

SELF AND OTHERS

(Work Habits, Social Skills and Attitudes)

	ALWAYS	REGULARLY	SOMETIMES	RARELY
Is courteous and considerate of others				
Manages own behaviour and exercises self control				
Follows directions				
Considers the needs of others and shows tolerance				
Manages time				
Works collaboratively with others				
Listens to others' points of view				
Approaches tasks confidently and willingly				
Works independently				
Completes set tasks as required				
Displays pride in written work				
Shows responsibility for personal belongings				
Completes home tasks				

ATTENDANCE

REGULAR	NEED TO IMPROVE
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GENERAL COMMENTS

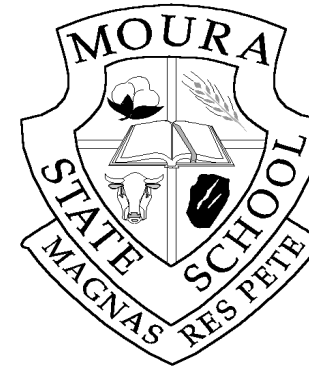
INTERVIEW REQUEST

TEACHER PARENT

TEACHER

PRINCIPAL

PARENT/CARER



MOURA STATE SCHOOL

STUDENT PROGRESS REPORT SEMESTER ONE 2005

Our school values quality teaching and learning. We strive to enhance every student's individual capacity. Moura's curriculum offerings are outcomes based and aim to provide appropriate educational opportunities for all students at their individual level. This report is reflective of your child's current achievement within the identified learning contexts.

STUDENT _____
 CLASS _____
 YEAR LEVEL _____
 TEACHER/S _____
 SEMESTER ENTITLEMENT _____

EXPLANATION OF LEVELS

Classroom learning experiences are planned using core-learning outcomes from each of the eight Key Learning Areas (KLAs). Progress through the levels should typically mirror the following table. However, not all students progress at the same rate. Some students may require more or less time to acquire skills or concepts. Foundation Level (F) is usually reserved for students with a disability.

Level	F	1	2	3	4
Year 1	■	■			
Year 2	■	■	■		
Year 3	■	■	■	■	
Year 4	■	■	■	❖	
Year 5	■	■	■	■	■
Year 6	■	■	■	■	■
Year 7	■	■	■	■	■

Please Note – LOTE Levels differ to other Key Learning Area Levels as students commence Level 1 upon entry into French lessons in Year Six.

INDIVIDUAL ACHIEVEMENT RATINGS

- 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

INDIVIDUAL EFFORT RATINGS

- Always** - Consistently applies effort
- Regularly** - Generally applies effort
- Sometimes** - Still yet to demonstrate ongoing effort
- Rarely** - Little effort evident

Please refer to the insert accompanying this report for further information regarding specific content and terminology or visit our website at http://www.mourass.eq.edu.au/parent_reporting

TERM ONE UNIT/S

UNIT OUTLINE

KNOWLEDGE, UNDERSTANDING, PROCESSES AND SKILLS

TERM TWO UNIT/S

UNIT OUTLINE

KNOWLEDGE, UNDERSTANDING, PROCESSES AND SKILLS

LANGUAGES OTHER THAN ENGLISH (FRENCH)

Focus Strand/s <input type="checkbox"/> Comprehending <input type="checkbox"/> Composing	ACHIEVEMENT			
	MASTERED	PROFICIENT	COMPETENT	ACQUIRING
Student can ...				

YEAR 6/7 ONLY

APPLIES EFFORT	ALWAYS	REGULARLY	SOMETIMES	RARELY
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THE ARTS (MUSIC)

Focus Strand/s <input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Music	ACHIEVEMENT			
	MASTERED	PROFICIENT	COMPETENT	ACQUIRING
Student can ...				

APPLIES EFFORT	ALWAYS	REGULARLY	SOMETIMES	RARELY
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HEALTH AND PHYSICAL EDUCATION (HPE)

Focus Strand/s <input type="checkbox"/> Promoting the Health of Individuals & Communities <input type="checkbox"/> Developing Skills & Concepts for Physical Activity (Specialist) <input type="checkbox"/> Enhancing Personal Development	ACHIEVEMENT			
	MASTERED	PROFICIENT	COMPETENT	ACQUIRING
Student can ...				

APPLIES EFFORT	ALWAYS	REGULARLY	SOMETIMES	RARELY
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YEAR TWO DIAGNOSTIC NET REPORT

(Years 1, 2, 3 and Special Education)

	PHASE ACHIEVEMENT				
	PHASE A	PHASE B	PHASE C	PHASE D	PHASE E
READING CONTINUUM					
WRITING CONTINUUM					
NUMBER CONTINUUM					

COMMENT

- Your child is exhibiting **all** of the key indicators of this phase of development
- Your child is exhibiting **some** of the key indicators of this phase of development

