



# Catholic Regional College Sydenham

## Vocational Major & VPC Assessment Policy

### **Rationale**

Assessment aims to discover what a student has learned and what s/he can do with that learning. This involves measuring a student's performance on selected tasks. Different types of learning require different types of assessment tasks. At Catholic Regional College Sydenham, assessment is a systematic process by which information is collected and analysed to inform all aspects of the teaching and learning process. Assessment includes both qualitative and quantitative descriptions of an individual's performance and provides timely feedback to students to assist them in improving their level of achievement. As such, teachers at the College plan for the use of both formative and summative assessment.

### **Objectives**

Assessment is integral to teaching and learning and should inform further learning; Assessment is based on explicit criteria that must be explained to students before they begin an assessment task. These criteria are to be related to achievement of the relevant learning outcomes as outlined in the relevant study design; Assessment is to be fair and comprehensive, measuring a range of abilities and skills such as recall, comprehension, creativity, transfer of learning to different situations, problem solving, written communication, verbal communication and other forms of communication. A range of assessment techniques is used; Assessment of a student's learning is used to identify strengths and weaknesses and plan further learning for that student. A series of assessment records gives an indication of a student's progress.

### **Principles**

Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning appropriate to each student's needs and talents; Records are kept of assessment on SEQTA and made available to those who need them for planning or review purposes; Assessment occurs frequently and students obtain feedback on their performance in all assessment; The results of each assessment task are recorded in a form most useful for planning and feedback; To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements; All subjects use common assessment tasks in which teacher's measure student performance in the task according to the same criteria. Assessment results of these tasks allow comparison of different teaching strategies, enabling teachers to identify and select the most effective strategies. They may be released to the student and parents/guardians concerned or to other teachers for educational purposes and only in accordance with the College Privacy Policy; At the commencement of a unit of study students will be provided with an overview that specifies the relevant dates and details of the relevant summative tasks and/or formative learning activities; At least one week prior to each assessment task students must be provided with detailed information regarding the time, length, nature of task, procedures and marking criteria; Teachers must endeavour to provide students with feedback about performance on assessment tasks within at least two weeks of the task being completed by all students within the subject.



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### **Formative Assessment**

“The College believes it is essential for all students to engage in meaningful learning tasks which allows for the demonstration of the essential knowledge and skills in all areas of a student’s learning program. Satisfactory completion of a learning outcome should be obtained through the completion of formative coursework.” Formative assessment tasks must be used to support the Satisfactory completion of the outcome. Summative assessments may also be used, as an opportunity for students to demonstrate competency if the previously submitted work was not deemed to be satisfactory. The VM LAC should ensure that appropriate records are kept for work being undertaken, ensuring that all work falls within the VCAA guidelines. The VM LAC should promote to all staff the notion that authentic assessment can be conducted through formative tasks.

### **Satisfactory Unit Result**

In order to demonstrate the satisfactory completion of a unit, students must demonstrate achievement of the set of outcomes for the unit as specified by the VCAA Vocational Major study designs. A student will receive an “S” result for a VCE-VM when the College determines that all of the relevant learning outcomes are achieved satisfactorily through one or a series of formative tasks. In order to achieve this a student must: Complete work that demonstrates achievement of the learning outcomes/units of competency; Submit work on time; Submit work that is clearly their own; & Observe all VCAA and College rules.

### **Academic Concern Protocols**

Where teachers have concerns regarding student progress the following actions are advised:

- Complete an appropriate concern letter (VM letter of concern, N-Warning, Attendance Warning)
- Contact home to discuss student progress
- Discuss concern with student’s Cluster Coordinator
- Discuss formative assessment task design with LAC

### **Not Satisfactory Unit Result**

A student will receive an ‘N’ result for the unit when the necessary learning outcomes are not achieved because: Work does not demonstrate achievement of the outcomes; the student has failed to meet a College deadline for an assessment task or learning task; student work cannot be authenticated; there has been a substantial breach of rules, including College attendance expectations.

*An N result should be issued only when the teacher is convinced that the student cannot or will not meet the learning outcomes through formative or summative tasks. Students will have the opportunity to appeal the N result and teachers will be required to provide evidence that ample opportunities to demonstrate satisfactory achievement have been provided and that this has been communicated throughout the process.*

### **The Role of the Teacher**

Teachers plan a variety of formative assessment tasks in consultation with other teachers of the same subject and the LAC. They assess frequently and maintain accurate records of assessment. Formative tasks may be completed at home and in the classroom. Teachers use assessment results as a basis for planning. Where a student is at risk of not meeting the learning outcomes teachers should follow the Academic Concern Protocols described above. Assessment records pertaining to the achievement of learning outcomes and the completion of units entered by teachers on student reports should be consistent with those provided for entry on the Victorian Administrative Software System (VASS). Assessment records should also be available to students and parents via SEQTA in either Class Tasks (formative assessment) or Assessment Tasks (summative assessment). The Learning Enhancement Leaders Team supports the professional



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development of staff in this area and may use the results of assessment as a component in the evaluation of whether the educational goals of the College are being met. Learning Enhancement Leaders challenge and support teachers in developing and using a broad and appropriate range of assessment tools.

### **Vocational Pathways Certificate (VPC)**

The philosophy “every student, every pathway” drives the development of learning programs at the College. It is our aim to provide our students with a broad range of learning programs that will engage them whilst they are at the College. The VPC honours the College’s commitment to this philosophy. As outlined by the Victorian Curriculum and Assessment Authority (VCAA), the VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. The decision regarding satisfactory completion of a unit is distinct from the assessment of levels of achievement. The VPC requires 12 satisfactory units of completion in comparison with the VM’s 16, there is no VET requirement in the VPC either, meaning it is a viable pathway for students who have been unable to meet the expectations of the VM certificate.

Students within the program will complete set learning tasks for an S only result. Students must endeavour to remain actively and positively engaged in the learning opportunities whilst at the College. It is an expectation that students will attend scheduled classes until they have achieved the minimum requirements of the VPC. At this time it is expected that students will have completed all learning outcomes required to be awarded an S result for the units that they are enrolled in. This curriculum is designed to support transition from the school environment to further study or employment. This course will involve attendance at the College up to the day prior to the final graduation ceremony. The curriculum includes learning activities such as the creation of cover letters and resumes for job applications, how to search for employment positions, mock interviews with industry professionals, work placements and TAFE applications.

There are a number of ways that teachers are able to assess students’ ability to meet the requirements for a satisfactory attainment of the learning goals. Many of these are found within the Curriculum Design document for each subject area. Assessment could consist of, but is not limited to, a combination of the following activities where students should apply and demonstrate learning:

- a research task
- a record of discussion or debate
- a presentation of a case study
- a video, podcast, vlog or oral presentation
- a digital presentation
- participation in a debate
- participation on a Q & A panel
- an animation with voice over
- an advertisement.

### **Monitoring, Evaluation & Review**

**Managed by:** Assistant Principal Teaching & Learning, Director of Pathways

**Approved by:** Principal, Deputy Principal

**Version:** 1 - 28/05/2024

**Contact Persons:** Principal, Deputy Principal – Staffing, Deputy Principal – Students,



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Director of Pathways

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