



SPRINGBOARDTRUST

Springboard Trust Impact Report 2023



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 o Waitangi, so that all tamariki mokopuna thrive

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CEO's Report



Over the last year we have strengthened our evaluation methods and honed how our findings are applied to enhance our mahi. School leaders continue to rate our programmes highly and endorse what we do with colleagues and decision makers. In 2023, we renewed our focus on understanding the longer-term impacts of the Strategic Leadership for Principals Programme (SLPP) on tumuaki and their schools. A particular highlight are the findings of our inaugural interviews with the 2019 SLPP participants four years post-programme (a full strategy cycle for these leaders). These tumuaki have reported significant gains for ākonga, kaiako and community following the execution of the strategy they developed through SLPP, and the findings further validate our Theory of Change. Additionally, many of the leaders we spoke to have gone on to apply their strategic leadership skills in contexts beyond their schools.

We are very proud of the work we do. But we don't do it alone.

Over the last year we have been most grateful for the amazing support we have received from our funders, partners and volunteers. I would particularly like to thank our fantastic board who guide us so well through their interest, passion and good governance. They greatly contribute to Springboard Trust's success.

Lastly, thank you very much to our hard-working team who care so deeply about the mahi we do and who are driven to provide the very best for our school leaders.

Thank you for your interest in our work. Please don't hesitate to reach out if you want to know more.

Ngā mihi nui,

Dale Bailey
Tumu Whakarae | Chief Executive
Springboard Trust

Kia ora tātou,

At Springboard Trust we see the relentless dedication of the tumuaki and school leaders we work with. They lead committed and motivated teachers, working hard to strategically address the needs of the diverse communities they serve, always with tamariki mokopuna front of mind.

Unfortunately, hardly a week goes by at the moment when education is not in the news, and the extensive coverage is mostly an uninterrupted commentary about what is not going well. Sure, as educators we need to address the challenges, however I am filled with optimism that our tumuaki and kaiako can successfully rise and meet them and create a positive impact on the education system. It's our honour at Springboard Trust to support school leaders in these endeavours.

Our shared purpose is clear, Strong strategic leaders | Thriving tamariki mokopuna.

Chair's Report



It is not easy to measure the difference our work makes to the quality of strategic leadership in schools, and, through school leaders, to improvement in educational outcomes. But we will not stop trying to do this better each year. As you will see again in this report, we use a variety of measures and approaches, many of which have a high degree of objectivity and independence.

On one hand, we will never make enough progress to satisfy ourselves. On the other hand, we are pleased with the outcomes detailed in this report. By all measures, we have had another successful year.

On behalf of Springboard Trust's board, I thank our passionate volunteers, our generous funders, and our committed and talented team. Above all, I thank the school leaders who have chosen to partner with us. We see at close quarters the challenges they face, and the skill and caring they bring to their work. Working alongside them is a privilege we do not take for granted.

Ngā mihi nui,

Ian Narev
Kaiārahi Poari | Board Chair
Springboard Trust

Kia ora tātou,

Each year all of us at Springboard Trust look forward to the release of our Impact Report. It is the way we ensure that we are accountable to all the people whose trust and support we rely on as we strive to achieve our purpose.

Since Springboard Trust started its partnerships with school leaders 17 years ago, we have tried to make a unique difference to schools in Aotearoa. One of the most important capabilities we seek to help tumuaki develop and strengthen is the ability to allocate scarce resources optimally. That same capability is important for us. We draw on very scarce resources, most notably the time of school leaders and volunteers, and the financial support of funders. Through this Impact Report, we show ourselves and our stakeholders how well we have utilised those resources.

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 900 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.

Most tumuaki begin their Springboard Trust learning journey with the Strategic Leadership for Principals Programme (SLPP) or 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 tumuaki to successfully implement their strategies and create the conditions for change through our wider portfolio of programmes and workshops. These ongoing professional development opportunities, which allow for other school leaders to learn alongside their tumuaki, serve 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 and school leaders in different contexts can be unpacked, and potential solutions identified through the lens of strategic leadership and strategy development.

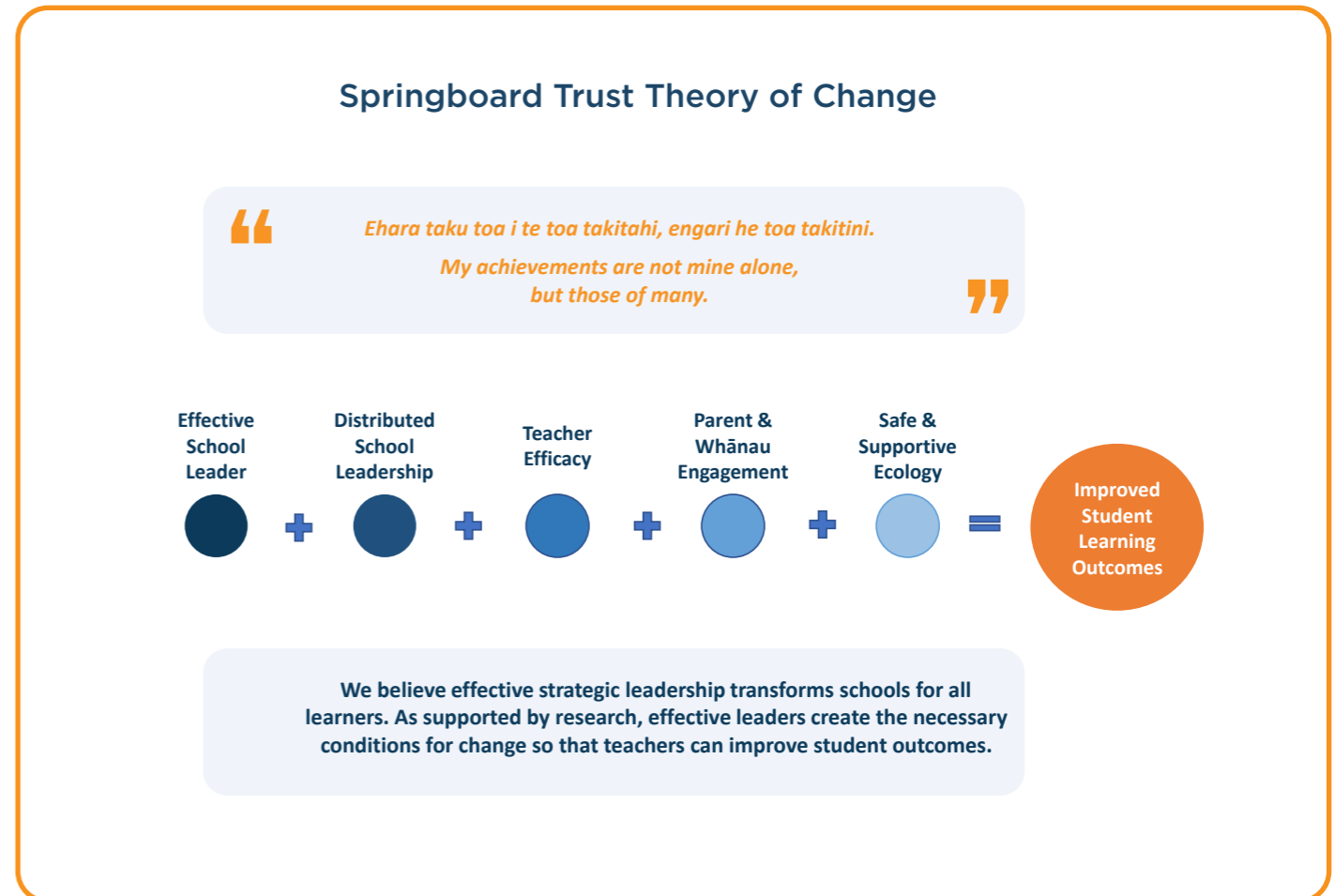
How We Do It

Springboard Trust is unique in the way we bring together leadership expertise from across Aotearoa. Since 2007, we have partnered with more than 500 highly skilled public and private sector volunteers, including executives from organisations such as KPMG, IAG, Air New Zealand, the International Coaching Federation, Genesis, ASB, Spark, Fonterra, Fletcher Building and the Department of Conservation, alongside many individuals from other organisations. This cross-sector collaboration model creates a space to share skills, experience, tools and frameworks which challenge thinking, and offers

tumuaki 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 ākonga (students) and wider communities.

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.



Our Portfolio

Strategic Leadership for Principals Programme (SLPP)

A 10-month, cohort-based programme that partners tumuaki with volunteers to build strategic leadership and strategic planning capability with the support of an expert facilitator.

Strategic Leadership for Rural Teaching Principals (SLRTP)

A 10-month, cohort-based programme that partners rural teaching tumuaki with volunteers to build strategic leadership and strategic planning capability, with a tailored focus on the unique challenges of working in rural and remote communities.

Strategic Measurement for Schools (SM4S) (previously Balanced Scorecard for Schools Aotearoa)

A 6-month, cohort-based programme. Principals, alongside other leaders from their respective schools, identify holistic, long-term performance objectives and measures and develop the skills to effectively tell an evidence-based story of their school's progress.

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

Pilot Programmes

Leading the Future

A cohort-based programme developed in partnership with Boma which builds school leaders' capability in futures thinking, designing for equity and leading change.



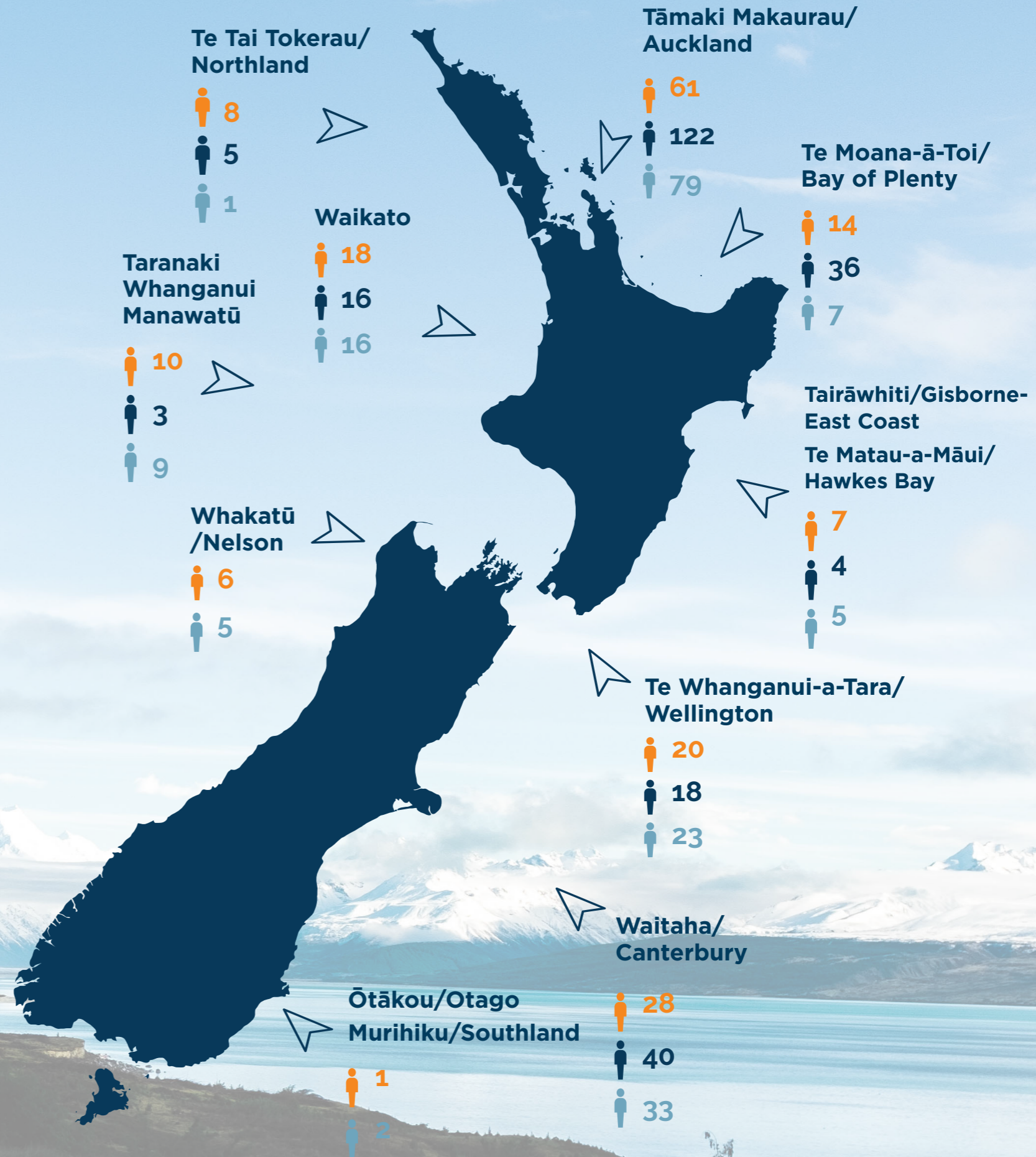
Our Mahi in 2023

59,393
Total Student Reach

173
Principal Engagements

244
Senior/Middle Leader Engagements

180
Volunteer Engagements



Our Mahi in 2023

Strategic Leadership for Principals Programme



Region	P	V
Te Tai Tokerau/Northland	1	1
Tāmaki Makaurau/Auckland	7	11
Waikato	7	7
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	1	1
Taranaki/Whanganui/ Manawatū	7	7
Te Whanganui-a-Tara/ Wellington	10	11
Whakatū/Nelson	2	2
Waitaha/Canterbury	9	10

Strategic Leadership for Rural Teaching Principals



Region	P	V
Tāmaki Makaurau/ Auckland	7	8
Te Moana-ā-Toi/Bay of Plenty	1	1
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	3	3
Whakatū/Nelson	3	3
Ōtākou/Otago Murihiku/Southland	1	2

Springboard Coaching for Leadership



Region	P	S/M	V
Te Tai Tokerau/Northland	2	2	-
Tāmaki Makaurau/ Auckland	8	21	26
Te Moana-ā-Toi/Bay of Plenty	0	1	1
Waikato	2	2	3
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	1	1	3
Taranaki/Whanganui/ Manawatū	-	-	-
Te Whanganui-a-Tara/ Wellington	-	-	6
Waitaha/Canterbury	1	1	3

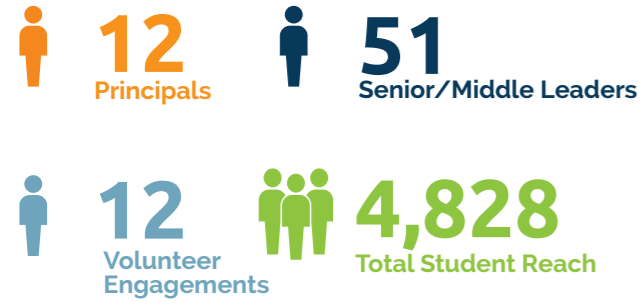
Strategic Measurement for Schools



Region	P	S/M	V
Te Tai Tokerau/Northland	2	-	-
Tāmaki Makaurau/ Auckland	3	6	4
Te Moana-ā-Toi/Bay of Plenty	1	1	-
Waikato	2	3	-
Taranaki/Whanganui/ Manawatū	1	2	-
Te Whanganui-a-Tara/ Wellington	1	2	-
Waitaha/Canterbury	1	1	-

Our Impact

High Performing Leadership Teams



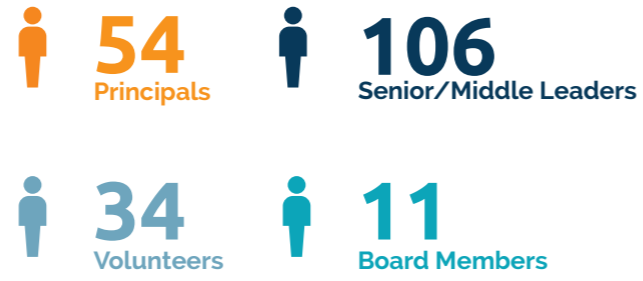
Region	P	S/M	V
Tāmaki Makaurau/Auckland	9	36	10
Te Moana-ā-Toi/Bay of Plenty	1	3	1
Waitaha/Canterbury	2	12	1

Principal Mentoring Programme



Region	P	S/M	V
Tāmaki Makaurau/Auckland	3	3	3

Annual Planning



Region	P	S/M	V	B
Te Tai Tokerau/Northland	2	4	-	-
Tāmaki Makaurau/Auckland	19	43	14	5
Te Moana-ā-Toi/Bay of Plenty	9	21	4	1
Waikato	7	11	6	4
Te Matau-a-Māui/Hawkes Bay Tairāwhiti/Gisborne-East Coast	2	2	-	1
Taranaki/Whanganui/Manawatū	2	1	-	-
Te Whanganui-a-Tara/Wellington	8	14	5	-
Waitaha/Canterbury	5	10	5	-



Our Impact

Transformation is at the heart of what we do at Springboard Trust. As our leaders apply themselves to creating change in their schools, we also seek to continuously improve our programmes. 2023's Impact Report shows the commitment both we and our participants have to our goals, and that we are ever closer to achieving them.

How do we know we are creating meaningful impact? Every year we survey school leaders to assess how participating in Springboard Trust's programmes and workshops had an impact on their kura and ākonga. Through our surveying we listen carefully to leaders' reported feelings and impressions of our programmes and how these influenced their mahi at their schools. We take special note of knowledge and capability both before and after the learning to measure their individual growth and progress.

By using a mixed-methods analysis that incorporates both quantitative and qualitative data, we gather valuable insights for our internal reviews. This approach ensures that our delivery aligns with our Theory of Change (page 6) which outlines our key objectives for short-, medium-, and long-term transformation.

The data gathered in 2023 yet again indicates the success of our model. In the short term, school leaders spoke highly of the supportive, wraparound learning environment of our programmes. In validation of our cross-sector model, leaders said they enjoyed an uplift in confidence after developing their new skills in a safe space with their peers and mentors.

In the medium term, our surveys show how leaders applied these skills in their work and began to embed change throughout their schools. They noted that relationships – both in school and in the community beyond – felt more robust and interconnected as a result of the stakeholder consultation methods learned on our programmes. Leaders also cemented their initiatives to provide more support for Māori learners.

One of the most compelling aspects of 2023's report, however, is that for the first time we have sought out past SLPP participants to hear about the impact on their schools after four years had elapsed. Their feedback forms the long-term impact section of our report, in which a cohort of leaders from 2019 reflect on the success of their respective strategic plans, the outcomes for teachers and learners, and schools' efforts to engrain culturally responsive Māori initiatives into their programmes.

An additional accompaniment to this year's internal assessment is an independent New Zealand Council for Educational Research review of the Balanced Scorecard approach used within our Strategic Measurement for Schools (SM4S) programme. NZCER's report further confirmed the usefulness of our Balance Scorecard tool in schools, as well as giving us a valuable steer as to how the programme could be further strengthened.

“

Thank you so much for this amazing opportunity to develop my skills and confidence as well as knowledge of strategic planning... strategic planning for our school has never been so inclusive of stakeholders and we are getting great feedback from our whānau and iwi because we have invited their voice into our school. - SLPP

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Short-Term Impact: Creating Conditions for Change

Short-Term Impact

Through participation in Springboard Trust’s programmes we anticipate that in the short term leaders will cultivate knowledge of effective strategic leadership, engagement, planning and change practices, and apply this learning to transform their schools.

As outlined in our Theory of Change, in these early stages our objective for our programmes and workshops is to create the conditions for leaders to make change. Our school leaders’ experience of our learning environment and the extent to which this enables them to translate the learning into action is therefore critical.

The two dominant short-term themes frequently mentioned by leaders — that they experienced a high-trust, supportive environment, and an increase in their confidence — suggest we are very much meeting this objective and the needs of our programme participants.

“My CP challenged me by ‘wondering’ and by asking thought-provoking questions which made me think more deeply about what I was trying to achieve and how it would benefit stakeholders. He kept me focused on what was important and guided me to find the right path – a true coaching relationship which was positive and respectful. - SLPP

A Supportive Learning Environment

Among the strongest pieces of feedback from our 2023 programmes is the value participants found in the supportive environment of our programmes and workshops and how our unique, cross-sector model enhanced their learning experience.

Across our portfolio, leaders praised the high trust fostered within programmes which allowed them to have an open dialogue with their peers. Tumuaki who attended our Strategic Leadership for Principals Programme (SLPP), for instance, noted a sense of fellowship as they established connections with other participants, finding inspiration and validation in the stories and experiences shared within their cohort and leaving them with a broadened viewpoint. Similar sentiments were echoed by Strategic Measurement for Schools (SM4S, formerly BSSA) attendees, who lauded the programme for enabling robust collaboration and networking opportunities with colleagues from other schools, and the wealth of diverse perspectives that emerged from this.

Mentorship was another key highlight mentioned by SM4S participants, who said their strategic leadership capabilities were honed during one-on-one mentoring sessions. An overwhelming majority of SLPP respondents (52 out of 53) acknowledged cross-sector Capacity Partner volunteers for challenging their thinking and providing constructive feedback, enabling richer, deeper critical thinking and professional growth. This aligns with the feedback from 93% of Annual Planning evaluation participants who found having the support of a volunteer Critical Friend enhanced their learning experience during the workshop.

Similarly, Leading Change workshop participants praised its emphasis on cross-sector collaboration, team involvement, and cohort-based learning. Over half of the participants (53%) emphasised the value of breakout sessions in promoting engagement with colleagues. Working within school teams during the workshops facilitated the swift application of new insights into strategic initiatives, while interactions with representatives from other schools provided valuable feedback on specific issues.



Our facilitators across programmes were commended for creating a safe and inclusive learning environment conducive to constructive challenge and growth. High Performing Leadership Teams (HPLT) participants expressed gratitude for the facilitators’ cultural sensitivity, engaging delivery, and thought-provoking discussions. Respondents shared that they felt secure in their vulnerability as they experimented with new skills. This feedback underscores the pivotal role the programme’s safe and inclusive learning environment plays in participants’ development.

“Thank you to both facilitators... Great tone and thank you for making it thought provoking and fun.” - HPLT

“I have made strong connections with other principals and even set up meetings to revisit their schools to further enhance what we do at ours for ideas on how to effectively meet the needs of our highly diverse learners.” - SLPP

“[Our Capacity Partner] gave new perspectives from the corporate world that were very relevant to an educational context. It simplified processes and showed the importance of getting to the heart of the matter and not getting lost in the chaff.” - SM4S

“I have valued the time spent with my coach. She supported me to celebrate my strengths and build on these to believe in myself and know that I can do it. - SCL

Increased Confidence

Leaders reported a boost to their confidence and self-assurance when they applied their newly acquired skills at their schools. 98% of SLPP tumuaki noted feeling significantly more empowered in their leadership capabilities as a result of the programme, with heightened confidence in their ability to lead strategically and make informed decisions. They observed that this increase in self-belief positively influenced their leadership style, creating a calm approach and enabling them to facilitate strategic discussions with greater conviction at their schools.

Likewise, Springboard Coaching for Leadership (SCL) respondents attributed an increase in self-awareness and self-reflection to the programme. Having gained insights into their strengths and weaknesses in a non-judgmental learning space, leaders felt more assured of their leadership abilities.

Confidence also surfaced as a prevalent theme in feedback from HPLT participants. 91% of leaders expressed confidence in their team's commitment to the behaviours and goals outlined within the team agreement they co-constructed during the programme. As a result of participating in HPLT, leaders felt better equipped to assess and identify the strengths of their team, and the improvements required to boost their team's performance. 95% of participants felt that the tools provided by the programme increased the team's focus on implementing their school's strategic plan. The knowledge gained by leaders led to them feeling emboldened to navigate challenging conversations effectively post-programme.

"Given me ideas for improvement around delegation as a leader. Improved confidence and a more focused vision for my work." - HPLT

"Gained personal confidence, direction and ambition - got my 'mojo' back!" - SCL

"I am more confident in being able to collect data in a range of contexts and am actively looking for methods to collect it that fit with what we are doing. I can see how having goals which are carefully curated can influence decisions and guide us in the right direction when it comes to what it is that we value and wish to achieve." - SM4S

“As a leader I listen more to what others are saying - I am more confident engaging in more purposeful conversations about strategic and school direction. - SLPP”

98%
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Medium-Term Impact: Meaningful Change Through Behavioural Shifts

Medium-Term Impact

In accordance with our Theory of Change, medium-term impact is marked by how school leaders embed changes to their own leadership practice and, in turn, learn to distribute leadership capacity and build capability through every layer in their schools.

Through our survey analyses, we look for discernible shifts in leadership practices and behaviours as nominated by participants to track this impact. Spurred by the insights and learnings from the programmes, 2023s leaders noted enhanced leadership abilities, strengthened relationships both within and beyond the school gates, and an increased inclusion of Te Ao Māori into school activities. Feedback indicates that schools are already reaping the rewards of these changes.

Enhanced Leadership Skills

A predominate theme across all programmes was that leaders were able to pragmatically and meaningfully apply the skills acquired from the programmes to their work at school.

98% of SLPP tumuaki shared that they had gained the necessary skills from the programme to effectively measure, plan, and implement change within their school environments. The responses from SLPP participants underscored a marked shift in strategic leadership capability, with between 80% and 88% having made significant progress in areas such as defining a clear vision, developing initiatives and actions, embracing change, and identifying measures. Tumuaki prioritised transparent communication, stakeholder engagement, and the establishment of clear goals, vision, and direction, which advanced a culture of collaboration and accountability within their school communities.

SCL participants reported adopting a more assertive approach to decision-making, coupled with a heightened emphasis on personal goal setting and implementation of their school's strategic initiatives. Respondents noted that their strategic acumen was bolstered as they aligned their actions more closely with organisational objectives. A resounding 100% of participants regarded the knowledge gained on the programme as beneficial to cultivating a positive school climate. Notably, 97% demonstrated a commitment to teacher wellbeing post-programme, while 92% embraced the concept of ako (reciprocal learning). Participants also reported an enhanced awareness of their strengths and weaknesses. The programme fostered a healthier perspective on failure, reframing it as an opportunity for growth.

Similarly, HPLT participants noted significant improvements in their feedback delivery and reception, time management skills, and ability to develop a shared vision and purpose which fostered team unity. They highlighted a strengthening in structured feedback mechanisms that incorporated more positive approaches. Furthermore, participants underscored newfound strengths in accountability, task delegation, strategic management, and goal-setting capabilities.

The SM4S programme demonstrated a significant positive impact on enhancing the performance measurement of participating schools with 72% acknowledging a large or very large impact. Our pre- and post-programme surveying revealed a marked improvement in leaders' abilities to identify, collect, and present data relating to performance indicators. Leaders reported that they expanded the methods by which they collected data for their performance indicators, resulting in meaningful assessment criteria distinct to their school.

“Understanding and unpacking a strategic direction for our school - the rich thinking and discussion that came from this. It was a very rigorous process with lots of actions to feed out into the school.” - SM4S

“My decision-making process is more refined and aligned with the long-term goals of our school. I have also adopted a more proactive and forward-thinking approach to my leadership, focusing on anticipating challenges and opportunities to better position my school for success.” - SLPP

“It has provided the time and thought processes so we could see we lacked clarity as a team. It then helped us to set that focus and clarity and then work out a better way to run meetings, so these needs are met.” - HPLT

“Massive thank you from me to all those involved. By far the best professional learning I have experienced since becoming a principal. The skills and knowledge learnt will be extremely valuable going forward. Ngā mihi nui - SLPP



Achieving Results Through Strong Relationships

Another common theme frequently highlighted by respondents is the direct benefit of programmes on interpersonal relationships, both within their schools and across the sector, which led to significant, positive flow-on effects.

Participants of the HPLT programme reported a notable improvement in overall team cohesion. Teams developed stronger connections, gaining a deeper understanding of each other's strengths, interests, and communication styles. An outstanding 91% of respondents agreed that their team now has a shared understanding of both individual and collective motivations, fostering a seamless integration of personal and team goals. Furthermore, 86% of participants agreed that their team now regularly reviews and enhances its leadership processes and practices, indicating a culture of continuous improvement and strategic agility. Team members also mentioned feeling more comfortable sharing their thoughts and feedback, embracing a more candid approach. Meetings have become more focused, succinct, and goal-oriented, reflecting these positive changes.

SCL programme participants said that they had gained valuable knowledge and new skills in nurturing and developing people, contributing to a positive and supportive school environment. The growth in this area was particularly significant for middle leaders. Participants additionally reported that the programme's enhancement of their decision-making skills fostered a more positive and cohesive school community, increasing trust among colleagues. Rubric data shows that 90% of middle leaders advanced one or more steps in building capability in their team members — a statistically significant change. They exhibited a better understanding of the strengths, blind spots, and development opportunities of the team, and showed genuine interest in team members' career goals.

SLPP respondents shared that the programme markedly boosted their engagement skills, emphasising the importance of acknowledging and empowering everyone with an investment in their

school's strategic plan. Maintaining a positive and open outlook when engaging with stakeholders increased participants' awareness of their own thoughts and ideas. This was accompanied by a greater understanding of how challenges, such as a lack of engagement from the school board, could impede the development of stronger stakeholder relationships within schools.

"I came away feeling significantly more connected to the team and feel much more hopeful and inspired to continue this mahi at school." - HPLT

"[I have learned] to be more open to being vulnerable and fallible with colleagues. To involve others more in the decision-making and solution development. To step back and create space for others to step into and not to take everything on myself as a way of protecting others." - SCL

"It forced us to reflect and communicate together. It also provides some team members with the skills to have difficult conversations." - HPLT

“My stakeholders feel more engaged and that they have more voice in the future direction of the school. The school community is excited at the prospect of engaging more positively with the school and the staff feel they have greater ownership and buy in of the strategic goals. The Board is more confident in their role in developing the strategic direction of the school and understands the process more clearly. All of this makes my relationships with these stakeholders stronger and generates a sense of trust in me as the school leader. - SLPP”

Outcomes for Ākonga Māori

Another significant medium-term impact theme is the increased commitment from school leaders towards improving outcomes for ākonga Māori. This is apparent both in the articulation of strategic initiatives and interventions, and in the adoption of Te Ao Māori concepts and Mātauranga Māori by leaders to enhance their understanding and practice.

SLPP participants said they clarified their priorities for ākonga Māori, focusing their efforts on targeted planning with a Māori lens, cultivating relationships and collaborative partnerships, and fostering bicultural understanding. Tumuaki who had pre-existing priorities for ākonga Māori found that SLPP only reinforced and enhanced their current practices. Overall, analysis of the strategic goals drafted by SLPP participants highlights a focus on creating a culturally responsive environment that honors Māori history and heritage, with an emphasis on embedding Mātauranga Māori and building Te Reo Māori capability among teachers.

In the SM4S programme, participants particularly appreciated the inclusion of Te Ao Māori concepts into strategic measurement and the articulation of what's important in a school's context and why. For this programme the largest distance travelled was leaders' improved ability to incorporate Māori storytelling elements in narrating the story of their kura or school.

“It has given me a determination to help play my part to promote and develop Te Ao Māori and Mātauranga Māori and to understand these from a leadership perspective better. - SM4S”

This aligns with feedback from the SCL programme, where some leaders reported an increased integration of considerations for Māori learners into their leadership practices, while also motivating them to enrich their personal understanding of Te Reo Māori and Te Ao Māori.

"It has helped me with my new role as a Deputy Principal with the responsibility as the Te Ao Māori lead." - SM4S

"A commitment to providing equitable opportunities for Māori and Pasifika students to achieve success through honouring the principles of Te Tiriti o Waitangi and Talanoa Ako." - SLPP

“Māori learners are at the heart of our leadership, and I have reflected on my leadership and how I can best support Māori learners by increasing my own capability in learning Te Reo and Te Ao Māori and modeling this to others. - SCL”

Long-Term Impact: Four Years On - The 2019 SLPP Cohort's Progress

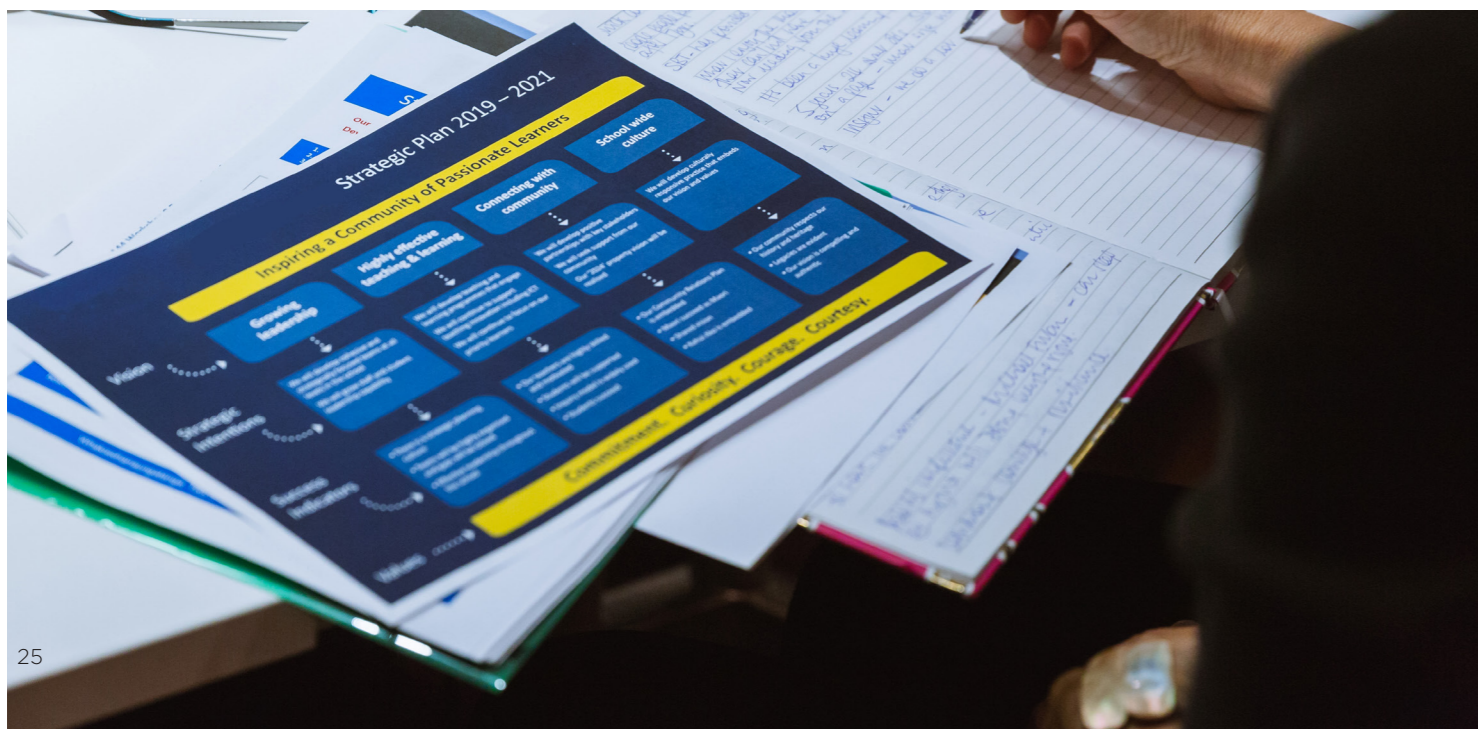
Long-Term Impact

Following our Theory of Change, our long-term goal is for all school leaders to possess the skills and confidence to lead high-performing schools or collectives of schools. This includes practices that enhance teaching and learning outcomes at a school, particularly the distribution of leadership capability and the effective implementation of strategic change.

In 2023 we reconnected with the SLPP cohort of 2019 to reflect on the programme and its impact after four years. This is the first time Springboard Trust has retrospectively assessed one of its programmes after a substantial period has elapsed. Of the 115 tumuaki originally part of SLPP in 2019, 78 remained in their positions within the same schools at the project's onset. Of this group, 29 tumuaki consented to be interviewed about the long-term impact of the programme on their schools. They responded to questions about the success and completion levels of the strategic plans, the practical application of acquired skills, and intended and unintended changes brought about by the programme.

Tumuaki talked about how their strategic plans ignited a transformational journey that rippled through their schools, community, and even beyond. Despite the impediments COVID-19 caused in the intervening years, their responses show multiple benefits schools enjoyed after their tumuaki completed SLPP. Participants shared that their school enjoyed improved student achievement, greater team trust and collaboration, and a more applied focus to the success of ākonga Māori. It is evident from this feedback that the strategic leadership focus central to SLPP is a key driver for these changes.

"SLPP has been one of the best PLD I have had as a principal, because it has created such a wide impact, and the plan we have created goes straight to our tamariki, our ākonga. It has also supported the growth and development of our teachers and also given us a really good connect to the community. For me, when you look in the rear-view mirror from 2019 to where we are now, we've made some massive and positive changes towards our school." - SLPP



Strategic Plan Success

One of the clearest measures of SLPP's impact can be seen in the realisation of the three-year strategic plans created by tumuaki in 2019. Three years on, 28% of tumuaki surveyed stated their plan was fully realised. The majority of remaining participants shared that they had 'mostly completed' their plan, with a few minor tasks or milestones yet to be fulfilled, denoting substantial accomplishment of their objectives.

Significantly, 93% of tumuaki stated that the actions they took to implement their plans led to the desired success at their schools. This is a strong indicator that strategic plans developed through SLPP in collaboration with key stakeholders, and implemented by confident, capable leaders, are likely an effective driver for change. Improvements were observed in many aspects of life at participant schools. Tumuaki anecdotally reported enhancements in student engagement, academic achievement, and overall wellbeing due to the initiatives they implemented, suggesting that the strategic plan has successfully translated into tangible benefits for ākonga.

Regarding team and workplace culture, feedback showed that the planning process's emphasis on clear goals and communication, and the distribution of leadership capacity contributed to a cohesive and efficient dynamic in participant schools. Tumuaki reported that in the three years following the programme, they delegated more responsibilities to their senior leadership teams. From this, it can be inferred that the strategic plan, coupled with a boost to strategic leadership capability instigated a shift toward shared leadership in participant schools, creating a more dynamic and progressive organisational culture.

"The three-year plan played a crucial role in promoting community cohesion and unity, despite the challenges posed by COVID-19 and the differing perspectives within the community. It has had a positive and lasting impact on me, my school, and the broader community." - SLPP

"We have distributed our leadership. So, there are very strong processes in place that mean everybody's involved to some extent within one or more of the strategic goals." - SLPP

"I have been able to delegate responsibilities and distribute the workload among staff members. This allowed me to focus on important tasks but also provided growth opportunities for my team members." - SLPP

"Student outcomes have been positively influenced through the creation of annual targets that align with the strategic plan and the ongoing work dedicated to achieving those targets." - SLPP

"Overall, the impact of our 3-year plan has been a heightened sense of openness, trust, and collaboration within our school and community. By actively listening to and engaging with our stakeholders, we have fostered an environment where everyone feels heard, supported, and united in our common goals." - SLPP

“The three-year plan has had a significant impact on me, my school, and the community, particularly in terms of strengthening community cohesion. Building engagement and community cohesion was a major focus for us during the implementation of the plan.” - SLPP

Enhanced Teacher Capability and Learner Outcomes

Throughout their feedback, tumuaki repeatedly observed long-term improvements in both teacher efficacy and student wellbeing, suggesting that our Theory of Change's long-term goal to 'enhance teaching and learning outcomes' was successfully met.

Leaders noted that engaging teachers in the strategic plan fostered a sense of ownership and responsibility for its implementation. Tasks were more readily delegated to team members. Teacher effectiveness was seen to have surged as inclusive participation in the plan cultivated a culture of shared leadership within the school and teachers felt empowered to contribute beyond their classrooms. Promoting skill growth was also referenced, with trust in colleagues and actively nurturing their development regarded as fundamental.

Overall, feedback indicates that the strategic plan and accompanying leadership skills cultivated by the tumuaki on SLPP had a positive influence on teacher confidence and efficacy. This improvement was bolstered by other factors such as professional development, support structures, and instructional strategies. Tumuaki shared examples of how enhanced teacher efficacy contributed to perceived improvement of school culture and wellbeing.

Significantly, this efficacy was also linked to improved student outcomes, including student achievement. Although this conclusion has been drawn from observational evidence only, it is profound that some tumuaki noted an improvement to student outcomes, both academically and in terms of student's wellbeing. Indeed, multiple tumuaki remarked that the pandemic was a catalyst for their school to centre holistic student wellbeing and personal growth. It can be inferred that this would have flow-on benefits to academic outcomes.

"Our plan is littered around our school...within our boardroom and our working spaces, maximising the potential and developing a kind of self-evaluative capacity within our teachers. So, our teachers have just become more reflective, self-evaluative practitioners. They are very consciously aware about their impacts and their actions and deliberate interventions that lead to those outcomes." - SLPP

"Teacher efficacy has improved as teachers take ownership of the plan and feel empowered to contribute to its implementation. They work in teams and collaborate towards shared goals, which enhances their effectiveness. Distributed leadership has been fostered as teachers have a say in the direction of the school and feel empowered to make a broader impact beyond their individual classrooms or collaborations." - SLPP

Embedded Culturally Responsive Education

After participating in SLPP in 2019, tumuaki demonstrated a strong commitment to promoting cultural responsiveness and equitable outcomes for ākonga Māori.

SLPP encouraged tumuaki to adopt a reflective approach, consistently reassessing their strategies and practices to reduce disparities. The programme spurred an increase in stakeholder engagement with whānau Māori and the wider community, with 24% of tumuaki identifying this engagement as crucial for supporting Māori learners at their schools. Consultation and collaboration with the Māori community were highlighted as effective methods for addressing specific needs and aspirations, leading to increased engagement, participation, and cultural celebrations involving both Māori and non-Māori families.

Building on discussion points from SLPP, some tumuaki shifted their focus toward finding meaningful ways to measure the impact and success of their efforts for ākonga Māori, employing various forms of data analysis to ensure more equitable outcomes.



Regardless of the number of ākonga Māori they were supporting, many schools made efforts to enhance cultural competence. These efforts included learning Te Reo Māori, incorporating Aotearoa New Zealand's Histories into their curriculum, joining the Māori Achievement Collaborative, and introducing more cultural initiatives such as kapa haka and Matariki celebrations into their programmes.

“

I think for us it's more of a deeper understanding of Te Reo Māori and of tuakana. I think what it enables us to do is to connect more with Te Ao Māori. I have more of a sense of hāpori and community, more of a sense of ākonga as a concept. It's actually enabled us to be far more connected. We found we've achieved greater connection with our Māori whānau. - SLPP

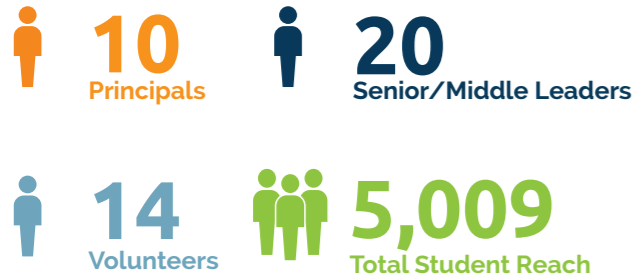
”

"Since my participation in SLPP, my priorities regarding Māori learners have shifted significantly. While Māori learners were already performing well at our school, we have made a conscious effort to be more culturally responsive and inclusive. I have worked to bring the staff along on this journey, and I am proud of the progress we have made. Incorporating Māori perspectives and culture has become an integral part of our local curriculum, and it has been a key goal in my balanced scorecard work. Although I haven't analyzed the data yet, I aim to ensure that there is no significant disparity between Māori and non-Māori learners. More importantly, I want to foster a sense of pride in our Māori students, celebrating their identity and heritage." - SLPP

Pilot Programme: Leading the Future

Springboard Trust and Boma built a partnership through 2022 to develop the Leading the Future programme for school leaders throughout Canterbury, Nelson, Tasman and Marlborough regions. With generous support from Rātā Foundation, this pilot programme was delivered in March and April 2023 to 30 leaders from 15 schools building their capability in Futures Thinking, Designing for Equity and Leading Change.

Leading the Future



Region	P	S/M
Whakatū/Nelson	1	-
Waitaha/Canterbury	9	20

Participants provided positive feedback, with 100% of respondents giving high ratings for the programme delivery including the content, facilitation and cross-sector coaching support. Additionally, 82% of participants strongly agreed or agreed that the course materials in Leading the Future were high-quality and that the content covered in the workshops was useful.

At the conclusion of the pilot programme school leaders reported that the programme:

- challenged their current thinking and provided an opportunity to think bigger and “get out of the weeds” with support from volunteers.
- heightened awareness of their unconscious bias and how this may be affecting relationships and work.
- enabled them to identify potential equity challenges, the underlying causes, and what more they needed to learn through engaging with stakeholders using an empathy lens.

We would like to thank the Rātā Foundation for supporting this initiative and Boma for their partnership in the development and delivery of the programme. We are now considering how to build upon what we learned through the pilot and the next steps for Leading the Future.

100%
of respondents
gave high ratings for
the programme delivery,
including the content,
facilitation and
cross-sector coaching
support



New Zealand Council for Educational Research (NZCER) Evaluation of Balanced Scorecard Approaches in Schools

Background

Following successful piloting in early 2022, we were pleased to deliver the Strategic Measurement for Schools (SM4S) programme (previously known as Balanced Scorecard for Schools Aotearoa) to an even greater number of participants across two cohorts later in 2022 and through 2023.

SM4S offers leaders a comprehensive method to identify holistic, long-term performance objectives and measures for their school using our adapted Balanced Scorecard tool. In doing so, leaders develop the skills to tell an evidence-based story of long-term progress within their school to accompany their strategic plan.

Report Findings

“When asked how does using the Balanced Scorecard add value to their strategic leadership practice, almost all principals emphasised the value of long-term measures in enhancing strategic leadership and the systematic thinking that goes into the process. The Balanced Scorecard was described by most principals in this evaluation as the 10-year long-term view that was previously missing, and now sits alongside their school vision and 3-year strategic plan.” - NZCER

In order to understand what’s working well and what could be improved on the programme we invited researchers from NZCER to provide an independent formative evaluation of the Balanced Scorecard approach. The resulting report, He Kaponga Arotake: Evaluation of the Balanced Scorecard approaches by Springboard Trust, written by independent researchers Davina Hunt, Kiri Fortune, and Rachel Bolstad, was published in March 2024.

The report affirmed that there are many positive outcomes from SM4S. After working closely with a select range of the programme’s participants across 2022 and 2023, researchers found that their interviewees “having initially used existing data to develop their baseline Balanced Scorecard, went on to explore new and innovative measures.” The report writers drew attention to the “growth in collective purpose,” within schools of leaders undertaking SM4S, “emphasised through sharing and adapting their Balanced Scorecard with staff, boards of trustees, students, whānau, hapū, iwi, and their wider communities.” Findings showed that “both early career and experienced principals found the Balanced Scorecard supported their strategic leadership to enhance collective purpose.”

While this feedback shows that SM4S is serving schools as designed, the researchers recommended some improvements to the programme, many of which the Springboard Trust team has already implemented into 2024’s delivery. For instance, we’ve extended the programme’s duration from three to six months and broadened participation to include leadership team members alongside principals.

We’ve added additional one-on-one support, and participants have been segmented by school type for smaller group work to increase the relevancy of discussion. The report noted a request from principals for a database of examples, exemplars, and video case studies to help them choose appropriate progress measures for their school’s Balanced Scorecard, which we are currently assembling.

With these suggestions incorporated, SM4S is in good stead as it enters its third year as part of our core programming. According to the NZCER report “overall, all principals were impressed with the quality of professional learning received and spoke of the value added to their strategic leadership practice impact by developing longer-term measures, systematic thinking, a clear vision for planning, and a broader definition of school success.”



Volunteer Voice

We continue to see strong support from our tūao (volunteers) in our 17th year. 2023 saw 180 engagements between school leaders and tūao from the public, private and philanthropic sectors working as mentors, coaches and facilitators.

This cross-sector approach sparks new connections and growth for everyone involved. School leaders are able to draw upon ideas and skills from outside the education sector, while tūao get an upfront look at the work of school leaders and its challenges. In 2023's Volunteer Voice survey as well as sharing how much they gained from the volunteering experience, tūao praised the efforts of school leaders and highlighted a need for greater support.

Cross-sector Connections

All tūao surveyed mentioned in some way that volunteering connected them with people and communities they would not have had opportunity

to meet in the course of their day-to-day professional work. Many tūao commented that one of the most significant benefits of volunteering is the exposure to diverse and fresh perspectives, a sentiment mirrored by school leaders who appreciated the same from tūao. Tūao drew frequent correlations between their own work in other areas and that of the education sector, leading them to be highly empathetic to the challenges faced by school leaders.

Shared Learning and Growth

It is clear from the responses that coaching generated as much learning for tūao as the school leaders they coached. Multiple tūao saw an uptick in their professional confidence and personal growth as a result of volunteering, sharing that the experience gave them valuable insights into how to lead, coach, and mentor others. Tūao said that their communication and relationship-building skills were strengthened through volunteering, and that they had gained a renewed understanding of the benefits of planning, discussing challenges externally, stakeholder consultation, and tailoring coaching to work for the individual needs of a team.

Advocates for Greater Support

Multiple tūao expressed their opinion that schools would benefit from even more support from channels beyond the education sector. Volunteering gave tūao newfound insight into the responsibilities of running a school and the dedication such mahi requires. Tūao frequently mentioned how impressed they were by school leaders' competencies in managing the broad variety and volume of tasks involved in their day-to-day work at school. They praised the resolve required of leaders to mitigate complicated demands while remaining committed to their schools and students' best interests. Many observed that school leaders felt isolated and are deserving of more support and investment in their personal growth and development.

"I referenced this volunteer work as the best Professional Learning and Development I have done in 2023." - Tūao

"The importance of building humanistic leadership skills is universal across sector and industry."

"The role of a principal is lonely... more needs to be done to develop and grow them."

"I can apply the same kind of challenges that Principals are having with leadership and influence, and learn from them and the other Capacity Partners."

"This programme has reinforced the empathy that I have for leaders who were operational or technical and who've been put into leadership roles with little-to-no support."

"[I have] an increased appreciation of the challenges faced by our public schools and teachers/staff, and the importance of wrapping programmes (like Springboard's SLPP) around school principals."



Strategic Plan Analysis

After completing the Strategic Leadership for Principals and Strategic Leadership for Rural Teaching Principals programmes (SLPP and SLRTP), leaders develop a draft three-year strategic plan in collaboration with their school's stakeholders, which includes boards, senior leadership teams, teachers, and whānau. The resulting 'plan on a page' component represents the school's strategic priorities and areas of focus.

In 2023, our participants completed 52 plans on a page. When analysed across the broad range of schools taking part in Springboard Trust's programmes, this data helps us align our future programme design and delivery.

It also offers insights into trends, themes, and outlooks of schools throughout the motu. Most schools named three strategic goals and up to three initiatives per goal, with similar areas of strategic priority as 2022.

Theme	Description	Percentage of plans containing theme
Student achievement/outcomes	How the plan impacts learners and looks to monitor progress.	81%
Special character/culture/identity	The way the school brings life to its identity and character.	60%
Partnerships	How others, including whānau and iwi, support learning; looking to activate key school-community partnerships.	58%
Learning programmes	How learning is designed, structured, and supported.	46%
Teaching quality	Who is delivering learning programmes and the practices being encouraged and used.	44%
Learning environments	Where the learning takes place and how that is supported by the environment.	42%
Wellbeing	Creation of a strong, supportive focus on wellbeing.	44%



Strategic Progress

Following the refresh of our strategy in 2022, 2023 saw significant progress against our three new strategic goals; Access, Act and Unite. A brief summary of progress over 2023 and priorities for 2024 is provided below.

Access

Despite an incredibly tight funding environment we were able to deliver a comprehensive suite of learning programmes across Aotearoa, making good progress against our Access goal. The largest challenge to this goal still remains attracting sufficient funding to realise our ambition of all schools having access to our programmes. Our work to identify and secure new funding will continue through 2024. A further area of significant focus for 2024 is our intent to weave Māori leadership approaches, content and tikanga through our programmes. During 2024 we will engage with Māori leaders to develop an approach to enhance our programmes.

Act

We have made extensive progress on both initiatives within the Act goal. During 2023 we undertook a complete refresh of our evaluation framework, resulting in a more robust set of survey tools to evaluate our 2023 programmes. We developed more effective tools to support the evaluation of the longer-term impact of participation in our programmes. This included interviews with a large number of the 2019 SLPP cohort, the results of which are described in this report (on page 25-28). Additionally, the Balanced Scorecard for Schools Aotearoa programme, renamed Strategic Measurement for Schools during 2023, was fully integrated into our suite. The evaluation of this programme, including independent assessment by the New Zealand Council for Educational Research, is mentioned on page 31. For 2024 the main focus will be continuing to strengthen evaluation of our longer-term impact, including a refresh of the original GoodMeasure report by ImpactLab undertaken in 2022.

Unite

Our two main areas of effort for this goal through 2023 have been to enhance the efficacy of our internal systems, particularly our Customer Relationship Management (CRM) system, and to establish our Leaders for Education termly webinar series.

The former activity has seen data modelling, data cleansing and internal process enhancement, resulting in a CRM system that is better suited to support our needs. Linked to this we have started to use PowerBI extensively to generate insights into the sector based on a combination of internal and external data.

The Leaders for Education webinars have been hugely successful, with over 680 leaders registering for our first three webinars: Leading with Optimism, Leading with Influence and Leading with Evidence.

These webinars bring together leaders from schools, our partner organisations and a range of other stakeholders to hear insights from speakers drawn from both inside and outside the education sector. Recordings of these webinars can be found on our website.

In 2024 we will design a more comprehensive Leaders for Education framework, with particular attention paid to the integration of Māori leadership perspectives, which ties in with work on our Access goal. We anticipate this network will generate and share their insights with each other and the wider sector.

Strategic Plan 2023-2027			
Strong strategic school leaders Thriving tamariki mokopuna			
			
OUR GOALS	ACCESS All school leaders can access our programmes to support their strategic leadership journey	ACT School leaders drive their progress through evidence and insight	UNITE 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"> 1. Establish a sustainable, multi year plan and approach that enables us to reach all schools in Aotearoa 2. Māori leadership approaches, content and tikanga are woven through our strategic leadership programmes for all school leaders, volunteers and staff 3. Develop enduring funding and volunteer partnerships to enable all schools to access our strategic leadership programmes 	<ol style="list-style-type: none"> 1. Enhance the utility of our evaluation framework, research partnerships and progress measures (with a specific emphasis on equity) 2. Implement and embed Balanced Scorecard for Schools Aotearoa as a core programme. 	<ol style="list-style-type: none"> 1. Establish and implement system to generate insights from our experiences and learning 2. Scope, design and launch Leaders for Education in partnership with Māori leaders 3. 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		



Our Sustainability Commitments

As a small, predominantly remote working charity Springboard Trust doesn't leave a large environmental footprint, but we are nonetheless committed to doing what we can to minimise our impact. Moving forward we will report annually on our environmental impact, including the specific activities and initiatives we're undertaking as part of this commitment.

United Nations Sustainable Development Goals

As an organisation focused on enhancing Aotearoa's education system, all our activities come under UNSDG Goal 4 - Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

During 2024 and early 2025 we will explore this goal more deeply, including how our work supports the ten Quality Education targets. This will integrate with our ongoing work to better demonstrate the impact of our work on the ultimate end-users of education - the learners.

Sustainability Focused Initiatives and Activities

As part of our more general responsibility to be prudent with the use of natural resources, and to protect and enhance our environment, Springboard Trust has the following initiatives already in place:

- Programme materials are for the most part provided digitally to participants, though participants can print materials if they wish.
- Our travel policy allows for the purchase of carbon-offsets when booking flights.
- Our staff utilise public transport whenever practical during work-related travel, e.g. airport transfers, and car-pool whenever possible.
- We have invested in online delivery introducing fully online and blended models of learning to increase access to our programmes and services and reduce the need for participants to travel to attend workshops and coaching or mentoring sessions.
- We choose koha and gifts for volunteers and partners thoughtfully, ensuring they are sustainable.

We are committed to undertaking the following activities during 2024 and 2025:

- Identifying a method to benchmark and measure our environmental impact.
- Continuing to improve our online delivery to optimise the participant experience and connections through their learning in this delivery mode.
- Sharing good practice for caring for the environment in our homes with each other, recognising that our homes are our workplace.



Board of Trustees



Ian Narev - Board Chair

Ian 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's inception. He is also the Chair of New Zealand Rugby Commercial Limited and the Juvenile Diabetes Research Foundation (Australia), and a former Chair of the Sydney Theatre Company and the Gonski Institute of Education at UNSW.



Billie-Jean Potaka Ayton

Billie-Jean Potaka Ayton is Principal at Kaiti School in Te Tairāwhiti. She has been Principal there for 15 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 445 today. Kaiti School caters for years 1-8 students in bilingual and mainstream education pathways. 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 complete Springboard Trust's Strategic Leadership for Principals Programme in 2016.

She is a member of the ERO Principal's Advisory group and a Leadership Partner. 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.



Dan Huggins

Dan is the Managing Director and Chief Executive Officer of the Bank of New Zealand (BNZ) and first connected with Springboard Trust as a volunteer Capacity Partner in our inaugural Strategic Leadership for Principals Programme cohort in 2007.

He has 20 years' experience across a range of industries, including Banking, Retail, and Manufacturing. Prior to BNZ, Dan was at the Commonwealth Bank of Australia (CBA), in Sydney, where he held the role of Executive General Manager of Home Buying and was accountable for CBA's home lending portfolio. Dan has also held roles at Fonterra, ASB and McKinsey & Company.



Frances Nelson

Frances 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 the NZEI Te Riu Roa for 12 years and then as president for three years. She is a former President of the Auckland Primary Principals' Association, former New Zealand Council for Educational Research Board Member and a Justice of the Peace. Frances participated as a principal in the Strategic Leadership for Principals' Programme in 2011.



Dr Laurie Thew

Dr Laurie Thew is a former Principal of Manurewa Central School. Laurie was a participant in 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.



Liz O'Neil

Liz is currently Chief Financial Officer (CFO) at TVNZ. A qualified Chartered Accountant (CA) and Fellow with Chartered Accountants ANZ (CAANZ), Liz has 25+ years' experience in senior finance and commercial roles across large New Zealand companies including Lion, Telecom (Spark) & Fonterra. Liz first became involved with Springboard Trust in 2008 as a Capacity Partner. In 2011 she became an engagement manager for Alumni Services working closely with Homai School to embed their strategic goals.

Co-opted onto the Board since 2012, she was appointed as a full Trustee in July 2014 and provides strategic support for Springboard Trust's finances. Liz is also a member of the Baradene College Board.



Malcolm Crotty

Malcolm is a Partner at Russell McVeagh. He is a 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.



Stan Whata

Stan is the current principal of Koru School in Mangere, Auckland. His 25 years of principalship have seen him lead schools in Tokomaru Bay,

Dargaville and Auckland. Each of these communities have their own special character which have shaped and modelled Stan's leadership experience.

Stan has served the wider principal network in executive roles across a number of principal associations and as Lead Principal of his local Kāhui Ako. Additionally, he has passionately supported the growth and development of his peers through principal appraisal, mentoring, coaching and facilitation. Stan is a current Board Member of both One Tree Hill College and Auckland Girls' Grammar School.

Our Sincere Thanks

Strategic partners



Major partners



Supporting partners



Images thanks to: Chaucer School, Mount Roskill Grammar School, Parawai School & Rosebank School.



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