



Government of **Western Australia**
School Curriculum and Standards Authority



General Capabilities

Personal and social capability



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Acknowledgement of Country

Kaya.

The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community.

We offer our respect to Elders past and present.

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Personal and social capability





What is Personal and social capability?

The Personal and social capability provides a foundation for students to understand themselves and others, and navigate their relationships, lives, work and learning. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, collaborate, develop empathy, set goals and resolve conflict. They feel positive about themselves and the world around them.

The Personal and social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. This ability assists students to effectively engage with new ways of thinking, knowing and doing in an increasingly demanding and diverse global society.

The Personal and social capability learning continuum includes descriptors to support students with disability to access age-equivalent content and participate in learning on the same basis as their peers.

The Personal and social capability supports students to build their ability to regulate their thoughts, emotions and behaviours.

Structure

The Personal and social capability learning continuum is organised into four elements, as shown in Figure 1:

- Self-awareness
- Self-management
- Social awareness
- Social management.



Figure 1:
Personal and social capability elements

Self-awareness

This element is organised into three sub-elements:

- **Personal awareness** – students develop an appreciation of their personal qualities and identify areas for growth. Through acknowledgement and assessment of their thoughts, feelings, actions and abilities, students can plan for growth across a range of contexts.
- **Emotional awareness** – students explore the factors that influence emotions in themselves and in others, and how emotional responses affect behaviour in a range of contexts.
- **Reflective practice** – students reflect cyclically on feedback and self-assessment to evaluate their learning and the factors, personal or otherwise, that influence this learning.

Social awareness

This element is organised into three sub-elements:

- **Empathy** – students recognise the emotions, abilities, needs and concerns of others. They develop their understanding about how respecting the perspectives, emotional states and needs of others is essential to social interactions.
- **Relational awareness** – students recognise the value of their relationships and examine what makes them work. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities.
- **Community awareness** – students gain an understanding of the role of advocacy in contemporary society. They learn to build their capacity to take responsibility for their social, physical and natural environments.

Self-management

This element is organised into three sub-elements:

- **Goal-setting** – students develop the organisational and planning behaviours needed to set, adapt and achieve goals.
- **Emotional regulation** – students constructively express, manage, monitor and evaluate their emotional responses in a range of contexts.
- **Perseverance and adaptability** – students persist in the face of setbacks and frustrations. They learn to review and modify their approaches when faced with challenges and to build strategies to complete tasks and overcome obstacles.

Social management

This element is organised into five sub-elements:

- **Communication** – students learn to negotiate and communicate effectively with others through verbal and non-verbal means in a range of contexts.
- **Collaboration** – students cooperate in groups and constructively contribute to ways of working and outputs. They develop the ability to initiate and manage successful personal relationships through participation in a range of group activities.
- **Leadership** – students explore the ways that they can lead themselves and others. Students build their leadership capacity by examining a range of approaches and learn to select appropriate strategies in different situations.
- **Decision-making** – students choose from possibilities to solve problems. They develop their understanding around factors that influence decisions and learn to evaluate the outcomes of decisions.
- **Conflict resolution** – students develop and apply strategies to prevent, defuse and resolve conflict to reach constructive outcomes.

The Personal and social capability learning continuum is set out in Tables 1–4.

learning continuum

Table 1

Student levels	Self-awareness		
	Sub-elements		
	Personal awareness	Emotional awareness	Reflective practice
L1a Students with disability	Identify their likes, dislikes, strengths, abilities and interests when showing a personal preference	Identify a range of emotions across different situations	Identify how their choices can impact their participation in or completion of a task
L1	Identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices	Identify their own emotional responses	Identify how their choices affect the development of personal abilities and achievements
L2	Describe personal qualities and how these contribute to growth	Describe the emotional responses of themselves and others	Describe what they have discovered about themselves by engaging with feedback
L3	Explain influences on personal qualities and how these contribute to personal growth	Explain the influence that their own behaviour has on the emotional responses of others	Build on personal abilities and achievements using feedback and self-assessment
L4	Analyse the influence that choices have on developing personal qualities and identify areas for growth	Analyse the influence of different factors and situations on their emotional responses	Analyse personal abilities and achievements by seeking feedback
L5	Evaluate strategies for developing personal qualities and describe how they assist in achieving growth	Evaluate how emotional responses influence behaviour and consider the consequences of these responses	Plan a personal response to a range of contexts using feedback from previous experiences
L6	Devise personally appropriate strategies to achieve growth	Reflect on their emotional responses to different situations	Evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Table 2

Self-management			
Sub-elements			
Student levels	Goal-setting	Emotional regulation	Perseverance and adaptability
L1a Students with disability	Learn a range of strategies to participate in class activities	Recognise how emotions influence the way we feel and act	Persevere when attempting to complete tasks
L1	Co-create goals to assist learning when working independently or collaboratively	Express emotions in familiar settings, demonstrating consideration for others	Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
L2	Collaboratively develop goals to improve learning	Describe ways to moderate emotions in familiar contexts	Demonstrate perseverance and adaptability with unfamiliar tasks
L3	Plan for learning by setting improvement goals	Manage and moderate emotions in familiar contexts, using provided strategies	Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
L4	Select and use strategies to monitor their own learning and refine goals to plan for further improvement	Manage personal factors influencing emotions in a range of contexts including learning	Adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
L5	Use and refine strategies that contribute to regulating their own behaviour and achieving learning goals	Manage emotional responses, designing strategies to self-manage in a range of contexts	Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
L6	Adapt goals and plans and apply strategies, evaluating their suitability and effectiveness	Regulate emotions in a range of contexts, evaluating and refining their own self-management strategies	Devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Table 3

Social awareness			
Sub-elements			
Student levels	Empathy	Relational awareness	Community awareness
L1a Students with disability	Acknowledge that people have different needs, emotions and abilities	Demonstrate an awareness of how shared interests and behaviours help build relationships	Identify different groups within their community
L1	Demonstrate an awareness of the needs, emotions, cultures and backgrounds of others	Share feelings, needs and interests with others through play and working within diverse groups	Describe the ways they are connected, and can contribute, to their community groups
L2	Describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others	Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts	Describe how they contribute to their communities and how others care for and assist them
L3	Discuss the value of different needs, emotions, cultures and backgrounds	Identify how they can contribute to healthy relationships and manage challenging relationships	Describe the various communities beyond their own and what they can do to support them
L4	Explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness	Identify and describe a variety of relationships, and the roles and responsibilities of people within them	Explain the way their actions and the actions of others influence communities
L5	Acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own	Analyse indicators of healthy and challenging relationships, and strategies to help maintain or manage these relationships	Analyse roles and responsibilities of citizens within communities
L6	Evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness	Evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships	Evaluate ways of contributing to communities at local, regional, national and global levels



Image adapted from: Zinkevych, 2022

Table 4
Levels 1a–3

Social management					
Sub-elements					
Student levels	Communication	Collaboration	Leadership	Decision-making	Conflict resolution
L1a Students with disability	Communicate intentionally (verbally and/or non-verbally) with a range of people in familiar and unfamiliar contexts	Engage with peers and other community members	Show awareness of personal responsibility	Make choices that address their needs and wants	Demonstrate understanding that others have feelings when conflict occurs
L1	Develop positive communication skills by initiating, joining or contributing to conversations	Engage with others and participate in group play, tasks and activities	Practise self-leadership by taking responsibility for their own actions	Identify choices that meet the needs of themselves and others when making decisions	Listen to conflicting perspectives and apply strategies to calm situations
L2	Use a range of skills to enhance verbal and non-verbal communication	Participate cooperatively in groups on common tasks and activities	Practise ways that they can lead themselves and others, and describe when it is appropriate to adopt a leadership approach	Practise individual and group decision-making	Practise solving simple interpersonal problems, acknowledging that there are many ways to prevent and solve conflict
L3	Apply verbal and non-verbal communication skills when responding to others	Perform designated roles within groups, appreciating everyone's contributions to a shared outcome	Guide and make leadership decisions with a view to how these influence others	Describe factors that influence decision-making and predict outcomes of individual and group decisions	Apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

Table 4
Levels 4–6

Social management					
Student levels	Sub-elements				
	Communication	Collaboration	Leadership	Decision-making	Conflict resolution
L4	Apply skills to address factors that influence verbal and non-verbal communication	Coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs	Select and use different leadership approaches when acting as a sole leader or leading with others	Explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions	Practise different strategies to prevent, defuse or resolve conflict, assessing the causes and effects of conflict
L5	Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication	Appreciate diverse perspectives in a range of collaborative contexts, demonstrating negotiation skills to improve ways of working and outputs	Devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process	Devise and analyse individual and group decision-making processes	Select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness
L6	Devise strategies that apply effective verbal and non-verbal communication in response to feedback	Devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members	Propose, implement and evaluate strategies to address needs at local, regional, national or global levels	Develop and apply criteria to evaluate the outcomes of individual and group decisions	Generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts

Glossary

C

communication

Giving, receiving and responding to specific information, knowledge, understanding, processes, skills, opinions, beliefs, perspectives, needs and emotions.

community

A group of people linked by a common social structure and sense of belonging. This may be based on location, gender, interests, cultural background, or political or religious beliefs.

context

The situation or setting of an event, problem or application, whether real or constructed.

N

non-verbal communication

Communication, other than with spoken words, that transmits meaning, such as body language, inflection, eye contact, posture, gesture and signing.

P

personal qualities

Characteristics that make someone who they are, including knowledge and skills that they bring to their work, and attributes that define how they apply themselves to a role or task.

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