

Wodonga Senior Secondary College Policy Manual	600 TEACHING & LEARNING 602.1 Curriculum Structure	Page: 1 of 2 Issue No: 2.0 Date: Nov 2009
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Associated Processes:		Associated Documents:

CURRICULUM STRUCTURE

In the formation of the Curriculum Structure Policy, the Department of Education & Early Childhood Development (DEECD) Policy and Victorian Curriculum & Assessment Authority (VCAA) Guidelines have to be taken into account.

Wodonga Senior Secondary College Curriculum Structure Guidelines

1. To ensure students have a general education:
 - a. English, Mathematics, Science, and Humanities are to be core areas at Year 10 to ensure appropriate skills and knowledge for a smooth transition into Year 11 while maintaining a breadth of options
 - b. Students should be encouraged to continue with LOTE to the extent of allowing exemption from *Humanities 2* and *Science 1* to enable students to do so
 - c. At VCE level, DEECD & VCAA guidelines must be followed

2. To achieve diversity and flexibility of student choice at Year 10 to 12:
 - a. Classes should be organised into a 6 BLOCK system
 - b. Students should be offered a range of Technology, Health & PE and The Arts subjects at Year 10 as electives
 - c. Year 10 English, Science and Humanities core classes should not be streamed to maximise student choice in their electives
 - d. To maximise student choice subjects that have multiple classes should be placed in different subject blocks
 - e. Where practicable, Year 10 students should be provided with access to VCE and VET studies. However, where class size issues present themselves priority for access must be given to students within their own year level.

4. In line with DEECD policy on PE/Sport, maximum participation in Sport is to be encouraged through student participation in House Sport, Inter College Sport and Local Sporting Competition.

Curriculum Time Allocation

1. All subjects will consist of 2 double periods and 1 single period

2. Where possible, the breadth of student choice will be maintained via a flexible blocking arrangement which may include concentrated blocking for classes that are accessed by students from other schools.