

PURSUIT OF KNOWLEDGE AND COMMITMENT TO ACHIEVEMENT OF POTENTIAL

Pursuit of knowledge and commitment to achievement of potential	EMERGING	DEVELOPING	WELL-DEVELOPED
	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Strive for excellence	<ul style="list-style-type: none"> • Completes work to the best of his/her ability • Is willing to have a go • Sets goals with teacher assistance • Follows organisational instructions • Tries new and challenging tasks with support 	<ul style="list-style-type: none"> • Reflects on own standard of work and makes improvements • Takes time and care • Sets academic goals • Is willing to take risks • Sets goals independently • Develops strategies to meet set goals with teacher assistance • With assistance prepares and organises self and belongings • Attempts new and challenging tasks independently 	<ul style="list-style-type: none"> • Has high standard of presentation • Has high standard of work • Encourages others to pursue excellence • Is willing to take risks and accept challenges • Independently sets goals and develops strategies to achieve these • Is prepared and organises self and belongings • Enthusiastically engages in new and challenging tasks • Pursues high standards of achievement in one or more areas through diligence and work
Openness to learning	<ul style="list-style-type: none"> • Responds to new learning by engaging with set tasks • Is Aware of other peoples ideas and views • Recognises other peoples feelings • Recognises other cultures 	<ul style="list-style-type: none"> • Keeps trying even though the work is difficult • Understands other people's ideas and views • Understands other people's feelings • Values other cultures 	<ul style="list-style-type: none"> • Accepts challenges enthusiastically • Understands and accepts other peoples ideas and views • Empathises with others • Attempts to make sense of conflicting information or opinions by improving their own knowledge • Sees the maintenance of cultural diversity as important

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	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Critical and Creative thinking.	<ul style="list-style-type: none"> • Thinks about problems • Participates in a brain storm on creative solutions • Is willing to make suggestions • Is willing to give opinions • Accepts messages at face value • Knows specific facts/data 	<ul style="list-style-type: none"> • Solves problems with assistance • With assistance selects appropriate graphic organiser • Is able to select appropriate realistic solutions • Begins to question author's intent • Interprets/analyses facts/data 	<ul style="list-style-type: none"> • Solves problems independently • Selects appropriate graphic organiser • Critically analyses and makes judgements about author's intent • Makes decisions based on the facts/data
Reflects Critically on own learning	<ul style="list-style-type: none"> • Enjoys learning • Is aware of appropriate strategies for achieving their best • Complies with task once redirected • Willingly participates in most classroom activities 	<ul style="list-style-type: none"> • Understands that learning is important • Attempts to employ higher order thinking skills • Readily accepts feedback about their own learning • Participates in all activities 	<ul style="list-style-type: none"> • Extends own knowledge independently • Is able to select and evaluate the most appropriate learning strategies • Works without distraction • Completes all activities independently • Acknowledges inconsistencies in their own knowledge or arguments

SELF-ACCEPTANCE AND RESPECT FOR SELF

Self-acceptance and respect for self	EMERGING	DEVELOPING	WELL-DEVELOPED
	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Individual uniqueness	<ul style="list-style-type: none"> • Recognises basic differences between individuals • Names own positive attributes 	<ul style="list-style-type: none"> • Values the differences between individuals • Recognises the positive attributes of individuals • Demonstrates a confidence in their own abilities, particularly in areas of strength 	<ul style="list-style-type: none"> • Is able to exploit opportunities provided by individual differences • Is proactive in overcoming discrimination and prejudice • Readily discusses their own and others unique attributes, respecting the value of each person's attributes
Initiative and enterprise	<ul style="list-style-type: none"> • Makes choices between activities • Understands that there is a problem to be solved 	<ul style="list-style-type: none"> • Participates without direct instruction • Is able to solve problems with assistance 	<ul style="list-style-type: none"> • Negotiates own learning initiatives • Solves problems independently
Resilient behaviour	<ul style="list-style-type: none"> • Attempts difficult task • Tries new and challenging tasks with support 	<ul style="list-style-type: none"> • Continues to attempt difficult tasks after initial failure • Attempts new and challenging tasks independently 	<ul style="list-style-type: none"> • Continues to attempt difficult tasks until success is reached • Enthusiastically engages in new and challenging tasks
Responsible behaviour	<ul style="list-style-type: none"> • Is aware of appropriate strategies for regulating behaviour • Accepts need for rules • Usually tells the truth 	<ul style="list-style-type: none"> • Attempts to employ learned strategies for regulating behaviour • Follows classroom rules • Accepts consequences for breaking rules • Tells the truth 	<ul style="list-style-type: none"> • Uses learned strategies to control emotions • Counsels others who display negative behaviour • Promotes justice and fair play • Recognises that truth is dependent on a value system

RESPECT AND CONCERN FOR OTHERS AND THEIR RIGHTS

Respect and concern for others and their rights	EMERGING	DEVELOPING	WELL-DEVELOPED
	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Tolerance	<ul style="list-style-type: none"> • Takes turns • Accepts help • Listens to others without interrupting 	<ul style="list-style-type: none"> • Initiates positive interactions • Shows respect for others • Accepts difference • Considers others opinions 	<ul style="list-style-type: none"> • Shows appreciation of others with different backgrounds • Actively seeks opportunities to learn about others • Promotes equity • Values opinions of others
Care and compassion	<ul style="list-style-type: none"> • Takes turns • Shares • Shows concern for others 	<ul style="list-style-type: none"> • Invites others to join in activities • Treats others fairly • Protects others • Shows empathy for the thoughts and feelings of others 	<ul style="list-style-type: none"> • Sensitive to the needs and feelings of others • Addresses inequalities • Offers help to others when it is needed
Reconciliation	<ul style="list-style-type: none"> • Shows sensitivity to others • Makes friends after conflict 	<ul style="list-style-type: none"> • Sorts out disagreements without alienating others • Initiates action to care for others • Resolves conflict through discussion 	<ul style="list-style-type: none"> • Critically reflects on consequences of own and other behaviour and actions • Actively promotes Aboriginal non-Aboriginal reconciliation • Apologises and builds bridges when in the wrong
Cooperation and collaboration	<ul style="list-style-type: none"> • Is flexible about changes • Willingly participates with others • Understands need to cooperate • Comprises with peers appropriately 	<ul style="list-style-type: none"> • Is flexible about changes that others suggest • Usually cooperates 	<ul style="list-style-type: none"> • Always cooperates with others

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Respect Australian and other cultures	<ul style="list-style-type: none"> Recognises some aspects of Aust culture eg mateship 'fair go' etc Recognises and respects differences of other cultures 	<ul style="list-style-type: none"> Understands and manages conflict in a positive manners 	<ul style="list-style-type: none"> Uses proactive actions to overcome discrimination and prejudices
Inclusivity	<ul style="list-style-type: none"> Is aware of other cultures Treats others/individuals as equals Shows respect for other 	<ul style="list-style-type: none"> Has knowledge of other cultures Treats others in an inclusive manner Invites and includes others in play/activities 	<ul style="list-style-type: none"> Respects other cultures Intervenes and seeks strategies to include others Respects other people and their differences
Ethical behaviour	<ul style="list-style-type: none"> Knows when he/she has done wrong (shows remorse after causing distress to others) Usually honest Usually tells the truth Plays fairly 	<ul style="list-style-type: none"> Accepts punishment, obeys rules and encourages others to do so Always honest Always tells the truth Has developed some moral values Negotiates fairly 	<ul style="list-style-type: none"> Understand rules and consequences and undertakes restorative actions Conduct is based on moral values

SOCIAL AND CIVIC RESPONSIBILITY

Social and civic responsibility	EMERGING	DEVELOPING	WELL-DEVELOPED
	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Democratic process	<ul style="list-style-type: none"> • Actively listens and participates in class discussions • Recognises that others may have different views/opinions 	<ul style="list-style-type: none"> • Takes leadership roles in school eg student council, boarding house captain, faction captain • Participates in classroom meetings eg negotiated curriculum • • Consults others about decisions which could affect them 	<ul style="list-style-type: none"> • Takes leadership roles in community eg sporting clubs, scouts, guides, tidy towns • Takes on support roles within community groups • Convinces others of the correctness of their point of view • Recognises and abides by majority rule
Respect for authority	<ul style="list-style-type: none"> • Usually follows rules and accepts consequences in school setting 	<ul style="list-style-type: none"> • Consistently follows rules and accepts consequences in school setting 	<ul style="list-style-type: none"> • Consistently follows rules and accepts consequences in wider community • Follows reasonable rules within their own value base. May challenge rules at time on the basis of fairness or consistency
Social justice	<ul style="list-style-type: none"> • Shows concerns for and sensitivity to others in their social group • Explores and tries different ways of overcoming personal differences amongst friends • Shows respect for others in their friendship class/group 	<ul style="list-style-type: none"> • Shows concerns for and sensitivity to people beyond their social group • Uses a range of strategies to successfully overcome personal difference in a variety of contexts • Shows respect for others of different opinion, temperament or background beyond their immediate friendship group 	<ul style="list-style-type: none"> • Shows and articulates concern and sensitivity towards all people • Devises and uses a range of strategies to successfully overcome personal difference in a variety of contexts • Shows respect for others of different opinion, temperaments or background within the school and

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			beyond
Community	<ul style="list-style-type: none"> • Appreciates benefits of contributing to the group • Begins to take initiative by undertaking small tasks in the classroom • Recognises and values contributions of others 	<ul style="list-style-type: none"> • Articulates the value of and need for participation in school activities • Seeks opportunities to participate in activities for the benefit of the class/school 	<ul style="list-style-type: none"> • Appreciates the benefits of participating in community life • Actively seeks and/or creates opportunities to participate fully in life of school and wider community • Collaborates with others in a structured manner to achieve a significant goal
Fairness and equitable	<ul style="list-style-type: none"> • Treats others without difference 	<ul style="list-style-type: none"> • Intervenes appropriately when someone is being discriminated against • Sees benefits in providing equitably for others in school or class situation 	<ul style="list-style-type: none"> • Actively seeks strategies to include others • Promotes equity by ensuring that others receive what they need, rather than everyone receiving the same

ENVIRONMENTAL RESPONSIBILITY

Environmental responsibility	EMERGING	DEVELOPING	WELL-DEVELOPED
	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>	<i>Typically this will be evident when a student:</i>
Care and respect for property	<ul style="list-style-type: none"> • Can look after own belongings • Collects litter 	<ul style="list-style-type: none"> • Cares for own and school property • Participates in recycling 	<ul style="list-style-type: none"> • Cares for own, school and community property • Initiates recycling projects
Australian cultural heritage	<ul style="list-style-type: none"> • Has an awareness of cultural/historical literature 	<ul style="list-style-type: none"> • Has knowledge of local culture/history <ul style="list-style-type: none"> ◆ Sites ◆ People ◆ Artefacts 	<ul style="list-style-type: none"> • Shows respect for Australian culture and heritage • Has an active involvement in cultural/historical research <ul style="list-style-type: none"> ◆ People ◆ Music ◆ Spiritualism ◆ Sites ◆ Literature
Conservation	<ul style="list-style-type: none"> • Conserves valuable resources <ul style="list-style-type: none"> ◆ Water ◆ Electricity ◆ Paper 	<ul style="list-style-type: none"> • Has active involvement in recycling activities <ul style="list-style-type: none"> ◆ Worm farming ◆ Paper shredding ◆ Water saving 	<ul style="list-style-type: none"> • Explores opportunities for conservation <ul style="list-style-type: none"> ◆ Paper-less society ◆ Native garden landscapes • Promotes recycling within school and wider community
Sustainability	<ul style="list-style-type: none"> • Has an awareness of sustainable resources 	<ul style="list-style-type: none"> • Has knowledge of how to sustain resources 	<ul style="list-style-type: none"> • Initiates activities that explore sustainability <ul style="list-style-type: none"> ◆ Solar power ◆ Tree planting