



OUR  
LADY'S  
SCHOOL  
TERENURE



# GUIDANCE POLICY

*Ratified by the Board of Management on:*

*Date: 11th June 2024*

*Signature:*

*Mary White*

(Chairperson of the Board of Management)

<i>Commenced: 2006</i>
<i>Date of last Review: June 2024</i>
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### **Policies relating to guidance:**

- Child Protection
- Anti-Bullying
- Critical Incident Response Plan
- Relationships and Sexuality Education
- AEN Policy
- One to one meeting procedures (part of SEN Policy)
- Data protection policy
- Data access policy
- Child Safeguarding policy
- Acceptable Use of Internet & Email Policy
- Distance Learning Policy
- Attendance & Participation Policy
- Acceptable Use of Internet & Email Policy
- Code of Positive Behavior
- Homework Policy
- RSE Policy
- School Tours Policy
- Wellbeing 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. It includes information on both Whole School Guidance activities and the Guidance Programme plans with details on the guidance units of learning.

Our Lady's School is a community that embraces Christian values. The education it provides is rooted in a deep sense of faith. We aim to create a positive inclusive environment which enables everyone to reach their full potential. We promote mutual respect within the school community and strive to provide a happy and secure atmosphere which fosters a love of learning. We encourage the development of the whole person, by fostering the personal, spiritual and moral development of every student. The realisation of individual talents and academic excellence is paramount. We aim to create a friendly, healthy, safe and caring environment which affirms our pride in the school. We promote the development of the necessary skills so that students may become responsible members of society. It is our wish to see every student leave Our Lady's School with moral integrity and a heightened sense of social conscience.

Our 4 pillars in the holistic development of the full potential of each student are:

- Ethos
- Academic Excellence
- Wellbeing
- House

## 2 RATIONALE

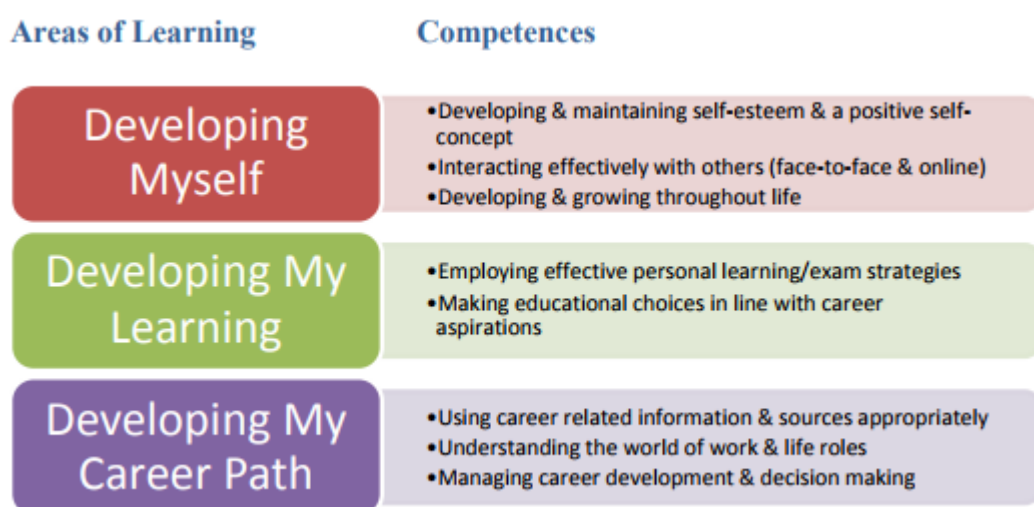
Section 9(c) of The Education Act (1998) states that a school shall use its available resources to "ensure that students have access to appropriate guidance to assist them in their educational and career choices". Guidance in schools incorporates educational, career, personal and social guidance delivered within a whole-school context, to include the role of all teachers and the specialised role of the guidance counsellor. Provision of guidance in the post-primary sector involves planning for, and delivering, a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance is, by definition, person-centred and holistic. Guidance supports students' personal and social, educational and career development. Guidance facilitates and empowers students to make informed decisions and life choices. Guidance plays a significant role in supporting students' wellbeing and contributes to building internal and external resilience. The promotion of wellbeing is central to the Department of Education's vision to enable children and young people to achieve their full potential. Schools play a key role in developing and enhancing young people's wellbeing. The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019), outlines wellbeing promotion indicators of success in schools. WSG provision has a significant role to play with regard to all indicators.

This plan addresses the Guidance needs of all our students throughout their journey in Our Lady’s School. We do so using the continuum of support model (NEPS 2010, 2013), which aims to meet the needs of students through ‘Guidance for All’, ‘Guidance for Some’ and ‘Guidance for Few’ (NCGE, 2017).

The Guidance Plan takes account of 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, DES School Self Evaluation Guidelines 2016-2020, Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team (NEPS 2021)The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October,2019), Information Note 0009/2023 for Principals, Guidance Counsellors and Guidance Teams in relation to Whole School Guidance Provision at Junior Cycle

### 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:



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

Professionally trained Guidance Counsellors administer Our Lady’s School Guidance Counselling Service. The Guidance Counsellor works in conjunction with the school team including the Principal, Deputy Principals, Year Heads, Chaplain, AEN department, 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 have a part to play in the provision of school support.**

## **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 practised.

## **5 GUIDANCE AIMS**

Aims of the Guidance Programme:

The Guidance Programme in Our Lady's School aims to:

- Be inclusive, providing for the needs of all students – junior, senior, international, special educational needs – the entire spectrum from those needing learning support to the exceptionally able.
- Enable students to develop an awareness and acceptance of their talents and abilities.
- Assist students in the development of positive self-esteem thereby helping them to live full and fruitful lives.
- Provide support for learners to enable them to make wise and informed personal, educational and career choices.
- Help students explore the career options available to them taking into account their interests, personalities and abilities.
- Ensure that students have all the information they need to make their career choices.
- Equip students with the skills they need to research and explore the various career options available to them.
- Provide students with appropriate support in times of difficulty, crisis and trauma.
- Facilitate their integration into the school community through various peer related activities.
- Identify students at risk and put in place appropriate strategies to help them deal with the difficulties they may be experiencing.
- Provide where possible appropriate support for parents and guardians where such support is deemed necessary.
- To ensure that the Guidance service acts within ethical and legal requirements. In all areas of personal support students are assured of confidentiality except where there is a concern that the student may self-harm or harm someone else. In such circumstances the appropriate professionals, agencies or authorities are informed. Students are made aware of such conditions.

The Whole School Guidance Programme at Our Lady's School is divided into two key areas – Junior Cycle and Senior Cycle.

At Junior Cycle, the Whole School Guidance Programme aims to ease the transition from primary to secondary school. We aim to ensure that personal or learning difficulties are

detected as early as possible. We recognise the importance of students making friends and bonding with their class group and year group. We value and encourage student engagement both academically and socially within the school, drawing on individuals strengths and gifts; whilst developing and discovering new talents and interests students never even knew existed. Students are encouraged to engage with the school Wellbeing programs

Through a variety of subjects, students will begin to develop key skills that will help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsibility for their own learning.

Students will be encouraged to establish good study habits and time management strategies which will in turn lead to good self-management and discipline.



NCCA Junior Cycle Key Skills 2018



At Senior Cycle level the Whole School Guidance Programme centres on the formation of young people who will go out into the world with a true sense of self, knowing their true potential and their values.

Students will continue to build on skills that will give them the ‘ability to think critically and creatively, innovate and adapt to change, to work independently and in a team, and to be a reflective learner. These skills are prerequisites for life and for the workplace in the 21st century.’ (NCCA, Key Skills Framework, Senior Cycle, January 2009).

NCCA Senior Cycle Key Skills 2009



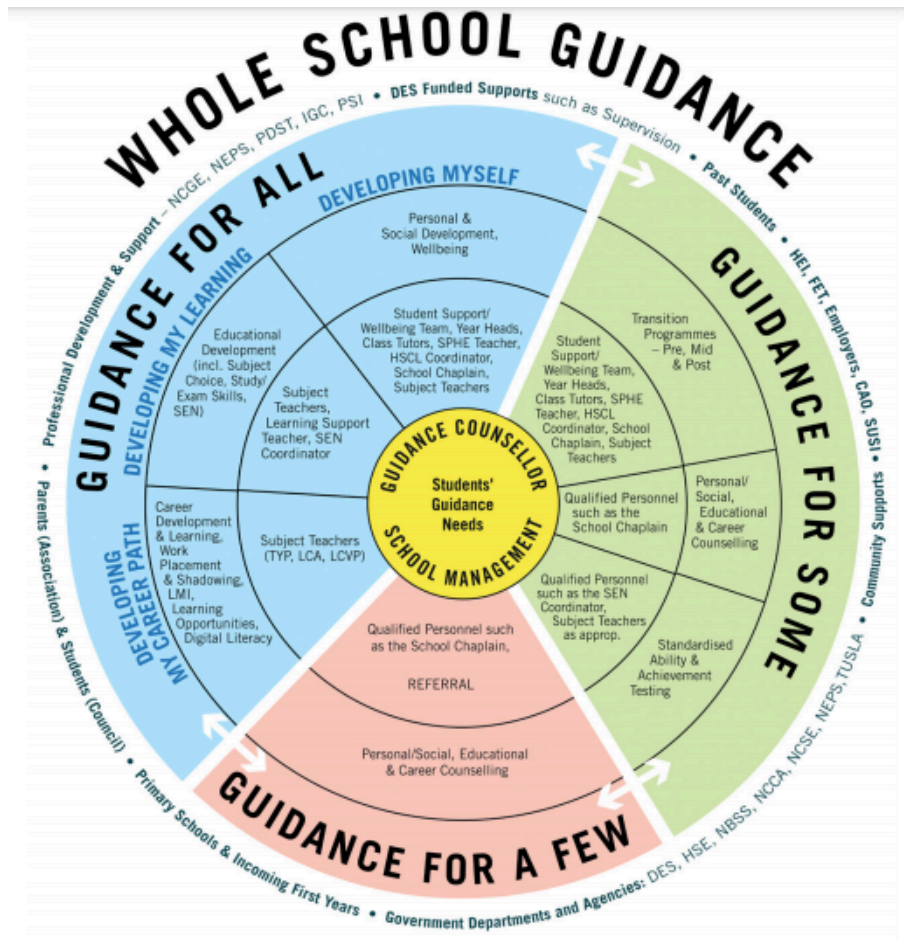


A continuum of support model is applied to Our Lady's School's Guidance Programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

A) Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming First Years, Junior Cycle to Senior Cycle and from senior cycle into apprenticeships, FET, HE and employment). The Guidance Counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes.

B) Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in Senior Cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into First Year of post-primary education, Junior Cycle to Senior Cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the Guidance Counsellor working in collaboration with the Pastoral Care team, SPHE teacher, AEN Coordinator, Year Heads, class tutors and the school Chaplain.

C) Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and support should be employed. In the event of a protracted referral the Guidance Counsellor/Chaplain/ staff member may need to provide continued support to the student.



NCGE: A Whole School Guidance Framework



NEPS Continuum of Support 2007

## **6 WELLBEING**

There is a strong tradition in Our Lady's School of focusing on Student Wellbeing. All Junior students partake in PE, SPHE, CSPE and guidance while all Senior students engage in PE, Guidance and Pastoral Care/SPHE. The school also facilitates a range of Wellbeing supports and opportunities, such as:

A whole-school Wellbeing Policy

Friends for Life – 1st Year Wellbeing programme, Working Things Out -A preventative mental health programme to promote positive coping

Transition Programmes (New Beginnings in 1st Yr, TY Induction, TY & Moving in to 5th Yr)

Extra-curricular/Co-curricular clubs/activities

SPHE, PE, CSPE, Wellbeing classes

Wellbeing Committee & Wellbeing Week

Guidance Counselling & Whole-school Guidance activities

Visiting speakers/workshops/ trips

House Pastoral System

One Good Adult

Relevant School Policies

Library

Oratory

Mindful activities

Student Affirmation (merits, newsletter, app, etc.)

AEN support

After-School Study

## **7 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.

## **8 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 2 for the WSG guidance provision for each year group for the current school year.

- **Guidance Counselling** – providing students with a safe, non-judgemental environment within which they can explore their thoughts and feelings in the areas of personal and social, educational and career development and at moments of personal crisis. Through this we endeavour to teach students to be responsible for their own behaviour and actions and show them that there is choice in everything that they do. All guidance counselling takes place in line with our One to One meeting procedures and our Confidentiality procedures.
- **Information** – providing students with factual and up to date information on educational and occupational opportunities, whilst teaching them how to interpret and use this information accordingly.
- **Assessment** – Psychometric tests are used as a tool to track student progress throughout their academic journey. They also help to facilitate educational and career decision making and personal development; and to support learning and educational choices. Please refer to the Psychometric Assessment section in the AEN policy.
- **Development Programmes** – Guidance learning and developmental programmes relating to personal and social, educational and career development is provided to individuals, groups and within classroom settings. This information will be facilitated through a Whole School Guidance approach, therefore encompassing the entire Our Lady's staff in the planning, leading, delivery, review and evaluation of these programmes.
- **Referrals** - Within the school context we have three types of referrals: Students may self-refer, Students may be referred to the Guidance counsellor by a teacher, Year Head, school management, by the student support team or by a parent/ guardian. Plus referrals made by the Guidance Counsellor or Student support Team to external agencies and professionals as appropriate.

First Year students are given a document explaining the Guidance service in Our Lady's School. This document is available on the guidance section of the school website Please see appendix 3 for a copy of the Guidance Explanation sheet.

1st and 2nd year students have a 7/8 week Guidance module (starting academic year 2024/25)

Transition Year students have a weekly careers class (starting academic Year 2024/25)

3rd and 5th year students have guidance workshops at various times in the school year.

Sixth Year students have a block of guidance classes till Easter

Guidance Counsellors work in collaboration with teachers, Year Heads, the RE Department, the SPHE/Wellbeing Department and other departments on certain topics.

Guidance Counsellors attend guidance planning meetings and a weekly Student Support meeting plus meet with Year Heads and the Principal/Deputy Principals regularly.

Both Guidance Counsellors are members of various school committees.

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, Oide and IGC.

Senior cycle students have a range of career talks from colleges and career professionals at various times 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. A Careers Expo is organised in conjunction with the Parents Council and Past Pupils every April. A yearly career week is organised each April. Please see appendix 11 for a schedule of career week activities.

Please see appendix 2 for WSG activities for each year group

Please see appendix 4 for the guidance calendar of events

Please see appendix 5 for the Guidance Programme Plans/Guidance units of learning for each year group

Please see appendix 6 for Guidance Developments and Future Priorities.

## **9 GUIDANCE FACILITIES**

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

The Guidance Department has a yearly school budget.

## **10 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 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 a questionnaire in the final term. This questions students about their experience of the guidance service in Our Lady's School and to make suggestions about how the service could be improved. The findings of these questionnaires are used in planning changes to the service. 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.

## **11 GUIDANCE DEVELOPMENTS AND PRIORITIES**

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

## **12 WHOLE SCHOOL GUIDANCE PLANNING TEAM**

Please see appendix 12 for a list of members of the WSG planning team. The group meets throughout the year to carry out WSG needs analysis and plan WSG activities.

## **13 GUIDANCE ATTENDANCE AND MEETING PROTOCOLS**

### **13.1 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 available online on the OLS staff site. 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 email or 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 by email.

These appointments can be rearranged if it is unsuitable due to class tests etc. Appointments are scheduled 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.

### **13.2 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.

### **13.3 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. Advance notice of any absence from school must be recorded on the school app/Vsware. 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.

## **14 SUBJECT CHOICE AND SUBJECT CHANGES**

### **14.1 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 courses 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, Environmental Awareness and Mindfulness.

### **14.2 SUBJECT CHOICE AT LEAVING CERTIFICATE**

Students take the core subjects of Irish, English, Maths, Religion, PE, Guidance and Pastoral Care/SPHE. They then choose four optional subjects from the following list: Geography, History, Home Economics, Business, French, Economics, Biology, German, Chemistry, Spanish, Physics, Agricultural Science, Art, and Music, Accounting, Physical Education. The Leaving Certificate Vocational Programme and Applied Maths are offered as an additional subject (s) taken outside of the school timetable.

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 Right Careers 4 Me career assessment.
- Students are given an introduction to guidance websites including [www.qualifax.ie](http://www.qualifax.ie) and [www.careersportal.ie](http://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 and parents are invited to attend a presentation given by Guidance Counsellors regarding subject choice.
- Student attend a Subject Choice Expo with 5th & 6th year students to learn more about the subjects from students who are currently studying them
- 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 a 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.

Please see Our Lady's School Subject Choice Booklet and Presentation on Subject choice available on the school website.

### **14.3 PROTOCOL FOR CHANGING OR WITHDRAWING FROM SUBJECTS**

If a student is considering changing or withdrawing from a subject at any stage she must first discuss the matter with her parent(s)/guardian(s) and her subject teacher. No commitment should be given at this stage.

If a student wishes to change/withdraw from a subject the student must next discuss this with their Year Head.

Guidance is sought from the subject teacher and the SEN Department (if appropriate). An appointment is made with the Guidance Counsellor.



The possible implications of the change are highlighted to the student and they are encouraged to discuss the change with their parents.

The Guidance Counsellor/Year Head may contact parents either by phone/email/letter. The possible career choice and implications of the change are discussed.

A letter is sent to parents/guardians for them to complete and return a consent form (see samples below) to the Year Head, who informs all teachers involved.

The Year Head will advise the DP to update the student's record.

All change of subject options for 5th Year must be made prior to 25th October. For Transition Year, once options are allocated to students, no further changes are permitted.

#### **14.4 PROTOCOL FOR CHANGING LEVELS**

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. No commitment should be given at this stage.

Before a change of levels is considered, it is expected that supports/interventions will have been put in place in order to give the student the best possible chance of success at their current level. These will be reviewed as part of the change of level discussion. This is particularly relevant at Junior Cycle.

The Subject Teacher liaises with the Year Head and the relevant Deputy Principal. Available data should inform this discussion (subject performance over a significant period of time, VShare/Athena Tracker data, CAT4/relevant assessment results, any supports/ interventions put in place and reviewed, etc.)

The AEN Department may be consulted where relevant.

The Year Head will arrange to meet the student as he/she is best placed to review overall academic progress with the student.

An appointment with the Guidance Department is arranged to check the possible impact on career choice. This is especially important for changes of level at Senior Cycle.

After consultation with the relevant Deputy Principal, the Year Head sends a letter (see template below) to parents/guardians for them to complete and return, signifying their consent for a change of level.

The Year Head will advise the relevant Deputy Principal, the student and the subject teacher(s) involved when the decision has been confirmed.

The Deputy Principal will make any necessary changes on VShare.

## 15 OUR LADY'S SCHOOL STUDENT SUPPORT TEAM & REFERRAL SYSTEM

The Student Support Team - Both Guidance Counsellors are members of the school SST team which meets on a weekly basis to discuss students of concern and or students who have been referred to the team. Actions to be taken to support the students are agreed and assigned to a member of the team. Other members of the SST include Deputy Principals, AEN coordinator and teachers, relevant Year Heads. Other staff members may be invited to attend the SST meetings as required. Minutes of these meeting as kept and the SST works in line with the NEPS guidelines; Student Support Teams in Post Primary Schools:A Guide to Establishing a Team or Reviewing an Existing Team (2021). NEPS

We use the following method when a teacher/Year Head wishes to refer a student to the Guidance Counsellor. A referral form is completed and forwarded to the Guidance counsellor. The relevant Year Head is also informed of the referral. The following steps then occur:

- ❑ The Guidance Counsellors would then engage with the student
- ❑ The Guidance Counsellor may inform the teacher who made the referral about the progress of the situation (while keeping within confines of confidentiality)
- ❑ Student Support meetings occur to discuss student's progress/well-being and to plan appropriate student supports.
- ❑ A red and green list is placed on the OLS staff site to make school staff aware of students who need additional support (while keeping within the 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/Year Head. (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 support
- 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.

### **15.1 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
7. Ensuring a sitting plan is in place for students

## **15.2 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
6. Email Year Head and school receptionist if student is in school but absent from your class

## **15.3 Care Cards**

Some students who have been identified by the SST/AEN/Guidance and/or Year Heads may be given use of a Care Card or Movement Break card. This is to facilitate students in need of extra support being able to excuse themselves from class and go to reception to avail of some time out before returning to class. These cards are given to students following consultation with their parents. A list of students in receipt of these cards are available to staff on the staff website and in the staffroom. The use of these cards is temporary and is monitored and reviewed by staff

# **16 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 informed about the guidance service on the school website and in the admission information.

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 is available to students to assist them in any of the three areas either on an individual or group basis. 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 Act (2015) & the Children First: National Guidance (2017 & updated 2019) and with the Department of Education and Science, Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)

## **16.1 Confidentiality**

Guidance Counsellors will take all reasonable steps to preserve the confidentiality of information about students. However confidentiality is limited. Confidentiality means that no specific information discussed in guidance counselling is shared with others without the permission of the student, unless keeping the information concealed would put the student or others in danger or where the law requires it.

The limits to confidentiality are explained openly. Under circumstances where an individual is at risk of significant harm, a duty exists on the part of those with information to alert others to the risk perceived.

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.

## **16.2 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.

### **16.3 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.

### **16.4 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 aim 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?

## **16.5 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.

## **16.6 Record Keeping**

Record keeping is completed according to best practice. Students' personal records are kept in a secure way to ensure student confidentiality. We keep records in line with the data protection and data access policies.

# **17 PSYCHOMETRIC ASSESSMENTS**

CAT4 tests are administered to students prior to entry to 1st Year. When the results of the tests become available:

- Students with particular needs are identified.
- All parents receive results and feedback specific to their daughter's results.
- Results are made available to teaching staff to inform their in class strategies and planning for differentiation. Results are used to help with the school's academic tracking.
- These results also provide one piece of a broader picture compiled of each student's progress through academic tracking, which is led by each Year Head and their team.

The AEN Department carries out in house and external assessments, arranged on an individual basis, as deemed necessary by the AEN Department. Please see further information in the AEN policy

All Transition Year students complete the Right Career 4 Me before Christmas. The results of these tests are made available to students and their parent(s) to assist students with subject choice and career planning. The results are also discussed with the AEN Department and the Year Head at student support meetings. Students with particular difficulties are referred to the AEN 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.

## 18 FIRST YEAR INDUCTION PROCEDURES IN OUR LADY'S SCHOOL

- There is an information meeting for all prospective parents. At this meeting the Principal gives a presentation providing details about the school.
- Following this, students are offered places in line with Our Lady's School Admission & Enrolment policy.
- The students sit the CAT 4 and the Post-Primary Assessment & Diagnosis – English (PPAD-e) assessment. These tests are to identify student's potential and students who may have additional educational needs. In May the Principal, incoming First Year Head and AEN 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 meets in May to consider students who may need extra support and planning for this takes place.
- At the start of term an induction programme 'New Beginnings' is held where students are introduced to their Form Tutor / One Good Adult, 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 will go through with them over two weeks to assist them in settling into the school.
- A survey is carried out with all First 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 support 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 AEN 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.



- 1st Year assessments are carried out to assess where students are in their learning and to offer support on how to progress.
- Accelerated reading tests and quizzes are completed to aid students with their reading and literacy skills. 1st year students have access to the library each week to work on the accelerated reading programme with their English teacher.
- 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. The students are 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.
- Positive reinforcement of expectations and behaviour is focused on during the 1st term of 1st Year. Students are encouraged and assisted in ways to gain merits as they settle into secondary school life.
- Merits can be awarded to students from September in line with the promotion of a positive school culture.
- A study skills day is held in October where students are shown how to organise their homework and given tips on how to study.
- Their parents are invited 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 First Year students attended.
- First Year students attend a Halloween event in school.
- The First Year students complete the 'Friends for Life' resilience programme.

## 19 GUIDANCE WEBSITE

The OLS guidance website is located under curriculum on 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](https://careersportal.ie/careerguidance/office.php?school_id=157)

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

## **20 Critical Incidents and Guidance**

Both Guidance Counsellors are members of the school Critical Incident team. Please see the Critical incident policy

## **Appendix 1 GUIDANCE ALLOCATION 2024/2025**

Our Lady's School has two fully qualified Guidance Counsellors. For 2024/2025 there is the following time allocation:

- Lesley Porter            22 hours
- Fionnuala Bannan      8 hours

## Appendix 2 WHOLE SCHOOL GUIDANCE ACTIVITIES 2023/2024

### Whole School Guidance Continuum of Support 1st Year Students 2024

Activity	Provided By	Guidance for all/some/few
<b>Prior to starting</b> <b>Year head and AEN teachers visit to feeder schools</b> - to assist students transition to 1st year, information shared with Guidance department	Year Head & AEN team	All
<b>Prior to starting</b> <b>Students Educational Passport from their Primary School</b>	Year Head & AEN team	All
<b>Prior to starting</b> <b>Incoming 1st year students Parents Information meeting</b>	School Management team & Year head	All
<b>Prior to starting</b> <b>School Open day in May</b>	School Management team & school staff	All
<b>Prior to starting</b> <b>Family meeting &amp; tour of the school where special circumstances apply</b>	School Management/AEN/ Guidance/Year Head	Few
<b>Student Support team</b> coordinate and plan for wellbeing & support for all students	SST team	All
<b>New Beginning Induction programme and 1st year Induction Day</b>	Year head & 1st year team	All
<b>CAT 4 Assessment</b> Results distributed to Parents including tips on approaching study, Used for academic tracking & to identify students with additional needs	AEN & Guidance Counsellors	All
<b>SPHE including Relationship &amp; Sexuality classes, CSPE, PE classes</b>	1st year teaching team	All
<b>Pastoral Care: Year</b>	1st year team	All

<b>Pastoral Care: House</b>		
<b>Mixed ability classes &amp; Differentiation for all learners In class support and Guidance</b>	1st year teaching team	All
<b>1st Wellbeing - rotating blocks</b> Drama, Digital Literacy, Friends for Life, Guidance Learning to Learn(currently learning to learn)	Wellbeing coordinator & wellbeing teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplain & RE teaching team	All
<b>1st Year Classroom Guidance Units of Learning</b> <ul style="list-style-type: none"> <li>• Guidance Induction, My Supports &amp; My Goals</li> <li>• My Progress &amp; My Friend/Family Member's Job ( See Link )</li> </ul>	Guidance Counsellors	All
<b>Guidance Explanation Document</b> Copy given to students and available on school website, guidance section	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, College Awareness Week, Culture week, Reading week, Seachtain na Gaeilge and Engineers Week.	1st year teaching team	All
<b>1st year Extra curricular activities-</b> (See link)	Wellbeing coordinator & extra curricular teaching team	All
<b>Wellbeing week</b>	Wellbeing coordinator & 1st year teaching team	All
<b>Careers Week</b> ( see link)	Guidance Counsellors & 1st year teaching team	All
<b>Friendship week</b>	Wellbeing coordinator & 1st year teaching team	All

<b>Stand Up Awareness Week</b>	Wellbeing coordinator & 1st year teaching team	All
<b>1st Year Retreat</b>	Chaplin & RE teaching team	All
<b>1st Year school Trip</b>	Year head & 1st year team	All
<b>Guest speakers on relevant key topics-</b> Internet safety, Road Safety, Wellbeing, Anti Bullying	Year Head	All
<b>Parent Teacher Meeting and Parent Information meeting</b>	1st year teaching team	All
<b>Study Week</b>	1st Year teaching team	All
<b>1st Year Study workshop</b>	External agency	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>House Sprit Day</b>	House coordinator & 1st year teaching team	All
<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All
<b>Access to AEN, Guidance Counselling, Student Support Team if required</b>	AEN, Guidance & SST teams	Some
<b>Student Leadership</b> Involvement of students in various school committees including <ul style="list-style-type: none"> <li>Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School. The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the</li> </ul>		Some

<p>student body here in Le Chéile.</p> <ul style="list-style-type: none"> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● Subject Ambassadors</li> <li>● Join In Initiative</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw's One Good School is an initiative which supports the mental health and wellbeing of young people by developing a shared responsibility across the whole school community</li> <li>● <b>Restorative Practice Student group</b> - promoting positive relationships, caring culture and connected communities</li> </ul>		
<b>Access to support from class student counsellor (prefect)</b>		Some
<b>Library Activities</b> - Book clubs, Board Games, Mindful Colouring, Library assistant roles for students, Library hang out space at break & lunch	School Librarian	Some
<b>Liaison with Parents</b>	1st Year teaching team	Some
<b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements & app	1st year teaching team	Some
<b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light, GOAL Jersey Day		
<b>AEN &amp; Guidance group work</b>	AEN, Guidance & SST teams	Some
<b>Working Things Out</b> - A group	Working Things Out	Few

preventative mental health programme to promote positive coping.	teaching team	
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few
<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Student Council</b>		Few
<b>Gifted &amp; Talented Group</b> - Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented student group meetings	Gifted & Talented coordinator/ Guidance Counsellors/AEN Dept & 1st year teaching team	Few
<b>Join In Club</b>	Student Leaders 1st - 3rd Year Heads	Few



Whole School Guidance Continuum of Support  
2nd Year Students 2024

Activity	Provided By	Guidance for all/some/few
<b>SPHE including Relationship &amp; Sexuality classes, CSPE, PE classes</b>	2nd year teaching team	All
<b>Pastoral Care: Year</b> <b>Pastoral Care: House</b>	2nd year team	All
<b>Mixed ability classes &amp; Differentiation for all learners</b> <b>In class support and Guidance</b>	2nd year teaching team	All
<b>2nd Wellbeing - rotating blocks</b> Guidance Learning to Learn (currently learning to learn)	Wellbeing coordinator & wellbeing teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplin & RE teaching team	All
<b>Classroom Guidance</b> <ul style="list-style-type: none"> <li>● 2nd Year Specific units of learning in Guidance related learning well being block delivered by Guidance counsellors ( See Link -)</li> </ul>	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, Culture Week College Awareness Week, Reading week, Seachtain na Gaeilge and Engineers Week.	2nd year teaching team	All
<b>2nd Year Parent Teacher Meeting</b>	All staff	All
<b>2nd year Extra curricular activities</b>	Wellbeing coordinator & extra curricular teaching team	All

<b>Wellbeing week</b>	Wellbeing coordinator & 2nd year teaching team	All
<b>Friendship week</b>	Wellbeing coordinator & 2nd year teaching team	All
<b>Stand Up Awareness Week</b>	Wellbeing coordinator & 3rd year teaching team	All
<b>Sticks and Stones</b>	External agency	All
<b>Causey Farm trip</b>	2nd year team	All
<b>School Trip to Sports Ireland Campus</b>	2nd year team	All
<b>2nd year retreat</b>	2nd year team	All
<b>Guest speakers on relevant key topics ? check with year head</b>	Year Head	All
<b>Study Week</b>	2nd Year teaching team	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>House Sprit Day</b>	House coordinator & 3rd year teaching team	All
<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All

<b>Access to AEN, Guidance Counselling, Student Support</b>	AEN, Guidance & SST teams	Some
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<b>Team if required</b>		
<b>Liaison with Parents</b>	2nd Year teaching team	Some
<b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements & app	2nd year teaching team	Some
<b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light	Charity Committee	Some
<b>AEN &amp; Guidance group work</b>	AEN, Guidance & SST teams	Some
<p><b>Student Leadership</b>  <b>Student Leadership</b>          Involvement of students in various school committees including</p> <ul style="list-style-type: none"> <li>● Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School.The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the student body here in Le Chéile.</li> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw's One Good School is an initiative which supports the mental health and wellbeing of young people by developing a</li> </ul>	Teacher led committees	Some

<p>shared responsibility across the whole school community</p> <ul style="list-style-type: none"> <li>● <b>Lighthouse mentoring -</b></li> <li>● <b>Restorative Practice Student group</b> - promoting positive relationships, caring culture and connected communities</li> </ul>		
<b>Access to support from class prefect</b>	Prefect liaising with form tutor	Some
<b>After school Study</b>	Study coordinator and study teachers	Some
TY and 2nd Year Enterprise Fair	Business Teachers	Some

<b>Student Council</b>		Few(? Students in 2nd year)
<b>Working Things Out</b> - A group preventative mental health programme to promote positive coping.	Working Things Out teaching team	Few
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few
<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Supported After school study group</b>	Study coordinator and study	Few

	teachers	
<b>Gifted &amp; Talented Group -</b> Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented student group meetings	Gifted & Talented coordinator/ Guidance Counsellors/AEN Dept & 3rd Year teaching team	Few
<b>New Student Induction</b>	School Management, Year Heads, Guidance Counsellors, Year Teams	Few

Whole School Guidance Continuum of Support  
3rd Year Students 2024

Activity	Provided By	Guidance for all/some/few
<b>SPHE including Relationship &amp; Sexuality classes, CSPE, PE classes</b>	3rd year teaching team	All
<b>Pastoral Care: Year</b>  <b>Pastoral Care: House</b>	3rd year team	All
<b>Mixed ability classes &amp; Differentiation for all learners</b> <b>In class support and Guidance</b>	3rd year teaching team	All
<b>3rd Wellbeing - rotating blocks</b> Guidance Learning to Learn (currently learning to learn)	Wellbeing coordinator & wellbeing teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplin & RE teaching team	All
<b>Classroom Guidance</b> <ul style="list-style-type: none"> <li>• 3rd Year Specific units of learning in Guidance related learning well being block delivered by Guidance counsellors ( See Link -)</li> </ul>	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, Culture Week College Awareness Week, Reading week, Seachtain na Gaeilge and Engineers Week.	3rd year teaching team	All
<b>3rd year Extra curricular activities -</b> (see link)	Wellbeing coordinator & extra curricular teaching team	All
<b>Wellbeing week</b>	Wellbeing coordinator & 3rd	All

	year teaching team	
<b>Careers Week - ( See link)</b>	Guidance Counsellors & 3rd year teaching team	All
<b>Friendship week</b>	Wellbeing coordinator & 3rd year teaching team	All
<b>Stand Up Awareness Week</b>	Wellbeing coordinator & 3rd year teaching team	All
<b>House Sprit Day</b>	House coordinator & 3rd year teaching team	All
<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All
<b>Transition &amp; Preparation for TY</b>	TY coordinator	All
<b>Study Week</b>	3rd Year teaching team	All
<b>3rd Year Study workshop</b>	External agency	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>Guest speakers on relevant key topics- Internet safety, As I am, Wellbeing, Stick and Stones Anti Bullying Workshop</b>	Year Head	All
<b>3rd Year Parent Teacher Meeting</b>	3rd year teaching team	All
<b>Academic Progress Booklet</b>	Year Team	All
<b>3rd Year Retreat</b>	Chaplin & RE teaching team	All
<b>3rd Year school Trip</b>	Year head & 3rd year team	All
<b>Access to AEN, Guidance Counselling, Student Support Team if required</b>	AEN, Guidance & SST teams	Some

<p><b>Student Leadership</b>  <b>Student Leadership</b>  Involvement of students in various school committees including</p> <ul style="list-style-type: none"> <li>● Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School.The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the student body here in Le Chéile.</li> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw’s One Good School is an initiative which supports the mental health and wellbeing of young people by developing a shared responsibility across the whole school community</li> <li>● <b>Restorative Practice Student group</b> - promoting positive relationships, caring culture and connected communities</li> </ul>		Some
<p><b>Access to support from class student counsellor (prefect)</b></p>		Some
<p><b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements &amp; app</p>	3rd year teaching team	Some
<p><b>After school Study</b></p>	Study coordinator and study teachers	Some
<p><b>Liaison with Parents</b></p>	3rd Year teaching team	Some



<b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light		Some
<b>AEN &amp; Guidance group work</b>	AEN, Guidance & SST teams	Some
<b>Library Activities</b> - Book clubs, Board Games, Mindful Colouring, Library assistant roles for students, Library hang out space at break & lunch	School Librarian	Some
<b>Working Things Out</b> - A group preventative mental health programme to promote positive coping.	Working Things Out teaching team	Few
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few
<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Supported After school study group</b>	Study coordinator and study teachers	Few
<b>Student Council</b>		Few
<b>Gifted &amp; Talented Group</b> - Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented student group meetings	Gifted & Talented coordinator/ Guidance Counsellors/AEN Dept & 3rd Year teaching team	Few
<b>Join In Club</b>		
<b>New Student Induction</b>	School Management, Year Heads, Guidance Counsellors, Year Teams	Few
<b>Applications for RACE</b>	AEN coordinator,	Few

	AEN team & Guidance Counsellors	
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Activity	Provided By	Guidance for all/some/few
<b>SPHE including Relationship &amp; Sexuality classes, PE classes</b>	TY teaching team	All
<b>Pastoral Care: Year</b> <b>Pastoral Care: House</b>	TY team	All
<b>Mixed ability classes &amp; Differentiation for all learners</b> <b>In class support and Guidance</b>	TY teaching team	All
<b>TY Wellbeing - rotating blocks</b>	Wellbeing coordinator & wellbeing teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplin & RE teaching team	All
<b>Classroom Guidance</b> <ul style="list-style-type: none"> <li>• TY Specific Guidance units of learning</li> </ul> Half year weekly guidance class workshops/seminars on LC subject choice, work experience preparation & review, interviews (See Link -)	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, Culture Week, College Awareness Week, Reading week, Seachtain na Gaeilge and Engineers Week.	TY teaching team	All
<b>Sample Leaving Certificate subject modules</b>	TY teaching team	All
<b>TY Extra curricular activities</b> - Sign language, Gaisce	TY coordinator /Wellbeing coordinator & extra curricular teaching team	All

<b>TY Interviews</b> - Twice yearly individual interviews. Each student attends an interview with a member of the teaching staff to review their engagement, learning and personal development in TY. Students also gain experience and develop their interview skills	TY coordinator & volunteer teachers	All
<b>Wellbeing week</b>	Wellbeing coordinator & TY year teaching team	All
<b>Careers Week</b> - (See link)	Guidance Counsellors/TY coordinator & TYteaching team	All
<b>4 Weeks of Work Experience/Community Service Placements (Preparation &amp; Reflection Activities)</b>	TY coordinator & Guidance team	All
<b>TY Development Days</b>	TY coordinator	All
<b>Friendship week</b>	Wellbeing coordinator & TY year teaching team	All
<b>Stand Up Awareness Week</b>	Wellbeing coordinator & TY teaching team	All
<b>Transition Year Retreat</b>	Chaplin & RE teaching team	All
<b>TY school Trips</b> - Carlingford trip, College/workplace visit/Open Days	TY coordinator/Year head & TY year team, Guidance Team	All
<b>Guest speakers on relevant key topics-</b> Internet safety, As I am, Wellbeing, Stick and Stones Anti Bullying Workshop	TY coordinator & Year Head	All
<b>TY Night</b>	TY coordinator &TY teaching team	All
<b>Attendance at College open days and Career Exhibitions</b> - Students are facilitated to attend various events and a trip to visit a college(s) is arranged as part	Guidance Counsellors & TY coordinator	All

of guidance programme		
<b>Careers Expo-</b> Evening event where parents & past pupils studying/working in various career areas meet with students in small groups to provide them career information and provide them the opportunity to ask questions. Plus large number of Higher & Further colleges & Training/Apprenticeships Options attend	Guidance Counsellors & Parents's Council	All
<b>Careers Week-</b> (See link)	Guidance Counsellors & TY teaching team	All
<b>Leaving Certificate Subject Choice Preparation</b> - At Our Lady's School, we provide TY students the following to assist them to make appropriate subject choices for the senior cycle: <ul style="list-style-type: none"> <li>● Our Lady's School LC Subject Choice booklet</li> <li>● TY Guidance classes</li> <li>● Individual student appointments with Guidance Counsellor</li> <li>● Virtual Students &amp; Parents Subject Choice Information meeting</li> <li>● Individual LC subject departments will give students a presentation providing students with further information about the various LC subjects <ul style="list-style-type: none"> <li>● OLS subject choice Expo for students to meet and talk with 5th/6th year students currently studying the various LC subjects</li> <li>● My Future Choice- Eirquest Interest Assessments and CAT4 Aptitude assessment</li> </ul> </li> </ul>	Guidance Counsellors/ TY Coordinator	All
<b>Study Week</b>	TY teaching team	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>House Sprit Day</b>	House coordinator & TY teaching team	All

<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board, posts on career google classroom plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All
<b>Transition &amp; Preparation for TY</b>	TY coordinator	All
<b>TY Interest &amp; Aptitude Assessments</b>	Guidance Counsellors	All
<b>Access to AEN, Guidance Counselling, Student Support Team if required</b>	AEN, Guidance & SST teams	Some
<b>Library Activities</b> - Book clubs, Board Games, Mindful Colouring, Library assistant roles for students, Library hang out space at break & lunch	School Librarian	Some
<p><b>Student Leadership</b> Involvement of students in various school committees including</p> <ul style="list-style-type: none"> <li>● Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School.The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the student body here in Le Chéile.</li> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw's One Good School is an initiative which supports the mental health and</li> </ul>		Some

<p>wellbeing of young people by developing a shared responsibility across the whole school community</p> <ul style="list-style-type: none"> <li>● <b>Restorative Practice Student group</b> - promoting positive relationships, caring culture and connected communities</li> </ul>		
<b>Access to support from class student counsellor (prefect)</b>		Some
<b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements & app	TY teaching team	Some
<b>HPAT Seminar for TY, 5th &amp; 6th year student</b>	Guidance Counsellors	Some
<b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light		Some
<b>AEN &amp; Guidance group work</b>	AEN, Guidance & SST teams	Some
<b>Liaison with Parents</b>	TY teaching team	Some
<b>TY School Musical</b>	Musical teachers & TY coordinator	Some
<b>Working Things Out</b> - A group preventative mental health programme to promote positive coping.	Working Things Out teaching team	Few
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few
<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Gifted &amp; Talented Group</b> - Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented	Gifted & Talented coordinator/ Guidance	Few

student group meetings	Counsellors/AEN Dept & TY teaching team	
<b>Student Council</b>		Few
<b>New Student Induction</b>	School Management, Year Heads, Guidance Counsellors, Year Teams	Few
<b>Individual support with applications/competitions</b>  <b>Individual support with CV &amp; Interviews as requested</b>  <b>Individual career planning appointments</b>  <b>Providing student references as requested</b>	Guidance Counsellors	Few

Whole School Guidance Continuum of Support  
5th Year Students



Activity	Provided by	Guidance for all/some/few
<b>SPHE including Relationship &amp; Sexuality classes, PE classes</b>	5th year teaching team	All
<b>Pastoral Care: Year</b> <b>Pastoral Care: House</b>	5th year team	All
<b>Mixed ability classes &amp; Differentiation for all learners</b> <b>In class support and Guidance</b>	5th year teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplin & RE teaching team	All
<b>Classroom Guidance</b> <ul style="list-style-type: none"> <li>5th Year Specific units of learning in Guidance related learning well being block delivered by Guidance counsellors ( See Link -)</li> </ul>	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, Culture Week, College Awareness Week, Reading week, Seachtain na Gaeilge and Engineers Week.	5th year teaching team	All
<b>5th year Extra curricular activities</b> - ( See link)	Wellbeing coordinator & extra curricular teaching team	All
<b>Wellbeing week</b>	Wellbeing coordinator & 5th year teaching team	All
<b>Careers Expo-</b> Evening event where parents & past pupils studying/working in various career areas meet with students in small groups to provide them career information and provide them the opportunity to ask questions. Plus large number of Higher & Further colleges & Training/Apprenticeships Options attend	Guidance Counsellors & Parents's Council	All
<b>Careers Week</b> - (See link)	Guidance Counsellors & 5th year teaching team	All

<b>Friendship week</b>	Wellbeing coordinator & 5th year teaching team	All
<b>Stand Up Awareness Week</b>	Wellbeing coordinator & 5th year teaching team	All
<b>5th Year Retreat</b>	Chaplin & RE teaching team	All
<b>5th Year Careers Trip to UCD</b>	Year head & 5th year team	All
<b>Guest speakers on relevant key topics</b> -Paul Dicker(psychologist),John O'Shea, Jigsaw	Year Head & Guidance Counsellors	All
<b>Visit from Past pupils</b>	Year Head & Guidance Counsellors	All
<b>Visiting Speaker - Careers-</b> are arranged including representatives from colleges and various careers areas	Guidance Counsellors	All
<b>5th Parent Teacher Meeting</b>	5th year teaching team	All
<b>Study Week</b>	5th Year teaching team	All
<b>5th Year Study workshop</b>	External agency	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>Academic Progress Booklet</b>	Year Team	All
<b>House Sprit Day</b>	House coordinator & 5th year teaching team	All
<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board,posts on careers google classroom plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All
<b>Liaison with Parents</b>	5th Year Head /Guidance/Counsellor/SST/ AEN team	Some
<b>After school Study</b>	Study coordinator and study teachers	Some

<b>Access to AEN, Guidance Counselling, Student Support Team if required</b>	AEN, Guidance & SST teams	Some
<p><b>Student Leadership</b> Involvement of students in various school committees including</p> <ul style="list-style-type: none"> <li>● Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School.The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the student body here in Le Chéile.</li> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw's One Good School is an initiative which supports the mental health and wellbeing of young people by developing a shared responsibility across the whole school community</li> <li>● <b>Lighthouse mentoring -</b></li> <li>● <b>Restorative Practice Student group -</b> promoting positive relationships, caring culture and connected communities</li> </ul>		Some
<b>Access to support from class student counsellor (prefect)</b>		Some
<b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements & app	5th year teaching team	Some
<b>Lunchtime career seminars/workshops -</b> UCAS applicants, Portfolio course applicants, Medicine and HPAT	Guidance Counsellors	Some

<b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light		Some
<b>AEN &amp; Guidance group work</b>	AEN, Guidance & SST teams	Some
<b>Liaison with Parents</b>	5th Year teaching team	Some
<b>After school Study</b>	Study coordinator and study teachers	Some
<b>Individual/Group support in preparation for applications:</b> CAO/Further Education/Apprenticeships/UCAS/Eunicas/HPAT/DARE/HEAR/Exemptions  <b>Individual/Group support with writing personal statements for applications</b>  <b>Liaison with Parents to support student's career planning</b>  <b>Providing student references as requested</b>  <b>Individual/Group study skills/time management/exam preparations/motivation/stress management support meetings</b>	Guidance Counsellors	Some
<b>Attendance &amp; engagement with optional career events based on student interest</b> - students sign up and attend these event in groups	Guidance Counsellors	Some
<b>Library Activities</b> - Book clubs, Board Games, Mindful Colouring, Library assistant roles for students, Library hang out space at break & lunch	School Librarian	Some

<b>Student Council</b>		Few
<b>Working Things Out</b> - A group preventative mental health programme to promote positive coping.	Working Things Out teaching team	Few
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few

<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Supported After school study group</b>	Study coordinator and study teachers	Few
<b>Extra support for AEN students-</b> More frequent liaising with parents, assistance in making links with college admissions and access services, encouragement to attend relevant college open days additional support with college language exemption/DARE/HEAR/SUSI/Higher and or Further Education/Training application application	Guidance Counsellors	Few
<b>Gifted &amp; Talented Group</b> - Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented student group meetings	Gifted & Talented coordinator/ Guidance Counsellors/AEN Dept & 6th Year teaching team	Few
<b>New Student Induction -</b>	School Management, Year Heads, Guidance Counsellors, Year Teams	Few

## Whole School Guidance Continuum of Support

## 6th Year Students 2024

Activity	Provided By	Guidance for all/some/few
<b>SPHE including Relationship &amp; Sexuality classes, PE classes</b>	6th year teaching team	All
<b>Pastoral Care: Year</b> <b>Pastoral Care: House</b>	6th year team	All
<b>Mixed ability classes &amp; Differentiation for all learners</b> <b>In class support and Guidance</b>	6th year teaching team	All
<b>RE Classes &amp; Chaplaincy</b>	Chaplin & RE teaching team	All
<b>Classroom Guidance</b> <ul style="list-style-type: none"> <li>• 6th Year Specific units of learning in Guidance related learning well being block delivered by Guidance counsellors ( See Link -)</li> </ul>	Guidance Counsellors	All
<b>Cross curricular links are made with Guidance</b> at different times throughout the year, for example Science Week, Maths Week, Language week, Culture Week College Awareness Week, Reading week, Seachtain na Gaeilge and Engineers Week.	6th year teaching team	All
<b>6th year Extra curricular activities -</b> ( See link)	Wellbeing coordinator & extra curricular teaching team	All
<b>Wellbeing week</b>	Wellbeing coordinator & 6th year teaching team	All
<b>Careers Week -</b> (See link)	Guidance Counsellors & 6th year teaching team	All
<b>Higher Options Conference &amp; World Skills</b>	Guidance Team	All
<b>Friendship week</b>	Wellbeing coordinator	All

	& 6th year teaching team	
<b>Stand Up Awareness Week</b>	Wellbeing coordinator & 6th year teaching team	All
<b>6th Year Retreat</b>	Chaplin & RE teaching team	All
<b>Guest speakers on relevant key topics</b> -Stress, Wellbeing, Stick and Stones, Body Image, Transition to college Workshop	Year Head & Guidance Counsellors	All
<b>Visit from Past pupils</b>	Year Head & Guidance Counsellors	All
<b>Visiting Speakers- Careers</b> are arranged including representatives from colleges and various careers areas	Guidance Counsellors	All
<b>6th Parent Teacher Meeting</b>	6th year teaching team	All
<b>College Application &amp; Careers Information Evening for Parents</b>	Guidance team	All
<b>Study Week</b>	6th Year teaching team	All
<b>6th Year Study workshop</b>	External agency	All
<b>Academic Tracking</b>	Academic tracking team	All
<b>Academic Mentoring</b> - All 6th year students are assigned to a staff member who acts as an academic mentor to them for the year.	Academic tracking coordinator and volunteer teachers	All
<b>Academic Progress Booklet</b>	Year Team	All
<b>House Sprit Day</b>	House coordinator & 6th year teaching team	All
<b>Access to school guidance website</b>	Guidance Counsellors	All
<b>Career/Guidance notice board,posts on careers google classroom plus career relation posters in subject classroom</b>	Guidance Counsellors & subject teachers	All
<b>Workshop on Transition to</b>	Guidance team	All

<b>Further/Higher Education</b>		
<b>6th Year Graduation</b>	School Management, Chaplin & RE teachers, Year Head & year tam	All
<b>Liaison with Parents</b>	6th Year Head /Guidance/Counsellor/ SST/ AEN team	Some
<b>After school Study</b>	Study coordinator and study teachers	Some
<b>Library Activities</b> - Book clubs, Board Games, Mindful Colouring, Library assistant roles for students, Library hang out space at break & lunch	School Librarian	Some
<b>Access to AEN, Guidance Counselling, Student Support Team if required</b>	AEN, Guidance & SST teams	Some
<b>Student Leadership</b> Involvement of students in various school committees including <ul style="list-style-type: none"> <li>● Le Céile Council -The elected Student council represents the student voice for all students in Le Chéile Secondary School.The council will be involved in organising school events, working with management on important issues regarding the student voice and making a real impact for the student body here in Le Chéile.</li> <li>● Amber flag -The Pieta Amber Flag Initiative recognises the individual efforts to create healthy, inclusive environments that support the mental well-being of the school community</li> <li>● Wellbeing Committee,</li> <li>● Green Schools</li> <li>● Active School</li> <li>● School Magazine</li> <li>● School Choir</li> <li>● One Good School- Jigsaw's One Good School is an initiative which supports the mental health and wellbeing of young people by</li> </ul>		Some



<p>developing a shared responsibility across the whole school community</p> <ul style="list-style-type: none"> <li>● <b>Restorative Practice Student group</b> - promoting positive relationships, caring culture and connected communities</li> </ul>		
<p><b>Group Career Information Seminars</b> - including UCAS, Eunicas, SUSI, HEAR, DARE, Medicine &amp; preparing for the HPAT, PLC, Apprenticeships, Applying for scholarships, Applying for language exemptions. Preparing for Interviews, Updating and improving CV's, Mock HPAT test, NUI Exemptions</p>	Guidance Counsellors	Some
<p><b>HPAT Seminar for TY, 5th &amp; 6th year students</b></p>	Guidance Counsellors	Some
<p><b>Student Affirmation-</b> merits, notification of students achievements in school newsletter, announcements &amp; app</p>	6th year teaching team	Some
<p><b>Access to support from class student counsellor (prefect)</b></p>		Some
<p><b>Lunchtime career seminars/workshops</b> - UCAS applicants, Portfolio course applicants, Medicine and HPAT</p>	Guidance Counsellors	Some
<p><b>AEN &amp; Guidance group work</b></p>	AEN, Guidance & SST teams	Some
<p><b>Charity work</b> - November Knitaton, Goal Mile, Gifts to the Crib, Colour Run, Darkness into Light</p>		Some
<p><b>Optional Individual Mock Interview meeting by request</b></p> <p><b>Individual support with HEAR/DARE application</b></p> <p><b>Group support with College Language Exemption applications</b></p> <p><b>Individual/Group support with</b></p>	Guidance Counsellors	Some

<p><b>college/training applications -</b>          CAO/Further          Education/Apprenticeships/UCAS/Eunicas</p> <p><b>Individual/Group support with writing          personal statements for applications</b></p> <p><b>Liaison with Parents to support          student's career planning</b></p> <p><b>Providing student references as          requested</b></p> <p><b>Individual/ Group support with          Scholarship application -</b>          Sports/Academic/UCD Ad Astra/          Naughton</p> <p><b>Individual/Group support SUSI Grant          applications</b></p> <p><b>Individual/Group study skills/time          management/exam          preparations/motivation/stress          management support meetings</b></p>		
<p><b>Attendance &amp; engagement with          optional career events based on          student interest</b> - students sign up and          attend these event in groups</p>	<p>Guidance Counsellors</p>	<p>Some</p>
<p><b>Support for Outgoing Leaving          Certificate students</b> - Support on the LC          results day, support around college offer          and available backup options, Information          &amp; support on using CSSP for viewing of          scripts &amp; exam appeals</p>	<p>School Management,          Guidance Counsellors,          Year head</p>	<p>Some</p>
<p><b>DARE - Educational Impact Statement</b></p>	<p>Guidance team</p>	<p>Some</p>
<p><b>Extra support for AEN students-</b> More          frequent liaising with parents, assistance          in making links with college admissions          and access services, encouragement to          attend relevant college open days          additional support with college language          exemption/DARE/HEAR/SUSI/Higher and          or Further Education/Training application          application</p>	<p>Guidance Counsellors</p>	<p>Few</p>

<b>Supported After school study group</b>	Study coordinator and study teachers	Few
<b>References for students</b>	Guidance team	Few
<b>Gifted &amp; Talented Group</b> - Encourage involvement in CTYI, Stretch learning for identified students, Gifted & talented student group meetings	Gifted & Talented coordinator/ Guidance Counsellors/AEN Dept & 6th Year teaching team	Few
<b>Join In Club</b>	Student Leaders 1st -3rd Year Heads	
<b>Interview Preparation - Assistance with preparation for interviews for college selection</b>	Guidance team	Few
<b>New Student Induction -</b>	School Management, Year Heads, Guidance Counsellors, Year Teams	Few
<b>Applications for RACE</b>	AEN coordinator, AEN team & Guidance Counsellors	Few
<b>Working Things Out</b> - A group preventative mental health programme to promote positive coping.	Working Things Out teaching team	Few
<b>AEN &amp; Guidance counselling individual appointments for students identified as needing additional support plus students who self refer</b>	AEN & Guidance team	Few
<b>Bereavement support for students</b>	Chaplin & Guidance Counsellor	Few
<b>Referrals to outside agencies</b>	Guidance Counsellors & AEN coordinator	Few
<b>Student Council</b>	Students from 1st - 6th Year	Few

# Appendix 3 GUIDANCE EXPLANATION SHEET



Guidance Counselling Department

Ms. Porter & Ms. Bannan

Ms Porter's office is located between Rooms 32 & 33

Ms. Bannan's office is above reception

Email: [lporter@olschool.ie](mailto:lporter@olschool.ie)  
[fbannan@olschool.ie](mailto:fbannan@olschool.ie)



## Parents and Guardians

Parents/Guardians are always welcome to talk or meet with the Guidance Counsellors at information evenings, parent/teacher meetings and on request, by contacting the school.

## Guidance Areas of Learning & Competencies

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

The Guidance Counsellors interactions with students focus on supporting them in three key areas:

- Developing Myself
- Developing My Learning
- Developing My Career

Guidance Counselling is offered on an individual or group basis by the guidance counsellor as part of student's personal development or at times of personal crisis.

## How do I see the Guidance Counsellor?

- Students make a request for an appointment by email or by posting a request for an appointment form in the red post box beside the guidance office.
- The Guidance Counsellor may also give students notice of an appointment by email.

## Useful Websites

[www.careersportal.ie](http://www.careersportal.ie)

Information on educational and career development

[www.qualifax.ie](http://www.qualifax.ie)

Information on college courses

## Confidentiality

Confidentiality means that no specific information discussed in guidance counselling is shared with others without the permission of the student, unless keeping the information concealed would put the student or others in danger. Or where the law requires it.

## School Guidance website

[www.olschool.ie](http://www.olschool.ie) → Curriculum → The Guidance Department.



[https://careersportal.ie/careerguidance/office.php?school\\_id=157](https://careersportal.ie/careerguidance/office.php?school_id=157)

## Appendix 4 GUIDANCE- DATES 2024/2025

### GUIDANCE- DATES FOR 2024/2025

#### CAREER GUIDANCE CLASSES

##### 6<sup>th</sup> YEARS 5<sup>th</sup> YEARS

Fortnightly class till end Jan                      Fortnightly class Feb- May Ms. Bannan/Ms. Porter

B6      Ms. Bannan  
C6      Ms. Bannan  
L6      Ms. Porter  
P6      Ms. Porter

##### 4<sup>th</sup> YEARS

Careers modules - Ms. Bannan, Ms. Porter

##### 1st, 2nd & 3rd YEARS

Ms. Porter borrowed class time arranged with Year Heads

Ms. Porter My Friends Youth Wellbeing modules with 1st year students

- Guidance Planning
- 6<sup>th</sup> Year Career Appointments
- CAT 4 Assessment for new students
- UK College Applications (UCAS).
- 1<sup>st</sup> Year Students - Introduction to Guidance workshop - Wed 20th Sept.
- Meet new Students in 2<sup>nd</sup> to 6<sup>th</sup> Year
- Reminder of guidance and counselling service in OLS to all year groups
- 3rd Year Student Start of year circle time groups
- Support for class of 2023 Results & College offers
- 11th - 15th Sept              Friendship Week
- 11th Sept                      2nd Year Study Skills
- 12th Sept                      Welcome meeting with new students 2nd -6th year
- 12th Sept.                      3rd Year Study Skills
- 14th Sept.                      5th Year Study Skills
- 15th Sept.                      6th Year Study Skills

- 27th Sept 1st Year Study Skills
- 21st Sept Critical Incident policy meeting
- 27th Sept Higher Options and World Skills 6th Year Students
- Collect information on past pupils destinations
- 26th -28th Sept 2nd & 3rd year Sticks and Stones Bullying workshops
- 27th Sept. 1st Year Parents Information
- 30th Sep – 4<sup>th</sup> Oct. Study Skills week
- 1st Oct. 6<sup>th</sup> Parent Teacher Meeting
- 10th Oct students HPAT & Applying to Medicine Seminar -TY,5th & 6th year
- 16<sup>th</sup> Oct UCAS early deadline
- 13th Oct. 3<sup>rd</sup> Year Parent Teacher Meeting

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

- Guidance workshop with 2<sup>nd</sup> year students
- 13<sup>th</sup> Nov Career Information meeting for 6<sup>th</sup> year Parents
- 5<sup>th</sup> Nov. 5<sup>th</sup> Year Parent Teacher Meeting
- 3<sup>rd</sup> Year Study Skills and guidance in class groups
- 1st Year group meetings - Circle time review of how school is going
- 6<sup>th</sup> Year CAO applications preparation
- Early Nov. Gifted & Talented students - give info on CYTI to identified 1st to TY students
- 25th Oct /8th & 29th Nov Eirquest and CAT 4 Assessments 4<sup>th</sup> Year Students
- 20 -26th Nov College Awareness week
- 25th - 29th Nov. Exam week
- 25th – 29th Nov TY Work experience/Community service
- End of Nov. Finish UCAS applications

### CHRISTMAS HOLIDAYS (23rd Dec. – 3rd Jan.)

- 20<sup>th</sup> Jan. 2<sup>nd</sup> Year Parent Teacher meeting.
- 20<sup>th</sup> Jan 6<sup>th</sup> yrs finish CAO applications
- 4<sup>th</sup> Years Subject Choice preparation and individual meeting for feedback of interest and aptitude assessments plus career planning
- 4th Feb - 7th Feb TY work experience/Community Service
- 10th - 14<sup>th</sup> Feb TY work experience/Community Service
- 6<sup>th</sup> Years Post Leaving Certificate & Apprenticeship applications

### MID TERM (17th – 21st Feb.)

- 19th - 23rd Feb. LC subject choice week
- 27th Feb. 1<sup>st</sup> Year Parent teacher meeting  
In-coming 1st Year Parent Information meeting  
Information Meeting for 4<sup>th</sup> year parents re Leaving Certificate Options
- 23rd TY into 5th Subject Choice Expo with 5th & 6th year students
- 1st Mar. TY LC Subject choice options deadline
- 1<sup>st</sup> year guidance workshop
- 10<sup>th</sup> – 14<sup>th</sup> March Wellbeing week
- 19th March 5<sup>th</sup> Years Guidance trip to UCD
- 2<sup>nd</sup> Year Guidance task – Career Research

### EASTER HOLIDAYS (14th April – 25th April)

- 22nd -26th April OLS Careers Week
- 24th April TY/5<sup>th</sup> Year Careers Expo
- 2nd May TCD & NCI Transition year College trip
- 6th - 9th May TY Work Experience/Community Service

- 5<sup>th</sup> Year Students career workshops
- Assessment test for the incoming 1<sup>st</sup> Years
- 15<sup>th</sup> May 6th Year Graduation
- 16<sup>th</sup> May TY Graduation
- 6<sup>th</sup> Year end of year information
- Guidance yearly review and planning



## Appendix 5 Guidance Programme Plans for each Year Group

### 6th Year Guidance Units of Learning

**Programme Timetable:** Fortnightly class till end of January, Thursday lunchtime career workshops & seminars. Borrowed classes as required

**Teachers:** F. Bannan & L. Porter

**Aims:**

To assist students make informed educational and career choices. Enabling students to understand the National Framework of Qualifications and the various progression routes available. Encouraging students to use all available resources to gather information on their course/training choices.

To develop students' research and digital literacy skills enabling them to evaluate the choices open to them. Facilitating students to create their individual career plans

Facilitate the students to learn about the various application systems - CAO, UCAS, Eunicas, PLC & Apprenticeship applications.

To develop the students' study skills and exam performance. Assisting students in dealing with stresses and anxieties connected with Leaving Certificate.

To assist students in their preparation for the transition to college/training. Informing them of Scholarships, Student Grants (SUSI), HEAR & DARE schemes. College terminology, College life.

Increasing the student's job getting skills and preparations for entering the world of work. Including work on CV, Cover Letters, Career skill development, Interview preparation, Labour market information, Recruitment processes.

**Cross Curricular links:** Careers links within various LC subjects, Maths skills in CAO points calculations, Literary skills in CV's, Letter of Applications & oral communication skills in Interview skills, Digital research skills

**Resources:** Reach + online careers programme, Classroom Guidance resources, information videos, Career & college websites

**Programme Evaluation:** Student Feedback, End of year student questionnaire and evaluation

#### SIXTH YEAR CLASSES

#### COURSE CONTENT

**Introduction to the Year:**

**Learning Outcomes - By the end of the class students should be able to:**

1. Inform the Guidance Counsellors of your guidance needs/suggestions.
2. Be able to access online careers resources for research.
3. Know how to access information on upcoming open days.
4. Know key dates for the year ahead.

Join Careers google classroom and are aware of procedure for booking career appointment & lunchtime career seminars

**Content:**

- Welcome to 6<sup>th</sup> year presentation
- Online Guidance Resources - reminder of Reach + account, careerportal, school guidance website, careersnews
- Suggestions/needs for guidance classes
- Demonstration of use of career websites for research
- Early UCAS applicants identified. Option to attend lunchtime workshop on UCAS applications

**NFQ & College Terminology,**

**Learning outcomes: By the end of this class students should:**

1. 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.
2. Understand a range of college terminology including understanding the importance of learning about college modules to aid career research
3. Watch a video on NFQ
4. Optional Extra - Students begin to use Qualifax & Careerportal to aid career research & see how this relates to NFQ and learn more about modules on college courses of interest. Students complete a worksheet quiz on NFQ

**Content:**

College Terminology & NFQ presentation

NFQ worksheet

Careersportal, CAO, Qualifax and college websites for research & to show examples

**Higher Options Event Preparation**

**Learning outcomes:**

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 this virtual careers event.

**Content:**

Higher Options Q & A, Making the most of the day, Introduction to range of lectures. Higher Options worksheet, Questions to ask

**Virtual Open days**

**Learning outcomes:**

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. 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 outcomes:**

Students will gain extra insight into courses and college through virtual presentations by visiting speakers and past pupils.

**Course Research, Questions to ask, Open days  
Demonstration of Qualifax & Careersportal for research**

**Learning outcomes: By the end of this class students will be able to**

1. Use Careerportal and Qualifax for research
2. Find relevant information on open days, entry requirements, details of course modules etc. of any courses of interest
3. Begin to evaluate these courses
4. Learn about What information is needed about courses to make informed choices? and Where to find this information?
5. Begin to complete the Careers Research worksheet

**Optional extra**

Students can complete a number of career assessments to aid their career planning.

**Content**

Additional interest and career assessments

Careersportal & Qualifax websites

Questions to ask documents

**CAO 1**

**Learning Outcomes - By the end of this class students will be able**

1. Understand how the CAO system works
2. Be able to use the CAO website and the various student resources available
3. Learn about the importance of order of preference and what is required on an application to CAO
4. Watch two videos about the CAO and be able to answer questions based on the information in them
5. Learn how to use the CAO booklet to further their career/college research

**Content**

CAO website and CAO booklet

Video

CAO Quiz

<http://www.cao.ie/index.php?page=video&bb=studentresources> Applying to CAO

<https://www.youtube.com/watch?v=u3-jzxsJwPM> Guide to CAO

## **CAO 2 HEAR & DARE & CAO Demo application**

### **Learning Outcomes - By the end of this class students will be able to**

1. Understand HEAR and DARE schemes and the eligibility criteria for them. Option to attend a Lunchtime Workshop on HEAR/DARE applications
2. Complete a CAO demo application
3. Learn more about the rules and best practices in making a CAO application

### **Content**

CAO Demo

[www.accesscollege.ie](http://www.accesscollege.ie)

CAO presentation

## **CAO 3 Research, Reflection and Q & A - Optional Lunchtime workshop**

### **Learning outcomes - By the end of this class students will be able to**

1. Ask any questions they have on CAO process
2. Prepare a list of courses being considered and take time to reflect and evaluate them.
3. Discuss what further information would assist their career planning. Plan their next steps in their career planning.
4. Discuss with their classmates their current career goals.
5. Look at possible back up options
6. Decide if they are eligible to apply for DARE/HEAR
7. Know about the useful resources on CAO website including Applying to Medicine booklet, video guides, CAO Demo

### **Contents**

CAO worksheet

[www.cao.ie](http://www.cao.ie), [www.qualifax.ie](http://www.qualifax.ie), [www.careersportal.ie](http://www.careersportal.ie)

## **PLC & Apprenticeships**

### **Learning Outcomes - By the end of this class students will be able to**

1. Know about PLC courses and how to apply for one
2. Know how to search for a PLC that can lead on to a CAO course
3. Understand how to research a PLC course
4. Know about the range of Apprenticeships available in Ireland and how apprenticeships work

### **Contents**

PLC & Apprenticeships presentation

PLC information video - <https://www.youtube.com/watch?v=J2ewkThnhNQ&t=3s>  
Apprenticeship video - <https://www.youtube.com/watch?v=Nqlci9ctiSg>  
[www.careersportal.ie](http://www.careersportal.ie) , [www.qualifax.ie](http://www.qualifax.ie) & [www.apprenticeship.ie](http://www.apprenticeship.ie)  
Sample PLC college video Blackrock Further Education Institute  
PLC Quiz

## **Study Skills**

### **Learning Outcomes - By the end of this class students will be able**

1. Reflect and evaluate their current study habits
2. Learn a number of study techniques & note taking techniques
3. Set target for themselves using the exam targets app
4. Complete a study skills questionnaire

### **Contents**

Reach + Study Performance apps  
Video 13 study skills tips - The Science of better learning  
Study Skills Presentation  
Think, pair share study tips that help  
Study tips - Information documents

## **Dealing with stress**

### **Learning outcomes by the end of this class students will be able to**

1. Reflect on how they currently manage their study and how they can manage the stress of study and discuss this with a classmate
2. Explore ways to enhance their self-care
3. Explore a variety of relaxation techniques
4. Develop their wellbeing survival toolkit

### **Contents**

Videos on dealing with stress  
<https://www.youtube.com/watch?v=hnpQrMqDoqE&t=2s>  
<https://www.youtube.com/watch?v=69MLx9m1ctQ>  
<https://www.youtube.com/watch?v=TK5KOXLT15g>  
Managing my study - reflection & discussion questions  
Taking a break & relaxation techniques information sheets  
My Wellbeing toolkit worksheet

## **UCAS Class (optional Lunchtime class) U.K. College Applications**

### **Learning outcomes:**

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

**Eunicas Class (Optional Lunchtime class) Applying to college in Europe****Learning outcomes:**

Students will understand the Eunicas system and options available within this system. Understand how to apply and use the Eunicas website

**HPAT Class (Optional after school HPAT seminar - 25th Oct)****Learning outcomes**

Students can prepare for and register for the HPAT exam, Students gain tips for doing well in the HPAT from past pupils. Students can ask questions about the HPAT and practice sample questions

**CV's and Interview Skills (Optional Lunchtime class)****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. (Optional Lunchtime class)**

**Learning outcome:**

That students will be aware of the scholarships available to them and that they will feel 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 (Optional Lunchtime class)**

**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

**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.

## **FEEDBACK**

Formative feedback is given to all students on their individual educational and career plans and goals. It is also reported to parents in November and February

## **LITERACY AND NUMERACY**

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

## **WELLBEING**

The Importance of wellbeing is 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. Use of a shared google drive folder and each class has a Careers google classroom created from resources created and shared in the drive folder. Use of Reach + online careers programme.



## 5th Year Guidance Units of Learning

**Programme Timetable:** Fortnightly class from February until the end of the year. Thursday lunchtime career workshops & seminars. Borrowed classes as required

**Teachers:** F.Bannan & L. Porter

### **Learning objectives:**

#### **Students should**

- Understand the system for qualifications in Ireland (NFQ)
- Know her options for further study and training after school
- Understand the Leaving Cert Points system
- Know what Career Sectors she is interested in
- Know how to look up College courses on Careers Portal and Qualifax
- Know how to check Entry Requirements for college courses
- Know how to find out last year's points for CAO courses
- Understand how the CAO process works
- Know how to use the following websites to do online research Careersportal.ie  
Qualifax.ie
- Update her CV
- Prepare for 6<sup>th</sup> Year
- Attend College Awareness Week, Careers EXPO events and college visit to UCD
- Attend career talks in school

**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 + online careers programme, Classroom Guidance resources, information videos, newspaper articles(college supplements), google classroom

**Programme Evaluation:** Student Feedback, End of year student questionnaire and evaluation

## Classes for 2023-2024

<u>Class</u>	<u>Topic</u>	<u>Learning Aims</u>	<u>Assessment</u>
<b>1</b>	<p><b><u>Introduction</u></b></p> <p><b><u>Qualifications and NFQ</u></b></p>	<p>Learning Objectives</p> <p>Understand Qualifications level in Ireland. Understand keywords</p> <p>Re-familiarised with on-line REACH website, Key APPs</p>	Complete NFQ Questionnaire
<b>2</b>	<p><b><u>College Course Entry Requirements</u></b></p> <p><b><u>My Careers Interests</u></b></p>	<p>Check understanding of college Entry Requirements</p> <p>Use Online Interest App on REACH to clarify students interests</p>	<p>Complete worksheet using Careers Portal and Qualifax</p> <p>Complete Entry Requirements Quiz</p> <p>Complete CPIP App and worksheet</p>
<b>3</b>	<b><u>Sectors and CAO Courses</u></b>	<p>Do Careers Sectors APP on REACH ,research your top Careers sector. Find CAO Courses that relate to your careers interests and sectors</p> <p>Use CAO APP to find CAO courses of interest, save 10 level 8 and 10 level 7/6 to my favourites. Research 2 courses in detail. Look at CAO website, mention DARE and HEAR Schemes and NUI exemptions.</p>	<p><b>Complete Sector Investigation and Worksheet</b></p> <p><b>Complete my CAO Course worksheet and pick on course at level 7 and one at level 8 to research in detail</b></p>
<b>4</b>	<p><b>PLC Courses</b></p> <p><b>CV's and Preparation for Careers EXPO</b></p>	<p>Use Careers Portal APP to research PLC Courses</p> <p>Update CV and Cover letter</p>	<p>Complete worksheet</p> <p>Template of Cv and Cover letter</p>

<b>5</b>	<b>Getting Ready for 6<sup>th</sup> Year</b>	Powerpoint  UCAS and Eunicas Websites	Evaluation
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## **FIFTH YEAR CLASSES**

### **COURSE CONTENT**

#### **Class 1**

##### **Introduction to the Year and NFQ**

##### **Learning Outcomes - By the end of the class students should be able to:**

- Be able to access online careers resources Careers Portal REACH Account for research.
- Join Careers Google classroom. Inform students of lunchtime Career Seminars and College Awareness Week in November
- 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.
- Understand a range of college terminology
- Complete a worksheet on the NFQ using their website
- Understand what a college prospectus is and know how to access them online and email individual colleges to request one.

##### **Content:**

- Welcome to 5<sup>th</sup> year presentation
- Online Guidance Resources - reminder of Reach + account, Career Portal, School Guidance website,
- NFQ Keywords and worksheet
- College Terminology

#### **Class 2: College Entry Requirements and Careers Interests**

##### **Learning outcomes: By the end of this class students will be able to**

- Do the online Interest test CPIP
- Link their careers interests to college courses
- Understand the importance of College Entry Requirements
- Use Qualifax as an alternative website
- Complete the Careers worksheet

##### **Content**

- CPIP Careers Worksheet
- Entry Requirement Quiz
- Careersportal & Qualifax websites

### **Class 3: Careers Sectors and CAO**

#### **Learning Outcomes - By the end of this class students will be able**

- Do Careers Sectors APP on REACH ,research your top Careers sector.
- Find CAO Courses that relate to your careers interests and sectors
- Use CAO APP to find CAO courses of interest, save 10 level 8 and 10 level 7/6 to my favourites. Research 2 courses in detail.
- Understand the CAO process including DARE, HEAR and NUI Exemptions

#### **Content**

- REACH+ APPS
- CAO website
- CAO Worksheets

### **Class 4 : PLC's and CV's and Covering letter**

#### **Learning outcomes: By the end of this class students will be able to**

- Students will know how to apply for PLC courses
- Students will be reminded of the NFQ and the ladder of progression
- Information on Courses
- 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
- Application 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
- Students will understand the importance of interview preparation

## **Class 5: Getting Ready for 6th Year**

**Learning outcomes: By the end of this class students will be able to**

- Know where to find information on applying to courses in UK and Europe
- Put a plan in place for 6th year
- Be aware of DARE, HEAR and scholarships applications
- UCAS U.K. College Application
- Eunicas Applying to colleges in Europe

Students will understand the UCAS and Eunicas application system and what is included in the application. Guidance given on how to prepare their personal state. Application system explained, assistance given on writing personal statement, obtaining academic reference, researching colleges and courses, student finance, What happens after you apply

**Content:**

- **Powerpoint on UCAS and Eunicas**
- **PP on getting ready for 6th year**
- **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
- 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. Development of digital literacies. Use of numeracy in calculation of grades and CAO points

## **WELLBEING**

Importance 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. Use of a shared google drive folder and each class has a Careers google classroom created from resources created and shared in drive folder. Use of Reach + online careers programme.

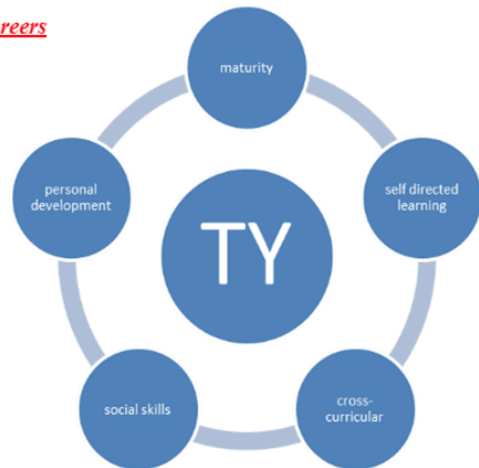
# Transition Year Guidance Units of Learning 2023/24

## TY Subject Plan 2023-24: *Careers*

**Type:** 2 Rotating blocks - Exploring Careers & Career Skills plus Exploring Course/Training Options & Application Systems.

**Periods per week:** 2 rotating blocks and & individual guidance appointment(s)

**Teacher(s):** F. Bannan, L. Porter



## TY Subject Plan 2023-24: *Careers*

**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 career investigation and course/training research assignment..

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

To facilitate interview and CV preparation and prepare students to enter the world of work.

<b>Cross-curricular links</b>	Business-CV Preparation, Maths – Calculating CAO points IT-Web based Learning, Life Skills – Exploring self- interests, aptitudes and abilities English-Career Based Vocabulary
<b>Resources</b>	Reach + Student workbook and online careers programme Computer room Video clips College/Workplace visit

**TY Subject Plan 2023-24: *Careers***

<b>Programme Evaluation</b>		Student Feedback, End of year questionnaire and evaluation sheet will enable students to give feedback on the pro Guidance Counsellor meeting to discuss student evaluations.				
<b>Content</b>	<b>Learning outcomes</b>	<b>Differentiation strategies</b>	<b>Teaching &amp; learning methodologies</b>	<b>Assessment</b>	<b>Literacy</b>	<b>Numeracy</b>
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 investigation assignment and Course/Training Research assignment. Presentation of the 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 Reach + Checklist listing activities students much, should and could complete allowing students to work at varying paces. Templates to aid pupils with a structure for research assignments Varied questioning	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 Career Investigation assignment and Course/ Training research assignment	Appropriate use of language for assignments. Exploring career specific terminology as well as vocabulary related to further education & training options. Developing digital literacies Practicing research methods and investigative skills	Applying sequencing and logic to research work and written material Analysing the results of interest and aptitude tests. Calculation of points for CAO

**TY Subject Plan 2023-24: *Careers***

		Clear instructions and expectations are provided (Learning outcomes shared with students at start of class) Peer support will be encouraged by means of collaborative tasks				
Options after the Leaving Certificate	Students gain an understanding of various college application systems and the national framework of qualifications. Completion of Eirquest and CAT 4 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



## TY Subject Plan 2023-24: *Careers*

### WELLBEING

Importance 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. A Career Investigation Assignment and presentation of their finding to group of classmates
2. A Course/Training Research Assignment and presentation of their finding to group of classmates
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. The teachers use a shared google drive folder and have a Careers google classroom for each class. The Reach+ online careers programme is used for the classes.

## Transition Year Guidance Units of learning 2023-2024

### Career Rotation - Exploring Careers & Career Skills

Using REACH + Programme

Please see the TY Career Module Description for more information on the TY Careers module.

#### **Class 1 - Introduction to the year**

**Learning outcomes- By the end of the class students should be able to:**

- Set up access to begin to use the Careersportal Reach + Student Career portfolio and online guidance programme.
- Understand plan for year and be introduced to credits and key work that needs to be submitted during the module
- Complete registration and sections on Reach + :My Talents, Optional extras -Who Inspires Me and create a Passions Poster

#### **Contents:**

Introduction presentation

Credits explained: Career research assignment-30%, Course/Training research assignment- 30% attendance and participation- 20%, Reach + completion- 20%

Introduction to Careerportal website and give each student a REACH Workbook – students set up a reach account and familiarise themselves with sections. Students complete the sections My Talents, Choosing a Career and as optional extra can work on Who Inspires me, and creating a My passions poster

## **Class 2 - Career Research & Career investigation assignment**

### **Learning Outcomes- By the end of this class students should**

Under the World of Work Section of Reach +

1. Look at and read about various Career Sectors using the Careers Sectors app
2. Complete the Careers Sectors Profiler in the Sector Investigation app
3. Use the Careers Explorer App to investigate various careers areas and begin the career investigation assignments
4. Be aware of the Reach + checklist giving students information about what sections of the Reach + they must, should and could complete during this module of career classes.
5. Know how to complete the Career Investigation assignment.

### **Contents:**

Reach + checklist

Career Investigation assignment

Instructions documents

## **Class 3 Interest Test**

Career research Investigation and completion of Reach + Interest test and Use of this to explore careers and college courses of interest.

### **Learning Outcomes - By the end of this class student will**

- Students will undertake the working choices questionnaire to introduce them to the career interests(pg 59-62, 64).
- Students will understand that working activities can be classified into specific career types.
- Students will identify their top three interest groups through completing the exercise in their workbook and the Careers portal interest profiler(CPIP).
- Students will understand how interest assessments are a tool to help learn more about themselves and use the results of the Interest test to explore careers and college courses.
- Have worked on their career investigation assignment
- Completed the Reach+ Interest test

## Content

Reach+ book and online Interest test

Video on psychologist John Holland to give students an understanding of his vocational choice theory.

## **Class 4 Career Skills**

### **Learning Outcomes - By the end of this class students will be able to**

- Have an understanding of of hard, soft and transferable career skills and be able to list examples of these skills
- Understand the importance of these for both personal development and success in the world of work
- Practise one career skill in class communication exercise
- Complete the Careers skills profiler in their Reach + account and the Skills audit worksheet
- Be able to reflect on their own skills development and to discuss this with a classmate

## **Content**

Watch 2 information videos on the importance of career skills

Careers skills presentation

Communication exercise

Career Skills profiler - Reach +

Career Skills audit worksheet

## **Class 5 - Students share their Career Investigation findings & discuss their career skills**

### **Learning Outcomes - By the end of this class students will be able to**

- Make a presentation to a group of their classmates about the finding of their career research assignment
- Collect and evaluate information on a variety of careers by listening to their classmates make presentations on their chosen career areas
- Be able to discuss their top career skills and give examples of how they developed these skills or provide examples of when they used these skills.

## **If time allows**

### **Class 6 - CV & Letters of Application**

Learning Outcomes - by the end of this class students will be able to

- Understand the importance of having a good CV and Letter of application when applying for jobs
- Know best practice tips for producing CV & letters of application
- Produce a good CV or update and improve their CV
- Practice writing a letter of application

### **Content**

Use of CV Builder in Reach +

Videos with information on CV & letters of applications

Sample letters of applications and CV's

## **Additional Classes**

### **My Eirquest & My Aptitude Introduction / Careers Quiz**

**Learning outcomes by the end of this class students will be able to**

- Know about the My Eirquest & My Aptitude assessment - What they are, when they will take them, using the results to further their career planning
- Complete the registration for the assessments
- Have worked with a classmate to complete the Careers Quiz which reviews information discussed in the classes to date.

### **Content**

My Eirquest & My Aptitude presentation

Career Quiz

[www.myfuturechoice.com](http://www.myfuturechoice.com)

[www.careersportal.ie](http://www.careersportal.ie)

### **Leaving Certificate Subject Choice & Results of Eirquest & Aptitude assessments**

**Learning outcomes - by the end of this class students will be able to**

- Know the range of subjects available for the Leaving Certificate

- Gather information about each of these subjects
- Understand how to make positive informed subject choice decisions
- Start their reflections on their LC subject choices
- Review their Eirquest and My Aptitude results and use this information to assist them in their choices
- Use the Reach + Subject choice for LC app for research to assist with LC subject choice decisions
- Use the Qualifax tool minimum subject requirements for research to assist with LC subject choice decisions
- Ask questions on Leaving Certificate subject choices

## Content

Subject Choice Presentation & OLS Subject Choice booklet

Myfuturechoice website

[www.careersportal.ie](http://www.careersportal.ie) - LC subject choice app

[www.qualifax.ie](http://www.qualifax.ie) - Useful Tools - Minimum Subject Requirements

## **Work on Reach + Account**

### **Learning outcomes - by the end of this class students will be able**

- Complete sections of Reach+ account
- Ask questions on material covered in class to date
- Provide feedback on the material covered in class to date
- Provide suggestions for topics/activities of interest
- Continue their individual career planning and research

## **Contents**

Reach+ Checklist

Q & A

Class discussions and feedback

Review of module & feedback survey

If time allows the following class topics are used:

- Interview and Elevator pitches
- An introduction to personality and career planning
- Career Values and workplace scenarios

## **Course/Training Options & Application Systems, TY Module 2023-2024**

Using REACH + Programme

Please see the TY Career Module Description for more information on the TY Careers module.

### **Class 1 - Introduction to the year**

**Learning outcomes- By the end of the class students should be able to:**

- Set up access to begin to use the Careersportal Reach + Student Career portfolio and online guidance programme.
- Understand plan for year and be introduced to credits and key work that needs to be submitted during the module
- Complete registration and sections on Reach + :My Talents, Optional extras -Who Inspires Me and create a Passions Poster

#### **Contents:**

Introduction presentation

Credits explained: Career investigation assignment-40% , attendance and participation- 30%, Reach + completion- 30%

Introduction to Careerportal website and give each student a REACH Workbook – students set up a reach account and familiarise themselves with sections. Students complete the sections My Talents, Choosing a Career and as optional extra can work on Who Inspires me, and creating a My passions poster

### **Class 2 - Options after School**

**Learning Outcomes - at the end of this class students should be able to**

- Know about the options available to students after school
- Understand the ladder of progression in education
- Have some understanding of the National Framework of Qualifications
- Understand the CAO points and the importance of Entry Requirements

#### **Contents**

Options after school presentation

Use of Reach + - World of Education apps to research courses and add to favourites

### **Class 3 - Multiple Intelligences**

#### **Learning Outcomes - By the end of this class students will be able to**

- Understand the idea of Multiple Intelligences and how there are many different types of intelligences and be able to know what these are.
- Complete a MI questionnaire and read about and reflect on their results.
- Use their knowledge of MI to further their career research

#### **Contents**

Introduction to MI video

<https://www.youtube.com/watch?v=uUOxUeCdVV8&t=325s>

Reach +MI Questionnaire, information on MI and reflection exercise on MI

### **Class 4 - Course/Training Research assignment**

#### **Learning outcomes - By the end of this class students will be able to**

- In your Reach + account use your Career Interest profiler results to search for CAO & PLC courses of interest.
- Use the Courses by sector app to find courses of interest
- Be able to use the Course finder app to find information on any courses of interest
- Read and research some courses of interest and add them to your favourites list
- Select a course to research
- Begin the Course/ Training Research assignment

#### **Content**

Instruction document

Reach + - World of Education Section - Course Finder, Courses by Career Sectors,

Self- Assessment Section - Career Interests - Results & Matching

Course/Training Research assignment

### **Class 5 - Students share their Course Investigation findings & discuss their course options**

#### **Learning Outcomes - By the end of this class students will be able to**

- Make a presentation to a group of their classmates about the finding of their course research assignment

- Collect and evaluate information on a variety of courses by listening to their classmates make presentations on their chosen career areas.
- Look at college prospectuses in groups and explore courses of interest.

### **If time allows**

PLC class

### **Additional Classes**

#### **My Eirquest & My Aptitude Introduction / Careers Quiz**

#### **Learning outcomes by the end of this class students will be able to**

- Know about the My Eirquest & My Aptitude assessment - What they are, when they will take them, using the results to further their career planning
- Complete the registration for the assessments
- Have worked with a classmate to complete the Careers Quiz which reviews information discussed in the classes to date.

### **Content**

My Eirquest & My Aptitude presentation

Career Quiz

[www.myfuturechoice.com](http://www.myfuturechoice.com)

[www.careersportal.ie](http://www.careersportal.ie)

### **Leaving Certificate Subject Choice & Results of Eirquest & Aptitude assessments**

#### **Learning outcomes - by the end of this class students will be able to**

- Know the range of subjects available for the Leaving Certificate
- Gather information about each of these subjects
- Understand how to make positive informed subject choice decisions
- Start their reflections on their LC subject choices
- Review their Eirquest and My Aptitude results and use this information to assist them in their choices
- Use the Reach + Subject choice for LC app for research to assist with LC subject choice decisions
- Use the Qualifax tool minimum subject requirements for research to assist with LC subject choice decisions
- Ask questions on Leaving Certificate subject choices



## Content

Subject Choice Presentation & OLS Subject Choice booklet

Myfuturechoice website

[www.careersportal.ie](http://www.careersportal.ie) - LC subject choice app

[www.qualifax.ie](http://www.qualifax.ie) - Useful Tools - Minimum Subject Requirements

## Work on Reach + Account

### Learning outcomes - by the end of this class students will be able

- Complete sections of Reach+ account
- Ask questions on material covered in class to date
- Provide feedback on the material covered in class to date
- Provide suggestions for topics/activities of interest
- Continue their individual career planning and research

## Contents

Reach+ Checklist

Q & A

Class discussions and feedback

Review of module & feedback survey

If time allows the following class topics are used:

- Interview and Elevator pitches
- An introduction to personality and career planning
- Career Values and workplace scenarios

## Transition Year Guidance Units of Learning 2024/25

### Objectives:

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 help students make informed educational and career choices.

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

**Topics:**

Use of Reach+ Careers Programme for career research and planning - See link-  
[https://cc.careersportal.ie/pdfs/Planner\\_2021.pdf?\\_gl=1\\*oe3iec\\*\\_ga\\*NDg5NDg5OTguMTY3NjgzODU4Nw..\\*\\_ga\\_G9WE7FKW4C\\*MTcxMzI3NTg4OS4yNi4xLjE3MTMyNzU5MzYuMTMuMC4w](https://cc.careersportal.ie/pdfs/Planner_2021.pdf?_gl=1*oe3iec*_ga*NDg5NDg5OTguMTY3NjgzODU4Nw..*_ga_G9WE7FKW4C*MTcxMzI3NTg4OS4yNi4xLjE3MTMyNzU5MzYuMTMuMC4w)

Preparation and reflection on work experience placements

Research, completion & presentation of a Career Investigation assignment

Research, completion & presentation of a College Course/Training assignment

Introduction to Options after the Leaving Certificate and understanding the National Framework of Qualifications, the CAO system, PLC courses & apprenticeships, learning to research options of interest.

Leaving Certificate subject Choice

Preparing a CV & developing career skills

**During the year students will also:**

Visit colleges/workplaces on career trips

Complete aptitude & interest assessments

Decide on your Leaving Certificate subjects

Attend the OLS Career Expo

**Assignments:**

Complete a Career investigation & present this to classmates

Complete a College Course/Training research assignment

Complete sections of Reach + programme online/in workbook

Work Experience placements reflection assignment & present this to classmates

College visits reflection assignment

**Credits:**

Career research assignment	20%	Attendance & Participation	10%
Completed sections of Reach +	10%	Work Experience Reflection	20%

College course/Training  
Research assignment

20%

College Visit Reflection

20%

## 3rd Year Guidance Units of Learning 2023/24

**Title of unit:** Guidance Units of Learning 3rd Year

**Duraton:** 1 Hour class - My Options after school & My Approach to Study/Exams & Preparing for My TY Work Experience/Community Service Placements

**Identified need:** This unit of learning introduces students to a number of topics including preparation for TY and their TY work experience/community service placements and an exploration of careers. In addition, as the focus on assessment increases in third year, this unit enables students to reflect on what a balanced approach to living and learning looks like. The need to begin to enable students to identify career skills and their importance in career planning.

**Aim of the unit:** This unit aims to guide students through the initial steps in understanding their choices and pathways to the future. Students reflect on who they are at the present time and the different aspects/activities they have going on in their lives. They also explore the options they have in the short term and in the longer term. Students begin to explore career skills and preparation for gaining relevant and useful work experience/community service placements. Students learn about good exam techniques and the importance of a balanced approach to study.

**Learning outcomes: Students will be able to...**

- Reflect on all of the important aspects of the student's life and ways of managing a well balanced life amid competing demands and individual goals.
- Examine the paths available to them after school and identify which of the paths might be suitable for them.
- Identify career skills and be aware of their importance to their personal and career development.
- Know how to source relevant and useful work experience/community service placements and know the benefits of these placements

**Sample student learning experiences:**

- Students will list future options that interest them in general. They will note why these particular options interest them and will note where and how they can find out more information on these options
- Use relevant career websites for career research- career sectors in careersportal
- Think, Pair, Share - Ideas for my TY work/community placements
- Class discussions - ways to source work placements
- Circle time - How is school & preparing for Junior cycle exams going for me?
- Preparing for Work Experience info sheet
- Exam techniques and balanced study info sheet

## Links to Junior Cycle

Statement of learning:	Example of related learning in the unit
Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a balanced approach to life and the positive impact that will have on their development and wellbeing,
uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Using technology to develop they career research skills, be able to share their finding with others
Brings an idea from conception to realisation	The students will discuss the myriad of options open to them after school and will begin to make choices based on this understanding.

## Key skills in focus

Key skill	Example of possible student learning activity
Managing myself	Students will learn about the skills they have and the skills they may like to develop into the future.
Staying well	Students will learn the importance of having a balanced approach to life. They will understand that not all aspects of life go well all the time and that it is normal for choices and changes to be made at times.
Managing Information and Thinking	Through being curious about themselves, students will gather, record and organise information about their own person. Students will reflect on who they are and on what this means for their pathways and choices.

## Indicators of Wellbeing in focus

Wellbeing indicator	Descriptors/Example of related
---------------------	--------------------------------

	learning in the Unit
Resilient	The lesson on 'My Options' provides students with an opportunity to reflect on the multiple pathways available after post-primary school. They will learn that there is not a 'one size fits all' approach and that, with effort, they can achieve in the option they select for themselves
Responsible	In the class discussions on study focus is on 'My Balanced Life' students reflect on how they can create more balance in their lives.

### Assessment:

Formative: Students maintain a portfolio of their learning.

### Useful resources and weblinks:

[www.careersportal.ie](http://www.careersportal.ie)

Employability Skills video - careerportal -

Preparation for work experience video careerportal -

Career skills video classroom guidance

## 2nd Year Unit of Learning 2024/2025

**Title of unit:** Guidance Units of Learning - 2nd Year -My Identity, My Values, My Pathways after School, <https://www.123test.com/career-test>, MUSIAC Psychometric test, Presentation Skills, Career Poster

Duration:7 hours approx. 7/8 week 1 Hour per week module

### Identified need:

Second year can be a challenging year for students. They have completed their first year in post-primary school and for some students, second year is a time when they are at risk of becoming unfocused/distracted. This unit of learning addresses this risk by helping students stay positive and focused on their learning by enabling them to explore their personal goals, hopes and dreams and introduce them to pathways after school.

### Aim of the unit:

This unit aims to facilitate self-reflection, goal setting and discussion on how individuals can identify and achieve their personal goals.

Learning outcomes:

Students will be able to:

- Examine 'who they are', their identity, their values and their mindset to gain a greater understanding of themselves.
- Identify some of their personal goals and explore how to achieve them.
- Appreciate the importance of post-primary school for their training/employment in the future.
- Present themselves / their work in a confident and conscious manner.

### Sample student learning experiences:

Write a letter to their future selves. Students will write a letter to themselves which they will open in 6th year. They will note their goals and hopes for their time in post-primary school.

- Students will complete a detailed plan on setting and achieving their personal goals.
- Personal reflection and guided discussion about giving a presentation: students make a list of their 'top tips' for presenting.
- Investigating and working a career and presenting it to a small group of classmates.

Links to Junior Cycle

Statement of learning:	Example of related learning in the unit
1. The student communicates effectively using a variety of means in a range of contexts	The students will gain practical information on how to communicate with others. For example, one lesson focuses on the student's presentation skills and gives them an opportunity to reflect on how they communicate and present themselves in a number of different contexts.

6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	The students will reflect on their unique values and will understand that their values may be different to those around them. They will understand that they can make a positive impact on the lives of others.
11. Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a 'growth mindset' and the positive impact that can have on their learning and wellbeing.

### Key skills in focus

Key skill	Example of possible student learning activity
Managing myself	Students will learn about their unique values and will begin to examine who they are as individuals (their unique identity). Students will apply this learning to their short term choices (such as goal setting) and longer term choices (understanding the pathways that are available after post-primary school).
Staying well	Students will learn to approach challenges (such as a presentation in front of others) one step at a time. By breaking a challenge into small, focused steps, students will learn they can grow to meet the challenge ahead.
Working with others	Through active and cooperative learning activities the students will get to know each other - thus building relationships and a sense of connection with each other and their school.

### Indicators of Wellbeing in focus

Wellbeing indicator	Descriptors/Example of related learning in the Unit
Responsible	Through the lesson on 'My Identity,' students explore who they are and embrace their own unique identity. This action helps them protect and promote their wellbeing. Students will know that not everybody's identity is the same and will respect the identity of others.



Connected	In the lesson 'My Unique Values,' students focus on the positive impact others can have on their wellbeing. In addition, students reflect on how they are connected to people around them and the impact they have on them
Aware	The 'My Mindset' lesson explores how a student thinks, feels and reacts to situations. The become aware of how a 'growth mindset' can benefit them as they encounter life's challenges.

Assessment:

Formative: Students maintain a portfolio of their learning.

Students will investigate a career of their choice and create a poster on this career. Students will present this poster to a group of their classmates

Useful resources and weblinks:

<https://www.123test.com/career-test/>

<https://classroomguidance.ie/test/musaic-psychometric-test/>

<https://guidanceoffice.info/onewebmedia/Junior%20GRL%20Booklet%201st%20years.pdf>

<https://guidanceoffice.info/onewebmedia/Junior%20GRL%20Booklet%202nd%20Years.pdf>

[https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndPresentations\(Worksheet\).pdf](https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndPresentations(Worksheet).pdf)

[https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndMyUniqueValues\(Worksheet\).pdf](https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndMyUniqueValues(Worksheet).pdf)

[https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndIdentity\(Worksheet\).pdf](https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndIdentity(Worksheet).pdf)

[https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndPathways\(Worksheet\).pdf](https://cc.careersportal.ie/pdfs/2nd%20YEAR/GRL2ndPathways(Worksheet).pdf)

## 1st Year Guidance Units of Learning 2024/25

**Title of unit:** Guidance Units of Learning - 1st Year completed as part of Guidance Wellbeing module

Duration: 7/8 week 1 Hour per week module - Introduction to Guidance, My Support Team, Goal Setting, My Progress in school, My Values, My Friend/Family Member's Job

**Identified need:** Moving into post-primary education can be an exciting and challenging time. Many schools have identified a need to support students during this transition in order to help build new relationships and friendships and to enable success in learning

**Aim of the unit:** This unit aims to guide students in their transition from primary to post primary school by facilitating students in developing self-management, personal and social skills. To enable students to know about the guidance service in OLS and the support available to them in school. To introduce career research skills.

**Learning outcomes: Students will be able to...**

- Identify people they can ask for help and support that are available to students in their new school.
- Know how to guidance counsellors support students in school and know how to make an appointment with a guidance counsellor
- Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.
- Practise their Self Management, Managing Information & Thinking and communicating skills

**Sample student learning experiences:**

- Think, Pair, Share – Who can support me in my new school?
- Personal reflection and guided discussion about goals and goal setting.
- Three stars and a wish exercise
- Looking after each other discussion
- Get to Know exercise - 3 true 1 false facts about me
- Circle time - How is school going for me?
- Group work - Present findings of Career Interview - Students interview someone they know about their career
- Guidance Counselling Information sheet
- 1st Year Guidance Questionnaire

**Links to Junior Cycle**

Statement of learning:	Example of related learning in the unit
Communicates effectively using a	Participate in class

variety of means in a range of contexts	discussions, Pair/group work
Takes action to safeguard and promote her/his wellbeing and that of others	The students will gain practical information to help them manage the transition to post primary school. They will also be supported in reflecting on their hopes, fears, expectations and goals within a safe space thus contributing to their overall sense of wellbeing. The students will reflect on the importance of being kind to their fellow classmates during their transition into their new school.
Brings an idea from conception to realisation	Complete interview and share feedback on findings with classmates

### Key skills in focus

Key skill	Example of possible student learning activity
Managing myself	Students will learn how to manage themselves and their learning better through the practice of goal setting and other strategies.
Working with others	Through active and cooperative learning activities the students will get to know each other - thus building relationships and a sense of connection with each other and their new school.
Managing information and thinking	Through being curious about themselves and others, students will gather, record, organise and share information about a career of a friend/family member
Staying well	Students will learn the importance of asking for help when needed and where/who to go to if support is needed.
Communicating	Students will develop communication skills as share information and listen to each other.

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Indicators of Wellbeing in focus

Wellbeing indicator	Descriptors/Example of related learning in the Unit
Resilient	This unit includes two lessons on the topic of 'My Supports.' Students have an opportunity to reflect on supports available within the school. Specific focus is paid to where students can go for help.
Aware	Do I understand what helps me to learn and how I can Improve? Students are introduced to the topic of 'goal setting' and identify ways they can improve themselves
Connected	Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts? In the 'Looking after each other discussion,' students will learn how one's actions can impact their own lives and their interactions with others. Connecting with family/friends by carrying out a career interview

Assessment:

Formative: Students maintain a portfolio of their learning.

Students provide feedback on career interview to group of classmates.

Useful resources and weblinks:

[https://careersportal.ie/guidance/index\\_junior.php](https://careersportal.ie/guidance/index_junior.php)

[www.classroomguidance.ie](http://www.classroomguidance.ie) - questionnaires

Goal Setting video - <https://www.youtube.com/watch?v=mtueOVa4c3w&t=88s>

## Appendix 6 Guidance Developments & Future Priorities

### Developments in Guidance in OLS

- Introduction of Leaving Certificate Applied 2016.
- Involvement with Jigsaw in My World youth mental health survey 2018. Second Year and Fifth 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 Expo for Fifth Year students in conjunction with the Parents’ 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 24th. A career skills workshop for students has also been part of this event. In 2023 both TY and 5th year students attended the event and Higher/Further Education Colleges & Apprenticeships training providers attended the 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 2018. Wellbeing week happens in OLS every year. 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, Accounting and Physical Education. 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. They are also involved in the Career Expo. A and Wall of Inspiration to acknowledge achievements of past pupils was introduced recently.
- 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.
- A seminar on resilience was introduced for 2<sup>nd</sup> 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 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.
- Transition Year Student Interviews - All TY students attend two interviews with school staff to assess their progress in transition year and to develop their interview skills.
- The introduction of academic mentoring for 6<sup>th</sup> Year students who wish to avail of it.
- Introduction of Working Things out programme 2020. This is a small group Youth Mental Health Programme
- Reviewing subject choice at Junior Cycle in light of the new Junior Cert.
- 2021 Involvement of school in Jigsaw's One Good School programme.
- Introduction of a Career Week this year taking place 22<sup>nd</sup> -26<sup>th</sup> April 2024
- Introduction of the Leaving Certificate Vocational Programme as as LC option for students (started academic year 2022/2023)

### **Future Priorities for Guidance**

- Junior Cycle Guidance modules (6/7 classes in 1st & 2nd Year) starting academic year 2024/25.
- Whole School Guidance planning team to be in place for academic year 2024/25
- Guidance Counsellor to be given time to address all school staff at the beginning of the academic year in relation to whole school guidance.
- Guidance workshops for 3<sup>rd</sup> and 5<sup>th</sup> year students
- Weekly careers class for TY students to incorporate, preparation and reflection on work experience, reflection of taster subjects for LC subject choice, College/workplace visits, career portfolio.
- Expansion of Career Week
- Involvement of the guidance department in the review of key relevant policies.
- Reviewing interest and aptitude tests used in Guidance in light of the availability of new tests.
- Further sharing of guidance resources using Google Drive.
- Further guidance needs analysis by students, parents and staff to guide future guidance planning and practice. Use of cluster groups of TY & 6<sup>th</sup> year students and WSG planning team to carry out need analysis as part of planning in 2024/25
- Developing cross curricular career links for Whole School Guidance planning
- Introduction of external School Counsellor and liaison of Guidance Counsellors with them to provide this service for students identified as in need of it.

- Further development of the school's participation in Jigsaw's One Good School programme.

# Appendix 7 GUIDANCE REFERRAL FORM

## Referral Form for Guidance Counselling

**B** *I* U  

Please submit a form for a student you feel might need some guidance counselling at present. You also need to EMAIL the Guidance Counsellor to ask them to check your form submission. They will contact you if they need further information.

This form is automatically collecting emails from all respondents. [Change settings](#)

Name of Student \*

Short-answer text

Class \*

Short-answer text

Teacher making referral \*

Short-answer text

Reason for referral: \*

Long-answer text

Any further information?

Long-answer text

What outcomes would you hope for from this referral?

Long-answer text

I will email the relevant Guidance Counsellor to alert them to this form submission. \*

Yes



## Appendix 8 SAMPLE OF AVAILABLE REFERRAL AGENCIES

Name of Agency	Support offered
National Educational Psychological Service,	
Jigsaw Tallaght	Student counselling for a range of mental health issues
Crosscare Teen Counselling	Student counselling for a range of mental health issues
Irish Association for Counselling and Psychotherapy <a href="http://www.iacp.ie">www.iacp.ie</a>	Provides a link for people looking for counselling/psychotherapy and providers
Pieta <a href="http://www.pieta.ie">www.pieta.ie</a>	For students at risk of suicide and self-harm
Garda, Terenure	
My Options	Information and support on unplanned pregnancy
Rape Crisis Centre	Support to survivors of sexual abuse
Bodywhys	Supports around eating disorders
Lucena Clinic/Child and Adolescents 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 (LGBTI+) 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.

MyMind

Free online and phone supports & psychotherapy services for, adolescents age 16 and above

Turn2Me

Online counselling

## Appendix 9 EXPLANATION OF ACRONYMS

- AEN Additional Educational Needs
- WSG Whole School Guidance
- SST Student Support Team
- 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

## Appendix 10 Career Week Activities 2023/24

Career Week 2024 - schedule

The **OLS Career Week will run from 22nd April to 26th April 2024**. We are asking all subject teachers, if possible, to please spend some time discussing careers related to your subject during classes at some time during the week. Please see the google slides below which have information on careers related to the school subjects. Many thanks for your help with this and if you have any suggestions for the week please let us know.

[Careers with....](#)

### **OLS Career Week 2024 Events**

All Years - Class discussions on Career related to each of their school subjects with subject teachers

1st Year students- Career Quiz in pastoral care class

2nd Year students - Career Quiz in pastoral care class

3rd Year Students- Career Videos in pastoral care class and 3rd Year Careers workshop- preparing for TY work experience and introduction to career planning.

### **TY and 5th year students - OLS Career Expo - Wed 24 April 6.30pm -9pm St Joseph's Hall and surrounding classrooms**

The purpose of this event is to allow the students the opportunity to meet and talk to representatives from a number of different colleges of Further and Higher Education and Training/Apprenticeship opportunities to assist them in their career planning. Students also have the opportunity to meet and talk to people working and/or studying in a number of different professions and to attend a career skills workshop. Lots of our parents and past pupils volunteer to participate in the event. We would love some OLS staff to help with the event if you are available that would be greatly appreciated. Please sign up in the staff room or send us a quick email ([lporter@olschool.ie](mailto:lporter@olschool.ie) or [fbannan@olschool.ie](mailto:fbannan@olschool.ie) )

6th Year Students- Visit from OLS class of 2023 past pupils to discuss life in college and their chosen career paths during pastoral care class.

## Appendix 11 WSG Planning

Team members 2024/25

Marguerite Gorby, Fionnuala Bannan, Lesley Porter, Emma Griffin, Jess Reilly