

St John Bosco Community College



St John Bosco Community College

Whole School Guidance Plan

BOM Chairperson:

[Handwritten Signature]

BOM Secretary:

[Handwritten Signature]

Date: 28/05/24

Abbreviation	Explanation
CAO	Central Applications Office
CL	Circular Letter
DES	Department of Education and Skills
DLP	Designated Liaison Person (Child Protection)
DDLDP	Deputy Designated Liaison Person
DSGC	Directors of Studies in Guidance Counselling
ESL	Early School Leavers
ETB	Education and Training Board
FET	Further Education and Training

HE	Higher Education
HPS	Health Promoting Schools
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCSA	Junior Cycle Student Achievement
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCA	Leaving Certificate Applied

LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PDST	Professional Development Service for Teachers

PTR	Pupil-Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SIP	School Improvement Plan
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
SST	Student Support Teamv
SUSI	Student Universal Support

TY	Transition Year
WSG	Whole School Guidance

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1. Introduction

St. John Bosco Community College is a mixed gender school catering for all ranges of abilities. It embraces all social groupings, offers a wide range of subjects and is open to all religious persuasions. The Whole School Guidance Plan is student-centred in its approach. The enhancement and the promotion of self-esteem and life-skills and the development of the potential – academic, personal, social and emotional – of all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme. This plan forms part of the Whole School Plan. It is a flexible plan and will be evaluated, reviewed and updated annually.

1.1 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. (DES, 2005, pg.4) It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context is a key part of the school guidance programme. It is offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

1.2 Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998:

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

Other requirements and guidelines include:

- **"Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005)** state that 'the school's guidance plan is a whole school responsibility'

- **Planning the School Guidance Programme** National Centre for Guidance in Education (NCGE),2004
- **Looking at Guidance, Teaching and Learning in Post-Primary Schools** Inspectorate Department of Education and Skills, 2009
- **Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year”** restates this position: ‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’
- **‘The Framework for Considering Provision of Guidance Post-Primary Schools’** issued in 2012 by ACCS, ETBI, JMB and NAPD.
- **NEPS Well-Being in Post-primary Schools. Guidelines for Mental Health Promotion and Suicide Prevention (2013)** Schools are identified as playing an important role in promoting the mental health and wellbeing of young people.. The Guidelines present a whole school approach to mental health promotion and wellbeing. The whole school guidance plan is identified as an intervention that addresses the emotional health and wellbeing of young people. A continuum of support model is provided as a framework for schools to employ in supporting the emotional, behavioural, social and learning needs of all students- school support for all (general needs), school support for some (milder needs), and school support for a few (more complex needs) NEPS, 2013; pgs.8 & 9)
- **School Self-Evaluation (SSE) Guidelines 2016-2020 Post -Primary (DES 2016)**
- **Looking At Our School 2016: A Quality Framework for Post-Primary (DES 2016)**
This framework provides us with the opportunity to critically examine our own practices. Learning is seen as the holistic development of the students’ wellbeing, which then has an important impact on the provision of guidance within a school.
- **Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year** (DES, 2017a) provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR).
- **Circular 0011/2017, “Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18,** “The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”
- **NCGE, 2017, A Whole School Guidance Framework Circular Letter 0015/2017**
- Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning
- **‘A Whole School Guidance Framework’** issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.
- **Circular 0008/2018, “Community & Comprehensive School Approved Allocation of Teaching Posts 2018/19”**
- **Ireland’s National Skills Strategy 2025 (DES 2016)**The strategy identifies the need for information that is accessible to all who are making educational and career choices and to those supporting them including Guidance Counsellors (pg.370 Strategic objective 4 of the strategy states that ‘ Career guidance will be strengthened significantly, with the aid of employer engagement’ (pg.72)

- **Digital Strategy for Schools 2015-2020- Enhancing Teaching, Learning and Assessment (DES 2015)**. This document identifies the Department's vision for the integration of ICT in schools.

1.3 Scope

This plan applies to the entire community of St. John Bosco Community College. The interventions and support apply particularly to the junior, senior, special educational or personal needs of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement:

1.5 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should

"...develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors" (DES, 2005; pg. 4).

NCGE (2004) defines the Whole School Guidance Plan as

"... The document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme." (NCGE, 2004: pg. 8).

Guidance is a whole school activity and in St. John Bosco Community College our approach is collaboratively developed. As a School we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life. This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school's approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It showcases the guidance programme from year to year and forms a subsection of the School Improvement Plan (S.I.P.). It should map out clearly supports, programmes and initiatives carried out annually. It should then illuminate what is done well within the school and also shed light on the areas in need of consideration. The guidance plan should inform senior management of curricular changes that are required going forward and act as a mechanism for selecting CPD for staff. In essence it gives formal structure to a whole-school approach to this provision. In addition, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and Objectives

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

The objectives of this Whole School Guidance Plan enable students to achieve the following outcomes:

- To clarify educational, social and career goals.
- To address personal issues.
- To identify and explore opportunities.
- To grow in independence and take responsibility for themselves.
- To make informed choices about their lives and follow through on these choices.
- To support the development of every student.

- To acknowledge and support each person's role in the school community.
- To provide an environment where each individual can develop self-esteem and a sense of personal responsibility.
- To provide an environment where each individual can develop a place in society and a responsibility to society.
- To nurture teaching and learning so that each individual can reach his or her full potential.
- To monitor the well-being of all students.
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy.
- To work effectively with statutory authorities and outside agencies as and when required.
- To ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First Guidelines 2017.

2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the guidance programme in St. John Bosco Community College. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

A) Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY and LCVP).

B) Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor, school chaplain working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads and class tutors.

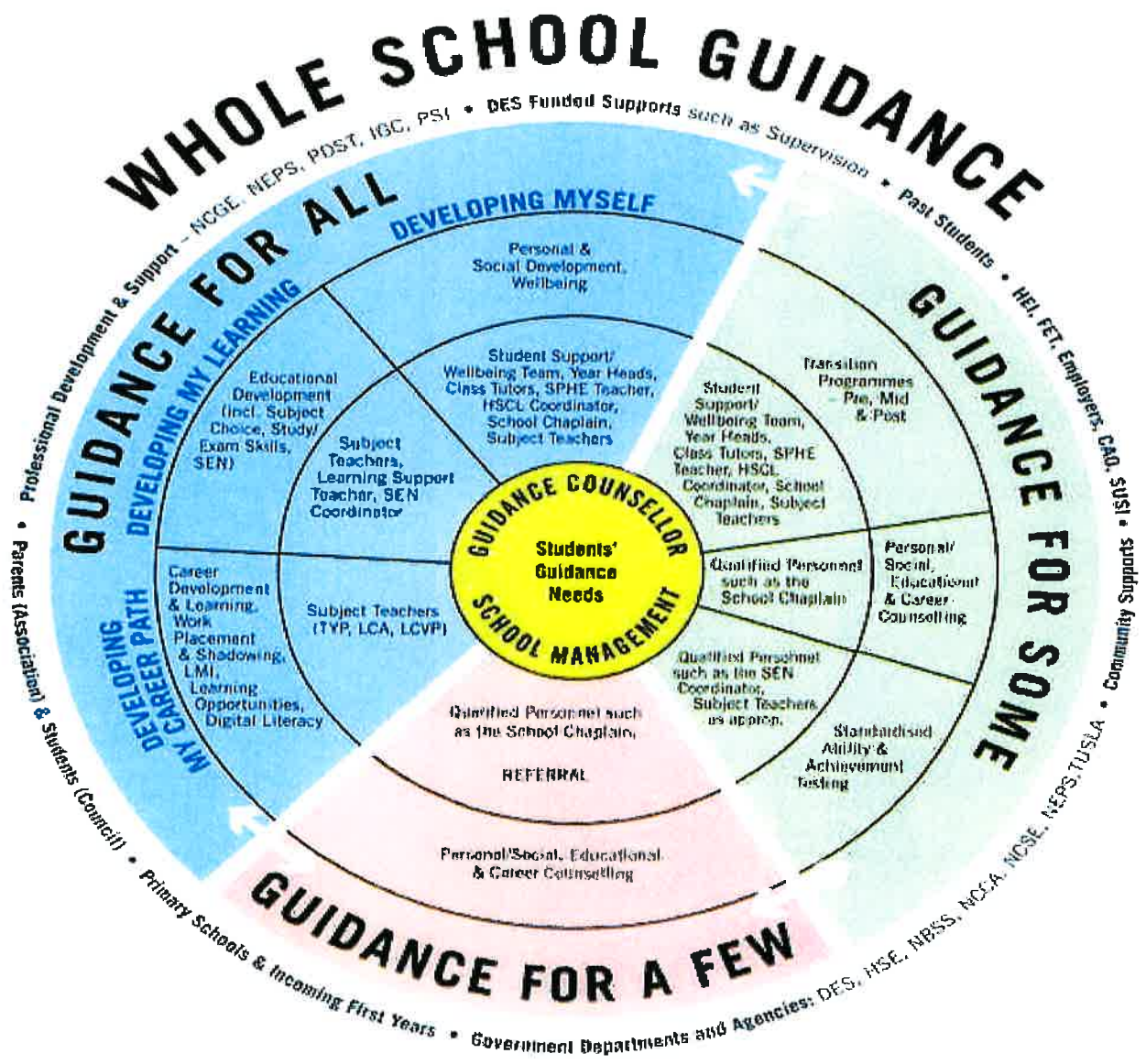
C) Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies should be employed. In the event of a protracted referral the guidance counsellor/Chaplain/ staff member may need to provide continued support to the student.

Figure 1 below (courtesy of NCGE: A Whole School Guidance Framework, Page 14) shows the continuum of support model on which our School approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.



FIGURE 1: Wellbeing Pillars

Excerpt from - 'NCGE: A Whole School Guidance Framework'
 © National Centre for Guidance In Education 2017.



Note: school programmes and staffing indicated are not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. This intends to highlight programmes/staff which may be involved in the delivery of a whole school guidance programme.

Full document can be accessed via www.nce.ie/school-guidance-handbook

FIGURE 2: Guidance wheel

2.2 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in St. John Bosco Community College are exposed to 3 areas of guidance-related learning so as to allow them to develop in 8 areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Figure 2: Areas of Learning and Competences

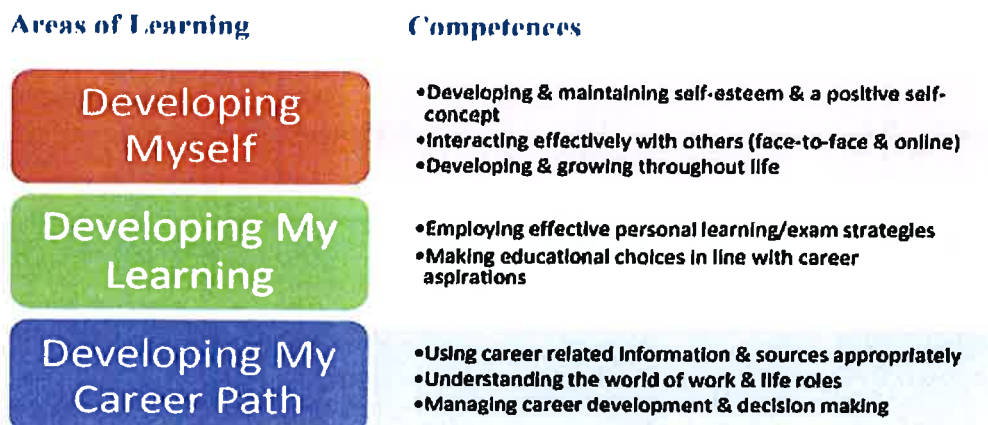


FIGURE 3 :Areas of Learning and Competence

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The guidance counsellor has a role in planning, coordinating and delivering guidance-related learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. Wellbeing - "Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life." (DES, 2018, 10) <https://www.education.ie/en/Publications/Policy-Reports/wellbeingpolicy-statement-and-framework-for-practice-2018%E2%80%932023.pdf>

The pillars of Wellbeing include PE, SPHE and CSPE. Wellbeing is linked to the Staying Well key skill in the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The wellbeing of our students is a whole school concern, with the Wellbeing and the Student Support Teams having an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators. The

Guidance Counsellor also delivers the Careers portal ' Guidance Related Learning ' programme to 1st, 2nd and 3rd year classes during SPHE class periods over a 6-7 week period

Senior Cycle - At senior cycle (including LC, LCVP & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.3 Whole School Overview

Within St. John Bosco Community College Guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- A. Personal and Social Development
- B. Educational Guidance
- C. Career Development

A. **Personal and Social Development** - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle in R.E. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. The Management/ Year Head/ Student Support teams facilitate speakers on various modules during the course of a school year e.g. **Stress Management, Internet Safety, 'Friends for Life' and other relevant topics.** The Mentoring programme is a support system whereby trained T.Y/ Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in St. John Bosco Community College to develop the skills, potential and resilience of students.

Personal & Social	For All	For Some	For Few
Pastoral Care Structure	✓		
Student Support Team/ Meetings	✓		
Guidance Counsellor	✓		
Chaplain	✓		
Year Heads	✓		
Class Tutors	✓		
Guest Speakers	✓		
SENO, NEPS		✓	✓

SPHE	✓		
A.S. Unit /Teacher			✓
Home/School Communication	✓		
Awards Night	✓		
School Mass	✓		
Positive Mental Health week	✓		
Wellbeing Programme	✓		
SEN- Continuum of Support Model	✓		
RSE		✓	
1st Year Induction Programme		✓	
Mentoring programme	✓		
Staff Wellbeing/ CPD Personal and Professional	✓		

B. Educational Guidance - Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In St. John Bosco Community College Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

Educational Guidance	For All	For Some	For Few
Pastoral Care Structure	✓		
Student Support Meetings	✓		
Guidance Counsellor	✓		
Chaplain	✓		
Year Heads	✓		
Class Tutors	✓		

Guest Speakers	✓		
SENO, NEPS		✓	✓
SPHE	✓		
Home/School Communication	✓		
Awards Night	✓		
School Mass	✓		
Positive Mental Health week	✓		
Wellbeing Programme	✓		
Open Days for 3rd Level & appropriate Destination Options		✓	
CAT 4, T.Y, Mock interviews, Work Experience		✓	
Use of ICT in Guidance		✓	
Timetabled Guidance Classes TY/ 5th/ 6th Year Groups		✓	
Cross Curricular Links	✓		
Study Skills	✓		
Homework Club		✓	
Evening Study		✓	
LCVP		✓	
Open Nights	✓		
Parent Teacher Meetings	✓		
Info. Nights: 1st Year/3rd Year Subject Choice/T.Y./CAO		✓	

C. Career Guidance – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such

as TY and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Qualifax, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprenticeship applications to the fore.

Career Guidance	For All	For Some	For Few
Pastoral Care Structure	✓		
Student Support Meetings	✓		
Guidance Counsellor	✓		
Chaplain	✓		
Year Heads	✓		
Class Tutors	✓		
Guest Speakers	✓		
SENO, NEPS		✓	✓
SPHE	✓		
Home/School Communication	✓		
Awards Night	✓		
School Mass	✓		
Positive Mental Health week	✓		
Wellbeing Programme	✓		
Open Days for 3rd Level & appropriate Destination Options		✓	
T.Y, Mock interviews, Work Experience	✓		
Use of ICT in Guidance	✓		
Timetabled Guidance Classes TY, 5th, 6th		✓	

Cross Curricular Links	✓		
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3. Guidance: A Whole School Activity – Roles and Responsibilities

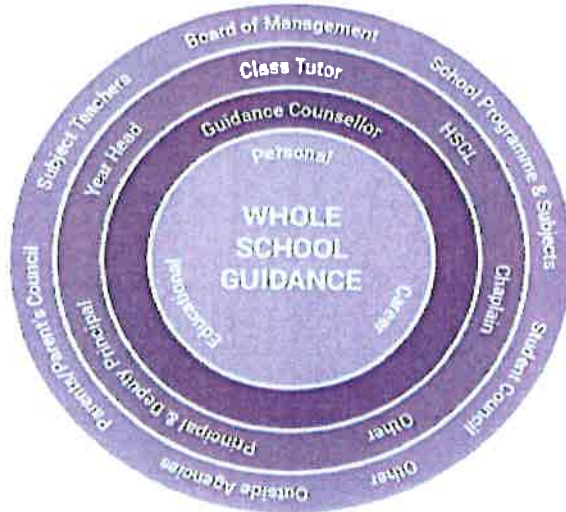


FIGURE 4 : The Whole School Guidance Wheel (NCCA, 2007, p.6)

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities within our School are:

(a) Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998). Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

(b) Senior Management

The Principal controls the internal organisation and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also has responsibility in ensuring that Whole School

Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

(C) Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career.

Within the personal and social area their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available).

Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation.

Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellor works collaboratively with all staff members and

management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the Student Support and critical incident teams.

(D) Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with year heads (at year head meetings and informally) and all members of the Student Support Team and outside supportive agencies. The Chaplain is a member of the Student Support and Critical Incident Team. The chaplain manages the referrals to an external counsellor and liaises with the individual students and their parents. The Chaplain coordinates the Mentoring programme and supports and liaises with the RE department. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

(E) Student Support Team

The Student Support Team in St. John Bosco C.C. is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator and another representative from the staff body. The Team meets weekly to review the needs of students. The Team strives to provide a response to students' needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team. Minutes are kept of each meeting. Referrals to this meeting can be made by the Year Head, Class tutor, management, parents/ Guardian. A student may also request a meeting with the school chaplain or Guidance Counsellor. The SST encompasses a range of supports that cater for the learning, social, emotional and behavioural needs of students. The SST is responsible for

- Coordinating the support available for students in the school
- Coordinating Care Plans for students where necessary
- Enabling students to continue to access a full education
- Assisting staff to manage students effectively
- Ensuring staff members are briefed about policies and procedures related to student well-being & support
- Advising school management on the development & review of effective student support policies & structures.

Core membership of the SST includes:

Principal (Denis O Rourke), Deputy Principal (Deirdre Convey), Special Education Needs Coordinator (Fiona Mann), Chaplain (Joanne O'Brien), Home Economics Teacher (Bernie Haugh) & Guidance Counsellor (Josephine Ryan).

WHO WORKS WITH THE SST?

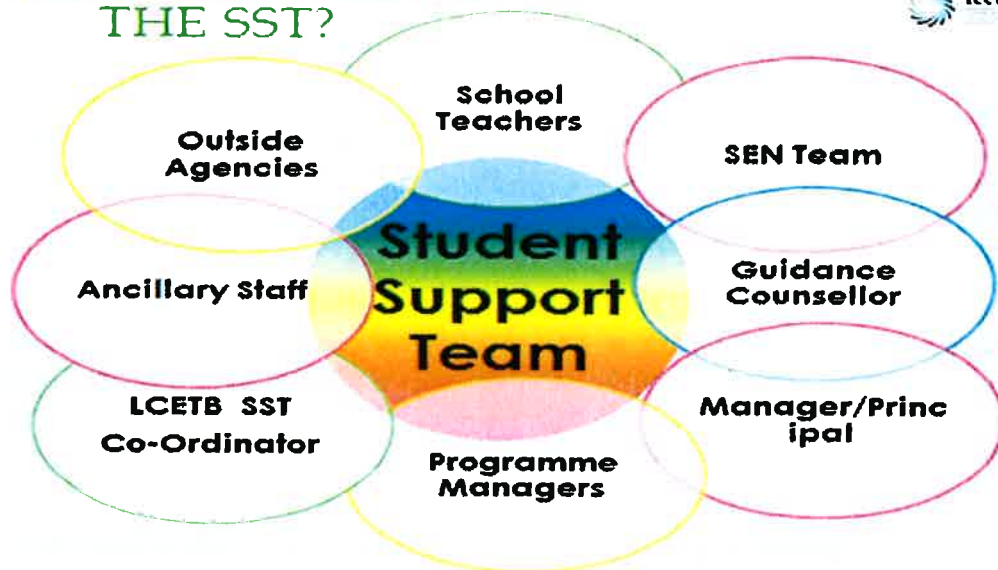


FIGURE 5 : SST Team

(F) SEN Coordinator

The SEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. The Coordinator liaises with the staff in the A.S. Unit, the Deputy Principal and all staff, parents/guardians and outside agencies. They apply for resources including resource hours, special needs assistants and assistive technology. The Principal oversees timetables for students requiring learning support and assistance. The SEN coordinator and Principal/ Deputy Principal liaise with special needs assistants, Guidance counsellor, Chaplain, Year heads, subject teachers and Principal. A weekly SEN meeting takes place in St. John Bosco C.C.

(G) Subject teachers

Subject teachers have a responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. 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, coordination roles and 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/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(H) Other Support Staff

Class Tutor

The class tutor takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class teacher serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

Year Head

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class tutor, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above. Year Heads meet weekly to discuss any issues that may have arisen during the week in their year group or with a particular student. Referrals are made from this meeting to the Student Support Team.

Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision. Guest speakers are invited into the school in accordance with the guidelines laid down by the LCETB external visitor policy.

Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through:

- (i) Consultation with the guidance counsellor and other school staff.
- (ii) Attendance at relevant information and other meetings at school.
- (iii) Contributing to the development and review of the school guidance plan.
- (iv) Providing personal assistance to the school guidance programme when possible.

Students

This Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. John Bosco Community College. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning.

The Student Council called '*Dail na Scoile*' affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. St. John Bosco Community College adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class tutor, year head, guidance counsellor, chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

4. Current Whole School Guidance Programme & Provision

St. John Bosco Community College Guidance Department 2023-24

4.1 Time allocation - Individual, small group and class group support

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The School counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises. Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs. Group work is offered under the direction of the Counsellor or chaplain. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission. Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the Principal. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

4.2 Delivery of Guidance & Counselling (one-to-one, small group etc.)

The 2017 and 2018 Allocation Circulars state –

“The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one to one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students (see table 1, Appendix 2).

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, table 2 in Appendix 2 identifies how this ex-curricular time for the Guidance Counsellor is calculated. In addition the Guidance provision for whole class and year group intervention is also identified.

Guidance at Junior Cycle in St. John Bosco Community College is linked to SPHE and Wellbeing. The Guidance Counsellor delivers the Careers Portal ‘*Guidance Related Learning Programme*’ on a 6-7 week rotation in 1st, 2nd and 3rd year. TY students have a dedicated weekly guidance class. While senior cycle guidance is aligned to LCVP students also have a weekly timetabled Guidance class.

4.3 Junior and Senior Cycles Guidance Programme

The School vision is to supply an effective and comprehensive Guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community. The Whole School delivery in Guidance provision at St. John Bosco Community College is best identified by the summarised charts below:

Senior Cycle Guidance plan month by month

September:

- Follow up on previous year Leaving Certs (Second and third round of offers, PLC places etc)
- Prepare for the Limerick Career Exhibition at the end of September.
- Organise first year Aptitude tests and communicate results to appropriate personnel.
- Register fifth and sixth year students into the Google Classroom Guidance site. Keep the school updated with upcoming career events/ open days.
- Register fifth year students onto the Careers Portal **REACH** programme.

- Organise career talks for senior cycle students.
- Liaise with fifth years re: subject choice and do paperwork associated with any changes.
- Check interest amongst sixth year students in UCAS applications and inform students of important dates regarding college application.
- Set up CAO appointments for sixth year students.

October:

- Liaise with special needs team re. students who fall below the tenth percentile and or potential DARE candidates
- Distribute CAO paperwork and revise the CAO process with students.
- Continue meeting students in relation to CAO and UCAS.
- Commence talks from third level colleges.

November:

- Organise subject options talk for first year parents.
- Continue with CAO/UCAS meetings with students.
- Prepare for CAO talk for parents.
- Talk to first years re subject options.
- Continue with Career talks from colleges.

December:

- Distribute subject options forms to first years and organise the same.
- Finalise UCAS forms.
- Help students draw up study plans for Christmas and New Year.

January:

- Tie up any loose ends re. UCAS and CAO.
- Finalise any changes to First year/ Fifth Year subject choice.
- Begin work on subject choice for Leaving Cert with TYs.

February:

- Prepare sixth year students for PLC interviews.
- Continue working on subject choice with TYs.
- Dats testing during Mock exam week
- Feedback results of DATs to all relevant personnel.

March:

- Prepare for senior cycle talk for parents.
- Work on subject and senior cycle choice.
- Organise subject option forms.

April:

- Organise senior cycle options.
- Organise PLC applications

May:

- Work on change of mind form when it becomes available.

Guidance Counsellor's Department Plan

The plan and syllabus may be altered depending on the specific needs of each group.

Year One

- Screening test CAT4.
- All first years take part in the SPHE programme.

- Class contact Guidance Careers Portal ' Guidance Related Learning' Resources (6-7 week rotation during SPHE Class)
- Information session on subject options for parents.
- Meetings by appointment for parents and students to discuss subject options /results of screening tests with Guidance Counsellor
- Liaise with Special Needs team/Parents/Management re: subject options and screening test results.
- Talks from outside agencies HSE / Study skills seminars organised by tutors or GC.
- Individual sessions by referral through the school's discipline system.
- Guidance Counsellor attends the Parent/Teacher Meeting.
- Friends for Life Programme rolled out to all First Years 2023/2024 during the Religion classe
- Careers focus through the Careers Learning module in the SPHE class.

Principal	Denis O Rourke	Oversees all operations in St. John Bosco Community College.
Deputy Principal	Deirdre Convey	Assists the school principal in overseeing all operations in St. John Bosco C.C.
Year Head	Bernie Haugh	Thursday Morning Assembly, Uniform Check, Implements the Code of Behaviour, weekly / daily announcements.
SEN/ Learning Support	Chris Keniry	Cat 4 Testing/ Creation of Student Support Plan and Care Plans for all 1st year SEN students
Guidance Counsellor/ Student Support Team	Josephine Ryan	Takes referrals from SST meetings, Year Heads and Senior Management
Literacy		Literacy Week Develop Literacy, Comprehension skills
SNA Supports	SEN/ P/ DP	Assign SNA Support to students. Monitored throughout the year.
Transition Programme	P/ DP/ School Chaplain/ Guidance Counsellor	Welcome Address, campus orientation/ lockers/ subject tasters. School journal and Code of Behaviour explained
Student Awards		Awards for academic, sporting, and non- academic ability
Taster Timetable and Subject Choice		Two weeks per subject option:
Student Council/ Dail na Scoile		Student Voice

Year Two

- All 2nd years take part in the SPHE programme
- Class contact Guidance Careers Portal ' Guidance Related Learning' Resources (6-7 week rotation during SPHE Class)
- Individual meetings with Guidance Counsellor by appointment or by referral through the school's discipline system.
- Parental appointments on request.
- Guidance Counsellor attends the 2nd Parent/teacher meeting.
- Relevant talks from outside agencies such as HSE.

Year Three

- All 3rd years take part in the SPHE programme
- Class contact Guidance Careers Portal ' Guidance Related Learning' Resources (6-7 week rotation during SPHE Class).
- The Guidance Counsellor takes classes by arrangement with other members of staff to provide information on senior cycle options and the DATs test.
- Relevant talks on study skills, goal setting, motivation etc.
- Information session on senior options/ subject choice for parents.
- An information booklet on senior cycle options is distributed to all third and TY students to assist them in the decision-making process.
- All 3rd Year students take the CAT 4 Level E test. Individual/ parental feedback is provided
- Individual appointments for students and parents by request to discuss senior cycle options.
- Liaise with the Special Needs team, TY and LCVP Co-Coordinator regarding student's options.
- Liaise with special needs team re Race applications.
- Compile a list of students opting for each programme.
- Liaise with parents and students involved.

Transition year

- One formal 40 minute class each week.
- Individual meetings by appointment.
- Syllabus followed ' *First Learnings*' University of Limerick TY Module.
- Guest Speakers and trips out organised specific to the Year group needs.

Fifth Year

- Formal 40 minute class every week. Students use the Careers Portal ' **REACH**' Programme
- Individual meetings by appointment.
- Guest speakers organised on various related topics on that specific year group
- Trips out to University/ Institute of Technology/ Apprenticeship / FET events organised

Sixth year Guidance

- Classes on areas of interest throughout the year such as CAO Application/ DARE/HEAR/ Apprenticeships/ PLC/ SUSI Grant Process/Study Abroad
- Individual appointments with all students to discuss career options if students wish to avail of the service.
- Additional Appointments can be made with the Guidance Counsellor as required.

Teaching Methodologies

- Teacher presentation / exposition
- Question and Answer sessions

- Worksheets
- Pair work
- Individual research and presentation to class group
- Class discussion.
- ICT
- Worksheets
- Questionnaires
- Question and Answer sessions
- Individual student research
- Pair work/Group work
- Posters
- College Prospectus
- Teacher Exposition
- Individual Reflection
- Dissemination of information using bulletin boards, posters, flyers
- Use of audio/visual/internet resources
- Collaboration with parents/guardians, teachers, support staff and administration through meetings, email and telephone communications

Assessment:

Assessment takes place in two forms; Assessment For Learning (AFL) and Assessment Of Learning (AOL).

- **AOL** takes place in the form of presentations, feedback, questions and tests, assessment involving the integration and evaluation of data inventories, tests, interviews, scales, and other techniques, which measure an individual's abilities, aptitudes, interests, personality, values, attitudes, educational achievements, skills, and other relevant information.
- **AFL** takes place through various strategies such as questioning (Higher and Lower Order using Bloom's Taxonomy), group work, pairwork, cascade learning methodologies and project work. Group work takes place in the form of placemat activities, the hot seat, expert groups, definition game, and peer teaching. Students are also given either verbal or written feedback which highlights two positive aspects of their work and one area that could be improved, using the Two Stars and a Wish method. Other strategies include: Self assessment, Individual reflection, Student created problems, Find the false statement / misconception check, Open and closed ended questions, Quizzes, Student summary, 3-2-1, Peer instruction.
- **Differentiation:** In line with Circular 0014/17, differentiation occurs during contact time with process, content and product designed for different learners. The Guidance Counsellor consults the student's Student Support File/Year Head/Parents where appropriate in order to provide the best learning environment for the student. Differentiation occurs through a variety of platforms such as visual displays, clear instructions, graphic organisers, notes provided online or hard copy, success criteria, identification of key words, appropriate time allocated to tasks.

Online resources:

www.careersportal.ie

www.classroomguidance.ie

www.qualifax.ie

www.ncge.ie

www.igc.ie
<http://www3.ul.ie/careers/firstleanings/FirstLeanings/>
<http://classroomguidance.ie/juniorCert/juniorCert.html#fpsLKS>
www.SUSI.ie
www.CAO.ie
www.access.ie
www.classroomguidance.ie
www.careerdirections.ie
www.rightcareer4me

5 Other Considerations

5.1 School Structure

St. John Bosco Community College is a non-denominational, co-educational post-primary school under the auspices of Limerick and Clare Education and Training Board (LCETB). The student population of St John Bosco Community College currently stands at 278 pupils divided into classes of mixed ability. Each academic year the school accepts a number of International students from Spain/Germany/ Italy for time periods varying from six weeks to an entire academic year. The school also has five Ukrainian pupils enrolled. Every year-group has a Class Tutor who has a pastoral role in taking care of their year group. They look after their personal, social, health, welfare and monitor student journals at regular intervals. They report to the Year Head any concerns they may have.

A Year Head is also assigned to each year group. The Year Head looks after the overall welfare of their relevant year group and remains in constant contact with the class tutor as well as parents throughout the year. The Year Head also has a disciplinary role within the School structure. Weekly Year Head meetings allow coordination with School management and concerns are funnelled to the Student Support team. The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Tutors and Class Teachers in order to best meet our student's needs.

5.2 Subject Choice Procedures

The students dropping a subject/changing subject levels may be referred to the Guidance Counsellor in the event of that student wishing to drop a subject, to ensure they understand the implications, if any, of their actions.

Equally in the event of a change from higher to ordinary level or ordinary to foundation, a student may be referred to the Guidance Counsellor for advice and guidance. A change of subject form must be requested from, completed and returned to the G.C.

The same procedure applies to Junior Cycle students changing subjects or levels.

Subject choices have to be taken by students on three different occasions.

Junior Cycle

Core Subject Choice Subjects: Irish, English, Mathematics, Modern Foreign Language, CSPE, SPHE, History.

Optional Subject Choices: Geography, Religion CPSE SPHE Science Business, Metal work. Woodwork, Home Economics, Art, Music.

Students are asked to choose four subjects to continue studying up to Junior Certificate Level

Second Year: Information re subject levels.

Third Year: Whether to do Higher or Ordinary level at Junior Certificate Senior Cycle Students study four core subjects and choose another three subjects. (with the exception of students where a specific exemption may apply). In March of Third Year/Transition Year Students have to choose the subjects they wish to study in 5th year.

Senior Cycle

Students rank the optional subjects in order of preference 1-5 following attendance at a presentation delivered by the Guidance Counsellor in which she outlines what is involved in each subject at senior cycle level and the link between subjects, aptitudes and career opportunities. Their personal preferences are then analysed using the VSWare computer application in order to ascertain what subject lines offer the most choice to the majority of the year group while also taking into account staffing and school resources.

Core Subject Choice Subjects: Irish English Mathematics

Optional Subject Choices: Foreign Language (French/German, Art, Music, Biology, Chemistry, Agricultural Science, Business, Accounting, Geography, History, Home Economics (Social and Scientific) Link Modules (LCVP), Engineering, Construction These choices can vary from year to year according to available resources. In keeping with our 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

5.3 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. Students are advised to maximise their one on one time for career advice as multiple visits are not guaranteed. However follow up appointments may be necessary and will be organised.

Parents/Guardians make appointments with all staff members (including the Guidance Counsellor, Chaplain etc.) by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

5.4 Child Protection: Child Safeguarding Statement

In accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and TUSLA Guidance on the preparation of Child Safeguarding Statements, the Board of Management of St. John Bosco Community College has agreed to the Child Safeguarding Statement set out in this document.

- The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement.
- The Designated Liaison Person (DLP) is the School Principal **Denis O' Rourke**
The Deputy Designated Liaison Person (DDL) is the School Deputy Principal **Deirdre Convey**
- The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare.

5.5 GDPR

The school is in compliance with recent GDPR guidelines regarding the use of student personal information and data. The schools Privacy Notice gives learners information on the LCETB, the personal

data that is collected, why and who we share it with, how long data is to be kept and learners and parents' rights with regard to this information. The LCETB Data Protection Policy is available at www.lcetb.ie. The Privacy Notice (for our school community) to students, parents and guardians is included in the appendices at the end of this plan.

5.6 Confidentiality

The Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others;
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy.

Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others. The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with St John Bosco Community College Child Safeguarding Statement and Risk Assessment. The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.:

4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mr. Denis O' Rourke) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The support available in the school should continue to be made available to the child.

4. 2. 1. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

5.7 Ethical considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellor also abides by the Institute of Guidance Counsellor's Code of Ethics. Equally the chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'. The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in "*loco parentis*" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

5.8 Reporting and Referral Procedures

Reporting - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

Referral - Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where appropriate School personnel considers necessary and appropriate. The Chaplain and Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor and/or Chaplain. Clear procedures of referral (below), which have been agreed between the Principal, Staff, Parents and the Guidance Counsellor will be followed. Some strategies that can be used include – Informing parents, staff and students as to the procedures for student referral both inside and outside the school; · Use of “case conferences” in order to identify and help students at risk; · Liaise with Gardaí, NEPS and local support services.

Referrals In - Student (self-referral) / Class teacher/ Class Tutor / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretaker / Secretary / Other Students / Curriculum / Piece of Writing and Emergencies

Referrals Out -External Counsellor/ CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO /Túsla /Doctors /CYS/ Garda Síochana/ Disability/ Access Officers in various Institutions

Procedure -Meet with Student (once-off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep counselling record, contact parents by phone and/or letter.

5.9 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in St John Bosco Community College. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy. Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations. Two types of records kept in a secure and private place.

1. Detailed personal records of all personal counselling and careers/vocational guidance interviews.
2. Summary reference records of personal counselling sessions

Record keeping involves: Keeping student records for a minimum of 7 years. The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client. To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session. Keeping notes as brief as possible. (Only facts are collected not opinions.)

5.10 Other Agencies

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

NEPS Psychological Services

National Welfare Officer (NWO)

Social Workers

Doctors

Employers

SENO

Túsla

Colleges/Admission Officers and Access Officers

Solas

Defence Forces

Gardaí

Department of Education (RACE)

State Examinations Commission (SEC)

CAO, PLC, "HEAR" "DARE" LCETB and UCAS

CAMHS Child and Adolescent Mental Health Services

CYS Clare Youth Service

Garda Youth Diversion Project

5.11 Testing and Assessment

The Inspectorate's Looking at Guidance (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'. Students with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work.

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used in St John Bosco Community College include:

· Interest Assessments:

Students conduct interest assessment on careers websites such as www.careersportal.ie, www.qualifax.ie, www.rightcareers4me

· CAT 4 Testing for Incoming 1st Years

Cognitive Abilities Tests are carried out with incoming 1st year students as a means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and help us in facilitating a smooth transition from primary to post primary school for the individual students. The use of the CAT 4 assessments allows the school to have an indication of the strength areas of the incoming students in the areas of verbal, numerical reasoning, perceptual understanding and also reading ages. Mixed ability classes are created using these results. The results also help to inform target-setting, the development of individual learning plans and aid the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time.

All the feeder primary schools send the 5th and 6th class reports to the school to aid in identifying student's abilities. The SEN Coordinator looks at the needs of the incoming students by linking in with the primary school, any psychological report, entrance exam scores, talks with some parents of students who have SEN and links with the A.S teacher and Guidance Counsellor. SNA assistance, resource ;learning support, additional support is available to the students who need this most. The SEN Coordinator processes applications for any resources required. Within St John Bosco Community College testing and assessment is administered by the SEN department and the Guidance counsellor. The School has a separate SEN Policy that guides the process.

5.12 Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, student support team/ Critical Incident team, teachers and other staff support students who experience bereavement, separation or loss. The Critical Incident Management Plan guides School procedures in the event of a sudden loss.

5.13 Resources and staffing

St. John Bosco Community College is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management. Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The LCETB/ DES provides staffing resources to St. John Bosco Community College. The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

5.14 Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The Principal/Deputy Principal must be informed in advance of all visiting speakers and the content of their presentation. Evaluations are carried out to assess the benefits. We follow the Guidelines as outlined by the LCETB External Visitor Policy and the Department of Education Circular 0023/2010

5.15 Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling students to directly use the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3) St. John Bosco Community College, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills. The Inspectorate's 'Looking at Guidance' found that 'most students feel competent or very competent in the use of ICT to access information'. (Section 3.4, page 27). Thus St. John Bosco Community College considers it important for guidance classes and students generally to have access to reliable ICT and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information on websites such as Careers Portal, (REACH) Qualifax, UCAS, etc. The Guidance Classes offered to the TY and 5th year students are timetabled either in the school computer room to enable access to the aforementioned websites and ICT resources or the students have access to the Chromebook tablet trolley to support their learning. The 6th Year Guidance class takes place in the classroom or in the Guidance Office for one-to-one appointments.

5.16 Informal Guidance

Non- curricular Guidance in the School

- Principal/ Deputy Principal
- Special Educational Needs Co-Ordinator
- School Chaplain

- Guidance Counsellor
- Year Head

Curricular Guidance

- LCVP
- PE
- Wellbeing
- RE
- SPHE
- All curricular subjects

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: Chaplain, SPHE, Transition Year Coordinator, LCVP Coordinator, all teachers of subjects taught in the schools such as Science, Business, History, English, Irish, Maths, Geography, Engineering, Construction, Modern Foreign Languages, Home Economics, Art, Music with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan.

School staff support the Guidance Counsellor in identifying students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. Informal links with parents, student support service personnel (both external e.g. NEPS, visiting teacher of the blind and internal e.g. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs. The prominence of Guidance around the School be it through regular internet announcements, attendance at career guidance events, open days promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Student Support Care Team meetings liaising in a whole school Pastoral support context: Chaplain, SPHE, Learning support, all subject teachers, assemblies, parent meetings etc. is also vital. Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to Designated Liaison Person (DLP). Other outside agencies with which the Guidance Counsellor liaises include colleges, career fair organisers and feeder schools and parents prior to entry.

5.17 CPD

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The School Management regularly facilitates the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme.

The Guidance Counsellor is required to attend supervision organised by the IGC and DES and is free to attend other events organised by the Institute. The Guidance Counsellor also attends CPD as organised by the IGC, NCGE and other relevant agencies 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 e.g. NEPS, NCGE, NCCD, CAO, FET as well as Industry links facilitated through LCETB etc. all offering in-career development. Attendance at Open Days, career seminars etc. all constitute in-career development.

6. Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between the Guidance Counsellor, the Principal and the Board of Management. A comprehensive review of the entire Guidance Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s). The school guidance plan will undergo constant appraisal by the Guidance Counsellor and will be fully reviewed every 3 years.

7. Guidance Department Goals 2022 - 2024

The following areas are identified as areas for improvement / further development in the Guidance Department in St. John Bosco Community College.

- Review of Critical Incident Plan
- The Guidance department plans to develop the Guidance section on the school website to enable the wider community to access relevant information and resources relating to both Career Guidance and personal counselling.
- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle from 1st year to 3rd Year. (Incorporation of the Careers Portal Guidance Related Learning Programme into SPHE Classes at Junior Cycle)
- Policy re MFL in Senior Cycle. (Is the study of a Modern Foreign Language optional and the consequences of such a choice on career decision making at senior cycle)

Appendix 1

Other roles in the Guidance Programme

Guidance and Counselling is seen as a whole school concern. Thus, a whole school approach is advocated. This plan acknowledges the important roles played by the following parties within the school community:

Guidance Counsellor – coordinates guidance and counselling activities within the school

Principal – makes adequate provision for the successful delivery of the school guidance programme and is the designated liaison person for any child protection concerns

Deputy Principal – supports the work of the Pastoral Care Team, Year Heads, Class Tutors and Subject Teachers

Chaplaincy – provides support for the student population. This support tends to take place in group settings and is mostly in relation to integration, transition, mental health workshops and talks from outside agencies. The Chaplain also has a whole School spiritual and ethical dimension in their role.

School Secretary – cares for pupils arriving in the office for various reasons.

Year Heads – The Guidance Counsellor communicates regularly with year heads. General information regarding particular students is exchanged at these meetings. The Guidance Counsellor keeps the year head informed regarding upcoming guidance talks and events. The year head also liaises and

communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.

Transition Year Coordinator - informs Third Years about Transition Year and coordinates work experience. Along with a core group of teachers important planning decisions are made at regular meetings

Class Tutors– work with class groups under the general heading of pastoral care. Informal meetings take place between individual class teachers and the Guidance Counsellor. Issues usually relate to concern for individual students - either academic or personal

SEN Teachers – deals with pupils identified with special academic or behavioural needs and liaises with the Guidance Counsellor as relevant support is required.

SPHE Teachers – educate the students by following a curriculum outlined by the DES in the area of social, personal, and health education.

Subject Teachers – cater to the academic as well as the individual needs of students within their class groups and liaise with the Guidance Counsellor on an ongoing basis regarding educational and personal issues affecting students'

Parents – play an integral part in the personal, social, as well as the educational and career decisions of school pupils;

Students – identify their own needs within the guidance programme.

Appendix 2

Delivery of Guidance & Counselling (one-to-one, small group etc.)

The Framework for Considering Provision of Guidance Post-Primary Schools issued in 2012 by ACCS, ETBI, JMB and NAPD has been recently revised in the light of the DES move to gradually restore time for Guidance in the Approved Allocation. The revised 2017 version has been issued after consultation with the Institute of Guidance Counsellors.

In the past Guidance provision was offered through an ex-quota model. However now Guidance has been gradually restored by way of a change to the PTR (pupil teacher ratio). Table 1 below from circular 0008/2018 sets out the basis for calculation of the separate guidance allocation by reference to the approved enrolment.

Appendix 3

In House School Teams 2021-2022

<u>Senior Management Team</u>	<u>Denis O Rourke Principal</u>	<u>Deirdre Convey Deputy Principal</u>	
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AP1 Post Holders	<u>Martin Moloney</u>	<u>Josephine Ryan</u>	<u>Anna Quilter</u>
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AP 2 Post Holders	<u>Betty Culligan</u>	<u>Carmel Moloney</u>	<u>Michael O' Dwyer</u>	<u>Roisin Meaney</u>	<u>Tomás Crowe</u>
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Critical Incident Team	<u>Denis O Rourke</u>	<u>Deirdre Convey</u>	<u>Joanne O Brien-Boyce</u>	<u>Josephine Ryan</u>	<u>Bernie Haugh</u>
Pastoral Care Team					

Guidance Counsellor	<u>Josephine Ryan</u>
School Chaplain	<u>Joanne O Brien-Boyce</u>

Year Heads	6th Year Josephine Ryan	5th Year Martin Moloney	Transition Year Betty Culligan	3rd year Darragh Gregan	2nd Year Anna Quilter	1st Year Bernie Haugh
Class Tutors	6th Year Michelle Willers	5th Year Roisin Meaney	Transition Year XXXXXXXXXX	3rd Year Michael O Dwyer	2nd Year Carmel Moroney	1st Year Clare Kierce-Ayers

Droichead	<u>Carmel Moloney</u>	<u>Michelle Willers</u>
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S.E.N. Team	<u>Fiona Mann</u>	<u>Chris Keniry</u>
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S.S.E/ Curricular Leaders	<u>Anna Quilter</u>	<u>Michael O' Dwyer</u>	<u>Chris Keniry</u>
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Digital Learning	<u>Michael O Dwyer</u>
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Wellbeing Team	<u>Roisin Meaney</u>	<u>Joanne O Brien- Boyce</u>	<u>Mags Walsh</u>	<u>Carmel Moloney</u>	<u>Norma O' sullivan</u>
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