REPORT CARD INFORMATION

FOR PARENTS AND CAREGIVERS

PURPOSE OF REPORTING

Reporting is the process of communicating information and judgements to students, parents and carers about students' performance, growth and demonstrations of learning outcomes. This process provides timely and accurate information to support student learning. Our system of reporting is reflective of your child/ren's current levels within the identified classroom learning contexts.

KEY LEARNING AREAS (KLAS)

Queensland's curriculum, and that of most Australian States and Territories is organised around eight key learning areas, previously referred to as subject areas. The key learning areas are English, Mathematics, Studies of Society and the Environment (SOSE), Science, Health and Physical Education (HPE), Technology, The Arts and Languages other than English (LOTE). Information and Communication Technologies (ICTs) involve the integrated use of computer technologies across each of the eight key learning areas

CORE LEARNING OUTCOMES

Core Learning Outcomes are statements that outline what students need to know and do in terms of specific knowledges, processes, skills and attitudes from each of the eight key learning areas.

STRANDS

A strand is an organiser within a key learning area that groups related understanding and processes contained in core learning outcomes together. Some key learning areas may have more strands than others.

LEVELS

Core Learning Outcomes range in complexity from Foundation Level to Level Six. At Moura State School, curriculum offerings are planned for Years One to Seven based on core learning outcomes from Level One to Level Four across each of the eight key learning areas. The very nature of an outcomes approach to teaching and learning enables students to learn and be supported at their individual developmental level and pace. Progress through the levels should typically mirror the following table, although some students may require more or less time to acquire skills or concepts.
Please Note - Foundation Level is usually reserved for students with special needs.

	OUTCOME LEVELS									
YEAR LEVELS	**F**		**1**		**2**		**3**		**4**	
1										
2										
3					✶					
4										
5										
6										
7										

PLEASE NOTE

✶ Indicates the current level the cohort is working at.
This report only indicates the level your child/ren's is achieving in the key learning areas of Science, Studies of Society and the Environment (SOSE); Health and Physical Education (HPE) and Languages other than English (LOTE)
The levels within **Languages Other Than English** (LOTE) differ to other Key Learning Areas as students commence **Level One** upon entry into French lessons in Year Six.

INDIVIDUAL ACHIEVEMENT AND EFFORT STANDARDS

Standards have been developed as a tool to It is equally important to recognise effort as well as achievement across each of the eight key learning areas. At Moura, the following standards are used to report on each element.

ACHIEVEMENT STANDARDS

Mastered - Complete mastery and consistent application of a skill
Proficient - Demonstrates and applies knowledge and skills most of the time
Competent - Still yet to consolidate some knowledge and apply skills
Acquiring - Not yet able to perform a task independently

EFFORT STANDARDS

ALWAYS - Mastery and consistent use of a skill
REGULARLY - Demonstrates and applies knowledge and skills most of the time
SOMETIMES - Still yet to consolidate knowledge and apply skills
RARELY - Not yet able to independently perform a task

UNITS OF WORK AND LEARNING CONTEXTS

A unit of work comprises planned learning experiences based on identified core learning outcomes across each of the eight key learning areas. A unit also identifies and states specific teaching and assessment strategies together with content that will be employed throughout the unit. This report is an indication of **your** child's achievement and effort in relation to the unit/s taught throughout this semester.

ASSESSMENT TASKS

An assessment task is developed and implemented to determine the level of student knowledge and their ability to apply skills to new contexts. Assessment tasks are generally conducted towards the end of a unit however some units may have several assessment tasks.

YEAR TWO DIAGNOSTIC NET REPORT

This is a Queensland wide report on each Year 1, 2 and 3 students' literacy and numeracy development, tracked using a learning continuum broken into specific phases. Additional support may be provided to individual students following the Validation Process. A detailed explanation of each phase across reading, writing and number is included with all Year 1, 2 and 3 Report cards.

SPECIAL EDUCATION REPORT

Students with special needs are catered for with an Individual Education Plan (IEP). This plan recognises the educational needs of these students and priority goals that have been established following consultation between Parents, Classroom Teachers and Special Education Staff. Evaluation of these goals has been included in the school report.

SELF AND OTHERS

This section of your child/ren's report card provides detailed information regarding his/her progress in terms of their work habits, attitudes, social skills and behaviours. The Year One Report card highlights these through pictures to assist children develop a clear understanding of their performance in these areas.

SEMESTER ENTITLEMENT

This refers to the number of semesters your child/ren have remaining in their schooling with Education Queensland.

MODIFIED REPORTS

Students with appraised learning needs delivered through an Individual Support Plan (ISP) will receive a modified report outlining key modifications made to the classroom program and individual learning outcomes achieved as a result.

FACE TO FACE REPORTING

Moura's Ministerial Holiday, Monday June 21st 2004 has been set aside for the purpose of face to face reporting. This day provides an opportunity for parents and caregivers to meet with all classroom teachers to discuss student achievement, progress and performance over Semester One. This occasion also allows parents, carers and teachers to communicate any concerns that may exist and work together to develop strategies to better support students.

For more information, visit our website at the following link - **http://mourass.eq.edu/parent_reporting**