



ANNUAL REPORTS: MAKING THEM MORE USEFUL

ANALYSES OF VARIANCE



“Delivering for every child”

“We have conquered the challenge of moving from a quality education system for a few people to having a quality education system for most people. Our challenge now is to move from having a quality education system for most people to having a quality education system for all people.”

T Townsend (ed.), *International Handbook of School Effectiveness and Improvement*, Springer, 2007



Every child needs...

“If we are concerned about helping all students to learn, then there three major issues for educators. The first is having an appropriate curriculum for a rapidly changing world to ensure that it is relevant to both the student and the society. The second is to engage every student in the curriculum, because without engagement little is learned. And the third is to enable the student to build a positive relationship to learning and the people who are involved in their learning, so that they can become a lifelong learner.”

T Townsend (ed.), *International Handbook of School Effectiveness and Improvement*, Springer, 2007



Best performing systems...

Principles derived from the best international school systems:

1. “The quality of an education system cannot exceed the quality of its teachers”
2. “The only way to improve outcomes is to improve instruction”
3. “Delivering for every child”

How the world’s best-performing systems come out on top, McKinsey & Co., 2007



Assessment

The broad purposes for assessment:

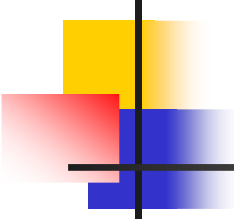
1. fostering lifelong learning
2. improving teaching and learning
3. accountability and reporting

R Hipkins, *Assessing Key Competencies: Why would we? How could we?*
www.tki.org.nz



Fostering lifelong learning...

Students are directly involved in assessing their own learning and in thinking about their success in terms of learning how to learn, so that they can keep on learning at and beyond school.



Improving teaching and learning...

Assessment evidence is judged against standards rather than comparing students with one another. The focus is on what students can do and therefore what they need to learn next. This evidence helps teachers plan the next steps.



Accountability and reporting

This purpose has traditionally been met by benchmarked assessment tools that provide evidence comparing students to other students.



National standards

“The purpose of assessment is to provide feedback to improve teaching and learning, to allow timely reporting on student achievement, and to provide accountability information that assures parents, boards of trustees, communities, and the sector about the quality of education.”

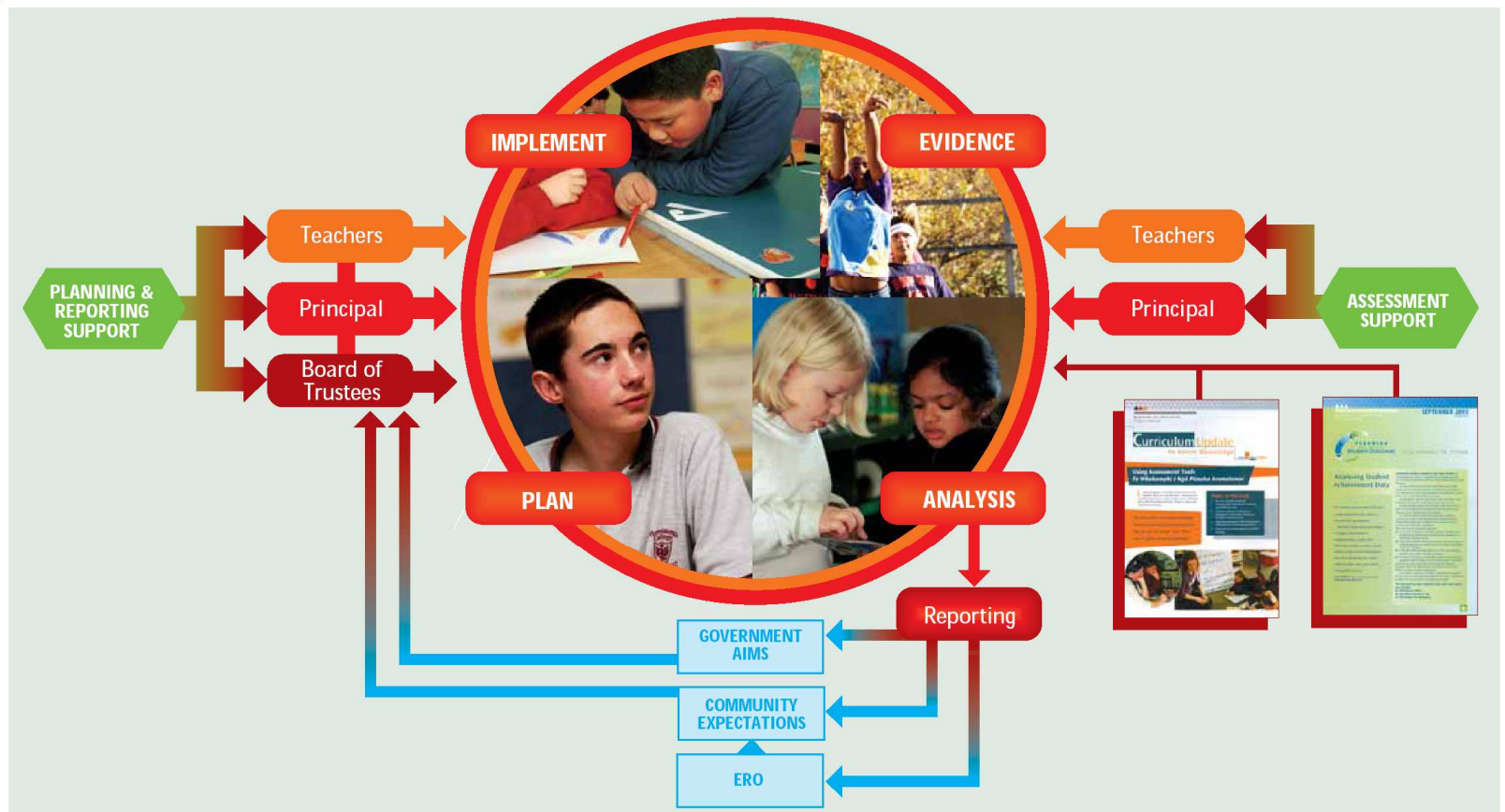


Analysis

“... simply collecting data, however systematically and routinely, will not of itself improve schools. There needs to be a commitment to scrutinise such data, to make sense of it and to plan and act differently as a result.”

D. Hopkins, School Improvement for Real, 2001

The planning cycle





Who is the audience?

1. **Self-evaluation**

The cycle of annual self-review is an important part of the process of continuous improvement. The annual report allows the board and management to reflect on the success of improvement strategies and to inform their planning in subsequent years.



Internal accountability

“...internal accountability precedes external accountability and is a precondition for any process of improvement.”

R Elmore, *School Reform from Inside out*, 2004



Who is the audience?

2. **Communication with the community**

The school's charter and annual report provide opportunities to engage parents and other community members in what the school is trying to achieve for students and the progress they are making.



Major impacts on children's achievement

1. Genuine and constructive home-school partnerships/collaboration
2. Programmes that enhance parental understandings of how to support their children educationally – programmes that empower parents and respect their dignity and cultural values

Biddulph, The Complexity of Community and Family Influences on Children's Achievement in New Zealand, 2003



Who is the audience?

3. Accountability to Parliament

The annual report provides an opportunity for a school to report on, and account for, the ways it has used resources provided by the Government for the education of students.



Take the initiative...

- Access to information
- Manage the information
- Provide the context



Lessons from the corporate world...

1. Why are we doing this?
2. What is our audience?
3. How do we communicate?
4. What is our driving, pivotal message?
5. How can we shape perception?
6. How does design promote our 'brand'?



An effective analysis of variance

1. The strategic plan, the annual plan, the targets and the analysis of variance align
2. The report is based on good quality information about student achievement
3. The data have been quizzed for meaning
4. The meaning is expressed in actions in a new plan