

Level A

Level B

Level C

Level D

Foundation Level

Self-Awareness and Management				
<b>Recognition and expression of emotions</b>				
React to people and express emotions	Respond to people or events and demonstrate a range of emotions	Name emotions shown by self and match these emotions to familiar events or experiences	Name a range of emotions and describe how these are expressed or shown	Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations
<b>Development of resilience</b>				
Identify significant objects and people and make a choice between alternatives to show what they like	Indicate the personal characteristics and the abilities they possess	Change, accept and reject things based on their personal preference	Identify characteristics of self and share their likes and dislikes	Identify their likes and dislikes, needs and wants, abilities and strengths
Experience problems within everyday situations and assist to implement routine and accept assistance from familiar adults to manage problems	Follow teacher direction and orientate their attention to an activity or person and persist in a task when supported by teacher	Try a variety of activities and completing some steps in a set routine independently	Identify situations that could be a problem or challenge and discuss relevant self-help skills	Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems
Social Awareness and Management				
<b>Relationships and diversity</b>				
Identify significant people by gesturing, vocalising or orienting towards them	Identify members of their family and some members of their class	Identify familiar adults and explore groups they belong to	Categorise familiar people and members of their family and class	Identify a range of groups to which they, their family and members of their class belong
Supported to interact with others	Participate in routine activities and interact with others in a range of familiar contexts instigated by the teacher	Follow adult directions to intentionally participate in class activities and follow rules and routines	Work with various peers, including participating in an activity they didn't like	Practise the skills required to include others and make friends with peers, teachers and other adults
<b>Collaboration</b>				
Develop ability to focus attention on others and acknowledge their presence	Demonstrate some simple social skills including attending to others, greeting, and following adult directions	Follow basic social rules regarding the sharing and care of property and social expectations regarding behaviour	Respond to others in group situations, playing or working in a small group cooperatively	Name and practise basic skills required to work collaboratively with peers
Interact with another showing cooperation	Demonstrate awareness of basic social rules by responding to assistance provided by an adult	Identify reactions and solutions to familiar social problems in supported situations	Demonstrate some understanding that negative words and actions are hurtful and that their behaviour can impact on others	Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict
Achievement Standard				
By the end of Level A students express emotions in relation to a current situation. They indicate a preference between two alternatives. They recognise and react to significant people. They accept assistance from a familiar adult when faced with a problem and undertake simple routine tasks coactively.  Students react to the attention of others and focus on significant people and watch and respond to others showing cooperation.	By the end of Level B, students express a range of basic emotions that indicate their feelings. They explore personal characteristics and abilities. Students focus on a task demonstrating persistence.  Students recognise familiar people and demonstrate ways to interact with others. They respond to teacher prompts to follow basic social rules when working alongside others.	By the end of Level C, students can recognise some key emotions and identify events or people that impact on these feelings. They can complete some familiar tasks unaided and try some new activities.  Students identify and name some class members and familiar adults. They follow simple rules, participate in group activities cooperatively, take turns and share some items. When prompted they can identify acceptable and unacceptable ways to behave in familiar situations.	At Level D, students can name emotional responses and identify the cause of emotions. They can identify some characteristics of self. They use cues and prompts to solve simple problems.  Students can identify people associated with particular events and routines. They attend to and implement some basic social rules. They cooperate with others when working or playing in groups, showing an understanding of the impact of their behaviour on others.	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.