



St Louis Community School

Whole School Guidance Plan

Roll No: 91494R

School Year 2022-2023

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1. Introduction

St Louis Community School is a student-centred, catholic post-primary school that extends a warm welcome to all religious denominations. In our co-educational environment we offer a broad curriculum which seeks to enhance the holistic development of all our students in an equitable manner. The cornerstone of our ethos is formed by working in partnership with the community, fostering innovative teaching, good academic achievement, creating a caring atmosphere and the development of self-worth.

The Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential-academic, personal/social and emotional-leading to a greater personal autonomy for all students are its central goals. All staff members play a vital role in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme.

This plan is an updated version of our 2011 Whole School Plan and is guided by recent circulars, Junior Cycle Wellbeing Guidelines and the NCGE Whole School Guidance Framework 2017. The plan is a structured document which describes the whole school approach to guidance and specifies the ways in which the guidance needs of students are addressed in our school. It is an integral part of the school's overall development plan. As part of the Whole School Plan, it is not a step-by-step process of:

- Identifying guidance needs that are been met
- Identifying resources that we have for guidance
- Identifying guidance needs that are not being met
- Identifying resources that are needed for guidance
 - Production of a Guidance Plan
- Guidance Plan Review, Evaluation and Update

1A. Scope

Guidance refers to a range of learning experience, provided in a development sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of :

- Vocational/Career Guidance
- Educational Guidance
- Personal and Social Development

Counselling is a key part of our school guidance programme in St Louis CS. It is offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include personal counselling, educational counselling, career counselling or a combination of these. This Plan addresses the guidance needs of all students at all levels within St Louis Community School and applies to the entire school community. Its interventions and supports apply particularly to junior, senior, minority, additional or personal needs of all students as they progress through their second-level education. As guidance is a whole school concern, the plan applies to school management and to all staff in a general way.

1.1 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a development learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so

that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or a combination of these.

1.2 Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 © of the Education Act 1998:

‘to ensure that students have access to appropriate guidance to assist them in their educational and career choices’

Other requirements and guidelines include:

- ✓ The Guidance for Second Level Schools on the implications of Section 9(c) of the Education Act 1998, relating to students “Access to Appropriate Guidance” (DES 2005) state that *‘the school’s guidance plan is a whole school responsibility’*
- ✓ Guidelines for Second level Schools on implications for Section 9(c) of the Education Act 1998, relating to students “access to appropriate guidance” Inspectorate, (DES 2005).
- ✓ Planning the School Guidance Programme National Centre for Guidance in Education (NCGE, 2004)
- ✓ ‘Looking at Guidance, Teaching and Learning in Post-primary Schools’ Inspectorate (DES, 2009)
- ✓ IGC Code of Ethics (2007)
- ✓ Circular 0009/2012, “ *staffing arrangements in post-primary schools for the 2012/13 school year*” restates this position; *‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students’*.
- ✓ Circular letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a). This provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In St Louis CS guidance provision has similarly been restored gradually in that time.

- ✓ Circular 0010/2017: ‘Voluntary Secondary Schools Approved Allocation of Teaching Posts 2017/2018. “ *The Minister requires schools to adjust their guidance plans to meet Action 9.1 in Action Plan for Education 2017, which states that the guidance plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the student support team.”*’.
- ✓ Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/2018 and 2018/19 (DES, 2017d) highlights wellbeing, a new area of learning
- ✓ ‘A whole school Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.
- ✓ Circulars 0007/2018, 0079/2018 and 0012/2019 ‘*second level schools approved allocation of teaching posts 2018/19*’
- ✓ Framework for Considering Provision of Guidance in Post-Primary Schools 2012 (issued by ACCS, IVEA, JMB and NAPD)
- ✓ http://www.ncge.ie/uploads/guidance_framework_document_may_1st_2012.pdf2013
- ✓ Wellbeing Guidance for Post Primary Schools <https://www.education.ie/en/schools-colleges/information/resourcesguidance/well-being-in-post-primary-schools-guidelines-for-mental-healthpromotion-and-sucicide-prevention-2013pdf>

1.3 Relationship to Mission Statement

The school guidance plan supports the values of the school outlined in its Mission Statement:

The ethos of St Louis Community School Is rooted in the local Christian cultural traditions under the deed of Trust. The school is co-educational and is open to students of Post Primary age.

The school has the following aims;

- ✓ to provide students with an education that has a sound academic and practical content;
- ✓ to foster human and spiritual values which will equip students for a full and mature life;

- ✓ to develop opportunities for students to realise their individual potential and to develop their sense of personal worth;
- ✓ to develop the physical, intellectual, moral and emotional well-being of its students;
- ✓ to develop teaching and learning aimed at good academic achievement;
- ✓ to make reasonable provision for students with special needs;
- ✓ to foster a sense of community within the school;
- ✓ to have an open policy of education for the community and to provide in as far as possible for this;
- ✓ to provide reasonable opportunities for the personal and professional development of its staff.

1.4 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should

“...develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors” (NCGE, 2004: P.8)

Guidance is a whole school activity in St Louis CS and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives like student council. The whole school activity is undertaken as a means of supporting the needs of students. As a school we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the schools approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school

to support a student in situations where referral to the health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.5 Aims

One of the key aims of the ***school guidance plan*** is that it be integral to and reflect the mission statement of St Louis Community School “to provide students with an education that has a sound academic and practical content which develops opportunities for them to realise their individual potential and to develop their sense of personal worth”. Its primary aim is that it should contribute to the students’ intellectual, emotional, spiritual, social and personal development.

In the DES and NCGE document ‘**Planning the School Guidance Programme**’, it is stated that: *‘The Education Act 1998 requires the Board of Management of a school to develop a school plan based on the needs of the school. The school guidance plan forms part of the school plan. Schools are required to “to ensure that students have access to appropriate guidance”.*

“Guidance” refers to a range of learning experiences provided in a developmental sequence that assists students to make choices. ‘**Guidance**’ in that context refers to three main areas:

1) **Educational Choices** – for example:

- Remaining in formal education
- Encourage students’ development as ‘*independent learners*’
- Transition Year Programme
- Subject Choice and Levels for the Leaving Cert. Programme with particular reference to required or recommended subjects for all Further Education and training courses
- To aim at achieving highest educational/academic standards

- Development of full potential in all areas of individual gifts, talents and '*Multiple Intelligences*'

2) Social/Personal Guidance – in the context of one to one and group/class work where appropriate;

- Personal Counselling –
- Behavioural choices –
- Relationship issues – issues related to bullying, suicide prevention etc., (as part of the 'whole school approach to guidance these issues are also addressed in the R.E., SPHE, & CSPE Programmes)
- Personal Development – also addressed inter-departmentally

3) Career Choices/Guidance

- Careers information
- Further education and training information
- Vocational decisions supplemented by careers assessments
- Development and identification of 'personal transferable skills'
- Information on the world of work
- Experience of the world of work through work experience
- Personal Marketing skills, CV preparation, interview skills etc

Therefore, the school guidance programme refers to the specific set of ***blended learning experiences*** that we as a school provide in response to the guidance needs of the students in St Louis Community School. A "***blended learning approach***" refers to the various learning experiences provided through the following media:

- Use of IT resources

- Outside speakers
- Class/group work
- A variety of assessments including careers assessment, aptitude assessments etc
- Individual and group work
- Attendance at open days, seminars, experiential workshops, exhibitions etc
- Work experience
- Individual careers, educational and personal counselling

1.6 Principles

Some of the main *principles* underpinning the guidance provision and programme are as follows;

- Accessibility
- Guidance as a whole school concern
- Impartiality – regardless of student’s abilities, aspirations
- Student Centred – focused at all times
- Inclusive of all student groups and major stakeholders, including parents – identifying **TARGET GROUPS**
- Respect for confidentiality codes and ethical guidelines as laid down by the IGC.
- Empower participants to take responsibility for their own life, career, educational and personal choices
- Deploy all resources available and extend where possible and necessary

1.7 Counselling

Counselling is a **key aspect** of the School Guidance Programme. It is offered on an individual and group basis as part of the developmental learning process and at moments of personal crisis.

- It has as its objective the **empowerment** of students so that they can make their own decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties that they may be experiencing.
- It helps students explore their thoughts and feelings and the choices open to them.
- It provides care and support to students as they cope with the different aspects of growing up. It is offered in a non-judgemental manner and observes appropriate confidentiality

1.8 Educational Guidance

Educational Guidance includes assistance in the transition from primary to post-primary, from junior cycle to senior cycle and from second to third level or the world of work.

- It involves psychometric testing, subject choice, study skills, examination techniques, organisation and motivation.
- It also involves decision making with regard to senior cycle programme and further education.
- It is offered on an individual and class basis.

1.9 Career Guidance

This involves empowering students to recognise their talents and abilities thus enabling them to make informed choices and to take responsibility for their future. This also involves psychometric testing, the development of self-awareness and acquisition of information and research skills. This school is committed to providing ‘appropriate guidance’ as defined in Article 9c of the 1998 Education Act. Apart from these legal and statutory requirements the school has a history of both providing guidance and developing a pastoral ethos.

1.10 Objectives – Guidance Outcomes

Objectives refer to the specific guidance outcomes sought for each particular target group. They will be identified and delineated in relation to each target group with particular reference to the chosen learning experiences/activities scheduled for that group using a ‘blended learning approach’ as outlined under the aims of the guidance provision/programme. **See School Plan.**

1.11 Resources

“Resources describe the personnel, time allocation, equipment, materials, physical locations and finance required for the performance of the guidance activities and the management of the school guidance programme.” *Planning the School Guidance Programme*, NCGE, DES, 2004.

For example:

- Board of Management and Principal
- Guidance Counsellor
- Pastoral Care Team
- Subject Teacher and Learning Support Teacher, Special Needs Assistants
- (Year Heads), Deputy Principal
- Chaplain
- Parents
- Students
- School Budget
- Guidance Office
- IT resources and computer room
- National Resources including: Institute of Guidance Counsellors, NCGE, DES, SDPI

- Referral agencies: National Educational Psychological Service (NEPS), National Council for Special Education (NCSE), **Health Service Executive, Child and Adolescent Guidance Clinics & Private Clinics, Community Care Psy. Dept, Samaritans, National Learning Network, Family Life Centre(castlebar), Social Worker, Aware, GROW (mental health problems), Local Health Centre & Clinics, Western Care, Work WEB etc**
- Guidance Materials; Assessment materials, DRT, EIRQUEST, Cambridge Profile, CENTIGRADE, Rothwell-Miller Interest Inventory, Career Interest Inventory, Multiple Intelligence Test etc

2.0 The Model of Provision

2.1 A Continuum of Support

A continuum of support model is applied to the St Louis Community School guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum mode can be applied as follows:

A) Guidance for all is provided to students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and senior cycle to apprenticeships, FET, HE and employment). St Louis CS focuses on 6 Junior Cycle Wellbeing indicators to nurture students who are –‘Active’, ‘Responsible’, ‘Connected’, ‘Resilient’, ‘Respected’ and ‘Aware’. The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include (but are not limited to):

- ✓ Regular Assemblies.
- ✓ The role of the class tutors with reference notes, uniform, behaviour concerns as a contact person for the student.

- ✓ Year heads facilitate assemblies and work along management and class teachers to ensure careful monitoring is carried out regarding teaching & learning, behaviours and pastoral support where needed.
- ✓ Mixed Ability teaching for all subjects in first year. Classes are evenly split rather than on ability ranking.
- ✓ Whole school interventions such as Wellbeing workshops, Study programmes and fun days.
- ✓ Class interventions on anti-bullying, attendance and mental health.
- ✓ Team teaching and Assessment for learning (AFL) used to maximize learning in the school.
- ✓ A wide selection of extra-curricular activities to promote personal development.
- ✓ An active parents association, student council, leadership and wellbeing team who feed into what their needs are in terms of guidance at regular meetings
- ✓ Guidance appears regularly on staff agenda in the form of improving teaching and learning in our school.
- ✓ The use of the JCSP for personal growth.
- ✓ Career education programmes provided by 'classroom guidance'
- ✓ SPHE, RSE and Wellbeing in the Junior Cycle
- ✓ Guidance modules and work experience/placement provided as part of senior cycle programmes (TY and LCVP)

B) Guidance for some is provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with pastoral care team/students support team, SPHE teacher, SEN Co-ordinator, year heads, and class tutors.

C) Guidance for a Few- this is where students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions from early school leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post primary school. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. The guidance counsellor works closely with the SEN Co-ordinator to support these students. In the event that a student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. In terms of academic support there is constant monitoring of student's progress by the SEN team and such progress is discussed regularly at student support team and pastoral care meetings.



Figure 1 below (courtesy of NCGE: A Whole School Guidance Framework, page 14) shows the continuum of support model on which St Louis CS approach to guidance is offered. The guidance counsellor, in collaboration with school management and staff, and external organisations/personal, delivers a wide range of activities and learning to support students' personal and social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

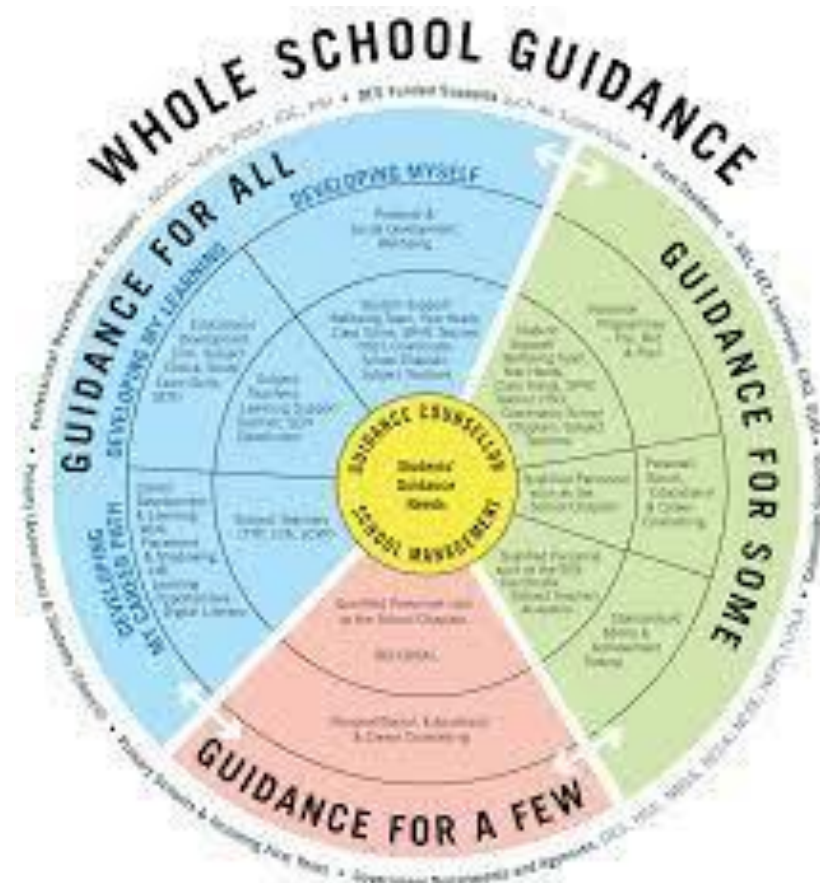


Figure 1

2.2 Areas of Learning and Competences

Guidance related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in St Louis CS are exposed to the three areas of guidance related learning so as to allow them develop in eight areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

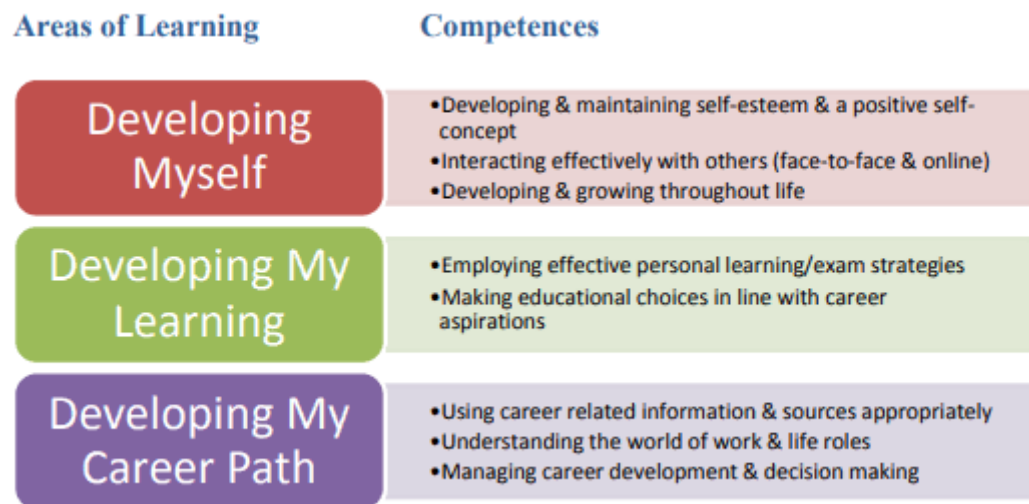


Figure 2

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of school programme such as:

Junior Cycle: The three areas of learning and associated competences are linked with the principles underpinning the framework for junior cycle, a number of Framework Statements of learning and Key Skills. The whole school guidance programme is linked to key skills such as managing

myself, managing information and thinking, staying well, communicating and working with others. The whole staff have a role in planning, coordinating and delivering guidance related learning associated (Guidance for all) in terms of the relevant key skills, with the student support team coordinating and providing more intensive interventions to those students who need it through (Guidance for Some and A Few) approaches.

Wellbeing: *“Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life”.* (DES, 2018, 10) <http://www.education.ie/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%80%932023.pdf>

The pillars of wellbeing include PE, SPHE and CSPE; with additional guidance related learning at our school being delivered as ‘Pastoral Care’ weekly to 1st year students through our Big Brother Big Sister Mentoring Programme. Wellbeing is linked to the staying well key skill of the Framework for Junior Cycle, The eight competences can be linked with five or six indicators of wellbeing-Responsible, Connected, Resilient, Respected and Aware. The wellbeing of our students is certainly a whole school concern, with the guidance counsellor and student support team having an important role in supporting planning for the delivery of the learning outcomes associated with wellbeing indicators.

Senior Cycle: At senior cycle (including LC & TY) the RSE curriculum and guidance programmes can be used to plan learning outcomes in ‘Developing Myself’ for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprenticeship applications to the fore. Those taking TY can avail of two work experience modules which take place for

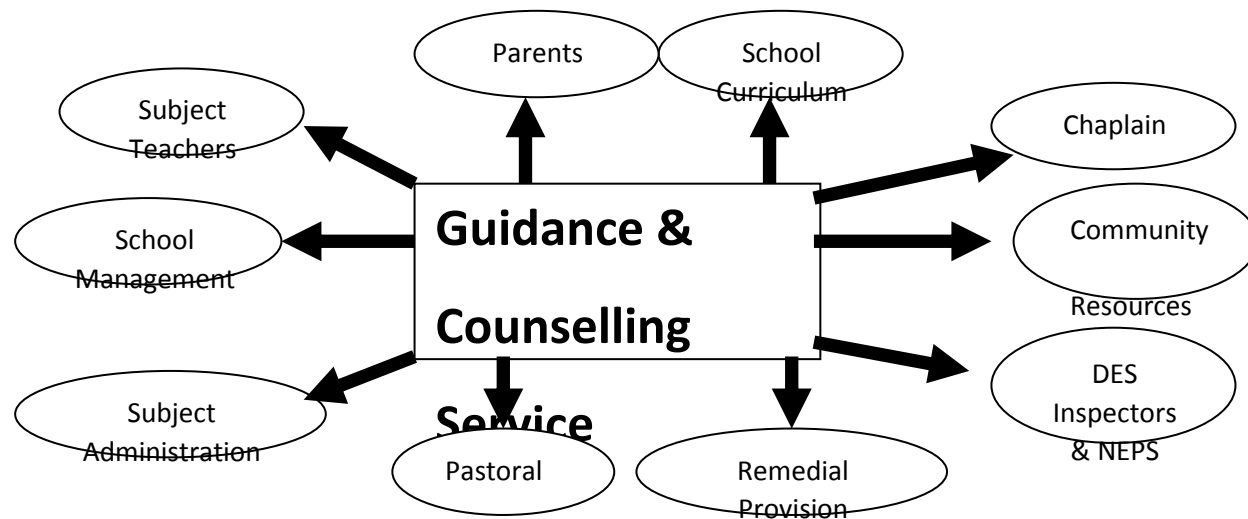
two weeks prior to Christmas and one week in May. All fifth year students with particular focus on those doing LCVP also have the opportunity to complete work experience which is related to the chosen career path.

3.0 Guidance: A Whole School Activity-roles and responsibilities

Roles

It is stated in the DES publication, “**Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students’ access to appropriate guidance**”. “*The development and implementation of the school’s guidance plan is a whole school responsibility. It should involve the guidance counsellor in the first instance, as well as all other relevant members of management and staff of the school. Parents and students must be seen as an essential part of this process and representatives of the local community, especially local business, NEPS and other relevant agencies should also be consulted and actively involved as appropriate.*”

4.0 Whole School Approach to Guidance and Counselling Provision



4.1 Board of Management and School Principal

Overall responsibility to ensure the guidance provision in school is ‘appropriate’ for all students

4.2 Guidance Counsellor –

- ✓ **Personal Counselling.** It is important that all Parents/Guardians of students availing of counselling are aware of and in agreement with this support. Consent from parents is delivered in a number of ways (email, phone, HW Journal). Parents/Guardians will be informed if such support is recommended via phone. Parents and students can withdraw from support at any time.
- ✓ It is also important to note that all contact with students, parents/guardians are managed under the strictest policy of **CONFIDENTIALITY.**
- ✓ Empowering students to make life, career and educational decisions/choices
- ✓ Educational counselling – e.g. subject choice, academic goal setting, study skills in groups or individually where necessary
- ✓ **Study Skills and Examination techniques** – (subject teachers also fulfil this role)
- ✓ Assessments – careers, educational, personal interests, aptitude
- ✓ Personal development issues – (SPHE, Religion, CSPE)
- ✓ Career Counselling – reference to further education and training
- ✓ Vocational Information – through use of ‘blended learning approach’ already referred to under ‘aims’
- ✓ Referrals – outside agencies, NEPS etc
- ✓ Child Protection Guidelines – see school policy
- ✓ Classroom Guidance Activities

4.3 Subject Teachers

- ✓ Provide educational guidance – specialised subject information
- ✓ Expert awareness of students abilities, strengths, special educational needs
- ✓ Vocational - how their subjects relate to particular careers and further educational opportunities
- ✓ Study skills, exam techniques
- ✓ Knowledge and support of individual students
- ✓ Referrals to Guidance Counsellor – Pastoral Care Team – programme established by Guidance Planning Group)

4.4 Individual Parents Parent-Teacher Association

- ✓ Positive influence – active role in encouraging child’s development and education
- ✓ Consultation with Guidance Counsellor and other school staff, for example designated parent teacher meetings
- ✓ Attendance at relevant information sessions held for incoming first years, transition years, students entering senior cycle etc.
- ✓ Contributing to development of the school guidance plan through evaluation processes, reviews etc.

4.5 Individual Students and Students’ Council

Students are the focus of the guidance provision in the school. It is critical that their voice is listened to and attended to in relation to the current provision of guidance and any gaps that may be identified by the students themselves in relation to that provision.

- ✓ Student Council formulate proposals for revision of guidance plan
- ✓ Student Council participate in guidance needs analysis and review of current provision

4.6 Local Community and Agencies

- ✓ Home School Liaison Coordinator – important link - local ‘cluster groups and other local agencies

4.7 Pastoral Care Team

- ✓ The Pastoral Care Team has a central role in the provision of guidance, as outlined previously, in the school.

- ✓ The composition of the team is also critical to the provision of comprehensive student support services – educational, personal and social.
- ✓ The team meets every week and it has a vital role in communicating the needs of individual students and groups to the whole staff, management and parents.

4.8 Target Group

The target group of the Guidance & Counselling Service is Years 1 to 6. It must be pointed out that not all functions of the role of the Guidance Counsellor are carried out in all year groups all the time. For example, 6th year is allocated more time for individual career interviews and Year 3 and 4 more time for subject choice. First years often require a lot of time for personal counselling. Guidance Counsellors should be particularly aware of the assistance that may be required by certain pupils. These include;

- ✓ Pupils from disadvantaged backgrounds
- ✓ Non-national pupils
- ✓ Pupils who have been bereaved
- ✓ Students with disabilities

4.9 Multicultural Awareness

We recognise and are sensitive to cultural differences. We aim to inform ourselves of traditions and values of our international students so that there is a strong support for them. Retreats maybe offered to year groups and are organised through the Chaplain and RE Department. An international committee ensures students voices are heard from all traditions.

5.0 Current Whole School Guidance Programme & Provision

5.1 Time allocation- Individual, small group and class group support

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The school counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs. Such activity is governed by the school's child safe guarding statement.

Group work is offered under the direction of the guidance counsellor. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.

Class group support is timetabled in nature under the supervision of the guidance counsellor and by the allocation of the principal. The guidance counsellor is at all times sensitive to the developmental stages of the students.

5.2 Delivery of Guidance & Counselling (one-one, small group etc)

The 2017, 2018 and 2019 Allocation Circulars state-

“The Minister requires schools to adjust their Guidance Plan to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should include specific time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the student support team”.

While guidance is a whole school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one to one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students distinguishing between the competencies available within the school to support a student and situations where referral to the health services or advising parents or the need to consider individual referral to a medical professional is warranted.

Guidance at Junior cycle in St Louis CS is linked to SPHE and/or wellbeing. TY students are dedicated 8 weeks of guidance which is on rotation while senior cycle guidance is aligned to LCVP and allocated one class period per week (irrespective of whether a student is studying LCVP or not).

5.3 Junior and Senior Cycle Guidance Programme

The school vision is to supply an effective and comprehensive guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address needs of all students within the school community. The Whole School delivery in guidance provision at St Louis CS is best identified by the summary charts below (these are not exhaustive and can change from year to year or group to group as needs arise):

Vocational/Career Guidance

Includes areas such as employment rights and duties. Job Opportunities, vocational education and training, further education, job and interview preparation, career research and career course information.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/Resources	Class groups
School Based Guidance	✓			Employing effective personal learning/exam strategies Review ones goals & career aspiration and establish how ones personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate. Choose subjects (& Levels) in line with further/higher education/training needs and abilities. Developing & maintaining self-esteem & a positive self-concept. Interacting effectively with others developing & growing throughout life. Transitioning to 3rd level. Describe personal strengths & resources which can be used for UCAS applications. Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities. CV building etc Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour.			All	All	All
Career Meetings	✓						Guidance Counsellor	Timetabling One-to-One Meetings Classroom Guidance Prog.	All
Career Talks	✓						Guidance Counsellor	Whole Class Invited Speakers	All
Subject Options	✓						Management Guidance Counsellor Subject Teachers	Timetabling Parents Night	Junior & Leaving Cert
SEN Access Programmes		✓					Management SEN Co-ordinator Guidance Counsellor Subject Teachers	Outside Agencies Psychometric Testing	JC Onwards
Personal Statements			✓				Guidance Counsellor Subject Teachers	ICT One-to-Ones	Leaving Cert
Career Investigations	✓						Guidance Counsellor Subject Teachers LCVP Teacher	ICT One-to-Ones Classroom Guidance Prog.	TY/5 th & 6 th year, LCVP
Aptitude, Interests, Values & Personality traits	✓						Guidance Counsellor	ICT One-to-Ones Classroom Guidance Prog. Psychometric Testing	Incoming 1 st years/TY/5 th & 6 th /LCVP
	✓								

Vocational/Career Guidance Continued

Includes areas such as employment rights and duties. Job Opportunities, vocational education and training, further education, job and interview preparation, career research and career course information.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/Resources	Class groups
Student Enterprise		✓		Learn entrepreneurial Skills & Network with existing business. Establish how career related information has been used to make career decisions. Demonstrate how educational options & achievements relate to life & work goals. Plan their learning path in line with career goals & aspirations. Choose subjects & educational options in line with further/higher education/training & chosen career path & abilities. Knowledge of careers in each subject area Understanding the world of work and life roles through hands-on activity. Explore differences between career areas & requirements (including educational options) for working in different fields. Explore the education requirements for furthers study & career interests. Recognise the link between subjects (&level), extra-curricular activities & different career paths.			Ms Maloney	Local enterprise board mayo	TY & 5 th year
Career Options	✓						Guidance Counsellor LCVP Teacher	Classroom guidance pro. One-to-One	All
Vocational Choice	✓						Guidance Counsellor Subject Teachers	Timetabling One-to-One	All
Career Planning	✓						Guidance Counsellor LCVP Teachers Subject Teachers	Timetabling One-to-One Classroom Guidance Prog LCVP Portfolio	All
EXPERIENTIAL GUIDANCE							All	All	All
Careers Expos	✓						Management Guidance Counsellor	IT's Universities	Senior Cycle
Open Days/college talks	✓						Management Guidance Counsellor	HEI's FET Providers	5 th / 6 th years
Participation in the Young Entrepreneurs/Student Enterprise Programme		✓					LCVP Teachers	ICT Local Enterprise Board	1 st /2 nd /TY

Vocational/Career Guidance Continued

Includes areas such as employment rights and duties. Job Opportunities, vocational education and training, further education, job and interview preparation, career research and career course information.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/ Resources	Class groups
Mock Interviews		✓		Demonstrate the ability to make applications and to participate in an interview.	Utilise network to enhance career development opportunities.		Guidance Counsellor/LCVP teachers	Timetabling Outside personnel	TY/LCVP
Local Business Partnership	✓						LCVP teachers	Local Businesses	TY/LCVP
ICT in subjects	✓			Using ICT in DCG & other subjects where CBA's are a requirement.			Subject teachers ICT co-ordinator Digital Strategy Group	ICT equipment	All
Work Experience	✓						TY Co-ordinator Guidance Counsellor	Local Employers	TY/LCVP
HOME-SCHOOL PARTNERSHIP				Making educational choices in line with career aspirations.			ALL	ALL	ALL
Careers Night	✓						Management Guidance Counsellor	School staff Parents	6 th years
1 st Year Induction night	✓			Explore requirements for FE/HEI training & employment. CAO/UCAS/SUSI Explore subject choice for Junior cycle and implications for Senior cycle. Explore subject choice for Senior cycle and implications for further training.			Guidance Counsellor Subject Teachers	School staff Parents	6 th class
3 rd & TY Subject Choice & Programme evening	✓						Guidance Counsellor Subject Teachers	School staff Parents	3 rd & TY
PTM	✓			Discuss progress, ability & future options			Guidance Counsellor Subject Teachers	Subject teachers Parents	All

Educational Guidance

This is developmental and would include such areas as subjects/ course choices/ subject levels/ motivation and learning/study skills/learning related problems/psychometric testing.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/ Resources	Class groups
Circular Support	✓			Employing effective personal learning & exam strategies.			All	All	All
Individual Guidance meeting ref subject choice	✓			Explore subject options for Junior/Senior cycle.			Guidance Counsellor Subject Teachers Management	Timetabling One-to-One	3 rd year/TY
Core Curriculum keeps options open	✓			Choose subjects (& level) in line with their own interests & abilities.			Guidance Counsellor	Whole Class	All
Resource Investment for subject Departments	✓			Assess the knowledge, skills & attitudes that meet life & work goals			Management	IT Facilities- laptops Timetabling	All
ICT Support	✓			Avail of different Apps & Supports (eg: kahoot) Engage in varied forms of assessment			Digital Strategy Planning Group	IT Facilities Timetabling	All
Maximising choice of subjects at Senior Cycle	✓			Making educational choices in line with career aspirations.			Management	Facilities Staff	All
Open pick of subjects	✓						Management Subject Teachers	Facilities Staff	All
Sampling Subjects in TY	✓			Making educational choices in line with career aspirations			Subject Teachers	Facilities Staff	TY
Gaeltacht Scholarships	✓	✓		Enhance the students Irish ability, fluency and confidence in the subject (plus socialization)			Irish Dept	Staff	All
Teachers use various teaching methodologies, implementation of effective groupwork and assessment for learning	✓			Participate in a range of activities and tasks to enhance emotional, social, cognitive & physical development.			Guidance Counsellor LCVP Teacher	Classroom Guidance One-to-One Timetable	All

Educational Guidance Continued

This is developmental and would include such areas as subjects/ course choices/ subject levels/ motivation and learning/study skills/learning related problems/psychometric testing.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/ Resources	Class groups
Mixed ability Classes	✓			Demonstrate effective social skills when co-operating, collaborating & negotiating with peers & teachers. Analyse the knowledge & skills one is acquiring from taking specific subjects & additional extra-curricular activities. We learn most what we teach, but we also learn confidence in delivery and clarity of communication. Eg: Art appreciation through guided tours of galleries/Newgrange. Geography trip. Completing work tasks and project work which develop hand-eye coordination, drawing and mathematical skills. Develop an appreciation for the Irish Language through everyday usage. Broaden Vocabulary. Motivation to succeed.			Management	Differentiated Teaching	All
Differentiation for all levels including high achievers	✓						SEN Team All staff	Team Teaching AFL	All
Get up & Teach		✓					All	All	All
Subject related trips	✓						All	Staffing	All
Skills-based learning	✓						Geography Dept MTW Dept Science Dept	Related Equipment	All
Seachtain na Gaeilge		✓					Irish Dept All staff	Timetabling	All
Awards Day		✓							
After School Study	✓			Develop study skills and routines in a suitable environment			All	All	All

Educational Guidance Continued

This is developmental and would include such areas as subjects/ course choices/ subject levels/ motivation and learning/study skills/learning related problems/psychometric testing.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/ Resources	Class groups
ASSESSMENT AND STANDARDISED TESTING				Understanding the world of work and life roles through hands-on activity.			All	All	All
DRT	✓			Identifies Literacy & Numeracy ability Identifies Literacy Ability Measures reading, writing, spelling & oral language Identifies ability in reading, spelling & comprehension Identifies aptitudes in 7 areas that can be linked to career choice Analyse results against national averages, department averages & ability ranges.			Guidance Counsellor	Booklets & Answer Sheets	1 st years
P-PAD E		✓					SEN Co-ordinator Resource Teachers	Answer Sheets Test Materials	Junior Cycle
WIAT III		✓					SEN Co-ordinator Resource Teachers	Answer Sheets Test Materials	Junior Cycle Senior Cycle
WRAT 5		✓					SEN Co-ordinator Resource Teachers	Answer Sheets Test Materials	Junior Cycle Senior Cycle
Cambridge Profile Aptitude	✓						Guidance Counsellor	Online	TY & 5 th Year
Analysis of State Exam results-subject dept	✓			FEEDBACK TO PARENTS & STUDNETS ON PROGRESS			All staff Guidance Counsellor	Croke Park Hours PDST Resource	All
Term Exams/Reports	✓						All	Eportal	All
Mock Exams/Reports	✓						All	Eportal	All

Educational Guidance Continued

This is developmental and would include such areas as subjects/ course choices/ subject levels/ motivation and learning/study skills/learning related problems/psychometric testing.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/ Resources	Class groups
ADMINISTRATION				Directing guidance provision, tools & actions. Giving appropriate regular feedback on progress/behaviours.			ALL	ALL	
Planning Meetings/Staff Meetings	✓						All	Timetabling	All
Communication with Parents through Journal	✓						All	Diaries	All

Personal & Social Guidance

This would encompass developmental skills critical to the students' education & careers eg: self-awareness, decision making, planning & coping strategies.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/Resources	Class groups
CUIIRCULAR & CO-CURRICULAR									
Modelling behaviours/Attitudes	✓			Students will learn from the positive climate & attitudes of staff & peers Learn to mix socially with different groups in various activities from chess to soccer. Learn to be self-sufficient and reflective in terms of my own behaviour, time-keeping etc Give a talk with confidence on personal experience of school to prospective students/parents.			All	All	All
Lunchtime sports/games		✓					Supervision Staff	Supervision Roster	All
Taking Responsibility	✓						All	Class Teachers	All
Open night Presentations		✓					Chaplain G. Counsellor	Staff	1 st years
Group work	✓			Students working with different groups and group sizes to develop communication and tolerance.			All	All	All
School Year Book	✓						Ms Regan & Ms Dune	Students/Teachers	All
Retreats		✓		Spiritual & personal reflection on growth and goals setting for the future in a safe environment.			Chaplain/RE Dept	Chapel/Bautian Room/Resource Centre	RE students
Oral Presentations	✓			Give a talk on a subject (CBA) or present work completed to others (project) to develop confidence & communication skills. Building confidence and teamworking skills. Experience the independence of travelling without family, managing money & social skills. Building & developing a wide range of skills.			All staff	Exemplars/IPAD/IT Equipment	All
Junkouture		✓					Ms O Hora	Timetabling	TY
School Trip		✓					Mr Dunleavy Sample of staff	Cover	TY & 5 th year
SPHE	✓						SPHE Dept	SPHE Curriculum	Junior Cycle
RSE	✓			Creating awareness around sexual health & wellbeing			SPHE Teachers/Ms Kenny/Ms Ruane	SPHE Book Trust Pack	All
Wellbeing Ambassadors		✓		Creating awareness around looking mental health & building resilience			Guidance Counsellor	Headstrong Programme/Youth Suicide awarness	1 st -6 th year

Personal & Social Guidance Continued

This would encompass developmental skills critical to the students' education & careers eg: self-awareness, decision making, planning & coping strategies.

Measure/Action	For All	For Some	For a Few	Developing Myself	Developing my Learning	Developing my Career Path	Personnel Responsibility	Methodologies/Resources	Class groups
STUDENT SUPPORTS				Developing & maintain self-esteem & a positive self-concept.			All	All	All
Assemblies & Pastoral Care (meeting with year head/class tutor, G.C, Management)	✓			Adopt behaviours & attitudes that will help realize education & career goals. Adapt behaviour to enhance interactions with others. Accept ones own limitations.			Management Year Heads Class teachers	Timetabling Assemblies	All
SEN Learning support/early reading intervention/social skills/behavioural skills/organisational skills/self-management classes	✓						All staff SEN Co-ordinator	Timetabling Printed resources Guidance Counsellor	All
Student Council		✓		Encourage the value of democracy and student voice in school.			Ms O'Brien Management	Student Reps Facilities	All
PTM	✓			Ongoing feedback to assist students in identifying their educational strengths & blind spots			All	Facilities	All
Le Cheile		✓		Students representing the school at events broadening their confidence and networks			Management Chaplain	Chaplaincy Team	1 st -6 th year
Internet Safety	✓			Developing awareness around internet safety			Visiting Speaker	Timetabling	All
Cycle Against Suicide Award		✓		Creating awareness at whole school level on how to look after our mental health			Guidance Counsellor	Headstrong Programme	TY

6.0 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. The staff member will then refer on where appropriate to Management, Year Head, the Guidance Counsellor or Chaplain in the school. Students are withdrawn for personal or career counselling during class time. This is recorded on vsware. All 6th year and Transition Year students meet with Guidance Counsellor for both career and subject choice support on a one-to-one. All year groups can access the Guidance Counsellor for personal counselling. Parents/Guardians may also make appointments with all staff (including the Guidance Counsellor) when timetabling allows. Appointments take place in the Guidance Counsellors office.

6.1 Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in St Louis CS. The Guidance Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, the confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- When a student poses a danger to themselves or others
- When a student discloses an intention to commit a crime
- When the counsellor suspects abuse or neglect
- When a court orders a counsellor to make records available
- In the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting or prior to their first meeting. Written & Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the students privacy. Primarily School Management (DLP) and/or parents are informed if the student is posing a danger to themselves or to others. The school has clear procedures in the event of self-harm within the school (see Child Protection Policy).

The school in its duty of care adheres to the procedures as outlined in the '*Child Protection Guidelines for Post Primary Schools*' and '*Children First, National Guidance for the Protection and Welfare of Children*' and in accordance with St Louis Community Schools Child Safeguarding Statement and Risk Assessment.

The Child Protection Guidelines for Post Primary schools state in 4.1.1 and 4.2.1.

- 4.1.1 If a member of staff receives an allegation or has a suspicion that a child may have been abused, or it being abused, or is at risk of abuse he/she should, without delay, report the matter to the designated Liaison Person (Ms Regina Anderson) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.
- 4.2.1 If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately.

6.2 Ethical considerations & Accountability

The Guidance Counsellor to constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellor also abides by the Institute of Guidance Counsellors '*Code of Ethics*'. Equally, all school personnel abide by the '*Child Protection Guidelines for Post Primary Schools*' and '*Children First, National Guidance for the Protection and Welfare of Children*'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in "loco parents" and accepts the responsibilities of this position, keeping the students' welfare to the forefront at all times.

6.3 Referral Procedures

Students may be referred to the Guidance Counsellor by Principal, Deputy Principal, Year Heads, or Staff member. They may also be referred by parents or by self-referral. Peer support is encouraged. Students see the guidance counsellor on an appointment basis with the co-operation of class teachers. Students will be referred to outside agencies when appropriate and in consultation with the student's parents he/she can be referred to the appropriate professional. In other instances, Management can enlist the support of a Juvenile Liaison Officer, Social Worker, General Practitioner or another professional who is already in consultation with the family.

In keeping with Article 3.6 (ii) of the 1996 ‘Guidelines for Practice of Guidance & Counselling in Schools’, voluntary participation in counselling of the referred pupil is always respected.

6.4 Recording Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling service in St Louis CS. All record will be kept in accordance with the ‘Freedom of Information Act’, EU GDPR Guidelines and the Schools Data Protection Policy.

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Two types of records kept in a secure and private place:

- Confidential personal records of all personal counselling and careers/ vocational guidance interviews
- Summary reference records of personal/educational/vocational counselling sessions received

Recording keeping involves:

- Keeping student records for a minimum of 7 years
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client
- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session
- Keeping notes as brief as possible
- Only facts collected, not opinions

6.5 Other Agencies

The school may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

- NEPS, Social Workers, GP's, Employers, SENO, Tusla, College/Admission Officers & Access Officers, Solas, Defence Forces, Gardai, Department of Ed (RACE), State Examinations Commissions (SEC), CAO, PLC, HEAR/DARE, UCAS, CAMHS

6.6 Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling students to use directly the extensive range of guidance tools available through the internet from relevant websites (eg: Qualifax, Careers Portal, Classroom Guidance) to maximise '*the use of their available resources for the provision of guidance*'. (Section 4.3) St Louis CS, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

The inspectorate's 'Looking at Guidance' found that 'most students feel competent or very competent in the use of ICT to access information'. (section 3.4 page 27) Thus St Louis CS considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information. Students are at time, permitted to use their own devices in class for this purpose in accordance with the schools policy on mobile phone usage and the school AUP.

6.7 Continuous Professional Development (CPD)

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management pays the IGC annual subscription for the GC, regularly facilitates the attendance of the guidance counsellor at relevant events and at in-career professional training and counselling supervision during the school year. Participation in these events is always related to the objectives of the school guidance programme.

Whole School Guidance Plan

Year 2022-2023

The following data represents the individual guidance programmes which are provided throughout the school population. The guidance counsellor is time tabled for 4th, 5th & 6th year classes. She meets all 4th & 6th students on a 1-1 and in small groups. The 1st – 3rd year groups receive guidance classes in line with the SPHE, CSPE & Religious Education Programmes. Individual Counselling and referrals are available to all the school population.

SEPTEMBER	1 st Years	▪ Administer and review of results of the 'Drumcondra Reasoning Test' for all incoming First Years 2021. (This will happen in September) Computerised version ▪ Pastoral Care Team Review of student group ▪ Support SEN Team in reviewing students requiring application for assessment from NEPS. (The National Educational Psychological Service) link with SEN co-ordinator to discuss Junior & Senior applicants following testing. ▪ Assessment of results of NCSE requests for special needs resources for new entrants. Support transition from N.S. Link with SEN co-ordinator with particular focus on Senior Cycle in preparation for DARE. ▪ Meeting/Information session with incoming students on the first day of term in September. ▪ Support & advise Special needs Assistants ▪ Support 'Study Skills' workshops for incoming first years. Link with BBBS & SPHE Classes. ▪ Individual Meeting with first year students. Link in with Chaplain. ▪ Identify '@ risk' students and initiate referral system so that individual counselling can be provided in collaboration with PCT. ▪ Deliver 'Be Health Be Happy' wellbeing programme to 1st year groups during BBBS. ▪ <u>On-going from September:</u> ▪ On-going monitoring of school participation: support where necessary ▪ Weekly involvement with BBBS programme ▪ Mentoring of students ▪ Consultation between staff & management ▪ Contact with Parents
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		▪ Study Skills ▪ Support to JCSP & SEN students ▪ Provide Individual Counselling where necessary for students on referral ▪ Monitor Involvement in WELLBEING TEAM Objectives: a) Enable each student to make a happy and comfortable transition from primary school to second level education b) Introduce students to the 'guidance' service and guidance counsellor c) Assess students with 'special needs' in relation to provision of educational guidance – done in collaboration with 'special needs teacher, Pastoral Care Team and First Year Heads d) Provide information to whole staff in relation to any special needs of individual students, within confidentiality guidelines e) Build collaborative relationship between parents, students and school
	2nd Years	▪ Pastoral Care Team Review of student group – ▪ Review of Summer examination reports in relation to special educational needs-support SEN Team as required ▪ Review of Summer Examination reports in relation to summer tests & DOTS results-Identify under performance. Link in with SEN co-ordinator.

		▪ Review current special educational needs provision for individual students in group. Support study/organisation on referral. ▪ Identify gaps in current provision ▪ Support the provision of 'Study Skills' workshops for group. Link in with SPHE teachers. ▪ Support & advise Special needs Assistants ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral <u>On-going from September:</u> ➤ On-going monitoring of school participation ➤ Mentoring of students ➤ Consultation between staff & management ➤ Contact with Parents ➤ Study Skills through SPHE programme/tutorial classes ➤ Movement of students in Core Subject/levels ➤ Liaise with JCSP & SEN Co-Ordinator ➤ Monitor Involvement in WELLBEING TEAM Objectives a) Increase involvement of guidance service in school with the second year group through SPHE. b) Enhance visibility and accessibility of guidance services and provision to group c) Assess students with 'special needs' in relation to provision of educational guidance – done in collaboration with 'special needs teachers, Pastoral Care Team and First Year Heads d) Provide information to the whole staff in relation to any special needs of individual students, within confidentiality guidelines
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		e) Build collaborative relationship between parents, students and school
	3rd Years	▪ Meeting/Information session with incoming students on the first day of term in September ▪ Pastoral Care Team - review of current group, Summer Exam results etc ▪ Review current special educational needs provision for individual students in group. Link with SEN co-ordinator ▪ Support review of students requiring application for Reasonable Accommodation in collaboration with SEN Co-Ordinator. Support where required ▪ Support & advise Special Needs Assistants ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral <u>On-going from September:</u> ▪ On-going monitoring of school participation ▪ Mentoring of students ▪ Consultation between staff ▪ Contact with Parents ▪ Study Skills Workshop provided by 'Study Focus' ▪ Movement of students in Core Subject/levels ▪ Liaise with JCSP & SEN Co-Ordinator ▪ Monitor Involvement in WELLBEING TEAM Objectives ▪ Increase involvement of guidance service in school with the third year group. Link in with SPHE classes. ▪ Enhance visibility and accessibility of guidance services and provision to group ▪ Students will have advanced knowledge and understanding of careers exploration process

		Students self-awareness and understanding of personal interests, profiles, will be developed with a view to career choices
	Transition Year	- Review of year group via PCT - Delivery of 'Classroom Guidance Programme' & 'Mindfulness Programme' - Facilitate testing of Cambridge Profile & Eirquest. Provide individual feedback on reports. - Attend jobs of the future career event in GMIT - Year Plan, for Careers Modules, including advising on Work Experience Preparation. - Research using Internet Resources, Career Presentations, Job Networking Skills, Interview Skills. - Organisation: liaising with Transition Year Co-ordinator re-industrial visits and work placements - Presentation re-purpose and programme for guidance including the resources available - Liaise with Transition Year Programme co-ordinator and subject teachers re 'Subject Choice' preparation for the Senior Cycle - Delivery of 'Leadership for Life Programme' to core group. Involvement in 'Headstrong' mental health programme and projects. Work towards 9th CAS award. Delivery of 'activating empathy' & 'Leadership for life' programmes. Deliver RSE on rotation.

		<u>On-going from September:</u> ➤ Withdrawal from tutorial classes for guidance ➤ On-going monitoring of school participation ➤ Mentoring of students ➤ Consultation between staff ➤ Contact with Parents ➤ Movement of students in Core Subject/levels ➤ Liaise with TY co-ordinator ➤ Leadership for Life Programme Objectives a) Students aware of guidance modules and requirements within the transition year programme b) Students will have commenced beginning of careers awareness and personal interests exploration c) Students will use their careers education and personal awareness as context for commencing research for work experience & career investigations d) Students will have enhanced awareness of career information resources available to them as part of research for work experience
	5th Years/ Leaving Cert Applied	▪ Review of Year groups via PCT ▪ Introduction of new programme 'Classroom Guidance'- senior cycle guidance programme ▪ 'Transition to Senior Cycle' – Guidance Preparation ▪ Guidance – Careers classes- weekly ▪ Introduction to advanced IT resources, assessments – CAO, UCAS, ENICAS, and relevant websites ▪ Introduction to careers assessments & career

		investigations ▪ Support review of students for assessment with NEPS in the light of applications for 'Reasonable Accommodations' in state examinations in their final year. All relevant Applications & testing ready early September. Support RACE co-ordinator. Identify possible DARE candidates. Support with testing where necessary. ▪ Identification of SEN students and provision of on- going support to students and SNA's <u>On-going from September:</u> ➤ On-going monitoring of school participation ➤ Mentoring of students ➤ Consultation between staff ➤ Contact with Parents ➤ Study Skills through workshops ➤ Movement of students in Core Subject/levels ➤ Liaise with LCA & SEN Co-Ordinator Objectives a) Students will be fully aware of all guidance services available in the school b) Students will have advanced knowledge and understanding of careers exploration process c) Students self-awareness and understanding of personal interests, profiles, will be developed with a view to career choices d) Students will be aware of accessibility of individual guidance services and utilize personal, careers and educational counselling as they feel necessary e) Students will have enhanced familiarity and knowledge or IT resources available to them to assist them in their
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		search for suitable Further Education and training courses
	6th Years/LCA	▪ Review of year group via PCT ▪ Continue Career Guidance Programme, Profiling, Appointments, CAO etc ▪ Set up one to one interviews and individual appointments for all 6th years. Displayed on Guidance Notice Board ▪ Organise speakers on careers and further education issues ▪ CAO Preparation and Research – IT based. ▪ Organise outside speakers, Open Days, Seminars to be attended throughout the year ▪ Assess and revise all students who may be eligible for application for 'Reasonable Accommodations' – in state examinations to highlight DARE candidates & support co-ordinator ▪ Prepare reports for same in collaboration with SEN co-ordinator with consideration of students who may need further assessment ▪ RSE programme delivered during guidance class. 6 weeks block in second term ▪ UCAS applicants ▪ 'CAO & Scholarships' evening for 6th year parents ▪ Higher Options career fair for 6th year students- Davitt College Castlebar. <u>On-going from September:</u>

		▪ On-going monitoring of school participation in line with attendance officer ▪ Mentoring of students ▪ Consultation between staff ▪ Contact with Parents ▪ Study Skills workshop provided by Study Focus ▪ Movement of students in Core Subject/levels ▪ Support Student Council/Prefects where necessary ▪ Liaise with LCA Co-Ordinator Objectives a) Continue to enable students to develop greater clarity and personal confidence in their career goals and ambitions b) Ensure students are fully aware of guidance resources available to them in groups/individually c) Individual students aware of full access to individual counselling d) Ensure each student attends at least one individual guidance counselling appointment in their final year e) Strongly aware of how to approach careers research
	Repeats	▪ Review profiles of incoming Repeat Leaving Cert. students with Deputy Principal ▪ Review profiles of incoming PLC students with PLC co-ordinator ▪ Introduction to Careers Facilities available at St Louis - Opening Talk, ▪ Provide Resources Handout and one to one guidance appointments where necessary. ▪ Ensure that they are aware of all facilities, seminars and lectures available as for 6th year students via notice board & teams.

	General	▪ Annual CAO meeting ▪ Set up of Computer Room with Career Software and Internet Access ▪ Office Admin, Files and Records to be reviewed and organized ▪ Follow up on students attending Counselling, ▪ Follow up with outside agencies – NEPS, NCSE etc. ▪ Connecting with other agencies – FAS, Tulsa ▪ Organise outside Speakers from Third Level Colleges and Colleges of Further Education ▪ ‘Supervision’ group – IGC ▪ Questionnaire and results profile of 6th and Repeat Year Destinations ▪ Introduce same with PLC group ▪ Set up meetings of Guidance Planning Group ▪ Meet with student guidance counsellors on placement
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OCTOBER	1 ST Years	▪ PCT Meeting – with particular reference to students ‘transition’ to St Louis Community School. (use of support services eg: homework club) ▪ Continue with delivery of Be Health be Happy wellbeing programme ▪ Liaise with SNA re –students under supervision of SNA ▪ Evaluation of subject choice ▪ Change of subject choice where necessary ▪ Individual Meetings with first year students ▪ Support SEN Department with NEPS & Special Educational Assessments where required ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	2 ND Years	▪ On-going review with PCT, ▪ Continue to oversee the implementation of Study Skills via tutorials ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	3 rd Years	▪ On-going review with PCT, ▪ Finalise list of ‘Reasonable Accommodations’ for Junior Certificate students. Link in with SEN co-ordinator on supportive platform ▪ Review of completed assessments and students who may require assessing ▪ Introduce ‘study skills’ workshops for groups ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Co-ordinate role of Guidance Counsellor & Year Head

	Transition Year	▪ Enable set-up of the new 'CLASSROOM GUIDANCE' online careers guidance programme. ▪ Facilitate feedback of Cambridge Profile & Eirquest test for absent students ▪ Introduction to Careers Testing including: 'Personality & Multiple Intelligence', CV's, Cover Letters and Formal Application Forms etc ▪ Conduct Careers Assessments ▪ Commence one to one guidance interviews in preparation for career investigation ▪ Individual Guidance appointments with students to assist them in the process of utilising Careers Profile with suitable work experience ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral Delivery of 'activating empathy' & 'Leadership for life' programmes. RSE on rotation.
	5th Years/LCA	▪ Continued review of Year groups via PCT ▪ Enable set-up of the new Classroom Guidance online careers guidance programme for new students ▪ Facilitate Cambridge Profile for new students ▪ Continue to support SEN students & SNA's ▪ Introduce 'Study skills' workshops for 5th year/LCA in preparation for first term and year ahead- Study Focus ▪ Begin 'Career Awareness' Module ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	6th Years/LCA	▪ Review of year group via PCT ▪ Presentation on 'HEAR & DARE' schemes

		▪ Finalise UCAS applications ▪ Interviews with - Non-National Students re CAO Applications – ▪ CAO& PLC presentation-early September ▪ Begin individual sessions ref: 'Cambridge Profile results' & CAO applications/PLC's ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Parent Teacher Meeting
	Repeats	▪ Review of all Non-National Students re-state Examinations and College Applications ▪ Organise one to one interviews with parents and students where necessary
NOVEMBER	1st Years	▪ On-going with PCT ▪ Continue with delivery of Be Health be Happy' wellbeing programme ▪ Provide Individual Counselling where necessary for students on referral ▪ Support RACE co-ordinator with applications ▪ Mentoring by prefects- (issues dealt with include friendship, bullying, evaluation of student's experience of second –level to date. ▪ Support 'big brother/big sister' programme
	2nd Years	▪ On-going review with Pastoral Care Team re individual student needs, educational, personal etc ▪ Monitor student's progress in relation to subject choices/levels ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for

		students on referral ▪ Parent Teacher Meeting
	3RD Years	▪ On-going overview with the PCT ▪ Providing individual counselling where necessary ▪ Follow up on study skills workshops ▪ Parent Teacher Meeting ▪ Support in movement of subject levels ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Parent Teacher Meeting
	Transition Year	▪ On-going review of group with PCT ▪ Link in with TY Co-ordinators on follow up Interviews re Work Experience Placements ▪ On-going guidance classes ▪ Guidance Assessments, Personality, Career Interest, Multi-intelligence Profile, IT based assessments- link in with work experience module & subject choices at Senior Cycle ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation.
	5th Years/LCA	▪ Continuing overview with PCT re individual students needs ▪ Providing individual personal, educational and careers counselling where necessary ▪ Begin 'Dreams & Ambitions' module-link in with difference between Job v's Career

		▪ On-going support with LCA modules ▪ Monitoring of Subject choices/levels ▪ Begin feedback on 'Careers Interest & Personality Tests' ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Parent Teacher Meeting ▪ Deliver RSE for 8 weeks
	6th Years/LCA	▪ On-going review of Year group via PCT ▪ Speakers from various Third Level and Post Leaving Certificate Colleges ▪ Presentation on 'Motivation', using RT, 'Internal Control Psychology Principles, ▪ On-going CAO preparation using 'CAO & Careers Portal- Guidance Library ▪ Individual counselling – careers, personal and educational ▪ On-going withdrawal for Individual Guidance ▪ Contact with Parents by appointment ▪ Deliver RSE for 8 weeks
	Repeats	▪ Same as for 6th Years ▪ Continue individual guidance/counselling sessions by appointment
	General	▪ Continuing all guidance administration ▪ Review of First Term-adjust time management where necessary

DECEMBER	1 st Years	▪ On-going re–Pastoral Care Team–re NEPS Assessments for students ▪ Continue with delivery of Be Health be Happy' wellbeing programme ▪ Review of 'study skills programme' introduced in September. Link in with tutorial classes. ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Support individual/small groups with preparing for Christmas examination
	2 nd Years	▪ On-going review of year group through PCT ▪ Continuing to monitor study skills within the group in preparation for Christmas Tests ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	3 rd Years	▪ On-going Review and delivery of all programmes for the 3rd Year group ▪ Support preparation for Christmas examinations ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	Transition Year	▪ On-going review of year group via PCT ▪ Individual feedback of Career Interest & Personality tests continued-link with work experience placements ▪ Continue delivery of guidance classes via withdrawal system ▪ Continued support of SEN students ▪ 'Work Experience' commences ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for

		students on referral Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation
	5th Years/LCA	▪ On-going review of group via PCT ▪ Individual Counselling, PCT referrals etc ▪ Guidance Classes continued ▪ Continued support of SEN students in collaboration with SEN & LCA co-ordinators ▪ Begin individual feedback sessions of results of 'careers interest inventory' ▪ 'Personality Testing'- link in with subject choices and previous career modules ▪ Introduce 'world of work' module ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Deliver RSE for 8 weeks
	6th Years/LCA	▪ On-going review via PCT ▪ 'Study Skills' workshops introduced-careers portal. Follow up. ▪ On-going individual sessions with CAO applications/PLC ▪ Reminder of 'HEAR & DARE' documentation ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Deliver RSE for 8 weeks
	Repeats	▪ As for 6th Years ▪ Continue individual counselling sessions/support where necessary

	General	▪ Guidance Planning Group – review of terms work, planning, evaluations etc. ▪ Finalise paper-set new year targets
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JANUARY	1st Years	▪ PCT- review of Christmas results in line with DRT results- (identify under performance) ▪ Continue with delivery of Be Health be Happy' wellbeing programme ▪ Identify students '@ risk'- support & prepare targets for 2nd term ▪ Provide Individual Counselling where necessary for students on referral
	2nd Years	▪ PCT- review of Christmas results in line with - (identify under performance) ▪ Identify students '@ risk'- support & prepare targets for 2nd term ▪ Provide Individual Counselling where necessary for students on referral ▪ Parent Teacher Meeting
	3rd Years	▪ PCT- review of Christmas results ▪ Identify students who are underperforming ▪ Continue support of SEN students & special needs assistances in collaboration with the SEN co-ordinator ▪ Provide Individual Counselling where necessary for students on referral
	Transition Year	▪ On-going review of Year group in PCT ▪ Review of work experience module ▪ Continued support with CV updates, cover letters, interview techniques ▪ Introduce career sector investigation/project ▪ Continue support of SEN students & special needs assistances in collaboration with the SEN co-ordinator ▪ Provide Individual Counselling where necessary for students on referral ▪ Contact with Parents via appointment

		Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation
	5th Years/LCA	▪ On-going review of year group via PCT ▪ Identify students who are underperforming in Christmas tests ▪ Continue support of SEN students & special needs assistances in collaboration with the SEN & LCA co-ordinator ▪ Presentation on 'qualifications & levels' in preparation for CAO module ▪ Provide Individual Counselling where necessary for students on referral ▪ Contact with Parents via appointment
	6th Years/LCA	▪ Review of year groups Christmas examinations ▪ Identify students who are underperforming ▪ CAO Application deadline on the 1st February 2021 ▪ Continue with final 3 week block of RSE ▪ Seminar for 6th and 7th Year on 'How to Apply' through CAO ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	Repeats	▪ As for 6th Years ▪ Continue individual counselling sessions/support where necessary
FEBRUARY	1st Years	▪ Development Day- in discussions with First year Head and Chaplain ▪ Continue with delivery of Be Health be Happy' wellbeing programme

	2nd Years	▪ On-going review of year group via PCT ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	3rd Years	▪ On-going review of year group via PCT ▪ Introduce students to Careers Interests, Skills Assessments, Subject Choice in the context of progression to Further Education on individual basis where requested. ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ On-going support ref 'study skills' in preparation for Mock Examinations
	Transition Year	▪ On-going review of year group via PCT ▪ Continued support of SEN students in collaboration with SEN co-ordinator & SNA's ▪ Continue with Career Investigation/Project ▪ Introduce 'Career Skills Programme' ▪ Facilitate final 'subject choices' ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Parent Teacher Meeting Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation
	5th Years/LCA	▪ On-going review of year group via PCT ▪ Continued support of SEN students in collaboration with SEN co-ordinator & SNA's

		▪ Introduce 'CAO Module' linking in with previous career modules ▪ Introduce 'PLC Module'- presentation in collaboration with guidance counsellor & PLC co-ordinator ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	6th Years/ LCA	▪ On-going preparation for FETAC Courses, ▪ Assisting students with 'HEAR' – Higher Education Access Route, and DARE ▪ Continue 'study skills' workshops ▪ Introduce 'Enterprise Skills' module-REACH ▪ Meet with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Scholarships presentation
	Repeats	▪ As for 6th Years - Continue individual counselling sessions/support where necessary

MARCH	1 st years	▪ On-going – through PCT ▪ Continue with delivery of Be Health be Happy' wellbeing programme ▪ Incoming First Years – Pastoral Care Team –Reports Review – re Special Needs- update from primary school visits ▪ Provide Individual Counselling where necessary for students on referral
	2 nd Years	▪ On-going review of year group via PCT ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral
	3 rd Years	▪ Subject Choice Information Classes ▪ PowerPoint presentation on TY & LCA ▪ Individual feedback of Cambridge Profile ▪ One to One Interviews re Subject Choices, and Transition Year programme/LCA/5th year ▪ Parents Information Meeting re Transition Year/LCA & senior cycle ▪ Provide Individual Counselling where necessary for students on referral ▪ Contact with parents by appointment ▪ Deliver 6 week short programme on 'choice theory' to promote resilience. (all groups finished)
	Transition Year	▪ On-going review of group via PCT ▪ Complete assessment on 'Learning Styles' & link in with study skills & study behaviour in preparation with senior cycle ▪ Provide Individual Counselling where necessary for students on referral

		Contact with parents by appointment Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation
	5th Years/LCA	- On-going review of group via PCT - Career Classes – on-going - Continue 'study skills' workshops in preparation for summer examinations - Provide Individual Counselling where necessary for students on referral - Contact with parents by appointment
	6th Years/LCA	- On-going review of year group via PCT - Reminder of DARE 1st of March deadline - Interview and CV Preparation for summer jobs. - Assist students with Scholarship applications, College of Further Education Applicants etc - Continue with 'college speakers' to address group - Continue 'study skills' workshops on individual bases - Meet with parents by appointment - Provide Individual Counselling where necessary for students on referral
	Repeats	- As for 6th Years - Continue individual counselling sessions/support where necessary

APRIL	1 st Year	▪ PCT- on-going reviews ▪ Continue with delivery of Be Health be Happy' wellbeing programme ▪ Provide Individual Counselling where necessary for students on referral
	2 nd Years	▪ On-going review of year group via PCT ▪ Contact with parents by appointment ▪ Provide Individual Counselling where necessary for students on referral ▪ Monitor study skills in preparation for the summer examinations
	3 rd Years	▪ On-going review of year group via PCT ▪ Provide individually counselling ▪ Contact with Parents by appointment
	Transition Year	▪ On-going review of groups via PCT ▪ Continue programme on 'Learning Styles' & linking in with study skills & study behaviour in preparation with senior cycle ▪ Provide individually counselling ▪ Contact with Parents by appointment Delivery of 'activating empathy' & 'Leadership for life' programmes. Continue RSE on rotation
	5 th Years/LCA	▪ On-going review of groups via PCT ▪ Support RACE co-ordinator with pre for next year ▪ Continue 'study skills' workshops in preparation for summer examinations ▪ Provide individually counselling ▪ Contact with Parents by appointment

	6th/LCA	▪ Update students re CAO and Change of Mind Forms ▪ Reminder of HEAR/DARE 1ST APRIL DEADLINE ▪ PLC- Interview Preparation ▪ Preparation for world of work
	Repeats	▪ As for 6th Years ▪ Continue individual counselling sessions/support where necessary
	General	▪ Finalise Paperwork ▪ Yearly Review
MAY		▪ Conclusion of Year's business ▪ Support SEN Team on applications for 'Reasonable Accommodations' for Leaving Certificate 2023-24 ▪ Finalise all necessary testing & reports for same ▪ Finalising Subject Choice Arrangements for Senior Cycle 2023-24 ▪ Concluding PCT issues, including review of year's work and planning for 2023-24 ▪ Organisation of Reasonable Accommodations for State Examinations
June		▪ Final Planning meeting. Submit 2023-24 WSG Plan

Planned Guidance developments for 2022-23

- ✓ To review the provisions of the guidance and counselling programme and services in the light of the following documents: **‘Planning the School Guidance Programme’ – NCGE 2004** and **‘Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students’ access to appropriate guidance.’ DES Inspectorate 2005**
- ✓ To continue inclusion of the members of the whole staff in the delivery *whole school guidance programme*.
- ✓ To continue to review the ethical implications of evaluations, research and reviews required as part of the evaluation of the effectiveness of each of the dimensions of the programme with the various target groups or stakeholders.
- ✓ To continue to work reflectively to ensure that the ‘core values’ which underpin our work are in harmony with the St Louis ethos and philosophy of education.
- ✓ To examine communication systems and flow of information between the Pastoral Care Team and the whole staff, in line with the ‘Confidentiality Policy’. The guidance provision in the school is integral to taking care of the pastoral needs of all students and the aims of St Louis to provide a ‘holistic’ education for its students.
- ✓ To continue with a guidance planning team in conjunction with the Pastoral Care Team to enable an essential cohesiveness to the work of both.

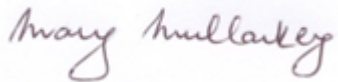
- ✓ To continue to highlight the development of an '**At Risk**' index through the Pastoral Care Team which will provide an indication of students who may require special interventions, educationally, vocationally and socially including special psychological assessments and individual counselling. Therefore, we continue to highlight the '**issues**' and identify the '**strategies**' required for effective interventions.
- ✓ The Guidance Counsellors will communicate with the whole staff so that the staff are updated on the work of Guidance programme and the work of the Pastoral Care Team in collaboration with the Pastoral Care Team.
- ✓ The Guidance Counsellors will support the delivery of '*Study Skills Programmes*' to First & Second Years. A Study Skills Workshop will be provided by 'Study Focus' to Junior Certificate and Leaving Certificate students. 5th years have also been added this year. 'Learning to Learn' plays an essential role in ensuring that students achieve their fullest academic potential.
- ✓ To continue to implement the guidance programme for **Senior Cycle** this year. The title of the programme is **Classroom Guidance**. This is a comprehensive career and college preparation programme, spanning TY through to 5th and 6th year. It uses classroom based learning using student workbooks, as well as web based learning on the **Classroom Guidance** website. As the TY guidance class has been reduced on timetable a combination of subject choice and a mindfulness programme will be introduced to TY. Adapt delivery of TY Guidance Programme to facilitate withdraw from tutorial classes.
- ✓ The text book for this programme called "**Classroom Guidance**" is now an essential text book for the Senior Cycle Guidance Programme.
- ✓ TY guidance curriculum will focus on subject choice and career investigations from early September

- ✓ Review introduction of **Cambridge Profile Aptitude Test and Eirquest** to TY & new 5th years in September. Individual feedback will be provided to each student on testing.
- ✓ Continue with delivery of the **'Be Health Be Happy' wellbeing programme to 1st years.**
- ✓ Continue with the delivery of 'activating empathy' & 'Leadership for life' programmes in TY.
- ✓ Continue with promoting mental health via the student body (wellbeing team and wellbeing ambassadors)
- ✓ Continue with cycle against suicide schools 'headstrong programme' with the aim of achieving our 10th award.
- ✓ Continue with 'stand up week' and supporting our LGBTQ+ community.

New Initiatives:

- ✓ **Begin delivery of RSE in Transition year on a 4 week rotation using the 'bodyright programme'**
- ✓ **Deliver a 'suicide awareness workshop' with TY**
- ✓ **Deliver study skills to the junior cycle via the leadership group. (peer teaching)**

Signed: Chairperson, Board of Management

A handwritten signature in purple ink, reading "Mary Mullane".

Date: 11.1.2023

