

# Cabinteely Community School



## Whole School Guidance Plan

*Ratified November 2022*

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## **Section 1 – Whole school guidance**

**Central to the delivery of Whole School Guidance (WSG) are:**

### **1.1 The Guidance Counsellor/s and The Whole School Guidance Team**

**The Whole School Guidance Team is made up of :**

Home School Community Liaison –Marie Therese Canavan

ASD Unit Manager-Louise Walsh

Chaplain-Padraig Bishop

DEIS coordinator –Aoife O’Rourke

6<sup>th</sup> year yearhead –Kelly Ryan

Nurture coordinator (SEN Dept.) -Sandra Hughes

LCA & TY Coordinator-Rachael McCormack

Wellbeing coordinator & 1<sup>st</sup> year Yearhead-Aisling Killen

Principal of Night school-Kathleen Kilbane

Special Needs Assistant-Avril Browne

Business/LCVP Teacher- Mick Burns

**The WSG team is led by the Guidance Counsellors:**

Suzy Kelly

Orna Giblin

The Guidance counsellors link in with various other members of staff such as RSE teachers, SPHE teachers, Year heads, CT’s, Behaviour for Learning Teacher and subject teachers to ensure a coordinated and joined up approach is adopted. Each team member plays an active role in promoting and planning Guidance activities and programmes to support Guidance in a whole school context. The team is dynamic, innovative, inclusive, and creative in its approach to whole school guidance. The WSG team meet a minimum of once per term to plan and evaluate.

Guidance in school as set out by the DES. (2005) Guidelines for second level schools on the implications of section 9(c) of the Education Act 1998 is:  
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A range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

## **1.2 Guidance for All, Guidance for some, Guidance for a few**

In CCS we apply the Continuum of Support model, **Guidance for All, Guidance for Some, Guidance for A Few.**

A range of activities and supports are in place for All, Some and A few students. Activities, programmes and supports are continually reviewed and evaluated to ensure that the needs of ALL students are being met. This Whole School Guidance plan is a ‘living’ document. It is open to change and continual improvement.

### **Guidance For All**

#### **Developing My Learning**

Educational development- subject choice, study skills, learning support, CT time, Co-teaching, Homework, Term exams

Involves: Special Educational Needs Department, Subject teachers, SNA’s, Learning support teachers, SEN Coordinator, Guidance Counsellor/s, WSG Team

#### **Developing Myself**

Personal development and social development programmes, wellbeing activities

Involves: student wellbeing team/Wellbeing coordinator, year heads, class tutors, SPHE teachers, HSCL coordinator, TY Coordinator, Chaplain, subject teachers, RSE Teachers, Guidance Counsellors, Chaplain, WSG Team

#### **Developing My Career Path**

Career Development and Learning programmes, Work experience placements, shadowing, Digital literacy programmes, Mentoring programme, Reach Careers programme, UCD Future You Programme, TAP Community Mentoring Programme, CCS Aspiring Apprentices Club, Cabinteely Community School, Whole School Guidance Plan

College talks/open days, Business in the Community, Embecta Future Engineers programme, College awareness week activities

Those involved: Subject Teachers, TY, LCA teachers, LCVP teachers, Guidance Counsellor/s, WSG Team

### **Guidance For Some**

**Group/one-to-one guidance provided to specific students making transitions** (incoming 1<sup>st</sup> years, Junior cycle to senior cycle, 6<sup>th</sup> year students) Guidance Counsellor/s, Chaplain, SCP

**Standardised ability and achievement testing-** Qualified personnel such as SEN Coordinator, subject teachers, Guidance Counsellor/s as appropriate

**Transition Programmes, SCP Programmes/Support, Nurture, Friendship Room, Behaviour for Learning Classroom, Drugs/Alcohol Education & Prevention Programmes**  
Involved: SCP, Care team, Wellbeing team, Year heads, Class Tutors, SPHE Teachers, Behaviour for Learning Teacher, Chaplain, Subject Teachers, HSCL Coordinator, Guidance Counsellor/s.

**Personal/Social, Educational & Careers Counselling** – Qualified personnel such as - Chaplain and Guidance Counsellor/s

### **Guidance For A Few**

Personal/Social, Educational and Career Counselling -Qualified personnel- Chaplain and Guidance Counsellor/s. External supports/agencies may be explored and referrals made. (more intensive supports required, generally 1:1).

### **1.3 Range of Whole School Guidance activities provided to students**

At CCS all staff including school management, teachers, SNA's, HSCL, Chaplain, Guidance Counsellors, school secretaries/front office staff, Yearheads, CT's, ASD unit manager, LCA & TY Coordinator recognise the importance of their role in whole school Guidance and through teamwork, continuing collaboration, and strong communication we strive to provide a range of learning experiences for our students in a developmental sequence:

#### **1<sup>ST</sup> YEARS**

**Incoming first year evenings** x2 (for all parents/guardians and students) -Yearhead, CT's, School Management, HSCL

**Incoming first year CAT testing** (All students) -SEN Coordinator, SNA/Teacher and Yearhead

**SEN & HSCL meet with Primary schools** to support new incoming 1<sup>st</sup> years- (ALL Students) SEN Coordinator and HSCL

**Transition Programme** –School Completion (All students)- School Completion Coordinator, SCP Project Workers, Year Head and CT's

**1<sup>st</sup> year In-School Transition Programme**-1<sup>st</sup> Year YearHead and 1<sup>st</sup> year CT's (Transition booklet- All students)

**Reconnect Programme** (Some students) -SCP and TY Year Head manage and coordinates programme and teachers support it

**Nurture and Nurture Club** (Some students) – YearHead manages and coordinates, Teachers and SNA's scheduled for Nurture

**Friendship Room** (Some students) Yearhead coordinates, Teachers and SNA's support

**Homework club** (Some students) -School Completion Coordinator, SCP project workers, Volunteer Teachers

**Hot meal scheme** (All students) Year heads coordinate, Management, Teachers, SNA's, CT's help to ensure all get their lunch.

**School Tour** –Tayto Park (All students) Year Head organises and attends with CT's

**Library Club** (All students) Teacher x 2

**IDEAL Group** (All students) Students and Lead Teacher  
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**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

**Study Skills** (All students) Devised by Guidance Counsellors, Yearhead coordinates and CT's, SPHE Teachers and Religion teachers teach the programme

**Junior Cycle Guidance Related Learning- Developing Myself** (All students -Guidance Counsellors teach this programme)

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Coordinator organises and coordinates activities with the support of the PE Teachers, SNA's and Volunteer teachers.

**Coffee morning for 1st year parents** – HSCL organises with the support of the Yearhead. Chaplain and Guidance Counsellors attend, all teachers invited to drop in if available

**Coffee morning for Parents/Guardians** with Children attending the ASD Unit - HSCL organises with the support of the ASD unit manager. Chaplain and Guidance Counsellors attend, all teachers invited to drop in if available.

**Hot chocolate morning** for 1<sup>st</sup> year students (All students) Yearhead, CT's, SNA's, Guidance Counsellors, Chaplain

**Drugs Education and Prevention project** in collaboration with DLRDATF (Some students)- Guidance Counsellors, SCP, SNA's, Year head, CT's.

**1<sup>st</sup> year bonding activity** days (in collaboration with SCP- All students)

**1<sup>st</sup> year transition to post primary reflection day** activity (May- All students) SCP, Yearhead, CT's, SNA's.

**CT time-** 12mins –structured check in with students by their CT (All students)

**Student Wellbeing Committee** (2 students from each year group) -Wellbeing coordinator

**1:1 1<sup>st</sup> year Mentoring system/Buddy system** with 6<sup>th</sup> years (All students) 1<sup>st</sup> and 6<sup>th</sup> Year Yearheads, CT's, SPHE teachers

**Mentoring** of each 1<sup>st</sup> year class by two 2<sup>nd</sup> year mentors (All students) Yearheads 1<sup>st</sup> and 2<sup>nd</sup> year, CT's and SPHE teachers

**Courage note system** – reward system (All students) Yearhead, All teachers, SNA's, CT's

**Merit system** (Open to all students- student of the week and month, class of the month, most improved student of the week in each year) Yearhead, Teachers, SNA's

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**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**Behaviour for Learning classroom** (Few) Yearhead and BFL teacher (supported by all teachers)

**School App notification system** /link with parents/guardians (all students) -Management, yearheads, teachers, chaplain, Guidance counsellors, office/administration staff.

**Guest speakers** (All) Management, Yearheads, Teachers

**School Musical** (every three years, open to all, some get involved) Music and Art departments, SNA's, teachers

**IDEAL Group** (some students) (Lead teacher plus other teachers)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Lead by Digital Support Team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students- two from each year group) Chaplain and Teacher

## **2ND YEARS**

**TAP Community Mentoring Programme** (All students) Guidance Counsellor, TAP student mentors, Yearhead and teachers

**.b Mindfulness in Schools Programme** (Some students) Guidance Counsellor

**Business in the Community Programme** (Some students) Guidance Counsellor, Management, Yearhead

**'Doing Good for Myself'** (NCSE pilot programme) (All students) Guidance Counsellors, CT's, SPHE Teachers

**School Tour-Tayto Park** (All students) Yearhead and CT's

**Reconnect Programme** (Some students) SCP, TY Yearhead and teachers

**Drugs Education and Prevention project** in collaboration with DLRDATF (Some students)- Guidance Counsellors, SCP, SNA's, Year head, CT's.

**Hot lunch scheme** (All students) Yearheads, Management, CT's, SNA's and teachers

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**Nurture and Nurture Club** (Some students) Yearhead, Teachers, Careteam and SNA's

**Friendship room** (Some students) Yearhead, Teachers, CT's, SNA's, Careteam

**Study Skills** (All students) Devised by Guidance Counsellors, Yearhead coordinates and CT's, SPHE Teachers and Religion teachers teach the programme

**Junior Cycle Guidance Related Learning -Developing My Learning** (All students -Guidance Counsellors)

**Homework club** (Some students) -SCP, SCP project workers and volunteer teachers

**Female Empowerment Group** (Some students) SCP, Guidance Counsellor/s and teachers

**Behaviour for Learning classroom** (Few) Yearhead and BFL teacher (supported by all teachers)

**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**IDEAL Group** (All students) Students and Lead Teacher

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Activities Coordinator organises and coordinates activities with the support of the PE Teachers, SNA's and Volunteer teachers.

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

**CT time-** 12mins –structured check in with students by CT (All students)

**Student Wellbeing Committee** (2 students from each year group) Led by wellbeing coordinator (links in with WSG team, Guidance Counsellor/s, Chaplain, SPHE teachers)

**Courage note system** (All students) All teachers and management

**Merit system** (All students) All teachers and management

**Behaviour for Learning classroom** (few students) -BFL teacher and year head

**School App notification system** /link with parents/guardians -All teachers and management

**Guest speakers** (All or some students) -Teachers and management

**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**BLAST Arts in education** –resident artist programme (Some students - completed 21/22)  
Guidance Counsellor and Art teacher

**Guest speakers** (All) Management, Yearheads, Teachers

**School Musical** (every three years, open to all, some get involved) Music and Art departments,  
SNA's, teachers

**IDEAL Group** (some students) (Lead teacher plus other teachers)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Supported by Digital support team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students) Chaplain and Teacher

### **3RD YEARS**

**School Tour-Tayto Park** (All students) Yearhead and CT's

**Reconnect Programme** (Some students) SCP, TY Yearhead and teachers

**Hot lunch scheme** (All students) Yearhead, Management, CT's, SNA's and teachers

**Nurture and Nurture Club** (Some students) Yearhead, Teachers, Careteam and SNA's

**Friendship room** (Some students) Yearhead, Teachers, CT's, SNA's, Careteam

**Study Skills** (All students) Guidance Counsellor/s, Yearheads, SPHE, Religion teachers

**Homework club** (Some students) -SCP, SCP project workers and volunteer Teachers

**Female Empowerment Group** (Some students) SCP, Guidance Counsellor, volunteer teachers

**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**IDEAL Group** (All students) Students and Lead Teacher (plus other teachers support)

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Activities Coordinator organises and coordinates activities with the support of the PE Teachers, SNA's and Volunteer teachers.

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

**CT time**- 12mins –structured check in with students by CT (All students)

**Student Wellbeing Committee** (2 students from each year group) Led by wellbeing coordinator (links in with WSG team, Guidance Counsellor/s and Chaplain)

**Courage note system** (All students) All teachers and management

**Merit system** (All students) All teachers and management

**Behaviour for Learning classroom** (few students) -BFL teacher, year head, supported by all teachers

**School App notification system** /link with parents/guardians -All teachers, management, office/administration staff

**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**Junior Cycle Guidance Related Learning** -Developing My Career Path (All students) Taught by Guidance Counsellors

**After school supervised study** (Some students) Teachers

**Guest speakers** (All) Management, Yearheads, Teachers

**School Musical** (every three years, open to all, some get involved) Music and Art departments, SNA's, teachers

**IDEAL Group** (some students) (Lead teacher plus other teachers)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Lead by Digital Support Team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students) Chaplain and Teacher

**Period Poverty Campaign** (Some students) Teachers x2

**Pollinator's club** (Few students) Teacher x 2

**Subject trips** e.g Ecological science trip-Teachers, SNA's, CT's, Yearhead, Management

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**3<sup>rd</sup> Year Parents/Guardians coffee morning** (Open to all 3<sup>rd</sup> yr Parents/Guardians)- Organised by HSCL and yearhead. Guidance Counsellor/s and Chaplain attend and all teachers are invited to drop in if available.

#### **4TH YEARS**

**Zoo Visit and Conservation talk** (All students) Yearhead, TY Coordinator and Teachers

**CP Adventure Trip** (All students) Yearhead, TY Coordinator and Teachers

**Teenworkz team bonding** (All students) Yearhead, TY Coordinator and Teachers

**Breast Cancer Ireland** (Some students) Yearhead, TY Coordinator and Teachers

**Botanic Gardens Horticulture Visit and Talk** (All students) Yearhead, TY Coordinator and Teachers

**Future Steps Addiction Talk** (All students) Yearhead, TY Coordinator and Teachers

**The Crocus Project** (Holocaust Remembrance) (All students) Yearhead, TY Coordinator and Teachers

**Front of House Module – Food School** (All students) Yearhead, TY Coordinator and Teachers

**Forensic Fun Science Workshop** (All students) Yearhead, TY Coordinator and Teachers

**St Joseph's Dementia Talk** (All students) Yearhead, TY Coordinator and Teachers

**IDEAL Group** (All students) Students and Lead Teacher

**Sustainable Future Talk** (All students) Yearhead, TY Coordinator and Teachers

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

**Shout Out Talk** (LGBTQI+) (All students) Yearhead, TY Coordinator and Teachers

**The Irish Calisthenics Institution's TY Leadership and coaching programme** (3 weeks) (All students) Yearhead, TY Coordinator and Teachers

**Leinster Rugby CLUE Programme** (3 week Leadership programme) (All students) Yearhead, TY Coordinator and Teachers

**Christmas Wreath Making Workshop** (All students) Yearhead, TY Coordinator and Teachers

**Ice Skating** (All students) Yearhead, TY Coordinator and Teachers

**Jembe Drumming Workshop** (All students) Yearhead, TY Coordinator and Teachers

**Dublin Barista School Workshop** (All students) Yearhead, TY Coordinator and Teachers

**Dogs Trust Workshop** (All students) Yearhead, TY Coordinator and Teachers

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**Jumpzone Trip**(All students) Yearhead, TY Coordinator and Teachers

**Tony O'Reilly Gambling Addiction Talk** (All students) Yearhead, TY Coordinator and Teachers

**Fighting Words Creative Writing Workshop** (All students) Yearhead, TY Coordinator and Teachers

**Vodafone Code Like a Girl Programme** (Some students) Yearhead, TY Coordinator and Teachers

**Women in Leadership Programme** (National Literacy Trust) (Some students) Yearhead, TY Coordinator and Teachers

**Money advice and Budgeting Service (MABS) Talk** (All students) Yearhead, TY Coordinator and Teachers

**Bray to Greystones Cliff Walk** (All students) Yearhead, TY Coordinator and Teachers

**Belfast Cultural Trip** (All students) Yearhead, TY Coordinator and Teachers

**Concussion Course** (All students) Yearhead, TY Coordinator and Teachers

**Wood's Driving School Programme** (All students) Yearhead, TY Coordinator and Teachers

**Retreat Day with An Tobar Nua** (All students) Yearhead, Chaplain, TY Coordinator and Teachers

**Trip to Carlingford** (All students) Yearhead, TY Coordinator and Teachers

**Ultimate Frizzbee** (All students) Yearhead, TY Coordinator and Teachers

**Europe Day at Eurofound** (All students) Yearhead, TY Coordinator and Teachers

**Young Social Innovators** (Some students) Yearhead, TY Coordinator and Teachers

**Fundraising activities** (All students) Yearhead, TY Coordinator and Teachers

**The Big Idea!** (All students) Yearhead, TY Coordinator and Teachers

**Junk Kouture** (Some students) Designated teacher

**Reach careers programme** (All students) Guidance Counsellors, teachers, TY coordinator

**College Campus Visits** (IADT, UCD, TCD/TU) (All students) Guidance Counsellors, TY Coordinator, Year Head and Teachers

**Work Experience x 3** (All students) Yearhead, TY Coordinator and Guidance Counsellor/s

**Shared Reading (Few students)** HSCL (in collaboration with local primary schools), TY Coordinator and Yearhead

**Hot lunch scheme** (All students) Yearhead, CT's, SNA's and teachers

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**Nurture and Nurture Club** (Some students) Yearhead, Teachers, Careteam and SNA's

**Friendship room** (Some students) Yearhead, Teachers, CT's, SNA's, Careteam

**Study Skills** (All students) Guidance Counsellor/s, Yearheads, SPHE, Religion teachers

**College Open days** (All students) TY coordinator, Guidance Counsellor, Yearhead

**TY Graduation Ceremony** (All students) Chaplain, Yearhead, TY coordinator, Teachers, SNA's, Management

**Young Scientist Awards** (Some students) Science Department and Yearhead

**World Skills Ireland Event** (All students) TY Coordinator, Yearhead, Guidance Counsellors

**CCS Aspiring Apprentices Club** (Some students) Guidance Counsellor/s, construction, DCSG, Engineering and TG Depts, yearhead, TY Coordinator

**Safepass & Manual Handling** (Few students) Guidance Counsellor, Yearhead, TY Coordinator

**Female Empowerment Group** (Some students) SCP and Guidance Counsellor (all teachers can get involved)

**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Activities Coordinator organises and coordinates activities with the support of the PE Teachers, SNA's and Volunteer teachers.

**CT time-** 12mins –structured check in with students by CT (All students)

**Student Wellbeing Committee** (2 students from each year group) Led by wellbeing coordinator (links in with WSG team, Guidance Counsellors, Chaplain, SPHE teachers)

**Courage note system** (All students) All teachers and management

**Merit system** (All students) All teachers and management

**Behaviour for Learning classroom** (few students) -BFL teacher and year head, supported by CT;s and Teachers.

**School App notification system** /link with parents/guardians -All teachers and management

**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**School Musical** (every three years, open to all, some get involved) Music and Art departments, SNA's, teachers

**IDEAL Group** (some students) (Lead teacher plus other teachers)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Lead by Digital support team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students) Chaplain and Teacher

### **5TH YEARS (Including LCA 5)**

**Barcelona/Europe Trip** (Open to all) Yearhead, CT's, Teachers, Management

**UCD Future You** Mentoring programme (Some students) Guidance Counsellors and Yearhead

**Guest Speakers** (For all and some) Guidance Counsellors, teachers, yearhead and LCA coordinator

**After school supervised Study** (All students) Yearhead and teachers

**Hot lunch scheme** (All students)- Teachers, Yearhead, Management, SNA's

**Young Scientists Awards** (Some students) Science Dept.

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

**IDEAL Group** (All students) Students and Lead Teacher

**CCS Aspiring Apprentices Club** (Some students) -Guidance Counsellors and yearhead

**Reach Careers programme** (All students) Guidance counsellors

**LCVP Work Experience** (All LCVP students) Guidance Counsellors, LCVP coordinator and LCVP teachers

**LCA Work Experience** (All LCA 5 Students) LCA Coordinator, Yearhead and Guidance Counsellors

**World Skills Ireland Event** (Some) LCA Coordinator, Guidance Counsellors, Yearhead

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**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Activities Coordinator organises and coordinates activities with the support of the PE Teachers, SNA's and Volunteer teachers.

**CT time**- 12mins –structured check in with students by CT (All students)

**Student Wellbeing Committee** (2 students from each year group) Led by wellbeing coordinator (links in with WSG team, Guidance Counsellor/s and Chaplain)

**Courage note system** (All students) All teachers and management

**Merit system** (All students) All teachers and management

**Behaviour for Learning classroom (few students)** -BFL teacher and year head, supported by CT;s and Teachers.

**School App notification system** /link with parents/guardians -All teachers, management, office/administration staff

**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**School Musical** (every three years, open to all, some get involved) Music and Art departments, SNA's, teachers

**IDEAL Group** (some students) (Lead teacher plus other teachers)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Lead by Digital support team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students) Chaplain and Teacher

**College open days** (All students) Guidance Counsellor, Yearhead, LCA coordinator

**Mock interviews** (All students) Guidance Counsellor, Yearhead, WSG team and Business department

**Embecta 'Future Engineers' Programme** (Few) Guidance Counsellor/s and Engineering teacher

## **6TH YEARS (Including LCA 6)**

**6<sup>th</sup> year Parents/Guardians information evening talk** (all students and parents) Guidance Counsellor/s, Yearhead, Management

**CAO Talk/Further Education Evening talk** for Students and Parents/Guardians (All) Guidance Counsellor/s, Yearhead, Management

**1:1 Careers meetings** (All students) Guidance Counsellors

**Annual Careers Fair** (All students and Parents/Guardians) Guidance Counsellors, WSG team, Management, Year head and supported by teachers and SNA's.

**Coffee/Tea Mornings (Wellbeing Checkin's)** (Guidance Counsellor, Chaplain, YrHead) - 1 per term (All students) Guidance Counsellor, Yearhead and Chaplain

**Coffee morning for Parents/Guardians** -HSCL, Yearhead, attended by Guidance Counsellor and Chaplain. All teachers invited to drop in if available.

**LCA Work Experience** (All LCA 6 students) Yearhead, LCA Coordinator and Guidance Counsellors

**LCA Night School Module/Classes** (All LCA 6 students) Yearhead, LCA Coordinator, Principal of Night school

**IDEAL Group** (All students) Students and Lead Teacher

**6<sup>th</sup> year Graduation service** (All students) -Yearhead, Chaplain, teachers

**6<sup>th</sup> year Graduation committee** (Some) supported by Chaplain and Yearhead

**6<sup>th</sup> year Teacher: Student Mentoring programme** (All students) All teachers

**UCD Future You Mentoring Programme** (Some students) Guidance Counsellor and Yearhead

**Study Skills** (All students) – Devised by Guidance Counsellors, coordinated by yearhead and delivered by Teachers

**Higher Options/College Open days** (Open to all students) -Guidance Counsellor/s and Yearhead, management

**World Skills Ireland Event** (Few) Yearhead, Guidance Counsellors

**Guest speakers** (for all or some) Teacher and Guidance Counsellor/s

**Annual Enterprise Fair** (All students) (TY business programme) Business Studies Dept, teachers

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**Safe pass course** -Guidance Counsellors and Yearhead

**Manual Handling Course** – Guidance Counsellors (in collaboration with DLR ETB) and Yearhead

**CCS Aspiring Apprentices Programme** – (Some) Guidance Counsellors and construction/DCG/TG/Engineering teachers

**Embecta ‘Future Engineers’ Programme** (Few) Guidance Counsellor/s and Engineering teacher

**After school supervised study**- Some students (Yearhead and Teachers)

**Hot lunch scheme** (All students) Yearhead, teachers, SNA’s, management

**6th year BBQ** (All students) Yearhead, management and CT’s

**Green Schools Committee** (Few students) Volunteer Teacher plus one other teacher support this group

**Extra-Curricular** – Football, Soccer, basketball, badminton, table tennis, hobbies club, karate (Open to all students) – Extra Curricular Activities Coordinator organises and coordinates activities with the support of the PE Teachers, SNA’s and Volunteer teachers.

**CT time**- 12mins –structured check in with students by CT (All students)

**Student Wellbeing Committee** (2 students from each year group) Led by wellbeing coordinator (links in with WSG team, Guidance Counsellor/s, SPHE/RSE teachers, and Chaplain)

**Courage note system** (All students) All teachers and management

**Merit system** (All students) All teachers and management

**Behaviour for Learning classroom** (few students) -BFL teacher, year head, supported by all teachers

**School App notification system** /link with parents/guardians -All teachers, office/administration staff and management

**Christmas festivities** (All students, door decorating/class celebrations/choir) All staff

**Halloween celebrations** (all students) All staff

**School Musical** (every three years, open to all, some get involved) Music and Art departments, SNA’s, teachers

**IDEAL Group** (All students) (Student group led by Teacher/s)

**Emanuel Choir** (some students) (Year head and Music department teachers)

**School Choir** (some students) Lead by Music Teacher

**Student digital team** (few students) Lead by Digital support team

**Check and Connect** (some students) Yearhead and SNA's

**Student Representative Council** (few students) Chaplain and Teacher

**Guest speakers** (For all and some) Teachers, yearhead, Management and Guidance Counsellors

**College open days** (For all and some) Guidance Counsellors, Yearhead, management

**Avon Ri Adventure centre trip** (All students) Yearhead and CT's

**6th year prefects** –buddy system with 1st years (21 prefects) Yearheads, CT's

### **Outgoing 6<sup>th</sup> Years**

**Personal/Exam Support** before/after leaving certificate examinations (Few students) Chaplain, Guidance Counsellors, teachers, school management

**6<sup>th</sup> year Notifications** (SUSI Grant, CAO change of mind, Results information (Date/how to access) (All students/parents/guardians) Guidance Counsellors and management

**Exam results morning** -School event (All students) Guidance counsellors, management, teachers, SNA's, Yearhead

**Leaving cert** results (CAO offers) support and guidance (1:1 appointments and small group if necessary) (Some students) Guidance counsellors

**Appeals/Reviewing scripts** -Support provided -Teachers, Guidance Counsellors and management

**Information/Parent/Guardian information notifications** (All students/parents/guardians)- Guidance Counsellor/s (college applications, parents helpline information)

**October support**- after college offers are made (options support) (Few) individual appointments with the Guidance Counsellors available

### **Whole School Guidance Activities -All students**

1. Friendship week (IDEAL student group and Home Economics Dept –supported by teachers, Guidance Counsellors and SNA’s)
2. Wellbeing Week (Wellbeing coordinator & Student wellbeing team-supported by teachers and SNA’s)
3. Student Leadership week (Student representative Council, all subject departments)
4. Opening ceremony (Management, Music Dept, Religion Dept, Chaplain-supported by all teachers and SNA’s)
5. Literacy week (English Department Teachers –supported by all teachers)
6. Extra Curricular Week (PE Dept, teachers, SNA’s)
7. Languages Week (Language Dept-supported by all teachers)
8. Green school’s climate action week (Green schools student committee and Geography Dept-supported by all teachers)
9. Internet safety week (Digital Team and Digital support personnel-supported by all teachers & SNA’s)
10. Mindfulness Week (SPHE Dept, Guidance Dept. and Wellbeing Coordinator – supported by all teachers and SNA’s)
11. LGBTIQI ‘Stand Up’ week (IDEAL student group and Home Economics Dept-supported by all teachers)
12. College Awareness Week and Annual Careers Fair (Guidance Counsellors and WSG Team- supported by teachers & SNA’s)
13. Human Rights Week (IDEAL student group and Home Economics Dept-supported by teachers & SNA’s)
14. Numeracy Week (Maths Dept. –supported by teachers and SNA’s)
15. Multi-cultural week (IDEAL student group and Home Economics Dept –supported by teachers and SNA’s)
16. Festive Week/Christmas celebrations (all staff)
17. Maths and Science week (Maths and Science Dept-supported by teachers and SNA’s)
18. Music Week (Music Dept. –supported by all teachers and SNA’s)
19. History Week (History Dept. –supported by all teachers and SNA’s)
20. Creativity Week (Art Dept. –supported by all teachers and SNA’s)
21. Engineering Week (Engineering Dept.-supported by all teachers and SNA’s)
22. Careers Week (Guidance Dept & WSG Team- supported by subject teachers and SNA’s)
23. Reading Week (English Dept.-supported by all teachers and SNA’s)
24. Healthy Eating Week (Home Economics Dept.-supported by all teachers and SNA’s)
25. Seachtaine na Gaeilge (Irish Dept.-supported by all teachers and SNA’s)
26. Active Schools week (Physical Education Dept-supported by all teachers and SNA’s)

27. Sports Day (Physical Education Dept and all staff, management, and teachers)

#### **1.4 Guidance Activities that help students make informed choices**

Guidance activities that assist students to make informed choices include:

- **Personal counselling (1:1 and small group)**
- **Assessment using psychometric instruments and inventories**
- **Career information e.g. (career classes, career guidance interviews, attendance at career events, open days school careers fair, guest speakers from industry & colleges)**
- **Reach+ Careers and College preparation programme (4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> yrs)**
- **Use of information technology to access online resources e.g., Careers Portal, Qualifax, CAO, Euroquest, Student finance websites, HEAR/DARE access college website, College websites, Headspace etc**
- **Personal and social developmental programmes**

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

#### **1.5 School Ethos and Mission Statement**

Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing and the academic, spiritual, and creative growth of every student. We welcome students of all ethnicities, abilities, genders and faith traditions, as equal members of our community. We identify with our Ursuline founders and their love of

education. Our core values guide our policies, our procedures and how we work with our staff and students.

These core values are:

**Care** - We all need to belong and be cared for in a safe environment to learn

**Courage** - We show courage by making the right choices and committing to learning.

**Support** - We will be the best we can be by working hard and working together

In achieving this, the Guidance Counsellors plays a central role in the areas of counselling and guidance and is intrinsically linked with the Pastoral Care and wellbeing programme.

The clear link between Guidance and Wellbeing is recognised along with other closely related subject areas such as PE, SPHE, CSPE as noted in the DES Circular C0059/2021 Arrangements for the implementation of the Framework for Junior Cycle. The Framework for Junior Cycle (2015) also states that ‘guidance provision may be included in the hours available for Wellbeing ‘in recognition of the unique contribution that guidance can make to the promotion of students’ wellbeing’. According to the NCCA Junior Cycle Wellbeing Guidelines (2021) ‘the guidance counsellor has an important role in both the design and delivery of elements of the school’s Wellbeing programme’ therefore the Guidance counsellors collaborate with various subject coordinators including the SPHE/RSE teachers.

### **1.6 The Guidance Counselling Service Aims**

Guidance Counselling has a central role in the continuous developmental guidance process of each individual student, which begins prior to the entry of the student to the school and concludes when the student has left the school. Past pupils are welcome to visit CCS for organised Alumni events and career events.

The Guidance Counsellors relate to school management through meeting the Principal and Deputy Principal on matters affecting the planning of the school’s provision of personal, career, and educational counselling. The Guidance Counsellors attend weekly care team meetings,

liaise with Year Heads, Class teachers, Learning Support teachers, Behaviour for learning teacher, Subject teachers, Special needs assistants, school completion programme coordinator, staff and coordinator of the ASD unit, LCA and TY Coordinator, Coordinator and teachers of the Nurture programme, external support services and parents as appropriate.

### **1.6.1 Guidance Counselling Service Aims and Objectives**

- To support all students in an eclectic and multicultural manner to help them reach their full potential.
- To provide a framework for the delivery of the school's guidance programme.
- To ensure a structured response to student's personal, social, educational and career guidance needs.
- To be inclusive, providing for the junior, senior, minority and special educational needs of all students.
- To provide a caring and supportive guidance service, which includes:

#### **1. Personal and Social Development**

#### **2. Educational Guidance**

#### **3. Career Guidance**

This plan includes all guidance activities: career classes, 1:1 guidance interview, attendance at career exhibitions, career events, career workshops, College talks, open days, meetings with management and support agencies and guidance related wellbeing activities.

**1. Personal and Social Development:** This encompasses developmental skills crucial to the students' education and careers e.g., Self-awareness, decision making skills, planning, and coping strategies.

**2. Educational Guidance:** This is developmental and includes areas such as subject/course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.



**3. Career Guidance:** Includes areas such as employment rights and duties, job opportunities, career education and training, further education, apprenticeships, job and interview preparation, career research and career / course information and up to date information on employment and industry market trends and demands.

The counselling service aims to provide a service for students which is caring, compassionate and non-judgemental. Students can avail of one-to-one sessions or small group counselling. This service is aimed at supporting students and empowering them in areas such as:

- **Decision making**
- **Problem solving**
- **Changing behaviours**
- **Effecting meaningful changes in their lives**

The counselling service is aimed at facilitating individual students in a holistic manner to realistically appraise their abilities, interests, and aptitude. In doing this, helping them to make appropriate life choices and to achieve personal happiness. Its main objectives are:

**To Support students to:**

- Develop awareness and acceptance of their talents and abilities
- Identify and explore opportunities
- Grow in independence and take responsibility for themselves
- Make informed choices about their lives and follow through on these choices.

## 1.7 Rationale

The Education Act 1998 section 9(c) states that a school ‘shall use its available resources to...ensure that students have access to appropriate guidance to assist them in their educational and career choices’. The DES (2005) Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998 highlights the need for ‘access’ to guidance and ‘appropriate’ guidance which meets the needs of students. The provision of guidance is a statutory requirement for schools under this Act. In 2004, the NCGE in association with the Department of Education published Planning the School Guidance Programme. As a result of the requirements of the education act, they stated clearly that guidance activities ‘are provided based on the premise that guidance is both a whole school concern and a specialist area within education’. The DES (2016) Programme Recognition Framework (PRF) sets out clear criteria and guidelines for providers of initial education programmes in guidance counselling who intend that their programme graduates will work in guidance services under the remit of the Department. The DES circular 0055/2019 Arrangements for the implementation of the framework for Junior cycle specifically states that the Junior Cycle programme must include guidance education. (DES, 2019 P7.) This Guidance Plan aims to take account of recent policy developments and initiatives including the NCGE: A Whole School Guidance Framework (2017), NEPS: Well-being in Post-Primary Schools, Guidelines for Mental Health Promotion and Suicide Prevention (2013), NEPS: A Continuum of Support for Post Primary Schools: Guidelines for teachers (2010), NCCA: Junior Cycle Wellbeing Guidelines (2017), the updated Junior cycle guidelines (2021) and DES (2016) : Looking at Our School - A quality Framework for Post - Primary Schools. This clearly states that Guidance involves: 'Designing, delivering, and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings (DES, 2016 p7). This plan aims to embrace the most recent DES (2022) Staffing Arrangements Circular 0023/2022 which states ‘Whole school Guidance is a whole school activity where each school forms a team, in which the guidance counsellor has a pivotal role, to collaboratively design and develop a whole-school Guidance plan as a means of supporting the needs of all students. It is important that all members of staff fully recognise and ensure that Guidance permeates every aspect of school life and the plan is developed in collaboration with teachers, students, parents, and the wider school community’ (DES 2022, p17).

## 1.8 Scope

The Guidance Plan involves all aspects of school life and as such it is a whole school activity. While the Guidance Counsellors have the overall responsibility for coordinating and compiling the plan all members of staff have a contribution to make. The Guidance Counsellors links in with various school personnel to provide students with the best possible service.

- School Management
- Chaplain
- Year Heads
- Class Tutors
- Subject Teachers and Departments
- Special Needs Co-ordinator
- Special Needs Assistants
- ASD Unit coordinator
- LCA & Transition Year Programme Co-ordinator
- Nurture Programme Coordinator
- Parents/Guardians
- School Maintenance Staff
- Support Personnel & Ancillary Staff
- School Completion Co-ordinator & Project Workers
- Home School Liaison Teacher
- Outside agencies

The Guidance Counsellors in conjunction with staff and management are central to and supportive of the pastoral care system and policies, which attempt to deal with student support issues. All staff in the school has a part to play in the provision of school supports. This plan aims to address the guidance needs of all students at all levels within the school.

**Our Guidance Plan reflects our teamwork.**

The Guidance Counsellors liaise with outside agencies such as:

- Department of Education and Science
- Local Community services/Youth Services/Counselling Services /Family support networks
- Businesses/Companies
- Garda Liaison Officers
- Further & Higher Education Colleges /Universities & ETB
- Employment Agencies
- Primary Feeder Schools
- Health Service Executive
- Referral agencies
- Social Services
- Children and Young Persons Services Committee
- Early School Leavers Network
- Local Education Support Services

### **1.9 Ethical Requirements and Accountability**

This policy statement will be the basis on which a regular review and evaluation of Whole School Guidance will be conducted between the Guidance Counsellors, the WSG team and school management. A comprehensive review of Guidance 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. This allows for feedback on any gaps in the service resulting in a valuable opportunity to plan, evaluate and implement new measures and interventions when required to meet the evolving needs of the students. The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the *1998 Education Act*, to Department of Education and Science Directives, to the school's Religious and Educational ethos and the School Plan.

## Section 2 – Current Guidance Provision and Programme

### 2.0 Guidance Staff, Provision and Facilities

Currently the school has two full time (22hrs) qualified Guidance Counsellor. In the spirit of whole school Guidance, the Guidance counsellor links in with the LCA Coordinator, CT's and SPHE teachers to support the teaching of careers. Through the 6<sup>th</sup> year mentoring programme, the Guidance Counsellors links in with all teacher mentors in supporting them and the mentees during the mentoring journey. Cross curricular links are made whenever the opportunity arises. Various themed weeks such as science week, engineering week, maths week, literacy week and creativity week allow for careers information/projects/talks and student research to take place in subject classes.

The Guidance department aims to ensure that each student can avail of the following activities:

- **Counselling** – helping students on an individual basis to explore their own thoughts and feelings about their present situation, about the choices available to them, and the consequence of each choice.
- **Information** – providing students with objective and factual data.
- **Assessment** – using psychometric tests and other inventories to help students make better decisions.
- **Career Transition Programmes** – providing the necessary concepts, knowledge, and skills to enable students to make the transition to further/ higher education/training/apprenticeships or to the work force.
- **Educational Development Skills** – providing knowledge and skills relating to studying, examination performance, choices of subjects and levels.
- **Personal and Social Development Programmes** – providing knowledge and skills relating to personal and social development, self-awareness, decision- making and planning.

### 2.1 Guidance Facilities

#### Guidance Room/ Office

One Guidance office is a large space located in the main building (B area). It allows for small group work to take place. Group work may be educational, careers or group counselling. Wellbeing group activities/workshops can also take place here. This office also has an up-to-Cabinteely Community School, Whole School Guidance Plan

date careers library. There is another Guidance space in the G Building (at lunchtime this is used as a Friendship room). This allows for both Guidance Counsellors to run group workshops or individual guidance interviews/ student counselling simultaneously.

## **2.2 ICT Facilities**

The guidance counsellors have access to 3 computer rooms and can book these rooms when required. Guidance Counsellors may also book the laptop trolley in the Assembly area. A huge amount of careers resources are available online. It is imperative that students have access to these IT rooms/Laptop trolley to develop their career research skills and information to make career decisions. All classrooms have digital projectors and whiteboards. Online presentations/talks from external services/colleges/industry are organised for class groups. As 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> years follow the Careers Portal Reach+ programme it is necessary to have some classes in the computer rooms.

## **2.3 Assessment Instruments used in Guidance and/or Learning Support**

Prior to entry all prospective students sit the Cognitive Ability Test (CAT 4 Level E). These tests are re-held in the first term for any students who may have missed the February tests. These tests are carried out in collaboration between the SEN department and the guidance department. Standardised tests completed in May of 6<sup>th</sup> class in the feeder primary school are also used to highlight students who have particular strengths and those who may require additional supports. The SEN department may carry out further tests such as the WIAT3 and if necessary the Dyslexic screening test. Students can then be referred for further educational assessments with NEPS or private educational psychologists. The CAT4 test results are available to the Year Head and teachers in the SEN folder which can be found on the teachers sharepoint in Microsoft teams. The results of the CAT4 are given to parents/guardians to support their son/daughter in making subject choices for the Junior Cycle. Parents can make an appointment to meet with the SEN department and the Guidance counsellor to discuss the results further if required. Parents of students who score highly in the CAT4 Tests are given information on the CTY programme in DCU.

2<sup>nd</sup> year students complete standardised tests in spelling (WIAT3) and reading comprehension (NGRT). 3<sup>rd</sup> year students highlighted from 2<sup>nd</sup> year complete WIAT3 Word reading and other tests if required. 5<sup>th</sup> Years complete WIAT3 Spelling & NGRT. In 6<sup>th</sup> year, highlighted students from 5<sup>th</sup> year complete the WIAT3 Word reading and other tests if required. This allows for interventions to be planned where necessary to support student learning and to help track student progress. Testing at senior cycle is also carried out for the purposes of RACE. CAT4 testing is carried out throughout the year for new students.

All transition year students complete the CAT4. The results of these tests are returned to students to assist them with subject choice and career planning. Student profiles created through the Reach+ programme also assist students to make subject choices. Each 4<sup>th</sup> year downloads the EXIT ENTRY app and completes a skills and interests test (which identifies possible career paths and courses) to further support them in their subject choices. The results are also discussed with the SEN department and the year head at student support meetings. Students with particular difficulties are referred to the SEN department for further assistance.

The Guidance Counsellors have appropriate training and qualifications in test administration and interpretation and attend in-service, continuous professional development and upskilling in testing as required. Careful consideration is given to the selection and use of tests and only assessments listed on the Department of Education's list of approved tests are used.

### **Section 3 –The Guidance Programme**

#### **3.0 The Guidance Programme**

The Guidance curriculum may be divided into two components:

**Formal**

**Informal**

#### **Formal Guidance**

The formal Guidance curriculum is delivered using two forms of interventions employing several methodologies:

1. Individual contact of a personal counselling nature and career guidance
2. Classroom guidance delivered in regular weekly classes to senior cycle students, rotating modules, class group or year groups interventions as required.

### **Informal Guidance**

The Informal Guidance programme 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 the Guidance Plan. Meetings with Parents/Guardians form an integral part of Informal Guidance.



The whole school guidance framework recognises three areas of learning (as set out above) to help student development in eight areas of competence. The outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make transitions and decision making (NCGE, 2017).

## **3.1 Junior Cycle Guidance Programme**

### **3.1.1 1<sup>st</sup> Year**

The Guidance Counsellor gives each first-year class an introduction to the Guidance Service.

**Guidance Programme delivered by Guidance Counsellor/s to all 1<sup>st</sup> year students**



## Junior Cycle Guidance Related Learning: **Developing Myself** (7 lessons)

### **Programme content:**

- My School Year
- My School Supports (2 classes)
- My Values
- My Goal Setting
- My Pathways
- My Connection with Nature

First year students are also involved in College Awareness Week (CAW). During CAW subject teachers provide information and discuss college courses and related careers. Study skills classes also take place during study week and revision study skills classes are rolled out in the lead up to end of semester exams. The guidance counsellor links in with 1<sup>st</sup> years for wellbeing/social education programmes.

### **1st Year Induction and Transition Programme**

In February an information evening takes place for parents/guardians and incoming students. A presentation is given by the Principal, Deputy Principal and Year Head. Parents/Guardians receive results of their son/daughters CAT4 results to aid them in their selection of subjects for Junior Cycle. In March/April the Year head and SEN Coordinator visit the feeder schools to gather information which will support the transition of incoming first years. Mixed ability classes are formed, based on these tests and other information provided. The SEN team and Year Head meet in May to consider students who may need extra supports and planning for this takes place. The Care Team also discuss in coming first years to ensure that all necessary supports will be in place for September. In the last week before the summer break activity camps are organised for incoming first year to further help with the transition to post primary.

The Guidance Counsellor links in with the School Completion Coordinator and his team to support the transition programme. The programme aids the settling in process and gives the Guidance Counsellor an opportunity to check in and get to know the 1<sup>st</sup> year students.

In August, prior to entering 1<sup>st</sup> year the School Completion Programme provides an induction day. It is delivered by the SCP team and supported by senior student mentors, teachers and the year head. Incoming 1<sup>st</sup> year students are split into small groups and are brought on a tour of the school by senior mentors. Students play games and take part in a treasure hunt around the school (to put students at ease about not getting lost).

In October, The School Completion Programme organises a transition activity day to further support students in their transition to post primary. A series of workshops are delivered to each 1<sup>st</sup> year class. This is a collaboration between SCP, the Guidance Counsellor, the HSCL, CT's and the Year head.

### **Workshop themes include:**

#### **Workshop 1 – Transition Tree**

- What are their favourite things about their new school?
- What do they miss about primary school?
- What do they need help with?

#### **Workshop 2 – Class culture**

- What is culture?
- What words would you use to describe the current culture?
- What words would you like to be able to use to describe the class culture by the end of the year?
- What actions can you take to make this possible?

#### **Workshop 3 – Transition Art Journal**

- Each student receives a journal and art pack with supplies – students personalise the cover of their journal and draw an image on the first page based on the theme 'me and my school'.

- They are encouraged to regularly update their journal to chart their transition journey. This provides them with an opportunity to express their feelings throughout the transition. SPHE teachers support journaling throughout the school year, providing opportunities in class for students to journal.

#### **Workshop 4 – Team building games**

- Focus on communication and fun through team activities

#### **1<sup>st</sup> Year Orienteering Day**

In April, SCP organize orienteering which help students explore the social dynamics and group culture of their class and year group. It also allows SCP, CT's and the Year head to check in with the year as a team and allow students time to reflect on how far they have come.

#### **Transition Art Journal Awards**

In May, the SCP, the Guidance counsellor and Year head award those students who have created excellent transition art journals depicting their 1<sup>st</sup> year in post primary. The event also allows for a final recap on the transition journey of all first-year students.

#### **In school transition programme for 1<sup>st</sup> years**

All first years are provided with a 'CCS Transition Booklet'. Students complete this booklet with CT's during the first few weeks at CCS. Topics include; all about me, Primary school V's Secondary School: Differences, my expectations, students are given the opportunity to identify things they can do in secondary and things which they would like to do or get involved in, My CT class and why it is important, Who can help me at CCS, Joining in an making friends, what is bullying and what can you do if are bullied, timetable and being organised, My school journal, My school building (Map), What I like about school and what I have learned from this booklet, Settling into school and how to solve the problems you might face.

Guidance Counsellors, HSCL and 1<sup>st</sup> Year Head link in with Dun Laoghaire Crosscare Youth Services to identify 1<sup>st</sup> year students (at risk) who may benefit from linking in with their service.

#### **DLR Drugs and Alcohol Task Force**

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The Guidance Counsellors link in with DLR Task force to ensure all students are aware and can avail of expert support around drugs and alcohol education/prevention in the community.

- **Drugs and Alcohol Education and Prevention Project for cohort of 1<sup>st</sup> years.**

21/22 Creation of short film- facilitated by Actor and funded by DLR Task Force.

### **3.1.2 2<sup>nd</sup> Year**

#### **Guidance Programme delivered by Guidance Counsellor/s to all 2<sup>nd</sup> year students**

Junior Cycle Guidance Related Learning: **Developing My Learning** (7 lessons)

##### **Programme Content:**

- My Identity
- My Mindset
- My Unique Values
- My Goal Setting
- My Pathways
- My Sustainable Learning
- My Presentations

#### **College Awareness Week**

Second year students are involved in College Awareness Week activities.

#### **Trinity Access Programme**

Second years also take part in the Trinity Access Programme Community Mentoring Programme. Students who previously attended DEIS schools and who are studying in Trinity College provide the 2<sup>nd</sup> years with 4 mentoring sessions per year.

#### **Business in the Community**

Business in the Community also link in with the school annually and through this collaboration a company/business runs an informative and inspiring programme for a group of second years about the world of work.

#### **2022 -Company: TELUS International**



## **. b Mindfulness in School Programme**

The Guidance Counsellor teaches all second-year students the . b Mindfulness in School Programme. . b, pronounced [dot-be], is the UK’s leading mindfulness curriculum for 11–18-year-olds in schools. . b stands for ‘stop and be’, a simple practice at the heart of this ten-lesson course. Mindfulness in schools can help young people not only to manage difficulties but to flourish. Second year students also receive study skills classes during study week and revision study classes in the lead up to end of semester exams.

### **‘Doing Good for Myself’ –Pilot Wellbeing programme devised by NCSE – 8 lessons**

Coordinated by Guidance Counsellors in collaboration with the NCSE. Delivered by SPHE/Wellbeing teachers with the support of the Guidance Counsellors to all 2<sup>nd</sup> year classes.

### **3.1.3 3<sup>rd</sup> Year**

#### **Guidance Programme delivered by Guidance Counsellor/s to all 3rd year students**

Junior Cycle Guidance Related Learning: **Developing My Career Path** (7 lessons)

#### **Programme Content:**

- My Balanced Life
- My Exploration of Careers
- My Options
- My Skills
- My Subject Choice
- My Sustainable Options
- Presenting Me

Third Year students receive support in making their choice to complete Transition year or go directly into the LCA programme. The Guidance Counsellors liaise with the TY Coordinator and LCA Coordinator. Parents and TY students can avail of an information evening about TY and the 2-year LCA Programme. Parents and students can also make individual appointments with a Guidance Counsellor to discuss the LCA programme, the traditional leaving certificate programme and future career paths. Students are made aware of the implications of their decision in relation to entry to Further Education and Third Level. Third year students also receive study skills classes during study week and revision study classes in the lead up to end of semester exams and the Junior Certificate. Third year students are also involved in College Awareness Week activities. During this week teachers provide information about courses and related careers.

### **3.2 Senior Cycle Career Guidance Programme**

Senior cycle guidance 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/her for higher or further education, training and /or employment.

#### **3.2.1 Objectives of the Senior Cycle Guidance Programme**

The guidance programme endeavour to provide students with opportunities to:

- Prepare for a 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 ICT 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

### **3.3 Overview of the Guidance Programme for 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> & LCA 5 & 6**

#### **3.3.1 4<sup>th</sup> Years -Transition Years Careers Programme Overview**

Guidance Counsellor liaises with TY Co-ordinator to run the careers programme and provides support to students who are finding it difficult to secure work experience.

#### **Careers Portal: Reach+ programme**

##### **Topics covered:**

##### **Sept-Oct**

1. Career Awareness
2. Guidance Interview
3. TY Work Experience & CV Builder
4. My Talents
5. Personal & Career Values

##### **Midterm**

##### **Nov-Dec**

6. Career Skills
7. Career Sector Investigation
8. Career Interest Profiler

**ANNUAL CAREERS/COLLEGE FAIR**

**AHEAD BETTER OPTIONS EVENT**

##### **Christmas Break**

##### **Jan-Feb**

9. Subject Choice
10. TY Work Experience Review
11. Career Investigation and Euroquest

##### **Midterm**

##### **Mar-April**

12. Multiple Intelligences
13. Personality
14. Career Investigation contd.

#### **3.3.2 5<sup>th</sup> Years Careers Programme Overview**

#### **Careers Portal Reach+ Programme**

Topics covered:

##### **Feb-April**

1. Guidance Interview/Career Investigation/Career Interest Profiler Review
2. Study Skills and Study Skills Questionnaire, Setting exam targets, Learning styles
3. College Open Days & Careers Fairs
4. CAO & HET Choices
5. PLC & FET Choices

Nov- **ANNUAL CAREERS/COLLEGE FAIR  
AHEAD BETTER OPTIONS EVENT**

**5<sup>th</sup> YEAR STUDENTS APPLY FOR UCD ‘FUTURE YOU’ MENTORING PROGRAMME**

**Guest Speakers/Talks** -IADT, TU Dublin, UCD, TCD/TAP, SCFE, DFEI, BIFE, BFEI

**Embecta 5<sup>th</sup> Year ‘Careers in Engineering’ Talk**– Formerly BD Medical (Pottery Road)

5<sup>th</sup> years can make individual career guidance appointments by emailing the guidance counsellor or through year head referral. 5<sup>th</sup> years also have a careers team on one note which allows information to reach the 5<sup>th</sup> years.

**3.3.3 6<sup>th</sup> Year Careers Programme Overview**

- 6<sup>th</sup> years have the option of attending the Higher Options event
- AHEAD Better Options event for students with learning difficulties & disabilities
- Annual Careers/College Fair –Oct/November -Further information gathering opportunity for students and Parents/Guardians.

**Topics covered: Sept-Dec – 6 career workshops/classes for each 6<sup>th</sup> year group (more if necessary)**

- UCAS
- CAO
- Eunicas
- HEAR & DARE
- Trinity Access Programme
- UCD Open Learning Programme
- Scholarships (Guidance Counsellor and teachers provide references for students)
- Apprenticeships
- College Awareness Week
- Study Skills
- Exam Targets
- SUSI Grant & Student Finance -Talk given by Crosscare Youth Information Officer
- Apprenticeship preparation/CV & Mock Interviews



- Mental Health- Coping skills (Coping with stress using mindfulness)

**Embecta ‘Careers in Engineering’ programme (3 sessions)**

- **Session One** -Engineering Week -5<sup>th</sup> & 6<sup>th</sup> year Engineering students - ‘Careers in Engineering’ talk by Embecta
- **Session Two:** 10 6<sup>th</sup> Year Students interested in pursuing careers in this field visit Embecta manufacturing plant - Pottery Road. Students present their Leaving cert design projects/ideas to in house engineers and students get tour of plant.
- **Session Three-** Career planning/Discussion - Engineering options/college courses/apprenticeships, CAO -Engineering courses/PLC courses/ Embecta Apprenticeship application process.

It is the aim of the guidance service to ensure that each senior student receives a minimum of one careers appointment with a Guidance Counsellor. If a student requires more than this, it can be organised by arrangement with the Guidance Counsellor. The 6<sup>th</sup> year notice board is kept up to date with the latest careers/college news. The 6<sup>th</sup> year Microsoft Careers team on one note is another method used to communicate important careers/college related information to 6<sup>th</sup> year students. The Schools Careers portal Career Guidance Webpage can be accessed through the school website. It has an up to date calendar of events which students can access.

### **3.3.4 6<sup>th</sup> Year - Teacher: Student Guidance Mentoring Programme**

The Guidance Counsellors liaise with the 6<sup>th</sup> year Year head to support the 6<sup>th</sup> year teacher-student guidance mentoring programme. This programme allows all teachers to provide support and guidance to 6<sup>th</sup> year students. Volunteer teachers are allocated 2/3 students to support on their journey through 6<sup>th</sup> year. Efficiently tracking and monitoring students allows for vulnerable students to be highlighted and extra supports put in place to help. Each 6<sup>th</sup> year student is allocated a teacher mentor who will support and guide them throughout 6<sup>th</sup> year. Teacher mentors meet with the students once a term and support them around setting study goals, exam/performance targets, motivation, study timetables, college applications and interviews. The Guidance Counsellors links in with mentors and the year head to support them in this role. A folder of resources is provided to the teacher mentors which is created by the Yearhead and Guidance Counsellors.

### **3.3.5 Leaving Certificate Applied 5<sup>th</sup> & 6<sup>th</sup> Year Careers Programme Overview**

The Leaving Certificate Applied is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The Guidance counsellors play a key role in helping the students to become more aware of his/her interests, aptitudes and skills with regard to the world of work. The Guidance Counsellors teach the Guidance Module to LCA 5 and 6. Both LCA 5 and 6 receive one hour class per week of Guidance. Over the two years of the programme the Guidance Counsellors get to know each individual student very well. As well as teaching the LCA 5 and 6 module, the Guidance Counsellor/s meets with each LCA student individually for a Guidance Interview in both 5<sup>th</sup> (links with Vocational Preparation module) and 6<sup>th</sup> year.

#### **Leaving Certificate Applied 5<sup>th</sup> Year**

Sept-Dec

##### **Unit 1: The student and the world of work**

Jan-May

##### **Unit 2: The student and one particular field of work**

#### **Leaving Certificate Applied 6<sup>th</sup> Year**

Sept-Dec

##### **Unit 3: Information building**

Jan-May

##### **Unit 4: Career and Education Action Plan**

Both LCA 5 and 6 attend open days of local further education colleges and receive in school talks from these college. Those interested in apprenticeships also take part in the ‘Aspiring Apprentices Programme’.

### **3.3.6 6<sup>th</sup> Year ‘CCS Aspiring Apprentices Programme’**

6<sup>th</sup> year students pursuing apprenticeships following their leaving cert can become part of the Aspiring apprentices club and avail of intensive preparation to help them secure apprenticeships after the leaving cert.

Cabinteely Community School, Whole School Guidance Plan

**The programme provides students with:**

- Apprenticeship Information Workshop
- CV Preparation
- Mock Interview with DLETB Senior Apprenticeship Training Officer
- Manual Handling Certificate Training
- SafePass training
- Relevant work experience if required
- Various talks throughout the year- Construction Federation of Ireland, SIMI, Tradesmen, Local companies, SISK, ATI, IFS

**3.3.7 External Guest Speakers**

Speakers/Representatives from further education colleges/ universities/Local youth Support Services/ and industry professionals give talks to senior class groups annually. These talks are both informative and useful as they give the students an overview of the colleges/courses/services/careers open to them. They also serve to inspire and motivate students to research, plan and take ownership of their future career path.

Mental health and wellbeing support organisations also give talks to senior students at suitable times when it is deemed beneficial. Speakers are generally arranged subject to demand and in consultation with the students, staff, and management.

Depending on which students/group of students are attending the talk, the teacher who has them for class at the specific time of the talk is informed beforehand. This teacher will stay with the Guidance counsellor/s for the duration of the talk to help with supervision. A list of students who attend/ed the talk is given to the school office if the students are from different classes or year groups.

For any student trip/outing/event/guest speaker -The relevant form must be completed 3 weeks in advance and given to school management. If 3 weeks' notice is not possible, the Guidance Counsellor/s must consult with school management to confirm if event/speaker can go ahead.

## **Section 4- Current Guidance Procedures**

### **4.0 Current Guidance Procedures**

#### **4.1 Junior Cycle Subject Choice Procedures**

All students entering First Year study the following subjects for examination in the Junior Certification Examination:

English

Irish (unless an exemption is in place)

Maths

History

Geography

Religion (as an exam subject)

Language

Students must choose one of three modern European languages, French, Italian or Spanish

#### **4.1.1 Junior Cycle Option Subjects Procedures**

Students may choose two of the following subject options:

Technical Graphics, Art, Home Economics, Business, Science, Technology Wood (Woodwork), Technology Metal (Metalwork), Music

#### **Short Courses**

All students will study two short courses from the new Junior Certificate Specifications.

Digital Media Literacy and Philosophy.

#### **Wellbeing**

In 1st Year students participate in tutorials every morning with their CT (Class Teacher), SPHE (Social Personal Health Education incorporating Relationships and Sexuality modules), CSPE (Civic Social Political Education as a Short Course rather than a full JC examination subject), Personal Development (consisting of a range of Wellbeing modules) and Physical Education. The Guidance Counsellors liaise with SPHE teachers and CTs in relation to wellbeing topics and activities.

## **4.2 Second Year Subject Levels**

Information regarding subject levels is discussed between the students and their subject teachers. Students and Teachers will also consult with parents/guardians and guidance counsellor (as requested).

## **4.3 Third Year Student Decisions**

**Students have a decision to make in three areas:**

- A. Whether to do Higher or Ordinary level at Junior Certificate
- B. What subjects to concentrate on in Transition Year
- C. To enter the Leaving Certificate Applied Programme

## **4.4 Transition Year: Senior Cycle Subject Choices**

### Senior Cycle

Student's study three core subjects and choose 4 subjects (with the exception of students where a specific exemption may apply). This choice is normally made in February of Transition Year.

Students must choose the subjects they wish to study in 5<sup>th</sup> Year.

<b>Core Subjects</b>	<b>Option Subjects</b>
Irish English Maths	French History Geography Biology Chemistry Physics Business Art Music Design, Communication, Graphics Engineering Construction Computer Science Physical Education

In keeping with the policy of supporting our students through the process of developing towards their full potential, the Guidance Counsellors provide help and support at each stage of the decision-making process and are available to all students for advice and guidance. Subject teachers are also available to students by providing information pertaining to their subject. Subject teachers hold a subject information event for students which provides students with detailed accounts of all subjects, including course content, theory and practical work, exam structure, related careers and applicability of subject and the benefits of studying the subject. Each subject department produces a booklet for the students.

## **Section 5: Guidance Counselling & Student Appointments**

### **5.0 Appointments**

The availability of a guidance counselling service is explained to students when they enter CCS in first year and they are reminded of this at the beginning of each academic year. Parents are also informed of this service at the various parents' information evenings. Students are informed of how they can make a self-referral. Staff members Management and/or parents/guardians may also refer students. Students are also referred to the guidance counselling service through the Care Team on a weekly basis. The student's right to withdraw from guidance counselling at any stage is respected.

Guidance counselling should be easy to access. Students need to know that it is available at times of difficulty and in crisis situations. The counselling service aims to support individual students both inside and outside the classroom.

**Students make an appointment with the Guidance Counsellor for a variety of reasons, such as**

- Careers/College/Study/Exam information
- Support and advice in relation to subject choice
- Information about outside support services/youth services
- Personal reasons

Each student is entitled to ‘adequate guidance’ under the Education Act of 1998. This will vary from student to student with some students requiring more time than others.

### **5.1 Careers Appointment**

Career Interviews will typically include the following:

- Review of Guidance Interview Form
- Analysis of any aptitude tests taken
- Analysis of Career interest tests taken
- Review of Careers Portal Reach+ student profile
- Options Available to student are explored
- 

Based on this analysis a career path is developed with each student.

Priority for career appointments is given to 6<sup>th</sup> Year students, although for 5<sup>th</sup> Year students will be seen whenever there is availability. Appointments for other year groups are dependent on time availability. Students in 4<sup>th</sup> year will self- refer or be given appointments by the Guidance Counsellors (Guidance classes, 1 per week for the year) to aid in their securing a Transition Year Work placement.

### **5.2 Arrangement of Appointments**

The Career Appointments timetable is devised a week in advance for 6<sup>th</sup> years. 6<sup>th</sup> years are emailed their appointment time for the following week. The aim is that all 6<sup>th</sup> years have had their careers appointment before the Christmas break. Students can make further appointments after Christmas if required.

Students from other year groups email the guidance counsellor/s directly for a careers appointment or seek one in person or through their year head, teacher or CT. These students are either emailed with an appointment time or if the guidance counsellor has a cancellation or a slot becomes available, she goes to the student’s class directly and takes them out of class to complete the appointment. The class teachers must approve this as a suitable time.

If students self-refer in person, they are given an appointment slip, or a note is put in their journal noting the date and time of the arranged appointment. The slip or journal is then signed with the appointment end time, and it is noted on VSware.

### **5.3 CAO & DARE Appointments**

The choice of career path is the responsibility of each individual student. It is the policy of this school that each student should be adequately prepared to make this choice. The Education Act of 1998, Section 9(C) states that schools shall use its resources to ‘ensure that students have access to appropriate guidance to assist them in their educational and career choices’. In complying with this each student is encouraged in developing to their full potential and in making a career choice that reflects their goals. Where a student chooses to apply for third level education to a CAO affiliated college it is the policy of the school that each student is supported through the CAO application process. While it is the responsibility of each student to make the actual application the school will endeavour to support each student through the process. Students can make individual appointments to complete their CAO application and CAO lunchtime application workshops are also organised in a computer room to ensure that students who need support in making their application can avail of it. Students applying through the DARE will receive a number of appointments to ensure they receive adequate support to complete their CAO application. The Guidance Counsellors link in with the SEN Department, subject teachers, SNA’s and Parents/Guardians to assist students in this process. Students can also make appointments to receive help applying/completing scholarship forms.

### **5.4 Personal Counselling Appointments**

The Care team members, Year Heads and Class Teachers play a central role in the delivery of the Counselling programme. Personal Counselling appointments may arise for a variety of reasons:

- A student may be referred to a Guidance Counsellor by a teacher
- A parent may ask for some intervention by a Guidance Counsellor
- A student may approach a Guidance Counsellor directly and ask for an appointment



- A member of staff/management may ask a Guidance Counsellor to meet with a student
- A referral may be made through the Care Team

Counselling has as its objective in 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.

**Possible reasons for appointments may include:**

- Personal problems
- Family problems
- Relationship problems
- Coping skills
- Motivation
- Making choices
- Transition to 3<sup>rd</sup> level education and the adult world

Personal counselling appointments may be arranged as soon as possible. Permission of the class teacher will be sought through an appointment slip where possible. However, at times it may be necessary for the Guidance Counsellor to seek out a student for an appointment. The class teacher will always be asked for permission to excuse the student first.

**5.4.1 ASD Unit – Merici -Students with Special Needs**

The Guidance Counsellors link in with the coordinator of the ASD unit, visiting it when the opportunity arises to allow students to become familiar with the Guidance counsellors. Should the students attending the ASD unit require an appointment with a Guidance counsellor the process will be easier for the student in question. The coordinator refers students for counselling and support through the Care team.

### **5.4.2 Guidance Counselling Ethical Requirements**

The Guidance Counsellors like all other members of staff in the school are entrusted with the care of their students in “loco parentis” and accepts the responsibilities of this position, always keeping the student’s welfare to the forefront. The Guidance Counsellors are fully aware of their responsibility to the students, to the school, to their own profession, to themselves and to society in the implementation of this policy. The Guidance Counsellors take part in professional peer supervision through the Institute of Guidance Counsellors, which provides support and feedback for student professional welfare. The Guidance counsellors must act within the law and within the ethical guidelines outlined by their profession. The Guidance Counsellors are expected to be competent in and mindful of the legal and ethical responsibilities of their work. The Guidance counsellors abide by the IGC code of ethics, ensuring that the student’s needs are prioritised, and their rights are protected.

The Guidance Counsellors follow the recommended procedures for ethical decision making from the IGC Code of Ethics. Each step involved should be carefully considered.

#### **The steps in ethical decision-making are:**

1. Identify the problem
2. Identify issues
3. Review Ethics Code
4. Know the Law and the School System
5. Consult
6. Consider Possible Courses of Action
7. List the consequences of different action
8. Decide on what appears the best action
9. Act/ Accept outcomes
10. Follow Up/Evaluate.

The service is both reflective of and in line with the Department of Children and Youth Affairs National Guidelines for the Protection and Welfare of Children “Children First” (2011 & updated 2019) and with the Department of Education and Science, “Child Protection Procedures for Primary and Post- Primary Schools” (2017).

### **5.4.3 Confidentiality and the Guidance Counsellor**

The Guidance Counsellors take all reasonable steps to preserve the confidentiality of information about students. However, confidentiality is limited. The limits to confidentiality are explained clearly to each student accessing the counselling service. An oral confidentiality contract is established with the student at the beginning of each counselling session. The students are made aware that if they are in danger, or another person is in danger, or where the law requires it, the Guidance Counsellor as a mandated person has an obligation to bring the matter further by informing school management, and/or year head and/or parents/guardians. Parents may contact the guidance department if they have queries or concerns regarding confidentiality in guidance and counselling in CCS. In situations where it is felt that it is in the student's best interests to inform a teacher/ parent/ guardian of a particular difficulty, the student is informed.

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 are pertinent to the case, and every effort will be made to avoid undue invasion of the students' privacy. Record of appointments are noted on VS Ware but only in relation to the type of meeting that takes place between the Guidance Counsellor and student (Personal Counselling ('Check in'), Educational Guidance or Career Guidance).

Subject to the law, the Guidance Counsellors will take all reasonable steps to safeguard the storage, retrieval, and disposal of students' records, both written and electronic. The Guidance Counsellors will take all reasonable steps to ensure that colleagues, management and others with whom they work understand and respect the need for confidentiality.

### **5.4.4 The Care Team and Students at Risk**

#### **The Care Team**

The school has a very strong student support network. The care team works closely to ensure that necessary, available, and appropriate supports are in place for all students as required. Supports within school and any possible external support services which may be appropriate are discussed. The student care team holds weekly meetings to facilitate the transfer of

Cabinteely Community School, Whole School Guidance Plan

information on students and identify students in need of extra support. Members of the Care Team who attend these meetings include:

- Principal
- Deputy Principal
- Guidance Counsellor x2
- Home-School Liaison
- Head of Special Educational Needs Department
- School Chaplain
- Behaviour for Learning Teacher
- Nurture Coordinator
- SEN Coordinator

Referrals to the Care Team can be made through the Year Head. Teachers refer the student to the Year head by email or in person. The year head at this point, refers the student to care team if it is deemed necessary. Year heads make the referral by sending an email to the care team email so that all members of the care team are made aware of the student being referred. If necessary, the Year head will refer the student in person to a member of the care team should immediate action be required. The Chaplain or a Guidance Counsellor may meet with a referred student before the weekly care team meeting. All staff members including the Guidance Counsellors are aware that disclosures and child protection concerns must be brought to the immediate attention of the DLP.

The care team has a Microsoft team which allows for coordinated sharing of information amongst care team members only. Weekly up dated student lists outlining supports each student referred is receiving (HSCL, Chaplain, Guidance Counsellor, BFL, Nurture, SCP) and the level/intensity of support in place along with meeting minutes are accessible to all care team members. Year heads are informed of the supports put in place for referred students.

The school will benefit (January 2023) from access to a qualified IACP registered Psychotherapist who is completing an Msc in Creative Art Psychotherapy (Working with Young People) through the South East Technological University. The Psychotherapist links in

with Parents/Guardians prior to starting therapy with the students and during the Art therapy process when necessary. Students who may benefit from psychotherapy are identified through the Care team and Parents/Guardians are contacted.

#### **5.4.5 Recording/Counselling Notes**

Record keeping is completed according to best practice. Student's personal records and any student documents (such as DARE forms/college application/reference/NUI exemption forms) are kept in a secure way to ensure student confidentiality. Records are kept in line with the data protection obligations and school policy. Counselling notes and sensitive documents/letters are kept electronically on a password protected school device. In the case of written notes taken during a counselling session, they are kept in a secure lockable cabinet.

#### **5.4.6 Guidance Counsellor Competency**

The Guidance Counsellors seek to develop their professional competence through in-service, Continuous Professional Development and attendance at IGC counselling supervision. Guidance Counsellors must recognise the limits of their training and experience and when necessary assist with appropriate referrals to other agencies such as Teen Counselling, Living Life, Jigsaw, Bodywise and Pieta House.

#### **5.4.7 Making Referrals to External Agencies**

Recognition of the need for a referral to an outside service is ethically very important. The Guidance counsellor is an important link to help ensure that students identified as struggling or in crisis can access the necessary supports and interventions they may require. How the Guidance Counsellor assists the young person in the referral is important. Being familiar with community, family and child support groups, organisations and services is crucial and building links with them is paramount to ensure ease of access for students.

#### **Before initiating an external referral, the following questions are considered:**

- Will the referral serve the student's needs?
- Is this the most appropriate agency/service provider?
- Is the student ready and accepting of the referral?

- Are parents aware of the situation, and are they open, supportive and cooperative in relation to the referral?

### **Referral Agencies and Supports Services**

A wide range of referral and support agencies are used.

### **Section 6- Other information/procedures**

#### **6.0 6th Year Analysis of Leaving Cert Results**

The school gathers data in relation to the career and college choices made by the students after the Leaving Certificate results have been released. Information about student progression and paths taken such as further education, third level, the world of work or a 'gap' year, is recorded. This allows for trends and patterns to be identified and explored.

**CAO Data** is also collected each year from the CAO to see how many accepted places at third level.

**Social Media/Email** – the school social media platform is also used to contact and trace where past pupils are now.

Information is made available to school management showing the final destinations of that year's sixth year students, when information has been gathered.

#### **This will show:**

- Breakdown of student points achieved in the Leaving Certificate
- What colleges were chosen
- What courses were chosen
- Students who chose apprenticeship route (if possible)
- Students who chose PLC route (if possible)
- If any students chose to take a year out before entering third level.

#### **6.1 Guidance Counsellor Year Calendar**

The Guidance counsellors in collaboration with management devise an annual calendar in Aug/Sept outlining events/open days that will be attended in the upcoming school year.

**This will typically show:**

- CAO Conference
- Higher Options
- IGC Guidance Counsellor's Conference
- Other Relevant Guidance Counsellor's In-service
- CPD will be included as it arises
- Open Days
- Application Dates for -CAO/TAP/Further Ed Colleges/SUSI/HPAT/Portfolio's/UCAS
- Various Career events which may be of interest to students or staff.

**6.2 New Students including International Students**

New students enrolling during the academic year are brought to the attention of the Guidance Counsellors during Care team meetings. The Guidance Counsellor/s or Chaplain meets with the student/s once or more if necessary to ensure that the student is settling in. Additional language support is organized when necessary for students presenting with limited English. An appointed support teacher for international students provides extra support and help for International students. International students completing the leaving certificate and applying to universities in their home countries are provided with 1:1 support and guidance in relation to college applications.

**6.3 College Open Days****6.3.1 6th Year Students: Open Day Attendance**

As part of the Careers programme in the school 6th year students are encouraged to attend The Irish Times Higher Options Conference and Open Days organised by Third Level institutions. To minimise disruption to school life, students are encouraged to attend Open Days that are organised at weekends. Weekday attendance at Open Days will be confined to sixth Year students only and students must inform the year head with a permission note from parents. (4<sup>th</sup> and 5<sup>th</sup> year students are informed and encouraged to go to weekend open days).

The school views Open Days as a good way to meet and speak with lecturers, current students, discuss study plans, and find out more about what the institution has to offer. This allows students to form a better picture of what is entailed in higher/further education and what life as a third level student is like.

Lists of open days are displayed on the school notice board. They are also available through the CAO website, individual college websites, Careers Portal and Qualifax.

### **6.3.2 Procedure for Attending Open Days**

The Guidance Counsellors in collaboration with the Principal and the 6<sup>th</sup> year Year Head shall advise what Open Days are due in the coming year. The number of Open Days selected will vary from year to year according to demand. A list of selected Open days is given to the students. This may include Universities, Institutes of Technology and Colleges of Further Education. Students select from the list which colleges they wish to attend and get written permission from their parents to attend (weekday open days). However, all Open day information is accessible to all students on the individual College/University website. This permission slip is given to the Year Head. Where practicable visits to College Open Days will occur in the afternoon or on a Saturday in order to minimise the class time missed by students.

### **6.3.3 Preparing for an Open Day**

Students are prepared for open day visits:

- Visit the college web site and read the prospectus before you go
- Get a map/guide of the college decide beforehand which departments in the college you intend visiting.
- Make a list of the courses/subjects in which you are interested
- Plan your time well and leave time for lectures, demonstrations, and or/ visits to laboratories etc.
- Will you take an organised tour of the college? This may be very useful in giving you an overall “feel” for the particular campus.
- Plan the questions you will ask. In order to get answers, you must ask questions.

## **6.4 Language Exemptions**

If students taking the Leaving Certificate Applied programme are applying for a language exemption, they can meet with a Guidance Counsellor to receive help and support in applying for it. Students applying for third level courses who hold DES language exemptions and require support in applying for NUI/college language exemptions also receive support.



### **6.5 Students dropping a subject / changing subject level**

The student may be referred to a Guidance Counsellor in the event of a 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 or ordinary to Foundation, a student may be referred a Guidance Counsellor for advice and Guidance. The Guidance Counsellor will consult with the relevant subject teacher, management and parents/guardians' management if required. A Change of Subject/Level Form must be completed by the student and signed by a parent and returned to the Year Head. Where a student is dropping a level in Maths the student is required to have a meeting with the Guidance Counsellor. A letter is also sent home to parents outlining this issue.

### **6.6 Networking/Fostering outside/community links**

Establishing links with employers, relevant community support agencies and institutions to enhance guidance work with students is ongoing (Embeta, Amgen, DLRDATEF, Crosscare Youth Information for example).

### **6.7 Study Skills Programme**

The Guidance Department has devised a Junior Cycle and Senior Cycle study skills programme. All teachers are encouraged to add to the study skills resources. Year heads appoint teachers to teach the study skills programme. Teachers can find the study skills lesson plans, PowerPoint presentations and resources (handouts and video's) in the study skills team folder on Microsoft teams. Lesson plans and resources are updated each year and new effective resources added. The study skills programme is taught in the lead up to term one exmas and revised throughout the year.

#### **Junior Cycle Study Skills programme**

Topic includes:

Lesson 1: **Revision**

Lesson 2: **Note making**

Lesson 3: **Memory**

#### **Senior Cycle Study Skills Programme**

Topics include:

Lesson 1: **Preparing to study**

Lesson 2: **Strategies for memorizing**

Lesson 3: **Exam nerves, Nutrition & Exercise**

Lesson 4: **Goal setting, Organisation, Time Management & Study Blocks**

## **6.8 CCS Female Empowerment Group**

In collaboration with School Completion, the Guidance Counsellor/s supports a number of girls from 2<sup>nd</sup> through to 6<sup>th</sup> year through the Female Empowerment Group. The group meets at lunch time once per week to discuss a range of issues impacting on their wellbeing, engagement in education and future opportunities open to them. The group aims to empower the students to support and encourage each other while striving to reach their own personal and academic potential.

As part of the programme the students take part in:

UCD Young Philosophers Awards

Junk Kouture

International Women's Day

## **Section 7: Evaluation, Review and Development of the Guidance Counselling Service**

### **7.0 Evaluation**

We are committed to monitoring and evaluating the effectiveness of Guidance. The Guidance Counsellors along with the WSG Team review the plan to ensure it is meeting the needs and demands of the students and their parents.

Specifically important to our Guidance plan is:

- Student feedback
- Staff feedback
- Parents/Guardians feedback

Feedback is collected using online evaluation questionnaires through the school App. Evaluations are conducted toward the end of the academic year (Late April/Early May)

### **7.1 Review and Development**

As part of our ongoing review process, this policy will be examined to reflect feedback from our evaluation practices and to ensure legal compliance and the maintenance of best practices.

## **Section 8 – Current Policies related to Guidance**

### **Policy Name**

Acceptable Usage Policy -Mobile phone, personal media devices and internet use

Attendance policy

Care Policy

HSCL Policy

Substance Abuse Policy

Trips and Outings Policy

Special Educational Needs Policy

SPHE/RSE Policy

SRC Policy

Child Protection Policy

Child Safeguarding Policy

CCTV Policy

Anti-Bullying and Inclusion Policy

Wellbeing policy

Expulsion Policy

Suspension Policy

GDPR Policy

Health and Safety Policy

One to one meeting procedures (part of SEN Policy)

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

**Section 9 –Developmental Areas for Year 2022-2023 (and up to 2025)**

Priorities	Task	Target /DATE
<b>Subject Choice Event</b>	Peer to Peer subject choice event 2023. Subject choice rated as ‘high’ importance by parents/guardians WSG survey 2022.	2023
<b>Teacher: Student 6<sup>th</sup> year mentoring programme</b>	Review 6 <sup>th</sup> year teacher/student mentoring programme -extra resources to be added to folders to assist teachers and students regarding college courses/applying etc.	Oct.2022  COMPLETED
<b>Link in with Autism Services</b>	Explore post second level options for ASD students. Transition from post primary to further education/other pathways/services to be identified. Review of transition to post primary programme. (Explore Gheel services)	January 2024 (Programme/plan in place) Transition process –review by May 2023
<b>Alumni Coffee Morning for Past Pupils/Create Alumni group to gather information/data on pathways</b>	Organise/ start an Alumni Coffee Morning- for past pupils who completed their leaving cert 2 years ago. 2023 coffee morning will be for leaving cert class of 2021. Gather data , organise past pupil talks	April 23
<b>Trinity College TA21 Schools of Distinction</b>	Start the process of working towards schools of distinction award – other teachers required to link in and support this endeavour.	Sept 2022-2025
<b>Study Skills Programme</b>	Review Study Skills Programme -update resources – link in with teachers who are teaching the programme -subject specific study skills. Student study skills team to be formed. Encourage student leadership/Presentation skills – PEER to PEER study skills workshops/tips leading up to study week. Pod cast could be created.  Review current exam supports (rated as ‘high’ importance by senior cycle and Junior Cycle parents/Guardians WSG survey May 2022). They also placed study skills as ‘high’ importance (WSG survey May 2022)	Oct 22 -May 23
<b>1<sup>st</sup> years settling in small group intervention –</b>	Identify 1 <sup>st</sup> years who may not have settled in as much as expected to be at this	March 23

<b>Transition from Primary to post primary</b>	stage and work with those students in small groups to develop friendships and sense of belonging.	
<b>Supporting the transition of students with intellectual disabilities</b>	Resources, networking to be carried out and research in order to support students transition from primary and also transitioning from post primary (pathways -further/higher ed)-CPD	May 23-2025
<b>Opportunities in Europe-Senior cycle</b>	Explore and review the promotion of opportunities to study abroad within the school. Large proportion of parents/guardian of senior cycle students survey rated it as 'medium' importance. Organise Eunicas talk, Euroquest resources	Nov 2022-2025
<b>TY/LCVP Work Experience</b>	Build links with local businesses to provide greater work experience opportunities for students. Work experience rated by parents/guardians as 'high' importance in WSG survey May 2022).	2022-2025
<b>Supporting my child in their Junior Cycle Education</b>	Explore ways in which the school can inform parents/guardians on how to support their child in Junior Cycle – Highlighted by parents/Guardians in WSG survey 2022 Homework, study support	May 2023
<b>Senior cycle future options</b>	Strengthen links with parents/guardians of senior cycle students in relation to providing information on future options for their child. Explore potential ways such as booklet/ information pack/ notification with links/email	May 2023
<b>Careers Selection Programme/Assessment – TY Package</b>	Explore possibility of incorporating 'My Future Choice' careers selection programme into TY. It matches a student's interests and academic abilities with suitable and worthwhile careers. An independent assessment confirms careers that are appropriate and challenges those which are not. Helps students to select Leaving Certificate subjects. Kickstarts the process of careers research and encourages personal reflection and action planning <a href="http://www.myfuturechoice.com">www. myfuturechoice. Com</a> Informative and supportive for students and parents.	2023-2024

This Guidance Plan is a live working document. It is on-going and evolutionary in nature. It will be changed and adjusted in accordance with the needs of the school and its students.

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Suzy Kelly  
Guidance Counsellor.

Ratified by Cabinteely Board of Management:

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Signed:

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