OUR LADY'S SCHOOL
TERENURE

Le Chéile
A Catholic School Trust

GUIDANCE POLICY

Ratified by the Board of Management on:

Date: _____

Signature: _____
(Chairperson of the Board of Management)

Commenced: 2006
Date of last Review: Jan 2020
Review due:

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Policies relating to guidance:

- Child Protection
- Anti-Bullying
- Critical Incident Response Plan
- Relationships and Sexuality Education
- SEN
- One to one meeting procedures (part of SEN Policy)
- Data protection policy
- Data access policy
- Child Safeguarding policy

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) The Inspectorate Department of Education and Skills: Looking at Our School - A quality Framework for Post - Primary Schools 2016

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

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. Guidance Counselling may include personal counselling, educational counselling and career counselling or a combination of these.

A professionally trained Guidance Counsellor administer Our Lady's school guidance counselling service. The guidance counsellor works 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 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 a fully qualified Guidance Counsellor. 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 for half the academic year.

All fifth year students have a weekly guidance class.

All sixth year students have a weekly guidance class.

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 regular guidance planning meetings and a weekly Student Support 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 three 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 a range of career talks from colleges and career professionals at various year meetings throughout the year. These talks can include presentations from 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. Senior Cycle 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 samples of Guidance Evaluation Forms. At our small group meeting with first year students we ask for student feedback on their experience of the transition to OLS and take note of their suggestions for improvements

9 GUIDANCE DEVELOPMENTS AND PRIORITIES

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

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 7 - 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 an appointment request note in the post box beside 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 tutor time or by email..

Guidance Counsellors can also request a meeting with a student by providing a notice of guidance appointment slip, to the student at tutor time or by an email notification of an appointment. 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. VSware is also used to record student attendance at appointments.

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 or by email. 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 is facilitated through the school app.

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, or a note in the school journal from the student's parents, providing notification of the student's absence. This 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.

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

Students of Our Lady's School are presented with extensive educational options extending from a substantial core curriculum. At Junior Cycle the core subjects include Irish, English, Maths, a Modern Foreign Language, RE, PE, History, Geography, Science, CSPE, SPHE and Wellbeing. Additionally, students choose from the following options: Art, Home Economics, Music, Business and a second Modern Foreign Language. All of these subjects are within the new Junior Cycle Framework. PE and CSPE are delivered as short course within the Wellbeing Guidelines, along with SPHE and a new 1st Year Wellbeing Programme incorporating Digital Media Literacy, Learning to Learn, Friends for Life, Drama, Choir, Environmental Awareness and Mindfulness.

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, Music and Accounting.

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 obtain 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 and their Parents are encouraged to read the OLS subject choice booklet which is available on the school website.
- Each LC subject department gives a presentation to all transition year students on the LC syllabus in their subject.
- Students complete a number of interest and aptitude tests to assist them with their choices. This includes the My Eirquest and My Aptitude profiles.

- 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 are offered 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 available on the school website.

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)s/guardian(s)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)s/guardian(s)s and her subject teacher.
2) The subject teacher liaises with the Year Head.
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:

- 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. (Student Support 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).

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 way, 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)

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 support 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

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/Deputy Principal(s)/Guidance Counsellors immediately e.g. unexplained absence from class
3. Be aware and make some allowances
4. Be gentle
5. Focus on the positive

13 GUIDANCE COUNSELLING CUSTOM AND PRACTICE IN OUR LADY'S SCHOOL

The availability of a guidance 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 guidance 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. Guidance counselling should always be available to students to assist them in any of the three areas either on an individual or group basis. This guidance 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 guidance 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 & updated 2019) and with the

Department of Education and Science, “Child Protection Procedures for Primary and Post-Primary Schools” (2017)

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
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. We keep records in line with the data protection and data access school policies.

15 TESTING

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 e.g. 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 VSware. Parents of students who score highly in the CAT4 Tests are given information on the CTY programme in DCU.

Students also complete standardised tests in spelling and reading comprehension in 2nd and 5th Year to allow for interventions to be planned where necessary to support student learning and to help track student progress.

All transition year students complete the My Eirquest and My Aptitude profiles before Christmas. The results of these tests are returned to students to assist students with subject choice and career planning. The results are also discussed with the SEN department and the year head at student support meetings. Students with particular difficulties are referred to the SEN department for further assistance.

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 is held for all prospective parents. 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.
- 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 Deputy 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.
- 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 student 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 works 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 student support 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 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 the 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.
- Year meeting activities, every second Monday 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.
- 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.
- Later in the academic year the Guidance Counsellor meets with the first year students in small groups, for a short meeting, to discuss their first year experience to date. This gives the students the opportunity to discuss any arising issues and further supports can be offered if required. A support plan can be put in place as required following liaison with year head/student support team.
- The first year students complete the Friends resilience programme.

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

https://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

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
- Run a career research competition with second year students
- 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 small group 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 weekly career classes for half the academic year 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
- 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
- Offer individual appointments to all students, to interpret My Eirquest and My Aptitude 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

18.3 Fifth Year

- Provide weekly careers class to enable students to acquire relevant training, college and career information and to further their career development.

- 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
- Facilitate students' attendance at career exhibitions and college 'open days'
- 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
- Assist students in managing their stress
- Organise and run a careers day for fifth year students incorporating a college visit and guest speaker
- Organise and run a Careers Expo with the Parent's Council
- Highlight the importance of portfolio preparation, UCAS deadlines & information, HPAT preparation and encourage work experience and attendance at college summer taster courses
- Organise a range of career related guest speakers at various year meetings during the year
- Facilitate the students to complete the Junior Achievement Career Success 5 week programme to develop their personal and career skills

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
- Assist students in transition to work or further study
- Develop student stress management skills
- 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 various year meetings during the year
- Provide a Parents evening providing information on college applications

● Appendix 1 GUIDANCE PROVISION 2019/2020

Our Lady's School has one fully qualified Guidance Counsellor. For 2019/2020 there is the following time allocation:

- Lesley Porter 22 hours

o **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
- Small group appointments with all 1st year students and followed up with individual appointments as required or requested.
- Liaising with subject teachers, form teachers, SEN 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
- Attend parent/teacher meeting
- Engage with students who come for support/guidance/ counselling whether self-referred or referred by others
- Administer the CAT4 testing and provide results to Year Head and Parents.

- 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
- Liaise with teacher(s) facilitating the Friends resilience programme

o **YEAR 2**

- Liaising with subject teachers, form teachers, SEN 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 and arrange a career research competition
- 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

o **YEAR 3**

- Liaising with subject teachers, form teachers, SEN 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

o **TRANSITION YEAR**

- Liaising with subject teachers, form teachers, SEN teachers, and year head, in order to monitor and support each student's progress in the school

- Each Student attends a weekly guidance class for half the academic year
- Career and guidance related field trips
- Students complete a number of interest tests and take the My Eirquest and My Aptitude 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 are offered to all students to discuss My Eirquest and My Aptitude profile results, subject choice for leaving certificate and career aspirations
- A booklet on subject choice for the Leaving Certificate is produced and placed on the school website
- 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
- Liaising with subject teachers, form teachers, SEN 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

o **YEAR 5**

- Liaising with subject teachers, form teachers, SEN 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
- At various year meetings throughout the year, lectures from visiting speakers are arranged including representatives from colleges and various careers areas. Students are given a choice between up to four different presentations.
- Each student attends a weekly guidance class
- 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 Expo 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

o **YEAR 6.**

- Liaising with subject teachers, form teachers, SEN 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
- 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
- Provide access to career information, especially computer-aided career research and students complete various interest assessments
- Assist students with the transition to world of work or further education
- At various year meetings throughout the year, lectures from visiting speakers are arranged including representatives from colleges and various careers areas. Students are given a choice between up to four different presentations.
- Sixth year parent information night is held to inform parents about college applications
- 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

Appendix 2 GUIDANCE EXPLANATION SHEET

OUR LADY'S SCHOOL
Templeogue Road
Terenure, Dublin 6W.

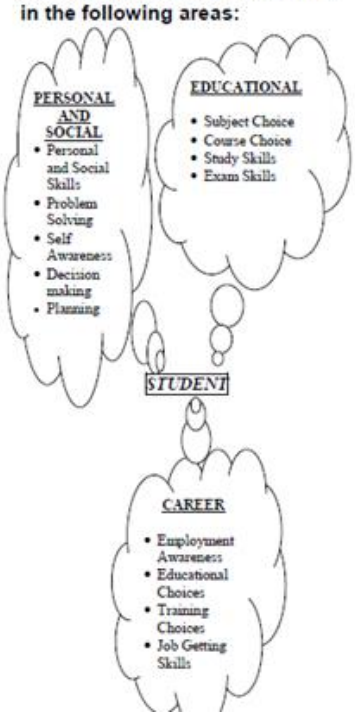
Telephone: 490 3241
499 1052

Email: lporter@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
- 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

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 guidance 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
- 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

• Appendix 3 GUIDANCE- DATES 2019/2020

GUIDANCE- DATES FOR 2019/2020

CAREER GUIDANCE CLASSES

6th YEARS		LCA		5th YEARS	
B6	Monday Ms. Keane	Wed.	Ms. Porter	B5	Fri. Ms. Porter
C6	Thursday Ms. Keane			C5	Wed. Ms. Keane
L6	Monday Ms. Porter			L5	Wed. Ms. Porter
P6	Wednesday Ms. Porter			P5	Fri. Ms Keane
M6	Wednesday Ms. Porter				

4th YEARS

Half year module weekly class Ms. Keane, Ms. Porter

- Guidance Planning
- 6th Year Career Appointments
- CAT 4 Assessment for new students
- UK College Applications (UCAS).
- Meet 1st Year Students in class groups – Introduction to Guidance
- Meet new Students in 2nd to 6th Year
- Reminder of guidance and counselling service in OLS to all year groups
- 6th Year Students complete interest assessments.
- 10th Sept. 1st Year Parents Evening
- 20th September Higher Options Conference (RDS), 6th year students attending.
- Collect information on past pupils destinations
- 7th – 11th Oct. Study Skills week
- 9th Oct. Zeminar Conference - TY students
- 15th Oct UCAS early deadline
- 15th Oct. 6th Parent Teacher Meeting
- 21st – 25th Oct TY Work experience/Community service

MID TERM (28th Oct.-1st Nov.)

- Guidance workshop with 2nd year students
- 3rd Year Study Skills and guidance in class groups
- 6th Year CAO applications preparation
- 18th Nov 3rd Year Parent Teacher Meeting
- 13th/14th Nov Eirquest and My Aptitude Assessments 4th Year Students
- 28th Nov Career Information meeting for 6th year Parents
- End of Nov. Finish UCAS applications
- 10th Dec 5th Year Parent Teacher Meeting.

CHRISTMAS HOLIDAYS (20th – 6th JAN.)

- 13th Jan. 2nd Year Parent Teacher meeting.
- 20th Jan 6th yrs finish CAO applications
- 4th Years Subject Choice preparation and individual meeting for feedback of interest and aptitude assessments plus career planning
- 10th -14th Feb TY work experience/Community Service
- 6th Years Post Leaving Certificate (PLC) applications

MID TERM (17th – 21st Feb.)

- 24th Feb– 28th Feb. LC subject choice talks to TY students
- 25th Feb. 1st Year Parent teacher meeting
- 25th Feb Information Meeting for 4th year parents re Leaving Certificate Options
- 1st year guidance workshop

- 16th – 20th March Wellbeing week
- 25th March Information meeting for parents of 3rd year re T.Y, Meeting for incoming first year parents
- 30th March – 3th April TY Work experience/Community service
- 5th Years Guidance trip to UCD
- Subject Choice forms must be returned by 4th yrs
- 2nd Year Guidance task – Career Research

EASTER HOLIDAYS (6th – 17th April)

- 22nd April 5th Year Careers Expo
- Transition year Guidance trip
- 5th Year Students career workshops
- 9th May School Openday
- 15th /16th May Assessment test for next year's 1st Years
- 14th May School Leavers Graduation
- 20th May Ty Exhibition
- 6th Year end of year information
- Guidance yearly review and planning

● Appendix 4 GUIDANCE CLASSES 2019/2020 SCHEME OF WORK.

o SIXTH YEAR CLASSES

COURSE CONTENT

- **Introduction to the Year:**
  Learning Outcomes:
  Students will inform the Guidance Counsellors of their guidance needs for the year by completing a student survey.
  Students will be able to access online careers resources.
  Students will know the location of the careers notice board and the importance of checking it on a regular basis.
  Students will set individual goals for 6th year.
  Content:
  - Welcome to 6th year presentation
  - Using the Career library
  - Online Guidance Resources
  - Career Information Form
  - Careers notice board
  - Goals for year
  - Suggestions and topics for guidance classes – student survey
  - Motivational clips

- **Interest/Values/Skills Tests:**
  Learning Outcomes:
  Students will have an awareness of their personal strengths, and weaknesses, skills and values and use this to inform their course and career choices.
  Content:
  Online: Icould Careersportal, Qualifax, Yourfreecareerstest, 123tests, Holland Interest Inventory, Kent University Careers page. Values quiz, Via Institute Strengths Questionnaire

- **Making Career Choices**
  Learning outcomes:
  Students will have a clear understanding of the National Framework of Qualifications and the ladder of progression so that they are aware of the many education and training options open to them.
  Students will be able to research all these education and training options using online search engines, Careersportal.ie, Qualifax.ie and CAO.ie
  Content:
  College Terminology
  Careersportal, CAO, Qualifax and college websites for research
  What information is needed about courses to make informed choices?

Where to find this information?
National Framework of Qualifications
Introduction to options available to students after school- CAO, PLC, Apprenticeships, UCAS, Eunicas

- **Higher Options**
  Learning outcome:
  That students will know what is available at Higher Options so that they can plan their day in order to get the maximum value out of the careers fair.
  Content:
  Preparation for Higher Options, Making the most of the day, Introduction to range of lectures. Higher Options worksheet

- **Open days**
  Learning outcome:
  Students will realise the importance of preparation for open days so that they can make the most of attending them
  Content:
  Open days and Calendar of career events shown to students on Qualifax and school guidance website. Students encouraged to sign up to careernews to receive updates on open days and career/college information. Information on how to make the most of open days and career events provided.

- **Students attend a number of career seminars given by visiting speakers throughout the year**
  Learning outcome:
  Students will gain extra insight in to courses and college through presentations by visiting speakers and past pupils.

- **Options after the Leaving Certificate:**
  Learning outcome:
  Students will understand all the education and training options available to them and how to access and apply for these options.

  Content:
  - Work
  - Taking a Year Out – How to defer a college course
  - Further and Higher Education – Explain CAO & PLC applications
  - Apprenticeships
  - Optional class on Eunicas applications
  - Optional class on UCAS applications

- **UCAS Class (optional) U.K. College Applications**
  Learning outcome:
  Students will understand the UCAS application system and what is included in the application
  Content:

Application system explained, assistance given on writing personal statement, obtaining academic reference, researching colleges and courses, student finance, What happens after you apply

- **CAO Classes:**
- **Learning outcomes:**
  Students will understand the CAO system, in particular the importance of order of preference
  Students will understand the importance of minimum entry requirements and specific course requirements in course choice and how to look up these online
  That students will be aware of the HEAR and DARE schemes and encouraged to apply if these are relevant to them
  Content:

  - Giving Out the Booklet
  - CAO Mechanics
  - Completing an application
  - Using the Computer Room to do on-line demo application
  - Choosing your Courses – Order of preference
  - Points and minimum entry requirements
  - What College has to offer
  - What happens after you apply
  - HEAR and DARE schemes

- **PLC Classes:**
  Learning outcomes:
  Students will know how to apply for PLC courses
  Students will be reminded of the NFQ and the ladder of progression
  Students will understand the importance of interview preparation
  Content:
  - Information on Courses
  - Application Procedures
  - Preparation for the Interview

- **Study Skills and Examination Techniques**
  Learning outcome:
  Students will be able to develop good study habits and find a study techinique that suits their learning style
  Content:
  Use of SMART goals, Information on growth and fixed mind-sets, VARK learning styles, Study skills guides and useful websites. Motivation & Study Skills presentations.

- **Managing Stress**
  Learning outcomes:
  Students will have an understanding of stress and techniques they can use to help them deal with stress

  Content:
  - Use of app for mindfulness

- Presentation on dealing with stress
- Practice of relaxation and grounding exercises

- **CV's and Interview Skills**
  Learning outcomes:
  Students will be able to name their skills and talents and give examples to back these up
  Students know how to tailor their CV in line with a job advertisement
  Students will be able to answer interview questions and have the opportunity to practice for an interview

  - Skills assessment
  - Update an improve CV
  - Examination of skills employer values
  - Use of recruitment sites to look at real job advertisements
  - Use of clips to improve interview skills
  - How to answer typical interview questions
  - Practice interview with peer and teacher feedback

- **Reflection on current results further goals for improvements and reviewing career goals. Students are supported to create study timetables**
  Learning Outcomes:
  Students are able to reflect on their academic progress to date and develop SMART goals for continued improvements.
  Students review their career plans and ensure they have some backup options.
  Students can create a study timetable.

  - Reflections worksheet given to students and reviewed with year team and guidance counsellors
  - Study timetables templates given to students to help with study planning for Easter

- **Scholarships – all students are informed about the scholarships available and high achieving students are encouraged to apply.**
  Learning outcome:
  That students will be aware of the scholarships available to them and that they will fell equipped to apply for any scholarships they are interested in.
  - Students assisted with applications
  - High achieving students are encouraged to aim for academic and entrance scholarships

- **Coping with the transition to further education or work.**
  Learning outcome:
  Students will be prepared for the transition from school to college life
  - Use of Citizen information guide for school leavers
  - Freshers week
  - Involvements in extracurricular clubs and societies in college

- **Student Finance, grants system and scholarships**
  Learning outcome:

Students will know how to apply through SUSI for a grant and have an understanding of the cost of going to college.

Content:

-Cost of attending college
-SUSI Grant system

- **Graduate destinations and further study after your degree.**
  Students are aware of the options open to them following graduation including further study and job opportunities.

- **CAO Statement of application, CAO offers, Change of mind, Available places, Viewing and rechecks of LC**
  Learning outcomes
  Students are familiar with the CAO statement of application, CAO offer system, CAO important dates, CAO change of mind facility, available places and the system for viewing scripts and availing of rechecks.

- **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
Presentations
Guided research
Media clips
Individual meeting with students
Library work
Use of Paper supplements on colleges
Use of DVD and guest speakers
Use of formative assessment on worksheets and research

DIFFERENTIATION STRATEGIES

Emphasis is on the student's individual career plans. It is highlighted to students that there are education and training options available to them, regardless of their academic ability. Variation in classroom materials and use of differential subject matter. Peer and teacher support. Students are encouraged to become aware of their own interests, aptitudes, skills, and personality with regard to the world of work. Special time is allocated to SEN students to assist them in their personal & social, educational and career development.

ASSESSMENT
Formative feedback is given to all students on their individual educational and career plans and goals.

LITERACY AND NUMERACY

Emphasis on research skills. Use and development of literacy skills in reading career/college information, completion of applications and CV's. Use of numeracy in calculation of grades and CAO points

WELLBEING

Important of wellbeing emphasised throughout the year in both classes and individual appointments. Suggestions to aid wellbeing discussed and encouraged, supports available to assist wellbeing notified to students.

OLS DIGITAL STRATEGY

In line with the OLS digital strategy, the guidance department is seeking to develop its digital tools both as a support to professional collaborative practice and within the classroom environment.

o FIFTH YEAR CLASSES

Topics/ date	Learning Outcomes	Methodologies
Career collage	Creating an awareness and understanding of the world of work through a creative lens	Open discussions
Career Planning and research	Researching careers of interest and creating a collage of images and key words to present this to peers	Pair work, group work Independent researching
	To begin to understand decision making for future education and training and share experiences to date	Course investigation Creating a collage on word
Identifying learning styles	To explore and share learning styles	Summarising and synthesizing material found online -
Self-Assessment	Understanding and brainstorming methods and study tips which will cater for these learning styles	Evaluating assessments
		Brainstorming
Reach account – completing portfolio	To self-manage one's reach account by completing research and reading the following strands, reading, assessment tasks under the following strands; Career Planning and Research, Self-Assessment, Study Performance,	Creating awareness posters Mentoring – Junior classes

Study performance (Tied in with study skills weeks October 7th)	To view and analyse a study skills video and discuss experiences openly as a group To become self-aware and more proactive in terms of study habits Comparing and contrasting study tips/habits	Linking with subject teachers Mock interviews – followed by evaluation Mini projects and presentations Setting academic goals Study skills preparation and discussion
Course investigation	To navigate college and education websites accurately To investigate a course of interest and gain an insight into its outline, progression and opportunities To present a course to the class and reflect on this investigation – students will compare and contrast with other options/pathways To complete a reflective task based on career investigation	Questioning Presenting Processing feedback Exploring prior knowledge
World of Education	Gain a clearer understanding of third level and workplace terms To be able to distinguish and apply the national framework and levels of education	
Preparation of careers expo - World of Work	Completing tasks and research in preparation for a careers' expo To develop or identify skills and qualities that are required for the workplace/further studies To brainstorm interview questions and conduct mini interview practices in pairs and groups Be able to effectively utilise careers online services, i.e. demand and career sectors Set career/ training /educational goals Evaluate open days and guest speaker information	

CV and Cover letters	To brainstorm material for the completion of a successful CV or cover letter To update and improve existing CV To brainstorm ways to form a cover letter and do a mock job application by creating a cover letter	
Money matters and budgeting for college costs	To promote active awareness of college costs and practicalities To create a break down of average costs in groups	

Career Success - Junior Achievement	It is hoped that all students will complete a 5 week module with Junior Achievement Ireland completing their Career Success programme. Here students practice and develop effective communication, teamwork, personal brand management and interview skills

Resources

Reach Student Workbook/Textbook and Reach student accounts
CV and cover letter samples/templates
Careersportal.ie, qualifax.ie, studentfinance.ie Eunicas, UCAS
Computer room, ipads and computers
Students folders
Mind maps
Hardbacks
Academic progress report booklet
College prospectus
HEAR/DARE/SUSI booklets
Power point – Youtube (study skills)
Handouts for open days, IT and research worksheets
Vark learning styles online quiz/assessment
A3 and a4 pages with google images to decorate collages

Differentiation

- One to one guidance with some pupils with SEN and EAL
- Seating plans carefully executed to support a variety of learners and their needs
- Extra work for gifted pupils
- Templates to aid pupils with a structure for project work

- Varied questioning
- Repetition of key vocabulary and to remind pupils of tasks to be done
- Exploring prior knowledge to evoke metacognition
- Pace and quantity of content will be monitored carefully and planned in relation to pupils' ability and understanding of concepts
- Clear instructions and expectations are provided (outcomes)
- Peer support will be encouraged by means of collaborative tasks
- Visual/spatial and kinaesthetic learners will be accommodated by using visual aids (mini white boards, e-book projected, mind maps, tables, categorising)
- Pupils will keep a sheet of definitions to organise their learning and promote literacy skills
- Reiteration and higher and lower order questioning
- Promoting good organisation habits by having a key folder for handouts and project work

Assessment:

interest tests and self-assessment test, mock interviews Course investigation + careers collage = Credits Reach account progress is measured and is also counted as credits AFL – Through formative feedback, mixed questioning, peer questioning, self-reflection..

Literacy	**Numeracy**
1. Digital literacies when completing project work 2. Key terminology for college and work life 3. Practicing formal written language when completing cover letters 4. Practicing research methods and investigative skills – metacognition – how to best navigate a website	1. Budget planning 2. Adding up CAO points 3. Understanding the education ladder – level 4- Doctorate on the National Framework of Qualifications 4. Managing timetables and study schedules

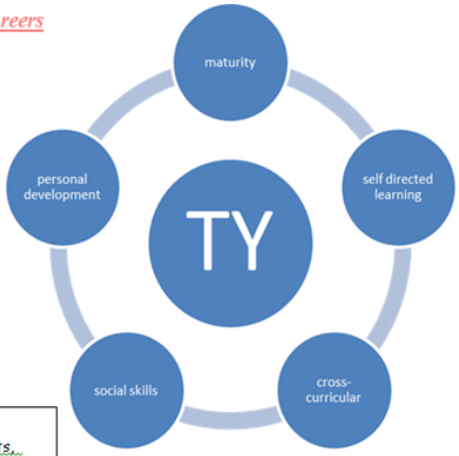
o TRANSITION YEAR CLASSES

TY Subject Plan 2019-20: *Careers*

Type: Half year Module

Periods per week: 1 period a week & an individual guidance appointment for half of year

Teacher(s): AK, LP



Aim(s):

To assist students to learn about themselves, increasing their knowledge of their interests, abilities, aptitudes and skills.

To introduce students to the many and varied options open to them once they finish school.

To assist students make informed educational and career choices.

To facilitate students completing a careers research project.

To give students an understanding of the implications of their subject choice, for Leaving Certificate, on their further education options.

TY Subject Plan 2019-20: *Careers*

Cross-curricular links	Business-CV Preparation, Maths – Calculating CAO points IT-Web based Learning, Life Skills – Exploring self- interests, aptitudes and abilities 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 research project of choice and presentation of the project finding to the class. Students gain competence in collating & analysing career/educational information. Student complete relevant sections on Reach+ Careers programme	Variation in material Differentiation by task	Start of the year – wishes + aspirations for career classes 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 course and career research 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

Options after the Leaving Certificate	Students gain an understanding of various college application system and the national framework of qualifications. Completion of Eirquest and My aptitude assessment. Students make informed LC subject choices. Students will have an understanding of the implications of their subject choices. Student complete relevant sections on Reach+ Careers programme including career sectors, CAO& HET Choices, PLC & FET Choices, LC subject choice research and planning	As above	As Above	As above	As above	As above
World of work and CV preparation	Students will gain knowledge of various career skills and prepare a CV. Student complete relevant sections on Reach+ Careers programme including career skills assessment and produce a CV	As above	As above	Correction and grading of a CV	Vocabulary related to CVs	As above

TY Subject Plan 2019-20: *Careers*

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.

DIFFERENTIATION STRATEGIES

Emphasis is on the student's individual career plans. It is highlighted to students that there are education and training options available to them, regardless of their academic ability. Variation in classroom materials and use of differential subject matter are used in classes. Peer and teacher support. Students are encouraged to become aware of their own interests, aptitudes, skills, and personality with regard to the world of work. Special time is allocated to SEN students to assist them in their personal & social, educational and career development.

WELLBEING

Important of wellbeing emphasised throughout the year in both classes and individual appointments. Suggestions to aid wellbeing discussed and encouraged, supports available to assist wellbeing notified to students.

LITERACY AND NUMERACY

Emphasis on research skills. Use and development of literacy skills in reading career/college information, completion of applications and CV's. Use of numeracy in calculation of grades and CAO points

ASSESSMENT

All students are assessed on the following:

1. Career project and presentation of project to class
2. CV
3. Completed sections on Reach+

Students are given formative feedback on each of the above. It is also reported on the TY reports given to parents in November, February and June. Transition year credits are also awarded for work completed during the module.

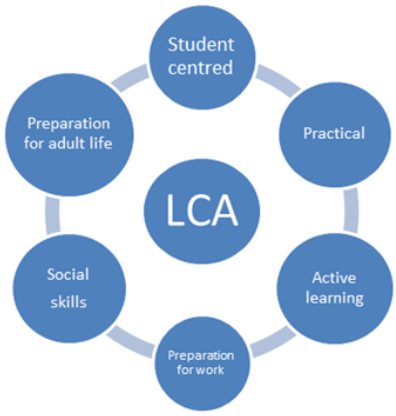
OLS DIGITAL STRATEGY

In line with the OLS digital strategy, the guidance department is seeking to develop its digital tools both as a support to professional collaborative practice and within the classroom environment.

o LEAVING CERTIFICATE APPLIED CLASSES

Leaving Certificate Applied Subject Plan 2019-20: Guidance

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



Aim(s):

- 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 student's 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(careersportal), workbook (guidance module classroom guidance), college and workplace visits, visiting speakers

Leaving Certificate Applied Subject Plan 2019-20: Guidance

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.

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			

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

Leaving Certificate Applied Subject Plan 2019-20: Guidance

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

DIFFERENTIATION STRATEGIES

Emphasis is on the student's individual career plans. It is highlighted to students that there are education and training options available to them, regardless of their academic ability. Variation in classroom materials and use of differential subject matter is used in classes. Peer and teacher support. Students are encouraged to become aware of their own interests, aptitudes, skills, and personality with regard to the world of work. Special time is allocated to SEN students to assist them in their personal & social, educational and career development.

WELLBEING

Important of wellbeing emphasised throughout the year in both classes and individual appointments. Suggestions to aid wellbeing discussed and encouraged, supports available to assist wellbeing notified to students.

LITERACY AND NUMERACY

Emphasis on research skills. Use and development of literacy skills in reading career/college information, completion of applications and CV's. Use of numeracy in calculation of percentage of attendance attained.

ASSESSMENT

All students are assessed on the following:

1. Class involvement and participation
2. Completion of assigned worksheets
3. Completion of interest assessments, learning styles and career values checklist
4. Completion of key assignment 3- I reported on my learning from a visit to a careers exhibition, college, training centre or place of employment.
5. Completion of key assignment 4- I have compiled a personal action plan in relation to work/education/training covering at least the next year.

Students are given formative feedback on each of the above.

• Appendix 5 SAMPLE 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	☐		
Range of guest speakers	☐	Information on subject choice	☐
Access to careers information	☐	Content of careers classes	☐
Information on study skills	☐	College Open days	☐

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

_____

_____

_____

Any further comment?

_____

_____

_____

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?

_____
_____
_____

● Appendix 6 DEVELOPMENTS AND GUIDANCE PRIORITIES

Developments in Guidance in OLS

- Introduction of Leaving Certificate Applied 2016
- Involvement with Jigsaw in My World youth mental health survey 2018. 2nd year and 5th year students took part in the survey. We also took part in the Peer Education Programme involving 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 has continued every year with this year's event taking place on April 22nd. An interview skills workshop for students has also been 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 students 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. While also offering supports to students who may find academic work more challenging. This year further academic tracking of students is being completed by the year teams.
- Our Lady's School has been involved in the Health promoting schools programme since May 2015. Students, parents and staff work on this committee. We were awarded the Health Promoting Schools flag by the HSE in 2017. Wellbeing week happens in OLS every year. This year it ran form March 16th-20th. The guidance counsellor is a member of the committee involved in organising health promoting/wellbeing week
- Following a review of subject choice new subjects were added at leaving certificate level including Agricultural Science and Accounting. Business was introduced at Junior cycle in 2018.
- Introduction of past pupil network 2015. Recent past pupils and invited back to the school to talk to both transition year and sixth year students about their college/training experiences. There are also involved in the Career Expo.
- 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, third and fifth years and their parents.
- Study week, 'Working smarter not harder' was introduced in January 2017 and involved all students in 2018
- A TY college trip was introduced in 2016 and the students visited TCD and IT Tallaght. This year students will visit TCD and NCI.

- We celebrated college awareness week with visits from IT Tallaght and Sallynoggin CFE. We also did a quiz with Ty students.
- A seminar on resilience was introduced for 2nd years in 2018. We also introduced a career research competition for second year students in 2019.
- The 'Friends for Life' resilience programme was introduced to all first year students in 2018 as part of junior cycle wellbeing.
- In 2019 all fifth year students have a weekly careers class.
- In 2020 the Fifth year students will take part in the Junior Achievement Career Success 5 week personal and career development programme.
- In 2019 the transition year students have a weekly life skills class and complete the Mind Out programme.
- All transition year students attend an interview to assess their progress in transition year and to develop their interview skills.
- TY students attended the student leader's congress in the 3Arena in April 2019.
- The introduction of academic mentoring for 6th year students who wish to avail of it.
- Review of Guidance service and practices in light of GDPR requirements and school's data protection and data access policies plus Child safeguarding and one –to –one meeting procedures (Part of the SEN Policy)
- During 2017 the guidance policy was consulted on by both students and parents. Following this the policy was ratified by the board in October 2017. It is currently available on the school's website. We are currently working on updates to the policy for the next review.
- Use of email to schedule guidance appointments.

Future Priorities for Guidance

- Further development of guidance module in the Junior Cycle well-being 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 introduction of Google classroom for use in guidance classes.
- Further sharing of guidance resources using google drive.
- Further guidance need analysis by students, parents and staff to guide future guidance planning and practice.

- Introduction of Working Things Out programme

• Appendix 7 REFERRAL FORM 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 ☐

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
Irish Association for Counselling and Psychotherapy www.iacp.ie	Provides a link for people looking for counselling/psychotherapy and providers
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
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- Marguerite Gorby 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.

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