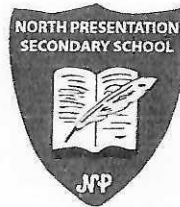


NORTH PRESENTATION SECONDARY SCHOOL

GUIDANCE PLAN



Ratified by the Board of Management on 10th January 2019

Signed Richard W Brett Chairperson

Review 2022.

Introductory Statement

The school guidance plan is a structured document that describes North Presentation Secondary School's guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the school's overall school SSE plan.

This plan was developed in May 2018 by a school guidance planning task group who volunteered to be involved.

Scope

Guidance in second-level schools 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
- Career guidance

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

The plan addresses the guidance needs of all students at all levels within the school. As guidance is a whole school concern, the plan applies to school management and staff generally.

Rationale

Section 9(c) of the Education Act (1998) requires schools to

“ensure that students have access to appropriate guidance to assist them in their educational and career choices”.

The provision of guidance is a statutory requirement for schools under this Act.

Relationship to characteristic spirit of the school

Our Mission Statement states that

‘Management Staff, Parents and Pupils of North Presentation Secondary School work in partnership to provide a caring environment in which:

- Catholic-Christian values are fostered and maintained
- Each pupil can develop all her abilities and creative gifts
- Each student can achieve her full academic potential
- Self-esteem and respect for the dignity of the individual are promoted
- Efforts to maintain and develop links with the wider community are actively encouraged.’

Our 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 and 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

This Plan aims to help all students in North Presentation Secondary 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

It also aims to:

- provide a framework for the delivery of the school's guidance programme
- ensure a structured response to student's personal, social, education and career guidance needs

Key measures – content is divided into four sections:

A. Statement of Guidance Policy

B. Guidance Programme

C. Guidance Resources

D. Guidance Areas for Development

A. Statement of Guidance Policy

Guidance is a whole school activity and is the responsibility of the whole school community. The school guidance programme supports the values of the school which are reflective of our mission statement.

The role of the Guidance Counsellor may be defined as the full range of interventions made to assist students make certain choices about their lives. A spectrum of activities and services are provided including counselling, assessment, information, advice, educational development programmes, personal and social development programmes, vocational development programmes and referrals.

B. Guidance Programme

The Guidance Curriculum may be divided into two components:

- Formal
- Informal

The Formal Guidance curriculum includes:

Support Services weekly meeting

Individual contact for personal counselling/educational/career guidance

Classroom guidance delivered in regular weekly classes at senior level

Parent/Teacher meetings

Parent/Student Information Sessions

The Informal Guidance Programme consists of liaising with management and other staff to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan.

Programmes and levels

Junior Cycle

- JCSP
 -
- Senior Cycle

- Transition Year
- LCA
- LCVP

North Presentation provides a three-year Junior Cycle and a three-year Senior Cycle. At Junior Cycle all students participate in the Junior Certificate Schools Programme. In the Senior Cycle students have the option of a Transition Year before they begin a Leaving Certificate course. Students also have the choice of doing the established Leaving Certificate programme taking subjects at the appropriate level or doing the Leaving Certificate Applied programme.

In the established Leaving Certificate students may have the option of doing the Leaving Certificate Vocational Programme (LCVP) depending on their choice of subjects. This programme enhances the vocational dimension of the established Leaving Certificate. The programme combines the academic strengths of the established Leaving Certificate with a clear focus on enterprise, self-directed learning and innovation. This two-year programme aims to encourage students to develop confidence and coping skills which will enable them to adapt to an environment of rapid change.

Class Organisation

Year Group	
1	Class group/year group intervention as required
2	Class group/year group intervention as required
3	Class group/year group intervention as required
4	One class per week
5	One class per week
LCA1	One class per week
6	One class per week
LCA2	One class per week

Additional class/year group interventions are arranged as required eg. CAT Testing, study skills workshops, Beating the Blues Workshop, Senior Cycle Options Information, subject choice information, career events/talks, further/higher education talks/visits, etc.

Curriculum

Year 1

- Transition programme from primary school
- Parent/teacher meetings
- UCC Plus+
- Testing – Tests are administered in Jan/Feb before students enter the school – a basic maths test and New Group Reading Test. Psychometric testing using CAT4 is administered in September
- Wellbeing

- Stakeholders Questionnaire (students, parents, teachers) + feedback to teachers
- Class tutor time

Year 2

- Parent/teacher meetings
- UCC Plus+
- Drumcondra Online Testing in English and Maths
- Wellbeing
- Class tutor time
- Teacher questionnaire re JC levels

Year 3

- Senior Cycle Options Information
- Subject Choice Information
- Study skills Workshop
- Parent/teacher meetings
- Teacher questionnaire re JC levels and expected grades. Individual feedback meeting between student and Deis team member

Year 4

- World of work – career investigation, CV, career sectors
- Self-Assessment – interests, skills, values, aptitudes
- Career Planning and Research - research, ambition, awareness
- Study Performance - learning styles/skills
- World of Education - subject choice, entry requirements, PLC, CAO, progression routes, CIT Access, UCC Plus+
- Preparation for transition to senior cycle - Senior Cycle Options Information, Subject Choice Information
- Elements of HSA Choose Safety module
- CIT Workshop
- Work Experience
- Beating the Blues Workshop

Year 5

- Goals
- 7 Habits of Effective Students
- Open Days
- Study Skills
- Uniqueness and difference
- Skills, qualities and values
- Qualifax
- Career Investigation
- Jobsearch Practice
- Interview Skills
- Apprenticeships
- World of work
- Self Assessment

- Career Planning and Research
- World of Education
- Beating the Blues Workshop

LCA1

- Unit 1: The student and the world of work
- Unit 2: The student and one particular field of work

Year 6

An integral part of the programme is the involvement of guest speakers, attendance at career seminars, open days etc. The Guidance Programme is designed to meet the needs of the students and students are encouraged to make their requirements known.

- Stress Management
- National Framework of Qualifications
- CAO
- HEAR/DARE
- Grants
- PLC
- Transition to College
- Exam Technique
- Future Skills
- Motivation
- Study Skills
- Grants and Scholarships
- Individual Vocational Guidance Interview
- Progression Scheme School Reference for CIT applicants
- Parent visits to colleges
- 1-1 meetings between student and Deis team
- 1-1 guidance meeting

LCA2

An integral part of the programme is the involvement of guest speakers, attendance at career seminars, open days etc. The Guidance Programme is designed to meet the needs of the students and students are encouraged to make their requirements known.

- Unit 3: Information building
- Unit 4: Career Action Plan

Guidance Related Activities in the school include

- One to one counselling/art therapy
- Assessment
- Information sessions
- Transition programme from primary school
- Traveller Mentoring
- School Completion Programme
- Anam Cara
- Meitheal

- Special Education Needs Personnel
- Home School Community Liaison
- Wellbeing/Relationships and Sexuality Education
- Study Skills Workshop
- Beat the Blues Workshop
- Mind ur Head Programme
- Aware Lifeskills Programme
- Career Events
- Further/Higher Education Events
- Higher Education Access Route/Disability Access Route to Education
- Work Experience Programmes
- UCC Plus+
- CIT Access and Progression Scheme

Confidentiality

Child Protection legislation means that teachers cannot offer total confidentiality to a young person who discloses certain information of a student welfare nature to them. Confidentiality and its limits are explained to the young person at the beginning of a session. Information must remain private and only be disclosed on a strict 'need to know' basis. The young person must be informed about what is happening and why.

Reporting Procedures

Child Protection Procedures for Primary and Post Primary Schools were published on 11 December 2017. It states 'The Children First Act, 2015 has placed a statutory obligation on specific people to report child protection concerns that are at or above a threshold of harm (as defined in that Act) to Tusla. Such persons are referred to as "mandated persons" under the Act. All teachers who are registered with the Teaching Council are mandated persons under the Children First Act, 2015'. Designated Liaison Person is consulted/informed if it is felt that the student is a danger to herself and/or to others or if it is a legal requirement.

In both personal counselling and careers/vocational guidance interviews the confidentiality rule is followed. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interest to inform a Teacher/Parent/Guardian of a particular difficulty this is done with the knowledge of the student.

Protocol for meetings with students

All meetings are by appointment. Students are 'signed out' by the subject teacher at the time of appointment.

Parents/Guardians may make an appointment with the Guidance Counsellor by telephoning the school.

Record keeping procedures

Two types of records are kept:

Detailed Personal records of all personal counselling and Careers/Vocational Guidance Interviews.

Summary reference records of Personal Counselling sessions

Student records are kept for 6 years

The detailed records of personal counselling sessions sometimes contain the actual words and phrases used by the student.

To ensure accuracy notes are written up during the session.

In-Career Development

Regular attendance at local Institute of Guidance Counsellors meetings and Counselling

Supervision is facilitated by the school. The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to the work of the Guidance Counsellor.

Additional in-service is organised at local and/or at national level.

C. Guidance Resources

Personnel:

- Management
- Class Teachers
- Subject Teachers
- Wellbeing delivery
- Parents and Parents Council
- Special Needs Assistant
- Special Education Needs Personnel
- Home School Community Liaison
- Students and Student Council
- Art Therapist
- Counsellors
- School Completion Programme Staff
- Traveller Mentor
- Year Head
- Programme Coordinators

Outside Agencies include:

- National Educational Psychological Service
- Special Education Needs Organiser
- Social Workers
- TUSLA Child and Family Agency
- Employers
- Universities/Colleges
- Department of Education and Science
- Special Education Support Service
- General Practitioner
- Child and Adolescent Mental Health Service
- Pieta House
- Jigsaw
- Aware
- Youth Workers
- Training Centres

Materials

Careers material is stored in the Guidance Counsellor's office. All current Irish and UK prospectuses as well as a range of careers related publications are available here. All 6th year students are given their own copy of local college prospectuses and other colleges that they are interested in. A library is available for students to borrow books. ICT facilities are available.

Facilities

Guidance Counsellor's Office, Computer Room, Notice Boards

D. Guidance Areas for Development

Key Areas for Development

Recommendation from DES Guidance Inspection (May 2013) to be implemented: 'The student-support roles and responsibilities of all staff should be outlined in the whole school Guidance Plan'.

Related Policies – e.g. Critical Incident, Child Safeguarding Statement

Study Skills

Wellbeing
Links with feeder primary schools

Links to Other Policies and to Curriculum Delivery

Health & Safety Requirements

This section of the plan may be subdivided into Administration and Policies.

Administration

To ensure the safe and effective delivery of a guidance programme all referrals are made through the school's Support Services meeting.

Students who self refer are also discussed at this meeting unless it is a crisis situation.

Students are given an appointment card for withdrawal from class.

Policies

- ICT/Acceptable Use
- Admissions
- Anti Bullying
- Attendance
- Career Break
- Code of Behaviour
- Health and Safety
- Homework
- Job-sharing
- Pastoral Care
- Procedures for Suspension and Expulsion
- School Tour
- Substance Abuse

Links to Curriculum Delivery

Subject teachers can have a key role to play in:

providing students with information and expertise on both the content and demands of their particular subject(s) syllabus

supporting students in choosing subjects and levels for the Junior and Leaving Certificate examinations

indicating 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.

(The following is copied from a Template on creating a Guidance Plan.)

For each of the actions to be taken to implement the plan, specify how and when it is to be implemented.

*Name the people who have responsibility for implementing each action and specify their roles e.g. *Guidance Counsellor, *Principal, *Class Teacher, *Other Staff Members who have specific responsibilities (e.g. year head, class tutor, SPHE Co-ordinator, Home/School/Community Liaison Co-ordinator etc.), *Board of Management/Trustees, *Student, *Parent/Guardian, *other.*

Ratification & Communication

Parents, students and staff have been consulted in the formulation of the guidance plan.
The Board of Management officially ratified the plan on _____

Implementation Date

Date from which the plan applies _____

Monitoring the implementation of the plan

The Principal is responsible for ensuring that the implementation of the plan is monitored at regular intervals.

Reviewing and evaluating the plan

The plan will be reviewed and evaluated every two years, in the light of experience and feedback from parents/guardians, students, teachers and others. The plan will be revised as necessary in the light of such review and evaluation and within the framework of school planning.

Bibliography/Research

References

- The Education Act, 1998 www.oireachtas.ie
- Planning the School Guidance Programme – National Centre for Guidance in Education www.ncge.ie
- Planning the School Guidance Plan, School Planning Development Initiative (SDPI), 2004 www.sdpi.ie
- Guidelines for Second Level Schools on the Implications of Section (c) of the Education Act 1998, relating to students access to appropriate guidance. DES 2005 www.education.ie
- Circular letter No. PPT 12/05: Guidance Provision in Second-Level Schools. Institute of Guidance Counsellors – Constitution and Code of Ethics 2004
- Testing Circular PPT 0008/2007
- Child Protection Procedures for Primary and Post Primary Schools, December 2017
- The Children First Act, 2015

Websites

- Central Applications Office (CAO) www.cao.ie
- Department of Education and Science www.education.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
- Qualifax.ie
- Careersportal.ie