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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



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

All students are entitled to be drawn from the full range of their interests and make the Western Australian and cross-curriculum diverse needs of students learning.

Students with

The Disability Discrimination Act 2005 requires educational institutions to provide students with disability without disability.



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



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

amework

 [ABL Scootle Resources](#)

 [ABL Additional Resources](#)

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 [Teaching and Learning Outline Template](#) 

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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 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 approach 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 programs aim to help students develop at least two languages and 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 language. This is regarded as concordance with the first language. Although the focus is on the first language, the languages are designed to be used in a fundamental value. The focus is on bilingual literacy of the first language to contribute to improve the literacy of the first language.

While the aims of the program are to help students, EAL/D students, to learn a new language and to learn the first language, students may require additional support. The program addresses their language needs and need additional time in formal settings.

Gifted and talented

Teachers can use the program to help individual learning and to help students learn the first language.

Teachers can enrich the program with learning area content and to help students learn the first language.

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

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