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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum Australian Curriculum Languages Overview](#) > [Student Diversity](#)

Student Diversity

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Overview

Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video


Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Aboriginal Languages and Torres

 Strait Islander Languages Scope and Sequence

 Arabic Scope and Sequence


 Hindi Scope and Sequence

 Korean Scope and Sequence

 Modern Greek Scope and Sequence


 Spanish Scope and Sequence

 Turkish Scope and Sequence

 Vietnamese Scope and Sequence

 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 of the range of their interests and make the Western Australian Curriculum Framework and cross-curriculum priorities meet the diverse needs of students with diverse learning needs.

Students with diverse learning needs

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 diverse learning needs are commensurate with the way in which they learn and their learning.



In some cases, curriculum opportunities for students with diverse learning needs are provided at Australian Curriculum levels along the Pre-Primary to Year 12 levels of learning and capabilities learning and capabilities learning to adjust to the needs of students with diverse learning needs.

amework

 ABL Scootle Resources

 ABL Additional Resources

 Languages Assessment Activities
Template 

 Teaching and Learning Outline Te
mplate 

[◀ Return to Australian Curriculum Languages](#)

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 i
they bring to the le
area within the sch

While the Western ,
learning of languag
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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 pupils may develop at least two languages and their conceptual development is supported by their first language.

Aboriginal and Torres Strait Islander children are encouraged to develop literacy to their children on establishing literacy in their first language and Torres Strait Islander languages are regarded as concordant with English as a second language. Although English is the primary language of instruction, Aboriginal and Torres Strait Islander languages are designed to be taught in a way that respects their fundamental value and the cultural and linguistic bicultural literacy of the children. This approach contributes to improved learning outcomes for all children.

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 in learning a new language and literacy. The curriculum for EAL/D students may require additional support in learning a new language and literacy. The curriculum for EAL/D students may require additional support in learning a new language and literacy.

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 for gifted and talented students.

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

Principles

Teaching

Assessing

Policy

Resources

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