

Stages of development outcomes matrix

	Registration	Preliminary	Competent to be accredited	Competent to teach ATAR courses
Teaching and learning	<ul style="list-style-type: none"> Schools provide classes taught by teachers who know the language and culture well. Teachers plan interesting and active tasks that involve listening, speaking, reading, writing and viewing, with a focus on oral communication. Teachers tell students about their progress and mark students' work. 	<ul style="list-style-type: none"> Schools are aware of differences in learning and teaching in Australia and the home country. Teachers give priority to listening and speaking, and using the language in real situations. Texts and tasks are age and level appropriate to engage and motivate students. Language and culture are taught together by teachers who have knowledge of both areas. Teachers assess student progress and report to parents/caregivers. 	<ul style="list-style-type: none"> Schools recognise and allow for differences in cultures of learning in a well-planned, aligned school curriculum that supports cumulative learning. Teachers are aware of the best ways of learning and teaching languages, and use a wide variety of strategies in their classrooms, including strategies for multi-age, multi-level teaching. Teachers give students extensive opportunities to engage with a range of authentic material as well as use language for a variety of purposes. Teachers focus on meaning and grammar where appropriate. Teachers use appropriate assessment and reporting strategies. There is attention to students taking responsibility for learning outside the classroom and of being aware of their increasing understanding of their developing interculturality. 	<ul style="list-style-type: none"> Schools provide programs where learning, teaching and resourcing accommodate all ATAR requirements and where students are adequately supported to achieve ATAR standards. All teachers are professionally credentialed and registered with the Teacher Registration Board of Western Australia (TRBWA).

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Leadership and governance	<ul style="list-style-type: none"> The school can demonstrate its connection with, and support from, the community. There is a school board with defined and published member roles and responsibilities. The school meets OMI eligibility requirements. The school complies with all relevant legislation relating to health and safety and to working with children. 	<ul style="list-style-type: none"> All requirements for school registration have been met. School leaders are engaged with, and report to, the community to set school goals and update strategic planning. The school has a budget to support school resourcing. Whole-school curriculum planning has started. School leaders support and facilitate professional learning and all teachers have successfully completed professional learning requirements for preliminary accreditation. School leaders make decisions consistent with relevant legislation. 	<ul style="list-style-type: none"> All requirements for school registration have been met. Strategic and operational plans are in place and are monitored and reviewed regularly. There is a documented curriculum that is compatible with State and national curriculum requirements. School leaders make sure that teachers regularly engage in professional learning. School leaders make decisions consistent with relevant legislation. 	<ul style="list-style-type: none"> All requirements for school registration have been met. Strategic and operational plans are in place and are monitored and reviewed regularly. There is an established and transparent process in place for curriculum review and renewal. School leaders ensure that teachers have up-to-date and accurate knowledge of curriculum and assessment requirements and that teachers engage in relevant professional learning. School leaders make decisions that are consistent with relevant legislation.

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Community links	<ul style="list-style-type: none"> The families of students are actively involved in the school. School activities may be used to publicise or promote the school. 	<ul style="list-style-type: none"> The families of students are actively involved in the school; community members regularly contribute to increase the linguistic and cultural richness of student learning. Teachers create tasks that require students to take their learning back into the community. Teachers and school leaders use a wide range of media to share information about the school in the community. 	<ul style="list-style-type: none"> The families of students are actively involved in the school; community members regularly contribute to increase the linguistic and cultural richness of student learning. Teachers create tasks that require students to take their learning back into the community. Teachers and school leaders use a wide range of media to share information about the school in the community. Students develop interculturality, which enables them to critique the community language and culture in relation to Australian English and Australian culture. 	<ul style="list-style-type: none"> The families of students are actively involved in the school; community members regularly contribute to increase the linguistic and cultural richness of student learning. Teachers create tasks that require students to take their learning back into the community. Teachers and school leaders use a wide range of media to share information about the school in the community. There is a significant focus on the development of students' interculturality. Students use their own intercultural awareness to become advocates in the wider Australian community for their, and other community languages and for the acknowledgement and celebration of Australia's cultural and linguistic diversity.