



Loreto Secondary School,
St Michael's
Navan, Co. Meath

Whole School Guidance Plan

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Guidance Policy

This policy applies to students, staff, parents/guardians, students over the age of 18 years, school management and the Board of Management of St Michael's.

Our Mission Statement

Within a positive environment based on Christian values, and with a strong social justice focus, St Michael's students are encouraged to avail of all opportunities to develop their true creative, academic, personal and spiritual potential.

Our Philosophy of Education

We aim to make our school an inclusive educational community where

- The Loreto values of justice, freedom, love, sincerity and joy find expression.
- Young people feel accepted, valued and engaged.
- Our students are allowed to experience and exercise appropriate responsibility.
- Special concern for the disadvantaged is experienced and encouraged.
- Positive critical reflection is developed.
- Staff, parents/guardians, students, past pupils and management work together for the common good.

Guidance in school "refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives.

It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance". DES. (2005). Guidelines for second level schools on the implications of section 9(c) of the Education Act 1998, relating to students' access to appropriate guidance. p.4.

The care of each student in all aspects of their wellbeing is centre to us in Loreto Secondary School, St Michael's. We have created a safe, inclusive and encouraging environment allowing every student to flourish, not only in school but in their everyday lives. To do this, we have programmes and guidance classes in place, from the first year induction programme, individual counselling, and group sessions to sixth year career seminars. This nurtures creativity and allows students to achieve academic excellence, gain spiritual awareness, and develop personally.

The support of the Year Heads, tutors, Whole School Guidance Team, SST, SET Team, well-being leaders, student council, peer mediation and anti-bullying policies have aided greatly in promoting this growth. Over time, students learn to make informed personal, career and educational choices. In addition, our guidance office has an open door policy which encourages students, parents and teachers to explore matters in a welcome and confidential environment.

It is our policy to support new initiatives for example; Since 2015 many of our Junior Cycle gifted students have qualified for the Centre for Talented Youth Programmes organised by Dublin City

University. These students have partaken in courses in Psychology, Information Technology and Creative Writing to name just a few.

In 2016, an innovative and exciting example of one of our programmes is the Friends for Life module as part of SPHE, offered to every first year student, promotes self- esteem and resilience, both of which are necessary in this constant changing and challenging world. 2019-202 Friends for Life will be used with target focus groups.

We are developing new modules for guidance in Junior Cycle based on the NCGE (June 2017) guidelines and DES – A Whole School Guidance Framework. As part of this, we now have guidance modules for first, second and third year students.

Transition year students are given numerous opportunities to investigate various careers through work experience and project work. This is done through a collaborative environment allowing them to develop life skills that many employers consider essential. We promote positive Mental Health programmes e.g. Youth Suicide Prevention Ireland.

Leaving Certificate students participate in career seminars, group work and a career clinic where they gain insight, explore and evaluate their career options. Furthermore, sixth year students participate in discussions, with visits from many different universities such as Maynooth University, University of Dublin, Trinity etc. All sixth years are expected to attend the Higher Options which is arranged by the Guidance Counsellor. Speakers from the world of business, STEAM etc. are invited to speak with sixth year students.

In 2019, the Guidance Counsellor undertook a new initiative developing mindfulness with a group of SEN students from second and fifth year. Based on the success of this area of learning, it is hoped to develop this programme and to work with all second years and TY students as an area of learning in 2019 -2020.

Whole School Guidance Plan

Introduction and Background

Aims of Guidance

This Whole School Guidance Plan provides a framework for delivery of the school's guidance programme. It provides a structured response to students' social, academic, personal development and guidance needs.

The Whole School Guidance Plan is inclusive of all year groups. It will include all guidance activities: Group work, classroom work, attendance at career exhibitions, meeting with management, support agencies such as NEPS, CAMHs, Psychologists, GPs etc.

Objectives of Guidance and Counselling

- Promote wellbeing
- Identify and explore career opportunities
- Have an awareness of abilities and talents
- To empower students to make decisions and take on responsibility
- Make informed choices about their career pathways
- Analyse Psychometric reports and tracking
- Develop Mental Health Awareness

Mission Statement

The Mission Statement of Loreto Secondary School, St Michael's

"Within a positive environment based on Christian values, and with a strong social justice focus, St Michael's students are encouraged to avail of all opportunities to develop their true creative, academic personal and spiritual potential." The Whole School Guidance Plan reflects this respect for the individual in its student centred holistic approach. The enhancement of self-esteem, wellbeing and life skills and the development of potential – academic, personal and emotional – leading to greater personal autonomy for all students are its central goal.

Guidance in Loreto Secondary School, St Michael's, is an ongoing process involving a range of learning activities such as information giving, counselling and various types of assessment. These are offered in a developmental sequence appropriate to the age and needs of the students. The guidance process helps the student to develop and accept a full personal, social, educational and career awareness of her personal talents and abilities.

The rationale for a Whole School Guidance Plan stems primarily from the Education Act (1998) which 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. To promote the moral, spiritual, social and personal development of students in consultation with their parents, having regard to the characteristic spirit of the school'.

The Act also places a duty on the Board of Management of the school to prepare a school plan, of which the Whole School Guidance Plan would form a part, and to regularly review and update it.

The guidelines for school guidance and planning states: 'Guidance provision is a whole school responsibility, and should be developed and implemented in consultation with parents and students. Equally the school's guidance programme should draw on the expertise of the Guidance Counsellors and all relevant management and staff.'

In the wider context, significant changes are taking place in economic and social structures in Ireland which have important implications for the education system and for the students who are its principle focus.

The value of guidance in responding to the above challenges is widely recognised in government policy statements and by other national and international bodies including the National Development Plan 2000, The Commission on the Points System and the OECD.

Counselling:

Counselling offered within a guidance context:

"is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.

Counselling in schools may include personal counselling, educational counselling, career counselling or combinations of these". Department of Education and Science, 2005; pg. 4

As part of our work role, the Guidance Counsellors undertakes one-to-one counselling sessions with students. Counselling facilitates students/clients in crisis by suggesting and exploring a range of coping strategies and interventions in a caring and sensitive way appropriate to the individual's needs. Counselling can only take place in an atmosphere where the young person feels secure, accepted and understood, and where confidentiality is guaranteed.

In some cases, students will be referred to a psychologist for assessment testing, a psychiatrist when considering psychosis, a local counselling service and doctor during school holidays or when the students life is at risk.

Rainbows was very active in the school for the last ten years but has been replaced with 'Friends for Life'. Students are encouraged to make contact with Jigsaw, Navan, County Meath. The Guidance Counsellor attends Jigsaw meetings with other school leaders - this is a good opportunity to work in collaboration with schools in our community.

2018 - 2020 The school employed an extra Guidance Counsellor - 11 hours per week. This is mostly for social personal counselling – Available time: Monday, Tuesday and Wed morning.

The following list will give an indication of the range of possible social personal, educational and career guidance issues:

1. **Personal**

Anxieties, fears, self-esteem, developmental problems, illness, post-traumatic stress, bereavement.

2. **Family**

Separation and divorce, violence, child/parent tension, arguments/disagreements.

3. **Peer Group**

Rows/disagreements, bullying, fighting, relationship problems.

4. **Educational**

Motivation, discipline, school work – exams, teacher/student relationships, truancy and school refusal, behavioural problems.

5. **Behavioural**

Sleeping, eating, phobias, obsessions, aggression, psychosomatic, running away, stealing, self-harm, drug and alcohol abuse, crime, violence.

Vocational

Career/work choices, work experience.

7. **Social**

Abuse, financial, accommodation, unemployment, substance/alcohol.

8. **LGBTI +**

Lesbian, Gay, Bisexual, transsexual, intersexual + others

9 **Addictions**

Drugs, gambling, online

10 **Eating disorders**

11 **Self-esteem and image**

Self-image

1.WSGP team, Coordinator of Guidance, roles and responsibilities, meetings, focus

Designated Liaison Person in this school is Mr. Sean Kelly (Principal)

All staff members have successfully completed 'Introduction to Children First ELearning Programme'. Child protection training is normally held early in the academic year.

Public notice of DLP

There is a notice inside the school main door stating – Sean Kelly DLP

There is a notice outside the Principal's office stating – Sean Kelly DLP.

Child Safeguarding statement is in a folder outside the Principal's office.

Guidance Team

Management: Sean Kelly (Principal), Maria Harney (DP) & Andrea Finlay-Kajic (DP)

Francis O' Toole Email: fotoole@loretonavan.ie Full-time Guidance Counsellor - Coordinator of Guidance.

Cáit Diver Part-time Guidance Counsellor

Tracy Kelly

Dara Rigney

Sharon Farrell

Breda Deegan

Clare Cullen

Martina Leahy

David Pender

Catriona Purcell

Freddie Newman

Caroline Tully

Sean Kelly

Andrea Finlay-Kajic

The WSGT was set up in Jan 2019 - we had two Croke park hours' meetings. Our main focus was on training our new team and looking at Guidance within our school. Next meeting 25th Sept - 2019

Middle Leadership and Management Team 2018 - 2020

Name	Level	Role & Responsibilities summary
Catriona Purcell	AP1	Year Head 2nd Year
Eileen O' Donoghue	AP1	Year Head 5th Year
Caroline Kiernan & Mary Fahey	AP2	Year Head 1st Year
Tom Kendall	API	ICT Coordinator
Ruth Finneran	API	SSE Coordinator
Eileen Cunningham		Year Head Sixth Year
Lisa Darley Development Coordinator	API	Academic Tracking / Curriculum
Hannah Clarke	AP2 I	Joint SET Coordinator
Mary Fahy	AP2	Joint Year Head
Joan Kearney	AP2	Public Relations Officer
Caroline Kieran	AP2	Joint Year Head
Eileen Lawlor	AP2	Joint SET Coordinator
	AP2	Health & safety Officer
Martina Leahy	AP2	SJ Coordinator (Review pending)
Mary J Ryan	AP2	SRC Coordinator
Clare Cullen	AP2	Wellbeing Coordinator
Sheila Carroll		Programmes' Coordinator
Elizabeth Hannon Coordinator	AP2	Library & Accelerated Reader

Statement of Roles and Responsibilities

The Board of Management agreed the following Statement of Roles and Responsibilities on Friday 11 May 2018. List of names, roles & responsibilities is on staffroom management notice board.

All Roles and Responsibilities listed are based on a Distributed Leadership Model where all Assistant Principals work in teams in collaboration with the Principal and Deputy Principals and have shared responsibility, commensurate with the level of the post for areas as set out in the Quality Framework for Leadership and Management in Irish Schools, looking at our School 2016 (LAOS), to meet the current needs and priorities of the school.

The assignment/reassignment of Roles and Responsibilities is delegated to the Principal in accordance with Section 22 of the Education Act 1998 and Paragraph 6.3 of Circular 0003/2018.

Roles & Responsibilities

Academic Tracking Coordinator Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment.

School Self Evaluation Coordinator Lead the school's engagement in a continuous process of self-evaluation. Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment.

Learning Support Coordinator Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

Curriculum Development Coordinator Manage the planning and implementation of the school curriculum. Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment.

Manage lead and mediate change to respond to the evolving needs of the school and to changes in education.

Mentor for the induction of new teachers Develop and implement a system to promote professional responsibility and accountability.

Empower staff to take on and carry out leadership roles.

Extra and Co-curricular activities Coordinator Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

Year Heads Establish an orderly secure and healthy learning environment and maintain it through effective communication. Analyse transfer data from Primary School.

Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice. Foster a commitment to inclusion, equality of opportunity and the holistic development of each student

Wellbeing Coordinator Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

Student Representative Council Coordinator Promote and facilitate the development of student voice, student participation and leadership.

Student Leadership Coordinator Promote and facilitate the development of student voice, student participation and leadership.

Exams, Assessment & Reporting Coordinator Manage the planning and implementation of the school curriculum.

Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment.

ICT Coordinator Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.

Health and Safety Coordinator Establish an orderly secure and healthy learning environment and maintain it through effective communication.

SJ and Development Education Coordinator Foster a commitment to inclusion and equality of opportunity and the holistic development of each student.

Communicate the guiding vision for the school and lead its realisation in the context of the school's characteristic spirit. Promote and facilitate the development of student voice, student participation and leadership

Library and Accelerated Reader Coordinator Manage the school's human, physical and financial resources so as to create and maintain a learning organisation.

Promote a culture of improvement collaboration and creativity in learning, teaching and assessment.

Public Relations Officer Build and maintain relationships with parents, with other schools and with the wider community.

Foster a commitment to inclusion, equality of opportunity and the holistic development of each student.

Ethos Development Communicate the guiding vision for the school and lead its realisation in the context of the school's characteristic spirit. Manage challenging and complex situations in a manner that demonstrates equality, fairness and justice.

Programme Coordinator Manage the planning and implementation of the school curriculum.

All Posts are subject to review 2020

Whole school structures that support student care and wellbeing

Student support structures and care for our students

As the approach to care is cross-curricular and whole-school guidance, all school policies have relevance for the care and wellbeing of students.

Year Heads

Year Heads are involved in one-to-one support of students as relevant, make referrals and liaise with the Guidance Counsellor, other staff members and other professionals. Each Year Head has their own planning and policy documents. The Year Head meet for weekly assemblies with their Year Group and often refer to guidance issues. Each DP will meet with Year Heads and guidance counsellor to look at planning and guidance of each year group, this meeting will take place every two weeks.

The class Tutor

The Tutor develops a special bond with their class and work very closely with the group of students.

Every teacher is expected to care for the teaching and learning of students and their wellbeing.

Student Support Team

The Principal, two DPs, Guidance Counsellors, (Year Head and SET Coordinator - when necessary) meet once a week. The Guidance Counsellor sets the Agenda and records notes.

This team meet (Times: Mondays from 10:10 to 10:50) to discuss student issues. This meeting provides a forum for considering the needs of the students and agreeing a plan of action, which may involve further information gathering and or support or on-going interventions.

The Student Support Team constantly reviews and monitor action plans. The team works closely with the NEPS Psychologist, HSE, Psychologist, CAMHS, Jigsaw Meath, GPs and parents.

Referrals to the Student Support Team normally are from the Guidance Counsellors and Year Heads.

We have a star system to grade the level of needs of our students. **Three stars ***** priority needs – red alert (all teachers are made aware of this student and information is shared on a need to know basis). **Two star **** this person is attending CAMHS. **One star *** this person's name may come on the list but if positive action is taken and the student is making progress – her name is removed from the list.

Student Leadership team

Student leadership is a very high priority in the ethos of our school, and has an honoured place in the history and traditions of St Michael's

A team of 6th year students, headed by a Head Girl and Assistant Head Girl/Girls, is appointed each year. The method of appointment is by student and staff nomination and vote. This team of students is very involved on a daily basis in running the school and in working with junior student classes. They receive Leadership Training on an ongoing basis and their contribution to the school is paramount in school spirit and student-staff relations.

Each Senior Prefect has a designated junior class. The Senior Leader acts as a support person, as a mentor, and helps with various difficulties that the Junior students may encounter. The Senior

Leadership Team operates under the supervision of a staff member and in appropriate consultation with Year Heads and Class Tutors.

Student Council - Teacher: Ms Mary J. Ryan

Our student council was established in 2005, the council is a representative of all year groups in the school, and has an important role in providing services, and a voice for students. The Council comprises 15 members, elected by secret ballot each year. Mary J. liaises with Council on behalf of staff and in-school management. Some of the activities of the Student Council are; Subject choice seminar for third years, making a contribution to SET plans, meetings with the Guidance Counsellor and sharing of ideas.

Student Peer Mediators – Teacher: Ms. Dara Rigney

We believe that senior students have an important role to play in assisting younger students with some of the difficulties they may experience in school – particularly in the area of student relationships and bullying.

Peer Mediators hold a Bullying Prevention Awareness Week in order to promote building positive relationships among all of the students here in St Michael's. The Peer Mediators work all year round, encouraging and providing advice to students in order to help them to build positive relationships with their peers and work through any conflicts, which may arise.

Peer Mediators have placed a special emphasis on inclusion, encouraging all students to do their best to be encouraging, respectful, supportive and inclusive of all members of our school community. Peer Mediators run lunchtime events to promote inclusion and friendship.

Friends for Life

The following three staff members are trained in 'Friends for Life' programme:

Mr. Francis O'Toole, Ms. Caroline Kieran and Mr. David Pender

Co-ordinating the facilitation of this programme falls under the remit of the Guidance Counsellor.

The 'FRIENDS for Life' programme is a school-based positive mental health programme. The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004). The programme helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience. It is beneficial for all students, irrespective of their anxiety level. Teachers can run the programme as a whole school anxiety prevention programme, as a whole class or small group intervention or with an individual student. We introduced this programme with groups in Second year, Third Year, all Transition Year students and Fifth and Sixth years. This is no longer on the first year timetable but if and when necessary any of the above named trained teachers could be called on to do focus group work.

Students with emotional difficulties.

The level of support provided is dependent on the resources allocated by DES.

The school endeavours to work with parents to assist student with emotional difficulties and help them to deal with their difficulties. Once students are identified, the level of support required is decided on through discussion between relevant member of staff, student support team and parents.

Students are supported in one or a number of the following ways as appropriate:

- Focused support from the class Tutor
- Focused support from the Year Head
- Focused support for Senior Peer Mediator or prefects
- Involvement in Friends for life
- Consulting with Tusla or other outside agencies
- Focused support from the Guidance Counsellor
- Group work, as appropriate, to build up self-esteem, confidence etc.
- For students experiencing difficulties with student relationships or bullying - see the school's Anti Bully Policy
- Students who experience severe emotional difficulties may require professional help that is not available in school. On occasion the parents of such students will be advised to seek further professional help for their daughter.

Jigsaw County Meath

Jigsaw Meath provides a free and confidential youth mental health support service for young people aged 12 – 25. If staff are concerned about individual students who are feeling low, depressed, anxious or distressed will be given information or offer referral to Jigsaw for one-to-one support with a qualified mental health professional (parents should attend this first appointment with Jigsaw).

As part of the national Jigsaw network, Jigsaw Meath aims to make sure that young people's voices are heard, and that they get the right support, where and when they need it.

Our school is delighted to be part of this project as it promotes wellbeing and addresses counselling issues. The Guidance Counsellor attends all Jigsaw (Meath) meetings along with Principals, DPs, NEPS, HSE. (generally once a year).

Awareness of mental health is covered in SPHE and during Health and Activity week. Officers from Jigsaw speak with TYs and other classes as the need arises.

Recommended

- 1 Include for 2019-2020 Stand Up week – LGBTI+ as part of Anti-bullying week
- 2 Invite Youth Suicide Prevention to speak with senior groups during health week.

2.Guidance allocation, timetabled guidance, provision of classroom guidance/modules and one-to-one support for students

Allocation of guidance hours – Weekly

Guidance allocation DES:	- 24.86 hours
School allocation:	- 30.5 hours
Transition Year: 3 groups – one class per week each	- 120 minutes
Leaving Cert: Group seminar – one per week	– 40 minutes
Career clinic (weekly) for fifth and sixth years: Lunch time	- 60 minutes
Full-time Guidance Counsellor:	- 21 hours in guidance
Part-time Guidance Counsellor:	- 11 hours in guidance

Guidance at senior level:	70% Individual	30% Group
Guidance at Junior Cycle (JC):	60% Individual	40% Group

3. Consultation process to identify guidance needs, partners consulted (students, parents, staff)

- The Whole School Guidance Plan will be sent to the BOM in October 2019 for approval – the Principal works closely with the Guidance Counsellors and the WSGT to ensure the Whole School Guidance Plan is evolving.
- The weekly Student Support Team meetings have helped to develop Whole School Guidance Plan. Our new Whole School Guidance Team hopes to have a greater leadership role in guidance in the future (two croke park hours yearly are used for planning).
- The Guidance Counsellor in consultation with Year Heads and senior management meet to discuss programmes, open days, visiting speakers, and workshops. Cait will meet with the second, fourth and sixth Year Heads, along with Andrea (DP) - Sean (Principal) every two weeks to focus on the care of students. Francis will meet with first, third and fifth year heads, along with Maria (DP) - Sean (Principal) every two weeks to focus on the care of students.
- Having a cross-curricular approach to guidance is characterised by sensitivity towards, and a synthesis of knowledge, skills and understandings from various subject areas. They refer to the ways in which teachers should approach the knowledge, skills and understanding inherent within every curriculum subject.
- The Guidance Counsellor in consultation with subject department coordinators meet to create the subject choice booklet, promoting their subject, career options with their subject and issues of concern.
- The Guidance Counsellor and TY Coordinator meet regularly to discuss work experience and workshops.
- Meetings between the Guidance Counsellor and student council scheduled to plan the seminars on subject choice, mental health, pastoral and career needs of students etc.
- Consultation with the Parents Association.
- Regular consultation with the Principal and senior management.
- **Survey**
 1. 2018 In school management review 2018 – Needs and Priorities. Whole School Guidance was given very important priority.
 2. 2018 SET issues and ability to teach pupils with SEN

For more information – see school planning and development

4. Whole-School Guidance programme plan (for all year groups) – all 3 guidance areas, continuum of support model (ALL, SOME, FEW)

PROGRAMME FOR FIRST YEAR

Our guidance programme is designed to focus on the particular personal and social needs of our first years making the transition into post-primary school with ease ensuring that students have the knowledge, understanding and skills to engage with their learning and to flourish in our school.

AIMS:

- To help ease the transition from first level to second level.
- To help the students to understand and accept themselves as they are, while looking at what they might become.
- To familiarise both students and parents with the Role of the Guidance Counsellor; by visiting each class and explaining our function to them and by attending year group parent meetings.
- To identify pupils who may be at risk and offer one to one counselling in consultation with Year Head/Tutors.
- Working with SET teachers regarding support for those who might need it.

COMPONENTS:

- Assessment of first years prior to entry
- Information Giving
- Communication
- Parents Meeting
- Student Support Care

Assessment of First Years prior to entry under the remit of the Guidance Counsellor.

Whole School Guidance has placed first years wellbeing as top priority in our school. Through SPHE, guidance class and all subject classes we have created a safe, inclusive and encouraging environment allowing every student to flourish, not only in school but in their everyday life.

To do this we have put in place the First Year induction programme. This is held in the first week of school, students spend each day with the tutor and prefects - this time is used wisely for class bonding, how to use school journal, timetable, map of school, school policy, etc.

Meeting with the Guidance Counsellor

The Guidance Counsellor will meet with First Years to speak about the transition from primary to secondary school. This is normally done in week one or week two at the beginning of the academic year.

Individual meeting with the Guidance Counsellor

All First Years have a brief individual appointment with the Guidance Counsellor (September) - this is to check in with the student and to see if they are settling into school life. A brief summary of this meeting is placed on vshare for teacher's information.

Individual counselling, this is open to all students to make self-referral but usually the Year Head will make a referral to the Guidance Counsellor.

Curricular Plan

SPHE is where a module of guidance is delivered in social, personal, educational and careers.

- **Career pathways:** The Guidance Counsellor will introduce students to career pathways and college courses. Students will be guided in the use of www.careersportal.ie
- **Internet Safety:** The Guidance Counsellor and SPHE teachers give two classes on internet safety and explain school policy regarding use of internet. Guidelines are given by the ICT team.
- **Study Skills Introduction:** The Guidance Counsellor Emails a study skills package to SPHE teachers and all first year students on Study Skills introduction.

Cognitive Ability Test

The Cognitive Ability Test is administered online Jan or Feb before the students come into school. The Guidance Counselling works with management to set up and administer this test. The purpose of the tests, there are three purposes: To give an indication of the general level of intelligence of the students. To identify students in need of extra help with literacy and numeric skills. To place students in suitable first year class according to their needs (the CAT results, pastoral care information and educational passports are our guide). All tests reports are placed on VS Ware for teachers use. The results with guided information is shared with parents on flexibuzz.

Education Passports

The Guidance Counsellor follows up with the Educational Passport of all first year students. This information is used for the student support care and to monitor academic progress. This information is placed on file with the Year Head.

First Year Induction:

Two half days at the end of August with Class Tutors, Year Head and their designed Senior students (prefects).

Outline of second Level Education – particular reference to this school. Topics covered include; value system of the school, Role of various members of staff, including counsellor. students future in the school – options open to them and the consequence of choosing the different options. Behaviour in school – value or otherwise of school rules. Reward system. Relationship with staff and other students. Study plan – exam techniques and methods of coping. The difference between primary and secondary school. Bullying and what to do if it happens.

The school has a well-developed first year induction programme, which is delivered in the early weeks by Year Heads and tutors. Our prefects have a major input in working with the students.

Issues that may arise from this such as friendship, school adjustment are referred to the Guidance Counsellor. Year Head deal with all issues regarding bullying, discipline, school attendance.

Communication

The Guidance Counsellor continues to liaise with Year Heads, tutors and other relevant school personal re students at risk, having difficulty adjusting to first year, in need of academic support or personal counselling. There is also a major focus on peer pressure & bullying.

Primary School Visits

A number of meetings are held in April / May whereby the Guidance Counsellor and members of the Student Support Team meet with the primary school teachers of the feeder schools to discuss appropriate placement of students in St Michael's Loreto Secondary School. Hence, we also gain valuable information on individual students' needs. Sensitive information is conveyed to appropriate staff on a need to know basis.

Referrals for psychological testing will be made where necessary. This work is carried out by the SET Coordinator and the Guidance Counsellor with the NEPS psychologist.

The Guidance Counsellor works closely with the SET Coordinator to identify students who may need extra literacy and numeracy support.

Parents Meeting:

- Parents information night: management and Year Head meeting in September (talks on students transition from primary to secondary school).
- Communication with parents is necessary to explain roles of staff members, counsellors – possible problems, coping with strategies, referral agencies.
- All school related information is available for parents' access on vshare and flexibuzz.
- Parent / teacher meeting in January – Guidance Counsellor is available
- Individual parents as needs arise.

Wellbeing

The Guidance Counsellor has undertaken to introduce a new module for First Year in guidance from 2019 -2020 – Wellbeing plan and policy is in place meeting the demands of Junior Cycle.

PROGRAMME FOR SECOND YEAR

This group of students need more time and consideration. Yet, it is important to note that we have a very proactive R.E. team and SPHE team. Also, the class tutor is active in getting to know each individual student.

AIMS:

- To help students to understand how our emotions, feelings and thinking can affect our behaviour.
- To identify pupils who may be at risk and offer one to one counselling in consultation with Year Head/Tutors.
- Working with SET teachers regarding support for those who might need it.

COMPONENTS:

- Mindfulness / Anger management / Values / Multiple intelligence
- Information Giving
- Communication & Student Support Care
- Parents Meeting

Wellbeing

The Guidance Counsellor has undertaken to develop a new guidance module for second years 2019-2020. – Mindfulness.

The module will cover and explore the following topics: Mindfulness / Anger management / Values / Multiple intelligence / Looking at self-motivation / How to study effectively / Multiple Intelligence Resilience.

Parent meetings

- All school related information is available for parents access on vsware and flexibuzz.
- Parent / teacher meetings – Guidance Counsellor is available
- Individual parents and Guidance Counsellor meetings as needs arise.

PROGRAMME FOR THIRD YEAR

To empower students as they embark on JC exams and to plan for senior cycle. Students will also learn to understand the difference between STEM and STEAM. STEM represents science, technology, engineering and maths. ... The main difference between STEM and STEAM is STEM explicitly focuses on scientific concepts. STEAM investigates the same concepts, but does this through inquiry and problem-based learning methods used in the creative process.

AIM:

- To help students to decide on the best options after Junior Certificate: to go on to fifth year, or do the optional Transition year.
- To help inform students on subject selection for Leaving Certificate with regard to subject areas and level.
- To help promote an awareness of the implications for their future of these educational choices.
- To provide information and options in the wider community and guidance for students who do not intend to return at the end of year.
- Continue development of self-knowledge and self-concept. To help them assess their abilities, aptitudes, goals and values.
- To identify pupils who may be at risk and offer one to one counselling in consultation with Year Head/Tutors.

COMPONENTS:

- Subject Choice / STEM V. STEAM
- Meeting with Parents
- Early School Leavers
- Guidance Counselling

Subject Choice consideration for Leaving Certificate.

The Guidance Counsellor meets with all Third Years as a group to discuss their subject choices for Senior Cycle.

There is a career talk on subject choice and the implications of subject choice for career pathways. The possible subject combinations in relation to career options, personal abilities and aptitudes are outlined. Each subject is discussed with advantages and disadvantages of choices made. There is a discussion on most appropriate levels students should take for Leaving Certificate. The Guidance Counsellor will also highlight career options and career links.

Student Council:

The student school council organise a subject choice workshop with the assistance of sixth year students. There is an excellent opportunity for third years to speak to those who are studying subjects at Leaving Cert. All teachers are invited to give their professional advice and to promote their subject.

Career Interest Inventory & School Subject Booklet

Tests are arranged by the Guidance Counsellor and administered by SPHE teachers.

Students will complete a career Interest Inventory (CII) which is a career-guidance instrument designed to provide information about students' educational goals, interest in a variety of school subjects and school-related activities, and interest in fields of work. This information helps students explore educational and occupational alternatives, learn about careers, and set goals for the future. The CAT test results from first year and the CII will be providing students' aptitude and interest comparisons when the two tests are looked at.

Subject choice booklet

Each year third year and TY students get a copy of our school subject choice booklet. Thanks to each subject department for editing this booklet and keeping it up to date. Each year teachers are invited to make any changes they think are necessary. It is so important for the students to receive correct information.

Best advice, students should not make subject choices without having done independent research on career interests and having read up on the subjects. Every subject has relevance for today. – Each subject is important in its own right and has its own challenge and role to play in the development of knowledge and skills of our students.

Teachers are encouraged to add career links and add their subject information to subject plan as part of whole school guidance.

All teachers in our school strive to;

- 1) promoting their subject
- 2) talking about career links
- 3) connecting with colleges and inviting speakers in their subjects.

This subject choice booklet will go live using google documents for all students in third year and TY.

Meeting with Parents

- The Guidance Counsellor and a Deputy Principal facilitates a Third Year Parent Meeting to keep them informed regarding the decisions to be made i.e. Transition Year, Subject choice for fifth year and enlist their support and encouragement to their children in making their decisions. The Guidance Counsellor points out to parents realistically the points requirements for a number of third level courses including Post Leaving Certificate programme, Trades, Institutes of Technology and University.
- The Guidance Counsellor will continue to give broad careers information to students both on an individual appointment and also to class groups. Focus should be on narrowing options rather than on making definite decisions. Emphasise the importance of having a variety of options and of keeping options as open as the system allows at this stage.
- All school related information is available for parents access on vsware and flexibuzz.

- Parent / teacher meeting – Guidance Counsellor is available
- Individual parents and Guidance Counsellor meetings as needs arise.

Early School Leavers.

These students are identified as early as possible. They receive individual counselling and we create links with outside agencies. Appointments are made with the outside agencies and students are accompanied to such appointments by Guidance Counsellor and parents. Parents are consulted at all stages of the process. The following is an example of one agency: YouthReach.

Career Counselling.

Students have the option to look for an individual career / therapeutic counselling session.

Exam preparation and effective study

The Guidance Counsellor sends information via email (presentation) to all Third Year students regarding exam preparation and effective study. He also recommends useful websites. This email is also sent to all SPHE teachers of Third Year. All SPHE teachers will dedicate time in class to exam preparation and effective study.

Cognitive Ability Test

The Guidance Counsellor encourages Third Year students and TYs to review their CAT test results from First Year with their parents. The CAT test results from first year and CII will provide students aptitude and interest comparisons when the two tests are looked at. All teachers are encouraged to keep up to date with students CAT Test results which are individually placed on vsware - this helps with teaching and learning.

Career Profile

Students are encouraged to create a Career Profile with www.careerportal.com or www.qualifax.ie Guidelines given in career talk.

Management

Management speaks with all Third Years as a group re senior cycle options and how to make their application. All Third Year students make their subject choice on-line using VSWare. This includes those students who have applied for Transition Year.

Parents night and resource information

There is a parents information night on senior cycle options held at the end of January or early February. Parents are also given resource information on exam taking skills and stress management for teenagers. At the end of the academic year both principal and Year Head hold an information night on exam preparation and helping their daughters in dealing with stress of exams.

PROGRAMME FOR FIFTH YEAR

Fifth year can be perceived by the students as a year when they can relax and take life easy, there will be a need to motivate the student and emphasise a good study plan. Each of the teachers for this year is asked to encourage students to focus on the goal of the Leaving Certificate. Students have an opportunity for personal counselling with the Guidance Counsellor if they request it.

The Guidance Counsellor works closely with the Year Head to identify students who may need more academic support and or counselling.

Aptitude Testing:

All students will complete the cognitive ability test online. The rationale for this test is as follows;

- To help students work within the framework of time.
- To expose students to a different form of testing which they may encounter later in the work force and make the right choice regarding career decisions.
- As an excellent predictor of potential, should be used in conjunction with school reports and records of achievement. All CAT results are up-loaded to the school vsware system for teacher's information regarding learning and teaching.

Test results are communicated to parents and students via Flexibuzz. Parents and students are invited to contact the Guidance Counsellor for further information and clarification if needed. The results of the test will be known by the Principal, Year Head, teachers, the Guidance Counsellor and SET Coordinator. The Guidance Counsellor works with the SET Coordinator in identifying students who may need extra academic support.

Both Guidance Counsellor and the SET Coordinator will use the CATs results as part of the RACE applications.

ICT Class – February to May

- Preparing Curriculum Vitae & letter of application
- Create your Qualifax account – research college / university / PLC
- Beginners guide to careers portal – career interest test
- Guide to creating a personal statement – Self reflection

Career Clinic – Guidance Counsellor

Weekly lunchtime session with the Guidance Counsellors. This is a drop in centre from Feb to May held in the computer room for fifth year students to discuss any career related information.

Group work - Guidance Counsellor

- Points system - Setting goals
- Exam taking skills – Ten steps to selecting a course
- How to choose the right college –
- The National Framework of qualifications
- UCAS

Guidance communication

The Guidance Counsellor maintains the following;

- Weekly emails – The Guidance Counsellor using school emails, will send regular emails to fifth year students on career & college information.
- The Guidance Counsellor uses both google sites for Fifth Years and www.careersireland.net and updates same regularly on career related information.
- CAT Test – Career links explained – results placed on vshare – linking in with SET.
- Results of CAT Test and career related information to be posted home through flexibuzz – students will have the opportunity to discuss same during their sixth year career appointment.

Google sites and google classroom

All class work can be found on google sites – Fifth Years careers - created by the Guidance Counsellor. There is also a site on google classroom relating to Friends for Life programme.

Bonding Trip

All fifth years will attend a bonding trip to Navan Adventure Centre. This is new - Eileen O' Donoghue Year Head.

Sixth Years

Sixth year is the final year of the Senior Cycle which is a two-year programme to prepare students for the Leaving Certificate examinations. The Leaving Certificate examinations take place directly after the end of Sixth Year, with the first exam being held on the Wednesday following the June public holiday (the first Monday in June). This is a challenging and rewarding year for our students. It is also a year where students can be under a great deal of personal pressure and anxiety to perform well in their leaving certificate examinations. Our students want to gain the points necessary for their CAO application seeking a place in either institute of technology or university. Over 92% of our students will go into third level, 8% students normally sit a plc course before progressing with their studies.

The guidance programme is delivered through large group presentation Sept to end of December.

Aims:

- To help each student in clearly defining an adequate positive self-concept, personal talents and potential.
- To help students to cope with examination tension and the emotional strain involved in the Leaving Cert.
- To help students to clarify their career goals further and see the Leaving Cert as a means to an end for each of them personally.
- To cover entry requirements and points system for third level entry.
- Highlight the importance of Mental Health.

Components

- Preparation for third level options.
- UCAS application process.
- Sources of funding for third level (SUSI)
- PLC courses and link scheme.
- Time management.
- Interviews.
- Open days.
- Apprenticeships.
- Visiting speakers.
- Coping with college.
- Coping with Leaving Cert results.
- Looking to the future.
- Contact with parents.
- Job seeking skills.
- Higher education / grants information
- Exploring attitudes to higher and further education, training and employment.
- National Framework of Qualifications.
- Looking at options Abroad
- CAO
- Using career and college websites effectively
- Tuition Fees
- HPAT Exam
- DARE APPLICATIONS (Disability Access)
- HEAR APPLICATIONS (Socio-Economic disadvantage Access)

- Your Pathway to Work
- Stress V Motivation
- Study Plan
- Going to College / Transition
- CAO Change of Mind.
- World of work.

Career clinic

Each student is invited to attend a career clinic held once a week with the Guidance Counsellor during lunchtime. This is an opportunity to explore careers and ask specific questions re college courses.

Guidance Appointments

The Guidance Counsellor meets with all sixth years individually from September to February to discuss their CAO application and career pathway plans. Sixth years can also meet with the Guidance Counsellor on individual basis for counselling or one-to-one career guidance counselling during the year if required.

Preparation for third level options.

The Guidance Counsellor will guide our students with the following;

- Give step –by-step analysis for each stage of CAO process.
- Point out common errors in completion and the consequence of such errors.
- Point out the importance of closing dates.
- Encourage as many students as possible to apply for third level provided they fulfil the basic entry requirements for the particular faculty of interest.
- Familiarise students with on-line application and encourage its use.

UCAS application process.

Discussion in guidance class will focus on Third Level opportunities in Britain, Scotland and Northern Ireland. Point out the possible (UCAS) advantages/disadvantages of this route to third level. Application Online. The Guidance Counsellor will support students with their personal statements. Students are encouraged to attend the career clinic held every week.

Sources of funding for third level.

Give information on sources of funding available for Third Level colleges – grants, SUSI, scholarships, student loans for the Bank, credit union.

PLC courses and Trades.

Discuss alternative routes for entry into professional courses by means other than conventional methods.

Time management.

Putting the year into perspective – redefining study plan, homework, class work. Importance of time management. Reinforce the need for good examination preparation and examination techniques.

Part-time work – advantages and disadvantages.

Some strategies for coping with examination pressure and parent expectations.

Open Days

Active encouragement for students to attend open days arranged by various institutions – UCD, Trinity, DCU, NCAD, Mater Dei, Higher Options (all sixth years attend Higher Options) etc. Students should be accompanied where possible. It is recommended that students attend open days on Saturday where possible.

Apprenticeships and the world of work

Detailed information is presented in the following areas: Army, civil service, banks, apprenticeships, business, insurance, accounting, nursing in Ireland and the UK, Army, Garda. Discuss entry requirements, procedures for selection and possible course that might be helpful.

Coping with college.

Discussions on changes between school and college whether third level or PLC.

Coping with Leaving Cert results.

Coping with Leaving Cert results and the termination of formal schooling.

Looking to the future.

Look to the future with confidence and hope. Give realistic picture of the world of work to pupils. Work values, work expectations. Importance of reliability, honesty, punctuality, attitude to authority. Your rights and duties as a worker.

Job seeking skills

How employers advertise jobs / What do employers want?

Applying for a job / CVs and application forms / Completing a job interview

DARE - CAO

DARE is a third level alternative admissions scheme for school-leavers whose disabilities have had a negative impact on their second level education. DARE offers reduced points places to school leavers who, as a result of having a disability, have experienced additional educational challenges in second level education. The Guidance Counsellor and SET team work closely in identifying students who meet the criteria for DARE. The Guidance Counsellor and SET team complete section B of the application form – educational impact statement.

HEAR - CAO

The Higher Education Access Route (HEAR) is a college and university scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds who are resident in the Republic of Ireland. HEAR has been set up by a number of colleges and universities as evidence shows that long-term poverty can have a negative effect on

how well a student does at school and whether they go on to college. The Guidance Counsellor will assist students with this application re information for HEAR.

Student Universal Support Ireland (SUSI)

The Guidance Counsellor will assist students making an application to SUSI – this is a student grant application. Before applying for a grant, the Guidance Counsellor will encourage students to review the eligibility criteria by selecting student type based on whether they are PLC, Undergraduate, or Studying Outside the State.

5.Guidance curricular planning (schemes of work for guidance lessons, learner outcomes, assessment)

Appendix

– Curriculum Plan and Schemes of work

6.Guidance co-curricular planning (trips, speakers, career fairs, open days, college awareness week)

SPHE & RE

Both SPHE & RE work very closely in our school to develop the care and wellbeing of our students. During the year we have speakers from the world of Gardaí, nursing, mental health, prayer and spirituality etc. For more information, best see the extensive list of speakers etc. on the SPHE & RE department plans.

Sports department

We provide a variety of sports at both competitive and non-competitive levels. Our teams participate in local, regional and national leagues and have achieved a high measure of success in • Hockey • Camogie • Gaelic Football • Basketball • Ultimate Frisbee • Athletics • Soccer. Our sports department will arrange a great deal of activities and speakers during health week. For more information, see the extensive list of trips, speakers etc. on the sports department plan.

Peace and Justice week

After nearly 41 years, Peace and Social Justice Week is well established in St. Michaels and is one of our most honoured traditions. Every year we welcome back speakers that have been coming to us for years, sharing their experiences in the fields of environmental awareness and human rights with successive groups of girls. We also welcome many guests and speakers that have such busy schedules that finding time to visit us is difficult for them, and every Year group is guaranteed to get someone new mixed in with the familiar faces! To name just a few, Fr. Peter McVerry, Gardaí, past pupils. For more information, best see the extensive list of speakers with the peace and justice Coordinator .

Music

We provide excellent opportunities for our students to experience the arts. Talented musicians form our school orchestra. Our choirs prepare for Department of Education music and choral exams. We have an excellent record in Slogadh competitions. We have a strong tradition in musicals within the school, as well as participation of students and staff in local musical societies. Our students gain valuable experience in acting, singing, choreography and all aspects of stage management. For more information, see the extensive list of trips, speakers etc. on the music department plan.

Transition Year students have a range of speakers during the year ranging from wellbeing to the world of work – For more information, see the extensive list of trips, speakers etc. on the Transition Year department plan.

Sixth Years guidance

All sixth year students have seminars once a week from September to January.

During these seminars they will have visiting speakers from third level institutions and from the world of work. We usually have speakers from the following; U.C.D. D.C.U, Trinity, D.I.T., Dundalk, STEAM, world of business, Cavan P.L.C. Army, Nursing etc.

Higher options – All sixth years attend the higher options in September, tickets and busses are arranged by the Guidance Counsellor.

School tours

Fifth Years – Barcelona 2019 - Rome 2020

Trips abroad have become an important part of life in St Michael's. Traditionally tours were organised to London and Paris. The "new era" of trips began in 1995 with a trip to Paris and Switzerland. Since then the school has visited Scotland, Italy, Germany, France, Spain, China.

Trips in St Michael's are open to senior cycle students. Transition Year and Fifth Year. Destinations are chosen a year in advance so as to allow for regular saving. Students are enriched and bring with them lifetime memories when they leave school.

Our Guidance Counsellor Francis O' Toole has volunteered to manage the main school tour trips, last year he brought 116 students and 11 other teacher leaders to Barcelona. In 2020, the plan is to head to Rome with 95 students and nine teachers.

Second Years - Ski Trip – Sierra Nevada 2020

We also have a very successful skiing trip for 45 second year students - this trip is now in its third year. Group leader: Jackie Shiels (five teachers)

Ezio Lupo Bursary Trip 2017-2020

Ezio Lupo Bursary Trip – Our Guidance Counsellor Francis O' Toole connected with Meath Co.Co regarding this trip. It is a cultural exchange programme with Broccostella as part of the Ezio Lupo Bursary Trip. This project is open to second year students. We were the winners of this competition twice 2017 and 2019. Three students and two teachers travelled to Italy for one week during the Easter holidays. We hope to continue with this project in 2020.

Open Days – colleges and universities

Students are requested to attend college open days on Saturday.

Subject Department speakers and trips

We are happy to offer our students a broad-based curriculum with a wide choice in Sciences, Languages, Business Subjects, Humanities, The Arts, Personal Development and Extra-Curricular Opportunities. From time to time each department will have their own trips and visiting speakers. For more information, see department plans.

Junior Cycle

- | | | |
|-----------------------|------------------------------|-------------|
| ● Irish | Geography | English |
| ● Physical Education | | |
| ● French Musicianship | | German |
| ● Home Economics | Choir | History |
| ● Science | Social, Personal, Health Ed. | Mathematics |
| ● Art | | |
| ● Technical Drawing | | |
| ● Business Studies | | |
| ● Computer Modules | | |
| ● Guidance Education | | |
| ● Religion | | |

All subjects are offered at higher and ordinary level where appropriate.

Senior Cycle

- | | |
|-----------------------------------|------------------------------|
| ● Mathematics | French |
| ● Physics | Home Econ. Social/Scientific |
| ● Chemistry | Geography |
| ● Biology | |
| ● Accounting | |
| ● Guidance Education | |
| ● History | |
| ● Business Studies | Health Education |
| ● Economics | Music Physical Education |
| ● English | Art |
| ● Irish | Choir |
| ● Design & Communication Graphics | |
| ● Computer Studies | |
| ● Religious Education | |

Leaving Certificate Vocational Programme (LCVP)

Extra-Curricular

We try to offer our students a wide variety of extra-curricular activities, and encourage them to try out their talents, and discover new talents in many areas. This list is endless, to mention a few; Drama, Special Choir, Debating, Gaisce Award, Mission Awareness week, Basketball, Athletics, golf, horse riding, camogie, rugby, football etc.

7.Guidance–related policies and plans

Confidentiality Statement:

Guidance Counsellors take all reasonable steps to provide a confidential counselling service to all students. What is discussed during counselling appointments is private and confidential. There are certain instances when confidentiality cannot be maintained:

- If a student is at risk or self-harming
- If a student mentions another student or any person who is at risk or self-harming
- If the law is being broken (Child Protection)
- For legal or court requirements

Every student who presents for counselling is made aware of the above statement.

DLP

The Principal is contacted on all child protection issues.

Parents – concern for students

Parents are notified if students are self-harming, if we have concern over their health & safety or if advised by the Student Care Team.

GDPR

The General Data Protection Regulations came into force on the 25th May 2018. All school staff were trained in the following;

1. Personal data must be fairly and lawfully processed.
2. Accuracy – Personal data must be accurate and kept up to date.
3. Security – Personal data should be kept secure in terms of encryption and accessibility.
4. Keep data for no longer than is necessary.
5. Individuals rights – right of access to information.
6. Information is only shared with those who need it.

For more information, see school policy on GDPR.

Guidance Related Policies

- School Mission Statement
- Critical Incident Policy
- Child Protection Policy
- Learning Support Policy
- Special Needs Policy
- SPHE Policy
- School Safety Statement
- Transition to secondary school: procedures and induction.
- Opportunities for parents and students
- Substance Use Policy
- Anti-Bullying and Peer Mediation Policy
- Reward system

- Code of Conduct and Student Responsibilities
- ICT Policy

8.Guidance –related procedures (subject choices, change of level)

Subject choice booklet.

We have subject choice booklet for all third years and transition year students progressing on to Leaving Certificate.

For more information, see subject department planning folder - all subject Departments help in developing this booklet.

Change of level

Students considering change of level of subjects, must meet with subject teacher first. They will then make an appointment to meet with Guidance Counsellor seeking advice on subject change and career or college implications. A form re change of level is held in a folder outside of Ms Harney's DP office.

Expression of interest to change a 5th year option – student must meet with one of the DPs.

9. Guidance appointments, data management, data recording

All guidance appointments are recorded in the Guidance Counsellor year book & diary, the students journal and on vsware.

The Guidance Counsellor has access to VS Ware intranet in the school ICT system which holds information on each student. The Guidance Counsellor updates this system with notes on students where necessary, Cogitative Ability Test Reports, Sixth year career choice at Christmas. There is a note placed on vsware following appointments with first years.

Personal records of all personal counselling and careers/vocational guidance interviews are kept on file under lock and key (the Principal has a key to this cabinet and guidance office).

To ensure accuracy of counselling sessions short notes are written up as soon as possible after the session. The Guidance Counsellor updates notes on VS Ware, when it's in the interest of the students and staff.

All notes and records are kept in accordance to GPDR regulations.

Reporting Procedures

All Guidance Counselling and Counselling sessions are confidential but where a student is a danger to herself and or to others or is in an abusive relationship then management (Principal) is informed. The student is informed of the limits of confidentiality at the beginning of a session.

NB: Child protection Policy

Private & Confidential

All student files are private and confidential – GDPR guidelines are followed in respect of same.

Protocol for meetings with students

All meetings are by appointment. Students will make an appointment with the Guidance Counsellor - students journal will be signed and a note placed on vsware.

Third and Fifth Year group work

Names and times of appointments are posted on the guidance notice board and students journals are signed. Teachers are informed of such meetings.

Referrals

Teachers may refer students to the Guidance Counsellor. The Guidance Counsellor request that all referral forms are completed. This referral form was developed with the support of NEPS. Parents/Guardians contacted as appropriate.

Meetings with Parents/Guardians

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually conducted during the school day, but may in certain circumstances be arranged after school. All parties are requested to inform each other if a cancellation is necessary.

On occasion, the Guidance Counsellor may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. The student is included as appropriate for whole or part of the meeting with the approval of Parent/Guardians. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

Parent / Teacher Meetings

The Guidance Counsellor attends all parent/teacher meetings arranged for each year group.

10. Psychometric assessment, sharing practices, monitoring and tracking systems

Academic Tracking Coordinator Promote a culture of improvement, collaboration and creativity in learning, teaching and assessment. This is the responsibility of Lisa Darley AP1

Cognitive Ability Test / Entrance Assessment Test and fifth years

CAT 4 is the new edition of GL Assessment's well established Cognitive Abilities Test, Ireland's most widely used test of reasoning abilities for pupils aged 7 to 17+ years. CAT4 Irish Edition has been fully standardised for Ireland from ages 10:06 to 17+ years on a sample of 6,500 pupils, providing accurate, up-to-date data.

This test is designed to support Primary and Post-Primary schools in understanding pupils' developed abilities, likely academic potential and learning preferences. It measures the four principle areas of reasoning – verbal, non-verbal, quantitative and spatial – allowing schools to test the full range within an entire class or year.

We are glad to have introduced this test over seven years ago.

Both the incoming students (entrance test assessment) and fifth years complete the CAT test online.

The results are posted to parents via flexibuzz, the Guidance Counsellor uploads the results to VS Ware. This is very helpful for teachers in the classroom to assist their Teaching and Learning. This system allows us to gauge our students' academic abilities and needs accurately.

The Guidance Counsellor works closely with the SET department in identifying students who may need SEN support and to look at ways of challenging the gifted students.

The benefits of using the cognitive ability test are:

- CAT4 is more up-to-date and recently Irish normed
- Identify gifted and talented pupils
- Identify pupils in need of learning support
- Track progress and set targets
- Correlation between the CAT4 tests i.e. using the results of 1st years and then later in senior cycle
- Detailed reports as opposed to just scores.
- We use digital format and place all results on VSWARE for teachers to assist in teaching and learning.

Special Education Teaching – testing

SET department have a range of test which is used to identify students' needs and monitor progress, for more information contact SET department.

WIAT 2T Spelling, reading and comprehension

WRAT 4 Spelling, reading and comprehension

Hedderly	Handwriting test
Patoss	Handwriting test

Test results may be used for RACE and DARE applications.

Private & Confidential

All student files are private and confidential – GDPR guidelines are followed in respect of same.

CTY Ireland

The Centre for Talented Youth Ireland, at Dublin City University - provides specialised courses for young people with exceptional academic ability in verbal and numerical reasoning. At the start of the new academic year in September we share information with first year parents on this project and encourage them to focus on their daughters CAT test results and reflect on the advantages of getting involved with CTY Ireland. For more information on CTYI programme, details are available on DCU website, www.dcu.ie/ctyi.

11. Work experience programmes, procedures, reporting

Programme co ordinator - Sheila Carroll

The school offers transition year Programme to three classes. Numbers are limited due to constraints on resources of personal and space. An objective Policy on Admission to Transition Year has been ratified by the BOM and is available for parents and students. The Transition Year Programme is constantly evaluated and reviewed. Every effort is made to keep it relevant to the academic and personal development of the students, for more information go to Transition Year Plan.

The Guidance Counsellor has weekly transition year guidance classes and works with the students regarding their work experience.

Guidance Programme

Duration: One class per week. We have three transition year classes. The BOM has decided to have a third TY class since September 2015.

AIM

- To develop self-awareness of personal skills.
- To introduce young people to the world of work with particular emphasis on rights and responsibilities and evaluate experience gained.
- To equip them with the knowledge to help make decisions regarding subjects and courses for the future.
- To enable students to access and use relevant careers information and explore careers opportunities.

OBJECTIVES

- To understand personal interests and skills.
- To develop work related skills.
- To analyse personal strengths and weaknesses.
- To create a cover letter, CV and report
- To analyse the importance of communication.
- That students have an understanding of the world of work.
- That students will be able to make good, well informed decisions in regards to their future ambitions and career choice.

Education Guidance Trip

All TYs will attend Maynooth University open day on Friday 29th November.

Teaching and Learning Strategies

- Goal setting.
- Project Work
- Inquiry based learning
- Activity Based
- Jigsaw Meath – Mental Health
- Personal Organiser
- Direct instruction

Content

Changing world of work – forms of work, education and skills.

- Preparation for work experience.
- Employment legislation relevant to young people.
- Health and safety at work.
- Preparation for LC subject choice and their implications.
- Accessing careers information using computer software.
- Developing research skills.
- Science as a career.
- Complete self-assessment and career related questionnaires.
- Discuss and use work related learning and direct learning experience of work to improve their chances.
- Identify, select and use a range of information sources to research, clarify and review options.
- Write cover letters to employers and design appropriate CVs.
- Work Placement – Ten days.
- Create a report on work placement.
- Research subject choices.

Assessment

- Self-assessment - Peer assessment – Observation - Feedback
- Written reports – Questioning
- Work experience diary

Interdisciplinary links

- SPHE – Timetable, organisation, awareness of self and developing relationships.
- Business – Letter writing, the rights and responsibilities of the employee and employer.
- Science - introduction to STEPS.

RESOURCES

Hand-outs / Websites: www.qualifax.ie , www.cao.ie, www.careersireland.net , www.careersportal.com

YouTube, PowerPoint, Worksheets, Questionnaires, Visiting speakers

Evaluation Procedures

- Discussion with students / Issue questionnaire to students at the end of year.
- Modes and Techniques of Assessment
- Report weekly in class – preparation for careers project in March
- Teacher self-evaluation • Student evaluation

The guidance counsellor has develop a work experience handbook for TY.

Module two -

The Guidance Counsellor has introduced Mindfulness as an area of learning for all Transition years.

Mindfulness

From Feb to May - the students will have a module on Mindfulness.

Mindfulness is a technique for living in the present moment. It is the art of learning to pay attention on purpose so we can bring awareness to our inner and outer experiences from moment to moment.

The Guidance Counsellor states, mindfulness is not a miracle cure for all problems, stress, anxiety or sickness. It is not a replacement for the medical profession or a replacement if a person needs to take prescribed medication. But the practice of mindfulness will give strength to deal with stress, anxiety and sickness or dealing with challenging events with dignity.

Mindfulness helps:

- To improve students' motivation and energy levels;
- To improve cognitive ability skills and improve students wellbeing;
- To feel happier and more contented;
- To be more productive and effective;
- To enhance students imagination and creativity;
- To decrease students' stress levels and boost mental health;

The programme coordinator - Sheila Carroll has regular meetings with TY teachers and LCVP teachers to focus on plans, learning and teaching, policy and work experience.

Appendix Seven – Curriculum Plan and Schemes of work

12. Support for parents (talks, presentations, resources)

The Principal and DPs meet with year groups parents when necessary.

The Guidance Counsellor has information meetings with the following

- 1) First year parents – parents are informed that they can make an appointment to meet with the guidance counsellor if they have any concerns or needs for their daughter.
- 2) Third year parents – senior cycle options (January)
- 3) Sixth year parents – College information, UCAS, CAO (October)
- 4) Each Year Head holds regular assemblies with their own year group – see Year Head plan
- 5) The parents association often have a parents night where they invite a guest speaker.
- 6) SET Team and Year Heads meet with parents when necessary. The SET department have their own policy and plan.

13. Links with other external partners (BIC initiatives, access initiatives, STEAM)

The Guidance Counsellor is constantly linking in with the following;

- DCU – Centre for talented youth Ireland.
- Friends for Life (Australia company)
- Meath Co. Co.
- Registrars in colleges and universities
- Organise PISA
- Consultation with NEPS, CAMHS, HSE, Psychologists.
- Jigsaw Meath
- DARE Applications for sixth years
- HEAR Applications for sixth years
- Students grants for sixth years – SUSI
- scholarships for sixth years
- SENO
- Local business community for Transition Year work experience
- HSE, UCAS, IACP
- Arranging speakers from STEAM, STEM and the business world to speak with our students.

14. Guidance communication systems, online guidance programmes, website, apps, twitter feed, sharing platforms

The Guidance Counsellor has produced an extremely effective method of communication with students, staff, parents through the following:

- Google sites for career classes - TY, Fifth and sixth years.
- Google classroom for Friends for Life.
- Emails (using school email system) are sent to all fifth and sixth year students weekly with career related information.
- Emails for staff information (using school email system) re guidance and wellbeing of our students.
- The Guidance Counsellor will upload VS Ware with psychometric results which support the quality of Teaching & Learning in the classroom.
- Psychometric results are posted to parents via flexibuzz.
- **VSWARE** – parents can view their daughters timetable and school results via vsware.
- **Career website** www.careersireland.net by Francis O' Toole

This Blog and use of Google Site/ Classrooms offers the most comprehensive and current information on careers. Guidance in Loreto has embraced modern technology and communicates to our students in their preferred communication platform.

Media

- Loreto Secondary School, St Michael's school Magazine – the Guidance Counsellor continues to make regular guidance contributions to this Magazine.
- Francis O' Toole Guidance Counsellor has contributed to both county and national newspaper on guidance. He has published articles with NCGE and IGC national magazine.

15. Evaluation of Guidance – how will the programme be reviewed, evaluated, and reported

1 **Evaluation forms** – the Guidance Counsellor regularly gives out Career Evaluation and Counselling evaluation forms to hear and understand the needs of our students.

2 **Meetings with parents association** - The Guidance Counsellor meets once a year with members of the parents association to listen to their suggestions for guidance for our students.

3 **Meetings with the student council** – the Guidance Counsellor meets yearly to plan student subject choice seminar. The Guidance Counsellor also attends student council meeting to listen to their needs and suggestions in guidance. The student council has highlighted the importance of these meetings in their annual report.

4 Each subject department have their guidelines on evaluation. For more information, see subject department folders in the staff room.

16. Current guidance areas for development

- The Guidance Counsellor is developing new modules of guidance for first, second and third years. (2019 -2020).
- WSGT - This team is new. It is our plan to develop the WSGT (2019- 2020)
- Student Support Team to review our referral form (Sept 2019)
- One to one meetings policy (2019 -2020)
- Policy on AFL, Literacy and Numeracy
- Form - to be used in class if a student is attending sick bay or student support team (guidance area).

17. CPD – Guidance Counsellor & Whole School Guidance

To maintain qualified membership of the Institute of Guidance Counsellors a member should complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004).

In the last few years our Guidance Counsellors have Participation in in-service courses and workshops namely; psychometric testing (ETC Consult Dublin) , professional supervision (Navan Education Centre), suicide prevention (North Eastern Health Board), critical incident policy (NEPS Dublin), the annual guidance and counselling conference workshops, Jig-saw Mental Health, NEPS friends for life programme and Mental Health, Tusla, CAMHS, GPDR.

Both Guidance Counsellors attend the IGC conference and branch meetings.

St Michael's, Loreto is in a unique position of having a qualified psychotherapist & Guidance Counsellor – Francis O' Toole

Membership

Both Guidance Counsellors are registered members with the following;

- Irish Association of Counsellors and Psychotherapist
- Institute of Guidance Counsellors
- British Psychological Society
- Registered with the Teaching Council of Ireland.

Qualifications of both Guidance Counsellors

- Francis O' Toole B.A, M.Sc., PGDE, PGDEM, PGDGC, PGICT.
- Cait Diver B.A., PGDE. PGDGC.

Whole school training: see school development plan.

18. Attendance at guidance counselling supervision

Both Guidance Counsellors attend counselling supervision in Navan Education Centre. Certification of attendance on file.

19 The Role of the Guidance Counsellor SET

The Guidance Counsellor works closely with the SET department on the following;

- Counselling in personal, social and education needs
 - Co-ordinating a number of assessments including the CAT4 prior to entry and again in fifth year.
 - Providing career information
 - Presenting at the Options Information Evening for students and parents of students progressing to Senior Cycle
 - Consulting with parents and staff
 - Consulting with community organisation, NEPS, CAMHS, Psychologists, GPs, Jigsaw (County Meath) etc.
 - Providing vocational preparation – job search skills, preparation for work experience
 - Working closely with Year Heads and the SET team to identify students requiring support
 - Facilitating individual appointments for all 6th year students making career decisions, CAO and UCAS applications
 - Facilitating individual appointments with TY students when necessary regarding work experience and career development
 - Facilitating individual appointments with all 1st year students as part of their 1st year Induction
 - Advising students and parents on subject choice and subject load
 - Liaising with students, parents and the SET team in relation to DARE applications
 - Consultation between the Guidance Counselling and Resource Department will occur in the areas of testing of incoming first years, individual student psychological testing, Reasonable Accommodations in Certified Examinations (RACE) and Disability Access Route to Education (DARE) applications, Higher Education Access route (HEAR) applications etc.
 - The Guidance Counselling Department plays a role in psychometric testing in five key areas; Administration, Scoring, Interpretation, Feedback and Evaluation. Guidance Counsellors will administer aptitude tests to individuals and large groups. The results are used by Guidance Counsellors to help inform ability, influence subject choice or post Leaving Certificate choice. The list of formal assessments approved by the DES are on the Departments website (http://www.education.ie/en/Schools-Colleges/Information/Resources-Guidance/list_approved_tests.pdf).
-
- Such tests measure student ability or aptitudes in different cognitive areas and can be used to assess academic performance or identify potential learning difficulties.
 - Dealing with students with special needs involves briefing school personnel about appropriate reasonable accommodations such as ensuring test materials (e.g., large print), the test environment (e.g., lighting), to minimise test taker anxiety and feedback. A wide range of DES approved Interest Inventories with psychometric properties are also used (e.g. Career Interest Inventory, Rothwell Miller etc.) to help advise students on career and further education choices.
 - The Guidance Counsellor sets the agenda and chairs the Student Support Team when focusing on individual students and their needs regarding SET and counselling

- Take referrals from School Management and Year Heads for one-to-one counselling
- One-to one counselling with students from every year group when necessary.
- Meetings with parents in the context of student support regarding personal counselling
- Meetings parents regarding career counselling
- Is available at all parent teacher evenings to meet with parents
- Parent information sessions to parents/ guardians of 3rd year students, TY students and 6th year students
- Supporting Senior Prefects and the Student Representative Council with the subject choice forum
- 2019 The Guidance Counsellor introduced Mindfulness training for SEN students.

20 Guidance Resources & Links

Materials

The careers library though small operates an open door policy, the library contains current Irish and UK prospectuses. All books may be borrowed with permission from the Guidance Counsellor. There are also four computers available for student career research.

Students are encouraged to do career research when the computer room is open at lunch time and attend the career clinic once a week.

The school has an excellent library - all first and second years are registered with accelerated reader programme.

Facilities

There are two Guidance Offices with external phone line, computers and printers, Careers Library, Computer Room, Notice boards, Laptop and projector, canteen with big screen and internet access. The study hall is available too with similar facilities.

A spacious career guidance office which is conducive to effective counselling work is provided.

One of the two guidance rooms is available to cater for individual student counselling sessions, group sessions and other student support services (peer mediation etc.) where possible.

A careers computer area has been developed to enable research, online applications etc. Internet access is available for all guidance classes.

Computers

- The school has 3 computer rooms and 131 Chromebooks for ICT work. The Chromebooks are available for all teachers use, especially those working on CBAs for Junior Cycle.
- Computer rooms are available at certain times (can be 'block booked') or booked through VSWare.
- One computer room is open, supervised and available to students at lunchtime.
- Guidance classes for Transition Year and Fifth Year are held in the computer room.
- The weekly career clinic for fifth and sixth years is held at lunch time in B25 computer room.

External Links – The Guidance Counsellor links in with many agencies during the school academic year

- **External** - links with Third Level Colleges, local business and education and training providers in the community.
- **Transition year** students are encouraged and helped to make links with local businesses for 10 days' work placement. The Guidance Counsellor links with local and national business where and when possible.
- **Visiting Speakers** - Sixth Year career presentations are given by invited speakers from all the universities IT colleges and PLC colleges. These presentations inform our students about courses, career trends, and campus life and facilities. These presentations may clarify their choice of College. Presentation in guidance will be held in the former chapel.
- **Awards:** The school has won several awards with AIB (Build a bank) and Bank of Ireland (students' academic achievements). The school has also won a national award with Bank of Ireland (seedlings group). One student honoured our school by winning the Young Person of the Year Award from Rehab (in connection with a school response to the Bus tragedy). The Guidance Counsellor is involved with the Ezio Lupo Award which we won twice. On both occasions 3 students and two teachers were invited to Italy for one week.
- **Open Days** -Students are requested to attend college open days on Saturday. All sixth years have the option to attend the Higher Options with a Guidance Counsellor in September. Bus and tickets are arranged by the guidance counsellor.
- Contact is made with the local Youthreach agency when required.

Other links in which the Guidance Counsellor is involved

- Parents Association
- Past Pupils - monitor their career pathways for our records.
- Pastoral Care Team
- SPHE teachers
- SEN Coordinator
- Outside Agencies
- Primary Teachers
- Social Workers
- Employers
- Colleges/Admission Officers
- Disability Officers
- Jigsaw (Meath)
- STEPS (promoting engineering)
- Colleges of Further Education

- Community – Gardaí, Defence Forces
- DES.....Exam Commission
- CAO & UCAS
- Local Clergy
- Enrolment of incoming First Year students
- Entrance testing administration
- VS Ware – Placing individual results on file for teacher's use
- Visiting primary schools with other teachers to gather pastoral care information on incoming first years. Managing educational passports.
- Visiting primary schools with other members of staff to promote St Michael's.
- Testing of late comers (new students early September)
- DCU – Centre for talented youth Ireland.
- Consultation with Principal
- Individual Counselling - students may be attending counsellors outside of school
- Friends for Life
- Chairperson of student support team
- Available for all parent / teacher meetings
- Presentations for third year parents on senior cycle options
- Presentations for Sixth year parents on career choice, CAO & UCAS (career clinic for students - Tuesday lunchtime.
- Notice board Communication for teachers
- Organise PISA
- Consultation with NEPS, CAMHS, HSE, Psychologists.
- Jigsaw Meath
- DARE Applications for sixth years
- HEAR Applications for sixth years
- Students grants for sixth years – SUSI
- Students scholarships for sixth years
- Emails on a weekly basis for sixth years with career related information.
- Teaching SPHE - well-being
- Careers information - seminars IGC
- Work experience Coordinator for Transition Years
- Helping Sixth years with HPAT Exam
- Subject choice for First Year
- Subject choice for Fifth Year
- Career talks (guest speakers) career class for sixth years.
- Available for Leaving Cert Results - August
- Assist with RACE applications
- Available for sixth years to contact make contact via email or phone regarding CAO offers in August.
- Higher Options Conference – sixth years.
- Applications for CAO
- Applications for UCAS
- Helping sixth years with personal statements
- Writing references for sixth years (PLC courses)
- Study skills
- Mental Health
- Presentations for BOM.

- Testing & Monitoring students for SET.
- Testing of late comers (new students).
- Consultation with Year Heads & Tutors re individual students.
- Notice boards – communication.
- Attending various information sessions for counsellors.
- Liaison with I.T. Colleges and private companies.
- Addressing Parent Meetings – meeting with parents individually. Information nights for third year parents and sixth year parents.
- Crisis management Team.
- National Council for Special Education
- NUI Matriculation Regulations
- CATs fifth years
- CATs Entrance Test
- Managing Education Passports (Year Heads)
- Local Business Groups & Chamber of Commerce
- North Eastern Health Board
- CAMHs & National Council for Special Education

Contact with NEPS:

The school has a psychologist from NEPS allocated to it on an annual basis. The Guidance Counsellors, Principal, SET team have ongoing communication with the NEPS psychologist. Their main function is to prioritise students who may require psychological assessments. The NEPS psychologist then carries out a small number of assessments and gives feedback to the SEN Coordinator , Guidance Counsellor and other school staff concerned with students welfare.

Parents Association

The Parents Association have made a major contribution to the development of the student body while arranging the study skills day and the talks for both teachers and students on cyberbullying. The Parents Association were very helpful in the development of Whole School Guidance Plan over the years in sharing wisdom and insight. It was agreed that the Parents Association should meet with the Guidance Counsellor during the academic year for planning.

20 Guidance Counsellors Priority list

Timetable

Month	First Year	Second Year	Third Year	Transition Year	Fifth Year	Six Year
Sept	Supporting students in their transition from primary to secondary school One to one & group guidance meeting Education Passports SPHE (All year) Health and Activity week Weekly meditation	SPHE (All year) Health and Activity week Weekly meditation	SPHE (All year) Health and Activity week Weekly meditation	Weekly Work experience Guidance Class Health and Activity week Weekly meditation	ICT * 2 classes Health and Activity week Weekly meditation	Higher Options One on one guidance meetings College / University / world of business/ STEAM speakers Weekly career clinic Health and Activity week Weekly meditation
Oct	SPHE (All year) Weekly Meditation Maths week	SPHE (All year) Weekly Meditation Maths week	SPHE (All year) Weekly Meditation Maths week	Weekly Work experience Guidance Class Weekly Meditation Maths week	ICT * 2 classes Maths week	One on one guidance meetings Maths week Weekly career clinic Weekly meditation Maths week

Nov	Same Science week Meditation	SciFest Science week Meditation	 Science week Meditation	Same Road safety Science week Meditation	 Science week Meditation	Same Science week Meditation
Dec	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
			CSPE Action projects	Enterprise Day		RSC Workshop Science
	Meditation	Meditation	Meditation	Meditation	Meditation	Meditation

Month	1	2	3	4	5	6
Jan	SPHE (All year) Bullying Awareness Week Catholic Schools Week Weekly meditation	SPHE (All year) Bullying Awareness Week Catholic Schools Week Weekly meditation	SPHE (All year) Subject choice talks and seminars Bullying Awareness Week Catholic Schools Week Weekly meditation	Weekly Work experience Guidance Class Module on Mindfulness French Drama Bullying Awareness Week Catholic Schools Week Weekly meditation	Weekly career clinic Bullying Awareness Week Catholic Schools Week Weekly meditation	Weekly Career clinic CAO Modules on care of self Bullying Awareness Week Catholic Schools Week Weekly meditation

Feb	SPHE Module in guidance Irish Heart Foundation Day	SPHE Module in guidance Irish Heart Foundation Day Ski Trip	SPHE Subject choice meetings with Guidance Counsellor Irish Heart Foundation Day Module in guidance	Subject choice meetings with Guidance Counsellor Irish Heart Foundation Day Debate Fever	Psychometric testing RSE talks Irish Heart Foundation Day ICT Weekly class on guidance	DARE HEAR SUSI RACE RSE talks Irish Heart Foundation Day Weekly Career clinic
March	Meditation Guidance Module Peace & Justice week Seachtain na Gaeilge 2019	Meditation Guidance Module Peace & Justice week Seachtain na Gaeilge 2019	Meditation Guidance Module Peace & Justice week Seachtain na Gaeilge 2019	Meditation German trip to Solstice Arts Centre Radio Workshops Peace & Justice week Seachtain na Gaeilge 2019	Meditation German trip to Solstice Arts Centre ICT Weekly class on guidance Weekly Career clinic Peace & Justice week Seachtain na Gaeilge 2019	Meditation Weekly Career clinic Peace & Justice week Seachtain na Gaeilge 2019
April	Meditation Student Representative Council Annual Report	Meditation Student Representative Council Annual Report#	Meditation Student Representative Council Annual Report	Meditation Student Representative Council Annual Report	Meditation Student Representative Council Annual Report	Meditation Student Representative Council Annual Report

		Ezio Lupo Bursary Trip		School Tour 2019 Barcelona 2020 Rome	Group work with the Guidance Counsellor School Tour 2019 Barcelona 2020 Rome	
May						
June			JC Exams			LC Exams

Guidance Counsellor Priority list

August – September – October

- Career Pathways
- First Years
- Student Care Team
on medication / Year Head list
- Higher Options
- Friends for life
- Organise TY work experience
- College speakers
- Wellbeing
- Past students
- Transition into secondary school
- Audit of Students / counselling / CAMHs / Students
- Sixth Years – tickets & busses
- First Years / books / wellbeing / module
- Forms for parents etc.
- STEAM, Business etc.
- Appointments first years – notes vsware

November – December –January

- Career appointments
- CAO / UCAS / Reference / DARE / HEAR SUSI / Scholarships /College
- Sixth Year Parent Information night / One career class weekly –
- Career clinic
- Sixth Years
- every week

February – March –April – May

- Centre for Talented youth
- Psychometric Testing
- Psychometric Testing
- Subject Choice
- Third Year / TYs
- Pastoral care information
- Navan Town twinning with Italy
- DCU – First Years
- Incoming First Years CAT Test
- Fifth Yeas / CAT Test
- 3rd Years and TYs / Print booklets
- Parent Information night
- Local primary schools
- Second Years

- Ezio Lupo Schools - Exchange Bursary 2 Years
- School Newsletter / google sites careers / google sites mental health / emails – sixth years' careers
- Meeting with parents Association – once a year

- Meetings with Principal – regularly
- Department meetings – presentation to teachers / general staff /
- Feedback – counselling and class evaluation forms
- Student Guidance Counsellors – we have worked with DCU AND NUIM in allowing a student Guidance Counsellor have a placement.
- IGC conference and workshops attended - Guidance Counsellors
- School tour - third year applications (this is voluntary work which the Guidance Counsellor has undertaken - 12 teachers involved.)

Conclusion

Loreto is a personification of the home of the family of Nazareth which gives high value to the role of the Christian family as the first teachers to their daughters. I have experienced within this Loreto school community a real and meaningful philosophy of education that wants the best for their students, helping them to have real values rooted in the Gospel based on truth, freedom, justice, sincerity and joy. When a student progresses from Loreto onto their career pathway, they know that they have achieved an excellent academic and all rounded education but more importantly they will have developed their own unique sense of self.

I have personally experienced St Michael's Loreto as a truly inclusive Community who reach out to all backgrounds and academic levels in their pursuit of excellence and personal development.

I hope this Whole School Guidance Plan will contribute to the continued evolution of St Michael's schools Guidance Programme. I always welcome the opportunity to give progress reports on our activities at staff meetings and to post holders. Regular reports have been furnished to the Principal as requested.

The demands made on the Guidance Counselling Department in St Michael's Loreto Secondary School are widely diverse and challenging. They require ongoing support from school Management, Staff and Board of Management to be fully successful. I trust I can continue to rely on the support and trust of those concerned for the future.

The Whole School Guidance Plan is an ongoing and evolutionary. It is likely to require change and adjustment in accordance with the needs of the school in the coming years. Everyone working as a team will empower our staff and students to create a positive environment where quality teaching and learning can take place.

The Student Support Team has played a major role in the developing of Whole School Guidance at St Michael's. I am looking forward to the development of the Whole School Guidance Team and new modules of guidance in JC.

Francis O' Toole BA, H.Dip Ed, M.Sc., PGEM., CG. ICT.

Guidance Counsellor (30/May/2019)

Bibliography / Research

References

- Planning the School Guidance programme - National Centre for Guidance in Education 2017.
- Guidance and Counselling Service in Second Level Schools & The role of the Guidance Counsellor.
- Guidelines for Second Level Schools on the Implication of Section 9© of the Education act (1998), relating to students' access to appropriate guidance.
- Institute of Guidance Counsellors – Constitution and Code of Ethics
- NEPs
- HSE
- Jigsaw - Meath
- Websites
- Central Application Office (CAO) www.cao.ie
- Department of Education and Science www.education.ie
- Fas www.fas.ie
- Institute of Guidance Counsellors www.igc-edu.ie
- National Centre for Guidance in Education www.ncge.ie
- National Educational Psychological service www.neps.ie
- National Qualifications Authority of Ireland www.nqai.ie
- www.Qualifax.ie www.careersportal.com
- Mr. O' Toole G.C. Blog page www.careersireland.net
- IGC Conference 2019

Whole School Guidance Plan

Date approved by board of management

Ratified by the BOM: _____ (date)

Whole School Guidance Plan & Policy effective:

_____ (date)

Signed: _____ (Principal)

Signed: _____ (Chairperson of BOM)

Date: _____

Appendix 1-5

1 to 5 for more information, see the guidance folder in the staff room with all department plans.

Appendix 6

Guidance Forms

- Career Class Evaluation Form
- Counselling Evaluation Form
- First Year Student Profile
- Student Support Plan Review
- Change of Subject Level Request Form
- Expression of interest to change a 5th year subject option form
- Personal Guidance Counselling Record
- Referral Form – Pink form
- Recording an Allegation of Bullying – Yellow form
- Career Guidance Appointment
- Support Team Review Record
- Individual Student Plan

