



PERTH
MONTESSORI
—

ASSESSMENT AND REPORTING POLICY

BOARD APPROVAL

Version: V2.0

Approval Date: 30 January 2023

Signed by Board Chair:

Name of Board Chair: Dr. Andrew J. Marsh

Next Revision Date: February 2024 or as required

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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	The main classroom teacher in a Big Picture school. We aim to keep the same teacher with the same group of 17 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
Board	The governing board of Perth Montessori School comprises its Chairperson, the Principal and Directors.
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
Director	A teacher in a Montessori classroom
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.
The 'School'	Perth Montessori School Inc.
School Workers	The person who carries out work in any capacity for the School, including work as: an employee; or a contractor or subcontractor; or an employee of a contractor or subcontractor; or an employee of a labour hire company who has been assigned to work in the person's business or undertaking; or an apprentice or trainee; or a student gaining work experience; or a volunteer.
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. The Western Australian curriculum encompasses ACARA's Australian curriculum English, Mathematics and Science. In addition, year-level syllabuses for Humanities and Social Sciences, Health and Physical Education, Technologies, The Arts and Languages remain broadly consistent with the Australian curriculum but have been contextualised to make them more suitable for Western Australian students and teachers.

3. LEGISLATIVE REQUIREMENTS

- 3.1. The standards for the curriculum evaluations are those laid down by the *WA Schools Curriculum and Standards Authority (SCSA)*.
- 3.2. Perth Montessori has approval from SCSA to administer an Alternative Curriculum and/or Reporting on Student Achievement Recognition until 31 December 2024. 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 (Cycle One: 3-6 years old; Cycle Two: 6-9 years old; Cycle Three: 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 director (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 directors 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 directors 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 Cycle One 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 (Cycle One) and Primary (Cycle Two and Cycle Three) classrooms, the Montessori Program Coordinator works with directors 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 directors 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 Montessori Program Coordinator works in conjunction with directors 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 in One to Three (Early Years 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 director and parents when the child moves to the next cycle.

Directors 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 (Cycle 4)

When students reach 12 years of age and are ready to transition to Cycle 4, 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:

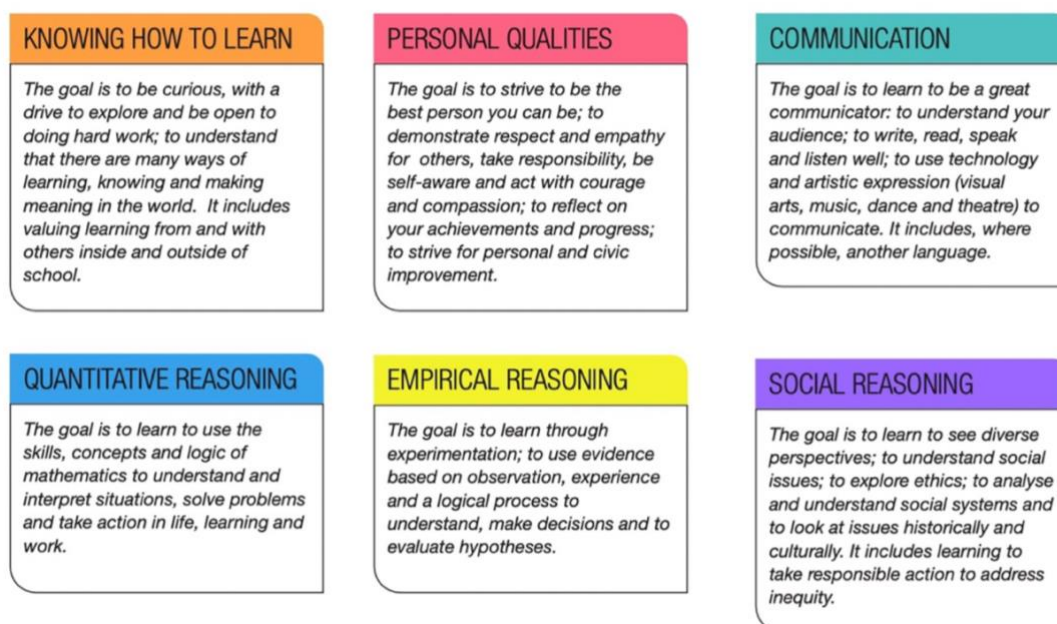
1. Academic rigour	7. Trust, respect and care
2. Leaving to learn	8. Everyone's a leader
3. Personalisation	9. Families are enrolled too
4. Authentic assessment	10. Creating futures
5. Collaboration for learning	11. Teachers and leaders are learners too
6. Learning in advisory	12. Diverse and enduring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

The Big Picture Distinguishers go hand in hand with the pedagogical principles that guide our Montessori directors in the child's education prior to starting high school. Throughout the School, Montessori directors, 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 Individual Learning Plans (ILPs). 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) in conjunction with Montessori principles and practices, to plan, implement, monitor and assess student learning and achievement from Year 7 to 9.

Assessment in BPLD comes from the consistent use of the Big Picture Learning Goals throughout the learning process to ensure work is on track and meets the objectives set for the individual learner. Regular student-advisor conferences are held (e.g. weekly) to check on individual progress, note successes and challenges and provide advice and guidance to the learner regarding the next step in the process. Discussion prompts reflection and this leads to learning growth as the learner becomes more adept at self-evaluation, goal setting and knowing how to learn.

Learning growth is demonstrated in a variety of ways but the evidence of this growth is kept in a portfolio. The portfolio comprises curated and annotated pieces of work that demonstrate the student's understanding and skills in relation to the learning goals.

Perth Montessori values real-life, authentic assessment over stand-alone tests. For example, observation, reflection, demonstration of skills through hands-on work, presentations and of course teacher judgments of written or performance pieces are all used. Students receive feedback from mentors and other adults through their leaving to learn experiences and internships, as well as through the 'exhibition'.

Exhibitions are public presentations by students about what they have done and what they have learned. Students give an oral presentation on their personal learning plan (LP) and Learning Through Internship (LTI) work. Exhibitions are a key element in assessment of learning that take place 4 times per year. The audience may consist of their advisory teacher, parents, peers, mentors and other teachers. Some of these are invited as panellists who will ask questions and evaluate students' work and progress. Students receive warm and cool feedback from all attendees and are asked questions to clarify their presentation. All written feedback is provided to the learner which is reviewed and evaluated in collaboration with guidance from their advisory teacher and then used to plan objectives for the next term.

Advisors use backward mapping of students' ILPs and the work presented in both the portfolio, projects and at the exhibition to ensure the knowledge and skills from the WA

Curriculum is achieved and reported to parents twice yearly through formal semester reports.

Students also undertake formal diagnostic and summative assessments at regular intervals according to the assessment schedule. These include pre- and post-tests through computer-based programs including Education Perfect, as well as standardised assessments twice per year for English and Maths (PAT). In addition, NAPLAN is taken by students in Years 7 and 9 and OLNA is administered as required.

At Perth Montessori we use the results of these standardised tests judiciously; they form part of our checks and balances for individuals to ensure areas of concern are addressed, as well as a way of evaluating the school's progress over time. They are never used to rank individual students or as a means of encouraging competition or denigrating students' achievements.

5.3.5. Assessment in Big Picture Learning: Year 10 (Cycle 5)

The assessment program in Year 10 does not change from Cycle 4, 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 (Cycle 5)

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. The School completed its exploratory year with Big Picture Education Australia in 2022, and in 2023 will undertake its first implementation year as a Big Picture High School.

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 directors. These interviews are documented by directors 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 syllabuss of the West Australian Curriculum taught during the reporting semester, and where appropriate, will also report against outcomes from the Montessori National Curriculum.

For each syllabus, the report gives an overview of the content and skills taught, as well as a written evaluation of the student's progress, attitude, behaviour and effort in the form of a personalised comment.

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

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

Grading Scale:

ACHIEVEMENT	DESCRIPTION
Mastered	Student demonstrates excellent achievement of what is expected for this year level
Consolidating	Student demonstrates high achievement of what is expected for this year level
Progressing	Student demonstrates satisfactory achievement of what is expected for this year level
Emerging	Student demonstrates partial achievement of what is expected for this year level
Preparing	Student demonstrates limited achievement of what is expected for this year level

N/A indicates that this syllabus or aspect of the syllabus has not been graded this semester.

The particular behavioural, social and emotional skills, attitudes and attributes that underpin the student's development and work habits are evaluated using the following scale:

ACHIEVEMENT	DESCRIPTION
Always	Indicates that the child demonstrates appropriate attitude, behaviour and effort most or all of the time
Often	Indicates that the child demonstrates appropriate attitude, behaviour and effort often
Sometimes	Indicates that the child is capable of demonstrating appropriate attitude, behaviour and effort and does so erratically.
Rarely	Indicates that the child rarely demonstrates appropriate attitude, behaviour and effort and this has been a cause for concern

Not assessed	Indicates that this aspect was not a significant part of the child's learning programme or that the child has not been in the class long enough to be assessed.
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Year 7 to 10

In Years 7 to 10, detailed teacher and student narratives are prominent features of semester reports, providing detailed, written reflections on how the student has made progress and achievement against their own learning goals. This includes reflection on how the student learns and what should be focused on next to improve. The teacher narrative includes comments from the advisory teacher that are both positive and constructive for the learner, as well as a written evaluation of the student's progress, attitude, behaviour and effort.

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 ILPs, 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 will provide 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 will reflect the components of the student's LP developed at the beginning of Year 11.

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.

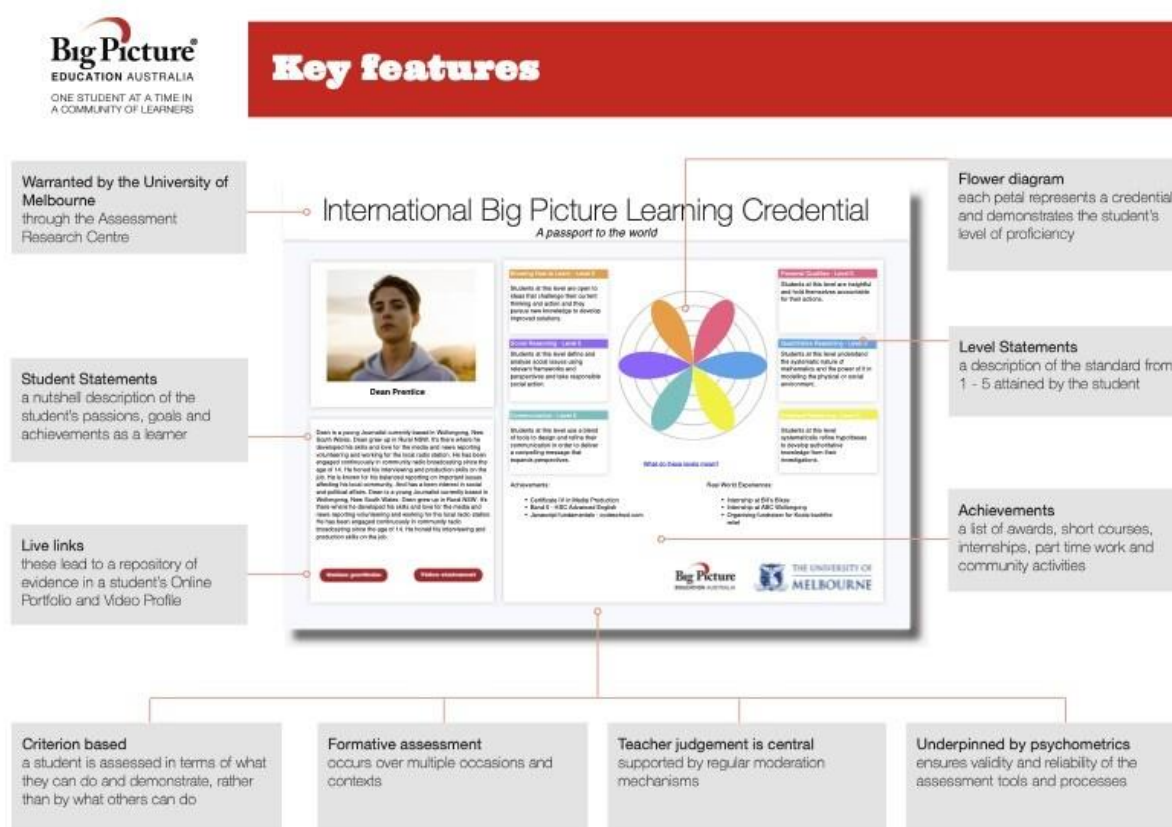
The IBPLC awarded to students consists of a digital transcript that represents both their academic results (the flower graph), and personalised information that they curate in an Online Portfolio and Video Profile.

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

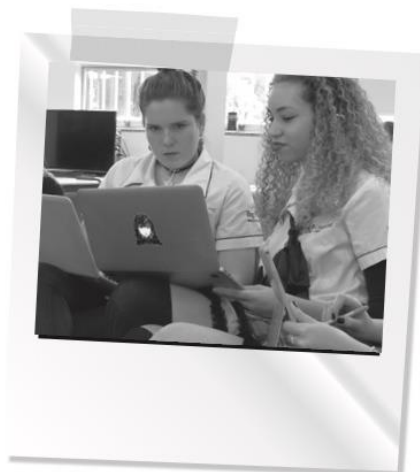
Each term the students exhibit their portfolios of work to a panel made up of the advisory teacher, family, peers, the mentor, and others from the community. They provide evidence of progress against their learning goals and they reflect on the process of their learning.

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.