



**Coláiste Mhuire Co-Ed,
Thurles
Whole School Guidance Plan**



**February
2018**

Coláiste Mhuire, Thurles Whole School Guidance Plan

Rationale of Policy

Education Act, 1998 and Coláiste Mhuire's Mission Statement

This School Guidance Policy reflects the ethos and spirit of Coláiste Mhuire Thurles and it has been devised and developed in accordance with Section 9 of the Education Act 1998. Section 9(c) of that act states that a school "shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices." Section 9(d) elaborates further by stating that a school "shall promote the moral, spiritual, social and personal development of students ... in consultation with their parents having regard to the characteristic spirit of the school."

The ethos and spirit of Coláiste Mhuire is embodied in the school's Mission Statement, which states "Our Mission at Coláiste Mhuire Co-Ed aspires to develop a caring and inclusive learning community which optimises the potential of each student. Rath as Saothar – Success through effort."

Definition of Guidance -What is Guidance and Counselling in schools?

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students in making choices about their lives and to help students in making transitions based on these choices. The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling as a single process that "aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices." (Pages 4,5) These choices may be categorized into three distinct areas: (i) Personal and Social, (ii) Educational and (iii) Career. The Department of Education's guidelines state that "counselling in schools may include personal, educational, career counselling, or combinations of these."

Background to Policy

A Consultative Process

This School Guidance Policy has evolved and developed from a consultative process involving staff, students, parents, and the Board of Management of Coláiste Mhuire Co-Ed. This policy is not rigid but rather it reflects the uniqueness of Coláiste Mhuire Co-Ed in its own particular context and circumstances.

The development of the "Whole school Guidance plan" has been guided by models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the National Centre for Guidance in Education, and the School Development Planning Initiative.

Models of Good Practice

In the preparation for and review of this Whole School Guidance Plan, Coláiste

Mhuire Co-Ed has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the NCGE: A Whole School Guidance Framework, and Looking at our schools 2016 A quality Framework for Post Primary Schools. This policy has been developed within the parameters of the guidelines of the Department of Education and Science (Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to student's access to appropriate guidance, and Circular Letter No. PPT 12/05: Guidance Provision in Second-Level Schools). Moreover, this policy also reflects "Junior cycle wellbeing guidelines"

Coláiste Mhuire Co-Ed views this whole school policy and school guidance plan as a work in progress and all of the stakeholders to this plan are committed to reviewing and improving this policy on a regular basis.

Related School Policies

This Whole School Guidance Policy and Coláiste Mhuire Co-Ed's Guidance Programme is consistent with and supported by a range of other School Policies:

Guidance Counsellor's Department Plan

Child Protection Policy: Child Safeguarding Statement Colaiste Mhuire Co-Ed 2018

Code of Behaviour

Anti-Bullying Policy

Substance Use Policy

SPHE/RSE Policy

Internet and Acceptable Use Policy (includes Mobile phone and iPad policy) – May 2015

Attendance Policy

Data Protection Policy (link to Data Protection and Freedom of Information- TETB page)

Special Education Needs Policy

Leaving Cert Applied and Transition Year Policy

Complaints Procedure

Suspension Expulsion Policy

Deis Plan

JCSP Policy

School Book Policy

School Assessment Policy

Automated External Defibrillation Guidelines

Critical Incident Policy

Home School Liasion Policy

Student Support Team Policy

School Admissions and Participatory Policy

Linkages to other Programmes

Coláiste Mhuire Co-Ed acknowledges the relevance of and importance of SPHE and Religion to the social and personal development focus of Guidance and Counselling. A

full description and account of both SPHE and Religion in Coláiste Mhuire Co-Ed is provided in their respective department plans. Coláiste Mhuire Co-Ed recognises the significant contribution that the Leaving Cert Vocational Programme, the Leaving Cert Applied and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities. This Whole School Guidance Plan recognises the significance of the 1st Year Subjects Taster Programme and all other cross curricular links (for example Guidance and CSPE, Guidance and Communication/Work Experience Modules, Guidance and the PLC programmes). Coláiste Mhuire Co-Ed also recognises the guidance contribution made by Post Leaving Certificate Programmes in assisting students to explore their educational and career prospects and in enabling PLC students to progress to Higher Education or in making the transition to the workplace.

Objective of Policy

To ensure that the students of Coláiste Mhuire Co-Ed Thurles have access to guidance, that is appropriate to their needs, stage of development, and their school programme.

Aims of Policy

1. To promote the development and growth of each student on a personal, social, educational and career basis.
2. To ensure that guidance initiatives and programmes in Coláiste Mhuire Co-Ed are delivered in a developmental sequence that is relevant and appropriate to all students.
3. To provide a framework for the delivery of guidance programmes within our school and in a manner that takes account of the diverse and particular needs of students with special educational needs, students of all ability levels and students from different backgrounds and cultures, up to and including post leaving certificate students.

Guidance Planning Committee 2014

Ms. Karen Stakelum (PLC Co-Ordinator) Ms. Ann Conroy (Programme Coordinator) Ms Clare Wallace (Deputy Principal), Ms. Patricia Hickey (SPHE) Ms. Olivia Ryan (HSCL) Ms Annemarie Purtill (LCVP) Mr. Liam O'Brien (Guidance Counsellor)

Guidance Planning Committee 2018 (Should this reflect the well being committee & Students Support Team ?)

Ms. Karen Stakelum (PLC Co-Ordinator) ??
 Ms. Ann Conroy (Programme Coordinator)
 Ms. Clare Wallace (Deputy Principal)
 Ms. Patricia Hickey (HSCL)
 Ms. Annemarie Purtill (BFL)
 Ms. Shelly Martin (SPHE)
 Ms. Elaine Molumby (LCVP)
 Ms. Julie Delaney (Learning Resource)
 Ms. Lorna Byrne (Guidance Counsellor)

Guidance Team

This Whole School Guidance Policy and the associated School Guidance Programmes reflect the ongoing contribution of the following individuals and groups:

Guidance Counsellor (A detailed account of the Role of the Guidance Counsellor's is provided in the Guidance Department's Subject Plan)

The Principal and Deputy Principal

The Learning Support team

The Programme Coordinator

The Home School Community Liaison Officer

The PLC Co-Ordinator and tutors

The Religious Education team

The PE and Games Team

The Year Heads

The Class Tutors

The SPHE Teachers

The CSPE Teachers

Subject Teachers

Special Needs Assistants

The Le Cheile Team

School Completion Programme Personnel

School Secretarial Staff

The Caretaker and all other Ancillary Staff

Whole School Guidance Activities

The Student 'Guidance' Team work together to provide the following formal guidance services during the school year: Assessment/Aptitude Testing of Students Tests; School Induction and Orientation for Incoming First Years; Pre-Transition supports for new students; Study Skills Workshops and Study Skills class at first year; Information and Open Nights for Parents and Students; Extra-Curricular Activities; Home-School visits; Educational College Excursions; Work place visits; Visits by Guest Speakers; Visits to Careers Exhibitions and College Open Days; Engagement with student mental health programmes and support agencies. In addition to the above formal school guidance activities, guidance and support is provided informally and on a regular basis in a variety of contexts by all staff. There are a range of other student supports within the school including the students' council (mainstream and PLC) and the Board of Management.

Guidance Provision

Coláiste Mhuire Co-Ed is committed to employing a team approach in the provision of a range of learning experiences and developmental opportunities to all students. These experiences and opportunities, which will be appropriate and relevant to student needs, shall enable the growth and development of all students and shall assist students in making choices and transitions. (For example; Transitions from Primary to Secondary School, from Junior Cycle to Senior Cycle, from School to Further Education and the World of Work).

A number of mechanisms are used in order to assist students in making choices. These include:

1. Assessment: The Guidance Counsellor, the Learning Support Co-Ordinator and other associated staff members carry out assessments such as the
2. C.A.T 4, Career Interest Test and other suitable testing instruments.
3. Educational Skills: Junior Cert. and Leaving Cert. students are given instruction on Study Skills and Examination Techniques in 3rd Year and 6th Year respectively. All junior cycle students are provided with formal study skills methodologies.
4. Students are provided with information in 1st Year and 3rd Year that helps them to make decisions on subject choice, subject level and programme choice, which is appropriate to each student's aptitude and interests and which is cognisant of student's career aspirations. A Homework Club, which provides assistance to targeted junior cycle students is in operation. After School Study is available to other's if they wish to avail of it.
5. Vocational Guidance Interviews: The Guidance Counsellor holds interviews with first year, third year and transition year to facilitate subject choice at senior cycle. Vocational guidance is also provided to Fifth Year and Sixth Year Students to assist them in identifying Third Level courses and career areas that correspond to their interests and aptitudes.
6. The Guidance Counsellor also meets with Leaving Cert Applied students to help them to formulate a Career Action Plan. The Guidance Counsellor is available to meet with and provide support to PLC students who may wish or seek support in relation to further study and career options and other educational matters. We also use the School Business Partnership initiative to prepare students for interview and the world of work.
7. Counselling: Students are referred for counselling to the Guidance Counsellor by the Care Team, School Management, and Board of Management, Parents and or members of staff. A student may also self refer him/herself for counselling, which can assist students to explore their feelings and to cope with challenges and problems. Students can be referred to the HSCL Officer, the SCP team, year head and NEPS for support as required.
8. Information: Students are provided with information on external agencies and supports where necessary by all relevant staff.
9. Onward Referral Service: The individual student is referred, where it is deemed necessary by the student support team* to external individuals/agencies. Examples include: General Practitioners, The HSE Mid-West Child and Adolescent Mental Health Services, Pieta House, The National Educational Psychological Service, psychologists.

PLEASE NOTE: An appointments system operates for all Personal Counselling, Careers Counselling and Vocational Guidance Interviews. The appointments system helps to minimise disruption to classes and the co-operation of teachers in facilitating time for guidance and counselling appointments is greatly appreciated.

* membership of the student support team is:

Mr. Denis Quinn	Principal
Ms. Clare Wallace	Deputy Principal
Ms. Julianne Delaney	Learning Support Co-ordinator
Ms Patrisha Hickey	Home School Liaison
Ms Annmarie Purtill	Behaviour for Learning
Ms Michelle Morgan	School Completion Programme
Ms Lorna Byrne	Guidance Counsellor
Ms Shelly Martin	SPHE Co-ordinator
Ms Maggie Smyth	Student Voice

Whole School Guidance Programme

1st Years	Information Visits to Primary Schools by Principal
	Communication with parents, children and primary school principals/teachers of incoming students (by way of meetings)
	Administration of Tests for Diagnostic Purposes
	Induction Programme (Belong +) and Le Cheile
	Induction Night for Parents/Guardians of 1st Years early in the first term
	Transition Presentation to all first years via Guidance Counsellor.
	One to One Meetings of First Years as requested
	Monitoring of students transition from Primary to Secondary Level by way of meetings with Guidance Counsellor, Year Head and School Management
	Rapport building between Class Tutors, Year-Head and First Year students
	Regular informal guidance and support by all staff
	HSCCL programme for first year parents
	Information from Learning Support team to staff on new first year
	Weekly Study Skills class
	Guidance/Counselling sessions as required
Anti-Bullying Programme to all first years via Guidance Counsellor	

2nd Years	Support by way of the Class Tutor and Year-Head System
	Regular contact with Principal and Deputy Principal
	Career Guidance and/or counselling sessions as required
	Informal Guidance and support by all staff
	Weekly Study Skills class
	Online resources

3 rd Years	Study Skills and Exam Techniques Presentation and Workshop(s)
	Information and Presentation on Subject and programme choice (to students by fellow students and staff and to parents)
	One to One consultations on programme choice and subject choice as requested
	Counselling and Career Guidance Meetings as required
	Support from Year-Heads and Class Tutors
	Regular contact with Principal and Deputy Principal
	Reassessment of students by way of CAT4

Transition year	Personal and Student Profile
	Career Interest Assessment and CAT
	Study Skills/Time Management
	Multiple Intelligences theory
	Letters of Application and CV Preparation 4th Years
	Work Experience Preparation
	Work Experience Programme(Two Weeks blocks)
	Work Experience Google classroom / eportfolio
	Guest Speakers
	3 rd Level/PLC/Apprenticeship Options
	One to One Guidance Interview
	Course and Career Research on Qualifax and Careers Portal and Fetchcourses
	Weekly Guidance Class
	Counselling sessions as required

5th Years	Study Skills and Exam Techniques
	Points Awareness Worksheet
	Guidance Classes in 6x week block from RE
	Visiting Speakers from colleges
	School Business Partnership interviews and feedback
	Support by way of the Class Tutor and Year-Head System
	Informal guidance and support by all staff
	Support from Principal and Deputy Principal
	One to one Guidance Meeting, and counselling sessions as required

6 th year	Attendance and participation at various Careers Events, such as Higher Options, Agri Career Fair, Open Days
	Visiting Speakers from colleges and professional bodies
	Vocational Guidance Interviews (one to One Meetings Between the Guidance Counsellor and Individual students)
	CAO Form -Information, and Preparation
	Weekly Guidance Class
	Course and Career research on Qualifax.
	Information on Sports/Other Scholarships, Student Accommodation, Budgeting at Third Level
	Career Interest Test
	Study Skills and Exam Techniques Workshop
	Accepting CAO Offers and Change of Mind Form
	UCAS -Application Process, Eunicas Application Process
	Access Programmes, HEAR & DARE
	The Third Level Grants Schemes (Susi)

	Support from Principal and Deputy Principal
	Regular contact with and support from Year-Head and Class Tutor
	Counselling sessions as required

LCA	Weekly Guidance Class
	One-to-One Guidance Interview
	Information on Progression Routes into Further Education (including PLC course options, Apprenticeships, Garda Siochana)
	Careers Exhibition (LCA 2)
	Work on Qualifax, and Careers Portal websites
	Visiting Speakers
	Presentation and Communication Workshop (LCA 1)
	Exam techniques
	Support from Principal, Deputy Principal, Co-Ordinator and Class Tutor
	Work Experience (one day per week)
	Preparation for Work Experience and Reflection on Work Experience
	Social Education and Enterprise Modules
	Counselling sessions as required

PLC	CAO Information and Application Procedures Workshop
	UCAS workshop and Eunicas Workshop
	FETAC Links Scheme -Progression Routes
	Workshop for teachers of communications on interviews
	Mock Interviews in the communications component
	One to one meetings as requested and required
	Information on Budgeting, Scholarships, Resources, Campus Accommodation
	Work Experience Module
	Communication Module
	Informal Guidance from PLC Co-Ordinator, tutors, Principal and Deputy Principal
	Morning Information Session, and Open Night for PLC Courses
	School Visits by PLC Co-Ordinator and other staff
	Inclusion of course information on Qualifax and other areas
Visiting speakers	

Resources and Supports:

- Department of Education and Science Resources
- Staff guidance provision within the general teaching allocation
- School Funds as Resources allow
- Career Guidance Office and Guidance/Counselling Meeting Area

1. Careers Library in main entrance and accessible to all.
2. Guidance Library online (Google classroom accessible to 6th & PLC Students)
3. Student Support team
4. School Completion team
5. Regular Meetings with school management team with their Guidance Counsellor and with other staff members (HSCL, Year-Heads, Class Teachers, Tutors, SNA's) and with parents/guardians
6. Links with the community and with other agencies and groups that support students and parents
7. Links with 3rd Level Colleges (Admissions, Access Officers, School Liaison Officers), SOLAS, Further Education and Training Boards.
8. Links with Business and Industry -Work Experience etc.
9. School Business Partnership
10. Transition year and LCA work-experience links

Monitoring of the Guidance Policy/Guidance Plan

The School Management, in consultation with the Guidance Counsellor and the School Guidance Team will monitor the implementation of the Guidance Policy and its associated Guidance Programmes.

Evaluation and Development of Guidance Policy

This School Guidance Policy will be subject to ongoing evaluation. We are committed to this through surveying parents, staff and students.

Coláiste Mhuire Co-Ed's evaluation of the policy will be guided by the following questions: Is the guidance plan working?

Are the guidance programmes being provided in the most effective manner?

Are all students being provided with appropriate guidance?

What areas of the Guidance Plan/Guidance Policy require modification and improvement?

What are the areas that need to be developed in terms of guidance provision and programme delivery?

The guidance team and the school community more generally have an important role to play in the evolution and development of the Guidance Policy. The Whole School Guidance Planning Group welcomes contributions and feedback from the entire school community and from all other stakeholders in relation to Guidance Provision and Guidance Programmes.

Review

There will be a full review of the Guidance policy after a minimum of two years. The review group will comprise representatives of all the stakeholders to the Guidance Policy/Guidance Plan. The review process will involve surveying students, parents, teachers and all other stakeholders to the Guidance Plan.

Areas for Development

Priority Areas for Development

To progress towards a “College Awareness Week” focusing on careers

To become part of the Trinity Access Programme network

Guidance provision for students with special educational needs and Deis

To encourage and support students to consider Studying in Europe (Erasmus + in conjunction with NCGE & ICEP)

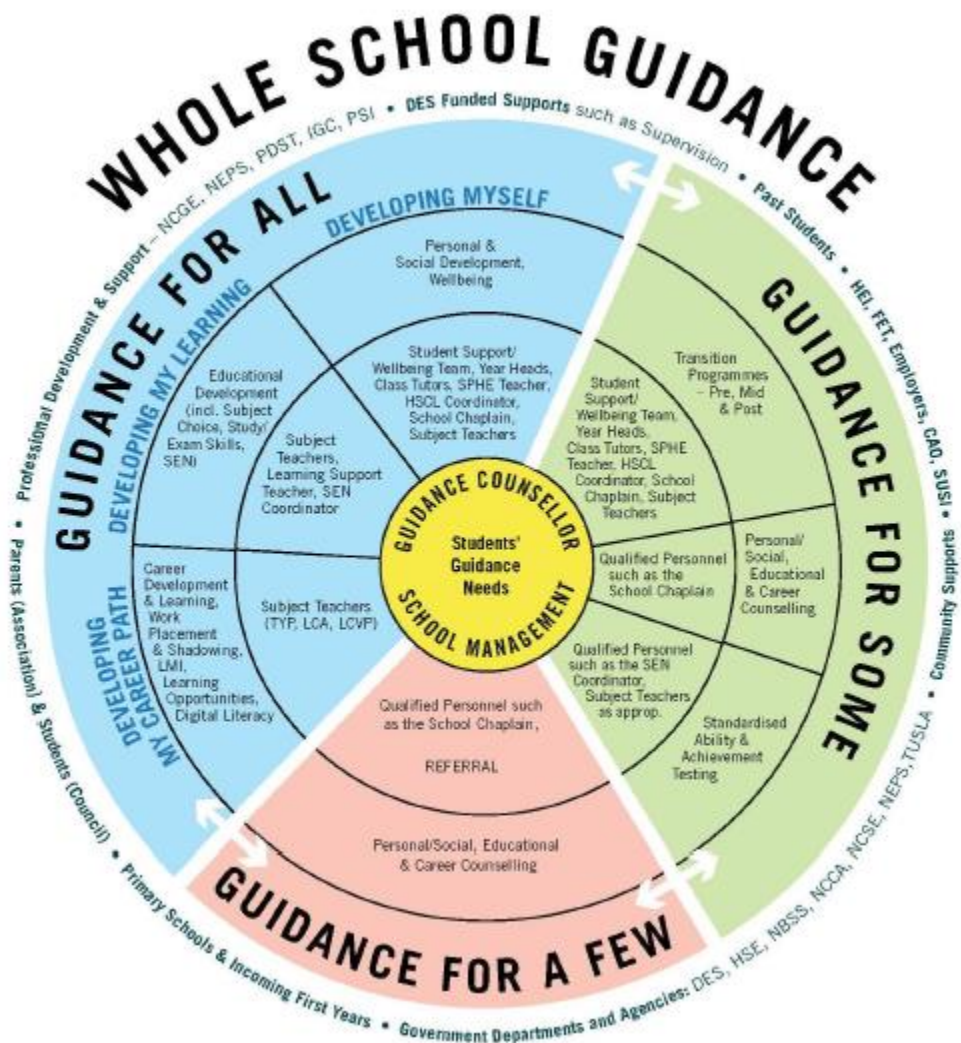
To be trained in the delivery of the .B programme and Mindout.

Adopting the NCGE A Whole school Guidance Framework please see below Colaiste Mhuire adaptation of what student support and guidance is currently on offer in Colaiste Mhuire Co-Ed. As this Policy has been amended this year in light of new revised policies and regulations we feel currently what we have on offer is working very well and will review our well-being guidelines and that of our Whole school guidance plan to evaluate what is not working.

The Guidance counsellor as a new member of the team to Colaiste Mhuire Co-Ed will aim to review the current guidance activities at the end of this academic year 2017-2018. Identify what is working well and what is not working well and agree priorities.

The Guidance Counsellor will aim to survey both Students and staff after the Easter break. Surveys that will be distributed are in Appendix 1. While these take the form of a paper survey, in respect of a questionnaire and SCOT analysis: open ended version. It is envisaged that these will be distributed to staff and students electronically in the form of “google Form” for ease of collecting data and correlation of results.

A SCOT Analysis will also be carried out in google forms. Staff will be asked to identify in relation to our school guidance current provision and performance the **strengths** on which we can build and the **challenges** or weaknesses that we must overcome. Staff will also be asked to identify the **opportunities** for and the **threats** to the future development of whole school guidance that arise both from those strengths and challenges. During a staff meeting in May staff will be given the results of survey and as a whole school approach a decision will be made to identify an agreed list of suggested areas for review and identify three priorities that will need to be addressed in 2018-2019.



Promoting Well-Being in Colaiste Mhuire Co-Ed

School supports for all - General Needs

In School Supports - to provide the very best learning opportunities for all

Policies & Procedures	Whole School Supports	
Characteristic Spirit & Mission Statement	Leadership Team & Pastoral System	Coordinated implementation of Wellbeing
Core Values, displayed, thought	Year Heads & Class Tutors	
Welcoming, affirming & respectful atmosphere	Resource/Learning Support	1. CSPE
TETB Code of Practice	Guidance Counsellor Service	2. PE
Partnership with Parents	Home School Community Liaison	3. SPHE
Critical Incident (C.I.) Plan & Team	Student Support team	• Student welfare & child protection
School DEIS Plan	SST Notice Board, Post box and Email	• Sexual Orientation
Whole School Guidance Plan	Whole School Planning/ Self-Evaluation	• Mental Health
Anti-Bullying Policy	JCSP, TY & LCA Programmes	• Substance Use
SEN Policy	Music & P.E. Depts.	• Internet Safety
Substance Policy	Extra-Curricular Activities	• Physical Health
Student Support team policy	Breakfast, lunch & afterschool canteen	• Personal Safety
HSCL policy	Student Council & School Clubs	• Anti-Bullying
	Attendance & Punctuality System	
	Well being Week	

Teachers & SNAs Role in Promoting Well-being

Support for All: Relationship is Key

One good adult training
 Encourage and model "Energy" Programme and challenges →
 Listen – Listen more than talk / give students time
 Recognise & Refer when Students are struggling / suffering – use referral form
 Don't go beyond boundaries of your role
 Refer to Year Head & Student Support Team
 Refer to management if urgent

ENERGY Programme

1. E - Exercise
2. N - Nutrition
3. E - Exhale / Inhale BREATHE
4. R - Random Act of Kindness
5. G - Good things
6. Y - Your Internet Safety

Student Support Team

Support for All
Co-Ordination of supports in school
Input on Policies & Plans
Reps on Critical Incident Team
Input on Well Being initiatives – "Well-being Week"

Support for All
 Presentative programmes

SEN Dept. / Assessment Service

Support for All
 Co-ordination of whole-school learning support/ resource timetables
 Input on Policies & Plans (DEIS/SEN)
 Attainment Testing - Academic Tracking`
 Member of the Care Team
 Member of Critical Incident Team
 Application for resources / smaller classes (SENO H. Walsh)

Support for All
Co-ordination of SNAs timetables
Staff support for SNAs
Staff support for all re: planning & advice

Guidance Counselling Service

Support for All
 Whole-School Guidance Plan
 Member of Care Team & Critical Incident Team
 Transition Programme (with HSCL & BFL)
 Input on Policies

Support for All
 Consultative Support
 Promoting Well Being / Mental Health and Classroom Strategies
 Subject Choice

BFL - Level 1: Whole School Positive Behaviour Support

Support for All
 Support to assist school in developing and monitoring proactive and preventative systems, Programmes, policies and initiatives with respect to behaviour.
 Students Support Team
 Positive Behaviour Strategy Team
 Reach for the STARS
 Transition Programme (with HSCL & Guidance)

HSCL

Support for All
 Link between School & Home
 Link with JCSP
 Member of Care Team
 Member of Attendance Team
 Member of Deis Team
 Child Protection / Welfare

Partnership with Parents
 Home Visits
 The Parent's Room
 Parent Courses and Classes inc Parents Plus
 Numeracy & Literacy Programmes
 Supporting parents returning to college
 Supporting parents with individual concerns, issues and parenting skills

Liaise with....
Primary Schools
Secondary Schools
Local Agencies (Tyrns, Barnardos, NEWB/TUSLA;SCP,)

Outside Agencies

Support Agencies
 TRYS
 NEPS
 CAMH
 National Parents Council
 Parents Associations
 The Sanctuary S4YP
 ISPCC
 Jigsaw/Headstrong
 HSE - Little Things Capaign

Support / Helplines
 ChildLine 1800 666 666
 Teenline 1800 833 634
 Samaritans 116 123
 Shine 1890 621 621
 Aware 1890 303 302
 Grow 1890 474 474
 BODYWHYS 1890 200 444
 Headsup - text: headsup 50424
 Console 1800 201 890
 Parentline 1890 927 277
 Barnardos Child Bereavement Counselling Service 4549699

Mental Health & Well-Being Websites
 Wwww.childline.ie
 Wwww.jigsaw.ie
 Wwww.yourmentalhealth.ie
 Wwww.mentalhealthireland.ie
 Wwww.headsup.ie
 Wwww.spunout.ie
 Wwww.reachout.ie
 Wwww.grow.ie
 Wwww.teenbetween.ie
 Wwww.letsomeoneknow.ie
 Wwww.leanonme.net
 Wwww.recover.ie
 Wwww.ocdireland.org
 Wwww.crosscare.ie
 Wwww.bodywhys.ie

Working Together to Support Well-Being in Coláiste Mhuire Co-Ed

School Support for Some -	Milder needs	School Support for Few -	More Complex needs
<p>In School Support</p> <p>Support Guidance Counsellor Le Cheile Programme Links to youth, community and voluntary organisations Student and family involvement Alert & Movement Matters programmes Headspace - Mind out health programme Talkabout self esteem programme Real U—SCP HSCL NBSS, SCP & Psych Service Supports</p>	<p>BFL - Level 2</p> <p>Targeted Intervention Behaviour Support Collaborates to develop behavioural programme Behaviour for learning programme Transitions Programme FRIENDS for life/ Why Try programme Check and Connect Catch up literacy/ ninja maths Rapid plus literacy programme Stop think do - social skills programme Movement Matters & ALERT (OT) Programmes Mental Health—Talk about / Headspace</p>	<p>In School Supports</p> <p>Support Referral Pathways to CAMHS (via GP) Youthreach etc Learning/Behaviour/Emotional Special Needs Assistants Support Group/Individual support from Guidance Counsellor Focussed support for at risk students during CI response Le Cheile Programme HSCL, NBSS & Psych Service supports - See below</p>	<p>BFL - Level 3</p> <p>Intensive , individual behaviour for learning programme FRIENDS for life, Why Try Programme/ Check and Connect Catch up literacy/ Rapid plus literacy programme/ MM & ALERT programmes Speech and language support Anger Management—Seeing Red Programme Behaviour for learning skills (e.g organisational skills;time)</p>
<p>Teacher & SNA's Role</p> <p>Support for some Model and encourage ENERGY Programme (Self-Care) • Listen - listen more than talk/give students time/ don't jump to conclusions • Recognise when students are struggling/ suffering • Don't go beyond the boundaries of your role • Refer to year head & Care Team • Refer to management if urgent</p>	<p>HSCL</p> <p>Support for Some Parent Courses-directing and facilitating participation Co-Ordinate and organise Presentations & Evenings on specialised topics/ issues for the school community Link with and attend YPAR-Interagency Network & Youth Mental Wellbeing Group meetings</p>	<p>Teacher & SNA's Roles</p> <p>Support for Few Model and encourage ENERGY programme (Self care) • Listen - listen more than talk/give students time/ don't jump to conclusions • Recognise when students are struggling/ suffering • Don't go beyond the boundaries of your role • Refer to year head & Care Team • Refer to management if urgent</p>	<p>HSCL</p> <p>Support for Few Home visits Supporting parents to return to education Supporting Parents to engage with outside agencies for family support School meetings</p>
<p>Guidance Counselling Service</p> <p>Support for some Guidance Classes Bereavement Counselling Assessment/ Testing .B & Mindout Mental Health & Well being</p>		<p>SEN Dept. / Assessment Service</p> <p>Support for few Individual care plans Referral to Outside Agencies 1 to 1 support • Social • Emotional • Numeracy • Literacy</p>	<p>Outside Agencies</p> <p>Counselling/ Treatment Counselling Via GP/ Health Centre CAMHS Primary Care Services Substance Abuse Services: Pieta House Teen Counselling OASIS; DEORA Project as part of Oasis Counselling service Barnardos Irish Childhood Bereavement Network CARI; National Counselling Service ALATEEN BelongTo; Shout Out</p>
		<p>Guidance Counselling Service</p> <p>Support for Few 1 to 1 work Career Guidance & Counselling Support CAO Application support incl DARE and HEAR Process referrals to outside agencies Liaise with outside agencies (e.g Ais Eiri; CAMHS;) Parent work/support</p>	

This is a map of our Whole school student support services here in Coláiste Mhuire Co-Ed. Some elements are part of our DEIS, Well-Being & Guidance plans for 2017-2018. Every effort was made to ensure the information on this map is accurate. Many thanks and more power to all who contribute to promoting well-being in Coláiste Mhuire Co-Ed. This map will be updated yearly so do let us know if any information is missing or incorrect. Many thanks.

Appendix 1:

Looking at our Guidance: A Whole School exercise

	Whole School Guidance: Area for Review	Working Well	Not Working Well
Sec 1	<i>Management of the Guidance Programme</i>		
	School Understanding / definition of Whole School Guidance		
	Roles of the Guidance Partners (Staff / BOM/ Parents)		
	Guidance Policies and procedures		
	Use / Management of Resources		
Sec 2	<i>Guidance Planning</i>		
	Guidance planning process in operation		
	Guidance Plan emerging		
	Implementation of Guidance Planning / Plans		
	Monitoring of Guidance planning / Plans		
	Evaluation of Guidance Planning / Plans		
Sec 3	<i>Content of the Guidance Programme (3 Areas)</i>		
3.1	<i>Careers</i>		
	Models of career being presented		
	Quality and variety of careers information provision		
	Access to career information		
	Career planning skills development programme		
	Job placement programme aims provision and outcomes		
	Linkages with other relevant areas of the school programme		
3.2	<i>Personal and Social</i>		
	Counselling context of personal and social development programme		
	Linkages with school mission and ethos, role of student council, extra curricular activities,		
	Nature of counselling services, roles, expertise, access, referrals, confidentiality issues, professional and ethical considerations.		
	Critical incident protocols		
	Counselling referral protocols		
3.3	<i>Education</i>		
	Priority areas have been identified for particular attention in educational guidance.		
	Quality and variety of educational guidance information		
	Access to educational guidance information		
	Support structures for access, transfer and progression,		

COLÁISTE MHUIRE CO-ED, WHOLE SCHOOL GUIDANCE PLAN

	Linkages with other staff roles in provision of educational guidance		
Sec 4	Guidance Curriculum		
	Provision for guidance as part of the school curriculum		
	Balance of curriculum across all year groups		
	Timetabling issues		
	Extracurricular guidance in operation		
	Cross curricular guidance in operation		
Sec 5	Guidance Teaching		
	Planning, preparation and use of guidance related resouces in the classroom		
	Teaching methodologies employed		
	Learning		
	Assessment of learning		
	Record keeping		
Sec 6	Psychometric Testing		
	Purpose of testing		
	Breadth of testing		
	Record Keeping procedures		
	Distribution / communication of testing results		
Sec 7	Staff Training and Professional Development Needs		
	Access to training and ongoing professional development		
	Frequency of training and professional development		
	Quality of training and professional development		
	Involvement of relevant staff in training and professional development		
	Communication / feedback with whole staff re training and professional development.		

Appendix 2: Areas for Review and Development

Staff Questionnaire: Checklist of Areas of School Guidance

1. Please indicate by ticking in the appropriate column the area of school guidance life that you think would benefit from specific review and development.
2. Please add to the list any additional areas that you feel should be included
3. Please choose 5 of the areas as priorities for review and development.

Areas of School Guidance	For Specific Review		Review Priorities
	NO	YES	CHOOSE 5
Timetabled Guidance			
Provision for personal development			
SPHE			
RSE			
ICT and Guidance			
Career Classes			
Subject Options Structure in Junior Cycle			
Subject Options Structure in Senior Cycle			
Meetings of School Care Team			
Programme Planning and Co-ordination			
Appointments with Guidance counsellor			
Other			
Non Timetabled Guidance			
Planning and co-ordination of student support services (Student Support Team)			
Pastoral Care System			
Counselling Students			
Communication of Guidance related matters			
Student Information			
Confidentiality			
Guidance Resources (Textbook / Personnel / ICT Software / etc)			
Referral of students to outside agencies for counselling			
Assessment / Psychometrics Test			
Work Experience			
Contact with parents re Guidance Matters			
Links with the community			
Links with business			
Study Skills			
Calendar for Organisation of College Open Days			
Guidance accommodation and facilities			

Appendix 3:

Guidance / Student Supports: SCOT Analysis

<p><u>Strengths</u></p>	<p><u>Opportunities</u></p>
<p><u>Challenges</u></p>	<p><u>Threats</u></p>

Appendix 4:

Colaiste Mhuire Co-Ed Student Survey School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program, including guidance and adjustment counseling. All responses will be kept confidential.

Name _____ Year _____

Please circle the response that best answers each question.

What is your gender? Male Female

How many years have you attended this school? 1 2 3 4 5 6 7

Do you know who your current School Guidance Counselor is? Yes No

Approximately how many times have you met with the School Counselor while at this school?

Please Circle one, Never 1-2 3-4 5-6 7+

Please circle the appropriate number after each statement that best reflects your opinion.

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

I feel comfortable meeting with my School Counselor. 1 2 3 4 5

My School Counselor has helped me to select appropriate courses. 1 2 3 4 5

My School Counselor has helped me with personal and/or school problems. 1 2 3 4 5

My School Counselor has helped me to think about my goals after Completing my Leaving Cert. 1 2 3 4 5

My School Counselor has provided me with information about careers and the world of work. 1 2 3 4 5

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree 5 = strongly agree

I have participated in classroom or small group programs covering topics such as study skills, Transition from Primary, Mental Health, etc. 1 2 3 4 5

My School Counselor has provided services that have been helpful to me. 1 2 3 4 5

My School Counselor has **not** been available to me when I have had questions or problems. 1 2 3 4 5

My School Counselor is knowledgeable about services outside of the school system. 1 2 3 4 5

My School Counselor believes I can succeed. 1 2 3 4 5

My School Counselor has been an effective advocate for me. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Guidance Counselors.

Please list the most significant strengths that currently exist within the School Counseling Program.

Please list the most significant weaknesses that currently exist within the School Counseling Program. What would you change?

Thank you again for taking the time to complete this survey.