



Sancta Maria College

Whole School Guidance Plan

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Section 1

Mission Statement

Sancta Maria College guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the overall school development plan.

Rationale and scope

Section (9) of the Education Act (1998) requires schools to “ensure that students have access to appropriate guidance to assist them in their career choices. The provision of guidance is a statutory requirement under this act”.

Guidance counselling and Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, that assists 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**
- **Career Guidance**

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

This plan will address the guidance needs of all students at all levels within the school. The school guidance plan as part of a whole school concern, applies to school management and staff generally.

Relationship to the characteristic spirit of the school.

Sancta Maria College seeks to provide a holistic education for all students. The school has at the heart of its ethos the regard for others and the protection of the vulnerable.

Our guidance plan aims to assist the development of all students so that they learn to recognise and value their talents and abilities and effectively manage their personal transitions while at the same time learn to value and respect others and make a positive contribution to society.

Goals/Aims

To help all students in the school to:

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

While the guidance counsellor has the overall responsibility for co-ordinating and compiling the plan all members of staff have a contribution to make.

The guidance counsellor is a member of the pastoral care team and as such works with various members of that team to provide students with the best possible service.

Members of this team may include:

- School management
- Year heads
- Tutors
- Subject teachers
- Special needs co-ordinator

- Transition year co-ordinator
- Resource teacher
- Parents
- School support personnel

The guidance plan aims to reflect this teamwork. This guidance plan should be read in conjunction with the related school policies.

Policies Related to Guidance

- Special Needs Policy
- Homework Policy
- I.T Policy
- Critical Incident Policy
- Child Protection Policy and Guidelines
- Pastoral Care Policy
- Anti-Bullying Policy
- Substance Abuse Policy
- Social Personal and Health Education Policy
- Relationship and Sexual Education Policy
- Behaviour Policy

The guidance counsellor may liaise with outside agencies including, but not limited to:

- Department of Education and Science
- Local Community
- Local Businesses
- Garda Liaison Officers
- Feeder Schools

- Health Service Executive
- Referral Agencies
- Social Services
- National Educational Psychological Service (N.E.P.S)

Section 2

Current Guidance Provision

Junior Cycle

The guidance counsellor arranges an induction day for all first year students introducing them to the guidance/pastoral care service. The guidance counsellor organises the “Cara Programme”, or mentoring service for all first year students. This involves each student being paired up with a senior student who will act as a mentor throughout their first year in school. Their Cara will visit them weekly at lunch time and will assist in dealing with any concerns that may arise. Any areas beyond their ability will be referred to the guidance counsellor. Each month a Cara event is organised by the newly formed Cara co-ordinators, a committee of up to four Leaving Certificate students who work with the guidance counsellor in the management of the Cara programme. These events are designed to allow the integration of all first year students and afford them an opportunity to bring forward their ideas and concerns in a non-threatening environment.

All first year students receive a seminar on study/organisation skills; this is provided within the first term at secondary school and focuses on provision of a foundation for effective study/ work habits that will serve them throughout their second level education.

First year students have an opportunity to meet with the guidance counsellor in a group setting. This meeting involves the introduction of the guidance and pastoral care services within the school and aids in highlighting any areas for concern for both the student and or guidance counsellor. This meeting takes place during the first term in second level.

Second year students attend study skills programmes during the first school term. The introduction of the “Choices” programme has afforded parents/ teachers or school management the opportunity to refer a student they have concerns about to a structured developmental programme assisting

them in their decision making and personal development. The programme is run over 10 modules with a maximum recommended number of students of 8. Second year students receive guidance modules during the delivery of the Social Personal and Health Education (S.P.H.E) programme.

Third year students have modules of guidance during Social, Personal and Health Education classes.

Third year students receive support in their choice of senior cycle programme, leaving certificate established, leaving certificate vocational programme, leaving certificate applied and transition year.

Those students opting to continue to senior cycle without completing transition year receive advice on subject choice and the implications of their choices.

All third year students complete interest testing.

All third year students attend study skills workshops and seminars.

Senior Cycle

Transition year students receive advice regarding their subject choices and levels and how these may affect their choice of career. All transition year students are given the opportunity to have aptitude testing. They are all met individually to discuss the results of the testing and how they can make informed choices for their future. Scheduled talks are arranged to guide and inform them about career possibilities. Transition year students have time tabled careers classes weekly and an additional health education module of ten weeks duration is provided. Fifth and sixth year students have careers classes timetabled throughout the academic year.

Leaving Certificate students have scheduled guidance and careers classes, they also benefit from visitors to the school, attendance at open days and careers fairs. Every leaving certificate student attends a meeting with the guidance counsellor prior to their completion of Central Applications Office (C.A.O) applications. Students attending for interview at colleges and/or for work may organise supplementary meetings through referral procedures.

Section 3

Current Guidance Programme

The Guidance curriculum may be divided into two separate components:

- Formal
- Informal

Formal guidance is delivered using two forms of intervention employing a number of methodologies

- Individual contact of a personal counselling nature and careers/vocational guidance.
- Classroom guidance delivered in regular classes to senior cycle.

Informal guidance consists of liaising with other teaching staff/management to promote and enhance cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the guidance plan. Meetings with parents/guardians form an integral part of informal guidance.

Transition from Primary Schools

The guidance counsellor meets the teachers and resource staff of incoming first year students to assess what, if any support may be required for first year students.

On entry all first year students attend an induction day, introducing them to the policies of the school and the guidance service.

First year students are allocated a senior level student who acts as their 'Cara' for the duration of first year. They will meet with their Cara weekly and the school organises monthly "Cara Events" to ensure students are settling in to senior school.

First Year

September

Action	Responsibility
Induction day for all students	Guidance counsellor, Year Head, Tutors, S.N.A, Cara coordinators
Seminar on role of pastoral care	Guidance counsellor, Year Head, Tutors, Deputy Principal
Cara Event	Guidance counsellor, Cara coordinators
Study Skills workshop	Guidance counsellor
Careers integration to S.P.H.E	Guidance counsellor, SPHE teachers
Anti-bullying workshop	Guidance counsellor, Year head, teachers
Guidance appointments	Guidance counsellor

October

Action	Responsibility
Administer Drumcondra Verbal and Reasoning tests	Guidance counsellor, Learning Support teacher
Identify students having difficulty settling in to second level	Tutors, guidance counsellor, subject teachers
Cara event organisation	Guidance counsellor, Cara coordinators
Provide feedback to staff meeting	Guidance counsellor, Learning support teacher, tutors

November

Identify students for "Choices" programme	Tutors, subject teachers, year head, parents, deputy principal
Organise "Cara" event	Guidance counsellor, Cara coordinators

December

Devise relationships and Sexuality Education programme	Guidance counsellor, SPHE teachers
Organise "Cara" event	Guidance counsellor, Cara coordinators
On-going access to counselling appointments	Guidance counsellor
Exam technique workshop	Guidance counsellor, subject teacher
Obtain informed consent from parents for RSE modules	Guidance counsellor, SPHE coordinator

January

Provide feedback to parents at meeting	Guidance counsellor, subject teachers, SNA, tutors, year head
Organise Cara event	Guidance counsellor, Cara coordinators
On-going access to counselling appointments	Guidance counsellor
Organisation of new "Choices" programme	Guidance counsellor, Care Team, Parents, Teachers

Second Year

September

Action	Responsibility
Study Skills workshop	Guidance counsellor
Careers integration to S.P.H.E	Guidance counsellor, SPHE teachers
Anti-bullying workshop	Guidance counsellor, Year head, teachers
Guidance appointments	Guidance counsellor

October

Action	Responsibility
Identify students having difficulty	Tutors, guidance counsellor, subject teachers
Seminar on importance of subject level	Teachers, Year Head

November

Action	Responsibility
Identify students for "Choices" programme	Tutors, subject teachers, year head, parents, deputy principal
Provide feedback to parents	Guidance counsellor, Teachers
Provide feedback to staff meeting	Guidance counsellor, Learning support teacher, tutors

December

Action	Responsibility
Devise relationships and Sexuality Education programme	Guidance counsellor, SPHE teachers
On-going access to counselling appointments	Guidance counsellor
Exam technique workshop	Guidance counsellor, subject teacher
Obtain informed consent from parents for RSE modules	Guidance counsellor, SPHE coordinator

January

Action	Responsibility
On-going access to counselling appointments	Guidance counsellor
Organisation of new "Choices" programme	Guidance counsellor, Care Team, Parents, Teachers

Third Year

September

Action	Responsibility
Study skills presentation	Guidance counsellor, Super Generation
Organise delivery of careers modules within S.P.H.E programme	Guidance counsellor, SPHE teachers
Provide individual counselling as required	Guidance counsellor
Compile list of students with Special Educational Needs	Learning support teacher, Special needs co-ordinator, Guidance counsellor

October

Action	Responsibility
Liaise with tutors and year heads to identify students at risk or who may be having difficulties	Guidance counsellor, Teachers, Tutors
Provide individual counselling as required	Guidance counsellor
Compile list of possible students for RACE applications for junior certificate exams	Guidance counsellor, Learning support teacher, Special needs coordinator

November

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Provide feedback to parents at parent/ teacher meeting	Guidance counsellor, teachers

December

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Obtain informed consent from parents for R.S.E programme	S.P.H.E co-ordinator

January

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Arrange aptitude testing for all students	Guidance counsellor
Provide R.S.E module	S.P.H.E teachers

February

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Provide feedback meetings for all students regarding the results and implications of aptitude testing	Guidance counsellor
Information night for all parents and students regarding senior cycle choices	Guidance counsellor, L.C.V.P co-ordinator, TY Co-ordinator, Deputy principal, Principal
Subject Fair	Guidance counsellor, Subject teachers, Deputy Principal
Seminar on exam technique	Guidance counsellor

March

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Organise meetings regarding subject choice at senior cycle for all students going in to 5 th year	Guidance counsellor
Interviews for Transition Year	T.Y co-ordinator, Deputy principal

April

Action	Responsibility
Provide individual counselling as required	Guidance counsellor
Individual meetings for students unsuccessful in attaining a place in TY	Guidance counsellor

May

Action	Responsibility
Provide individual counselling as required	Guidance counsellor

Section 4

Current Guidance Programme

Senior Cycle Guidance

The aim of the senior cycle guidance is to support the student throughout the senior cycle in the areas of personal, health and career related issues. It is our objective that each student is equipped with the skills to enable them to become well-rounded individuals with a strong sense of self and empathy for and care of others less fortunate than themselves. Sancta Maria students should complete their education as mature, confident young women.

While guidance and counselling is the prime responsibility of the guidance counsellor it would not be possible to provide a complete service without the commitment of the whole school community. Therefore though a guidance service is being provided by teachers, tutors, year heads and management this document will primarily deal with what is currently being provided through the guidance department.

The document will divide the senior cycle in to three separate year groups, but it should be noted that there might be some overlap between groups depending on requirement. It should also be noted that the activities listed are the activities provided as a rule, there are always other provisions there are required on an ad-hoc basis or subject to requirements of the particular cohort or individual students.

Transition Year Guidance

As students move from junior to senior cycle the guidance provision needs to develop with them.

Students are faced with new challenges and are developing a more mature outlook and need to be assisted in their development of their sense of self. Transition year is the year that they commence with a formal timetabled careers class that is currently provided as a module of 10 weeks duration with each group having a class of careers each week. During this time the students will participate in the following activities:

1. Each student will prepare a curriculum vitae
2. Each student will complete a career investigation into a career that may be of interest to them
3. Each student will complete an interest test to assist them in their choice of career to investigate
4. Each student attends an anti-bullying workshop.
5. Students will be briefed on interview skills and present at mock interviews with feedback provided
6. Students will participate in a personal development workshop consisting of their looking at their goals for the future in the areas of personal, career, family, spiritual development
7. Students will learn how to deal with conflict and will also be able to recognise their own and others achievements
8. Students will complete a number of confidence building activities and learn to celebrate achievements and successes
9. Students will be provided with classes on the national framework for qualifications and how the points system and the college entry system operates

All transition year students meet with the guidance teacher on a one to one basis before they make their subject choices for 5th and 6th year. This meeting is an opportunity for students to look at their strength areas as identified through aptitude tests and also to look at their areas of interest, subjects and possible careers for the future. Students will also be guided to the various programmes available in Sancta Maria College. Students will be provided with the required information on the various subjects available, both through these discussions, and also through the provision of a career fair. Parents are involved in this process through an information meeting and may avail of the services of the guidance department through individual meetings.

The parents are notified of their daughter's choices and will be contacted directly if the school suspects that the student is making unwise choices regarding their subject and programme choices.

The guidance counsellor is also the liaison person for students with difficulties. Teachers refer the student to the guidance department and they are assessed to ascertain if the issue will be dealt with directly or if the student will be referred to an outside agency. Parental permission is sought for any student receiving counselling.

Fifth Year Guidance

Students in fifth year are building on the foundation they have received during their transition year programme. It is a time when they begin to focus on their future options. All students are provided with one class period for the duration of the academic year. Students continue to look at the various areas of study and career options open to them. During their career class they will receive information on the following

1. Students are introduced to careers web sites such as qualifax.ie and careersportal.ie and are given the opportunity to browse these sites and become familiar with them under the supervision of a guidance teacher.

2. Students will be given interest tests to further focus them to the career clusters that suit their interests' best.
3. Development of their goal setting skills is provided.
4. Students will participate in a study skills seminar.
5. Students participate in a workshop detailing how we learn and are introduced to the tools required in order to devise a study plan.
6. Students will complete an investigation into a career of interest to them.
7. Students will also be given job descriptions and requirements for careers of their choice.
8. Personal development classes are continued and confidence building and negotiating skills are taught.
9. Presentation skills workshops are provided and students will present on a topic related to their career investigation.

In addition to the classes provided students are encouraged to avail of the resources in the careers office and visit career events and open days specifically designed for 5th year students are attended. Students are also given the opportunity to attend career specific talks such as the females in engineering provided by DIT and IT Tallaght. Leaving Certificate Vocational programme students also have an opportunity to complete a three day work shadow in the area of their interest.

Students will each have an individual appointment with the guidance teacher in the last term as they prepare for their final year. This appointment is an opportunity to focus on the areas they plan to study after their 2nd level education has been completed and also they will be given information on the previous year's points for each programme of interest for them. They are informed of the dates for entry to courses through Central Applications Office (CAO), Universities and Colleges Admission Service (UCAS) and the Post Leaving Certificate (PLC) system and the requirements for each.

Students are then focused on the specific course requirements for their chosen course (if

applicable). Students may then require further investigation into their careers of choice; this can be done in their own time or throughout their classes.

Parents are invited to contact the guidance department with any queries they may have and any students with difficulties will be seen either by the guidance department or by referral to the school counsellor or any outside agency. Students with special educational needs/ circumstances will be educated in conjunction with the special needs department on the specific concessions available to them for their continued education.

Sixth Year Guidance

Students of final year are very focused on the terminal examination and on their upcoming transition to third level education. During this year students have careers classes provided for the duration of the year in which the following areas are covered.

1. The National Framework for Qualifications and how it works.
2. UCAS application process and studying and living in the UK.
3. How to complete the CAO form and the importance of choosing courses wisely.
4. PLC colleges, what are they? what is available? and how to complete the application process.
5. Resources and supports available (Grants, Scholarships etc.).
6. Personal development and the transition to third level.
7. The world of work.
8. CV preparation and mock interviews.
9. Study skills and the importance of balanced nutrition
10. Stress management techniques such as yoga and relaxation are provided after the application process has been completed.

Students attend at open days both as a year group and in smaller groups to assist them in their choice of colleges for study. In addition to these visits, Sancta Maria College has developed relationships with local organisations and past pupils, who visit the school to provide information and presentations on their field of expertise. Students who plan to directly enter the workplace are given individual tuition on the completion of curriculum vitae, application forms and answering of job advertisements. These students will also have one to one interview training and practice.

Students in 6th year are encouraged to drop in to the careers department whether to research courses/ colleges or to talk about difficulties, worries or concerns they may have. All students with difficulties will be seen by the guidance counsellor or referred to an outside agency. Students with special educational needs both for their exams and through their college life will be assessed and any applications for special circumstances will be made in conjunction with the special needs department.

Section 5

Counselling and Student Appointment Policy

Students may request appointments with the guidance counsellor for a variety of reasons:

- Careers related
- Information seeking
- Personal

As each student's needs vary, the time required with the guidance counsellor will vary from student to student and/ or from year to year.

1st year students

All first year students meet with the guidance counsellor in small groups during the first term. Any additional appointments may be made using the referral system

2nd year students

Second year students may utilise the referral system to arrange appointments.

3rd year students

All third year students have an individual meeting with the guidance counsellor prior to subject and programme choice for senior cycle. All other appointments may be made through the referral system.

Transition year students

All transition year students are given meetings to assist with the choice of programme/ subjects for senior cycle. This meeting will also include the discussion of results of any aptitude testing that has

been carried out. Students will also be debriefed after completion of their work experience placement.

5th year students

Students may avail of appointments in the last term of school, otherwise they may utilise the referral system. Any student participating in the Leaving Certificate Vocational Programme will have a debrief meeting on completion of her work experience.

6th year students

Priority is given to final year students and all Leaving Certificate students will attend a meeting with the guidance counsellor before Christmas in their final year. Students will also be provided with another appointment at a time of their choosing. Any student requiring additional appointments may utilise the referral system.

Personal or Counselling Appointments

All members of the Pastoral Care Team, Year Heads and Tutors, play a central role in the delivery of the counselling programme. Counselling helps students solve problems, address behaviour issues, resolve development difficulties and develop coping strategies. Personal counselling appointments may arise for a variety of reasons; a student may request an appointment, a teacher may refer a student, a parent may request their daughter be given an appointment. The reasons for these appointments may include one or more of the following:

- Family or personal problems
- Relationship problems
- Crises
- Students having difficulty coping
- Stress

- Exam/ academic pressure

Personal counselling appointments will be arranged as soon as possible, if time permits teachers will be notified in advance, otherwise student will produce an attendance at appointment slip before their next class.

Confidentiality

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

The guidance counsellor will take all reasonable steps to ensure the confidentiality of information about students obtained in the course of their work. Notwithstanding this, there are circumstances where confidentiality cannot be promised, including; where concealment could result in danger to the student or others; when required by law or designated guidelines; or for the purpose of professional consultation or supervision. All guidance work will be bound by child protection regulations and guidelines currently in force.

Section 6

Assessment Procedure

A range of assessment tools are used in the guidance programme to support academic and teacher reports.

Assessment of incoming first year students:

Currently the assessment test is administered by the guidance counsellor and the resource teacher as part of the students' entrance preparation. This assessment allows the school to have an indication of the strength areas of the incoming students in the areas of verbal, numerical reasoning and perceptual understanding. The resource teacher and guidance counsellor contact each primary schools in advance of the students' transfer. These meetings aim to assess the needs, both academic and social of each student. The resource teacher will meet the relevant teachers and liaise with outside agencies regarding students with particular requirements. They also process applications for any resources required. The guidance counsellor meets with each primary school teacher to assess any areas that may cause concern both during the transition to second level education and during their first year in secondary school.

Assessment of Transition Year students

In the second term of Transition year all students are tested using the most up to date, Irish norm referenced aptitude assessments available from year to year. These tests are designed to assess a student's aptitude in certain subject areas. This information is used, together with class and exam test results and teacher feedback to help guide students in their choice of further education studies/ careers. Each student will have an individual meeting to discuss the implications of these assessments and to assist them in utilising the information gained to the utmost.

Assessments in Senior Cycle

Information based tests are used to ascertain what level of interest a student may have in a particular career or course choice for the future.

Career values questionnaires are used to assist students gain more insight into what is important to them in relation to their future. Personality profiles allow students develop their self-knowledge.

Open Days

As part of the careers programme in the school, sixth year students are encouraged to attend open days organised by Third Level institutions. In order to minimise disruption to school life, students will be encouraged to attend any open days arranged on a Saturday. Open days are an opportunity for our students to meet with current students and faculty and to find out what the different institutions can offer them.

All sixth year students will attend at the “Higher Options” careers fair each year, plus Trinity College, IT Tallaght, D.I.T and U.C.D open days. The attendance at any other open days will vary from year to year depending on demand.

Dates for open days are listed in the student journal and students wishing to attend an open day in addition to the above must:

- Notify the guidance counsellor
- Produce a permission slip from parents prior to attendance

Lists of all students attending at each open day will be posted on the notice board in the staff room in advance.

Student Planning for Open Days

All students attending at an open day will be required to complete research in advance. This will include:

- Planning their open day using the planning sheet provided by the guidance counsellor
- Visiting the College or University web site
- Devise any questions they need to ask
- Decide which departments they will visit
- Plan their attendance at lectures/ talks

Feedback from Open days

Students will be required to complete a feedback form on their return, to assess the benefit of the visit.

Pastoral Care Meetings

The pastoral care team consists of the deputy principal, guidance counsellor, resource teacher and resource co-ordinator. The team meets on a weekly basis to discuss, plan and follow up on any pastoral care areas for concern.

Study Skills Programmes

The guidance counsellor arranges for the delivery of a study skills programme for all students each year. Students also attend a seminar/ workshop on exam preparation and techniques. This seminar takes place at the end of the first term for first, second and fifth year students and prior to the commencement of mock examinations for third and sixth year students.

Current Resources

The following resources are available for use in guidance within Sancta Maria College.

- Guidance counsellors office

- Telephone
- 4 personal computers with broadband connectivity
- Pastoral care and S.P.H.E notice boards
- Careers noticeboards
- Personal lap-top for class use
- Use of computer rooms on an advance reservation basis for class periods
- The careers library also contains current Irish, U.K and European prospectuses and careers related publications.

Section 7

Role of the Guidance Counsellor

Counselling

Counselling in guidance is designed to empower students to make decisions, solve problems and resolve issues in their lives. Counselling in this setting may involve personal counselling, career counselling, educational counselling or combinations of each. As a key part of the guidance programme, counselling may be offered on an individual or group basis as part of the developmental learning process or at times of personal crisis.

Support

The guidance counsellor provides support to students, parents, teachers, the principal, deputy principal and board of management and referral agencies in assisting the personal, social, career and educational development of students. Such support may include advocacy on behalf of a student. This may also include programme development and planning in the areas of S.P.H.E and Transition Year.

Assessment

The guidance counsellor is trained to use and interpret a wide range of psychometric tests and other evaluative instruments to support the objectives of the school guidance programme. These may include career and educational planning, personal decision making and the development of self-awareness.

Information

Assisting students to acquire interpret and use information relevant to their personal and social, educational and career development.

Classroom and Guidance Activities

Providing classroom based learning activities that are relevant to the objectives of the school guidance programme. This may include information giving, ICT, skills development and preparation for the world of work.

Planning and organising work placements

The guidance counsellor in consultation with the leaving certificate vocational programme and transition year co-ordinators will provide guidelines on types of work placements, assisting all students to obtain relevant placements. Liaising with employers to assess students' progress during these placements and carrying out post placement feedback sessions to inform students of results of employer contact.

Referrals

Students requiring the assistance of non- school based professionals will be referred to the relevant agencies, e.g. N.E.P.S., H.S.E. The guidance counsellor will liaise with the designated liaison person on any matters relating to child protection.

Follow Up

The guidance counsellor will arrange for the follow up of past students to record their destinations post-secondary school.

Feedback

The guidance counsellor is in a position to provide feedback to school management, staff and/or the board of management on the needs of individual students and how the guidance programme has supported students' choices and transitions. The guidance counsellor meets regularly with the

principal to keep her informed of any areas of concern, issues and or information that may be required in order to serve our school community.

Promoting Change

The guidance counsellor is available to assist with curriculum development.

Managing, Organising and Co-ordinating

The guidance counsellor is charged with the responsibility to manage the guidance activities within the school. Guidance is a whole school activity within which the guidance counsellor acts as co-ordinator.

Promoting the School

The guidance counsellor together with the assistance of other teachers assists in the organisation of the visits from the local primary school students. This involves the organisation of a programme of activities designed to inform and interest the prospective students. The guidance counsellor will visit the local primary schools to provide information to the students on the programmes, activities and learning opportunities available in Sancta Maria College.

Evaluation

In order for it to be effective it is essential that a school's guidance programme be regularly evaluated to assess whether the learning objectives of the guidance programme have been realised. The guidance programme has been designed to be flexible and is continually reviewed by the guidance counsellor to ensure it keeps up to date with the changing needs of the school, third level education, employment opportunities and labour market trends. The guidance service and principal informally receive feedback from parents, students, teachers and past pupils as to what extent the guidance service meets the needs of the school.

The Guidance Plan will be evaluated on an annual basis to ensure it meets the need of the school community and the changing society and economy.

Section 8

Confidentiality

The guidance counsellor will take all reasonable steps to ensure the confidentiality of information obtained during their work with students. Information regarding students will only be revealed with the consent of the student, however certain exceptions apply: where concealment would result in danger to the student or others; when required by law or child protection guidelines; for the purposes of professional consultation. It is the duty of the guidance counsellor to inform each student about the limits to their confidentiality.

All reasonable steps will be taken to ensure that information regarding students' will be stored safely: electronic information will be stored on a password protected computer, written information will be stored in a locked cabinet.

The guidance counsellor will take all reasonable steps to ensure that other colleagues understand and respect the need for confidentiality.

The following records will be kept with due regard to the provision of the Data Protection Act, either electronically or in written form:

- Personal information record
- CATT results
- Drumcondra Test results
- Differential Aptitude Test results
- Interest Inventories
- Career Investigations
- Notes on counselling appointments

These files are destroyed safely after the student has departed from Sancta Maria College.

Section 9

Developmental Areas for Academic Year 2014 to 2015

PRIORITIES	TASKS	COMPLETION TARGET
<p>Priority development Area:</p> <p>To develop an international student information pack</p> <p>Reason: Introduce international students to the process of applying for 3rd level courses, grant applications or applying for a job in Ireland</p>	<p>1.Gather available information</p> <p>2.Collate information in to booklet</p> <p>3.Present to staff meeting for approval</p> <p>4.Present to Board of Management for approval</p>	<p>September 2015</p> <p>September 2015</p> <p>5th October 2015</p> <p>End of October 2015</p>
<p>Priority Development Area: To develop a special needs information pack</p> <p>Reason: To provide information to students and parents regarding supports available for students with special educational needs in further/ higher education</p>	<p>1. Identify categories of Special Educational Needs</p> <p>2. Gather information from 3rd level institutes</p> <p>3.Liaise with Learning support teacher, S.N.A and Special Needs coordinator</p> <p>4.Create and distribute the pack</p>	<p>10th September 2015</p> <p>30th September 2015</p> <p>30th September 2015</p> <p>1st December 2015</p>

<p>Priority Development Area: To develop a careers pack for senior cycle students</p>	<ol style="list-style-type: none"> 1. Survey senior cycle students 2. Research information available 3. Present to staff meeting 4. Present to student council 5. Create and distribute the pack 	<p>End September 2015</p> <p>15th October 2015</p> <p>End of October 2015</p> <p>November 2015</p> <p>7th January 2015</p>
<p>Priority Development Area: To develop a careers page on college web site</p>	<ol style="list-style-type: none"> 1. Research web sites 2. Liaise with web development company 3. Design careers page 4. Publicise through home page and school newsletter 5. Update weekly 	<p>31st October 2014</p> <p>15th November 2014</p> <p>30th November 2014</p> <p>15th December 2014</p> <p>On-going</p>
<p>Priority Development Area: To develop database of destinations for past students of Sancta Maria College</p>	<ol style="list-style-type: none"> 1. Devise questionnaire re destinations for past pupils 2. Liaise with Past Pupils association 3. email survey to past pupils 4. Collect results and form data base 	<p>1st December 2014</p> <p>December 2014</p> <p>December 2014</p> <p>January- March 2015</p>

Reference has been made to the following documents and policies. These are available from the school.

Documents

1. Codes of Ethics of the Institute of Guidance Counsellors
2. Freedom of Information Act
3. Data Protection Act
4. Education Act 1998 Section 9 and Section 21
5. Department of Education and Science guidelines on the implication of Section 9 of the Education Act on Guidance
6. Statement from the Guidance Inspectors on SPHE
7. Guidance Provision in Second Level School (Circular Letter No. PPT 12/05)
8. Guidelines on the Practice of Guidance and Counselling in Schools (NCGE 1996)

Policies

1. Special Needs Policy
2. Homework Policy
3. I.T Policy
4. Critical Incident Policy
5. Child Protection Policy and Guidelines
6. Pastoral Care Policy
7. Anti-Bullying Policy
8. Substance Abuse Policy
9. Social Personal and Health Education Policy
10. Relationship and Sexual Education Policy
11. Behaviour Policy

This policy was adopted by the Board of Management on 17th November 2014

Signed John Shortt
Chairperson of Board of
Management

Signed: Gerardine Kennedy
Principal

Date: 17th November '14

Date: 17th November '14

Date of next review: October 2015

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