

ACT Government

STUDENT-CENTRED IMPROVEMENT FRAMEWORK

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Acknowledgement
The Education Directorate acknowledges the Ngunnawal people as the traditional owners and custodians of the Canberra region. The region is also an important meeting place and significant to other Aboriginal groups.

We also acknowledge and pay respect to the Wreck Bay peoples as traditional owners and custodians of the land on which the Jervis Bay school is located.

We respect the Aboriginal and Torres Strait Islander people, particularly our Aboriginal and Torres Strait Islander staff, and their continuing culture, and contribution they make to the Canberra region and the life of our city.

An updated approach to school improvement

The ACT Education Directorate has embarked on an ambitious world-leading system of student-centred school review and improvement. The policy and processes identified in this document have been the culmination of a number of initiatives over the last few years, all of which have been co-designed with school leaders. The review policy, processes and architecture are based on research that makes the most difference in high performing schooling systems, such as the ACT. While the research is well-accepted, few systems have put these principles into practice with such thoroughness and integrity.

Together, the Directorate and school leaders have ensured that the review process will enhance the four foundational principles of the Future of Education Strategy. Students and their learning are at the centre. School leaders, teachers and other professionals are empowered to meet the learning needs of all students. Strong communities for learning are enhanced, with systems strengthened to focus on equity and quality.

The research on effective systems for school review has been well established for a number of years. Such systems build internal capability to self-evaluate at every level, including students, those professionals responsible for creating their learning environments, the schools and the system as a whole. Mutual accountability at each level ensures identified needs are met through both challenge and targeted support.

Self-evaluative internal review processes have the greatest impact when they are based on collaborative cultures characterised by high trust, strong beliefs in the power of collective efficacy to create improvement, together with an unrelenting commitment to the success of all students. There is a strong focus on inquiry involving precision, rather than prescription. The key processes have the following features:

- Clear school and system goals form the touchstone for the review process
- A range of evidence of student learning and well-being in relation to these goals is used to answer the question, 'What is working for whom and why?'
- Focused measurable improvement goals are identified from this evidence
- The contribution of professional practices to student learning and wellbeing are identified using agreed criteria that are informed by the research on effective leadership, teaching and learning
- Specific targeted actions in organisational, leadership and teaching practices are identified, supported, and put into practice
- The impact on student learning and wellbeing is checked through iterative cycles of inquiry until the most difficult to reach students have made accelerated progress.

This collegial internal evaluation and review is most effective when complemented by external review through a reciprocal relationship between the schools and the Education Directorate. While the schools have direct responsibility for the students in their care, the Directorate has a stewardship role to ensure that every student in every school has access to high quality educational opportunities. Schools, therefore, are accountable for the effectiveness of their internal processes and relationships, while the system is accountable for providing clear expectations and conditions for improvement, including adequate resources and targeted professional learning opportunities. All reporting from one part of the system to the other have feedback and improvement purposes.

The ways in which the Directorate has enacted its stewardship role is very evident in this document. The broad principles and architecture for the review process were developed by the Directorate from the research on school review and improvement. These were carefully checked with school leaders, with the details of the processes and the accompanying artefacts co-constructed with them. This collaborative process has ensured integrity while at the same time guaranteed authenticity and usefulness to the schools.

Directorate staff have also led the development of a number of tools to enhance the evaluative capability of schools to develop rigorous self-evaluation processes. This process of validated self-evaluation has not been left to chance. One of the most powerful tools is the development of system-level data dashboards for each school. Not only is efficiency improved, but trust is enhanced because school and system leaders are able to

spend their time together constructing a shared narrative around the meaning of the data in relation to system and school goals. School leaders are encouraged to include their site-based data to enhance their analysis and to focus directions for the way forward.

Another essential tool to enhance the capacity of schools to self-evaluate has been the development of evaluative progressions around the key themes of 'Leading', 'Learning' and 'Wellbeing'. High expectations for action and improvement have been embedded into these progressions, with the most basic level in each tool described as 'Designing Processes'. More sophisticated levels focus on taking action with their labels of 'Evolving Practices', 'Embedding Implementation', and 'Sustaining Impact'.

This world-leading design has the potential to enhance the efficacy of the whole ACT public school system, develop the professionalism of every educator within it, and improve outcomes for every student. It is based on the premise of improving the system from within. Those who have been involved in its development deserve to be proud of every aspect.



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Introduction

Fit-for-purpose school improvement

The Student-Centred Improvement Framework (SCIF) places students at the centre of school improvement cycles, answering what works for whom, under what circumstances and why, through self-evaluative internal review led by effective and targeted use of data and cycles of inquiry, cross-system collaboration, strategic alignment, and complementary external review.

Since its establishment 50 years ago, the ACT public school system has consistently outperformed all other states and territories in measurable student outcomes. Now is the time to take our next steps in effective school improvement: excellence, equity and high expectations for all students.

The previous School Performance and Accountability Framework – centred around the National School Improvement Tool (NSIT) and five-year external reviews from the Australian Council for Educational Research (ACER) – has served the ACT well but has not been providing the targeted and differentiated uplift necessary for systemic improvement above and beyond our advantageous baseline. The groundwork for a highly effective school improvement architecture has been laid through the Future of Education Strategy, Empowered Learning Professionals Leadership Plan, Data Insights dashboards and in-school processes for evidence-informed inquiry, amongst other initiatives. The maturation of our high-performing system means not only an ongoing focus on continuous improvement, but precision and differentiation in both the identification of improvement areas and supports to provide uplift. Through the SCIF, this has been created by deepening and cohering our existing work and experience into a framework that matches the sophistication of our system, placing student need at the centre.

Over the course of three years of research, development, testing and implementation of a series of interlinked projects of work, the Student-Centred Improvement and Leadership (SCIL) team, Emeritus Professor Helen Timperley, and a highly-engaged Principals Consultation Group (PCG) have co-designed a new, fit-for-purpose Framework aimed at promoting system uplift to empower our learning professionals to deliver excellent, inclusive and equitable education that meets every child and young person at their point of need.

Attributes of a high-performing system

Self-evaluation

High-performing systems have a culture of self-evaluation as a driver for ongoing improvement. Central to the SCIF is school self-evaluation informing internal and external review. A collaborative and reflective process informed by evidence from a range of sources, school leaders engage teachers and the school community in cycles of inquiry on dimensions and elements of improvement identified as requiring development. These inquiries aim to answer what works for whom, under what circumstances and why through an evaluation of key considerations, such as:

- What's going on for our learners?
- How do we know?
- What action do we take?
- Have we made a difference?

School self-evaluation and external review are complementary processes, both focused on improvement. The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning. External reviews are conducted every three-to-five years (adjusted according to need; every four years on average) and supplemented by annual Student-Centred Improvement Visits (SCIVs) and pre-review visits and support.

Reflecting on the existing improvement architecture and ongoing workloads in our schools, self-evaluation under the SCIF focuses on making effective school improvement strategies the nexus of school improvement work. Improvement work must be focused on making a tangible difference to student outcomes, not the process for achieving an acceptable evaluation. The SCIF prioritises and honours what we know works to improve outcomes for students, focusing on optimising school leader time and school resources to most efficiently and effectively identify improvement areas to make and illustrate change.

Mutual accountability

School improvement is everybody's business.

Review and improvement approaches are most productively matched to the sophistication of their development as a system. The ACT is a high-performing system with high expectations of its schools and its Directorate. We do not require highly structured accountability and improvement approaches, seeking to deepen improvement to perform more effectively and consistently through evidence-informed cycles that incorporate mutual accountability and support at every level.

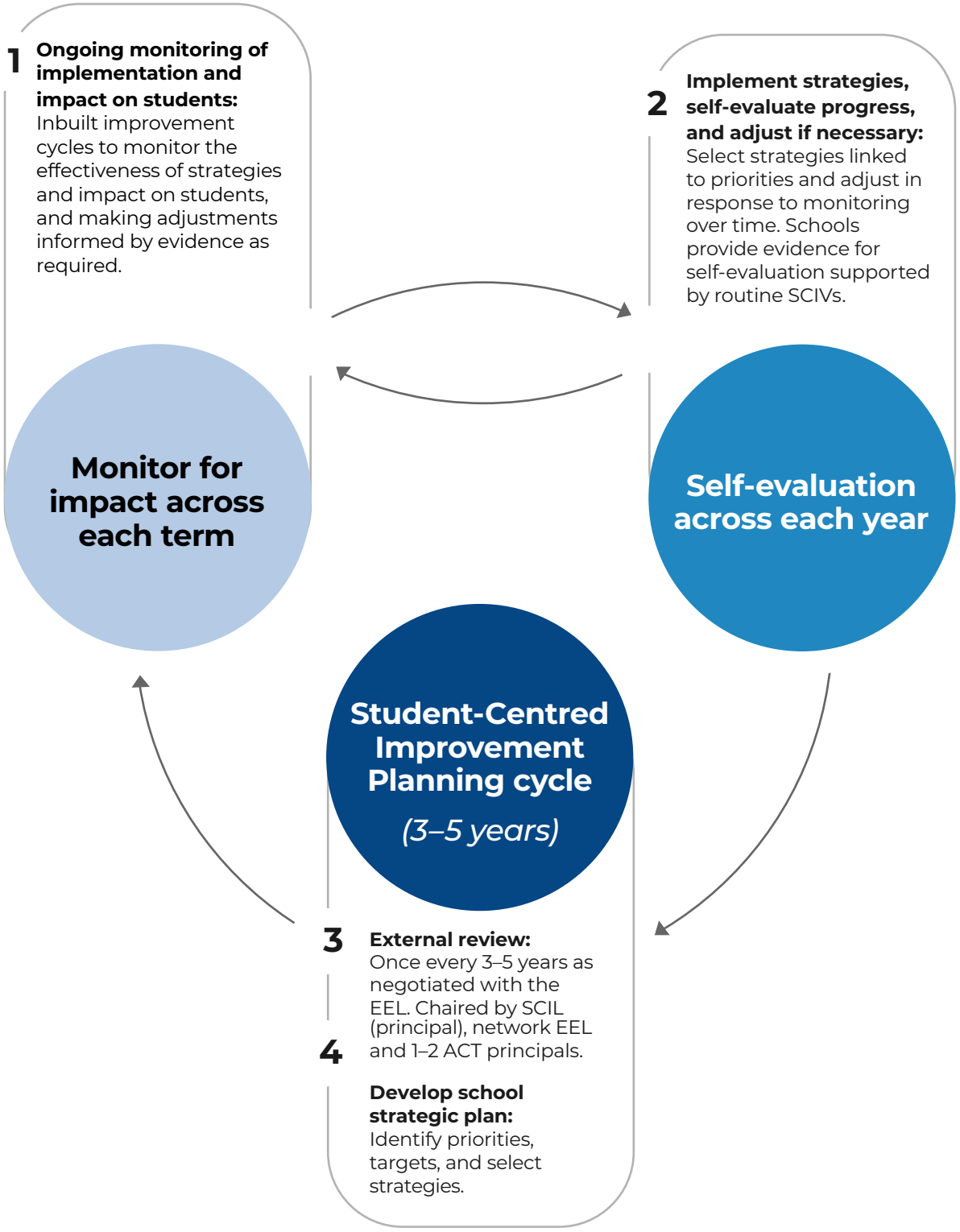
Accordingly, the SCIF enables schools to utilise real-time data and experience to develop ongoing collective inquiry and evaluation across short-, medium-, and long-term improvement cycles, supported appropriately by the Directorate. Schools are held accountable for the effectiveness of their structures, processes and practices to deliver improved outcomes for students. The Directorate is held accountable for providing the fundamentals for improvement: resourcing, system stewardship and a culture of ongoing professional development.

As steward of the ACT public school system, the Directorate must ensure that our schools deliver excellent, inclusive and equitable education for every child and young person. This role not only requires compliance with policy, regulatory and legal requirements, but broader assurances that improvement actions are resulting in sustained positive student outcomes.





Cycles of Student-Centred Improvement



Ongoing cycles of self-evaluation, collective inquiry, action and reflection

- What is happening for our students?
- How do we know?
- What action do we take?
- Have we made enough of a difference?

Responsibility and accountability in system improvement

Who	What	Cycle
Teachers	• Collaborate with peers to develop and shape pedagogical practices that improve student outcomes • Deliver high quality teaching that achieves the priorities within the School Strategic Plan • Engage parents/carers as partners to advance student outcomes	Termly
	• Participate in teacher performance, assessment and development processes incorporating actions that contribute to the achievement of school priorities	Yearly
	• Contribute to the external review process and establishment and implementation of the school's improvement agenda	External Review
Leaders	• Develop a collective sense of efficacy and ownership of an explicit improvement agenda with staff and school leadership teams • Plan and monitor the implementation of improvement strategies and their impact on students • Build a collaborative culture that is safe and inclusive, focused on the collective purpose of improving outcomes for all students • Involve the school community to assist in achieving improvement priorities	Termly
	• Select and implement strategies linked to the priority identified in the School Strategic Plan • Effectively manage the human and financial resources of the school aligned with the School Strategic Plan • Self-evaluate the effectiveness of improvement strategies using evidence of student impact to inform future implementation plans • Review and adjust strategies in response to self-evaluation	Yearly
	• Develop a School Strategic Plan that addresses student need • Provide leadership emphasising the importance of clear student-centred priorities, targets and strategies	External Review

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Executive Education Leaders	• Facilitate sharing and collaboration between schools and networks to support effective practice, innovation and excellence • Drive mutual accountability for improvement within their networks	Termly
	• Manage performance and development of principals aligned to school improvement and career development • Lead SCIVs to support the ongoing evaluation of improvement strategies • Provide additional support informed by student need	Yearly
	• Work with school principals to evaluate student need and assess implementation capability • Support school principals to select and implement strategies appropriate to the identified student need • Engage in the External Review processes to support principals in establishing a coherent Student-Centred improvement agenda • Approve School Strategic Plans after they have been quality assured by School Improvement Group	External Review
School Improvement group	• Work with leaders to build evaluative capability in their schools • Assist school leadership teams to identify student need • Support schools to monitor the effectiveness of improvement strategies on students	Termly
	• Provide ongoing guidance to schools on evidence to support effective self-evaluation • Build skills and leadership capacity of school leaders at all levels • Share data and insights across the ESO to inform ongoing service improvement • Broker services from the Education Directorate to meet student needs	Yearly
	• Enact, facilitate and coordinate the External Review process in accordance with policy and legislation • Support schools to create an explicit and coherent Student-Centred improvement agenda • Quality assurance for reporting outcomes of reviews • Quality assurance on the establishment and adjustments to School Strategic Plans	External Review



School improvement cycle

Under the SCIF, the improvement process is cyclical and adjustable. Designing, evolving, embedding, and sustaining improvement consists of:

- **Ongoing inquiry:** Ongoing cycles of inquiry conducted regularly (e.g., termly), focusing on throughlines requiring investigation and uplift (informed by evidence).
- **Regular self-evaluation:** Supplemented and supported by yearly (except external review years) Student-Centred Improvement Visits (SCIVs).
- **Multi-year:** An external review (every three-to-five years, approximately once every four years on average).

Within each of these temporal improvement cycles, schools will use a variety of evidence sources, tools, processes and supports to guide their improvement journey. A School Strategic Plan (SSP), developed following external review and monitored over the course of the multi-year improvement cycle, encapsulates the overall improvement approach, outlining the underpinning vision, mission and values, priorities, targets, key improvement strategies, and monitoring and evaluation approaches.

Regular inquiries are ongoing throughout the improvement cycle, even for schools in the year of their external review. These tighter cycles (consisting of one term through to 15-18 months depending on the progression and complexity of the change being implemented) are the foundations for holistic improvement over the three-to-five year process.



Step	Reflective prompts	Tools and considerations
1. Evaluate	What are the apparent areas of student need? Where is the evidence? Am I considering the reflective prompts for each dimension? Am I considering every child? Do I have high expectations for every child? Am I focusing on growth and success?	Data and evidence dashboards Reflective prompts Staff and student surveys and focus groups
2. Identify	What element of the SCIF will be the focus of my inquiry? How does this relate to the identified student need? Is this improvement area a trend in other schools?	Evaluation Tool
3. Select	What strategies are there to address this student need? Are they supported by evidence? What policies, processes and/or supports are required to make the improvement? What can I learn from my professional networks? If this is part of a wider trend, how are other schools responding?	System endorsed strategies and/or differentiated supports
4. Implement	Are we ready to implement the change successfully? Are our implementation structures robust?	Strategic enablers for implementation Staff surveys and discussion Focus groups
5. Monitor and adjust	Has practice changed in classrooms and across the school? How are staff and students responding to the change? How do we know? Are we seeing impacts on student outcomes? How could this change be more effective?	Data and evidence dashboards Staff and student surveys Focus groups Professional networks

Improvement phases

Every school's improvement journey is unique, impacted by its people, its practices, its processes, and its material conditions. Within a high-performing system, setting and meeting goals should not be a process of reporting against defined criteria (an institutional report card), but improvement across dimensions that impact student outcomes.

Unlike previous improvement schema, the SCIF does not mark or rank improvement outcomes within a school. Instead, schools will have to demonstrate that they are improving student outcomes by:

- **Designing processes:** Initiatives to improve student outcomes through revised and updated processes in response to student need are underway.
- **Evolving practices:** Student outcomes are monitored. Practices to improve the outcomes for students are implemented and are evolving across the school.
- **Embedding implementation:** Students experience improved and equitable outcomes in attainment and growth. Strategies are responsive to student need and are evaluated and reviewed for impact.
- **Sustaining impact:** All students experience high levels of growth and achievement. Every student experiences equitable outcomes.

Dimensions

Our Evaluation Tools are framed by three dimensions against which schools demonstrate improvement.

Leading

Leading for school improvement empowers inquiry, effective practices and collaboration via a strategic vision that centres the school's values and aspirations as well as perspectives of students, families, teachers, and the wider community.

Leaders promote a vision for teaching and learning that is inclusive and values student participation and voice. School improvement is fostered in environments ready for change, in cultures of high expectation and mutual trust, and where staff and students are resourced appropriately to perform at their best.

Learning

Learning is deeper than the simple acquisition of new understandings, information, knowledge and skills. Learning is fostered in environments of high motivation, engagement and authenticity, enculturating high expectations and reflection and embracing diversity to meet student need.

Curriculum and assessment must adhere to obligated standards yet be flexible and targeted enough to uphold the moral imperative of optimising outcomes for all.

Wellbeing

Wellbeing for learning encompasses a student's physical, mental, emotional and social health at school. Wellbeing is fostered within effective learning cultures where students encounter powerful relevant learning, in safe and accessible environments that cultivate belonging, and where there are positive connections between the purpose of students, their educators, their school and the school community.

Evaluation tools

Our Evaluation Tools are foundational to the improvement cycle, building the processes and practices for sustained positive impact. There is one Evaluation Tool for each dimension (Leading, Learning and Wellbeing).

Self-evaluation guides

These guides have been designed to support self-evaluation in schools, diagnose areas for improvement and assist in understanding impact on our students. These documents should be used in conjunction with the Evaluation Tool and Data Insights dashboards.

There are Guides available for multiple stages of the overall improvement cycle, including SCIVs and pre-Review. Supported by the Guides, and in partnership with their network EEL and SCIL, schools identify priority improvement areas through the effective use of evidence, informing their implementation and refinement of strategies. As improvement actions develop these and other evidence sources should indicate progression along the improvement phases in the Evaluation Tool.

Reflective prompts

Our reflective prompts are designed to support professional dialogue and to point to aspects of practice which might require further improvement. They can be used by individuals but will lead to more meaningful reflection when used by teams, partners and other stakeholders to support a shared understanding of the school's strengths and next steps.

Elements

Each dimension is composed of elements. Improvement actions are linked to one of these elements and then mapped across the improvement phases.

Leading

Effective teaching and learning

Leaders promote a vision for teaching and learning that is inclusive and values student participation. Leaders create the structures, culture and conditions for effective school-wide approaches to teaching and learning. A school-wide learning culture includes targeted professional learning that is relevant, shared and sustainable in driving whole school improvement. Leaders ensure genuine and disciplined cycles of inquiry are in place for all leaders and teachers to examine what is going on for learners, how do we know and how the school and staff are contributing to this. The conditions are created where a school wide focus on achievement and growth for all students is realised.

Through lines include shared vision for teaching and learning, professional learning that shifts practices and monitoring impact of teaching.

Strategic improvement

The school leadership team has established and is driving an explicit and coherent improvement agenda. The agenda reflects the school's vision, values and aspirations as well as perspectives of students, families, teachers, and the wider community. The leadership team ensures resourcing is aligned to the improvement agenda. High expectations for student learning progress, levels of engagement, and wellbeing underpin the school's approach to improvement.

The improvement focus is grounded in evidence from research and analysis of school data and expressed in terms of improvement in measurable student outcomes. Monitoring processes are designed and implemented as part of the school's cycles of inquiry and provide timely feedback to enable necessary adjustments.

Through lines include effective implementation, monitoring improvement and prioritisation of resourcing for improvement.

Collaborative culture

School leaders foster a strong ethos of connection and belonging, cultivating the expertise of everyone to be focused on the collective purpose of improving student outcomes. Leaders create the conditions for collaborative inquiry with teacher-to-teacher learning and inquiry cycles prioritised in the routines of Professional Learning Communities.

Staff, at all levels, work together with a high level of trust and shared accountability to improve student learning and outcomes.

Leaders promote learner participation to extend a sense of community and build links with the wider world. Inclusion, student voice and agency underpin the collaborative culture of the school and guide school improvement and decision making.

Through lines include collaborative culture of collective responsibility, learner participation and student voice.

Learning

Pedagogy

Teachers implement an agreed pedagogical framework with effective teaching and learning strategies that can be selected in response to diverse student needs and voice. Curriculum, pedagogy and assessment practices are interconnected. Culturally relevant, responsive and sustaining pedagogical approaches are implemented across the school. Teaching and learning practices demonstrate a culture of high expectations, reflection, and feedback.

Through lines include learning culture, professional learning communities and evidence-informed pedagogy.

Curriculum

The school has a coherent, sequenced plan for curriculum delivery. Documented teaching and learning programs based on current approved Australian Curricula are implemented within the context of the school. Curriculum implementation ensures the same high standard curriculum content is available to every student and is differentiated to their needs.

Through lines include coherent, sequenced curriculum delivery, differentiated teaching and learning, and a culture of high expectations

Assessment

Diagnostic, formative and summative assessment is aligned with curriculum and individual student needs and is regularly reviewed and differentiated in response to student strengths and prior learning. There is systematic use of assessment strategies that teachers implement and monitor to obtain and provide feedback on student learning growth, achievement and wellbeing. Analysis of multiple sources of data and evidence is used to inform next steps in learning, reporting and whole school actions within and across years of schooling. Schools engage in a range of reporting practices to provide feedback to students, parents and carers.

Through lines include alignment of assessment with curriculum, assessment used to respond to student need and feedback, and reporting to support further progress and achievement.

Wellbeing

Systems of support

Wellbeing is enhanced through evidence-based strategies, differentiated supports and student voice and agency is active and valued. The school environment creates an effective learning culture by promoting positive wellbeing.

Through lines include evidence-based wellbeing strategies, a range of differentiated supports and student voice and agency.

Belonging

There is an inclusive and culturally safe environment where students, staff and families feel a sense of belonging and care about the school. Individuals are valued and their full participation in all aspects of schooling is ensured. Cultural safety is evident through shared respect and shared knowledge. There is a strong sense of efficacy and pride in the work of students and educators.

Through lines include cultural safety, connections to school and safe and inclusive environments.

Relationships

Relationships between and across students, staff and families are deliberately fostered by the school to establish a climate of trust to enhance wellbeing and learning. Partnerships with families, community members and agencies are developed to enhance student learning and wellbeing.

Through lines include trusting relationships that foster learning and wellbeing and partnerships with families and community.

School review

Schools will undergo a standard external school review every three-to-five years, with most undertaking one every four years. The reviews will be differentiated in length dependent on thew complexities or needs of the school.

Review team

The Review Team consist of:

- a principal within the Student-Centred Improvement and Leadership (SCIL) team;
- an ACT public school principal external to the school under review; and
- the Executive Education Leader (EEL) for the network of the school under review.

In schools with over 700 students, an additional external principal will be engaged.

Over the course of three-to-five-year improvement cycles, the Review Team and SCIL will work with schools to support them through their improvement journeys.

Student-Centred Improvement Visits (SCIVs)

Every year (except external review years, EELs will conduct a SCIV for every school in their network. Conducted over one day, both the SCIL team and EELs will conduct check-ins with schools throughout the cycle. These will be an opportunity to validate ongoing improvement work in the setting, and respond to any questions or concerns that the school may have. These visits will be aligned to the priorities and strategies under the school's multi-year Strategic Plan.

Review process

Pre-review visits

The Review Team will conduct a pre-review visit at schools due for external review in the months leading up to the review. This visit (along with the school's self-evaluation and evidence, and system level evidence) will form the lines of inquiry for the external review.

External review

The external review will typically take place over two days (though this may be extended to three depending on the size and complexity of the setting). The structure of the review will be determined by the pre-review visit, providing expert advice, and delivering a range of recommendations for consideration during the next multi-year School Strategic Plan. The review team will produce a report on the outcome of the review. The report will be readily available to the community through the school's website and other communication channels. Following the external review, a post-review visit will be scheduled.

Post-review visit

A post-review visit will be conducted a few weeks after the external review as an opportunity for the school to develop its next School Strategic Plan. The post-review visit outlines the planning milestones and connects the school to services and supports available during the first 12-18 months of their new improvement plan.

Implementing improvement

Schools will be expected to finalise their next improvement plan within three months of their external review. The following planning documentation is central to the Student-Centred Improvement model:

1. School Strategic Plan (SSP)

   Multi-year planning document outlining the vision, key strategies, priorities and targets over the course of the full improvement cycle.

2. Implementation plan

   Included in the SSP, this planning outlines how key improvement strategies will be implemented (and what monitoring and evaluation approaches will be used) in 6-to-18-month cycles and is updated on an annual basis.

3. Regular self-evaluation

   Schools will be expected to monitor and evaluate the effectiveness of their strategies on a regular basis to help inform their next Implementation Plan.

Differentiated reviews and support

Some schools may undergo a Special Purpose Review (SPR) or a targeted SCIV within the improvement cycle. These reviews will be determined by assessment of evidence, contextual information about the school and review through the School Management Model working group.

Special Purpose Review

An SPR is an intensive and focused analysis of the underlining causes of school complexity beyond the school's ability to manage unsupported. SPRs are initiated when all previous interventions have failed to achieve lasting improvement. They are guided by specific Terms of Reference and conducted by a panel of experts.

The Schools Management Model (SMM) categorises schools into a three-tiered scale based on operational complexity. It provides a structured escalation process and a system-wide response to support schools in managing challenges and maintaining a sustainable operating environment. Recognising that schools may face varying degrees of operational complexity, the SMM ensures system-wide support to help them continue implementing their SSPs effectively.

At the conclusion of an SPR, an Implementation Plan is developed, replacing the SSP, with resources prioritised for its execution. The EEL, in collaboration with the principal, oversees its implementation. Once successfully implemented, the school will transition back to the standard school improvement cycle, supported by the SCIL team.

The one-day Targeted Student-Centred Improvement Visit (TSCIV) is designed to support principals who seek to change their strategic priorities outside of the standard full improvement cycle. Principals may choose to undertake a TSCIV for various reasons, including:

- The current strategic priority has been achieved and a new one needs to be set.
- The current strategic priority no longer aligns to student need.
- They are newly appointed to the school and wish to evaluate the progress or fit of the current School Strategic Plan.

Principals, in partnership with their EEL, select either a single element from the SCIF, or three through lines from any element as the focus of the TSCIV.

At the conclusion of a TSCIV, the school receives a report with findings and recommended next steps to help inform a new or updated Strategic Plan or Implementation Plan.

Review of education and care services

The Directorate, through the Children's Education and Care Assurance (CECA) branch, will conduct an external quality assessment and rating of education and care services (preschools) in accordance with the National Quality Framework.

The assessment and rating process aims to drive the continuous quality improvement of services and provide families with clear information about their service's quality.

CECA also monitors compliance with the *Children and Young People Act 2008* and the *Education and Care Services National Law 2011* through visits; data collection and review; targeted monitoring campaigns; and email and phone contact with services.

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The Directorate acknowledges and thanks the individuals and groups who generously participated in the co-design process and development of the Framework.

Of particular note are the principals and school leaders who have engaged in the Principal's Consultation and Evidence-Informed Leadership Groups since 2023. Their experience, expertise and perspectives have been crucial in developing a fit-for-purpose and relevant model. The Framework would not have been possible without their time and energy.