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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

Scope and Sequence

[◀ Return to Languages](#)

The School Curriculum
a high-quality curriculum
Western Australian

All students are ent
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diverse needs of st
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Many students with
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Students for whom
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communicative and

In various kinds of literacy (e.g., through the medium of a second language). These processes develop at least two of their conceptual de-

Aboriginal and Torres Strait Islander literacy to their children on establishing literacy in their language and Torres Strait Islander language. Although these languages are designed to have a fundamental value in the development of bilingual literacy of their children, they contribute to improve the literacy skills of their children.

While the aims of the literacy program for students, EAL/D students, students of a new language and students of a second language may require additional time and resources, the program addresses their language needs and provides them with additional time and resources in formal settings.

Gifted and talented

Teachers can use the individual learning plan to identify and support the individual learning needs of gifted and talented students.

Teachers can enrich the learning experience of gifted and talented students by providing them with challenging tasks and activities.

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content description
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Western Australian
teaching and learni

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