

PUPIL-SCHOOL MATCH (PSM) REPORT

Report Description: The report predicts the suitability of selected "Schools of Choice"

Student Name: Stu One

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Introduction:

The Pupil-School Match (PSM) report was adapted for use at home and in schools from a more extensive questionnaire assembled as part of a University of Western Australia (UWA) doctoral thesis on Student-School Suitability. Person-environment MATCH INDICES were constructed and applied in this report to predict pupil-school suitability on eighteen (18) predictors of school suitability. Research has shown that Pupil-School alignment correlates with student satisfaction, engagement, achievement and overall wellbeing outcomes. Therefore, evaluating alignment of individual student attributes and preferences mapped to the unique socialising characteristics of selected schools provides the empirical (scientific) framework used in the PSM report to predict school of choice suitability.

Purpose:

The purpose of this report is to provide parents with evidence-based data to better inform their school of choice decision-making. The (PMS) MATCH INDICES provide a new diagnostic, monitoring and planning resource for parents. The PMS is a research validated predictive tool. Pupil-School suitability predictions are based on motivation theory and what is known about how the unique attributes, motives and expectations of each child interact with the socialising contexts of different schools to influence outcomes.

Philosophy:

To determine relative contextual suitability for each child the PMS report compares the socialising culture of different schools in relation to the unique preferences of each child. The match indices provide a scientific but practical evaluative framework to measure alignment of individual pupil preferences with the socialising culture of different schools and enable parents to predict the suitability of different schooling options for their child prior to transition.

The PSM data further supplements that which families already employ to make this important decision. It is not meant to replace traditional values but provides a new perspective that will either support a school choice decision arrived at using other considerations or it might cause families to *think again* about which school is right for their child.

The detailed Pupil-School Matching (PSM) reports have three (3) very detailed colour coded tabular outputs that present multiple match indices for comparison with each selected school. Research findings demonstrate unequivocally that a positive correlation exists between pupil-school socialisation alignment and student schooling outcomes on the dimensions of organisational structure and interpersonal care, and a negative correlation with tolerance of individual choices. Thus, socialisation alignment predicts school of choice suitability. We apply this predictive model to inform families of the suitability of available schools of choice, both between and within education systems. The PSM reference tables show significant HiScores and LoScores for each of the pupil-school match indices. Families can appraise these outputs to predict the relative suitability of selected schools. The PSM report is useful to validate the family's school of choice or to provide alternative choices.

Report Format:

The PMS report MATCH INDICES tables are self-explanatory. The visual outputs in the report are designed to communicate to parents and teachers as much information about each student as is possible in a *snap-shot* profile. Match indices on several components of the pupil-school interaction that influence student satisfaction, engagement and performance are plotted with the socialising cultures of different schools. These tables give parents and school personnel an instant appraisal of the relative alignment of each pupil on three dimensions of person-environment fit; organisational standards (perceptions of the degree of structure, rules & discipline), interpersonal care (perceptions of the degree of nurture and two-way communication) and tolerance of individual choices (perceptions of the degree of flexibility and acceptance of individual difference).

The PSM report has three tabular outputs, each matching pupil and school alignment data on each of the 18 measures. The first table shows pupil-school suitability on the demandingness preference dimension of organisational standards. The second table shows pupil-school suitability on the responsiveness preference dimension of interpersonal care. This includes measures of each school-culture criterion including student-focused climate, peer support for schooling, classroom spirit, teacher-student partnership, two-way communication, support of student autonomy, pro-education family values and available home support. The third table plots pupil-school suitability on the responsiveness preference dimension, tolerance of individual choice, with these same set of school-culture criterion. Pupil-school alignment is provided by colour coded and highlighted "true" or "false" indicators on our LoScore to HiScore suitability continuum. Schools are also ranked in suitability relative to the pupil-school match statistic using summation (see definition of terms below).

Definition Of Terms:

Match Indices – are derived from the difference between student and school-culture z-scores. Person – environment difference ranges between $z = -4$ and $z = +4$. A perfect match is indicated by a difference of zero. Points on the LoScore to HiScore suitability continuum are partitioned by standard deviation ($SD = 1$) of match indices around the distribution mean to determine areas under a normal curve. Statistically, significant person-environment alignment at the .95 confidence level indicates a false positive error ratio of 1 in 20 that meets academic benchmark at .05 level of significance. We contend that application of the more liberal .90 confidence level (1 in 10 chance of error high suitability denoted in *green* and mismatch denoted in *red* on the match tables) is a more realistic false positive ratio for school-based decision-making. Match statistics in the *yellow* and *green* range are desirable. School rankings on the match criterion are provided in the right-hand column. Rankings are calculated for each component of fit and across all components in the three match dimensions, organisational standards, interpersonal care and tolerance of individual choices to provide an overall suitability ranking for each school selected in the choice-set.

Demandingness – when students' focus their contextual preferences on components of school-culture that influence their perceptions of instrumental outcomes (skills), for example, preferences for school experiences that support the development of personal competency through empowerment, engagement and the provision of opportunities to achieve material world outcomes (e.g. good grades).

Interpersonal Care – when students' focus their contextual preferences on components of school-culture that influence their perceptions of interpersonal relationships, for example, preferences for school experiences that support the development of personal relatedness through belonging, nurturance and provision of opportunities for earning the esteem of others in the social world (e.g. friendship).

Tolerance of Individual Choices – when students' focus their contextual preferences on components of school-culture that influence their perceptions of intrapsychic (self), for example, preferences for school experiences that support the development of personal autonomy through security, identity and the provision of opportunities for the full actualisation of personal talents and strengths (mastery).

Results

Table 1: Pupil-School Suitability on Organisational Standards

	Match with School	LowScore -4	-3	-2	-1	1	2	3	4 HiScore	Rank
Organisational Standards/School Structure		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	1.9573	False	False	False	False	True	True	True	False	1
All Independent Schools	-0.0740	False	False	False	True	False	False	False	False	3
All Non-Govt. All Boys Schools	0.2089	False	False	False	False	True	False	False	False	2
Organisational Standards/Academic Press		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	1.8226	False	False	False	False	True	True	True	False	1
All Independent Schools	0.7031	False	False	False	False	True	False	False	False	3
All Non-Govt. All Boys Schools	0.8295	False	False	False	False	True	False	False	False	2
* Like school data has been substituted for this school.										

Interpretation Table1

Table one shows the match between the student and the selected *schools of choice* on the preference demandingness dimension of Organisational Standards. Predictions of suitability are determined by relative pupil-school alignment on the demandingness match indices of structure (rules and discipline) and academic pressure (focus on academic achievement).

Table 2: Pupil-School Suitability on Interpersonal Care

Match

	with School	LowScore -4	-3	-2	-1	1	2	3	4 HiScore	Rank
Interpersonal Care/Student-Focused School Climate		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	0.2456	False	False	False	False	True	False	False	False	1
All Independent Schools	-0.1200	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.4845	False	False	True	True	False	False	False	False	3
Interpersonal Care/Peer Support for Schooling		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	0.4504	False	False	False	False	True	False	False	False	1
All Independent Schools	-0.4803	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.9454	False	True	True	True	False	False	False	False	3
Interpersonal Care/Pro-Education Family Culture		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	-0.3159	False	False	False	True	False	False	False	False	1
All Independent Schools	-2.0931	False	True	True	True	False	False	False	False	3
All Non-Govt. All Boys Schools	-1.0449	False	False	False	True	False	False	False	False	2
Interpersonal Care/Home Help for Schooling		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	-0.2274	False	False	False	True	False	False	False	False	1
All Independent Schools	-1.7599	False	True	True	True	False	False	False	False	3
All Non-Govt. All Boys Schools	-1.6335	False	False	True	True	False	False	False	False	2
Interpersonal Care/Staff Support of Student Autonomy		SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence	
All Public Schools	-0.4274	False	False	False	True	False	False	False	False	1
All Independent Schools	-1.4758	False	False	True	True	False	False	False	False	3
All Non-Govt. All Boys Schools	-1.1618	False	False	False	True	False	False	False	False	2
Interpersonal Care/Teacher-Student		SIGNIFICANTLY UNSUITABLE Prediction	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction	

Partnership	Confidence								Confidence	
All Public Schools	-0.7511	False	False	False	True	False	False	False	False	1
All Independent Schools	-1.0978	False	False	False	True	False	False	False	False	3
All Non-Govt. All Boys Schools	-0.9107	False	False	False	True	False	False	False	False	2
Interpersonal Care/Interpersonal Communication	SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence		
All Public Schools	-0.6904	False	False	False	True	False	False	False	False	2
All Independent Schools	-0.8313	False	False	False	True	False	False	False	False	3
All Non-Govt. All Boys Schools	-0.1397	False	False	False	True	False	False	False	False	1
Interpersonal Care/Classroom Learning Climate	SIGNIFICANTLY UNSUITABLE Prediction Confidence	HIGHLY UNSUITABLE	UNSUITABLE	BORDERLINE	SOMEWHAT SUITABLE	SUITABLE	HIGHLY SUITABLE	SIGNIFICANTLY SUITABLE Prediction Confidence		
All Public Schools	-0.6245	False	False	False	True	False	False	False	False	1
All Independent Schools	-0.9102	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.3116	False	False	True	True	False	False	False	False	3

* Like school data has been substituted for this school.

Interpretation Table2

Table two shows the match between the student and the selected *schools of choice* on the preference dimension of Interpersonal Care. Predictions of suitability are determined by relative pupil-school alignment on the social responsiveness (nurture and a sense of belonging) match indices of student-focused school climate, peer support for schooling, pro-education family values, available home help and on the autonomy responsiveness (support of individual difference) components of staff support for student autonomy, teacher-student partnership, interpersonal communication and classroom learning climate.

Table 3: Pupil-School Suitability on Tolerance of Individual Choice

	Match with School	LowScore -4	-3	-2	-1	1	2	3	4 HiScore	Rank
Tolerance of Individual Choice/Student-Focused School Climate	SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence		
All Public Schools	0.2456	False	False	False	False	True	False	False	False	3
All Independent Schools	-0.1200	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.4845	False	False	True	True	False	False	False	False	1

Tolerance of Individual Choice/Peer Support for Schooling		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	0.4504	False	False	False	False	True	False	False	False	3
All Independent Schools	-0.4803	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.9454	False	True	True	True	False	False	False	False	1
Tolerance of Individual Choice/Pro-Education Family Culture		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	-0.3159	False	False	False	True	False	False	False	False	3
All Independent Schools	-2.0931	False	True	True	True	False	False	False	False	1
All Non-Govt. All Boys Schools	-1.0449	False	False	False	True	False	False	False	False	2
Tolerance of Individual Choice/Home Help for Schooling		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	-0.2274	False	False	False	True	False	False	False	False	3
All Independent Schools	-1.7599	False	True	True	True	False	False	False	False	1
All Non-Govt. All Boys Schools	-1.6335	False	False	True	True	False	False	False	False	2
Tolerance of Individual Choice/Staff Support of Student Autonomy		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	-0.4274	False	False	False	True	False	False	False	False	3
All Independent Schools	-1.4758	False	False	True	True	False	False	False	False	1
All Non-Govt. All Boys Schools	-1.1618	False	False	False	True	False	False	False	False	2
Tolerance of Individual Choice/Teacher-Student Partnership		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	-0.7511	False	False	False	True	False	False	False	False	3
All Independent Schools	-1.0978	False	False	False	True	False	False	False	False	1
All Non-Govt. All Boys Schools	-0.9107	False	False	False	True	False	False	False	False	2
Tolerance of		SIGNIFICANTLY							SIGNIFICANTLY	

Individual Choice/Interpersonal Communication		SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	UNSUITABLE Prediction Confidence	
All Public Schools	-0.6904	False	False	False	True	False	False	False	False	2
All Independent Schools	-0.8313	False	False	False	True	False	False	False	False	1
All Non-Govt. All Boys Schools	-0.1397	False	False	False	True	False	False	False	False	3
Tolerance of Individual Choice/Classroom Learning Climate		SIGNIFICANTLY SUITABLE Prediction Confidence	HIGHLY SUITABLE	SUITABLE	SOMEWHAT SUITABLE	BORDERLINE	UNSUITABLE	HIGHLY UNSUITABLE	SIGNIFICANTLY UNSUITABLE Prediction Confidence	
All Public Schools	-0.6245	False	False	False	True	False	False	False	False	3
All Independent Schools	-0.9102	False	False	False	True	False	False	False	False	2
All Non-Govt. All Boys Schools	-1.3116	False	False	True	True	False	False	False	False	1
* Like school data has been substituted for this school.										

Interpretation Table3

Table three shows the match between the student and the selected *schools of choice* on the preference dimension of Tolerance of Individual Choice. Predictions of suitability are determined by relative pupil-school alignment on the social responsiveness (nurture and a sense of belonging) match indices of student-focused school climate, peer support for schooling, pro-education family values, available home help and on the autonomy responsiveness (support of individual difference) match indices of staff support for student autonomy, teacher-student partnership, interpersonal communication and classroom learning climate.

Background:

Choosing the right school for each child is complex. It involves weighing-up and marrying together family tradition and values with student attributes and abilities and finding a school with cultural supports that align with these requirements. Prior research has shown that both parenting style and the socialising culture of schools can be classified as authoritarian, authoritative, indulgent and impersonal in character. Furthermore, research has shown that students also cluster into four main socialisation styles, each with different preferences for particular levels of organisational standards, interpersonal care and tolerance of individual choices.

Socialisation style develops from the fulfilment or thwarting of personal endogenous psychological, engagement and achievement needs through interaction with the environment over time. Socialisation style correlates with student education outcomes. Schools are significant socialising agents in students' lives. The socialisation style of students is a subtle and enduring endogenous (within the person) characteristic unique to each individual. The characteristics of different student styles become most obvious during times of stress, such as at primary to secondary school transition when student's strategies for coping with change are tested.

Relative alignment of school-culture with individual student's socialisation style influence their satisfaction, engagement and performance at school and their overall sense of wellbeing. A student match or mismatch with school-culture can be a *setting event* that determines if their educational trajectory is optimised or thwarted. Therefore, measuring alignment of the person-environment socialisation fit on a range of component MATCH INDICES can predict the relative suitability of one school over another.

Application:

Families can apply the PSM match indices data to inform their school choice decision-making. The PSM report is not available to schools, therefore, families may choose to attach a copy with enrolment applications.

Once enrolled, ongoing suitability data relating to your school of choice is dynamically updated from our database to the PSM report located in the "My Reports & Charts" section of your function dashboard. This means that the ongoing suitability of the *school of choice* selected for each child can be monitored throughout their time at that school.

Concluding Statement:

Many more students than previously thought disengage from effective schooling during school transition. Identifying the unique needs and preferences of

pupils and understanding how their endogenous attributes interact with existent school-culture to influence motivation and performance enables parents, teachers and schools to adopt strengths based approaches that better align with and engage each child.

About the Author

HiScore conducts applied research in school settings and seeks input from school leaders, practicing teachers, school psychologists and the community.

Disclaimer

- I. Our surveys are of a self-report format, therefore the author makes no claims about their reliability
- II. Our database is a dynamic build design, as survey data comes in, report reliability is auto-updated
- III. Relevant information is provided in each report but interpretation is made in context by the reader
- IV. In the analysis of these data significantly high and low findings are reported at a 90% confidence level. This means that outputs have a 1 in10 statistical probability of error.