Subject Selection Key Process Statement

Overview
To provide subject and career guidance that supports students to select subjects that match their post school pathways.

Detail
Students will work with their care group or MIND teacher to select subjects for the following year. If students need to make a subject or class change the following year, they will work with their class teachers to follow the process.

Timeline to be followed whole school is detailed below:

Term 3	Set actions
Week 4 Subject promotion	**Monday to Friday:** subject promotion curriculum videos in Care Group time **Tuesday extended care group:** Year 11 into 12 key detail assembly (SACE/ATAR/What it means to be Year 12) ***** *Students will be provided a subject selection letter to take home this week.*
Week 5 Subject exploration	• Students explore as a class during care group or MIND line time the curriculum and supportive resources /videos (refer to appendix 2 & appendix 7). Care group and MIND teachers to refer to appendix 1a & appendix 1b). • Students select draft subjects on a paper grid by the end of the week (refer to appendix 4 & appendix 6). • Students are to bring a completed grid to a conversation in week 6-7 with their care group or MIND teacher. Note: • Students wanting to do SAASTA are to follow the SAASTA enrolment process (refer to appendix 10) which will mean students are just data entering SAASTA on the system if they have been successful (a list will be provided to staff). • Students wanting to do an IPP are to follow the IPP enrolment process (refer to appendix 8 & appendix 9) which will also mean students are just data entering an IPP if they have been successful (a list will be provided to staff). The RTO will make the final decision if student is accepted into the selected VET course.
Week 6-7 Subject selection	• Care group and MIND teacher's quality assures the subjects students are selecting through a conversation and makes updates to the grid if required. Students who select a subject against recommendation are to have their care group/MIND teacher complete an against recommendation form appendix 13. • Once subjects are approved, subjects are entered on Web Preference by the students and Web Preferences receipt is taken home for signing by parents/caregivers by the end of week 7. Confirmation letter is required before receipt is sent home for signing. • Parents are required to ring student services and book in a subject appointment session for week 8 with the care group/MIND teacher if they are not happy with the entered subjects by the end of week 7.
Week 8 Subject clean-up	• Sessions are offered by care group and MIND teachers, for parents who requested an appointment (Booking required through the care group or MIND teacher). • Care group and MIND teachers to enter subjects for students who are away/have not engaged in the process (refer to appendix 3 for the set timelines for care group/MIND teachers).
Week 9-10	• Time to analyse what subjects are running.

	• Timetabler formed by Data Leader.

Post subject selections

- Senior Leader in Data and Timetabler and the Student Pathways Senior Leader are to lead the process of viable classes with the Principal and Deputy Principal. Senior Leader in Data and Timetabler creates all data systems to reflect decisions.
- Senior Leader in Timetabler to lead Data Managers to ensure timetables are ready to be distributed by required time. Term 4 the following checks are done before emailing/printing timetables: Class sizes, clean-up of classes that are not viable with reserve subjects and subject data quality checked (required compulsory subjects and no blanks by Data Manager). Precluded combinations checked by Year 11-12 Assistant Principal (Refer to orange SATAC guide).
- Implement the subject /class change steps with the relevant AP to follow up, if issues are found that cannot be solved with provided data (reserves) by Data Manager.
- The SACE tracking report the following year is cross checked and Non-ATAR/SACE letters are cross checked or completed by Year 11-12 Assistant Principal.
- Year 12 alternative Learning Assessment Plans (LAP's) are to be used if a student has a precluded combination identified post subject counselling.
- Subject changes are only allowed for the first 2 weeks of the following year at each new semester. Only wellbeing issues will be allowed to initiate a change post the 2 weeks, as analysed and approved by the Assistant Principal in each community (refer to appendix 11a & appendix 11b) for subject change flow process).
- Year 11-12 students can convert or withdraw a subject where appropriate. This can be student, teacher or learner review initiated, the process starts with the class teacher (refer to appendix 12 for the required form and steps).

Role	Responsibilities
Principal	• Oversees the process and subject offerings
Student Pathways Senior Leader	• Leads and quality assure the full subject selections process and Implementation Plan • Leads the development and review of the subject grids • Organises the resources and grids for subject selections • Oversees all students having a timetable ready for the following year as supported by the Timetabler Senior Leader and the Assistant Principals
Deputy Principal	• Quality assures the curriculum offerings • Leads the review and updates of the curriculum guide and subject recommendation book • Leads the curriculum promotion videos
Assistant Principals *(Year 7-8 /Year 9-10 /Year 11-12)*	• Decides on the subject offerings and delivery mode for their community • Promotes the subjects and pedagogical approach for their community • Supports the development of the subject grids for their community • Quality assures and leads the process to ensure all students are allocated a timetable for the following year • Approves all subject or class changes to a student timetable • Monitoring of students and following the process if a subject / class change is required • Year 11-12 AP to lead the SACE enrolment and resulting
Daily Organisation and timetabler Senior Leader	• Supports the development and review of the subject grids • Makes the student videos on how to use and log subjects on web preferences • Makes the staff instructions in how to use and log subjects on web preferences • Oversees the systems used for subject data collection and development of timetables • Leads the Data Managers to produce timetables and to make the required subject changes ongoingly on all data systems

Aboriginal Learning Senior Leader	• Promotes South Australian Aboriginal Secondary Training Academy (SAASTA) program • Promotes Aboriginal Student opportunities • Supports Aboriginal students to complete their subject selections • Ongoing monitoring of Aboriginal students and following of the process if a subject or class change is required
Industry Pathways Program Leader	• Promotes the programs and courses on offer • Supports IPP students to complete their subject selections • Ongoing monitoring of IPP students
Learning Area Leaders	• Promotes the subjects in their area Year 7-12 and the curriculum promotion resources • Supports the setup of the subject promotion videos • Checks and approves subject changes in their area when required
Teachers/Care Group/MIND Teachers	• Supports students to understand the subjects and programs on offer at WSC • Supports all students in their class to complete paper grids and logging of the subjects on web preferences • Completes subjects on web preferences for students who have missed/not engaged in the process • Initiates the process to allow a student to change a subject /class (including a conversion/exit/withdrawal)
Data Mangers	• Keeps all data systems updated to reflect students learning program correctly • Keeps records of Year 12 conversions/exits/withdrawals, along with updating Schools Online. • Monitoring of the web preferences system • Data entry and clean up for classes

Definitions

AP – Assistant Principal

ATAR – Australian Tertiary Admissions Rank

MIND – Mentoring in New Dimensions

IPP - Industry Pathways Program

SACE - South Australian Certificate of Education

SATAC – South Australian Tertiary Admissions Centre

Appendices

All support resources and timelines are outlined in the following appendixes for subject selection and change:

Appendix 1a: Support sheets for Year 9-12 Care Group & MIND

Appendix 1b: MIND and SSO support steps and timelines

Appendix 2: Web preferences student videos

Appendix 3: Web preference quick user step guide for teachers

Appendix 4: Subject grids Year 9-12

Appendix 5: Letters for subject selections

Appendix 6: Non-ATAR/SACE form

Appendix 7: SACE and ATAR tip sheet

Appendix 8: Implementation plan for IPP's and VET

Appendix 9: VET support information

Appendix 10: SAASTA support information

Appendix 11a - Subject change steps in a flow for teachers

Appendix 11b - Visual subject change steps