



# **PBC Whole School Guidance Plan**

**2024**

## **Acknowledgements**

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In no particular order

Aelin O'Donoghue

Enda O'Regan

Emmet O'Halloran

Liam Lynch

Kirsti O'Flynn

Hazel O' Sullivan

Nora Walsh

Karl Sweeney

Joann Keogh

Alison Crowley

Eoin Hennessy

Sophie MacKenzie

Gerry Breen

David Barry

Claire Lynch

**Compiled by Rita Naughton**

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## **1. Mission Statement**

Presentation Brothers College (PBC) is a Catholic school founded by the Presentation Brothers in 1878. It is a community of students, staff, parents and management with a strong tradition to excellence in education and family loyalty. The characteristics of this school community are respect, care, tolerance, compassion and justice. The College values and promotes academic excellence and offers a curriculum which is designed to meet the needs of our students within the available resources. The education offered includes a focus on responsibility, the development of confidence and a positive and healthy self-image. The skills and competencies necessary for life are promoted and the school actively encourages engagement in sports, culture and leisure time activities.

The school encourages and facilitates the development of the student in all aspects of education: academic, practical, social, physical, moral and personal.

### **2.0 Rationale for a Whole School Guidance Approach**

The Education Act of 1998 describes Guidance as a universal entitlement for all post primary school students. 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 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 provision of guidance is a statutory requirement for schools under this Act. In addition, the school is required to prepare a Whole School Guidance Plan. Circular 0009/2012 states that *each school develops collaboratively a school guidance plan as a means of supporting the needs of its students*. Presentation Brothers College strives to provide a Guidance Programme that caters to the needs of our students in that it reflects the tradition, ethos and mission statement of the College. The holistic approach to guidance delivery is ingrained in every aspect of the College and is a core goal of all staff members.

This plan has evolved to give a formal structure to a whole school approach. It also informs parent(s)/guardians, teachers, students, and other involved parties that guidance and pastoral care is delivered in an integrated and structured way throughout the students' time in PBC. The

plan seeks to address the guidance needs of all students at all ages and stages within the school. It ensures that resources are allocated to where they are most needed. This allows for all management and staff to contribute in a positive manner as guidance is seen as a whole school concern and ensures school resources and supports are effectively delivered in support of all of our student's needs.

The DES (2005) Guidelines state that schools should

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

NCGE (2004) defines the Whole School Guidance Plan as

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

Guidance is a whole school activity and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student feedback or via other initiatives like student council. This whole school activity is undertaken as a means of supporting the needs of students. As a school we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school's approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents/guardians, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school to effectively support a student in a specific situation and where referral to health services, outside agency or medical profession is warranted. Parents are key member of the support network for students and will be consulted where appropriate and when it is deemed appropriate in line with student confidentiality guidelines, GDPR and child protection guidelines.

The Guidance Plan is student centred in its approach. The promotion and enhancement of self-esteem, life skills and the development of our students' full potential leading to greater personal autonomy are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Guidance Programme.

This plan was developed through collaboration with the Principal, Deputy Principals, Guidance Counsellors, AEN Co-ordinator, Chaplain, Wellbeing/SPHE co-ordinator, subjects co-ordinators, Year heads, school staff with additional responsibilities for specific programmes, with class teachers and subject teachers. The members of the student Support Team were centrally involved in its development. This is a living document and reflects the Whole School Plan at this point in time however it will be revised on a regular basis to ensure its nature and content are kept in line with the evolving needs of our students and school community.

In addition, the Whole School Guidance Programme is structured in support and delivery of the following guidelines, circulars and requirements

- The Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that 'the school's guidance plan is a whole school responsibility'
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students" access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005
- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004, "Looking at Guidance, Teaching and Learning in Post-Primary Schools" Inspectorate Department of Education and Skills, 2009
- IGC Code of Ethics (2007)
- Circular 0009/2012, "Staffing arrangements in Post-Primary Schools for the 2012/13 school year" restates this position: 'each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.'
- Circular 0010/2017: 'Voluntary Secondary Schools Approved Allocation of Teaching Posts 2017/18. *"The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should "include specified time allocation for guidance counsellors*

*to be available for one- to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”*

- *Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)* highlights Wellbeing, a new area of learning
- *‘A Whole School Guidance Framework’,* issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance. Framework for Considering Provision of Guidance in Post-Primary Schools 2012 (Issued by ACCS, IVEA, JMB and NAPD)
- [http://www.ncge.ie/uploads/Guidance\\_Framework\\_document\\_May\\_1st\\_2012.pdf](http://www.ncge.ie/uploads/Guidance_Framework_document_May_1st_2012.pdf) 2013
- Wellbeing Guidelines for Post-Primary Schools <https://www.education.ie/en/Schools-Colleges/Information/ResourcesGuidance/Well-Being-in-Post-Primary-Schools-Guidelines-for-Mental-HealthPromotion-and-Suicide-Prevention-2013>



### **3.0 Aims and Objectives of the School Guidance Plan**

#### **3.1 Aims**

The school's guidance plan is a document that describes how students' needs are addressed within the whole school context. The plan is designed in consultation with school partners and is developmental in approach. It includes activities organised and implemented in a collaborative effort by guidance counsellors, teachers, students and parents. The aims of the School Guidance Plan are:

- Provide a framework for the delivery of the school's guidance programme and set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle Students. It must also ensure that plan is equally suited to the needs of the highly academic students and to those with additional educational needs etc.,
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.
- Develop the concept of the School Guidance Plan beyond the Guidance Counselling department. Involve appropriate members of the school community in directing and providing a guidance service.
- Ensure a structured response to student's personal, social, educational and vocational guidance needs.
- The School Guidance Plan will include all guidance activities: classroom sessions, computer room sessions, vocational guidance Interviews, meeting with management, support agencies etc., personal counselling, etc.

#### **3.2 Objectives of the School Guidance Plan**

The objectives of the School Guidance Plan are to

- Provide appropriate process and structures for students to address personal issues and develop the lifelong personal skills
- Assist students to identify and explore personal and career opportunities
- Support students in clarifying educational, social and career goals so as to obtain maximum personal benefit from their learning.

- Develop a collaborative environment between teachers, support staff, management and other stake holder to ensure that the student needs and welfare are at the centre of decision making.
- Support students to grow in independence and take responsibility for themselves and to make informed choices about their lives and follow through on these choices
- Acknowledge and support each person’s role in the school community
- Provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- Provide an environment where each individual can develop a place in society and a responsibility to society
- Monitor the well-being of all students.
- Apply best practice in the protection of students and the promotion of their welfare within the resources available in accordance with DES and School Child Protection Policy
- Nurture teaching and learning so that each individual can reach their full potential and to ensure that each student will, through reviewing academic and psychometric assessment data, begin to identify and develop personal and academic strengths.
- Work effectively with statutory authorities and outside agencies as and when required
- Ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First Guidelines 2017

#### **4.0 A Continuum of Support**

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

**4.1 Guidance for All** – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, HE FET, and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to

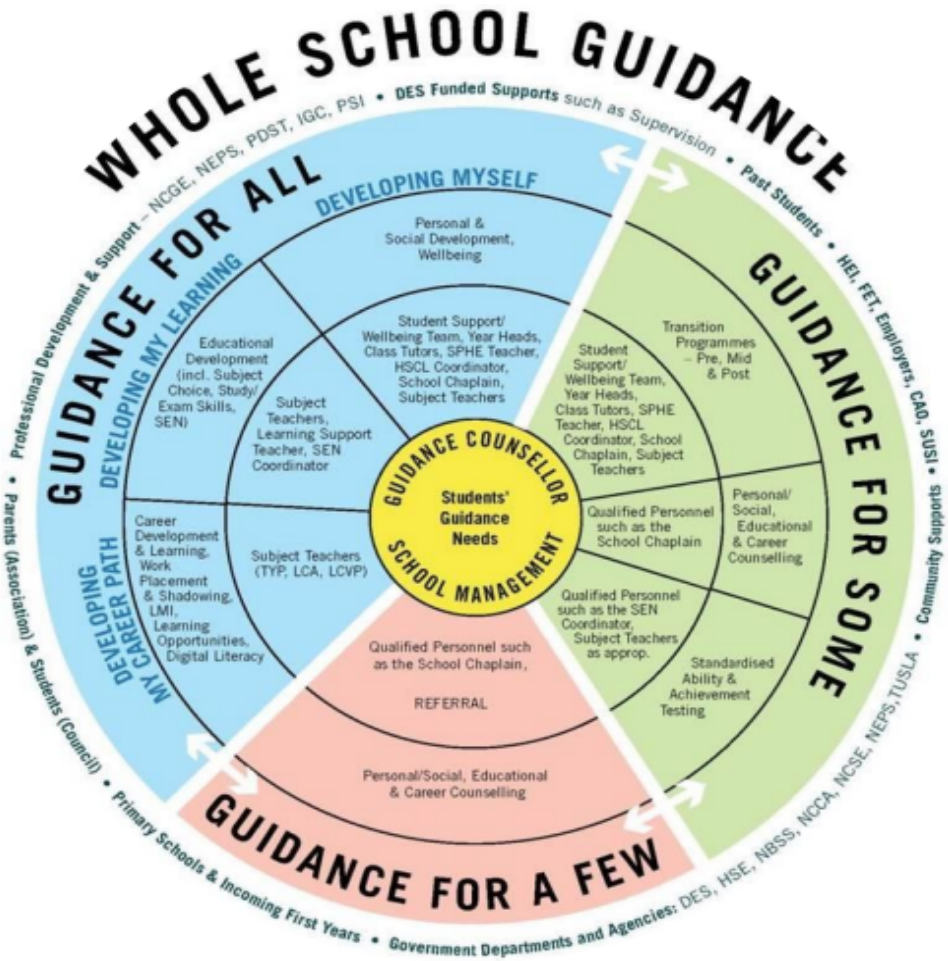
students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY).

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

**4.2 Guidance for a Few** - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions and to education centres and important decisions during their time in post-primary schools.

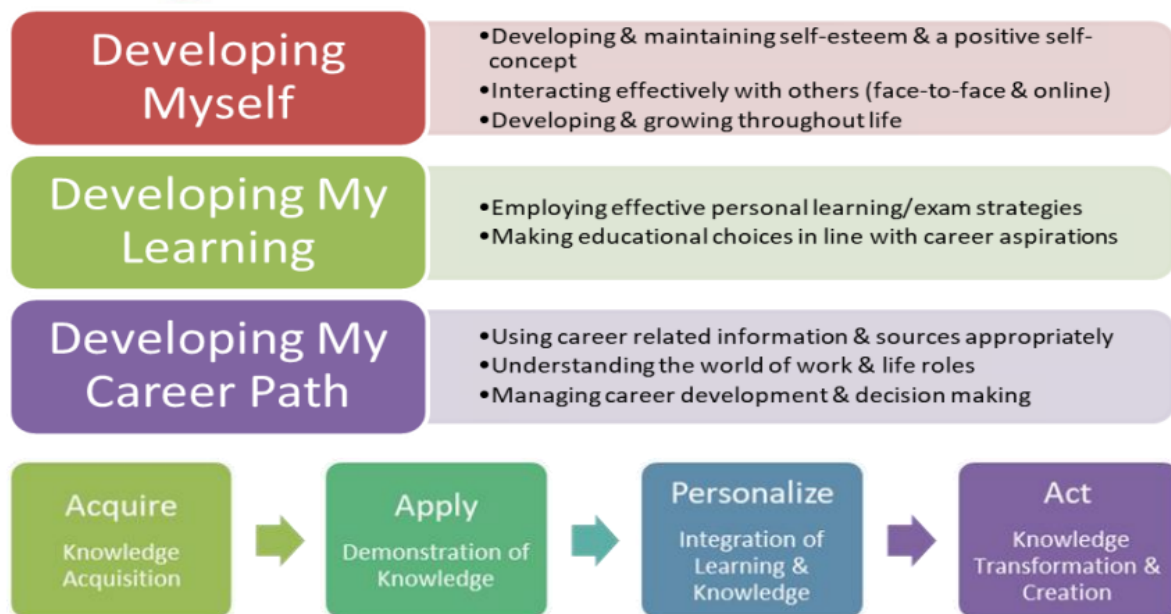
This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor, Student Support team, Chaplain/staff member may need to provide continued support to the student.

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



## 5.0 Areas of Learning and Competences

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



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

**5.1 Junior Cycle** - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The guidance counsellor has a role in planning, coordinating and delivering guidance-related-learning associated (Guidance for All) with the

relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approach.

**5.2 Wellbeing** – SPHE, CSPE, PE and guidance related learning are main pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The Wellbeing co-ordinator in conjunction with guidance counsellor and student support team has an important role in supporting and planning for and delivery of the learning outcomes associated with Wellbeing indicators.

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

## **6. What is Guidance in Schools?**

Guidance counselling and guidance 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:

### **6.1 Personal and Social Development**

Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE), and Wellbeing Programmes where it is timetabled at Junior Cycle and in RE in Senior Cycle. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical, Health, Friendship, Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. Stress Management, Internet Safety, 'Friends for Life' and numerous outside speakers. Additional modules are also provided by collaboration with guidance. Peer Mentors and Prefect Programmes provide mentoring support systems whereby trained Senior Cycle students assist with the integration of 1st year students into the school system. Every opportunity is used in PBC to develop the skills, potential and resilience of students.

### **6.2 Educational**

Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In PBC educational Guidance begins at the students' entry in 1st year where they are introduced to the role of Guidance Counsellor and Careers work in a modular basis through Homework Matters focus and through the Wellbeing Programme. Other areas of guidance include subject choice selection, motivation and learning, participation and engagement in students own learning journey, study skills and examination skills and counselling for students who are experiencing difficulty, completion of psychometric testing and consulting parents about related matters.

### **6.3 Career Development Guidance**

Career development and investigation is vocational in nature and is introduced at Junior Cycle through focused Wellbeing modules and is mainly concentrated at Senior Cycle through timetabled career classes in collaboration with RE teachers amongst a range of further whole school initiatives which are outlined in Appendix. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g.

REACH+, MyFutureChoice, Qualifax. A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, Colleges of Further Education, EU and US colleges and scholarship applications and apprentice applications to the fore.

Guidance provision involves a range of guidance and counselling activities and services.

These include, but are not limited to:

**6.3.1 Counselling:** This 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.

**6.3.2 Assessment:** Various assessments helps students to have a better understanding of themselves through the use of psychometric tests, career interest inventories, learning styles and other inventories. The results of these assessments are used to identify pathways for individual students that will ensure their success while in PBC.

**6.3.3 Educational Information & Career Information:** provision of objective and factual data on education and training opportunities, careers, labour market information, entitlements, personal vocational guidance, etc.

**6.3.4 Advice:** Providing support to students to make informed decisions about social, personal and vocational choices.

**6.3.5 Educational Development Programmes:** Facilitating the transfer of knowledge and skills relating to study, examination performance, subject choice and level choice.



**6.3.6 Personal and Social Development Programmes:** The transfer of knowledge and skills relating to a student's personal and social development, self-awareness, decision making and planning. SPHE and RE programmes are part of school curriculum and are delivered to all students.

**6.3.7 Information Technology Literacy Development:** This includes the use of ICT teaching during class times using sites such as REACH+, MyFutureChoice, Qualifax, Careers Portal, etc. This includes use of websites for career and educational research. Students gain exposure to electronic application processes.

**6.3.9 Educational Guidance:** The developmental work includes support on appropriate subjects/subject levels, course choices, motivation and learning, study skills and learning related problems and challenges.

**6.3.10 Wellbeing:** The development work with all students whether under formal Wellbeing initiatives which focuses on students being Active, Responsible, Connected, Resilient, Respected and Aware or on developing self-awareness, coping strategies and decision making skills.

## **7.0 Guidance: A Whole School Activity – Roles and Responsibilities**

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our school to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students.

However, it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximizes its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities within our school are:

### **7.1 Board of Management**

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

### **7.2 Senior Management**

The Principal manages the school and the members of teaching and non-teaching staff. The Deputy Principals are in charge of the school in the absence of the Principal and they have key responsibilities in relation to attendance, behavior, care team etc. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the guidance process in co-operation with guidance counsellors and other members of staff.

### **7.3 Guidance Counsellor**

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising and explaining to the students and at parents' meetings the work of the Guidance Counsellor and the support structures within the school.

The Guidance Counsellor is also a point of contact for student issues, whether identified by staff, parents or students themselves. Their educational role involves many aspects such as assisting the AEN coordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils personal and social counselling, support with regard to study techniques, educational planning and personal organisation.

The guidance counsellor engages with students as they transition from one stage to the next: for example: addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address meetings with parents on a range of topics for each year group. In addition, the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum.

The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the pastoral care and critical incident teams.

### **7.4 Chaplain**

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with year heads (at year head meetings and informally) and all members of the Student Support Team and outside supportive agencies. They are a member of the Critical Incident Team. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community. The chaplain also has specific responsibilities in relation to

students who experience illness or bereavement during their time in school and also to reach out to members of the school community to support them during these times.

### **7.5 Student Support Team**

The Student Support Team is made up of Management, Guidance Counsellor, Chaplain AEN -coordinator and year heads as required. The team meet weekly to review the needs of students. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team. Reference Appendix B for team members.

### **7.6 AEN Coordinator**

The AEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Principal, Deputy Principals and all staff, parents/guardians and outside agencies. They co-ordinate the allocation for resource hours, special needs assistants and assistive technology. The AEN Co-ordinator also oversees timetables for students requiring learning support and assistance. The AEN coordinator liaises with special needs assistants, Guidance counsellor, Chaplain, Year heads, subject teachers and members of the management team to ensure supports are provided and reviewed in line with students changing needs.

### **7.7 Student Leadership - Peer Mentors and Prefects**

Peer Mentor Programme was established in 2007 and is a long running and successful element of the student leadership role within the school. Initially designed as an initiative to 'mind' 1<sup>st</sup> year students it has evolved into a focus on developing the leadership qualities, communication skill and skills of empathy and problem solving in the selected 6<sup>th</sup> year students. In addition, it provides a structure and framework for our 1<sup>st</sup> year students to get to know the senior students and to have a point of contact so that questions can be asked and answered and problems resolved. The goal is that that student meetings take place five times per year. Each peer mentor is required to provide feedback to the principal as issues are identified. This direct line of communication ensures that proactive student management communication links are active and productive. Interested students volunteer and write a letter of application stating why they want to be a peer mentor, what appropriate skills they possess and what they understand the role to be. An interview process may then take place to select approx.18 students. One day of training is provided by Presentation Brothers which focuses on role of leadership and intrapersonal communication.

Students can also volunteer to become prefects. Students apply in writing stating why they wish to take on this role. All students are interviewed by deputy principal, principal and 6<sup>th</sup> year head. The student's leadership qualities, communication skills, resilience and problem skills are important elements of the interview process. Head boy and deputy head boy positions are selected from prefect co-hort. The head boy is a key member of the student council

### **7.8 Subject teachers**

Subject teachers have the role and responsibility for the education of all students in their classes. The subject teacher is key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines. Some teachers have additional formal responsibilities through management, pastoral care roles, co-ordination roles and through participation in programs such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor, chaplain or AEN coordinator on the needs of an individual student and/or refer the student to the guidance counsellor/AEN Coordinator when specialist competence is required with due regard to confidentiality.

### **7.9 Library Service**

The primary goals of the Presentation Brothers College library are as follows:

- Promoting student literacy by curating and building a collection around the interests of students, and by hosting ongoing clubs and societies to encourage students to read and engage with new titles.
- Providing support for classroom development by maintaining a collection of supplementary material and by helping teachers to organize literary events.

The library is a space that supports both in-class and out-of-class learning. Our weekly Book Club and Writing Club serve as a good example of the library's approach to outside-the-classroom learning. These student-led groups encourage students to engage with each other about their writing and reading habits in a casual and friendly context that still provides a structured experience directing them towards expanding their literary horizons. Also important to the library are the official Teams channels, which advertise new titles available

in the library, alert students to interesting literary events taking place in Cork, and host book reviews, quotes, information and quizzes.

In terms of classroom learning, the library plays a supplementary role by allowing teachers to hold reading circles and literary events in the library, and to use the library as a source of lesson plans and project ideas. The library space itself is set up to facilitate group reading and group projects, and has played host to many workshops and events, from the Unfinished Book of Poetry Workshops to the school's monthly podcast.

## **7.10 Other Support Staff**

### **7.10.1 Class Teacher**

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

### **7.10.2 Year Head**

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class teachers, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

### **7.10.3 Guest Speakers**

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes. Guest speakers can be invited and organized to support and augment and existing provision all areas of learning, careers, social awareness, politics, art, wellbeing etc.

#### **7.10.4 Parents**

This plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognises that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Council is a forum for parents to support and engage with school activities and in promoting events that build the personal capacity of parents. Parents can also participate in the guidance process through consultation with the guidance counsellor and other school staff and by attending relevant information meetings and support of extracurricular activities.

#### **7.10.5 Students**

This plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behavior and to experience the value of being a responsible and participatory member of PBC. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because PBC adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. It is a testament to the support structure and positive relationships between students and teacher that this is a regular occurrence. All students from any year group have the mechanisms and ability to make appointments with guidance counsellor at any point and to make repeat appointments as is required. The self-referral approach is fostered and encouraged. Accordingly, a student may talk to a subject teacher, class teacher, year head, chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.



## **8.00 Provision and Delivery of Guidance Programme**

A unique aspect of the delivery of this school's guidance plan is the co-operative and supportive relationship between the school and the parent's community. One of the strengths of the school guidance plan is that there is frequent and productive communication between parents, teachers, students, support structures, year head, class teachers and subject teachers. The guidance counsellor communicates with parents on a regular basis to update them on progress however always in an appropriate manner and within the bounds of confidentiality.

The Guidance curriculum may be divided into two components:

- Informal
- Formal.

### **8.1 Informal Guidance**

The Informal Guidance programme consists of liaising with other Teaching Staff/ Management to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of The School Guidance Plan. Meetings with Parents/ Guardians form an integral part of Informal guidance. As an example, links with staff facilitate subject choices and allow the Guidance Counsellors to identify students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first-hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. Informal meetings also take place on a regular basis between SEN and Guidance

Informal links with parents, student support service personnel (NEPS, visiting teacher. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs.

The prominence of Guidance around the School is evident by the flow of information be it via email, school app or meaningful one to one conversations. Student needs are regularly represented and advocated for at staff meetings.

Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to *Designated Liaison Person (DLP)*.

## 8.2 Formal Guidance

The Formal Guidance Counselling curriculum is delivered using following forms of intervention employing a number of different methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance. Appointments are scheduled however students can make an appointment with guidance counsellor at any time and especially for urgent issues.
2. Classroom guidance delivered in regular weekly classes/ rotating modules/ class group or year group intervention as required.
3. Information Sessions for parents or students based on their individual needs.
4. Psychometric testing is carried out on incoming 1<sup>st</sup> year students (CAT4), PPAD-E Literacy and numeracy tests in 1<sup>st</sup> year, Drumcondra literacy and numeracy tests for 2<sup>nd</sup> Years and MyFutureChoice/Eirquest etc..
5. Delivery of formal guidance programme is in support of Junior Certificate, Transition Year and Leaving Certificate Students

### 8.2.1 Guidance Class Organisation/Teaching Methodologies

The Guidance counselling programme is clearly defined and is structured to achieve specific deliverables across all six years. Work is completed at class level, year group level and at individual level to achieve these goals. At all times these goals are achieved through a collaborative approach

Year Group	Guidance Counselling Focus	Teaching Methodology
1st	Settling in and identifying potential and needs.	Formal Class room contact on modular basis at targeted times during year
2nd	Managing workload.	Formal Class room contact on modular basis at targeted times during year
3rd	Preparing for Exams.	Formal Class room contact on modular basis at targeted times during year especially focused on preparation for exams and coping skills

4th	Self-Awareness and Career Awareness.	Weekly classes aimed to help students understand their abilities and strengths to allow them to reflect on themselves as learners and set goals for the future.
5th	Maximising Performance.	Classes delivered in co-operation with Religion teachers at key points during the year, Sept, Nov, April.
6th	Decision Making and Career choice.	Classes delivered in co-operation with Religion teachers at key points during the year. Study skills, setting goals, managing stress, college applications.

## 9.0 Wellbeing Programme

Wellbeing is one of the key principles that underpins the guidance programme. PBC have responded to this objective by offering a range of learning experiences in a developmental sequence that assist students in developing self-management skills which lead to effective choices and decisions about their lives.

Wellbeing programmes will be reported on in their own separate are of JCPA for the first time in the 2022 JCPA applying to students who completed 3<sup>rd</sup> year in the academic year 2021/2022. Reporting on student achievement in CSPE, SPHE and PE will be facilitated by the use of descriptors. Students achievements will be reflected under Other Areas of Wellbeing.

The Wellbeing delivery is designed as follows over the three years of Junior Cycle

<b>Class Groups</b>	<b>Timetabled Hours for Delivery</b>	<b>Structure Content in class groups</b>
<b>1<sup>st</sup> Year</b>	6 Hours per week	CSPE – 1 hour per week SPHE – 1 hour per week PE – 2 hours per week Digital Literacy Media – 1 hour per week Creative Wellbeing – 1 hour per week
<b>2<sup>nd</sup> Year</b>	3 Hours per week	CSPE – 1 hour per week SPHE – 1 hour per week PE – 1 hour per week
<b>3<sup>rd</sup> Year</b>	3 Hours per week	CSPE – 1 hour per week SPHE – 1 hour per week PE – 1 hour per week
<b>T o t a l Content</b>	Program provides 400 hours across all three years of Junior Cycle	

These classes link into the whole-school delivery of the Wellness programme (with CSPE, PE, SPHE and Digital Literacy and Media and will be driven by the six key indicators as set out by the NCCA.

- Active
- Responsible
- Connected,
- Resilient
- Respected & Aware

The components comprise of the following

### **9.1 Digital Media Literacy (DML)**

DML plays an important role in a student's wellbeing as it aims to extend and refine students' ability to use digital technology, communication tools, and the internet creatively, critically and safely, in support of their development, learning and capacity to participate effectively in social and community life.

DML encourages students to

- learn to use digital technology, communication tools and the internet to engage in self-directed enquiry.
- develop their digital literacy skills and improve their capacity to know what they are looking for, what information to ignore or discard, and how to identify what can be useful or significant.
- learn to discriminate between the multiple sources of information available online and to challenge the views they find there.
- learn how to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes.

### **9.2 Civic, Social and Political Education (CSPE)**

By its nature, CSPE addresses each of the Wellbeing Indicators and extends the exploration of Wellbeing beyond the individualism inherent in e.g. PE and SPHE, to collective wellbeing, between the personal and the political, and ultimately between our wellbeing as a species and that of our planet. CSPE consists of three strands as follows;

Reporting on Wellbeing subjects is now mandatory. Individualized reports are to be completed on all CSPE students at Christmas and Summer times. An outline of the topics that have been covered during the term should be included as well as a comment on the student's contribution and participation in class. Examples are outlined below;

### Strand 1 – Rights and Responsibilities;

- Human Dignity,
- Human Rights,
- Children’s Rights,
- Taking Responsibility.

### Strand 2 – Global Citizenship;

- Our Developing World,
- Sustainable Living,
- Effecting Global Change.

### Strand 3 – Exploring Democracy;

- Power and decision-making,
- The Law and our lives,
- The Mass Media.

- Strand 1 is seen as a *foundational* strand, without which full engagement with the other two strands is compromised. This would suggest that Strand 1 should be covered in 1<sup>st</sup> year. However, it is also suggested that all three strands should be taught in an *integrated* fashion => e.g. when teaching ‘Human Rights’ as part of Strand 1, global poverty and inequality (Strand 2) or the role of the EU / UN in upholding Human Rights (Strand 3) could well be incorporated. A non-linear approach is thus encouraged.
- In addition, particularly in 2<sup>nd</sup> and 3<sup>rd</sup> year, with Strand 1 having been completed in 1<sup>st</sup> year, there is a clear suggestion that there is much to be gained from choosing topics that are A) topical / in the news and / or B) dictated by class interest. As such, a flexible and *à la carte* selection of topics to be covered in any particular term / year is advised, which to an extent precludes long term planning of schemes of work.
- Active Citizenship – contributing positively to local, national and international society. It is advised that an action / action project would constitute a regular feature of the study of CSPE throughout the three years of the Junior Cycle, with at least one such action being incorporated into the teaching and learning in each strand.

### 9.3 Creative Wellbeing

The aim of Creative Wellbeing lessons is Personal Development, guiding students to a greater sense of self awareness, self-confidence, resilience and empathy, through engagement with individual and group, creative activities.

The creative product is not the focus but part of the process towards building and developing these qualities in the students.

Sample Learning Outcomes:

Students will learn to:

- Explain what is meant to have positive mental health.
- Appreciate the importance of building their own self-esteem and that of others
- Welcome individual difference based on an appreciation of their own uniqueness.
- Practice some relaxation techniques through creative activities.
- Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination.
- Identify short, medium and long term personal goals and ways in which they might be achieved.
- Use the skills of active listening and responding appropriately.
- Practice a range of strategies for building resilience.
- Use coping skills for managing life's challenges.
- Work as part of a group to achieve a shared goal.
- Communicate ideas through the use of different media.

#### Resources and Content:

- **Creativity for Wellbeing Workbook by Mental Health Ireland** This Resource uses the R.O.S.E. model – Reason – Optimism – Self Identity – Empowerment The thesis is that Life directions and life decisions become less complicated when they are viewed in the context of their true values and beliefs. Students engage in creative activities to support and deepen their knowledge of what is important to them. These include Visualisations, mindful colouring, reflective questions amongst other coaching tools.
- **Visual Teaching Strategy**

Visual Teaching Strategy (VTS) is an inquiry based teaching method that improves a student's ability to describe, analyse and interpret imagery and information through observing and discussing Visual Art.

- Uses visual images to engage puzzle, and intrigue students while building ability and confidence in decoding complex and diverse material.
  - Is inclusive and fully respects all learners
  - Is easily mastered because it uses existing strengths, interests and experiences.
  - Sparks motivation and curiosity
  - Is easy to transfer the verbal reasoning skills and strategies to other areas of study.
- 
- **Meditation through Art** National Gallery of Ireland Mindfulness through Art Programme - Mindfulness is deliberately pausing and paying attention to the present moment, without judgment. It gives us time to connect with ourselves and the world around us, fully experiencing what's going on. Students will practice mindfulness by spending time looking at and being guided through artworks, this engagement can help to calm busy minds.
  - **Resilience and Me** This is a book of stories by students reflecting on times they showed resilience in their lives, this resource would be used to enable students to draw upon their own resources as they navigate their own path through life.
  - **Student Voice:** Students will be encouraged to express their ideas and thoughts through drama, literature and music. Fostering student's individual talents, sharing these talents and their ideas through performance workshops. Working in teams, individually contributing towards a realised piece of work.
  - **Reflective Journal:** Students will keep a reflective journal, recording their engagement with the lessons, reflecting on learning and including any follow up activities required. This can be both physical and digital and used for personal reflection also.
  - **Assessment Practices:**



- Assessment will be ongoing classroom based and formative in nature.
  - Regular reflection on learning will be encouraged.
  - Completing assignments, project work, presentations, performances.
  - Engaging in self/peer assessment.
- 
- **Classroom Space:** Access to a space allowing workshops involving movement and group work. The Junior Art Room would also give easy access to materials when required. The Theatre could be used for more interactive workshops.

#### 9.4 Social Political Health Education SPHE

Delivery of SPHE as an integral element of Wellbeing and address student learning and development under the following strands.

- **Strand 1** – Understanding myself and others. This strand focus on developing self-awareness and self-esteem and builds on the skills needed for healthy relationships and to thrive in life.
- **Strand 2** – Making healthy choices – This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing. They come to understand contextual factors such as family, peers, media and social pressures that influence decisions
- **Strand 3** – Relationships and Sexuality. This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through positive inclusive and rights based approach. The focus is on family relationships, friendships, romantic/intimate and potential sexual relationships in the future.
- **Strand 4** – Emotional wellbeing. This strand focuses on nurturing emotional wellbeing and promoting positive mental health. It helps develop problem solving and coping skills for dealing with life, explores how to support themselves in challenging times and how to find and access support when needed.

Year Group	Indicative Content
1 <sup>st</sup> Year	Settling in and adjusting to secondary school & Study Skills Study Skills Problem Solving and Resilience Wellbeing, resilience and mindfulness Wellbeing – Group Project Lockers – Consent Alcohol awareness Mental Health Matters LGBT+ Awareness

2 <sup>nd</sup> and 3 <sup>rd</sup> Year	Reflection on 1 <sup>st</sup> Year – Group project Settling in and adjusting to secondary school & Study Skills Wellbeing, resilience and mindfulness Emotional Health and Mental Health Matters Webwise Program and Cybersecurity Alcohol Awareness Anti-Bullying Physical Health – Group Project B4 U Decide Consent – personal responsibility
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### 9.5 Physical Education

Young people are at an important stage in their lives where they are developing rapidly; physically, psychologically and socially. Increasingly, they are making their own lifestyle decisions, including whether and/or how they will participate in regular physical activity. Physical education can provide all students with enjoyable and worthwhile learning opportunities where they develop the movement skills and competencies to participate and perform in a variety of physical activities competently, confidently and safely. It builds students' motivation in and commitment to physical activity and sport within and beyond school. It can encourage students to get involved in both participation and leadership roles, irrespective of their previous experiences of or ability in physical activity.

Students learn to appreciate the importance of regular health-enhancing physical activity and to make informed choices about how to include physical activity as part of a healthy lifestyle. Such informed choices are key to the development of lifelong habits of physical activity

Physical Education contributes to important learning in the school's Wellbeing programme. As a result of their learning in physical education, students should be better able and more

motivated to include regular physical activity in their lives thereby contributing to their overall sense of wellbeing.

In junior cycle specifically, six indicators—Active, Responsible, Connected, Resilient, Respected and Aware— have been identified as central to students’ wellbeing. PE provides learning opportunities which contribute to each of these wellbeing indicators. The subject aims are to challenge and inspire every pupil. At Presentation Brothers College, we are committed to the growth and development of every pupil as they progress along a physical / performance pathway. This will enable students to develop their creativity and inventiveness that will nurture an inner strength contributing to the physical, academic, social, cultural and emotional growth of the student. PE in PBC at levels contributes directly to student wellbeing.

## **9.6 Religion Education**

Non-exam Leaving Certificate Religious Education promotes tolerance and mutual understanding. It is a broad course which seeks to develop the skills needed to engage in meaningful dialogue with those of other or of no religious traditions. The aims of Senior Cycle RE are to engage in topics that would not be covered in other LC subjects, such as mental health, self-esteem, bullying, suicide prevention, and debate moral issues such as drugs, abortion, euthanasia, and the death penalty. It is a safe space where students' opinions are listened to and valued, and where they discuss with others of differing views also. This helps to foster respect, tolerance and acceptance of the changing world we are in, and will be beneficial to them going forward in life. The Bystander Intervention Programme and RSE are the focal points of LC RE, as learning about Consent and what is acceptable behaviour is paramount so that students are able to feel safe in and have healthy relationships throughout their lives.

The program includes the following as a guideline for delivery.

The mission statement and the ethos of the school are reflected in this Guidance Plan.

A Catholic School engages in the work of education and guidance animated by a Catholic Christian vision of life.

Our P.B.S.T. Charter states the aim of Presentation education as:

*“Working together to make Christ’s Gospel of love known and relevant to each succeeding generation.” (PBST Charter P.10).*

The Charter highlights the importance of Religious Education in providing knowledge, insight, support and life guidance to students. It sees “a deep commitment to gospel values as lived in the Edmund Rice tradition” (PBST Charter P.10), as one of four core elements in a Presentation Brothers school.

Consequently, Religious Education and faith development have a key role in our Guidance Plan.

## TY

### Moral Issues

- Right v Wrong – \*Seven Pounds (DVD)
- War and Peace – \*Schindler’s List/The Boy in the Striped Pyjamas/Unbroken (Netflix)
- Pacifism – \*Hackshaw Ridge (Amazon Prime)
- Hope - \*The Shawshank Redemption (Netflix)
- Free Will - \*The Truman Show (Netflix)
- Bullying – Pheobe Prince Documentary (YouTube)

### Documentaries (RTÉ Player)

- Laura Brennan, ‘This is Me’
- Orla Tinsley, ‘Warrior’
- New Gaels
- Becoming Irish
- Fast and Not Furious
- The Tommy Tiernan Show e.g.: Fr. Peter McVerry
- The Meaning of Life with Gay Byrne / Joe Duffy

### Projects

- Inspirational Person Project
- Care for the Elderly Project – ALONE, SHARE

### Retreats

- St. Dominic’s Retreat Centre
- Knock

### Optional Extras

- Future Leaders (GAA)
- Alcohol Awareness Programme
- The Truth About Drugs Programme
- New Religious Movements Project

## **5th Year**

### Moral Issues

- Mental Health / Suicide / Bullying / Positive Mental Health / Self Esteem – Meditation, Mindful Colouring - \*RTE Player – ‘My Other Life’ / ‘I’m Fine’ / ‘Unspoken’ (Anorexia) / \*DVD A Beautiful Mind
- Social Media – Positive v Negative – Jesy Nelson Documentary ‘Odd One Out’
- Drugs - \*RTE Player – ‘The Hardest Hit’, Philly McMahon
- Racism - \*DVD Invictus / The Blind Side (Netflix)
- Ethical Issues – \*Blood Diamond (Netflix)
- RSE / Consent – Richie Sadler Book ‘Let’s Talk’

## **6th Year**

- Death Penalty / Conscience - \*DVD Dead Man Walking / Green Mile
- Euthanasia - \*Me Before You / Million Dollar Baby
- Abortion - \*DVD Juno
- Cloning - \*My Sister’s Keeper (Netflix)

### **Across Year Groups**

- Liturgical Calendar – ‘November We Remember’ / Christmas / Lent etc.

### Guest Speakers

- Suicide Prevention – YSPI
- The A.A / Cuan Mhuire / Tigh Linn
- Mná Feasa

## **9.7 Student Support Team**

The aim of the student team is to ensure that care and support is provided to all students in line with our school's mission statement.

The support team is also a key element in the delivery of the guidance plan. The team meet weekly to discuss student needs whether educational, academic, social or personal. This forum includes all the key stakeholders and provides a means of communicating sensitive issues to relevant staff members and identifying collaborative actions to ensure student success and wellbeing.

The student support team is headed by the Deputy Principal and focuses on different year groups each week however a flexible approach is used so that student of concern can be addressed at during any meeting.

The core team consists of the following members and additional people are invited based on issues to be addressed.

- Head of Student Support Meeting – Deputy Principal
- Management Representatives – additional Deputy Principal and Principal
- Both Senior Cycle and Junior Cycle Guidance Counsellors
- AEN Co-Ordinator
- Chaplain
- Rotating Year head as required.





## 10.0 Framework for Delivery

<b>Vocational/Career:</b>									
Includes areas such as employment/job opportunities, vocational and education and training further education , job and interview preparation, career research and career course information									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>School Based Guidance: Exploring effective and personal learning and exam strategies</b>									
Career Meetings	√						Guidance Counsellor	Individual appointments	All
Goal Setting	√						Guidance Counsellor	Careers Class	TY/ 5th/
Personal Statements		√					Guidance Counsellor	Individual appointments	TY/ 5th/ 6th
Identification of AEN students vocational			√				Guidance Counsellor/ Teachers/ Management	Individual appointments	All
Career Investigation Portfolio	√						Guidance Counsellor	Careers Class & Individual appointment	TY
Overview of Aptitude, Interest,	√						Guidance Counsellor	Reach+ Programme, MyFutureChoice	TY/ 5th/ 6th Years
Aptitude Assessments	√						Guidance Counsellor/ AEN Co-ordinator	MyFutureChoice, CAT4, Drumcondra Test	Incoming 1st years
<b>Vocational/Career:</b>									
Includes areas such as employment/job opportunities, vocational and education and training further education , job and interview preparation, career research and career course information									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>School Based Guidance: Exploring effective and personal learning and exam strategies</b>									

Decision Making	√		Use of decision making model and its role in personal decision-making and behavioural management	All	Guidance Counsellor / Teachers	Classroom and individual
Mock Interviews		√	Targeted interview practice for course or job interviews	Guidance Counsellor or	Situation analysis & interview preparation	5 <sup>th</sup> /6 <sup>th</sup> Years
Guidance Counselling Support	√		Personal development with focus on self-esteem and self-confidence to enable enhanced decision	Guidance Counsellor or	CBT, Solution focused	One to one
Subject choice support	√		Plan learning paths in line with aptitude and interests and help students assess their strengths to make informed choice based on their individual goals	Guidance Counsellor / Teachers	Teachers in class preparation. Guidance class work,	2 <sup>nd</sup> Year/TY
College Applications Ireland (CAO,	√		Understand process and ensure ability to take personal action in line with personal career plans, goals and aptitude based on	Guidance Counsellor or	Classroom and One to one appointment	6 <sup>th</sup> Year
College Applications EU and USA		√	Understand process and ensure ability to take personal action in line with personal career plans,	Guidance Counsellor or	Classroom and One to one	6 <sup>th</sup> Year

<b>Vocational/Career:</b>									
Includes areas such as employment/job opportunities, vocational and education and training further education , job and interview preparation, career research and career course information									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Experiential Guidance : Understanding the world of work and opening horizons</b>									
Open Days	√			Explores differences between courses and educational providers in line with student interests and			Guidance Counsellors	Universities, College of Further	TY, 5 <sup>th</sup> , 6 <sup>th</sup> Years
University Experiences – Engineering your Future,			√	Explore individual interests in a different environment to develop interest sand to create greater awareness of skills and abilities and opportunities after education			Guidance Counsellor, Teachers	Universities, College of Further Education, Industry	TY
BT Young Scientists & student			√	Explore individual interests in a different environment to develop interest sand to create greater			Teachers and Subject	Outside organisations	TY, 5 <sup>th</sup> , 6 <sup>th</sup> Years
Work Experience	√			Develop skills to interact with employers and to identify possible career pathways			TY Co-ordinator , TY Year	Outside organisations and	TY

<b>Vocational/Career:</b>									
Includes areas such as employment/job opportunities, vocational and education and training further education , job and interview preparation, career research and career course information									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>Home School Partnership: Making educational connections and partnerships between school and</b>									
Information Evening for Incoming 1 <sup>st</sup> Years, Transition Year Information evening and Subject Choice Etc. Academic	√			Exploration of subject choice, career possibilities, understanding aptitude reports. Information n courses and colleges to ensure that parents to assist student in making informed choices			Year Head, Guidance Counsellor, Management	Whole Group Meeting	1 <sup>st</sup> Years TY, 5 <sup>th</sup> , 6 <sup>th</sup> Years as required
Individual meetings with parents		√		Explore student specific needs to support student in their academic and personal development			Year Head, Teacher, Guidance Counsellor, AEN	Relevant individuals as required	All
Information flow	√			Updating parents on student progress, educational events and opportunities etc. via school app,			All	All	All

<b>Educational</b>									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
Individual guidance meetings re subject		√		Explore subject complexities, course requirement and aid individual decision making so that subject are in line with individual			Guidance Counsellor	Classroom teaching – Guidance Counsellors	2 <sup>nd</sup> years and TY
Resource investment in classroom	√			Appropriate facilities, tools are available			Management	Facilities	All

Availability and support for wide range of subjects in line with	√		Making choices in line with individual student needs	Management	Facilities and teaching staff	All
Various teaching methodologies, group work for	√		Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	Teachers, Subject departments	Classroom teaching, ICT and one to one support	All
Subject field trips		√	Plan and participate in learning and experiential opportunity to enrich class room teaching and support	Teachers, Subject department	Subject teachers & Outside	All

Educational									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
Focus Weeks : Seachtain na Gaeilge, Science	√			Develop and identify transferrable skills and create opportunities to demonstrate learning and build confidence outside of class room			Subject teachers	Classroom activities, Competitions, Readings,	All
Induction days for TY and Easter Sports Camp	√			Develop communication skills in dealing with teachers and in creating relationships that will enhance the learning environment			Subject teachers, Year head,	Fun activities and external sport	1st Years, TY
Parent teachers meetings	√			Reflect the learning style of students and create partnership to enhance student ability to achieve their potential			Subject teachers, year head,	One to one meetings	All
Differentiated Learning & Team teaching			√	Analyse students' needs in a class room setting and identify appropriate learning strategies to develop students ability to succeed			Subject teachers, year head, AEN Co-	Classroom	All
Individual meetings re individual progress			√	Analyse individual students needs to create a personal individual learning plan			Guidance Counsellor, Subject	One to one meetings	All

Educational									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency / Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developi ng Myself	Develop ing My Learning	Developin g My Career	Personal Responsibili ty	Methodolo gies / Resources	Class Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
<b>Assessment and Standardised Testing</b>									
CAT4, Eirquest Aptitude testing	√			Identification of students strengths and area of potential challenge to better develop student confident and supportive			Guidance Counsellor, AEN Co- ordinator	Psychometri c tests	Incomin g 1 <sup>st</sup> Year, TY
WIATT –IV, Woodcock Johnson etc		√		Identification of students potential challenge to better develop appropriate student			AEN Co- ordinator, teachers,	Standardise d testing	All
Analysis of State exam results, Pre exams,	√			Analysis of student progress and identification of areas that require review to ensure students potential is achieved			Subject teachers, manageme nt,	Class and state examinatio ns results,	1 <sup>st</sup> year, 3 <sup>rd</sup> year, 5 <sup>th</sup> year, 6 <sup>th</sup>
Broad suite of Assessment techniques	√			Development of broad range of assessment techniques in line with learning objectives and learning styles Oral assessments,			Subject teachers	Whole class, group and one to one	All
PPAD-E Testing , Drumcondra	√			Identification of students strengths and area of potential challenge to better develop student confident and supportive			AEN Co- ordinator, teachers, GuidanceCo	Standardise d testing	1 <sup>st</sup> Years

Educational									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
<b>Motivation and Learning</b>									
Study Skills Seminar	√			Identify learning strategies to support students individual styles			Guidance Counsell	External provider	3rd and 6 <sup>th</sup> Years

Integrated Study Skills	√			Identify subject specific learning strategies and exam techniques to support students success and provide refreshers and individual	Teachers, Guidance Counsellors, SPHE	Subject specific class, Guidance	All
School Journal and MS Teams	√			Provide tools and information for student to be self-directed learners	Subject teachers, manage	Class room subject specific	All
Attendance Strategy and Management	√			Provide comprehensive monitoring of attendance to ensure personal issues are identified and that	Management, Staff	School App, VSWare	All
Behavioural and Anti Bullying Policy			√	Identification of personal strengths and emotions and how they can influence behaviour. Provide a mechanism to address behavioural	Management, Staff	Whole class and one to one	All
Comthlain/ Year Group Specific	√			Ensure whole groups communication promotes inclusion and self-directed learning	Year Head, Manage	Large Group	All

Educational									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al	So	Fe	Developin	Developi	Developing	Personal	Methodolog	Class
	l	me	w	g Myself	ng My Learning	My Career Path	Responsibility	ies / Resources	Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
<b>Literacy and Numeracy Strategy</b>									
School Library	√			Develop an interest in exploring topics to enhance self-directed learning and promote development of literacy and numeracy strategies for academic purposes and life purposes			School Librarian, Subject teachers	Library Activities, Classroom activities	All
Maths Week	√						Subject teachers	Classroom activities, Whole	All
Table Quiz, games		√					Subject teachers	Classroom activities, Whole	All
Essay Competitions		√					Subject teachers	Classroom activities, Whole	All
Creative Writing,		√			Enhance literacy and self-expression to accurately describe			Subject teachers	Classroom activities,

PodCast Initiative		√		feelings, emotions, and develop communication strategies and enhance self-awareness, self-confidence and self-esteem	Subject teachers	Classroom activities	All
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Educational									
Includes areas such as subject choice/course choices, motivation and learning, study skills, problem									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>Curricular support : Providing effective personal learning and exam strategies</b>									
<b>AEN Support</b>									
AEN Policy		√		Strategy and process to identify and support students with additional educational needs to ensure all students can reach their			AEN Co-ordinator , Manage	Whole Group	All
Student Support Files			√	Student specific support plan that has been agreed with parents and pupil that develops enhances			AEN Co-ordinator ,	One to One	All
Exam Support – RACE,			√	Evaluation of student needs in exam setting to ensure that potential can be achieved at in			AEN Co-ordinator , Exam	Exam support policy, One	All
AEN Supports – one to one classes, differentiate			√	Creation of a flexible but student focused approach to supporting students in large or small group setting or in individual setting to ensure that student self-esteem			AEN Co-ordinator , Management,	One to One, small group, Class groups	All
Intake committee student assessment	√			Review of student progress in primary school, potential issues that would inhibit successful transition and to facilitate			AEN Co-ordinator , Guidance	Primary school visit and application	All

Personal and Social									
Includes areas such as developmental skills crucial to the student education and careers – self									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personal Responsibility	Methodologies / Resources	Class Groups
<b>Curricular and Co-curricular : Wellbeing – Developing and maintaining self-esteem and a positive Wellbeing – SPHE/RE</b>									



SPHE Classes	√		Interact effectively with peers and teachers to build positive relationships in life. Develop coping	Subject Teachers	Class groups	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year
Drink Aware/Think about	√		Develop coping strategies for dealing with change and transition		Class groups	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year
Bystander Programme	√		Employ effective problem solving in self and others and to be aware of how behaviour and attitudes can influence the feelings and behaviours of other	RE teachers	Class groups	4 <sup>th</sup> /5 <sup>th</sup> /6 <sup>th</sup> Years
Consent – Lockers 5 <sup>th</sup> and 6 <sup>th</sup> Year	√			SPHE teachers, Guidance Counsell	Class groups	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year, 5 <sup>th</sup> and 6 <sup>th</sup> year
Managing Self : Creating friendships,	√		Understand and explain how behaviour and attitudes can influence the feelings and behaviours of other	SPHE teachers,	Class groups	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year
Mindfulness and Mental Health	√		Employ effective problem solving in self and others	SPHE teachers, Guidance	Class groups and one to one setting	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year

<b>Personal and Social</b>									
Includes areas such as developmental skills crucial to the student education and careers – self-									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Curricular and Co-curricular : Wellbeing – Developing and maintaining self-esteem and a positive Wellbeing – SPHE/RE</b>									
RSE , LGBT+ B4U Decide	√			Personal development with focus on exploring the cognitive, physical, emotional and social aspects of relationships and			SPHE and RSE teachers	Class groups and one to one setting	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year
Wellbeing Group Project &	√			Reflecting on learning and development of effective communication skills			SPHE teachers	Classroom resources and	1 <sup>st</sup> , 2 <sup>nd</sup> , Year
Webwise and Cybersafety	√			Reflect on online networks and how they can be utilised safely and understand personal self-			SPHE teachers	Class groups and one to one setting	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Year
Antibullying	√			Identification of personal responsibilities and impact on self and others. Provide a mechanism to address behavioural issue early				Class groups and classroom resources	1 <sup>st</sup> , 2 <sup>nd</sup> , ,3 <sup>rd</sup> year
Consent	√			Promote and understand what consent means in context of			RE/ Guidance	Class groups/	4 <sup>th</sup> /5 <sup>th</sup> / 6 <sup>th</sup> Years
Bystander Program	√			Promote and understand what personal responsibility is and how appropriate action can be taken in			RE Teachers	Class groups/ workshop	4 <sup>th</sup> /5 <sup>th</sup> / 6 <sup>th</sup> Years

Personal and Social									
Includes areas such as developmental skills crucial to the student education and careers – self-									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Curricular and Co-curricular : Wellbeing – Developing and maintaining self-esteem and a positive Creative Wellbeing</b>									
Mindfulness and Relaxation	√			Explain what is meant to have positive mental health. Appreciate the importance of building their own self-esteem and that of others			Art Teachers	Creativity for Wellbeing Workbook by Mental	1 <sup>st</sup> , Year
Positive Mental Health	√			Welcome individual difference based on an appreciation of their own uniqueness. Practice some relaxation techniques through creative activities. Associate the importance of			Art Teachers	Visual Teaching Strategy Meditation through Art	1 <sup>st</sup> , Year
Resilience Building	√			Identify short, medium and long term personal goals and ways in which they might be achieved. Use the skills of active listening and responding appropriately. Practice a range of strategies for building resilience. Use coping skills for managing life's challenges. Work as part of a group to achieve a shared goal			Art Teachers	Resilience and Me, Student Voice	1 <sup>st</sup> , Year

Personal and Social									
Includes areas such as developmental skills crucial to the student education and careers – self-									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developi ng Myself	Develop ing My Learning	Developing My Career Path	Personal Responsibil ity	Methodolo gies / Resources	Class Groups
<b>Curricular and Co-curricular : Wellbeing – Developing and maintaining self-esteem and a positive Creative Wellbeing</b>									
Mindfulness and Relaxation	√			Understanding of usefulness of being present to manage day to day stress			RE teachers/ Guidance	Classroom/ Mindfulness Apps	5th/6 <sup>th</sup> Years

Positive Mental Health	√		Development of understanding of how to maintain positive mental health	RE /PE teachers/ Guidance	Classroom & Jigsaw Workshops	5th/6 <sup>th</sup> Years
Mental Health Awareness	√		Understanding of small steps that can b implemented in daiy life that promote positive mental	Guidance Counsellor	Walks, poster Competition	All
Resilience Building	√		Identify short, medium and long term personal goals and ways in which they might be achieved. Develop understanding of	RE teachers/ Guidance Counsellor	Classroom	5th/6 <sup>th</sup> Years

Personal and Social									
Includes areas such as developmental skills crucial to the student education and careers – self-									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Curricular and Co-curricular; Wellbeing - CSPE</b>									
CSPE Classes	√						Subject Teachers	Class groups	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup>
CSPE: Strand 1 - Rights & Responsibili ties : Human Dignity, Human Rights,	√			Exploration of the world around us to promote and enable decision making skills and to understand personal growth and career and personal decision making in a wider context. CSPE addresses each of the Wellbeing Indicators and extends the exploration of Wellbeing beyond the individualism inherent in e.g. PE and SPHE, to collective wellbeing, between the personal and the political, and ultimately between our wellbeing as a species and that of our planet.			Subject Teachers	Class groups	1 <sup>st</sup> , Year
CSPE: Strand 2 - Global Citizenship : Our Developing World,	√						Subject Teachers	Class groups	2 <sup>nd</sup> Year
CSPE: Strand 3 - Exploring Democracy : Power and Decision	√						Subject Teachers	Class groups	3 <sup>rd</sup> Year

Personal and Social									
Includes areas such as developmental skills crucial to the student education and careers – self-									
Measure/ Action	Guidance For			Indicative Competency /Outcome			Learning in this area is Supported by		
	Al l	So me	Fe w	Developin g Myself	Developi ng My Learning	Developing My Career Path	Personal Responsi bility	Methodolog ies / Resources	Class Groups
<b>Curricular and Co-curricular: Wellbeing</b>									
<b>Leadership and Student engagement</b>									

Green Schools	√		Modelling and developing school green policy and creating an environment of awareness in school to drive environmental	Green School Leader and Class	Classroom/ Separate meetings/ activities	All
Peer Mentor and Prefect Programmes	√		Development of leadership skills and appropriate interpersonal problem solving skills in support of incoming students and in role	Principal / Management		All
Student Council	√		Representing student voice and being part of the development of school. Ensuring that student had a	Student Council leader	Meetings/ Surveys	All
Gaisce	√		Goal setting and planning to achieve personal targets	Management and TY		4 <sup>th</sup> Years
Meditation and Prayer	√		Development of personal faith and understanding of school ethos and commitment to living a life where	Chaplain, RSE teachers	Class group and individual.	All

## **11.0 School Structure and Policies**

### **11.1 Mixed Ability Classes**

PBC is fully committed to the principle of mixed ability classes. Students incoming CAT scores are factored into allocation of classes to ensure that all classes in junior school are truly mixed ability. Review of CAT results prior to the beginning of the school year identifies student who are likely to experience difficulties (whether they have been identified to AEN department or not). Parents receive copies of CAT results and selected parents are contacted to discuss possible concerns that might prevent the student from settling in to secondary school. This information is shared with subject teachers as appropriate. In addition, teachers are made aware of student who performed at the higher end of the range and who may benefit from being additionally challenged. At senior cycle all students are encouraged to take classes at the highest level possible for as long as possible to maximise further education opportunities if that is in line with the students' personal goals. While this is a general approach each student will be supported by teachers and guidance counsellors to make the appropriate decision based on their individual circumstances and abilities.

### **11.2 Provision of students with Additional Educational Needs**

Students needs are assessed on a regular basis throughout their time on PBC. The Additional Education Needs department (AEN) in conjunction with subject teachers and guidance department identify unique strengths of students and support their learning needs to ensure that they reach their full potential. AEN department will provide expertise in classroom settings and in one to one settings or small groups to achieve this goal.

### **11.3 Appointments and Meetings**

#### **11.3.1 Meetings/Appointments with Students**

All Students have the ability to made guidance counselling appointments as they wish. The goal is to encourage students to identify when they need support and to create an environment of support for the student. The appointment may be for personal counselling, decision making, vocational guidance or any other matter that relates to student wellbeing and academic progress. Students also have access to chaplain to discuss personal or faith issues. There is excellent and close co-operation between chaplain and guidance counsellors and all members of care team.

This appointment system is managed through MS Teams and VShare. The student or the guidance counsellor sends a message on MS teams to request an appointment. The guidance counsellor then allocates a time and replies via MS teams. VShare is then updated with the appointment time so that the subject teacher is aware that the student is attending an appointment. At the conclusion of the appointment VShare notes is updated with a very brief update on the nature of the appointment. All details are kept in the student's individual careers file. Each student has a file which is maintained by the Guidance Counsellor in a secure location in office. Files are created in 1<sup>st</sup> years and are maintained until 6<sup>th</sup> years and transferred from one guidance counsellor to another. When students leave school the files are stored in a secure room for the required period of seven years and then securely destroyed.

### **11.3.2 Meetings with Parents**

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school or emailing the guidance counsellor directly. Appointments are usually conducted during the school day, but, may in certain circumstances be arranged after or before school. On occasion and depending on the nature of the appointment the class teacher, year head or management representative may be asked to attend. Parents may also make arrangements to meet with Year Head, Chaplain also as required.

PBC Guidance Counsellors have a role in assisting parents to access, assess and interpret information and services that are essential in supporting them make appropriate decisions to ensure that their children's educational and wellbeing needs are met.

Parent teacher meetings occur during the year and Guidance Counsellors are available at all parent teacher meetings.

### **11.3.3 Meetings with Past Pupils**

Tracking destinations of past pupils after the leave PBC is a valuable source of guidance and information for our students. When they visit the school on formal or informal basis they provide:

- Valuable career information on their chosen field
- Transition to 3<sup>rd</sup> level - difficulties and tips
- Importance of building a support network and joining societies/clubs
- Attendance of lectures and tutorials



- Natural and realistic motivators for exam students
- Role models for younger students
- Scholarship information on requirements and applications

#### **11.3.4 Meetings with teaching colleagues**

A strong positive attribute of the PBC teaching community is that informal meetings to discuss student needs occur on a daily basis. There is daily contact between Guidance Counselling, AEN, subject teachers, chaplain, year heads, sports coaches and management. These meetings are essential to the delivery of a student centred approach to learning and development. The value of these informal discussions cannot be underestimated. Student are also aware that teachers collaborate in their best interests while they also understand that their privacy is respected.

#### **11.4 Confidentiality**

Counselling relationships themselves and information that is disclosed in counselling relationships are kept confidential. However, if a situation arises where the guidance counsellor or the school feels a student is at risk, the Principal or Guidance Counsellor may consult the student, school management, parents/guardians and relevant agencies, if necessary and as appropriate. Students are encouraged to discuss their problem with their parent/guardian where appropriate. At the beginning of the counselling session, students are always informed that what is said in the counselling session is confidential between the counsellor and the student UNLESS the counsellor feels that the pupil is

- a danger to themselves (including eating disorders)
- a danger to anyone else,
- in danger of being abused
- about to or has committed a crime or is involved in illegal activity

Confidentiality will not apply in these cases. Any reasonable concern or suspicion of abuse or neglect must elicit an immediate response.

#### **11.5 Reporting**

In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the

student is a danger or if it is a legal requirement.

The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances, the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

### **11.6 Referral**

Students can self-refer by requesting an appointment with a School Guidance Counsellor or School Chaplain. Year Heads and Class Tutors can refer students for individual support. The Principal, as the Designated Liaison Person (DLP), in consultation with the School Guidance Counsellors, may refer to outside agencies such as the HSE and the NEPS (National Educational Psychological Service Agency). Such referrals are made in consultation with parents/guardians.

### **11.7 External Agency Support**

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

- Department of Education (RACE)
- State Examinations Commission (SEC)
- NEPS Psychological Services
- Social Workers
- Educational Welfare Officer
- CAMHS Child and Adolescent Mental Health Services
- Doctors
- Employers
- SENO
- Túsla
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces

- Gardaí
- CAO
- Colleges of Further Education
- Access College Programmes HEAR/DARE
- UCAS
- EUNICAS

### **11.8 Ethical considerations and Accountability**

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, and to the school's Ethos and Educational Philosophy. The Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of students in "loco parentis" and accepts the responsibilities of this position, keeping the student's welfare to the forefront at all times. The Guidance Department are aware of our responsibility to our students, to the school, to our own profession, to ourselves and to the implementation of this policy. To this end, we will partake in professional peer supervision, which will provide support and feedback for professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellors' Code of Ethics. The School Guidance Counsellors abide by the 'Child Protection Guidelines for Post Primary Schools'.

### **11.9 Record-Keeping Procedures**

Record keeping is an integral part of the administration of the Guidance and Counselling Service in the College. All records will be kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act'. Appropriate coding of information will take place to protect the identity of clients. Recording information that could lead to misinterpretation and misuse will be avoided as well as any form of conjecture. Summary data will also be maintained electronically to assist with data analysis and the efficient running of a records system required that the guidance counsellor has a familiarity with the students.

### **11.10 Testing and Assessment**

All our testing and assessment procedures are administered based on the goal to identify student's areas of strength and challenge and to provide specific information to student, parent and teachers to allow better educational, career and life choices to be made. AEN department has responsibility to ensure that testing is complete in a timely manner to facilitate exam accommodations.

Testing will be used to assist students, parents and teachers for a variety of purposes such as

- categorisation of occupational interests,
- assessment of behaviour, strengths and difficulties
- educational and career planning
- personal and social development.
- school assessment and public examination results will supplement this information.

#### **Assessments used in PBC include but are not limited to:**

- Cognitive Ability Tests (CAT4 Level D):

The CAT results are disseminated to our incoming 1<sup>st</sup> year students. Each student receives their results by post. CATS results are used in conjunction with information regarding special educational needs to create 1<sup>st</sup> year classes to ensure mixed ability groups.

- Drumcondra and PADD-E

Literacy and numeracy tests are administered to 2<sup>nd</sup> year students to support adjustment to increase work load and to identify student strengths and additional needs

- COA/MyFutureChoice – Aptitude and Interest Assessments

Integrated careers interest and aptitude testing is completed in TY and online in careers class to assist students with career choice. Results of the assessments are stored in student's files and are made available to parents. This information is discussed with each student during their TY careers appointment and may be referred to during additional appointments in 5<sup>th</sup> and 6<sup>th</sup> year.

- **Interest Assessments:**

Students complete online additional careers assessments using Reach+ which is a career preparation programme which supports students in Career Planning, Self Assessment, Study Skills, Exploration of World of Work, and World of Education. Additional assessments can be accessed on [www.careersportal.ie](http://www.careersportal.ie) and [www.qualifax.ie](http://www.qualifax.ie).

### **11.11 Subject Choice**

A whole school collaborative approach is taken to the subject choice process for both junior students and senior students as they select their Junior Cert. and Leaving Cert. subjects. Subject teachers, guidance counsellors, year heads, parents and management have a role in this process.

PBC ethos of including students in the decision making process means that students choices and requirements are taken into account in the subject selection process. Students are given free choice to choose their 1<sup>st</sup>, subjects prior to entering school, In 2<sup>nd</sup> students have free choice from a selection of subjects . In 3<sup>rd</sup> students choose freely for Ty and again at the end of TY for Leaving Certificate. This ensures that students ability and preferences are taken into account. This approach maximises academic potential of each student to achieve the maximum grade.

<b>Subject Choice Process Overview</b>		
	<b>Subject Choice for Junior Certificate</b>	<b>Subject Choice for Leaving Certificate</b>
<b>Timing</b>	After taking all subjects during 1 <sup>st</sup> year. students choose at end of 1 <sup>st</sup> year one language and either Art/Geography or a second language	Students choose at end of 3 <sup>rd</sup> year. Students may change subjects during 4 <sup>th</sup> year if they wish at Christmas and again in May of 4 <sup>th</sup> year. Final choice for Leaving Certificate is at end of TY
<b>Advice and support</b>	Guidance Counsellors complete in class review of subjects and any limitations imposed by choices. Aptitude testing results are used to support students in making the correct choice for individual students.	
<b>Subject teachers engagement</b>	All teachers provide an overview in large group setting, of what the subjects entails for each exam cycle.	
<b>Decision making</b>	Students are assisted In making choices by classroom presentations	Students are assisted In making choices during guidance class, one to one appointments and the alignment of interest test and aptitude results.
<b>Communication</b>	Process and choices are clearly communicated to parents in advance and during the selection process. Booklet and presentations provided	
<b>Choices – Core Subjects</b>	Irish, English, Maths, one core language (French or German or Latin) Science, Business, History, Religion, CSPE	Irish, English, Maths and one language
<b>Choices - Electives</b>	<b>One</b> of French, German, Latin and either Art/Geography/second language	<b>Three</b> of History, Geography, Politics, Biology, Chemistry, Physics, Applied Maths, Agricultural Science, Business, Accounting, Economics, Physical Education,
<b>Selection</b>	Parents make choices on VShare within the specified time frame	

### **11.12 Bereavement Support**

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, pastoral care team members, teachers and other staff support students who experience bereavement, separation or loss. Where we know a bereavement is imminent, if appropriate, support is offered beforehand. The Critical Incident Management Plan outlines school procedures in the event of a sudden loss.

The support may include the following as appropriate to the individual situation

- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor.
- Attend removal and funeral.
- Principal, Chaplain and Year Head will visit the home of the bereaved.
- Meet student on his or her return to school.
- Inform staff if student is having particular difficulties.
- Seek outside help or assistance for a student and his/her family should the need arise.
- Assess student participation at funeral services
- Consult with family members and student on appropriate in school prayer service

### **11.13 Use of ICT in Guidance**

Circular 0009/2012 asks schools to consider enabling 'students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3) PBC through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

### **11.14 CPD**

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management regularly facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme. Provision is made to ensure that guidance counsellor will be able to attend supervision on a regular basis

### **11.15 Materials and Facilities**

Both Guidance Counsellors and Chaplain have full equipped offices. The Learning department has computer facilities, separate offices and classrooms designed for small group work. The library has computers which are available to students to use for careers related activities. The library also contains booklets and prospectus for students to review. The guidance counsellors have access to documentation and resources that are made available freely to students. The guidance department encourages this informal contact as much as possible.

Students are encouraged to use online resources to support their research and learning; Notice Boards and TV Display stations available for guidance related information in Social area B and Canteen area. School website contains a guidance dedicated page.

### **11.16 Monitoring, review and evaluation of Plan**

This plan will be evaluated and updated on an ongoing basis and will be reviewed regularly by the Student Support Team and management. Review and amendments will reflect changes in policy within the school, changes to legislation in relation to guidance, education and school practice. Reviews will also take into consideration other legislation which impacts on this plan including child protection guidelines, data protection, freedom of information, and other policies which impact on the school community. Appendices may be updated during the life of the plan. See Appendix D.



## Appendix A Student Support Structure – School Management

Role	Responsibilities	Name
Principal	Overall School Management	David Barry
Deputy Principal	Student support Team and additional responsibilities	Enda O'Regan
Deputy Principal	Attendance and Behaviour and additional responsibilities	Aelin O'Donoghue
Guidance Counsellors	Senior School 4 <sup>th</sup> to 6 <sup>th</sup> Years	Kirsti O'Flynn
Guidance Counsellors	Junior School 1 <sup>st</sup> to 3 <sup>rd</sup> Year	Hazel O'Sullivan
Chaplain		Liam Lynch
SEN Co-Ordinator		Emmet O'Halloran
Year Heads	1 <sup>st</sup> Year	Liam Lynch
	2 <sup>nd</sup> Year	David O'Riordan
	3 <sup>rd</sup> Year	Michael Jones
	4 <sup>th</sup> Year	Peter Scott
	5 <sup>th</sup> Year	Claire Lynch
	6 <sup>th</sup> Year	Sharon Gillane

## Appendix B – Student Support Team Members

<b>Role</b>	<b>Responsibilities</b>	<b>Name</b>
Deputy Principal	Student support Team Lead	Enda O'Regan
Deputy Principal	Attendance and Behaviour	Aelin O'Donoghue
Guidance Counsellors	Senior School 4 <sup>th</sup> to 6 <sup>th</sup> Years	Kirsti O'Flynn
Guidance Counsellors	Junior School 1 <sup>st</sup> to 3 <sup>rd</sup> Year	Hazel O'Sullivan
AEN Co-ordinator	AEN	Emmet O'Halloran
Year Heads	As required	As Per Appendix A

## Appendix C - Curriculum Content/Guidance Syllabus.

Full details of class content is covered in Guidance Programme document and in the specific year subject plans. The following is a summary only.

Class	Topics covered
<b>1<sup>st</sup> Year</b>	<ul style="list-style-type: none"> <li>• Settling in and adjusting to life in secondary school.</li> <li>• "Homework Matters" resource.</li> <li>• How to be a good student - focus on other issues that make a good student.e.g. healthy body = healthy mind.</li> <li>• Building awareness of supports within the school.</li> <li>• Introduction to concept of balanced mental health.</li> <li>• Academic and exam focus.</li> <li>• Subject choice</li> </ul>
<b>2<sup>nd</sup> Year</b>	<ul style="list-style-type: none"> <li>• Develop awareness of how to manage increased workload.</li> <li>• Introduction to what a balance mental health is.</li> <li>• Classes on building resilience - The Resilience Factor.</li> <li>• Stress management techniques.</li> </ul>
<b>3<sup>rd</sup> Year</b>	<ul style="list-style-type: none"> <li>• Focus on working towards JC - exam technique</li> <li>• Developing advance resilience strategies.</li> <li>• 6 week alcohol/drug awareness programme delivered in class.</li> <li>• Managing workload</li> <li>• Subject choice for TY</li> <li>• Inspire Education Study Seminar</li> </ul>
<b>4<sup>th</sup> Year</b>	<p>All students will meet with Guidance Counsellor at minimum once per year. Students may make additional appointments as they require. Classes are delivered as per 4<sup>th</sup> year timetable.</p> <ul style="list-style-type: none"> <li>• Interest, personality, skills and values assessments</li> <li>• CV and cover letter preparation</li> <li>• Preparation for work and work experience exploration</li> <li>• Qualification levels and how CAO system works</li> <li>• Career Investigations</li> <li>• Career sectors</li> <li>• Subject choice to maximise success and meet course requirements</li> </ul>

<b>5<sup>th</sup> Year</b>	<p>All students will meet with Guidance Counsellor at minimum once per year. Students may make additional appointments as they require. Classes are delivered in conjunction with subject teachers.</p> <ul style="list-style-type: none"> <li>• Moving into Leaving Cert cycle and adjusting to work load</li> <li>• Goal setting and identifying changes that need to be made</li> <li>• Understanding unique learning style approach and how to utilise specific techniques to be more effective.</li> <li>• Effective note taking, mapping, summaries etc.</li> <li>• Pre exam recap and motivation</li> <li>• Overview of minimum requirements for access to specific careers</li> <li>• Open day preparation and planning</li> <li>• Revision on NFQ and application processes including detailed review of CAO.</li> <li>• Career planning/career investigation and research options</li> <li>• CV/Interview preparation</li> <li>• UCAS – requirements for applications in Leaving Cert.</li> <li>• Parents Evening – Preparing for 6<sup>th</sup> years</li> </ul>
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<p><b>6<sup>th</sup> Year</b></p>	<p>All students will meet with Guidance Counsellor at minimum twice per year. First meeting will take place in Sept/Oct. Students may make as many appointments as they require. Classes are delivered in conjunction with subject teachers.</p> <ul style="list-style-type: none"> <li>• Review of study basics</li> <li>• Goal setting and appropriate targets</li> <li>• Revision of NFQ/Levels and appropriate application processes</li> <li>• Revision on CAO process and application procedures</li> <li>• Inspire Education Study Seminar</li> <li>• Supplementary applications HPAT, portfolio, interviews etc.</li> <li>• Review of 'Taking the Next step' booklet</li> <li>• DARE/Hear/SUSI applications process and eligibility</li> <li>• Planning for and attendance at open days</li> <li>• Self-awareness review: Values, personality, interests, skills &amp; aptitude.</li> <li>• Use of decision making model</li> <li>• UCAS and EU Applications</li> <li>• Motivation and time management</li> <li>• Managing self during the year ' Marathon not Sprint'</li> <li>• Stress management</li> <li>• Study techniques leading up to exams.</li> <li>• Review of results and corrective actions required to improve performance.</li> <li>• Completion of CAO applications and return of applications to Careers</li> <li>• Supporting students at change of mind and post LC</li> <li>• HPAT classes – optional for interested students</li> <li>• Visiting speakers from Universities and specific career areas.</li> <li>• Parents Evening – Preparing for Leaving Cert and essential information.</li> </ul>
<p><b>Tools/Resources/Websites used but limited to</b></p>	

	<ul style="list-style-type: none"> <li>• Qualifax <a href="http://www.qualifax.ie">www.qualifax.ie</a></li> <li>• Career directions <a href="http://www.careerdirections.ie">www.careerdirections.ie</a></li> <li>• Careers Portal <a href="http://www.careersportal.ie">www.careersportal.ie</a></li> <li>• EU Universities <a href="http://www.eunicas.ie">www.eunicas.ie</a></li> <li>• US College Application <a href="http://www.fulbright.ie">www.fulbright.ie</a> <a href="http://www.bigfuture.com">www.bigfuture.com</a></li> <li>• College websites</li> <li>• Careers Sector professional websites <a href="https://www.engineersireland.ie/students">https://www.engineersireland.ie/students</a> <a href="https://yourfuture.accaglobal.com/global/en.html">https://yourfuture.accaglobal.com/global/en.html</a></li> </ul>
<b>Visits in and out of School include but are not limited to</b>	
	<ul style="list-style-type: none"> <li>• UCC/MTU supports services and Admissions talks</li> <li>• Attendance at college open days and course experience events</li> <li>• Jigsaw Cork</li> <li>• Mna Feasa</li> <li>• LGBT support organisations</li> <li>• Careers Day &amp; Visiting speakers</li> </ul>

## Appendix D Guidance Plan Review

Key stakeholders who are core members of the student support team, school management, subject co-ordinators and teachers meet to discuss the ongoing development of the school guidance plan. The role of this guidance planning group is:

- To focus on the guidance support for all students in the school
- To provide a discussion forum for school guidance related matters and improvements
- To audit the school guidance related work already taking place in the school
- To focus on areas that need development/improvement and set priorities
- To arrange for the monitoring, implementation and evaluation of proposals aimed at improving the School Guidance Programme

Issues are discussed and actions identified to ensure that that plan continues to evolve and is applicable to our students changing needs. The changes that have been implemented as a result of these discussions are reflected in the updated programmes and plans from the various departments. A summary of which is as follows.

<b>Year</b>	<b>Issue Identified</b>	<b>Changes implemented.</b>	<b>P r i m a r y Responsibility</b>
<b>2022/23</b>	Significant review of Guidance Plan post Covid	Full review	Student Support Team and management
<b>2022</b>	Inclusion of Wellbeing elements as a more formal element of junior cycle guidance plan	Structure of Wellbeing programme	Student Support Team and SPHE co-ordinator
<b>2022</b>	Review of Student Support Team	Change in participation, time and agenda	EO'R/AO'D
2017/18	Schedule for SEN not in line with school timetable	SEN support timetabled for LSU teachers/students	DB/AB

2017/18	Changing demands on counselling services from Junior school students.	Increase in allocation of Guidance Counsellors. Two dedicated Guidance Counsellors assigned	DB/EOH
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2017/18	Increase in student numbers and complexity of issues.	Two Deputy principals assigned, Focus on Junior school and Senior school. Alignment of Guidance Counselling resources to reflect school focus.	DB/MC/AT RN/EOH
2017/18	Need to address Wellbeing in school without waiting for formal NCCA/JC programme	Introduction of Wellness training and class for Junior school students	MC
2017/18	Better system for communicating concerns for students needed in light of GDPR	VSware Notes section being used and teachers informed	MC
2017/18	Wellness introduction requires additional class contact time.	Implementation of nine period day.	DB/MC/AT
2017/18	Need to understand student, parent, teacher view of what makes a 'healthy and well school' Agreement to use HPS structure to initiate data collection	Completed wide range survey of students, staff, parents. Feedback recorded and analysed and presented to stakeholders. Action items identified to many categories. Broadly – School infrastructure, Wellness and Communication	RN



2017/18	Focus required on number of transformative initiatives	Literacy, numeracy, digital strategy, and wellness	MC/AT
2017/18	Recognition of need to bring graduation celebration to a venue without alcohol and to emphasis the role of school in celebration	Return of graduation celebration refreshments in house	LL
2017/18	Requirement to provide higher level of information to parents regarding students post LC options	Evaluation and trial run of combination assessment Eirquest/Centigrade and associated reports. (Implementation in 2019)	RN
2017/18	Curriculum enhancement & review.	Introduction of Politics to 4 <sup>th</sup> year on a pilot basis.	DB/KS
2017/18	Using Webwise resources/'Lockers' and 'Be in Ctrl' program to develop understanding of consent	Pilot implementation with JC students	JK
2017/18	Need to ensure that students reach their academic and vocational potential - a more robust study skills policy is required.	Enhanced delivery of study skills techniques and planning strategies	EOH/RN
2016/17	Renewed focus on balanced youth mental health	Engagement with Jigsaw and delivery of in school workshops	RN

2016/17	Curriculum enhancement & review in light of wellness and need for subject diversity	Completed submission to deliver PE as leaving cert subject on pilot basis. Not selected as pilot school.	MC
2016/17	Need to further develop relationships with support organisations Tusla/NEPS etc. in light of new personnel.	New assigned NEPS and social workers	AB/EOH/MC
2015/16	Subject selection for 1 <sup>st</sup> years reviewed to maximise choice in line with 9 period day	Options clarified for 1 <sup>st</sup> years for 2017/18 (Choices – one of Art/French/German/Latin in addition to core language)	KW
2015/16	Need to identify literacy issues in line with DES circular	Completion of assessment, communication with parents, communication with teachers and LSU	EOH
2015/16	Need to provide specialist and appropriate study techniques for students diagnosed as dyslexia	Introduction of dyslexia specific study skills for students	EOH
2014/15	Curriculum enhancement & review.	Introduction of Agriculture Science	LM/KW
2014/15	Increase use of digital media in classroom	iPAD introduction for 1 <sup>st</sup> years	KW
2014/15	Improve student skills to access electronic media	Introduction of Keyboarding skills	KW
2014/2015	Review and enhancement of RSE Programme	Enhancement to include further emphasis on relationships and sexuality	LL

2014/15	Need to reduce subject load for 1 <sup>st</sup> year students.	Core subjects of Irish, English, Maths, Language, Science, Business with students electing 3 of the remaining subjects 2 <sup>nd</sup> language, history, Geography, Art, Religion, CSPE	KW
2014/15	Need to ease introduction to secondary school for first year students	Introduction of 3 day induction with support from year heads/PE teachers/chaplain/guidance and student peer mentors	KW/LL/ MOC/CL