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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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Scope and Sequence

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In some cases, current opportunities for strengthening the Australian Curriculum levels along the Pre capabilities learning capability to adjust

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 l 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 students' more gen and holistic approa capabilities in know communicative and

In various kinds of l

through the medium of their first language). These programs develop at least two levels of literacy in their conceptual development.

Aboriginal and Torres Strait Islander literacy to their children. The focus is on establishing literacy in the first language and Torres Strait Islander languages, which are regarded as concordant with the English language. Although these languages are designed to have a fundamental value in the development of bilingual literacy of children, they also contribute to improve the literacy skills of children.

While the aims of these programs are to help students, EAL/D students, to learn a new language and to develop literacy skills, students may require additional support to address their language needs. This may include additional time in formal settings.

Gifted and talented

Teachers can use the following strategies to support individual learning and development.

Teachers can enrich the learning area with learning area content.

content description
learning continua (c
thinking capability)
also accelerate stud
Western Australian
teaching and learni

Principles

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