

Davitt College Whole School Guidance Plan
2018-2021



Davitt College Guidance Plan

Section 1 - General

Mission Statement

This document is being drawn up in the context of Davitt College's ethos and reflects the College's commitment to creating a caring community of learners in a safe and respectful environment. The College and its members stand for tolerance of individual difference and the adoption of the notion of rights and responsibility for all. The College seeks to be a place of learning which promotes excellence through the Development of the whole person. Its central goals are to enhance self-esteem, promote life skills, foster the development of each student's potential, academically, personally and emotionally, leading to greater personal autonomy for all students.

Rationale

As per 1998 Education Act, specifically 9C requiring schools to " ... ensure that schools have access to appropriate guidance to assist them in their career choices ... " to meet the Statutory requirement for schools under this Act.

Implications

The Act refers to access (to school resources, physical and personnel...) and appropriate guidance (ie. whole school response to meeting the guidance needs of all its students).

Guidance is a core requirement of the school's overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan.

What is guidance in schools?

Guidance is used to describe the range of learning experiences provided in a developmental sequence designed to assist students to make choices about their lives and the transitions based on these choices.

The Guidance programme is the full range of activities through which the school addresses the needs of students. This incorporates three main yet interlinked areas as identified by the NCGE

- Personal and Social
- Educational
- Career

Personal Counselling: a key part of the school guidance programme. It is offered on an individual or on a group basis. It aims to assist students explore their thoughts and feelings, giving care and support to students learning to manage the various challenges and developments in growing and changing. Great emphasis is placed on endeavouring to raise and enhance pupils' self-esteem. An interdisciplinary approach is adopted. Teaching and support personnel from a number of departments collaborate and liaise with pupils homes in addressing this objective.

Educational Guidance: Developmental in nature, beginning at the student's entry to second level schooling, educational guidance includes empowering students in the areas of subject choice, study skills and examination skills, and consulting parents about related matters. Some examples of educational guidance include:

- Study skills and exam skills
- Counselling for learning difficulties
- Teacher consultations
- Assessments
- Motivation
- Choices: Subjects: Levels: Courses

Career Guidance: Involves empowering students to recognise their talents and aptitudes, enable them to make informed choices and take responsibility for their own futures. Examples of areas covered are:

- Careers Information Management
- Employment Opportunity
- Development of self awareness
- Options after Leaving Certificate Choices
- Pathways to Further Education
- Attendance at Career Events
- Personal Vocational Guidance Interviews
- Organisation of Career Talks
- Liaison with Businesses, 3rd Level Personnel
- Links with Past Pupils
- Decision Making Skills and Planning Skills

- Job Search Skills/ Interviews/ Facilitation of Feedback re.Work
- Work Experience
- Use of I.T in Careers e.g. Qualifax and Careers Portal

Aims

The Guidance Programme in Davitt College aims to provide support for learners to enable them to make wise and informed, personal, educational and career choices. Davitt College Guidance Department strives to be inclusive providing for the needs of all students: junior, senior, international, special education needs - entire spectrum from learning supported to gifted in the ethos of the schools pursuit of excellence for all. The guidance counsellor has primary responsibility for the delivery of the College's Guidance and Counselling Programme. The important role of all other members of the College Staff is acknowledged and their relevant contributions to the planning and delivery of many aspects of the programme.

Objectives

The Guidance Process aims to be flexible in approach and evolves over time. It reflects the needs of all students, is dependent on available resources and is both shaped by and shapes the environment in which it is delivered. While the Guidance Programme is the responsibility of the Guidance Counsellor, a whole school approach is essential in terms of delivery and in achieving the objectives:

- To enable pupils grow in independence and take responsibility for themselves
- To develop and explore an awareness and acceptance of their talents and abilities.
- To make informed choices about their lives and follow through on those choices.

Guidance Counsellors: Bernie Lennon: 15 hours, James Gallagher: 22 hours

Total: 37 hours

Role of the Guidance Counsellor

The delivery of a comprehensive Guidance Program is the responsibility of the Guidance Counsellor but a whole school approach is essential to realise this objective. A holistic approach to Guidance provision is essential to ensure all students have "access to appropriate Guidance" (9 (C) Education Act.1998). Guidance planning is to be considered a process, to evolve over time, reflecting the needs of all students, available resources and contextual factors.

Members of the Guidance Planning Group are the same members of the Student Support Team as this facilitates regular meetings and contact, and members have suitable roles to facilitate working in both groups. These are as follows:

Bernie Rowland (Principal)
Ger King (Deputy Principal)
Anita Gallagher (Deputy Principal)
Bernie Lennon (Guidance Counsellor)
James Gallagher (Guidance Counsellor)
Mary Gibbons (HSLP)
Sarah Sheridan (SCP Co-ordinator)
Frances Groden (SCP Assistant)
Gary Boyle (SEN Co-ordinator)
Deidre Gibbons (SPHE Co-ordinator) Due to timetable restrictions does not attend meetings

Additional Personnel

All other staff members within Davitt College.

Section 2 - Guidance Curriculum

The Guidance Curriculum is delivered both formally and informally

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual meetings of a personal counselling nature and careers/vocational guidance.
2. Classroom guidance delivered in regular weekly classes/team teaching/class group or year group intervention as required.

Informal Guidance

The Informal Guidance program consists of liaising with other Teaching Staff/Management to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of Guidance. Regular meetings with principal to keep management informed of developments in the Guidance Department. Meetings with Parents/Guardians and outside agencies form an integral part of Informal Guidance.

Formal and Informal Guidance Program

See timetables

Grouping of Students

Students participate in the guidance program in their class group or year group.

Class Organisation/ Effective Teaching Methodologies

Year/Group	Teaching Methodologies
1 st	Guidance work in SPHE classes*
2 nd	Guidance work in SPHE and Wellbeing classes*.
3 rd	Year Group\Class group contact three times a year*.
Transition Years	Weekly class
L.C.A.1	Vocational Prep& Guidance 2 classes per week.
L.C.A.2	Vocational Prep& Guidance 2 classes per week.
5 th	Weekly Class
6 th	Weekly Class.

*Additional guidance time arranged as required.

Range and Variety of Resources

- Personnel
- Materials
- Facilities
- External

Personnel

Guidance Counsellors, Management, BOM, Year Heads, Tutors, Class Teachers, Resource/Learning support Teacher, School Completion Program Coordinator and assistant, Home School Liaison Person, SEN Department, Special Needs Assistants, School Administration staff , all other staff and the wider school community .

Materials

Careers Library in Guidance Counsellors office and Careers section in the main library which contains information on 3rd Level colleges in Ireland and UK, PLC information and other supports information. Copies of Career books and publications available to borrow from the Guidance Dept...

Two Computer rooms and Internet which offers all information needed when researching a career e.g. All college websites and the 3 main career sites we use are www.qualifax.ie ,www.careersportal.ie and www.careernews.ie

Facilities

Guidance office X 1 with phone, computer, printer, internet access, careers section in main library, two computer rooms and notice boards.

External

Attendance at open days, Career Options Davitt College, Career information sessions for parents and students.....

Mock Interviews, Parent evenings and Guest speakers in career areas of interest to the students

Section 3 - Provision for Health and Safety Requirements

Administration

Counselling/Careers Meetings

To ensure the safe and effective delivery of the guidance program, an appointments system for Personal Counselling/Careers/Vocational Guidance Interviews operates. Appointments are made in consultation with the student. To reduce disruption, appointments are made during careers classes. Students are not allowed to excuse themselves from class to make appointments or wait outside the Guidance office.

Staff are informed of students attending Career Exhibitions/Open Days by written notice on the white board in the staff room and the VS Ware notice board.

Section 4 - Provisions and Supports for each Year Group

Guidance 1st -6th Year

'The Framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in schools in support of students' wellbeing.'

'The introduction of Wellbeing into the Junior Certificate in September 2017 recognises the association between the quality of relationships between teachers and students and a number of student outcomes, including socio-emotional wellbeing, engagement in schoolwork, feeling a sense of belonging in school, levels of disciplinary problems, and academic achievement. The focus is on the role of the school guidance programme in supporting the wellbeing of all students in junior cycle.'

NCCA (2017) Junior Cycle Wellbeing Guidelines, www.ncca.ie

Wellbeing - September 2017

Davitt College is preparing to take on this important programme and recognises that student wellbeing is a hugely important area that requires a whole-school approach. The required 300 hours per year from September 2017 will be met as part of the SPHE, RE, PE, CSPE and Guidance programmes.

First Year

- Annual Open Evening for parents of incoming first year students
- Partnership Evening for Student and Parents

- Information Pack distributed to homes of all incoming first year students prior to their arrival.
- Management & Staff visit Primary schools
- Induction Days: Early school return for 1st year students focusing on:
 - familiarisation with new school environment
 - distribution and explanation of timetables
 - introduction to pastoral care service
 - introduction to Guidance service
- Individual guidance available on request or by referral
- Tutors will take their tutor group for SPHE if timetable allows
- Mindfulness and mediation introduced to 1st year timetable permitting
- Two week Option Subject Taster Course
- Participation in all School Initiatives : Wellbeing Week, Friendship Week, Mental Health Awareness Week, Active Schools Week etc..
- Students are encouraged to become active members of the school community through the extensive range of extracurricular activities.
- Big Brother Big Sister Mentoring programme with TY students
- Assemblies are conducted every term to reinforce positive behaviour
- A retreat day is organised early in year for team building
- A residential gaeltacht trip by the Irish Dept.
- Various initiatives and supports organised by SCP and HSCL are a huge contribution to our school community (See reports from SCP and HSCL)
- 1st Year Assessment Tests administered by Special Needs Dept.
- Guidance module delivered within SPHE.
- Participation in JCSP programme
- Subject Choice Information to Parents and students
- Consultation with parents re. subject choice on request
- Induction days: - discussion on transition to second level, advantages, disadvantages, challenges, fears, how to access the Guidance Service.
- Organisational/Planning skills - assisting students in coping successfully with demands of new school system.
- Study Skills - organisation, method time management.
- Decision making skills.
- Examination Technique
- Introduction to their career journey.
- Development of their awareness of their skills, interests, strengths and recognition of the importance of developing these and increasing their own self-knowledge.
- Introduction to career IT
- Coping with bullying and other challenging situations.

Second Year

- Continuing development of self knowledge, personality, qualities and potential through SPHE, RE, PE, CSPE and Wellbeing programmes.
- Individual guidance meetings available on request
- Full and active participation is encouraged in all school events and indicatives
- Students are encouraged to become active members of the school community through the extensive range of **extracurricular activities**.
- Continuation of meditation practice in Wellbeing related classes

Organisation:

The introduction of the 300 hours Wellbeing programme is a very positive step in ensuring the continuity of a holistic approach to education throughout the Junior Cycle years of school.

A 15 week formal Wellbeing /Guidance module commenced in September 2018

A multidisciplinary approach, building on 1st year topics such as Study Skills Planning, Organisation, Career Journey. These skills are developed through all subject programmes.

Third Year

- Students are encouraged to remain **active members** of the school community
- A strong emphasis is put on academic achievement and on reaching one's **potential**.
Decision making, conflict resolution, friends/peers. Development of self concept heightening awareness of skills, interests, potential delivered within SPHE and RE classes.

- Continuation of meditation practice in SPHE/RE classes
- Individual guidance meetings available on request.
- Organisation: guidance counsellor not timetabled with 3rd year students. A number of Guidance classes are organised with the cooperation of the SPHE and subject teachers at the time when students are making subject and Transition Year choices
- Senior Subject Choice Booklet to be reintroduced to 3rd year students going directly to 5th year.
- Information Evening for parents and students on moving forward to Senior school
- Introduction to career guidance information available on the internet. Qualifax, Career Portal and Careernews
- Individual career appointments for students who go directly into 5th year
- Study skills seminar delivered by Guidance Counsellors or organised by HSLP
- Individual guidance meetings available on request.

Senior Cycle

The aims of the Guidance Counselling programme are:

- to help students to develop an awareness and acceptance of their talents and abilities
- to explore possibilities and opportunities open to them
- to grow in independence and to take responsibility for themselves
- to make informed choices about their lives and to follow through on those choices.

The Guidance Counselling programme at senior cycle aims to assist the full development of each student's potential, to help students grow in self-knowledge and self-esteem and to prepare him for higher or further education, training and/or employment.

Objectives:

Guidance Counselling should endeavour to provide students with opportunities to:

- Prepare to manage their successful transition from second level to

- further or higher education, training or employment.
- Identify their own key motivating factors.
- Prepare for the successful transition into adulthood.
- Learn about jobs search and job retention skills.
- Develop research and Information Technology skills so that they can be self-directed in their career exploration and development.
- Learn about the world of work, including employment rights and responsibilities.
- Develop skills to become independent and self-motivated learners.

Transition Year

To assist students in making the transition from Junior Certificate to Leaving Certificate, the following is in place. It is a sample of the many and varied activities which our students are actively encouraged to engage with throughout the year:

- T. Y. induction day
- Bonding trip to Connemara
- Class tutor/Year Head
- Work experience
- Folder of excellence, certificates of merit, distinction and participation
- Report at the end of year
- Credit system
- Graduation and exhibition of work
- Subject tasters in class
- Gaisce
- European Computer Driving Licence course (ECDL)
- Numerous guest speakers on topics deemed suited to the group
- One formal Guidance Class per week
- Individual counselling/guidance meetings available on request
- Attendance at Career Options DC
- Topics such as decision making skills, personal development, taking responsibility, peer pressure.
- RE classes and PE classe.
- Guidance Counsellor timetabled for Career Guidance class with each TY classes. One 40 minutes period per week.
- Meditation and mindfulness practice continued in Guidance classes

- Subject Choice Information week organised in February
- TY students are encouraged to attend career talks, presentations, seminars, open days ...
- Taster Days to HEIs
- Open Days to local colleges
- Guest speakers from a wide range of different career options
- Interview Skills/ job seeking skills
- Introduction to Post Leaving Cert destinations.
- Framework of Qualifications
- Career Journey
- Research skills ...use of internet, college prospectuses
- Identification of skills, hobbies, interests, work values.
- Work Experience Preparation

Fifth Year

- In fifth year, students have a choice of traditional **Leaving Certificate, LCA** or traditional **Leaving Cert with LCVP**. The majority choose traditional Leaving Certificate. A small number choose LCA.

1. Personal and Social Guidance

- Individual guidance meetings available by referral and on request.
- Personal and Social Guidance issues addressed during formal class contact time in conjunction with the RE classes.
- Meditation and mindfulness practice continued in Guidance classes

2. Educational and Career Guidance

Organisation:

- Formal class contact, guidance counsellor timetabled for one 40 minute period per week throughout school year.
- Students are encouraged to attend Open Days, career talks and presentations.

Syllabus:

- Attendance at Career Options DC
- Options after Leaving Certificate
- Introduction to CAO/PLC/Apprenticeships/Failte Ireland/Defence Forces
- HEAR/ DARE Information
- Framework of Qualifications
- Letters of Application/CV preparation
- Research Skills
- Career Planning/Career Investigation
- Development of self-knowledge, skills, interests, values
- Administration of Interest Tests...
- Introduction to career website - Qualifax and Careers Portal
- Introduction in U.C.A.S
- How to get informed using methodical organised online research methods
- Study Organisational skills

Sixth Year

- There is a strong emphasis on each student achieving their potential.

1.1 Personal and Social Guidance

- Individual Guidance Meetings available by referral and on request
- Topics such as transition from school, life choices, coping with the unexpected, support agencies, personal responsibility addressed during RE and
- Guidance classes.
- Meditation and mindfulness practice continued in Guidance classes
- There is a strong emphasis on each student achieving their potential.

2.1 Educational and Career Guidance

Organisation:

- Formal class contact, guidance counsellor timetabled for one 40 minute period per week throughout school year.

- Individual Career Guidance meeting mandatory for each Leaving Cert student, follow up appointments available on request
- Priority given to LC students from a Careers and Guidance perspective

External:

- Attendance at local college Open Days
- Attendance at Career Options DC
- Organisation of Career Talks. Students are requested to make suggestions on guest speakers. Career talks are scheduled during career classes.

Syllabus:

Assessment during Sixth Year

Leaving Certificate students use the Careers Portal website which has vast resources in relation to pursuing college courses and future careers. As students have access to computers in every Guidance class these tests are carried out online. Students are encouraged to create an online account to save all their findings to use for future research. These tests include:

- Interest-based tests to see what level of interest a student would have in a particular career or course.
- Personality tests which allow the students to gain more self-knowledge.
- Career Values questionnaires in order for students to work what is important to them in their future.
- Calendar of Career Events
- CAO...Application procedure, how the system works.
- Previous year's points and entry requirements.
- How to prepare for a College Open Day
- UCAS Application procedure
- Assisting with applying for courses
- Making informed decisions
- Study skills revision
- SOLAS / ETB Apprenticeships
- Evaluating career options and making critical use of information
- Motivation ...having a goal

- PLC sector information and guest speakers
- Review of CV's, letters of application
- Interview techniques. Individual interview preparation with students applying for UCAS and PLC courses (includes collaboration with professional outside agencies)
- Destinations of Past Pupils
- Grants and Scholarships
- Living away from home / Accomodation
- Transition from 2nd Level ... changes, expectations
- Guidance service review/ feedback suggestions

Section 5 - Subject Choice Procedure

Subject Choices have to be taken by students on two different occasions outlined below

Junior Cycle

1. Early in First Year, having had two-week tasters of optional subjects

Optional Subjects	Core Subjects
Woodwork	English
Technical Graphics	Irish
Metal Work	Maths
Music	History
Art	Geography
Business	Science
Home Eco	Fren or Ger
	Religion
	CSPE
	Physical Education
	SPHE
	Computers

Students are asked to choose three optional subjects to continue studying up to the Junior Certificate

2. Third year students have a decision to make in four areas:

- A. To do Higher or Ordinary level at Junior Certificate .
- B. To do Transition Year or continue into Fifth Year.
- C. To include LCVP link module
- D. To enter the Leaving Certificate Applied Programme.

An initiative in DC which works very well for our 3rd Year and TY students is SUBJECT CHOICE INFORMATION WEEK which includes the following:

- An information evening for parents and students
- A presentation to all students from the Guidance Department.
- A guest speaker from NUI Galway will talk to students on the importance of subject requirements for 3rd Level.
- All teachers will give an information session to students on their subject at Leaving Certificate level.
- An LCVP (Leaving Certificate Vocational Programme) subject presentation.
- An LCA (Leaving Certificate Applied Programme) presentation.
- All students will get forms to complete which must be signed by parent/guardian.

Senior Cycle

Students study three core subjects and choose four subjects (with the exception of students where a specific exemption may apply). Students are also encouraged to study LCVP if their subject choices permit. Subject Choice is normally made in February of Third Year / Transition Year.

Students have to choose the subjects they wish to study in Fifth Year.

Davitt College offers a very varied and broad range of subjects at Senior Cycle Level.

There are 20 optional subjects on offer to students

Optional Subjects	Core Subjects
French	Irish
German	English
History	Maths
Geography	Religion
Applied Maths	Guidance
Biology	PE
Chemistry	
Physics	
Agri. Science	
Business	
Economics	
Accounting Art	
Music	
Home Economics	
Construction Studies	
Engineering	
Design and Communication Graphics	
Politics and Society	
LCVP	

These choices can vary from year to year depending on uptake.

In keeping with the policy of supporting our students through the process of developing their full potential, the Guidance Counsellor provides help and support at each stage of the decision-making process and is available to all students for advice and guidance. Subject teachers are also available to students by providing expert information pertaining to their subject.

Section 6 - Testing

1st Years:

Screening Tests are administered by the SEN dept. during induction days. The tests used for screening are:

- Schonell Silent Reading test
- GAP Test
- WRAT IV (Maths Subtest)

Students who score low on these tests are given further tests (Provided the school has not already been made aware of their learning difficulties)

These tests are:

- CAT III: (Cognitive Abilities Test)
- LASS Secondary Diagnostic Profile
- WRAT IV (Wide Ranging Achievement Test) - All Subtests

Based on the analysis of these test by the SEN dept., a referral may or may not be made to NEPS for additional support, after discussion with parents.

Section 7 - Protocol for Meetings

1. Meetings with students

All Career meetings are made by appointments. Students may make appointments during Guidance classes for career meetings. They get called on the subject class roll first and then to the Guidance Counsellor. For personal counselling a student may self refer or be referred by Student Support Team.

2. Meetings with Parents/Guardians

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. On occasion the Guidance Counsellor may request another staff member e.g. Year Head, subject teacher to be present at the meeting. The student is invited in for all or part of the meeting with the approval of parents/guardians. This gives the students responsibility, ownership and inclusion in the meeting's outcome. Notes are kept of all meetings by the Guidance Counsellor.

Section 8 - Reporting Procedures and Confidentiality

A professional relationship involving confidentiality is at the core of Guidance Counselling. The Guidance Counsellor takes all reasonable steps to ensure that consultation with students takes place in an appropriately private environment.

The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of professional work. They reveal such information only with the student's consent, but with certain exceptions, which include: where concealment would result in danger to the student or others; when required by the Law or designated Child Protection guidelines; or for purposes of professional consultation or supervision.

It is the duty of the Guidance Counsellor to inform each student about their legal limits on confidentiality. Students are advised that they will be consulted on each step taken by the Guidance Counsellor. They are advised that the Guidance Counsellor will take no action or discuss their case without first informing the student. The students are aware that they will be kept abreast of steps taken by the Guidance Counsellor.

The Guidance Counsellor will discuss information about students only for professional purposes, and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as is pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy.

Subject to the law and to be compliant with GDPR best practice, the Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.

The Guidance Counsellor will take all reasonable steps to ensure that colleagues, the Principal and others with whom they work understand and respect the need for confidentiality.

Section 9 -Record Keeping Procedures

Records of all personal counselling and careers/vocational guidance interviews are kept.

Records of counselling sessions contain some of the actual words and phrases used by the client.

To ensure accuracy these notes are in so far as possible written during or as soon as possible after each session. Notes are generally brief.

Section 10 - Continuous Professional Development

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

In Career development is essential to the work of the Guidance Counsellor.

The IGC has numerous links with organisations, all offering in-career development. Attendance at Open Days, career seminars, etc., all constitute in-career development.

Attended 2017/2018

- Workshop on "Anxiety in Young People"
- Davitt College Career Options
- CAO/IGC Conference
- Junior Certificate Reform
- Sligo Training Centre and PLC open days
- VS Ware Training
- Certified in Child Protection e-Learning programme
- NUIG Equality in Deis schools

Section 11 - Links/Distributed Guidance

The following demonstrates the whole school dimension of *Guidance* and the collaboration within the whole school community and with the *Guidance Counsellor*.

Class Teacher:

- Encourages students to reach their academic and personal potential.
- Monitors behaviour and is sensitive to any difficulties students may be experiencing. Refers to *Guidance Counsellor/Class Tutor/Year Head* as appropriate.
- Liaises with parents through journal or scheduled meetings.

Class Tutor:

- Ongoing monitoring of students in a supportive positive way. Use of referral system as appropriate.
- Initial referral point for class teachers.
- Liaises with parents as necessary.

Year Head:

- Referral person for *Class Tutor*.
- Holistic monitoring of students.
- Liaise with parents as necessary.

TV Co-ordinator:

- Motivates and develop personal skills.
- Organises events, outside speakers, excursions etc which promote personal development.
- Liaises with management, *Guidance Counsellor*, parents in programme development.
- Attends in-service where possible.

LCVP Co-ordinator:

- Links with Guidance re Careers Investigation
- Plans and administers programme.
- Communicates with students/ parents/ guardians/ outside agencies.
- Records and files portfolio items.
- Attends in-service where possible.

Work Experience Co-ordinator

- Plans and administers program
- Records and files work report
- Liaises with employers
- Prepares students for the world of work
- Encourages students to find work in areas of career interest

LCA Co-ordinator

- Motivates and develop personal skills.
- Administrator of the program
- Liaises with teaching team, students, principal, parents and employers
- A supportive role to all LCA students

SPHE Teachers:

- Promotes self esteem and positive self image.
- Enables and encourages student discussion in relation to social, personal and health issues.
- Monitors behaviour and use referral system as appropriate.
- Attends in-service where possible.

SEN Co-ordinator:

- Member of Pastoral Student Support Team participates in weekly meetings.
- Identifies and prioritise students in need of support.
- Consults with Guidance Counsellor, NEPS and school psychologist as necessary.
- Member or Curriculum Development Team
- Regular meetings and contact with parents.
- Liaises with primary schools.

JCSP Co-ordinator

- Prioritises students in the programme
- Consults with all staff re developments and initiatives

Students Council:

- Identifies areas of student concern.
- Liaises with Teacher Representative to promote positive change.

Parents Council:

- Forum for parents to participate in ongoing development of school.
- Voice and link for parents with school.

Outside Agencies:

The Student Support Team, teachers and management of the school promote and foster links with the following and more:

- NEPS: Learning Support Teacher and Guidance Counsellor have regular contact and meetings with the school psychologist.
- Social Workers: where necessary, guidance counsellor has meetings with social workers in supporting vulnerable students.
- Local supportive agencies i.e. Mind space, Family Centre, Youth Information Centre, Neighbour Youth Project, HSE West Drugs Service, Mayo Children's Initiative, ISPCC
- Employers: TY co-ordinator, work experience co-ordinator and guidance counsellor foster links with employers
- Colleges/Admissions Officers: Rota of guest speakers from colleges organised.
- SOLAS
- Failte Ireland
- Colleges of Further Education
- Community... Gardai, Defence Forces
- DES... examination commission! home school tuition ...
- Past pupils
- Primary schools.

Section 12 - Policies

- Anti-Bullying

- Critical Incident
- Substance Use
- Special Educational Needs
- Code of Behaviour
- Admissions
- Child Protection
- Acceptable Usage
- Suspensions and Expulsions
- SPHE / RSE/
- Homework
- Numeracy and Literacy
- DEIS plan -SCP, HSCL, SSE and SIP
- Wellbeing
- Data Protection Statement

The Guidance Plan should be read in conjunction with these policies. These policies are held by the school management and are available through the school management.

The plan is updated annually; it is an evolving plan due to the nature of guidance within a school setting. The plan is extensively reviewed every 3 years. The plan is shared with all staff annually.

Section 12 - Work in Progress

- Whole School Guidance Plan: Ms. B Lennon and Mr. J Gallagher will continue to review and update
- Social Media presence and use in Guidance is evolving at an extremely fast pace, this will be given more attention taking into consideration GDPR guidelines.
- GDPR guidelines and direction from school, IGC and NCGE to be followed going forward.
- Career Options 2017/2018 event was another huge success, numbers were up on last year. Future of the event to be decided due to the enormity of the event being organised on campus.
- Mrs Fiona O'Connor (Science Dept.) came on board the Subject Choice Senior Cycle program, her interest and aptitude in this area are of huge help will continue to work with Guidance

- Careers room/library with computers and internet access for all Senior Career classes to be prioritised on the timetable.
- Formal Career Testing to be reviewed in 2018/2019
- CPD in the area of eating disorders a must for Student Support Team members
- Computers to be installed in the library or another room to facilitate Guidance classes in a computer room.
- Working on the School Improvement Plan and Wellbeing plan as part of the SSE/DEIS plan
- Two Guidance Rooms a necessity for the next academic year 2019/2020.
- Wellbeing Programme development to continue in DC