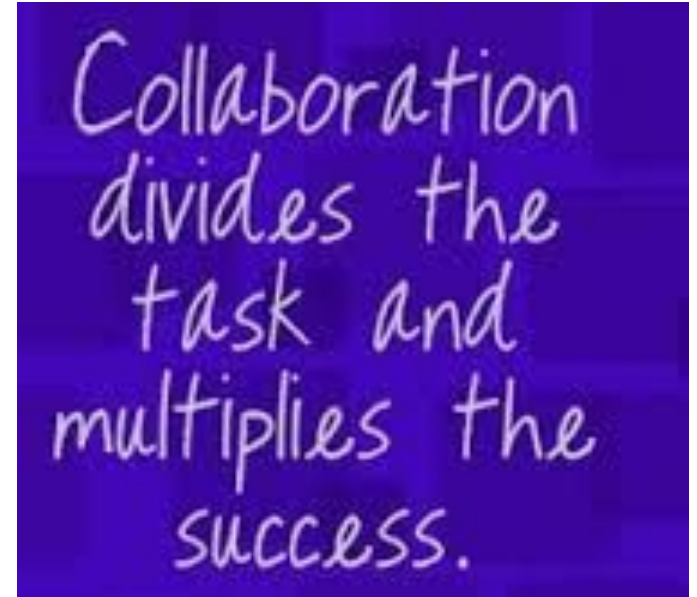


# Collaborative Reporting: A Holistic View of Student Progress and Achievement

(...such a fancy title...)

Lorraine Taylor-Tams



Silverstream School  
Te Kura o Mawaihakona



## Te Kura o Māwaihākona, Silverstream School, Upper Hutt, Wellington



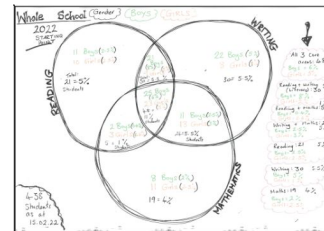
# In this presentation - 5 steps

**Step 1:** Victoria Bernhardt - our hero...



**Step 2:** Reporting with not to whanau

**Step 3:** We **LOVE** Venn diagrams

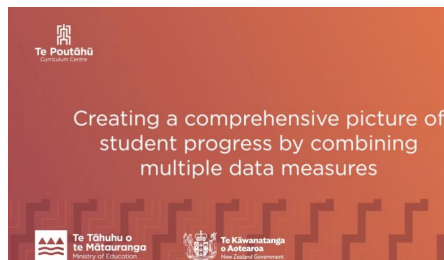


**Step 4:** Establishing a working 'party' - with parents (partnership)



**Step 5:** Benefits of this approach (why change?)

A cool video to watch later...



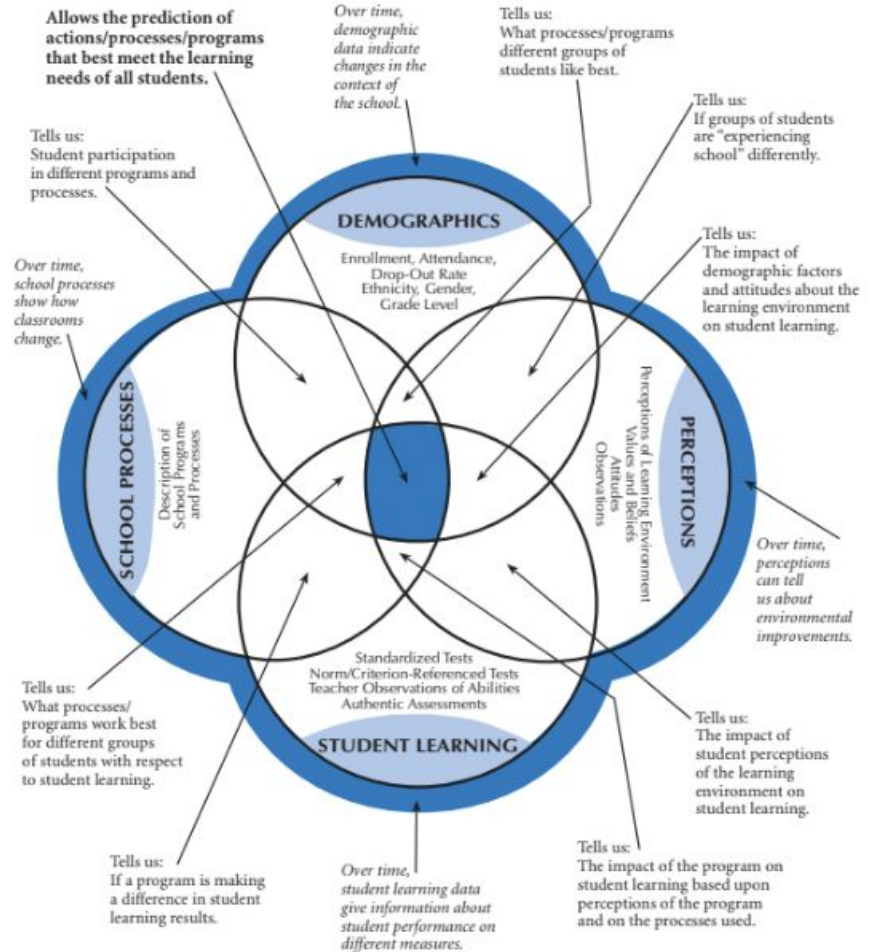
# Step 1: Victoria Bernhardt

## Multiple Measures of Data

- ❑ Demographics
- ❑ School Processes
- ❑ Perceptions
- ❑ Student Learning

Adapted from Data Analysis for Comprehensive Schoolwide Improvement (p.15), by Victoria L. Bernhardt, 1998, Larchmont, NY: Eye on Education.

## MULTIPLE MEASURES OF DATA





# Step 2: Reporting **WITH** whanau (Personalised Education Plans)

## Personalised Education Plan (PEP)

Term 1 2025

## P.E.P.'s

Teacher to complete before meeting | Parent update during the meeting | Student's to complete after the meeting

Student Name:

Date: 1.3.25

Year: 3

Room: 7

Teacher: Zoe Baillie

In attendance: Mum and Dad

### Demographics (who I am)

(culture/identity as defined by the family)

NI European/Dutch

### Place in the family

Eldest of two

### Strengths to be drawn

inc any additional languages spoken or skills/ interests

Football, handwriting, reading

### Hobbies outside of school

Summer soccer

### Health/Allergy

Asthma, seasonal-croup

### Perceptions (what I/w

Favourite subjects at

My favourite subject I learning so many new because you can see walk up the red carpet

### I Like

I like playing on my P! football. I love it so m bucketing down I wo also like reading.

### Vision, dreams, hopes

I want to be a footba or defender. I want to Portugal.

### Vision, dreams, hopes

That he continues to enjoy learning He might become a chef, flair for food flavours

### Learning Supports currently in place at school

N/A

## Important for Term 1 2025 - Looking forward

- To continue working on confidence, fluency and accuracy in reading. Try to rely less on decoding skills and begin to blend and recognise words.
- To continue being part of the craft club at lunchtimes.
- To continue working in partnership with teachers and Marian around anxiety - e.g. social stories for big events and changes etc.

## What has worked well this year?

- Building her confidence.

## What do we need to have our eyes on next year?

- The transition to a new teacher and a new classroom - being patient with this.

- N/A

## Perceptions (what I think)

### What I like about school

- I like music lessons.
- I like butterflies. Where we do the change about butterflies.
- I like making new friends.

## Vision, dreams, hopes (of the learner)

- I want to be a rich, famous singer. If you sing, you might get rich. Taylor Swift is rich.

and give her best shot

- I want her to be happy
- To part of a nice community of children who are learning

**Demographics (who I am)**

(culture/identity as defined by the family)

**Important for Term 1 2025 - Looking forward**

- Continue over the summer holidays to learn multiplication and division facts (2x, 5x, 10x, 3x, 4x, 6x, 8x)
- Reading for enjoyment- Reading chapter books independently for a sustained period of time, this is very important over the summer break. (Upper Hutt Library)
- Leadership opportunities - lots of potential
- Push and extend her to read her full potential particularly in writing as this is a strength to hone

**What has worked well this year?**

Doing basic facts and times tables homework.  
She has worked hard on independent reading and pushing herself.

**Perceptions (what I think)****What I like about school**

I like writing because I love a lot of the stories I made so I can read them to the class. I like art because the sketching techniques are beautiful and when you sketch them out it looks realistic. I like science because the things we use like thermometers are cool. I would like to get better at writing because my strengths are medium and I want my strengths to be huge. I also want to get better at art because my techniques that I do now are not very good. I also really like the birds that we are drawing but I really want to get better at drawing.

**Perceptions (what I/we think)**

Favourite subjects at school  
Writing and Maths

**I Like**

Art, playing outside, playing in my treehouse

**Vision, dreams, hopes (of the learner)**

Architect

**Vision, dreams, hopes (of parent/caregiver)**

To try her hardest at everything, give everything her best effort

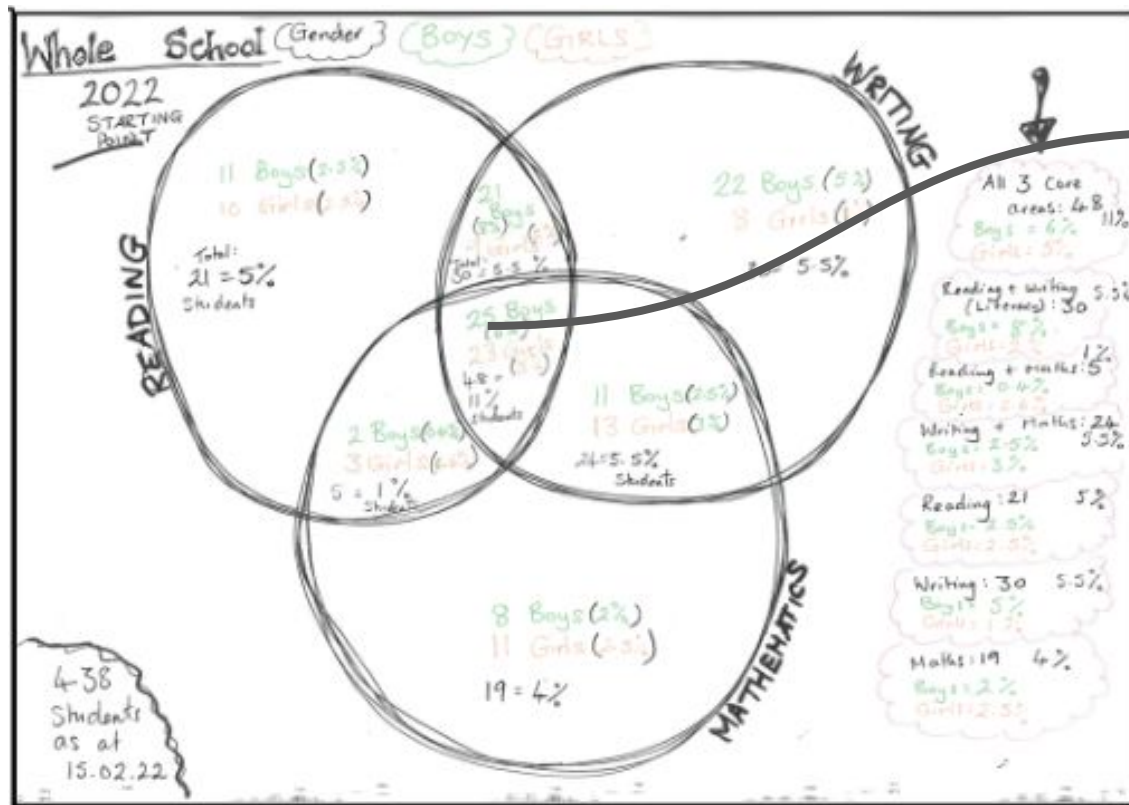
**Learning Supports currently in place at school**

NA

**on together to support your child?**

more opportunities to explore this, creative

# Step 3: We LOVE Venn diagrams



## Narrative

Diagnosis of ADHD. Query for dyspraxia - assessment waiting. Has a wobble stool for focus. Part of the normal classroom programme currently. **Now Dyspraxia diagnosis October 2024**

Awaiting APA - using assistive tech

SL with TA. APD diagnosis. He has begun to read chapter books. Making good progress.

Not a worry - catching up

Need to follow up

UK based family, here for 1 year only.

Interventions in all areas for him. Making really good progress

Waiting for CDS assessment. Learning difficulties. Is in Jo's maths group, is in SL. Could try PMP. Reading Recovery. Lucid completed. **Now Private Psychologist on board**

Stuck at Level 2 - needs a further look **conversation with Chris - no need for Lucid**

ESOL - literacy challenge. Mandarin at home. Good at maths

Lucid done - dyslexia. Where to? Assistive technology may help? SL with Deb.

Making progress. SL. Maths support. Needs handwriting support but is often out of the class often for additional support.



# Step 4: Working 'Party' of Parents - reporting review

Q How, when and what would you like from us in terms of reporting?



NAME Paul Bonney		DATE April 1956	
SUBJECTS			
SCRIPTURE		MARK:	Obt.:
ENGLISH - READING			MARK.
COMPOSITION	20	9	hair, more practice needed.
HANDWRITING	20	12	
SPELLING	10	8	stability.
DICTATION	20	9	Disappointing.
COMPREHENSION	20	10	Paul finds the work difficult.
USAGE (VOCABULARY)	20	13	and can produce good work.
ARITHMETIC	30	19	Paul must know his tables before he will make good progress.
MENTAL + PROBLEMS	30	14½	
MECHANICAL	50	19	
HANDWORK			
DRAWING			
NEEDLEWORK			
OTHER SUBJECTS:-			
CONDUCT			
PROGRESS			
ATTENDANCE AND PUNCTUALITY			
CLASS AND POSITION			
220		110 2	
Quite good, inclined to be tall. Unsatisfactory. Paul finds the pace of work too fast in this class. will continue effort good progress could be made. 43 44			
Class Teacher's Signature		B. J. Middleton	
Parent's Signature		P. C. Bonney.	
		Sally Chalk	
		Head T	

Max yr 4  
Mid Maths  
Support @ home

Algebra  
Number  
Measurement

Not covered  
On track Ahead On track Ahead

End

Above At Below

Effort  
great red

- Keeping the pathway/history
- Criteria for effort
  - Folder of reports in Year?
  - Oxford Cres.
  - Word?
  - Google docs?
- Software?
  - Hero?
- Paper / Digital?
  - both
- 1 week before Parent Interviews

Should we include graphs?

in yr 4

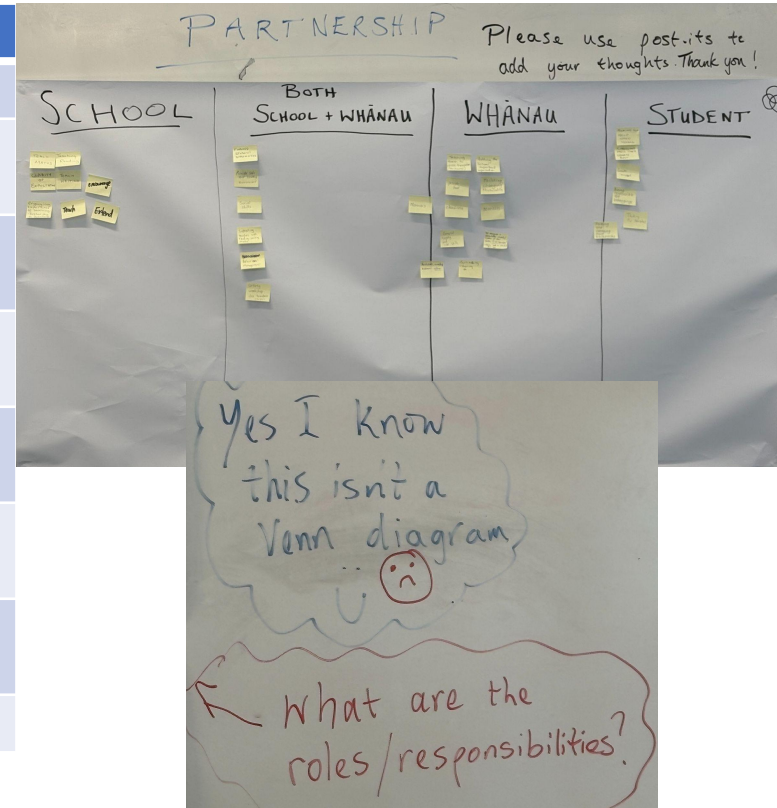
yr3 yr4 yr5 yr6 yr7 yr8

yr3 yr4



# Partnerships v Relationships and role definition

Relationships	Partnerships
Take time to build and grow	Can develop very quickly
Based on strong personal connections	Based on strong commitment to achieve outcomes
Feelings and chemistry are important	Having clarity and clear direction are important
Individuals bring their own expectations and interests	There are shared expectations and interests
The purpose is not always clear and goals are not always shared	There is a strong sense of shared purpose
Based on a connection that may or may not outlive need	Exist so long as desired results and outcomes don't change
Emotional integrity lies at the heart	Doing the right things to be effective - transactional
About seeking pleasure	About understanding shared purpose



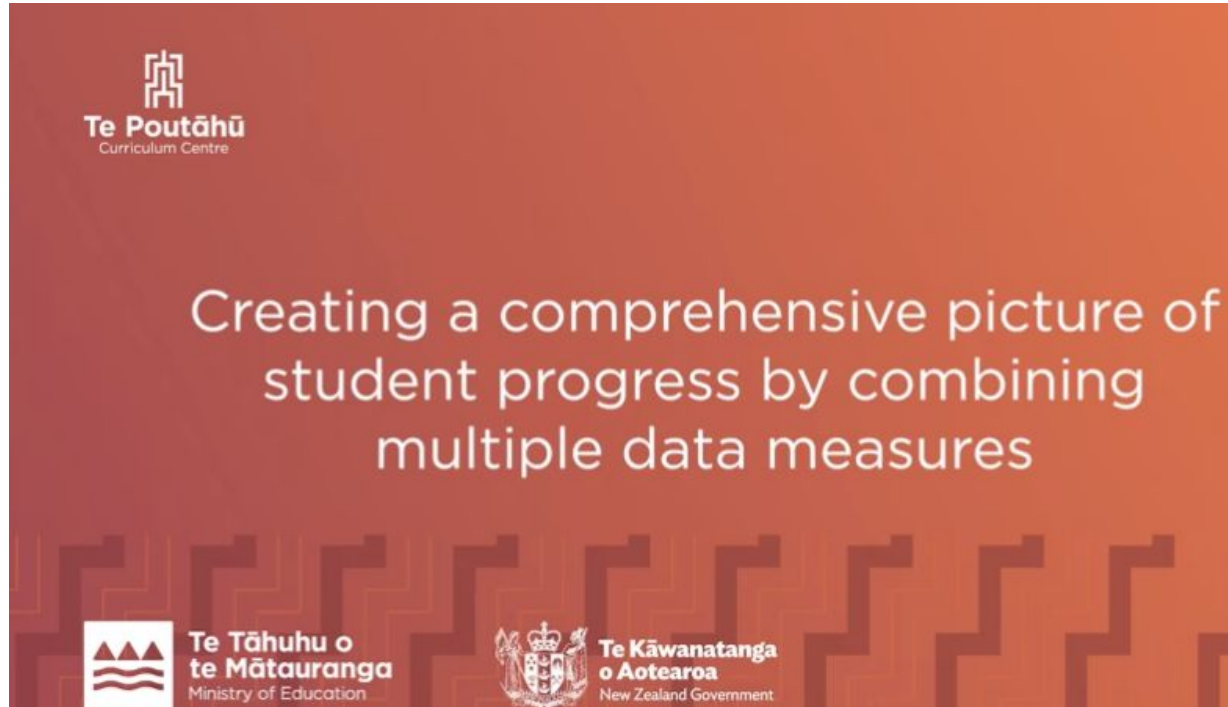
Tony Burkin

## Step 5: Benefits of a PEP

- ❑ More **relevant** reporting
- ❑ **Partnership** with whanau
- ❑ **Asking good questions** - parents (and teachers) don't always know what information is important to know
- ❑ **'Slipping through the gaps'** is reduced (If everyone shares their 'data' in a timely way) EXAMPLES...
- ❑ **Holistic** view of the student develops over time
- ❑ Greater **honesty** in communication both ways
- ❑ Is **flexible** in the data gathered (**purposeful** data gathering and reporting)
- ❑ Is a **continuous narrative** of the student for all stakeholders
- ❑ Supports within **school transitions** well
- ❑ **Reduced workload** for teachers not starting a fresh report each time

# Student progress using **Multiple Measures** - the Summary...

[MoE video - Silverstream School](https://vimeo.com/1012245640) (<https://vimeo.com/1012245640>)





# Contact me/us:

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