2024

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 9.

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, 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.

The school ICSEA value is 974. A school's ICSEA (Index of

A school's ICSEA (Index of Community Socio-educational Advantage) value reflects the average level of educational advantage or disadvantage of its student population. It's a scale that allows for fairer comparisons of NAPLAN (National Assessment Program - Literacy and Numeracy) results between schools, taking into account the students' socio-educational backgrounds. ICSEA values are not a rating of the school's effectiveness or staff, but rather an indicator of the socio-educational backgrounds of the students.

Key points about ICSEA:

- **Not a school rating:**

    ICSEA doesn't indicate the quality of teaching, school facilities, or overall student performance.

- **Focus on student backgrounds:**

  ICSEA is based on factors like parents' education and occupation, and other data, such as the proportion of indigenous students and geographic remoteness.

- **Purpose:**

  ICSEA was developed to enable fair comparisons of NAPLAN results between schools, as students from different socio-educational backgrounds may perform differently on these tests.

- **Calculation:**

  ICSEA is calculated using a statistical model that considers various factors that affect student performance in NAPLAN tests.

- **Scale:**

  ICSEA values are typically on a scale where 1000 is the median and 100 is the standard deviation. Values above 1000 generally indicate students from more advantaged backgrounds, while lower values suggest students from more disadvantaged backgrounds.

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 within the parish 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 (Festival Choir for Years 5-7 (participate in September in the Catholic Schools Music Festival performance in Adelaide), and St Mary MacKillop Singers for Years 1-6 (participate in school and community events and performances). Private music tuition is offered in piano. Weekly dance lessons are held for all classes with a specialist dance teacher, this leads to whole school participation in the annual school dance concert in September.

- **Physical Education;** opportunities through participation in our specialist PE lessons, annual sports day; a range of SAPSASA and SACPSSA carnivals including swimming, netball, basketball, football, athletics, soccer, cricket; various clinics are offered for cricket and football, our Year 7-9 secondary students can participate in YP Zone carnivals in sports such as basketball, football and athletics. R-5 students attend Water Safety lessons and Year 6 attend an Aquatics camp.

- **Other experiences** our students are provided with include the class excursions and camps, visiting performances and shows, electives and various opportunities for student leadership.

In 2024 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.

Our bus fleet consists of a 57-seater coach (transports students from and to Moonta, Moonta Bay, Port Hughes; a 32-seater bus (transports students to Kadina in the afternoon); 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. 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 2024, St Mary MacKillop School had an enrolment of 145 students. All students were enrolled full-time. We had nine classes at the commencement of the school year, comprising of 2 x Reception, 2 x Year 1/2, 2 x Year 3/4, 1 x Year 5, and 1 x Year 6/7/8.

Following is a breakdown of the 2024 enrolments for each year level and gender:

YEAR LEVEL	FEMALE	MALE	TOTAL
RECEPTION	11	15	26
YEAR 1	10	15	25
YEAR 2	10	8	18
YEAR 3	7	9	16
YEAR 4	10	12	22
YEAR 5	15	8	23
YEAR 6	4	3	7
YEAR 7	2	2	4
YEAR 8	3	1	4
YEAR 9	0	0	0
TOTAL	72	73	145

Student Community Profile Percentages

- School Card Level   23%   (students)
- Indigenous   7.8%   (students)
- Funded Students with a Disability   50%   (students)

Student Attendance

The overall student attendance rate for the 2024 school year was 85.1% (86.4% previous year). The following table provides a breakdown of attendance per year level:

ATTENDANCE RATE PER YEAR LEVEL PER TERM 2024 (196 ACTUAL STUDENT DAYS)					
YEAR LEVEL	NO. STUDENTS	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	26 STUDENTS	84.2%	77.7%	84.9%	86.7%
YEAR 1	25 STUDENTS	93.3%	85.3%	86.9%	89.2%
YEAR 2	18 STUDENTS	89.6%	87.2%	89.0%	88.7%
YEAR 3	16 STUDENTS	90.5%	82.7%	83.1%	89.4%
YEAR 4	22 STUDENTS	86.3%	81.3%	77.2%	84.0%
YEAR 5	23 STUDENTS	86.4%	83.1%	81.5%	85.7%
YEAR 6	7 STUDENTS	85.1%	79.4%	79.8%	86.3%
YEAR 7	4 STUDENTS	87.8%	87.4%	76.6%	70.9%
YEAR 8	4 STUDENTS	89.8%	79.3%	82.3%	66.8%
YEAR 9	0 STUDENTS				
AVERAGE	145 STUDENTS	88.2%	82.7%	83.2%	86.1%

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 2024, 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 / REC	1		1
POR'S AND COORDINATORS	2	1	3
OTHER TEACHERS	5	9	14
NON-TEACHING STAFF (includes OSHC)		26	26
TOTAL	9	31	40

In Term 1, 2024, 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 were granted leave for the following purposes: sick leave, carer's leave, special and bereavement leave, long service leave, maternity leave, other extended leave, as is their industrial entitlement.

No staff identify as Aboriginal or Torres Strait Ilander.

Staff Qualifications

St Mary MacKillop School staff bring a wide range of qualifications, skills, and expertise to our school. Staff hold qualifications in: Certificate III Early Childhood; 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 2024, 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. Some of the professional learning included:

- Multi Lit programmes: Initia Lit, Spellex, Sage Lit (intervention), Macq Lit (intervention)
- Early Years Assessments: Literacy and Mathematics
- Dibels (reading)
- Religious Education Planning and Focus Days
- Autism Awareness: Sue Larkey
- PBIS (Positive Behaviour Intervention Strategies)
- Positive Behaviour: Dr Bill Rogers
- Trauma Awareness
- Professional Learning Teams (collaborative staff teams)
- Nationally Consistent Collection of Data (NCCD) Workshops
- Inclusive Education
- Graduate Teaching Induction and Professional Development
- 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 2024 online testing.

The proportion of students participating and achieving above the national benchmark in reading, writing and numeracy in 2024 can be seen in the following tables.

YEAR 3

DOMAIN	Mean Score		Proficiency Level		% participation rate
	2023	**2024**	**2023**	**2024**	
Reading	371.3	353.7	Strong	Developing	94%
Writing	380.9	411.9	Strong	Strong	94%
Spelling	367.7	392.7	Developing	Strong	94%
Gramm and Punctuation	355.1	395.3	Developing	Developing	94%
Numeracy	382.6	385.2	Strong	Strong	94%
Number of students: 17					
16 Participating; 1 Withdrawn					

YEAR 5

DOMAIN	Mean Score		Proficiency Level		% participation rate
	2023	**2024**	**2023**	**2024**	
Reading	451.5	459.1	Strong	Strong	87%
Writing	444.2	475.3	Developing	Strong	87%
Spelling	441.2	448.3	Developing	Developing	87%
Gramm and Punctuation	442.3	473.1	Developing	Strong	87%
Numeracy	446.8	453	Developing	Strong	87%
Number of students: 23					
19 Participating; 3 Withdrawn					

Estimated standardised student progress between 2022 and 2024 Literacy and Numeracy Tests within our school:

	READING	NUMERACY
Low	31	54
Medium	46	31
High	23	15

YEAR 7

Scores not presented when there are less than 5 students in a cohort.

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading	-	-	67%
Writing	-	-	67%
Spelling	-	-	67%
Gramm and Punctuation	-	-	67%
Numeracy	-	-	67%

Number of students: 3

2 Participating; 1 Withdrawn

YEAR 9

No Year 9 students in 2024.

DOMAIN	Mean Score	Proficiency Level	% participation rate
Reading			
Writing			
Spelling			
Gramm and Punctuation			
Numeracy			
Number of students: 0			

	READING	NUMERACY

Low	-	-
Medium	-	-
High	-	-

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 2-8 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 Assessments, Dibels 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 Programmes (1:1 and small group), Literacy, Reading and Numeracy Groups, Extensive ESO support during Literacy and Numeracy blocks.

- **Catholic Identity**
  Prayer Gatherings, Liturgies, Masses, Morning Prayer, Catholic Education Week, Catholic Schools Open Week, Crossways and Made In The Image Of God curriculums.

- **The Arts**
  Catholic Schools Music Festival, Annual School Dance Concert, School Choirs, Piano Lessons, Contemporary Dance Lessons.

- **ICT**
  1:1 devices for all students (Ipad or laptop), 3D printers; VR headsets, 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 2024, 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 2024 came from the following sources:

- Federal Government Grant
- State Government Grant
- National Student Wellbeing Program
- Students with Disability Resourcing
- Tuition Fees and Levies
- Long Service Leave Fund
- 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	$2,774,028
STATE GOVERNMENT GRANTS	$788,188
SCHOOL FEES	$210,123
OTHER INCOME	$16,305

Capital Income

In 2024, purchases from capital income and surplus recurrent budget included, Ipads, outdoor play equipment, and middle school furnishings.

CAPITAL FEES & LEVIES	$20,583
CASH DONATIONS	$3,341

Appendix A - Community Satisfaction Survey Results (Students)

Student Survey – Years 2-4 (44% 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%	4%	16%	20%	60%
I LEARN THAT JESUS AND GOD ARE IMPORTANT IN MY SCHOOL	0%	0%	4%	20%	76%
AT SCHOOL, I ENJOY MASS AND LITURGIES	8%	4%	48%	32%	8%
AT SCHOOL, I LEARN TO CARE FOR THE ENVIRONMENT	0%	0%	4%	36%	60%
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	0%	0%	0%	36%	64%

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 RELGIOUS EDUCATION LESSONS	0%	8%	20%	44%	24%
I CAN SHARE MY IDEAS IN RELIGIOUS EDUCATION LESSONS	4%	4%	12%	40%	40%
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CHURCH AND RELIGION IN INTERESTING WAYS	0%	0%	24%	40%	36%
AT SCHOOL I LEARN THAT BIBLE STORIES ARE IMPORTANT	0%	8%	8%	56%	28%

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%	0%	8%	40%	52%
MY TEACHERS MAKE THE LESSONS INTERESTING	0%	4%	4%	36%	56%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
MY TEACHERS ARE GOOD AT THE SUBJECTS THAT THEY TEACH	0%	0%	8%	12%	80%
MY TEACHERS HELP ME TO UNDERSTAND CHALLENGING WORK	0%	4%	4%	44%	48%
MY TEACHERS SUPORT ME TO IMPROVE MY SCHOOL WORK	0%	0%	12%	20%	68%
MY TEACHERS BELIEVE THAT I CAN SUCCEED	0%	0%	0%	28%	72%

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	4%	12%	32%	28%	24%
I HAVE A CHOICE ABOUT THE WAY THAT I LEARN IN CLASS	4%	12%	36%	12%	36%
I HELP THE TEACHER TO DECIDE WHAT I WORK ON IN CLASS	8%	8%	32%	48%	4%
IN CLASSES, I AM ASKED ABOUT WHAT THE TEACHER DOES WELL AND WHAT COULD BE DONE BETTER	4%	8%	36%	36%	16%

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%	0%	28%	44%	28%
I HAVE A GO BEFORE ASKING FOR HELP	0%	4%	16%	28%	52%
I AM ORGANISED	0%	12%	20%	36%	32%
I KEEP TRYING EVEN WHEN THE WORK IS CHALLENGING	0%	0%	20%	28%	52%
I FIND AREAS IN MY LEARNING THAT I NEED IMPROVEMENT	4%	8%	12%	40%	36%

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%	4%	12%	36%	44%
I FEEL RESPECTED AT SCHOOL	4%	8%	16%	32%	40%
I FEEL THAT OTHERS CARE ABOUT ME WHEN I AM AT SCHOOL	0%	16%	12%	24%	48%
I FEEL INCLUDED WHEN I AM AT SCHOOL	4%	12%	12%	28%	44%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	0%	12%	16%	36%	36%
I FEEL SAFE WHEN I AM AT SCHOOL	8%	8%	8%	36%	40%
I FEEL SAFE DURING RECESS AND LUNCHTIME	0%	4%	16%	28%	52%

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	0%	4%	4%	40%	52%
THERE ARE SPECIAL SPACES FOR PRAYER	0%	4%	12%	40%	44%
THE PLAYGROUND HAS GOOD EQUIPMENT	4%	8%	16%	36%	36%

Student Survey – Years 5-6 (44% 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%	0%	25%	75%
IN MY SCHOOL, JESUS AND GOD ARE IMPORTANT TO WHAT WE SAY AND DO	0%	5%	5%	30%	60%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO ME	15%	25%	20%	25%	15%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	15%	30%	55%
AT SCHOOL, I LEARN HOW I CAN HELP PEOPLE IN NEED	0%	5%	25%	10%	60%

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%	10%	20%	30%	35%
I HAVE OPPORTUNITIES TO SHARE MY IDEAS IN RELIGIOUS EDUCATION LESSONS	10%	10%	15%	35%	30%
IN RELIGIOUS EDUCATION LESSONS, I LEARN ABOUT JESUS, THE CHURCH AND RELIGION IN INTERESTING WAYS	10%	5%	10%	45%	30%
AT SCHOOL, I LEARN THAT BIBLE STORES CAN CONNECT TO MY LIFE	0%	10%	20%	25%	45%

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	5%	5%	10%	40%	40%
MY TEACHERS MAKE THE LESSONS INTERESTING	5%	10%	15%	50%	20%
MY TEACHERS KNOW WHEN I NEED EXTRA SUPPORT FOR MY WORK	0%	20%	20%	45%	25%
MY TEACHERS ARE GOOD AT THE SUBJECTS THAT THEY TEACH	0%	0%	20%	35%	45%
MY TEACHERS ARE GOOD AT HELPING ME UNDERSTAND CHALLENGING WORK	0%	10%	10%	35%	45%
MY TEACHERS SUPPORT ME TO IMPROVE MY SCHOOLWORK	5%	5%	10%	40%	40%
MY TEACHERS ENCOURAGE ME TO SUCCEED IN MY LEARNING	0%	0%	10%	35%	55%
MY TEACHERS BELIEVE THAT I CAN SUCCEED	0%	0%	5%	40%	55%
MY TEACHERS GIVE ME WORK THAT MAKES MY PROBLEM-SOLVE AND THINK CREATIVELY	0%	5%	25%	20%	50%
MY TEACHERS WANT ME TO DO MY BEST	0%	5%	5%	25%	65%

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%	15%	25%	35%	10%
I HAVE A CHOICE ABOUT THE WAY THAT I LEARN IN CLASS	5%	10%	35%	30%	20%
I WOULD FEEL COMFORTABLE ASKING THE TEACHER, "WHY DO I HAVE TO LEARN THIS?"	10%	15%	10%	35%	30%
IF THE TEACHING IN THE CLASSROOM DOESN'T WORK FOR ME, I WORK WITH TEACHERS TO CHANGE IT	0%	15%	35%	30%	20%
I CAN WORK WITH TEACHERS TO MAKE CHANGES THAT HELP ME TO LEARN BETTER	0%	10%	20%	25%	45%
IN CLASSES, I AM ASKED ABOUT WHAT THE TEACHER DOES WELL AND WHAT COULD BE DONE BETTER	10%	5%	10%	60%	15%

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%	0%	10%	40%	50%
I SHOW INITIATIVE WHEN THERE IS A PROBLEM	0%	5%	15%	50%	30%
I FINISH TASKS WITHOUT BEING ASKED	0%	5%	25%	30%	40%
I HAVE A GO BEFORE ASKING OTHERS FOR HELP	0%	0%	20%	25%	55%
I KEEP TRYING EVEN WHEN THE WORK IS CHALLENGING	0%	5%	15%	45%	35%
I ORGANISE MY TIME TO COMPLETE TASKS	0%	10%	25%	30%	35%
I FIND AREAS IN MY LEARNING THAT NEED IMPROVEMENT	0%	0%	15%	55%	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	5%	5%	10%	20%	60%
I AM PROUD TO BE A PART OF THIS SCHOOL	10%	10%	35%	30%	50%
I FEEL THAT I BELONG WHEN I AM AT SCHOOL	5%	5%	20%	30%	40%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I FEEL RESPECTED WHEN I AM AT SCHOOL	5%	10%	20%	35%	30%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	0%	15%	10%	40%	35%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	0%	15%	25%	30%	30%
I FEEL SAFE WHEN I AM AT SCHOOL	0%	5%	25%	15%	55%
I FEEL SAFE DURING RECESS AND LUNCH TIMES	0%	10%	20%	20%	50%

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	0%	0%	35%	30%	35%
THE CLASSROOMS ARE WELCOMING PLACES TO LEARN	0%	0%	20%	40%	40%
THERE ARE SPECIAL SPACES FOR PRAYER	0%	5%	20%	25%	50%
THERE IS SOMEONE AT SCHOOL WHO CAN HELP ME IF I HAVE A PROBLEM WITH TECHNOLOGY	0%	0%	20%	25%	55%
THE EQUIPMENT THAT TEACHERS USE DURING LESSONS HELP ME TO LEARN (RESOURCES OR TECHNOLOGY)	0%	5%	15%	30%	50%

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%	12.5%	50%	37.5%
AT SCHOOL, BELIEF IN GOD AND JESIS INFLUENCES THE WAY PEOPLE TREAT EACH OTHER	0%	0%	25%	37.5%	37.5%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO ME	0%	25%	37.5%	25%	12.5%
AT SCHOOL, I AM ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	12.5%	62.5%	25%
AT SCHOOL, I AM ENCOURGAED TO BE INVOLVED IN ACTIONS THAT SUPPORT SOCIAL JUSTICE AND PEOPLEIN NEED	0%	0%	37.5%	37.5%	25%
I HAVE OPPORTUNITIES TO ASK QUESTIONS IN RELIGIOUS EDUCATION LESSONS	0%	0%	0%	62.57%	37.5%
I HAVE OPPORTUNITIES TO SHARE MY IDEAS IN RELIGIOUS LESSONS	0%	0%	37.5%	37.5%	25%

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%	0%	12.5%	50%	37.5%
AT SCHOOL, I LEARN HOW TO REFLECT ON BIBLE STORIES TO GUIDE THE WAY I LIVE	25%	25%	25%	50%	25%
THE TOPICS IN RELIGIOUS EDUCATION LESSONS MAKE ME THINK ABOUT MY OWN LIFE AND I HOW LIVE	0%	12.5%	12.5%	62.5%	12.5%

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%	0%	25%	37.5%	37.5%
MY TEACHERS MAKE THE LESSONS IMPORTANT TO MY LIFE	0%	0%	50%	50%	0%
MY TEACHERS KNOW THEIR SUBJECTS WELL	0%	0%	12.5%	50%	37.5%
MY TEACHERS HELP ME WORK THROUGH COMPLEX TASKS	0%	0%	37.5%	25%	37.5%
MY TEACHERS EXPLAIN CONTENT IN A RANGE OF DIFFERENT WAYS	0%	0%	12.5%	62.5%	25%
MY TEACHERS PROVIDE ME WITH FEEDBACK ON ASSESSMENT TAKS THAT HELPS ME IMPROVE	0%	0%	0%	62.5%	37.5%
MY TEACHERS ENCOURAGE ME TO SUCCEED IN MY LEARNING	0%	0%	12.5%	37.5%	50%
MY TEACHERS BELIEVE THAT I AM ABLE TO SUCCEED	0%	0%	25%	25%	50%
MY TEACHERS GIVE ME WORK THAT MAKES ME PROBLEM-SOLVE AND THINK CREATIVELY	0%	12.5%	25%	37.5%	25%
MY TEACHERS MOTIVATE ME TO DO MY BEST	0%	0%	25%	37.5%	37.5%

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 SAW IN WHAT I AM LEARNING	0%	12.5%	25%	50%	12.5%
I HAVE A SAY IN HOW I AM ASSESSED	0%	12.5%	25%	50%	12.5%
I HAVE A SAY IN THE WAY THAT I AM TAUGHT	0%	12.5%	25%	37.5%	25%
IF THE TEACHING IN THE CLASSROOM DOESN'T WORK FOR ME, I WORK WITH TEACHERS TO CHANGE IT	0%	12.5%	37.5%	37.5%	12.5%

QUESTION	STRONGLY DISAGREE	PARTIALLY DISAGREE	AGREE	MOSTLY AGREE	STRONGLY AGREE
I AM GIVEN OPPORTUNITIES TO MAKE CHANGES THAT AFFECT ME	8.33%	25%	25%	62.5%	12.5%
TEACHERS ASK ME ABOUT WHAT THEY ARE DOING WELL AND WHAT COULD BE DONE BETTER	0%	0%	25%	75%	0%

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	0%	0%	25%	50%	25%
I SET OGALS FOR MY LEARNING AND EDUCATION	0%	0%	12.5%	37.5%	50%
I IDENTIFY MY LEARNING STRENGTHS	0%	0%	37.5%	37.5%	25%
I REFLECT ON MY LEARNING PROGRESS	0%	12.5%	25%	50%	12.5%
I LEARN HOW TO REFLECT ON MY LEARNING	0%	0%	50%	37.5%	12.5%
I REFLECT ON ASSIGNMENTS/TASKS AFTER I HAVE RECEIVED FEEDBACK	0%	12.5%	12.5%	62.5%	12.5%
I DETERMINE WHAT I NEED TO REACH MY LEARNING POTENTIAL	0%	0%	25%	75%	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%	0%	25%	25%	50%
I SHOW INITIATIVE WHEN THERE IS A PROBLEM	0%	0%	25%	50%	25%
I FINISH TASKS WITHOUT BEING ASKED	0%	0%	37.5%	37.5%	25%
I FIND THE ANSWERS TO QUESTIONS ON MY OWN, BEFORE ASKING OTHERS	0%	0%	0%	37.5%	62.5%
I QUESTIONS THE RELIABILITY OF INFORMATION IN BOOKS AND WEBSITES	0%	0%	25%	37.5%	37.5%
I PLAN MY TIME TO ENSURE I STUDY EFFECTIVELY	0%	0%	37.5%	50%	12.5%
I COMPLETE WHAT I SAY I WILL DO	0%	0%	25%	37.5%	37.5%
I ORGANISE MY STUDY BY MAKING PLANS	0%	12.5%	50%	25%	12.5%
I IDENTIFY AREAS IN MY LEARNING THAT NEED IMPROVEMENT	0%	0%	25%	37.5%	37.5%

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 FEEK ACCEPTED AT THIS SCHOOL	0%	0%	12.5%	50%	37.5%
I FEEL PART OF A COMMUNITY WHEN I AM AT SCHOOL	0%	0%	12.5%	50%	37.5%
I AM PROUD TO BE PART OF THIS SCHOOL'S COMMUNITY	0%	12.5%	12.5%	50%	25%
I FEEL A SENSE OF BELONGING WHEN I AM AT SCHOOL	0%	8.33%	12.5%	50%	37.5%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	0%	0%	62.5%	25%	12.5%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	0%	16.67%	37.5%	50%	12.5%
I FEEL ACCEPTED FOR WHO I AM AT SCHOOL	0%	0%	25%	62.5%	12.5%
I FEEL THAT STUDENTS ARE KIND TO ME AT SCHOOL	0%	0%	37.5%	50%	12.5%
I FEEL SAFE WHEN I AM AT SCHOOL	0%	0%	12.5%	50%	37.5%

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	0%	12.5%	12.5%	50%	25%
THE CLASSROOMS ARE INSPIRATIONAL PLACES TO LEARN	0%	12.5%	25%	25%	37.5%
THERE ARE DEDICATED AREAS FOR PRAYING	0%	0%	12.5%	62.5%	25%
THE CANTEEN PROVIDES A RANGE OF NUTRITIOUS FOOD	50%	12.5%	12.5%	25%	0%
THERE IS SOMEONE AT SCHOOL WHO CAN HELP ME IF I HAVE A PROBLEM WITH TECHNOLOGY	0%	0%	25%	37.5%	37.5%
THE EQUIPMENT THAT TEACHERS USE DURING LESSONS SUPPORTS MY LEARNING	0%	0%	37.5%	37.5%	25%

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

Parent/Caregivers Survey (11% 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%	30%	30%	40%
AT SCHOOL, MASS AND LITURGIES ARE MADE MEANINGFUL TO MY CHILD/REN	0%	0%	10%	10%	40%	20%	20%
AT SCHOOL, MY CHILD/REN LEARN ABOUT JESUS, THE CATHOLIC RELIGION AND SPIRITUALITY IN INTERESTING AND RELEVANT WAYS	0%	0%	0%	20%	30%	40%	10%
THE TOPICS IN RELIGIOUS EDUCATION LESSONS MAKE MY CHILD/REN THINK ABOUT THEIR OWN LIFE AND HOW THEY LIVE	0%	10%	10%	10%	30%	30%	10%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	20%	30%	20%	30%
AT SCHOOL, MY CHILD/REN ARE ENCOURAGED TO HELP THOSE IN NEED	0%	0%	0%	10%	10%	30%	50%

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%	10%	10%	30%	30%	20%
THE TEACHERS ARE SKILLED AT MEETING MY CHILD/REN'S NEEDS	0%	0%	0%	30%	30%	30%	10%
THE TEACHERS COMMUNICATE WITH MY CHIILD/REN RESPECTFULLY	0%	0%	0%	0%	50%	20%	30%
THE TEACHERS ENGAGE MY CHILD/REN IN PLANNING AND DIRECTING THEIR LEARNING	0%	0%	20%	30%	10%	20%	20%

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	0%	0%	20%	40%	10%	20%	10%
THE TEACHERS BELIEVE THAT MY CHILD/REN WILL SUCCEED	0%	0%	0%	20%	20%	30%	30%

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
IN GENERAL, MY CHILD/CHILDREN ENJOY GOING TO SCHOOL	0%	0%	30%	10%	20%	30%	10%
IN GENERAL, MY CHILD/CHILDREN FIND SCHOOL INTERESTING	0%	0%	20%	10%	20%	40%	10%
IN GENERAL, MY CHILD/CHILDREN LOOK FORWARD TO SCHOOL DAYS	0%	0%	0%	30%	20%	20%	30%

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%	0%	10%	30%	50%	10%
IN GENERAL, AT SCHOOL, MY CHILD/REN DEVELOP EFFECTIVE WAYS TO LEARN	0%	0%	0%	40%	10%	40%	10%

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%	10%	10%	20%	30%	30%
IN GENERAL, AT SCHOOL, MY CHILD/REN LEARN SKILLS THAT WILL PREPARE THEM FOR THE FUTURE	0%	16.67%	20%	10%	10%	50%	10%

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%	10%	20%	20%	50%
MY FAMILY'S CULTURE AND BACKGROUND ARE RESPECTED	0%	0%	0%	10%	20%	20%	50%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	0%	0%	0%	20%	10%	50%	20%

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%	10%	10%	10%	40%	30%
FAMILIES ARE INVITED TO BE INVOLVED IN DECISION-MAKING AT THE SCHOOL	0%	0%	0%	10%	20%	50%	20%
THERE IS A STRONG PARTNERSHIP BETWEEN FAMILIES AND THE SCHOOL	0%	0%	10%	10%	10%	40%	30%

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%	%	0%	50%	10%	40%
THE POLICIES AND PRACTICES OF THE SCHOOL SUPPORT POSITIVE STUDENT BEHAVIOURS	0%	0%	10%	20%	20%	30%	20%
THE POLICIES AT THE SCHOOL ARE EFFECTIVE IN CREATING A SAFE ENVIRONMENT	0%	0%	0%	10%	10%	40%	20%
MY CHILD/REN FEEL SAFE AT SCHOOL	0%	0%	%	40%	10%	20%	30%

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%	10%	40%	50%
THE SCHOOL'S FACILITIES AND GROUNDS PROVIDE A STIMULATING AND WELCOMING ENVIRONMENT	0%	0%	0%	10%	20%	60%	10%
THE FACILITIES AT THE SCHOOL MEET THE NEEDS OF MY CHILD/REN	0%	0%	10%	10%	40%	30%	10%

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

Teacher & Leadership Survey (62% of staff 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%	11.11%	11.11%	11.11%	44.44%	22.22%
THE SCHOOL PROMOTES DIALOGUE ABOUT CATHOLIC IDENTITY IN A WAY THAT IS MEANINGFUL WITHIN OUR CONTEMPORARY CULTURE	0%	0%	0%	11.11%	11.11%	66.67%	11.11%
CATHOLIC RITUALS, SYMBOLS AND LITURGIES ARE AN IMPORTANT PART OF THE SCHOOL'S IDENTITY	0%	0%	0%	0%	11.11%	22.22%	66.67%
STAFF MODEL GOSPEL VALUES THROUGH ACTIONS AND WORDS	0%	0%	0%	0%	44.44%	33.33%	22.22%
THE SCHOOL SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	0%	0%	88.89%	11.11%
SIGNIFICANT LITURGICAL EVENTS ARE PRIORITISED DURING THE YEAR	0%	0%	0%	0%	0%	22.22%	77.78%
THE TEACHING AT THE SCHOOL ENCOURAGES STUDENTS TO DEVELOP THEIR FAITH AND SPIRITUALITY	0%	0%	0%	11.11%	0%	66.67%	22.22%
TEACHING ABOUT CATHOLIC IDENTITY IS A FOCUS OF THE SCHOOL	0%	0%	0%	22.22%	0%	44.44%	33.33%

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%	22.22%	0%	77.78%	0%
MASS AND LITURGIES ARE MADE INTERESTING TO THE STUDENTS	11.11%	0%	0%	11.11%	22.22%	55.56%	0%
STUDENTS ARE ENCOURAGED TO CARE FOR THE ENVIRONMENT	0%	0%	0%	0%	44.44%	22.22%	33.33%
THE TEACHINGS AT THE SCHOOL ENCOURAGE STUDENTS TO NOTICE AND ACT ON ISSUED OF POVERTY AND INJUSTICE	0%	0%	0%	11.11%	22.22%	55.56%	11.11%

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%	22.22%	66.67%	11.11%
STUDENTS LEARN ABOUT JESUS, THE CATHOLIC RELIGION, AND SPIRITUALITY IN INTERESTING AND RELEVANT WAYS	0%	0%	0%	22.22%	11.11%	55.56%	11.11%
STUDENTS LEARN HOW TO REFLECT ON BIBLE STORIES TO DEVELOP PERSONAL VALUES AND WAYS OF LIVING	0%	0%	0%	11.11%	11.11%	55.56%	22.22%
STUDENTS ARE TAUGHT TO RECOGNISE THE EFFECTS OF THEIR ACTIONS ON OTHERS	0%	0%	0%	0%	11.11%	44.44%	44.44

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	0%	0%	0%	33.33%	0%	55.56%	11.11%
TEACHERS COLLABORATE IN PLANNING, REVIEWING AND ASSESSING THE CURRICULUM	11.11%	0%	0%	22.22%	0%	55.56%	11.11%
TIME IS MADE FOR TEACHERS TO REFLECT ON AND IMPROVE THEIR PROFESSIONAL PRACTICES	11.11%	0%	0%	22.22%	11.11%	33.33%	22.22%
TEACHERS ARE EXPECTED TO EVALUATE THEIR TEACHING PRACTICE	0%	0%	11.11%	11.11%	11.11%	55.56%	11.11%
DATA ARE USED/SHARED TO PROVIDE IN-DEPTH ANALYSIS OF TEACHING PRACTICES	0%	0%	11.11%	11.11%	11.11%	44.44%	22.22%
THERE IS A WHOLE-SCHOOL APPROACH TO CURRICULUM DELIVERY AND TO THE PRINCIPLES AND PRACTICES OF ASSESSMENT	0%	11.11%	0%	0%	33.33%	55.56%	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%	12.5%	75%	12.5%
I EFFECTIVELY IMPLEMENT CONTEMPORARY CLASSROOM PRACTICES THAT FACILITATE LEARNING	0%	0%	0%	0%	25%	62.5%	12.5%
I EFFECTIVELY INCORPORATE A VARIETY OF TEACHING STYLES IN MY CLASSROOM	0%	0%	0%	0%	37.5%	37.5%	25%
I EFFECTIVELY ADAPT THE CURRICULUM TO MEET THE NEEDS OF MY STUDENTS	0%	0%	0%	0%	25%	50%	25%
I EFFECTIVELY MOTIVATE STUDENTS TO DEVELOP HIGHER-ORDER LEARNING SUCH AS CREATIVITY, CRITICAL THINKING AND PROBLEM-SOLVING	0%	0%	0%	12.5%	37.5%	37.5%	12.5%
I AM HIGHLY CONFIDENT IN MY PEDAGOGICAL KNOWLEDGE AND SKILLS	0%	0%	0%	0%	25%	62.5%	12.5%
I ANALYSE AND USE DATA TO EFFECTIVELY IMPROVE OR TRANSFORM MY TEACHING PRACTICES	0%	0%	0%	25%	25%	25%	25%

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	11.11%	0%	11.11%	22.22%	44.44%	11.11%	0%
STUDENTS MAKE DECISIONS ABOUT THEIR LEARNING	0%	0%	0%	44.44%	22.22%	33.33%	0%
STUDENTS DIRECT THEIR OWN LEARNING	0%	0%	22.22%	0%	22.22%	11.11%	0%
STUDENTS COLLABORATE WITH TEACHERS TO CHANGE CLASSROOM PRACTICES	0%	0%	22.22%	11.11%	66.67%	0%	0%
STUDENTS INFLUENCE THE WAY THAT THEY ARE TAUGHT	11.11%	0%	11.11%	33.33%	44.44%	11.11%	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	0%	0%	0%	33.33%	55.56%	11.11%	0%
STUDENTS COLLABORATE WITH TEACHERS AND LEADERS TO BRING ABOUT CHANGES IN THE SCHOOL	0%	0%	11.11%	0%	55.56%	33.33%	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%	12.5%	12.5%	62.5%	12.5%	0%
STUDENTS SELF-ASSESS THEIR LEARNING	0%	0%	0%	37.5%	50%	12.5%	0%
STUDENTS REFLECT ON AND REVISE THEIR LEARNING GOALS	0%	0%	12.5%	12.5%	62.5%	0%	12.5%
STUDENTS DEVELOP INSIGHTS INTO THEIR CAPABILITIES	0%	0%	0%	12.5%	50%	37.5%	0%
STUDENTS DEVELOP INSIGHTS INTO THEIR ABILITY TO SUCCEED	0%	0%	0%	0%	62.5%	37.5%	0%
STUDENTS TRACK AND MEASURE THEIR OWN LEARNING GROWTH	0%	0%	12.5	50%	37.5%	0%	0%

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%	22.22%	55.56%	22.22%
THE SCHOOL HAS A STRONG PARTNERSHIP WITH THE BROADER COMMUNITY	0%	0%	0%	0%	33.33%	66.67%	0%
THERE ARE STRUCTURES TO ENSURE THAT FAMILIES COLLABORATE IN DEVELOPING THE SCHOOL'S STRATEGIC DIRECTION	0%	0%	0%	0%	0%	77.78%	22.22%
THE SCHOOL HAS STRUCTURES, POLICIES, AND PROCEDURES TO STRENGTHEN FAMILY INVOLVEMENT AND ENGAGEMENT	0%	0%	0%		0%	88.89%	11.11%

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%	0%	22.22%	77.78%
STAFF ENCOURAGE PARENTS AND CAREGIVERS TO APPRAOCH THEM WITH QUERIES OR CONCERNS	0%	0%	0%	0%	0%	33.33%	66.67%
THE STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	0%	0%	0%	0%	22.22%	77.78%
THE STAFF ARE RESPECTFUL OF PARENTS AND CAREGIVERS	0%	0%	0%	0%	0%	44.44%	55.56%
THERE IS A CULTURE OF INCLUSION	0%	0%	0%	0%	11.11%	44.44%	44.44%
THE CULTURES, BACKGROUNDS AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	0%	0%	0%	0%	0%	22.22%	77.78%
STAFF UNDERSTAND AND ACCOMMODATE THE DIVERSE NEEDS OF STUDENTS	0%	0%	0%	0%	0%	55.56%	44.44%

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%	0%	11.11%	55.56%	22.22%	11.11%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL ARE CONSISTENT WITH CATHOLIC SOCIAL TEACHING	0%	0%	0%	0%	11.11%	55.56%	33.33%
THE SCHOOL'S POLICIES AND PRACTICES SUPPORT EFFECTIVE CLASSROOM MANAGEMENT	0%	0%	44.44%	0%	22.22%	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	0%	0%	0%	0%	22.22%	44.44%	33.33%
THE POLICIES AND PRACTICES OF THE SCHOOL CREATE A SAFE ENVIRONMENT FOR ALL	0%	0%	0%	11.11%	33.33%	44.44%	11.11%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL HELP TO CREATE A RESPECTFUL ENVIRONMENT	0%	0%	11.11%	0%	33.33%	44.44%	11.11%

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 INFRASTRUCTRE MEETS THE NEEDS OF THE STUDENTS	0%	0%	0%	0%	55.56%	33.33%	11.11%
IMPROVING THE FACILITIES AND INFRASTRUCTURE IS A PRIORITY AT THIS SCHOOL	0%	0%	0%	0%	33.33%	44.44%	22.22%
THE SCHOOL PLANS EFFECTIVELY FOR CAPITAL DEVELOPMENT	0%	0%	0%	11.11%	33.33%	33.33%	22.22%
THE SCHOOL'S FACILITIES AND INFRASTRUCTURE ATTRACT PARENTS LOOKING TO PLACE THEIR CHILDREN IN SCHOOL	0%	0%	0%	11.11%	66.67%	0%	22.22%
DECISIONS ABOUT THE DEVELOPMENT OF INFRASTRUCTURE ARE WELL INFORMED	0%	0%	0%	11.11%	11.11%	33.33%	44.44%
DECISIONS ABOUT RESOURCE ALLOCATIONS ARE CONSIDERED THROUGH BROAD CONSULTATION	0%	0%	0%	0%	33.33%	44.44%	22.22%

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

Education Support Officer Survey (90% 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%	6.67%	6.67%	0%	53.33%	33%
THE SCHOOL PROMOTES DIALOGUE ABOUT CATHOLIC IDENTITY IN A WAY THAT IS MEANINGFUL WITHIN OUR CONTEMPORARY CULTURE	0%	0%	6.67%	0%	0%	53.33%	40%
CATHOLIC RITUALS, SYMBOLS AND LITURGIES ARE AN IMPORTANT PART OF THE SCHOOL'S IDENTITY	0%	0%	6.67%	0%	0%	33.33%	60%
STAFF MODEL GOSPEL VALUES THROUGH ACTIONS AND WORDS	0%	0%	6.7%	6.7%	0%	46.67%	40%
THE SCHOOL SUPPORTS THE DIGNITY OF EACH PERSON THROUGH WORDS AND ACTIONS	0%	0%	0%	6.7%	6.7%	40%	46.67%
SIGNIFICANT LITURGICAL EVENTS ARE PRIORITISED DURING THE YEAR	0%	0%	6.67%	0%	0%	33.33%	60%

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	6.7%	6.7%	0%	0%	13.33%	33.33%	40%
TIME IS MADE FOR STAFF TO REFLECT ON AND IMPROVE THEIR PRACTICE	0%	0%	6.7%	6.7%	13.33%	60%	13.33%
STAFF ARE EXPECTED TO EVALUATE THEIR PRACTICE	6.7%	0%	0%	6.7%	13.33%	40%	33.33%
STAFF ARE PROVIDED WITH APPROPRIATE PROFESSIONAL LEARNING TO HELP DEVELOP THEIR PRACTICE	0%	6.7%	6.7%	0%	13.33%	40%	33.33%

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	9.09%	0%	0%	0%	0%	45.45%	45.45%
I EFFECTIVELY RESPOND TO CONTEMPORARY PRACTICES THAT FACILITATE LEARNING	0%	0%	0%	9.09%	0%	63.64%	27.27%
I EFFECTIVELY ADAPT THE LEARNING SUPPORT TO MEET THE NEEDS OF THE STUDENTS I WORK WITH	0%	0%	0%	0%	9.09%	45.45%	45.45%
I EFFECTIVELY MOTIVATE THE STUDENTS I WORK WITH TO ENGAGE THEM IN THEIR LEARNING	0%	0%	9.09%	9.09%	0%	18.18%	63.64%
I AM HIGHLY CONFIDENT IN MY KNOWLEDGE AND SKILLS	0%	0%	0%	9.09%	27.27%	36.36%	27.27%

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%	9.09%	9.09%	27.27%	18.18%	36.36%
I INVOLVE THE STUDENTS I WORK WITH IN MAKING DECISIONS ABOUT THEIR LEARNING	0%	0%	0%	27.27%	9.09%	18.18%	45.45%
I ENSURE THAT THE STUDENTS I WORK WITH DIRECT THEIR LEARNING	0%	0%	9.09%	18.18%	9.09%	18.18%	45.45%
THE STUDENTS I WORK WITH COLLABORATE WITH ME TO CHANGE MY PRACTICES TO SUPPORT THEIR NEEDS	18.18%	0%	9.09%	9.09%	9.09%	54.55%	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	9.09%	0%	0%	9.09%	27.27%	36.36%	18.18%
THE STUDENTS I WORK WITH REFLECT ON AND REVISE THEIR DEVELOPMENTAL GOALS	0%	0%	0%	18.18%	18.18%	27.27%	27.27%
THE STUDENTS I WORK WITH DEVELOP INSIGHTS INTO THEIR CAPABILITIES	18.18%	0%	0%	18.18%	18.18%	36.36%	9.09%
THE STUDENTS I WORK WITH DEVELOP INSIGHTS INTO THEIR ABILITY TO SUCCEED	18.18%	0%	0%	9.09%	18.18%	54.55%	0%
THE STUDENTS I WORK WITH TRACK AND MEASURE THEIR PROGRESS/DEVELOPMENT	18.18%	0%	9.09%	18.18%	27.27%	18.18%	9.09%

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	6.67%	0%	0%	0%	0%	53.33%	40%
THE SCHOOL HAS A STRONG PARTNERSHIP WITH THE WIDER COMMUNITY	6.67%	0%	0%	0%	6.67%	53.33%	33.33%
THE SCHOOL HAS STRUCTURES, POLICIES, AND PROCEDURES TO STRENGTHEN FAMILY INVOLVEMENT AND ENGAGEMENT	6.7%	0%	0%	0%	6.7%	46.67%	40%
THERE IS A CULTURE OF SHARED RESPONSIBILITY WITHIN THE SCHOOL COMMUNITY FOR STUDENT DEVELOPMENT	6.67%	0%	6.67%	6.67%	6.67%	53.33%	20%
THE CULTURES, BACKGROUNDS, AND DIVERSE RELIGIOUS UNDERSTANDINGS OF DIFFERENT FAMILIES ARE RESPECTED	0%	6.67%	0%	0%	0%	40%	53.33%
STAFF ARE WELCOMING TO PARENTS AND CAREGIVERS	0%	6.67%	0%	0%	0%	33.33%	60%

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%	6.67%	26.67%	66.67%
I AM PROUD TO BE PART OF THIS SCHOOL'S COMMUNITY	0%	0%	0%	0%	6.67%	26.67%	66.67%
I FEEL A SENSE OF BELONGING WHEN I AM AT SCHOOL	0%	0%	0%	0%	6.67%	33.33%	60%
I FEEL RESPECTED BY EVERYONE WHEN I AM AT SCHOOL	0%	6.67%	0%	0%	0%	33.33%	60%
I FEEL THAT I AM AN IMPORTANT PART OF THE SCHOOL	0%	0%	0%	0%	6.67%	40%	53.33%

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%	6.7%	0%	6.7%	46.67%	40%
THE SCHOOL'S POLICIES, STRUCTURES, AND PRACTICES ARE CONSISTENT WITH CATHOLIC SOCIAL TEACHING	0%	0%	6.7%	0%	0%	40%	53.33%
THE SCHOOL'S POLICIES AND PRACTICES HELP CREATE AN ENVIRONMENT THAT SUPPORTS THE DIGNITY OF EACH PERSON	11.11%	0%	0%	22.22%	6.67%	40%	53.33%
THE POLICIES AND PRACTICES OF THE SCHOOL CREATE A SAFE ENVIRONMENT FOR ALL	0%	0%	0%	0%	20%	40%	40%
THE POLICIES, STRUCTURES AND PRACTICES OF THE SCHOOL HELP TO CREATE A RESPECTFUL ENVIRONMENT	0%	0%	0%	0%	33.33%	26.67%	40%

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 INFRASTRUCTRE MEETS THE NEEDS OF THE STUDENTS	6.67%	0%	0%	13.33%	26.67%	46.67%	6.67%
IMPROVING THE FACILITIES AND INFRASTRUCTURE IS A PRIORITY AT THIS SCHOOL	6.67%	0%	0%	6.7%	26.67%	33.33%	26.67%
THE SCHOOL PLANS EFFECTIVELY FOR CAPITAL DEVELOPMENT	13.33%	0%	0%	13.33%	13.33%	46.67%	13.33%
THE SCHOOL'S FACILITIES AND INFRASTRUCTURE ATTRACT PARENTS LOOKING TO PLACE THEIR CHILDREN IN SCHOOL	6.67%	0%	0%	6.67%	33.33%	33.33%	20%
DECISIONS ABOUT THE DEVELOPMENT OF INFRASTRUCTURE ARE WELL INFORMED	13.33%	0%	6.67%	22.22%	40%	13.33%	26.67%
DECISIONS ABOUT FUTURE CAPITAL DEVELOPMENT ARE CONSIDERED THROUGH BROAD CONSULTATION	13.33%	0%	6.67%	0%	20%	40%	20%