
ASSESSMENT AND REPORTING POLICY

BOARD APPROVAL

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1. PURPOSE

This policy provides a framework to describe the purpose of the assessment and reporting conducted in the School. It describes the types of assessment used and it outlines the procedure for reporting.

2. DEFINITIONS

2.1. The following are the definitions key to this policy:

Advisory Teacher/Advisor	The main classroom teacher in a Big Picture school. We aim to keep the same teacher with the same group of students for a three-year cycle.
Big Picture Learning Design and Big Picture Education	A design for learning implemented in Years 7 to 12 at Perth Montessori School. See Big Picture Australia
Curriculum Outline	The 'Outline' is the Western Australian Curriculum and Assessment Outline which is for all students from Kindergarten to Year 10. It sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement
Guide	A teacher in a Montessori classroom
International Big Picture Learning Credential (IBPLC)	It is a school-leaving qualification designed for Big Picture Learning schools, recognising a student's achievements through personalised, real-world learning rather than standardised exams.
Judging Standards	<i>Judging standards</i> is a tool to support teachers when reporting against the achievement standards for each year of schooling; when giving assessment feedback; and when explaining the differences between one student's achievement and another's.
Montessori National Curriculum Framework	The Montessori National Curriculum Framework (MNCF) is recognised as an alternative national curriculum framework by the Australian Curriculum Assessment and Reporting Authority, the body responsible for the Australian National Curriculum.
NAPLAN	An annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy.
On-Entry Assessment Program	Assesses literacy and numeracy skills; the one-to-one nature of the assessments provides the teacher with valuable opportunities to observe other domains.
OLNA	(Online Literacy and Numeracy Assessment) is for Year 10, 11, and 12 students who did not previously reach Band 8 in NAPLAN and need to demonstrate the minimum standards of literacy and numeracy as part of their plans for Year 11 and 12.
Parents	Includes guardians and carers with primary responsibility for the child.

PAT	Progressive Achievement Tests - PAT assessments measure what students in PP to Year 10 know, understand and are capable of in reading, spelling, vocabulary and maths, and help monitor progress over time.
School Curriculum and Standards Authority	The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.
West Australian Curriculum	Referred to as the 'Curriculum'. The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which schools will use to plan student learning programs, assess student progress and report to parents.

3. LEGISLATIVE REQUIREMENTS

- 3.1. The standards for the curriculum evaluations are those laid down by the *WA Schools Curriculum and Standards Authority (SCSA)*.

Perth Montessori has approval from SCSA to administer an Alternative Curriculum and/or Reporting on Student Achievement Recognition. The recognised alternative curriculum is the Montessori National Curriculum Framework.

4. SCOPE

- 4.1. This policy applies to all staff, teachers, and students at the School.

5. POLICY STATEMENT

5.1. Montessori Philosophy

Montessori education is based upon the fundamental principle of respect for the child. It is guided by close observation of each child, coupled with a deep understanding of the developmental periods (planes of development) each child will experience. In accordance with Montessori philosophy, students at the School are grouped in multi-aged groups (Children's House: 3-6 years old; Lower Primary: 6-9 years old; Upper Primary: 9-12 years old; Cycle Four: 12-15 years old, and Cycle Five: 16-18 years old) according to their plane of development. Within each cycle a student's peer group will include students at a range of ages and levels.

The Montessori curriculum is organised in a developmental sequence from one phase of learning to the next. Individual students, however, can work successfully through elements of the curriculum in a sequence unique to themselves. For this reason, comparisons between students may not be meaningful. The validity of benchmarked assessment and the ranking of students is further reduced in the Montessori context because, in a multi-age classroom, there are comparatively small numbers of children at the same age and stage.

5.2. Assessment at Perth Montessori: an overview

Assessment at Perth Montessori is an ongoing, cyclical process. Assessment and instruction can be understood as two sides of the one coin; assessment provides evidence and information about the student's progress and understanding; thus informing the teacher's planning and by consequence, instruction. This instruction leads to further assessment of progress and the continuation of the learning cycle. Assessment is crucial to effective planning and teaching, therefore when done well it ensures the best learning opportunities and outcomes for all students.

The Montessori philosophy strives to maintain the same guide (teacher) with each child for three years (one cycle) and they come to know each child in a way that is not possible when children move to a new class with a new teacher every school year. Through close observation over three years, Montessori guides become very aware of their student's learning preferences, strengths, and areas requiring further development.

Assessment and reporting in the School place equal importance on the development of personal character and work habits, as on academic skills and achievement. Written reports include a section addressing the child's progress in these social-emotional and cognitive areas. Parent-teacher meetings also focus on discussing concentration, motivation, and interest. Unlike mainstream education where all students are taught and assessed at the same time, Montessori education values child interest and self-directed learning at the individual level over teaching whole class curriculum content.

Daily observation is paramount in a Montessori classroom and together with standardised testing is used for diagnostic purposes to enhance each child's learning. Cycle guides work in partnership with the Principal and the School's Montessori Program Coordinator to ensure the assessment schedule is up-to-date, implemented and monitored. The assessment schedule details the frequency and expectations of the regular and informal and formal literacy and numeracy assessments required, as well as the in-class observations.

Each semester, the Western Australian curriculum achievement standards are used by teachers to make judgements about whether the students have achieved the expected standard in the eight syllabuses of the WA curriculum.

5.2.1. Assessment in Children's House to Three (Early Years and Primary)

Assessment in Montessori classrooms is based on each student's mastery of skills and knowledge at any point in the sequence, rather than on benchmarked assessment.

Children display their progress and achievement through a variety of modes, including spoken and written language, interaction with others, creative arts such as drama, visual arts, model-making, and, importantly, through applying what they have learned in practical ways.

In the Early Learning (Children's House) and Primary (Lower Primary and Upper Primary) classrooms, the Montessori Program Coordinator works with guides so they are able to observe and record accurately each child's individual activity and progress on a daily basis. The Montessori Program Coordinator organises regular professional development, including peer observation and coaching, so that guides effectively analyse their observations and formal assessments.

The Department of Education on-entry assessments are conducted with each Pre-primary student early in Term 1, and with Year 1 and 2 students as needed. The on-entry assessment tests students' skills and understandings of oral language, reading, writing and numeracy.

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment is administered three times a year as part of our commitment to evidence-based literacy instruction. DIBELS is a research-validated, standardised tool that measures key components of early reading development including phonemic awareness, fluency, and comprehension.

Administered at multiple points throughout the year, DIBELS provides timely, actionable data to support early identification of students who may be at risk, enabling targeted intervention and personalised instruction. Its alignment with structured literacy programs, such as Enhanced Letters and Sounds, ensures consistency with best practice. The use of DIBELS enhances our ability to monitor progress, inform teaching, and improve student outcomes in literacy.

The Montessori Program Coordinator works in conjunction with guides to ensure that the assessment of individual children perceived at risk is regularly administered and that students with disability receive appropriate accommodations and modifications to the curriculum program and the assessment of their learning.

5.2.2. Documentation of Achievement Children's House and Primary

Every child aged from three to twelve years has an Assessment Record showing informal and formal assessment which is recorded daily in a Montessori classroom. This information is kept on file and shared with the new guide and parents when the child moves to the next cycle.

Guides are responsible for maintaining this assessment record and keeping it up to date. Records are kept of each child's semester-based literacy and numeracy tests (e.g. PAT-Reading, PAT-Maths) as well as the NAPLAN results for Years 3 and 5.

5.3. Transition from Montessori to Big Picture Learning at Year 7 (Junior Adolescent Program)

When students reach 12 years of age and are ready to transition to Junior Adolescent Program, their conscious minds are becoming more able to use the processes of self-reflection and self-evaluation, in conjunction with feedback from others, to assist in their own assessment of their learning progress. The Montessori principle that competition and ranking of students is detrimental to growth and personal development must be a foundational element in the approach to learning and assessment the School adopts through to Year 12 graduation. The importance of providing students with a high school program capable of setting them up for success following graduation – whether that be for university entry, vocational training or employment – led the School to adopt the Big Picture Learning Design for high school. The previous offerings of WACE and ATAR courses had not aligned with the School's fundamental Montessori philosophy and learning approaches.

5.3.1. Big Picture Learning Design: an overview

Big Picture Learning Design (BPLD) has three foundational principles: firstly, that learning must be based on the interests and goals of each student; secondly, that a student's curriculum must be relevant to people and places that exist in the real world; and finally, that a student's abilities must be authentically measured by the quality of his or her work.

5.3.2. The Big Picture Distinguishers

There are a number of design elements that, in combination, distinguish Big Picture Education from other designs of schooling. These elements or 'distinguishers' influence everything that advisory teachers, leaders, students and families try to do in a Big Picture school or program. The distinguishers are:

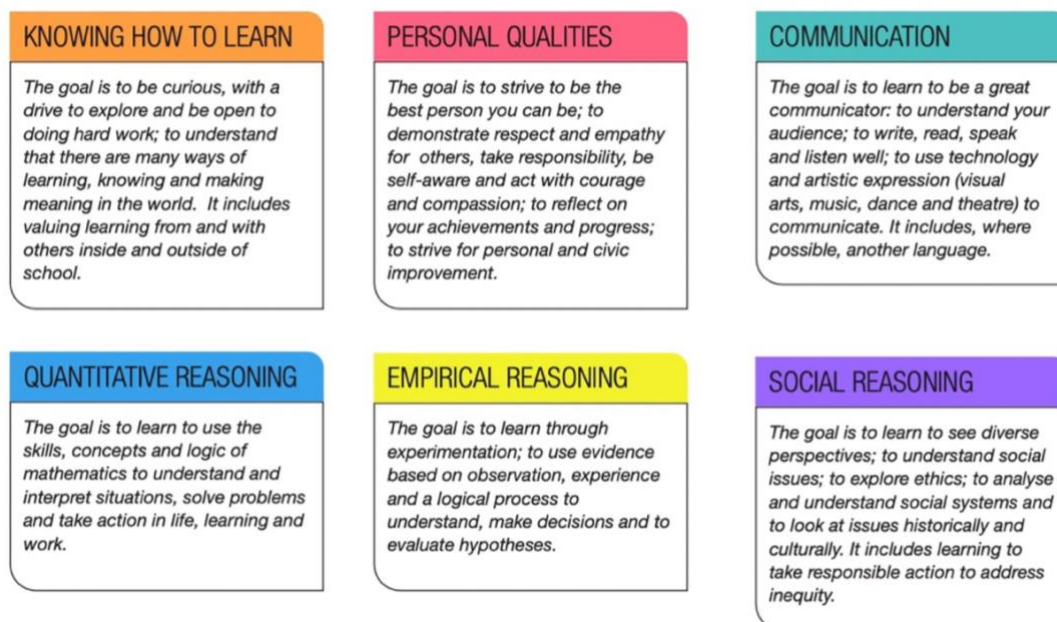
1. Academic rigour	7. Trust, respect and care
2. Leaving to learn	8. Everyone's a leader
3. Personalisation	9. Families are enrolled too
4. Authentic assessment	10. Creating futures
5. Collaboration for learning	11. Teachers and leaders are learners too
6. Learning in advisory	12. Diverse and enduring partnerships

The Big Picture Distinguishers go hand in hand with the pedagogical principles that guide our Montessori guides in the child's education prior to starting high school. Throughout the School, Montessori guides, as part of their duty to respect the child's development, guide the children in activities that are:

- Based on individual inquiry and interest;
- Focussed on conceptual understanding (the didactic materials intentionally isolate a single concept to be taught);
- Developed in local and global contexts, through the work on Fundamental Needs of Humans;
- Developed with effective teamwork and collaboration with the continual collaborative refinement of our Montessori practice;
- Differentiated to meet the needs of each and every student, whatever level, strengths, challenges, or interests they have, with a deep respect for the child's needs; and
- The children are continually assessed by their teacher in the form of observation, presentation of new work choices, demonstrations of mastery from the child as they complete their work, and formally assessed pieces of work returned with feedback.

5.3.3. Big Picture Learning Goals

In Big Picture, students are assessed on how well their learning is progressing across the Big Picture Learning Goals. The Learning Goals are used when planning Learning Plans (LPs). Through participation in this process students know what they must know and be able to do to be successful. ILPs are co-constructed with students, their parents and advisors (teachers) at the start of each term, and then used to monitor and track ongoing progress as well as to evaluate the student's achievement at the end of each term.



5.3.4. Assessment in Big Picture Learning: Years 7 to 9

Perth Montessori uses the Big Picture Learning Design (BPLD), integrated with Montessori principles, to plan, implement, monitor and assess student learning from Years 7 to 9. Curriculum planning is forward-looking and interdisciplinary, with units built around big ideas and essential questions that connect learning across subject areas. These units incorporate the Big Picture Learning Goals, ensuring students engage in meaningful, connected work that addresses both individual interests and curriculum requirements.

Regular student–advisor conferences (often weekly) review progress, celebrate successes, address challenges and plan next steps. Reflection is built into the process, supporting students to set goals, self-assess and develop lifelong learning skills.

Learning growth is evidenced in curated portfolios containing annotated work samples that show understanding and skill development in relation to learning goals. Assessment is authentic and embedded in real-life contexts – such as observation, reflection, practical demonstrations, written or performance pieces, and presentations. Feedback from mentors, teachers and other adults is gathered through experiences like internships, community engagement and public exhibitions.

Exhibitions, held four times a year, are public presentations where students share their learning journey, projects and internships. A panel of teachers, peers, parents and mentors provides warm and cool feedback, which is reviewed with the advisory teacher to inform future planning.

Advisors plan learning experiences proactively, ensuring WA Curriculum outcomes are met through integrated projects and interdisciplinary connections. Student progress is reported formally twice a year, and diagnostic and standardised assessments are used judiciously as part of a broader evaluation of learning – never to rank students, but to inform individual and whole-school improvement.

5.3.5. Assessment in Big Picture Learning: Year 10 (Senior AP)

The assessment program in Year 10 does not change from Junior AP, except for the ‘Gateway’ Exhibition presented at the end of the year with panellists. The student summarises their learning so far, covering how the five learning goals have been addressed. This exhibition is more detailed and used to reflect on learning progress overall as well as readiness to embark on the senior years of study in BP.

5.3.6. Assessment in Big Picture Learning: Year 11 and 12 (Senior Years)

Perth Montessori offers the International Big Picture Learning Credential (IBPLC) for Year 11 and 12 students. The IBPLC is philosophically compatible with Montessori pedagogy; it is individualised learning that is interest-based and designed to support students in the transition beyond school. In addition, it prioritises the exclusion of competition among peers, focusing on individual growth and development, as well as serves to assess transferable skills and conceptual understanding rather than factual knowledge.

In the IBPLC, there is a set of Assessment Frames based on the Learning Goals that have been designed to capture the sorts of knowledge, skills, attitudes and qualities that Big Picture students develop.

The Assessment Frames are the tools that advisory teachers use to assess student growth over the senior years and identify gaps or areas of focus. Students can also use them to gauge their own progress.

Each Frame contains a set of progressions from levels 1 to 5 that give an overall description of what a student at that level is capable of. Advisory teachers, who know their learners well, make the final judgements for the end-of-school credential, after having observed and consulted closely with the student throughout the two senior years of school. In addition, advisors undertake moderation of student work at regular intervals to ensure their judgments are consistent with other advisors in BP school environments throughout Australia.

5.4. Reporting at Perth Montessori: An Overview

Reporting is the process of formally and informally communicating student achievement to parents, carers, and students. This reporting is generally done in both oral and written formats. The School's program of reporting on student achievement is detailed, explicit, and individualised, and designed and presented with Montessori and Big Picture Education philosophy and practices in mind.

Reporting to parents includes:

- Verbal Reports – information sharing at mandatory parent/teacher/student interviews and conferences for the dual purpose of developing individual learning plans (ILPs) and setting goals, as well as discussing informal and formal reporting on student achievement; informal meetings; transition meetings and following parent observations undertaken in the classroom.
- Written Reports – formal semester reports are provided twice yearly to all students as required by SCSA.

The Montessori Program Coordinator, Deputy Principal, Principal and administration team, work together to ensure the semester reporting system is prepared and runs to a systematic timetable to deliver twice yearly formal, written reports to parents and guardians. They also plan and support teachers to undertake interviews or hold student support group meetings if required for those with special needs.

5.4.1. Verbal Reports

In the early years and primary school parent/teacher/student meetings take place formally at the end of semester one, and then as requested by parents or carers. Transition interviews take place before students move to the next cycle and include both the current and future guides. These interviews are documented by guides and a written record is filed.

Student support group meetings or care team meetings take place for students with disabilities or in out-of-home-care at least twice per year.

In the High School, parent/teacher/student meetings take place at the beginning of every term to develop Individual Learning Plans (ILPs) and are subsequently evaluated and reviewed through exhibitions.

5.4.2. Written Reports

The aim of written reports is to give parents and guardians an understanding of the academic, personal, social and physical achievements attained by students. Nothing contained in these reports should come as a surprise to parents or guardians. Informal meetings occur as required and any problems are raised with parents/guardians as they occur.

Children found at either end of the scale when assessing are referred to the Montessori Program Coordinator who liaises with the Principal so that appropriate interventions are planned.

Parents can request in writing information about a student's achievement relative to the performance of their peer group, however, because of the small cohorts and the sensitivity to privacy of all students, this conversation will be best made in the context of results of students at similar schools or national benchmarks.

The Principal reviews and signs all reports before they are distributed to parents and guardians of students at Perth Montessori.

Pre-Kindergarten and Kindergarten (3 & 4 year olds)

In Pre-kindergarten and Kindergarten, semester reports document the student's social, emotional and physical development, along with their literacy and numeracy skills as stated in the Montessori National Curriculum and the Early Years Learning Framework.

These reports summarise the teacher's observations and additional focus areas of the child's growth in specified areas of development taught in the Montessori program: language development, reading and writing and sensorial maths.

The Early Years Learning Framework is used to outline the key principles and significant practices that underpin and guide the work of all early childhood educators and clarifies current understandings about how young children learn. The student's progress in these areas is evaluated using three levels that range from *beginning development*, *developing* and *developed*.

Pre-Primary to Year 6

From Pre-primary to Year 6, student achievement is reported for the learning areas of the West Australian Curriculum taught during the reporting semester.

For each learning area, the report gives an overview of the content and skills taught.

The student's overall achievement or grade for each learning area is evaluated by teachers according to the SCSA Judging Standards using a descriptive 5-point scale. The achievement outcome describes the learning qualities which have three elements:

- Extent of knowledge;
- Depth of understanding; and
- Sophistication of skills.

Achievement Rating Scale

Achievement	Description
Support Required	Requires targeted support to engage with content and work toward expected understanding.
Progressing	Beginning to grasp content and skills; progressing with guidance.
Meeting Expectations	Demonstrates sound understanding and applies content and skills with growing confidence.
Proficient	Consistently and independently applies content and skills across learning experiences.
Extending	Applies learning with depth and flexibility beyond expected level and context.

Learner Profile

The Learner Profile reflects each student's development in personal and social learning. Indicators are grouped under 'Individual Responsibility' and 'Community Responsibility', reflecting the development of age-appropriate skills and capabilities. Students are assessed in relation to typical developmental expectations for their age as follows.

Personal and Social Learning	Description
Seldom	The student seldom demonstrates the expected skills and behaviours.
Inconsistent	The student demonstrates the expected skills and behaviours inconsistently.
Often	The student shows the expected skills and behaviours most of the time.
Consistently	The student reliably demonstrates the expected skills and behaviours.

The student's attitude, effort and behaviour are also reported for each learning area using this scale, providing an overall picture of each child's progress.

Attitude, Effort & Behaviour	Description
Seldom	The student rarely demonstrates the effort or attitude needed to engage positively with learning.
Inconsistent	The student demonstrates effort and a positive attitude at times, but not reliably.
Often	The student usually demonstrates the effort and attitude that support positive engagement and learning success.
Consistently	The student regularly demonstrates strong effort and a positive, self-directed attitude toward learning.

Year 7 to 10

The syllabus of the Curriculum are mapped to the BP Learning Goals and the Montessori National Curriculum where appropriate. Achievement in each area is reported using the same five-point scale as for PP to Year 6 and includes an overview of the content taught that semester. Given however, that all students have learning plans, some of which are based on a modified curriculum due to special needs, the School's formal reports reflect the progress and achievement made by each student against their individual learning goals and personal growth in such cases as is appropriate.

Year 11 and 12

Reporting of student achievement in years 11 and 12 provides students, parents and guardians with relevant and important information about the student's progress and achievement against the individual goals identified in their Senior Years Personal Learning Plan. The format and structure of the report reflects the IBPLC Learning Goals and evidences their achievement against the Assessment Frames.

Throughout Year 11 and 12 students develop their e-portfolio which will become the final place of evidence for their IBPLC.

The final assessment in Year 12 completed against the Assessment Frames is represented in the flower graph on the IBPLC. Each petal is a different colour and represents one of the Learning Goals.

The flower graph reflects where the student's strengths and interests lie, the areas where they've focussed on getting better at something, and how they have been changed by their experiences of learning.

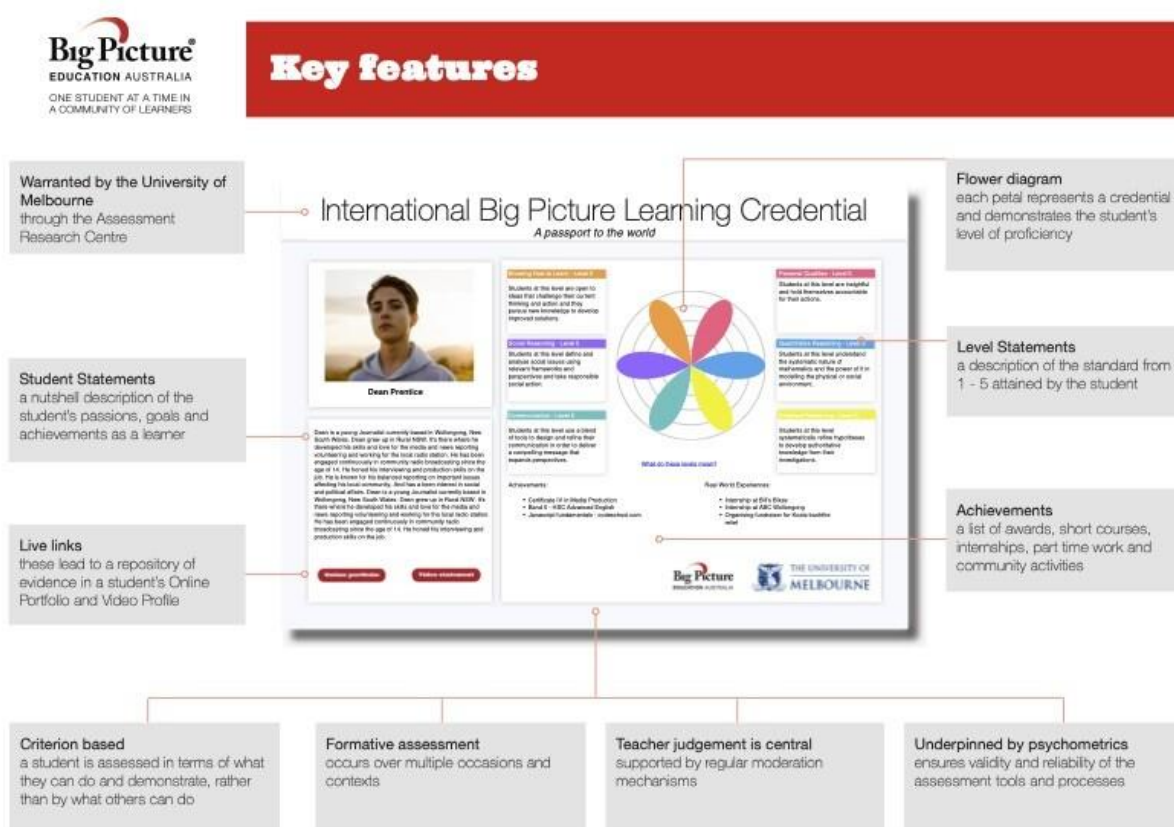
The IBPLC awarded to students consists of a digital transcript that represents both their academic results (the flower graph), and personalised information that they curate in an Online Portfolio and Video Profile.

The following personalised information is included in each student's digital transcript:

1. Advisor Statement
2. Achievements and Real-World Experiences
3. Video Profile
4. Online Portfolio

There is no minimum level that must be achieved to be awarded a credential, however all pieces of assessment must be completed.

The International Big Picture Learning Credential:



Reference: <https://www.bigpicture.org.au/what-international-big-picture-learning-credential>

6. APPENDIX 1

THE BIG PICTURE EDUCATION DISTINGUISHERS

The following design elements, in combination, distinguish Big Picture Education from other designs of schooling. The distinguishers influence everything that leaders, advisory teachers, students and families try to do in school.

1. Academic rigour: 'Head, heart and hand'

Big Picture schools have a strong intellectual purpose for each and every student. Students are continually challenged to deepen their learning and improve their performance across five learning goals: quantitative reasoning, empirical reasoning, social reasoning, communication skills and personal qualities. A high standard of academic work is expected of all students.

2. Leaving to learn: Learning through internships

Students work two days a week in an interest-based internship with a mentor from the community on an intellectually rigorous real-world project that is connected to their learning goals. Throughout their schooling, students are connected to many 'leaving to learn' activities such as excursions, camps, and events.

3. Personalisation: One student at a time

With the help of the advisory teacher and parents, each student develops a learning plan that explores their interests and passions, and identifies personal learning goals, authentic project work and wider curriculum requirements. This plan is reviewed and updated regularly.

4. Authentic assessment

Each term the students exhibit their portfolios of work to a panel made up of the advisory teacher, family, peers, the mentor, and others from the community. They provide evidence of progress against their learning goals and they reflect on the process of their learning.

5. Collaboration for learning

Students work in one-on-one or small group learning environments around their interests both inside and outside the school. They design, plan and conduct community development projects. Through internships, the community plays an integral role in the education of the students.

6. Learning in advisory

Students are in an advisory group of no more than 17 students and an advisory teacher. They stay in the same advisory for much of their secondary education. The advisory teacher manages each student's learning plan and ensures that all learning goals are covered and the Curriculum is mapped



One student at a time

Trust, respect and care

7. Trust, respect and care

One of the striking things about Big Picture schools is the ease with which students interact with adults in both the school and the wider community. A culture of trust, respect and care is shared between students and adults, as well as among students themselves.

8. Everyone's a leader

In Big Picture Schools, leadership is shared among the principal, staff, students, family, and community partners. Opportunities for leadership are created for everyone. Experience of leadership is an essential building block for all young people.

9. Families are enrolled too

Big Picture schools aim for real family engagement. Parents or carers are regarded as essential members of the learning team, beginning with the enrolment process and progressing through to learning plan development, exhibitions and graduation.

10. Creating futures

Students are prepared 'uncommonly well' for life after-school. They explore the opportunities and options available to them through study and visits. They complete the requirements for entry to further learning and/or the workplace.

11. Teachers and leaders are learners too

Deeper understanding and new ideas constantly emerge as part of the learning cycle process. Teachers and leaders in Big Picture schools and programs regularly attend to new ideas and learn new ways of working. They develop a reflective practice and ways of sharing this learning with others.

12. Diverse and enduring partnerships

A Big Picture school has a strong focus on building and creating external partnerships. These include partnerships with: the family, mentors, local councils, businesses, universities, TAFE colleges and other training providers. These partnerships give students the opportunities to pursue their learning and achieve their goals.

Everyone's a leader

Families are enrolled too



Reference: *The 12 Big Picture Distinguishers*, [Big Picture Education Australia](http://www.bigpictureeducation.com.au)

7. REVISION HISTORY

#	Date	Owner	Change
V1.0	Not known	Marg Pontin	Not known
V1.1	November 2021	Jo Bednall	Minor wording changes
V2.0	January 2023	Sally Alderton	Significant revision based on current strategic plan to renew Montessori practices and the implementation of Big Picture Learning from Year 7 to 12.
V2.1	June 2025	Sally Alderton	Revision of some language terms (e.g. cycle) to reflect school changes. Revision of achievement and personal learning rating scales to reflect review of reporting for SCSA alternative reporting recognition.