

**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

ATTACHMENT 'GC-29' TO STATEMENT OF GILLIAN ANNE CALLISTER

Date of Document: 13 October 2015
Filed on behalf of: State of Victoria
Prepared by:
Victorian Government Solicitor's Office
Level 33
80 Collins Street
Melbourne VIC 3000



This is attachment '**GC-29**' produced and shown to **GILLIAN ANNE CALLISTER** at the time of signing her statement on 13 October 2015.

Attachment GC-29

Level A	Level B	Level C	Level D
Personal, Social and Community Health			
<i>Being, healthy, safe and active</i>			
Identify self (self-awareness)	Identify what they like and dislike	Identify their personal characteristics	Identify what they can do
React as body parts are moved and named	Identify some major body parts	Identify major body parts and stages of life	Identify the major parts of the body by their names and sequence images of major stages of life
React to significant people	Identify significant people and communicate when they feel safe/unsafe	Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment	Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations
<i>Communicating and interacting for health and wellbeing</i>			
React to people and sensory experiences	Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing	Practise personal hygiene, independence skills and social skills including taking turns	Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others
Use facial expressions to indicate an emotion and demonstrate preference	Express their feelings, needs, likes and dislikes	Explore their feelings and practice expressing their, needs, likes and dislikes using simple communication tools	Identify emotional responses and describe their feelings using pictures and/or words
<i>Contributing to healthy and active communities</i>			
Experience health and safety actions	Participate in a variety of health, safety and wellbeing actions	Practise a variety of health, safety and wellbeing actions	Explore what actions promote health, safety and wellbeing
Experience play activities	Engage in structured play activities	Participate in structured play in various settings	Explore play in outdoor settings and the natural environment
Movement and Physical Activity			
<i>Moving the body</i>			
Experience their body being moved through a variety of positions and locations	Practise basic gross motor movements	Practise simple whole-body movements and gross motor movement patterns	Practise simple gross motor and fine motor skills in a range of environments showing increasing control
Experience a variety of physical and structured leisure activities	Engage in a variety of physical activities and explore basic play equipment	Participate in a variety of physical education experiences and games with simple rules with equipment in a range of environments	Participate in simple games with support and begin to anticipate the next step in familiar physical routines
<i>Understanding movement</i>			
Experience regular physical activities and begin to develop an awareness of how different parts of the body move	Engage in regular physical activities and explore the development of their ability	Engage in regular physical activities and explore the development of their ability and health	Explore how regular physical activity keeps them healthy and well
Experience their body moving in relation to effort, space, objects and people	Explore the space around them and learn to move in relation to effort, space and objects	Identify how their body moves and relate to space and objects	Identify their pathway through a space and use vocabulary associated with movement to describe how their body moves in relation to space, objects and people
<i>Learning through movement</i>			
Cooperate when experiencing physical activities and movement	Cooperate with an adult to use equipment during physical activity	Take turns with a partner or in small groups when participating in physical activities	Cooperate with others and demonstrate characteristics of a good sport when participating in physical activities
Experience body movement and demonstrate some basic movements	Use trial and error to develop balance, independent moving across surfaces and manipulation skills	Test possible solutions to movement challenges through trial and error to maintain balance and coordination as they move over and through a range of surfaces and grasp and manipulate objects	Test possible solutions to movement challenges by negotiating the space around them and manipulate objects
Engage in physical activities	Follow basic single word instructions when participating in structured physical activities	Follow simple movement instructions and safety rules when participating in structured physical activities	Follow basic safety directions, and familiar game rules when participating in physical activities
Achievement Standard			
By the end of Level A, students recognise themselves. They demonstrate different emotions people experience. They participate in actions that help them to be healthy, safe and physically active. They experience different settings where they can be active. Students show general awareness of body position and own body when moved by others. Students develop personal and social skills in a range of activities. Students begin to demonstrate an awareness and recognition of familiar people and routine activities. They demonstrate attachments and trust with familiar adults. They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities. They coactively perform fundamental movement skills and explore basic movement challenges.	By the end of Level B, students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. Students express their feelings, needs, likes and dislikes through gesture and 'yes' and 'no' responses. Students recognise actions that help them be healthy, safe and physically active. They can identify places where they play and participate in physical activity from an option of two images. Students use personal and social skills to assist them to participate in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges.	By the end of Level C, students recognise key stages of life, how they have grown and changed. They identify some obvious emotions and their cause. They experience and become more independent with actions that help them be healthy, safe and physically active. They identify some different settings where they can be active by matching an activity to a location. They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment. Students use personal and social skills to include others in a range of activities. Students actively participate in personal care routines and attempt some basic tasks independently. They demonstrate protective behaviours to keep them safe and healthy in different activities. Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. They identify when someone is upset or needs help. They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions.	By the end of Level D, students recognise changes to their body over the year. They identify and describe basic emotions people experience and what makes them feel this way. They recognise some routine actions they do to help them to be healthy, safe and physically active. They identify different settings where they can be active and ways they move and play safely. They reflect upon how their body responds to movement. Students make use of personal and social skills in a range of activities to be healthy and work with others. In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges.

Foundation Level	Levels 1 and 2	Levels 3 and 4
Personal, Social and Community Health		
Being healthy, safe and active		
Identify personal strengths	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	Examine how success, challenge and failure strengthen personal identities
Name parts of the body and describe how their body is growing and changing	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	Explore strategies to manage physical, social and emotional change
Identify people and actions that help keep themselves safe and healthy	Practise strategies they can use when they need help with a task, problem or situation at home and/or at school	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe
	Recognise situations and opportunities to promote their own health, safety and wellbeing	Identify and practise strategies to promote health, safety and wellbeing
Communicating and interacting for health and wellbeing		
Practise personal and social skills to interact with others	Describe ways to include others to make them feel that they belong	Describe factors that can positively influence relationships and personal wellbeing
Identify and describe emotional responses people may experience in different situations	Identify and practise emotional responses that account for own and others' feelings	Investigate how emotional responses vary in family situations and in friendship groups
	Examine health messages and how they relate to health decisions and behaviours	Discuss and interpret health information and messages in the media
Contributing to healthy and active communities		
Identify actions that promote health, safety and wellbeing	Explore actions that help make the classroom a healthy, safe and active place	Describe strategies to make the classroom and playground healthy, safe and active spaces
Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment	Identify and explore natural and built environments in the local community where physical activity can take place	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing
Movement and Physical Activity		
Moving the body		
Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings	Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings	Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings
Participate in games with and without equipment	Construct and perform imaginative and original movement sequences in response to stimuli	Perform movement sequences which link fundamental movement skills
	Create and participate in games	Practise and apply movement concepts and strategies
Understanding movement		
Explore how regular physical activity keeps individuals healthy and well	Discuss the body's reactions to participating in physical activities	Examine the benefits of physical activity and physical fitness to health and wellbeing
Identify and describe how their body moves in relation to effort, space, time, objects and people	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences	Combine the elements of effort, space, time, objects and people when performing movement sequences
Learning through movement		
Cooperate with others when participating in physical activities	Use strategies to work in group situations when participating in physical activities	Adopt inclusive practices when participating in physical activities
Use trial and error to test solutions to movement challenges	Propose a range of alternatives and test their effectiveness when solving movement challenges	Apply innovative and creative thinking in solving movement challenges
Follow rules when participating in physical activities	Identify rules and fair play when creating and participating in physical activities	Apply basic rules and scoring systems, and demonstrate fair play when participating
Achievement Standard		
By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges.	By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing. Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Level 5 and 6

Personal, Social and Community Health
Being healthy, safe and active

Explore how identities are influenced by people and places

Investigate resources to manage changes and transitions associated with puberty

Investigate community resources and strategies to seek help about health, safety and wellbeing

Plan and practise strategies to promote health, safety and wellbeing

Communicating and interacting for health and wellbeing

Practise skills to establish and manage relationships

Examine the influence of emotional responses on behaviour, relationships and health and wellbeing

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours

Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment

Investigate how celebrating similarities and differences can strengthen communities

Movement and Physical Activity
Moving the body

Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings

Design and perform a variety of movement sequences

Propose and apply movement concepts and strategies

Understanding movement

Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing

Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences

Learning through movement

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges

Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities

Achievement Standard

By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Health and Physical Education: Levels 5 – 10

Levels 7 and 8

Investigate the impact of transition and change on identities

Evaluate strategies to manage personal, physical and social changes that occur as they grow older

Examine barriers to seeking support and evaluate strategies to overcome these

Investigate and select strategies to promote health, safety and wellbeing

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity

Develop skills to evaluate health information and express health concerns

Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity

Use feedback to improve body control and coordination when performing specialised movement skills

Compose and perform movement sequences for specific purposes in a variety of contexts

Practise, apply and transfer movement concepts and strategies

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance

Participate in and investigate the cultural and historical significance of a range of physical activities

Practise and apply personal and social skills when undertaking a range of roles in physical activities

Evaluate and justify reasons for decisions and choices of action when solving movement challenges

Modify rules and scoring systems to allow for fair play, safety and inclusive participation

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Levels 9 and 10

Evaluate factors that shape identities, and analyse how individuals impact the identities of others

Examine the impact of changes and transitions on relationships

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk

Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices

Investigate how empathy and ethical decision-making contribute to respectful relationships

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing

Evaluate health information from a range of sources and apply to health decisions and situations

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments

Critique behaviours and contextual factors that influence the health and wellbeing of their communities

Perform and refine specialised movement skills in challenging movement situations

Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations

Develop, implement and evaluate movement concepts and strategies for successful outcomes

Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels

Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences

Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time

Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

Transfer understanding from previous movement experiences to create solutions to movement challenges

Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.