



**LORETO SECONDARY SCHOOL,
CLONMEL**

Whole School Guidance Plan

**Read by
The Board of Management
on 24th April 2023**

GLOSSARY

CAO	Central Applications Office
CL	Circular Letter
DES	Department of Education and Skills
DLP	Designated Liaison Person (Child Protection)
DDLDP	Deputy Designated Liaison Person
DSGC	Directors of Studies in Guidance Counselling
ESL	Early School Leavers
ETB	Education and Training Board
FET	Further Education and Training
HE	Higher Education
HPS	Health Promoting Schools
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCSA	Junior Cycle Student Achievement
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance NBSS National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PDST	Professional Development Service for Teachers
PTR	Pupil-Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
SUSI	Student Universal Support
TY	Transition Year
WSG	Whole School Guidance

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Introduction

Loreto Secondary School Clonmel



Loreto Secondary School is a Catholic faith-based school under the patronage of the Loreto Education Trust.

Loreto Secondary School is situated on the Waterford City side of Clonmel, near the river Suir, on the Coleville Road. It provides education for students from the town and the surrounding rural hinterland. It is a Catholic Voluntary Secondary School.

The Loreto Philosophy of Education is centred in God, rooted in Gospel values and derives its objectives and specific expression from the insights and vision of St Ignatius of Loyola and Mary Ward. It underpins our Mission Statement, which states:

Our school is a caring Christian Community in which students have the opportunity to achieve academic excellence, and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

All in our school seeks to foster and promote this philosophy throughout the school community.

1.1 Definitions

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

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

1.2 Requirements on Schools

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

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

Other requirements and guidelines include:

- ✓ 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’*.
- ✓ Planning the School Guidance Programme National Centre for Guidance in Education (NCGE), 2004.
- ✓ 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.
- ✓ Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009 4.
- ✓ NCGE, 2017, *A Whole School Guidance Framework*.
- ✓ Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning.
- ✓ ‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.

1.3 Scope

This plan applies to the entire community of Loreto Secondary School, Clonmel. Its interventions and supports apply particularly to junior, senior, minority, special educational or personal needs etc., of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement. The Loreto Philosophy of Education is centred in God, rooted in Gospel values and derives its objectives and specific expression from the insights and vision of St Ignatius of Loyola and Mary Ward. It underpins our Mission Statement, which states:

Our school is a caring Christian Community in which students have the opportunity to achieve academic excellence, and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

All in our school seeks to foster and promote this philosophy throughout the school community.

1.5 Rationale for a Whole School Guidance Plan

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

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

Guidance is a whole school activity, and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives. 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 Whole School Guidance Plan (WSG 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 WSG Plan also distinguishes between the competencies available within the school to support a student in situations where referral to the health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and Objectives

The Whole School Guidance Plan aims to:

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

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

- To clarify educational, social and career goals.
- To address personal issues.
- To identify and explore opportunities.
- To grow in independence and take responsibility for themselves.

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

2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the Loreto Secondary School's 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:

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

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

C) **Guidance for a Few** - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres e.g., Youthreach or Clonmel Training Centre or National Learning Network) 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/ staff member may need to provide continued support to the student.

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

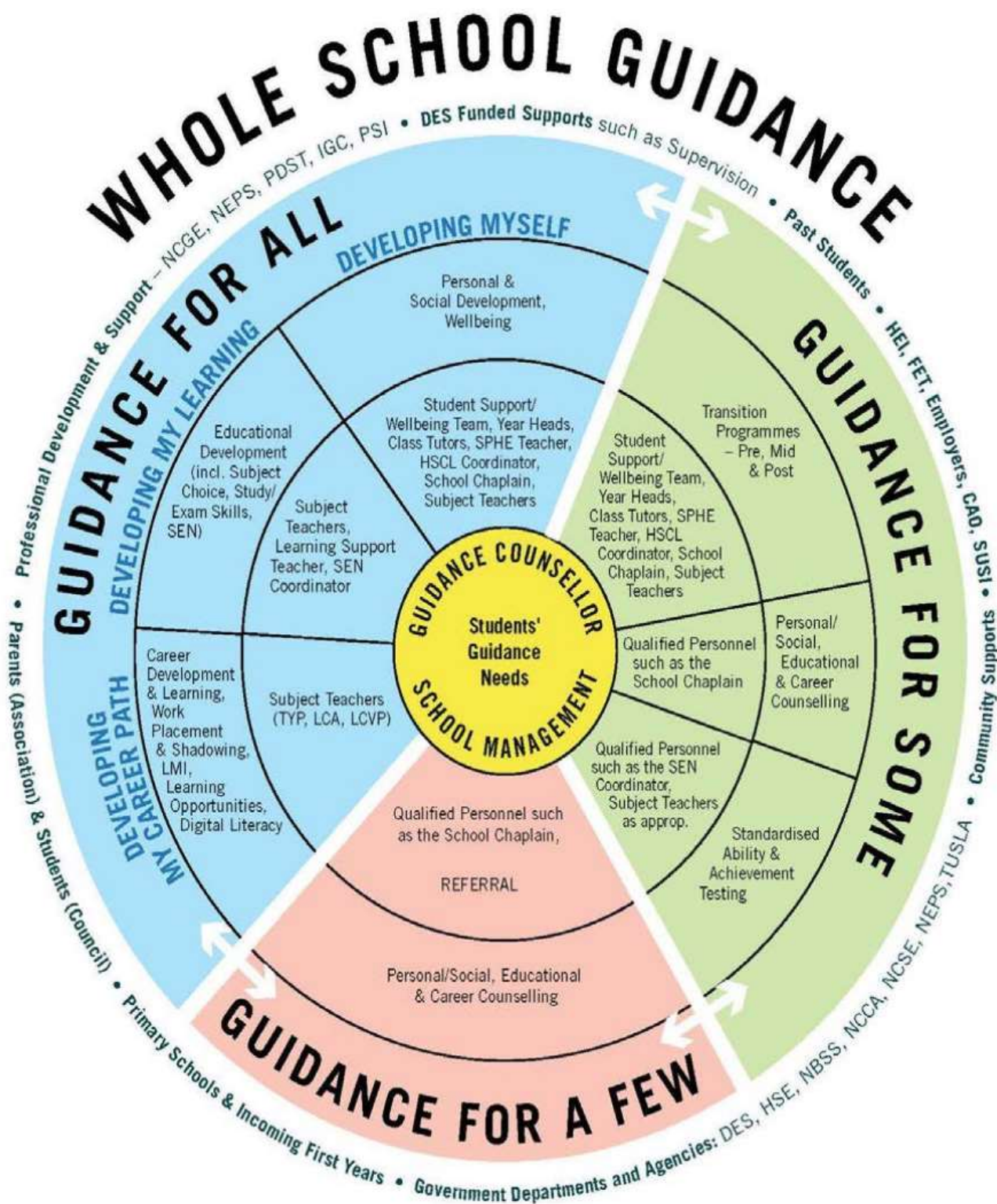


Figure 1

2.2 Areas of Learning and Competences

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



Figure 2

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

Junior Cycle - The three areas of learning and associated competences are linked with the principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The WSG 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 (*Guidance for All*) associated with the relevant Key Skills and in providing more intensive interventions to those students who need it through *Guidance for Some and A Few approaches*.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* Key Skill of the *Framework for Junior Cycle*. The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible, Connected, Resilient, Respected and Aware*. The Guidance Counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

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

2.3 Whole School Overview

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

A. Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle.

It comprises the following modules at Junior Cycle:

- Strand 1: Who am I? This strand focuses on developing self-awareness and building self-esteem.
- Strand 2: Minding myself and others. This strand provides opportunities for students to reflect on how they can best take care of themselves and others.
- Strand 3: Team up. This strand focuses on students learning about important relationships in their lives and relationship skills.
- Strand 4: My mental health. This strand focuses on building positive mental health examining young people's experiences of mental ill health and learning how to support themselves and others in challenging times.

While the Junior Cycle SPHE from September 2023's First Year intake the new areas of learning are:

- Strand 1: Understanding myself & others
- Strand 2: Making Healthy Choices
- Strand 3: Relationships & Sexuality
- Strand 4: Emotional Wellbeing.

It comprises the following modules at Senior Cycle:

- i) Mental health,
- ii) Gender studies,
- iii) Substance use,
- iv) Relationships and Sexuality Education (RSE)
- v) Physical activity and nutrition.

Outside speakers are invited to speak to students, parents/guardians, and staff during the course of a school year some examples are (but not limited to these): Stress Management, Internet Safety, Study Skills, Drug Awareness and numerous outside speakers.

The Caride programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system.

Every opportunity is used in Loreto Secondary School, Clonmel to develop the skills, potential and resilience of students.

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

C. Career Guidance – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as

development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g., Qualifax/Careers Portal, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore.

3. Guidance: A Whole School Activity

Guidance is not provided exclusively by any one individual or group (including in the Leadership and Management area of Roles and Responsibilities). 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 (WSG) 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 maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities within our school are:



(a) Board of Management

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

(b) Senior Management

The Principal controls the internal organisation and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents/guardians.

(c) Guidance Counsellor

Guidance counsellor 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 to the students and at parents'/guardians' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning, and personal organisation. Their career role may involve addressing all students in Third Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents/guardians on the same topic. In addition, the Guidance Counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum.

The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and student support team. The Guidance Counsellor has strong links with outside supportive agencies and is a member of the pastoral care and critical incident teams. The Guidance Counsellor is involved in testing students, and assists in the accommodation of pupils with learning difficulties at examination time. The Guidance Counsellor is involved in delivering central aspects of the LCVP programme such as study and career investigation.

The Guidance Counsellor as a mandated persons is well positioned, due to the nature of their work, to react to any child protection concerns.

(d) Chaplain

The external 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 may be 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.

(e) The Student Support Team (SST)

The Student Support Team (SST) is made up of Management, Guidance Counsellor, SEN Coordinator and if necessary other representatives from the staff body. The Team meet regularly to review the needs of students. The Team strives to provide a response to students needs by liaising with the Year Heads, SPHE teachers and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

(f) SEN Coordinator

The SEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Principal and all staff, parents/guardians and outside agencies. They apply for, under the direction of the Principal, for resources which may include resource hours, special needs assistants, assistive technology, RACE and DARE. The Principal, in cooperation with the SEN coordinator, oversees timetables for students requiring learning support and assistance. The SEN coordinator and Principal liaise with special needs assistants, Guidance counsellor, Year heads, subject teachers and resource teachers.

(g) Subject teachers

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

(h) Other Support Staff

- **Class Tutor**

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

- **Year Head**

The Year Head has general responsibility for the welfare of a year group. The Year Head oversees the students' 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, class tutors, Guidance Counsellor, Deputy Principal and Principal. The Year Head may also link with outside agencies in conjunction with the above.

(i) External Counsellor

The school has an External Counsellor to promote and develop the emotional wellbeing of students. The counsellor's client list is agreed following consultation and approval of the Principal and the Student Support Team. This External Counsellor is intended as an additional support to students at times of personal challenge. This External Counsellor is funded through School finances.

(j) Guest Speakers

Guest Speakers are engaged by school personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance to augment and support existing provision.

(k) Parents/Guardians

This WSG Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognises that parents/guardians play a pivotal role in developing, promoting, and supporting the growth of their child both at home and within the school. Parents/guardians 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/guardians are aware of and support this WSG Plan together with other school policies and procedures. Parents/Guardians are further encouraged to involve themselves in positive participation in school life in order to

facilitate the development of mutual and beneficial links between school and home. The Parents' Association, too, in hosting seminars builds the personal capacity of parents. Parents/Guardians can also participate in the guidance process through:

- (i) Consultation with the Guidance Counsellor and other school staff.
- (ii) Attendance at relevant information and other meetings at school.
- (iii) Contributing to the development and review of the school guidance plan.

And when possible:

- (iv) Providing personal assistance to the school guidance programme.

(I) Students

This WSG Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of Loreto Secondary School, Clonmel. 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 activities (including the Wellbeing Ambassador Programme), SPHE, RE, PE, CSPE and IT 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 Loreto Secondary School, Clonmel adopts a whole-school approach to Guidance, students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, Class Tutor, Year Head, Guidance Counsellor, Deputy Principal and Principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

4. Current Whole School Guidance Programme and Provision

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

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The school counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

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

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

Class group support may be provided under the supervision of the Guidance Counsellor and by the allocation of the Principal (e.g. in the support of a bereavement, or to support an external programme like Pieta House's Resilience Programme). The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

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

The 2017 and 2018 Allocation Circulars state

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

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

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

Guidance at Junior Cycle in Loreto Secondary School is linked to SPHE and/or Ethical & Spiritual Wellbeing. TY have a dedicated modular guidance class. While senior cycle guidance is aligned with SPHE.

4.3 Junior and Senior Cycles Guidance Programme

Our school's vision is to supply an effective and comprehensive guidance service which enables our students and their parents/guardian to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community. The Whole School delivery in Guidance provision at Loreto Secondary School, Clonmel is best identified by the summarised charts below.

Vocational / Career

Includes areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career / course information.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few		Personnel Responsible*	Methodologies / Resources	Curriculum
SCHOOL BASED GUIDANCE	✓			<ul style="list-style-type: none"> Employing effective personal learning/exam strategies 	ALL	ALL	ALL
• Career Meetings	✓			<ul style="list-style-type: none"> Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 	Guidance Counsellor	Timetabling One to One	ALL
• Career Talks	✓			<ul style="list-style-type: none"> Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate 	Guidance Counsellor	Whole Class Guest Speakers	ALL
• Leaving Certificate Vocational Programme	✓	✓		<ul style="list-style-type: none"> Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities. 	LCVP Teachers	Timetabling Differentiated Learning Whole Class	LCVP
• SEN Access Program			✓	<ul style="list-style-type: none"> Developing and maintaining self-esteem and a positive self-concept. Interacting effectively with others and developing and growing throughout life 	Management Teachers SEN Coordinator	Outside Agencies Psychometric Testing	JC1 onward
• Personal Statements		✓		<ul style="list-style-type: none"> Describe personal strengths & resources which can be used during times of change & transition 	Guidance Counsellor Teachers	ICT One to One	LC 1 LC 2
• Career Investigation Portfolio	✓			<ul style="list-style-type: none"> Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities 	Guidance Counsellor Teachers	Careers Portal One to One	TY/LC/LCVP
• Aptitude, Interest, Values and Personality tests.	✓			<ul style="list-style-type: none"> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour. 	Guidance Counsellor	Psychometric Testing Careers portal One to One	TY/LC/LCVP

• Career Options	✓			<ul style="list-style-type: none"> Establish how career related information has been used to make career decisions 	Management	One to One Careers portal	ALL
• Mock Interviews		✓		<ul style="list-style-type: none"> Demonstrate the ability to participate in an interview 	Teachers	Teachers Guidance Counsellor	TY/LC/LCVP
• Guidance Counselling Service- Re; subject choices and decide on career choices and CAO applications.	✓			<ul style="list-style-type: none"> Plan their learning path in line with career goals & aspirations Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities 	Guidance Counsellor	Careers Portal One to One	ALL

Educational

This is developmental and would include such areas as subject / course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY					
	All	Some	Few		Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR SUPPORT	✓			<ul style="list-style-type: none"> Employing effective personal learning & exam strategies 				ALL	ALL	ALL
• Individual Guidance meeting re; subject choice		✓		<ul style="list-style-type: none"> Explore subject options for Junior/Senior cycle 				Guidance Counsellor	Staff One to One	JC1/JC3/TY
• Core Curriculum keeps options open	✓			<ul style="list-style-type: none"> Choose subjects (& level) in line with their own interests & abilities 				Management	Differentiation instruction	ALL
• Resource Investment for subject departments	✓			<ul style="list-style-type: none"> Assess the knowledge, skills & attitudes that meet life & work goals 				Management	Facilities	ALL
• ICT Support	✓			<ul style="list-style-type: none"> Access information re further study/employment/apprenticeships 				eLearning Coordinator	Facilities ICT coordinator External Agency	ALL
• Maximum choice of subjects	✓			<ul style="list-style-type: none"> Make educational choices in line with career aspirations 				Management	Facilities Staff	ALL
• Open pick of subjects	✓							Management	Facilities Staff	ALL
• Sampling of subjects for First Years and TYs	✓							Teachers	Facilities Staff	JC1/TY
• Teachers use various teaching methodologies, implementation of effective groupwork and Assessment for Learning.	✓			<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 				Teachers Subject Departments	ICT One to One Whole Group	ALL
• Mixed ability classes	✓			<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers 				Management	Differentiated Teaching	ALL
• Differentiation for all levels including high achievers	✓			<ul style="list-style-type: none"> Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities 				SEN Team All teachers	Differentiated Teaching	ALL
• Subject Fieldtrips	✓			<ul style="list-style-type: none"> Plan & participate in work opportunities in line with their career goals & aspirations 				Subject Departments	Whole Group	ALL

• Focus Weeks e.g. Science Week, Maths Week, Wellbeing week, Enterprise week	✓			• Identify transferable skills & identify career areas that these apply to	Subject Departments	Whole Group	ALL
• Programme Choice – TY, Leaving Certificate, LCVP Programme	✓			• Making educational choices in line with career aspirations	Management Program Coordinator	Facilities Whole Group	JC3/TY
• Induction days for First Years and TYs students		✓		• Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others	Care Team	Whole Group Outside Agencies	TY/LCA
• Parent and Student meetings with Teachers		✓		• Reflect on their learning style & attitudes towards	Management Guidance Counsellors Year Heads, Teachers	One to One	ALL
				• learning			
• Delay decisions around sitting higher papers for as long as possible		✓		• Evaluate their knowledge, skills & learning & determine how these relate to further learning	Management with Guidance and Teachers	Mock Papers One to One	JC3/LC2
• Learning Support for students with SEN			✓	• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	SEN Coordinator	SEN Team Outside Agencies	ALL
ASSESSMENT & STANDARDIZED TESTING	✓				ALL	ALL	ALL
• State Exams Junior Cycle and Leaving Certificate	✓			• Chooses subjects and levels in line with their own interests and abilities.	Exam Secretary	Whole Group	ALL
• CAT 4	✓			• Chooses subjects and levels and educational options in line with further/higher education / training and chosen career path and abilities.	Guidance Counsellor Teachers	Psychometric Testing	Sixth Class
• NGRT - Reading Age	✓			• Reflect on their learning style and attitudes towards learning.	Guidance Counsellor Teachers	Outside Agencies	JC1
• Woodcock Johnson IV		✓		• Explore subjects in terms of the knowledge and skills associated with different areas of study / careers.	Guidance Counsellor Teachers	Outside Agencies	Any
• Analysis of State Exam results - subject department meetings, subject teacher and management and staff meeting.	✓			• Evaluate their knowledge, skills and learning and determine how these relate to further learning and career opportunities.	Subject Departments	SEC Vsware	JC3 and LC2
• Christmas exams and Summer exams and reports	✓				Teachers	Vsware	JC1 JC2 TY LC1

• November Exams and Mock Exams and reports	✓				Teachers Office Staff	Outside Agencies Mock Papers	JC3 and LC2
• Assessment for learning	✓				ALL	Whole Group	ALL
• ICT assessments		✓			eLearning Coordinator Teachers	ICT Facilities	JC1 JC2
• Classroom Based Assessments	✓				Teachers	Whole Group	JC2 JC3
• Assessment Tasks	✓				Teachers	Whole Group	JC3
• Oral Exams		✓			Teachers	One to One	All languages
• Aural Exams		✓			Teachers	Facilities	All languages & music
• Subject Briefs e.g. Geography, History, Economics		✓			Teachers	One to One	Exam classes
• E- portfolios		✓			Teachers	Teams	TY, LCVP
• Key Assignments		✓			Teachers	Whole Group	LCVP
• Practical Exams (e.g. Music, Home Ec)		✓			Teachers	Rooms and staff	ALL
MOTIVATION & LEARNING	✓				ALL	ALL	ALL
• Study skills in SPHE class	✓				SPHE Class Teachers	SPHE Plan Wellbeing Ambassador Power Point	JC1 JC2 JC3
• School Journals – student self-evaluation	✓				Class Teachers & Tutors	Whole Group One to One	ALL
• Study skill seminar for 2 nd , 3 rd , 5 th , & 6 th Year	✓				SPHE teacher	Whole Group Outside Agency Examcraft Ray Langon	JC2 JC3 LC1 LC2
• Provision of study plan		✓			SPHE / Inclusion/ Guidance	Whole Group / One-to-One	JC1 JC2 and SET
• Display of Study Skills Posters	✓				SPHE teacher's base class Wellbeing Ambassadors Guidance	Whole Group	ALL
• Tracking of Exam results – follow up with students	✓				Class Teacher Year Head	Vsware Whole Group	ALL
				• Developing & maintaining self-esteem & a positive self-concept			
				• Identify their learning styles & study habits			
				• Recognise the importance of learning for achieving			
				• Develop effective study skills & habits			
				• Develop effective study skills & habits			
				• Identify their learning styles & study habits			
				• Reflect on their learning style & attitudes towards learning			

• Attendance Strategy	✓			• Adopt good behaviours and attitudes that will help realise education & career goals	All stakeholders Admin staff Attendance officer	Whole Group Vsquare	ALL
• Awards	✓			• Adopt attitudes and behaviours to promote oneself	Teachers / students / external agencies	Whole Group	ALL
• Teacher Feedback	✓			• Reflect on their learning style & attitudes towards learning	Teachers Management	One-to-One Teach Meet	ALL
• Assemblies	✓			• Adapt behaviour to enhance interactions with others	Year Heads	Whole Group	ALL
• VS Ware – all exam reports updated	✓			• Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Admin Staff Teachers	Whole Group	ALL
• Inclusion Team meetings		✓		• Change behaviour & attitudes to enhance self-esteem & self-concept	Inclusion Team Management	Inclusion Team	SET students
LITERACY & NUMERACY STRATEGY AND SCHOOL IMPROVEMENT PLAN	✓			<ul style="list-style-type: none"> Identify and describe personal qualities strengths interests attitudes and values feelings and emotions and how they influence behaviour demonstrate problem solving strategies explain how self-esteem and self-concept can influence goal setting and decision making Identify effective social skills and behaviour explain how their behaviour and attitudes can influence the feelings and behaviour of others express feelings appropriately with others demonstrate appropriate communication and behaviour when cooperating with others join networks to enhance their own personal education and career opportunities demonstrate social/other networking skills participate in a range of activities and tasks to enhance emotional social cognitive and physical development ask for help when required 	ALL	ALL	ALL
• Book Club	✓				Book Club Coordinator	Whole Group Libray Books	ALL
• Numeracy & Literacy Board	✓				Inclusion Team Teachers	Whole Group Literacy & Numeracy Board	ALL
• Keyword display		✓			Subject Departments Teachers	Whole Group Literacy & Numeracy Board All rooms	ALL
• Paired reading			✓		Inclusion Team	One to One	ALL
• Table quizzes/games, Ninja Maths, Snip Literacy Programme		✓			Inclusion Team	One to One	ALL
• Drop everything and read/reason	✓				English Department	Whole Group	JC1
• Science Week	✓				Science Department	Whole Group	ALL
• Maths week	✓				Subject Department	Whole Group	ALL
• Wellbeing Week	✓				Wellbeing Team	Whole Group Small Groups	ALL
• Individual Parental meetings with Inclusion Team			✓	Inclusion Team	Phone calls and in-person	ALL	

• Enterprise Week		✓			Business Dept	Whole Groups Small Groups	JC2 and TYs
SEN SUPPORT	✓			• Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
• Inclusion (or SEN) Policy	✓			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	Inclusion Team	Whole Group	ALL
• Student Support Files			✓	• Explore external influences on feelings, behaviour & attitudes	SEN Team	One to One Differentiation	ALL
• Teacher Awareness – Vsware Notes tab and SEN tab	✓			• Explain how self-esteem & self-concept can influence goal setting & decision making	Staff	Vsware ICT Facilities	ALL
• Microsoft Teams: Inclusion Team Private Group	✓				Inclusion Coordinators & SMT	ICT Facilities	ALL
• Update at staff meetings	✓				Inclusion Coordinator	Whole Group	ALL
• Transition Meetings			✓	• Adopt effective strategies for coping with change & transition	Inclusion & Year Heads	One to One	ALL
• Whole staff CPD	✓			• Avail of opportunities & career experiences to develop one's potential	SMT & Inclusion Coordinator	Whole Group	ALL
• Individual CPD		✓		• Develop effective coping strategies for dealing with change & transition	Teachers	One to One	ALL
• SNA CPD			✓	• Employ effective problem solving & decision-making strategies	Inclusion Coordinator	Whole Group or One to One	ALL
• Referral System			✓		Inclusion Coordinator or SST	In-school or Outside Agencies	ALL
• Small group withdrawal			✓	• Reflect on their learning style and attitudes towards learning	Inclusion Team & Teachers	Differentiated Learning	ALL
• Team teaching / Collaborative Teaching		✓		• evaluate study habits and exam taking skills and identify ways in which one can improve skills	Inclusion Team & Teachers	Differentiated Learning	ALL
• Part time withdrawal			✓	• analyse the knowledge and skills one is acquiring from taking specific subjects and extracurricular activities	Inclusion Team & Teachers	Differentiated Learning	ALL
• EAFL support			✓	• implement a study plan	Inclusion Team & Teachers	Differentiated Learning	ALL
• Differentiation	✓			• plan for taking exams	Teachers	Differentiated Learning	ALL
• Early intervention for struggling readers – Paired reading			✓		Inclusion Team & Teachers	Differentiated Learning	ALL
• RACE during In-house exams			✓	• Employ effective assessment techniques when taking exams (time & stress management)	Inclusion Team	ICT Facilities	ALL

• Touch typing within First Year IT class and then with other year groups as necessary	✓		✓	• Develop their learning strategies & study habits	IT Teachers Inclusion Team	ICT Facilities	ALL
• Snip Literacy Programme			✓		Inclusion Coordinator	Facilities	ALL
• Use of Assistive Technology			✓		Inclusion Coordinator	ICT Facilities	ALL

Personal and Social

This would encompass developmental skills crucial to the students' education and careers e.g. self-awareness, decision making skills, planning, coping strategies.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR/CO-CURRICULAR	✓			• Developing & maintaining self-esteem & a positive self-concept			ALL	ALL	ALL
• SPHE classes	✓			• Interact effectively with peers & teachers to build positive relationships in life			Teachers	Programme Plans	ALL
• RSE	✓			• Developing & growing throughout life			SPHE Teachers	Active Consent NUIG External facilitator	ALL
• FUSE (Anti- Bullying Programme)	✓			• Interact effectively with peers & teachers to build positive relationships in life			Wellbeing teachers	Programme Plans	JC2
• Active Consent	✓			• Interact effectively with peers to build positive relationships in life • Developing & maintaining self-esteem & a positive self-concept			SPHE Team	Teachers NUIG Active Consent	LC1 LC2

• Friends for Life Programme	✓			<ul style="list-style-type: none"> Explain how their behaviour & attitudes can influence the feelings & behaviour of others 	SPHE Department	Outside Agencies	JC2
• Religion	✓			<ul style="list-style-type: none"> Develop and maintain self -esteem and a positive self-concept Interact effectively with others Developing and growing throughout life 	RE Teachers	Programme Plans	ALL
• PE	✓			<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 	PE Teachers	Facilities External facilitator at various times	ALL
• Guidance Classes	✓			<ul style="list-style-type: none"> Explore differences between career areas & requirements (including educational options) for working in different fields 	Guidance Counsellor	Timetabling Whole Group	ALL
• Wellbeing	✓			<ul style="list-style-type: none"> Develop and maintain self -esteem and a positive self-concept Interact effectively with others Developing and growing throughout life Employing effective and personal learning and exam strategies 	ALL	External Counsellor & Facilitators	ALL
• 1 st year/ TY Induction Days		✓		<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating & collaborating 	Program Coordinator/ Year ead Student leadership team	External facilities Outside Speakers	Incoming 1 st years & TY
• TY Programme e.g. Enterprise Programme		✓		<ul style="list-style-type: none"> Avail of opportunities & career experiences to develop one's potential 	Program Coordinator	Local Enterprise Office Foroige (NEFE) Supporting Businesses /Benefactors	TY
• SET Classes			✓	<ul style="list-style-type: none"> Reflect on their learning style & attitudes towards learning Evaluate study habits & exam taking skills & identify ways in which one can improve skills 	SET Coordinator & teachers	One to One Small group work Team Teaching	ALL

• Science Week	✓			<ul style="list-style-type: none"> Investigate educational/apprenticeship, training/work opportunities Recognise the link between subjects & levels, extra-curricular activities & different career paths Identify transferable skills and identify career areas that these apply to. Build networks to promote career development and learning Explore volunteering for personal/career development purposes Demonstrate problem solving strategies Employ decision making strategies to make career choices Explore external influences on feelings, behaviours & attitudes Develop and maintain self-esteem and a positive self-concept Interact effectively with others Developing and growing throughout life Employing effective personal learning/ exam strategies 	Science Teachers	Supporting Organizations	ALL
• Maths Week	✓				Maths Teachers	Supporting Organisations	ALL
• World Book Day / book Club	✓				Subject co-ordinator	Supporting Organisations Whole Group	ALL
• Seachtain na Gaeilge	✓				Irish Teachers	Supporting Organisations	ALL
• Concern Debating		✓			Co-ordinating Teachers	Supporting Benefactors	ALL
• Model United Nations		✓			Co-ordinating Teachers	WWGS	ALL
• Gaisce		✓			Co-ordinating Teachers	Gaisce	TY SC
• Green Schools		✓			Green Schools Coordinator	Supporting Businesses/Benefactors Websites	ALL
• Wellbeing Week (Healthy/Active School's Week)	✓				ALL	Supporting Organisations	ALL
• Homework Club		✓			Co-ordinating Teachers	Supporting Teachers	JC
Sports: e.g. Football, Basketball, Hockey etc.		✓			Teachers	Sporting Bodies e.g. GAA Local Facilities	ALL
Arts: e.g. Book Clubs, Creative Schools, Junk Kouture, Photography club etc.		✓			Teachers	Facilities Excursions One to One	ALL
Other: Freshers Club, Sole Sisters Walking Club etc.		✓			Teachers	Excursions Whole Group	ALL
STUDENT SUPPORTS	✓				ALL	ALL	ALL

1. Counselling <ul style="list-style-type: none"> • Student Support Team • External Counsellor • Chaplain • Guidance Counsellor • Management 	✓		✓	<ul style="list-style-type: none"> • Change behaviour & attitudes to enhance self-esteem & self-concept • Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship 	Management Chaplain G.C.	External Counsellor One to One	ALL
2. Assemblies and Pastoral Care System <ul style="list-style-type: none"> • (meeting with Year Head, Class Tutor, Chaplain, G.C., Management) 	✓			<ul style="list-style-type: none"> • Adopt behaviours & attitudes that will help realise education & career goals • Adapt behaviour to enhance interactions with others • Accept one's own limitations 	Year Heads; Class Tutor; Management	One to One Pastoral Care Policy External Counsellor	ALL
3. Agencies <ul style="list-style-type: none"> • Liaise with; <ul style="list-style-type: none"> i) Educational Supports ii) Health & Welfare Supports 			✓	<ul style="list-style-type: none"> • Build relationships with employers/learning providers • Seek out significant others who will challenge & develop one-self • Evaluate strategies one employs when resolving conflict with others • Evaluate the effectiveness of social/other networks that one is a member of 	Management G.C.	GPs. NEPS; Family Support Services; CAMHS; Gardaí; Túsla, Meitheal	ALL
4. Link			✓	<ul style="list-style-type: none"> • Develop effective coping strategies for dealing with changes and transitions 			ALL
5. Personal Development <p>(i) Student Leadership Programmes</p> <ul style="list-style-type: none"> • Cairde Team • Facilities Team • Homework (TY Volunteers) • Wellbeing Ambassadors • Green Schools • MUN Leaders • TY Leadership Roles • Big Sister/Little Sister • Student Council • Coiste Sport • Creative Ambassadors <p>ii) Personal Reflection</p> <ul style="list-style-type: none"> • Retreat 	✓	✓	✓	<ul style="list-style-type: none"> • Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour • Explore external influences on feelings, behaviour & attitudes • Explain how self-esteem & self-concept can influence goal setting & decision making 	Management G.C. Chaplain Teachers Year Heads	Teachers Guest Speakers	ALL

<ul style="list-style-type: none"> • Third Year Students • 5th & 6th Year Students • Student Self Evaluation 							
6. Programme Induction Days <ul style="list-style-type: none"> • Transition Year • Open Night (incoming 1st years) • Transition Meetings for incoming 1st years • Student Led Welcome Programme (new students) 		✓		<p style="color: red;">Demonstrate effective social skills when cooperating & interact effectively with peers, teachers & employers.</p> <p style="color: red;">to encourage inclusive behaviours & attitudes in others</p>	Management Chaplain Programs Coordinator Teachers Year Heads Students	Facilities Teachers Students	Sixth Class TY New Students
7. SEN <ul style="list-style-type: none"> • Learning support • SNA support • SNIP Programme (Literacy) • Social skills • Behavioural skills • Organisational skills • Self-management classes • Team Teaching • EAL • 			✓	<ul style="list-style-type: none"> • Implement a study plan • Plan for taking exams • Employ effective assessment techniques when taking exams (time & stress management) • Develop personal qualities & skills which meet career goals & aspirations • Demonstrate the employability skills necessary to secure & stay in work • Assess barriers to equality & inclusion in the workplace & in educational settings 	SEN Coordinator SEN Team SNA Therapy Dog	SENO SEC RACE DARE EWO Primary Feeder Schools; College Admission Officers; National Learning Network; PLC Colleges; CAO; College Disability Officers;	ALL
8. Facilities	✓			<ul style="list-style-type: none"> • Use facilities & resources to inform career decision making. • Assess how one's own self-esteem and self-concept impacts on others and how one's behaviour may influence the feelings and behaviour of others. 	Management	Tablets/IT, Toilets; Lockers; Careers Library, School canteen, Water tap	ALL

9. Community Support & Links	✓			<ul style="list-style-type: none"> Build relationships with employers/learning providers Avail of opportunities & career experiences to develop one's potential 	Management Chaplain	Shoebox Appeal; WWGS, NAPD, BLAST, Tipperary CoCo, Irish Cancer Society, Supermarkets (Fair Trade); Boston Scientific Award	ALL
SOCIAL AWARENESS	✓			<ul style="list-style-type: none"> Developing and growing throughout life interacting effectively with others (face to face and online) describe how other's attitudes expectations and behaviours impact on their feelings and behaviours Identify effective social skills and behaviour Explore ways of communicating and resolving conflicts analyze one's own interaction of peers teachers employers and identify behaviour patterns which may be influencing relationships with others reflect on the benefits and limitations of communicating online evaluate the frequencies of social/other networks that one is a member of Reflect on one's tolerance respect and openness towards others with different abilities and from diverse backgrounds and cultures 	ALL	Local Gardai, John Leahy Addiction Counsellors, Psychologist Charities e.g. Trocaire, Concern RSA Rape Crisis Centre Pieta House Local Nursing Homes HSE EPA Whole Group One to One ICT	ALL
• Internet Safety presentation	✓				eLearning Coordinator		JC3
• Life Skills	✓				SPHE Team		JC1, JC3, TY
<ul style="list-style-type: none"> Social Awareness : Concern, Trocaire, Shoe Box, Daffodil Day, Crumlin Hospital, Vincent de Paul, Rape Crisis, Rumbek, My Canine Companion, South Tipp Hospice, Mental Health Services Tipperary 	✓				ALL		ALL
• Stress Management/ Mental Health	✓				SPHE Team		LC2
• Addiction Programme	✓				SPHE Team Tutor Year Head		LC1
• Anti-bullying	✓				SPHE Team		ALL
• Road safety		✓			SPHE Team		TY/LCA

• Healthy Sexuality	✓	✓	✓		SPHE Team		ALL	
• Concern Debates, MUN, Dev Ed	✓	✓	✓		Coordinating Teachers		ALL	
• Carol Singing	✓	✓	✓		Coordinating Teachers		ALL	
• Wellbeing Walks		✓	✓		Coordinating Teachers		ALL	
• Green Schools		✓	✓		Coordinating Teachers		ALL	
• Fundraising - see above		✓	✓		Teachers Cairde Team		ALL	
LEADERSHIP	✓	✓	✓					
• Wellbeing Ambassadors		✓	✓		<ul style="list-style-type: none"> • Developing & maintaining self-esteem & a positive self-concept • Interacting effectively with others (face-to-face & online) • Developing & growing throughout life • Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers • Join networks to enhance their own personal, educational & career opportunities • Demonstrate social/other networking skills • Adapt behaviour to enhance interactions with others • Adapt behaviour to a variety of contexts • Encourage inclusive behaviours & attitudes in others • Employ effective problem solving & decision-making strategies 	Management	Staff	ALL
• Comhairle na nOg		✓	✓			Coordinating Teachers	External Agencies	
• Gaisce		✓	✓					
• Green Schools		✓	✓					
• Big Sister/Little Sister	✓	✓	✓					
• Amber Flag		✓	✓					
• Internet Safety Ambassadors		✓	✓					
• Cairde Team	✓	✓	✓					
• Paired Reading		✓	✓	✓				
• Coiste Sport		✓	✓					
• TY Leadership		✓	✓					
• Student Council		✓	✓					
• MUN		✓	✓					
• Creative Ambassadors		✓	✓					
• Facilities Team		✓	✓					
HOME-SCHOOL PARTNERSHIPS	✓	✓	✓		• Interacting effectively with others (face-to-face & online)	ALL	ALL	ALL

<p>1. Informative parent evenings.</p> <ul style="list-style-type: none"> • Activities Weekend • New Beginnings • 1st Yr Subject & Programme Choice, • TY Option • 3rd Yr Subject & Programme Choice, • CAO & Future Choices Information Night for LC2 Parents • Talks on Wellbeing, Internet Safety etc. 	✓			<ul style="list-style-type: none"> • Explore subject (short course) choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment • Investigate educational/apprenticeship, training/work opportunities • Recognise the link between subjects (&levels), extracurricular activities & different career paths • Attend to their wellbeing 	<p>Management Coordinating Teachers Subject Departments Guidance Counsellor</p>	<p>Whole Group Facilities Staff Outside Speakers Mentors</p>	ALL
<p>2. Keep Parents informed via:</p> <ul style="list-style-type: none"> • Parent Teacher Meetings • School Newsletter • VShare App • School Website • Parents Association • Student Council • Parent Representative on BOM • Social Media (Twitter, Facebook, Instagram, YouTube) 	✓			<ul style="list-style-type: none"> • Change behaviour and attitudes to enhance self-esteem and self-concept. • Adopt behaviour and attitudes that will help realise education and career goals • Adapt behaviour to enhance interactions with others • Accept one's own limitations • Reflect on the steps required to make an effective transition from school to further/higher education • Interact effectively with peers teachers and employers to build positive relationships in life • Build relationships with employers and learning providers 	<p>Management eLearning Coordinator P.R.O BOM</p>	<p>School App VLE Website Vshare BOM</p>	ALL
<p>3. Encourage parental involvement</p> <ul style="list-style-type: none"> • Signing journal • Surveys • TY foreign exchange • Awards Night • School Masses • Fundraising • Parental consent for change of level and change of subject 	✓			<ul style="list-style-type: none"> • Interact effectively with peers, teachers & employers to build positive relationships in life • Build networks to promote career development & learning 	<p>Class Teachers Year Heads Parents Association RE Team SEN Team</p>	<p>Local Facilities Library Outside Agencies Whole Group One to One</p>	ALL
<p>4. Financial Supports for Parents</p> <ul style="list-style-type: none"> • Book Grant scheme • Sibling Discount • Free Study Places 			✓	<ul style="list-style-type: none"> • Identify barriers to equality & inclusion & strategies for addressing these barriers 	<p>Management Financial Secretary</p>	<p>One to One</p>	ALL

<ul style="list-style-type: none"> • Free Lunches • Instalment Payment Plan 							
5. Attendance Strategy	✓			<ul style="list-style-type: none"> • Demonstrate the employability skills necessary to secure & stay in work 	Management Teachers Admin staff	Attendance Policy Vsware Absence Slips	ALL

All supported by a School Policy

Table 1.1: Area Of Learning: Developing Myself

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by: <u>Junior Cycle (JC)</u>: JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff</u>: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by: <u>Curriculum</u>: TYP, 1C, LCA, LCVP, SPHE (optional) <u>Staff</u>: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		
	<p>Acquire Knowledge Acquisition</p>	<p>Apply Demonstration of Knowledge</p>	<p>Personalize Integration of Learning & Knowledge</p>	<p>Act Knowledge Transformation & Creation</p>
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	<ul style="list-style-type: none"> - Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour - Explore external influences on feelings, behaviour & attitudes - Explain how self-esteem & self-concept can influence goal setting & decision making 	<ul style="list-style-type: none"> - Demonstrate the ability to manage their own feelings & behaviours, including body awareness - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others - Explore the role that personal qualities & self-belief has had on their own education to-date - Attend to their wellbeing 	<ul style="list-style-type: none"> - Assess how one's own self-esteem & self-concept impacts on others and how one's behaviour may influence the feelings & behaviour of others - Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 	<ul style="list-style-type: none"> - Change behaviour & attitudes to enhance self-esteem & self-concept - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to enhance interactions with others - Accept one's own limitations
Interacting effectively with others (face-to-face & online)	<ul style="list-style-type: none"> - Identify effective social skills & behaviour - Explain how their behaviour & attitudes can influence the feelings & behaviour of others - Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours - Explore ways of communicating and resolving conflicts - Recognise the importance of tolerance, respect & openness when meeting others with different abilities & from diverse backgrounds 	<ul style="list-style-type: none"> - Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers - Employ effective skills when resolving conflict with others - Join networks to enhance their own personal, educational & career opportunities - Demonstrate social/other networking skills - Demonstrate an openness & ability to interact with diverse groups 	<ul style="list-style-type: none"> - Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others - Evaluate strategies one employs when resolving conflict with others - Reflect on the benefits & limitations of communicating online - Evaluate the effectiveness of social/other networks that one is a member of - Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures 	<ul style="list-style-type: none"> - Interact effectively with peers, teachers & employers to build positive relationships in life - Build relationships with employers & learning providers - Adopt attitudes & behaviours to promote oneself at interviews - Join social/other networks to achieve career goals - Adapt behaviour to a variety of contexts - Encourage inclusive behaviours & attitudes in others
Developing & growing throughout life	<ul style="list-style-type: none"> - Describe the stages of adolescent development - Identify the influence of change & growth on wellbeing, life & work choices - Identify transition points to be made while in school - Describe personal strengths & resources which can be used during times of change & transition 	<ul style="list-style-type: none"> - Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development - Ask for help when required - Examine how they respond to change & transition - Adopt effective strategies for coping with change & transition 	<ul style="list-style-type: none"> - Seek out significant others who will challenge & develop one-self - Reflect on one's development, problem solving & decision making styles & identify opportunities for growth - Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices - Evaluate one's coping style for dealing with change & transition 	<ul style="list-style-type: none"> - Avail of opportunities & career experiences to develop one's potential - Develop effective coping strategies for dealing with change & transition - Employ effective problem solving & decision making strategies

Table 1.2: Area Of Learning: Developing My Learning

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by: <u>Junior Cycle (JC)</u>: JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff</u>: guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by: <u>Curriculum</u>: TYP, LC, LCA, LCVP, SPHE (optional) <u>Staff</u>: guidance counsellor, student support team, learning support teacher, TY/ LCA/ LCVP & subject teachers <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		
	<p>Acquire Knowledge Acquisition</p>	<p>Apply Demonstration of Knowledge</p>	<p>Personalize Integration of Learning & Knowledge</p>	<p>Act Knowledge Transformation & Creation</p>
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Employing effective personal learning & exam strategies	<ul style="list-style-type: none"> - Identify their learning styles & study habits - Develop effective study skills & habits - Recognise the importance of learning for achieving educational & career goals 	<ul style="list-style-type: none"> - Implement a study plan - Plan for taking exams - Employ effective assessment techniques when taking exams (time & stress management) 	<ul style="list-style-type: none"> - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills 	<ul style="list-style-type: none"> - Develop their learning strategies & study habits - Plan their learning path in line with career goals & aspirations
Making educational choices in line with career aspirations	<ul style="list-style-type: none"> - Explore subject (short course) choice & subjects for junior cycle/senior cycle - Explore subject choice requirements for further/higher education, training & employment - Investigate educational/apprenticeship, training/work opportunities - Recognise the link between subjects (&levels), extra-curricular activities & different career paths 	<ul style="list-style-type: none"> - Demonstrate how educational options & achievements relate to life & work goals - Choose subjects (& level) in line with their own interests & abilities - Explore subjects in terms of the knowledge & skills associated with different areas of study/careers 	<ul style="list-style-type: none"> - Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities - Assess the knowledge, skills & attitudes that meet life & work goals - Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship - Reflect on the NFAQ and how it facilitates progression to FET & HE 	<ul style="list-style-type: none"> - Choose subjects (& levels) & educational options in line with further/higher education/training & chosen career path & abilities - Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities

Table 1.3: Area Of Learning: Developing My Career Path (continued overleaf)

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by:</p> <p><u>Junior Cycle (JC)</u>: Curriculum including the Wellbeing programme, Framework key skills and statements of learning</p> <p><u>Staff</u>: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers</p> <p><u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by:</p> <p><u>Curriculum</u>: TYP, LC, LCA, LCVP, SPHE (optional)</p> <p><u>Staff</u>: guidance counsellor, TY/LCA/LCVP & subject teachers</p> <p><u>Methodologies</u>: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>		
<p>Acquire Knowledge Acquisition</p>		<p>Apply Demonstration of Knowledge</p>		
<p>Personalize Integration of Learning & Knowledge</p>		<p>Act Knowledge Transformation & Creation</p>		
<p>Competence</p> <p>Using career related information & sources appropriately (includes online information & labour market information)</p> <p>Understanding the world of work & life roles</p> <p>Managing career development & decision making</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc) - Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate - Identify how to access information sources - Describe different work roles & conditions - Identify work trends & opportunities - Recognise the role of work in everyday life & contribution of work to lifestyle & personal fulfilment - Describe how organisations operate - Explore personal qualities & attitudes needed for working life & pursuing a career of choice - Explore different career/occupational search tools & resources - Relate their knowledge, skills & interests to career areas - Identify barriers to equality & inclusion & strategies for addressing these barriers - Recognise personal qualities & attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explore the education requirements for further study & career interests - Access information re further study/employment/apprenticeships - Organise career related information & rank resources in terms of usefulness, accuracy & reliability - Use labour market trends to inform career decision making - Explore differences between career areas & requirements (including educational options) for working in different fields - Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship - Demonstrate how personal values & attitudes can influence the value attributed to different areas of work - Identify transferable skills & identify career areas that these apply to - Demonstrate the ability to complete an application process - Employ strategies to address barriers to equality & inclusion - Prepare for work experience 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations - Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities - Critique career related information/sources - Reflect on different working conditions & make decisions on one's preferences taking account of their abilities, values, interests, strengths & limitations - Review work/employment opportunities in line with their preferences, values, abilities & interests - Evaluate the impact of trends (technology, social, occupational) on employment opportunities - Review knowledge, skills & attitudes for locating, interpreting & using career related information - Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience - Appreciate the importance of making career decisions in line with their aspirations & goals - Analyse barriers to equality & inclusion in the workplace - Reflect on their career decision making skills & the consequences of making decisions - Demonstrate the ability to participate in an interview 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Implement strategies to evaluate career related information & resources - Devise & implement a career plan using appropriate & accurate career related information - Present a career plan to significant others - Plan & participate in work opportunities in line with their career goals & aspirations - Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions - Develop personal qualities & skills which meet career goals & aspirations - Demonstrate the employability skills necessary to secure & stay in work - Assess barriers to equality & inclusion in the workplace & in educational settings - Build relationships with employers/learning providers

Table 1.3: Area Of Learning: Developing My Career Path

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by: <u>Junior Cycle (JC)</u>: JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff</u>: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by: <u>Curriculum</u>: TYP, LCA, LCVP <u>Staff</u>: guidance counsellor, TY/LCA/LCVP & subject teachers <u>Methodologies</u>: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>		
	<p>Acquire Knowledge Acquisition</p>	<p>Apply Demonstration of Knowledge</p>	<p>Personalize Integration of Learning & Knowledge</p>	<p>Act Knowledge Transformation & Creation</p>
Competence	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the career decision making process & the importance of making informed decisions - Describe how attitudes & motivation can affect career planning & decision making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Build networks to promote career development & learning - Explore volunteering for personal /career development purposes - Demonstrate problem solving strategies - Employ decision making strategies to make decisions re subject choice/level & future learning & employment opportunities 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Reflect on their networks & how these can be utilised to promote career development & decision making - Evaluate the role of significant others/community, motivation & attitudes in career decision making 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Utilise networks to enhance career development opportunities - Secure employment in line with their own career plan

Figure 3: Four-Stage Continuum of Learning



5 Other Considerations

5.1 School Structure

The student population of Loreto Secondary School, Clonmel is divided into classes of mixed ability. Each class group has a Class Tutor who looks after the welfare of the students. A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in contact with their Class Tutors and Teacher as well as parents/guardians throughout the year. Year Heads look after their personal, social, health, welfare and monitor student journals at regular intervals. The Year Head also has a disciplinary role within the School structure. Weekly Year Head meetings allow coordination with school management. The Guidance Counsellor recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Tutors in order to best meet our student's needs.

5.2 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who have an appointment through the School Counselling Service (i.e. Guidance Counsellor or Counsellor) for personal or career counselling are provided with an appointment via messages on Teams. The student returns to class with an attendance slip for the relevant teacher or the counsellor sends a teams' message to the relevant teacher.

Students are advised to maximise their 1-on-1 time for career advice as multiple visits are not guaranteed. However, follow up appointments may be necessary and will be organised. Parents/Guardians make appointments with all staff members (including the Guidance Counsellor, etc.) by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

5.3 Confidentiality

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

However, confidentiality will not be guaranteed in the following circumstances:

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

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily the Principal (Designated Liaison Person) and/or parents/guardians are informed if the student is posing a danger to him and/or to others. The school has clear procedures in the event of self-harm within the school.

The school in its duty of care adheres to the procedures as outlined in "*Children First National Guidelines for the Protection and Welfare of Children/ HSE*" and "*Child Protection Guidelines for Post-Primary Schools*" (Department

of Education and Science) and in accordance with Loreto Secondary School, Clonmel's Child Safeguarding Statement and Risk Assessment.

The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.

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

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

5.4 Ethical Considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellor's Code of Ethics. Equally, all our school's personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in "loco parentis" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

5.5 Reporting and Referral Procedures

- Reporting - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a teacher or parent/guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances, the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.
- Referral - Where school personnel consider necessary and appropriate assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as, but not limited: learning difficulties, substance abuse, bereavement. The Guidance Counsellor will supply all relevant information (where possible) and seek the relevant permission from school authorities and parents/guardians. Teachers, school management and parents/guardians may refer students to the Guidance Counsellor. Clear procedures for referral, which have been agreed between the Principal, staff, parents/guardians and the Guidance Counsellor will be followed. Some strategies that can be used include – informing parents, staff and students as to the procedures for student referral both inside and outside the school; identify and help students at risk; liaise with Gardaí, NEPS and local support, C-Saw, SHIP, CAMHS, etc.

Referrals In - Student (self-referral) / Teacher / Class Tutor / Year Head / Guidance Counsellor / Management/ Parents/Guardians / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing (e.g., language essays) / Emergencies / etc.

Referrals Out -External Counsellor / Counselling Service/ CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ Garda Síochana/ Disability/ Access Officers in various Institutions (Appendix 2).

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

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Loreto Secondary School, Clonmel. All records will be kept in accordance with the 'Freedom of Information Act' and the school GDPR (General Data Protection Regulation) Policy. Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Two types of records kept in a secure and private place:

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

Record keeping involves:

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

5.7 Other Agencies

The school may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate (this list is not exhaustive):

- NEPS Psychological Services.
- Social Workers.
- Doctors.
- Employers.
- SENO.
- Túsla.
- Colleges/Admission Officers and Access Officers.
- Solas.
- Defence Forces.
- Gardaí.
- Department of Education (RACE).
- State Examinations Commission (SEC).
- CAO, PLC, "HEAR" "DARE" ETB and UCAS.
- CAMHS Child and Adolescent Mental Health Services.

5.8 Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents, and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used in Loreto Secondary School, Clonmel include:

➤ **Interest Assessments:**

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

➤ **CATS for Incoming 1st Years**

Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time.

The Inspectorate's Looking at Guidance (2009) stresses the '*vital role*' that Guidance Counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'.

Children with special needs may require more help to cope with aspects of school and the transition to Third Level or World of Work. Teachers, Inclusion coordinator, and the Guidance Counsellor will liaise with parents/guardians, support services and Disability/Access Officers etc. to best assist these students.

Within Loreto Secondary School, Clonmel testing, and assessment is administered by the Inclusion Department and the Guidance Counsellor. The school has a separate Inclusion Policy that guides the process.

5.9 Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, Student Support Team, teachers, and other staff support students who experience bereavement, separation, or loss.

They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand.
- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor.
- Where possible attend removal and funeral.
- If suitable Principal / Year Head / member of staff may visit the home of the bereaved.
- Meet student on her return to school.
- Inform staff if student is having particular difficulties.
- Seek outside help or assistance for a student and the family should the need arise.
- Students' attendance at funerals with the school may supported by school staff. However, parents/guardians are also advised to attend with any student that may be upset and need additional support from home.
- The Critical Incident Management Plan guides school procedures in the event of a sudden loss.

5.10 Resources and staffing

Loreto Secondary School, Clonmel is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management. Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The DES provides staffing resources to Loreto Secondary School, Clonmel. The Principal, within the limits of these resources and curricular obligations, allocates staff accordingly.

5.11 Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance Programme. We follow the Guidelines as outlined by the Department of Education [Circular 0023/2010](#).

5.12 Use of ICT in Guidance

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. Loreto Secondary School, Clonmel as a Digital School, enables student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

5.13 Informal Guidance

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: SPHE, Transition Year Co-ordinator, LCVP Coordinator, Inclusion Coordinator, all teachers of all subjects taught in the school with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan.

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.

As Herr and Cramer state: *'The most critical aspects of the implementation of career education lies in efforts carried out by classroom teachers. The most crucial aspects of career guidance lie in the efforts carried out by career guidance specialists.'*

Informal links with parents/guardians, student support service personnel (both external e.g., NEPS and internal e.g., learning support, SPHE staff, RSE) as outlined also assist in identifying guidance needs.

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

Other outside agencies with which the Guidance Counsellor and Inclusion Team liaise include (but are not limited to): colleges (local and distant), career fair organisers, feeder schools and parents/guardians prior to entry.

5.14 Continued Professional Development (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.

6. Monitoring, Reviewing and Evaluating

This Whole School Guidance (WSG) Plan is a living document, and will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between The WSG Team (which includes the Guidance Counsellor and the Principal) and the Board of Management.

The WSG Plan will undergo constant appraisal by the WSG Team and will be fully reviewed every 3 years.

7. Guidance Department Goals January 2023 to December 2026

The following areas are identified as areas for improvement / further development in the Whole School Guidance Plan in Loreto Secondary School, based on both qualitative and quantitative data gathered in November 2022.

1. Develop and integrate Guidance into the Wellbeing Programme to ensure all school stakeholders are aware of the integral role guidance plays at Junior Cycle. As noted in **Appendix 3** – Departmental Data Collection.
2. Enhance knowledge of all stakeholders on the meaning of the term “Guidance’ and the roles associated with guidance related activities.
 - 61% of respondents from various subject departments stated that Junior Cycle students were not being provided with a taught guidance programme.
 - 70% did not believe guidance related learning was a formalised part of our Junior Cycle programme.”
3. Communicate the Whole School Guidance Plan to all stakeholders. Stakeholders will be made aware of the guidance activities provided to each year group within this plan.
 - In a survey conducted amongst teaching staff 43% of respondent stated they did not know about or were unsure of the range of guidance related activities offered in school.
 - 100% of respondents stated they were unsure of how parents/guardians viewed guidance services in the school.
 - 69% of respondents did not believe or were unsure if our guidance programme catered for each student in each year group.
4. Provide Study Skills for all year groups which enables students to take ownership of their own learning.

Please see **Appendix 3** and **Appendix 4** for data gathered which informs our Guidance Department Goals for January 2023 – December 2026

Appendix 1 Other roles in the Guidance Programme

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

- **Guidance Counsellor:** co-ordinates guidance and counselling activities within the school.
- **Principal:** makes adequate provision for the successful delivery of the school guidance programme and is the designated liaison person for any child protection concerns.
- **Deputy Principal:** supports the work of the Pastoral Care Team, Year Heads, Class Tutors, and Subject Teachers.
- **Year Heads:** The Guidance Counsellor communicates regularly with year heads. General information regarding particular students is exchanged at these meetings. The Guidance Counsellor keeps the year head informed regarding upcoming guidance talks and events. The Year Head also liaises and communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.
- **Transition Year Coordinator:** informs Third Years about Transition Year and coordinates work experience. Along with a core group of teachers important planning decisions are made at regular meetings.
- **Class Tutors:** work with class groups under the general heading of pastoral care. Informal meetings take place between individual class teachers and the Guidance Counsellor. Issues usually relate to concern for individual students - either academic or personal.
- **Inclusion Department and SET Teachers:** deals with pupils identified with special academic or behavioural needs and liaises with the Guidance Counsellor as relevant supports are required.
- **SPHE Teachers:** educate the students by following a curriculum outlined by the DES in the area of social, personal, and health education.
- **Subject Teachers:** cater to the academic as well as the individual needs of students within their class groups and liaise with the Guidance Counsellor on an ongoing basis regarding educational and personal issues affecting students'.
- **Parents/Guardians:** play an integral part in the personal, social, as well as the educational and career decisions of school pupils.
- **Students:** identify their own needs within the guidance programme.

Appendix 2 Delivery of Guidance & Counselling (one-to-one, small group etc.)

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

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

Category	2012	PTR reduction to restore Guidance Provision				Total reduction	PTR 19:1 less reduction
		2016	2017	2018			
Free Education Scheme - Non DEIS		0.3	0.1	0.1	0.5	18.5	
Free Education Scheme - DEIS	0.75	0.3	0.1	0.1	1.25	17.75	
Fee Charging*			0.2	0.1	0.3	18.7	

*The PTR reduction for Guidance Provision is by reference to the PTR of 19:1.

The Guidance Allocation to Loreto Secondary School varies each year.

Appendix 3: Departmental Data following Focus Groups and Surveys.



The Whole Guidance/ Student Support Plan (Survey for each department)

Please fill in this brief survey with your department. Think about this from your own subject perspective or within the school as whole. You will need the Whole School Guidance Wheel to help you fill in some of the questions and you can also fill the information in on a hard copy wheel provided for you.

Subject Department	What do you understand by the term 'guidance' as it relates to our school?
C.S.P. E	Nurturing a holistic approach to student learning and development
IT	Careers, Subject Choice, Inclusion, College requirements, CAO points, Support, Work experience, Personal guidance, advice
SPHE	Student support of all kinds - for themselves, social and personal, for their learning, how to study, subject choice, preparation for the future
PE	Whole school support for all students needs including academic, social, physical, and mental wellbeing/development.
SE	Holistic, academic, and social development for all students
MFL	Support, nurturing environment, preparation for after school
Business	Subject choice, careers, social & emotional support, inclusion dept, student support team, student experiences, talks,
English Department	Guidance is advice and support to students in school in terms their futures.
RE	Guiding students emotionally, socially, academically, and spiritually
Science	The services available to students to facilitate their academic success in school and to help them better understand their strength and limitations
Maths	Whole school support to ensure all students develop socially, emotionally, physically and academically.
Gaeilge	Providing support, advice, and direction to students holistically
Home Economics	Student support, emotionally, academically, socially.

3. Have Junior Cycle students been provided with a taught guidance programme or guidance module?

[More Details](#) [Insights](#)

Yes	3
No	8
I don't know	6

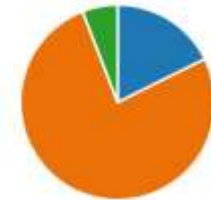


- 61% of respondents said no.
- 23% of respondents said yes.
- 16% of respondents said I don't know.

4. Is guidance related learning a formalised part of our Junior Cycle programme?

[More Details](#) [Insights](#)

Yes	3
No	13
I don't know	1

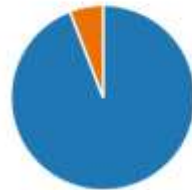


- 70% of respondents said no.
- 23% of respondents said yes.
- 7% of respondents said I don't know.

5. Is guidance related learning a formalised part of our Senior Cycle programme?

[More Details](#) [Insights](#)

Yes	16
No	1
I don't know	0



- 92% of respondents said yes.

6. Have Senior Cycle students been provided with a taught guidance programme or guidance module?

[More Details](#)

Yes	16
No	0
I don't know	1



- 92% of respondents said yes.

61% of respondents from various subject departments stated that Junior Cycle students were not being provided with a taught guidance programme and 70% did not believe guidance related learning was a formalised part of our Junior Cycle programme. Therefore, it is evident that stakeholders are not aware of the current processes and procedures for guidance related learning within the school and this must be addressed.

Appendix 4: Individual Data following focus groups and survey.



The Whole School Guidance/ Support Plan (Survey 1 - Individual Staff Members)

There is a team currently working on our Whole School Guidance/ Support Plan. We hope to gain insight into your thoughts and knowledge of Guidance Related Learning in our school at present. Please answer the statements below.

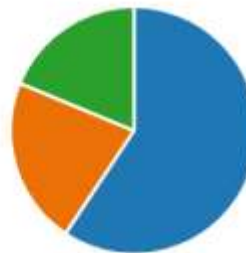
Data Collection – 32 Respondents (Yellow boxes indicate data reflecting lack of communication regarding Whole School Guidance in our school)

1. I am clear on the range of guidance activities we offer in our school

[More Details](#)

[Insights](#)

Yes	19
No	7
I don't know	6

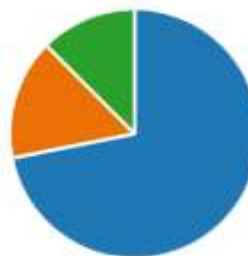


43% said no or are unsure

2. I am aware of what guidance related activities are

[More Details](#)

Yes	23
No	5
I don't know	4



72% said yes

3. At present our guidance activities cater for each student in each year group

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[Insights](#)

Yes	10
No	6
I don't know	16



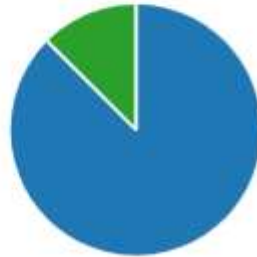
69% said no or are unsure

4. We have a Whole School Guidance Team

[More Details](#)

[Insights](#)

Yes	28
No	0
I don't know	4



88% said yes

5. We have no data in school on student needs

[More Details](#)

[Insights](#)

Yes	2
No	30
I'm not sure	0



94% believe we do have data on student needs

6. I know how parents view the guidance service in our school

[More Details](#)

[Insights](#)

Yes	0
No	13
I don't know	19



100% of respondents unsure of parental views on guidance

7. Our current whole school guidance plan is effective and up to date

[More Details](#)

[Insights](#)

Yes	2
No	6
I don't know	24

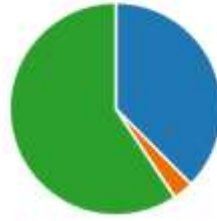


Only 6% of respondents believe the plan is effective and current

8. The school's guidance counsellor is overloaded and doesn't have time to meet all student's needs

[More Details](#)

● Yes	12
● No	1
● I don't know	19



33% of respondents believe the guidance counsellor is overloaded and 59% don't know

9. Clarification is needed on the personnel involved in student support in our school

[More Details](#)

● Yes	18
● No	9
● I don't know	5



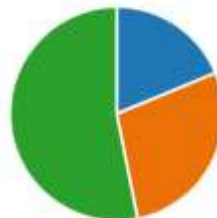
59% of respondents need clarification on personnel involved in student support

10. The school doesn't offer enough guidance related activities to Junior Cycle students at the moment

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[Insights](#)

● I agree	6
● I disagree	9
● I'm not sure	17



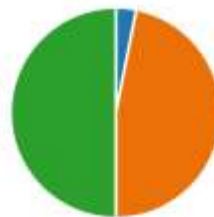
19% agree
28% disagree
53% are unsure

11. The school doesn't offer enough guidance related activities to Senior Cycle students at the moment

[More Details](#)

[Insights](#)

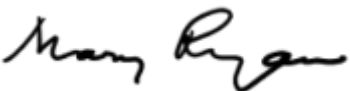
● I agree	1
● I disagree	15
● I'm not sure	16



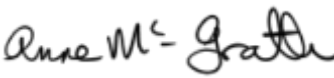
47% of respondents disagreed with this statement and 50% were unsure

This plan is a living document.

It was discussed at the Board of Management meeting on the date noted below:

Signed: 
Mary Ryan, Chairperson of Board of Management

Date: 24th April 2023

Signed: 
Anne McGrath, Principal

Date: 24th April 2023