

St. Joseph's Secondary School
Spanish Point
Co.Clare
Whole School Guidance Plan

St. Joseph's Secondary School

Spanish Point

Co.Clare

065-7084311

www.stjosephsspanishpoint.com

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Mission Statement

St. Joseph's Secondary School Spanish Point Co. Clare Guidance Plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the overall school development plan.

Rationale and scope

Section (9) of the Education Act (1998) requires schools to “ensure that students have access to appropriate guidance to assist them in their career choices. The provision of guidance is a statutory requirement under this act”.

Guidance counselling and Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, that assists students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked areas of:

- 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 leaving process and at moments of personal crisis. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

This plan will address the guidance needs of all students at all levels within the school. The school guidance plan as part of a whole school concern, applies to school management and staff generally.

Relationship to the characteristic spirit of the school.

St. Joseph's Secondary School Spanish Point seeks to provide a holistic education for all students. The school has at the heart of its ethos the regard for others and the protection of the vulnerable.

Our guidance plan aims to assist the development of all students so that they learn to recognise 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

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 those choices.

While the guidance counsellor has the overall responsibility for co-ordinating and compiling the plan **all** members of staff have a contribution to make.

Various Roles involved in developing and implementing this Guidance Plan:

The Board of Management and school management team have a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standards. This includes managing the process of guidance planning and provision in co-operation with the guidance school staff involved in guidance and other school partners such as parents.

Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, and co-ordination roles through participation in programmes such as SPHE. Individual teachers may be sought out by students

on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and / or refer the student to the guidance counsellor.

Parents / Guardians have by far the most influence, directly or indirectly, on the choices made by young people. Parents have a major influence on the environment in which the young person lives including values, attitudes and lifestyle.

Parents participate in the guidance through

- Communicating and consulting with the staff involved in guidance.
- Attending relevant information, school events and other meetings at the school such as cyber bullying, study skills, mental health talks.
- Contributing to the development and review of the school guidance plan.
- Providing personal assistance to the school guidance programme.
- Encouraging their children have a positive attitude to education and St. Joseph's Spanish Point school in particular;
- Ensuring their children work hard both within and outside school at their studies;
- Supporting the ongoing work of in school management, the Board of Management, all school staff, the Parents' Council and, where appropriate, the Students' Council.

Students are the focus of the school guidance programme. Students (through the Student Council) are encouraged to identify and establish needs and priorities of the guidance programme and discuss possibilities with the Guidance Counsellor themselves. The Guidance Department has an Open Door Policy at all times.

The local community through its agencies, organisations and institutions providing our young people with work experience, resources for career exploration, career information and other forms of assistance and support. Such agencies, organisations and institutions would include providers of training, further and higher education, employment and youth services etc.

Third level colleges such as UL and NUIG LIT etc organise activities such as multimedia projects, maths summer camps, on-campus science practicals and special awards for second level students. They also offer school visits and open days .These give students a vision for the future and support in transition to third level. HEAR and DARE has now broadened access and support for students at third level.

St. Joseph's Secondary Spanish Point Link Module and LCA Co-ordinators play major roles as guidance partners through delivery of dedicated programmes such as Link modules Preparation for Work, Enterprise and the Vocational Preparation and Guidance in the Leaving Cert Applied Programme.

Guidance Counsellor is a member of the pastoral care team and as such works with various members of that team to provide students with the best possible service.

Members of this team include:

- School Principal
- Year heads
- Tutors
- Subject teachers
- Special needs Co-ordinator
- Autism Unit Manager
- Special Need Assistants
- Learning Support Co-Ordinator
- Guidance Counsellor
- School Chaplain/Sister Martina

The Guidance Plan aims to reflect this teamwork. This Guidance Plan should be read in conjunction with **related School Programmes and Policies**

- Social Personal and Health Education Policy
- Learning to Learn – A study Skills Programme for the Junior Cycle
- Mindfulness Workshops with Monica Coady (Elevate Foundation)
- The Elevate Foundation/Motivational Speakers
- Relationship and Sexual Education Policy
- Leaving Cert. Established Programme
- Leaving Cert. Vocational Policy
- Adult Education/BTei Programmes
- Leaving Cert Applied Policy
- Special Needs Policy
- Homework Policy
- I.T. Policy
- Critical Incident Policy
- Child Protection Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Substance Abuse Policy
- Learning Support programmes
- Pastoral Care Programme
- Guidance Programme
- Behaviour Policy

The Guidance Counsellor may liaise with **outside agencies**; these outside agencies include but are not limited to the following:

- NEPS Psychologist
- Child and Adolescent Mental Health Services
- Clare Care Youth Services Counselling Service
- Youth Worker
- Medical Professionals
- Social Workers
- Health Board Psychologists
- Probation and Welfare Officers
- Garda Liaison Officers
- Local feeder Schools

Outside referrals are done in consultation with parents / guardians, principal and the student and are done in conjunction with the guidance counsellor gathering as much information around the crisis / issue as possible to clarify the issues which are involved. When contacting Social Services in cases of crisis intervention, under Child Protection legislation, the Principal of St. Joseph's Secondary School Spanish Point is the Designated Liaison Person.

My aim and objective as a Guidance Counsellor

- Provide a framework for the delivery of the schools guidance programme
- To ensure a structured response to student's personal, social, educational, and career guidance needs.
- To be inclusive providing for the junior, senior, post leaving cert, special needs, etc., of all students / adult learners.
- To help students develop awareness and acceptance of their own talents and abilities
- To identify and explore opportunities open to them
- To help students grow in independence and take responsibility for themselves
- To encourage students make informed choices about their lives and follow through on these choices.
- To enable students identify the personal and social developmental experiences within the student body.
- To identify the disadvantaged students and the students at risk.
- Acquire links with employers and the local community.
- Demonstrate a clear knowledge of educational options.
- Know the course choices on offer by all third level colleges.
- Inform the students regarding scholarships or funding or schemes available to them.
- Help students complete CAO, UCAS and other application forms in an informed stress free manner
- To provide and develop a study skills programme suitable to the needs of our students
- Support all students in exploring their career choice plan and journey
- Assist students explore their thoughts; feelings and the choices open to them.

- Find suitable trainees and graduates to give informed talks to our students.
- Explore subject options and career choices with student's 3rd year students.
- Inform students and parents regarding subject options and importance of it.
- Provide opportunity to parents to discuss issues relating to their children.
- Refer individual students to professionals outside our school.
- Provide work-experience modules and work shadowing to students.
- Prepare students for employment through LCVP and LCA programmes and modules such as job seeking skills, and preparation for the world of work

Target Groups:

The School Guidance Service is open and accessible to all students. However, the School Guidance Programme in St. Joseph's Secondary School Spanish Point recognises that there are students who need to have priority access to the service. These include, but are not limited to students who

- are undergoing a personal difficulty
- are affected by bereavement, separation, divorce or another loss
- are underachieving academically
- have issues to do with behaviour
- are new to the school
- have been bullied
- have issues with school attendance
- new to the school

At all times parents are advised to speak to me or the school should they have any concerns relating to their son/daughter in the school.

GUIDANCE CURRICULUM

The Guidance Curriculum may be divided into two components

- Formal
- Informal

Formal Guidance

The formal Guidance is delivered using two forms of intervention employing a number of methodologies

- Individual contact of a personal counselling nature and careers / vocational guidance
- Classroom guidance delivered in a regular weekly classes, classroom or year group intervention as required.

Informal Guidance

The informal Guidance programme consists of liaising with other teaching 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. Meeting with parents / guardians form an integral part of Informal Guidance

Guidance plan Month by Month

September:

- Follow up on previous year Leaving Certs (Second and third round of offers, PLC places etc)
- Prepare for school attendance at IGC Career Exhibition in Limerick Race course.
- Prepare a list of Open Days for fifth and sixth year students.
- Organise career talks for senior cycle students.
- Liaise with fifth years re subject choice and do paperwork associated with any changes.
- Register school with Ucas and inform students of important dates regarding college application.
- Set up CAO appointments for sixth year students. Send text to 6th year parents to make appointment with me if they want to discuss their son/daughters career or college application.

October

- Link in with Learning Support Teacher. Arrange date and time for Cat 4 First year and the 5th years communicate results to appropriate personnel.
- Liaise with special needs team re students who fall below the tenth percentile.
- Distribute CAO paperwork and revise the CAO process with students.
- Continue meeting 6th year students in relation to CAO and UCAS etc

November

- Link in with principal regarding first year information evening for parents and incoming first years.
- Continue with career appointments with students and their parents if required...
- Prepare for CAO talk for 6th year parents and students.

December

- Distribute subject options forms to 3rd Years for their perusal.
- Finalise UCAS forms
- 6th year information evening on CAO for parents and students.
- Help students draw up study plans for Christmas and New Year.

January

- Tie up any loose ends re Ucas and CAO...
- Organise information evening for 3rd years and TYS with TY, LCA, LCVP co-ordinators and deputy principal.
- Send text to 3rd and ty parents regarding career appointment if required regarding senior cycle programmes
- Meet all 3rd years and ty students for senior cycle options.

February

- Prepare sixth year students for PLC interviews.
- Continue working on subject choice with TYs and 3rd years

March.

- Work on subject and senior cycle choice.
- Organise subject option forms.

April

- Finalise senior cycle options.
- Organise PLC applications help with interview preparation
- Do mock interviews with 5th and ty students

Guidance and Counselling St. Joseph's Secondary School Spanish Point Co. Clare

1st Year Programme

Educational Guidance Year 1

Aims:

- To help students organise their time and homework.
- To help students develop good study habits and skills.
- To help students prepare for class tests and end of term examinations.
- To assist students with subject choice for Junior Cycle.
- To introduce the students to the concept of lifelong learning.

Learning Outcomes:

- Students will have acquired basic skills in organising their school work and homework.
- Student will begin to develop good study habits.
- Students will know how to revise for tests and exams.

- Students will have a basic understanding of the relevance of subjects and how they relate to Senior Cycle choices, careers and courses.
- Students will be able to choose their subjects for Senior Cycle.
- Students will have a basic understanding of what lifelong learning is.

Areas	Activities	Who
Organisation and Planning	Presentation and interaction on developing Time Management Skills Study Skills Managing Homework	Subject Teachers, SPHE teachers, Guidance Counsellor
Examination Preparation	Developing skills for preparation for class tests.	All teachers
Information on Subjects	Information on Subjects: Skills gained from learning subjects. Relevance of Subjects: How subjects relate to careers and courses.	Subjects Teachers and Guidance Counsellor
Counselling	As requested	Guidance Counsellor

Career Guidance Year 1

Aims:

- To introduce students to careers
- To assist parents in understanding the relevance of subjects, levels and implication of the subject for Senior Cycle.

Learning Outcomes:

- Students will be able to make subject choices for the Junior Cycle
- Students will have an awareness of the different careers
- Parents will have an opportunity to attend an information evening on subject choice and relevance to Senior Cycle.

Areas	Activities	Who
Psychometric Testing	Administer the CAT and WRAT as appropriate	Learning Support Teacher Guidance Counsellor
Awareness of Careers	Introduction to www.careersportal , www.qualifax.ie , etc Sign up to careernews.ie	Guidance Counsellor Parents/guardians
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	As requested	Guidance Counsellor

Personal and Social Education Year 1

Aims:

- To assist students cope with the transition from primary to Secondary School.
- To assist students to get to know each other and their class group.

Learning Outcomes:

- Students will have received support from designated teachers and students.
- Students will be aware of the roles of the different members of the care team.
- Students will have experienced a class activity.

Areas	Activities	Who
Induction	Open Evening for parents/guardians and 6 th class students Orientation day for first Year students Mentor Programme Individual meeting with Guidance Counsellor Belonging and Integrating module in SPHE. Learning to Learn / Section 1 Transition and Study	Learning Support Teacher Guidance Counsellor Principal, Deputy Principal, Staff, SPHE teachers Pastoral Care Team 5 th Year Students Parents Council Primary School Link Person
Retreat	Retreat for each group	
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	Individual/Group	Guidance Counsellor, Chaplain

		referral to outside agencies
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**Guidance and Counselling St. Joseph's Secondary School Spanish Point
Co. Clare**

2nd Year Programme

Educational Guidance Year 2

Aims:

- To continue helping students organise their time and homework.
- To continue helping students develop good study habits and skills.
- To continue helping students prepare for class tests and end of term examinations.
- To continue assist students with subject choice for Junior Cycle.
- To continue introducing students to the concept of lifelong learning.

Learning Outcomes:

- Students will have acquired basic skills in organising their school work and homework.
- Student will begin to develop good study habits.
- Students will know how to revise for tests and exams.

- Students will have a basic understanding of the relevance of subjects and how they relate to Senior Cycle choices, careers and courses.
- Students will be able to choose their subjects for Senior Cycle.
- Students will have a basic understanding of what lifelong learning is.

Areas	Activities	Who
Organisation and Planning	Presentation and interaction on developing Time Management Skills Study Skills Managing Homework	Subject Teachers, SPHE teachers, Guidance Counsellor
Examination Preparation	Developing skills for preparation for class tests.	All teachers
Information on Subjects	Information on Subjects: Skills gained from learning subjects. Relevance of Subjects: How subjects relate to careers and courses.	Subjects Teachers and Guidance Counsellor
Counselling	As requested	Guidance Counsellor

Career Guidance Year 2

Aims:

- To continue introducing students to careers, colleges and courses.
- To continue assisting parents in understanding the relevance of subjects, levels and implication of the subject for Senior Cycle.

Learning Outcomes:

- Students will be able to make subject choices for the Junior Cycle
- Students will have an awareness of the different careers
- Parents will have an opportunity to attend an information evening on subject choice and relevance to Senior Cycle.

Areas	Activities	Who
Psychometric Testing	Administer the CAT and RAT as appropriate	Learning Support Teacher Guidance Counsellor
Awareness of Careers	Introduction to www.careersportal , www.qualifax.ie , etc Sign up to Careernews.ie	Guidance Counsellor Parents/guardians
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	As requested	Guidance Counsellor

Personal and Social Education Year 2

Aims:

- To assist students cope with the transition from primary to Secondary School.
- To assist students to get to know each other and their class group.

Learning Outcomes:

- Students will have received support from designated teachers and students.
- Students will be aware of the roles of the different members of the care team.
- Students will have experienced a class activity.

Areas	Activities	Who
Personal and Social Development	Guest speakers on topical issues for example Suicide, depression, Healthy eating Mentor Programme continues Individual meeting with Guidance Counsellor Belonging and Integrating module in SPHE.	Learning Support Teacher Guidance Counsellor Principal, Deputy Principal, Staff, SPHE teachers Pastoral Care Team 5 th Year Students Parents Council Primary School Link Person

Retreat	Retreat for each group	
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	Individual/Group	Guidance Counsellor, Chaplain, and referral to outside agencies

Guidance and Counselling

St. Joseph's Secondary School Spanish Point Co. Clare

3rd Year Programme

Educational Guidance

Aims:

- To continue helping students organise their time and homework.
- To continue helping students develop good study habits and skills.
- To continue helping students prepare for class tests and end of term examinations.
- To continue assist students with subject choice for Junior Cycle.
- To continue introducing students to the concept of lifelong learning.

Learning Outcomes:

- Students will have acquired basic skills in organising their school work and homework.
- Student will begin to develop good study habits.
- Students will know how to revise for tests and exams.

- Students will have a basic understanding of the relevance of subjects and how they relate to Senior Cycle choices, careers and courses.
- Students will be able to choose their subjects for Senior Cycle.
- Students will have a basic understanding of what lifelong learning is.

Areas	Activities	Who
Organisation and Planning	Presentation and interaction on developing Time Management Skills Study Skills Managing Homework	Subject Teachers, SPHE teachers, Guidance Counsellor
Examination Preparation	Developing skills for preparation for class tests.	All teachers
Information on Subjects	Information on Subjects: Skills gained from learning subjects. Relevance of Subjects: How subjects relate to careers and courses.	Subjects Teachers and Guidance Counsellor
Counselling	As requested	Guidance Counsellor

Career Guidance Year 3

Aims:

- To continue introducing students to careers, colleges and courses.
- To continue assisting parents in understanding the relevance of subjects, levels and implication of the subject for Senior Cycle.

Learning Outcomes:

- Students will be able to make subject choices for the Junior Cycle
- Students will have an awareness of the different careers
- Parents will have an opportunity to attend an information evening on subject choice and relevance to Senior Cycle.

Areas	Activities	Who
Psychometric Testing	Administer the CAT and RAT as appropriate	Learning Support Teacher Guidance Counsellor
Awareness of Careers	Introduction to www.careersportal , www.qualifax.ie , etc Sign up to Careernews.ie	Guidance Counsellor Parents/guardians
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	As requested	Guidance Counsellor

Personal and Social Education Year 3

Aims:

- To assist students cope with the transition to teenage life.
- To assist students to get to know themselves and allow them reach their full potential.

Learning Outcomes:

- Students will have received support from designated teachers and students.
- Students will be aware of the roles of the different members of the care team.
- Students will have experienced a class activities and teamwork.

Areas	Activities	Who
Personal Development	Talks from outside speakers and agencies eg. Aware, Samaritans, Cyberbullying Mentor Programme Individual meeting with Guidance Counsellor Belonging and Integrating module in SPHE.	Learning Support Teacher Guidance Counsellor Principal, Deputy Principal, Staff, SPHE teachers Pastoral Care Team 5 th Year Students Parents Council Primary School Link Person
Retreat	Retreat for each group	
Consultation with Guidance Counsellor	Individual/Group	Guidance Counsellor, Teachers Course Co-Ordinators etc
Counselling	Individual/Group	Guidance Counsellor and referral to outside agencies

Guidance Counsellor's Dept. Plan

Senior Cycle Guidance

The aim of the senior cycle guidance is to support the student throughout the senior cycle in the areas of personal, health and career related issues. It is our objective that each student is equipped with the skills to enable them to become well-rounded individuals with a strong sense of self and empathy for and care of others less fortunate than themselves. Spanish Point students should complete their education as mature, confident young men and women.

While guidance and counselling is the prime responsibility of the guidance counsellor it would not be possible to provide a complete service without the commitment of the whole school community.

Therefore though a guidance service is being provided by teachers, tutors, year heads and management this document will primarily deal with what is currently being provided through the guidance department

The document will divide the senior cycle in to three separate year groups, but it should be noted that there might be some overlap between groups depending on requirement. It should also be noted that the activities listed are the activities provided as a rule, there are always other provisions there are required on an ad-hoc basis or subject to requirements of the particular cohort or individual students.

Guidance Counsellor's Dept. Plan

Leaving Cert Applied Programme.

Content Scheme of work

- Unit One: The student and the World of Work
- Unit Two: The student and one particular field of work
- Unit Three: Information building
- Unit Four: Career Action Plan

Key Assignments

- As part of a group I designed, carried out and reported on a survey on some aspects of working life.
- I presented a report on an investigation which I carried out on a particular field of work.
- I reported on my learning from a visit to a careers exhibition, college, training centre or place of employment.
- I have completed a personal action plan in relation to work/ education/training covering at least the next year.

Teaching Methodologies

- Teacher presentation
- Question and Answer sessions
- Worksheets
- Pair work
- Individual research and presentation to class group
- Class discussion.
- ICT

Individual Career appointment regarding college's apprenticeships and careers etc.

Guidance Counsellor's Dept Plan

5th Year Guidance :

Organisation

- Class contact during LCVP Link Module/study class if required or requested by other LCVP Link Modules teacher
- Individual sessions career appointments if requested or as required

Syllabus

- As part of Link Modules, Preparation for the World of Work, Job Seeking Skills, and Enterprise are covered in class
- Career Investigation and evaluation
- Interview Skills and recorded interview
- Curriculum Vitae
- Preparation for the world of work letters of application, application forms, and employers likes/dislikes etc.
- Job Seeking skills and knowledge
- Personality, Ability, Interests Testing using ICT
- Use of ICT and learning Research Skills useful websites used would be
- www.careersportal.ie www.careersdirection www.qualifax.ie
- Sourcing Information on CAO UCAS, PLC Courses etc. (careers, colleges, courses)
- Work Experience and evaluation
- Links/Visits with Industries
- Sampling range of subjects where possible and evaluation

- Visits to 3rd Level Colleges, career exhibitions, open days preparation and evaluation
- Individual Career Appointments
- Study Skills Seminar(optional)
- Mock Interview

External

- Students are encouraged to attend career exhibitions, open days, and all school information sessions on CAO, HEAR, DARE, SUSI.
- Career Library available to all students during lunch and morning breaks
- Appointments for student/ parents on request

Teaching Methodologies

- Teacher presentation
- Question and Answer sessions
- Worksheets
- Pair work
- Individual research and presentation to class group
- Class discussion.
- ICT
- Recorded Interview

Guidance Counsellor's Dept Plan

Sixth Year Guidance

- Formal forty minute class for all class groups
- Individual appointments with all students with /without their parents to discuss career options.
- 6th Year CAO talk / discussion on applying to the colleges etc

Syllabus

- Continuation of link modules Preparation for World of Work, Job seeking skills, and Enterprise.
- Guest speakers, preparation and evaluation
- Research techniques revised www.qualifax.ie www.careersportal.ie
www.careersdirection
- Career exhibitions, preparation and evaluation.
- Open College Days preparation participation and evaluation.
- Devising a timetable and time management.
- Study skills (optional)
- Interview skills followed by Recorded Interview
- Continual Accessing of information on UCAS , CAO application, PLC applications, careers colleges and courses
- Alternatives to third level grade, army aircraft technician etc.
- Grants and scholarships and SUSI
- HEAR /DARE information and detail to relevant students
- Transition to third level changes and expectations/ Flying the coop very useful resource
- Exam/Relaxation techniques.
- Importance of Balanced nutrition and exercise.

External

- Students are encouraged to attend career exhibitions and open days, information evenings on CAO, HEAR, DARE and SUSI.
- Students are also advised to avail of the Guidance/Career Library which is open all day and available to all students during lunch and morning breaks, or on request.
- Appointments available for parents if requested or required.

Teaching Methodologies

- Teachers presentation
 - Pair work
 - Group discussion
 - Visiting speakers
 - Worksheets
 - ICT
 - Sr. Martina presentations.
 - Work Experience
 - Video Recorded Interviews
- .

Transition Year

Guidance Counsellor's Dept Plan

As students move from Junior to Senior Cycle the guidance provision needs to develop with them. Students are faced with new challenges and are developing a more mature outlook and need to be assisted in their development of their sense of self.

Transition Year is the year that they commence with a formal timetabled careers class that is currently provided as one class per week.

- A formal 40 minute class each week from Sept – Jan 2017 for 4A
- A formal 40 minute class each week from Jan - May 2017 for 4B
- Individual meeting to work out student's Senior Cycle programme and subjects.

Syllabus Transition Year

- Personal Profile(skills, interests and hobbies, use of Career directions, Review of exam results and Dats test Multiple Intellegences)
- Preparation for work experience(C.V. preparation, interview skills, application forms, cover letters)
- Occupational interest surveys and career matching for example MUASIC test including personality, ability and interest testings.
- Introduction to Career websites such as www.qualifax.ie, www.careersportal.ie and www.careerdirections.ie
- Career Investigation Project, each student completes a project on a Career of their choice.
- Information classes on CAO, UCAS, PLC, HEAR, DARE, SUSI and the national framework and new points system.
- Interview Skills and Mock Interview and feedback.
- Teamwork activities
- Research based on careersportal website.

Transition Year Career Appointment

All transition year students meet with the guidance teacher on a one to one basis before they make their subject choices and senior cycle programme for 5th year. This meeting is an opportunity for students to look at their strength areas as identified through aptitude tests and also to look at their areas of interest, subjects and possible careers for the future. Students will also be guided to the various programmes available in St. Joseph's Sec School Spanish Point Co.Clare . Students will be provided with the required information on the various subjects available, both through these discussions, and also through discussing options with past pupils, teachers and senior students. Parents are involved in this process through an information meeting and may avail of the services of the guidance department through individual meetings.

Year Four / Transition Year

- A formal 40 minute class each week
- Individual meeting to work out student's Senior Cycle programme and subjects.

Teaching Methodologies

- Worksheets
- Questionnaires
- Teacher presentation
- Question and Answer sessions
- Individual student research
- Pair work/Group work
- ICT

Counselling and Student Appointment Policy

Students may request appointments with the guidance counsellor for a variety of reasons:

- Careers related
- Information seeking
- Personal

As each student's needs vary, the time required with the guidance counsellor will vary from student to student and/ or from year to year.

First years:

All first year students meet with the guidance counsellor in small groups during the first term. Any additional appointments may be made using the referral system

Second years:

Second year students may utilise the referral system to arrange appointments.

Third years:

All third year students have an individual meeting with the guidance counsellor prior to subject and programme choice for senior cycle. All other appointments may be made through the referral system.

Transition years:

All transition year students are given meetings to assist with the choice of programme/ subjects for senior cycle. This meeting will also include the discussion of results of any aptitude testing that has been carried out. Students will also be debriefed after completion of their work experience placement.

Fifth years:

Students may avail of appointments in the last term of school, otherwise they may utilise the referral system. Any student participating in the Leaving Certificate Vocational Programme will have a debrief meeting on completion of her work experience and career investigation.

Sixth years:

Priority is given to final year students and all Leaving Certificate students will attend a meeting with the guidance counsellor before Christmas in their final year. Students will also be provided with another appointment at a time of their choosing. Any student requiring additional appointments may utilise the referral system.

Personal or Counselling Appointments

All members of the Pastoral Care Team, Year Heads and Tutors, play a central role in the delivery of the counselling programme. Counselling helps students solve problems, address behaviour issues, resolve development difficulties and develop coping strategies. Personal counselling appointments may arise for a variety of reasons; a student may request an appointment, a teacher may refer a student, a parent may request their daughter be given an appointment. The reasons for these appointments may include one or more of the following:

- Family or personal problems
- Relationship problems
- Crises
- Students having difficulty coping
- Stress
- Exam/ academic pressure

Personal counselling appointments will be arranged as soon as possible, if time permits teachers will be notified in advance, otherwise student will produce an attendance at appointment slip before their next class.

Confidentiality

A professional relationship involving confidentiality is the core of all guidance counselling and the guidance counsellor takes all reasonable steps to ensure that consultation takes place in an appropriately private environment.

Absolute confidentiality cannot be guaranteed and this is explained to the student at the onset of each counselling session.

All school staff are advised regularly that:

If any staff member suspects, believes or knows that a student may be involved in any activity, either in school or out of school, that is illegal and / or harmful to himself / herself and / or others, the Principal should be informed without delay. The Principal will direct the staff member how to proceed and / or will take the matter further. This may involve informing the relevant authorities – parents / guardians, Gardai, Child and Family Agency, etc.

It is explained to the student that the guidance counsellor cannot guarantee confidentiality if:

- the life or safety of the student is in danger
- the life or safety of others is in danger
- there is a crime about to be committed.

In this case the guidance counsellor will contact the school's designated liaison person (the Principal) to seek help and safety for the student.

Assessment and Testing Procedure

Aptitude and other educational assessments are useful insofar as they provide useful information to the Guidance Counsellor and others for whom it is relevant.

Assessment is an intensely personal activity and therefore we believe that only those who have some good and well intentioned reasons for knowing them should have access to the results.

When giving feedback on aptitude tests we bear in mind that the information could potentially damage the recipient; particularly in the case where the results are weak. Sensitivity and confidentiality, therefore, are of paramount importance.

It is also important that we be appropriately tentative in interpreting tests and provide the information in an age appropriate form. We attach great importance to the security of test materials and results.

Assessment of First year students:

Currently the CAT3 assessment test is administered by the guidance counsellor and the support teacher at end of September of their first year in Spanish Point. This assessment allows the school to have an indication of the strength areas of the first year students in the areas of verbal, numerical reasoning and perceptual understanding. The learning support teacher also administers an English and Maths Entrance Test prior to their entry. He also contacts each primary in advance of the students' transfer. These meetings aim to assess the needs, both academic and social of each student. The learning support teacher then meets the relevant teachers and liaise with outside agencies regarding students with particular requirements. They also process applications for any resources required.

The guidance counsellor and learning support teacher regularly liaise to assess any areas that may cause concern both during the transition to second level education and during first year in secondary school.

Assessment of Third Year students

In the second term of Third Year all students are retested on the CAT 4

This information is used, together with class and exam test results and teacher feedback to help guide students in their choice of further education studies/ careers. Each student will have an individual meeting to discuss the implications of these assessments and to assist them in utilising the information gained to the utmost.

Personality, Interest, Ability Testing with 5th, 6th TYS, and LCA students

Career values questionnaires are used to assist students gain more insight into what is important to them in relation to their future. Personality profiles allow students develop their self-knowledge.

The majority of Assessment/Aptitude testing used during LCA /TY/Fifth/Sixth year are online tests and can be done in school and at home. Examples of such test are

1. MUASIC
2. Career Decision making
3. Careersportal
4. Qualifax interest assessment.

Review of tests.

Tests will be reviewed on an annual basis by management, guidance counsellors and the learning support team to ensure that they are up to date and relevant for the intended student cohort.

Procedures for distributing test results

Results are posted out and then if requested an appointment can be set up with the learning support teacher with the Parents /Student to provided feedback on an individual basis in order to ensure understanding of their respective results. They results of third year tests considered during career appointment regarding subject/programme choices etc.

Career Appointments:

To ensure the safe and **effective** delivery of guidance programme an Appointments system for, Personal counselling / Careers / vocational Guidance/Interviews operates. The school's policy on Career appointments is that every 6th year student is entitled to a career appointment this usually takes maybe one or two classes depending on the student's needs. The Guidance Counsellor issues an invitation to all 6th year parents via text and newsletter to feel free to contact the school office to make an appointment to come in and see me any time in relation to their son/daughters career, college courses, CAO, UCAS or any matter that may be a cause of concern to them. The office door is always open. Normally Guidance Counsellor will take students for career appointments according to class lists however a student may approach Guidance Counsellor at any time to meet up sooner rather than later A teacher may refuse permission at any time for a variety of reasons e.g. covering important topic, class test etc. If appointment is refused the appointment is just rescheduled.

Meeting with parents

Concerned Parents / Guardians are encouraged to make a career/personal appointment to see the Guidance Counsellor during school time by telephoning the school. Appointments may in certain circumstances be arranged after school. If it is in relation to career or CAO etc student is advised to be present also. All parties are requested to inform each other if a cancellation is necessary. On occasion the Guidance Counsellor may request another staff member to be present at a meeting. The student is always invited in for whole or part of the meeting with parental/Guardian approval. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

School Policy on Career Exhibitions/Open Days:

As part of the careers programme in the school, sixth year students are encouraged to attend open days organised by Third Level institutions. In order to minimise disruption to school life, students will be encouraged to attend any open days arranged on a Saturday or with their parents. Open days are an opportunity for our students to meet with current students and faculty and to find out what the different institutions can offer them.

Dates for open days are highlighted on the CAO website and qualifax. Parents/students are advised to sign up for the careernews newsletter which gives daily updates on careers colleges and courses and upcoming open days.

In Spanish Point all Senior Students are invited to attend the annual Career Exhibition run by the Mid-West Branch of the Institute of Guidance Counsellors usually in September. A bus is organised by the Guidance Counsellor. All the third level colleges attend and have display areas and personnel in place to meet and greet students and answer any of their queries. Lots of other career areas are represented for example Garda, Army apprenticeships, UCAS, etc .The students are strongly encouraged to attend and their parents also receive regular newsletters/ texts home informing them of up and coming events. such as career exhibition study skills seminar etc.

Student Planning for Open Days

All students attending at an open day are required to complete research in advance. This should include:

- Planning their open day using the planning sheet provided by the guidance counsellor
- Visiting the College or University web site
- Devise any questions they need to ask
- Decide which departments they will visit
- Plan their attendance at lectures/ talks

Feedback from Open days

- Students will be required to complete a feedback form on their return, to assess the benefit of the visit.

Study Skills Policy:

All students are invited to attend a school based study skills seminar provided by Student Enrichment Dublin. This is a very reputable company who has experienced teachers presenting a very well presented study skills package. It currently costs ten euro per student. Parents are informed via newsletter and text regarding the seminar and all students are invited to participate. The Guidance Counsellor will speak to all the classes about the programme and encourage students to partake. Parents are informed via text. Student Enrichment gear the seminar toward the age group they are dealing with. Due to small numbers we normally put 1st 2nd some third years together for one three hour session and then the senior cycle group would be together for the afternoon session. To supplement this programme the SPHE teachers are advised to follow the study skills module accordingly. All subject teachers are reminded to set aside some classtime to guide students regarding methods of studying their subject areas and implementing a revision plan

Policy on student changing Subject or moving to another School Programme:

If a student wishes to change a subject or move to a different programme the Guidance Counsellor would speak to the student in question to find out why he /she wishes to move. We would look at the consequences of such a move and ensure that the student is making an informed decision. I would also speak to the teacher(s) involved and get a progress report done on the student. I would then speak to co-ordinators of relevant programmes and the principal. We would then invite the parents/guardians to a meeting to discuss the students situation highlighting the positives and negatives, overall my aim would be to ensure that the student and his/her parents would make an informed decision.

Policy on Career Information Evenings / Nights.

3rd Year Information Night on Senior Cycle Programmes and subjects.

All 3rd and transition year students and parents are invited to attend an information evening regarding their son/daughters regarding Senior Cycle Programme and subject options. On the information night the transition yr. co-ordinator and the LCA co-ordinators give a talk on the LCA programme and Transition year in the school. Past pupils of both programmes also give a talk on their experiences of the programmes. The Guidance Counsellor gives a breakdown of various programmes such as LCVP/LCP and explain how the points system works. Light refreshments are provided and any parent / guardian /student who wish to chat to staff afterwards are free to do so.

The Guidance Counsellor would also invite any parent/guardian to contact the school office should they wish to make an appointment to discuss their son/daughters options privately.

6th Year Information Night on Applying to the CAO (information also on HEAR, DARE, and SUSI)

All 6th years and their parents are invited to attend an information night on applying to the CAO. In the event of a student been unable to attend, an information session is also provided in school for all 6th years. There is an open door policy too on any parent who wishes to discuss their son/daughters career path in more detail or to get information on HEAR/DARE and SUSI.

Policy on Reporting Procedures:

The Guidance Counsellor keeps a detailed account of all career appointments with students and photocopies a copy for the student to take away and put in his/her career folder. In relation to any personal counselling appointment the Guidance Counsellor keep a detailed summary myself with notes and record of words phrases used by the client. If concerned the Guidance Counsellor will discuss with the principal/vice principal the next steps to be take in relation to the students. If parents needed to be contacted that would be done immediately with the principal/vice principals knowledge. The principal would inform any teachers if any non-confidential information was disclosed which they would need to know regarding the student

In both personal and career/vocational interview session the confidentiality rule is followed i.e. school management, class teacher, year head, and or parents and guardian are informed if it is felt the student is a danger to him/herself and or to others or it is a legal requirement. The student is informed of the limits of the legal requirement at the beginning of the session. If it is felt it is in the best interest of the student to inform a teacher, parent, or guardian of a particular difficulty, this is only done with the knowledge and hopeful agreement of the students.

Parents / Guardians can make an appointment to see the Guidance Counsellor during school time by telephoning the school. Appointments 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 to be present at a meeting. The student is always invited in for whole or part of the meeting with parental/Guardian approval. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

Foreign Exchange Student Policy: At start of year the Guidance Counsellor meets students to arrange their subjects/options/programmes. Throughout the year the Guidance Counsellor meets the students to see how things are progressing regarding school , host family friends etc. Due to busy schedule from an early stage the students are informed of Open Door Policy which ensures that at all times they are free to come and discuss any issues that may be of concern to them . The Guidance Counsellor also acts as liaison person with the agency if required.

Current Resources

The following resources are available for use in guidance within St. Joseph's Sec School Spanish Point Co.Clare

- Guidance Counsellors Office and classroom.
- Telephone
- Personal computers with broadband connectivity
- Classroom Notice
- Personal lap-top for class use
- Use of computer rooms on an advance reservation basis for class periods
- The careers library also contains current Irish, U.K and European prospectuses and careers related publications.

Role of the Guidance Counsellor

Counselling

Counselling in guidance is designed to empower students to make decisions, solve problems and resolve issues in their lives. Counselling in this setting may involve personal counselling, career counselling, educational counselling or combinations of each. As a key part of the guidance programme, counselling may be offered on an individual or group basis as part of the developmental learning process or at times of personal crisis.

Support

The guidance counsellor provides support to students, parents, teachers, the principal, deputy principal and board of management and referral agencies in assisting the personal, social, career and educational development of students. Such support may include advocacy on behalf of a student. This may also include programme development and planning in the areas of S.P.H.E and Transition Year.

Assessment

The guidance counsellor is trained to use and interpret a wide range of psychometric tests and other evaluative instruments to support the objectives of the school guidance programme. These may include career and educational planning, personal decision making and the development of self-awareness.

Information

Assisting students to acquire interpret and use information relevant to their personal and social, educational and career development.

Classroom and Guidance Activities

Providing classroom based learning activities that are relevant to the objectives of the school programme. This may include information giving, ICT, skills development and preparation for the world of work.

Planning and organising work placements

The guidance counsellor in consultation with the Link Modules, Leaving Cert Applied and Transition Year co-ordinators will provide guidelines on types of work placements, assisting all students to obtain relevant placements. Liaising with employers to assess students' progress during these placements and carrying out post placement feedback sessions to inform students of results of contact.

Referrals

Students requiring the assistance of non- school based professionals will be referred to the relevant agencies, e.g. N.E.P.S., H.S.E. The guidance counsellor will liaise with the designated liaison person any matters relating to child protection.

Follow Up

The guidance counsellor will arrange for the follow up of past students to record their destinations post-secondary school.

Feedback

The guidance counsellor is in a position to provide feedback to school management, staff and/or the board of management on the needs of individual students and how the guidance programme has supported students' choices and transitions. The guidance counsellor meets regularly with the

principal to keep her informed of any areas of concern, issues and or information that may be required in order to serve our school community.

Promoting Change

The guidance counsellor is available to assist with curriculum development. Managing, Organising and Co-ordinating .The guidance counsellor is charged with the responsibility to manage the guidance activities within school. Guidance is a whole school activity within which the guidance counsellor acts as co-ordinator.

Promoting the School

The guidance counsellor together with the assistance of other teachers assists in the organisation of the visits from the local primary school students. This involves the organisation of a programme of activities designed to inform and interest the prospective students. The guidance counsellor will liaise with learning support teacher relating to local primary schools visits and to provide information to the students on the programmes, activities and opportunities available in St. Joseph's Sec School Spanish Point.

Evaluation

In order for it to be effective it is essential that a school's guidance programme be regularly evaluated to assess whether the learning objectives of the guidance programme have been realised.

The guidance programme has been designed to be flexible and is continually reviewed by the Guidance Counsellor to ensure it keeps up to date with the changing needs of the school, third level education, employment opportunities and labour market trends. The guidance service and principal informally receive feedback from parents, students, teachers and past pupils as to what extent the guidance service meets the needs of the school.

The Guidance Plan will be evaluated on an annual basis to ensure it meets the need of the school community and the changing society and economy.

Development Areas for Academic Year 2017-2018

Priorities	Tasks	Completion Target
<p>Priority Development Area:</p> <p>To reflect on what Guidance means in the school and to identify areas in need of attention. To update and review the Guidance Plan.</p> <p>Reason:</p> <p>To ensure all staff members realise guidance in schools is a team approach rather than individual effort.</p>	<p>To highlight importance of staff input regarding</p> <p>Students at risk</p> <p>Subject choice</p> <p>Study skills (Introduction of the Learning to Learn 3 year programme, for all the current first year students)</p> <p>Positive reinforcement and mental health.</p> <p>To Liaise with local and national organisations who aim to enhance the supports and education packs/workshops for mental health and well being of all our students.</p> <p>Liaise with local individuals tackling the problems associated with mental health among young people. This is spearheaded by Dr Billy local GP who has a fantastic working relationship with the school</p>	<p>May 2018</p>

Priority	Task	January 2018
<p>To have a more informed and holistic understanding of our students and in order to be able to put forward more informed plan of action or assistance/support</p>	<p>To introduce a more detailed student progress report form, to be completed by all class teachers and to give scope to teachers to refer to a students behavioural and emotional organisational needs as well as academic.</p> <p>To introduce an Class Tutor Programme for all class groups. This will provide a go to person for any student who may have an issue or situation they are concerned about.</p> <p>To have a referral form which must be placed in designated box in staff room which would enable staff to voice concerns re students overall holistic education.</p>	

<p><u>Priority:</u></p> <p>To update the Guidance Section of the School Website which allow students and parents instant access to careers colleges and education updates etc.</p>	<p>Task</p> <p>We are currently introducing the Careers Portal Online Career Reach Programme for TY , this lends itself to an instant online careers and education update which all school students parents and teachers may avail of.</p>	<p>Completion Date</p> <p>February 2018- May 2018</p>
<p>Priority Task:</p> <p>To improve the students overall experience of learning to learn and improve their study skills and techniques. Enhance their overall responsibility and control of their own learning.</p>	<p>Task:</p> <p>Introduction Of Super Generation Learning to Learn Programme for all current first years.</p> <p>Two staff members to be fully trained Learning to Learn trainers of other staff members who may join the team.</p>	<p>September 2017</p> <p>(ongoing)</p>

Priority Development Area:	Task	Completion Date
<p>To have an information morning on Applying to the CAO including HEAR, DARE and SUSI, for all 6th year students during school time.</p> <p>To have an information night on Applying to the CAO including HEAR, DARE and SUSI for all 6th year parents/guardians.</p> <p>Reason:</p> <p>To ensure all parents/students are informed of all options available to them including HEAR/DARE/SUSI etc.</p> <p>To highlight the importance to parents/guardians/ students of researching fully all courses and colleges they are applying for.</p> <p>To provide information to students and parents regarding supports available for students with special needs / learning support of supports available in third level and further education.</p>	<p>Gather all information required prioritising CAO/HEAR/DARE/SUSI/</p> <p>Choose a date suitable to school calendar</p> <p>Prepare power point presentation</p> <p>Ensure all students/parents have registered with careernews.ie for updates on careers and education</p>	<p>December 2017</p>

<p>Priority Development Area</p> <p>To develop a foreign student-exchange and new students welcoming programme to St. Joseph's Spanish Point.</p> <p>Reason: To ensure all foreign students and new students settle in and are happy in St. Joseph's. If they have any difficulties or worries a support system will be in place.</p>	<p>Task</p> <p>Identify areas of student exchange needs</p> <p>Interview students on exchange to St. Joseph's</p> <p>Liaise with pastoral care, student support, and foreign exchange agencies regarding suitable host families</p> <p>Meet with management regarding timetabling supports and resources to be put in place regarding foreign exchange students and new comers to the school.</p>	<p>Completion Date</p> <p>September 2017</p>
<p>Priority Development Area:</p> <p>To develop a transition to third level information pack for parents/students.</p> <p>Reason:</p> <p>To provide inform and enlighten and support all students/parents during this stressful transition in their life.</p>	<p>Tasks</p> <p>Gather information and advice from other Guidance Counsellors regarding resource material that is recommended and easily available.</p> <p>Distribute the information and contact details.</p> <p>Have Information Night on Cracking the College Code organised by the Parents</p>	<p>Completion Date:</p> <p>December 2016</p>

	Association.	
Priorities	Tasks	Completion Date
<p>Priority Development Area:</p> <p>To update and improve the students understanding of study techniques and revision methods.</p> <p>Reason: To ensure all students are familiar with the correct study skills method that suits their learning. This will enable all students reach their full potential.</p> <hr/> <p>Priority Development Area:</p> <p>Review of motivation and focus of all 5th Year students regarding study and academics. Review of Guidance Provision in 5th Year where Guidance Counsellor would meet all 5th Year students for a career appointment and also encourage all 5th years to attend as many Open Days/Career Events in 5th Year.</p> <p>Reason:</p> <p>If a student had an idea of college or course they would like to do after school it may motivate them to study and work harder in 5th year. This would help alleviate a lot of pressure that builds up in 6th year which leaves many students stressed and depressed.</p>	<p>Invite all students to take part in a Student Enrichment Study skills workshop.</p> <p>To liaise with SPHE teachers regarding study skills modules in SPHE.</p> <p>To ask all teachers to devise a revision plan for 3rd year and 6th year Mock exams/ State exams</p> <hr/> <p>Task</p> <p>Devise questionnaire for all senior cycle students</p> <p>Collate and analysis results</p> <p>Speak to management regarding timetabling and allocation of guidance hours.</p>	<p>December 2015</p> <hr/> <p>Completion Date</p> <p>September 2016</p>

Priority Development Area:

Work Experience with LCA's Link Modules and TY students to be monitored more carefully.

Reason:

To ensure that work experience is of benefit to the employer and the employee. That the student will get to sample the world of work and all it entails and that they will have a positive experience where a variety of tasks will be given to the student to complete. That they will be enabled to improve their skill set.

To ensure that the employer is fully aware of our appreciation in providing our students with this invaluable work experience.

<p>Priority Development Area:</p> <p>A College Open Day/ Career Event are a major opportunity to get first-hand view of the college and a course. Such an event requires preparation if students/parents are to get the most out of the day.</p> <p>.</p> <p>Reason:</p> <p>To ensure all students have fully researched careers colleges and courses before they fill in their final draft of the CAO.</p>	<p>Tasks</p> <p>All students travelling to a Career Exhibition or College Open Day will be advised to complete the</p> <p>‘Choosing a Third Level College Before-During-After Worksheet’</p> <p>Main areas recommended</p> <ul style="list-style-type: none"> • Establish your Interests • Research • Ask Questions • Evaluation the experience <p>Newspaper Article from the Irish Times Do’s and Don’ts : How to get the best out of College Open Days.</p>	<p>Completion Date</p> <p>September 2016</p>
<p>Priority Development Area:</p> <p>To develop database of destinations for past pupils of St. Joseph’s Secondary School Spanish Point</p> <p>Reason:</p> <p>Referral guide for students interested in colleges, courses and careers.</p>	<p>Tasks</p> <p>Get contact details and email addresses of present Leaving Certs 2015.</p> <p>Source contact details and emails of Leaving certs 2014 from parent’s teachers and friends of the school.</p>	<p>September 2016</p>

Priority Development Area:

While Guidance Counsellor currently links in with Learning Support, Student Support and LCA/LCVP/TY co-ordinators. It is felt it may be beneficial if there was a formalised opportunity to meet with Year Heads. The Guidance Counsellor will look at the possibility of meeting with Parent Group occasionally also.

Reason:

As Guidance Counselling is a team effort it is vital that all lines of communication are open and functioning and transparent.

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