

Julia Gillard Community College Policy and Procedure

Policy name	School Assessing and Reporting Policy and Procedure
Responsible person	Principal
Staff involved	Assistant Principal, Teachers
Approved dates	Approved: 19 June 2026 Review date: 2027

1. Purpose

This policy provides a framework for Julia Gillard's Community College's (the School) approach to assess and monitor student progress and achievement. It acknowledges the direct relationship between teaching, learning and assessment. It also outlines how the School will meet Commonwealth Government and Victorian Curriculum and Assessment Authority (VCAA) student reporting requirements.

2. Scope

The Policy applies to students enrolled in the Victorian Certificate of Education Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC).

3. Definitions

Assessment - the purpose of VPC / VCE VM assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome.

Authentication is the process of ensuring that the work submitted by students has actually been completed by them.

Progress is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning, and supports learners to see themselves as successful.

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students and Parents/Carers.

4. Policy

Assessment is an integral part of teaching and learning that at the senior secondary level. Assessment at the School will:

- identify opportunities for further learning;
- describe student achievement;
- articulate and maintain standards; and,
- provide the basis for the award of a certificate.

This document was reviewed and accepted by the Board of Governance of the Wyndham Community and Education Centre Inc on 19/6/2026

Version: 2026v1 Document number: 019

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VPC/ VCE VM assessment will measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgement about whether they have met the requirements of that learning outcome.

Assessment of students' learning will correspond and be reflective of the curriculum covered in class. Teachers will use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Evidence of achievement can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

To ensure the integrity of assessment, Teachers develop and administer assessment activities guided by the VPC Principles of Assessment and the VCE VM Principles of Assessment.

5. Procedures

5.1 Curriculum documents

The curriculum components in a VPC/VCE VM learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum designs for the units delivered in the learning program.

Teachers should access and read these documents when they are designing assessment tasks.

The curriculum documents include:

- VCE Administrative Handbook;
- VPC Administrative Handbook;
- VCE VM Study Designs (Literacy, Numeracy, Personal Development Skills, Work Related Skills);
- VPC Curriculum Designs (Literacy, Numeracy, Personal Development Skills, Work Related Skills);
- Teaching and learning sample activities; and,
- Sample approaches to developing assessment.

The Principal will ensure that all VCAA documents are available to all teachers (hard copy and electronic). Current versions of these documents are located on the VCAA website: www.vcaa.vic.edu.au/curriculum/VPC and www.vcaa.vic.edu.au/curriculum/vce

The Principal will also ensure that all teachers have access to the following School documents as required:

- School policies and procedures; and
- Relevant school forms and documentation.

5.2 VPC Principles of Assessment

The curriculum components in a VPC learning program must be assessed in accordance with the requirements and guidelines outlined in the study designs for each unit.

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Assessment within the VPC should be based on the following principles.

Assessment should be valid and reliable

- Assessment tasks/activities should be designed to reflect the nature of the outcomes/elements of the study.
- Students should be assessed across a range of different tasks/activities and contexts.
- Students should be provided with multiple opportunities when required to satisfy the learning goal.

Assessment should be fair

- Assessment tasks/activities should be grounded in relevant context and be sensitive to gender, culture, linguistic background, physical disability, socio-economic status and geographic location.
- Instructions for assessment tasks should be clear and explicit.

Assessment should be flexible

- Assessment should be open-ended and flexible to meet the specific needs of students.
- Students should have the opportunity to demonstrate achievement at their own level and pace.

Assessment should be efficient

- Assessment instruments that provide evidence of achievement across a range of outcomes/units should be used.

5.3 VPC Satisfactory Completion

Satisfactory completion of a module is based on the teacher's decision that the student has demonstrated achievement of the learning goal specified in that module.

A VPC unit can only be satisfactorily completed once all modules within that unit have been satisfactorily completed.

To satisfactorily complete a unit, students must satisfactorily complete all of the coursework and aim to attend a minimum of 80% timetabled classes for the unit. Class teachers will decide whether students have satisfactorily completed the coursework and any units of competency.

The School will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

5.4 VCE VM Principles of Assessment

In the VCE Vocational Major it is expected that assessment tasks are in line with the key principles underpinning all VCE assessment practice.

The system for assessing the learning outcomes for students must be valid, reasonable, equitable, balanced and efficient.

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To be valid and reasonable the assessment tools should only assess learning within the scope of the study design, students should be given clear instructions and tasks should be administered under conditions that are reasonably the same for all students.

School moderation of tasks ensures fairness in assessment.

In order to be equitable, assessment tasks should neither privilege nor disadvantage certain groups of students based on gender, culture, physical disability, socio economic status or geographical location.

To be balanced, assessment task should be designed to provide a range of opportunities for students to demonstrate their learning.

In order to be efficient, each assessment task should balance the demands of precision with those of efficiency, ensuring they do not create workload or stress that diminishes the performance of students.

5.5 VCE VM Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Each VCE unit involves at least 50 hours of scheduled classroom instruction. Students also undertake up to 50 hours of self-directed learning for each unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The School will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

To satisfactorily complete a unit, students must satisfactorily complete all of the coursework and aim to attend a minimum of 80% timetabled classes for the unit. Students are expected to maintain a minimum attendance rate of 80% in all scheduled classes, unless valid and documented reasons prevent attendance (e.g. illness, family responsibilities, disability). Consistent attendance supports students in developing skills and completing the required learning outcomes.

5.6 Designing assessment tasks

5.6.i Assessment of integrated programs in VPC/VCE VM

Where possible, VPC/VCE VM assessment should focus on integrated tasks or projects.

In developing an integrated or holistic approach to VPC/VCE VM delivery, a number of outcomes from one or more Units can be grouped into logical and assessable tasks.

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When designing assessment for an integrated task or project, there needs to be clearly identifiable assessment tasks for each VPC/VCE VM unit or VET unit of competency.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VPC/VCE VM unit cannot be used to demonstrate achievement in other VPC/VCE VM unit learning outcomes, or competency in a VET unit of competency.

For example, an assessment task (within a broader project) used to demonstrate achievement of a number of learning outcomes within a Personal Development Skills unit cannot be used to demonstrate achievement of learning outcomes in the VPC/VM Literacy Reading and Writing unit.

5.6.ii Evidence of student learning

Evidence of student learning is anything that supports the assessor's claim that a student has achieved a learning outcome. This can include, but is not limited to, direct observation, written work, oral presentations, object production and project implementation.

5.7 Authentication of Assessment

The School is committed to upholding the standards of educational integrity and honesty. Authentication is the process of ensuring that the work submitted by students has actually been completed by them. Students need to be able to prove this through regular attendance, by completing coursework during class time and by acknowledging any resources used in their work. This allows teachers to monitor a student's work done in class.

Student work submitted for assessment must be their own. Students must not receive undue assistance from any other person in the completion of their work or assessment tasks. This includes copying or plagiarising other work. The School has a *School Plagiarism, Cheating and Collusion Policy and Procedure* which it follows in such instances.

A list of VCAA authentication rules for school-based assessment and strategies for avoiding authentication problems are listed in the VCAA Administrative Handbook for the current year. Students must also sign authentication record for any work done outside class when they submit a completed task. The School will provide an assessment coversheet with this authentication declaration.

If work cannot be authenticated, they will be provided with the opportunity to redeem their mark through the process described in 5.8. If a student disagrees with the claim of non-authentication, they can go through the appeals process outlined at 5.10 and in the *School Complaints and Appeals Policy & Procedure*.

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5.8 Delay of satisfactory completion

A delay of satisfactory completion can occur if a student misses too many classes or the work presented does not meet curriculum components in accordance with assessment guidelines for the accredited curriculum.

Students must commit to make up lessons missed and complete all outcomes.

Students have the option of applying for an extension of time for submission of assessments. An extension of time will be discussed individually with the Teacher and/or the Principal.

Teachers will work with students who are assessed as 'Not Satisfactory' (VCE VM) and 'Not Yet Complete' (VPC) and provide opportunities to satisfactorily complete VPC/ VCE VM units and VET units of competency in order to redeem and achieve an 'S' result.

Reasonable adjustments in assessments can be made to meet the needs of individual students.

Adjustments in assessments must be recorded according to the School's NCCD data collection processes. (See School NCCD data collection and documentation policy and procedure)

5.9 Special Provision

Special provision allows eligible students with the opportunity to demonstrate their learning and achievement through assessment to complete their VPC or VCE VM program. The School enrolls students into the VCE VM or VPC program with the reasonable expectation that they will be able to complete the course successfully.

However, sometimes students may need special provision to successfully achieve this. Students who may be eligible include students who are adversely affected by:

- acute or chronic illness (physical or psychological);
- any factors relating to personal environment; and,
- an impairment or disability including learning disabilities.

Students deemed eligible will still need to complete all work related to satisfactory completion of all outcomes. The School will ensure that any student granted special provision will not have an advantage over other students in the program.

The School identifies students eligible for special provision at enrolment via the enrolment interview with the student and / or parent, discussion with the previous school and a formal literacy and numeracy assessment. The School's decision will be based on the best interest of the student following these discussions and provision of other professional or medical advice. If required, the School will form an ongoing support group for the student made up of stakeholders and professionals.

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Strategies will be determined on a case by case basis through support group meetings and could include (but not limited to):

- rescheduling an assessment task;
- extra time to complete an assessment task;
- providing a substitute task of the same type;
- a replacement task of a different type;
- planned tasks that assess more outcomes; and
- provision of ICT tools / resources.

Adjustments in assessments associated with Special Provision must be recorded according to the School's NCCD data collection processes. (See School NCCD data collection and documentation policy and procedure)

5.10 Assessment appeals

The School acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. The School ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision.

Valid grounds for an appeal against an assessment decision (where the student feels the assessment decision is incorrect) could include the following:

- the judgement as to whether competency has been achieved and demonstrated was made incorrectly;
- alleged bias of the teacher;
- alleged wrong information from the teacher regarding the assessment process;
- faulty or inappropriate equipment; and/or
- inappropriate conditions.

Process for appeals

Informal appeal

A student wishing to appeal an assessment decision should first discuss the assessment outcome with their teacher. The teacher may:
reassess the assessment task; and/or
request additional evidence

If the student remains dissatisfied with the outcome of the initial discussion, they may submit a formal appeal to the Principal.

The teacher must provide information on how the student may formally appeal the assessment decision and provide them with a copy of this procedure.

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Formal appeal

The student has 14 working days from the date they received their result in which to lodge an assessment appeal.

A formal appeal must be submitted using the Assessment Appeal Form.

The Principal will contact the student within two working days of receiving the appeal to acknowledge and confirm mutual understanding of the appeal details and further steps in the process.

The outcome of the appeal will be provided to the student in writing within ten working days.

An assessment appeal may result in one of the following outcomes:

- Appeal is upheld; in this event the following options will be available:
 - the original assessment will be re-assessed, potentially by another assessor.
 - appropriate recognition will be granted.
 - a new assessment shall be conducted/arranged.
- Appeal is rejected/ not upheld; in this event the student will be required to:
 - undertake further training or experience prior to further assessment; or
 - re-submit further evidence; or
 - submit/undertake a new assessment.

5.11 Recording and reporting results

The results for all curriculum components in the VPC/VCE VM are entered into the Victorian Assessment Software System (VASS) in line with the designated timelines published by the VCAA.

The School will collect and analyse data on student completion rates and student outcomes from VASS, COMPASS and internal reporting. This data will be used to inform teaching methods and practice and improve curriculum delivery and adjustment of assessment tasks where required.

5.12 VPC/VCE VM Certificates

VPC/VCE VM certificates are issued by the Department of Education and Training and are sent to the School on the scheduled date set by the Department.

Each certificate contains the student's full name, but does not list individual studies or results. A certificate is issued in the academic year in which the student first satisfies all requirements.

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5.13 Reporting procedures

Student Reports will be provided in writing to students and their parents twice per year; mid-year and end of year.

Reports must:

- Report student progress and achievement
 - Provide parents with clear, individualised information about progress against the achievement standards
 - Identify the student's areas of strength and areas for improvement
 - Use plain language
 - Be timely
 - Be confidential
 - Deal with the student's academic and non-academic learning
 - Be followed by an opportunity for the student and parents or carers to meet with the teachers to discuss all aspects of the report
 - Clearly state the student's satisfactory completion of outcomes
 - Give an accurate and objective assessment of the student's progress and achievement.
 - Be provided twice yearly as a written report.
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Related Documents

Legislation: Disability Discrimination Act 1992 (Cth), Disability Standards for Education 2005 (Cth), Human Rights and Equal Opportunity Commission Act 1986 (Cth), Privacy Act 1988 (Cth), Racial Discrimination Act 1975 (Cth), The Sex Discrimination Act 1984 (Cth), Disability Act 2006 (Vic), Education and Training Reform Act 2006 (Vic), Education and Training Reform Regulations 2017 (Vic), Equal Opportunity Act 2010 (Vic).

Policies: School Complaints Policy and Procedure, School Curriculum and Teaching Policy, Privacy Policy and Procedure, School Attendance Policy & Procedure, School Enrolment Policy and Procedure, School Discipline Policy and Procedure, School Plagiarism, Cheating and Collusion Policy and Procedure.

Other: VCE Administrative Handbook, VPC Administrative Handbook, VRQA Guidelines to the Minimum Standards and Requirements for School Registration.