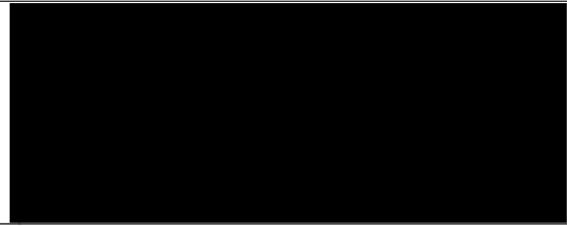


**IN THE MATTER OF THE ROYAL COMMISSION
INTO FAMILY VIOLENCE**

ATTACHMENT 'GC-33' 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-33**' produced and shown to **GILLIAN ANNE CALLISTER** at the time of signing her statement on 13 October 2015.

Attachment GC-33

Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Self-Awareness and Management			
Recognition and expression of emotions			
Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations	Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions	Identify and explore the expression of emotions in social situations and the impact on self and others	Explore the links between their emotions and their behaviour
Development of resilience			
Identify their likes and dislikes, needs and wants, abilities and strengths	Identify personal strengths and describe how these strengths are useful in school or family life	Identify personal strengths and select personal qualities that could be further developed	Reflect on how personal strengths have assisted in achieving success at home, at school or in the community
Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems	Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations	Identify how persistence and adaptability can be used when faced with challenging situations and change Name and describe the skills required to work independently	Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations Identify the skills for working independently and describe their performance when undertaking independent tasks
Social Awareness and Management			
Relationships and diversity			
Identify a range of groups to which they, their family and members of their class belong	Identify how families can have a range of relationships	Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences
Practise the skills required to include others and make friends with peers, teachers and other adults	Listen to others' ideas, and recognise that others may see things differently Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour	Describe the ways in which similarities and differences can effect relationships Identify the importance of including others in activities, groups and games	Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved
Collaboration			
Name and practise basic skills required to work collaboratively with peers	Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks	Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles
Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict	Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict	Identify conflicts that may occur in peer groups and suggest possible causes and resolutions	Describe the various causes of conflict and evaluate possible strategies to address conflict
Achievement Standard			
By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development. Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.	By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks. Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict.	By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.	By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.

Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Self-Awareness and Management			
Recognition and expression of emotions			
Identify and explore the expression of emotions in social situations and the impact on self and others	Explore the links between their emotions and their behaviour	Describe how and why emotional responses may change in different contexts	Evaluate emotional responses and the management of emotions in a range of contexts
Development of resilience			
Identify personal strengths and select personal qualities that could be further developed	Reflect on how personal strengths have assisted in achieving success at home, at school or in the community	Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement	Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge
Identify how persistence and adaptability can be used when faced with challenging situations and change	Manage some tasks independently and monitor their progress towards completion	Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals	Analyse the significance of independence and individual responsibility in the completion of challenging tasks
Name and describe the skills required to work independently	Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations	Discuss the range of strategies that could be used to cope with difficult tasks or changing situations	Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection
Social Awareness and Management			
Relationships and diversity			
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion	Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences	Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others	Analyse how divergent values and beliefs contribute to different perspectives on social issues
Describe the ways in which similarities and differences can effect relationships	Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual	Investigate human rights and discuss how these contribute to a cohesive community	Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights
Identify the importance of including others in activities, groups and games	Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved	Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed	Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships
Collaboration			
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate	Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and assess both their own and their team's performance when undertaking various roles	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team	Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals
Identify conflicts commonly experienced in peer groups and suggest possible causes and resolutions	Describe the various causes of conflict and evaluate possible resolutions	Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict	Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts
Achievement Standard			
By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful. Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.	By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience. Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.	By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability. Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.	By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.