



Australian International Schools

A Project of Government of Australia



Chào mừng

स्वागतहे

欢迎

স্বাগত

Welcome

ຍິນດີຕ້ອນຮັບ

Selamat datang

환영

ようこそ

Wandjoo Wandjoo

WHICH LANGUAGE IS THIS?

Vietnamese

Hindi

Chinese

Bengali

English

Thai

Indonesian

Korean

Noongar

Japanese

ABOUT US

In the backdrop of the tentative educational environment, where even the best of the educational systems are cracking under the pressure of meeting the dynamic realities of time, it is an explicit area of concern for all the educationists to seek the alternatives for a better educational system. We are proud that we have been able to bring one of the alternatives to the surface.

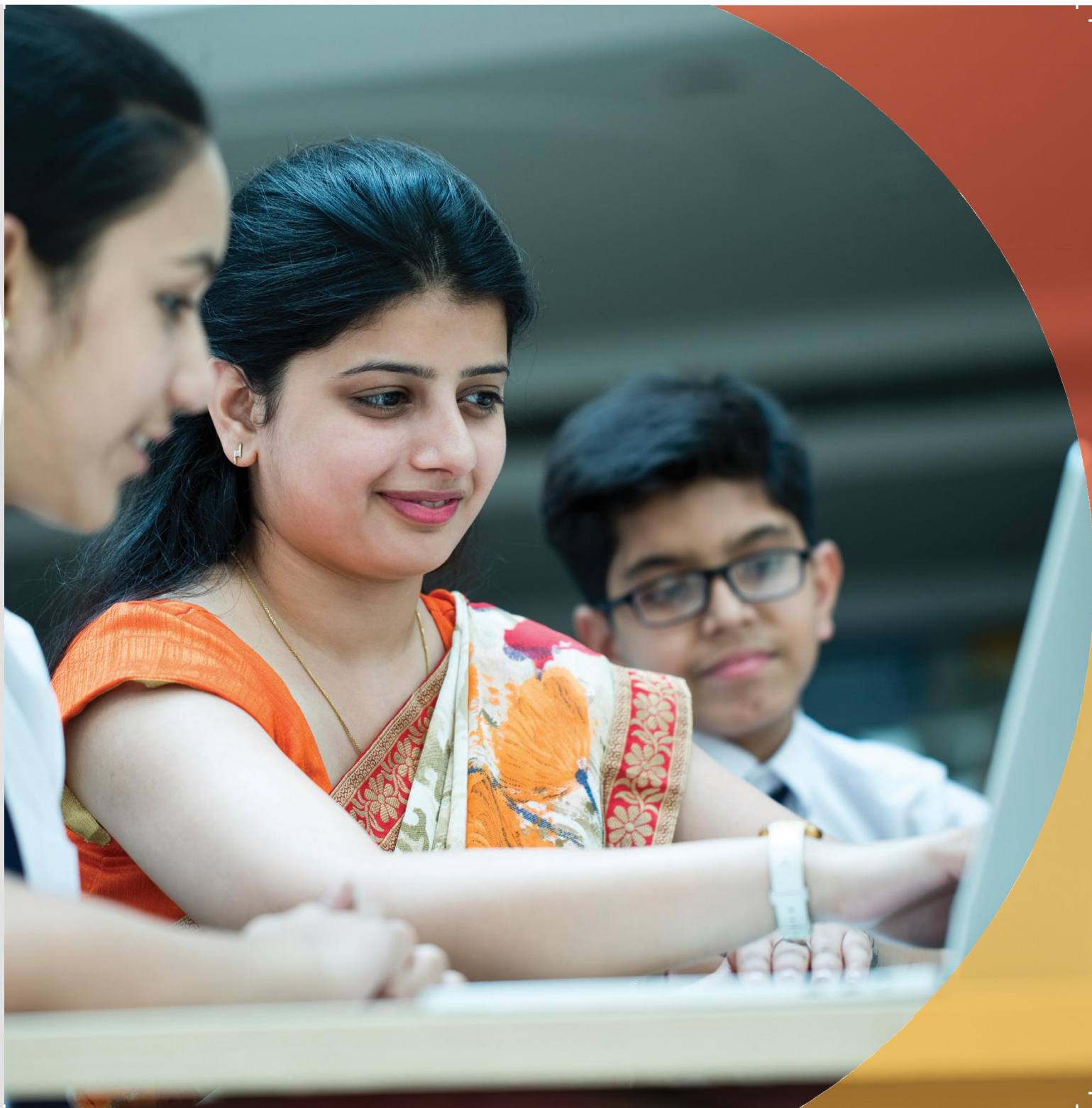
The School Curriculum and Standard Authority's vision is to provide quality curriculum, assessment and reporting of standards of achievement for all students studying the Western Australian schools and Australian International Schools., so that they become confident, creative learners and active, informed citizens who contribute positively to society. We are proud of the quality of the education programs we offer to Western Australian schools and Australian International Schools.

We build our programs on a solid foundation of research and consultation to ensure we have curriculum and standards that are relevant, evidence-based and forward-looking. Over the years, the SCSA staff have been involved in the development of the Australian curriculum and have worked with thousands of teachers to develop support materials that are grounded in classroom experiences and settings.

The SCSA is committed to clear and high standards, and our focus is on supporting students and teachers in the journey from Kindergarten to Year 12. It is important to us that the thousands of students who have undertaken, or will study, our education programs are equipped, not only with skills in literacy and numeracy, but also with the content knowledge that underpins our courses. Our programs integrate opportunities for students to develop skills they need to be successful in life in the twenty-first century. We, therefore, value skills such as critical and creative thinking, personal and social capabilities, and intercultural understandings.

We encourage you to explore this overview of our programs. You will find some background information about our history and an introduction to the process for prospective schools to express an interest in joining us in a partnership.

We look forward to welcoming you to a partnership with us to become Australian International School.



OUR PEOPLE

The School Curriculum and Standard Authority is the Western Australian Government certification authority responsible for setting the curriculum for over 1100 schools from Kindergarten to Year 12 throughout the world. Reporting directly to the Western Australian Minister for Education, the SCSA is administered by a Board of educators with experience in curriculum and assessment from early childhood to post-graduate university level.

Our curriculum experts are experienced educators focused on supporting teachers. Our evidence-based approach to curriculum design is validated by university-based academics, curriculum specialists and measurement experts. Our curriculum is subject to regular quality reviews to ensure it remains relevant and student focused.

A member of our team will work directly with your school to ensure the best possible outcomes for your students.

OUR PROGRAMS

Our international schools have access to the following curriculum programs.



Western Australian Kindergarten to Year 10 Curriculum International (WA K–10 International)

Kindergarten to
Year 10.



Western Australian Early Years Learning Program International (WA Early Years International)

Kindergarten to
Year 2



Western Australian Certificate of Education International (WACE International)

Years 11 and 12
two-year senior
secondary school
program



Western Australian Matriculation Program International (WAM International)

Year 12 one-year
senior secondary
school program



'The WACE course of Physics can effectively attract the students to focus, to think, and strengthen their ability of applying what they learn to understand the world and explain the things around them.'

Wei Ren

WACE Physics teacher
China



'WACE's teaching system makes it easier for me to find my interests and explore my potential in the learning process, so that I can have a clear career plan and learn more effectively towards my goal.'

Xiaoqi Ping

Student
China



'This programme really trains you for university life in the future, with the high quality assignments and exams that are given.'

Nicholas Ng

Former student
Malaysia



'I believe having done my AUSMAT has greatly accelerated my learning curve and also helped my transition to university immensely.'

Selenge Erdenechimeg

Former student
Singapore

Our commitment to our international schools

Making a difference to international students, their teachers and school communities is at the heart of our work. Our education programs and support are defined by the following four pillars. We extend this commitment to our international partners.

1

Access and opportunity

We believe all students should have access to a world-class education that maximises their opportunities. Our curriculum, and the resources we provide to ensure successful course implementation, build on this belief.

2

Fairness and rigour

We are committed to maintaining the fairness and quality of our curriculum assessment and standards of achievement. Our programs are grounded in educational rigour – evidenced by our transparency, integrity, professionalism and accountability.

3

Partners in education

We approach our partnerships with an open, supportive and mutually respectful mindset. We build partnerships with the common goal of promoting educational opportunities for students at and beyond school.

4

Learning for the real world

We want to prepare students for the world beyond school. We provide practical, evidence-based learning that gives students the knowledge and skills they need for success. We ensure our programs remain relevant in an ever-changing world.

OUR PLACE IN THE WORLD

Our education programs are designed to give students the best possible opportunity to pursue post-school options, whether these be university, training or the world of work.

Students who successfully complete the WACE International or WAM International program will receive an Australian Tertiary Admission Rank (ATAR) that provides a seamless transition into:

- Western Australian universities
- Australia's universities, including the Group of Eight
- leading universities around the world
- a wide range of career opportunities in areas such as business, finance, health, the sciences, engineering, mathematics, humanities, law, English and information technology.





Kindergarten to Year 10

Our Kindergarten to Year 10 international education program delivers quality curriculum, assessment and standards for Kindergarten to Year 10 students. Known as the WA K–10 International, it is the same education program as that offered to Western Australian students.

The WA K–10 International enables all students enrolled in the program to become confident, creative learners and active, informed citizens who contribute positively to society.

Students are able to study this world-class curriculum without leaving their own country. With an opportunity to develop English language skills, students will be well prepared for senior secondary school and universities around the world.

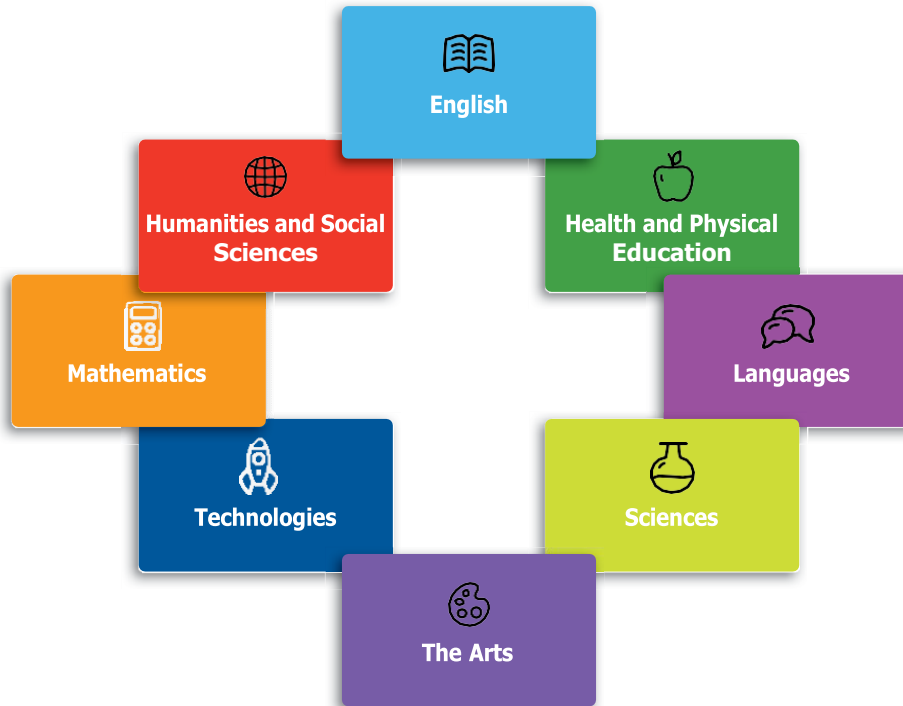
Just as importantly, schools can also include classes in their first language as part of the program.

The WA K–10 International provides comprehensive information for schools to plan student learning programs, assess their progress and report to parents. It clearly sets out the knowledge, understanding, skills, values and attitudes that all students are expected to acquire.

Schools may wish to express their interest in the WA Early Years International, which specifically focuses on integrated, play-based learning for students in Kindergarten to Year 2.

THE EIGHT LEARNING AREAS OF THE AUSTRALIAN CURRICULUM

The WA K–10 International and the Early Years International include subjects spanning the eight learning areas shown below.



BENEFITS OF A KINDERGARTEN TO YEAR 10 AUSTRALIAN EDUCATION

Students can acquire:

- communication skills
- self-discipline
- teamwork and personal development skills
- self-expression skills
- English language skills, which provide an ideal preparation for higher education at English language schools and universities.

Studying the WA K–10 International means students are well placed to progress to senior secondary studies, including the WACE International.

Years 11 and 12

We offer two internationally-recognised senior secondary programs to our partner schools: the Years 11 and 12 WACE International and the Year 12 WAM International programs.

Students can receive an ATAR through both these programs, which provides a seamless transition into Western Australia's universities, Australia's Group of Eight universities and leading universities around the world.

Successful students receive certification known as the Western Australian Certificate of Education (WACE) issued by the SCSA on behalf of the Western Australian Government, and an ATAR recognised by universities internationally.

WACE INTERNATIONAL

The two-year WACE International is the same as that offered to senior secondary school students in Western Australia.

The WACE requirements include:

- demonstration of a minimum standard of literacy and numeracy, and achievement standards
- completion of a minimum number of units to demonstrate breadth and depth in learning
- completion of at least four Year 12 ATAR courses with at least one pair of Year 12 units from List A (Languages and Humanities) and one pair of Year 12 units from List B (Mathematics, Sciences, Technologies)
- students must complete two paired units of a Year 12 WACE English learning area course.

Full details of the requirements are listed in the *WACE Manual*.

Students come from diverse backgrounds and have varying needs. They may be interested in university study, have specific vocations in mind involving further education and training, or intend to enter the workforce after leaving school.

For this reason, the WACE International offers a range of courses and programs that open doors to a wide variety of career opportunities.

WAM INTERNATIONAL

The WAM International program is a pre-university program that is recognised around the world. The one-year WAM International is the same as the Year 12 WACE International offered in Western Australia.

Students are required to select five ATAR courses, with at least one from List A and one from List B. Students must complete two paired units of a Year 12 WACE English learning area course.

BENEFITS OF OUR SENIOR SECONDARY CURRICULUM

Students are able to study for a world-class qualification without leaving their country.

The WACE International and WAM International are dynamic, relevant, balanced and academically challenging. They are ideal for our rapidly changing world.

Both programs prepare students for a variety of career paths, including medicine, dentistry, finance, business, information technology, science, law, engineering and the arts. Students may successfully transition into further education, training or the workforce.

Students develop communication skills, self-discipline, and respect for themselves, their peers and the world. As well as being provided with a well-rounded curriculum, students develop skills in teamwork, self-expression and personal development.

WACE International and WAM International graduates can achieve fluency in English, which provides an ideal preparation for higher education at English language universities.

ASSESSMENT

Final school marks in Year 12 comprise 50 per cent moderated school assessments and 50 per cent external examinations. Final examinations are held at the end of the year. The school provides a venue and the SCSA makes arrangements for supervision and marking.

MODERATION PROCESSES

The SCSA provides moderation processes that focus on the comparability of school marks and grades. These processes provide valuable feedback and data to assist schools in improving teaching and assessment processes and meeting SCSA standards. These activities include:

- syllabus delivery audits that ensure school planning documents cover the correct syllabus
- document reviews to ensure all planning around teaching, assessment and reporting reflects our requirements

- grading reviews, including school visits where samples of student work are reviewed to identify and discuss the application of marking keys and grade descriptions
- Consensus moderation meetings where teachers meet with other teachers to discuss grade descriptions and how these apply to sample student files and proposed grades.

These moderation activities are delivered online and face-to-face.

RESULTS

A summary of results is available to students online at the end of each year.

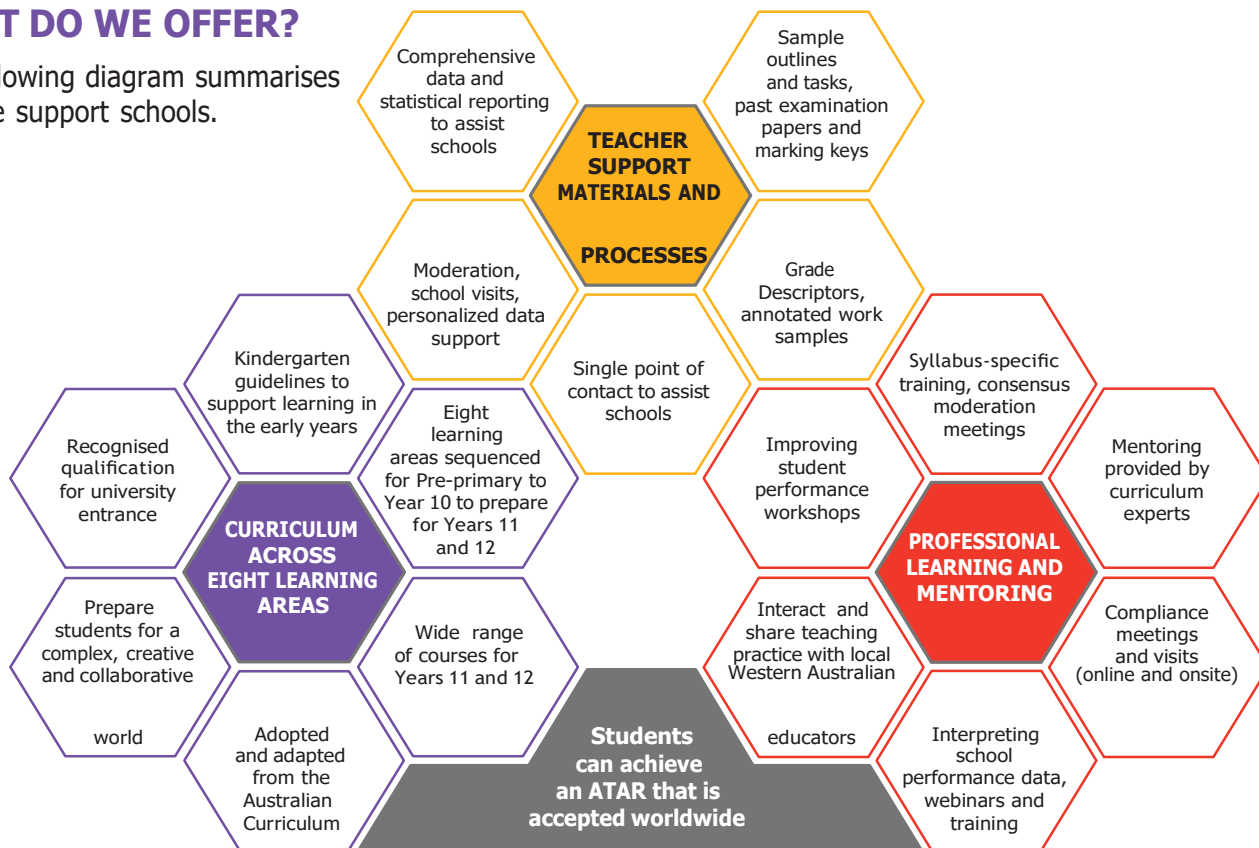
For students seeking university entrance, an ATAR is calculated by combining the school and final examination score of their best four ATAR courses. Detailed results are posted to students. The ATAR is used by university admission centres around the world to process applications for admission to undergraduate courses. Further information about the ATAR is available at www.tisc.edu.au.



Our partners

WHAT DO WE OFFER?

The following diagram summarises how we support schools.



'Thanks to AUSMAT, I can be a globally competitive student with a lot to offer my country and other nations. Not only am I challenged by this program but I'm also inspired and there can be no better foundation for my success.'

Ruvumbo Thandiwe Gondo

Student, Zimbabwe

HOW WE SUPPORT OUR INTERNATIONAL SCHOOLS

The SCSA collaborates with schools and teachers in the best interests of the students. We support schools and teachers to develop their understanding of teaching, learning, assessment, standards and reporting for all eight learning areas across Pre-primary to Year 12. This support may be targeted (based on particular learning areas or subjects) or system wide, and provided face-to-face or facilitated online and includes the following.

1

Documentation support

The SCSA works closely with schools to ensure all documentation meets the requirements of the WA K–10 International, WA Early Years International, WACE International or WAM International to a high standard.

2

Pedagogical support

The SCSA facilitates forums to reflect and provide advice on teaching practices to identify practical ways to improve student engagement and results.

3

Professional learning

The SCSA provides professional learning to develop teaching, learning, assessment and reporting documents and strategies. These well-established practices reflect the principles of teaching, learning and assessment in schools. This includes classroom strategies, developing assessment tasks, and using data through a number of statistical reports made available by the SCSA to improve student performance.

4

Grading support

The SCSA publishes materials that demonstrate State standards for all learning areas, such as grade descriptions and student work samples, and our curriculum specialists work closely with schools to support good assessment practices that prepare students for the Year 12 external examinations.

5

Networking support

The SCSA provides opportunities for teachers to share examples of student work to investigate and discuss student achievement in relation to published marking keys, judging standards materials and grade descriptions for all learning areas.

A circular inset map of Western Australia, showing the coastal region from Lancelin in the north to Bunbury in the south. A red pushpin is stuck into the map, pointing to the city of Perth. Other cities visible on the map include Fremantle, Stirling, Warrnambool, and Mandurah. The map also shows the Indian Ocean to the west and south, and various islands and rivers.

Further study

Australia is a popular destination for international students in the English-speaking world, and many international students choose to study here because of our cultural diversity and the high quality of our education.

Perth is the vibrant capital city of Western Australia, best known for its sunshine, friendly residents, culinary experiences and pristine beaches, so you will never be short of things to do. Not only does Perth give students a safe environment to learn in, but it gives students the opportunity to network and learn from industry professionals.

Western Australian universities regularly visit overseas schools to discuss course options and transitioning for overseas students. The SCSA is available to assist schools offering its curriculum programs to be included in these visits.

For information about study in Perth, visit <https://www.studyperth.com.au>.

Prospective schools

Prospective international education partners supply information which the SCSA uses to evaluate school preparedness to deliver the nominated education programs. Through this process, commercial arrangements are discussed and relevant time frames established. All applications for accreditation must be approved by the SCSA's Board using a two-stage application process. International education team members are available to provide guidance and support to complete and submit an expression of interest.

Australian International Schools that are accredited to deliver the SCSA's education programs will receive induction training and other guidance to support them to deliver the approved education programs. The SCSA will also provide experienced education professionals to work with its international education partners to provide support and advice about curriculum delivery and assessment.

The SCSA website

The SCSA website contains a wealth of information to support overseas schools in implementing the Western Australian curriculum. In addition to being a repository for SCSA syllabus and support materials, the website also contains:

- key publications
- useful information for different audiences including school leaders, teachers, parents and community, and students
- policy and position papers
- presentations
- Correspondence from the SCSA to schools.

Overseas schools are encouraged to explore the SCSA website at: <https://www.scsa.wa.edu.au/>

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School approval process

Expression of interest (EOI)

Following discussion with the SCSA International Education team, an online application process occurs in two stages. Each party representing a school is supported through this process.



Approval

The Board of the SCSA conducts a review of recommended applications and makes a decision as to whether a school is approved to licence the delivery of the Western Australian curriculum.



Agreement

An agreement is drawn up, reviewed and signed by the relevant parties.



Recommendation

Consideration of the EOI by the International Education Advisory Committee (a SCSA Board subcommittee), who recommend suitable applications to the Board.



Confirmation

The Executive Director of the SCSA issues a letter on behalf of the Board, confirming approval of the school to deliver Western Australian curriculum program(s) and outlining the next steps.



Implementation

The school is presented with a *Certificate of Recognition* and issued with a school code for administrative purposes. The process of curriculum implementation begins.



PREMISES AND FACILITIES

The SCSA will evaluate campus facilities at prospective international schools according to following criteria;

1. The premises and facilities used by the school are fit for purpose, hygienic, safe, well maintained, sufficient and appropriate for the provision of a satisfactory standard of education and satisfactory levels of care to all students and for the number of students enrolled.
2. Unless the SCSA has provided prior approval, premises built or commissioned for the delivery of educational programmes to students in the final year of their early education period and/or their pre-compulsory education period provide 3.25 square metres of unencumbered indoor space for each student and at least 7 square metres of unencumbered outdoor space for each student.
3. Where applicable, the premises used by boarding students are appropriate, safe, well maintained and sufficient for the number accommodated.
4. The premises, including boarding premises where applicable, are so arranged, and their use so organised, as to effectively deter inappropriate interactions between students and staff, and between students, and to facilitate the detection of any such interactions which may occur.
5. The school provides such ancillary support as is necessary to ensure equity of access to educational programmes for all students enrolled.

Definitions

Ancillary support

Support which ensures equity of access to educational programmes for all enrolled students. The nature of this support will be determined by the needs of individual students. It may include, for example:

- extension programs for Gifted and Talented students;
- assistive technologies;
- Counselling.

Facilities

The physical equipment and fixtures provided at the school, including play areas, furniture and vehicles.

Fit for purpose

Suitable for the purpose and people for which it was designed, constructed and intended to be used.

Premises

The land and buildings of the school or proposed school, including boarding premises where applicable as well as off-campus sites owned or under the control of the school.

Unencumbered space

Unencumbered space refers to the space suitable for use by Pre-Kindergarten and/or Kindergarten students and in fact available for their use.

The following *cannot* be counted as unencumbered indoor spaces:

- any passageway or thoroughfare (including door swings);
- any toilet and hygiene facilities;
- any area permanently set aside for storage;
- any area or room for staff or administration;
- the kitchen unless it is primarily for use by students as part of the educational programme;
- Any other space that is not suitable for Pre-Kindergarten and Kindergarten students.

The following *cannot* be counted as unencumbered outdoor spaces:

- any pathway or thoroughfare, except where used by students as part of the education and care programme;

- any car parking area;
- any storage shed or other storage area;
- Any other space that is not suitable for Pre-Kindergarten and Kindergarten students.

A verandah can be included either as indoor space or outdoor space but not both.

SCSA's considerations

Safe premises

Safety considerations include:

- management of student drop-off and pick-up areas;
- cleanliness and hygiene;
 - lighting, air flow, emergency lights, egress, electrical load, student capacity, exit signage, fire safety, door and corridor widths, toilet facilities;
- Adequate and appropriately organised teaching and learning spaces; • adequate and appropriately organised rest and play spaces.

Safe facilities

Safety considerations include both physical arrangements and enforced policies about their use such as:

- the safe installation and use of playground and sporting equipment consistent with the manufacturer's specifications;
- standards of supervision of students using sporting and recreational facilities;
- ergonomic qualities of information and communication technologies;
- furniture and equipment is of an appropriate size for the students using it;
- guidelines and education for students, staff and parents about cyber-safety and online security;
- Hazard identification and reduction measures in design and technology classrooms and other workshops.

Sufficient facilities

Sufficiency considerations include:

- whether the resources are sufficient in number, quality and kind to support the delivery of all learning areas;
- whether resources, equipment and furniture are provided to support the learning and full engagement in school activities of all students including students with disabilities, students at educational risk and gifted and talented students;
- Whether the resources are up-to-date.

Appropriate premises

The appropriateness or suitability of the premises will be considered in light of factors such as:

- the obligation to provide both quality education and quality care;
- participation of students with learning support needs;
- accessibility for students, staff and parents with disabilities;
- the age and maturity of students;
- learning areas or courses being or to be taught;
- curriculum being or to be delivered;
- Risks associated with the activity and/or environment.

Appropriate boarding premises

In assessing the appropriateness of boarding premises, **the SCSA will consider** such factors as whether it is:

- adequately heated and cooled;

- in compliance with fire and safety regulations and equipped for emergencies;
- free of significant hazards and safe for all boarders;
- hygienic;
- secure from intrusion and sufficiently private;
- well lit, well ventilated and well-maintained;
- accessible to all boarders; and
- Sufficiently spacious for study, sleep, meals and recreation.

Risk management audits

Schools are expected to undertake regular risk management audits in respect of premises and facilities.

Risk management audits
which comply with the
*Occupational Safety and
Health Regulations 1996*
must be student-focused and
also incorporate
consideration of staff,