

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

ATTACHMENT 'GC-31' TO STATEMENT OF GILLIAN ANNE CALLISTER

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Filed on behalf of: State of Victoria
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This is attachment '**GC-31**' produced and shown to **GILLIAN ANNE CALLISTER** at the time of signing her statement on 13 October 2015.

Attachment GC-31

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Personal and Social Capability

Structure

The Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management.

Each strand contains content descriptions that are organised in sub-strands.

Strands	Self-Awareness and Management	Social Awareness and Management
Sub-strands	Recognition and expression of emotions Development of resilience	Appreciation of diversity and understanding of relationships Working collaboratively

Self-Awareness and Management

This strand involves students in identifying and describing the factors that influence their emotional responses. Students develop the knowledge and skills to regulate, manage and monitor their emotions. They develop a realistic sense of their personal strengths and have a realistic assessment of their own achievements and a sense of self-knowledge and self-confidence. They identify personal characteristics and interpret their own emotional states, needs and perspectives.

Students develop skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations.

Social Awareness and Management

This strand involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination.

This strand involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate with others; work in teams, positively contribute to groups and

collaboratively make decisions; develop leadership skills, resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships.

Achievement standards

In Personal and Social Capability, students progress along a curriculum continuum that provides the first achievement standard at Foundation to Level 2 and then at Levels 4, 6, 8 and 10. A curriculum for students with disabilities will be developed in this learning area.

