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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Student Diversity

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 Overview ABL TSIL Framework

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The School Curriculum provides a high-quality curriculum for all Western Australian students.

All students are entitled to a high-quality education drawn from the Western Australian Curriculum Framework. The Framework provides a range of learning opportunities for all students, regardless of their interests and abilities. The Framework is designed to meet the diverse needs of students and to provide a challenging and engaging learning experience for all.

Students with disabilities

The Disability Discrimination Act 1992 and the Disability Discrimination Act 2005 require educational institutions to provide students with disabilities with the same opportunities as students without disabilities.



Many students with disabilities are able to participate in the Western Australian Curriculum Framework in the way in which they learn.



In some cases, curriculum adjustments may be required to provide students with disabilities with the same opportunities as students without disabilities. The Western Australian Curriculum Framework provides a range of learning opportunities for all students, regardless of their interests and abilities. The Framework is designed to meet the diverse needs of students and to provide a challenging and engaging learning experience for all.

amework

 ABL Scootle Resources

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 Languages Assessment Activities
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 Teaching and Learning Outline Te
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Teachers may also
disability to ensure
appropriately meas

English as ar

Students for whom
Western Australian
language learning a
languages. While m
numeracy) skills in
English, there are a
language, and have

The Western Austr
understandings of I
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While the Western
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students' more gen
and holistic approa
capabilities in know
communicative and

In various kinds of l

through the medium of their first language (L1) (e.g. English as a second language). These students may develop at least two languages and their conceptual development is supported by their first language.

Aboriginal and Torres Strait Islander students are encouraged to develop literacy in their first language (L1) and English as a second language (L2). The Torres Strait Islands are regarded as concordant with the Torres Strait Islands language. Although the Torres Strait Islands languages are designed to be used in a fundamental value of the Torres Strait Islands, the bilingual literacy of the Torres Strait Islands contribute to improve the literacy skills of the Torres Strait Islands.

While the aims of the Torres Strait Islands are to support the literacy skills of the Torres Strait Islands, EAL/D students may require additional support in their first language and literacy skills. The Torres Strait Islands may require additional support in their first language and literacy skills. The Torres Strait Islands need additional time in their first language and literacy skills in formal settings.

Gifted and talented

Teachers can use the following strategies to support individual learning and development of gifted and talented students.

Teachers can enrich the learning experience of gifted and talented students with learning area content and activities that challenge their abilities and interests.

content description
learning continua (critical
thinking capability)
also accelerate student
Western Australian
teaching and learning

Principles

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Resources

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