



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

Media Release

Embargo Friday March 30th 2007
Attention: Education reporters

Schools make good progress in use of data to set goals

A report on how schools are using data to set goals for boosting student achievement shows good progress is being made.

The New Zealand Council for Educational Research's survey looks at the impact of the new planning and reporting framework on primary and secondary schools. It shows schools are aware of what's required, all are now setting school-wide goals with the learning needs of their students in mind, and teachers and principals are largely positive about the process.

"We found greater progress than we had expected in the first three years of its use in schools," says chief researcher Dr Rosemary Hipkins.

The planning and reporting framework came into force in all state and state-integrated schools in 2003. It requires schools to gather data on student achievement and engagement in school, and to use that data to inform their future planning.

The NZCER report paints a similar picture to a report put out by the Education Review Office today. Both find schools are focusing their goals on literacy and numeracy, and making use of new assessment tools. Both recommend teachers be given more help to analyse assessment data.

"It's encouraging that schools are making progress, because this is a really big task. Like ERO, we're finding there's a way to go, but it has started well."

NZCER's report combines new findings from its national survey of all secondary schools carried out in 2006, and a separate survey of primary schools on planning and reporting.

It found that while some schools still need help with the first step of developing clear and measurable goals, for most the next step is to move beyond literacy and numeracy goals to other areas. It found some schools are targeting different curriculum areas or generic skills but they're finding it more difficult to write clear goals in those areas and to find appropriate data to back them up.

Dr Hipkins says there's little evidence that when targets are not met, schools take the easy way out and lower their goals. Rather, they're looking at what they might do differently.

The full report and the summary are available from <http://www.nzcer.org.nz/pdfs/15274.pdf> and <http://www.nzcer.org.nz/pdfs/15274-summary.pdf>

For further information, contact NZCER communications manager Sarah Boyd on 04-8021468 or 027-2314300