



Inquiry into Annual and Financial Reports 2020-2021
ANSWER TO QUESTION ON NOTICE

Asked by MR HANSON

Ref: Annual Report, Education Directorate, Identification with School

In relation to: Strategic Objective 3 (AR p24)

1. What is the basis for the measurements under this Strategic Objective?
2. What, precisely, does Strategic Indicator 3 (AR p 25) measure? How reliable is this measurement?
3. How closely does the measure align school culture?
4. Why is the source of the data unpublished?

MS BERRY MLA: The answer to the Member's question is as follows:—

1. School Identification is a measure developed by the ANU Research School of Psychology on behalf of the ACT Education Directorate. It is based on Social Identity theory (Tajfel & Turner, 2004) which posits that the strength of a person's sense of belonging to a group will impact their behaviour when the group identity is salient. School identification is measured each year through a survey of students from years 4-12.
2. School Identification measures whether a person is happy to be a part of their school; whether they feel a strong connection with the school; whether they feel they belong; and whether they care about the school. The scales used to measure these concepts have been rigorously validated and can be considered to provide a reliable indication of the strength of school identification (Lee et. al, 2017).
3. Research has demonstrated that School Identification is strongly related to other measures of school culture, such as beliefs about the strength of relationships in the school, beliefs about the shared value placed on academic endeavours, as well as student achievement, well-being and pro-social behaviour for students (Cardenas, Klik & Reynolds, 2019). Students who identify with their school are more likely to engage in learning and to behave in line with school norms and values (Maxwell et. al, 2017).
4. Secure access to survey results for each school are available electronically to school leaders and, other than in consolidated form for the purposes of the strategic indicator, current data permissions mean that these results are not otherwise published.

References

Cardenas, D, Klik K, Reynolds, K (2019). 3-Year Longitudinal Models Determining Key Predictors of Student and Staff Outcomes Across Time: The Role of School Climate and School Identification. (Unpublished).

Lee E, Reynolds K, Subasic E, Bromhead D, Lin H, Marinov V, Smithson M (2017). Development of a dual school climate and school identification measure—student (SCASIM-St). *Contemporary Educational Psychology* 49:91–106.

Maxwell S, Reynolds KJ, Lee E, Subasic E and Bromhead D (2017). The Impact of School Climate and School Identification on Academic Achievement: Multilevel Modelling with Student and Teacher Data. *Frontiers in Psychology* 8:2069.

Tajfel, H., & Turner, J. C. (2004). *The Social Identity Theory of Intergroup Behaviour*. In J. T. Jost & J. Sidanius (Eds.), *Political psychology: Key readings* (pp. 276–293). Psychology Press.

Approved for circulation to the Standing Committee on Education and Community Inclusion

Signature:

Date:

21/04/22

By the Minister for Education and Youth Affairs, Ms Yvette Berry