



# Subject Selection and Pathways Policy

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## PURPOSE

To ensure the school community understands our school's approach to course counselling for students.

## RATIONALE

Glen Eira College has a rigorous approach to student pathway (course) counselling. The process is conducted by a small group of staff, all of who share a common approach to the process and are trained in course counselling.

## POLICY

Course Councillors meet to share a common understanding and language. The counselling team do not advise students to take alternative subjects because they are perceived as 'easier' subjects but rather an alternative selection is made based on what is the best pathway for the student.

However, there will be times when a student's strengths will not match their desires. In these cases the available evidence should be used to help inform their decision as opposed to simply allowing them to 'choose'.

Past experience demonstrates that some students who have poor academic results and low attendance have little capacity to be successful in their VCE subject selection. For these students the course counselling tends to support their selection when clearly the student does not have the skills, work habits and knowledge. At this stage the student commits to improving their studies for the following year but experience clearly indicates most of these students do not make the necessary improvement.

Sometimes counselling students who are unable to provide significant positive evidence to support their choice of subjects can be difficult. In these cases students and their families can be adamant that they want their particular subjects. Here the students are provided with a course of study where they are most likely to be successful. At the same time they are given an alternative course based on their wishes. They are told that if by the end of the year they are able to meet negotiated targets on attendance, homework and subject results they will be permitted to enrol in their alternative course. For this approach to be successful the timing of the course counselling must enable sufficient class time for the student to demonstrate reaching the negotiated targets. It maybe helpful to recommend to these students that they do VCE over three years and/or they do not sit exams in selected subjects (unscored).

## GUIDELINES

- The course counselling team have a strong commitment to evidence-based decision making
- This evidence based approach helps ensure counselling does not favour one subject over another and maximises students success in achieving their goals beyond Year 12.

Counselling level	Evidence used to make decisions	Timeline
Year 9 to 10	Teacher recommendation, mid-year exam (9B), mid year report	Term 3 and 4
Year 10 to 11	Year 9 NAPLAN, Yr 10 mid year exams, teacher recommendations, mid year report	Term 2, 3 and 4
Year 11 to 12	Mid year exam, teacher recommendations	Term 3



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- It is the goal of the course counselling team to guide students towards a course of study that most likely meets their abilities. The table below indicates the evidence used to make informed decisions.
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- During counselling students are advised that subjects they choose may not run depending on demand.
- Once the numbers of students nominating subjects has been determined, the range of subjects the college will offer is then presented and negotiated with the following stakeholders;
  1. LA leaders
  2. Students and parents
  3. Teachers
  4. Consultative Committee
- Once this process is finished the final subject list for 10, 11 and 12 is reached. At this point, further consultation occurs with individual students about entry into subjects using the evidence based approach as outlined above.

### **FURTHER INFORMATION AND RESOURCES**

- Glen Eira College Senior School Handbook