

OUR LADY'S SCHOOL

GUIDANCE PLAN

October 2017

Guidance Plan for Our Lady's School

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Policies relating to guidance:

- Child Protection
- Anti-Bullying
- Critical Incident Response Plan
- Relationships and Sexuality Education
- SEN

Guidance Plan for Our Lady's School

1 INTRODUCTORY STATEMENT

Our Lady's school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the school's overall development plan.

2 RATIONALE

The Education Act 1998 section 9(c) states that a school "shall use its available resources to...ensure that students have access to appropriate guidance to assist them in their educational and career choices". The provision of guidance is a statutory requirement for schools under this Act.

In 2004, when the NCGE in association with the Department of Education published "Planning the School Guidance Programme", as a result of the requirements of the education act, they stated clearly that guidance activities "are provided based on the premise that guidance is both a whole school concern and a specialist area within education". The Guidance Plan also aims to take account of recent policy developments and initiatives including the NCGE: A Whole School Guidance Framework (2017), NEPS: Well-being in Post-Primary Schools. Guidelines for Mental Health Promotion and Suicide Prevention (2013), NEPS: A Continuum of Support for Post Primary Schools: Guidelines for teachers (2010) and NCCA: Junior Cycle Wellbeing Guidelines (2017)

3 SCOPE

Guidance in Our Lady's refers to a range of learning experiences provided in a developmental sequence that assists 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
- Career Guidance

Counselling is a key part of the school guidance programme offered on an individual or group basis as part of a developmental learning process and at moments of personal need. Counselling may include personal counselling, educational counselling and career counselling or a combination of these.

Two professionally trained Guidance Counsellors administer Our Lady's school guidance counselling service. The guidance counsellors work in conjunction with the school team including the principal, vice deputies, year heads, house heads, Chaplain, SEN Department, form teachers and subject teachers.

The Guidance Counsellor in conjunction with staff and management will be central to and supportive of the pastoral care system and policies, which attempt to deal with student support issues. **All staff in the school has a part to play in the provision of school**

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supports. The plan aims to address the guidance needs of all students at all levels within the school.

4 RELATIONSHIP TO THE CHARACTERISTIC SPIRIT OF THE SCHOOL

Our Lady's School Guidance and Counselling service is administered in the context of the school's mission statement and ethos. Our Lady's school strives to enable all students to develop their full potential. We aim for a community, which values and affirms students and their individual contributions and where mutual respect and concern are encouraged and practiced.

5 GUIDANCE STAFF

Our Lady's School has two fully qualified Guidance Counsellors. Please see appendix 1 for the time allocation for the current school year.

6 GUIDANCE PROVISION

The provision of a guidance service in Our Lady's aims to ensure that each student can avail of the following activities. Please see appendix 1 for guidance provision for the current school year.

- **Counselling** – helping students on an individual basis to explore their own thoughts and feelings about their present situation, about the choices available to them, and the consequence of each choice.
- **Information** – providing students with objective and factual data.
- **Assessment** – using psychometric tests and other inventories to help students make better decisions.
- **Career Transition Programmes** – providing the necessary concepts, knowledge and skills to enable students to make the transition to further and higher education, training and work.
- **Educational Development Skills** – providing knowledge and skills relating to studying, examination performance, choices of subjects and levels.
- **Personal and Social Development Programmes** – providing knowledge and skills relating to personal and social development, self-awareness, decision- making and planning.

First year students and their parents are given a handout explaining the Guidance service in Our Lady's School. Please see appendix 2 for a copy of Guidance Explanation sheet.

All transition year students have a weekly guidance class.

All sixth year students have a weekly guidance class.

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Guidance Counsellors have access to other year groups for guidance classes throughout the year as required.

Guidance Counsellors work in collaboration with the form teachers, year heads, the RE department, the SPHE department and other departments on certain topics.

Guidance Counsellors attend a weekly guidance planning meeting and care team meeting plus meet with year heads and the principal regularly.

Both Guidance Counsellors are members of various school committees including Health Promoting Schools, CAT4, Critical Incident, Child Protection and Leaving Certificate Applied Teams.

7 GUIDANCE FACILITIES

There are two fully equipped guidance offices, a school careers library, guidance notice boards, access to the lecture theatre and access to two school computer laboratories for guidance related research.

The guidance department has a yearly school budget.

The guidance department also accesses many local community resources such as: parents, past pupils, local business for work experience placements and the local Garda and national resources such as NEPS, NCGE and IGC.

Senior cycle students have fortnightly career talks from colleges and career professionals including parents and past pupils. This forms a link between the school and third level institutions, past pupils, parents and local business.

8 GUIDANCE REVIEW AND EVALUATION

The Guidance Counsellors continually review and evaluate the guidance service. This is carried out informally throughout the year by asking students for feedback following guidance activities. At the start of the academic year, transition, fifth and sixth year students are asked for their wishes and suggestions for guidance provision and the findings are used to help plan the guidance activities for the year. At the end of each academic year the Guidance Counsellors meet to review their work, in a more formal way, and note changes that could improve guidance provision. All transition and sixth year students are asked to complete an evaluation form in the final term. This asks students to evaluate the guidance service in Our Lady's School and to make suggestions about how the service could be improved. The findings of these evaluations are used in planning changes to the service. Please see appendix 5 for Guidance Evaluation Forms.

9 GUIDANCE PRIORITIES

Please see appendix 6 for list of recent developments and current priorities for guidance in OLS.

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10 GUIDANCE ATTENDANCE AND MEETING PROTOCOLS

10.1 PROTOCOL FOR GUIDANCE APPOINTMENTS WITH STUDENTS

Both Guidance Counsellors are available to meet with students throughout the school day either by appointment or referral by Year Heads and other school staff. Please see appendix 6 Guidance Referral Form. Parents may also make contact with the Guidance Counsellors to request an appointment for their daughter.

All meetings with students are by appointment. Students can make appointments by using the booking sheet on the guidance office door or by requesting an appointment by placing a note under the guidance office door. Following this the Guidance Counsellor will schedule a time to meet the student and a notice of this will be given to the student at registration.

Guidance Counsellors can also request a meeting with a student by providing a notice of guidance appointment slip, to the student at registration. These appointments can be rearranged if it is unsuitable due to class tests etc. Appointments are scheduled in as far as possible to reduce interference and disruption to classes. This method of appointments is explained to students. VShare is also used to record student attendance at appointments.

All students who attend the Guidance Counsellor receive a written note to allow teachers to be informed of any student absence due to guidance meetings.

10.2 PROTOCOL FOR GUIDANCE MEETINGS WITH PARENTS/GUARDIANS

Parents meet with the Guidance Counsellors at information evenings, parent/teacher meetings and on request. The Guidance Counsellor provides information letters for parents informing them about various guidance activities and provision. Parents/Guardians can make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually conducted during the school day, but, may in certain circumstances be arranged after school. All parties are requested to inform each other if a cancellation is necessary. The Guidance Counsellor may request another staff member e.g. year head, subject teacher, second guidance counsellor or/and management to be present at a meeting. The student may be invited for all or part of the meeting with approval of parents/guardians. The Guidance Counsellor keeps notes of all meetings.

10.3 PROTOCOL FOR STUDENTS ATTENDING GUIDANCE ACTIVITIES OUTSIDE SCHOOL

Students must obtain parental permission to attend school arranged guidance trips. This normally takes the form of a letter that students bring home to parents, which includes a reply slip, which must be signed by parents.

Students are also required to seek parental permission, in advance, of attendance at individual college open days during school time. This takes the form of a letter, from the student's parents, providing notification of the student's absence. This letter should be given to the student's form teacher in advance of the event so that the school attendance records can be completed. This system is explained to all sixth year students at the start of the year.

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Students are reminded that school rules apply at all guidance events and appropriate behaviour is expected.

Students are encouraged to be selective in attending career events during school time and to attend events on Saturdays or outside school hours where possible.

11 SUBJECT CHOICE AND CHANGE

11.1 SUBJECT CHOICE AT JUNIOR CYCLE

First year students study the following subjects: Irish, English, Maths, French, Science, History, Geography, CSPE, RE, SPHE, PE, IT. The following optional subjects are provided either by two periods per week throughout the year or by a module of a half-year: Home economics, Art, Music, Spanish and German. At the end of first year, students are asked to choose two subjects from the above list to take for their Junior Certificate. Students with learning difficulties may be provided with extra English instead of Spanish and German. This allows students to take taster modules in the optional subjects and so helps students to make more informed subject choice. Subject teacher and Guidance Counsellors are available to discuss these choices with both students and parents.

11.2 SUBJECT CHOICE AT LEAVING CERTIFICATE

Students take the core subjects of Irish, English, Maths and a choice of a third language (French/German/Spanish). If there is sufficient interest, there may be the possibility of taking a non-language option. They then choose three optional subjects from the following list: Geography, History, Home Economics, Business, Economics, Biology, Chemistry, Physics, Agricultural Science, Art, and Music, Applied Maths.

The option bands are not pre-set and are created based on student choice, in order to ensure that the largest possible number of students obtains their top three choices. While every effort is made to accommodate student's preferences, due to limited resources, this may not always be possible.

Assistance provided to students for subject choice:

- Subject choice preparation and guidance forms part of transition year guidance classes.
- Each student obtains and completes the Reach + Career and College Preparation Programme, which includes a comprehensive section on subject choice.
- Each student is given a copy of the OLS subject choice booklet which is brought home to parents and a reply slip is included with this booklet to ensure all parents receive a copy.
- Each LC subject department gives a presentation to all transition year students on the LC syllabus in their subject. LC textbooks are made available in the school library to assist the students in their research of subject options.
- Students complete a number of interest and aptitude tests to assist them with their choices. This includes the Eirquest and Cambridge Profiles.

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- Students are given an introduction to guidance websites including www.qualifax.ie and www.careersportal.ie, which provide information on subject choice and the implication of subject choice on third level options. Students are encouraged to use these websites.
- All transition year students attend a presentation given by Guidance Counsellors regarding subject choice.
- Students are encouraged to reflect on their work experience placements as part of their career development and subject choice selections.
- All transition year students have an individual meeting with Guidance Counsellor to discuss their career choices, discuss subject choice and their aptitude and interest test results.
- Students are encouraged to discuss subject choice with subject teachers, students in fifth and sixth year and to look at LC text books, syllabus and past papers.
- Parents are informed by letter about subject choice and can contact the Guidance Counsellor to discuss subject choice if required.
- Parents are invited to attend a subject choice information evening

Please see Our Lady's School Subject Choice Booklet and Presentation on Subject choice.

11.3 PROTOCOL FOR CHANGING OR DROPPING SUBJECTS

- 1) If a student is considering changing or dropping a subject at any stage she must first discuss the matter with her parent(s)/guardian(s) and her subject teacher.
- 2) If a student wishes to change/drop a subject the student must then discuss this with their Year Head and obtain a consent form which must be completed.
- 3) Guidance is sought from the subject teacher and the SEN Department (If appropriate).
- 4) An appointment is made with the Guidance Counsellor, if appropriate.
- 5) The possible implications of the change are highlighted to the student and they are encouraged to discuss the change with their parents.
- 6) The Guidance Counsellor/Year Head may contact parents either by phone/email/letter. The possible career choice and implications of the change are discussed.
- 7) A letter is sent to parents/guardians for them to complete and return a consent form to the Year Head, who informs all teachers involved.
- 8) The Year Head will advise the office staff to update the student's record.

11.4 PROTOCOL FOR CHANGING LEVELS

- 1) If a student is considering changing level at any stage she must first discuss the matter with her parent(s)/guardian(s) and her subject teacher.
- 2) The subject teacher liaises with the Year Head.

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- 3) The Year Head will arrange to meet the student as he/she is best placed to give an overview of her academic progress.
- 4) An appointment may be made with the Guidance Department to check the possible impact on career choice. This would be especially important for changes of level at senior cycle.
- 5) SEN department is consulted where relevant.
- 6) A letter is sent to parents/guardians for them to complete. They return a consent form to the Year Head who discusses the outcomes with the Subject Teacher.
- 7) The Year Head will advise the office staff to update the student's record

12 OUR LADY'S SCHOOL REFERRAL SYSTEM

Based on best practice, we use the following method when a teacher wishes to refer a student to the Guidance Counsellor. A referral form is completed and passed to the Year Head, who in turn passes it to the Guidance counsellor. The following steps then occur:

- ❑ One of the Guidance Counsellors would then engage with the student
- ❑ The Guidance Counsellor would inform the teacher who made the referral about the progress of the situation (while keeping within confines of confidentiality)
- ❑ Regular meetings occur with the Principal, Year Heads, SEN Department, Chaplain & Guidance Counsellors to discuss student's progress/well-being and to plan appropriate student supports. (care team meetings)
- ❑ A red and green list is placed in the staff room to make staff aware of students who need special attention each week (while keeping within confines of confidentiality).
- ❑ Student who require support are highlighted on VShare

This referral system is explained to staff at the beginning of the academic year and a folder of referral forms is kept in the staff room and is accessible online.

The main aim of the **Green List** is to provide support and encouragement to students who are experiencing some personal difficulties. Teachers are encouraged to keep a watchful eye on these students, to give them positive attention and reinforcement, write a positive note in their journal, ask how they are, support them in a non-directive ways, try to reduce possible isolation and to inform the year head of any issues that arise.

The primary aim of the **Red List** is to give awareness to staff of students who are experiencing high levels of personal distress. Teachers are encouraged to note observations and to forward them to Year Head/ Principal/ Deputy Principals /Guidance Counsellors immediately e.g unexplained absence from class.

If additional details are needed on any student on the list staff may talk to the guidance counsellors. (Students confidentiality will be respected)

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It is hoped that these measures would achieve a number of objectives:

- i) Create a more coherent record of a student's pastoral progress during their time in school
- ii) That staff would have a better idea of who is in need of special care
- iii) That the guidance counsellors would have a better method of communicating with staff about students who require assistance
- iv) That students are less likely to "fly below the radar" and miss out on help that they might benefit from

Please see below the information on the Green and Red list provided to school staff.

12.1 Green list – Students who need extra support and encouragement

The main aim of this list is to provide support and encouragement to students who are experiencing some personal difficulties.

This should provide:

1. Support
2. Encouragement
3. Reinforcement
4. Positive attention
5. Watchful eye
6. Reduction in isolation
7. Reduction in academic pressure if possible

How?

1. Use their name in class
2. Note in journal
3. Ask how they are
4. Mind them in a non-directive way
5. Note any issues to the form teacher or year head
6. Differentiation of academic workload

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12.2 Red list –At risk students with high levels of personal distress

The primary aim of this list is to give awareness to staff of serious issues that are on-going for a Student, but also to respect confidentiality.

This group of, at risk, students has issues in their lives that are causing high levels of distress. The students need to be monitored carefully and any observations noted to the Year Head/Principal/Vice-Principal(s)/Guidance Counsellors immediately.

Please try to provide:

1. Awareness/understanding
2. Space for student to manage their issues
3. Reduction in academic pressure
4. Monitor and provide extra support to students in non-directive ways

How?

1. Note any observations to Year Head/Principal/Vice-Principal(s)/Guidance Counsellors immediately eg unexplained absence from class
3. Be aware and make some allowances
4. Be gentle
5. Focus on the positive

13 COUNSELLING CUSTOM AND PRACTICE IN OUR LADY'S SCHOOL

The availability of a counselling service is explained to students when they enter OLS and they are reminded of this at the beginning of each academic year. Parents are also informed of this service at the various parents' information evenings and by the guidance explanation sheet available on the OLS guidance website.

Students are informed of how they can make a self-referral and staff members and/or parents may also refer students. The student's right to withdraw from counselling at any stage is respected.

Guidance counsellors try to empower their students to make decisions in three distinct areas, namely personal and social development, educational development and career development. However, it must be highlighted that all of these areas are connected and that regardless of the area of guidance in question, you always touch on the personal when working with young people. Counselling should always be available to students to assist them in any of the three areas of guidance either on an individual or group basis. This

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counselling should be easy to access. Students need to know that it is available at times of difficulty and in crisis situations. The counselling service aims to support individual students both inside and outside the classroom. The counselling service operates in collaboration with the pastoral care and disciplinary structures within the school.

The Guidance Counsellors work within the Institute of Guidance Counsellors Code of Ethics. This ensures that the student's needs are prioritised and their rights are protected. The service is both reflective of and in line with the Department of Children and Youth Affairs National Guidelines for the Protection and Welfare of Children "Children First" (2011) and with the Department of Education and Science, "Child Protection Procedures for Primary and Post- Primary Schools"(2011)

13.1 Confidentiality

Guidance counsellors will take all reasonable steps to preserve the confidentiality of information about students. However confidentiality is limited. The limits to confidentiality are explained openly. A clear and truthful oral confidentiality contract is established with the student from the beginning of any counselling session. The students are made aware that if they are in danger, or another person is in danger, or where the law requires it, the Guidance Counsellor has an obligation to bring the matter further by informing school management, and/or year head and/or parents/guardians. Parents may contact the guidance department if they have queries or concerns with regard to confidentiality in guidance and counselling in OLS.

In other situations, if it is felt it is in the student's best interests to inform a teacher/ parent/ guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student.

13.2 Ethical Requirements

Guidance counsellors are obliged to operate in policy, process and practice in an ethical manner. The Guidance Counsellor's primary focus is the welfare of the student and they are ethically bound to act in the best interest of the student. The guidance counsellor must act within the law and within the ethical guidelines outlined by their profession. The Guidance Counsellor is expected to be competent in and mindful of the legal and ethical responsibilities of their work.

The Guidance Counsellors follow the recommended procedures for ethical decision making from the IGC Code of Ethics

Each step involved should be carefully considered. The steps in ethical decision-making are

1. Identify the problem
2. Identify issues
3. Review Ethics Code
4. Know the Law and the School System

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5. Consult
6. Consider Possible Courses of Action
7. List the consequences of different action
8. Decide on what appears the best action
9. Act/ Accept outcomes
10. Follow Up/Evaluate.

13.3 Competency

The Guidance Counsellor will seek to develop their professional competence through in-service, continuous professional development and attendance at counselling supervision. Guidance Counsellors must recognise the limits of their training and experience and where they see necessary they will make appropriate referrals to other agencies.

13.4 Making referrals to outside agencies

It is the ethical awareness involved in the recognition of the need for the referral and how the Guidance Counsellor assists the young person in that referral that is important. Guidance counsellors try to know what facilities are available in the community so that they will be able to ensure that their student gets the best help available.

Before initiating a referral the following steps are considered:

- Will the referral serve the student's needs best?
- Do I know the competencies of the professional referral service?
- Aim to determine which is the most appropriate agency?
- Is the student ready and accepting of the referral?
- Have I parental knowledge and cooperation?
- Is it a complete or partial referral?
- How will I introduce the idea of the referral to the student?
- How will I follow up after the referral?

13.5 Referral Agencies and Supports Services

A wide range of referral and support agencies are used. Please see appendix 8 for a sample of available Referral Agencies.

14 RECORD KEEPING

Record keeping is completed according to best practice. Student's personal records are kept in a secure way to ensure student confidentiality.

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15 TESTING

In Feb prior to entry all prospective students sit an entrance test consisting of the CAT 4.

These tests are re-held in the first term for any students who may have missed the Feb. tests. These tests are carried out in collaboration between the learning support and guidance departments. In September the NGRT is administered to all first year students; this assesses the student's reading age. The results of these tests are not used to stream or select students but are used to highlight students who have particular abilities and those who may require additional supports. The results of these tests are discussed at student support team meetings and the SEN department may then carry out further tests eg WRAT4 and if necessary the DYSLEXIC SCREENING TEST. Students can then be referred for further educational assessments with NEPS or private educational psychologists. The CAT4 test results are also provided to the Year Head, are provided to parents and an indication of how they achieved in the test is made available for school staff on VShare. Parents of students who score highly in the CAT4 Tests are given information on the CTY programme in DCU.

All transition year students complete the Eirquest and Cambridge Profiles before Christmas. The results of these tests are returned to students at an individual meeting to assist the students with subject choice and career planning. The results are also discussed with the SEN department and the year head at care team meetings. Students with particular difficulties are referred to the SEN department for further assistance.

Both Guidance Counsellors have appropriate training and qualifications in test administration and interpretation and attend in-service, continuous professional development and upskilling in testing as required.

Testing is reviewed at the end of year. Careful consideration is given to the selection and use of tests and only assessments listed on the Department of Education's list of approved tests are used.

16 FIRST YEAR INDUCTION PROCEDURES IN OUR LADY'S SCHOOL

- An Information meeting for all prospective parents is held in December. At this meeting the principal gives a presentation providing details about the school.
- Following this, students are selected in line with Our Lady's School admission & enrolment policy.
- In Feb. the students sit the entrance assessments. This involves students taking the CAT 4. These tests are to help identify students who may need extra learning supports and to help identify students who may need further educational assessments. The Student Support Team use these results to help monitor students.
- In May the principal, incoming first year head and SEN teachers visit the feeder schools to begin to gather information about the incoming students. This information is used to assist the students with the transition into secondary school.

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- Mixed ability classes are formed, based on these tests and other information provided.
- The student support team meet in May to consider students who may need extra supports and planning for this takes place.
- At the start of term an induction programme is held where students are introduced to their form teachers, year head and students councillors. Students are given a locker and taken on a tour of the school. Each student is issued with an Induction Booklet that the form tutor worked through with them over 2 weeks to assist them settling into the school.
- A survey is carried out with all 1st year students at the end of September to assess how well they have settled in and to identify any issues with the transition from primary to secondary school.
- The year head reviews the survey results and consults the Student Support Team where necessary.
- A meeting is held with the first year head to discuss any students who may need extra supports and all subject teachers are informed of these students.
- The class councillor, form teacher, subject teacher and all school staff are encouraged to assist students with the transition to Our Lady's and to look out for any student who may be experiencing difficulties. Any issues arising are reported and are dealt with by the form teacher and/or the year head. Other concerns about students can be referred, using the school referral system, to the SEN and/or guidance department and these student's needs are discussed at the care team meeting.
- At the first house meeting of the year a welcoming party is held to help first years get to know the students in their house.
- Early in October an information meeting is held for parents of first year students. During this meeting parents are provided with further details on school procedures and have the opportunity to liaise with other parents and meet school staff.
- A school trip is arranged to Avon Ri outdoor pursuits centre in October to encourage the development of friendships across the class groups.
- The Guidance Counsellors have a class with each first year form group. During this class the students play games, which help the student to integrate. The students are also made aware of where the guidance offices are located, what the guidance counsellors do and how to arrange an appointment. They are provided with the OLS guidance explanation sheet. They are also encouraged to look out for one another and to ask for help from any staff member if they are concerned for another student or need support themselves.
- The School discipline procedure, of giving marks to students, is generally not used in the first six weeks to allow students time to get used to the school day and class procedures.
- Merits can be awarded to students from September in line with the promotion of a positive school culture.

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- Form period every second Friday is organised to reflect the ongoing needs of the students as they transition into secondary school.
- A study skills day is held in October where students are shown how to organise their homework and given tips on how to study. An outside speaker takes the 1st year for a morning to introduce them to effective studying.
- Their parents are invited in that night and given a talk on assisting their daughter to study.
- A whole school study week is held in October which reinforces the study skills morning the 1st year students attended.
- First year students attend a Halloween event in school and put on a drama night for their parents.
- House Meetings held every second Friday, promote the integration of 1st year students to the school through activities where students from all year groups mix together in smaller groups.
- After Christmas the Guidance Counsellors meet with the first year students individually, for a short meeting, to discuss their first year experience to date. This gives the students the opportunity to discuss any arising issues. A support plan can be put in place as required following liaison with year head/care team.

17 GUIDANCE WEBSITE

The OLS guidance website is located under curriculum in the school website. It informs students/parents of various upcoming college/career events and provides useful details relating to guidance in OLS. Please see

http://www.careersportal.ie/careerguidance/office.php?school_id=157

Information on guidance events is also published on the OLS school app.

18 GUIDANCE OBJECTIVES

The guidance objectives and provision aim to develop the following areas of learning and competences

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Areas of Learning	Competences
Developing Myself	<ul style="list-style-type: none">•Developing & maintaining self-esteem & a positive self-concept•Interacting effectively with others (face-to-face & online)•Developing & growing throughout life
Developing My Learning	<ul style="list-style-type: none">•Employing effective personal learning/exam strategies•Making educational choices in line with career aspirations
Developing My Career Path	<ul style="list-style-type: none">•Using career related information & sources appropriately•Understanding the world of work & life roles•Managing career development & decision making

18.1 Junior Cycle

- Provide an introduction to guidance and counselling service
- Develop the foundations of study and organisation skills
- Provide new students with assistance in adjusting to a new school
- Identify at risk students and provide appropriate supports
- Be available to engage with students who come for support/guidance/counselling whether self-referred or referred by others
- Help students develop self-esteem, resilience and positive decision making
- Be observant for bullying and peer group pressure
- Identify potential early school leavers
- Be available to meet parents if required
- Be available to meet with pastoral care year teams
- Provide individual appointments for all first year students to assist them with the transition to post primary school
- Provide relevant guidance classes during the school year

18.2 Transition Year

- Provide student access to appropriate interest and aptitude testing
- Provide career guidance classes to help students build self-awareness and acquire knowledge of available training, college and career opportunities
- Identify at risk students and provide appropriate supports
- Be available to engage with students who come for support/guidance/counselling whether self-referred or referred by others
- Be observant for bullying and peer group pressure

Guidance Plan for Our Lady's School

- Help students develop self-esteem, resilience and positive decision making
- Enable students to make informed decisions in relation to subject options for the Leaving Certificate
- Provide parents evening with information on subject options for senior cycle
- Provide individual appointments for all students, to interpret Eirquest and Cambridge Profiles and discuss subject choice and career goals
- In conjunction with the work experience co-ordinator, help prepare students for work experience. Plus to evaluate and review their work experience placements.
- Identify potential early school leavers
- Be available to meet parents if required
- Be available to meet with pastoral care year teams
- Organise guidance and career related day trips
- Provide a weekly guidance class

18.3 Fifth Year

- Enable students to acquire relevant training, college and career information
- Provide career workshops
- Identify at risk students and provide appropriate supports
- Be available to engage with students who come for support/guidance/counselling whether self-referred or referred by others
- Help students develop self-esteem, resilience and positive decision making
- Provide student information on career/college seminars
- Facilitate students attendance at career exhibitions and college 'open days'
- Provide students with information on the fifth year guidance programme.
- Be observant for bullying and peer group pressure
- Identify potential early school leavers
- Be available to meet parents if required
- Be available to meet with pastoral care year teams
- Assist students in developing positive study, organisation and exam skills
- Organise and run a careers day for fifth year students incorporating a college visit and guest speaker
- Organise and run a careers night with the Parent's Council
- Highlight the importance of portfolio preparation, 15th Oct UCAS deadline, HPAT preparation and encourage work experience and attendance at college summer taster courses

Guidance Plan for Our Lady's School

- Organise a range of career related guest speakers during year meeting time every second Friday
- Provide relevant guidance classes during the school year

18.4 Sixth Year

- Explain college application system (CAO, UCAS, PLC, EUNICAS)
- Provide individual appointments on career choices
- Provide access to career information, especially computer- aided career research
- Facilitate student to attend open days
- Help develop student study skills and examination techniques
- Assist students in transition to work or further study
- Develop student stress management skills
- Identify and intervene where appropriate in student's academic, social, personal or vocational issues
- Provide access to the guidance and counselling service for all of Sixth Year
- Provide a weekly career guidance class
- Be observant for bullying and peer group pressure
- Identify potential early school leavers
- Be available to meet parents if required
- Be available to meet with pastoral care year teams
- Assist students in developing positive study, organisation and exam skills
- Help students develop self-esteem, resilience and positive decision making
- Identify at risk students and provide appropriate supports
- Be available to engage with students who come for support/guidance/counselling whether self-referred or referred by others
- Organise a range of career related guest speakers during year meeting time every second Friday
- Provide a Parents evening providing information on college applications

Appendix 1 GUIDANCE PROVISION 2017/2018

Our Lady's School has two fully qualified Guidance Counsellors. For 2017/2018 there is the following time allocation:

- Lesley Porter 22 hours
- Sheila Barr 11 hours

Guidance Plan for Our Lady's School

YEAR 1

- The Principal, SEN teacher and first Year Head visit feeder primary schools and information is shared with the Guidance Counsellors regarding incoming students
- Please see information on first year induction
- Meetings with 1st year students in class groups to introduce guidance and counselling and to support the students in making the adjustment to a new school
- Provide a copy of the guidance explanation sheet to all students
- Individual appointments with all 1st year students
- Liaising with subject teachers, form teachers, learning support teachers, and year heads in order to monitor and support each student. Induction into the school
- Attend an information evening for the parents of 1st Year Students
- Students are assisted with their end of year subject choices and this process is undertaken in collaboration with the year head
- Attend parent/teacher meeting
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- Guidance is provided by SPHE teachers in SPHE classes and by form teachers at year meetings. Guidance Counsellors liaise with these teachers and have an input into these classes
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

YEAR 2

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Meetings with 2nd year students in Class Groups to introduce career planning
- Attend parent/teacher Meeting
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- Guidance is provided by SPHE teachers in SPHE classes and by form teachers at year meetings. Guidance Counsellors liaise with these teachers and have an input into these classes
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

Guidance Plan for Our Lady's School

YEAR 3

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Study skills seminar, introduction to careers, stress management
- Attend parent/teacher meeting
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- Guidance is provided by SPHE teachers in SPHE classes and by form teachers at year meetings. Guidance Counsellors liaise with these teachers and have an input into these classes
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

TRANSITION YEAR

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Each Student attends a weekly guidance class
- Career and guidance related field trips
- Students complete a number of interest tests and take the Eirquest and Cambridge Profiles
- Students complete a written Career Project
- Students receive assistance in preparing for work experience and reviewing their placements. This process is achieved in collaboration with the transition year team and work experience co-ordinator
- Individual appointments with all students to discuss Eirquest and Cambridge Profile results, subject choice for leaving certificate and career aspirations
- Each student receives a booklet on subject choice for the Leaving Certificate
- Students attend a presentation on subject choice given by Guidance Counsellors
- Students are introduced and encouraged to use ICT to aid their career research and planning
- Subject teachers, transition year co-ordinator, year head and Guidance Counsellors co-ordinate an information session on each Leaving Certificate subject for all transition year students
- Organise a subject choice information evening for parents
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others

Guidance Plan for Our Lady's School

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

YEAR 5

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- Any students who have concerns regarding their subject choices can have a meeting with the Guidance Counsellor to discuss options
- Fortnightly career lectures: Lectures from visiting speakers are arranged including representatives from colleges and various careers areas. Students are given a choice between four lectures.
- A meeting is held with fifth year students at the beginning of the year to introduce career planning and study for senior cycle students
- All Students attend a careers day. This consists of a guest speaker on motivation and interview skills and information on career planning. They also have a college visit.
- All students attend a careers night organised with the parent's council
- Attend parent/teacher meeting
- Individual career meetings for all students are available where need arises and group guidance on career planning is provided in the final term of school. These workshops include UCAS applications, portfolio preparations, college taster courses etc.
- Students are facilitated to attend various career events throughout the year
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

YEAR 6.

- Liaising with subject teachers, form teachers, learning support teachers, and year head, in order to monitor and support each student's progress in the school
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- All 6th year students are facilitated to attend the Higher Options career conference in September

Guidance Plan for Our Lady's School

- A letter is sent to parents of sixth year students at the start of the year to inform them about the guidance programme for sixth years
- Each Student attends a weekly guidance class
- Students complete the Centigrade Interest assessment to assist with College choice
- Provide access to career information, especially computer-aided career research
- Assist students with the transition to world of work or further education
- Fortnightly career lectures: lectures from visiting speakers are arranged including representatives from colleges and various careers areas. Students are given a choice between two to four lectures.
- Sixth year parent information night is held to inform parents about the CAO system
- Students who are applying for medicine have the opportunity to attend an optional mock HPAT test run by Guidance Counsellors
- Students can attend a mock interview with the Guidance Counsellors to assist them to prepare for interviews for college selection
- Individual career appointments
- Students are facilitated to attend college open days and career exhibitions
- Attend parent/teacher meeting
- Each Student is assisted with their various college applications (CAO, UCAS, PLC, EUNICAS)
- Students who are applying for the HEAR or DARE schemes are given assistance
- Students are assisted in making SUSI grant application
- The destinations of students when they leave Our Lady's is monitored in the form of a questionnaire to students
- Guidance counsellors are available to students who come for support/guidance/counselling whether self-referred or referred by others
- Students are supported in making NUI Irish/language exemptions
- The guidance and SEN department complete the education impact statement for DARE for any students applying to this scheme
- Students are supported in applying for various college scholarships
- Students requesting references are facilitated where possible
- A letter is provided to all 6th year parents in May providing information on college offers
- The guidance counsellors attend school on the LC results day and are available to support students on the days surrounding the college offers in August
- Provide students access to health week, study skills week, Internet safety seminars, well-being talks

Guidance Plan for Our Lady's School

Guidance Plan for Our Lady's School

Appendix 2 GUIDANCE EXPLANATION SHEET



OUR LADY'S SCHOOL

Templeogue Road
Terenure, Dublin 6W.

Telephone: 490 3241

499 1052

Fax: 492 2511

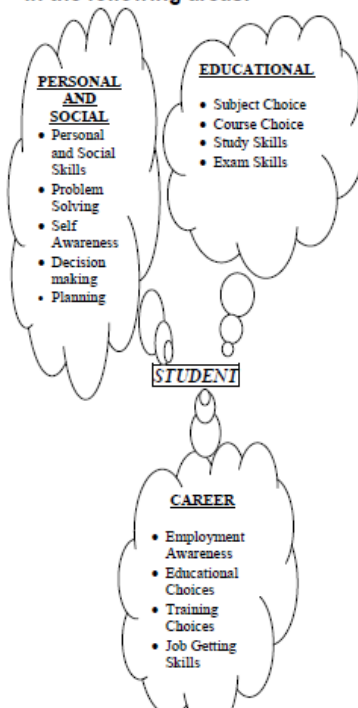
Email: lporter@olschool.ie

sbarr@olschool.ie



*Life is a journey
Travel it well*

Guidance and Counselling
Department
The role of the Guidance
Counsellor is to assist students
in the following areas:



Guidance and Counselling Services

- Guidance
- Counselling
- Assessments
- Computer assisted career research
- Career events
- Career Library
- Referrals
- Educational and Career development and college applications

Parents and Guardians

Parents or Guardians are always most welcome to meet with the Guidance Counsellor. Please contact the school to make an appointment.

Who We Are!

Ms. Porter
And
Ms. Barr

Our offices are located between
Room 32 and 33

How do I see the Guidance Counsellor?

- The Guidance Counsellor may give students notice of an appointment.
- Students may make an appointment by using the booking form on the guidance office door or by placing a note, with your name and class, under the office door.

Confidentiality

The Guidance Counsellor will not tell others what a student has shared in counselling. However there are exceptions, for example, where the student gives permission, in case of danger to the student or others, where the law or ethics require it.

Useful Websites

-  www.cao.ie
College application site
- UCAS www.ucas.com
UK college application site
-  www.qualifax.ie
Information on college courses
-  www.careersportal.ie
Information on educational and career development
-  www.scoilnet.ie
Educational website with many useful resources for students

Guidance Plan for Our Lady's School

Appendix 3 GUIDANCE- DATES 2017/2018

CAREER GUIDANCE CLASSES

6th YEARS

B6	Monday Ms. Porter
C6	Monday Ms. Barr
L6	Wednesday Ms. Barr
P6	Wednesday Ms. Porter
M6	Monday Ms. Porter

4th YEARS

B4	Wed. Ms. Porter
C4	Friday Ms. Barr
L4	Thursday Ms. Porter
P4	Thursday Ms Porter
M4	Wed. Ms. Barr

- Guidance Planning
- 6th Year Career Appointments
- UK College Applications (UCAS)
- Meet 5th Year in groups: Introduction to LC Guidance programme and Study skills.
- Meet 1st Year Students in class groups
- Meet new Students in 2nd to 6th Year
- 6th Year Students complete Centigrade Interest Assessment.
- 13th September Higher Options Conference (RDS), 6th year students attending.
- 28th September Debs – Collect information on 6th year students destinations
- Study Skills week
- 3rd Oct. 1st Year Study Skills & 1st Year Parents Evening.
- 15th Oct UCAS early deadline
- 23rd Oct. 6th Parent Teacher Meeting
- Oct. Ty Zeminar Conference.

MID TERM (30th Oct.-3rd Nov.)

- Guidance meeting with 2nd year students
- 3rd Year Study Skills and guidance in class groups
- 1st Year Study Skills and Organisation in SPHE class groups
- 6th Year CAO applications preparation
- 14th Nov 3rd Year Parent Teacher Meeting

Guidance Plan for Our Lady's School

- 13th/15th /17th Nov Eirquest and Cambridge Profile Assessments 4th Year Students
- 29th Nov Career Information meeting for 6th year Parents
- 4th Dec 5th Year Parent Teacher Meeting.
- End of Nov. Finish UCAS applications

CHRISTMAS HOLIDAYS (25th – 5th JAN.)

- 16th Jan. 2nd Year Parent Teacher meeting.
- 20th Jan 6th yrs finish CAO applications
- 31st Jan Information Meeting for 4th year parents re Leaving Certificate Options
- 3rd Feb Assessment test for next year's 1st Years
- 4th Years Subject Choice preparation and individual meeting for feedback of interest and aptitude assessments plus career planning
- 6TH Year Students complete CAO online demo Applications in class groups.
- 6th Years Post Leaving Certificate (PLC) applications

MID TERM (12th – 16th FEB.)

- 27th Feb. 1st Year Parent teacher meeting
- 1st March Information meeting for parents of 3rd year re T.Y
- 5th to 9th March OLS Health week
- Leaving Certificate Subject choice with T.Y students
- Subject Choice forms must be returned by 4th years

EASTER HOLIDAYS (26th March – 6th April)

- 11th April 5th Year Careers Night
- 27th April 5th Years Guidance trip
- Transition year Guidance trip
- 5th Year Students career workshops
- 6th Year end of year information
- 1st year subject choice
- Guidance yearly review

Guidance Plan for Our Lady's School

Appendix 4 GUIDANCE CLASSES 2017/2018 SCHEME OF WORK.

SIXTH YEAR CLASSES

COURSE CONTENT

- **Introduction to the Year:**
 - Handouts
 - Open-Days
 - Using the Career library
 - Online Guidance Resources
 - Strategy Form
 - Careers notice board
- **Interest Tests:**

Online: Icould Careers Portal, Qualifax, Centigrade
- **Making Career Choices**
- **Higher Options**

Preparation for Higher Options, Making the most of the day, Introductions to range of lectures.
- **Open days**

Making the most of open day and career events and how to book career events
- **Students attend a fortnightly career seminar given by visiting speakers**
- **UCAS Class (optional) U.K. College Applications**
- **Options after the Leaving Certificate:**
 - Work
 - Taking a Year Out
 - Further and Higher Education (PLC)
 - Apprenticeships
- **C.A.O. Classes:**
 - Giving Out the Booklet
 - C.A.O Mechanics
 - Filling in the Form

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- Using the Computer Room to do on-line demo application
- Choosing your Courses
- Points and minimum entry requirements
- What College has to offer
- What happens after you apply
- **P.L.C. Classes:**
 - Information on Courses
 - Application Procedures
 - Preparation for the Interview
- **Study Skills and Examination Techniques**
- **Managing Stress**
- **CVs and Interview Skills**
- **Coping with the transition to further education or work.**
- **Student Finance, grants system and scholarships**
- **Graduate destinations and further study after your degree.**
- **Preparing for the transition from 2nd level to 3rd level education.**
- **All students have an individual career meeting and this is followed up with further meetings as required.**
- **Guidance review and evaluation**

METHODOLOGIES

Classroom discussion and group work

Worksheets

Use of Information technology for career planning and research

Individual meeting with students

Library work

Use of Paper supplements on colleges

Use of video clips and guest speakers

DIFFERENTIATION STRATEGIES

Emphasis is on the student's individual career plan. It is highlighted to students that there are education and training options available to them, regardless of their academic ability. There is variation in classroom materials and subject matter is differentiated. Peer and

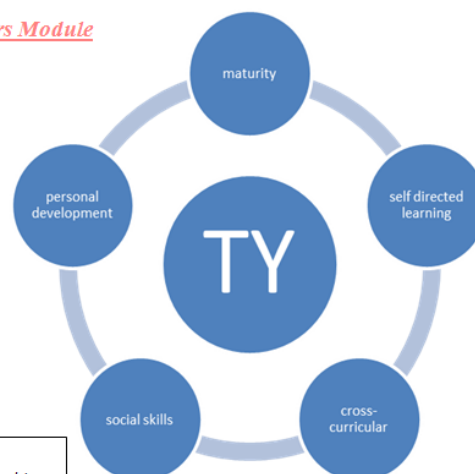
Guidance Plan for Our Lady's School

teacher support is available. Students are encouraged to become aware of their own interests, aptitudes, skills, and personality with regard to the world of work.

TRANSITION YEAR CLASSES

TY Subject Plan 2017-18: *Careers Module*

Type: Module
Periods per week: 1 period a week
Teacher(s): SB, LP



Aim(s): To introduce students to career planning and research incorporating self- assessments and to explore further education/training options. <u>To assist students to make informed educational and career choices.</u> <u>To facilitate students in completing a careers project.</u> <u>To give students an understanding of the implications of their subject choice for Leaving Certificate on their further education options.</u> <u>To facilitate interview and CV preparation and prepare students to enter the world of work.</u>
--

TY Subject Plan 2017-18: *Careers Module*

Cross-curricular links		Business-CV Preparation IT-Web based Learning English-Career Based Vocabulary				
Resources		Reach + Student workbook and online careers programme Computer room Careers Library Video clips College/Workplace visit				
Programme Evaluation		End of year questionnaire and evaluation sheet will enable students to give feedback on the programme. Guidance Counsellor meeting to discuss student evaluations.				
Content	Learning outcomes	Differentiation strategies	Teaching & learning methodologies	Assessment	Literacy	Numeracy
Career/Educational and Self Awareness	Students will give consideration as to how their educational & career choices will influence their life and the importance of researching relevant options. Students will learn more about their interests, abilities, aptitudes and skills. Completion of a careers project on a career of choice. Students gain competence in collating & analysing career/educational information.	Variation in material Differentiation by task	Instruction group discussion web based learning video clips guided discovery/exploration individual work Work sheets Students presentations Powerpoint presentations	Students will record their progress online which will be monitored by their Guidance counsellor. Correction & grading of career project	Appropriate use of language for project Exploring career specific terminology as well as vocabulary related to further education & training options.	Applying sequencing and logic to research work and written material Analysing the results of interest and aptitude tests. Calculation of points for CAO

Guidance Plan for Our Lady's School

TY Subject Plan 2017-18: *Careers Module*

Options after the Leaving Certificate	Completion of Course/Training investigations Students gain an understanding of various college application systems. Completion of <u>Eirquest</u> and Cambridge Profile. Students make informed LC subject choices. Students will have an understanding of the implications of their subject choices.	As above	As Above	As above	As above	As above
World of work and CV preparation	Students will gain knowledge of various career sectors and prepare a CV. Students increase their interview skills. Students gain awareness of how to look for and apply for jobs.	As above	As above Demo and trial interviews	Correction and grading of a CV Feedback on interview skills	Vocabulary related to CV's Oral Interview skills	As above

At all times it important to highlight to students that there are education and training options available to them, regardless of their academic ability.

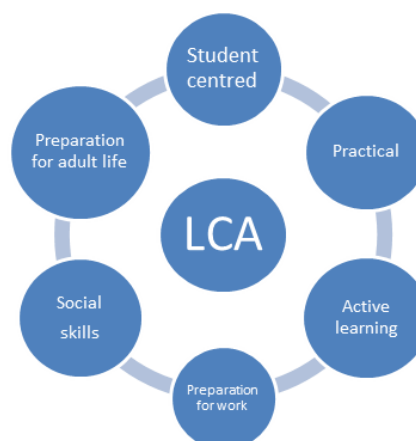
Students are encouraged to become aware of their own interests, aptitudes, skills, and personality with regard to the world of work. Reach+ enables students to self- assess and begin to research their individual career plan.

The guidance department works with students individually, in groups, and in classes to help them develop an action plan in relation to their chosen career path.

LEAVING CERTIFICATE APPLIED CLASSES

Leaving Certificate Applied Subject Plan 2017-18: Guidance

<p>Strand: Vocational Preparation & Guidance Periods per week: 1 Modules Session 3: Information building Modules Session 4: Career action plan Possible credits: Two credits to be claimed at the end of session 4 Teacher: L Porter</p>



<p>Aim(s):</p> <ul style="list-style-type: none"> To assist students to become aware of their interests, aptitudes, skills, personality with regard to the world of work. To enable students to become aware of various training, further education and career options available. To help students to identify areas of employment, further education and training that suit their skills, qualities and interests. To enable students to access and use relevant career information. To assist students to develop an action plan in relation to their chosen career path.

Cross-curricular links	English – writing questionnaires, reports and key assignments/reading and understanding career and course/training materials. IT – using a variety of online resources for career research/Use of word and powerpoint to produce questionnaires and report on survey findings plus use of IT to produce career investigation. Vocational preparation- reviewing work experience placements in relation to <u>students</u> personal career action plan/reviewing and updating CV with relevant skills developed by students. Maths – using bar chart and graphs to present survey findings.
Resources	Computers, printers, use of DVD, use of online career resources(<u>careersportal</u>), workbook (guidance module classroom guidance), college and workplace visits, visiting speakers

Guidance Plan for Our Lady's School

Programme Evaluation	Student reflection plus oral and written questionnaires provide feedback to the teacher as to what worked well and what might need to be reviewed for future.
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Content	Learning outcomes	Differentiation strategies	Teaching & learning methodologies	Assessment	Literacy	Numeracy
Information building	Attend career exhibitions, colleges of further education, training centres and work places	Peer and teacher support Variation in material, differential subject matter	Discovery and exploration	Oral review of findings to class Completion of a worksheet	Oral and written presentation of information	Process information
	Student gain competence in collating and analysing career & educational information	Varying degree of teacher support, autonomous work encouraged	Group and individual work Guided discovery and peer teaching Media clips	Oral review of findings to class Completion of a worksheet	Oral and written presentation of information	
	Students learn more about their interests, abilities, aptitudes and skills	Peer and teacher support	Assessments	Review & discussion of assessment results	Reading & comprehension of assessment questions	Analysis of assessment results Inclusion of graphs and charts of results
	Student produce a report from a visit to a career exhibition, college, training centre or place of employment	Peer and teacher support	Group work Active learning	Completion of a report on visit	Oral and written presentation of information	

Content	Learning outcomes	Differentiation strategies	Teaching & learning methodologies	Assessment	Literacy	Numeracy
Career action plan	Students identify possible careers that suit their skills, aptitudes & interests	Varying degree of teacher support, autonomous work encouraged Peer and teacher support	Use of online resources including www.careersportal.ie Media clips	Oral review of findings to class Completion of a worksheet	Research skills	Interpret data, charts and diagrams Check answers
	Students devise a personal career action plan	Peer and teacher support	Practice college/job applications	Completion of action plan	Reading and understanding of checklist for action plan	Solve problems
	Students increase their interview skills	Peer and teacher support	Demo and mock interviews	Oral review of practice interviews	Communication skills for interviews	Understand and explain solutions
	Students gain an awareness of the world of work	Peer and teacher support Present tasks in manageable steps	Media clips Use of school careers library and various online resources		Oral and written presentation of information	Make decisions based on logical thinking and reasoning.
	Students are able to review the experience of LCA		Questionnaire & discussion			

Guidance Plan for Our Lady's School

Appendix 5 GUIDANCE EVALUATIONS

SIXTH YEAR

Please take a few minutes to answer the questions below. By completing this evaluation sheet you are helping to ensure that the Guidance offered to students is as effective as possible.

Did you have access to the Guidance Counsellor as often as you needed? _____

Please circle the word which best describes your individual appointments with the Guidance Counsellor

Essential Very Useful Useful Not Useful

On a scale of 1 – 5 (5 being the highest) how would you rate the following?

Overall Guidance in Our Lady's School	<input type="checkbox"/>		
Range of guest speakers	<input type="checkbox"/>	Information on subject choice	<input type="checkbox"/>
Access to careers information	<input type="checkbox"/>	Content of careers classes	<input type="checkbox"/>
Information on study skills	<input type="checkbox"/>	College Open days	<input type="checkbox"/>

Is there anything else that would have helped in your career planning process?

Any further comment?

Guidance Plan for Our Lady's School

TRANSITION YEAR

Please take a few minutes to answer the questions below. By completing this evaluation sheet you are helping to ensure that the Guidance offered to students is as effective as possible.

Did you have access to the Guidance Counsellor as often as you needed? _____

Please circle the word which best describes your opinion of the career guidance programme in transition year.

Essential Very Useful Useful Not Useful

On a scale of 1 – 5 (5 being the highest) how would you rate the following?

Use of Reach + for career research and planning

Completing the career project

Researching college courses (CAO & PLC)

Eirquest and Cambridge Profile

Information on Leaving Certificate subject choice

Individual meeting with guidance Counsellor

CV and Interview skills

College visit

Zeminar

Is there anything else that you would have liked included in the Ty career programme?

Any Further comment?

Guidance Plan for Our Lady's School

Appendix 6 RECENT DEVELOPMENTS AND GUIDANCE PRIORITIES

Recent developments in Guidance in OLS

- Introduction of Leaving Certificate Applied 2016
- Involvement in Jigsaw Peer Education Programme involved training students to become peer educators and deliver a 40 minute workshop "It's Time to Start Talking for Your Mental Health" to classes within the school. 2015/16. Jigsaw also gave a presentation to parents, students and staff.
- Introduction of a careers night for 5th year students in conjunction with the Parent's Council and with the support of past pupils. The purpose of this event is to allow our students the opportunity to meet and talk to people from a number of different professions in order to assist them with their career research. This helps to form strong links with both Parents and past pupils. The first careers night was held in 2015 and continued in 2016 with this year event taking place on 4th April. An interview skills workshop for students was also part of this event.
- A review of the incoming first year assessments led to the introduction of the use of the CAT4 assessment which was introduced in 2014. The use of the CAT4 has been expanded to include providing an indication of student's attainment to staff and a comparison of CAT4 results to school tests to help monitor students' progress and to encourage staff to be aware of highly able students and to accommodate them in their class planning. The comparison of CAT4 results also helps identify students who may find academic work more challenging and supports can be put in place for them.
- Academic mentoring of 37 students after the mock exams in 3rd Year. These students were selected based on a correlation of their mock results to their CAT4 scores.
- Our Lady's School has been involved in the Health Promoting schools programme since May 2015. Students, parents and staff work on this committee. This included running a health promoting week within the school. Health week will run from Monday 5th March to Friday 9th March 2017.
- Following a review of subject choice new subjects were added at leaving certificate level including Agricultural Science and the option of taking a second modern language. The introduction of a Parent's information meeting on subject choice was also made three years ago.
- Introduction of past pupil network 2015.
- Introduction of Mindfulness module in TY 2016.
- Introduction of Reach+ Programme 2015 and in 2016 linking of school's guidance website to careersportal.
- Review of study skills led to the introduction of 'Amazing Brains' who provide workshops to first, years and their parents.
- A Study Skills week '5 Steps to Study' is now held in October 2017 to assist students from all years study. This is reinforced by a follow up Study Skills' week in January.

Guidance Plan for Our Lady's School

- A move from modular approach to all year timetabled classes for Transition Year
- A TY college trip was introduced in 2016 and the students visited TCD and IT Tallaght. In 2017 the students visited TCD and DIT
- A trip to the the Zeminar Youth Conference was introduced in 2017

Future Priorities for Guidance

- The compulsory study of a modern language at senior cycle is currently under review.
- Preparation for the introduction of the Junior Cycle Wellbeing programme.
- Continued development and expansion in the use of CAT4 for the tracking of students' progress.
- Further development of junior cycle guidance in conjunction with the SPHE and year teams.
- Involvement of the guidance department in the review of key relevant policies.
- Reviewing subject choice at junior cycle in light of the new junior cert.
- Reviewing interest and aptitude test used in guidance in light of the availability of new tests.
- The use of e mail for arranging Guidance appointments will be examined by relevant staff.

Guidance Plan for Our Lady's School

Appendix 7 REFERRAL FOR COUNSELLING/SEN

Referral form - Strictly Confidential

YEAR-HEAD

GUIDANCE/ COUNSELLING

SEN SUPPORT

Name of Student: _____ Class: _____

Teacher Making Referral: _____

Date: _____

Reason for Referral:

Any Further Information: (e.g. family circumstances, details of any discussions with parent(s))

What outcomes would you hope for from this referral?

Sample of work attached for SEN referral

Guidance Plan for Our Lady's School

Received Year Head _____ Date: _____

Received SEN Dept. _____ Date: _____

Received Guidance Dept. _____ Date: _____

Appendix 8 SAMPLE OF AVAILABLE REFERRAL AGENCIES

Name of Agency	Support offered
National Educational Psychological Service,	Support, advice and guidance to meet individual students needs
Jigsaw Tallaght	Student counselling for a range on mental health issues
Teen Counselling	Student counselling for a range on mental health issues
Teenfocus	Students with welfare concerns that may leave them at risk of early school leaving includes student and parent mentoring
Pieta www.pieta.ie	For students at risk of suicide and self-harm
Garda, Terenure	Support, advice and guidance to meet individual students needs
Crisis pregnancy Agency www.crisispregnancy.ie	Pregnancy counselling services
Rape Crisis Centre	Support to survivors of sexual abuse
Bodywhys	Supports around eating disorders
Lucena Clinic/Child and Adolescences Mental health Services(CAMHS)	Provides assessment and treatment for young people and their families who are experiencing mental health difficulties. Students need to be referred by a GP

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General Practice Doctors	Guidance counsellors can advise parents to get the student seen by a GP in order to access the Lucena/CAMHS services
Social Services/Tusla Child and Family Agency	Any concerns around Child Protection are reported to the school's Designated Liaison Person- Pauline Meany and referrals made
Belong To	An organisation for Lesbian, Gay, Bisexual and Transgendered (LGBT) young people, aged between 14 and 23.
Barnardos	Barnardos Children's Bereavement Service is a service for children and young people who have lost someone close to them – like a parent or a sibling - through death.

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Appendix 9 EXPLANATION OF ACRONYMS

- SEN Special Educational Needs
- NCGE National Centre for Guidance in Education
- NEPS National Educational Psychological Service
- NCCA National Council for Curriculum and assessment
- IGC Institute of Guidance Counsellors
- NGRT New Group Reading Test
- WRAT 4 Wide Range Achievement Test
- CAT 4 Cognitive Abilities Test
- UCAS Universities and Colleges Admission Service in UK
- PLC Post Leaving Certificate Course
- EUNICAS EUNICAS is an independent European University application support service that supports Irish students who wish to study in Europe
- ICT Information and Communication Technology
- HEAR Higher Education Access Route
- DARE Disability Access Route to Education
- SUSI Student Universal Support Ireland
- CTY Centre for Talented Youths