

Companion to the Living Learning Leading Surveys

Living Learning Leading **Survey Guide**

Message from the Directors

The Living Learning Leading Surveys have been developed to support schools in rating their performance and progress towards meeting the intent of the Framework. The Living Learning Leading Surveys will be administered annually by all Diocesan schools. Data collected using the Surveys will be interpreted and used, with support from Schools Performance Leaders, to assist in our endeavours to position Catholic Education South Australia as a leading Catholic system. Seeking stakeholder perceptions through the administration of the Living Learning Leading Surveys will provide evidence that can be used by schools to support their self-assessment of performance against the four components of the Living Learning Leading Standard (namely, Catholic identity; Curriculum and co-constructed learning and assessment design; Students agency, identity learning and leadership; and Community engagement). Further, the perception data will provide important information that can be triangulated with other data when making school improvement decisions.

The Living Learning Leading Survey Guide (LLL Survey Guide) is a companion document to the Living Learning Leading Surveys. The LLL Survey Guide has been developed to inform schools about how the LLL Surveys assess stakeholders' perceptions of the extent to which the vision of the LLL Framework is being experienced. The LLL Survey Guide will sit alongside other key supporting documents within the operational resources:

- Living Learning Leading Evidence Guide
- Leadership Standard Evidence Guide
- Continuous Improvement Framework for Catholic Schools



Dr Neil McGoran
Director



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Useful Resources

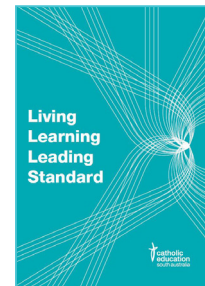
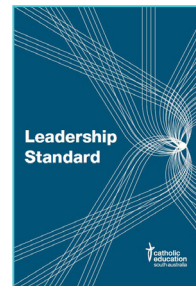
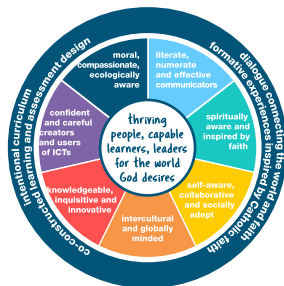
policy



South Australian Commission for Catholic Schools Corporate Plan 2020-2024					
Strategic Pillar	Strategic Objective	Key Performance Indicators	2020-2024 Targets	2020-2024 Actions	2020-2024 Outcomes
Leadership	Build a new way of working for Catholic Education South Australia	Leadership Standard	Leadership Standard	Leadership Standard	Leadership Standard
Learning	Build a new way of working for Catholic Education South Australia	Living Learning Standard	Living Learning Standard	Living Learning Standard	Living Learning Standard
Community	Build a new way of working for Catholic Education South Australia	Community Standard	Community Standard	Community Standard	Community Standard
Financial	Build a new way of working for Catholic Education South Australia	Financial Standard	Financial Standard	Financial Standard	Financial Standard
Human Resources	Build a new way of working for Catholic Education South Australia	Human Resources Standard	Human Resources Standard	Human Resources Standard	Human Resources Standard

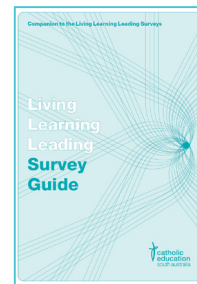
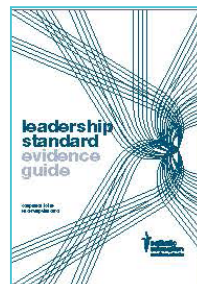
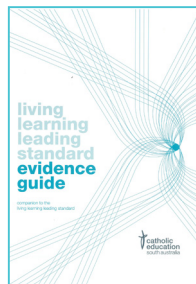
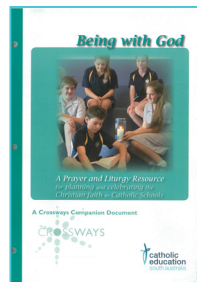
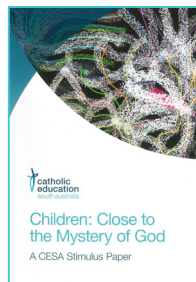
SACCS Corporate Plan 2020-2024

strategy



+ **Key Capabilities Continua** - www.kcc.cesa.catholic.edu.au

educational resources



+ **Crossways Curriculum**
www.re.cesa.catholic.edu.au

balanced scorecard

Catholic Education South Australia Balanced Scorecard						School					
Learning and Wellbeing						Learning and Wellbeing					
Identity	CESA Target	Rating	Evidence	Annual Target	Actions	Identity	CESA Target	Rating	Evidence	Annual Target	Actions
Student self-assessment of identity	Excellent					Student self-assessment of identity	Excellent				
Students routinely reflect on learning / growth						Students routinely reflect on learning / growth					
Students routinely reflect on learning / growth						Students routinely reflect on learning / growth					
Students in 10 or 4 band						Students in 10 or 4 band					
Leaders, staff and students engage in spiritual and religious formation						Leaders, staff and students engage in spiritual and religious formation					
Community						Community					
Recommending	CESA Target	Rating	Evidence	Annual Target	Actions	Recommending	CESA Target	Rating	Evidence	Annual Target	Actions
Student self-assessment of identity	Excellent					Student self-assessment of identity	Excellent				
Students routinely reflect on learning / growth						Students routinely reflect on learning / growth					
Students routinely reflect on learning / growth						Students routinely reflect on learning / growth					
Students in 10 or 4 band						Students in 10 or 4 band					
Leaders, staff and students engage in spiritual and religious formation						Leaders, staff and students engage in spiritual and religious formation					

Using the Survey Guide

The Living Learning Leading Surveys were developed in 2020 to help schools rate stakeholders' perceptions of the school's performance according to the LLL Standard. Survey development involved a multistage process that included: collaboration and input from stakeholders within schools; an expert review panel from outside of the system; and multiple trials and a pilot study. A rigorous validation process indicates that the final versions of the LLL Surveys confirmed the psychometric properties of the surveys.

An important principle underpinning the LLL Standard is mutual accountability, involving the shared agenda that the Catholic Education office (CEO) and all Catholic schools have in promoting Catholic identity and striving to create excellent educational outcomes for all students. Importantly, mutual accountability reflects the importance of regularly monitoring, reviewing and reporting on progress at the school and system level. Administration of the LLL Surveys provides schools with perceptions data that is aligned to elements of the LLL Standard. This data can be triangulated with other data and/or used by schools as evidence when reporting on their progress against strategic targets as outlined in the Balanced Scorecard.

The Survey Guide has been developed as a companion document to the LLL Surveys. The Survey Guide sits alongside the Evidence Guide, to provide information about: 1) how schools can interpret the perception data; 2) how the perception data can be used in reporting the progress of the school; and, 3) how the data can be used as part of Catholic Education SA's Quality Improvement Cycle.

The School Performance Leaders will work closely with principals and with each school's Quality and Performance Team to facilitate the interpretation of the LLL Survey data, focussing on improving outcomes and alignment to the LLL Framework and the Standard, as reported in the Balanced Scorecard.

Introducing the Living Learning Leading Surveys

Three Living Learning Leading (LLL) Surveys have been developed to help schools access the perceptions of teachers, students, and parents/caregivers. Future development will involve surveys for Education Support Officers and early years students.

LLL Teacher Survey

The LLL Teacher Survey is made up of 10 constructs, eight of which have been designed to assess the school's performance against components of the Standard. Two additional constructs are included to help fulfil the reporting needs of the Balanced Scorecard. One assesses teachers' views of the school's infrastructure ('School Building and Grounds') and the other assesses teachers' views of school safety ('Feeling Safe'). Table 1 provides the names of the constructs, their alignment with the components of the Standard and a brief description.

Teachers respond to individual statements using a scale numbered from 1 to 6, where 1 is the lowest or worst rating and 6 is the highest or best rating.

LLL Component	Construct	Description
Catholic Identity	Experiencing Catholic Identity	The extent to which teachers experience a Catholic identity at the school.
	Catholic Identity Development	The extent to which the identity development of students is contemporary, authentic and meaningful.
Curriculum and Co-Constructed Learning and Assessment Design	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.
	Personal Competence - Curriculum Assessment and Design	The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices and processes.
Student Agency, Identity, Learning and Leadership	Student Influence	The extent to which students' voices are embedded in the school improvement cycle and students are actively engaged in the planning structuring and sequencing of learning activities and assessment.
	Student Reflection on Growth	The extent to which students reflect, self-assess and revise their goals and develop insights into their capabilities.
Community Engagement	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.
	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.
	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.
	School Safety	The extent to which the school's policies and practices help to create a safe environment for all.

table 1 Alignment of constructs with Standard and a brief description for the LLL Teacher Survey

Introducing the Living Learning Leading Surveys

LLL Student Survey

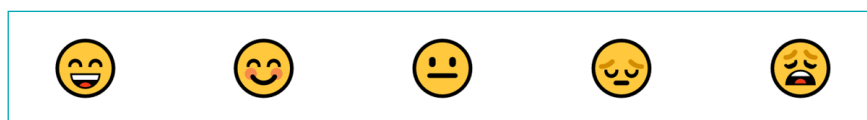
There are four versions of the LLL survey, each suited to a different stage of schooling:

- Middle primary (years 2 to 4)
- Upper primary (years 5 and 6, year 7 for some primary schools)
- Middle school (years 7 to 9)
- Senior school (years 10 to 12)
- Primary School Versions

Primary School Versions

The two primary school versions, one for years 2 to 4 and one for years 5 and 6 (year 7 for some primary schools) have six constructs: Catholic Education in School; Learning Support; Student Influence; Autonomy and Independence; Welcoming and Safe School; and Infrastructure. The middle primary version includes 30 statements, and the upper primary version includes 42 statements.

Students respond to the statements using a five-point emoji scale, where the saddest face represents the lowest or worst rating, and the happiest face represents the highest or best rating. The range of emoji faces, ranging from saddest to happiest, correspond to numeric values, ranging from 1 to 5, respectively.



Secondary School Versions

Both secondary school versions have 54 statements spread over eight constructs: Catholic Education; Religious Education Classes; Learning Support; Student Influence; Student Reflection; Autonomy and Independence; Welcoming and Safe School; and Infrastructure. For the middle school version, students respond to items using the same 5-point emoji scale as the primary school and for the senior school version, students utilise a six-point response format, where 1 is the lowest or worst rating and 6 is the highest or best rating.

1 (lowest)	2	3	4	5	6 (highest)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Aligning the LLL Student Surveys with the LLL Standard

All but one of the constructs included in the LLL Student Survey align directly to components of the Standard. The exception, Infrastructure, has been included to assist with reporting on the Balanced Scorecard. To provide contextual cues, the construct names included on the survey (as seen by students) are different from those used to report data to schools. Table 2 reports the construct name, its alignment with the Standard, a brief description, and the header used on the survey.

As with the LLL Teacher Survey, each construct comprises several statements designed to delineate and provide a meaningful measure of that construct. The number of statements in each construct varies depending on the level of schooling for which the survey is intended. Table 2 reports the number of statements that are included in each version.

Introducing the Living Learning Leading Surveys

LLL Component	Construct	Description	Header on Student Survey	Middle Primary	Upper Primary	Secondary School
Catholic Identity	Catholic Education	The extent to which students feel that their experience of Catholic education at school is meaningful.	My Catholic Education	✓ (5)	✓ (5)	✓ (4)
	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.	My Religious Education Classroom			✓ (3)
Curriculum and Co-Constructed Learning and Assessment Design	Learning Support	The extent to which students feel that their teachers support their learning.	My Classroom Teachers	✓ (6)	✓ (10)	✓ (10)
Student Agency, Identity, Learning and Leadership	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 learning and assessment.	My Role in What I Learn	✓ (4)	✓ (6)	✓ (6)
	Student Reflection	The extent to which students feel that they have opportunities to reflect, self-assess and revise their goals and develop insights into their capabilities.	Thinking About my Learning			✓ (7)
	Autonomy and Independence	The extent to which students feel that they are expected to be provided opportunities to work independently.	My Ability to Work Independently	✓ (5)	✓ (7)	✓ (9)
Community Engagement	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.	My School Welcomes Me	✓ (7)	✓ (9)	✓ (9)
	Infrastructure	The extent to which students feel positive about the school buildings and grounds.	My School has Special Places	✓ (3)	✓ (5)	✓ (6)

An additional construct, infrastructure, has been included in the survey, to help fulfil the reporting needs of the Balanced Scorecard.

table 2 Alignment of constructs with the Standard and a brief description for the different versions of the LLL Student Survey

Introducing the Living Learning Leading Surveys

LLL Parent Survey

The LLL Parent Survey is made up of eight constructs, seven of which have been designed to assess the school's performance against the Standard. The exception, Infrastructure, has been included to help schools to fulfil the reporting needs of the Balanced Scorecard. As with the other surveys, the constructs are made up of multiple statements. Table 1 shows the construct names, alignment with components of the Standard and a brief description.

Parents and caregivers respond to the statements using a scale numbered from 1 to 6, where 1 is the lowest or worst rating and 6 is the highest or best rating.

LLL Component	Construct	Description
Catholic Identity	Catholic Education	The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.
Curriculum and Co-Constructed Learning and Assessment Design	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.
Student Agency, Identity, Learning and Leadership	Enjoyment of School	The extent to which parents and caregivers feel that their children enjoy school and find it interesting.
	Autonomy and Independence	The extent to which parents and caregivers feel that their children are expected to take responsibility for their learning and provided with the skills to work independently.
Community Engagement	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.
	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.
	Safe School	The extent to which parents and caregivers feel that the school provides a safe environment for their children.
	Infrastructure	The extent to which parents and caregivers feel positive about the school buildings and grounds.

table 3 Alignment of constructs with Standard and a brief description for the LLL Parent Survey

Administering the Surveys

Consideration of the administration process will help to ensure the collection of good quality data. The information provided, before and during administration, will affect the participants' responses, making it important to deliver a clear, consistent and positive message. Assuring participants that their responses are valued and will be a focus of reflection in school improvement will be key to gaining buy-in. In this section, we provide a brief overview of some key points that will be helpful in the collection of quality perception data from the different participants. A PowerPoint presentation is available for each of the surveys to assist with relaying the message. Some common messages across all three surveys include.

1. The reason for the survey

The LLL Surveys have been developed to help the school and system in rating and monitoring performance and progress towards meeting the intent of the LLL Framework. It is anticipated that all teachers, students and parents/caregivers in Diocesan Catholic Education SA schools will respond to the Survey.

2. How the data will be used

The data collected will be used to develop strategies for improvement by schools and the system against the LLL Standard.

3. Leadership response to the data

Reassure participants that the leadership team values their feedback and will try to respond when the school report becomes available.

4. Anonymity of responses

Explain that the feedback does NOT include the data of individual respondents: rather, feedback involves aggregated graphs based on feedback from all respondents. To ensure anonymity, responses are not provided for groups of less than four participants. For example, if there are only three female staff members at a school, data will NOT be broken down based on gender.

5. Seeking perceptions

Explain to participants that it is their impressions that are sought. There are no right or wrong answers.

Administering the Surveys

Administering the LLL Teacher Survey

To encourage maximum participation, it is suggested that the administration of the LLL Teacher Survey take place during a staff meeting. Allow approximately 20 minutes for teachers to complete the LLL Teacher Survey. Before staff responds to the survey, someone (preferably the principal) should relay key points that will help to gain trust and buy-in from teachers. Before teachers commence the survey, ensure that members of the leadership team are not able to view their responses. Members of the leadership team should leave the room at this point. Members of the leadership team can also respond to the survey; they will be asked to declare their position at the commencement of the survey.

Administering the LLL Student Survey

Given that numerous people are likely to administer the student surveys at a school, the consistency of the message is important. Ideally, the teachers administering the LLL Student Survey will relay similar information, drawing on the SharePoint resources.

It is important to relay to students that they should complete the survey in private and should not confer with others. The survey is about what THEY think. It is THEIR impressions that we are seeking. There are no right or wrong answers.

Although multiple trials with students in different year levels have been carried out to ensure that the language is accessible, it is acknowledged that, for some, this may not be the case. As quality data relies on students understanding the terms/concepts, it is recommended that explanations be provided if needed. During this process, teachers should take care not to influence the students' responses.

For younger students and students with reading/learning difficulties, assistance in completing the survey may be required. In some cases, working in small groups and reading items out aloud can be helpful.

Further Info Living Learning Leading
Survey Resources on CESAShare



Administering the LLL Parent and Caregiver Survey

Although collecting data from parents and caregivers can be difficult, the responses from these important stakeholders are essential. To encourage responses, the survey has been kept to a minimum – taking around three minutes to complete. Consideration about how the survey will be advertised, as well as how and when participants will be reminded, will maximise the response rate. Schools need to consider carefully how they will encourage parents and caregivers to respond and consider using a range of media, including newsletters and social media.

Interpreting the Data

Once the administration is complete, schools will receive a feedback report for each survey. The feedback reports provide a range of charts based on the shared perceptions of the stakeholders. The feedback report includes several different charts to help schools to understand the data.

Overview Chart

The first chart reports the data for each construct as it aligns to the quadrants of the Balanced Scorecard (see Figure 1 below for a view of one of the quadrants). This chart provides a snapshot or overview of the participants' responses, showing how the data can contribute to each of the quadrants. For example, in Figure 1, there are three constructs for the secondary student survey which align to the Learning and Wellbeing quadrant of the Balanced Scorecard.

Depending on the survey version, the bars in the graph will either range from 1 (the lowest possible construct score) to 6 (the highest possible score) or from 1 to 5. This chart provides the mean (or average) of scores (based on all of the statements) in a particular construct. The standard deviation, based on scores in each construct, is also provided.

This chart (see Figure 2 for a full example) provides a useful overview or snapshot of participants' responses to the different constructs and can be used to drill down further. For example, for this chart, you might be interested in examining responses to the construct 'Student Influence' as participants rated this lower than any of the other constructs.

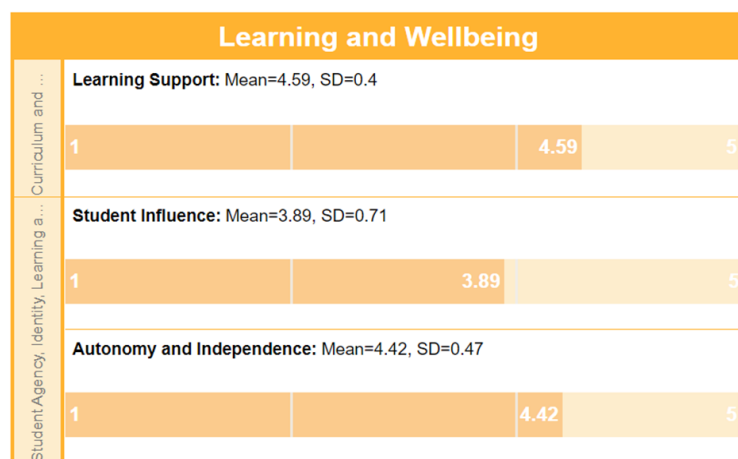


figure 1 One quadrant of the Balanced Scorecard Chart for LLL Student Survey

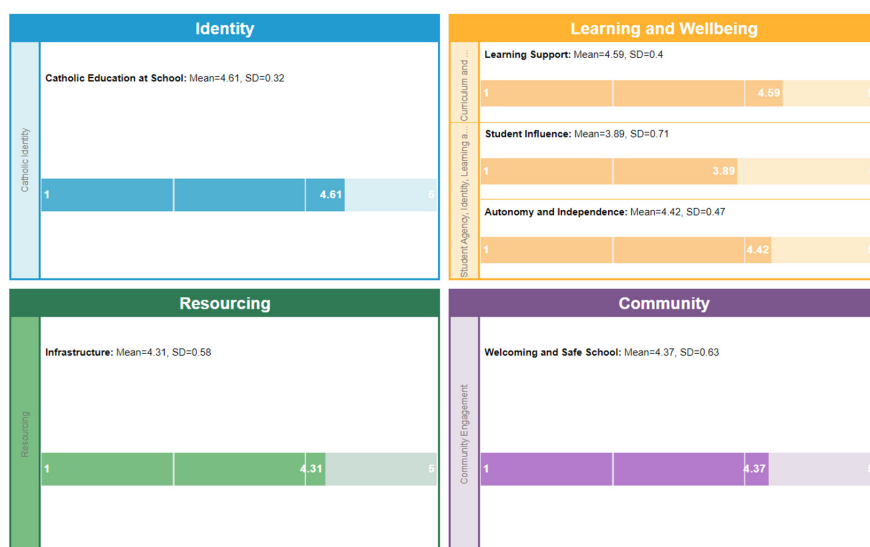


figure 2 An Example of the Overview Chart

Drilling Down: Looking at Individual Constructs

To help schools to drill down into the data, there is a separate page for each construct which describes what the construct entails, the component of the LLL Standard to which it is related, and information about the distribution of participants' responses (by way of two bar graphs and a box and whisker plot). An example page is provided in Figure 4.

Box and Whisker Plot

To the left of each page, a box and whisker plot (or box plot for short) is used to provide an overview of the data's distribution for this construct (see Figure 3 for example). The height of the box represents the range of (mean) responses for that construct given by the middle 50% of participants. The top 50% of the responses are represented by everything above the median (the middle score in a sorted list of the scores). The line across the inside of the box represents the median value. The top 'whisker' (above the box) represents the range of scores given by the 25% of participants who responded most positively. (Outliers, which are responses that are 1.5 times the box plot range above and below the box, have been excluded to avoid biasing the mean.)

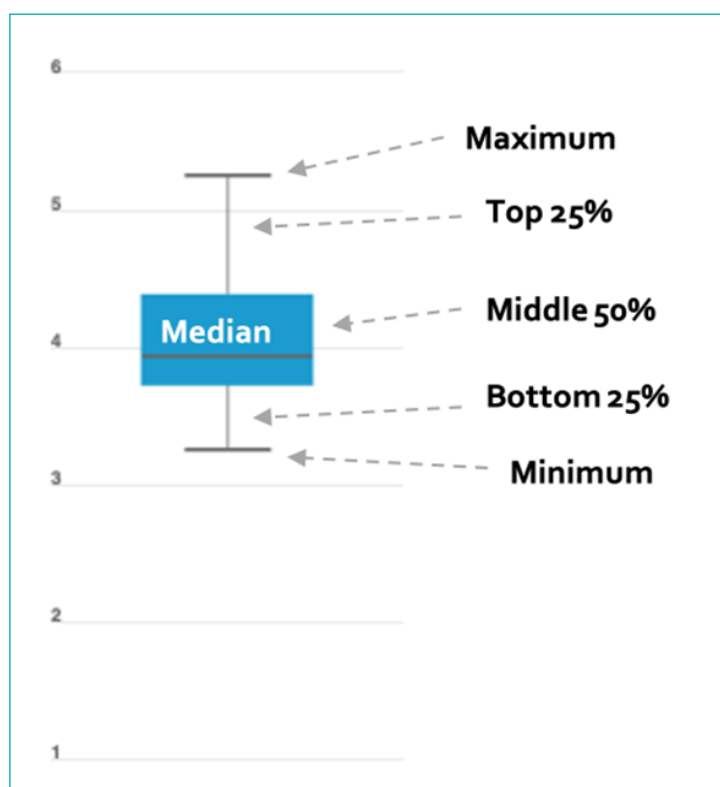


figure 3 Example of Box and Whisker Plot

Drilling Down: Looking at Individual Constructs

Bar Graphs

The remaining two graphs, a stacked bar graph, and a bar graph provide information about individual statements in the construct (see, for example, Figure 4 which depicts a chart from the LLL Teacher Survey).

The graph to the left is a stacked bar graph. The stacked bar graph is used to examine the number of participants who selected each of the response alternatives for different statements. The length of the bar represents the number of participants that responded to the statement and the different colours within the bar represent the number of participants who responded to the corresponding response alternative on the six-point (i.e., 1 to 6) or emoji five-point (1 to 5) scale. This information can be used to examine the spread of response selections. For example, for Statement 1, 'I have a choice about what I learn in class', although nearly 60% of students chose 4 or 5, almost 15% of the respondents selected 1 or 2 (the lowest scores). These results suggest that some students in the school rate this statement very differently from others.

The mean score for each statement in the construct is provided on the right-hand side of the page (see Figure 4). This chart can be used to examine the variations in means for different statements.

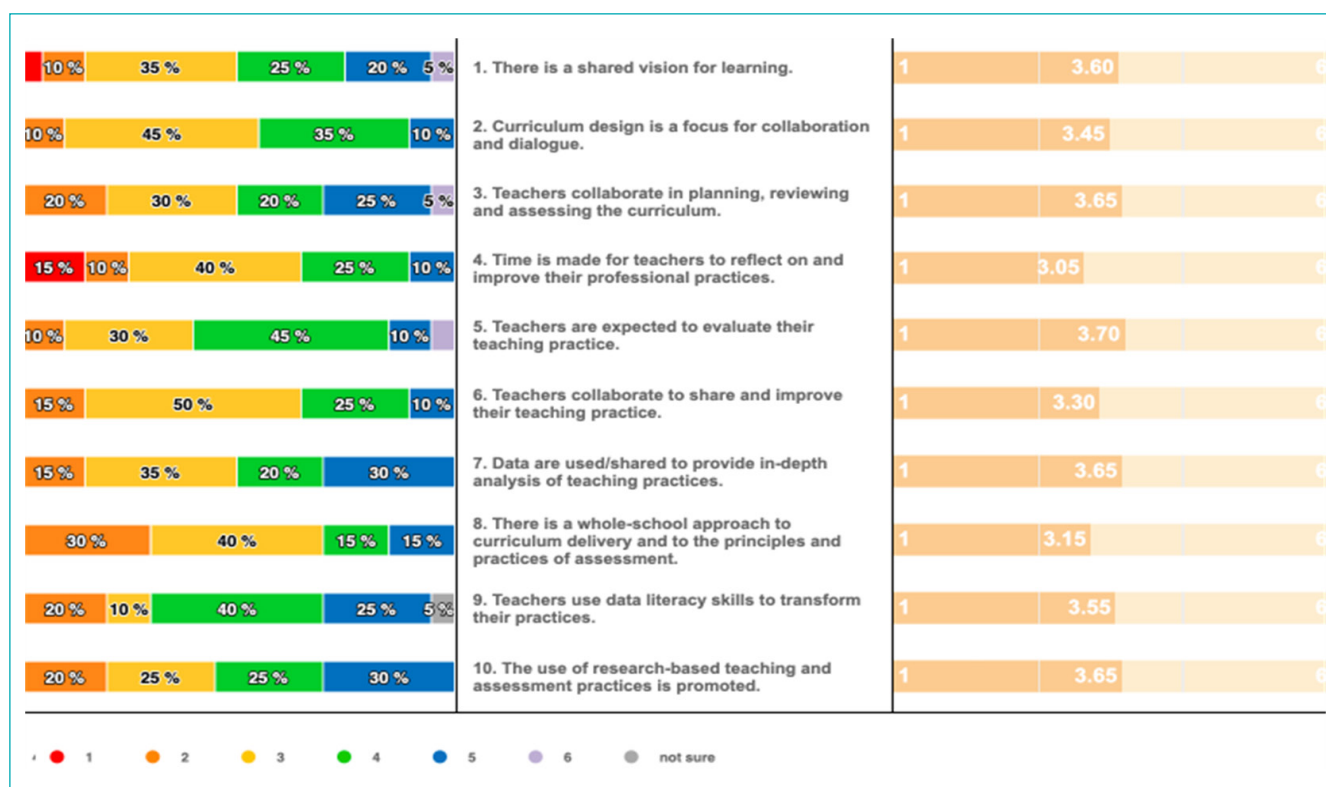


figure 4 Individual Statement Feedback

Drilling Down: Looking at Individual Constructs

Comparing Scores of Different Groups

At the start of the survey, participants were asked to respond to a range of background variables (e.g., gender). For each quadrant of the Balanced Scorecard, there is a separate page that provides column graphs presenting the mean score for each construct by group, allowing the mean responses of the different groups to be compared. See, for example, Figure 5, which shows that, although the means for male and female students are similar, the variation (or spread) of responses is greater for students.

Comparing Scores Over Time

The information collected using the LLL Surveys will be used to provide over time data. Reports will provide the means for various constructs from year to year. Although this data is useful for examining trends, it should be noted that school populations change from year to year, and comparisons need to be done with caution.

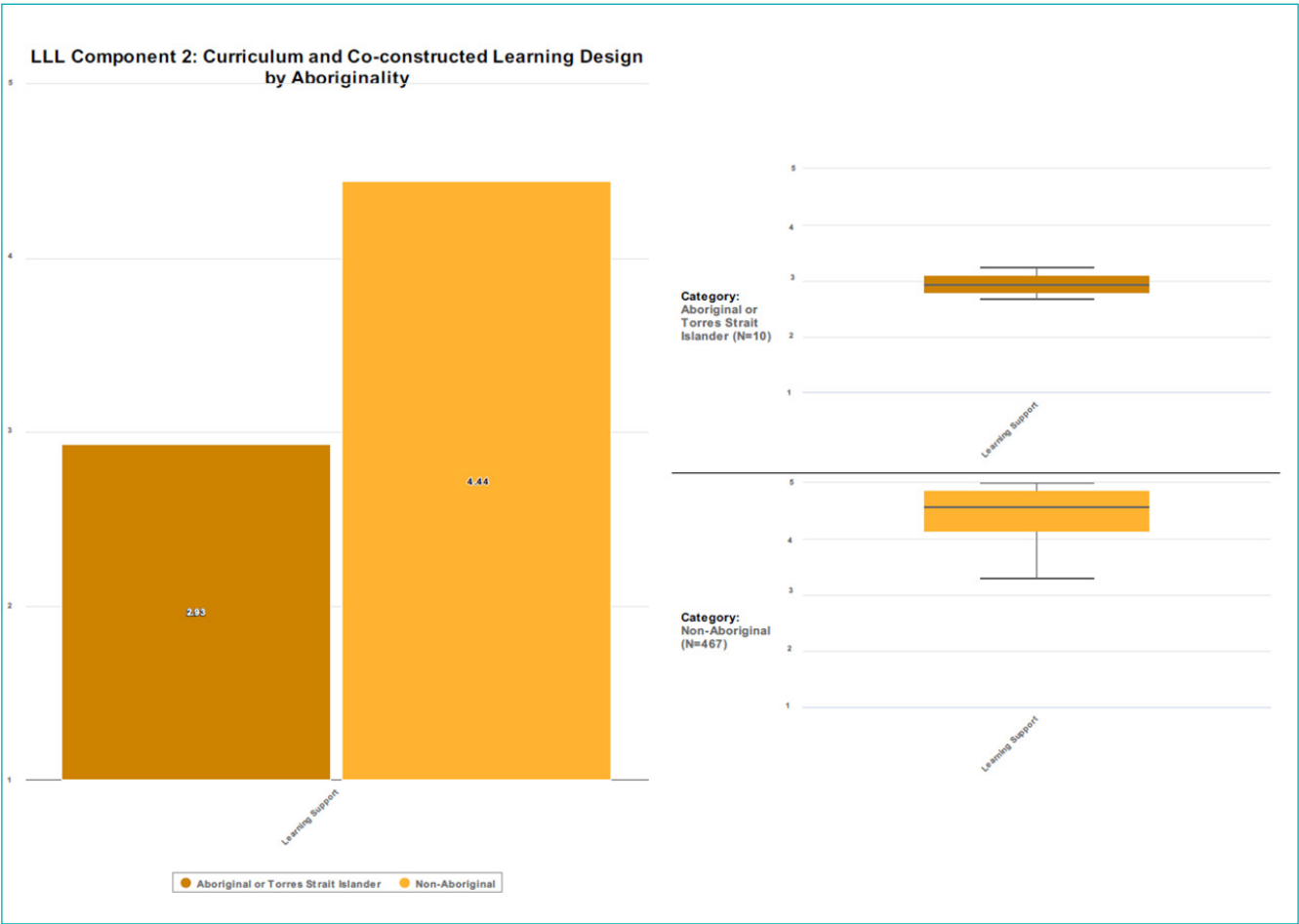


figure 5 Differences in perceptions by gender

Using the Data

The quality improvement cycle is one of the initiatives included in A Blue Print for 'step change' 2020 paper and was outlined in the LLL Standard Evidence Guide. The quality improvement cycle focuses on four improvement activities:

Plan Act Review Report

These activities are designed to be used in a cyclic manner that fits well with the five-step process developed at Curtin University. The process, presented below, is informed by contemporary research and work in the field and aligns to the processes promoted in CESA's quality improvement cycle. Figure 6 summarises the five-step process and where each of the four improvement activities fits within it. Note that the steps are not necessarily linear (as depicted) and, in most cases, involve spirals of their own. In the first year, Step 1 is preceded by the collection of baseline data (which takes place in 2021), and reporting takes place outside of the five-step process. For more information about the 'reporting' activity of the Quality Improvement Cycle, refer to CESA's LLL Standard Evidence Guide. Table 4 provides a summary of the main considerations for each activity.

It should be noted that, although the information presented in this section focuses on the use of the LLL Survey data, this process should include the use of other data for triangulation (see LLL Standard Evidence Guide for more information about the types of data and how these can be triangulated).

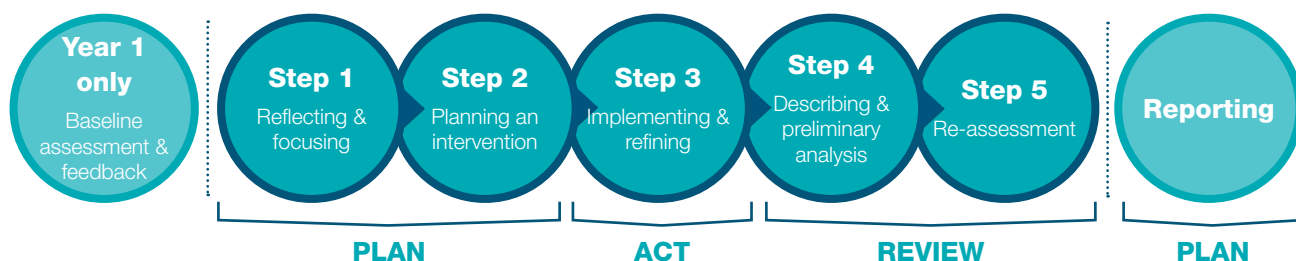


figure 6 Using the five-step process as part of CESA's Quality Improvement Cycle

Using the Data: Activities

Activity 1: Plan

The first activity of the quality improvement cycle is 'Plan'. This involves two steps, reflection and focusing, and planning an intervention.

Reflecting and Focusing

In the first step, reflecting and focusing, schools will examine their data closely and, using their knowledge of the context of the school, consider any issues or anomalies that exist and contemplate what might account for the issues. It is at this stage that schools will also consider what aspects they might focus on and include in the school improvement plan.

An important consideration at this step is the inclusion of stakeholders in the process and how this might take place in ways that promote agency, collaboration, and shared responsibility for school improvement. Figure 7 provides an example of how school leaders might include staff, students and parents and caregivers in the reflection process.

Planning an Intervention

Once the focus has been selected, planning the intervention is next. Including stakeholders in developing a plan provides valuable input and increases the success of the plan. Documenting factors related to the plan will be important, including: what will be achieved (indicators of success); how this will be achieved; the resources required; the timeline; and who will be responsible.

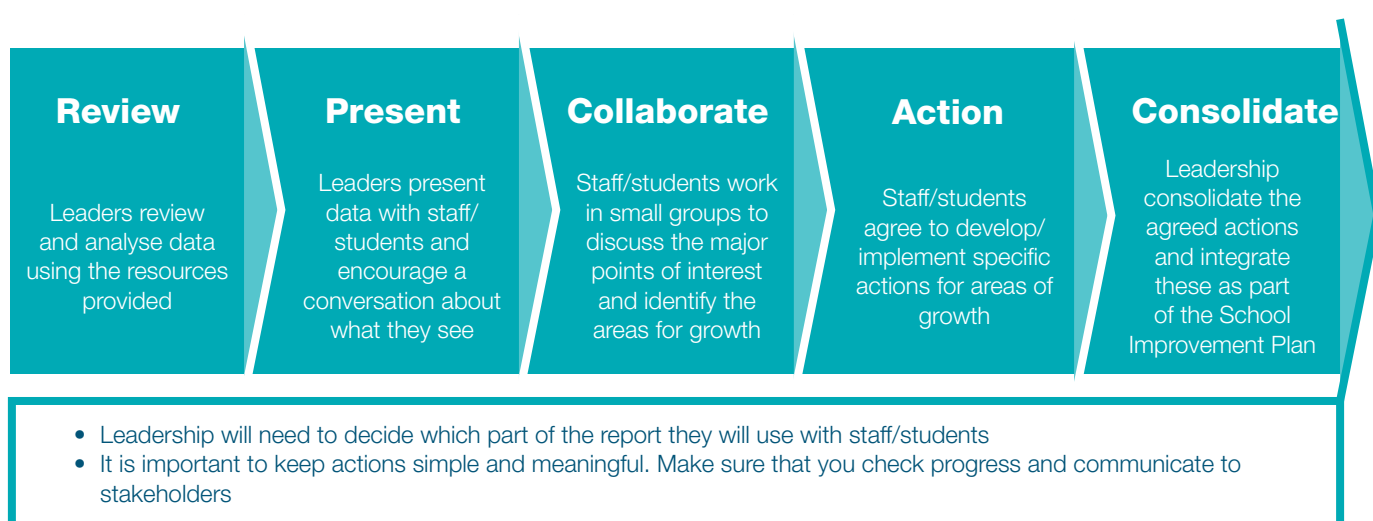


figure 7 An approach to engaging staff and students with the data

Using the Data: Activities

Activity 2: Act

The second activity of the quality improvement cycle is 'act' and involves putting the plan into action. A key consideration will be how to ensure that the momentum is maintained. One way to help with this is to provide regular opportunities for those involved to meet to reflect on and refine the processes and activities. Documenting the process and collecting evidence to support changes during this stage will provide valuable information both for this activity and for the next.

Activity 3: Review

The third activity of the quality improvement cycle is 'review'. This activity involves considering the progress that has been made and whether the plan developed at activity 1 and carried out at activity 2 is working. This should involve two distinct steps.

Describing and Preliminary Analysis

Describing what has been done during the intervention period, by whom, is an important step. This reminds those involved of the work that has been carried out and the refinements that have been made. This step provides important evidence about the school improvement activities that have taken place within the school and rich data that will inform the next steps. This step should include a preliminary analysis, related to whether the intervention has been successful.

Re-assessment

The re-administration of the LLL Surveys will provide data that schools can use to examine whether perceptions have changed. This will provide schools with evidence concerning whether the action was effective as well as information to guide plans and actions.

Activity 4: Report

The reports generated using the LLL Survey data will be an important piece of evidence when reporting against the four components of the LLL Standard. The report is provided as a PDF to allow schools to attach either individual charts or the complete reports as evidence.

Summary of Activities Related to the Quality Improvement Cycle

Activity 1: Plan

Reflecting and Focusing

TO DO: Working with staff and students, inspect the profiles on your feedback package to examine students' responses. At this stage of the process, consider:

- What can account for what you see in the profiles? Is a particular issue or problem evident? Why is it important?
- What problem or issue will you address? What is the scope of the issue or initiative? How does it build into the long-term goals?
- What might have caused the issue or challenge that you will address? Why are things the way they are now?

Next step: Based on the reflections and feedback, decide what your focus is and form hypotheses that might explain the problems or issues identified.

Planning and Intervention

TO DO: Working with staff (and students), consider the following:

- What do you want to achieve? How will these build into your long-term goals?
- What strategies will you choose to achieve this?
- Will the strategies that you are thinking of using be effective in addressing the issue or concern? What do other people think about these strategies? What questions will you ask the staff about the profiles?
- What support or expertise is required? What other resources will you need and how will you secure them? What new learning will be needed?
- What information will you gather to help make sound judgements? When and how will you do this? What help will you get from others?
- What do you need to do before putting the plan into action?
- Who else might need to be involved in the action?
- How will you monitor your plan as you put it into action?

Next step: Document your targets, ideas, strategies, timeline and possible actions.

Activity 2: Act

Implementing and Refining

TO DO: As you put your plan into action, consider the following:

- What are you noticing as you put your plan into practice?
- What adjustments to your plan are required as a result of the observations being made while taking the planned action?

Next step: Collect evidence to make your judgements.

- Is the evidence that you are collecting likely to help you make a judgement about what has happened or changed as a result of your actions?
- What other evidence might be required?

Activity 3: Review

Describing and Preliminary Analysis

TO DO: Consider the following:

- What happened when you implemented your plan of action?
- What were the effects or results of the action?
- Did your plan of action change during the cycles? If so, in what way?
- Who did what, when, for how much of the time and with whom?

Next step: Provide an account of what happened when the plan was implemented.

Re-Assessing

TO DO: Re-administer. Analyse the evidence collected to work out how effective your strategies or actions were:

- What does the evidence tell you about the effectiveness of the action?
- Can you interpret this evidence in other ways?

Next step: Based on your reassessment, what should you do next?

Activity 4: Report

TO DO: Refer to CESA's LLL Standard Evidence Guide for information about how to report evidence using the Balanced Scorecard.

Acknowledgements

The development of the LLL Surveys involved a collaborative effort lead by Prof Jill Aldridge from Curtin University and Dr. Paul Rijken from Cardijn College. Monica Conway Assistant Director, from the CEO, provided much-needed support and guidance throughout the process and led the development of the Catholic Identity scales. Belinda Hurcombe, from Cardijn College conducted the survey trials and pilot tests of the various LLL Surveys at numerous schools, in which principals, staff, and students provided valuable contributions to the shaping and wording of the instruments. Advice from expert panel members provided critical input that helped to shape the surveys in the final stage: John McGrath (NCEC), Prof Martin Westwell (CEO SACE Board of SA), Tim Ryan (Parent and School Board Chair) and John Mula (Deputy Director CEO).

This project was funded by the Australian Government through the Non-Government Schools Reform Support Fund.

