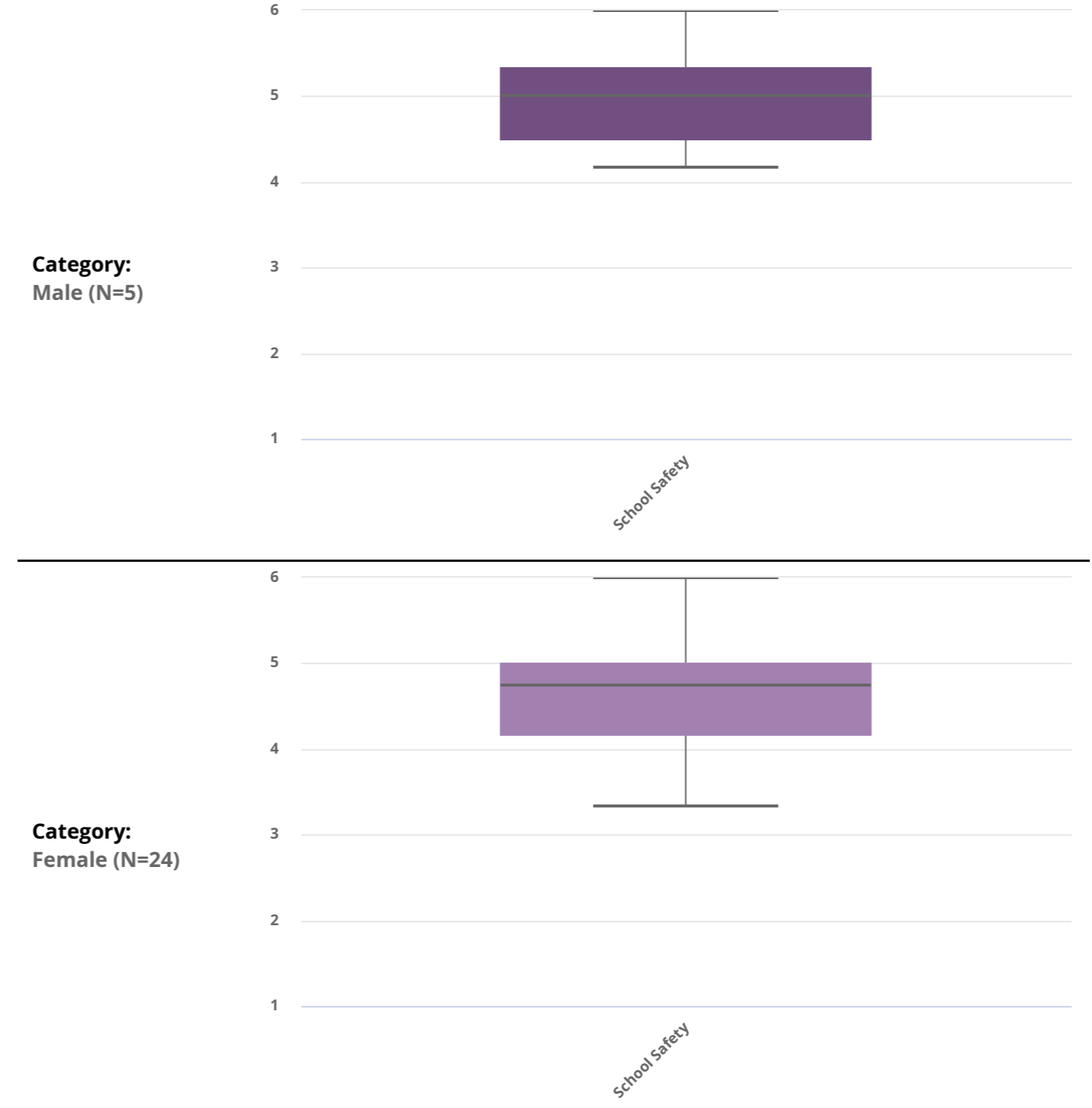
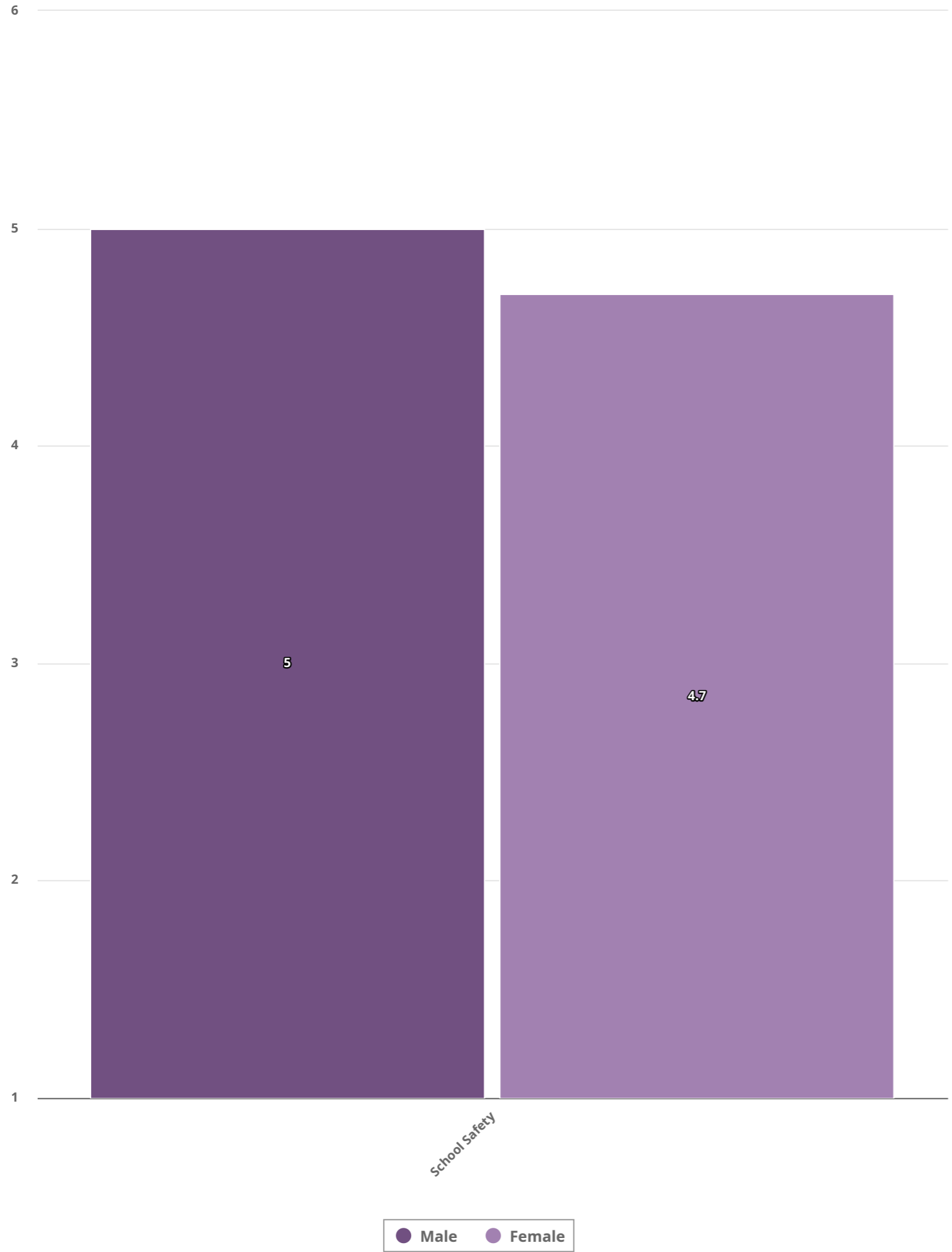
The extent to which the school's policies and practices help to create a safe environment for all.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

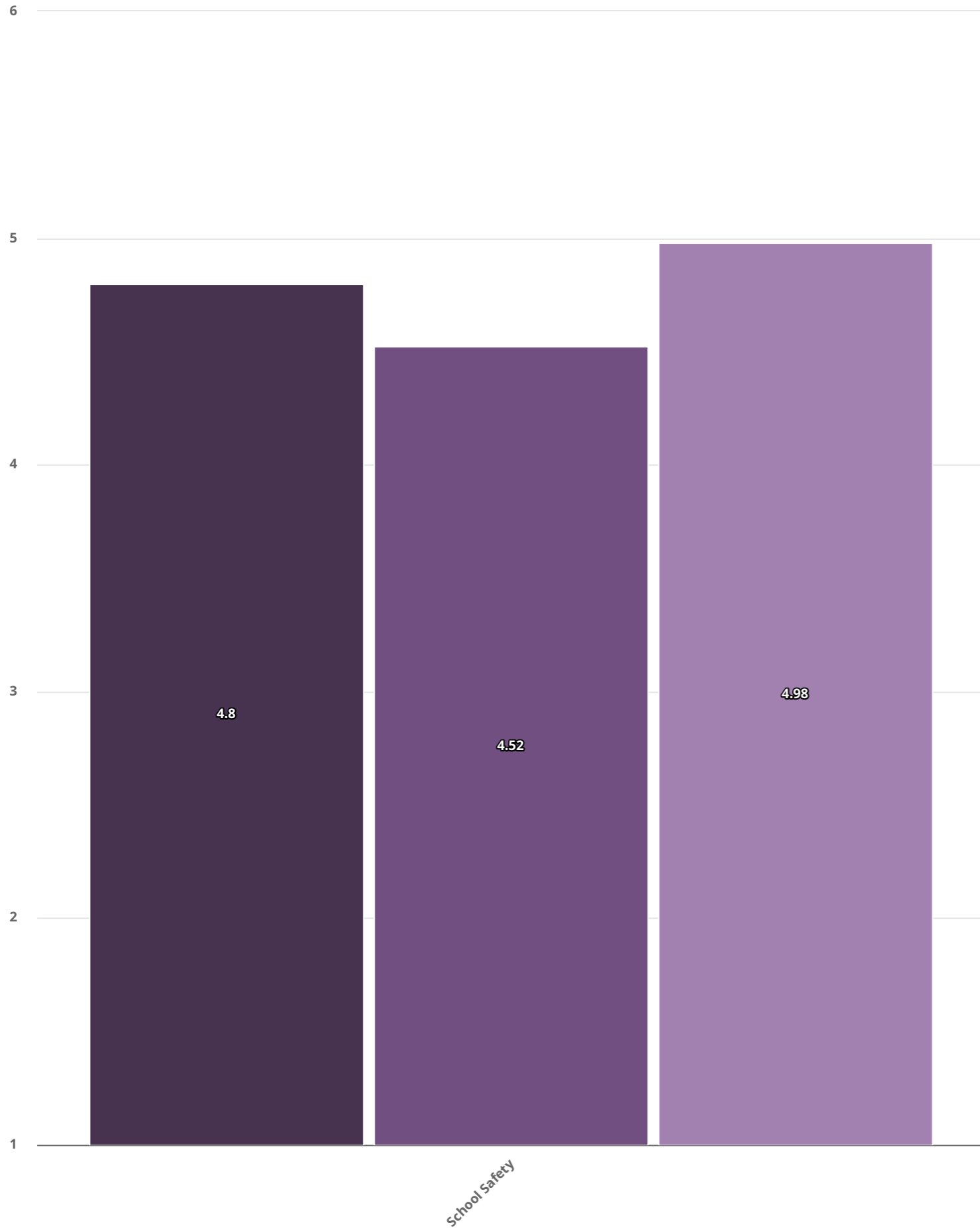
Additional Construct: Safety by Gender

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.

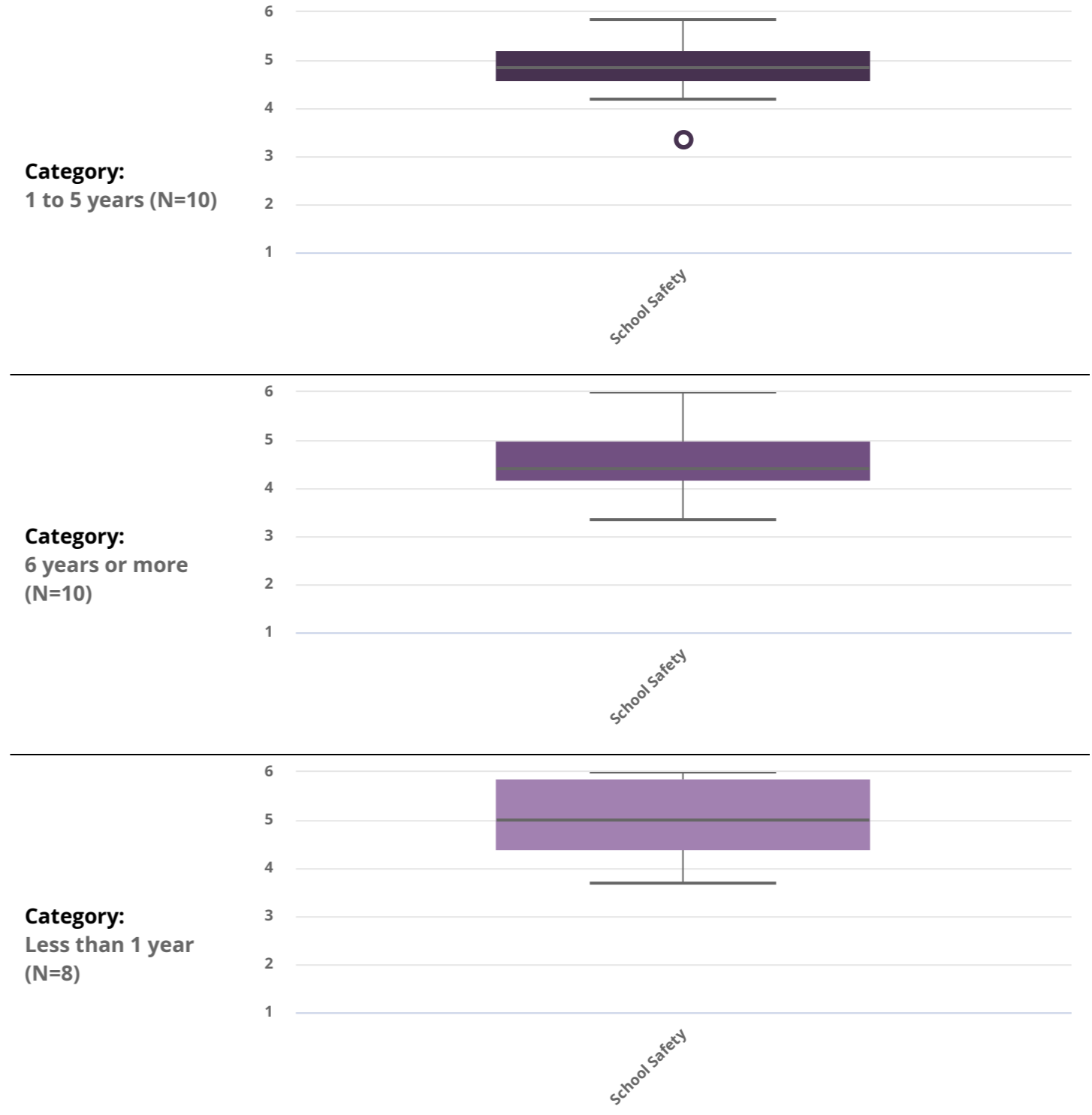


Additional Construct: Safety by Years at the School

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.

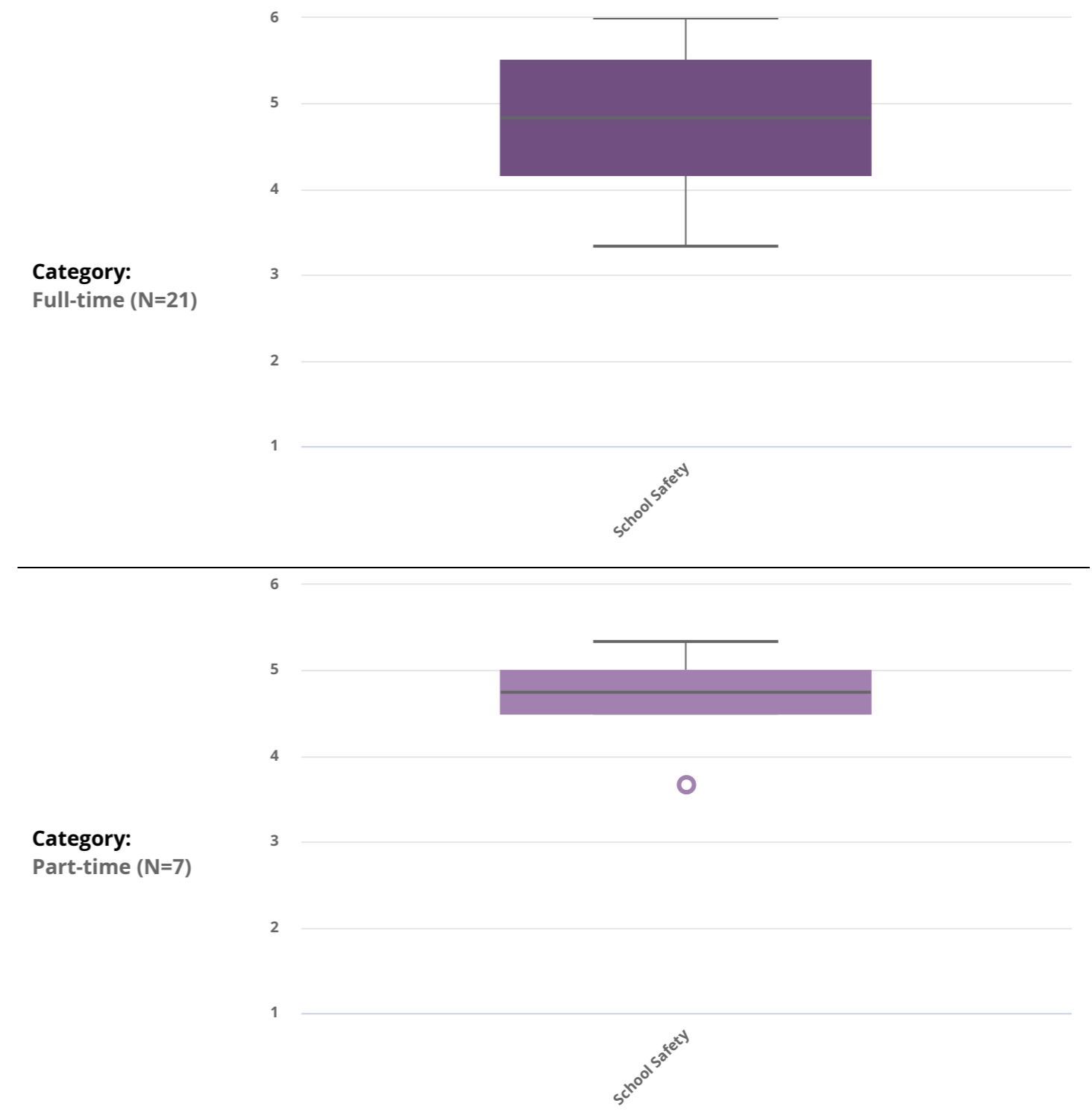
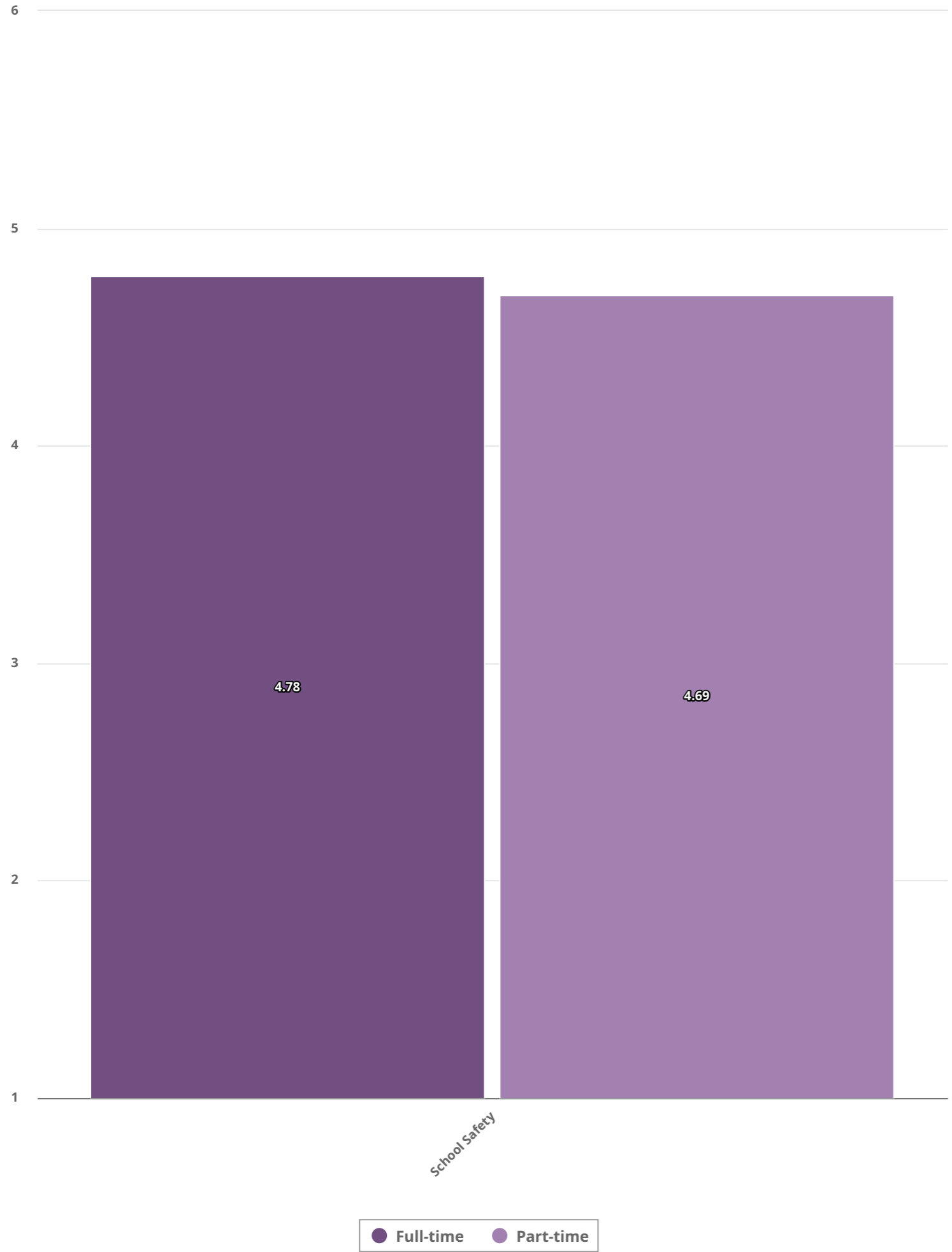


● 1 to 5 years ● 6 years or more ● Less than 1 year



Additional Construct: Safety by Time Fraction

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.

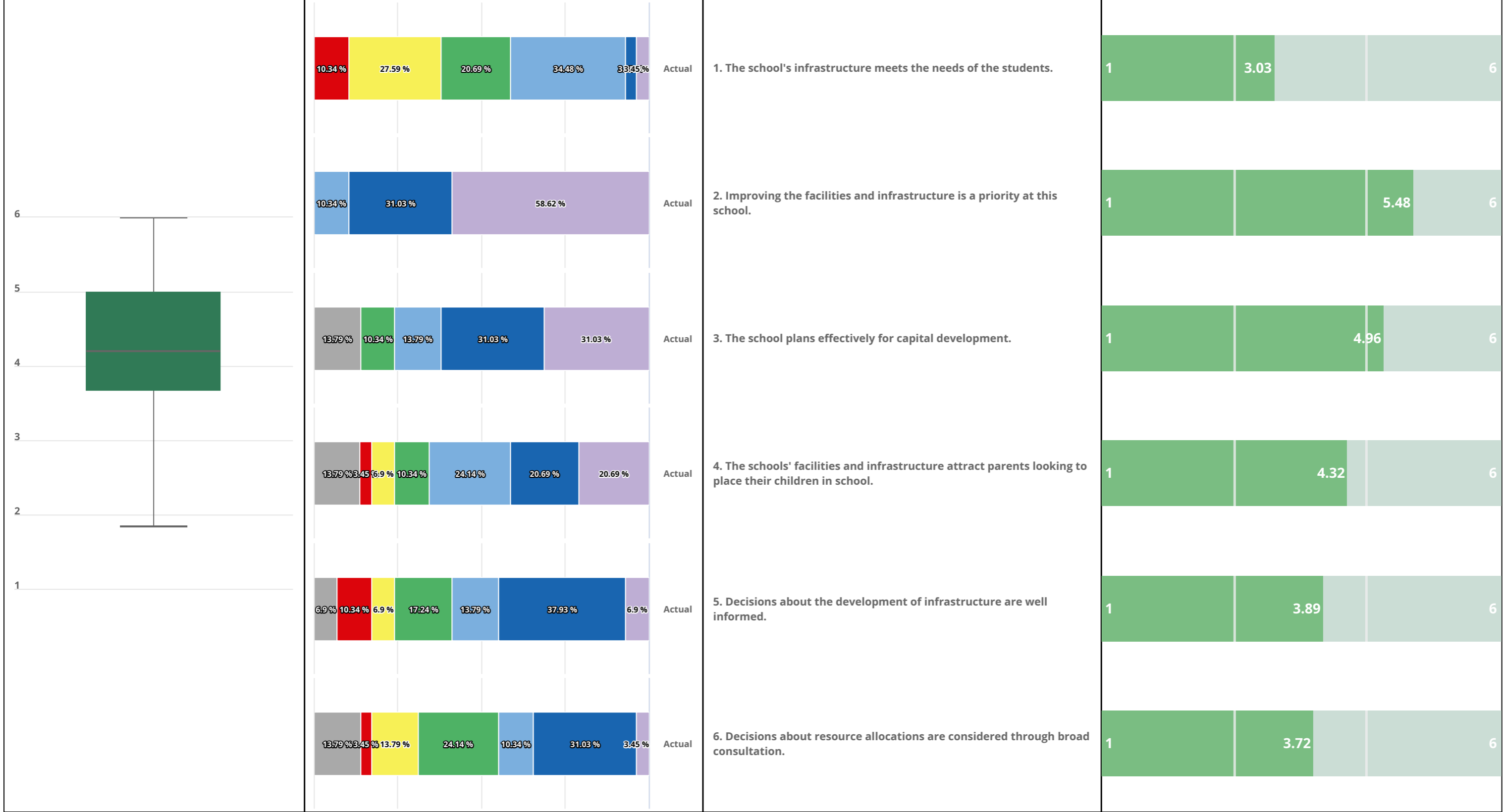


Teacher & Leadership Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

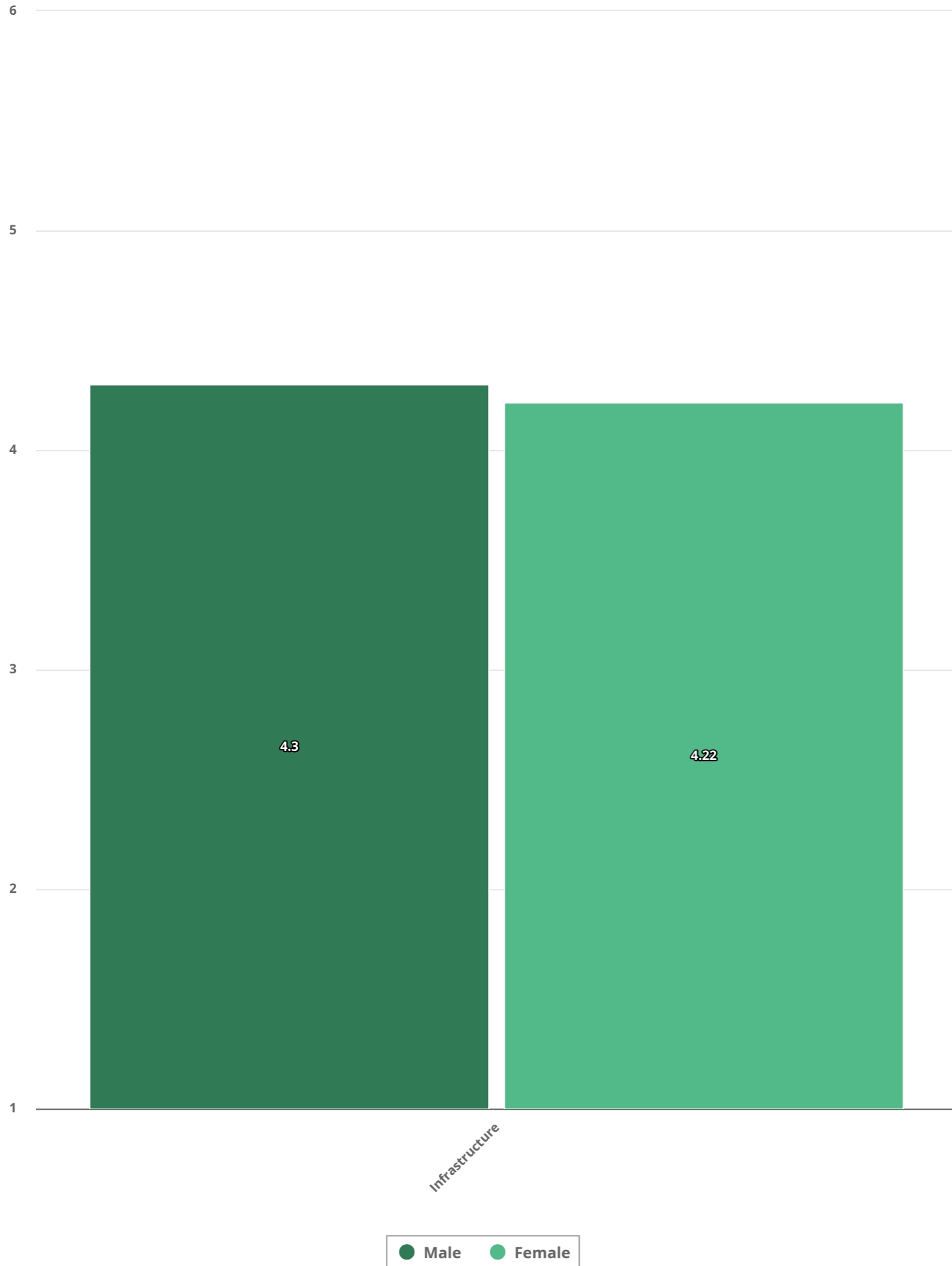
The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



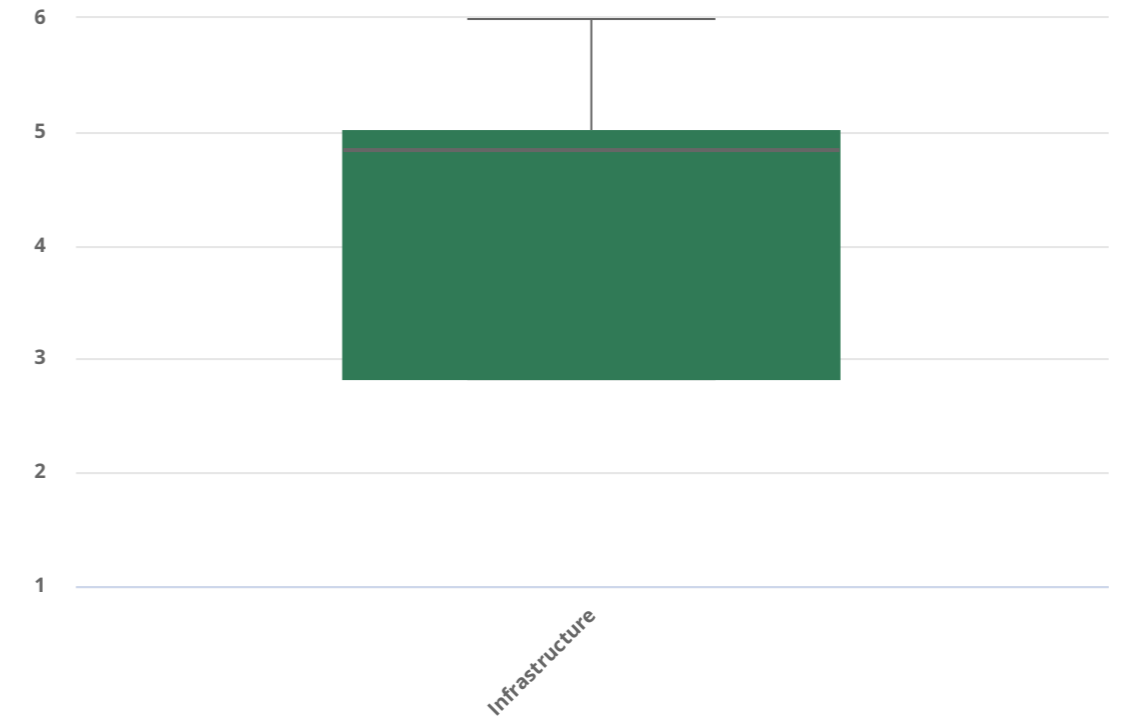
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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=5)

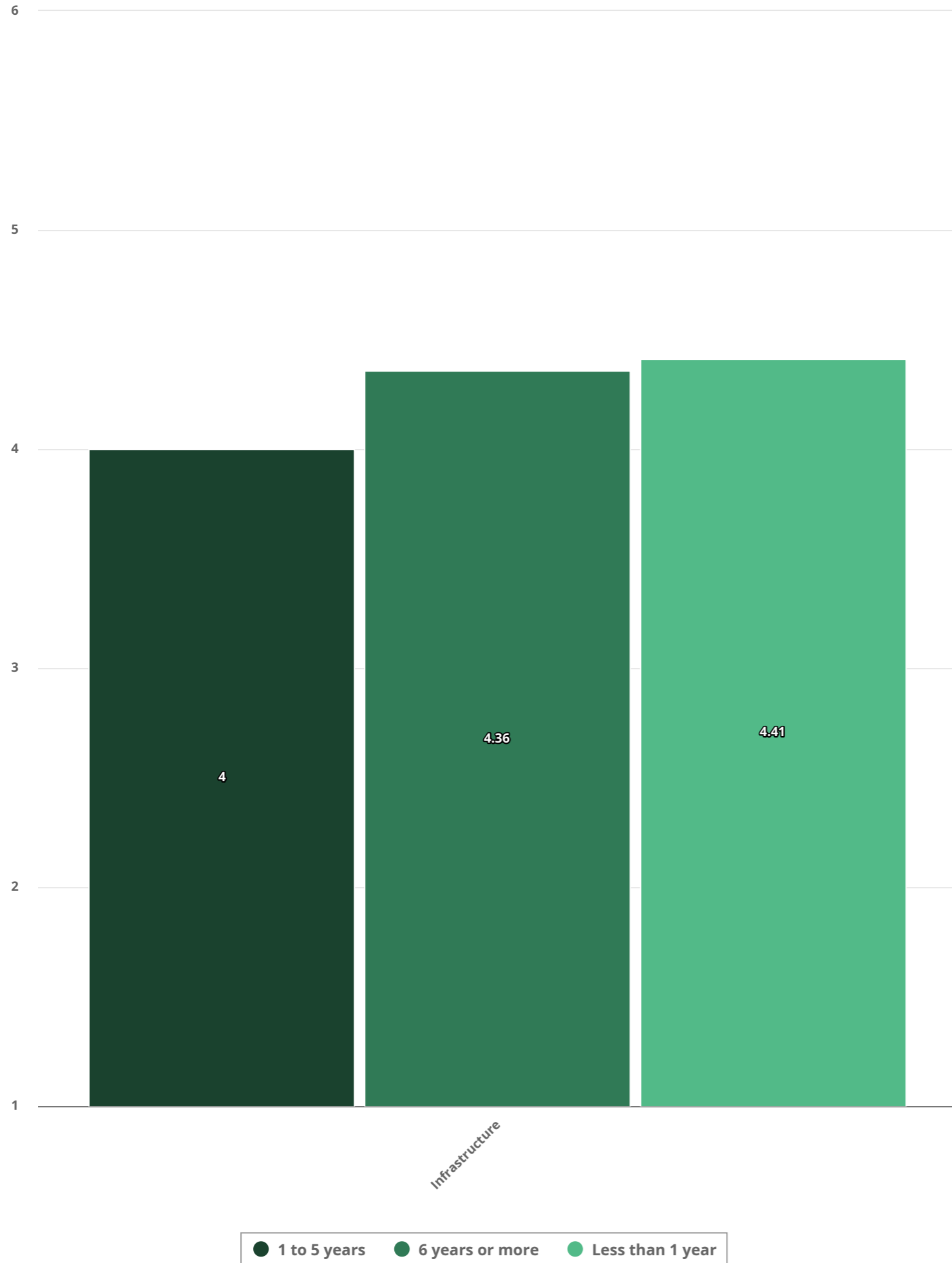


Category: Female (N=23)

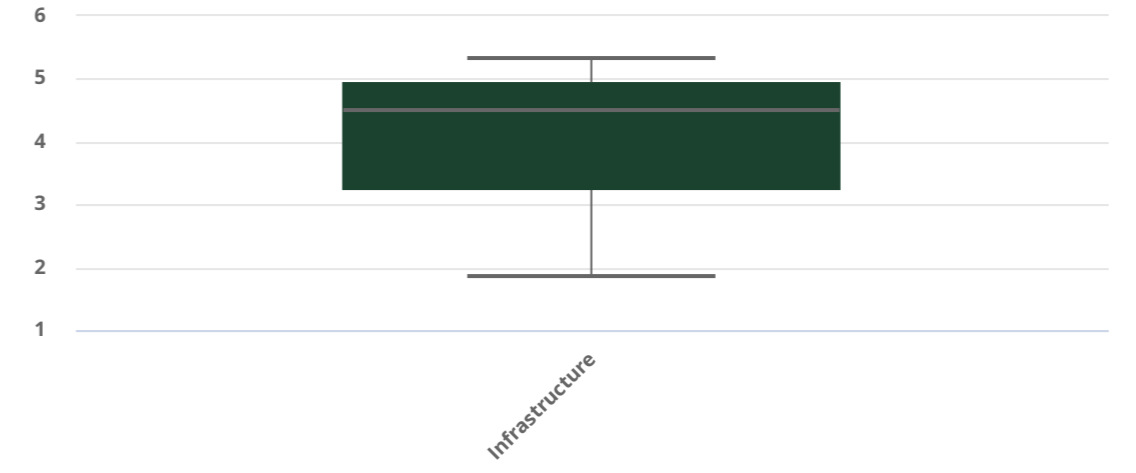


Additional Construct: Infrastructure by Years at the School

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:
1 to 5 years (N=11)



Category:
6 years or more (N=10)

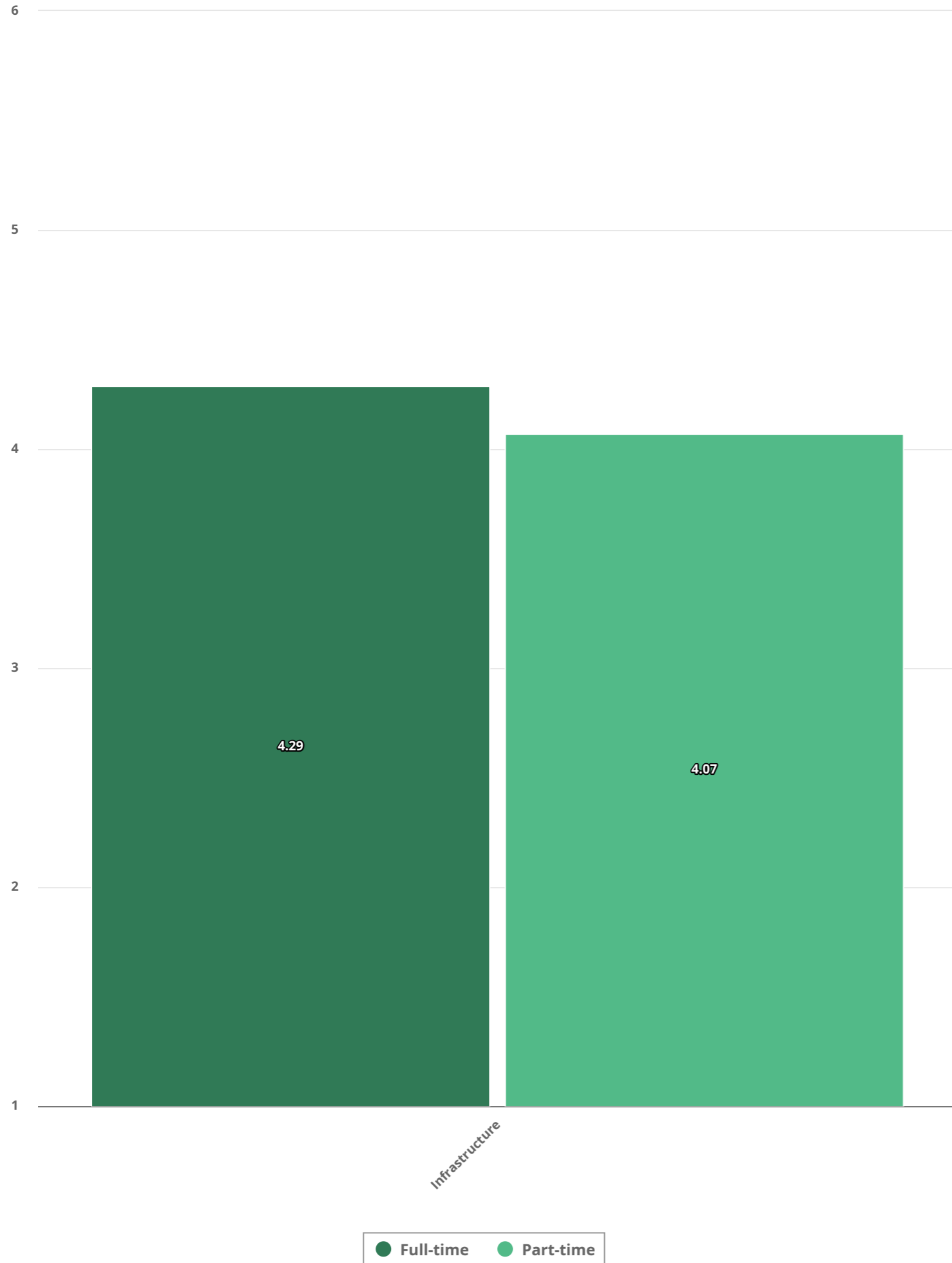


Category:
Less than 1 year (N=8)

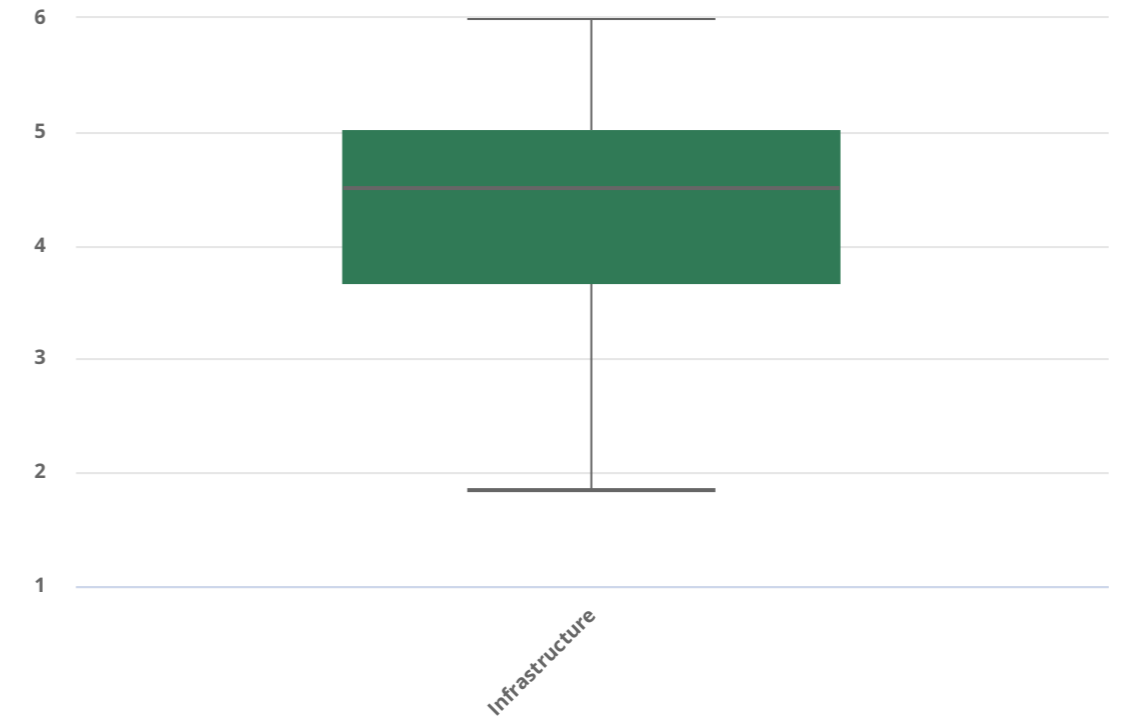


Additional Construct: Infrastructure by Time Fraction

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:
Full-time (N=21)



Category:
Part-time (N=8)

