



Guidance Department Policy

Presentation Secondary School

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1. Rationale and Context

Guidance at Presentation Secondary School refers to the learning experience provided to assist students to develop self-management skills which will lead to effective choices and decisions about their lives. The key developmental areas of focus are: Personal/Social, Educational, and Vocational.

School Mission Statement

At Presentation Secondary School, inspired by the vision of Nano Nagle we strive to develop a caring and inclusive learning community, that optimises the potential for each person. Presentation Secondary School seeks to ensure that students are enabled to reach their full potential - academic, spiritual, physical, social, cultural and creative; encouraging them to face life with optimism, self-confidence and an appreciation of excellence at all levels.

The Guidance Plan reflects our student centred holistic approach to learning and wellbeing. The enhancement of self-esteem and life skills and the development of one's potential- academic, personal and emotional, leading to greater personal autonomy for all students, are its central goals.

This Guidance Plan refers to the subject guidance, as it is delivered to students in Presentation Secondary School. It is a structured document that describes the School Guidance Programme and specifies how the guidance needs of students are to be addressed. It is a working document that looks at the provision of guidance in the whole school both now and in the future. This guidance plan forms part of the Whole School Plan.

Policy Developments and Recent Initiatives/Studies

The Education Act requires our Board of Management to develop a school plan based on the needs of the school. The school guidance plan forms part of the school plan.

Presentation Secondary School is required by the Education Act to “ensure students have access to appropriate guidance” (Section 9c). The following policies guided and informed the design of our guidance plan.

- NCGE; A Whole School Guidance Framework, 2017.
- Data Protection for the Guidance Counsellor; Compliant Data Management, 2018.
- Looking at our schools 2016; A Quality Framework for Post Primary Schools.
- NCGE; WSG Framework; Junior Cycle, 2018.
- NCGE; Planning the School Guidance Plan, 2004.
- Department of Education & Skills; Guidelines for Second Levels Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance, 2005.
- Student Support Teams in Post Primary Schools; A guide to Establishing a Team or Reviewing an Existing Team; Department of Education and Skills, 2014.
- Department of Education & Skills: Well-Being in Post Primary Schools; Guidelines for Mental Health Promotion and Suicide Prevention, 2017.
- School Development Planning Initiative (SDPI): Planning the School Guidance Plan, 2004.
- Career Guidance and Public Policy; Bridging the Gap, 2004.
- https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0011_2017.pdf
- https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
- <https://www.ncge.ie/school-guidance-handbook>
- www.gdpr4schools.ie

What is Guidance?

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students in making choices about their lives and to help students in making transitions based on these choices. Guidance is provided through the school guidance programme. The guidance programme is the specific set of learning experiences which Presentation Secondary School provides in response to the guidance needs of our students. The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling

as a single process that "aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices."

These choices may be categorised into three separate but interlinked areas: (i) Personal and Social, (ii) Educational and (iii) Career. Guidance provision in schools involves a range of guidance and counselling activities and services, relating to students' access to appropriate guidance.

Principals that underpin the School Guidance Programme

In Presentation Secondary School, the school guidance programme should:

- Recognise that guidance is a whole school concern
- Be accessible
- Recognise that guidance is specialist area within education
- Be impartial
- Be transparent
- Be student-centred
- Be inclusive
- Be balanced
- Be responsive
- Respect confidentiality in counselling and assessment activities
- Empower students to take responsibility for their own development
- Promote equal opportunities for all students
- Make full use of resources
- Be reviewed on an on-going basis (NCGE, 2004)

Aims

- Provide a framework for the delivery of the school's guidance programme
- Ensure a structured response to student's personal, social, educational and career guidance needs.
- Ensure guidance is inclusive of all students in both junior & senior cycles, students from minority groups, international students, and students with special educational needs and students from all socio economic backgrounds.
- Ensure all staff have a clear understanding of the provision of guidance to students
- Clarify the role of the guidance counsellor and the role each partner in the school has in relation to the provision of guidance.
- Provide a framework for students to develop their self-awareness

Target Groups

In planning the guidance department plan, we seek to ensure that available resources are utilised to meet identified needs and priorities. Presentation Secondary School's guidance programme aims to take into account the needs of all students at all levels within the school. The programme aims to provide a balance in the personal and social, educational and career guidance offered.

Within the resources available for guidance within the allocated 24hours, the guidance department strives to prioritise certain groups of students during the school year.

Objectives

- All students are aware of the guidance supports available within Presentation Secondary School, and how to access the service
- Students have access to and receive appropriate guidance
- Presentation Secondary School delivers an inclusive guidance programme
- Staff are familiar with the guidance provision within the school
- Guidance department and school partners are aware of the full range of activities through which the school addresses the needs of our students.

- Students obtain a better self-understanding through the use of psychometric tests and other inventories.
- Senior students are provided with data on education & training opportunities, occupations, labour market information etc.
- Students develop personal and social skills including self-awareness, decision making, and problem solving and planning

Pastoral Care Team

Pastoral Care team meet once a week on rotation:

Week 1; Monday - Period 3

Week 2; Wednesday - Period 5

The pastoral care team is part of the student support system in Presentation Secondary School. The pastoral care team encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of our students.

The pastoral care team is a student focused mechanism put in place by Presentation Secondary School in order to:

- Co-ordinate the support available for students in the school
- Facilitate links to the community and other external support services
- Enable students with support needs to continue to access a full education
- Assist staff to manage those students effectively
- Advise school management on the development and review of effective student support policies and structures

In August 2018, the guidance department, in collaboration with management, designed introduced a pastoral care referral form. Copies of this form are available to staff (displayed in staff room (see Appendices). Completed referral sheets are collected by relevant year head and brought to Pastoral Care meeting. The Pastoral Care Team works with a solution focused approach to provide a way of implementing a short-term intervention that can be readily evaluated.

“Confidentiality - the key question is; will the disclosure of information be of benefit of the student. The welfare of students is the deciding factor. The pastoral care team makes the decision on how much information should be shared” [Department of Education and Skills-]

Record Keeping: Team co-ordinator takes minutes during the meeting and records of same are kept in accordance with the General Data Protection Regulation; 2018.

Data Protection: Is an important element of the work of the at Pastoral Care team. In line with the Data Protections Acts of 1988 and 2003; GDPR 2018. It is essential that Presentation Secondary School has a well developed and implemented policy on record keeping.

Child Protection: The Department of Education’s Child Protection Procedures for Post-Primary Schools (Section 3.5) outlines the requirements for recording information in relation to reports and/ or allegations relating to child welfare concerns.

Personnel:

Mr. Shane Hallahan	Principal
Ms. Sandra Campion	Deputy Principal
Mr Anthony Reynolds	Deputy Principal
Ms. Natasha Smith	Learning Support Co-ordinator
Ms. Maura Fallon	Guidance Counsellor
Ms. Elaine Murphy	Guidance Counsellor
Ms. Angela Quinn	Chaplain

Guidance Department Personnel

Guidance Counsellors:

Maura Fallon

Bachelor of Religious Science (DCU) 1998

Higher Diploma in Arts (School Guidance & Counselling) Maynooth University 2001

MA in Education (School Guidance & Counselling) Maynooth University 2011

Registered with Teaching Council: 135229

Member of IGC

Elaine Murphy

Bachelor of Business Studies: University of Limerick 2005

PGDE: University of Hertfordshire 2008

PGDSGC: Maynooth University 2014

Teaching Council Registration: 175448

PSI Accredited Test User

BPS Pending

Total guidance allocation in Presentation Secondary School: 24hrs

As part of planning, time needs to be structured. The following is a timetable which sets out time allocated to different areas of guidance. Flexibility is required as incidents occur in schools which need to be addressed as a priority.

Formal Meetings: Set Times and Dates

- 1 per fortnight Guidance meeting
- 1 per week Pastoral Care Team meeting

Informal Meetings: Meetings that are set when required.

- Guidance Counsellors & Principal
- Guidance counsellors & Deputy Principals
- Guidance Counsellors & Programmes Co-ordinators
- Guidance counsellors & Year Heads, Subject Teachers

Resources

- Guidance Budget
- Guidance Offices / Notice Boards/ Guidance Classroom
- Google Classroom
- ICT
- Reach+ Programme for TY students (will be expanded to all senior classes 2019/2020)
- Classroom Guidance
- College Websites / Prospectuses
- Handouts
- Materials from CPD
- Field Trips: College open days and career exhibitions, Guest Speakers, Past Pupils, Industry Spokespeople.
- Careers Portal
- Qualifax
- Online Appointment Booking System
- NCGE
- IGC
- NEPS
- DES
- SSE
- Test Materials
- Alumni
- School website
- School Twitter Account

Monitoring and Review

The guidance department will make provision for ongoing monitoring and review (June 2019). We will identify:

1. The extent to which guidance objectives are being achieved
2. The factors that facilitate or hinder that achievement

3. Unplanned outcomes, unmet needs and possibly new/emerging target groups

This process will assist Presentation Secondary School in forward planning so that our school guidance programme remains relevant to the needs of the students.

Methods of monitoring and review:

- Soliciting the views of school partners
- Development of a summary report of activity with a critical analysis by the guidance counsellors (peer review)
- Follow up studies of the target groups
- Tracking of Leaving Certificate Students (data is emailed to management). This informs the work of the Guidance Department.

Monitoring is intended to be an ongoing activity. An annual written report for the Board of Management will be presented.

The Role of the Guidance Counsellor

- **Counselling:** Through the use of person-centred therapy (Rogers Core Conditions), counselling aims to give students a space to develop their self-awareness. In this way, students may begin to see that they inherently possess the tools they need to change behaviours, make decisions, and resolve issues in their lives. It “is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis” (Department of Education and Science; 2005).
- **Support:** Providing support to all students, parents, teachers, the school principal, the Board of Management and referral agencies in assisting the personal and social, career and educational development of students.
- **Assessments:** Guidance counsellors are trained to use a range of psychometric tests and other evaluative instruments to support relevant objectives of the school guidance programme.
- **Information:** Assisting the students to obtain, understand and make use of information relevant to their personal, social, educational and career development.

- **Classroom guidance activities:** Providing classroom based learning experiences that are relevant to the objectives of the school guidance programme.
- **Referrals:** Seeking support for student from external agencies, e.g. NEPS; CAMHS
- **Professional Development:** Guidance counsellors are committed to ongoing CPD.

2. Guidance Curriculum

The guidance curriculum can be divided into two components:

- Formal (Senior cycle: timetabled classes – TY, 5th Year, 5th Year LCA and 6th Year)
- Informal

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance
2. Classroom guidance delivered in regular weekly classes. See schemes of work for classroom guidance with TY, 5th, LCA and 6th year class groups in Appendices.

Informal Guidance

The Informal Guidance programme consists of liaising with teaching staff/management to promote cross-curricular links and to enhance the development of a whole school approach in relation to the delivery of Guidance. Meetings with parent/guardians/ teachers/ management form an integral part of informal guidance.

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

The following lists the methods by which Guidance is provided in each year group through a whole school approach in the form of Personal/Social, Vocational and Educational Guidance.

This is an overview of the long-term planning and curriculum content covered for each year group. Presentation Secondary School has a whole school approach to study skills. In 2018, the guidance counsellor, in consultation with the year head, decided to go with an in-house study skills delivery to sixth years (in conjunction with Energise Week).

1st Years	SPHE, RE, CSPE 1 to 1 Counselling Study skills seminar Assessment when required Induction programme Mentor/prefect system (Le Cheile) Subject choice meeting with Guidance Counsellor on request
2nd Years	SPHE, RE, CSPE 1 to 1 counselling Guest speakers Study Skills
3rd Years	CSPE, SPHE, RE, 1 to 1 counselling Careers Fair Subject choice in workshop – class visit by Guidance Counsellor 3-4 weeks Subject Choice Booklet

TY

RE

1 to 1 counselling

Work experience,

Career Exploration / Career open days / Guest speakers

Mini Company

5th Years

RE, Health Education

LCVP: preparation for the world of work,

Career Investigation, Work Shadowing

Study Skills Seminar / Goal setting

Open Days / STEM, Outside speakers: Colleges/careers

1 to 1 Counselling,

5th Year LCA

Guidance

Guest Speakers

Work experience

Excursions

1 to 1 meetings where required

6th Years

RE, Health Education,

Structured Careers class / LCVP Time) Application systems, Career

Opportunities, Interview Tech, Study Skills, and Examination Tech etc.

Outside speakers: Colleges/Universities/financial supports

Open Days/career exhibitions

1 to 1 Career interviews

1 to 1 Counselling

Planning for Students with Special Educational Needs (SEN)

- Guidance counsellor visits primary schools and meets with 6th class teachers to discuss any SEN needs.
- Teachers are informed through the SEN team and the guidance department as to the students who may require additional supports. Teachers are aware of student's with additional needs and the SEN department will advise teachers in strategies that might best assist students requiring additional supports.
- To provide appropriate guidance for junior subject choice and senior cycle career planning, in making sure that students with special needs are informed about the DARE and REACH (WIT). The guidance department also delivers information on the DARE programme and through one to one interviews, identifies students. The guidance department meets with the SEN team and discusses the applicants. Parents are invited to attend a meeting with the guidance counsellor to discuss their daughter's application.
- Use assessment for learning techniques
- Collaboration between class teachers, SEN teacher, and the special needs assistant.
- Guidance counsellor works with the SEN team in assessing SEN students e.g Cambridge Profile Test
- SEN co-ordinator liaises with guidance department to discuss SEN students that may require a reduced timetable. Guidance counsellor will meet with student and parent to discuss implications for entry requirements.
- All SEN information assessments etc are kept in SEN office.

Students who transfer from other post primary schools

- The guidance department plays a significant role in the integration of new students from other post primary schools.
- The incoming applicant is subject to the school's admissions policy and subject to a place being available. The school may also request;
 - Information relating to the reasons for transfer
 - Information from the former school relating to attendance; educational progress, and SEN
 - Guidance counsellor meets with transfer student and parent/guardian
 - Guidance counsellor meets selects an appropriate 'buddy' to help incoming student settle in.
 - Guidance counsellor meets with incoming student over following weeks

Cross Curricular Planning

Guidance Counsellor links with vocational preparation teacher and LCA co-ordinator re the guidance module and work experience. Guidance counsellor also links with TY co-ordinator regarding TY work experience.

The guidance department plans to work collaboratively with SPHE, RE and other subject teachers with the aim of further developing our Whole School Guidance Plan and formalising cross curricular links.

Subject Planning for a Culturally Diverse Society

In Presentation Secondary School we participate in an exchange programme with students from Europe attending our school, some for a term, but mostly for a full school year. We are inclusive in integrating the students and their culture. This is facilitated through the subject department such as languages where they facilitate Spanish cinema club.

Integration can be achieved by conversing on different cultures, economies and schooling systems and comparing and contrasting the differences between Ireland and those countries.

Senior cycle guidance students are encouraged to explore all options available to them through the UCAS / EUNICAS options to study/learn and or volunteer abroad.

The Use of Literacy and Numeracy in Guidance

Literacy

The aims of promoting literacy in Guidance will be focused on supporting students to learn about different terminology related to career and educational guidance specifically, as well as helping them develop and improve their communication and decision making skills. The aim is to also raise the students' own awareness of the importance of literacy in all subject areas. Engaging with the different resources in Guidance can help students to use and interpret language associated with this subject. The exposure to guidance terminology increases the student's ability to recognise the language related to personal, career and educational guidance. It also helps students to make informed choices about life and study at school and further education. Resources that promote literacy in Guidance in school include; the use of digital media, ICT, posters, maps, graphics, illustrations, guest speakers and college open day visits, etc.

Methods used in to promote literacy include:

- Keywords: written on the board during lesson, students are encouraged to write keywords into guidance folder/copy.
- Drop everything and read. (DEAR) If students forget to bring a book students are encouraged to choose from the many array of college prospectuses on offer. In turn promotes an interesting conversation among students and teacher.
- Visits to Open Days/Visits in by Guest speakers/ College Spokespeople.
- Exposure to the LCVP programme in school enhances knowledge and skills related to career guidance in the module 'Preparation for the World of Work'. Doing career investigations, Curriculum Vitae's, Work experience diaries as part of LCVP. Engaging in recorded interviews, mock interviews, role playing are all ways to improve the communication, problem solving and decision making skills. These skills are all essential to improving the overall literacy within our departments.

- The CAT was used to assess the student's verbal ability coming into first year.

Numeracy

Methods to promote numeracy in Guidance:

- Firstly, students are encouraged to set target grades within subjects. This helps focus students and set realistic goals when students are considering point's allocation for senior cycle.
- Calculating CAO points
- Working out a budget for college
- Calculating eligibility for SUSI grant

Effective Teaching Methodologies

Learning Intentions are shared with students at beginning of class. Other effective teaching methodologies include:

- Active learning group & pair work, individual work, self-evaluation
- Formative assessment
- Continuous feedback
- Trips to open days and colleges
- Guest speakers

3. Meetings with Students

Since August 2018, a new online booking system has been in operation. This system allows for efficient use of resources, and also helps the guidance counsellor in creating a safe space for students in Presentation Secondary School.

The guidance counsellors will work within their level of competence and that set out in the Institute of Guidance Counsellors Code of Ethics. We have a responsibility to inform

students the limitations of confidentiality and below sets out the Confidentiality Statement made to students in Presentation Secondary School.

Confidential Statement made to Students:

“Everything you say in here is confidential; unless I am worried about you – if I feel you are at risk, or someone else is at risk”

The guidance counsellor is not released from maintaining confidentiality because others have the same information. Where necessary the guidance counsellors will undertake to obtain consent of the student before communicating the results of any assessments or interventions with family members, colleagues, organisational or institutional management or other agencies. The guidance counsellor is responsible for and is aware of her area of competence and offers services within her area of training and expertise. Good ethical practice requires that a guidance counsellor consults on areas of concern or doubt and is prepared to refer on those cases, which are beyond her area of expertise or training. In all cases of Child Protection concerns, the guidance counsellor will immediately consult with the Designated Liaison Person (Mr. Shane Hallahan) or Deputy DLPs (Ms. Sandra Campion and Mr. Anthony Reynolds) in absence of the DLP.

Student appointment: Protocols/ Procedures:

Guidance counsellor meets with all potential UCAS applicants in early September. All Leaving Certificate students are met on a one to one basis. Students ask permission of subject teacher in advance of appointment. At the end of the meeting, additional research is assigned to the student and the student is encouraged to schedule another appointment in 3-4 weeks' time.

Fifth year students who have concerns regarding subject choice are offered an appointment with the guidance counsellor. Students can make changes to subject choice up until the October mid-term break, provided there is a space available in class.

All TY's are given individual feedback on CAT.

Guidance counsellor meets with all 3rd Years in class groups for a block of 3 – 4 weeks before subject choice/programme deadline. Third years are free to make an appointment with the guidance counsellor to discuss subject/programme choice. Potential LCA candidates are given an appointment with the guidance counsellor.

All students are given a permission slip, dated and signed by the Guidance Counsellor. They must show this to their class teacher before they come for the one to one session so that they may be excused from class by the class teacher.

4. Meetings with Parents

Protocols/ Procedures

- Guidance counsellor attends all parent teacher meetings. Guidance counsellors deliver a 10/15 minute briefing to staff prior to PT meetings. Briefing includes information on; SEN students, students at risk etc. This ensures that all staff have relevant and updated information on all students.
- Guidance counsellor delivers presentation to parents at Open Night, CAO, programme/subject choice information evenings.
- The Guidance Counsellor available to meet parents if requested.

5. Testing

Guidance counsellors adhere to the IGC Code of Ethics and practice in accordance with the registered qualified test user guidelines of the accrediting body. The International Test Commission (ITC) Guidelines for Test Use describe a competent test user as one who will *“use tests appropriately, professionally and, in an ethical manner, paying due regard to the rights of those involved in the testing process, the reasons for the testing and, the broader context in which the testing takes place. This outcome will be achieved by ensuring that the test user has the necessary competencies to carry out the testing process, and the*

knowledge and understanding of tests and test use that inform and underpin this process”.

(International Test Commission, 2001. p93-94)

All test results are discussed on a one to one basis with the Guidance Counsellor when required, or where appropriate in small groups. Results of CAT assessments are printed for the students to take home, with an explanation page attached. A copy of all CAT results is placed in individual student file.

Assessment/ Aptitude tests used for incoming First Years

1. CAT 4, Level E

Assessment/ Aptitude tests used for Third Years (students going directly into 5th year)

1. CAT

Assessment/ Aptitude tests used for Transition Years

1. Qualifax Interest Inventory
2. Career Interest Test (Careers portal/REACH+)
3. CAT
4. Personality (Careers Portal/REACH+)
5. Guidance Counsellor comments in end of term report

Assessment/ Aptitude tests used for Fifth Years

1. Qualifax Interest Inventory
2. Career Interest Test (Careers portal)
3. Multiple Intelligence (Reach Programme)
4. Guidance Counsellor comments in end of term report

Assessment/ Aptitude tests used for Sixth Years

1. Multiple Intelligence (Reach Programme)
2. Personality (Reach Programme)
3. Career Interest Test (Careers portal)
4. Qualifax Interest Inventory
5. Guidance Counsellor Comments in end of term report

6. [Links](#)

Internal Links

- Guidance counsellors attend a weekly meeting with the Pastoral Care team
- Links are made with local support GP's NEPS and CAMHS, Social Workers where necessary.
- Links are made with the SEN department for planning and on a needs basis. SEN team assist guidance counsellors in the carrying out of CAT assessments.
- It is envisaged that opinions of the Students Council will be surveyed as part of the process of developing the school's guidance plan and of reviewing the guidance programme at the end of this year.
- Links with Parent Association: The parents association are kept up to date of guidance issues by the principal. It is envisaged that the parents association will participate in the development and review of guidance policies and programmes.
- Links with year heads and management regarding student welfare
- Guidance departments links with Wellbeing and Antibullying; guidance counsellor on both committees.
- Links with subject teachers regarding subject choices, options and student referrals.

External Links

- Employers: All Transition Years go on 3 weeks work experience.
- Colleges/ Admission Offices: School Liaison officers are invited to speak to 6th year students. Guidance counsellor attends guidance information days at various colleges.
- Colleges of further education: In Presentation Secondary School, we have developed strong links with Ormonde College, our local college of Further Education. Our 6th year and LCA students attend the open day. Their guidance counsellor speaks to our students regularly and advises on PLC interviews.
- Local Agencies: community guard / Garda Station and defence forces who may come in to give various presentations.

- Primary School: The deputy principals and various subject teachers visit all the primary schools in the school's catchment area in September to invite students to the Open Night. Guidance counsellor visits all the primary schools in early summer to speak to 6th class teachers regarding incoming students.
- In-house Careers Fair: School liaison officers and representatives from local agencies are invited to attend our annual in-house careers fair. This event is organised by the guidance counsellor.

7. Policies

Presentation's Guidance Programme is consistent with and supported by a range of other School Policies:

Whole School Guidance Plan

Child Protection Policy: Child Safeguarding Statement Presentation Secondary School

Code of Behaviour

Anti-Bullying Policy

SPHE/RSE Policy

Internet and Acceptable Use Policy (includes Mobile phone and iPad policy)

Attendance Policy

Data Protection Policy (GDPR)

Special Education Needs Policy

Leaving Cert Applied and Transition Year Policy

Complaints Procedure

Suspension Expulsion Policy

Critical Incident Policy

Pastoral Care Team Policy

School Admissions Policy

*Some of the above policies are yet to be ratified

8. Continuous Professional Development

- Attending ASSIST training 25th & 26th October 2018
- IGC annual conference and workshops 2018, DCU
 - Restorative Practise (Both GC's)
 - Responding to Youth Self Harm and Suicide
 - Supporting Gender Diverse Students
- Bereavement and Loss Workshop; Brid Carroll, Kilkenny September 2018
- 'Stand up' Teachers Workshop, Kilkenny, October 2017
- Safetalk – Maynooth University April 2015
- CAO Conference, Waterford, November 2018
- Child Protection In-service by JMB, August 2018
- Wellbeing – JCT In-service; September 2018
- Reach+ Training; Enniscorthy Education Centre, October 2018
- Foundation Diploma Arts (Assessment Theory & Practice) NUIG -2018
- European Mobility Module-Euro Guidance-2017
- 'Opening Conversations'; LGBTI, Maynooth University 2015
- Google Classroom & Calendar training - August 2018
- Child Protection Online - June 2018
- GDPR Online Training – August 2018
- LCA In-Service-Tallaght Education Centre-September 2018
- BPS Accredited Psychometric Training; August 2017
- IGC annual conference and workshops 3rd & 4th March 2017 in University College Cork
 - Managing the Threat of Aggression and Violence in Young People
 - An Emotions Based Approach to Bullying
- Understanding Self Harm HSE, 2016 Kilkenny
- Kilkenny/Carlow Guidance Counsellors - Branch meetings and workshops

Counselling Supervision; both guidance counsellors attend supervision in Kilkenny Education Centre

9. Proposed Actions by Guidance Counsellors

Short term (academic year 2018/2019)

- Briefing school staff, management, Board of Management, Parents Council on the Presentation Secondary School's guidance department plan and Whole School Guidance Plan.
- Guidance Needs Analysis
 - ✓ Consulting the students council/students
 - ✓ Consulting parents
 - ✓ Consulting alumni

(Strategies to include; interviews, focus groups and questionnaires)
- Formulate targeted actions based on results of guidance needs analysis
- Whole School Guidance Plan to be ratified by Board of Management (August 2019)
- Closer collaboration with LCVP, SPHE and RE departments
- Guidance counsellor self-evaluation
- Scheduling regular (once a term) meetings with registered students and parents/guardians who are being home schooled.
- Maura to attend ASSIST training
- College Awareness Week

Long Term (academic year 2019/2020)

- Pastoral Care Team Review
- Begin a conversation with management around Restorative Practices
- To begin to develop a framework in Presentation Secondary School to become a Health Promoting School
- Incorporate Junior Cycle Wellbeing guidelines using NCGE WSG Framework

Appendices

Appendix 1

TY Career Guidance Programme 2018/19

Time Allocation

One class per week per group for the year. Five TY Guidance classes per week.

Aims & Objectives

- To encourage students to learn more about themselves & their strengths
- To teach students how to access information concerning career options and courses
- To teach about the framework of qualifications, and movement through the framework including entry requirements
- To inform students about learning styles, study techniques and self –management
- To prepare students to make informed choices about Subject Choice
- To prepare students for the world of work-CV preparation, LinkedIn, Interviews

Course Content

Term One

Self-Assessment

- Personal and Career Values
- Personality
- Career Interests-What would I like to do?
- Aptitudes and Intelligences
- Career Skills-Career skills self-assessment
- Enterprise Skills-who wants to be an Entrepreneur?

Term Two

- Learning Styles
- Setting and Resetting Targets
- Open Day plan
- Preparation for the World of Work- CV, Application Form, LinkedIn
- Interview techniques

Term Three

- Subject Choice for Leaving Cert
- Minimum Requirements
- CAO Points System
- Qualifications and Levels
- Aptitude Tests (CAT4)

Term Four

- Career Investigation & class presentation
- Mock Interviews
- Subject choice (continued)

Term Five

- Vision Board
- Study abroad (UCAS and Eunicas)
- Subject Choice (continued)

Resources

- Individual Student files
- Computer Room
- Qualifax, Classroom Guidance
- Careers Portal-REACH + programme
- Google Classroom
- Worksheets and Hand-outs

- College Prospectuses, websites
- CAO Handbooks
- Careers Fair-Presentation Secondary School
- Subject Choice Night for parents
- Subject Choice Booklet
- College visits
- Speakers
- Psychometric testing
- DCU Centre for Talented Youth
- Referral Sheets/Pastoral Care meetings

Learning Outcomes

- Students will have knowledge of their strengths and aptitudes and career personality.
- They will have some knowledge of careers available to them and begin selecting careers which are a good match with their abilities and personalities.
- Students will complete a career investigation and will reflect on whether or not it is a career area they would like to explore further.
- Students will have an awareness of the CAO and the new points system.
- Students will be aware of the NFQ's and the entry requirements required for levels 5, 6, 7 & 8.
- Students will have an awareness of other options open to them after school (apprenticeships, PLC courses, Kildalton College, etc.)
- Students will have the skills to continue to research Careers and courses using Careers Portal, Qualifax and other relevant websites
- Students will have an awareness of their learning styles and how best to study for that style (CAT4 assessment)
- Students will choose appropriate subjects for Leaving Cert that match their aptitudes whilst considering college entry requirements also.

Assessment Procedure

- CV/Cover Letter
- Career Investigation Presentation
- Mock Interview
- Progress tracked on REACH student workbook and online careers programme
- Comment included in end of year Report

Curricular Links

- Guidance and ICT collaborate in CV preparation
- Guidance Dept. collaborate with personnel involved in work experience preparation
- Guidance Dept. liaise with management and staff to discuss 'at risk' students

Assignments

- Class presentation-career investigation
- CV
- LinkedIn profile
- Mock Interview

Additional Information

Subject choice is an essential and important aspect of the TY career programme. A module in Subject Choice is conducted along with a Parents' Information Night in which each parent receives a subject choice booklet.

Subject choice can also be discussed during one to one appointment if required by students. Parents/guardians are welcome to make an appointment with the Guidance Counsellor to discuss subject choices. Students are encouraged to discuss their subject choice with their parents.

Appendix 2

LCA 5th Year Guidance Scheme 2018/19

Guidance Counsellor delivers the Guidance module within Vocational Preparation & Guidance.

1 class per week.

Rationale

This mandatory module offers students a range of learning experiences that will enhance both their vocational development and their understanding of the world of work. It aims to develop important workplace skills such as planning, communication and teamwork. This module will help the students to develop an awareness of their personal strengths and interests in relation to the world of work. The students will develop their own career action plan over the two year programme.

The guidance module is delivered and completed over the two years of the programme, one unit per session. Students have one class of Guidance per week.

This module is designed to facilitate the student's vocational development. Students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; to investigate a range of career, education and training opportunities and to devise a personal career action plan. It seeks to facilitate the process of matching and applying these interests, aptitudes and skills to particular career areas and the world of work in general.

Note: The module is designed to complement but not replace individual career planning interviews between the guidance counsellor and individual students.

Aims:

- To enable the student to become more aware of her interests, skills and personality attributes and relate these to different fields of work

- To help the student determine her own strengths or weaknesses and relate these to working life
- To provide opportunities for the student to identify general areas of employment that suit her own skills, qualities and interests
- To enable the student to access and use relevant careers information
- To help the student develop an action plan in relation to her chosen career
- To encourage the student to review and evaluate the effect of increased workplace and personal awareness on her career interests.

Units:

1. The student and the world of work
2. The student and one particular field of work
3. Information building
4. Career Action Plan

Unit 1: The Student and the world of work

Learning Outcomes:

The student will be able to:

1. Identify her aims and expectations in relation to Leaving Cert Applied course
2. Recognise career interests through completion and interpretation of an occupational interest questionnaire
3. Distinguish different types of work and employment
4. Demonstrate an understanding of what people gain from working

Class Plans:

- Plan discussion with whole class or in pairs/small groups. Students' aims and expectations are recorded and retained to see how these aims and expectations change over the two years and also to facilitate the process of personal reflection. Students are given information on progression routes from LCA. Students are directed to the National Framework of Qualifications.

- Students log onto their careers portal account. Present an explanation of the rationale for the questionnaire.
- Brainstorm the different ways of working. Identify the features of different ways of working-paid employment, self-employment, voluntary work, work in the home etc. Discuss what type of work might be available locally.
- Brainstorm the reasons for working. Discuss the different stages of life and changing expectations.
- Students design a survey about different types of working and aspects of working life. **Link with Social Education, My Community module, where the students learn basic primary research skills.**
- Brainstorm who the students' can survey-family member, member of teaching staff, neighbour, employer etc.
- Follow up with presentation of results and further discussion.
- Bring in an employer as a guest speaker-former LCA Pres student, manager (Eurospar Kilkenny).

Unit 2: The Student and one particular field of work

Learning Outcomes

The student will be able to:

1. List some of their own personal qualities and their relevance to working life
2. Complete a checklist re her own skills
3. Outline their ideal job, the type of work it entails, and how suitable they think they are to fill it
4. Research one particular chosen career and present their findings.

Class Plans:

- Teacher input on the theory of multiple intelligences. Link back to results of interest questionnaire (Unit 1)

- Students will complete a skills checklist. Allow the students to discuss the checklists in pairs. Ask them how different they think their list would have been if they had filled it up at the age of ten, for example.
- Make links to Work Experience.
- Draw together the student's learning. If students are having difficulty identifying one particular choice, help them by listing a few possibilities.
- Interview with a person working in chosen area.
- Research training, further education, qualifications necessary etc
- Individual student presentation- a display, written presentation, oral presentation etc.

Unit 3: Information Building

Learning Outcomes:

The student will be able to:

1. Report on information obtained on a number of visits to career exhibitions, colleges of further education, training centres etc.
2. List the career and training opportunities that are available as a progression from the Leaving Cert Applied
3. Complete and score an interest questionnaire and discuss the outcome
4. Complete a checklist or questionnaire on learning styles and psychometric tests and discuss the outcome with the guidance counsellor.

Class Plans:

- Career Exhibition preparation worksheet-help students develop questions they want to ask. Students' will evaluate their learning from the experience afterwards.
- Provide information on further educational opportunities and entry requirements. Resource-www.qualifax.ie, www.careersportal.ie
- Invite guest speakers from Colleges of Further Education, third-level Colleges, apprenticeships etc.
- Guest speakers-former LCA students.

Unit 4: Career Action Plan

Learning Outcomes:

The student will be able to:

1. Identify possible careers that would suit her skills, qualities and interests and to suggest at least three areas of employment that link to those characteristics
2. Devise a personal career action plan
3. Prepare for interviews
4. Identify changes which people may have to cope with during their working lives- unemployment, upskilling
5. Review the experience students have gained from the LCA programme.

Class Plans:

- Help the students to link the results of interest and ability inventories to their action plan.
- Students should build on work already done in individual career counselling.
- Revise work already done in other Courses-English & Communication, Jobsearch module.
- Interview techniques, application forms, LinkedIn profile
- Participation in Mock Interview
- Student feedback
- Students will discuss with 2 adults, the changes that have taken place during their working lives. Students will prepare a report and discuss in class.
- Teacher input on employment and lifestyle trends and predictions
- Student reflection on their vocational development over the 2 years-how the courses, work experience, learning, reflecting have influenced them and how their plans for the future have developed or changed. Link to Action Plan and Personal Reflection task.

Resources:

www.careersportal.ie

www.qualifax.ie

www.cao.ie

Classroom Guidance

Accesscollege.ie

www.QQI.ie

www.pdst.ie

Assessment:

- Weekly entries in Reflection Journal
 - Comment in end of year report home
 - 4 Key assignments to be completed over the 2 years
1. As part of a group, I designed, carried out and reported on a survey on some aspects of working life.
 2. I presented a report on an investigation which I carried out on a particular career or field of work.
 3. I reported on my learning from a visit to a careers exhibition, college or place of employment.
 4. I have compiled a personal action plan in relation to work/education covering at least the next year.
 5. Comment in Term Report.

Appendix 3

Fifth Year Guidance Scheme of Work 2018/19

Guidance classes are timetabled weekly

Students are given the option of attending a campus tour of UCD in the spring and also a visit to UCC in April.

All students are requested to get a folder and copy at the beginning of the year.

Aims:

1. To help students to make the transition to Leaving Certificate
2. To introduce students to the NFQ and the various options available to them after the Leaving Certificate
3. To encourage students to explore personal skills and interests and to match these to particular careers
4. To enable students to begin exploring possible career paths after the Leaving Certificate
5. To provide opportunities for students to develop and use IT resources to research future career paths
6. To encourage students to develop good study habits from the beginning of their senior cycle
7. To encourage students to become involved in their own research into the options available after Leaving Certificate.

Objectives:

1. Students will become familiar with the NQF
2. Students will develop a study plan and integrate this plan into their daily routine
3. Students will become competent in using various online resources
4. Students will use various self-assessment tools
5. Students will attend an Open Day
6. Students will become familiar with college/ course terminology

Term 1 (August to January)

Goals

- Goal Setting
- Targets

Study Performance

Learning Styles

- Learning Styles Quiz
- Learning Strengths

Learning Skills

- Setting and Resetting Targets
- Study Skills Online Assessment
- Study Skills & Study Behaviour
- Study Behaviour Action Planner
- DCU Centre for Talented Youth

Personality

- Personality Quiz
- My Personality
- My Personality Mind Map

Career Interests

- What would I like to do?
- Career Interests online assessments
- Occupations and Career Interests
- Class Interests Profile
- My Career Interests

Aptitudes & Intelligences

- My Aptitudes
- Multiple Intelligences
- My Intelligences

National Framework of Qualifications

- Qualifications and Levels
- Entry Requirements
- Points Systems
- Points 2018

Study Skills Workshop

- Review of Study Skills Workshop
- Applying new skills/knowledge to daily study routine

College Open Days

- National Framework of Qualifications
- Minimum Requirements
- Preparing for an Open Day
- Open Day Plan
- College Visit Evaluations

EIL Ireland Applications

Summer Schools Information

Term 2 (January to June)

Resetting Targets

Course Investigation

- Revision of NFQ, entry requirements
- College/ Course Terminology-Word Bank created
- Further Education
- Apprenticeships
- STEM/ Women in Technology event

Careers Fair

- Careers Fair Preparation
- Careers Fair Evaluation

Career Sectors

- Career Sectors
- Sector Investigation

Curriculum Vitae

- Who would you hire?
- Sample CV's
- My CV
- LinkedIn profile
- Application Forms

UCD Campus Visit

- Researching UCD Courses, Entry Requirements
- Researching life as a student in UCD-College website
- Scholarships, Campus Accommodation

- Questions to ask on the Day
- Courses of interest
- Campus Visit Evaluation

Studying Abroad

- Introduction to UCAS
- Personal Statement
- Entry Requirements
- Work Experience requirements
- Studying in America, Poland etc.

HPAT

- What is the HPAT
- How is HPAT scored?

Restricted Courses

- What is a Restricted Course?
- Portfolio Guidelines (NCAD)
- Speaker-Cartoon Network, Kilkenny

Scholarships, Campus Accommodation

Introduction to HEAR/DARE programmes

Introduction to SUSI

Review of Goals, Targets

Resources

- Google Classroom
- Careersportal.ie
- Qualifax.ie
- CAO.ie
- Apprenticeships.ie
- College Websites
- AHEAD
- Notice Boards
- CAT assessment results
- College Open Days

- Visiting Speakers
- One-to-one appointments with Guidance Counsellor available on request

Assessment

- Ongoing, Summative & Formative
- Course Investigation & presentation to class
- CV
- LinkedIn Profile
- Application Form
- Copy work
- Open Day Reviews
- Course Research
- Term Report

Appendix 4

Sixth year Guidance Scheme 2018/19

Aims:

- To provide students with information in relation to planning their future
- To assist the student in identifying and building on personal talents, aptitudes and abilities which will help her in making a positive career choice
- To encourage students to set goals
- To help students to cope with exam pressure, stress management

Objectives:

- Students will be familiar with the NFQ and the various options available after the Leaving Certificate
- Students will draw up an action plan for after the Leaving Certificate
- Students are competent in completing CAO/UCAS, Further Education applications
- Students are familiar with HEAR/DARE
- Students are familiar with SUSI Application process
- Students are provided with opportunities to visit Colleges and hear presentations from College representatives
- Students develop good study habits and exam techniques

Guidance Classes are timetabled on a rotation with RE and Choir. Sixth Year students have Guidance class three weeks out of four.

Term 1 (September to January)

Guidance Counsellor meets with potential Repeat students.

Beginning after October midterm, students receive presentations from representatives of Higher and Further Education Colleges, Alumni, Apprenticeships, Garda Siochana, Defence Forces etc.

Open days (optional)

- Ormonde College
- University of Limerick
- Waterford Institute of Technology
- Waterford College of Further Education
- Maynooth University
- Trinity College

Careers Fair

- Kilkenny/Carlow IGC Branch Careers Fair-Ormond Hotel (all sixth years attend)
- In-house Careers Fair (all sixth years attend)

UCAS

- UCAS presentation
- UCAS Applicants get priority in one-to-one appointments

Career Interests

- Guidance Form (emailed to Ms Fallon)
- Career Interest Profile

Aptitudes & Intelligences

- Multiple Intelligences

Higher Education

- Review of Points System
- Entry Requirements
- Points 2018
- Restricted Courses
- CAO Handbooks are distributed
- Timetable of Events
- Setting Targets
- Goal Setting

Study Skills

- In-house delivery
- Learning Styles Quiz
- Exam techniques
- Time management
- Stress management workshop

Further Education & Apprenticeships

- Presentation on PLC Courses
- QQI Awards
- Progression Routes
- PLC Applications
- Visit to Colleges of Further Education
- Presentation on Apprenticeships

Supplementary Access Routes

- Hear/Dare Programmes
- REACH programme (WIT)

College Research

- Scholarships awarded by individual Colleges
- Scholarships awarded in STEM-Naughton Scholarship
- Campus Accommodation
- Alumni presentations

Personal Statement

Vision Board

Term 2 (January to June)

Resetting Targets

CAO

- CAO Closing Dates
- Restricted Courses
- HEAR/DARE Applications
- REACH Applications
- SUSI Applications
- Presentations on Courses/ Colleges
- Listing courses according to preference
- Change of Mind facility
- Entry requirements
- Language Exemptions
- HPAT
- CAO Choices
- Sample CAO Form to complete

Further Education

- PLC Interview Preparation
- Private Colleges Applications

Transition to College

- College Terminology
- College expectations
- Calculating College Costs

- Budgeting
- Accommodation websites
- Living away from home
- Student Support Services within College
- Student Assistance Fund
- Not going to College?
- Future Skills

Preparation for Mocks

- Exam Techniques & Time Management
- Stress Management
- Coping Skills
- Visualisation
- Revisit Vision Boards

Review of Mocks

- Resetting of Targets
- Reviewing Exam Techniques & Time Management

CAO

- Change of Mind
- CAO Choices

Revisit Goals

Theme ideas for Graduation Mass

Resources:

- Google Classroom
- Careersportal.ie
- Qualifax.ie
- CAO.ie
- College Websites
- AHEAD
- Notice Boards
- CAT assessment results
- Career Interest Profile
- College Open Days
- Visiting Speakers
- One-to-one appointments with Guidance Counsellor
- On-line Booking system

- Alumni
- Presentation Girl/Deputy Presentation Girl
- Apprenticeship.ie

Assessment:

- Ongoing, Summative & Formative
- One-to-one appointments-2/3 items of research to be completed for next appointment
- Further Education Mock Interview
- Further Education Application Form
- CAO Sample CAO form to complete
- Personal Statement
- Vision Board
- Term Report

Appendix 5

The Guidance Dept engages with Higher Education Institutes and Further Education providers to ensure access to relevant and up-to-date information for students. Guidance Counsellors maintain regular communication with students via email updates, Google Classroom, classroom interactions, notice boards and one-to-one appointments.

The following outlines a summary of tasks to address each month to support student needs in Presentation Secondary School, Kilkenny and to manage the Guidance Service in the most effective and student-centred manner. This summary is to be interpreted as a guide which is flexible and responsive to the changing demands of our students' emotional, educational and vocational needs.

August

Priority tasks:

- Leaving Certs
 - Incoming 1st years
 - Open new student files, update files
1. Be available to students on the day of LC Results and 1st Round Offers.
 2. Contact students (via phone) to congratulate/offer advice and direction following 1st Round Offers. Keep a written record of student progression to share with management and staff.
 3. Disseminate appropriate information to staff during first staff meeting regarding incoming 1st Years

September

Priority tasks:

- 1st Year Transition
 - Study Skills
 - Subject changes
 - LC Appointments
 - Higher Options RDS
1. Collect money for Study Skills workshops with the assistance of Year Heads.

2. Repeat reminder to 5th years re subject change requests, link in with Year Head, keep Betty continuously updated and inform relevant teachers of changes to their class groups.
3. Distribute CAO handbooks to LCs and advise students of key dates, NUI Exemptions, UCAS deadlines as well as HEAR and DARE applications.
4. Organise meeting for potential UCAS applicants
5. Open Night Presentation to parents/guardians and potential students
6. Distribute Career Services HPAT discount vouchers to interested 6th year students.
7. Initiate appointment setting and protocol with Leaving Cert students.
8. Distribute Google Classroom code to TY, Fifth and Sixth year students

October

Priority Tasks:

- Subject changes
 - Careers Fair
 - Open Day for 6th years
1. Remind 5th years of the change of subject facility which is open to them up until the midterm break and make changes accordingly with Betty/Aisling.
 2. Organise Open Day visit to UL, Mary Immaculate College and LIT for 6th years.
 3. Organise 6th year students to attend the Careers Fair in the Ormonde Hotel in early October
 4. UCAS 1st deadline October 15th.
 5. Discuss work experience preparations with TY students.
 6. Email HEI reps to arrange school visits/class talks for 6th Year students.
 7. Continue to meet with 6th years for one to one appointments.

November

Priority tasks:

- College visit for TYs
 - CAO facility opens
 - 6th year PTM and CAO talk
1. Organise a college visit for TYs following work experience, possibly IT Carlow, prepare students accordingly.
 2. Introduce EIL Ireland study abroad and Travel Awards opportunities to TY and 5th year students.
 3. Remind LCs of NUI exemption forms, HEAR/DARE options, HPAT etc.

4. Remind LCs intending on submitting UCAS applications for January deadline.
5. CAO facility opens early October, go through demo application with all 6th years.
6. Continue to meet with LCs.
7. Organise CAO Prezi presentation for parents

December

Priority tasks:

- CAO and UCAS applications
1. Remind TY and 5th year students of EIL Ireland deadline, usually mid-December
 2. Complete UCAS applications before Christmas holidays.
 3. Continue to meet with LCs.
 4. Check number of CAT assessment sheets in stock for both TY and incoming 1st years, order more through GL assessment as necessary. Check number of incoming 1st years with Betty.
 5. Organise TY and 6th year visit to WIT Open Day

January

Priority tasks:

- CAO and UCAS deadlines
 - Subject Choice
1. UCAS closing date January 15th, CAO early application discount deadline Jan 20th and CAO restricted course deadline February 1st.
 2. Introduce subject choice to TYs and 3rd years.
 3. Liaise with SEN Coordinator re HEAR/DARE applications
 4. Remind students to check scholarship deadlines.
 5. CAT assessment
 6. Discuss incoming 1st year assessment date/arrangements with management.
 7. Email HEI representatives re April in-house Careers Fair...date/time etc.

February

Priority tasks:

- Subject/programme choice for senior cycle
- TY PTM and subject/programme choice presentation for parents
- TY CAT assessment feedback

1. Discuss subject choice offering/provision with management
2. Schedule subject choice talks with 3rd years, focus on those undecided or intending on going directly into 5th year.
3. Organise incoming 1st year Assessment day (usually mid-February – early March)
4. Double check completed assessment sheets before sending by registered post.
5. Identify students sitting the HPAT
6. Disseminate TY CAT assessment results and advise subject choice accordingly.
7. Continue to meet with 6th years leading up to and after Pre -Exams

March

Priority tasks:

- CAT Assessment results
- Subject choice forms return deadline
- HEAR/DARE deadline

1. Remind LCs **March 1st** deadline for online completion of **Section A for HEAR/DARE**.
2. Prepare LC students for Further Ed interviews in class and schedule appointments for individual mock interviews.
3. Link in with LCs attending auditions or submitting portfolios for restricted courses.
4. Organise study skills workshops for September
5. Remind LCs to submit Supplementary Information Forms (**SIF**) to HEAR/ DARE to meet with April 1st deadline (registered post)
6. Email HEI's and other organisation re attending Careers Fair in April and confirm schedule.

April

Priority Tasks:

- Careers Fair
- Prepare LCs for Change of Mind
- HEAR/DARE deadline

1. 1st of April HEAR/DARE SIF deadline Section B and C.
2. Organise College visit/open day for TYs.
3. LC appointments to prepare for CAO Change of Mind in May/Further Ed interviews.

4. Prepare 3rd, TY, 5th and 6th year students for the in-house Careers Fair.
5. Submit Guidance Budget request.
6. Ask Betty for a list of all incoming 1st year students, schools of origin and fill in Numeracy/ Verbal CAT scores in preparation for school visits in May.

May

Priority Tasks:

- Change of Mind
 - Feeder schools' visits/calls
 - Arranging incoming 1st year class groups
-
1. Ty assessment interviews 1st week in May.
 2. First week in May, ring Primary schools and schedule appointments to visit/meet with Principal/6th class teachers of schools with 4 or more students enrolling in September. Where there are less than 4 students enrolling, ring and arrange phone conversation with 6th class teacher/Principal.
 3. Meet with individual LCs to clarify final change of mind concerns.
 4. Begin organising incoming 1st years into mixed ability class groups utilising CAT results and data gathered from engagement with feeder schools.

Appendix 6 – Staff Questionnaires

Stock Take

Department:	1 st Year	2 nd Year	3 rd Year
Educational e.g. study/exam skills, subject choice, levels advice, motivation, young scientist, PTMs, trips, differentiation, IEPs, learning styles etc.			
Careers e.g. information on college courses, career progression, speakers, online resources, work placement/opportunities job search skills, interview techniques.			
Personal & Social e.g. ice- breakers, buddy systems, communication skills, stress management, setting goals/targets.			

Department:	4 th Year	5 th Year	6 th Year
<p>Educational e.g. study/exam skills, subject choice, levels advice, motivation, young scientist, PTMs, trips, differentiation, IEPs, learning styles etc.</p>			
<p>Careers e.g. information on college courses, career progression, speakers, online resources, work placement/opportunities job search skills, interview techniques.</p>			
<p>Personal & Social e.g. ice- breakers, buddy systems, communication skills, stress management, setting goals/targets.</p>			

Appendix 7 - Pastoral Care Template

PRIVATE AND CONFIDENTIAL – PRESENTATION SECONDARY SCHOOL, KILKENNY

PASTORAL CARE – STUDENT SUPPORT TEAM MEETING 2018-19



PRESENTATION

SECONDARY SCHOOL
LOUGHBOY, KILKENNY
MEÁNSCOIL NA TOIRBHIRTE

Date of Meeting	In attendance	Apologies	Other attendees

New Referrals

Student Name	Referral Source	Allocated Dept./Person

Minutes

Year	Student	Concern	Risk (1-5)	Follow Up Action

Additional Decisions

Hope you enjoy the Fair,

Ms Fallon

Appendix 9

HEI/ Further Education representation at Fair

College	Name	Lunch
Limerick IT	Ann McBride	
St Angela's College	Sean Kelly	
NUIG	Caroline Duggan	
Trinity	Imogen 1 ambassador	
DIT	Lorraine	
Maynooth	Margaret Madden Fionnuala Finegan	
UCC	Sandra O'Herlihy	
DCU	Jonny Cooper	
UCD	Aoife Ryan	
Mary I	Patrick Cosgrove	No
WIT	John Power 1. 2.	
Kildalton	Tim Ashmore	
WIT Nursing		
WCFE	Anne O'Brien	
Garda Siochana	Lisa 1. 2.	

			Grade							
			Total:		Total:		Total:		Total:	

Irish: Yes / No

Language: Yes / No

Transition Year Completed: Yes / No

Have you any concerns re any subject/level?

Part time Job: Yes / No. Hours per week: _____ Supervised Study: Yes / No

Hobbies / Interests:

Member of any clubs / organisations:

Awards / Achievements

Health:

Any learning

difficulties/assessments? _____

Work Experience / Voluntary Work Completed to Date _____

Is there anything you would like your teachers to know about you (that you would be comfortable sharing with teachers)?

Career Details

Careers/courses of interest to me:

Are you interested in applying to UCAS? Yes / No

Are you applying for HEAR and/or DARE? Yes / No

Do you have a language exemption? Yes/No

Notes (to be completed by Guidance Counsellor)

Appt. 1 Date:
Appt. 2 Date:
Appt. 3 Date:

Research Assigned for next
appointment _____

Was this research completed? Yes/No
Any further comments/actions:

Signed:(to be signed by student) _____ Date: _____

Signed:(to be signed by Guidance Counsellor) _____ Date: _____

Student Name:
Class:

Referred by:
Reason:

Session 1 Date: _____	Session 2 Date: _____
Session 3 Date: _____	Session 4 Date: _____

Action Taken:

Referral: NEPS Tusla Parent Contacted GP Other External Agency Year Head consulted

