



St Paul's Secondary School

Care - Inclusion - Respect

# GUIDANCE PLAN

Ratified: 25 March 2019

To be reviewed: March 2022

# Guidance Plan

St. Paul's Secondary School  
Greenhills, Dublin 12

## **Ethos and Mission Statement**

St. Paul's is a Catholic Voluntary Secondary School for girls. We endeavour to care for the students in an all-encompassing holistic manner in keeping with the ethos of the school which is *Omnibus Omnia* meaning 'all things to all':

- where all persons are sacred because each is made in the image of God and therefore deserving of respect;
- where all creation is an expression of the goodness and love of God;
- where all are entitled, in justice, to be given the opportunity to develop fully as persons.

The aim of St. Paul's Secondary School is to enable students to become well balanced and mature persons through a programme that caters for the spiritual, moral, intellectual, physical and aesthetic potentialities of the individual.

This is achieved by helping students match their skills and abilities, interests and knowledge, values and preferences with plans that meet students' educational and future goals. Striving to increase the students' self-esteem, confidence and achievement in all areas of school life is the philosophy on which our work is based.

Students will be prepared to embrace the challenges of tomorrow and inspired to create opportunities for their futures in a diverse, dynamic and complex society. Each student is engaged on a journey through life and the guidance provided will ensure that students develop awareness and explore many opportunities on this journey.

## **Rationale**

This School Guidance Plan has been devised and developed in accordance with Section 9(c) of the Education Act 1998 which requires schools to "*ensure that students have access to appropriate guidance to assist them in their educational and career choices*".

In fulfilling its obligation to provide access to appropriate guidance, the school has taken account of:

- the general resources available in the school and the resource allocation for guidance and counselling and other related activities provided by the Department of Education and Skills;

- the provision of appropriate guidance that is, the whole school's response to meeting the guidance needs of all of its students.

This School Guidance Policy has evolved and developed from a consultative process involving staff, students, parents/guardians and school management. This policy is not rigid but rather it reflects the uniqueness of St. Paul's in its own particular context and circumstances.

St. Paul's Secondary School has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the National Centre for Guidance in Education, the School Development Planning Initiative, and the Department of Education and Skills (Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students' access to appropriate guidance, and Circular Letter No. PPT 12/05: Guidance Provision in Second Level Schools).

## **Scope**

The Guidance Plan involves all aspects of school life and as such it is a whole school activity.

### Guidance Team

- Principal and Deputy Principal
- Guidance Counsellor
- Learning Support Co-Ordinator and Teachers
- Co-Ordinator of LCVP
- Co-Ordinator of the LCA
- Transition Year Co-Ordinator
- The Home School and Community Liaison Coordinator
- Religious Education Department
- PE Team
- Year Heads
- Form Teachers
- SPHE Teachers
- CSPE Teachers
- Subject Teachers
- Student Support Team
- Special Needs Assistants
- School Secretarial Staff
- The Caretaker and all other Ancillary Staff
- Representatives of the Student Council
- Representatives of the Parents' Association
- Board of Management

The Guidance Plan is a reflection of this teamwork.

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## **Section A: Statement of Guidance Policy**

### **Definition of Guidance and Counselling in schools**

Guidance refers to a “range of learning experiences provided in a developmental sequence to assist students in developing 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” (DES Inspectorate 2005).

Counselling “is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.” (DES Inspectorate 2005)

The Guidance and Counselling process aims “to help students to develop an awareness and acceptance of their talents and abilities; to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves; to make informed choices about their lives and to follow through on those choices”. (DES Inspectorate 2005)

Guidance is a whole school approach, with the guidance counsellor having a key role to play in the provision of the service and where the welfare of students is paramount.

### **Aims**

The general aim of the guidance programme at St. Paul’s Secondary School is to:

- help the student achieve a sense of personal worth, irrespective of educational achievement;
- provide career information and promote favourable and realistic attitudes to working life;
- promote a smooth holistic transition from one level of education to the next;
- help students to accept their own unique talents, aptitudes and abilities and to develop life skills;
- stimulate motivation and self-reliance within the individual student and an awareness of the need for planning in the short and long term;
- ensure it is inclusive; providing for the junior, senior, minority and special education needs of all students.
- include all guidance activities: career classes, vocational guidance interviews, attendance at career exhibitions, open days, meeting with management, and support agencies.
- identify students at risk or with special needs and provide appropriate guidance or referral to help students towards an understanding of adult values.
- To provide a caring and supportive service, this would be threefold:
  - (1) Personal and Social: This encompasses developmental skills crucial to the students’ education and careers eg. self-awareness, decision making skills, planning, coping strategies.

- (2) Educational: This is developmental and would include such areas as subject/course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.
- (3) Career: This encompasses areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career/course information.

## **Confidentiality**

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

The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of professional work. They reveal such information only with the student's consent, but with certain exceptions, which include:

- where concealment would result in danger to the student or others;
- when required by the Law or designated guidelines;
- for purposes of professional consultation or supervision.

It is the duty of the Guidance Counsellor to inform each student about the legal limits on confidentiality.

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

The Guidance Counsellor will publish oral or written information about students only with their written consent, or where the identity of individuals or groups is adequately disguised.

In accordance with all statutory obligations, the Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.

With the exception of recording public behaviour, the Guidance Counsellor will only make audio, video or photographic records of clients where the client has given prior written permission and agreement with regard to subsequent access.

The Guidance Counsellor, the Principal, Deputy Principal and all staff understand, respect and adhere to the principles of confidentiality.

## **Guidance Planning Committee**

Ms. Geraldine Troy (Principal)  
Ms. Ailish King (Guidance Counsellor)  
Ms. Maria Fleming (Guidance Counsellor)

Other Staff members may be co-opted as deemed necessary.

## **Guidance Provision**

St Paul's Secondary School is committed to employing a team approach in the provision of a range of learning experiences and developmental opportunities to all students. These experiences and opportunities, which will be appropriate and relevant to student needs, shall enable the growth and development of all students and shall assist students in making choices and transitions. (e.g. transitions from primary to secondary school, from junior cycle to senior cycle, from senior cycle to college).

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

### Assessment:

The Guidance Counsellor, the Co-Ordinator of Learning Support and other associated staff members carry out assessments that provide students with increased self-understanding; such tests include Cognitive Ability Tests 4 (Level E and G) and other Career Inventories.

### Educational Skills:

Junior cycle and senior cycle students are given instruction on study skills and examination techniques in 3rd Year and 6th Year respectively. Students are provided with information in 1st Year and 4th Year which helps them to make decisions on subject choice, subject level and programme choice appropriate to each student's aptitude and interests.

### Vocational Guidance Interviews:

The Guidance Counsellor holds interviews with 6th year students to assist them in identifying third level courses and career areas that correspond to their interests and aptitudes.

### Counselling:

Students may be referred for counselling to the Guidance Counsellor by the Principal, Deputy Principal, Board of Management, Parents/Guardians and members of staff. Students, coping with challenges and problems, may refer themselves for counselling.

### Information:

Parents/Guardians and students are provided with information regarding external support agencies as appropriate.

Onward Referral Service:

The Guidance Counsellor may refer an individual student to external agencies following consultation with Parents/Guardians.

An appointment system operates in the school for all personal counselling, career and vocational guidance interviews to minimise disruption to the teaching and learning of students.

## **Section B: The Guidance Programme**

### **Junior Cycle**

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

*'The introduction of Wellbeing into the Junior Certificate in September 2017 recognises the association between the quality of relationships between teachers and students and a number of student outcomes, including socio-emotional wellbeing, engagement in schoolwork, feeling a sense of belonging in school, levels of disciplinary problems, and academic achievement. The focus is on the role of the school guidance programme in supporting the wellbeing of all students in junior cycle.'* (NCCA 2017 Junior Cycle Wellbeing Guidelines, [www.ncca.ie](http://www.ncca.ie))

### **Wellbeing – September 2017**

St Paul's Secondary School took on this important programme and recognises that student wellbeing is something that needs a whole-school approach. The required 300 hours per year from September 2017 have been met.



## First Year Guidance Plan

### Prior to entry

- Annual Open Evening in September allows potential students the opportunity to look around and experience the atmosphere of the school. Teachers and students are available to answer questions and give information regarding subjects and supports.
- Information evening for prospective students and parents/guardians is held in October/November. Detailed information about the school, the subject choices, extra-curricular activities, and methods of communication between home and school are provided.
- Arrangements are made for prospective first year students to complete an Aptitude Test in January.
- Students from the feeder schools are invited to a Taster Morning in St Paul's in January where they get to experience a range of subjects.
- The test results are then interpreted by the Guidance Counsellors and are given to the Principal, Learning Support and Resource Teachers.
- The Guidance Counsellors visit the established feeder primary schools to:
  - discuss each student's scores with their teachers;
  - to receive an accurate profile of the incoming student.
- The Learning Support and Resource teachers also link up with the feeder primary schools to identify students requiring resource/learning support.
- Based on all the information to hand, students receive advice and recommendations regarding subject choice.

### On entry

- At the beginning of the new school year a welcome meeting is held for students. At this meeting key staff members are introduced. The students then meet with their form teacher in their form class and ice-breaker activities are undertaken by a team of teachers. Activities and arrangements for the first day can vary from year to year.
- The Year Head meets with first year Form Teachers to share appropriate information received from the primary schools and from parents/guardians about first year students.
- A meeting of all teachers involved in Special Needs is held during the first week of term.
- The Year Head, Learning Support Teacher and Resource Teachers have on-going meetings throughout the year with subject teachers to pass on relevant information.
- The Guidance Counsellors visit each class to introduce themselves, to explain their role and procedures for requesting an appointment. The Guidance Counsellor meets each student individually during to month of September to assess how the student is settling in to their new school.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.

- The Home School and Community Liaison Coordinator links with parents/guardians of some first year students.
- A buddy system exists whereby senior prefects are linked with first year students.
- Should a student have a difficulty with a subject, a system is in place whereby the student is first referred to the Guidance Counsellor, who explores with the student the implications and possible strategies for dealing with the problem. Where a change of subject is deemed appropriate, a 'Change of Subject Form' is filled out and the student is referred to the Principal who makes the final decision as to the feasibility of the move. The form is sent to the parents for their approval before the process is finalised.
- Students can avail of counselling with the Guidance Counsellor by referral from a teacher, parent or by self-referral.
- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.
- Each first year class have Social, Political and Health Education (SPHE) for one class per week.
- Each first year class have Civic Social and Political Education (CSPE) for one class per week.
- Each First year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- As part of the Wellbeing Programme all first years complete three 10 week programme modules on the following:
  - (1) The transition from primary to secondary school.
  - (2) Multimedia programme.
  - (3) Positive Thinking and Resilience Building.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes second year students who take part in many aspects of school life and represent the views of the students, as well as organise school events
- During the second term a parent/teacher meeting is held.

## Second Year Guidance Programme

- Personal, educational and career counselling is provided by referral or on request.
- If a student has a difficulty with a subject or wishes to change a subject level, she is referred to the Guidance Counsellor who will explore strategies for dealing with the problem and discuss the possible implications of a change. If after consultation with the Guidance Counsellor, a decision is taken to change a subject or subject level, a procedure is in place whereby the student is then referred to the Principal who makes the final decision. Parental/guardian permission is also sought.
- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.
- The Home School and Community Liaison Coordinator links with parents/guardians of some second year students.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.
- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- Each second year class have Social, Political and Health Education (SPHE) for one class per week.
- Each second year class have Civic Social and Political Education (CSPE) for one class per week.
- Each second year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes second year students who take part in many aspects of school life and represent the views of the students, as well as organise school events.
- Parent Teacher Meetings for second year students are scheduled

### Third Year Guidance Programme

- Personal, educational and career counselling is provided on request. Students may refer themselves or be referred by teachers or parents.
- If a student has a difficulty with a subject or wishes to change a subject level, she is referred to the Guidance Counsellor who will explore strategies for dealing with the problem and discuss the possible implications of a change. If after consultation with the Guidance Counsellor, a decision is taken to change a subject or subject level, a procedure is in place whereby the student is then referred to the Principal who makes the final decision. Parental/guardian permission is also sought.
- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.
- The Home School and Community Liaison Coordinator links with parents/guardians of some third year students.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.
- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- Each third year class have Social, Political and Health Education (SPHE) for one class per week.
- Each third year class have Civic Social and Political Education (CSPE) for one class per week.
- Each third year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes third year students who take part in many aspects of school life and represent the views of the students, as well as organise school events.
- Study skills workshop is offered to students.
- Parent Teacher Meetings for third year students are scheduled.

## Senior Cycle

The aims of the Guidance Counselling programme are:

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

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

Objectives:

Guidance Counselling should endeavour to provide students with opportunities to:

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

## Transition Year Guidance Programme

The aim of the Transition Year programme is to promote the personal, social, educational and vocational development of the students and to prepare them for their role as autonomous participative and responsible members of society. As the guidance counsellor has an important role to play in ensuring that these goals become a reality, he/she is timetabled, for one period each week with the TY students.

The Guidance Counsellor assists the student:

- in developing a knowledge and an awareness of her own individual aptitudes, interests and personal qualities
- in developing the necessary skills and competencies for career and course exploration.

The Guidance Counsellor provides the appropriate and relevant information necessary to making vocational and career choices. He/she introduces the students to the world of work and helps them to cultivate a positive attitude towards employment. Students are prepared for their work-experience placement and facilitated in reflecting on the experience on their return to the classroom.

### Key Elements in Career & Education Planning in TY

- The development of effective decision making skills, with particular emphasis on the decisions facing students over the next few years.
- An introduction to the various types of tests i.e. aptitude tests, interest inventories and personality tests. Aptitude tests are administered to all TY students.
- An introduction to the various computerised careers packages including Qualifax, Career Directions and Careers Portal, all of which aim to develop a high level of competency in research skills.
- Awareness and familiarisation with the career library.
- Role play e.g. in the “Be Real Game” which involves experiencing life in that role in relation to job applications, CV, interviews, skills, budgets etc.
- Preparation for work experience, involving training in job search skills and an introduction to the world of employment.
- Mock interviews.
- Developing skills in completing application forms, writing a cover letter and devising a current Curriculum Vitae.
- Completion of a student diary while in the work place.
- Debriefing and reflection on the work experience placement on return to the classroom.

- Developing an awareness of the importance of ‘transferable’ skills in today’s world of work and highlighting activities which facilitate the acquisition of such skills.
- A presentation to all TY students regarding subject choice and programme choice for Senior Cycle;
- A presentation to all TY parents on subject choice and on choice of Leaving Certificate Programme.

As with other year groups:

- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.
- The Home School and Community Liaison Coordinator links with parents/guardians of some fourth year students.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.
- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- Each fourth year class have Social, Political and Health Education (SPHE) for double class for half the school year.
- Each fourth year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes fourth year students who take part in many aspects of school life and represent the views of the students, as well as organise school events.
- Parent Teacher Meetings for fourth year students are scheduled.

## Fifth Year Guidance Programme

Students are returning to a formal exam-orientated structure and are part of the Senior Cycle. They will continue to develop themes from Transition Year, learn to manage their time more effectively and continue with career planning activities. Class contact may be limited depending on whether students are taking the established Leaving Certificate programme, Leaving Certificate Vocational Programme (LCVP) or Leaving Certificate Applied (LCA).

Aims:

- to assist students in adjusting to the senior cycle and to review subject choices if necessary.
- to encourage research into career opportunities and to provide the necessary resources and information.
- to assist students in managing study and leisure time effectively.
- to identify students at risk or with special educational needs and provide appropriate counselling and guidance.

### Career & Education Planning in 5th Year

- Students have regular access to the computer room, internet, careers library and newspapers for conducting research. They are strongly encouraged to avail of these resources;
- Students are alerted on and encouraged to attend 'Open Days' and information sessions organised by the third level institutions and the professional institutes.
- Students are invited to take part in the UCD Future You Mentoring Programme.
- Some students get the opportunity to take part in 'Student Experience Day' in UCD.
- Some students get the opportunity to take part in UCDs Summer School for one week in June and experience college life.

As with other year groups:

- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.



- The Home School and Community Liaison Coordinator links with parents/guardians of some fifth year students.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.
- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- Each fifth year class have Social, Political and Health Education (SPHE) for ten class periods during the year.
- Each fifth year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes fifth year students who take part in many aspects of school life and represent the views of the students, as well as organise school events.
- Parent Teacher Meetings for fifth year students are scheduled.

## Sixth Years Guidance Programme

Sixth Year is the most demanding year for students as they have to make important career choices and to prepare for the Leaving Certificate. Students have one careers class period each week and they have priority access to individual career counselling.

### Aims:

- to assist students in compiling a profile of abilities, qualities, interests etc. based on information gathered during the previous two years through tests, class reports, contact with teachers etc.
- to assist students in finalising career choices and to advise them on the completion of UCAS, CAO, PLC and other relevant application forms.
- to create an awareness amongst students of programmes such as the HEAR and DARE access programmes.
- to alert students to the presence of scholarship opportunities.
- to be aware of the needs of any student with special educational needs and how this may impact on her transition from school to college.
- to prepare students for the transition from school to third level education or to working life.
- to support students who may be suffering from stress or other difficulties.

### Key Elements in Career & Education Planning in 6th Year

- The Guidance Counsellor has individual interviews with each student to discuss course and career options and provide information and advice on applying for relevant courses, careers, etc.
- Student visits to the 'Higher Options' Conference held each year.

- Information sessions in class on CAO, UCAS and PLC application forms, minimum entry requirements and the points system.
- Assistance with personal statements for UCAS applications.
- Providing references to students as required.
- Advice and guidance to parents.
- Student access to the internet and careers library.
- Advice to students regarding deadlines for portfolios, college and job applications.
- Preparation and updating of Curriculum Vitae.
- Interview preparation.
- Class sessions and guest speakers on the HEAR and DARE access routes to third level.
- Class sessions on financial considerations e.g. living away from home, grants, scholarships.
- Attendance at Open Days.
- Relaxation and stress management.
- Visiting speakers are invited in throughout the year. These are generally from Higher Education Institutes (HEI) or Colleges of Further Education (CFE).
- Students get the opportunity to complete the 'Future You Mentoring Programme' with UCD.
- Important dates and deadlines are announced over the intercom.
- Guidance Counsellor gives a presentation about CAO, PLC, Grant and Access Routes to Education.

### Personal Development

- Time management, study skills using selected exercises, goal setting, stress management techniques, decision making and other coping skills are considered to be important elements of the sixth year programme.
- Students are encouraged to set realistic goals and help is given to identify the best mechanisms for achieving those goals.
- Areas of subject weakness are discussed with selected students and advice given on appropriate means of improving performance.
- Students are encouraged to maintain a balance between study and leisure activities.

### As with other year groups:

- Individual meetings are held between students and the Guidance Counsellor, or parents and the Guidance Counsellor on request. These can be in relation to personal, educational or career matters.
- The Year Head liaises with parents, subject teachers, form teachers, Home School Liaison Officer and the Guidance Counsellor to address any issues of concern.
- The Home School and Community Liaison Coordinator links with parents/guardians of some sixth year students.
- The Student Support Team have meetings regularly to monitor, encourage and support some students in need of care.

- Assemblies are conducted every week to reinforce positive behaviour, to reflect on our school ethos, to provide positive feedback to year groups and highlight all the activities which take place for that year group.
- Each sixth year class have Social, Political and Health Education (SPHE) for ten class periods during the year.
- Each sixth year class have Physical Education (PE) for two classes per week.
- Students are encouraged to become actively involved in some aspect of the extensive range of extracurricular activities.
- Wellbeing Week involves a range of activities organised and speakers invited in to promote health awareness and wellbeing. Students and staff wear tracksuit/casual wear for the week.
- The Student Council includes sixth year students who take part in many aspects of school life and represent the views of the students, as well as organise school events.
- Parent Teacher Meetings for sixth year students are scheduled.

### **Section C: Current Policies relating to Guidance**

This Guidance Plan is consistent with and supported by a range of other School Policies:

- Code of Behaviour
- Anti-Bullying Policy
- Policy on Substance Abuse
- Critical Incident Policy
- Guidance Counsellor's Department Plan
- Acceptable Use Policy
- Data Protection Policy
- Child Protection Policy
- SPHE Policy
- RSE Policy

#### Links to Other Programmes

St. Paul's Secondary School acknowledges the relevance and importance of SPHE to the social and personal development focus of the Guidance Policy. It recognises the significant contribution that the Leaving Cert Vocational Programme, the Leaving Cert Applied and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities.

## **Section D: Guidance Resources**

- Two Guidance Counsellor offices within the guidance suite.
- Separate telephones for each Guidance Counsellor.
- Two personal computers/broadband.
- Two printers
- Careers noticeboard.
- Use of computer rooms on an advance reservation basis for class periods.
- The careers library, contained within the guidance suite, contains current Irish, UK and European prospectuses and career related publications.
- Regular meetings and consultation with the Principal and Deputy Principal, staff members and parents/guardians;
- The Board of Management, Principal and Deputy Principal provide a management structure which is very supportive of guidance; the Year Head structure, the pastoral care roles of Form Teachers and the Learning Support teachers enhance the overall guidance and pastoral care of students in the school.

## **Monitoring, Review and Evaluation**

This policy will be monitored, reviewed and evaluated as necessary.

*This Policy was ratified by the Board of Management on: 25<sup>th</sup> March 2019*