



# Good Data In, Good Data Out: Systems for Ensuring Data Reliability

**Jenna Crowley & Louise Miller**

# Karakia Timatanga

**Tūtawa mai i runga  
Tūtawa mai i raro  
Tūtawa mai i roto  
Tūtawa mai i waho  
Kia tau ai te mauri tū  
te mauri ora ki te katoa  
Haumi e, hui e, tāiki e**

Come forth from above  
Come forth from below  
Come forth from within  
And from the environment  
Vitality and wellbeing  
for all  
Strengthened in unity

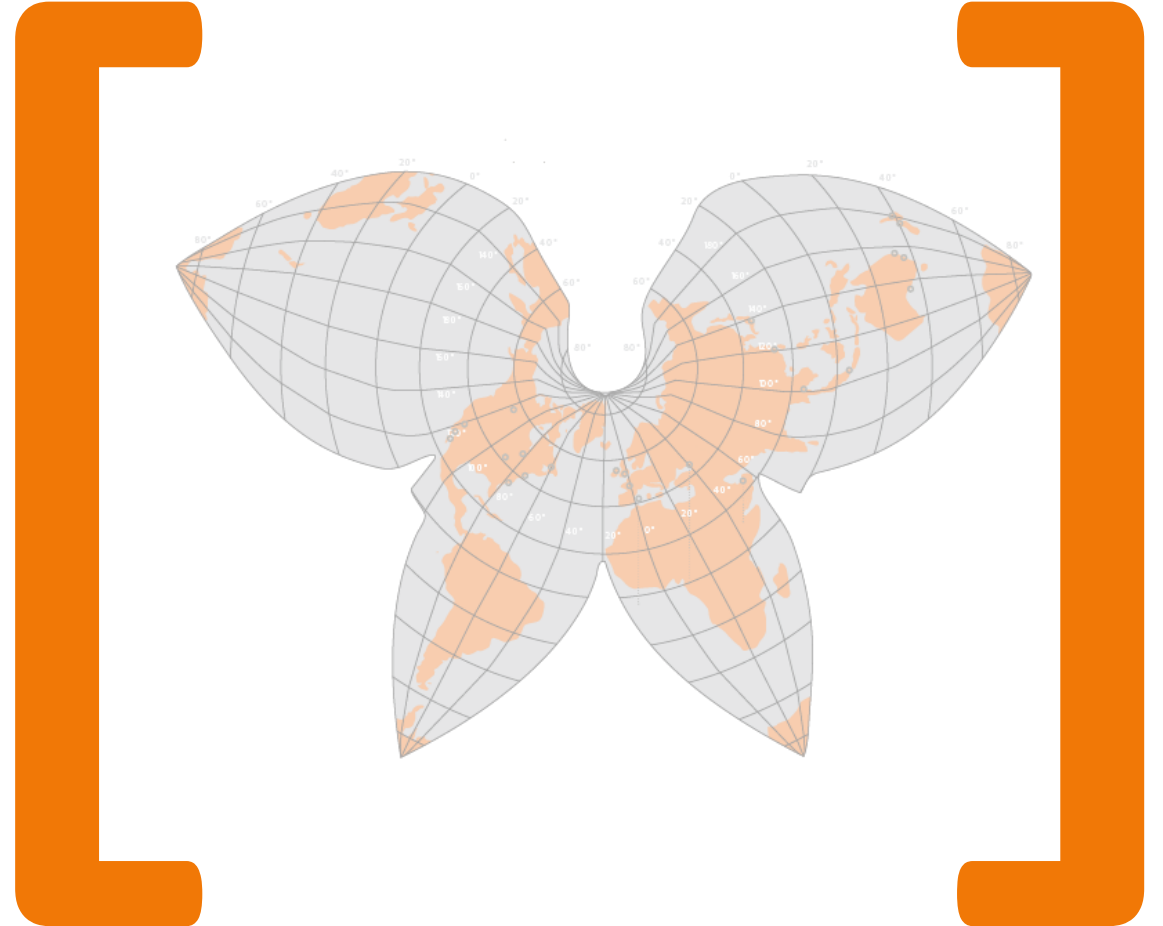
# Workshop Objectives

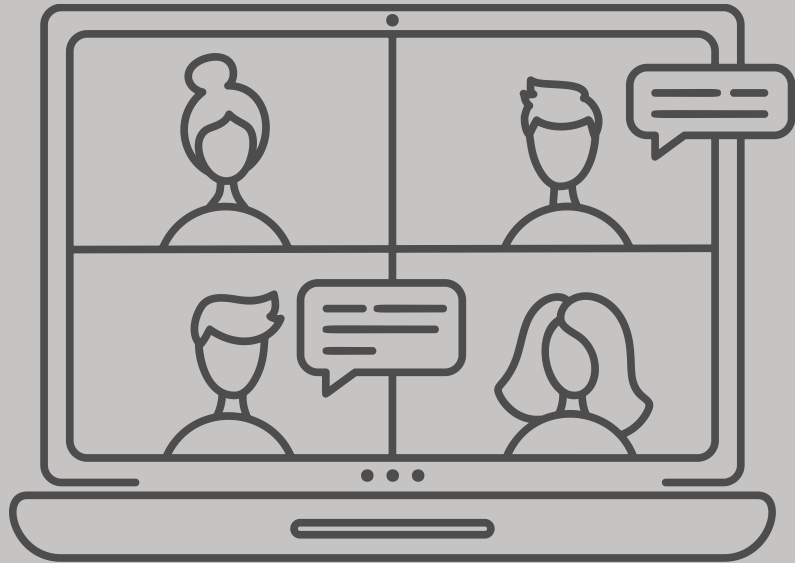
**By the end of this session, participants will be able to:**

- Understand the critical importance of reliable and accurate data for effective school leadership and decision-making.
- Identify key principles of effective assessment (particularly reliability and validity) and their application to data systems.
- Analyse a real-world case study of an Area school that successfully improved its data systems.
- Critically review and identify improvements in their own school's data collection, collation, and reporting systems.

# Context for Workshop

- **There is a key link** between reliable data and effective school leadership, because good data means you can make evidence-based decisions.
- **Data is important** in supporting teaching, learning, and culturally responsive practices within the New Zealand educational landscape. The refreshed NZ Curriculum retains a strong emphasis on assessment for learning.





**Think, Pair, Share**

What is one  
frustration you've  
experienced with  
school data?

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## The Case Study: A Journey Towards Data Reliability

An Area school with a lack of coherence relating to school-wide data collection, collation, and reporting systems.



*Scan me*



### **Excellere College**

"We wanted to be able to track assessment in a meaningful way, with smooth handovers between colleges at transition points, and for departments to have a common understanding of learning progressions and what is being taught from Year 1 to Year 13."

**Andy – Principal**

"We didn't have a system in place where we could collect data that we could all read and understand. It was all different iterations and we didn't have time to sit down and talk about it"

**Meagan – Senior Leader**

"We needed to really think about what we were collecting, who we were collecting it for, and what were we going to use it for? We had to keep coming back to the purpose of what we were doing."

**Danielle – Senior Leader**





# Challenges

“Before” – these were the challenges the school was facing regarding its data systems:

- Fragmented systems and lack of a cohesive overview.
- Onerous manual data entry processes.
- Concerns about data accuracy and reliability.
- Difficulties in longitudinal tracking and data sharing.
- Lack of confidence in data for board reporting





# Key Actions

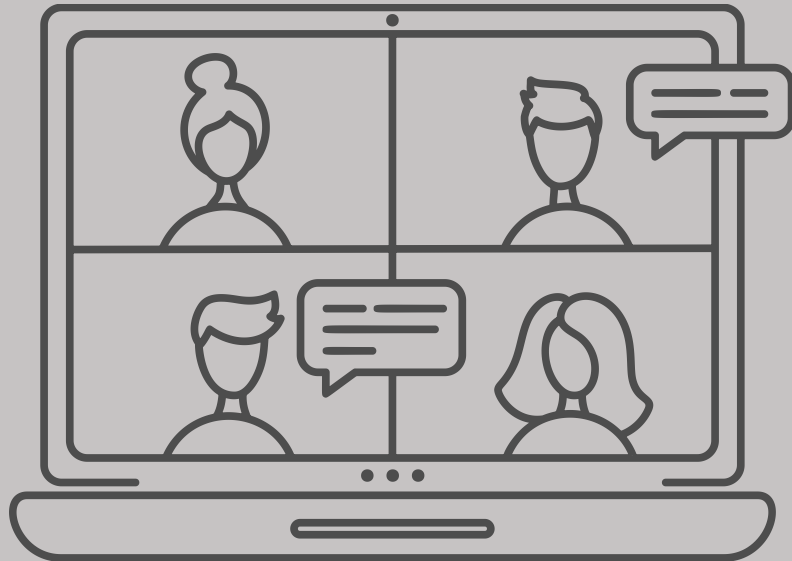
- Curriculum Alignment
- SMS System Review
- Assessment Schedule Review
- Student Voice in Assessment
- Addressing Data Disaggregation Challenges
- Navigating External Pressures

# Outcomes

These positive impacts were observed:

- Increased Confidence in Data
- Meaningful Reporting
- Improved Data Accessibility
- Enhanced Understanding of Priority Learners
- Data-Informed Interventions
- Smoother Transitions and Reduced Teacher Workload
- Developing Data Literacy






## Think, Pair, Share

What aspects of the challenges faced by the case study school resonate with your own experiences?

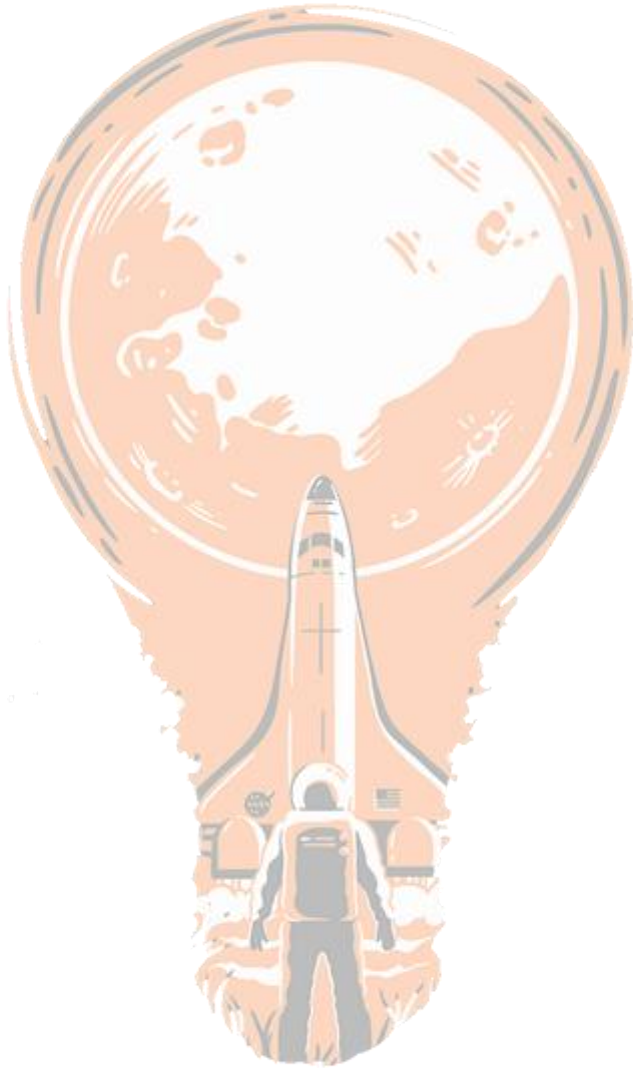
# Principles of Effective Assessment

- **Reliability:** Consistency and accuracy of data.
- **Validity:** Ensuring the data collected truly measures what it intends to measure regarding student learning and progress.
- **Purposefulness:** Clarity of why the data is being collected and how it will be used to inform decisions.



How do these principles of effective assessment apply to the *systems* we use for collecting, collating, and reporting data in our schools?

## Data Systems Self-Review



- **Collection:** How do we collect student data across different year levels and learning areas? What tools and processes are in place? How reliable and accurate do we perceive these methods to be?
- **Collation:** How is data brought together at a school-wide level? What are the key steps and who is responsible? What potential points of error or inefficiency exist?
- **Reporting:** How is data reported to leadership, the board, and teachers? Is the data presented in a clear, meaningful, and timely manner? Does it accurately reflect the story of student learning?
- **Accessibility:** How easily can teachers access relevant data to inform their practice? Are there any technical or systemic barriers?



*Scan me*





Share one key strength and one potential area for improvement in your school's data systems based on your individual reflections and the principles we've discussed. Consider the challenges and solutions highlighted in the case study.



# Key Takeaways

Based on our discussion and your reflections, what is one concrete next step you could take back to your school to begin to review or improve your data systems?



# Data Led School Success

An essential short online course for school leaders and their teams, designed to fast-track school-wide performance by embedding data-informed practices into everyday decision-making.

**Starts Term  
2, Week 2!  
Book via  
the QR  
code.**



## **Session 1 (8th May) – All About Data**

- Understand the relationship between achievement data and other outcomes and measures.
- Evaluate the strengths and limitations of your current use of data.
- Apply data protocols to effectively display and analyse data for school improvement.

## **Session 2 (22nd May) – Making Sense of Your Data**

- Use the Collaborative Impact Approach to dive deeper into your data.
- Prioritise educational challenges based on insights from your data sets.
- Learn from colleagues and other school leaders to broaden your perspective.

## **Session 3 (12th June) – Taking Data-Driven Action**

- Define success tailored to your school's context.
- Develop actionable plans linked to your Annual and Strategic Plans.
- Use tools and strategies to implement data-driven improvements at scale.

## **Session 4 (26th June) – Embedding Data-Led School Success**

- Create systems for monitoring and evaluation.
- Incorporate data into self-review processes to track and sustain progress.
- Build accountability mechanisms to ensure long-term success for your ākonga.

# Contact us



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**Your Feedback Matters:**  
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# Karakia Whakamutunga

KIA WHAKAIRIA TE TAPU  
KIA WĀTEA AI TE ARA  
KIA TURUKI WHAKATAHA AI  
KIA TURUKI WHAKATAHA AI  
HAUMI E, HUI E, TĀIKI E!

*Restrictions are moved aside  
So the pathway is clear  
To return to everyday activities  
Enriched and unified*