

Luminary Certification

Self-Paced Training Guide — Tier 3 of 4

achieveedu.com.au | ~5 Hours Across 2 Weeks | Prerequisite: Catalyst | 2026

Before You Start

Luminary is designed for deputies, principals, PBL leads, and school leadership at enrolled schools — you must hold Catalyst certification and your school's subscription must be active. This guide covers everything assessed in the Luminary quiz (15 questions, 85% pass mark), plus the three-piece evidence portfolio and 500-word leadership reflection. Total time is about 5 hours across 2 weeks, counting as 5 hours of CPD aligned to AITSL Standards 3, 4, 6, and 7.

A DIFFERENT KIND OF CERTIFICATION

Where Spark and Catalyst are mostly about individual and small-group practice, Luminary is about whole-school systems: annual configuration, strategic data use, staff capability at scale, and integrating AchievoEDU into your school's existing student support and reporting processes.

Background — Leading Whole-School Culture Change

Individual and classroom-level practice (Spark, Catalyst) only produces whole-school outcomes if leadership creates the conditions for it to spread and stick. The research base at this level shifts from behaviour/wellbeing science toward instructional leadership and systems-level improvement.

Student-Centred Leadership (Viviane Robinson)

Robinson's widely cited research on educational leadership identifies five dimensions most strongly linked to improved student outcomes: establishing clear goals and expectations, resourcing strategically, ensuring quality teaching, leading teacher learning and development, and ensuring an orderly and safe environment.

- Establishing goals and expectations — mirrored in setting a clear, whole-school recognition and wellbeing strategy, not just “using the platform”
- Resourcing strategically — not simply buying the platform, but deliberately allocating staff time and training toward embedding it well
- Ensuring quality teaching — recognition practice becomes part of what “quality” looks like in daily classroom interactions
- Leading teacher learning and development — directly reflected in Module 3, staff onboarding and capability building
- Ensuring an orderly and safe environment — connected to Module 4, wellbeing at scale and student support integration

KEY INSIGHT

Robinson's research also cautions against focusing improvement effort only on the adults (e.g. “this teacher needs to be a stronger instructional leader”) without clearly identifying which students are meant to benefit and how. The same caution applies here: a Luminary-certified leader should be able to name which students their strategy is meant to help, not just describe platform features.

Multi-Tiered Systems of Support — At the Whole-School Level

Where Catalyst applied the tiered support model to individual students, Luminary applies it at a systems level: are your Tier 1 (universal) supports actually reaching all students consistently across every class, are your Tier 2 (targeted) processes identifying the right students early enough, and are your Tier 3 (intensive) pathways properly connected to AchievoEDU's data rather than running as a separate, disconnected system.

Data-Informed (Not Just Data-Rich) Decision Making

A well-known distinction in school improvement research is between schools that are data-rich — they collect plenty of data — and schools that are genuinely data-informed — they use that data to change what they actually do. Module 2's emphasis on producing an actual recommendation from your term-end report, not just a summary of numbers, is a direct response to this distinction.

Professional Learning Communities & Distributed Leadership

Sustained practice change at a whole-school level is strongly associated with distributed leadership — spreading responsibility for the change across multiple staff (your Catalyst-certified teachers) rather than leadership acting as the sole driver. Your role in Module 3 is less about personally training every teacher,

and more about building the conditions (agenda time, peer modelling, follow-up) where that training sticks school-wide.

Module 1 — Whole-School Configuration & Annual Setup

Student Rollover, Archive, and Reset

- At the start of a new school year, students need to be rolled over to their new year level and class — review AchievoEDU's rollover tool rather than manually re-entering data
- Decide what resets annually (e.g. house point totals) versus what persists (e.g. a student's cumulative badge history)

Staff Accounts, Class Assignments, and Permissions

- Review staff accounts each year — remove departed staff, add new starters, and confirm class assignments are current before Term 1 begins
- Permission levels should reflect actual role — not every staff member needs admin-level access

Reviewing and Updating Behaviour Categories

Behaviour categories should be reviewed annually against your school's current PBL matrix — frameworks evolve, and AchievoEDU's categories should evolve with them rather than drifting out of alignment silently.

Configuring the Rewards Store for a New Term

- Refresh pricing and availability windows so the store doesn't feel stale to returning students
- Confirm approval workflows are assigned to the right staff, particularly after any staff changes

Planning Your House Competition Structure

Plan the full year's house competition structure — terms, events, and point targets — rather than deciding this term-by-term, so Catalyst-certified staff running individual events have a consistent structure to build into.

Module 2 — Strategic Data Use & Reporting

Navigating the School Leader Analytics Dashboard

The school leader view gives whole-school, year-level, and class-level lenses on the same underlying data — practice moving between these levels rather than only ever looking at the whole-school summary.

Comparing Recognition Rates Across Classes and Year Levels

Variation between classes with genuinely similar cohorts is usually a practice signal, not a cohort difference — it's worth investigating collegially rather than assuming it simply reflects which students are in the room.

Tracking Suspension Rates Alongside Recognition Data

If your school's Annual Implementation Plan (AIP) includes a behaviour or engagement priority, recognition data can serve as a genuine leading indicator alongside suspension/incident rates — not just a separate, disconnected metric.

Building a Term-End Report

A report for your PBL team or P&C should include whole-school totals, house competition results, and — critically — at least one data-informed recommendation for the following term, not just a summary of what happened.

Exporting Data for DET Systemic Reporting

Where systemic reporting requires it, AchievoEDU data can be exported for use in departmental reporting processes — confirm the current export options with AchievoEDU support if this applies to your school.

Module 3 — Staff Onboarding & Capability Building

Running a Full Staff Onboarding Session

At the start of the year, run a complete onboarding session using AchievoEDU's provided materials — covering the platform overview, awarding points, and reading the class dashboard, with a live Q&A.

Monitoring Staff Recognition Rates

- Review staff-level recognition rates periodically, not just class or student data
- Identify low-adopting staff early and pair them with a Catalyst-certified colleague rather than addressing it only through a formal process

Embedding AchievoEDU as a Standing Agenda Item

A brief, recurring mention at staff meetings keeps the platform visible without becoming burdensome — consistent with the distributed leadership principle that sustained change needs ongoing, low-effort visibility, not just an initial launch event.

Presenting Outcomes to Your School Community

Share recognition and engagement outcomes at assemblies, in newsletters, and at P&C meetings — this builds community buy-in and gives parents a positive, ongoing reason to engage with the platform beyond their own child's individual notifications.

Module 4 — Wellbeing at Scale & Student Support Integration

Using Whole-School Wellbeing Data

At scale, look for patterns — seasonal trends (e.g. dips around exam periods), and variation by year level — rather than only reviewing individual student flags as they arise.

Integrating AchievoEDU Into Existing Student Support Processes

AchievoEDU's wellbeing data should feed into your school's existing case management or student support process, not run as a parallel, disconnected system. Confirm with your student support team how AchievoEDU flags should be referred into that existing pathway.

Identifying Students Low on Both Recognition and Wellbeing

As in Catalyst, but now at a whole-school level: students simultaneously showing low recognition and wellbeing flags across the school are your highest-priority group for review — not just within one class, but across the whole cohort.

Data Privacy Obligations as an Administrator

As a school leader with admin-level access, you carry additional responsibility for wellbeing data privacy. Review AchievoEDU's Privacy Policy and Data Processing Agreement, and confirm your school's own data-sharing protocols with counsellors, learning support staff, and Heads of Year are documented, not informal.

Assessment — Three Parts

Part	Requirement
1 — Quiz	15 questions via Google Form, 85% pass mark, covers all four modules
2 — Portfolio	Three-piece evidence portfolio (all three required)
3 — Reflection	500-word written leadership reflection on your school's recognition strategy

Portfolio Requirements — All Three Required

Piece 1 — Data Report

A term-end recognition report prepared for your school leadership team or P&C. Must include whole-school recognition totals, house competition results, and at least one data-informed recommendation for the following term. Template provided by AchievoEDU.

Piece 2 — Staff Onboarding Evidence

Evidence of a staff onboarding or professional learning session on AchievoEDU — attendance register, photo, or written summary. Must confirm what was covered and who attended.

Piece 3 — Student Outcome Case Study

A de-identified case example (200–300 words) showing how AchievoEDU data informed a decision about a student's support or engagement. May be a written case study or excerpt from a student support plan.

Leadership Reflection (500 Words)

A written reflection on your school's recognition strategy: what's working, what the data is showing, and what you plan to change or strengthen next term. Submitted alongside the portfolio via achievoedu.com.au/certify.

Ready for the Quiz

You've now covered whole-school configuration, strategic data use, staff capability building, and wellbeing at scale — along with the leadership research behind each: Robinson's five dimensions, systems-level MTSS, data-informed decision making, and distributed leadership.

NEXT STEP

Head to the Luminary quiz (15 questions, Google Form, 85% pass mark), then submit your three-piece portfolio and leadership reflection via achievoedu.com.au/certify. Review takes up to 10 business days, with personal feedback provided.