



Springboard Trust Impact Report 2022

Our Vision

Strong strategic school leaders | Thriving tamariki mokopuna

Great leaders make great schools. Springboard Trust is dedicated to developing and supporting those leaders so they can improve outcomes for all tamariki mokopuna in Aotearoa.

Our Values

Ka Manaaki

We build high trust relationships with each other and those we connect with

Ka Ako

We are better together and value partnership in learning

Ka Hikitia

We create meaningful change, guided by Te Tiriti ō Waitangi, so that all tamariki mokopuna thrive

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CEO'S Report



Why do they support us so enthusiastically?

Volunteer and partner organisations repeatedly identify the importance of a high performing education system to a great society as central to their motivation to help. They also understand the very real impact Springboard Trust has in Aotearoa schools.

How do we know we are making a difference?

During 2022 we worked hard to improve our evaluation framework and commissioned two important, independent external evaluations. The first was a social return on investment analysis; a GoodMeasure report by ImpactLab. This identified that our work had a 310% return on the investment and highlighted critical positive outcomes of our programmes for school leaders, schools, and tamariki.

Secondly, an evaluation of the experience of Māori principals and volunteers was undertaken by the New Zealand Council for Educational Research. Māori principals rated the Springboard Trust process very highly and recommended it to their colleagues.

Both reports, the summaries of which are included below, identified important areas for improvement for Springboard Trust, which are being pursued enthusiastically by the team.

We then present our own annual internally generated report, put together by our team of inhouse experts. This also shows evidence of progress and impact, often in the words of our participants. It's a captivating read. I would love to hear from you what you make of it.

I must extend a special thanks to the Springboard Trust team, including our wide range of volunteers and partners for all their efforts. Finally, most of all, thank you to our school leaders who work so hard to further the education of young people across Aotearoa every day. It is our privilege to support your mahi.

Ngā mihi maioha

Dale Bailey
Chief Executive
Springboard Trust

Tēnā koutou, tēnā koutou, tēnā tātou katoa.

The Collins Dictionary declared 'permacrisis' the 2022 word of the year. It's easy to know why. Permacrisis, or a state of continual instability and insecurity seems to capture how we felt about 2022.

Despite that high level of uncertainty, the education system and the professionals within it admirably rose to meet the year's challenges. We all learnt so much across the year and it has driven us to think deeply about what we do and why. Clearly these experiences have caused long term shifts in our society and the impact is still to be fully understood.

The dedication and tenacity shown by the education sector in these trying times has been a source of great motivation for Springboard Trust. We are very proud of the work we do, but we are even prouder of the strength of our partnerships and relationships. We have very special support from a broad range of organisations, schools and philanthropic entities. Our volunteers are numerous and highly committed.

Chair's Report



E ngā mana
E ngā reo
E ngā mata waka
E rau Rangatira mā
Tēnā koutou katoa.

2022 was the 16th year in which Springboard has partnered with school leaders in Aotearoa New Zealand. This partnership started as an experiment; six principals, six volunteers from the business world, one volunteer facilitator and one part-time coordinator worked together to see whether the way businesses approach strategic planning might have any relevance to schools.

Those six foundation principals, who included our greatly esteemed board colleague Laurie Thew, became passionate advocates. They recruited the next six principals. Those six recruited the next six. And Springboard never looked back.

Now more than 700 school leaders have participated in our programs. We have not lost our appetite for innovation. We have however come to realise the importance of relying on more than advocacy from principals to guide our work.

The impact report that I am pleased to introduce shows our commitment to holding ourselves accountable for our impact and learning from evidence to continuously adapt and improve.

The outcomes described in this report would have been pleasing even in a "normal" year. 2022 was far from normal. Schools faced challenges aplenty from the continuing impacts of COVID, the economy, and the climate. The outcomes of our work together during 2022 are a tribute to the passion and commitment of school leaders, volunteers and Springboard's people. I would like to acknowledge and thank all of you. I would also like to thank all our funders. We are acutely conscious of the opportunity cost of all the support they provide, and hope that the impact detailed in the report justifies their faith in our work.

This report is more than just a document of record. It is also a call to action. It shows us where we need to keep improving. As Springboard grows, it has broader impact in our schools; with that comes an even greater responsibility to ensure that what we do makes a difference. Despite the demonstrated impact we are achieving, we are far from satisfied.

Our programs must respond to the evidence we see in this report. We must also be willing to challenge how we operate as a team. We had to make some tough decisions this year to reduce the size of our team, and become more focused in our efforts. This was due in part to financial exigencies, but also to one of the core tenets of our approach to strategic planning: focus. We need to be very clear on the small number of key outcomes that we are pursuing, and to ensure that all our resources are targeted towards those outcomes.

I would like particularly to thank the Springboard team for their constructive, schools-first approach to this very difficult task. We ended the year in the strongest operational position that we have ever been in.

Heoi āno

Ian Narev
Chairman
Springboard Trust

Our Mahi

Who We Are

Springboard Trust brings together leaders from the education, private, public and philanthropic sectors to enrich strategic leadership and create impactful change in schools.

We do this because we know that high-quality, strategic leadership transforms schools, and helps level the playing field for all tamariki mokopuna in Aotearoa.

Since 2007, we've worked with more than 800 school leaders as we progress our vision.

What we do

In order to transform schools and help all tamariki mokopuna thrive, we provide structured, multi-year learning for tumuaki (principals) and school leaders.

This learning begins with our Foundation Programmes: the Strategic Leadership for Principals Programme (SLPP) and the Strategic Leadership for Rural Teaching Principals Programme (SLRTP). These programmes support the development of strategic leadership skills, quality strategic plans, and measurable, effective outcomes.

Following SLPP/SLRTP, we continue to support school leaders to successfully implement their strategies and create the conditions for change through our Alumni Services programmes and workshops. This portfolio serves to further distribute leadership capability, improve teacher efficacy and strengthen whānau engagement per our theory of change.

Through our mahi, we build a high-trust environment where common challenges faced by tumuaki in different contexts can be unpacked, and potential solutions identified through the lens of strategic leadership and strategy development.

Our Theory of Change

Springboard Trust uses a Theory of Change model to guide the design, development, and evaluation of our strategic leadership programmes, ensuring they align with expected short-, medium-, and long-term outcomes and, ultimately, our aspiration for thriving tamariki mokopuna.

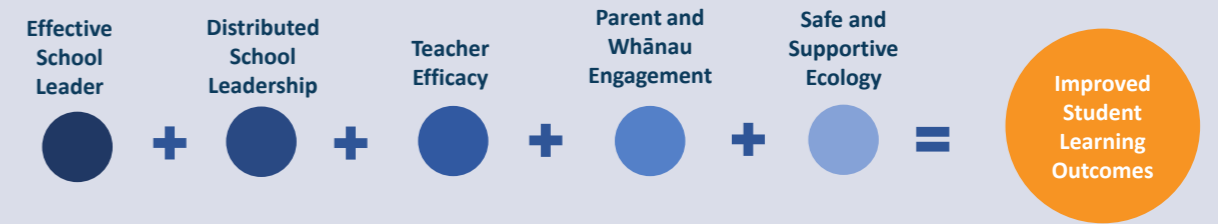
How we do it

Springboard Trust is unique in the way we bring together leadership expertise from across Aotearoa. Since 2007, we have partnered with more than 400 highly skilled public and private sector volunteers, including executives from organisations including ASB, Spark, Fonterra, Air New Zealand, McKinsey & Company, IAG, Fletcher Building and KPMG.

This cross-sector collaboration model creates a space to share skills, experience, tools and frameworks which challenge thinking, and offers tumuaki (principals) and school leaders a non-educational lens. Our tūao (volunteers) work alongside school leaders supporting them to develop their strategic leadership capability and to make a real difference for their ākongā (students) and wider communities.

Springboard Trust Theory of Change

“ *Ehara taku toa i te toa takitahi engari he toa takitini,*
My achievements are not mine alone,
but those of many. ”



We believe effective strategic leadership transforms schools for all learners. As supported by research, effective leaders create the necessary conditions for change so that teachers can improve student outcomes.



Our Portfolio

Foundation Programmes

Strategic Leadership for Principals Programme (SLPP)

A 10-month cohort-based programme partnering tumuaki with volunteers to learn strategic leadership and strategy development fundamentals with the support of an expert facilitator.

Strategic Leadership for Rural Teaching Principals (SLRTP)

A unique programme that partners rural teaching tumuaki with volunteers to develop leadership, with a tailored focus on the unique challenges of working in rural and remote communities.

Alumni Services

Springboard Coaching for Leadership (SCL)

Specialised one-on-one coaching and 360-degree feedback for school leaders, designed to draw out their strengths and improve leadership capability.

High Performing Leadership Teams (HPLT)

Tumuaki bring their senior team on the leadership journey, learning to work together and implement their strategic plan as a cohesive unit.

Skills Workshops:

- Leading Change
- Annual Planning

Principal Mentoring

Dedicated one-on-one mentoring from a trusted expert cross-sector volunteer.

Principal Connect

Termly opportunities for tumuaki to connect in the first year of strategy implementation. A space to share challenges, ideas and innovations guided by the Springboard Trust team.

Pilot Programmes

Balanced Scorecard for Schools Aotearoa

Strategic measurement for schools – School leaders identify holistic, long-term performance objectives and measures and develop the skills to effectively tell an evidence-based story of their school's progress.

Strategic Leadership for Middle and Aspiring Leaders

Building leadership capacity in schools through developing the confidence and capability of middle and aspiring leaders to support, contribute to and lead change.

Our Partners:

2022 saw some wonderful changes in our partner base – recognition of the immense contribution of long-standing partners, as well as the addition of several new voices. New strategic partnerships have been forged with:

The **New Zealand Council for Educational Research**, who will undertake evaluation of our programmes, provide a critical lens on our impact and focus on the progress of Māori leaders working with Springboard Trust.

The Education Partnerships and Innovation Platform, who are supporting Springboard Trust to deliver in all-new areas, including Otago and the West Coast of the South Island.

The Allan & Gill Gray Foundation, who are supporting our continued delivery of world-class learning to school leaders.

Toi Foundation, who are supporting our expansion into the Taranaki region.

And **KPMG** have become a Strategic Partner, in recognition of the consistent and remarkable volunteer numbers they provide every year.



Our Mahi in 2022

69,062
Total Student Reach

276
Principal Engagements

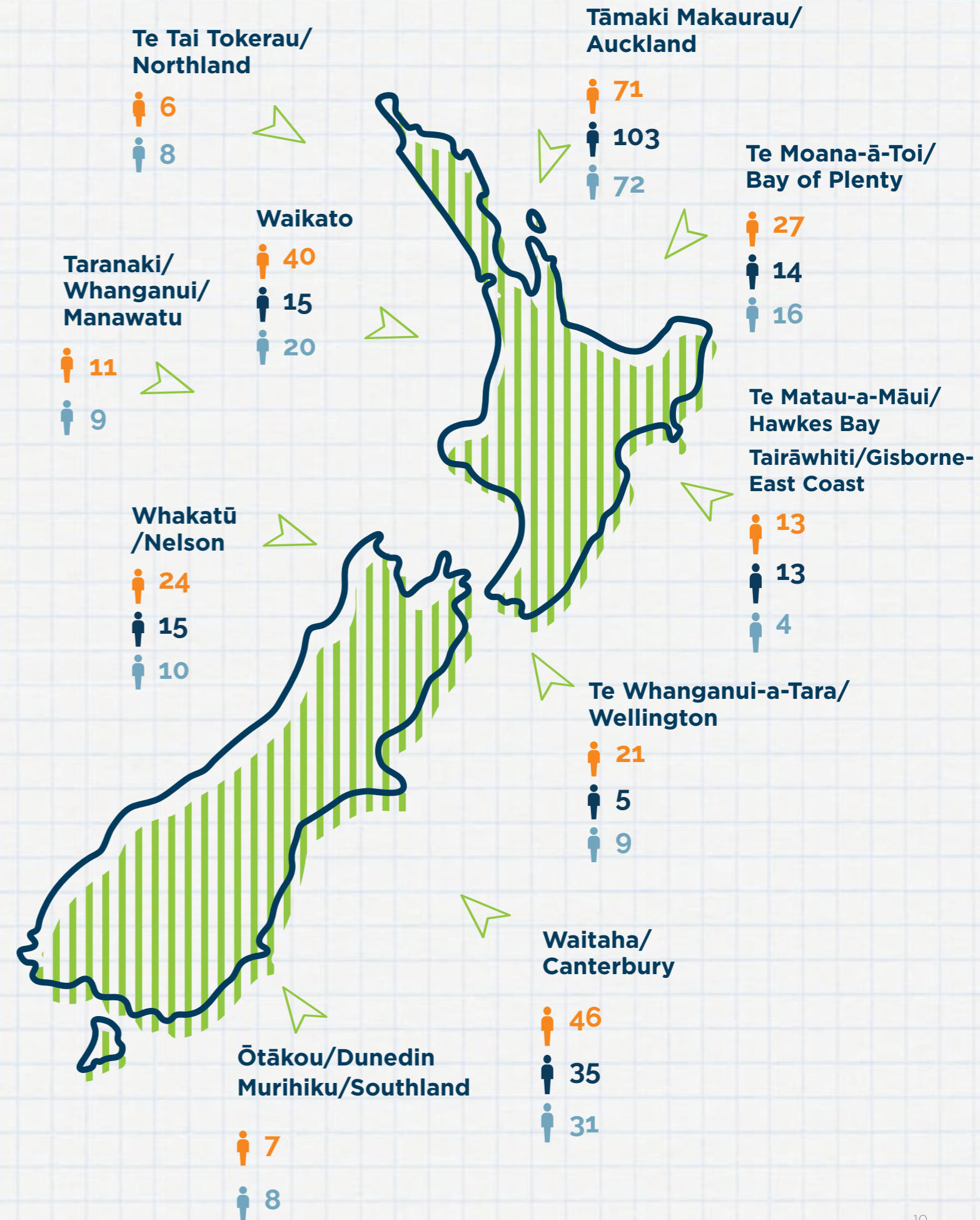
200
Senior/Middle Leader Engagements

187
Volunteer Engagements

“The Springboard programme has been hugely enjoyable. It has had a significant impact on my practice. I would not have been able to aspire to lead such wide-reaching change and development at our school without the tools and skills learned.

These skills and tools will enable us to have a significant impact at our school for our children and community over the coming years.”

Tumuaki, SLPP 2022



Our Impact

Each year Springboard Trust conducts a thorough evaluation of its programmes and services to gauge their impact on our tumuaki, school leaders and the ākonga at their schools and kura.

Assembled through a mixed-methods approach that takes quantitative and qualitative data from surveys, the information gathered for this analysis is used not only for internal assessment, but also provides a valuable snapshot of the challenges, gains, and overall progress of school leaders.

The themes that emerged from leaders on our 2022 programmes include:

- An uptick in confidence in leadership skills such as strategic planning and implementation.
- A focus on support for ākonga Māori and a strong interest in engaging Māori stakeholders from across the school community.
- An emphasis on collaboration, fostering strong relationships, and team building.

Our findings align with expected outcomes from the Theory of Change model presented on page 6. Springboard Trust champions strong, strategic school leadership as a catalyst for school transformation to the benefit and success of all tamariki mokopuna. As we work toward our vision, we chart the short-, medium-, and long-term impacts that can be attributed to our services.

Pleasingly, 2022's in-house findings match those of ImpactLab's GoodMeasure Report, the highlights of which are included below. This independent assessment found that our learning "encourages school leaders to embed evidence-based professional learning in the culture and social life of schooling" and "develop their school's vision, mission and goals in collaboration with teachers, students, families and the wider community," both of which are consistent with our purpose and vision.

Also included below is an overview of interviews the New Zealand Council for Education Research (NZCER) conducted with Māori school leaders about their experience of our programmes. We are delighted that this initiative returned greatly positive feedback from Māori programme participants, however we also value this piece of research for offering valuable guidance to improve the experience for Māori participants in our programme including a recommendation to include Te Ao Māori leadership frameworks in our curriculum, and supporting the Māori competency and capability of our tūao going forward.

Taken in sum, the reports below capture not only the effectiveness of Springboard Trust, but that of tumuaki. As they develop, so do we. Waiho i te toipoto, kaua i te toiroa. Let us keep close together not far apart.

"I loved this course and it is easily the best PLD I have ever done as a principal and I have been a principal for a few years now. I think it should be compulsory for all principals... thank you so much!"

Tumuaki, SLRTP 2022



Short-Term Impact

Strategic Leadership for Principals Programme

 **59** Principals  **69** Volunteers

 **21,579**
Total Student Reach

Region	Principals
Te Tai Tokerau/Northland	2
Tāmaki Makaurau/Auckland	13
Waikato	3
Te Moana-ā-Toi/Bay of Plenty	7
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	1
Taranaki/Whanganui/ Manawatu	7
Te Whanganui-a-Tara/ Wellington	6
Whakatū/Nelson	1
Waitaha/Canterbury	1
Ōtākou/Dunedin Murihiku/Southland	1

Strategic Leadership for Rural Teaching Principals

 **12** Principals  **12** Volunteers

 **421**
Total Student Reach

Region	Principals
Waikato	5
Whakatū/Nelson	6
Te Moana-ā-Toi/Bay of Plenty	1

Our 2022 evaluations found that Foundation Programme participants experienced a confidence boost in their leadership skills, an increased emphasis on collaboration, and a deepened focus on support for ākongā Māori.

These themes correlate with the short-term outcomes of Springboard Trust’s Theory of Change model, namely tumuaki building knowledge around strategic leadership, management, and change skills and practices, all of which create a flow on of benefits for learners at their school.

“I have been able to focus on my strengths deliberately and clearly articulate my vision and values. In turn, I have helped my staff to be aware of their strengths.” Tumuaiki, SLRTP 2022

Early Outcomes: Hautūtanga - Leadership Confidence in Skills

Based on our evaluation, SLPP and SLRTP have significantly enhanced the strategic leadership skills of their programme participants.

On completion of the programmes, tumuaki reported an increased sense of competence in their strategic planning and a greater appreciation for the importance of strategic thinking. Substantial progress was made in strategic leadership topics such as stakeholder engagement, defining links between goals and initiatives, and directional decision-making based on results.

Both programmes contributed to the professional growth and development of tumuaki, instilling in them a stronger sense of self-belief and confidence as leaders. A third of SLRTP participants reported a high impact of the programme on their leadership goals, while the remaining two-thirds rated the impact of the programme on them as very high.

Meanwhile, SLPP evaluation respondents praised the programme for its impact on areas such as clarity of purpose going forward and personal growth as a leader. 95% of tumuaki reported that their confidence and competence in strategic planning, as well as their clarity of purpose, were significantly influenced by SLPP. They said it helped them to feel more empowered as leaders, provided them with the resources to plan effectively, and enabled them to network with other leaders.

Some of the most encouraging feedback was that 100% of SLRTP tumuaki, agreed that what they learned from the programme will positively impact their ability to successfully lead change at their schools.

This tells us that the knowledge and skills acquired on both SLPP and SLRTP are likely to help embed clear, strategic goals in schools, as tumuaki proceed with renewed confidence in their leadership abilities.

“The Springboard programme has been hugely enjoyable. It has had a significant impact on my practice. I would not have been able to aspire to lead such wide-reaching change and development at our school without the tools and skills learned.

*These skills and tools will enable us to have a significant impact at our school for our children and community over the coming years.”
Tumuaki, SLPP 2022*

“This programme should be part of a beginning principals’ programme. It is amazingly facilitated and as a first-time principal, this programme has certainly provided me with some vital skills in being a strategic leader.”

Tumuaki, SLPP 2022



Early Outcomes: Rangapū Mahitahi Working Together

Another theme to surface from our SLPP and SLRPT evaluations was the importance for tumuaki of working closely with their stakeholders and partners, with the enrichment of relationships being an inherent benefit of doing so.

This theme predominately emerged from feedback around strategic planning. Tumuaki from both programmes noted that the strategic planning process provided an important opportunity to engage with everyone across their school's ecosystem. 90% of tumuaki from SLPP shared that stakeholder needs and interests had become a greater focus for them because of the programme.

Stakeholder engagement is a critical part of leading strategically and tumuaki on the programmes were eager to practise their skills in this area. It is striking from the feedback that stakeholder relationships were reinvigorated throughout the strategic planning process, as leaders sought greater input and feedback from their wider school communities and took a more proactive approach to ensure stakeholder voices were heard. This indicates the advantages of a collaborative approach to strategic planning.

The connections and partnerships formed on the programmes themselves also reinforced the power of collaboration. Tumuaki told us that the support of their mentors and capacity partners was instrumental in helping them stay on track, providing clarity and reassurance, and scaffolding the development of their strategic plans.

"We have always had Te Ao Māori at the forefront of what we do, but I managed to get iwi involvement this time around. I have tried before but am not always successful." Principal, SLRTP 2022

"I have loved this process. Being newish to my school it has formed the catalyst for developing meaningful relationships with my key stakeholders and bringing together our community in creating enthusiasm and a shared vision for our school."

Tumuaki, SLPP 2022

Early Outcomes: Support for Ākonga Māori

Throughout their strategy development, tumuaki on both programmes placed great emphasis on considering and supporting the needs of ākonga Māori.

While some tumuaki in SLPP noted that they already had a focus on Te Ao Māori, the majority reflected that the programme added to their thinking on priorities for Māori learners. Participants said the programme deepened their understanding of culturally responsive ways to think about Māori learners.

Developing a closer relationship between schools, whānau, and iwi was also identified by tumuaki on both programmes as something that would ultimately serve the greater interests of ākonga Māori. A specific focus arose among SLRTP participants on integrating Te Reo and pūrākau into their strategic plans and incorporating Te Ao Māori into curriculum delivery.

The strategic goals identified by tumuaki demonstrated a strong commitment to fostering mana motuhake, honouring obligations within Te Tiriti o Waitangi, enhancing local curriculum, and deepening understanding of bicultural practices. Tumuaki shared their dedication to equity for ākonga Māori, growing Te Reo me ngā Tikanga Māori and cultural capabilities within the school community, with the overall understanding that what works for Māori works for all.

"It has affirmed my thinking around the importance of how the strategic planning needs to ensure Māori learners are prioritised." Principal, SLPP 2022

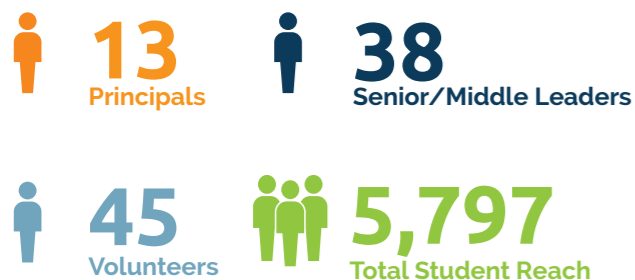
"My involvement strengthened my thinking and approach to leading initiatives that promote equitable outcomes for Māori learners."

Tumuaki, SLPP 2022

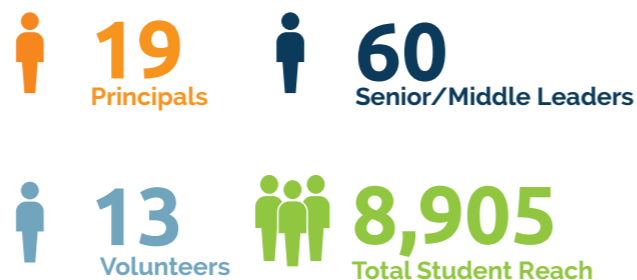


Medium-Term Impact

Springboard Coaching for Leadership



High Performing Leadership Teams



Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/ Northland	2	-
Tāmaki Makaurau/ Auckland	5	24
Te Moana-ā-Toi/ Bay of Plenty	1	3
Waikato	3	4
Whakatū/ Nelson	1	-
Waitaha/ Canterbury	1	7

Region	Principals	Senior/Middle Leaders
Tāmaki Makaurau/ Auckland	9	31
Waikato	1	4
Te Matau-a-Māui/ Hawkes Bay Tairāwhiti/ Gisborne- East Coast	2	7
Whakatū/ Nelson	3	4
Waitaha/ Canterbury	4	14

Medium-Term Impact

School Leaders who participated in the programmes and workshops we offer as Alumni Services reported an improved ability to lead change, accomplishment in the finer aspects of implementation, and overcoming challenges in team building.

These outcomes align with our Theory of Change's medium-term impacts:

- Distributing leadership capacity
- Building capability through every layer in the school
- Providing the conditions that enable a school to achieve its strategic goals and, ultimately, its vision.

“Springboard has been the most effective and informative PLD I have engaged in during my time in leadership.”

Tumuaki, Principal Connect Session 2022

Medium-Term Impact: Hautūtanga Leadership – Making Change

Springboard Trust's Alumni Services are created to support tumuaki and their leadership teams as they effect change at their schools. Translating strategy into action, sustaining momentum, and overcoming barriers to change are all skills essential to generating medium-term impact.

These skills are most directly finessed in our Leading Change workshop. Participants from the 2022 workshop credited its design and structure as an especially effective way to spark change at their school. Many who took part in the workshop praised the way it was facilitated using online tools via Zoom and appreciated that they were able to immediately progress tangible, specific actions with their school's team while drawing from a wider pool of experiences across all schools.

Perhaps illustrative of the day-to-day time pressures they are under, tumuaki also said the session gave them something rare and valuable – time with their school's leadership team to simply focus on a specific topic.

In addition to Leading Change, responses from our Principal Mentoring Programme (PMP), and Annual Planning workshops also show these were catalysts for making change at schools. For example, all tumuaki from PMP agreed that their skills and knowledge in change leadership increased following participation in the programme. All Annual Planning participants stated they will apply their learning to their practice and just under half said they would be refining their strategy to propel it forward and play a crucial role in effecting change at their school.

“[The workshop has led me to] modify and enhance our existing change management plan – inserting opportunities for staff to share and celebrate successes is one example of this.” School Leader, Leading Change Workshop 2022

“Continue to have these discussions as we implement the strategic goals – how are we motivating people, creating sense of urgency and making the best use of people to be our guiding coalition.”

School Leader, Leading Change Workshop 2022





Medium-Term Impact: Pūkenga Strategic Implementation and Monitoring

2022 evaluation from across Alumni Services shows an enhanced ability among tumuaki and school leaders to implement strategic plans. This is significant for medium-term impact as taking action and measuring results is the logical progression from earlier Springboard Trust programmes.

It is therefore outstanding that 93% of tumuaki felt that the Principal Mentoring Programme was beneficial to their abilities to implement their strategies and embed their strategic goals. Tumuaki felt that after PMP they are more astute at realigning and prioritising available resources and have gained the support of their leadership teams, cultivating the right conditions in the school to implement a strategic plan.

In terms of measuring success, tumuaki who attended the Balanced Scorecard for Schools Aotearoa (BSSA) programme were resoundingly positive about its benefits. BSSA is designed to help schools understand their performance objectives and begin developing a measurement framework that is unique to their school and strategic plan to chart long-term progress and impact. Tumuaki said the programme helped them think about school performance in a totally different way, especially in its championing of measuring holistic progress rather than taking a narrow view of achievement.

High Performing Leadership Teams (HPLT) and Springboard Coaching for Leadership (SCL) were also named by school leaders as a boost not only to their implementation skills but also to their ability to monitor change as it occurred at their schools. Participants said both programmes increased their shared focus on implementing a strategic plan and felt they were able to identify improvements for more effective monitoring of their strategic initiatives.

“This has been a huge eye opener – it gives a lens in which to focus on the perspectives and be clear about what we are doing and what are progressive next steps.” Tumuaki, Balanced Scorecard for Schools Aotearoa, 2022.

“It has forefronted measures within core areas that are pivotal to success. These are now woven tightly into our 2023 planning.”

Tumuaki, Balanced Scorecard for Schools Aotearoa, 2022

Principal Mentoring

 **22** Principals  **22** Volunteers

 **5,682**
Total Student Reach

Region	Principals
Te Tai Tokerau/Northland	3
Tāmaki Makaurau/Auckland	5
Waikato	4
Te Moana-ā-Toi/Bay of Plenty	2
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne	1
Taranaki/Whanganui/Manawatu	1
Te Whanganui-a-Tara/Wellington	1
Whakatū/Nelson	1
Waitaha/Canterbury	4

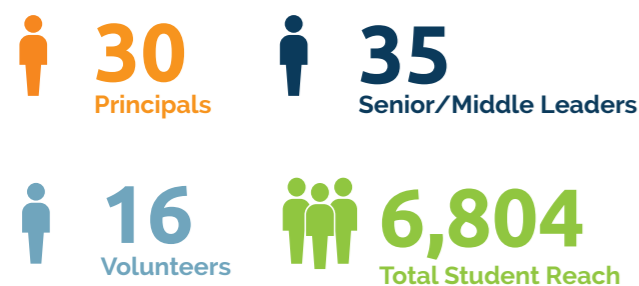
Principal Connect

 **40** Principals

 **11,198**
Total Student Reach

Region	Principals
Te Tai Tokerau/Northland	3
Tāmaki Makaurau/Auckland	10
Waikato	5
Te Moana-ā-Toi/Bay of Plenty	5
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne	2
Taranaki/Whanganui/Manawatu	1
Te Whanganui-a-Tara/Wellington	2
Whakatū/Nelson	3
Waitaha/Canterbury	9

Annual Planning



Leading Change



Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/ Northland	2	0
Tāmaki Makaurau/ Auckland	18	15
Waikato	6	4
Te Matau-a-Māui/ Hawkes Bay Tairāwhiti/Gisborne	2	3
Te Whanganui-a-Tara/ Wellington	3	3
Whakatū/Nelson	3	6
Waitaha/Canterbury	6	4

Region	Principals	Senior/Middle Leaders
Te Tai Tokerau/ Northland	3	0
Tāmaki Makaurau/ Auckland	11	27
Waikato	6	3
Te Moana-a-toi/ Bay of Plenty	5	11
Te Matau-a-Māui/ Hawkes Bay Tairāwhiti/Gisborne	2	3
Taranaki/Whanganui/ Manawatu	1	-
Te Whanganui-a-Tara/ Wellington	3	2
Whakatū/Nelson	2	10
Waitaha/Canterbury	7	6

Medium-Term Impact: Rangapū Mahitahi Team Building

Distributing leadership capacity and building capability through every layer of a school is a key medium-term impact in Springboard Trust’s Theory of Change. It is therefore encouraging to see that school leaders placed high importance on skills for rangapū mahitahi – team building.

This theme emerged strongly in the Leading Change workshop feedback, where not only did participants note their appreciation of attending the workshop as a team, but also acknowledged the vital role teams play in creating change at a school. Building coalitions, celebrating progress, enlisting key players, and clear communication of vision were all nominated as skills learned in the workshop that improved team dynamics.

Forming closer relationships was a prominent theme in Springboard Coaching for Leadership, too, with school leaders gathering insights into the challenges faced by their senior leaders and working collaboratively with them to establish clearer targets and first steps.

Furthermore, there was an agreement that everyone involved in a school could be considered part of a team. In the Annual Planning workshop, participants mentioned the value of including different members of the school community, giving them a voice in the strategic planning process and empowering them to contribute. This is a continuation of learning around valuing relationships in the Foundation Programmes.

Getting comfortable with the trickier aspects of team development was a particular highlight of the HPLT programme. Although giving and receiving constructive and positive feedback was cited among participants as the most challenging aspect of the programme, the safe and supportive environment allowed for feedback skills to be tested and developed.

“The thought of it [giving honest feedback to my team members] was confronting and daunting, but in practice it was much easier, and we were provided a safe space to do this.” Tumuaki, HPLT 2022

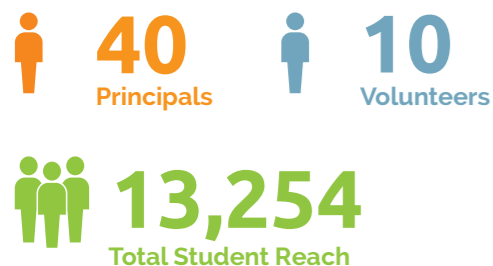
“I have always been willing to question and challenge things for what I perceive are the best interest of our community, but now I have a better insight into the facets of the challenges our Senior Leadership Team face (metacognitive thinking and be able to place myself in their shoes).” Tumuaki, SCL 2022

“The most challenging aspect was also the most rewarding aspect – giving and receiving feedback. It really helped to position some things that we probably already knew we could look at improving, but the feedback gave the extra push to go and do something about it.”

School Leader, HPLT 2022

Pilots

Balanced Scorecard for Schools Aotearoa



Region	Principals
Te Tai Tokerau/Northland	1
Tāmaki Makaurau/Auckland	8
Waikato	7
Te Moana-ā-Toi/Bay of Plenty	6
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	3
Taranaki/Whanganui/ Manawatu	1
Te Whanganui-a-Tara/ Wellington	6
Whakatū/Nelson	4
Waitaha/Canterbury	3
Ōtākou/Dunedin Murihiku/Southland	1

The Balanced Scorecard for Schools Aotearoa (BBSA) Wave II pilot programme was developed through the collective vision of the Aotearoa Foundation and Springboard Trust. The aim was to produce a model that better tracks performance measures in schools and, ultimately, the educational outcomes of our tamariki, as well as contributing to our understanding of the impact of Springboard Trust’s programmes. To achieve this, we took the learning from the initial face-to-face Wave I pilot of five schools in 2021 and developed a scalable, online delivery model.

In 2022 we delivered the BSSA programme to tumuaki from 41 schools across Aotearoa within a six-month period. Feedback from participants showed the programme to be extremely valuable for a variety of reasons. For instance, 40% of participants remarked on the programme’s focus on long-term sustainable improvement. They appreciated the programme’s range of measures to assess the long-term progress of their school, which lifted planning beyond simple short-term achievement measures. The scorecard model took a high-level, holistic overview of a school’s priorities, and planned for these in a strategic and measured way, complementing the school’s existing strategic plan.

Participants also felt positively about being able to complete the programme with their leadership team, knowing that they had contributed to moving the school’s vision forward. The value of the discussions with peers, colleagues, and facilitators was also a highlight, with 37% of participants noting that collaboration helped them to be more specific with targets and broader with objectives, identifying long-term objectives and measures, and discovering a fresh perspective of long-term planning.

While still in its infancy, we recognise the potential of this world-first programme to transform how schools measure their progress strategically, and act for sustained improvement over the long term. BSSA is a strategic priority for Springboard Trust for the next 5 years.

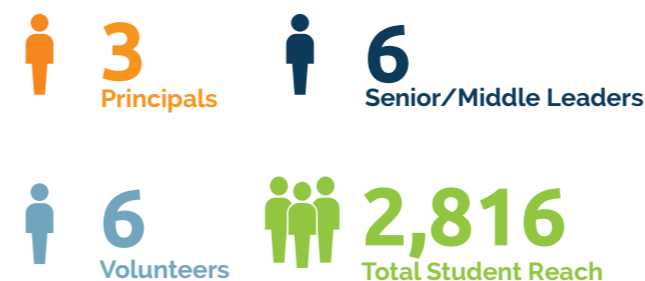
“The BSSA programme had significant impact on my understanding of setting meaningful goals based on relevant data.” Tumuaki, BSSA 2022.

“Discovering a new side to long term planning and bringing a vision to life over a long period of time. I came into this PLD to grow my understanding of leading a school over a long-term vision and I have learnt this.” Tumuaki, BSSA 2022

“It has forefronted measures within core areas that are pivotal to success. These are now woven tightly into our 2023 planning.”

Tumuaki, Balanced Scorecard for Schools Aotearoa, 2022

Strategic Leadership for Middle and Aspiring Leaders (SLMAL)



Our Strategic Leadership for Middle and Aspiring Leaders programme (SLMAL) was developed to respond to high principal turnover and the need for continuity and consistency in leadership within schools. This pilot programme seeks to develop strong, strategic and distributed school leadership.

An initial pilot cohort of middle and aspiring leaders from primary schools in Tairāwhiti concluded in April 2022. The second iteration of the SLMAL pilot programme was delivered to a cohort of secondary school leaders in Tāmaki Makaurau concluding in November 2022. Each SLMAL participant was nominated by their principal and took part in the programme through both in-person and online learning modules.

Points of Focus:

The SLMAL programme is designed to enhance participants’ knowledge, skills, and practices in leadership and strategic planning, within the context of Aotearoa and Te Tiriti o Waitangi. There is a strong focus on leading for equity, developing an active network of collaborators open to co-designing new approaches to long-standing educational issues, and fostering sustainability within the education profession.

The programme weaves together leadership and strategic planning through the lens of:

- Self – who you are as a leader
- Others – how you lead and influence others
- Strategic initiative – how you plan and implement a strategic priority into day-to-day teaching and learning practice.

Building Future Leaders

Feedback from the programme shows that the most valuable topics covered in SLMAL were Wayfinding Leadership, Strategic Planning, Cultural Perspectives, and the 360 degree survey process and report.

75% of respondents said that Wayfinding leadership had either a large or very large impact on them personally, noting it provided valuable metaphors and insights on how to be a leader regardless of having a specific leadership title or role. The 360 Surveys were reported to be extremely helpful in understanding personal strengths and weaknesses as a leader, which highlighted areas that needed to be worked on.

The focus on Te Tiriti o Waitangi resulted in a deeper level of thinking and reflection about practice. Following the programme, two thirds of the participants said they made a concerted effort to prioritise the needs of their Māori students and make meaningful connections with their local iwi and marae.

Furthermore, they have developed an understanding of the history of their local area and its implications for their Māori students. They have also made greater efforts to incorporate Te Reo Māori into their learning units and create authentic experiences for their students. Finally, they reviewed their strategic planning from the angle of the three articles of the Te Tiriti o Waitangi, indicating a commitment to equitable outcomes for ākongā Māori.

On an operational level, participants shared that they developed skills in nurturing and developing people and cultures, as well as in resource and stakeholder management. Through the programme, participants have been able to develop a better understanding of their role in the school and how to best use their skills to inspire their teams to achieve success. This has created a strong working environment that is based on trust, respect and collaboration.

“Understand that my team want to do more and I need to give them these opportunities. Looking at ways to engage all of my team in future focused conversations and learnings - giving them the opportunity to come up with answers through questioning rather than me just giving them the answers.”

Middle Leader, SLMAL 2022

Insights: School Strategic Plan Analysis

Tumuaki present a draft three-year strategic plan on a page (PoaP), as a key artefact at the conclusion of the Strategic Leadership for Principals and Strategic Leadership for Rural Teaching Principals programmes (SLPP and SLRTP).

These plans are developed in collaboration with boards, senior leadership teams, teachers, and whānau - the entire school community, and as such become our primary window into school strategic priorities and planning. We reviewed the draft PoaP from our 2022 participants, focusing on their strategic goals and initiatives.

Our purpose was to identify and report themes within the plans at a national level so we could share this with tumuaki and funders. We also knew that understanding what tumuaki planned to achieve strategically could help us think about how we design, deliver, and evaluate our programmes.

What we found out

Generally, there were three strategic goals per school and usually up to three initiatives per goal. We identified seven themes within the strategic plans:

Theme	Description	Percentage of plans containing theme
Partnerships	Who and how others, including whānau and iwi, support learning; looking to activate key school- community partnerships.	29%
Learning programmes	How learning is designed, structured, and supported.	20%
Special character, identify, culture	The way the school brings life to its identity and character.	18%
Student achievement/ outcomes	How the plan impacts learners and looks to monitor progress.	15%
Teaching quality	Who is delivering learning programmes and the practices being encouraged and used.	7%
Learning environments	Where the learning takes place and how that is supported by the environment.	7%
Wellbeing	Creation of a strong, supportive focus on wellbeing.	4%

At the initiative level the weights changed somewhat, although partnerships (28%) and learning programmes (21%) remained at the top. Teaching increased to 17% while student outcomes decreased slightly. The other themes remained relatively small by comparison.

Within the initiatives we looked for areas that schools focused on in 2022. These are summarised below:

Learning Programmes

Many initiatives focused on developing local curriculum that is culturally responsive, inclusive, and future focused. The themes of restructuring numeracy and literacy programmes, embedding cultural narrative and stories, refreshing the curriculum, embedding Te Reo Māori and Te Ao Māori came through strongly.

Other strategic initiatives covered areas such as:

- Assessment for learning, culturally responsive practices
- Professional growth cycles, leadership capability,
- Collaborative teaching
- Knowledge of curriculum and pedagogical expertise
- Personalised learning plans, student achievement reporting
- Inquiry learning, research and implementation, and coaching.

Partnerships

Within Partnerships the focus within both the strategic goals and initiatives tended to be on building or strengthening partnerships with whānau, hapū, and iwi.

Teaching quality

This set of strategic initiatives focuses on developing the skills and capabilities of teachers, leaders, and students to improve student outcomes. It included broad initiatives such as knowledge and pedagogical expertise, cultural knowledge and understanding, and personalized learning plan for all students.

Other topics related to building generic teacher capability and capacity through PLD for professional growth cycle programmes, setting goals based on assessment data, collaborative practice, research and implementation of effective pedagogy, coaching models, inquiry learning.

Students

Initiatives in this area were focused on putting learners at the centre of learning design, building connections, and promoting lifelong learning. Within the initiatives the focus tended to be on pathways and transitions and creating agency. Often the plans only touched upon high level achievement outcomes.

Environment

These initiatives focused on either specific building projects or on a broader desire to create an effective learning environment. The specific building projects were time bound and linked to their school property plan.

School character / culture

These strategic goals and initiatives related to how the school values and unique identity would be expressed in practice. The catholic schools we worked with linked these goals and initiatives to their specific special character. We noted that hauora was often linked to school character and culture.

ImpactLab GoodMeasure Report

Springboard Trust's GoodMeasure Report by ImpactLab

ImpactLab produce assessments on the Social Return on Investment (SROI) for charitable organisations, conveying these through what is termed a GoodMeasure report. SROI is a model used to quantify the social and financial benefits and value of a service, programme, policy or organisation to society.

Published in April 2022, ImpactLab's independent GoodMeasure report identified a strong SROI for the work of Springboard Trust. The research focused on the 2020 year of Springboard activity, particularly the flagship SLPP and SLRTP programmes, and our alumni SCL and HPLT programmes.

Key Social Return on Investment Outcomes

The process provided strong insights into the impact of our work.

An estimated
\$3.10
of social returns **for each \$1 spent**
on Springboard Trust programmes.

\$194
of return for every student in
Springboard Trust principals' schools.

ImpactLab's Understanding of Social Value

To calculate social value, ImpactLab combines impact values with:

- Evidence from global literature about how effective a programme can be.
- The size of the opportunity for the people an organisation serves to achieve more positive outcomes.
- The number of people supported.

By combining these inputs, the social value calculation helps understanding of how a programme or intervention assists in changing lives for the better. ImpactLab combines the social value with cost information to calculate a programme's SROI

An estimated
\$61,894
return in value **for each principal**
that we work with.

97%
of principals **fully completed the programmes**, despite the very difficult circumstances of the pandemic.

Springboard Trust's Programme Design

ImpactLab's review also affirmed the efficacy of our programme design. The GoodMeasure report identified that our programmes:

- Are delivered over a long time frame (years), allowing leaders to try new things and measure the results over time.
- Bring school leaders to work together and share knowledge in a group setting.
- Enable principals to apply strategies to job duties on a daily basis.
- Feature active workshops, meaning that mentoring is hands-on and interactive rather than didactic.
- Have been tailored to the needs and circumstances of each school leader and their community.
- Pair school leaders with a skilled friend or trusted mentor who is an effective communicator and able to develop trusting relationships.
- Encourage school leaders to embed professional learning in the culture and social life of schooling.
- Support school leaders to develop their school's vision, mission and goals in collaboration with teachers, students, families and the wider community.
- Help school leaders to establish a plan to assess the attainment of goals.

Next steps

The ImpactLab analysis has indicated that improved focus on collecting more evidence of the longer-term outcomes would further strengthen our social return on investment value. We have commenced a programme to develop our evaluation framework, focusing particularly on collecting better evidence of the medium- and longer-term outcomes over a 3 to 5 year time frame.

“By measuring social change and positive outcomes, ImpactLab enables charities and social service providers to speak the language of funders, investors and governments.

It has been a pleasure to work with Springboard Trust to learn how this organisation changes lives throughout New Zealand.

Calculating social value helps inform decision making and investment and enables you to do good, better. Thank you for joining us on this journey”

Sir Bill English, ImpactLab Chairman

“The ImpactLab process has provided real value for us as we have thought more deeply about the processes we use to deliver our programmes. It has provided a new way of looking at the results of our work. We are greatly encouraged by the analysis and feel excited about understanding our impact more deeply” Dale Bailey, CEO Springboard Trust

To read the full report [click here](#).

NZCER Evaluation of our Impact for Tumuaki Māori and Tūao Māori

Māori leaders' experiences of the Strategic Leadership for Principals Programme (SLPP)

Ensuring Springboard Trust programmes are meeting the needs of Māori led us to commission research partner New Zealand Council for Educational Research (NZCER) to ask Māori tumuaki and volunteer capacity partners about their experiences as SLPP participants. We are incredibly grateful for the insights from Māori tumuaki and tūao, and the report produced by NZCER has offered invaluable understanding about what Springboard Trust is doing well and what we can improve for future Māori participants.

NZCER researchers, led by respected Māori education researcher Dr Sheridan McKinley, conducted semi-structured interviews with eleven Māori leaders – seven tumuaki Māori and four tūao Māori from Tāmaki Makaurau, Waikato, Te Moana-ā-Toi, Tairāwhiti, and Waitaha. Interviews took place in August 2022.

Māori leaders in the study were diverse. All identified as Māori and ranged from 'brought up as Pākehā' and on a journey of reclaiming Te Reo Māori and Tikanga Māori, to others who were fully immersed in Te Ao Māori and worked for their iwi or hapū. Some worked in a mix of Te Ao Māori and Te Ao Pākehā environments, working in English medium schools or in mainstream companies and organisations if they were capacity partners.

Māori tumuaki indicated that they valued the Springboard Trust SLPP programme and would highly recommend it to others. In particular, they identified the following benefits:

- **Increased strategic confidence** - including in the areas of visioning, strategic planning and stakeholder engagement. Strategic planning, establishing a school vision and goal setting were the aspects of principalship for which Māori tumuaki, like other tumuaki, felt least prepared prior to participating.
- **Improved stakeholder engagement** - consultation moved beyond a 'tick-box' exercise, allowing Māori tumuaki to test assumptions about their school communities' needs. Māori tumuaki learnt how to 'ask the right questions' of their stakeholders to ensure the strategic planning process was collaborative and captured the voices of ākonga, whānau, teachers, senior leaders, school board and the wider school community.
- **Expanded collaborative networks** - insights were generated by both peers and tūao who offered a business perspective with respect to their thinking, leadership and school management. Participants felt that the business tools provided were transferable to the education context and helped them to look beyond usual problem solving approaches.
- **Positive learner impact** - in most cases, programme involvement positively impacted learners in relation to increased student voice and improved educational outcomes or achievement. Some Māori tumuaki also referred to more specific outcomes, such as an increasing school roll and larger numbers of students enrolling in Rūmaki Reo (Māori medium) classes.

We have identified the recommendations in the NZCER report from Māori participants as a strategic focus, committing to the following actions over the next 5 years:

- Ensuring, as much as possible, that there is a mix of Māori participants, expertise and support in our SLPP cohorts.
- Exploring Māori cultural competency training partnerships for the Springboard Trust team and tūao.
- Integrating Māori strategic leadership frameworks in to the SLPP curriculum.
- Identifying and recruiting more Māori staff and tūao Māori.
- Scoping the efficacy of developing a Kaupapa Māori focussed strategic leadership programme for education leaders.
- Identifying and establishing a Māori leaders alumni advisory group.

To read the full report [click here](#).

“That result that its [SLPP] has had on our learners has been phenomenal, and I don’t just mean in terms of academic achievement... If you saw where we were at the start and the shift that has been...It’s a completely different school. Our learners are different. Our learners can articulate differently about where they are in terms of their learning...And that is all because of strategic planning and the direction of where our whānau want us to go..”

Tumuaki 4, NZCER Report, p. 11.



Volunteer Voice

Springboard Trust’s unique cross-sector model was established 16 years ago. Over the years we’ve found that pairing tūao from the public, private and philanthropic sectors with tumuaki and schools results in ako - reciprocal, beneficial learning for both parties. There is a certain ‘magic’ that happens in this cross-sector relationship which is consistently commented on by both volunteers and school leaders.

“2022 is my sixth year as a volunteer capacity partner. And as I reflect over this time, it has been and remains one of the most personally meaningful and rewarding things that I do.”

Tūao, SLRTP 2022

2022 saw incredible commitment from our volunteers to continue their roles with us. As in our schools and kura, the impacts of the COVID-19 pandemic continued for our tūao, with many facing personal and family illness, decreased job security, and burn-out. Hearteningly, despite these challenges, our volunteers were steadfast in their desire to make a difference in Aotearoa schools and saw through their programme commitments. Furthermore, our 2022 tūao evaluation shows that ako remained a key result of the programme regardless of the disruption.

“It helps my appreciation of what other leaders are dealing with and how they navigate through these challenges in their settings. I believe this has made me a more empathetic leader.” Tūao, Leading Change Workshop 2022

Our survey responses are full of praise from tūao for the way Springboard Trust for giving them exposure to different perspectives and environments. 92% of tūao shared that volunteering provided them with opportunities to work with diverse communities and form new relationships that have expanded their networks. Connecting with tumuaki led tūao to think outside the box, build stronger relationships, and develop a more empathetic approach to leadership.

“Volunteering helped me in working with a different type of “client” than I would ordinarily deal with and therefore I’ve learned to adapt how I communicate and engage. Furthermore, I’ve had to mentor someone from outside my industry with more lived experience than me.” Tūao, SLPP 2022

Tūao also said they gained well-rounded views and insights and were reminded to respect different sectors’ unique challenges. They expressed appreciation for the complex and demanding role of school leaders noting that their work is multidimensional and requires extensive skills and talent. Overall, tūao developed a deeper appreciation of the pressures tumuaki are under and the amazing job they do.

“[Principals] have extremely busy and almost completely blurred roles as they can’t just leave it behind at the end of the day and feel so personally responsible for the staff, children and their whānau.” Tūao, Springboard Coaching for Leadership 2022

“It has allowed me to apply my skills and knowledge in new ways and contexts as well as providing the opportunity to feel good about sharing those skills, which in turn reinforces my confidence in my own abilities.”

Tūao SLRTP 2022



The Journey Ahead

Our new strategy

At the end of 2022 Springboard Trust undertook a strategy refresh, which included a reset of our vision and the development of three new strategic goals covering a five-year horizon. We also reviewed and reset our values. The strategy refresh involved extensive consultation with stakeholders, including funders, partners, tumuaki, our Board of Trustees and staff, and leveraged the tools and processes our staff and volunteers utilise in our programmes.

A key outcome of this process is that we have integrated Te Takarangi, our Māori strategy, into our main strategy document. In this way we have been able to explicitly link our strategic activities with our commitment to being a good Te Tiriti/Treaty partner and our commitment to equity in education.

Below is a copy of our “Plan on a Page”, which describes all the key elements of our new strategy. This document takes the same form as those developed by all tumuaki who participate in our SLPP and SLRTP programmes

Our Vision

The new vision and each of the three strategic goals is described further here:

Strong strategic school leaders | Thriving tamariki mokopuna

Our new vision states explicitly what we stand for and what the legacy is that we want to deliver through our work. The first half talks about what we want to see in Aotearoa schools: leaders whose strength lies in their strategic focus. The second half talks about why we come to work each day: so that all tamariki mokopuna in Aotearoa have the opportunity to live their best lives, for the benefit of themselves and our society.

Access

In order to realise our vision, we have established a goal that will see all school leaders in Aotearoa having access to our programmes by 2023. In particular, it's our aspiration that Māori school leaders succeed as Māori through our programmes. This is a deliberately ambitious goal, designed to stretch us, which reflects the significant impact on leader strategic capability that we know our foundation programmes deliver. Successfully delivering this goal will require a step change in our planning, fund raising and integration of Māori leadership approaches, content and tikanga into our programmes.

Act

A plan is nothing without the action that it is intended to drive. If tamariki mokopuna are to thrive it's imperative that school leaders are making decisions and taking action based on sound evidence and insights generated from quality data and information. It is particularly important that Māori education success is supported through Māori-led insights and tools. Measurement and evaluation, for both Springboard Trust and schools, are at the heart of realising this goal.

Unite

Springboard Trust's strength lies in our cross-sector model, which sees volunteers from the business community working beside principal tumuaki and school leaders on their strategic leadership journey. As such, we believe that bringing our business and educational leaders together, as Leaders for Education, to collectively create system-wide improvement is critical to realising our vision. A robust education insights framework that leverages Māori wayfinding leadership principles will sit at the heart of this goal.

What programmes of work are in store for 2023?

In response to a tightening funding environment, which contributed to a downsizing of the organisation in 2022, our delivery programme for 2023 will be smaller than in recent years. We will prioritise our Foundation Programmes – SLPP and SLRTP – alongside the integration of Balanced Scorecard (now rebranded as Strategic Measurement for Schools) and the continuation of our core Alumni Services, HPLT and SCL.

In addition to these core programmes will sit a number of strategic development initiatives related to enhancing our understanding of our impact, capturing and generating insights from our work and activating our Leaders for Education cross-sector leadership network.

The 'Insights Initiative' will focus on identifying, synthesizing, and disseminating actionable insights that could drive positive change in education.

The 'Leaders for Education Initiative' is to design and establish a network of cross-sector leaders facilitated by Springboard Trust seeking to improve educational outcomes and reduce inequities for tamariki mokopuna in Aotearoa.

By connecting the 'Leaders for Education' and 'Insights' initiatives we can facilitate the exchange of ideas, knowledge, skills, and experience to bring about meaningful change in education. Both initiatives will be informed by real-time data, and the experience and expertise from our cross-sector partners including both education leaders and leaders from outside of education. It brings local, national, and global strategic leadership expertise together to innovate and influence improved educational outcomes for all Aotearoa tamariki mokopuna.

Strategic Plan - 2030			
Strong strategic school leaders Thriving tamariki mokopuna			
	ACCESS	ACT	UNITE
OUR GOALS	All school leaders can access our programmes to support their strategic leadership journey	School leaders drive their progress through evidence and insight	Strategic leaders unite to transform the education system in Aotearoa
SUCCESS STATEMENT	By 2030 all school leaders will have been offered an opportunity to undertake our strategic leadership programmes Te Takarangi success Māori school leaders succeed as Māori in our strategic leadership programmes	School leaders act effectively on insights with our frameworks being central to informed decision making Te Takarangi success We have the right tools and Māori-led insights that support Māori educational success	Our cross-sector network provokes system wide improvement through (their) insights, actions and influence Te Takarangi Success Māori leaders are strategic wayfinders within the Leaders for Education network
STRATEGIC INITIATIVES	<ol style="list-style-type: none"> Establish a sustainable, multi year plan and approach that enables us to reach all schools in Aotearoa Māori leadership approaches, content and tikanga are woven through our strategic leadership programmes for all school leaders, volunteers and staff Develop enduring funding and volunteer partnerships to enable all schools to access our strategic leadership programmes 	<ol style="list-style-type: none"> Enhance the utility of our evaluation framework, research partnerships and progress measures (with a specific emphasis on equity) Implement and embed Balanced Scorecard for Schools Aotearoa as a core programme 	<ol style="list-style-type: none"> Establish and implement system to generate insights from our experiences and learning Scope, design and launch Leaders for Education in partnership with Māori leaders Enable our staff, volunteers, partners and systems to activate the network
VALUES	Whiria te tangata ka puta he oranga Weaving people together so we can thrive		
	Ka Manaaki	Ka Ako	Ka Hikitia
	Great Leaders make great schools		

Board of Trustees



Ian Narev is the Managing Director and Chief Executive Officer of SEEK Limited, a market leader in online employment marketplaces in Australasia, South-East Asia and Latin America. Prior to joining SEEK in 2019 he was the Managing Director and Chief Executive Officer of Commonwealth Bank of Australia, and before that a partner of McKinsey & Company.

He is a co-founder of Springboard Trust, and has worked closely with school principals each year since Springboard Trust's inception. He is also the Chair of Sydney Theatre Company, the Juvenile Diabetes Research Foundation, and the Advisory Board of the Gonski Institute of Education at UNSW.



Malcolm Crotty is a Partner at Russell McVeagh and qualified lawyer with over 22 years' experience. A former Trustee of Knox Trust Board, Malcolm has been involved with Springboard Trust since its inception and was appointed to the board in 2005. He deals with all matters legal and has spent several years working alongside management, developing the documentation supporting our innovative capacity building frameworks.



Billie-Jean Potaka Ayton is Principal at Kāiti School in Te Tairāwhiti. She has been principal there for 11 years and has brought the school from a 10 year trend of roll decline with a roll in 2009 of 130 to a roll of 380. Kāiti School is a decile 1 kura that caters for years 1-8 students in Bilingual and Mainstream education pathways. Billie-Jean has led the school through several phases of change in property, revisioning, curriculum design, whānau engagement and partnerships. Her leadership style comes from her grandparents who were instrumental in her early life and education. Billie-Jean was part of the first cohort of principals in Te Tairāwhiti to work with the Springboard Trust in 2016.

Billie-Jean was a recipient of the Woolf Fisher 2019 fellowship award. Her travel included visiting schools in Hawaii and Los Angeles and a week-long programme at Harvard University on leadership.



Liz O'Neil is currently CFO at Coca Cola Amatil NZ. Liz is a qualified chartered accountant (CAANZ) with more than 15 years' experience in senior finance and commercial roles across large New Zealand companies including Lion, Telecom and Fonterra. Liz first became involved with Springboard Trust in 2008 as a Capacity Partner, then as an Engagement Manager in 2011 on Alumni Services working closely with Homai School to embed their strategic goals. Co-opted onto the Springboard Trust Board since 2012, she was appointed as a full Trustee in July 2014 and is responsible for providing oversight of our finances. Liz is also a member of the Board of Trustees for Baradene College.



Frances Nelson has 40 years' experience as an educator and is an experienced principal having led six different primary schools that vary in decile range in Auckland and Northland. Frances served as an executive member of NZEI Te Riu Roa for 12 years and then as president for three years. She is the Immediate Past President of the Auckland Primary Principals' Association, a member of the New Zealand Council for Educational Research board and a Justice of the Peace. Frances participated in the Strategic Leadership for Principals Programme in 2011.



Dr Laurie Thew is the retired Principal of Manurewa Central School. Laurie was on our first 2007 SLPP cohort. With 43 years in education he is well respected and informs the board of much of the 'coal-face', research and leadership developments in education. He has served on a number of local, regional and national educational advisory groups and has been recognised by the New Zealand Principals' Federation, the New Zealand Educational Institute and the Auckland Primary Principals' Association. He was made a member of the New Zealand Order of Merit for Services to Education in 2004 and joined Springboard Trust's board in 2009.

Our Sincere Thanks

Strategic partners



AOTEAROA FOUNDATION



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