

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

26 participants

No participants were found to be disengaged.

# Contents

Introduction	3
Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)	4
Teacher & Leadership Perceptions (Component 1: Catholic Identity)	5
LLL Component 1: Catholic Identity by Gender	7
LLL Component 1: Catholic Identity by Years at the School	8
LLL Component 1: Catholic Identity by Time Fraction	9
Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)	10
LLL Component 2: Curriculum and Co-constructed Learning Design by Gender	12
LLL Component 2: Curriculum and Co-constructed Learning Design by Years at the School	13
LLL Component 2: Curriculum and Co-constructed Learning Design by Time Fraction	14
Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)	15
LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender	17
LLL Component 3: Student Agency, Identity, Learning and Leadership by Years at the School	18
LLL Component 3: Student Agency, Identity, Learning and Leadership by Time Fraction	19
Teacher & Leadership Perceptions (Component 4: Community Engagement)	20
LLL Component 4: Community Engagement by Gender	22
LLL Component 4: Community Engagement by Years at the School	23
LLL Component 4: Community Engagement by Time Fraction	24
Teacher & Leadership Perceptions (Safety)	25
Additional Construct: Safety by Gender	26
Additional Construct: Safety by Years at the School	27
Additional Construct: Safety by Time Fraction	28
Teacher & Leadership Perceptions (Infrastructure)	29
Additional Construct: Infrastructure by Gender	30
Additional Construct: Infrastructure by Years at the School	31
Additional Construct: Infrastructure by Time Fraction	32

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

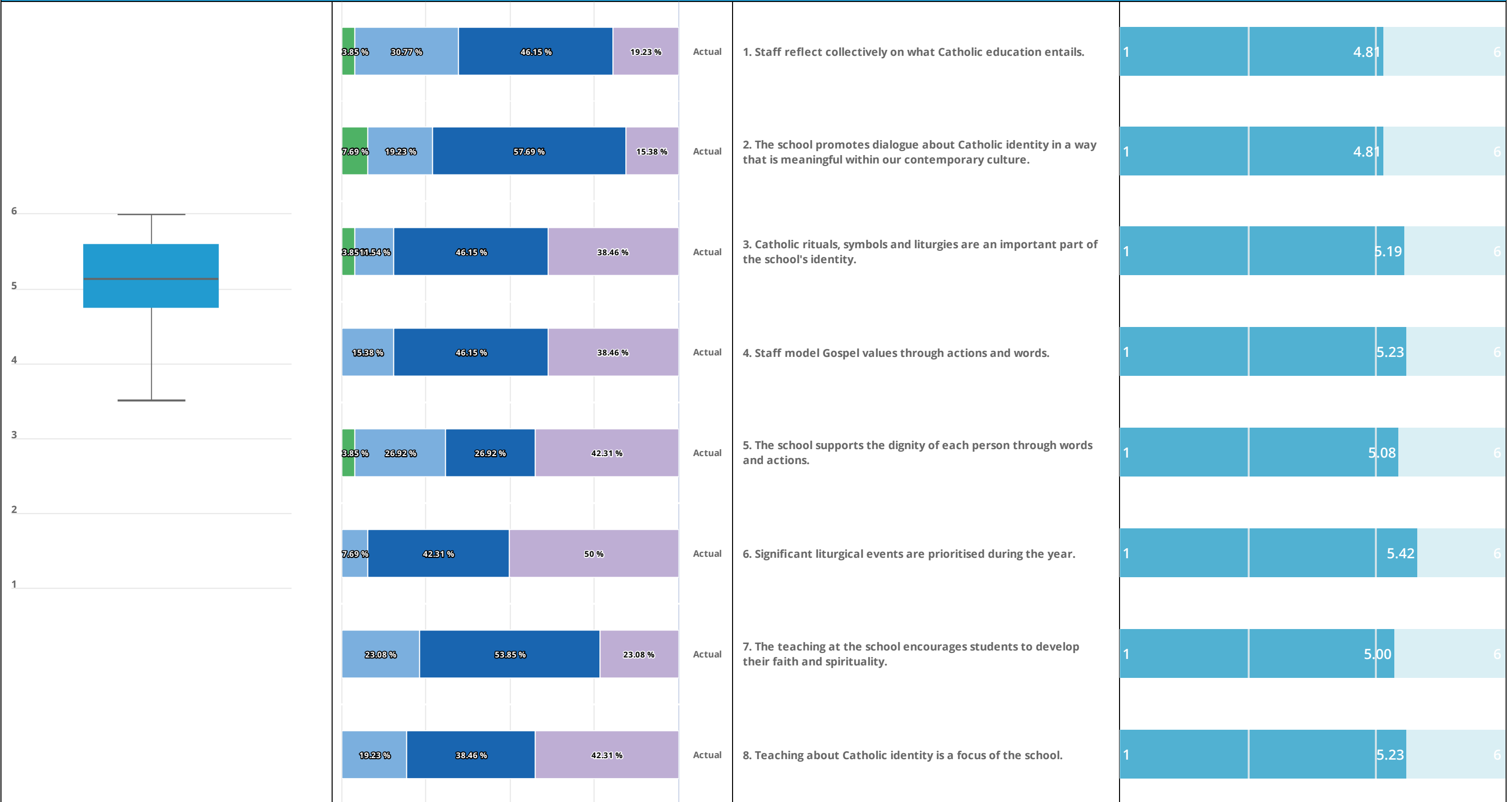
Identity			
Catholic Identity	Experiencing Catholic Identity: Mean=5.1, SD=0.62		
	1	5.10	6
	Catholic Identity Development: Mean=4.74, SD=0.6		
	1	4.74	6
Learning and Wellbeing			
Curriculum and Co-Constructed Learning...	School Support: Mean=5, SD=0.35		
	1	5.00	6
	Personal Competence (Teaching Staff Only): Mean=5.02, SD=0.52		
	1	5.02	6
Student Agency, Identity, Learning and L...	Student Influence: Mean=4.16, SD=0.53		
	1	4.16	6
	Student Reflection on Growth (Teaching Staff Only): Mean=4.51, SD=0.82		
	1	4.51	6
Resourcing			
Resourcing	Infrastructure: Mean=4.68, SD=0.59		
	1	4.68	6
Community			
Community Engagement	Partnerships and Agency: Mean=4.97, SD=0.56		
	1	4.97	6
	Welcoming and Inclusive School: Mean=5.86, SD=0.23		
	1	5.86	6
	School Safety: Mean=4.93, SD=0.57		
	1	4.93	6

## 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.

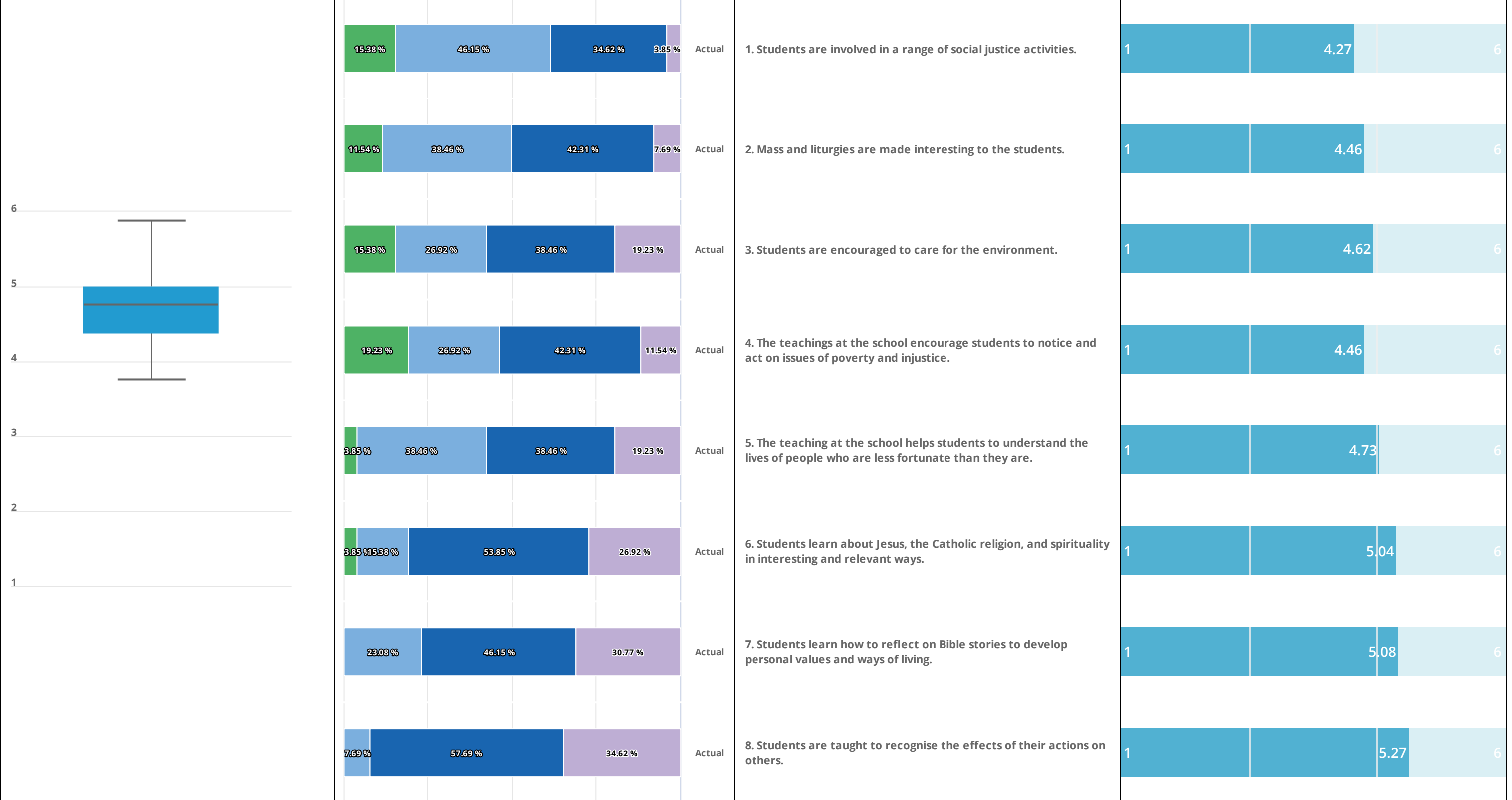


## Teacher & Leadership Perceptions (Component 1: Catholic Identity)

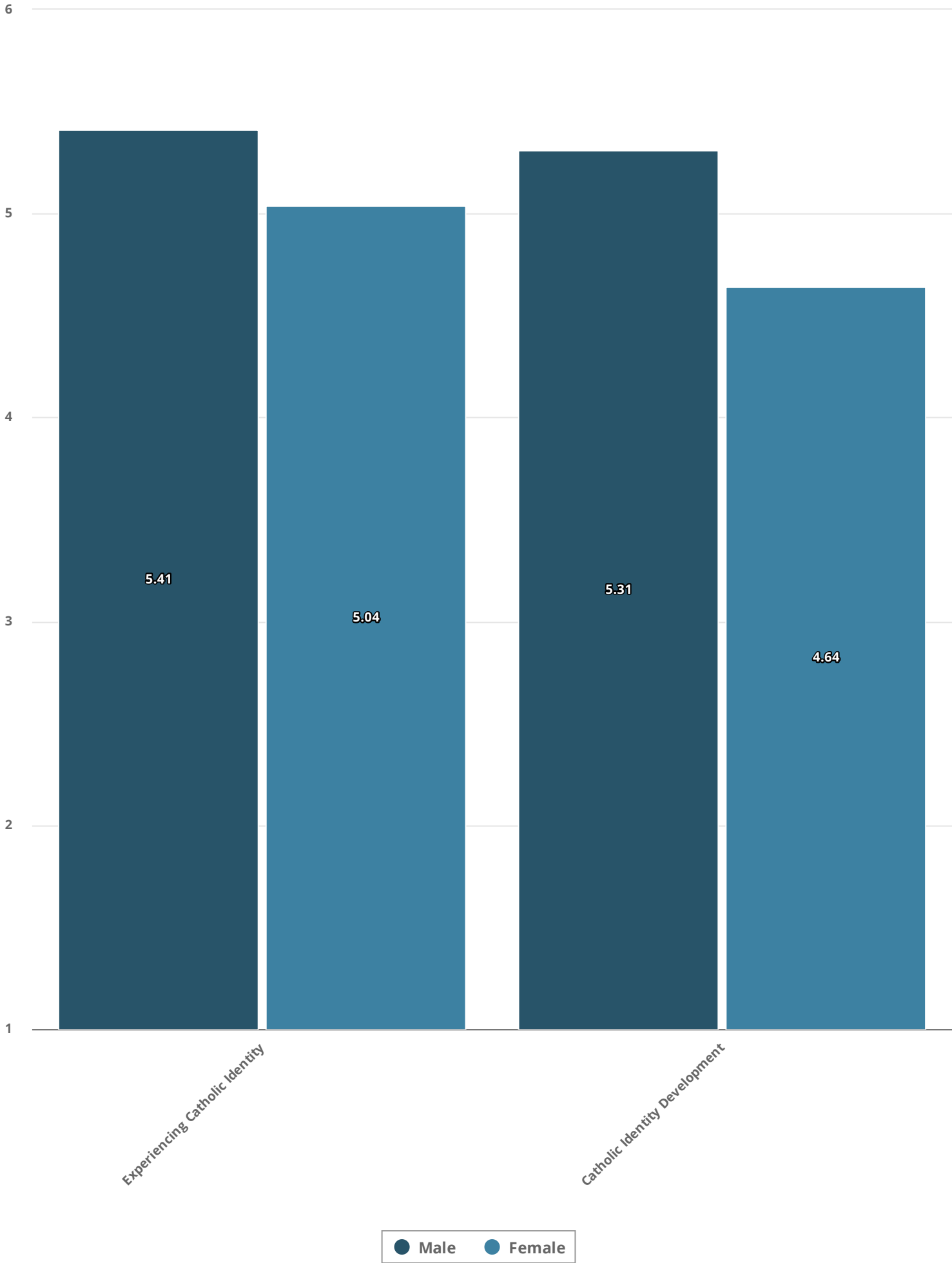
## BSC Quadrant: IDENTITY

## Construct: Catholic Identity Development

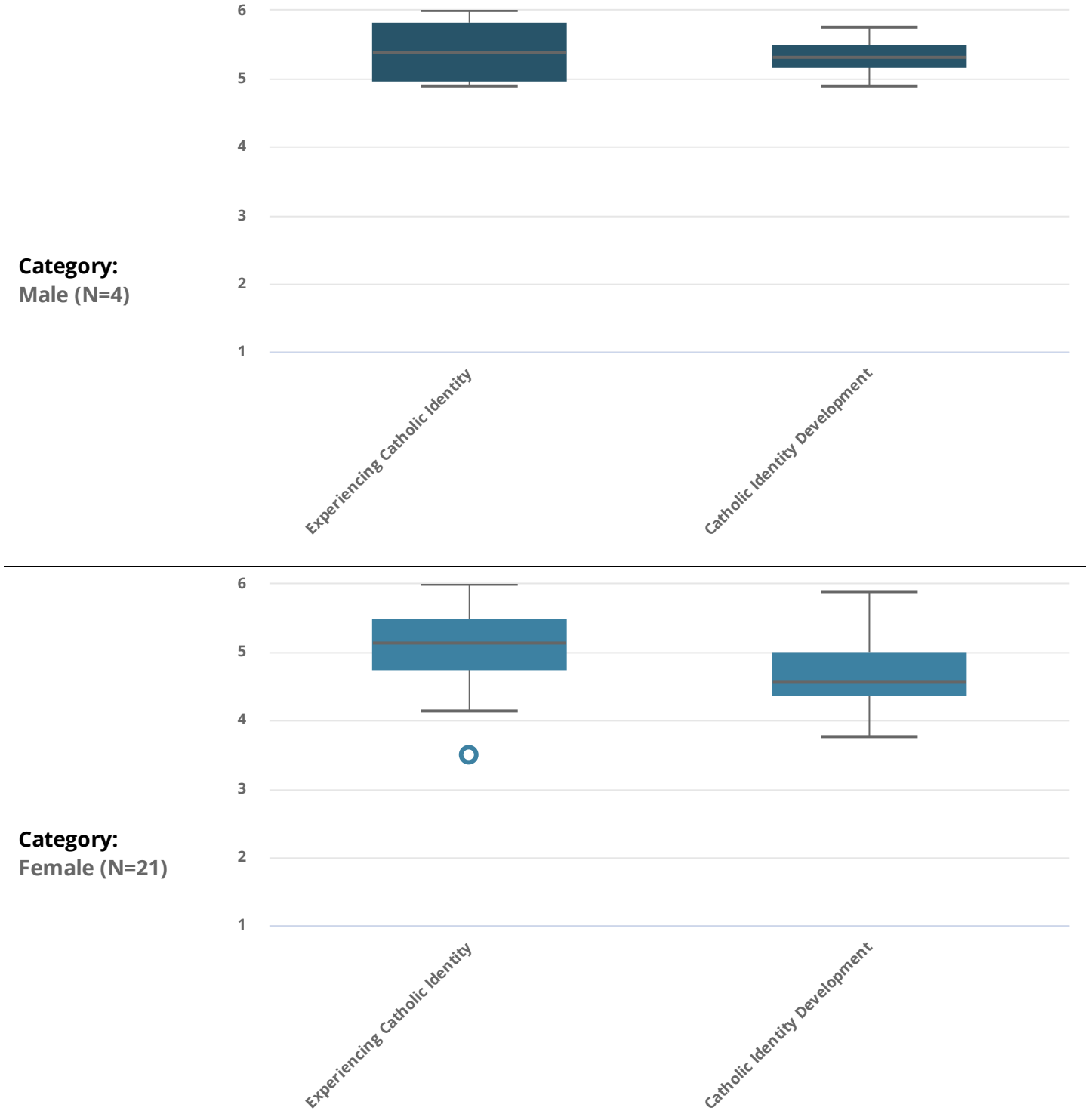
The extent to which the identity development of students is contemporary, authentic and meaningful.



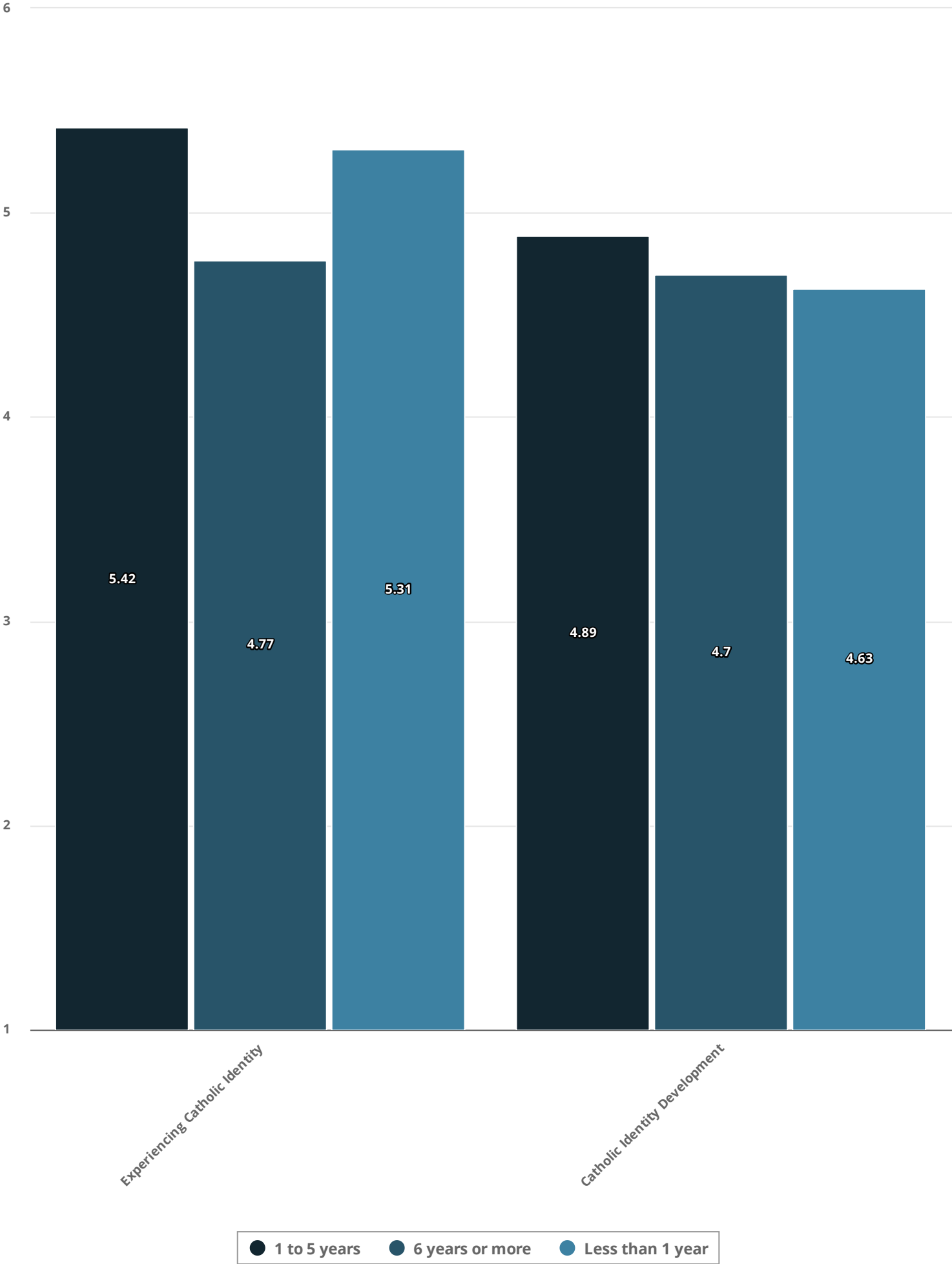
LLL Component 1: Catholic Identity by Gender



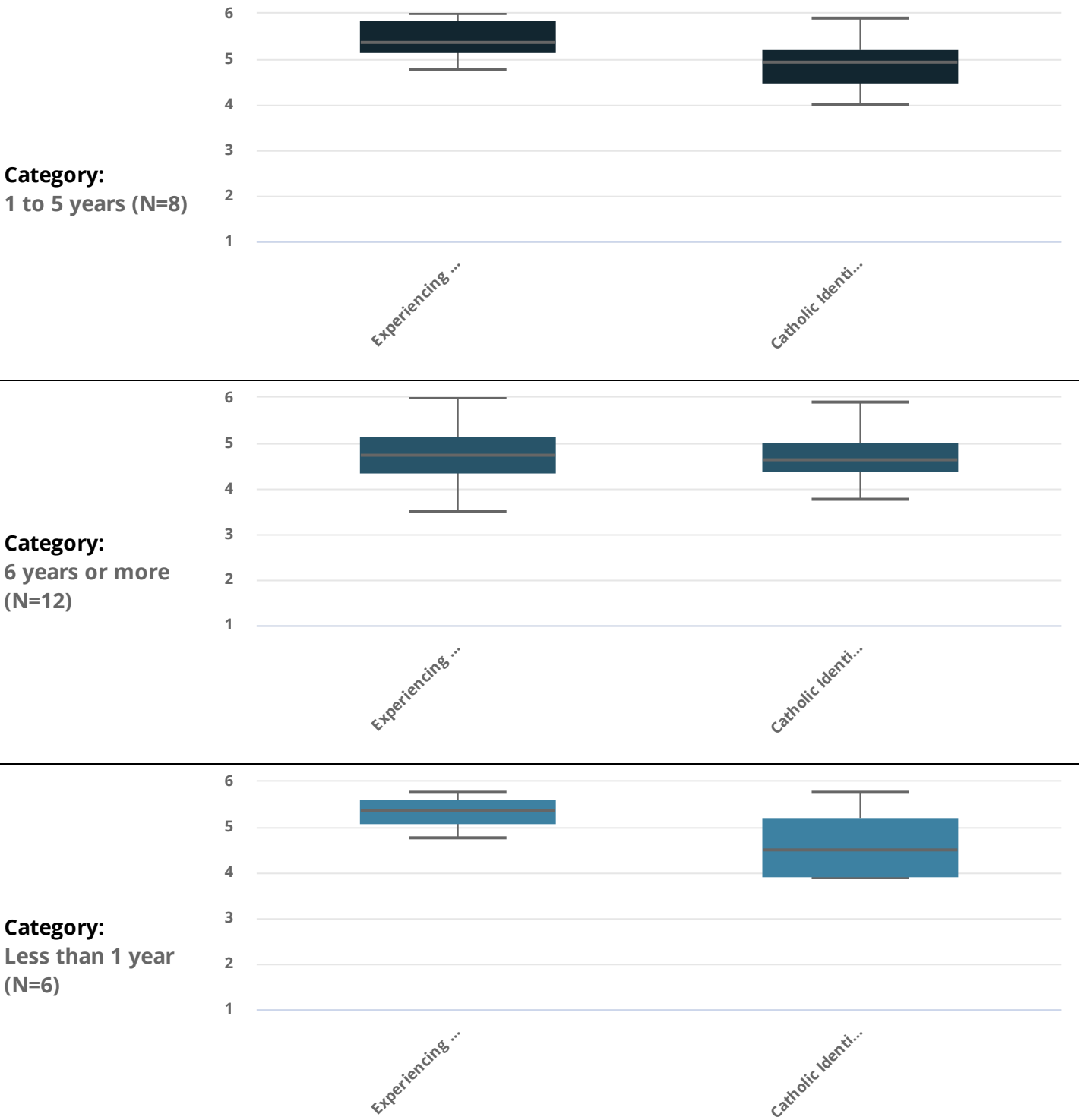
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



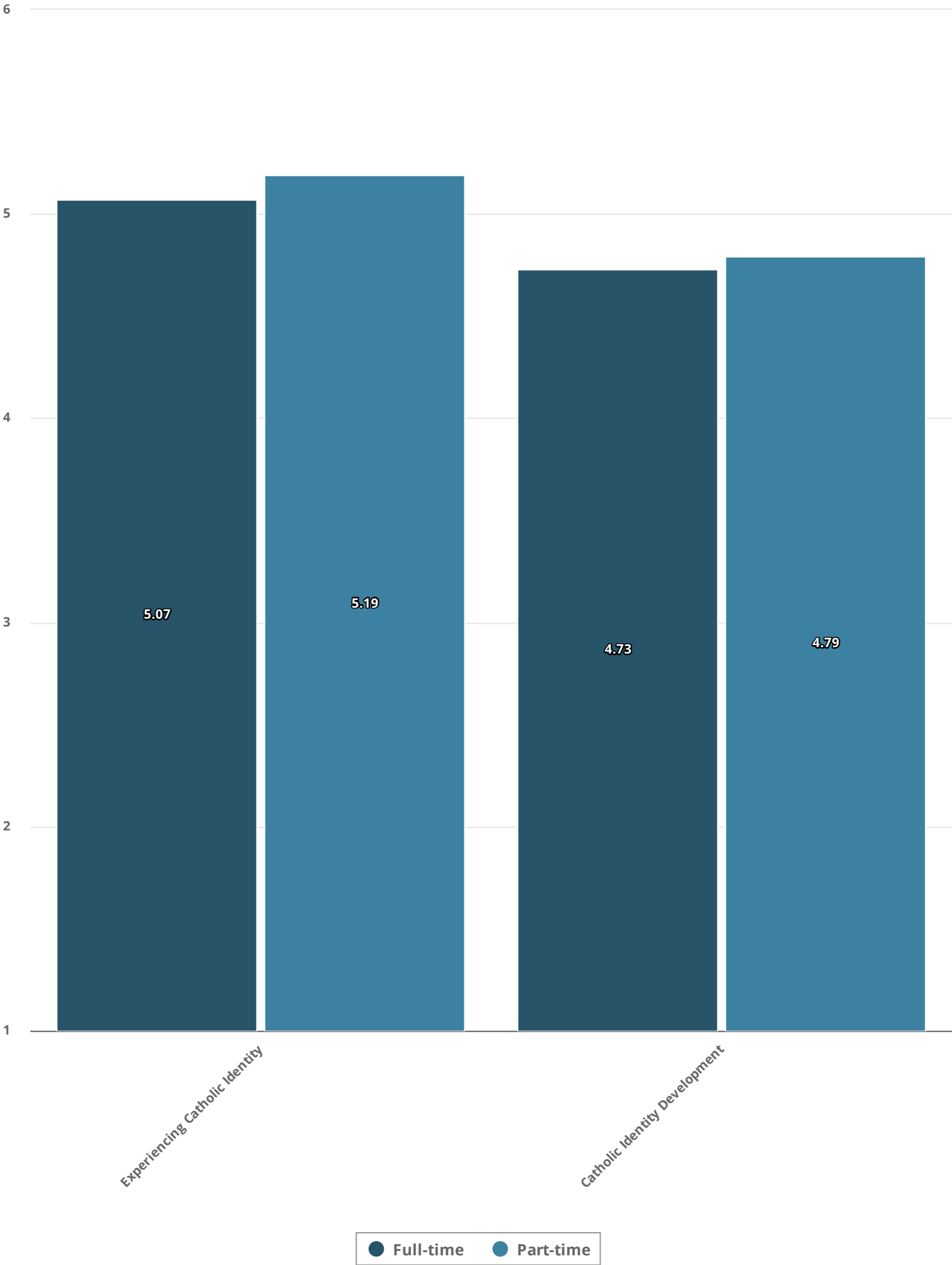
LLL Component 1: Catholic Identity by Years at the School



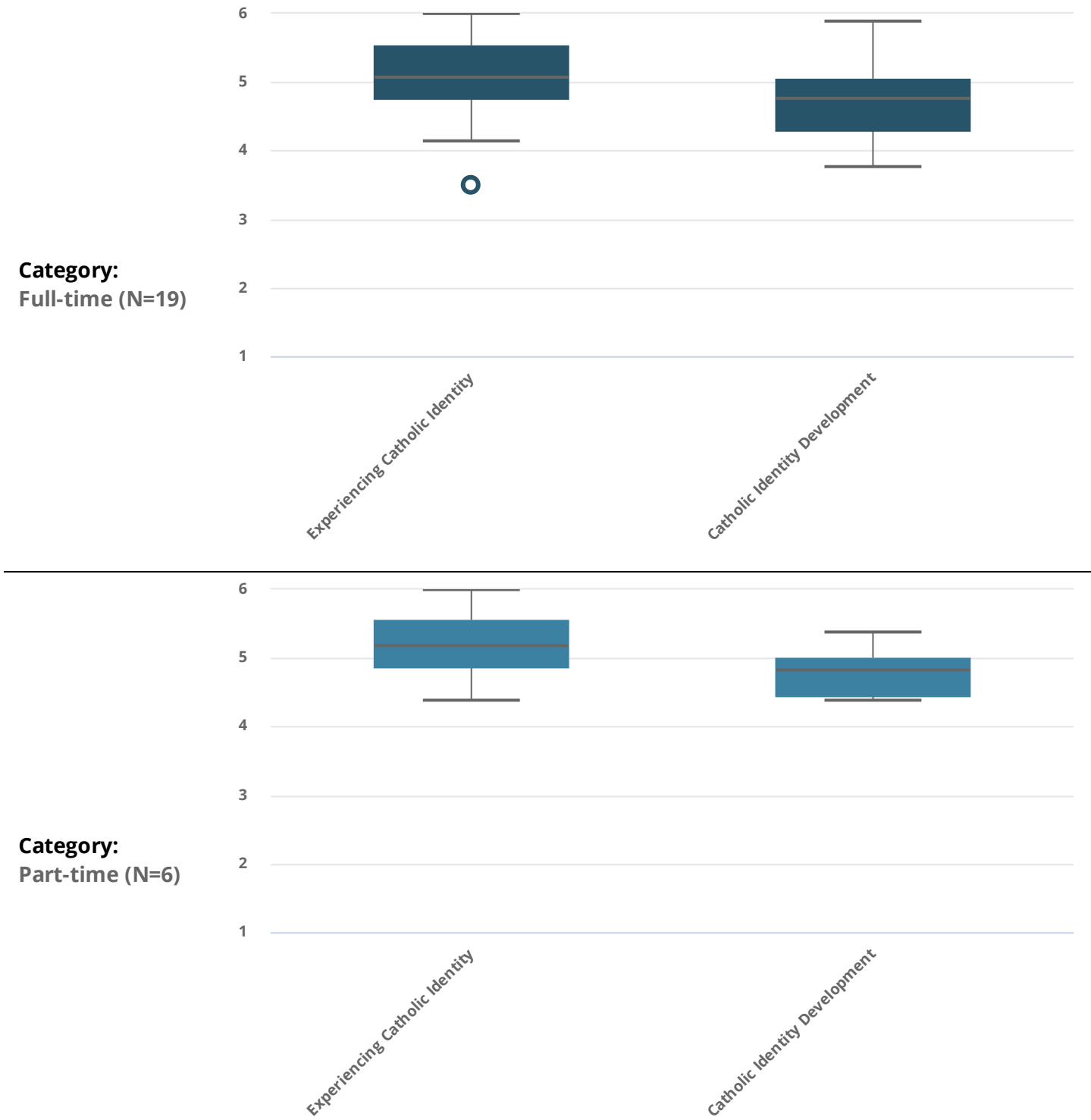
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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.



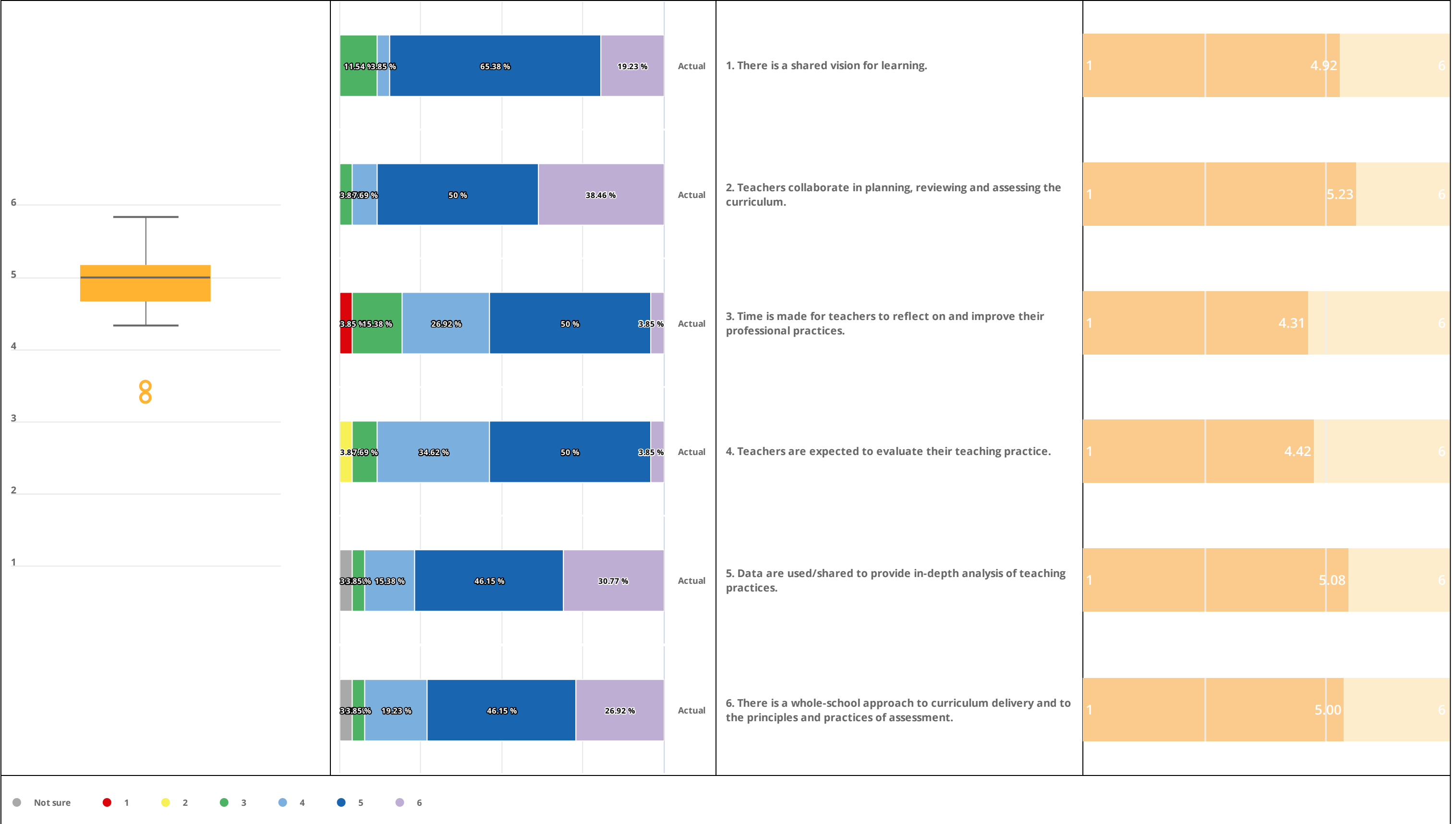


## Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## 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.

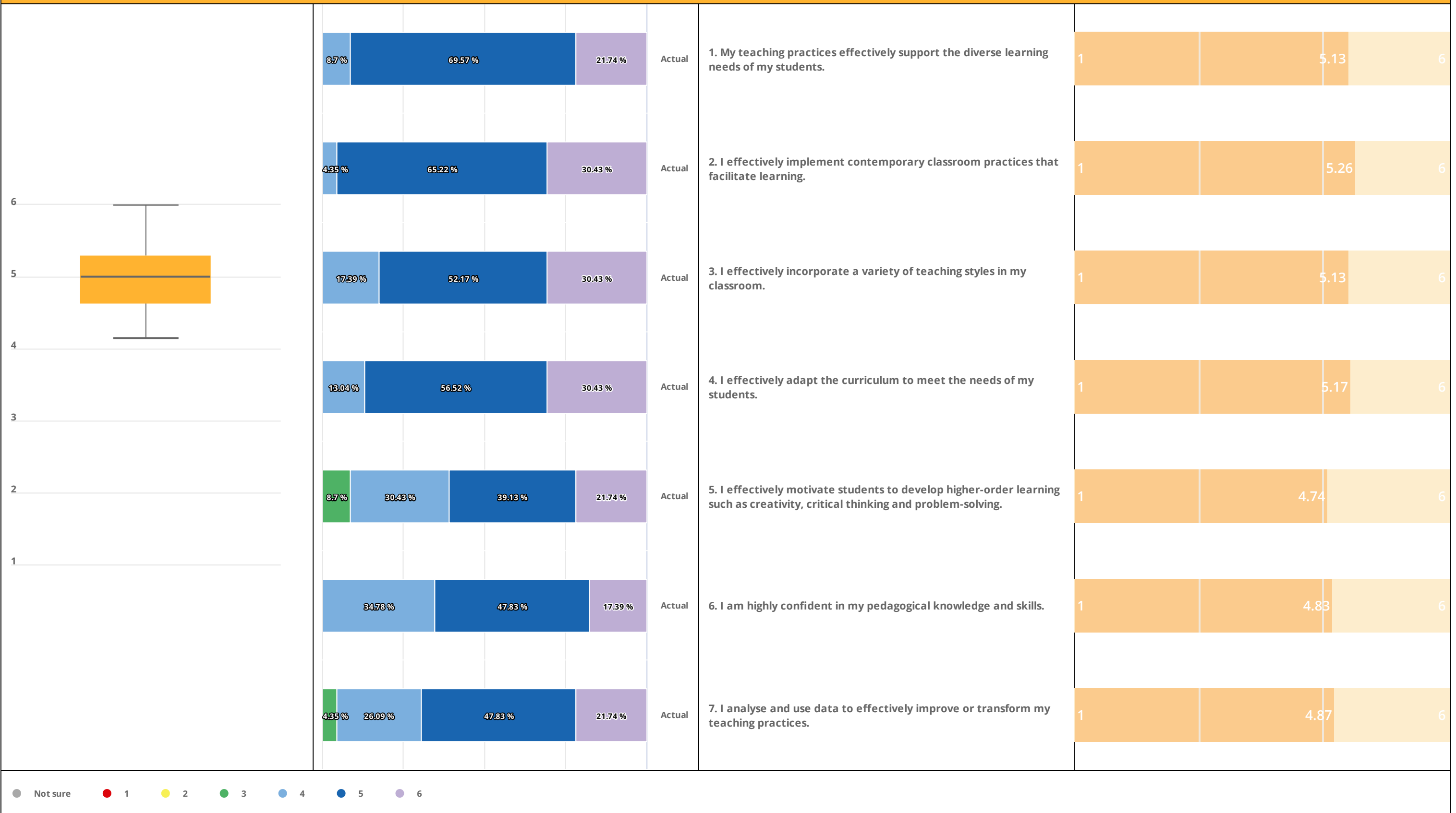


## Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

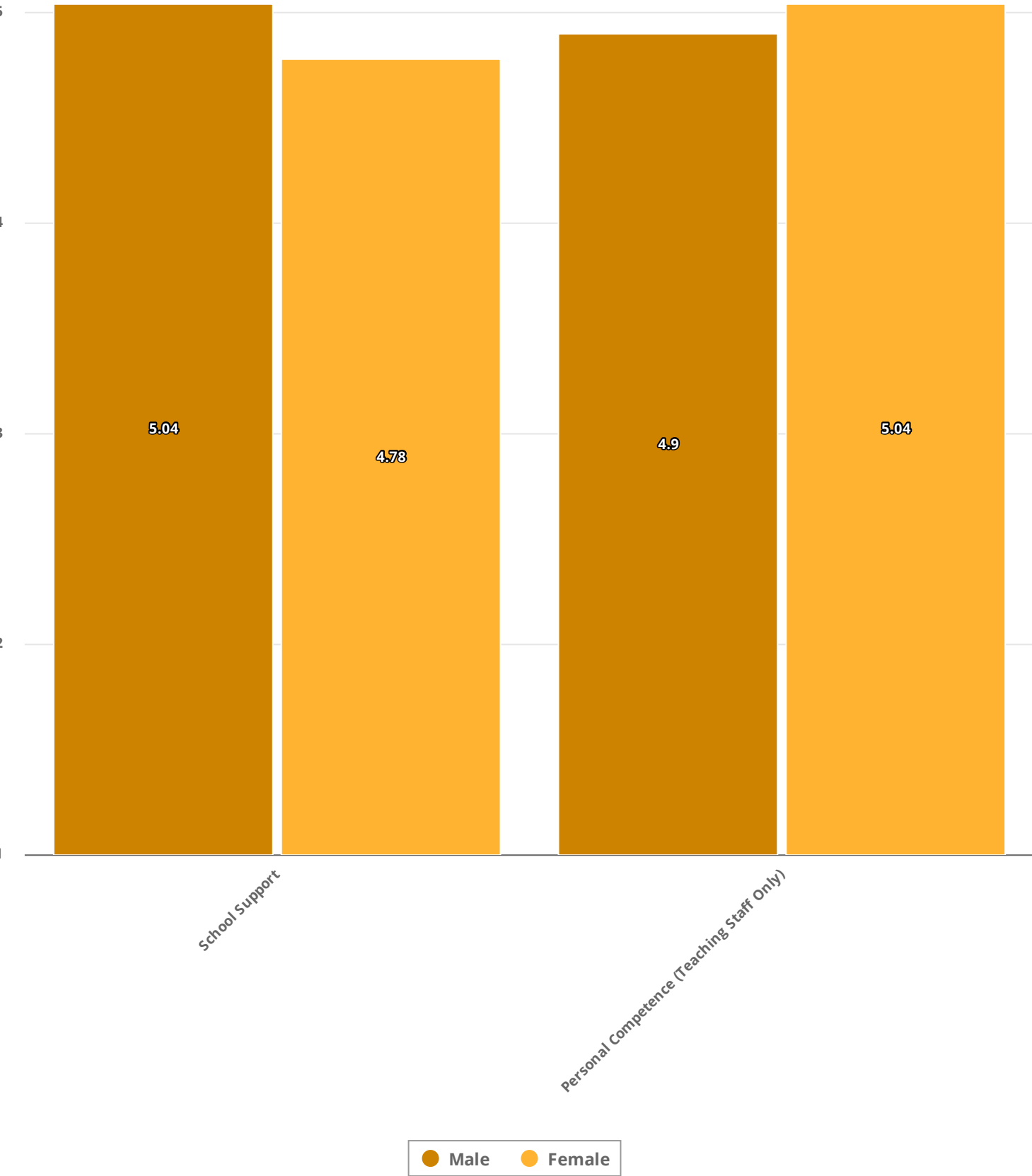
Construct: Personal Competence (Teaching Staff Only)

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

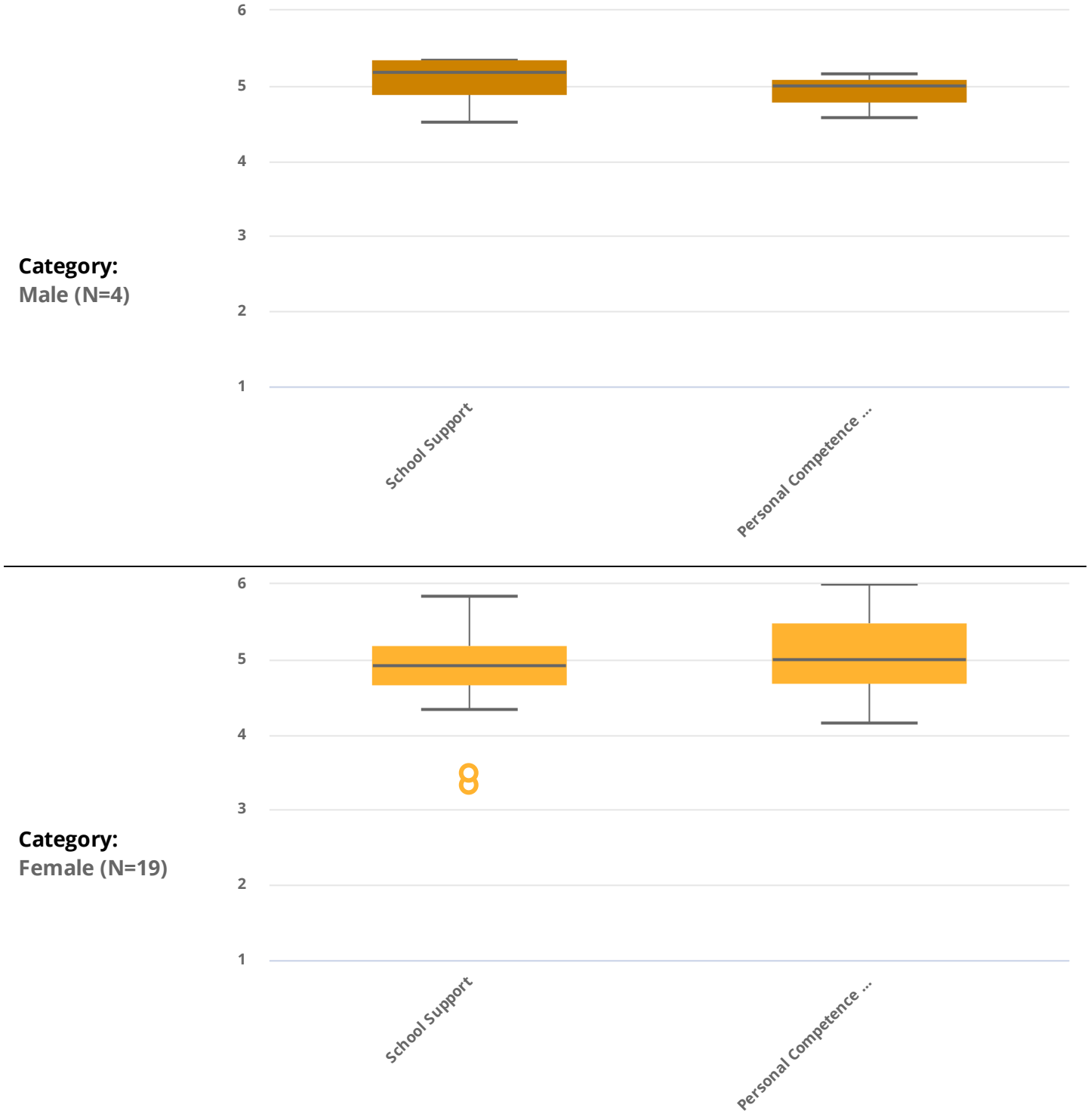


# LLL Component 2: Curriculum and Co-constructed Learning Design by Gender

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.



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

6

5

4

3

2

1

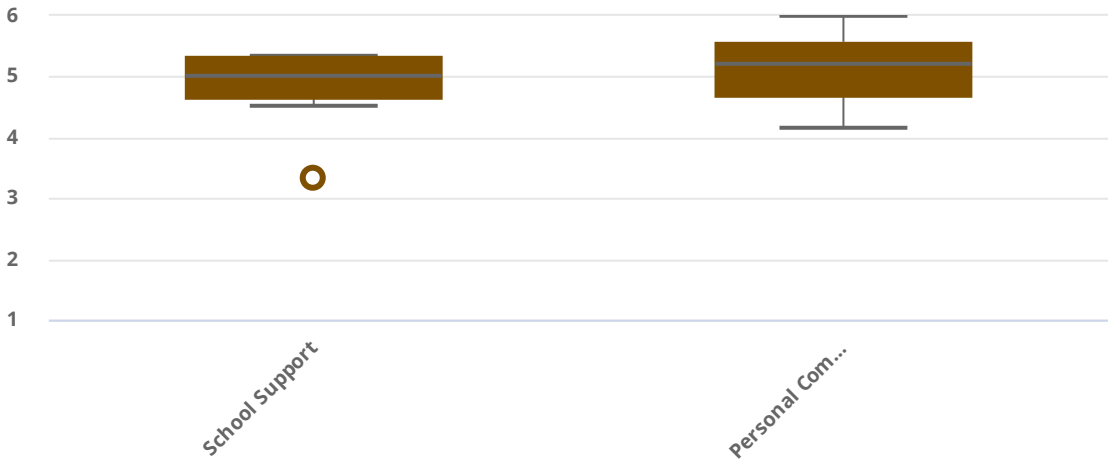
School Support

Personal Competence (Teaching Staff Only)

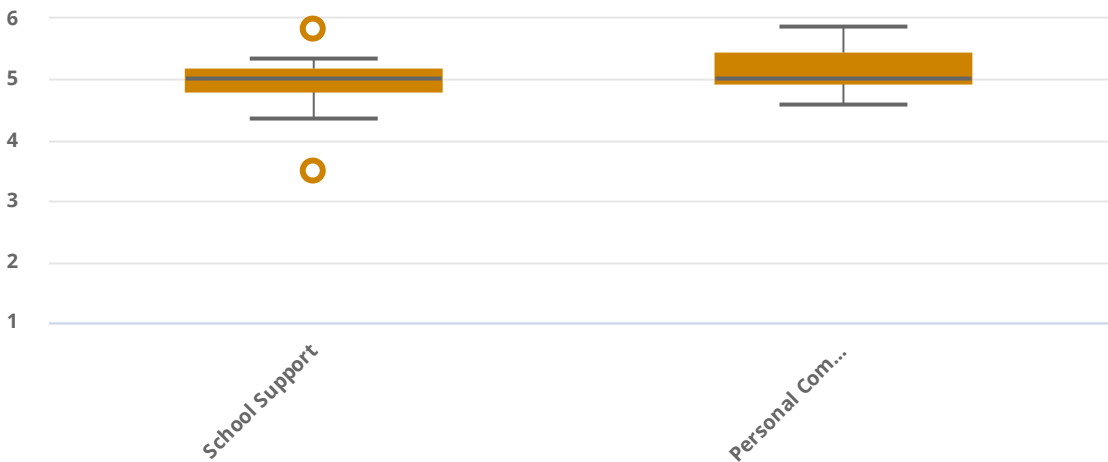


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

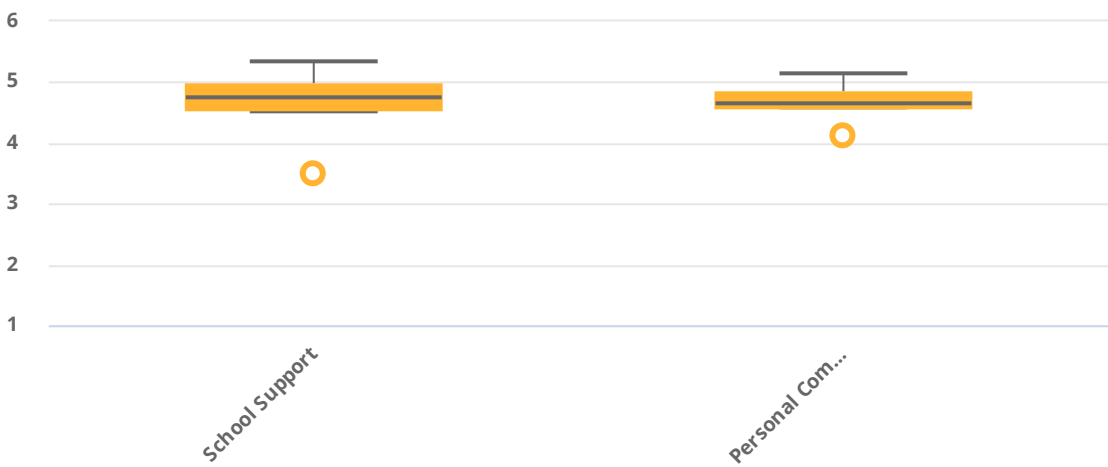
Category:  
1 to 5 years (N=7)



Category:  
6 years or more (N=10)



Category:  
Less than 1 year (N=5)



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

6

5

4

3

2

1

School Support

Personal Competence (Teaching Staff Only)

Full-time Part-time

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=18)

6

5

4

3

2

1

School Support

Personal Competence ...

Category:  
Part-time (N=5)

6

5

4

3

2

1

School Support

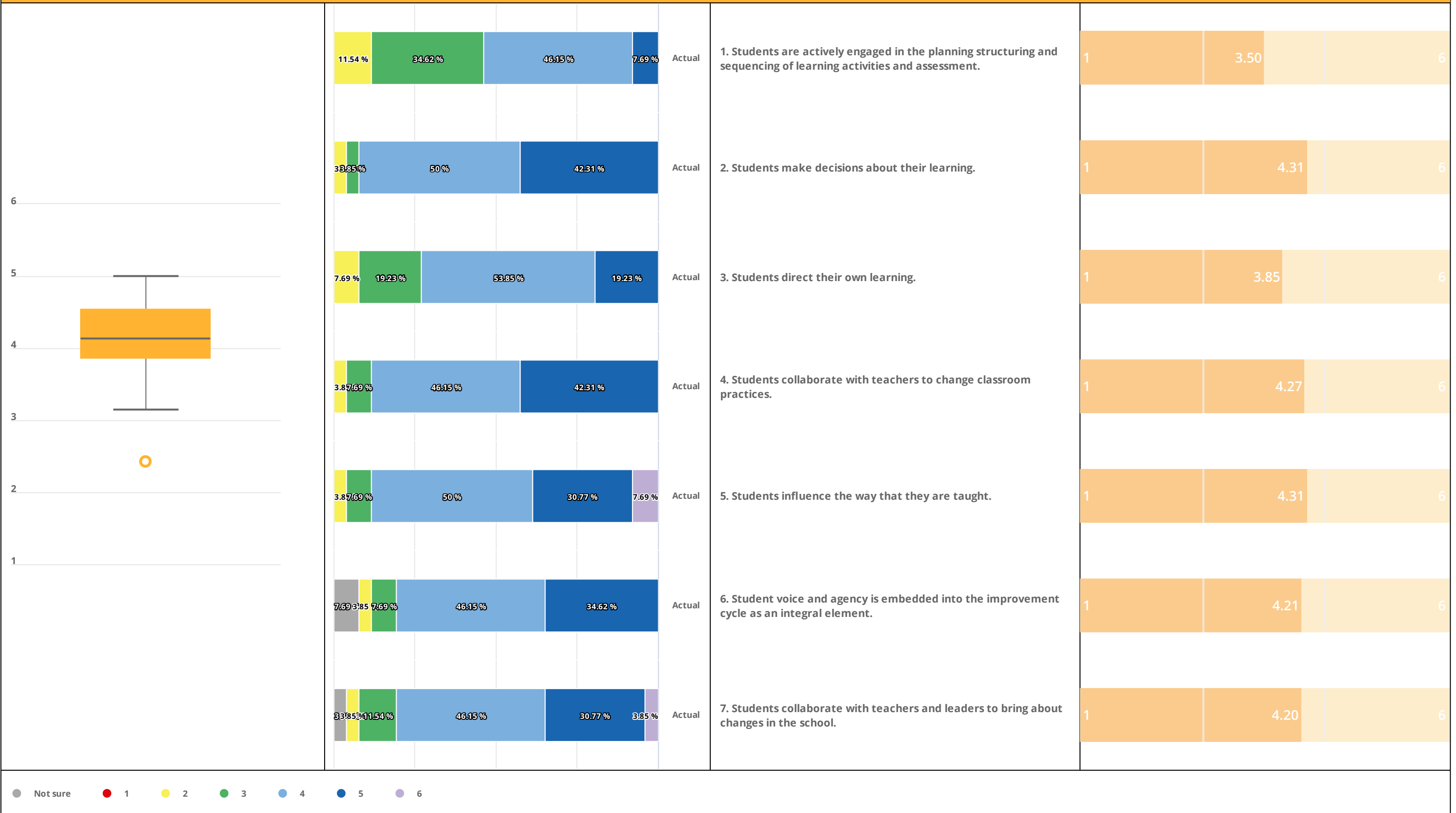
Personal Competence ...

## 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.

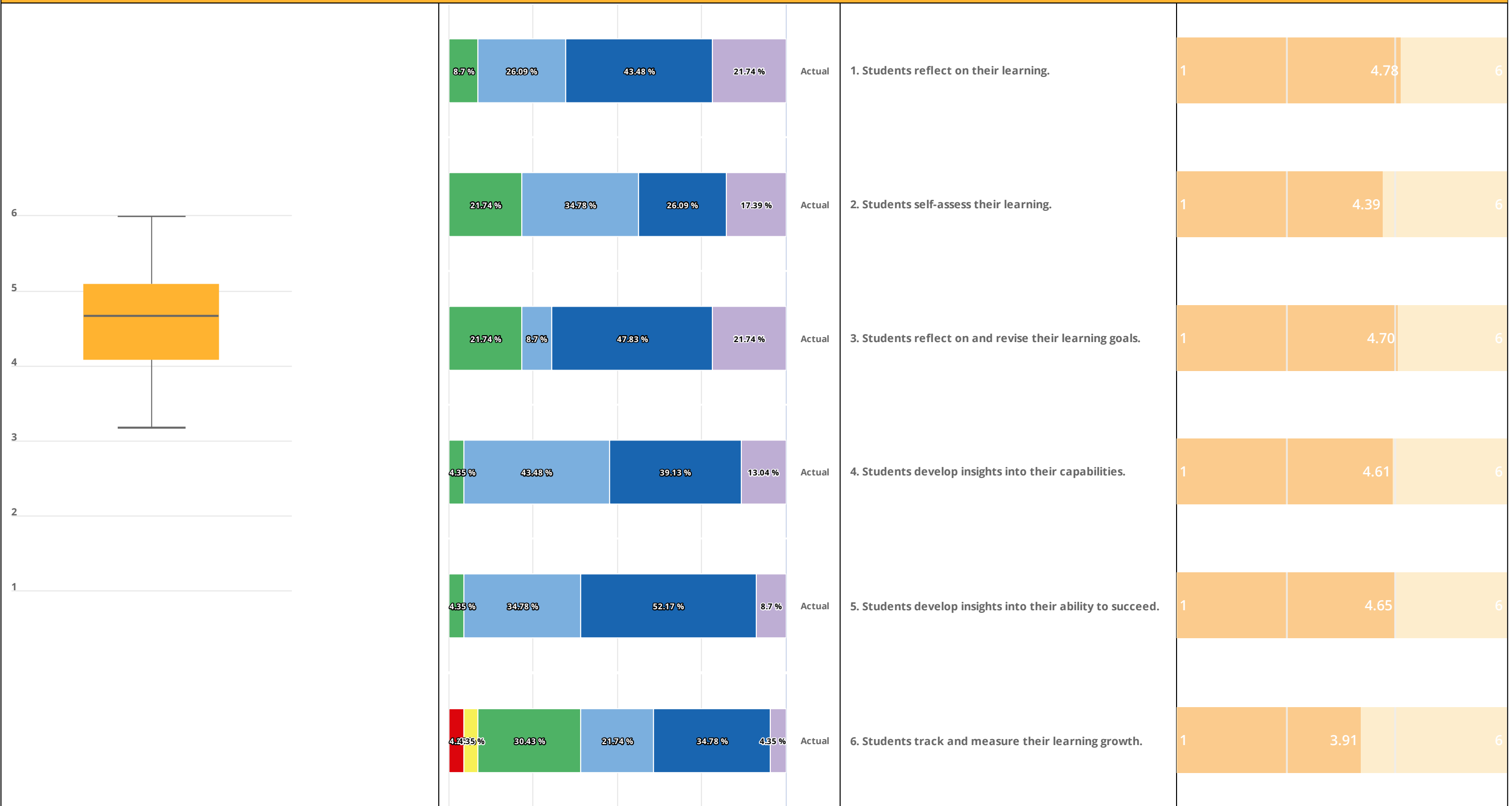


## Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## 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.



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

6

5

4

3

2

1

Student Influence

Student Reflection on Growth (Teaching Staff Only)

Male Female

4.52

4.01

5.17

4.41

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=4)

6

5

4

3

2

1

Student Influence

Student Reflection on ...

Category:  
Female (N=21)

6

5

4

3

2

1

Student Influence

Student Reflection on ...



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

6

5

4

3

2

1

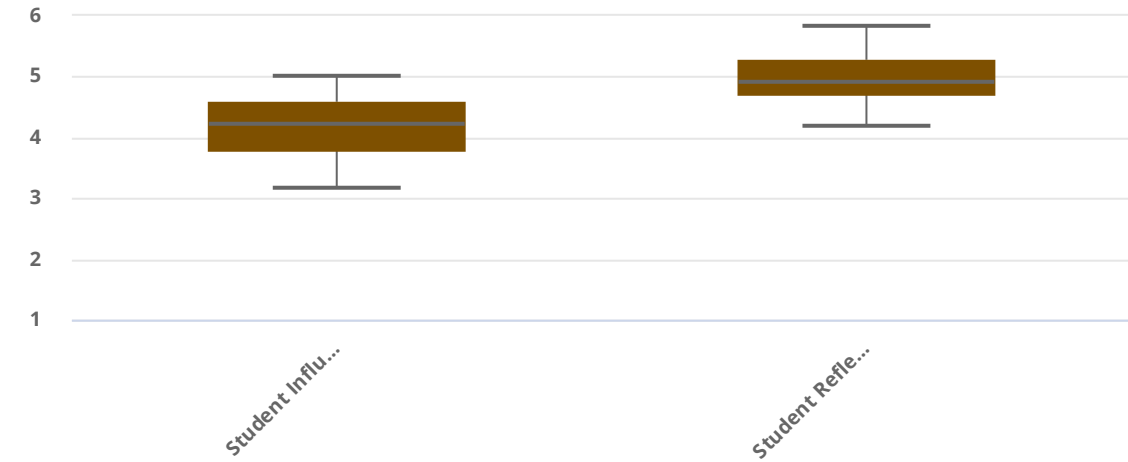
Student Influence

Student Reflection on Growth (Teaching Staff Only)

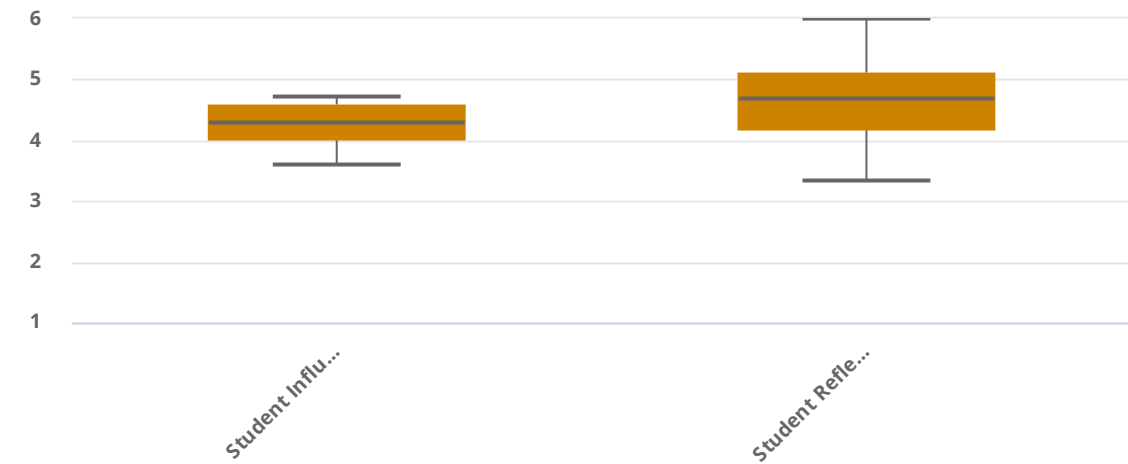


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

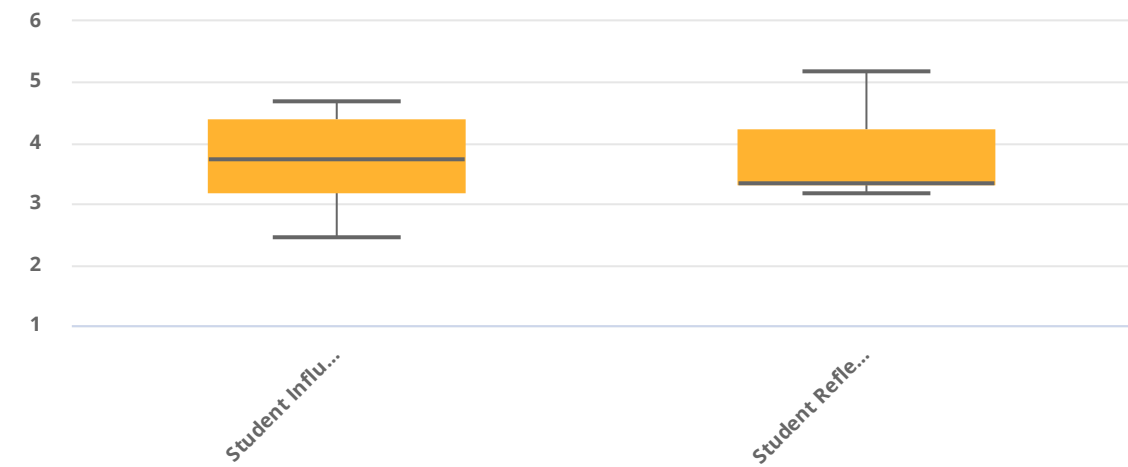
Category:  
1 to 5 years (N=8)



Category:  
6 years or more (N=12)



Category:  
Less than 1 year (N=6)



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

6

5

4

3

2

1

Student Influence

Student Reflection on Growth (Teaching Staff Only)

Full-time Part-time

4.06

4.2

4.37

4.89

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=19)

6

5

4

3

2

1

Student Influence

Student Reflection on ...

Category:  
Part-time (N=6)

6

5

4

3

2

1

Student Influence

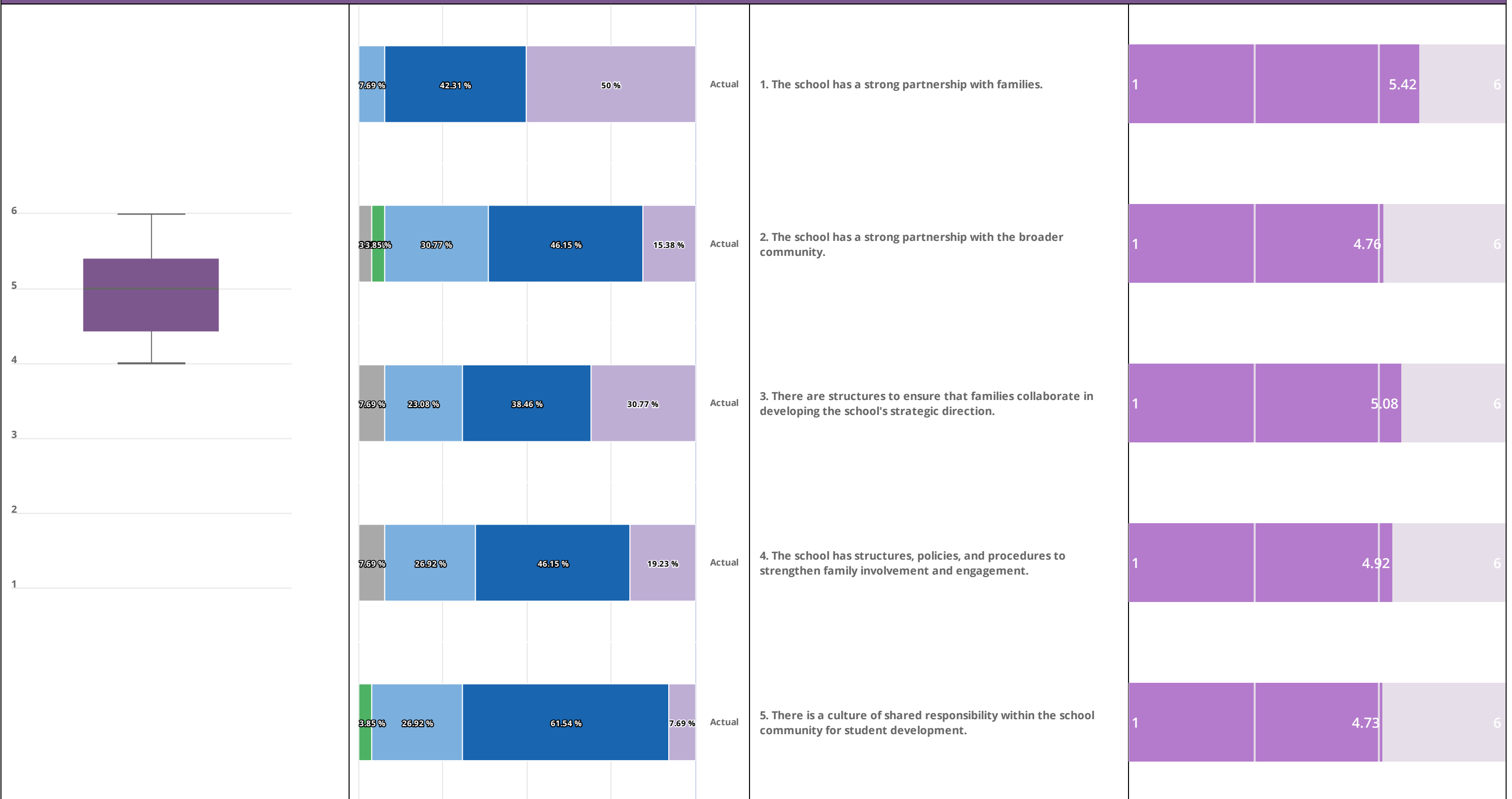
Student Reflection on ...

## 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.

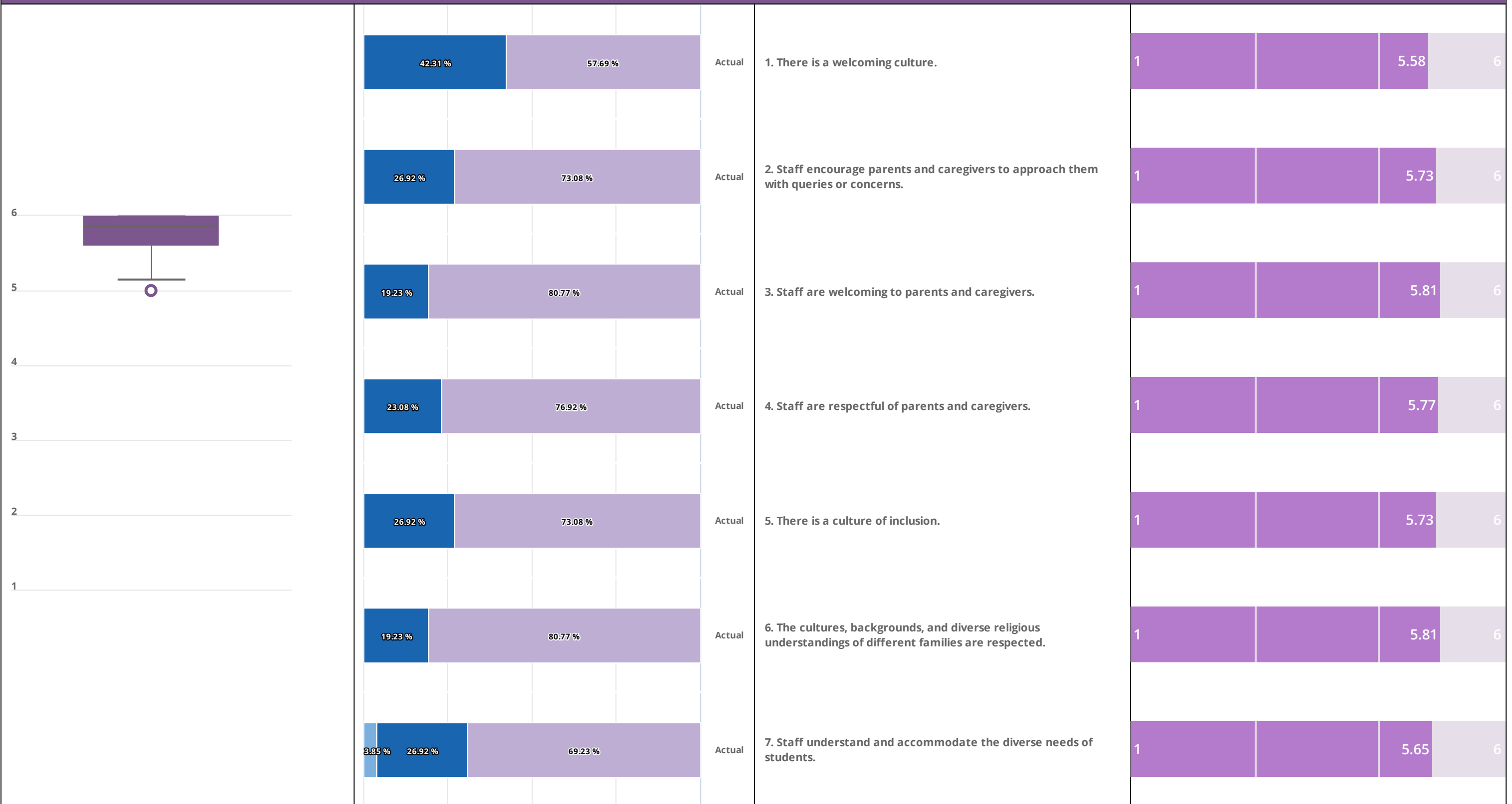


## Teacher & Leadership Perceptions (Component 4: Community Engagement)

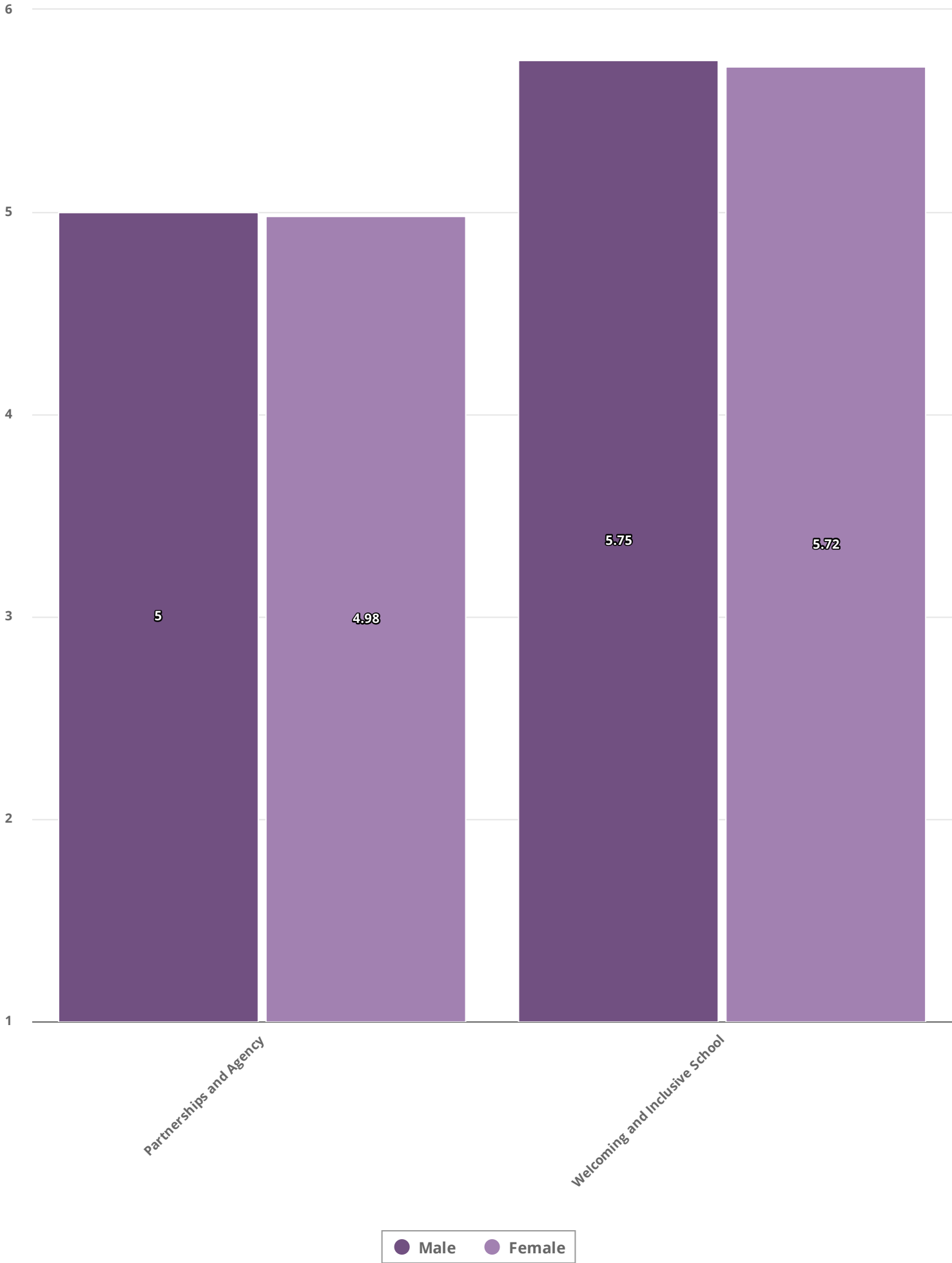
## BSC Quadrant: COMMUNITY

## Construct: Welcoming and Inclusive School

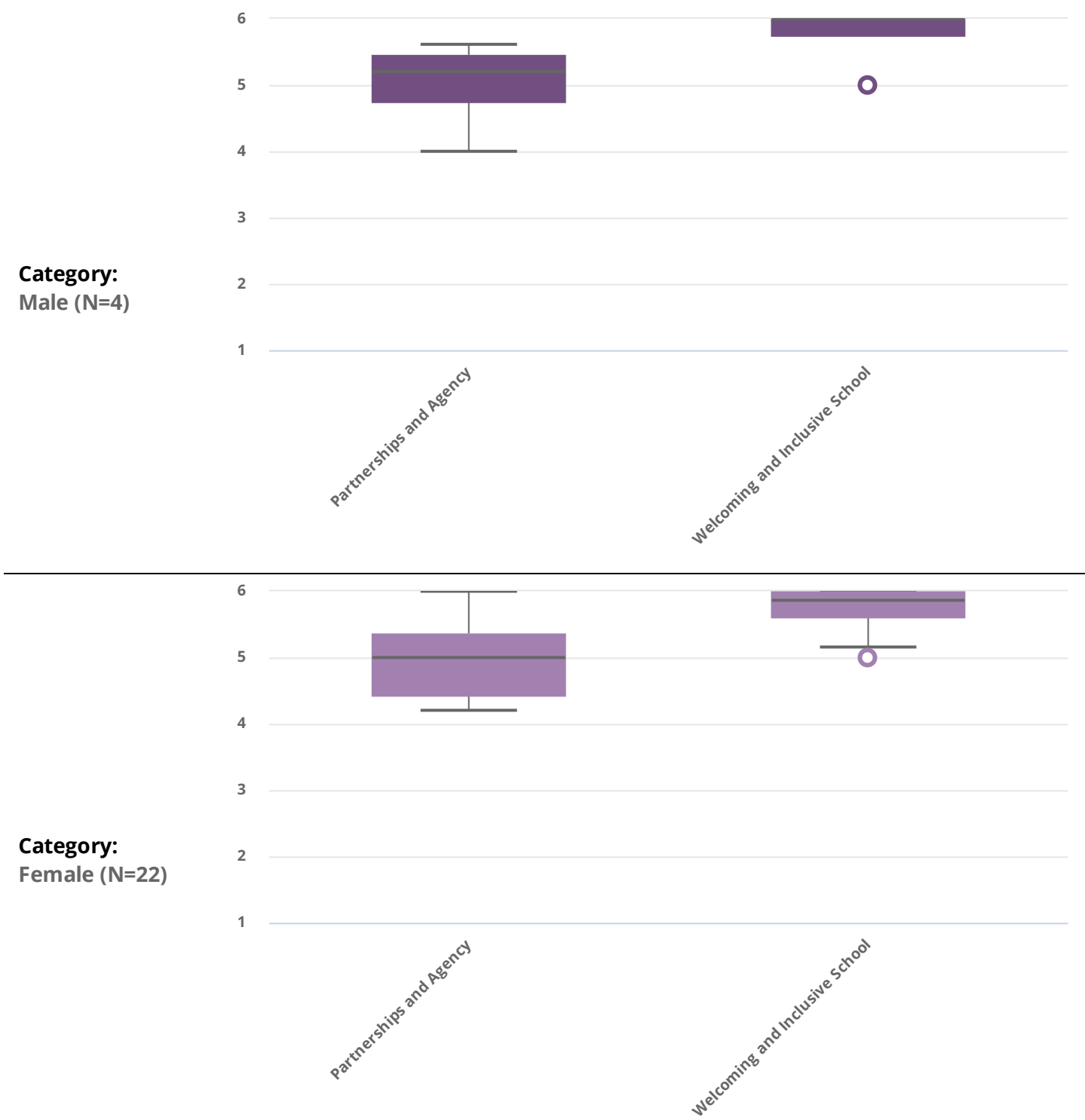
The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.



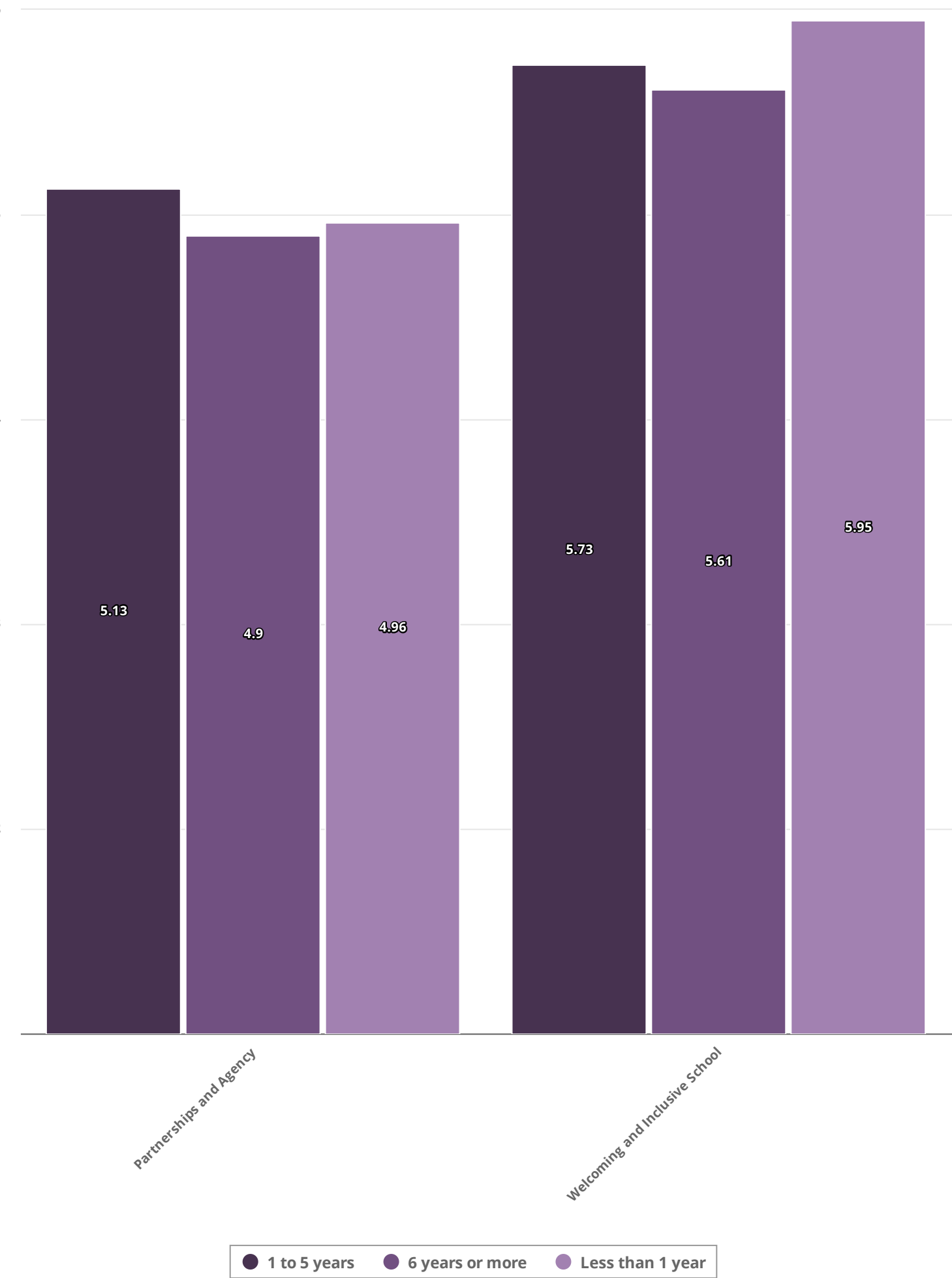
LLL Component 4: Community Engagement by Gender



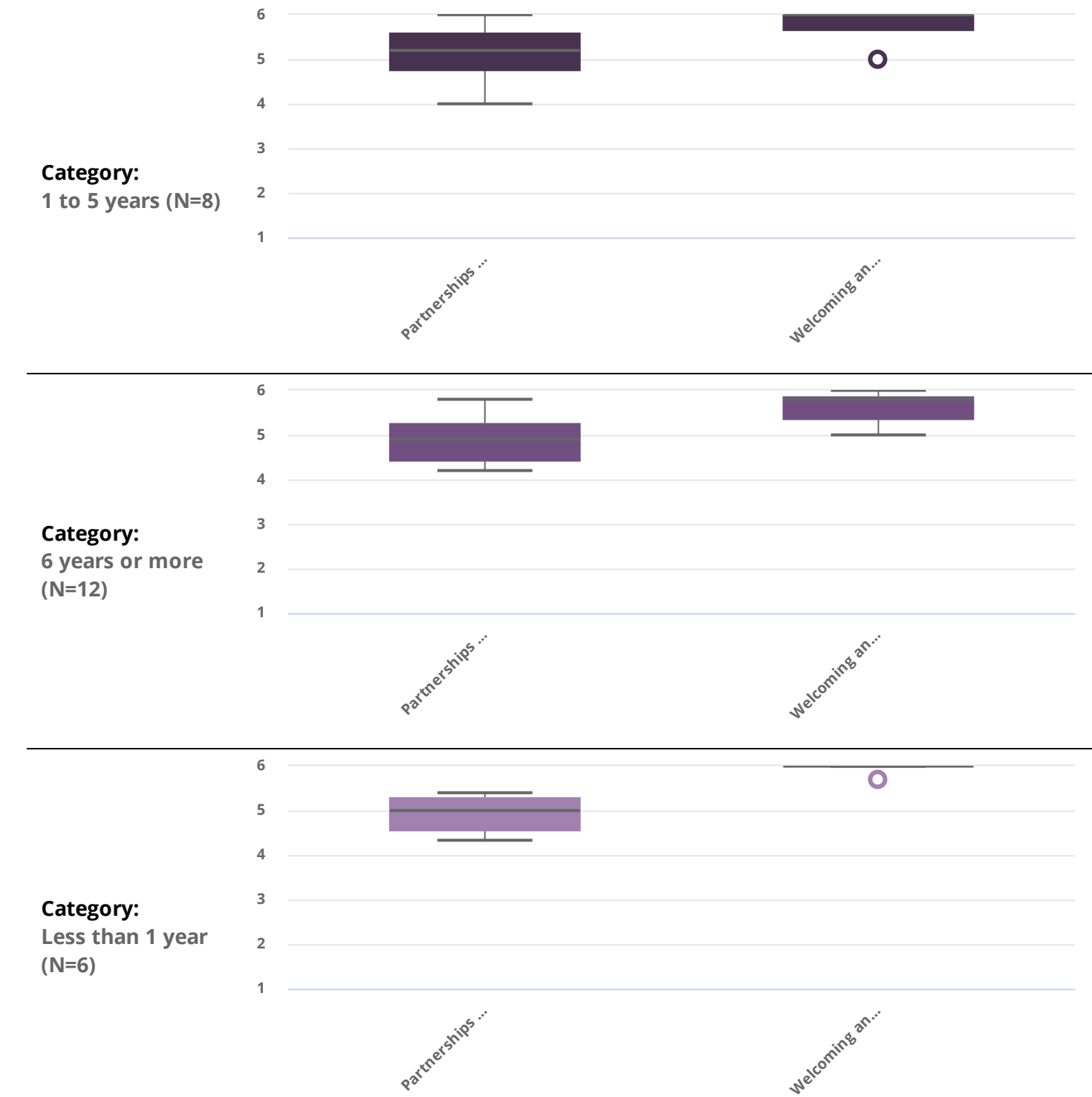
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 4: Community Engagement by Years at the School

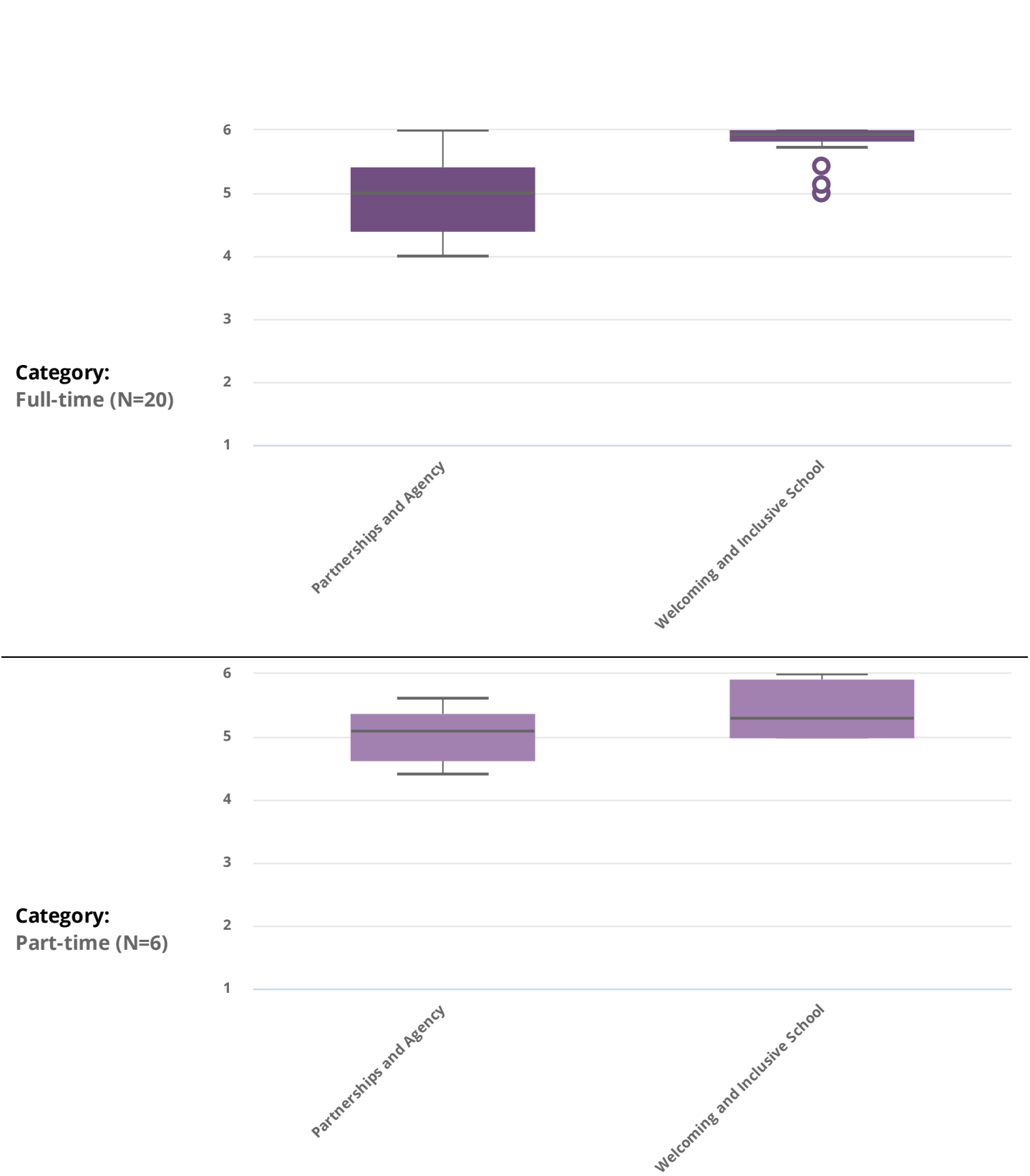
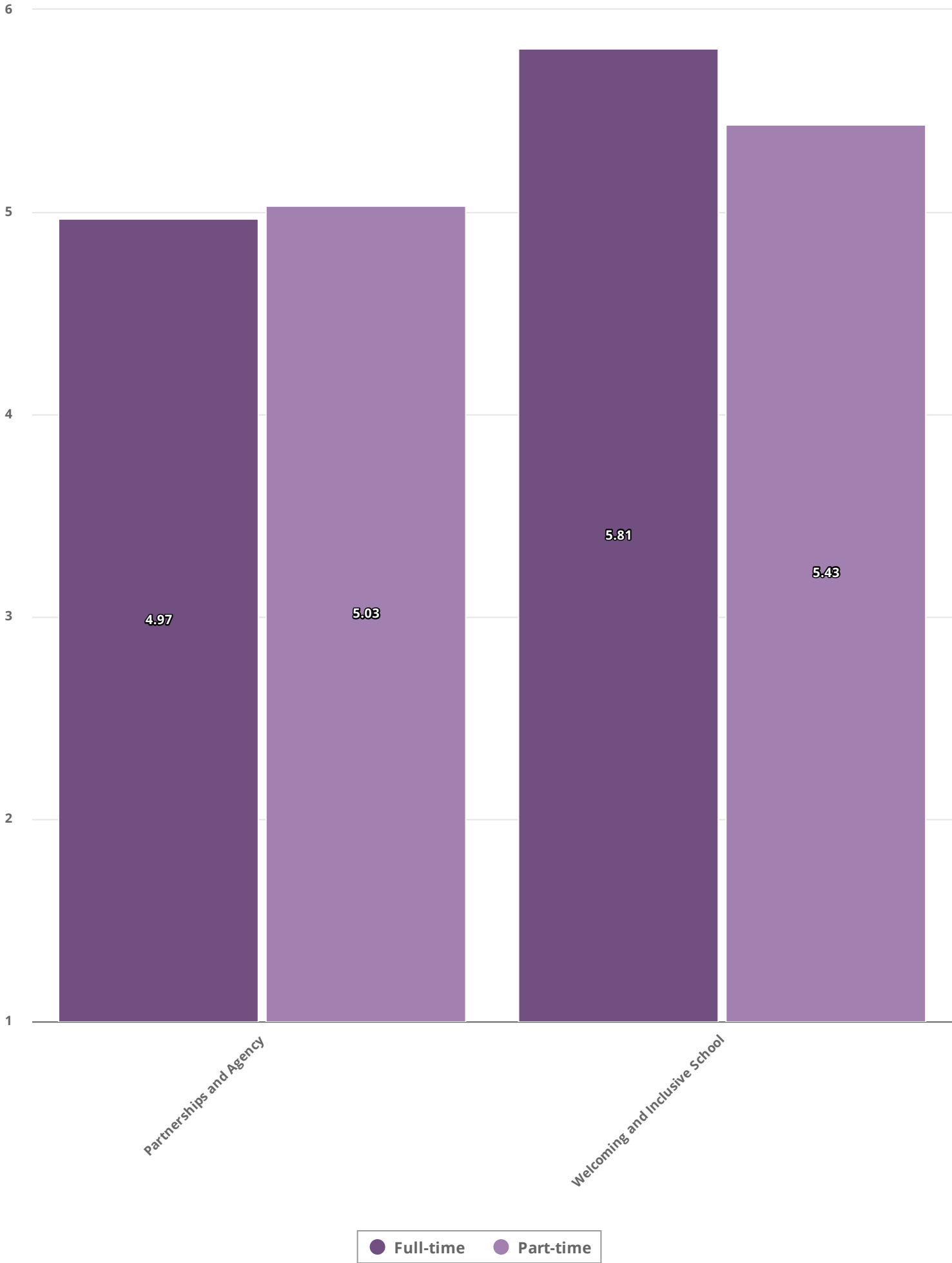


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# 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.

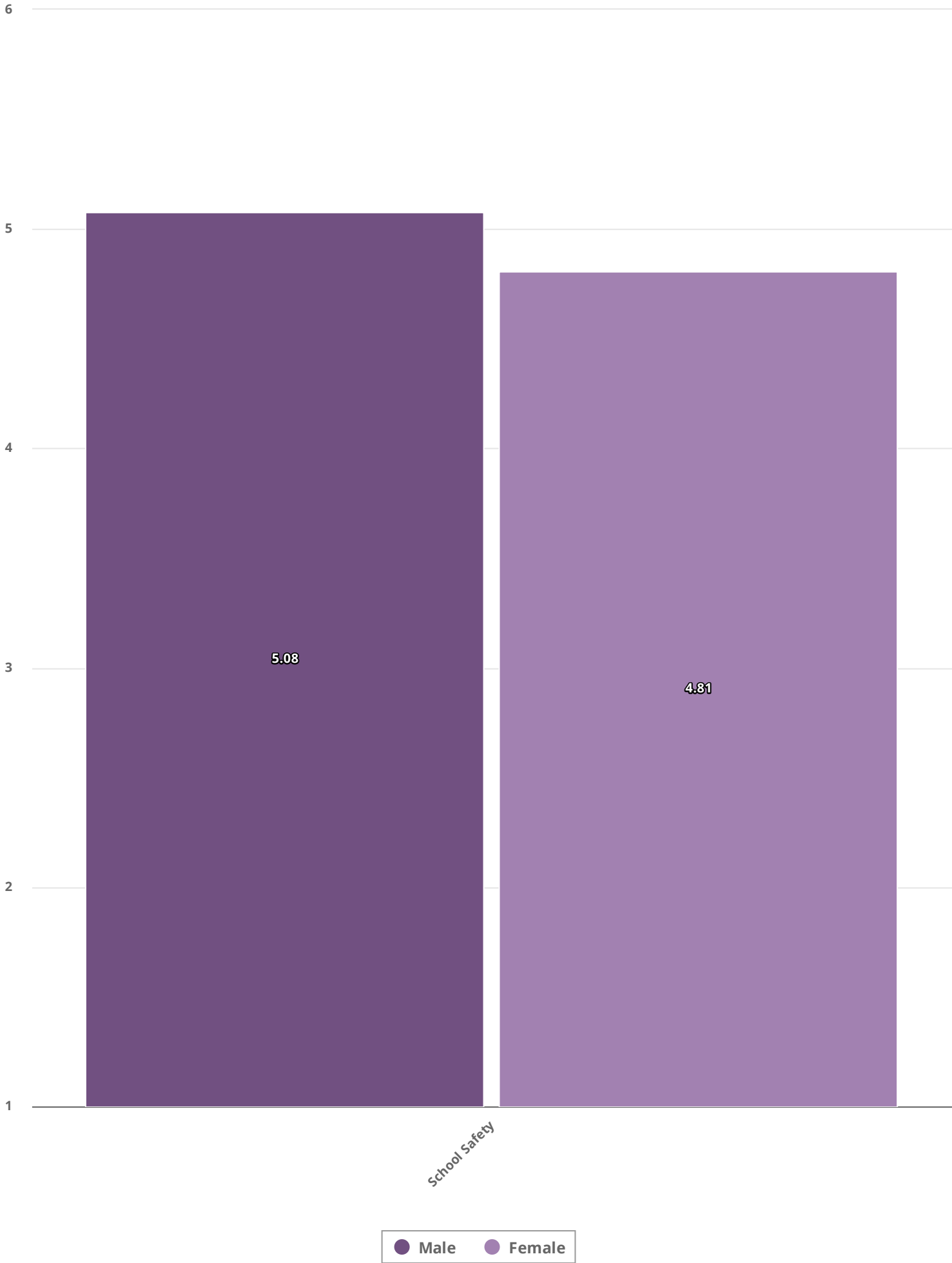


Teacher & Leadership Perceptions (Safety)

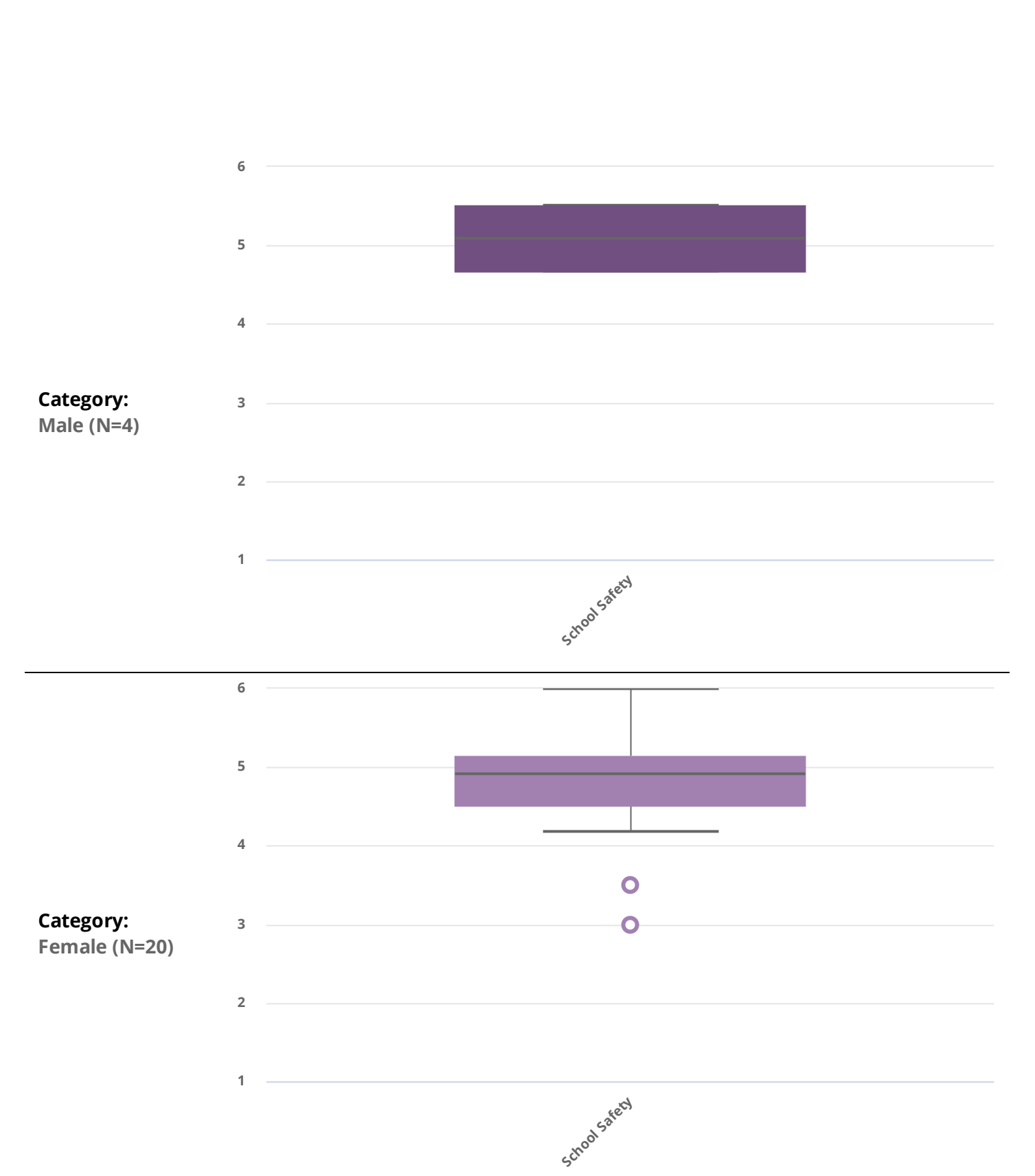




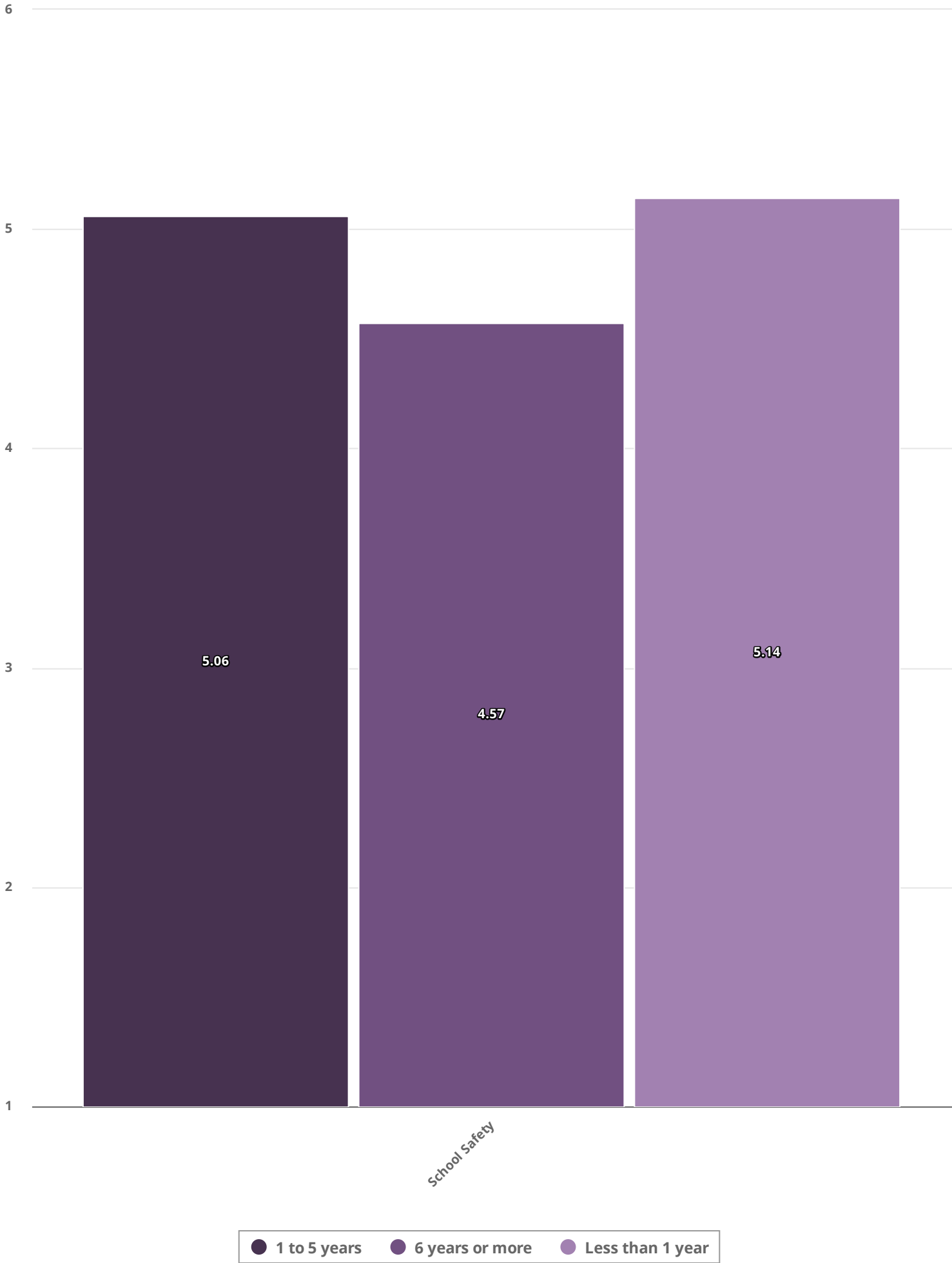
Additional Construct: Safety by Gender



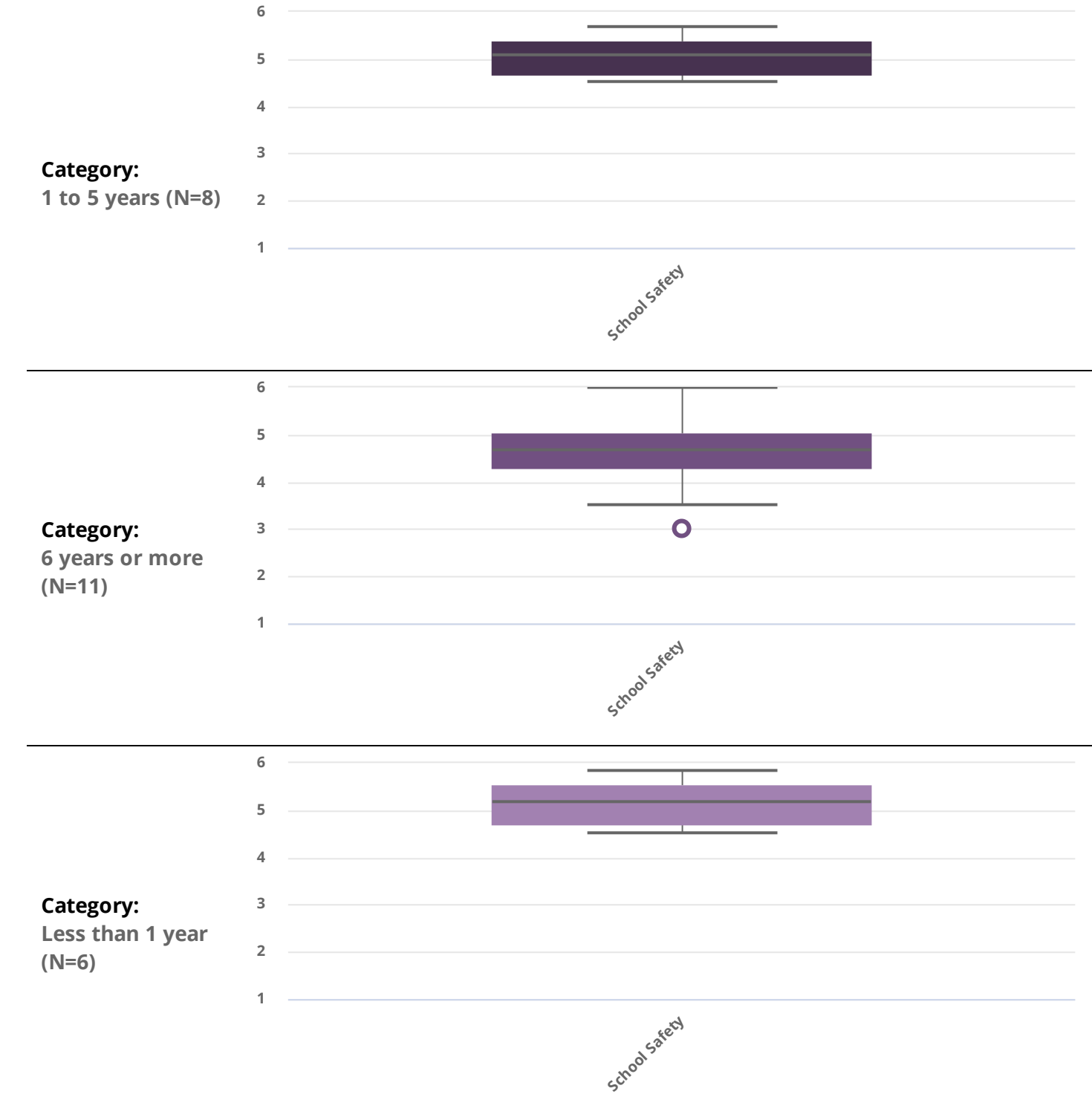
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Safety by Years at the School

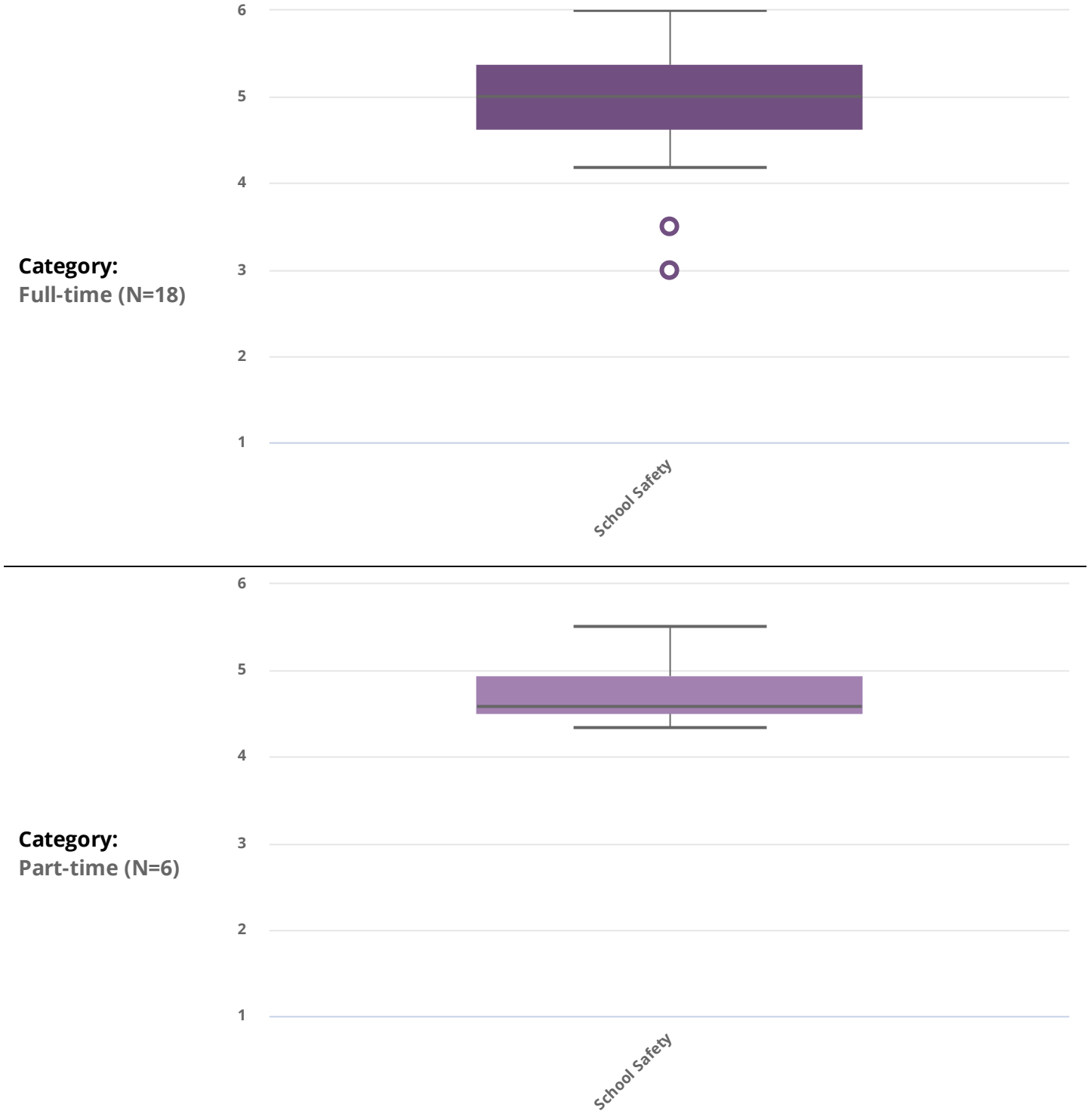
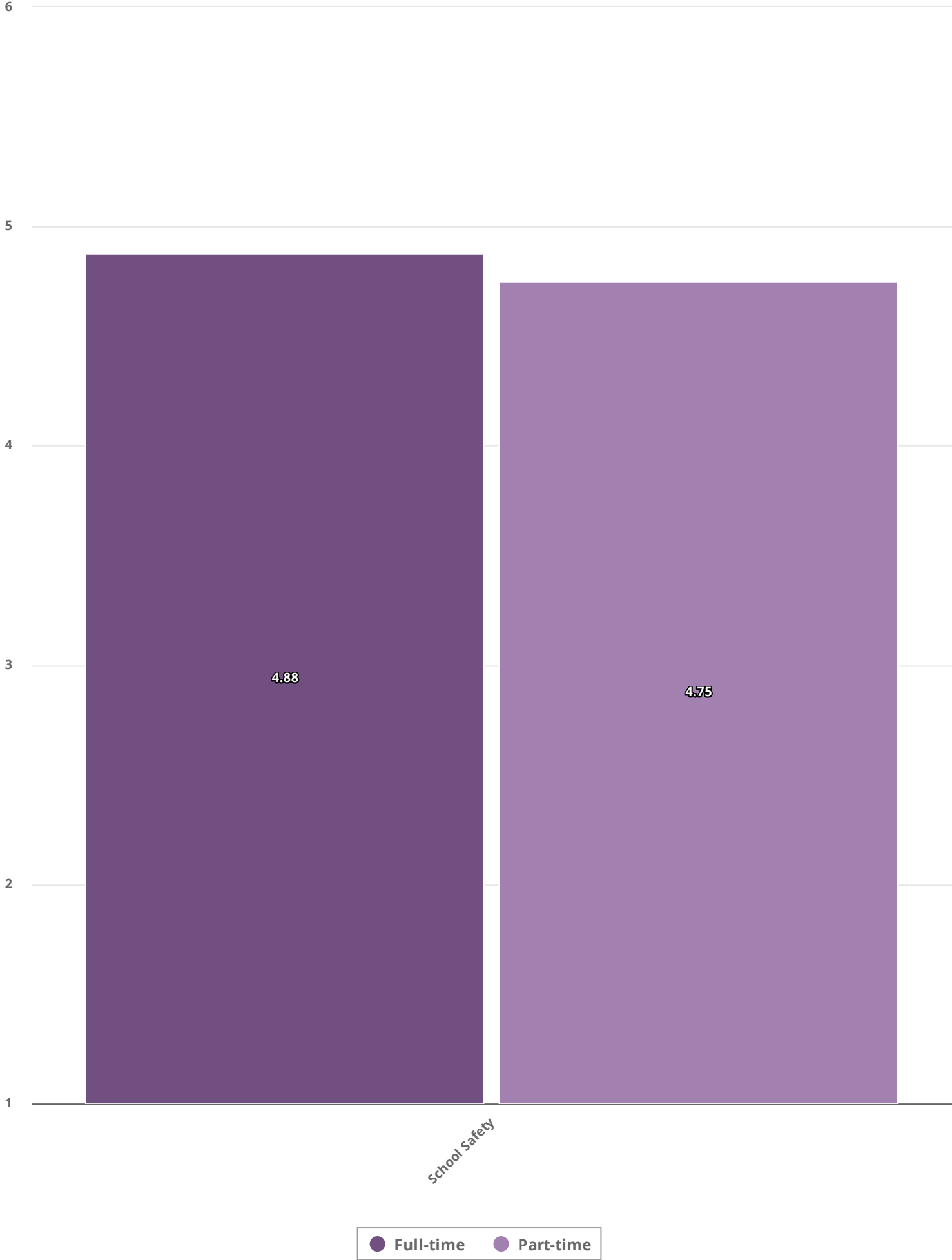


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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)

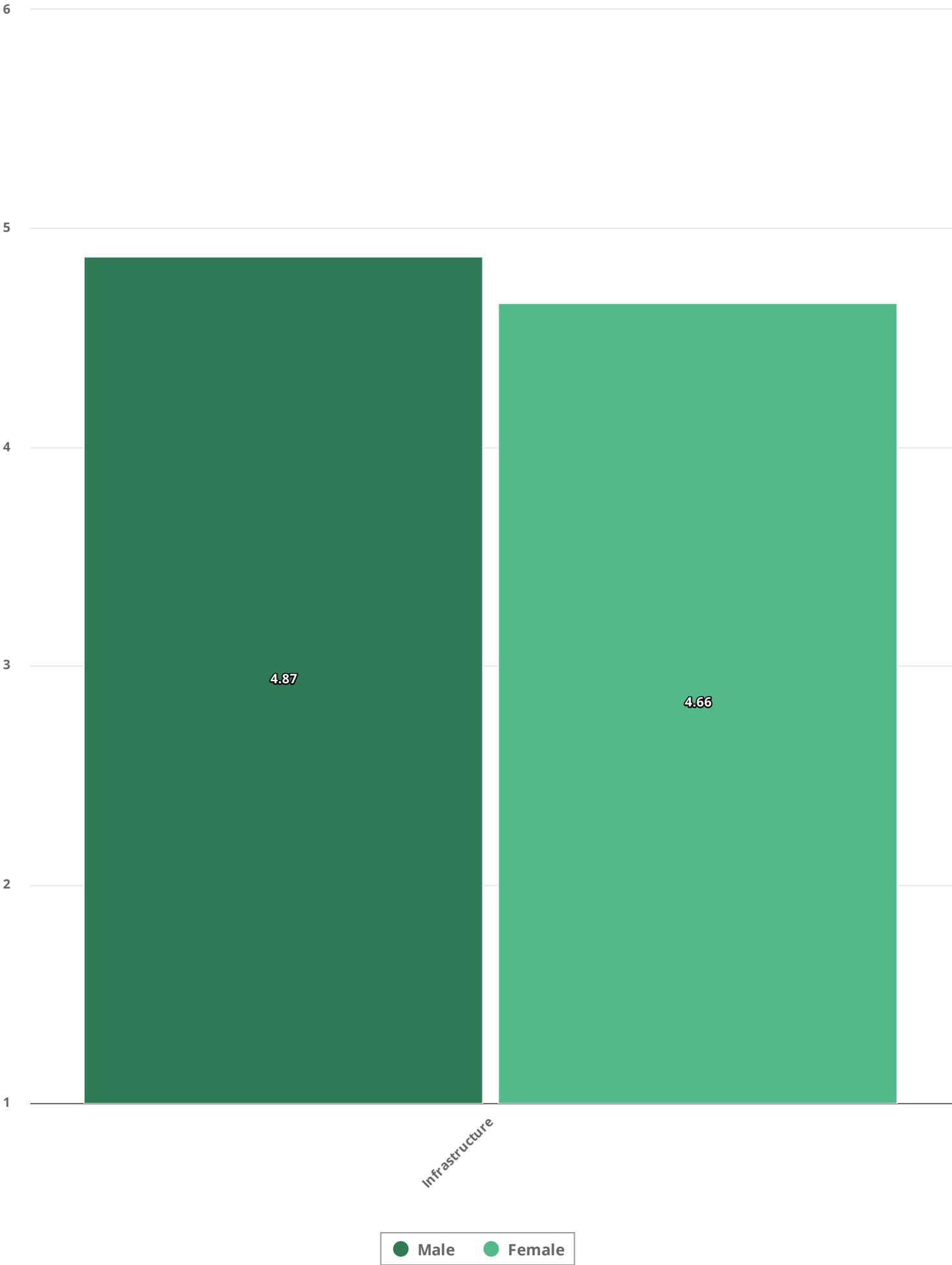
## BSC Quadrant: RESOURCING

## Construct: Infrastructure

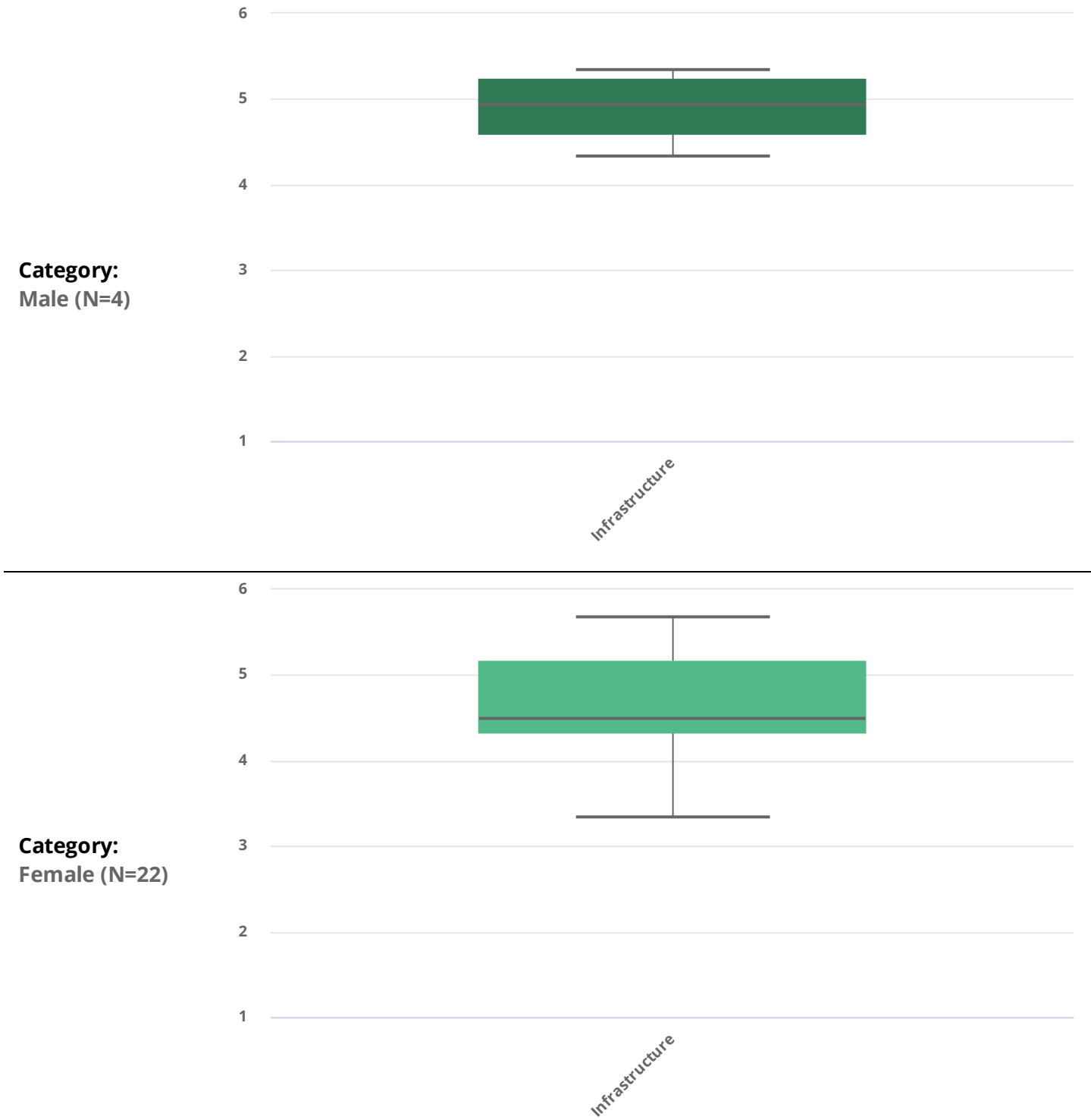
The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



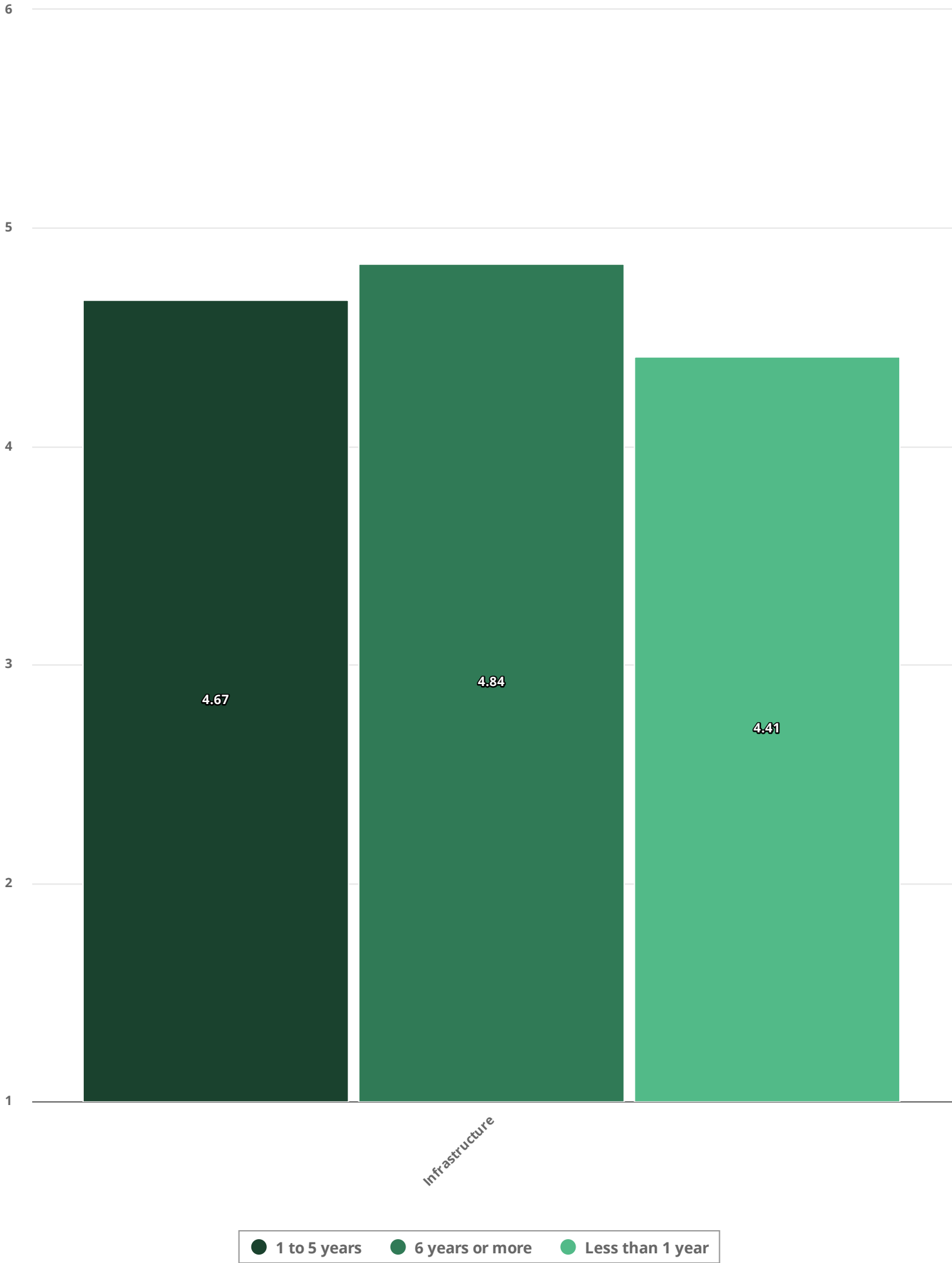
Additional Construct: Infrastructure by Gender



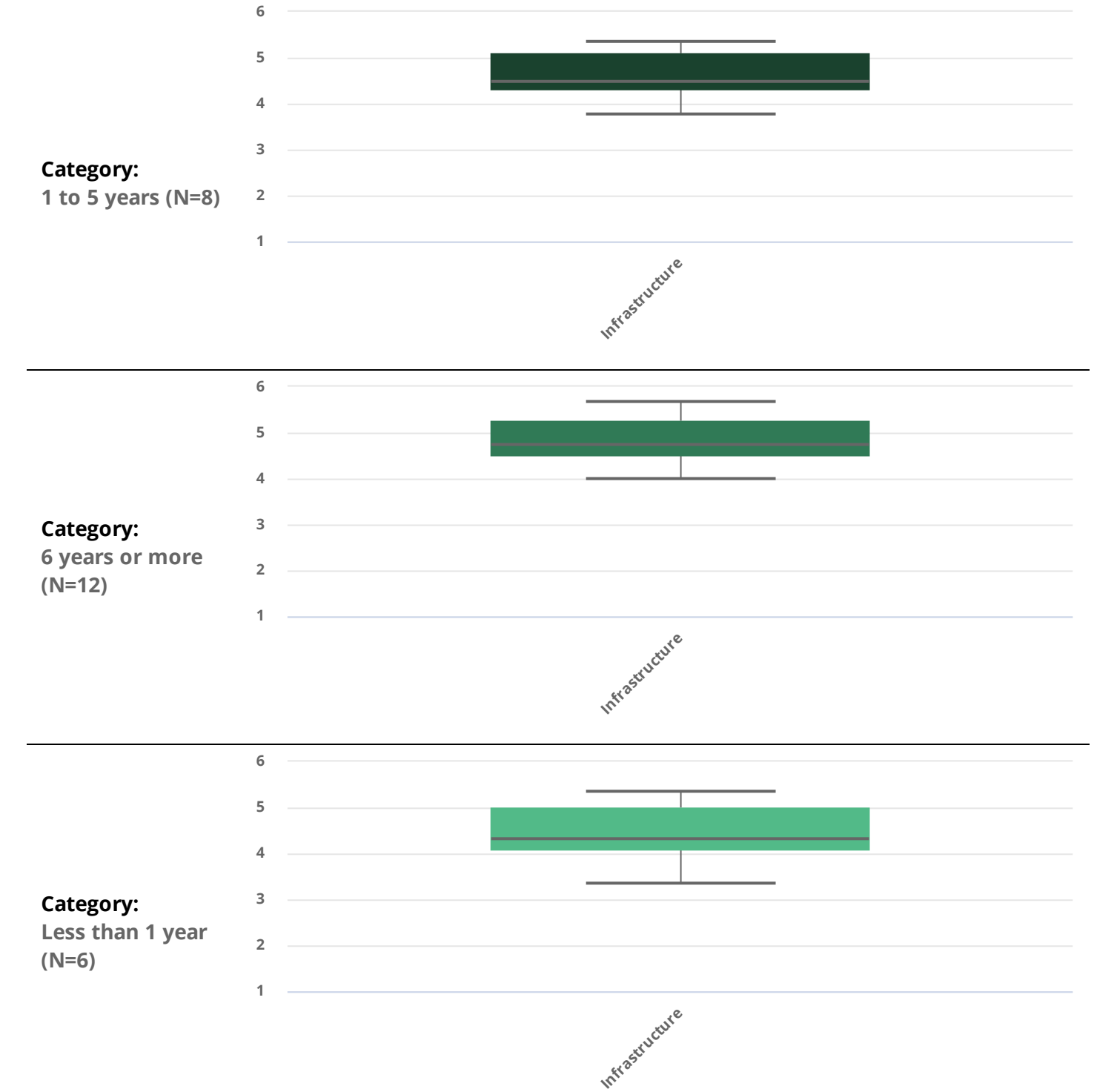
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



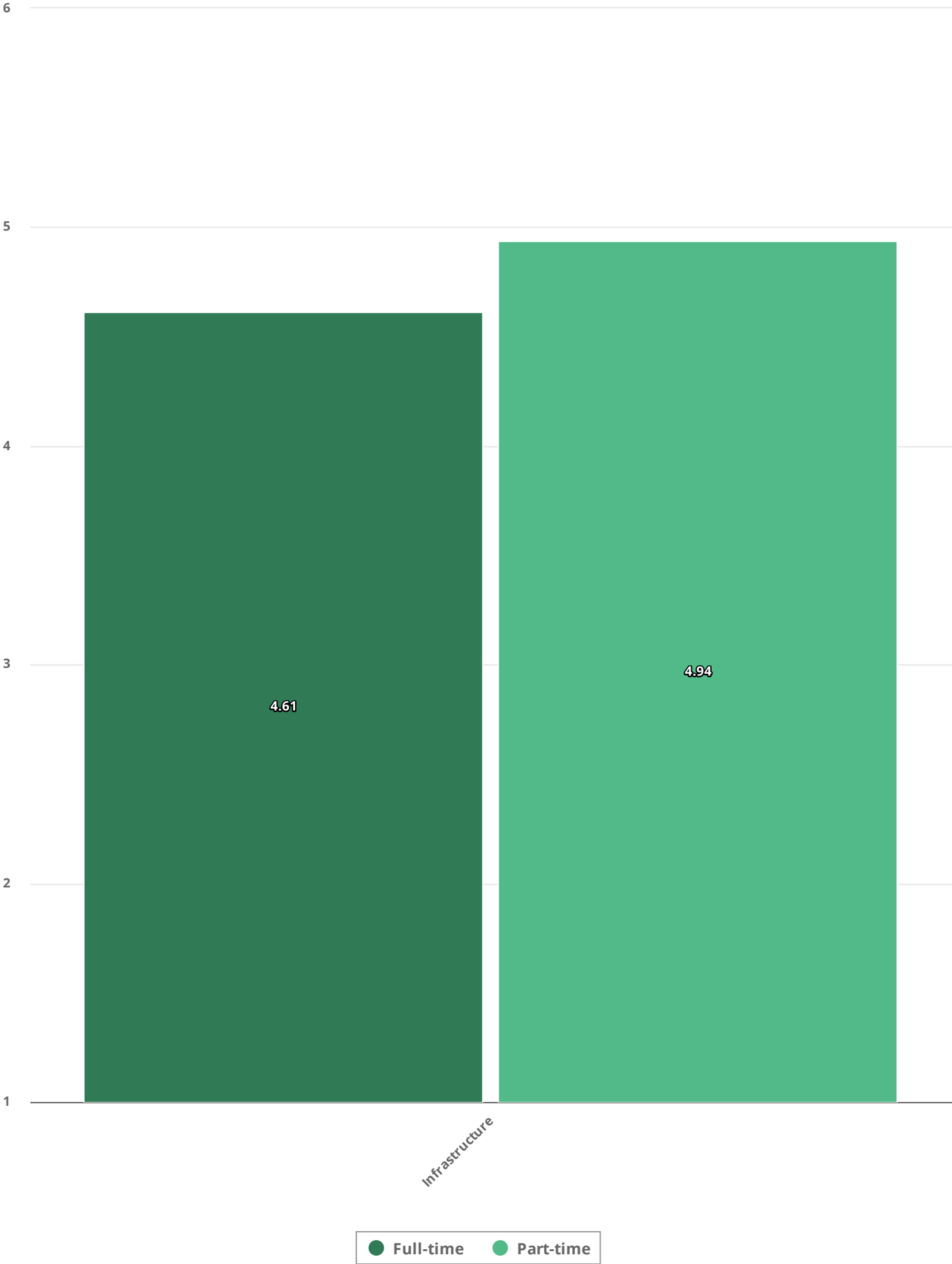
Additional Construct: Infrastructure by Years at the School



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.



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.

