

Te Uru Amokura | Springboard Trust

Strong strategic school leaders | Thriving tamariki mokopuna

Strategic Measurement for Schools:
A process for educational transformation

NZAI Assessment Conference
14 April 2025

Dale Bailey – Tumu Whakarae | Chief Executive

Great Leaders Make Great Schools





TE URU AMOKURA SPRINGBOARD TRUST

STRONG STRATEGIC LEADERS | THRIVING TAMARIKI MOKOPUNA



In this session...

You will gain an understanding of:

- our Strategic Measurement for Schools programme,
- the Balanced Scorecard for Schools Aotearoa framework, and
- how the programme targets increased school effectiveness and improvement over the long term.



How we work...

Springboard Trust is unique in the way we support the development of effective strategic leadership in schools.

We connect school leaders authentically with volunteer strategic leaders from the private, public and philanthropic sectors.

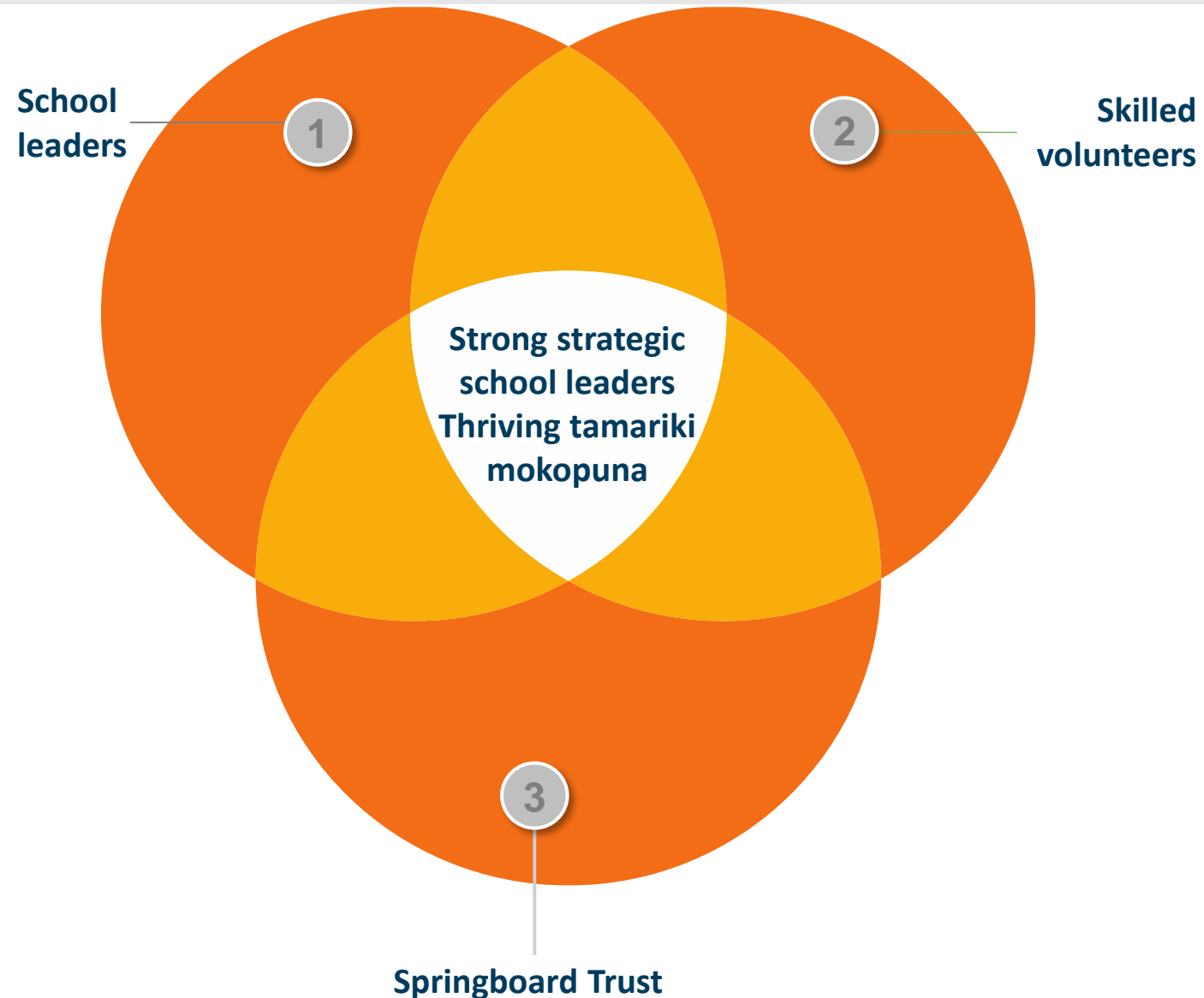
We work for the success of all students by bringing together leadership expertise from across the country.



Springboard Trust strengthens strategic leadership in schools through leveraging and adapting private/public sector skills and best practice.

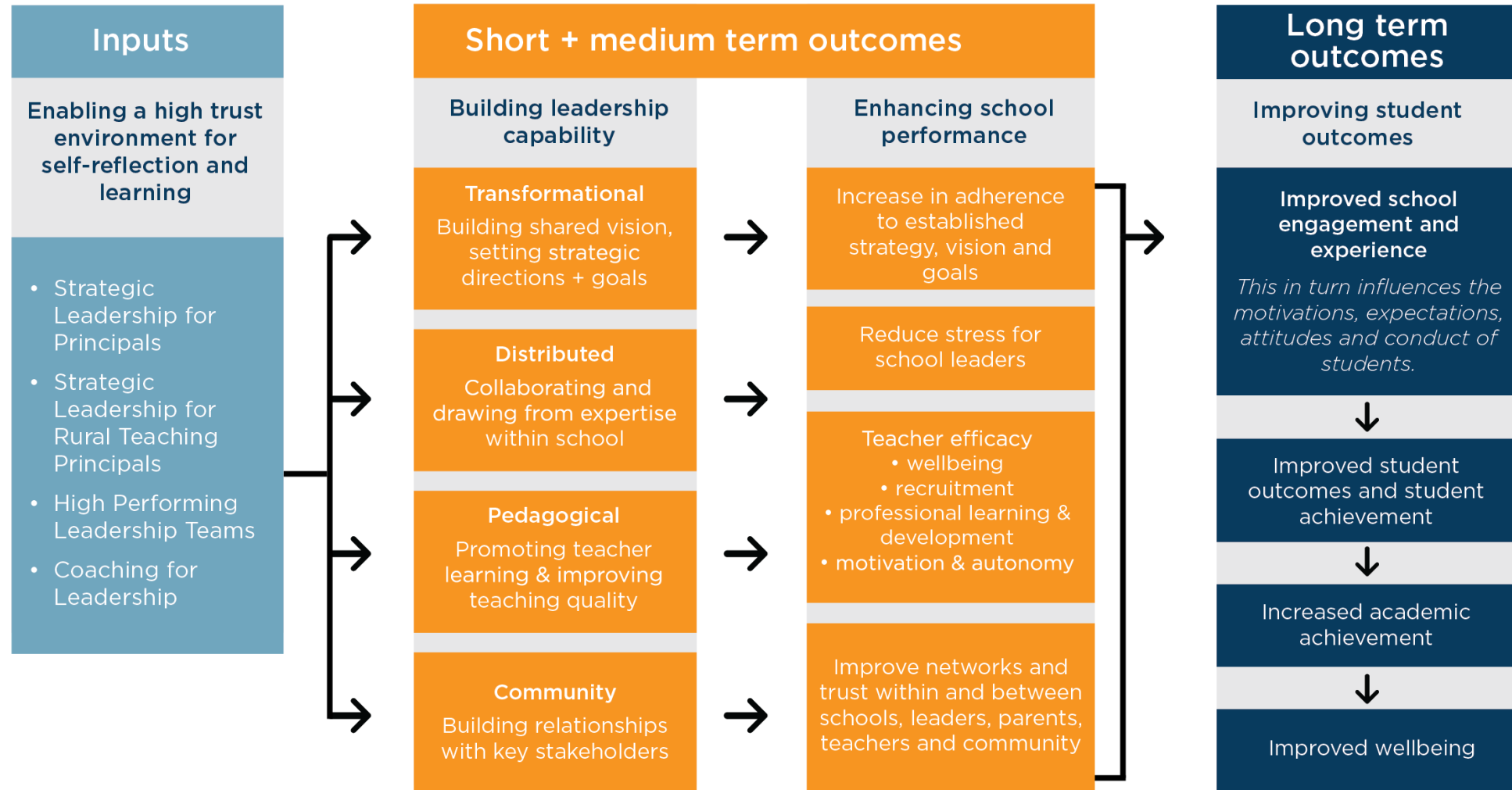
To this end we:

- Partner with some of New Zealand's leading public, private and philanthropic organisations
- Introduce business best practice for strategic leadership and strategic planning to school leaders
- Invite experienced volunteer leaders from outside of education to support our school leaders within our learning programmes





Springboard Trust intervention logic for student outcomes



Strategic Measurement for Schools: Why is it important?



Address the tyranny of short-termism



Take a longer-term view – future focused, 10-year horizon



Tell the story and evidence how a school is improving, what they are aiming for and the progress they are making

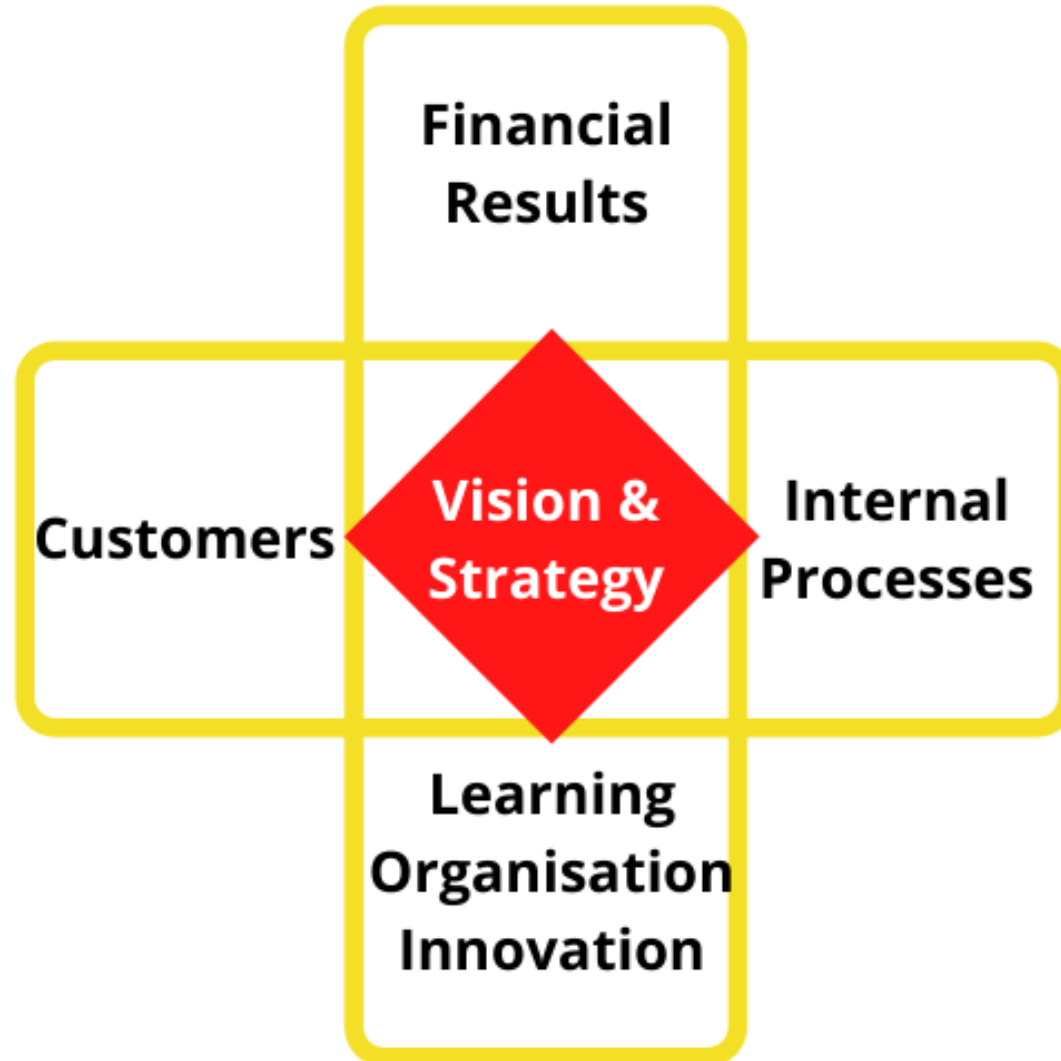


Develop the strategic leadership capability in the education system – success is succession

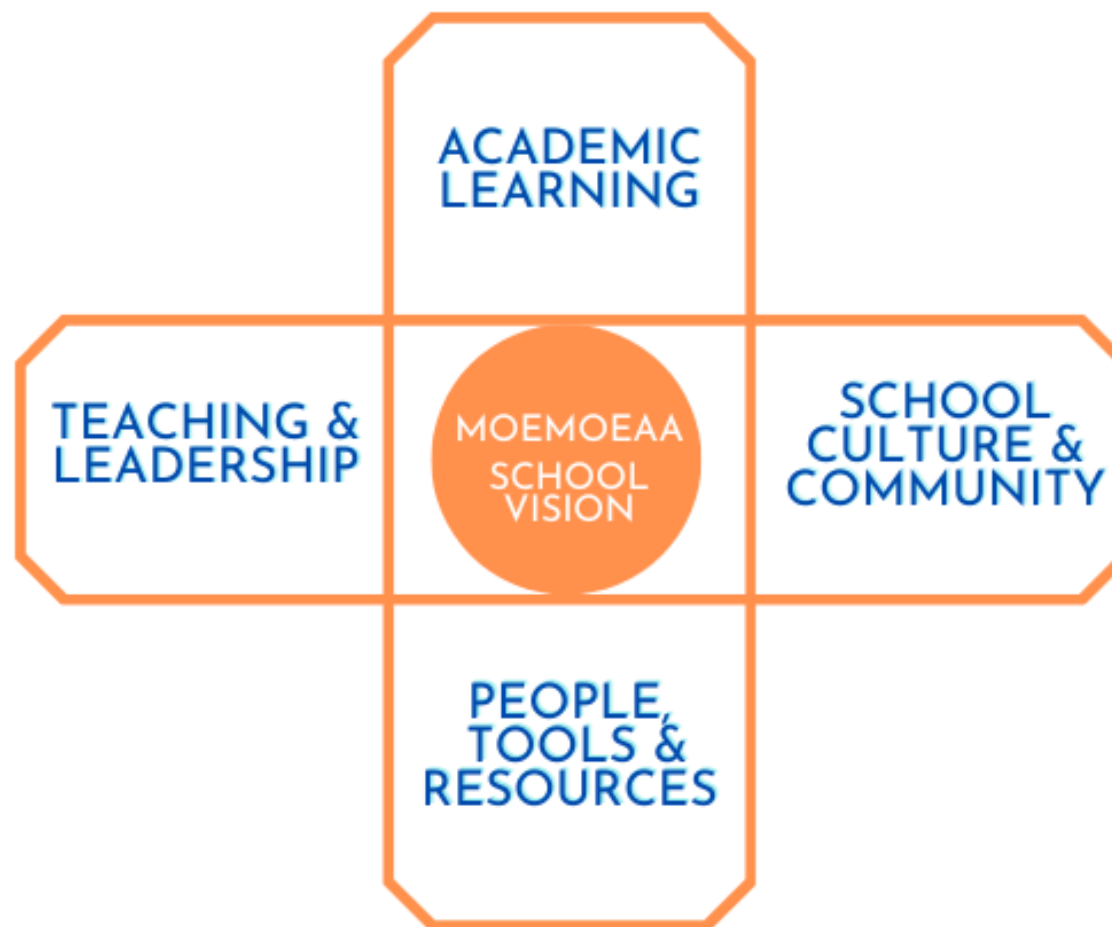


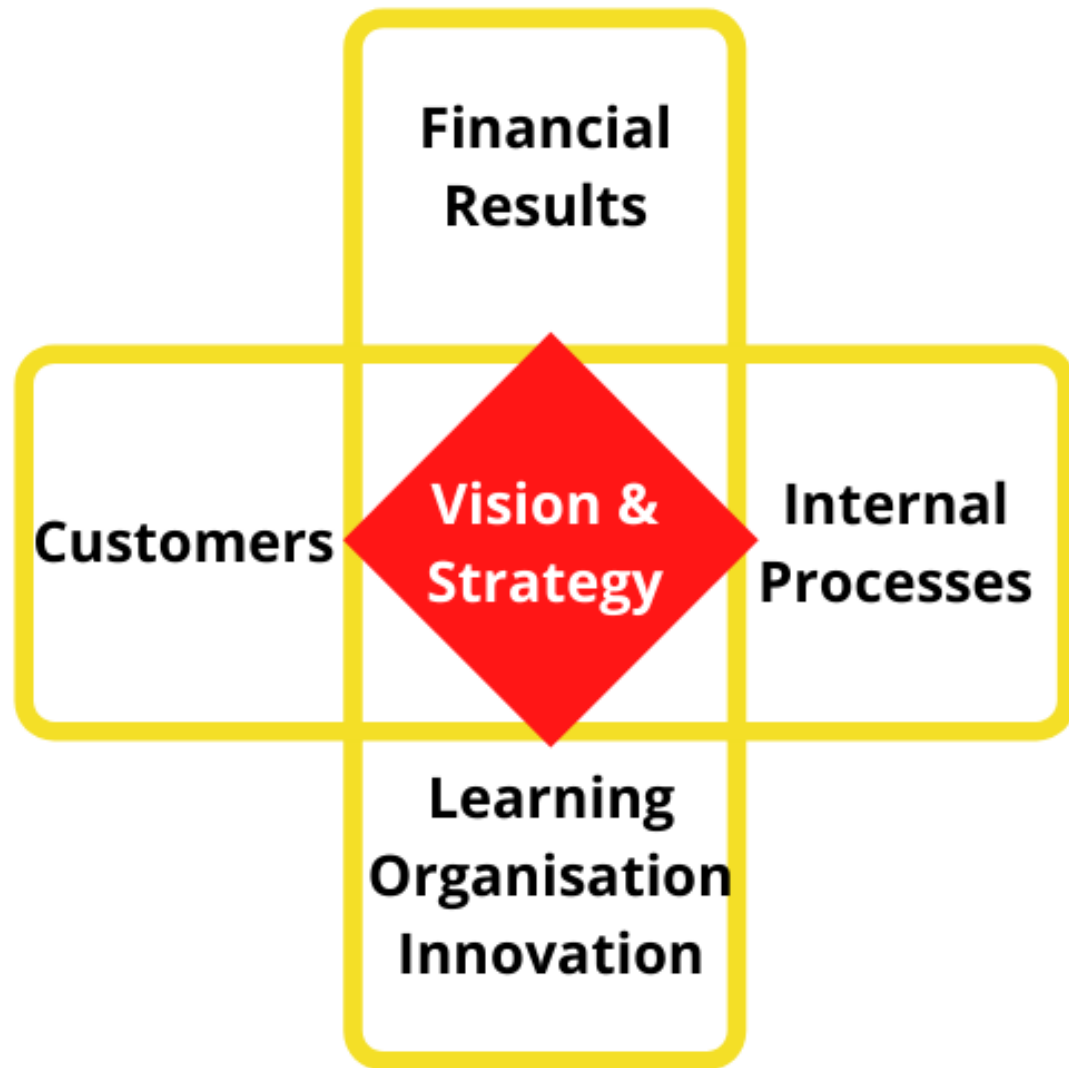
Use the longer-term view to inform the school's 3-4 year strategy

The Balanced Scorecard -Kaplan and Norton

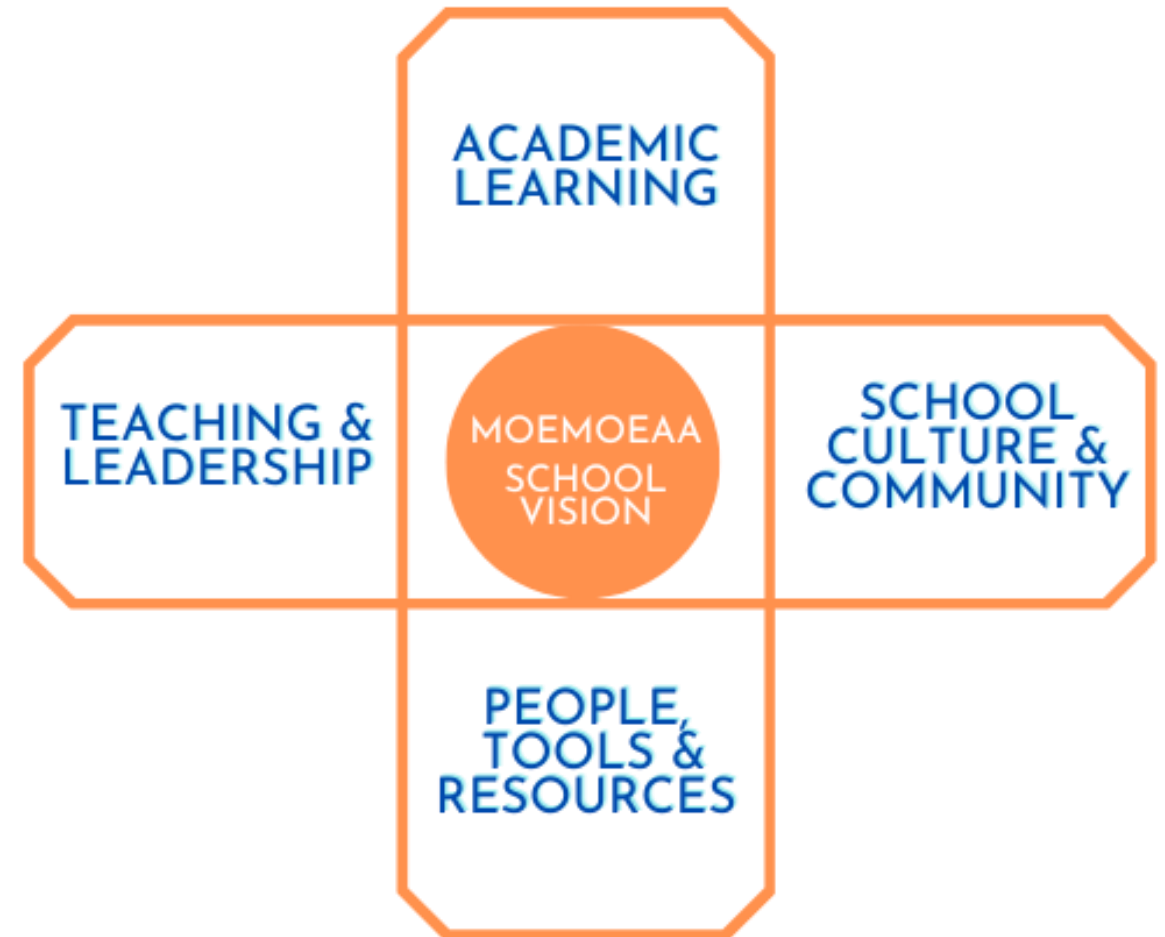


BALANCED SCORECARD FOR SCHOOLS AOTEAROA





BALANCED SCORECARD FOR SCHOOLS AOTEAROA



People, Tools & Resources perspective includes focus on improvements in capacity, capability, growth and development. The BSSA model considers this perspective part of the fundamental ‘basics’ of creating a great school. The focus of this perspective is deliberately wide, and it recognises that schools require a swathe of effective resources and people (teaching and non-teaching) in order to perform at their best.

Teaching & Leadership perspective is concerned with teachers, teaching practice, the teaching environment, and leadership throughout the school.

School Culture & Community perspective includes safety, relationships, cultures and norms, and community engagement.

Academic Learning perspective can almost be considered an outcome of the other three perspectives, because it is impacted greatly by how well the school is doing in the other areas. It is focused on the learning that happens at the school, the way the school is academically oriented, and on how learning is valued.

Strategic Measurement for Schools: Aims

The Strategic Measurement for Schools programme aims to:

- Improve the way in which a kura/school understands its overall performance, better enabling it to achieve its vision through effective understanding and action
- Evidence the relationships between inputs, outcomes and impact
- Tell the story of the kura/school to a wide range of stakeholders
- Encourage the incorporation of pūrākau/Māori storytelling elements in explaining a kura/school's balanced scorecard (visual, metaphorical, language)
- Use multi-modal forms of measurement and ways of knowing.



The strategic measurement approach

- Collaborative development and co-construction
- Builds and distributes leadership capability
- Informs strategy and wise action
- Process of iteration and refinement of measures and tracking
- Builds the strategic leadership capability of the system



Learning Outcomes

By the end of this programme, participants will:

- Understand the **principles, features and benefits** of a balanced scorecard for use in their kura/school
- Be able to clearly **articulate objectives and measures** relevant to the kura/school's context
- Confidently **tell the school's story and explain the data** presented by a balanced scorecard to key stakeholders
- Have developed a balanced scorecard that is **unique to their school's context**
- Produce a **dashboard** for their balanced scorecard
- Be able to apply information from their balanced scorecard into **wise action that improves the performance** of their kura/school and student outcomes.



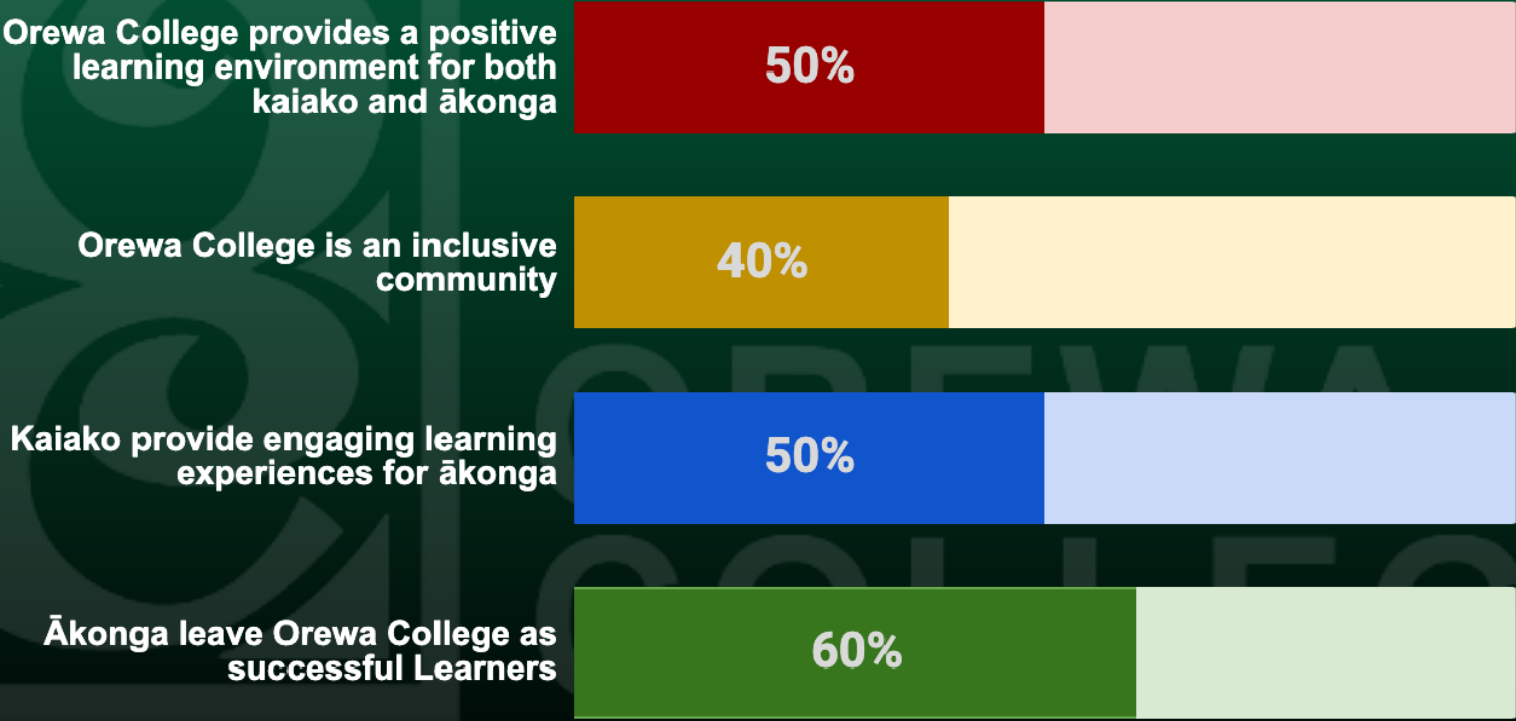
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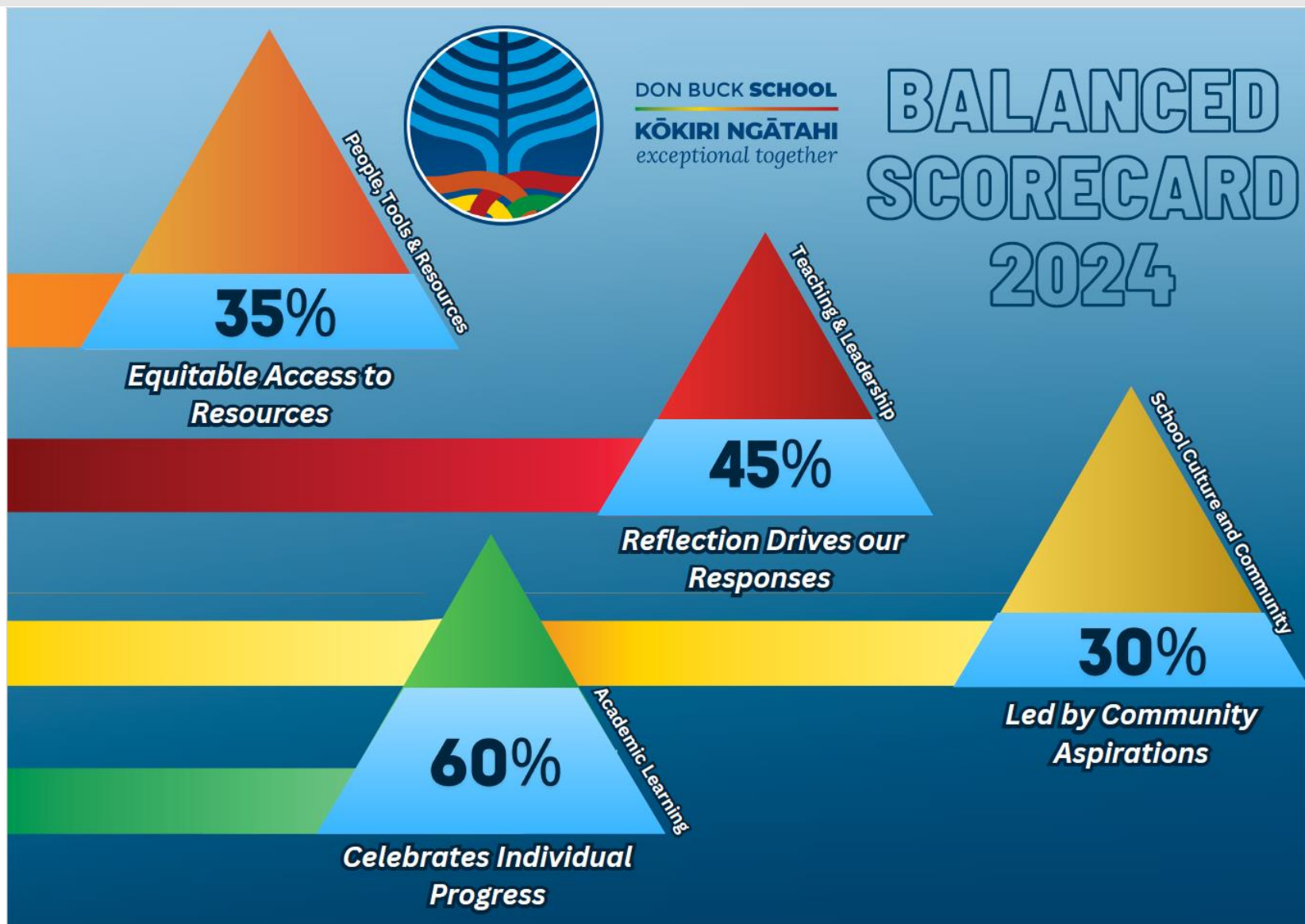


Empowering Learners to be World-Ready

Ka whakamanatia ngā ākonga kia takatū-ā -ao



BSSA Dashboard examples

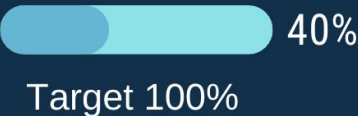


Favona School Balanced Scorecard



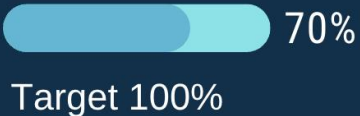
People, Tools & Resources

All new learners experience transition that prepares and equips them for success



Teaching & Leadership

Learners are at the heart of relevant, authentic learning



School Culture & Community

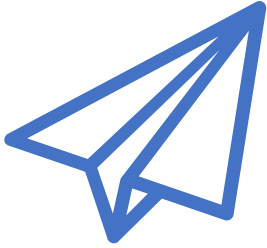
Learning is optimised through attendance being a shared priority



Academic Learning

Learners are successful





The programme's greatest impact was in **Communication and Storytelling**, with scores rising from 2.29 to 3.97 (average distance travelled 1.68). The biggest confidence boost was in incorporating Māori storytelling, with an average distance travelled of 1.98.

Effectively translating data into stories makes information more relatable and engaging for students, parents, and the community.

Communicating the school's story to a wide range of stakeholders builds stronger relationships and community support.

Incorporating elements like Māori storytelling fosters inclusivity and cultural awareness, enriching the educational environment.

Clear communication of insights aids in informed decision-making and strategic planning within educational settings.



Significant data skill improvements included determining performance data (2.38 to 3.89), **consistent data collection** (2.43 to 3.95), and visualisation tool use (2.03 to 3.84), emphasising the importance of data-driven decision-making in schools.

Accurately determining data to represent performance indicators aids in strategic decision-making and improving educational outcomes.

Collecting data consistently ensures reliable performance tracking over the long term, essential for evaluating progress and making informed adjustments.

Using data visualisation tools helps in clearly presenting complex information, making insights accessible to educators, students, and stakeholders.

What principals say about doing this programme



'Made me think about the bigger picture rather than the day-to-day stuff'



'It has been very beneficial to both myself and the team. It has focused our thinking, in the midst of great change'



'We've talked about having a holistic approach to teaching and learning at Mangapapa School, however our success was only measured by and through our academic hard data. This PLD has allowed us to focus and measure holistically, therefore being more relevant and fair'



'It has enabled me to work strategically towards achieving long term (10 year) goals'



'I feel more confident to communicate our school goals and how we will know when we are achieving them'

The Strategic Measurement for Schools Programme was recently evaluated by **Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research**.

Scan the QR code for the report.



What questions
do you have?





Thanks to the Aotearoa Foundation for funding for the pilot



Thank our advisory board - Jack Schneider, Pasi Sahlberg, Cathy Wylie, Frances Nelson, Laurie Thew, Billie-Jean Potaka-Ayton and Ben Szeto

Thank you to our partners - Ngā mihimihi

Strategic Partners



Major Partners



Supporting Partners





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