

Beyond the box: AI that fits your school

Blurb for today:

Most educational tools are built for the "average school" but yours isn't average. Leaders are often data-rich in compliance metrics like attendance, and achievement, yet insight-poor regarding stakeholder mindsets, school values, and teacher growth. These "hard-to-measure" elements are vital, but often invisible in generic software.

This session shifts the focus from expensive, off-the-shelf products to affordable, bespoke solutions. We'll explore how AI is used in New Zealand schools to create custom webapps and dashboards that capture the evidence that actually matters—in days, not months.

data informEd



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Do you have spreadsheets that look like this?

Full Name	Current Year	Current Room	Gender	Ethnicity	Literacy				Numeracy				EOY 2025			Assessment Writing – 2025, Term 4														
					T1 Code (Y3/67) (Y4/40)	T4 Code (Y3/67) (Y4/40)	T1 E-assile Overall	T4 E-assile Overall	T1 PAT Yr 4 C6/Staline	T1 PAT Yr 4 C6/Staline	T1 STAR Yr 3 (45/Staline)	T4 STAR Yr 3 (45/Staline)	T1 Basic Facts (60)	T3 Basic Facts (60)	T1 PAT 1A Yr 3 (34/Staline)	T4 PAT 1A Yr 3 (34/Staline)	T1 PAT 1 Yr 4 (35/Staline)	T4 PAT 1 Yr 4 (35/Staline)	Reading	Writing	Maths	Overall Level	Ideas Level	Organisation	Punctuation	Leve	Structure	Leve	Sp	
Year 4	Year 4	Hub 7BC	F	3	1B				21						144		4/1		Working...	Approach...	Approach...	1A	2P	1B	1P	1P	1P	1P	1	
	Year 3	Hub 7BC	M	1	C						27/5		7						Working...	Approach...	Working...	1B	1B	1B	1B	1P	1P	1P	1	
	Year 3	Hub 7BC	M	24	C						37/7		13		11/3				Approach...	Working...	Working...	1B	1B	1B	1P	1P	1P	1P	1	
	Year 3	Hub 7BC	F	5	1B								3		11/3				Working...	Working...	Approach...									
	Year 3	Hub 7BC	F	17	1P						18/4		3		8/2				Working...	Working...	Working...	1P	1B	1B	2B	1P	1P	1P	1	
	Year 4	Hub 7BC	M	9	C				19/5								8/3		Working...	Working...	Approach...	1B	1B	1B	1B	1B	1P	1P	1	
	Year 3	Hub 7BC	F	2	C						5/2		7		2/1				Working...	Working...	Working...	1P	1B	1B	2B	1P	1P	1P	1	
	Year 3	Hub 7BC	M	53	1P						16/4		0		2/1				Approach...	Working...	Working...	1A	1B	2B	1P	2A	2A	1	1	
	Year 3	Hub 7BC	M	0	C						11/3		6		26/7				Working...	Working...	Working...								6	
	Year 3	Hub 7BC	M	17	C						18/4		1		6/2				Working...	Working...	Approach...	1A	1B	2B	2B	1P	2A	2A	1	
	Year 3	Hub 7BC	F	37	C						37/7		19		6/2				Working...	Working...	Working...	1P	2P	1B	1P	1P	1P	1P	1	
	Year 4	Hub 7BC	F	31	3B				31/8										Approach...	Approach...	Approach...	2P	2P	2B	3P	1P	2A	2A	1	
	Year 4	Hub 7BC	M	38	3A				30/8								19/5		Approach...	Approach...	Approach...	3P	3A	3B	3P	3A	4B	4B	4	
	Year 3	Hub 7BC	F	63	3B						45/9		48		30/9				Working...	Working...	Working...	2P	3A	3B	2B	1P	1P	1P	1	
	Year 4	Hub 7BC	M	37	C				27/7						26/7				Approach...	Approach...	Working...	3B	3A	2B	3P	2A	2A	2A	3	
	Year 4	Hub 7BC	F	21	2P				23/6						28/7				Approach...	Approach...	Working...	2B	2P	2B	1P	1P	1P	1P	1	
	Year 4	Hub 7BC	M	11	C				6/2						21/5				Working...	Approach...	Working...	2B	2P	2B	1P	2A	2A	2A	1	
	Year 4	Hub 7BC	F	23	2B				14/4						2/1				Working...	Working...	Working...	2P	2P	3B	2B	2A	2A	2A	1	
	Year 4	Hub 7BC	F	36	C				34/9						34/9				Working...	Working...	Working...	2B	2P	2B	1P	2A	2A	2A	1	
	Year 3	Hub 7BC	F	57	3A						38/7		38		10/3				Approach...	Approach...	Approach...	2P	2P	2B	2B	2A	2A	2A	3	
	Year 4	Hub 7BC	M	29	C				29/7								31/8		Approach...	Approach...	Working A...	2A	2P	2B	3P	2A	2A	2A	1	
	Year 4	Hub 7BC	M	23	1P				27/7						25/6				Working...	Working...	Approach...	2P	2P	2B	2B	2A	2A	2A	1	
	Year 4	Hub 7BC	M	17	C				33/9						28/7				Working...	Approach...	Working...	1B	1B	1B	1B	1P	1P	1P	1	
	Year 4	Hub 7BC	F	18	1A				18/5						21/5				Working...	Working...	Working...	3P	3A	4B	1B	3A	4B	4B	3	
	Year 4	Hub 7BC	M	24	2B				29/7						33/9				Approach...	Approach...	Approach...	3B	2P	3B	3B	3P	3A	2A	2A	3
	Year 4	Hub 7BC	M	6	C				11/3						14/4				Approach...	Approach...	Working...	2B	2P	2B	2B	2A	2A	2A	1	
	Year 4	Hub 7BC	F	2	1P				4/1						4/1				Approach...	Approach...	Approach...	2P	2P	2B	2B	2A	2A	2A	1	
	Year 4	Hub 7BC	F	1	1B				5/2						3/1															
	Year 4	Hub 7...	F	22	C				2/1										Working...	Working...	Approach...	1A	2P	2B	1P	1P	2A	2A	1	
	Year 4	Hub 7...	M	8	1A				17/5								18/5		Working...	Working...	Approach...	1P	2P	2B	1B	1B	1P	2A	2A	1
	Year 4	Hub 7...	M	0	1A				24/6								1/1		Working...	Working...	Working...	1B	1B	1B	1B	1P	1P	1B	1	
	Year 3	Hub 7...	M	10	C						21/4		3		1/1				Approach...	Working...	Working...									
	Year 3	Hub 7...	F	46	C						40/7		8		15/4				Working...	Working...	Working...	1A	2P	2B	1B	1P	2A	2A	1	
	Year 3	Hub 7...	M	0	1B						10/3		9		12/4				Approach...	Approach...	Approach...	1B	1B	1B	1B	1B	1B	1B	1	
	Year 3	Hub 7...	F	10	C						32/6		3		3/1				Working...	Working...	Working...	1A	2P	2B	1P	1P	1P	1P	1	
	Year 4	Hub 7...	M	12	1P				4/1								5/2		Working...	Working...	Approach...	1B	2P	1B	1B	1B	1B	1B	1	
	Year 4	Hub 7...	F	18	C				11/3						27/7				Working...	Working...	Approach...	1B	1B	1B	1B	1P	1P	1P	1	
	Year 4	Hub 7...	M	14	1P				12/4						16/4				Approach...	Working...	Working...	1B	1B	1B	1B	1P	1P	1P	1	
	Year 3	Hub 7...	M	4	C						7/2		1		2/1				Approach...	Approach...	Approach...	1B	1B	1B	1B	1P	1P	1P	1	
	Year 3	Hub 7...	F	10	C						22/4		8		4/1				Working...	Working...	Working...	1B	1B	1B	1P	1P	1P	1P	1	
	Year 4	Hub 7...	M	0	1B				8/3								9/3		Working...	Working...	Approach...	1B	2P	1B	1B	1B	1B	1B	1	
	Year 4	Hub 7...	F	36	C				28/7						28/7				Approach...	Approach...	Working...	2A	3A	3B	3P	2A	2A	2A	1	
	Year 4	Hub 7...	M	38	C				35/9						32/9				Working...	Working...	Working...	3P	3A	3B	3P	3A	4B	4B	3	
	Year 4	Hub 7...	M	22	C				24/6						30/8				Working...	Working...	Working...	2A	3A	3B	3P	2A	2A	2A	1	
	Year 3	Hub 7...	F	48	C						42/8		18		14/4				Approach...	Working...	Working...	1A	1B	1B	1P	2A	2A	1P	1	
	Year 4	Hub 7...	M	28	4P				25/6						21/5				Working...	Working...	Working...	2P	2B	1B	2A	1P	1P	1P	3	
	Year 4	Hub 7...	M	27	1P				31/8						18/5				Working...	Working...	Working...	2P	2P	2B	2B	2A	1P	1P	3	
	Year 4	Hub 7...	M	29	C				34/9						33/9				Approach...	Approach...	Approach...	2P	2P	2B	2B	2A	2A	2A	1	
	Year 4	Hub 7...	F	25	2A				23/6						14/4				Working...	Working...	Working...	2P	2P	2B	2B	2A	2A	2A	1	
	Year 4	Hub 7...	M	30	C				24/6						30/8				Working...	Working...	Working...	3B	3A	3B	3P	2A	4B	4B	1	
	Year 4	Hub 7...	F	31	2B				21/5						19/5				Working...	Working...	Approach...	2B	2P	2B	2B	2A	1P	1P	1	
	Year 4	Hub 7...	F	30	3P				32/8						22/6				Working...	Working...	Working...	3B	3A	3B	3P	3A	2A	2A	3	
	Year 4	Hub 7...	M	40	C				33/9						21/5				Approach...	Working...	Working...	3B	2P	3B	3P	3A	2A	2A	3	

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We build tools that help educators find the clarity to make informed decisions, and tell their impact story with confidence.



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▼ Te Whare Tapa Wha

Snapshot

Longitudinal

▼ Achievement

Snapshot

Effort vs Achievement

Matched Shift

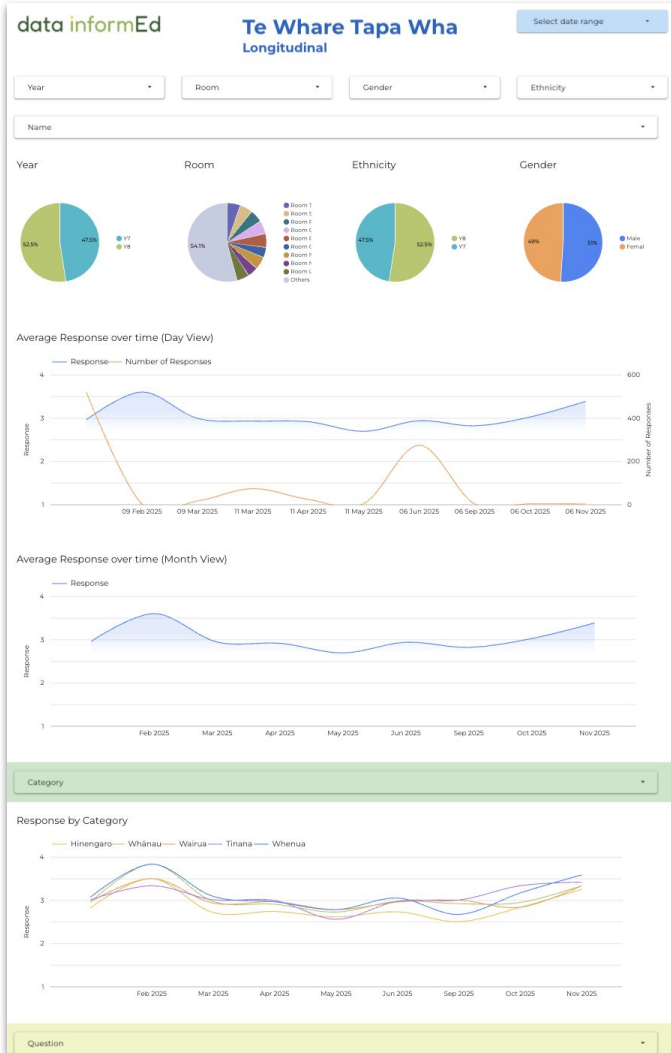
OTJ Matched Shift

▼ Attendance

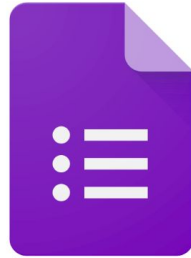
Summary

Achievement Match

Triangulation



Data Inputs

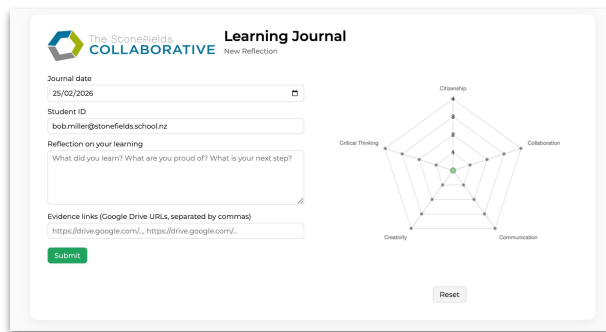
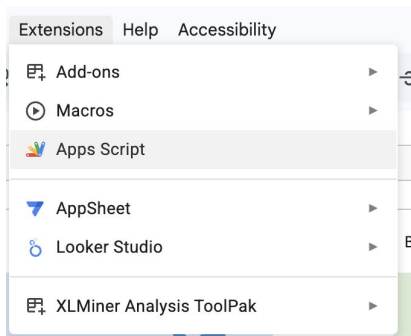


Google Forms



Google Sheets

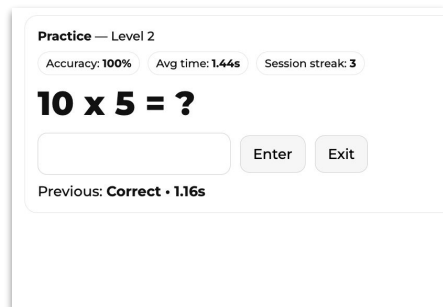
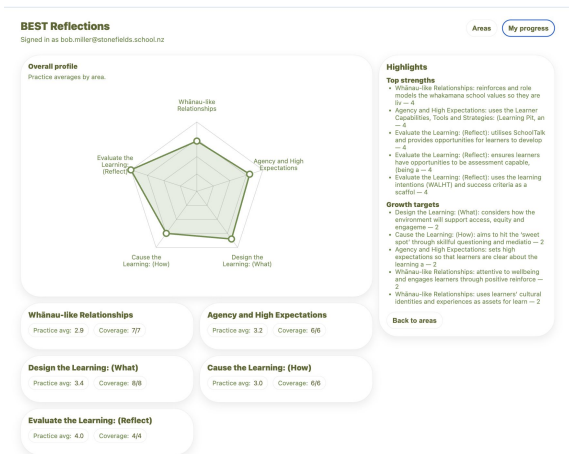
Webapps - Data Capture Made Easy



Software that is customised to your schools and fits specific needs.

Makes complex systems usable. Improves data quality at the source.

Relatively quick to build, easy to customise and adapt to need.



Practice — Level 2

Accuracy: **100%** Avg time: **1.44s** Session streak: **3**

10 x 5 = ?

Previous: **Correct • 1.16s**

Enter Exit

Intergrates automatically with Google Sheets so the data lives within your domain with no additional hosting costs.

Data can feed directly into dashboards for deeper analysis



Gemini Code Assist



TE KURA WHAKATIPU O
KAWARAU



Our Vision We will work together to achieve...	Our Teaching Principles (our core beliefs about teaching) We will...	Our Teaching Practices (what happens within our learning environments, programmes, and systems) We will achieve our principles by...	Cross Reference Key (2009 Standards, 3 levels, ESO Teaching Observation Framework, Interim Professional Standards)
GATHER At our place our staff, whānau, community and board GATHER to support our learners and their learning.	1: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership through productive professional relationships. 2: Create and maintain supportive and safe learning environments where identities, languages, and cultures are visible	1: Uphold Te Tiriti o Waitangi articles through authentic partnership and a shared responsibility for Māori learners to succeed as Māori. (PEI) 2: Acknowledge local histories and the heritages of both Te Tiriti partners to enrich the school's cultural narrative and community connections. (PEI) 3: Normalise the school's cultural narrative , to reo, and tikanga Māori in daily life to promote whanaungatanga and a sense of belonging. (OP) 4: Maintain a transparent 'open door' through clear, open, and professional communication that identifies learner progress and strengths. (PEI)	1. SFA.1.1.3, TK-Tangata Whenuatanga, TOF-Te Tiri 2. SFA.2 3. SFA.1.4, TK-Manaakitanga, TK-Tangata Whenuatanga, SFA.B.1.4, TK-Whanaungatanga 1. SFA.5.1, TK-Manaakitanga, TOF-Culturally Responsive 2. SFA.3.2.5.1, TK-Tangata Whenuatanga, TOF-Culturally Responsive 3. SFA.5.3, TOF-Effective Teaching
LEARN At our place all our learners LEARN through innovative and inspiring teaching and learning in an environment that supports learners' wellbeing and engagement.	3: Know the content and how to teach it, effectively enacting a local curriculum that fosters foundational literacy and numeracy. 4: Apply evidence-informed instructional strategies that address the cognitive, emotional, and social factors of the learning process. 5: Enable learning-focused capabilities, developing learner agency, self-regulation, and collaborative problem-solving.	1: Design learning experiences that integrate local narratives and priorities with a future-focused lens. (PEI) 2: Integrate oral language, literacy, and numeracy as foundational capabilities across all learning areas to accelerate progress. (OP) 3: Utilise learning tools and technologies safely, ethically, and responsibly to enhance engagement and accessibility. (OP) 1: Apply strategies informed by the science of learning , specifically addressing the cognitive, emotional, and social factors that impact progress. (OP) 2: Apply explicit teaching methods, including modeling, 'think alouds', and exemplars, to support learners toward mastery. (OP) 3: Sequence learning intentionally to connect to prior knowledge and manage cognitive load . (OP) 4: Differentiate instruction 'in the moment' to provide individualised support, scaffolding, or extension for the diverse range of learners. (OP)	1. SFA.2.2, TOF-Effective Teaching 2. SFA.2.4 3. SFA.5.4 1. SFA.3.1, TOF-Sciences of Learning, SFA.2.3, TOF-Effective Teaching 2. SFA.3.1, TOF-Cognitive Load 4. SFA.3.2, 4.4 1. SFA.4.5 2. SFA.4.5, TK-Ako 3. SFA.4.5, TK-Whānau
GROW At our place all our learners and staff GROW with courage to realise their potential	6: Assess, provide feedback, and report on learning, using high-quality assessment and aromatawai to	1: Share clear learning intentions and success criteria so learners know how to demonstrate progress and achievement. (OP) 2: Use specific, timely, and strengths-based feedback and feedforward to empower learners to identify their own next steps. (OP) 3: Use assessment and aromatawai to perceive the learner's journey.	1. SFA.4.3, TOF-Effective Teaching 2. SFA.6.1 3. SFA.6.1, 6.2 4. SFA.6.4, 6.1
academically, culturally, physically, and emotionally	monitor the extent and pace of progress.	identifying special talents, strengths, and motivations to inform teaching. (PEI) 4: Actively seek learner and whānau voice to report on progress through a robust, three-way partnership. (PEI)	
	7: Promote positive behavior and high expectations, using restorative approaches to build learner self-efficacy and resilience.	1: Explicitly teach relationship skills and the ability to make strong decisions through Play is the Way and PB4L. (OP) 2: Equip learners with conflict resolution and peer mediation skills to foster empathy and integrity. (OP) 3: Promote a resilient learning culture that encourages risk-taking and celebrates 'FAIL' (First Attempt in Learning). (OP) 4: Provide authentic opportunities for learners to grow leadership capabilities and contribute to the wider school and community. (PEI)	1. SFA.5.3, TK-Whanaungatanga 2. SFA.4.5.1.5.3, TK-Manaakitanga, TK-Whanaungatanga, TK-Whānau, TOF-Learning Environment, PS-Motivation of Students, PS-Teaching Techniques 3. SFA.4.1.5.1 4. SFA.4.5, 6.3
	8: Engage in professional learning through a continuous cycle of evidence-based reflection and collegial engagement to improve practice.	1: Participate in a Professional Growth Cycle that upholds professional ethics and legal responsibilities to improve practice. (PEI) 2: 'Hold ideas lightly' by staying open to evidence-based innovations and research-based best practices. (PEI) 3: Work collegially to address challenges and support the ongoing improvement of organizational culture and practice. (PEI)	1. SFA.7.1 2. SFA.2.2, 7.2 3. SFA.7.2, 8.3



TE KURA WHAKATIPU O KAWARAU

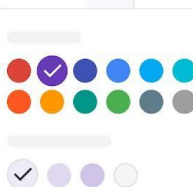
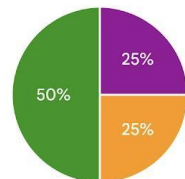
Our Vision We will work together to achieve...	Our Teaching Principles (our core beliefs about teaching) We will...	Our Teaching Practices (what happens within our learning environments, programmes, and systems) We will achieve our principles by...	Cross Reference Key (2020 Standard, 300000, ESO) Teaching Observation Framework (Professional Standards)
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academically, culturally, physically, and emotionally	monitor the extent and pace of progress. 7. Promote positive behavior and high expectations, using restorative approaches to build learner self-efficacy and resilience. 8. Engage in professional learning through a continuous cycle of evidence-based reflection and collegial engagement to improve practice.	identifying special talents, strengths, and motivations to inform teaching. (PEI) 4. Actively seek learner and whānau voice to report on progress through a robust, three-way partnership. (PEI) 1. Explicitly teach relationship skills and the ability to make strong decisions through Play is the Way and PB4L. (OP) 2. Equip learners with conflict resolution and peer mediation skills to foster empathy and integrity. (OP) 3. Promote a resilient learning culture that encourages risk-taking and celebrates 'FAIL' (First Attempt in Learning). (OP) 4. Provide authentic opportunities for learners to grow leadership capabilities and contribute to the wider school and community. (PEI)	1. SFA.5.3, TK-Whanaungatanga 2. SFA.4.5.1.5.3, TK-Manaakitanga, TK-Whanaungatanga, TK-Whanaungatanga, TOF-Learning Environment, PS-Motivation of Students, PS-Teaching Techniques 3. SFA.4.5.1 4. SFA.4.5, 8.3
		1. Participate in a Professional Growth Cycle that upholds professional ethics and legal responsibilities to improve practice. (PEI) 2. 'Hold ideas lightly' by staying open to evidence-based innovations and research-based best practices. (PEI) 3. Work collegially to address challenges and support the ongoing improvement of organizational culture and practice. (PEI)	1. SFA.7.1 2. SFA.2.2, 7.2 3. SFA.7.2, 8.3



TE KURA WHAKATIPU O KAWARAU

Your feedback matters

Analyze



Google Workspace

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GATHER At our place our staff, whānau, community and board GATHER to support our learners and their learning.	1: Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership through professional relationships. 2: Create and maintain supportive and safe learning environments where identities, languages, and cultures are visible	1: Uphold Te Tiriti o Waitangi articles through authentic partnership and a shared responsibility for Māori learners to succeed as Māori. (PEI) 2: Acknowledge local histories and the heritages of both Te Tiriti partners to enrich the school's cultural narrative and community connections. (PEI) 3: Normalise the school's cultural narrative , to reo, and tikanga Māori in daily life to promote whanaungatanga and a sense of belonging. (OP) 4: Maintain a transparent 'open door' through clear, open, and professional communication that identifies learner progress and strengths. (PEI)	1. SFA.1.1.3, TK-Tangata Whenuatanga, TOP-Te Tiri 2. SFA.2 3. SFA.1.4, TK-Manaakitanga, TK-Tangata Whenuatanga 4. SFA.1.8.4, TK-Whanaungatanga
LEARN At our place all our learners LEARN through innovative and inspiring teaching and learning in an environment that supports learners' wellbeing and engagement.	3: Know the content and how to teach it effectively enacting a local curriculum that fosters foundational literacy and numeracy. 4: Apply evidence-informed instructional strategies that address the cognitive, emotional, and social factors of the learning process. 5: Enable learning-focused capabilities, developing learner agency, self-regulation, and collaborative problem-solving.	1: Design learning experiences that integrate local narratives and priorities with a future-focused lens. (PEI) 2: Integrate oral language, literacy, and numeracy as foundational capabilities across all learning areas to accelerate progress. (OP) 3: Utilise learning tools and technologies safely, ethically, and responsibly to enhance engagement and accessibility. (OP) 1: Apply strategies informed by the science of learning , specifically addressing the cognitive, emotional, and social factors that impact progress. (OP) 2: Apply explicit teaching methods, including modeling, 'think alouds', and exemplars, to support learners toward mastery. (OP) 3: Sequence learning intentionally to connect to prior knowledge and manage cognitive load . (OP) 4: Differentiate instruction 'in the moment' to provide individualised support, scaffolding, or extension for the diverse range of learners. (OP)	1. SFA.2.2, TOP-Effective Teaching 2. SFA.2.4 3. SFA.5.4 1. SFA.3.1, TOP-Sciences of Learning 2. SFA.2.3, TOP-Effective Teaching 3. SFA.3.1, TOP-Cognitive Load 4. SFA.3.2, 4.4
GROW At our place all our learners and staff GROW with courage to realise their potential	6: Assess, provide feedback, and report on learning, using high-quality assessment and aromatawai to	1: Build learner agency and self-efficacy by consciously developing self-regulation, metacognition, and critical thinking. (OP) 2: Facilitate student-led collaborative learning (e.g., tukuna-teina) through purposeful and mixed-ability groupings. (OP) 3: Provide authentic opportunities for learners to exercise choice and voice and be active participants in their learning journey. (OP)	1. SFA.4.5 2. SFA.4.5, TK-Ako 3. SFA.4.5, TK-Whānau
academically, culturally, physically, and emotionally	7: Promote positive behavior and high expectations, using restorative approaches to build learner self-efficacy and resilience.	1: Share clear learning intentions and success criteria so learners know how to demonstrate progress and achievement. (OP) 2: Use specific, timely, and strengths-based feedback and feedforward to empower learners to identify their own next steps. (OP) 3: Use assessment and aromatawai to perceive the learner's journey,	1. SFA.4.5, TOP-Effective Teaching 2. SFA.6.1 3. SFA.6.1, 6.2 4. SFA.6.4, 6.1
	8: Engage in professional learning through a continuous cycle of evidence-based reflection and collegial engagement to improve practice.	1: Identify special talents, strengths, and motivations to inform teaching. (PEI) 4: Actively seek learner and whānau voice to report on progress through a robust, three-way partnership. (PEI)	1. SFA.5.3, TK-Whanaungatanga 2. SFA.4.5, 5.3, TK-Manaakitanga, TK-Whanaungatanga, TK-Whānau 3. SFA.5.3, TOP-Learning Environment 4. SFA.5.3, TOP-Teaching Techniques
		1: Participate in a Professional Growth Cycle that upholds professional ethics and legal responsibilities to improve practice. (PEI) 2: 'Hold ideas lightly' by staying open to evidence-based innovations and research-based best practices. (PEI) 3: Work collegially to address challenges and support the ongoing improvement of organizational culture and practice. (PEI)	1. SFA.7.1 2. SFA.2.2, 7.2 3. SFA.7.2, 8.3



TE KURA WHAKATIPU O KAWARAU



Google Apps Script



TE KURA WHAKATIPU O KAWARAU

Effective Teaching @ Kawarau

Signed in as bob@kawarau.school.nz

Principles

My progress

Te Tiriti Partnership

Practice average: 3.5

Coverage: 4/4

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership through productive professional relationships.

Area average (auto)

Emerging
Level: Proficient (63%)
Updated: 11/03/2026 09:39

Inclusive Environments

Practice average: 2.3

Coverage: 4/4

Create and maintain supportive and safe learning environments where identities, languages, and cultures are visible and affirmed.

Area average (auto)

Emerging
Level: Developing (32%)
Updated: 03/04/2026 16:09

Curriculum & Pedagogy

Practice average: 2.7

Coverage: 3/3

Know the content and how to teach it, effectively enacting a local curriculum that fosters foundational literacy and numeracy, affirmed.

Area average (auto)

Emerging
Level: Consolidating (43%)
Updated: 03/04/2026 16:34

Evidence-Informed Practice

Practice average: 2.5

Coverage: 4/4

Apply a strategic, emotio

Area a

Emergi
Level: (38%)

Effective Teaching @ Kawarau

Signed in as bob@kawarau.school.nz

Principles

My progress

Overall profile

Practice averages by area.



Highlights

Top strengths

- Curriculum & Pedagogy: Design learning experiences that integrate local narratives and prior — 4
- Positive Culture: Equip learners with conflict resolution and peer mediation skills to f — 4
- Te Tiriti Partnership: Uphold Te Tiriti o Waitangi articles through authentic partnership and — 4
- Learner Agency: Provide authentic opportunities for learners to exercise choice and vo — 4
- Learner Agency: Facilitate student-led collaborative learning (e.g., tuakana-teina) th — 4

Growth targets

- Curriculum & Pedagogy: Utilise learning tools and technologies safely, ethically, and respons — 1
- Inclusive Environments: Proactively manage the environment through restorative practices and c — 1
- Inclusive Environments: Consistently embed school rituals (waka, karakia) and values to supp — 2
- Evidence-Informed Practice: Apply strategies informed by the science of learning, specifically add — 2
- Evidence-Informed Practice: Sequence learning intentionally to connect to prior knowledge and mana — 2

Back to areas

Te Tiriti Partnership

Practice avg: 3.5

Coverage: 4/4

Inclusive Environments

Practice avg: 2.3

Coverage: 4/4

Curriculum & Pedagogy

Practice avg: 2.7

Coverage: 3/3

Evidence-Informed Practice

Practice avg: 2.5

Coverage: 4/4



How we will achieve our school vision while honouring
and upholding Te Tiriti o Waitangi:
GATHER > LEARN > GROW

Effective Teaching @ Kawarau

Signed in as bob@kawarau.school.nz

Principles My progress

Overall profile

Practice averages by area.



Te Tiriti Partnership

Practice avg: 3.5 Coverage: 4/4

Inclusive Environments

Practice avg: 2.8 Coverage: 4/4

Highlights

Top strengths

- Inclusive Environments: Consistently embed school rituals (waiata, karakia) and values to support – 4
- Positive Culture: Equip learners with conflict resolution and peer mediation skills to support – 4
- Te Tiriti Partnership: Uphold Te Tiriti o Waitangi articles through authentic partnership and – 4
- Learner Agency: Provide authentic opportunities for learners to exercise choice and voice – 4
- Learner Agency: Facilitate student-led collaborative learning (e.g., hakaana-keina) to support – 4

Growth targets

- Curriculum & Pedagogy: Utilise learning tools and technologies safely, ethically, and responsibly – 1
- Evidence-Informed Practice: Apply strategies informed by the science of learning, specifically add – 2
- Evidence-Informed Practice: Sequence learning intentionally to connect to prior knowledge and mana – 2
- Inclusive Environments: Proactively manage the environment through restorative practices and clear boundaries that promote positive behavior. – 2
- Inclusive Environments: Critically examine unconscious bias and personal assumptions to ensure – 2

Back to areas



Effective Teaching @ Te Kura Whakatipu o Kawarau

Effective Teaching
Site

Principles

Teacher Reflections
29

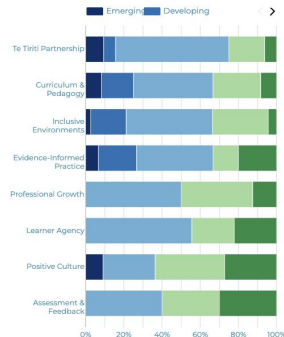
Total Data Points
210

Practices

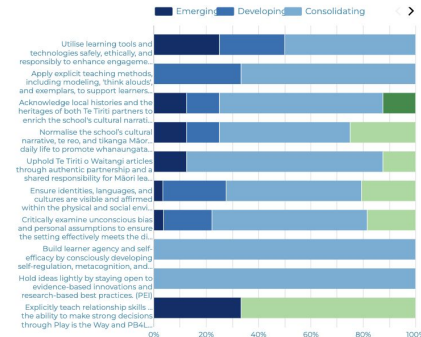
UserEmail

Average Response
3.24

Record count by Principles and Score to Level



Record count by Practices and Score to Level



Effective Teaching Table

Principles	Practices	Score
Inclusive Environments	Critically examine unconscious bias and personal assumptions to ensure the setting effectively meets the diverse needs of all learners. [PE]	3
Inclusive Environments	Ensure identities, languages, and cultures are visible and affirmed within the physical and social environment. [OP]	3
Inclusive Environments	Consistently embed school rituals (waiata, karakia) and values to support the physical and emotional safety of learners. [OP]	3
Inclusive Environments	Consistently embed school rituals (waiata, karakia) and values to support the physical and emotional safety of learners. [OP]	4
Inclusive Environments	Proactively manage the environment through restorative practices and clear boundaries that promote positive behavior. [OP]	4
Inclusive Environments	Ensure identities, languages, and cultures are visible and affirmed within the physical and social environment. [OP]	2
Inclusive Environments	Proactively manage the environment through restorative practices and clear boundaries that promote positive behavior. [OP]	3
Inclusive Environments	Proactively manage the environment through restorative practices and clear boundaries that promote positive behavior. [OP]	2

[illegible]



TE KURA WHAKATIPU O KAWARAU

Teacher Connects

Bob - 2026

Date: 31/03/2026 Leader: Tania

What's working well for you in relation to your teaching and learning?	
What are you finding challenging in relation to your teaching and learning?	
Tell me about your PGC focus (effective teaching).	
What things might help you to do your job better?	
Is there anything else that's really important that you would like me to know or would like to talk about with me?	
Acknowledge (Type name & date): ▼	

TE KURA WHAKATIPU O
KAWARAU

TEACHER CONNECT

NEW CONNECT

DASHBOARD

SELECT TEACHER

-- Choose Name --

▼

LEADER NAME

Your Name

CREATE / UPDATE DOC

PREVIOUS CONNECTS

Select a teacher...

Hi Bob

Where should we start?

+ Ask Gemini

Thinking



Create image

Create music

Help me learn

Boost

Create video

Write anything

Gemini 3

Fast
Answers quickly

Thinking
Solves complex problems

Pro
Advanced math and code with 3.1 Pro

Google AI Pro
Get higher accuracy features

Rethinking Student Reflection Rubrics

Upgrade

HTML



```
<button id="nav-teacher-portal" class="nav-btn hidden" onclick="app.showTeacherPortal()>Teacher Portal</button>
<button id="nav-my-growth" class="nav-btn active" onclick="app.showDashboard()">My Growth</button>
```

2. The Portal Container:

Find where your `<section id="dashboard-view">` and `<section id="editor-view">` are located. Paste this new section right alongside them:

HTML



```
<section id="teacher-portal-view" class="view-section hidden">
  <div class="portal-header" style="display: flex; justify-content: space-between">
    <h2>Teacher Inbox</h2>
    <input type="text" id="teacher-search" placeholder="Search student or project">
  </div>
```

AI-ASSISTED WEBAPP DEVELOPMENT: A 3-STEP PROCESS

1. DESIGN: THE VISUAL & FUNCTIONAL BLUEPRINT (75%)



1. DESIGN: THE VISUAL & FUNCTIONAL BLUEPRINT (75%)

DIALOGUE & PROBLEM SOLVING:
Deep understanding, collaborative
canvas, defining the question.

AI-ASSISTED WEBAPP DEVELOPMENT: A 3-STEP PROCESS

1. DESIGN: THE VISUAL & FUNCTIONAL BLUEPRINT (75%)



1. DESIGN: THE VISUAL & FUNCTIONAL BLUEPRINT (75%)

DIALOGUE & PROBLEM SOLVING:
Deep understanding, collaborative canvas, defining the question.

2. CODE: AI AS THE FORCE MULTIPLIER (5%)



2. CODE: AI AS THE FORCE MULTIPLIER (5%)

ACCELERATED TRANSLATION:
Concept to working code, AI acts as co-developer.

AI-ASSISTED WEBAPP DEVELOPMENT: A 3-STEP PROCESS

1. DESIGN (75%)



1. DESIGN: THE VISUAL & FUNCTIONAL BLUEPRINT (75%)

DIALOGUE & PROBLEM SOLVING:
Deep understanding, collaborative canvas, defining the question.

2. CODE (5%)



2. CODE: AI AS THE FORCE MULTIPLIER (5%)

ACCELERATED TRANSLATION:
Concept to working code, AI acts as co-developer.

3. DEBUG: REFINE, POLISH & PERFECT (20%)



3. DEBUG: REFINE, POLISH & PERFECT (20%)

UX REFINE & TESTING:
Elegance, simplicity, 'teacher-proof' intuition.

https://script.google.com

Apps Script

```
1 function installTrigger() {
2   ScriptApp.newTrigger('onFormSubmit')
3     .forSpreadsheet(SpreadsheetApp.getActiveSpreadsheet())
4     .onFormSubmit()
5     .create();
6 }
7
8 function onFormSubmit(e) {
9   let responses = e.namedValues;
10  let email = responses['Email Address'][0].trim();
11  let name = responses.Name[0].trim();
12  let topicsString = responses.Topics[0].toLowerCase();
13  let topics = Object.keys(topicUrls).filter(topic => topicsString.indexOf(topic.toLowerCase()) > -1);
14  return topicsString.indexOf(topic.toLowerCase()) > -1;
15 }
16
17 let status = '';
18 if (topics.length > 0) {
19   MailApp.sendEmail({
20     to: email,
21     subject: EMAIL_SUBJECT,
22     htmlBody: createEmailBody(name, topics),
23   });
24   status = 'Sent';
25 } else {
26   status = 'No topics selected';
27 }
28 let sheet = SpreadsheetApp.getActiveSheet();
29 let row = sheet.getActiveRange().getRow();
30 let column = e.values.length + 1;
31 sheet.getRange(row, column).setValue(status);
32 }
33
```



Kotahi Whānau Tool

Whānau Kotahi						
Logged in: bob.miller.education@gmail.com			Hub 6		Search...	+ NEW CONNECT
ID	Date	Learner	Event	Quality	Notes	Teacher
2114	09/03/2026	Kahu Wilson Hub 6	Face to face	3	Frank conversation about academic challenges and home-school alignment.	Mr. Cook
2107	09/03/2026	Isla Waititi Hub 6	Face to face	2	Discussed student's recent engagement in literacy and improvement.	Mr. Patel
2104	09/03/2026	Charlotte Lee Hub 6	Phone Call	1	Quick check-in regarding the upcoming athletics day.	Ms. Thompson
2099	03/02/2026	Tane Brown Hub 6	Meet the Teacher	2	Discussed wellbeing and participation in extracurricular activities.	Ms. Thompson
2098	03/02/2026	Zoe Brown Hub 6	Meet the Teacher	2	Parent shared positive feedback regarding the recent science project.	Mr. Patel
2095	03/02/2026	Kahu Perez Hub 6	Meet the Teacher	2	Discussed student's recent engagement in literacy and improvement.	Matua Nikau
2093	03/02/2026	Mikaere Waititi Hub 6	Meet the Teacher	1	Brief greeting; mentioned the student is enjoying their new club.	Matua Nikau
2092	03/02/2026	Noah Taylor Hub 6	Meet the Teacher	2	Discussed student's recent engagement in literacy and improvement.	Matua Nikau
2089	03/02/2026	Nikau Turei Hub 6	Meet the Teacher	2	Talked through social dynamics and peer interactions.	Whaea Mere
2087	08/03/2026	Zoe Walker Hub 6	Family Led Conferences	2	Discussed wellbeing and participation in extracurricular activities.	Ms. Sharma
2085	08/03/2026	Charlotte Taylor Hub 6	Family Led Conferences	2	Discussed student's recent engagement in literacy and improvement.	Whaea Aroha

Reporting to Parents and Whānau Guidance Released

Thursday 4 December 2025

Full teacher and kaiako guidance for reporting to parents and whānau is now available on Tāhūrangi. The guidance is available to use when reporting to parents and whānau against the English, Mathematics & Statistics learning areas for Years 0-10 New Zealand Curriculum (NZC) and Te Reo Rangatira and Pāngarau wāhanga ako for Tau 0-10 Te Marautanga o Aotearoa (TMoA) from 2026.

The new guidance provides explanations about using Progress Markers and Progress Descriptors | Tohu Aromatawai, the common components that are expected in all reports from 2026, and information about reporting for diverse learning needs. There are also quick-reference info sheets and posters for schools and kura to download and use, and exemplar reports and rubrics (NZC). Additional rubrics for NZC and TMoA will be released next year.

There is also information included about using the Progress Descriptors | Tohu Aromatawai for strands within Reading, Writing, and Maths, or Te Reo Rangatira and Pāngarau, to give parents and whānau a detailed breakdown of their child or mokopuna progress and about how the overall informed decision was made.

Progress Markers have also been released. Progress Markers describe the proficiency expected at the end of each year of learning for Reading, Writing and Maths (Years 0-10 for NZC) or Te Reo Rangatira and Pāngarau (Tau 0-10 for TMoA).

Reporting Requirements

There is no change to the requirement that at least twice a year schools and kura are required to report to students and mokopuna, parents, and whānau in plain language on the student's and mokopuna progress and achievement across the curriculum and in literacy and mathematics, Te Reo Matatini and Pāngarau.

However, there are new common components that are expected in all reports from 2026. These are:

1. Progress descriptors | Tohu Aromatawai for Reading, Writing and Maths or Te Reo Rangatira and Pāngarau.
2. A visual representation of the mokopuna or student's progress over time.
3. A narrative about how Progress Descriptors | Tohu Aromatawai were selected, as well as how parents and whānau can continue to support next learning steps.
4. An attendance record.

Schools and kura will already have good practices in place for reporting that may be similar to these, but these common components will still be expected.

A	B	C	D	E	F	G	H
Sky Hurley	Year 8	Mid Year					
Reading	Proficient	Sky is on track to meet expectations in Reading.					
Writing	Consolidating	Sky is on track to meet expectations in Writing.					
Maths	Consolidating	Sky is on track to meet expectations in Maths.					
Level	Emerging	Developing	Consolidating	Proficient	Exceeding		
Reading	Fluently read year level texts that reflect the text specification expectations for Years 7-8	Proficient	☐	☐	☐	☒	☐
Reading	Adjust their reading expression and intonation according to the purpose of reading and the nature of the text	Consolidating	☐	☐	☒	☐	☐
Reading	Make inferences across a range of texts, using evidence that may include subtle details or layered information	Developing	☐	☒	☐	☐	☐
Reading	Summarise and draw conclusions by synthesising evidence across a text to support coherent interpretation of the author's purpose, messages, or viewpoint	Proficient	☐	☐	☐	☒	☐
Reading	Compare how topics, people, places, or ideas are represented in texts and consider how these representations reflect or challenge particular positions or perspectives.	Exceeding	☐	☐	☐	☐	☒
Writing	Confidently express and record their ideas using both handwriting and keyboarding, demonstrating mostly accurate spelling and correct use of a range of punctuation	Consolidating	☐	☐	☒	☐	☐
Writing	Write multi-paragraph texts that deliberately combine modes and text types to suit the purpose	Proficient	☐	☐	☐	☒	☐
Writing	When writing to entertain, sequence events, thoughts, or experiences clearly, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows logically from the rest of the text	Consolidating	☐	☐	☒	☐	☐
Writing	When writing to inform, clearly introduce the topic, provide a preview of what will be covered, and organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases	Developing	☐	☒	☐	☐	☐
Writing	Write concluding paragraphs highlighting the most important points	Consolidating	☐	☐	☒	☐	☐
Writing	When writing to persuade, introduce a preferred position, acknowledge alternative or opposing views, support their position with logical reasoning and relevant evidence, and conclude by restating their position.	Exceeding	☐	☐	☐	☐	☒

Student Navigator

Jump to student and track progress:

- Sky Hurley 3/3
- Van Beck 3/3
- Gia Brady 3/3
- Reed Dunn 1/3
- Olive Mendez 0/3
- Arthur Cole 3/3
- Margaret Haynes 0/3
- Kason Fisher 0/3
- Arya O'Brien 0/3
- Riley Patterson 0/3
- Kaylee McIntosh 0/3
- Kristian Callahan 0/3
- Kimber Campos 0/3
- Gideon Russo 0/3
- Tinsley Rivas 0/3

Export .csv



R

Report Narrative Generator

Upload a CSV Export

Student Progress Reports Generated

Reading Report: Sky (Student #1)

The Narrative:

Sky is on track to meet expectations in Reading and is currently working at a **Proficient** level. She fluently reads texts appropriate for her year level and shows a strong ability to summarise what she has read, synthesising information to understand the author's message. Sky is particularly skilled at comparing how different ideas and people are represented across various texts, often exceeding expectations in this area. She is currently consolidating her ability to adjust her expression and intonation while reading aloud. She is also developing her skills in making inferences by looking for subtle details and layered information within a text.

Next Learning Steps:

- Practice identifying subtle clues and "reading between the lines" to support deeper interpretations of a story.
- Focus on varying vocal expression to better match the mood and purpose of different sections of a text.

How to support at home:

- Listen to a podcast or audiobook together during a car trip and discuss what you think a character might be feeling based on their tone of voice.
- Read a movie review or a short article together and talk about whether you agree or disagree with the author's point of view.

Example

Reading Report: Sky (Student #1)

The Narrative: Sky is on track to meet expectations in Reading and is currently working at a **Proficient** level. She fluently reads texts appropriate for her year level and shows a strong ability to summarise what she has read, synthesising information to understand the author's message. Sky is particularly skilled at comparing how different ideas and people are represented across various texts, often exceeding expectations in this area. She is currently consolidating her ability to adjust her expression and intonation while reading aloud. She is also developing her skills in making inferences by looking for subtle details and layered information within a text.

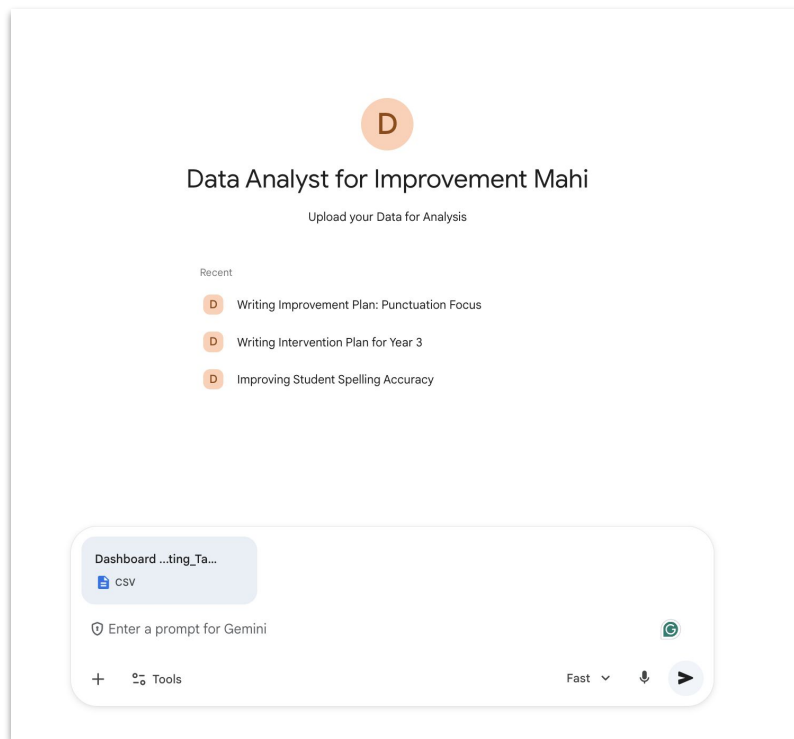
Next Learning Steps:

- Practice identifying subtle clues and "reading between the lines" to support deeper interpretations of a story.
- Focus on varying vocal expression to better match the mood and purpose of different sections of a text.

How to support at home:

- Listen to a podcast or audiobook together during a car trip and discuss what you think a character might be feeling based on their tone of voice.
- Read a movie review or a short article together and talk about whether you agree or disagree with the author's point of view.

Analysis Gems - Building Fluency

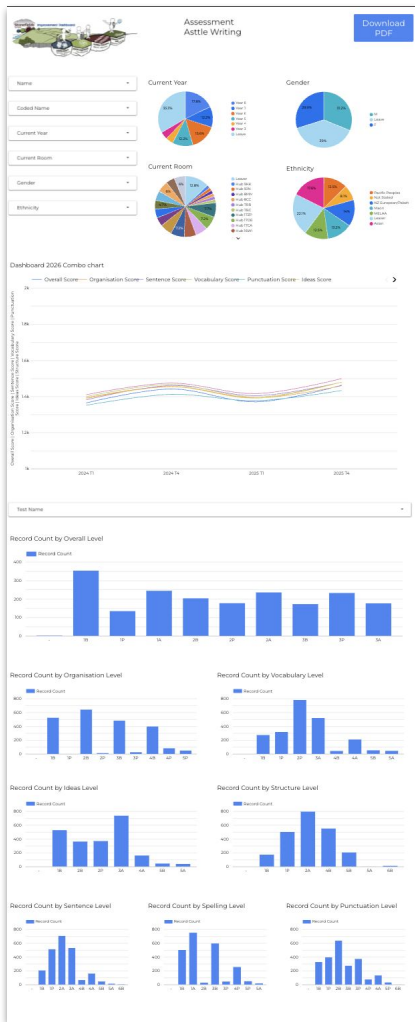


Structured, consistent, rapid analytical thinking on demand.

Bridges the data fluency demand whilst building it over time.

Removes bias and blind-spots

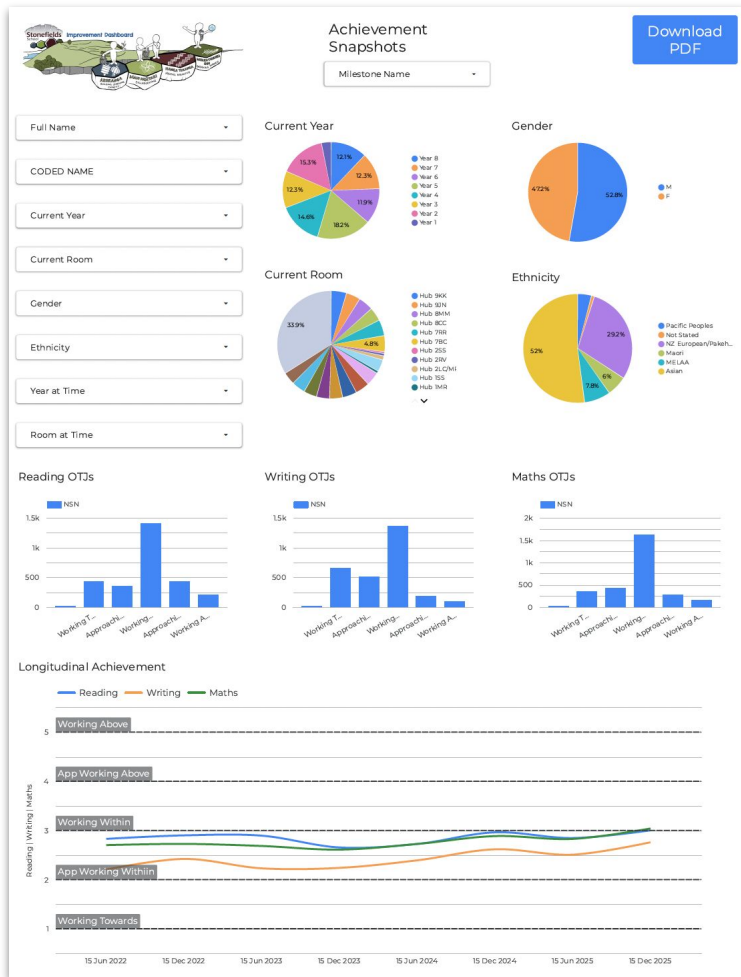
Customisable to schools inquiry models, language etc.



Using Assessment Data to Generate an Inquiry Plan

Executive Summary

- **Cohort snapshot:** 24 learners (Years 3–4), with a significant cluster working between Level 1A and 2B.
- **Main need signal:** Punctuation mastery (mean score 3.29/1.4) is significantly lagging behind Structure and Sentence composition.
- **Why it matters:** Inconsistent sentence boundaries (capital letters/full stops) are obscuring the meaning of otherwise developing ideas.
- **Plan focus:** Consolidating "end-point punctuation" for a specific group showing high idea-to-punctuation variance.



Google Looker Data Dashboards Telling Stories from Complex Data

- Pulls assessment, attendance, survey, behaviour, and wellbeing data into a single live view
- Trends, gaps, cohorts, and outliers surface in seconds
- One dashboard replaces repeated manual reports
- Leaders see longitudinal progress, subgroup performance, and impact of initiatives
- Visuals are easier to interpret than raw tables
- Scalable and low-cost
- Works with existing Google Sheets and Forms
- Customisable to school priorities, dashboards evolve as focus shifts
- Downloadable Data can be added to Gems for additional analysis and inquiry

[Link](#)





TE KURA WHAKATIPU O
KAWARAU

Quick Check!

Please Answer as fully as you Can



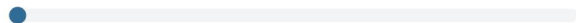
Logged in as: **bob@kawarau.school.nz**

In class, I am encouraged to try new things that challenge me.

NEVER

0

ALL THE TIME

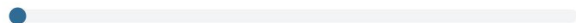


Teachers always expect me to do my best

NEVER

0

ALL THE TIME

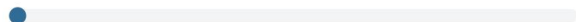


Learners at this school are kind and respectful to each other

NEVER

0

ALL THE TIME

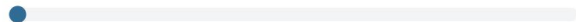


I feel safe at school

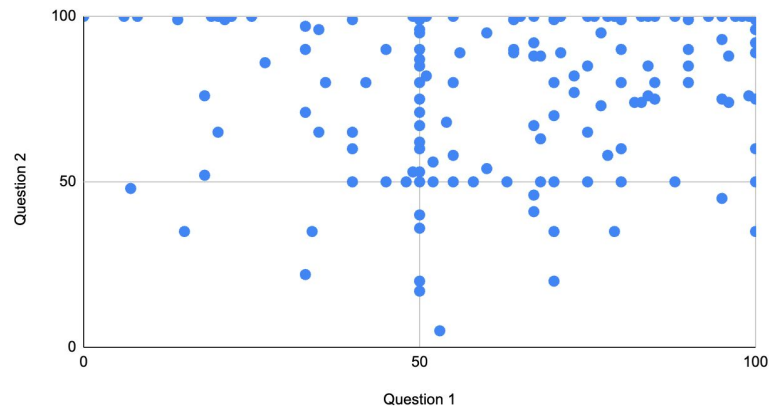
NEVER

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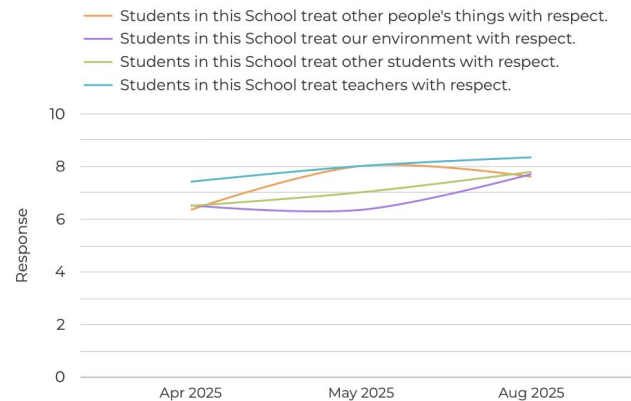
ALL THE TIME



Quadrants



Average Response by Date



data informEd

Gather

Visualise

Analyse & Inform

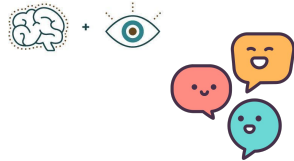
WebApps



Dashboards



AI Gems



data informEd

