

684 ECG Secondary College Assessment, Monitoring and Reporting Policy and Procedures

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1. Purpose

The purpose of this document is to ensure that there is ongoing assessment, monitoring and recording of each student's performance along with providing each student and their parent/ carer/ guardian with accurate information about the student's learning and progress.

2. Policy

This policy provides the framework for planning and conducting assessments and the reporting requirement in the Years 9 and 10 program, Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) programs.

- The College and Campus Principals will ensure that ECG College staff implement and adhere to the principles of assessment as outlined in the VCAA VCE and VPC Administrative Handbooks and Vocational Education and Training packages; where teachers with the relevant qualifications are providing VET training and assessments to students through RTOs such as iVET.
- The College and relevant Campus Principals will ensure that ECG College staff implement and adhere to the ongoing assessment of each student's performance, and that this assessment is embedded in the school's Year 9 and 10 curriculum program, ensuring assessments are assessed against the Victorian Curriculum F-10 achievement standards.
- All units of competence delivered under VET training packages must be assessed in accordance with the Australian Skills Quality Authority (ASQA) Standards for Registered Training Organisations (RTOs) 2015. These are to be overseen by the relevant RTOs delivering VET to our students. Any teachers who have the relevant qualifications and are providing VET training and assessment to students are to follow the assessing guidelines set by the relevant RTO being used e.g. iVET.

3. Scope

The College Principal, Campus Principals and teaching staff in ECG Secondary College.

4. Principles

1. The years 9 and 10 program is blended over 2 years and has been tailored to meet modified requirements of the Victorian Curriculum F-10 achievement standards to provide students with access to a range of educational pathways. The program aims to emphasize developing student wellbeing and building social and emotional skills, learning confidence and stamina. Students are encouraged to take an active role in their own learning through student voice and agency, which helps to develop their knowledge and self-efficacy.

2. The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 certificate designed to meet the needs of students who require a more individualised and flexible program for their last two years of secondary schooling. The VPC provides an enriched curriculum and excellent support for students to focus on developing the skills, knowledge and qualities for success in personal, workplace and civic life.

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3. The VCE VM is a vocational and applied learning program within the VCE that provides students with greater choice and flexibility to pursue their strengths and interest and develop the skills and capabilities needed to succeed in further education, work and life.

4. Assessment processes in all programs must reflect the contextual and learner-centred nature of each program and adhere to the following Assessment Principles.

Assessment Principles for the Victorian Curriculum F-10 Achievement Standards

1. Assessment is ongoing and embedded in the school's curriculum program to assess each student's performance.
2. Student performance monitoring and assessments assess against the Victorian Curriculum F-10 achievement standards.
3. Ensure assessment of student learning is part of the school curriculum program and includes formative and summative assessment.
4. Ensure all parties (teachers, parent/ carer(s) and students) have access to accurate information about student performance.

Assessment Principles for the VCE VM and VPC:

1. The curriculum components in a VCE VM and VPC learning program must be assessed in accordance with the requirements and guidelines outlined in the Study Designs for the units.
2. Evidence of achievement of a learning goal/ outcome must be ascertained through a range of assessment activities and tasks.
3. The tasks and activities provided to VCE VM and VPC students to demonstrate their achievement of the set of modules/ areas of study as specified in the curriculum design must also comply with the Pillars of Applied Learning.
4. Assessment within the VCE VM and VPC curriculum will be based on the following principles:

Assessment should be valid and reliable:

- Assessment tasks should be designed to reflect the nature of the skills, knowledge and application of each unit as set out in the Study Designs.
- Students should be assessed across a range of different assessment tasks and contexts.
- Assessment should be conducted on a number of occasions.
- Assessment of knowledge and skills is integrated with their practical application.
- Assessment is reliable when evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Assessment should be fair:

- The method of assessment doesn't disadvantage particular students or groups of students who could otherwise demonstrate their skills and/or knowledge.
- The individual student's needs are considered in the assessment process.
- The student is fully informed about, understands, and can participate in the assessment process. Instructions for assessment tasks should be clear and explicit.
- There is opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

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Assessment should be flexible:

- Assessment should reflect the specific needs of students.
- Assesses skills and knowledge held by the student no matter how or where they were acquired
- Draws from a range of assessment methods and uses those appropriate to the context, the individual, and the skills/knowledge being assessed.

Assessment should be efficient:

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

Reasonable Adjustments

Where appropriate, reasonable adjustments and flexibility in the assessment process are applied by ECG Secondary College to address the individual students' needs.

Reasonable adjustment may mean:

- Adapting physical facilities, environment and/or equipment
- Providing learning content or assessment materials in alternative formats
- Making changes to the assessment arrangements or method of assessment (for example, a written assessment task could be conducted verbally).

To be 'reasonable', adjustments must:

- Balance the interests of all parties affected, including:
 - being appropriate for the learner
 - being allowable within the rules defined by the Training Package
 - being consistent with adjustments made in the relevant workplace to accommodate an employee's needs.

ECG Secondary College informs its students about the assessment process and criteria prior to the assessment taking place. Students are provided with timely feedback in relation to any assessments undertaken.

Assessment within ECG programs:

- is based on teacher judgements about student achievement at a point in time.
- provides a description of the extent to which a student has demonstrated VCAA-determined Achievement Standards and/or Outcomes.
- is supported by examples or evidence of student learning.
- ensures consistent teacher judgements through moderation processes.
- is used to inform planning for future learning.

Assessment with the VPC is based on the following VCAA VPC Assessment Principles

Assessment should be valid and reliable:

- Assessment tasks/activities should be designed to reflect the nature of the learning goal/s 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/s.

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Assessment should be fair:

- Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, disability, socioeconomic 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 learning goal/s should be used.

Assessment with in the VCE VM is based on the following VCAA VCE Assessment Principles:

Assessment should be valid and reasonable:

- Assessment instruments should not assess learning that is outside the scope of a study design.
- Each assessment instrument should give students clear instructions.
- It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.
- Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

Assessment should be equitable:

- Assessments should not privilege or disadvantage certain groups of students or exclude others based on gender, culture, physical disability, socioeconomic status and geographical location.
- Assessments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

Assessment should be balanced:

- Assessments should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum.
- Assessments should allow students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.
- Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study.

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Assessment should be efficient:

- The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning.
- Each assessment instrument must balance the demands of precision with those of efficiency.
- Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

The assessment tasks and activities provided to VCE VM students to demonstrate their achievement of the set of outcomes as specified in the study design must also comply with the *Pillars of Applied Learning*, particularly *Assessment practices which promote success*. The VCE VM studies are based on an applied learning approach to teaching and assessment, and as such, assessment practices in the VCE VM should reflect this applied approach.

Flexible Assessment Principles (all programs)

Flexible assessment is available for all students. Flexible assessments for VCE VM and VPC students is available through the VCAA special provision policy, and in accordance with the provision of reasonable adjustment for students with disability required under the Disability Standards for Education.

Flexibility in assessment may be achieved through:

- Assessment task design
- Use of alternative assessment strategies
- Rescheduling an assessment task
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing the task with a different type
- Using a planned task to assess more outcomes, or aspects of outcomes, than originally intended (e.g. using a single task to allow a student to demonstrate the achievement of more than one of the learning outcomes for a study).
- Using assistive technology, aides or other special arrangements to undertake assessment tasks
- Deriving satisfactory completion of outcomes from other assessments or work completed by the student.

Assessment criteria should be explained to students prior to the assessment.

Students are provided with regular, accurate, specific and timely feedback in relation to any assessments undertaken, what they are achieving, and what they need to do next.

5. Standardised Testing

Standardised Testing (VCE [including VM and VET] Unit 3 and 4 Only):

Students enrolled in VCE units 3 and/or 4 will be asked to participate in the General Assessment Task (GAT), for each year they have a unit 3 or 4 on their VASS enrolments. This including Units 3 and 4 in VM and VET courses.

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Standardised Testing (Year 9 and 10 only):

1. NAPLAN: The National Assessment Program — Literacy and Numeracy, is a national test conducted each year. Students in Years 3, 5, 7 and 9 complete individual tests in four areas (or 'domains'):
 - Writing
 - Reading
 - Language Conventions (spelling, grammar and punctuation)
 - Numeracy

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has responsibility for the central management of the NAPLAN and a Test Administration Authority (TAA) in each state or territory is responsible for the implementation of the tests. All year 9 students will be given the opportunity to participate in year 9 NAPLAN.

2. Classroom teachers will use whole school standardised testing programs (such as; Essential Assessment or PAT testing to collate) to support student reporting levels against the Victorian Curriculum F-10 achievement standards and teaching and learning programs.

6. Rules of Evidence (VCE VM and VPC)

Assessment evidence is **valid** and **sufficient** when there is enough relevant and appropriate evidence to assure the teacher that the student has the skills, knowledge and attributes described in the achievement standard or unit, and that the performance is not a 'one-off'. The evidence demonstrates that the student is able to perform the skills, and apply the knowledge, repeatedly.

Assessment evidence is **authentic** when the teacher is assured that the evidence presented for assessment is the student's own work and is **current** in showing knowledge and skills that are currently held by the student. That is, the evidence is from the present, or is recent enough to indicate that the student is still achieving at that level/to that standard.

The curriculum delivered at ECG Secondary College includes learning activities that develop the students' knowledge and skills, including employability skills, as well as instance/s of assessment. Delivery is based on student-centered experiential learning activities with an emphasis on practical and contextualised activities, and applied learning.

7. Authentication of Student Work

Authentication of student work (9 and 10):

- Students are to submit their own work.
- Students are asked to complete their standardised testing during school times, at school.

Authentication of student work (VCE and VPC):

Students must observe and apply the VCAA authentication rules for school-based assessment.

VCAA authentication rules state that:

- a student must make sure that all unacknowledged work submitted is their own
- a student must acknowledge all resources used, including:
 - texts, websites and other source material

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- the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work
- acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
 - prompting and general advice from another person or source that leads to refinements and/or self-correction
- unacceptable forms of assistance include:
 - use of or copying another person's work, including their teacher's work or other resources without acknowledgement
 - use of or copying sample answers provided by their teacher or another person
 - corrections or improvements made or dictated by another person, including their teacher
- a student must not submit the same piece of work for assessment in more than one study or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules

In considering if a student's work is their own, teachers should consider if the work:

- is atypical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.
- Students must sign an authentication record for work done outside class when they submit the completed task.
- A teacher where appropriate, can ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all the work cannot be authenticated, the matter must be dealt with as a breach of rules. (Refer to the [VCE Administrative Handbook 2024](#) for further information).

8. Student Progress Reporting

Students and parents/carers/guardians will receive reports twice a year on student progress via Compass.

Every Student will have the following included in their reports:

- Attendance and engagement with their learning
- Contributions (Extracurricular and ECG Values)
- Student achievements, including what students have achieved in their subjects

Reports for students in VCE VM and VPC will also address:

- Subjects and units they are enrolled in and their progress
- Results for the subjects and units students are enrolled in

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Reports for students in the Victorian Curriculum- Years 9 and 10 will also address:

- Progress and learning level against the achievement standards for each of the following learning areas:
 - English
 - Mathematics
 - The Capabilities
 - The Humanities
 - Health (Health and Active lifestyle)
- Participation and engagement with the Curriculum Enhancement Program (Electives/Life Skills program)

The Victorian Curriculum F-10 achievement standards learning levels are indicative of:

- Well Below Standard: *Student is completing work at 2 or more years below the year level they are enrolled in.*
- Below Standard: *Student is completing work at 1-2 year levels below the year level they are enrolled in.*
- At Standard: *Student is completing work at the year level they are enrolled in.*
- Above Standard: *Student is completing work at 1 year above the year level they are enrolled in.*
- Well Above Standard: *Student is completing work at 2 or more years above the year level they are enrolled in.*

Satisfactory VPC Unit Result:

Results for each VPC module must be based on a judgment of satisfactory (S) or not yet complete for (N) each learning goal(s).

Students receive an S (satisfactory) for a module when the teacher determines that the student has:

- produced work that demonstrates achievement of the learning goal(s).
- submitted work that is clearly their own.

It is necessary that the teacher has followed the Assessment Principles listed above and gathered sufficient evidence.

Satisfactory VCE (including VM) Unit Result:

To satisfactorily complete a VCE (including VM) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design.

The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work (learning activities) and assessment tasks related to the outcomes.

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.

It is necessary that the teacher has followed the Assessment Principles listed above and gathered sufficient evidence.

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A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks must be consistent for all students.

Work that does not meet the criteria for achievement of an outcome or module:

Satisfactory completion of VCE VM and VPC units is determined by teachers based on evidence that demonstrates the student has successfully completed the learning outcome/s or module/s, in accordance with VCAA requirements.

Where work is submitted that does not meet the criteria for achievement of an outcome, the flexibility principles set out earlier are to be applied to provide reasonable and equitable opportunities for students to demonstrate satisfactory completion of the learning outcomes or module.

A student will **not** be granted satisfactory completion if:

- the work completed by the relevant VCAA submission date does not demonstrate a satisfactory understanding of the outcomes as outlined in the VCAA Study Design.
- the work cannot be authenticated.
- there has been a substantive breach of rules.

Teaching and leadership staff are supported to participate in the Quality Assurance process relating to all areas of the curriculum delivered as a part of the ECG Secondary College teaching programs.

Results

- The Lead Teacher of Curriculum with support from Leadership, will embed audit processes to ensure data held on VASS is true and accurate
- Evidence of S or N should be retained and held securely for 7 years, for each student.
- Assessment outcomes will be recorded as S (Satisfactory) or N (Not Satisfactory/ Not Yet Complete). If a student receives a N outcome for the semester, they will have the opportunity to complete the unit in the following semester subject to VCAA's Flexible Delivery approval annually.
- Teachers are required to give feedback on all assessments outcomes/ learning goals as soon as practicable. More specific feedback is required for learning outcomes marked as N. This feedback should be sufficient to ensure the student has a clear understanding of why this aspect was deemed N and should also give some guidance to support the student in future submissions.
- If a student is not happy with the result of an assessment outcome they must first speak with the relevant teacher. If they are still not happy with the outcome, they are to consult the Principal for further information. Students have the right to appeal an assessment decision. (refer to Complaints and Appeals Policy)
- Two formal student reports will be provided to parents/guardians/carers of students via Compass. Mature Minors will be provided with their reports directly. Reports will be issued at the end of each semester.
- Reports will contain information on student's academic and non-academic learning including attendance data.

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9. Procedures

Planning Assessment:

- At the beginning of each academic year, VCE (VCE VM) students agree in a signed declaration to abide by the rules and instructions relating to the conduct of the VCE assessment program. This includes school rules related to their assessment; both school-based assessments and VCE external assessments.
- At the beginning of each academic year, VPC students must sign a written declaration stating they agree to abide by the rules and instructions relating to the conduct of the VPC program.
- All Students must also sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of technology, including the internet.
- To achieve its purpose ECG Secondary College will implement the following procedures in respect to the planning, conducting and reviewing of its assessments.
- The learning programs for VCE VM, VPC and Years 9 and 10 are designed in accordance with VCAA curriculum guidelines and study designs.
- The Lead Teacher of Curriculum with support from Leadership, will monitor the development of assessment tasks to ensure they result in valid, fair, flexible and reliable assessment that supports our learners needs and meet VCAA requirements and expectations in this policy.
- All teachers will develop assessment tasks that meet the learning goals or skills and knowledge set out by VCAA.
- Teachers participate in the VCAA audit processes for assessment materials.
- Assessments will comply with the Pillars of Applied Learning, particularly Assessment practice which promote success.
- For all units, teachers will specify and communicate how a student will demonstrate their achievement of all learning outcomes in VCE, or learning goals in VPC, which will culminate in the satisfactory completion of a unit or module, and the conditions under which the assessment is to be completed.

Conducting Assessment:

- Students must be responsible for ensuring that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work which they have doubts about until further evidence is provided.
- Teachers will follow the VCE and VPC Administrative Handbook assessment requirements for ensuring students work is authentic.
- Teachers will use a range of assessment activities and tasks that meet the assessment principles outlined above.
- Teachers participate in moderation processes for delivered assessment materials.

Special Provision:

- Special Provision is available to VCE (VM) and VPC students for classroom learning and School-based Assessment, and VCE external assessments.
- Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

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- Specific eligibility criteria apply to the granting of Special Provision for VCE students and ECG College is primarily responsible for determining eligibility and the nature of the provisions granted and will maintain records of all decisions made for each student as per the VCAA Special Provision Policy within the VCE and VPC Administrative Handbook guidelines.
- Students are eligible for Special Provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:
 - an acute or chronic illness
 - a long-term impairment or disability
 - personal circumstances.
- Decisions on whether to approve special provisions for classroom learning or School-based Assessment is a school decision, must be based on evidence based and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.
- If a student requires Special Provision but is still deemed to be at risk of not being able to meet either the unit outcomes or satisfactory completion of their VCE VM or VPC course, ECG Secondary College will develop a management plan to support the student.
- Students do not have grounds for Special Provision if they:
 - Are absent from school or study for prolonged periods without evidence of significant hardship.
 - Are comparatively unfamiliar with the English language as their only disadvantage.
 - Are affected by teacher absence and other teacher-related difficulties.

10. Responsibilities

Principals are responsible for administering the VCAA's rules and instructions in their school.

The principal and teaching team are responsible for adhering to all requirements in the VCE Handbook, VPC Handbook and Victorian Curriculum 9-10.

Teachers of each study/ subject are responsible for ensuring that assessment practices and principles are adhered to.

ECG Secondary College must provide students with clear written details of both the VCAA rules and the school's rules and procedures.

Student Responsibilities:

- Students must maintain an absence rate of less than 10 days per term (VCE VM).
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work.
- Students must acknowledge all resources used.
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must not submit the same piece of work for assessment more than once.
- Students must sign the Authentication section on the cover sheet at the time of submitting the completed task.

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11. Awards and Qualifications

Upon successful completion of the requirements for VCE VM or VPC, students will receive a relevant Certificate and a Statement of Results. Successful completion will be certified in July and December in each enrolment year. Certificates are issued by VCAA with results identified on the VASS system.

Additional Statement of Attainment or Certificates will be provided by the RTO for successful completion of VET issued by VCAA with results identified on the VASS system.

12. Relationships

- VPC Administrative Handbook (VCAA)
- VCE Administrative Handbook (VCAA)
- The Victorian Curriculum F-10 (2.0)
- VRQA Minimum standards and requirements for school registration
- [ECG] ECG Secondary College Curriculum Framework
- [ECG] Plagiarism, Cheating and Collusion Policy & Procedure
- [ECG] College Student & Parent Handbook
- [CCG] Recognition of Prior Learning and Recognition of Current Competencies Policy & Procedure
- [CCG] Issuing and Recognition of Qualifications Policy

13. Review Cycle and Evaluation

This policy was last updated in May 2024 and is scheduled for review every 3 years.

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