

LLL Teacher & Leadership Survey: St Francis of Assisi College, Renmark SA 5341

9 participants

No participants were found to be disengaged.

Contents

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)	3
Teacher & Leadership Perceptions (LLL Component 1: Catholic Identity)	4
Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)	6
Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)	8
Teacher & Leadership Perceptions (Component 4: Community Engagement)	10
Teacher & Leadership Perceptions (Safety)	12
Teacher & Leadership Perceptions (Infrastructure)	13

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

Identity				
Catholic Identity	Experiencing Catholic Identity: Mean=5.18, SD=0.63			
	1		5.18	6
	Catholic Identity Development: Mean=5.01, SD=0.58			
	1		5.01	6

Learning and Wellbeing				
Curriculum and Co-Constructed Learning...	School Support: Mean=5.13, SD=0.64			
	1		5.13	6
	Personal Competence (Teaching Staff Only): Mean=4.89, SD=0.24			
	1		4.89	6
Student Agency, Identity, Learning and L...	Student Influence: Mean=4.3, SD=0.22			
	1		4.30	6
	Student Reflection on Growth (Teaching Staff Only): Mean=4.03, SD=0.66			
	1		4.03	6

Resourcing				
Resourcing	Infrastructure: Mean=5.76, SD=0.28			
	1		5.76	6
	1			6

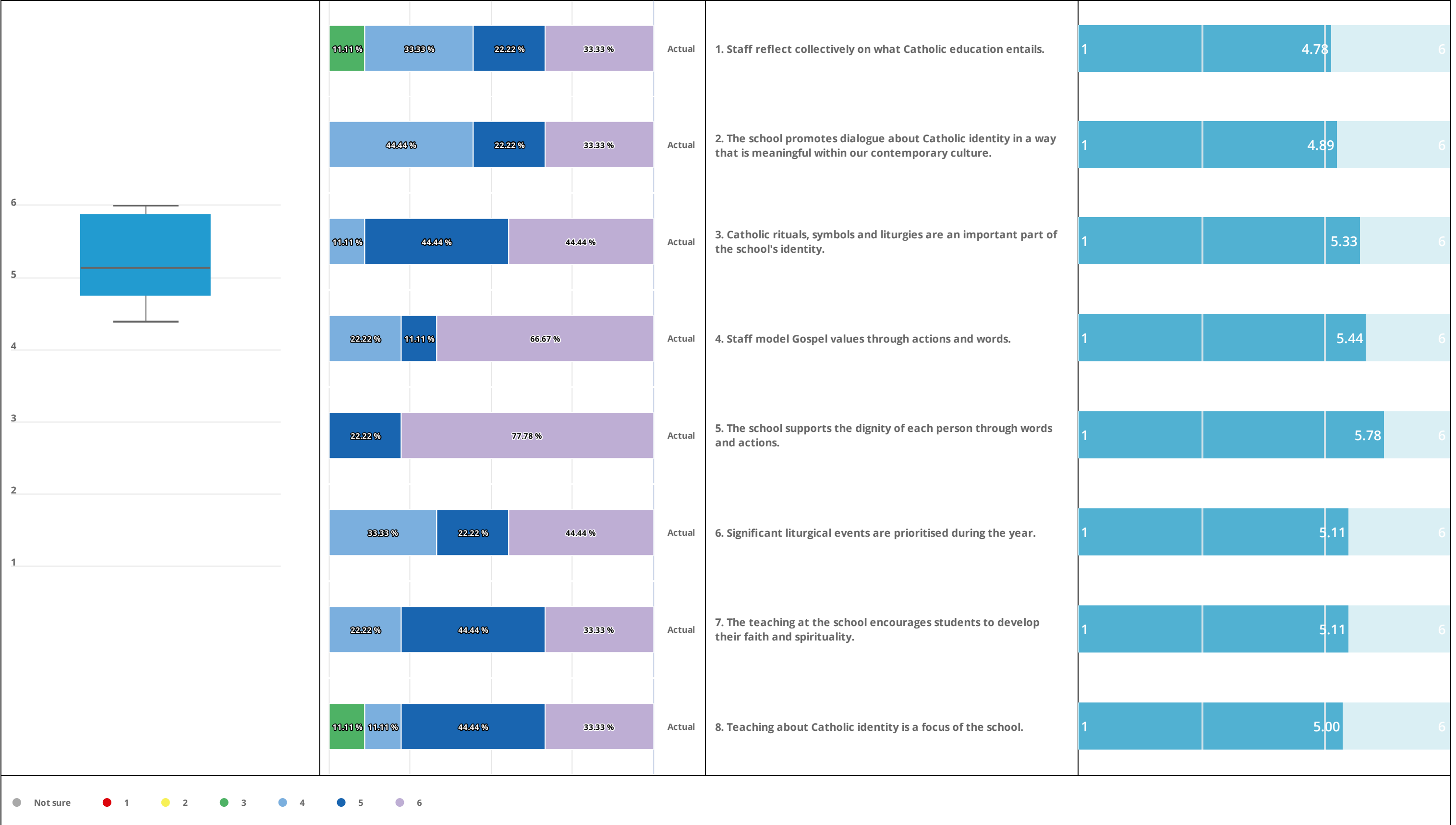
Community				
Community Engagement	Partnerships and Agency: Mean=4.84, SD=0.79			
	1		4.84	6
	Welcoming and Inclusive School: Mean=5.7, SD=0.33			
	1		5.70	6
	School Safety: Mean=5.61, SD=0.37			
	1		5.61	6
	1			6

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

BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

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

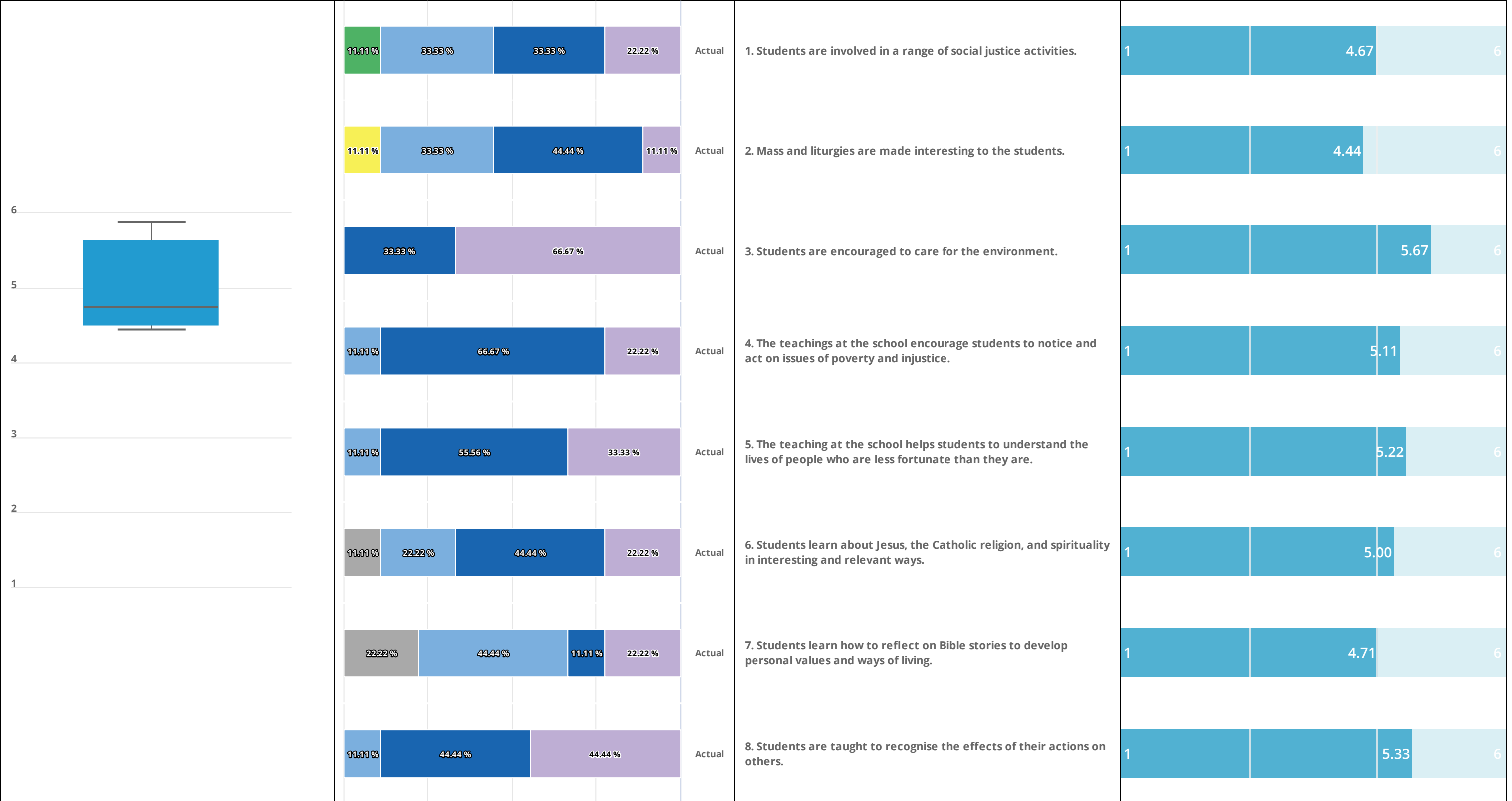


Teacher & Leadership Perceptions (LLL Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Identity Development

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



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.

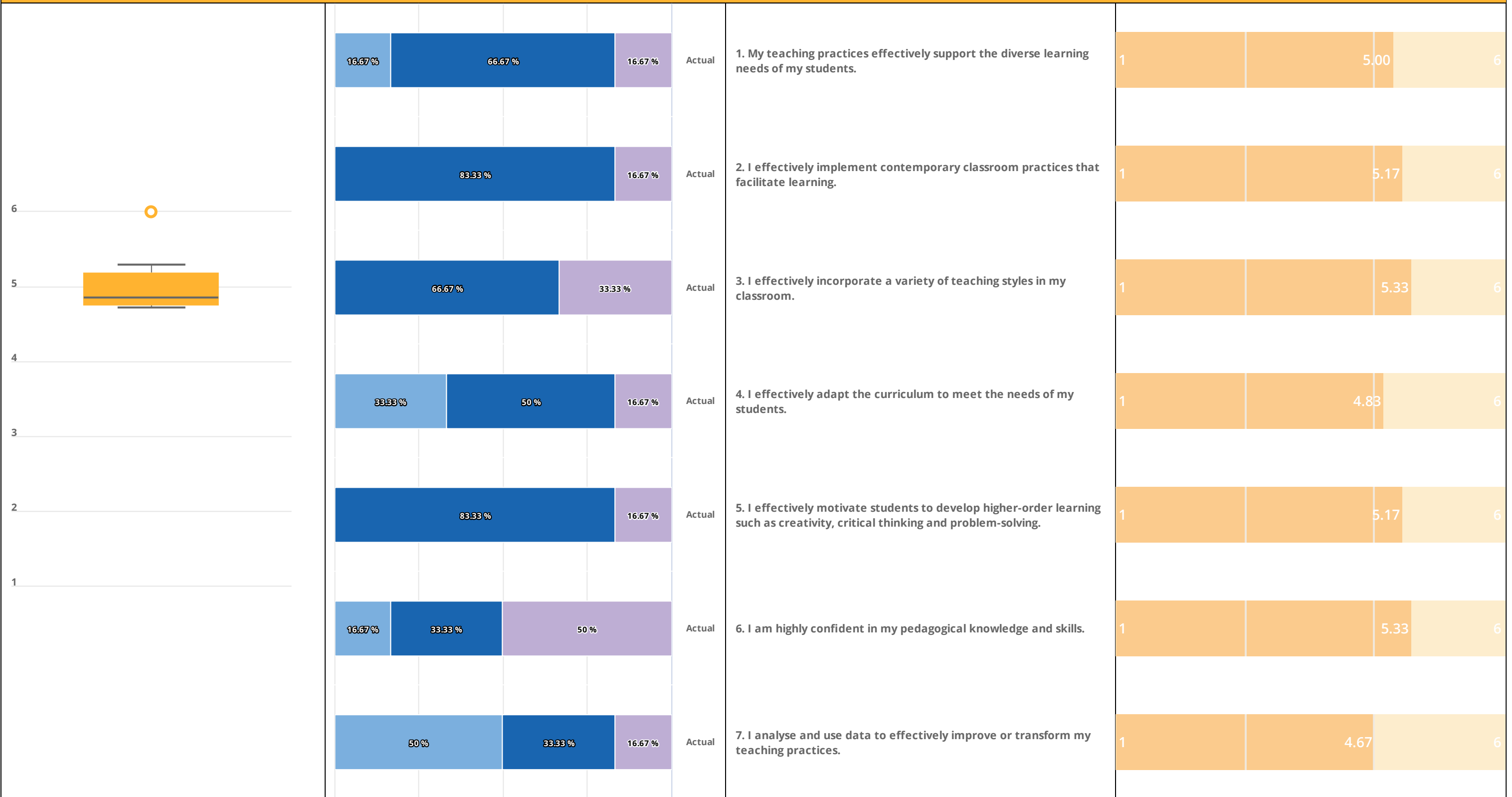


Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

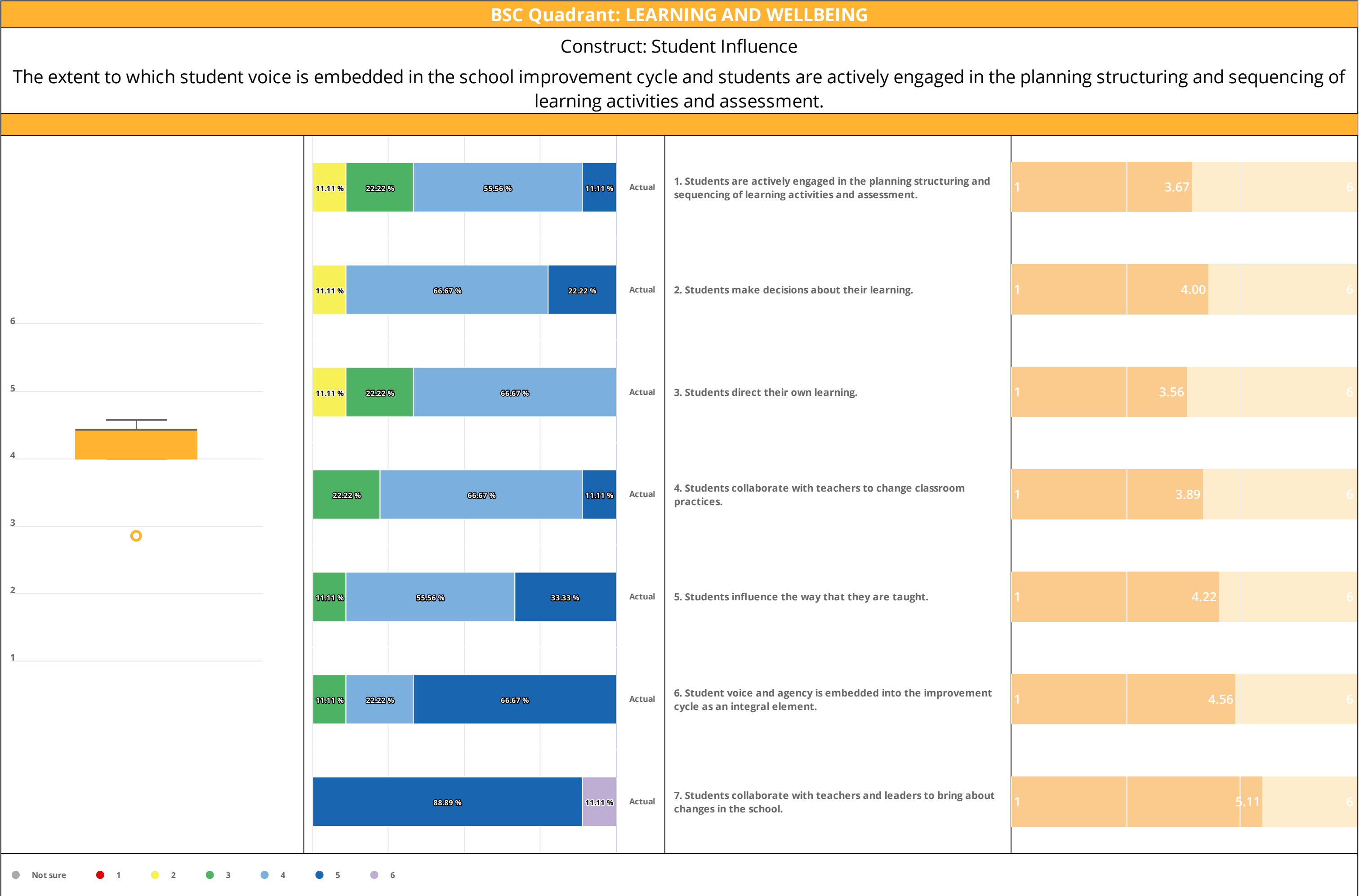
BSC Quadrant: LEARNING AND WELLBEING

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



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

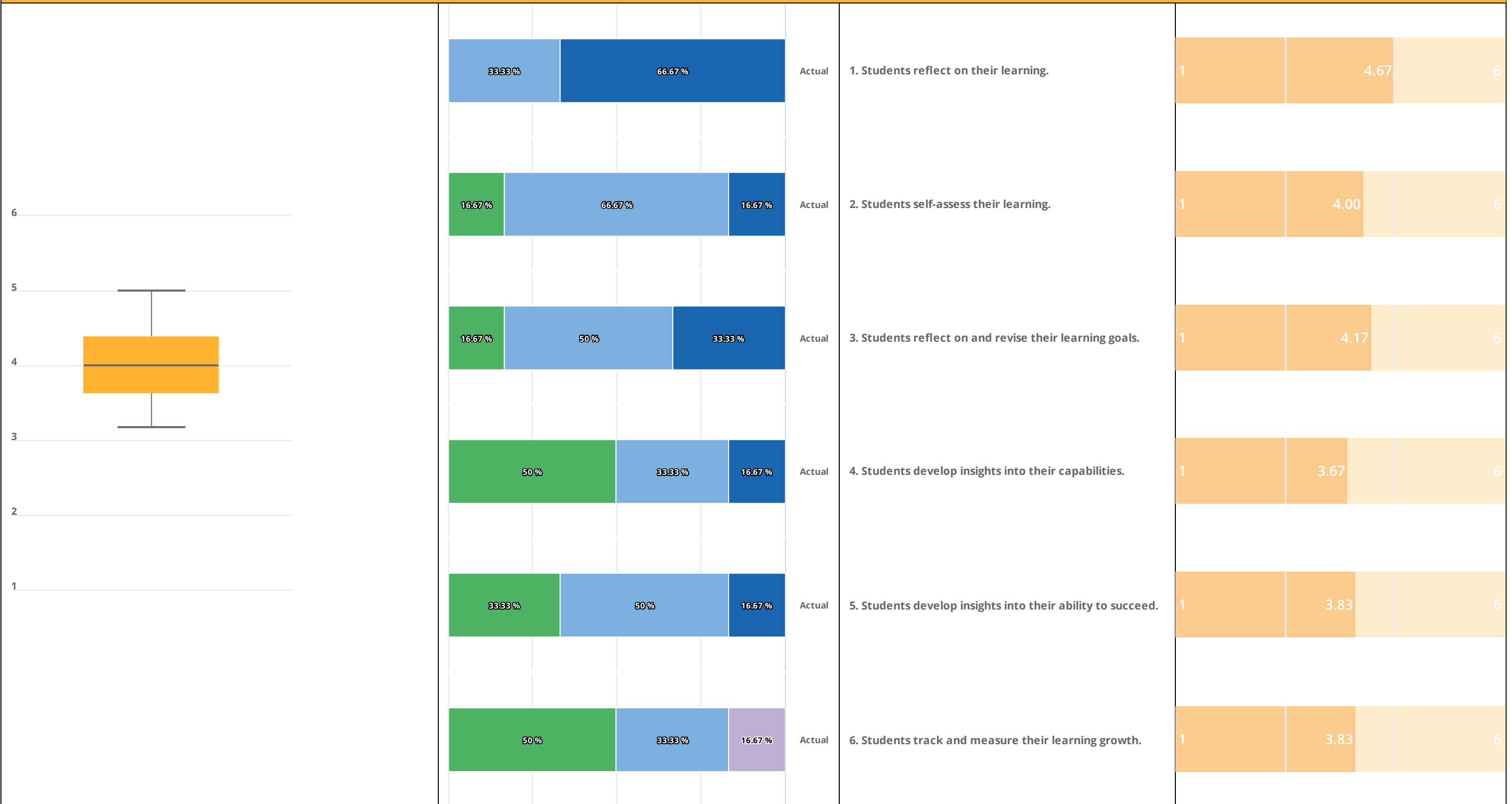


Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

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.

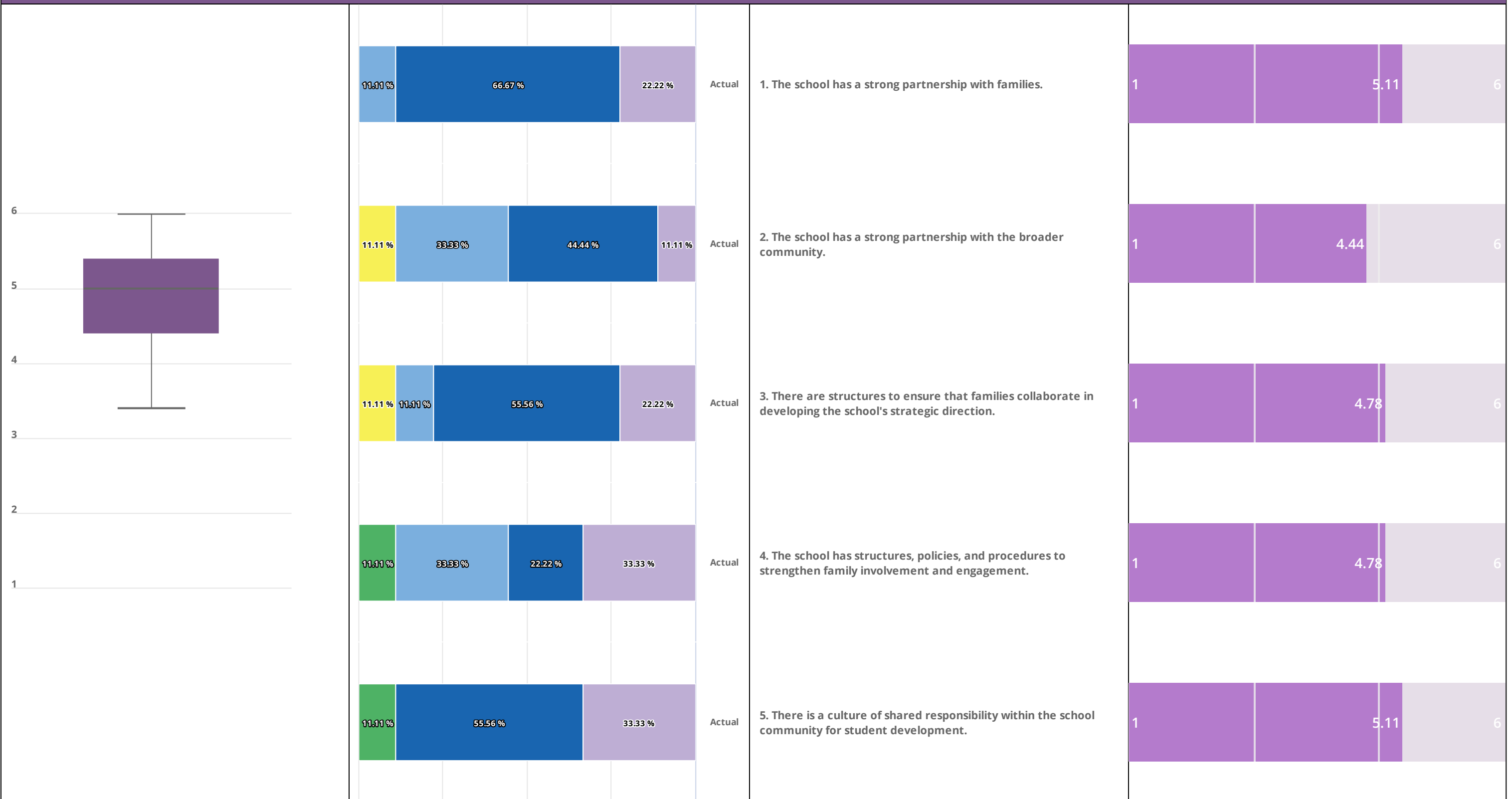


Teacher & Leadership Perceptions (Component 4: Community Engagement)

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.

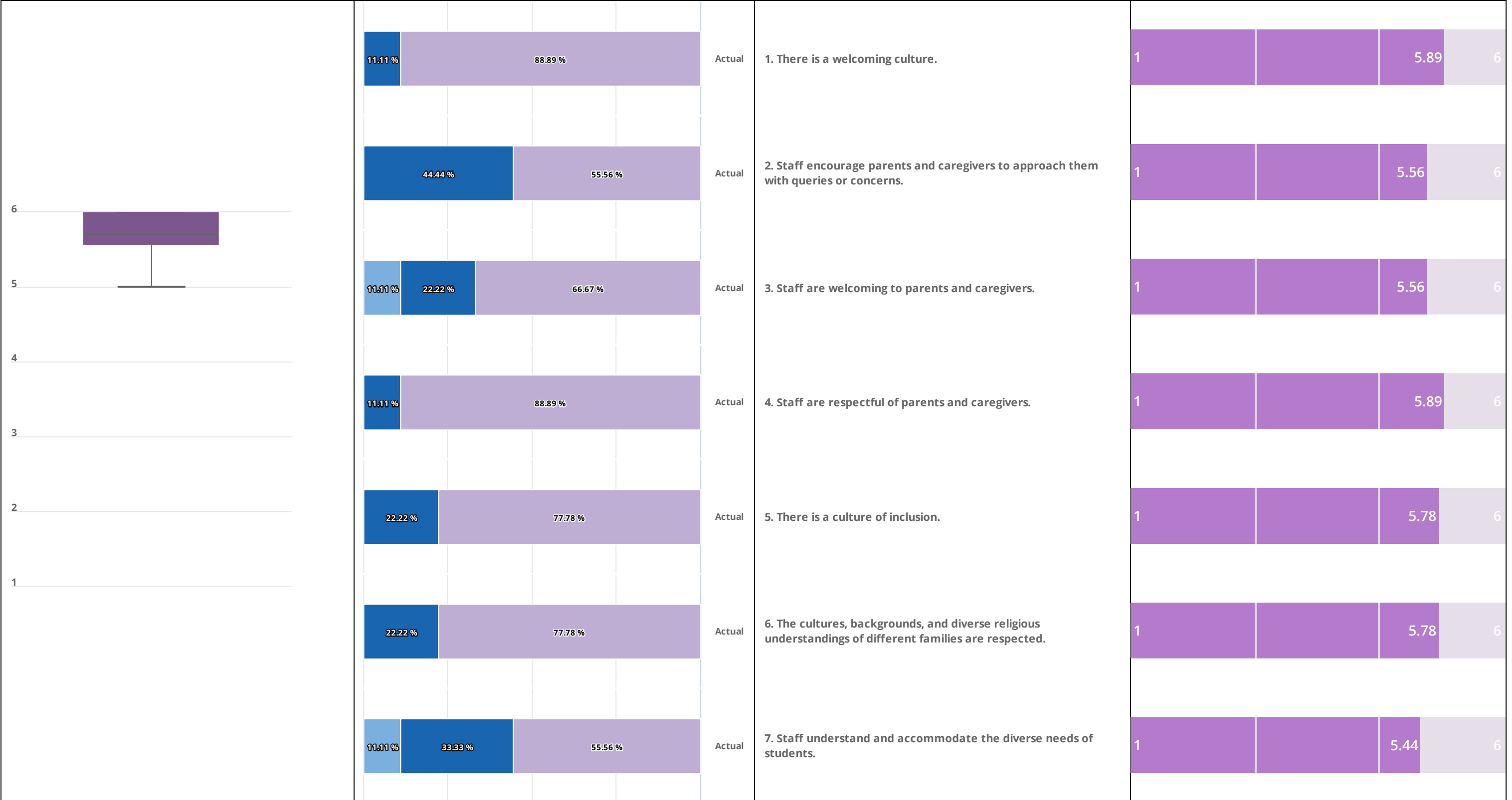


Teacher & Leadership Perceptions (Component 4: Community Engagement)

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.



Teacher & Leadership Perceptions (Safety)



Teacher & Leadership Perceptions (Infrastructure)

