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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

HPE P-10 Scope and Sequence f or teaching in 2024

HPE P-10 Scope and Sequence for r teaching in 2024

HPE P-10 Support resources for c onsent and relationships

🖷 ABLEWA Health & Physical Educa

tion Scope & Sequence

ABLEWA Health & Physical Educa tion Scope & Sequence

#### Return to Health and

The School Curricul a high-quality curric Western Australian

All students are ent drawn from the We Teachers take acco strengths, goals an dimensional design general capabilities to cater for the dive personalise their le

The Health and Phy Design for Learning and values diversity expression and eng

### Students wit

The *Disability Discr* 2005 require educa students with disab without disability.

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

In some cases, curr

#### **Physical Education**

opportunities for st Australian Curriculu content at different also use the genera Personal and social student need.

Teachers may also disability to ensure appropriately meas

## English as ar

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

While the aims of the are the same for all simultaneously lear new language. The teaching that explic formal schooling wi effective learning ir

In Health and Physi when teaching som

## Gifted and ta

Teachers can use the flexibly to meet the including students '

Teachers can enricl work with learning content description learning continua ( thinking capability) also accelerate stuc Western Australian state and territory 1

Principles Teaching Assessing Policy

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