

2022

School Annual Report



St Mary MacKillop School, Wallaroo

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*“Opened in 1869
by the Sisters of
St Joseph.”*

School Context Information

St Mary MacKillop School is a co-educational primary school offering a Catholic education for students from Reception to Year 7. We are situated in Wallaroo on the Yorke Peninsula, South Australia, 165 kms north of Adelaide. The school community has students from families who live in Wallaroo and outlying areas, as well as the nearby towns of Kadina, Moonta and Pt Hughes who have access to a school bus to travel to school each day. The school's Socio-Economic Status (SES) is 85.

The school, as part of the Catholic Parish of Kadina, Wallaroo and Moonta, was opened in 1869 by the Sisters of St Joseph. Our school has been a strong contributor to the education of generations in the Copper Coast area since 1869, under several names: St Mary's, Kalori School, Kalori Catholic School and now St Mary MacKillop School. We continue to provide, in unbroken sequence since that time, education and outreach deeply founded in the life and teachings of Jesus and the dream and vision of Fr Julian Tenison Woods and St Mary MacKillop.

In 2019, we acknowledged and commemorated the sesquicentenary of St Mary MacKillop School. We celebrated with pride and great fervor throughout the year.

In June 2020, we proudly announced the South Australian Commission for Catholic School's (SACCS) approval for the extension of our school to offer Years 7 and 8 in 2022 and Year 9 from 2023, under the Regional School Pathway initiative. Having experienced significant growth in recent years, this expansion will provide our students an extended pathway to high quality education, focused on Catholic identity, student learning and wellbeing, and supported transition to secondary school years.

Construction of a dedicated Year 7-9 secondary school facility was completed in August 2021. The official opening of the Sacred Heart Centre was celebrated early in 2022.





"in all things love"

St Mary MacKillop School

MISSION STATEMENT

Inspired by our Catholic faith and in partnership with families and our wider community, St Mary MacKillop School creates opportunities for encountering life in all its richness.

VALUES STATEMENT

Founded in the Josephite tradition, we value:

- relationships grounded in trust and respect
 - a commitment to learning
 - collaboration and teamwork
- the courage to work beyond our comfort zones
 - opportunities to celebrate success

VISION STATEMENT

St Mary MacKillop School provides an innovative and contemporary educational environment that resonates with students and their families leading to a life-long, life-wide love of learning.

In partnership with our Parish, we teach the Catholic tradition and provide an invitation to encounter a love of God.

We seek to nurture students to take their place in the world as thriving people, capable learners and leaders for the world God desires.

One of the major goals of our school is to educate students holistically, taking into consideration and providing opportunities for growth in their academic, spiritual, social, cultural, and physical pursuits.



In a proudly Catholic school, students are invited to deepen their faith and knowledge of the Catholic tradition and are provided with an opportunity to grow in connection and relationship with God. Students participate in class and whole school liturgies and Masses, daily classroom prayer, the Religious Education curriculum area, celebration of significant feasts and times in the Church Year, participation in the Diocesan Assembly Chrism Mass (Port Pirie) and celebration of the sacraments of Reconciliation, First Holy Eucharist, and Confirmation.

The school curriculum and activities promote the overall health, wellbeing and development of students and are enhanced by experiences in:

- **The Arts;** features two school choirs (Upper Primary Choir, St Mary MacKillop Singers), music tuition (piano and guitar), weekly dance lessons for all classes with a specialist teacher, whole school participation in the annual school dance concert, and the Catholic Schools Music Festival performance at the Festival Theatre.
- **Physical Education;** opportunities through participation in annual sports day; a range of SAPSASA and SACPSSA carnivals including swimming, netball, basketball, football, athletics, soccer, cricket, local croquet, volleyball, and bowls class tournaments.
- **Other experiences** our students are provided with include the class excursions and camps, visiting performances and shows, electives and various opportunities for student leadership.

Students and families are given extra social, emotional, and spiritual support through the provision of a school chaplain.

Specialist teachers provide STEM lessons, dance lessons and Italian lessons in our LOTE program.



Our School offers Outside of School Hours Care and Vacation Care in the School Hall. Children are able to access the Hall, oval and playground spaces.

During Vacation Care children enjoy excursions to Adelaide, Clare Valley, Port Pirie as well as the local surrounding areas.



A weekly Playgroup service '**Mini-Macs**' is offered for children aged 0-5 years. This service is supported by our parent community, as well as parents in the wider local community. Playgroup sessions are held each Tuesday morning and coordinated by an appointed Playgroup Leader, with assistance from attending parents.



We are developing stronger community links through the choir contributing to community events including Kernewek Lowender (*biennial event in the Copper Coast celebrating our Cornish heritage*); local YP Field Days; ANZAC and Remembrance Day ceremonies; and student participation in Christmas pageants; Buddy visits with local nursing home residents and other community activities.

In 2022, we took ownership of a 56-seater coach to complement our bus fleet. Due to growing transports students from Moonta, Moonta Bay and Port Hughes each school morning and returns them home at the end of the day. Our 32-seater bus is used to transport students from Kadina home at the end of each day.



Our bus fleet also has a 24-seater bus and a 12-seater passenger bus used for transporting smaller groups of students (sports team, etc) plus as an overflow bus for class excursions and camps.

As a Parish school for Kadina, Wallaroo and Moonta, it was important for the school to provide our families with a bus service.

The buses are also used for school class outings, camps, and sporting events; and OSHC and Vacation Care excursions.

Enrolment and Student Information

By the end of 2022, St Mary MacKillop School had an enrolment of 160 students from 111 families. All students were enrolled full-time. With the transition to Year 8, we increased to nine classes at the commencement of the school year, comprising of Reception, Reception/Year 1, Year 1, Year 2, Year 2/3, Year 3, Year 4/5, Year 5/6, Year 7/8.

Following is a breakdown of the 2022 enrolments for each year level and gender:

YEAR LEVEL	FEMALE	MALE	TOTAL
RECEPTION	14	10	24
YEAR 1	16	16	32
YEAR 2	17	16	33
YEAR 3	15	11	26
YEAR 4	8	4	12
YEAR 5	5	4	9
YEAR 6	5	7	12
YEAR 7	5	4	9
YEAR 8	0	3	3
TOTAL	85	75	160

Student Community Profile Percentages

- School Card Level 23% (students)
- Indigenous 7% (students)
- Funded Students with a Disability 38% (students)

Student Attendance

The overall student attendance rate for the 2022 school year was 86.4%. The following table provides a breakdown of attendance per year level:

ATTENDANCE RATE PER YEAR LEVEL PER TERM 2022 (196 ACTUAL STUDENT DAYS)					
YEAR LEVEL	NO. STUDENTS	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	24 STUDENTS	88.5%	85.8%	84.6%	86.9%
YEAR 1	32 STUDENTS	89.7%	85.6%	87.0%	90.6%
YEAR 2	33 STUDENTS	88.0%	83.8%	84.7%	88.7%
YEAR 3	26 STUDENTS	86.3%	85.3%	85.0%	85.8%
YEAR 4	12 STUDENTS	88.7%	81.7%	87.7%	91.9%
YEAR 5	9 STUDENTS	88.3%	84.5%	84.9%	85.3%
YEAR 6	12 STUDENTS	93.4%	88.5%	79.5%	85.6%
YEAR 7	9 STUDENTS	87.5%	81.1%	83.8%	87.2%
YEAR 8	3 STUDENTS	81.7%	68.9%	61.6%	76.3%
AVERAGE	160 STUDENTS	88.5%	84.5%	85.5%	87.8%

Aligned with Catholic Education South Australia's (CESA's) policies on the attendance and pastoral care, high attendance rates are highly valued at St Mary MacKillop School and close contact is maintained with parents and caregivers regarding absenteeism.

Non-attendance is managed on the day via a sms to parents. Parents can respond via a return telephone call to the school or via a notice in school diaries to the class teacher upon the student's return to school. Extra-ordinary absences, including extended family holidays or sporting commitments, is to be discussed prior to absence with the Principal.



Students who arrive at school after 9am are required to be signed in at the Front Office by a parent or guardian.

Staff Information

In 2022, St Mary MacKillop School employed a total of 40 staff comprising of 14.2 FTE teaching staff and 8.8 FTE non-teaching staff. Nil staff in 2022 identified as Aboriginal or Torres Strait Islander.

	FULL TIME	PART TIME	TOTAL STAFF
PRINCIPAL	1		1
APRIM		1	1
POR'S AND COORDINATORS	2	2	4
OTHER TEACHERS	6	6	12
NON-TEACHING STAFF		22	22
TOTAL	9	31	40

In Term 1, 2022, 86.6% staff was retained from the previous year. (This figure does not include contract staff employed to take the place of teachers who would be returning to teaching duties.) We celebrate the expertise, talent, and commitment that our teachers bring to the community.

Teaching staff attendance for the 2022 school year was 91.63% with staff granted leave for the following purposes: sick leave, carer's leave, special and bereavement leave, as is their industrial entitlement. This figure does not include staff on extended leave such as long service leave, maternity leave, or other extended leave.

Staff Qualifications

St Mary MacKillop School staff bring a wide range of qualifications, skills, and expertise to our school. Staff hold qualifications in: Diploma of Teaching, Bachelor of Education, graduate Diploma in Education, Graduate Certificate in Religious Education, Leadership studies and courses, Graduate Certificate in Leadership in Catholic Culture, Doctorate and Masters.

Participation in Professional Development

All St Mary MacKillop School teaching staff are required to participate in professional learning and development activities each year. These take a variety of forms including school staff professional development days, curriculum focus sessions for teams and both individual and group attendance at workshops and conferences.

In addition, all staff are required to attend regular Workplace, Health, and Safety (WH&S) meetings to ensure the safety and wellbeing of the whole school community.

In 2022, teaching and non-teaching staff engaged in a range of professional learning opportunities involving the whole school, specific learning areas and individual teaching and non-teaching. Approximately \$1,750 per teacher was spent on professional learning. Some of the professional learning included:

- Key Literacy and Numeracy teaching
- Chaplaincy Network Conference
- Early Years Literacy Skills and Assessment
- Religious Education Planning and Focus Days
- General Capabilities
- Aspiring Leaders Days
- Autism Awareness
- Environmental Education
- Professional Learning Communities (collaborative staff teams)
- Nationally Consistent Collection of Data (NCCD) Workshops
- Special Education
- Graduate Teaching Professional Development
- NAPLAN Learning
- Child Protection
- First Aid Training
- Heavy Vehicle License Training and Accreditation
- WH&S and Learning Manager Requirements

The school community was informed of many of these throughout the year via the school newsletter.

Student Learning Outcomes

NAPLAN - Benchmark Results (National Benchmark)

Students in Years 3, 5 and 7 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) online test.

The students and teachers are to be congratulated on participation in the 2022 online testing.

The proportion of students participating and achieving above the national benchmark in reading, writing and numeracy in 2022 can be seen in the following tables.

The % of students achieving the National Minimum Standards is seen comparing 2021-2022 results.

YEAR 3	NUMBER OF STUDENTS PARTICIPATING	2021-2022 COMPARISON % STUDENTS WHO ACHIEVED NMS	
		2021	2022
READING	22	87%	91%
WRITING	24	93%	92%
SPELLING	22	87%	82%
GRAMMAR & PUNCTUATION	22	87%	86%
NUMERACY	22	93%	91%

YEAR 5	NUMBER OF STUDENTS PARTICIPATING	2021-2022 COMPARISON % STUDENTS WHO ACHIEVED NMS	
		2021	2022
READING	9	88%	89%
WRITING	9	94%	100%
SPELLING	9	94%	89%
GRAMMAR & PUNCTUATION	9	88%	100%
NUMERACY	9	94%	89%

YEAR 7	NUMBER OF STUDENTS PARTICIPATING	2021-2022 COMPARISON % STUDENTS WHO ACHIEVED NMS	
		2021	2022
READING	10	72%	91%
WRITING	9	94%	92%
SPELLING	10	83%	82%
GRAMMAR & PUNCTUATION	10	72%	86%
NUMERACY	10	89%	91%

For those students who did not meet the national minimum standard in numeracy and literacy we focused on small group instruction, individual time with teaching and ESO support staff and adjustments to learning tasks and assessments. These students have Personal Plans for Learning establishing learning goals and regular communication and partnership with the home environment occurs.



Students in Years 2-7 participated in PAT Testing in Reading and Maths. These results are then compared with the previous year to track progress over the 12-month period.

The PAT, Early Years Assessment (EYA) and school-based testing results are all used in combination with many other forms of assessment and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents.

Our goals in both Literacy and Numeracy are to improve the literacy and numeracy outcomes for all students in all year levels. One of the most important aspects we look at as a staff is individual growth in students, comparing their learning progress from year to year.

Value Added

The 'Value Added' aspects of St Mary MacKillop School is shaped by the many educational programs offered to the community, educational developments and the many activities undertaken by students. The School Community is informed of many of these via the School Newsletter:

- **Programs**
Literacy Intervention Program (using SPELD Intensive Literacy Course), Adaptive Education (1:1 and small group), Words their Way, Jolly Phonics, Daily 5, CAFÉ Menu, Literacy, Reading and Numeracy Groups, Extensive ESO support during Literacy and Numeracy blocks, Back To Front Maths.
- **Catholic Identity**
Prayer Gatherings, Liturgies, Masses, Morning Prayer, Sacramental Programs, Chaplaincy Program, Catholic Education Week, Catholic Schools Open Week, Crossways and Made In The Image Of God curriculums.
- **The Arts**
Catholic Schools Music Festival, Annual School Concert, School Choirs, Piano Lessons, Guitar Lessons, Contemporary Dance Lessons.
- **ICT**
Purchase of Middle School student 1:1 laptops, Middle School audio visual and 3D printer; upgrade to wireless access points; use of Office365 Program, VR Headsets, Drones, SEQTA platform across the school, ongoing staff upskilling for the use of online learning platforms.
- **Extra-Curricular**
Sporting Teams (Swimming, Athletics, Cross Country Running, Football, Netball, Basketball and Small Schools Knock-out Sports), ICAS Curriculum Competitions, Premier's Be Active Program, Premier's Reading Challenge, and local competitions.
- **Other**
Student Leadership Roles, Outside School Hours Care Service, Vacation Care Service, Mini Macs Playgroup, School Camps and Sleepovers.

Community Satisfaction

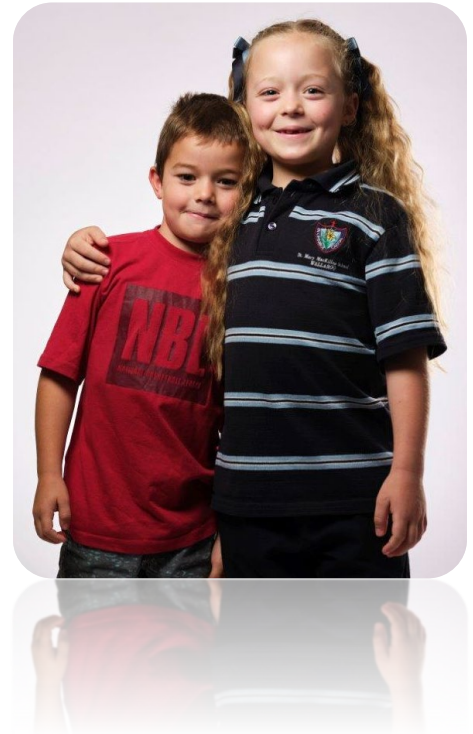
Living, Learning, Leading Surveys

St Mary MacKillop School is committed to a vision of improvement based on a range of data which includes feedback from students, parents, and staff about what is working well and areas requiring review as the school strives to better meet the needs of our school community.

In 2022, the community was invited to contribute to this feedback by way of participating in the LLL (Living, Learning Leading) surveys.

The survey gauged perceptions on:

- *Catholic Identity*
- *Curriculum and Co-constructed Learning Design*
- *Student Agency, Identity, Learning and Leadership*
- *Community Engagement*
- *Safety*
- *Infrastructure*



Refer to Appendix A, B, C and D for the results of the Living, Learning, Leading Surveys.

School Income

Funding for 2022 came from the following sources:

- Federal Government Grant
- State Government Grant
- National Student Wellbeing Program
- Students with Disability Resourcing
- Tuition Fees and Levies
- Excursions
- P&F Donations
- Interest

The Principal and Bursar report to the School Board Finance Committee, the School Board, the School Community through the AGM, and Catholic Education SA.

Recurrent Income

FEDERAL GOVERNMENT GRANTS	\$2,484,543
STATE GOVERNMENT GRANTS	\$746,834
SCHOOL FEES	\$236,716
OTHER INCOME	\$16,305

Capital Income

In 2022, purchases from capital income and surplus recurrent budget included, 1:1 laptops for Middle School students; upgrade of classroom furniture equipment; 56-seater bus coach; replacement whitegoods for P&F; school marque (new sports team); improvement to ICT infrastructure; outdoor furniture; repairs to infrastructure; internal painting needs; general administration furniture and equipment; and expenses related to the 7-9 Secondary School build and fit-out.

CAPITAL FEES & LEVIES	\$22,243
CASH DONATIONS	\$20,000

School Improvement

1. CATHOLIC IDENTITY

At the centre of Catholic faith is the experience of a God who is love. Every aspect of school life provides opportunities for deepening our appreciation of this mystery. The person of Jesus and the significance of his life, death and resurrection are at the centre of our school in prayer, liturgy, right relationships, and actions which are expressed in our school's pastoral care and commitments in areas such as social justice and ecological conversion.

- Our theme for the year across our Diocese was "Who is my Neighbour?" This overall theme was embedded throughout daily prayer gatherings, the Religious Education curriculum and everyday life at school.
- Historic Blessing & Opening of the Sacred Heart Centre (Middle School) was celebrated early in the year, special guests included Bishop Karol (Port Pirie Diocese), Nichii Mardon (Director Catholic Education Port Pirie), Denis Ralph (SACCS Chair) and Sr Shirley O'Loughlen (RSJ).
- A highlight was our Whole School Prayer Book, with each student writing a prayer relating to the school theme and used for morning prayer, liturgies, staff meetings and school newsletter.
- No students from the school celebrated Sacraments in the parish.
- We enjoyed celebrating the Feast days of our patron saints: St Joseph and St Mary MacKillop.
- Classes took part in performing re-enactments, songs, plays and liturgies to celebrate Lent and Holy Week.

Social Justice

- As we learn from Scripture, we have a moral and spiritual obligation to help others. We have a different focus for our fundraising and social justice awareness for each term, with a priority given to Catholic organisations and charities. For a small school we are proud of what we raise. The students are educated about the reason for social justice initiatives, they learn about who benefits and who is empowered by this.
- We raised funds and collected items for Caritas (Project Compassion), Vinnie's Winter Appeal (blankets, warm clothing), Catholic Missions and Vinnie's Christmas Appeal (collection of goods).
- Our Josephite charism and call to justice for all underpins the decisions we make at our school, decisions around school fees, school uniform, access for all students to learning programs and extra-curricular activities.

Diocese and Archdiocese/Interschool

- Catholic Schools in SA joined together to celebrate Catholic Education Week in the first week of May. Instigated in the Pt Pirie Diocese in SA, this was the sixth time we celebrated.

RE Curriculum

- Religious Education Teaching programmes are informed by the South Australian Religious Education program *Crossways (which now incorporates Made In The Image Of God)*. Staff were involved in professional development to learn about and use the new curriculum. Every effort is made to provide information for parents on the topics covered and be open for clarification if required.
- We continued to focus on the teachings of Jesus through Scripture. It is from Scripture that we take our School Christian Values. The Values are highlighted at our school Assemblies where awards are presented to students who demonstrate the Values in everyday events and interactions.
- Testing in RE for Yr 4 students took place. The online testing is known as Religious Literacy Assessment Tool (ReLAT). Each year a different part of the curriculum from “Crossways” is selected for testing. The testing highlights areas that require a teaching focus for future years.

In Term 2, we farewelled Fr Matthew Newman through a Mass where prayers and memories were shared. We welcomed Fr Chris Kowalczyk to our community at the start of Term 3, on the same day as our St Mary MacKillop Feast Day Mass.

Thank you to our APRIM and Parish Priests, for their support and dedication in developing our Catholic Identity and Faith Formation for staff, students, and families. We very much value our link with the St Mary MacKillop Parish, the Sisters of St Joseph and our wider community.

2. TEACHING AND LEARNING

The school has a shared vision for curriculum practice and a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all year levels. High quality teaching and learning is to be provided through the design, implementation and delivery of contemporary and engaging curriculum and educational practices. Students are active participants in their learning, what and how they learn, and the conditions of learning.

Pedagogy, Curriculum, Extra-curricular

- Middle School pedagogy was developed with expanding to keep Year 7 and 8 students at our school.
- We continued focusing on Learning Improvement with the overall question “How can we co-construct learning with and for flourishing and capable learners?” We continued our focus on student driven learning and the development of learner capabilities (CESA Key Capabilities). We continued to investigate pedagogies and curriculum design which focus on student agency and capabilities to enable all students to be successful learners.
- Regular reports were presented to the School Board on the Teaching and Learning, extra-curricular and community events. It is difficult to encapsulate in a brief report the depth and breadth of our core work of teaching and learning. We also report on this through the Newsletters, student

work that comes home, reports, interviews/conferences, parent visits to the classroom, class newsletters, seesaw – a combination of all of this should keep parents well informed about what is taking place. We hosted a Learning Expo, with thanks to the Key Capabilities Coordinator for driving this again in 2022. The students led conferences about their learning.

- Classes were involved in a variety of curriculum related activities that enhance the skills and experiences of the students: excursions, electives, visiting speakers.
- Students engaged in a variety of sporting opportunities including Knockout sports; Inter-school Carnivals; our own sports day; SAPSASA trials and events; and SACPSSA swimming and athletics.
- Our School Captains and senior students had opportunities to engage in leadership skill development through studying leadership as a class, leadership roles within the School, House, Buddy Classes, and opportunities to lead younger students.
- The School Dance Concert of “Nemo’s Neighbours’ took place in Term 3. A huge thank you to our Dance teacher, our Dance Concert committee, and all staff. Staff, parents, and friends of our school were involved in making/sourcing costumes and props, designing and painting the backdrop. A lot of work and effort but an amazing experience for our students to be a part of and highly rewarding for all involved.
- We had a variety of professionals visit our school to work with students, such as Speech Pathologist, Occupational Therapy, Psychologist, Behaviour Education consultant and Special Education consultant. When this happens on site there is more opportunity for them to work in with the class teachers and ESOs so that we can work together in a cohesive manner which is of more benefit to the child and family.

3. PASTORAL CARE AND COMMUNITY

Each Board member is challenged to be aware of the joys and sorrows, the celebrations and struggles of the families served by the school. Members of the School Board and staff must work towards a vision where all people feel supported and valued and encourage each member to participate fully in the life of the school. Community-building takes place in ordinary events such as hospitality towards visitors, parents, and members of the local community. It can also be evident in experiences where we all participate such as our school concert, Sports Day, Father’s Day, and Mother’s Day celebrations.

- Our Year 4-7 Upper Primary Choir students sang at the Catholic Schools Music Festival.
- Our students were involved in community events such as the ANZAC and Remembrance Day services
- As a community we offer support to each other at times of sadness and celebrate the happiness and the milestones in staff, families, and students’ lives.
- Mini Macs playgroup continues to provide an enjoyable and stimulating environment for pre-school children and their carers to gather, play and have fun. Our playgroup leader is enthusiastic and dedicated to the service and adapted to constant changes due to COVID-19 restrictions.

4. OPERATIONS AND MANAGEMENT

The school has clear strategies to promote positive behaviour and provides safe, supportive, and engaging learning spaces that are conducive to effective teaching for learning. It has policies and procedures in place to ensure that staff and students have a safe and orderly environment where they feel physically and emotionally secure. The school's policies and procedures satisfy all government and system laws and requirements.

- Work Health and Safety and Safe Operating Procedure (formerly known as Key Performance Indicator) checks are of high importance and are ongoing to ensure the maintenance of a safe school in every aspect. We thank the School's WHS Officers for their work in WHS coordination, in 2022.
- The Emergency Management and Disaster Recovery Plan was developed and implemented to provide the framework around recovery from a major disaster.
- Child Protection and safety of children is paramount and underpins all policies and practices. The Child Protection Curriculum is taught in every classroom and at every year level. Induction sessions for Volunteers were conducted by the Principal. We maintain a high level and expectation around the requirement of Police Checks and Electronic Screening for workers, volunteers, and contractors.
- Reflecting our commitment and recognition of their importance, both WH&S and Child Protection are on every Staff and School Board meeting agenda.
- There were ongoing staff training requirements as part of the school's WH&S programme: Senior First Aid and CPR First Aid, General WH&S Awareness, Induction of new, and Re-induction of existing, staff, volunteers, and contractors.
- Whole school Evacuation and Lock-in Drills (notified and un-notified) were carried out each term.
- We maintained an ongoing review of our Compliance and Accountability requirements through the School Quality and Performance programme through CESA.
- Our Grounds staff carry out the majority of work in grounds and maintenance and do a wonderful job to make sure that our school is safe and well maintained.
- Our school continued to allow in our budget to heavily subsidise costs to families for:
 - ✓ Bus costs for: excursions, sporting carnivals
 - ✓ Visiting performances and shows
 - ✓ Lower fees

5. ENROLMENTS

St Mary MacKillop School commenced the 2022 school year with 161 students. We increased from eight classes in 2021 to nine classes in 2022 with the expansion to Year 8.

Twenty-one students joined us in Reception at the beginning of the year and three students joined us with the mid-year intake.

With the transition of our school to Year 9 in 2023 and therefore, Year 9 being the graduation year level, this led to celebrating milestones somewhat differently at the end of 2022. The milestone of finishing primary education with us at Year 6 was acknowledged and celebrated with Year 6 students with an 'end to primary years' dinner and presentations at our whole school end of year Thanksgiving Mass.

6. STUDENT ATTENDANCE

Student attendance was still very much affected by the COVID pandemic; staggered beginning to the school year with students in Reception and Year 7 being the only ones on site with staff for the first two weeks of the year, and remaining year levels returning from week 3 onwards; remote or home learning at home. We thank the families and staff for doing everything possible to place a high priority on attendance and managing this in a pastorally caring way. Staff were committed to keeping in communication with students and families and providing for learning during periods of absence.

Management of non-attendance

Non-attendance is managed by school sms via ceSIS, telephone call or follow up notice in writing by class teacher or administration staff to parents requiring explanation for unexplained absence.

7. ASSESSMENT AND REPORTING

- 'Early Years Assessment' were conducted by class teachers for students involved in their fifth term at school.
- Students in Year 3, 5 and 7 participated in the 2022 NAPLAN online assessment in May.
- Students in Years 2-7 participated in PAT testing in Reading and Maths. These results are then compared with the previous year to track progress over the 12-month period.
- The PAT, EYA and school-based testing results are all used in combination with many other forms of assessment and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents.
- Interviews/meetings were offered face-face and by phone, during Term 1 and 3.
- Written semester reports were provided to parents at the end of Term 2 and 4.
- Our goals in both Literacy and Numeracy are to improve learning outcomes for all students in all year levels. One of the most important aspects we review as a staff is individual growth in students, comparing their learning progress.

8. DEVELOPMENT PLANS

Development Plans are strategies to address ongoing improvement of the school in all the areas reported on previously. The plans may address requirements of the school, the wider community, the Parish, or requirements of the Catholic Education Office and Government bodies. Development Plans are contributed

to by staff, students and parents to identify development goals, strategies to implement them and identify resources required to achieve the goals within a timeline.

The following guide our development and accountability:

- ✓ St Mary MacKillop School Strategic Plan 2020-2021
- ✓ Diocesan Plan
- ✓ CESA Strategic Plan
- ✓ Living Learning Leading Framework for Catholic Schools
- ✓ CESA Balanced Scorecard
- ✓ Financial Plan/Budget

Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed, and reviewed with the School Quality and Performance Consultant.

SUMMARY OF ACHIEVED GOALS 2022

- Participation in system improvement with other CESA schools, implementing the pedagogy of 'Clarity' as a learning culture. Investigate pedagogies and curriculum design which focuses on student agency and capabilities to enable all students to be successful learners.
- Enabling staff to access professional learning opportunities that will enable them to meet their goals that will improve learning outcomes for students.
- Developing our understanding, gathering, analysis and use of data to inform the student's learning.
- Transition to Year 8 education in 2022 (Year 9 in 2023) and blessing and opening of new purpose-built facility.
- Purchase of larger 56-seater school coach
- Painting schedule continued with internal painting.
- Update of IT infrastructure in line with new building, improve wireless access.
- Purchase of IT devices as needed.
- Continuation of a designated teacher in the role of 0.4 Leader of Learning (school-system funded position).
- Established a site-based Quality Performance Team led by the principal, in partnership with the Leader of Learning.
- Review and improve the way we support Students with a Disability and report in the Nationally Consistent Collection of Data (NCCD).
- Freeze on School Fee increase for 2022 in support of the South Australian Commission for Catholic School (SACCS) 'Making Catholic Education More Affordable' initiative to lower school fees across SA Catholic Schools. This was an imperative of CESA systems funding reviews, which determined that in order to deliver on the system vision for being an excellent school system, we had to not only consider excellence in learning and wellbeing, but also affordability.

Appendix A - Community Satisfaction Survey Results (Students)

Student Survey – Years 2-4 (94% of students responded)

LLL Component 1: Catholic Identity

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I LEARN THAT IT IS IMPORTANT TO WELCOME ALL PEOPLE IN MY SCHOOL	3.17%	1.59%	6.35%	33.33%	55.56%
I LEARN THAT JESUS AND GOD ARE IMPORTANT IN MY SCHOOL	3.17%	1.59%	3.17%	17.46%	74.6%
AT SCHOOL, I ENJOY MASS AND LITURGIES	4.76%	4.76%	31.75%	15.87%	42.86%
AT SCHOOL, I LEARN TO CARE FOR THE ENVIRONMENT	1.59%	1.59%	6.35%	22.22%	68.25%
AT SCHOOL, I LEARN THAT IT IS IMPORTANT TO HELP OTHERS	1.59%	1.59%	6.35%	22.22%	68.25%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	3.17%	1.59%	9.52%	14.29%	71.43%

LLL Component 1: Catholic Identity

Construct: 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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I CAN ASK QUESTIONS IN MY RELIGIOUS EDUCATION LESSONS	1.59%	3.18%	22.22%	26.98%	46.03%
I CAN SHARE MY IDEAS IN RELIGIOUS EDUCATION LESSONS	1.59%	1.59%	9.52%	53.97%	33.33%
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CHURCH AND RELIGION IN INTERESTING WAYS	1.59%	1.59%	7.94%	36.51%	52.38%
AT SCHOOL I LEARN THAT BIBLE STORIES ARE IMPORTANT	0%	9.53%	6.35%	22.22%	61.9%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Learning Support

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS GIVE ME EXTRA HELP IF I NEED IT	4.76%	1.59%	7.94%	26.98%	58.73%
MY TEACHERS MAKE THE LESSONS INTERESTING	0%	3.17%	11.11%	30.16%	55.56%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS ARE GOOD AT THE SUBJECTS THAT THEY TEACH	0%	0%	11.11%	33.33%	55.56%
MY TEACHERS HELP ME TO UNDERSTAND CHALLENGING WORK	0%	9.52%	9.52%	31.75%	49.21%
MY TEACHERS SUPORT ME TO IMPROVE MY SCHOOL WORK	1.59%	3.17%	11.11%	30.16%	53.97%
MY TEACHERS BELIEVE THAT I CAN SUCCEED	1.59%	1.59%	9.52%	20.63%	66.67%

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

Construct: 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 own learning and assessment.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I HAVE A CHOICE ABOUT WHAT I LEARN IN CLASS	9.52%	4.76%	28.57%	22.22%	34.92%
I HAVE A CHOICE ABOUT THE WAY THAT I LEARN IN CLASS	6.36%	3.17%	22.22%	28.57%	39.68%
I HELP THE TEACHER TO DECIDE WHAT I WORK ON IN CLASS	9.52%	12.70%	23.81%	20.63%	33.33%
IN CLASSES, I AM ASKED ABOUT WHAT THE TEACHER DOES WELL AND WHAT COULD BE DONE BETTER	6.35%	9.52%	14.29%	41.27%	28.57%



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

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I THINK ABOUT SOLUTIONS WHEN THERE IS A PROBLEM	0%	3.17%	7.94%	33.33%	55.56%
I HAVE A GO BEFORE ASKING FOR HELP	0%	3.17%	9.52%	25.4%	61.9%
I AM ORGANISED	1.59%	1.59%	17.46%	22.22%	57.14%
I KEEP TRYING EVEN WHEN THE WORK IS CHALLENGING	0%	6.35%	3.17%	34.92%	55.56%
I FIND AREAS IN MY LEARNING THAT I NEED IMPROVEMENT	7.93%	1.59%	11.11%	31.75%	47.62%

LLL Component 4: Community Engagement

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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL WELCOME AT THE SCHOOL	4.76%	6.36%	9.52%	15.87%	63.49%
I FEEL RESPECTED AT SCHOOL	3.17%	4.76%	14.29%	23.81%	53.97%
I FEEL THAT OTHERS CARE ABOUT ME WHEN I AM AT SCHOOL	3.17%	0%	12.70%	30.16%	53.97%
I FEEL INCLUDED WHEN I AM AT SCHOOL	1.59%	4.76%	14.29%	22.22%	57.14%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	3.17%	4.77%	9.52%	30.16%	52.38%
I FEEL SAFE WHEN I AM AT SCHOOL	4.76%	4.76%	11.11%	19.05%	60.32%
I FEEL SAFE DURING RECESS AND LUNCHTIME	3.17%	4.76%	19.05%	11.11%	61.90%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE CLASSROOMS ARE WELCOMING PLACES TO LEARN	3.17%	0%	4.76%	28.57%	63.49%
THERE ARE SPECIAL SPACES FOR PRAYER	0%	0%	4.76%	20.63%	74.6%
THE PLAYGROUND HAS GOOD EQUIPMENT	0%	3.17%	19.05%	15.87%	61.9%

Student Survey – Years 5-6 (100% of students responded)**LLL Component 1: Catholic Identity**

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I LEARN THAT IT IS IMPORTANT TO WELCOME ALL PEOPLE IN MY SCHOOL	0%	0%	15%	35%	50%
IN MY SCHOOL, JESUS AND GOD ARE IMPORTANT TO WHAT WE SAY AND DO	0%	0%	25%	40%	35%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO ME	20%	5%	45%	30%	0%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	5%	0%	0%	25%	70%
AT SCHOOL, I LEARN HOW I CAN HELP PEOPLE IN NEED	0%	0%	15%	55%	30%

LLL Component 1: Catholic Identity

Construct: 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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I HAVE OPPORTUNITIES TO ASK QUESTIONS IN RELIGIOUS EDUCATION LESSONS	5%	0%	25%	45%	25%
I HAVE OPPORTUNITIES TO SHARE MY IDEAS IN RELIGIOUS EDUCATION LESSONS	5%	15%	20%	50%	10%
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CHURCH AND RELIGION IN INTERESTING WAYS	5%	0%	20%	55%	20%
AT SCHOOL, I LEARN THAT BIBLE STORES CAN CONNECT TO MY LIFE	5%	20%	40%	15%	20%

**LLL Component 2: Curriculum and Co-Constructed Learning Design**

Construct: Learning Support

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS GIVE ME EXTRA HELP IF I NEED IT	0%	10%	10%	50%	30%
MY TEACHERS MAKE THE LESSONS INTERESTING	5%	5%	25%	30%	35%
MY TEACHERS KNOW WHEN I NEED EXTRA SUPPORT FOR MY WORK	0%	20%	20%	40%	20%
MY TEACHERS ARE GOOD AT THE SUBJECTS THAT THEY TEACH	5%	0%	15%	35%	45%
MY TEACHERS ARE GOOD AT HELPING ME UNDERSTAND CHALLENGING WORK	5%	5%	10%	60%	20%
MY TEACHERS SUPPORT ME TO IMPROVE MY SCHOOLWORK	5%	5%	15%	35%	40%
MY TEACHERS ENCOURAGE ME TO SUCCEED IN MY LEARNING	0%	10%	15%	30%	45%
MY TEACHERS BELIEVE THAT I CAN SUCCEED	0%	5%	20%	35%	40%
MY TEACHERS GIVE ME WORK THAT MAKES MY PROBLEM-SOLVE AND THINK CREATIVELY	5%	0%	30%	40%	25%
MY TEACHERS WANT ME TO DO MY BEST	0%	5%	10%	30%	55%

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

Construct: 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 own learning and assessment.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I HAVE A CHOICE ABOUT WHAT I LEARN IN CLASS	15%	30%	20%	30%	5%
I HAVE A CHOICE ABOUT THE WAY THAT I LEARN IN CLASS	15%	10%	50%	15%	10%
I WOULD FEEL COMFORTABLE ASKING THE TEACHER, "WHY DO I HAVE TO LEARN THIS?"	30%	10%	45%	10%	5%
IF THE TEACHING IN THE CLASSROOM DOESN'T WORK FOR ME, I WORK WITH TEACHERS TO CHANGE IT	25%	25%	20%	20%	10%
I CAN WORK WITH TEACHERS TO MAKE CHANGES THAT HELP ME TO LEARN BETTER	15%	10%	25%	30%	20%
IN CLASSES, I AM ASKED ABOUT WHAT THE TEACHER DOES WELL AND WHAT COULD BE DONE BETTER	15%	35%	15%	35%	0%

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

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I TAKE RESPONSIBILITY FOR MY LEARNING	0%	5%	5%	60%	30%
I SHOW INITIATIVE WHEN THERE IS A PROBLEM	0%	10%	30%	40%	20%
I FINISH TASKS WITHOUT BEING ASKED	0%	10%	15%	40%	35%
I HAVE A GO BEFORE ASKING OTHERS FOR HELP	0%	0%	25%	35%	40%
I KEEP TRYING EVEN WHEN THE WORK IS CHALLENGING	5%	0%	40%	25%	30%
I ORGANISE MY TIME TO COMPLETE TASKS	0%	10%	35%	35%	20%
I FIND AREAS IN MY LEARNING THAT NEED IMPROVEMENT	5%	5%	30%	30%	30%

LLL Component 4: Community Engagement

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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL WELCOME AT THE SCHOOL	0%	5%	20%	45%	30%
I AM PROUD TO BE A PART OF THIS SCHOOL	10%	10%	35%	10%	35%
I FEEL THAT I BELONG WHEN I AM AT SCHOOL	5%	15%	20%	30%	30%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL RESPECTED WHEN I AM AT SCHOOL	0%	10%	40%	20%	30%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	10%	5%	40%	20%	25%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	0%	15%	25%	40%	20%
I FEEL SAFE WHEN I AM AT SCHOOL	10%	5%	20%	45%	20%
I FEEL SAFE DURING RECESS AND LUNCH TIMES	5%	10%	30%	35%	20%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL IS KEPT NEAT AND TIDY	10%	0%	20%	50%	20%
THE CLASSROOMS ARE WELCOMING PLACES TO LEARN	5%	0%	15%	45%	35%
THERE ARE SPECIAL SPACES FOR PRAYER	0%	5%	10%	55%	30%
THERE IS SOMEONE AT SCHOOL WHO CAN HELP ME IF I HAVE A PROBLEM WITH TECHNOLOGY	5%	0%	20%	40%	35%
THE EQUIPMENT THAT TEACHERS USE DURING LESSONS HELP ME TO LEARN (RESOURCES OR TECHNOLOGY)	5%	5%	10%	50%	30%

Student Survey – Years 7-8 (100% of students responded)

LLL Component 1: Catholic Identity

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
AT SCHOOL, STUDENTS OF DIFFERENT CULTURES AND RELIGIONS ARE WELCOMED AND RESPECTED	0%	0%	25%	16.67%	58.33%
AT SCHOOL, BELIEF IN GOD AND JESUS INFLUENCES THE WAY PEOPLE TREAT EACH OTHER	0%	16.67%	41.67%	16.67%	25%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO ME	25%	16.67%	16.67%	25%	16.67%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	25%	50%	25%
AT SCHOOL, I AM ENCOURAGED TO BE INVOLVED IN ACTIONS THAT SUPPORT SOCIAL JUSTICE AND PEOPLE IN NEED	0%	8.33%	16.67%	41.67%	33.33%
I HAVE OPPORTUNITIES TO ASK QUESTIONS IN RELIGIOUS EDUCATION LESSONS	0%	0%	16.67%	41.67%	41.67%
I HAVE OPPORTUNITIES TO SHARE MY IDEAS IN RELIGIOUS LESSONS	0%	0%	33.33%	58.33%	8.33%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CATHOLIC CHURCH AND RELIGION IN INTERESTING WAYS	0%	8.33%	33.33%	50%	8.33%
AT SCHOOL, I LEARN HOW TO REFLECT ON BIBLE STORIES TO GUIDE THE WAY I LIVE	25%	25%	33.33%	16.67%	0%
THE TOPICS IN RELIGIOUS EDUCATION LESSONS MAKE ME THINK ABOUT MY OWN LIFE AND I HOW LIVE	16.67%	16.67%	50%	16.67%	0%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Learning Support

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS GIVE ME EXTRA HELP IF I ASK FOR IT	0%	8.33%	16.67%	58.33%	16.67%
MY TEACHERS MAKE THE LESSONS IMPORTANT TO MY LIFE	16.67%	16.67%	16.67%	41.67%	8.33%
MY TEACHERS KNOW THEIR SUBJECTS WELL	0%	0%	8.33%	41.67%	50%
MY TEACHERS HELP ME WORK THROUGH COMPLEX TASKS	0%	8.33%	33.33%	50%	8.33%
MY TEACHERS EXPLAIN CONTENT IN A RANGE OF DIFFERENT WAYS	0%	25%	25%	33.33%	16.67%
MY TEACHERS PROVIDE ME WITH FEEDBACK ON ASSESSMENT TAKS THAT HELPS ME IMPROVE	8.33%	16.67%	16.67%	33.33%	25%
MY TEACHERS ENCOURAGE ME TO SUCCEED IN MY LEARNING	0%	0%	41.67%	33.33%	25%
MY TEACHERS BELIEVE THAT I AM ABLE TO SUCCEED	0%	0%	8.33%	50%	41.67%
MY TEACHERS GIVE ME WORK THAT MAKES ME PROBLEM-SOLVE AND THINK CREATIVELY	0%	8.33%	50%	33.33%	8.33%
MY TEACHERS MOTIVATE ME TO DO MY BEST	8.33%	8.33%	16.67%	58.33%	8.33%

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

Construct: 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 own learning and assessment.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I HAVE A SAY IN WHAT I AM LEARNING	33.33%	0%	25%	41.67%	0%
I HAVE A SAY IN HOW I AM ASSESSED	33.33%	8.33%	25%	25%	8.33%
I HAVE A SAY IN THE WAY THAT I AM TAUGHT	25%	8.33%	33.33%	33.33%	0%
IF THE TEACHING IN THE CLASSROOM DOESN'T WORK FOR ME, I WORK WITH TEACHERS TO CHANGE IT	33.33%	8.33%	16.67%	25%	16.67%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I AM GIVEN OPPORTUNITIES TO MAKE CHANGES THAT AFFECT ME	8.33%	25%	8.33%	58.33%	0%
TEACHERS ASK ME ABOUT WHAT THEY ARE DOING WELL AND WHAT COULD BE DONE BETTER	25%	8.33%	25%	25%	16.67%

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

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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I REFLECT ON MY LEARNING	8.33%	8.33%	50%	16.67%	16.67%
I SET GOALS FOR MY LEARNING AND EDUCATION	0%	33.33%	8.33%	41.67%	16.67%
I IDENTIFY MY LEARNING STRENGTHS	8.33%	16.67%	25%	41.67%	8.33%
I REFLECT ON MY LEARNING PROGRESS	25%	8.33%	25%	25%	16.67%
I LEARN HOW TO REFLECT ON MY LEARNING	16.67%	8.33%	41.67%	16.67%	16.67%
I REFLECT ON ASSIGNMENTS/TASKS AFTER I HAVE RECEIVED FEEDBACK	16.67%	0%	41.67%	41.67%	0%
I DETERMINE WHAT I NEED TO REACH MY LEARNING POTENTIAL	25%	8.33%	16.67%	50%	0%

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

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I TAKE RESPONSIBILITY FOR MY LEARNING	8.33%	8.33%	33.33%	25%	25%
I SHOW INITIATIVE WHEN THERE IS A PROBLEM	16.67%	8.33%	25%	41.67%	8.33%
I FINISH TASKS WITHOUT BEING ASKED	8.33%	16.67%	33.33%	33.33%	8.33%
I FIND THE ANSWERS TO QUESTIONS ON MY OWN, BEFORE ASKING OTHERS	8.33%	16.67%	33.33%	41.67%	0%
I QUESTION THE RELIABILITY OF INFORMATION IN BOOKS AND WEBSITES	16.67%	0%	41.67%	33.33%	8.33%
I PLAN MY TIME TO ENSURE I STUDY EFFECTIVELY	25%	16.67%	16.67%	33.33%	8.33%
I COMPLETE WHAT I SAY I WILL DO	8.33%	25%	33.33%	25%	8.33%
I ORGANISE MY STUDY BY MAKING PLANS	25%	8.33%	41.67%	16.67%	8.33%
I IDENTIFY AREAS IN MY LEARNING THAT NEED IMPROVEMENT	25%	0%	25%	41.67%	8.33%

LLL Component 4: Community Engagement

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.

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL ACCEPTED AT THIS SCHOOL	8.33%	0%	25%	33.33%	33.33%
I FEEL PART OF A COMMUNITY WHEN I AM AT SCHOOL	16.67%	0%	25%	8.33%	50%
I AM PROUD TO BE PART OF THIS SCHOOL'S COMMUNITY	16.67%	8.33%	25%	25%	25%
I FEEL A SENSE OF BELONGING WHEN I AM AT SCHOOL	16.67%	8.33%	16.67%	33.33%	25%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	16.67%	8.33%	41.67%	33.33%	0%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	8.33%	16.67%	8.33%	50%	16.67%
I FEEL ACCEPTED FOR WHO I AM AT SCHOOL	8.33%	25%	16.67%	33.33%	16.67%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	8.33%	8.33%	41.67%	41.67%	0%
I FEEL SAFE WHEN I AM AT SCHOOL	8.33%	8.33%	41.67%	41.67%	0%

**LLL Component 6: Infrastructure**

Construct: Infrastructure (Resourcing)

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

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE GROUNDS ARE WELL MAINTAINED	8.33%	8.33%	25%	41.67%	16.67%
THE CLASSROOMS ARE INSPIRATIONAL PLACES TO LEARN	16.67%	25%	25%	16.67%	16.67%
THERE ARE DEDICATED AREAS FOR PRAYING	16.67%	8.33%	16.67%	41.67%	16.67%
THE CANTEEN PROVIDES A RANGE OF NUTRITIOUS FOOD	16.67%	25%	33.33%	25%	0%
THERE IS SOMEONE AT SCHOOL WHO CAN HELP ME IF I HAVE A PROBLEM WITH TECHNOLOGY	8.33%	16.67%	25%	41.67%	8.33%
THE EQUIPMENT THAT TEACHERS USE DURING LESSONS SUPPORTS MY LEARNING	8.33%	16.67%	33.33%	41.67%	0%

Appendix B - Community Satisfaction Survey Results (Parent/Caregiver)

Parent/Caregivers Survey (5% of parents/caregivers responded)

LLL Component 1: Catholic Identity

Construct: Catholic Education

The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE EDUCATION AT THE SCHOOL ENCOURAGES MY CHILD/REN TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	16.67%	33.33%	0%	50%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO MY CHILD/REN	16.67%	0%	0%	0%	33.33%	50%	0%
AT SCHOOL, MY CHILD/REN LEARN ABOUT JESUS, THE CATHOLIC RELIGION AND SPIRITUALITY IN INTERESTING AND RELEVANT WAYS	0%	0%	16.67%	0%	33.33%	33.33%	16.67%
THE TOPICS IN RELIGIOUS EDUCATION LESSONS MAKE MY CHILD/REN THINK ABOUT THEIR OWN LIFE AND HOW THEY LIVE	16.67%	0%	0%	16.67%	16.67%	50%	0%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	0%	33.33%	50%	16.67%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO HELP THOSE IN NEED	0%	0%	0%	16.67%	0%	50%	33.33%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: 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.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE TEACHERS UNDERTAND MY CHILD/REN'S NEEDS	0%	0%	0%	33.33%	16.67%	33.33%	16.67%
THE TEACHERS ARE SKILLED AT MEETING MY CHILD/REN'S NEEDS	0%	0%	16.67%	33.33%	0%	33.33%	16.67%
THE TEACHERS COMMUNICATE WITH MY CHILD/REN RESPECTFULLY	0%	0%	16.67%	16.67%	16.67%	16.67%	33.33%
THE TEACHERS ENGAGE MY CHILD/REN IN PLANNING AND DIRECTING THEIR LEARNING	16.67%	0%	16.67%	16.67%	16.67%	33.33%	0%

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE TEACHERS ENGAGE CHILD/REN IN MAKING ASSESSMENTS ABOUT (SELF-ASSESS) THEIR LEARNING	16.67%	0%	16.67%	33.33%	16.67%	16.67%	0%
THE TEACHERS BELIEVE THAT MY CHILD/REN WILL SUCCEED	0%	0%	16.67%	16.67%	16.67%	16.67%	33.33%

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

Construct: Enjoyment of School

The extent to which parents and caregivers feel that their children enjoy school and find it interesting.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE EDUCATION AT THE SCHOOL ENCOURAGES MY CHILD/REN TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	16.67%	33.33%	0%	50%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO MY CHILD/REN	16.67%	0%	0%	0%	33.33%	50%	0%
AT SCHOOL, MY CHILD/REN LEARN ABOUT JESUS, THE CATHOLIC RELIGION AND SPIRITUALITY IN INTERESTING AND RELEVANT WAYS	0%	0%	16.67%	0%	33.33%	33.33%	16.67%
THE TOPICS IN RELIGIOUS EDUCATION LESSONS MAKE MY CHILD/REN THINK ABOUT THEIR OWN LIFE AND HOW THEY LIVE	16.67%	0%	0%	16.67%	16.67%	50%	0%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	0%	33.33%	50%	16.67%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO HELP THOSE IN NEED	0%	0%	0%	16.67%	0%	50%	33.33%

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

Construct: Autonomy and Independence

The extent to which parents and caregivers feel that their children are expected to take responsibility for their own learning and provided with the skills to work independently.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
IN GENERAL, AT SCHOOL, MY CHILD/REN ARE EXPECTED TO TAKE RESPONSIBILITY FOR THEIR LEARNING	0%	0%	16.67%	0%	33.33%	16.67%	33.33%
IN GENERAL, AT SCHOOL, MY CHILD/REN DEVELOP EFFECTIVE WAYS TO LEARN	0%	0%	0%	33.33%	16.67%	16.67%	33.33%

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
IN GENERAL, AT SCHOOL, MY CHILD/REN LEARN TIME MANAGEMENT AND ORGANISATIONAL SKILLS	0%	0%	16.67%	16.67%	33.33%	16.67%	16.67%
IN GENERAL, AT SCHOOL, MY CHILD/REN LEARN SKILLS THAT WILL PREPARE THEM FOR THE FUTURE	0%	16.67%	0%	33.33%	0%	33.33%	16.67%

LLL Component 4: Community Engagement

Construct: 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.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE STAFF ARE WELCOMING TO MY FAMILY AND ME	0%	0%	0%	16.67%	16.67%	50%	16.67%
MY FAMILY'S CULTURE AND BACKGROUND ARE RESPECTED	0%	0%	0%	16.67%	33.33%	33.33%	16.67%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	0%	0%	16.67%	0%	33.33%	33.33%	16.67%

LLL Component 4: Community Engagement

Construct: 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.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
COMMUNICATION BETWEEN THE SCHOOL AND MY FAMILY IS SUFFICIENT	0%	0%	33.33%	16.67%	0%	50%	0%
FAMILIES ARE INVITED TO BE INVOLVED IN DECISION-MAKING AT THE SCHOOL	0%	0%	0%	50%	16.67%	33.33%	0%
THERE IS A STRONG PARTNERSHIP BETWEEN FAMILIES AND THE SCHOOL	0%	0%	33.33%	16.67%	16.67%	33.33%	0%

LLL Component 5: Safety

Construct: Safe School

The extent to which parents and caregivers feel that school provides a safe environment for their children.

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE ADULTS AT THE SCHOOL CREATE AND ENVIRONMENT THAT HELPS MYCHILD/REN TO FEEL SAFE	0%	0%	16.67%	0%	16.67%	50%	16.67%
THE POLICIES AND PRACTICES OF THE SCHOOL SUPPORT POSITIVE STUDENT BEHAVIOURS	0%	0%	0%	16.67%	33.33%	16.67%	33.33%
THE POLICIES AT THE SCHOOL ARE EFFECTIVE IN CREATING A SAFE ENVIRONMENT	0%	0%	16.67%	0%	33.33%	16.67%	33.33%
MY CHILD/REN FEEL SAFE AT SCHOOL	0%	0%	16.67%	0%	16.67%	66.67%	0%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

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

QUESTION	NOT ABLE TO ANSWER	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL FACILITIES AND GROUNDS ARE WELL MAINTAINED	0%	0%	0%	0%	16.67%	66.67%	16.67%
THE SCHOOL'S FACILITIES AND GROUNDS PROVIDE A STIMULATING AND WELCOMING ENVIRONMENT	0%	0%	0%	16.67%	16.67%	66.67%	0%
THE FACILITIES AT THE SCHOOL MEET THE NEEDS OF MY CHILD/REN	0%	0%	0%	33.33%	0%	33.33%	33.33%



Appendix C - Community Satisfaction Survey Results (Teacher & Leadership)

Teacher & Leadership Survey (33% of teachers & leadership responded)

LLL Component 1: Catholic Identity

Construct: Experiencing Catholic Identity

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

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STAFF REFLECT COLLECTIVELY ON WHAT CATHOLIC EDUCATION ENTAILS	0%	0%	0%	0%	33.33%	33.33%	33.33%
THE SCHOOL PROMOTES DIALOGUE ABOUT CATHOLIC IDENTITY IN A WAY THAT IS MEANINGFUL WITHIN OUR CONTEMPORARY CULTURE	0%	0%	0%	0%	33.33%	33.33%	33.33%
CATHOLIC RITUALS, SYMBOLS AND LITURGIES ARE AN IMPORTANT PART OF THE SCHOOL'S IDENTITY	0%	0%	0%	0%	16.67%	33.33%	50%
STAFF MODEL GOSPEL VALUES THROUGH ACTIONS AND WORDS	0%	0%	0%	0%	50%	33.33%	16.67%
THE SCHOOL SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	0%	33.33%	50%	16.67%
SIGNIFICANT LITURGICAL EVENTS ARE PRIORITISED DURING THE YEAR	0%	0%	0%	0%	0%	33.33%	66.67%
THE TEACHING AT THE SCHOOL ENCOURAGES STUDENTS TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	0%	16.67%	33.33%	50%
TEACHING ABOUT CATHOLIC IDENTITY IS A FOCUS OF THE SCHOOL	0%	0%	0%	0%	33.33%	16.67%	50%

LLL Component 1: Catholic Identity

Construct: Catholic Identity Development

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

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENTS ARE INVOLVED IN A RANGE OF SOCIAL JUSTICE ACTIVITIES	0%	0%	0%	0%	33.33%	50%	16.67%
MASS AND LITURGIES ARE MADE INTERESTING TO THE STUDENTS	0%	0%	0%	0%	16.67%	33.33%	50%
STUDENTS ARE ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	0%	16.67%	50%	33.33%
THE TEACHINGS AT THE SCHOOL ENCOURAGE STUDENTS TO NOTICE AND ACT ON ISSUES OF POVERTY AND INJUSTICE	0%	0%	0%	0%	16.67%	50%	33.33%

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE TEACHING AT THE SCHOOL HELPS STUDENTS TO UNDERSTAND THE LIVES OF PEOPLE WHO ARE LESS FORTUNATE THAN THEY ARE	0%	0%	0%	0%	16.67%	50%	33.33%
STUDENTS LEARN ABOUT JESUS, THE CATHOLIC RELIGION, AND SPIRITUALITY IN INTERESTING AND RELEVANT WAYS	0%	0%	0%	0%	16.67%	66.67%	16.67%
STUDENTS LEARN HOW TO REFLECT ON BIBLE STORIES TO DEVELOP PERSONAL VALUES AND WAYS OF LIVING	16.67%	0%	0%	0%	0%	66.67%	16.67%
STUDENTS ARE TAUGHT TO RECOGNISE THE EFFECTS OF THEIR ACTIONS ON OTHERS	0%	0%	0%	0%	16.67%	33.33%	50%

LLL Component 2: Curriculum and Co-Constructed Learning Design

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THERE IS A SHARED VISION FOR LEARNING	16.67%	0%	0%	33.33%	33.33%	16.67%	0%
TEACHERS COLLABORATE IN PLANNING, REVIEWING AND ASSESSING THE CURRICULUM	16.67%	16.67%	0%	50%	16.67%	0%	0%
TIME IS MADE FOR TEACHERS TO REFLECT ON AND IMPROVE THEIR PROFESSIONAL PRACTICES	16.67%	16.67%	0%	16.67%	50%	0%	0%
TEACHERS ARE EXPECTED TO EVALUATE THEIR TEACHING PRACTICE	16.67%	0%	16.67%	16.67%	33.33%	16.67%	0%
DATA ARE USED/SHARED TO PROVIDE IN-DEPTH ANALYSIS OF TEACHING PRACTICES	16.67%	0%	16.67%	33.33%	16.67%	16.67%	0%
THERE IS A WHOLE-SCHOOL APPROACH TO CURRICULUM DELIVERY AND TO THE PRINCIPLES AND PRACTICES OF ASSESSMENT	16.67%	16.67%	16.67%	50%	0%	0%	0%

LLL Component 2: Curriculum and Co-Constructed Learning Design

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHING PRACTICES EFFECTIVELY SUPPORT THE DIVERSE LEARNING NEEDS OF MY STUDENTS	0%	0%	0%	0%	40%	20%	40%
I EFFECTIVELY IMPLEMENT CONTEMPORARY CLASSROOM PRACTICES THAT FACILITATE LEARNING	0%	0%	0%	0%	20%	40%	40%
I EFFECTIVELY INCORPORATE A VARIETY OF TEACHING STYLES IN MY CLASSROOM	0%	0%	0%	0%	20%	60%	20%
I EFFECTIVELY ADAPT THE CURRICULUM TO MEET THE NEEDS OF MY STUDENTS	0%	0%	0%	0%	20%	40%	40%
I EFFECTIVELY MOTIVATE STUDENTS TO DEVELOP HIGHER-ORDER LEARNING SUCH AS CREATIVITY, CRITICAL THINKING AND PROBLEM-SOLVING	0%	0%	0%	20%	20%	20%	40%
I AM HIGHLY CONFIDENT IN MY PEDAGOGICAL KNOWLEDGE AND SKILLS	0%	0%	0%	0%	40%	20%	40%
I ANALYSE AND USE DATA TO EFFECTIVELY IMPROVE OR TRANSFORM MY TEACHING PRACTICES	0%	0%	0%	20%	40%	20%	20%

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

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENTS ARE ACTIVELY ENGAGED IN THE PLANNING, STRUCTURING AND SEQUENCING OF LEARNING ACTIVITIES AND ASSESSMENT	16.67%	0%	0%	33.33%	33.33%	0%	16.67%
STUDENTS MAKE DECISIONS ABOUT THEIR LEARNING	16.67%	0%	0%	16.67%	50%	16.67%	0%
STUDENTS DIRECT THEIR OWN LEARNING	16.67%	0%	0%	50%	16.67%	16.67%	0%
STUDENTS COLLABORATE WITH TEACHERS TO CHANGE CLASSROOM PRACTICES	16.67%	0%	16.67%	16.67%	33.33%	16.67%	0%
STUDENTS INFLUENCE THE WAY THAT THEY ARE TAUGHT	16.67%	0%	0%	33.33%	16.67%	33.33%	0%

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENT VOICE AND AGENCY IS EMBEDDED INTO THE IMPROVEMENT CYCLE AS AN INTEGRAL ELEMENT	16.67%	0%	0%	16.67%	66.67%	0%	0%
STUDENTS COLLABORATE WITH TEACHERS AND LEADERS TO BRING ABOUT CHANGES IN THE SCHOOL	16.67%	0%	0%	16.67%	50%	16.67%	0%

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

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STUDENTS REFLECT ON THEIR LEARNING	0%	0%	0%	20%	40%	40%	0%
STUDENTS SELF-ASSESS THEIR LEARNING	0%	0%	0%	40%	20%	40%	0%
STUDENTS REFLECT ON AND REVISE THEIR LEARNING GOALS	0%	0%	0%	0%	40%	20%	40%
STUDENTS DEVELOP INSIGHTS INTO THEIR CAPABILITIES	0%	0%	0%	0%	20%	60%	20%
STUDENTS DEVELOP INSIGHTS INTO THEIR ABILITY TO SUCCEED	0%	0%	0%	0%	80%	0%	20%
STUDENTS TRACK AND MEASURE THEIR OWN LEARNING GROWTH	0%	0%	0%	20%	60%	0%	20%

LLL Component 4: Community Engagement

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL HAS A STRONG PARTNERSHIP WITH FAMILIES	0%	0%	0%	16.67%	33.33%	16.67%	33.33%
THE SCHOOL HAS A STRONG PARTNERSHIP WITH THE BROADER COMMUNITY	16.67%	0%	0%	0%	50%	0%	33.33%
THERE ARE STRUCTURES TO ENSURE THAT FAMILIES COLLABORATE IN DEVELOPING THE SCHOOL'S STRATEGIC DIRECTION	0%	0%	0%	0%	50%	33.33%	16.67%
THE SCHOOL HAS STRUCTURES, POLICIES, AND PROCEDURES TO STRENGTHEN FAMILY INVOLVEMENT AND ENGAGEMENT	16.67%	0%	0%	0%	33.33%	33.33%	16.67%

LLL Component 4: Community Engagement

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THERE IS A WELCOMING CULTURE	0%	0%	0%	0%	33.33%	33.33%	33.33%
STAFF ENCOURAGE PARENTS AND CAREGIVERS TO APPROACH THEM WITH QUERIES OR CONCERNS	0%	0%	0%	16.67%	0%	50%	33.33%
THE STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	0%	0%	0%	16.67%	50%	33.33%
THE STAFF ARE RESPECTFUL OF PARENTS AND CAREGIVERS	0%	0%	0%	0%	33.33%	33.33%	33.33%
THERE IS A CULTURE OF INCLUSION	16.67%	0%	0%	0%	16.67%	50%	16.67%
THE CULTURES, BACKGROUNDS AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	16.67%	0%	0%	0%	0%	50%	33.33%
STAFF UNDERSTAND AND ACCOMMODATE THE DIVERSE NEEDS OF STUDENTS	16.67%	0%	0%	16.67%	16.67%	33.33%	16.67%

LLL Component 5: Safety

Construct: School Safety

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

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S POLICIES AND PRACTICES SUPPORT POSITIVE STUDENT BEHAVIOURS	0%	0%	16.67%	16.67%	16.67%	50%	0%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL ARE CONSISTENT WITH CATHOLIC SOCIAL TEACHING	0%	0%	0%	0%	33.33%	33.33%	33.33%
THE SCHOOL'S POLICIES AND PRACTICES SUPPORT EFFECTIVE CLASSROOM MANAGEMENT	16.67%	0%	16.67%	33.33%	0%	33.33%	0%
THE POLICIES AND PRACTICES OF THE SCHOOL HELP TO CREATE AN ENVIRONMENT THAT SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	16.67%	0%	0%	0%	33.33%	16.67%	33.33%
THE POLICIES AND PRACTICES OF THE SCHOOL CREATE A SAFE ENVIRONMENT FOR ALL	16.67%	0%	0%	33.33%	0%	50%	0%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL HELP TO CREATE A RESPECTFUL ENVIRONMENT	16.67%	0%	16.67%	0%	33.33%	0%	33.33%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S INFRASTRUCTURE MEETS THE NEEDS OF THE STUDENTS	0%	0%	0%	0%	33.33%	50%	16.67%
IMPROVING THE FACILITIES AND INFRASTRUCTURE IS A PRIORITY AT THIS SCHOOL	16.67%	0%	0%	0%	33.33%	50%	0%
THE SCHOOL PLANS EFFECTIVELY FOR CAPITAL DEVELOPMENT	33.33%	0%	0%	0%	16.67%	50%	0%
THE SCHOOL'S FACILITIES AND INFRASTRUCTURE ATTRACT PARENTS LOOKING TO PLACE THEIR CHILDREN IN SCHOOL	0%	0%	0%	0%	33.33%	50%	16.67%
DECISIONS ABOUT THE DEVELOPMENT OF INFRASTRUCTURE ARE WELL INFORMED	16.67%	0%	0%	0%	16.67%	50%	16.67%
DECISIONS ABOUT RESOURCE ALLOCATIONS ARE CONSIDERED THROUGH BROAD CONSULTATION	16.67%	0%	0%	16.67%	33.33%	16.67%	16.67%



Appendix D - Community Satisfaction Survey Results (Education Support Officer)

Education Support Officer Survey (41% of ESOs responded)

LLL Component 1: Catholic Identity

Construct: Experiencing Catholic Identity

The extent to which Education Support Officers experience a Catholic identity at school.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
STAFF REFLECT COLLECTIVELY ON WHAT CATHOLIC EDUCATION ENTAILS	0%	0%	11.11%	33.33%	22.22%	11.11%	22.22%
THE SCHOOL PROMOTES DIALOGUE ABOUT CATHOLIC IDENTITY IN A WAY THAT IS MEANINGFUL WITHIN OUR CONTEMPORARY CULTURE	11.11%	0%	0%	22.22%	33.33%	11.11%	22.22%
CATHOLIC RITUALS, SYMBOLS AND LITURGIES ARE AN IMPORTANT PART OF THE SCHOOL'S IDENTITY	0%	0%	0%	0%	44.44%	22.22%	33.33%
STAFF MODEL GOSPEL VALUES THROUGH ACTIONS AND WORDS	0%	0%	11.11%	33.33%	11.11%	22.22%	22.22%
THE SCHOOL SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	22.22%	22.22%	33.33%	22.22%
SIGNIFICANT LITURGICAL EVENTS ARE PRIORITISED DURING THE YEAR	11.11%	0%	0%	11.11%	0%	22.22%	55.56%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: School Support for Continuous Improvement

The extent to which ESOs feel that there are structures in place at the school to support continuous improvement.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THERE IS A SHARED VISION FOR CONTINUOUS IMPROVEMENT OF PRACTICE	11.11%	0%	0%	11.11%	44.44%	11.11%	22.22%
TIME IS MADE FOR STAFF TO REFLECT ON AND IMPROVE THEIR PRACTICE	0%	0%	22.22%	44.44%	11.11%	11.11%	11.11%
STAFF ARE EXPECTED TO EVALUATE THEIR PRACTICE	33.33%	0%	11.11%	33.33%	11.11%	11.11%	0%
STAFF ARE PROVIDED WITH APPROPRIATE PROFESSIONAL LEARNING TO HELP DEVELOP THEIR PRACTICE	0%	0%	11.11%	44.44%	33.33%	0%	11.11%

LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Supporting Learning Needs (Education Assistants Only)

The extent to which ESOs feel that they are able to support the learning needs of the students they work with.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY PRACTICES EFFECTIVELY SUPPORT THE LEARNING NEEDS OF THE STUDENTS I WORK WITH	0%	0%	0%	12.50%	12.50%	62.50%	12.50%
I EFFECTIVELY RESPOND TO CONTEMPORARY PRACTICES THAT FACILITATE LEARNING	0%	0%	0%	12.50%	25%	50%	12.50%
I EFFECTIVELY ADAPT THE LEARNING SUPPORT TO MEET THE NEEDS OF THE STUDENTS I WORK WITH	0%	0%	0%	0%	25%	62.50%	12.50%
I EFFECTIVELY MOTIVATE THE STUDENTS I WORK WITH TO ENGAGE THEM IN THEIR LEARNING	0%	0%	0%	0%	12.50%	37.50%	50%
I AM HIGHLY CONFIDENT IN MY KNOWLEDGE AND SKILLS	0%	0%	0%	12.50%	25%	50%	12.50%

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

Construct: Student Influence (Education Support Officers Only)

The extent to which ESOs view students being actively engaged in the planning structuring and sequencing of learning activities.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I ACTIVELY ENGAGE THE STUDENTS I WORK WITH IN PLANNING, STRUCTURING, AND SEQUENCING LEARNING ACTIVITIES	0%	0%	0%	12.50%	37.50%	37.50%	12.50%
I INVOLVE THE STUDENTS I WORK WITH IN MAKING DECISIONS ABOUT THEIR LEARNING	0%	0%	0%	0%	0%	50%	50%
I ENSURE THAT THE STUDENTS I WORK WITH DIRECT THEIR LEARNING	12.50%	0%	0%	25%	25%	37.50%	0%
THE STUDENTS I WORK WITH COLLABORATE WITH ME TO CHANGE MY PRACTICES TO SUPPORT THEIR NEEDS	37.50%	0%	12.50%	37.50%	12.50%	0%	0%

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

Construct: Student Reflection on Growth (Education Assistants Only)

The extent to which ESOs feel the students they work with reflect, self-assess, and revise their goals and develop insights into their capabilities.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE STUDENTS I WORK WITH REFLECT ON THEIR DEVELOPMENT	12.50%	0%	25%	12.50%	25%	25%	0%
THE STUDENTS I WORK WITH REFLECT ON AND REVISE THEIR DEVELOPMENTAL GOALS	25%	0%	25%	25%	0%	25%	0%
THE STUDENTS I WORK WITH DEVELOP INSIGHTS INTO THEIR CAPABILITIES	12.50%	0%	12.50%	37.50%	25%	12.50%	0%
THE STUDENTS I WORK WITH DEVELOP INSIGHTS INTO THEIR ABILITY TO SUCCEED	0%	0%	12.50%	37.50%	25%	25%	0%
THE STUDENTS I WORK WITH TRACK AND MEASURE THEIR PROGRESS/DEVELOPMENT	25%	25%	12.50%	25%	12.50%	0%	0%

LLL Component 4: Community Engagement

Construct: Partnerships

The extent to which the school has built strong relationships with families and communities.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL HAS A STRONG PARTNERSHIP WITH FAMILIES	0%	0%	0%	0%	55.56%	11.11%	33.33%
THE SCHOOL HAS A STRONG PARTNERSHIP WITH THE WIDER COMMUNITY	11.11%	0%	0%	0%	33.33%	44.44%	11.11%
THE SCHOOL HAS STRUCTURES, POLICIES, AND PROCEDURES TO STRENGTHEN FAMILY INVOLVEMENT AND ENGAGEMENT	22.22%	0%	0%	11.11%	22.22%	33.33%	11.11%
THERE IS A CULTURE OF SHARED RESPONSIBILITY WITHIN THE SCHOOL COMMUNITY FOR STUDENT DEVELOPMENT	33.33%	0%	0%	11.11%	11.11%	22.22%	22.22%
THE CULTURES, BACKGROUNDS, AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	0%	0%	0%	11.11%	11.11%	44.44%	33.33%
STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	0%	0%	11.11%	0%	22.22%	66.67%

LLL Component 4: Community Engagement

Construct: Welcoming School

The extent to which ESOs feel that the culture of the school is welcoming and inclusive of them.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL PART OF A COMMUNITY WHEN I AM AT SCHOOL	0%	0%	0%	0%	22.22%	0%	77.78%
I AM PROUD TO BE PART OF THIS SCHOOL'S COMMUNITY	0%	0%	0%	0%	22.22%	0%	77.78%
I FEEL A SENSE OF BELONGING WHEN I AM AT SCHOOL	0%	0%	0%	0%	11.11%	11.11%	77.78%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	0%	0%	0%	11.11%	11.11%	22.22%	55.56%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	0%	0%	0%	11.11%	0%	33.33%	55.56%

LLL Component 5: Safety

Construct: School Safety

The extent to which ESOs feel that the school's policies, structures, and practices provide a safe and respectful environment for staff, students, families, and the wider community.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S POLICIES AND PRACTICES SUPPORT POSITIVE STUDENT BEHAVIOURS	0%	0%	0%	11.11%	44.44%	22.22%	22.22%
THE SCHOOL'S POLICIES, STRUCTURES, AND PRACTICES ARE CONSISTENT WITH CATHOLIC SOCIAL TEACHING	22.22%	0%	0%	11.11%	22.22%	33.33%	11.11%
THE SCHOOL'S POLICIES AND PRACTICES HELP CREATE AN ENVIRONMENT THAT SUPPORTS THE DIGNITY OF EACH PERSON	11.11%	0%	0%	22.22%	11.11%	33.33%	22.22%
THE POLICIES AND PRACTICES OF THE SCHOOL CREATE A SAFE ENVIRONMENT FOR ALL	0%	0%	0%	22.22%	22.22%	33.33%	22.22%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL HELP TO CREATE A RESPECTFUL ENVIRONMENT	11.11%	0%	0%	33.33%	11.11%	22.22%	22.22%

LLL Component 6: Infrastructure

Construct: Infrastructure (Resourcing)

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.

QUESTION	NOT SURE	STRONGLY DISAGREE	DISAGREE	PARTIALLY AGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
THE SCHOOL'S INFRASTRUCTURE MEETS THE NEEDS OF THE STUDENTS	11.11%	11.11%	33.33%	11.11%	11.11%	22.22%	0%
IMPROVING THE FACILITIES AND INFRASTRUCTURE IS A PRIORITY AT THIS SCHOOL	22.22%	0%	33.33%	22.22%	0%	11.11%	11.11%
THE SCHOOL PLANS EFFECTIVELY FOR CAPITAL DEVELOPMENT	44.44%	0%	0%	11.11%	11.11%	11.11%	22.22%
THE SCHOOL'S FACILITIES AND INFRASTRUCTURE ATTRACT PARENTS LOOKING TO PLACE THEIR CHILDREN IN SCHOOL	22.22%	11.11%	22.22%	11.11%	11.11%	11.11%	11.11%
DECISIONS ABOUT THE DEVELOPMENT OF INFRASTRUCTURE ARE WELL INFORMED	22.22%	11.11%	11.11%	22.22%	11.11%	11.11%	11.11%
DECISIONS ABOUT FUTURE CAPITAL DEVELOPMENT ARE CONSIDERED THROUGH BROAD CONSULTATION	44.44%	0%	0%	11.11%	11.11%	11.11%	22.22%