

The following information explains the assessment and reporting criteria to complement Avenues College Student Reports.

The criteria comply with requirements under the Australian Curriculum, SACE and Department for Education.

Parents may request written information which clearly describes their child's achievement in the subjects studied in comparison to that of other children in their peer group at Avenues College. This information will show the numbers of students achieving at each of the five achievement levels.

ATTENDANCE

RATING	SCORE/DEFINITION
GOOD	95-100% attendance, less than 5 absences per year
SATISFACTORY	85-95% attendance, between 5 and 10 absences per year, less than 1 day per fortnight
NEEDS IMPROVEMENT	75-85% attendance, between 10 to 20 absences per year, regularly missing 1 day per fortnight (Habitual Non-Attendance)
UNSATISFACTORY	Less than 75% attendance, more than 20 absences per year, more than 1 day absent per fortnight (Chronic Non-Attendance)

ENGAGEMENT CRITERIA

Mentor Group reports have one criteria, with the following levels: **Exceeding, Meeting, Working towards, Not meeting.**

Each subject has three criteria describing the student's engagement in learning, the criteria have the following levels: **Always, Consistently, Usually, Sometimes**

LEVEL OF ACHIEVEMENT

****Please note that grades are not given for students in Reception****

GRADE	WORD EQUIVALENT	A TO E INDICATORS In relation to the achievement standard the student has demonstrated
A	Excellent achievement of what is expected at this year level	<ul style="list-style-type: none"> • Thorough knowledge and understanding of the content, key ideas and concepts • Very high level of competence in the skills and processes • Uses these skills and processes in new contexts
B	Good achievement of what is expected at this year level	<ul style="list-style-type: none"> • Extensive knowledge and understanding of the content, key ideas and concepts • High level of competence in the skills and processes • Uses these skills and processes in some new contexts
C	Satisfactory achievement of what is expected at this year level	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of the content, key ideas and concepts • Expected level of competence in the skills and processes • Uses these skills and processes in familiar contexts
D	Partial achievement of what is expected at this year level	<ul style="list-style-type: none"> • Basic knowledge and understanding of the content, key ideas and concepts • Limited level of competence in the skills and processes • Some ability to use these skills and processes in familiar contexts
E	Minimal achievement of what is expected at this year level	<ul style="list-style-type: none"> • Very basic knowledge and understanding of the content, key ideas and concepts • Very limited competence in some of the skills and processes • Beginning ability to use skills and processes in familiar contexts
N	Not Assessed	<ul style="list-style-type: none"> • The student has not been enrolled in the class long enough to determine their level of achievement OR A SACE subject that is being resulted in one of the ways indicated below (N, P, or W)

MODIFIED ASSESSMENT

Modified grades may be given for students who have been assessed at a year level different to their enrolled year level, with parent consent recorded in the One Plan prior to the reporting period.

Modified grades will appear with an asterix (*) alongside.

Disclaimer: An imputed disability is not a verified disability. If you believe your child should be receiving modified grades, please contact the Assistant Principal for the relevant subschool (primary or secondary).

Version June 2026