

Do good, better.



**TE URU AMOKURA
SPRINGBOARD TRUST**

STRONG STRATEGIC SCHOOL LEADERS | THRIVING TAMARIKI MOKOPUNA



Te Uru Amokura | Springboard Trust
Core programme
ImpactLab GoodMeasure Renewal Report
February 2025

ACKNOWLEDGEMENTS

We would like to thank Andrew Bull, Krystyna Frampton, Ellie Sutton, Dale Bailey, and the Te Uru Amokura | Springboard Trust team who contributed to the preparation of this report by sharing their values, processes, evidence and experience.

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Simplifying social impact measurement

I had the privilege in public life to work with people who understood the need for positive change in the lives of those around them and worked hard to achieve it.

Our social services do a tremendous job of bringing positive change to our most deserving individuals and communities. These organisations are built by volunteers and community workers who dedicate their lives to helping others.

Social service workers can see the positive impact of their work. Children thriving, families united, jobseekers in new employment and people empowered to change their life course.

With more tools they could do more good. I want to help them by finding ways to make sure that effort is recognised, results are measurable and they can make decisions about how to do more good.

ImpactLab grew from a desire to make available to community organisations tools that use the power of public information and the latest technology, so these organisations can change more lives.

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 Te Uru Amokura | 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

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GoodMeasure Summary

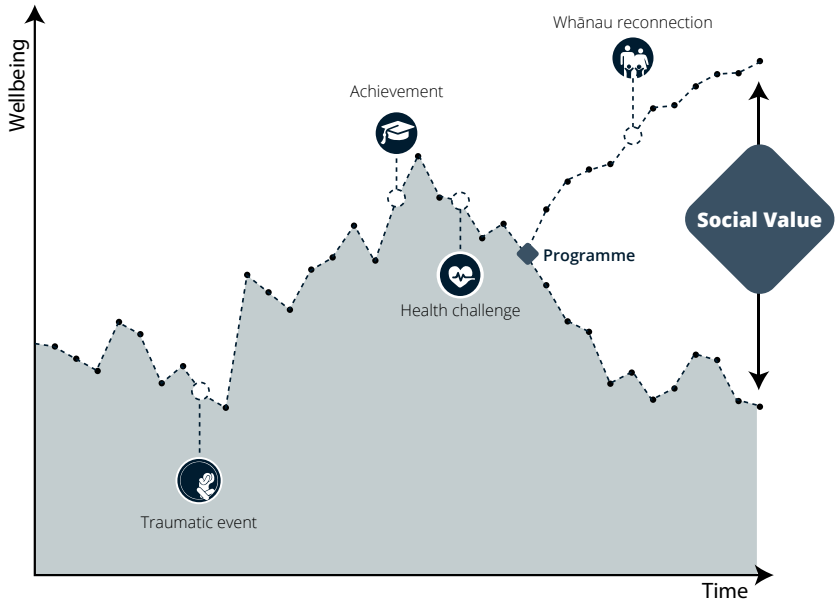
GoodMeasure connects decision makers with information they can act on to grow their social impact. It supports organisations to focus on investment that works for communities so that people can live the lives they choose.

Through the GoodMeasure journey ImpactLab supports our customers to understand their social value and empowers them to further understand their data, people and impact stories.

We use a standardised methodology that draws on publicly available data, academic research, and an organisation's own data, to estimate social value and a social return on investment (SROI).

Understanding social value

Social value is the social impact in dollar terms that a programme achieves for participants over their lifetime.



Throughout our lives, different events occur which impact our overall wellbeing trajectory. ImpactLab measures the impact on an individual's wellbeing across multiple domains when they're supported by a programme to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government.

To calculate social value, we combine these 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 us understand how a programme or intervention helps change lives for the better. We combine the social value with cost information to calculate a programme's social return on investment.

GoodMeasure Renewal for Te Uru Amokura | Springboard Trust

Te Uru Amokura | Springboard Trust aims to empower school leaders with core leadership skills to thrive in their roles, and to create a 'tipping point' in educational leadership across Aotearoa. Through shaping good culture, clear direction, and strong relationships they can support teachers to be effective. This leads to transformation for New Zealand's young people through improved educational outcomes.

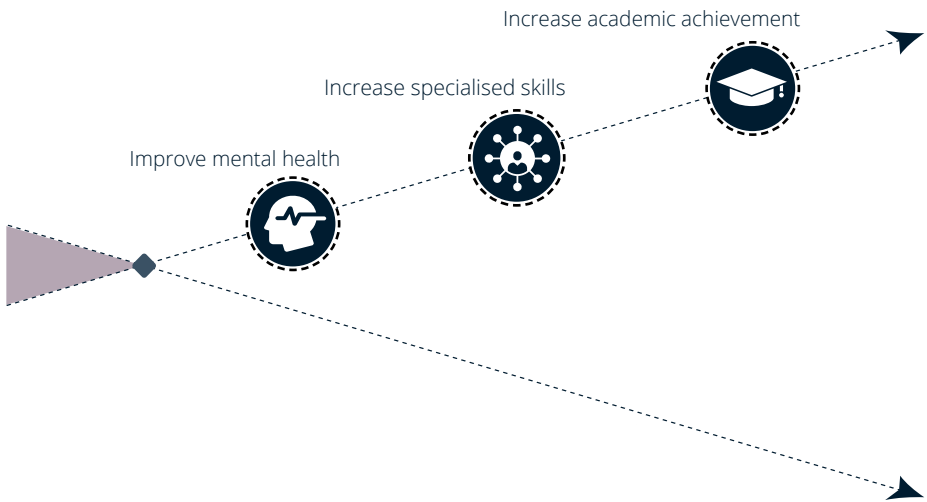
Who does Te Uru Amokura | Springboard Trust serve?

Te Uru Amokura | Springboard Trust facilitates a journey of development for school leaders, usually beginning with a core programme which runs for a year, followed by alumni services designed to meet the needs of principals and their leadership teams. School leaders build trusted relationships with the Springboard Trust team and mentors from other sectors. Through a range of workshops and coaching sessions, principals and school leaders are equipped with practical skills and toolsets for strategic thinking, team cohesion, community connection and change management.

What does Te Uru Amokura | Springboard Trust do?

Te Uru Amokura | Springboard Trust brings Aotearoa | New Zealand principals and school leaders together with strategic experts from outside the education sector to develop their leadership and to support clear, insightful planning for schools.

What outcomes does Te Uru Amokura | Springboard Trust aim to create?



GoodMeasure outcomes

These outcomes directly contribute to this year's social value calculations.

- Improve mental health
- Increase specialised skills
- Increase academic achievement

Additional outcomes

These outcomes indirectly contribute to this year's social value calculations.

- Increase student engagement
- Increase teacher satisfaction and motivation
- Increase teacher efficacy

Te Uru Amokura | Springboard Trust's impact



Social value definition

Social value generated for each participant (including students)	\$254
Social Value per Principal and Senior/Middle Tier Leader	\$1,925
Measurable benefits as proportion of programme cost	570%
Cost of the programme per participant	\$40

When we take into account the operating costs of Te Uru Amokura | Springboard Trust, we can calculate the social return on investment that is generated for every dollar in the programme.





Te Uru Amokura | Springboard Trust's people

Te Uru Amokura | Springboard Trust brings Aotearoa/New Zealand principals and school leaders together with strategic experts from outside the education sector to develop their leadership and to support clear, insightful planning for schools. Developing the ability for principals and their teams to better plan, manage, report and lead change strategically creates strong relationships and the right conditions for teachers to support students to thrive.

Principals and school leaders play a key role in determining student outcomes by setting their school's strategic direction and managing a complex set of relationships to meet community-specific needs with scarce resources. Principals tend to wear many different hats and roles are often not clearly delineated, especially in small or rural schools. Many principals are promoted directly from teaching in the classroom, and few have been given the necessary tools and training to be effective leaders. Through access to business and strategic knowledge, principals can develop their leadership toolkit and apply it to make a difference in their school community.

Te Uru Amokura | Springboard Trust facilitates a journey of development for school leaders, usually beginning with a core programme which runs for a year, followed by alumni services designed to meet the needs of principals and their leadership teams. School leaders build trusted relationships

with the Springboard Trust team and mentors from other sectors. Through a range of workshops and coaching sessions, principals and school leaders are equipped with practical skills and toolsets for strategic thinking, team cohesion, community connection and change management. Under the guidance of experienced facilitators, principals and their teams apply these tools to their work, have space to reflect, and discuss wins and concerns with other principals.

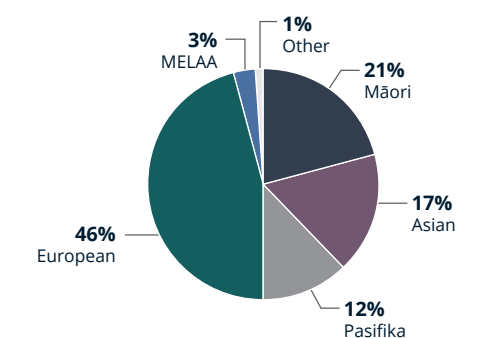
Te Uru Amokura | Springboard Trust aims to empower school leaders with core leadership skills to thrive in their roles, and to create a 'tipping point' in educational leadership across Aotearoa. Through shaping good culture, clear direction, and strong relationships they can support teachers to be effective. This leads to transformation for New Zealand's young people through improved educational outcomes.

Period in scope
01 Jan 2023 – 31 Dec 2023

Participants

Participants	Description	Total starting	Total minimum / successful engagement
Principals	Principals who participated in either SLPP/SLRTP/HPLT/SCL/SM4S	119	107
Senior/Middle Tier Leaders	Senior/Middle Tier Leaders who participated in either HPLT/SCL/SM4S	133	118
Students in participating schools	Students who attended schools where Principals/MTLs participated in SLPP/SLRTP/SCL/SM4S	38,746	34,839

Ethnicity



Note: The student ethnicity breakdown is based on all schools with a participating principal in the in-scope programmes, using the Ministry of Education's Student Roll Count as of July 1, 2023.

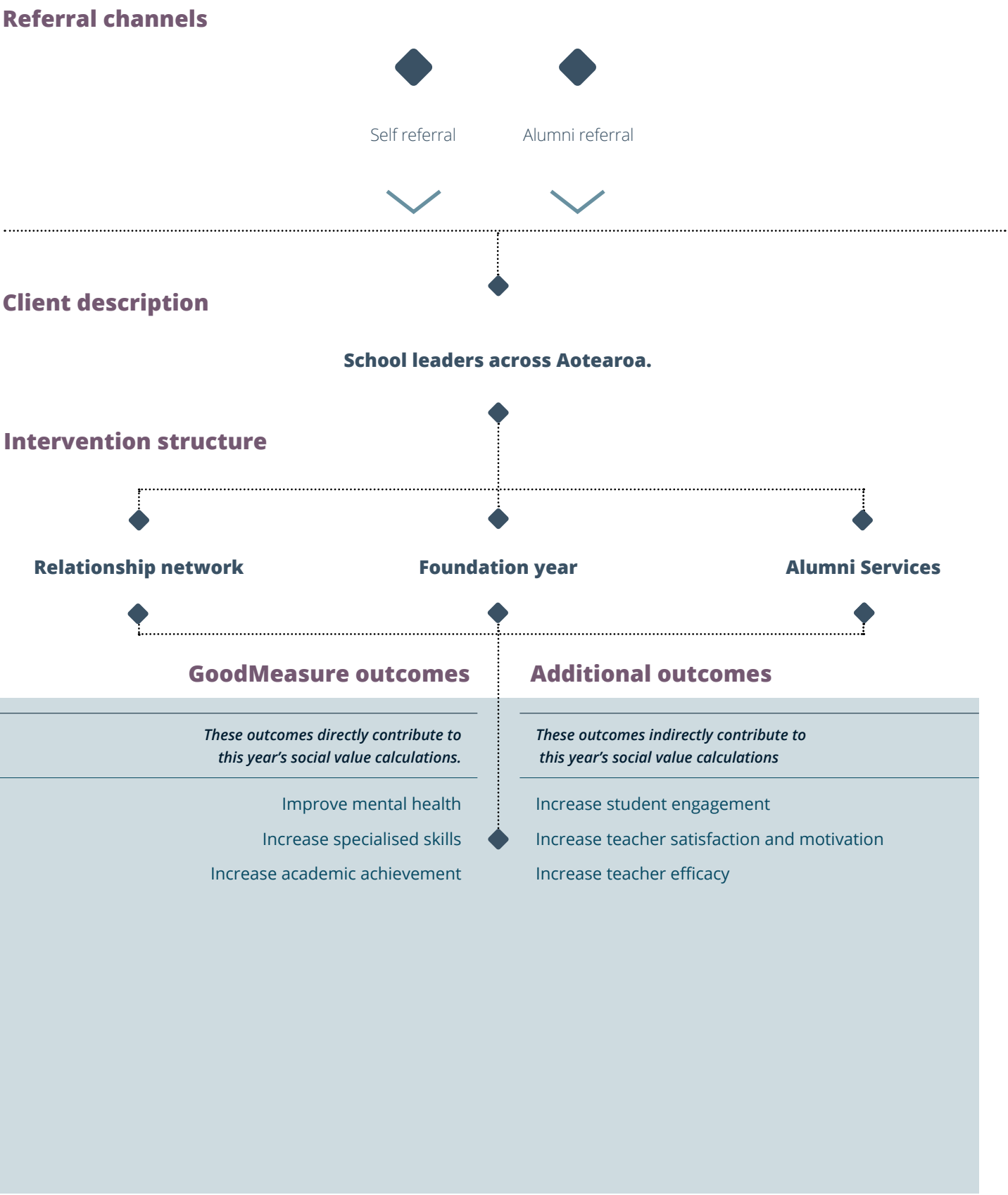
The change journey

Te Uru Amokura | Springboard Trust supports the development of principals, senior, and middle school leaders into effective leaders by building key strategic and leadership skills to transform school performance.

Relationship network	Foundation year	Alumni services
<p>Te Uru Amokura Springboard Trust facilitates a network of supportive relationships for principals.</p> <p>Delivery Managers are the main relationship touchpoint for principals throughout their Te Uru Amokura Springboard Trust journey. They assess the principal's needs and provide oversight to the process.</p> <p>Skilled Capacity Partners are volunteers carefully matched with principals participating in the Strategic Leadership for Principals Programme or the Strategic Leadership for Rural Teaching Principals Programme, to build a trusted and supportive relationship.</p> <p>Facilitators support principals and their leadership teams by conducting a pre-survey to understand the team and tailor the course structure to their specific needs, enabling principals to lead effectively through others.</p> <p>The Leaders for Education network is a wider network of principals, school leaders and supporters from inside and outside the education sector who provide feedback and support for the principals and school leaders after Springboard Trusts interventions.</p>	<p>Principals entering any of the alumni services have usually completed the Strategic Leadership for Principals or Strategic Leadership for Rural Teaching Principals Programmes.</p> <p>The Strategic Leadership for Principals and Strategic Leadership for Rural Teaching Principals Programmes are the core of the foundation year. These programmes consist of nine half-day workshop modules delivered from February to November.</p> <p>Principals are paired up with a cohort of up to seven other principal-capacity partner pairings and engage in 40-60 hours of work with their partner and the whole cohort.</p> <p>By the end of the programme, principals typically demonstrate significant progression in:</p> <ul style="list-style-type: none">• One- and 3 to 5-year planning and outlook.• Creating and communicating a vision and strategic plan.• Identifying, communicating with and gaining buy-in from key stakeholders.• Measuring the impacts of their changes.• Leading transformative change for their team.	<p>Springboard Coaching for Leadership</p> <p>Through one-on-one coaching, complemented by a small team component involving three or more school leaders, principals, senior, or middle leaders gain insights into their strengths, development areas, and where to focus their efforts. This is supported by a comprehensive 360-degree feedback process involving up to 15 colleagues the leader works or engages with.</p> <p>An expert volunteer coach helps the leader unpack the feedback, set a goal, and develop a plan to achieve it.</p> <p>High Performing Leadership Teams</p> <p>Facilitators support principals and their leadership teams through a pre-survey to understand the team and tailor the course structure to their specific needs, so principals can effectively lead through others.</p> <p>Over three workshops, participants will build a cohesive team who understand one another, and will learn to operate and communicate effectively to improve learner success. By the end of the programme, a leadership team will have:</p> <ul style="list-style-type: none">• A shared knowledge of what constitutes a high performing leadership team and a shared team purpose, behaviours, and goals to achieve this.• Increased skills and abilities to work effectively together as a high performing leadership team and lead change.• A shared commitment to change and a focus on operating strategically to achieve results. <p>Strategic Measurement for Schools</p> <p>School leadership teams identify holistic, long-term performance objectives and measures using our Balanced Scorecard framework and develop the skills to effectively tell an evidence-based story of progress within their kura.</p> <p>By the end of the programme, school teams will have:</p> <ul style="list-style-type: none">• Certainty they are measuring what matters via a succinct set of meaningful, long-term performance measures unique to their context.• Enhanced ability to tell the story of their school's progress and evidence performance to stakeholders.• Confidence to take wise, strategic action informed by quality data and with the support of expanded business and school networks.

Outcomes map

The outcomes that Te Uru Amokura | Springboard Trust aims to achieve and how these are reflected in the GoodMeasure calculation.



GoodMeasure results summary

In 2023, Te Uru Amokura | Springboard Trust delivers \$8,918,138 of measurable good to society in New Zealand.

Te Uru Amokura | Springboard Trusts real-world value is even greater than this, as some outcomes such as increased teacher motivation cannot yet be directly quantified with available data.

When we consider the operating costs of Te Uru Amokura | Springboard Trust, we can calculate the social return on investment that is generated for every dollar that is invested in the programme.

Social value generated for each participant (including students):	\$254
Social Value per Principal and Senior/Middle Tier Leader:	\$1,925
Measurable benefits as proportion of programme cost:	570%
Cost of the programme per participant:	\$40

The Living Standards Framework is a practical application of national and international research around measuring wellbeing.

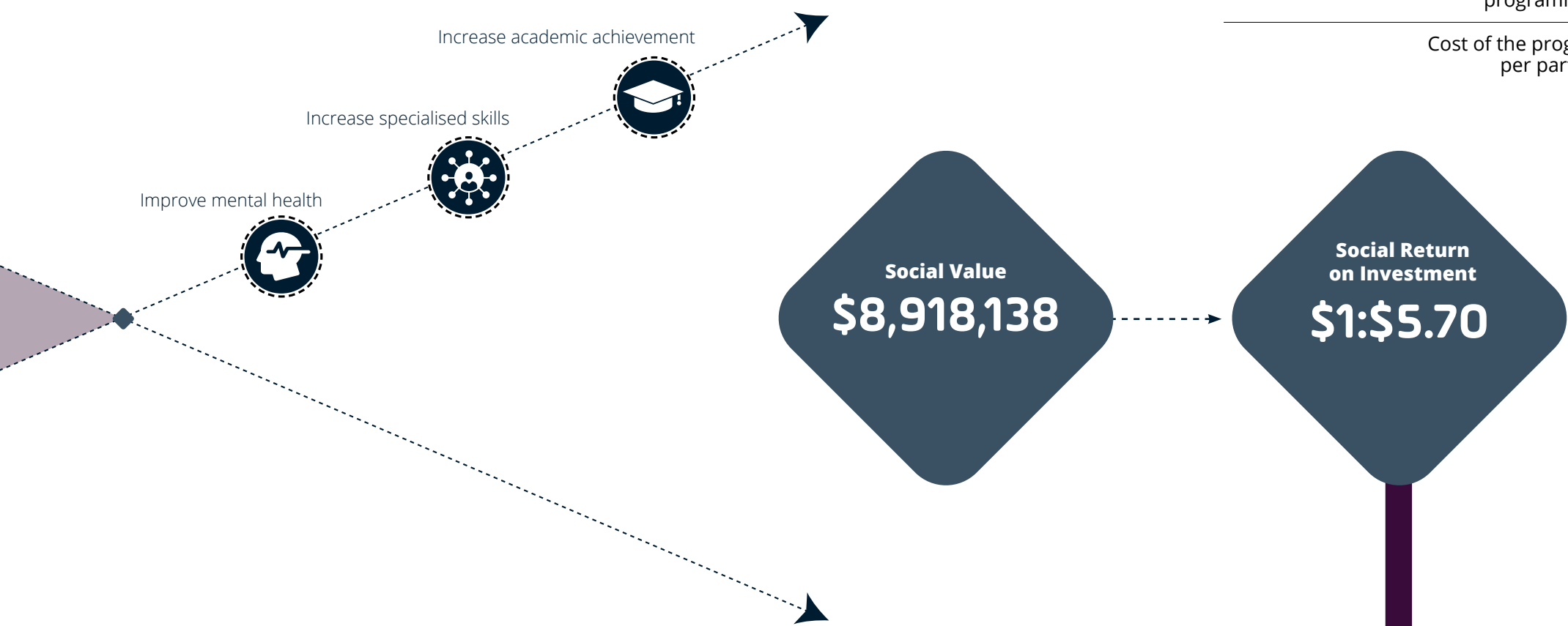
It was designed drawing from the Organisation for Economic Co-operation and Development's (OECD) internationally recognised approach, in consultation with domestic and international experts, and the NZ public.

Definitions

Work, Care and Volunteering: People's contribution of goods and services for the benefit of others.

Income, Consumption and Wealth: People's disposable income and saving for future needs.

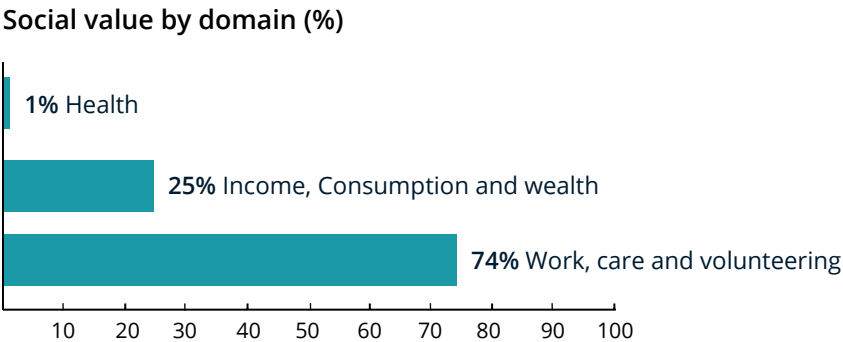
Health: People's mental and physical health.



Social value breakdown

Te Uru Amokura | Springboard Trust creates social value across different aspects of people's lives.

This chart shows the breakdown of social value created according to the Living Standards Framework. Each domain highlights a different aspect of wellbeing.



This means that every dollar invested in Te Uru Amokura | Springboard Trust delivers **\$5.70** of measurable good to New Zealand.

(01 Jan 2023 – 31 Dec 2023)

GoodMeasure trend analysis

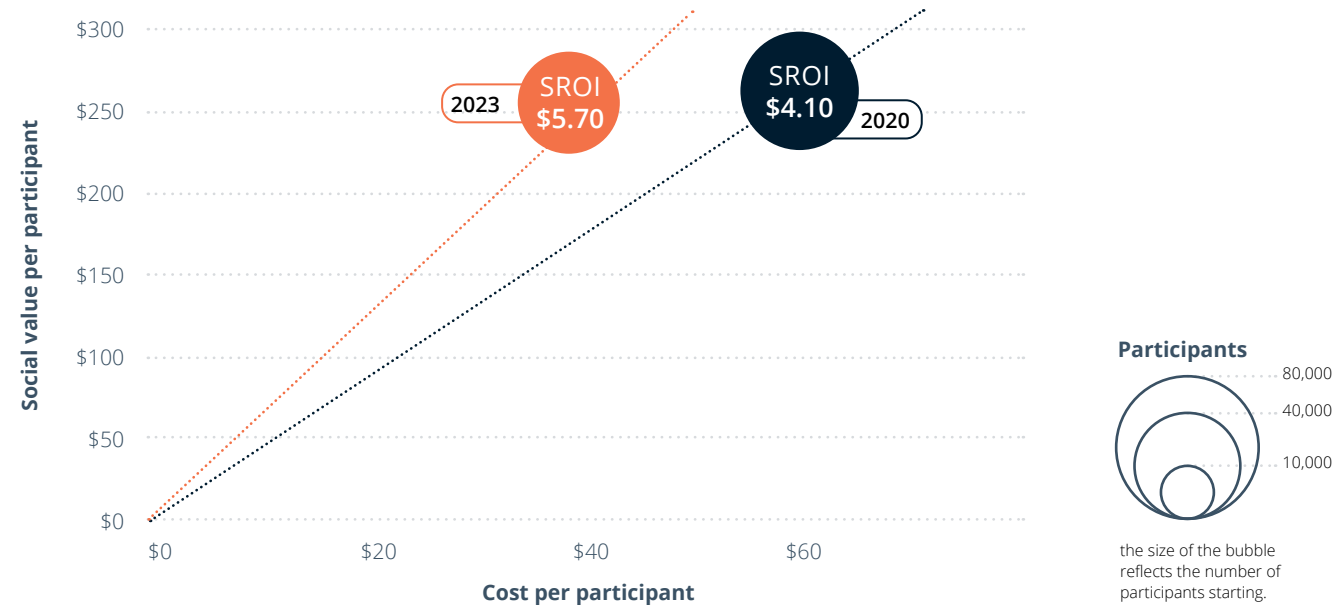
ImpactLab's methodology continues to improve over time and this can affect how social value metrics are calculated. Therefore, previous years' results are re-baselined to enable meaningful comparison against the current year's social value metrics.

The re-baselined figures show what the social value metrics of the 2022 GoodMeasure using Springboard Trust's data from the 2020 calendar year would have been if it was measured today.

	2020 (Actual)	2020 (Re-baselined)	2023 (Renewal)	% Change
Total investment	\$2,925,000	\$2,924,711	\$1,562,188	-47%
Total social value	\$9,045,447	\$12,109,400	\$8,918,138	-26%
SROI	\$1:\$3.10	\$1:\$4.10	\$1:\$5.70	+39%
Cost per participant	\$50	\$60	\$40	-33%
Social value per participant	\$160	\$259	\$254	-1.8%

Between 2020 and 2023, the SROI increased by 39%, primarily due to a significant reduction in operating costs that outweighed the decline in social value from fewer participants. In 2023, Te Uru Amokura | Springboard Trust adopted a blended delivery model, boosting cost efficiency. Enhanced data collection, improved reporting, and a more detailed theory of change enabled us to better capture the impact of increased specialised skills among principals and senior/ middle-tier leaders — insights not available during the original GoodMeasure assessment for 2020. We also refined our measurement of student outcomes, focusing on academic achievement as the primary indicator of impact.

Cost and social value per participant

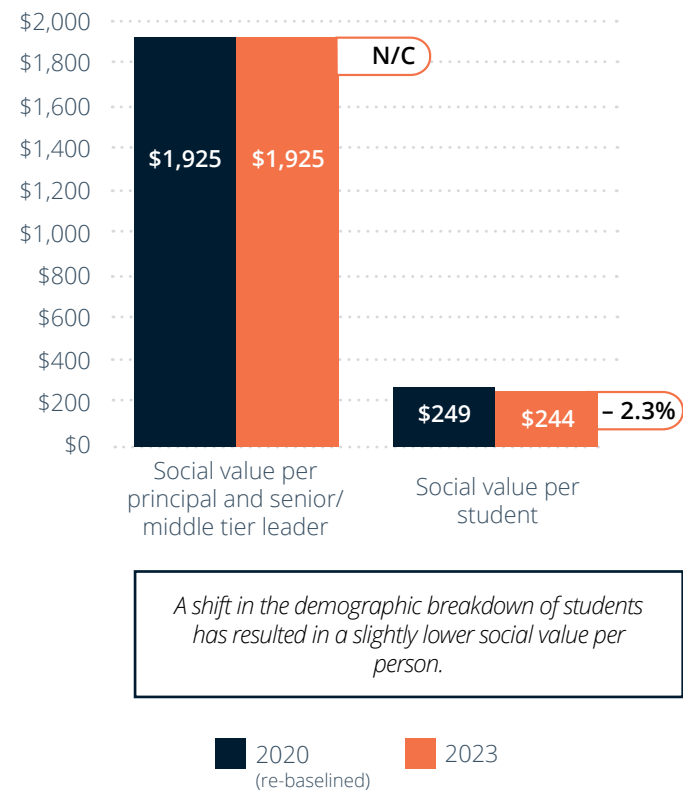


There are **three key drivers** of social return on investment:

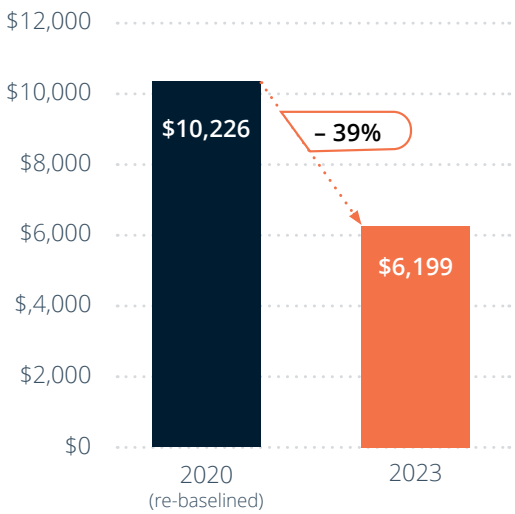
- Cost** the investment required to deliver the programme.
- Population** the number of people or whānau meaningfully engaged by a programme.
- Social value** the long-term social value created in the lives of each person engaged.

The SROI increased by 39% from 2020 to 2023. This was driven by a significant reduction in operating costs, which outweighed the reduction in total social value due to lower participant numbers. The more granular understanding of the increase in specialised skills for principals and leaders largely absorbed the lower social value per student due to the focus on academic achievement over mental health.

Social value

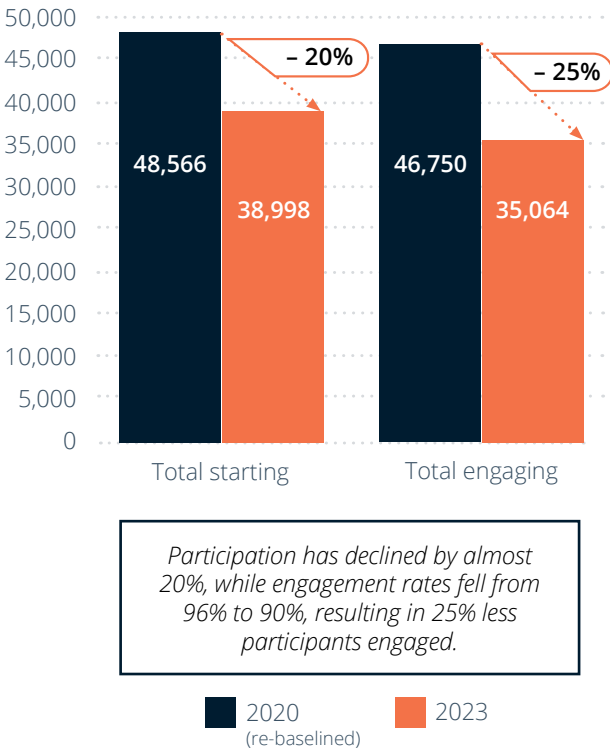


Cost per principal and senior/middle tier leader



The blended delivery model has contributed to greater cost efficiencies, resulting in 39% lower cost per principal & leader, from \$10,226 to \$6,199.

Participation



Participation has declined by almost 20%, while engagement rates fell from 96% to 90%, resulting in 25% less participants engaged.

GoodFeatures

GoodFeatures are actionable insights drawn from literature. Research has connected these actions with positive outcomes for participants.

Use GoodFeatures to prompt discussion about your programme and service delivery compared to examples of effective practice from international literature.

- ◆ Service delivery

 - The programme is delivered over a long timeframe (years), allowing leaders to try new things and measure the results over time.
 - The programme facilitates school leaders to work together and share knowledge in a group setting.
 - The programme addresses barriers to participation and targets schools in low socioeconomic and isolated areas.
- ◆ Active learning

 - Professional development is job-embedded and enables principals to apply strategies to job duties on a daily basis.
 - The programme’s workshops and mentoring are active, hands-on and interactive.
- ◆ Personalisation and relationships

 - The programme is tailored to the needs and circumstances of each school leader and their community.
 - The programme pairs school leaders with a skilled friend or trusted mentor who is an effective communicator and able to develop trusting relationships.
- ◆ Content

 - Programme encourages school leaders to embed evidence-based professional learning in the culture and social life of schooling.
 - The programme encourages school leaders to develop their school’s vision, mission and goals in collaboration with teachers, students, families and the wider community.
 - The programme helps school leaders to establish a plan to assess goal attainment.

References and further reading

In compiling our reading lists we consider a wide variety of topics, focusing on specific aspects of service delivery or outcome attainment. Here are a selection of readings that may be of interest.

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Louis, K. et al. "How does leadership affect student achievement? Results from a national US survey." *School Effectiveness and School Improvement*, vol. 21, iss. 3, 2010, pp. 315-336.

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Karadag, E. "The effect of educational leadership on students' achievement: a cross-cultural meta-analysis research on studies between 2008 and 2018." *Asia Pacific Education Review*, vol. 21, 2020, pp. 49-64.

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Robinson, V. et al. "The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types." *New Zealand Ministry of Education*, 2007.

Tan, C. Y., et al. "How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis." *Educational Management Administration and Leadership*, 2021.

Wu, H. et al. "The association between principal leadership and student achievement: A multivariate meta-meta-analysis." *Educational Research Review*, vol. 35, 2022, pp. 1-17.

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Appendix

Note:
Data and percentages throughout this report may have been rounded.

About ImpactLab

The team at ImpactLab share the goal of helping all organisations do good, better.

Our story

Our team at ImpactLab has seen the power of understanding social change. Our founders came together working in the public sector, where we led the development of new processes to link social value measurement with decision making. We believe that all organisations should be able to understand and improve their social impact. Our mission is to help impact creators and investors make decisions that change more lives.

Our team

To make better decisions, it's crucial to consider both the hard facts and the human stories that substantiate them. Our family of researchers, data scientists and statisticians are committed to combining powerful analytics with what you know works for your community.

Alongside expertise in data-driven decision making, our team brings a wealth of real-world experience. We are parents, teachers, volunteers and customers of social services.

Contact us



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Key Terms

Below is a list of definitions of key terms contained in this report.

Amount invested

The dollar amount that has been invested in a specific programme, in New Zealand dollars.

Cost per person

The dollar amount invested in the programme divided by the number of people supported by the programme (including those who did not successfully complete it).

Domain

A domain is a way of dividing or filtering the subject and outcome material in your ImpactLab results. ImpactLab refer to domains as per the New Zealand Treasury's Living Standards Framework domains.

Population

The group of people supported by the programme, in terms of age, gender, and ethnicity.

Programmes

The services delivered by the provider for the amount invested.

Social ROI

This is the Social Return on Investment. It is calculated by comparing the social value generated by the programme to the amount invested in it.

Social Value

The social impact in dollar terms that the amount invested achieves for participants over their lifetime. The social value is calculated by combining impact values with a service delivery quality score, the size of the opportunity to support a population, and the number of people supported.

Attribution

Some data and information used in the Social ROI calculations is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) Licence. It is attributed to the NZ Treasury.

Disclaimer

This disclaimer sets out important information about the scope of our (ImpactLab Limited) services. It should be read in conjunction with the contract that we have entered into with you (or your company/ organisation) for our services, including the applicable terms and conditions.

We have endeavoured to ensure that all material and information on GoodMeasure, including all ROI calculations and impact numbers (together the information) is accurate and reliable. However, the Information is based on various sources, including information that you have provided to us, which we do not independently verify. Accordingly, we do not provide any representations or warranties in relation to any information, including any representations or warranties relating to the accuracy, adequacy, availability or completeness of the information or that it is suitable for your intended use. We do not provide advice or make any recommendations in relation to decisions, financial or otherwise, that you may make.

How we measure social value

Our consistent approach to measurement enables comparisons across wellbeing domains and over time.



Map programme dimensions

ImpactLab engages with providers to understand their people, their service and the outcomes they seek to achieve.

Clean and analyse data

ImpactLab uses the best of data about people’s lives to understand what works, for whom, at what cost. We combine publicly available insights from the NZ Treasury, NZ Statistics and other sources. Impact values produced using Statistics NZ’s Integrated Data Infrastructure are a particularly valuable resource. The IDI is a dataset containing information on every New Zealander about many areas of their lives – education, health, social welfare, employment and others. It’s anonymised, so we can’t identify anyone. This adds up to over 166 billion facts, for nine million New Zealanders (some have left the country, and some have passed on), for more than a generation of us.

Collect and synthesise literature

ImpactLab draws on the best academic impact literature from around the world. We access globally screened evidence from top universities and governments to estimate how impactful a programme can be. We also identify service delivery model features associated with the most effective programmes.

Calculate impact

Our algorithm combines New Zealanders’ life experiences, with the wisdom about what works from the brightest minds across the world, with what we know about need in communities.

This combination of system level insights and grassroots know-how means we can consistently calculate the expected impact of a programme, and the social return on investment.

Map social value to frameworks

Because we start with individuals’ experience, we can organise our insights into the relevant government and international frameworks. The New Zealand Treasury’s Living Standards Framework (Living Standards Framework) is the Treasury’s way of systematising wellbeing. It has four ‘capitals’ – social capital, financial and physical capital, human capital and natural capital. ImpactLab’s GoodMeasure tool links the social value and return on investment created to domains within human capital.

We can also map social value and return on investment to the relevant OECD Sustainable Development Goals.

