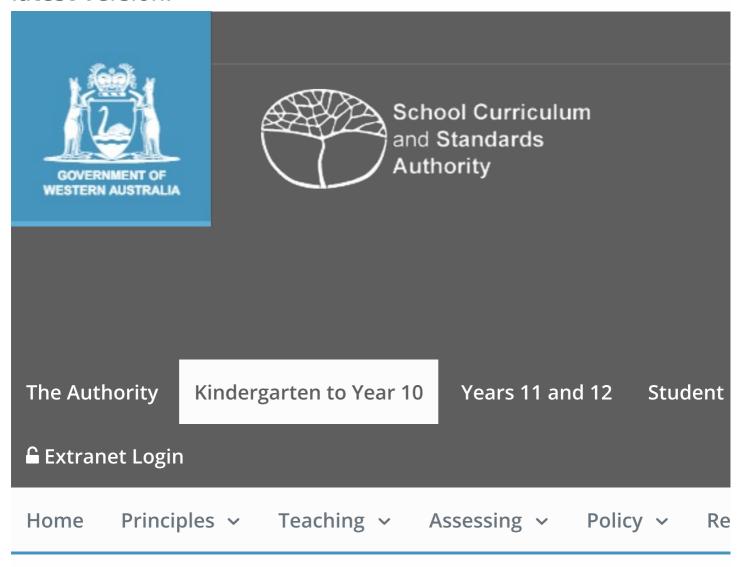
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Student Diversity

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Overview



Rationale

Aims
Organisation
Student Diversity
Ways of Teaching
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General Capabilities
Cross-Curriculum Priorities
Glossary
Scope and Sequence

Return to Languages

The School Curricul a high-quality curricul Western Australian

All students are ent drawn from the We of the range of thei interests and make the Western Austra and cross-curriculus diverse needs of stulearning.

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 opportunities for standard Australian Curricult levels along the Precapabilities 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 Austra understandings of I languages students students distinctive developed by both experience. These I they bring to the learea within the scheme

While the Western A learning of languag students' more gen and holistic approacapabilities in know communicative and

In various kinds of I through the mediur language). These p develop at least two their conceptual de

Aboriginal and Torreliteracy to their chile on establishing literand Torres Strait Island Torres Strait Island Torres Although languages are designated as concortional value bilingual literacy of contribute to impro

While the aims of the students, EAL/D students, EAL/D students may require addresses their landered additional time formal settings.

Gifted and to

Teachers can use the individual learning

Teachers can enricl

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

Principles

Teaching

<u>Assessing</u>

Policy

Resources



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