

GUIDANCE PLAN

Review June 2018

Guidance and Counselling Service

School Context: History of the School

Presentation Sisters came to Clondalkin in 1857 and after providing primary education for over 100 years they decided to establish a secondary school in 1955 using part of the convent as classrooms. In 1970 the present school site was identified and Coláiste Bríde was built on the green field site. The current school building is the second on this site as the student population has increased.

General

What is Guidance in the school context?

Guidance Counselling and guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make successful transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and Social
- Educational
- Vocational

Guidance activities that assist students make informed choices include:

- Personal Counselling
- Assessment using psychometric testing and interest inventories
- Career information e.g. career classes, personal vocational guidance meetings, career events, guest speakers etc
- Personal and social development programmes
- Use of ICT

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 counselling, educational counselling career counselling or combinations of these.

Mission Statement

The mission statement of the Guidance and Counselling service in Coláiste Bríde is to create a safe, caring and supportive environment in which to assist our students to make informed choices in the personal, social educational and vocational areas of their lives. We recognise that each of our students present as an individual with her own script and that our students come from a variety of different backgrounds. We endeavour to adapt a person centred approach and to accept each of our students in her own right within the context of the student body in Coláiste Bríde. The philosophy of the school demands high standards of work, personal behaviour and respect of self and of others. The Guidance plan reflects this respect for the individual in its student centred holistic approach. The enhancement of self-esteem and life skills and the development of potential - academic, personal and emotional - leading to greater personal autonomy for all students are its central goals.

This plan is not rigid a template and reflects the uniqueness of Coláiste Bríde in its own particular context and circumstances.

Aim and Objectives

Rationale

Section 9(c) of the Education Act (1998) requires schools to “...ensure that students have access to appropriate guidance to assist them in their career choices....”

The provision of guidance is a statutory requirement for schools under this Act.

Implications

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

Guidance is a core requirement of the school’s overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan. The Guidance Counselling Service is seen as having a central role in the continuous development al guidance process of each individual student, which begins prior to entry to Colaiste Bríde and concludes when the student has left the school.

Guidance activities that assist students make informed choices include:

- Personal counselling
- Assessment using psychometric instruments and inventories
- Career information (classroom, personal vocational guidance interviews, attendance at career events...)
- Use of information technology e.g. Qualifax, Careersportal, Gradireland, Skool.net etc.
- Personal and social developmental programmes

Aims

- Provide a framework for the delivery of the school's guidance programme
- Ensure a structured response to student's personal, social, educational and career guidance needs
- The plan needs to be inclusive providing for the junior, senior, minority, special education needs etc., of all students / adult learners.
- The plan will include guidance activities: classroom sessions, Vocational Guidance Interviews, attendance at career exhibitions, open days etc., meeting with management, support agencies etc., personal counselling and group work etc.

Objectives

- 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

What is guidance in schools?

Guidance counselling and Guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal Guidance and Counselling
- Educational Guidance and Counselling
- Career Guidance and Counselling

Personal Guidance:

This area encompasses development of skills crucial to the students' educational and careers success e.g. self-awareness, decision making skills, planning, coping strategies etc.

Educational Guidance:

This area includes learning related concerns throughout a student's time in the school, subject choices and levels, motivation and learning, goal setting and study planning, psychometric testing, course choices etc.

Vocational Counselling:

This area includes career research, course information, further education, job/course application, interview preparation, employment opportunities etc.

Counselling

The objective is to provide a counselling environment that is accepting, caring and non-judgemental to students on a one to one or group basis. The service endeavours to help students in a holistic manner in achieving their full potential in areas such as

- Decision making
- Problem solving
- Changing behaviours and effecting meaningful change themselves
- Developing a sense of self-awareness
- Recognising age appropriate behaviours, responsibilities
- Making informed choices and acceptance of the consequences

Guidance Counsellors

- Louise Fallon
- Clodagh Deane

Division of Classes

Classes are divided across all year groups between the guidance counsellors. It is endeavoured to have a balance in the division of both junior and senior classes. We recognise that continuity for personal counselling is extremely important and therefore, there is flexibility around maintaining the

continuity for students even though they may not be in their guidance counsellor's allocated class group at senior cycle.

Role of the Subject Co-ordinator

The role of the subject co-ordinator is to liaise with the Principal and Deputy Principals around organisational / administrative matters pertaining to the overall guidance and counselling service. The subject co-ordinator also takes responsibility for organising and chairing meetings of the guidance counsellors and compiles the end of year report.

The role of subject co-ordinator revolves annually in alphabetical order. Minutes will be recorded by the next year's co-ordinator.

Subject Co-ordinator

Louise Fallon 2017/18

Guidance Curriculum

Guidance and Counselling Policy

The vision is to supply an effective and comprehensive guidance service which enables second level students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life.

The Guidance curriculum is both formal and informal in nature.

The formal Guidance curriculum is delivered by means of

- Individual contact in a personal counselling sense
- Individual contact for careers or vocational counselling
- Career guidance classes to Senior cycle students supplemented by lunchtime access to the IT rooms with a Guidance Counsellor

The informal Guidance curriculum involves liaising with colleagues, Management, parents and guardians. Meetings with all these stakeholders in the students' lives are an integral part of the informal nature of the Guidance service.

The programme aims to address the needs of all students within the school community. It aims to help students develop an awareness and acceptance of their individual talents and abilities, to explore possibilities and opportunities available to them, to grow in independence and take responsibility for themselves and to make informed decisions about their lives, their choices and the consequences of these.

The service aims to set students up to succeed in whatever area that may be. It aims to allow them achieve their full potential and to grow in self-knowledge and confidence as we help prepare them for the next step after Colaiste Bride.

The SGCS have identified the needs of each year group as outlined below:

First Year

- Prior to starting in first year, all students are invited into the school for social activities and familiarisation purposes.
- Liaising with 6th class teachers & Learning support teachers from the main feeder schools.
- Incoming first year parents are supported and advised of the significance of the transition from primary to secondary e.g. through individual interviews with incoming first year parents in May and parents information evenings.
- Assessing the needs of the individual student.
- Providing programmes to respond to these needs.
- Providing support for students and parents in September during the transition from Primary to Secondary school.
- Monitoring student progress through the Cairdeas Mentor Programme.
- Trinity Access Programme (TAP).

Second Year

- Personal Counselling.
- Personal development group work as required.
- Responding to the educational and personal needs of individual students as outlined in the programme below.
- Life skills and work shops.
- Peer support.
- Parents Information evening.
- TAP

Third Year

- Personal Counselling.
- Personal development group work as required.
- Study skills and examination techniques.
- Aptitude testing.
- Senior cycle options.
- Subject choice for Leaving Certificate.
- Parents Information evening.
- TAP

Transition Year

- Transition Year introduction and induction programme.
- Aptitude Tests.
- Senior Cycle Options.
- Subject Choice for Leaving Certificate.
- Preparation for the world of work.
- STEM events in IT Tallaght
- Visit to Baldonnell aerodrome
- Personal Counselling.
- Cairdeas Mentor Programme.
- Parents Information evening.
- TAP

Fifth Year

- Career Investigation.
- Preparation for the World of Work.
- Personal Counselling.
- Study Skills.
- Interview skills.
- Cairdeas Mentor Programme.
- Career Library and access to computer rooms.
- Guest Speakers.
- Career Events.

- STEM events in IT Tallaght
- STEM events in DIT
- STEM event in INTEL
- TAP.
- TAP Summer school for students
- Maynooth University and UCD scholarship competitions for summer school

Sixth Year

- Career choice.
- Study skills and examination techniques.
- Interview skills.
- CV preparation.
- Guest Speakers.
- Career Events.
- Personal Counselling.
- TAP.
- TAP Foundation Course workshop.
- TAP revision courses in Maths
- NCI revision courses in English and Maths
- IT taster days
- Lunchtime access to computer rooms and career guidance.
- Individual career interview.
- PLC mock interviews.
- Parents Information evening about the next step after the Leaving Cert, HEAR/DARE etc.
- Parents Information morning about SUSI grant applications.
- Local employment vacancies

Junior Cycle Objectives

- To provide for the personal and social, educational and vocational development of themselves as individuals and in relation to others.
- To develop self-awareness.
- To identify students in need and encourage them to avail of the support services offered by the SGCS.

- To provide a range of professional expertise by developing and coordinating delivery of wellbeing & life skills programmes.
- To promote good study skills and examination techniques.

Senior Cycle Objectives

- To provide for the personal and social, educational and vocational development of themselves as individuals and in relation to others.
- To develop skills to become independent and self motivated learners.
- To develop a sense of self-awareness while developing interpersonal skills and an awareness of the needs of others.
- To recognise their individual strengths and weaknesses.
- To offer objective standardised assessment in the form of aptitude tests to facilitate informed decision-making.
- To acquire good decision making skills and to make informed careers decisions.
- To develop ICT skills so that students may be self directed and assume responsibility for their own career exploration and vocational journey.
- To promote good study skills and examination techniques.
- To introduce the concept of life long learning.
- To continue to offer career guidance and personal counselling.

Critical Reflection and Evaluation

Critical reflection is a very important part of the school Guidance Programme. It is important to measure and assess the strengths and weaknesses in the guidance service provided to secondary school students and to employ strategies for a whole school approach to guidance. We conduct a survey among all Leaving Certificate students in order to evaluate the efficacy of the Guidance programme in Coláiste Bríde.

Theoretical Framework

Counselling and support will be offered on an individual or small group basis. The focus of counselling is on the personal, social, educational, and vocational issues, individually, in small groups or as part of supervised peer counselling. The guidance counselling service will provide a caring

context for counselling, engage in advocacy where appropriate and support young people in personal crises. In this regard –

Individual Counselling is an interactive process to help the student to understand her personal reality in a safe, supportive environment and help her deal responsibly with her needs.

Group Work is offered under the direction of the Counsellor or other qualified adult. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.

Peer Support involves students giving one to one support to fellow students in a helping context will be conducted under the supervision of the Guidance Counsellor and with the permission of the Principal.

The Guidance Counsellor must at all times be sensitive to the developmental stages of the students. As in all counselling, respect for the integrity of the individual student is paramount and appropriate confidentiality must prevail. Parents will be made feel welcome and afforded an opportunity to develop realistic perceptions of their children’s aptitudes, abilities and interests, in education and occupational planning. Parents will be supported by the Guidance Counsellor and all staff in their efforts to help their children with their personal and social and educational development.

Ethical Considerations and Accountability

This policy statement will be the basis on which a regular review and evaluation of the Counselling Service will be conducted between the Guidance Counsellors, the Principal and the Deputy Principal. 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 Philosophy and the School Plan.

The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in “*loco parentis*” and accepts the responsibilities of this position, keeping the student’s welfare to the forefront at all times. The Guidance Counsellor is constantly aware of her

responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for her professional welfare.

Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in Coláiste Bríde. The Guidance Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one to one consultations. Confidentiality of students must be respected unless there is clear and immediate danger to the student herself or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal and ethical requirements are respected.

Reporting Procedures

In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents/guardians are informed, if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student.

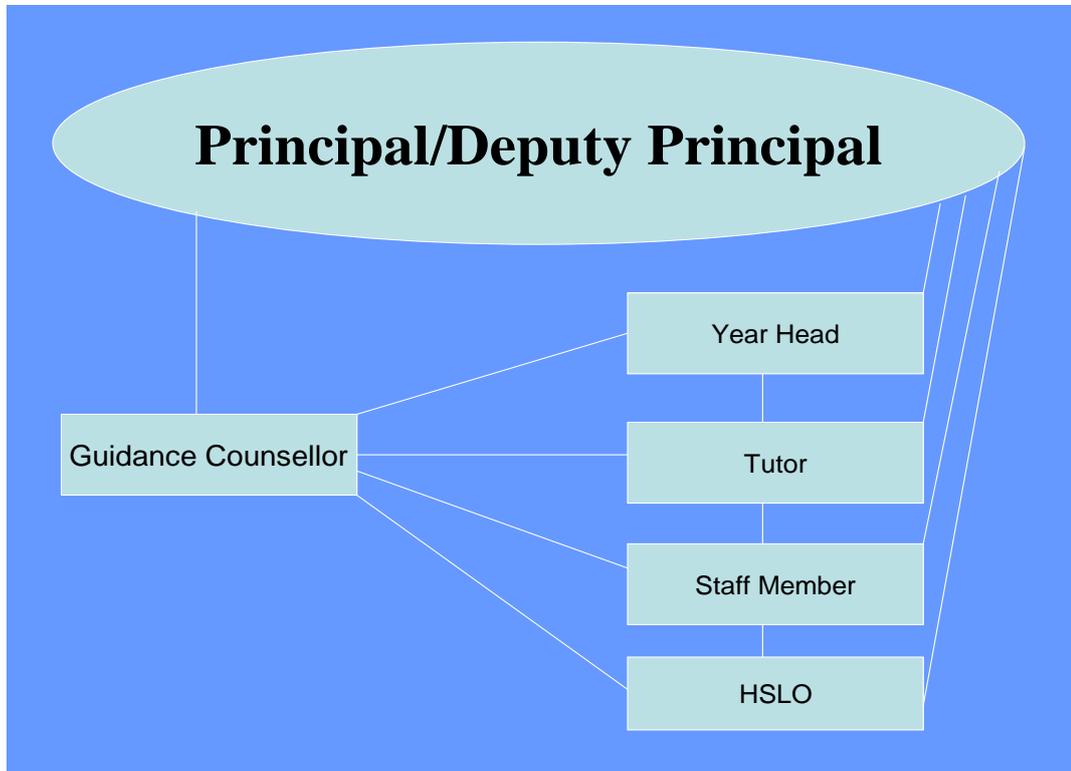
Referral Services

Assistance for students will be sought from external agencies, which the Guidance Counsellor considers necessary and appropriate. The Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor. Clear procedures of referral, which have been agreed between the Principal, Staff, Parents and the Guidance Counsellor will be followed.

Some strategies that can be used include –

- Informing parents, staff and students as to the procedures for student referral both inside and outside the school;
- Use of “case conferences” in order to identify and help students at risk;

- Liaise with the Department of Education Psychological Service (NEPS) and local support services such as Teen Counselling, TUSLA, CAMHS, Pieta House, Cumas, Jigsaw, Crosscare etc.



Record Keeping^[LF1]^[LF2]

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Coláiste Bríde. All records will be kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act'.

Record-keeping Procedures

Two types of records:

1. Detailed Personal records of all Personal counselling and Careers/Vocational Guidance Interviews.
2. Summary reference records of Personal Counselling sessions
 - Student records are kept for 7 years (minimum).
 - The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.

- To ensure accuracy the Guidance Counsellor should try to write up notes as soon as possible after the session.
- Keep notes as brief as possible.
- Develop your own shorthand.

Multicultural Counselling

The Guidance service in Coláiste Bríde recognises and is sensitive to cultural differences.

The Guidance Counsellor will ensure that her personal biases, values, or problems will not interfere with her ability to work with students who are culturally different from her.

It will be essential to acquire knowledge about the historical background, traditions and values of all students and to help them to have effective support systems in place. It will also be necessary to acquire skills and interventions that respect the life experience of different cultural groupings and a flexibility to modify strategies to fit the needs and situation of each individual student.

In addition, the SGCS will work with the co-ordinator of the multicultural centre to access student services for international students.

Assessment Services

“Intelligence tests, as well as any other kind of tests, should be used not to label individuals but to help in understanding them.” All our assessment procedures will be dictated by the above principle and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, as an indication of academic ability, categorisation of occupational interests, subject choice for senior cycle, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances.

Testing

1. Assessment tests for incoming first year students – CAT 4
2. Transition Year Testing - CAT 4. Each student receives individual feedback to support her in her subject choice for Senior cycle

The Cognitive Ability Test CAT 4 is administered to Transition Year students by the Guidance Counsellor. The test is administered online in December of Transition Year and feedback is given to all students by the Guidance Counsellor. This coincides with presentations around subject choice and decisions to be made by students around their senior cycle subject options. An individual report is given to each student during the individual feedback session. Evaluation of the tests used is ongoing.

Protocol for meetings

1. Meetings with students
2. Meetings with Parents/Guardians

Meetings are ideally by appointment. Students request an appointment with their guidance counsellor. Subject teachers have the right to refuse a student to attend the Guidance Counsellor if it interferes with their teaching. Students are given an appointment slip by their guidance counsellor and this is signed by their subject teacher at the time of the appointment.

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually conducted during the school day, but may in certain circumstances be arranged after school. All parties are requested to inform each other if a cancellation is necessary. On occasion, the Guidance Counsellor may request another staff member e.g. Year head, subject teacher and/or management to be present at a meeting or vice versa. The student is frequently invited in for all or part of the meeting with the approval of Parents/Guardians. This gives the student responsibility, ownership and inclusion in the meeting and its outcomes. Notes of meetings are kept by the Guidance Counsellor.

Links with Staff / Outside Agencies

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

- Management
- Year heads
- Tutors
- Class Teachers
- Teaching Staff
- Transition Year Coordinator
- LCVP coordinator

- LCA Coordinator
- Canteen/Caretaking Staff
- Pupils/Prefects/Student Council
- Parents...Parents Association...
- Past Pupils...
- Pastoral Care team
- SPHE teachers

Outside Agencies

- NEPS
- TUSLA - Social Workers
- Employers
- Colleges/Admission Officers
- Solas
- Colleges of Further Education
- Community...Gardaí, Defence Forces
- State Examination Commission/home school tuition...
- NEWB
- School Completion Programme
- Teen Counselling, Jigsaw, Families First, Youth Support Training, Crosscare, Cumas, Clondalkin Partnership, Pieta House, Beacon of Light, CAMHS, Carline, Youthreach, CARI etc.

Policies

This area is divided into two sections:

1. Guidance Policies
2. Guidance- Related Policies

Guidance Policies

- Counselling Policy
- Referral Policy
- Testing Policy
- Study skills policy
- Policy regarding attendance at Career Events/Open Days

Guidance- Related Policies

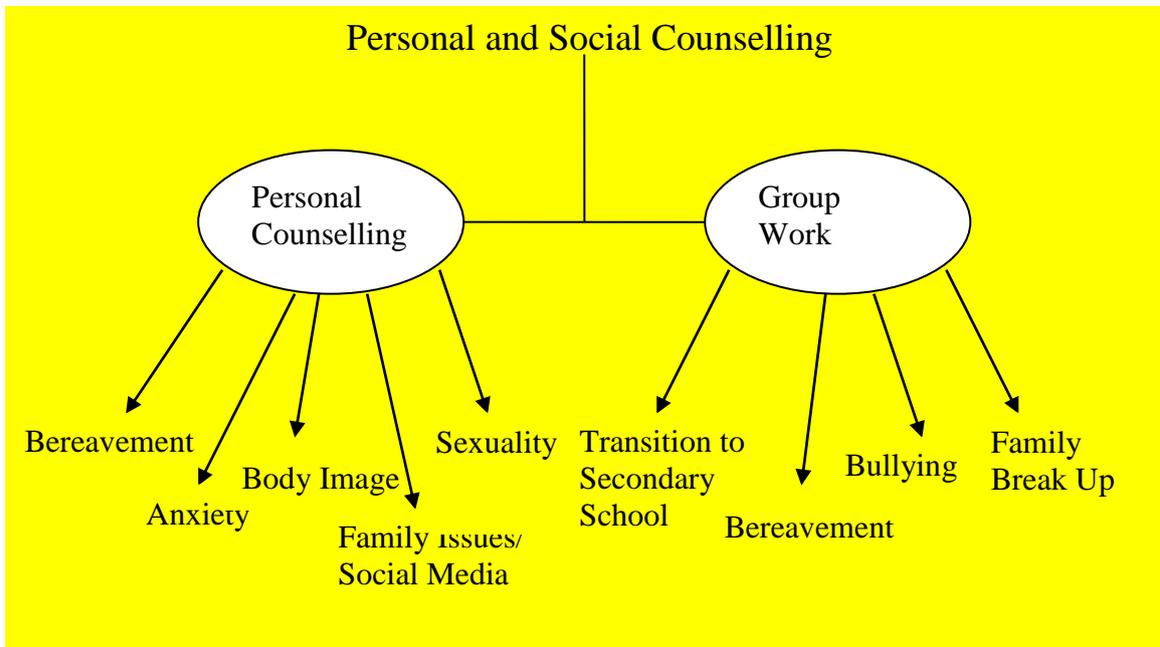
- Anti-Bullying and Harassment
- Critical Incident
- Substance Abuse
- Special needs provision
- Pastoral care policy
- Code of Behaviour policy
- Suicide prevention policy

In - Career Development

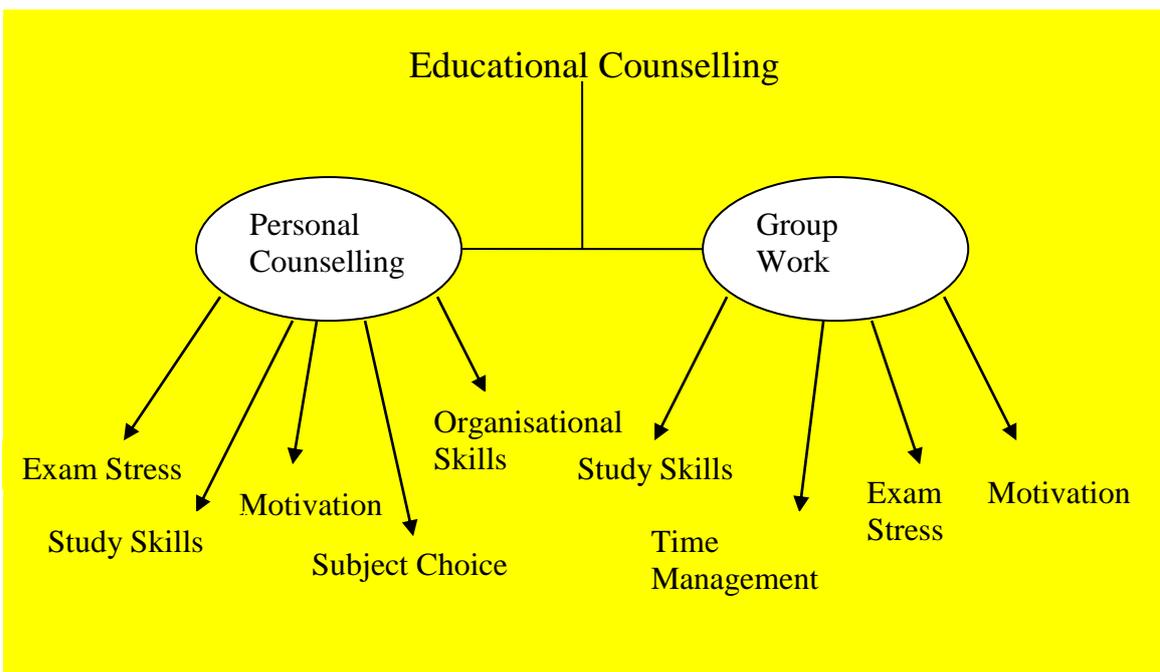
To maintain qualified membership of the Institute of Guidance Counsellors a chartered Member must complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004).

In-Career development is essential to the work of the Guidance Counsellor. Regular attendance at local IGC meetings and Counselling Supervision is facilitated by the school through sensitive timetabling. The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to our work. Additional in-service is organised at local and/or national level and is open to all registered current members of the IGC. The DES supports the provision of in-service for IGC members through funding. The IGC has numerous links with organisations offering in-career development. Attendance at open days, career seminars etc all constitute in-career development.

Outline of Personal and Social Counselling Needs



Outline of Educational Counselling Needs



Current Guidance Programme by Year Group

Incoming First Years

Main Aims:

1. The Guidance Counsellor aims to ensure that the transition from primary school to Colaiste Bride goes as smoothly as possible.
2. Appropriate assessment prior to entry.
3. Familiarise students with school layout and environment.
4. Introduce students to their Cairdeas Mentors.
5. Provide opportunities for students and parents to address any concerns and ease any anxiety they may have regarding the transition to secondary school.
6. Identify any student thought to be “at risk” or who may have particular needs that require additional support.
7. To begin building positive and engaging relationships with parents.

Implementation of the above aims:

- All feeder schools visited and notified about procedure for applications.
- Application Forms collected and Registration Forms sent to all applicants
- Registration/ Information Evening held in late November for all Parents/ Guardians. School Brochure is given out and parents are addressed by Principal. Parents can have a tour of the school.
- Parents notified about entrance assessment for Incoming First Years (last Saturday in January))
- Parents receive Subject Choice Form with explanatory notes (to be returned on day of assessment), Book Grant Form and Notice regarding dates for fitting of new school uniform
- Guidance Counsellor and Learning support teacher visit Primary Schools to meet with the 6th class and Resource teachers to gather information about incoming students (April/May)
- 30 incoming students who may have been identified as requiring extra support during the transition to Colaiste Bride attend an Easter Camp of taster subjects on the first day of their Easter holidays. These students participate in a Transfer programme ran by the School Completion Programme in term 2 of 6th class.
- Treasure Hunt in Colaiste Bride to familiarise new students with school building (May). Students are introduced to their Cairdeas Mentors and the Mentors then guide the incoming students through the treasure hunt.
- All Parent/Guardian of incoming 1st Years are invited to meet individually with Guidance Counsellor in Colaiste Bride (May).
- Parents of incoming 1st Years are invited to Colaiste Bride for a cup of *Positivitea* during Wellbeing Week.
- Booklist and reopening dates sent to all Parents/Guardians (June)

First Year

Main aims of the First Year Programme are:

Changing from the relatively secure environment of Primary School to the many challenges of Secondary School is a daunting task to many young students. The Guidance Counsellor helps to ensure that this transition goes as smoothly as possible.

1. Effective use of assessment prior to entry and on-going assessment afterwards.
2. Help students to adjust to their new school.
3. Introduce students to the school Guidance Counselling Service.
4. Offer and provide counselling service
5. Identify any student thought to be "at risk" or who may have particular needs.
6. Offer and provide a referral service.
7. Foster the growth of self-esteem and confidence.
8. Give clear information about the School Guidance Counselling Service to First Year parents.
9. Liaise with Pastoral Care Teachers in the implementation of the S.P.H.E. "Lifeskills"
10. Programme to include the foundations for good study habits and homework organisation.
11. On-going evaluation and re-planning of the First Year Programme

Implementation of the above aims:

- Allocate students to mixed ability class groups, based on information gathered and aptitude.
- Coordinate with School Completion Programme Coordinator Eve Talbot and Fifth year mentors as First Years Cairdeas Mentor Programme begins.
- Meeting for all First Year Parents/Guardians in Early September. Principal, Deputy Principal, Year Head and other members of the Pastoral Care Team address Parents/Guardians. Parents meet class Tutors.
- Facilitate the smooth running of subject options on the First Year timetable and make adjustments when needed/possible.
- Guidance Counsellor passes on relevant information about incoming students to staff at staff meeting (September)
- First Year Bonding Day, all First Years spend a day learning art, crafts, team building skills, dancing and games in a fun atmosphere.
- Guidance Counsellors are available to Parents as students settle in to secondary school.
- Home School Liaison Visits First Year Homes to meet parents/guardians.
- First Years visit their Primary Schools during the Year.
- All 1st year students participate in a Transition and Transfer (T&T) Programme. The Guidance Department provide a 6-week Guidance Related Wellbeing Module for teachers of T&T to deliver.
- Guidance Counsellors support staff delivering the Friends for Life Programme to 1st Years as needs are often identified while staff are delivering the programme.

Second Year

The objective of the Second Year programme is to help students develop their vocational, personal and educational self-concept.

Main aims of the Second Year Programme are:

1. Continue to develop the relationship established in First Year.
2. Help students develop a positive self-image.
3. Help students set goals and targets both personally and academically. Support students in using calendar to plan for CBAs and setting smaller targets.
4. Reinforce the study skills programme with Tutors started in First Year.
5. Available to all who come for individual counselling, whether self-referred or referred by others.
6. On-going evaluation and re-planning of the Second Year programme.
7. Identifying the kind of learner the student is, goal setting

Implementation of the above aims:

- Group work on personal development – cofacilitated by Guidance Counsellor and SCP staff
- Liaise with SPHE department in the implementation of a 5-week Guidance Related Wellbeing Module delivered through SPHE Programme (or at Choir time).
- Coordinate visits for students in ukulele Club and 2nd Year Music class to a local primary school to teach children in Junior Infants to play ukulele
- On-going liaison with parents, fellow staff members and Learning Support Department.
- Organise study skills workshops with Second Year groups.
- Be available for individual counselling as required
- Guest speakers for parent evening

Personal Development Programme

Second Year is a time where students need support to settle into their Junior Certificate Program. Sometimes students need extra support to help develop their own self-esteem. Group work can be very affective in achieving this.

According to need, classes are selected to take part in smaller groups within their class. For example, if a class has 24 students a class may be divided into three groups of eight students.

The purpose is to build self-esteem and help restore confidence to the student as an individual. It gives the student a forum to talk in confidence about school, positive behaviour and their own decision making, among other issues. This program may run from 4-6 weeks, one class period per week.

The program is designed by the guidance counsellors and the coordinator of the School Completion Program in collaboration to get the best programme for the particular needs of the students.

A letter for parent/guardian permission, for the student to participate, is sent home setting out the purpose of the course. We have had positive results from giving such a programme. It is not possible to give it to all second years because of time and the numbers of personnel involved in delivering the programme.

Third Year

Main Aims of the Third Year Programme are:

1. To ensure that Guidance Counsellors are available to each student on an individual basis. The emphasis is on helping students to prepare effectively for the state examinations.
2. Assist students in identifying their career preferences, and the implications of this for subject choice for the Senior Cycle.
3. Develop a good understanding of the options at Senior Cycle- T.Y, LC, LCA, LCVP
4. Provide information and guidance on subject choice - Master Chart of essential subjects. Assisting with the "Lifeskills" S.P.H.E. Programme, with particular emphasis on decision making and realistic self-evaluation.
5. Identify potential early school leavers and help them in decision making with regards job opportunities or vocational training.
6. Assist students in the development of effective study habits, and examination techniques by delivering workshops on study skills.
7. Introduce 3rd years to Careersportal website and conduct interest assessment.
8. Introduce Qualifax.
9. On-going evaluation and re-planning of the Third Year programme.

Implementation of the above aims:

- Guidance Counsellors delivers presentation on Subject Choice and Career Paths to each class group.
- Presentations at workshops around the Senior Cycle programmes, organised in conjunction with the Programme Co-ordinators for all Third Year students and Guidance Counsellors recaps on Subject Choice selection and outlines the online process for students to select their subjects. The Guidance Counsellors invite subject teachers to present on their subjects in Senior Cycle.
- A Student and Parent's information night is also scheduled every year in February. The Guidance Counsellor makes a presentation around subject selection for the Leaving Certificate, informing students and parents around the range of subjects on offer in the school, the transparency of the system in which demand by students dictates the subjects subsequently taught. The importance of entry/matriculation requirements to further and higher education is stressed along with interest and relevance to the students in the various subjects.
- Liaise with Pastoral Care tutors in discussing: - Study timetables - Time management - Forward planning and good organization - Options after the Junior Certificate
- Continue to liaise with pastoral care tutors, subject teachers, year heads, learning support teachers and parents. Be available for individual counselling as required.

Transition Year

Through a variety of learning experiences, the Transition Year programme facilitates the integrated development of the cognitive, emotional, social, physical and vocational aptitudes and abilities of each individual student, through a greater variety of activities than is available in other years of second level. Students in Transition Year usually sample the full range of subject options available at senior cycle and gain vocational skills and competencies by undertaking work experience and/or work shadowing.

Main aims of the Transition Year Programme are:

1. Assist students to development a sound knowledge of self.
2. Help students to discover and develop their own individual talents, aptitudes and abilities with regard to future educational and vocational participation.
1. Facilitate the development of progression of career plans.
2. Help students appreciate the importance of a healthy, balanced lifestyle and to encourage the development of leisure activities.
3. Assist them in their pursuit of work experience.
4. The work experience/shadowing module (every Wednesday) should provide each student with the opportunity to participate in a structured pre-work experience /shadowing programme, and in structured and detailed debriefing sessions.
5. Support students with Subject Choice for Fifth Year.
6. Involve parents, who can contribute time and expertise to the Transition Year Programme.
7. On-going evaluation and re-planning of the Transition Year programme

Implementation of the above aims:

- Administer CAT 4 aptitude tests and Guidance Counsellor meets each student individually to give feedback.
- As part of CFES module on World of Work, Guidance Counsellor gives a presentation on Subject Choice and Career Paths.
- Administer Interest Inventories such as Careers Portal. Students may discuss the implications of these results to career choice.
- Instruct students in the use of Qualifax.ie as an aid for research in course choice
- Familiarise students with the email system used by the Guidance Department
- Introduction to the world of work, including four weeks' work experience (every Wednesday)
- CV preparation and Interview skills.
- Introduction to the NFQ
- Introduction to the CAO system and ladder of progression from PLCs
- Presentation by Guidance Counsellor on Subject Choice for 5th Year to students and parents
- Career Project - Having completed work experience, Transition Years are asked to hand up a careers project. Students select a Career that they have a personal interest in and give a description of the career and the skills and qualities needed.
- Be available for individual counselling as required.

LCA

LCA Guidance module is designed to facilitate the student's vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; to investigate a range of career, education and training opportunities and to devise a personal career action plan.

Main aims of the Transition Year Programme are:

1. To enable the student to become more aware of her/his interests, skills and personality attributes and relate these to different fields of work
2. To help the student determine her/his own strengths or weaknesses and relate these to working life
3. To provide opportunities for the student to identify general areas of employment that suit her/his own skills, qualities and interests
4. To enable the student to access and use relevant careers information
5. To help the student develop an action plan in relation to her/his chosen career
6. To encourage the student to review and evaluate the effect of maturation, work placement experience, and increased workplace and personal awareness on her/his career interests

Implementation of the above aims:

- Guidance Counsellor presents clarification about progression routes from Leaving Certificate Applied where appropriate
- Guidance Counsellor supports students to identify her aims and expectations in relation to the Leaving Certificate Applied course
- Students are supported to recognise career interests through completion and interpretation of an interest test
- Different types of work and employment are distinguished and clarified
- Students design and distribute surveys to demonstrate an understanding of what people gain from working
- Students assess their own skill and qualities and their relevance to working life as well as identifying other qualities which employers value in workers.
- Students outline their ideal job, the type of work it entails, and how suitable they think they are to fill it
- research one particular chosen career and present their findings.
- Students visit a College of Further education and a Careers exhibition and report on information obtained
- Students complete a checklist or questionnaire on learning styles and discuss the outcome with the guidance counsellor.
- Students attend weekly talks by guest speakers from a variety of Dublin colleges and former students of PLC courses.
- Students identify possible careers that would suit his/her own skills, qualities and interests and to suggest at least three areas of employment that link to these characteristics
- Students devise a personal career action plan and Guidance Counsellor helps the students to link the results of interest and ability inventories to their action plan.
- Students complete a mock interview
- Students identify changes which people may have to cope with during their working lives, e.g. unemployment, getting restarted/retrained/upskilling
- Guidance Counsellor supports students in reviewing the experience they have gained from the Leaving Certificate Applied Programme.

Fifth Year

The Fifth Year Programme aspires to assist students in relation to the transition to Senior Cycle.

Main aims of the Fifth Year programme are:

1. Help students develop and accurately define their occupational self-concept clarifying their interests, abilities and goals.
2. Continue developing effective social skills with students in individual or group work.
3. Stress the importance of relaxation and leisure activities.
4. Provide detailed information on careers and third-level education.
5. On-going evaluation and re-planning of the Fifth Year Programme.

Implementation of the above aims:

- Reinforce the importance of good study habits, time management, goal setting, forward planning in individual \ group work.
- Encourage students to attend Third Level College Open Days e.g. UCD, and visit colleges such as TCD, DCU, IT'S, and PLC'S, in line with Policy on Open Days.
- How to read prospectus: entry requirements, etc?
- Individual counselling on request.
- Provide opportunity for individual interview to discuss career options, subject levels and the implications thereof, etc.
- Continue the work of earlier years in the context of the students growing awareness of personal freedom and responsibility, values, life-style options etc.
- Introduce students to computer software which assists matching interests, aptitudes with career and course requirements such as Qualifax. (Those coming directly from Junior Cycle)
- Support Cairdeas Mentors
- Introduce students to Access Programmes and support their applications for opportunities for Fifth Year students that are directly linked to the programmes such as the J.P Morgan Advancing Young professional Programme through TAP.
- Facilitate student's applications for participation in Summer Schools at Universities in Dublin and Maynooth
- Enhance student's knowledge of computer software which assists matching interests, aptitudes with career and course requirements such as Qualifax. (Those who completed TY.)
- Class work in topics such as the points system, minimum entry requirements, grants and maintenance scheme, possibilities of studying in another country especially UK, and the UCAS system.
- Continue to liaise with Pastoral Care Tutors, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
- Familiarise students with the email system used by the Guidance Department

Sixth Year

The Sixth Year Programme aspires to ensure that students have all the necessary information to make informed decisions re: choices on CAO college entry applications \ PLC applications \ Further Training \ Apprenticeships etc. and to ensure that they are prepared for the transition to the world of college or work.

Main aims of Sixth Year Programme are:

1. Consolidate all previous work done on study skills, learning, and exam techniques.
2. Outline the implications of part-time work during this exam year.
3. Facilitate the transition from school to work or Third Level Education.
4. Provide detailed vocational information.
5. Help students make correct choices regarding College courses.
6. Stress the importance of healthy balance between study, relaxation and leisure activities.
7. Reinforce the importance of study habits and effective time management
8. Introduce information on Costs and grants for 3rd level.
9. On-going evaluation and re-planning of the Sixth Year Programme.

Implementation of the above aims:

- Provide an appointment for an individual interview for each student along with their parents \ guardians if requested to discuss aptitudes, interest, abilities, to assess past achievements and future goals. Students are invited to return for follow-up appointment.
- Develop information research skills, including the use of the Careers Library and Information Technology.
- Further develop student's knowledge of Qualifax and Careers Portal
- Cover topics such as CAO, UCAS, Finance, Grants, PLC courses and Apprenticeships in guidance class.
- Support students applying for Access Programmes
- Organise a Careers Evening in the first term of Sixth Year. Invite people from a wide variety of college course and career paths who available to meet with students.
- Attend the Higher Options event in the RDS – provides opportunities for students to meet Third Level institutions, PLC colleges and attend career talks.
- Attend Careers event organised by Clondalkin Partnership – provides opportunities for students to meet Third Level institutions, PLC colleges.
- Organise Mock interview for students applying to PLC colleges
- Facilitate weekly talks by guest speakers from a variety of colleges.
- Promote the HEAR & DARE and the CAO process.
- Encourage each student to use Qualifax online at home.
- Facilitate career research at lunch time in computer room
- Arrange a Parents Evening during which information will be provided on the following:
 - The content of the Guidance Programme for Sixth Year students,
 - The Points system.
 - Applying to HEI's and PLC Colleges
 - Applying to the Institutes of Technology and introduce the Ladder System.
 - Other training options
 - Use of Computers in Guidance.

- Available for individual counselling as requested.
- Administer interest tests as necessary to meet student's requirements.
- Evaluate the programme with the students and adapt to improve.
- Continue to liaise with Senior Management, Care Teams, Subject Teachers, Year Heads, Learning Support Teachers and Parents.
- Familiarise students with the email system used by the Guidance Department

Coláiste Bríde Guidance Calendar 2017/18

Month	Activity/Focus	Notes
AUGUST	<ul style="list-style-type: none"> • Transition Prog. Incoming 1st years • Incoming 1st Year Parents Evening • 5th Years Subject Choice – Change of Mind • Staff Presentation • Study Skills (6th Year) 	<ul style="list-style-type: none"> • Book Speakers for 6th Year • Create Important Dates Form • Begin prep for C.A.W
SEPTEMBER	<ul style="list-style-type: none"> • Higher Options • 6th Year Careers Class Begin • Parenting Talk – 2nd Years • UCAS applications 	
OCTOBER	<ul style="list-style-type: none"> • TY CAT Testing • Deliver Results of CAT Testing • Presentation to Parents – CAO 	<ul style="list-style-type: none"> • 1 Day of Testing • Allocation 1 week for delivery of results
NOVEMBER	<ul style="list-style-type: none"> • Senior Cycle Choices (TY & 3rd Years) • College Awareness Week • Study Skills (3rd Year & LCA) • Registration Night 	
DECEMBER	<ul style="list-style-type: none"> • CAO/HEAR/DARE • 6th Year Career Interviews 	
JANUARY	<ul style="list-style-type: none"> • PLC Mock Interviews • Parents Evening Talks – Senior Cycle • Entrance Tests 	<ul style="list-style-type: none"> • Link with S.Scott/G.Harris re PLC Mock Interviews
FEBRUARY	<ul style="list-style-type: none"> • Mocks 	
MARCH	<ul style="list-style-type: none"> • 5th Year Career Classes Begin • Wellbeing Week 	
APRIL	<ul style="list-style-type: none"> • Visits to Primary Schools • SUSI Grant Information (students) • Interview 1st Year Parents 	
MAY	<ul style="list-style-type: none"> • Book College Speakers • Parents Talk- SUSI Talk 	
JUNE		

IMPORTANT CAREER DATES TO REMEMBER FOR THE 2017-2018 ACADEMIC YEAR

DATE	IMPORTANT EVENT
Thursday 14 th September	HIGHER OPTIONS RDS
Sunday 15 th October	<u>Applications to UCAS</u> should be made for courses such as medicine, dentist, veterinary, physiotherapy etc. Also applications to Cambridge should be sent by post to arrive by this date.
Early November	Official registration <i>for the Health Professions Admissions Test- Ireland (HPAT)</i> . Must have CAO number to register
Saturday 4 th November	UCD Open Day
Monday 6 th November	CAO 2018 ONLINE APPLICATION FACILITY OPENS
Friday 10 th November	IT Tallaght Open Day
Tuesday 14 th November	IT Blanchardstown Open Day
Friday & Saturday 17 th & 18 th November	DCU, St Patricks College & Mater Dei Open Days
Thursday 23 rd November	Coláiste Dhulaigh College of Further Education Information Evening on the Coolock Campus
Fri & Sat 24 th & 25 th Nov	NUI Maynooth & Froebel Open Days
Saturday 25 th November	IADT (Art College) Restricted Application
Wednesday 29 th November	NCAD (Art College) Restricted Application National College of Ireland
Fri & Sat 1st & 2nd , Dec	DIT Open Day
Saturday 9 th December	Trinity College Open Day
Wednesday 3rd January '19	Royal College of Surgeons Open Day
Monday 15 th January	UCAS applications Due
Saturday 20 th January @ 17:15 (5:15pm)	Deadline for CAO Application with a DISCOUNTED fee of €25
Saturday 20 TH January	Registration closes for the HPAT.
<p style="text-align: center;">OPEN DAYS</p> Tuesday 23 rd January Wednesday 24 th January Wednesday 24 th January Date to be confirmed	<p style="text-align: center;">Post Leaving Certificate Colleges (PLCs)</p> Inchicore College Dun Laoghaire Ballyfermot College Crumlin College

Thursday 1 st February @ 17:15 (5:15pm) Thursday 1 st February @ 17:15 (5:15pm)	Deadline for CAO Application with a fee of €40 Deadline for Applications to HEAR & DARE
Friday 9 th February	NCAD Portfolio submission deadline date
Saturday 24 th February	HPAT test for Medicine
Thursday 1 st March	Last changes for restricted applications
Sunday 1 st April	Deadline for financial documentation for HEAR & DARE to arrive with CAO
Tuesday 1 st May	Late CAO Applications due
4 th May -1 st July @ 17:15 (5:15pm)	Change of Mind Deadline
Mid-August Following Monday	Exam Results with information and dates regarding viewing of scripts and rechecks. CAO Offers: ROUND 1
	Viewing of Exam Scripts You can view the script(s) and apply for exam rechecks

**KEEP CHECKING THE GUIDANCE COUNSELLORS' NOTICEBOARDS
FOR UPDATES ON COLLEGE INFORMATION**

OPEN DAY POLICY FOR STUDENTS

Open days are scheduled for senior cycle students. Attendance at open days is voluntary and where they are scheduled over two days including a Saturday, students are strongly encouraged to avoid missing school and to attend on the Saturday where possible.

The Guidance Dept organise tickets and attendance at the Higher Options Conference in September each year for 6th yrs and at the Maynooth University open day in November. A list of attendees is prepared and given to the school office in advance to mark students' attendance.

Students decide on an individual basis about attendance at other open days. If the open day is on a school day students are requested to bring in a signed note on the day before or of the event and show it to their tutor. They will be marked on the roll as school activity. Where possible students should attend school for as much of the day as the scheduling of the event allows.

School Completion Programme

The South Clondalkin School Completion Programme provides resources and funding for the following additional supports in Colaiste Bride with the aim of improving levels of engagement, participation and retention:

- 1st Year Homework Club
- Cairdeas Mentor Programme
- Art Therapy
- Counselling
- School Meals Provision
- Attendance Monitoring
- School Refusal Supports
- Home Visits

The Guidance department work closely with School Completion Programme staff throughout the school year, linking students in to the above listed supports and monitoring their progress and engagement levels.

The SCP Transfer Programme identifies additional supports that may be required for some students and this assists the Guidance Counsellor prepare to support students to make a positive transition. The Guidance Counsellors meet the SCP Coordinator at weekly Care Team meeting and works collaboratively with the Art Therapist and the Counsellor to support the students throughout the school year. The Guidance Counsellor may identify needs while working with students or by a member of staff making them aware of a need, and being able to link students into supports such as food provision, a home visit or the 1st Year Homework Club has proved to be of great benefit to the students.

School Refusal Support

The Guidance Counsellor plays an active role in designing individual Interventions when School Refusal is a difficulty for a student. Implementing supportive interventions as soon as possible with the aim of getting the student back into school as soon as possible is vital. It is therefore essential that a potential difficulty in this area is picked up early through preventive measures and when non-attendance starts, help is provided immediately to prevent the non-attendance developing. The Guidance Counsellor promotes an awareness among school staff of possible indicators of School Refusal. The Guidance Counsellor endeavors to respond as quickly as possible to referrals relating to School Refusal as the longer it goes on, the more difficult it is to get the student back into the routine of school. On receiving a referral, the Guidance Counsellor meets with the student and with their parent/guardian as soon as possible, and together with relevant school staff implement supports, while maintaining communication with the student and parent/guardian. The Guidance Counsellor will discuss referral to outside agencies with the student and parent/guardian and may pursue with referral to appropriate outside agencies. The Guidance Counsellor maintains communication with individual teachers to carefully brief them on the student's school refusal and return to school and to act only where strategy has been agreed beforehand. For example, if a student asks to go home/contact parents/feels unwell, etc... the teacher should contact the assigned teacher/Guidance Counsellor in charge of managing the return to school strategy if unsure regarding how to manage the situation appropriately in a firm and supportive manner. The Guidance Counsellor recognizes that it is important that consultation occurs between professionals involved with the student to ensure consistency of approach and management. The Guidance Department aims to contribute to developing and maintaining a co-operative working relationship between the school support team, outside professionals working with the student and family.

Peer Education Programme

Parent and Student Consent Information

2nd October 2017

Dear Parent/Guardian,

I am contacting you as your son/daughter/person in your care has opted to take part in the *Jigsaw* Peer Education Programme. This programme involves training young people from local schools to become Peer Educators and deliver a 40-minute workshop “It’s Time to Start Talking for Your Mental Health” to younger students. Taking part in this project involves:

- Learning about the *Jigsaw* programme
- Finding out more about mental health and help-seeking behaviours
- Learning new skills (e.g., presentation, communication skills)
- Attending five 3-hour training sessions and a 2-hour booster session during school hours (see p.2 for details on dates/locations of training and transport arrangements)
- Working with other students to prepare, practice, and deliver peer education sessions
- Presenting to other students in the school setting during class time, organised by the Teacher
- Participating in an evaluation of the peer education programme
- Giving permission for their photo to be used in promotional materials (e.g., in publications, funding proposals, Jigsaw website) without prior notification
- Attending a Graduation Ceremony

All students have a designated teacher from their school to mentor and assist them while they are taking part in this programme. They will receive a certification upon completion of this programme and will also be invited to attend a Graduation with other peer educators from local schools. Students can ‘opt out’ of the programme at any point and they can do this by letting their teacher know.

Students are expected to adhere to their school’s Code of Conduct throughout the programme.

In order for you your son/daughter/person in your care to take part in this programme, please sign and return the consent form enclosed. You can find out more about Jigsaw at www.jigsaw.ie or you can contact me if you require any further details about this programme.

Yours sincerely,
Louise Fallon

Sixth Year Student Survey of Career Guidance Service

Colaiste Bride 2017-2018

One hundred and twenty-three 6th Year students responded to some or all of the questionnaire which covered 5 primary aspects of the service -Meetings with Guidance Counsellor, IT Provision, Guest Speakers & Open Days, Text Book and Mock Interviews.

Rating Scale was 1: Very Poor 2: Poor 3: Okay 4: Good 5: Very Good

Meetings with Guidance Counsellor

When asked how their career meeting with their Guidance Counsellor had assisted them in making choices for next year, 79% of respondents gave it a rating of 3 or higher.

The students were asked how the meeting/meetings helped and answers included:

- Helped me find the right course
- Discussed alternative pathways to the course
- Found out how everything worked
- Helped to check I had the course requirements
- Questions asked were answered

The students were asked how the meeting/meetings may not have helped and answers included:

- No, already knew what I wanted to do
- Told to look in areas I wasn't interested in
- Completely ignored what I said and spoke about a different course
- I already applied to the college

56% of respondents indicated that they signed up for a careers meeting, with 44% of respondents indicating that they did not sign up for a careers appointment. Notably however 55% of respondents rated the signup system for career appointment as worthwhile, while 45% indicated that they did not find the signup system worthwhile. This may suggest that a cohort who did not sign up were of the opinion that the system was not worthwhile.

Additionally, a number of students explained that they did not sign up as they "already knew what they wanted to do", they "forgot" or they "already see their Guidance Counsellor on a regular basis".

This finding indicates that a review of the process is required due to a lower level of engagement than expected resulting in Guidance Counsellors having to approach a high number of students to arrange a meeting as they did not sign up for an available slot on signup sheets.

When asked if the Career Guidance Service had prepared them for their course application, 69% of respondents indicated yes, while 31% indicated that it did not.

Student response indicated the following application numbers from the respondents:

PLC	45
TAP	5
CAO	71
HEAR	39
DARE	4

IT Provision

64% of respondents indicated that their Career Classes took place in an IT room. When asked how this impacted on them, student comments included:

- More info from research
- Able to research courses on my own
- We could research
- Good. We did personality tests
- Learned how to use Qualifax
- Better than classroom

While 36% indicated that their career classes were not in an IT room. When asked how this impacted on them, student comments included:

- Not in IT room so couldn't research courses
- Hard to implement what we were learning when we had no computers
- Not a lot

When asked did they feel confident in their knowledge and ability to use the main career websites, 92% of respondents rated their knowledge and ability at 3 or higher. Notably while 69% indicated that the service had prepared them for their course application, it is significant that 92% felt confident that they had been equipped with the knowledge and ability to access and use the main career websites, indicating that the service may have empowered them to do informed research.

Only 8 students indicated that they had attended an IT room at lunch time for Career Guidance support, with only 1 student indicating that they considered it to have been beneficial. ***This finding suggests that offering IT facilities at lunchtime in an effort to supplement Career classes is not regarded as necessary by the majority.***

Guest Speakers, Open Days and Higher Options Conference

83% of respondents indicated that the Guidance Department had facilitated a Guest speaker from the college they hope to attend next year, with 93% rating Guest Speakers as useful. Students were asked what additional institutions would they like to have heard speakers from and the list includes:

- NCAD/IADT

- DIT
- More PLC's
- Someone from a teaching course
- Marino

This list provides the Guidance Department with direction in expanding the number of guest speakers in the coming school year.

95% indicated that they attended the Higher Options Conference, of which 85% rated it to have been of value to them. Open Days were indicated by 91% of respondents to have assisted them in their choices for next year.

Text Book

The text book used is Essential Guidance, 58% of respondents indicated that they had bought the book, notably 86% of respondents rated it at 3 or lower, so a higher number than those who had bought the book deemed it 3 or lower, which suggests an assumption by a number of students who did not buy the book that it may not be helpful for research and preparation.

Mock Interviews

A signup form was provided for Mock Interviews during the school year, 18% of respondents indicated that they had signed up and received a Mock Interview, with 88% of them rating the interview as useful.

Overall Service Rating

When asked if they had received enough information from the overall Career Guidance Service (including handouts, newsletter info, emails, classes, presentations, parent & students' info sessions, guest speakers, college visits, mock interviews), 86% of respondents indicated that they felt they were well informed and equipped to make informed decisions about 'the next step'.

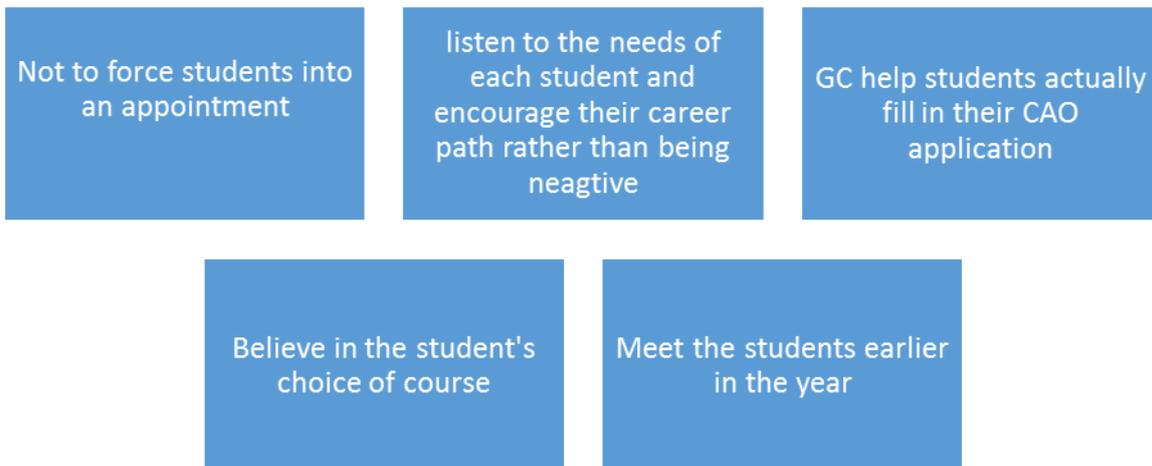
Recommendations

Students were asked for recommendations they might have for the School Guidance Counselling Service.

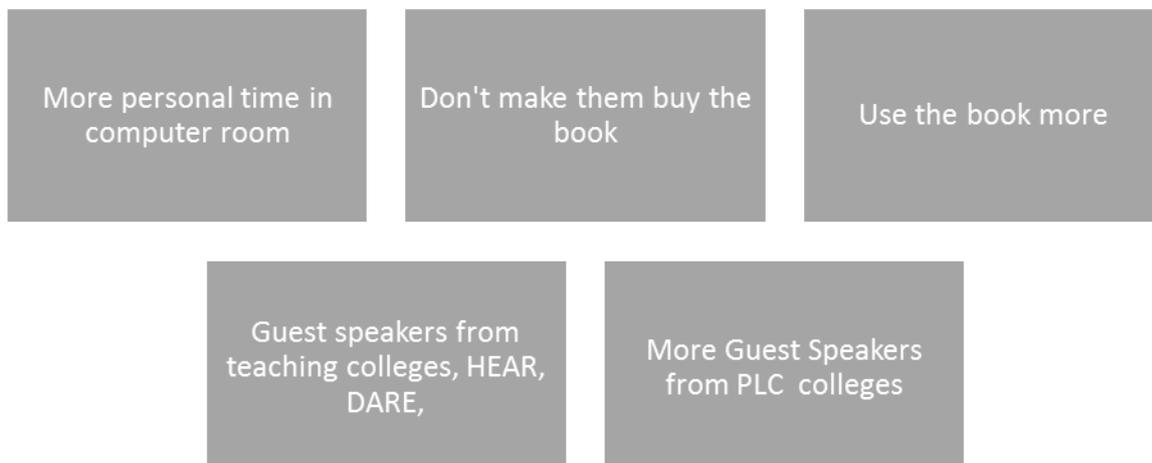
Student expectation may be of significant importance when reviewing the recommendations. In the course of Career Meetings, the Guidance Counsellor is mindful of the student's abilities, values

and interests in terms of potential courses. At times there can be a disparity between the individual student's ability, grade attainment and expectations. The realisation of this can lead to disappointment for the student and requires support from the Guidance Counsellor to enable the student to find alternative routes and pathways for 'the next step'.

Meetings with Guidance Counsellor



IT Provision & Guest Speakers &Text Book



Class Content & Mock Interviews

More info on I.T's & PLC's
and on colleges abroad

Help them prepare for
interviews

Encourage students to do
higher level

More help on HEAR form

More info on creative
courses & scholarships

Other Comments / Recommendations

Great help and beneficial.
Keep it up!

More time in the Sacred
Space

Involve Exam Religion
students without having
to miss that class

Instead of Religion or
Careers, should have
extra maths

More college trips

Feedback that helps plan for change in 2018-2019

Signup System for Career Meeting - Findings indicate that a review of the process is required due to a lower level of engagement than expected resulting in Guidance Counsellors having to approach a high number of students to arrange a meeting as they did not sign up for an available slot on signup sheets.

IT Facilities at Lunchtime - Findings suggest that offering IT facilities at lunchtime in an effort to supplement for Career classes that take place in a classroom is not effective.

Guest Speakers - The list of additional colleges that students would like Guest Speakers from provides the Guidance Department with direction in expanding the number of guest speakers in the coming school year. Notably this is dependent on availability of guest speakers especially from the PLC sector.

The text book – Findings suggest that a significant number of students may consider the book not to be helpful for research and preparation. Consequently, the SGCS plans to trial the Cambridge Profile and Eirquest for TY students in 2018/19 as an alternative to the CAT4 and Essential Guidance as they move into senior cycle.