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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](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curriculum 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 curriculum drawn from the Western Australian Curriculum Framework, of the range of their interests and make the Western Australian Curriculum and cross-curriculum learning to meet the diverse needs of students learning.

Students with disability

The Disability Discrimination Act 1992 and the Disability Discrimination Act 2005 require educational institutions to provide students with disability with a curriculum without disability.



Many students with disability learn in a way that is commensurate with the way in which they learn their learning.



In some cases, curriculum opportunities for students with disability are provided at Australian Curriculum levels along the Pre-Primary to Year 12 capabilities learning capability to adjust

amework

 [ABL Scootle Resources](#)

 [ABL Additional Resources](#)

 [Languages Assessment Activities Template](#) 

 [Teaching and Learning Outline Template](#) 

◀ [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 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 pupils may 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 first languages are designed to be of fundamental value to the community, bilingual literacy of the first language can contribute to improved literacy skills.

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

Gifted and talented

Teachers can use the curriculum to support individual learning and development.

Teachers can enrich the curriculum with learning area content.

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

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Teaching

Assessing

Policy

Resources

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