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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

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Aboriginal Languages and Torres

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 Overview ABL TSIL Framework

 Overview Auslan

 Overview Classical Languages Framework

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 curriculum in the way in which they learn. The curriculum is designed to be flexible and to provide a range of learning opportunities for all students.



In some cases, curriculum adjustments may be necessary to provide students with disabilities with the same opportunities as students without disabilities. The curriculum is designed to be flexible and to provide a range of learning opportunities for all students.

amework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities
Template 

 Teaching and Learning Outline Te
mplate 

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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
languages students
students' distinctive
developed by both
experience. These
they bring to the le
area within the sch

While the Western
learning of languag
students' more gen
and holistic approa
capabilities in know
communicative and

In various kinds of l

through the medium (second language). These processes develop at least two levels of literacy (orthographic and their conceptual development).

Aboriginal and Torres Strait Islander literacy to their children. The focus is on establishing literacy in the child's first language and Torres Strait Islander language, which is regarded as concordant with the child's first language. Although literacy in both languages are designed to have a fundamental value, the focus is on bilingual literacy of the child's first language to contribute to improved literacy outcomes.

While the aims of the curriculum are the same for all students, EAL/D students may require additional support in learning a new language and literacy. The curriculum for EAL/D students may require additional support to address their language needs. The curriculum for EAL/D students may require additional support to address their language needs in formal settings.

Gifted and talented

Teachers can use the curriculum to provide individual learning opportunities for gifted and talented students.

Teachers can enrich the curriculum with learning area content to challenge gifted and talented students.

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

Principles

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