

LLL Student Survey - Years 7, 8 & 9: St Francis of Assisi College, Renmark SA 5341

68 participants

No participants were found to be disengaged.

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Balanced Score Card: Student Perceptions (LLL Framework)

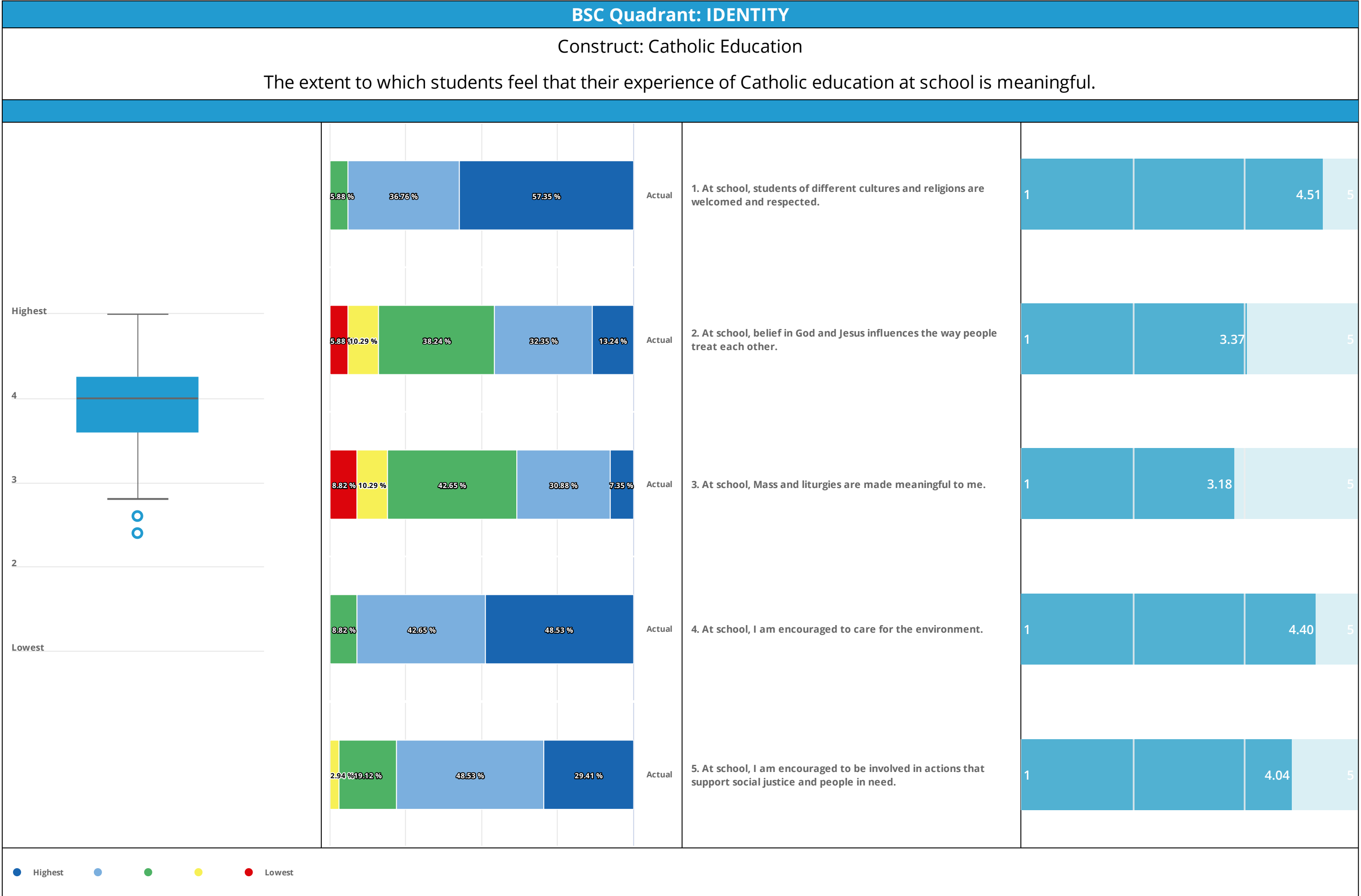
Identity				
Catholic Identity	Catholic Education: Mean=3.94, SD=0.52			
	1		3.94	5
	Religious Education Classes: Mean=3.88, SD=0.68			
	1		3.88	5

Learning and Wellbeing				
Curriculum and Co-Constructed Learning...	Learning Support: Mean=4.23, SD=0.51			
	1		4.23	5
Student Agency, Identity, Learning and L...	Student Influence: Mean=3.45, SD=0.7			
	1		3.45	5
	Student Reflection: Mean=3.79, SD=0.69			
	1		3.79	5
	Autonomy and Independence: Mean=3.73, SD=0.63			
	1		3.73	5

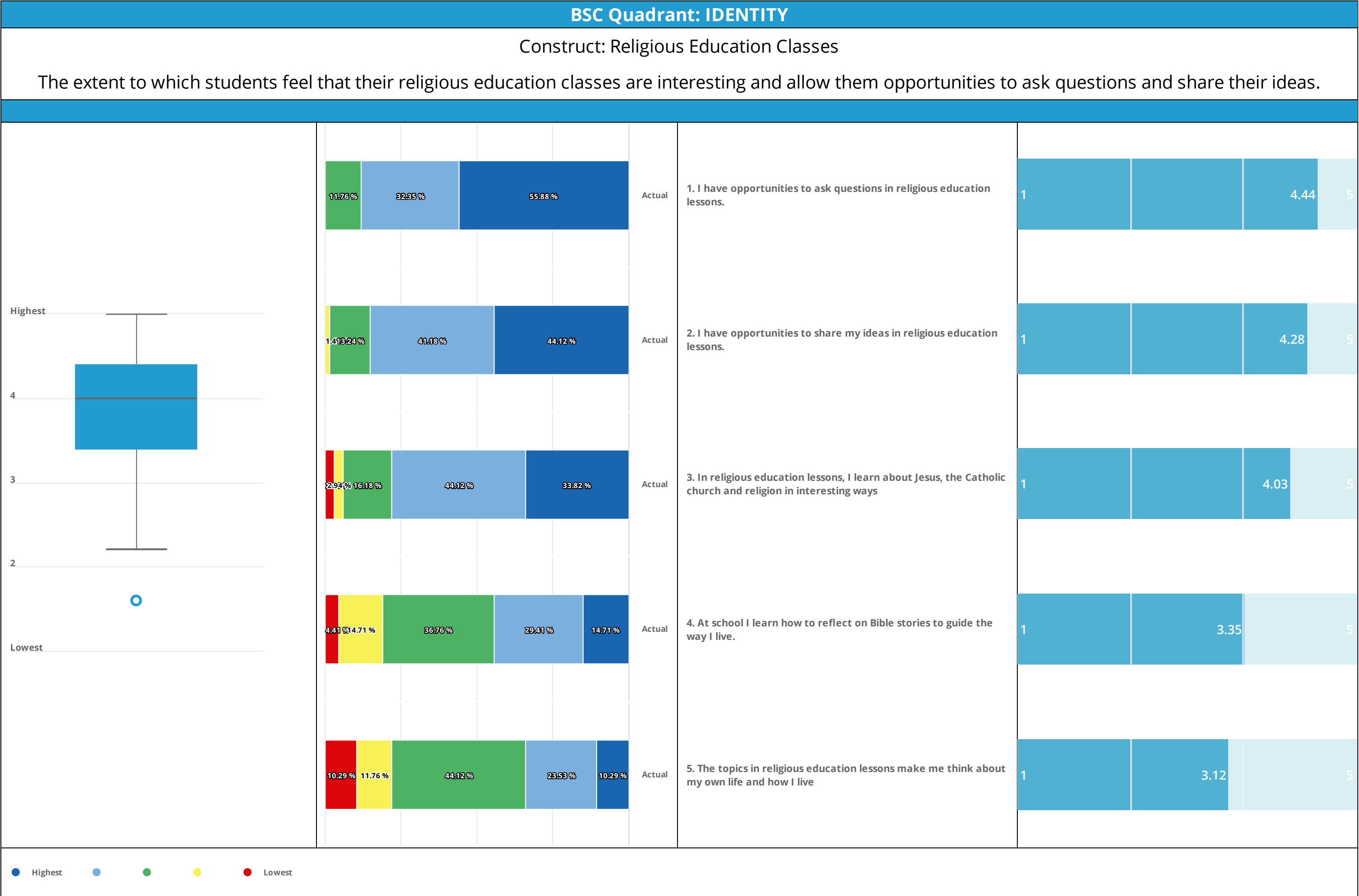
Resourcing				
Resourcing	Infrastructure: Mean=3.78, SD=0.6			
	1		3.78	5

Community				
Community Engagement	Welcoming and Safe School: Mean=3.92, SD=0.74			
	1		3.92	5

Student Perceptions (LLL Component 1: Catholic Identity)

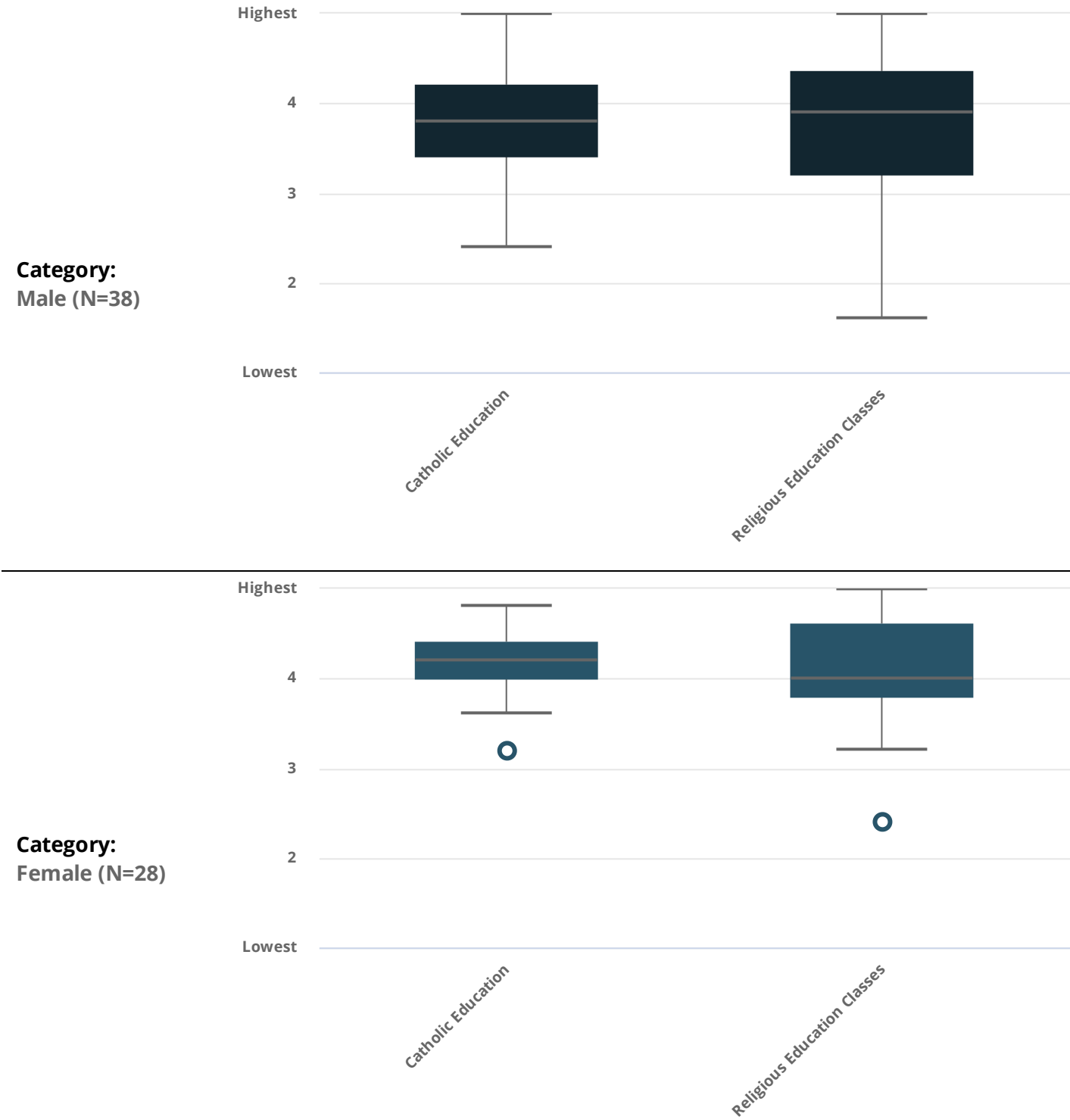
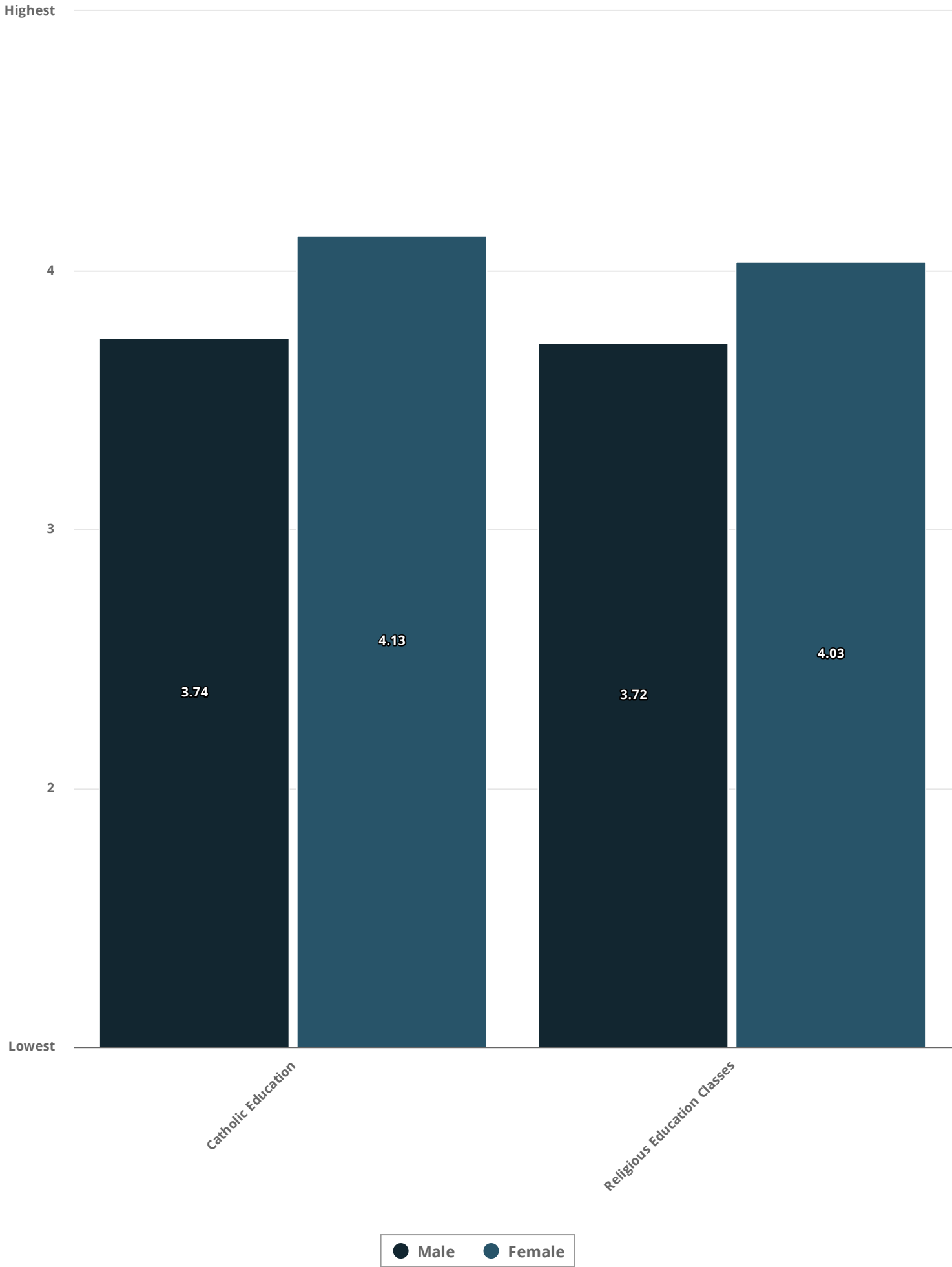


Student Perceptions (LLL Component 1: Catholic Identity)



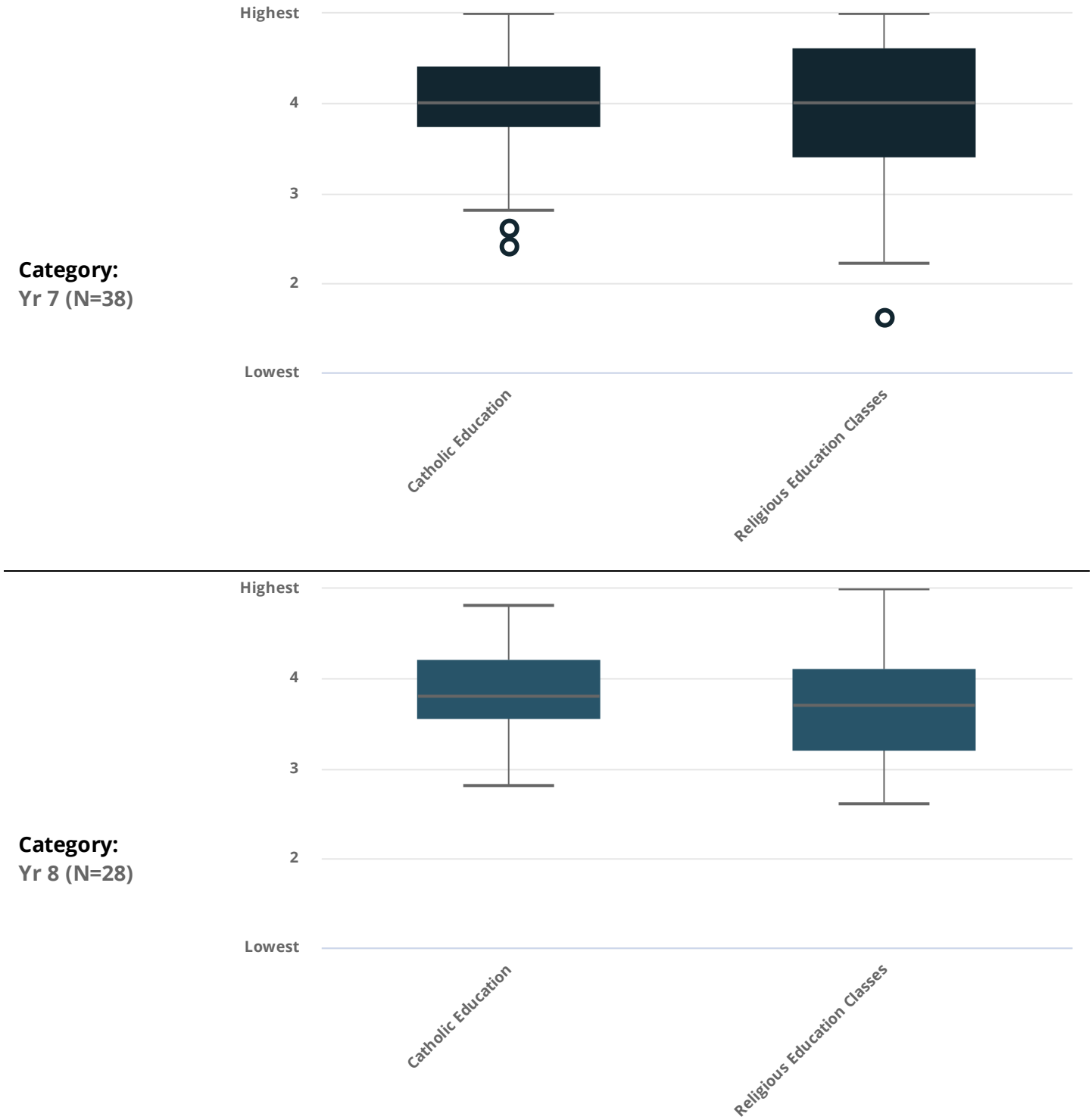
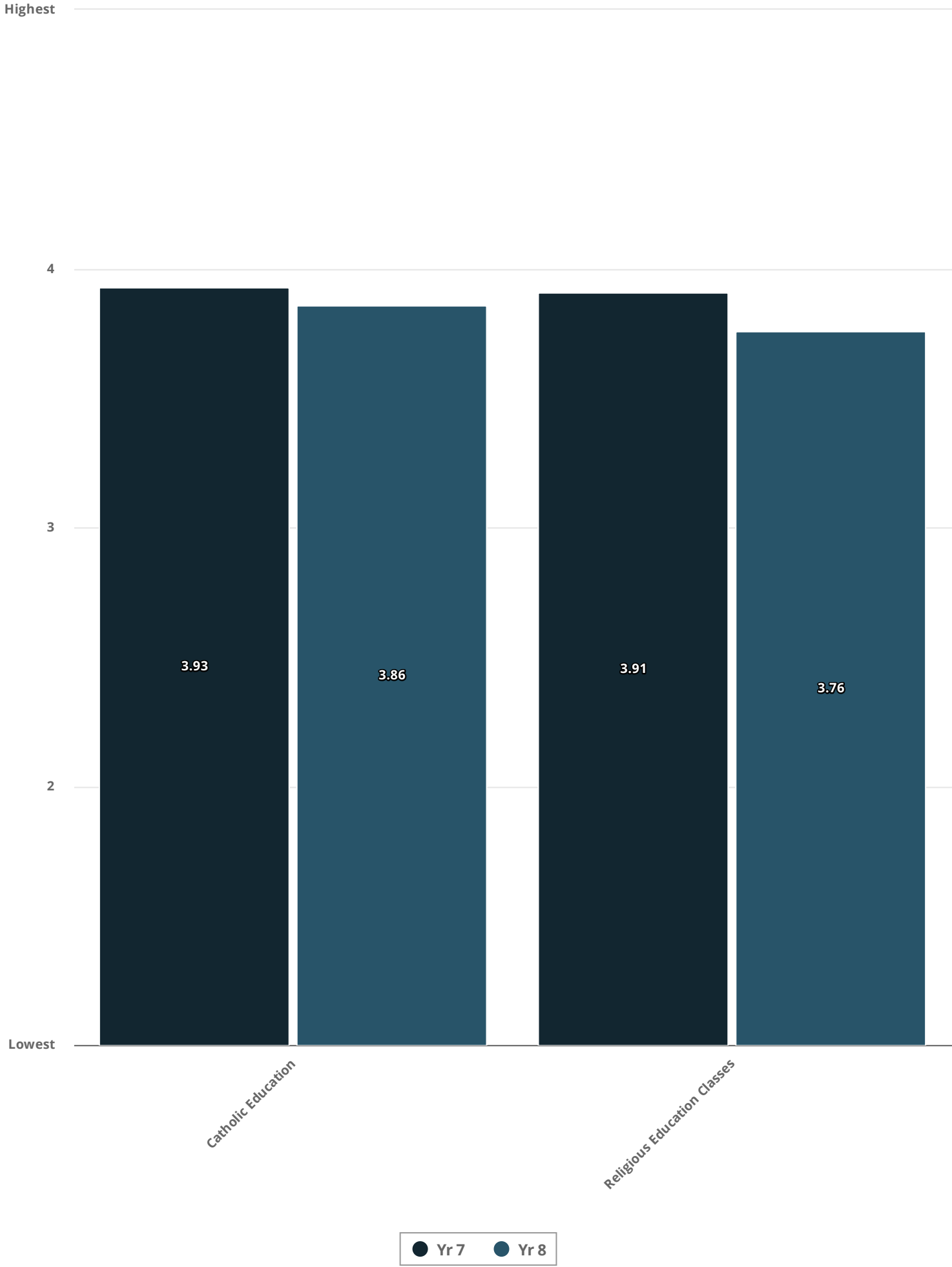
LLL Component 1: Catholic Identity by Gender

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.



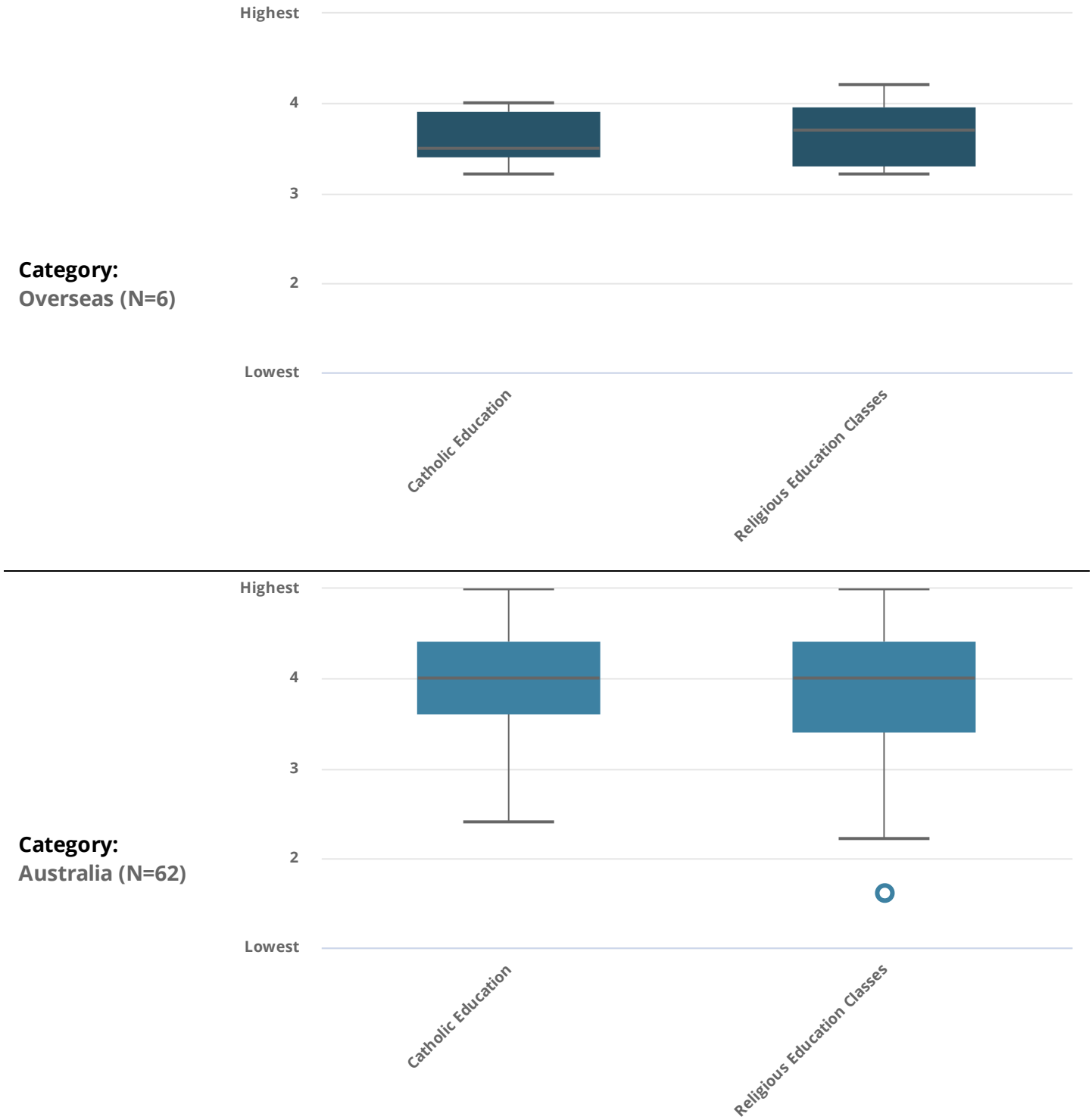
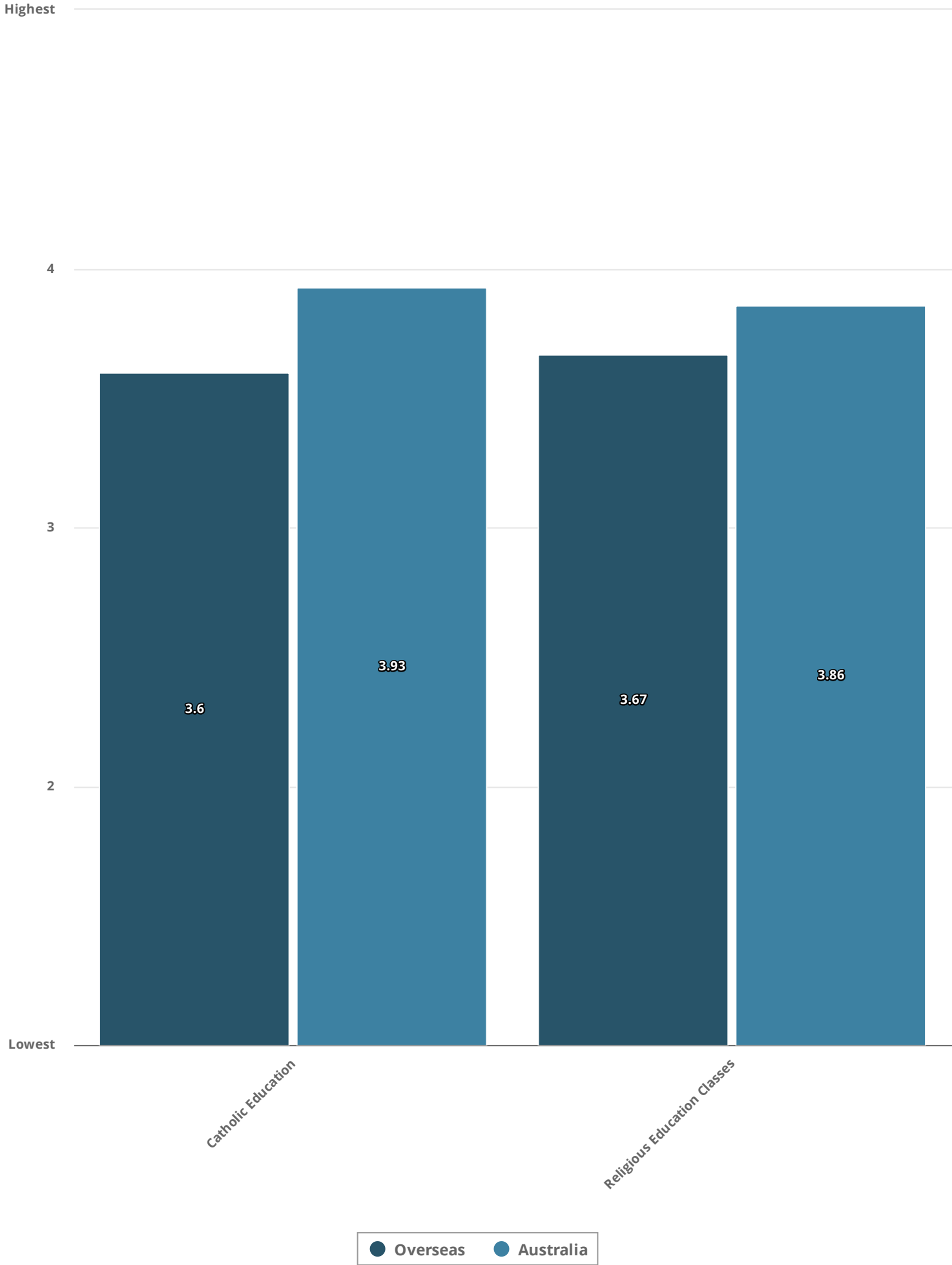
LLL Component 1: Catholic Identity by Year Level

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.



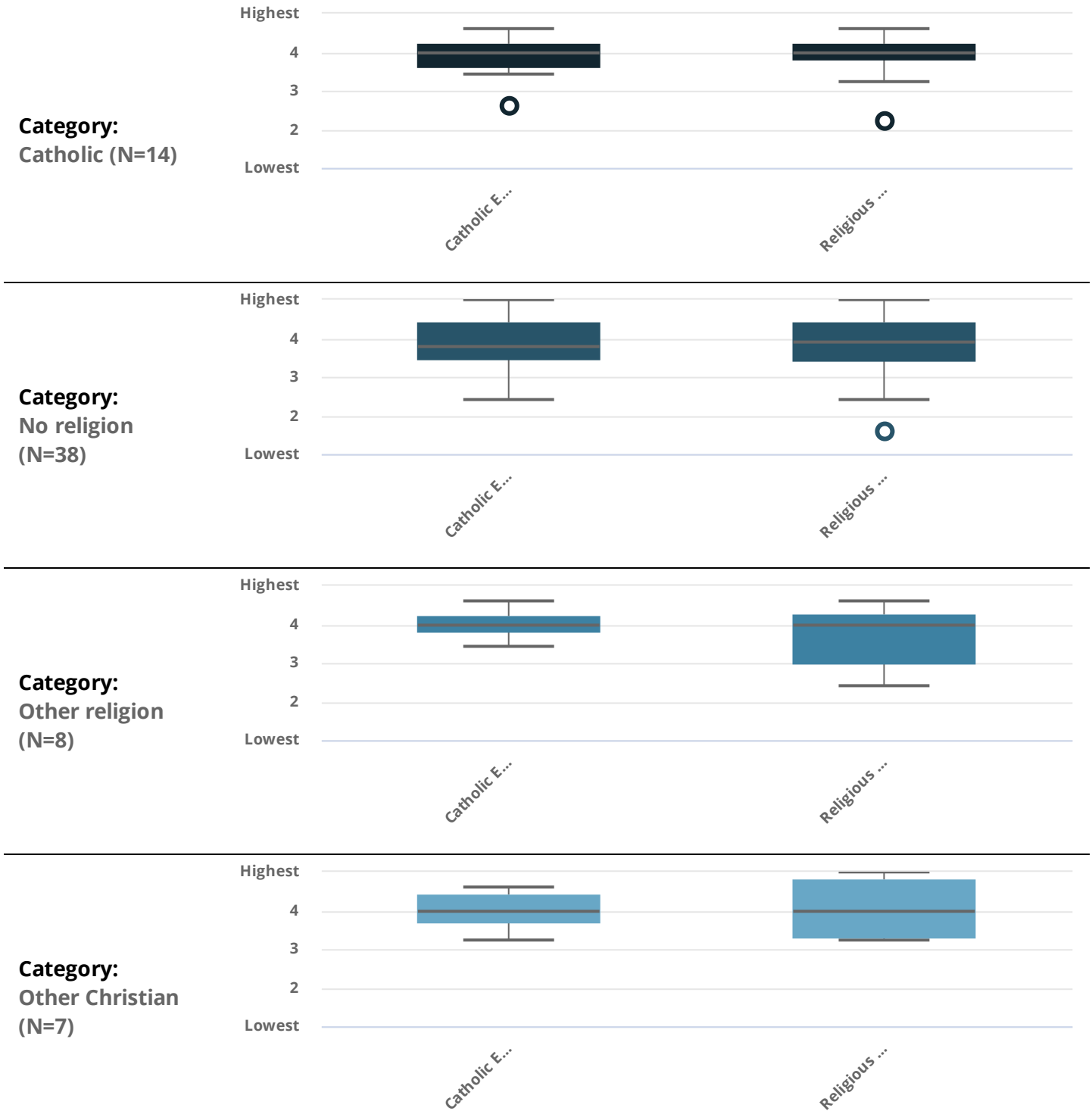
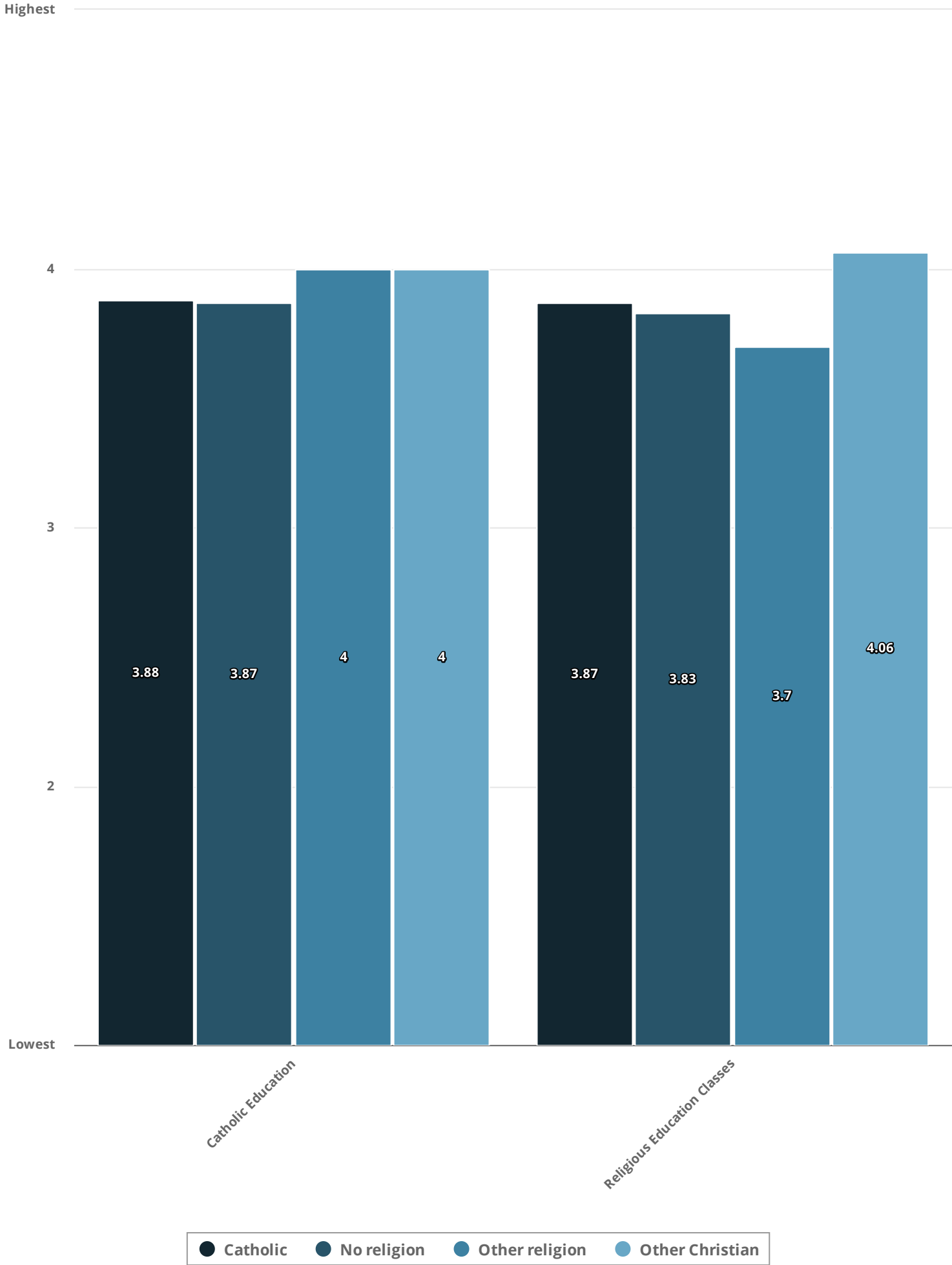
LLL Component 1: Catholic Identity by Birth Place

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.



LLL Component 1: Catholic Identity 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.

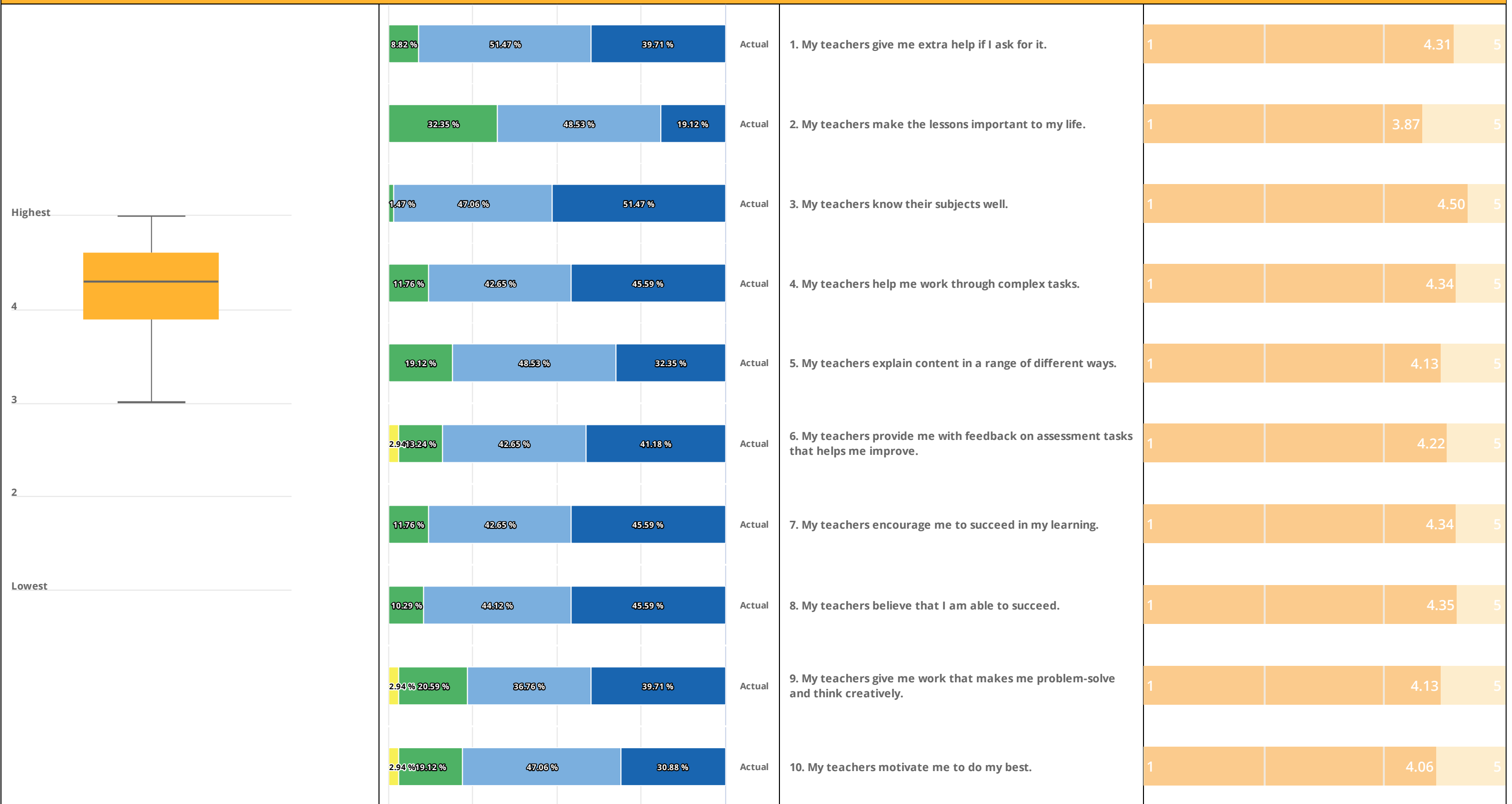


Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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



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

Highest

4

3

2

Lowest

Learning Support

Male Female

4.16

4.3

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.

Highest

4

3

2

Lowest

Learning Support

Category:
Male (N=38)

Highest

4

3

2

Lowest

Learning Support

Category:
Female (N=29)

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

Highest

4

3

2

Lowest

Learning Support



4.19

4.27

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.

Highest

4

3

2

Lowest

Category:
Yr 7 (N=40)

Learning Support

Highest

4

3

2

Lowest

Category:
Yr 8 (N=28)

Learning Support

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

Highest

4

3

2

Lowest

Learning Support

Overseas Australia

3.8

4.27

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.

Highest

4

3

2

Lowest

Learning Support

Category: Overseas (N=6)

Highest

4

3

2

Lowest

Learning Support

Category: Australia (N=62)

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

Highest

4

3

2

Lowest

Learning Support

- Catholic
- No religion
- Other religion
- Other Christian

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:
Catholic (N=15)

Highest

4

3

2

Lowest

Learning Support

Category:
No religion (N=38)

Highest

4

3

2

Lowest

Learning Support

Category:
Other religion (N=8)

Highest

4

3

2

Lowest

Learning Support

Category:
Other Christian (N=7)

Highest

4

3

2

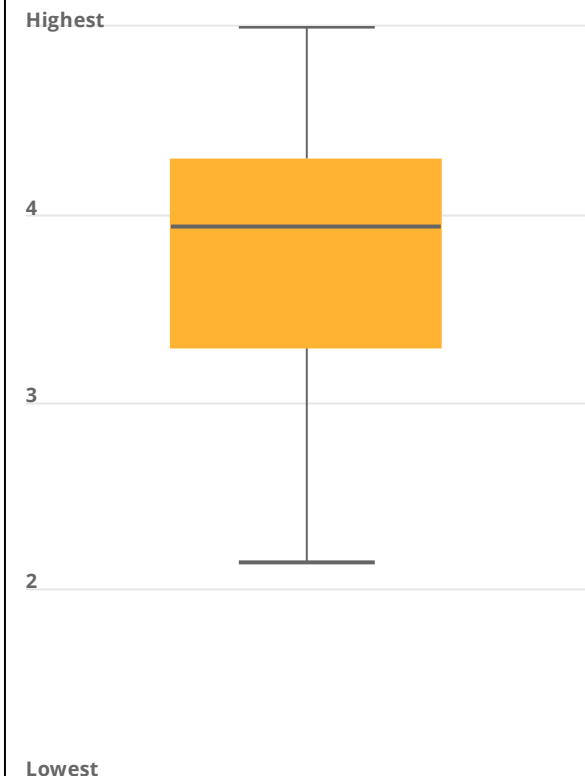
Lowest

Learning Support

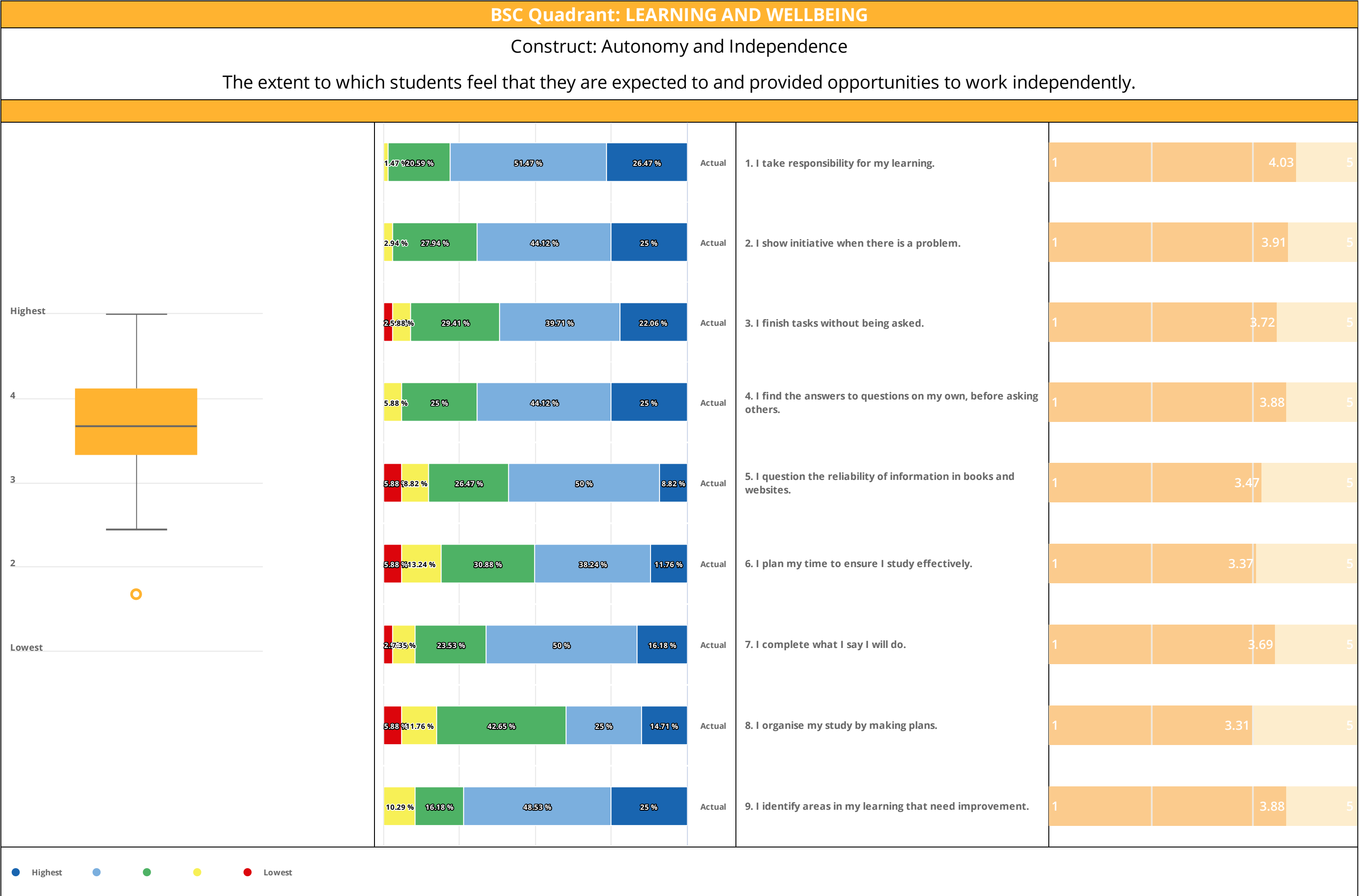
Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)



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

BSC Quadrant: LEARNING AND WELLBEING									
Construct: 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 own capabilities.									
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	1. I reflect on my learning.	<div><div></div><div></div><div></div><div></div></div>	13.785
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	2. I set goals for my learning and education.	<div><div></div><div></div><div></div><div></div></div>	13.725
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	3. I identify my learning strengths.	<div><div></div><div></div><div></div><div></div></div>	13.965
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	4. I reflect on my learning progress.	<div><div></div><div></div><div></div><div></div></div>	13.755
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	5. I learn how to reflect on my learning.	<div><div></div><div></div><div></div><div></div></div>	13.635
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	6. I reflect on assignments/tasks after I have received feedback.	<div><div></div><div></div><div></div><div></div></div>	13.825
			<div><div></div><div></div><div></div><div></div><div></div></div>			Actual	7. I determine what I need to reach my learning potential.	<div><div></div><div></div><div></div><div></div></div>	13.845
<div><div></div> Highest<div></div><div></div><div></div><div></div><div></div> Lowest</div>									

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



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

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

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=38)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Category:
Female (N=28)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

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

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Yr 7 Yr 8

3.46

3.44

3.78

3.79

3.7

3.69

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 7 (N=40)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Category:
Yr 8 (N=27)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

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

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Overseas Australia

3.36

3.46

3.6

3.8

3.46

3.72

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)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Category: Australia (N=62)

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

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

Highest

4

3

2

Lowest

Student Influence

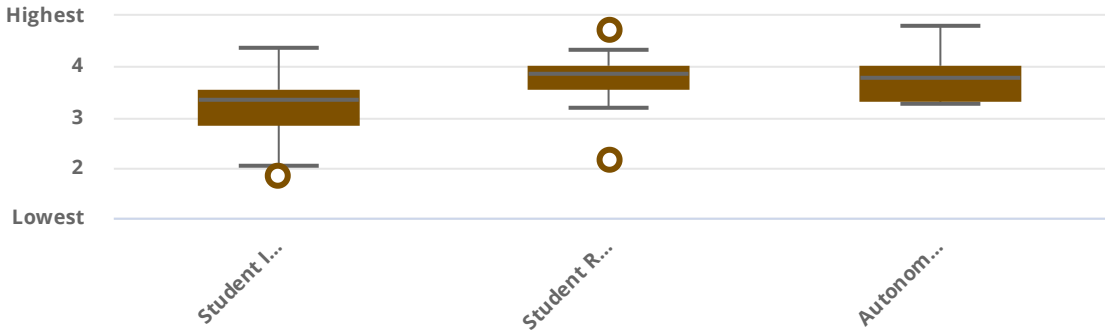
Student Reflection

Autonomy and Independence

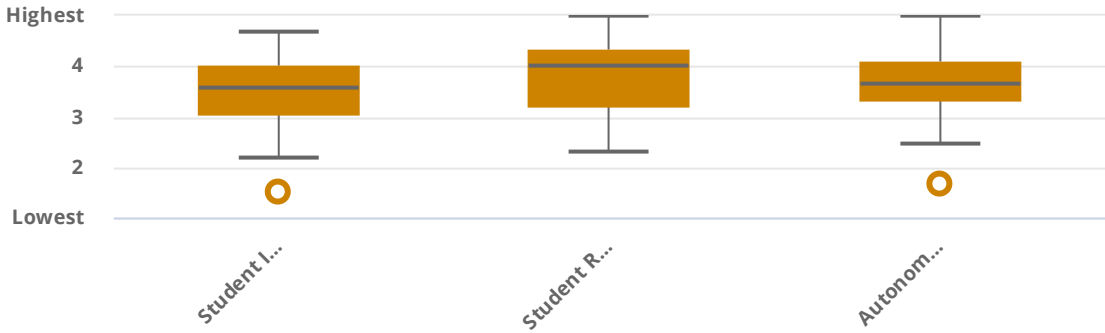
- Catholic
- No religion
- Other religion
- Other Christian

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.

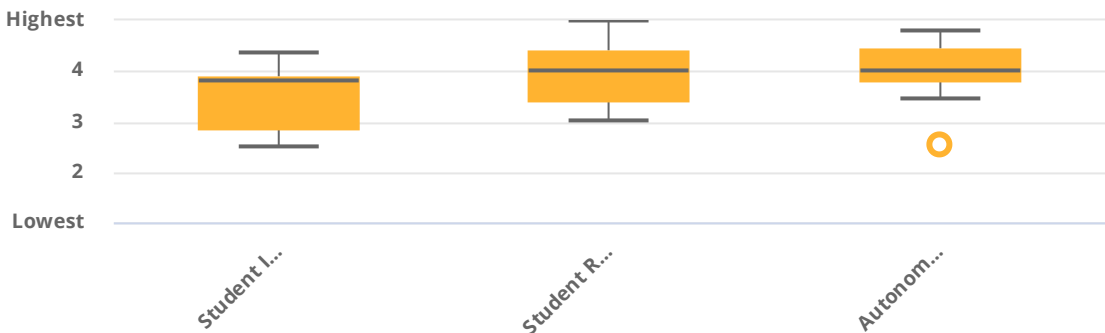
Category:
Catholic (N=14)



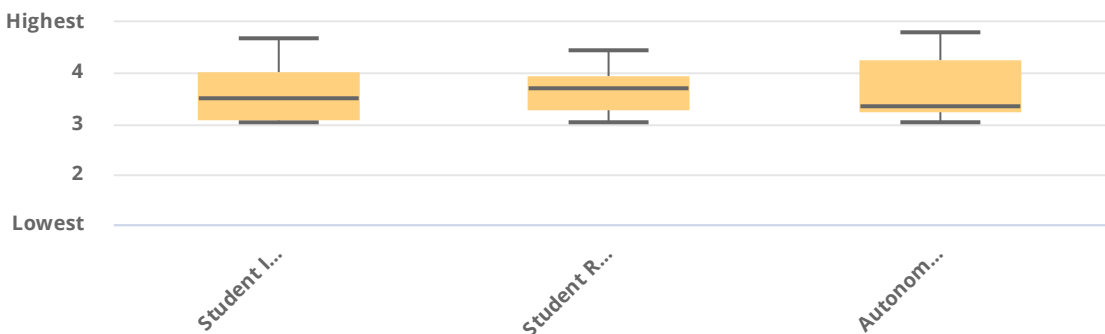
Category:
No religion (N=37)




Category:
Other religion (N=8)



Category:
Other Christian (N=7)

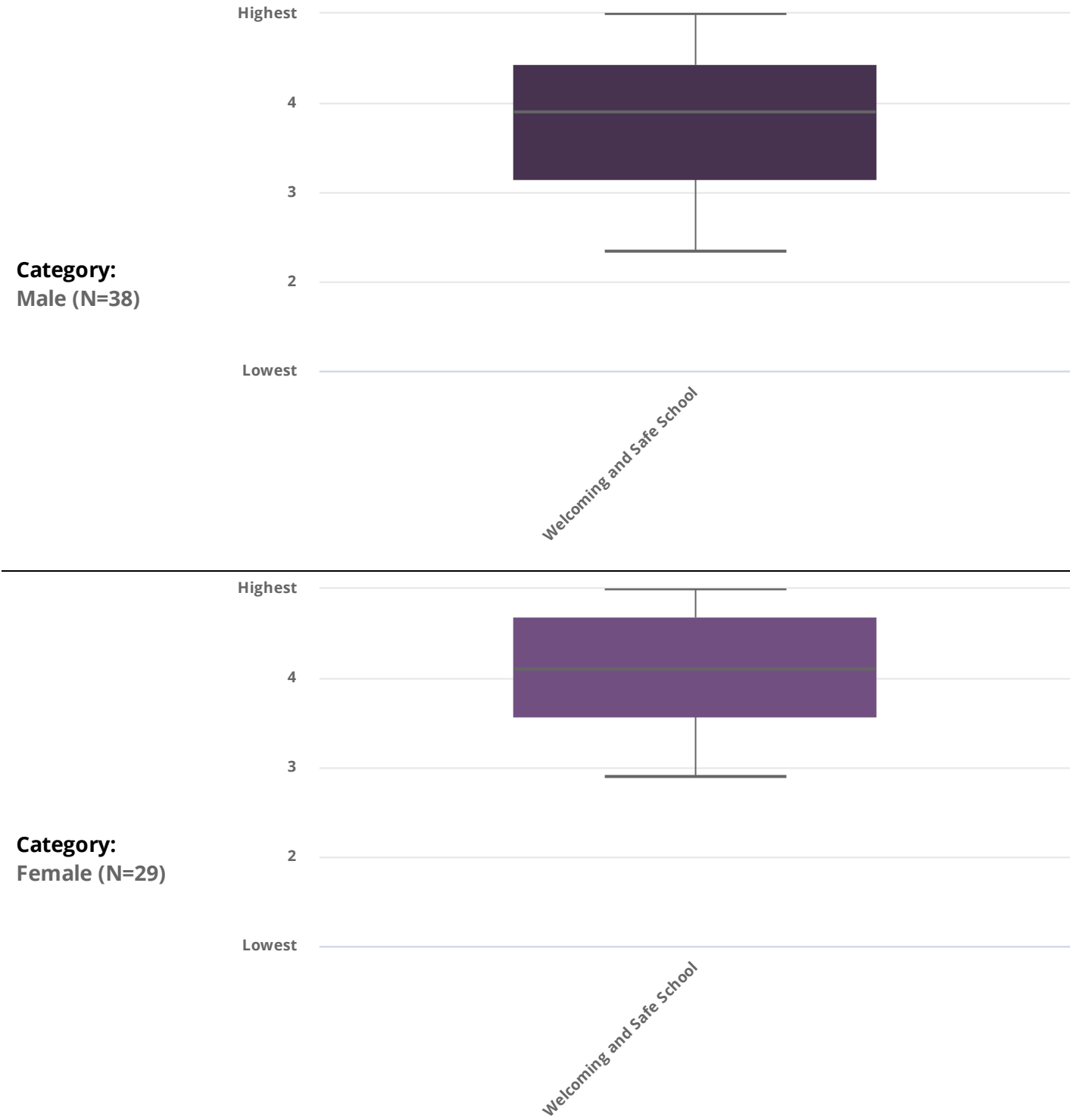
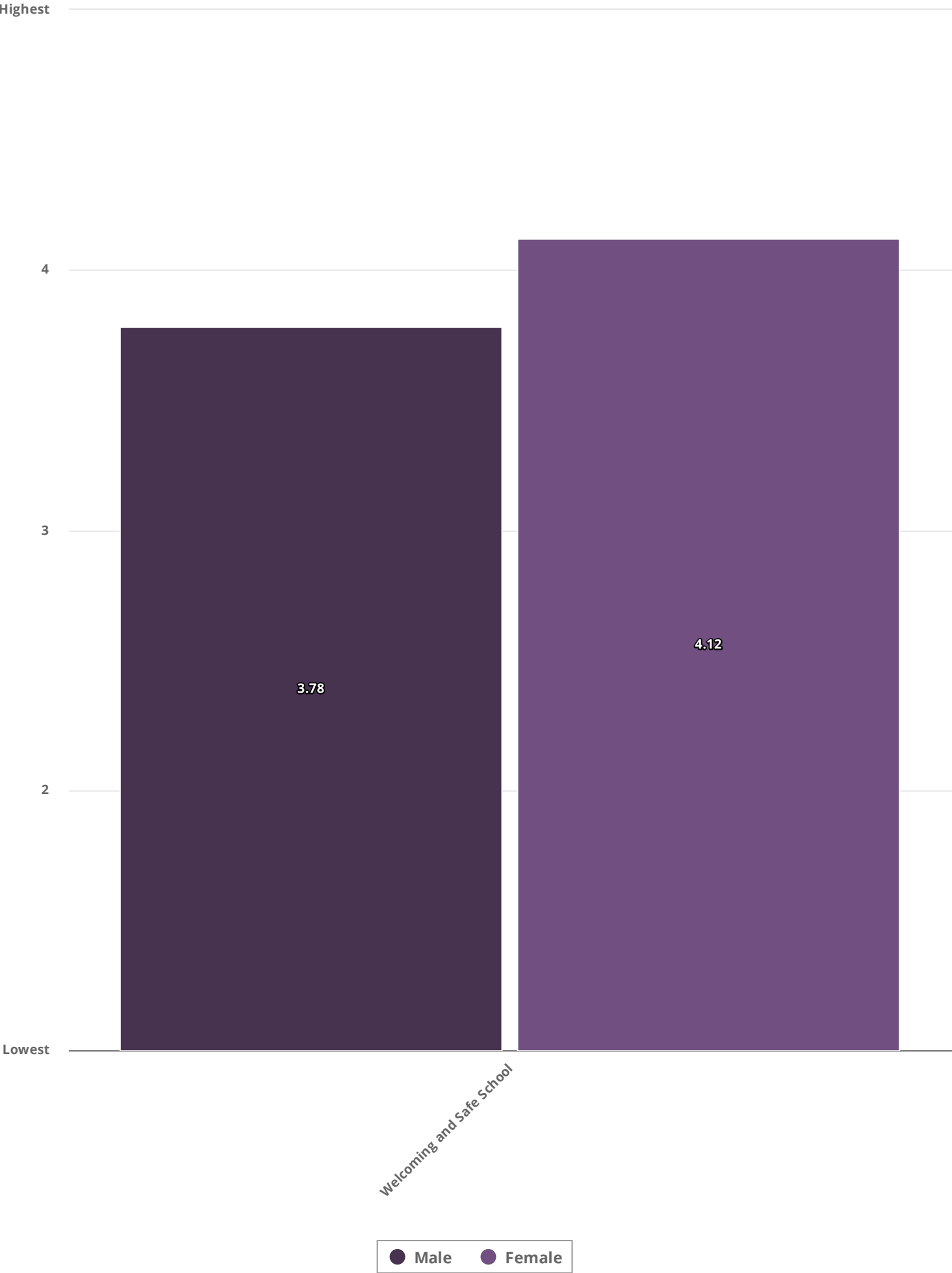


Student Perceptions (Component 4: Community Engagement)

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.						
		Actual	1. I feel accepted at this school.			
		Actual	2. I feel part of a community when I am at school.			
		Actual	3. I am proud to be part of this school's community.			
		Actual	4. I feel a sense of belonging when I am at school.			
		Actual	5. I feel respected by everyone when I am at school.			
		Actual	6. I feel that I am an important part of the school.			
		Actual	7. I feel accepted for who I am at school.			
		Actual	8. I feel that students are kind to me at school.			
		Actual	9. I feel safe when I am at school.			
<div><div></div> Highest</div> <div><div></div><div></div><div></div><div></div><div></div> Lowest</div>						

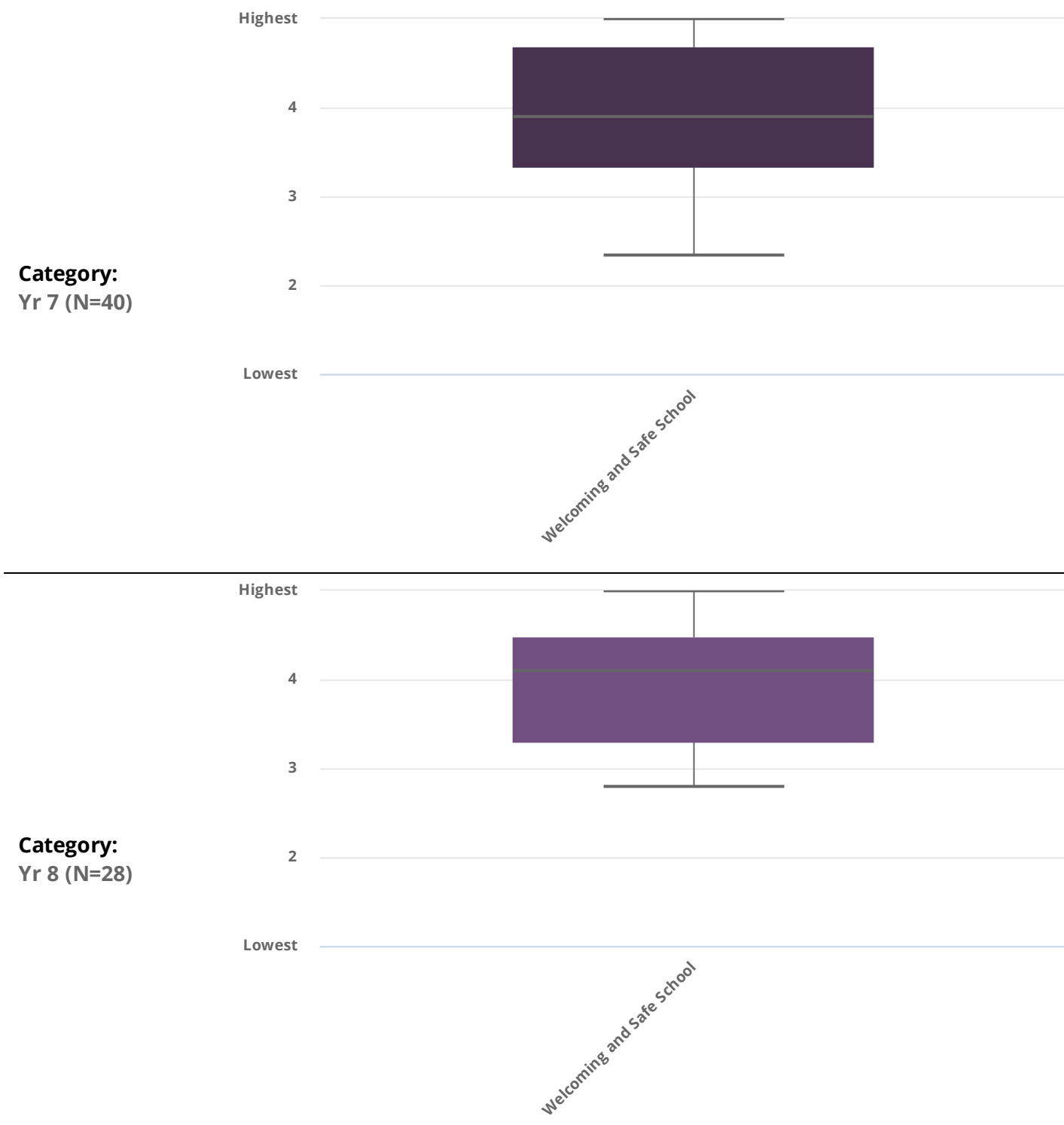
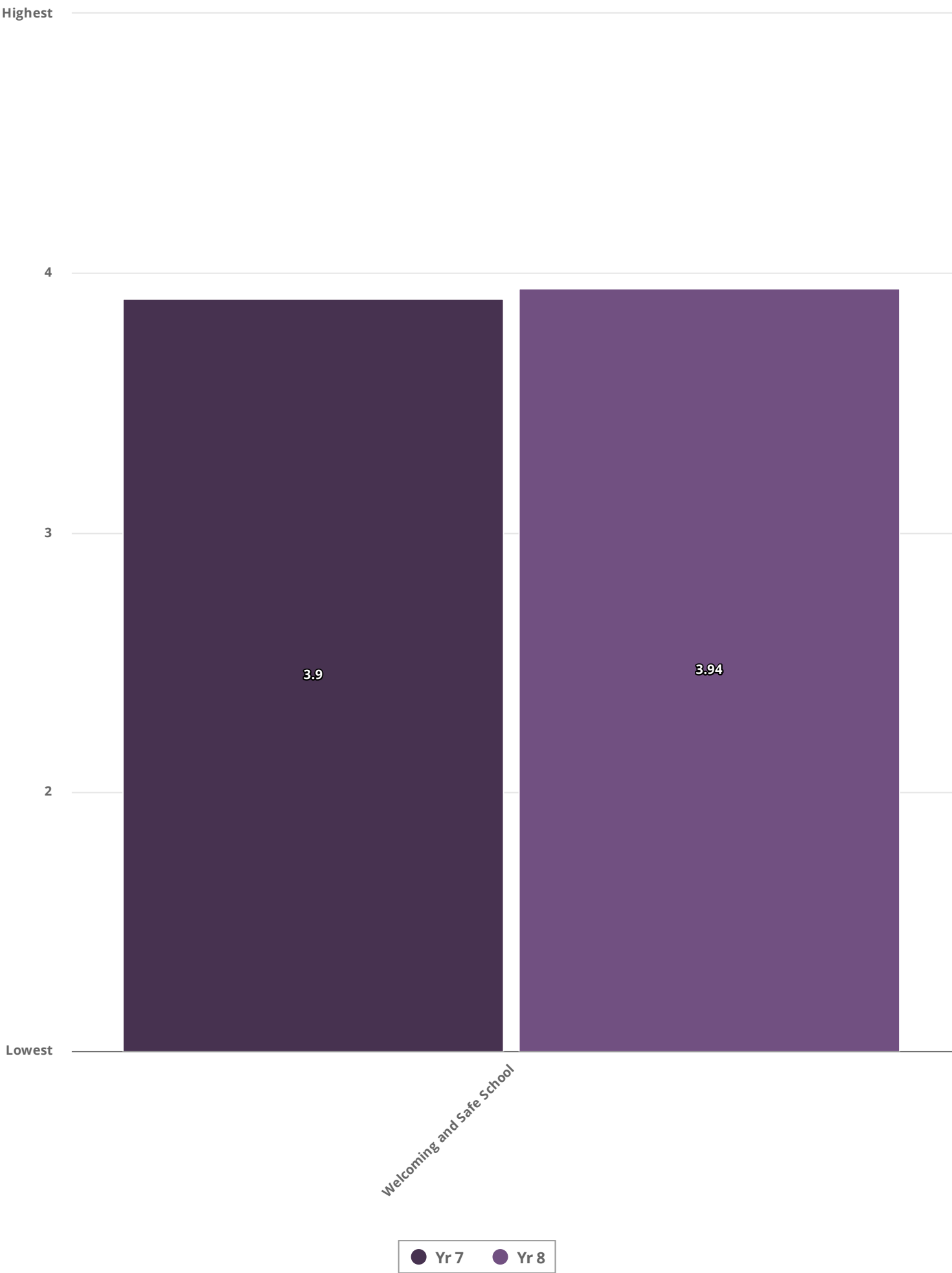
LLL Component 4: Community Engagement by Gender

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.



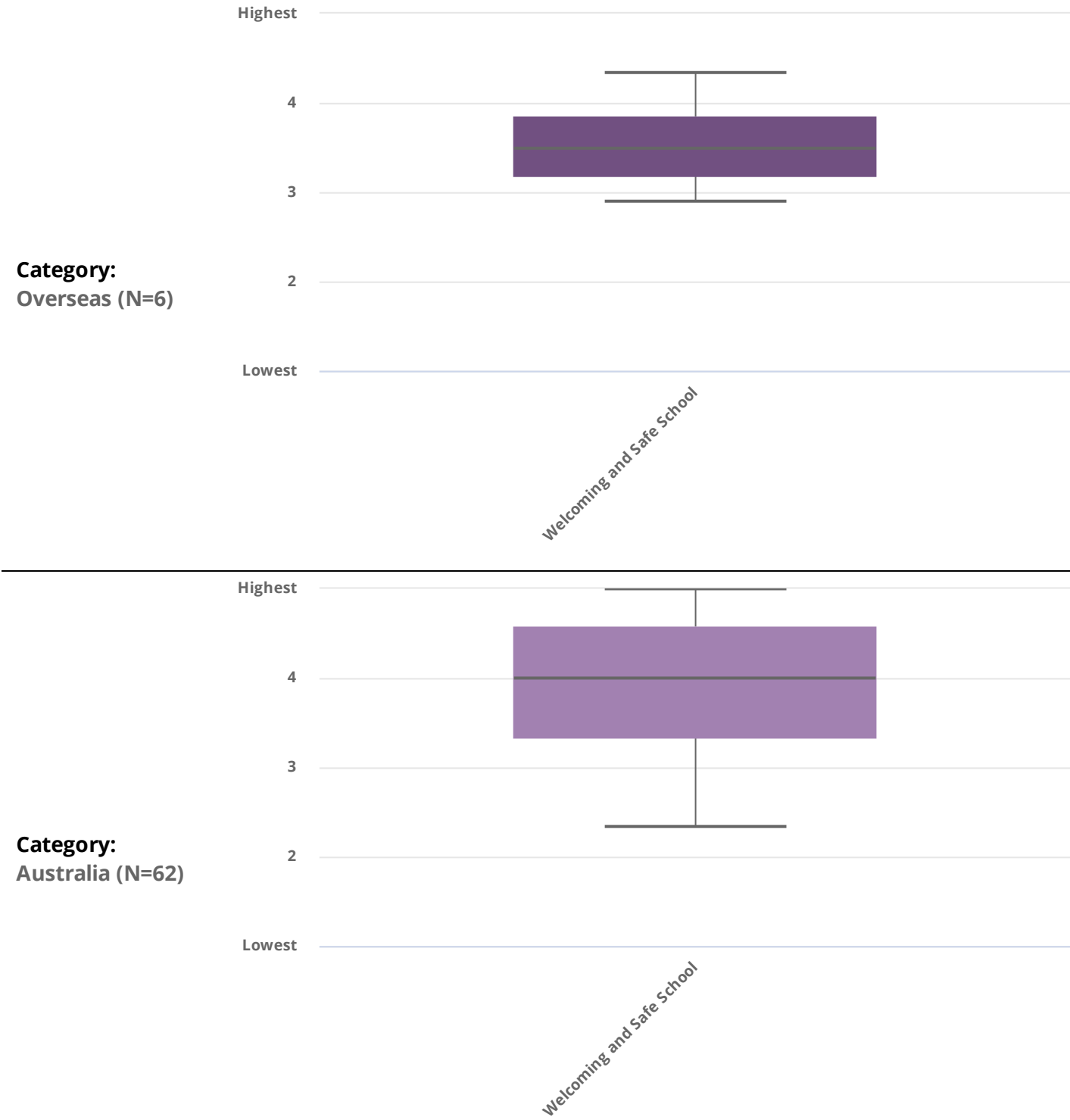
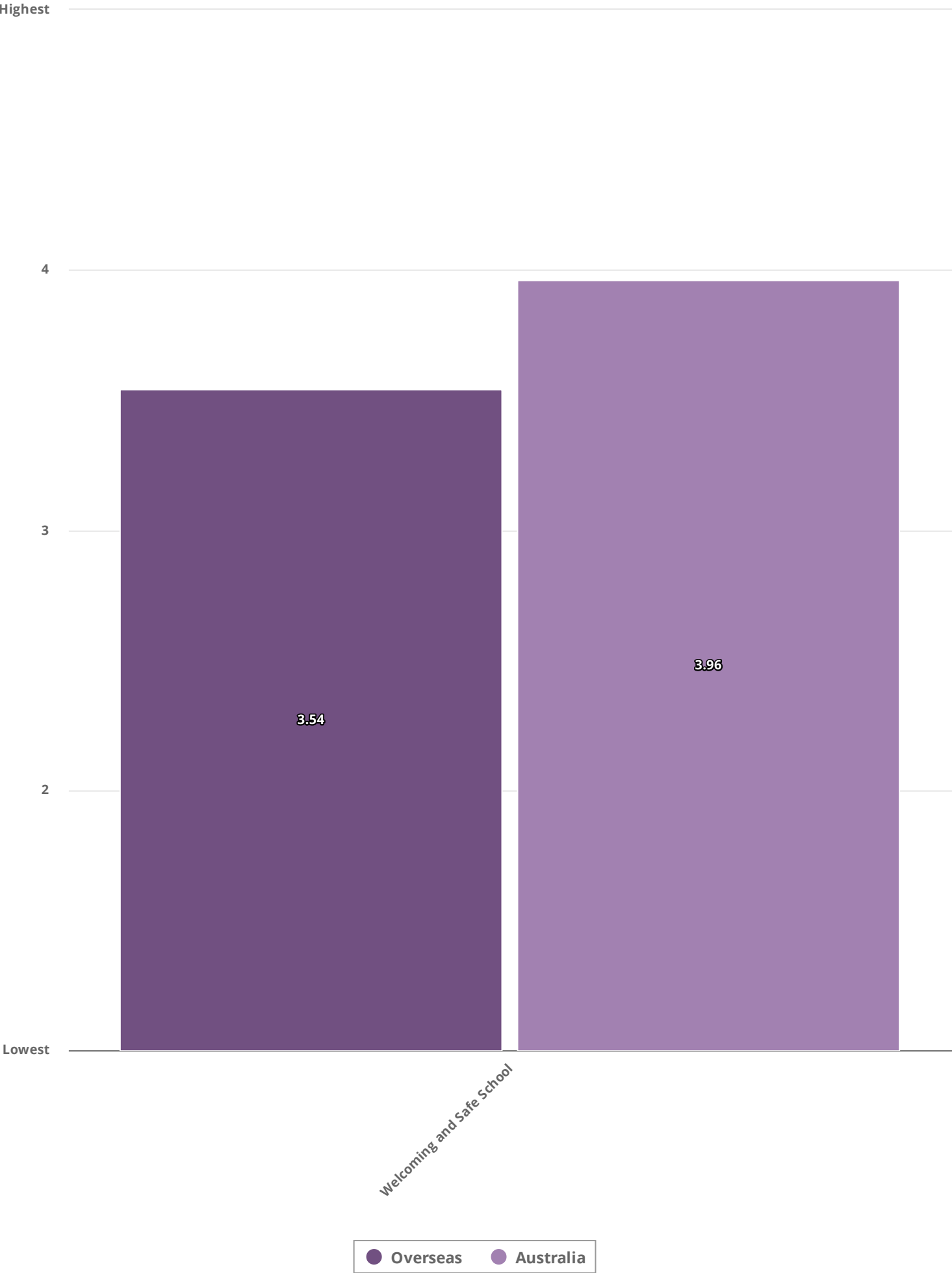
LLL Component 4: Community Engagement by Year Level

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.



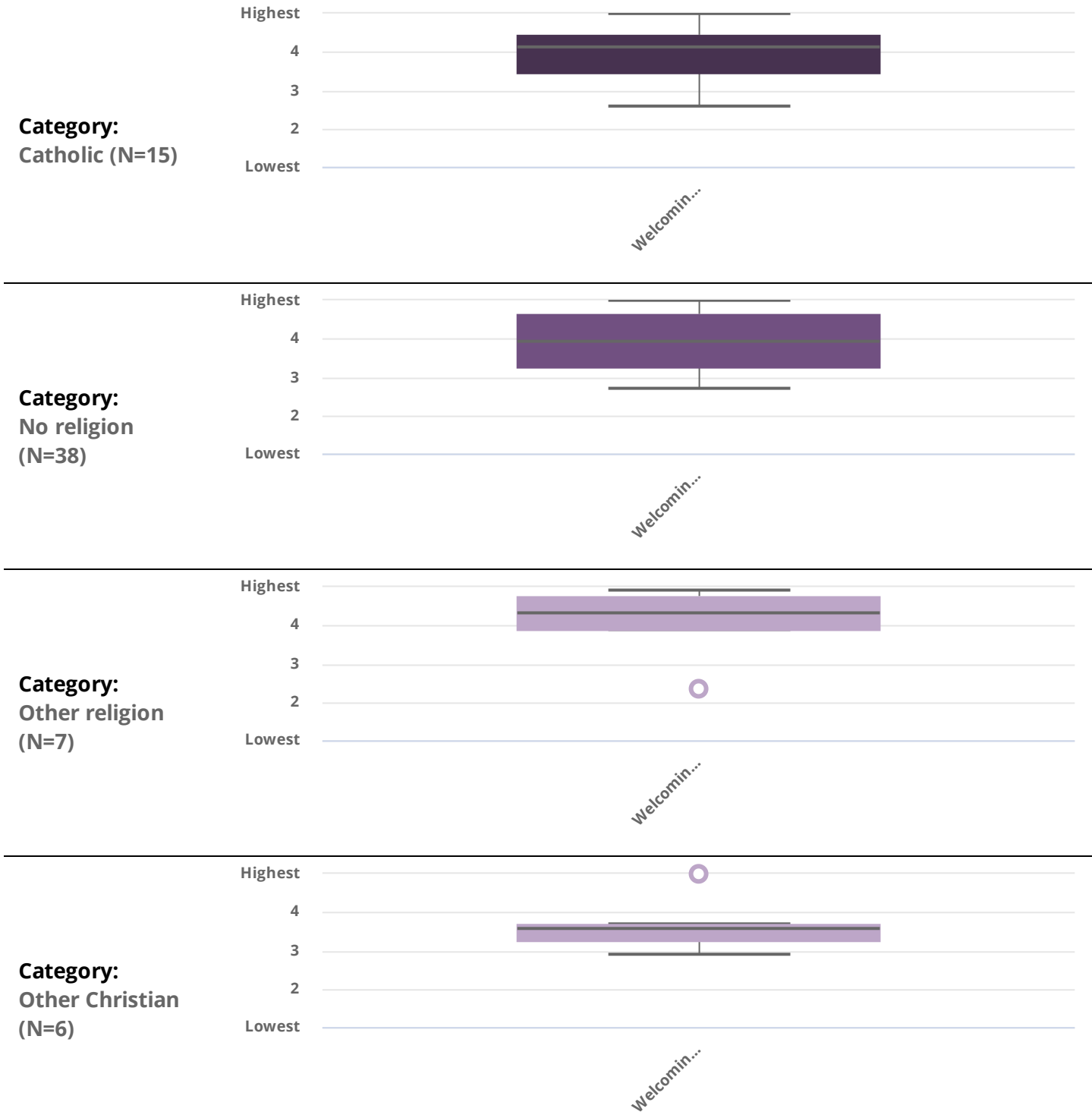
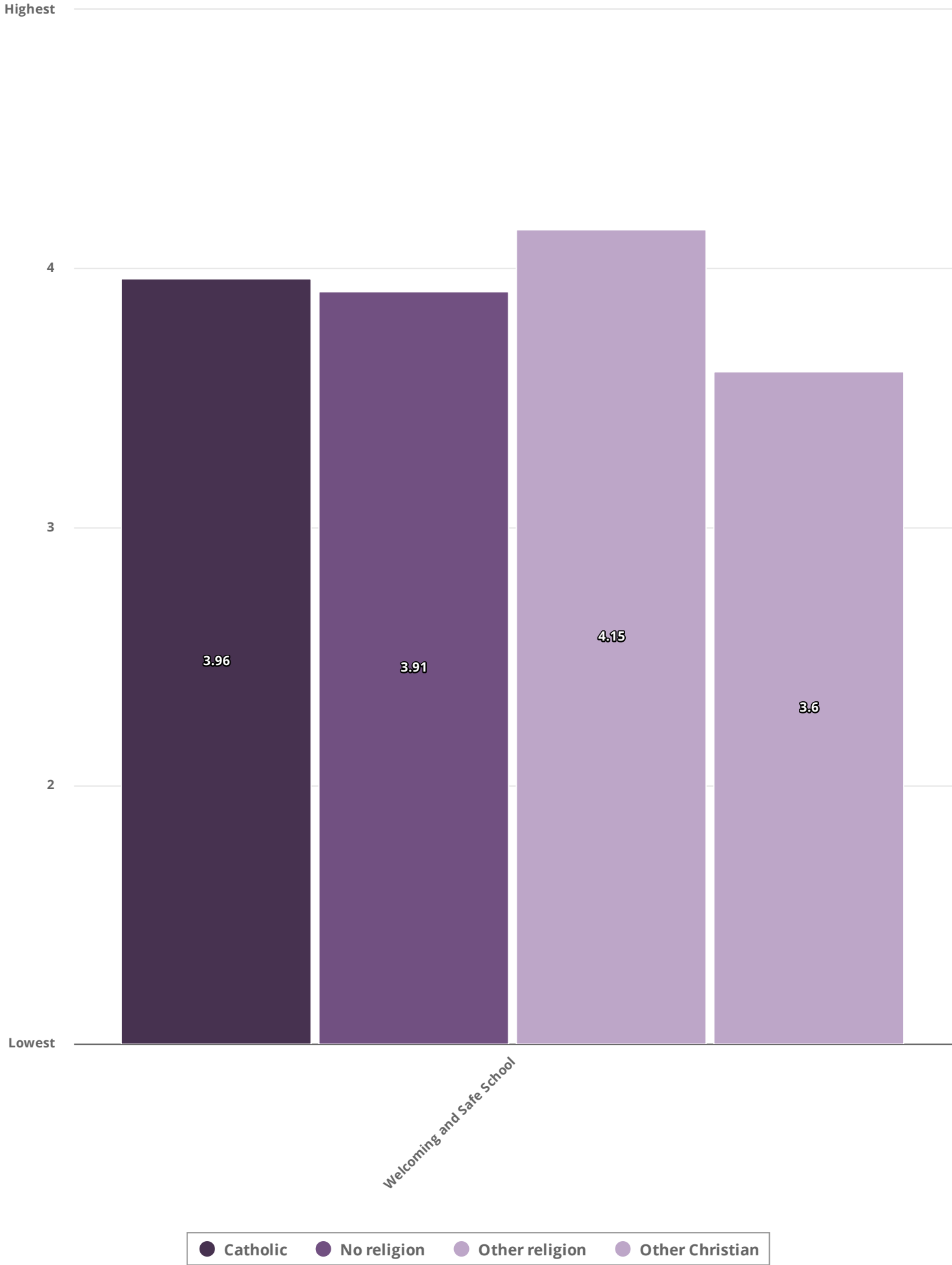
LLL Component 4: Community Engagement by Birth Place

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.



LLL Component 4: Community Engagement by Religion

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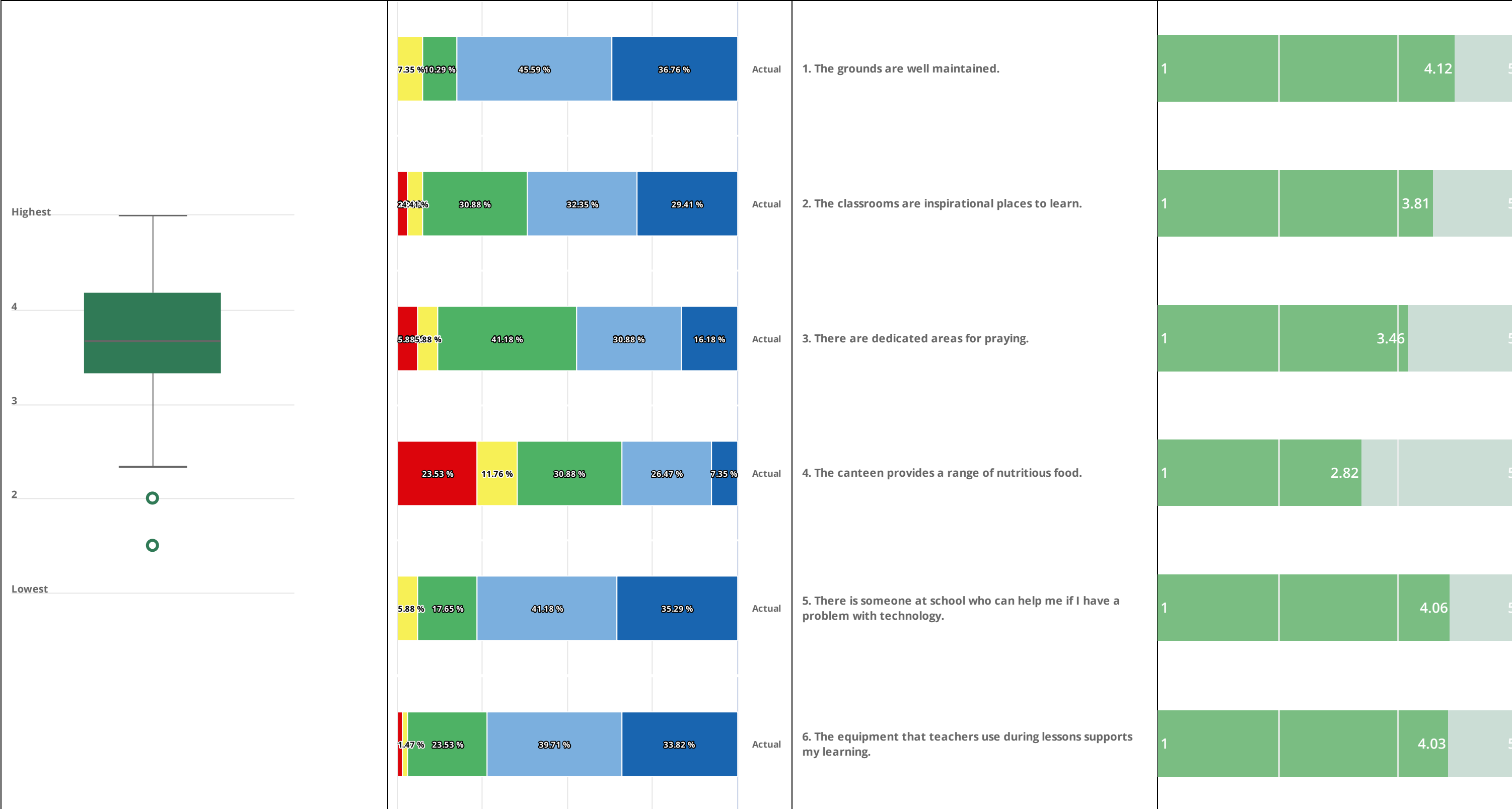


Student Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

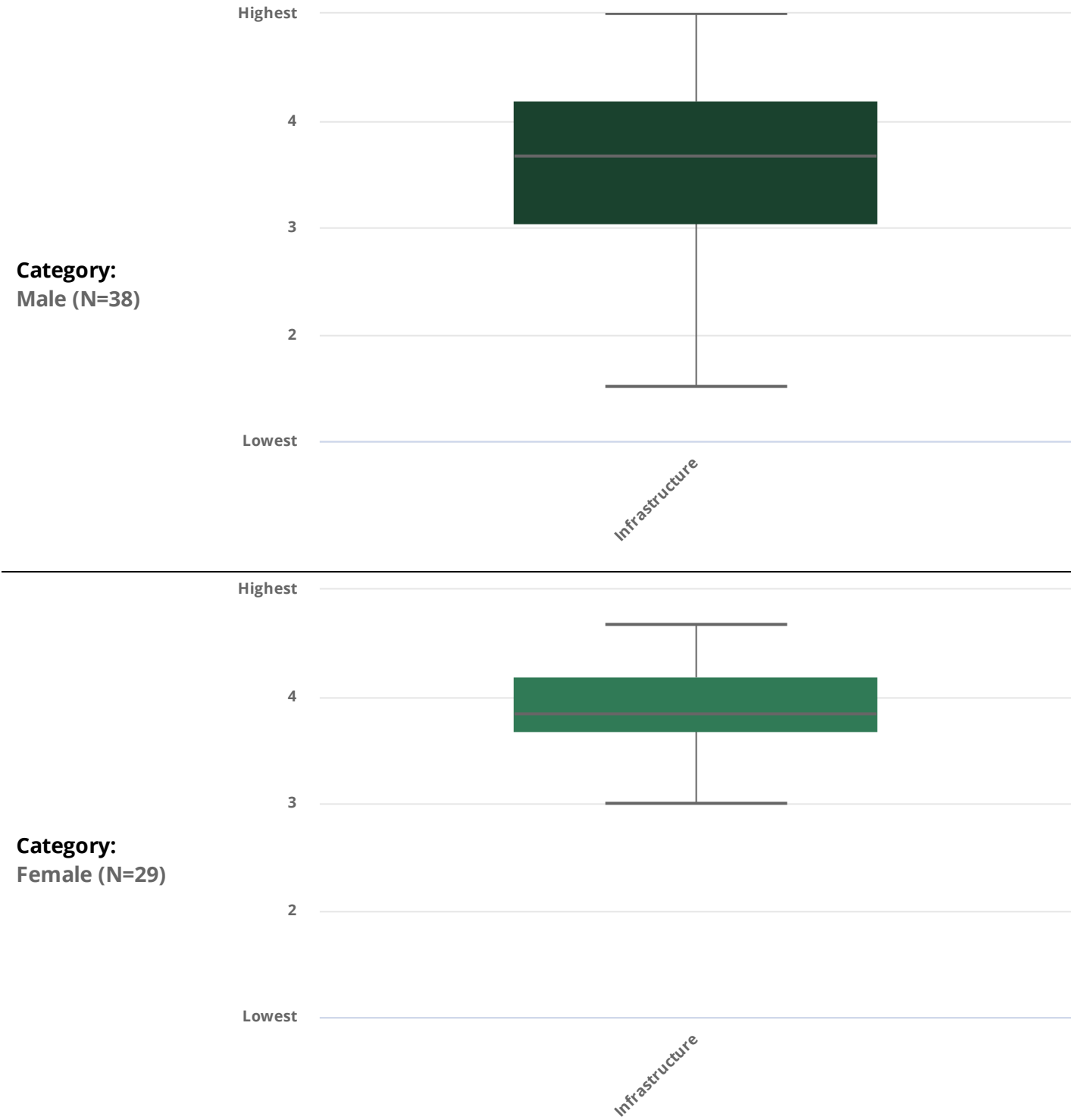
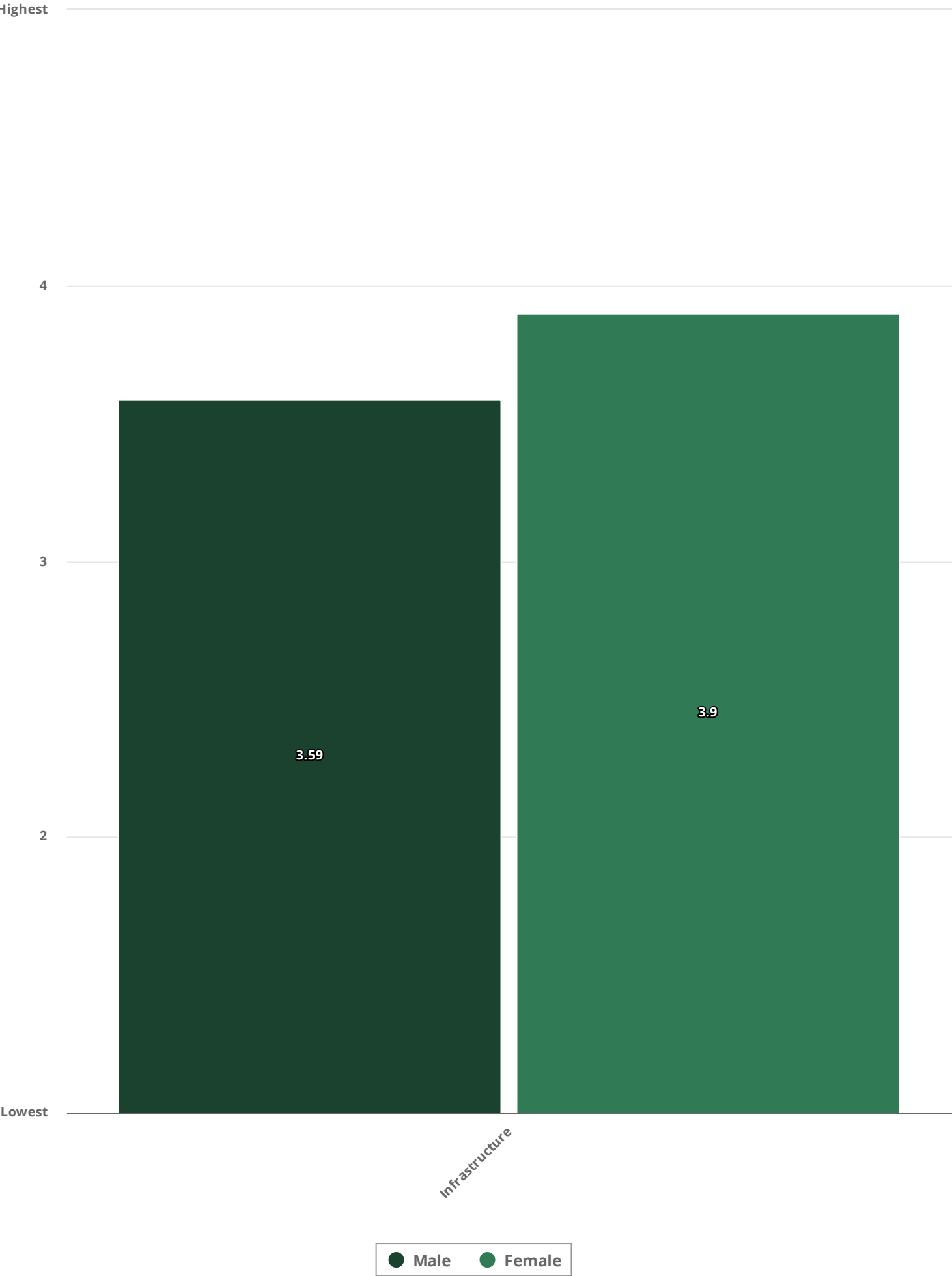
Construct: Infrastructure

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



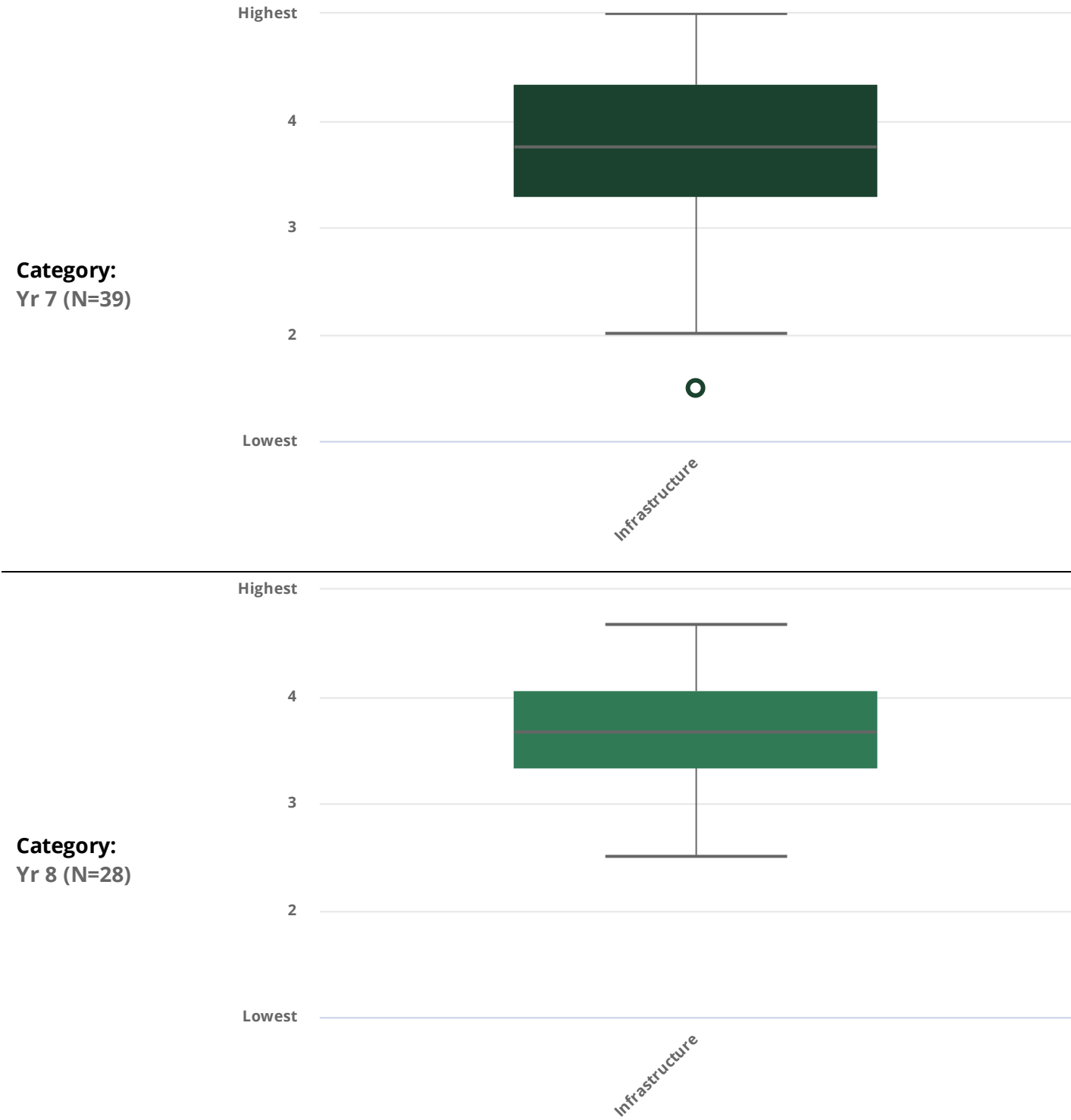
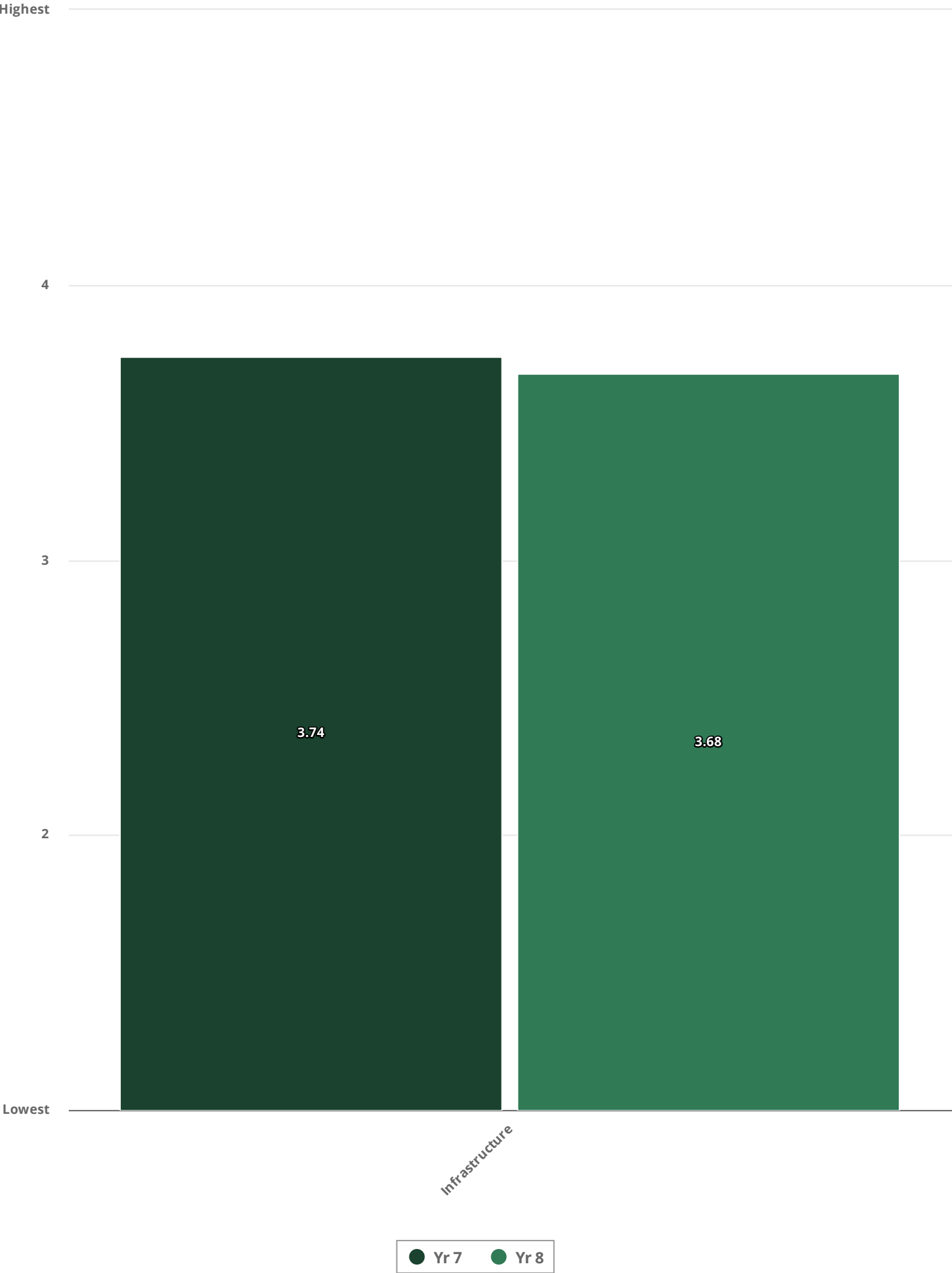
Additional Construct: Infrastructure by Gender

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.



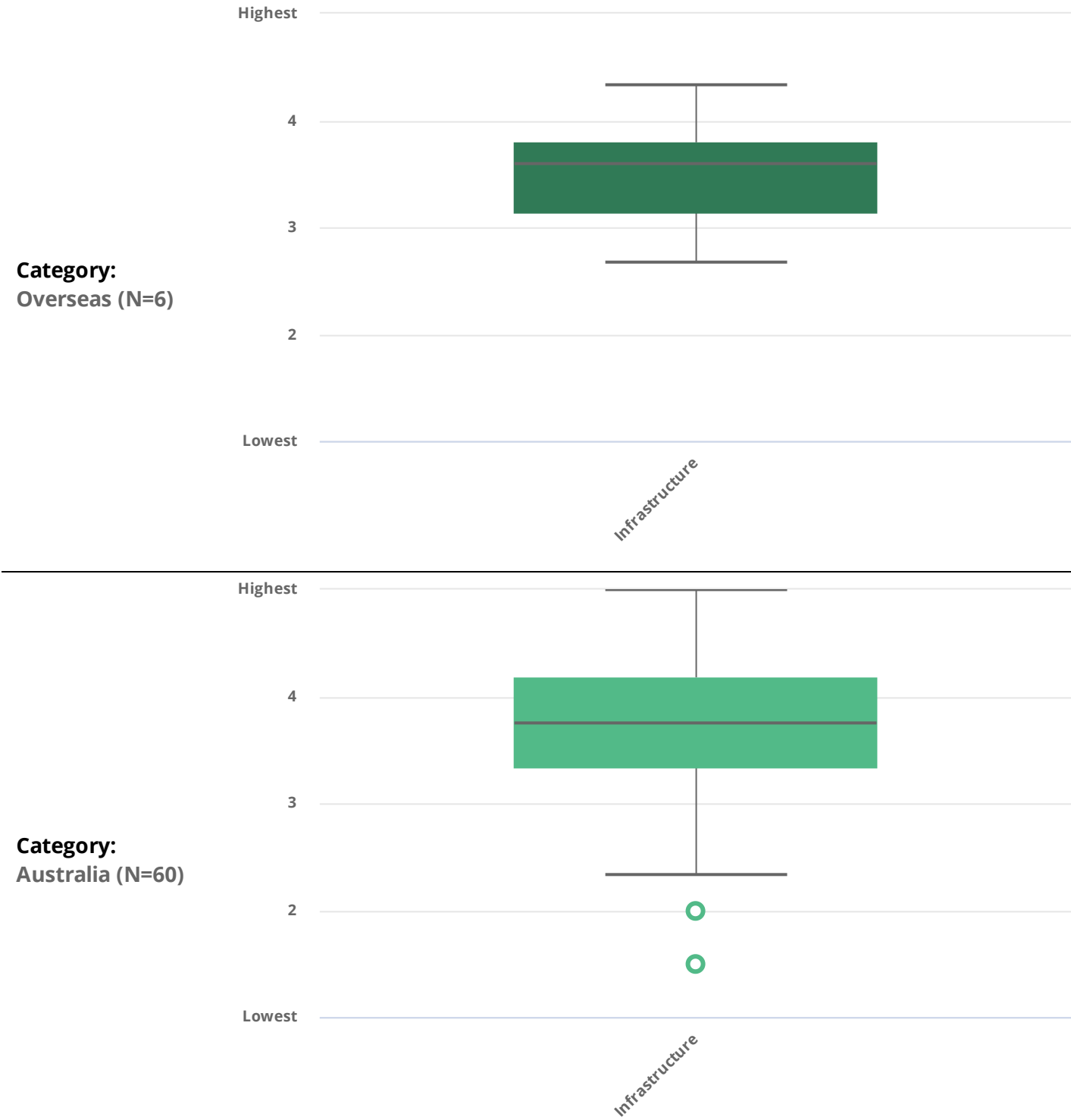
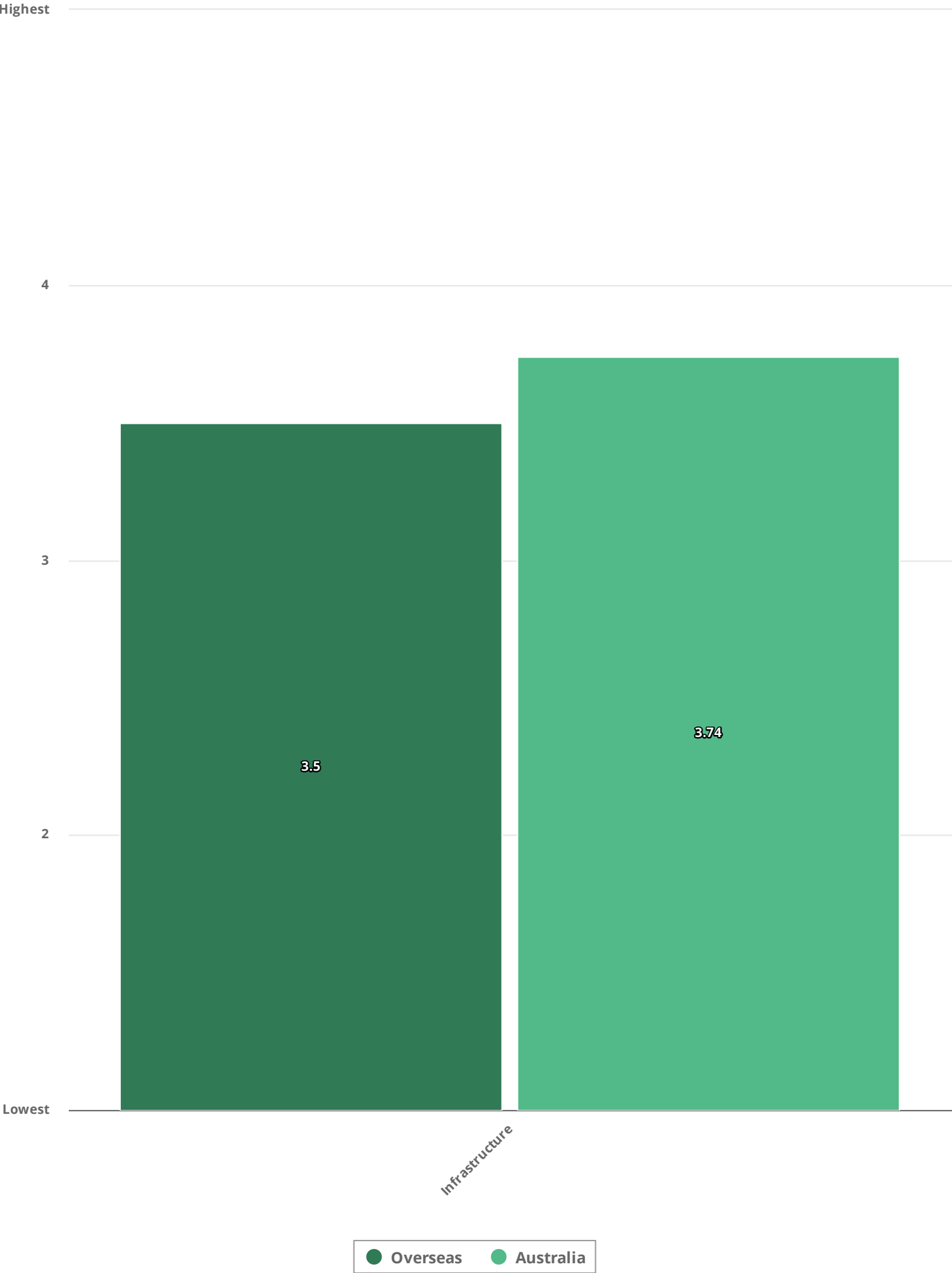
Additional Construct: Infrastructure by Year Level

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.



Additional Construct: Infrastructure 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.



Additional Construct: Infrastructure 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.

