

# Silverstream School

## Te Kura o Māwaihākona

### Collaborative reporting: a holistic view of student progress and achievement

This case study explores how one primary school redesigned its reporting system to strengthen coherence, partnership, and shared understanding of student progress. By moving from traditional twice-yearly reports to a live, collaborative Personalised Education Plan, the school aligned multiple sources of evidence and worked alongside whānau to create a more authentic and responsive picture of learning.

#### School context

This Year 1 to 6 primary school in Upper Hutt serves approximately 500 students and has been part of its local community for over a century. Leaders sought to strengthen how it reported student progress and achievement to whānau. Existing twice-yearly reporting was seen as insufficient for supporting ongoing dialogue and shared understanding about learning. There was a growing belief that reporting should reflect the whole child and strengthen partnership, rather than function as a transactional exchange of information.

#### Inquiry emphasis

The work is grounded in Victoria Bernhardt's Multiple Measures framework, which positions student learning data alongside school processes, perceptions, and demographic information. Leaders used this model to challenge the tendency to privilege achievement data alone and instead adopt a more holistic view of progress.

Inquiry was reframed as disciplined sense-making about the whole learner. Teachers were encouraged to ask, 'What might be influencing this learner's progress?' This shifted attention to identity, attendance, wellbeing, classroom conditions, and family context as valuable sources of evidence.

The framework strengthened evaluative thinking across the school. It provided a shared language for analysis. In doing so, it positioned inquiry as a collaborative, evidence-informed process.

Link for video of full conference presentation on the NZAI website: [Silverstream School](#)

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### Why does this story matter?

This case shows how redesigning reporting systems can strengthen partnership, coherence, and continuity for learners. It highlights how engaging whānau as genuine partners can create a more holistic and responsive approach to student progress.

## The improvement story

Leaders set out to redesign reporting so that it genuinely supported learning, partnership, and decision-making. Rather than producing traditional stand-alone reports, they wanted a system that made progress visible in real time and enabled shared responsibility for next steps. The process was driven by a series of guiding questions developed with staff. These questions challenged existing assumptions about reporting, asking how progress beyond literacy and numeracy could be captured, how whānau could meaningfully contribute, and how reporting could become iterative and relational.

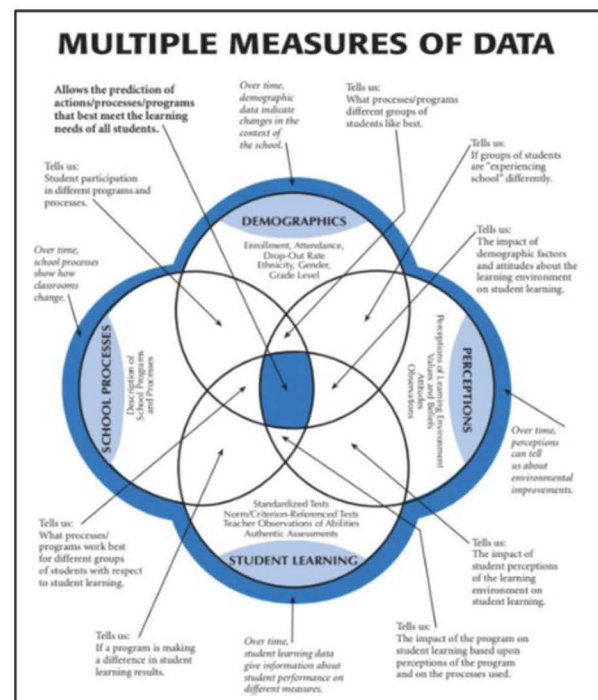
A live Personalised Education Plan (PEP) for each student, maintained as a shared Google Doc, became the new approach. The PEP included contributions from teachers, students, and whānau, with colour coding to indicate different voices.

The document travelled with students over year levels, creating a longitudinal record that strengthened continuity and reduced information loss during transitions. The framework encouraged teachers to draw on multiple sources of evidence. Guided by Bernhardt's (1998) multiple measures model, leaders integrated four dimensions of information:

### Improvement focus

Redesigning reporting to provide a holistic, coherent, and ongoing view of student progress. The goal was to shift from reporting to whānau toward reporting with whānau.

1. Learning data: standardised tests, authentic assessments, teacher observations.
2. Perceptions: learning environment, attitudes, values, beliefs, and observations.
3. School processes: participation in interventions, programmes, and supports.
4. Demographics: gender, ethnicity and identity, whānau context, attendance, and wellbeing.



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

(Image taken from school's PowerPoint presentation)

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Termly meetings with whānau were embedded within the PEP process. This reinforced reporting as a partnership-based process, rather than a transactional exchange.

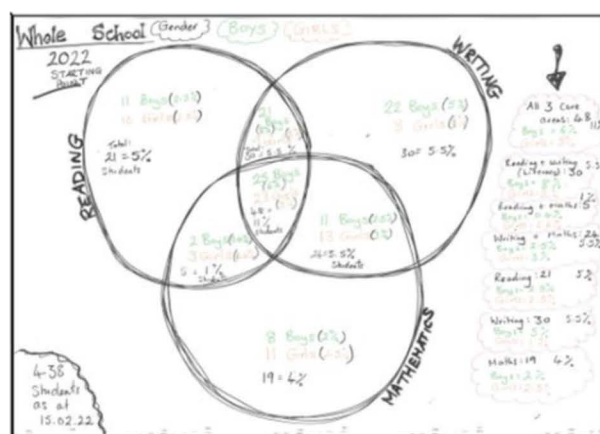
The structure of the PEP was co-constructed. A parent working party was established and used to co-design and periodically refine the approach, ensuring it remained practical and responsive to whānau needs.

A key intention of the redesign was to strengthen teacher engagement in, and analysis of, student data. Leaders wanted reporting to support professional inquiry, not simply documentation.

Venn diagrams were introduced as a practical analysis tool, helping teachers distinguish between subject specific issues and broader learning needs. This supported more specific conversations about support and intervention, strengthened cross-team discussion, and reduced the likelihood of students 'slipping through the gaps'.

Over time student reporting shifted to an ongoing, collaborative sense-making process. Teachers described greater clarity about their students' needs, and the school developed a shared understanding of progress that extended beyond test results.

Example of a Personal Education Plan format  
(Image taken from school's PowerPoint presentation)



Venn diagram of students needing support in reading, writing and maths  
(Image taken from school's PowerPoint presentation)



## Enablers

- Clear design stance that reporting should be collaborative rather than transactional
- Use of a recognised framework to guide thinking
- Co-design with a parent working party to ensure relevance and reflect the desire for partnership
- A digital tool that enabled live updating, shared access, and longitudinal continuity
- Strong alignment between reporting, whānau meetings, and ongoing professional conversations



## Tensions

- Initial workload concerns from teachers with what was being envisaged
- Managing clarity and consistency in a live document environment
- Ensuring the PEP remained meaningful rather than overly detailed
- Sustaining engagement and quality of contributions over time

### How challenges were navigated

Leaders involved whānau early through a working party to build ownership and refine expectations. Clear systems were established for termly meetings and document updates, reinforcing that the PEP was a shared tool rather than a teacher-owned record.

The use of colour coding clarified whose voice was represented, supporting transparency and shared responsibility. Leaders maintained a 'no surprises' expectation, ensuring that written comments reflected prior discussion. By embedding the process into regular reporting rhythms rather than adding it to existing reporting, teachers reported greater efficiency over time.

## Evidence and emerging learning

The shift to collaborative reporting strengthened the quality of information available and the depth of partnership with whānau. Reporting moved from a one-directional approach to a shared record of learning, with whānau actively contributing to and shaping the PEP.

Reported outcomes include increased whānau attendance at termly meetings (98%). Teachers reported reduced workload associated with reviewing reports and improved continuity of information during student transitions. The holistic reporting model supported earlier identification of needs across academic and wellbeing areas.

Student and parent voice further illustrates impact, with parents describing the PEP as 'a voice for our son' highlighting how it enables meaningful reflection and goal setting conversations at home. Students' feedback suggests growing learner agency, metacognitive awareness, and motivation for progress.

Leaders describe the system as strengthening understanding of progress and embedding reporting as part of ongoing learning conversations rather than a discrete event.



### Questions for schools to discuss

- How well does our reporting system support ongoing dialogue with whānau and students?
- Whose voices are visible in the documentation of student progress?
- How do we integrate multiple sources of evidence to build a holistic view of each learner?
- What structures ensure continuity of information as students transition between year levels?
- Where might reporting be streamlined to strengthen usefulness and reduce unnecessary workload?