

Whole School Guidance Plan 2021/2022



**Scoil Mhuire Gan Smál
Blarney, Co.Cork**

Introduction:

Guidance, as defined by School Development Planning Initiative (SDPI), is the student support systems and programmes in a school. (SDPI)

This guidance plan describes the school guidance programme of Scoil Mhuire Gan Smál, Blarney, Co. Cork. It specifies the set of learning experiences that the school provides to assist students in making life choices (personal, social, educational and career) and in making transitions consequent to these choices.

Scope:

This programme outlines the sequenced range of developmental learning experiences provided by the whole school to assist students in developing self-management skills leading to effective life choices and decisions. These choices are categorised into three separate but interlinked areas:

- Personal and Social
- Educational
- Career

The plan involves the whole school and is a collaborative effort by guidance counsellor, teachers, school management and the Board of Management to address the guidance needs of all students at all levels within the school.

Rationale:

- *Planning the School Guidance Programme*, the Guidelines and Circular PPT 12/05 specify that schools are expected to develop a guidance plan as part of their overall School Development Plan.
- Section 9 (c) of the Education Act, 1998 states that all schools are required to “ensure that students have access to appropriate guidance to assist them in their educational and career choices.”
- The Board of Management, School Management, Teachers, Parents and Guidance Counsellor want to ensure that students have “access to appropriate guidance” as stipulated by the Education Act, 1998. Therefore access as determined by the general resources available in the school and “appropriate guidance” as a whole school’s response to meeting the guidance needs of all its students must be clearly outlined. As a consequence we would be in a position to realise the aspirations expressed in our Mission Statement.

Relationship to the School’s Mission/Vision/Aims:

‘Our school concentrates on the development of the whole person, by providing for the religious, moral, social, physical and intellectual growth of our students. We strive for academic excellence, while fostering, and encouraging all types of talent.’ At Scoil Mhuire Gan Smál all students are treated as individuals with unique strengths.

The school’s guidance plan aims to assist the holistic development of all students so that they learn to know and value their talents and abilities, helping them to make the best possible choices for themselves such that they will be in a position to realise their full potential as individuals, effectively manage their personal

transitions while at the same time learn to value and respect others and make a positive contribution to society.

Goals/Aims:

To help all students in the school to:

- Develop an awareness and acceptance of their talents and abilities
- Identify and explore opportunities
- Grow in independence and take responsibility for themselves
- Make informed choices about their lives and follow through on these choices
- Cope in a crisis

Policy Content:

The guidance plan content is divided into three sections.

- A. Statement of Guidance Policy
- B. Guidance Programme including Guidance Resources
- C. Guidance Areas for Development

A. Statement of Guidance Policy:

Guidance at Scoil Mhuire Gan Smál is a whole school activity. It will uphold the values of the school in assisting the holistic development of all students so that they learn to know and value their talents and abilities, helping them to make the best possible choices for themselves such that they will be in a position to realise their full potential as individuals, effectively manage their personal transitions while at the same time learn to value and respect others and make a positive contribution to society. It will provide all students from first year through to sixth year with appropriate guidance in accordance with Section 9 (c) of the Education Act, 1998.

B. Guidance Programme including Guidance Resources:

The guidance programme is outlined separately for each year group using the following headings: Aim/objective, Guidance Activity, Who, When, Resources Required and Performance Indicators.

Guidance Programme - Target Group: 1st Year

	Aim/Objective	Guidance Activity	Who	When	Resources Required	Performance Indicator
Personal Social	<ul style="list-style-type: none"> - To facilitate the students' Integration into Post Primary - To facilitate and encourage and social development of (following SPHE guidelines) - To support the student en - To help students develop decision making skills - To support students in crisis - to implement a bullying awareness campaign to support all students - Wellbeing Social and leisure enhance mental, emotional wellbeing. 	<ul style="list-style-type: none"> - 1st Year Induction - SPHE - RSE - Tutor /Year Head - Personal Counsellor - 1st Year P/T meeting - Bullying workshop - guidance counselling - Timetable wellbeing classes twice a week 	<ul style="list-style-type: none"> - Subject teacher - Learning Support - Resource teacher - Tutor - Year Head - First Year Meeting - Special Needs Assistants - Guidance Counsellor - School Manager 	<ul style="list-style-type: none"> - Classroom time and individual appointments - First Year Induction - Anti- Bullying workshop 	<ul style="list-style-type: none"> - Guidance Counsellor - SPHE Teacher - Tutor - Classroom - Material & Equipment e. - Handouts, videos - Work sheets, - Meeting times 	<ul style="list-style-type: none"> - Students will be happy and confident in their new environment - They will settle quickly - More independent - Better communication skills
Education	<ul style="list-style-type: none"> - To ascertain students' level and numeracy - To identify any students with learning needs, including special English as a Second Language and facilitate them - To identify any students with in Irish or foreign language - To provide students with good homework practice guidelines - organisation skills and time - To provide students with essential skills - To provide students with information help them to make good success for 2nd Year 	<ul style="list-style-type: none"> - Entrance Test, C - NGRT, Spelling Test - Progress banding - NCGE guidance - SPHE - Individual Appointments - Study skills classes - Information sessions - students and parents - Subject teachers (informally) 	<ul style="list-style-type: none"> - Subject teacher - SPHE teacher - Tutor - Learning Support Teacher - Resource teacher - Guidance Counsellor - First Year meeting - Special Needs Assistants - National Educational Psychological 	<ul style="list-style-type: none"> - Classroom time and individual appointments - Emphasis on first few weeks in school - progress banding completed first few days of school and monitoring done 3 times a year 	<ul style="list-style-type: none"> - Guidance Counsellor - Learning Support Teacher - Classroom - Material & Equipment e. - Handouts, Videos, Work sheets 	<ul style="list-style-type: none"> - Students will show steady progress in each subject - ESL Students become more confident in English - Students will record H/W in Journal - They will do quality homework - They will be motivated on the subject - want to keep on why by end of Year
Career	<ul style="list-style-type: none"> - To help students understand the relationship between education and its working life - To encourage students to think about career options - To help students develop decision making skills - To introduce students to career making tools and resources - To create an awareness in students about basic and course entry requirements at third level 	<ul style="list-style-type: none"> - SPHE - Individual Appointments - Subject classes - students of relevant subject in future course and life - NCGE guidance modules to introduce students to resources available - Mini career projects - Information sessions - students and parents 	<ul style="list-style-type: none"> - Subject teacher - SPHE teacher - Guidance Counsellor 	<ul style="list-style-type: none"> - Classroom and Individual Appointments 	<ul style="list-style-type: none"> - Guidance Counsellor - Subject Teacher - Classroom - Computer Resources - Material & Equipment e. - Handouts, Videos - Work sheets, 	<ul style="list-style-type: none"> - Students will be more motivated - Students will do some independent research - Completed a project - Students will have ideas for future careers with some basic knowledge of how to get there

Guidance Programme
Target Group: 2nd Year

	Aim/Objective	Guidance Act	Who	When	Resources Required	Performance Indicator
Personal Social	<ul style="list-style-type: none"> - To facilitate and encourage the social development of student (SPHE guidelines) - To facilitate the integration of students into 2nd year, including - To support students emotionally - To help students develop effective decision making skills - To support students in crisis -Anti bullying campaign and work 	<ul style="list-style-type: none"> - SPHE - RSE - Personal Counselling - 2nd Year P/ meetings - Tutor/Year support - NCGE guidance modules -Bullying awareness workshop 	<ul style="list-style-type: none"> - Subject teachers - SPHE teachers - Guidance Counsellors - School Management - Special Needs Assistants 	<ul style="list-style-type: none"> Classroom time individual appointments -Bullying awareness workshop TB 	<ul style="list-style-type: none"> - Guidance Counsellors - Subject Teachers - Classroom - Material & Equipment e.g. Handouts, Videos, Work sheets, etc. 	<ul style="list-style-type: none"> - Students will be happy and content in their environment - Students will be more self aware - Students will be more aware of the people in their environment and respect them - Students will practice their decision making skills
Educational	<ul style="list-style-type: none"> - To identify new students with needs, including students of English Second Language (ESL), and - To revisit good home work practice and encourage it - To encourage students in the study habits - To ensure each student is happy with subject choice, giving them a chance to change subjects if necessary - To guide them through any indecision 	<ul style="list-style-type: none"> - GRT, Spelling Test. - SPHE - Individual appointments - Study skill classes - Progress monitoring - Banding 	<ul style="list-style-type: none"> - Subject teachers - SPHE teachers - Learning Support Teacher - Resource teachers - Guidance Counsellors - Special Needs Assistants 	<ul style="list-style-type: none"> Classroom time individual appointments - Progress banding done 3 times by class teacher 	<ul style="list-style-type: none"> - Guidance Counsellors - Learning Support Teacher - Classroom - Material & Equipment e.g. Handouts, Videos, Work sheets, etc. 	<ul style="list-style-type: none"> - Students will do quality homework - Students will show steady progress in subject - ESL students will improve their fluency in English - Students will be happy with their choice of subject
Career	<ul style="list-style-type: none"> - To encourage students to consider about career options - To encourage the continued development of effective decision making skills - To encourage students to refer to decision making tools and resources in the school 	<ul style="list-style-type: none"> - SPHE - Individual appointments 	<ul style="list-style-type: none"> - Subject teachers - SPHE teachers - Guidance Counsellors 	<ul style="list-style-type: none"> Classroom time individual appointments 	<ul style="list-style-type: none"> - Guidance Counsellors - SPHE Teachers - Classroom - Material & Equipment e.g. Handouts, Videos, DVD, Work sheets etc. 	<ul style="list-style-type: none"> - Students will be more motivated - Students will have clear goals - Students will be aware of a broad range of subject options keeping their options open

Guidance Programme - Target Group: 3rd Year

	Aim/Objective	Guidance Act	Who	When	Resource Required	Performance Indicator
Personal Social	<ul style="list-style-type: none"> - To facilitate and encourage the social development of the student (SPHE guidelines) - To facilitate the integration of students into 3rd year - To support the student emotionally - To help students develop effective decision making skills - To begin preparing students for the next cycle - To support students in crisis 	<ul style="list-style-type: none"> - SPHE - RSE - Personal Counselling - 3rd Year P/ meetings - Tutor/Year support 	<ul style="list-style-type: none"> - Subject teachers - SPHE teachers - Guidance Counsellors - School Management 	<ul style="list-style-type: none"> Classroom time one to one appointments 	<ul style="list-style-type: none"> - Guidance Counsellors - Subject Teachers - Classroom - Material & Equipment e.g. Handouts, Videos, DVD, Work sheets etc. 	<ul style="list-style-type: none"> - Students will be happy and content in their environment - Students will be more self aware - Students will be more aware of their environment and respect others - Students will practice their decision making skills

Educational	<ul style="list-style-type: none"> - To identify new students with special needs - To revisit good home work practices - To teach and encourage students effective study habits, exam skills stress management - To familiarise students with exam layout of papers. - To ensure that students are doing levels in all subjects for their ability - To ensure that exemption in time for students who need it - To provide students with information to choose the correct Senior Cycle - To provide students with information to make good subject choices for 	<ul style="list-style-type: none"> - GRT, Spell Test. - SPHE - Individual appointments - Study skills workshop based up by study classes - Information session on subject options for Leaving Certificate - Progress monitoring via banding 	<ul style="list-style-type: none"> - Subject teachers - SPHE teachers - Learning Support Teacher - Resource teachers - Professional study skill facilitator - Guidance Counsellor - Special Needs Assistant 	<ul style="list-style-type: none"> - Class time - one to one appointments - Program banding - done in year block class - teacher 	<ul style="list-style-type: none"> - Guidance Counsellor - Learning Support Teacher - Subject Teachers - Classroom - Material - Equipment - Handouts - Videos, Work sheets, etc 	<ul style="list-style-type: none"> - Students will do good quality work - Students will show steady progress in subject - ESL students will improve their English - All students will achieve success in Certificate Exam - Students will be clear on their choices and why they want to keep on and why
Career	<ul style="list-style-type: none"> - To encourage students to consider career options - To encourage students to further decision making skills and help with subjects - To encourage students to use decision making tools and resources available - To remind students about basic requirements at third level - Study Skills workshop 	<ul style="list-style-type: none"> - SPHE - Study skills workshop - Individual appointments - Subject choice classes 	<ul style="list-style-type: none"> - SPHE teachers - Guidance Counsellor - Subject teachers 	<ul style="list-style-type: none"> - Class time - one to one appointments 	<ul style="list-style-type: none"> - Guidance Counsellor - SPHE Teachers - Computer Room - Material - Handouts - Videos, etc 	<ul style="list-style-type: none"> - Students will be motivated - Students will have clear goals - Students will be more organised with school work and they study hard they will abide by - Students will show steady improvement in subject areas - Students will have a good idea of options for the future

Guidance Planning: Action Planning
Target Group: TY

	Aim/Objective	Guidance Activity	Who	When	Resources Required	Performance Indicators
Personal, Social Education and Careers Education	<ul style="list-style-type: none"> - To facilitate the integration of new students in transition year - To identify new students with specific learning needs, including students of English as a Second Language (ESL) and facilitate their learning - To identify students aptitude - To explore the concept of a career in the holistic sense which includes education, work, family, leisure and community - To introduce students to college courses and possible career options - To provide students with information to help them to make subject choice for 5th Year - To support students in crisis 	<ul style="list-style-type: none"> - Talks by various colleges - Visit to IGC Career Options Rochester - Personal Counselling - Aptitude test – Career - Information session on subject options at Leaving Certificate - One to one VGI for senior cycle subject choice. - TY P/T meeting - Tutor/Year Head support - Wellbeing module timetabled twice a week - Mindfulness Timetabled Career classes on rotation twice a week 	<ul style="list-style-type: none"> - Guidance Counsellor - College Personnel - Subject Teachers - Learning Support Teacher 	<ul style="list-style-type: none"> - Class time - Individual appointments - Out of school activity 	<ul style="list-style-type: none"> - Guidance Counsellor - Subject Teachers - Parents/Guardians - Classroom - Computer Room - Material & Equipment e.g. Handouts, Videos, Work sheets, etc 	<ul style="list-style-type: none"> - Students will be motivated - Students will be more aware - ESL students will improve their fluency in English - Students will be more motivated for their Leaving Certificate and have clear goals

Guidance Programme - Target Group: 5th Year

	Aim/Objective	Guidance Activity	Who	When	Resources Required	Performance Indicators
Personal Social	<ul style="list-style-type: none"> - To facilitate the integration of any new students into 5th year, including ESL students - To provide students with information on services available to them - To give students the opportunity and support to explore personal issues - To support students in crisis 	<ul style="list-style-type: none"> - RSE - Personal Counselling - Religious Education - Talks on adolescent issues from expert Youth Services - Mind Out Program - Aptitude test – (not taken in TY) - Tutor/Year Head Support 	<ul style="list-style-type: none"> - Guidance Counsellors - Youth Service Leaders - Religious Teachers - Mind Out facilitators 	<ul style="list-style-type: none"> - Classes spread throughout school year 	<ul style="list-style-type: none"> - Guidance Counsellors - Mind Out facilitators - Classroom - Material & Equipment e.g. Handouts, Videos, Work sheets, etc 	<ul style="list-style-type: none"> - Students will be more aware and self-reliant - Students will have improved communication skills
Education	<ul style="list-style-type: none"> - To identify student strengths and interests - To identify new students with specific learning needs including students of a Second Language (ESL), and facilitate their learning - To develop further their study skills 	<ul style="list-style-type: none"> - Interest Inventories - Study skills workshops 	<ul style="list-style-type: none"> - Guidance Counsellors - Learning Support Teachers - Expert Study Skills advisors 	<ul style="list-style-type: none"> - Classes spread throughout school year - During Christmas Exams - Individual Appointments 	<ul style="list-style-type: none"> - Guidance Counsellors - Expert study skills advisor - Classroom - Material & Equipment e.g. Handouts, Videos, Work sheets, etc including Interest inventories 	<ul style="list-style-type: none"> - Students will be more aware and will be able to identify their strengths and interests - ESL students will improve their fluency in English - Students will be more organised and effective in their studies
Career	<ul style="list-style-type: none"> - To ensure that all students are aware of all options available to them - To ensure that all students have a good idea about when to apply for options 	<ul style="list-style-type: none"> - Guidance Module LCVP - Visits to colleges - Attend Career Conferences in Rochestown Park Hotel, Cork - Attend STEPs to Engineering Road - Personnel Course - Attend UCC Spring Open Day - P/T Meeting 	<ul style="list-style-type: none"> - Guidance Counsellors - College Personnel - Subject Teachers 	<ul style="list-style-type: none"> - Classes spread throughout school year - Individual appointments 	<ul style="list-style-type: none"> - Classroom time - Bus - Careers Office 	<ul style="list-style-type: none"> - Students will be more aware of their options - Students will have clear goals - Students will be more organised about their work and they study more effectively - Students will show improvement in all subject areas - Students will have a good idea about their options for the future

Guidance Programme - Target Group: 6th Year

	Aim/Objective	Guidance Activity	Who	When	Resources Required	Performance Indicators
Personal Social	<ul style="list-style-type: none"> - To facilitate the integration of any new students into 6th year - To provide students with information on services available to them - To give students the opportunity and support to explore personal issues - To support students in crisis 	<ul style="list-style-type: none"> - RSE - Personal Counselling - Religious Education - Talks on adolescent issues from expert Youth Services - Tutor/Year Head Support 	<ul style="list-style-type: none"> - Guidance Counsellors - Youth Service Leaders - Religious Teachers 	<ul style="list-style-type: none"> - Individual Appointments - Timetabled classes 	<ul style="list-style-type: none"> - Guidance Counsellors - Classroom - Material & Equipment e.g. Handouts, Videos, DVD, Work sheets 	<ul style="list-style-type: none"> - Students will be more aware and self-reliant - Students will have improved communication skills

Education	<ul style="list-style-type: none"> - To motivate students to develop and work on their strengths and interests - To develop further study skills - To develop further exam techniques and management - To help them cope with stress 	<ul style="list-style-type: none"> - Interest Inventory - Study skills work - Individual appointments 	<ul style="list-style-type: none"> - Guidance Counsellors - Learning Support Teacher - Expert Study Skills advisors 	<ul style="list-style-type: none"> - Timetabled classes each week - Additional classes where required 	<ul style="list-style-type: none"> - Guidance Counsellors - Expert study skills advisor - Classroom - Material & Equipment e.g. Handouts, Videos, , Work sheets etc including Interest inventories 	<ul style="list-style-type: none"> - Students will be motivated and aware and will be encouraged to identify their strengths and interests - ESL students will improve their fluency in English - Students will be organised and effective in their studies - All students will achieve success in their Leaving Certificate Exams
Career	<ul style="list-style-type: none"> - To facilitate students in compiling a C.V. - To better students on interview techniques - To provide opportunities for the student to identify general areas of employment that suit her own skills, qualifications and interests 	<ul style="list-style-type: none"> - Visits from local education facilities banks, etc. - Talks on CAO, UCPLCs, Apprenticeships etc. - Personnel Counsellors - P/T Meeting - VGIs 	<ul style="list-style-type: none"> - Guidance Counsellors - College and bank Personnel - Subject Teachers 	<ul style="list-style-type: none"> - Classes spread throughout year - Individual appointments 	<ul style="list-style-type: none"> - Classroom time - Bus - Careers Office 	<ul style="list-style-type: none"> - Students will be motivated - Students will have clear goals - Students will be motivated and organised about their work and they study hard - Students will show improvement in all study areas - Students will have a clear idea about their options for the future

C. Guidance Areas of Development:

A review process of the current guidance programme will begin in February 2022 and will include consultation with the school community to examine existing guidance provision for all junior and senior cycle students, identify needs not currently being met and prioritising specific areas for development. Examples of areas, which might be prioritised for further development, include:

- a. Links with business
- b. Guidance provision for students with special educational needs
- c. Guidance provision for students from disadvantaged backgrounds
- d. Guidance provision for students from minority groups
- e. Planning and co-ordination of student support/care services
- f. Role of class teacher system in guidance
- g. Ways to include the student body in the review process of guidance provision in the school

Links to Other Policies and to Curriculum Delivery:

The guidance plan has links with the following school policies already in place:

- Admissions
- Anti-Bullying
- Child Protection
- Code of Behaviour
- Code of Discipline
- Critical Incident
- Homework
- Internet Use
- Options Policy
- Sexual Harassment
- Special needs
- Substance Abuse
- Workplace Bullying
- Wellbeing Policy

The guidance plan is also linked to curriculum delivery. All subject teachers, as experts in their own area,

- Provide students with information and expertise on both the content and demands of their particular subject syllabus
- Support student in choosing subjects and levels for Junior and Leaving Certificate exams
- Indicate to senior cycle students the content and study commitments of particular subjects in further and higher education courses

Implementation Arrangements, Roles and Responsibilities:

While the Guidance Counsellor has primary responsibility for the delivery of the school's guidance and counselling programme, other members of staff have important and worthwhile contributions to make.

Principal

- Oversee the implementation of the Guidance Policy
- Designated liaison person responsible for reporting abuse to social services.
- Arrange regular meetings with Year Heads to discuss progress and the well being of students in each year.
- Attend Weekly Student Support Team meeting
- Emphasises the on-going development of a positive atmosphere in the school as a whole.

Deputy Principals

- Responsible to the Principal for managing the Pastoral Care System in the school
- Forms a direct line of communication between all groups in the school and the Principal
- Supports teachers in the execution of their Pastoral responsibilities
- Meets with Year Heads at weekly meetings along with the Principal to discuss relevant issues.
- Dealing with serious discipline issues.
- Organising supervision of students during breaks or in the absence of a teacher.
- Contact with parents.

In the case of the Principal being absent, the Deputy Principal is responsible for his role.

Year Head

- The Year Head will have responsibility for the Pastoral Care of the year group in his/her charge
- Setting up a comprehensive filing system for the year group, updating of same, as necessary - (exam results, past pupil's files).
- Holding of Induction Sessions at start of each year, in co-operation with designated Post Holders, Tutors and Subject Teachers.
- Liaison with Tutor and subject Teachers regarding general and specific pupil information.
- Developing a co-operative spirit of goodwill within the year group and maintaining a high standard of general behaviour, cleanliness, dress, homework and study habits.

- Co-operating with Guidance Teacher and Learning Support Teacher, relative to specific educational needs of pupils.
- Meeting parents regarding the general and specific progress of pupils.
- Attend regular meetings with Principal and Deputy Principal on student progress and welfare.
- Responsibility for mobility of pupils between class groups.
- Supply character references, as necessary.
- Check on attendance / absence of pupils, as necessary.

Tutor

- Has responsibility for the Pastoral Care of each member of the class
- Encourages a high standard of work and behaviour
- Examines the student journals at regular intervals
- Allocates lockers and a classroom seating plan if necessary
- Has an awareness of any special needs and/or considerations of the students
- Explains the Code of Discipline where the need arises and deals with minor discipline issues
- Motivates students and builds a sense of class pride

Subject Teachers

As subject teachers have in effect the most contact with students, the part played by them in the Pastoral Care System is vital. In order to elicit co-operation and effort from the students, subject teachers should:

- Aim to build a positive and vibrant work ethic in the classroom
- Praise students. Praise is vital in helping to raise the self-esteem of the student and encouraging them towards better learning and better behaviour
- Monitor students progress, class work and homework
- Be fair and consistent in their dealings with students
- Display good classroom management which is vital in encouraging learning and co-operation
- Keep parents informed through the journal
- Notify Year Head of any issues teacher feels need attention
- Advise students of relevance of subject to life after school and importance of subject in certain career areas
- Advise re revision of subject
- Study skills relevant to subject
- Meet parents and give feedback to them at organised parent-teacher meetings
- Follow agreed procedure in relation to subject change and subject level change

Learning Support Teacher

- Visiting Primary Schools to Identify the learning needs of the new students. It involves:
 - (a) Meeting Resource Teacher
 - (b) Meeting 6th Class teacher
 - (c) Requesting Psychological Reports
- Assess:
 - (i) Reading and Spelling of all First Years
 - (ii) Entrance Test Results of all First Years
- Help in identifying students in need of Educational Assessment
- Communicate with parents of Identified Students
- Refer pupils to School Psychologist and liaise with National Educational Psychological Service
- Identify students in need of Reasonable Accommodation for State Exams and oversee carrying out the WRATS/WJIV Woodcock Johnson IV: Test Of Achievement
- Test for such pupils
- Apply for the Reasonable Accommodation
- Communicate relevant information re Special Need pupils to Staff as necessary

First Year Mentor

Maintenance Staff

- Be observant in corridors for any misbehaviour, Especially bullying

Guidance Counsellor

- Individual appointments – personal, educational and vocational counselling
- Subject choice at J.C. and S.C.
- Study skills for all years
- Senior cycle options
- CAO, College, Job Applications, the World of Work, apprenticeships
- Interview skills
- Career talks, visits and information nights
- Aptitude testing for all incoming first years & new students joining other years
- Interest inventories
- Career action planning
- Goal setting and motivation
- Information re grants for students going on to college, wages and taxes for students working

- Update info on current job trends
- Career related research skills
- Referral procedure for student appointments
- Careers resources
- 1st year induction with Year Head and Tutor
- Notify Principal of any situation where it becomes apparent that a student is in danger

Parents

- Provide school with all essential information necessary for the care of their child
- Provide school with any helpful information / family situation that would help the school better understand and help the student
- Encourage and help student with homework and study
- Monitor closely students journal and sign it once a week
- Make sure to use journal to communicate absences, Lattés, and other issues to the school management
- Use journal to communicate with individual teachers
- Ring school if a problem arises and make appointment with Year Head
- Ensure student has correct uniform, resources and appropriate jacket for bad weather
- Attend Information meetings
- Familiarise themselves with school calendar
- Read notices and circulars sent by the school and parents' council

First Aid Co-ordinator

- In the event of a student being injured or hurt, care for Them to the best of their ability
- Refer to parents / hospital if more serious
- Provide with bandage

Special Needs Assistants

- Support the teacher in class room by sitting near target student/ s and helping with books, pencils, exercises etc. as needed
- Help organise target student with timetable, locker, books, journal, etc.

Implementation Process

Draft policy completed

May 2021

Tasks going forward

- Review by interested parties i.e. staff, parents association and students
- Review by Board of Management
- Amend pending recommendations

	-	Send to Board of Management for Ratification
	-	Implement
Timeframe		October – December 2021

Ongoing Monitoring and Review

The Guidance Counsellors, Learning Support, Principal and Deputy Principals will carry out a 'stock take' of the Current Guidance Programme annually. This will be broken into three areas: The Educational Guidance, Personal and Social Education and Careers Education. Timetabled Curriculum and Outside Curriculum will be examined and critically analysed to see if the guidance needs of all students, 1st year to 6th year, are being met appropriately in accordance with section 9 (c) of the Education Act, 1998. This process is currently being done.

The Guidance Counsellors will monitor on a regular basis their own practice and will assess if there is a need to refocus these in the context of the programme.

Appendix I

Guidance Planning Team

Padraig Sheehan	Principal
Cathal Dodd	Deputy Principal
Jennifer Forde	Deputy Principal
Anne Meade	Learning Support Co-ordinator
Sarah Morrin	Guidance Counsellor
Claire Power	Guidance Counsellor
Deirdre Lynch	Guidance Counsellor