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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

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You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum Health and Physical Education 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

 [HPE P-10 Scope and Sequence for teaching in 2024](#)

 [HPE P-10 Scope and Sequence for teaching in 2024](#) 

 [HPE P-10 Support resources for consent and relationships](#)

 [ABLEWA Health & Physical Education Scope & Sequence](#) 

 [ABLEWA Health & Physical Education Scope & Sequence](#)

The School Curriculum a high-quality curriculum Western Australian

All students are entitled drawn from the Western Teachers take account strengths, goals and dimensional design general capabilities to cater for the diverse personalise their learning

The Health and Physical Design for Learning and values diversity expression and engagement

Students with

The *Disability Discrimination Act 2005* require educational students with disability without disability.

Many students with commensurate with the way in which they their learning.

In some cases, curriculum

[Return to Health and](#)

Physical Education

opportunities for students to explore Australian Curriculum content at different levels. Teachers can also use the general learning outcomes for Personal and social capability to tailor content to student need.

Teachers may also
disability to ensure
appropriately meas

English as ar

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

While the aims of the two approaches are the same for all learners, the methods are different. In simultaneous learning, the learner is exposed to the new language from birth. The learner acquires the language naturally, without formal schooling. In contrast, in sequential learning, the learner is taught the new language explicitly, through formal schooling. This approach is more effective for learning a second language.

In Health and Physi
when teaching som

Gifted and talented

Teachers can use the curriculum flexibly to meet the needs of all students, including students who are gifted and talented.

Teachers can enrich their work with learning and content description, learning continua (e.g. thinking capability) and also accelerate student learning. Western Australian state and territory teachers

Principles

Teaching

Assessing

Policy

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