



**BLACKFRIARS**

# Annual Report

2022



Marrri naa pudni  
Welcome

Blackfriars rlu tampinhi,  
ngaduku pipa wardli Kaurna  
yartangka tikantih, Kaurna  
miyurna yaiya yarta-nalhanya  
Wana Tarntanyaku.

Blackfriars acknowledges that  
our school is located on the land  
of the Kaurna people, the traditional  
custodians of the Adelaide region.

Ngadluru tampinhi, pamaku luvia  
yartangka.

We recognise and respect their  
horitage, beliefs and spiritual  
relationship with their Country.

Ngadluru Purkarna, Yaiya miyurna  
piki-unangu, yalaka, tarrikarra  
tampinhi.

We extend respect to Elders,  
past, present and future, and to  
all Aboriginal language groups  
and First Nations peoples.



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## 1 | Introduction

In an era marked by rampant misinformation, the pursuit of veritas—the truth—has never been more crucial. This comprehensive report sheds light on our educational institution's progress throughout 2022, encompassing our Early Learning Centre (ELC) to Year 12. The numerous achievements of students, from ELC girls and boys to R-12 boys in learning, co-curricular, and service activities, are meticulously documented within this publication. Furthermore, the report presents a variety of key performance indicators that enable us to gauge the school's accomplishments and improvements.

Blackfriars Priory School is committed to nurturing lifelong learners, encouraging students to fully engage in the plethora of opportunities available and actively contribute to a community grounded in service and mutual respect. As a Dominican community, we serve as the foundation for each student's growth in understanding Dominican life and its traditions, which are enriched by the four pillars of prayer, study, community, and service.

Blackfriars is continually evolving, and through the implementation of our Strategic Plan (2021-2024) and the school's mission and vision, we are dedicated to providing excellence in boys' education that caters to the needs of the 21st century. Consequently, we strive to prepare our graduates to confidently and ethically engage in an ever-changing world, anchored by the Dominican pursuit of veritas.

We extend our gratitude to the staff members who have contributed to the 2022 Company Report, capturing a highly successful year for Blackfriars in all aspects of school life. By emphasizing the importance of veritas and holistic student wellbeing, we remain steadfast in our commitment to fostering an environment that promotes truth-seeking and upholds the four pillars of Dominican Catholic life.



## 2 | Enrolments

### 2020 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	24	18	18	28	29	36	49	74	87	85	84	89	79	700

### 2021 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	25	23	22	22	38	36	39	87	84	85	90	76	83	710

### 2022 August Census

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	Total
Numbers	29	18	29	26	29	48	39	84	110	84	80	86	73	735

### Growing Enrolments

#### *Parent recommendations*

Blackfriars continues to grow its enrolment base. Word of mouth recommendations to new parents from existing families continue to be the most reported reason at interview for initial consideration of Blackfriars as a school of choice.

#### *School bus services*

The school bus services continue to provide ready access for growing markets for Blackfriars in the north-east and north-west. At the end of 2022, registered uses for the new year had grown significantly.

- North-west (40 registered / 35 seats)
- North-east (81 registered / 57 seats).

#### *Social media*

Engagement with Blackfriars social media channels continues to rise with increasing frequency of posts providing information on student activities and achievements from ELC to 12.





### *School tours*

There were 18 Principal's Tours conducted in 2022 including:

- 11 in school hours
- After hours during Terms 1 and 4
- Saturday morning tours coinciding with Catholic Education Week (May) and Catholic Schools Open Week (August)
- Additionally, individual family tours were conducted as requested throughout the year.

### *Targeted marketing*

- DECD schools are geo-targeted to increase the frequency of digital information about Blackfriars served to visitors on those sites.
- Year 7 enrolment information distributed to families in CESA schools in our primary and secondary catchment areas during Term 1 including information for families about enrolment guarantee.
- Campaigns targeting enrolments for ELC and primary school conducted through Kiddo magazine, website and social channels.
- These campaigns include advertorial as well as general advertising components.
- International student marketing recommenced in 2022 with off-shore activities conducted by the Adelaide Independent Schools Alliance and other contracted agents in Vietnam, Hong Kong, China and South Korea.



### 3 | Student Attendance

#### 2022 Year Attendance Numbers

The student attendance record in 2022 on average was 88.74% on a recurrent daily basis. This is a drop from 2021 attendance (94.1%) due to Covid cases and close contact rules, particularly in the first half of 2022.

Year Level	2022 Attendance %
Reception	85.8%
Year 1	83.3%
Year 2	91.6%
Year 3	93.0%
Year 4	91.4%
Year 5	92.3%
Year 6	90.1%
Year 7	89.0%
Year 8	89.0%
Year 9	87.4%
Year 10	89.4%
Year 11	87.0%
Year 12	84.4%
<b>Average</b>	<b>88.74%</b>

#### Monitoring of Attendance

Student attendance is highly correlated to student achievement and as such attendance and punctuality are closely monitored by the Wellbeing Team. A mobile phone SMS message is sent to parents who have not informed the school of an authorised absence on any day to ensure that they are aware of their son’s absence. Heads of House regularly communicate with Home Group teachers to ensure that patterns can be identified and, where possible, preventative measures can be put in place.

#### Addressing Patterns of Absenteeism

Students that demonstrate an ongoing issue with attendance; whether it be for a single long-term block or longer-term irregular attendance, will be flagged by the Home Group Teacher and/or Head



of House (Senior) or Class teacher (Primary) for further investigation. At this point, strategies will be put in place to support the student. These strategies include, but are not limited to counselling, mentoring or goal setting. The action taken will be specific to the needs of the student and the circumstances that are creating the attendance concerns. Parents are informed and involved throughout the process.

Where these strategies are not successful in improving the overall attendance (and wellbeing) of the student, parents would be invited to meet with key staff to discuss further actions to support the student. This may or may not include support from outside agencies.





## 4 | Staff

Composition, Development and Professional Learning

### Teachers

There were 58 teachers employed at Blackfriars as at the August Census, 2022.

- This equated to 53.4 Full Time Equivalent (FTE) teachers; an increase of 0.9 FTE from 2021.
- All teachers held the degree equivalent of teaching qualifications, and in addition:
- 35 held post graduate qualifications at Honours, Masters and PhD level.

### Non-Teaching Staff

There were 45 non-teaching staff at Blackfriars as at the August Census, 2022.

- This equated to 32.6 Full Time Equivalent non-teaching staff.
- A number of non-teaching staff hold tertiary qualifications in a range of disciplines including education and psychology, including PHD level.

### 2022 Teacher: Student Ratios

The following Full Time Equivalent (FTE) teacher to student ratio information was formally reported in the School Census data, August 2022:

*R to 12 August Census 2022*

- Teacher: Student ratio was 1:13.8 (including the Principal)

During 2022, Blackfriars continued the process of re-aligning the number of teaching staff to projected enrolment numbers and work to the ideal *teacher to student ratios* as benchmarked by the Somerset report.

### Student Learning and Wellbeing Support

Specialist staff supporting student wellbeing and the academic programs include:

*Auxiliary Staff*

- School Psychologist
- Student Counsellor
- Fourteen part-time Education Support Officers (FTE 8.4)
- Cultural Wellbeing and Inclusion Officer



### *Blackfriars Education Learning Leaders (BELL) Team*

- Deputy Principal
- Head of Primary
- Assistant Principal Religious Identity and Mission
- Assistant Deputy Principal, Wellbeing (7–12)
- Heads of House
- Curriculum Leaders:
  - Learning Enrichment Coordinator,
  - Learning Engagement and Pathways Coordinator (7–12)
  - ICT Coordinator R-12,
  - Mathematics
  - Science
  - English
  - Humanities
  - Assistant Head of Primary
  - Religious Education Coordinator
  - SEQTA Administrator
  - EAL (English as an Additional Language) Teacher

### **Chaplain**

Blackfriars was fortunate to have the services of Fr William Loh OP who through his chaplaincy, provides invaluable support to our Blackfriars community of students, families and staff, especially in their personal faith journey and living out the Dominican Traditions and Four Pillars.

### **Compliance and Merit**

#### *Children and Young People (Safety) Act 2017*

The Children and Young People (Safety) Act 2017 replaced the Child Protection Act 1993.

Our staff are committed and trained to protect the children and young people in our care:

- All Education Support Officers and volunteers are required by the Children and Young People (Safety) Act 2017 to be screened and cleared to work with children.
  - Staff and Volunteers must hold a current “*Working with Children Check (WWCC)*” letter of compliance issued by the Department of Human Services (DHS) or the Department of Communities and Social Inclusion (DCSI).
- All teachers have previously been required to hold a current and valid National Police Clearance to maintain their Teacher’s Registration Certificate. However, with the introduction of the Children and Young People (Safety) Act 2017, in addition to the National Police Clearance as of 1 July 2019, it is now necessary for all teachers to be screened and



cleared for working with children through the “*Working with Children Check (WWCC)*” to renew their Teacher Registration.

#### *Responding to Abuse and Neglect*

Staff complete mandatory certification and undertake regular updated training in Responding to Abuse and Neglect in Education and Care Settings.

All staff complete annual Protective Practices training to support the commitment of Blackfriars to the protection of children and the implementation of a child safe environment.

#### *Workplace Gender and Equity Report*

Blackfriars completed the 2022 Annual Workplace Gender Equality Report:

- Blackfriars staff is approximately 48% female and 52% male (FTE Count: August Census)
- There were no self-identified indigenous staff members in 2022
- The composition of the Blackfriars School Board is 50% female 50% male.
- Female leadership increased on the Executive Team in 2022.

#### *Appointment to Positions*

- All staff are appointed to positions based on application and merit.





## Staff Development and Professional Learning

### Teachers

All teachers participate in the two-year Performance and Development Cycle

#### *Lead Learn Professional Feedback Cycle*

20 teachers participated in the Lead Learn cycle in 2022. The Cycle includes:

1. Classroom Climate Survey Pre-test (Anonymous Student Feedback on 8 Learning Criteria)
2. Observation of class by an External Mentor
3. Conversation with an External Mentor to review student feedback & personal reflection and to set improvement goals.
4. Classroom Climate Survey Post-test (Anonymous Student Feedback on 8 Learning Criteria)
5. Review Conversation with an External Mentor.

#### *ALEDA Coaching Conversations*

36 teachers were engaged in the ALEDA coaching conversations which included:

- a. Meeting with ALEDA coach
- b. Identification of Strengths and Areas for Growth
- c. Identification of SMART Goals based on AITSL Standards
- d. ALEDA meet with Head of Primary, Deputy Principal, Principal to discuss staff goal setting conversations.

### Executive Team Members

All members of the Executive Team participated in an Annual Review.

Role in School	Nature of Review	Review Organiser
Principal	Annual Appraisal	Board
Business Manager	Annual Review	Principal
Head of Primary	Annual Review	Principal
Deputy Principal	Appraisal as per contract (2nd year)	Principal
APRIM	Annual Review	Principal
Director of Development	Annual Review	Principal



## All Staff

All staff participate in school-based Professional Learning

*2022 Professional Development Week 4 July to 8 July 2022*

Topics covered:

- AITSL Standards
- Educator Wellbeing, Working with Young People and Child Protection
- Educator Wellbeing
- Classroom Management
- MITIOG and Child Protection
- SEQTA NCCD – Data Update
- ALEDA Coaching (Teachers)
- Metacognition
- Developing Teams (ESOs)
- Dominican Formation

## Individual Learning

Staff engaged in individually selected and school supported external professional learning.

*2022 Outcome*

50 staff members participated in individually selected and school supported external professional learning in 2022:

- Education Support Officers including, Non-Teaching Professionals = 36%
- Teachers = 69%

### 5 | Early Learning Centre (ELC)

#### Overview

The Blackfriars Early Learning Centre is a long day care facility licensed for 60 children per day. The building contains three home rooms each staffed with the equivalent of a full-time Early Years teacher and a full-time Early Years co-educator.

A preschool session is run termly from 8:30am to 3pm for children aged 3 to 5 years. Either side of this is Early Care from 7:30 to 8:30am and Late Care from 3 to 6pm.

Vacation Care is run in the school holidays from 8am to 6pm.

Children from 3 years must attend a minimum of two days at ELC; children from 4 years must attend a minimum of three days at ELC.

The ELC is closed for four weeks over the Christmas / New Year period.

#### Staffing Components

2022 had challenges due to COVID 19 restrictions and cases, but also adjusting to the change of staffing arrangements due to resignation of the director, changes in structure in the ELC as well as a shortage of relief staff across the sector. These staffing components changed across the year.

<b>Full-time staff</b>	<b>Part-time staff</b>
1 x Director / Coordinator of Early Years	4 x teachers
1 x teacher	3 x co-educators (ESO)
2 x co-educators (ESO)	
<b>Late Care</b>	<b>Early Care</b>
2 x co-educators	Staffed by one regular co-educator and rotation of ESO's to meet the ratio.
<b>Vacation Care</b>	<b>Inclusion Support Educators</b>
Staffed by a variety of educators including Late Care ESO and Inclusions Support ESO as well as causal ESOs for the Vacation Care period.	Children with additional needs once funding has been approved.





## Enrolment Data

Home room enrolment figures for Semester 1 – Terms 1 and 2

Homeroom	Monday	Tuesday	Wednesday	Thursday	Friday
Ballestrin / Barquin	14	20	20	19	19
Moore	16	19	20	17	13
Moretti / Ruggiero	19	20	19	20	15

Home room enrolment figures for Semester 2 – Terms 3 and 4

Homeroom	Monday	Tuesday	Wednesday	Thursday	Friday
Barquin	14	19	20	19	13
Moore / Fu	16	18	20	20	16
Moretti / Ruggiero	19	19	20	21	18

## Highlights

### *Development of the Outdoor Area*

- Ongoing project with consultation and plans - with further planting to develop a lush, green, inviting area of play encouraging exploration, imagination and adventure.

### *Change of ELC structure and practice*

- Critical reflection of staff to implement changes in practice including not moving rooms every semester (now once a year), changing the homerooms being set as curriculum rooms (literacy, arts, stem) – to providing all curriculum areas in each homeroom.

### *Focus on Digital Technology for staff and children*

- New 1:1 staff iPads to increase accessibility to technology for documentation purposes.
- Installation of screen in ELC foyer to have connection with families with notices and sharing photos of the children.
- Installation of Promethean interactive screens in each ELC homeroom to benefit the development of technology skills and to aid in curriculum presentations and planning.

### *Update of ELC children's furniture*

- Overhaul and update to children's furniture and lockers in each homeroom

### *New outdoor pergola installed*

- A new pergola was installed at the back of the ELC garden off the shed.



### Programmed Curriculum Events

- Weekly Library visits
- Walks around neighborhood – to St Helen’s Park, around the block and to the Schinella’s
- Bunnings visit – developing a vegetable garden
- Shrove Tuesday, Ash Wednesday, Holy Week
- Harmony Day
- Sports Day with the Primary School
- Mother’s Day Morning Tea in Frassati – held twice across the week
- Reconciliation Week / National Sorry Day
- Celebration of Jane of Aza Feast Day with the Centre’s 9th birthday.
- Book Week
- Indigenous Literacy Day
- Walk a Mile
- St Dominic’s Day
- New format for graduations held once with all children in JOD (Term 2 and Term 4)
- Nativity Performance – held twice across the week
- ELC End of Year Picnic

### Community Events

- ELC End of Year Picnic
- Christmas Nativity
- Bike Week – Miss Moore’s Charity Ride
- Buddy activities with Kendal Schenk and the Reception Boys – weekly reading

### Excursions / Incursions

- Excursions were limited this year due to restrictions which made it difficult to organise and plan. Some excursions were organised and cancelled due to COVID 19 such as the theatre and communal trip to the playground / park.
- Incursion – Scientific Bubble Show
- Police visit – Nikolas Sarris dad visited ELC in his police car
- Some ELC staff were involved in the ALEDA Lead Learn program
- ELC staff were involved in a lot of change across the year which in turn needed PD focused on collaboration and reflection - focusing on our philosophy and personal pedagogies
- ELC staff participated in practical mentoring sessions with Amanda Bartrum as a follow on from the – “Playful Literacy” the previous year focusing on:
  - Pedagogy and links to Literacy Indicators
  - Literacy knowledge
  - Theory to practice
  - Playful Literacy



## 6 | Primary School

### Preamble

When reflecting upon the 2022 school year, it was another unprecedented year that challenged our thinking around learning and teaching. It was important to remind ourselves of everything that we had accomplished during this period. The many highlights and celebrations, that while may have looked and felt different, each were still valued and celebrated by us as a community. Working together as a school community in 2022 provided us with a new appreciation of words such as collaboration, teamwork and partnership.

2022 was a year of discovery, new beginnings and the continuation of the learning journey that our Primary students commenced when they first came to us at Blackfriars. This year, like no other, the Primary boys and staff embraced new models of learning and made the most of the experiences and opportunities that crossed their paths. The boys' self-discipline, diligence, growth mindset, persistence and connection to their learning was unwavering and truly highlighted the strive for continual improvement that we see in our children every day.

### Literacy

In 2022, our Primary Literacy Coordinator continued her work in the Junior Primary classrooms supporting the teaching of reading. This targeted approach included the teaching of phonological awareness, phonics and comprehension to whole classes, small groups and individual students.

In the Reception classes this support included explicit reading and writing lessons at a whole class level. In Year 1 a program was set up to support small groups of boys with their phonics development and the transferal of these skills into their reading, spelling and writing.

In Year 2 the small group intervention program, which was developed in 2021 to increase comprehension through the explicit teaching of vocabulary, was taught at a whole class level in 2022 with a focus on visualisation, synonyms, and paraphrasing. This process was extremely successful in supporting lower end students as well as extending our higher achieving students.

Literacy support was also provided through targeted 1:1 Literacy withdrawal with boys in Years 2 to 6. Students with dyslexia were provided with spelling and reading intervention with a focus on the contextual explicit teaching of phonics.

Towards the end of 2022, we had conversations with other Primary Schools regarding best practice for Literacy instruction and visited another school to observe the administration of their spelling lessons. While we were doing this exploration of contemporary practice, we also explored literacy intervention programs to support the development of reading.

Plans moving forward in 2023 are to introduce a whole class spelling program, Promoting Literacy Development (PLD). This will create a consistent R to 6 approach to the explicit teaching of phonics.





*MiniLit* and *MacqLit* reading intervention programs were also explored and purchased. Our Primary Literacy Coordinator will oversee the implementation of these intervention programs, which will be run by trained ESO staff in both primary and secondary.

## **Numeracy**

In 2022 the Primary staff continued their work with the Primary Mathematics Association. This professional development originated from a desire to improve mathematical understanding, development and implementation across the whole Primary School. Our work with the Primary Mathematics Association included professional learning for staff and the exploration of both our understanding of the Mathematics curriculum, as well as the implementation of best practice.

Through this opportunity for professional development staff were able to better explore and develop a shared knowledge and understanding across all year levels that ensured mathematical learning was better mapped across the school. We spent considerable time exploring data – reading data/producing data and sharing learning evidence and learning stories from our work with the boys, which demonstrated their thinking/talking around data.

The rationale behind our work with the Primary Mathematics Association was to explore foundational skills with an aim to ensure that everyone had a shared understanding of the key mathematical concepts involved and the relational key mathematical conceptual language. We also spent time unpacking the notion of assessment in relation to the Australian Curriculum and CESA's focus on student agency to ensure that every assessment action was assisting the learner to become more skilled at assessing themselves and others.

Throughout the year we continued to focus on connecting with our learners as Mathematicians and continued to work on establishing a consistent approach to the teaching and learning of Mathematics.

## **Learning Enrichment**

Learning support continues to be provided to the Primary boys by both Learning Enrichment ESO staff and teaching staff. The Primary Learning Enrichment Team in 2022 was made up of four ESO staff who predominantly supported boys in their classrooms to ensure that they were all able to access the curriculum at their level of learning. Learning Enrichment ESO staff also worked in collaboration with classroom teachers to support the implementation of the curriculum at the classroom level.

Support in the Primary School also included small group and individual support sessions that allowed either ESO staff or classroom teachers to provide targeted and explicit support to boys who needed it. Our Coordinator of Literacy / Leader of Learning also worked closely with classroom teachers and Primary boys to support the development of reading, phonics, comprehension and writing skills.



What's the Buzz small group sessions continued in 2022 and were led by trained ESO staff. These sessions supported boys with the development of their social skills through the use of role play.

## **NAPLAN**

Students in Year 3 and 5 in the Primary School participated in online NAPLAN testing in 2022. Please refer to the NAPLAN Chapter for additional information and analysis of this data.

## **STEM**

STEM was incorporated across the curriculum and tasks were set with the boys that allowed them to plan, design, build, test, refine and reflect against assessment criteria. Skills associated with collaboration, research, communication and task design were enhanced through utilising various resources and materials. In 2022 the Lego WeDo kits were a popular choice with the boys.

## **Primary Specialist Classes**

### *Languages*

The Primary School Bilingual and gestured approach to teaching Japanese continued in the Primary classes in 2022. Each Primary class had one timetabled Japanese lesson each week, plus a 20-minute instructional and gesture oral language lesson each week. This shorter lesson occurs in the classroom and follows a team-teaching approach where the classroom teacher supports the specialist Japanese teacher to integrate the language into everyday classroom life. It was pleasing to see the enthusiasm of the boys grow as they became more confident communicating in Japanese throughout the year.

### *Physical Education*

All Primary students from Reception to Year 6 are fortunate enough to have two timetabled Physical Education lessons each week. These lessons are taken by a Specialist Physical Education teacher and include the teaching and learning of indoor and outdoor sports. Primary boys also participated in a variety of carnivals and co-curricular sports.

### *The Arts – Music*

Students from Reception to Year 6 have one timetabled Music lesson each week with a Specialist Music teacher. These lessons take place in the Primary Music Suite and students are exposed to a variety of musical experiences incorporating voice and instrument. Primary students had the opportunity to also participate in additional choir, band and instrumental sessions, as well as the Primary Arts Night, which incorporated dance, music and visual art.

### *The Arts – Visual Art*

In 2022 Visual Art was also a specialist learning area and each class had two fortnightly timetabled lessons with a Specialist Visual Art teacher. During these lessons the boys engaged with a variety of



different Visual Art experiences and worked with different media and techniques to refine their artistic skills and talents. A highlight for the boys in 2022 was their participation in the Prospect Art Show where they were able to showcase art that represented their view on where Prospect would be in 150 years as a celebration of Prospect's Sesquicentenary.



## Facilities

April saw the long-awaited installation of the new Primary Playground in the Primary Quad. The boys eagerly watched on in anticipation as the old playground was dismantled and the new playground was built. Once the playground was finished it quickly became the most used play space in the Primary School.

In 2022 the Executive Team was also presented with a planned proposal from the Upper Primary students for consideration of a Primary basketball court. Throughout the year this proposal was explored, along with various basketball court ideas and a decision was made to have a 3x3 Dream Court installed at the onset of 2023.

The Primary Library was incorporated into the Senior Library, which became one space to be utilized by all students from ELC to Year 12.





OSHC was also relocated from the OSHC Room into Frassati Hall, with the intention of a more permanent space being made available in 2022 in the Old Primary Library space. The previous OSHC Room will be used as an additional Primary classroom in 2023.

### Primary Arts Night 2022

Primary Arts Night 2022 was on Monday November 7 and was a wonderful celebration of Music, Dance and Visual Art. We were thankful for the preparation and support that Ground Force Dance Company provided in the lead up and on the evening of Primary Arts Night. The P&F also supported the evening and created a wonderful community gathering.



### Primary Awards 2022

Our Primary Awards Night and Year 6 Graduation were held on Wednesday 7 December. During this evening we were able to showcase the achievements of the Primary School in 2022 while also celebrating the conclusion of our Year 6 boys' Primary journey.

### Major Award Winners

Class	Award	Name
Reception	Commitment to Learning Award	Mason Ngyuen
Reception	Academic Achievement Award	Wazir Mostafiz
Reception	Commitment to Learning Award	Felix Skinner
Reception	Academic Achievement Award	Johnpaul Tashon
Year 1	Academic Achievement Award	Tomas Kropinski
Year 1	Commitment to Learning Award	Lincoln West





Class	Award	Name
Year 2	Academic Achievement Award	Alexander Nguyen
Year 2	Commitment to Learning Award	Gabriel dos Santos
Year 3	Academic Achievement Award	Henry O'Neill
Year 3	Commitment to Learning Award	Phillip Tran
Year 4	Academic Achievement Award	Sebastien Haskett
Year 4	Commitment to Learning Award	Sam Nguyen
Year 5	Academic Achievement Award	Jack Galkowski
Year 5	Commitment to Learning Award	Liam Vella
Year 5	Academic Achievement Award	Athanasios Stavliotis
Year 5	Commitment to Learning Award	Asher Strange-Revel
<b>Scholarship</b>		
2023 Br Patrick Hynes OP Primary Scholarship		Lincoln Huynh
<b>Major Primary Awards</b>		
St Albert the Great Award		Finn Juhasz
St Dominic Award		Zac Dontas
Frassati Co-curricular Award		Charlie Roissetter





## 7 | Secondary School

### Empowering Student Learning

#### EAL Students (English as an Additional Language)

- a. 40% of students at Blackfriars are classified as EAL students, compared to around 20% for schools nationwide.
- b. Approximately, 14 % of all students at Blackfriars have been identified as 'at risk' and receive intense 1:1 intervention through the EAL team led by Linda Harvey in collaboration with class teachers.
- c. Students are measured to assess growth, with widening gaps evident in their senior secondary years as the level of language becomes more sophisticated and technical.

#### Approach and Action

Regular meetings with a team of stakeholders including Principal, Deputy Principal, Assistant Deputy Principal Wellbeing, Head of Primary, School Psychologist, Student Counsellor, Pathways Coordinator and EAL Coordinator to identify students at risk and design appropriate interventions. Individual stakeholders were allocated case management responsibilities based on the students' needs. Bilingual Support Officers played a key role in communicating with parents.

Support effective English language learning and student wellbeing specifically for those EAL learners identified at risk – twice weekly literacy program for students in Years 7 to 12 in the beginning and emerging phases.

In collaboration with Heads of House and other stakeholders, the EAL Coordinator and Bilingual Support Officers design individual programs for students with behavioural challenges or intensive needs which are inhibiting their capacity to engage in traditional schooling. These programs are designed to meet students' interests, with a focus on strengthening relationships between students and stakeholders. This included students' participation in design and technology initiatives and mentoring programs.

All EAL students have an English LEAP level assessment uploaded on SEQTA and are identified as EAL on class lists. Documents highlight strengths and weaknesses and possible teaching methodologies.

The EAL Coordinator worked collaboratively with middle school teachers to design and implement curriculum and mentorship of teachers. Worked collaboratively with a wide range of stakeholders including teachers, counsellors and leadership to develop interventions for students with critical needs. Communicated with external providers to identify possible support initiatives.



EAL and Cultural Support Officers contacted every Vietnamese and Afghan family during the COVID crisis and discussed wellbeing and education directives.

A SEQTA instructional video explaining online learning platforms was developed in both Vietnamese and Afghan languages and emailed to parents. The video was designed to help parents monitor students' education through an off-campus learning platform.

The Afghan EAL and Cultural Support Officer made phone contact with parents each term, discussing their son's reports, providing instructions on how to access SEQTA and emailing reports. Parents were very grateful as most had never accessed SEQTA nor had any understanding of their son's academic progress.

Contact was also made with each 'at risk' Afghan student to ensure parents attended the Parent/Teacher Conversations. Bilingual Support Officers were present on the night to support conversations. Both Support Officers worked closely with leadership, counsellors and parents to address academic and wellbeing issues.

The EAL Coordinator Worked with the Research Project team to identify and support students at risk. An intensive support program was developed with the EAL teacher and Bilingual Support Officers working closely with students and teachers to ensure the satisfactory completion of Research Project.

### **Individual Learning Enrichment Plans**

The National Consistent Collection of Data for Students with a Disability (NCCD) is now used to assess/determine school funding.

Blackfriars has identified 144 students with disabilities registered on the NCCD (Nationally Consistent Collection of Data) records for students with disabilities.

This does not interpret directly the exact number of students with needs or disabilities; a condition of enrolling a student on the NCCD is approval of parents. Therefore, when parent approval is not given, Blackfriars still continues to support the student, however they cannot be enrolled on the NCCD list. Students that fall into this category equate to an additional 23 students to the 144 mentioned above.



## Academic Statistics and Analysis

*Performance Attainment Testing (PAT): Australian Council of Educational Research*

Blackfriars has expanded our formal testing and data collection process for students in Years 3 to 10.

1. The PAT testing suite of Maths (PAT-M), Reading (PAT-R), and STEM (PAT-STEM) will be carried out in early Term 1 and Term 4 each year to assess student growth.
2. The approach focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development.
3. ACER's approach is informed by a growth mindset – tailoring teaching to the needs of the individual learner to advance the progress of every student, regardless of their starting point.

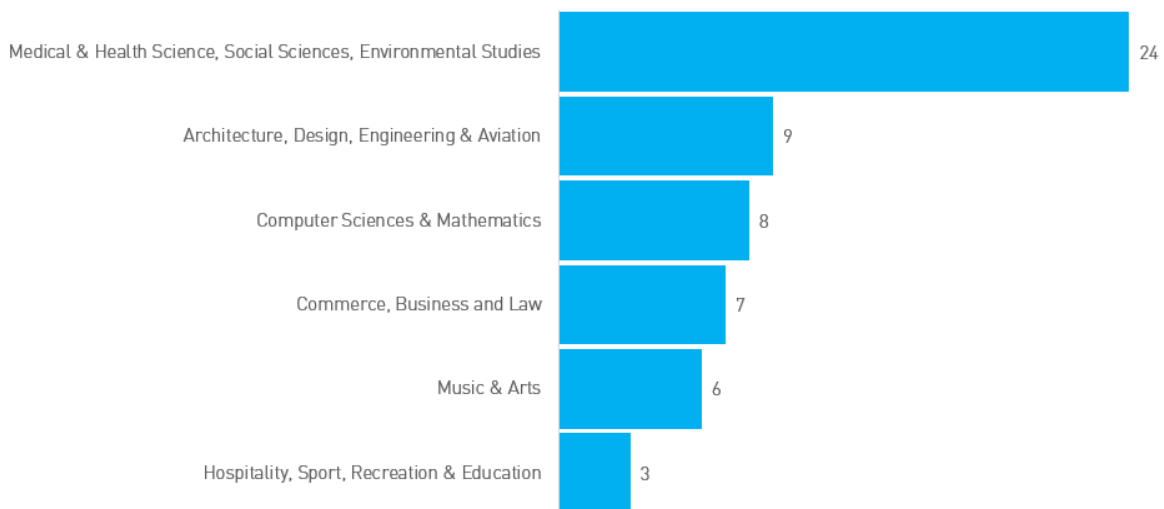


## 8 | Year 12 Results

The 2022 Year 12 results were exceptional. It was wonderful to celebrate the achievements of the boys who realised their God-given potential. For some boys, this meant achieving an ATAR above 90, and for others, it translated into SACE completion and acceptance into a trade pathway.

The university destinations continue to be in health, engineering, and science, with UniSA being the university of choice.

### Course selections by discipline for the year ending 2022

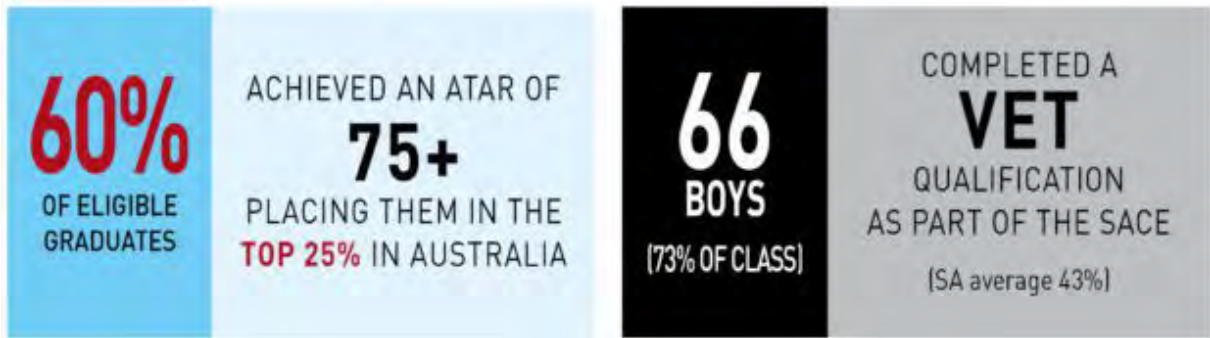






### Class of 2022 SACE Results

**17%** OF ELIGIBLE GRADUATES ACHIEVED AN ATAR OF **90+** PLACING THEM IN THE **TOP 10%** IN AUSTRALIA







**9 | Student Leadership**

Student leadership plays a crucial role in shaping the atmosphere and culture of a Dominican Catholic boys' school. It helps to foster a sense of community, develop critical skills such as communication, problem-solving, and decision-making, and instill values such as responsibility, accountability, and servant leadership. Additionally, student leaders serve as positive role models for their peers, inspiring them to get involved and take on leadership positions themselves. At Blackfriars, student leadership can also help to reinforce the school's religious mission by promoting Catholic values and encouraging students to use their talents and abilities to serve others. The leadership roles also contribute to the important vertical house structure in the secondary school, providing support and mentorship across year levels. Ultimately, the strong student leadership program in place throughout 2022 has contributed to a positive and dynamic learning environment that supports the personal and spiritual growth of all students.

**Student Leaders**

- Head Prefect* Daniel Heath
- Deputy Head Prefect* Nicholas Cacayorin
- Prefects* Hy Bao Buu, Lachlan Couzner, Thomas Dutton, Campbell Griffiths, Jai Harte, Finn Hudson, Sang Le, Atharv Mani, Lachlan Pedersen, Cooper Smith

**House Leaders**

- Aquinas* Jack Slaven (Captain); Daniel Marshall (Vice Captain)
- Burke* Magnus Lyons (Captain); Harry Boyd-Turner (Vice Captain)
- Denifle* Joshua Stodden (Captain); Dominic Nguyen (Vice Captain)
- De Vitoria* Jordan Deutrom (Captain); Isaac Arnold (Vice Captain)
- Horten* Le Bao Thien Nguyen (Captain); Michael Ward (Vice Captain)
- Jarrett* Donato Caiazza (Captain); Dan-Hien Nguyen (Vice Captain)
- Lacordaire* Matthew van der Woude (Captain); Nathan Sewart (Vice Captain)
- Lagrange* Duy Nguyen (Captain); Benjamin Herbert (Vice Captain)



### Student Leadership Middle Years

Student Leaders were selected across Home Groups from the middle years in 2022 and were given opportunities to build their leadership capacity through a variety of Home Group and House based roles. They played a vital part in coordinating the raising funds for Caritas and St Vincent de Paul as well as supporting senior student leaders within their houses.

### Student Leadership Primary Years

Head of Primary Emma Begg was pleased with the number of boys who put themselves forward for leadership positions.

“We had so many outstanding candidates to lead their houses that I know the Primary School will be in good hands this year,” Mrs Begg said.

The boys were elected after giving speeches to students from their Houses and a subsequent vote.

Blackfriars Head Prefect Dan Heath had some leadership advice for the Primary School Captains and Vice Captains: “I’d just say it’s really about being approachable. You want to make sure that you’re the voice for people who might not otherwise be heard. And I know you will do that.”

### Primary House Leaders

- Candler* Finn Juhasz (Captain); Manav Agheda (Vice Captain)
- Cussen* Ashton Skinner (Captain); James McAdam (Vice Captain)
- Dowling* Samuel Pedlar (Captain); Reilly Lane (Vice Captain)
- Spence* Charlie Roisetter (Captain); Keyan Ashna (Vice Captain)





### ***Ylead* – Leadership Education**

On Thursday 1 December 2022, the Prefects and House Captains participated in a formation and planning day conducted by leading Australian youth leadership development group, *YLead*. The students learnt many leadership skills, developed teamwork, established their priorities for 2023 and began the planning process to enact their plans.

The students nominated and voted for their Head Prefect and Deputy Head Prefect for 2023.

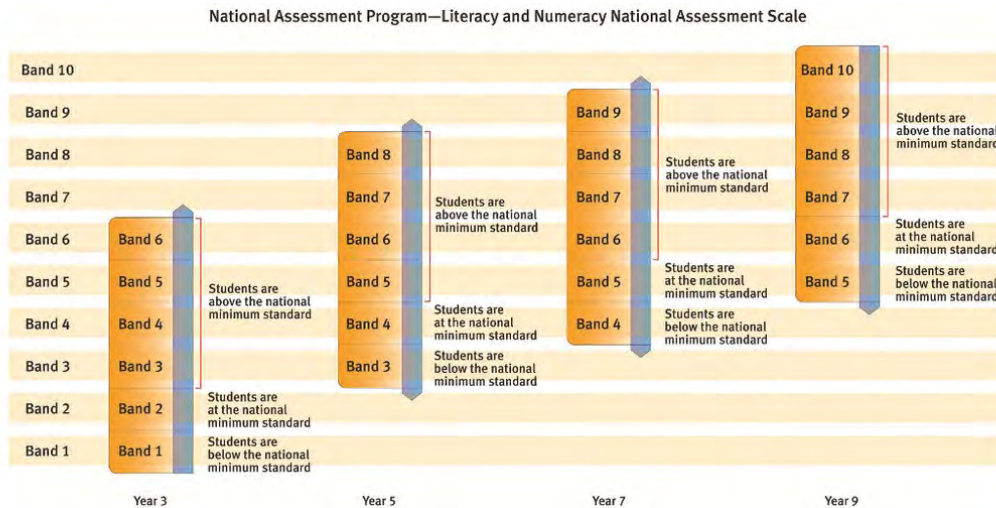






### 10 | NAPLAN Summary

#### Bands used in NAPLAN



#### Numeracy

- In Year 3, 100% of students were at or above the minimum standard.
- In Year 5, 96% of students were at or above the minimum standard.
- In Year 7, 93% of students were at or above the minimum standard.
- In Year 9, 98% of students were at or above the minimum standard.

#### Reading

- In Year 3, 100% of students were at or above the minimum standard.
- In Year 5, 97% of students were at or above the minimum standard.
- In Year 7, 95% of students were at or above the minimum standard.
- In Year 9, 91% of students were at or above the minimum standard.

#### Spelling

- In Year 3, 100% of students were at or above the minimum standard.
- In Year 5, 98% of students were at or above the minimum standard.
- In Year 7, 95% of students were at or above the minimum standard.
- In Year 9, 96% of students were at or above the minimum standard.

#### Writing

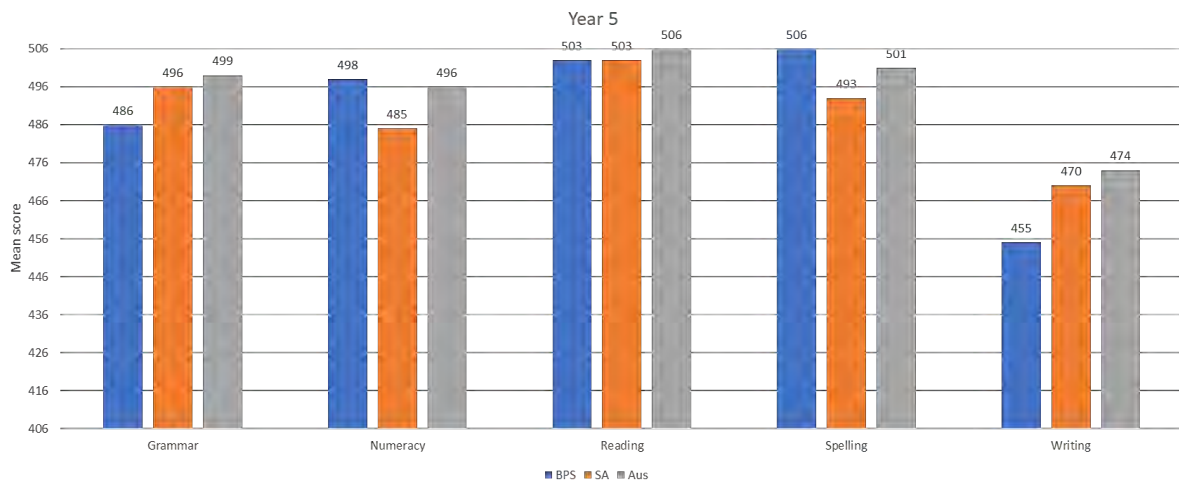
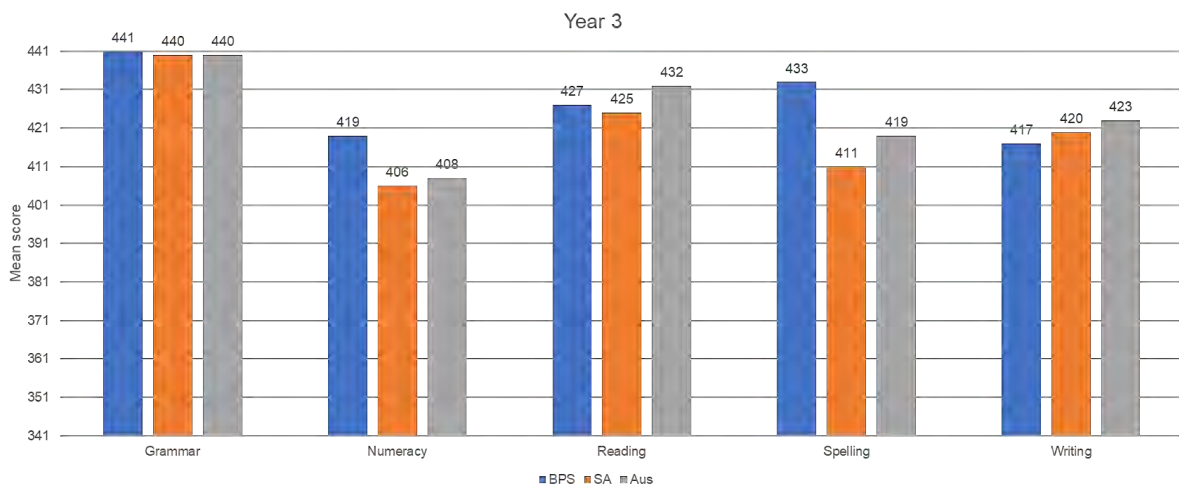
- In Year 3, 96% of students were at or above the minimum standard.
- In Year 5, 96% of students were at or above the minimum standard.
- In Year 7, 92% of students were at or above the minimum standard.
- In Year 9, 88% of students were at or above the minimum standard.

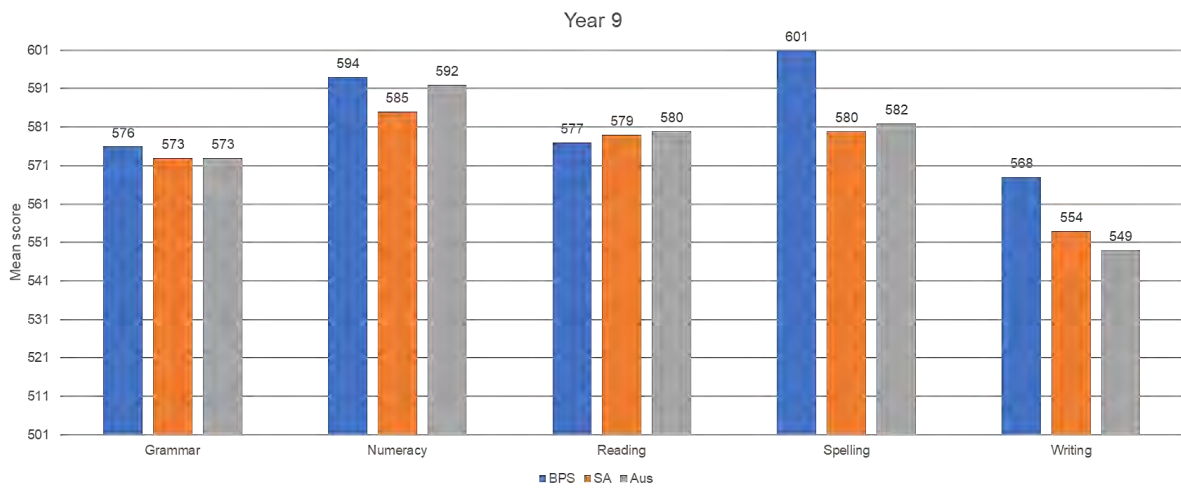
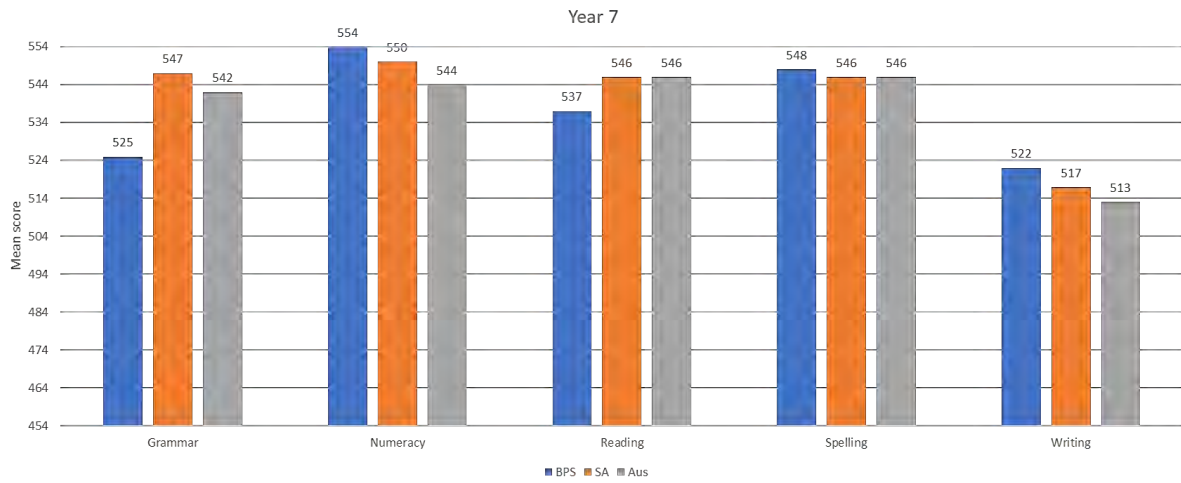


*Blackfriars is at or above the South Australian mean for the following:*

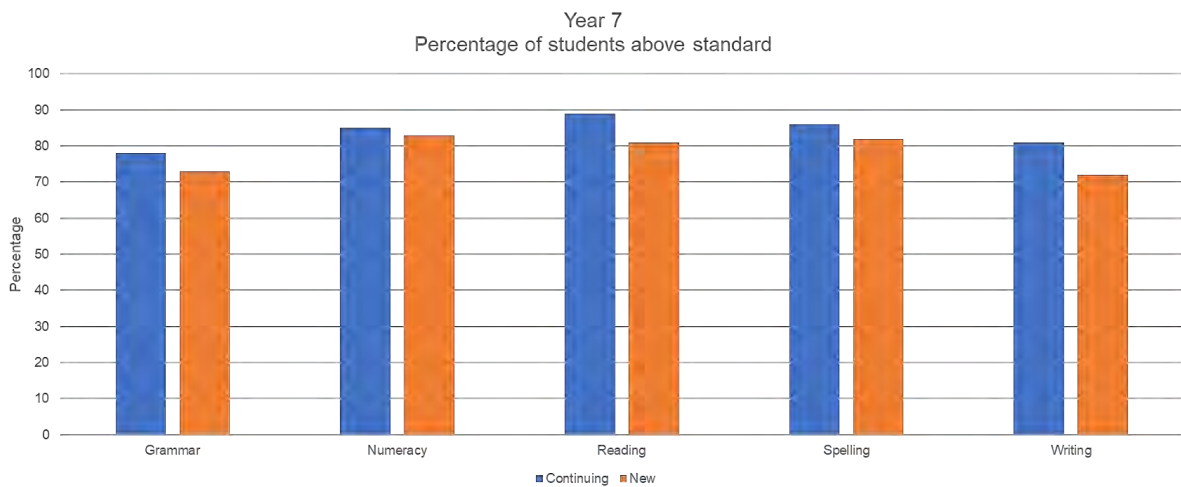
- Grammar in Years 3 and 9
- Numeracy in Years 3, 5, 7 and 9
- Reading in Years 3 and 5
- Spelling in Years 3, 5, 7 and 9
- Writing in Years 7 and 9

*By Year*

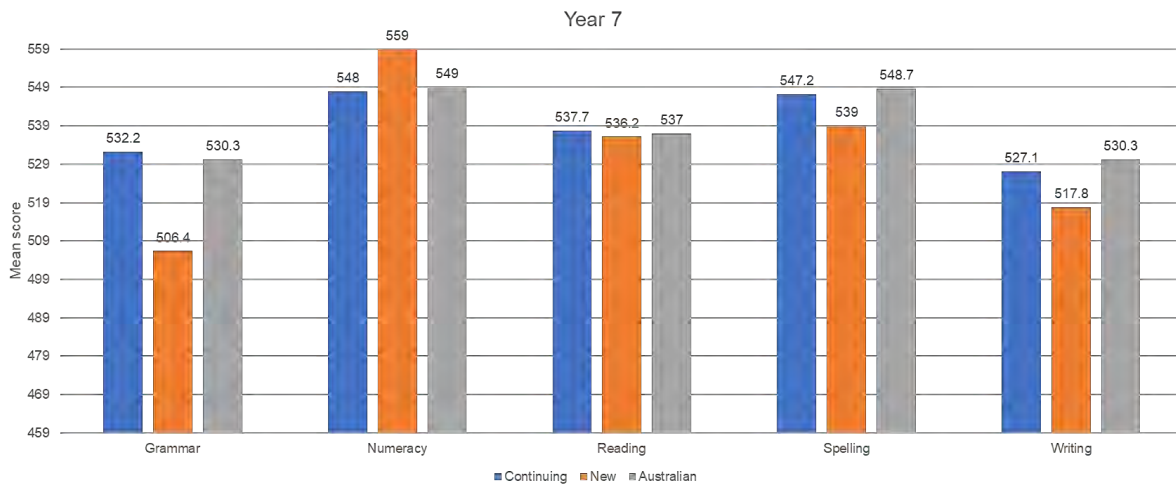




### Year 7 – Continuing and new students







*Strategies for improvement in primary*

Area	Strategies for 2023
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Implementation of MultiLit Program               <ul style="list-style-type: none"> <li>○ <i>MiniLit</i> for R to 2</li> <li>○ <i>MacqLit</i> for 3 to 6</li> </ul> </li> <li>• Revisit the structure of our literacy block to ensure the incorporation of the explicit teaching of comprehension</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Revisit the use of the LEAP oral language.</li> <li>• Continue use of 'Composing Written Texts' CESA guide.</li> </ul>
<b>Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Revisit the use of the LEAP oral language</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Ongoing professional development with the Primary Maths Association focused on the implementation of a consistent approach to teaching mathematics across R to 6.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Implementation of a consistent assessment cycle from R to 6</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Introduction of 1:1 iPads from R to 6 to be used as a tool to increase engagement and proficiency across all learning areas, particularly in literacy with the composition of iBooks as just one example.</li> </ul>



### Strategies for improvement in secondary

Area	Strategies for 2023
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Analysis of pupil data Roll out of Smart Lab in 2023- a literacy diagnosis tool that directs each student to targeted and tailored tutorials designed to meet their specific learning needs in <i>Reading, Writing, Spelling, Grammar and punctuation</i>.</li><li>• All teachers to use effective practices to improve student literacy Boys' writing continues remains an area of concern as it was the lowest area of development. We therefore propose a renewed push towards writing in classes. We plan to run PD on writing for teachers here: <b>The Writing Revolution</b> We propose for teachers to do the online course, and then introduce the program into Blackfriars.</li><li>• Reading across the school. We aim to raise more awareness and reward the Premier Reading Challenge through the Library. We cannot have good writing without good reading and we see a need to promote reading and propose SSR (Sustained Silent Reading) timetabled in key classes in 2023.</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>• The research shows that teacher quality has a significant impact on student outcomes. Staff will be challenged to engage in continuous improvement. We have recently employed two specialist mathematics teachers who, in addition to supporting their students, can assist the Curriculum Leader in supporting 'out of field' / generalist teachers in our subject area.</li><li>• The renewed structure of mathematics classes in secondary school supports teachers with tailoring the teaching and learning to individual student needs. Extension classes are formed to be larger which allows for the other classes to be smaller which, in turn, enables more support to be offered to students with higher needs. Placement in these classes has been informed by a range of assessment evidence.</li><li>• Interest, both from within and beyond the school, has been expressed in the learning tasks we have adapted or developed that have promoted student creativity and agency. We have reviewed the way we provide student feedback, seeking to ensure it is future-focused, solution-oriented and specific to learning. Staff uptake of this new practice is important.</li></ul>

### 11 | International Students' Program

#### Enrolments

Blackfriars hosted 15 international students in 2022. Three of these commenced during the year after completing EAP (intensive English) courses at Adelaide International School

Year Level	Country	Commencement	Agent
8	South Korea	Year 8 2022 (T3)	Study SA
8	Vietnam	Year 7, 2021	Avenue to Success
9	China	Year 9, 2022 (T3)	AAS
10	Vietnam	Year 10, 2022 (T3)	Global Link
10	Vietnam	Year 8, 2020	Avenue to Success
10	China	Year 8, 2020 (T4)	DHC Group
11	Vietnam	Year 9, 2020	Global Link
11	South Korea	Year 8, 2019	Study SA
11	Vietnam	Year 7, 2018 (T3)	Global Link
11	Vietnam	Year 10, 2021	No agent
11	China	Year 9, 2020 (T4)	AISA
11	South Korea	Year 11, 2021	Study SA
11	Hong Kong	Year 9, 2020 (T4)	iEducation & Training
11	China	Year 11, 2022 (T1)	DHC Group
12	Vietnam	Year 10, 2020 (T2)	AISA

#### Student Recruitment Activities – Off Shore

Owing to the COVID-19 global pandemic, Blackfriars was unable to participate in any recruitment tours in 2022.

To remain connected and in contact with our International Student participating countries during 2022, Adelaide Independent Schools Alliance (AISA) arranged for member schools, including Blackfriars, to present at multiple webinars shared with agents based in China and Vietnam.

AISA has continued to conduct marketing activities from its offices in Vietnam, China and Hong Kong as well as online campaigns from Adelaide.

We anticipate a return to off-shore agent engagement and student recruitment activities in 2023.



### **Student Recruitment Activities – On Shore**

In preparation for a return to a full program of recruiting activities in November 2023, Blackfriars participated in the StudyAdelaide Australia Roadshow events in Melbourne and Sydney. These events engaged international education agencies with offices in Australia’s two largest markets to promote South Australian institutions to their clients families in a number of off-shore markets.

Throughout 2022 Blackfriars Overseas Student Program Officer, Angela Honner, continued to foster relationships with our current agents, both Adelaide-based and overseas. Part of her role is to keep the parents up to date with their son’s progress and sometimes, due to language differences, the only way is through the agents who interpret for us.

Three boys were accommodated with homestay families in 2022 and a wonderful relationship has been fostered over the years to keep them abreast with what is happening at the school pertaining to the boys they host. This has included regular visits to their homestay homes to meet with families, discussing any issues raised and to ensure personal and residential compliance is in accord with our CRICOS registration.

Angela also makes regular contact with the parents of the boys who are fortunate to live with their parents, or close family members, in Adelaide.

### **Adelaide Independent Schools Alliance**

Our membership of the Adelaide Independent Schools Alliance continues to yield enrolments. Access to their English Proficiency Evaluation test (EPET) and the Adelaide International School for EAP (intensive English lessons) continues to assist with assessing applications.

### **Short Stay Overseas Students / Study Tours**

Due to the COVID-19 situation, Blackfriars was not involved in hosting any short stay overseas students in 2022.



## 12 | Student Wellbeing

### Wellbeing Team Focus

The Wellbeing Team at Blackfriars had significant success in 2022 in supporting students through the many challenges which arise during their education:

1. There was continued development of the relationships between students of all ages across the school. Mentoring and buddy programs connecting students provided opportunities for leadership, empathy care and support for students from and with each other.
2. The Wellbeing team and Prefects led initiatives through the year to build connection across the school and to support the community:
  - Connecting to Men's Health Week, a major focus and fund raiser was the Push-Up Challenge which highlighted key mental health issues for men. All students were encouraged to align physical activity with their mental health with daily suggestions on how to maintain positive mental health.
  - The RUOK movement and Walk a Mile in my Boots were once again recognised to raise money for the homeless whilst sharing important messages about mental health and caring for each other as young men.

### Wellbeing Programs and Activities

The development of a Pastoral Care program both in assigned lessons and through activities outside of scheduled Pastoral Care lessons included:

- Year level-based units on wellbeing topics such as healthy living, risk-taking behaviour, cyber safety and mental health.
- Our Year 10 students participated in the PPEP program and continued to be one of the only all-boys schools to make a commitment to educating young men on period pain and endometriosis with the aim to promote men as supportive partners/friends.
- The Building Blacks Boys program, with an emphasis on positive relationships, continued for our Year 7 students.
- The Carly Ryan Foundation presented to Year 7/8 students on how to access online content safely. This was further supported as the year progressed with a visit from SAPOL to educate students on being responsible users of social media and the laws associated with its use.
- Encounter Youth presentations were provided to Years 10 to 12 as part of the 'Party Safe' program.



- A focus on building resilience skills and the importance of belonging in a community. Some of the key, continuing challenges for boys in their adolescent years are developing stability in their mental health, living a healthy and active life and managing issues around technology, such as cyber bullying and excessive screen time.
- Continued use of the Wellbeing Journals. Based on advice from both staff and students, 2022 was used to investigate other options/resources available in the wellbeing area.
- Engagement with school provided support services such as the School Psychologist and Counsellor.
- Regular 'Students at Risk' meetings involving key Wellbeing stakeholders manage the identification and support of students; in particular Year 12 students. These meetings triage and determine a plan of action to support the student's mental health, attainment of SACE and success in their educational pathway.
- There has been a continuation in sessions presented to students on managing stress and understanding mental health better.
- Staff have also undertaken training and ongoing development in this area, including the planning for more staff to undertake Mental Health First Aid training in 2023.
- The Year 12 Wellbeing program on Fridays, focused on wellbeing, has allowed more time for study support.
- The sessions also involved further mental health awareness lessons, buddying opportunities with ELC and Primary students and listening to guest speakers eg Sleep Specialists from CLM Co, and recent graduates discussing their education journey – successes and pitfalls.
- Ongoing development of units has occurred with a review of content and teaching sessions to fulfil our requirements for the Child Protection Curriculum.
- Programs for senior boys were established in the Orientation Week period (November 2022) to build skills and awareness for 2023.
- A program of parental and student engagement in safe partying, social skills, legal requirements and expectations were implemented for senior students prior to a successful Year 12 Formal. This had to be presented online to parents due to Covid restrictions and limitations on meetings. A recording was provided to all families.
  - No student was able to attend until parents and the student had completed the information sessions.





- The program includes activities designed to build an understanding of what it is to be a successful leader. A formal process of leadership application was undergone and after the appointment of a leadership team, these students took part in the 'Maximising the Badge' program facilitated by yLead. Further development of leadership opportunities were offered to Year 7, 8 and 9 students with a group attending the GRIP Leadership Day.
- Road safety awareness and the understanding of the consequences of risk-taking behaviour was presented for students starting from Year 9. Programs include Road Set online program, RAP program, Street Smart, SAPOL guest speaker and the RAH Party Program (held onsite in 2022).
- The Pulse Wellbeing Survey was completed by students in 2022 providing valuable data on students in our community and their pastoral needs. This data has been beneficial in planning programs into the future. SEQTA data on incidents throughout the school year also forms.

The Home Group Teachers and the Heads of House maintain regular communication with families. Given our vertical Home Group structure, Home Group teachers are encouraged to engage with families as the first point of contact, particularly in areas pertaining to attendance, lateness, uniform/presentation or pastoral matters. Communication with families is encouraged through SEQTA Engage. Home Group teachers have the opportunity to develop positive relationships with students across a range of year levels.

## Camps

School camps again played an important role, especially in the middle years, in establishing independence, teamwork and outdoor education skills.

- The Year 7 students completed their camp at Douglas Scrub. Students completed a range of activities with one of the highlights being the middle day at Port Noarlunga.
- The Year 8 students completed their camp to Robe in Term 4, this was a very successful camp, with the boys engaging positively in all activities.
- Due to covid restrictions early in 2022, the Year 9 camp had to be postponed to Term 4. Year 9 students experienced a mainly aquatic-based program at Victor Harbor. This made a very busy end to the year with the Year 9 and 8 camps running in Week 6 and 7.



*Year 9 Camp at Victor Harbor – November 2022*

### **Retreats and Formations**

Other out of school events continue to be a highlight for students:

- Year level Retreats
- Student Leaders formation day and the Student Leaders Netball tournament and activity afternoon with other Dominican schools in Adelaide.

### **Vaping**

Throughout 2022 we had a rise in the number of reports received regarding student vaping. This was reflective of data published in other States of Australia and from other schools within Adelaide. The Blackfriars approach to the issue of vaping was shared with all parents/caregivers including educational materials and tips to initiate conversations with students.

### **Student Wellbeing and Academic Data**

Throughout 2022 a number of 'value adds' were introduced to our Learner Management system – SEQTA – to support staff in the follow-up of pastoral/behaviour management concerns.

During 2022 there have been 3,106 entries on SEQTA for wellbeing related matters compared to 1,946 in 2021. From this data, we can identify that June, August and September are the most significant months for entries.



## 13 | Religious Identity and Mission

### Preamble

Religious Identity and Mission (RIM) underpins every facet of what we do at Blackfriars Priory School. It is at the core of every decision we make as a Catholic school, as we continue the work of Christ in the Dominican tradition. This is actively supported with the regular presence of Dominican friars through the celebration of school Masses and in particular, Fr William Loh OP in the role of Chaplain.

Fr William, in his fourth year as school Chaplain, has continued to develop excellent relationships with staff and students. His enthusiastic presence and participation in activities and events at the school has enabled the community to gain a deeper understanding of lived Dominican Spirituality.

A challenge for the Blackfriars RIM Team is our cohort context. How do we maintain the Four Pillars of Dominican Life, while fostering the sense of community throughout and within the school's cultural and religious diversity? We have many religions and Christian denominations represented across Early Learning Centre to Year 12. The breakdown is as follows, and reflects minimal change from 2021:

- 50% Catholic
- 15% Other Christian
- 9% No affiliation
- 7% Buddhist
- 5% Muslim
- 2% Hindu

*NB: percentages have been rounded to the nearest whole number.*

The differing religious associations demonstrate the broad multi-culturalism of the school and the confidence this provides that we are bridging cultures and the lives of God's people through the truth and strength of all the Dominican Pillars.

*"The surest and quickest way to attain perfection is to strive for purity of heart."*

St Albert the Great

### The Four Pillars

Whilst the Four Pillars do not exist in isolation, for simplicity of reading, I have documented the report under the subheadings of the Four Pillars.

### Pillar of Prayer

- Classes begin with a brief prayer as a means of remembering God's presence and actualising the intent to 'pray without ceasing'.



- The school-wide theme that we are building *Men of Substance* (which is complimented by Pastoral Care and Reflection Days/Retreats) manifests through the focus on the virtues and the pillars as a tool for our students to use in their working life and chosen vocation.
- Government COVID-19 restrictions impacted on our ability to exercise our normal religious freedoms in 2022, but we were able to come together as a community to celebrate the Ash Wednesday in a modified manner utilising our Jubilee Walkway, our Easter play on *Padnipadninya Tapa*, Harmony Day where activities were completed in Pastoral Care, St Dominic's Day, mass for St Albert the Great, the Year 12 farewell mass, and closing of the school year staff mass.
- Highly successful Reflection Days (with constant reference to living the Four Pillars in balance) were conducted for the following year levels, whilst government restrictions prevented Years 7 to 9.
  - Year 6 – Leadership
  - Year 7 – Who we are
  - Year 8 – Journeying together
  - Year 9 – Challenged to be
  - Year 10 – Walk4One – Sam Clear
  - Year 11 – Positive masculinity – Real Talk
  - Year 12 – Residential retreat – A Blackfriars graduate



*Year 12s on Retreat – Life is a journey and who we walk with makes all the difference. We hope they continue to walk with God.*





### *Meditation*

- All students have been engaged in meditation from 1:44 to 1:50pm every day. Our meditation is led by Prefects over the public address system, beginning with two minutes of reflective music, followed by an invitation to silence for three minutes, finishing with a space for communal prayer and contemplation on being a person of truth in the Dominican tradition and offering each person an extra moment for that individual connection to God.

### *Sacramental Program*

- Students primarily from Years 3 and 4 (but with additional participants from a range of year levels) engaged in the Sacraments of Reconciliation, Confirmation and their First Holy Communion as part of the North Adelaide/Prospect Parish.
- Reconciliation, Confirmation and First Holy Communion were celebrated at Rosary Church (all three Sacraments) and St Lawrence's (First Holy Communion).



*Our students after celebrating the Sacrament of Confirmation*





## Pillar of Study

- The Year 12 Religion Studies 20-credit subject with the focus area being on Catholicism performed extremely well with many students receiving a score in the A-band. Additionally, students in the 10-credit Integrated Learning Religious Education program achieved excellent results.
- New units of work and assessments have been created for Stage 1 SRM (Years 10 and 11). Programs and assessments were updated for Year 8 and 9 RE using Crossways.
- Silvana Cardone, in her role as Religious Education Coordinator, used Religion faculty meetings to continue to work collaboratively with colleagues to enhance pedagogical approaches and deepen an understanding of the Religious Education with a focus on Crossways and MITIOG.
- As part of the Made in the Image of God (MITIOG) Human (Sexuality) Development program, and in an age-appropriate manner, Religion teachers led students to critique the online environment in terms of the impact of pornography, MITIOG for Year 11 students was delivered in Pastoral Care.
- The implementation of Crossways was furthered through a scope and sequence of Enduring Understandings (Years 7 to 12), and the incorporation of the Wisdom strand (7-12).
- MITIOG Scope and Sequence completed for Years 7 to 12.

### *Staff Professional Formation*

- The Catholic reading section in the staff room was updated.
- Dominican and spiritual formation occurred during the Professional learning week when we had visiting Dominican Friars who presented on a range of topics.
- The staff retreat was held at Grange and focused on meditation / mindfulness / wellbeing.

## Pillar of Community

### *St Dominic's Day Celebrations*

We celebrated St Dominic's Day on the feast of Blessed Joan of Aza as we were blessed to have our Provincial, Fr Dominic Murphy OP, join us for the blessing and naming of several buildings and spaces, including our Jubilee Walkway. Our celebration of St Dominic's Day saw a return to the fete-style tradition. Fr Dominic Murphy was our celebrant for the mass.

### *St Albert's Day Mass*

Old-scholar Fr Matthew Newman celebrated our mass for the feast of St Albert the Great. He concelebrated with Fr Kevin Saunders OP.



## Pillar of Service

- Blackfriars student annual fundraisers for Catholic charities included:
  - Term 1 – Caritas (Project Compassion) - \$3735
  - Term 2 – Can Drive (Vinnies Winter Appeal)
  - Term 3 – Catholic Charities - \$4670; Hutt St Centre \$1013; Ukrainian refugees \$308
  - Term 4 – Vinnies Christmas Hampers for families in need

*"It is by the path of love which is charity that God draws near to man and man to God."*

St Albert the Great



## 14 | Co-curricular Program

The Blackfriars co-curricular program offers a broad range of co-curricular activities that allows students to participate in a wide range of sporting teams, intellectual pursuits or creative expression. The program is continually evolving to ensure all students have the opportunity to positively participate in activities that enhance their skills in a supportive and encouraging environment. Our key focus is to develop well-rounded young man through providing a wholistic co-curricular program that aligns with the Four Pillars of Dominican Life.

COVID had an enormous impact on all co-curricular activities over the last two years. After numerous lockdowns that cancelled all sporting programs and put all sports and activities on hold more and more students have returned wanting to participate in our co-curricular activities, realising the value of being part of a team or ensemble environment. 2022 finished strong, with a return to normality for the co-curricular program.

Blackfriars enjoyed successes in several co-curricular activities throughout the year, which highlights the strong dedication and commitment of not only the students participating but also the coaches and managers.

The aim of the Blackfriars co-curricular program is to:

- Build confidence, self-esteem, team skills, develop new friendships and gain enjoyment from participation.
- Offer activities that encourage an active lifestyle as well as the option to participate in a competitive sport or activity at interschool and state level.
- Further develop the whole person by promoting leadership and social skills and enhancing a sense of personal responsibility in team and individual pursuits
- Improve, develop, and provide education on health, wellbeing, and fitness.

### Student Participation

Students are expected to participate in at least one co-curricular activity. The program is run over summer (Terms 1 and 4) and winter (Terms 2 and 3).

Students in the Secondary School made up approximately 60 teams, competing at various levels from the beginner through to our senior, most elite (Senior A) squads.

Our Primary School students made up 25 teams, also competing at various levels throughout the seasons.

Sporting teams participated in the Sports Association for Adelaide Schools (SAAS) competition. Blackfriars also entered teams into Secondary School Sports South Australia (SSSSA) competitions progressing to various stages of the knockout rounds.



## Co-curricular Facilities

The on-campus and external facilities available to Blackfriars enabled a broad range of co-curricular sports to be played. The Neill Gymnasium and Lewis Oval plus Park 2 (which includes cricket pitches, football ovals, soccer pitches and tennis courts) ensure students always have access to high-quality facilities.

Recently, Park 2 has had a facelift thanks to the introduction of new landscaping/greening contractors. The pitches are now of extremely high quality, and the team will be moving onto introducing the same maintenance protocols on our school back oval.

## Soccer Academy

The soccer program at Blackfriars continues to develop and offers students outstanding coaching allowing them to develop their knowledge and skills within the game. Throughout the school we field seven co-curricular teams and an Academy Cup team which competes against Cardijn College and Nazareth College. In 2022, we welcomed NPL Hall of Fame inductee, Simon Catanzaro into the role of First XI head coach, with Jai King-Byrne (BPS '19) continuing as his assistant. Simon developed a belief in our young side that pushed them to provide us with a very entertaining season and a thrilling Intercol.

## Football (AFL) Academy

The AFL program at Blackfriars continues to develop and offer students outstanding opportunities to develop their knowledge and skills. The program was created in 2018 with the intention to benefit the growth of AFL participation at Blackfriars, creating a pathway program for students in Years 4 to 9. Each year participation in football grows and grows.

## Connections with Old Scholars

Blackfriars has a strong connection with the Blackfriars Old Scholars Association Football Club (BOSFC) and Blackfriars Old Scholars Association Football Club (BOSA FC). Old Scholars come to the school and conduct training sessions for both the First XI and First XVIII.

Both clubs provide a successful pathway for Blackfriars old scholars to continue representing their school in soccer and football. We look to continue our connection through both clubs providing coaches to our school teams.

## Academic and Creative Options

Blackfriars also offered students academic and creative pursuits within the co-curricular program. These include Art Club, Media Group, Robotics, Chess, UN Youth Association and Debating.

In 2020 we introduced e-Sports, competing in the META High School E-League in three types of online games. Over the past two years e-Sports has developed and grown more than we could have



hoped. In 2022 our Valorant team, finished first in South Australia, and placed third nationally. 2023 sees massive growth, with the possibility of adding more games to our roster.

## Intercol

The spirit of the Hounds was on full display during the 16th annual Intercol against Christian Brothers College.

### *Signing of the Intercol Code of Conduct*

As the tradition now stands, the week before Intercol, both Student Leadership of CBC and Blackfriars got together to have a Luncheon and sign the Intercol Code of Conduct. It gave the students a chance to mingle and enjoy the days before the rivalry started.

### *Chess*

Blackfriars made the best possible start to the three-day competition, taking out the Senior Chess contest, 3.5 games to 1.5. Chess Captain Sang Le was named Blackfriars' MVP, with Year 7 student Aedan Ryan taking home the medal in the middle year's competition. Blackfriars, coached by teacher Andrew Haarsma, has had a strong record in Intercol Chess, winning seven matchups and drawing one since it first became part of the Intercol fixture in 2012.



*Stefan Zienkiewicz, left, during the Intercol Chess competition and Chess Captain and MVP Sang Le with the trophy.*

### *Table Tennis*

Table Tennis was first included on the Intercol program in 2010, with CBC having the upper hand in recent years. In fact, Blackfriars had not won Table Tennis since 2016. Led by Captain Hy Bao Buu and coached by old scholar Phi Trinh (BPS'18), Blackfriars not only won the Senior A2 contest, but we were also victorious in the Middle B, Senior B and Middle A2 competitions. Our Senior A2 MVP was Lucas Petroccia, with Jordon Ngo, Zavier Morelli and Lachlan Sutton also taking home medals as the best players in their respective divisions.





One of our double's teams in action and, right, the celebration after Blackfriars won the Table Tennis trophy.

### Debating

Day one concluded with the Debating competition. Our Senior A team of Captain Nathan Sewart, Daniel Song and Juan Carlos Kilapio debated the negative on the topic "Buy-now and pay-later models, including credit cards and Afterpay, should be banned". Despite a very strong showing by our comparatively young team, CBC was awarded the win in a split decision, and by the very narrowest of margins. Year 11 student Nathan was named Blackfriars' best speaker. In the Middle School competition, Year 7 student Ryan Lapinig took the honours.

Blackfriars will be looking to even the ledger in 2023, with CBC now edging ahead by one in the 13 years of Intercol debating. With all three of this year's Senior A boys still at Blackfriars in 2023, we have no doubt they will be very hard to beat.



Ryan Lapinig, left, and Nathan Sewart.

### Basketball

Day two started with the Basketball competition. While the only the result of the Senior A game counts towards the Intercol Trophy, there were six games contested at Adelaide 36ers Arena. The Middle A (34-26) and Middle B teams (52-18) recorded victories, while the Middle C (26-37), Senior B (18-56) and Senior C (35-80) games went to CBC.



Congratulations to our MVPs, Kiarash Shakouri (Middle C), Matthew Brown (Middle B), Eli Scharfbillig (Middle A), Luke Fernando (Senior C) and Bailey James (Senior B). The Senior A game, in front of vocal crowds from both schools, was a tight contest, with Blackfriars coming back from a slow start to take the advantage at the mid-way point. However, CBC was ultimately too strong, taking the win 53-62 but both teams provided the most entertaining Intercol Basketball game yet. Jackson Puddy was named Blackfriars' best player.



*Action from the Basketball at Adelaide 36ers Arena.*

### Soccer

With CBC levelling the Intercol contest, it was going to come down to the final day, and the Soccer and Football, to decide the ultimate winner. It was a wet start to Day three for our Senior B Soccer side, which was, unfortunately, outclassed by CBC, 12-0. Simon Sangu took home the medal as the best player for Blackfriars. The sun peaked through just as the 1st XI took to the pitch at Services FM Stadium, Gepps Cross. Blackfriars, coached by Football South Australia Hall of Fame inductee Simon Catanzaro, took the early lead, with Year 11 Nathan Oan scoring the first goal of the game. From there, it was a tight tussle, but CBC scored a late goal to secure the victory (2-4) and ensure, no matter the result of the Football later that day, it would retain the Intercol Trophy. Nathan Oan was named Blackfriars' MVP.



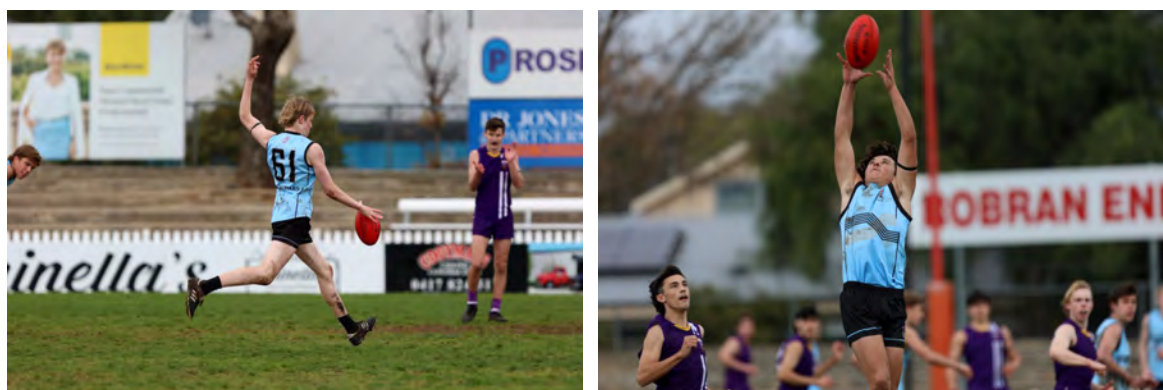
*First XI Soccer Intercol*



## Football

The action then headed to Prospect Oval for the 1st XVIII Football. Blackfriars had their chances, and led for the first half, but could not combat a fast-finishing CBC, the final score 9.2 (56) to 10.10 (70). Co-captain Josh Stodden was judged Blackfriars' best player. With a 2-4 victory across the competition, CBC again took home the Intercol Trophy.

As disappointing as it is, to see such a talented group lose in such tight contests, sometimes that is the way sport goes. The students showed humility, heart, and pride and that is so means so much more to me than winning. I am extremely proud of how they all represented the school; with dignity, respect, and the upmost pride. My appreciation and thanks to you all for displaying true sportsmanship throughout the week.



*First XVIII Football Intercol*

## Volleyball SA Schools Cup

Throughout 2022, we had a small group of very enthusiastic Volleyballers in the Middle Years. From Friday 5 to Sunday 7 August Volleyball SA Schools Cup was running over six venues. Blackfriars entered a team of Year 8/9 students to compete in round robin games against the best volleyball schools in SA. Coached by three old scholars Trung Nguyen ('20), Michael Tran ('16), and Minh-Khoi Tran ('20) the boys won their five round games against schools including Woodcroft College, Heathfield High School and Reynella East College, only dropping two sets! Being at the top of their pool, they had a tough semi-final against Pultney – which unfortunately they lost 2-1. Heading into the third-place playoff, the boys were keen to end on a high and did so winning against Woodcroft College 2-1.

The sportsmanship, teamwork and excellence of play the boys showed over the weekend earned them third place, and I am immensely proud of them. In the aftermath of this weekend, the placing of the team resulted in the opportunity for them to compete in the Volleyball Australia Schools Cup in Gold Coast, in December 2022. However, we look to Volleyball Australia Schools Cup in 2023 as a goal for this group of aspiring Volleyballers.





## Cricket Intercol

A perfect three days lined up in the last week of school for our annual Intercol Cricket test match. The boys were all keen and ready to finish their schooling year with a win. The boys started well, taking the first innings lead; Blackfriars 235 to CBC 116.

Heading into the last day and a half, our students were looking to close out the game but unfortunately left it until the very last ball, allowing CBC to almost catch our tally. Matthew van der Woude on the last ball of the match took a wicket, ending CBC efforts. Closing the game at Blackfriars 9d-162 to CBC 261. Stand out performances were from Lachlan Pedersen 5/43 (13), Josh Stodden 2/32 (17) and Matthew van der Woude 2/96 (23.1).

Well done to man of the match Matthew van der Woude and special shoutout to Lachlan Pedersen, who took nine wickets for the match. Both CBC and Blackfriars students made for three terrific days of competition in what turned out to be a real nail-biter.



*First XI Cricket Intercol test Match*



## 15 | Development

### Advertising Strategy

2022 saw the continuation of the school's consolidated and targeted advertising strategy, focused on where, when, and how the school and its various activities and programs are advertised. Having been in place for three years now, the primary markers of the strategy's success continue to be consistently well attended Principal's Tours and increased enrolment applications.

While the primary medium for the advertising strategy continues to be digital through the *News Xtend* platform, combining social media channels, display advertising on *News Corp* and *Google* websites and a *Google AdWords* campaign, the consistent approach to outdoor advertising, particularly bus stops, continues to drive enquiries.

Print advertising in lifestyle journals such as *SA Life and Kiddo* continues to complement the strategy, particularly focusing on enrolments for the ELC and Primary School. Print advertising in *The Southern Cross* promotes our foundation as a Catholic institution and our commitment to the four pillars of Dominican life.

Cinema advertising continued in 2022 at the Palace Nova cinema complex in Prospect. The primary target for this advertising is to promote our Blackfriars brand to residents and to visitors to Prospect as the prime educational institution for boys in the district.

A series of visits to local Catholic Primary Schools during the second half of 2022 provided some valuable insights that will inform our strategy in 2023 and beyond.

### Old Scholars and Community Relations

Our reunions program returned to normality in 2022 with 10-, 20-, 30- and 40-year reunions conducted at the school campus and in association with The Archer Hotel. A further reunion for the classes of 1961/62/63 was conducted in a picnic style utilising the Masters' pavilion and was a particular highlight.

The *Optimist* continued to be published and distributed during 2022 and continues to be well received by all members of the Blackfriars community and now reaches some 4500 subscribers.

### Fundraising

The focus for the Annual Appeal in 2022 was the Wellbeing Centre component of the Hallinan Library and the fitness gymnasium. The appeal was not one that struck a chord with our community raising only \$2000. The failure of this appeal to net a significant contribution is somewhat mitigated by the fact that the project did not eventuate during 2022. The short-term effect of this will need to be monitored in the coming few annual campaigns.

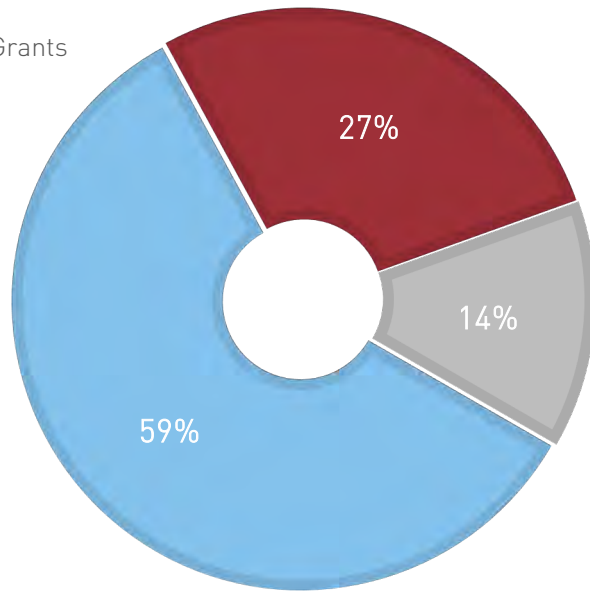




16 | Sources of Income

Income	2022
Federal and State Government Recurrent Grants	\$ 11,389,780
Fees, Charges and Parent Contributions	\$ 5,331,716
Other Income	\$ 2,674,950
	<b>\$ 19,396,446</b>

- Federal and State Government Recurrent Grants
- Fees, Charges and Parent Contributions
- Other Income





**BLACKFRIARS**

# Strategic Plan

2021-2024







# Striving for Excellence



*The Very Reverend  
Anthony Walsh OP,  
Prior Provincial,  
Province of the Assumption  
of the Blessed Virgin Mary*

*It is my pleasure to present the Blackfriars Priory School Strategic Plan 2021-2024. The launch of this Strategic Plan occurs during the 800th anniversary of the dies natalis of St Dominic, marking his death in Bologna in 1221. At that time St Dominic promised the Order “I shall be more useful to you after my death and I shall help you then more effectively than during my life.”*

*Blackfriars is part of this promise and the Strategic Plan confidently grows from that pledge outlining our confidence as we look towards the school’s 70th anniversary in 2023.*

*Our strategic priorities build on the four pillars of Dominican Life and enable a renewed expression of being a Catholic and Dominican boys’ school. For our community of students, their parents, caregivers, and families; staff and school leadership; as well as our Old Scholars, this Strategic Plan looks forward, ensuring everyone is challenged and striving for excellence.*





# Kumangka

## TOGETHER AS ONE

Artwork created by Allan Sumner  
Kurna Ngarrindjeri Yankunytjatjara  
Artist of South Australia 2021

The Kurna People are the original people of Adelaide and the Adelaide Plains, whose country stretches from Crystal Brook in the north to Cape Jervis in the south. The coastal plains between Glenelg and Kingston Park provided a hospitable summer camp environment with rolling sand dunes, freshwater lagoons and natural springs for the Kurna people, where food and water was plentiful. When the winter months approached the Kurna people generally moved further inland to the foothills to avoid the flooding of estuaries and rivers. This seasonal movement allowed food sources to regenerate which was part of the careful management of their lands.

Blackfriars Priory School is situated on the traditional country of the Kurna people of the Adelaide Plains and pays respect to Elders past and present. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Kurna people living today. We also extend that respect to other Aboriginal Language Groups and First Nations Peoples.





## Our Mission

Blackfriars is a Catholic Dominican school for boys which promotes the spiritual, intellectual, physical and social development of each member of the school community. We aim, in co-operation with families, to engage students in an educational experience within the context of a Christian community which is fulfilling and rewarding.

## Our Vision

To deliver excellence in boys' education through the provision of a transformative, vibrant and reflective learning community that equips and inspires students to confidently and successfully participate as men of integrity in a rapidly changing world.





# Our Philosophy

The philosophy of Blackfriars is to educate in the pursuit of truth through a life of contemplation and action. We are a Christ-centred Eucharistic community and this is reflected in all facets of our learning and teaching including an active prayer life and a passion for ministry, justice, peace, equality, religious education and pastoral care.

Our Dominican tradition commands us to recognise and accept the difference in ability and gifts of each student and differentiate learning and teaching appropriately. We synthesise faith and reason, recognising the signs of the times, so as to inspire boys to become fully human and reach their potential as balanced, humble men, who have a deep love for the world in which they live.





# Four Pillars of Dominican Life

At Blackfriars we are inspired by the Four Pillars of Dominican Life. They work together to promote an authentic and flourishing life for each person, for his or her community, and ultimately for the wider human community. They address the key relationships in life: relationship with God, with self, and with neighbour.

While the Four Pillars have well-defined domains, they are not mutually exclusive and more than one Pillar can apply to the same aspect of life.



## Prayer

Each one of us gives time to God, alone and with others, to thank him for who we are, for creation, and to be closer to him.

## Study

We thank God for the gift of understanding and use it to learn more about him and his creation, and to improve our lives.

## Community

We respect all members of the Blackfriars community, showing special care for those who are in need.

## Service

As a community, we work together to ensure all of God's creation is treated with care and respect.



STRATEGIC PILLARS

# Be Leaders

**Blackfriars will be the leading school for boys in Australia through empowerment, discernment and reflective leadership.**

*“Jesus came not to be served but to serve and to give his life as a ransom for many.” Mark 10:45*







STRATEGIC PILLARS

# Be True

**Blackfriars will search for and discern the truth as a Catholic school in the Dominican tradition.**

*“He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?” Micah 6:8*



STRATEGIC PILLARS

# Be Connected

**Blackfriars will develop and implement initiatives to strengthen our school community and engage in local and global partnerships.**

*“For where two or three are gathered in my name, I am there among them.” Matthew 18:20*







STRATEGIC PILLARS

# Be Ambitious

**Blackfriars will move forward with curiosity, commitment and passion, excelling in all we do.**

*“I came that they may have life, and have it abundantly.” John 10:10*



STRATEGIC PRIORITIES

1

**A highly engaged,  
diverse and  
inclusive  
community.**

STRATEGIC PRIORITIES

2

**A community of  
high performance  
and continuous  
learning.**





STRATEGIC PRIORITIES

3

**A healthy, resilient  
and respectful  
community living  
life to the full.**





STRATEGIC PRIORITIES

# 4

**A contemporary,  
innovative and  
entrepreneurial  
approach to advance  
our community.**





STRATEGIC PRIORITIES

# 5

**A culture of student agency and expectation of active participation and voice.**





STRATEGIC PRIORITIES

6

**A culture of  
engagement and  
partnership with  
the world.**







# **BLACKFRIARS**

*Prayer | Study | Community | Service*

# LLL Student Survey - Years 2, 3 & 4: Blackfriars Priory School, Prospect SA 5082

78 participants

3 participants were found to be disengaged and were not included in these results.



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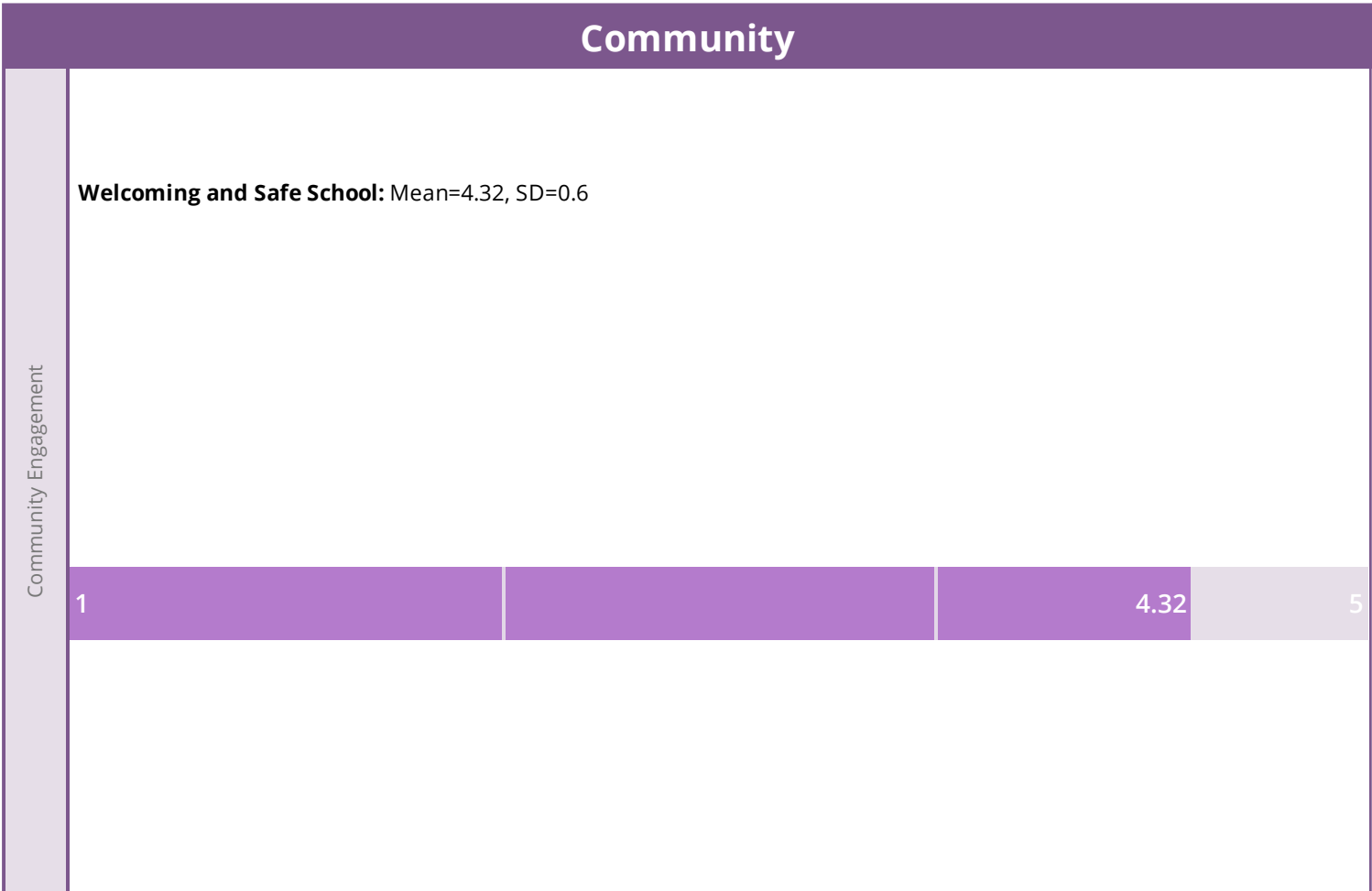
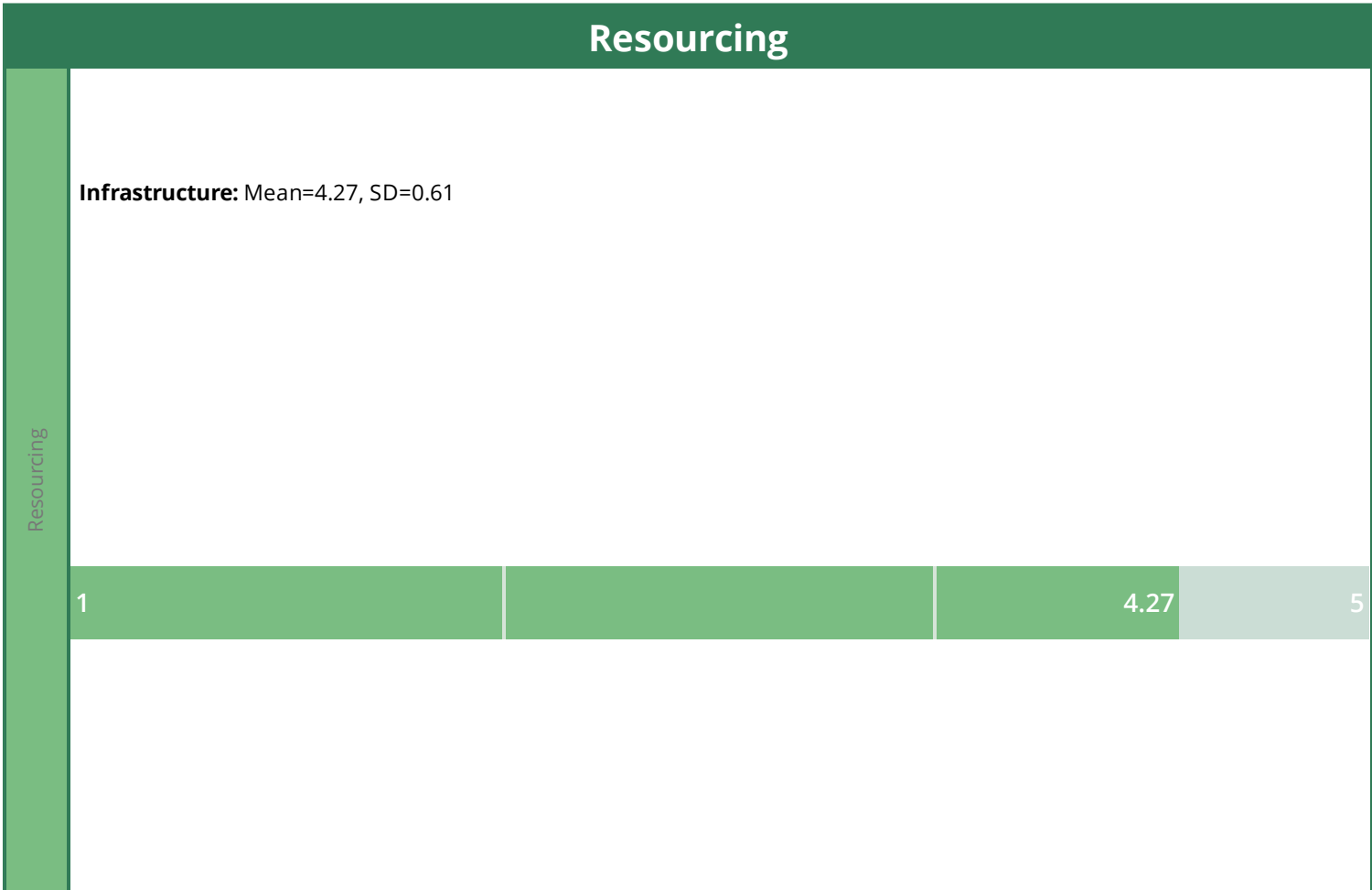
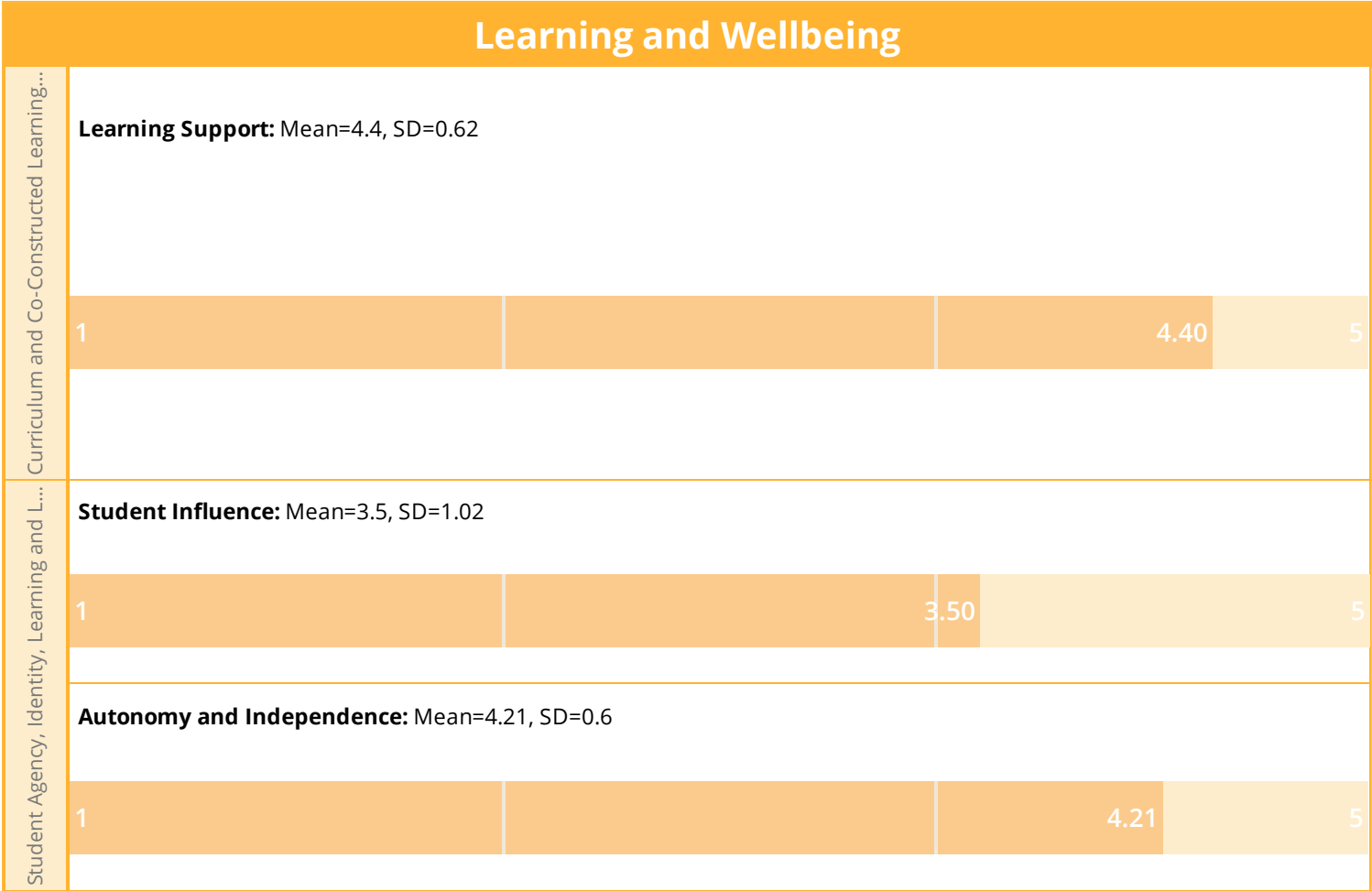
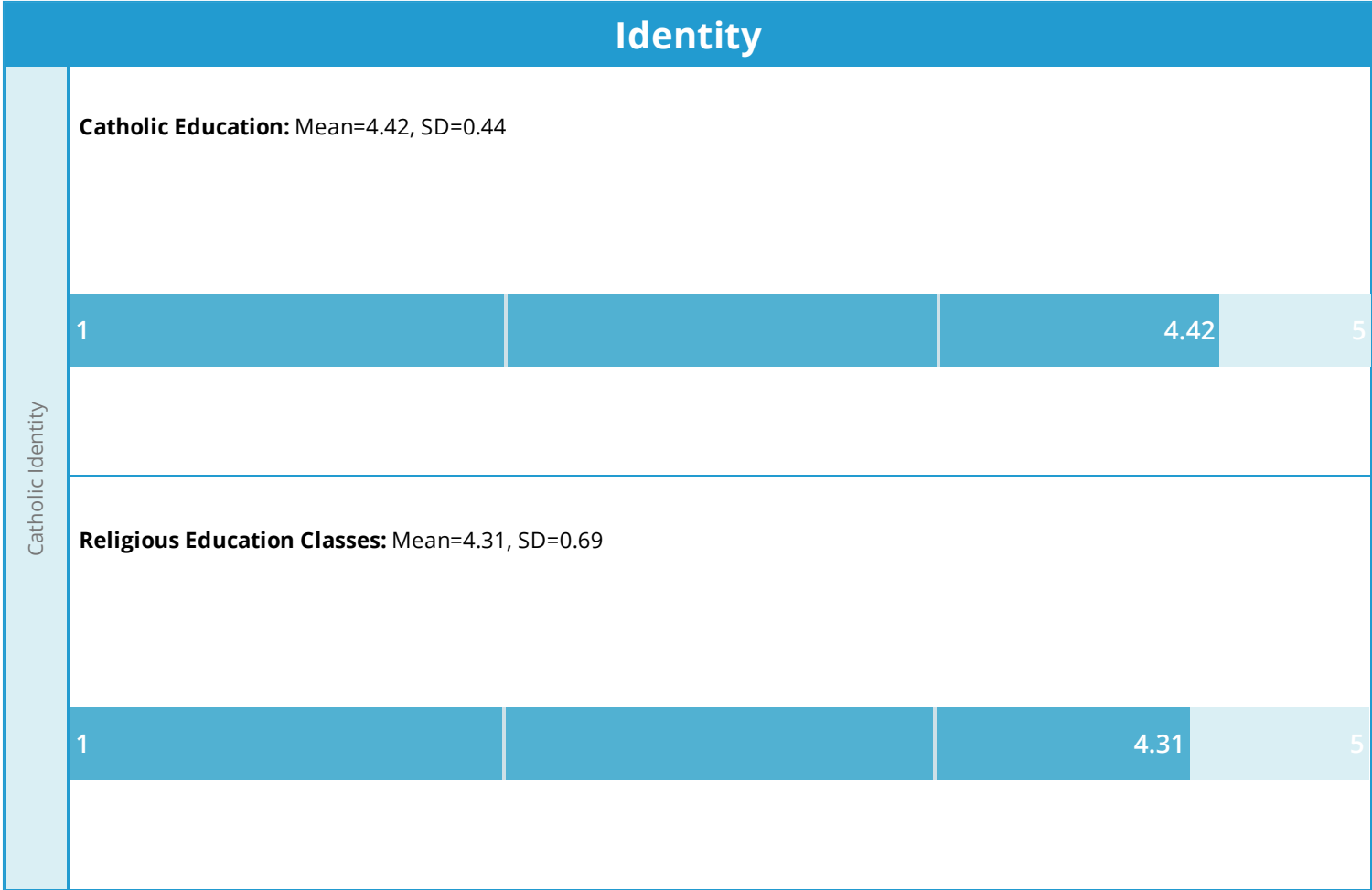
Student Perceptions (Infrastructure) ..... 23

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# Balanced Score Card: Student Perceptions (LLL Framework)

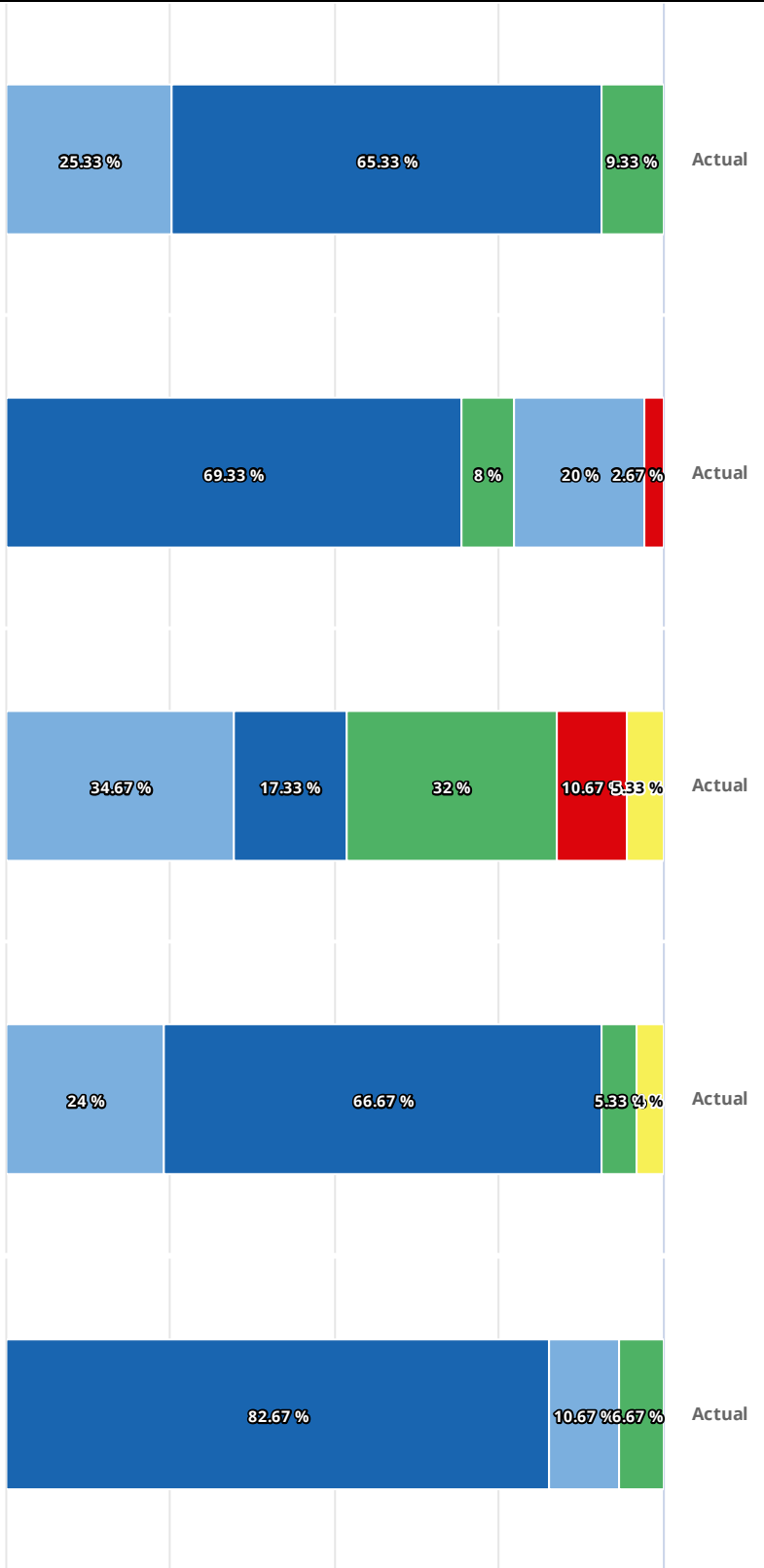
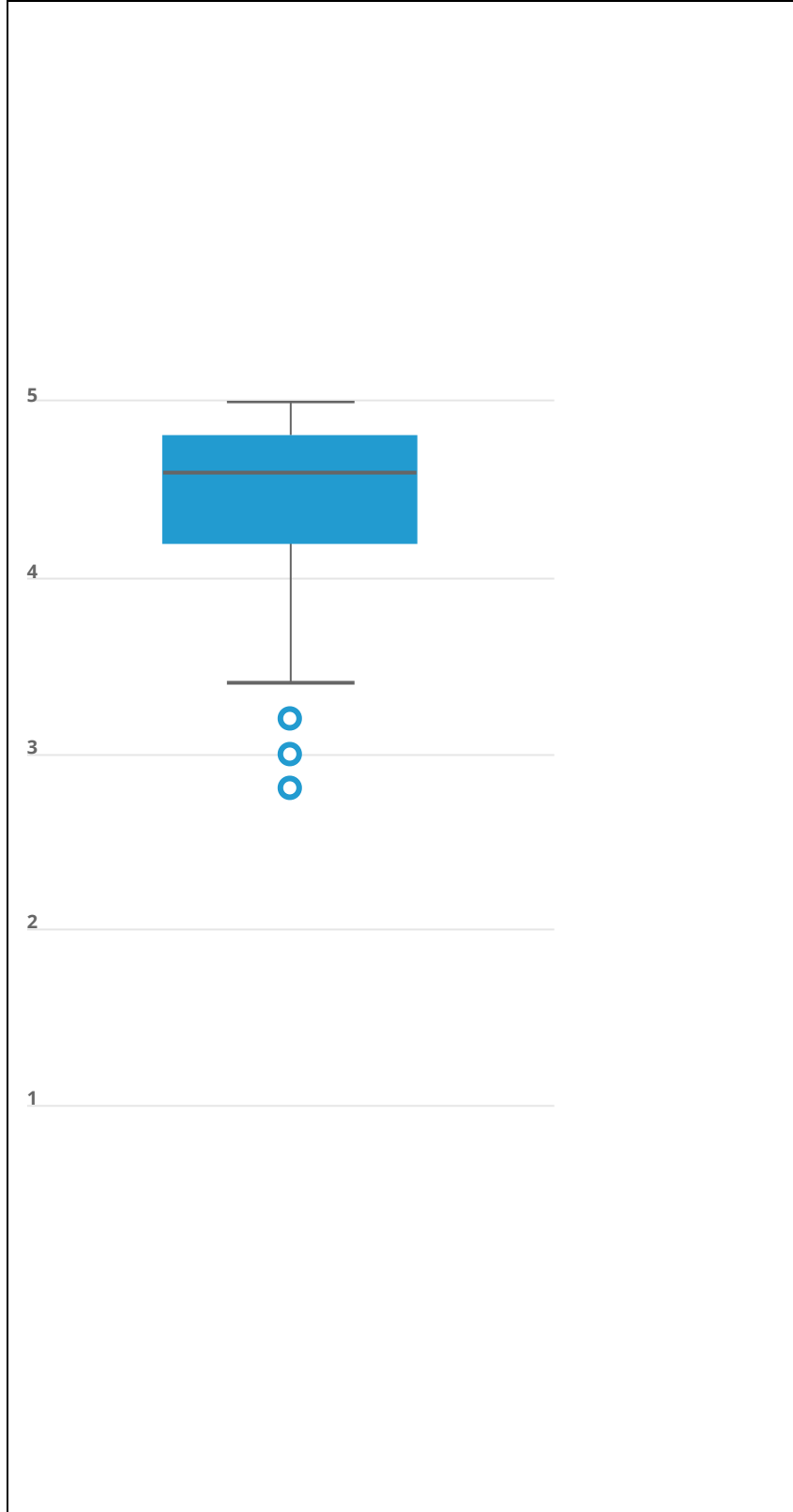


**Student Perceptions (LLL Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

Construct: Catholic Education

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



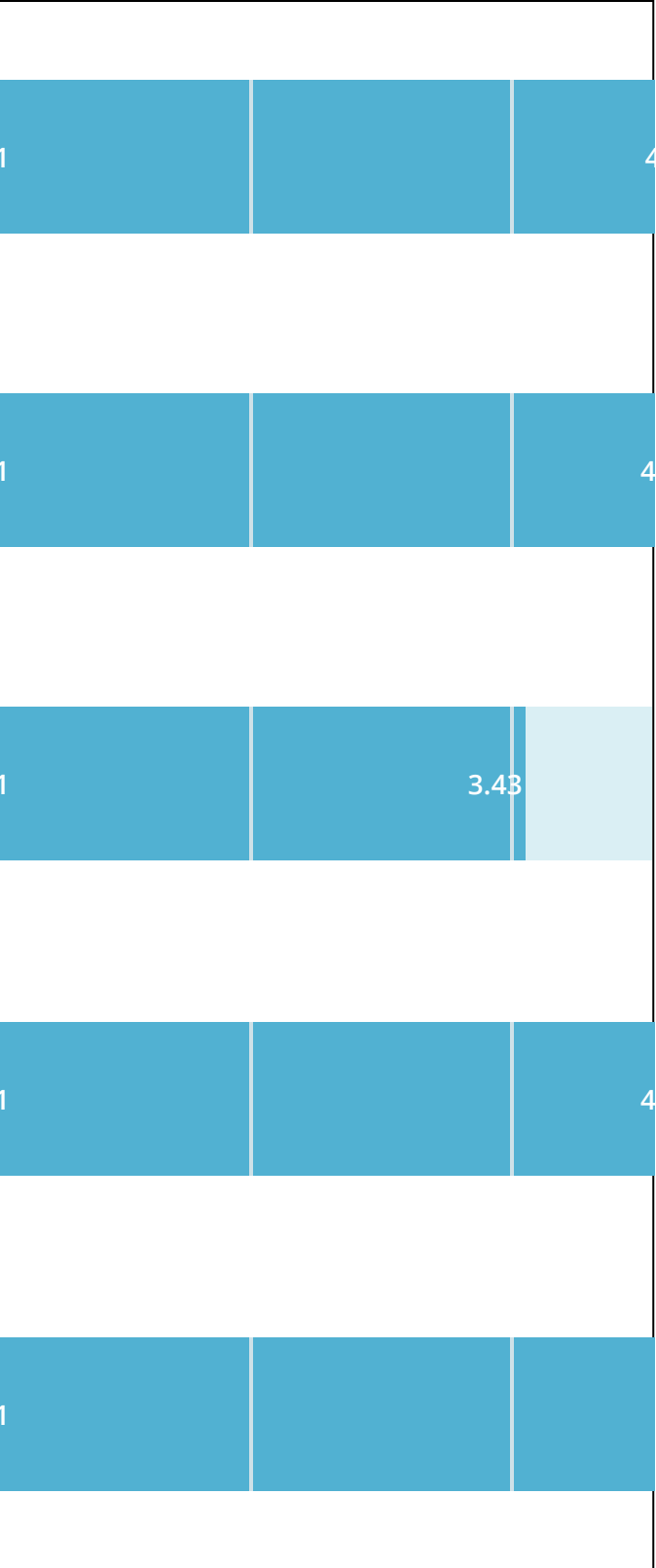
1. I learn that it is important to welcome all people in my school.

2. I learn that Jesus and God are important in my school.

3. At school, I enjoy Mass and liturgies.

4. At school, I learn to care for the environment.

5. At school, I learn that it is important to help others.



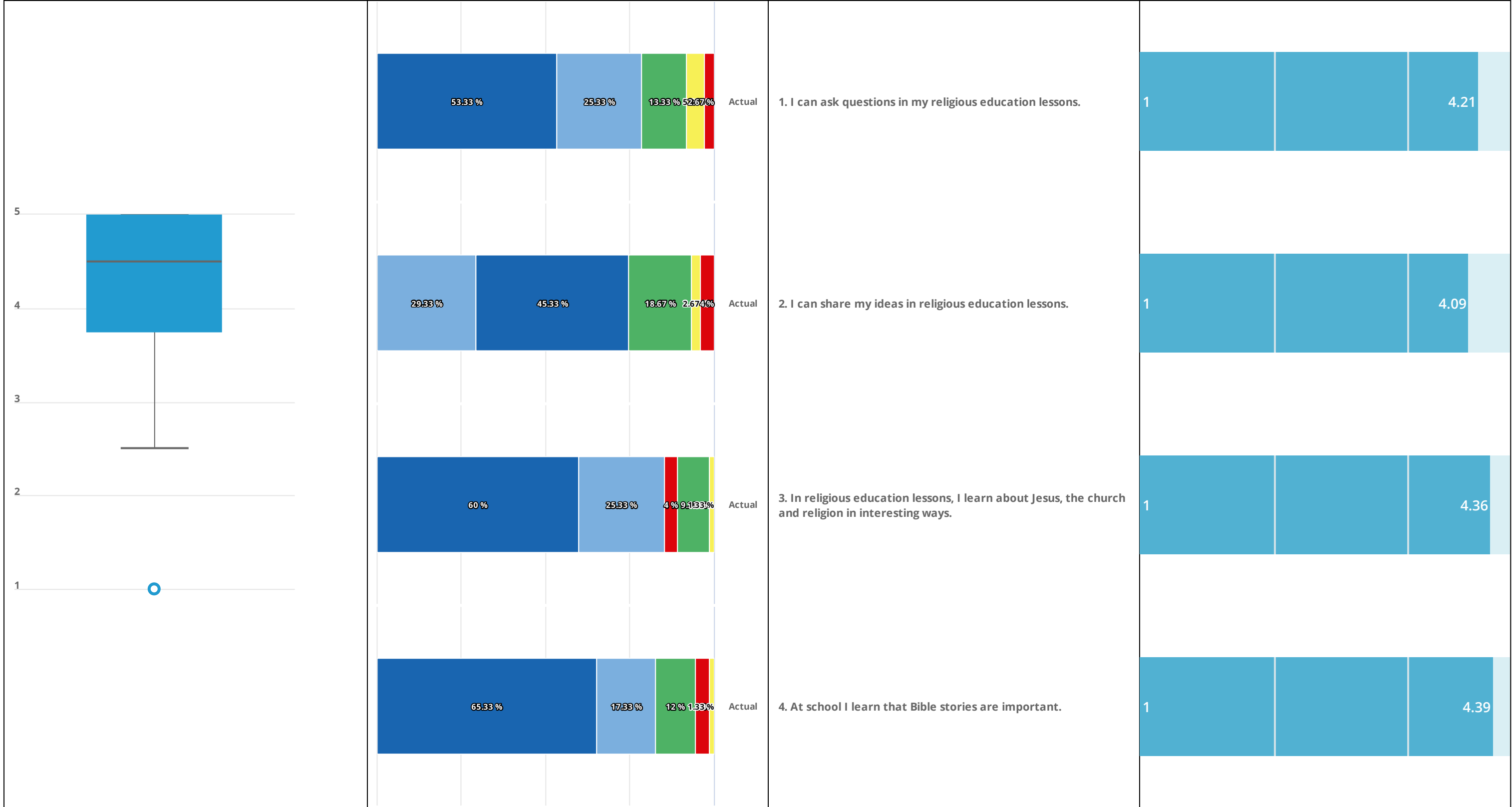


**Student Perceptions (LLL Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

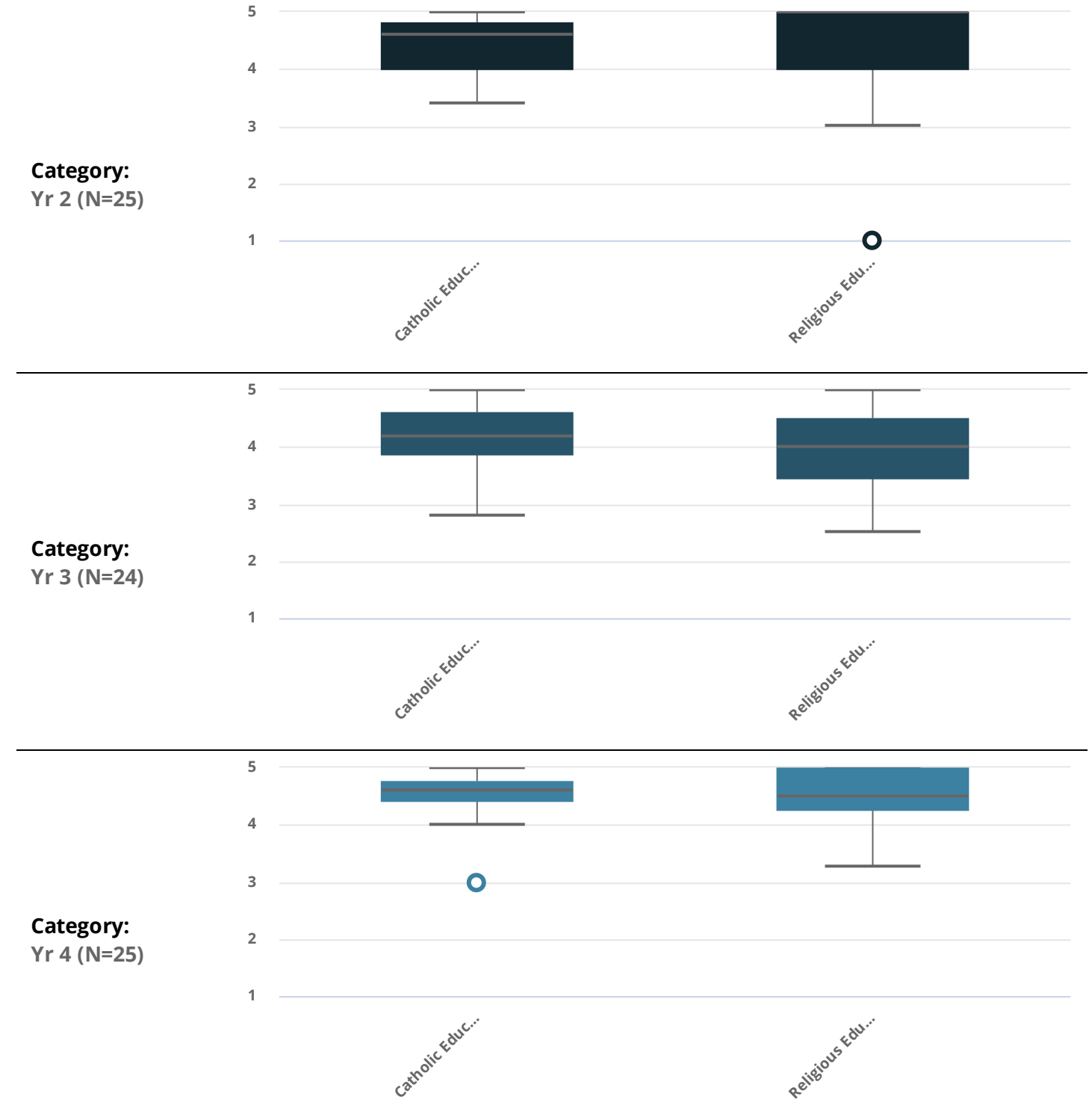
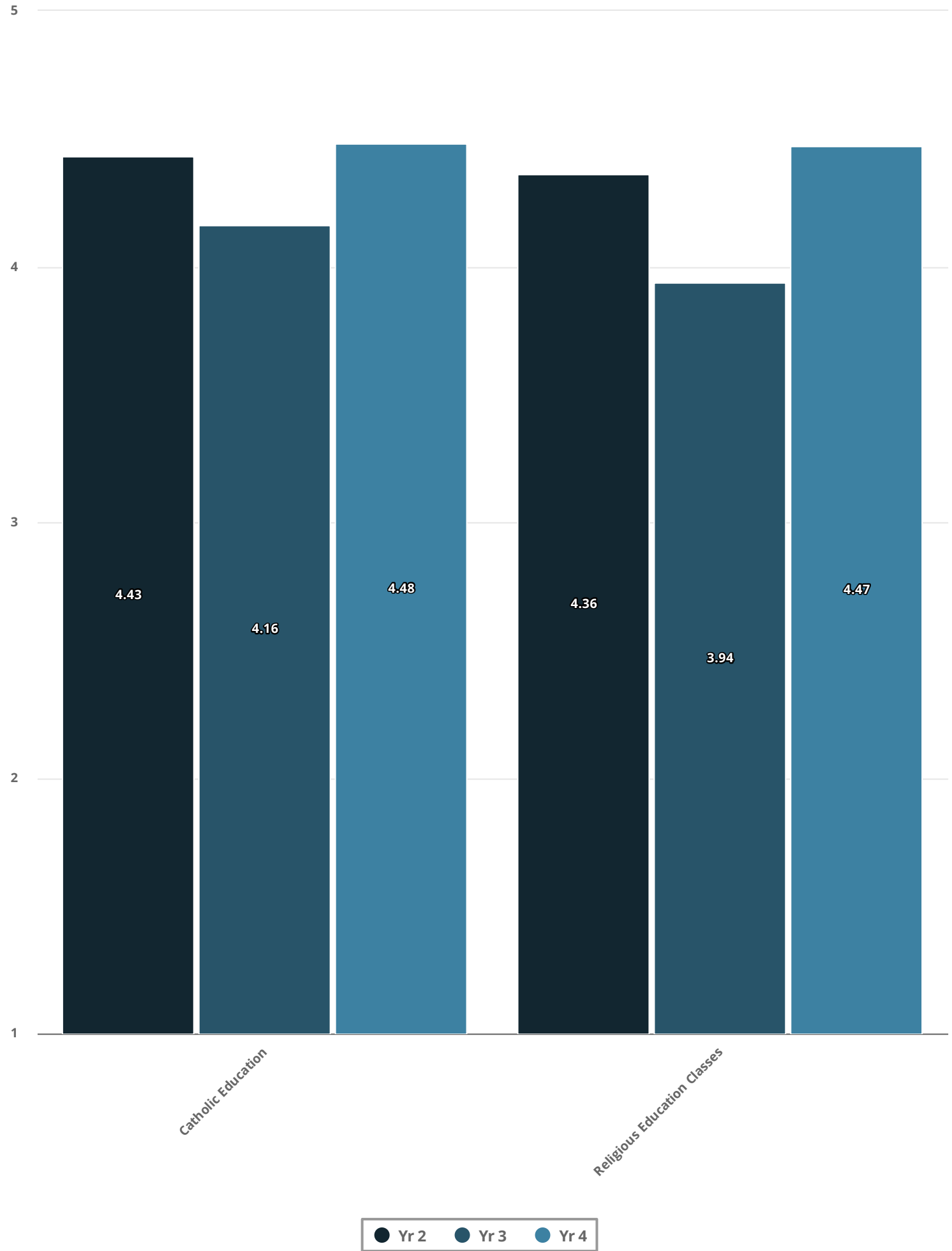
Construct: Religious Education Classes

The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



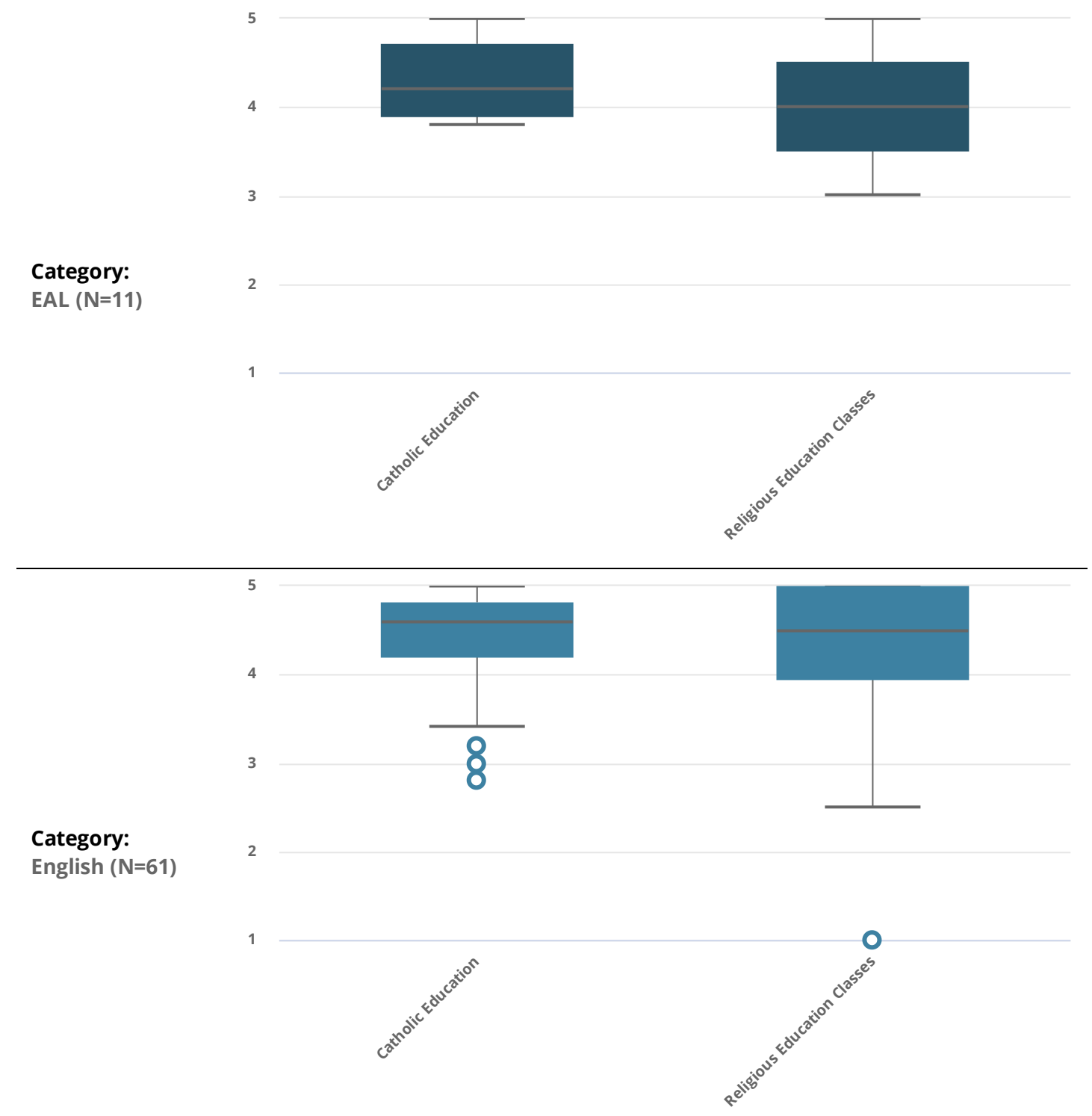
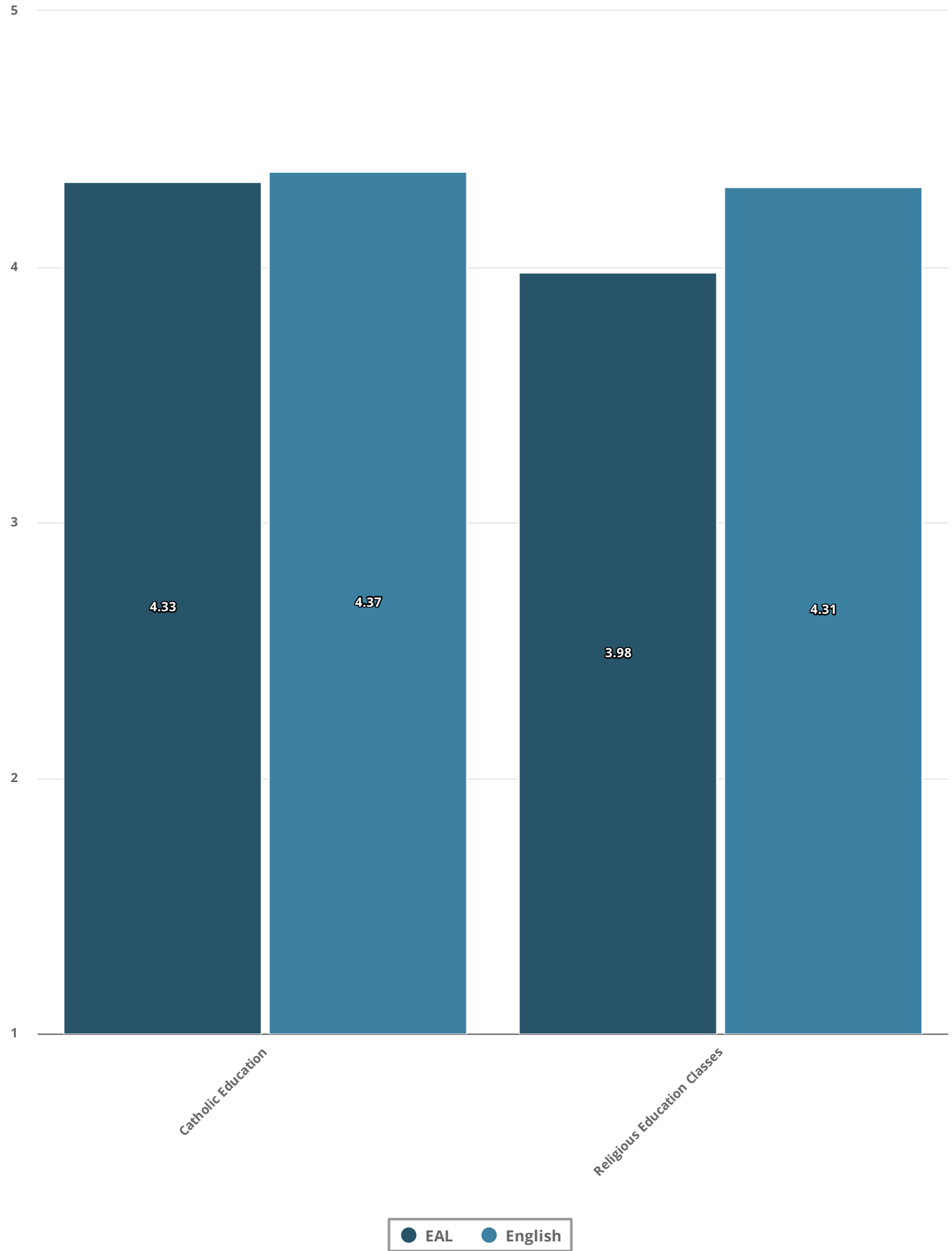
# LLL Component 1: Catholic Identity by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 1: Catholic Identity by Language

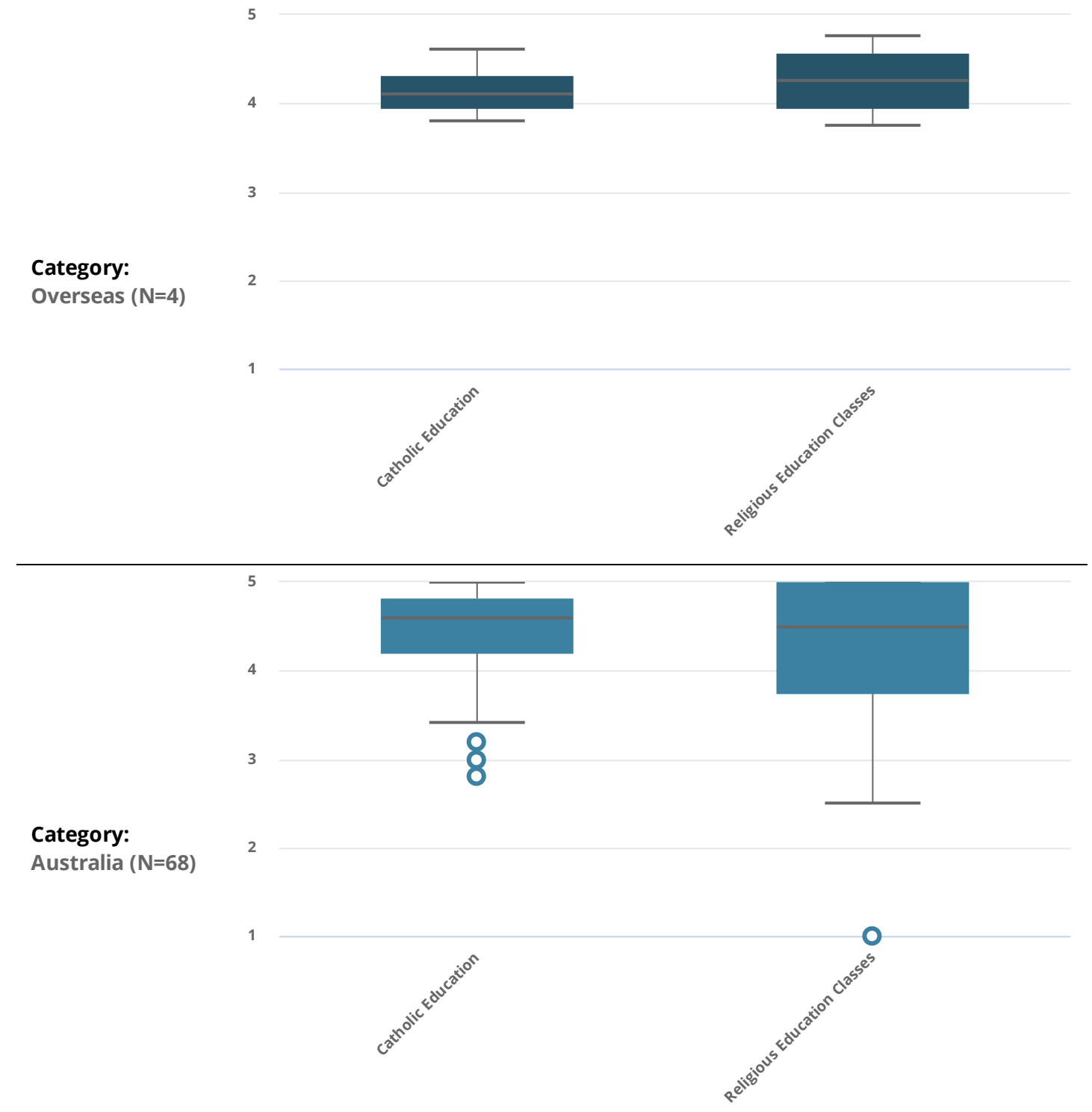
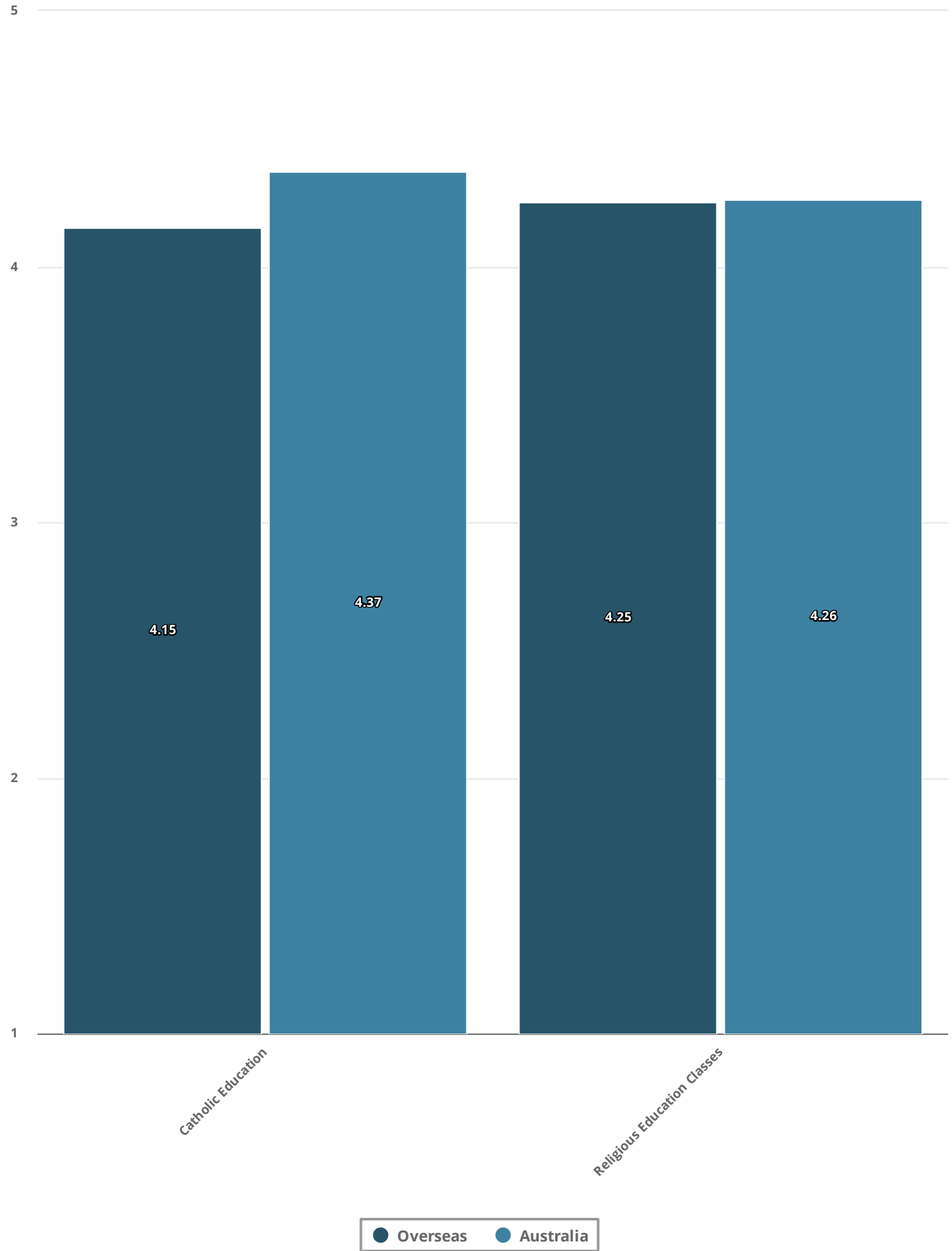
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Component 1: Catholic Identity by Birth Place

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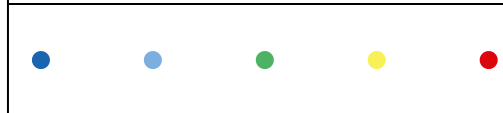
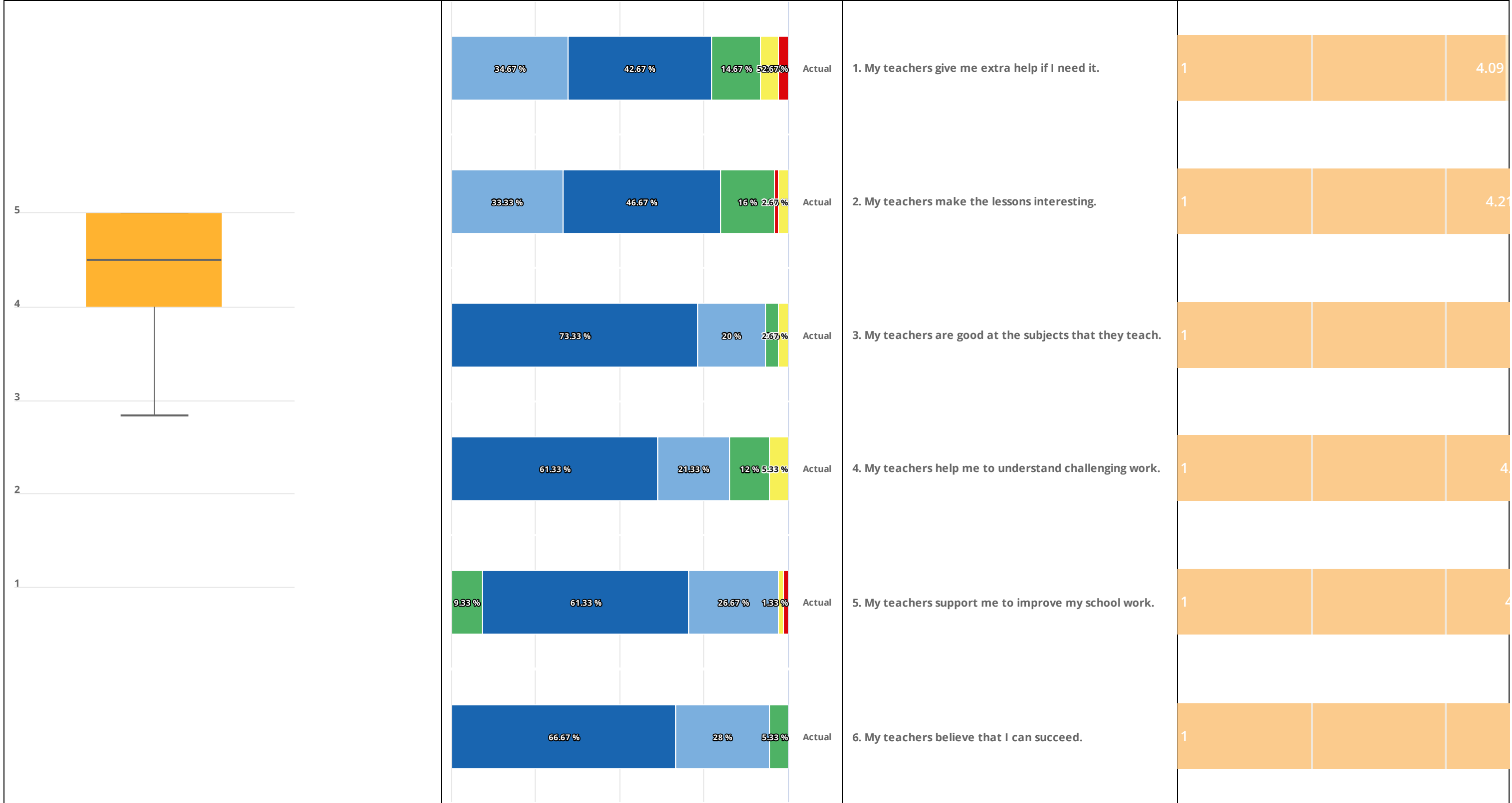


**Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)**

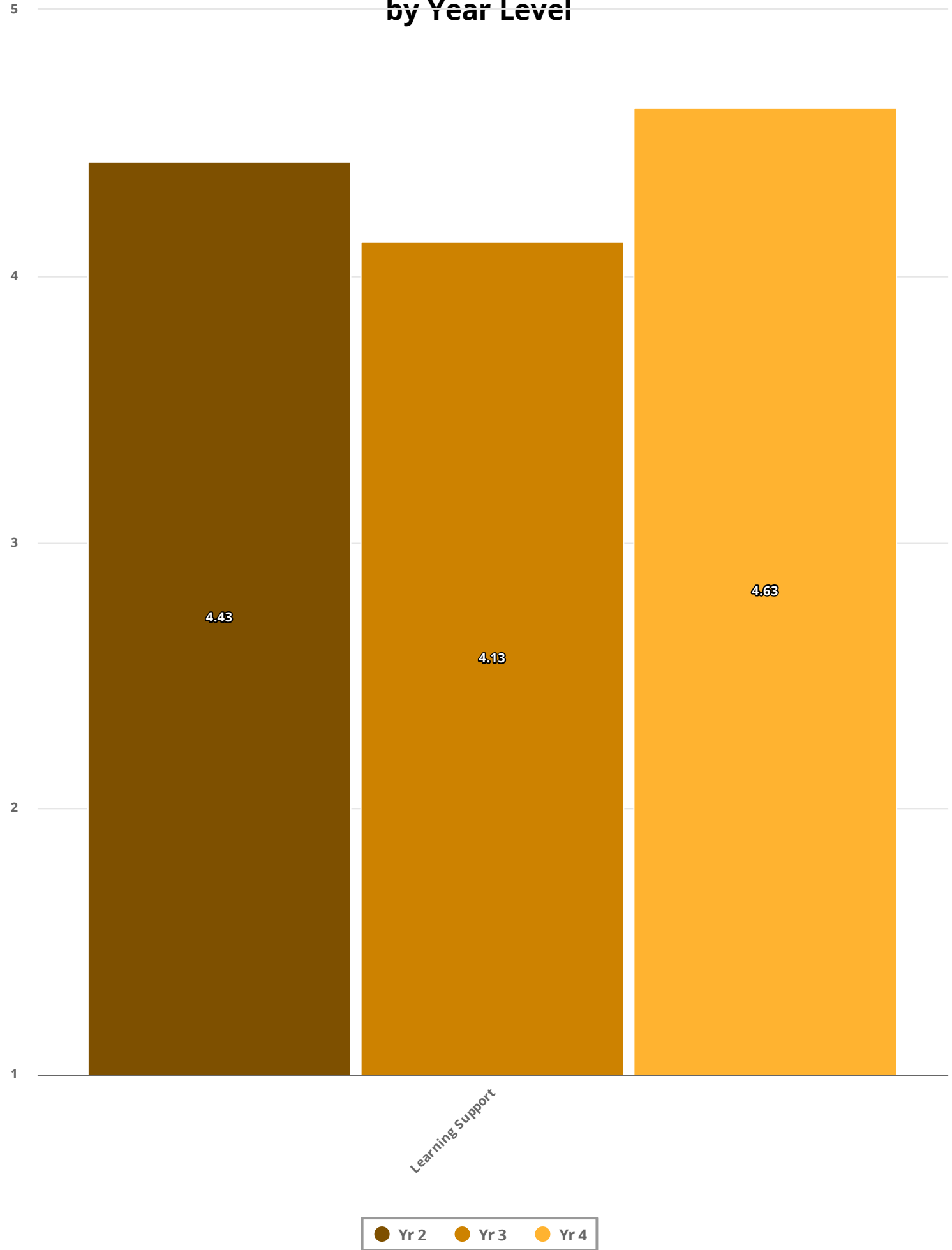
**BSC Quadrant: LEARNING AND WELLBEING**

Construct: Learning Support

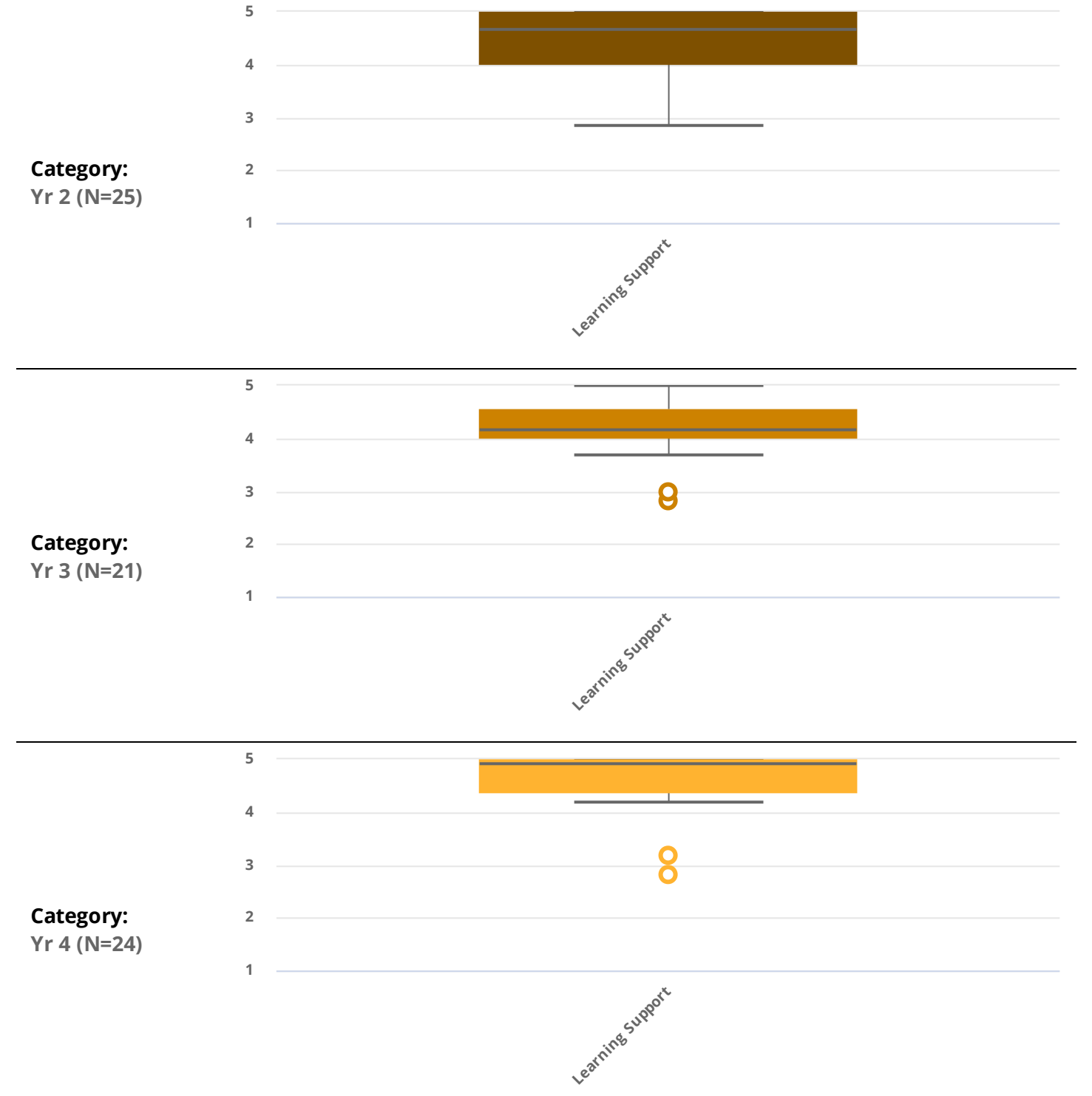
The extent to which students feel that their teachers support their learning.



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

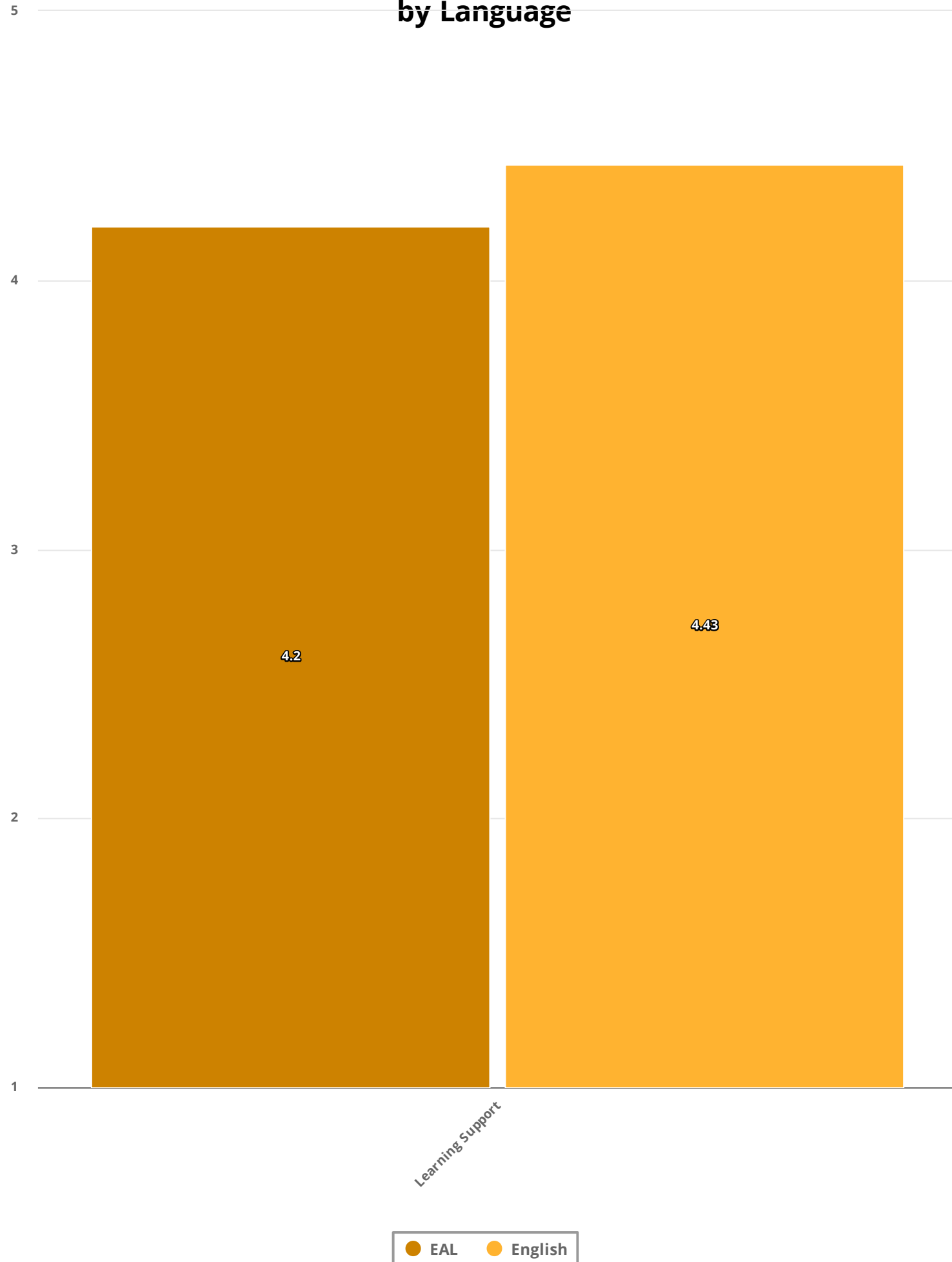


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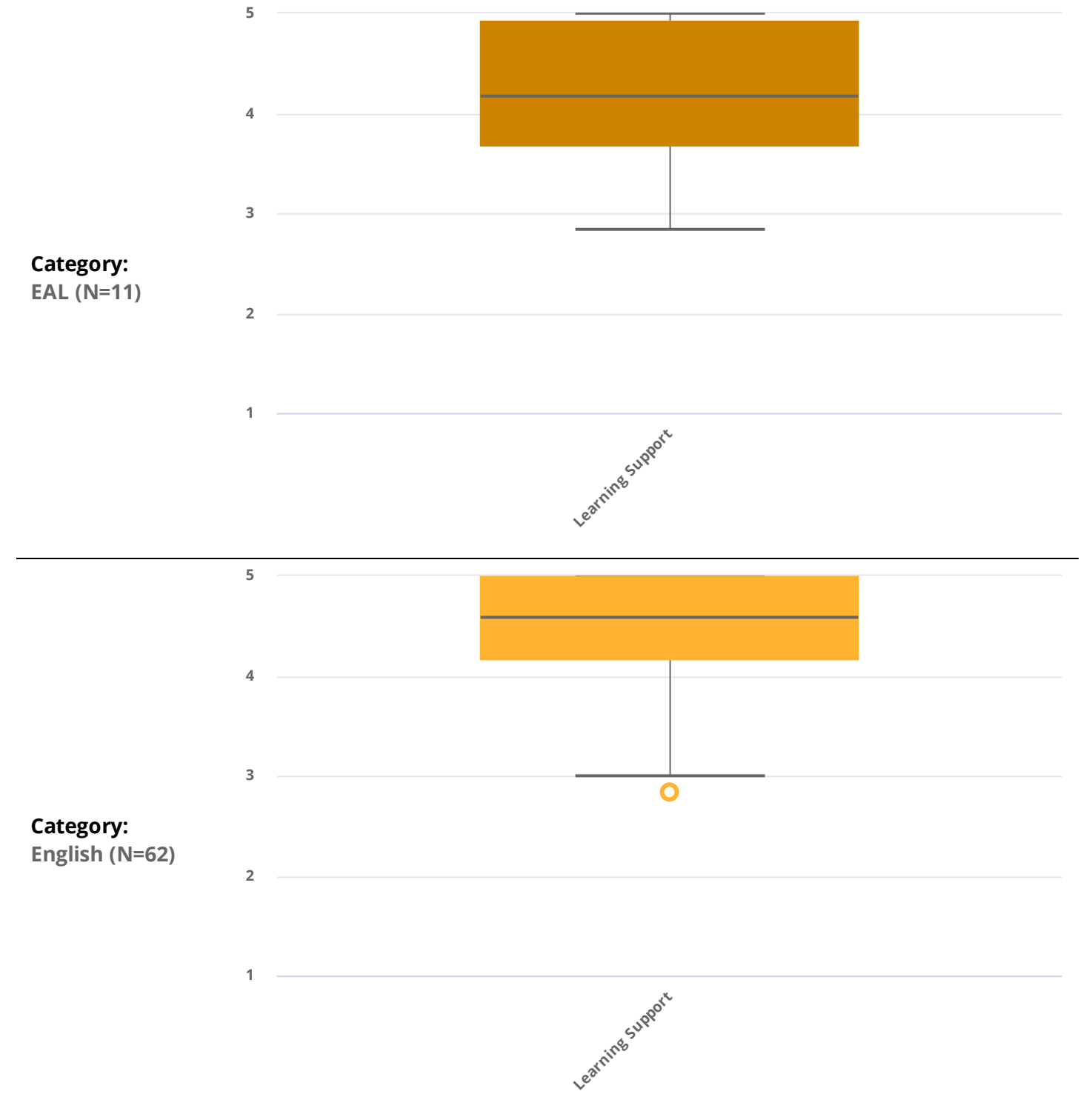




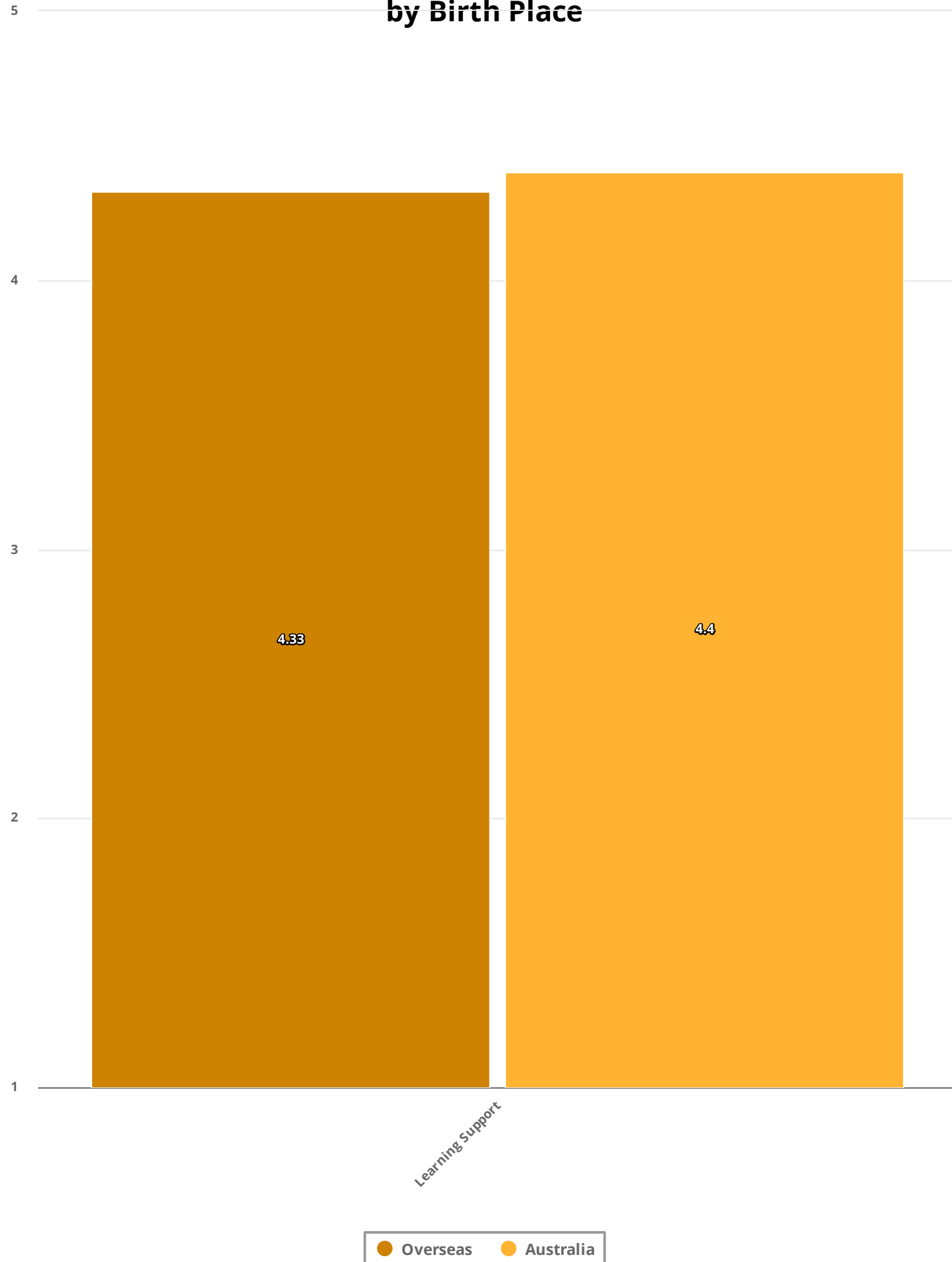
## LLL Component 2: Curriculum and Co-constructed Learning Design by Language



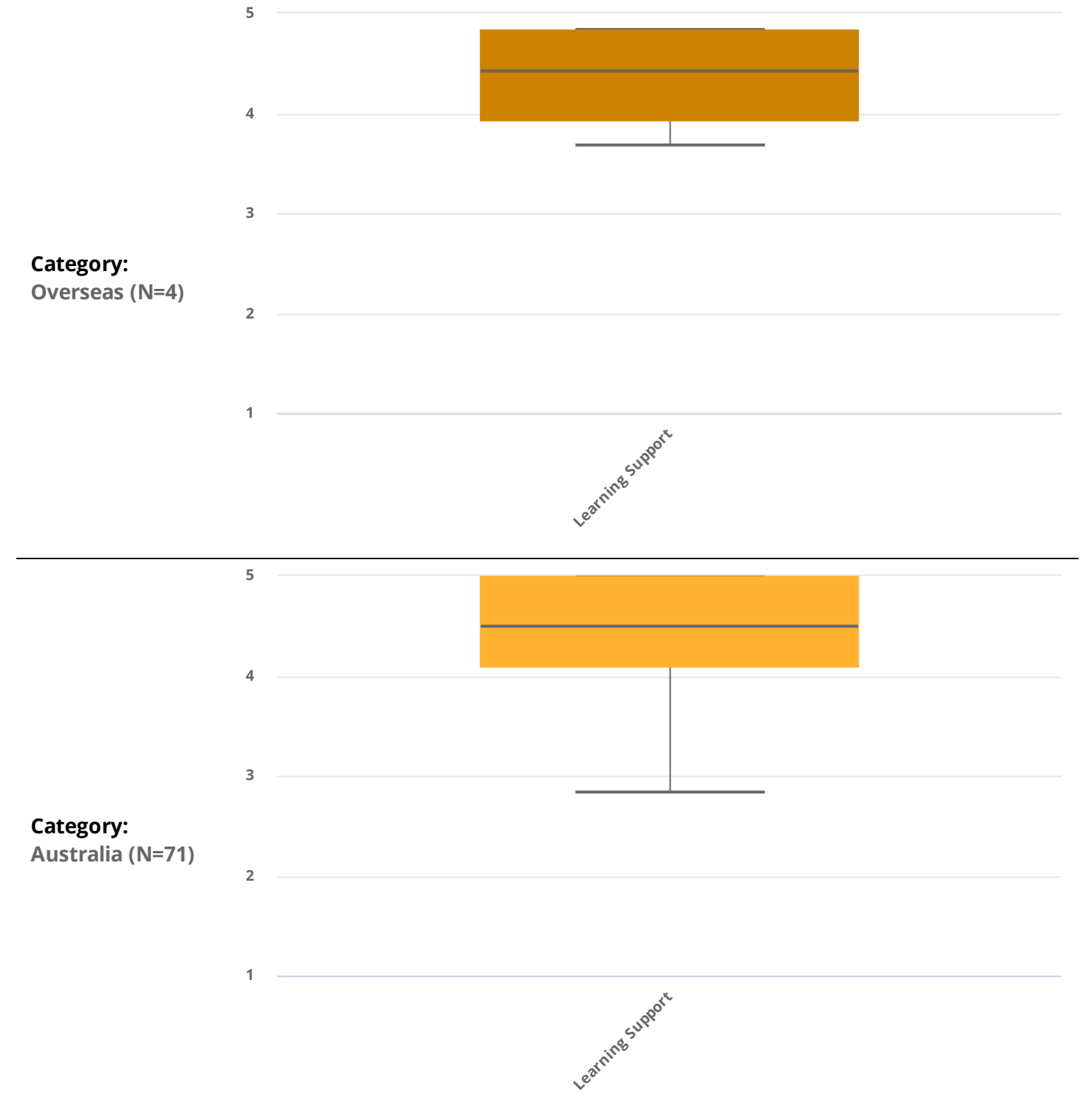
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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



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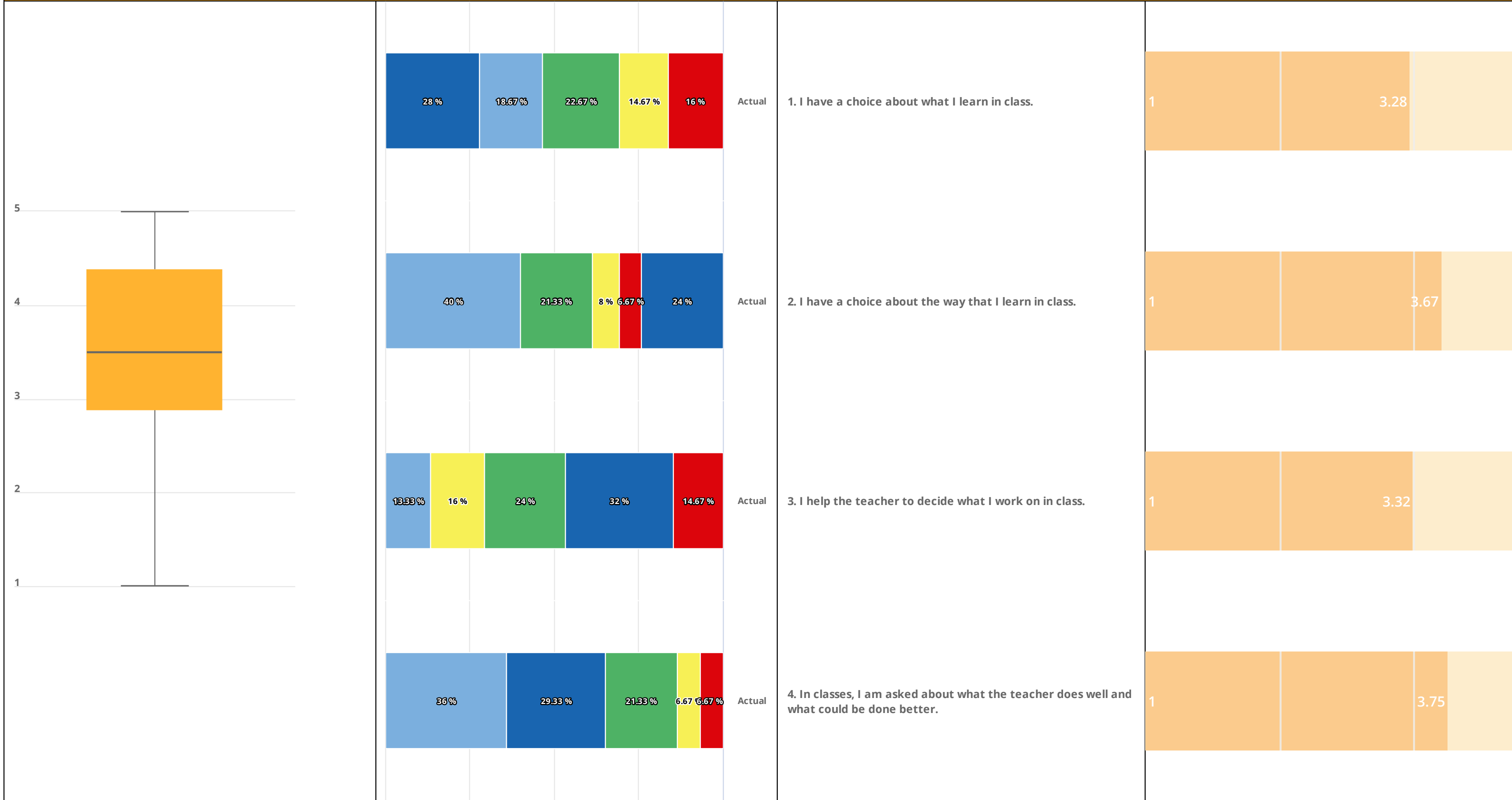


**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

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.



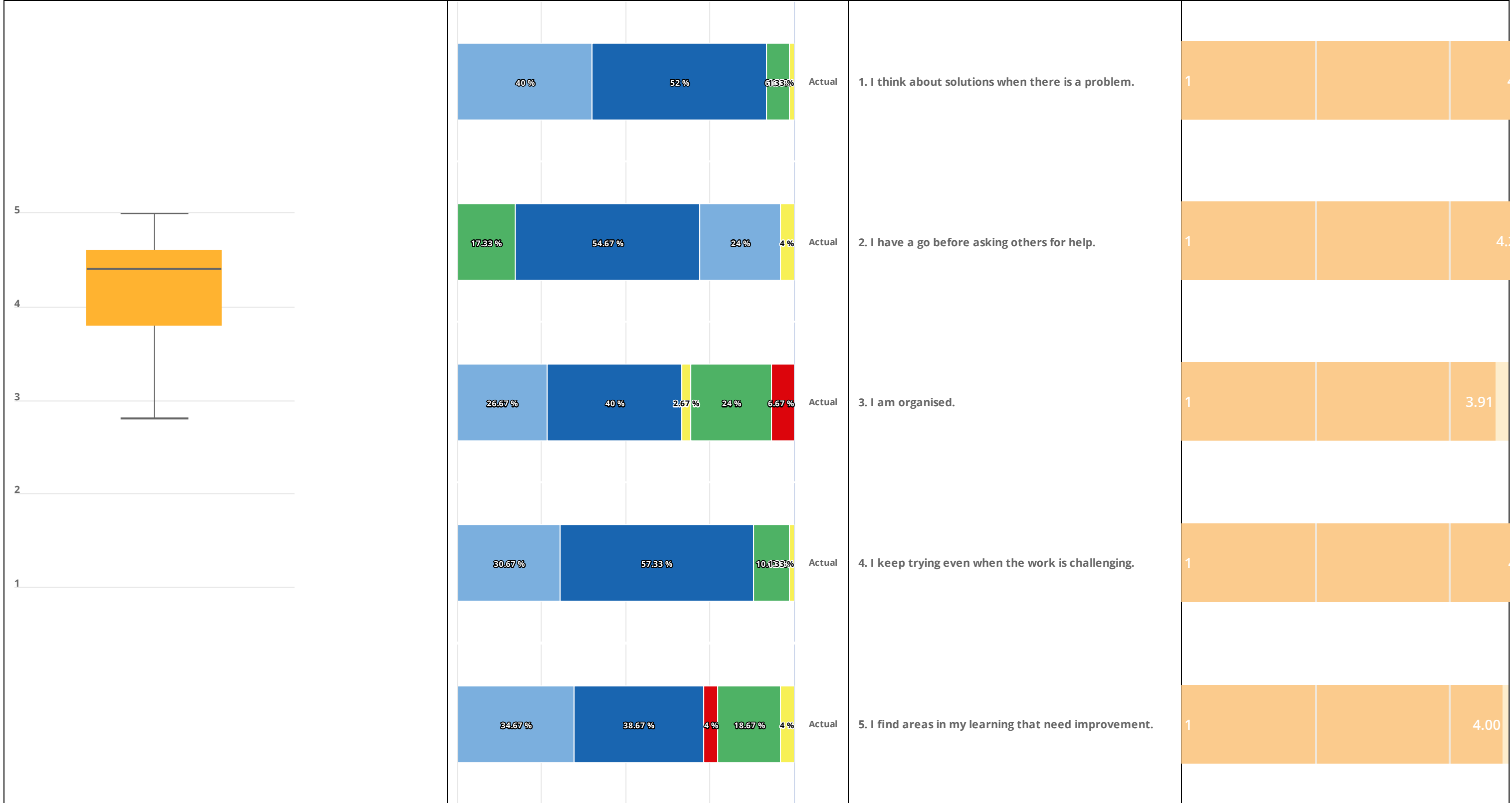


**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

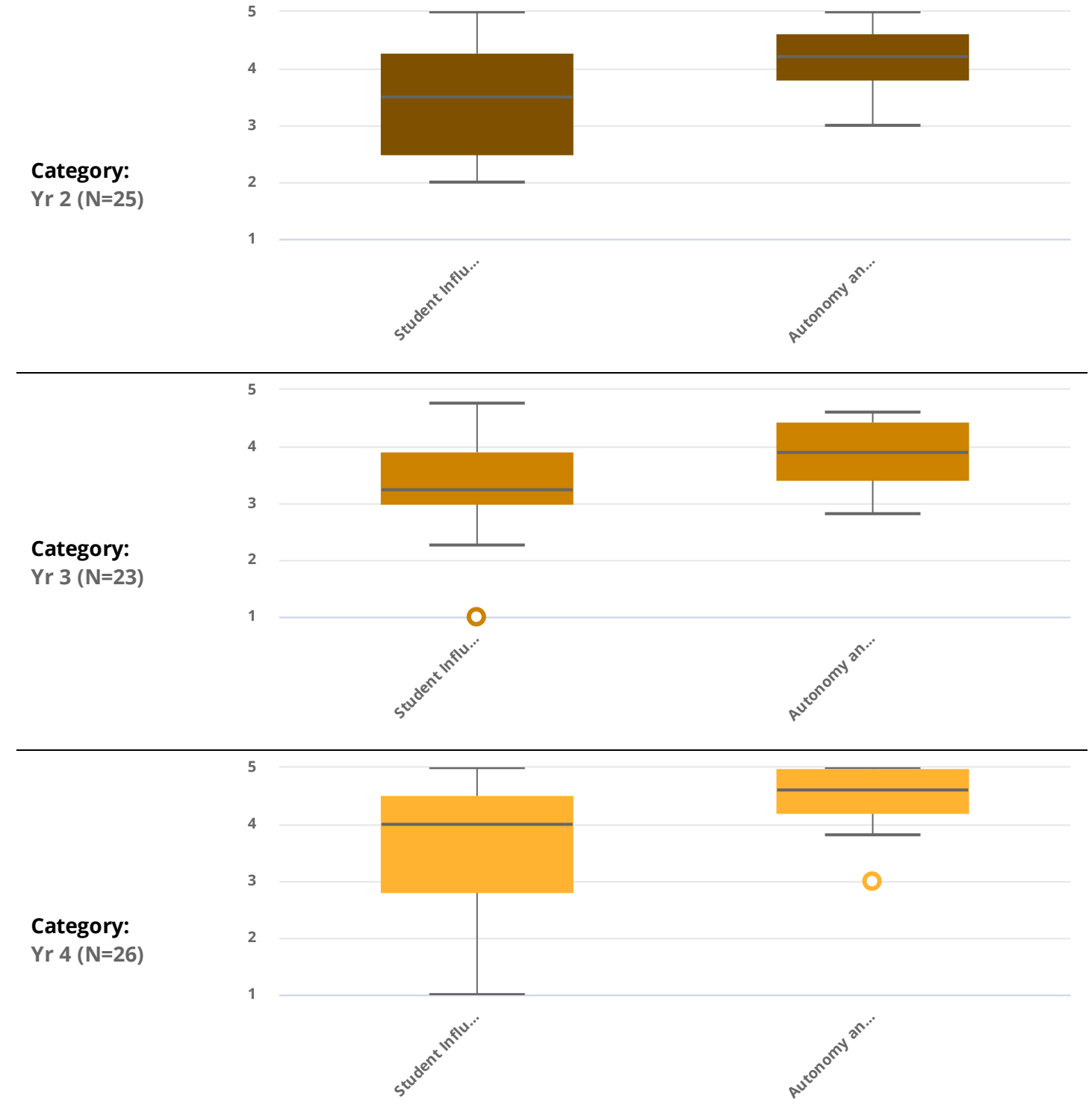
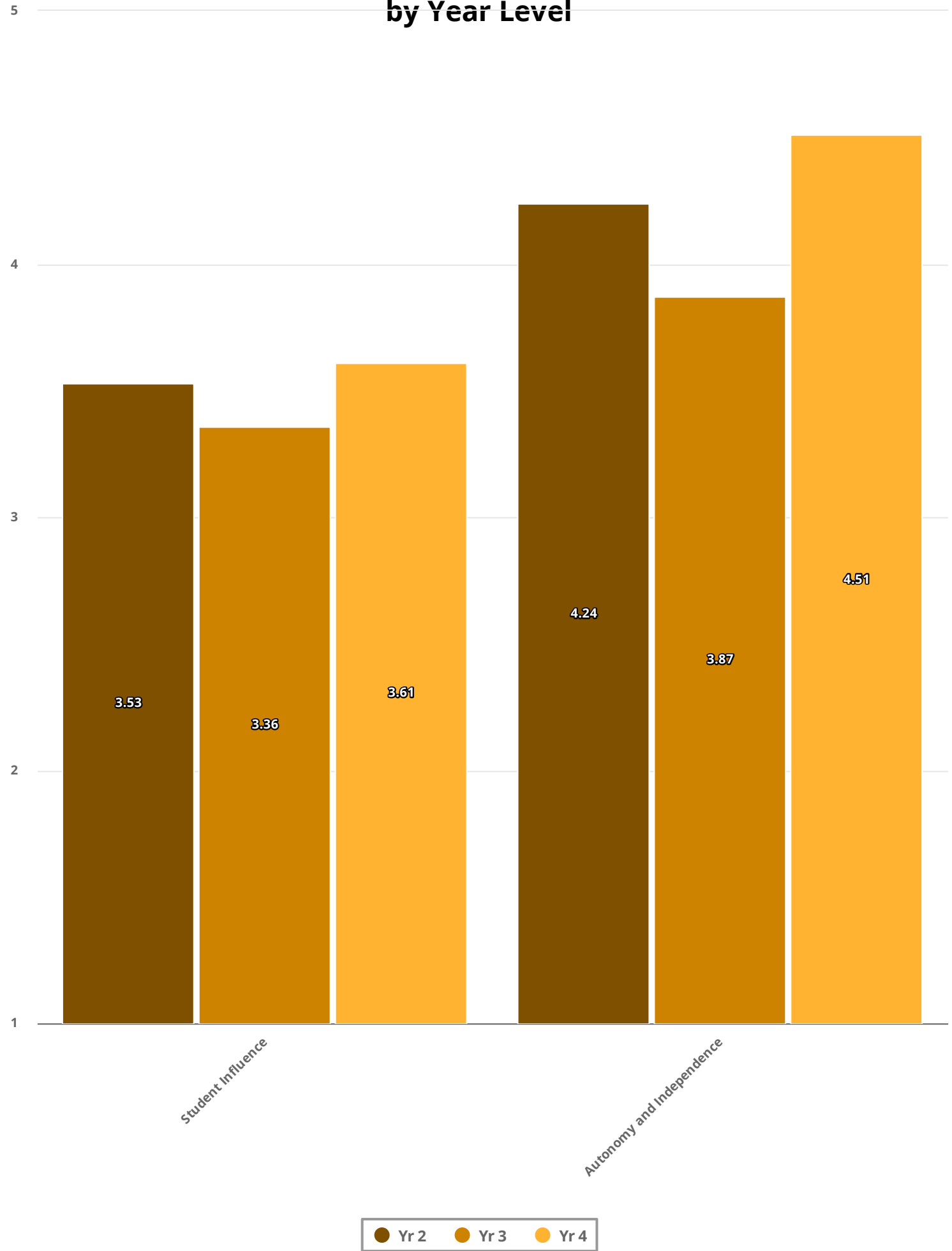
Construct: Autonomy and Independence

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



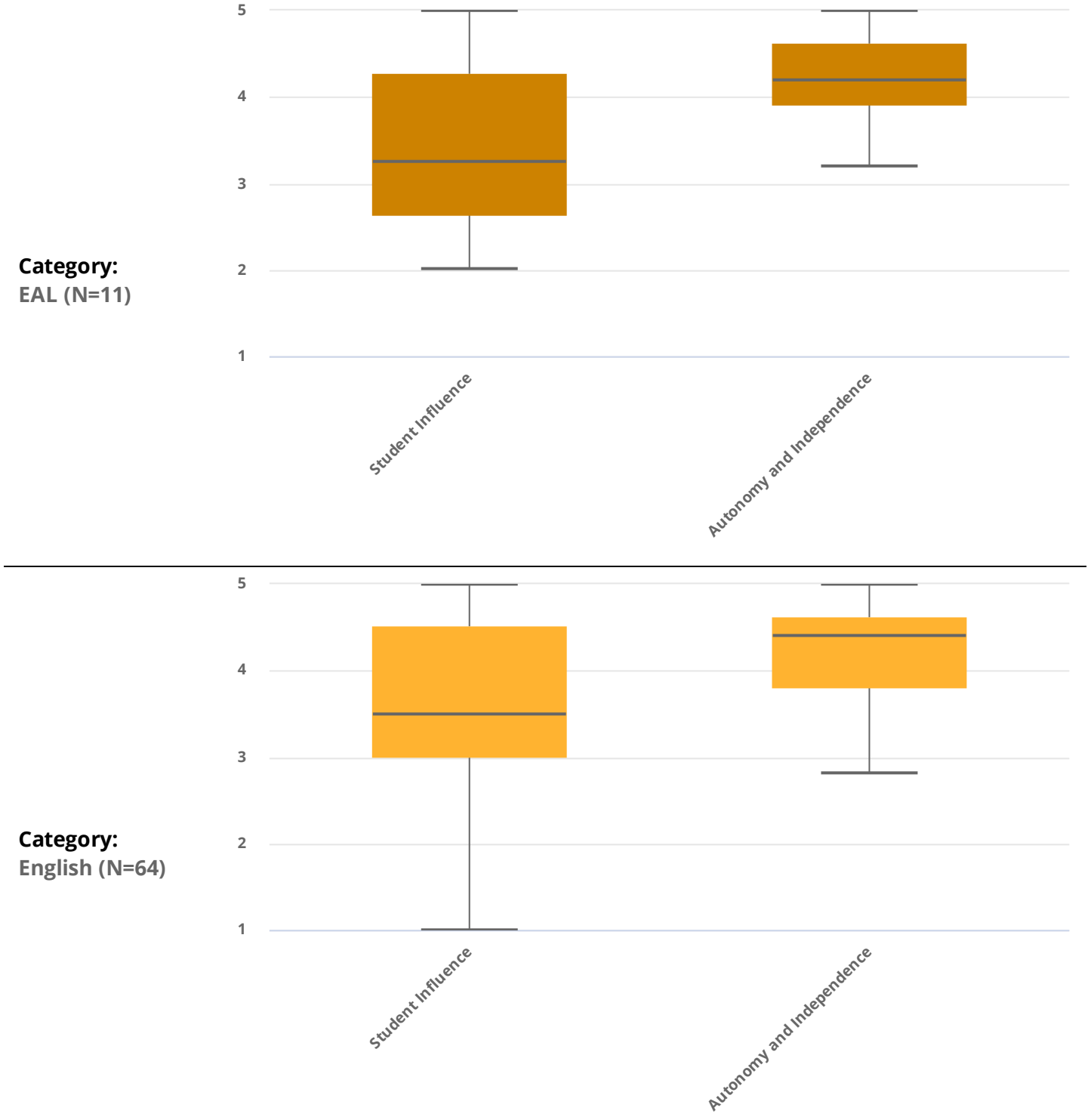
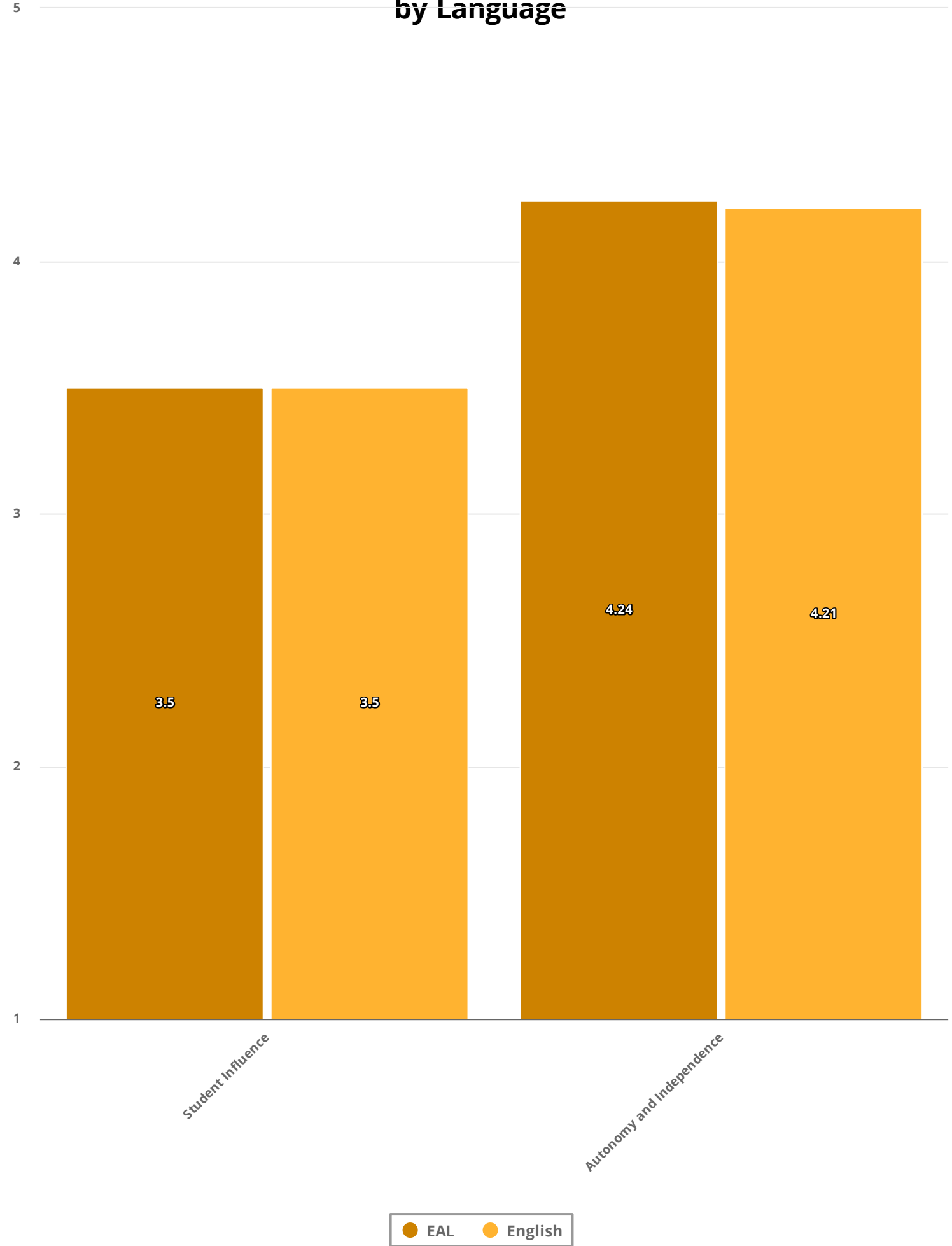
# LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

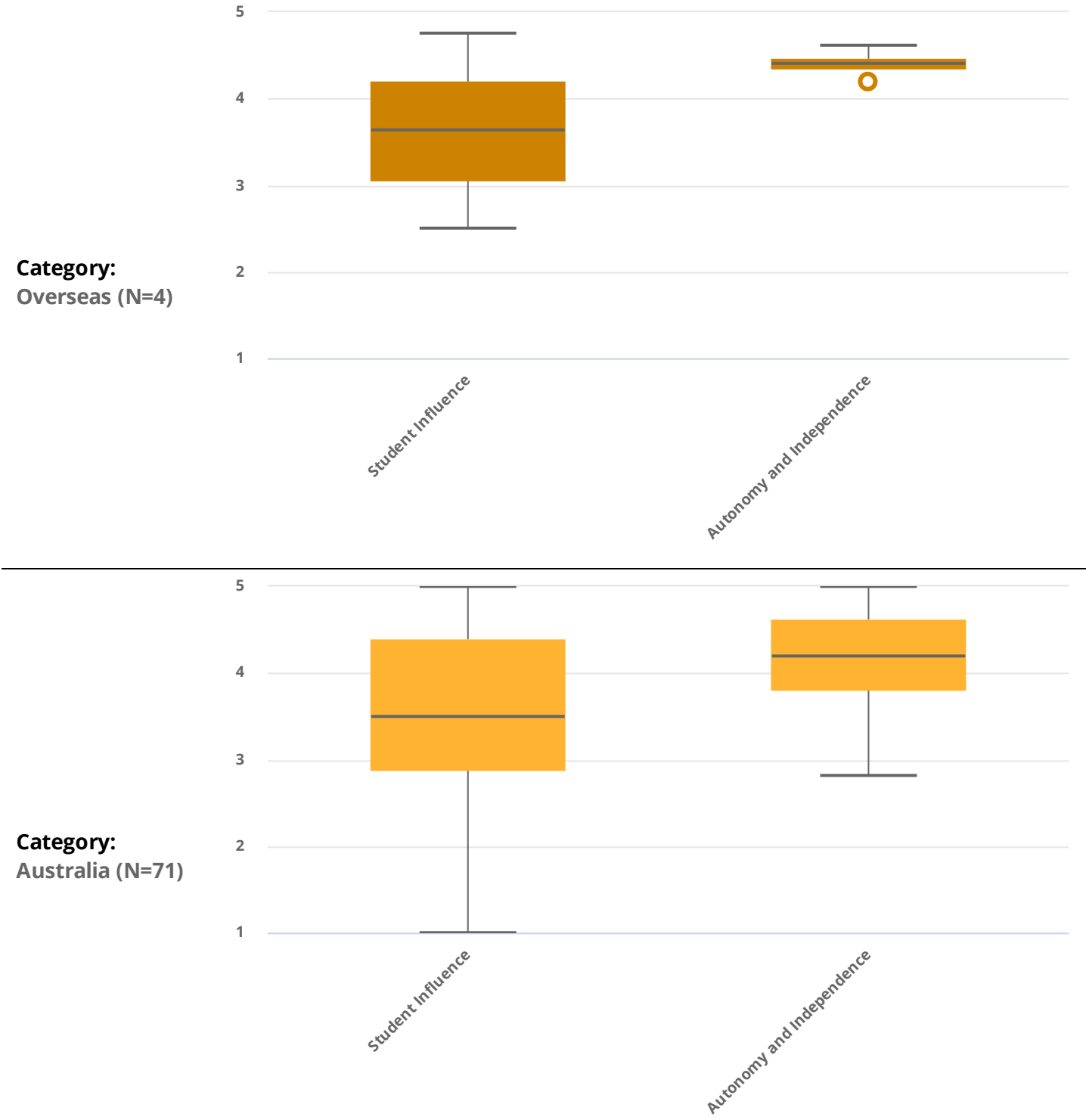
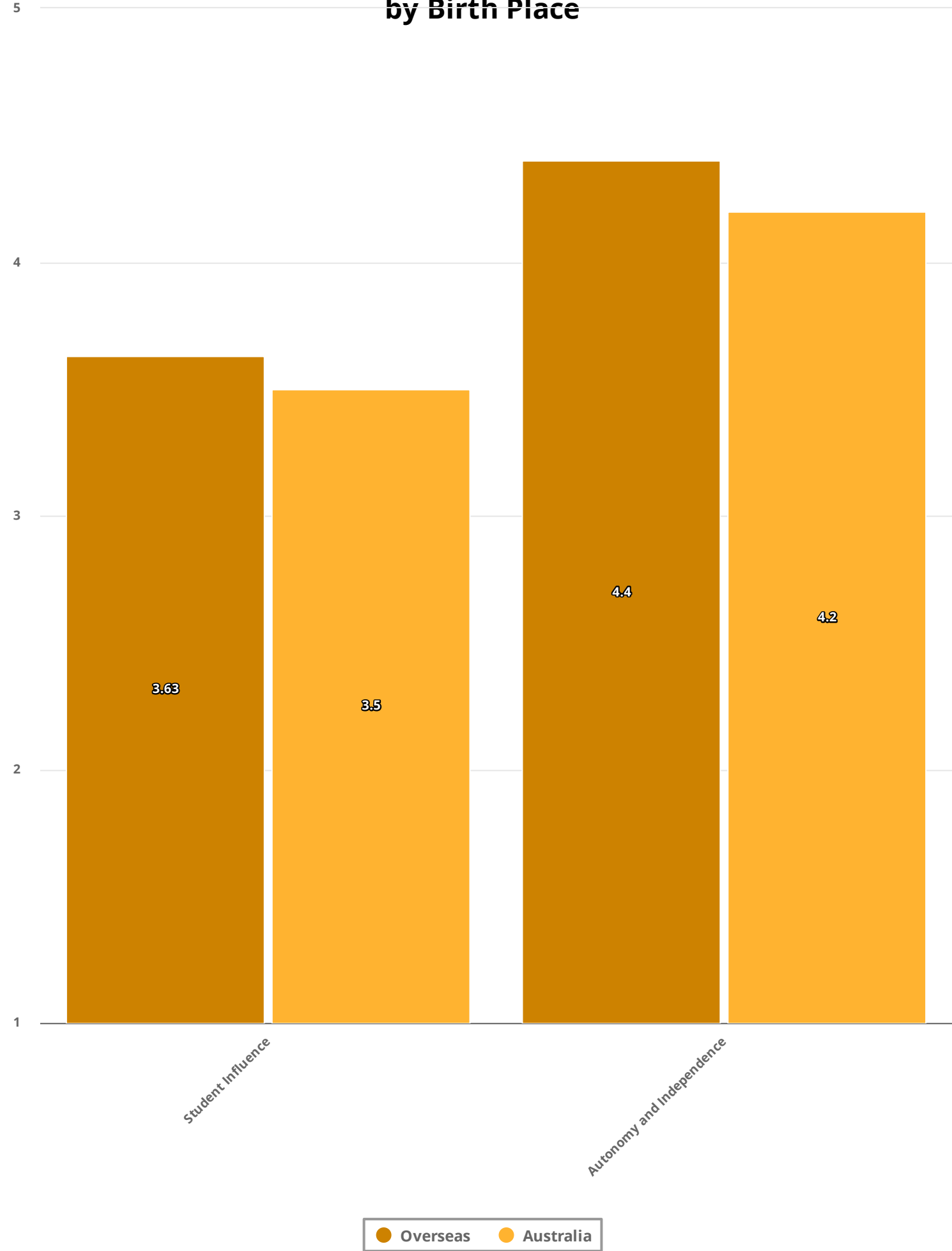
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





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

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

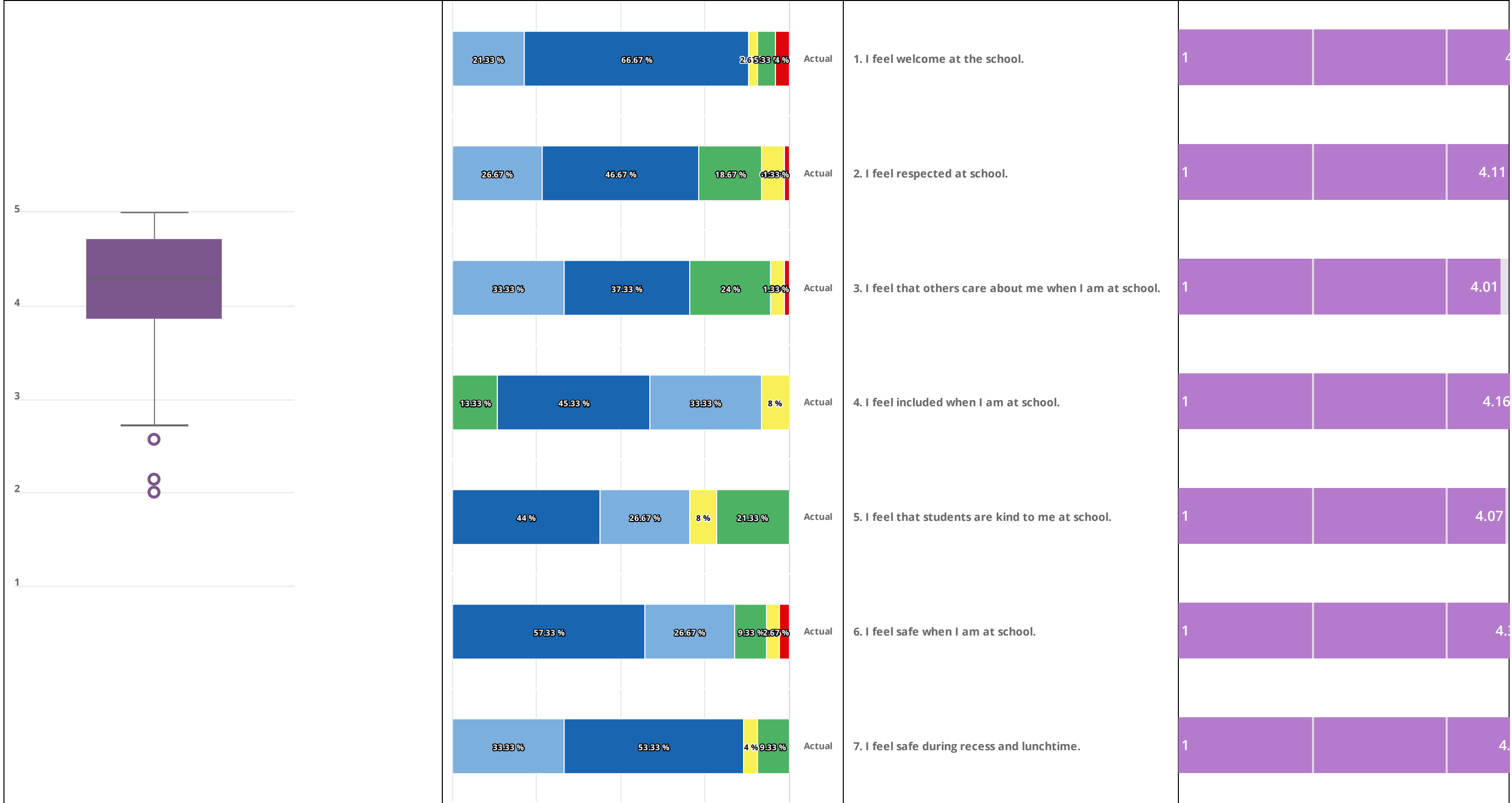


**Student Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

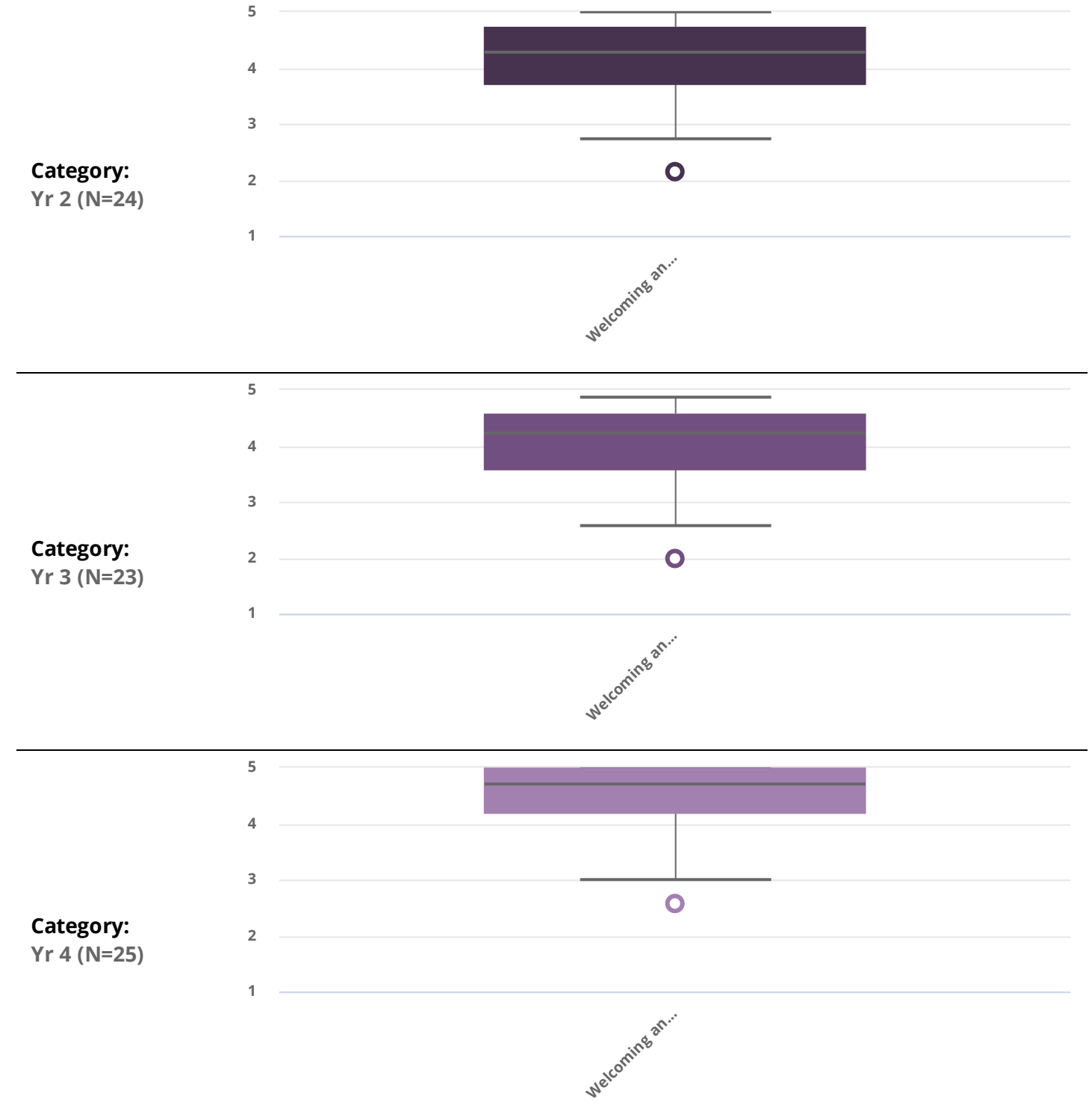
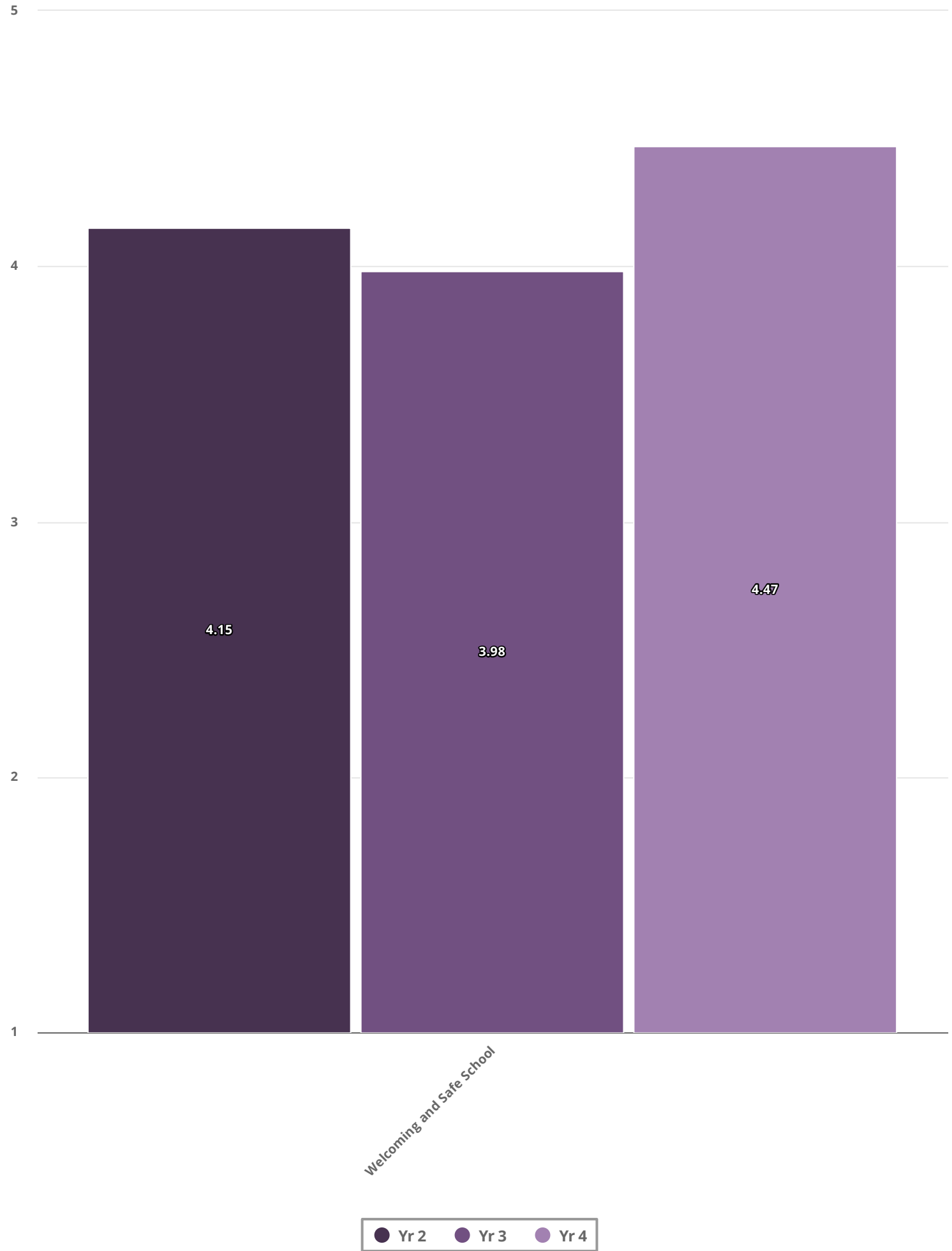
**Construct: Welcoming and Safe School**

The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



# LLL Component 4: Community Engagement by Year Level

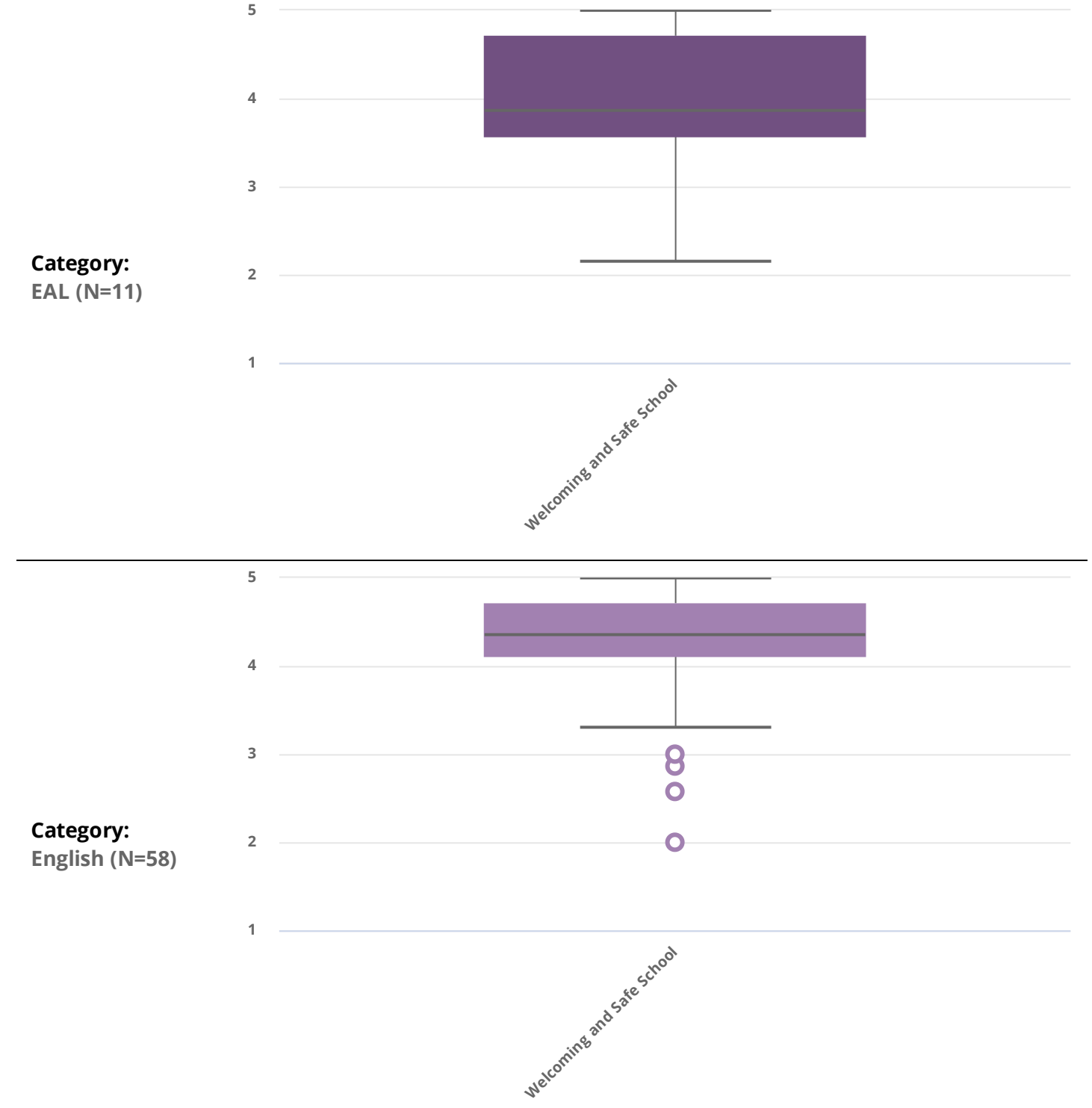
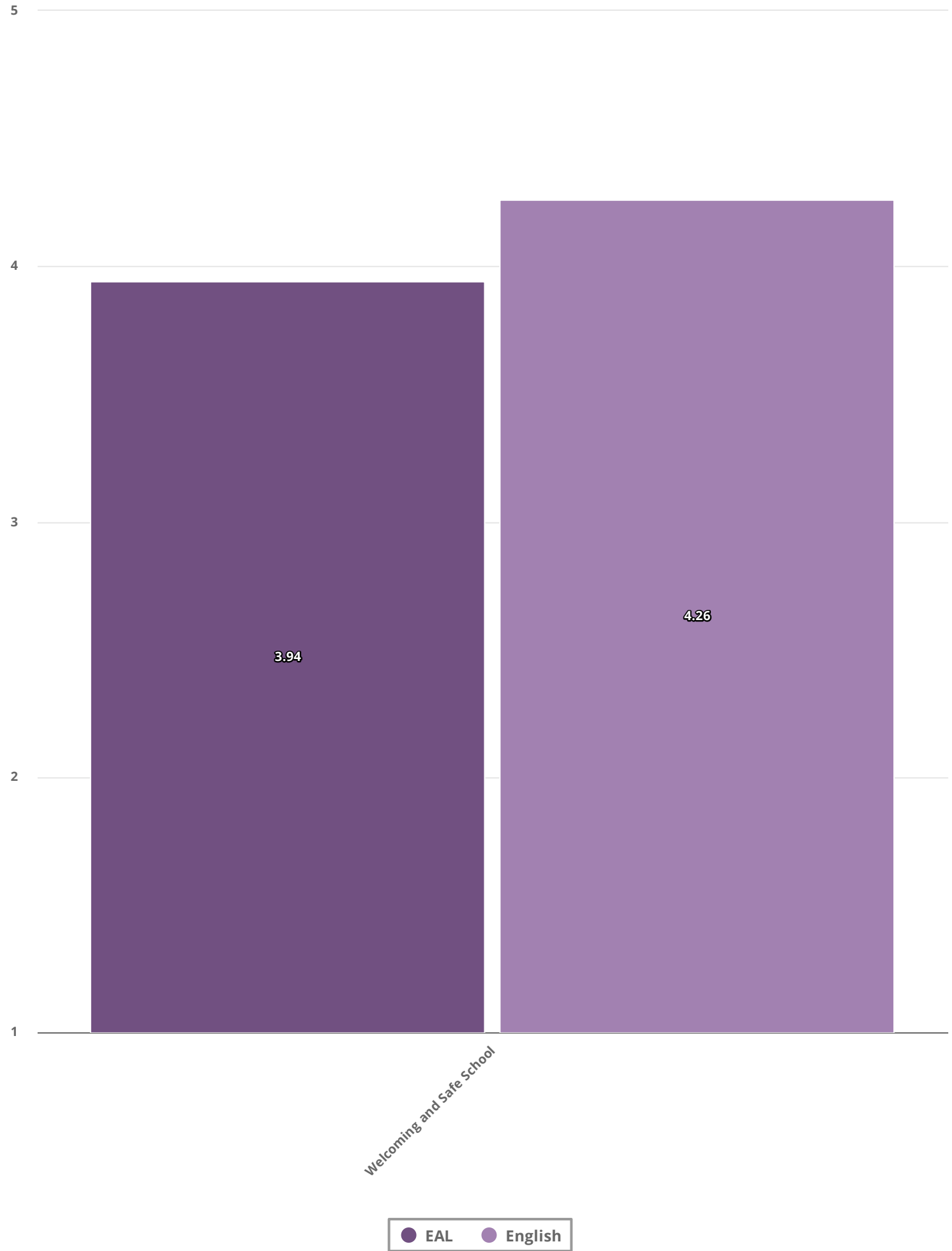
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





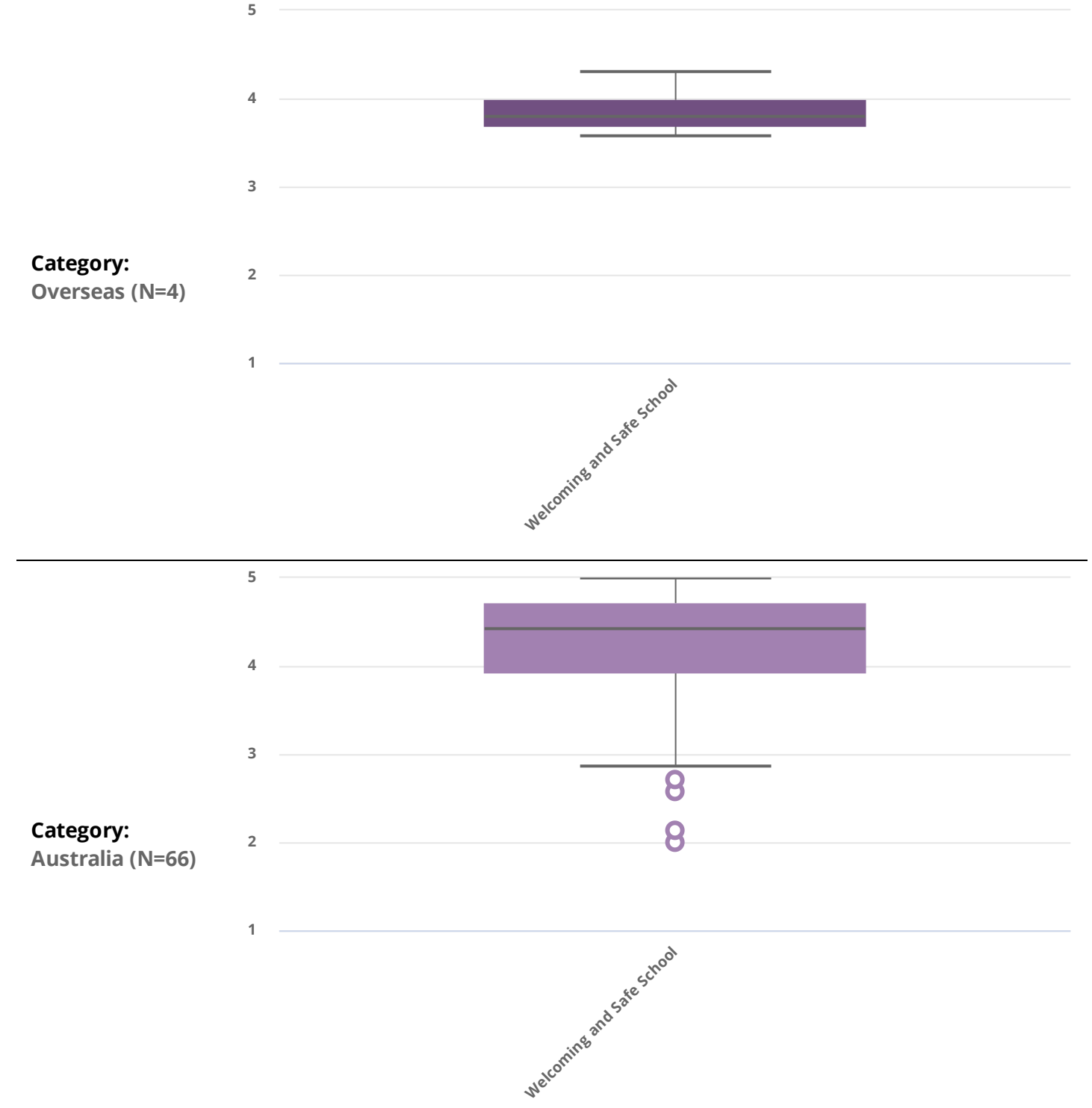
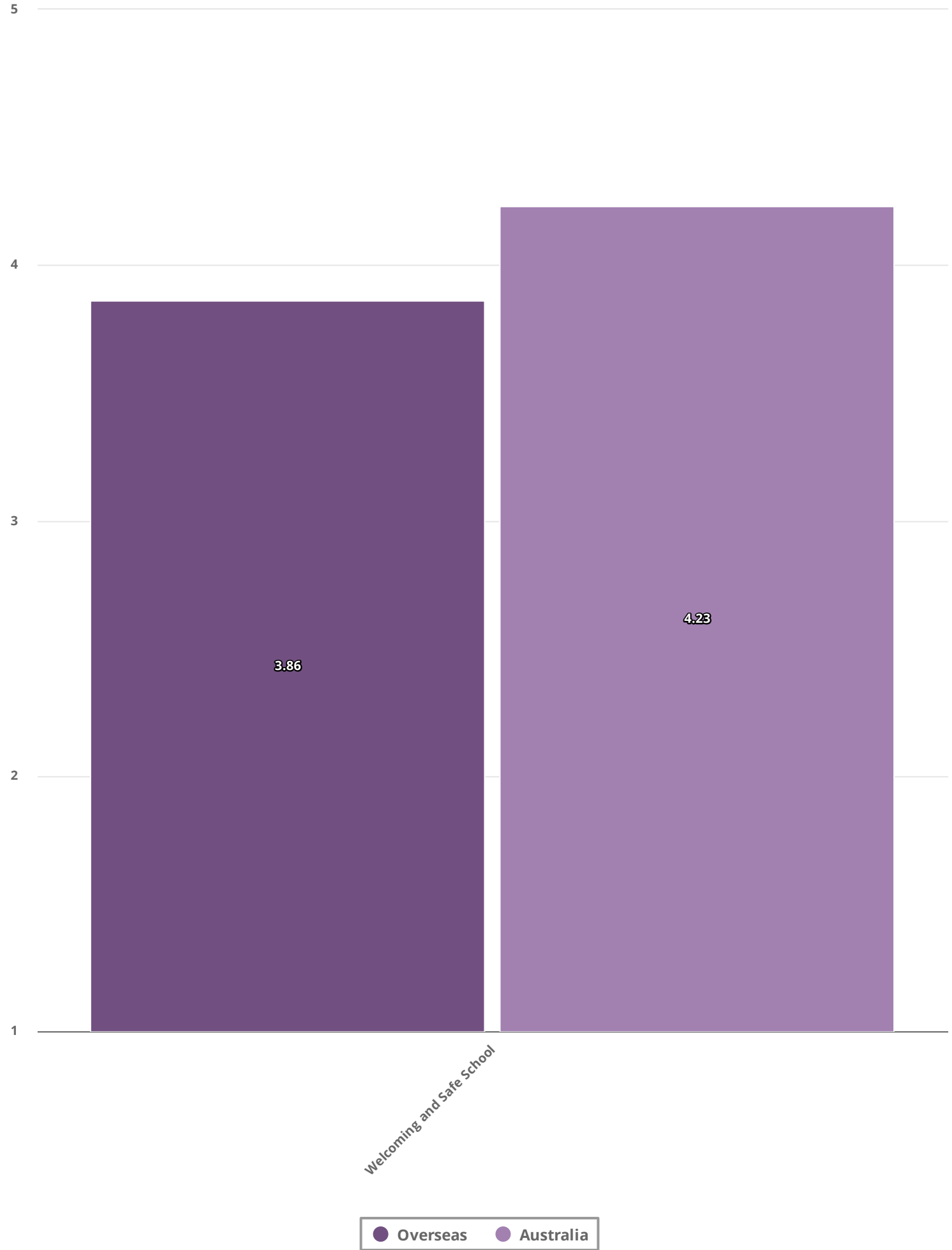
# LLL Component 4: Community Engagement by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 4: Community Engagement by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

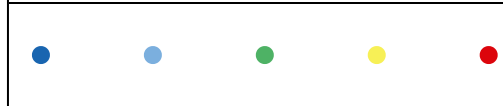
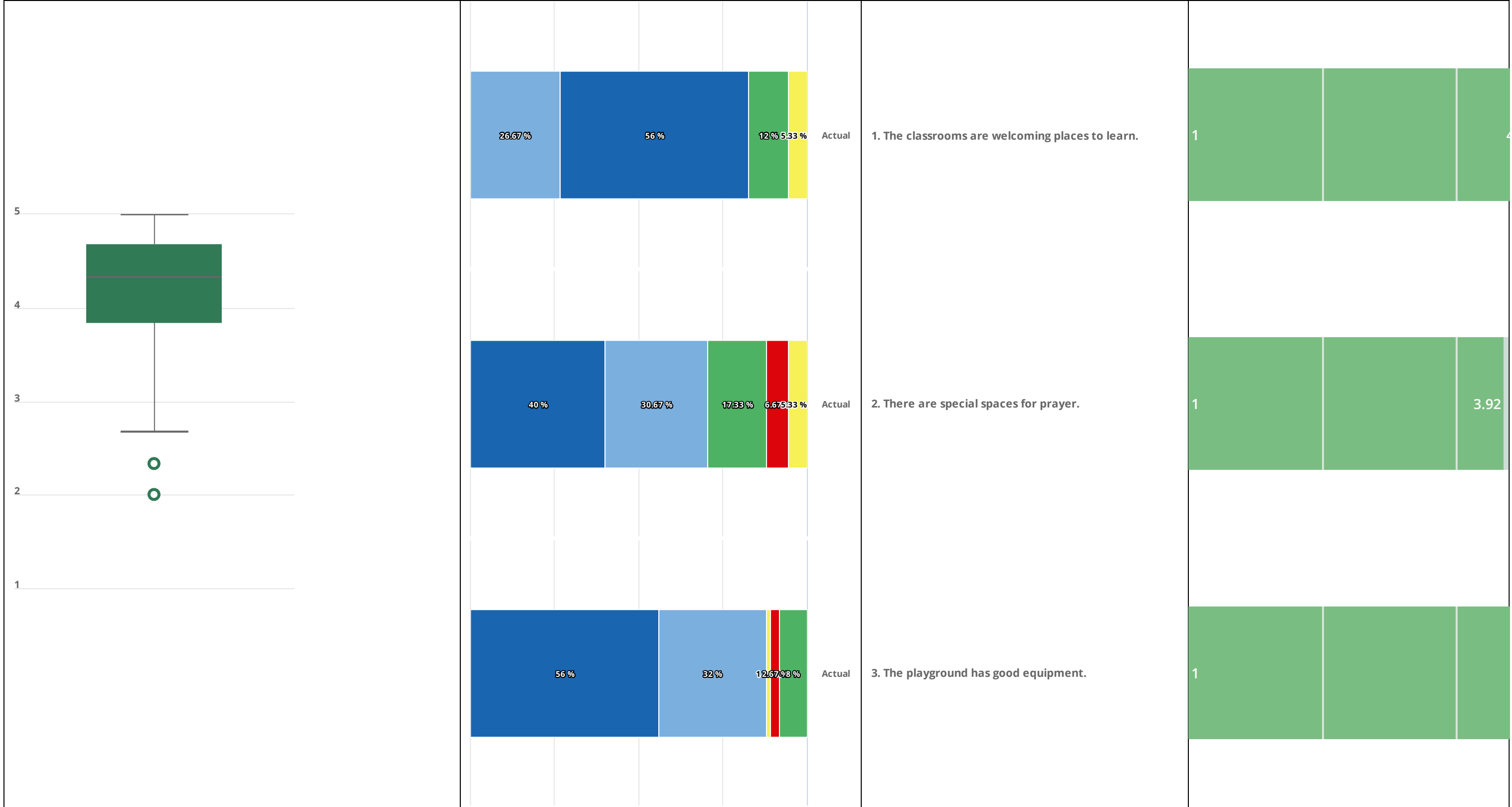


**Student Perceptions (Infrastructure)**

**BSC Quadrant: RESOURCING**

Construct: Infrastructure

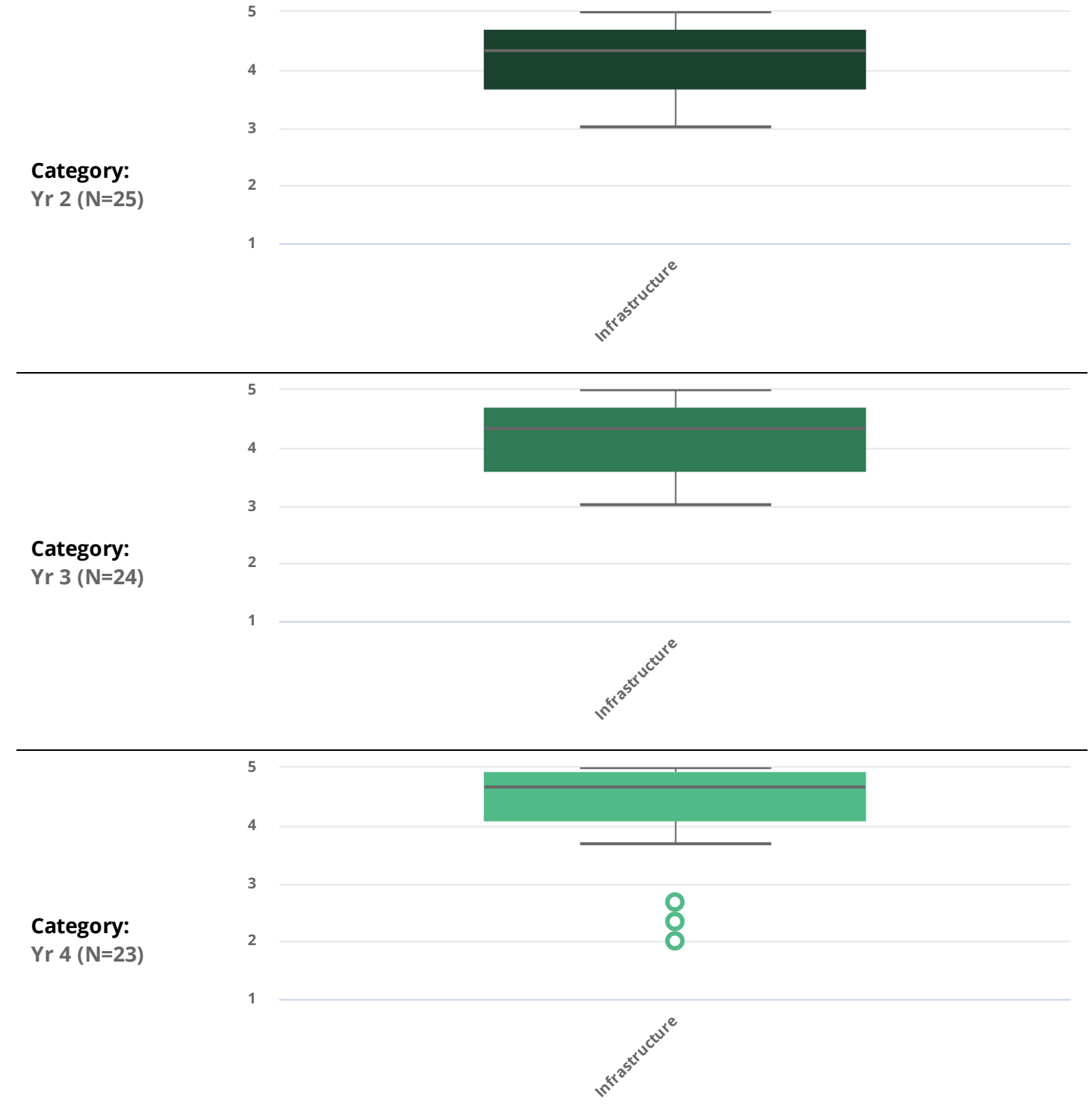
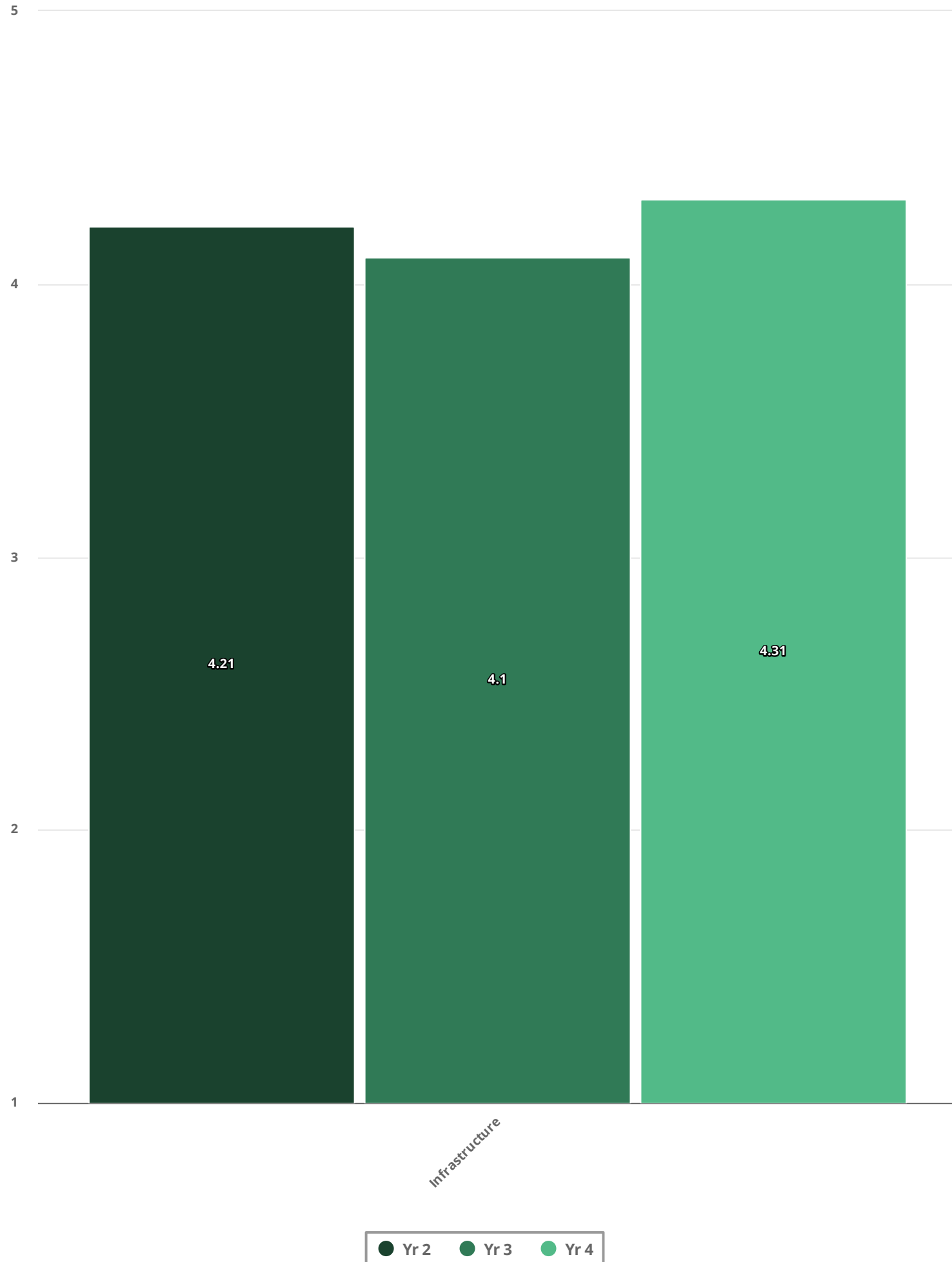
The extent to which students feel positive about the school buildings and grounds.





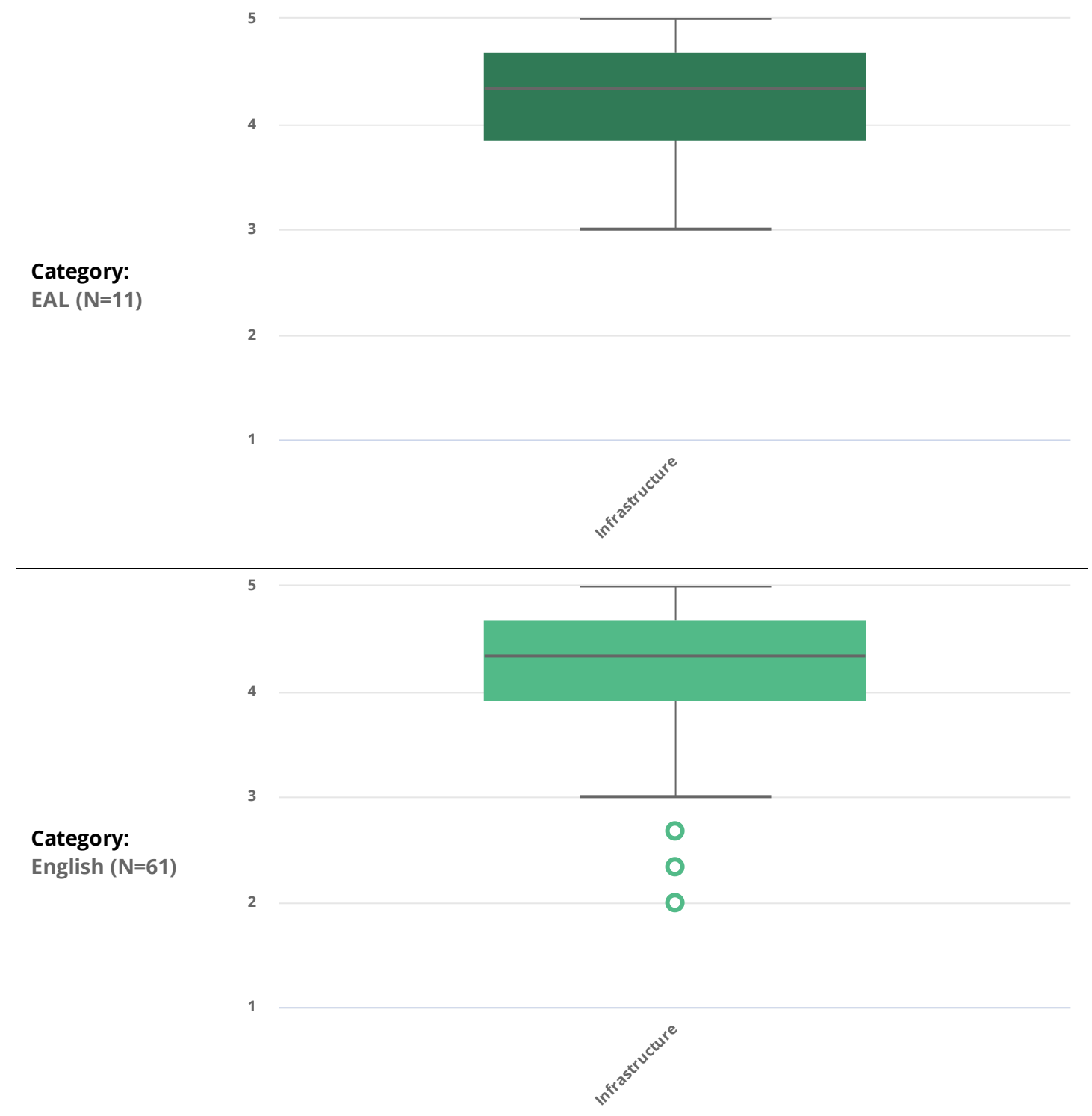
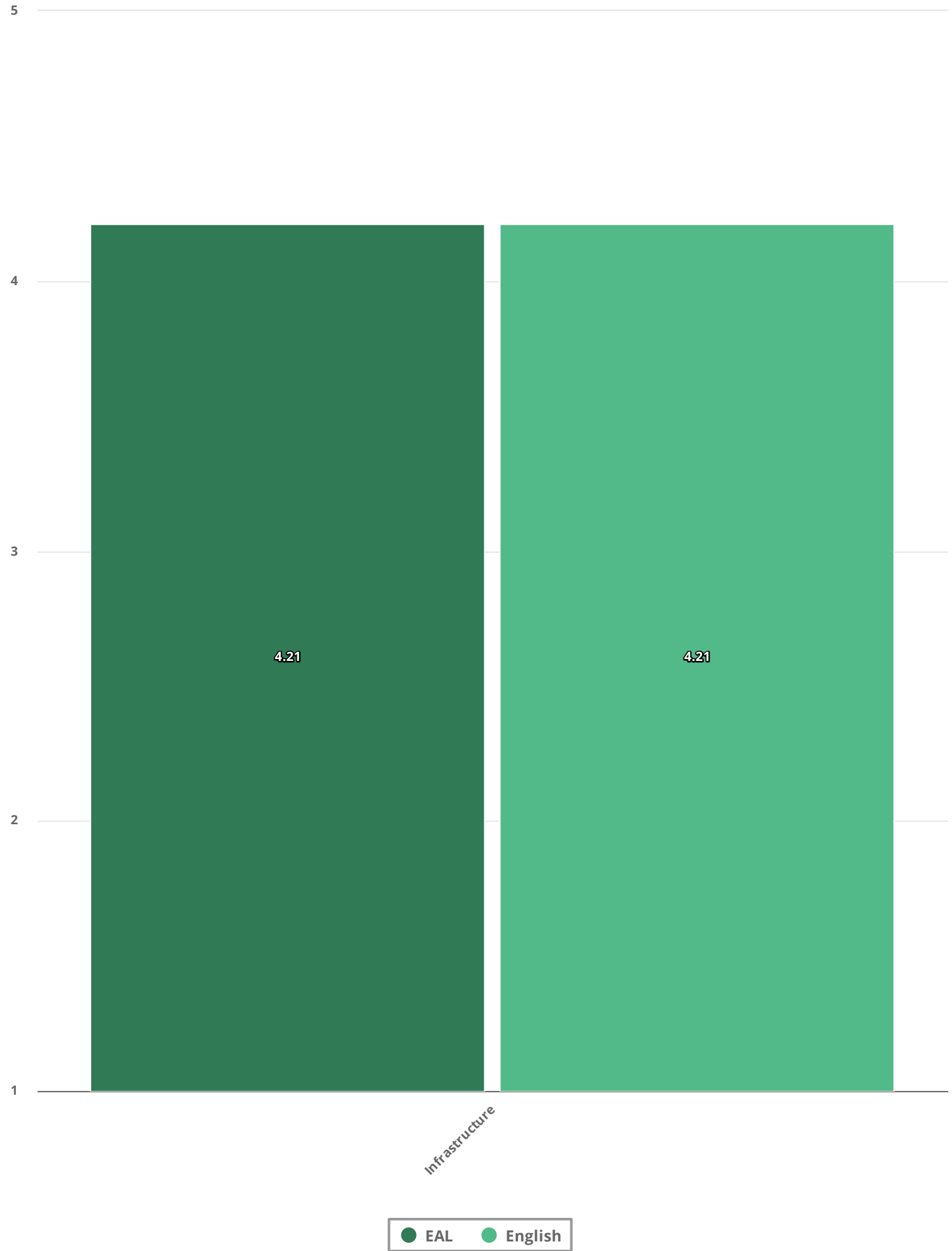
# Additional Construct: Infrastructure by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



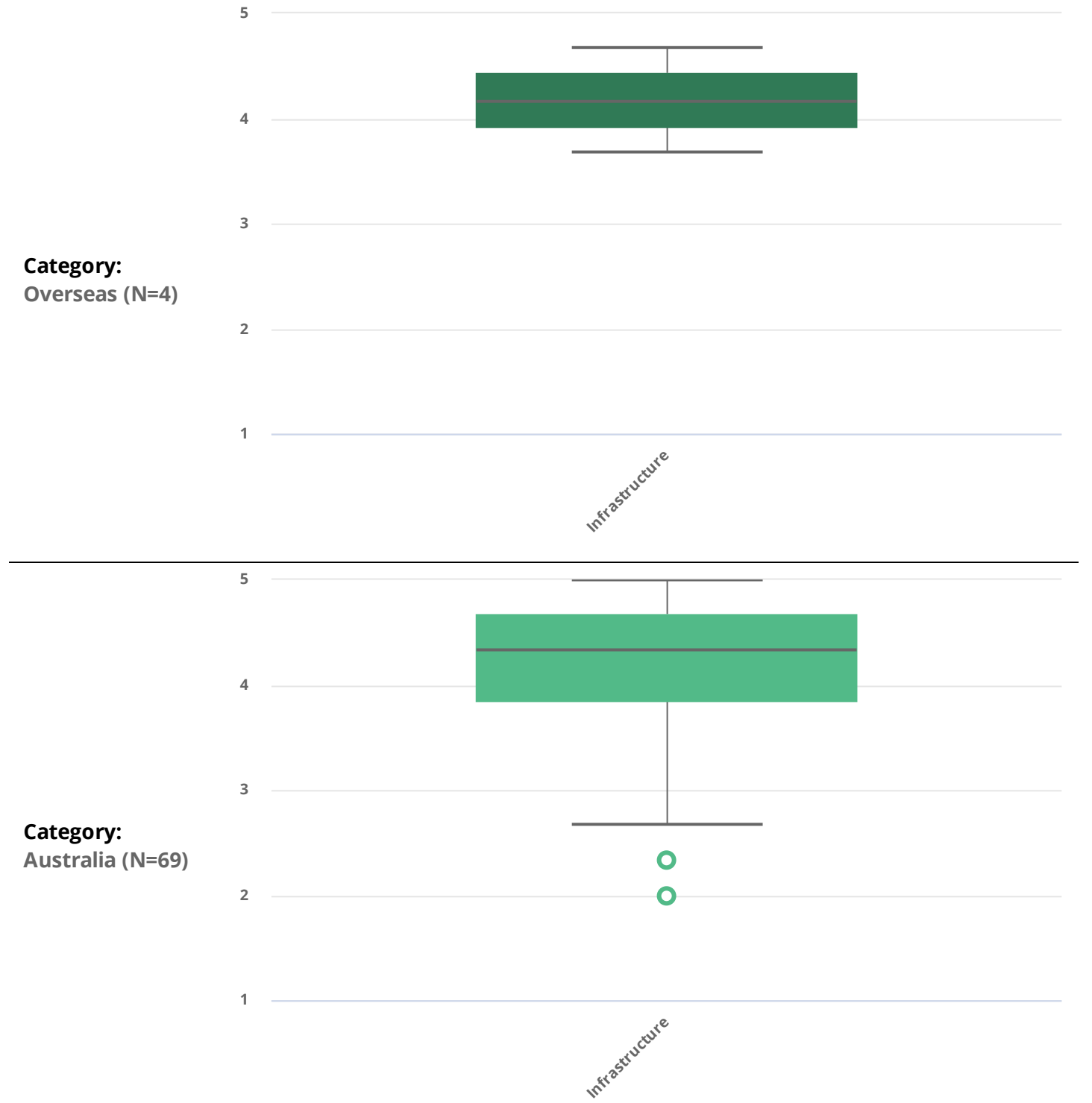
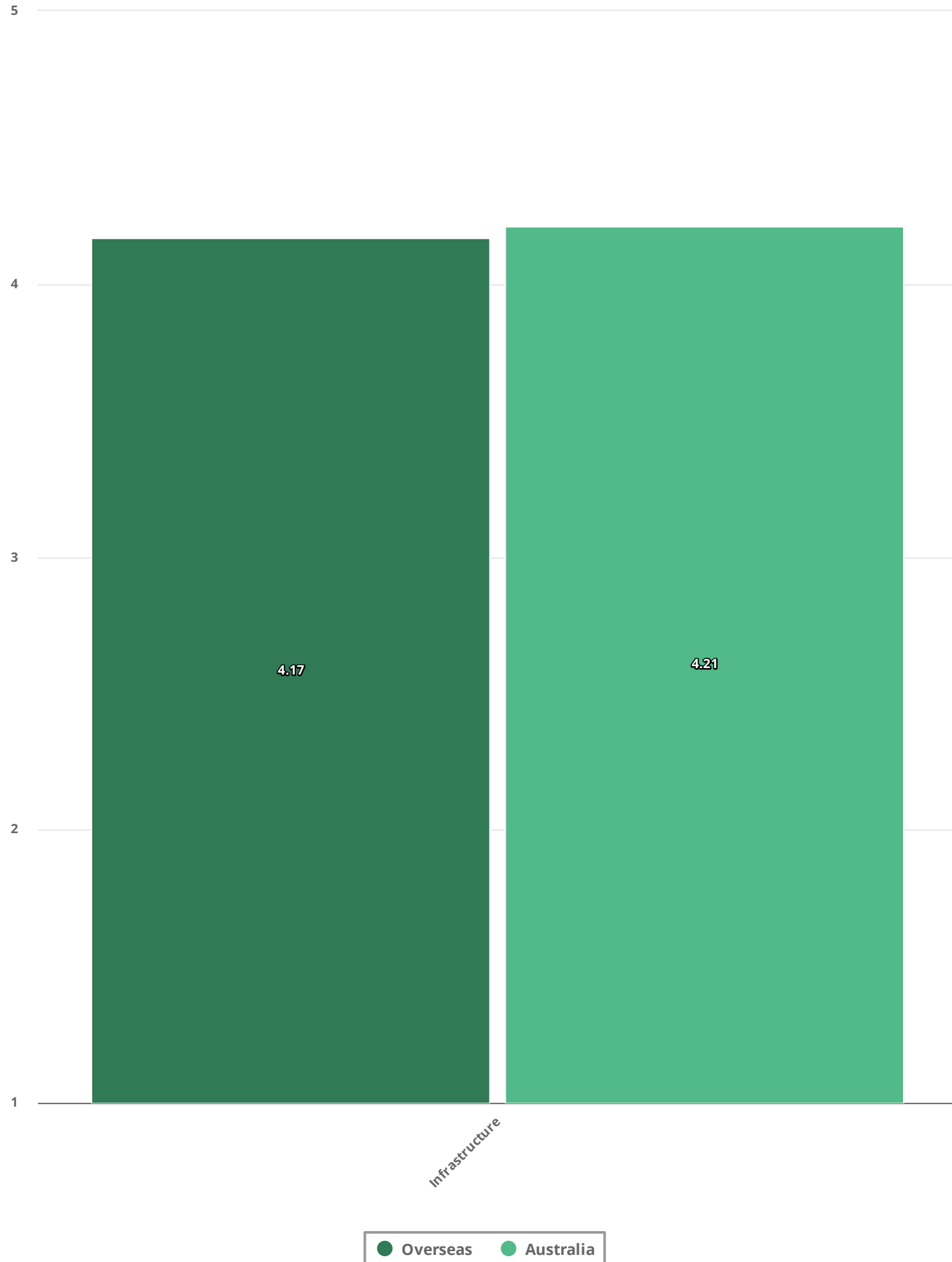
# Additional Construct: Infrastructure by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Student Survey - Years 5 & 6: Blackfriars Priory School, Prospect SA 5082

77 participants

2 participants were found to be disengaged and were not included in these results.

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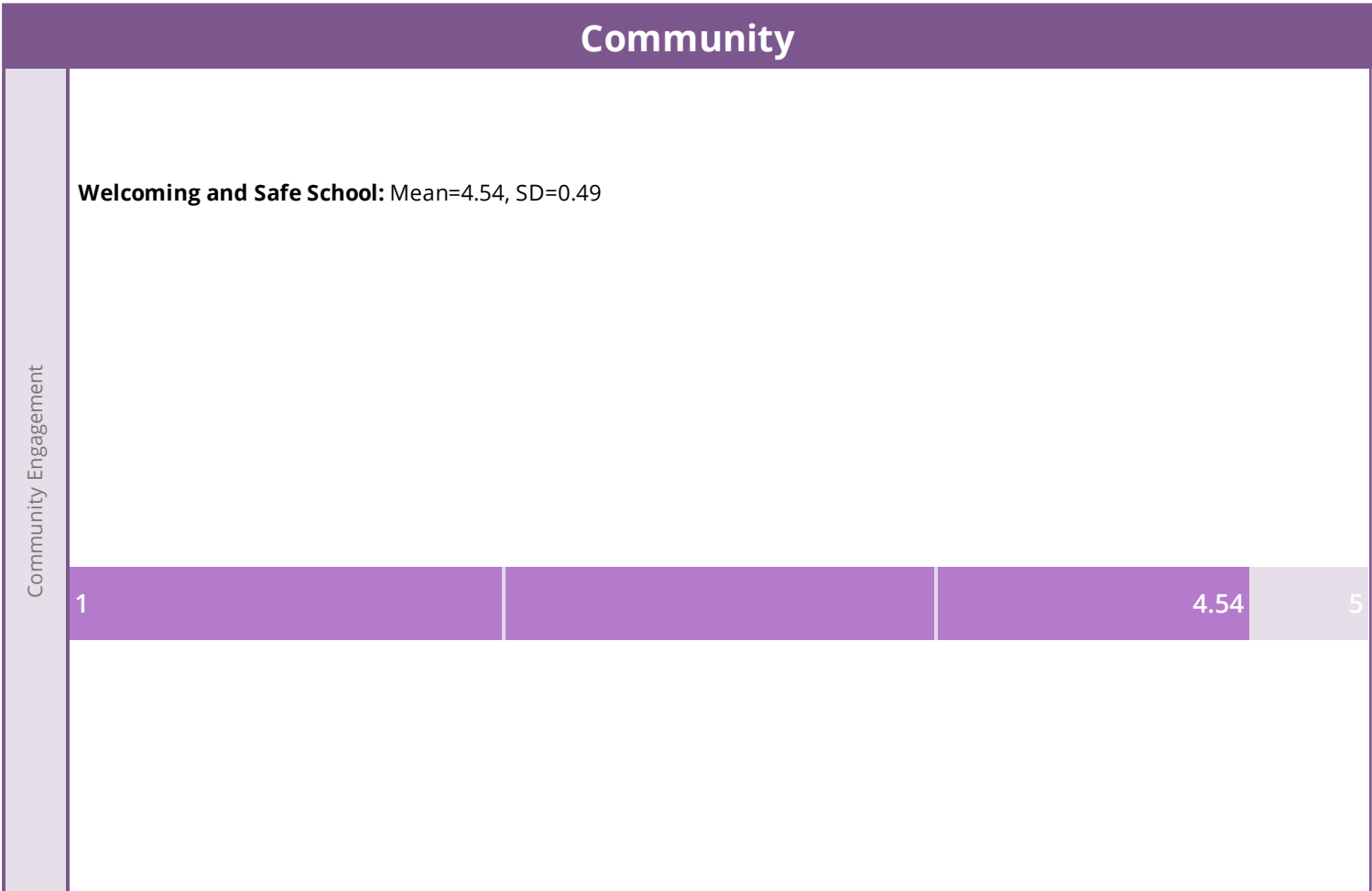
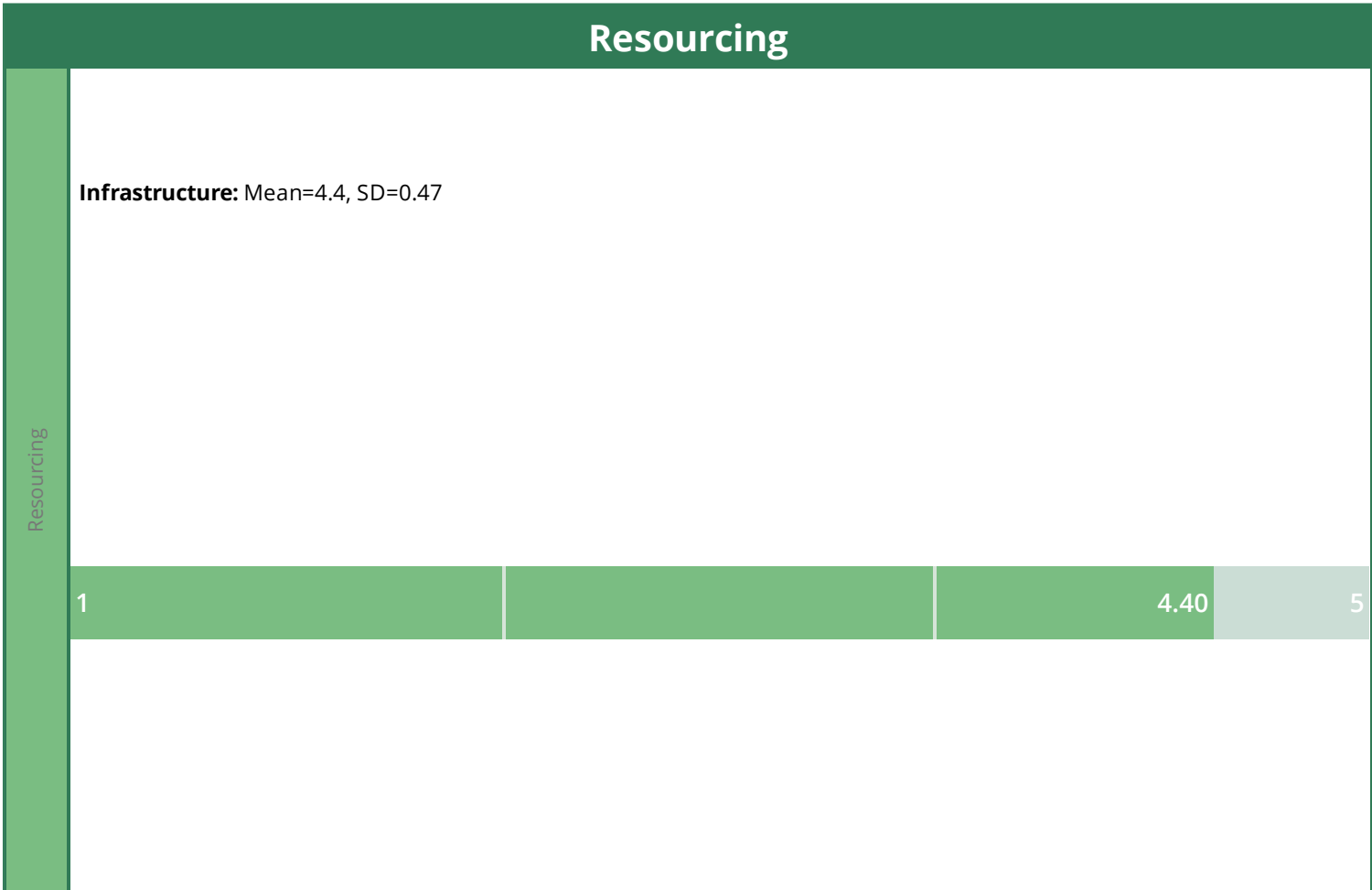
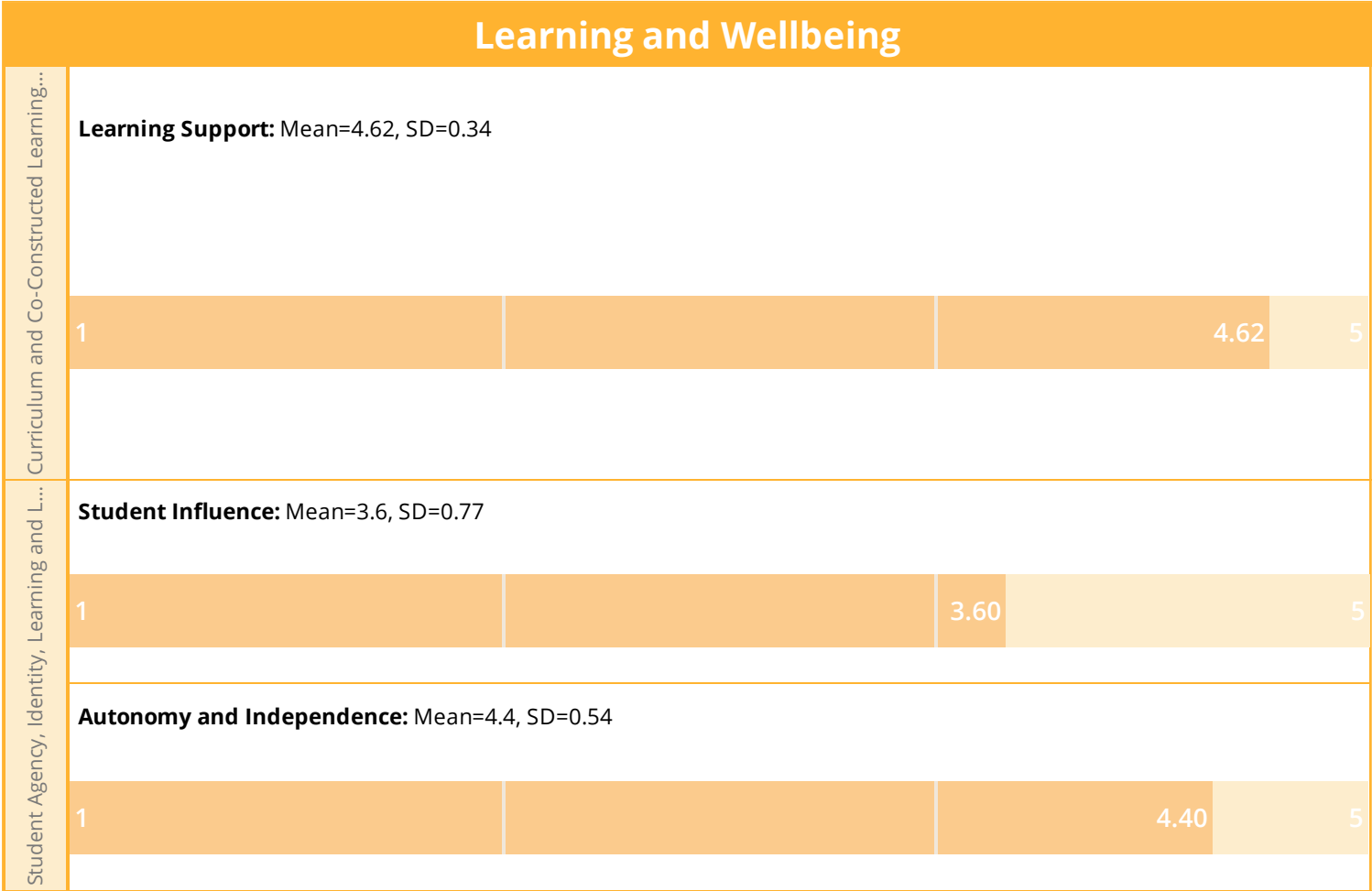
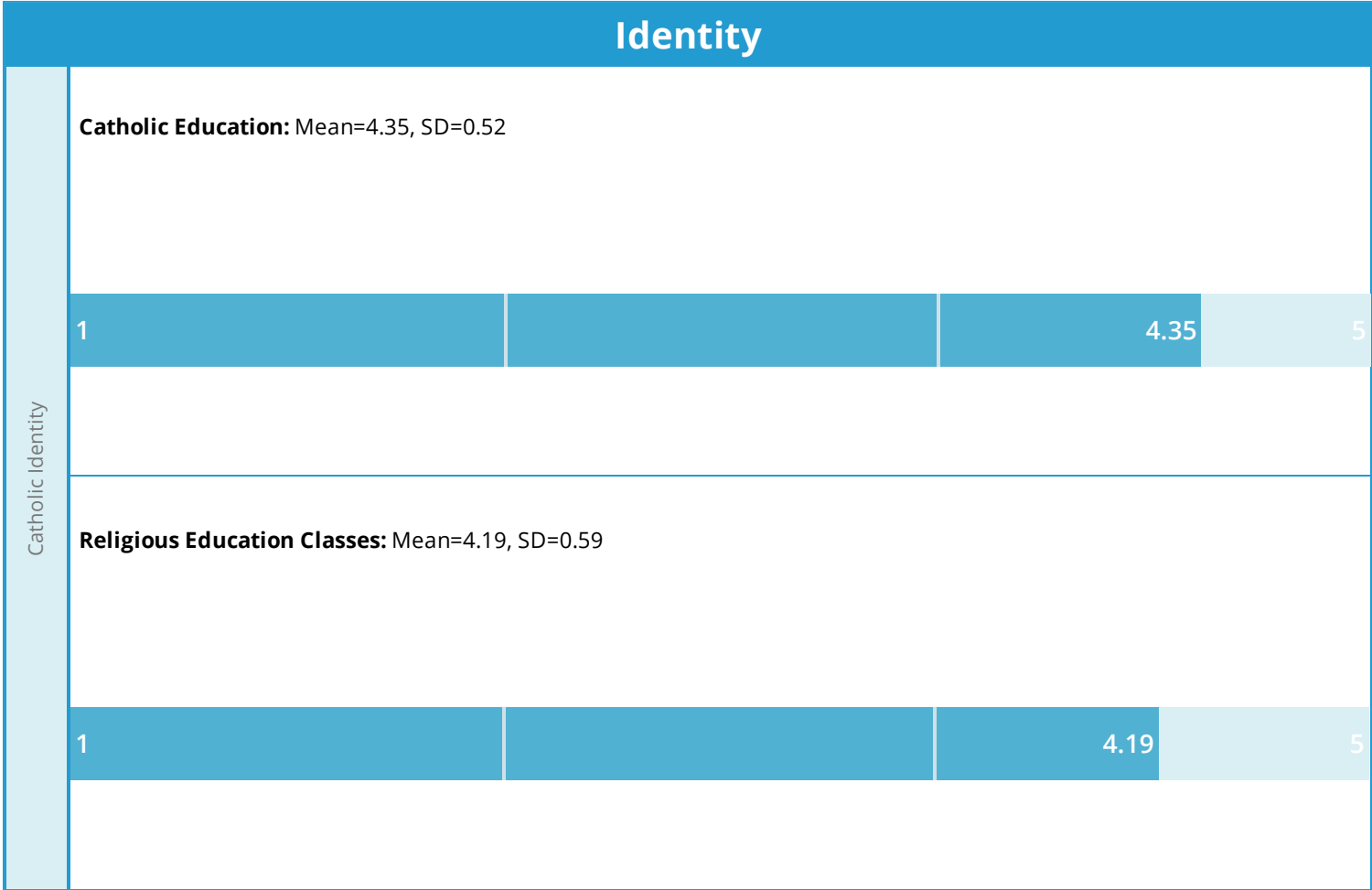
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# Balanced Score Card: Student Perceptions (LLL Framework)

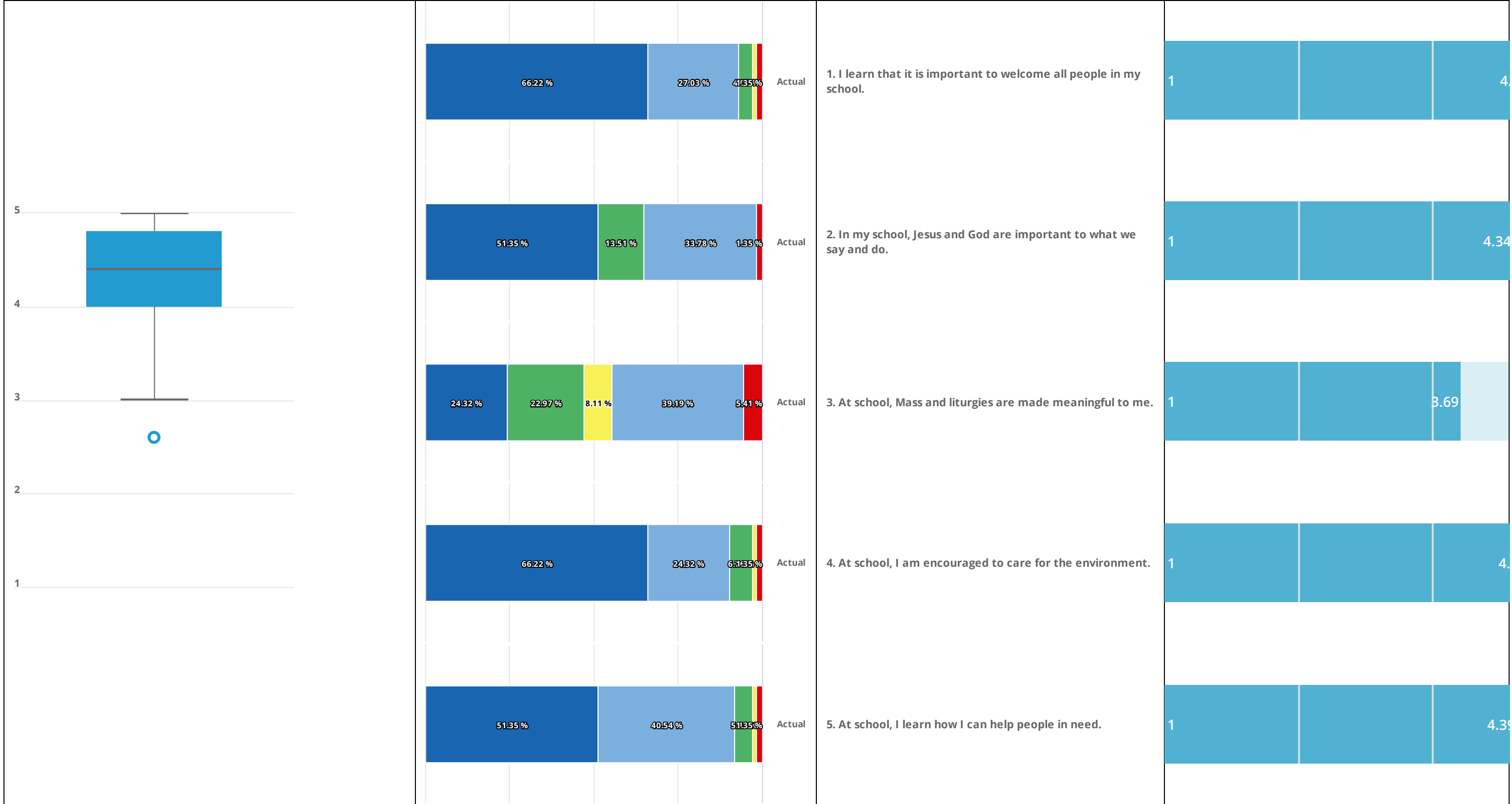


Student Perceptions (LLL Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Education

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



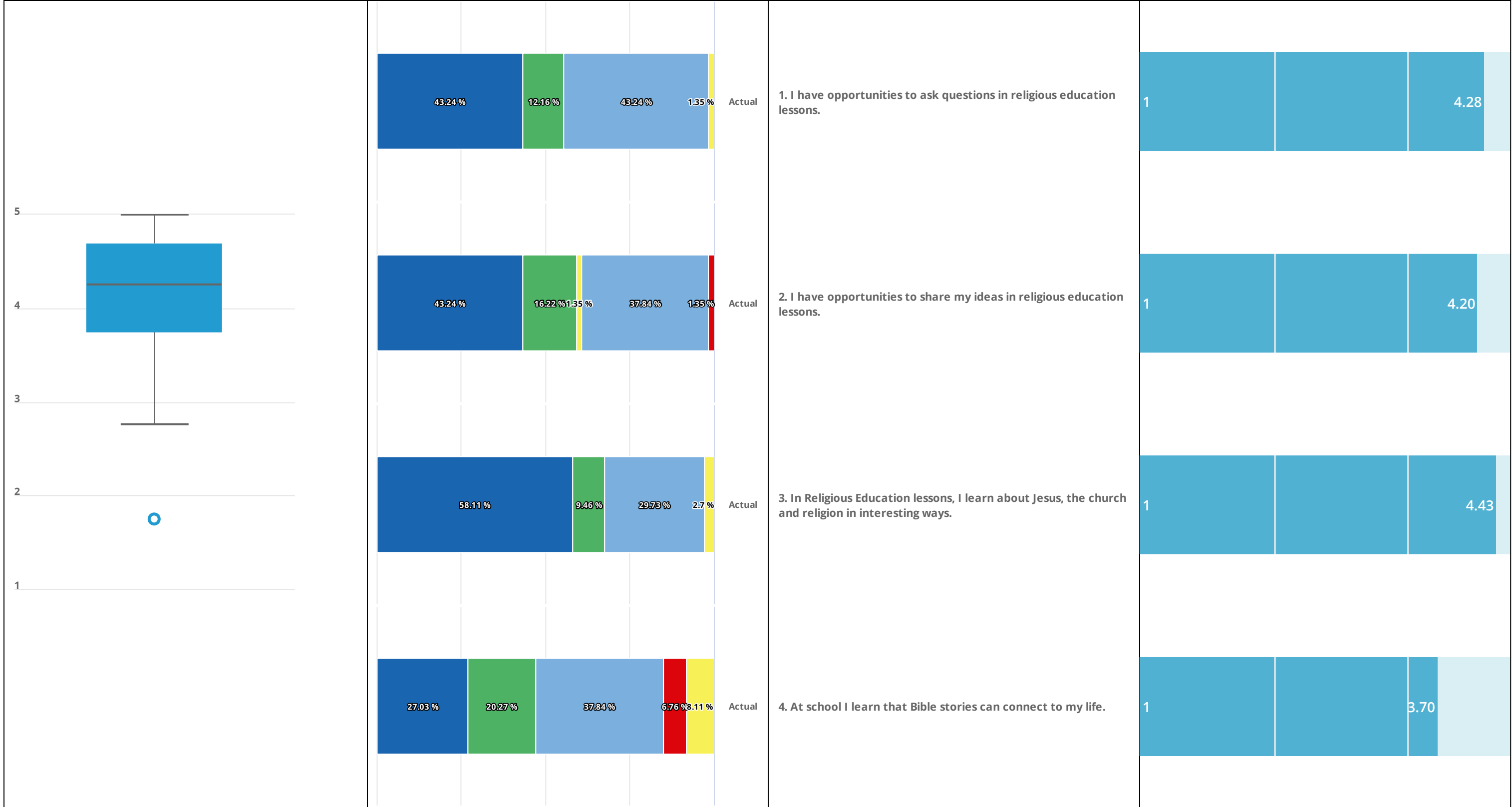


Student Perceptions (LLL Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

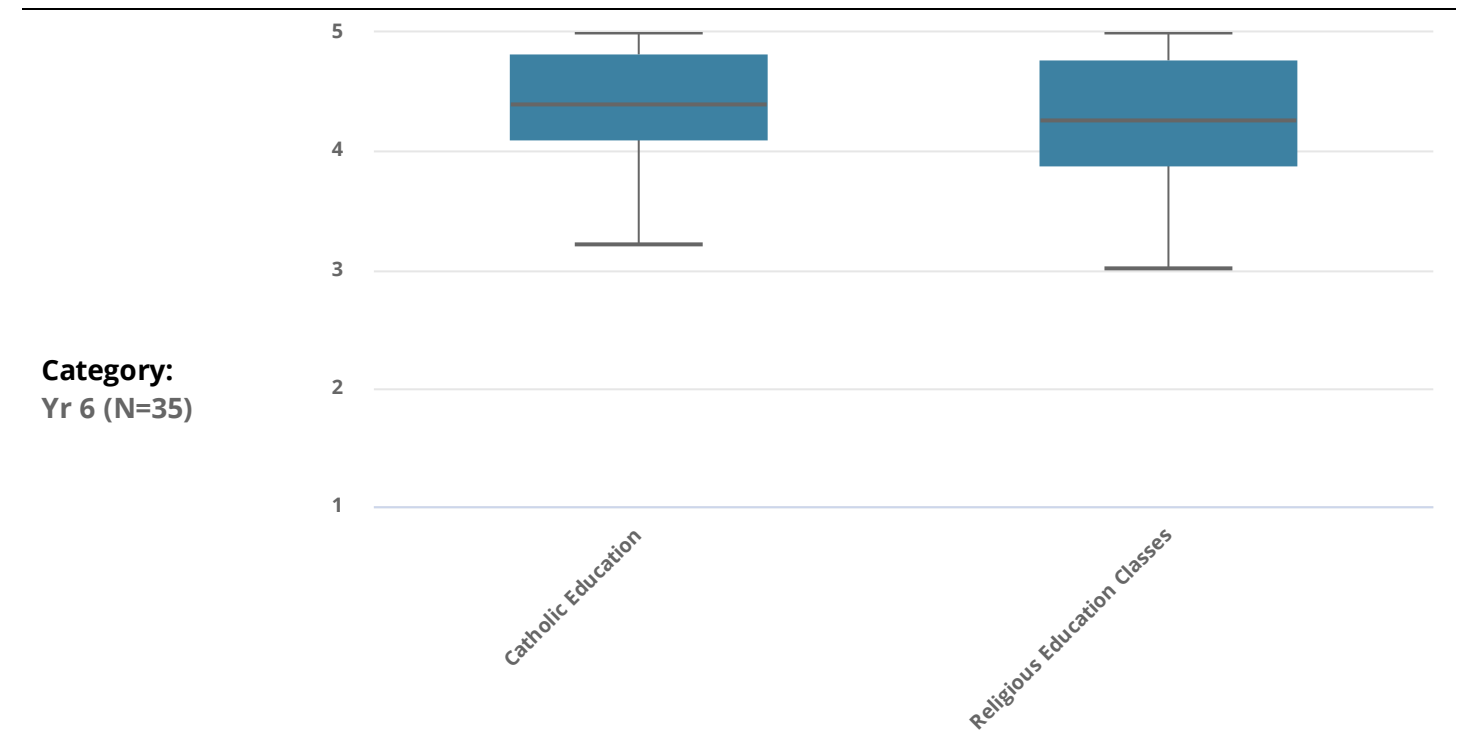
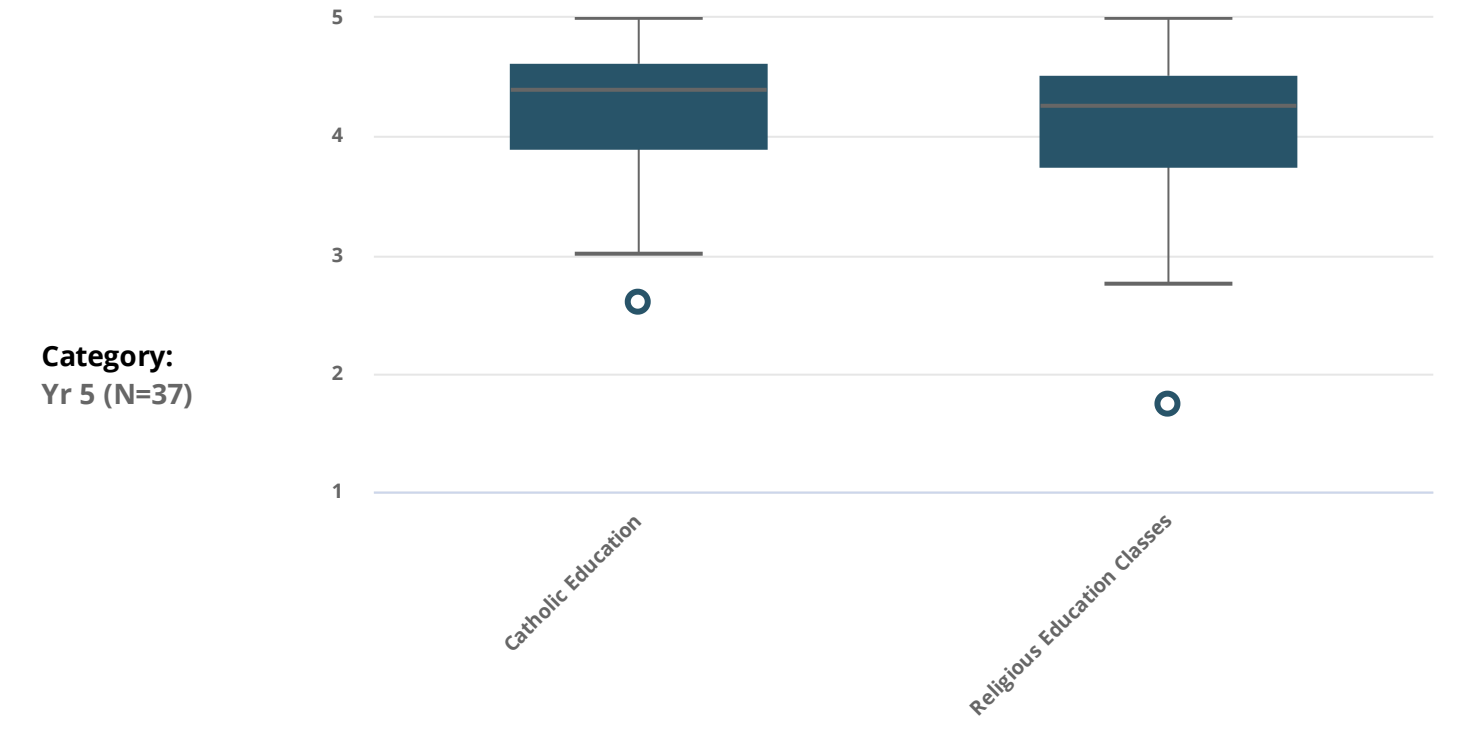
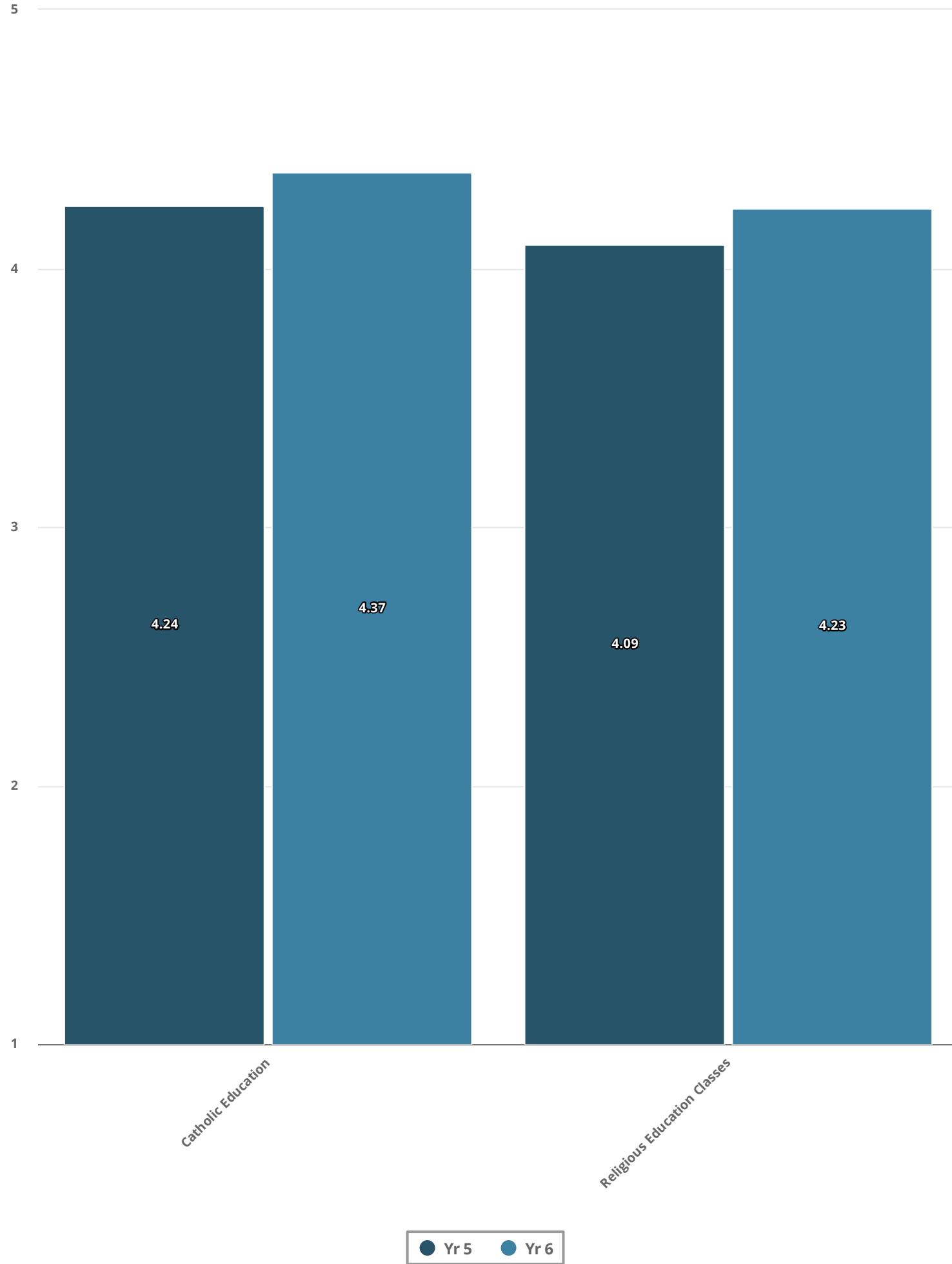
Construct: Religious Education Classes

The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



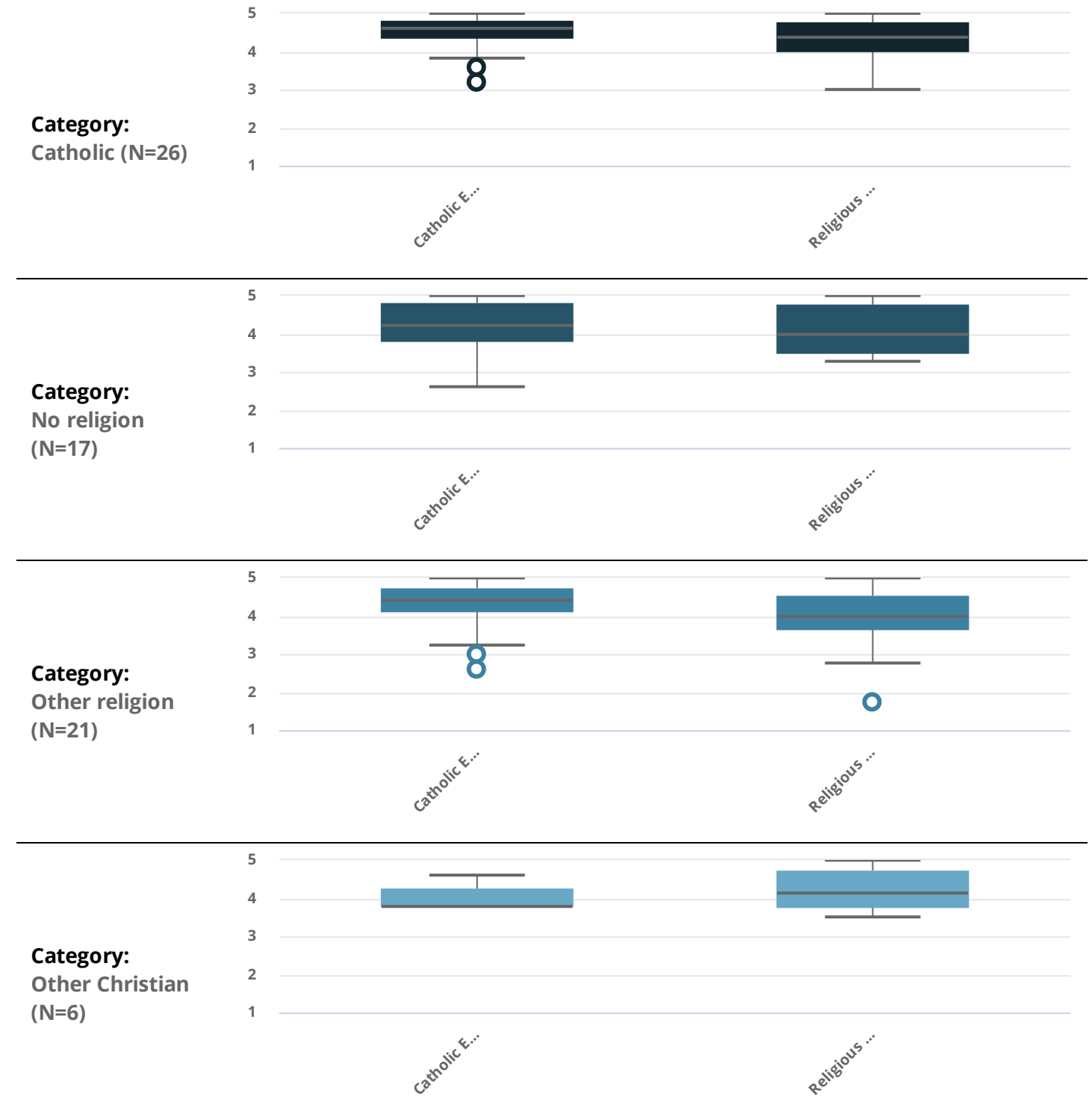
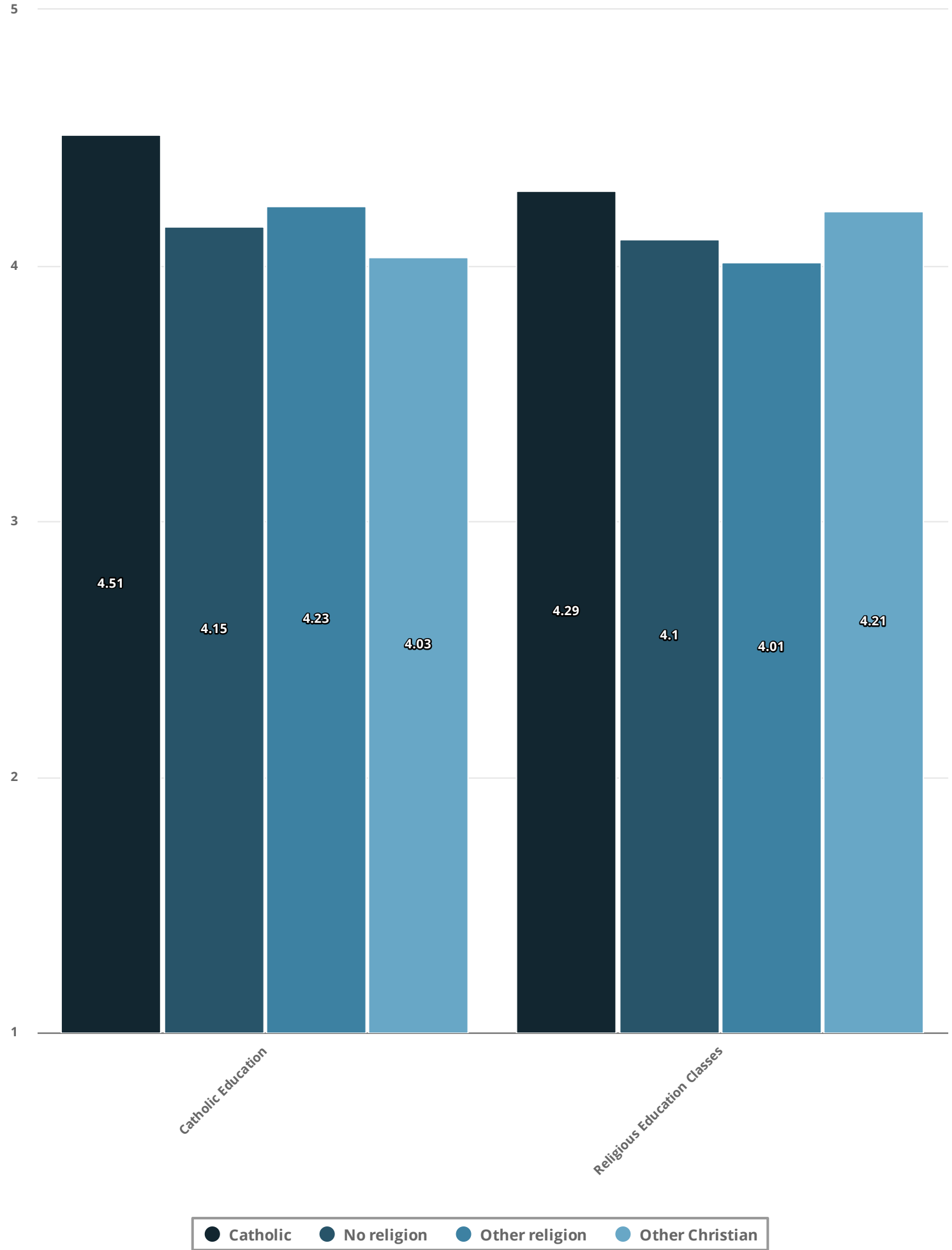
# LLL Component 1: Catholic Identity by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 1: Catholic Identity by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

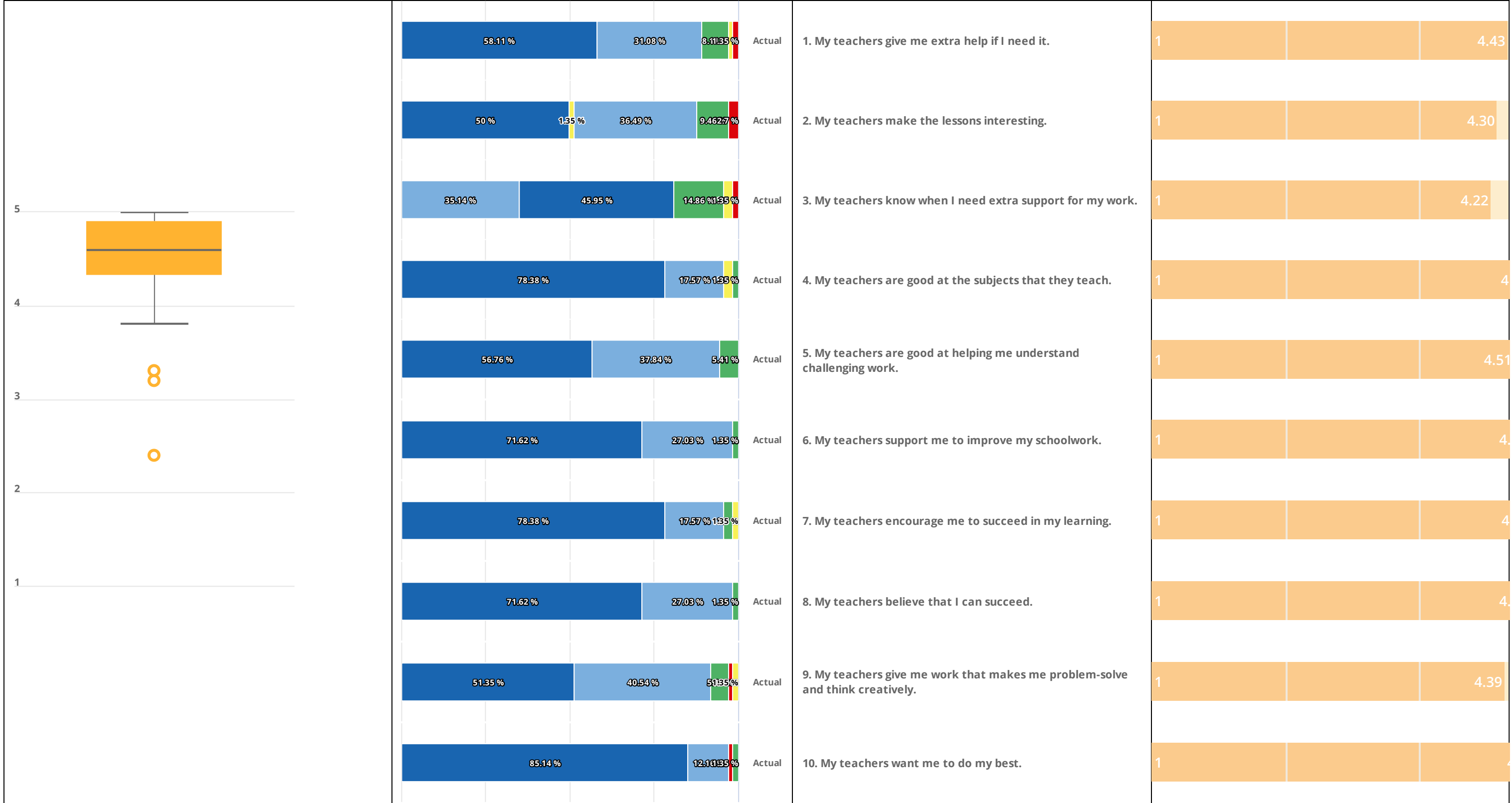


# Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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





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

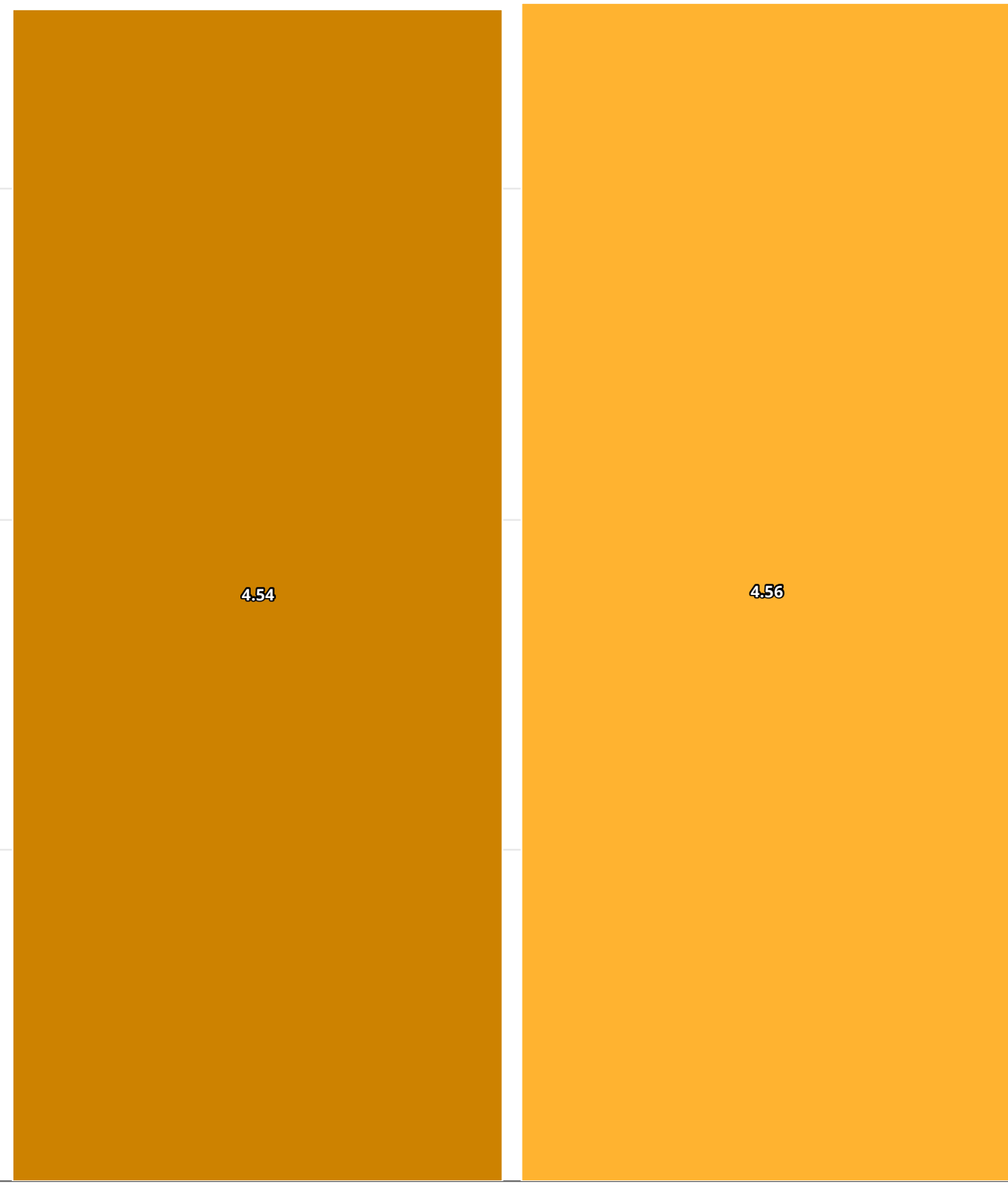
5

4

3

2

1



Learning Support

● Yr 5 ● Yr 6

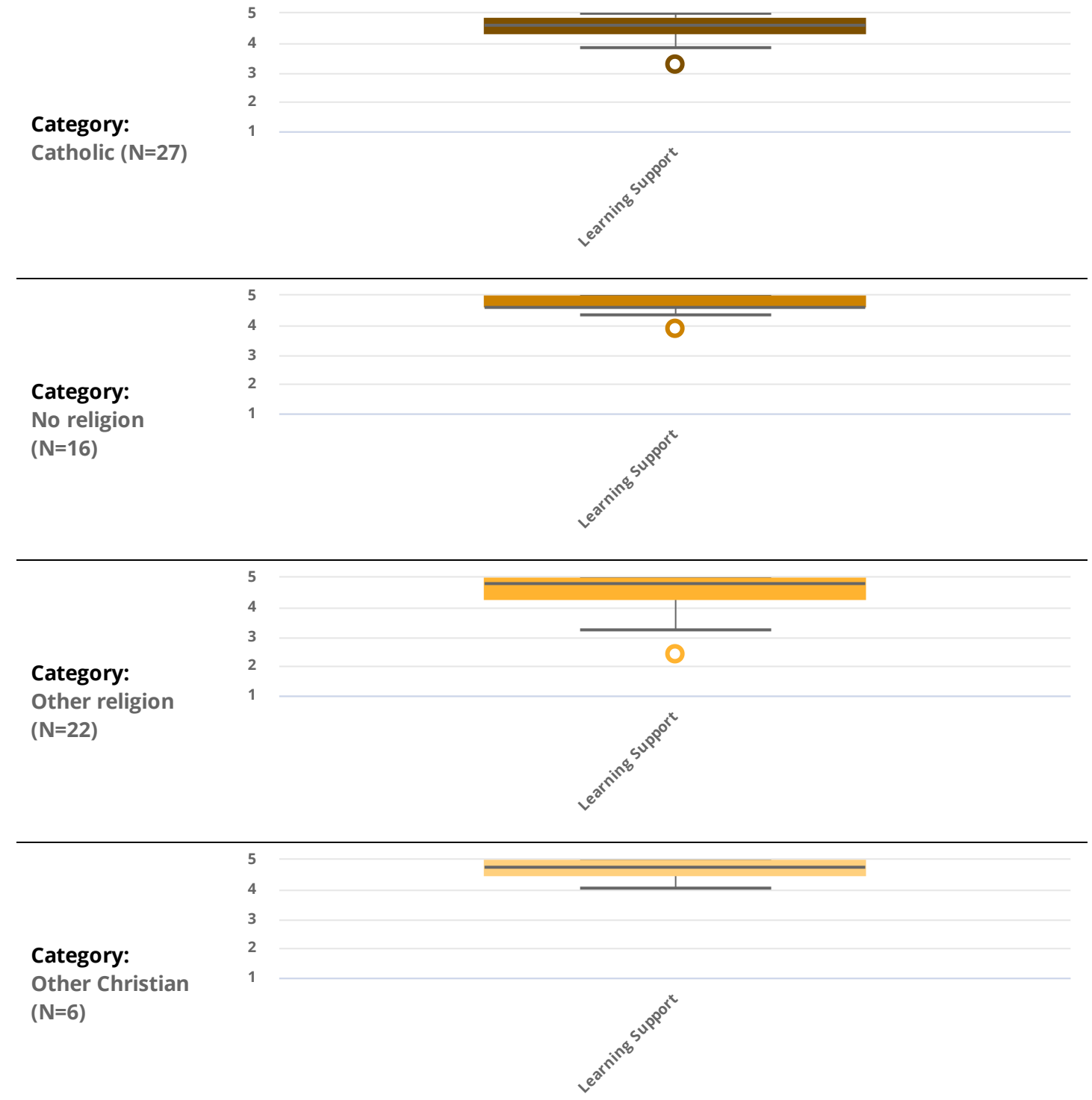
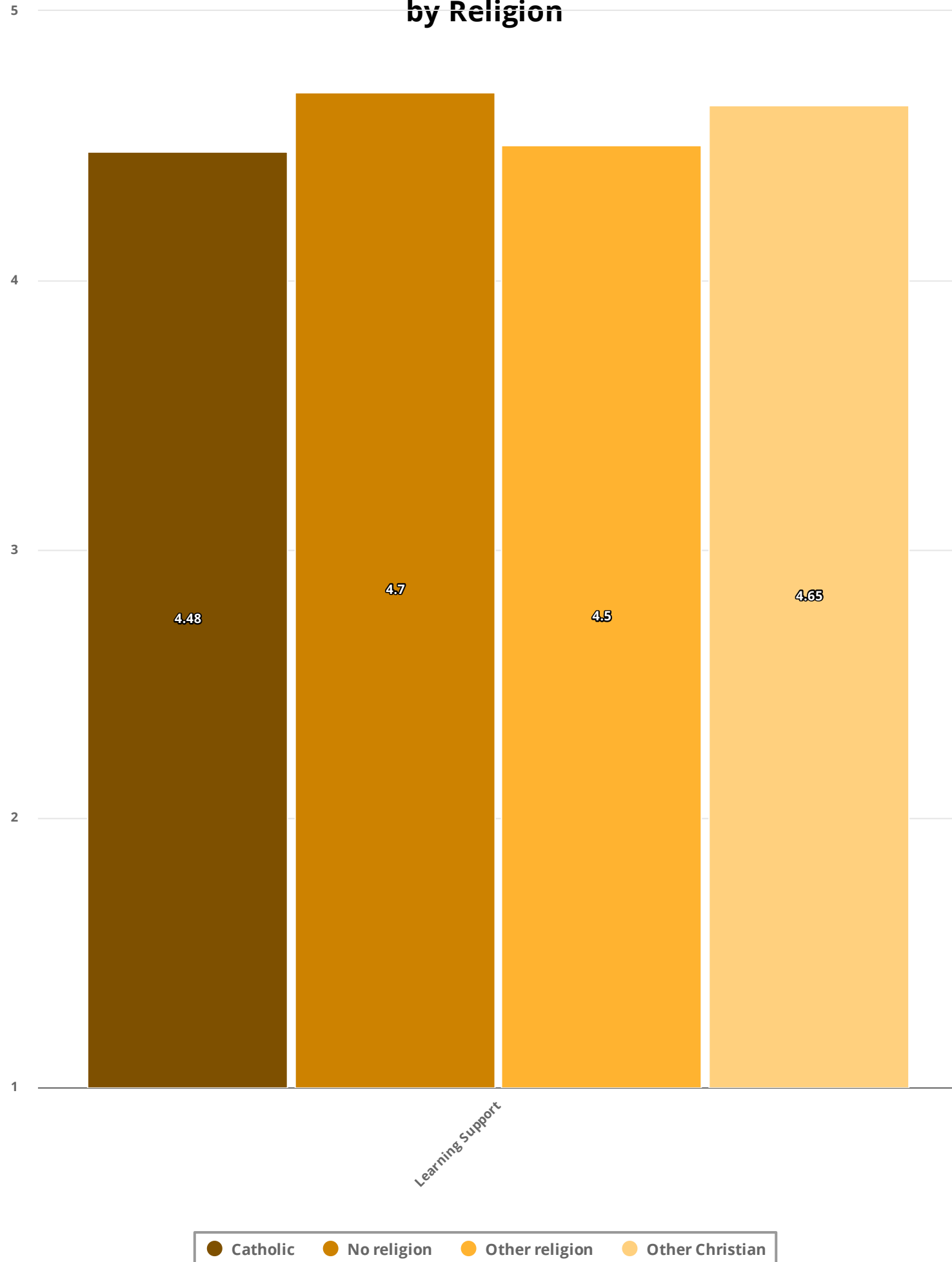
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Learning Support

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

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

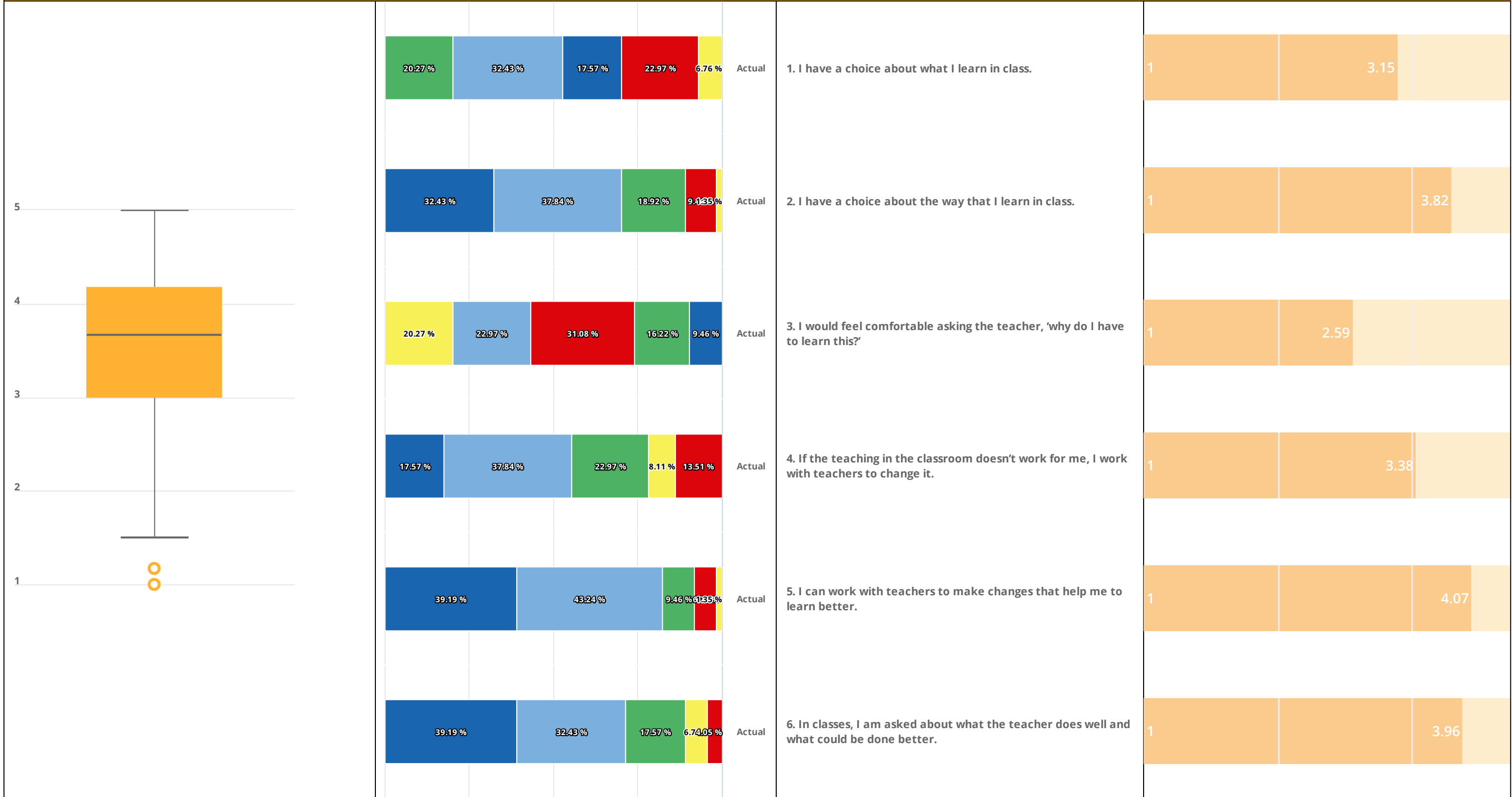


**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

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.

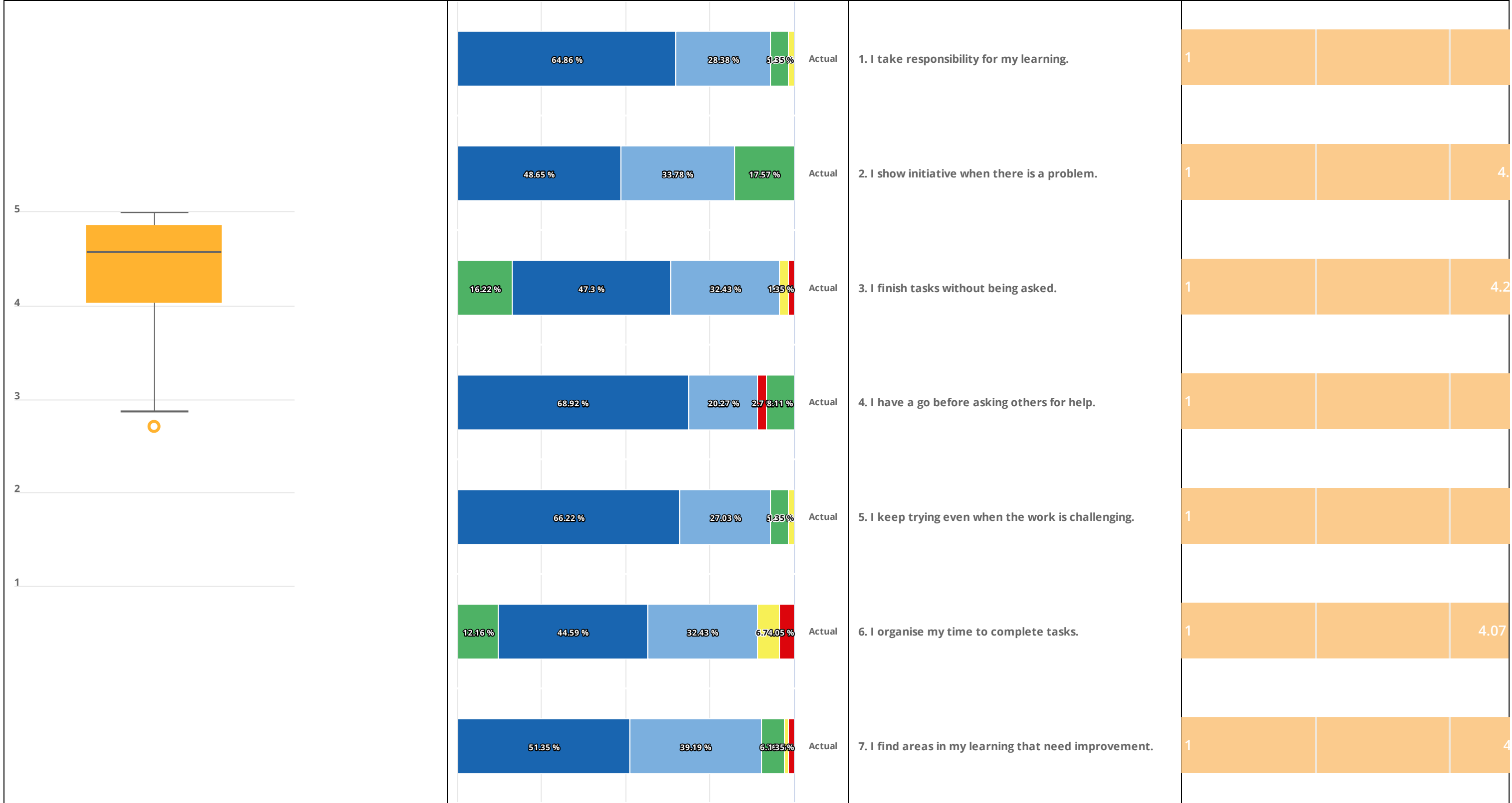


**Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)**

**BSC Quadrant: LEARNING AND WELLBEING**

Construct: Autonomy and Independence

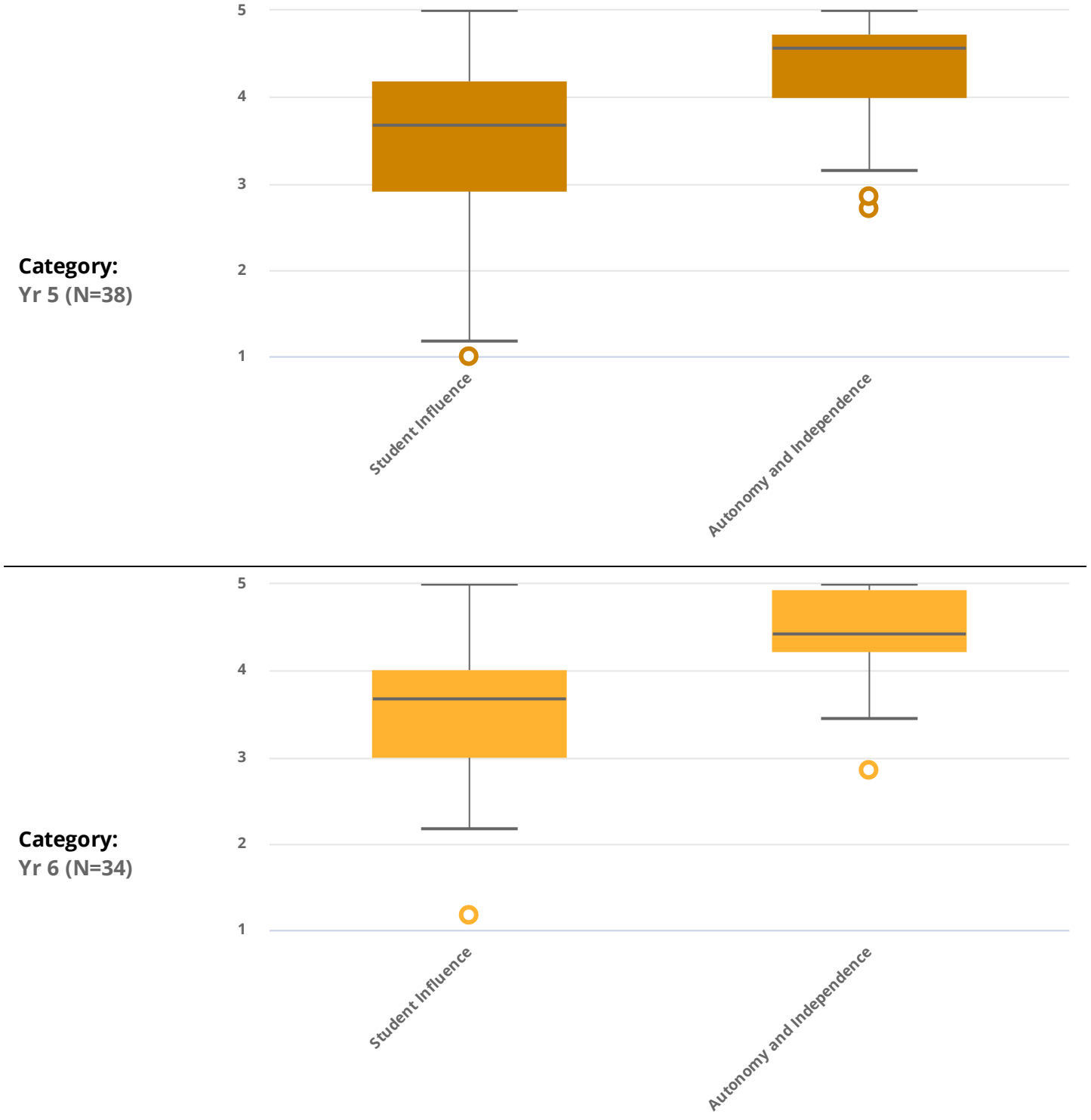
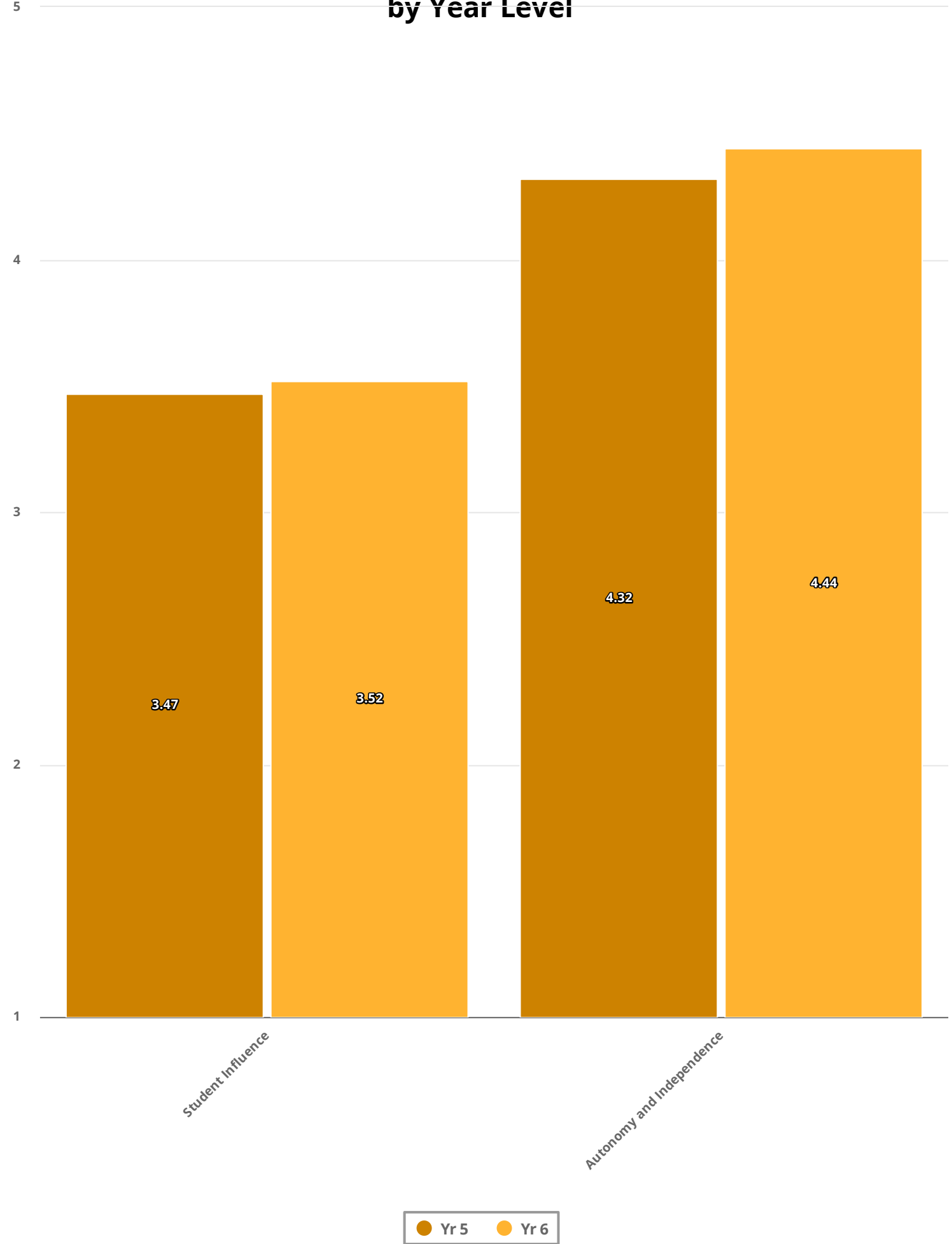
The extent to which students feel that they are expected to and provided opportunities to work independently.





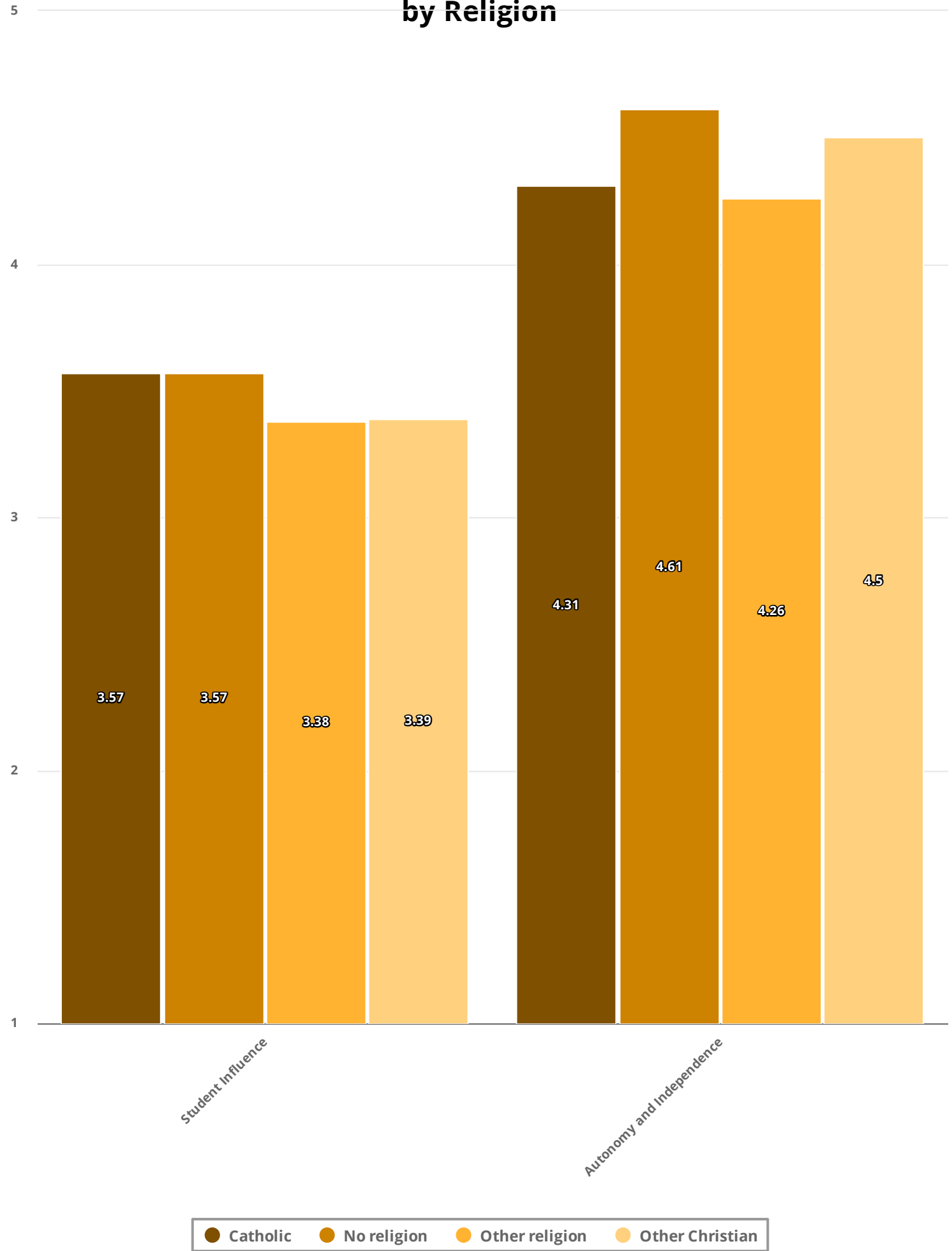
# LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

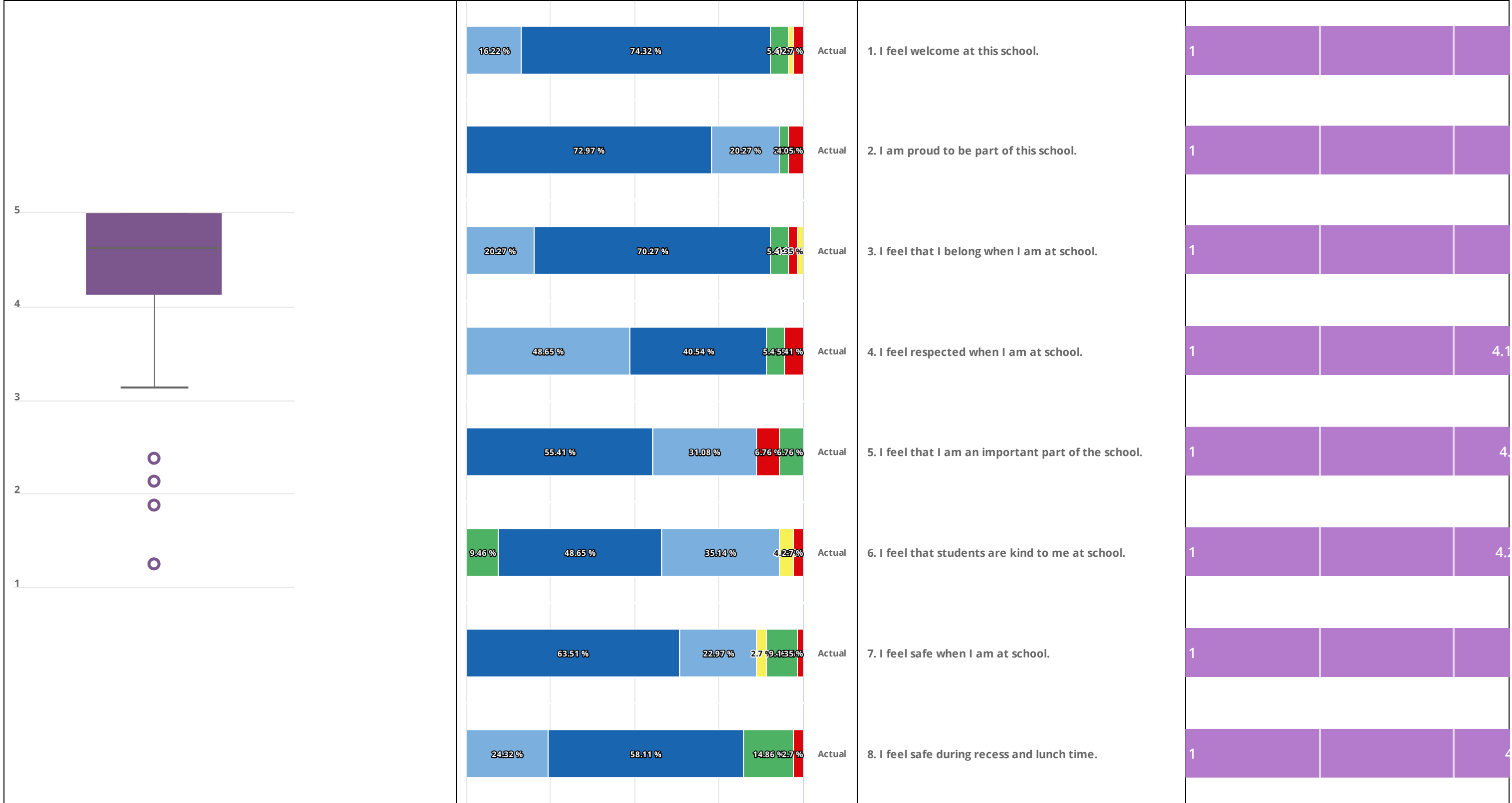


# Student Perceptions (Component 4: Community Engagement)

## BSC Quadrant: COMMUNITY

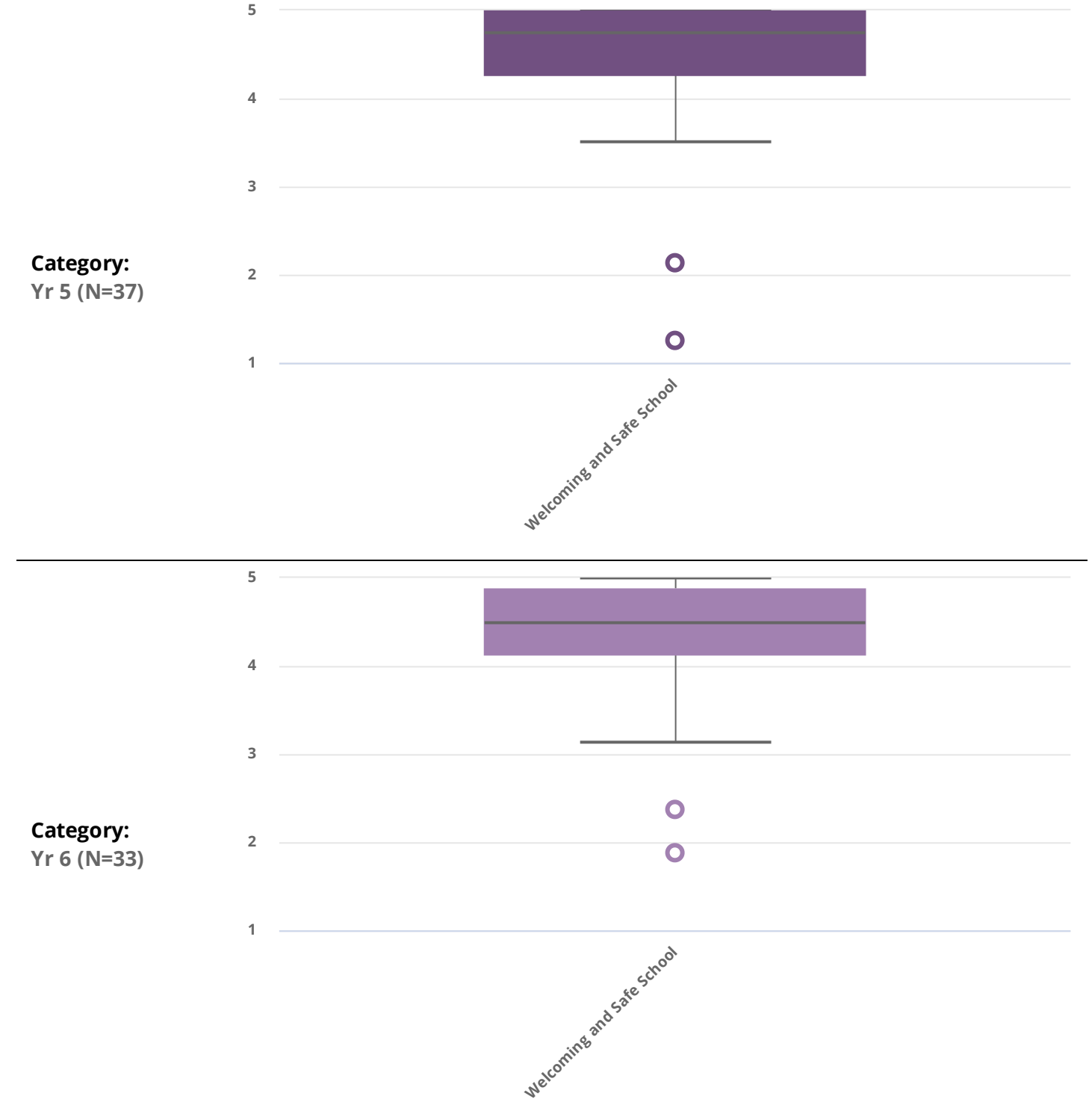
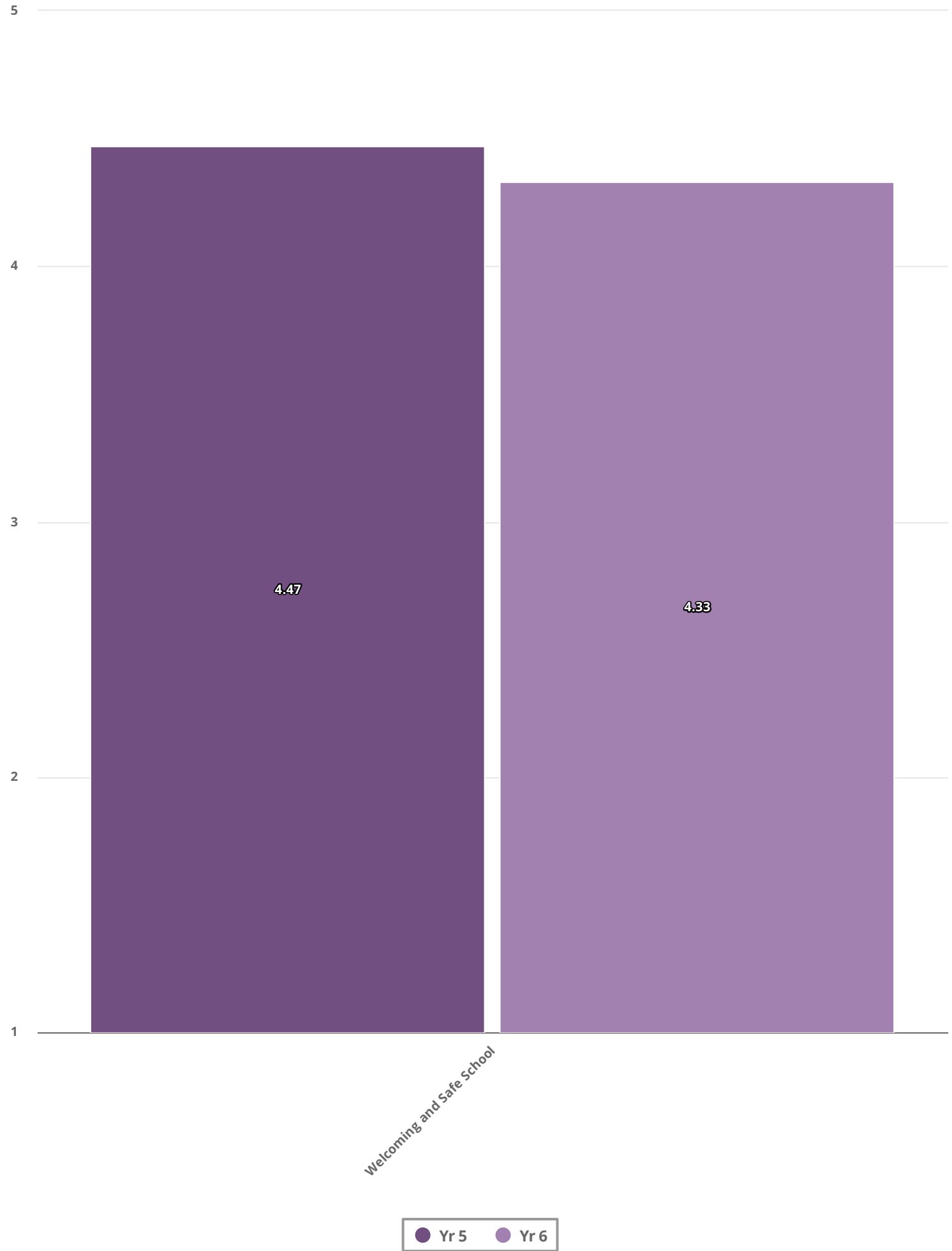
Construct: Welcoming and Safe School

The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



# LLL Component 4: Community Engagement by Year Level

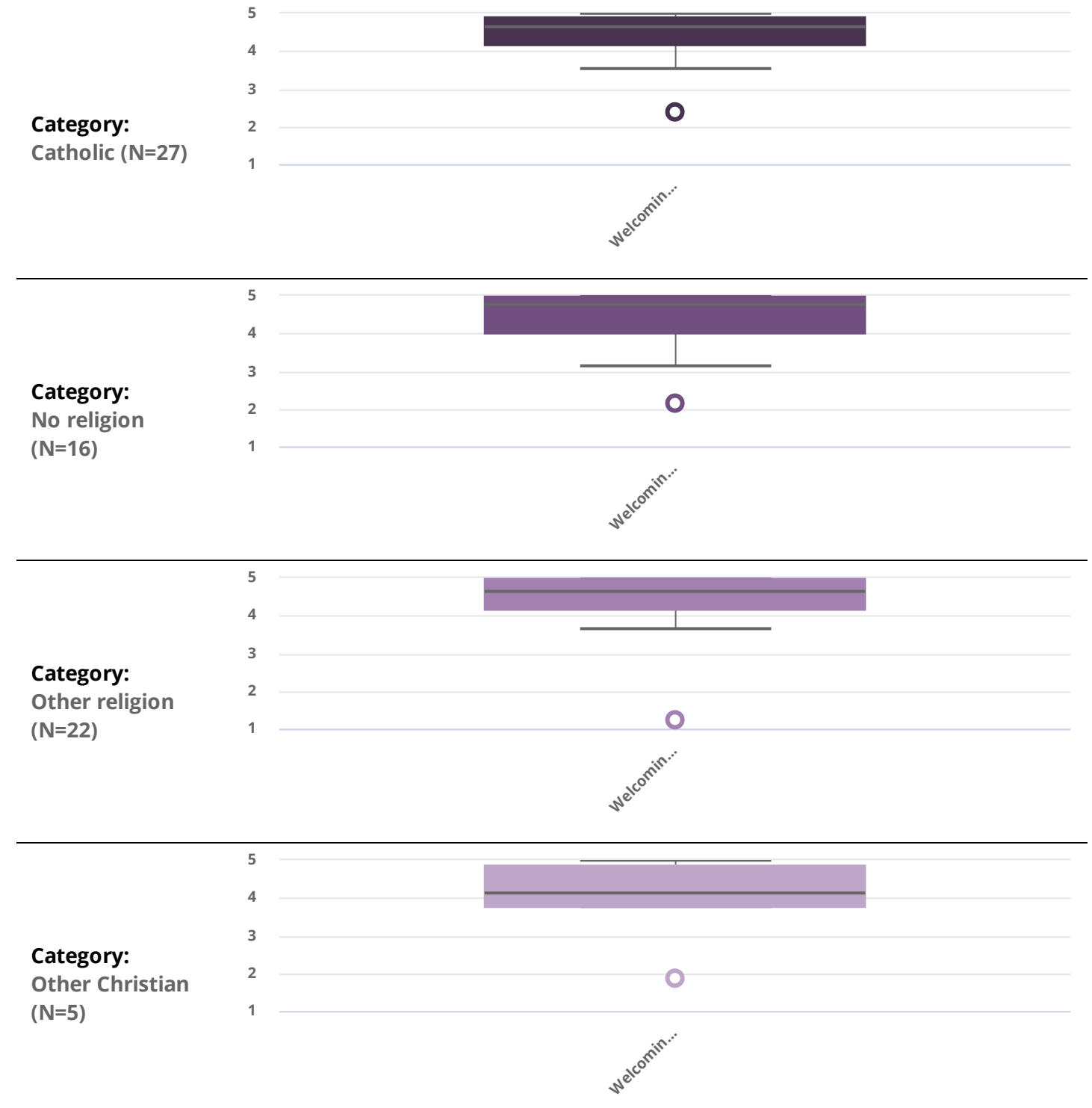
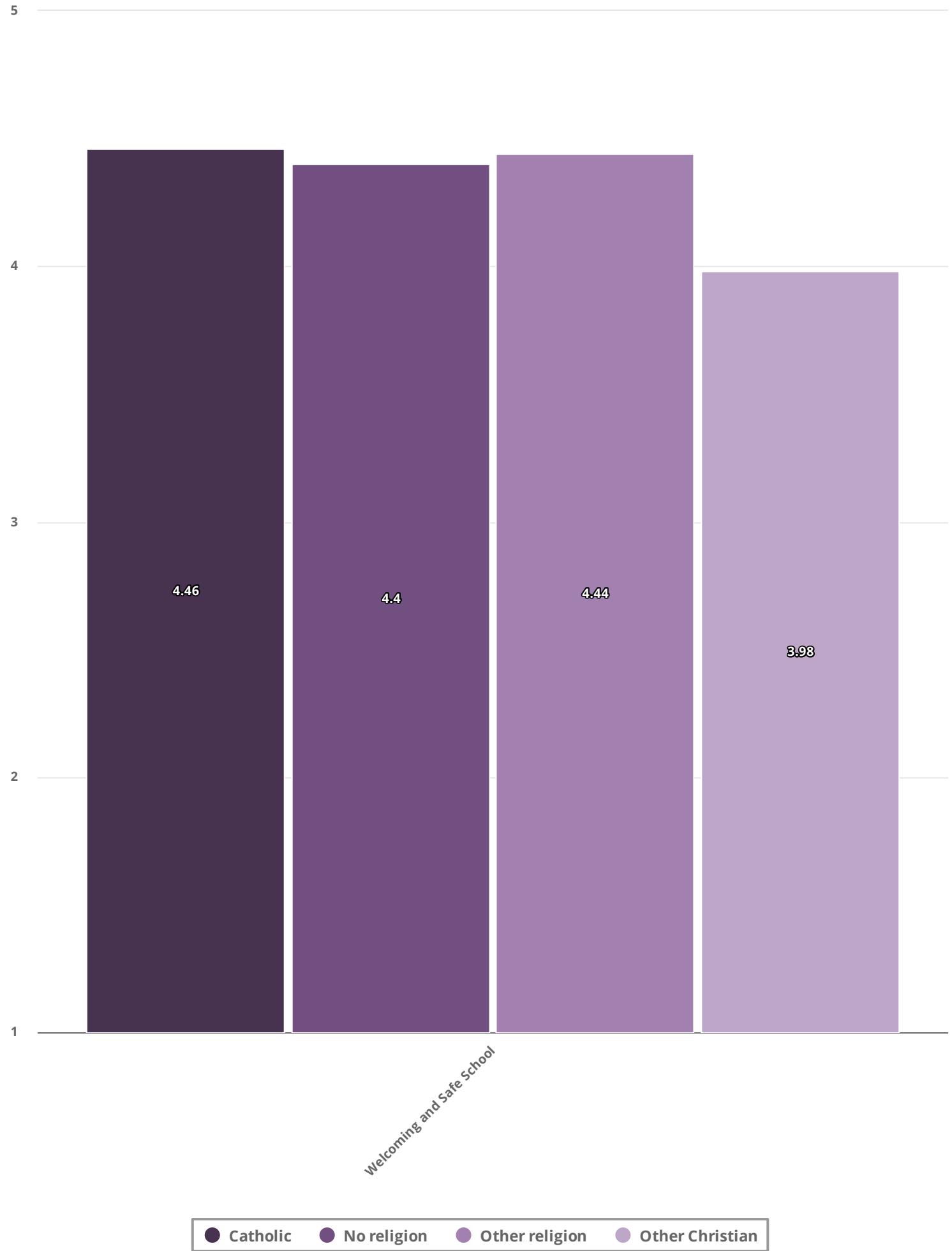
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Component 4: Community Engagement by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

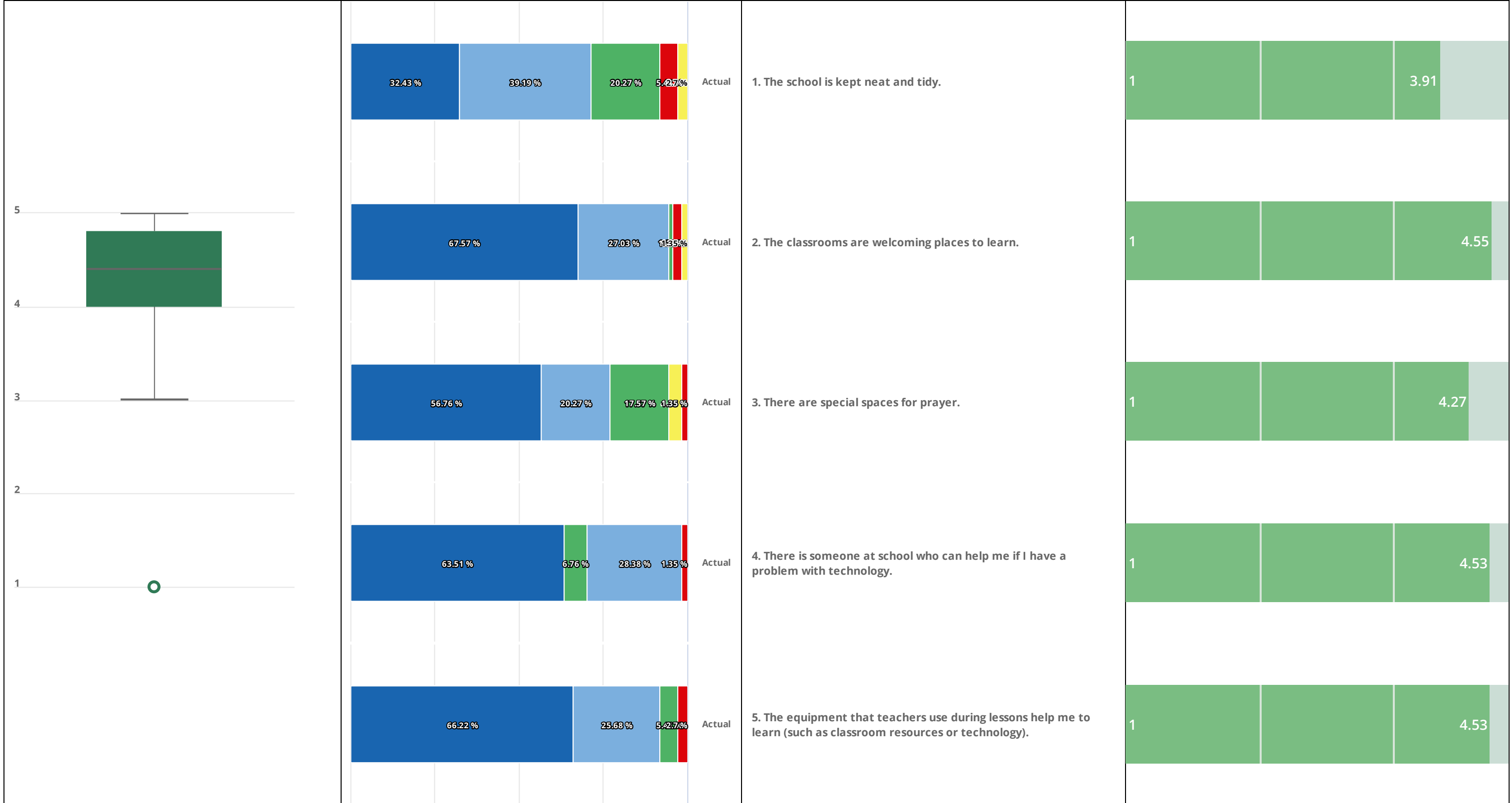


Student Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

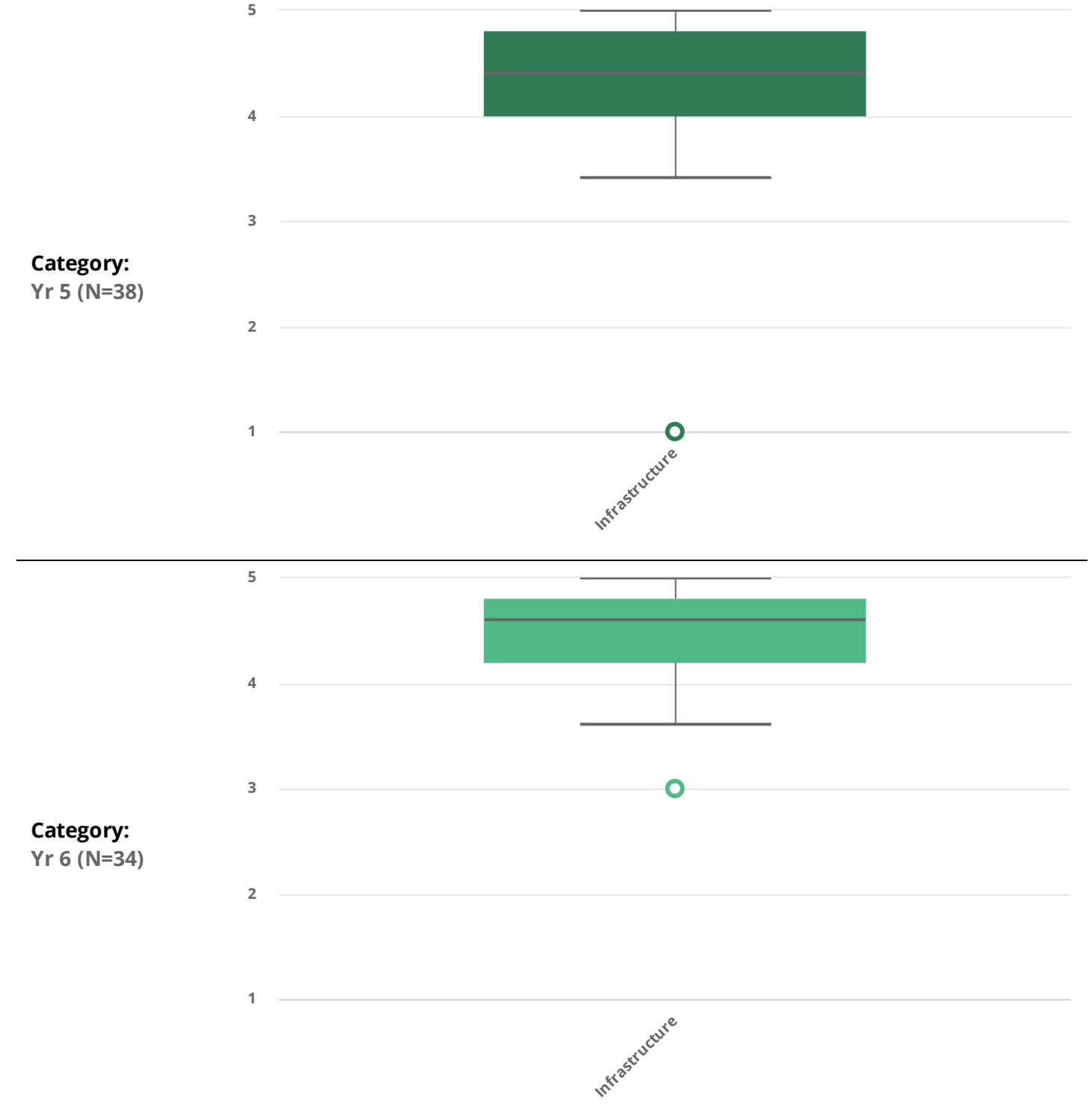
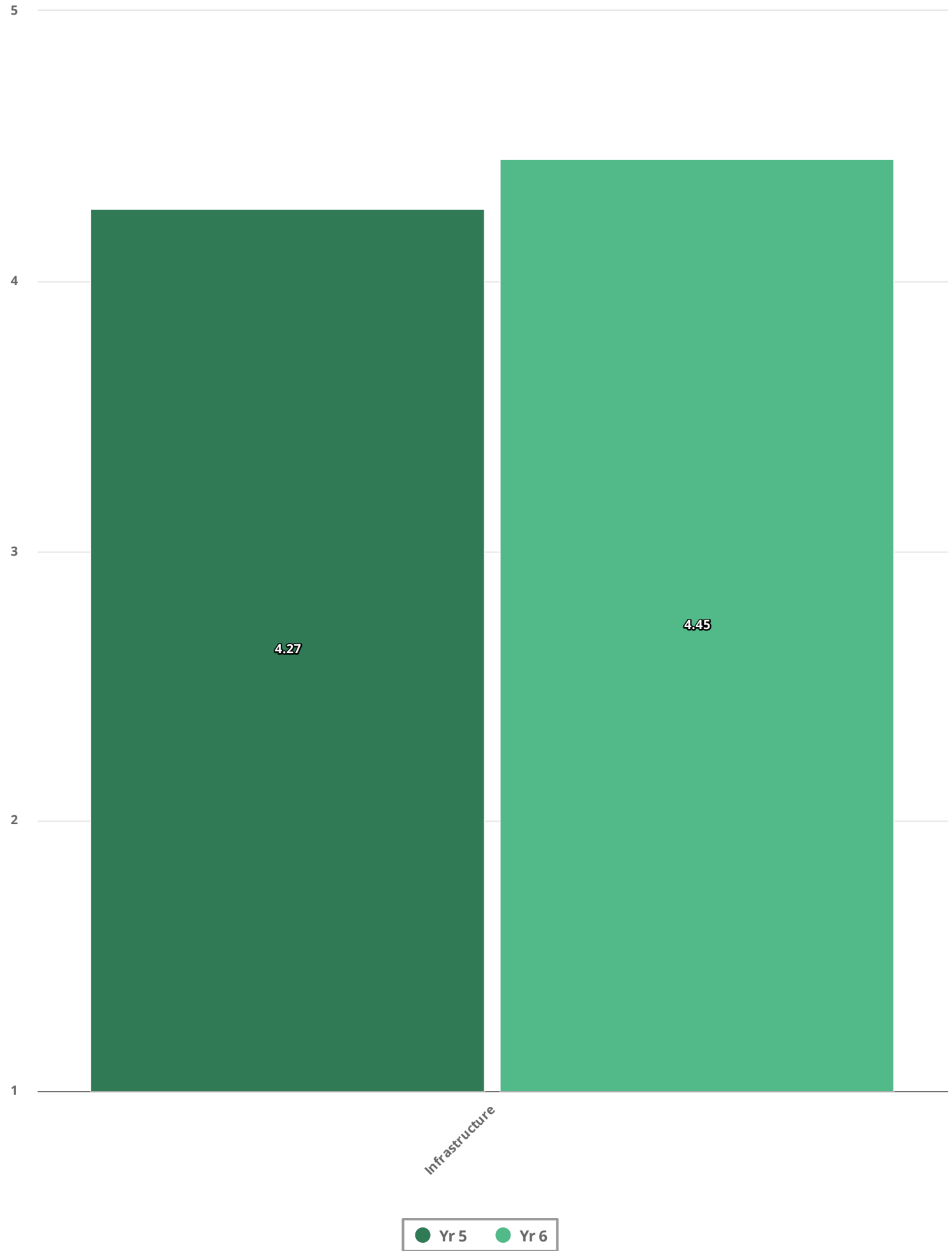
Construct: Infrastructure

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



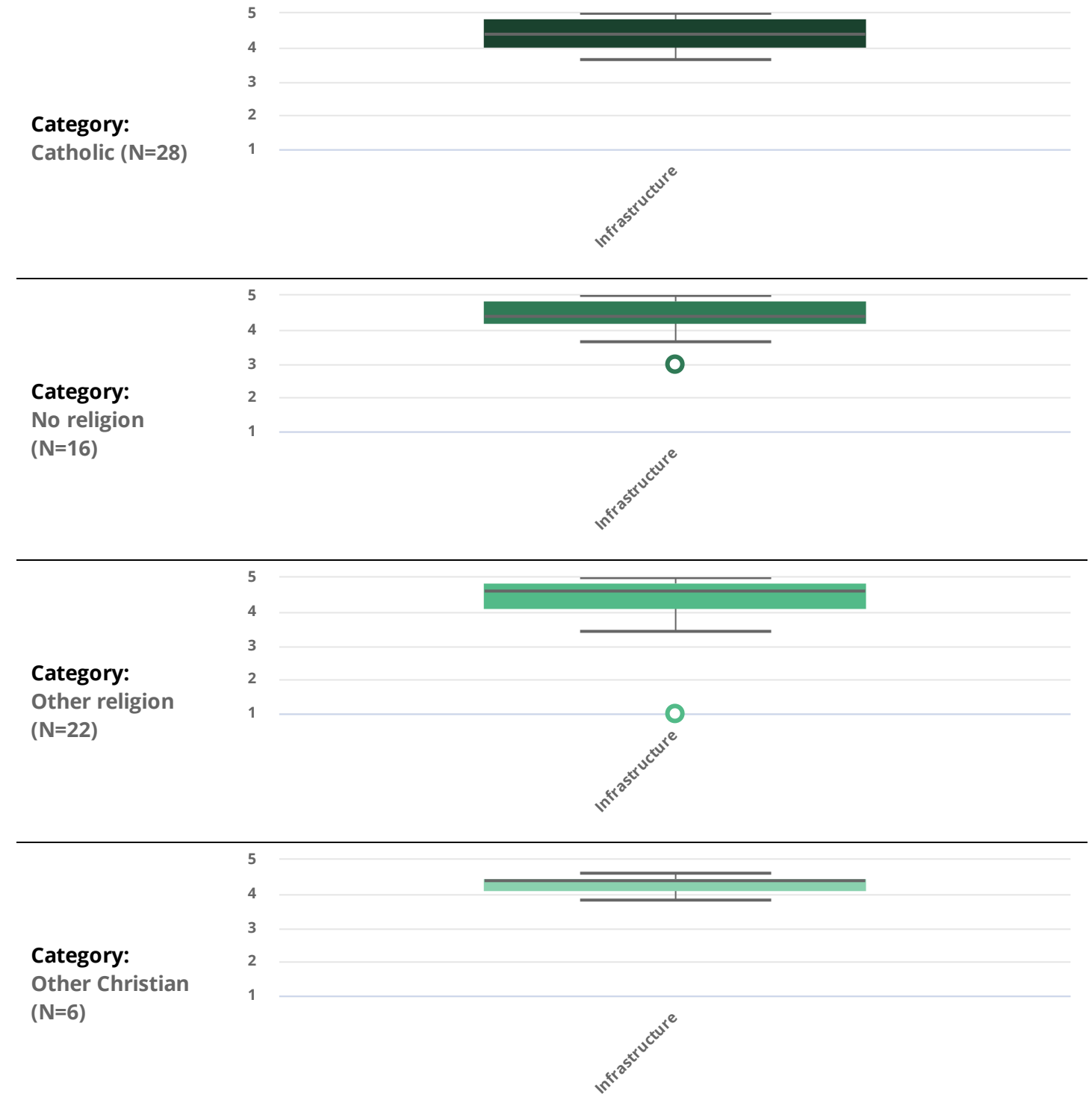
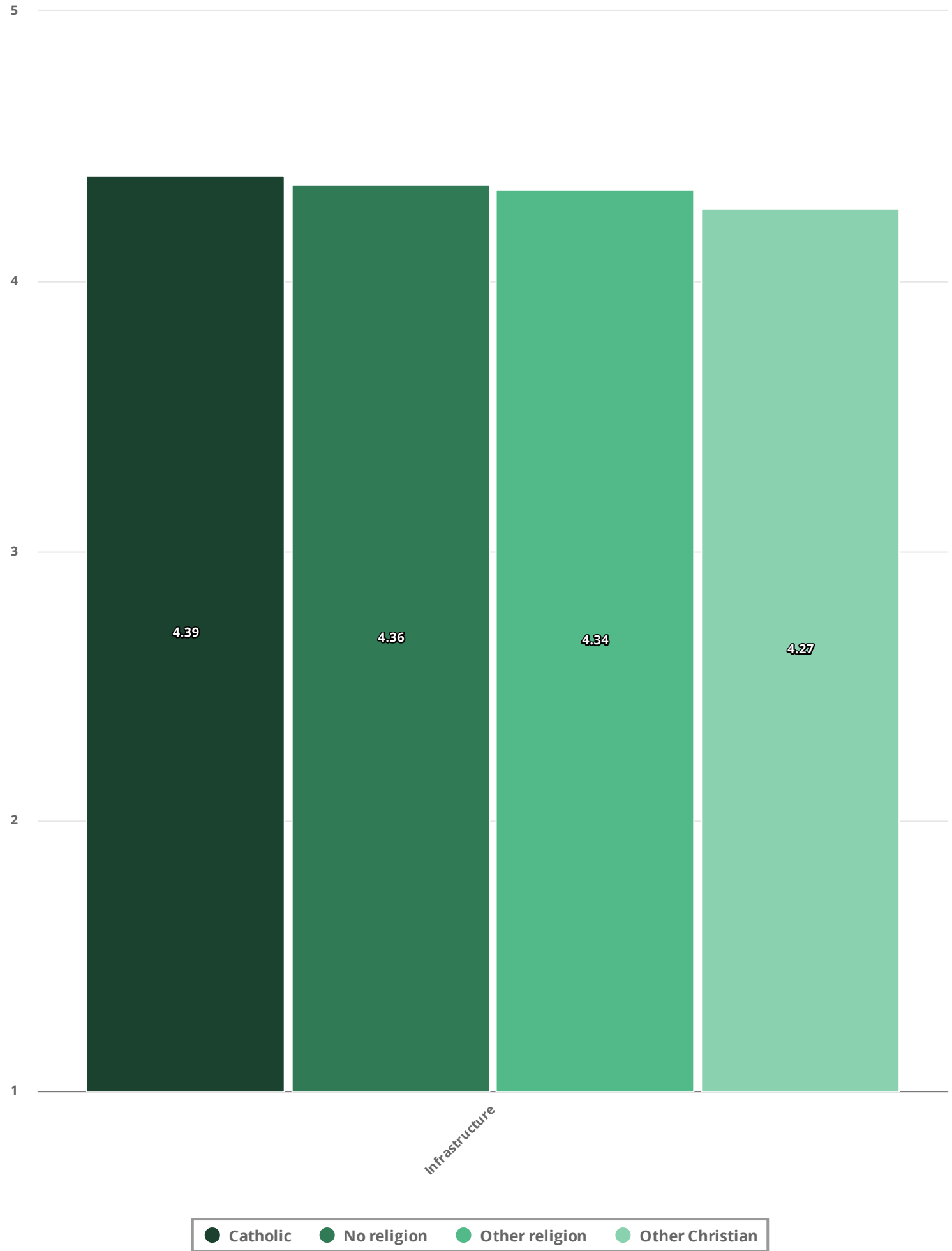
# Additional Construct: Infrastructure by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Student Survey - Years 7, 8 & 9: Blackfriars Priory School, Prospect SA 5082

119 participants

2 participants were found to be disengaged and were not included in these results.

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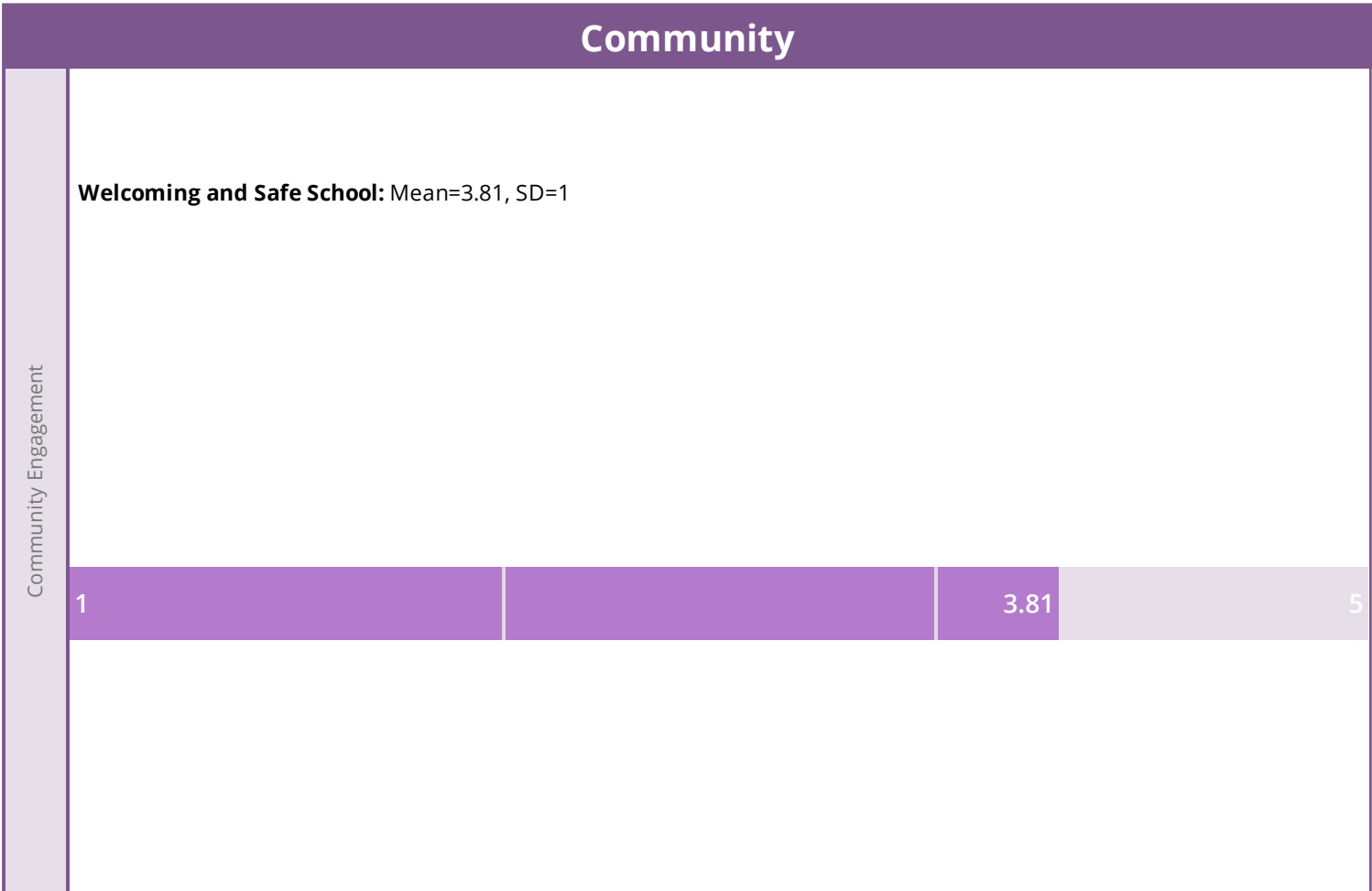
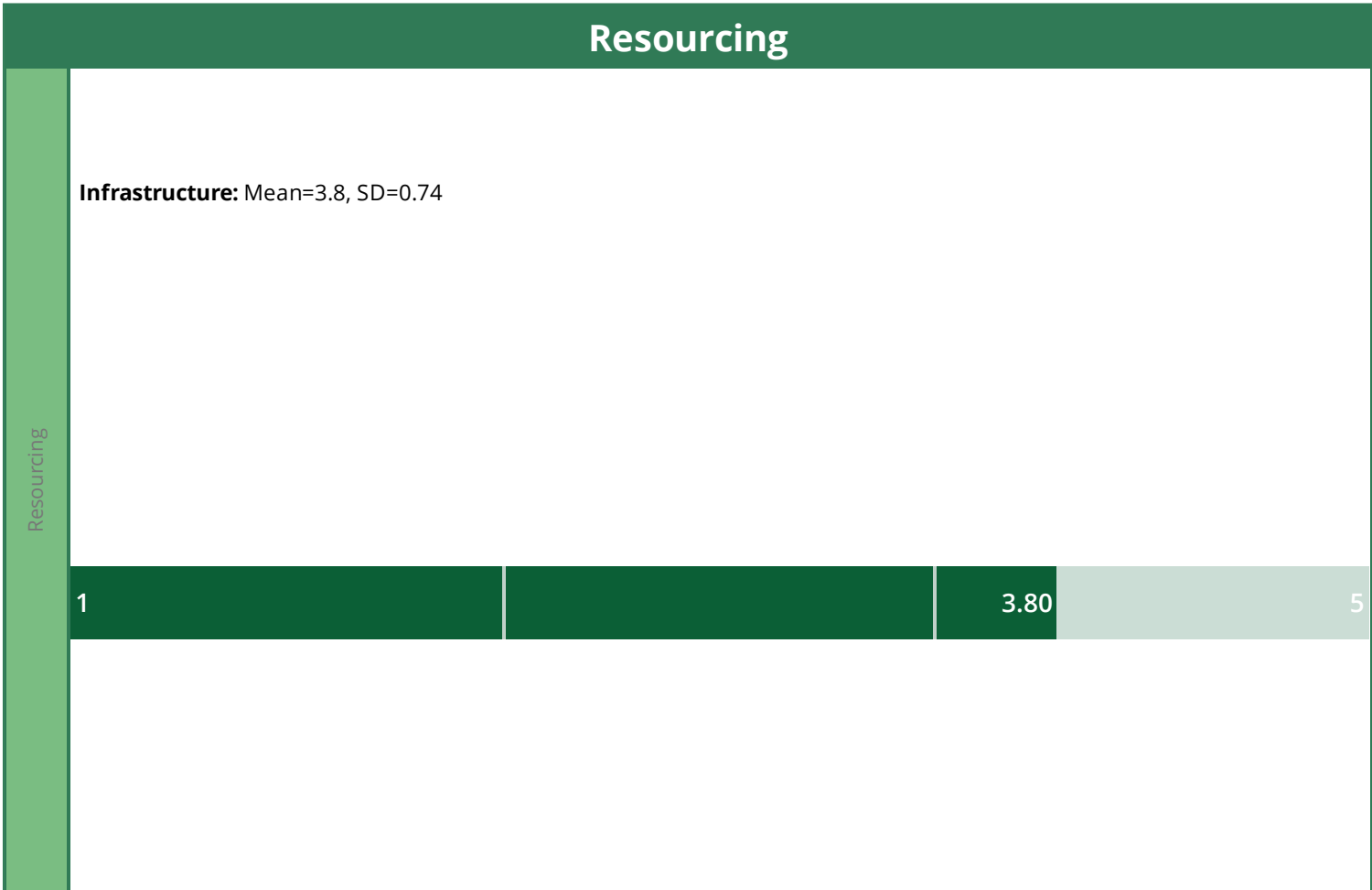
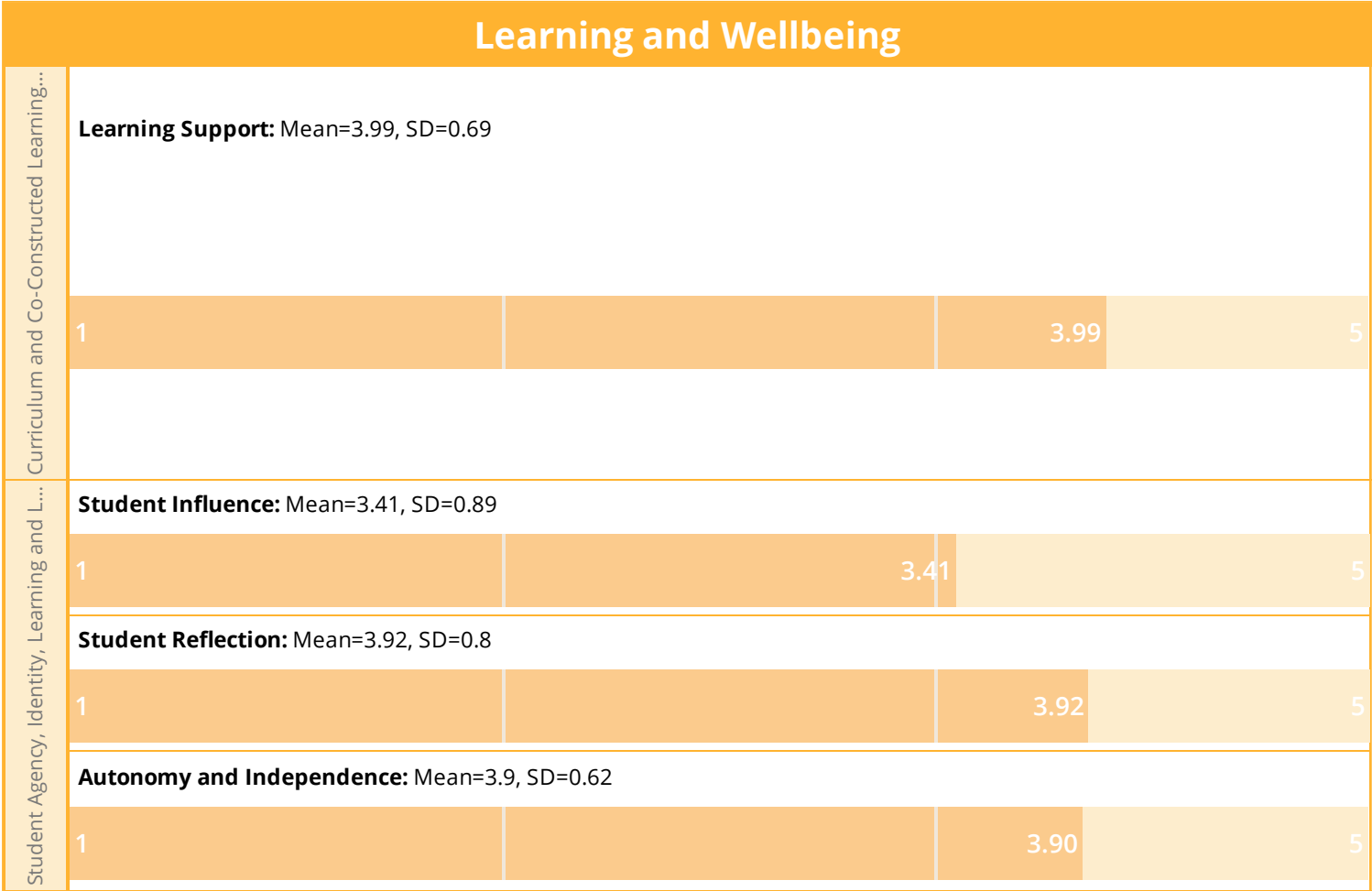
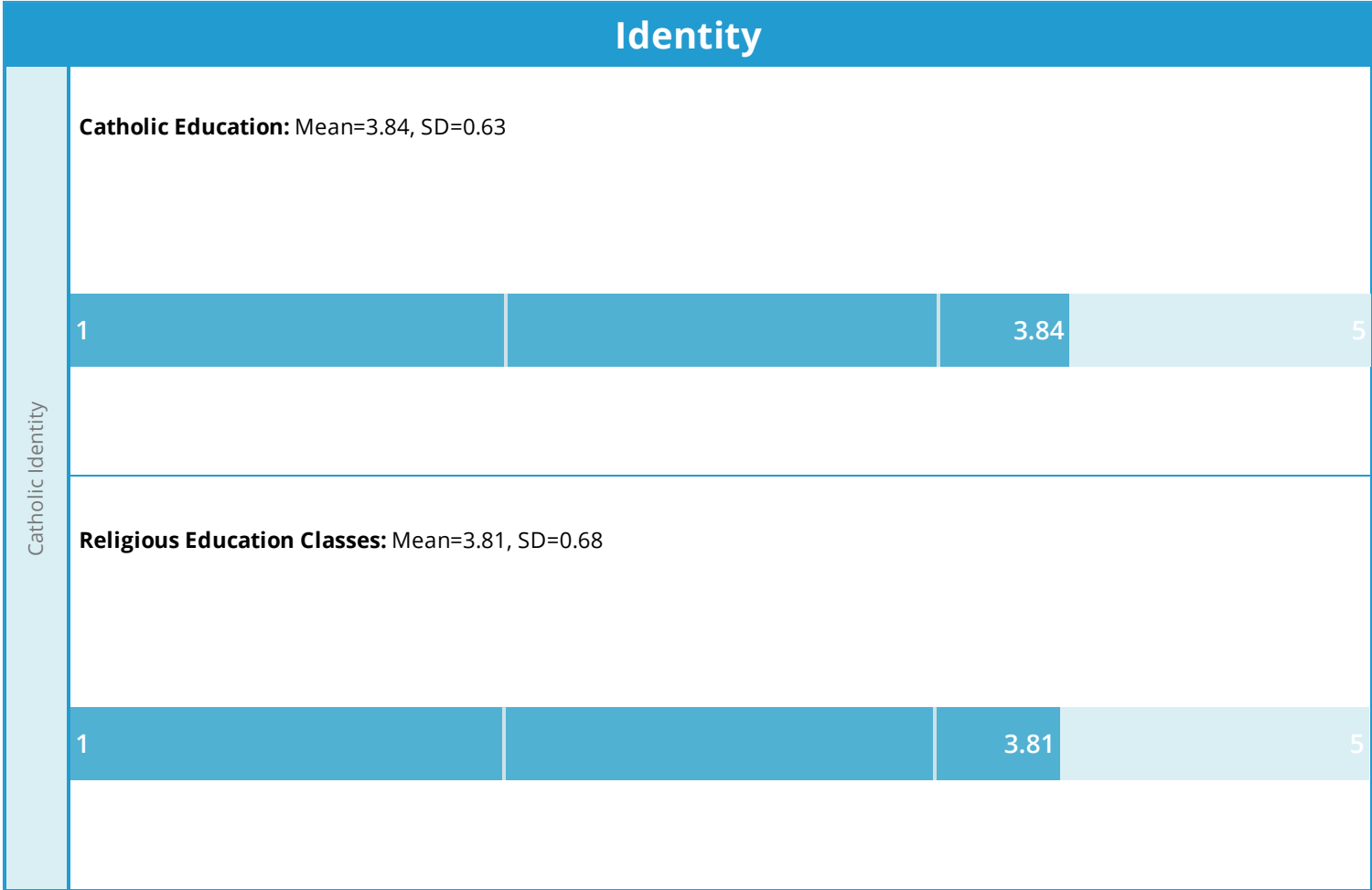
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# Balanced Score Card: Student Perceptions (LLL Framework)

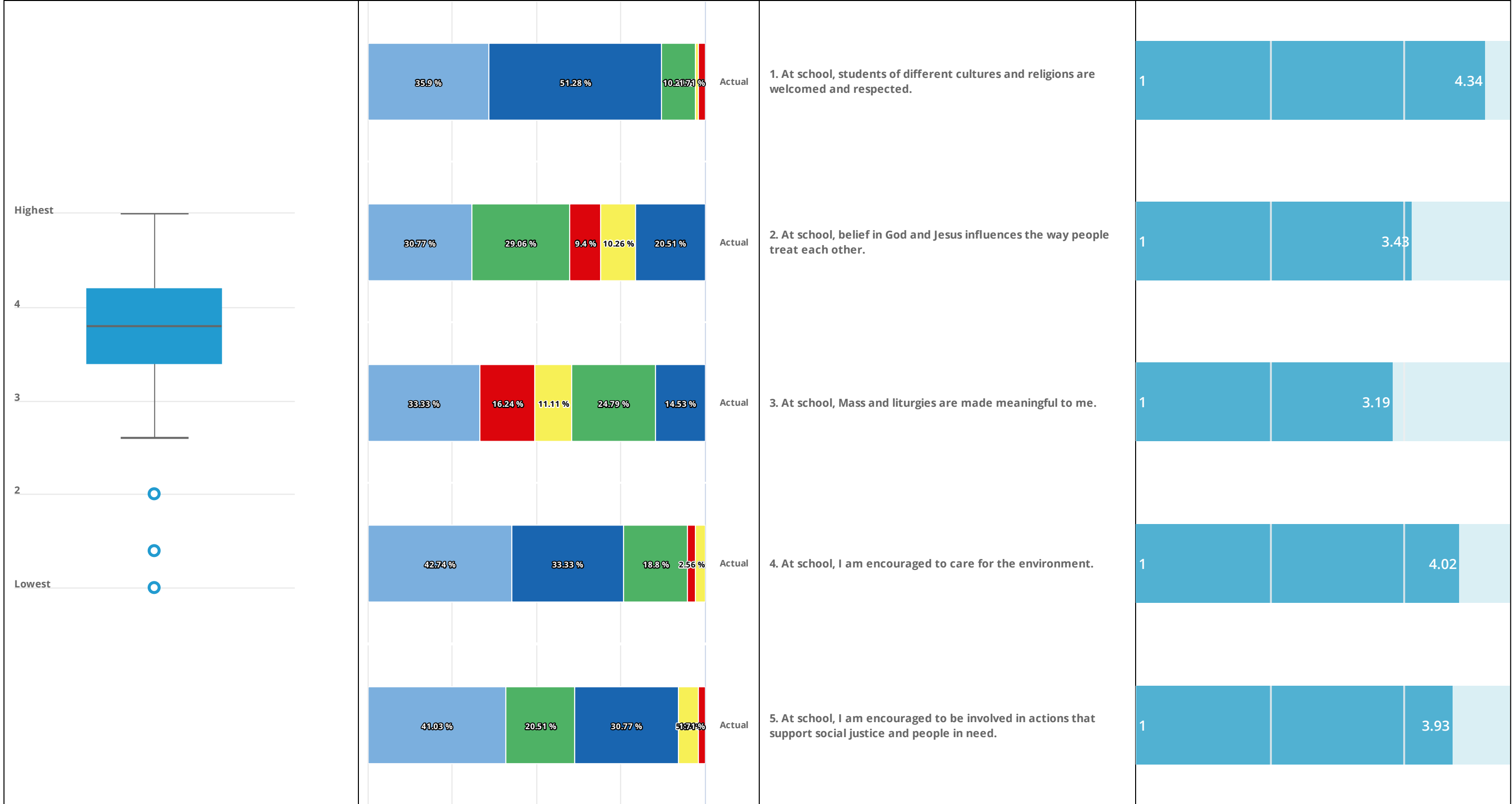


Student Perceptions (LLL Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Catholic Education

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



Legend: ● Highest (dark blue), ● Medium-High (light blue), ● Medium-Low (green), ● Low (yellow), ● Lowest (red)

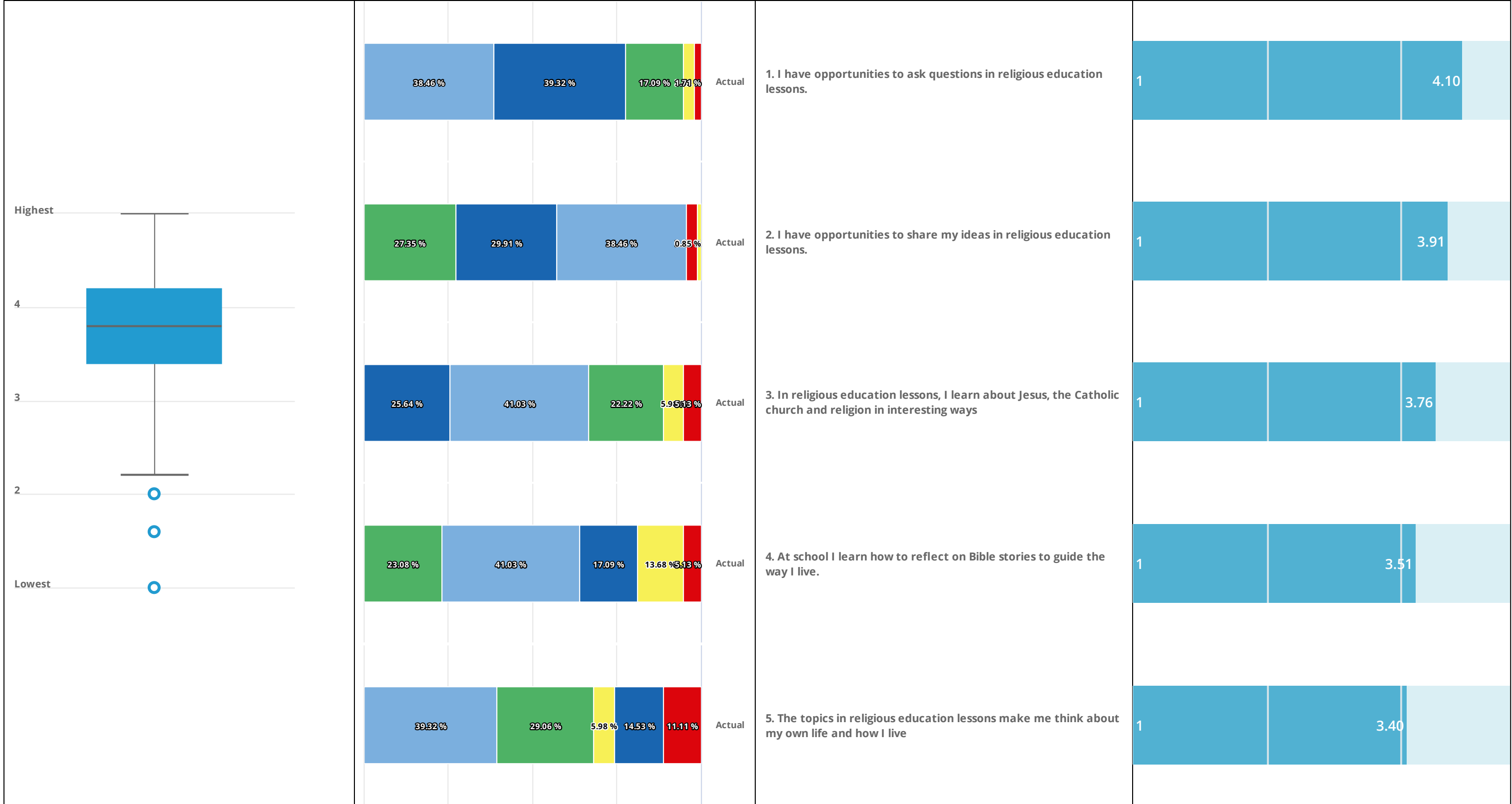


**Student Perceptions (LLL Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

**Construct: Religious Education Classes**

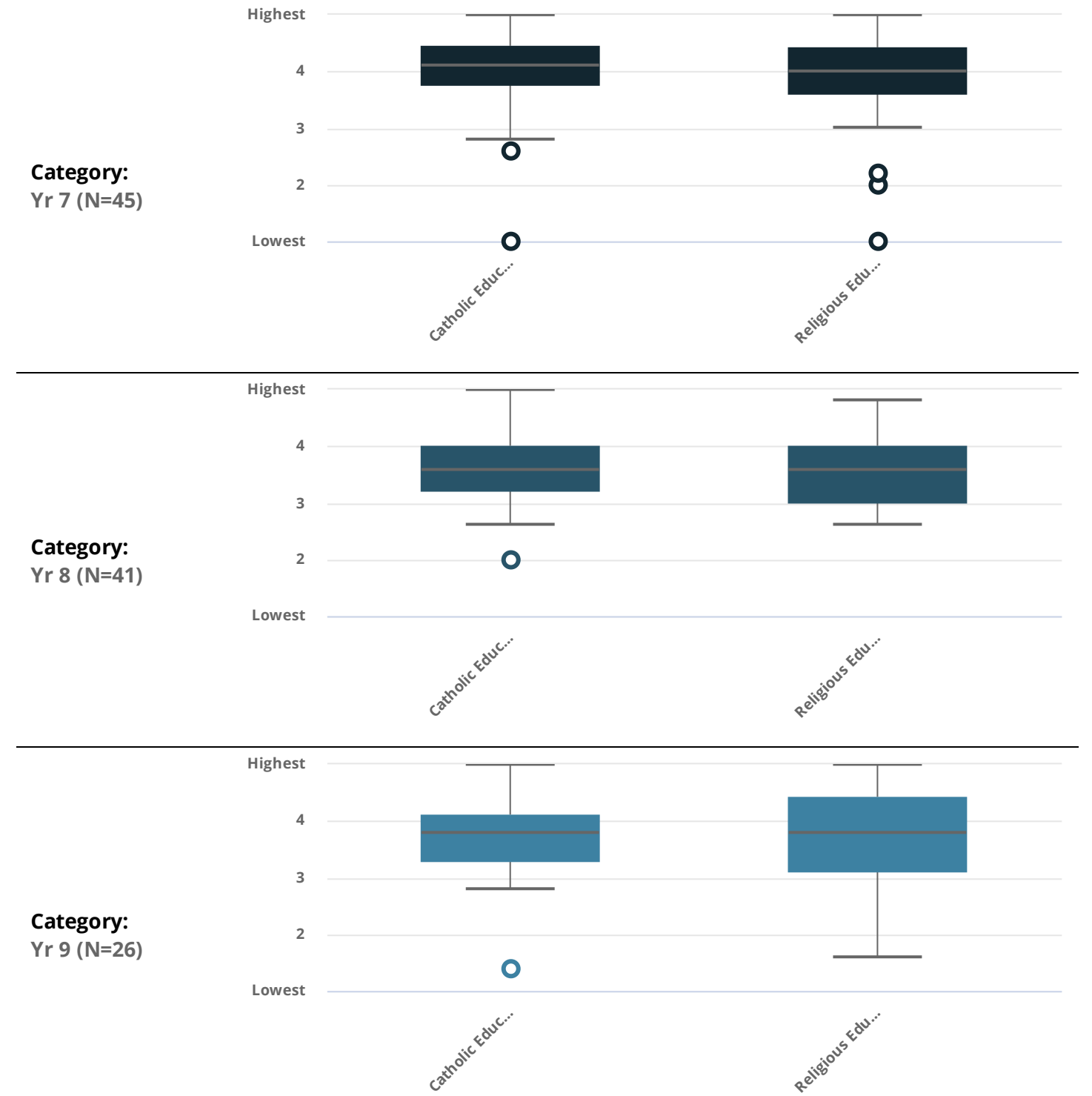
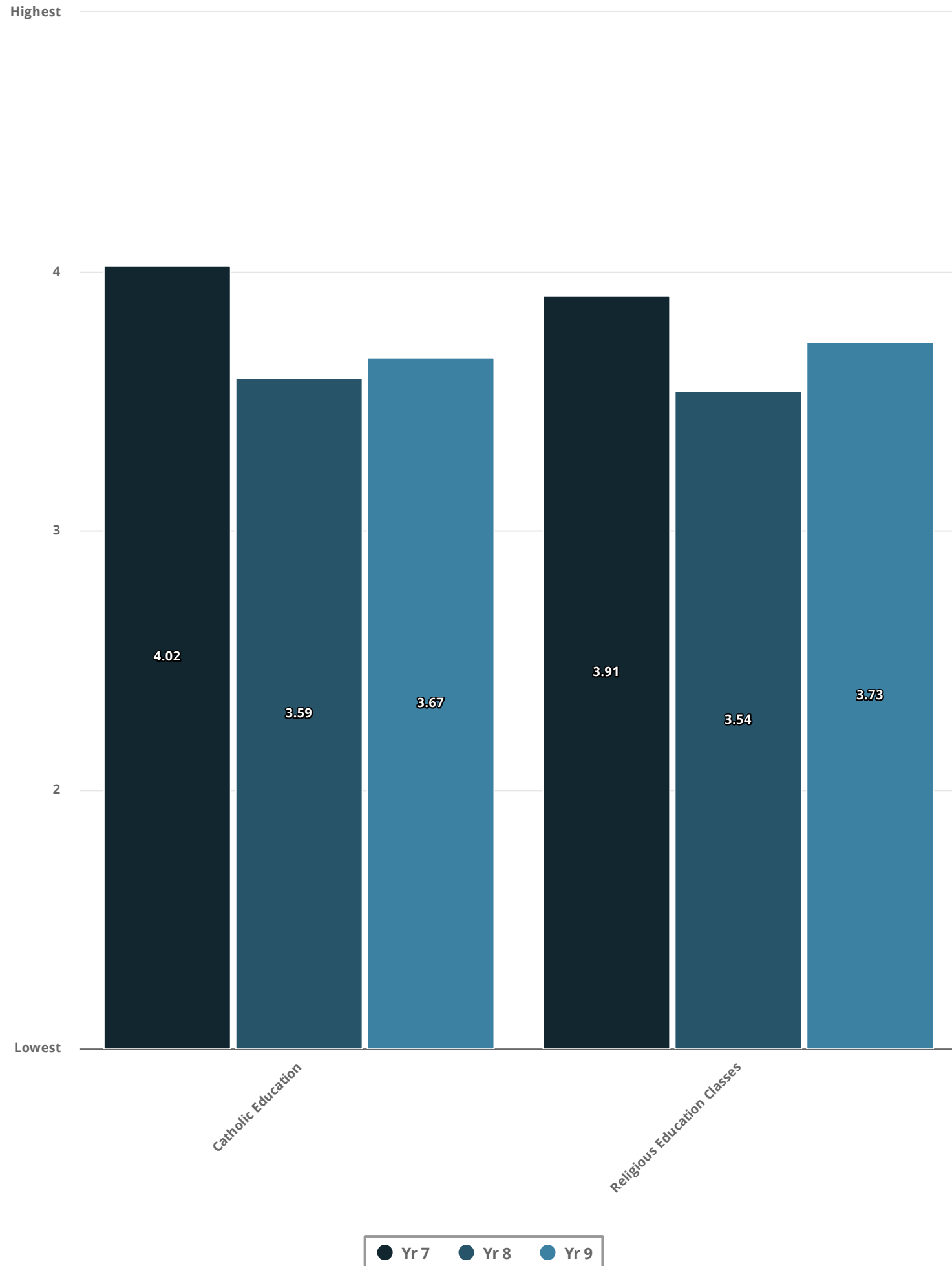
The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



● Highest ● ● ● ● Lowest

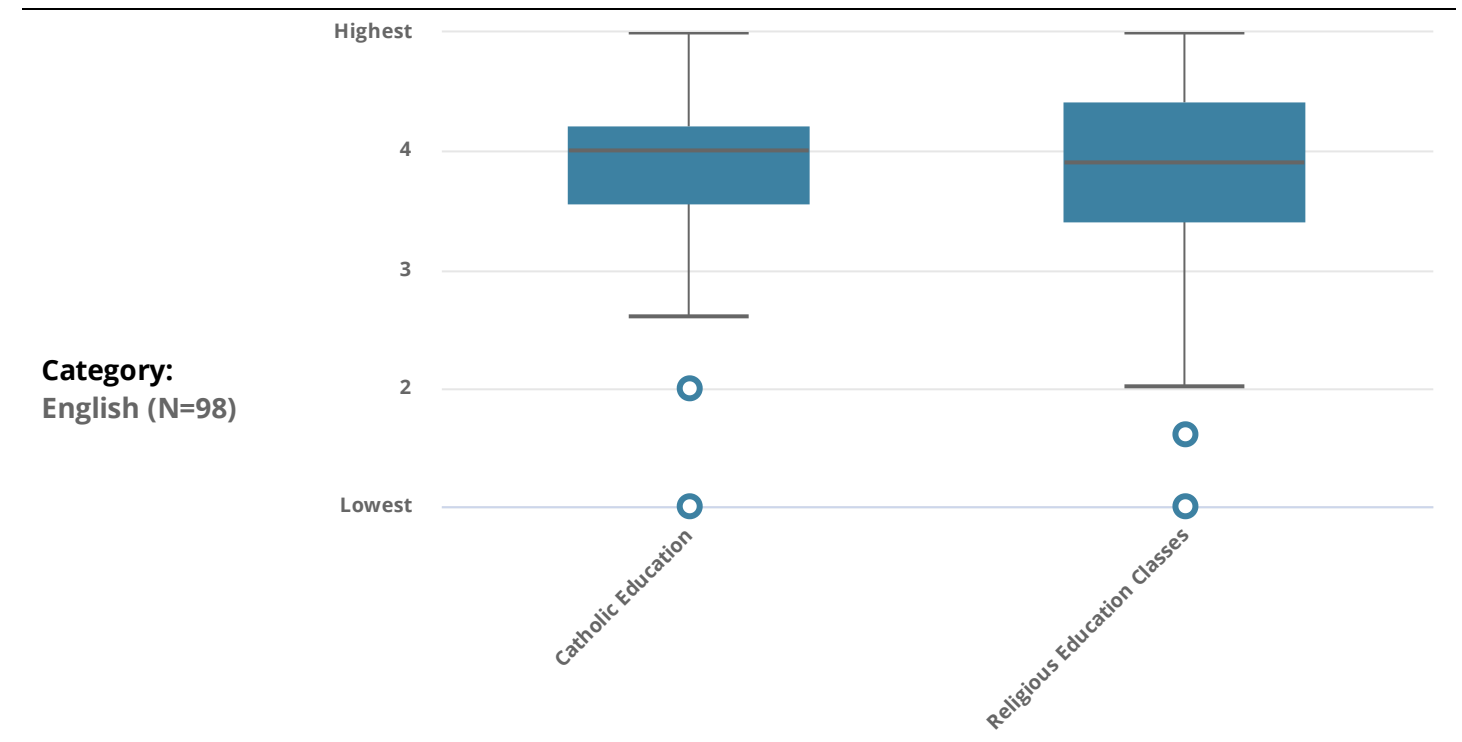
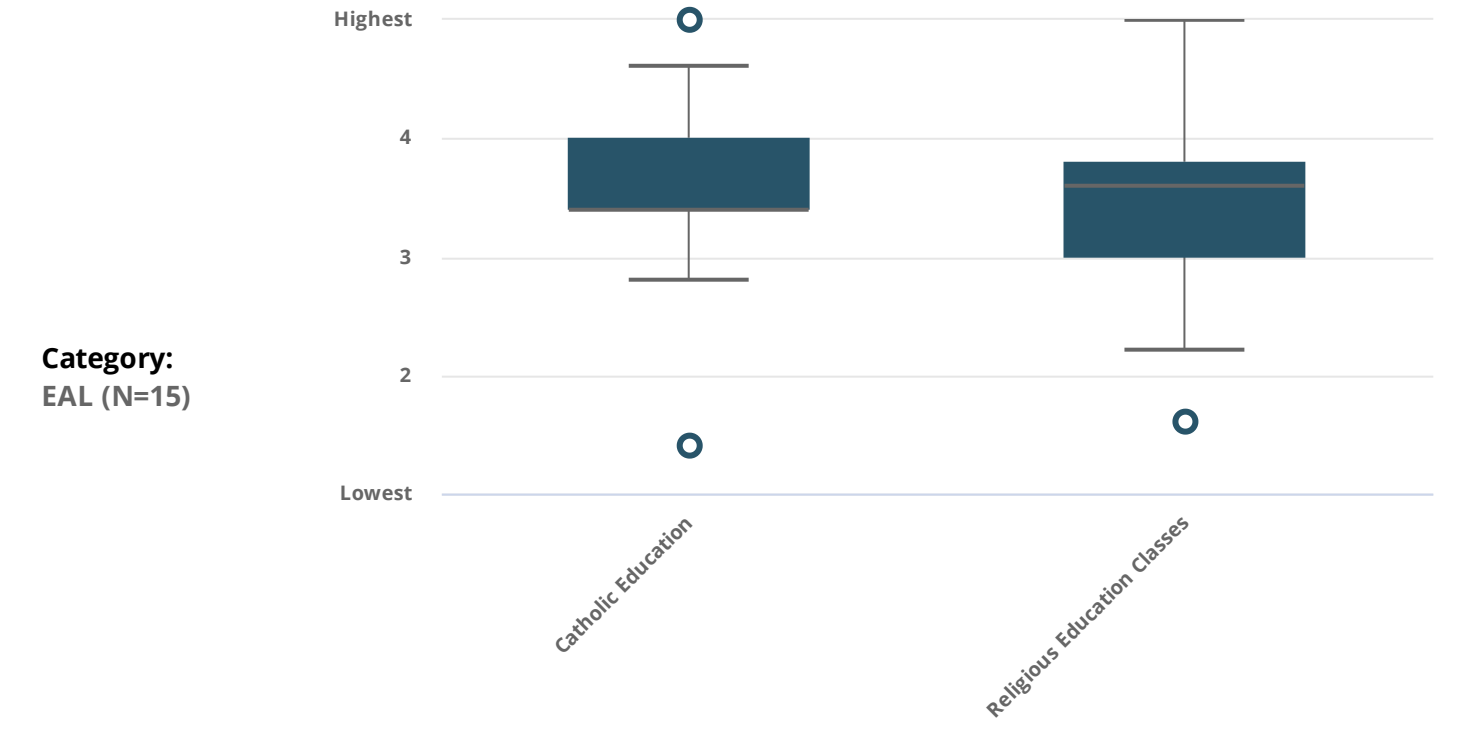
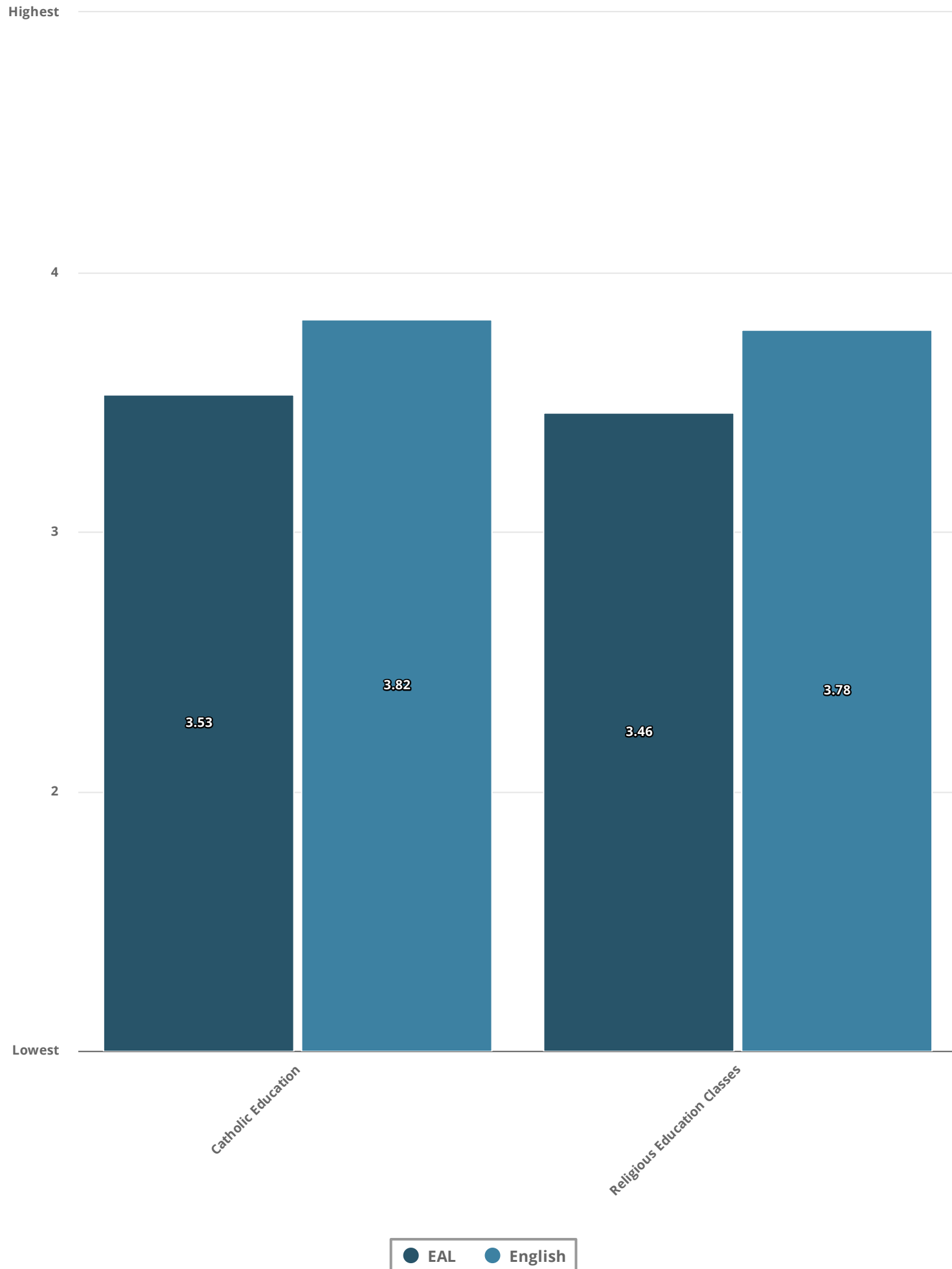
# LLL Component 1: Catholic Identity by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



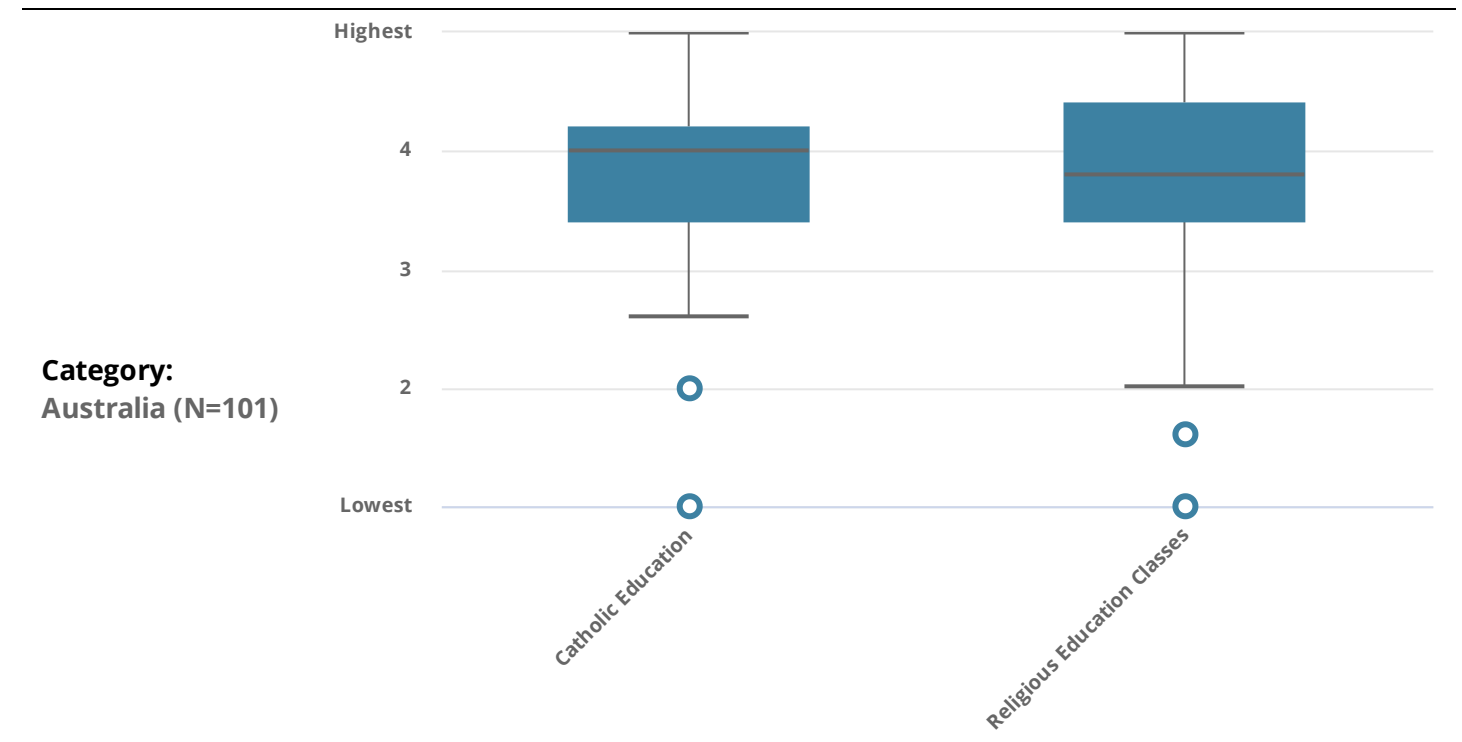
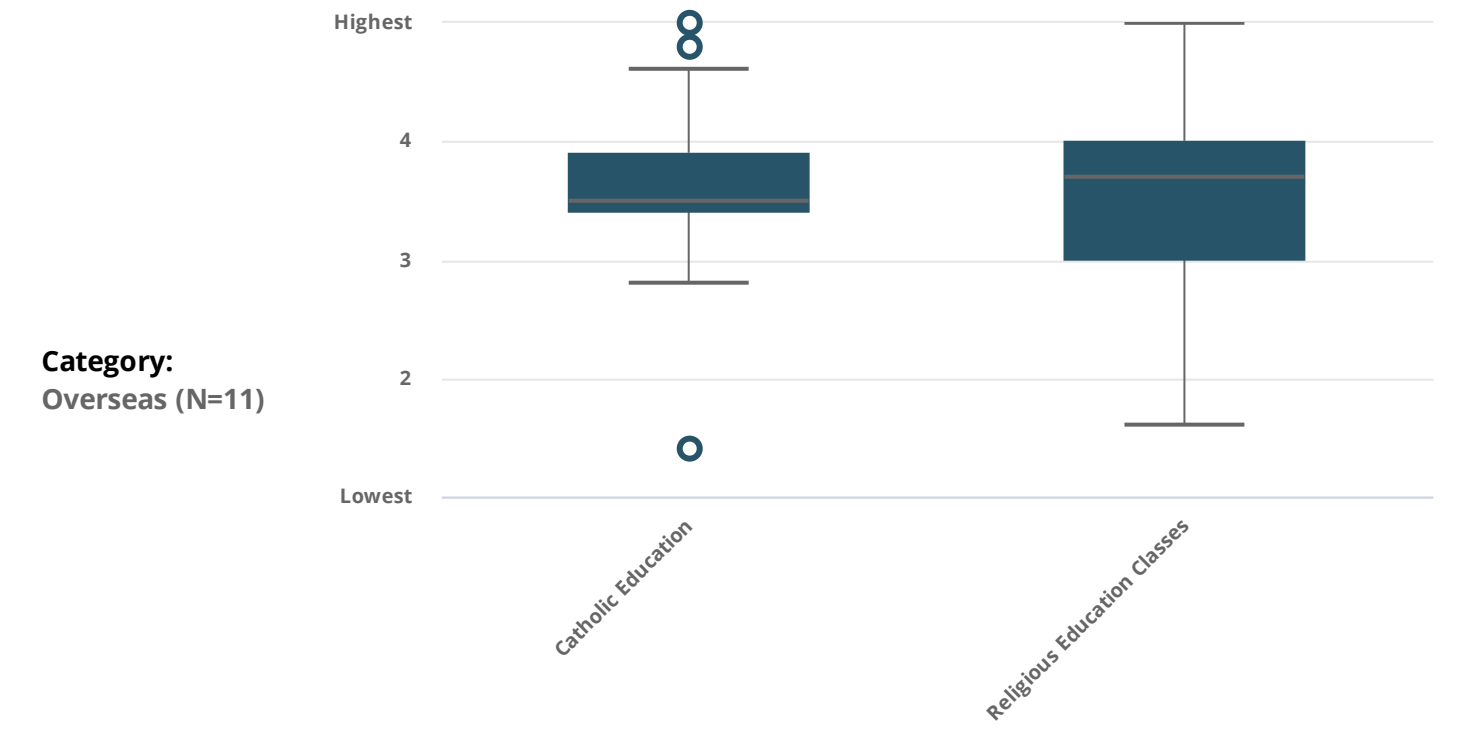
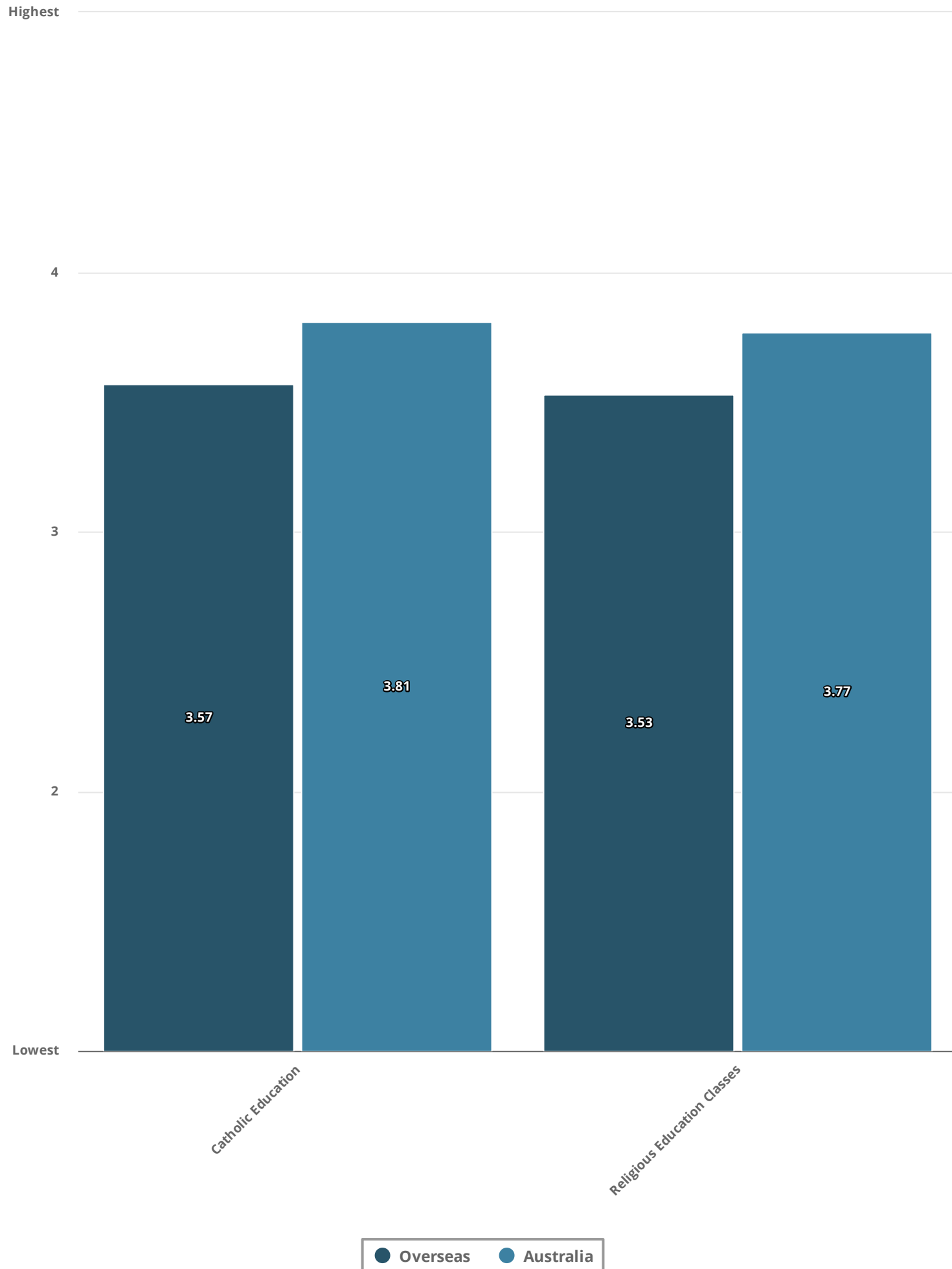
# LLL Component 1: Catholic Identity by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 1: Catholic Identity by Birth Place

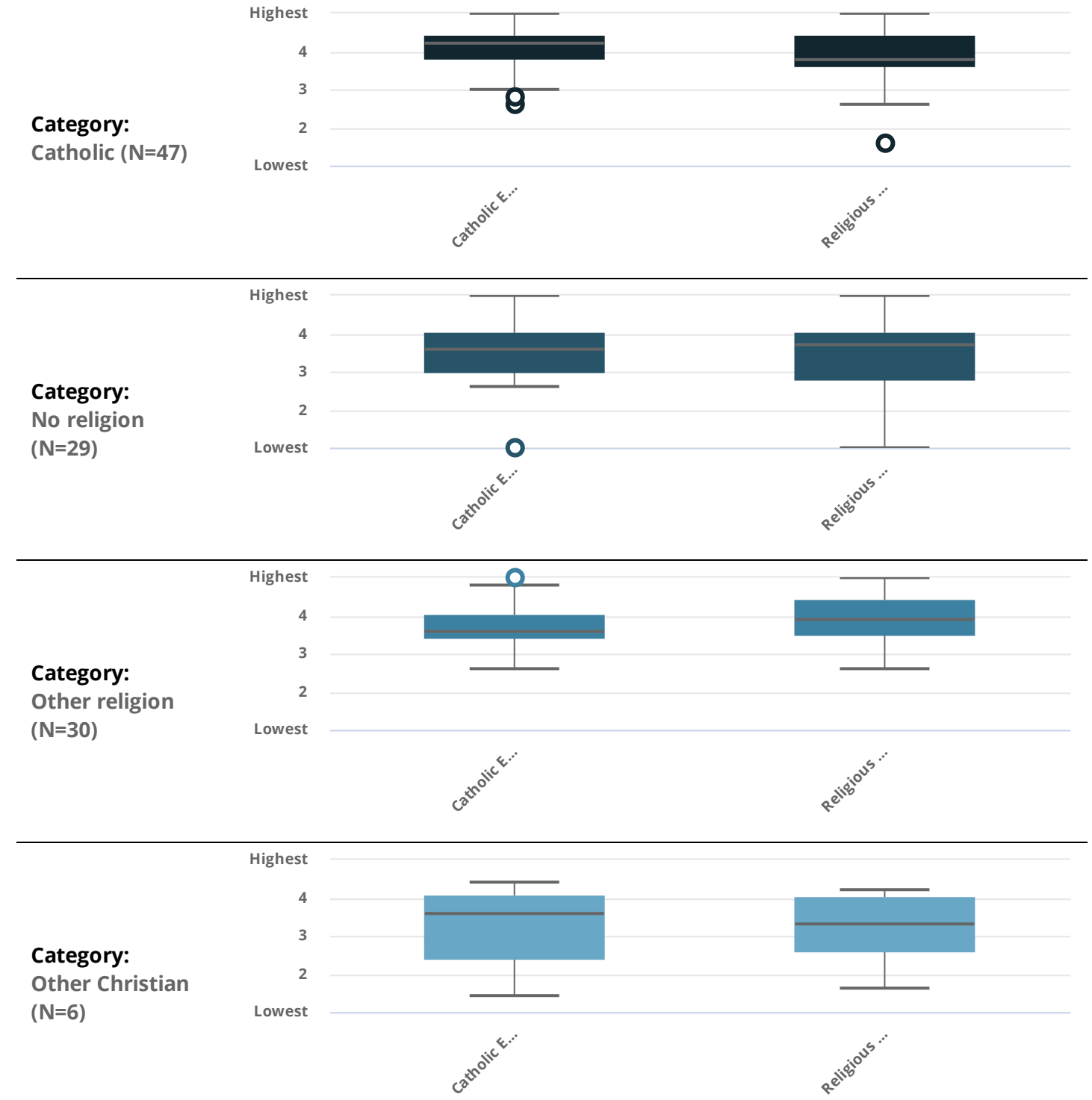
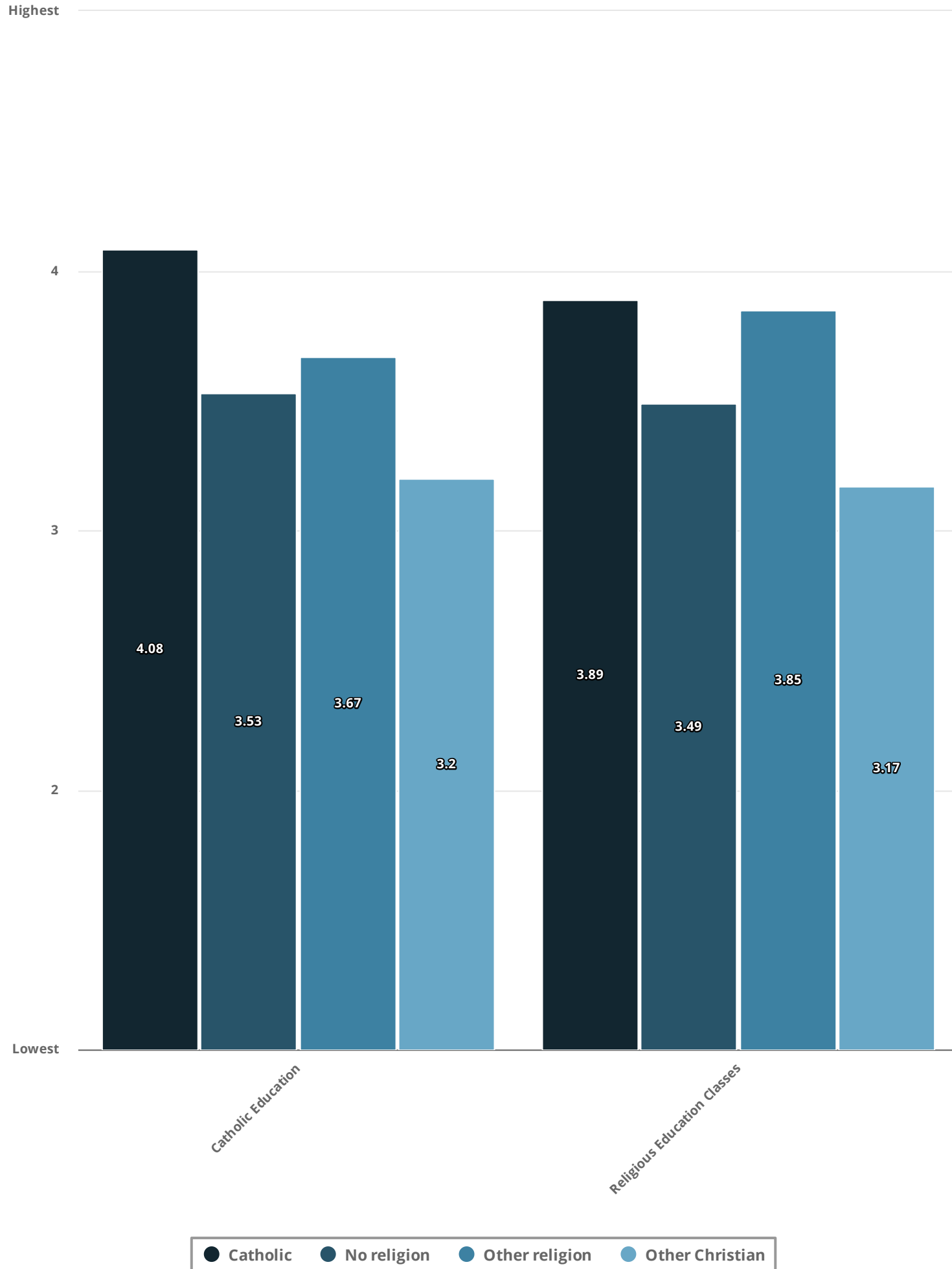
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Component 1: Catholic Identity by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

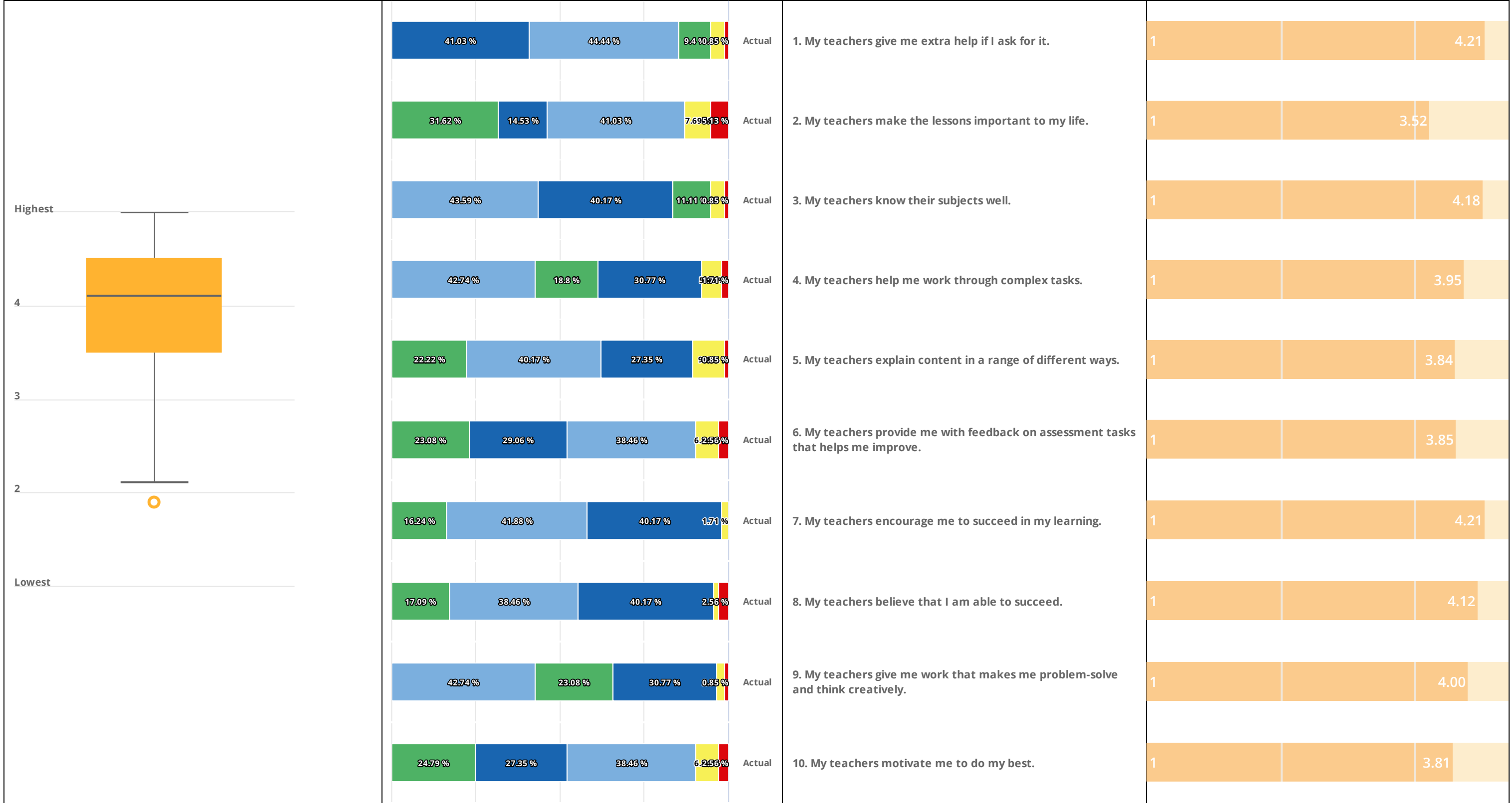


# Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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



● Highest ● Medium-High ● Medium-Low ● Lowest

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

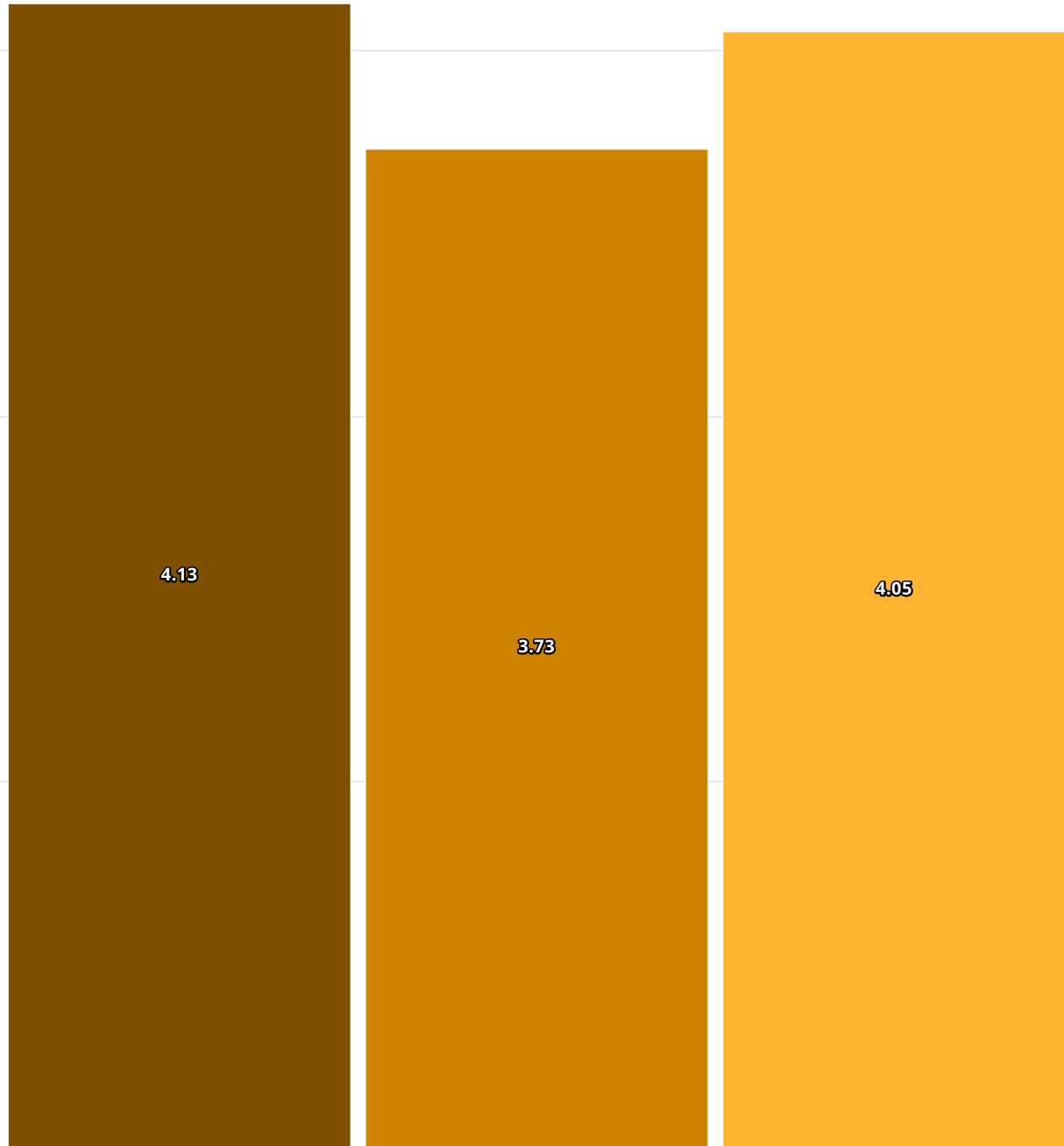
Highest

4

3

2

Lowest

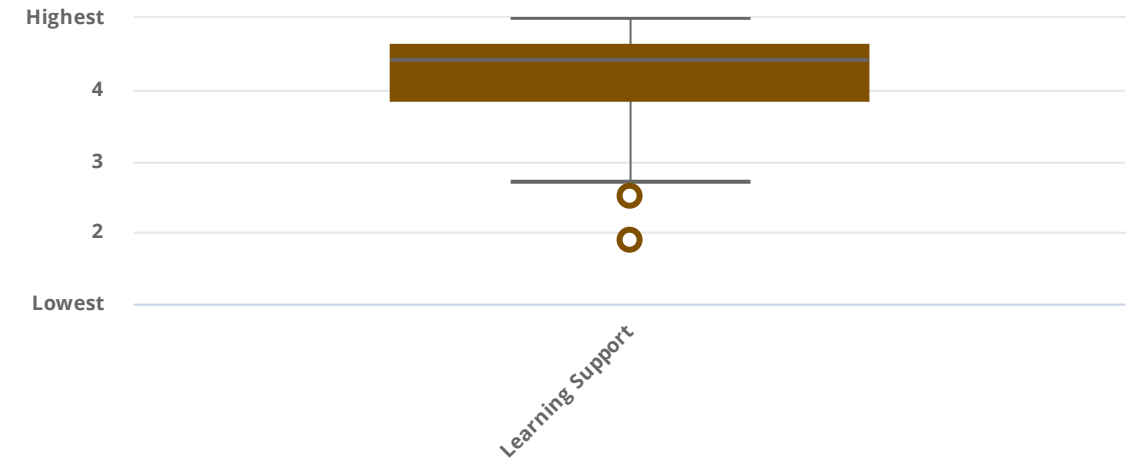


Learning Support

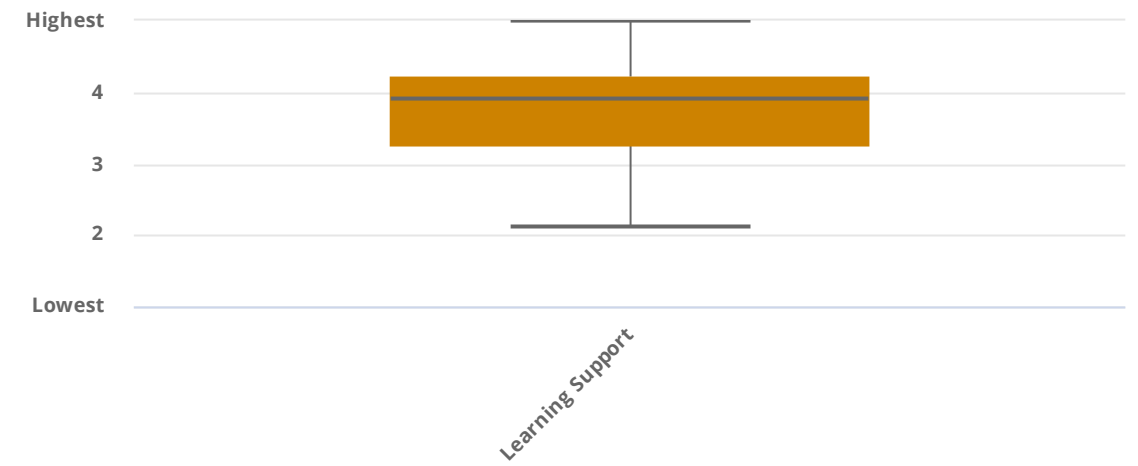


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

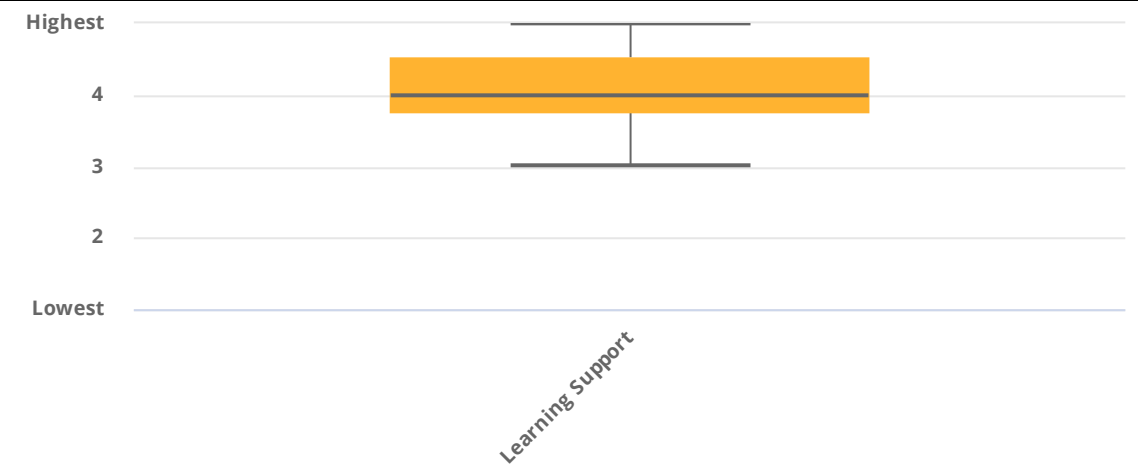
Category:  
Yr 7 (N=46)



Category:  
Yr 8 (N=42)

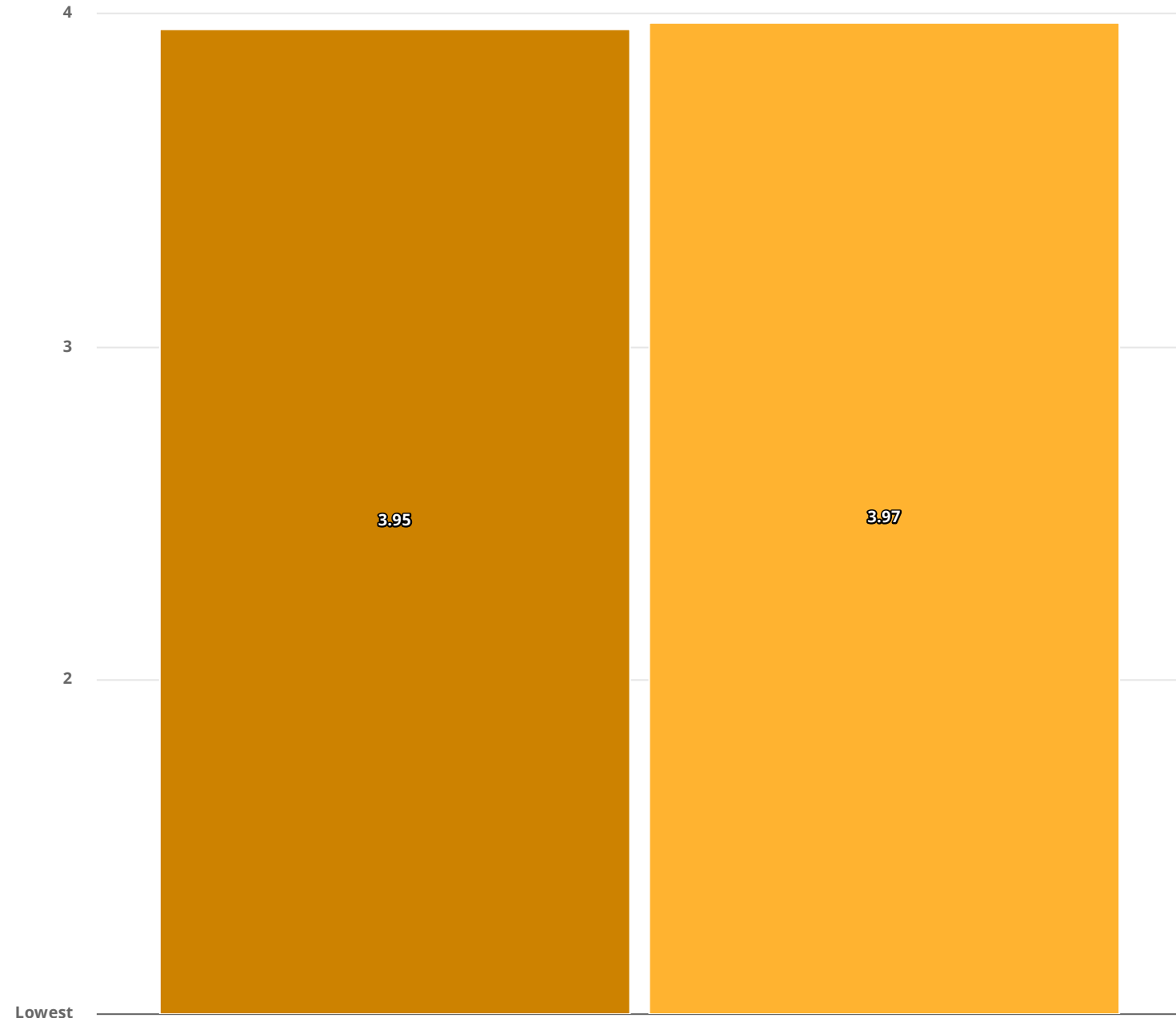


Category:  
Yr 9 (N=27)



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

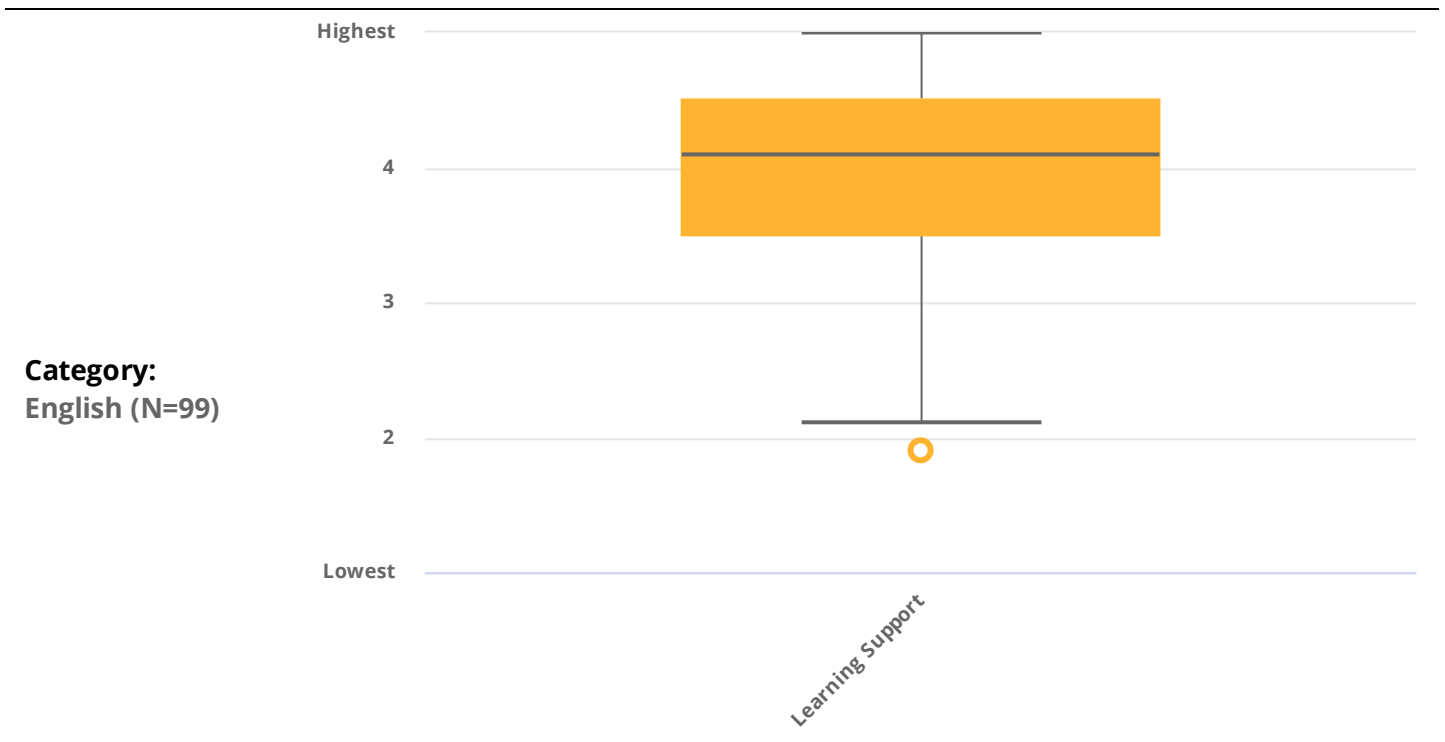
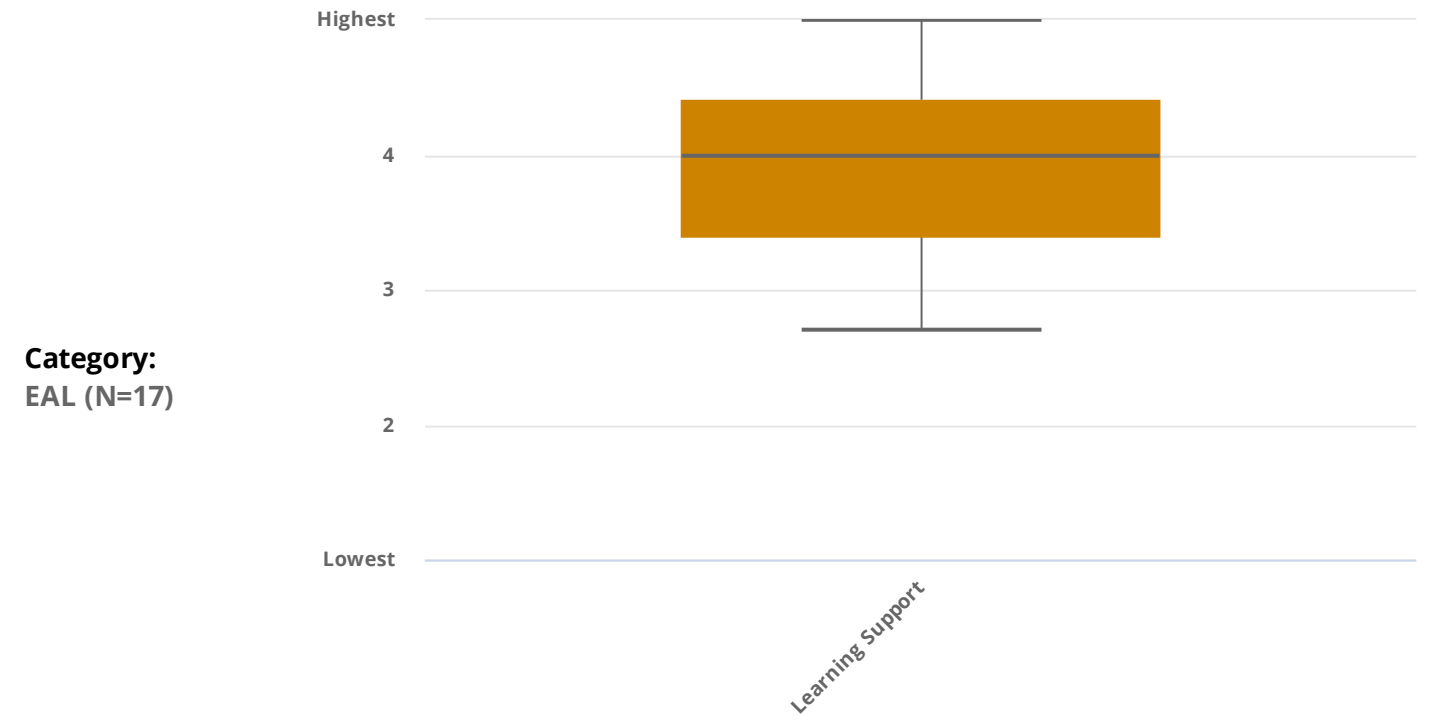
Highest



● EAL ● English

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

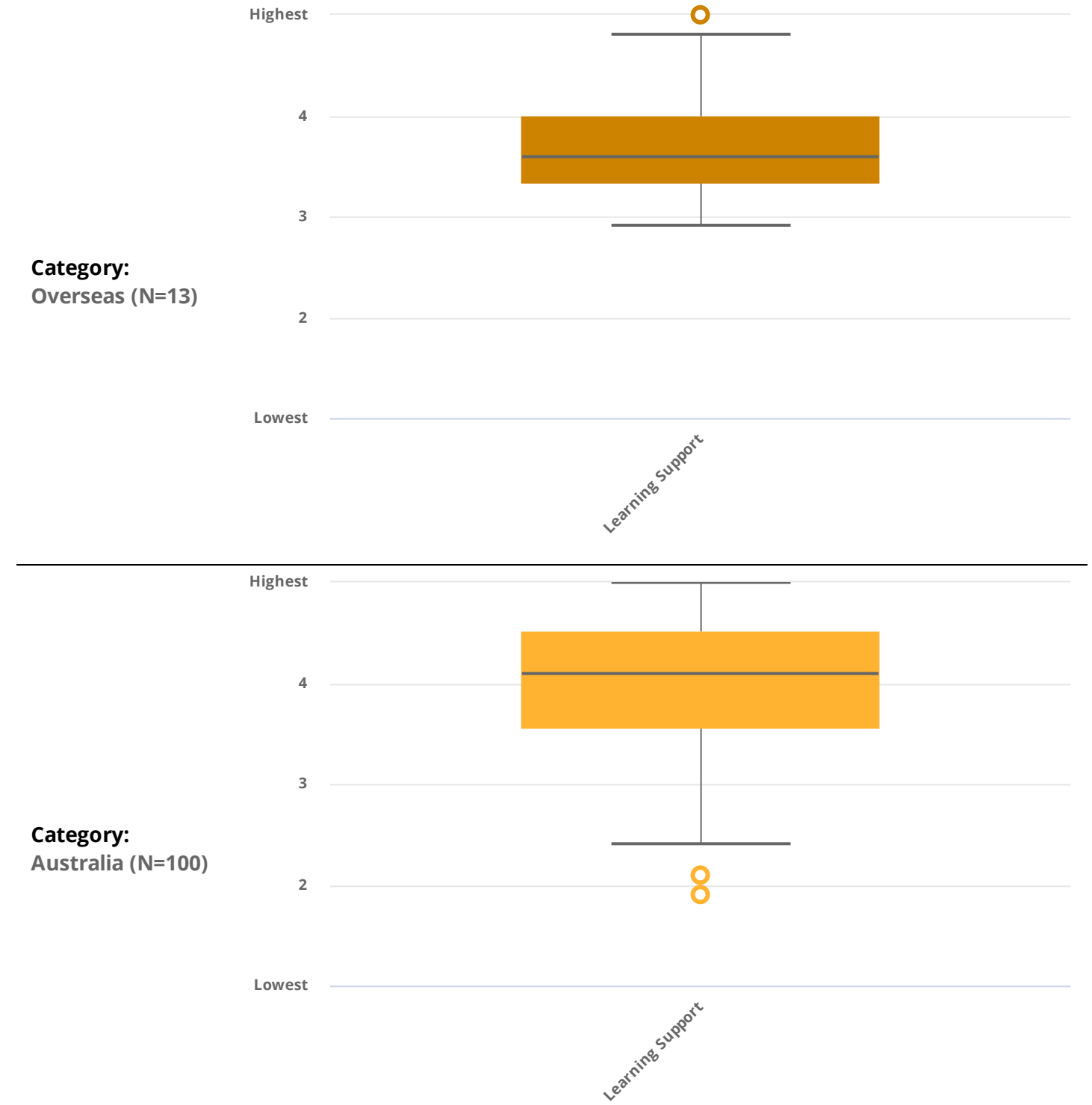
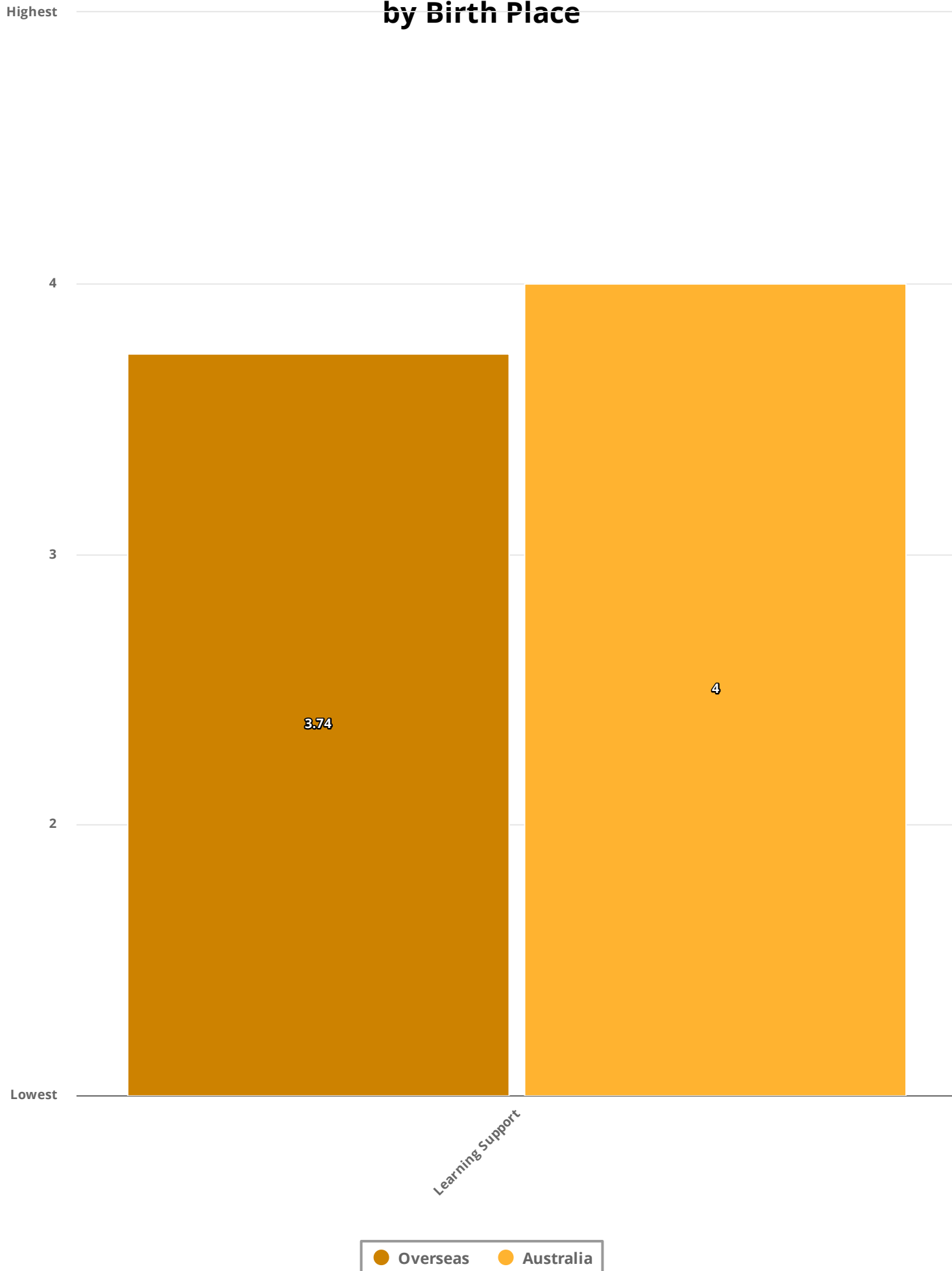


Learning Support



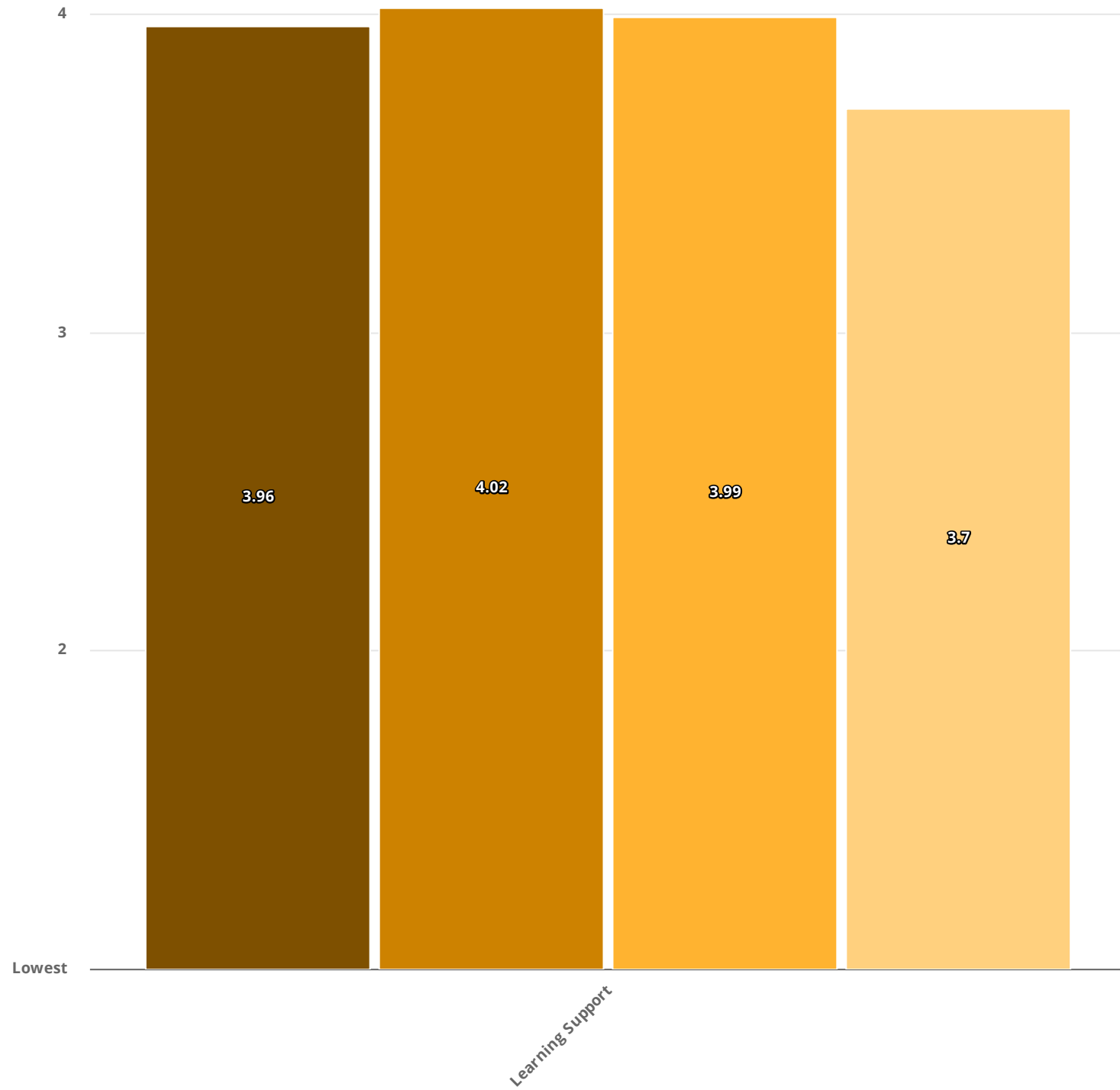
# LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



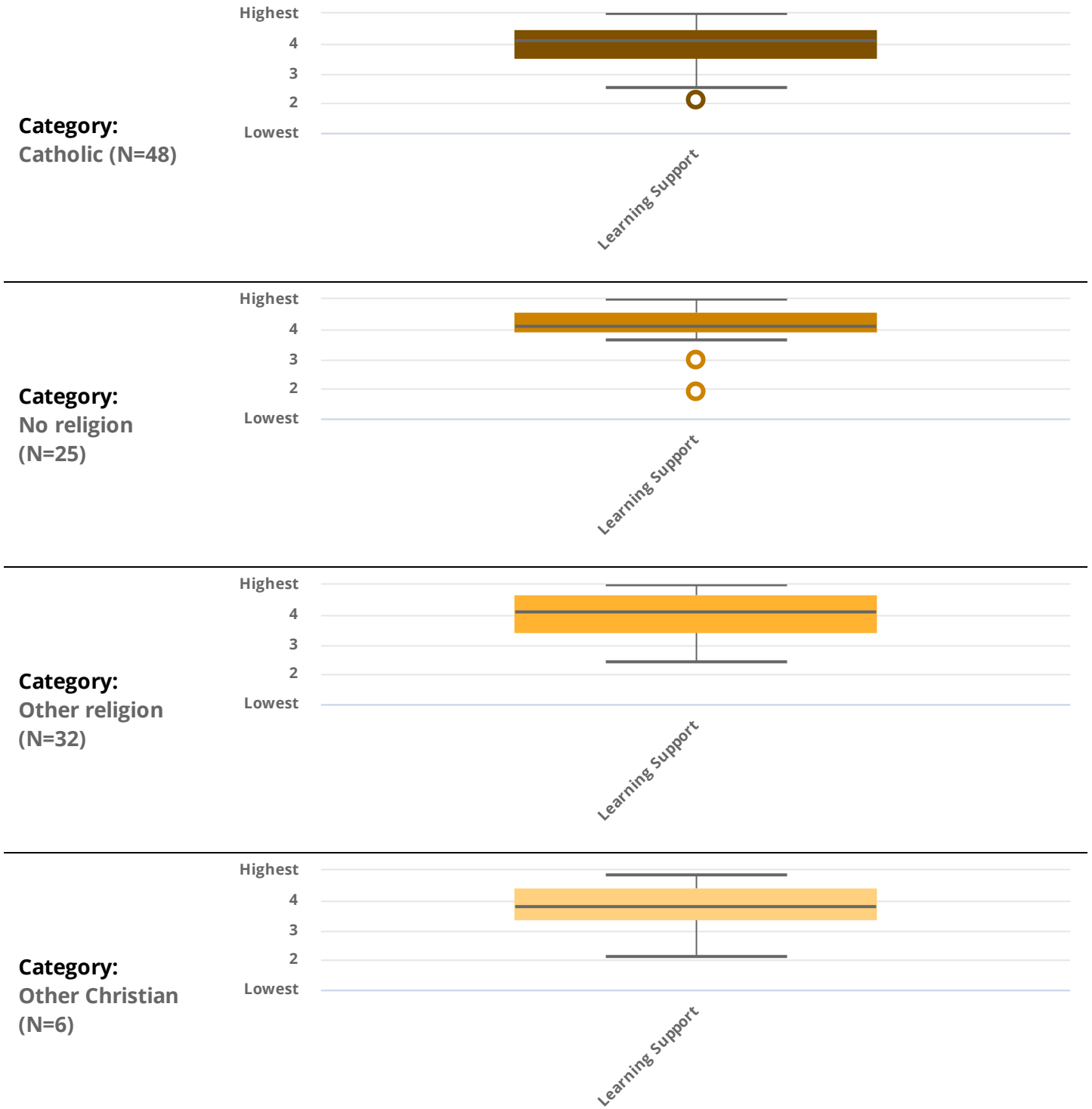
# LLL Component 2: Curriculum and Co-constructed Learning Design by Religion

Highest



● Catholic 
 ● No religion 
 ● Other religion 
 ● Other Christian

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

## BSC Quadrant: LEARNING AND WELLBEING

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.

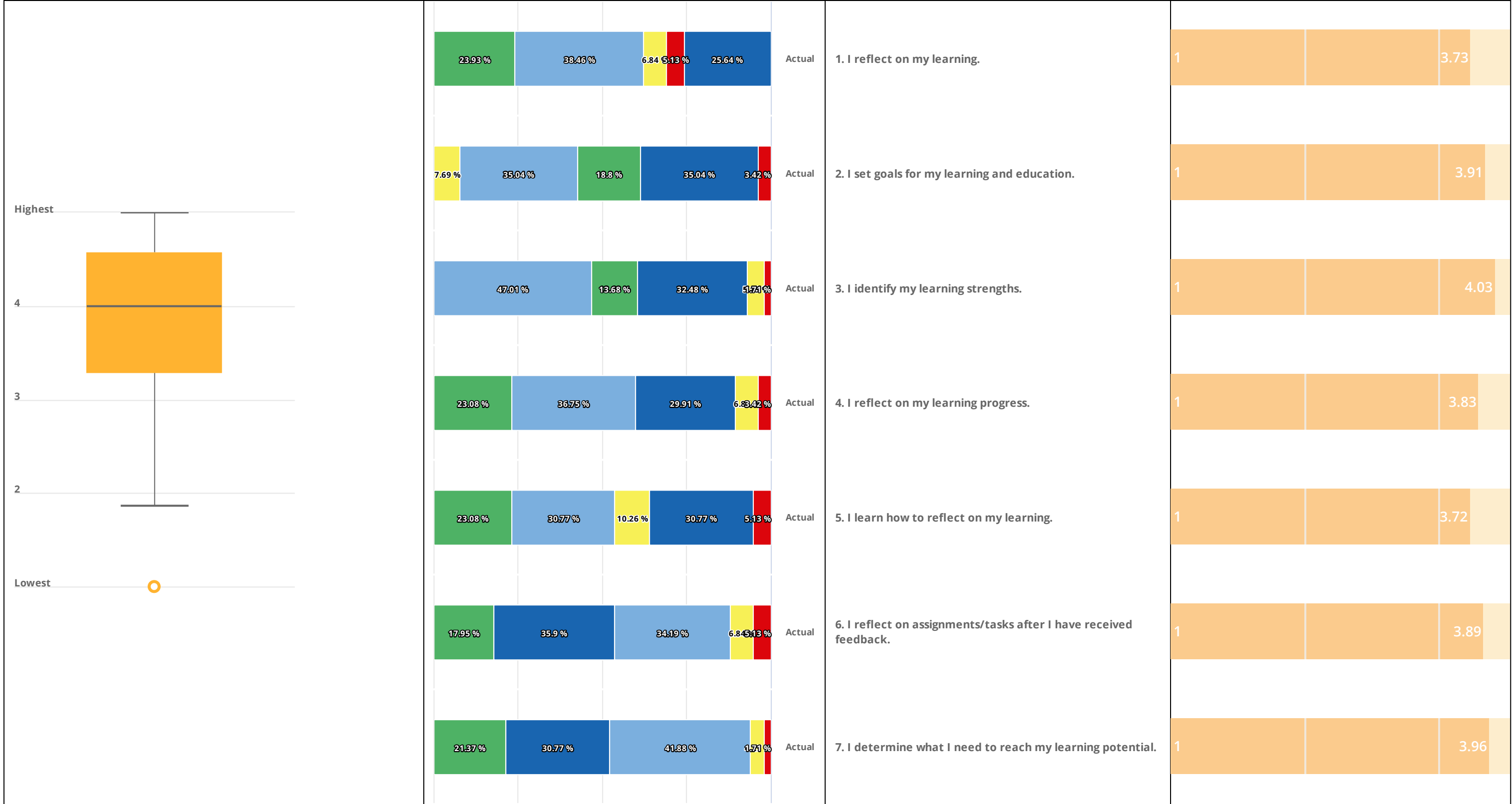


# Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## BSC Quadrant: LEARNING AND WELLBEING

### Construct: Student Reflection

The extent to which students feel that they have opportunities to reflect, self-assess and revise their goals and develop insights into their own capabilities.



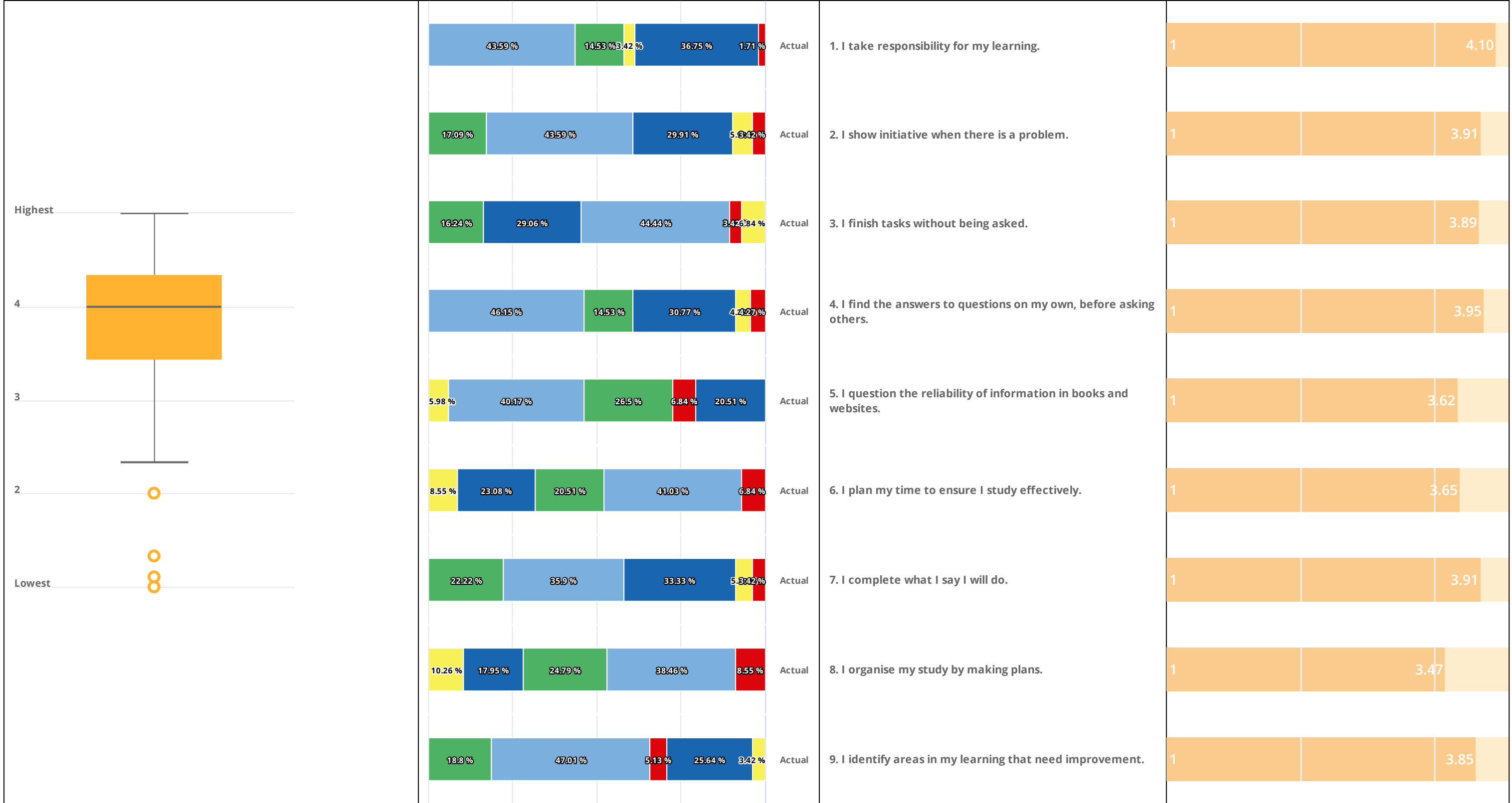
Legend: ● Highest (dark blue), ● (medium blue), ● (green), ● (yellow), ● Lowest (red)

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

## BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

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

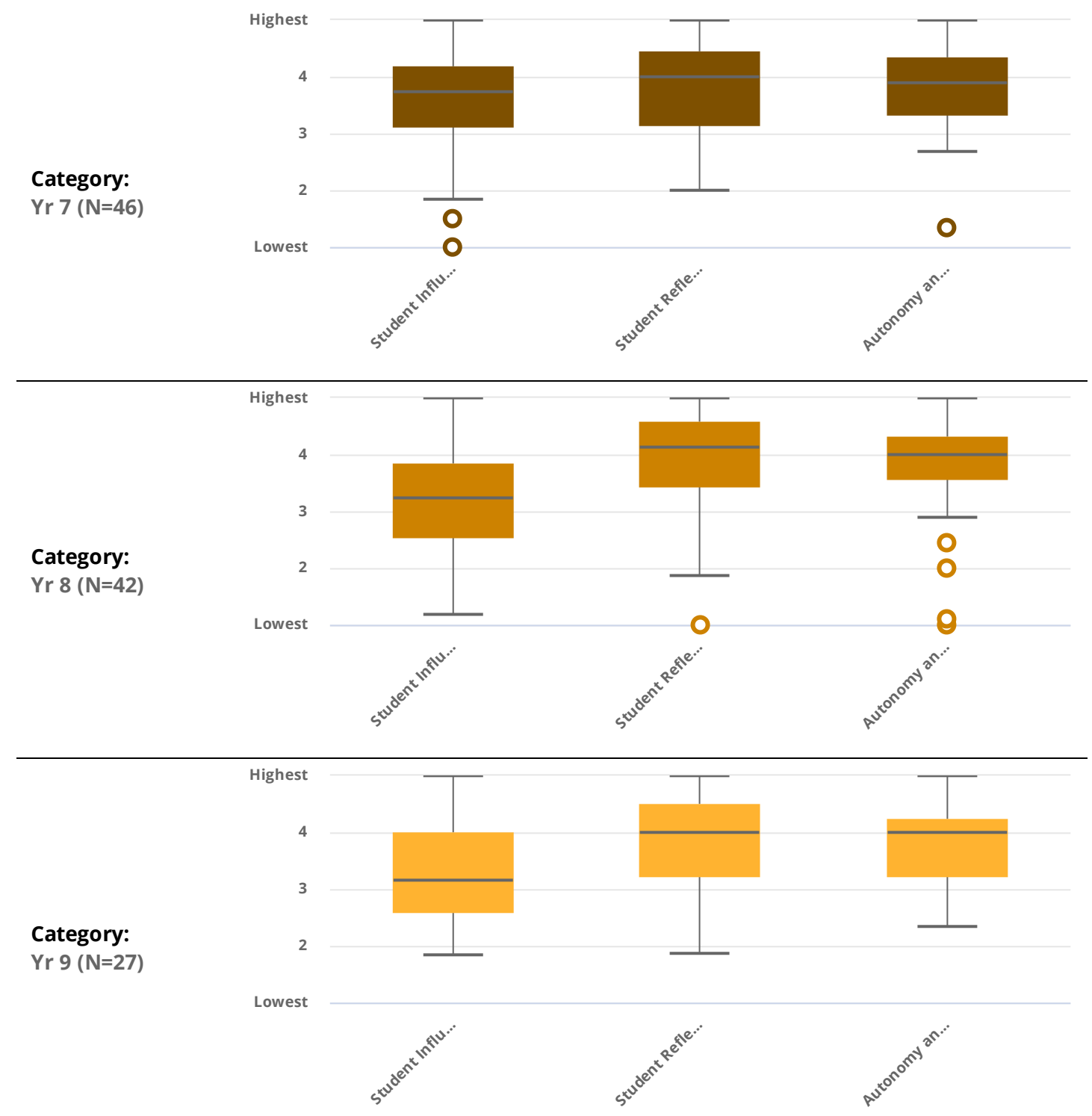
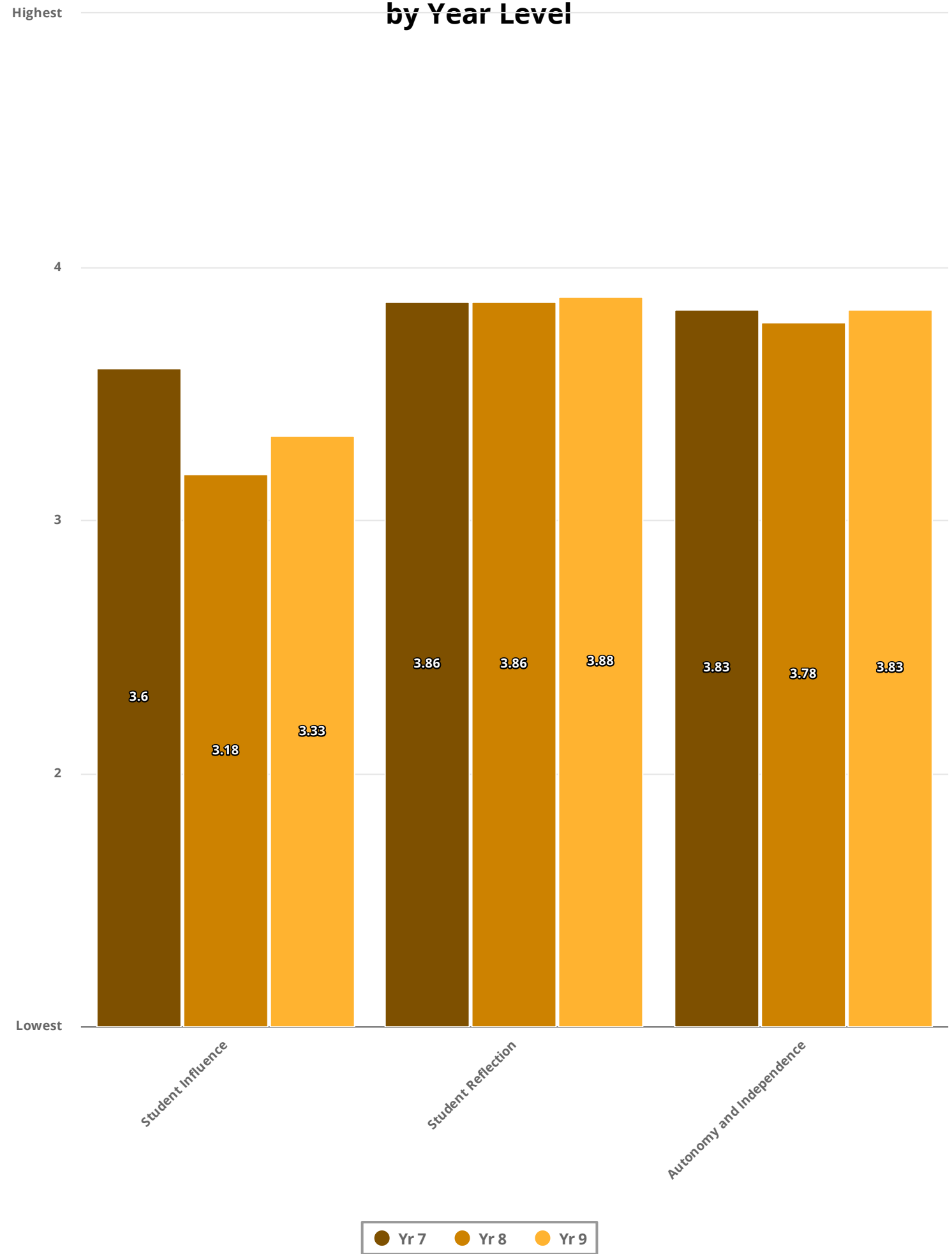


● Highest   ●   ●   ●   ● Lowest



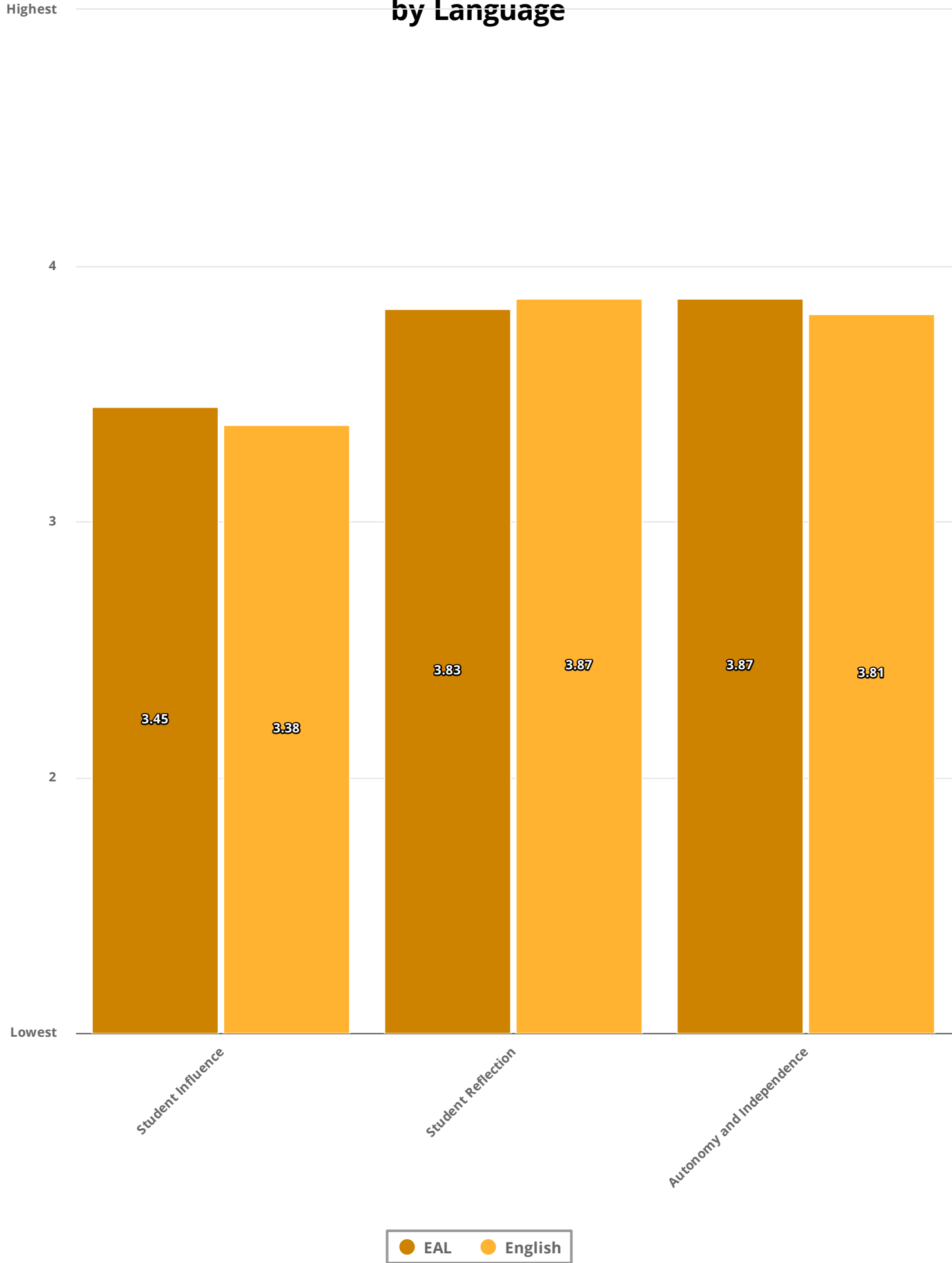
# LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

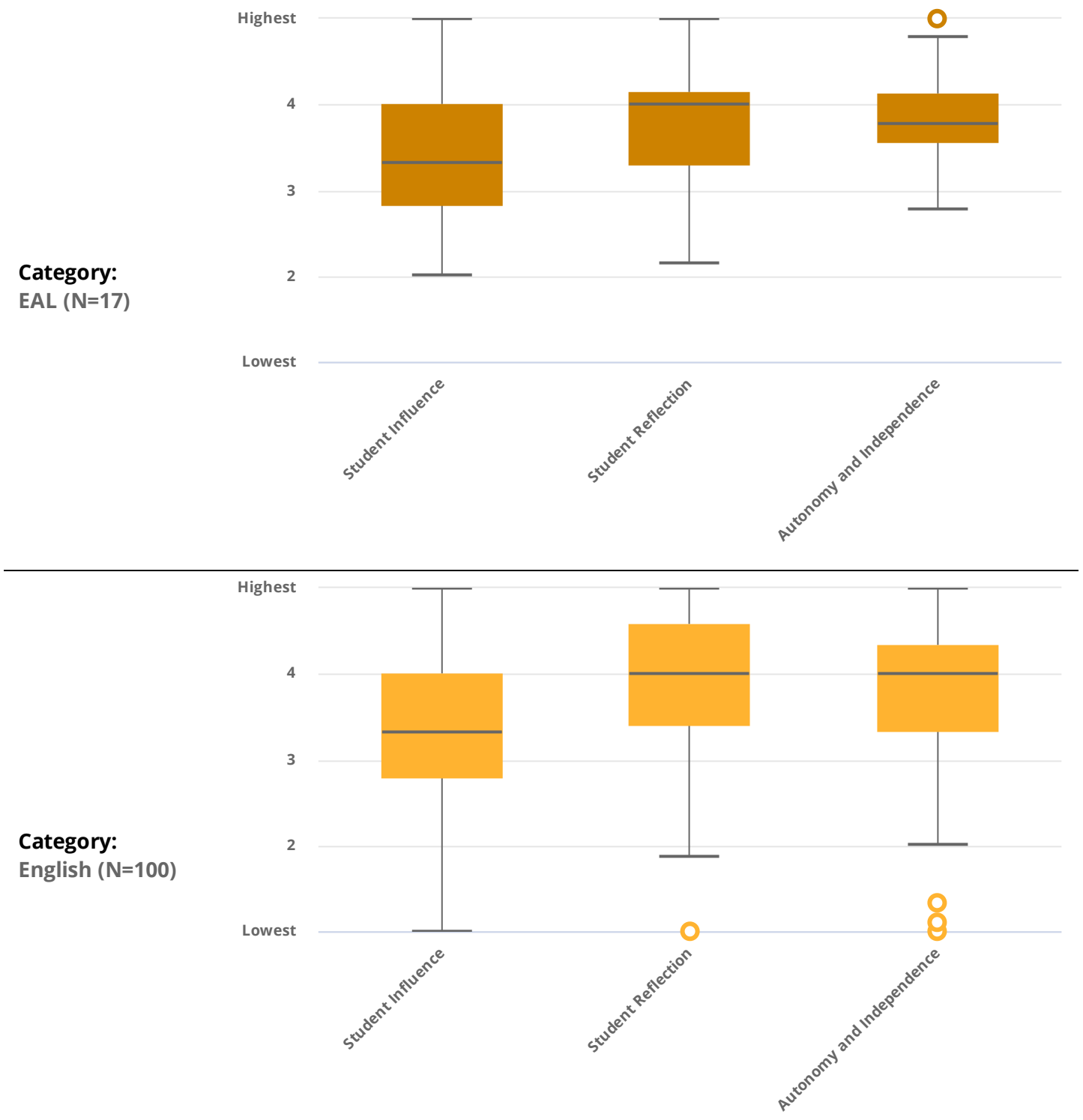


# LLL Component 3: Student Agency, Identity, Learning and Leadership

## by Language



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

## by Birth Place

Highest

4

3

2

Lowest

Student Influence

Student Reflection

Autonomy and Independence

Overseas Australia

3.43

3.39

4.02

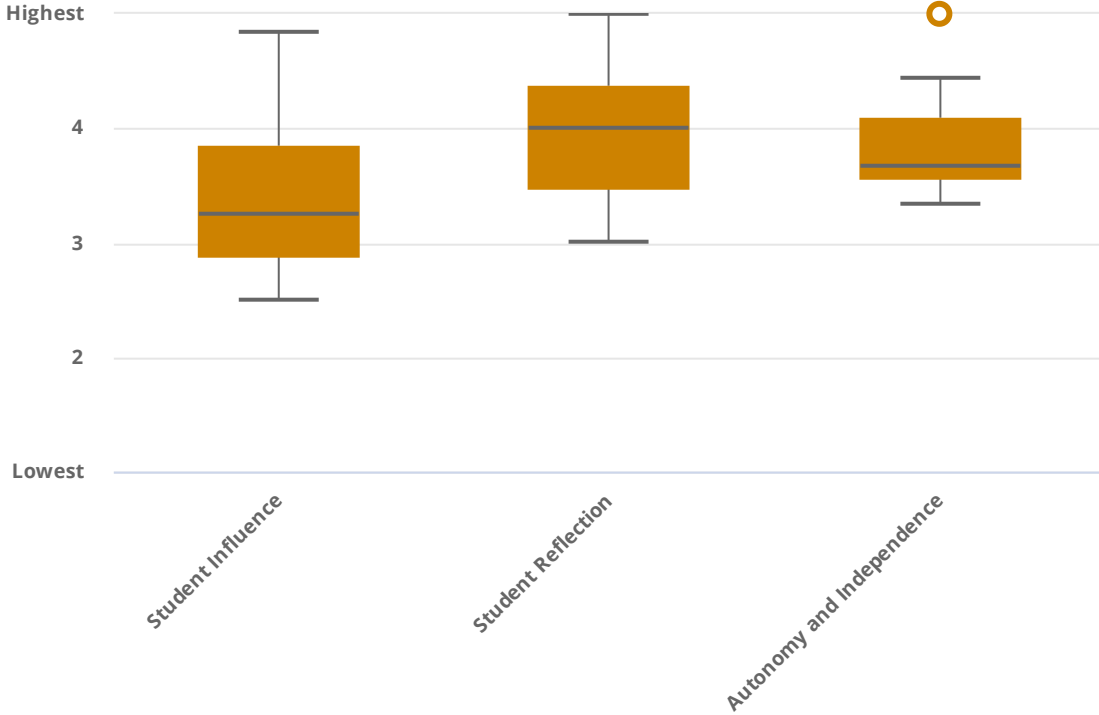
3.84

3.88

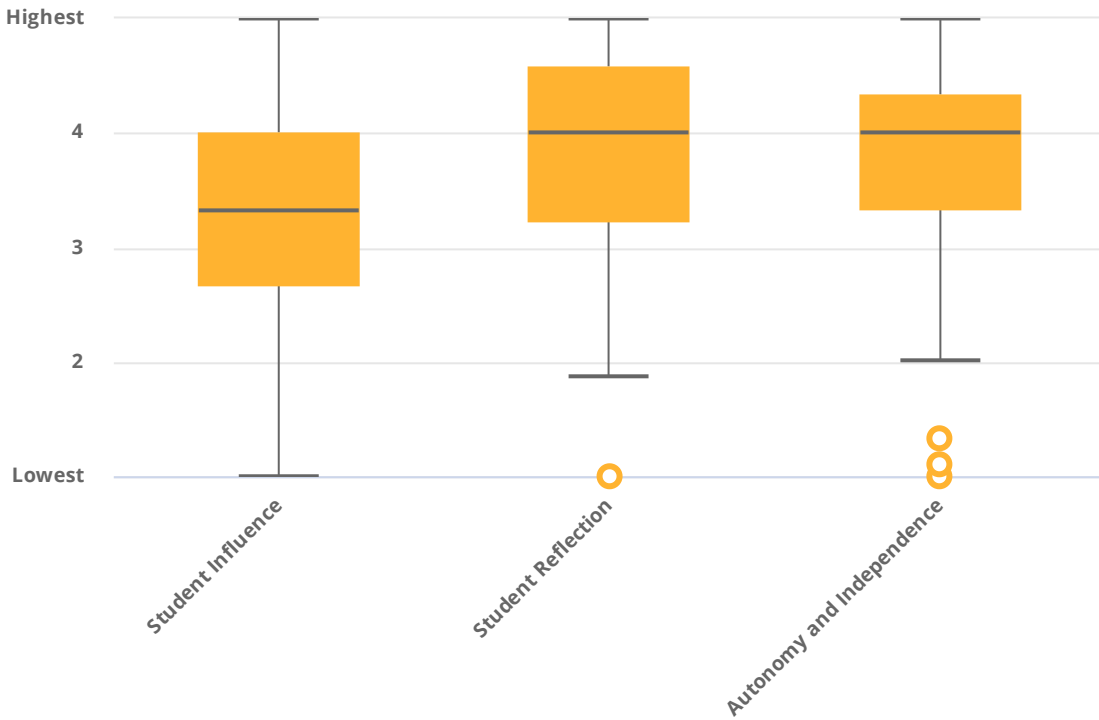
3.81

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: Overseas (N=14)

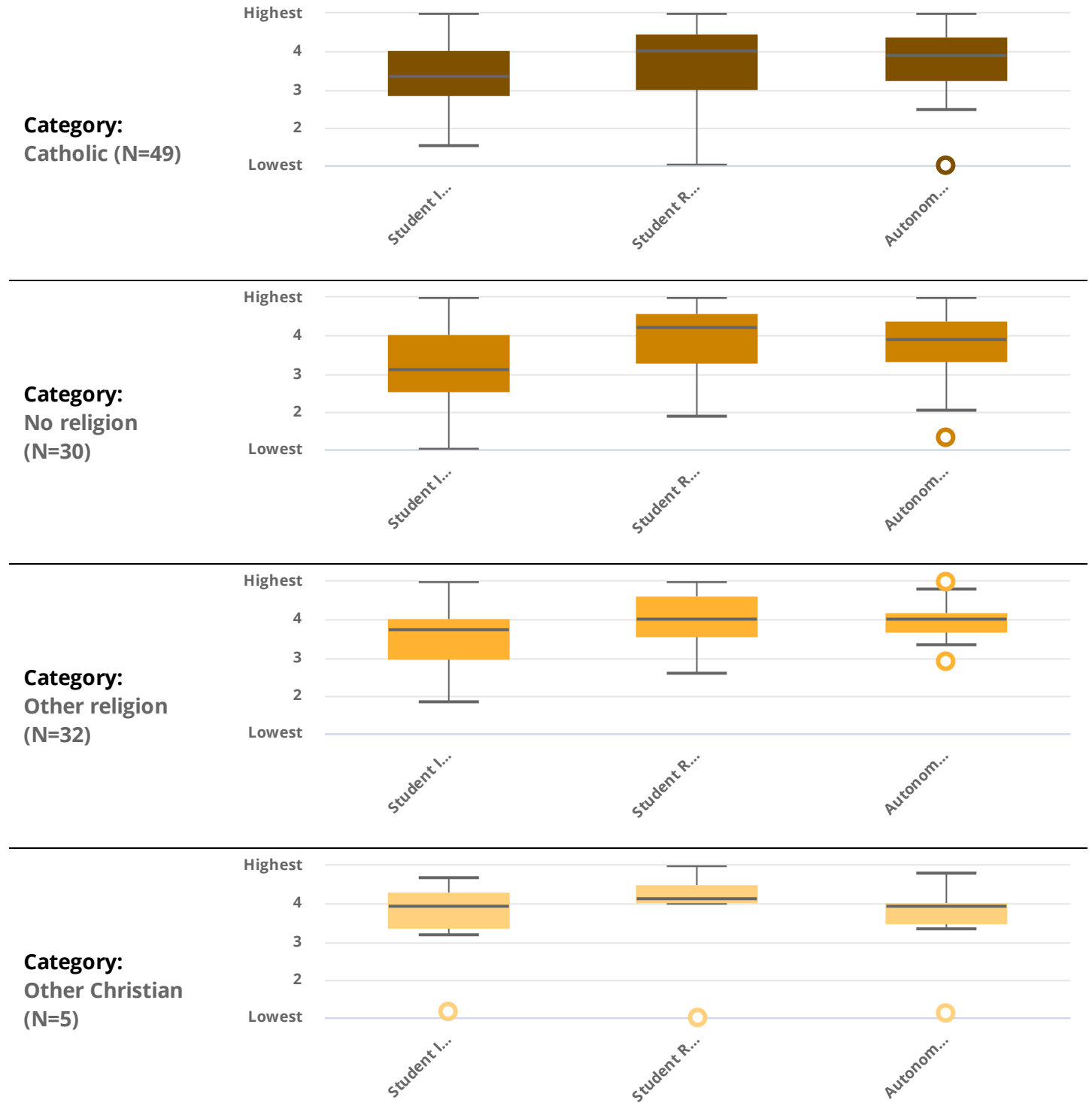
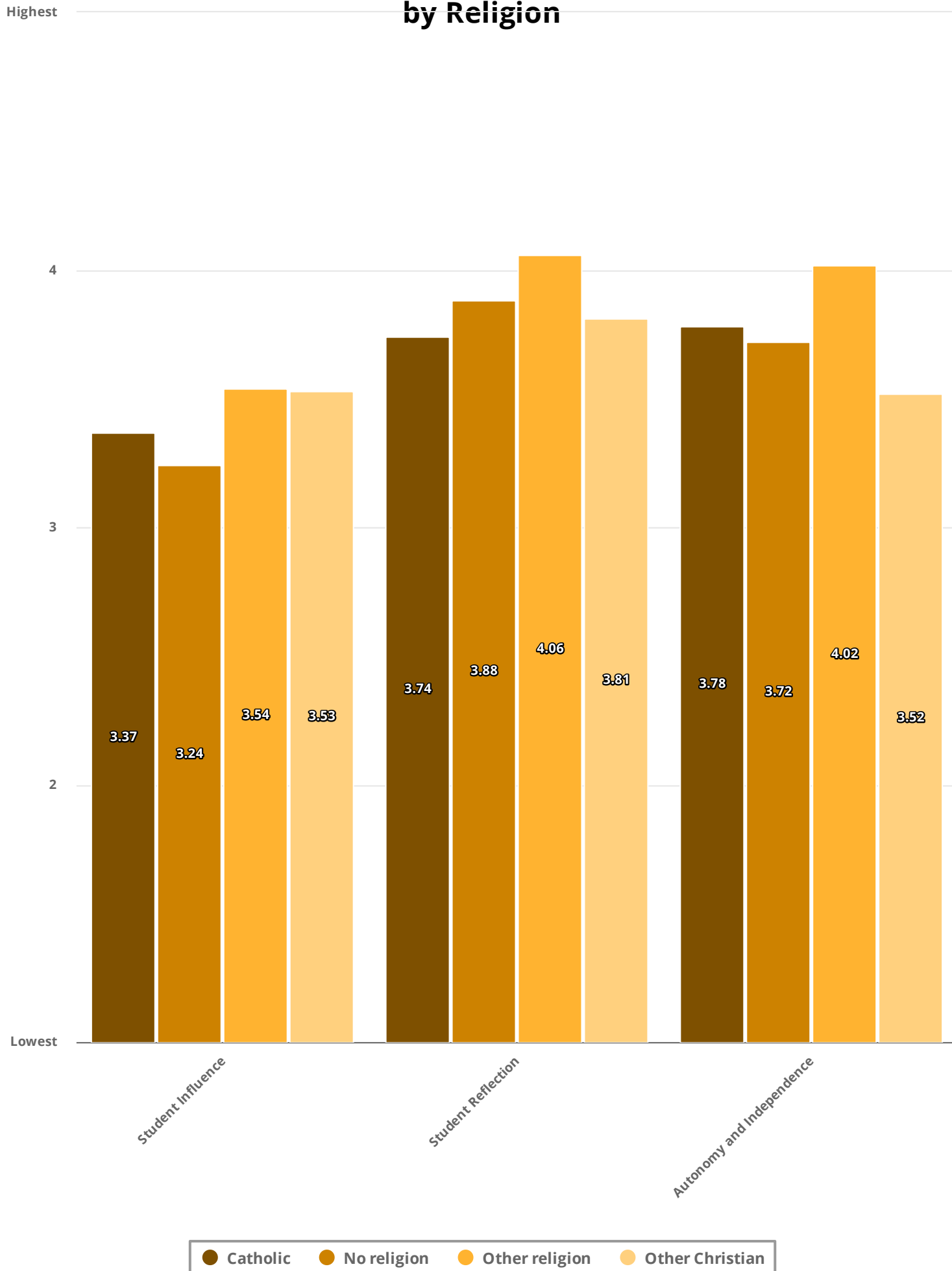


Category: Australia (N=103)



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

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

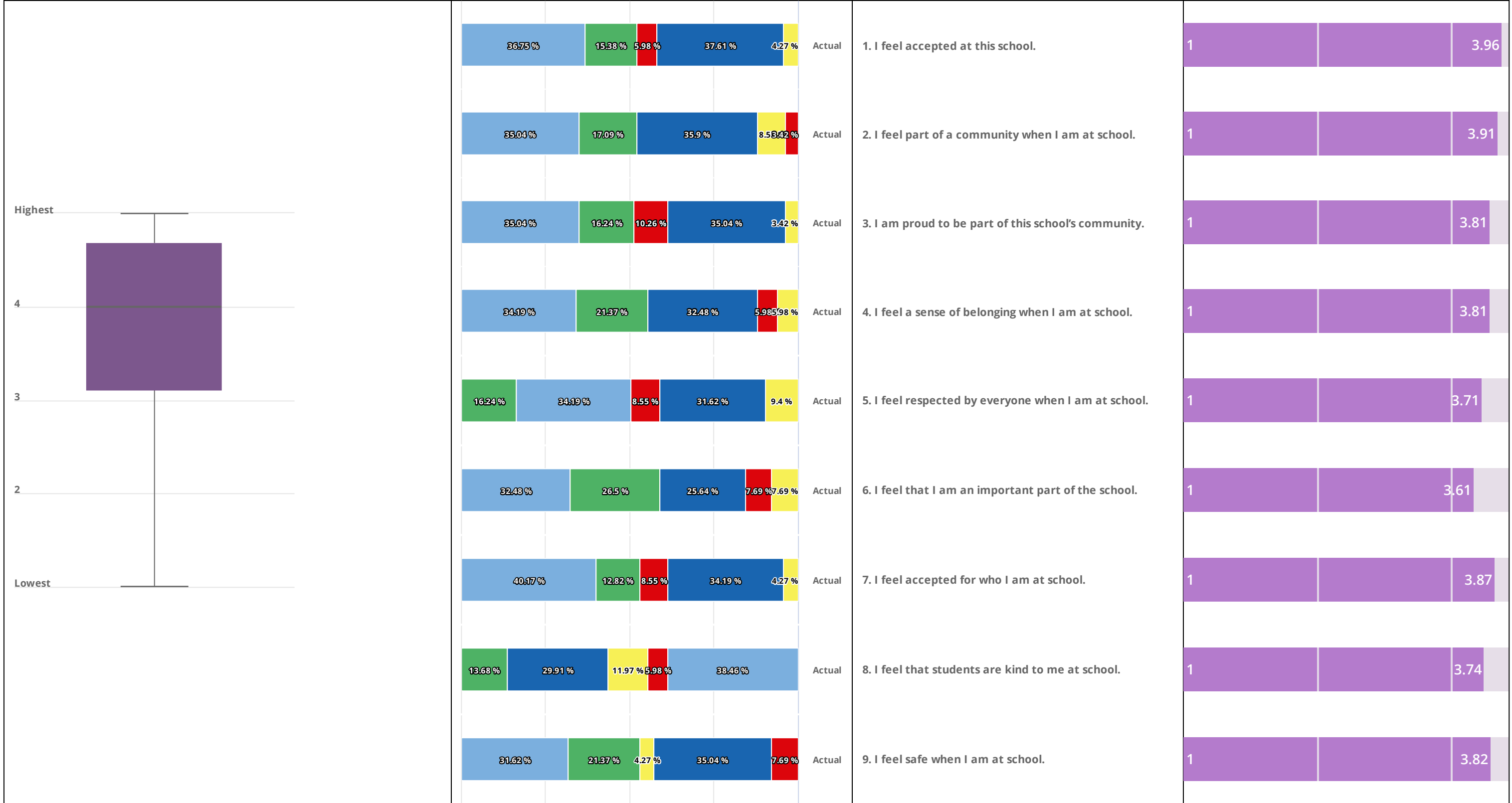


# Student Perceptions (Component 4: Community Engagement)

## BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.

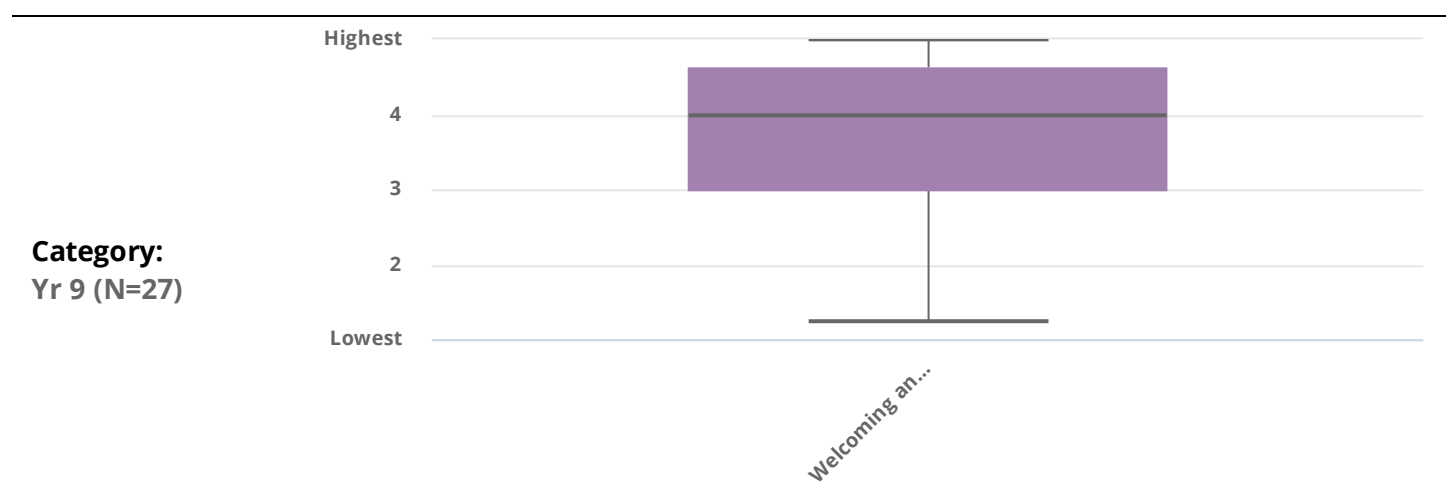
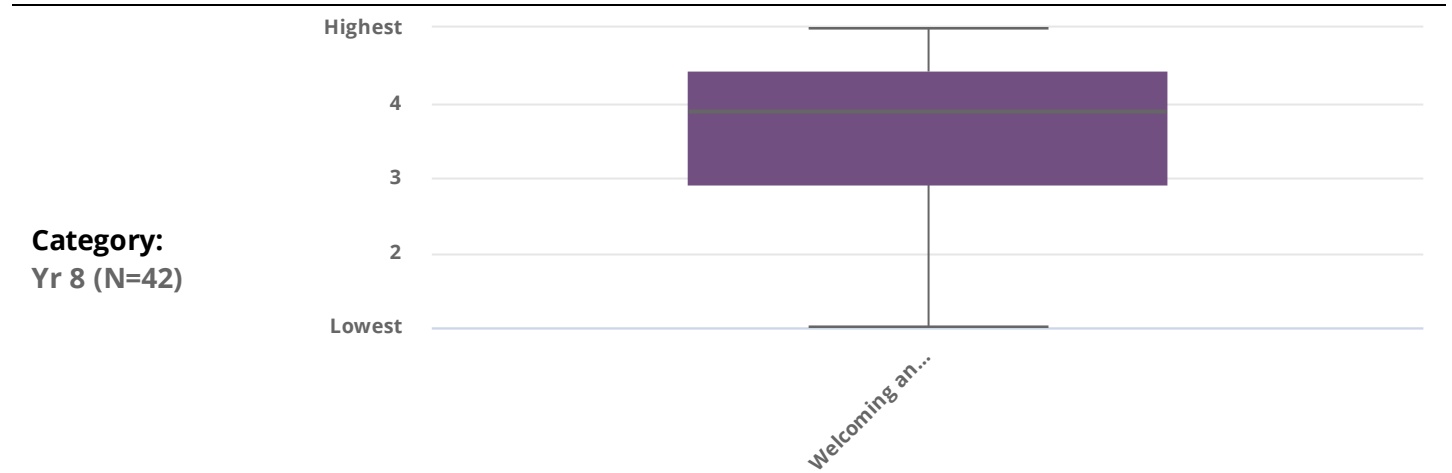
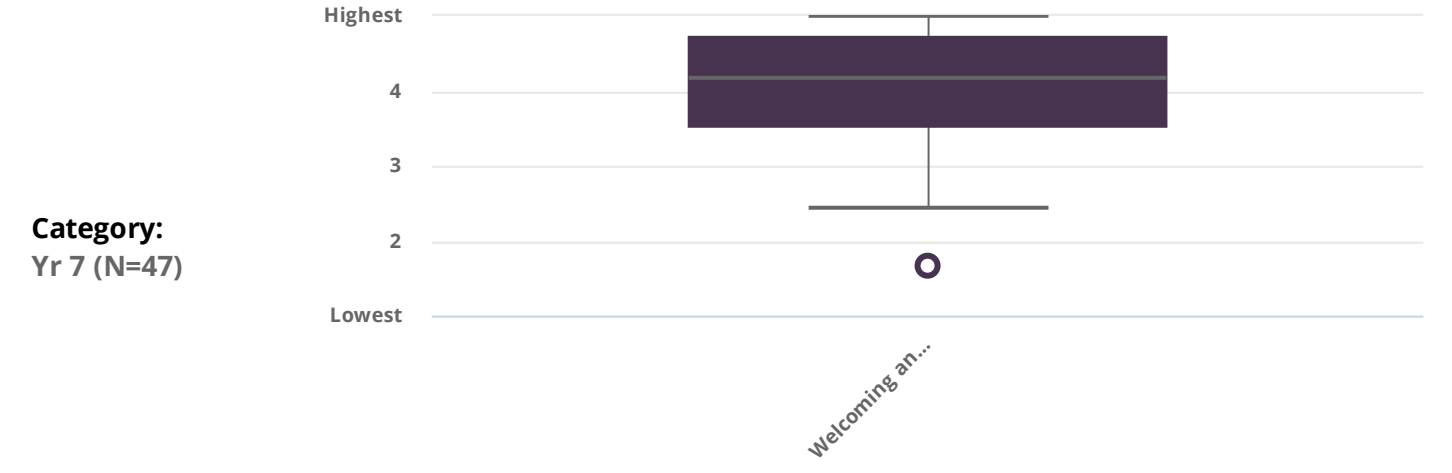
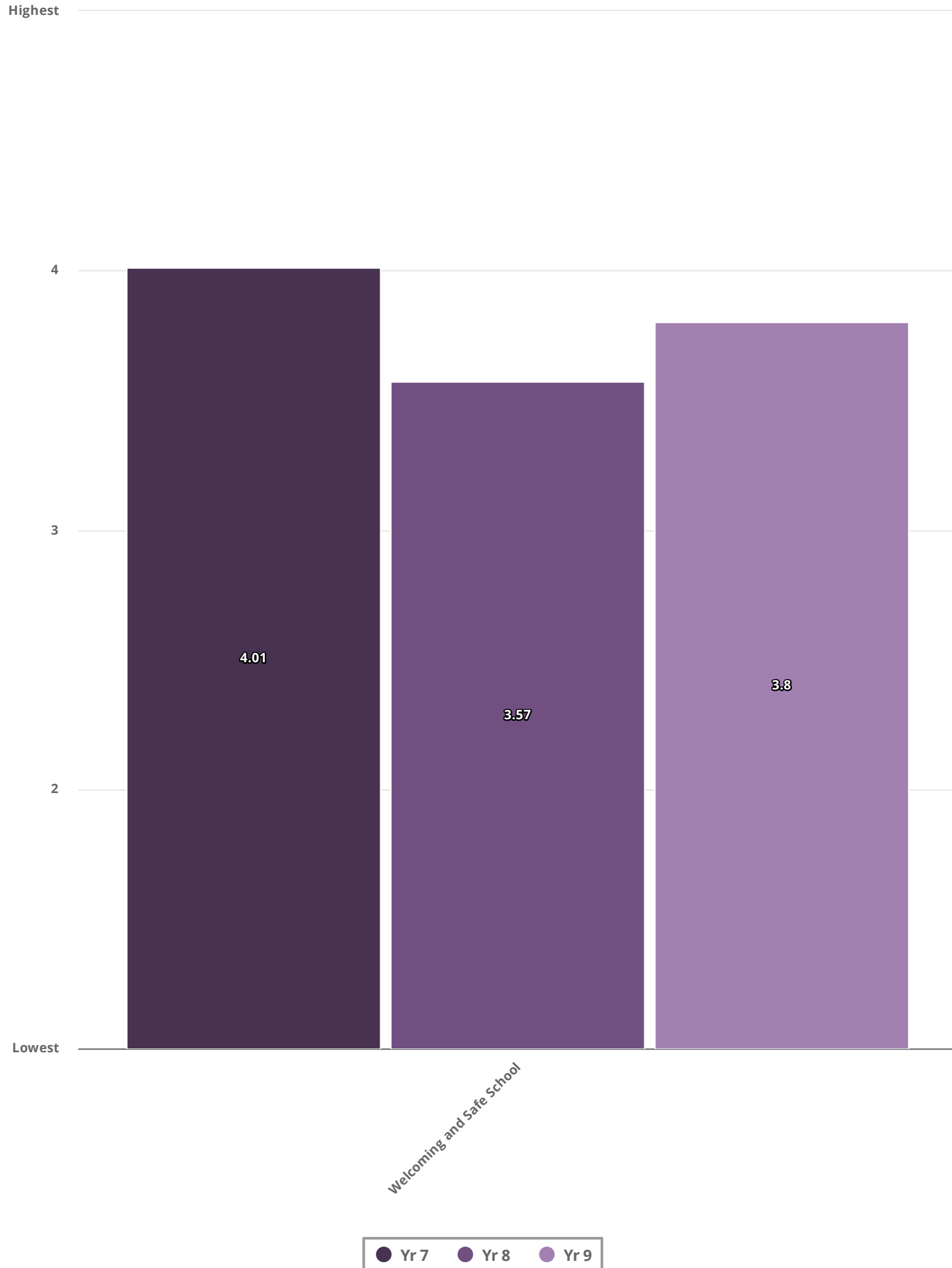


● Highest ● ● ● Lowest



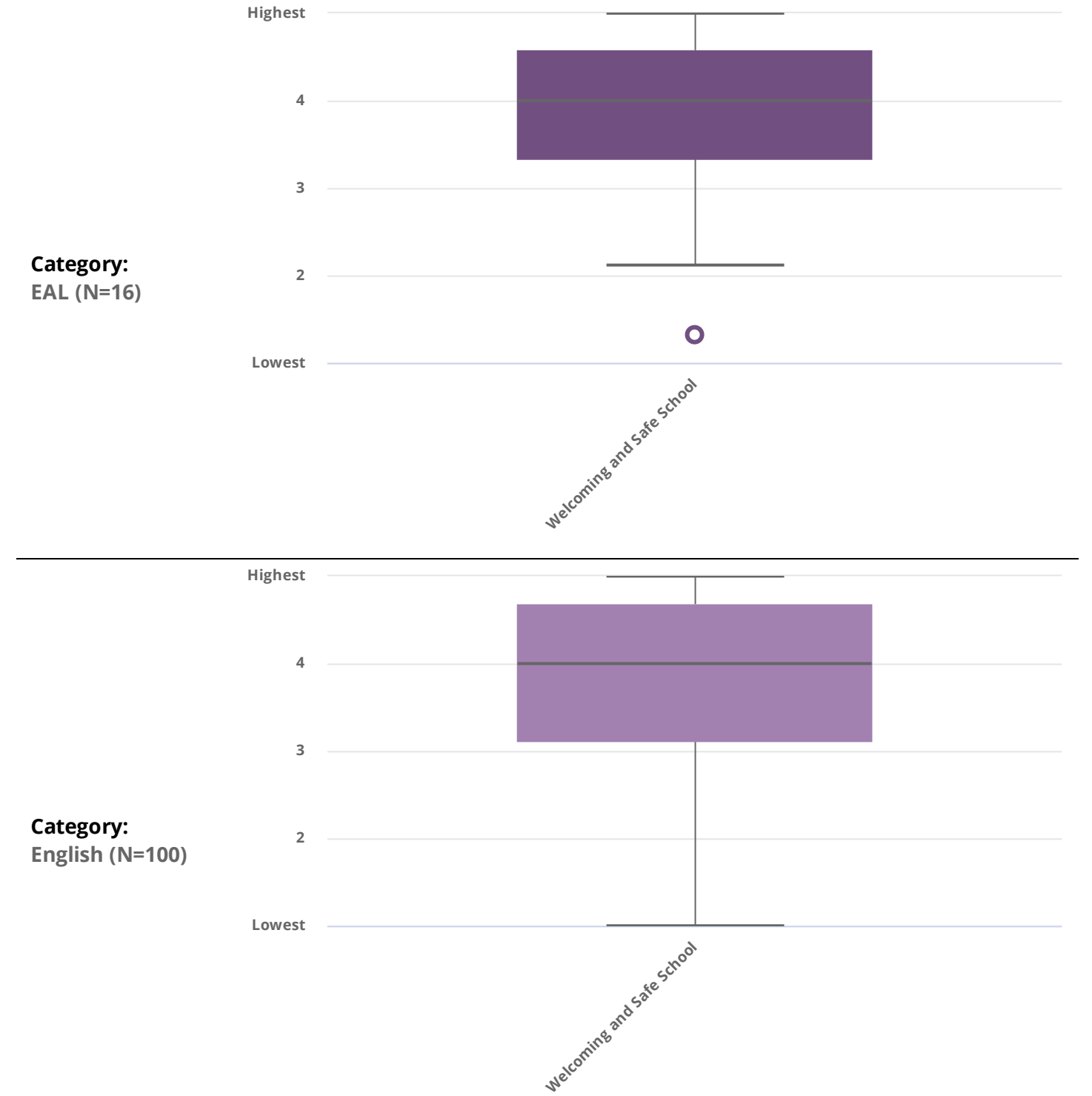
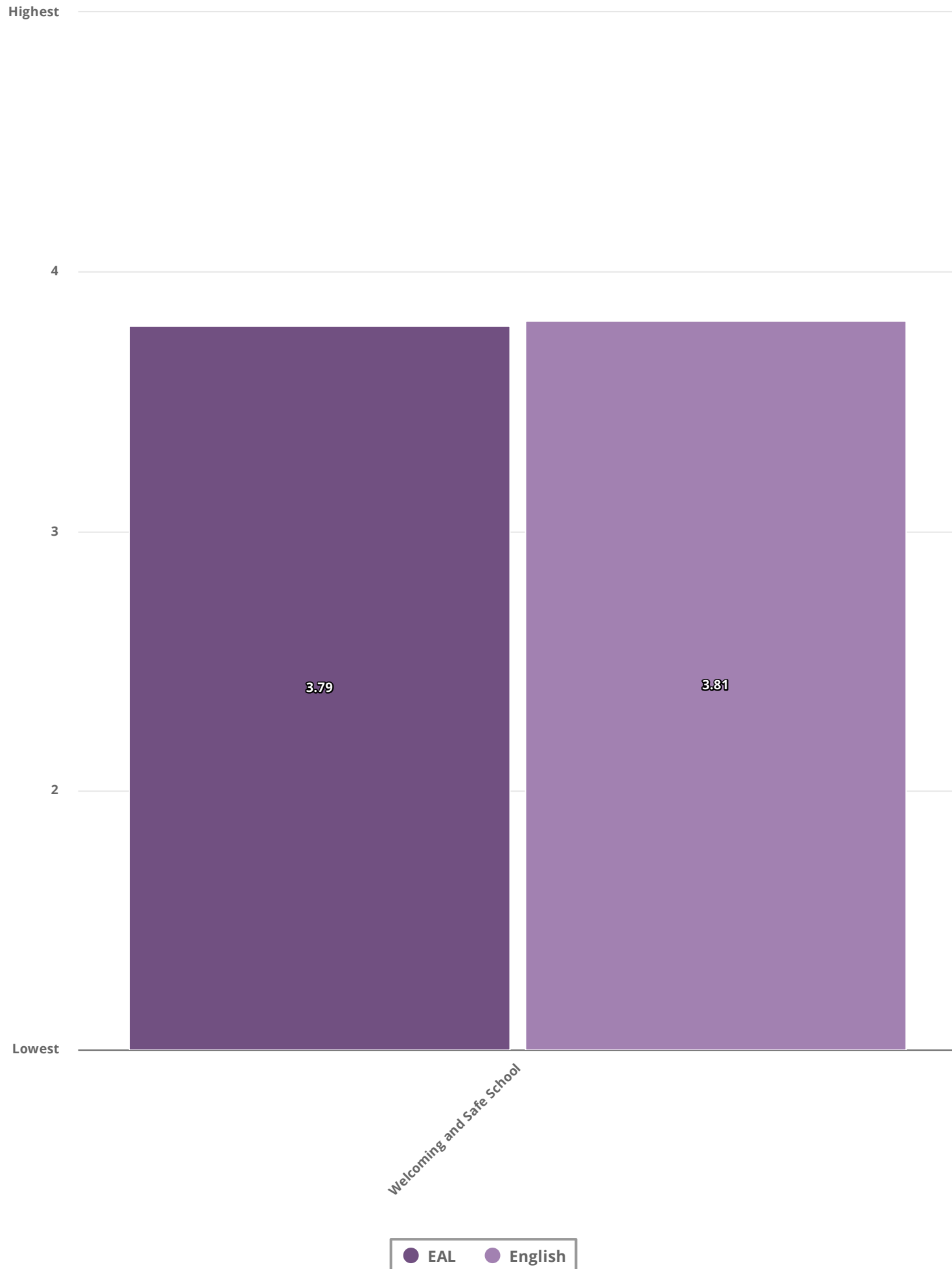
# LLL Component 4: Community Engagement by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



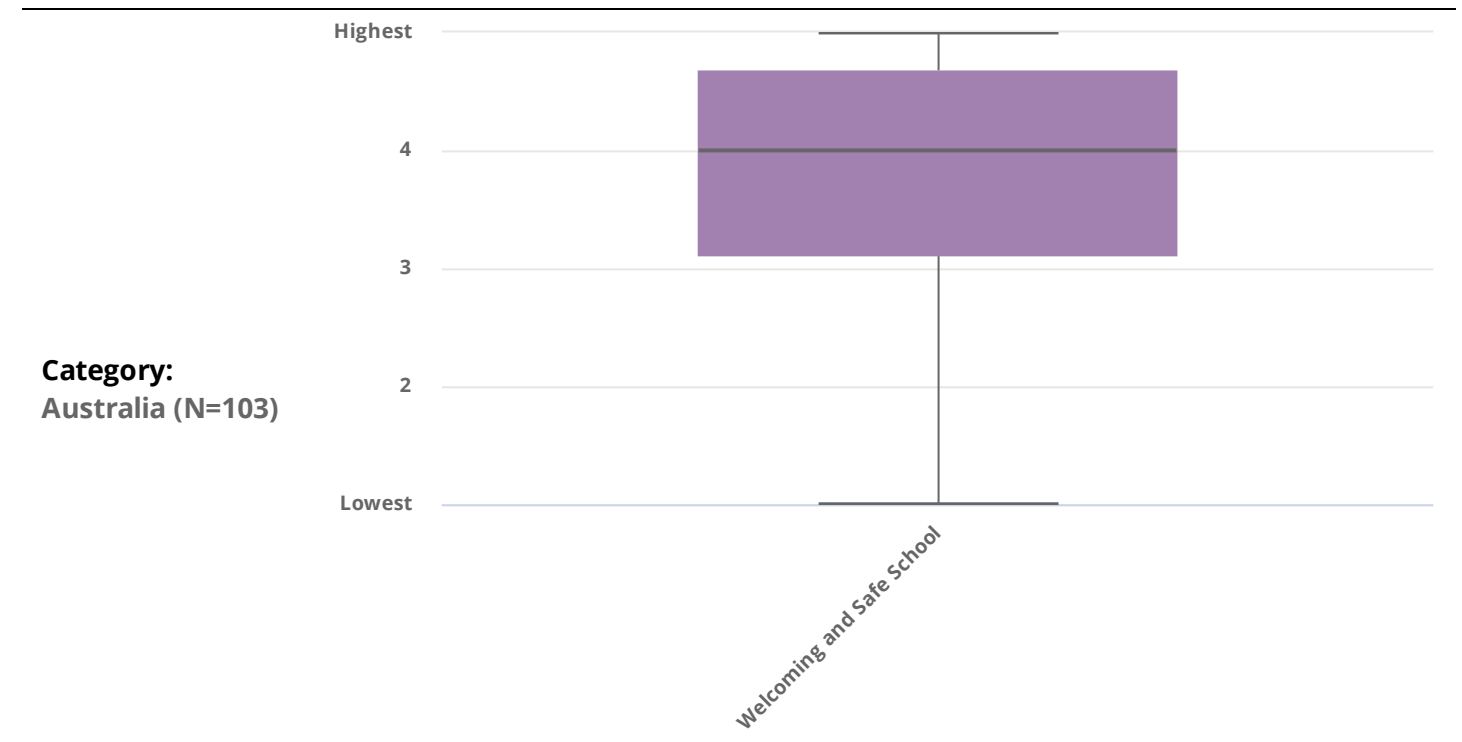
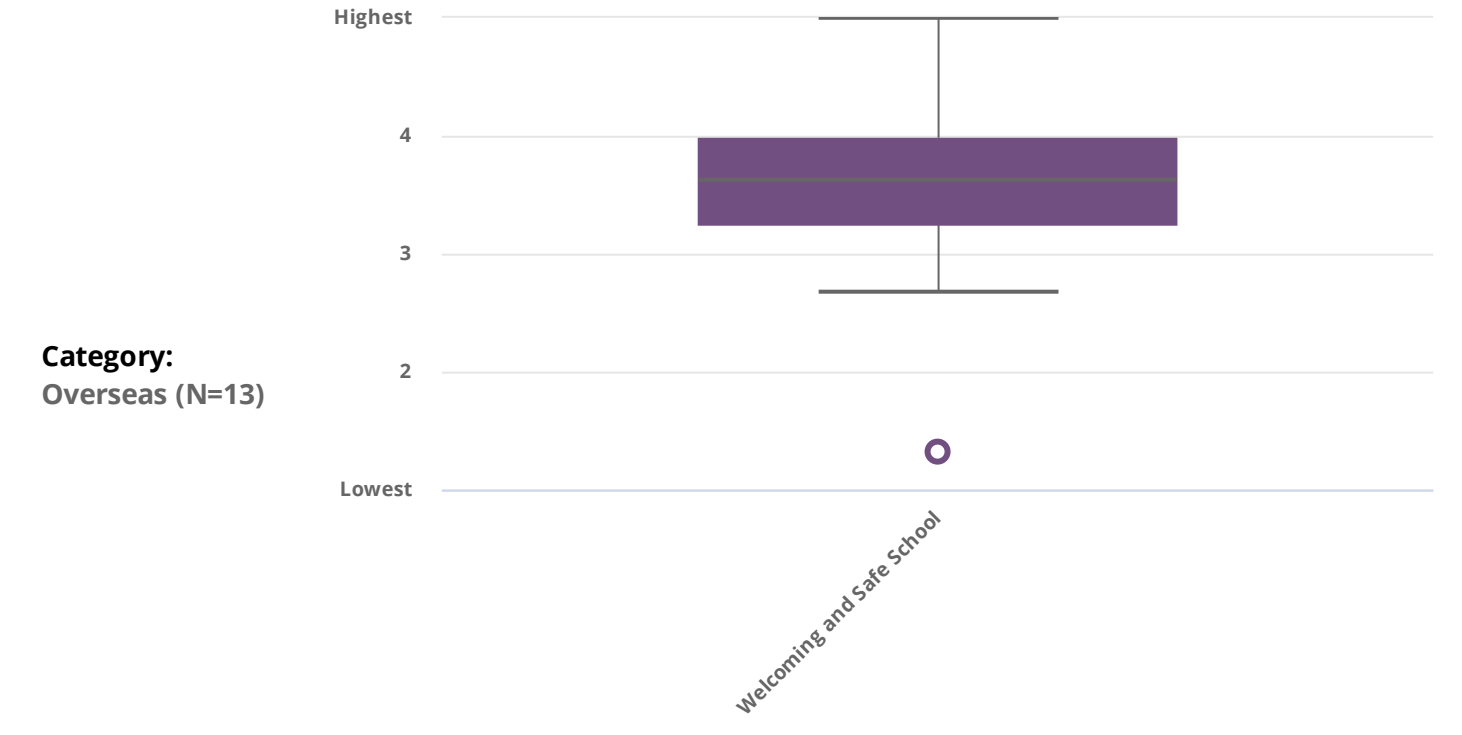
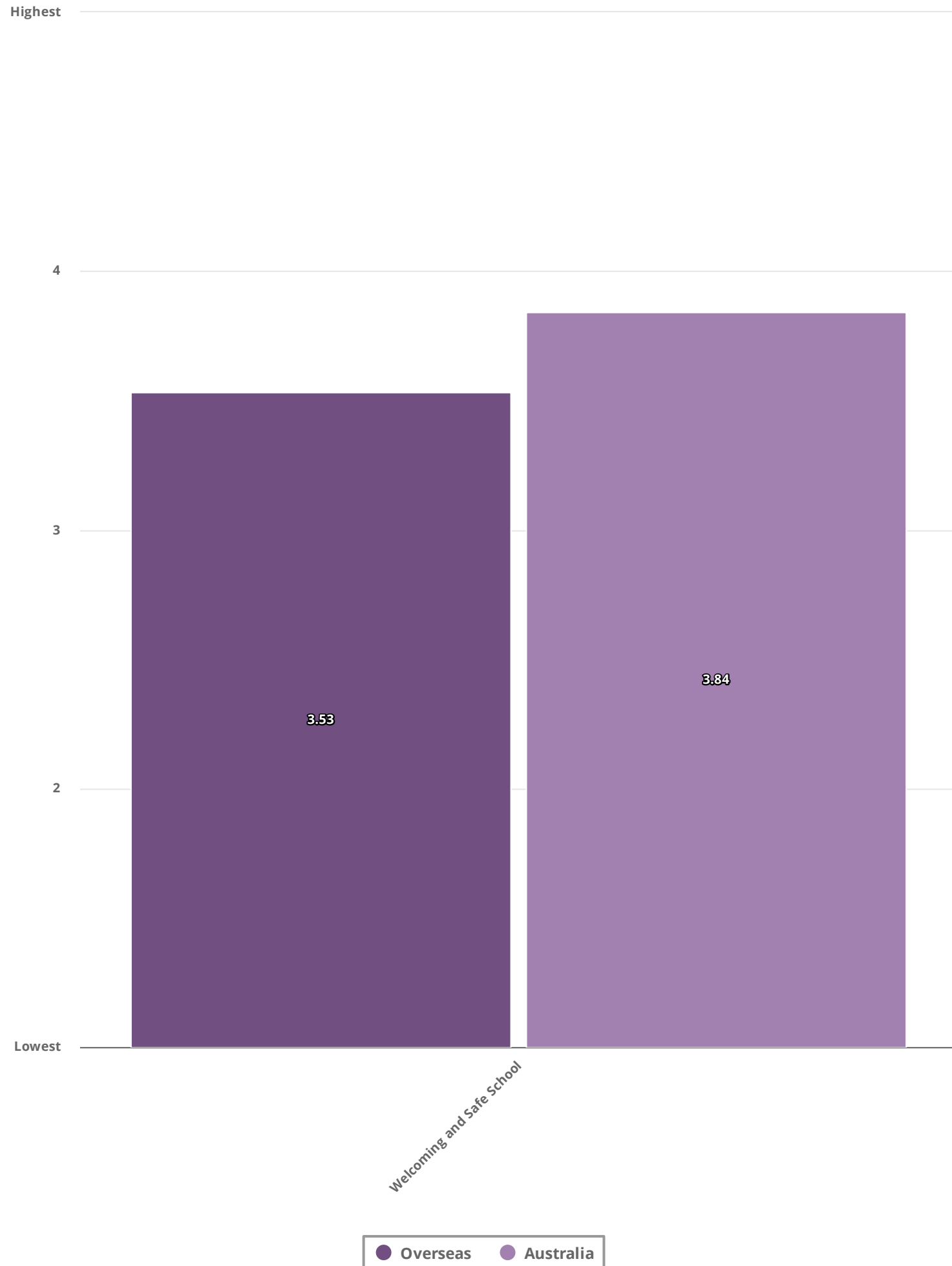
# LLL Component 4: Community Engagement by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



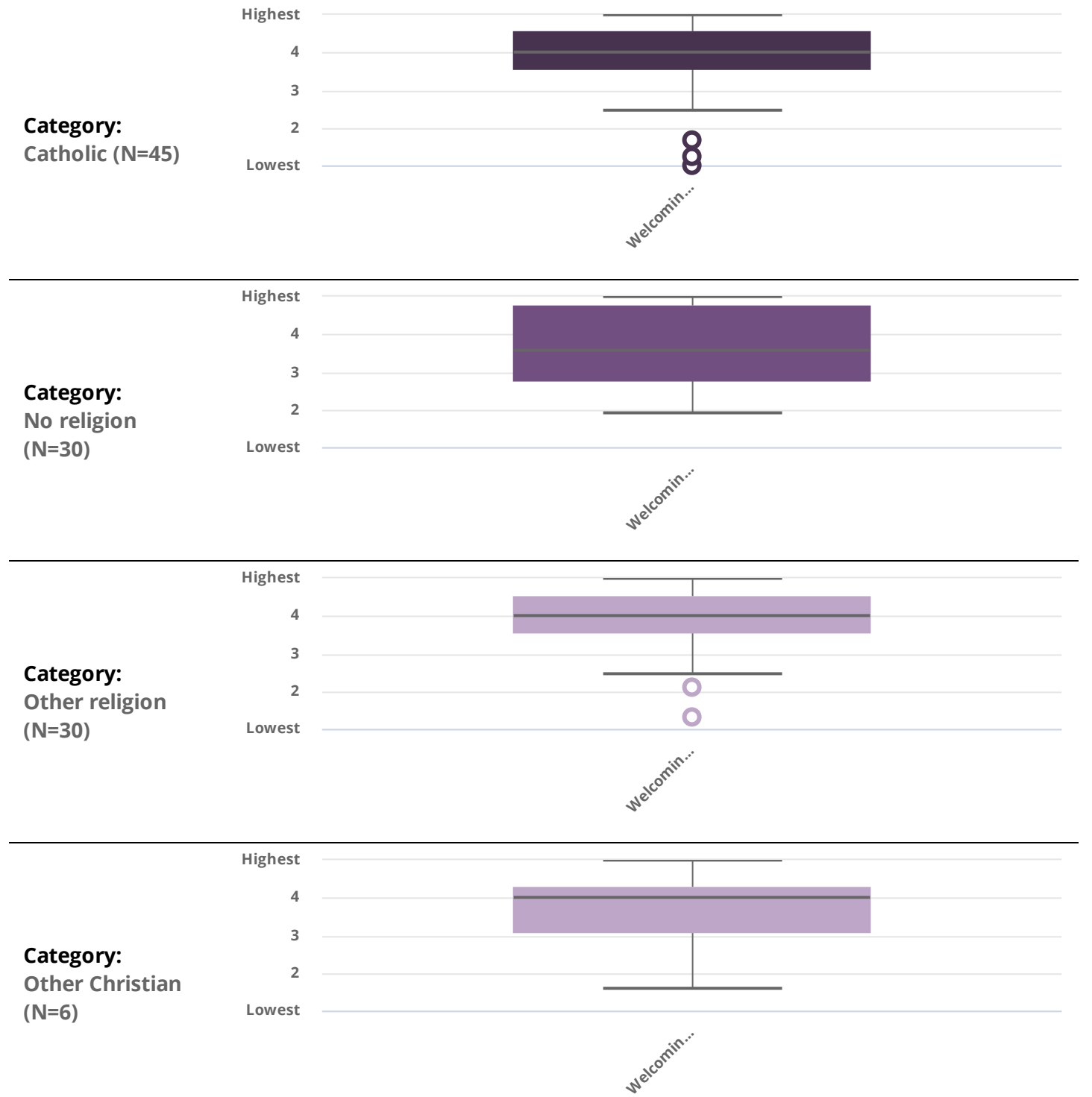
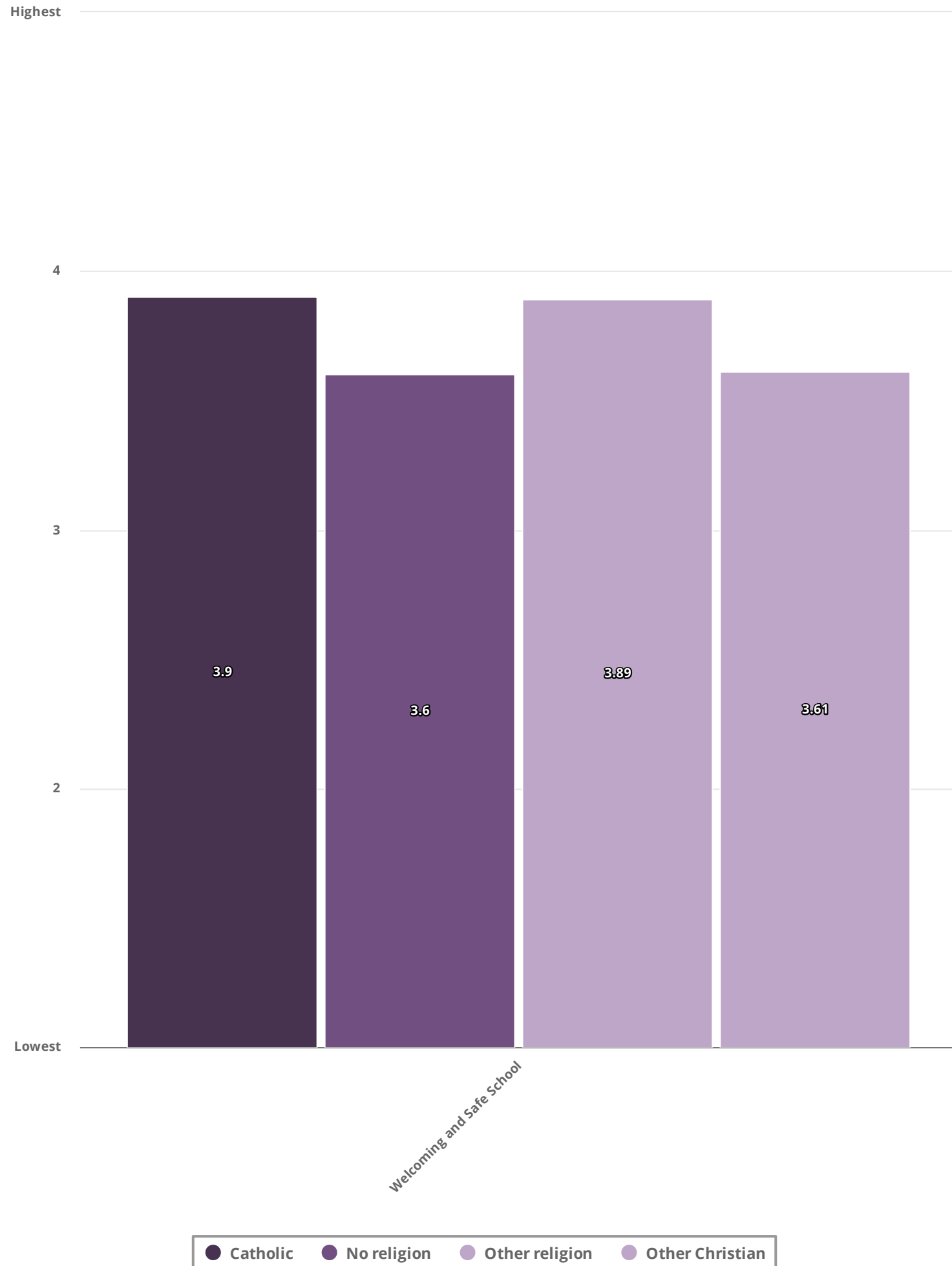
# LLL Component 4: Community Engagement by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 4: Community Engagement by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

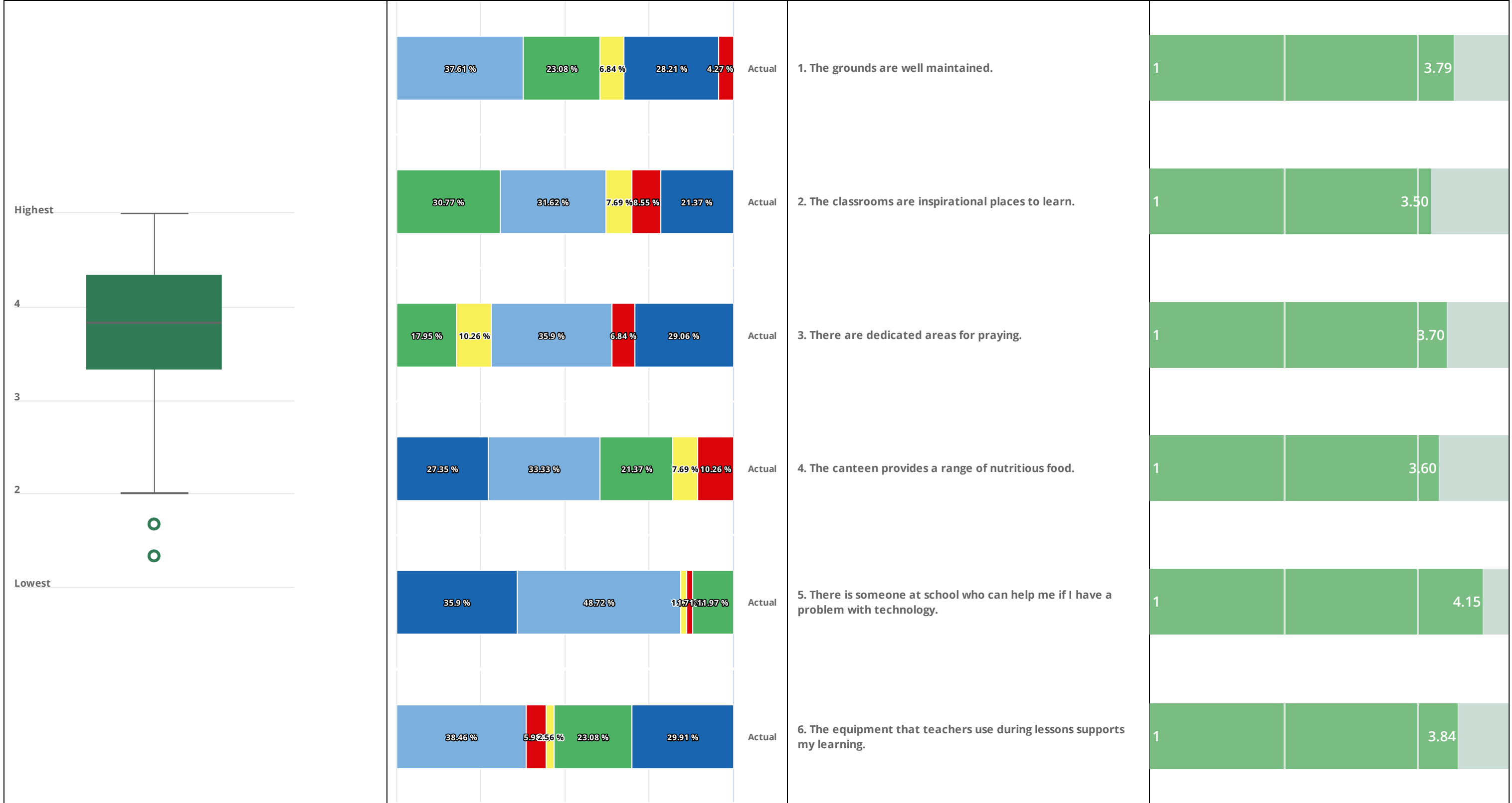


# Student Perceptions (Infrastructure)

## BSC Quadrant: RESOURCING

Construct: Infrastructure

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

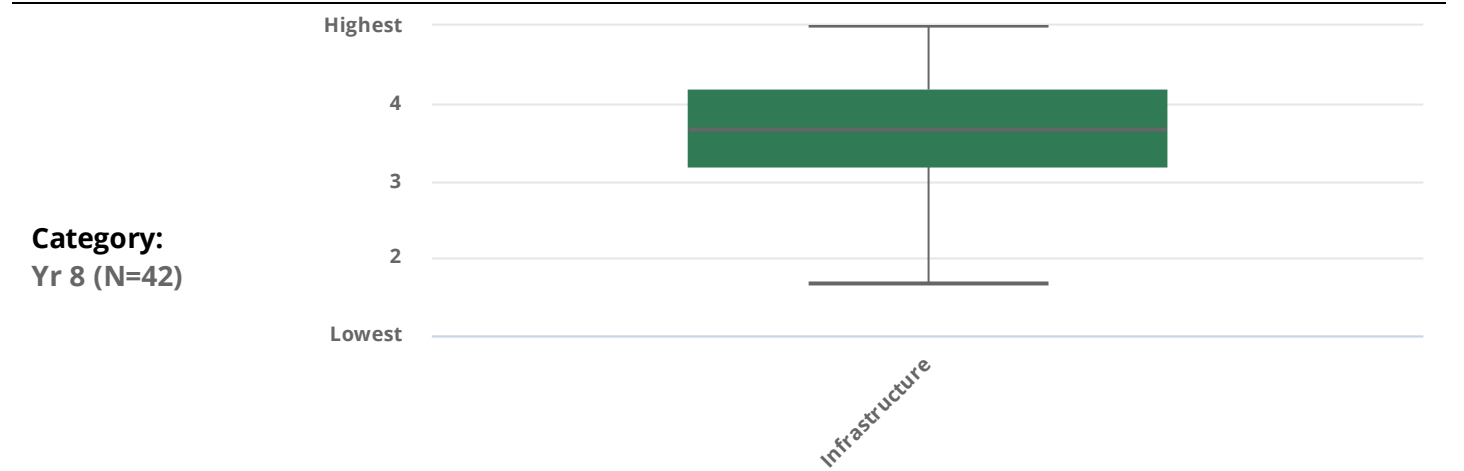
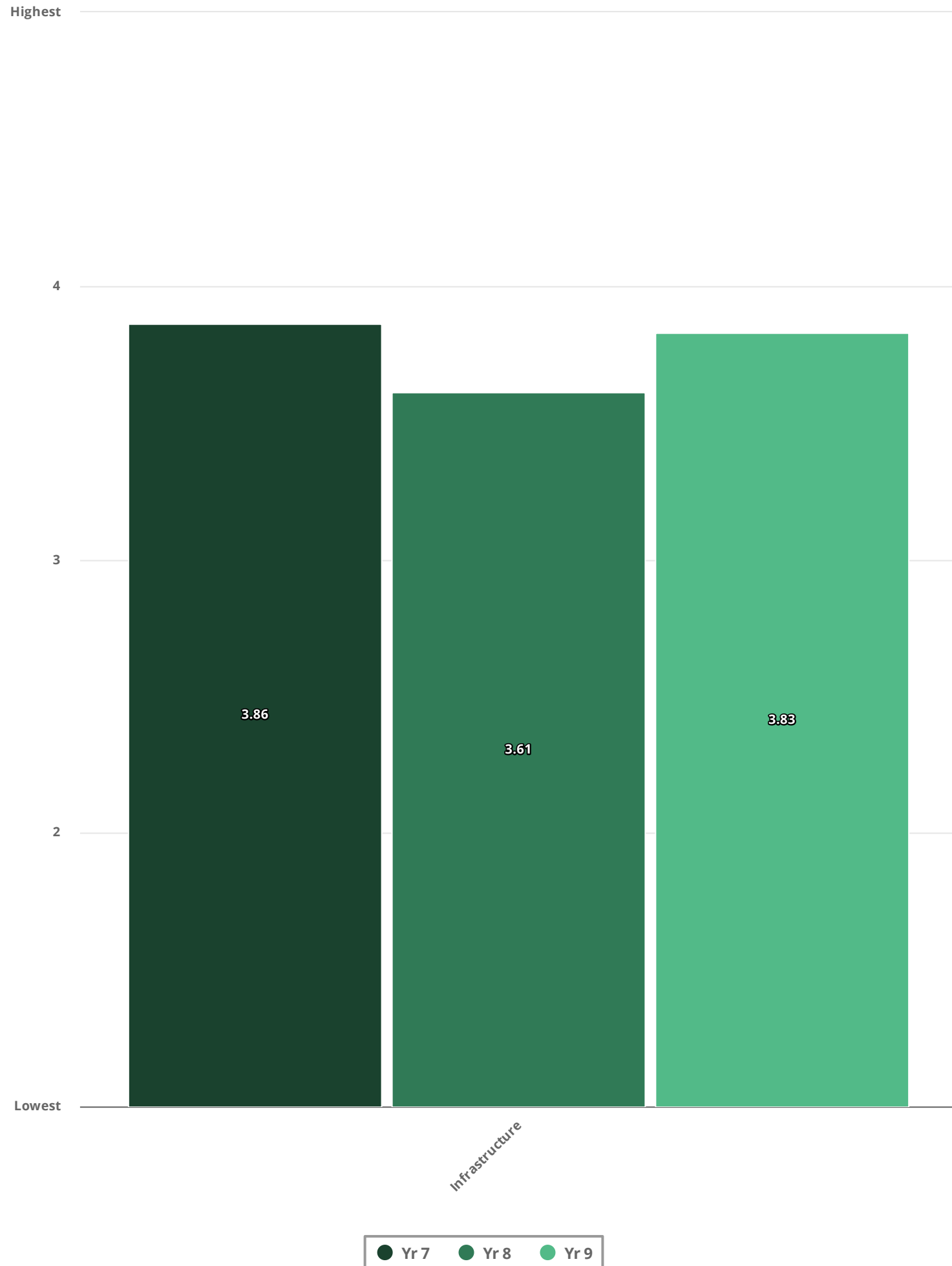


● Highest ● Medium-High ● Medium-Low ● Lowest



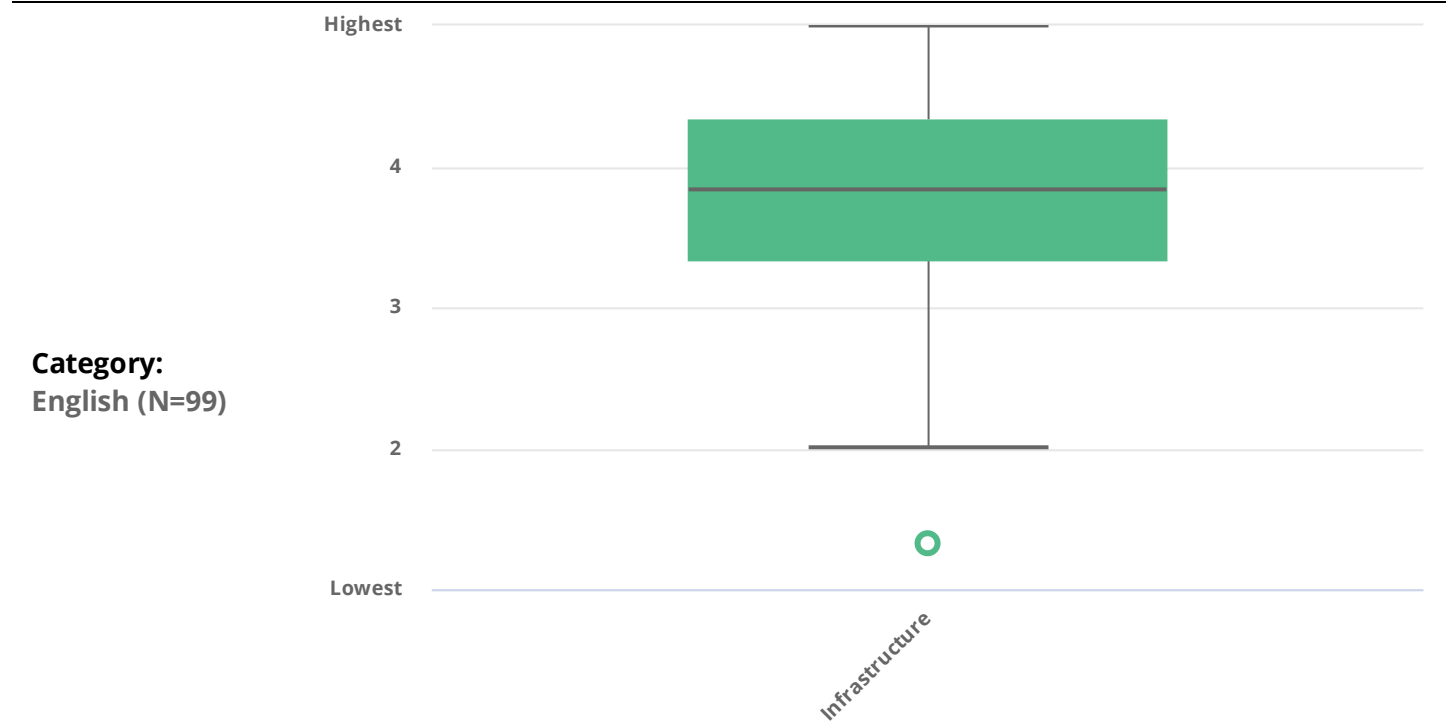
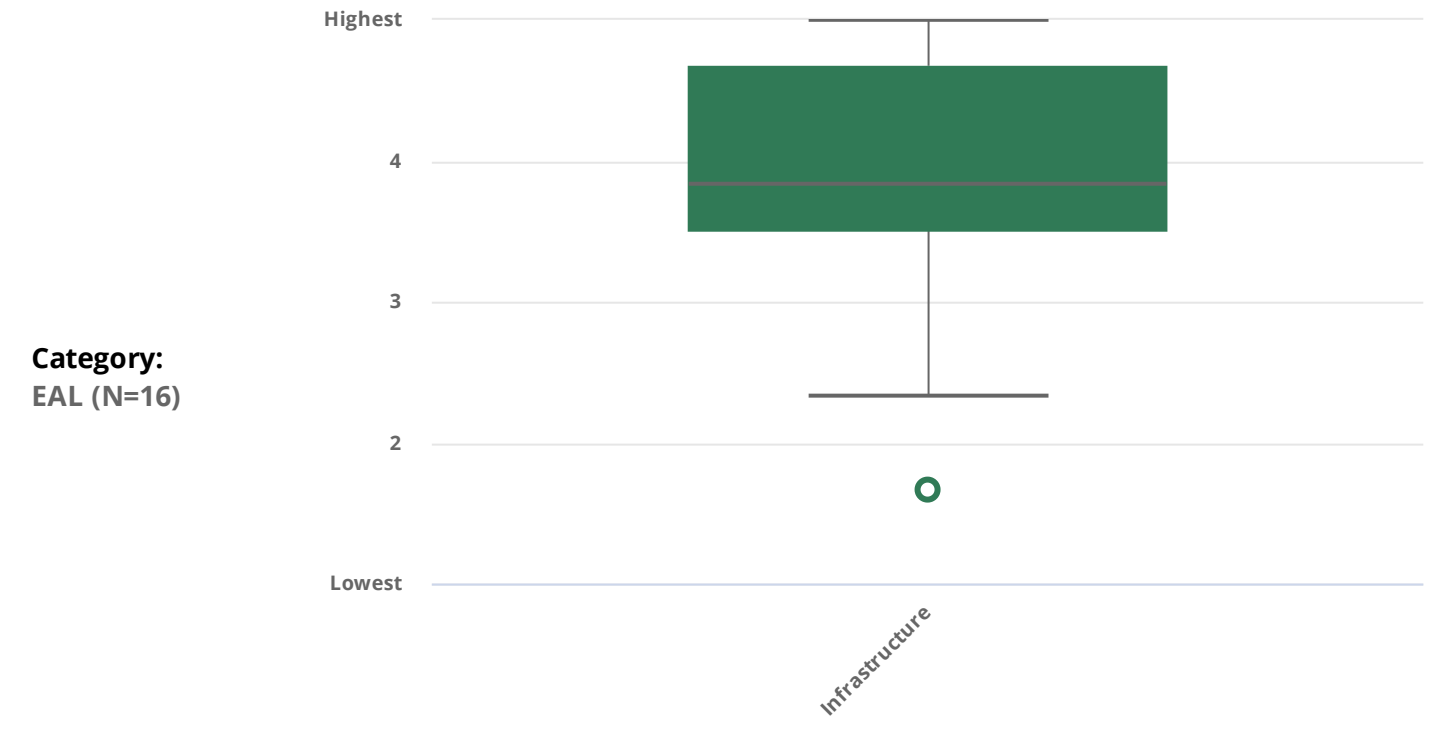
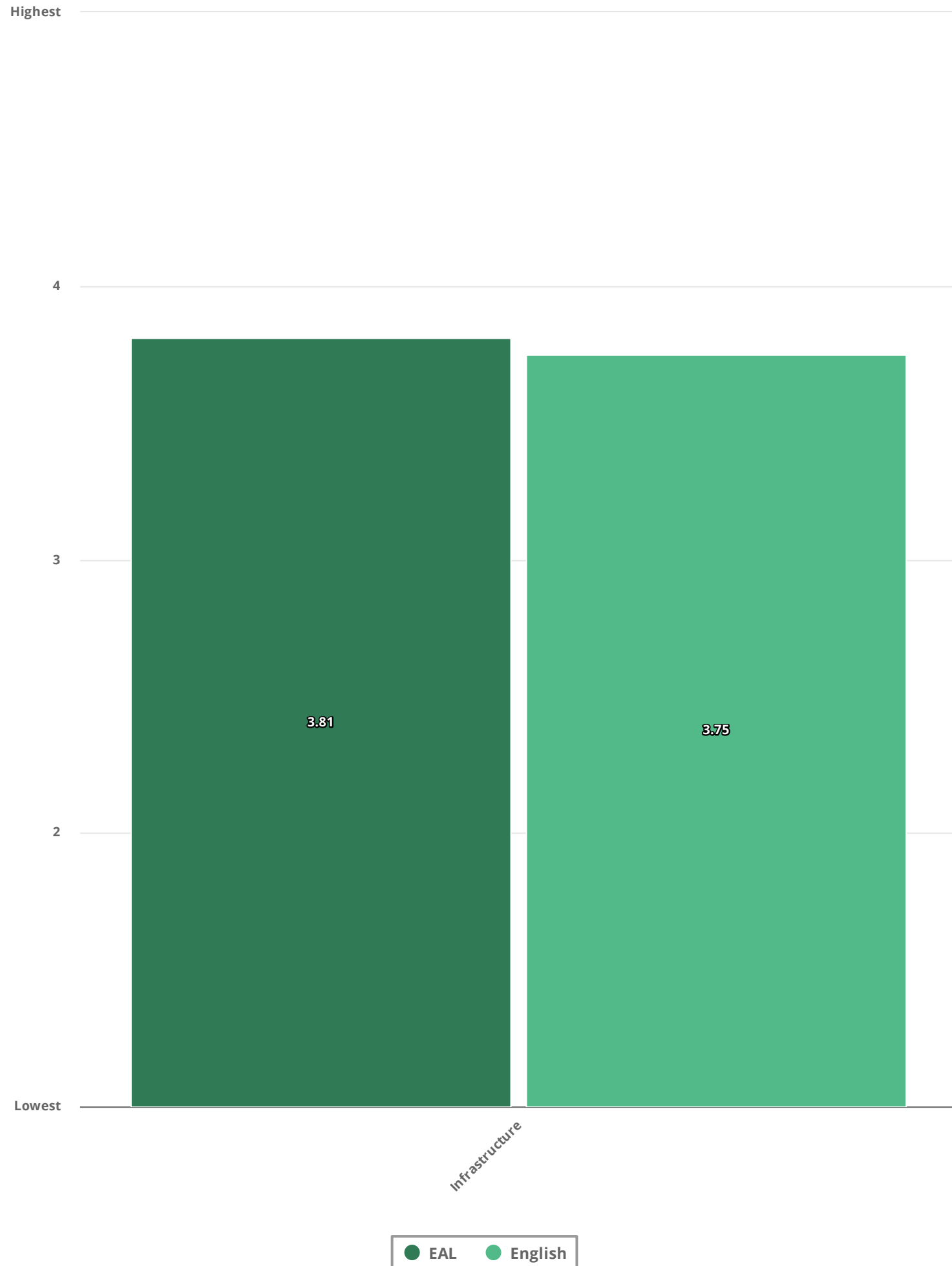
# Additional Construct: Infrastructure by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



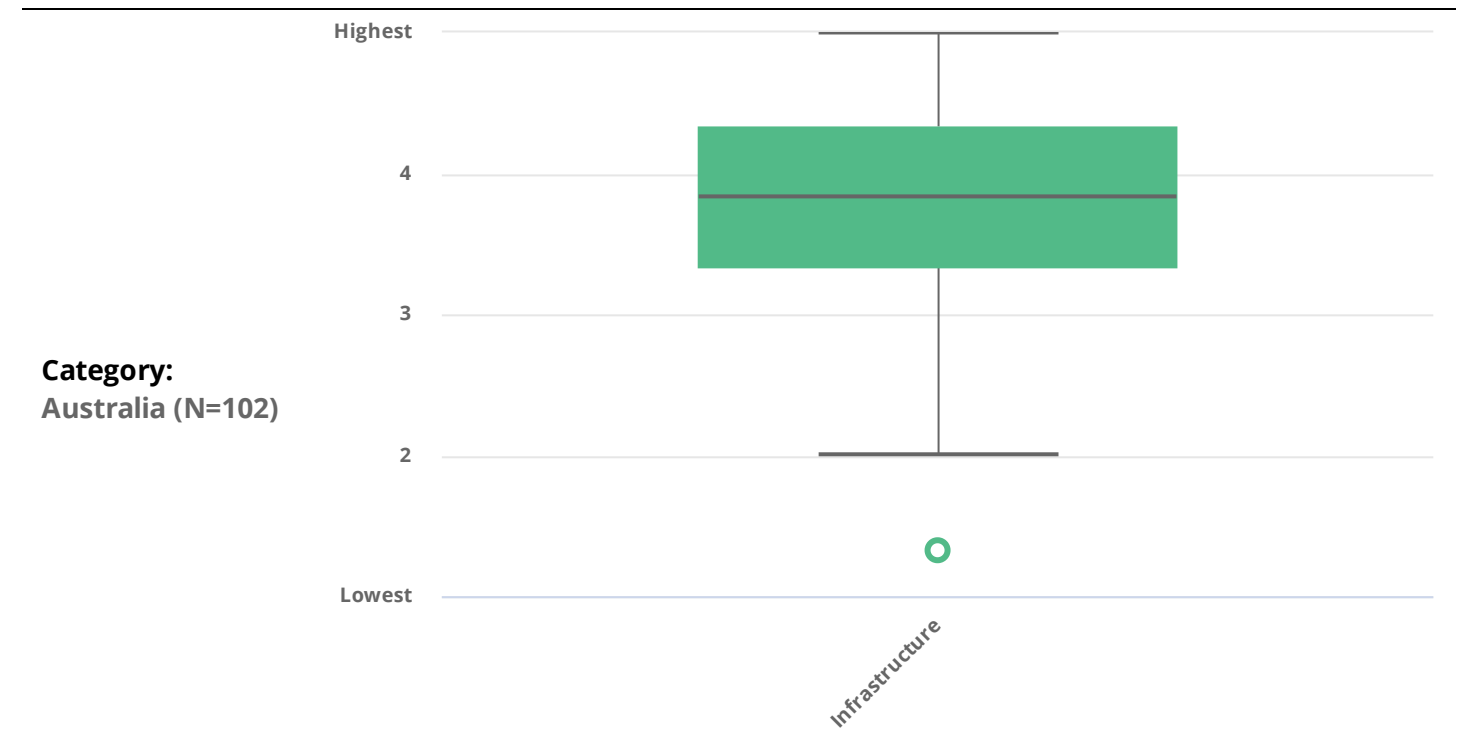
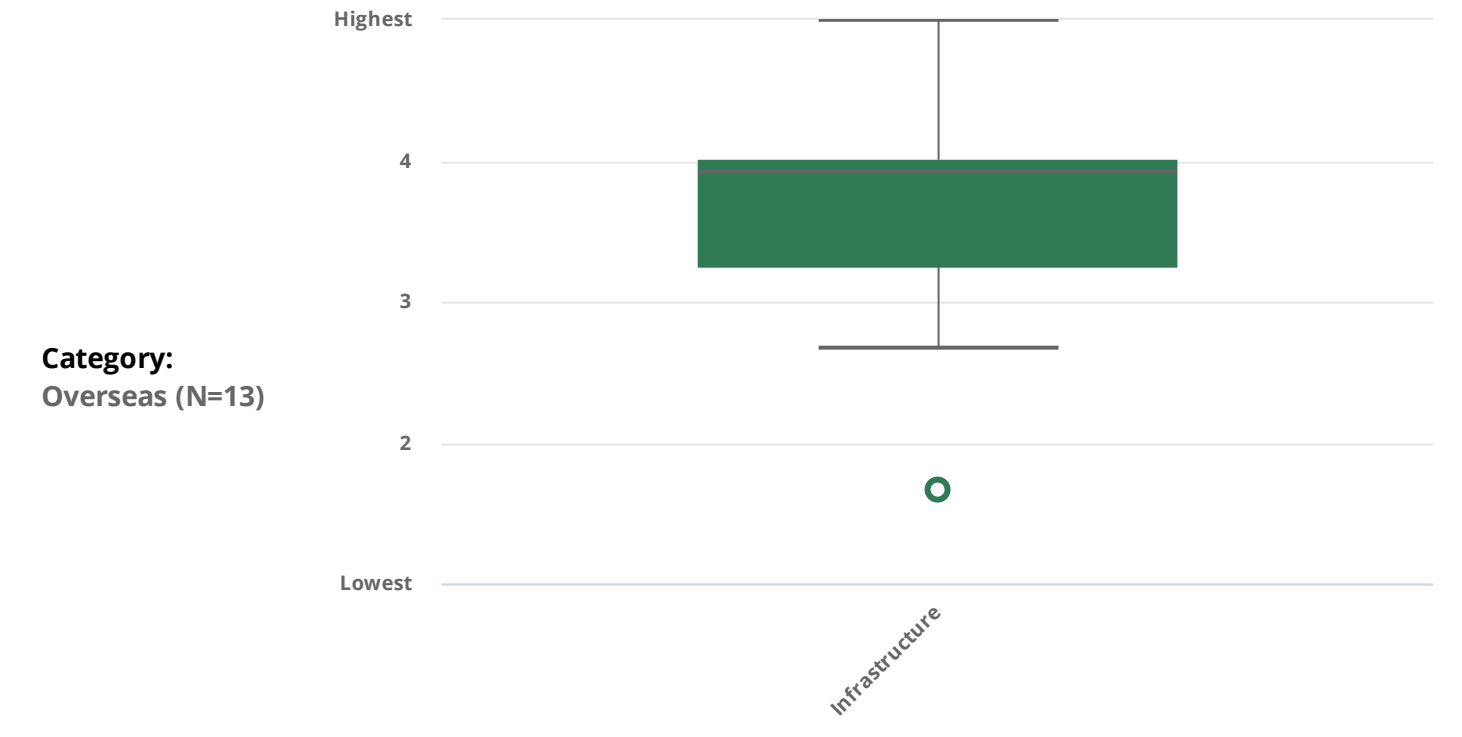
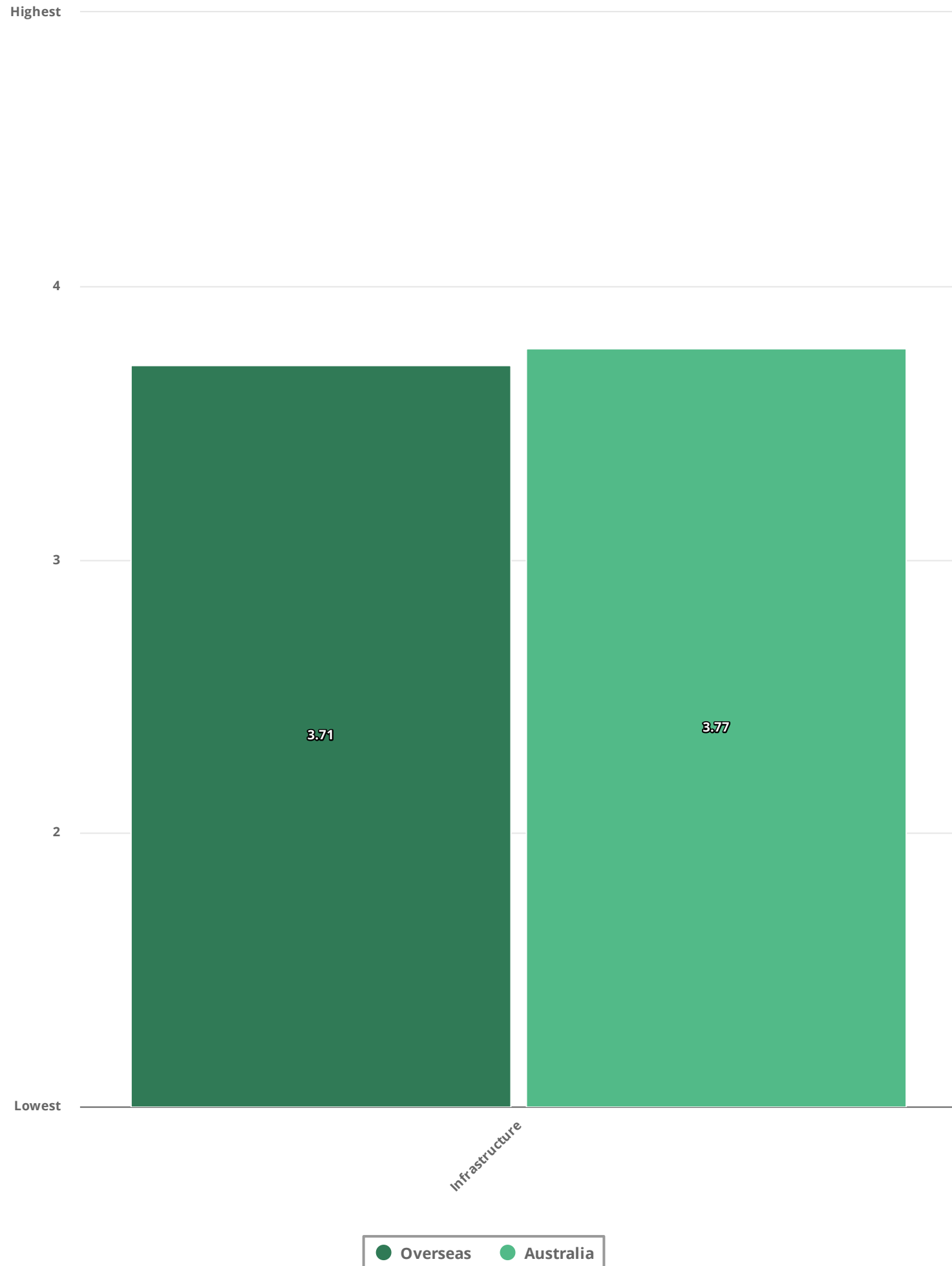
# Additional Construct: Infrastructure by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



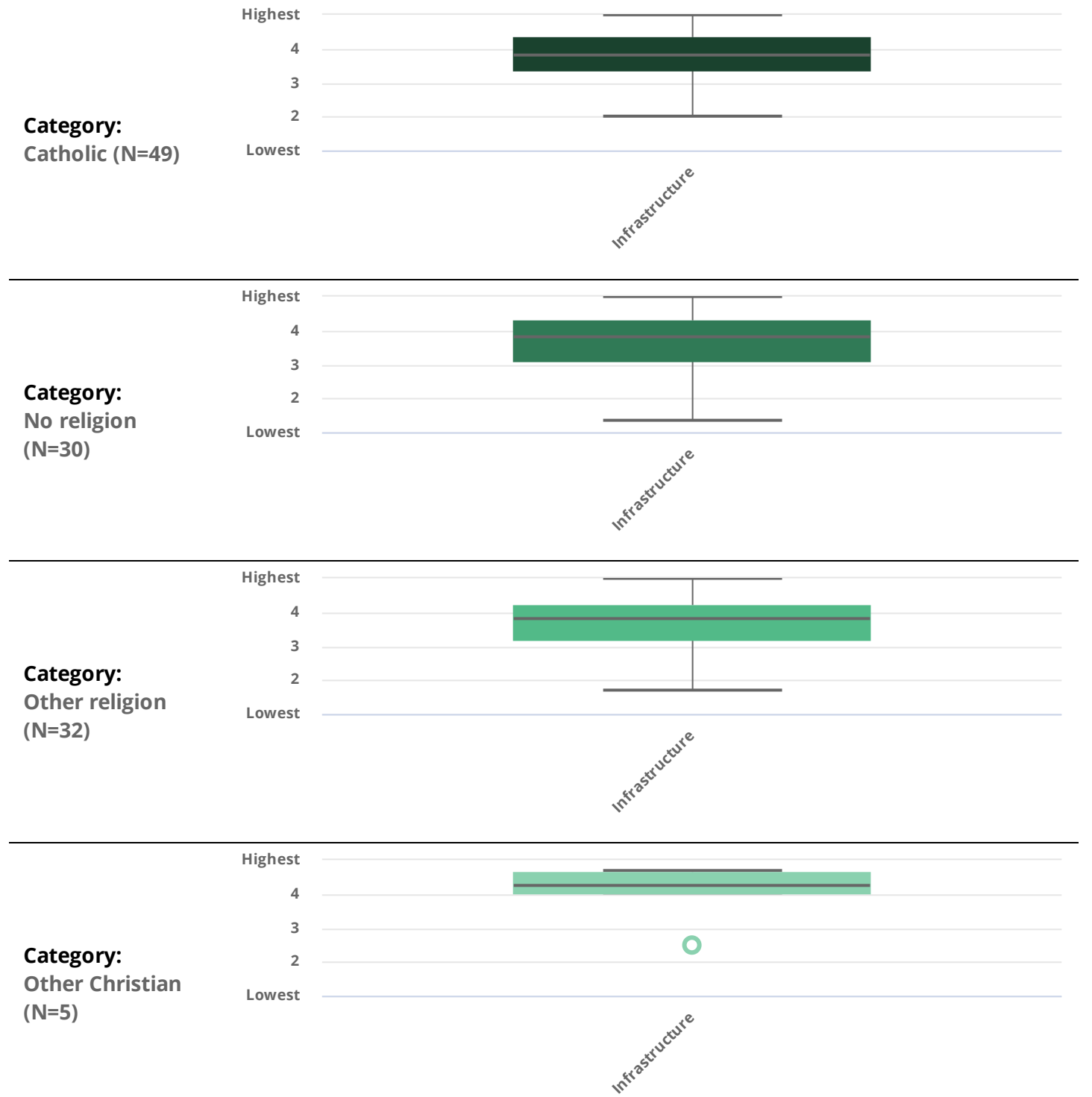
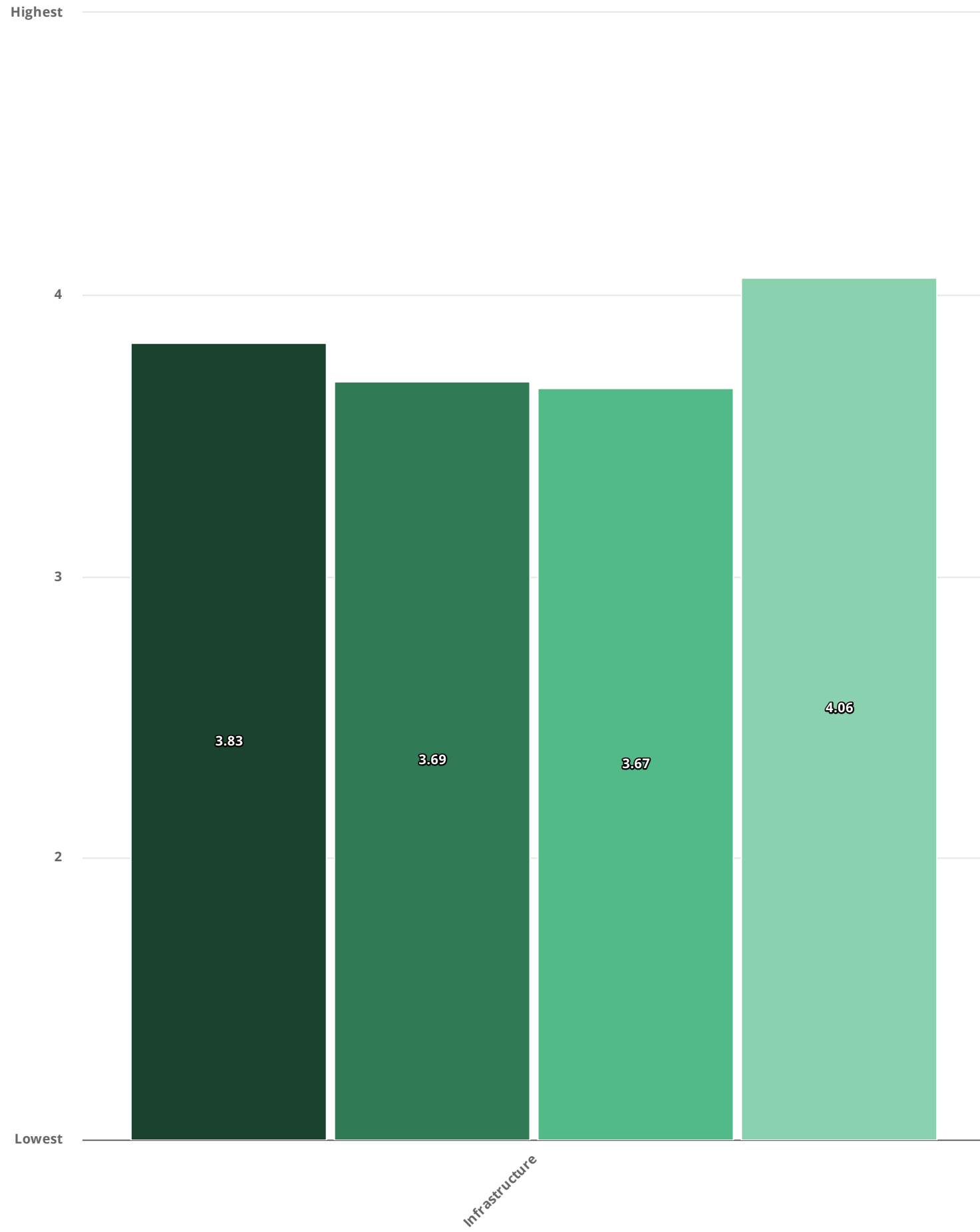
# Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Student Survey - Years 10, 11 & 12: Blackfriars Priory School, Prospect SA 5082

107 participants

5 participants were found to be disengaged and were not included in these results.



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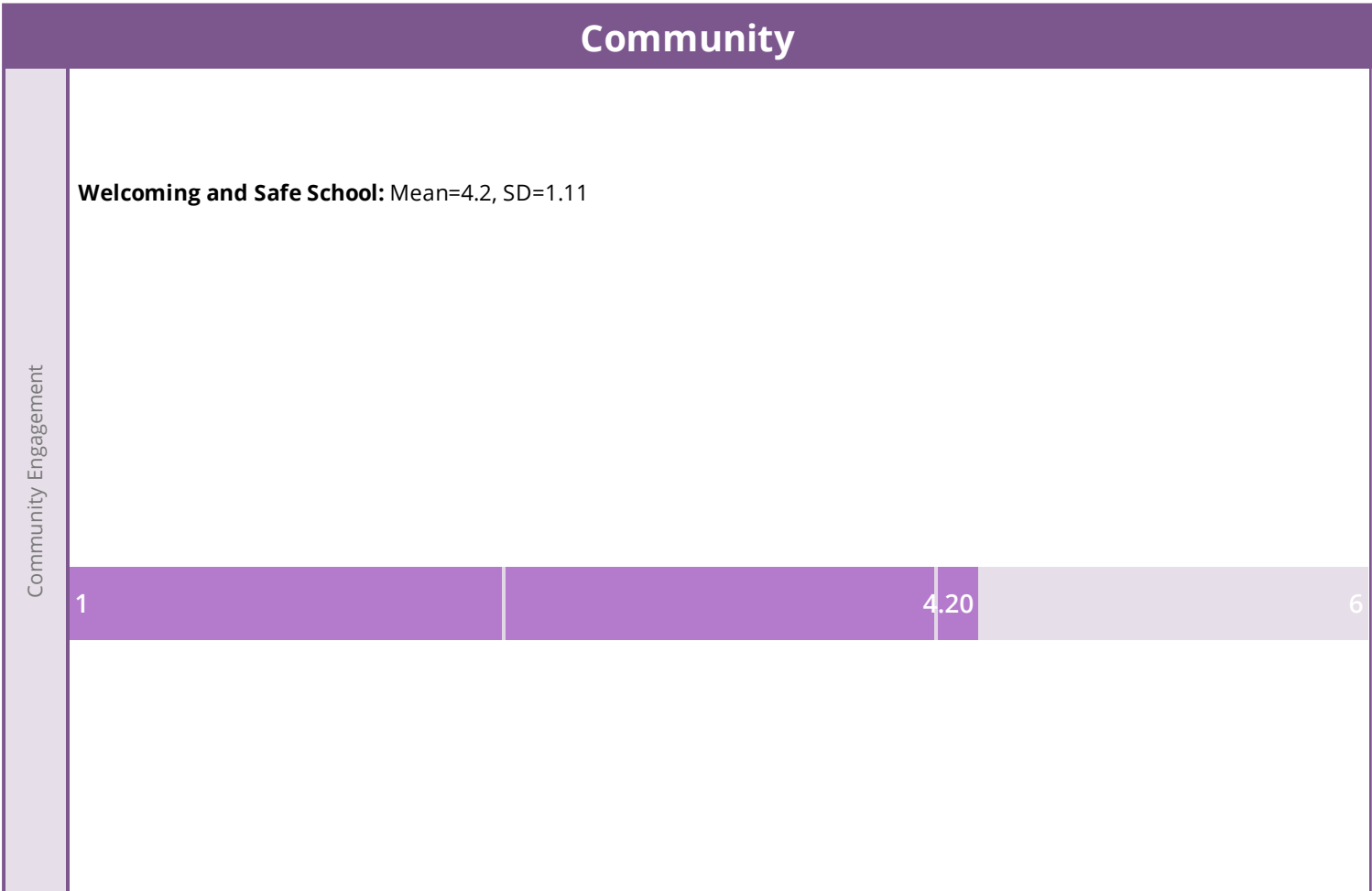
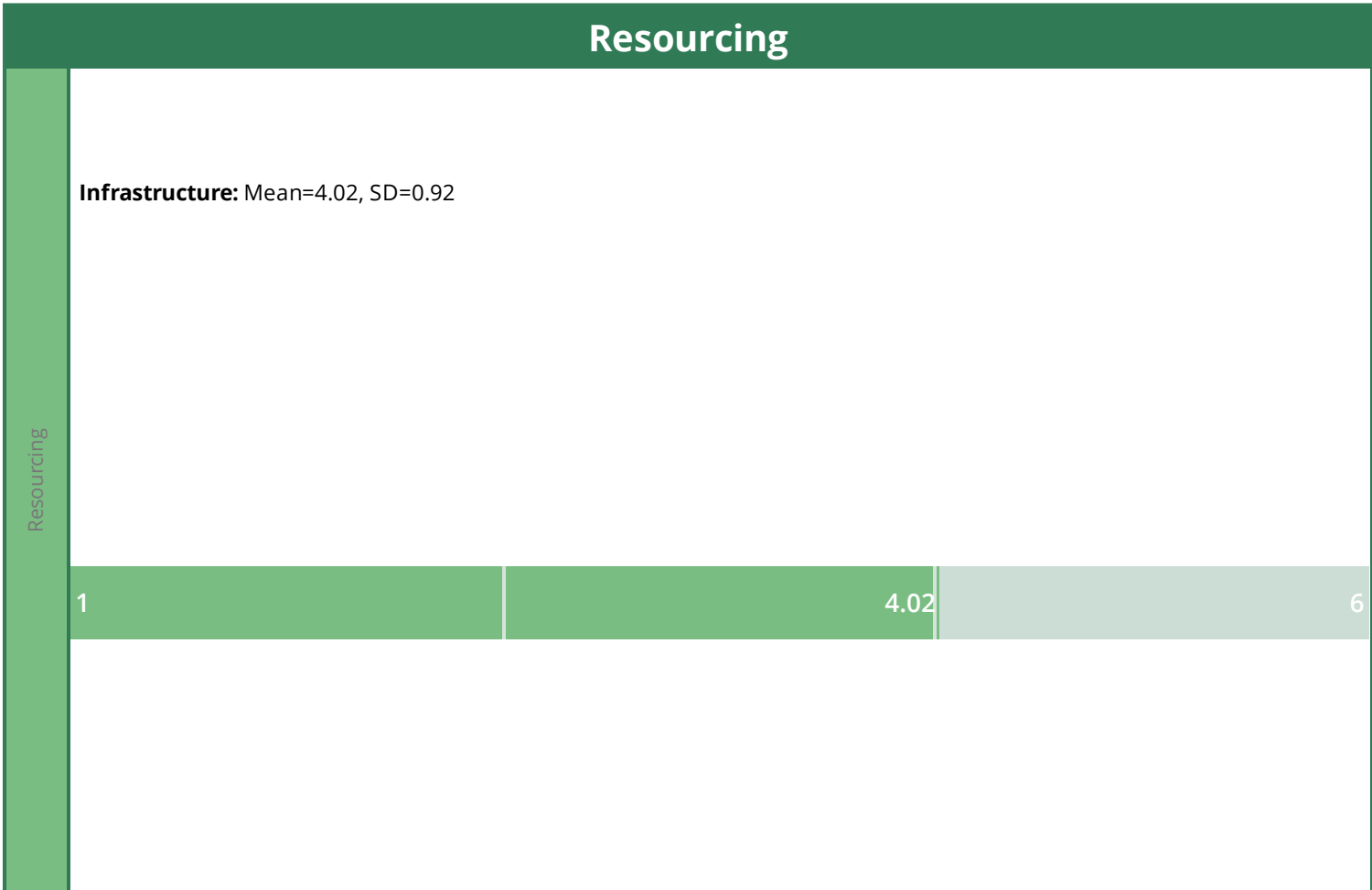
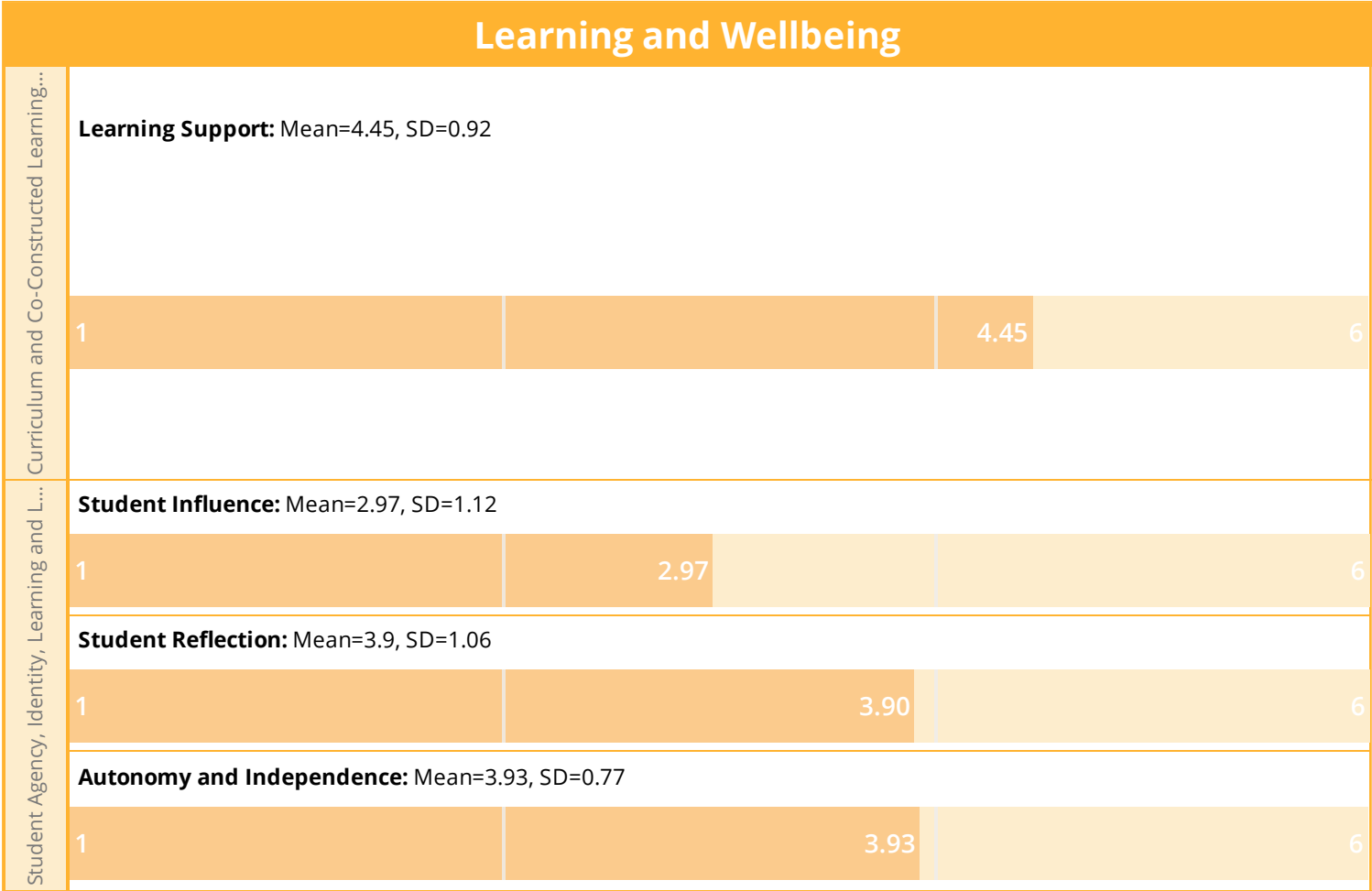
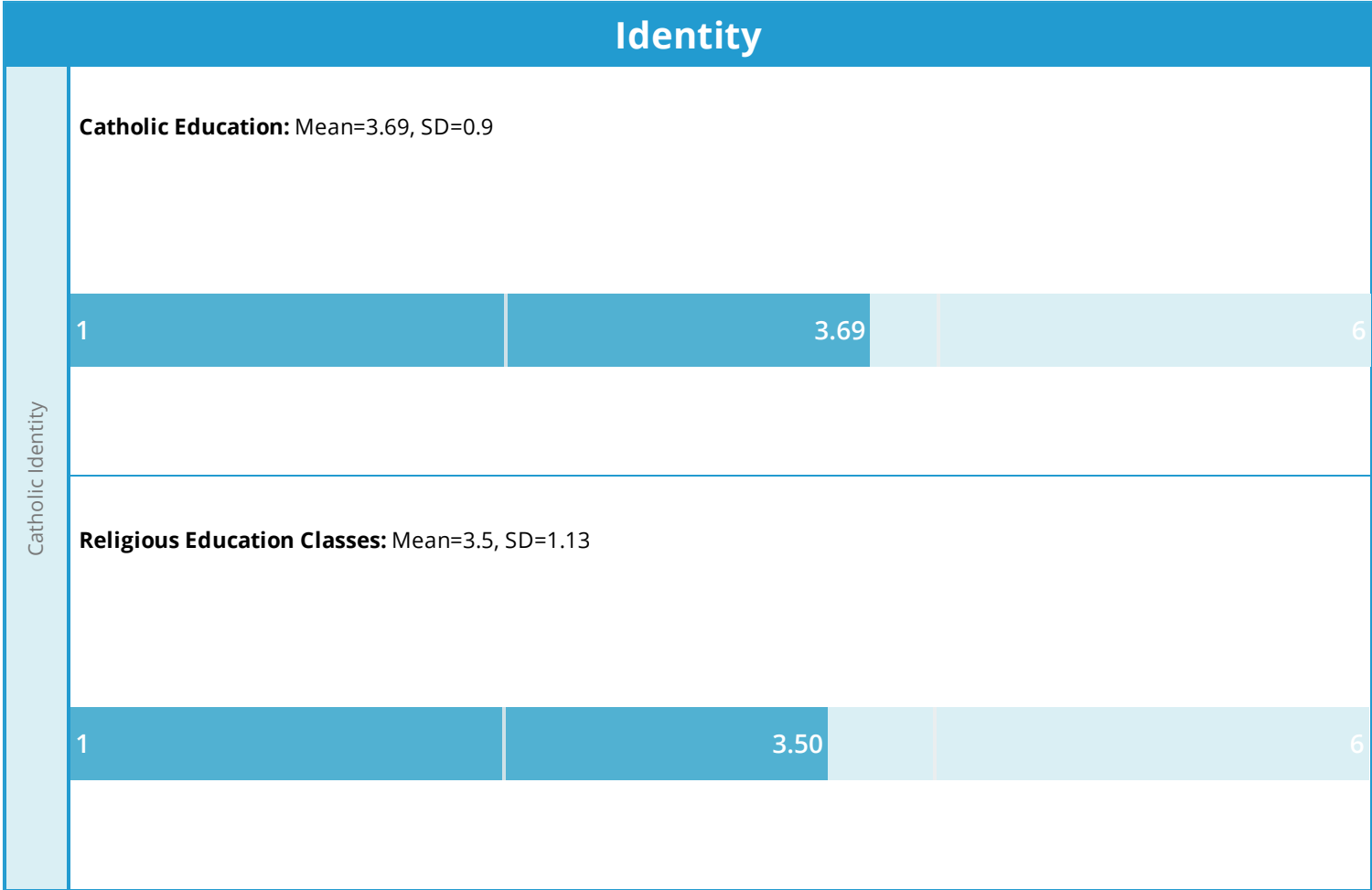
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# Balanced Score Card: Student Perceptions (LLL Framework)

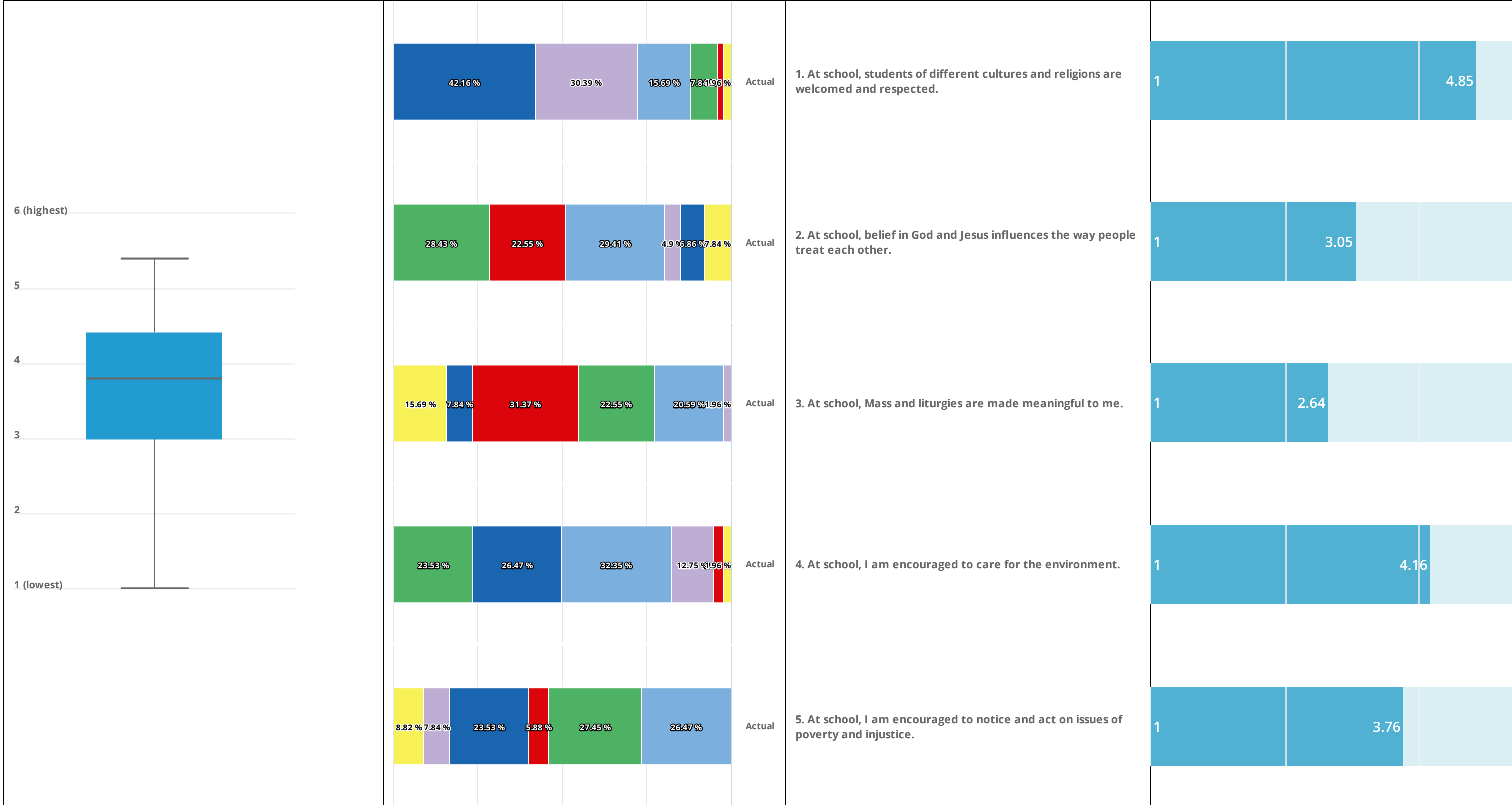


**Student Perceptions (LLL Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

Construct: Catholic Education

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



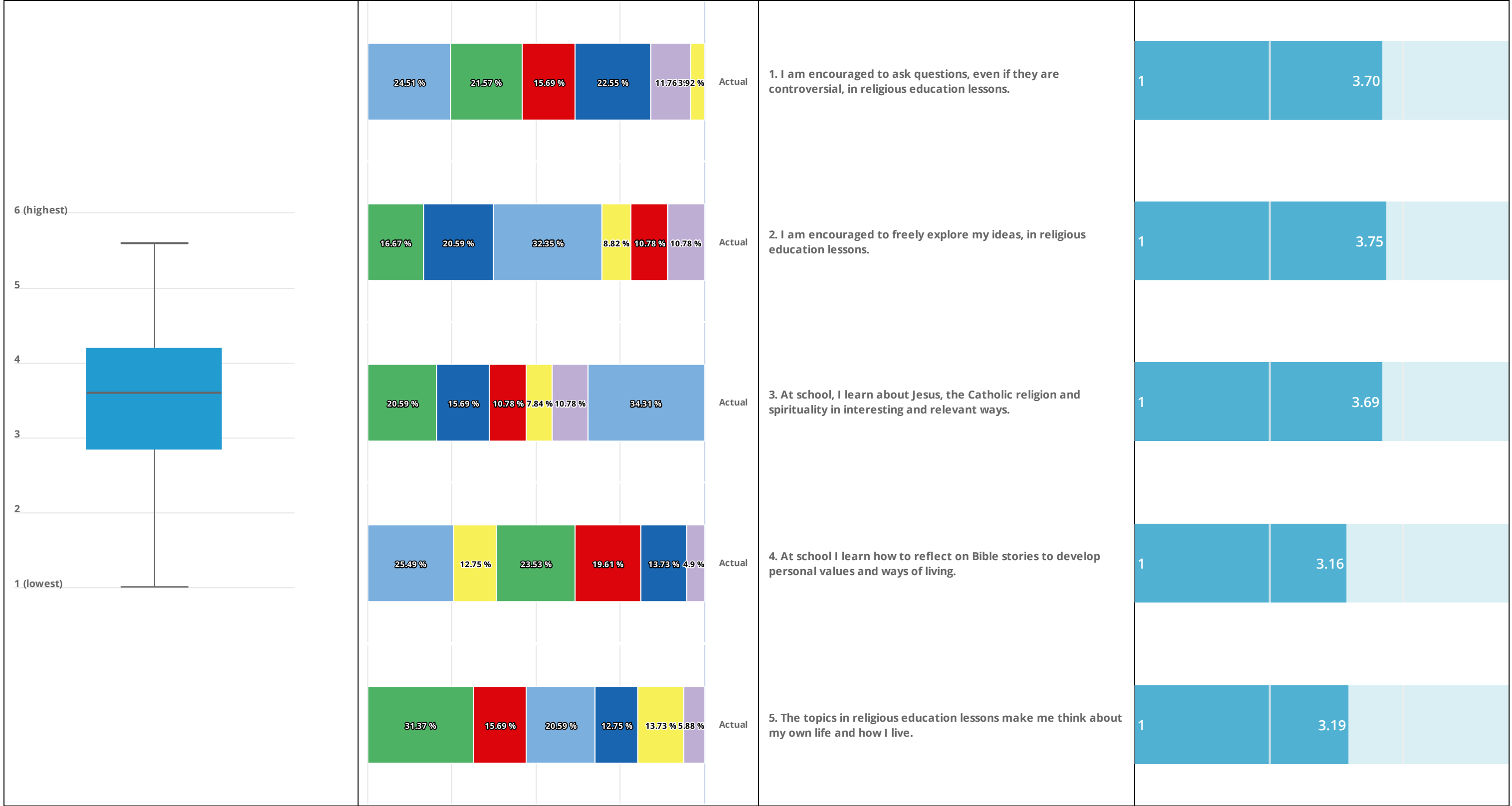
● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

**Student Perceptions (LLL Component 1: Catholic Identity)**

**BSC Quadrant: IDENTITY**

**Construct: Religious Education Classes**

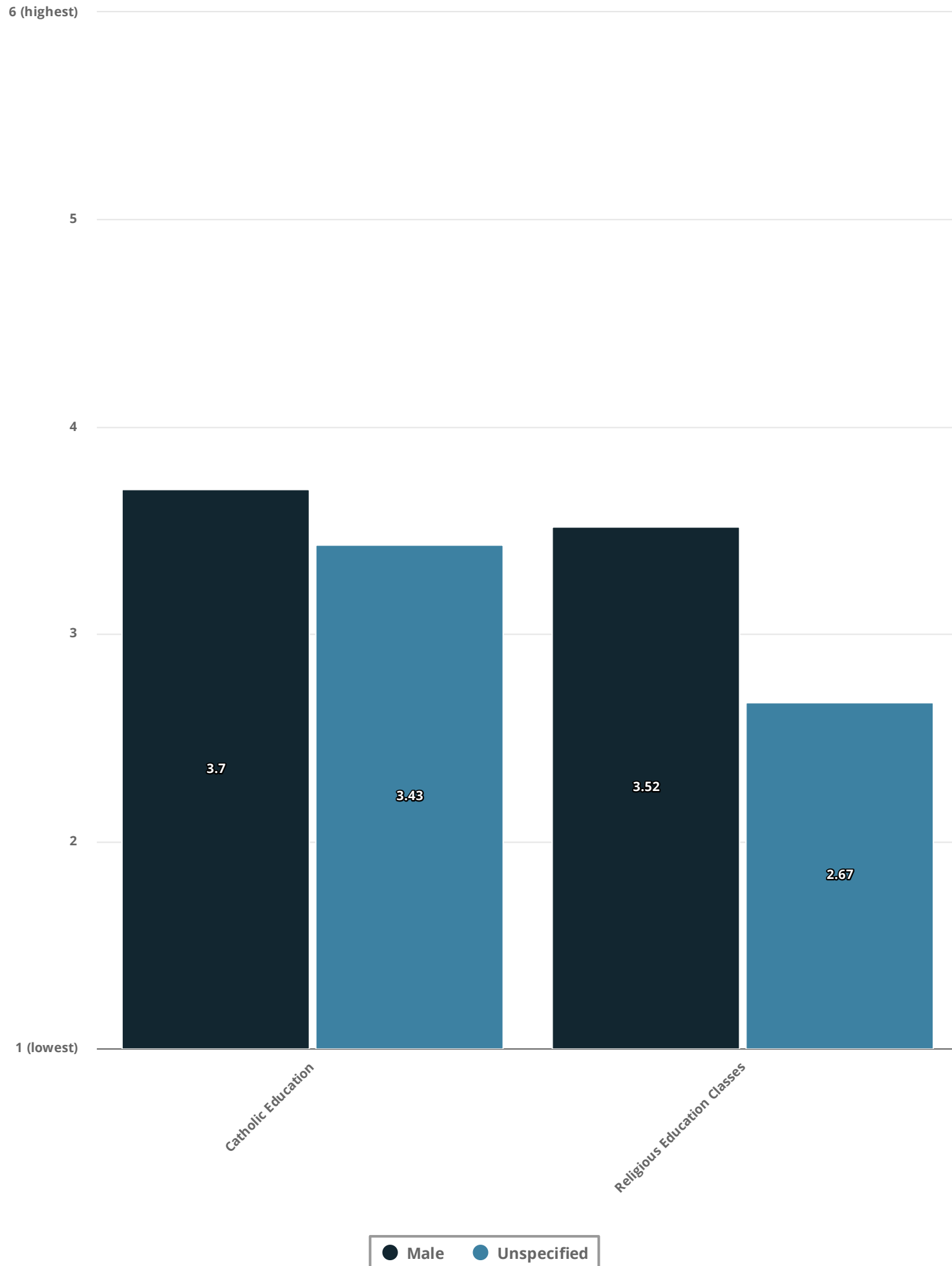
The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



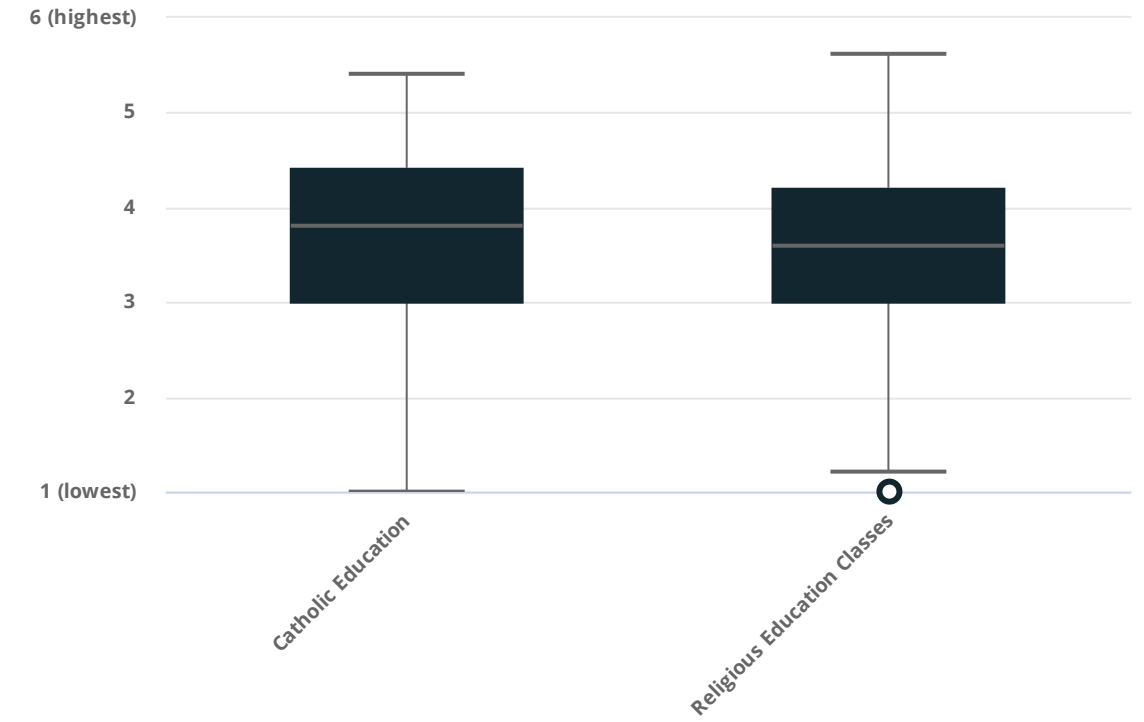


# LLL Component 1: Catholic Identity by Gender

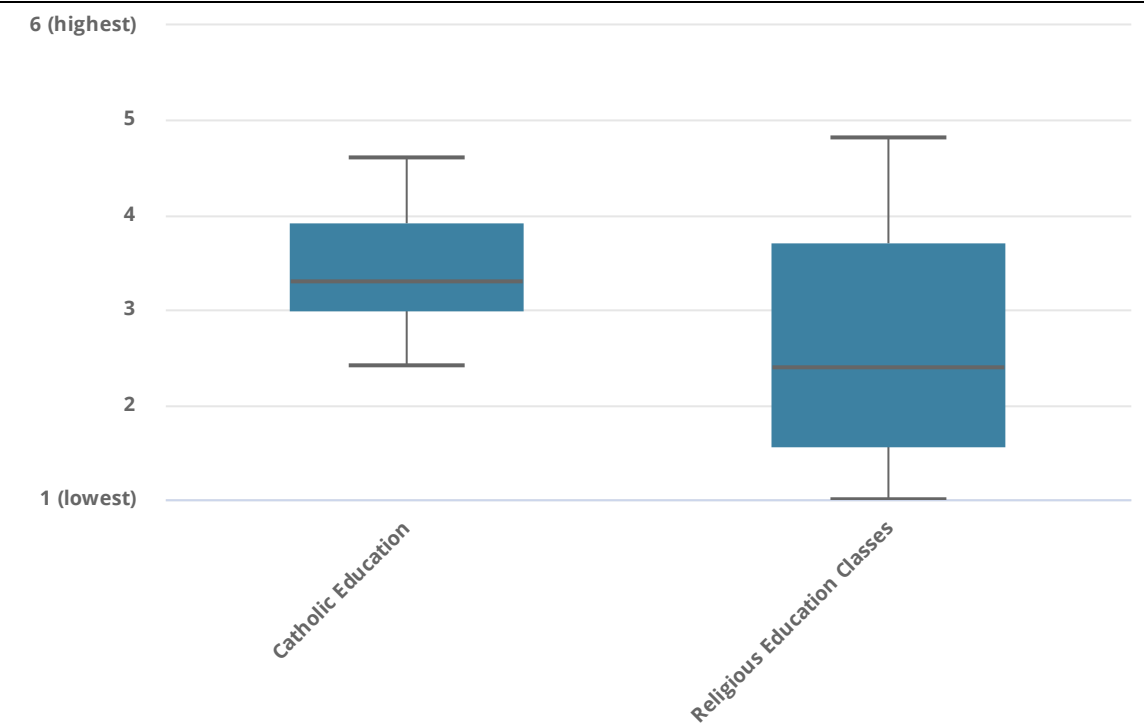
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Male (N=94)

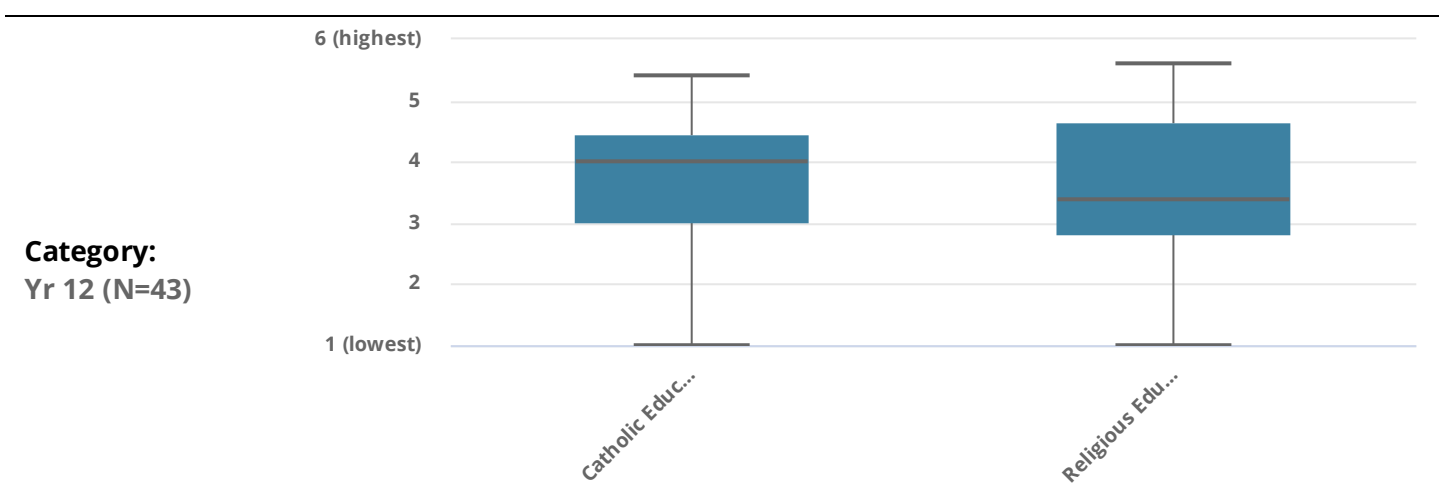
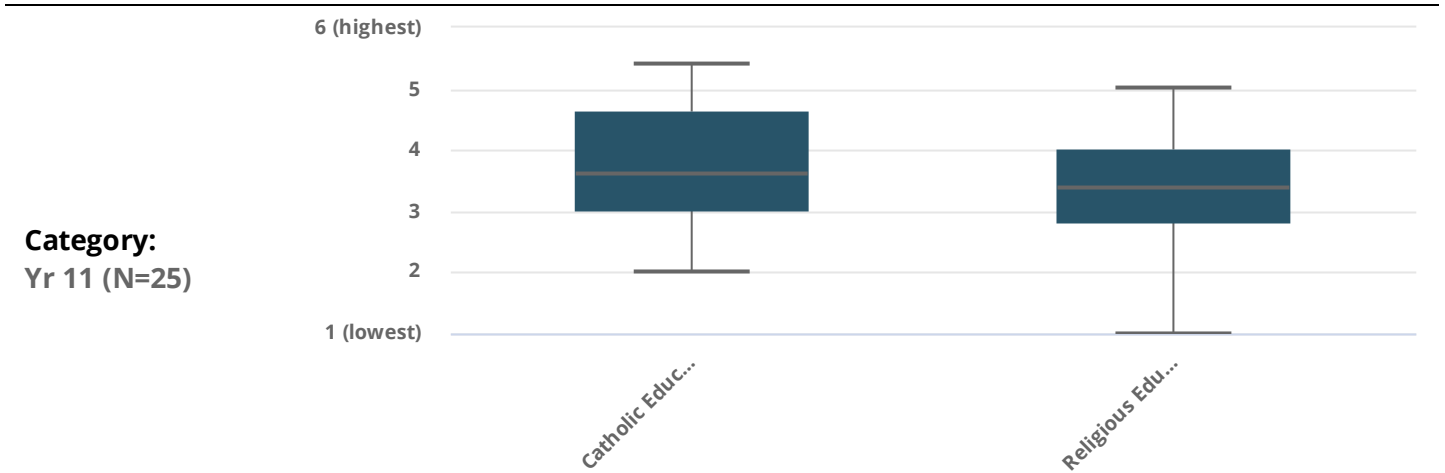
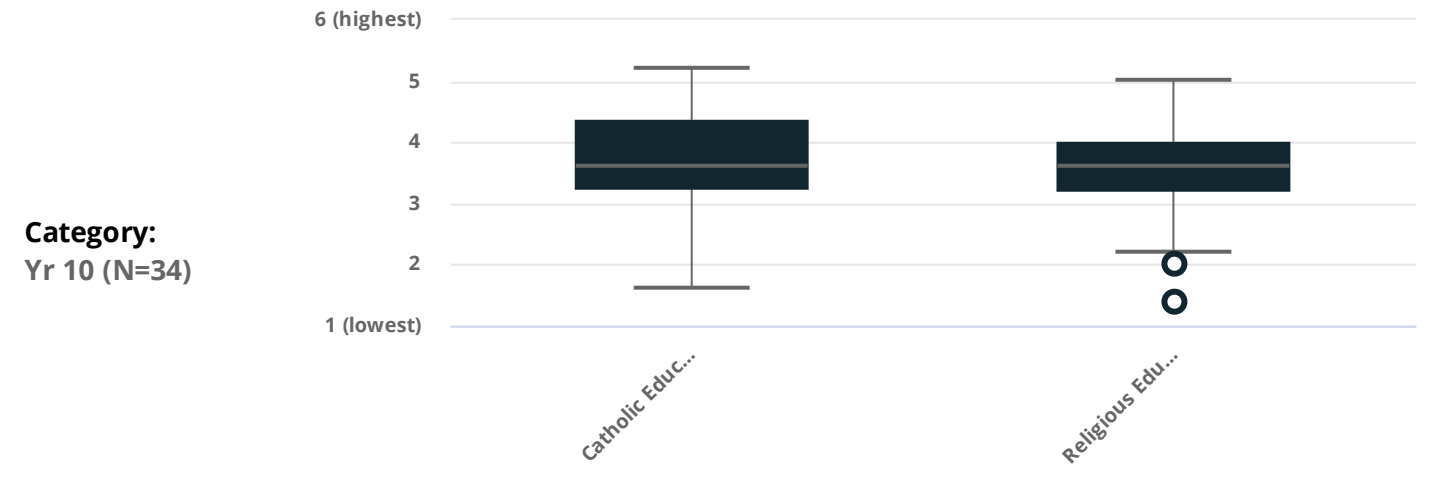
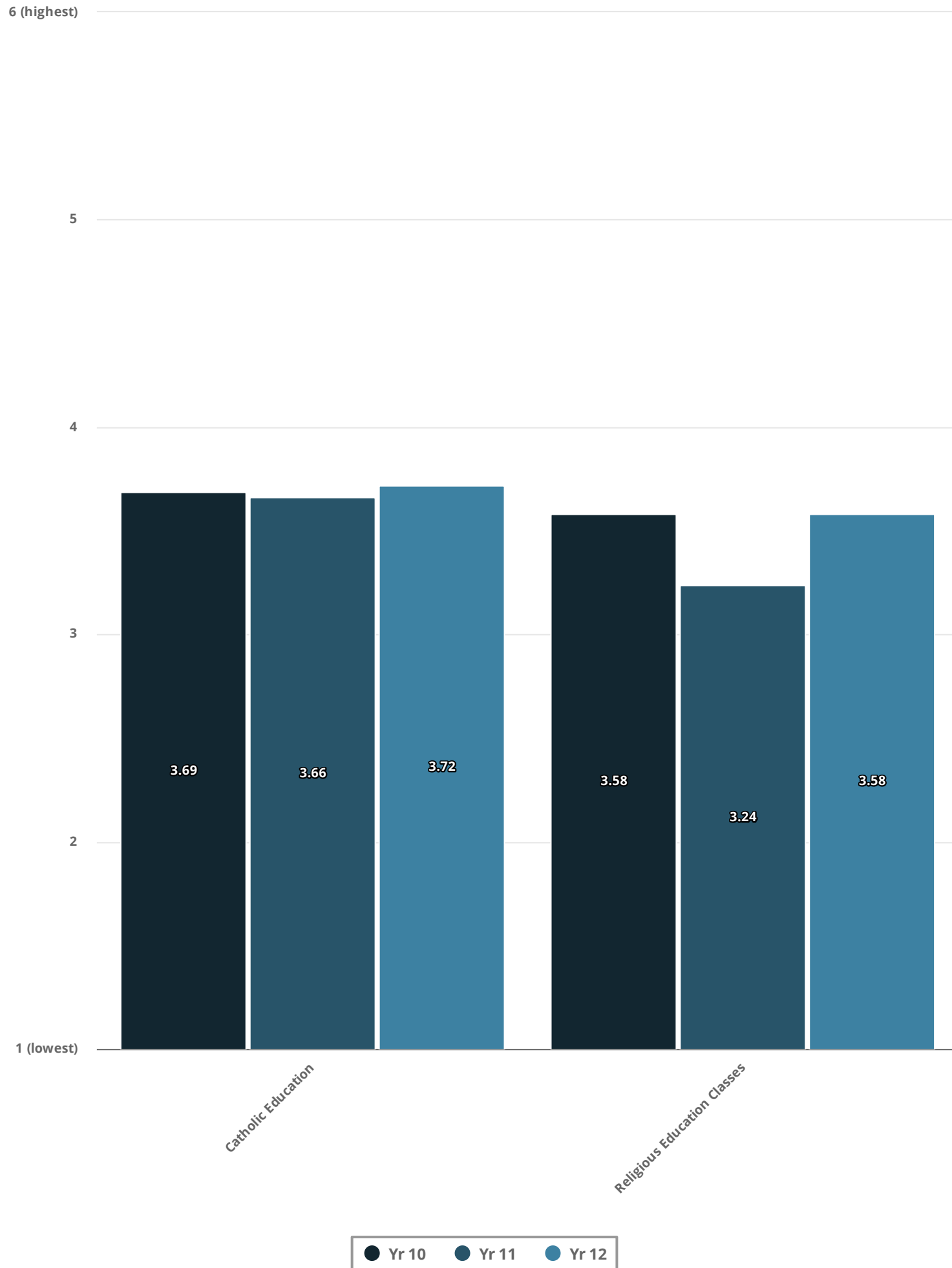


Category: Unspecified (N=6)



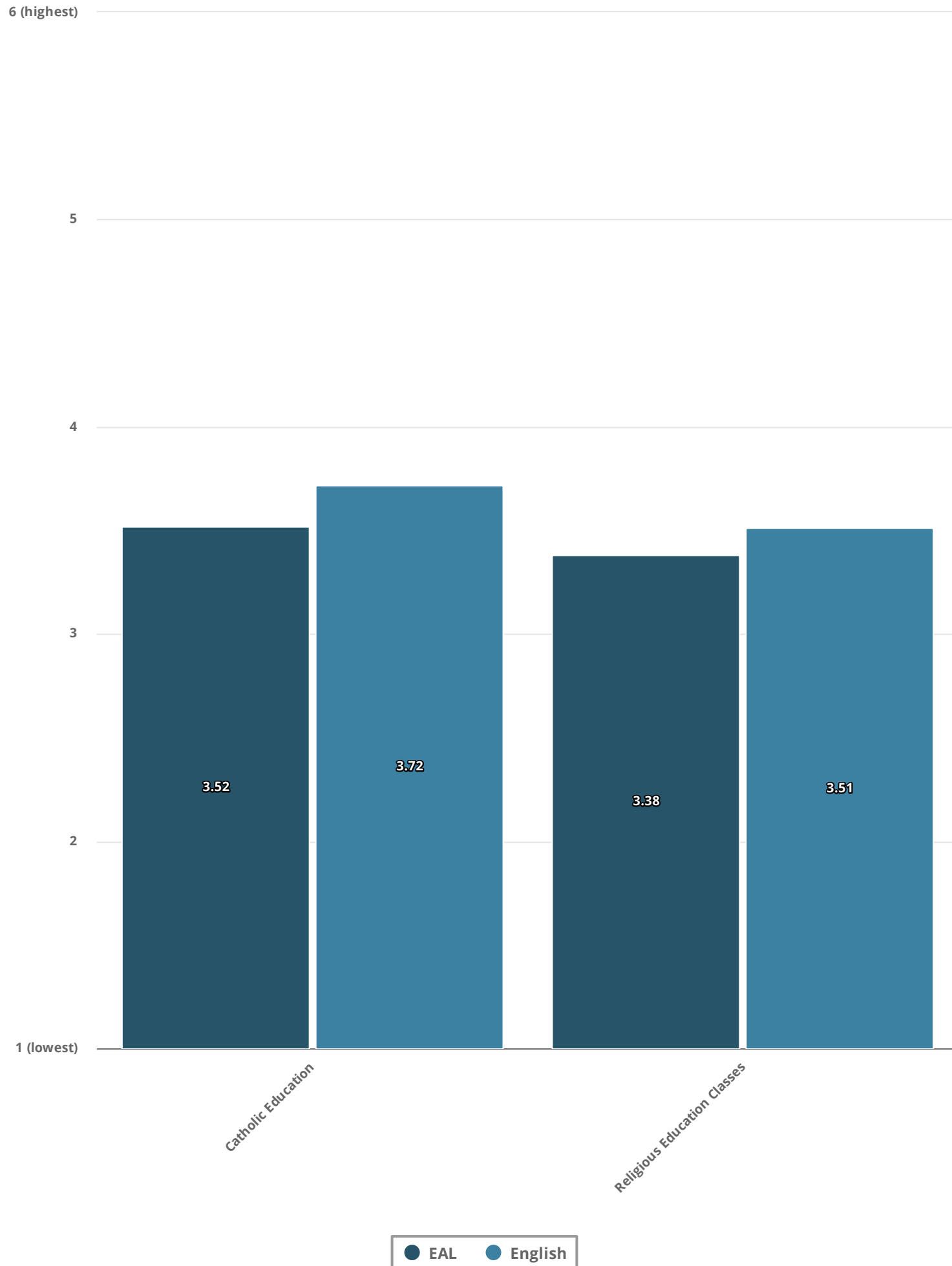
# LLL Component 1: Catholic Identity by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

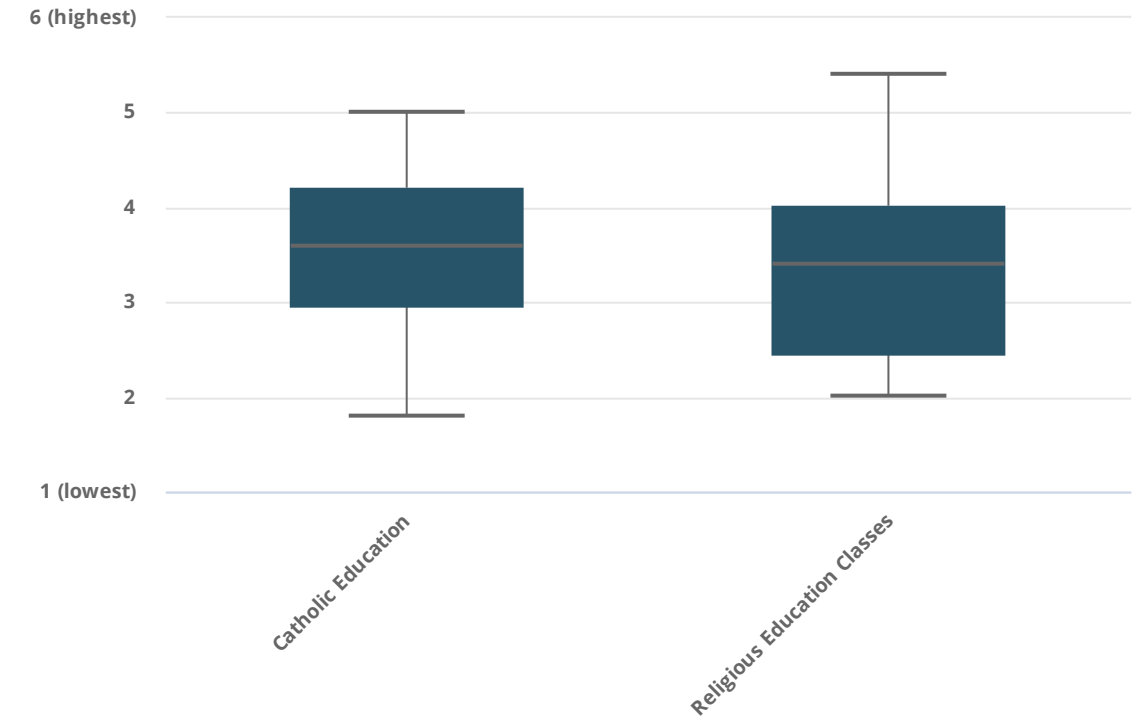


# LLL Component 1: Catholic Identity by Language

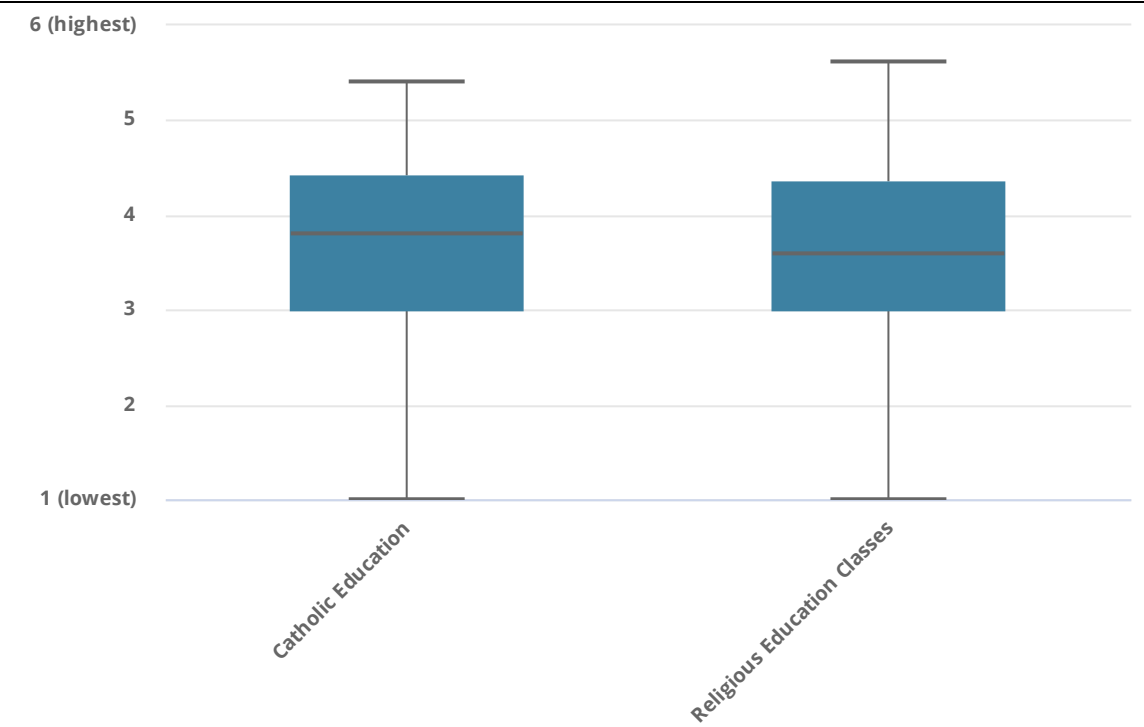
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: EAL (N=12)

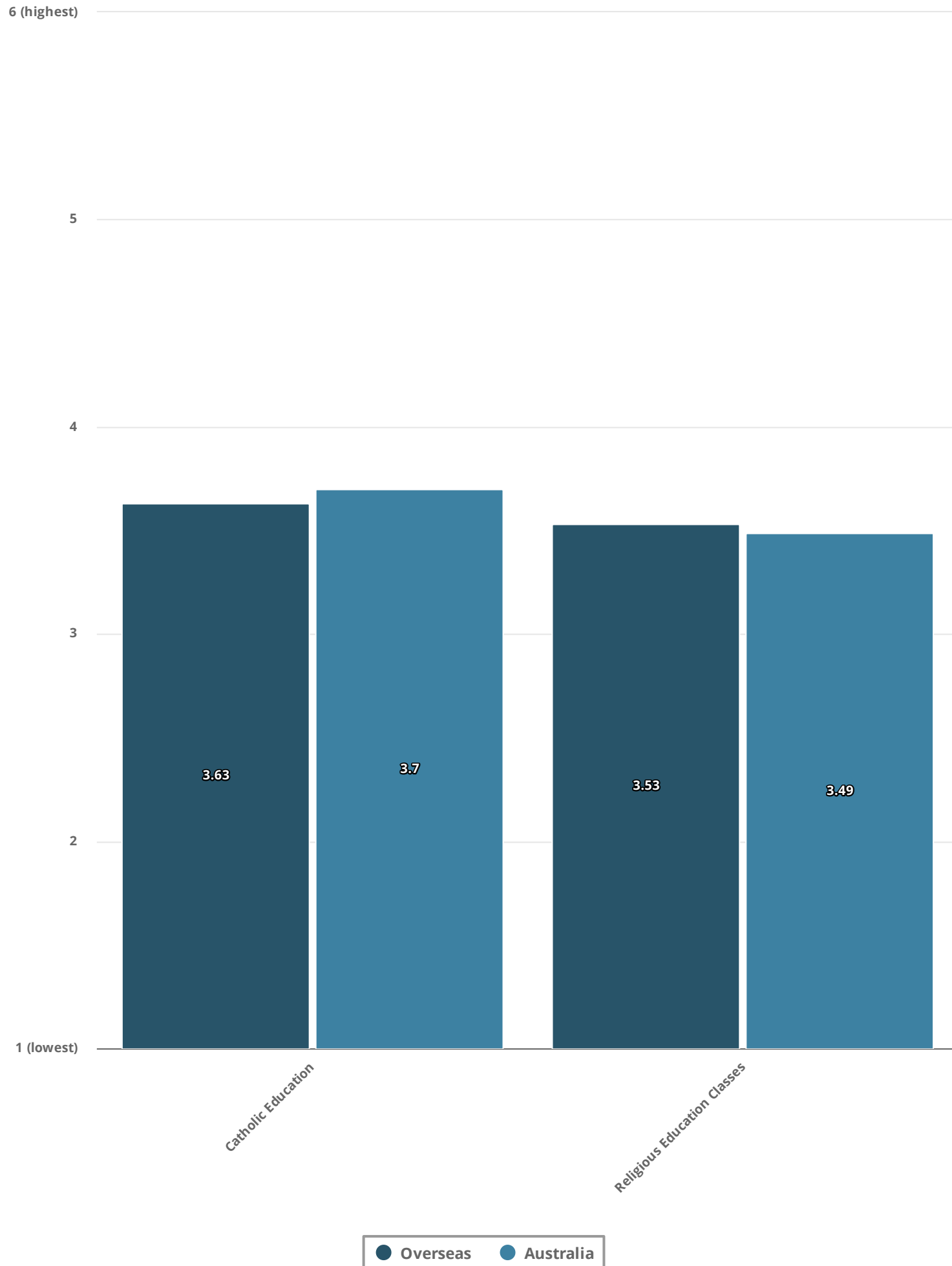


Category: English (N=90)

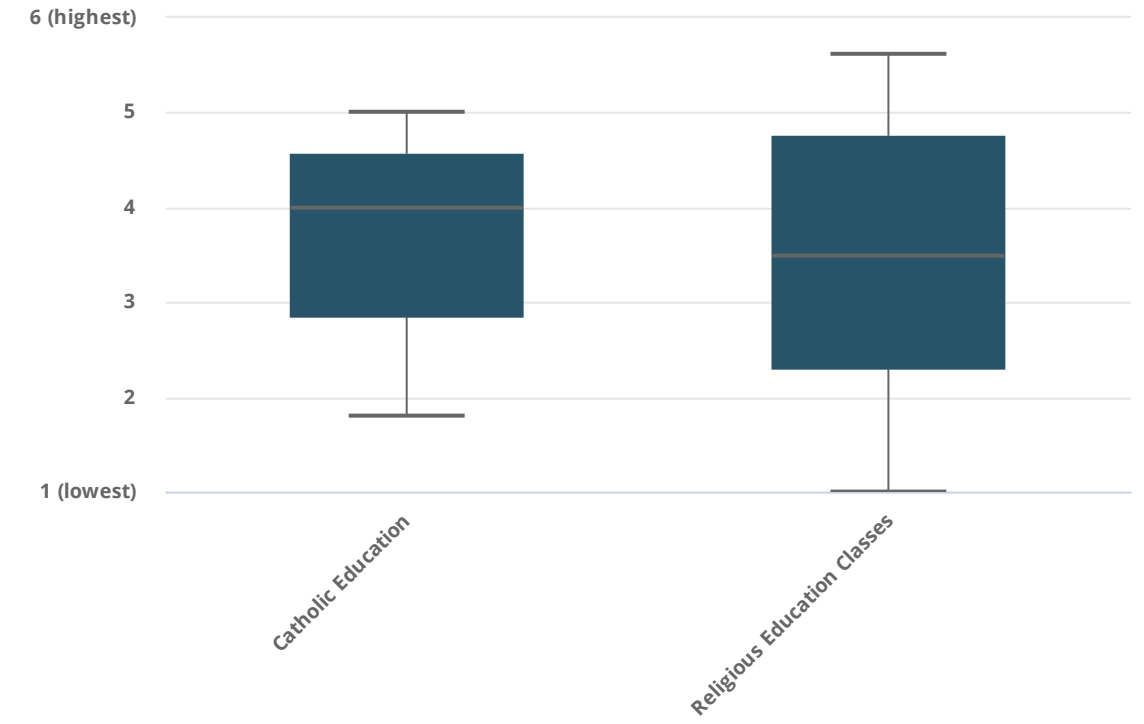


# LLL Component 1: Catholic Identity by Birth Place

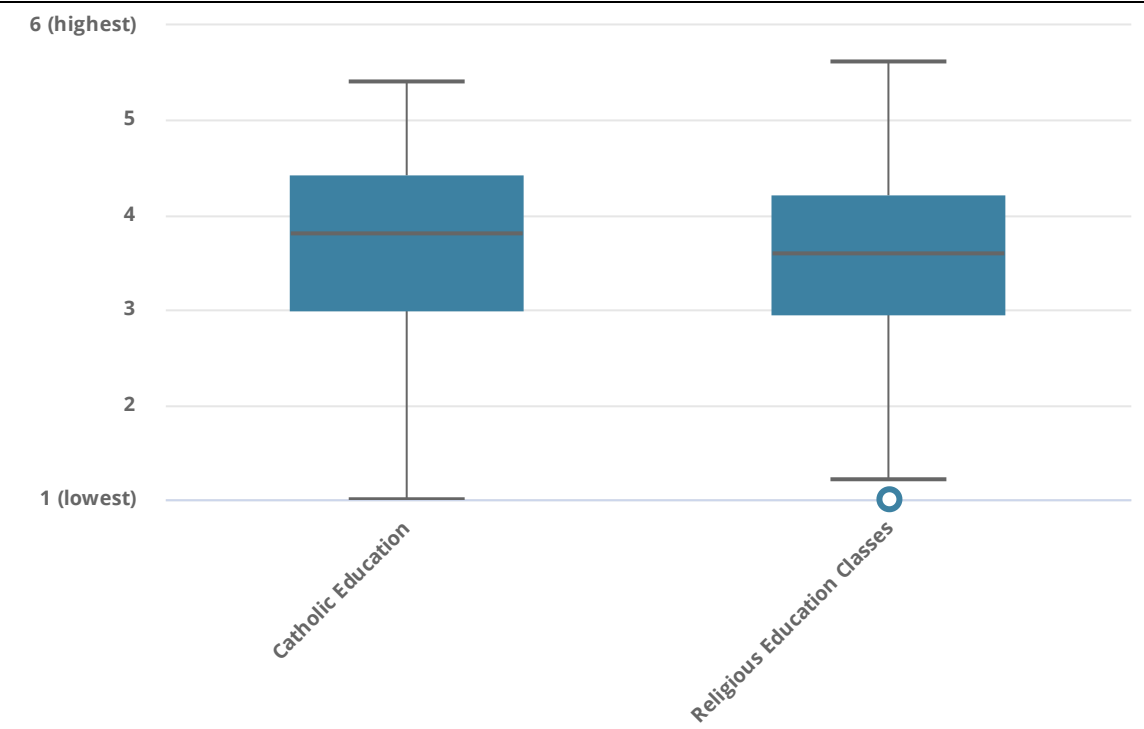
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Overseas (N=14)

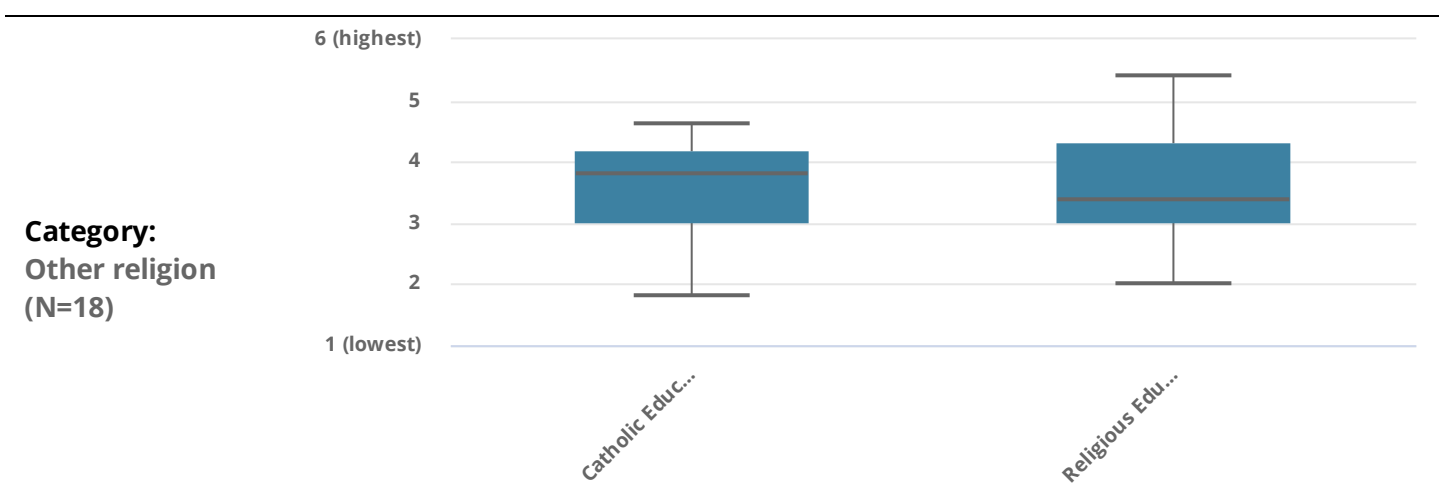
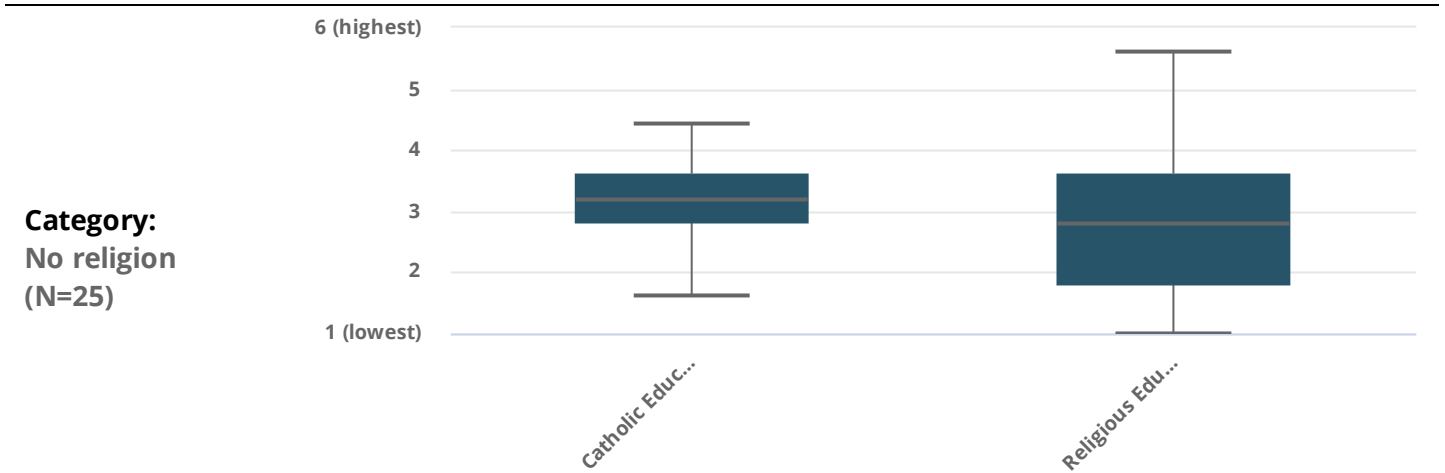
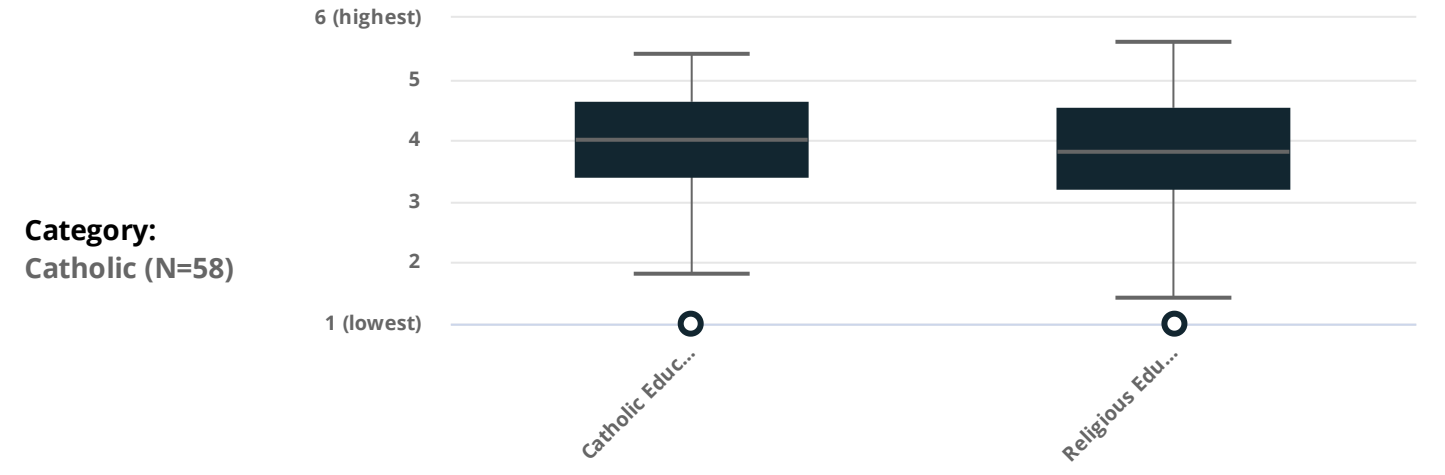
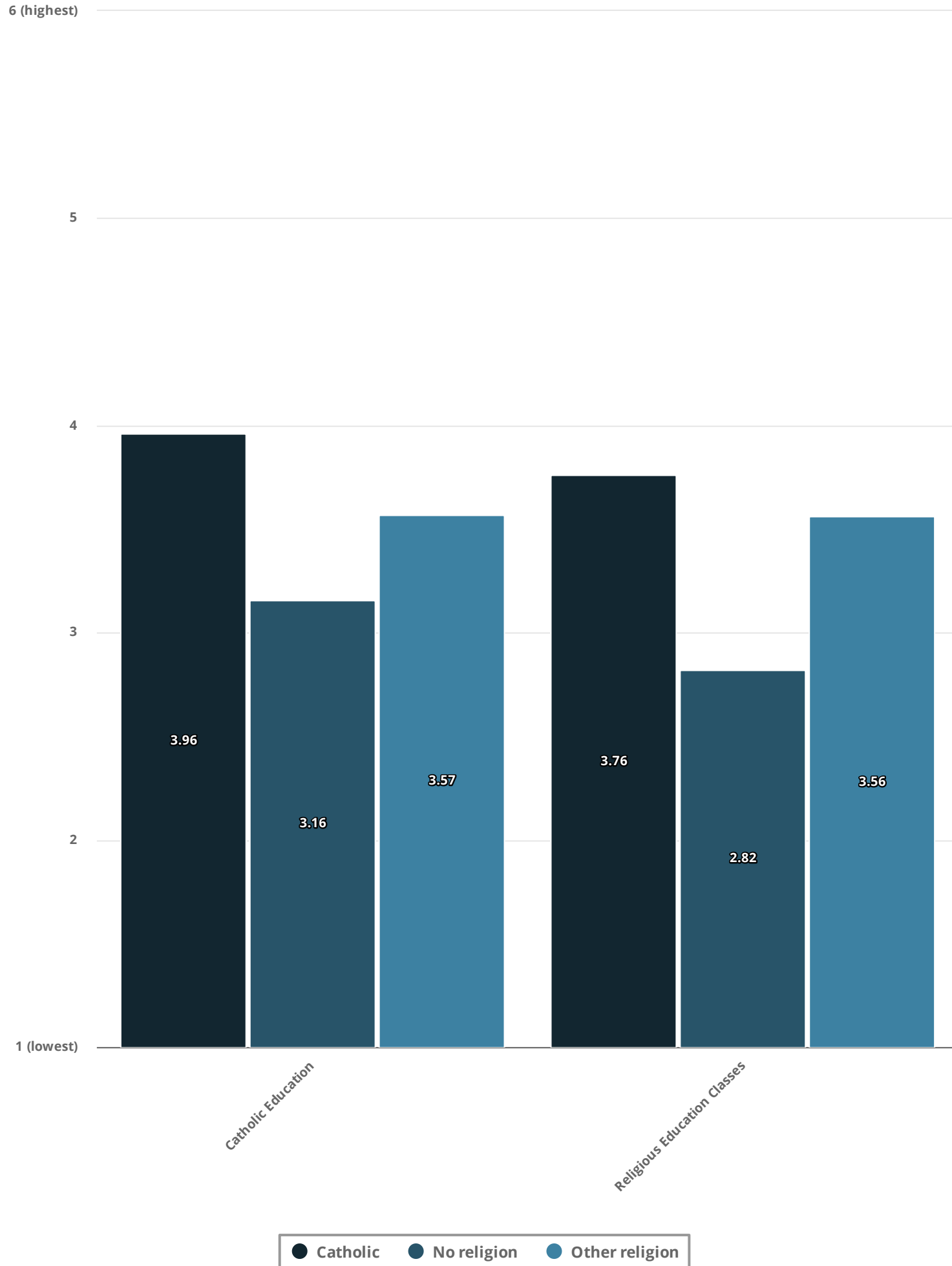


Category: Australia (N=88)



# LLL Component 1: Catholic Identity by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



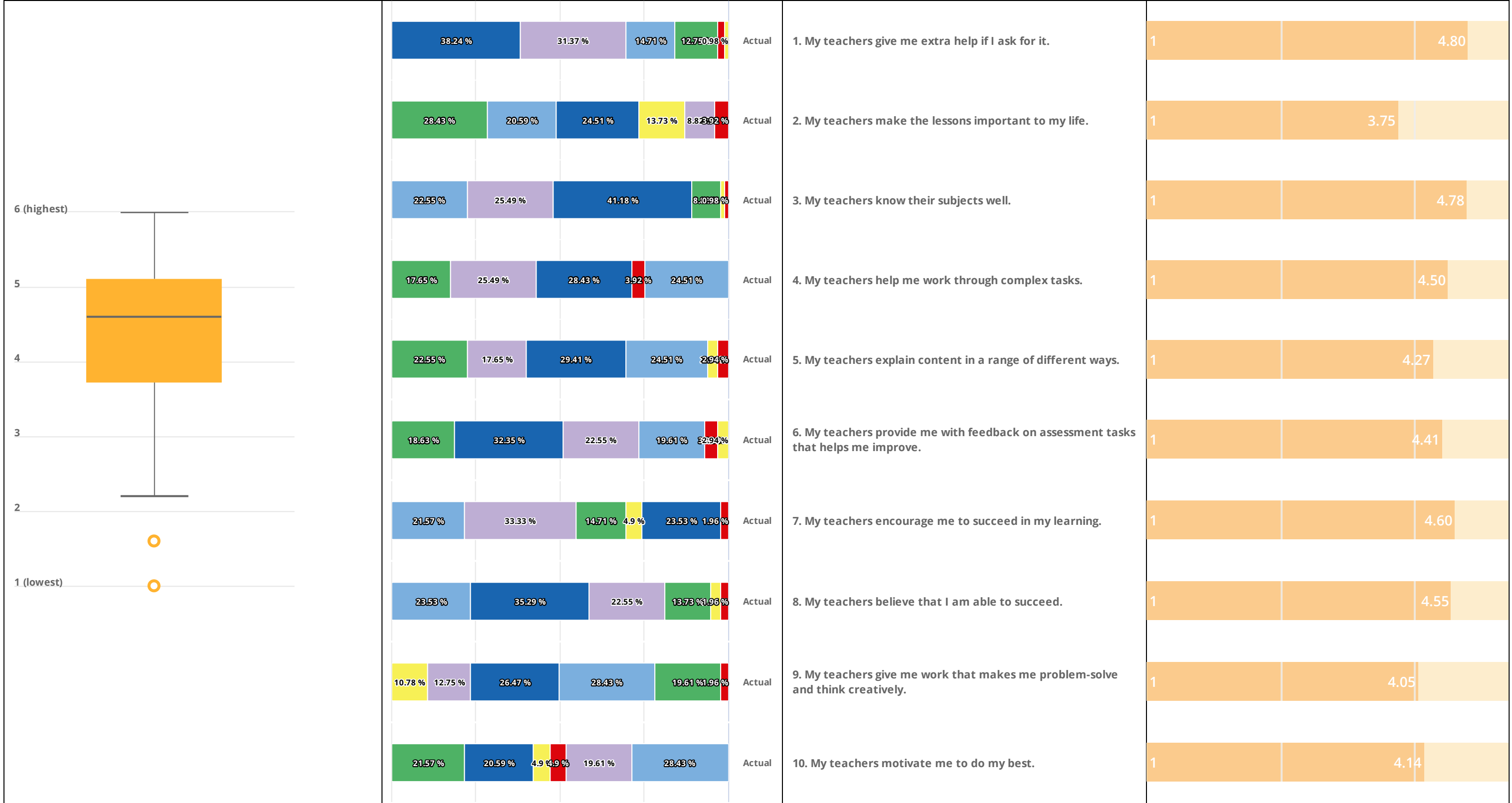


# Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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



● 1 (lowest)  
 ● 2  
 ● 3  
 ● 4  
 ● 5  
 ● 6 (highest)

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

6 (highest)

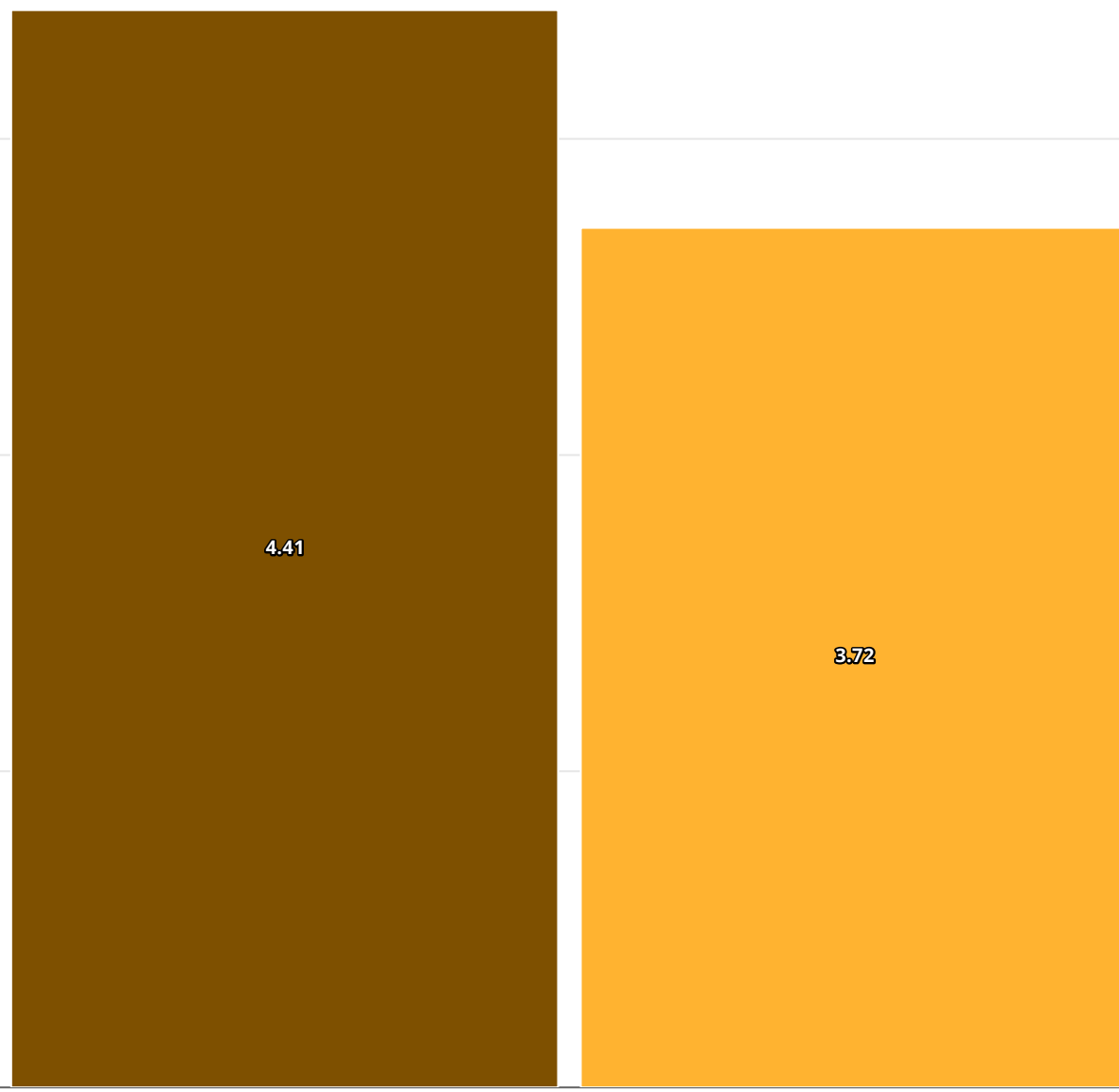
5

4

3

2

1 (lowest)



Learning Support

● Male ● Unspecified

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

6 (highest)

5

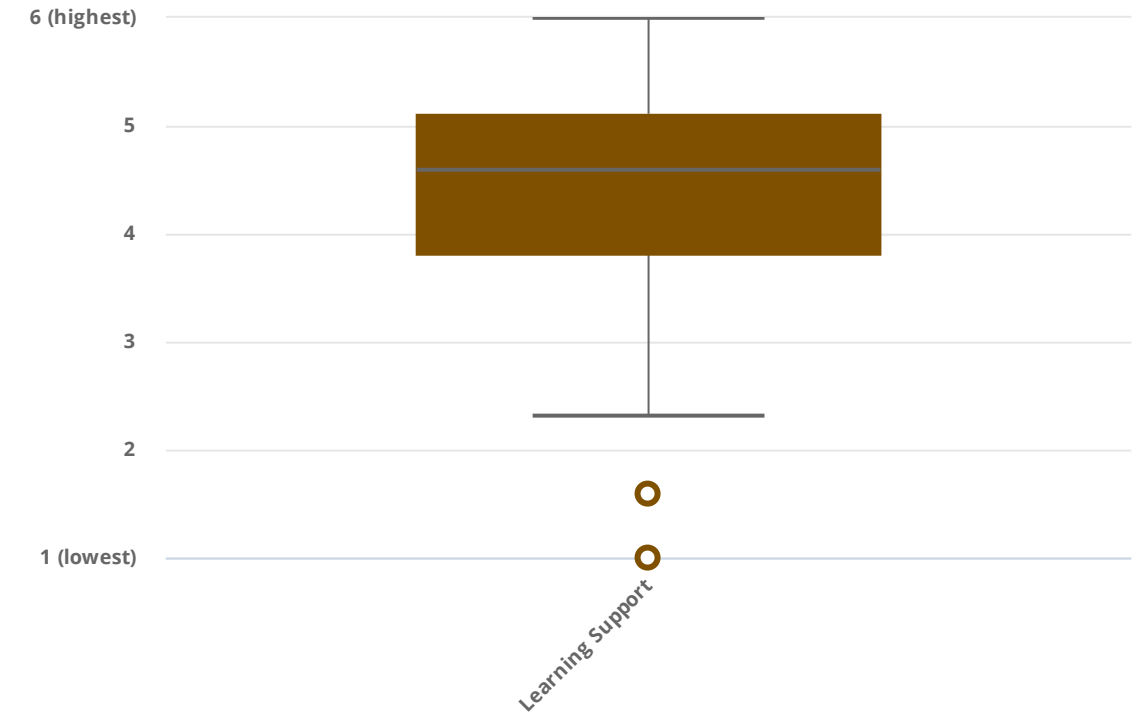
4

3

2

1 (lowest)

Category:  
Male (N=92)



Learning Support

6 (highest)

5

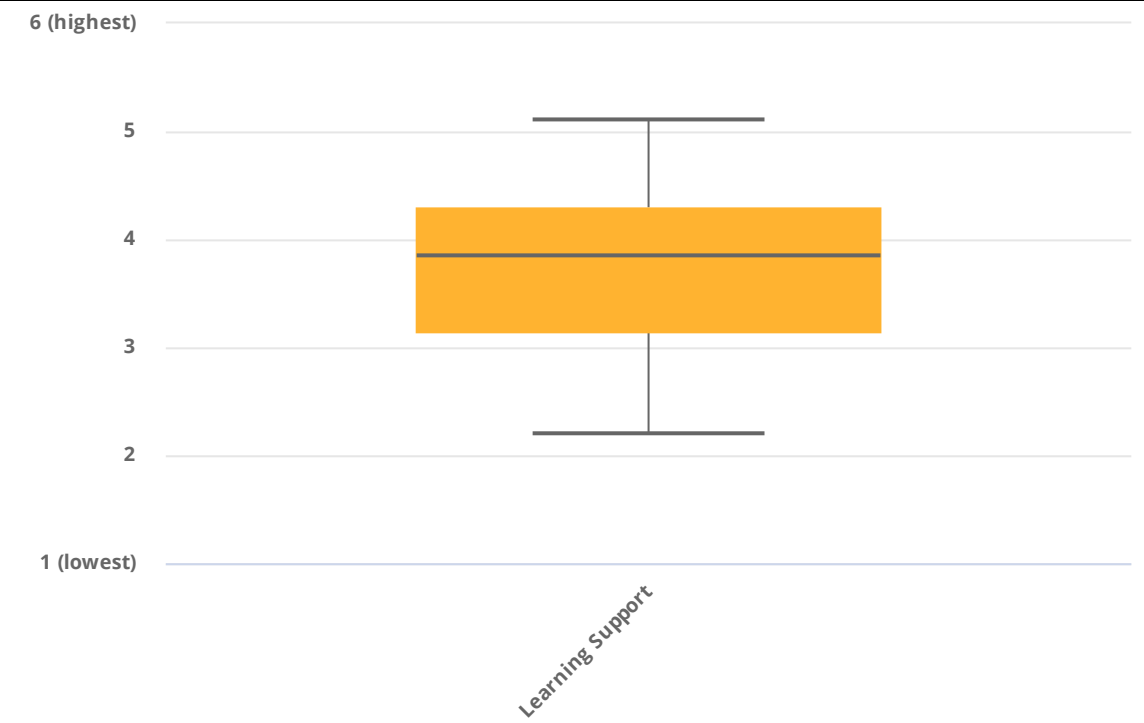
4

3

2

1 (lowest)

Category:  
Unspecified (N=6)



Learning Support

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

6 (highest)

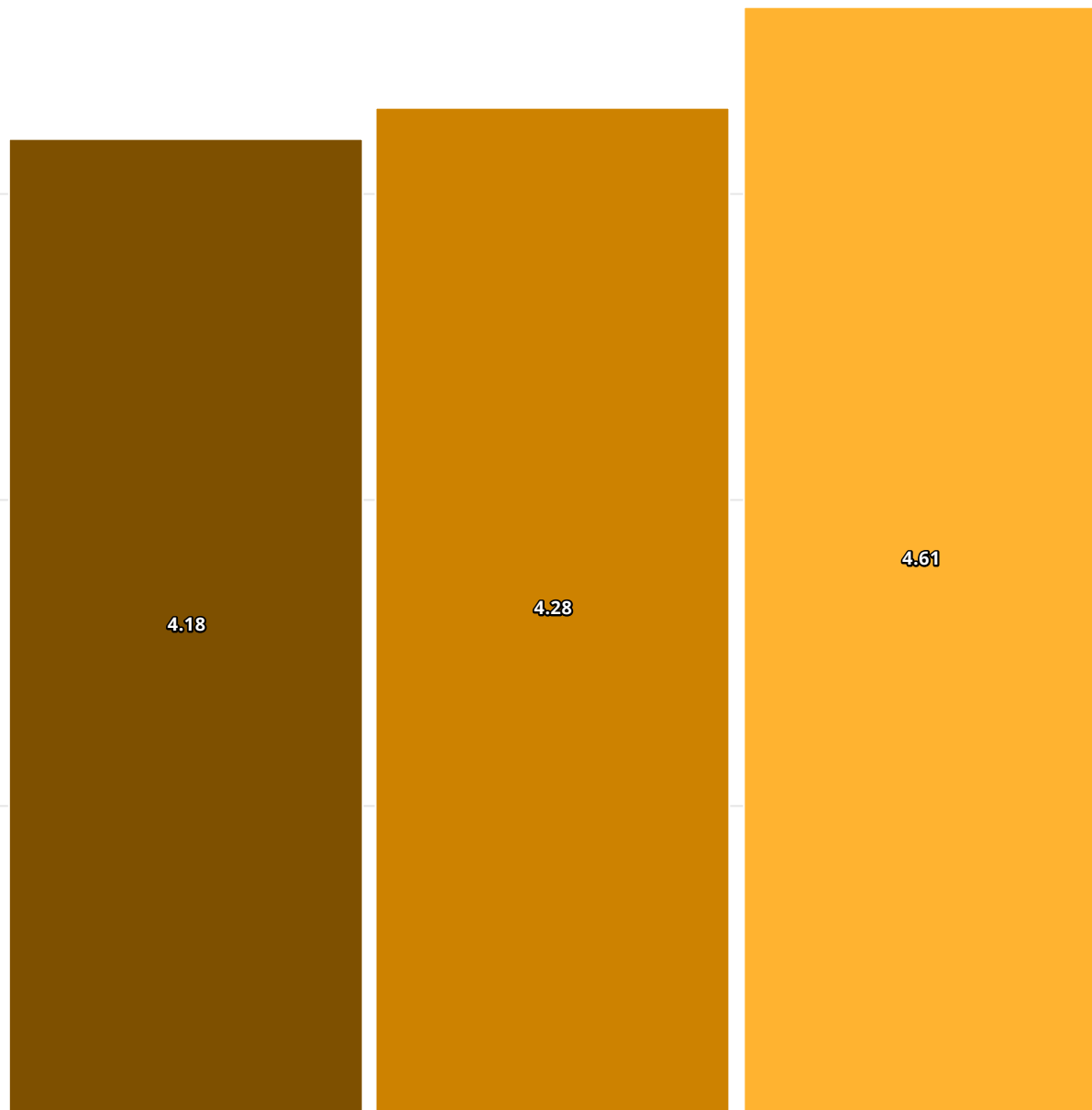
5

4

3

2

1 (lowest)



Learning Support

● Yr 10 ● Yr 11 ● Yr 12

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:  
Yr 10 (N=33)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

Category:  
Yr 11 (N=25)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

Category:  
Yr 12 (N=43)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

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

6 (highest)

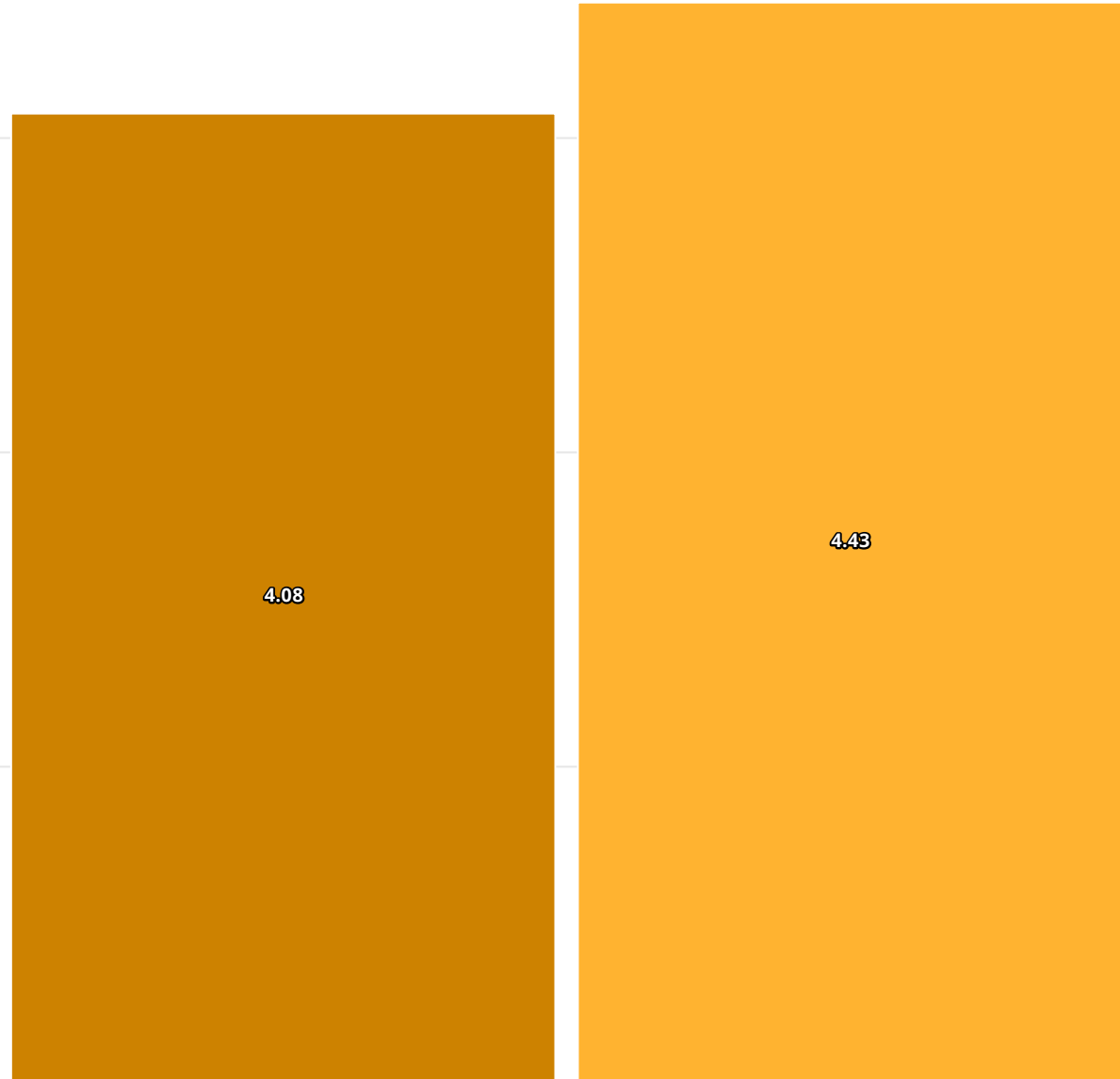
5

4

3

2

1 (lowest)



● EAL ● English

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

6 (highest)

5

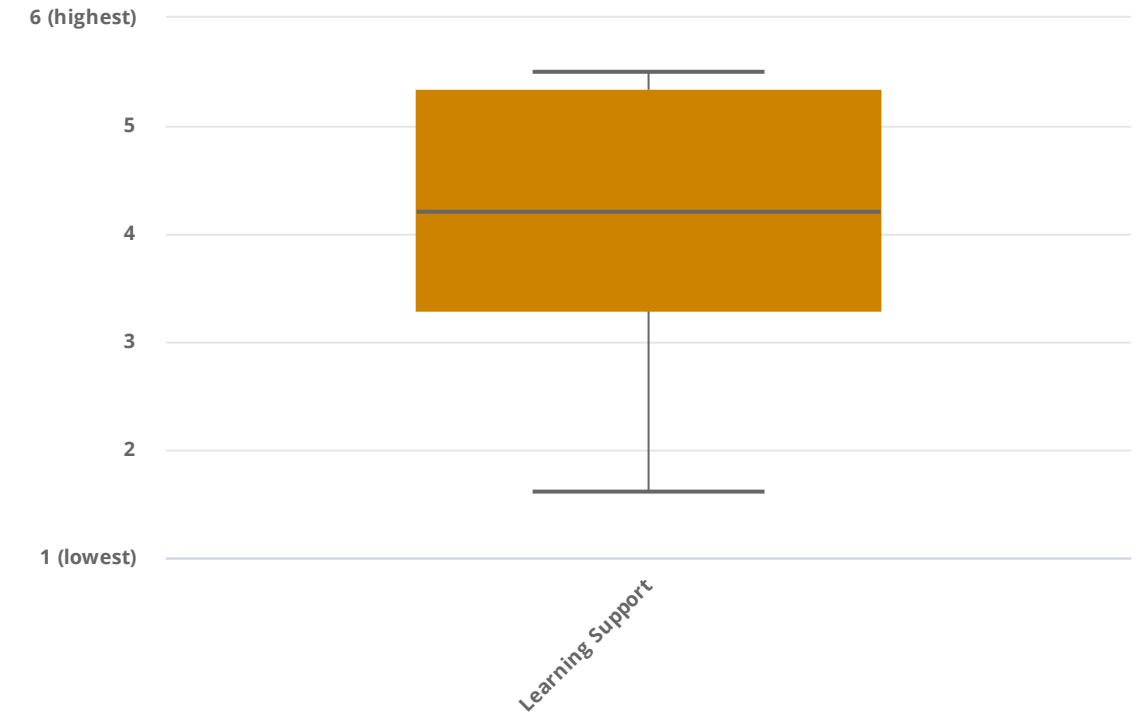
4

3

2

1 (lowest)

Category:  
EAL (N=12)



Learning Support

6 (highest)

5

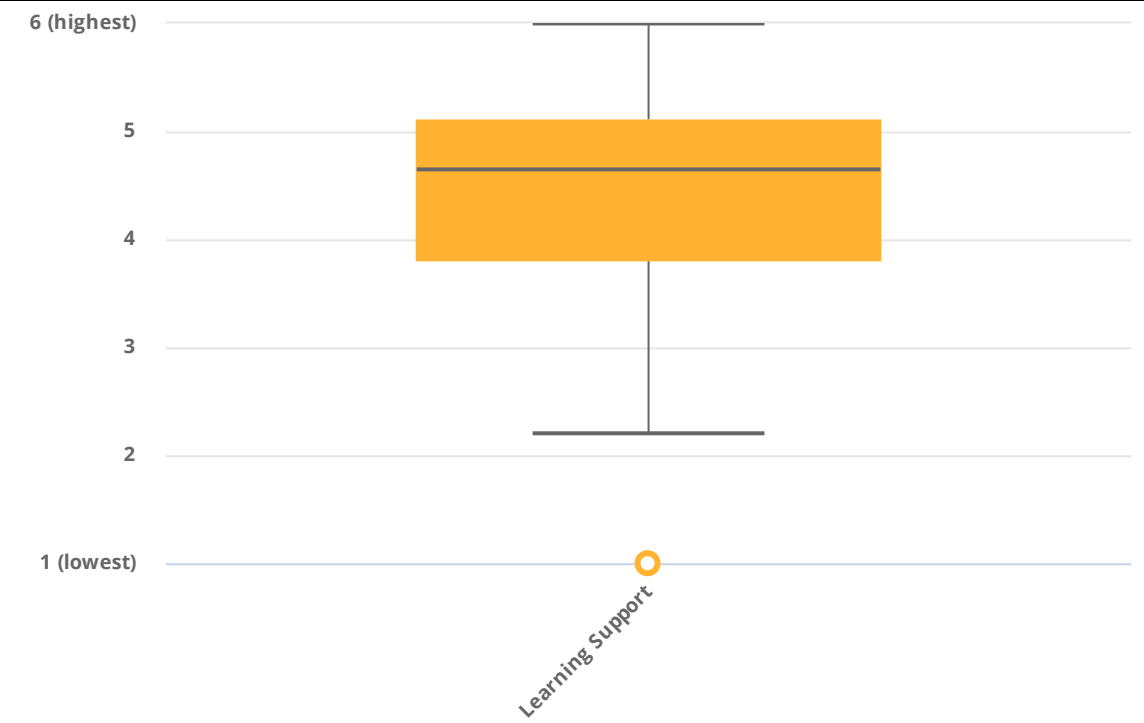
4

3

2

1 (lowest)

Category:  
English (N=89)



Learning Support

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

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

Overseas Australia

4.11

4.43

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: Overseas (N=14)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support

Category: Australia (N=87)

6 (highest)

5

4

3

2

1 (lowest)

Learning Support



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

6 (highest)

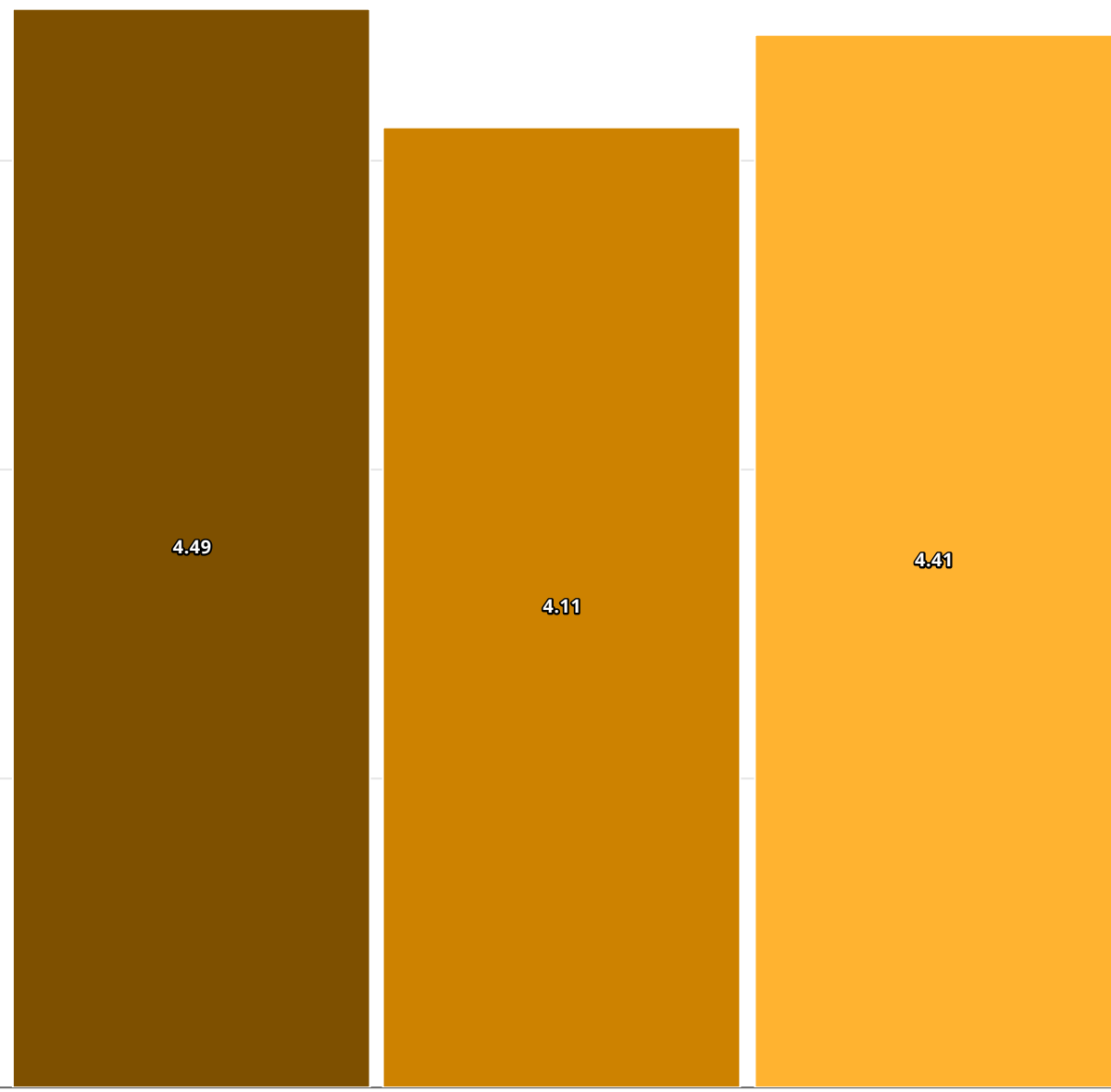
5

4

3

2

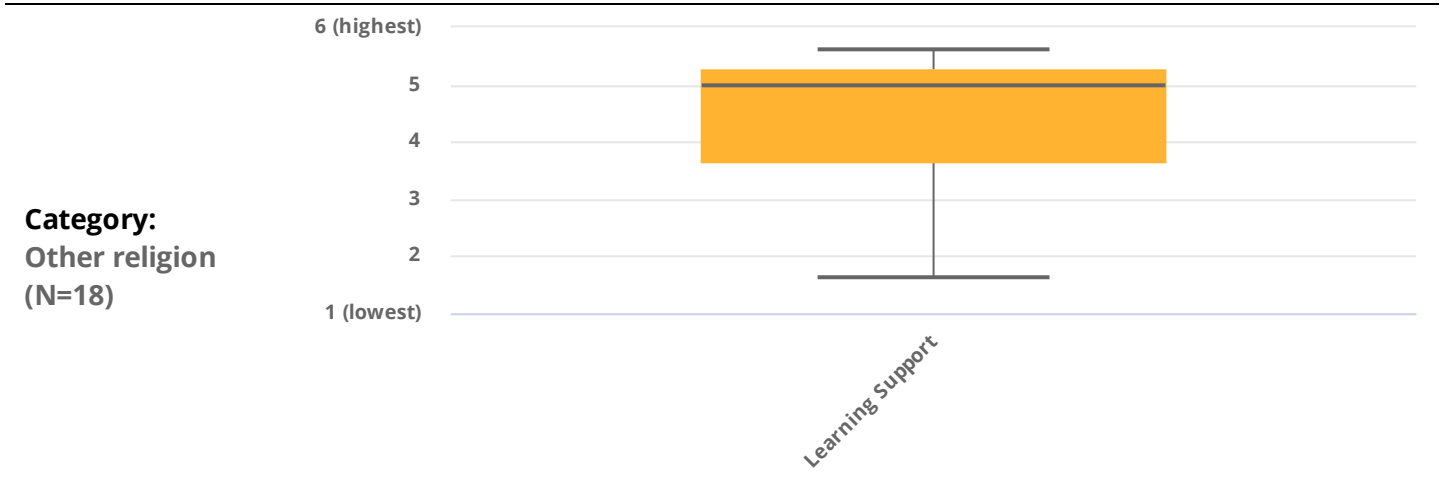
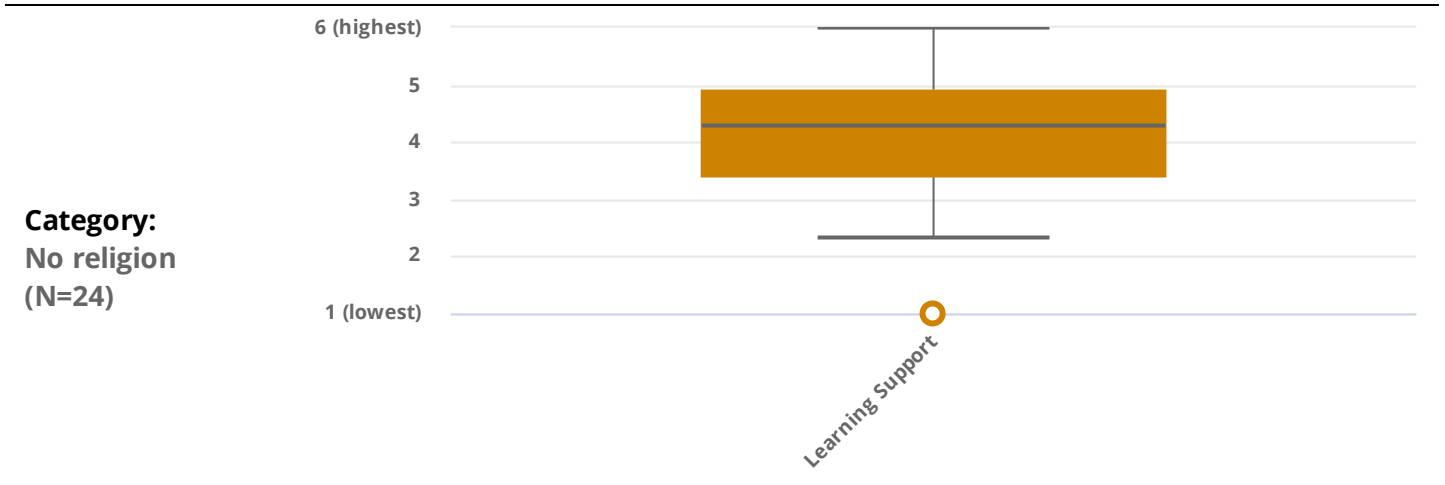
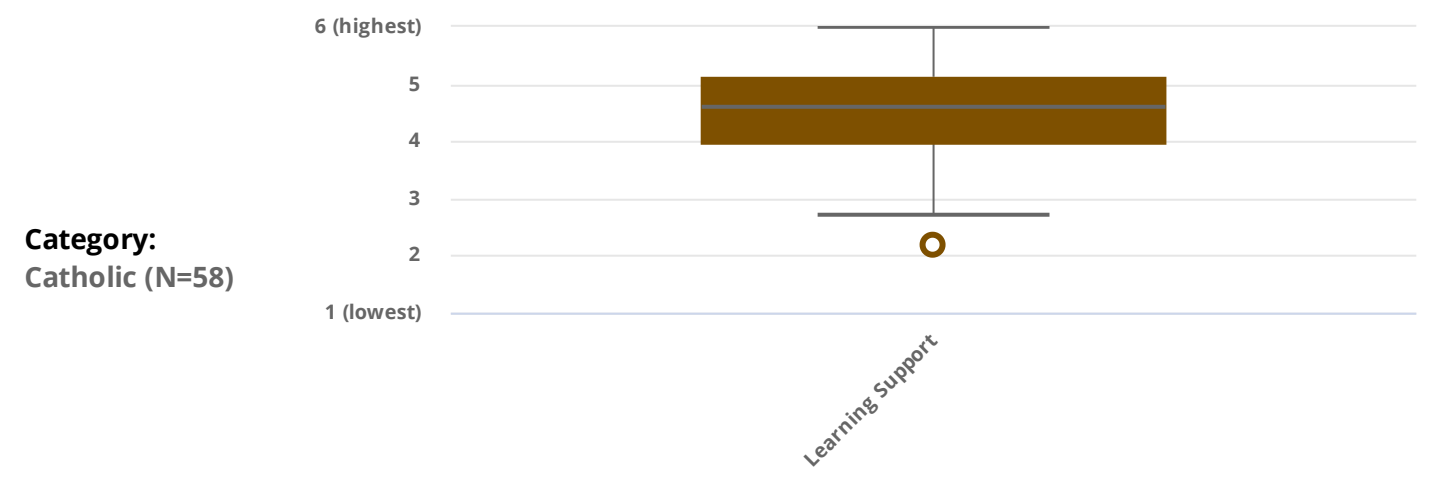
1 (lowest)



Learning Support

● Catholic ● No religion ● Other religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

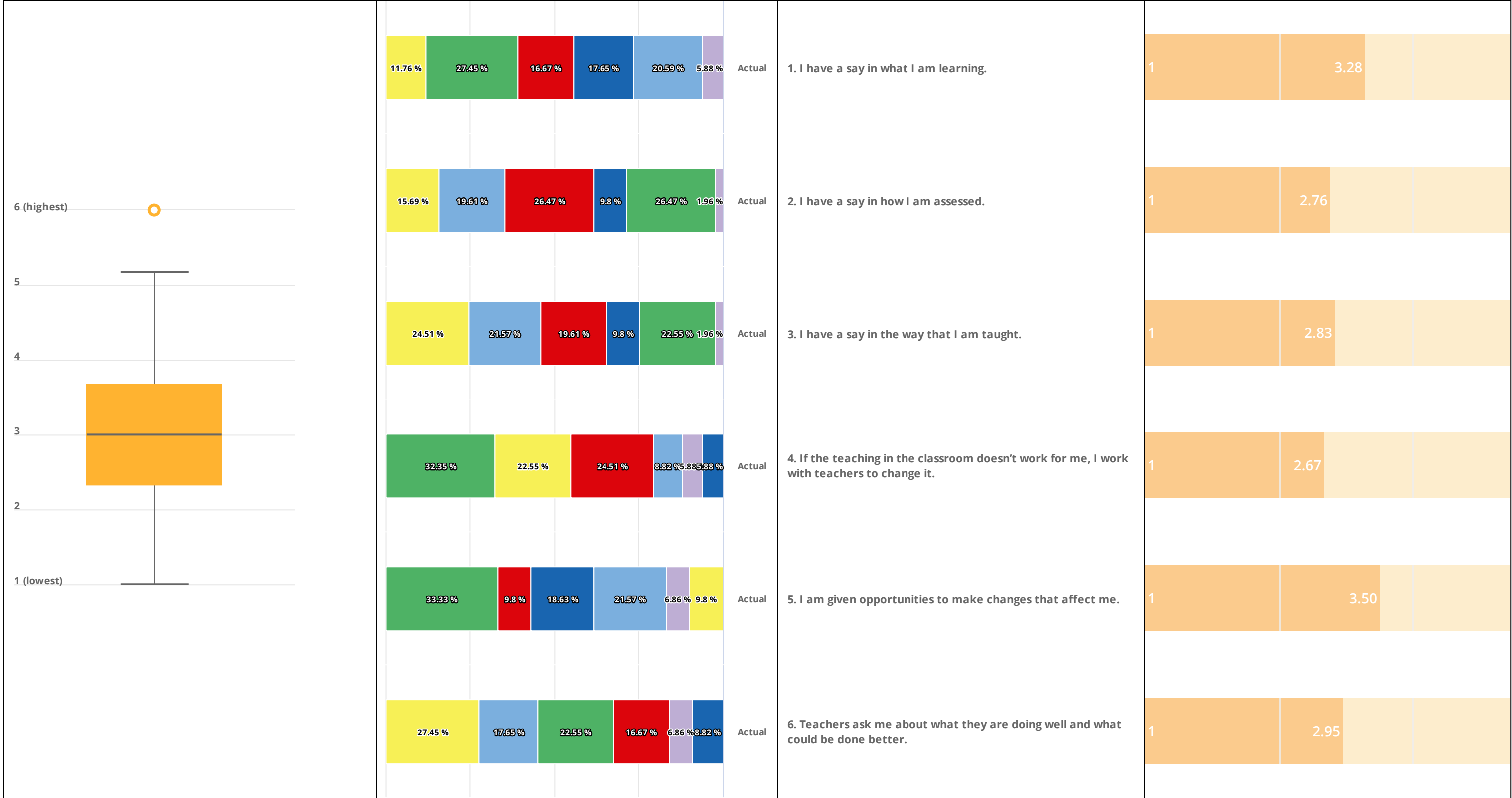


# Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## BSC Quadrant: LEARNING AND WELLBEING

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.



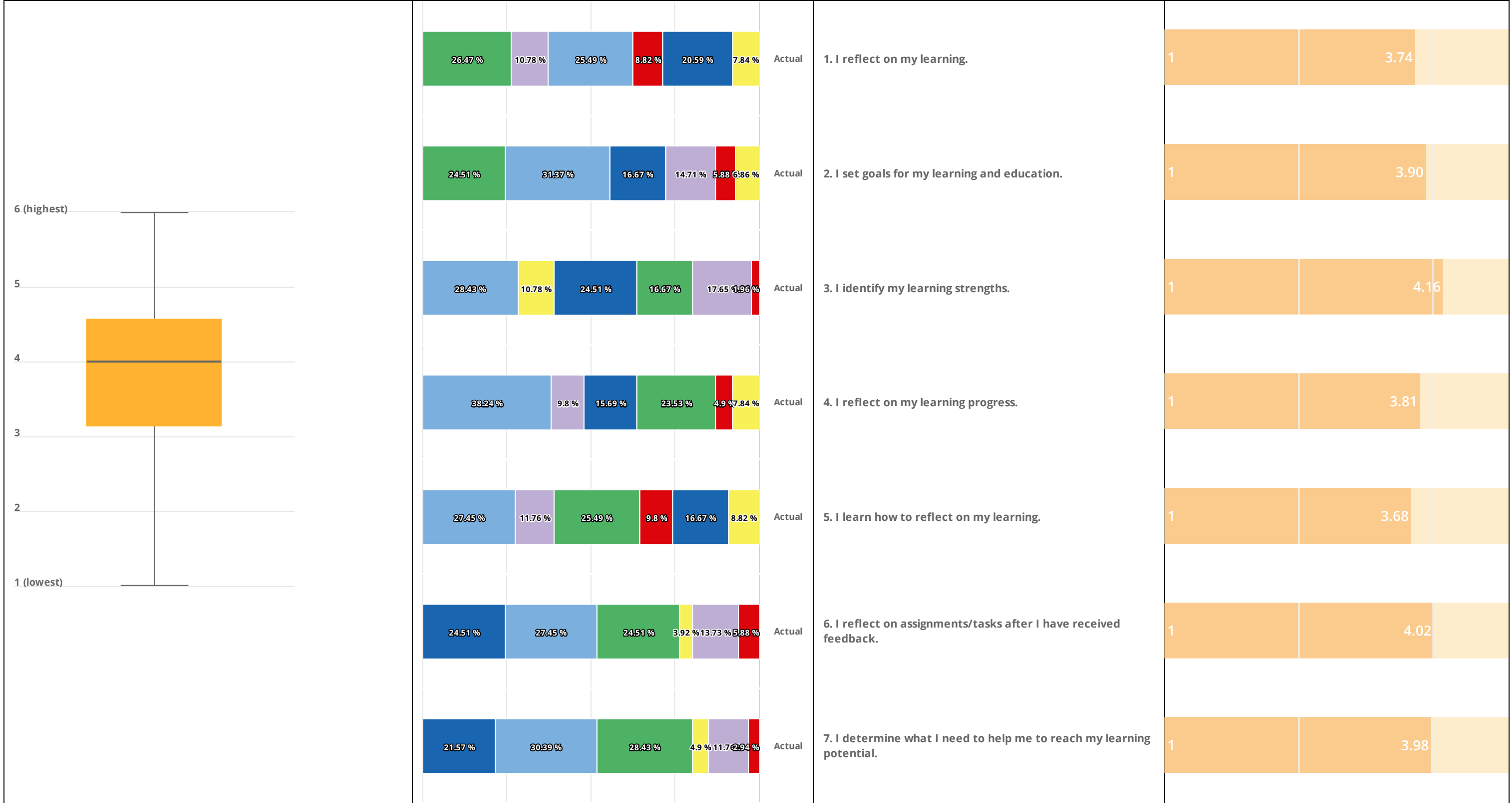
1 (lowest) 2 3 4 5 6 (highest)

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

## BSC Quadrant: LEARNING AND WELLBEING

### Construct: Student Reflection

The extent to which students feel that they have opportunities to reflect, self-assess and revise their goals and develop insights into their own capabilities.



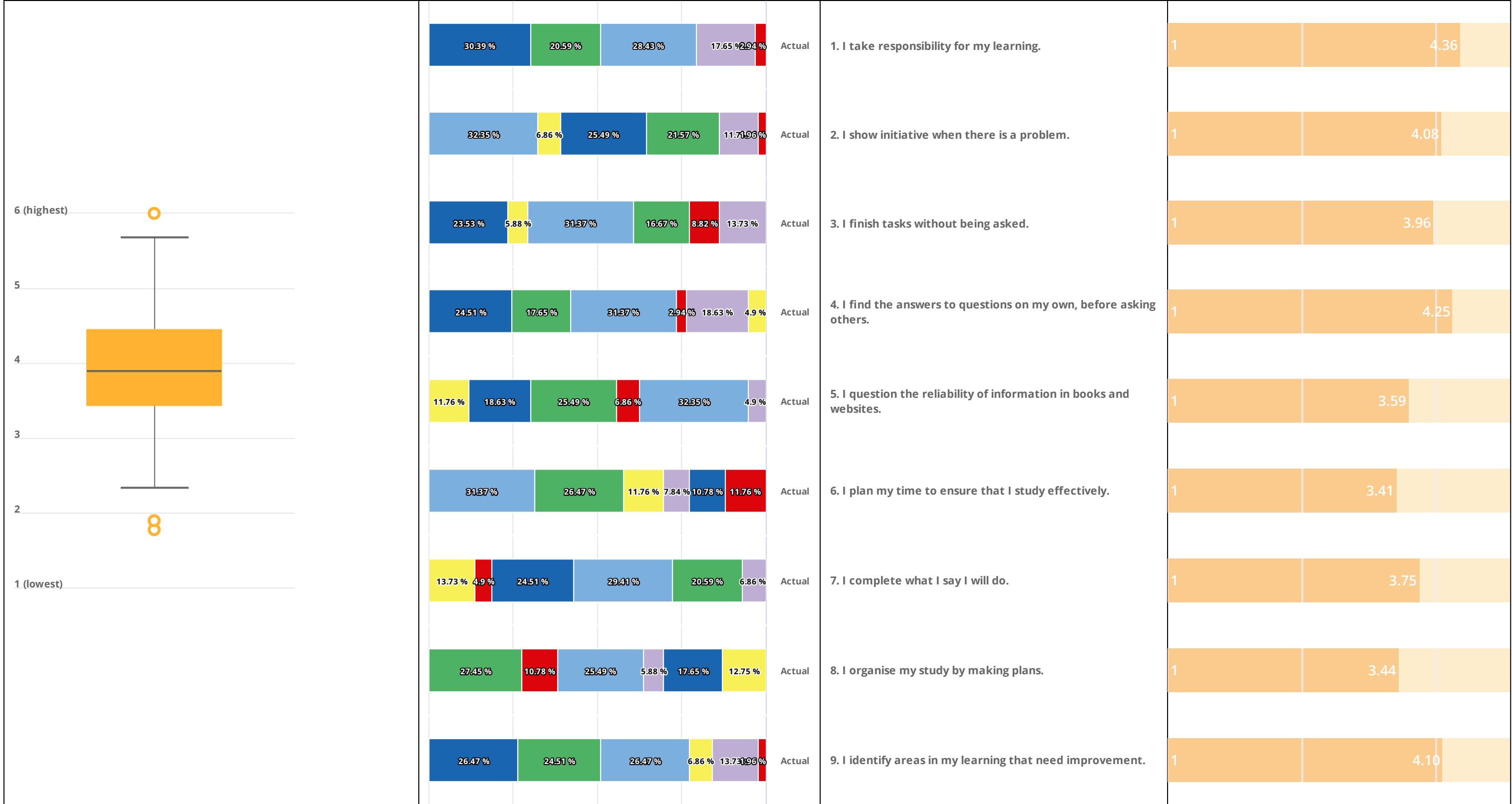
● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

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

## BSC Quadrant: LEARNING AND WELLBEING

### Construct: Autonomy and Independence

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

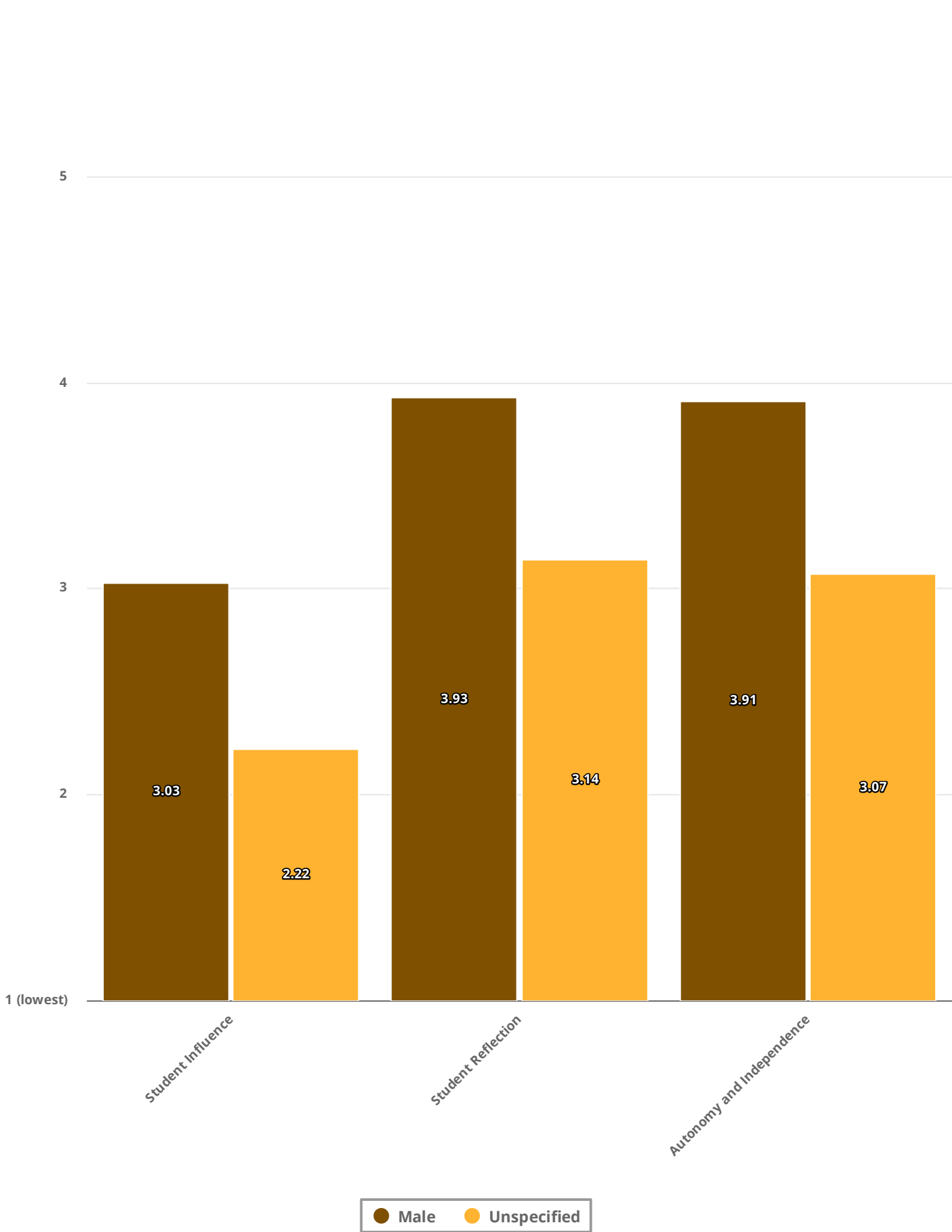


● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

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

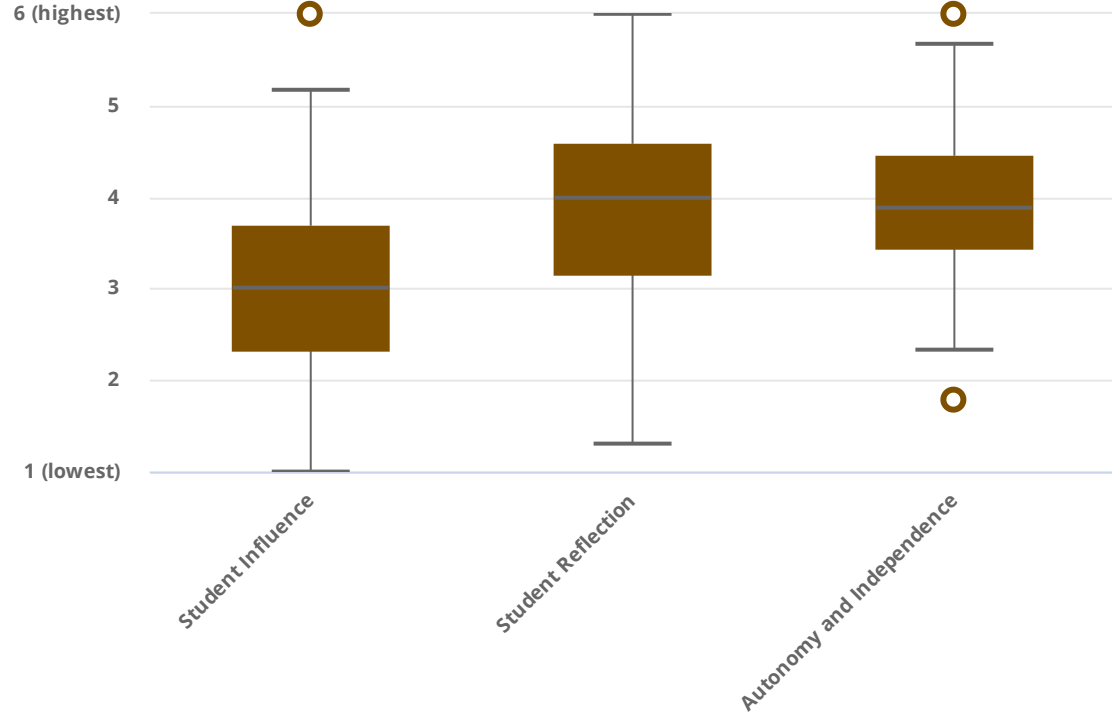
6 (highest)

by Gender

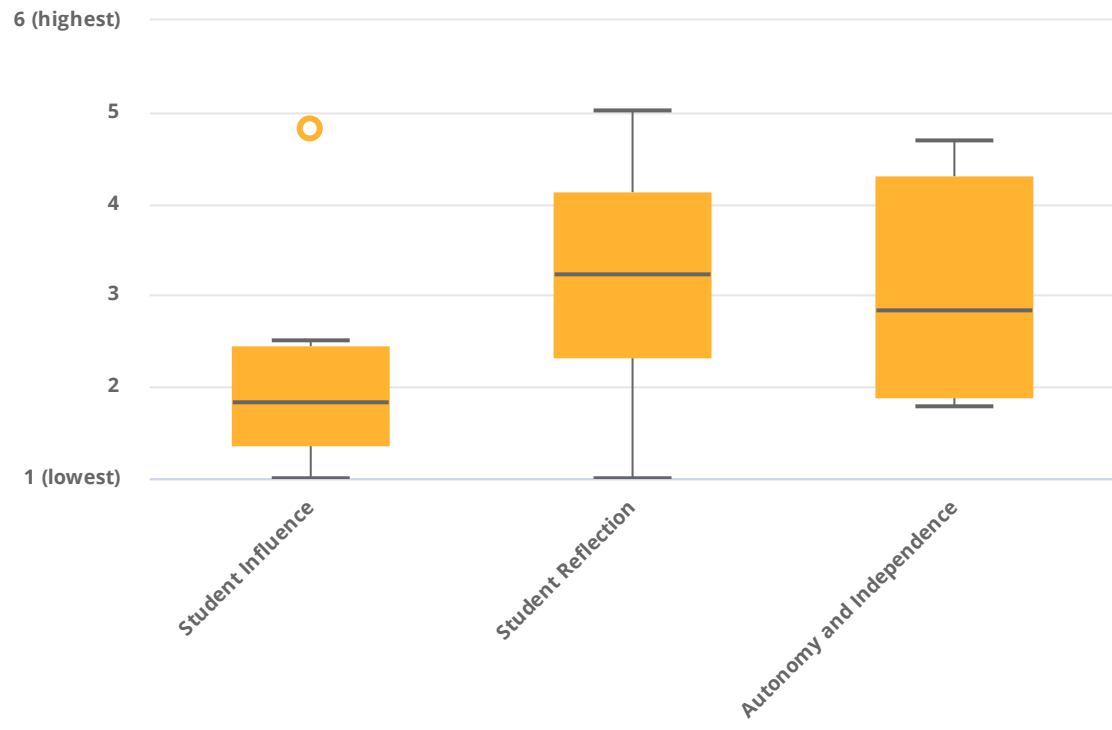


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: Male (N=93)



Category: Unspecified (N=5)





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

6 (highest)

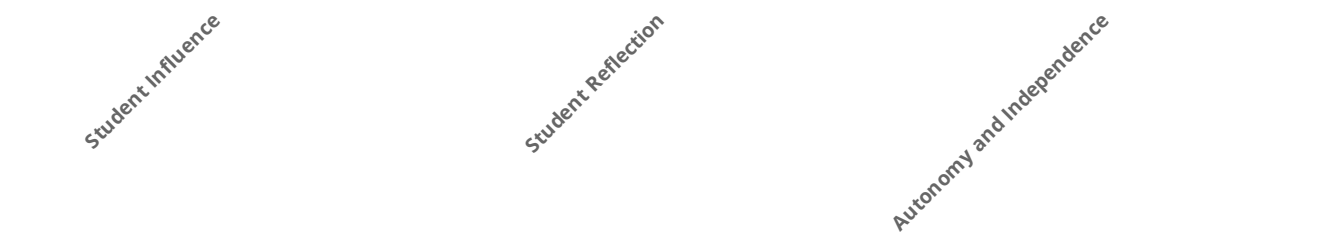
5

4

3

2

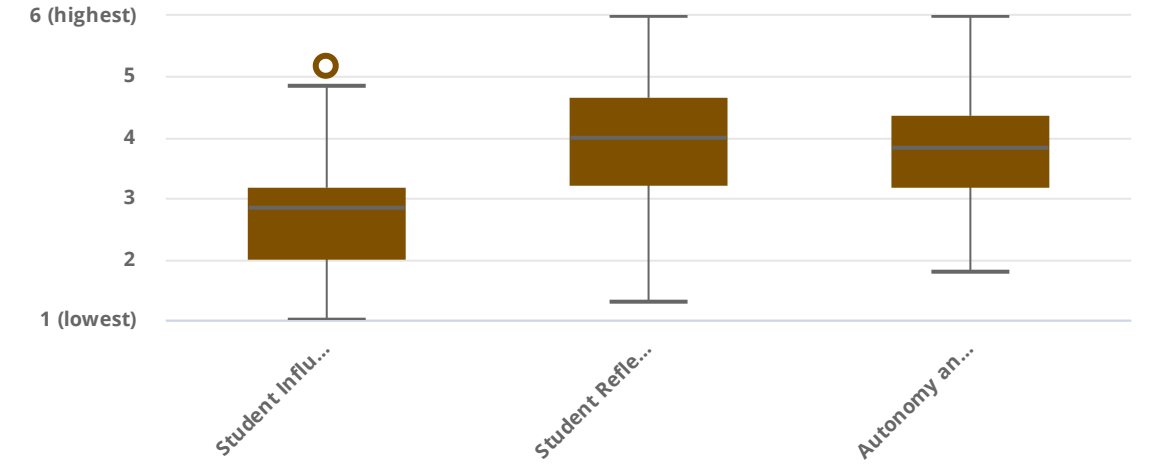
1 (lowest)



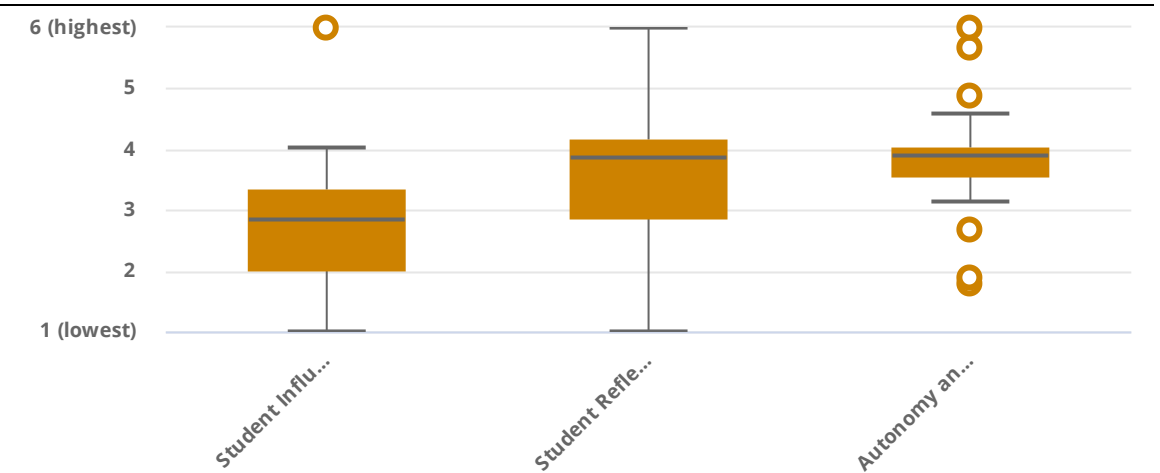
● Yr 10 ● Yr 11 ● Yr 12

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

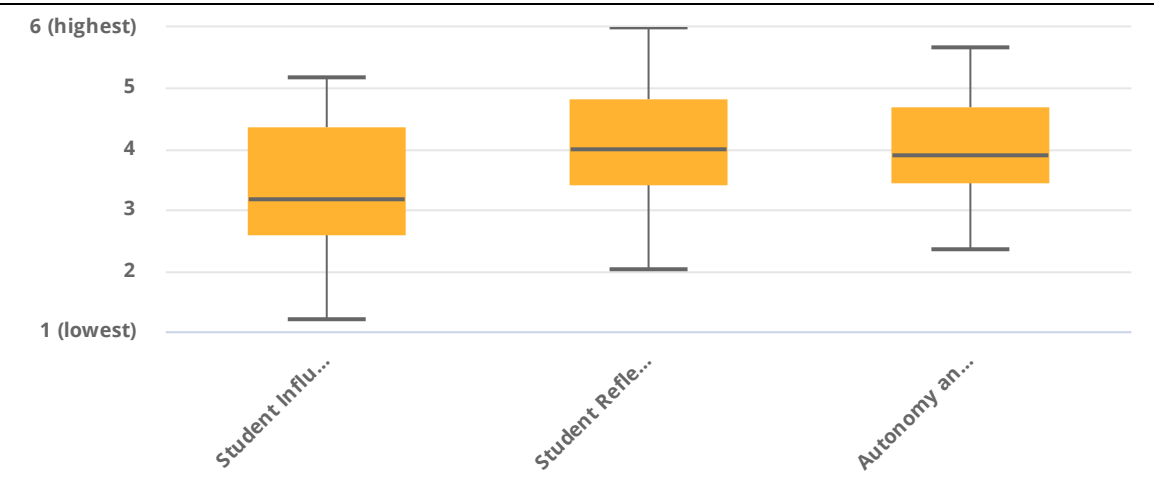
Category:  
Yr 10 (N=33)



Category:  
Yr 11 (N=24)



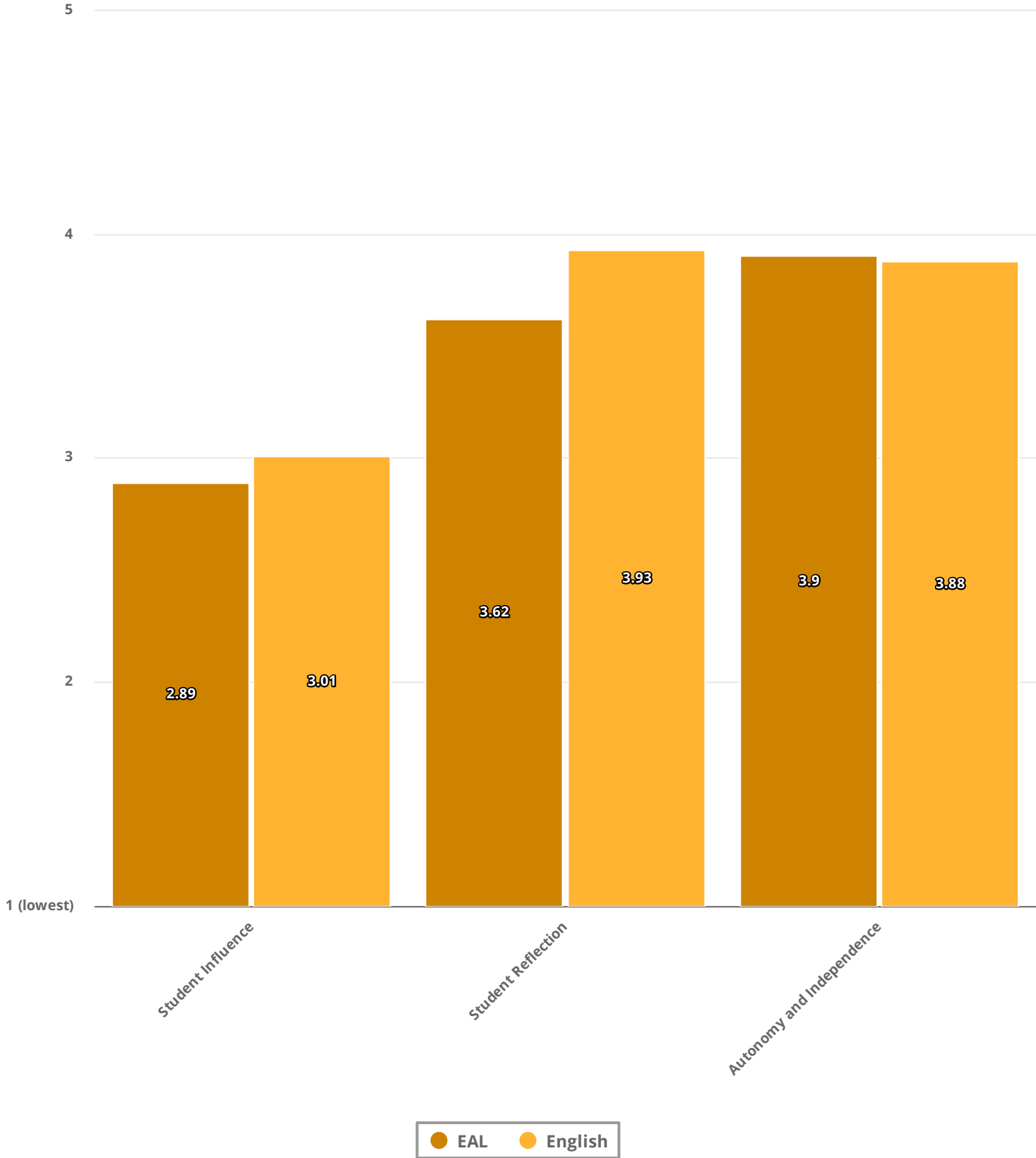
Category:  
Yr 12 (N=43)



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

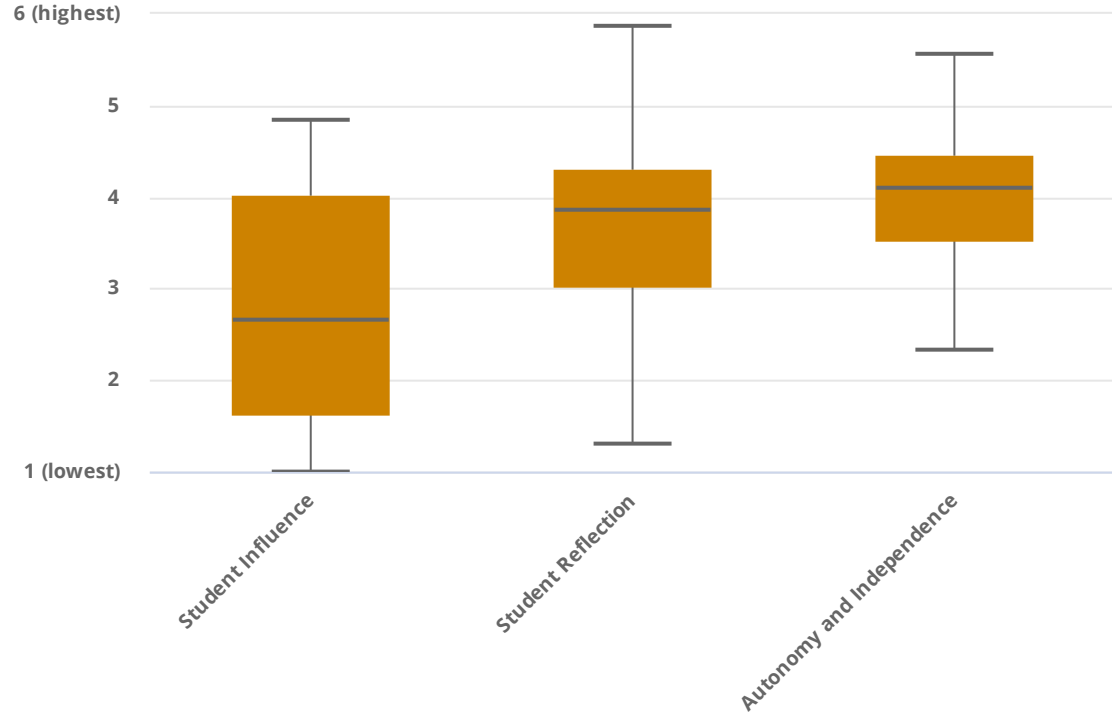
6 (highest)

by Language

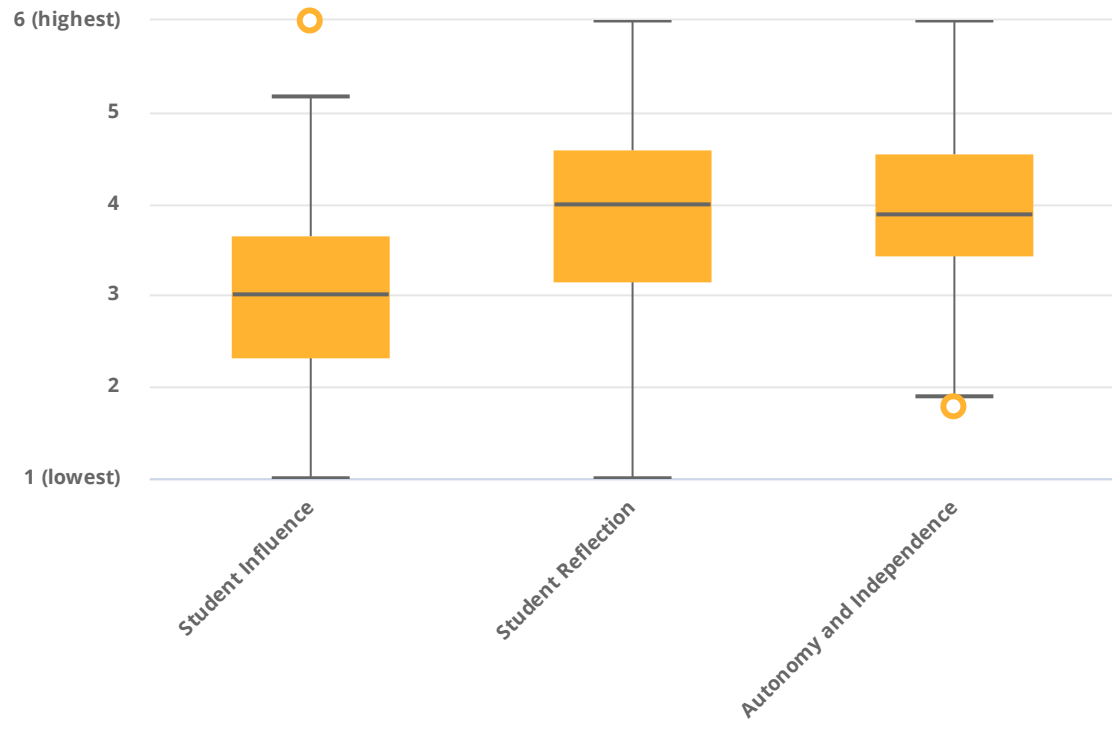


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: EAL (N=12)



Category: English (N=89)



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

6 (highest)

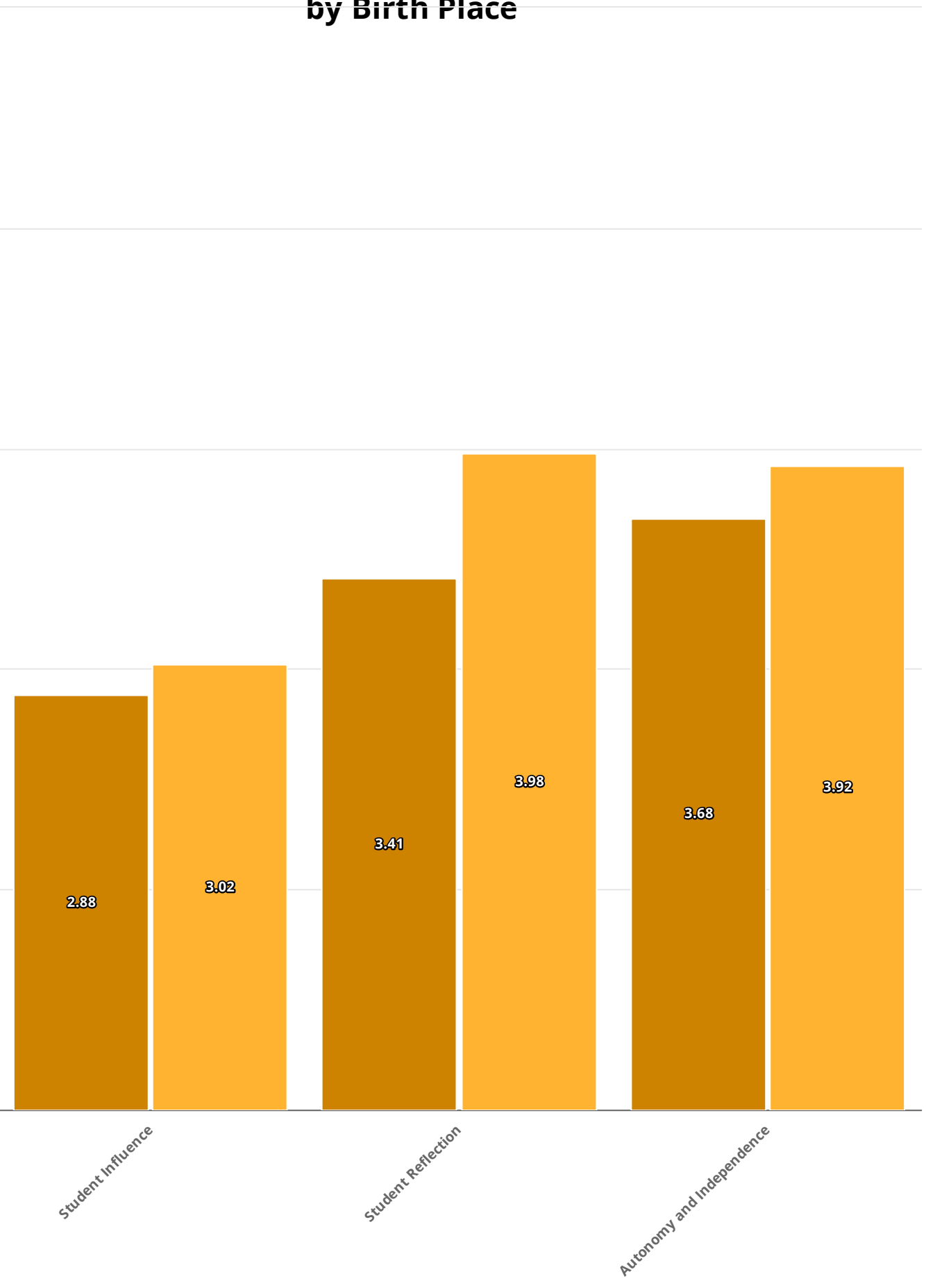
5

4

3

2

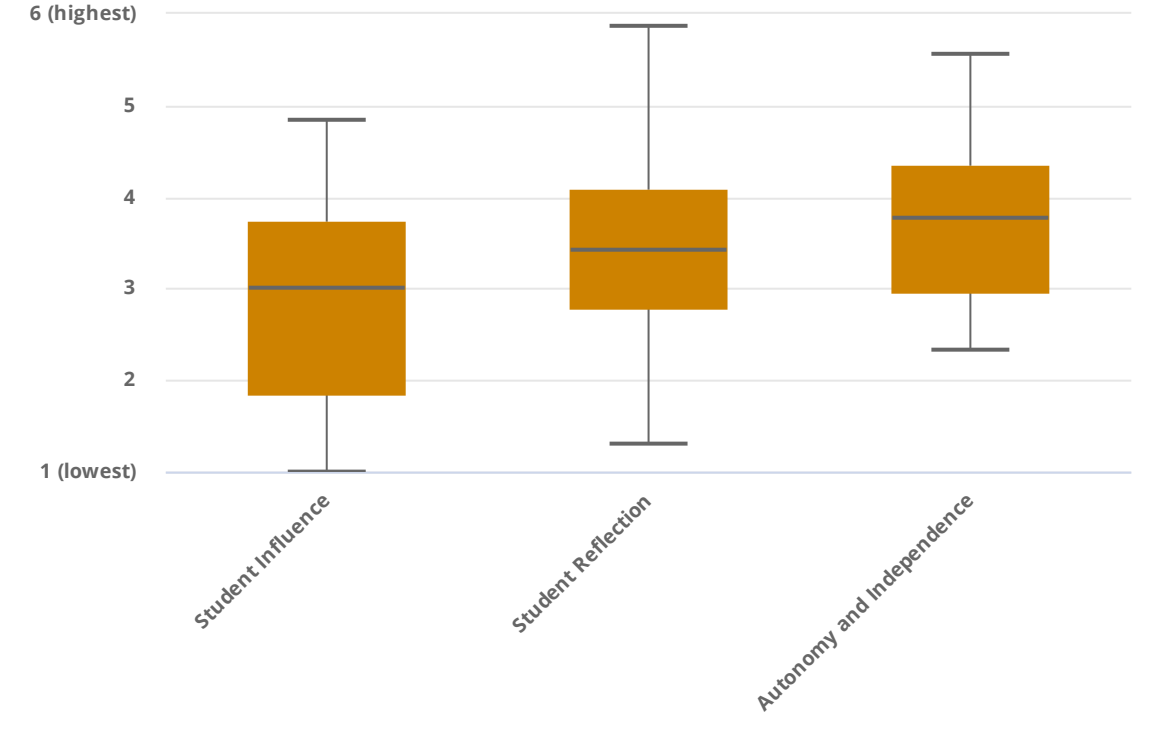
1 (lowest)



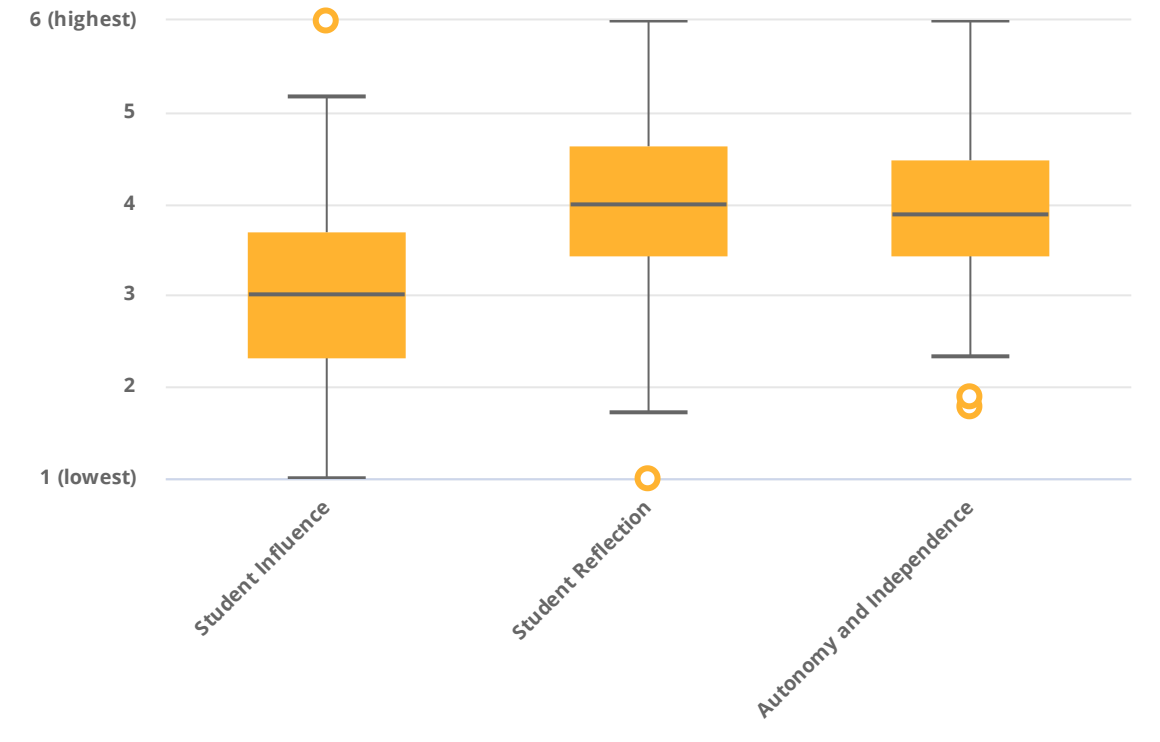
● Overseas ● Australia

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category: Overseas (N=14)



Category: Australia (N=87)



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

6 (highest)

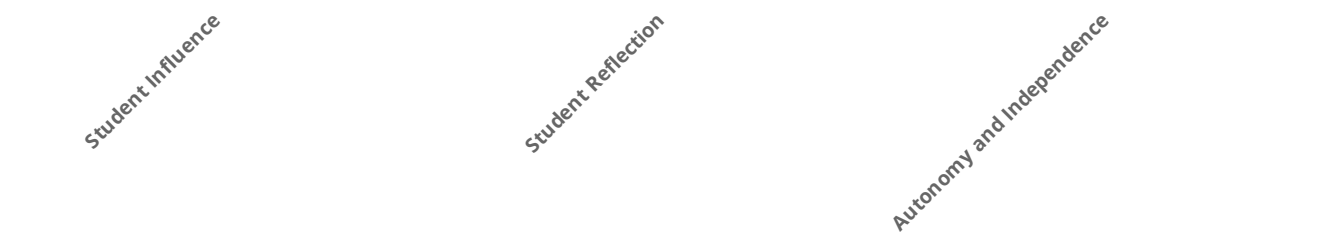
5

4

3

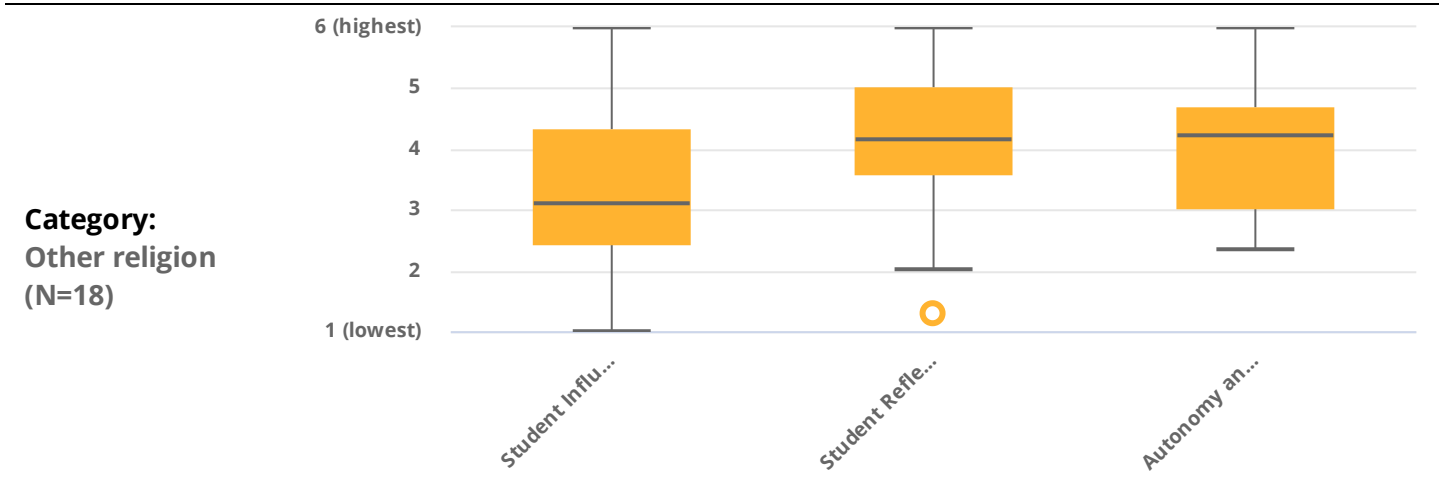
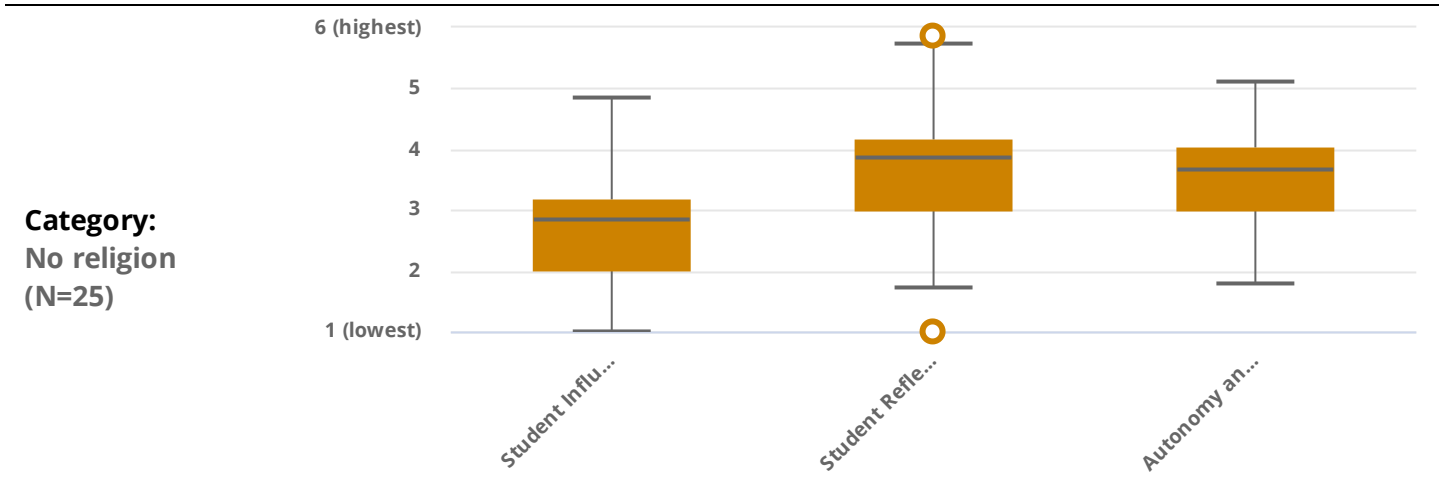
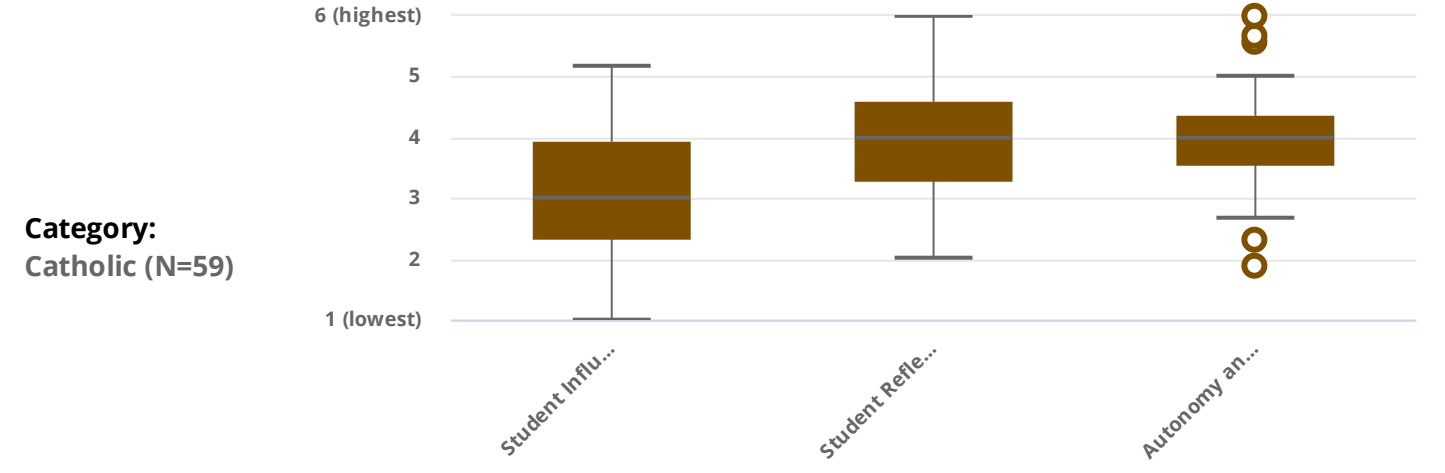
2

1 (lowest)



● Catholic ● No religion ● Other religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

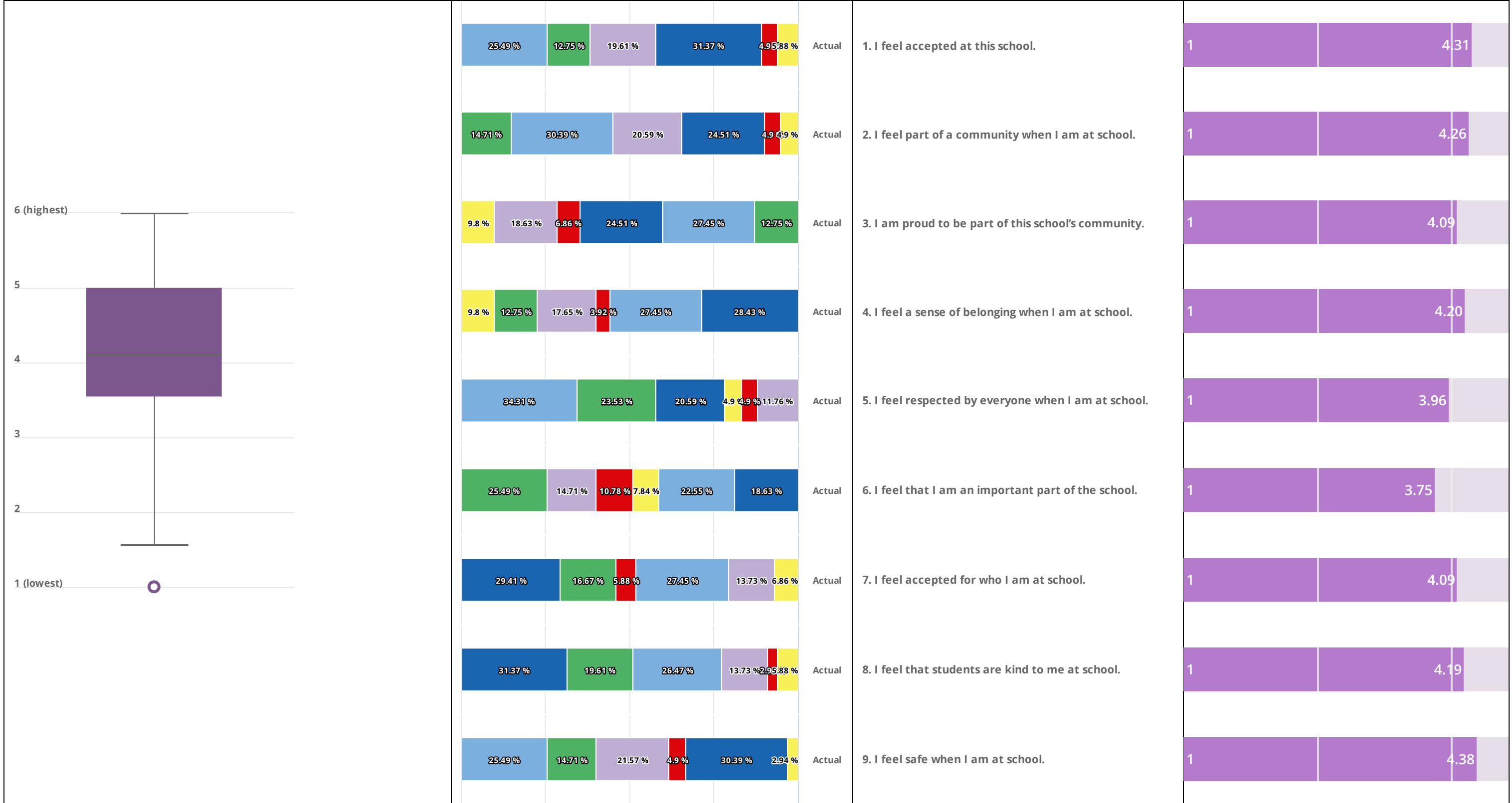


# Student Perceptions (Component 4: Community Engagement)

## BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

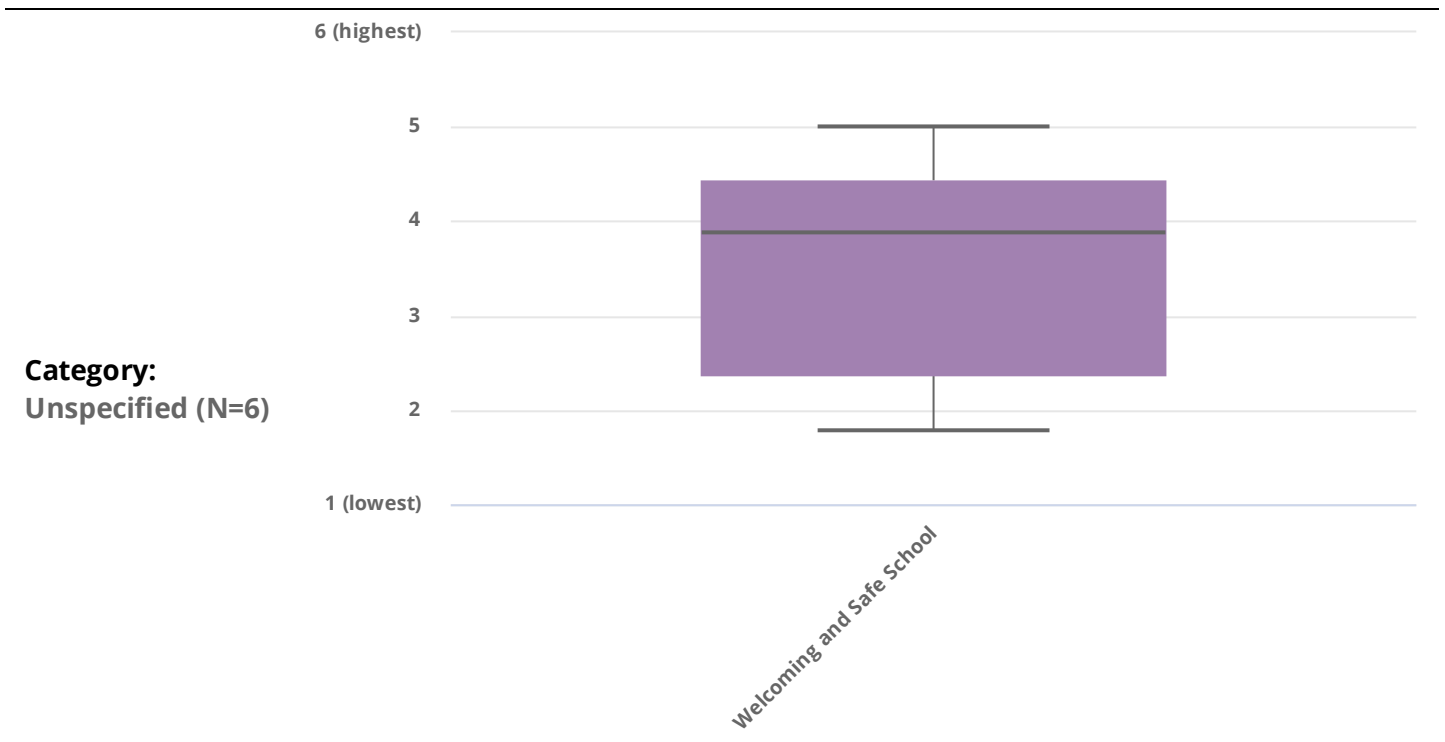
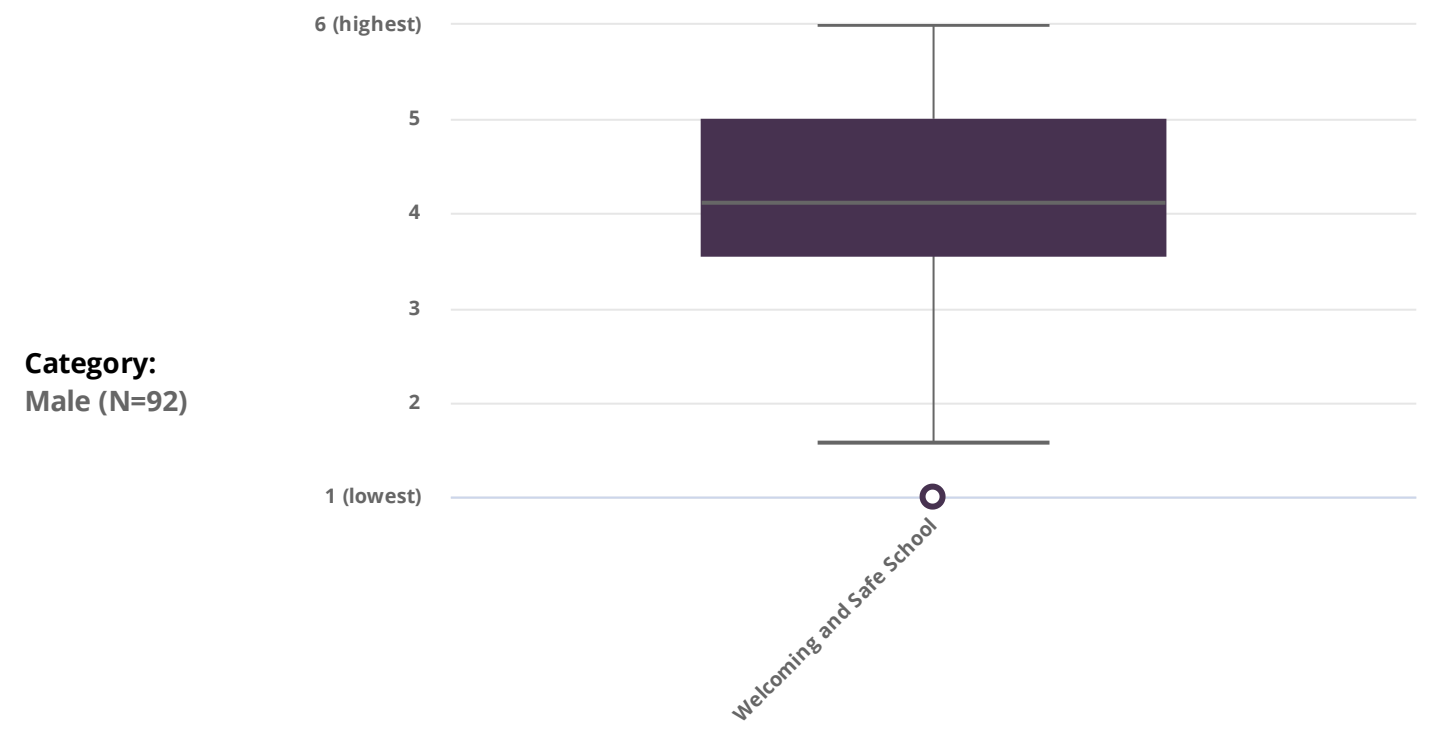
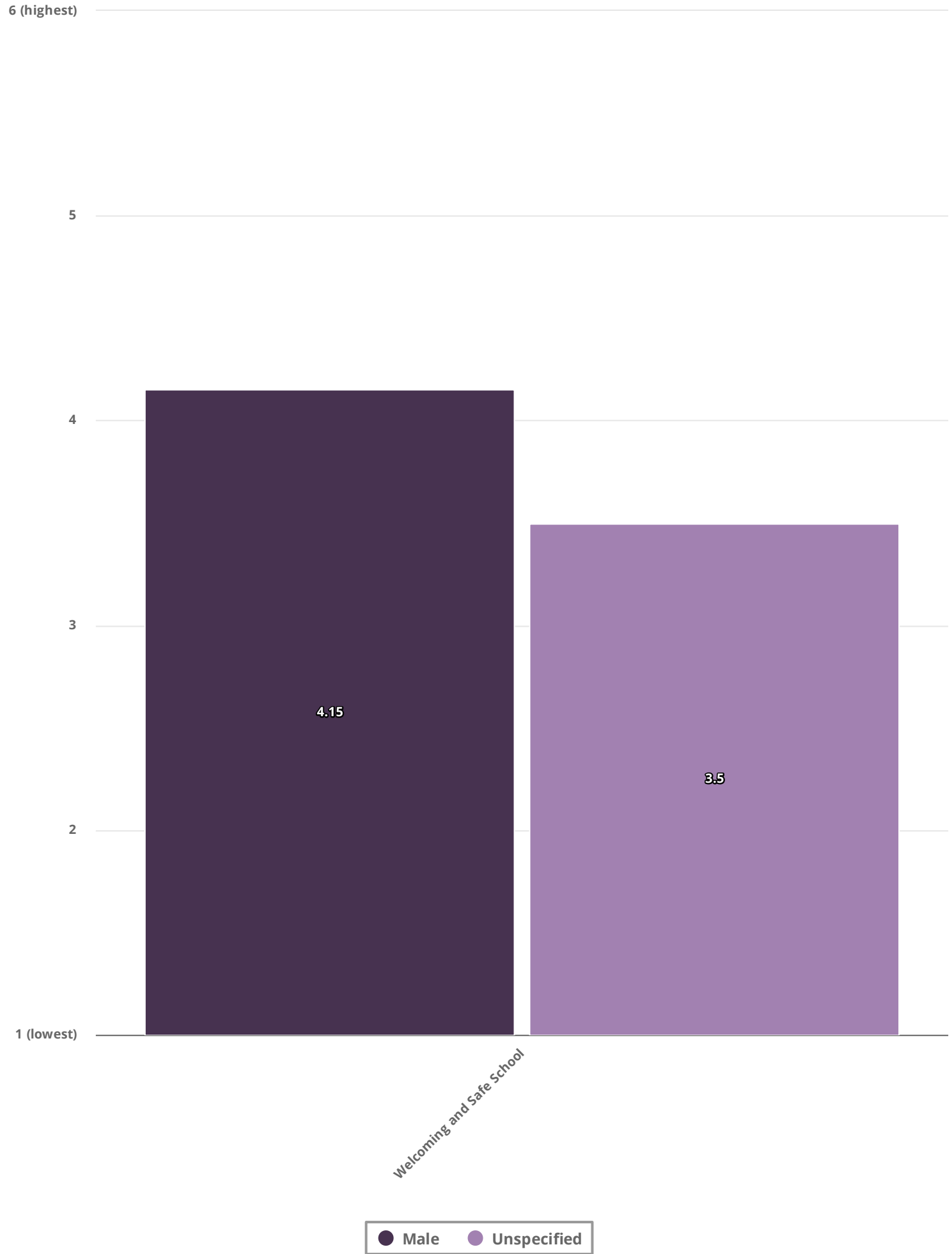
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



1 (lowest) 2 3 4 5 6 (highest)

# LLL Component 4: Community Engagement by Gender

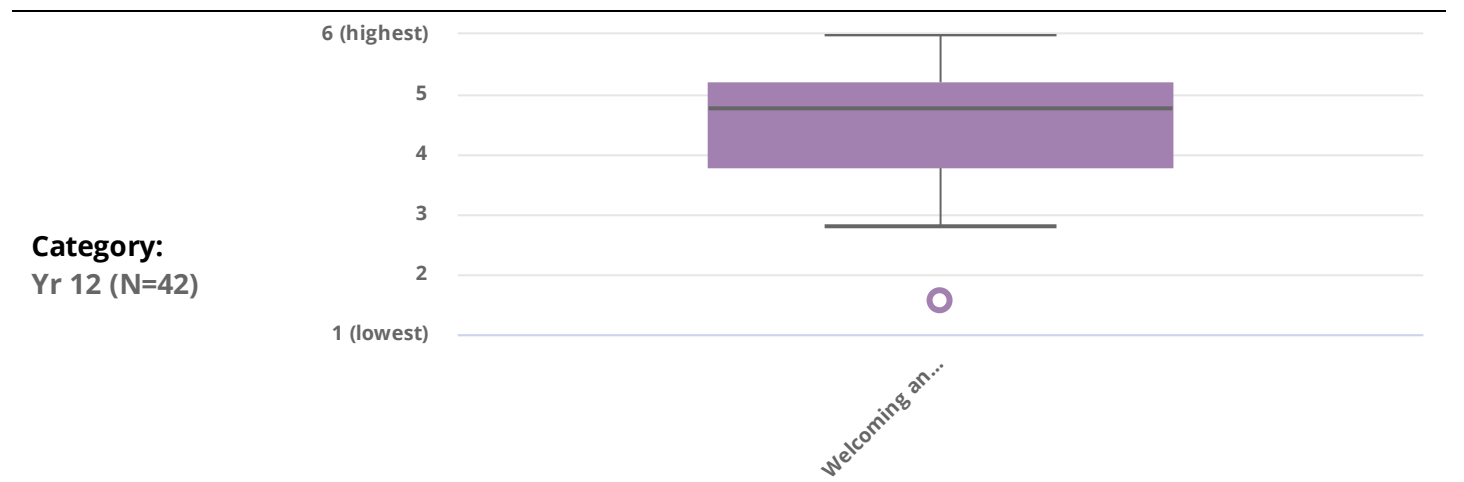
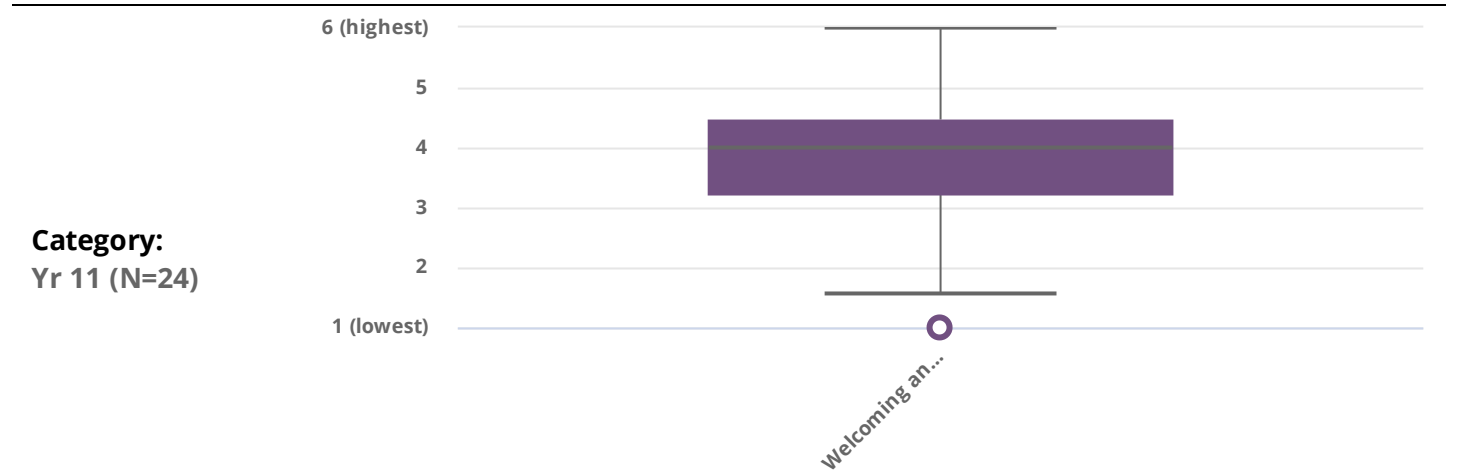
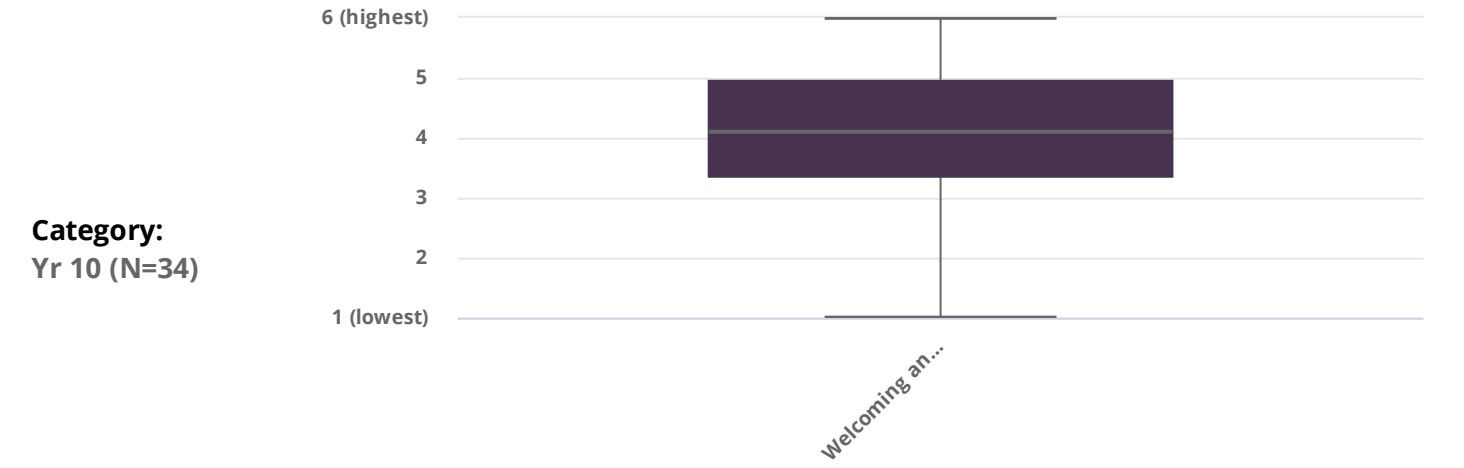
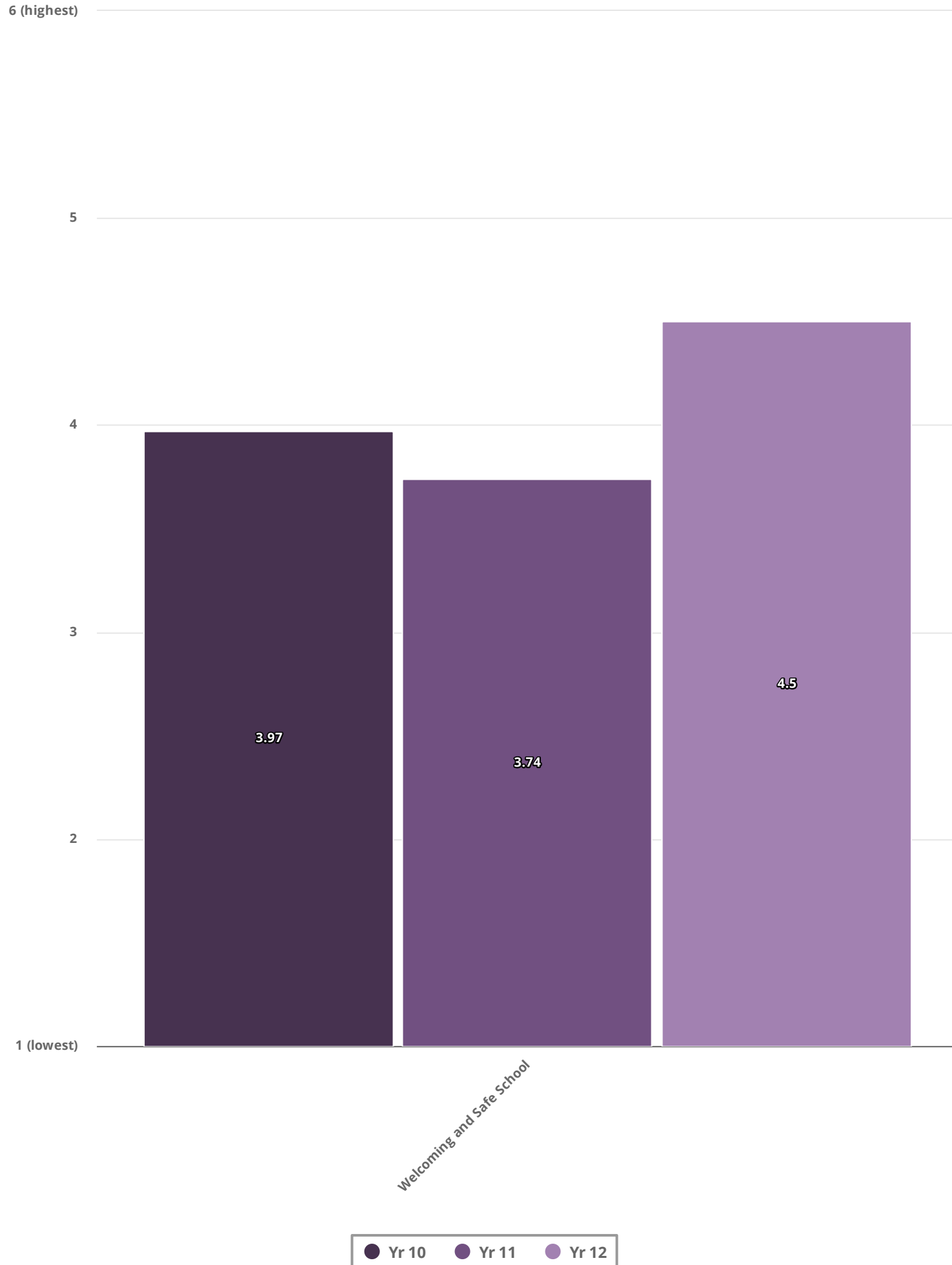
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





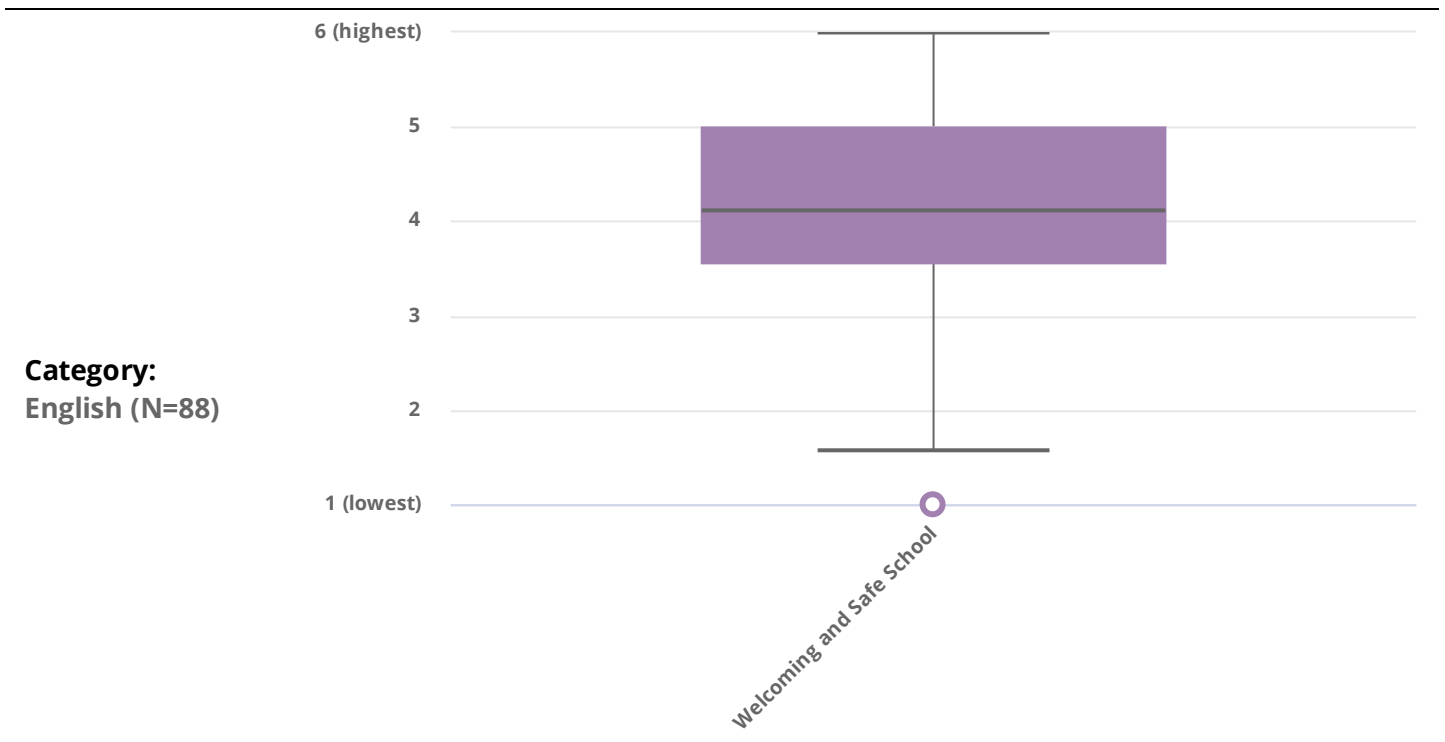
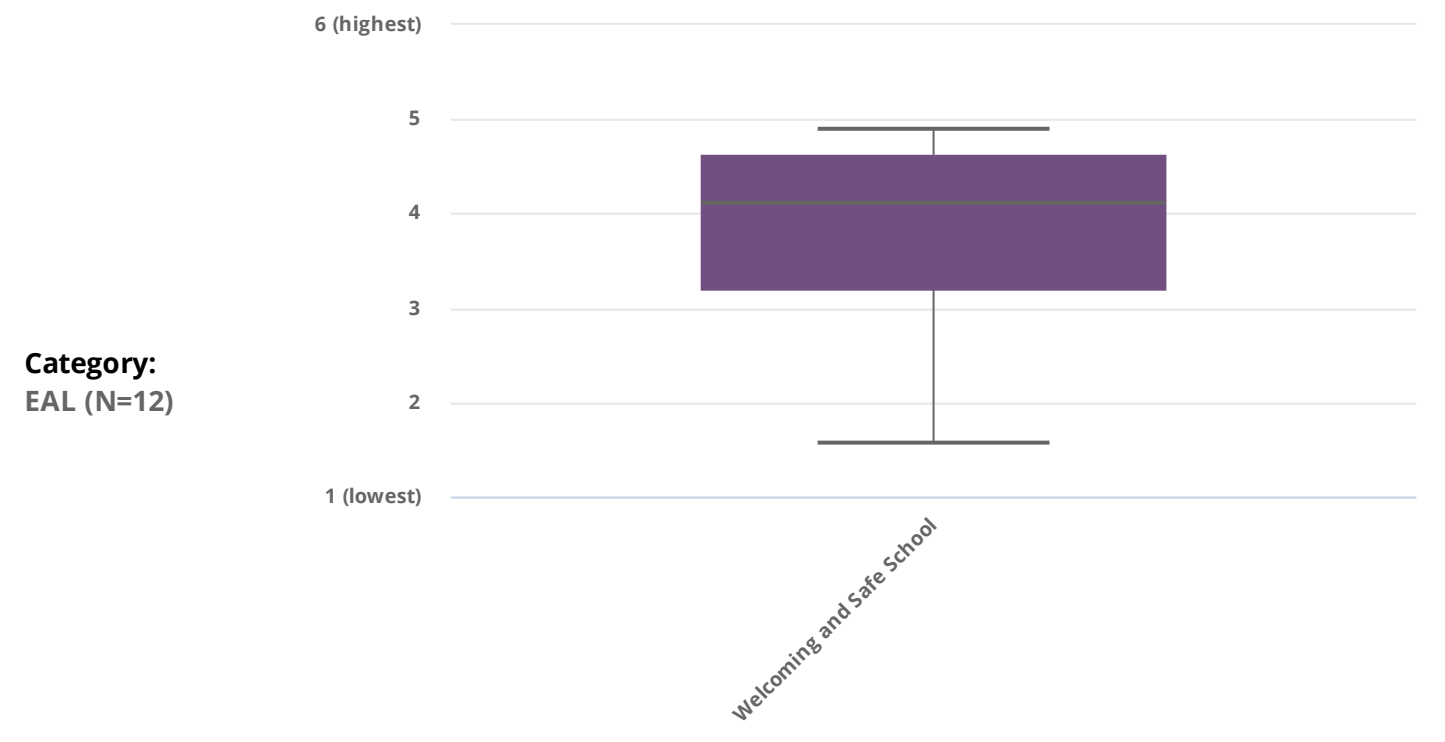
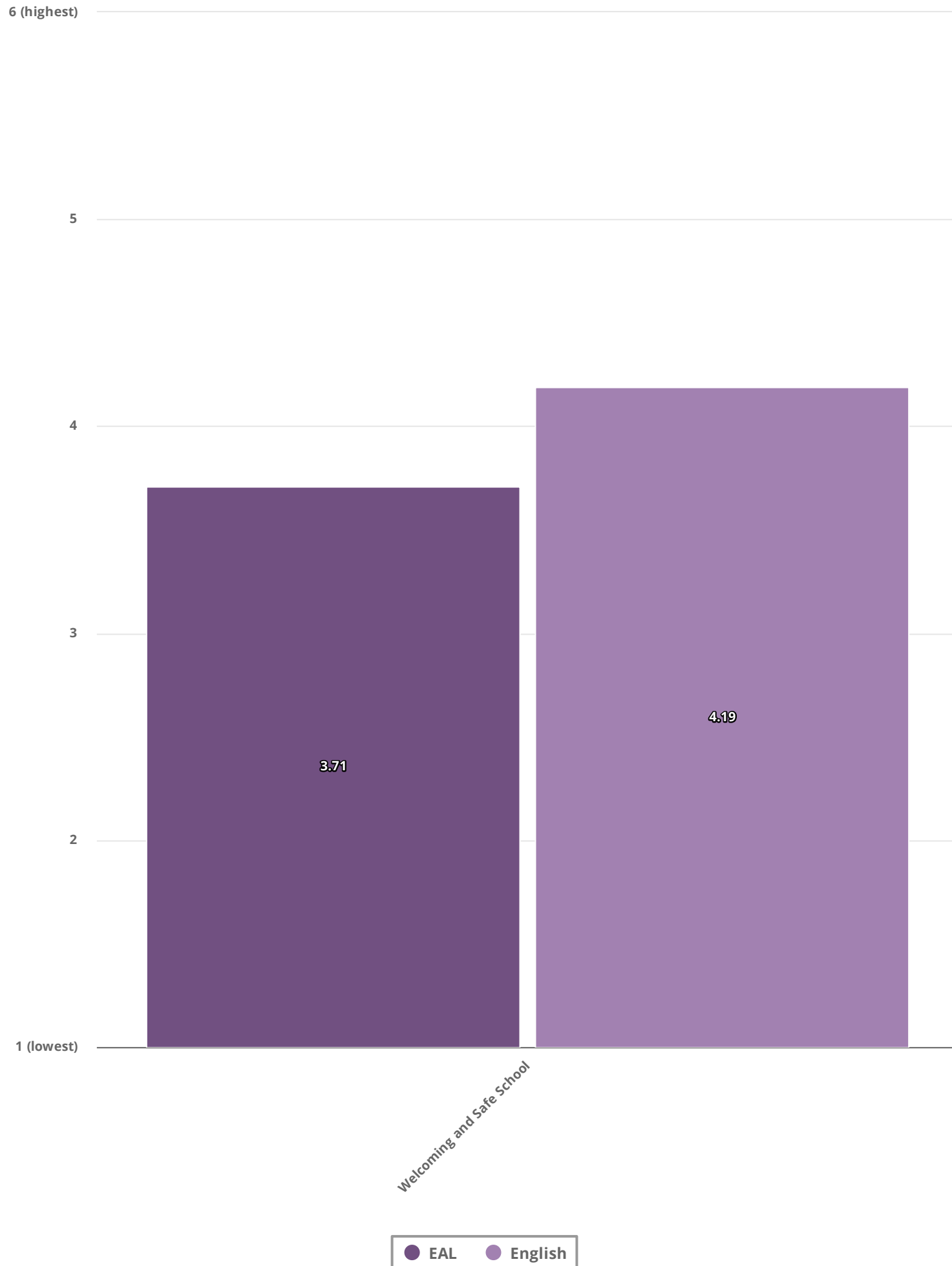
# LLL Component 4: Community Engagement by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



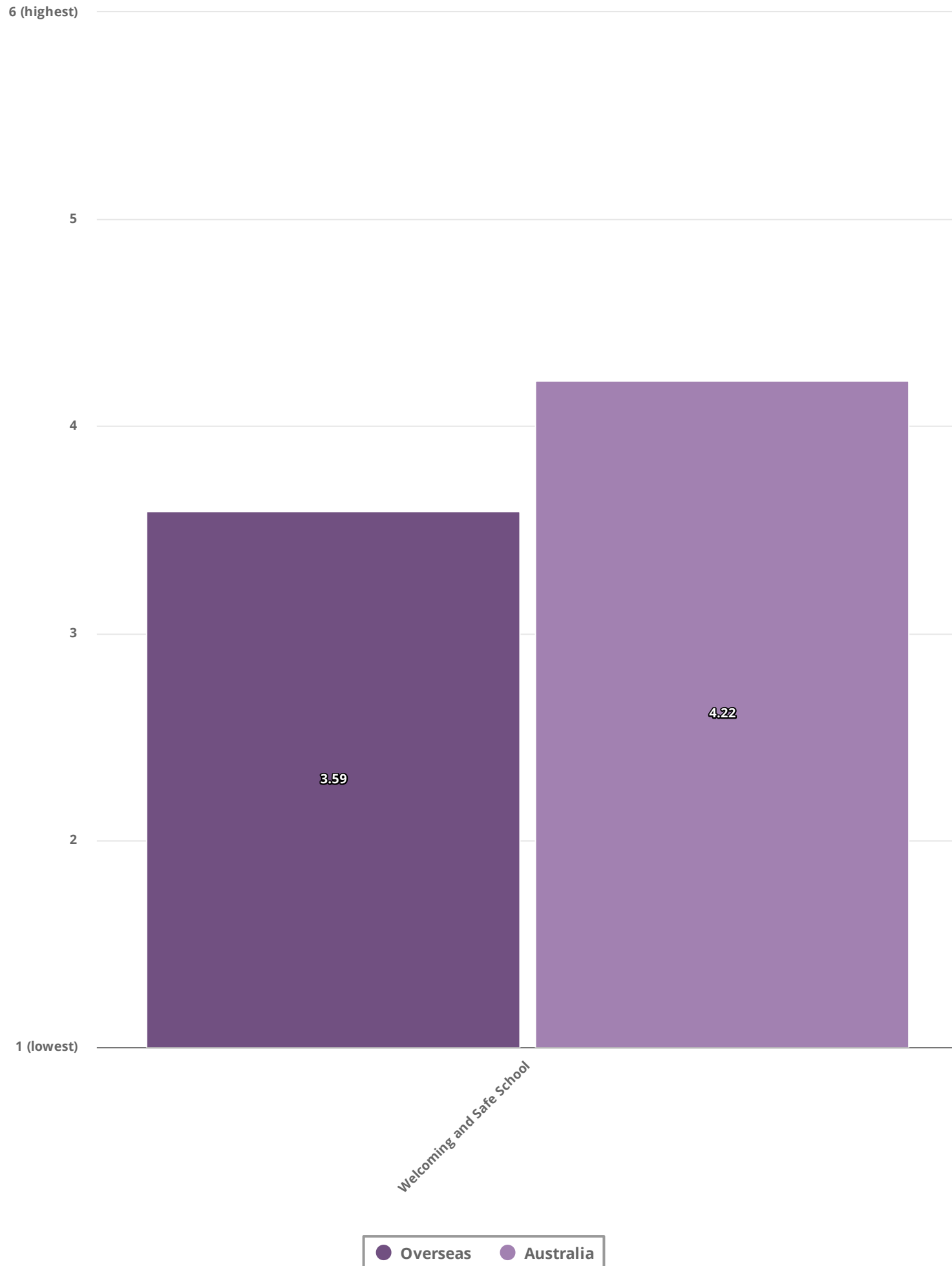
# LLL Component 4: Community Engagement by Language

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



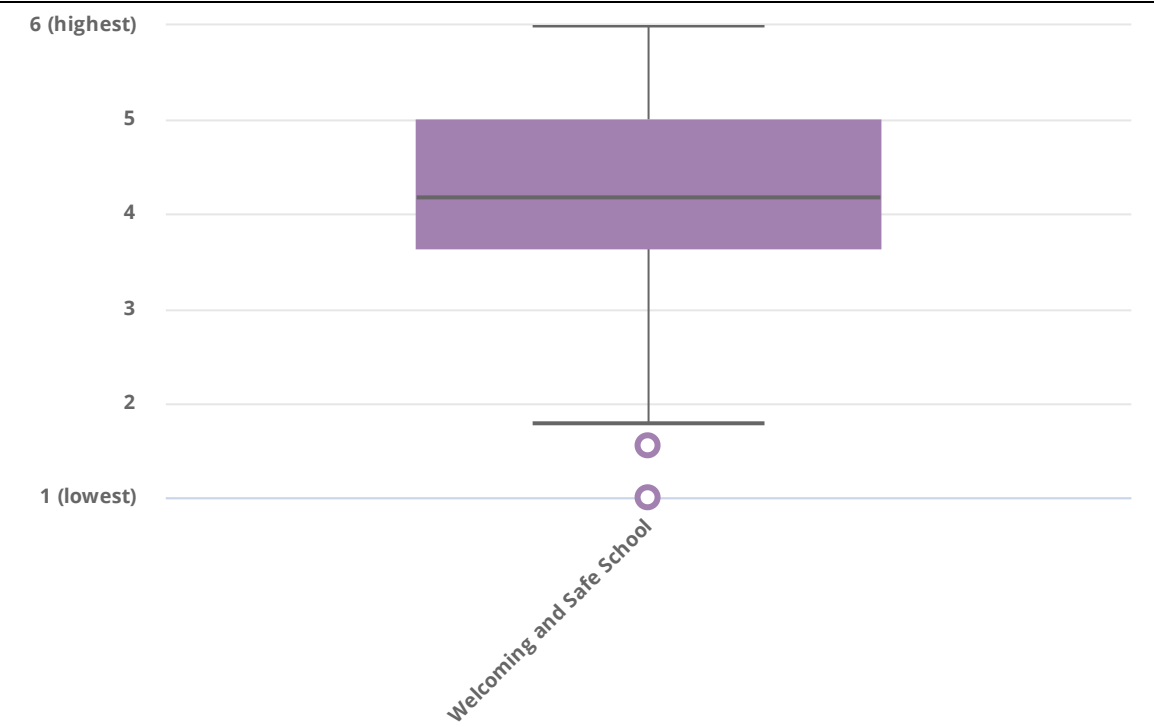
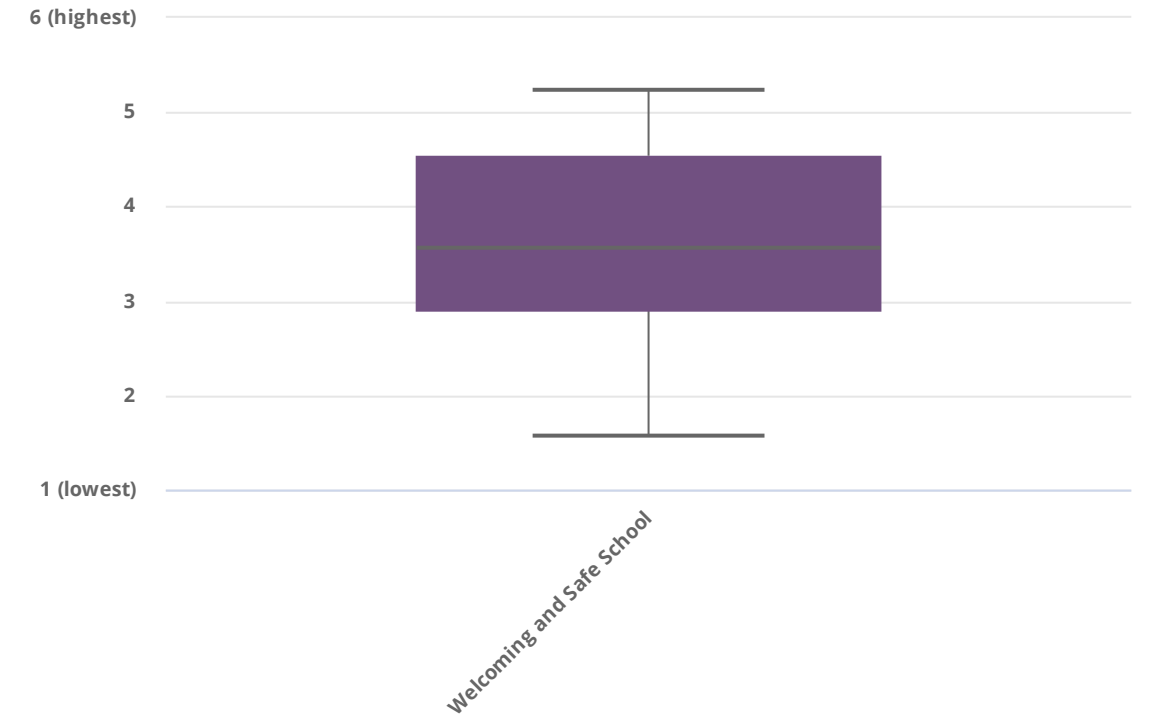
# LLL Component 4: Community Engagement by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



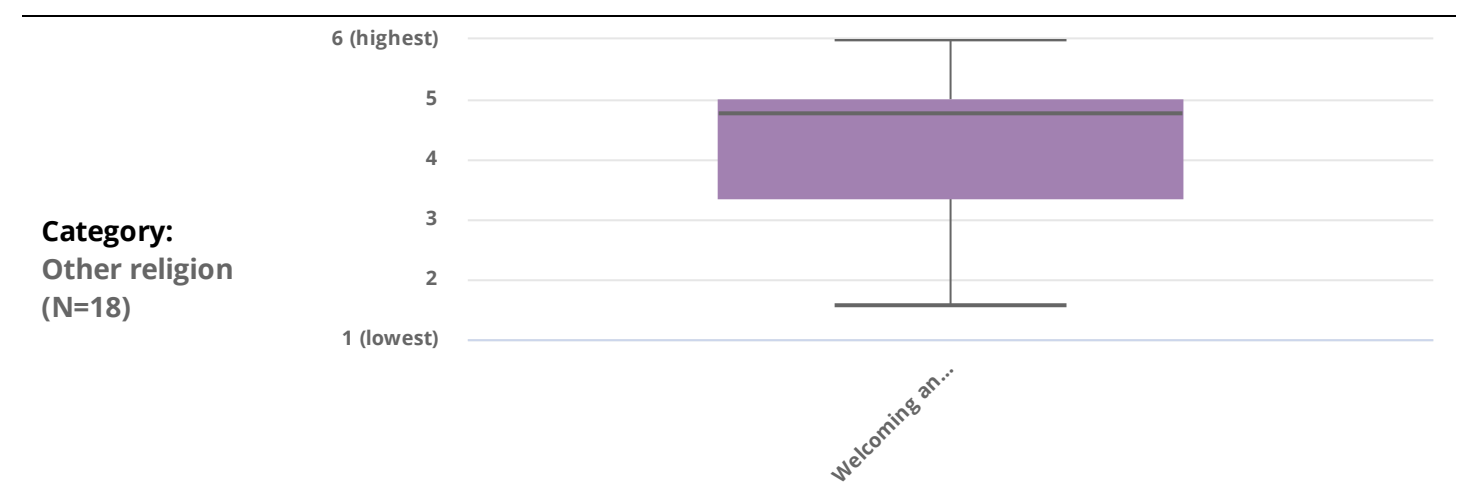
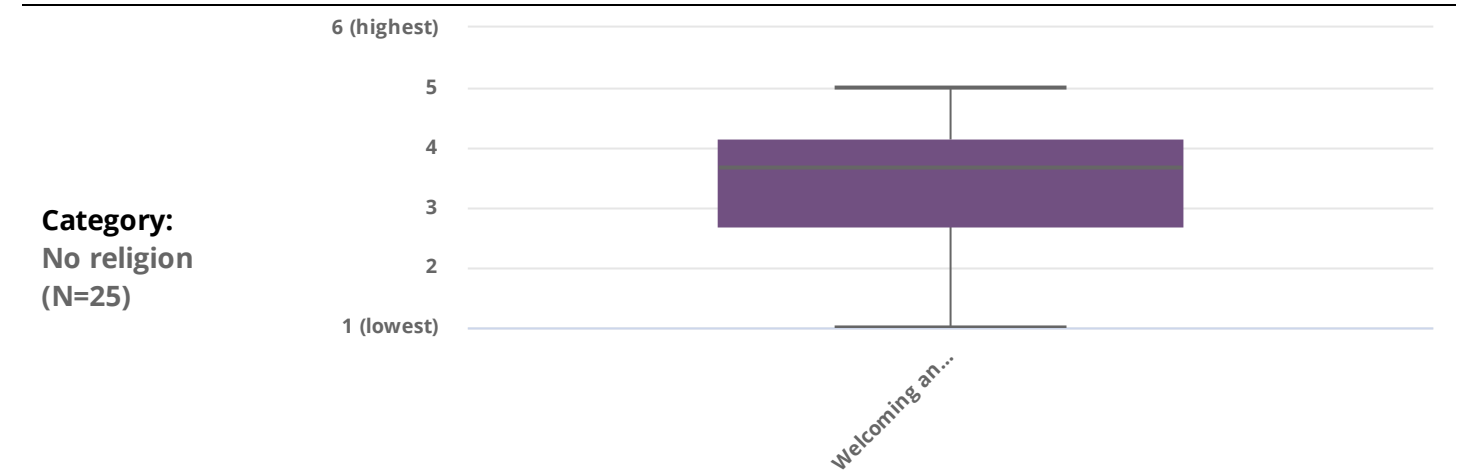
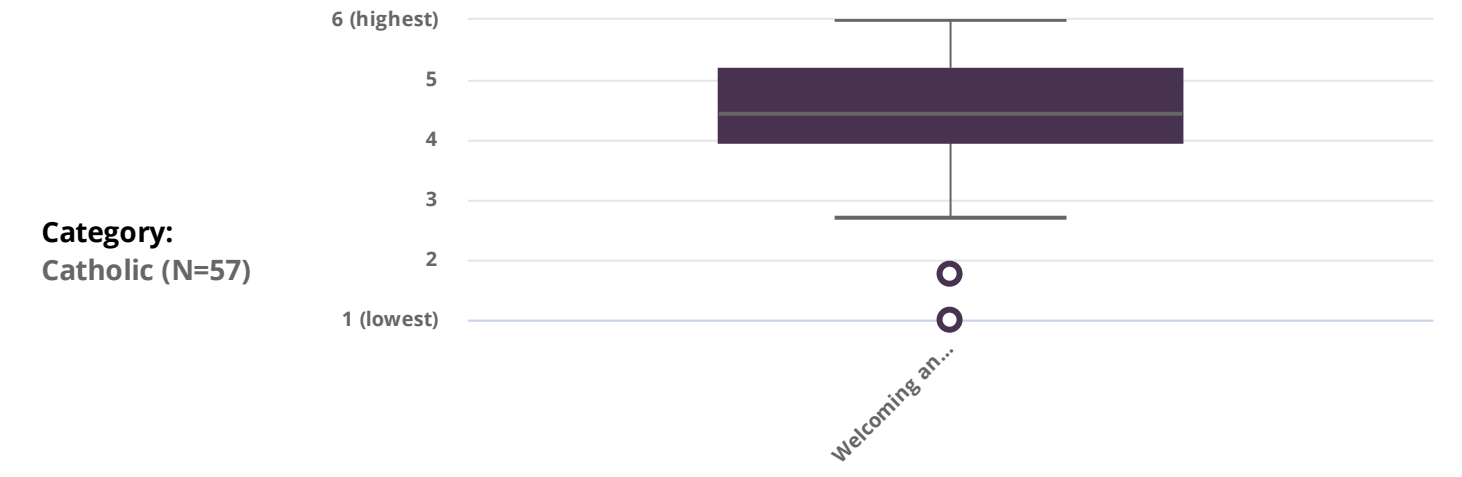
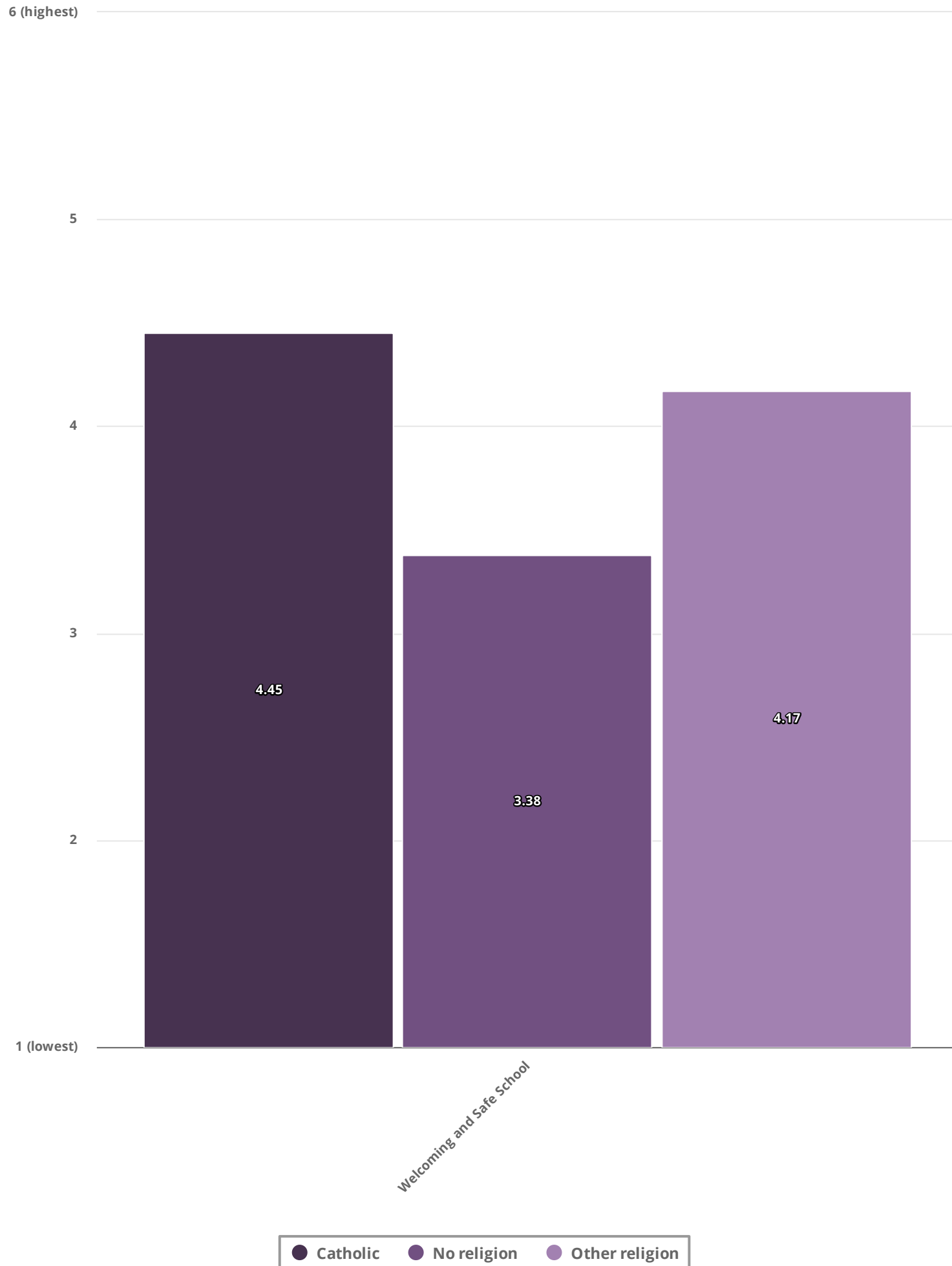
Category: Overseas (N=14)

Category: Australia (N=85)



# LLL Component 4: Community Engagement by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

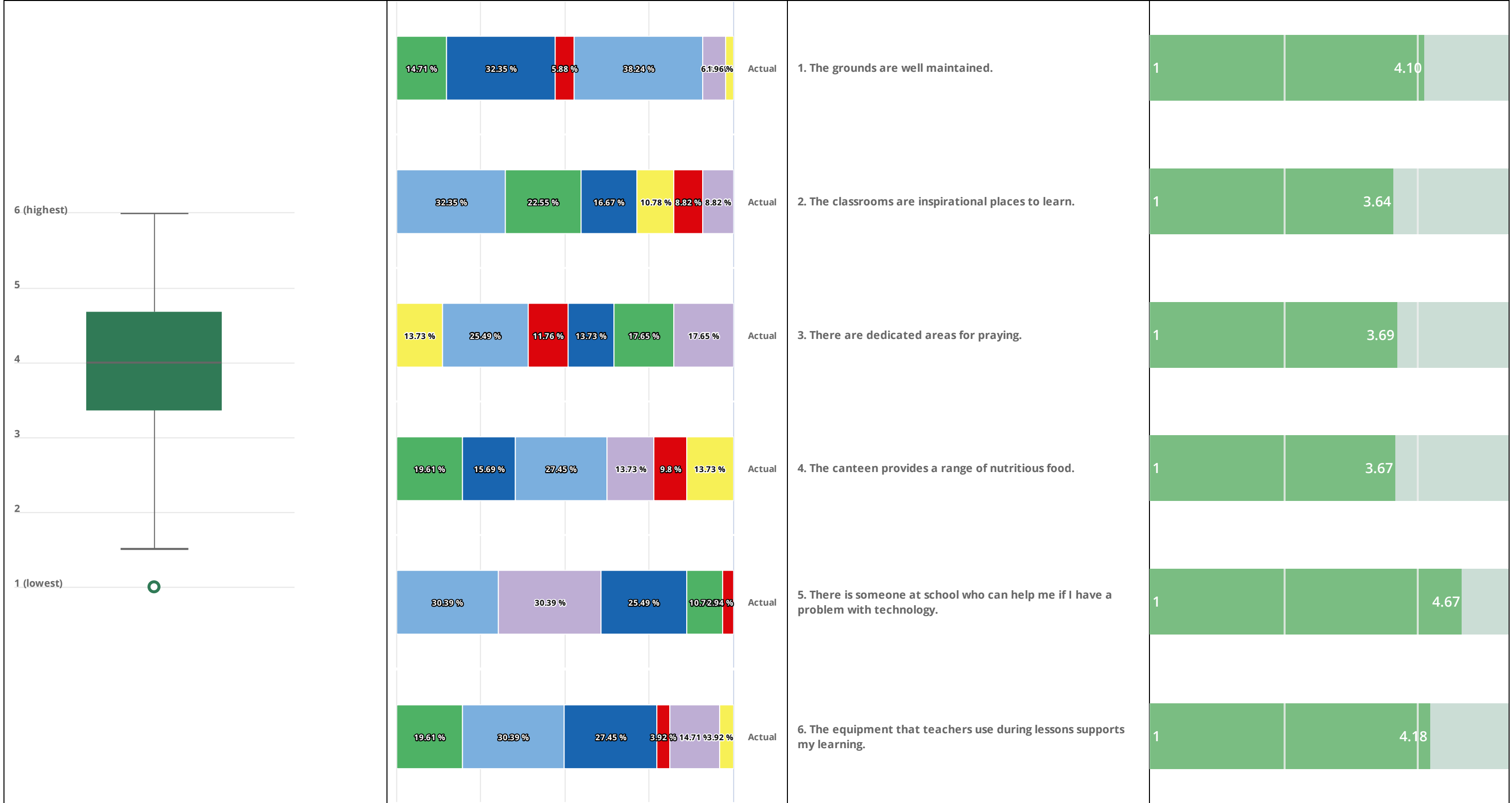


# Student Perceptions (Infrastructure)

## BSC Quadrant: RESOURCING

### Construct: Infrastructure

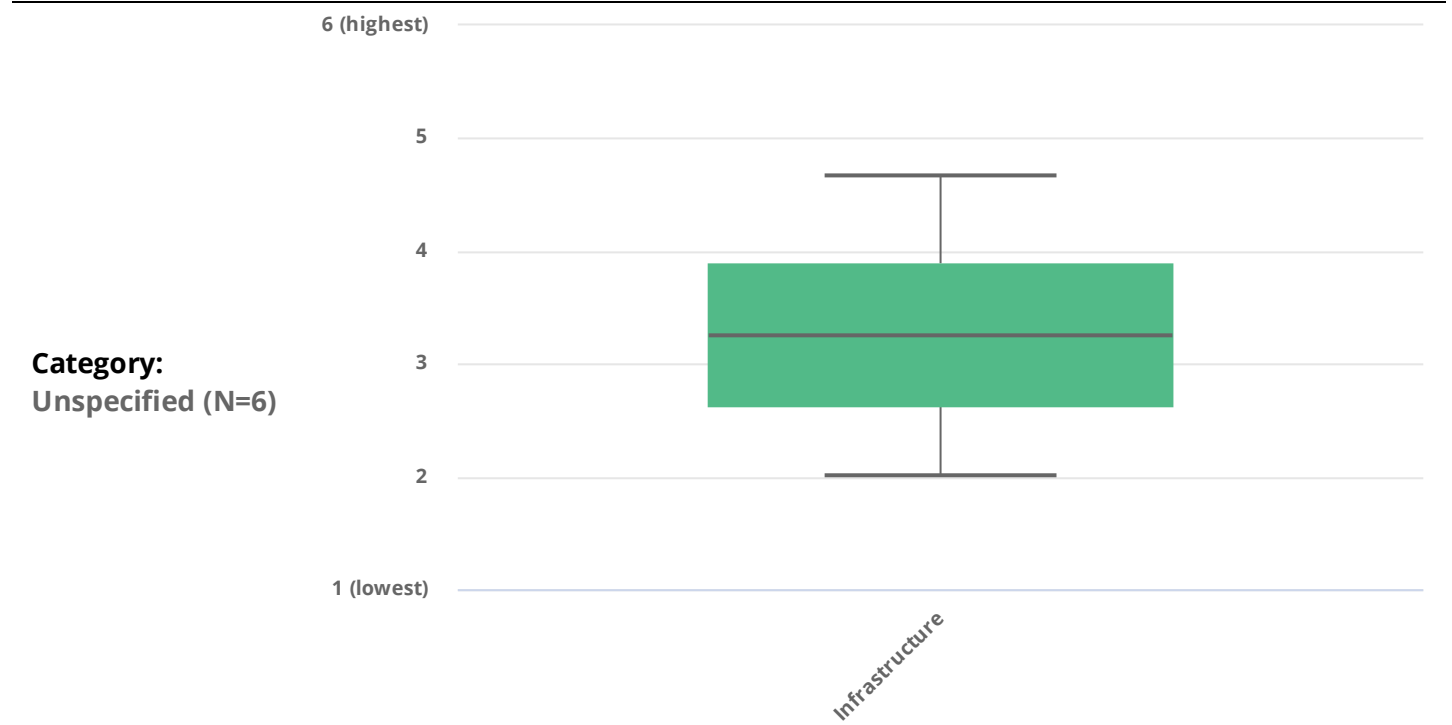
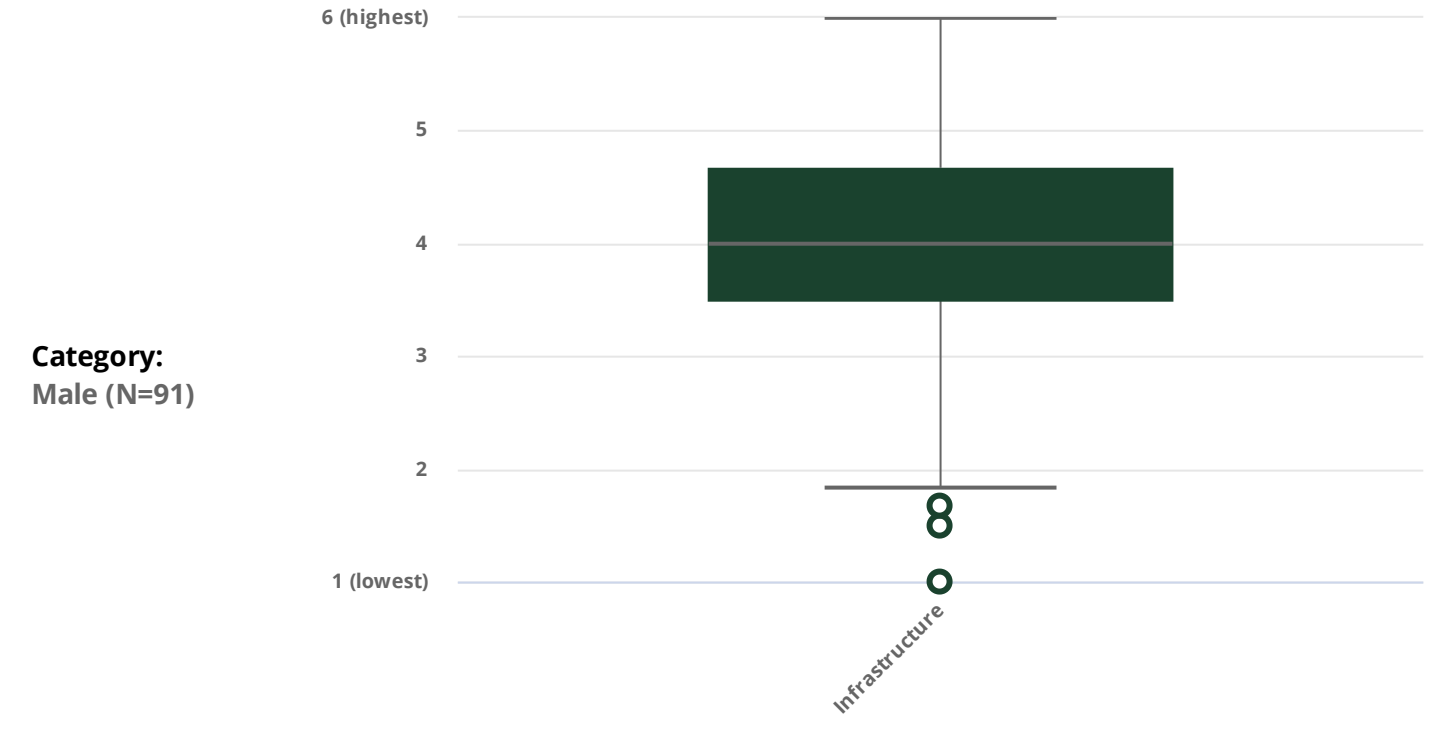
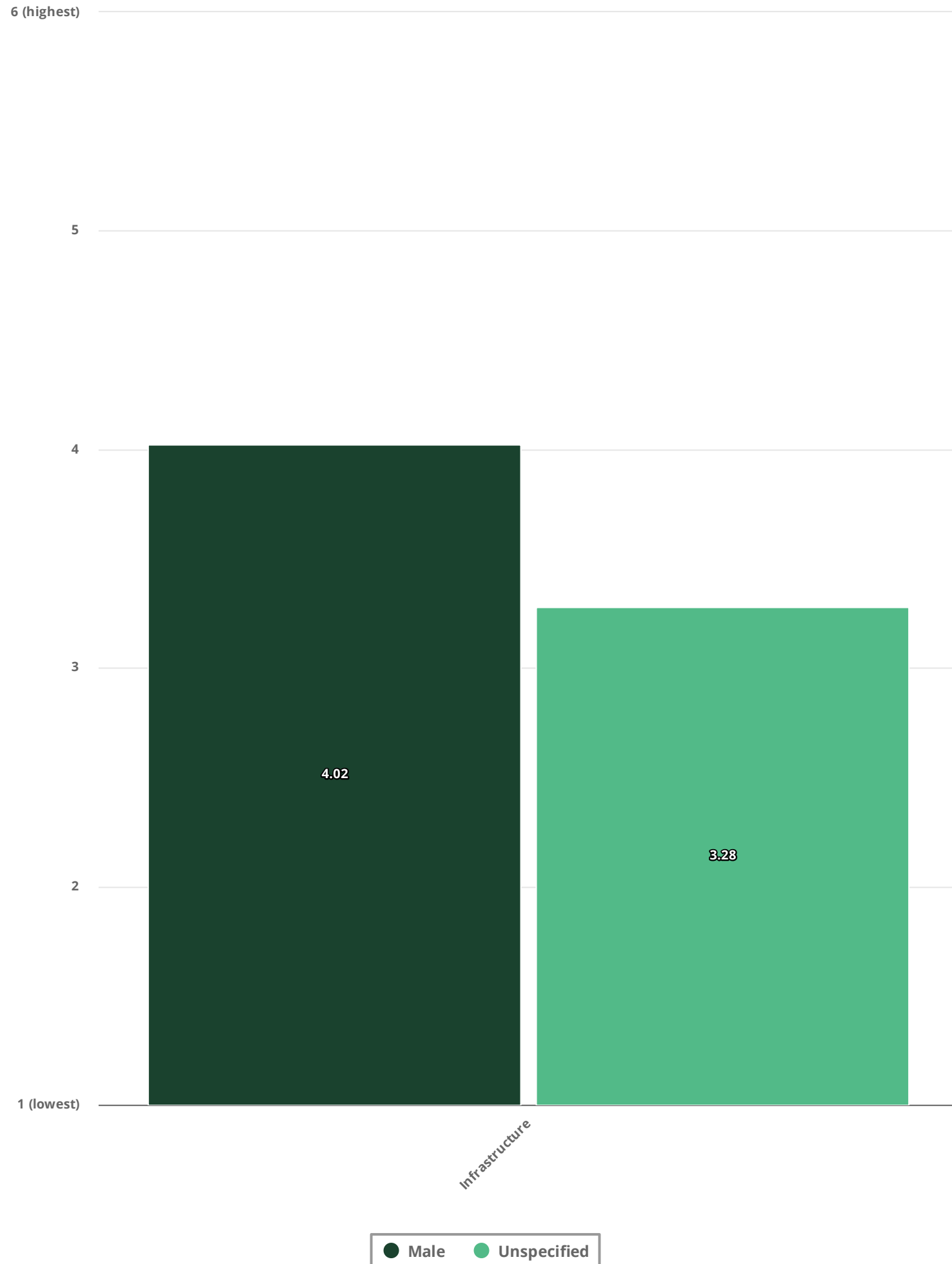
The extent to which students feel positive about the school buildings and grounds.



● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

# Additional Construct: Infrastructure by Gender

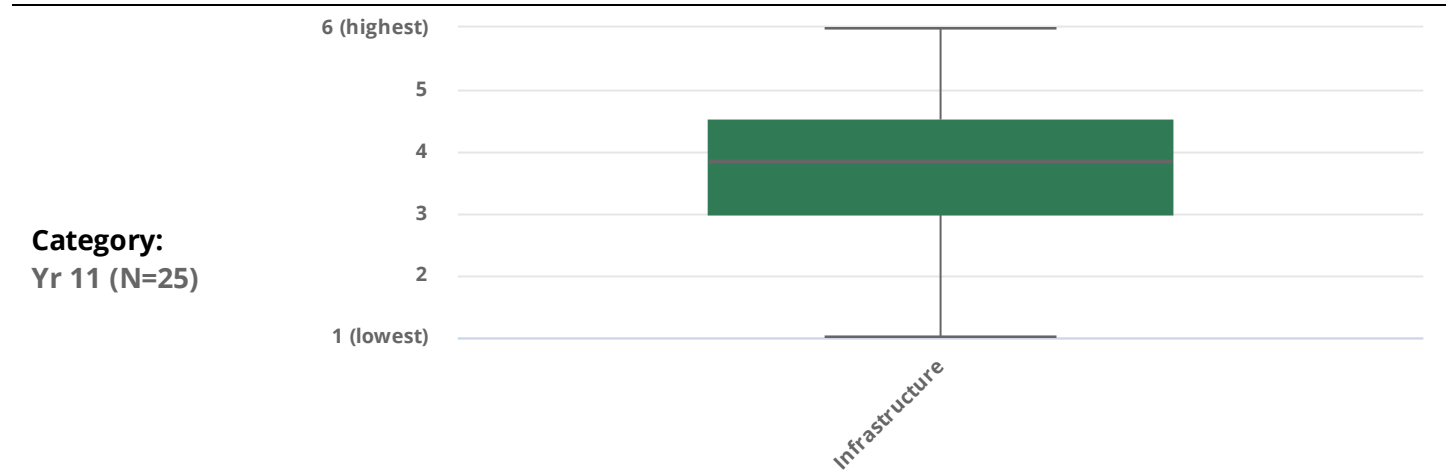
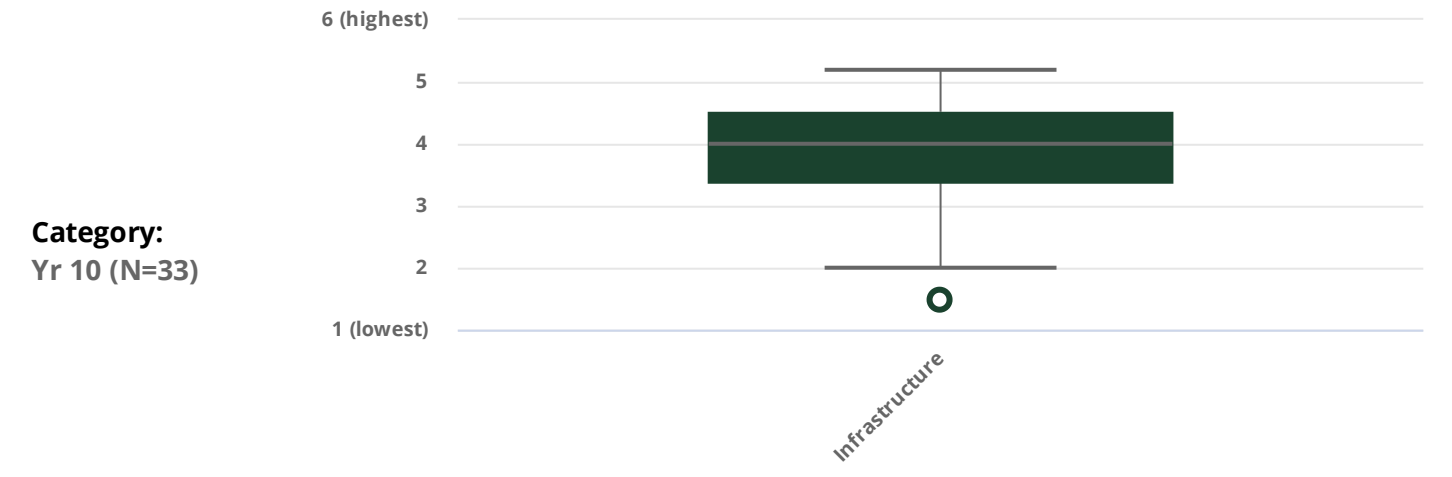
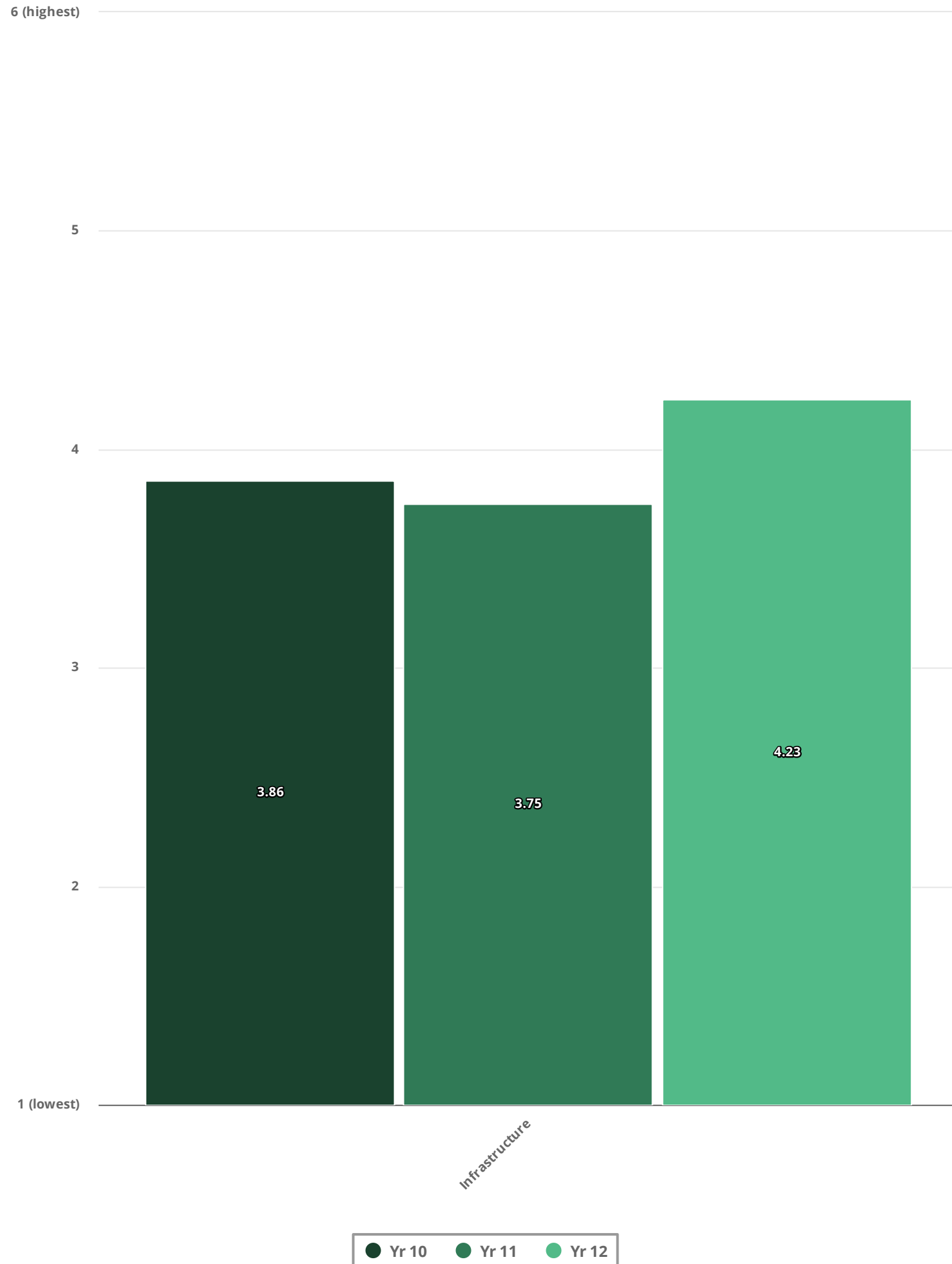
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





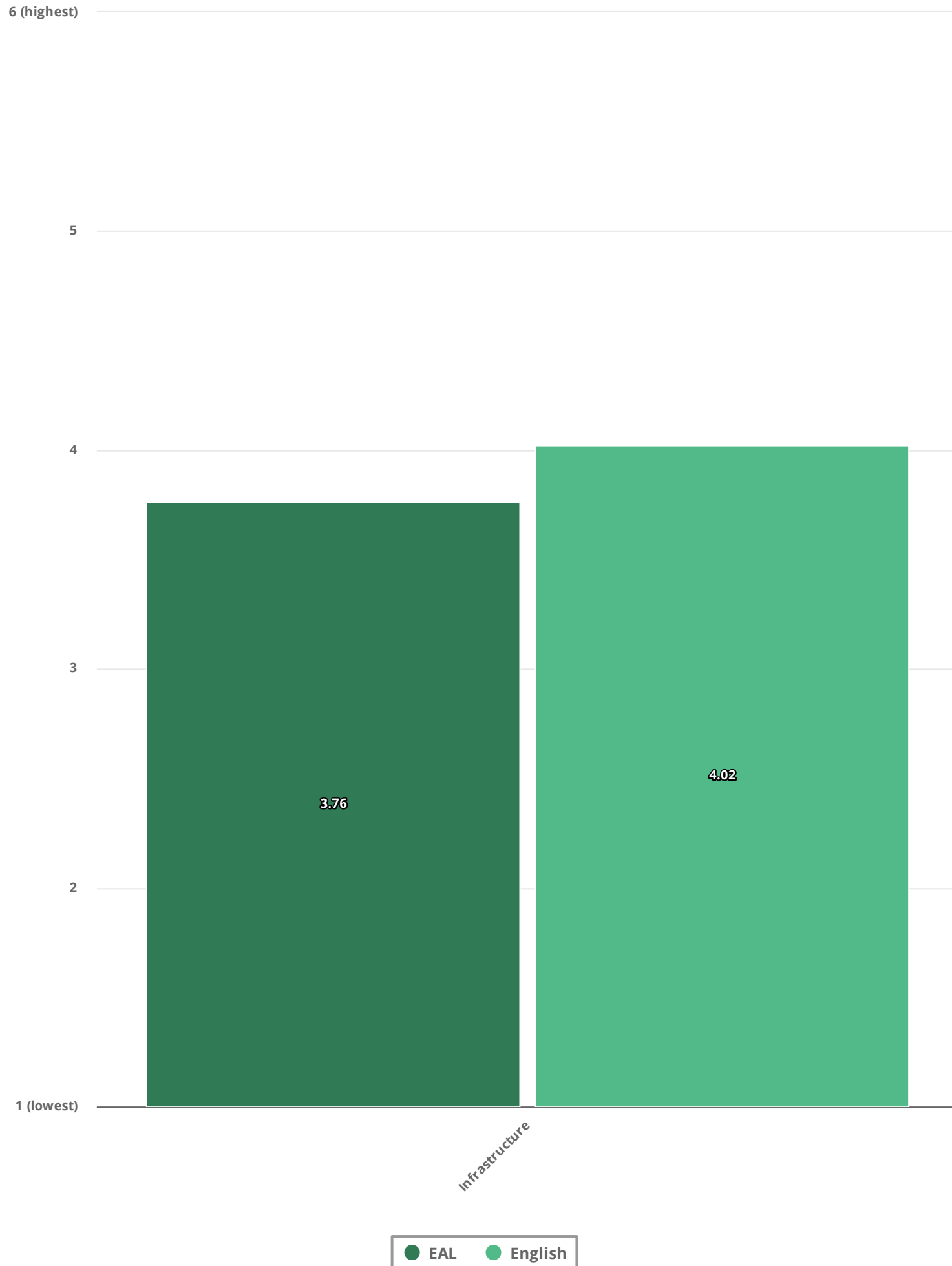
# Additional Construct: Infrastructure by Year Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

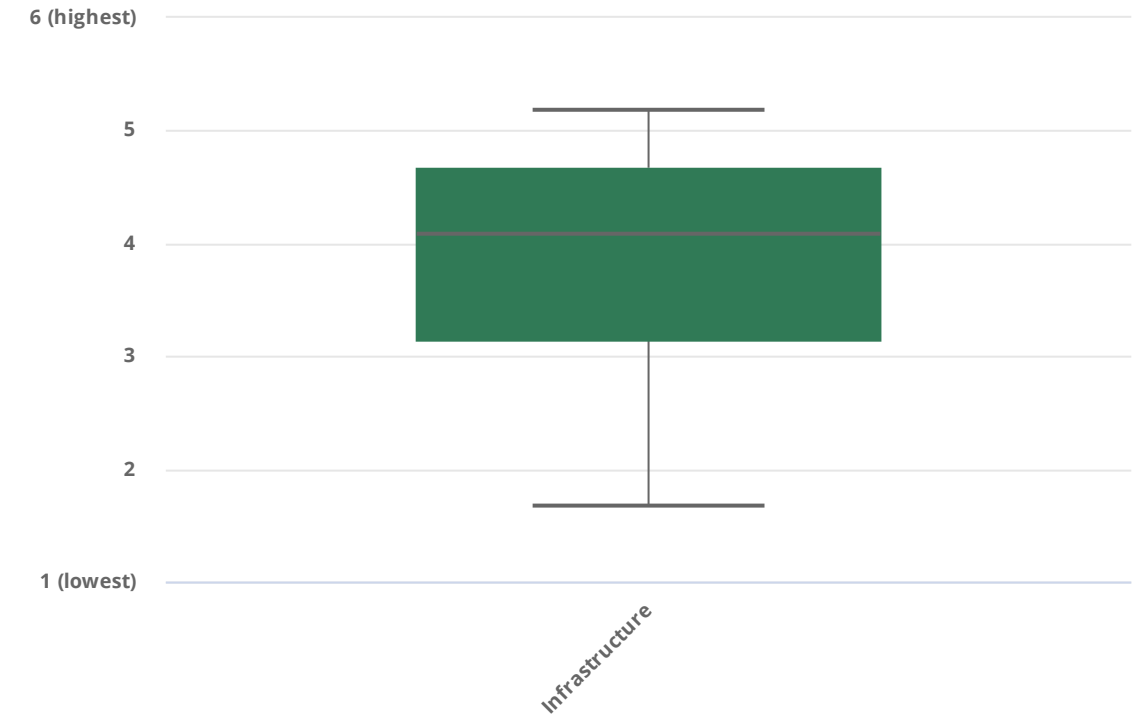


# Additional Construct: Infrastructure by Language

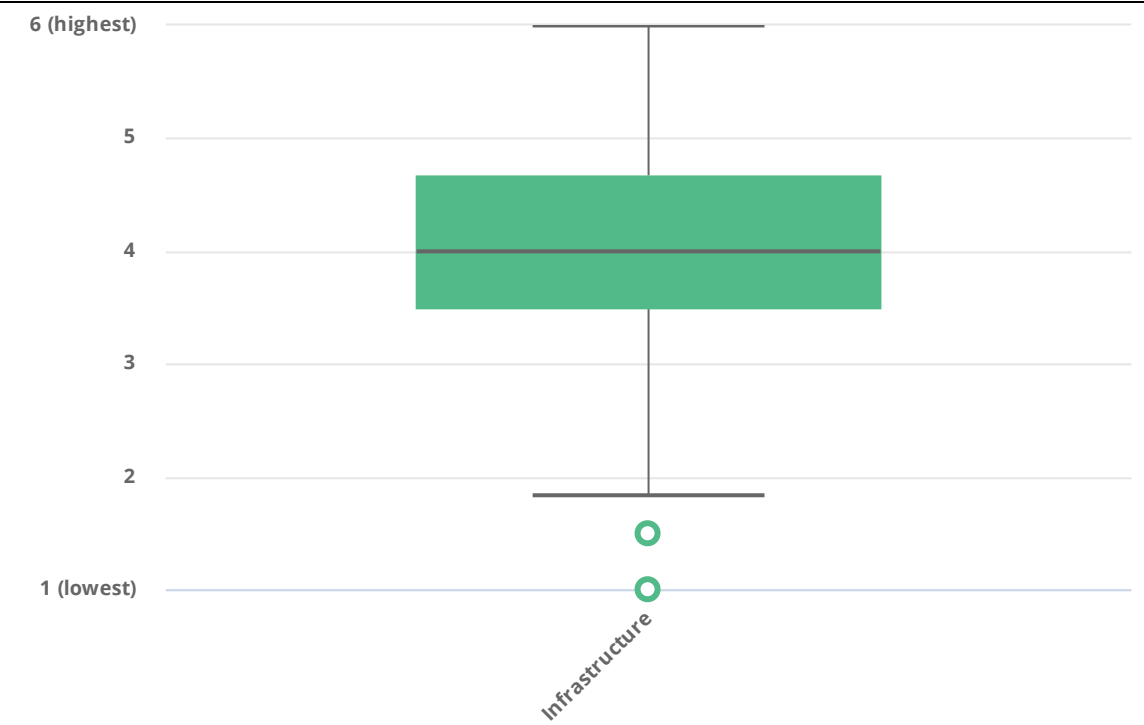
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:  
EAL (N=12)

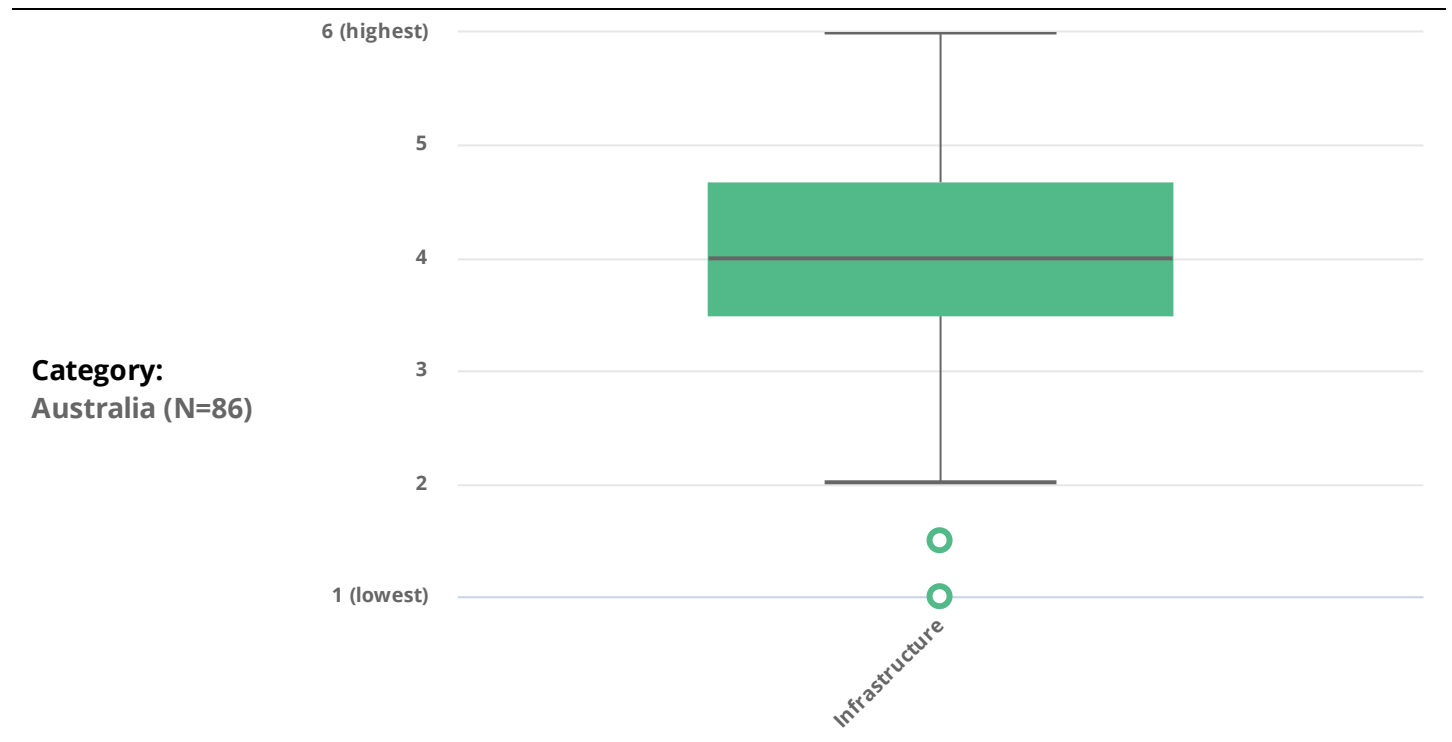
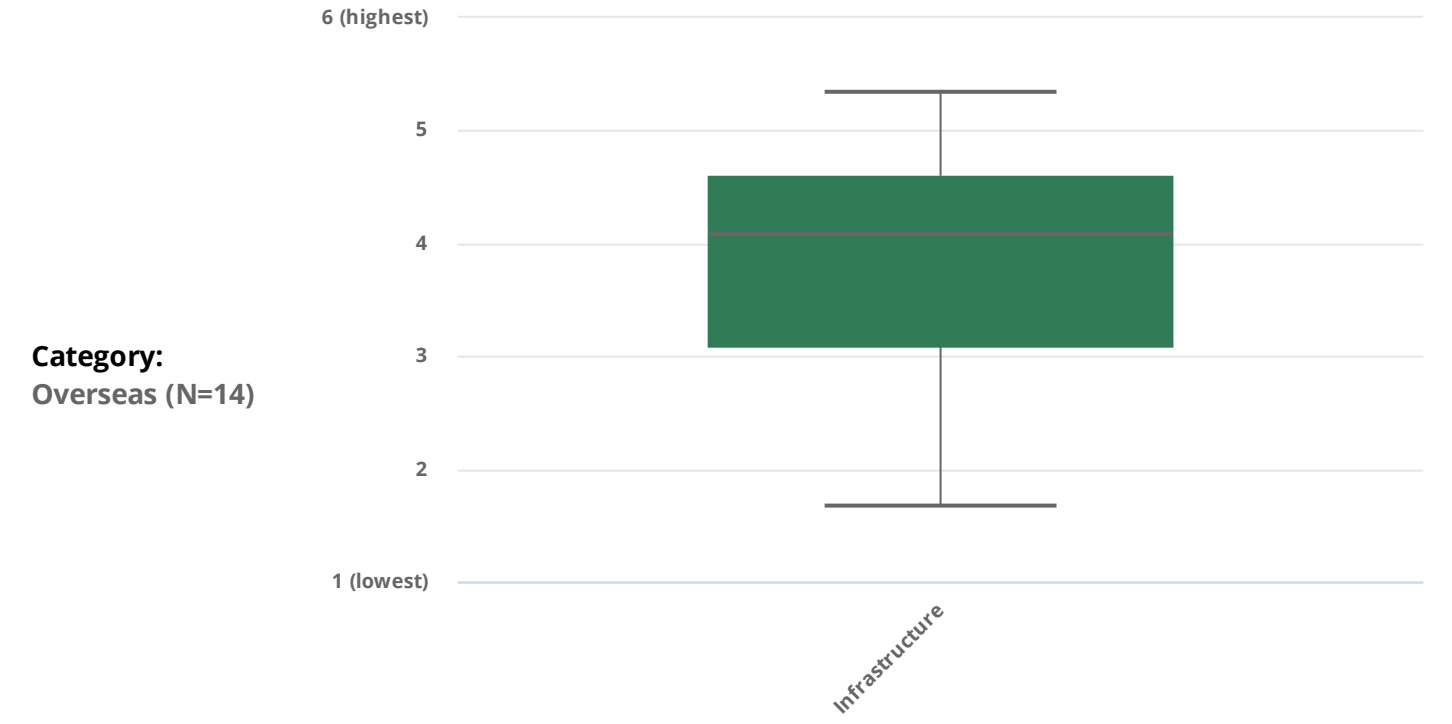
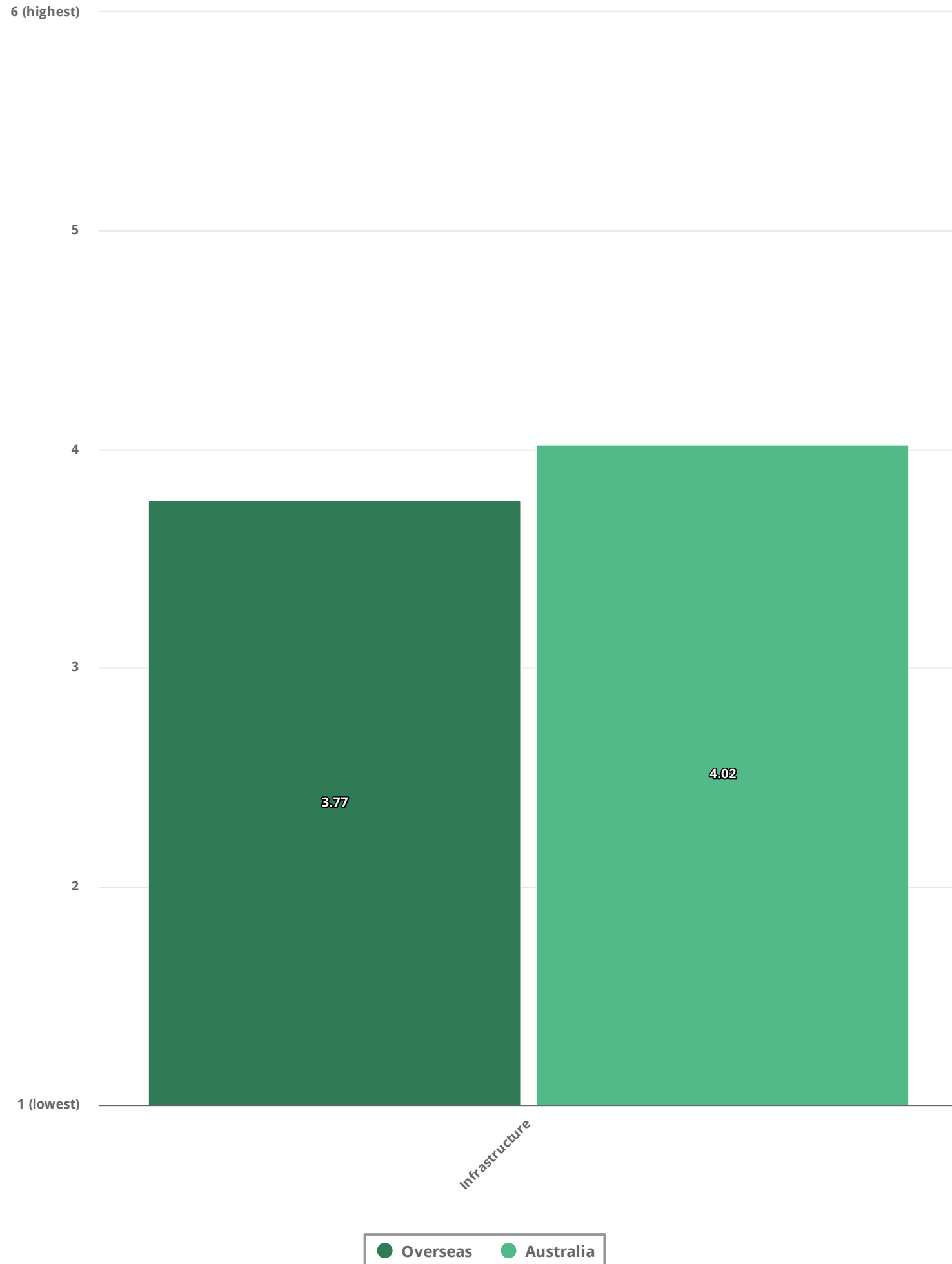


Category:  
English (N=88)



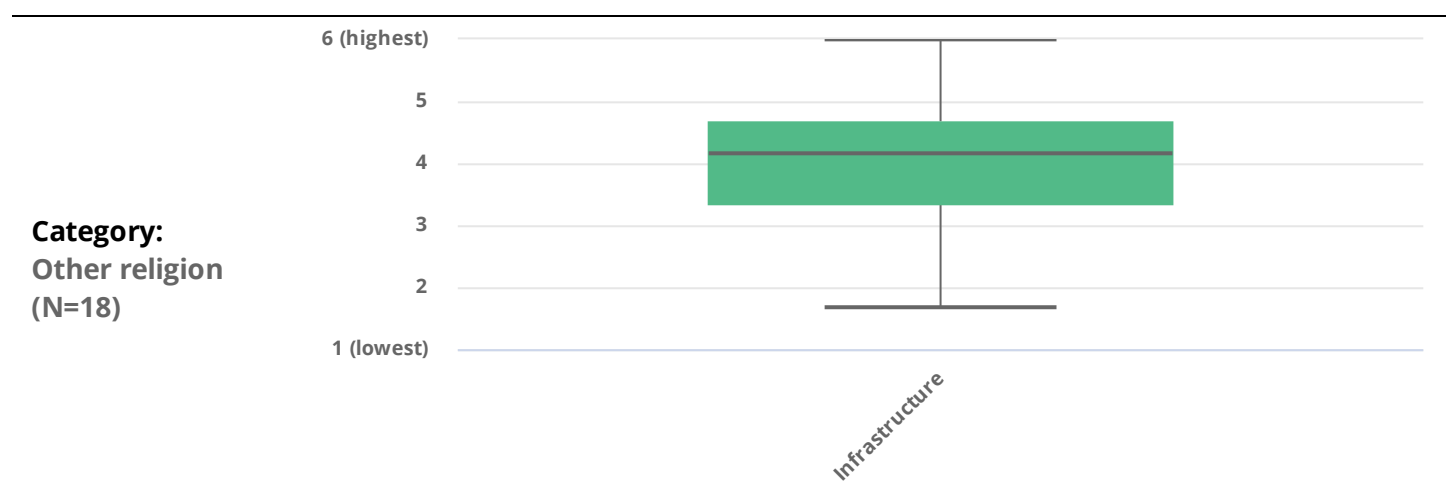
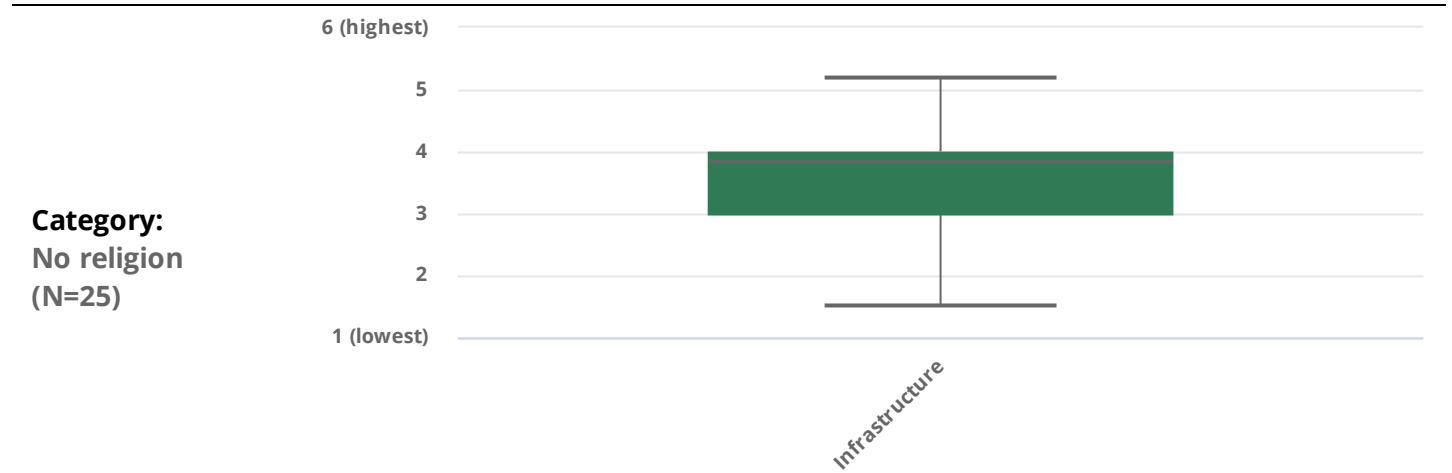
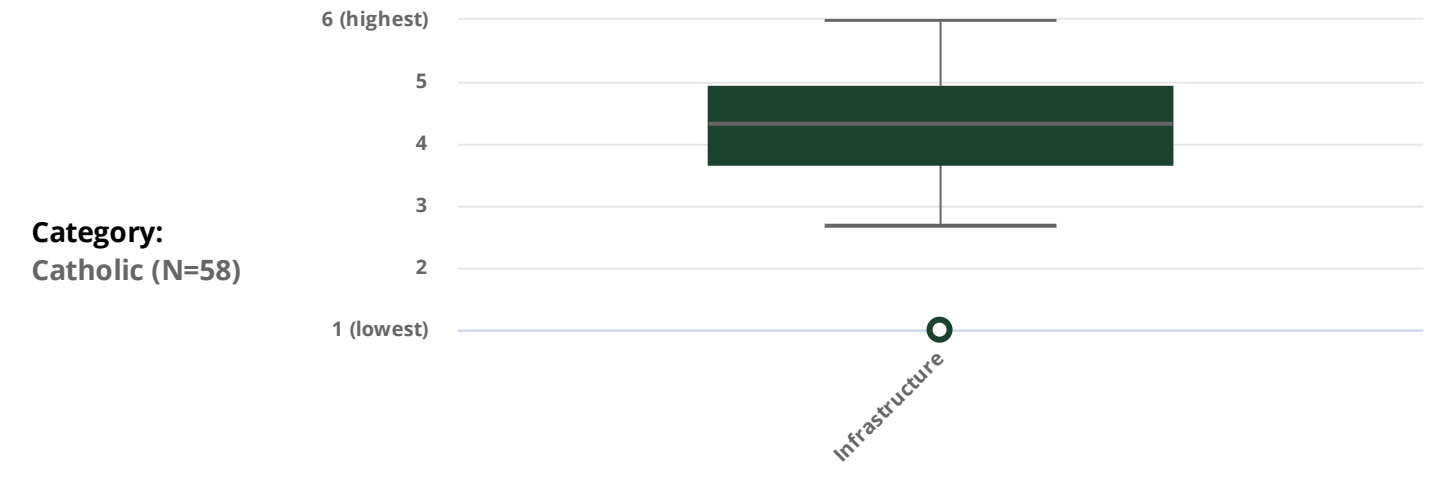
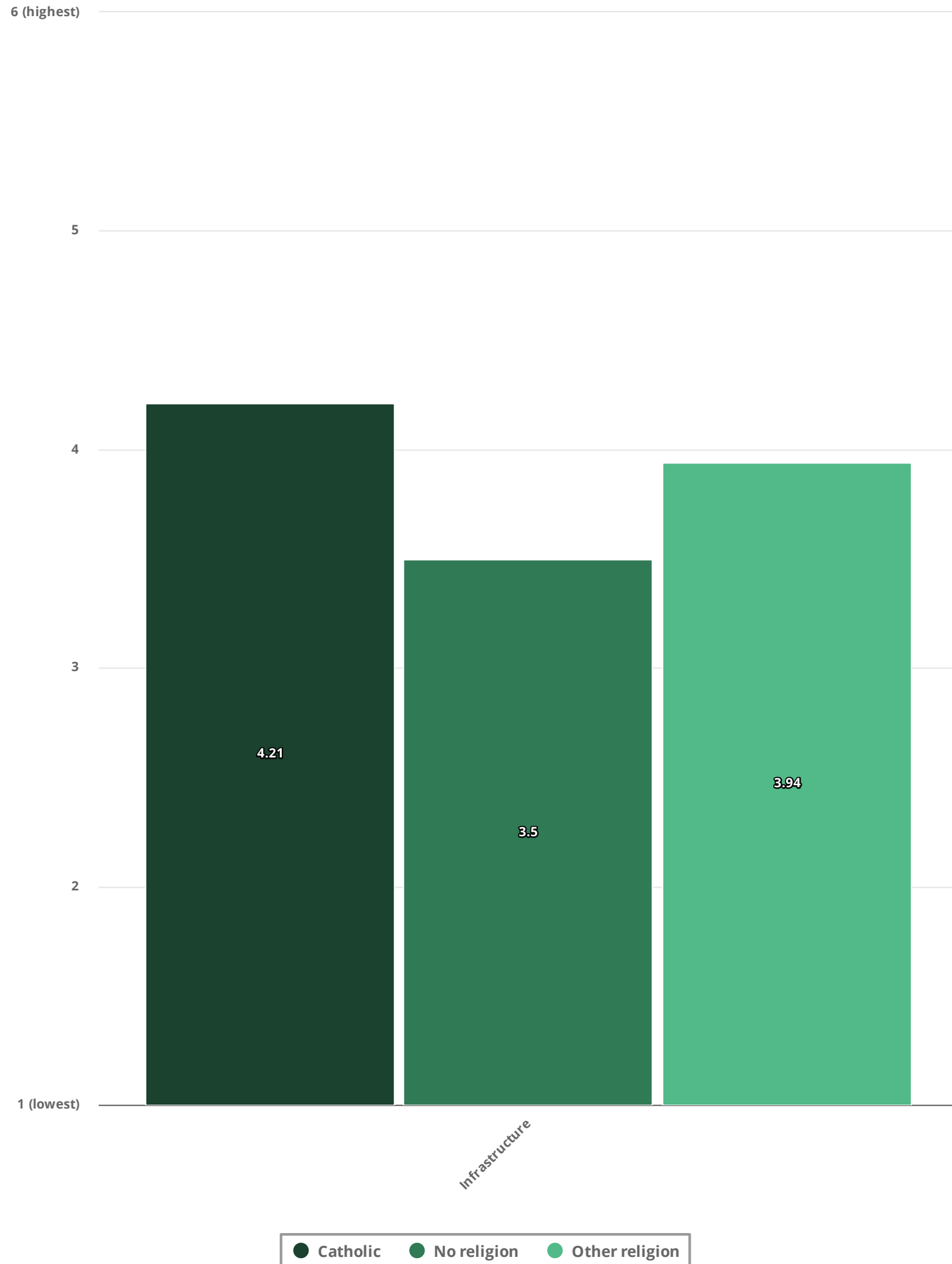
# Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Parent & Caregiver Survey: Blackfriars Priory School, Prospect SA 5082

38 participants

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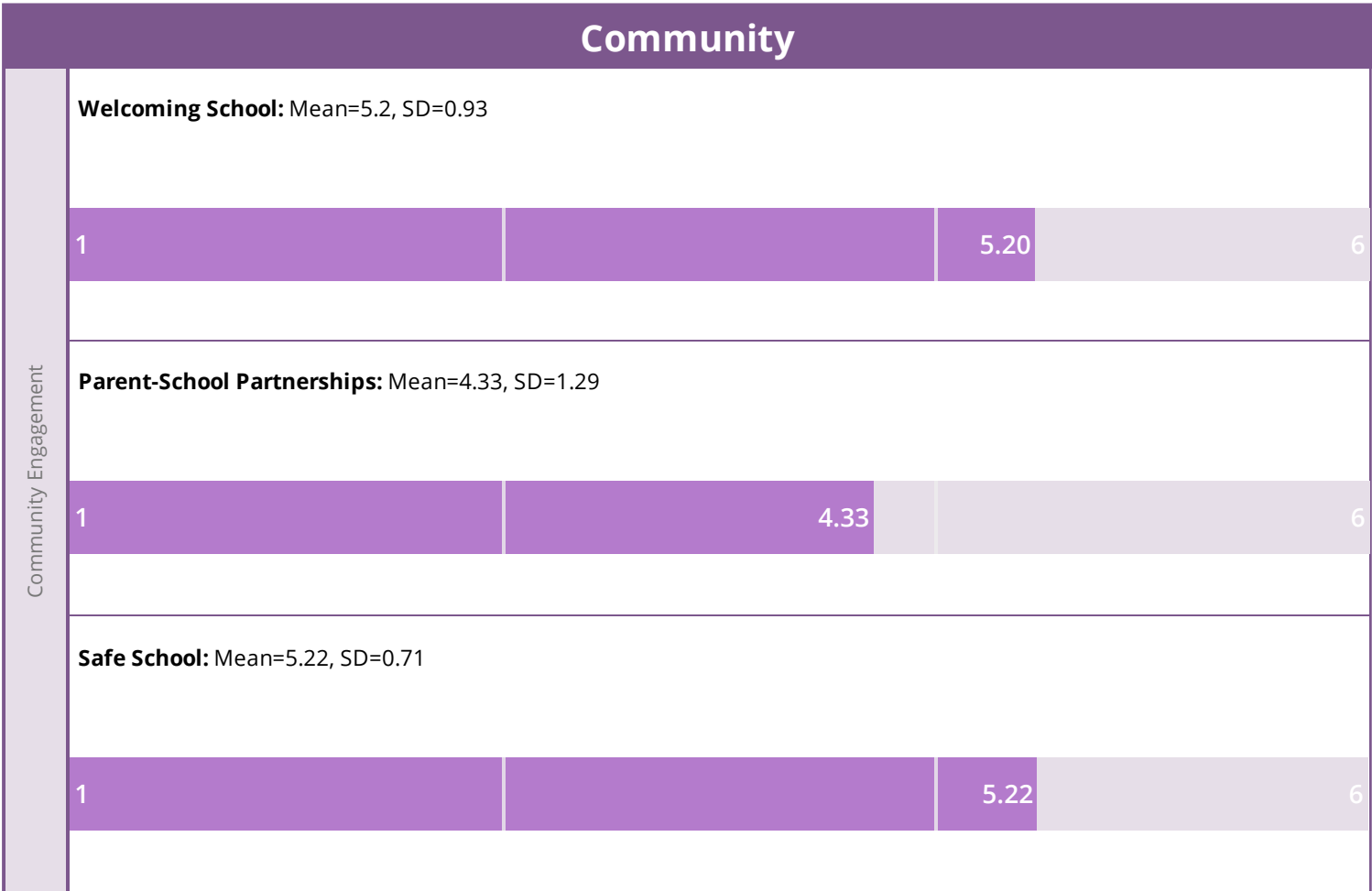
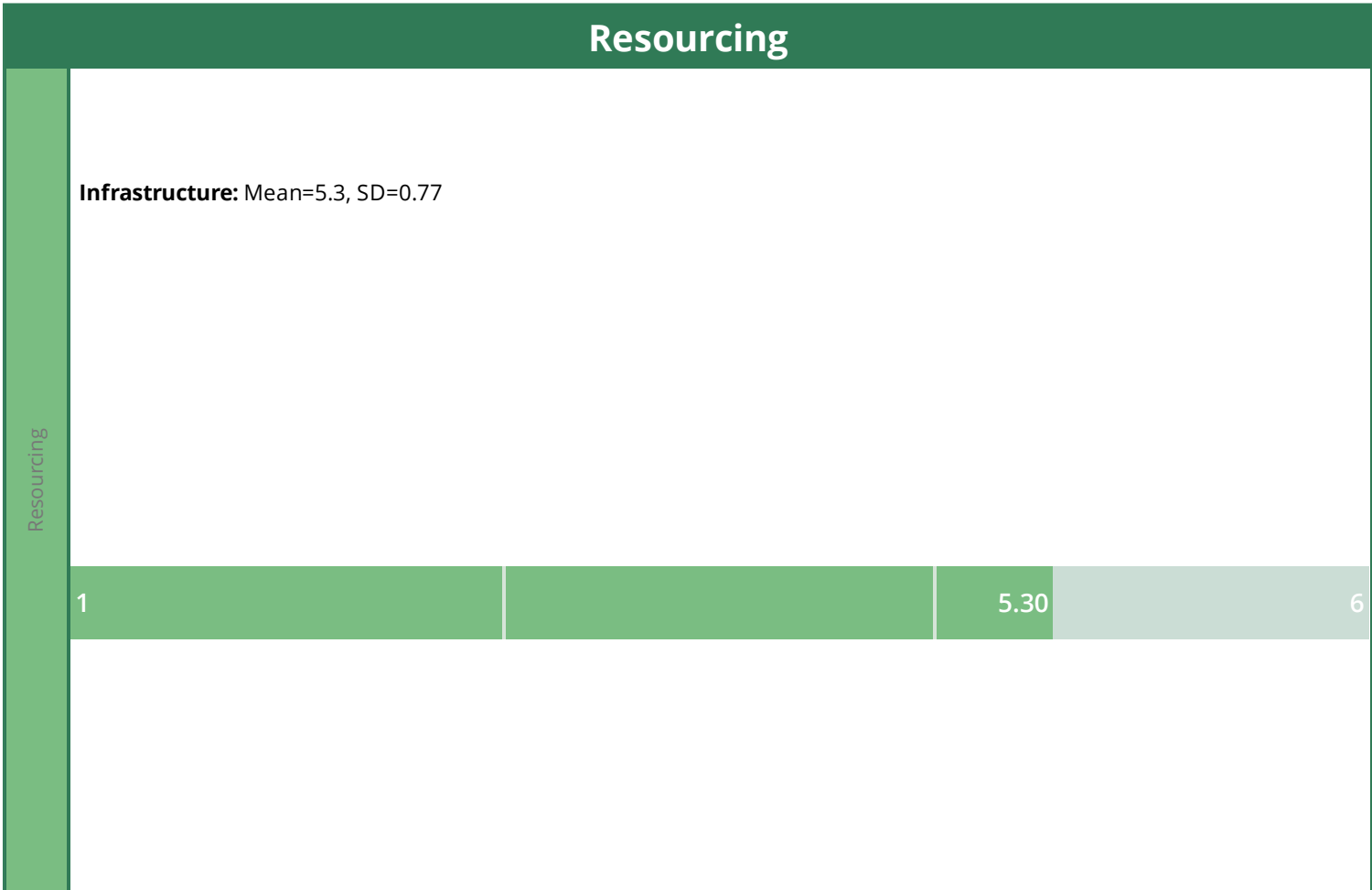
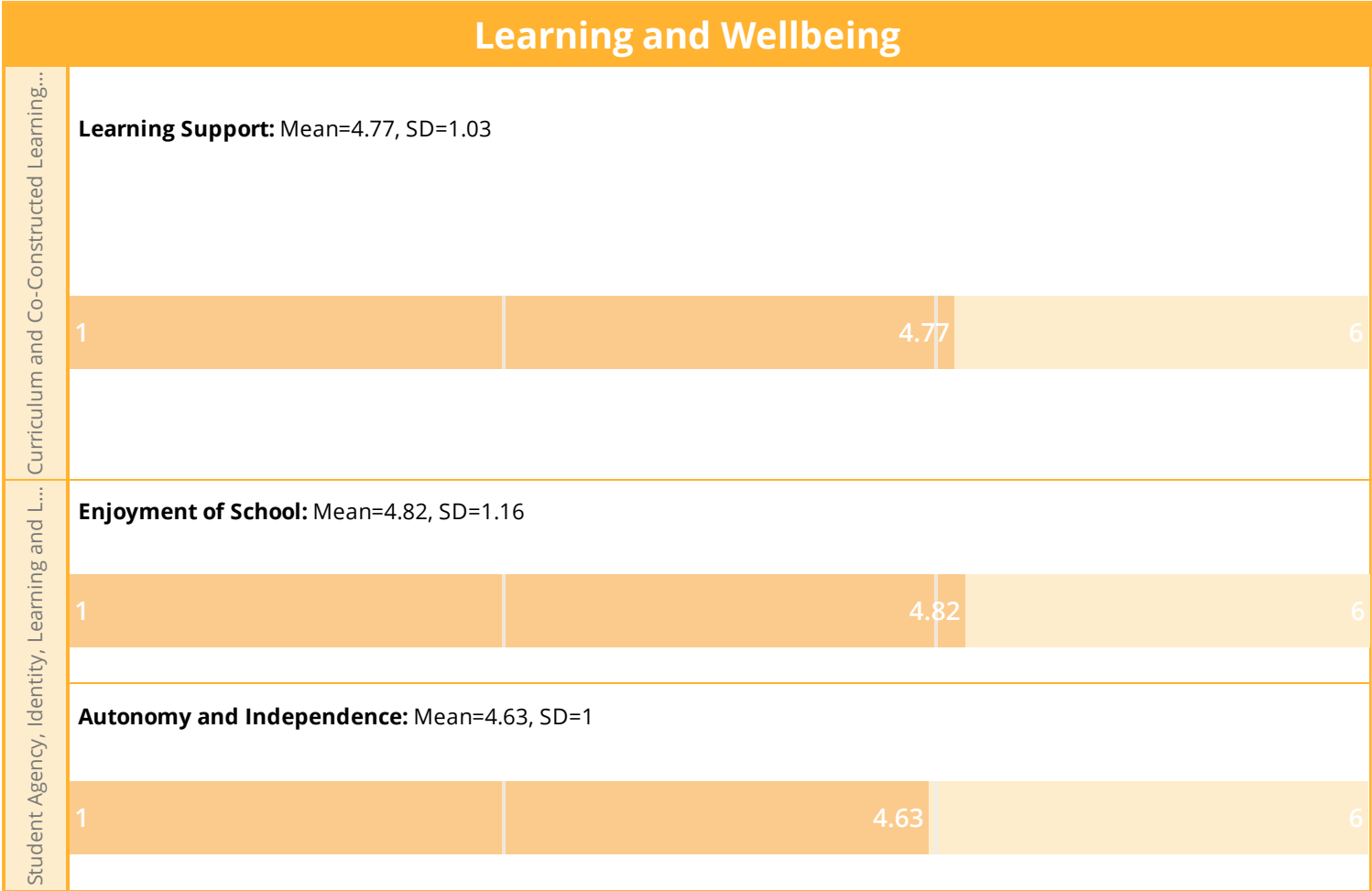
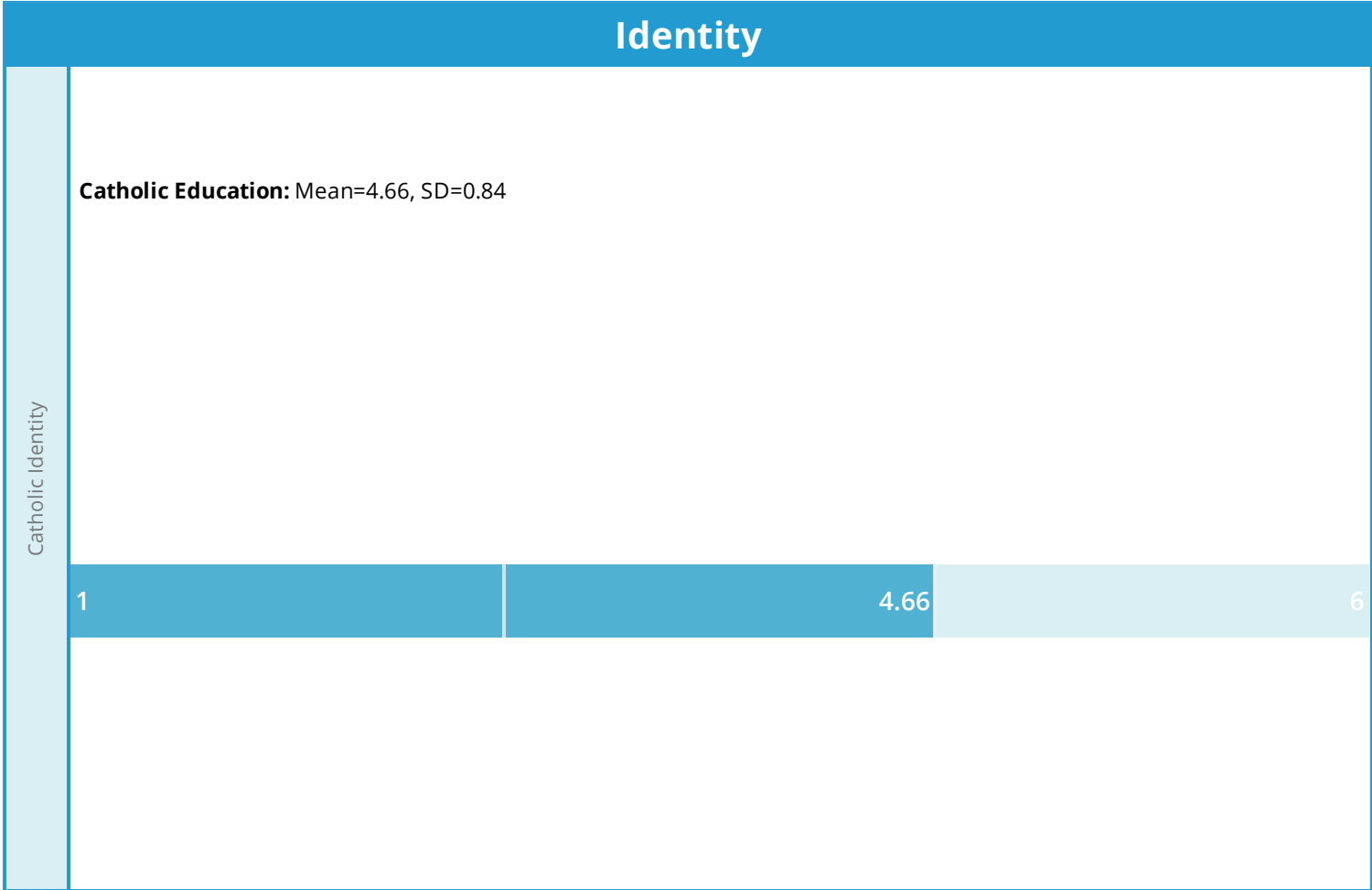
Additional Construct: Infrastructure by Parenting Role ..... 27

Additional Construct: Infrastructure by Birth Place ..... 28

Additional Construct: Infrastructure by Religion ..... 29



# Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)

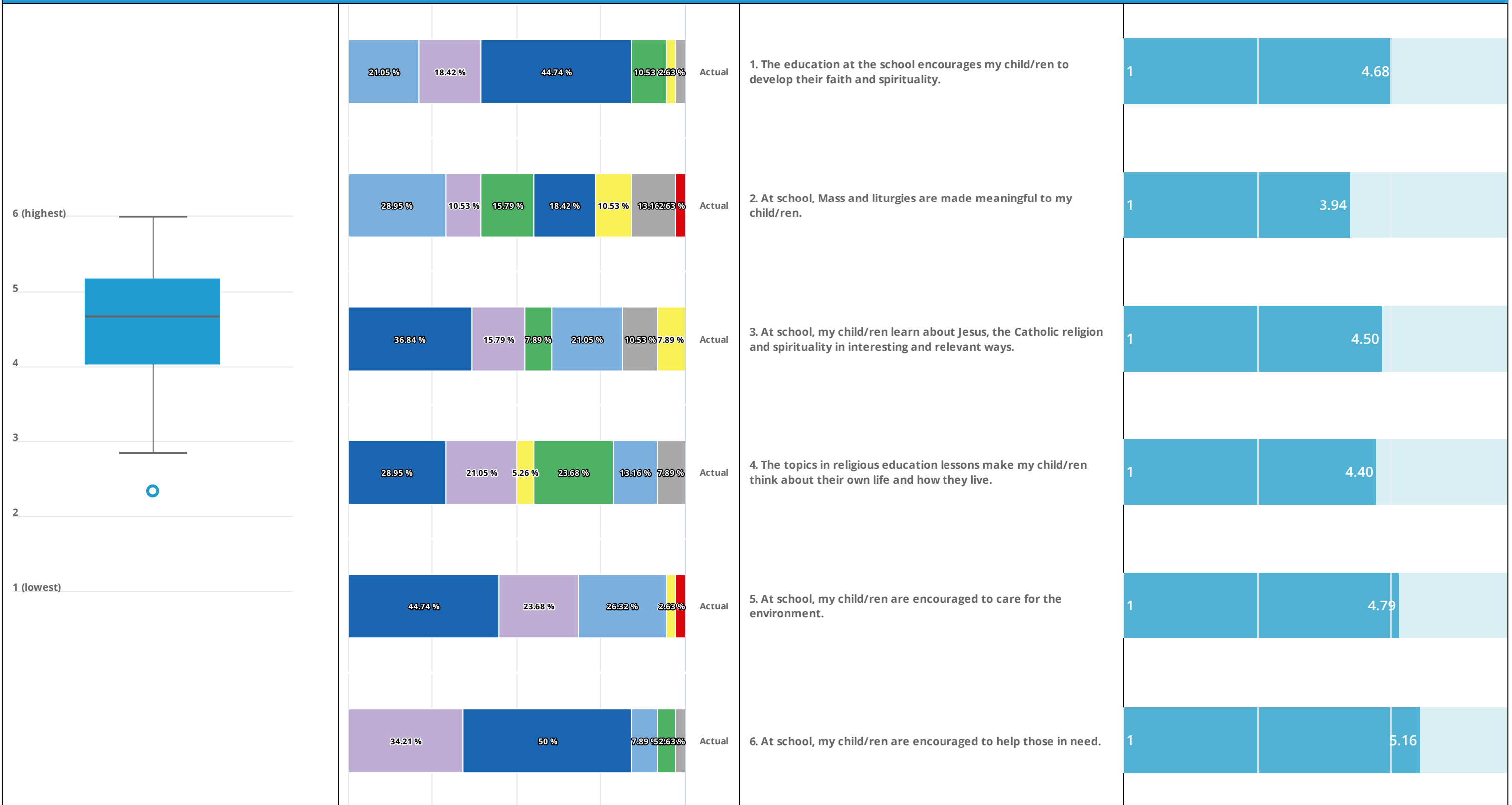


# Parent & Caregiver Perceptions (LLL Component 1: Catholic Identity)

## BSC Quadrant: IDENTITY

Construct: Catholic Education

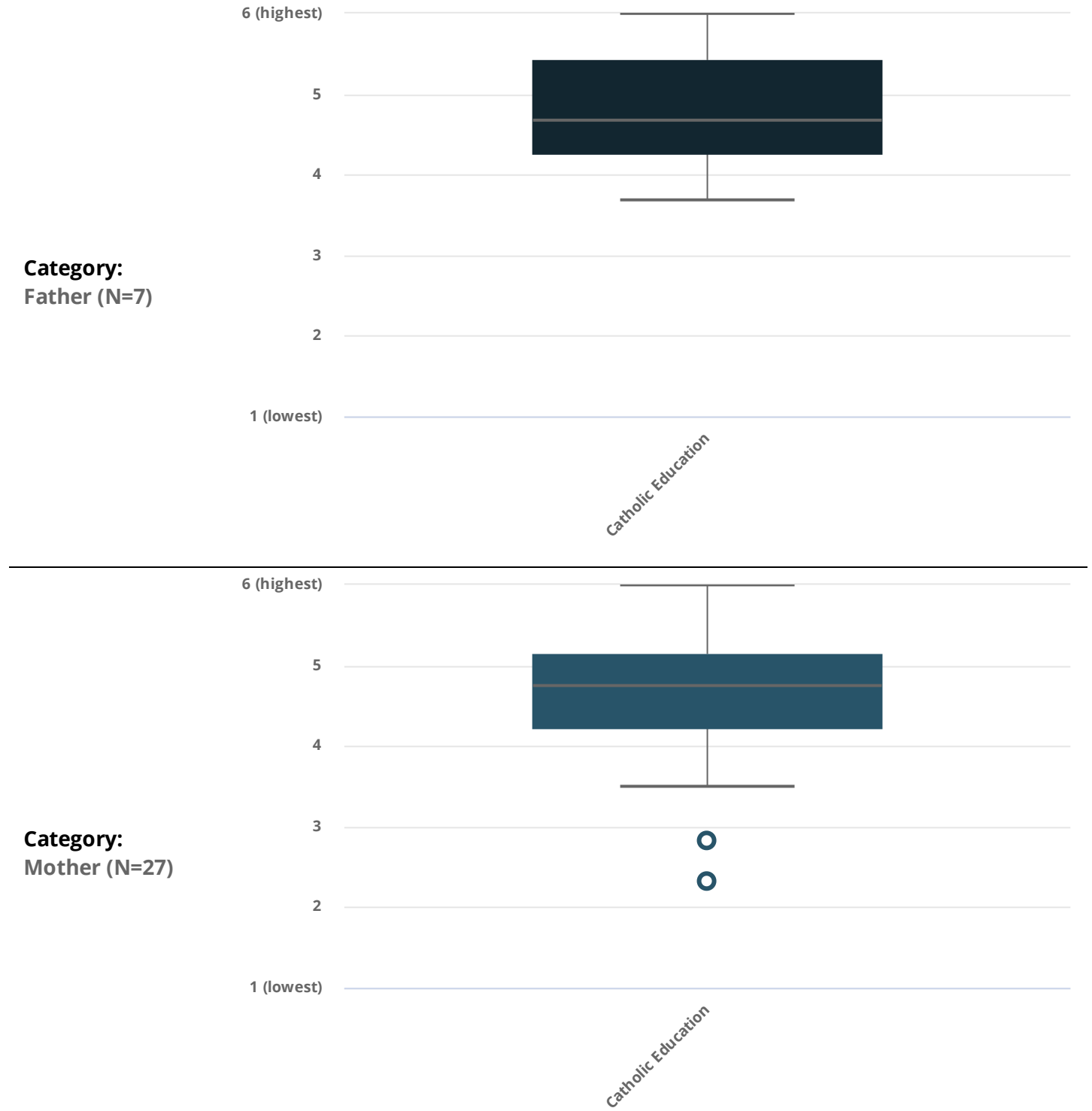
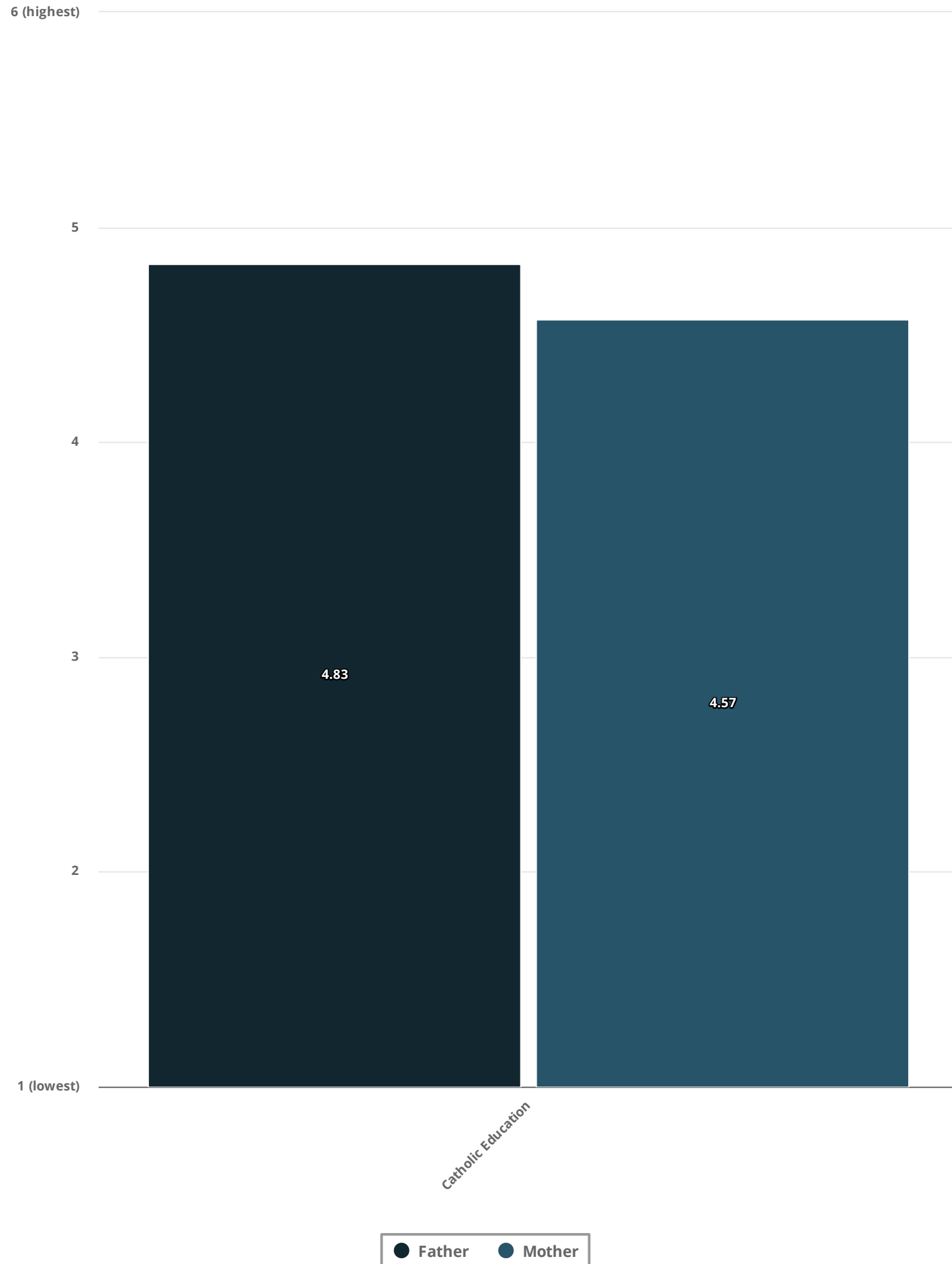
The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

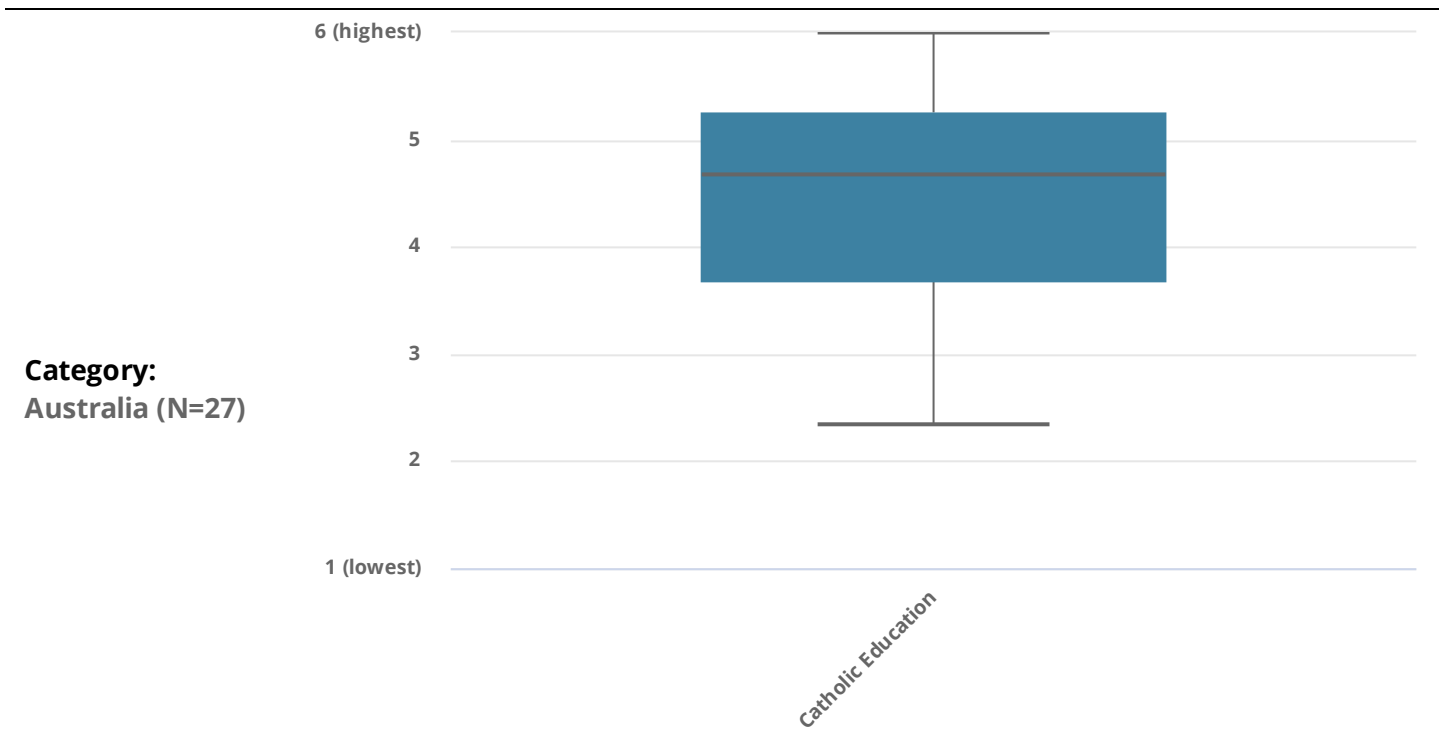
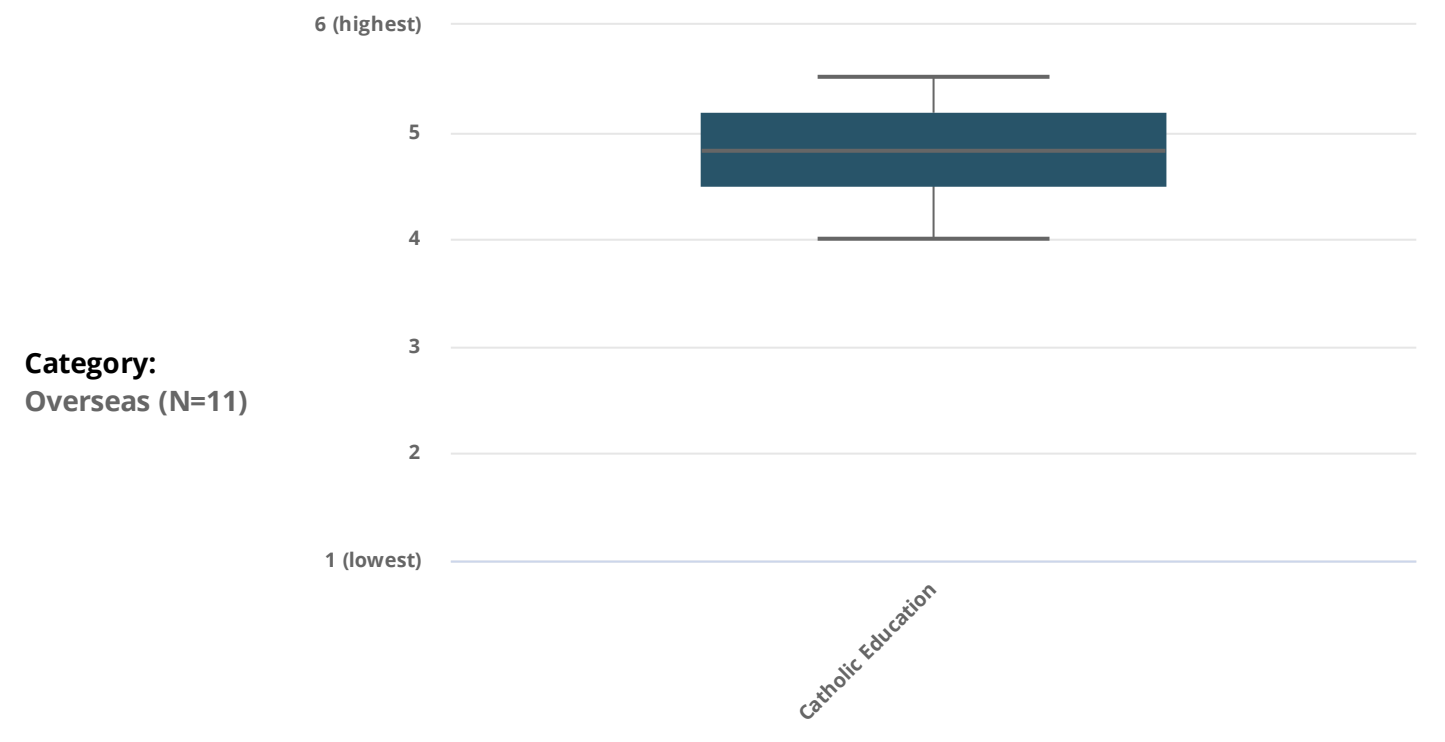
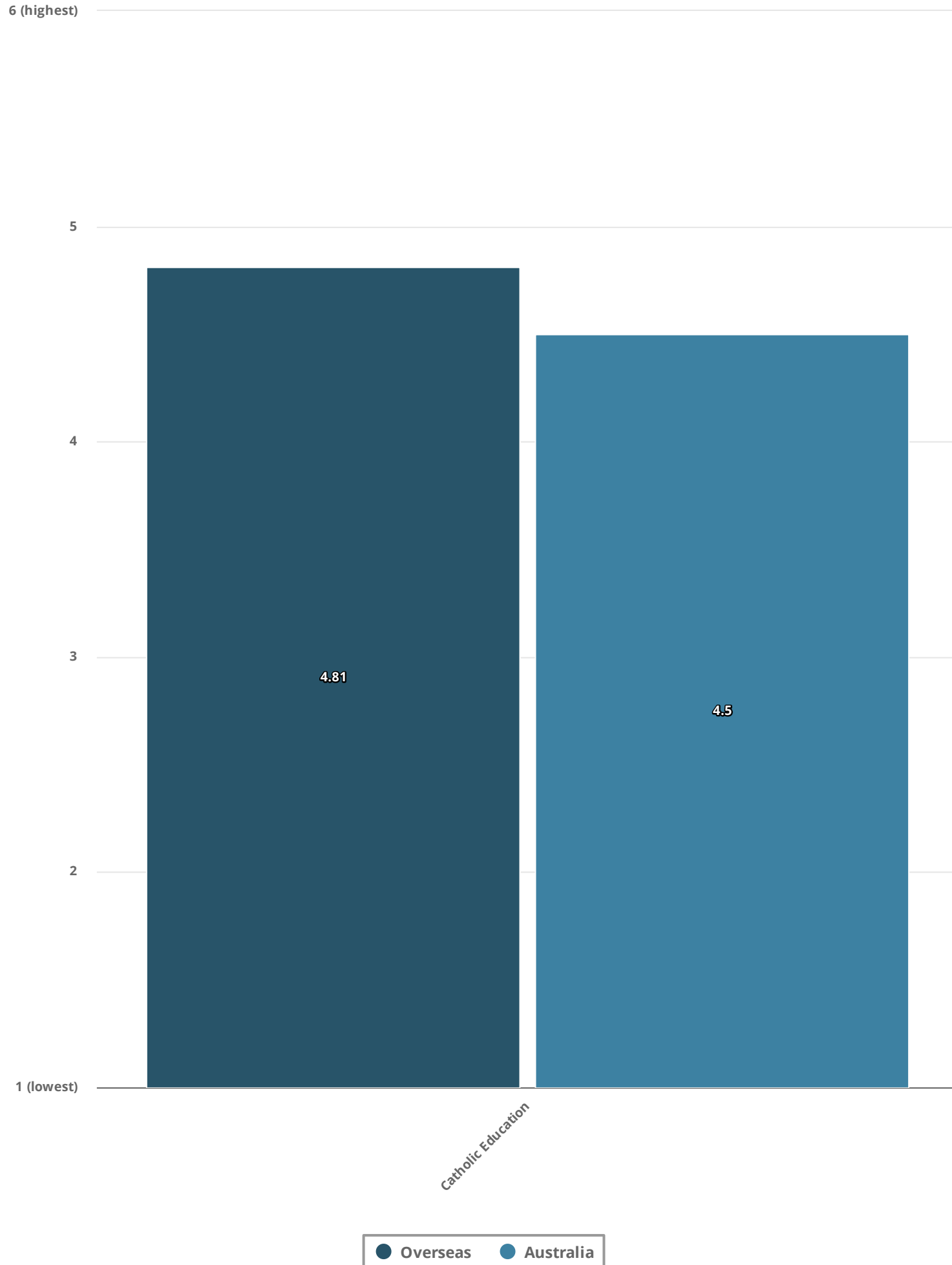
# LLL Component 1: Catholic Identity by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



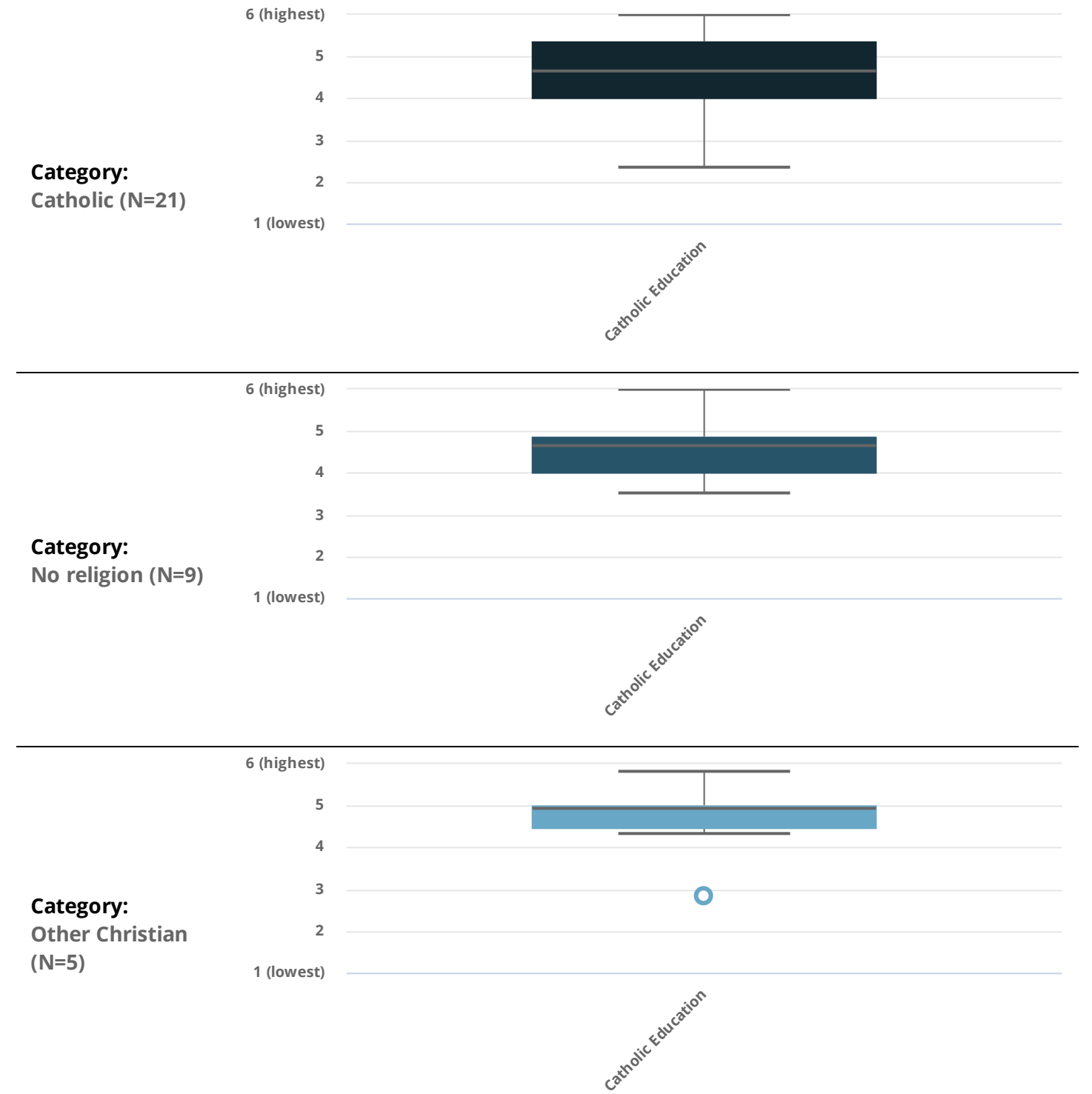
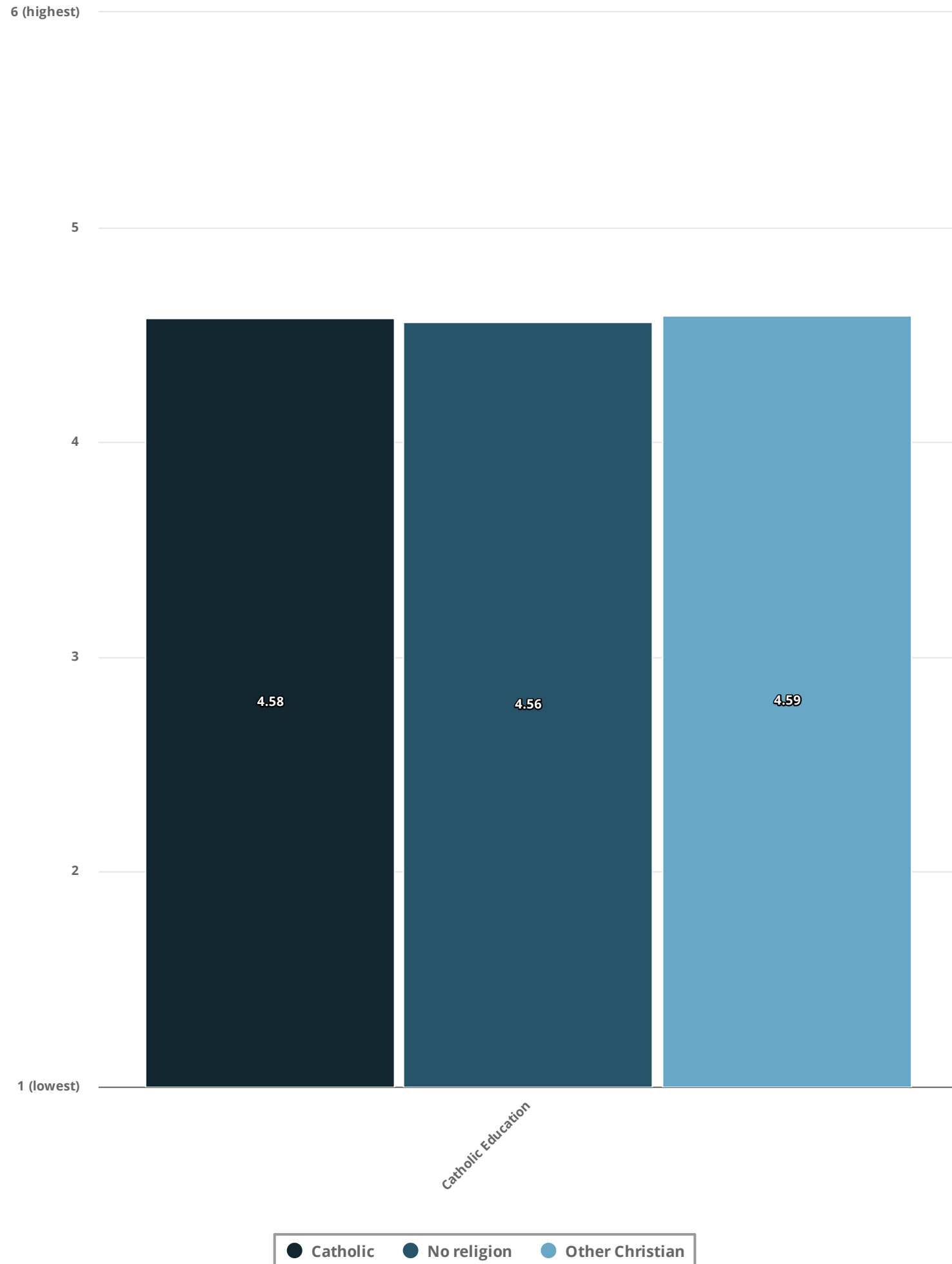
# LLL Component 1: Catholic Identity by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 1: Catholic Identity by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

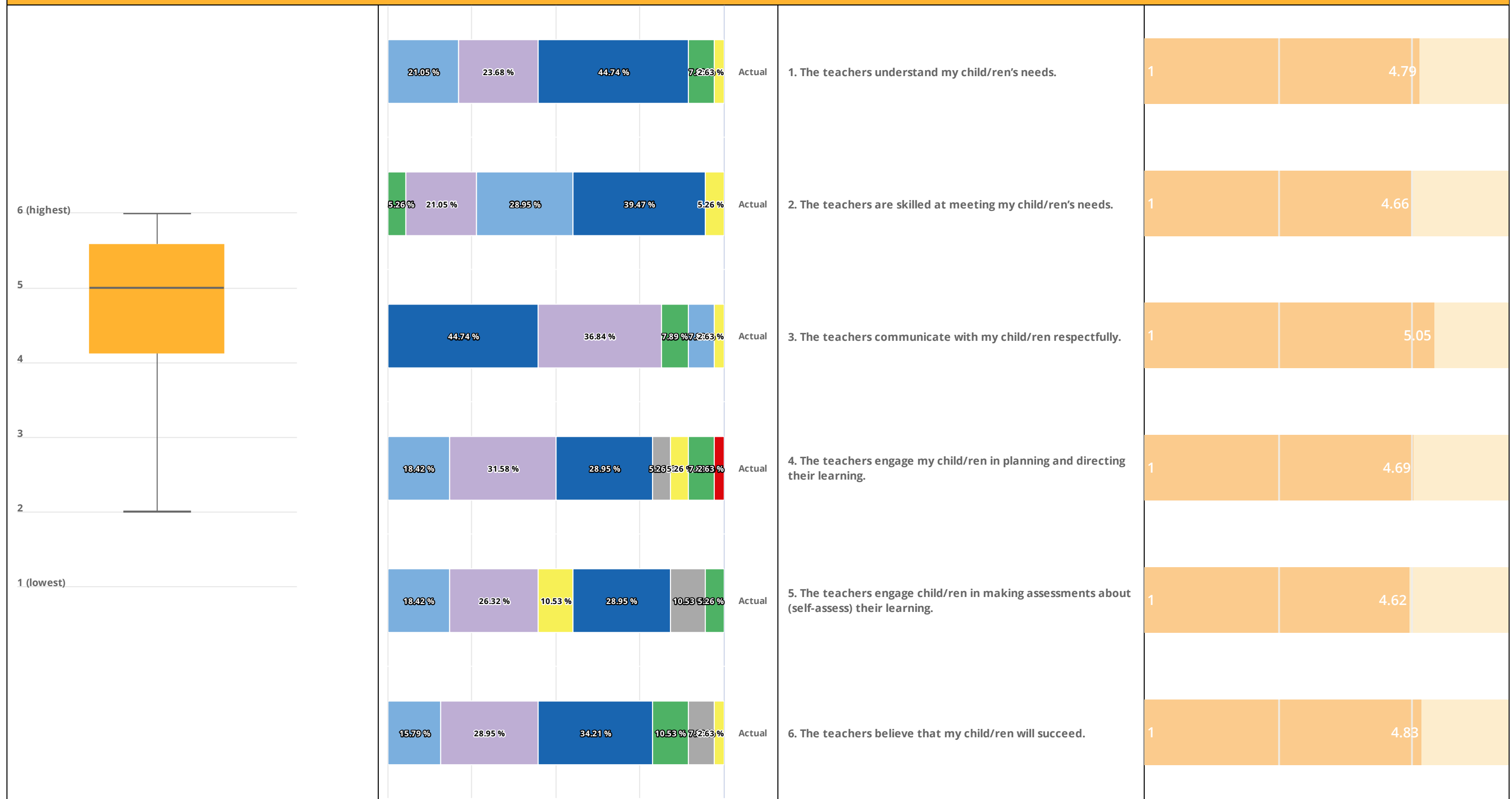


# Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

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.

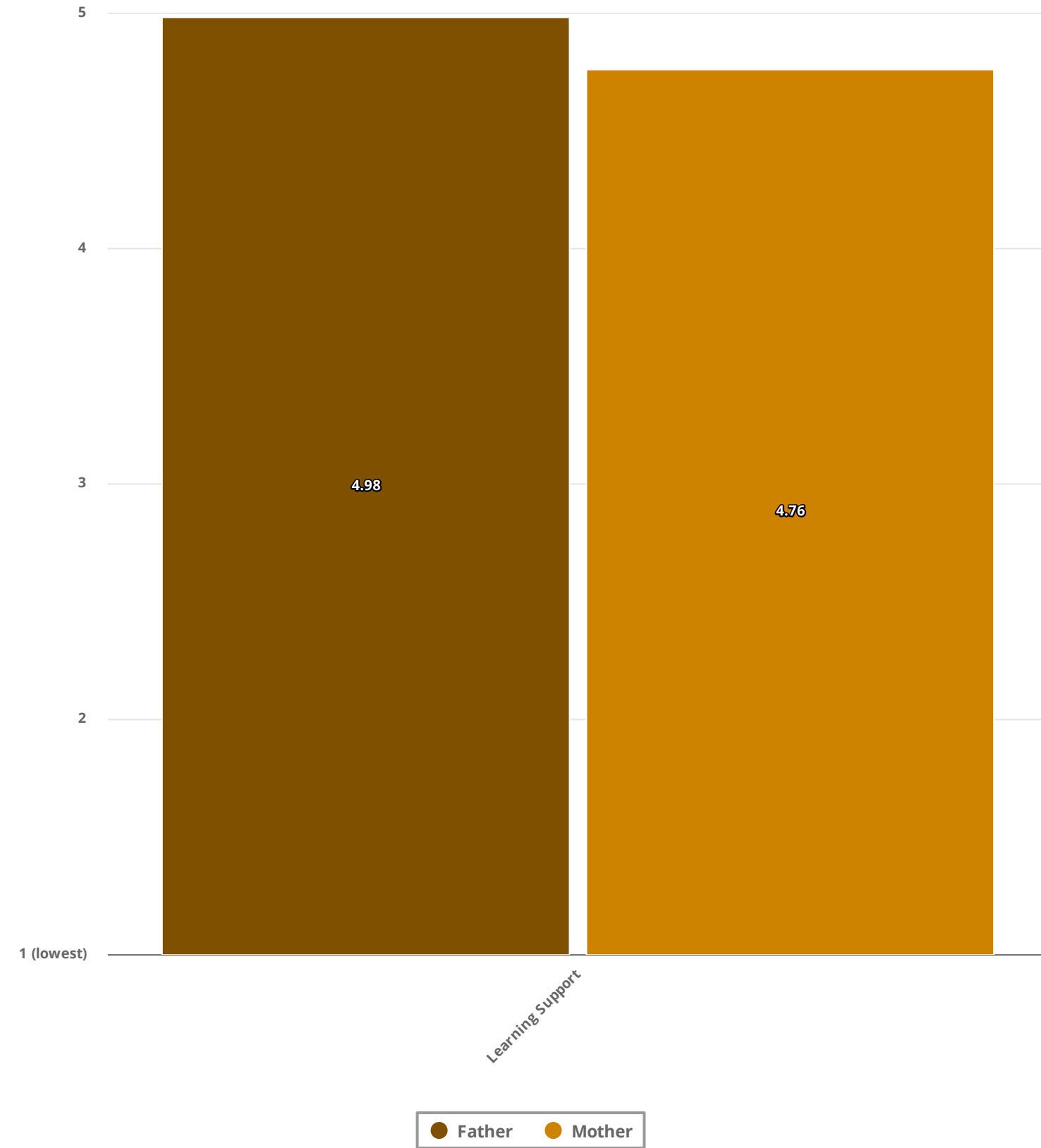


● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

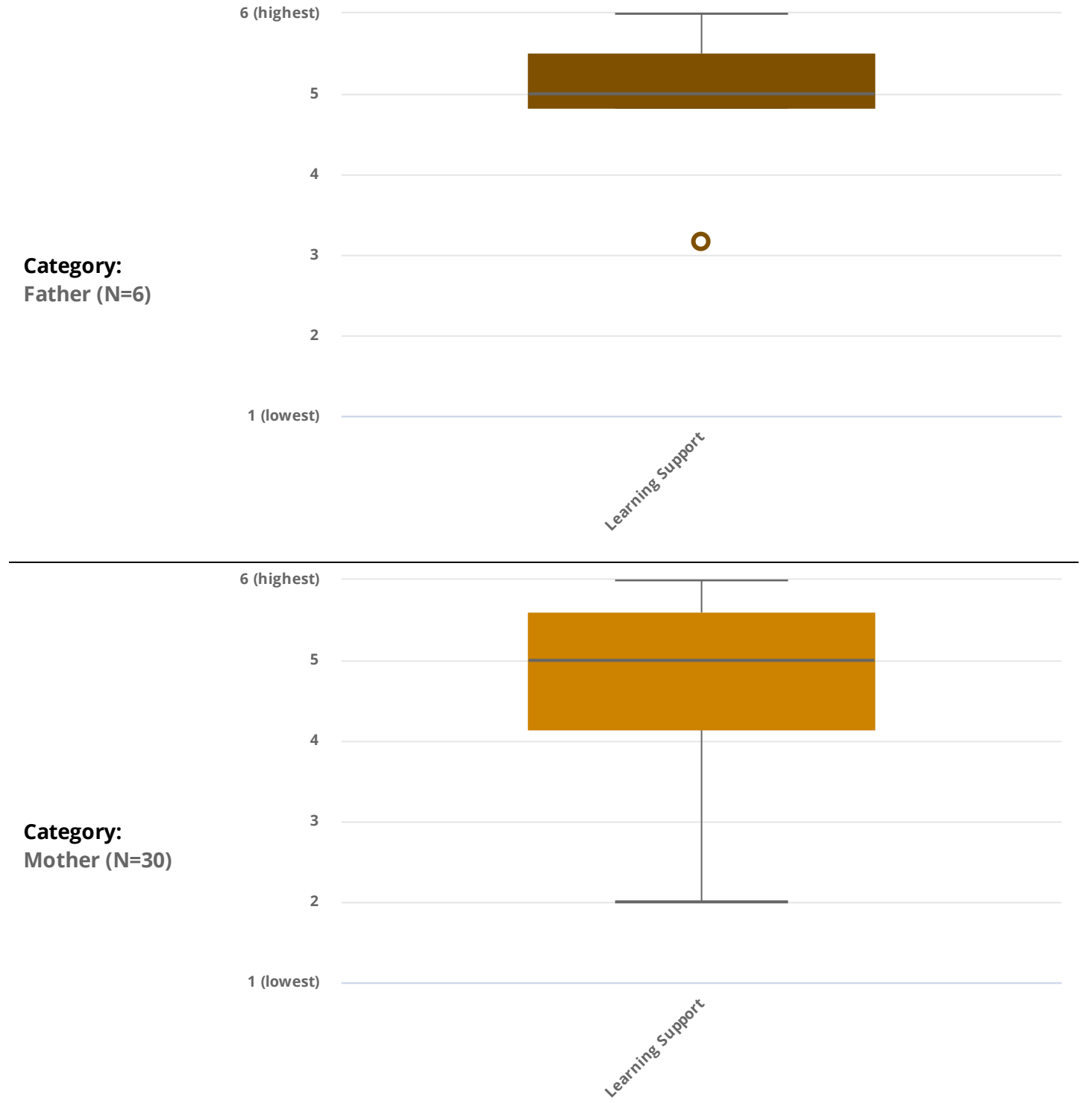


# LLL Component 2: Curriculum and Co-constructed Learning Design by Parenting Role

6 (highest)

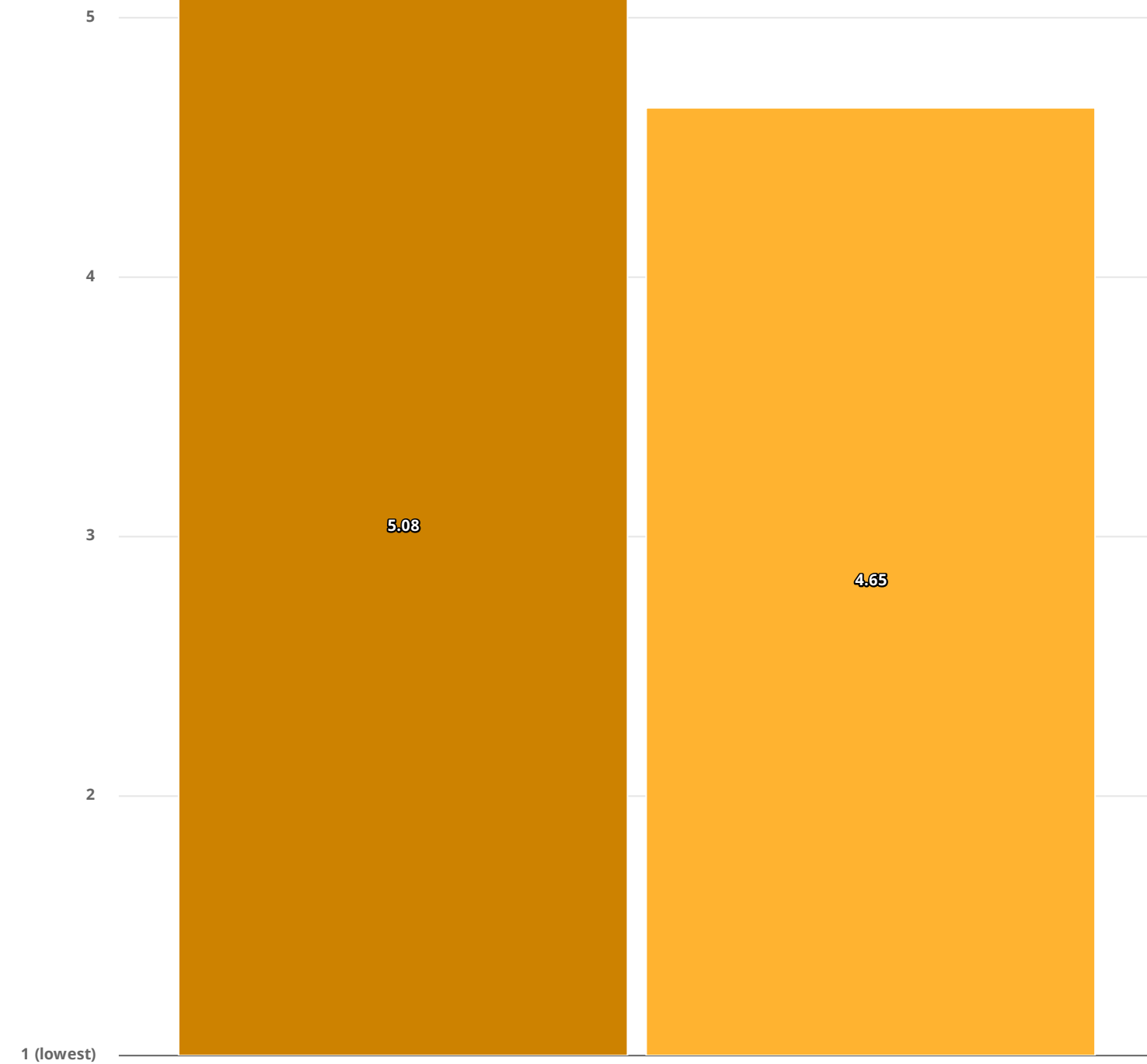


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



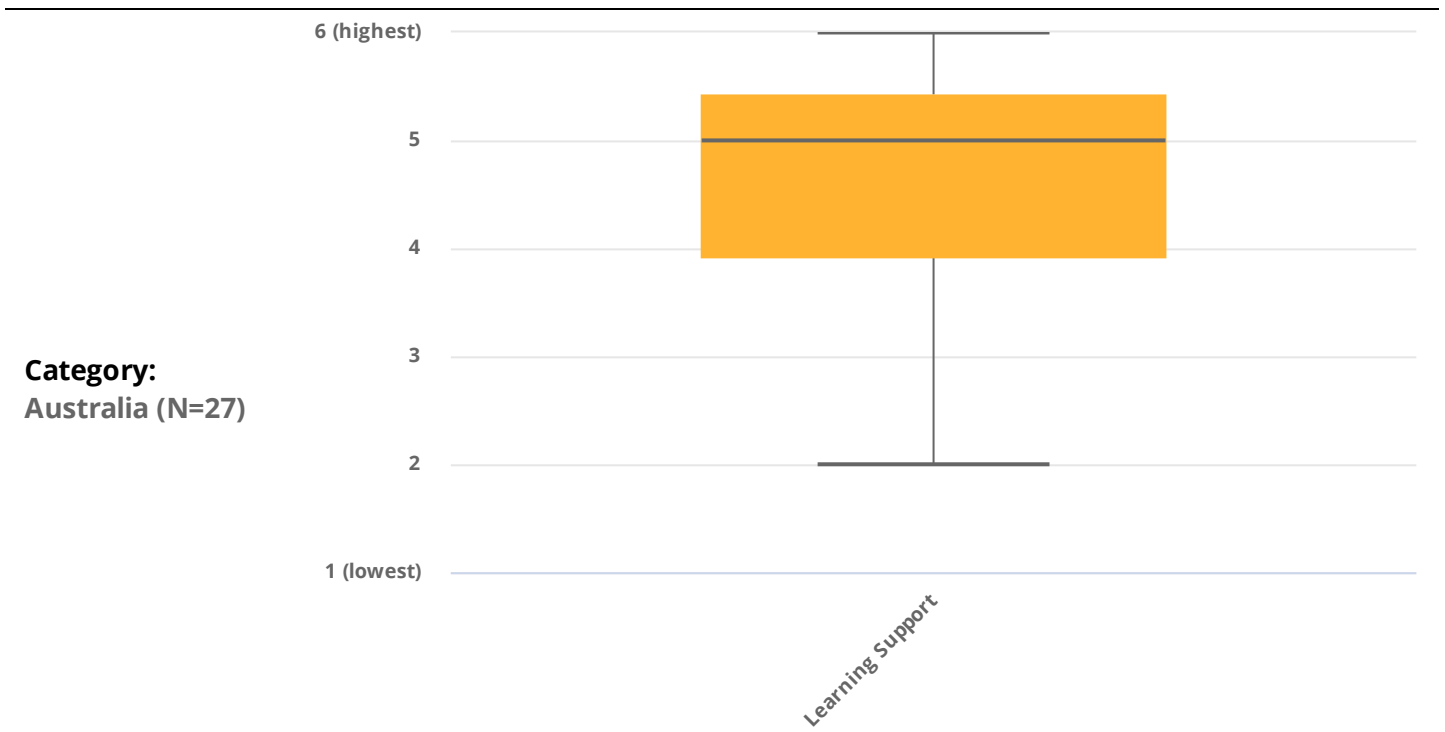
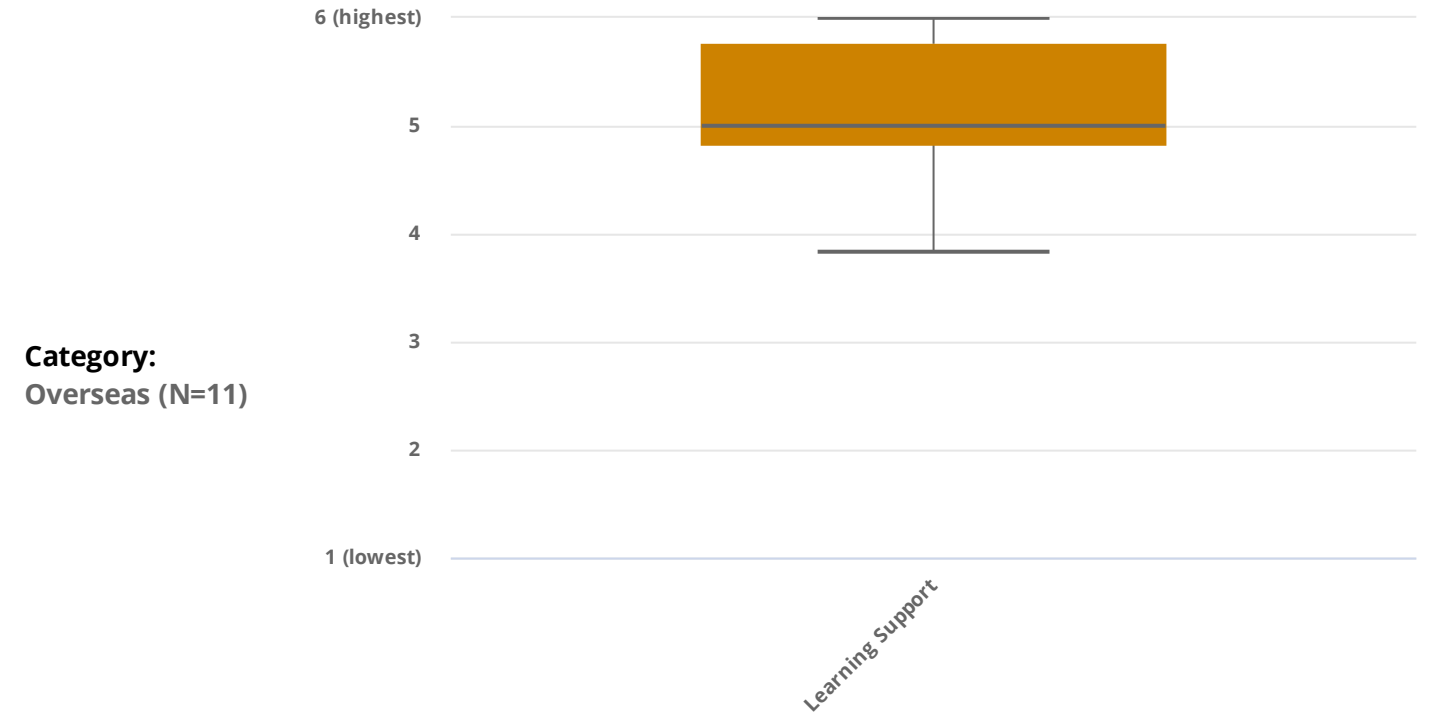
# LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place

6 (highest)



● Overseas ● Australia

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

6 (highest)

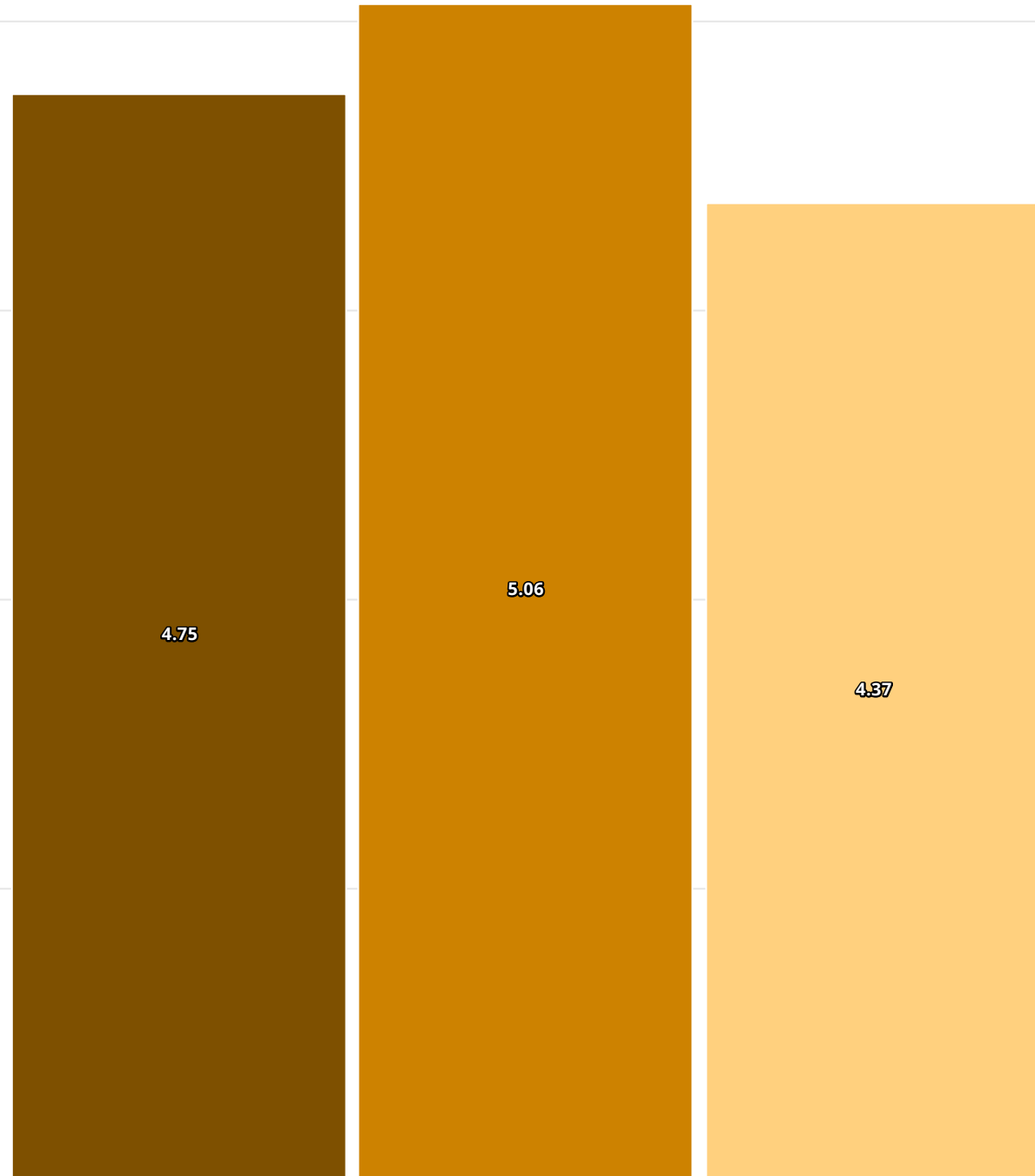
5

4

3

2

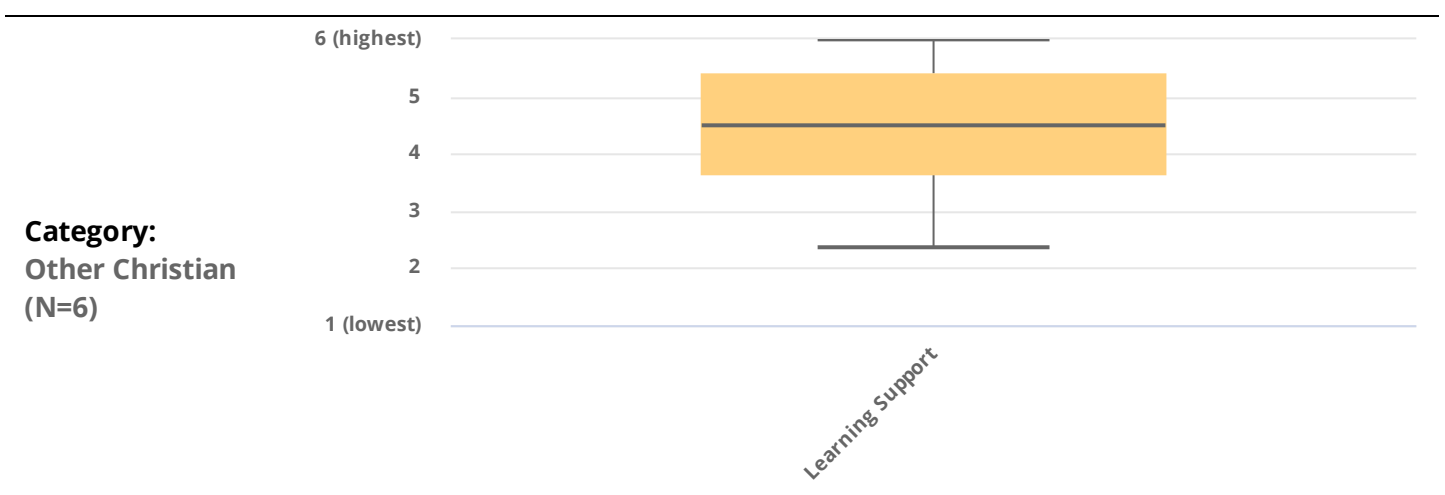
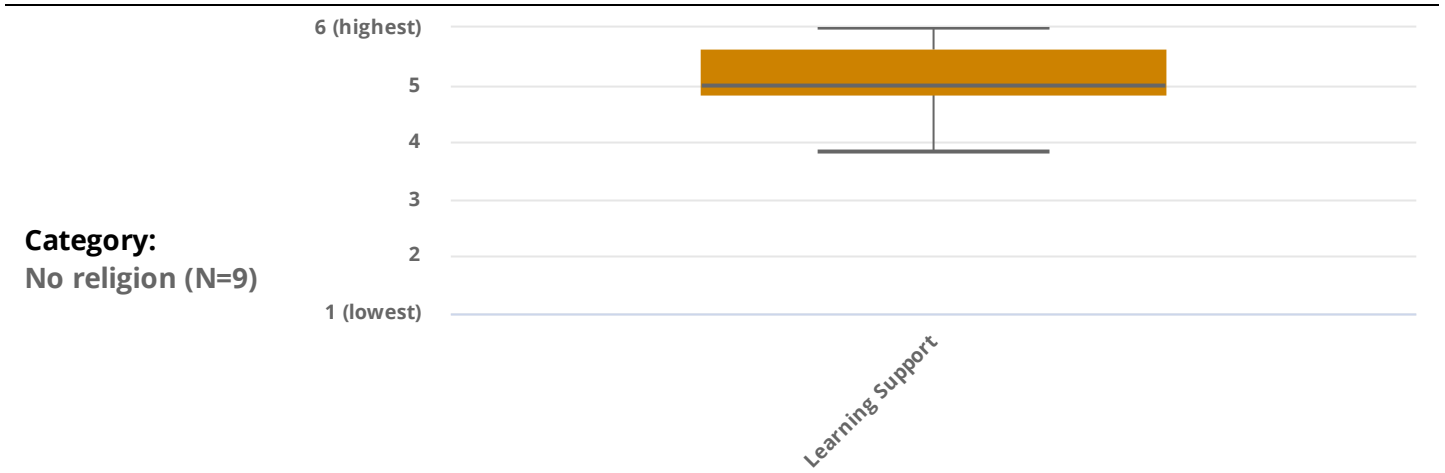
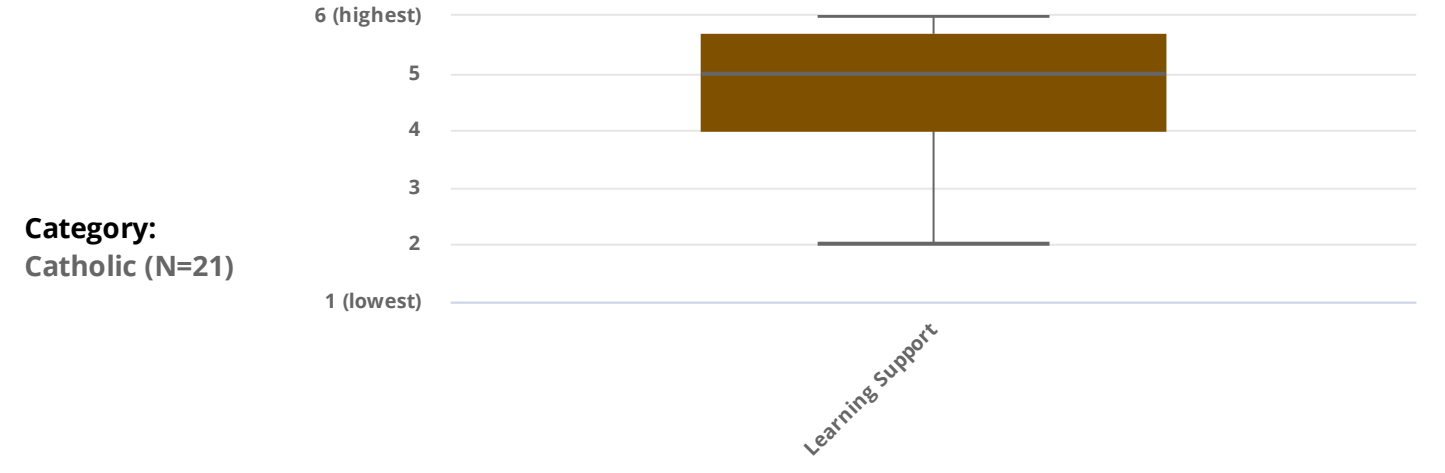
1 (lowest)



● Catholic ● No religion ● Other Christian

Learning Support

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

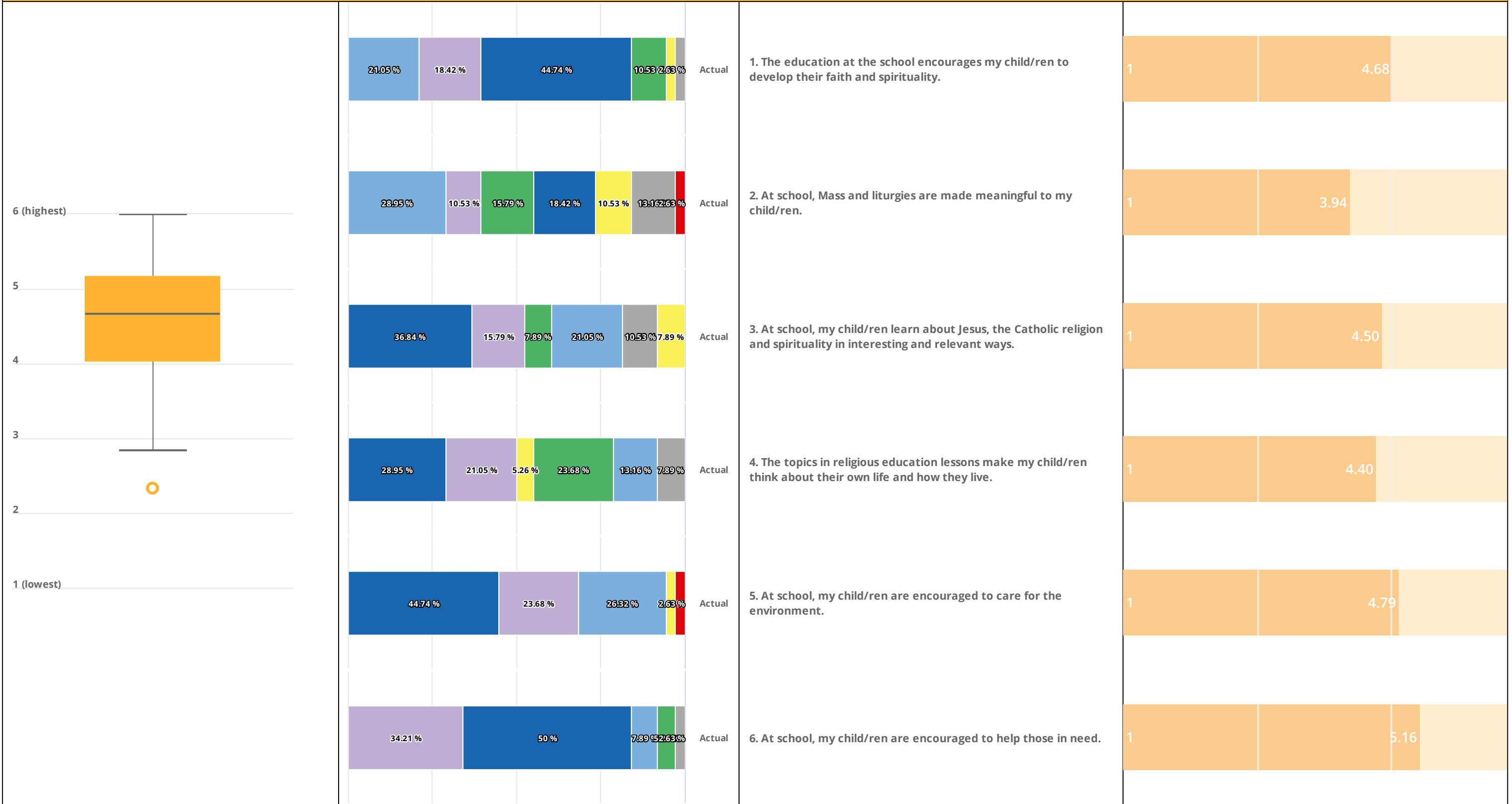


# Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## Balanced Score Card: Catholic Education

### Construct: Enjoyment of School

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



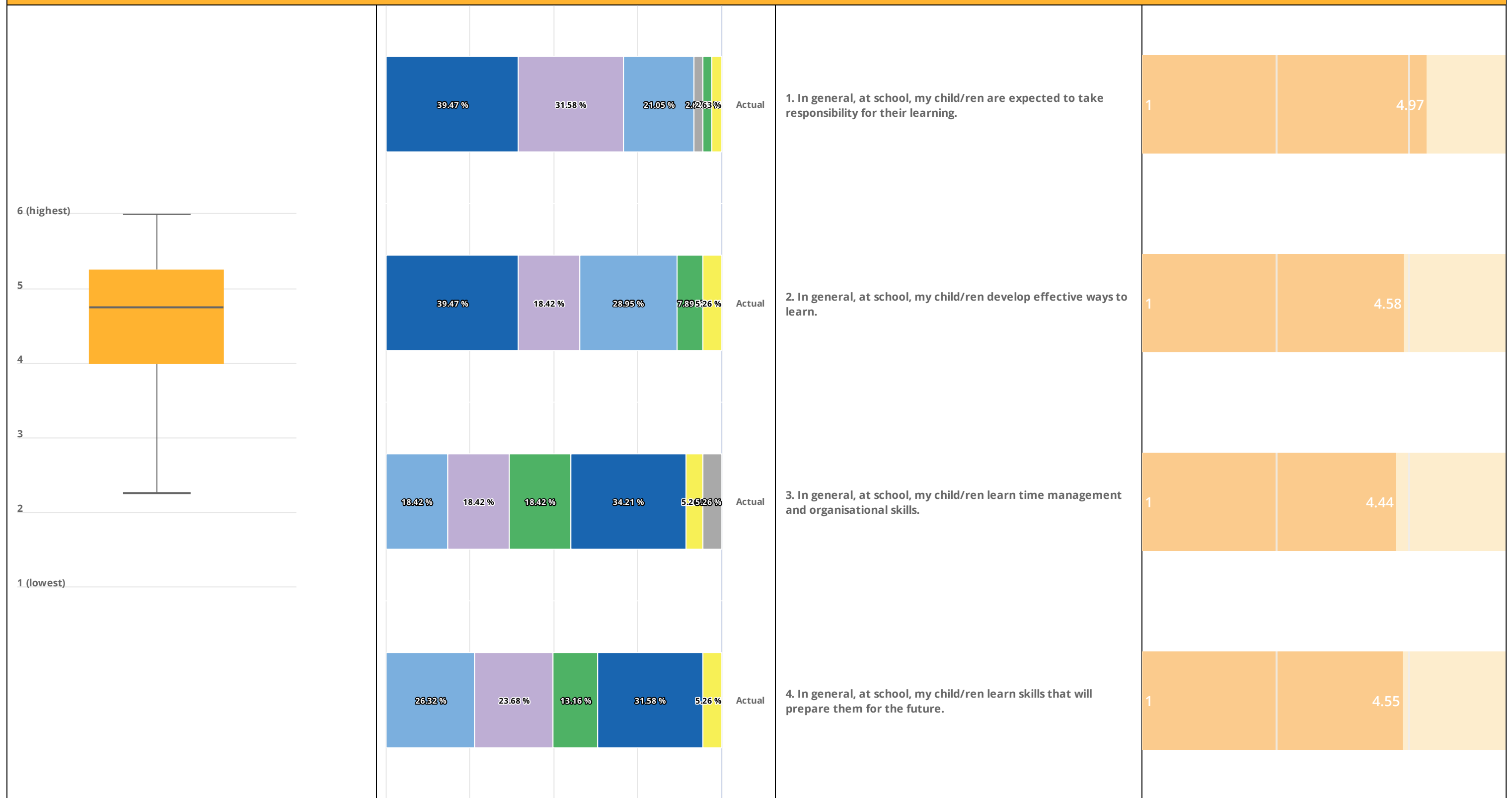
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

# Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## BSC Quadrant: LEARNING AND WELLBEING

### 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.



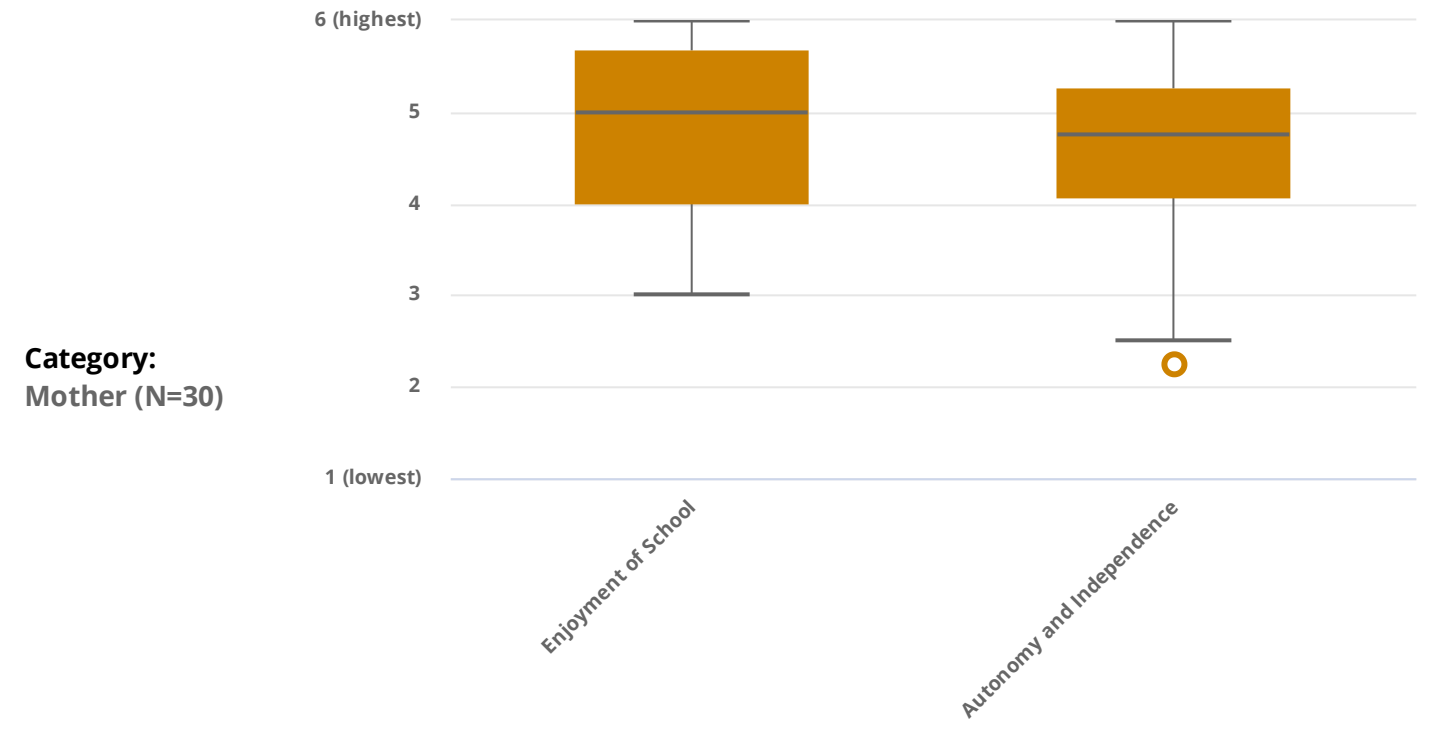
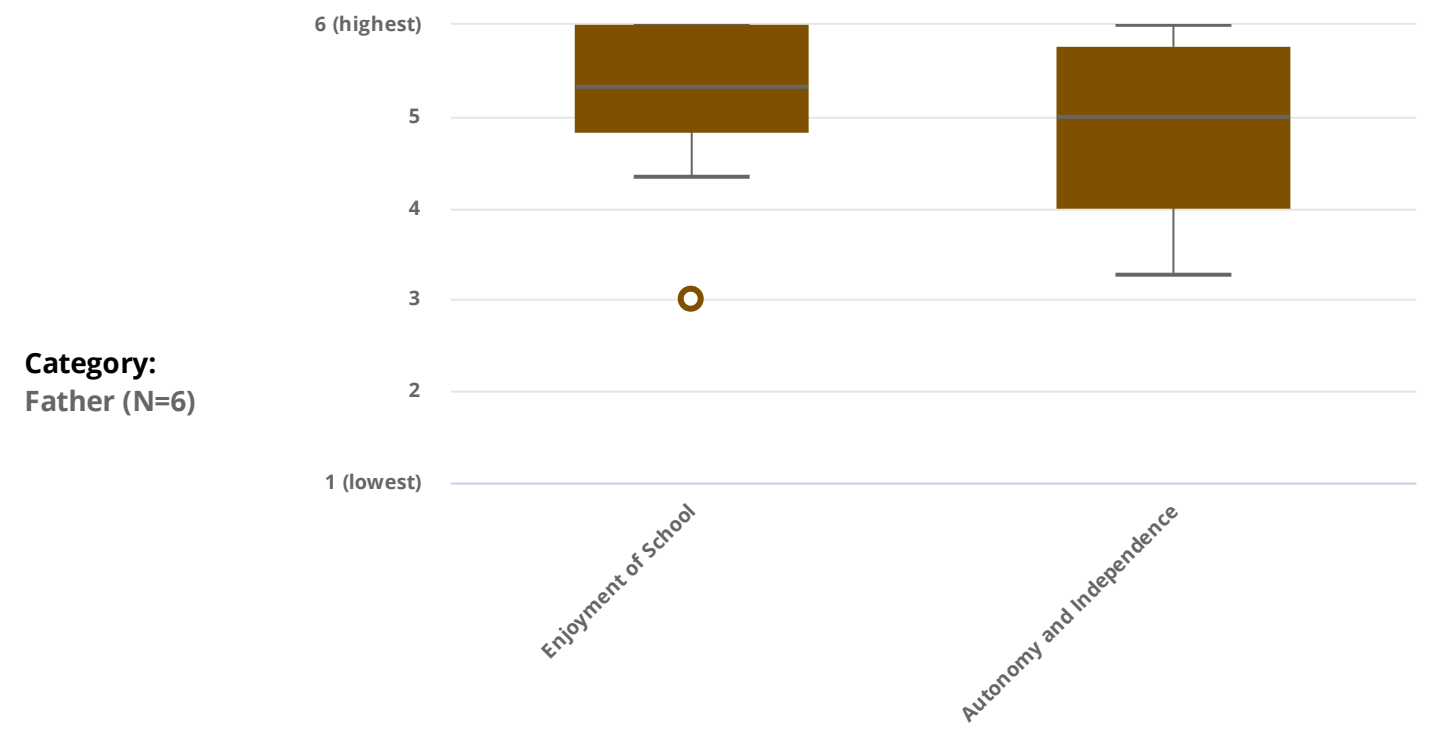
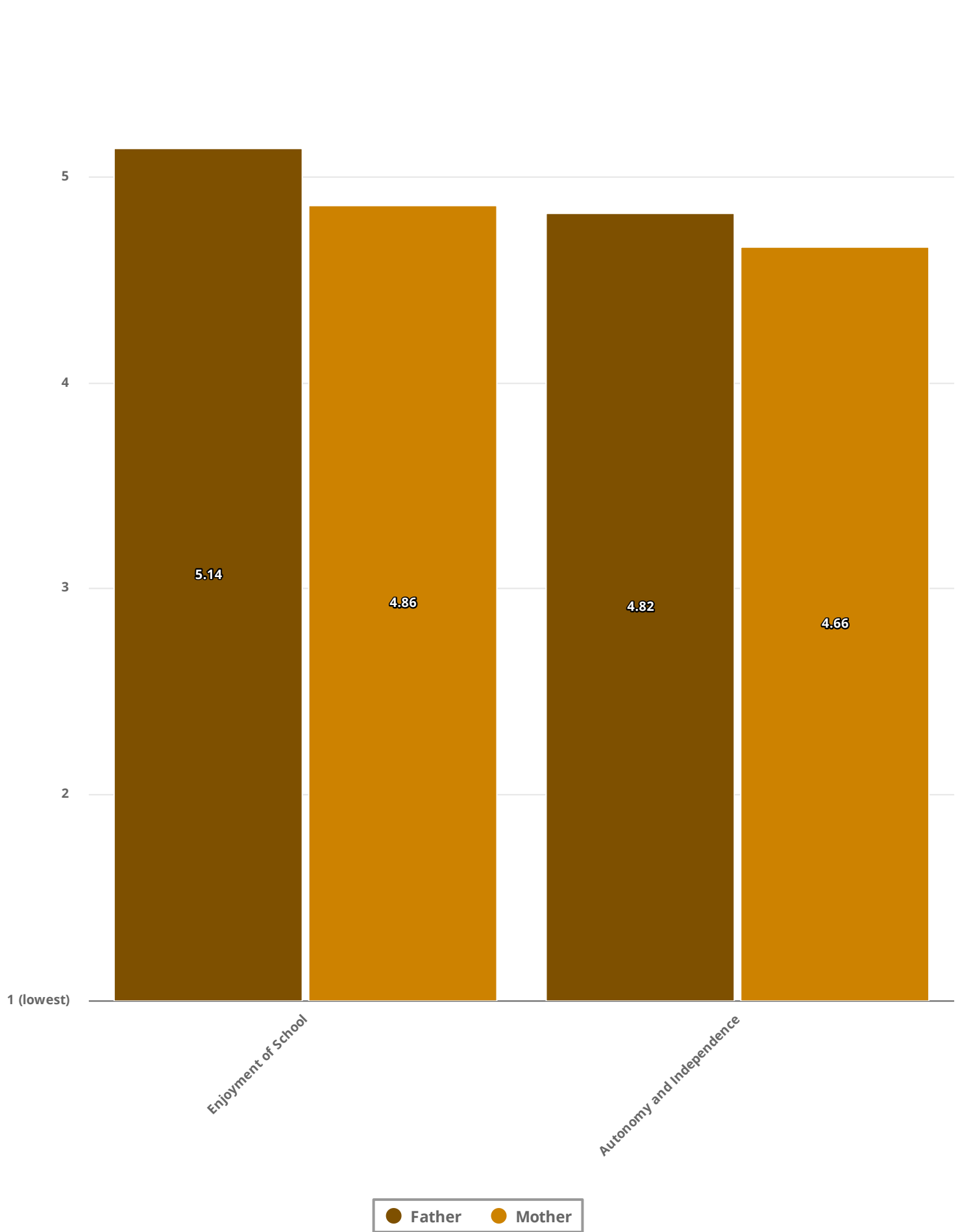
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

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

6 (highest)

## by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



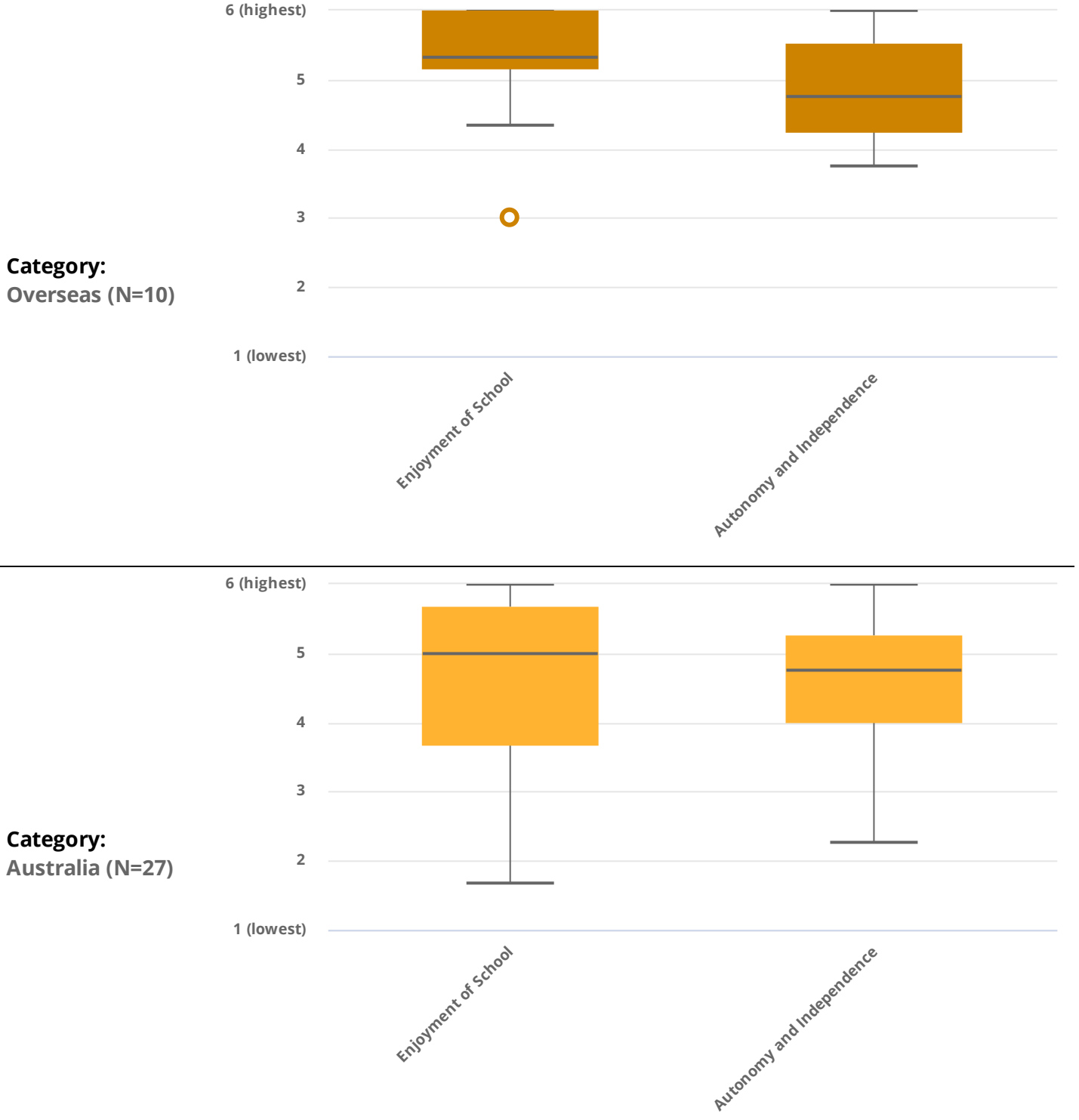
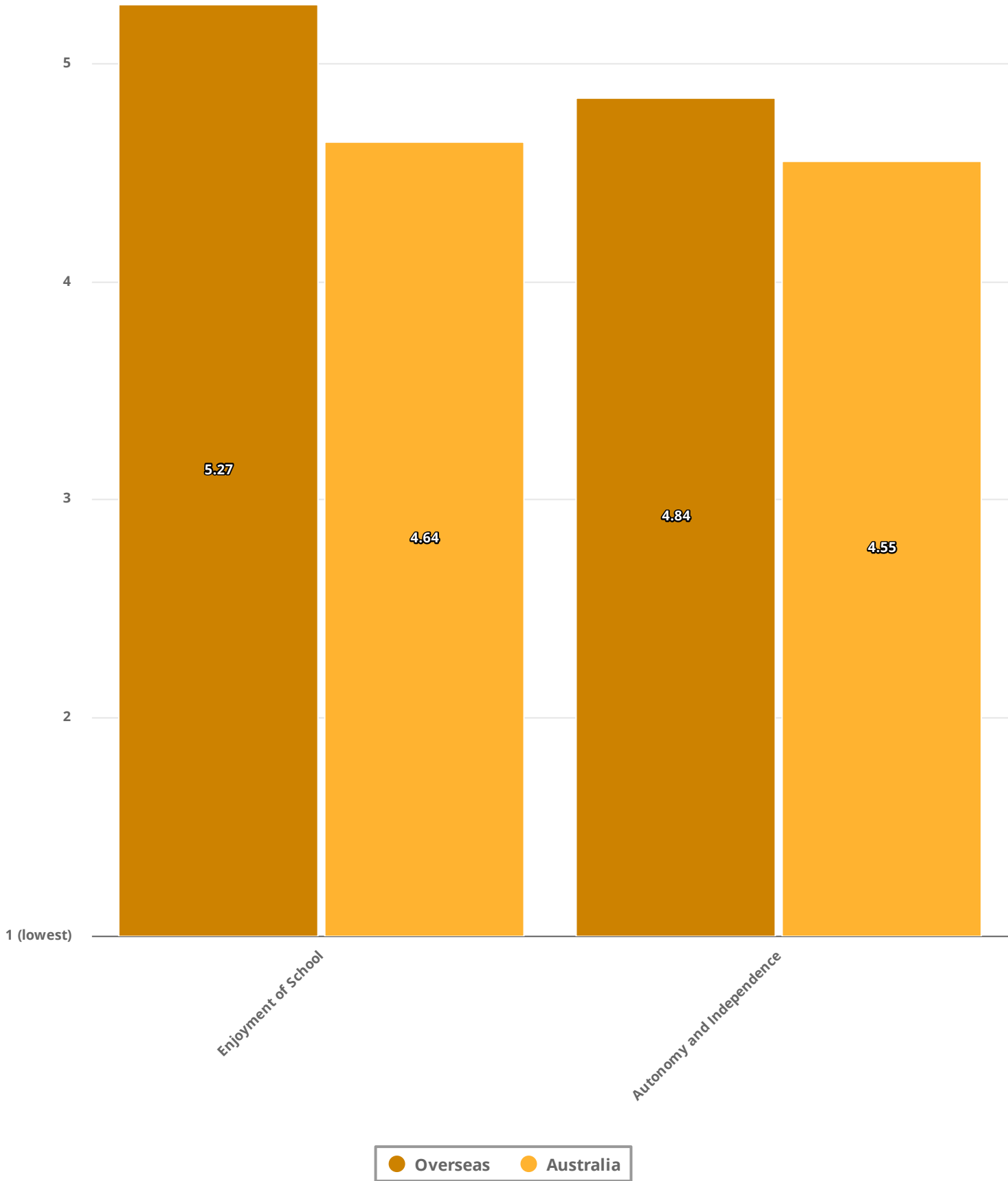


# LLL Component 3: Student Agency, Identity, Learning and Leadership

6 (highest)

## by Birth Place

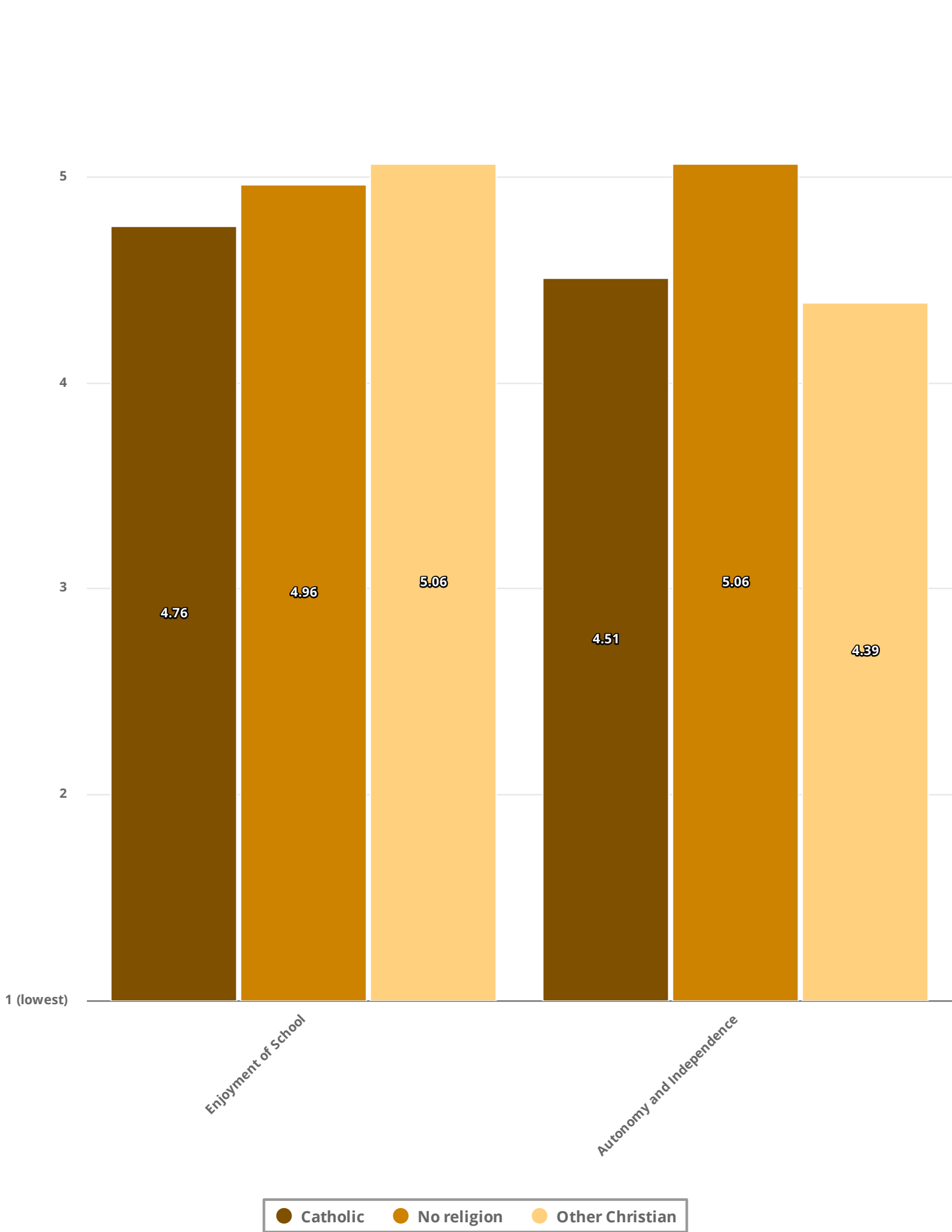
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



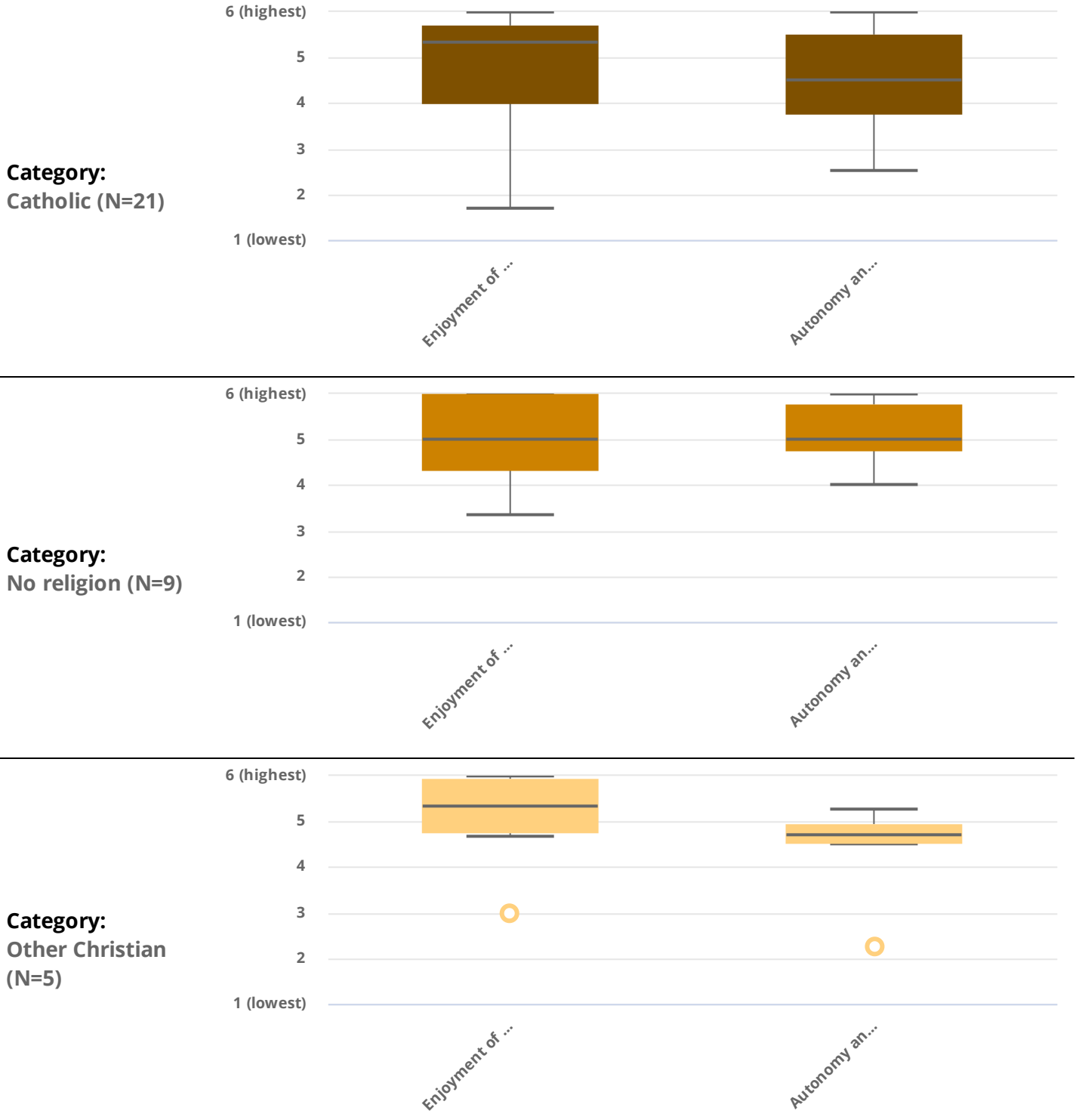
# LLL Component 3: Student Agency, Identity, Learning and Leadership

6 (highest)

## by Religion



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

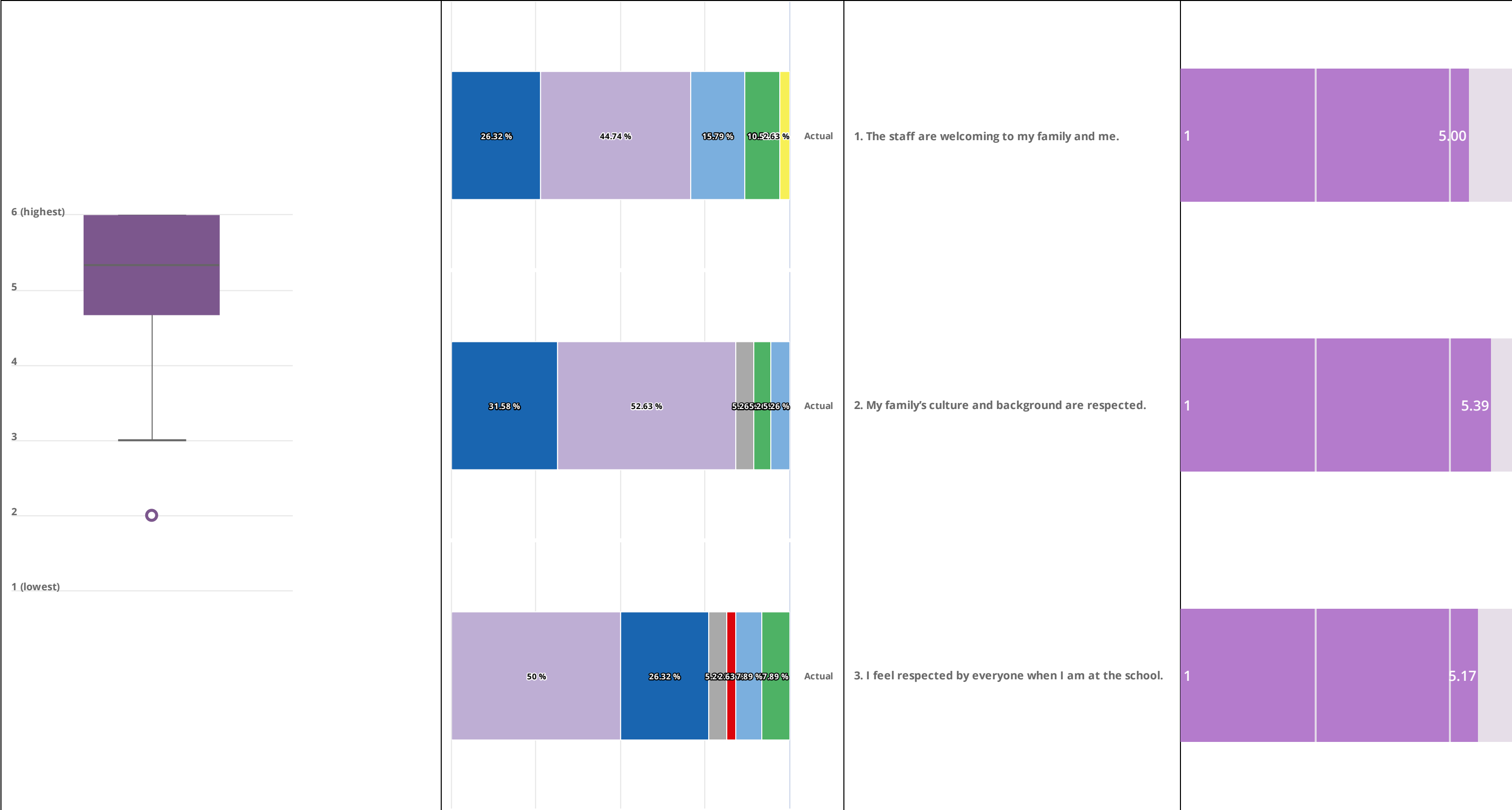


**Parent & Caregiver Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

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.



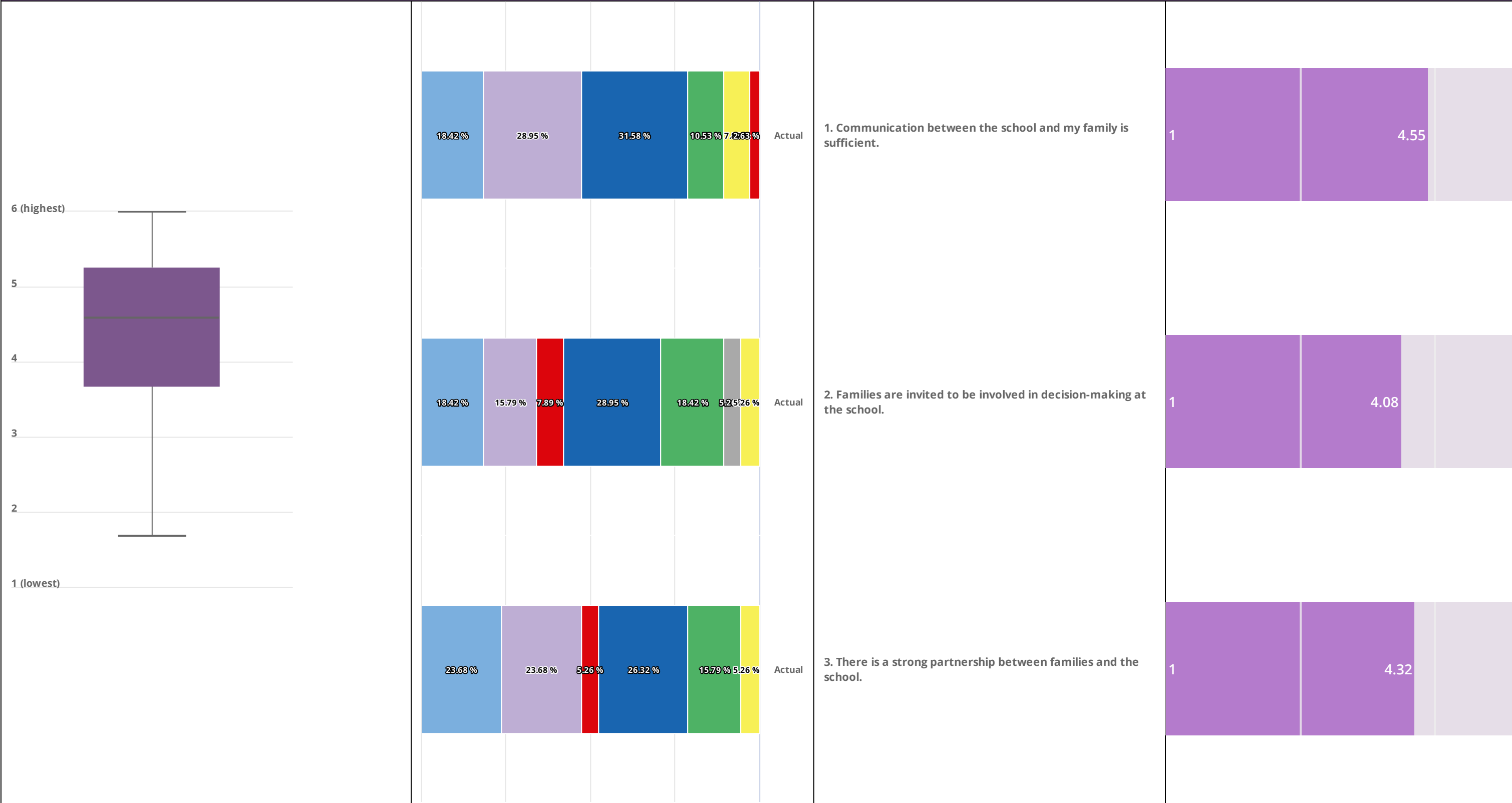
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

**Parent & Caregiver Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

**Construct: Parent-School Partnerships**

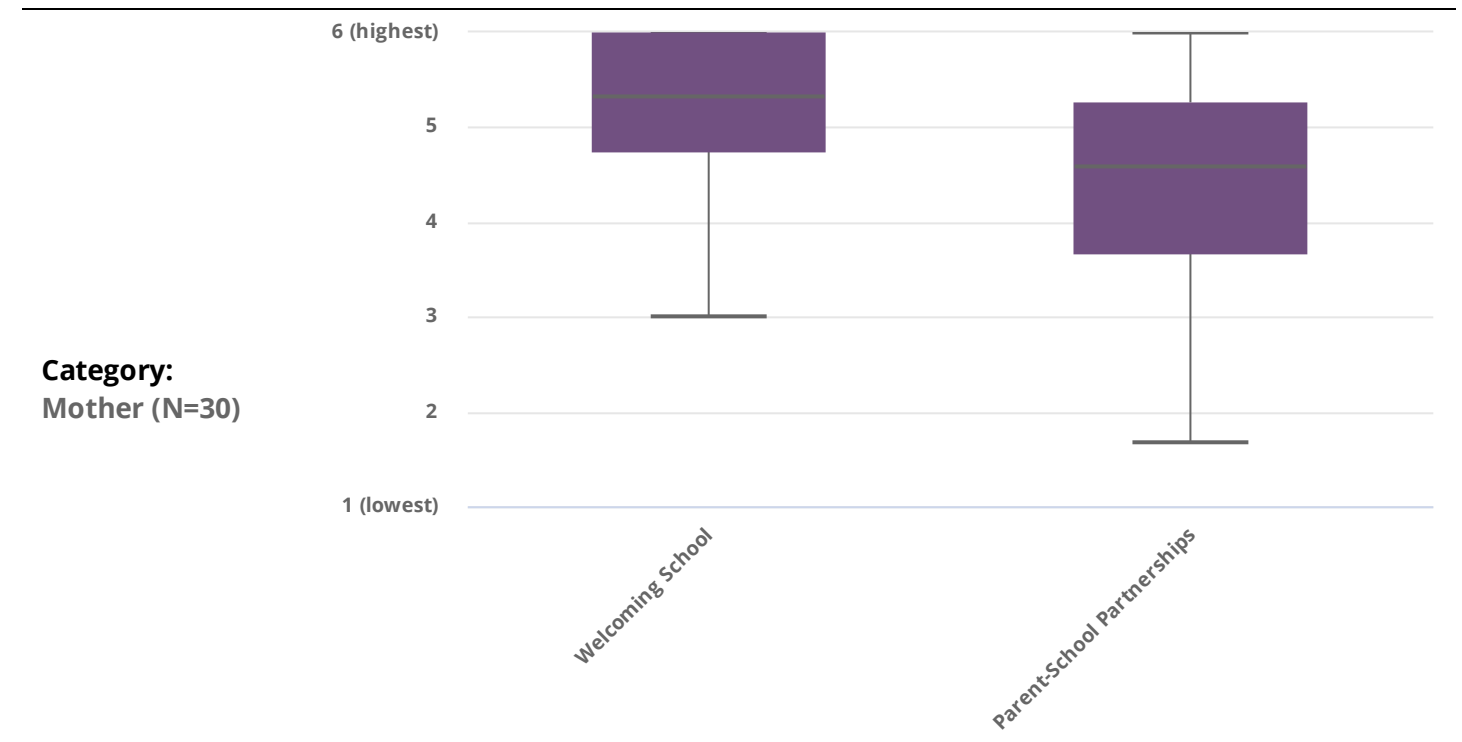
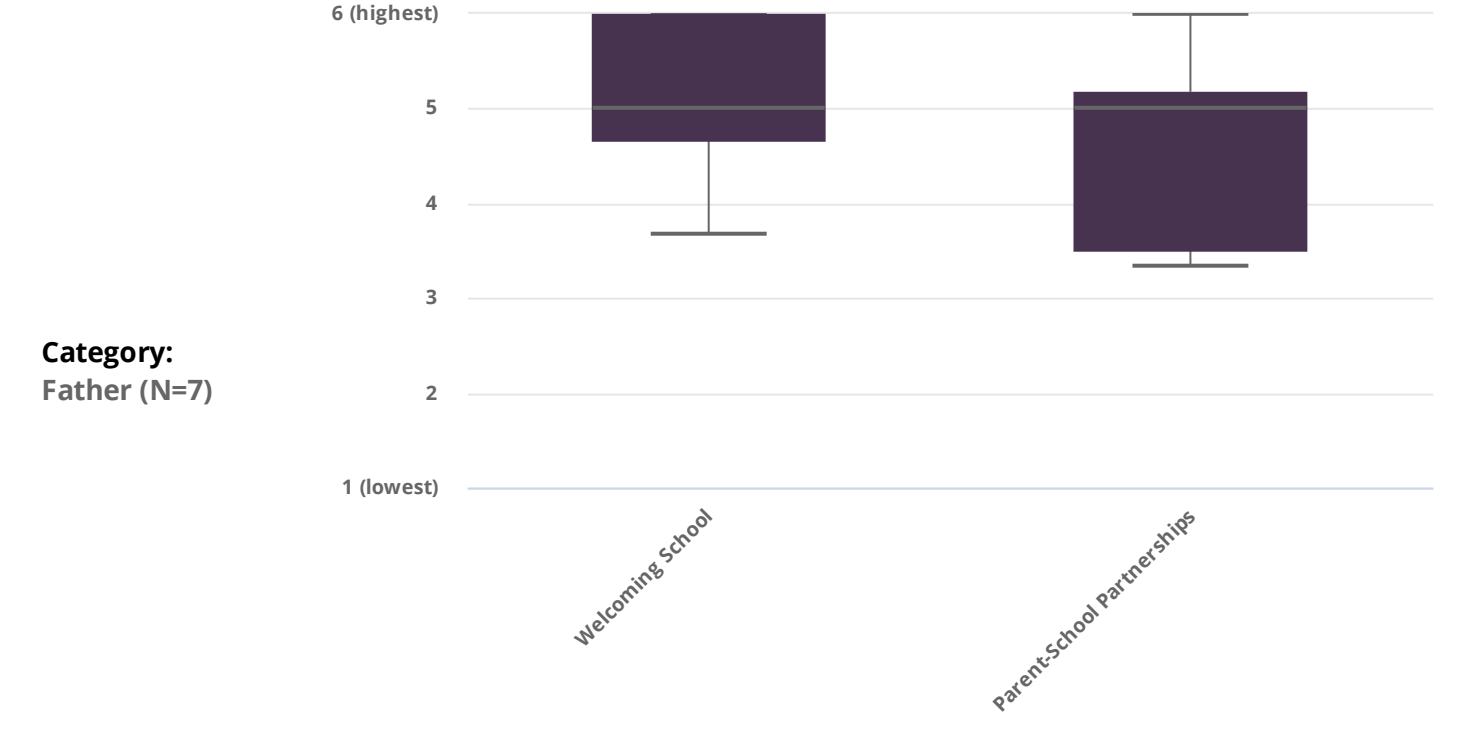
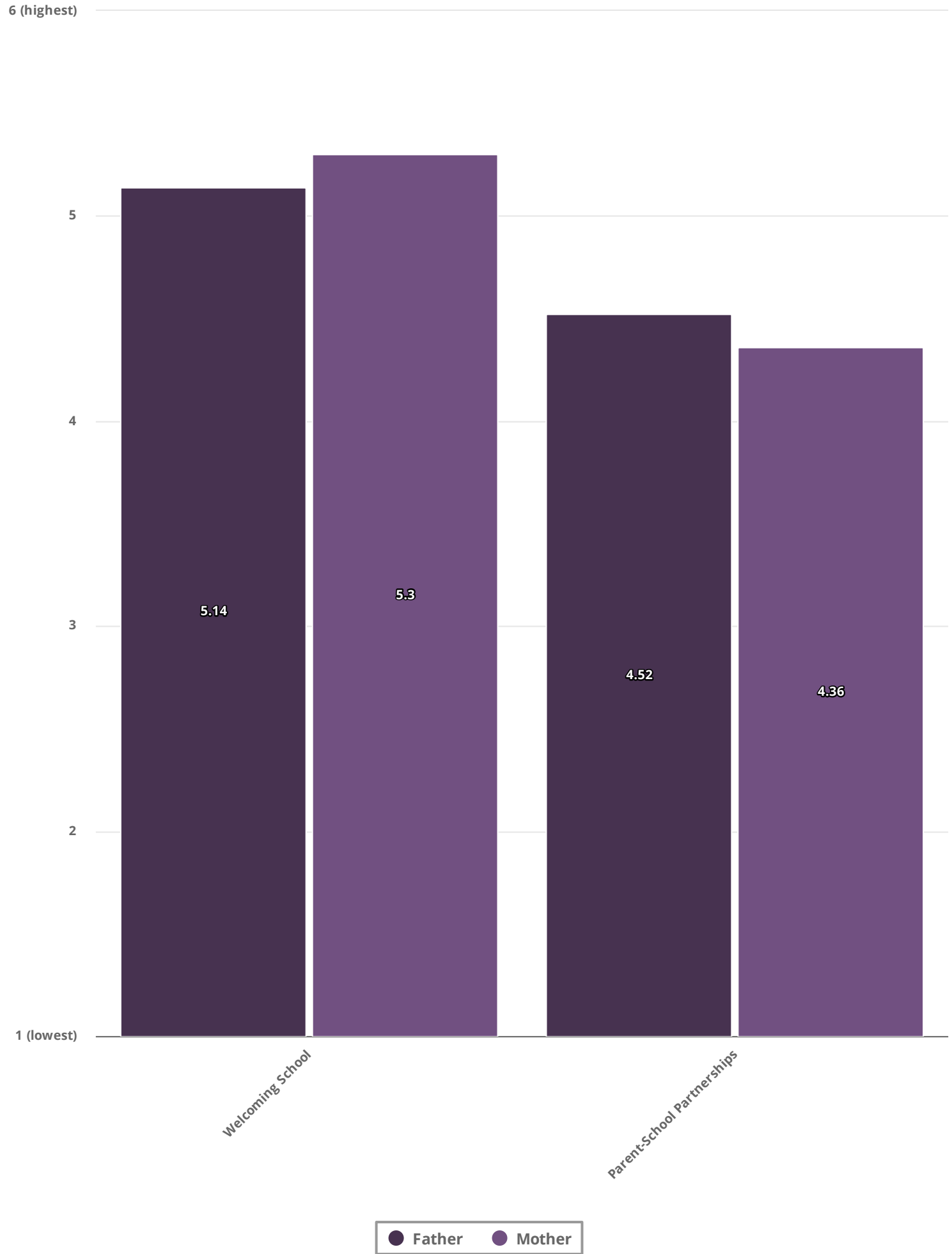
The extent to which parents and caregivers feel that the communication between home and school is sufficient and there are partnerships between families and the school.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

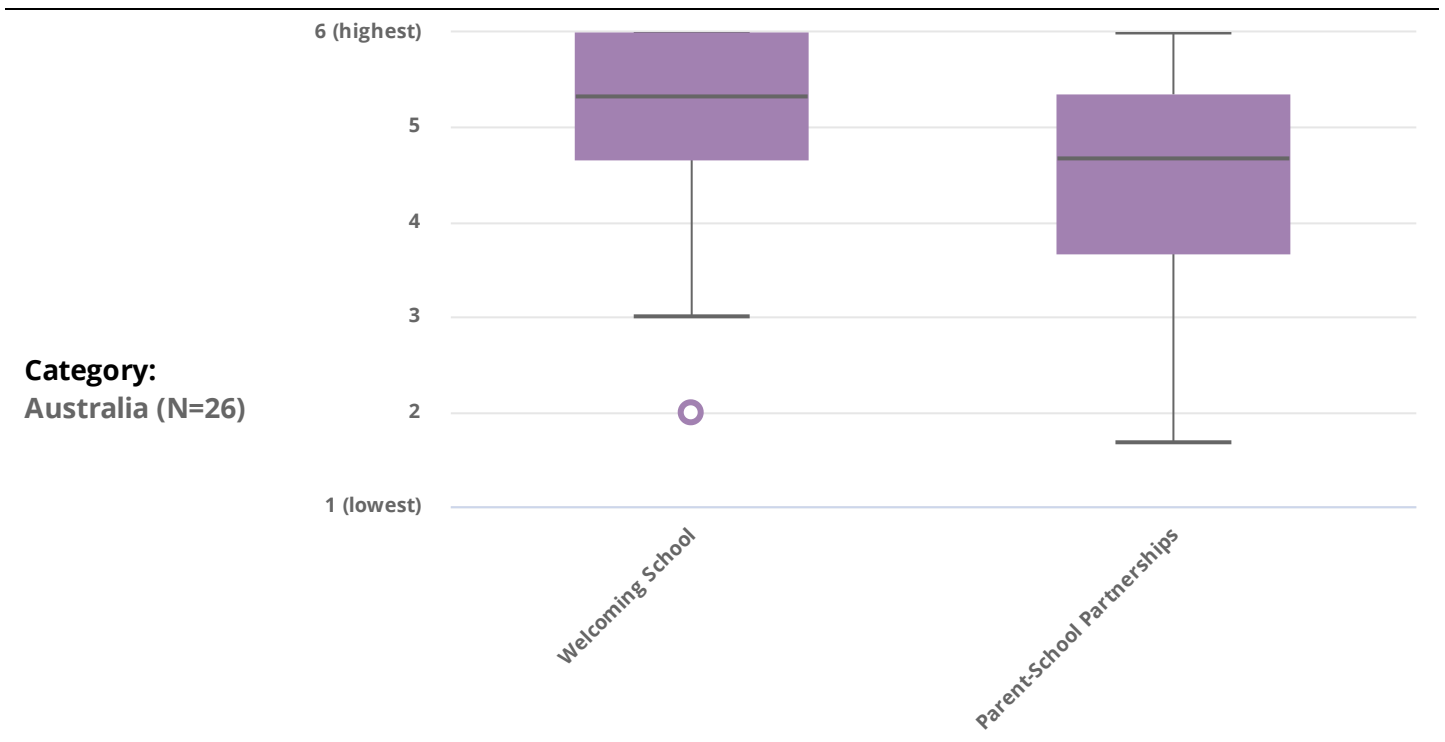
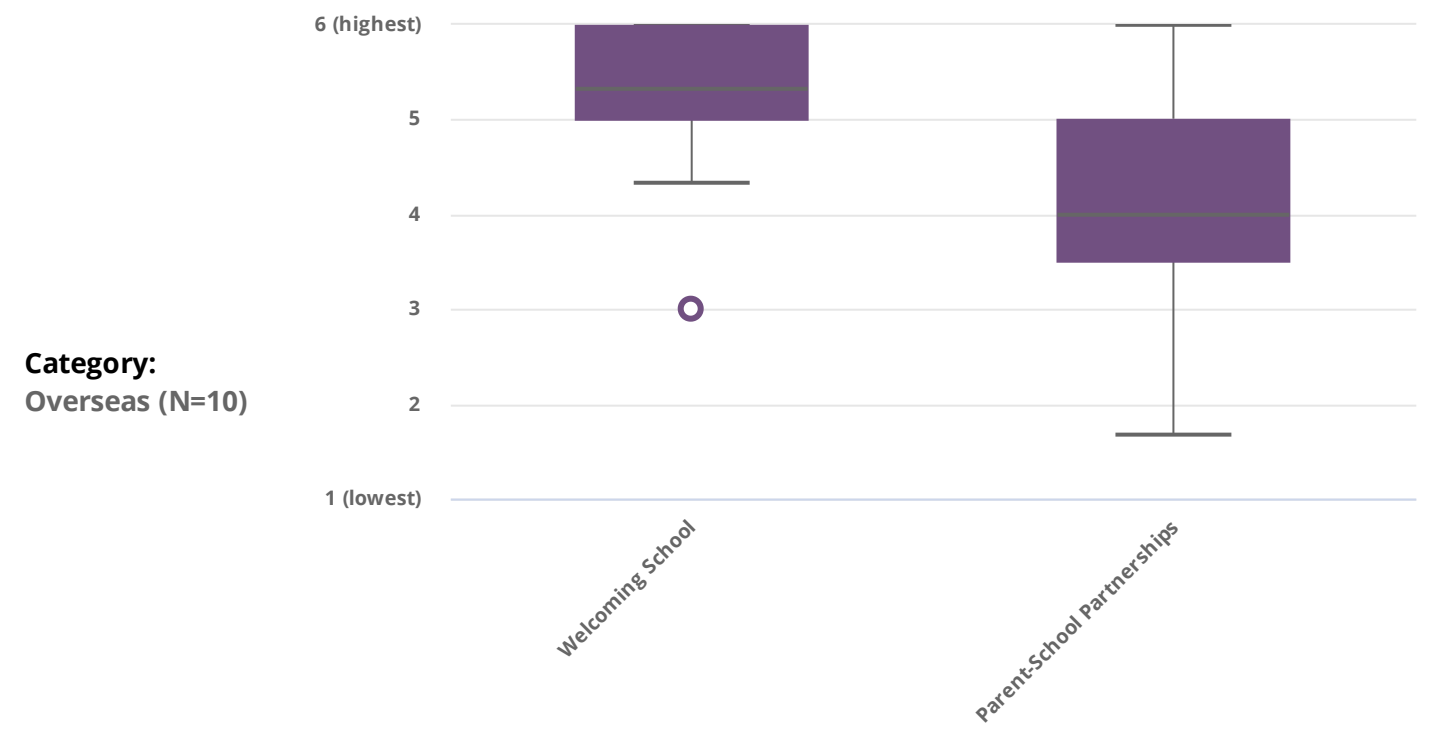
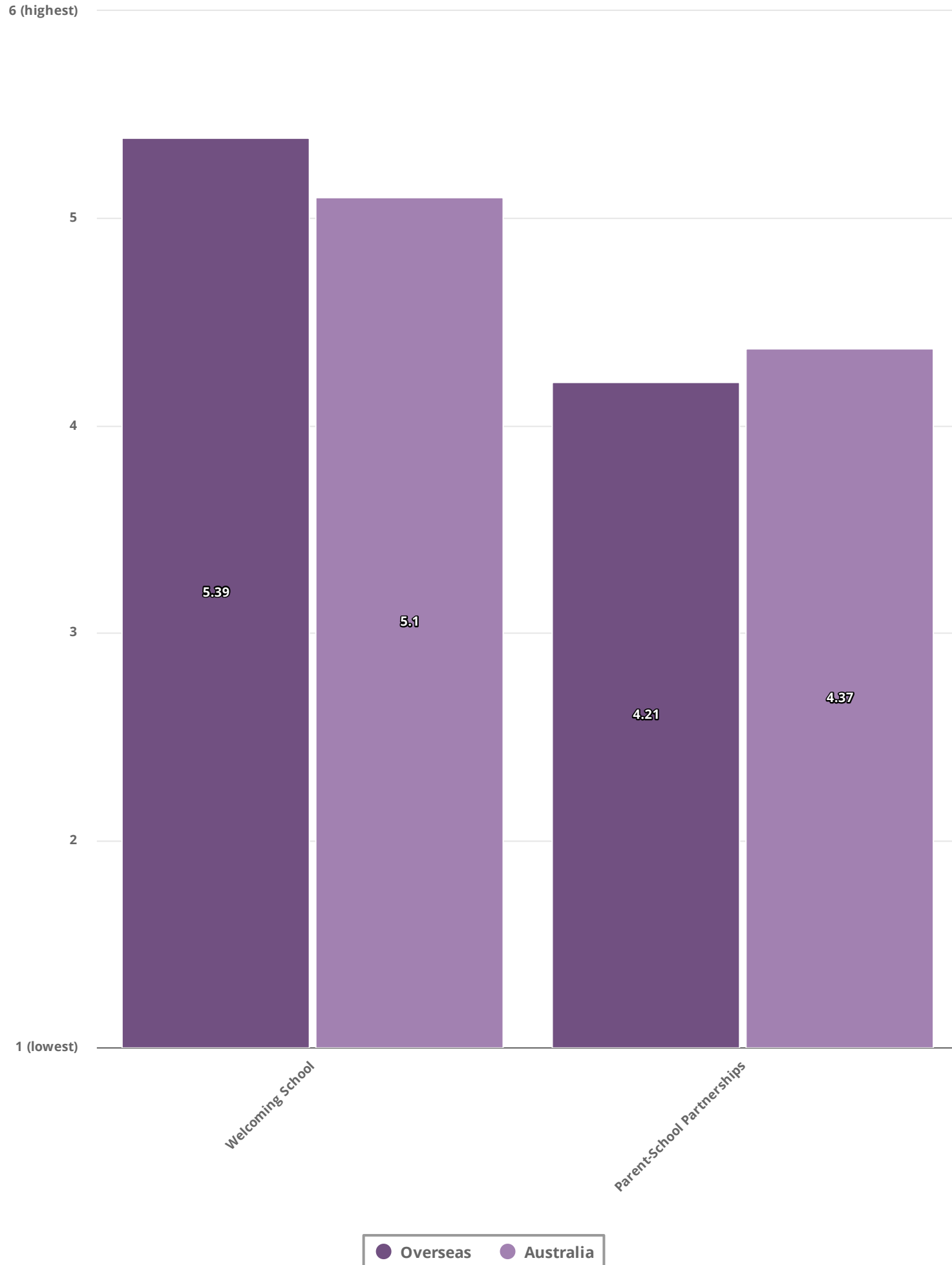
# LLL Component 4: Community Engagement by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 4: Community Engagement by Birth Place

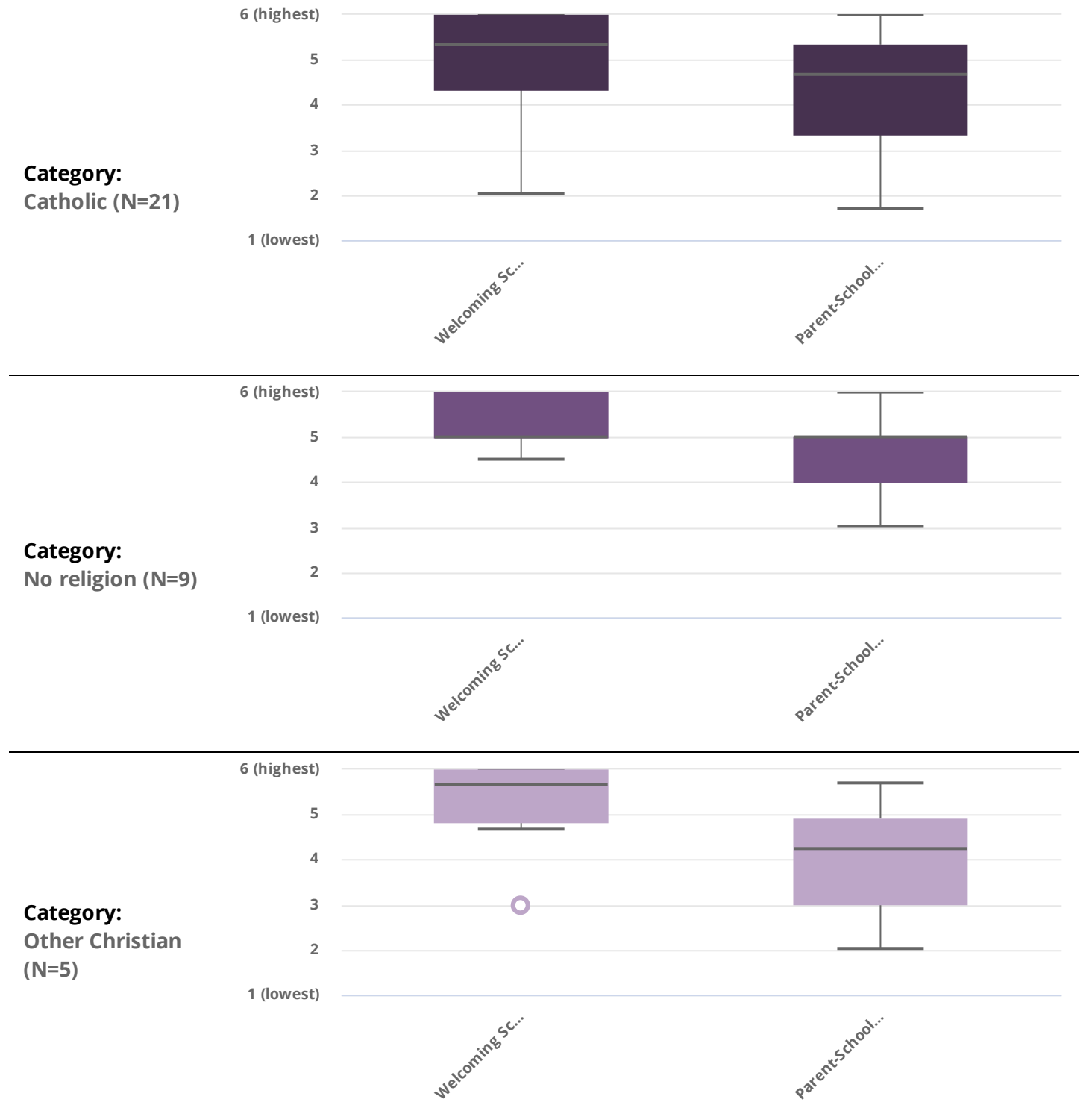
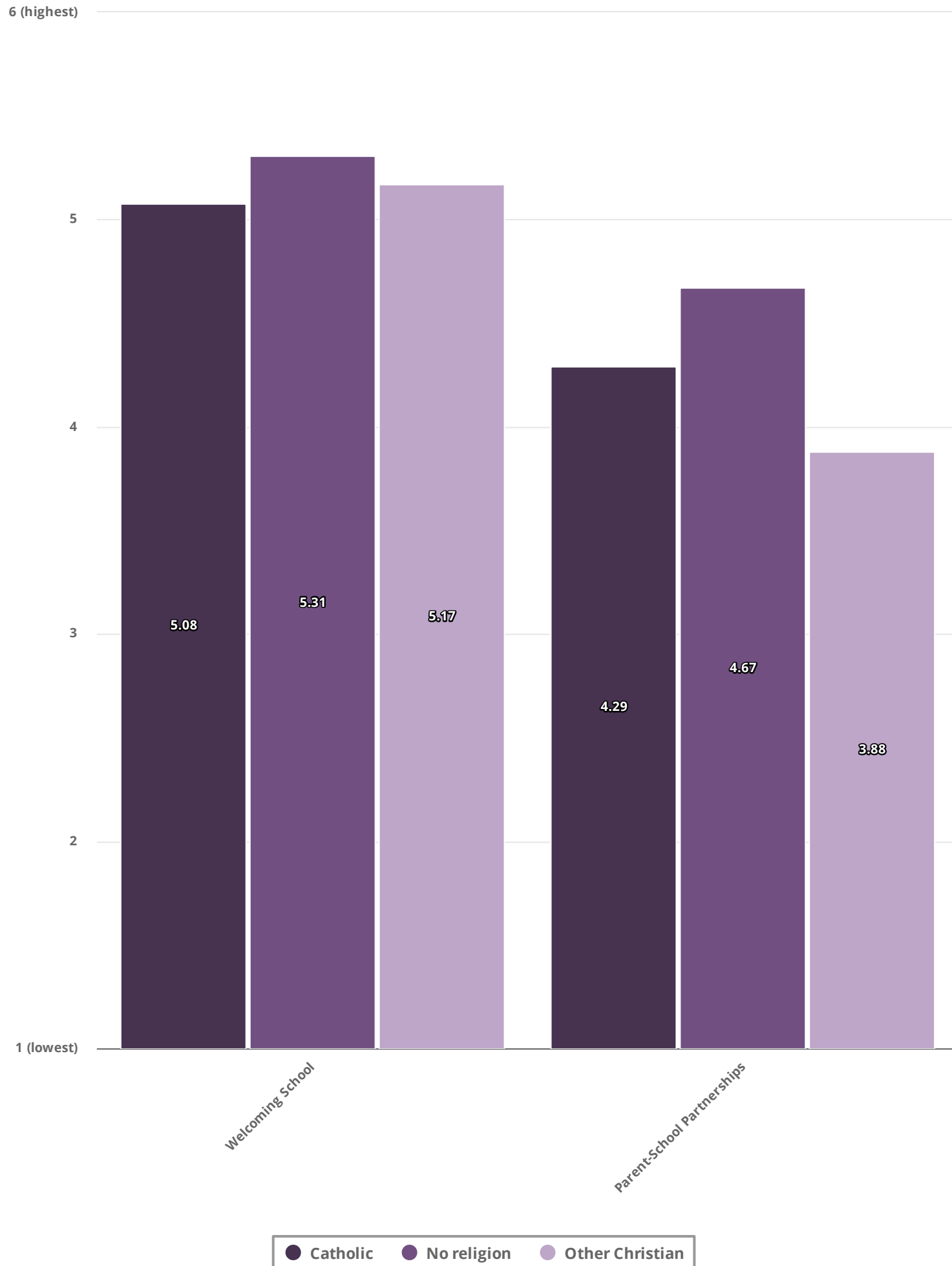
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





# LLL Component 4: Community Engagement by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

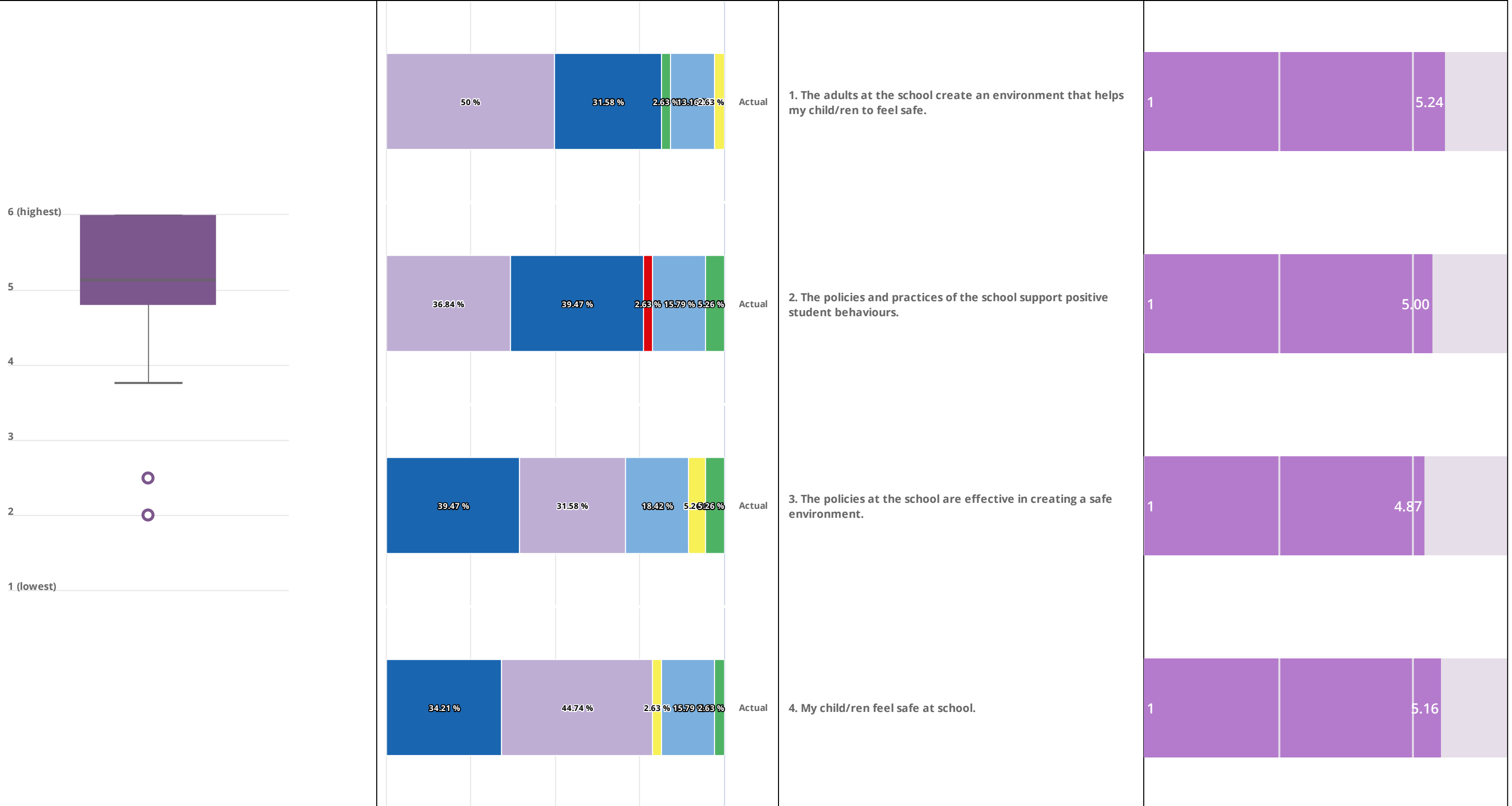


# Parent & Caregiver Perceptions (Safety)

## BSC Quadrant: COMMUNITY

Construct: Safe School

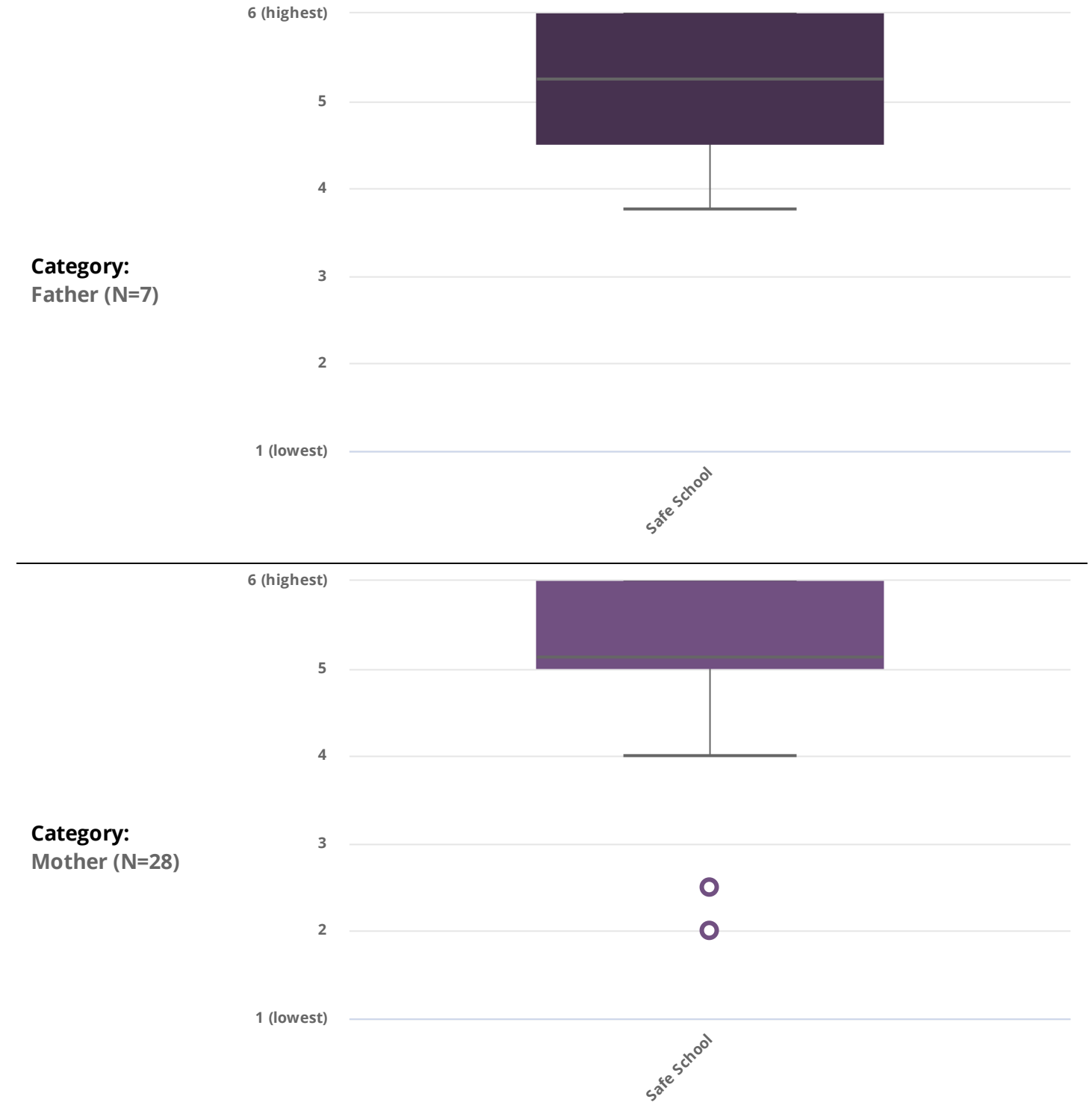
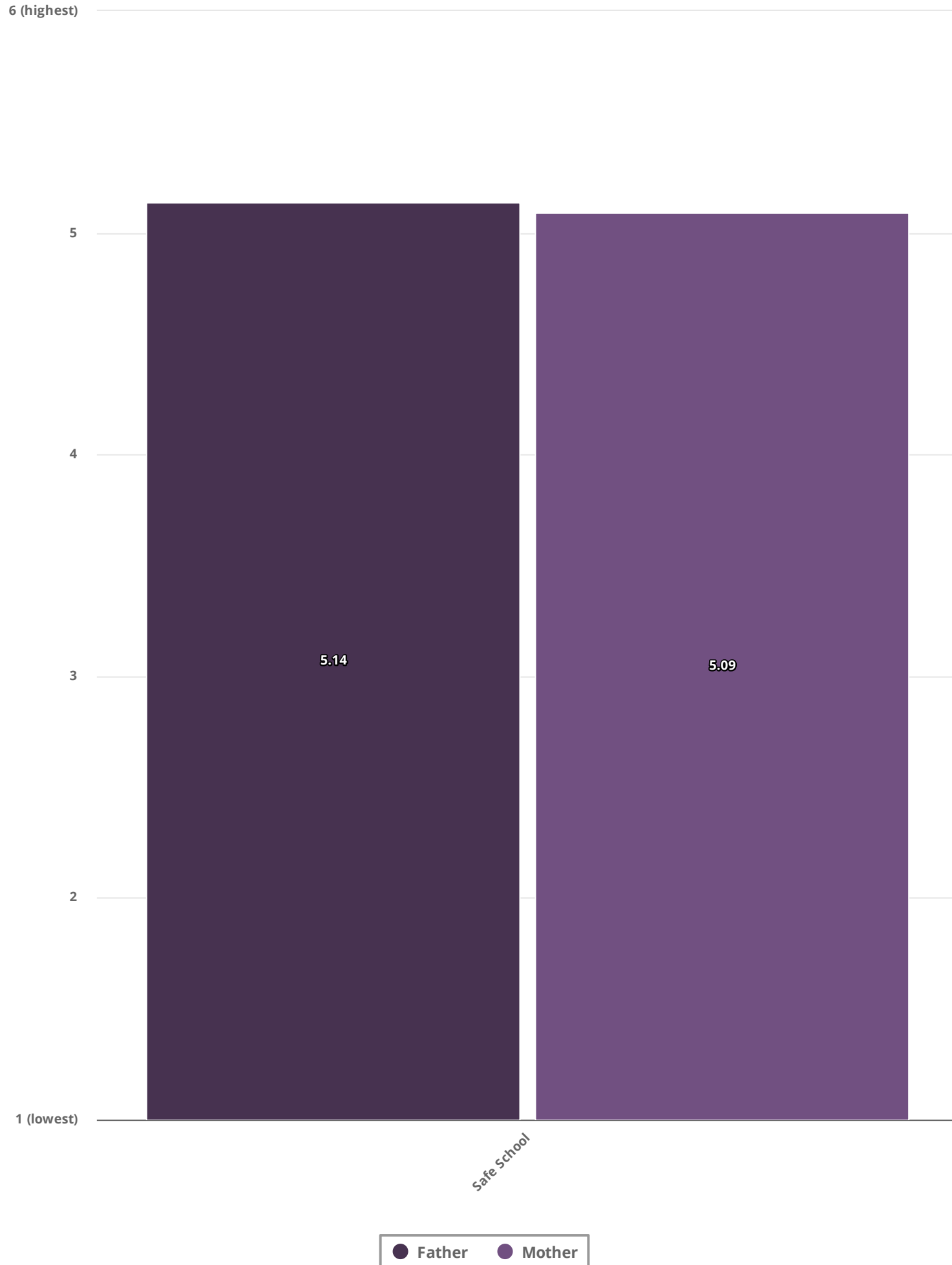
The extent to which parents and caregivers feel that the school provides a safe environment for their children.



● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

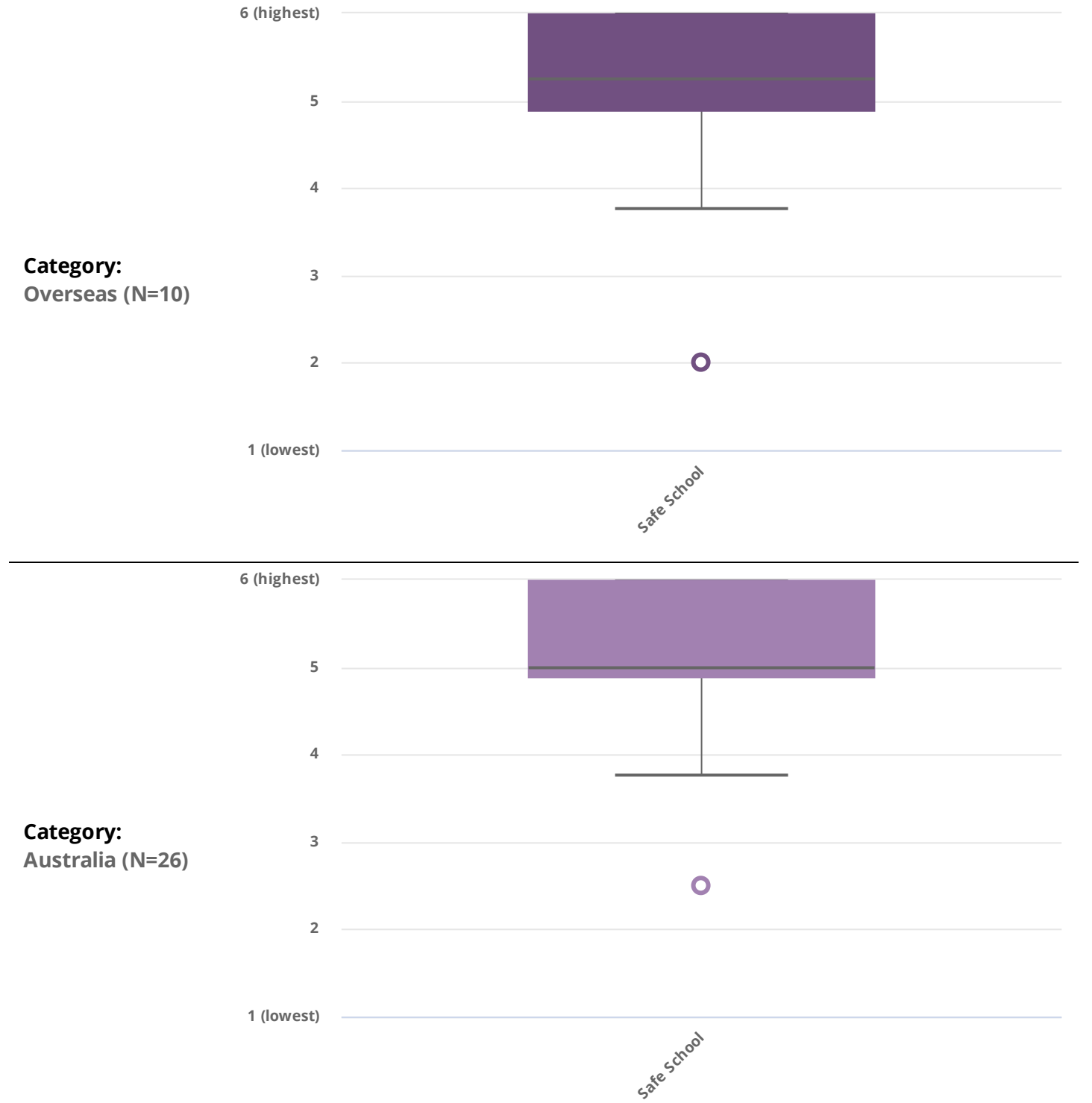
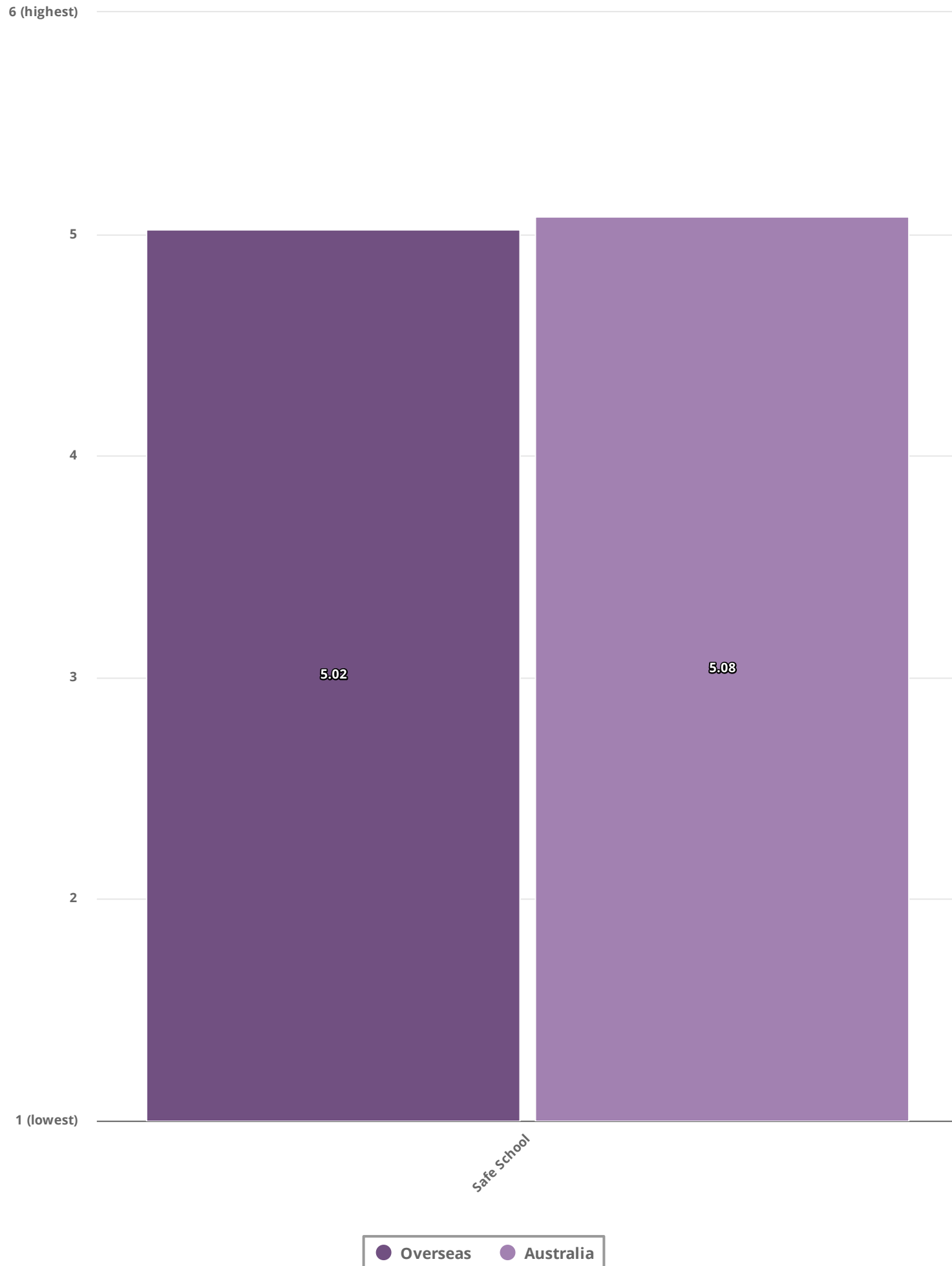
# Additional Construct: Safety by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



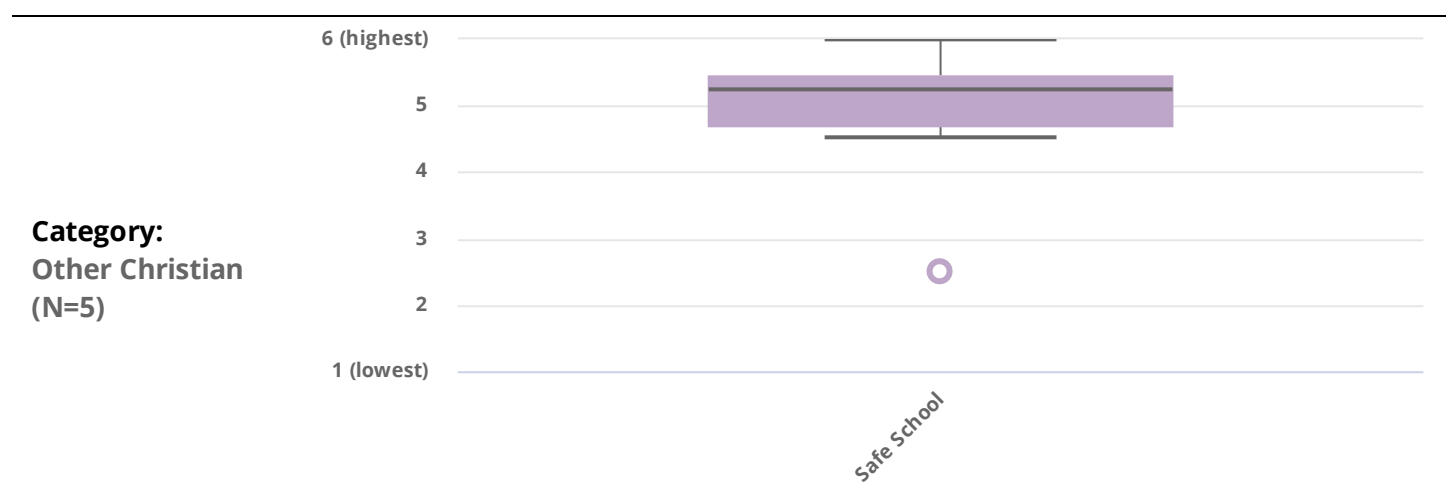
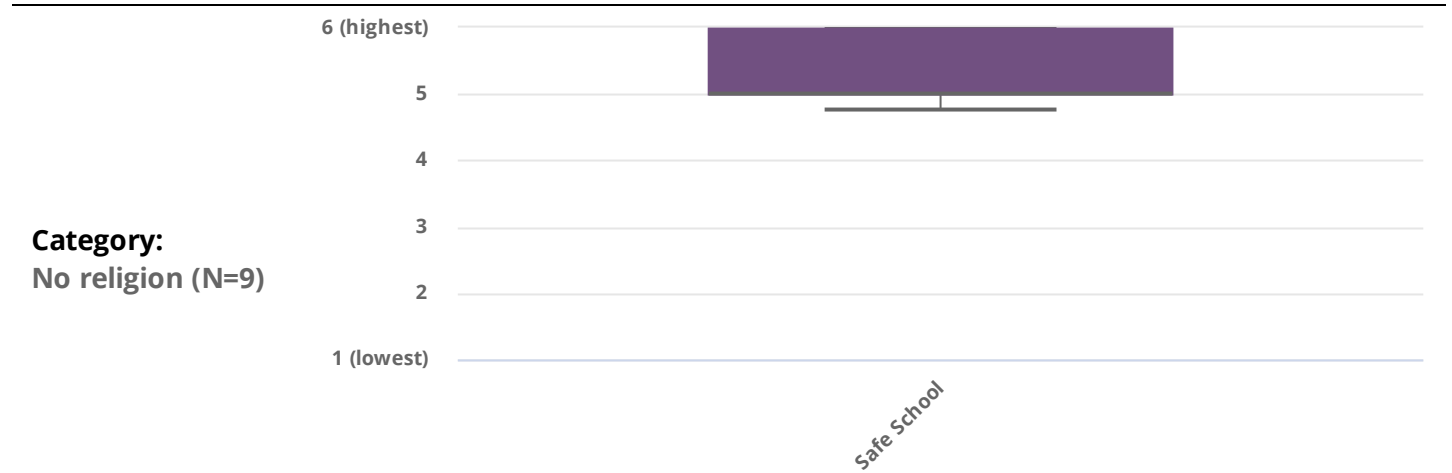
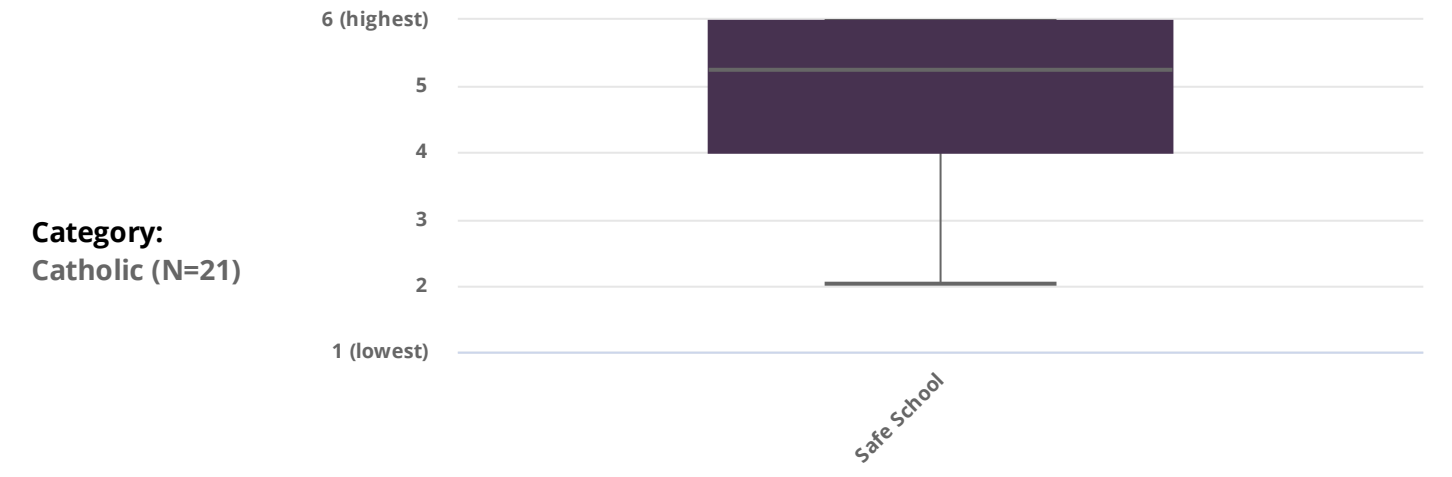
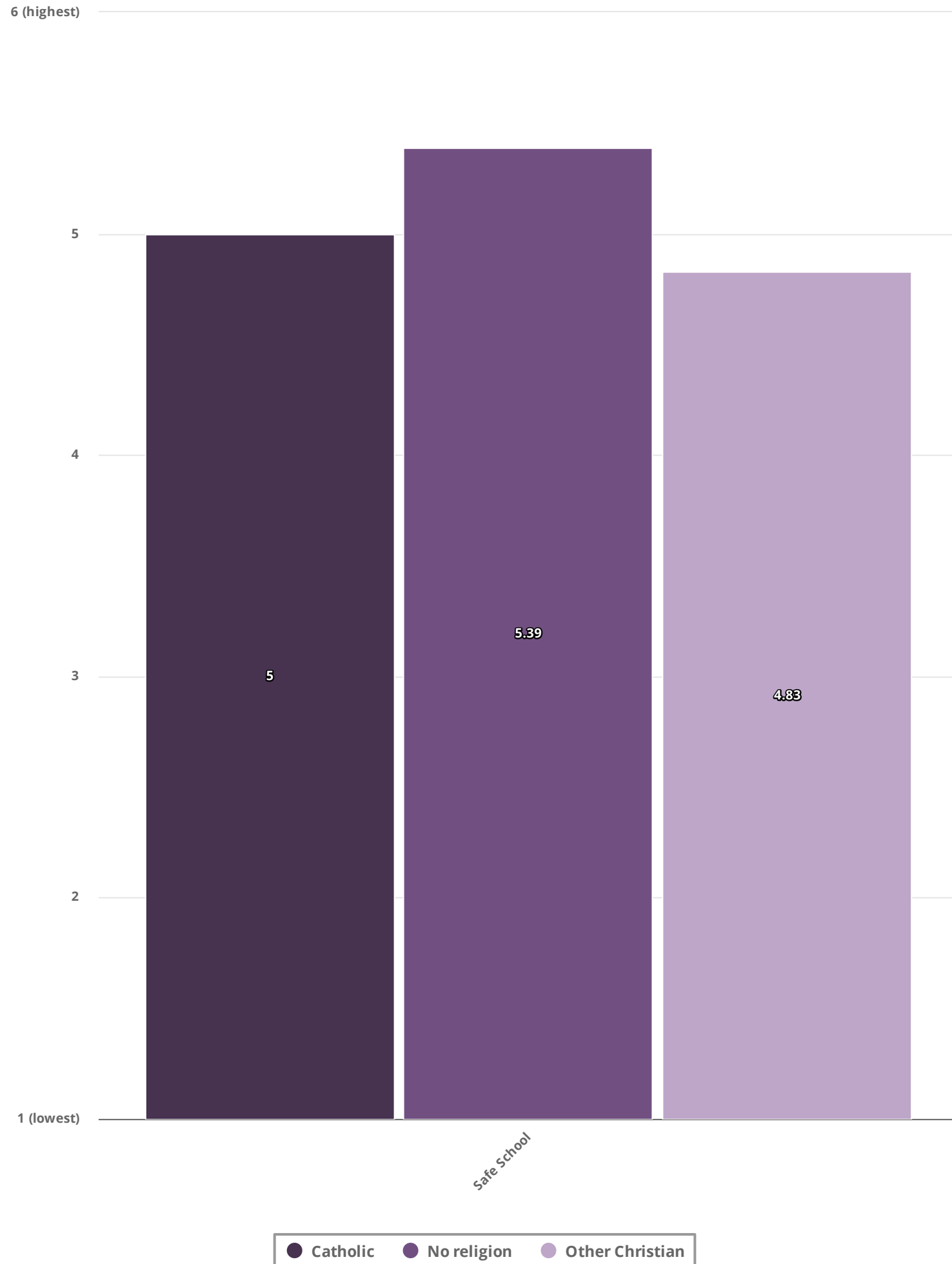
# Additional Construct: Safety by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Safety by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

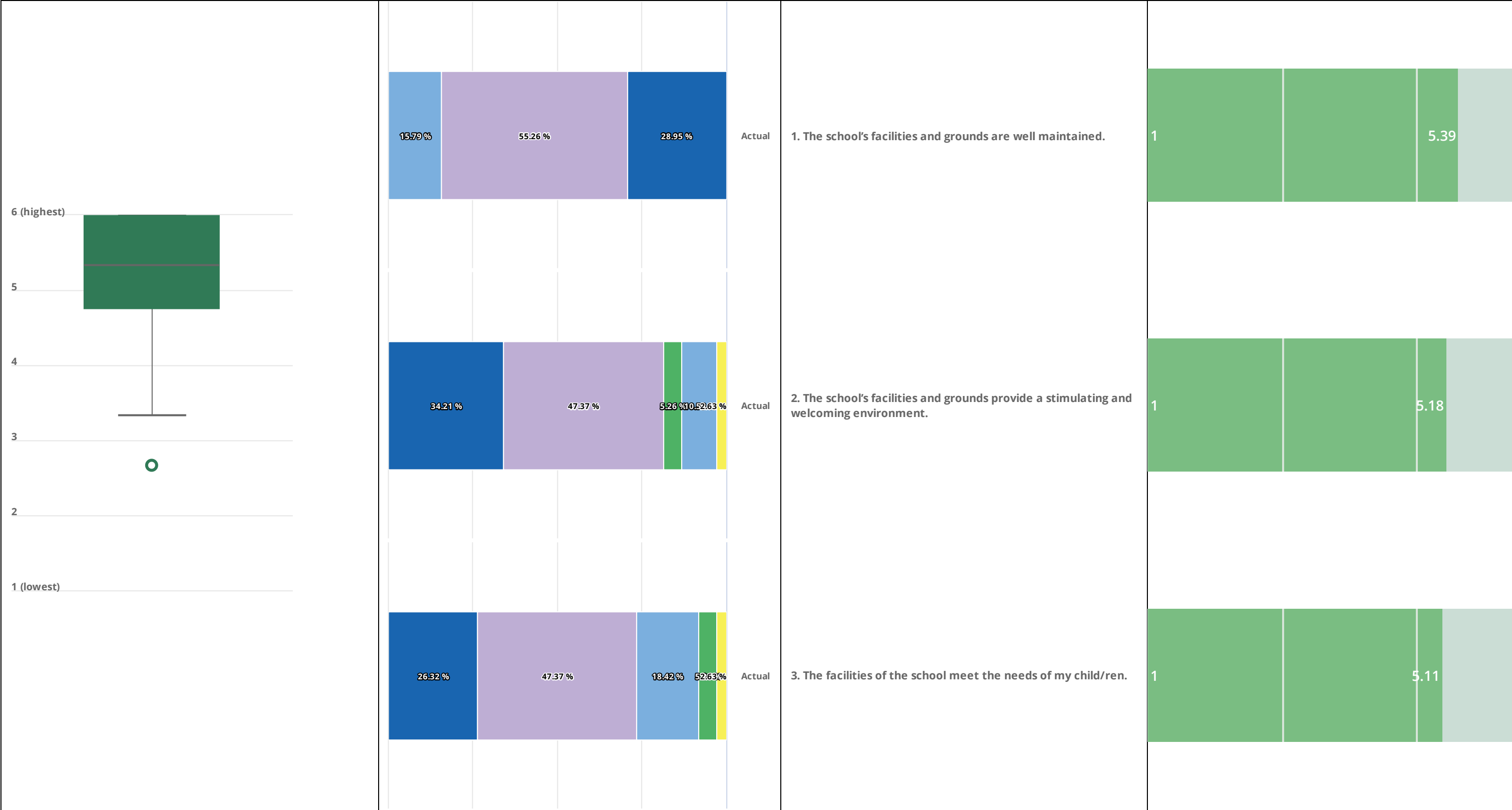


Parent & Caregiver Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

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

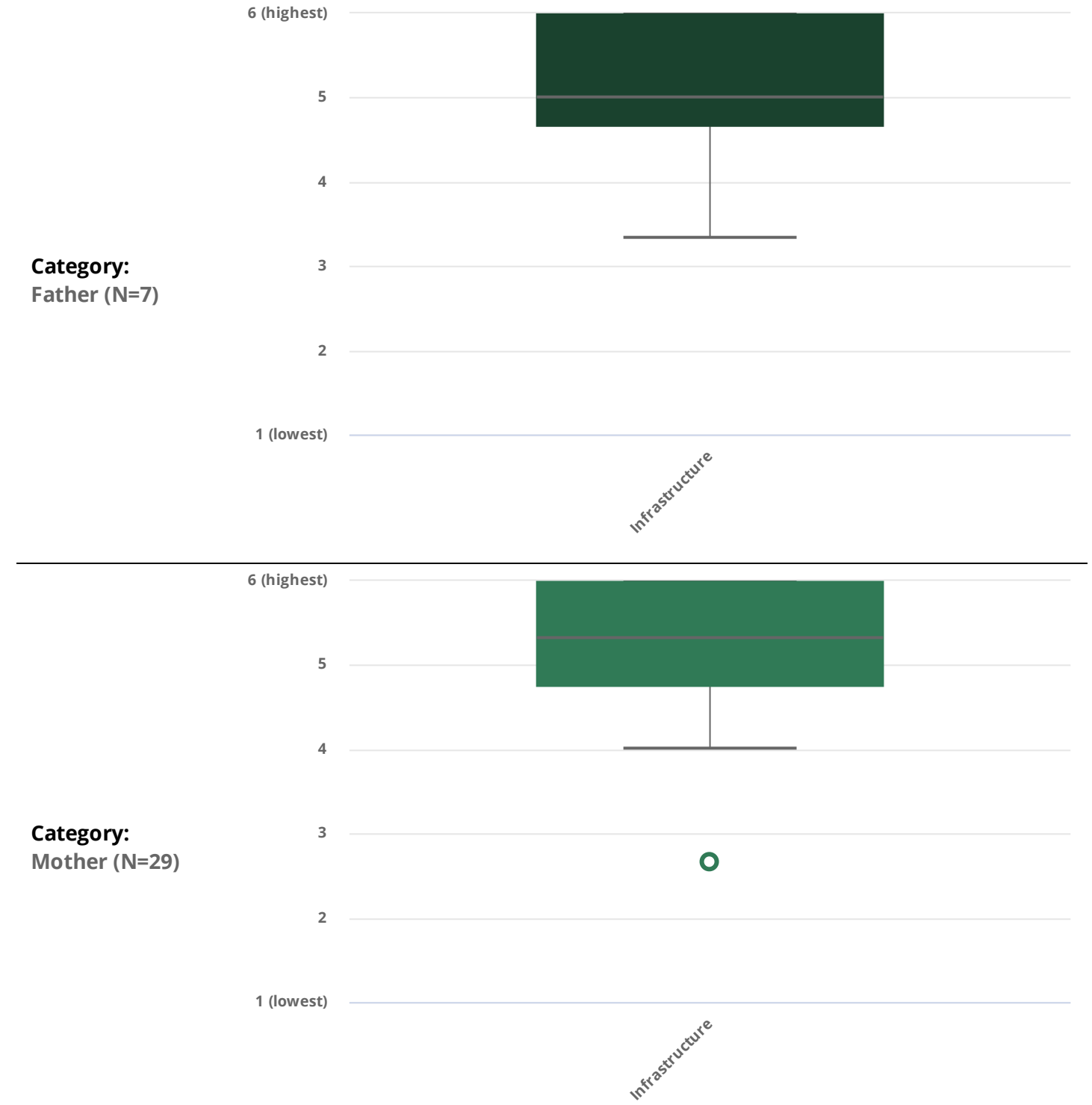
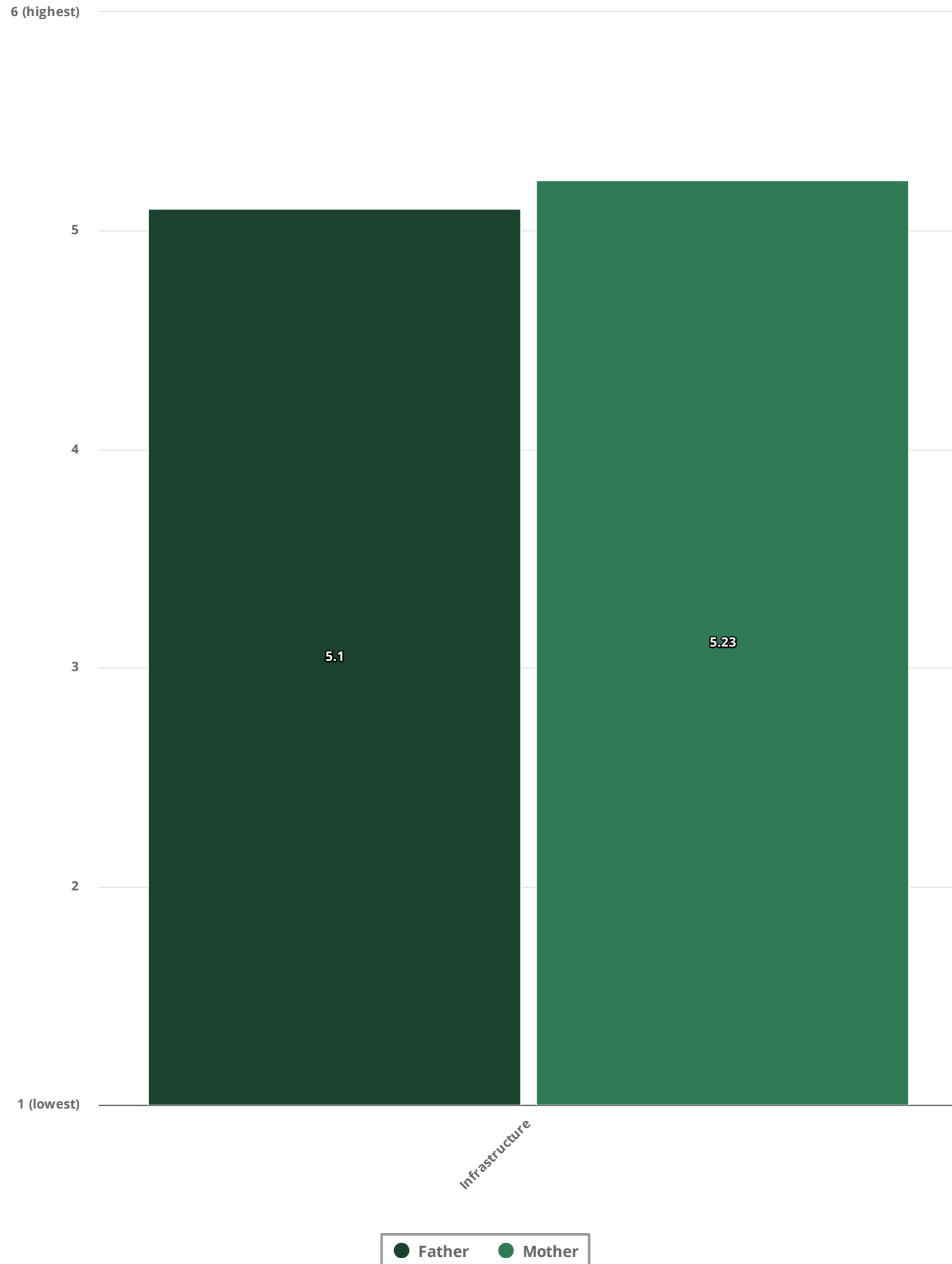


● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)



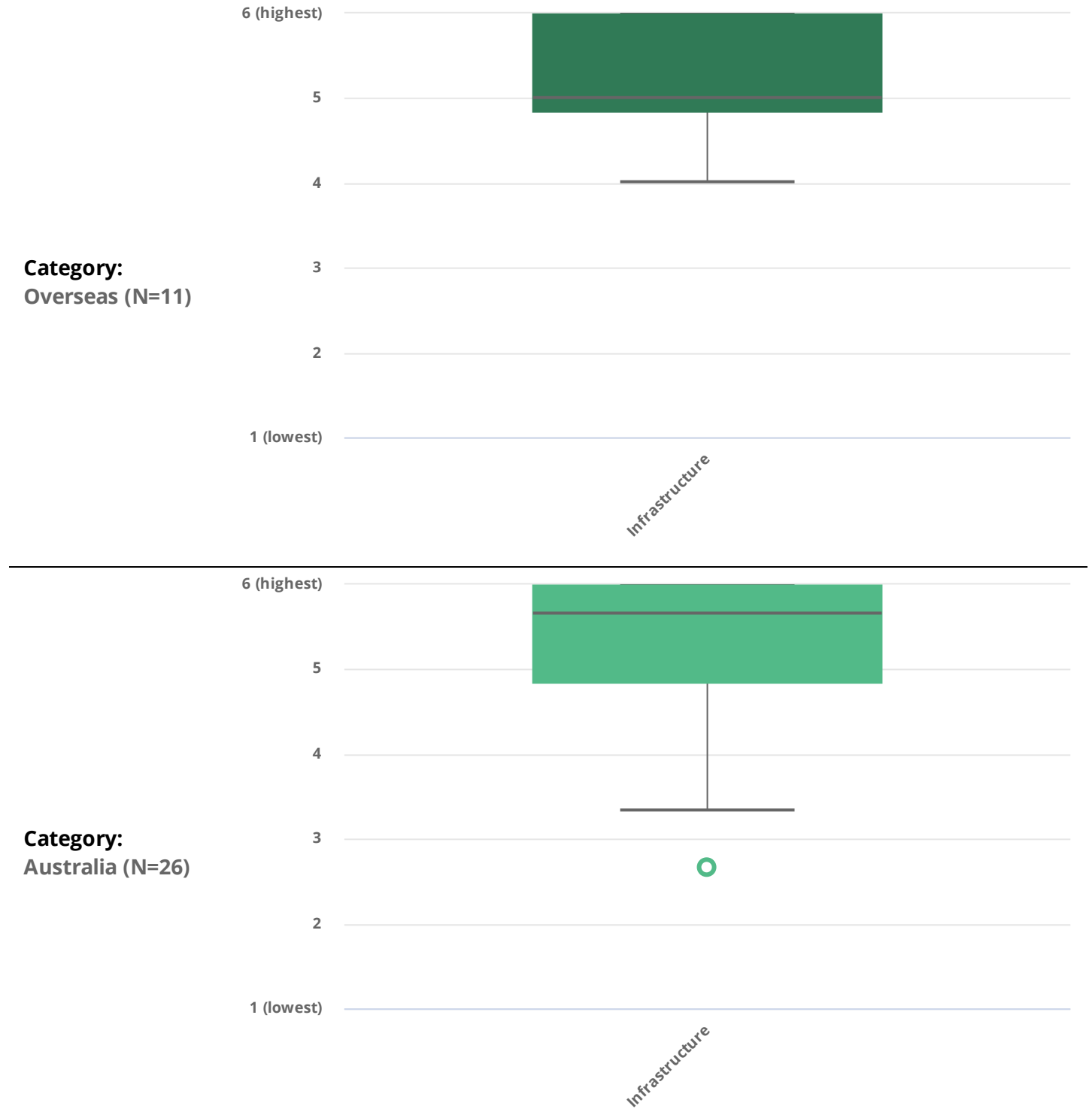
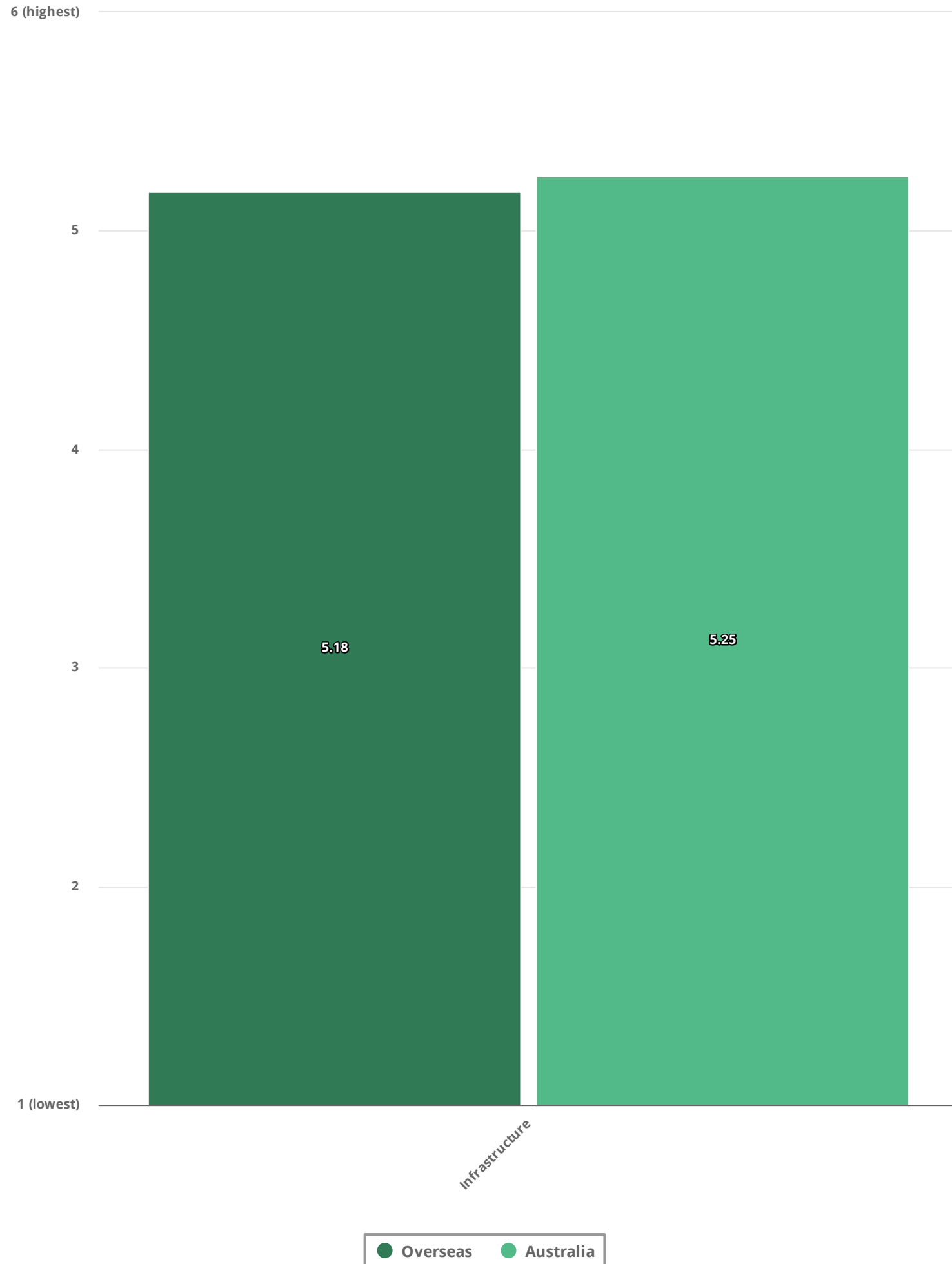
# Additional Construct: Infrastructure by Parenting Role

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



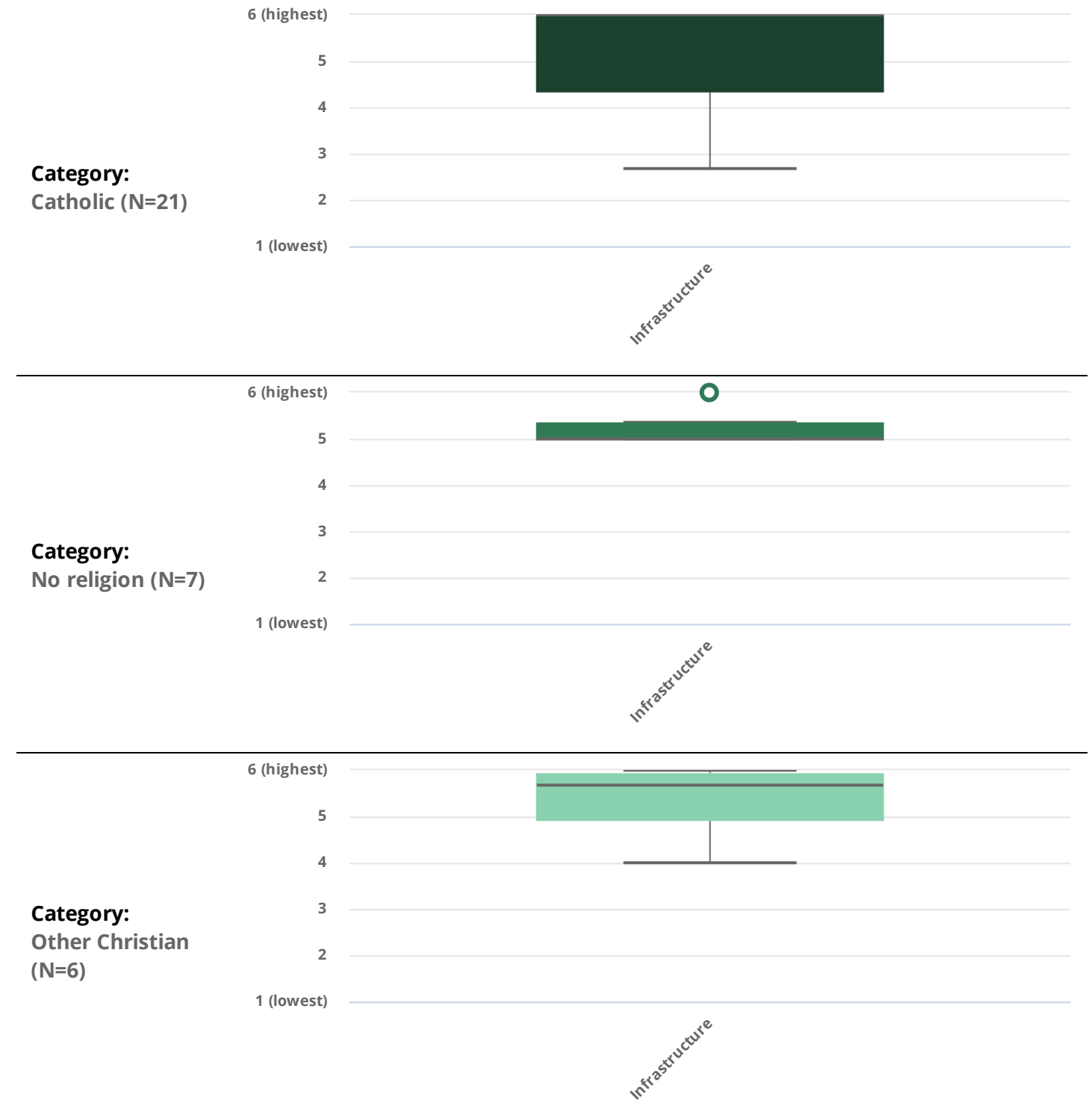
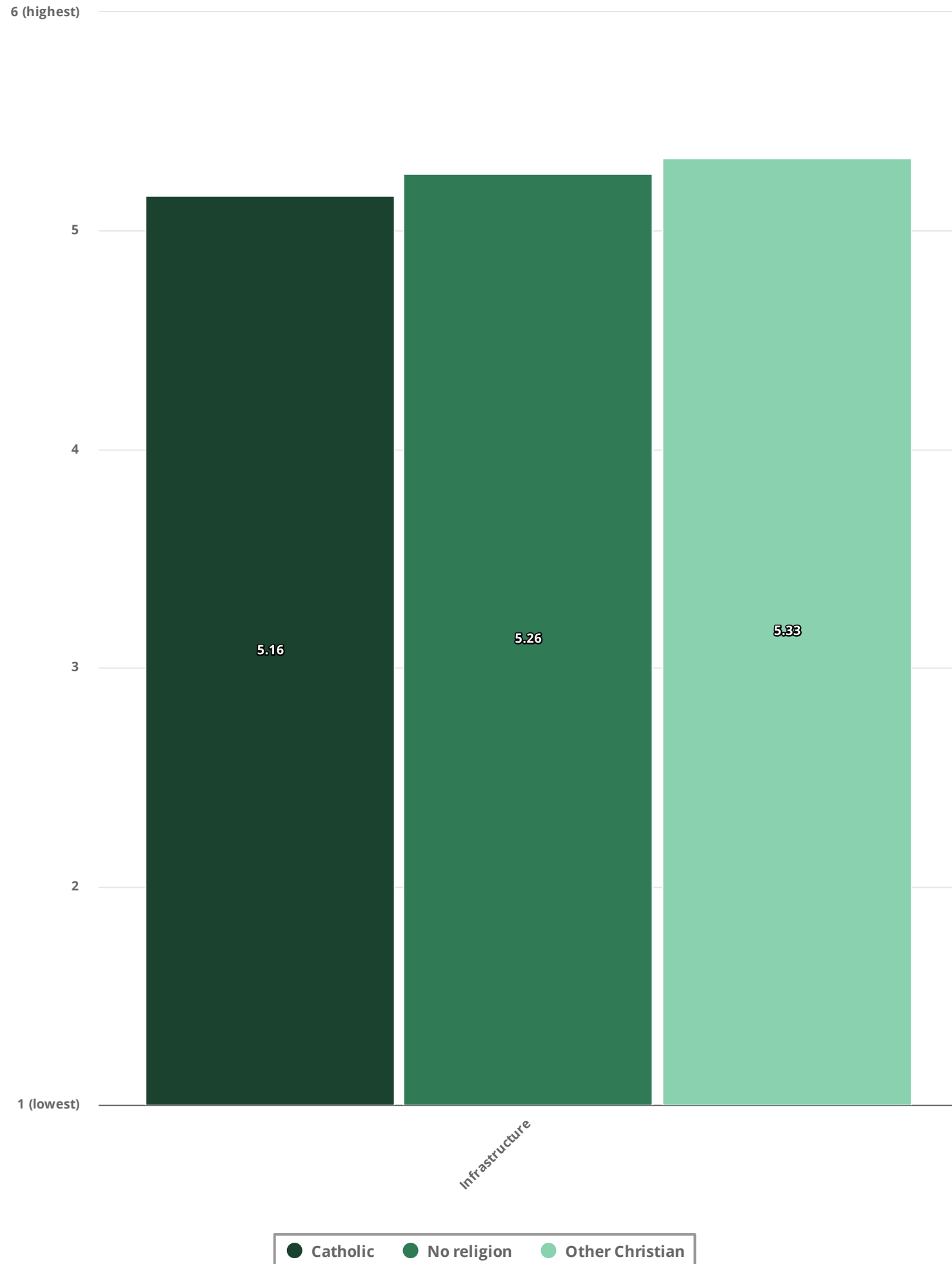
# Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Religion

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Teacher & Leadership Survey: Blackfriars Priory School, Prospect SA 5082

35 participants

No participants were found to be disengaged.

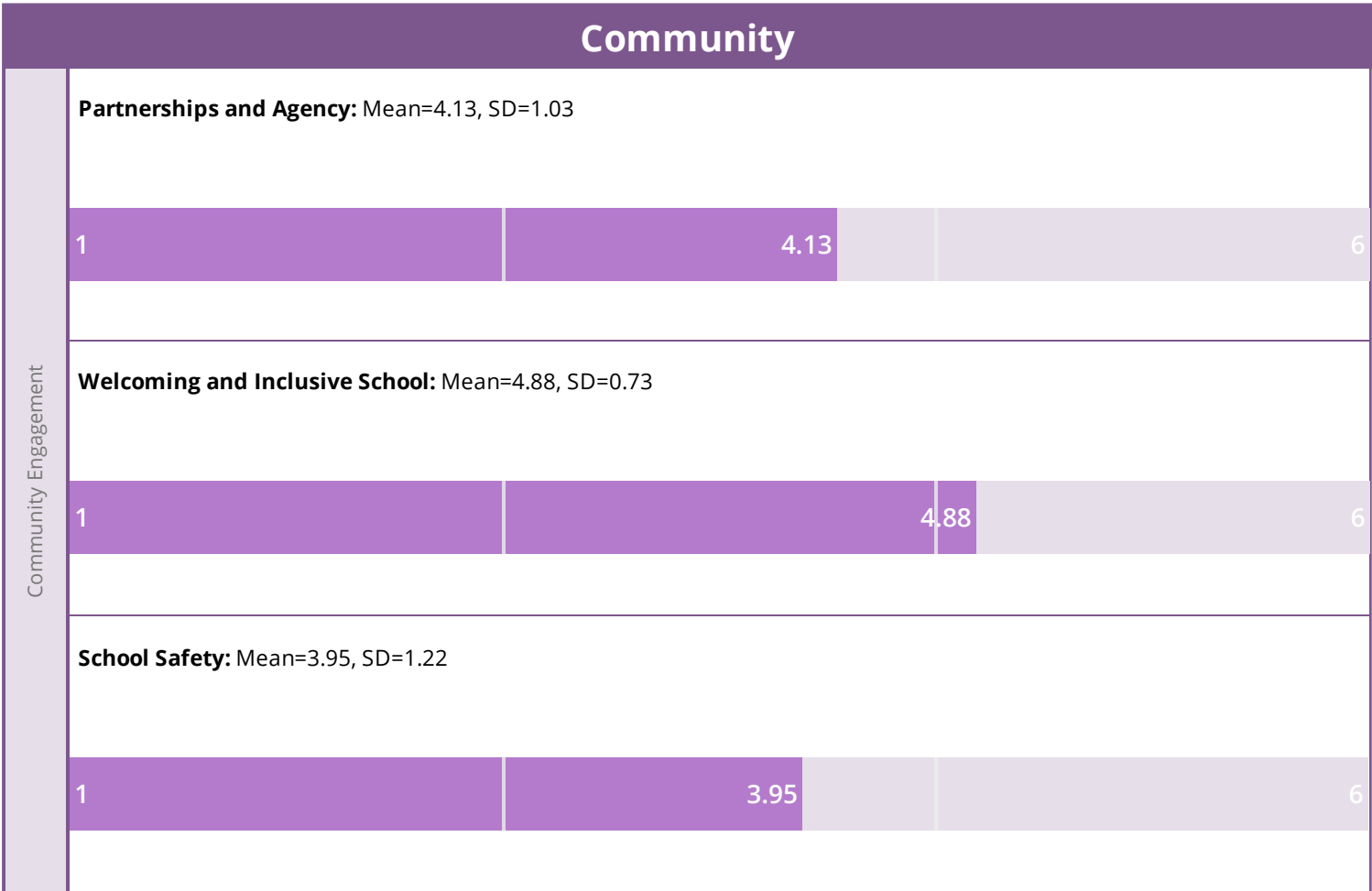
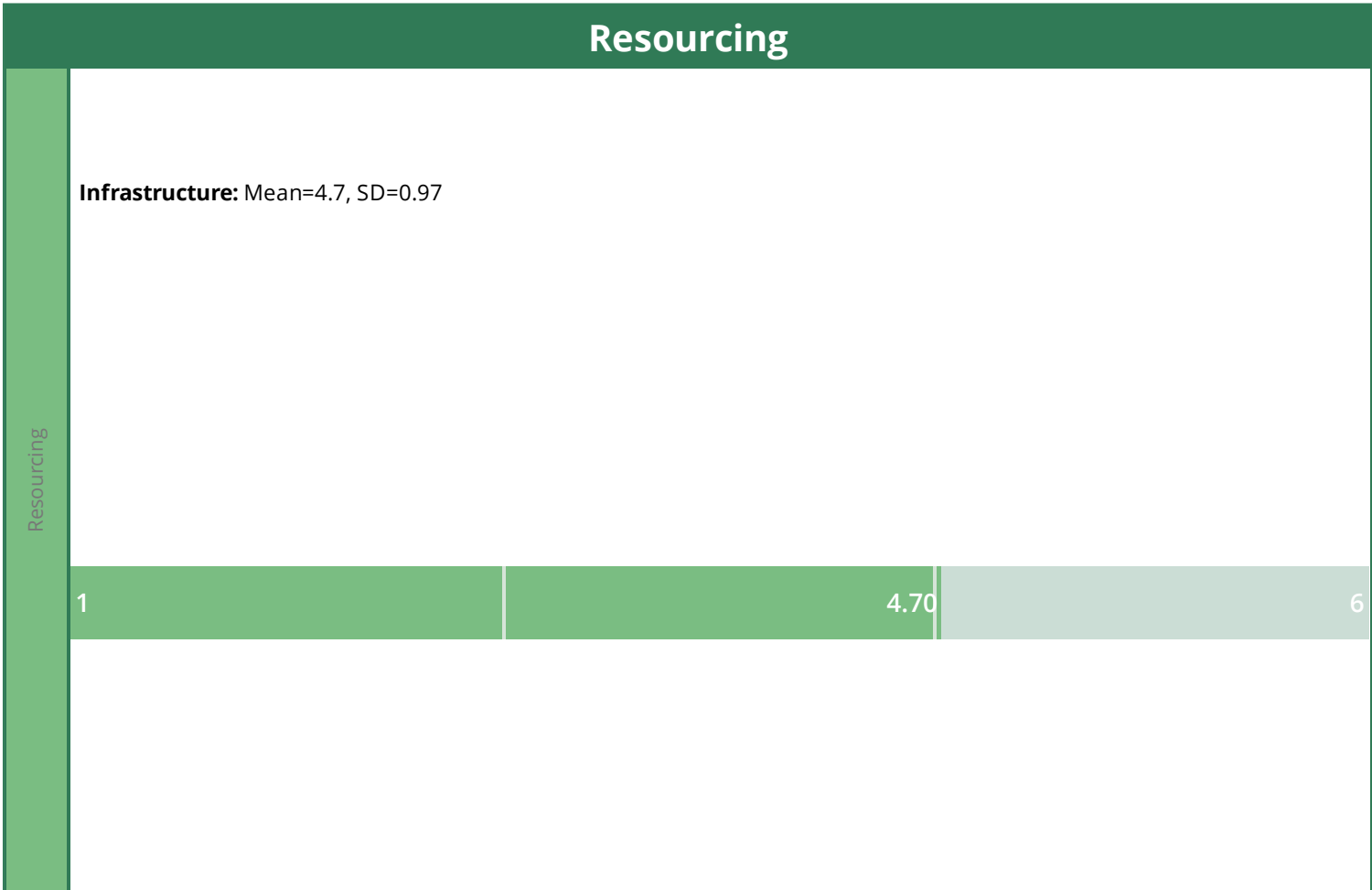
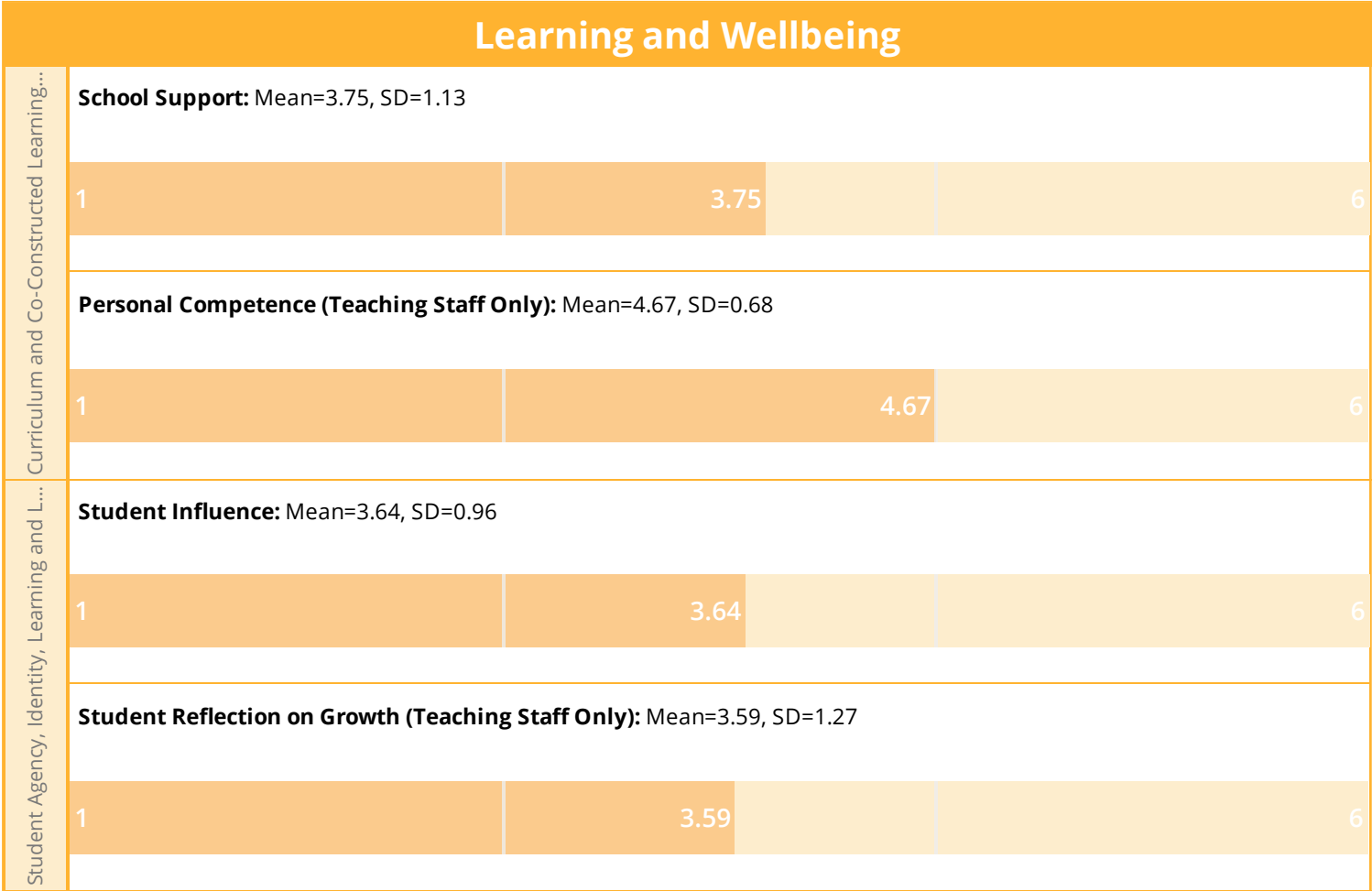
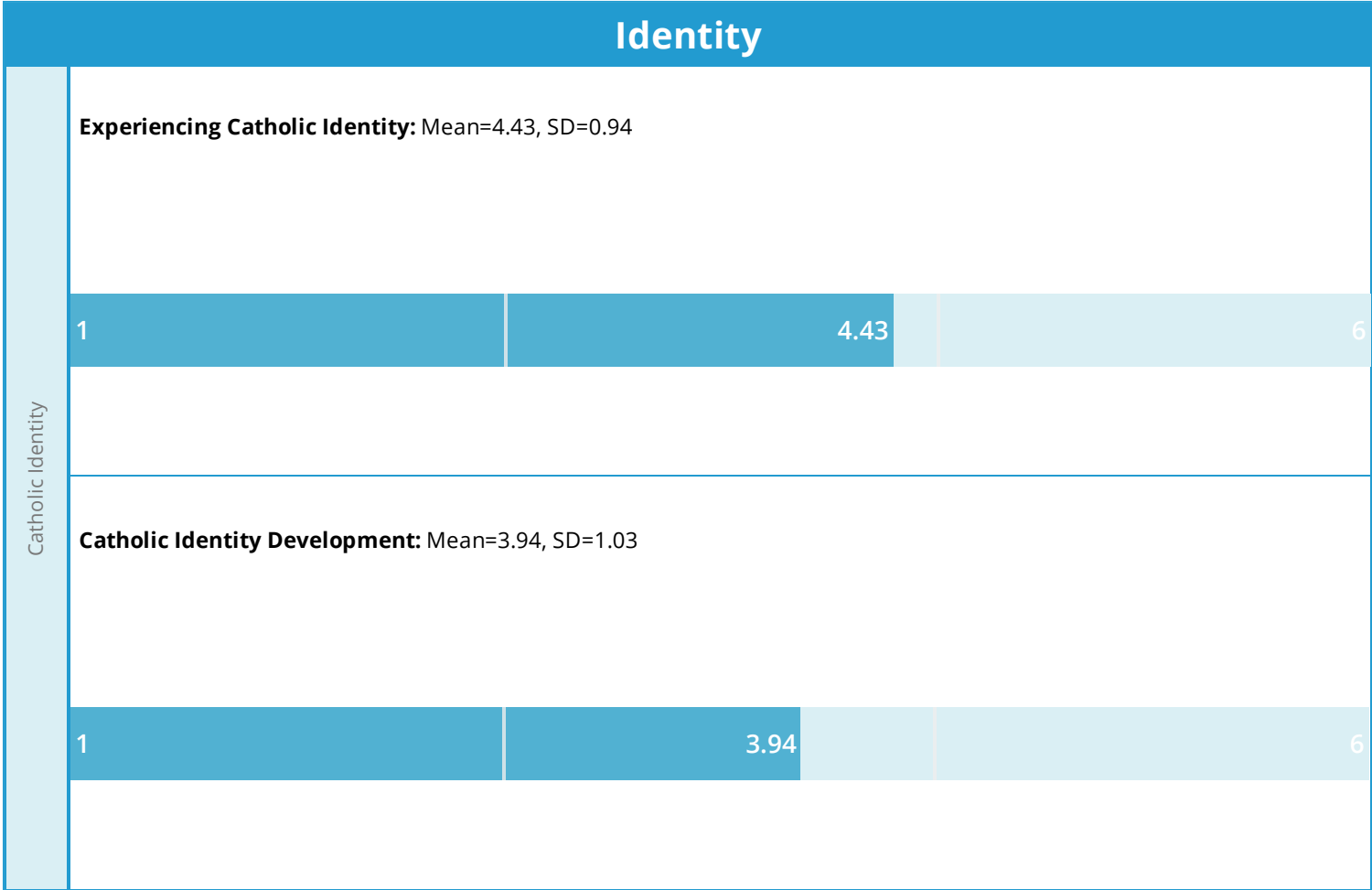
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# Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)





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

## BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

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



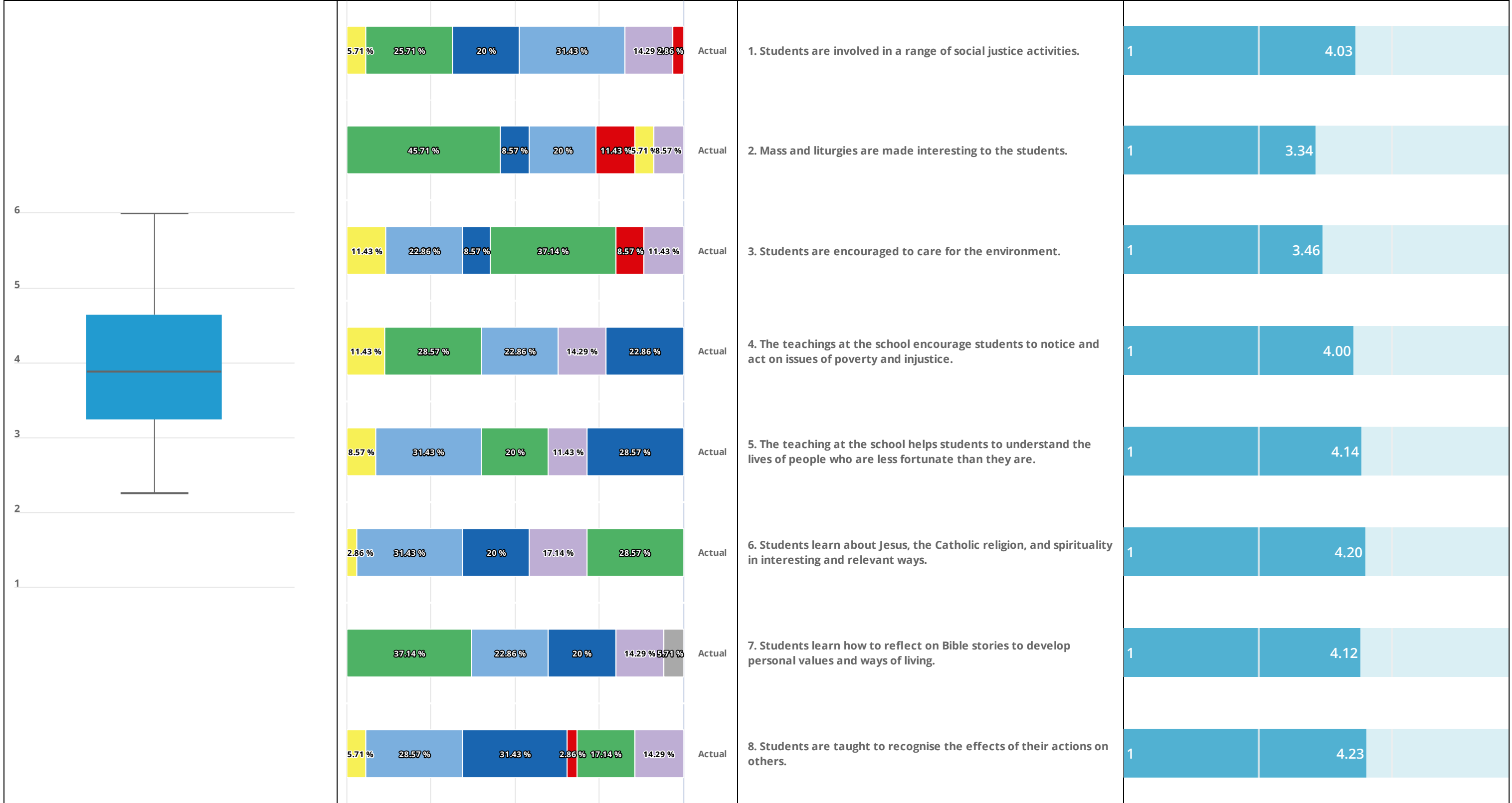
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

## BSC Quadrant: IDENTITY

Construct: Catholic Identity Development

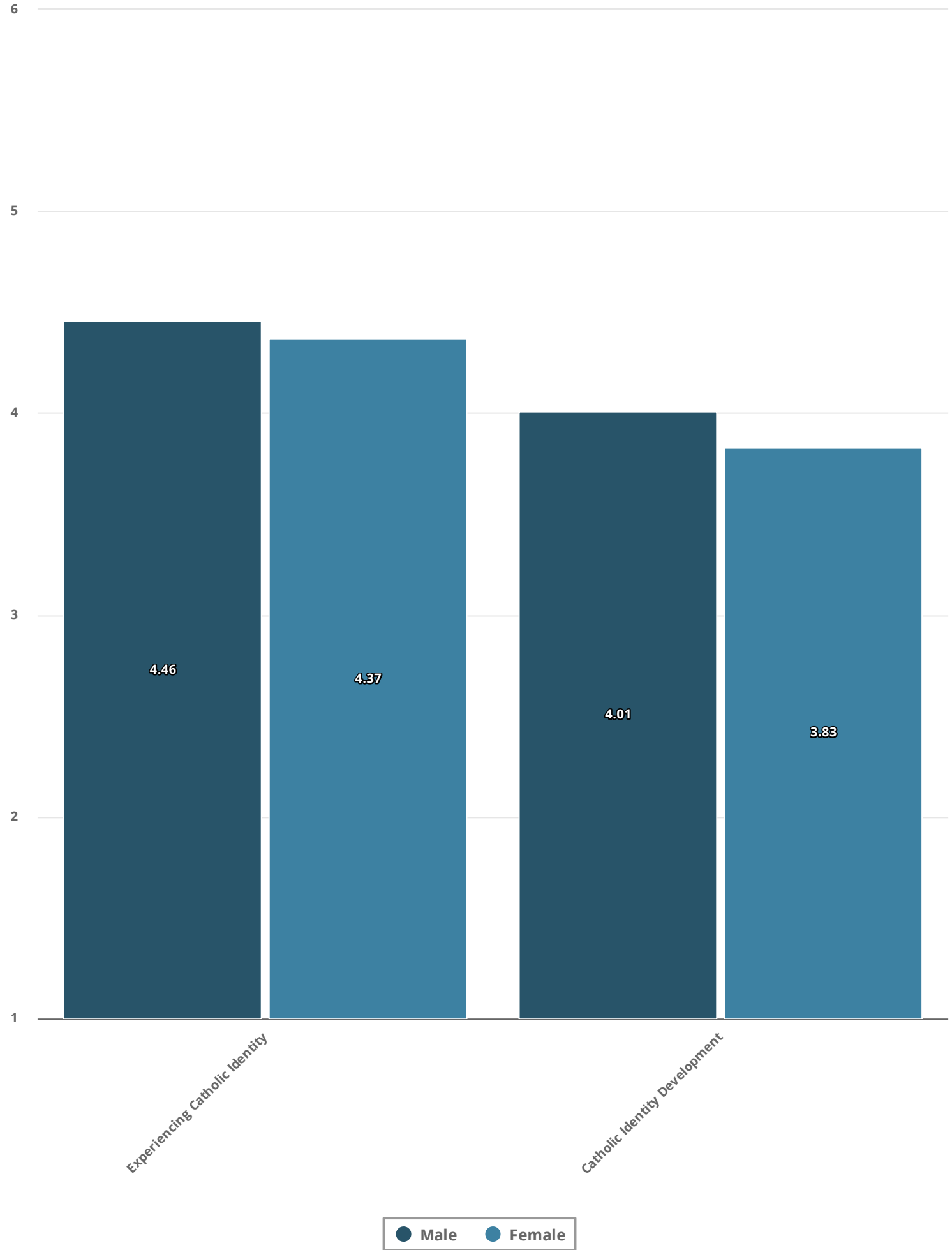
The extent to which the identity development of students is contemporary, authentic and meaningful.



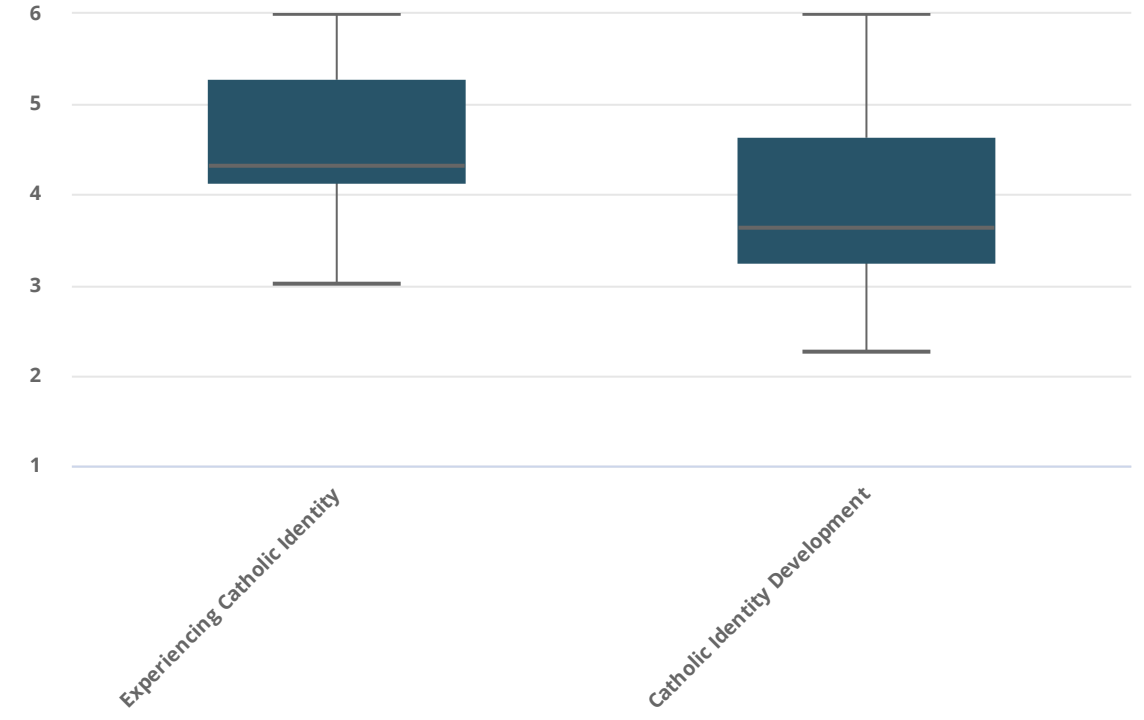
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# LLL Component 1: Catholic Identity by Gender

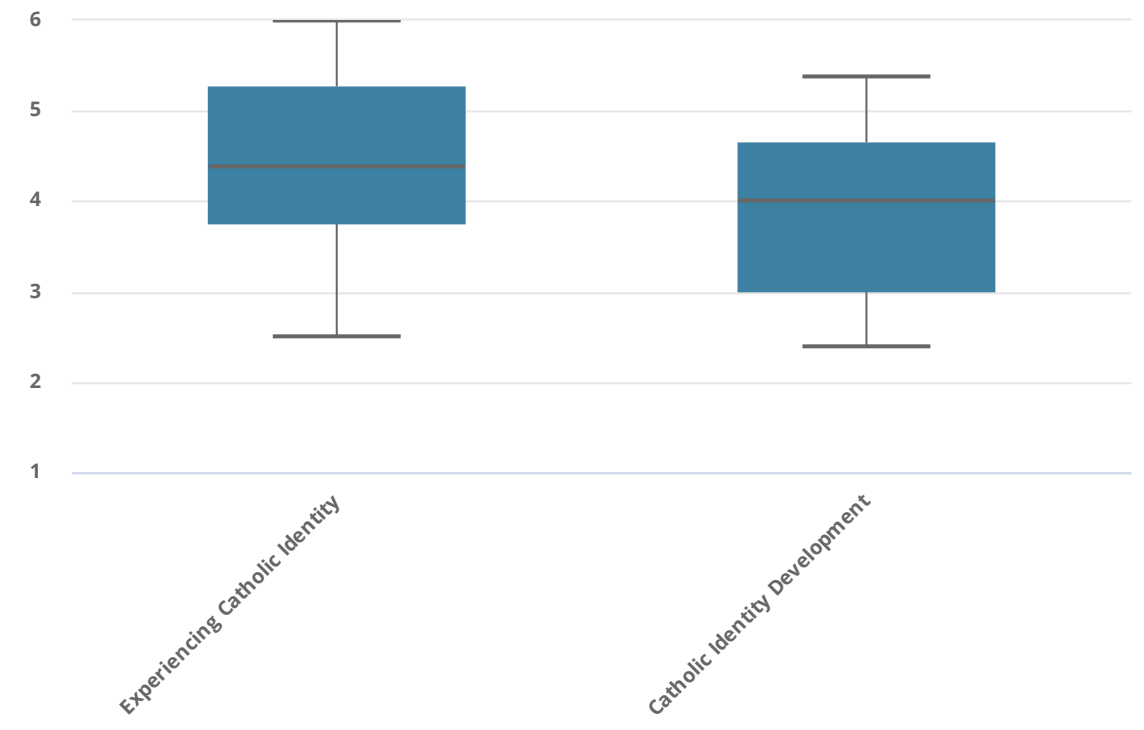
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Male (N=22)

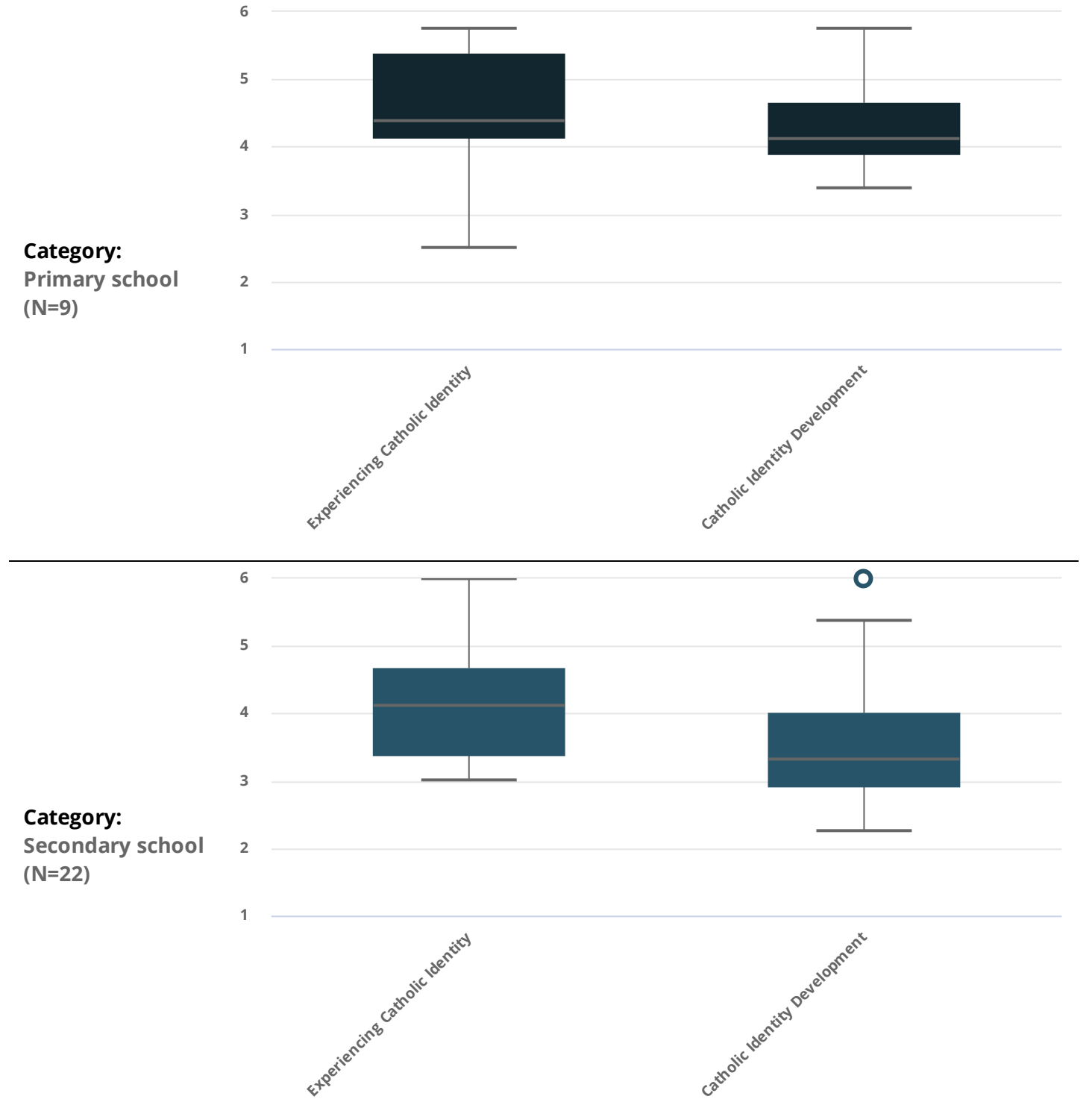
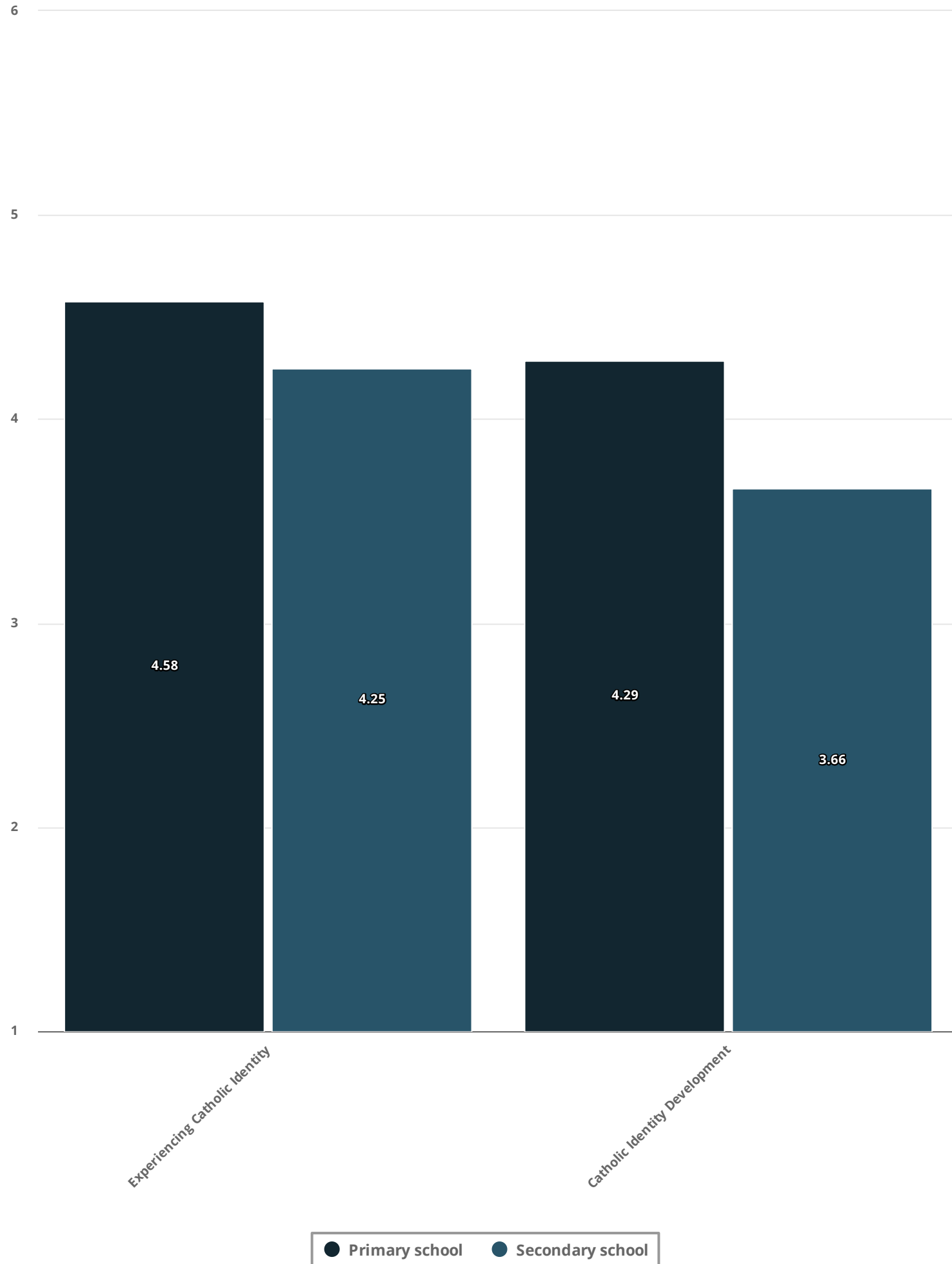


Category: Female (N=13)



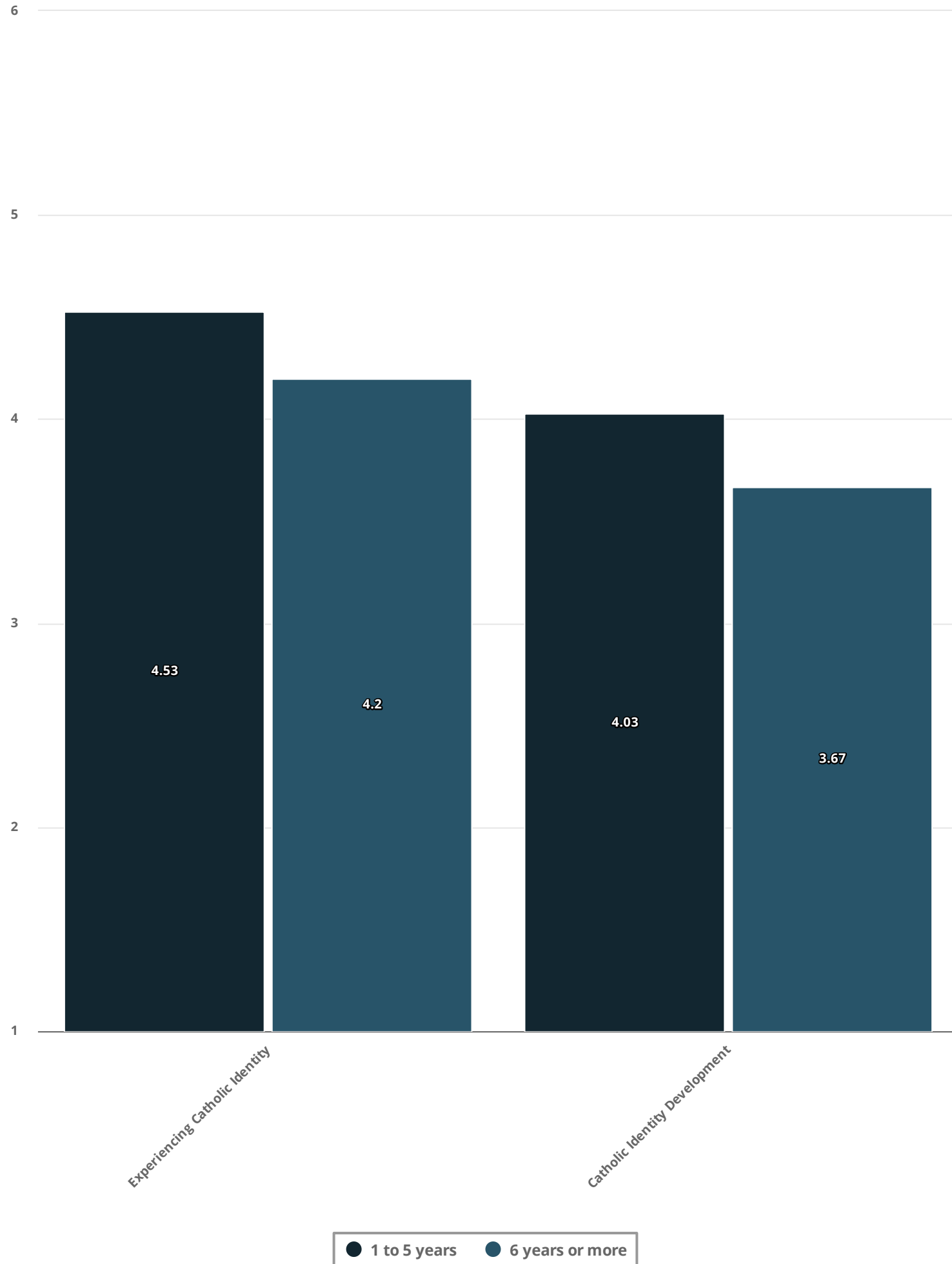
# LLL Component 1: Catholic Identity by Teaching Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

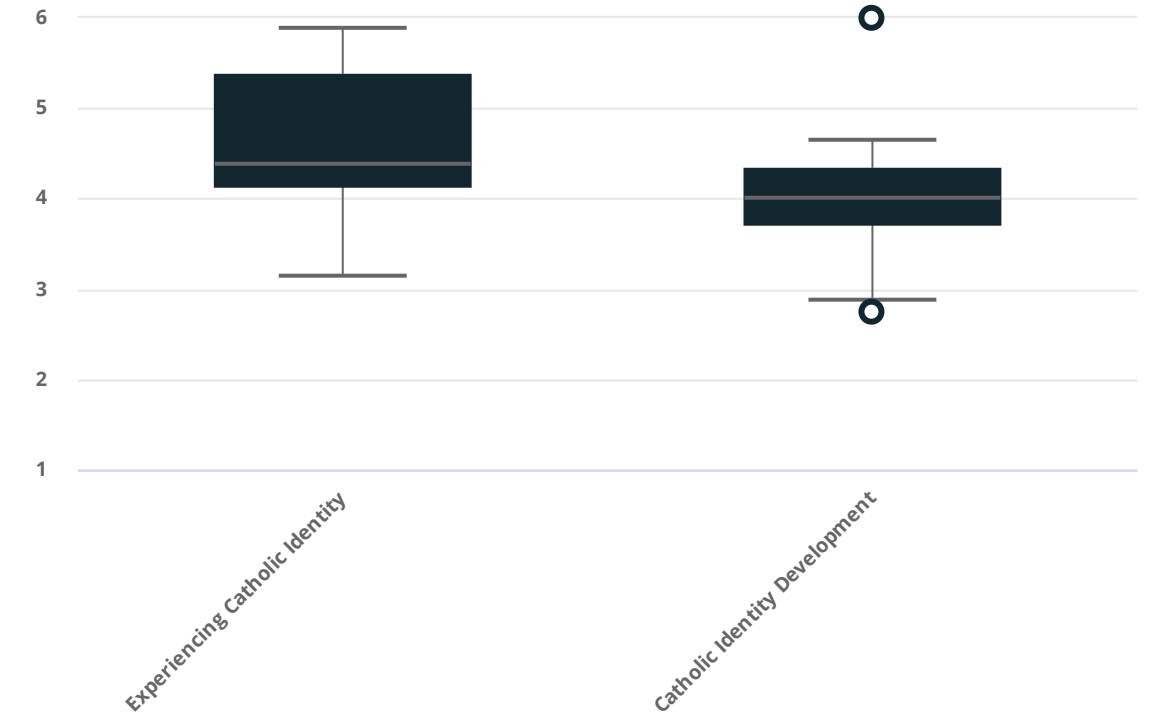


# LLL Component 1: Catholic Identity by Years at the School

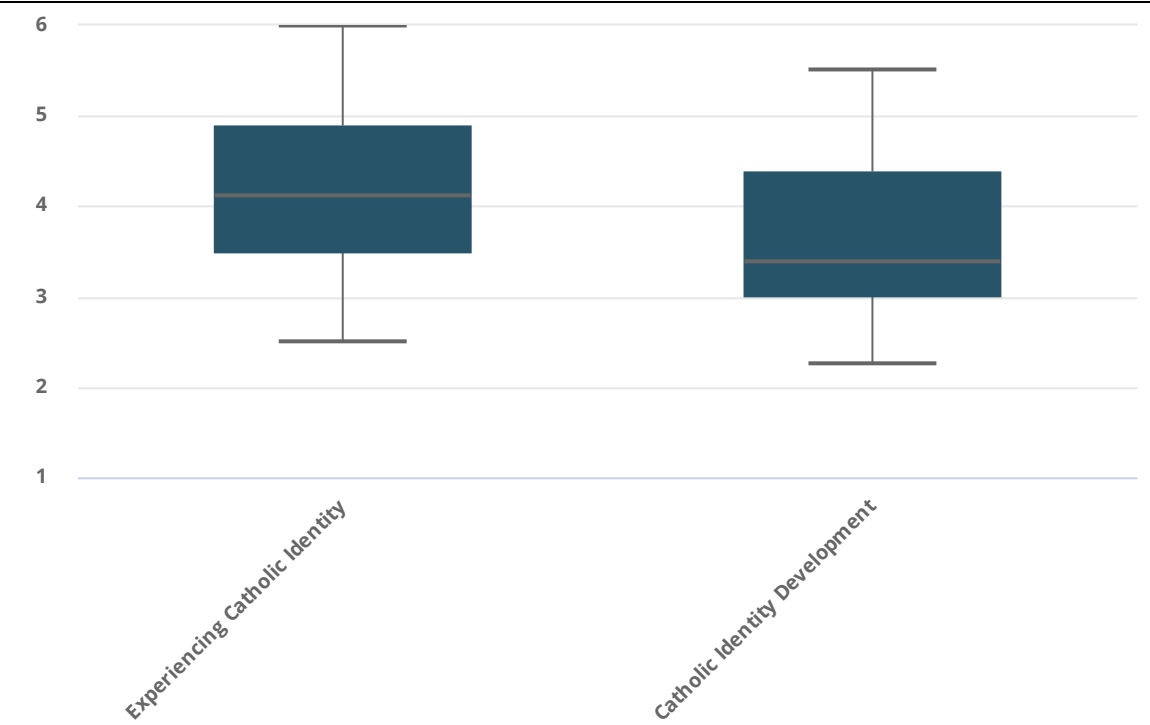
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



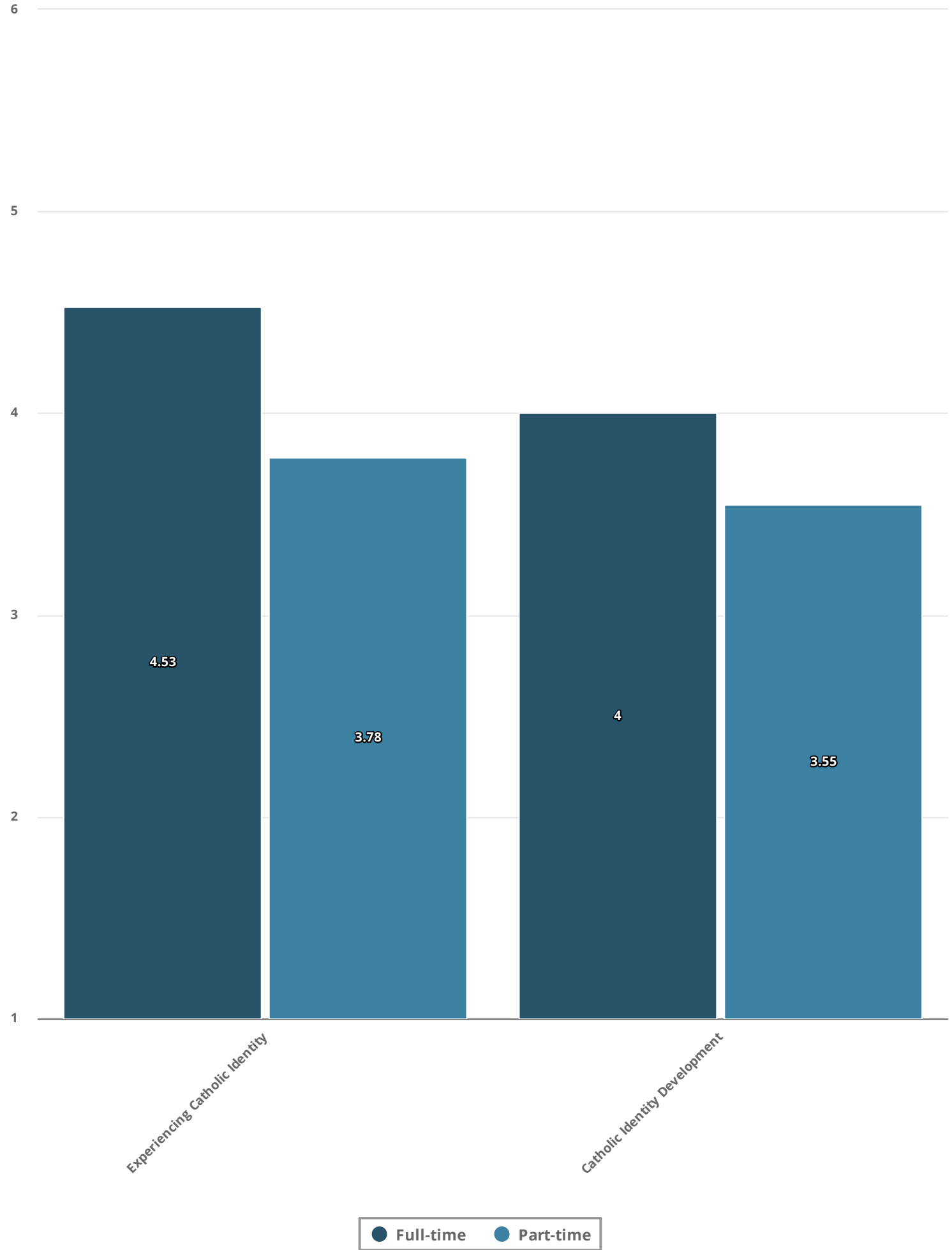
Category:  
1 to 5 years  
(N=12)



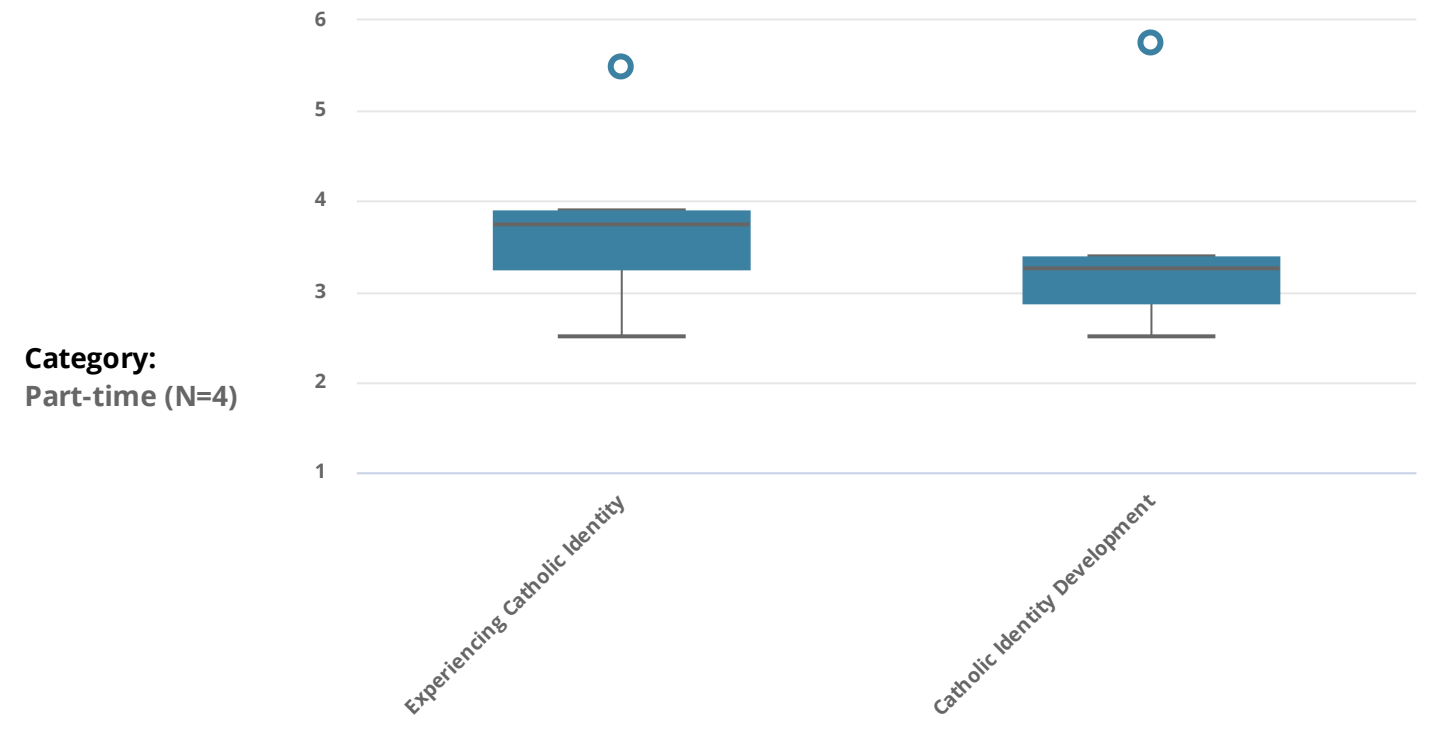
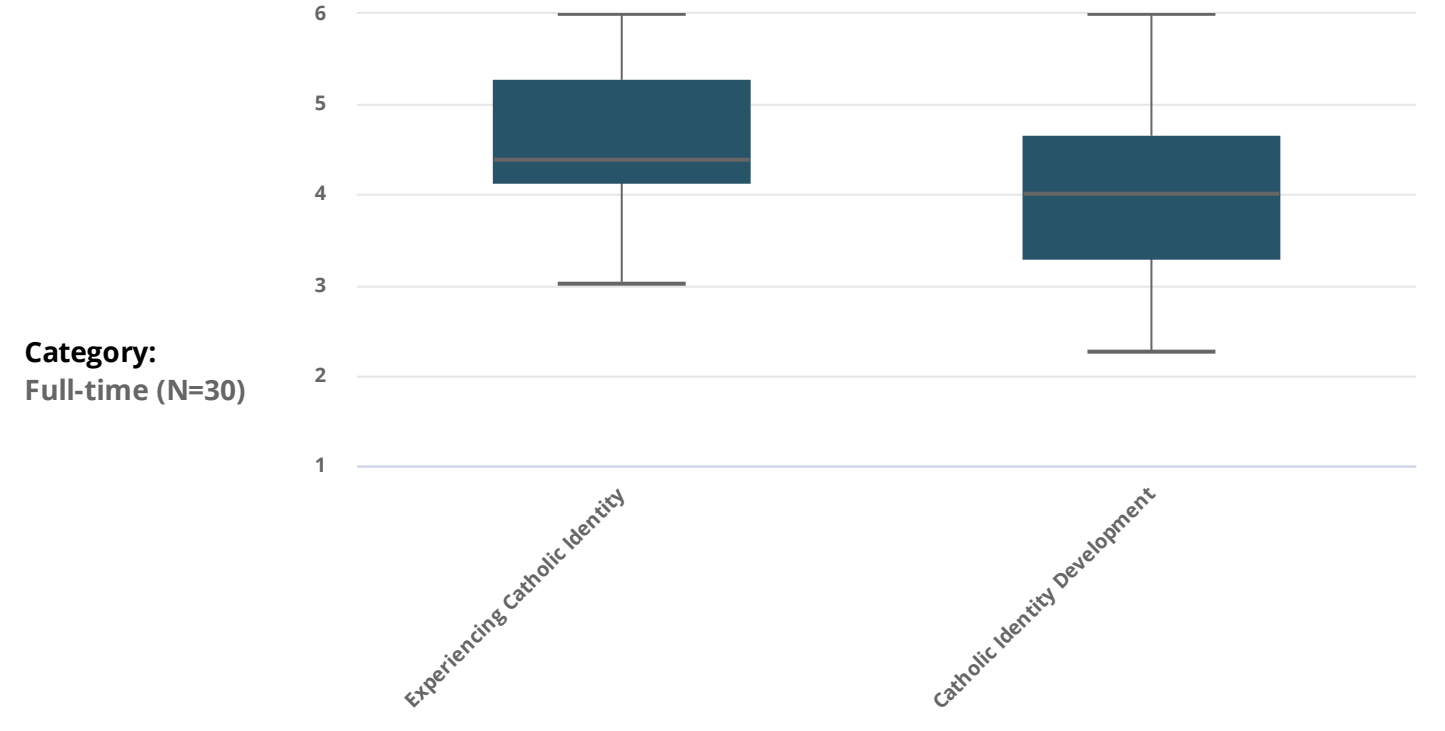
Category:  
6 years or more  
(N=19)



# LLL Component 1: Catholic Identity by Time Fraction



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

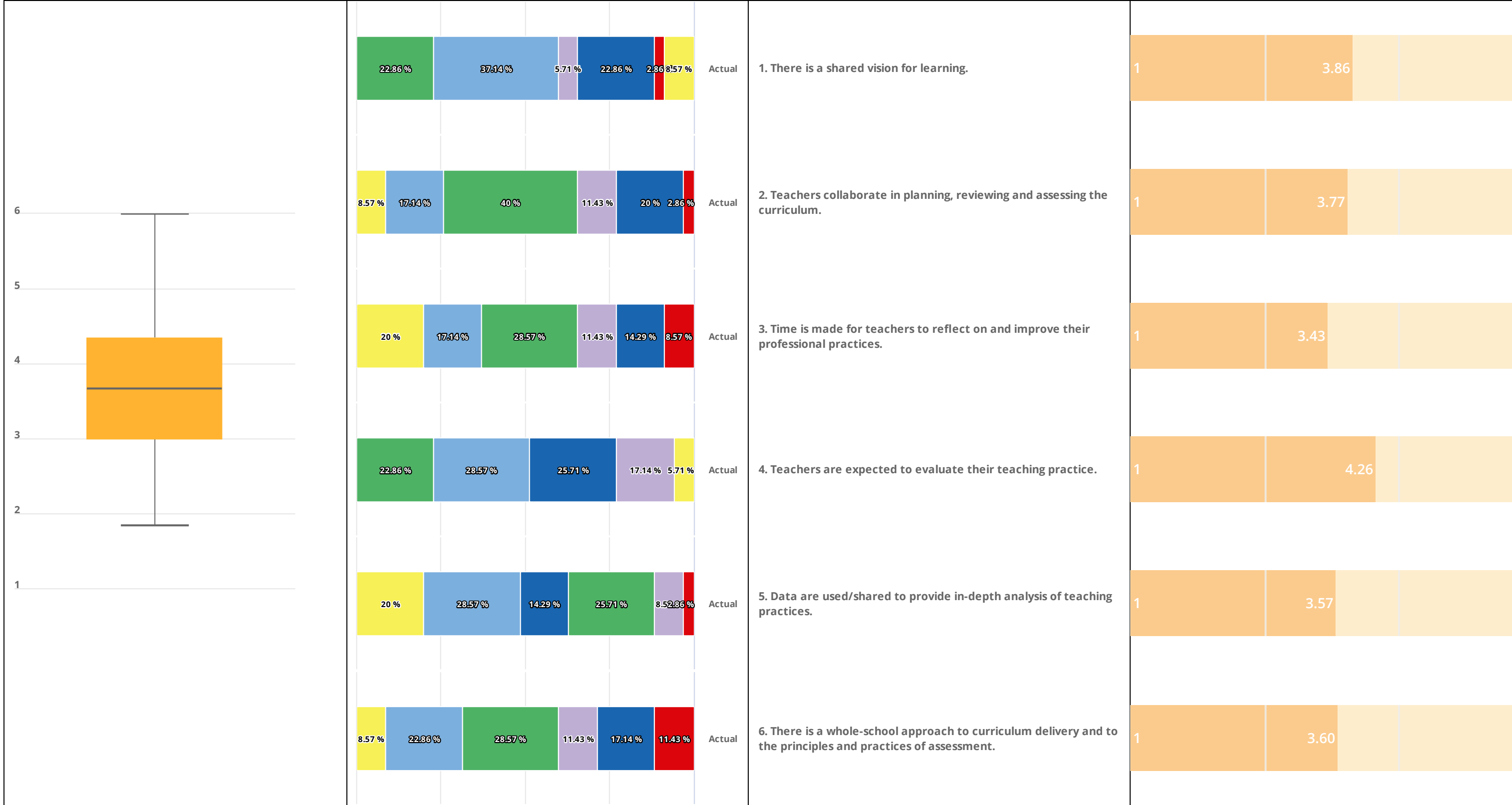


# Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement and Collaboration

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



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

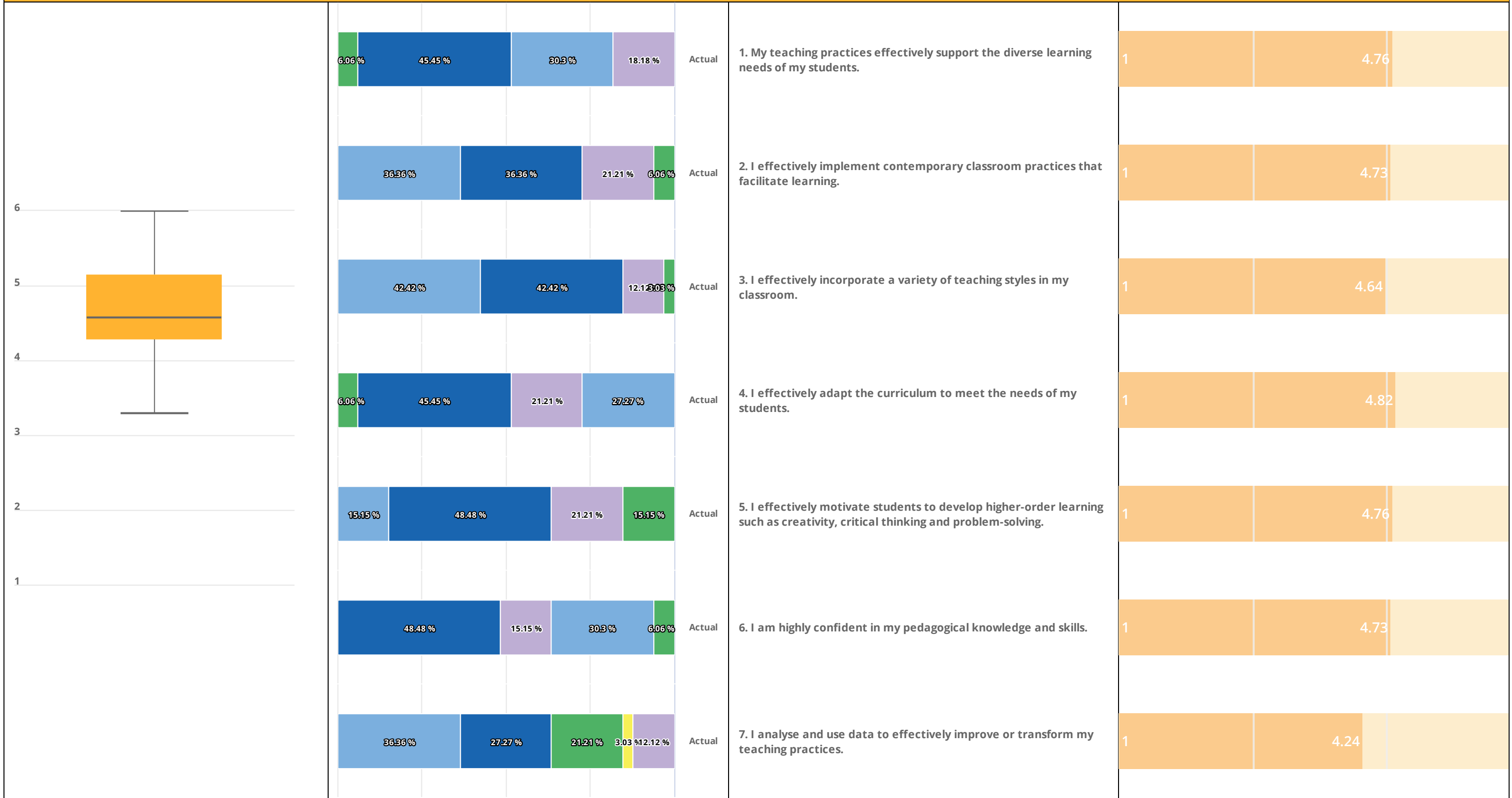


# Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

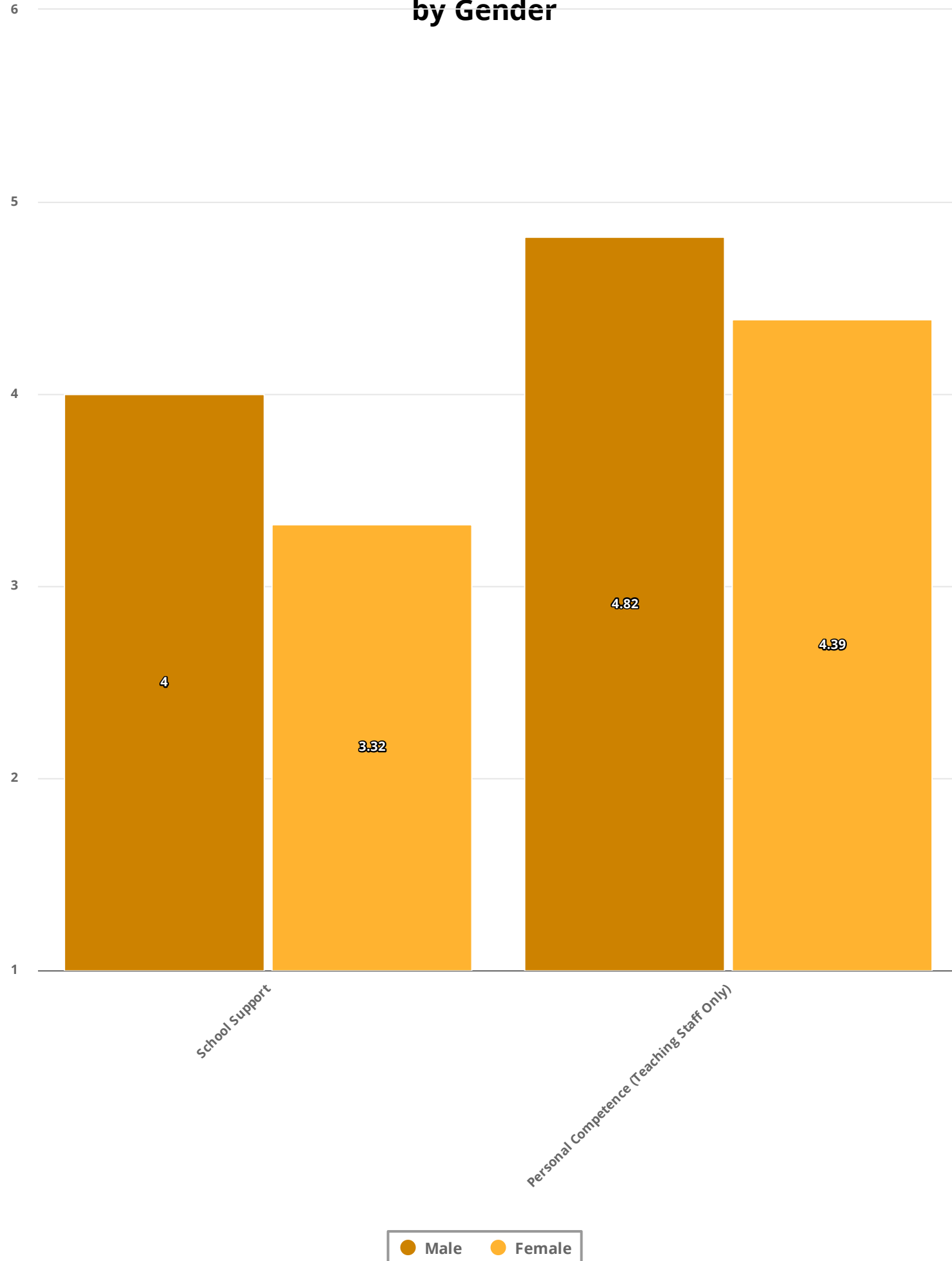
## BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence (Teaching Staff Only)

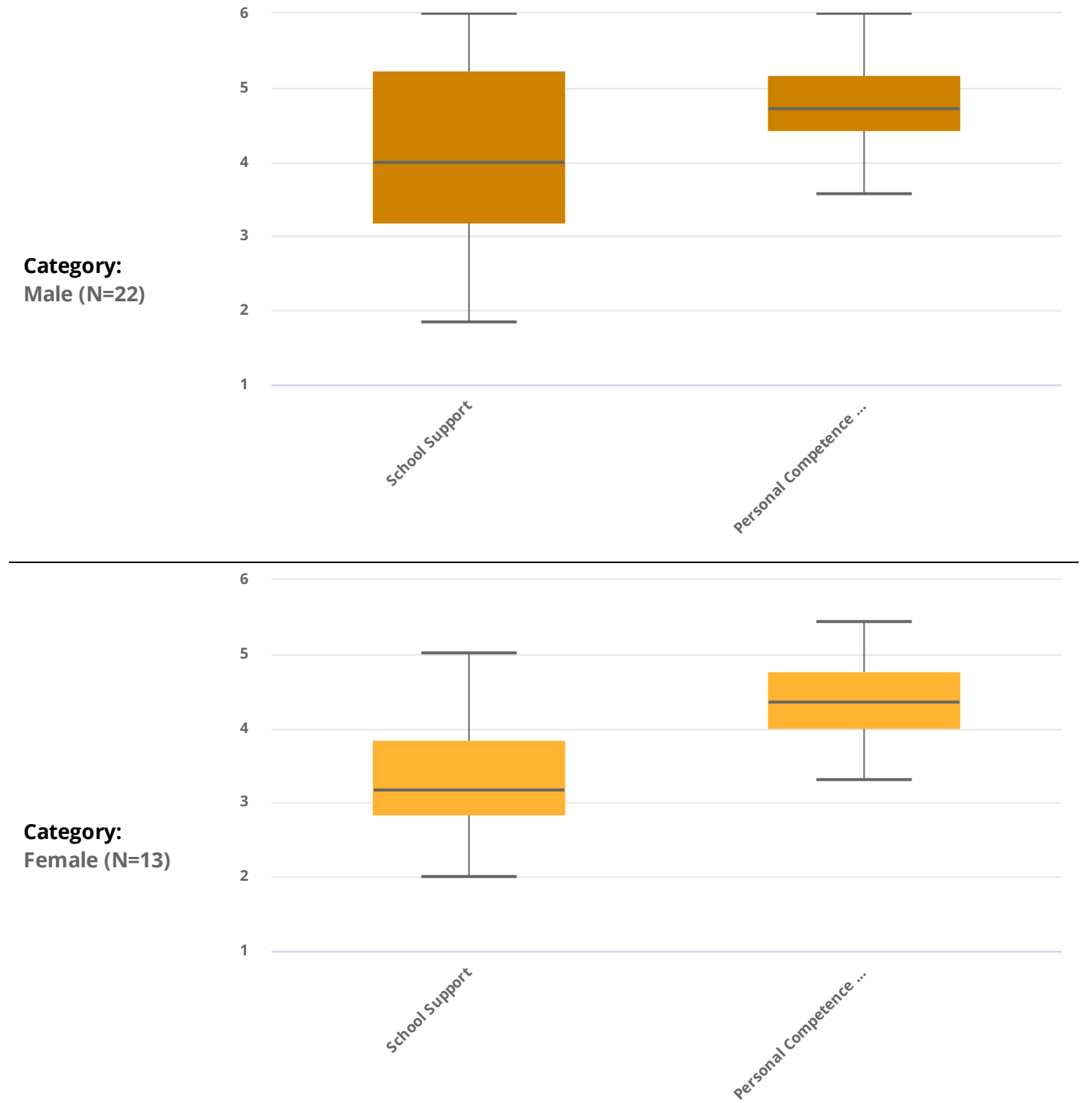
The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices and processes



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



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



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

6

5

4

3

2

1

School Support

Personal Competence (Teaching Staff Only)

● Primary school ● Secondary school

3.61

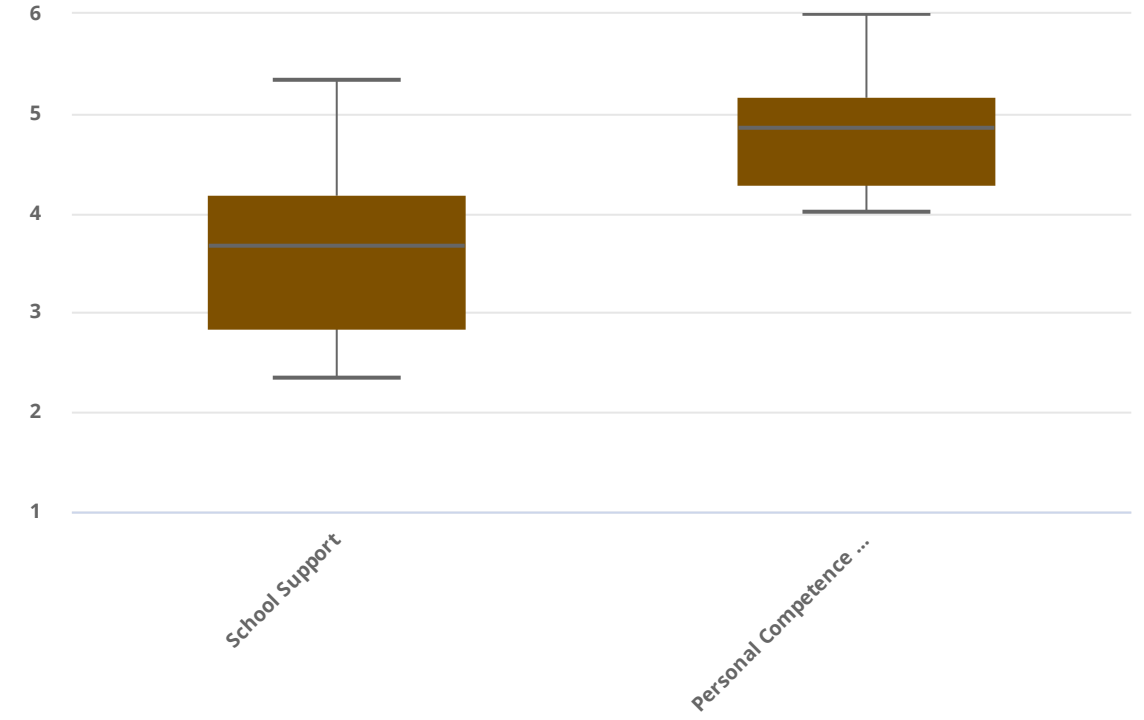
3.61

4.76

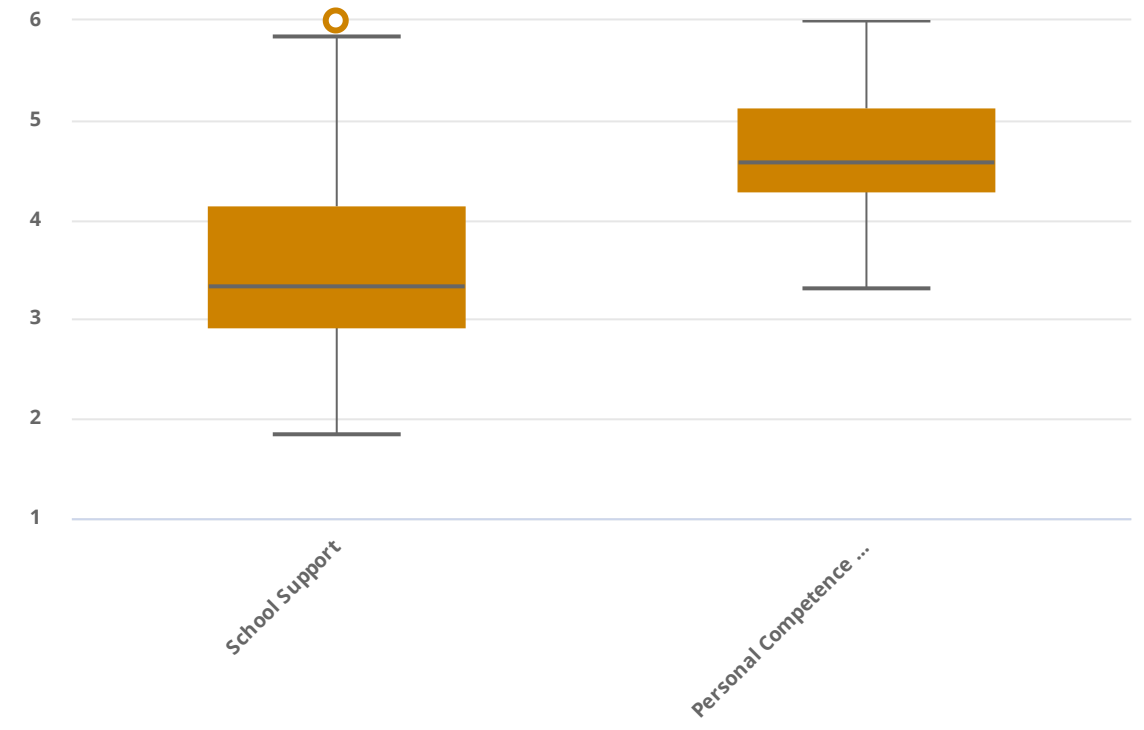
4.66

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

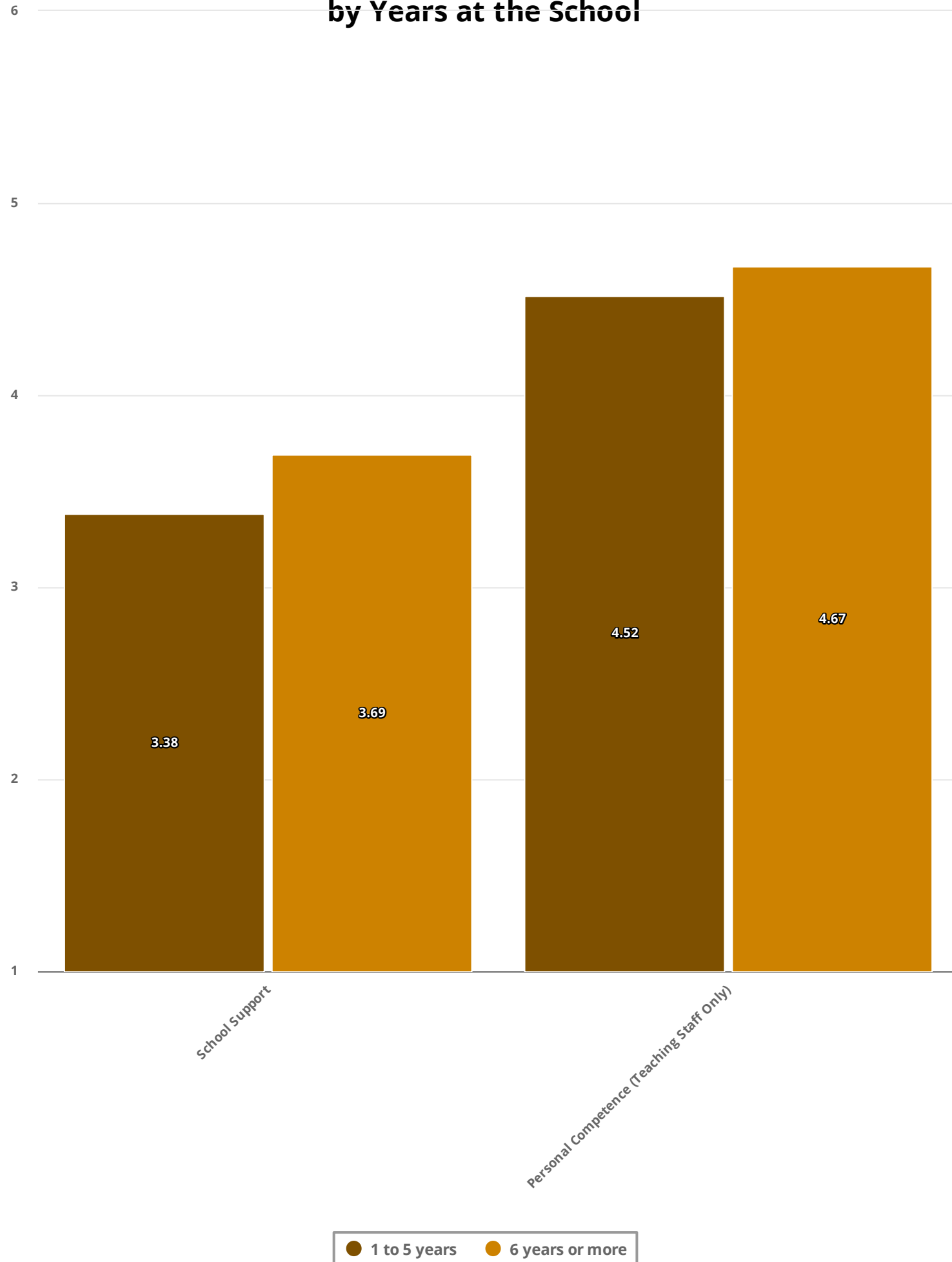
Category:  
Primary school  
(N=9)



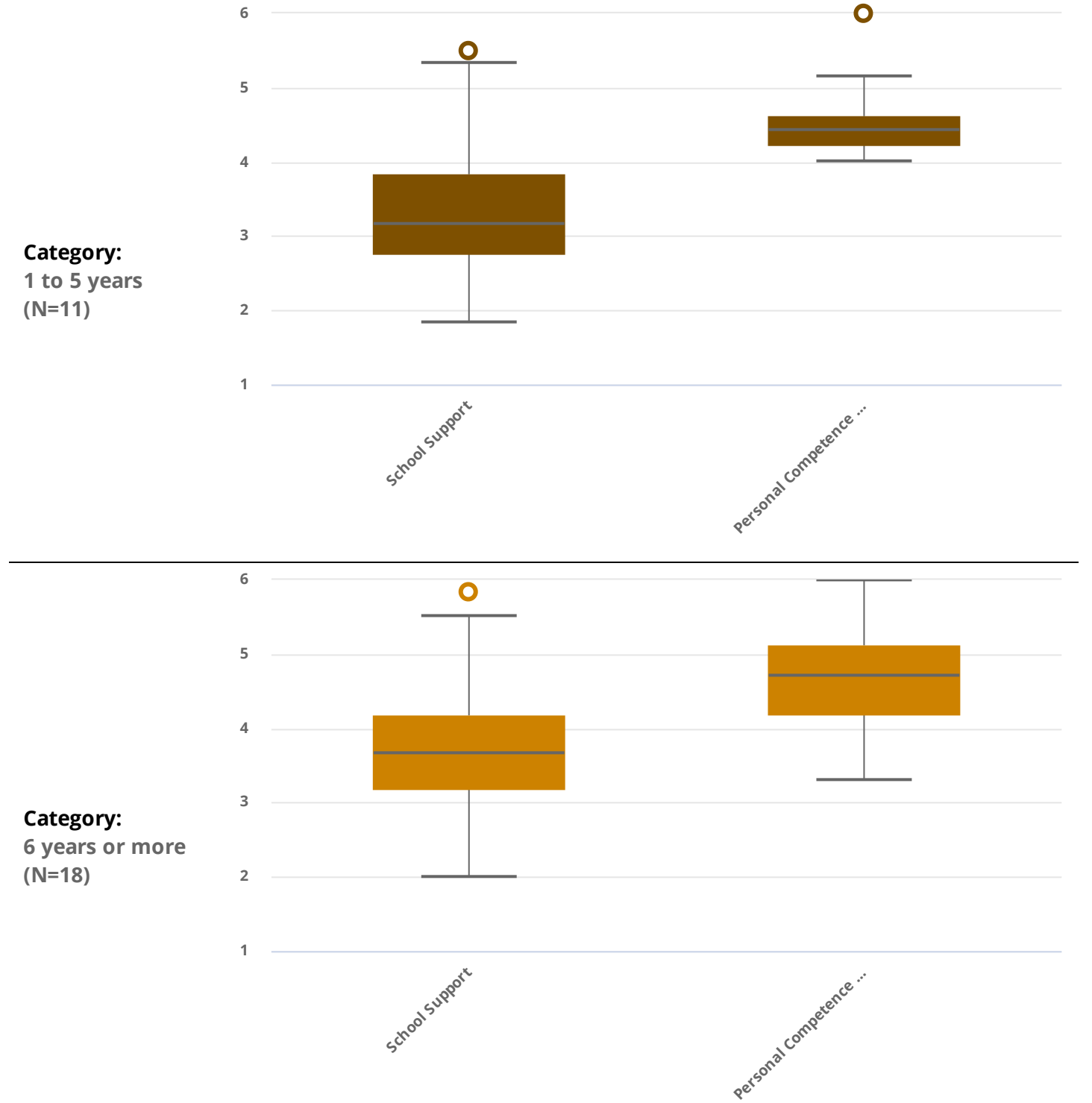
Category:  
Secondary school  
(N=21)



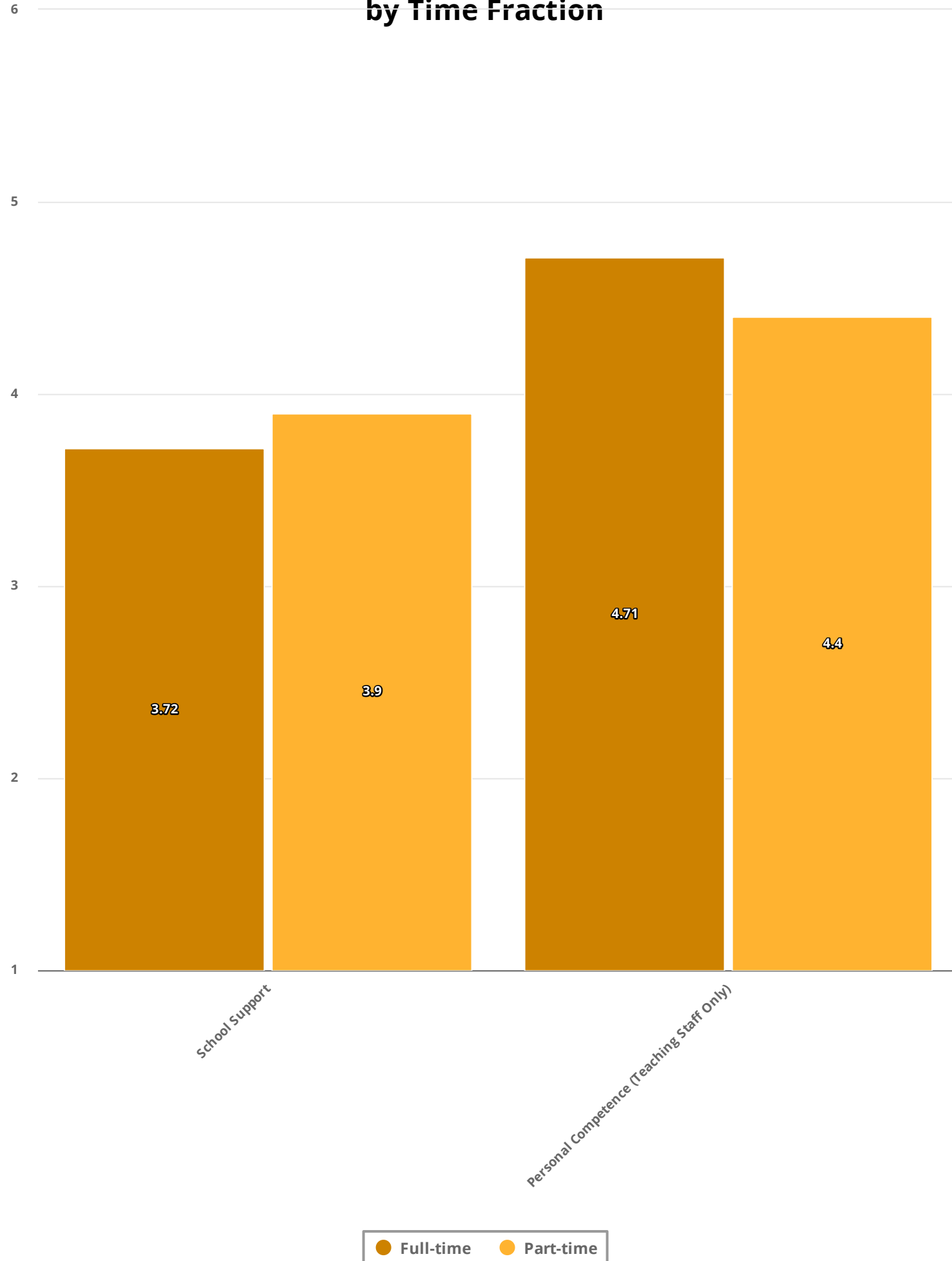
## LLL Component 2: Curriculum and Co-constructed Learning Design by Years at the School



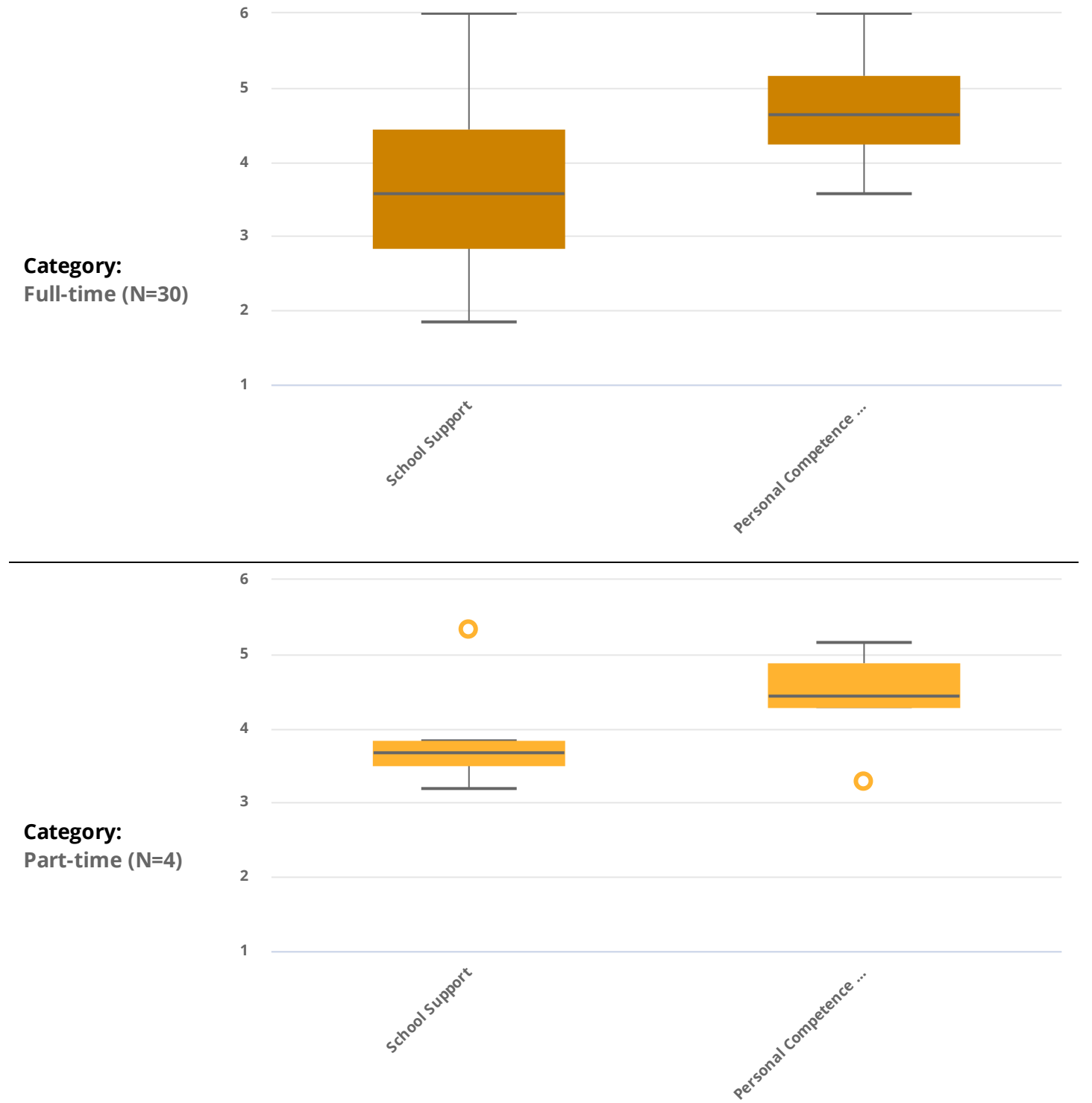
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 2: Curriculum and Co-constructed Learning Design by Time Fraction



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

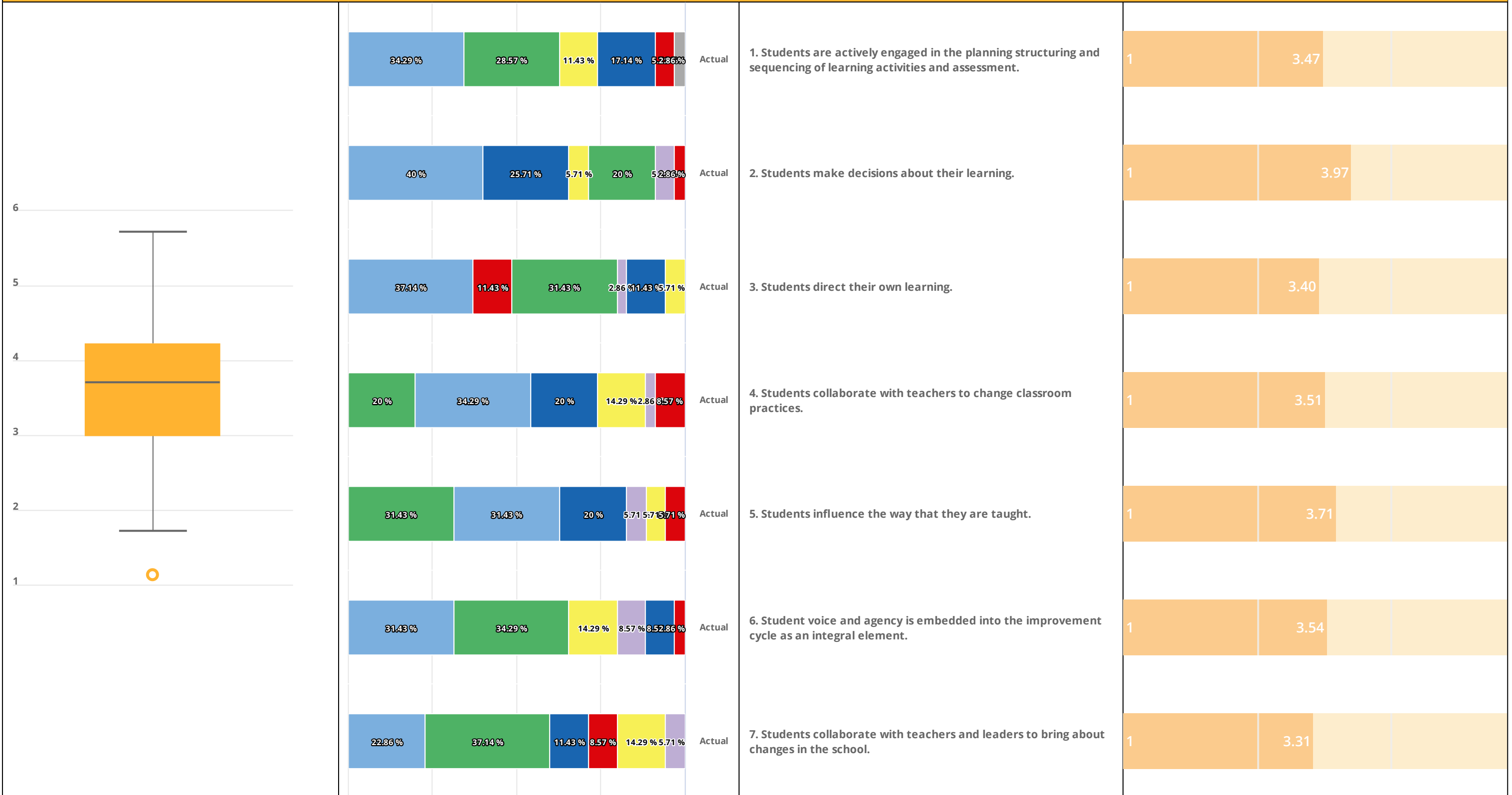


# Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## BSC Quadrant: LEARNING AND WELLBEING

### 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.



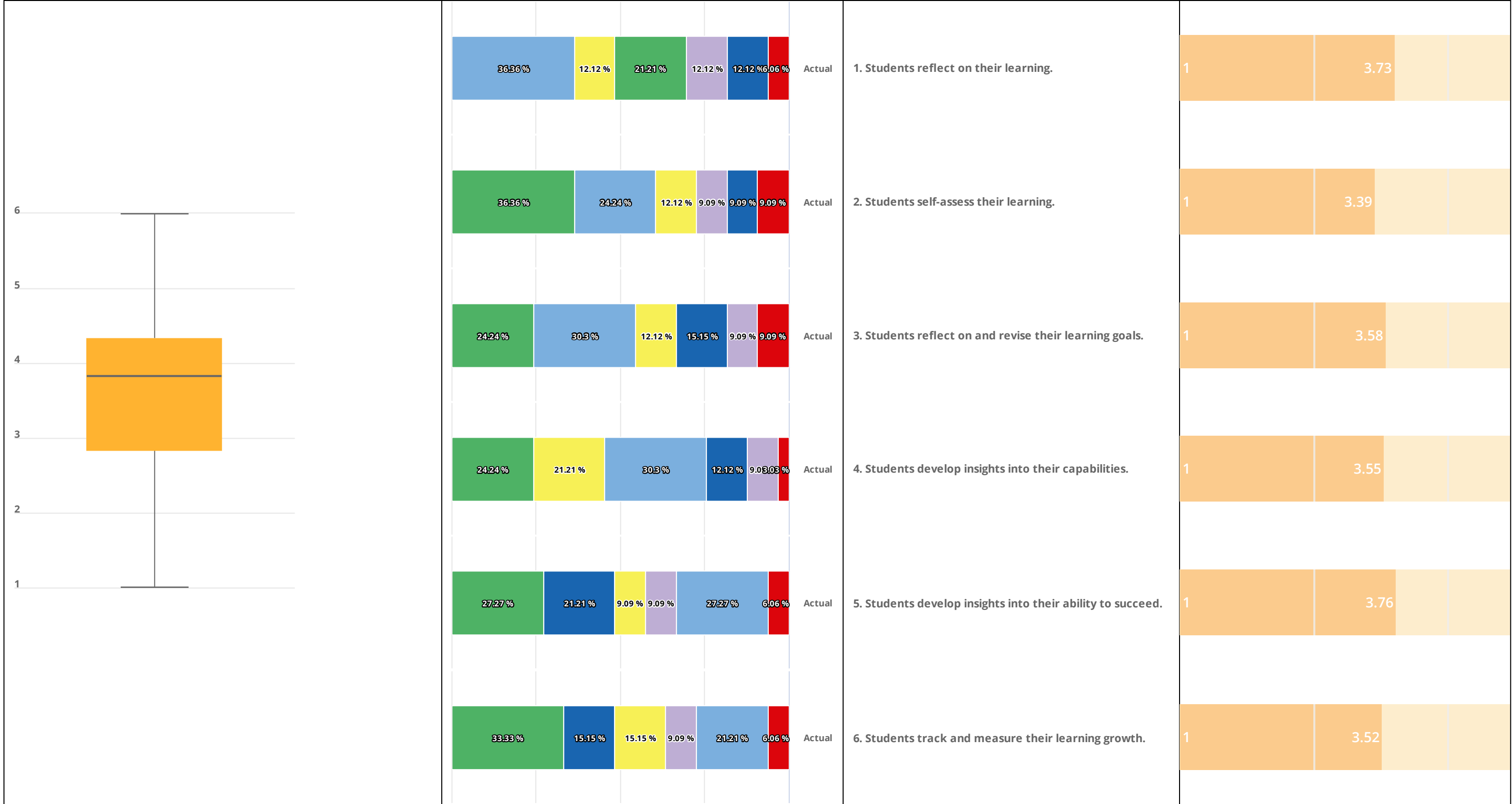
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

## BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Teaching Staff Only)

The extent to which students reflect, self-assess and revise their goals and develop insights into their own capabilities.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6



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

6

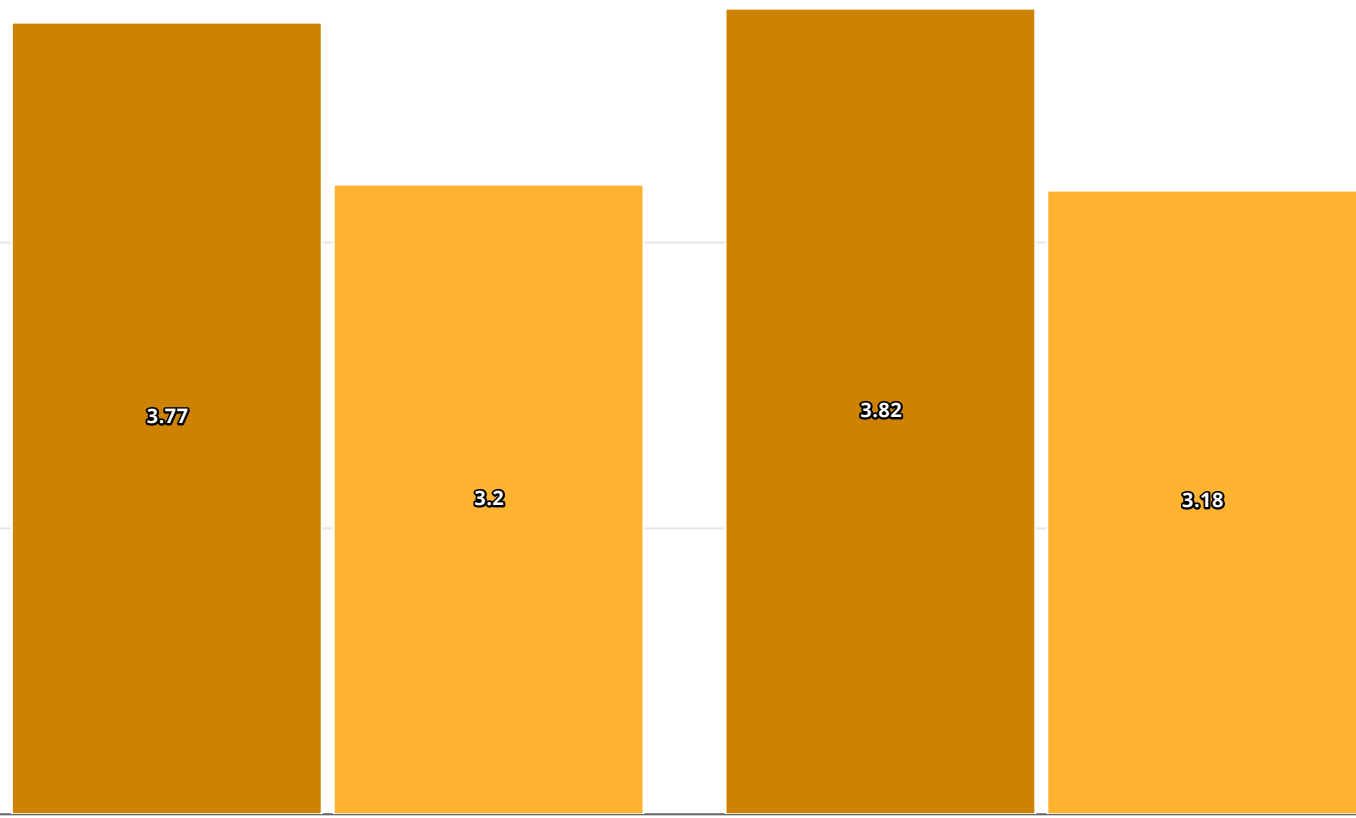
5

4

3

2

1



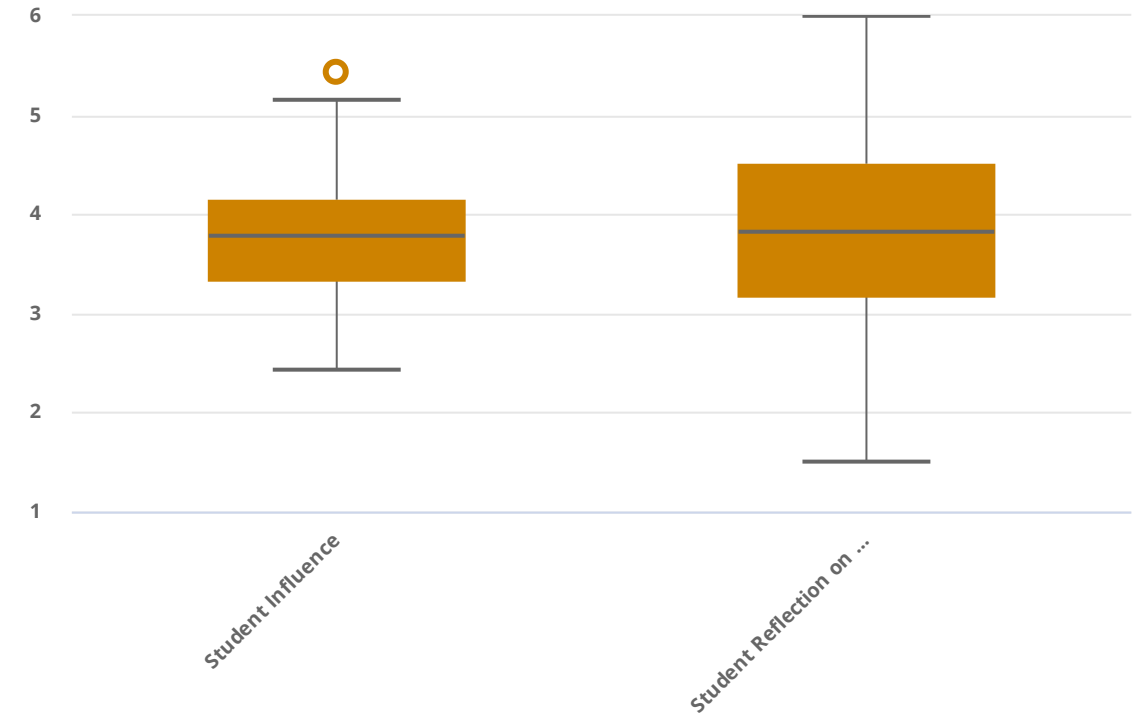
Student Influence

Student Reflection on Growth (Teaching Staff Only)

● Male ● Female

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

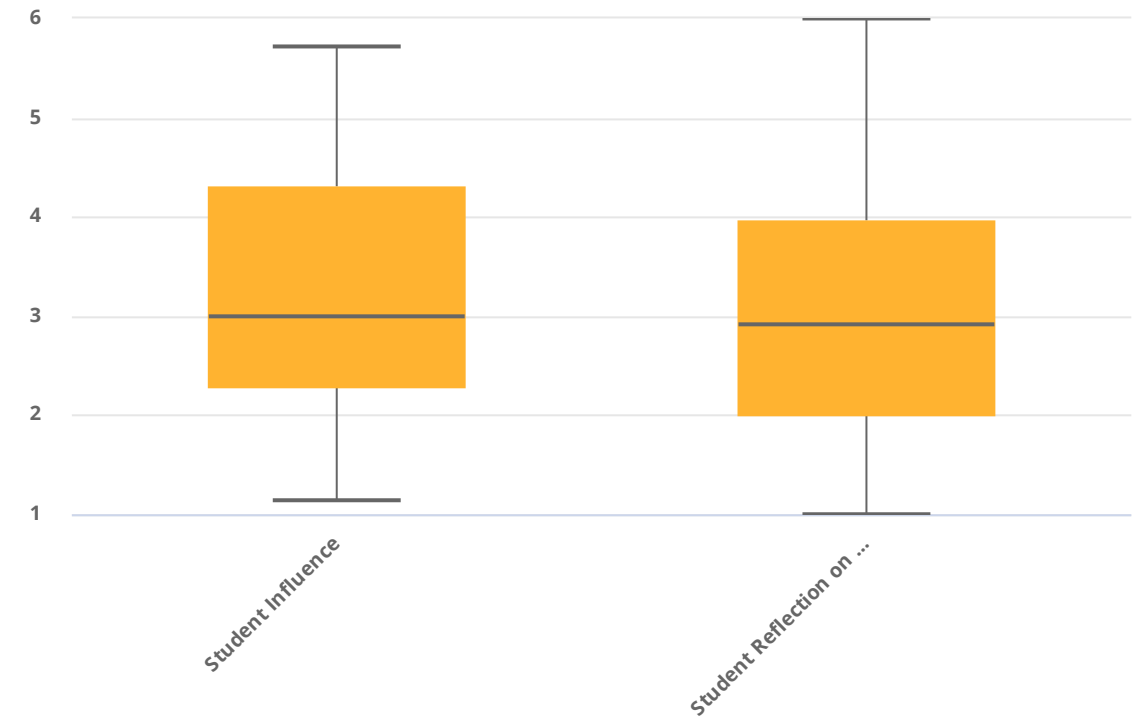
Category:  
Male (N=21)



Student Influence

Student Reflection on Growth (Teaching Staff Only)

Category:  
Female (N=13)



Student Influence

Student Reflection on Growth (Teaching Staff Only)

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

6

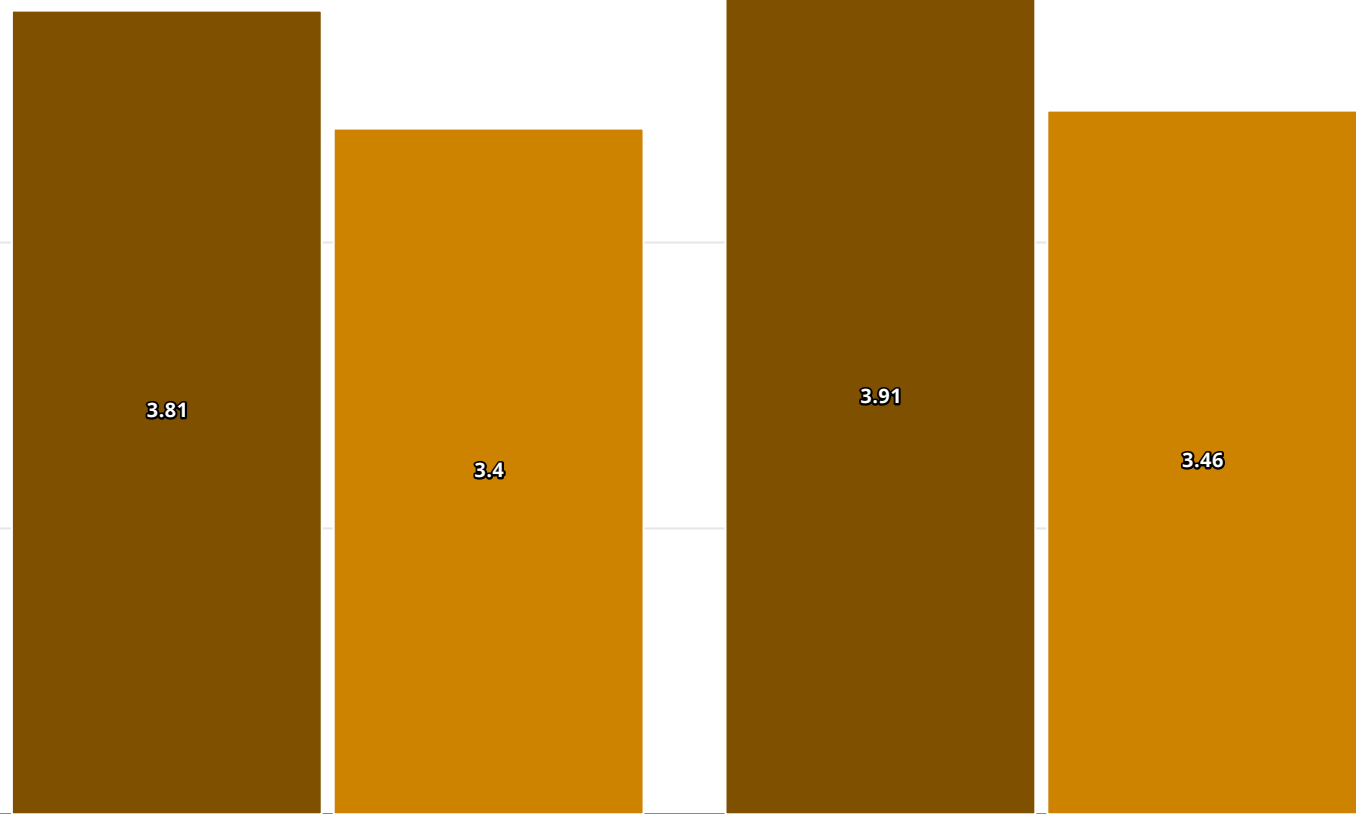
5

4

3

2

1



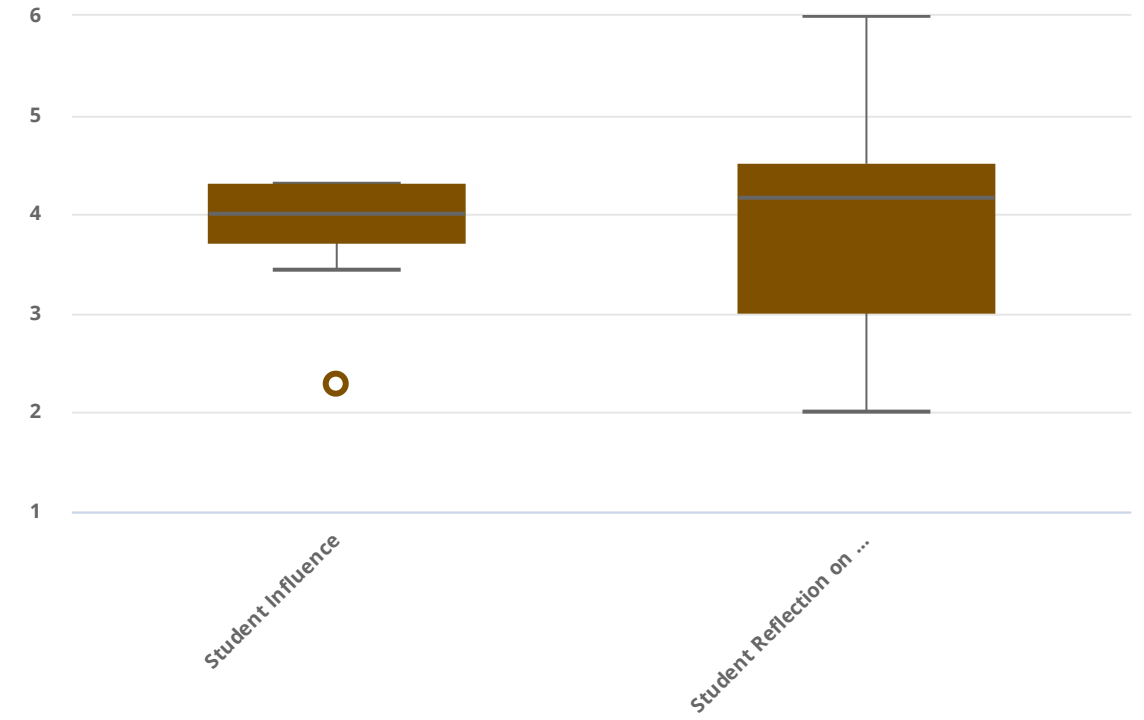
Student Influence

Student Reflection on Growth (Teaching Staff Only)

Primary school Secondary school

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

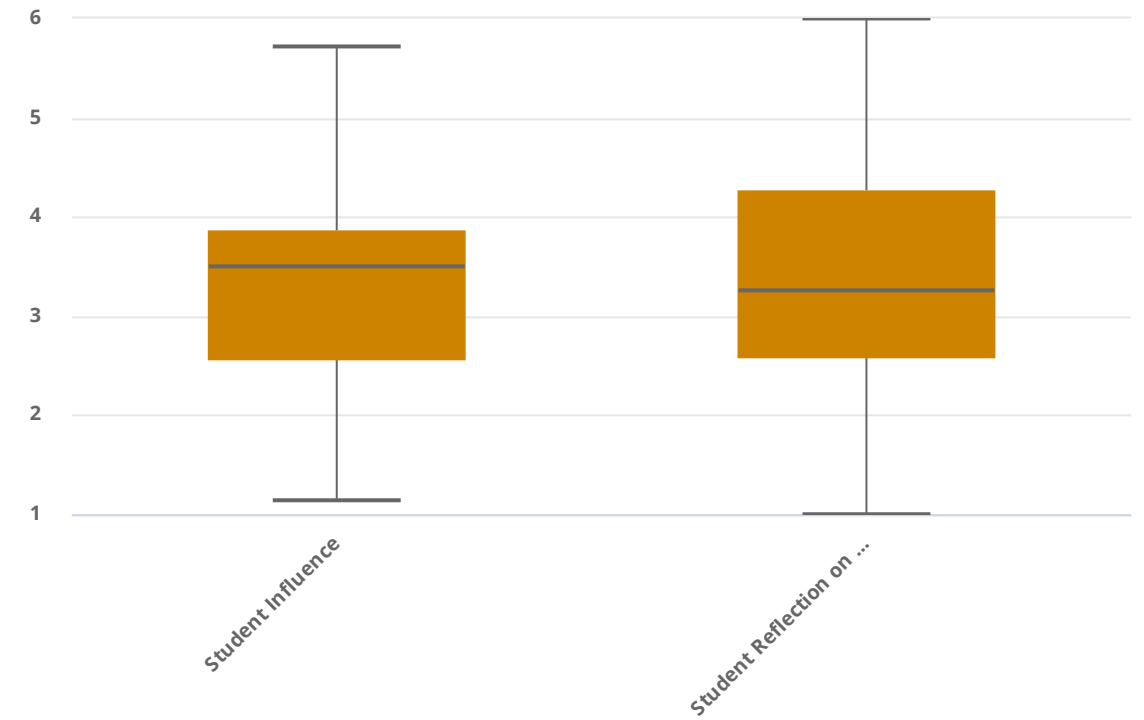
Category:  
Primary school  
(N=8)



Student Influence

Student Reflection on Growth (Teaching Staff Only)

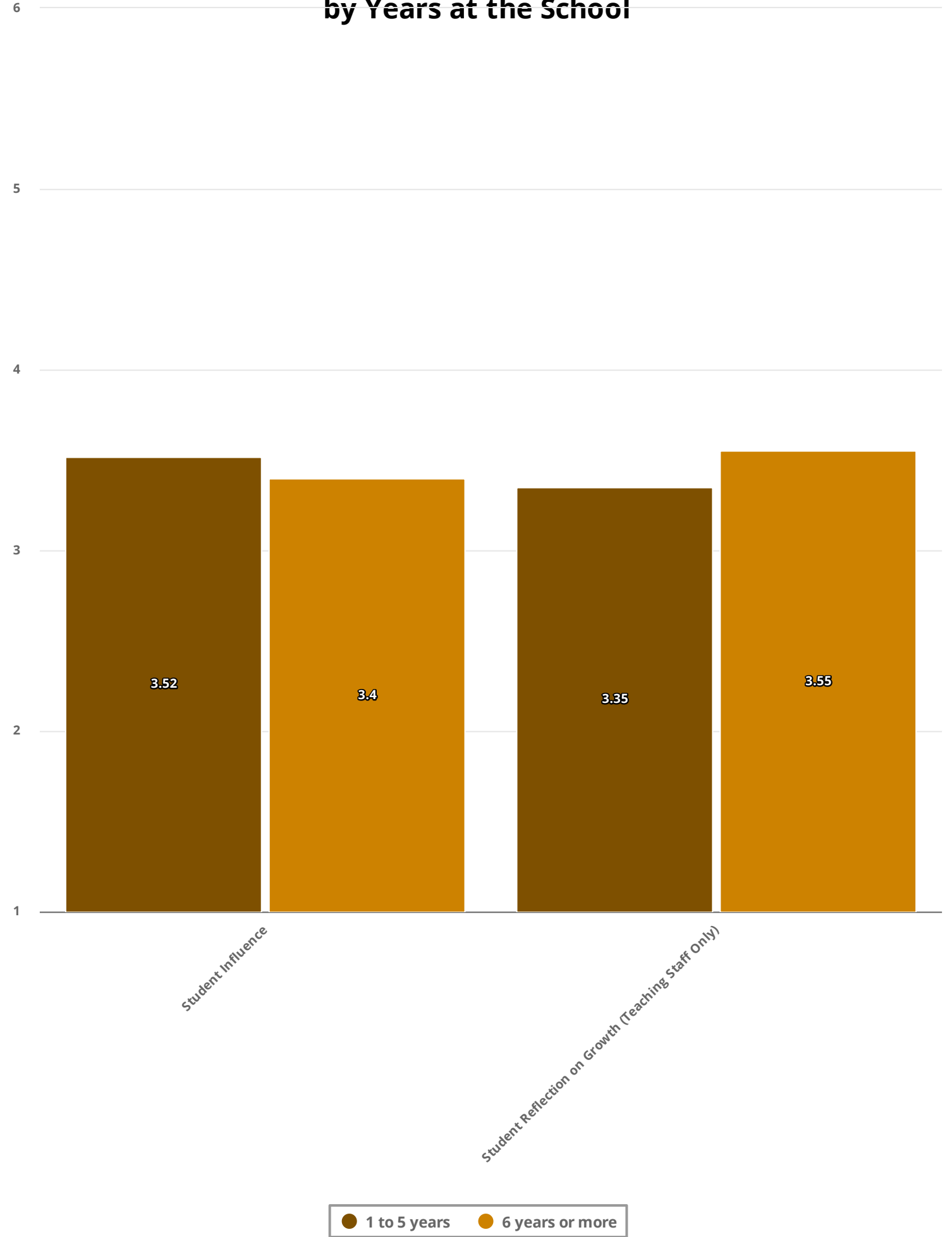
Category:  
Secondary school  
(N=22)



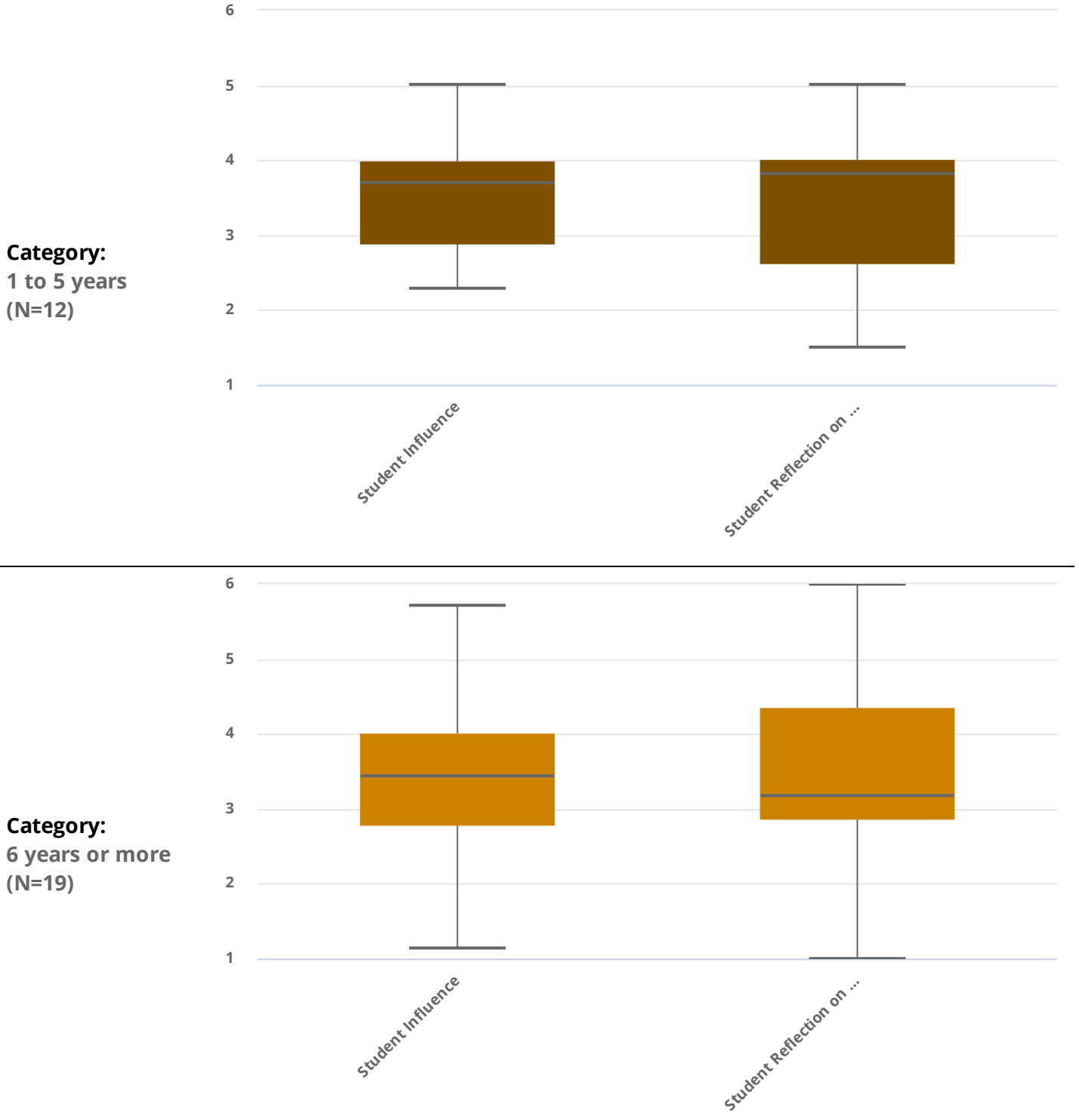
Student Influence

Student Reflection on Growth (Teaching Staff Only)

# LLL Component 3: Student Agency, Identity, Learning and Leadership by Years at the School



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Component 3: Student Agency, Identity, Learning and Leadership by Time Fraction

6

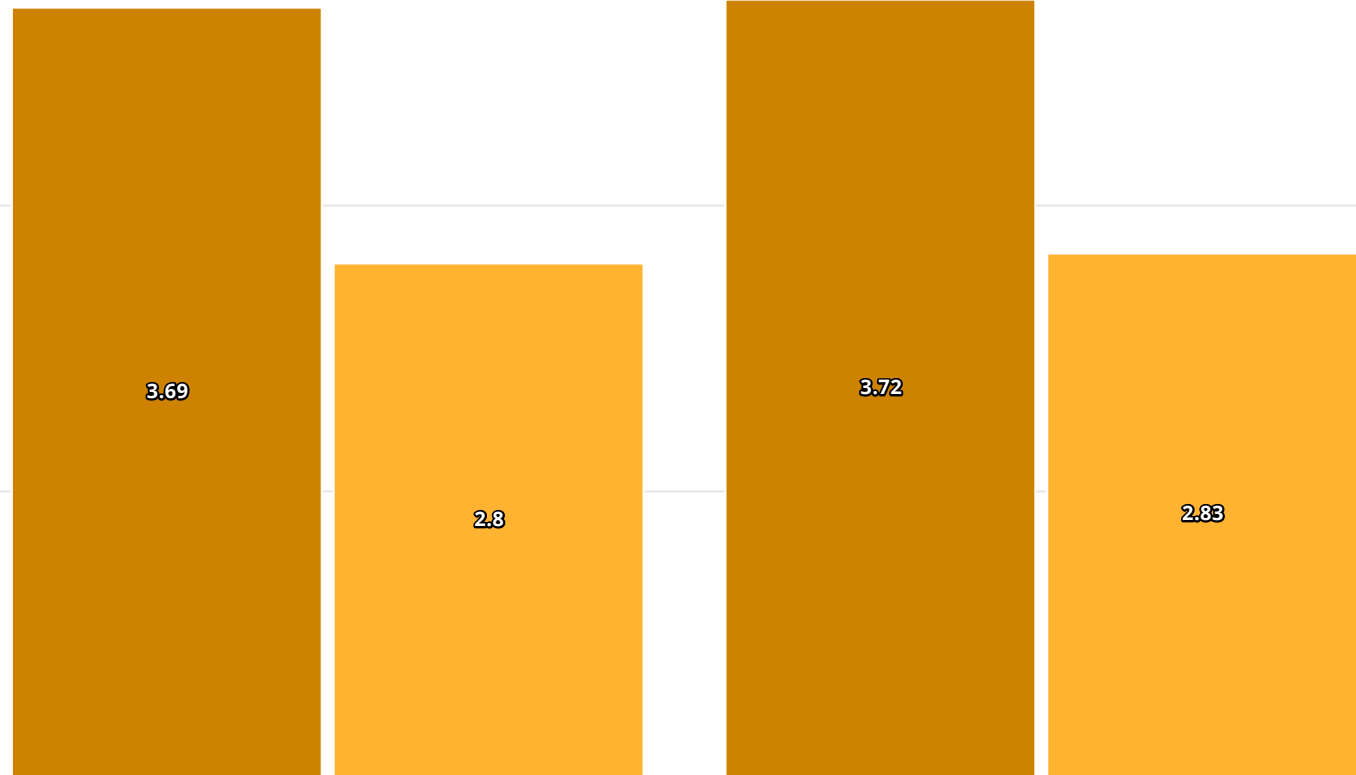
5

4

3

2

1



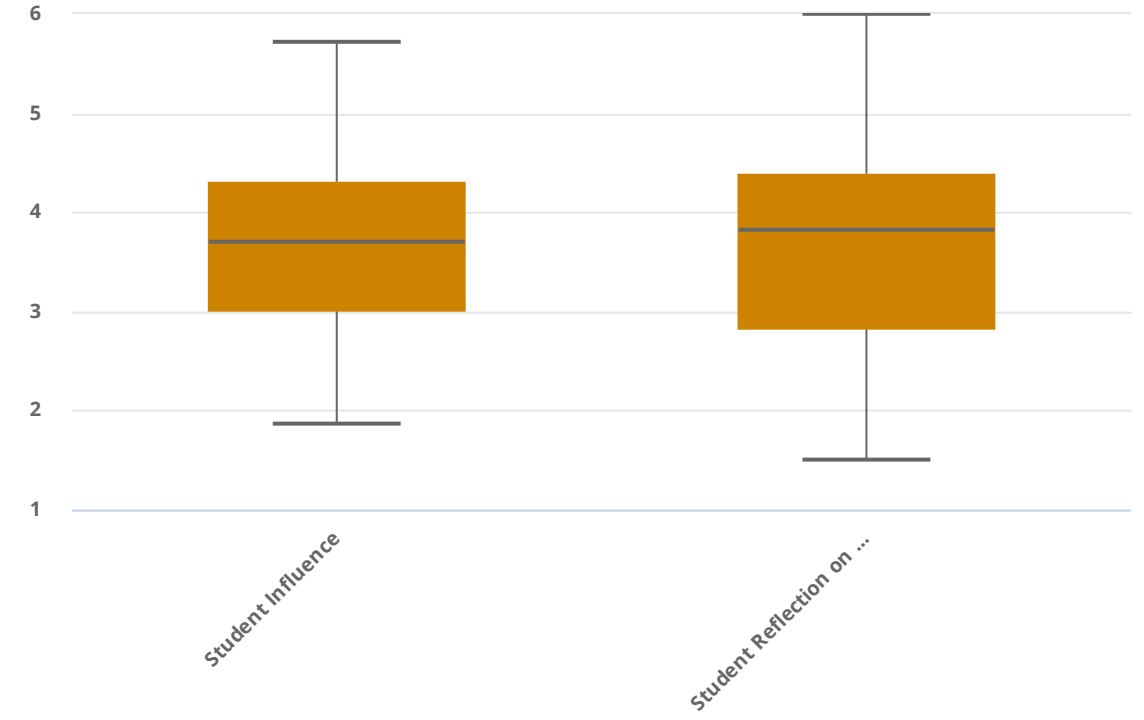
Student Influence

Student Reflection on Growth (Teaching Staff Only)

● Full-time ● Part-time

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

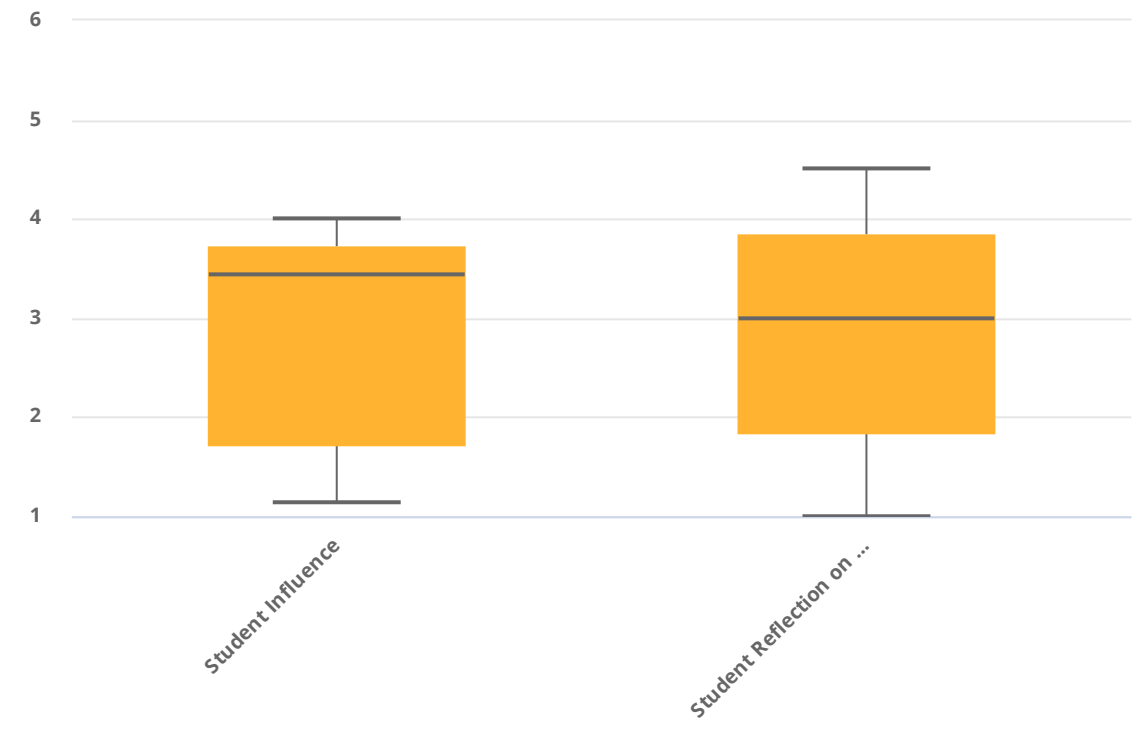
Category:  
Full-time (N=30)



Student Influence

Student Reflection on Growth (Teaching Staff Only)

Category:  
Part-time (N=5)



Student Influence

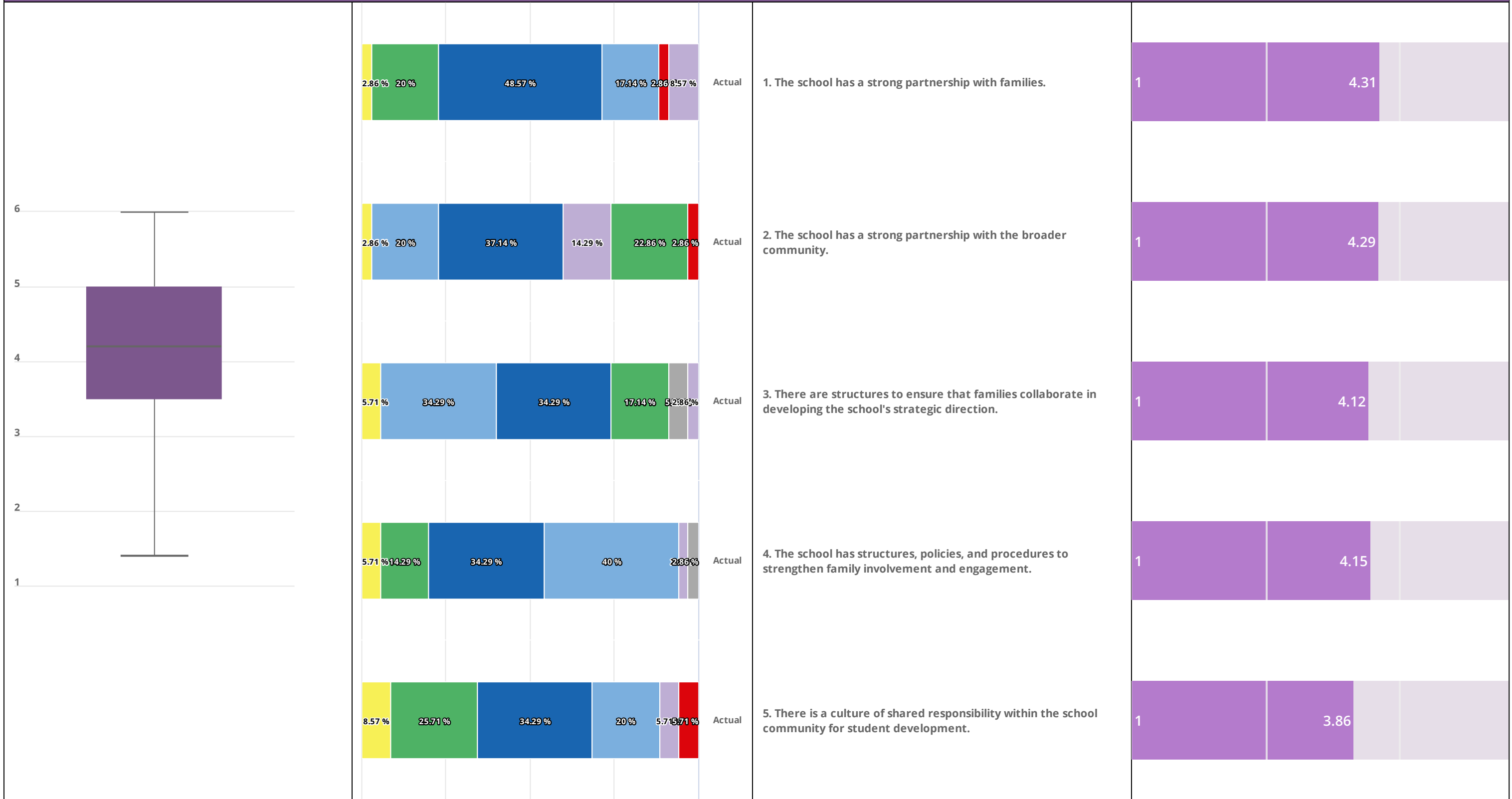
Student Reflection on Growth (Teaching Staff Only)

**Teacher & Leadership Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

Construct: Partnerships and Agency

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process.



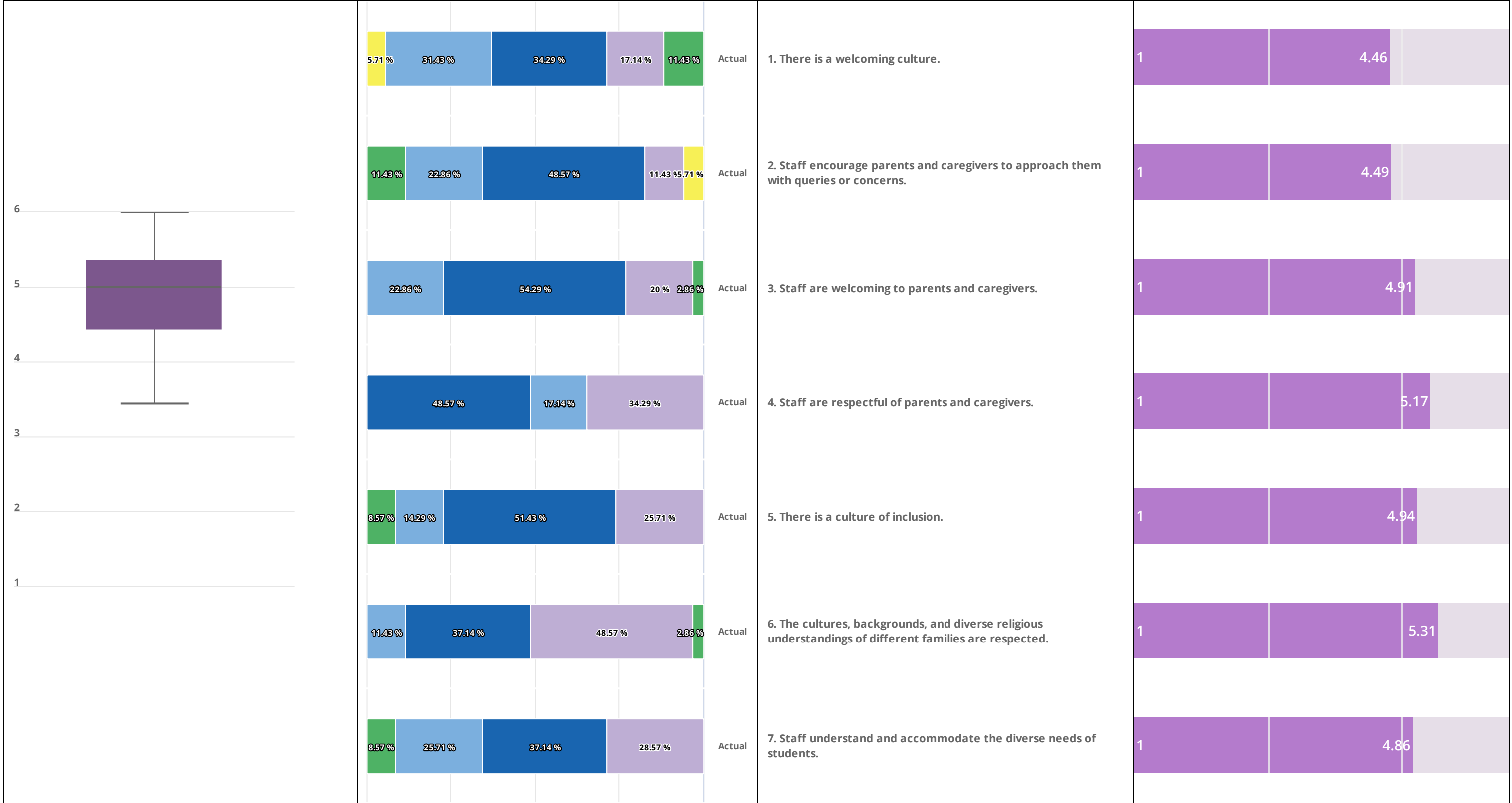
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# Teacher & Leadership Perceptions (Component 4: Community Engagement)

## BSC Quadrant: COMMUNITY

Construct: Welcoming and Inclusive School

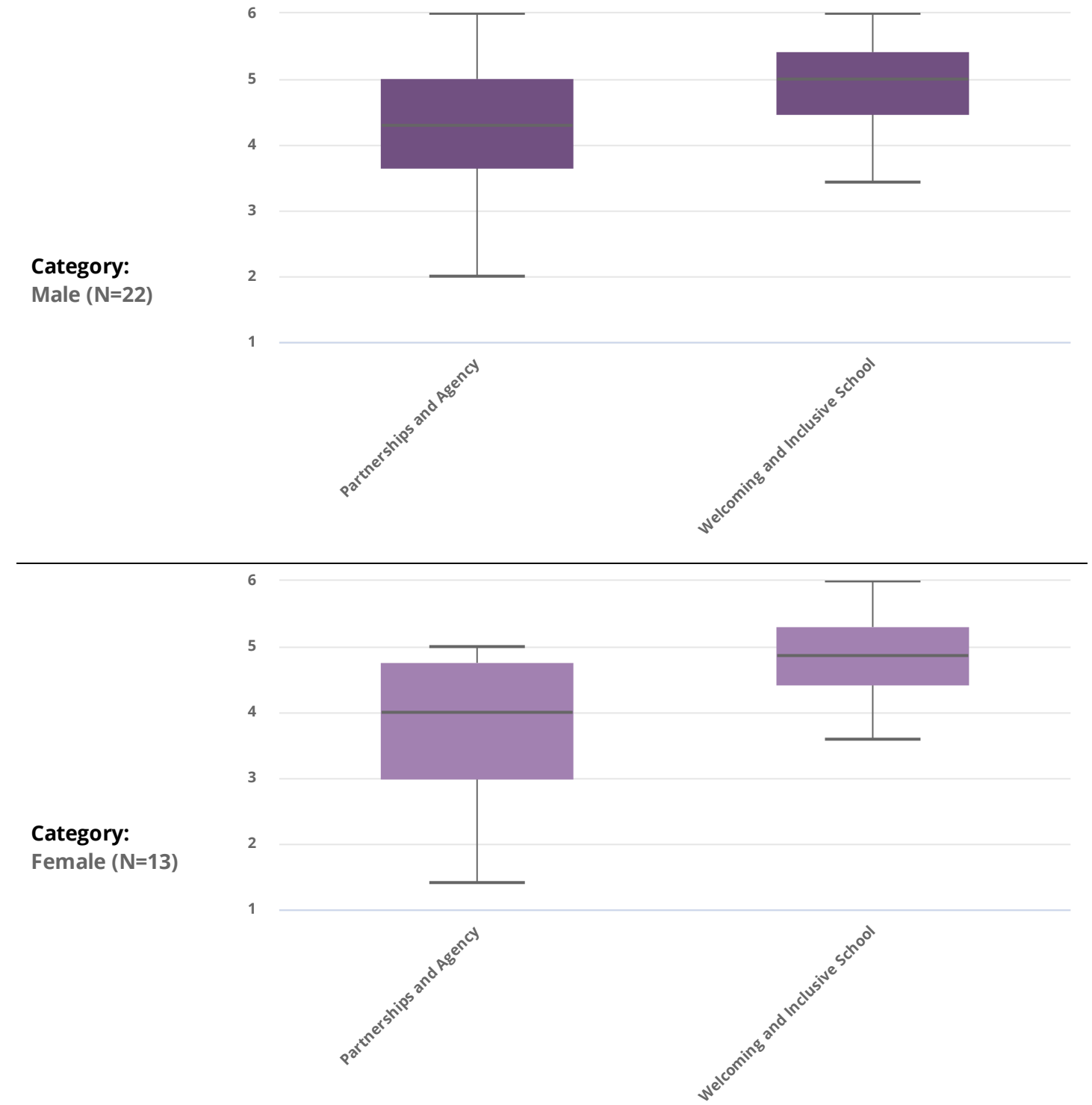
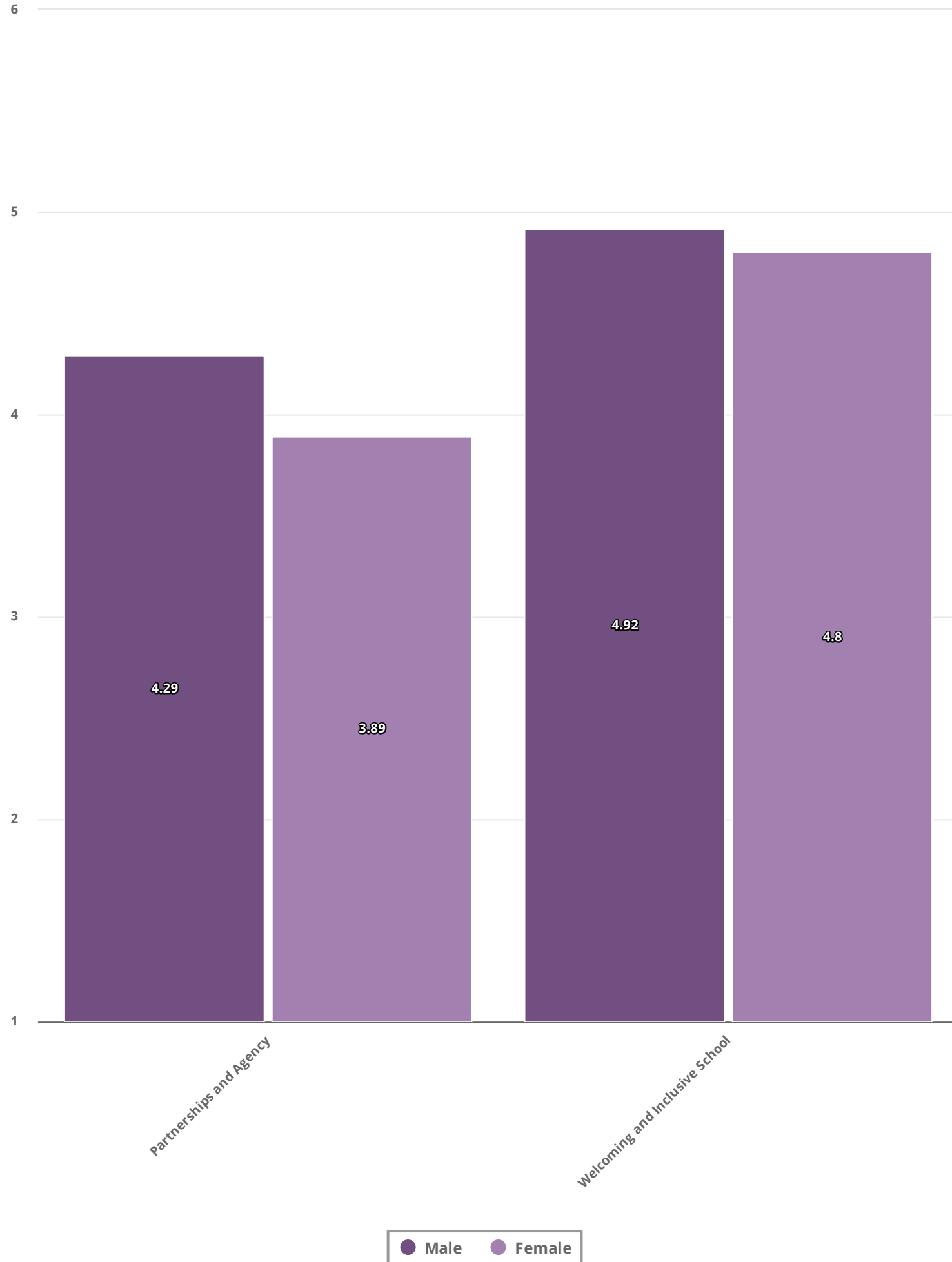
The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# LLL Component 4: Community Engagement by Gender

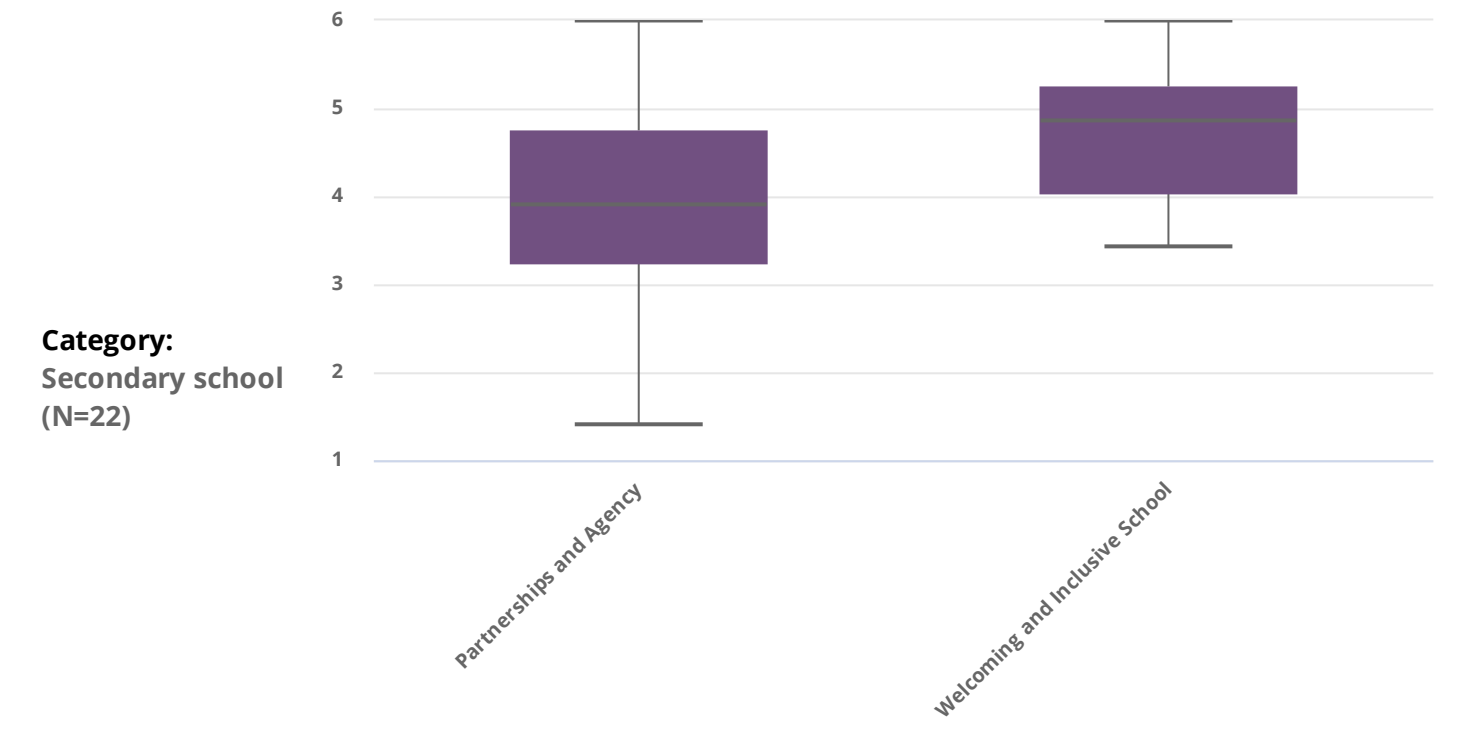
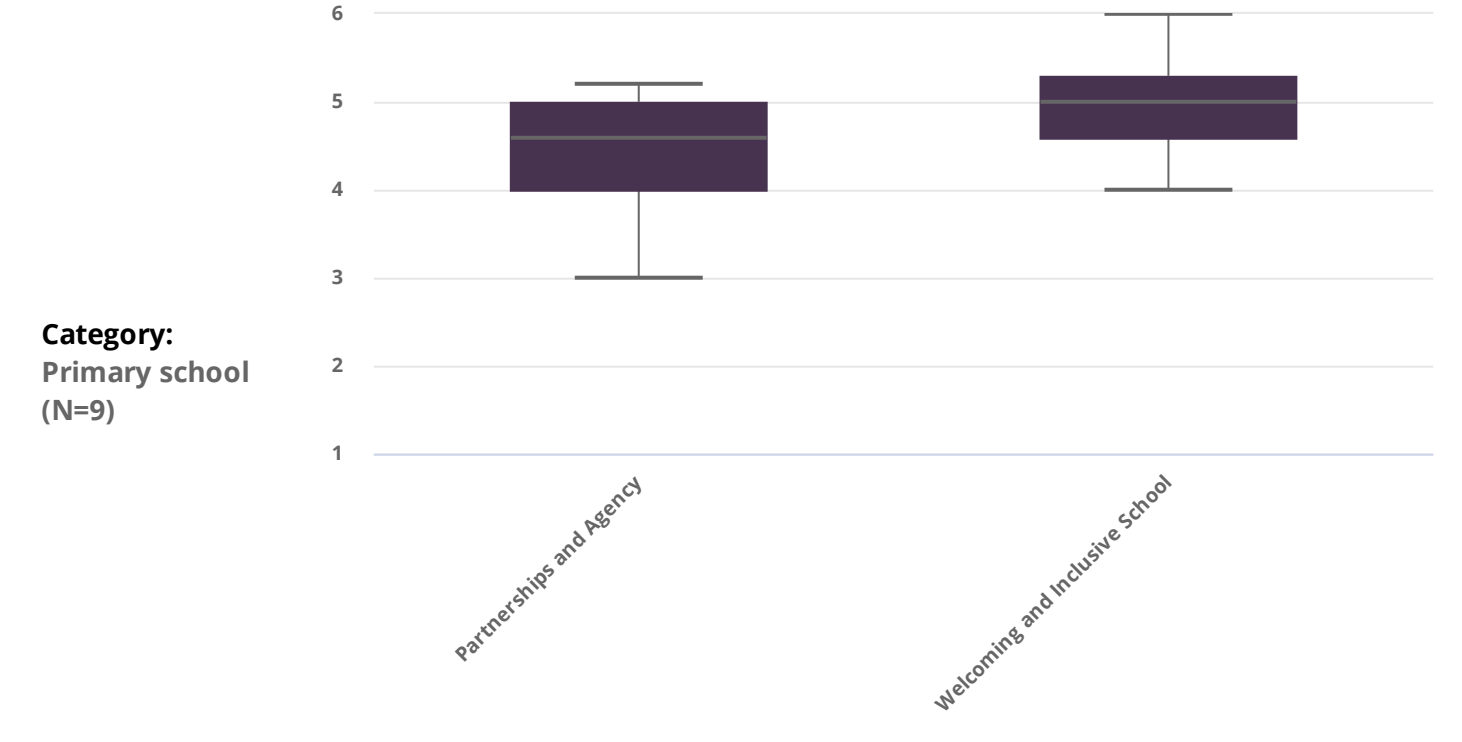
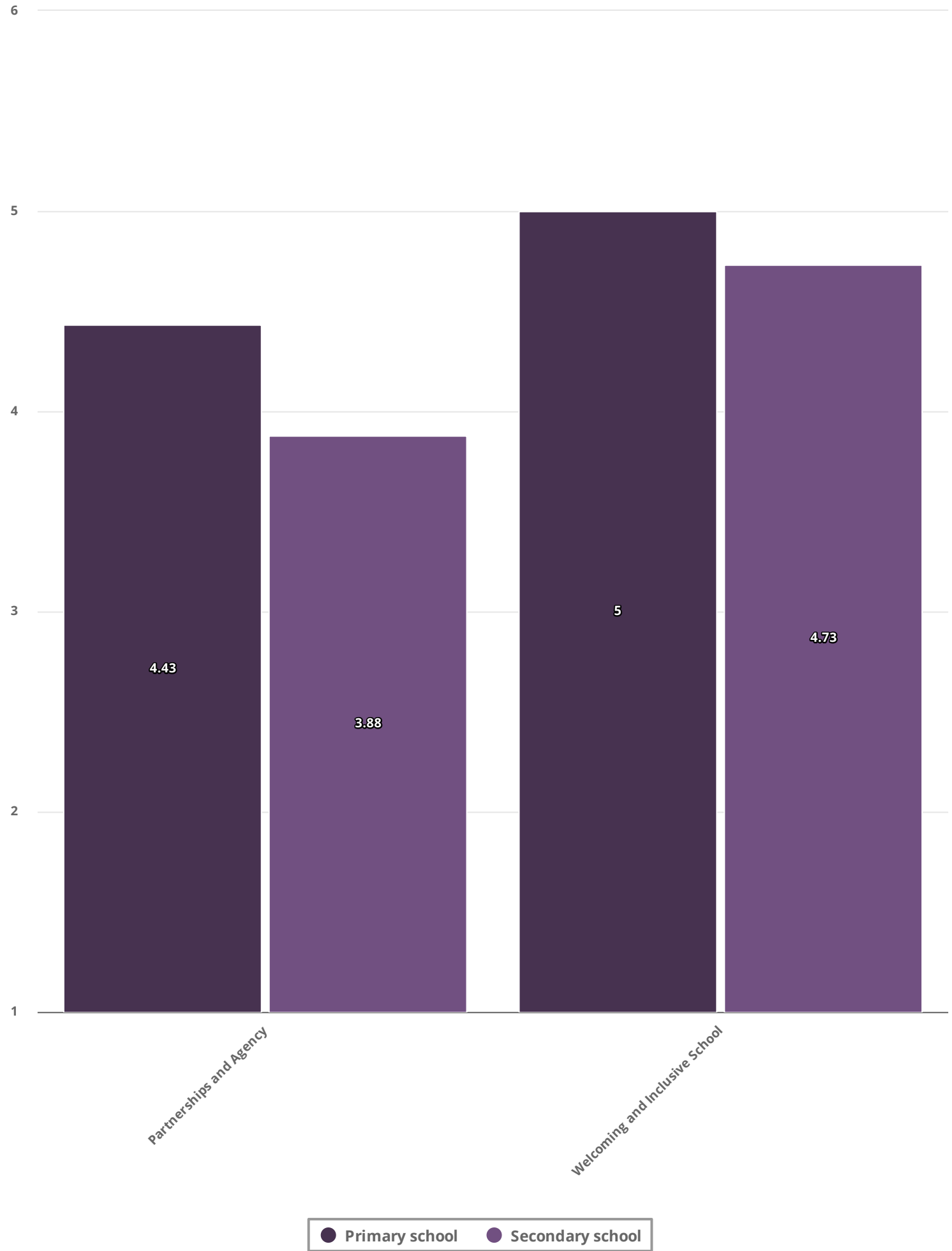
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.





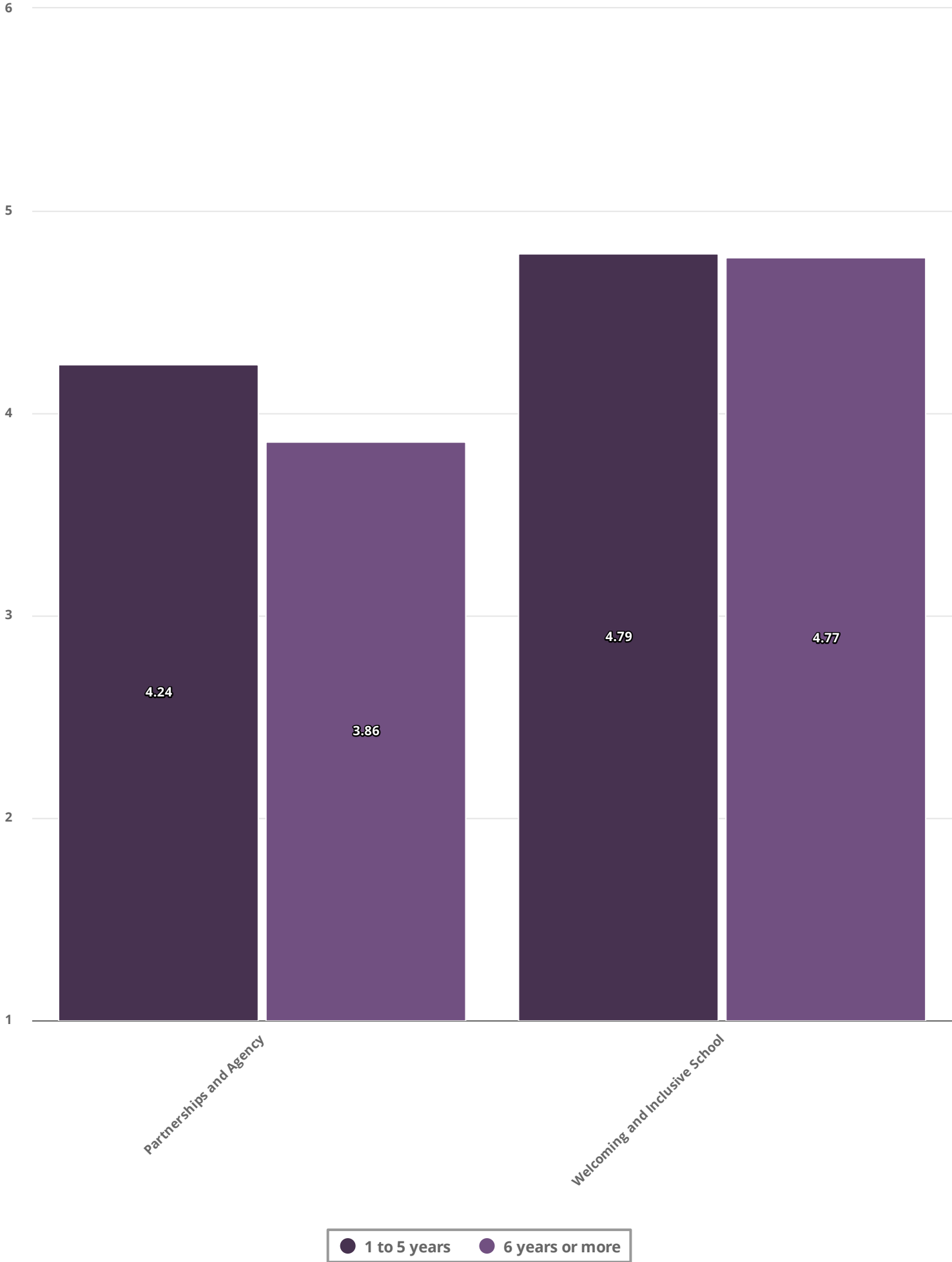
# LLL Component 4: Community Engagement by Teaching Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

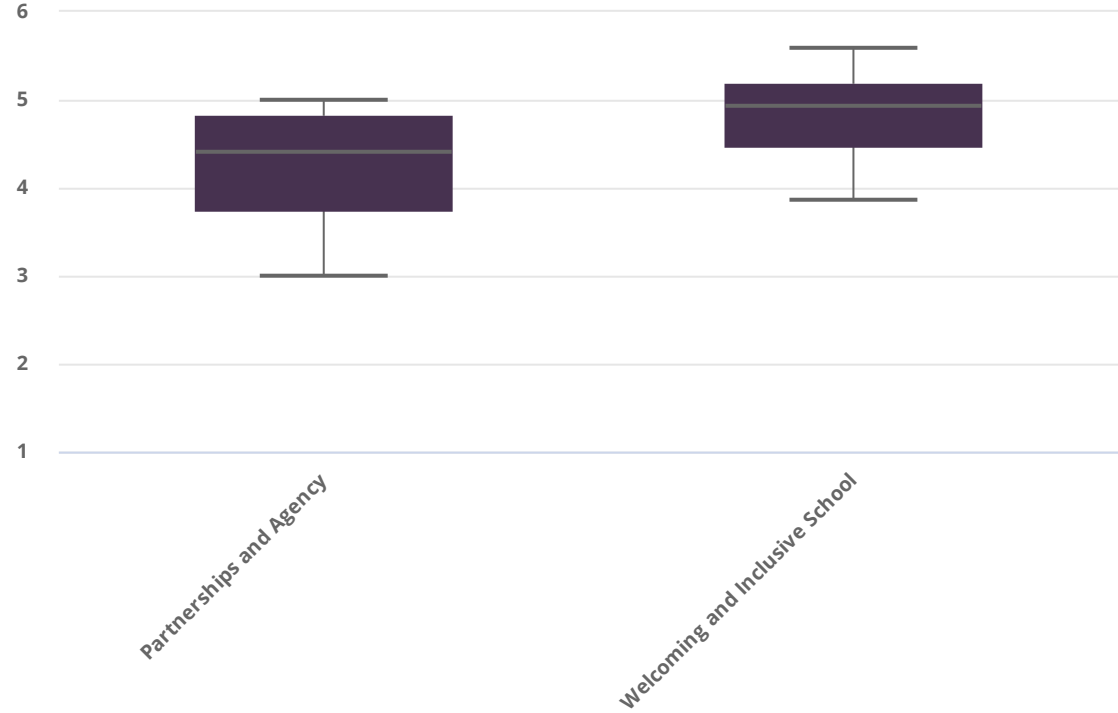


# LLL Component 4: Community Engagement by Years at the School

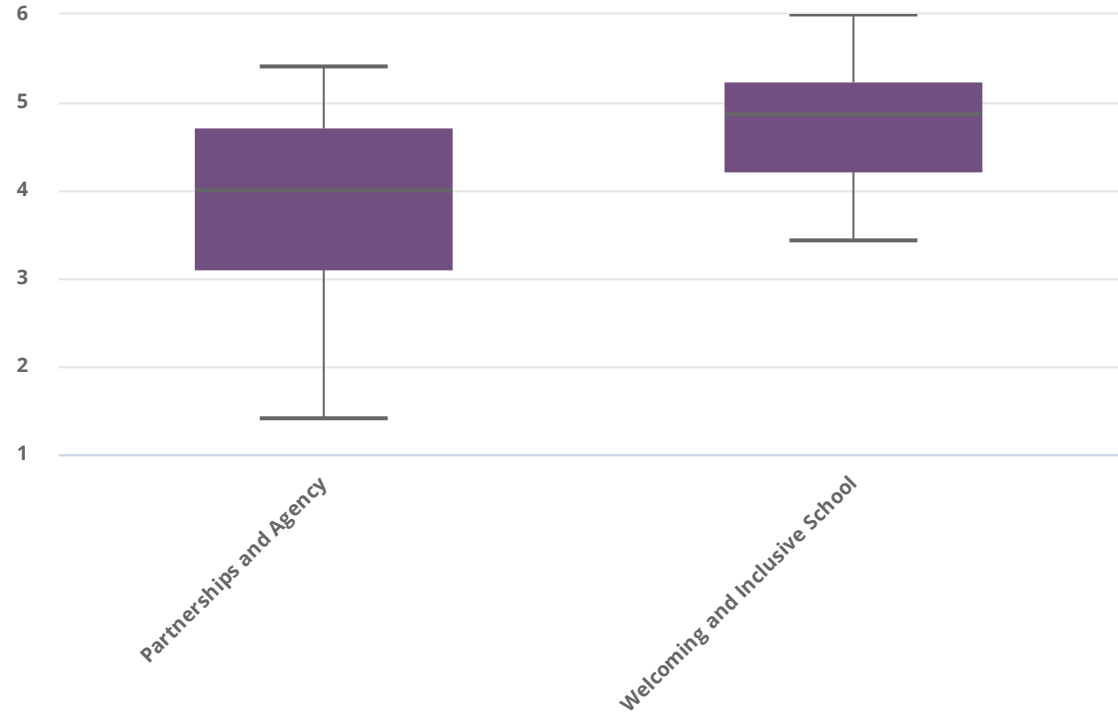
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:  
1 to 5 years  
(N=12)

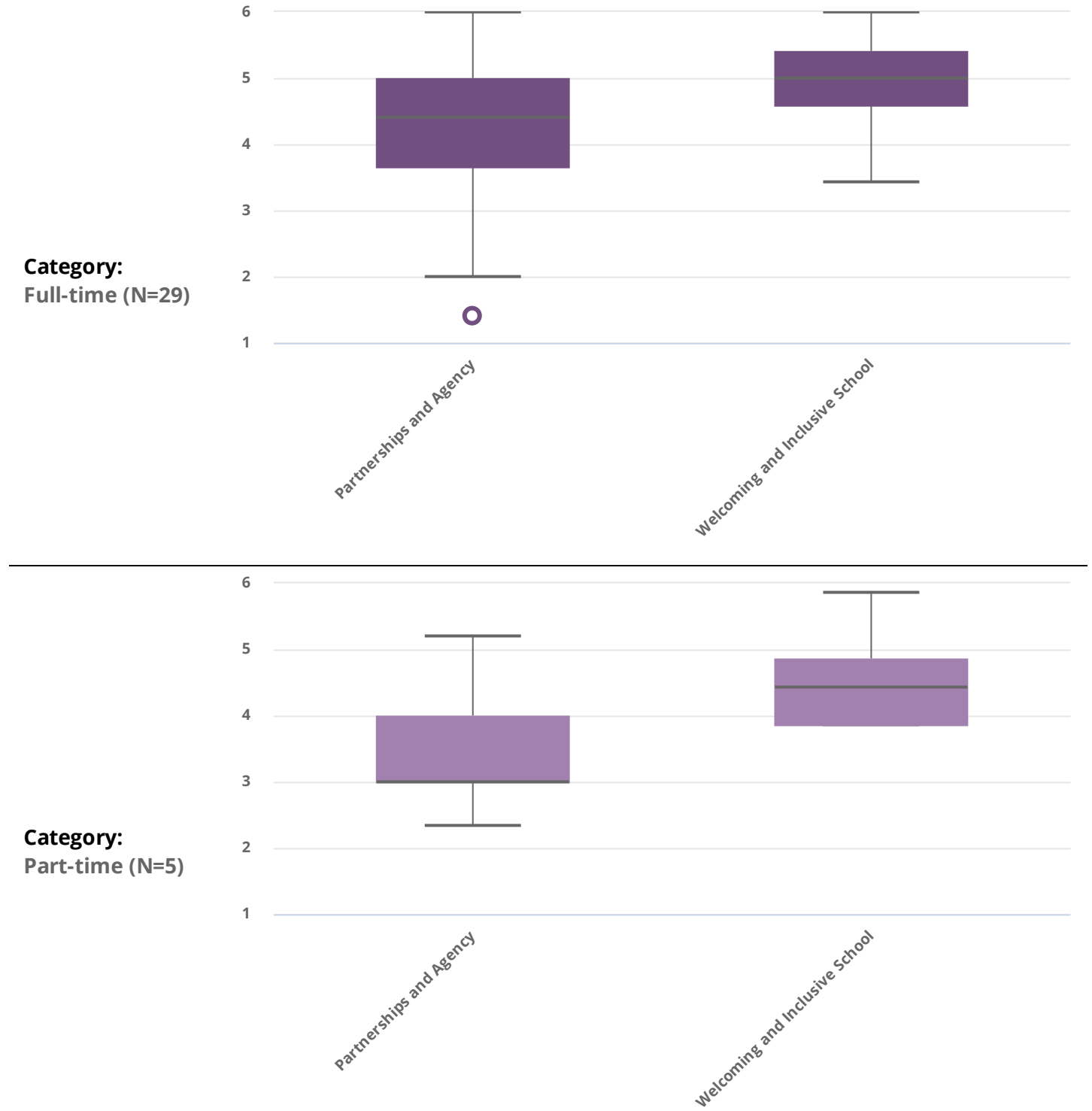
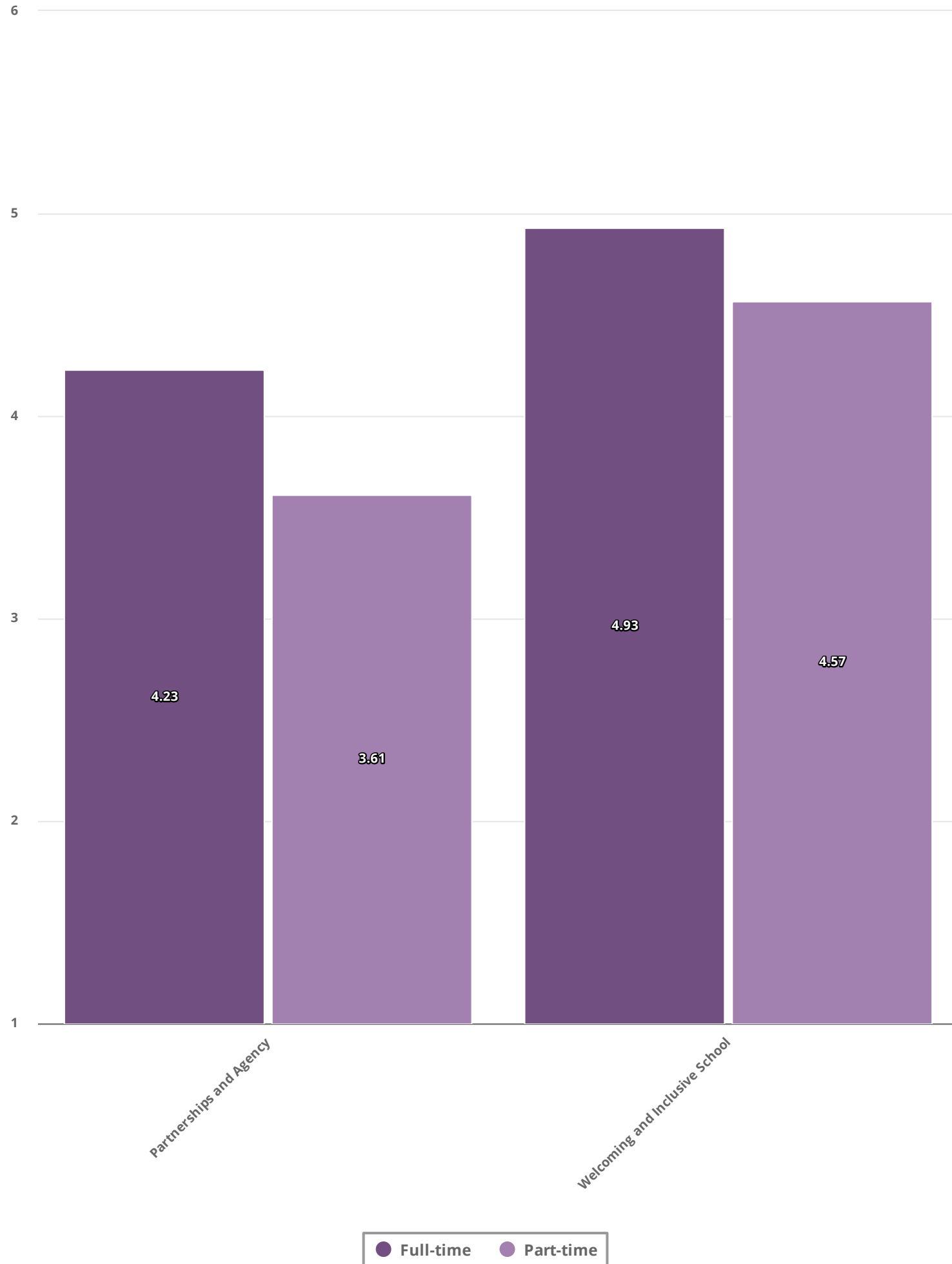


Category:  
6 years or more  
(N=19)



# LLL Component 4: Community Engagement by Time Fraction

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

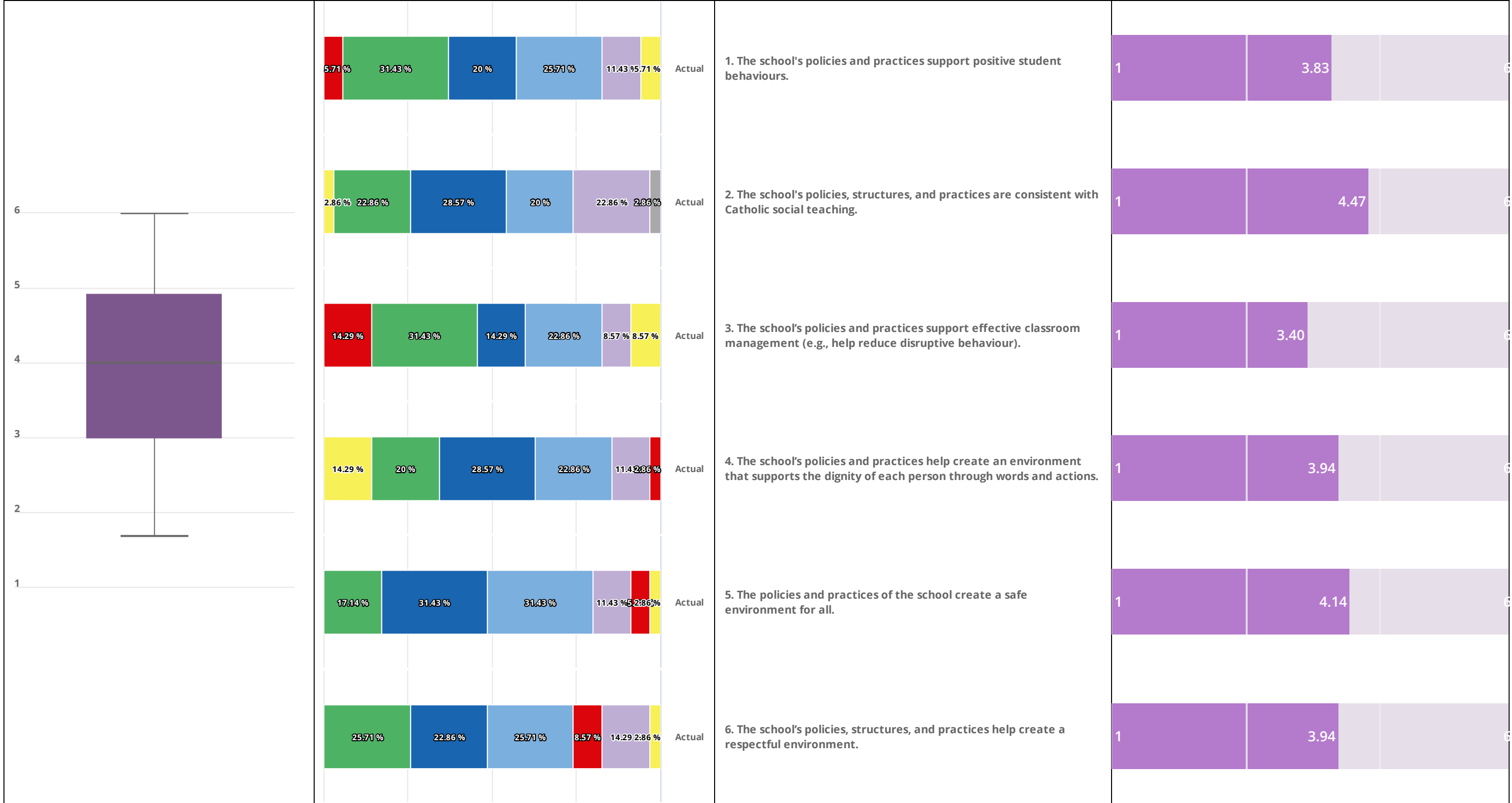


# Teacher & Leadership Perceptions (Safety)

## BSC Quadrant: COMMUNITY

### Construct: School Safety

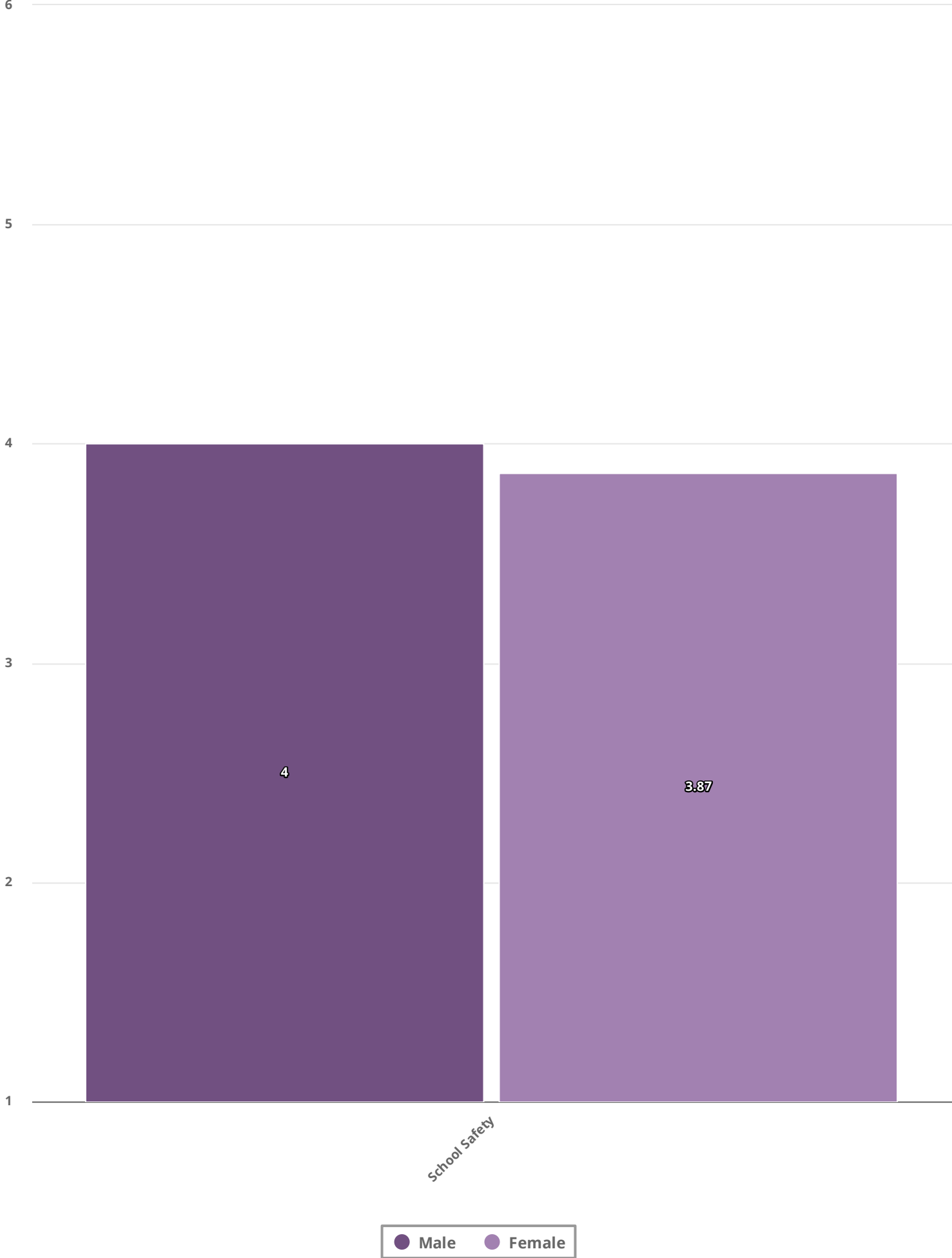
The extent to which the school's policies and practices help to create a safe environment for all.



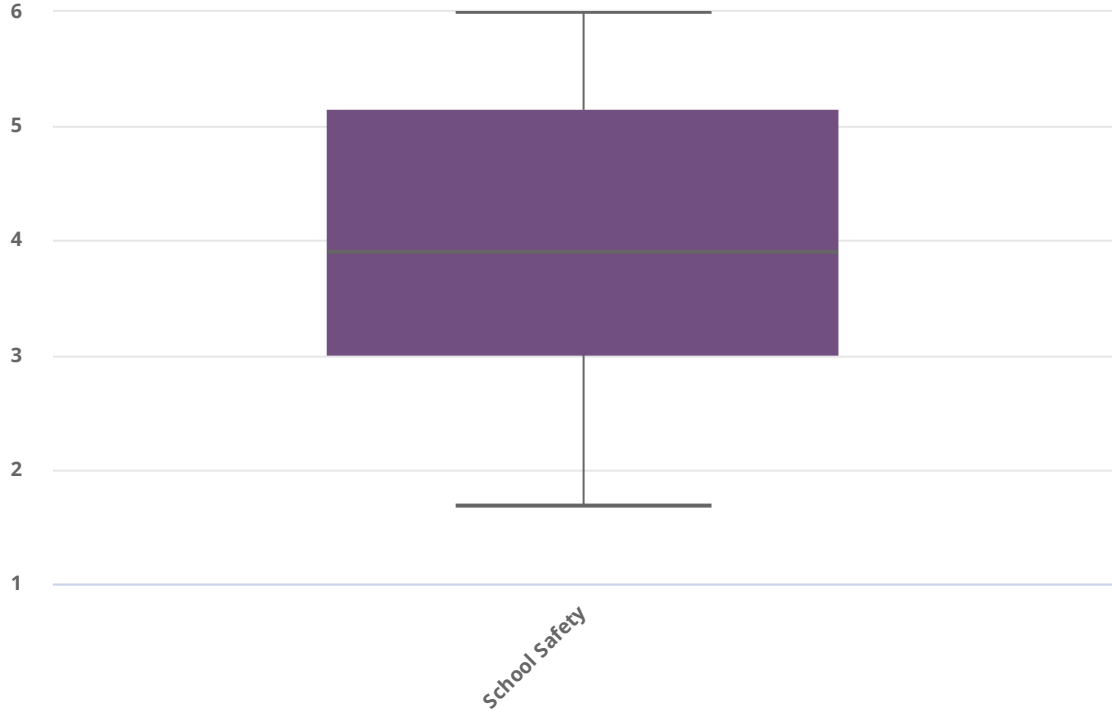
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# Additional Construct: Safety by Gender

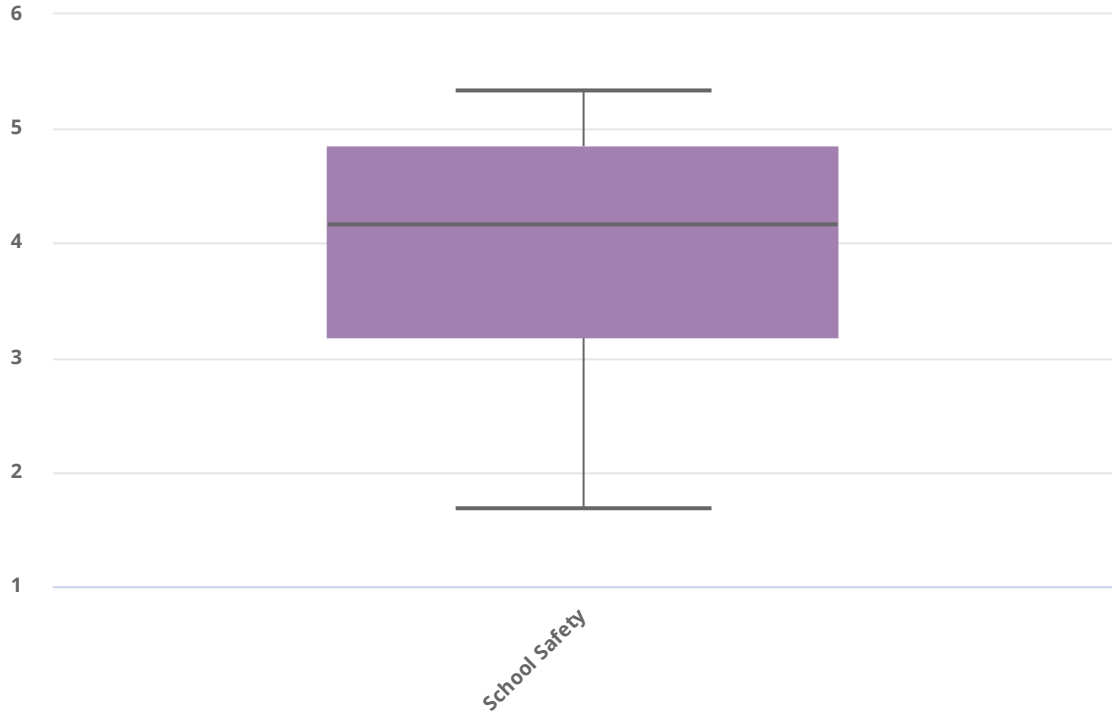
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Male (N=22)

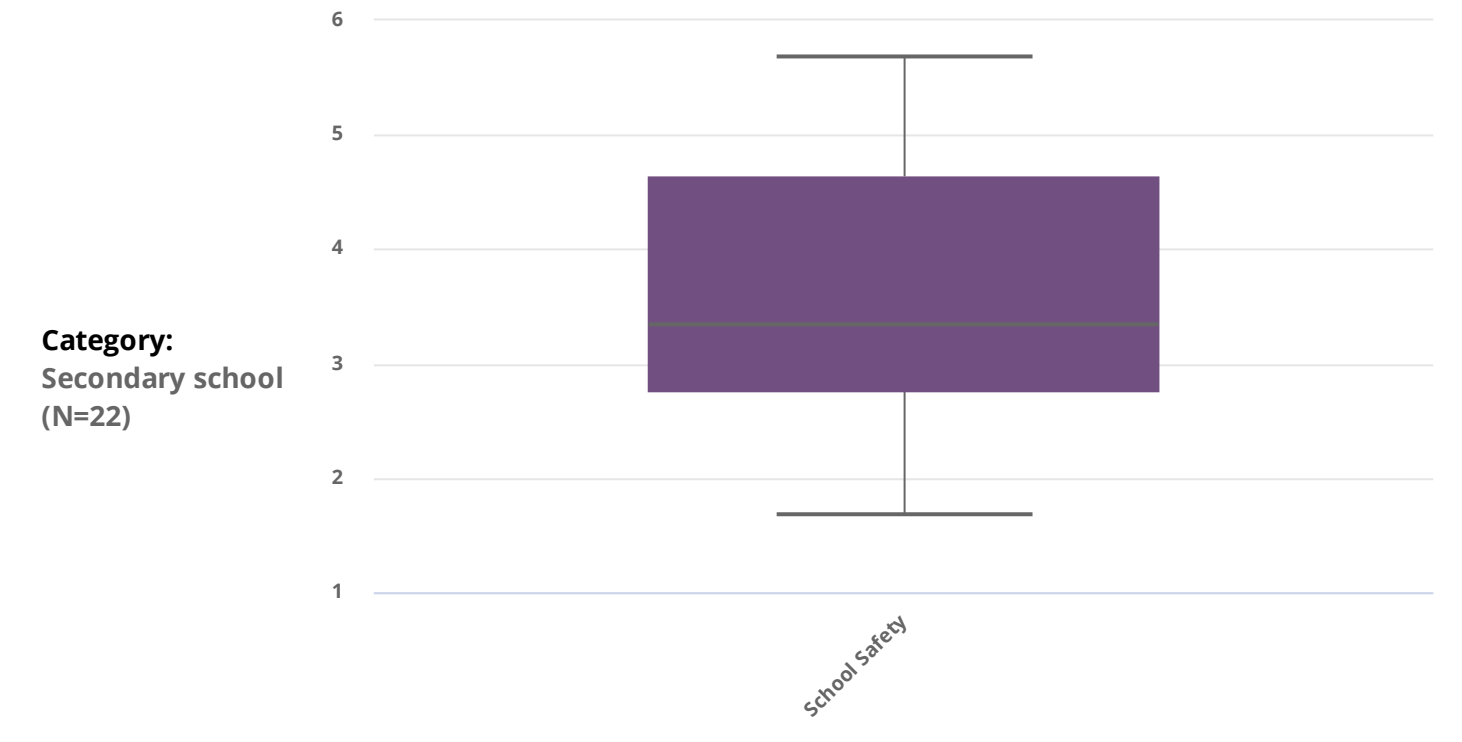
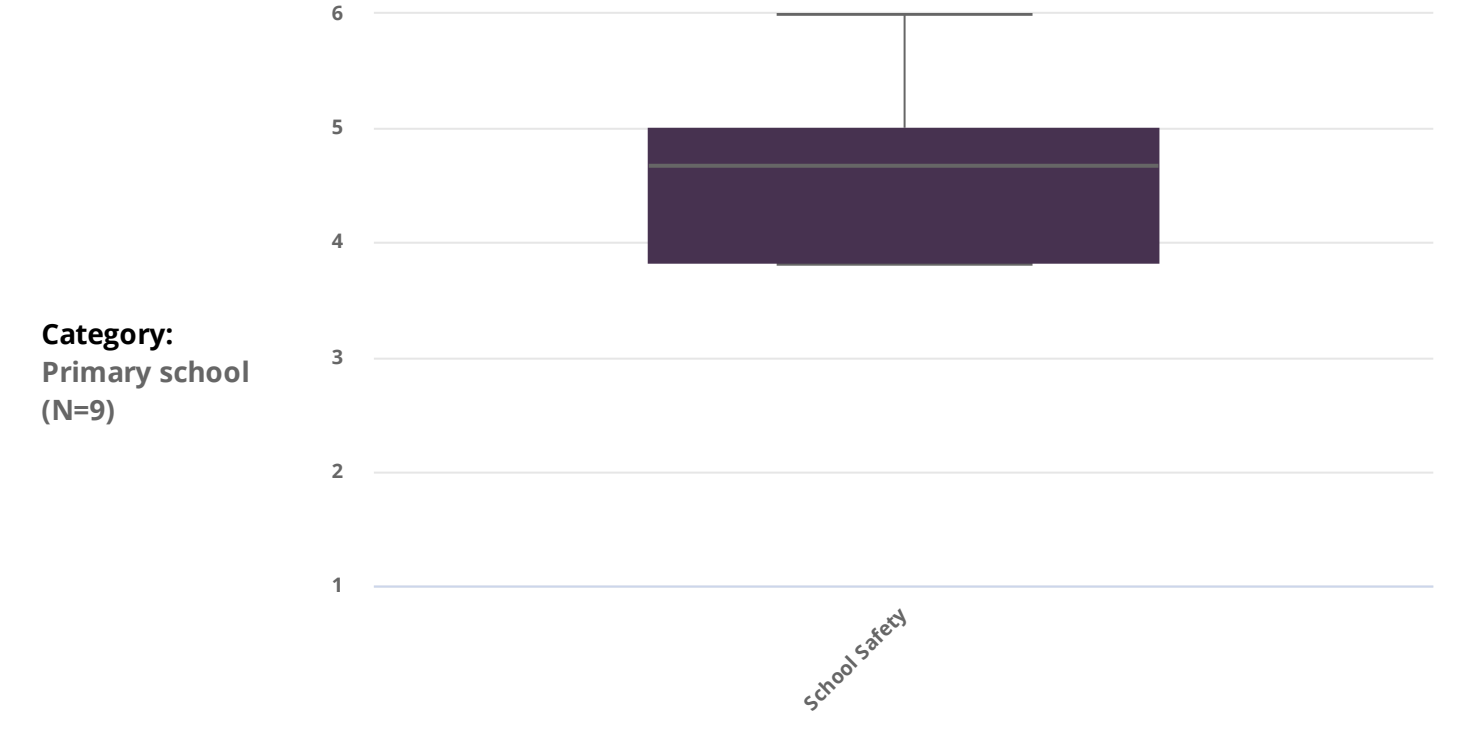
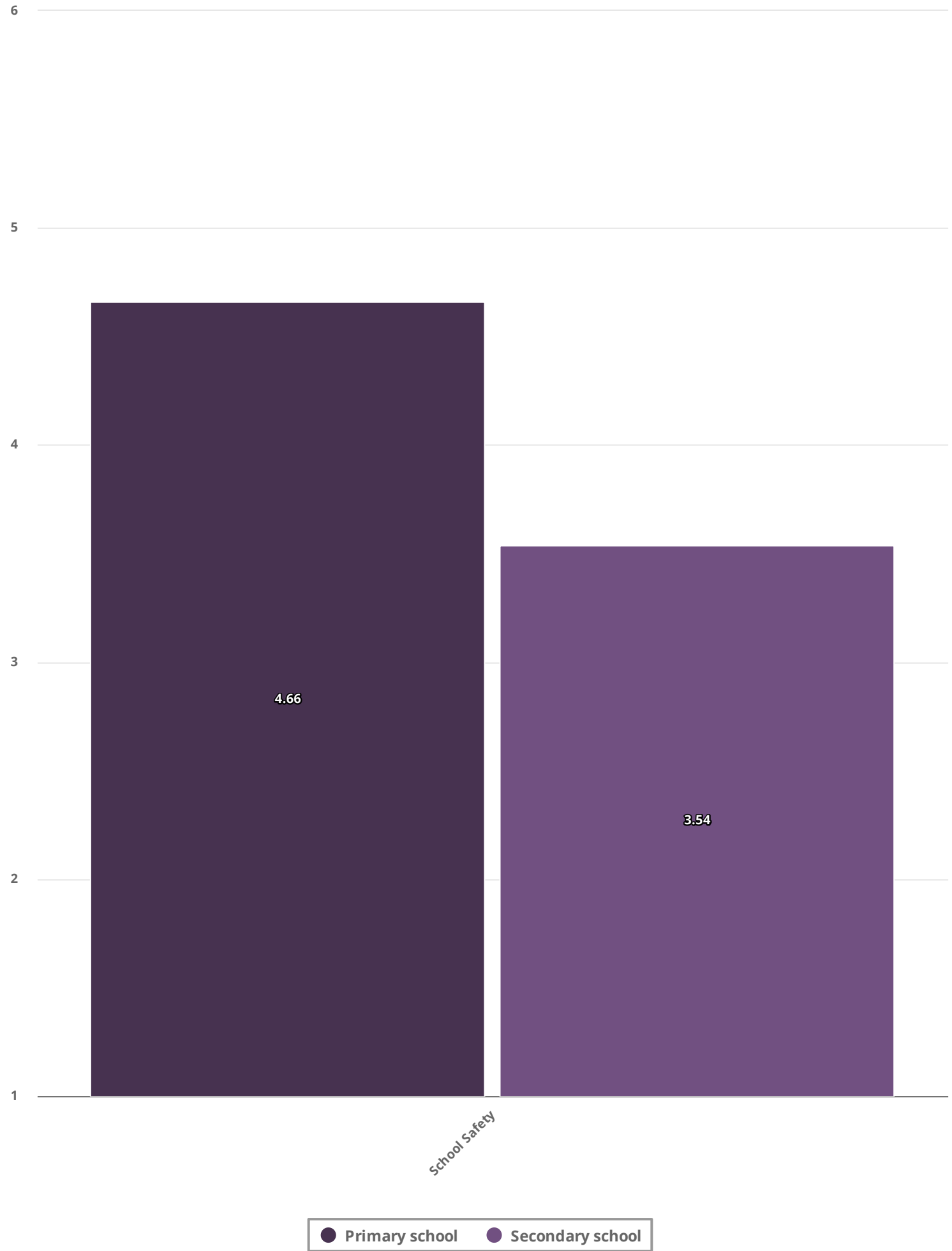


Category: Female (N=13)



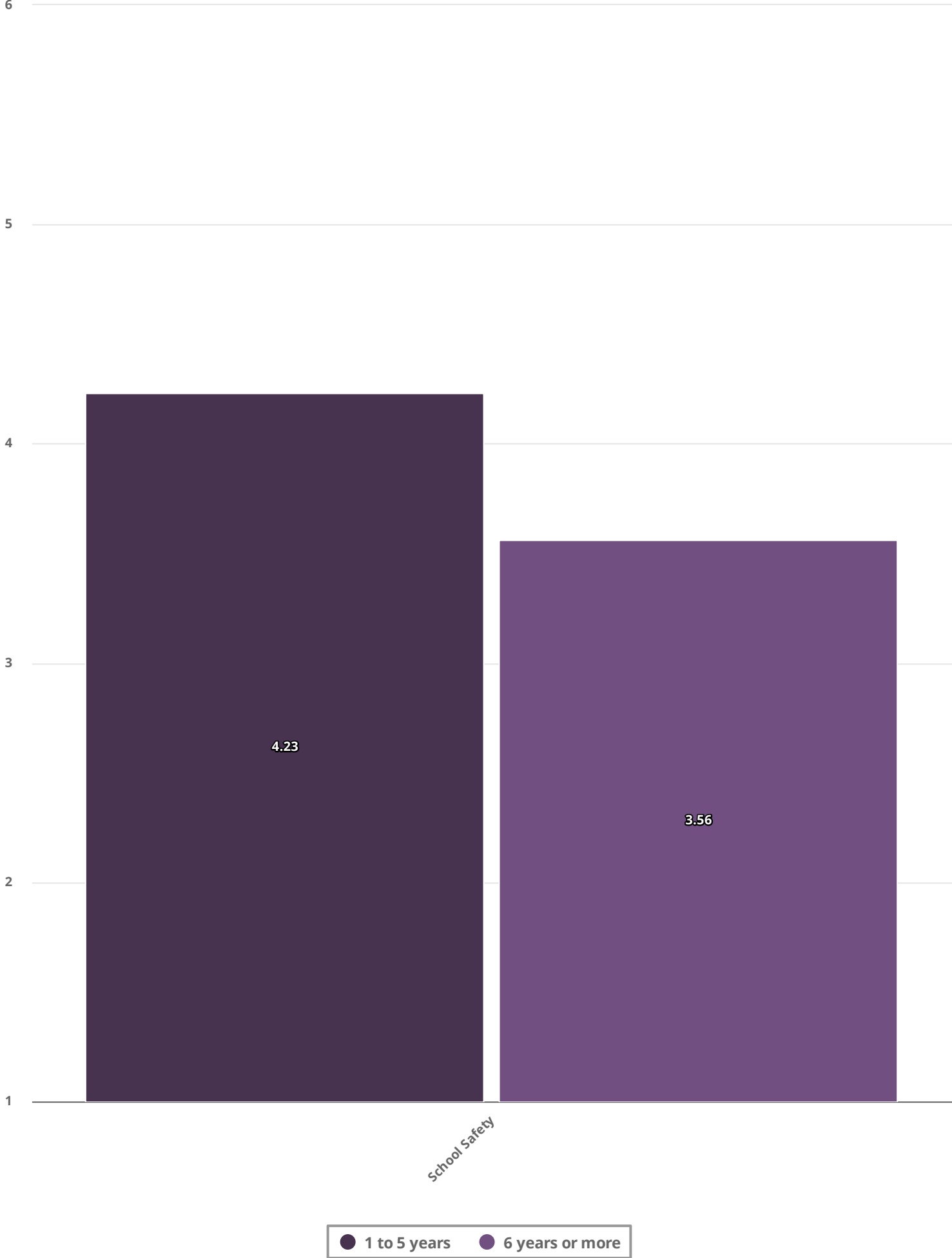
# Additional Construct: Safety by Teaching Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

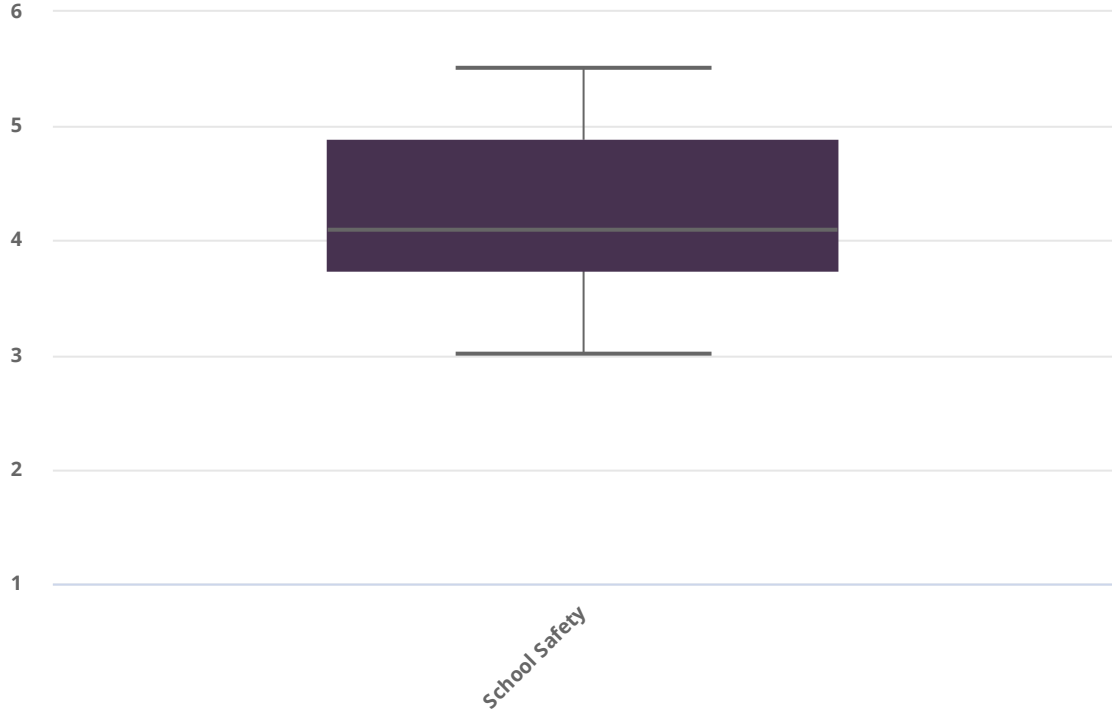


# Additional Construct: Safety by Years at the School

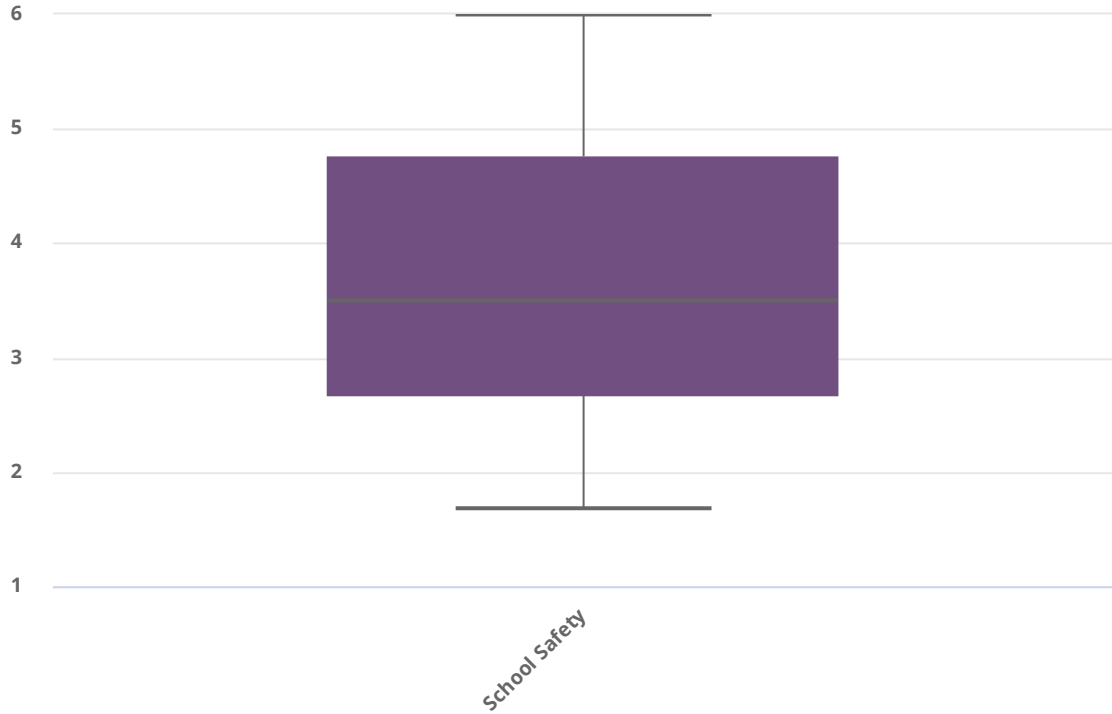
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category:  
1 to 5 years  
(N=12)



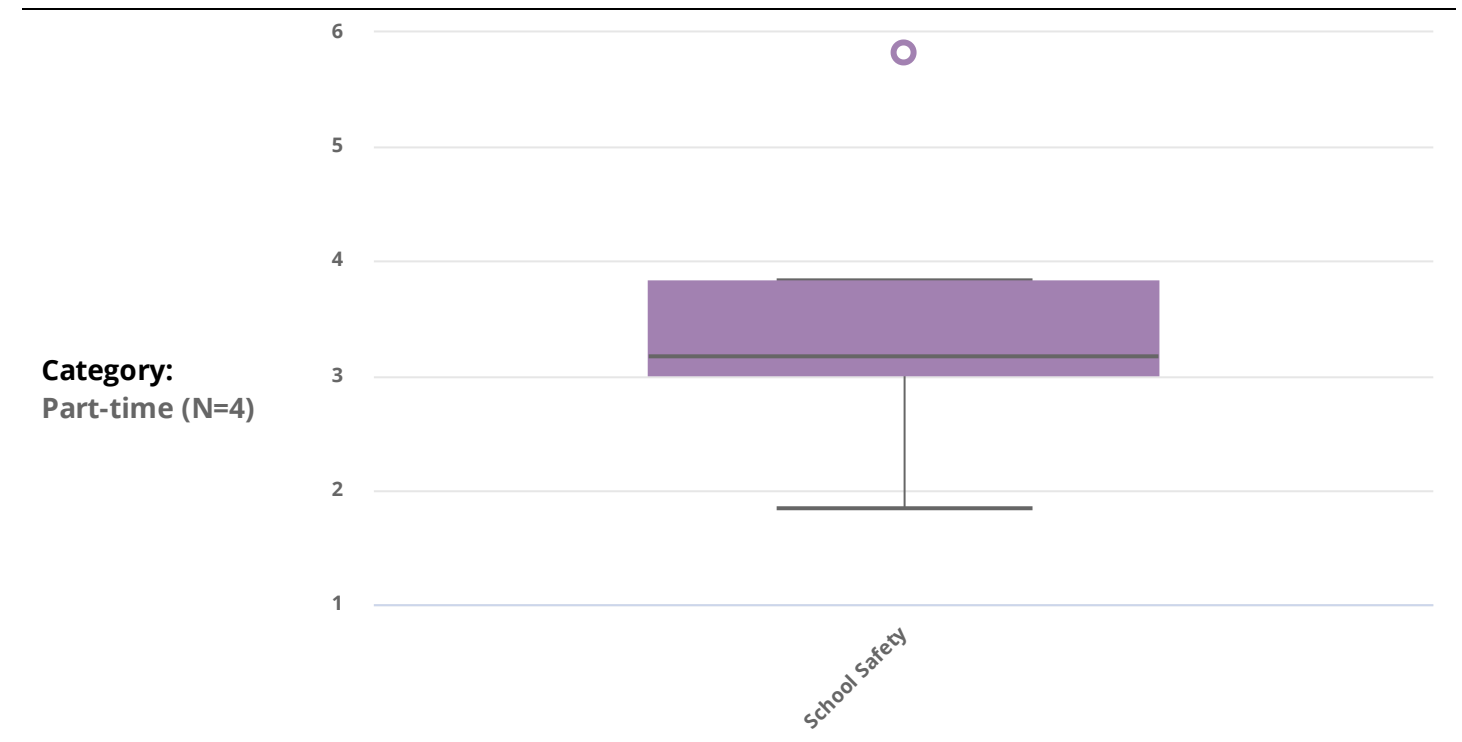
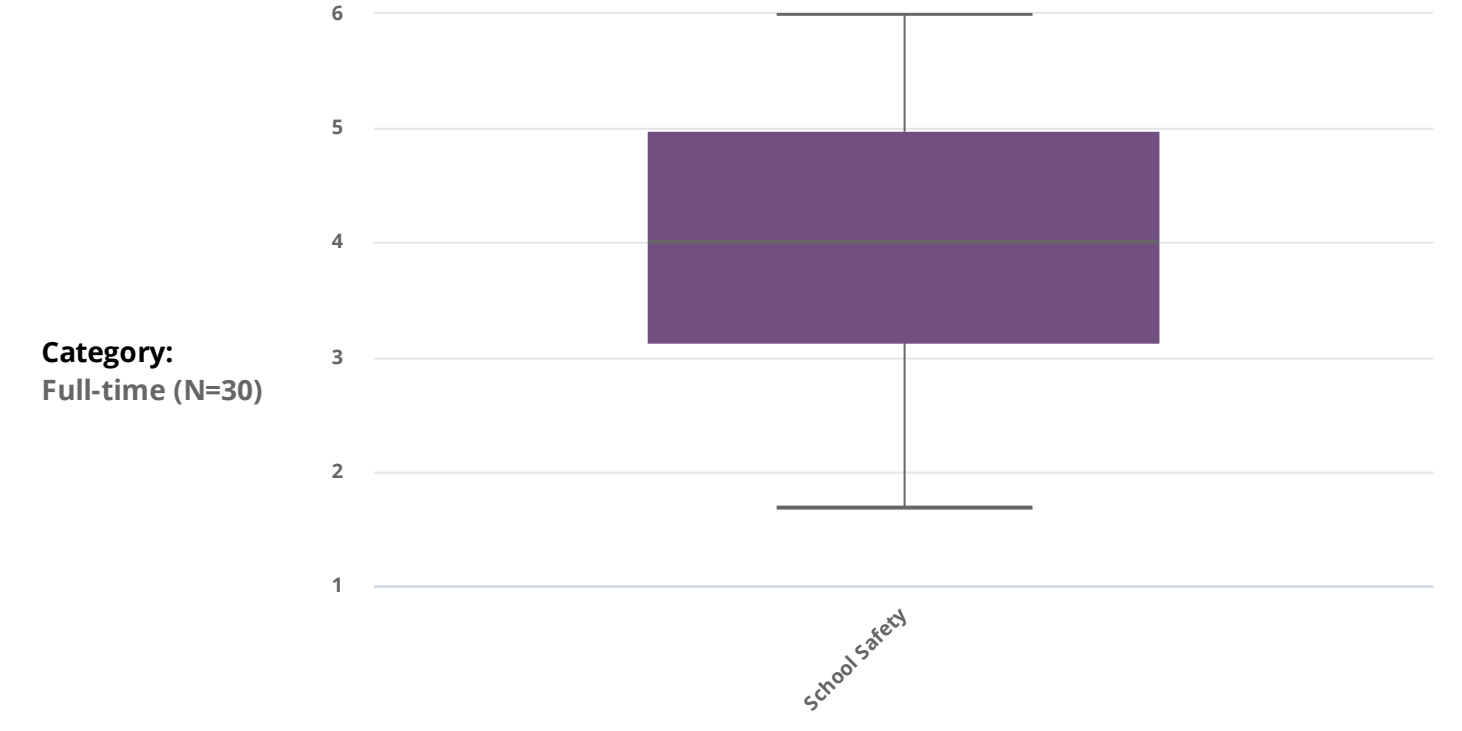
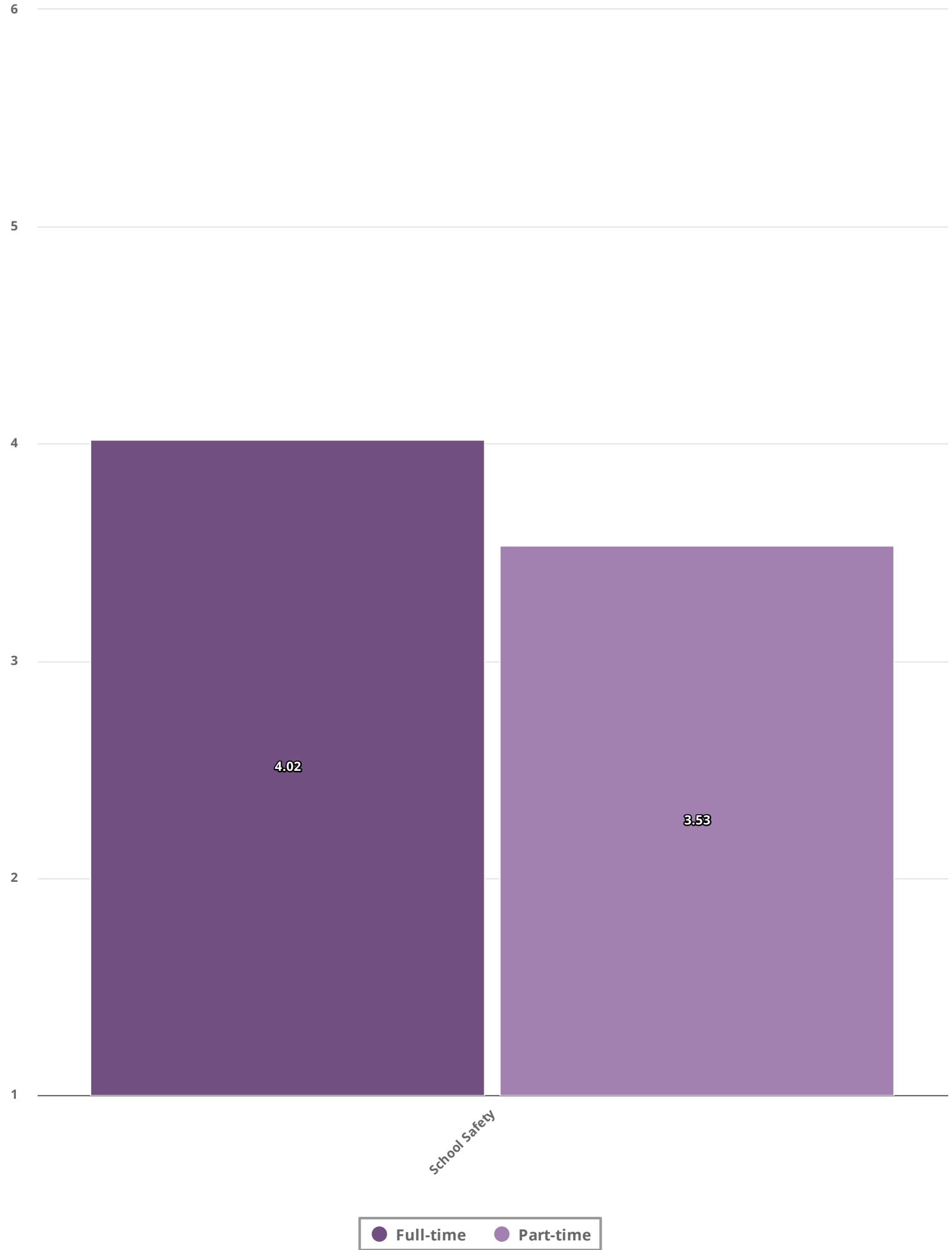
Category:  
6 years or more  
(N=19)





# Additional Construct: Safety by Time Fraction

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

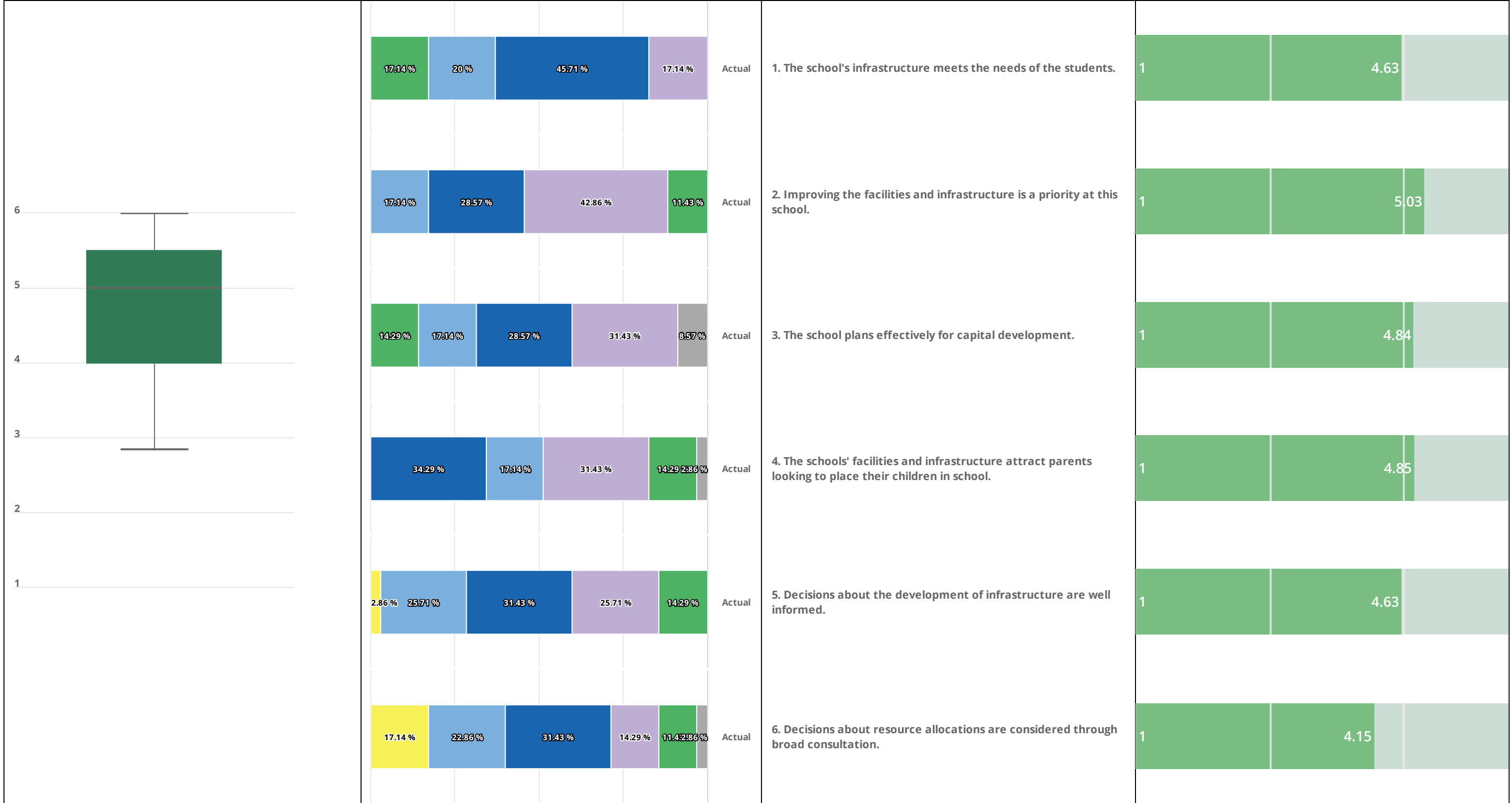


# Teacher & Leadership Perceptions (Infrastructure)

## BSC Quadrant: RESOURCING

### Construct: Infrastructure

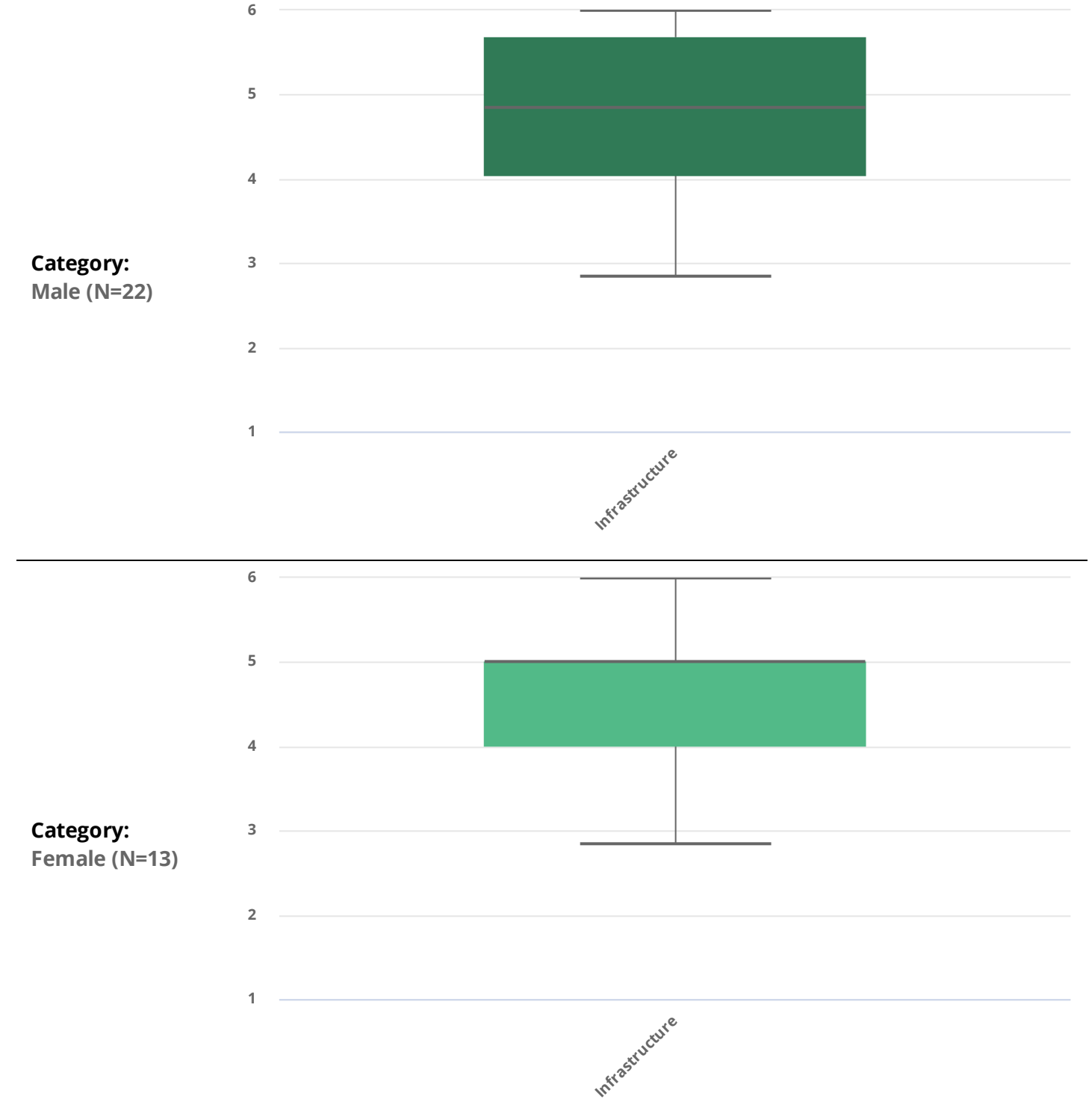
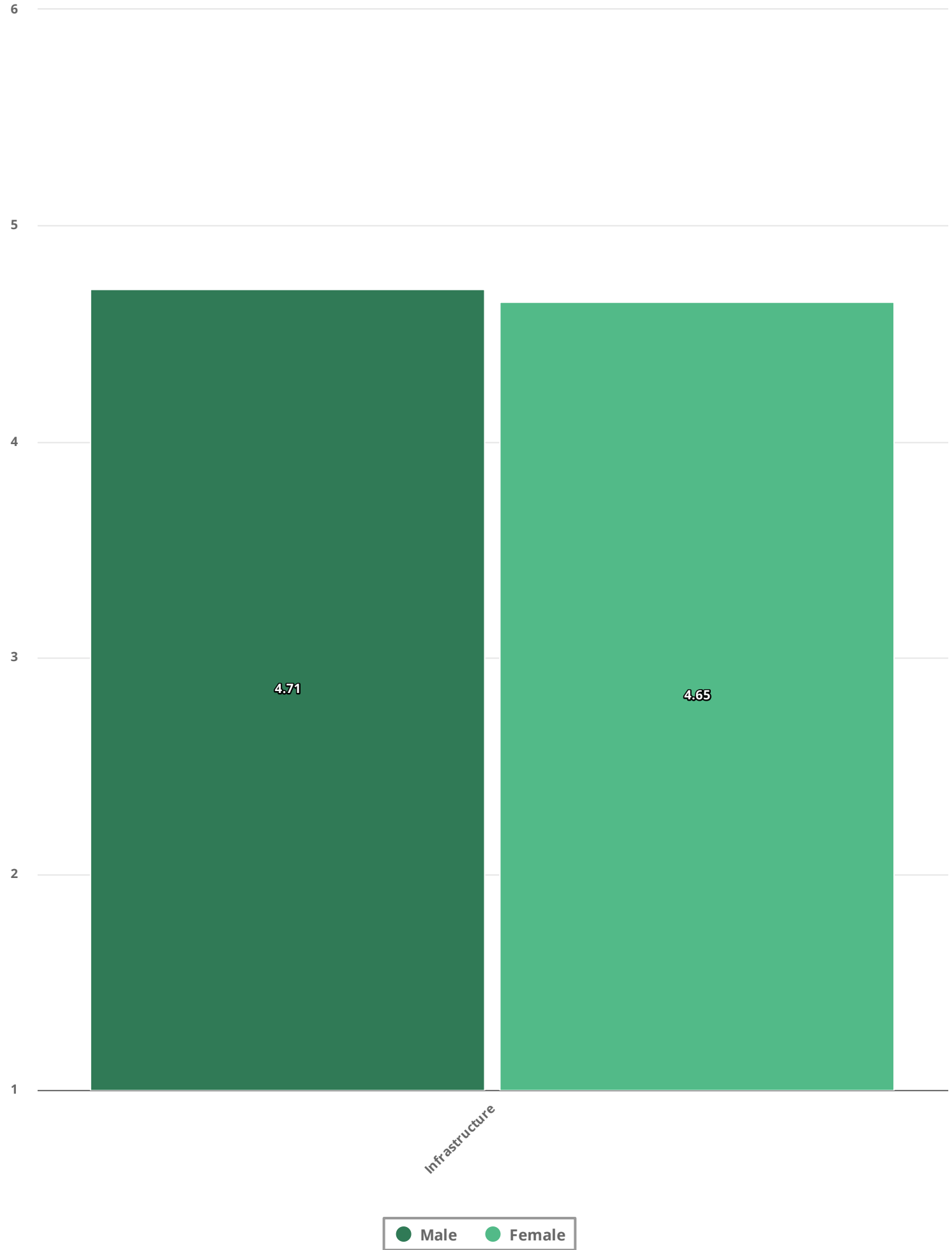
The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

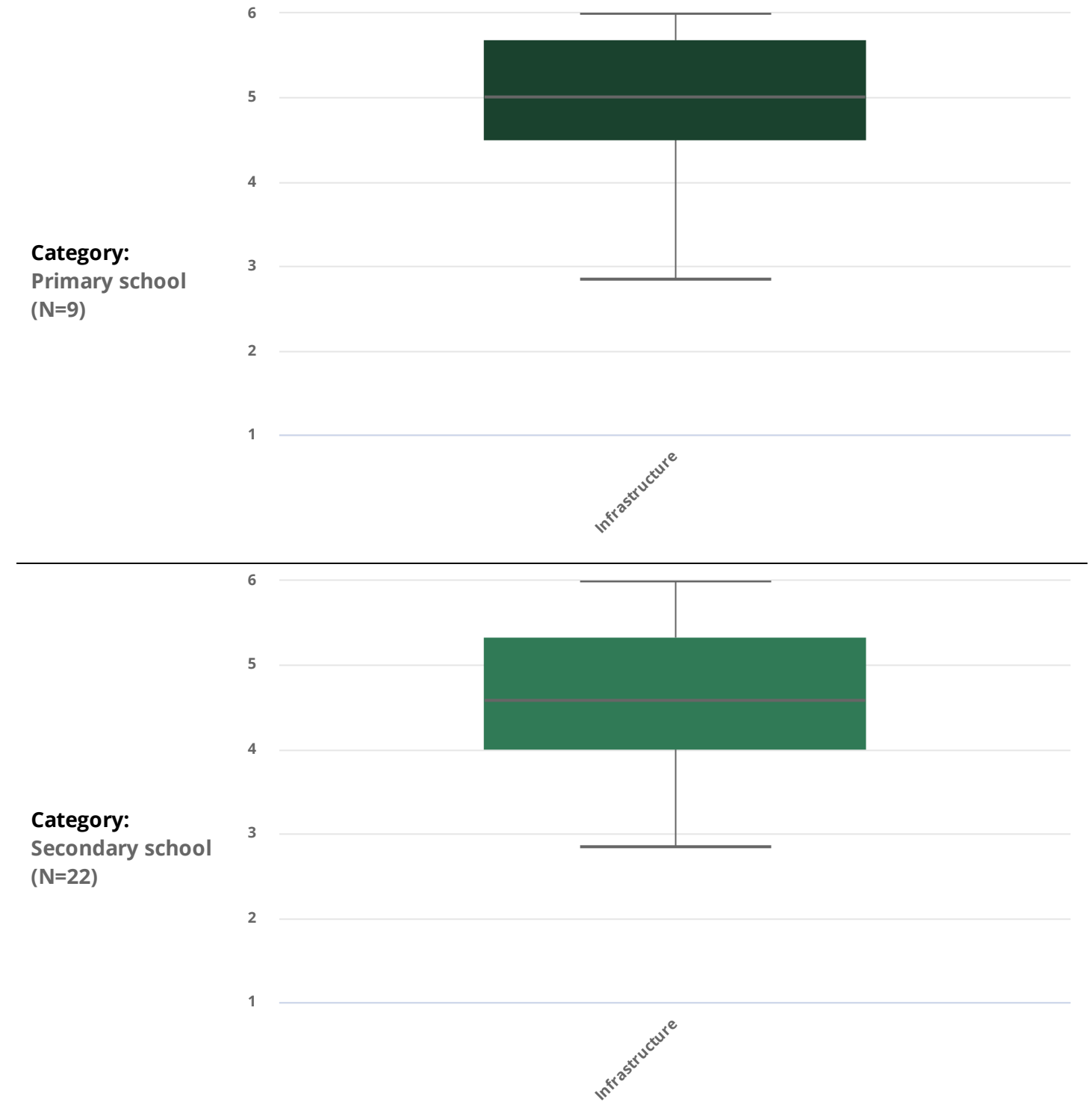
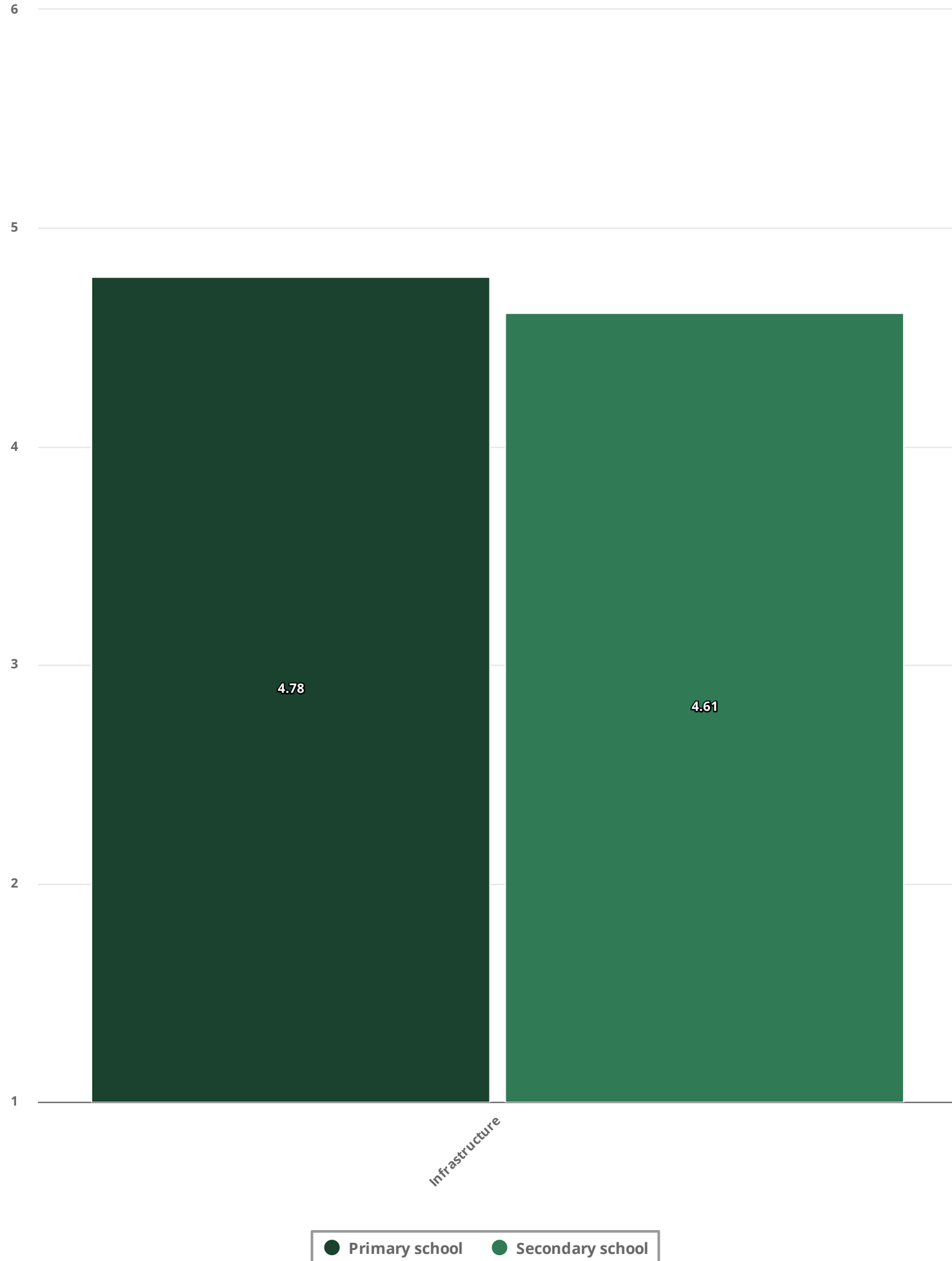
# Additional Construct: Infrastructure by Gender

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



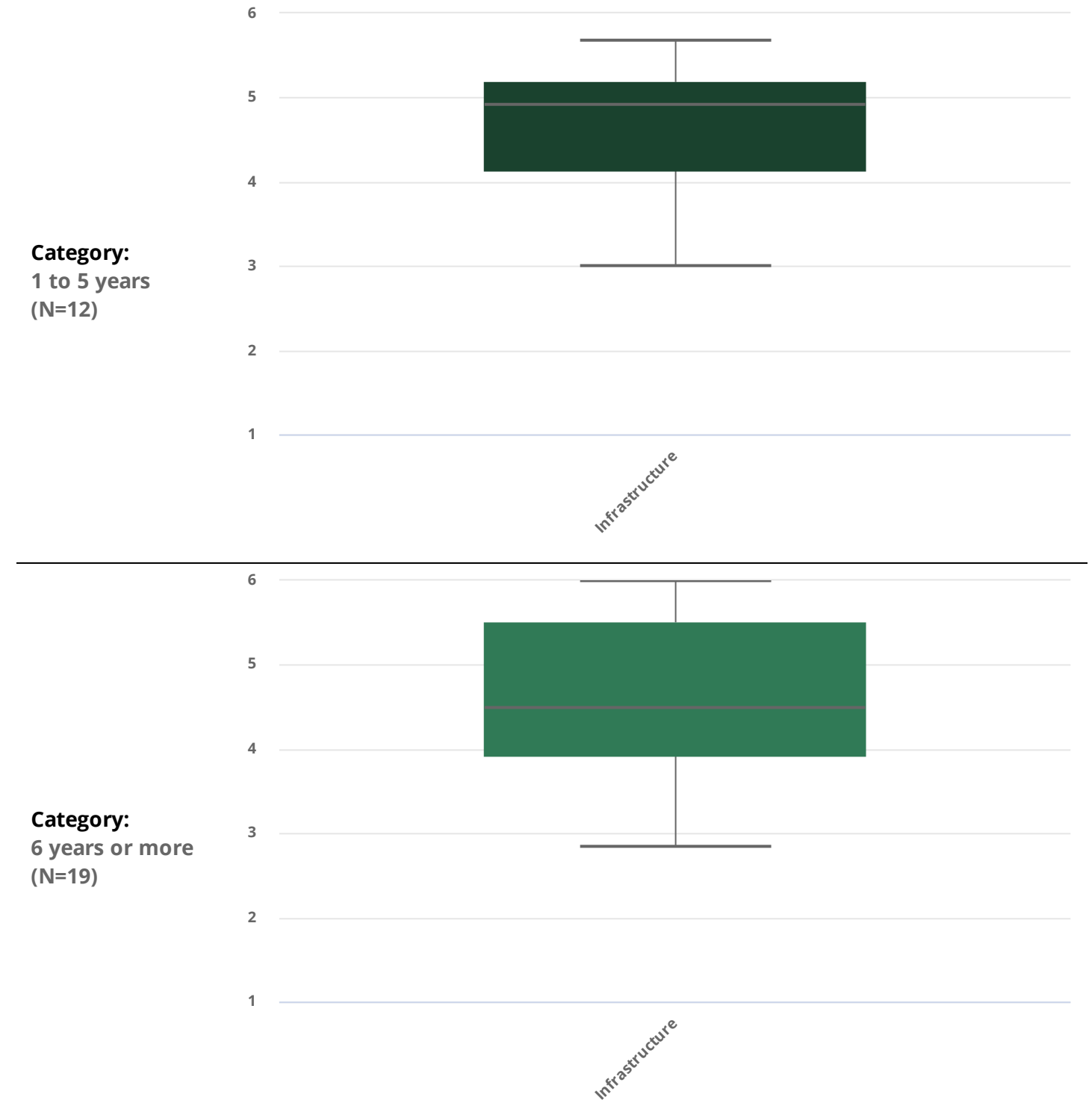
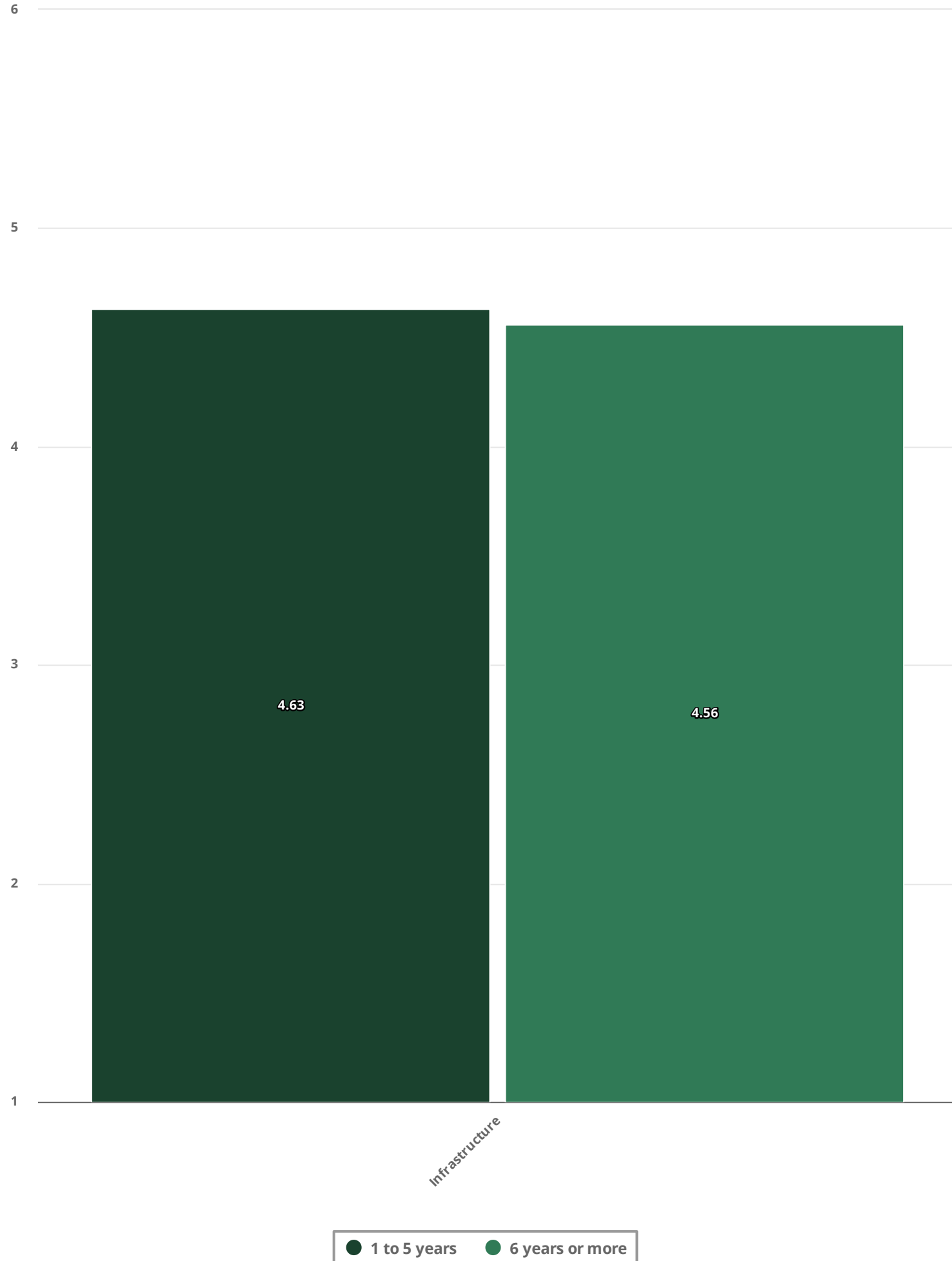
# Additional Construct: Infrastructure by Teaching Level

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



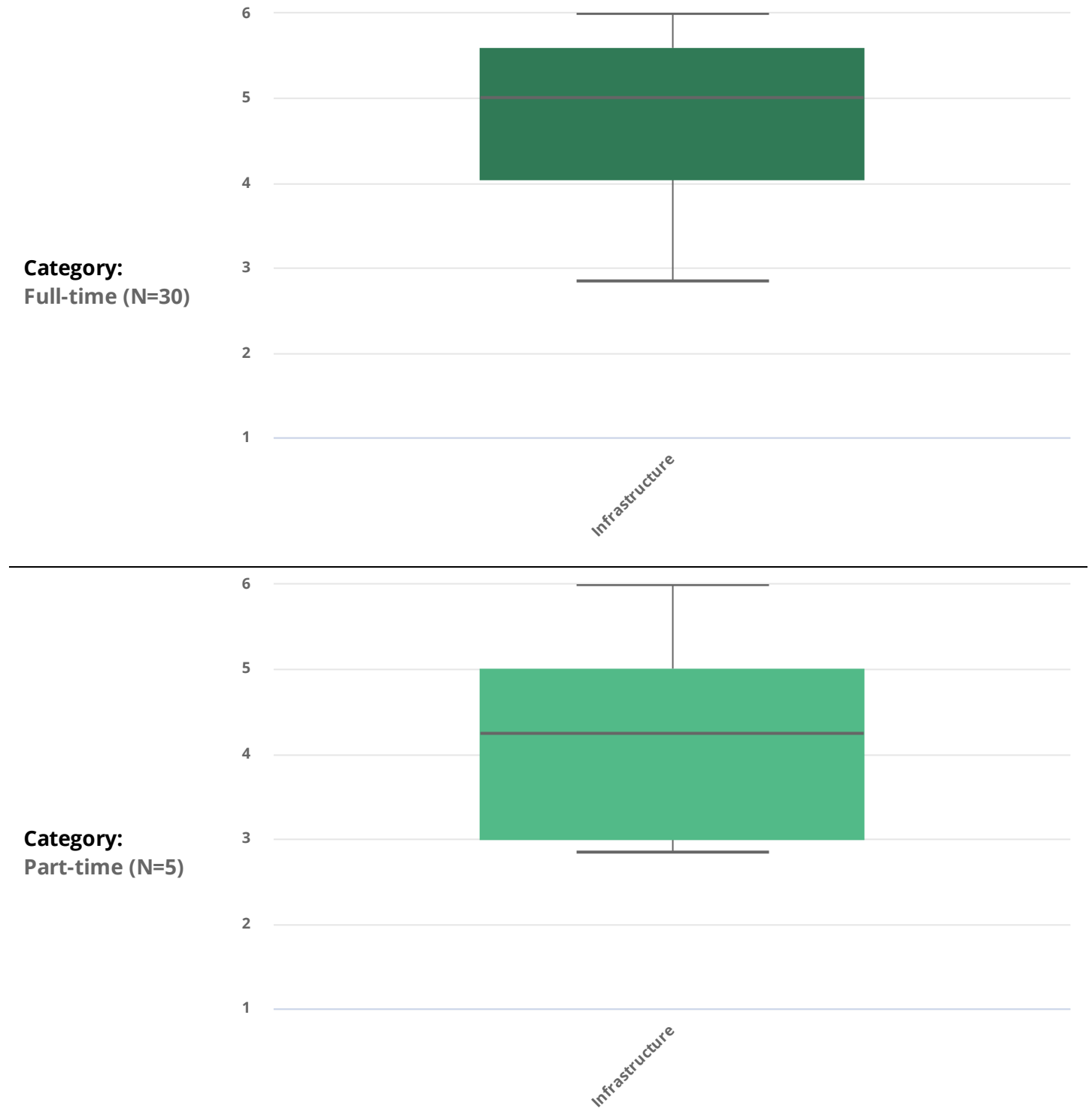
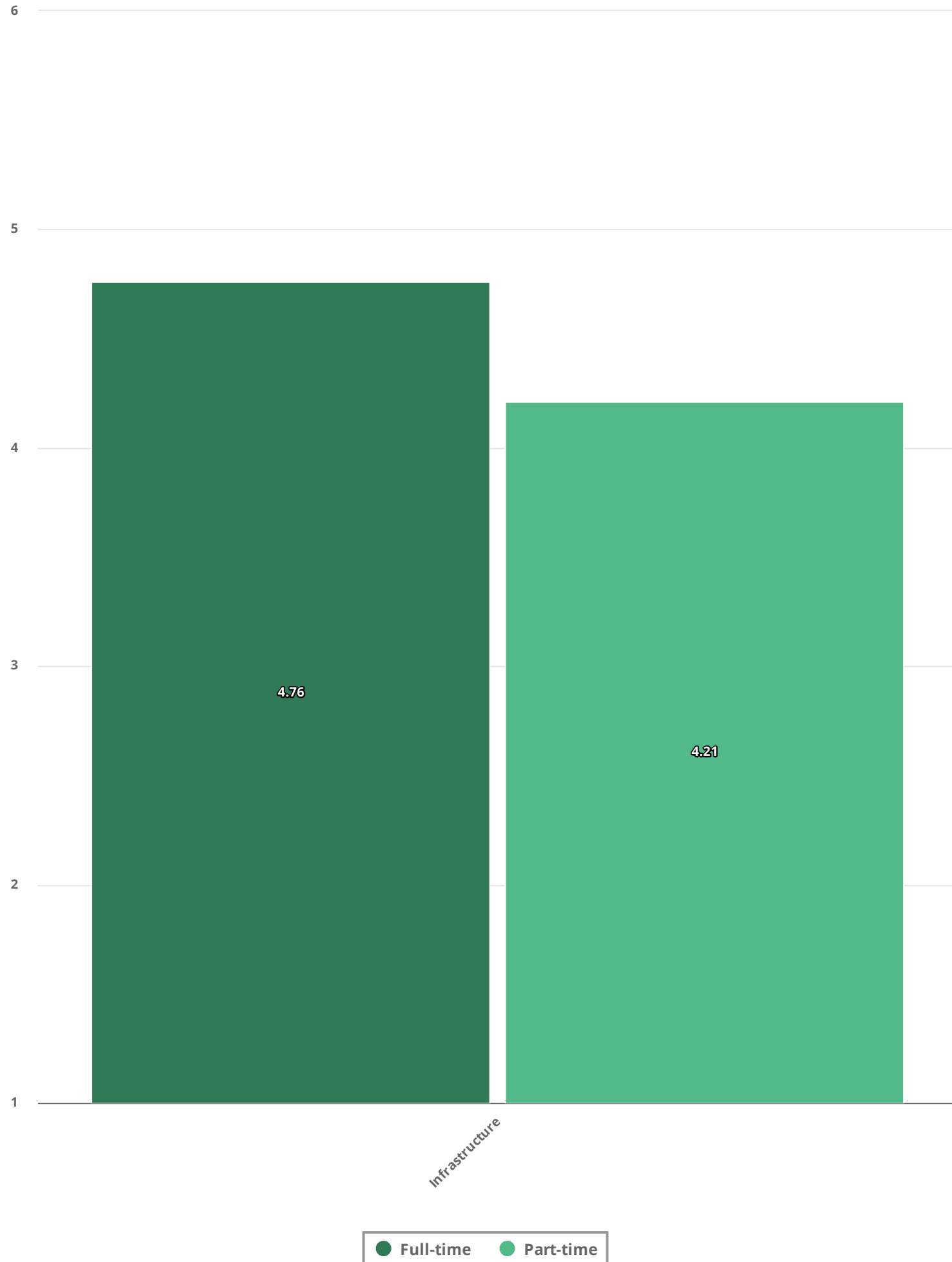
# Additional Construct: Infrastructure by Years at the School

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# Additional Construct: Infrastructure by Time Fraction

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



# LLL Education Support Officer Survey: Blackfriars Priory School, Prospect SA 5082

11 participants

No participants were found to be disengaged.



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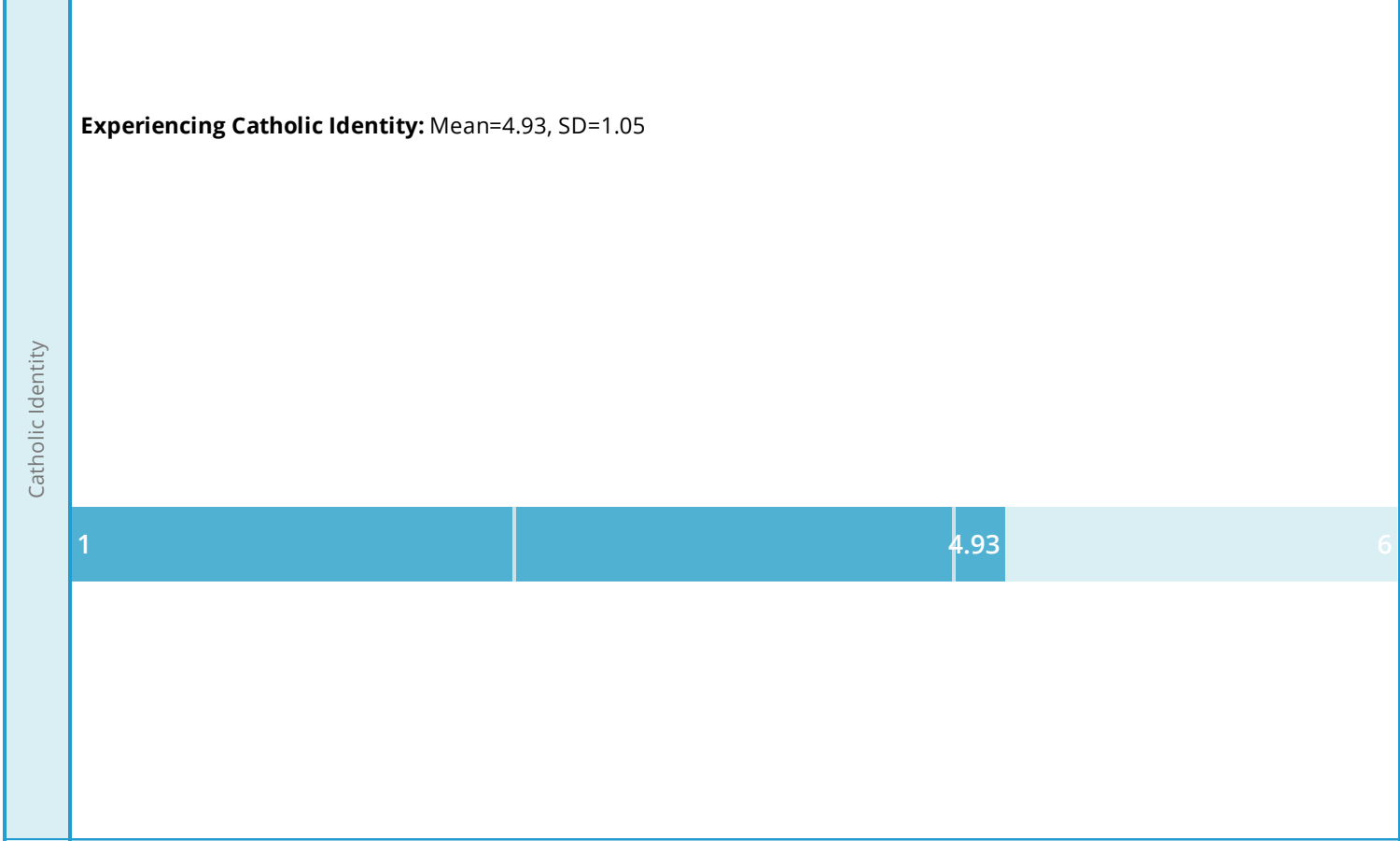
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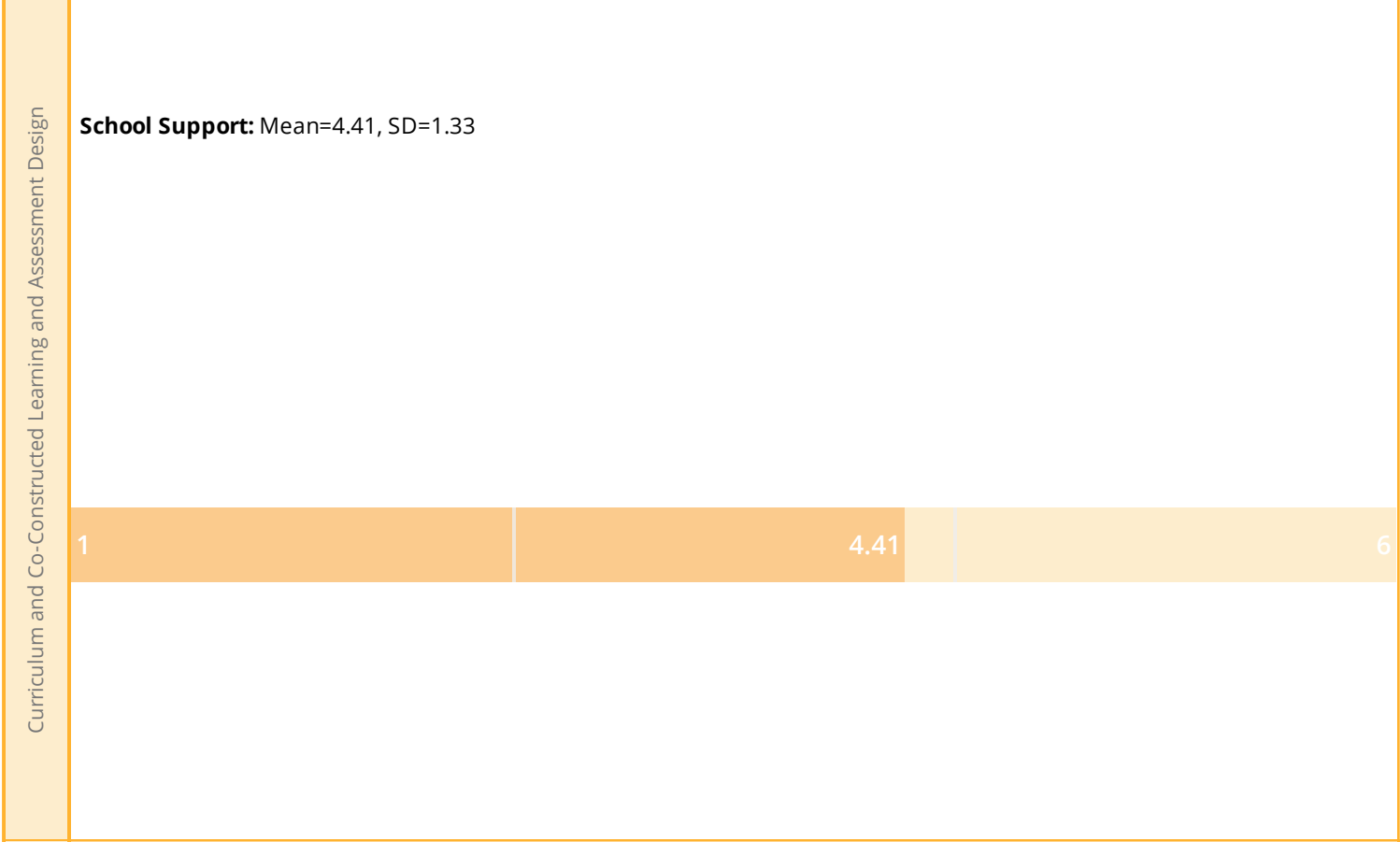
Additional Construct: Infrastructure by Gender ..... 14

**Balanced Score Card: ESO Perceptions (LLL Framework)**

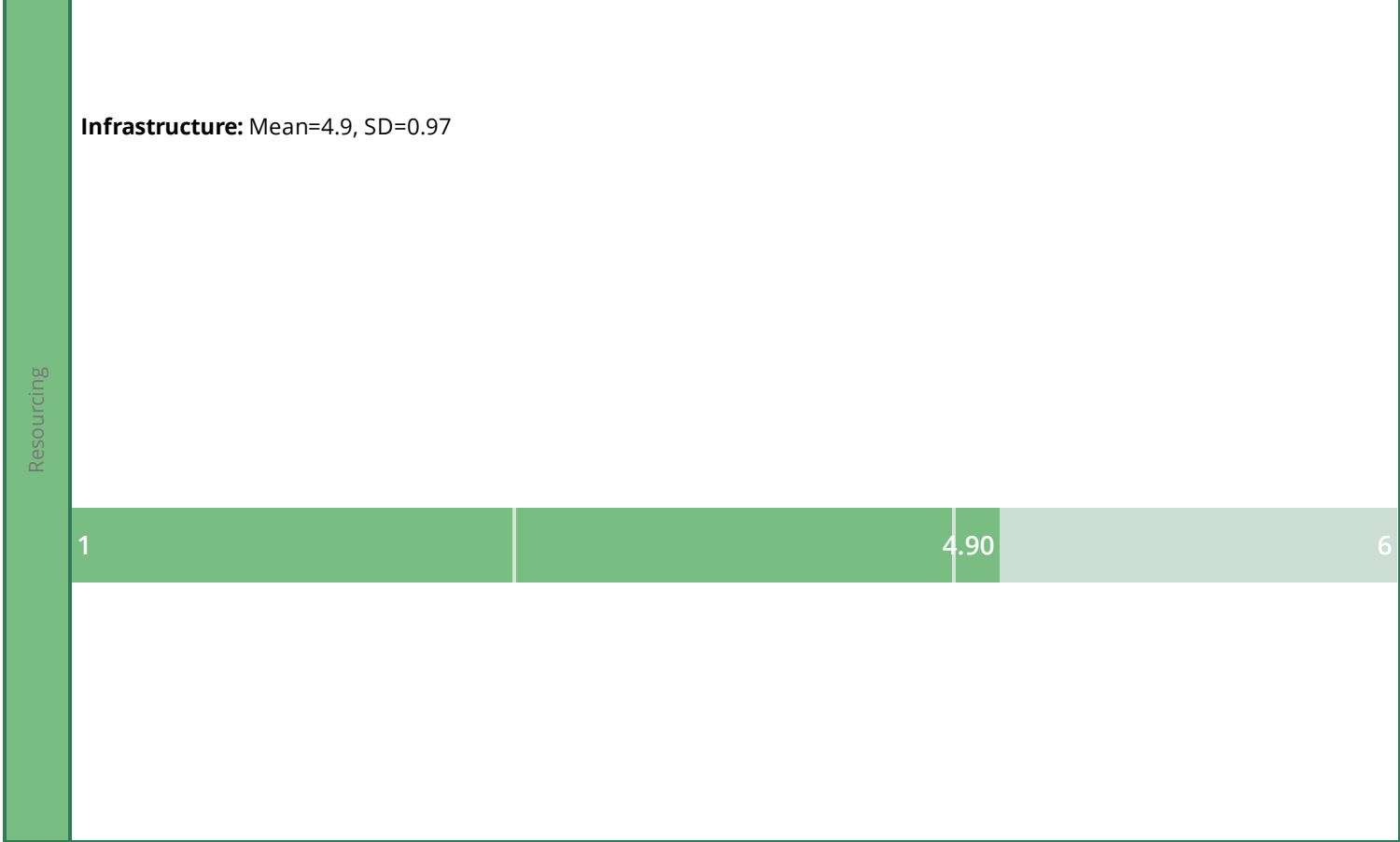
**Identity**



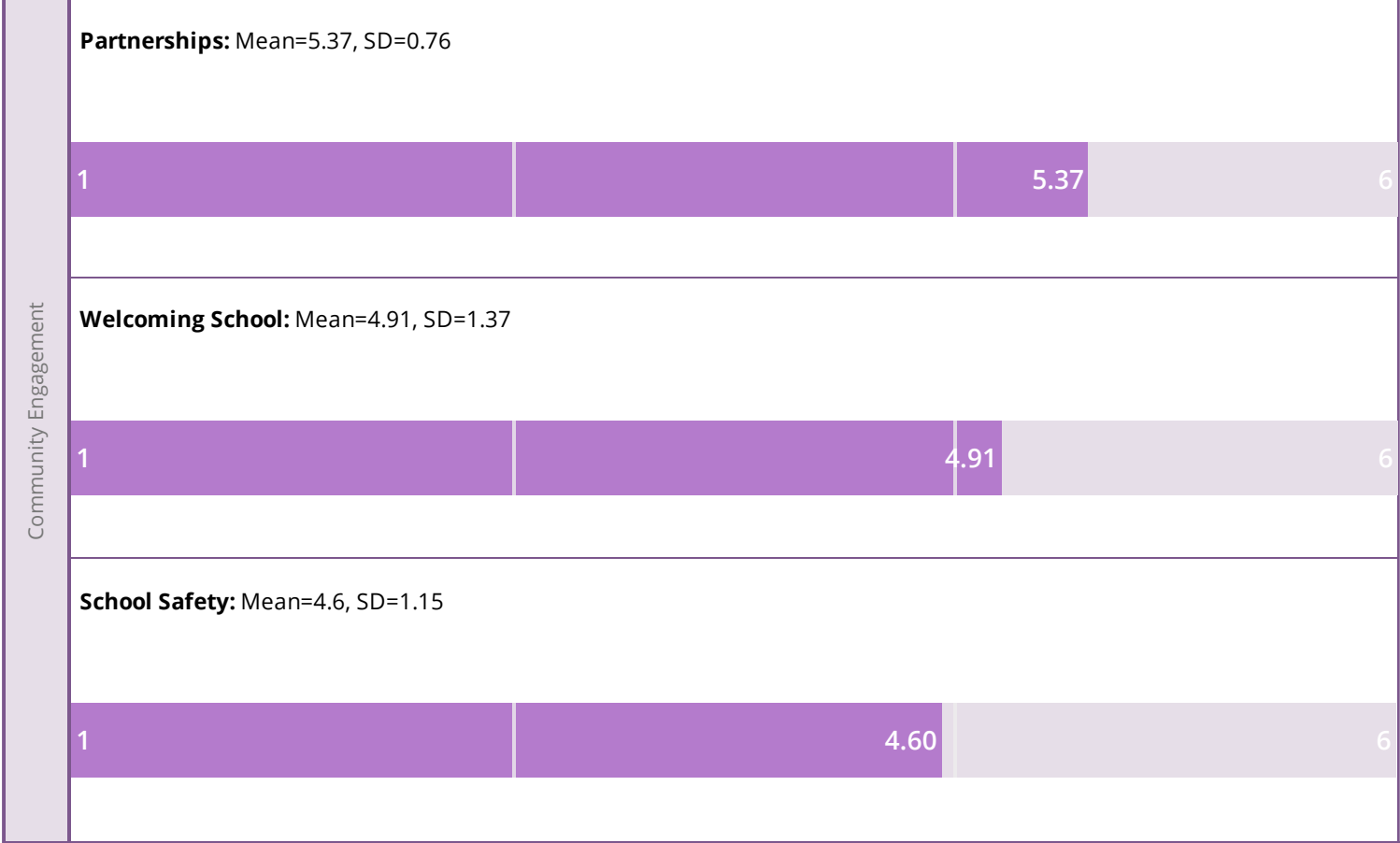
**Learning and Wellbeing**



**Resourcing**



**Community**

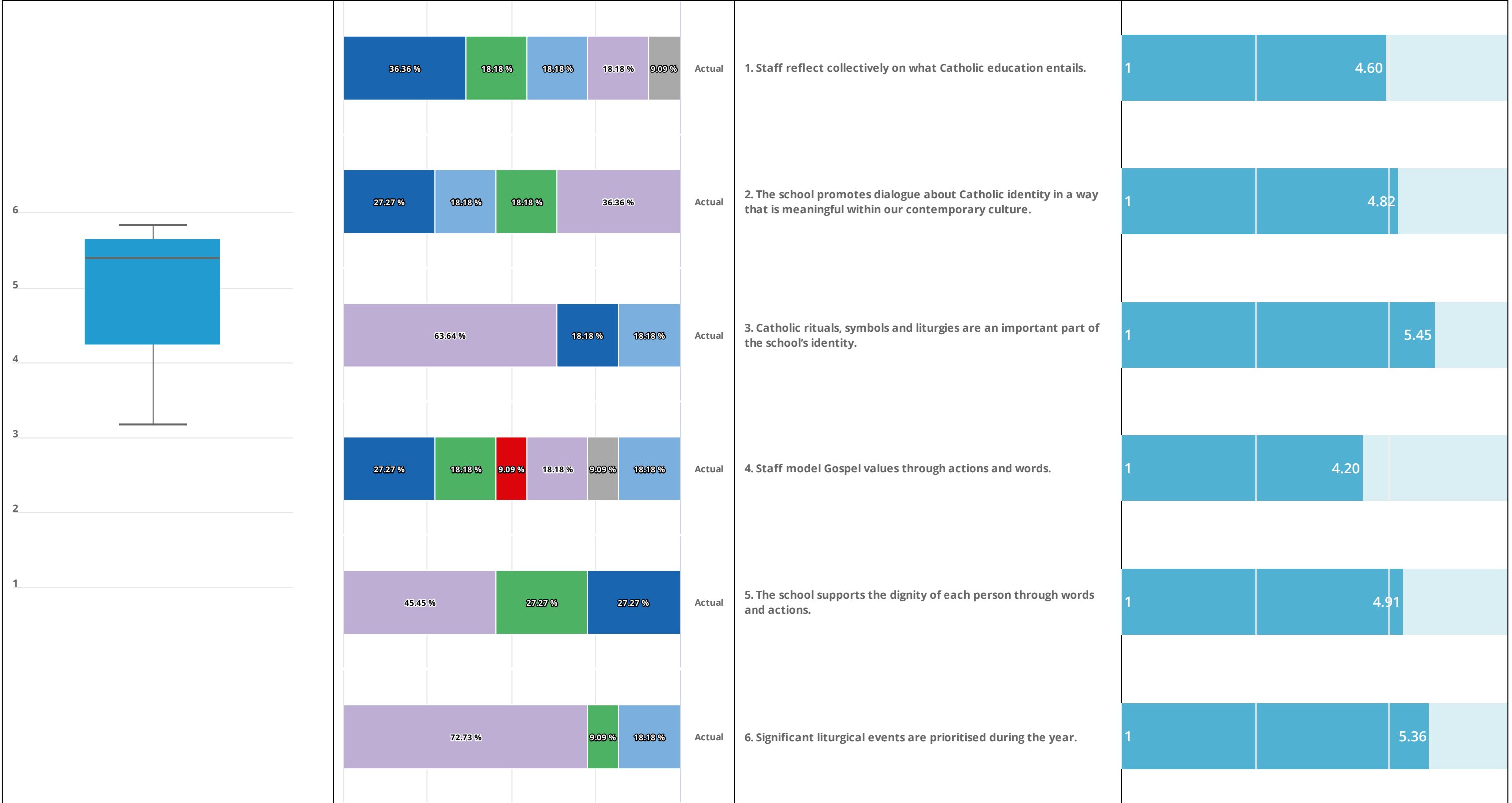


# ESO Perceptions (LLL Component 1: Catholic Identity)

## BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

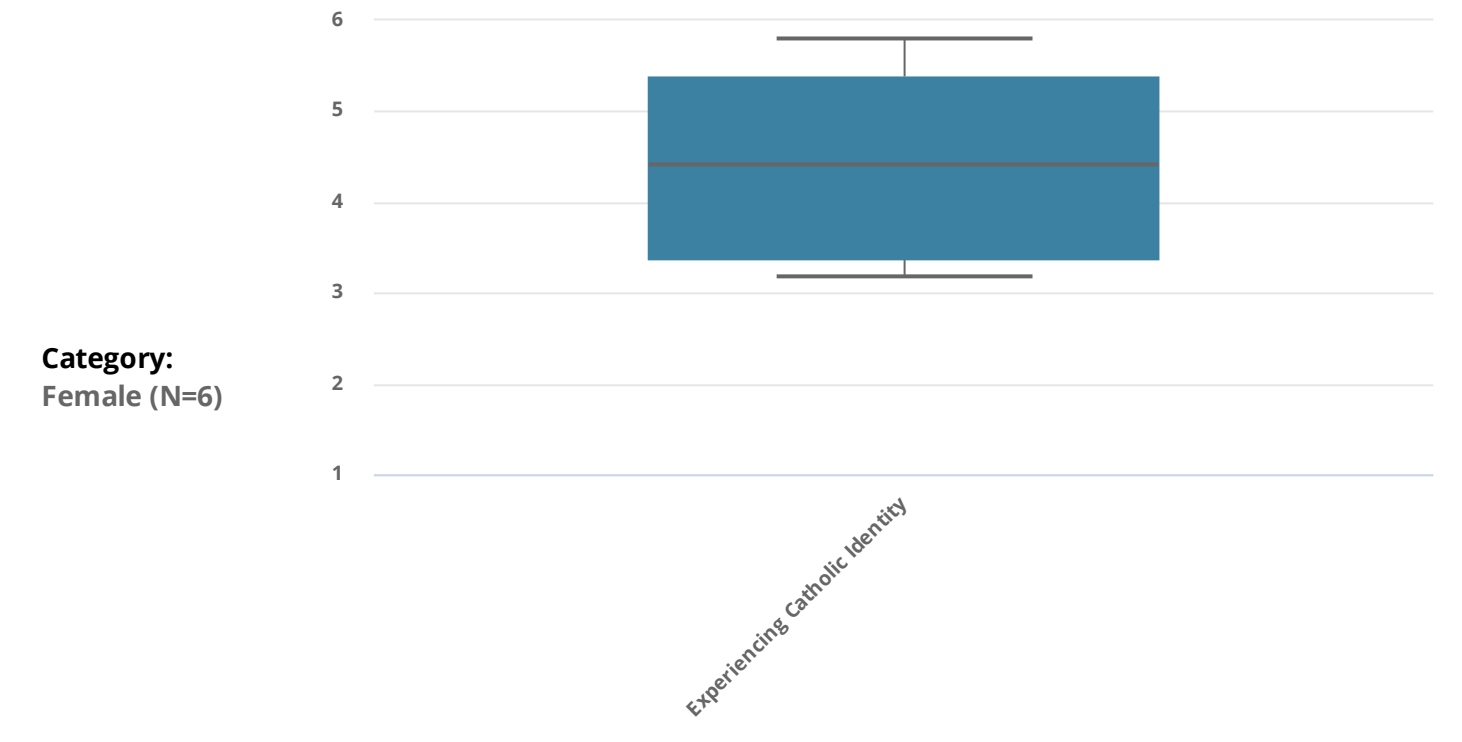
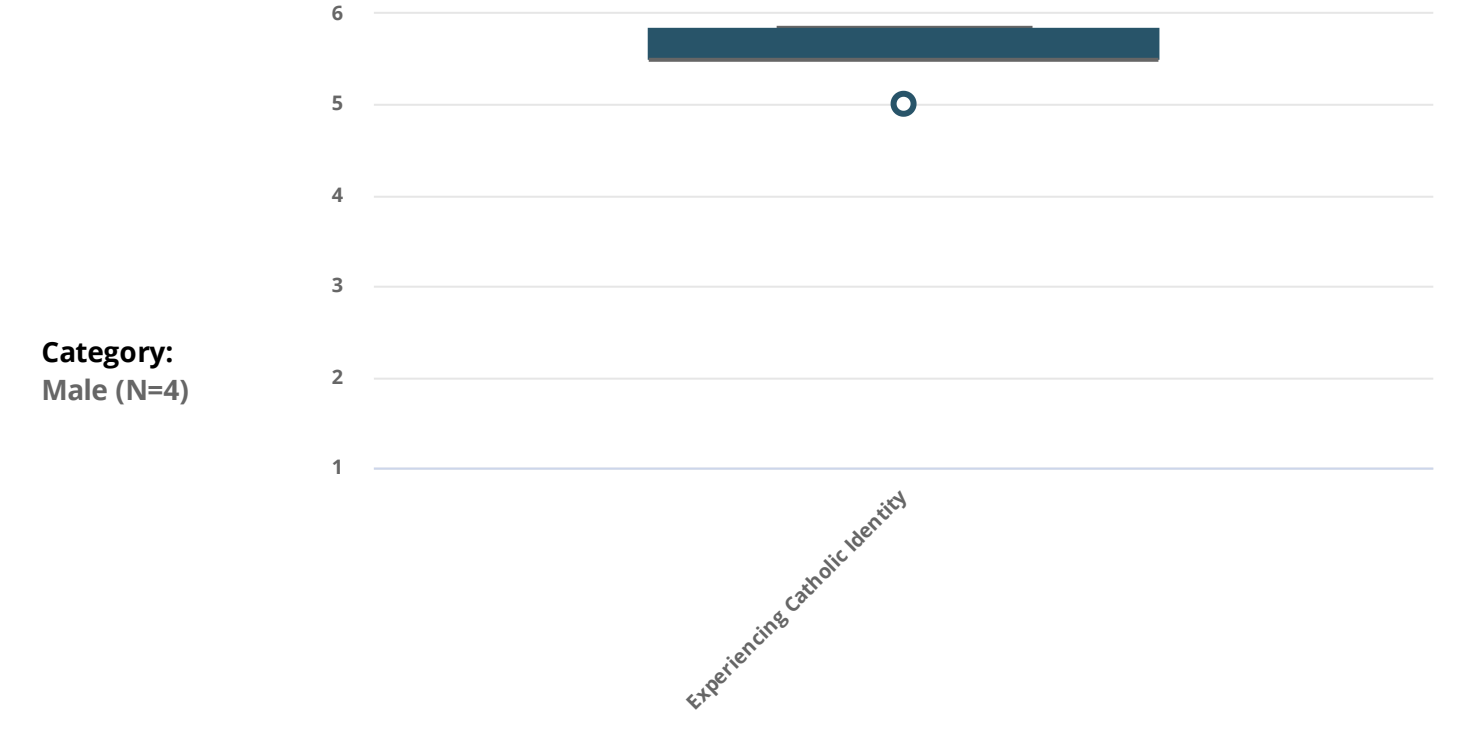
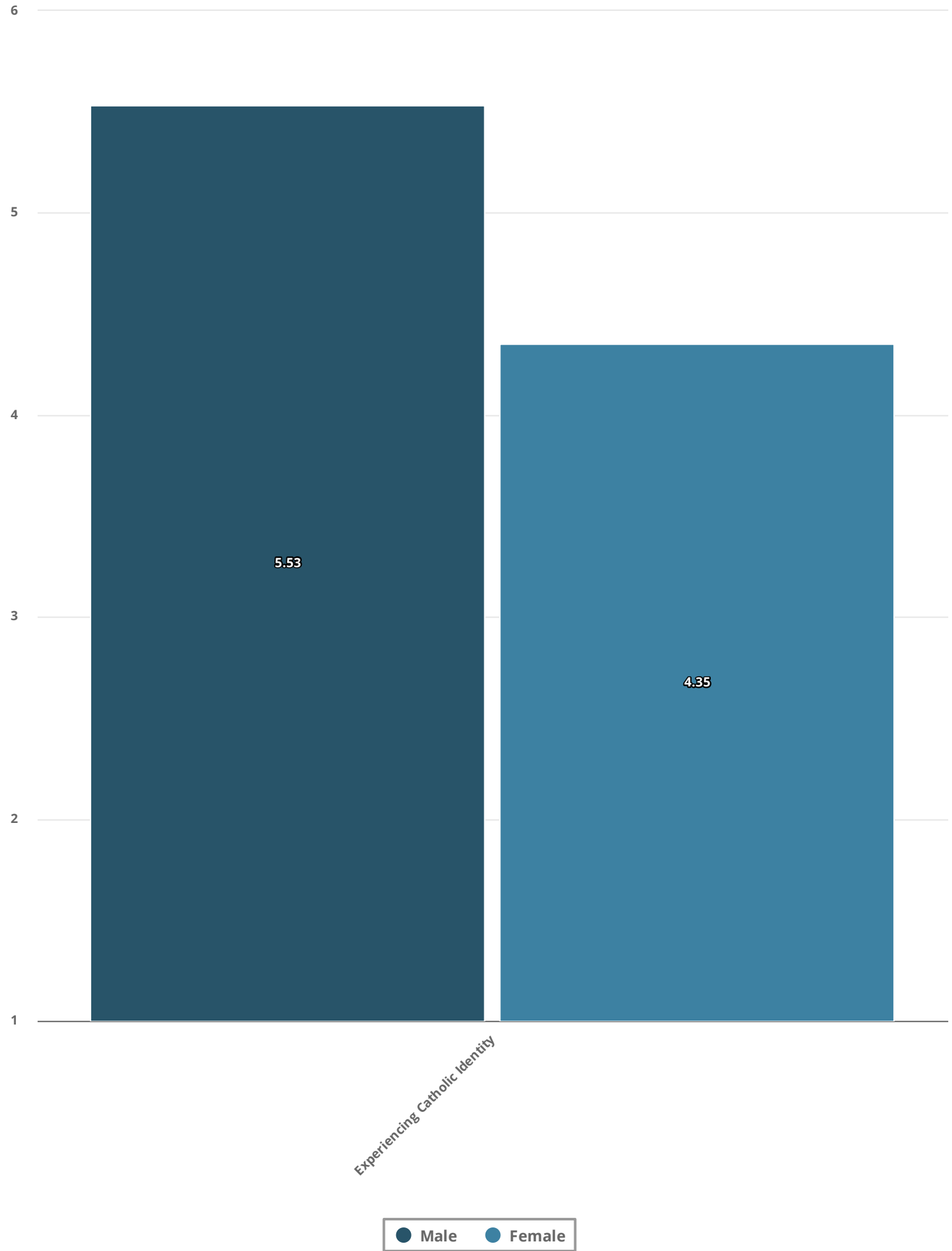
The extent to which Education Support Officers experience a Catholic identity at the school.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# LLL Component 1: Catholic Identity by Gender

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

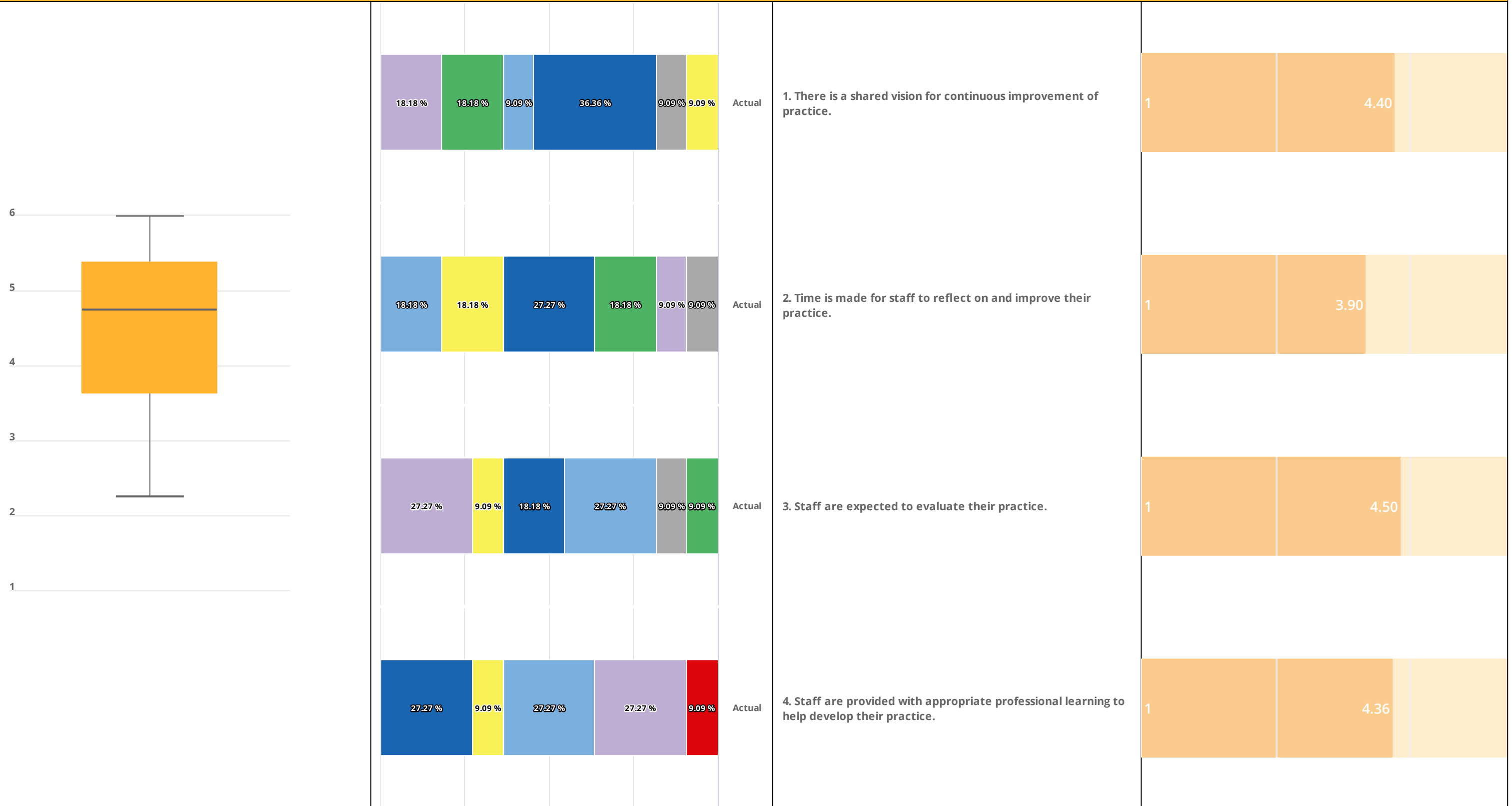


# ESO Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

## BSC Quadrant: LEARNING AND WELLBEING

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.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

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

6

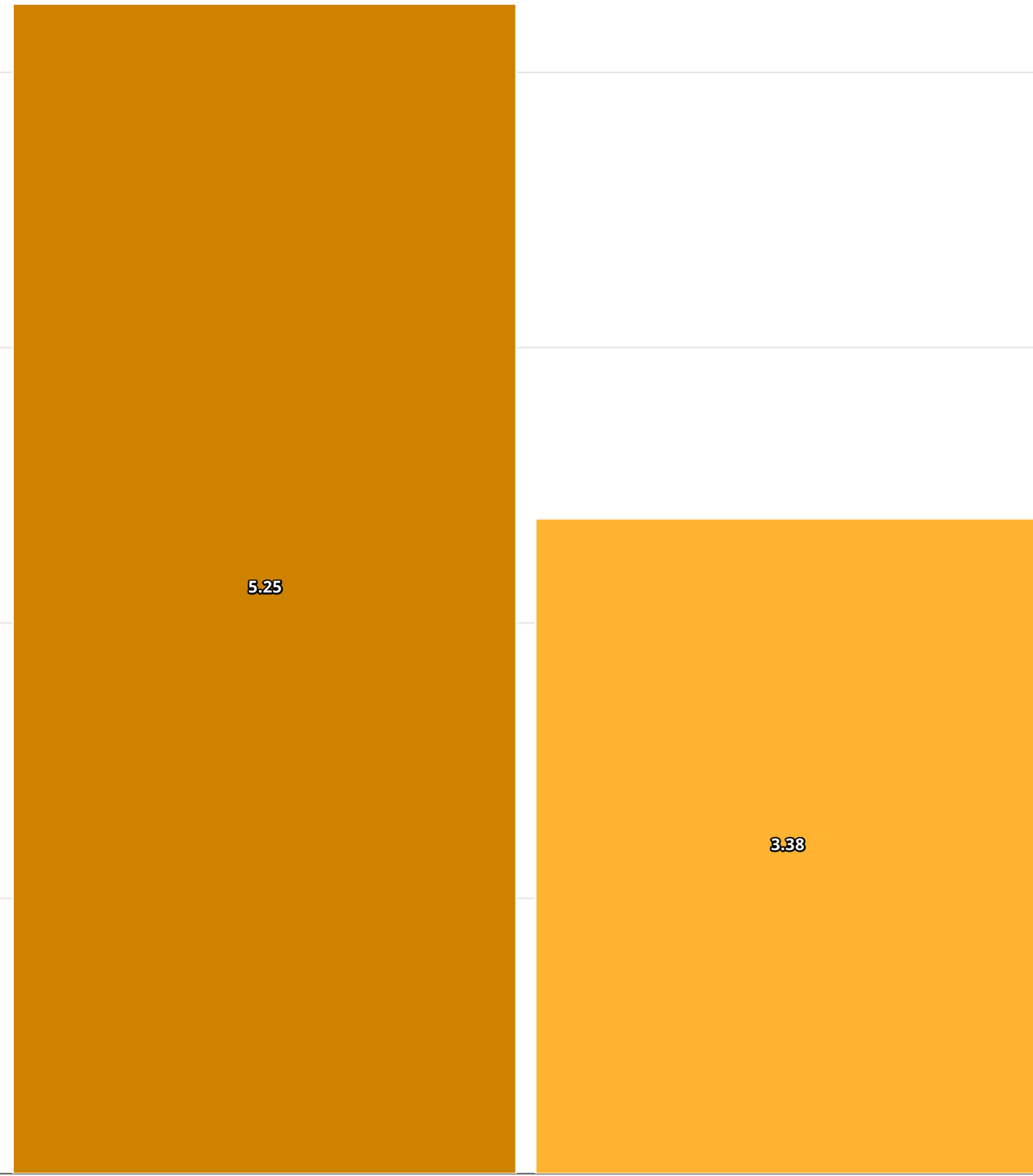
5

4

3

2

1



● Male ● Female

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:  
Male (N=5)

6

5

4

3

2

1

School Support



Category:  
Female (N=6)

6

5

4

3

2

1

School Support

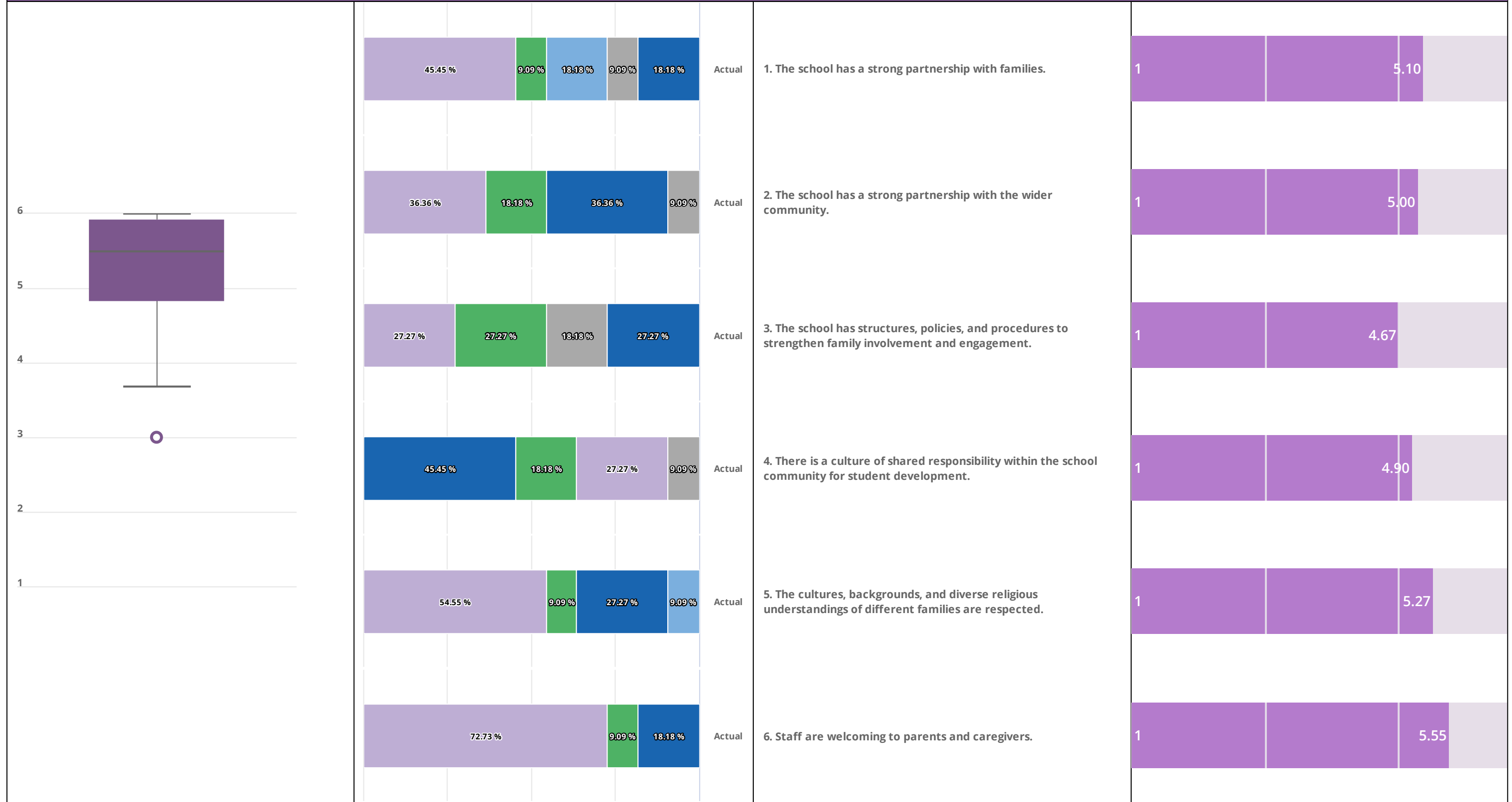


# ESO Perceptions (Component 4: Community Engagement)

## BSC Quadrant: COMMUNITY

### Construct: Partnerships

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



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

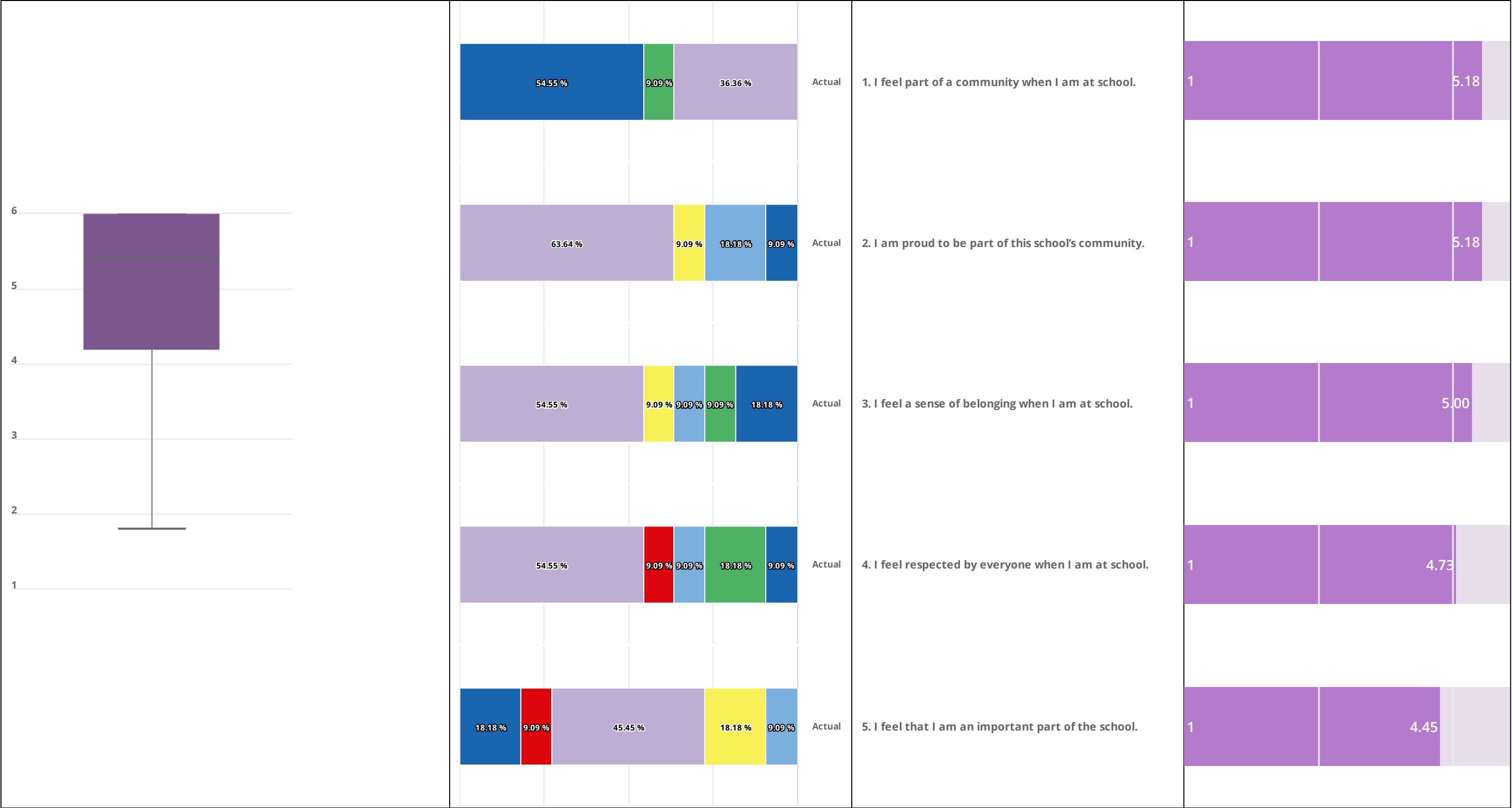


**ESO Perceptions (Component 4: Community Engagement)**

**BSC Quadrant: COMMUNITY**

**Construct: Welcoming School**

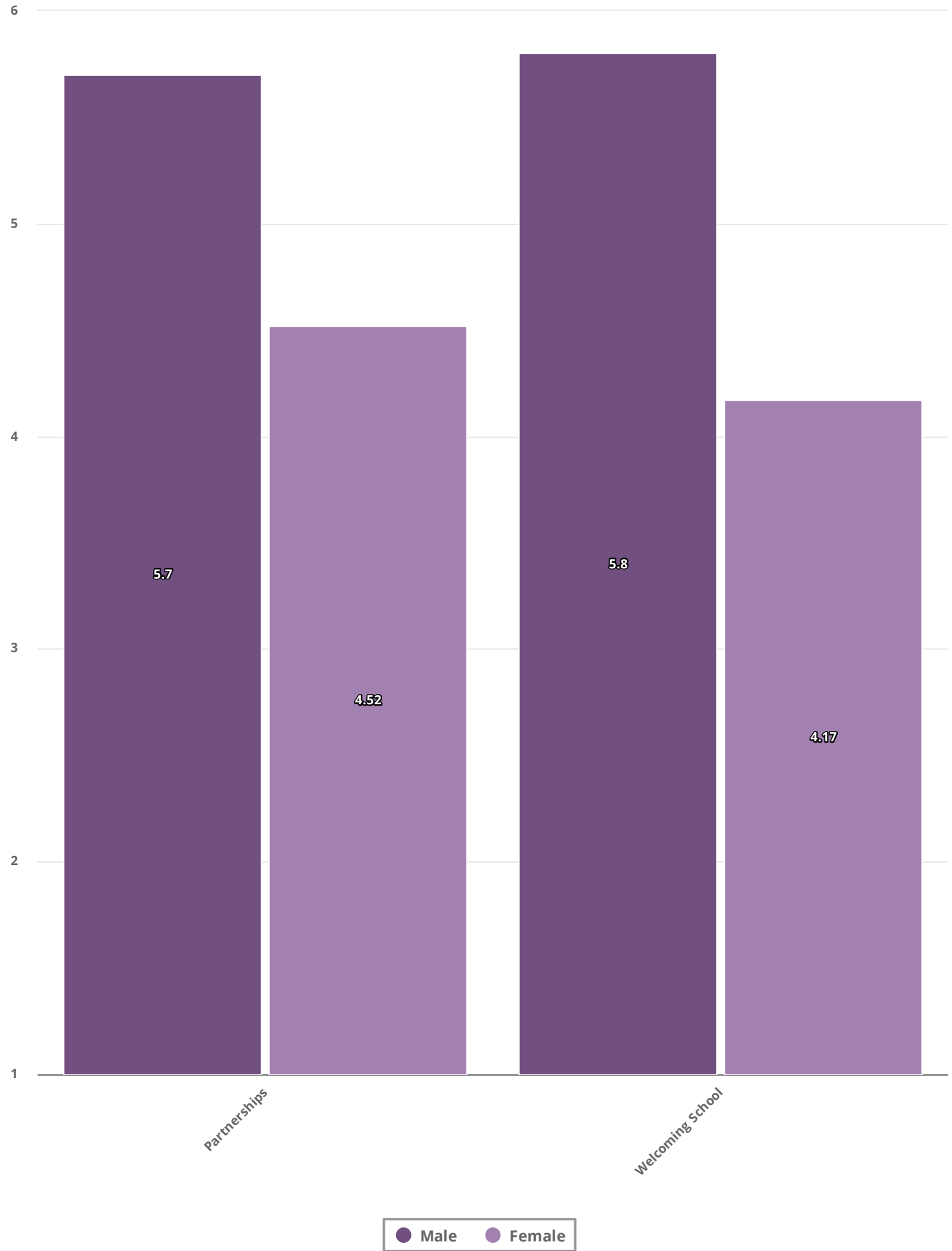
The extent to which ESOs feel that the culture of the school is welcoming and inclusive of them.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

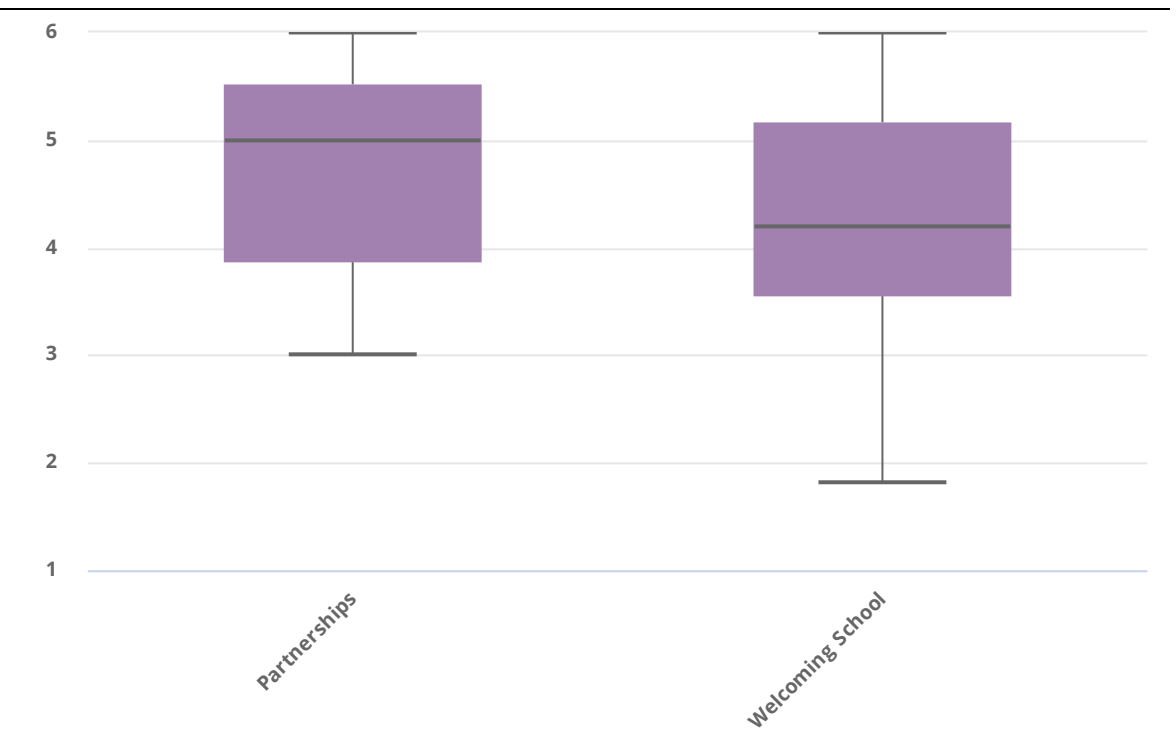
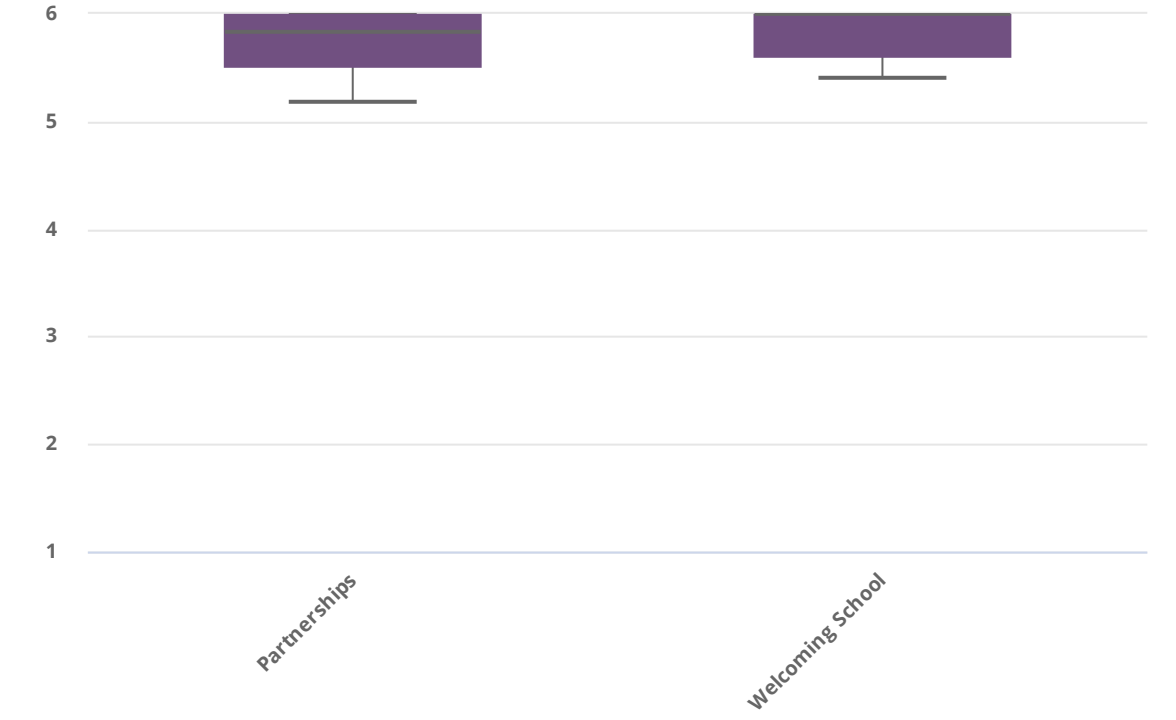
# LLL Component 4: Community Engagement by Gender

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Male (N=5)

Category: Female (N=6)

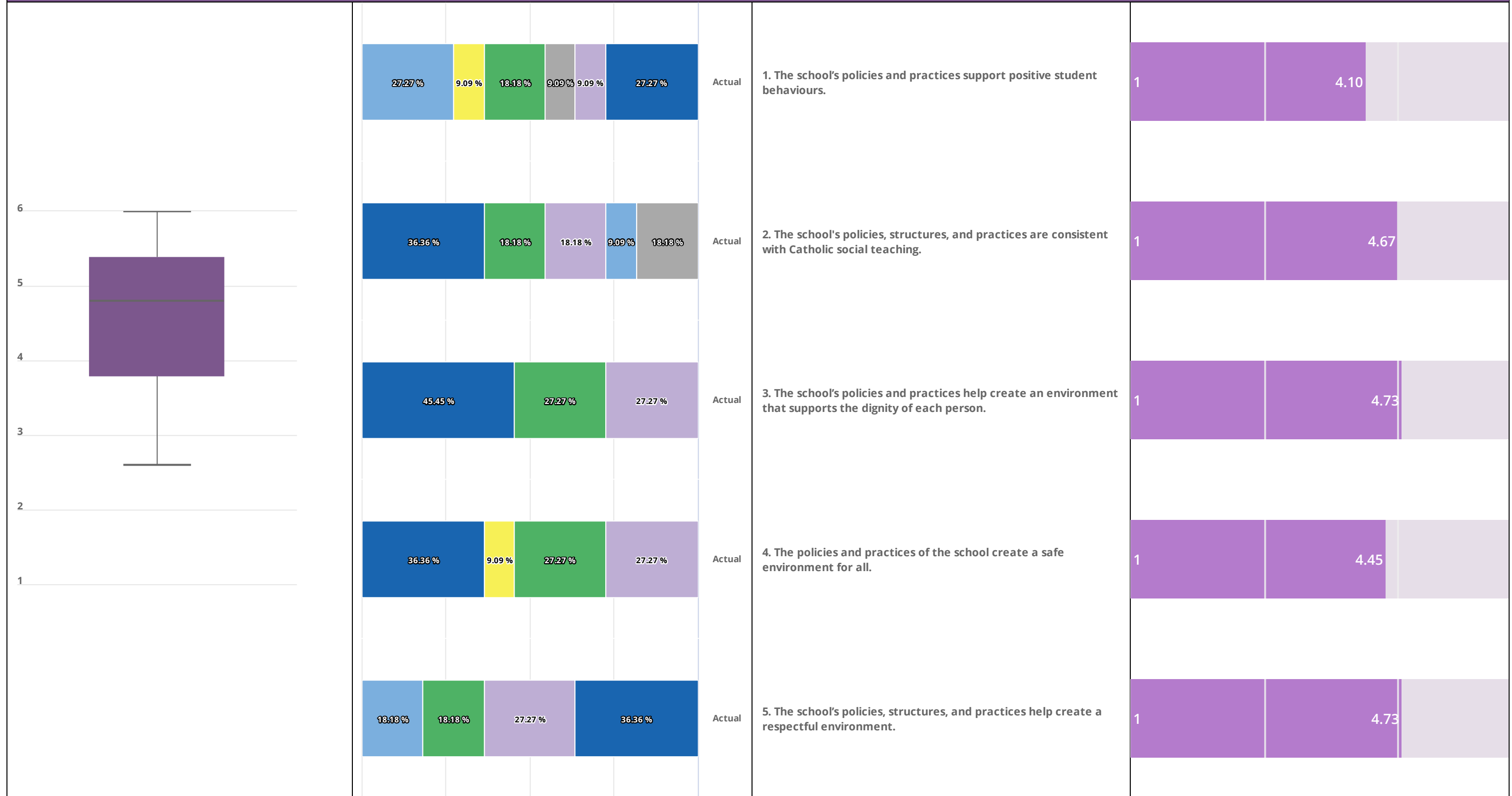


# ESO Perceptions (Safety)

## BSC Quadrant: COMMUNITY

### Construct: School Safety

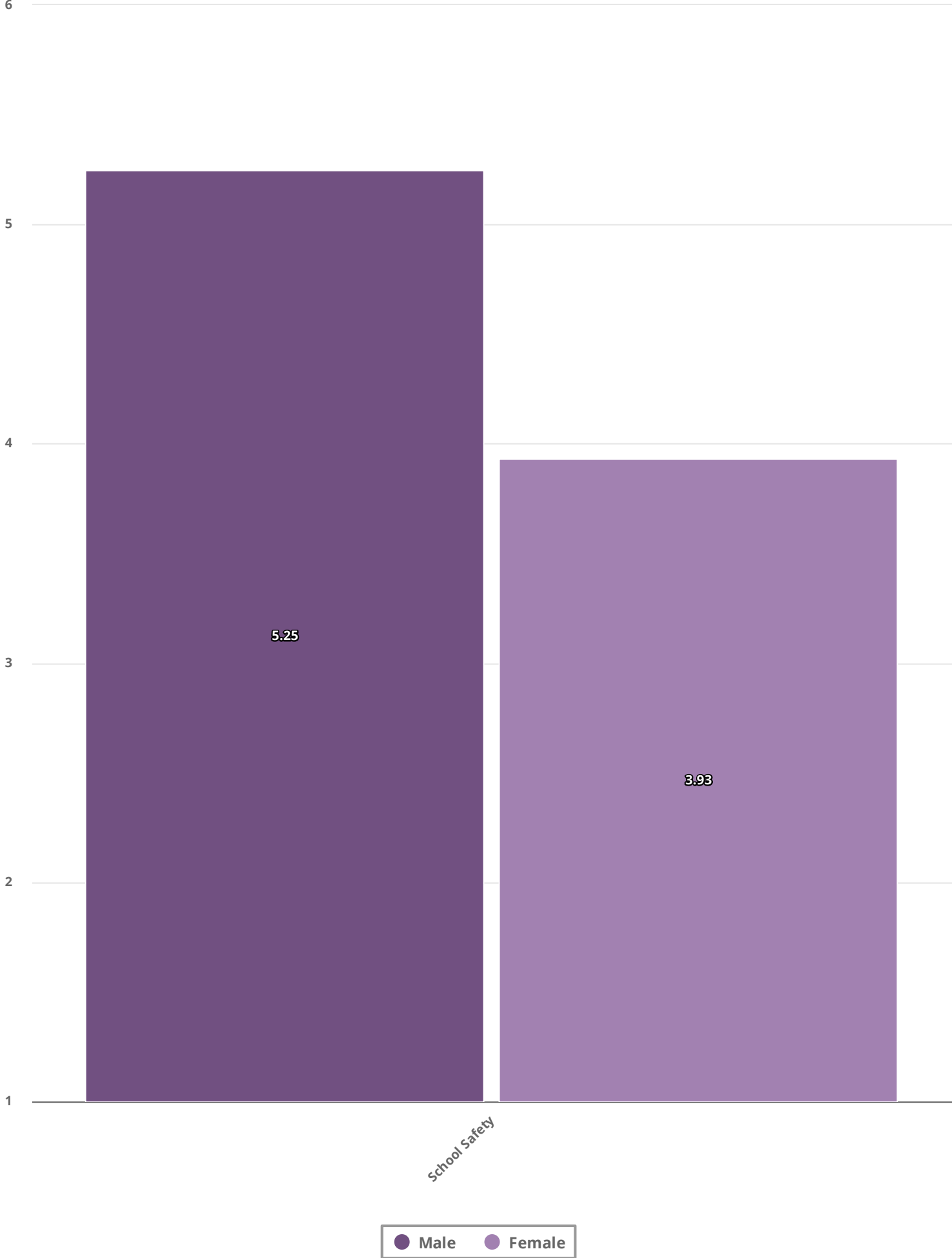
The extent to which ESOs feel that the school's policies, structures, and practices provide a safe and respectful environment for staff, students, families, and the wider community.



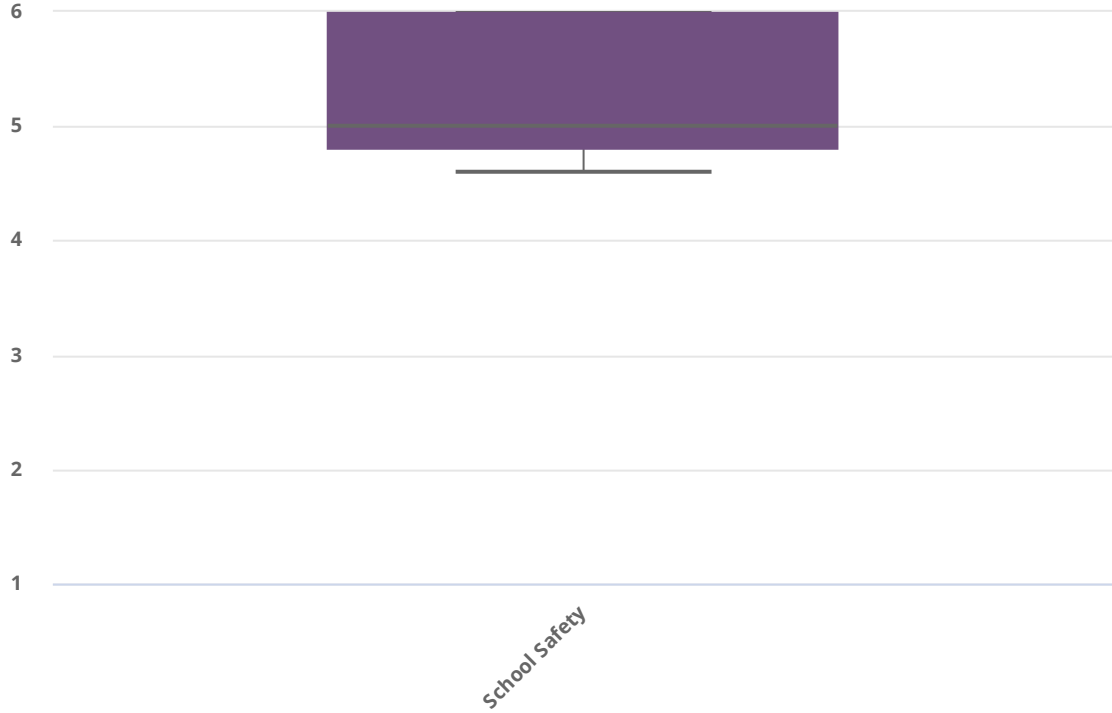
● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# Additional Construct: Safety by Gender

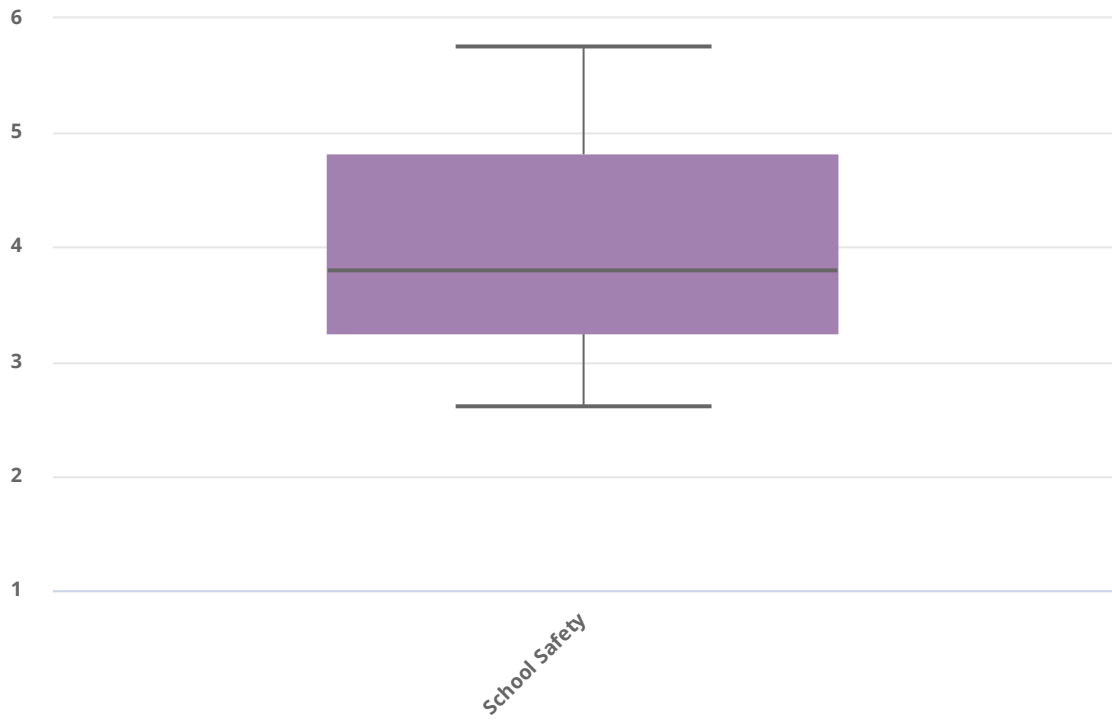
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Category: Male (N=5)



Category: Female (N=6)

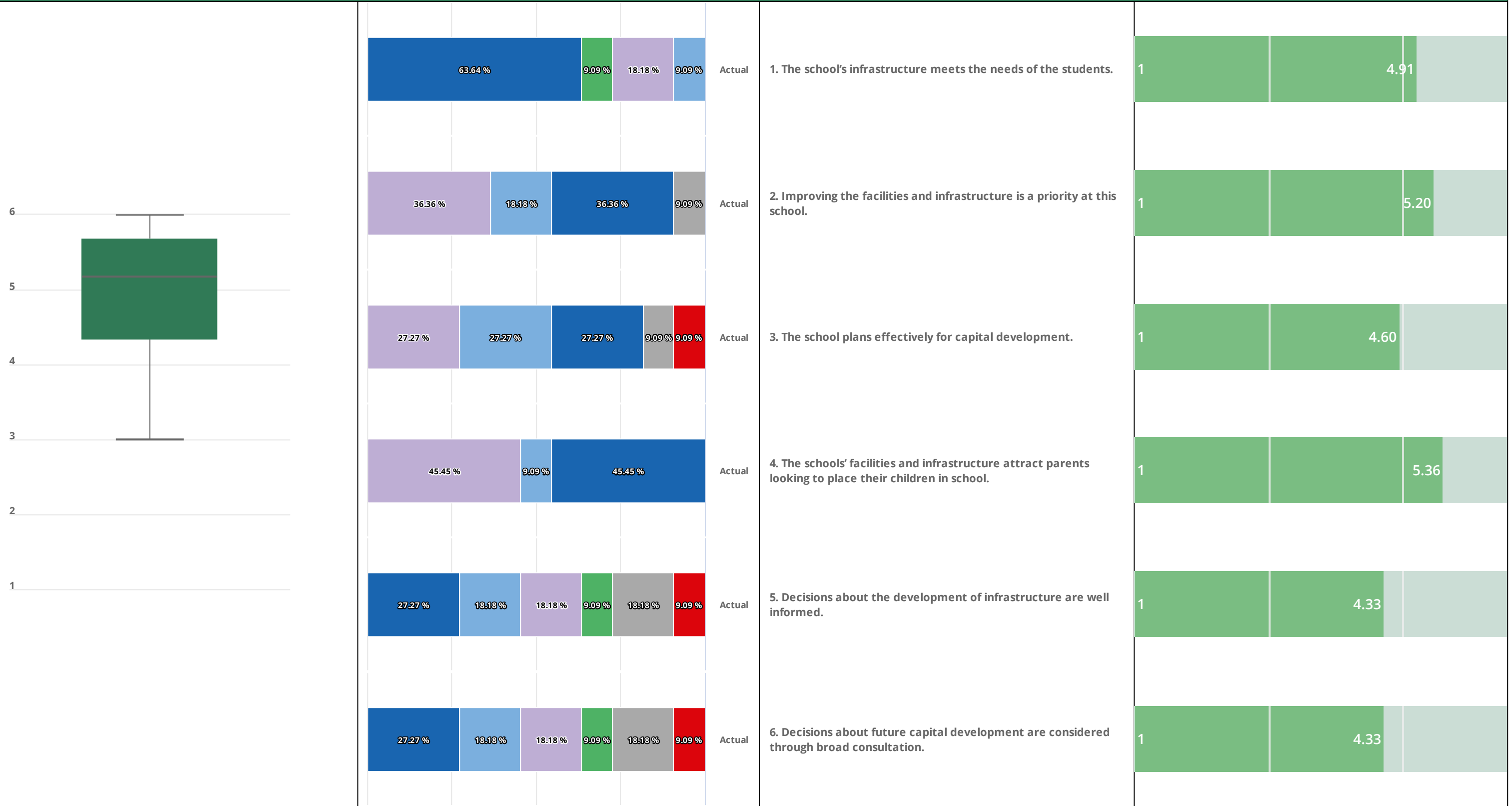


# ESO Perceptions (Infrastructure)

## BSC Quadrant: RESOURCING

### Construct: Infrastructure

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



● Not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

# Additional Construct: Infrastructure by Gender

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

