Ardgillan Community College

Whole School Guidance Plan

2015-2016
**Mission Statement**

Ardgillan Community College is a learning community dedicated to the pursuit of excellence in all areas of education.

Its central mission is to promote a happy and caring school climate where pupils are encouraged and supported to reach their full potential. The College is committed to providing a person-centered holistic education in which it fosters the personal, social and spiritual development of its pupils in an atmosphere of mutual respect.

The emphasis is placed on quality teaching and learning, positive behaviour and the recognition and honouring of achievement. Every pupil is supported to develop and fulfill their own unique potential and equipped with the confidence and self-esteem to meet the demands of society.

The school Mission Statement includes the key phrase ‘*Mol an Óige agus Tiocfaidh Sí*’ (praise the young and they will flourish). We strive to live this motto on a daily basis through a whole school approach.

Ardgillan College is committed to:

- Promoting growth and learning in an atmosphere of inclusiveness and mutual respect.
- Encouraging individuality while in pursuit of excellence.
- Fostering a sense of pride in our school and our community.

**Defining Guidance**

Guidance refers to the range of learning experiences provided in a developmental sequence that assists students to make choices - personal and social, educational, and career - about their lives and which enables them to successfully deal with the transitions which result from such choices. A spectrum of activities and services are provided in order to assist students; counselling, assessment, advice, information, educational development programmes, personal and social development programmes, vocational development programmes and referrals.
The Guidance and Counselling Department is inclusive to all Students

Guidance in second-level 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:

- 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. The plan addresses the guidance needs of all students at all levels within the school. As guidance is a whole school concern, the plan applies to school management and staff generally.

Rationale

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

In fulfilling this obligation Ardgillan College works towards developing a quality Guidance and Counselling service that is accessible and inclusive to all students.
SCHOOL GUIDANCE POLICY

Guidance is regarded as a core element of the school’s overall programme. The guidance programme seeks to respond to the needs of the students at all stages of their education in the school.

A School Guidance Plan provides an essential framework for delivery of the school’s guidance programme. Successful planning ensures a structured response to the educational, vocational and personal/social needs of the students. Whole School Guidance Planning is a work in progress and will be monitored, evaluated and reviewed regularly.

Personnel involved in the Provision of Guidance

- Guidance Counsellor
- Principal
- Deputy Principal
- Year Heads
- Class Tutors
- SEN Team
- R.E. Teachers
- SPHE Teachers

This policy sets out the school’s response to the current needs of the students in the area of Guidance and Counselling.

The Guidance Counsellor is seen as the co-coordinator of whole school guidance activities and the central person responsible for the continuous developmental guidance process.

The three key areas in which the counsellor has a major role and responsibility are:
   i. Personal counselling
   ii. Career counselling
   iii. Educational counselling.

The counsellor relates to school management through meeting the Principal and Deputy Principal on matters affecting the planning of the school’s provision of personal, career and educational counselling, as well as on matters affecting individual students requiring intervention. The counsellor also relates with Year Heads, Tutors, Learning Support Teachers, Subject Teachers, Parents and others as appropriate. The counsellor has a role in informing the school management and staff of the operation of the guidance department, in contributing to the development and evaluation of
appropriate programmes, in administering tests and interpreting their results, in managing information, in administering the guidance service and in liaison with referral agencies and professionals outside the school.

i) Personal Counselling

Being informed by the theoretical background of counselling which takes systems into account as influential in the life of an adolescent, the ways in which the counsellor fulfils this role include:

- Publicising to the students and at parents’ meetings the role 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.
- Students and/or parents are free to request an appointment with the School Guidance Counsellor.
- The Guidance Counsellor may also initiate appointments with pupils, teachers and parents when particular circumstances arise indicating that a pupil may be in need of counselling on a personal issue which impinges on their school life.
- The Guidance Counsellor is consulted by school management and pastoral care personnel on such issues.
- Each student in the school can have an individual appointment with the Guidance Counsellor to discuss personal and/or career related matters.

ii) Career Counselling

The ways in which the counsellor fulfils this role include:

- The Guidance Counsellor will address all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic.
- In TY and 6th Year the counsellor will gives career talks which will cover specific issues such as preparation for work experience, interest inventories, preparation for subject choice for the Leaving Certificate, information on the education system and an explanation of the wide variety of 3rd level destinations available and the routes by which they are accessed, differential aptitude tests, computer-based career research programmes etc..
- The Guidance Counsellor also takes responsibility for advising the students on the completion of UCAS applications to the British third level system along with writing their academic references.

iii) Educational Counselling

The ways in which the Guidance Counsellor fulfils this role include:
The Guidance Counsellor assists the Learning Support co-ordinator in assessing incoming students prior to the student’s entry to the school. The information gathered from these assessments is used in conjunction with Learning Support and the Pastoral Care Team to initiate support services or request further assessment as soon as possible for the student.

- Liaising with the Principal, Year Heads, Tutors, Learning Support Teacher, Administration Staff and Subject Teachers concerning pupils who require intervention.
- Offering those pupils counselling with regard to study techniques, educational planning and personal organization.
- Liaise with Learning Support Teacher to identify students requiring further attention.
- Providing guidance and information to students and parents at appropriate stages in their progress through meetings, e.g. prior to Transition Year, prior to subject choice for the Leaving Certificate and prior to CAO application deadline.
- Being available to pupils who have left the school to offer advice after the Leaving Certificate results have been issued, i.e. at the beginning of the new school term.

The objectives of the guidance programme are not only framed by reference to the legislative requirements, but are also referenced by the good practices disseminated by the Institute of Guidance Counsellors and the National Centre for Guidance in Education. Guidance in the school is viewed as a continual development process which begins prior to the entry of the student into Ardgillan College and concludes after the student has left the school.

**School Structure**

The student population of Ardgillan College is divided into classes of mixed ability. Each class group has a tutor who takes particular care of their class. They look after their health, welfare and education attainments and maintain contact with parents throughout the year.

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 constant contact with their Tutor.

The Guidance department recognises the importance of this system in our school and fosters a co-operative relationship with the Year Heads and Tutors in order to best meet our student’s needs.

**The Role of the Guidance Counsellor**

There are three main areas in which the guidance counsellor exercises his/her role. The three areas are educational counselling, career counselling and personal counselling. Operating in these areas the guidance counsellor works in conjunction with the students, the parents/guardians, the management of the school, and the staff of the school. Whilst the guidance counsellor has the specific training in educational, career and personal counselling, it is only through a collaborative approach that students
experiencing difficulties in any of these areas will be given the necessary support and strategies which will allow them to overcome their difficulties and to optimise their learning.

Referral

Internal Referral:
- Students can self refer by requesting an appointment with the School Guidance Counsellor
- Year Heads or Tutors can refer students for individual support by liaising with the Guidance Counsellor and requesting an appointment for individual students
- School staff and parents/guardians are also welcome to contact the Guidance Department if they have concerns.

External Referral:
The Principal, as the Designated Liaison Person (DLP), in consultation with the School Guidance Counsellor, may refer to outside agencies such as the HSE, DDLETB Psychological Support Services or specific services in the local area such as Jigsaw. Such referrals are made in consultation with parents/guardians.

Appointments
All Students who have an appointment for personal or career counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment.

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

Confidentiality
Counselling relationships themselves and information that is disclosed in counselling relationships are kept confidential. However, if a situation arises where the school feel a student is at risk, the Principal or Guidance Counsellor consults the student, school management, parents/guardians and relevant agencies, if necessary.

Students are encouraged to discuss their problem with their parent/guardian where appropriate. At the beginning of the counselling contract students are always informed that what is said in the counselling session is confidential between the counsellor and the student UNLESS the counsellor feels that the
pupil is a danger to themselves (including eating disorders) or anyone else, or at risk. Confidentiality will not apply in the case of abuse (Child Protection Guidelines definition applies here), or if a student discloses an intention to commit a crime or when a court orders a counsellor to make records available.

**Ethical considerations and Accountability**

The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to Department of Education and Science Directives, and to the school’s Ethos and Educational Philosophy. The Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of students in “loco parentis” and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times. The guidance department is aware of its responsibility to our students, to the school, to our own profession, to ourselves and to the implementation of this policy. To this end we will partake in professional peer supervision, which will provide support and feedback for my professional welfare. The Guidance Counsellors also abides by the Institute of Guidance Counsellor’s Code of Ethics.

The School Guidance Counsellors abide by the ‘*Child Protection Guidelines for Post Primary Schools*’.

**Record Keeping**

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

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse should be avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files.

**Assessments**

All our assessment procedures will be dictated by the above principle and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, 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.

Assessments used in Ardgillan College include:

- Differential Aptitude Tests for Guidance (DATS):
The DATS are conducted with our TY / 5th Year students. Each student receives their results individually. The DATS are used in conjunction with interest assessments to assist students with career choice.

- **Interest Assessments:**
  Students conduct interest assessment on careers websites such as [www.careersportal.ie](http://www.careersportal.ie) and [www.qualifax.ie](http://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 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.
Guidance Programme

Junior Cycle

Incoming 1st Years:

• 1st Year Open night:
Ardgillan College holds an annual open night for our potential 1st year students. This night is aimed at informing parents of incoming 1st years of the mission statement and approaches to learning in our College.
In conjunction with this open night, the Guidance Department assists in formulating an information booklet containing subject details and subject choice procedure. The presentations given on the open night aim to satisfy parents’ and students’ queries.

• Transition from Primary to Secondary
Ardgillan College recognises that the transition from Primary school to Secondary school can be extremely challenging. The Guidance Dept has developed an Induction Booklet which seeks to address some of the main challenges faced by 1st year students. The booklet is used by 1st year Tutors for the first week of school and for the 1st number of SPHE lessons. The activities in the booklet link directly to the 1st module in SPHE, Belonging and Integrating and Getting Organised.
A student Mentoring System is also in place to assist 1st year students with this transition. This Mentoring System involves Transition Year students integrating and supporting 1st Year students. This system is implemented with the invaluable assistance of the SPHE Department and is delivered during the weekly SPHE timetabled period. The system sees 3/4 TY students being allocated to each 1st year class. The TY students deliver a number of presentations and assist the 1st year students with activities such as anti-bullying, subject assistance, getting organised. In the first weeks of school Mentors assist students with their locker and getting to know their time table. Some lunchtime activities are also organised in order to encourage the development of friendships amongs new students.

3rd Year Students:

• Study Skills Seminar
Students engage in an afternoon of study skills in order to aid and develop their study techniques. Students are encouraged to set goals for individual subject and to apply the skills learnt at this seminar to their weekly study program.
**Senior Cycle Presentation**

Students and parents are presented with information on Senior Cycle options – the traditional leaving certificate and subject choice or the option of first completing Transition Year. Matriculation requirements as well as specific course requirements are detailed for students progressing straight into 5th year. Students and parents are made of the school blog “Senior Cycle subject Choice” which informs students of the course content of each subject at leaving cert and possible careers stemming from each subject.

**Senior Cycle**

- Study Skills seminar (as above)

- Differential Aptitude Tests for Guidance (DATS):
  DATS are administered to TY / 5th year students. Each class receives an introductory lesson on what the DATS are and Students are also provided with a DATS Information Booklet. The DATS are administered during December and are machine scored. Feedback is given to all students by the School Guidance Counsellor firstly via an information session and secondly, students are given their scores individually where they can request further information in relation to these.

- Interest Assessments:
  Students are required to carry out Interest Assessments on [www.qualifax.ie](http://www.qualifax.ie) and [www.careersportal.ie](http://www.careersportal.ie) during time allocated for careers.

The results of these assessments are stored by the School Guidance Counsellor and will be used as part of a student’s individual career interview in 6th Year.

**Careers**

- Classroom Guidance:
  Formal Classes for TY and 6th year students are timetabled for one period per week, per class group. Separate schemes of work devised.

- Individual Guidance:
  The Guidance Counsellor is available should any student wish to request an appointment. See referral system explained above.
Summary of Services

The services provided by the Guidance and Counselling Department can be summarised as follows:

- Individual counselling to all students on request or by referral.
- Class guidance module for Transition year students in preparation for work placement, senior cycle and subject choice.
- Guidance modules for First Year, Second Year and Third Year classes covering topics such as study skills, and bullying (In consultation with the SPHE Department and Year Heads).
- Psychometric testing: Differential Aptitude Tests, Interest Inventories.
- First Year Induction Program and Mentor System
- Classroom Guidance for 5th and 6th Year students to assist them with career choice e.g.: CAO, Colleges of Further Education, Apprenticeships, Defence Forces etc
- Individual Guidance meetings for 6th Year students to assist them with career choice, CAO choice, HEAR/DARE applications, UCAS application etc
- Attendance at organised Open Days e.g.; Higher Options
- Guest Speakers e.g. Higher Education Institutions, Colleges of Further Education, Various careers, FAS
- Parents' Information Evenings on:
  - Subject Choice (Third Year & Transition Year)
  - Open Evening (Incoming First Years)
  - CAO/UCAS/FETAC Info night (Sixth Years)
Career Guidance Plan 2015-2016
Month by Month

September/October
- Higher Options - book tickets
- Order Reach+ workbook for TY students (TY fund)
- Induction program for 1st year students – booklet / liaise with YH and tutors / TY mentor program
- Review Department Plan
- Qualifax mailing list
- Talk to 6th years – UCAS, Irish Exemptions, HEAR/DARE (send letter home)
- Liaise with SEN coordinator – Dare / exemption applicants
- Parents night for 6th Year students (Letter Home)
- Prioritise students applying to UCAS (earlier closing date)
- Begin seeing 6th years individually (review summer reports)
- Begin TY, 5th and 6th year guidance classes – review schemes
- Post important notifications – key dates
- Request from admissions officers to visit school (establish protocol for speakers)
- Review any new students to the school
- Study Skills (Student Enrichment Services) – Year heads
- Re-emphasise referral system and routine within whole school – staff meeting / clarify procedures
- Establish relationships with key staff for referrals (Year Heads/ Form Teachers and SEN Team)
- Establish report and record keeping structure
- Check in with student’s receiving counselling last year
- Register with Cycle Against Suicide Student Congress – book tickets – begin project (TY’s)
- Establish / check in with student mental health committee
- NUIM/UCD/DIT Open Days (Career Guidance Counsellors only)

November/December
- CAO Packs - distribute
- CAO Conference attend
- Open Day Season - notify students and arrange
- Talks from main feeder colleges
- Continue seeing 6th years
- Stress Management and Motivation classes required for 6th years
- Counselling Referrals
- Attend Psychological Support Services Meeting
- UCAS applications – student references / personal statements
- DATS (TY students)
January/February

- January 15th UCAS deadline
- January 20th CAO online deadline for discounted rate
- February 1st CAO deadline
- Meeting with 6th years prioritised
- Help with HEAR and DEAR applications prioritised
- PLC Open Days
- PLC applications prioritised (online)
- Beginning subject choice process
- TY DATs results
- Meeting with 5th years about importance of subject choice (prepare handout)
- Meeting with incoming 5th year parents about subject choice and transition to senior cycle
- Entrance Exams for Incoming first years
- Student references

March/April

- Incoming first year – parents evening
- Subject choice follow up
- Visit to feeder primary schools
- Counselling appointments continued
- Interviews and portfolios for restricted courses
- Grants – SUSI applications open
- Begin meeting 5th year students
- Student references

May

- 1st of May CAO re-opens
- Talk to 6th years about results and offers
- Stress management and exam techniques with 3rd and 6th years
- Talk to 5th years about using summer wisely (art portfolio / UCAS)
- Late PLC applications
- Counselling appointments continued
- Write in key dates for September
## Student’s Guidance Needs Analysis

**YEAR: 1st Year**

### Student's Needs

<table>
<thead>
<tr>
<th>Needs</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Personal and Social</strong></td>
<td></td>
</tr>
<tr>
<td>• Support with Transition to Secondary</td>
<td>• Meet with classes individually – role of guidance counsellor – school</td>
</tr>
<tr>
<td>School</td>
<td>procedures, disclosing information (in line with child protection</td>
</tr>
<tr>
<td>• Counselling anxiety/stress</td>
<td>guidelines)</td>
</tr>
<tr>
<td>• Bullying issues</td>
<td>• Arrange meetings with students who have been referred from HSL and SEN</td>
</tr>
<tr>
<td>• Behaviour issues</td>
<td>team, subject teachers, Year Head and Support team</td>
</tr>
<tr>
<td>• Healthy eating and sleep</td>
<td>• Meet with students referred from class teachers on a 1:1 basis</td>
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<tr>
<td>• Family issues</td>
<td>• Meet with students who have discipline issues arising on a 1:1 basis</td>
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<tr>
<td>• Depression</td>
<td>• SPHE classes cover wide range of topics</td>
</tr>
<tr>
<td>• School Refusal</td>
<td></td>
</tr>
<tr>
<td><strong>2. Educational</strong></td>
<td></td>
</tr>
<tr>
<td>• Subject Choice Options</td>
<td>• Meet with each class to explain options and what each subject requires</td>
</tr>
<tr>
<td>• Study Skills</td>
<td>• Taster classes in operation</td>
</tr>
<tr>
<td><strong>3. Career</strong></td>
<td>• Subject teachers provide support</td>
</tr>
<tr>
<td>• How subject choice effects career choice</td>
<td>• Presentation on Study skills</td>
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</tbody>
</table>
## Student’s Guidance Needs Analysis

**Year: 2nd Year**

### Student’s Needs

#### 1. Personal and Social
- Anxiety/Stress
- Bullying issues
- Behaviour issues
- Anger Management and Assertive skills
- Healthy eating and sleep
- Peer relationships
- Family issues
- Depression
- School Refusal

#### Resources
- Meet with classes individually
- Arrange meetings with students who have being referred from HSL and SEN tea, subject teachers, year head and Support team
- Meet with students referred from class teachers on a 1:1 basis
- Meet with students who have discipline issues arising on a 1:1 basis
- SPHE classes cover wide range of topics
- Group Counselling

#### 2. Educational
- Study Skills
- Exam preparation
- Subject level

#### Resources
- Subject teachers provide support
- Presentation on Study skills
- Presentation on Exam Preparation
- Class Talk about consequences of taking honours or ordinary level paper
- 1:1 meeting with students requiring extra support

#### 3. Career
- Become aware of purpose of school
- Look at aims for the future

#### Resources
- Guidance class scheduled throughout the year
- 1:1 appointments available
## Student’s Guidance Needs Analysis

**YEAR: 3rd year**

<table>
<thead>
<tr>
<th>Student’s Needs</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Personal and Social</strong></td>
<td></td>
</tr>
<tr>
<td>• Anxiety/Stress</td>
<td>• Meet with classes individually</td>
</tr>
<tr>
<td>• Bullying issues</td>
<td>• Arrange meetings with students who have being referred from HSL and SEN team, subject teachers, Year Head and Support team.</td>
</tr>
<tr>
<td>• Behaviour issues</td>
<td>• Meet with students referred from class teachers on a 1:1 basis</td>
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<tr>
<td>• Anger Management and Assertive skills</td>
<td>• Meet with students who have discipline issues arising on a 1:1 basis</td>
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<tr>
<td>• Healthy eating and sleep</td>
<td>• SPHE classes cover wide range of topics</td>
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<tr>
<td>• Peer relationships</td>
<td>• Group Counselling (anger management)</td>
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<tr>
<td>• Family issues</td>
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<tr>
<td>• Exam Stress</td>
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<tr>
<td>• Depression</td>
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<tr>
<td>• School Refusal</td>
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<tr>
<td><strong>2. Educational</strong></td>
<td></td>
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<tr>
<td>• Junior Certificate Preparation</td>
<td>• Study Skills Class</td>
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<tr>
<td>• Option of TY or Fifth Year/LCA</td>
<td>• Exam Preparation techniques and tips</td>
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<tr>
<td>• Subject Choice</td>
<td>• TY talk from TY Co-Ordinator</td>
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<td></td>
<td>• Guidance Class on Subject Choice</td>
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<td></td>
<td>• Guidance on a 1:1 basis when required</td>
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<tr>
<td><strong>3. Career</strong></td>
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<tr>
<td>• Option of TY – work experience</td>
<td>• Guidance Talk on value of Work Experience from TY Co-Ordinator</td>
</tr>
<tr>
<td>• Subject Choice relevant to Career Choice</td>
<td>• Guidance Talk on Career Choice</td>
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</tbody>
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### Student’s Guidance Needs Analysis

**YEAR: Transition Years**

<table>
<thead>
<tr>
<th>Student’s Needs</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Personal and Social</strong></td>
<td><strong>Students are referred for counselling by TY Co-Ordinator and subject teachers</strong></td>
</tr>
<tr>
<td>• Transition anxiety</td>
<td>• Students are referred for counselling by TY Co-Ordinator and subject teachers</td>
</tr>
<tr>
<td>• Stress</td>
<td>• Students are met with on 1:1 basis for counselling</td>
</tr>
<tr>
<td>• Bullying issues</td>
<td>• Students participate in Life Skills programme covering, meditation (calming), cooking (healthy eating), voluntary work (developing social/empathy skills)</td>
</tr>
<tr>
<td>• Behaviour issues</td>
<td></td>
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<tr>
<td>• Anger Management and Assertive skills</td>
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<tr>
<td>• Healthy eating and sleep</td>
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<td>• Peer relationships</td>
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<td>• Family issues</td>
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<td>• Depression</td>
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<td>• School Refusal</td>
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<thead>
<tr>
<th><strong>2. Educational</strong></th>
<th><strong>Subject Choice Talk</strong></th>
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<tbody>
<tr>
<td>• Subject Choice</td>
<td>• Meeting on a 1:1 basis when required</td>
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<thead>
<tr>
<th><strong>3. Career</strong></th>
<th><strong>Administration and Feedback of DAT’s on a 1:1 basis -discussion of college courses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DATs</td>
<td>• Work Experience reflection documented</td>
</tr>
<tr>
<td>• Work Experience</td>
<td>• Work Experience discussion with Guidance Teacher and TY Co-Ordinator</td>
</tr>
<tr>
<td>• Career Direction</td>
<td>• Weekly Guidance class for double period in Life Skills covering career interests, inspiration, dreams and ambitions, talent, personality and career opportunities</td>
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<tr>
<td>• Options for College and Further Education</td>
<td>• Guest Speakers</td>
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## Student’s Guidance Needs Analysis

**YEAR:** Fifth Year

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<th>Student’s Needs</th>
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<tbody>
<tr>
<td><strong>1. Personal and Social</strong></td>
<td>• Students referred from, HSL, subject teachers, Year Head, SEN team and Support team</td>
</tr>
<tr>
<td>• Transition anxiety</td>
<td>• 1:1 counselling</td>
</tr>
<tr>
<td>• Stress</td>
<td>• Arrange scheduled classes for talk on depression, stress and mental well being.</td>
</tr>
<tr>
<td>• Bullying issues</td>
<td></td>
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<tr>
<td>• Behaviour issues</td>
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<tr>
<td>• Anger Management and Assertive skills</td>
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<td>• Healthy eating and sleep</td>
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<tr>
<td>• Peer relationships</td>
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<td>• Family issues</td>
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<tr>
<td>• Depression</td>
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<tr>
<td>• School Refusal</td>
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</table>

**2. Educational**

<table>
<thead>
<tr>
<th></th>
<th>• Subject Choice support and level on a 1:1 basis when required.</th>
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<tbody>
<tr>
<td>• Subject level</td>
<td>• Scheduled Guidance Class for study skills</td>
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<tr>
<td>• Subject Choice Support</td>
<td></td>
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<tr>
<td>• Study Skills</td>
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**3. Career**

<table>
<thead>
<tr>
<th></th>
<th>• Scheduled class for National Framework of Qualifications and progression</th>
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<tbody>
<tr>
<td>• Progression to 3rd level</td>
<td>• Guest Speakers - Colleges and Work Professionals</td>
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<tr>
<td>• Self evaluation – points system and goals setting</td>
<td>• Open days</td>
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<tr>
<td></td>
<td>• Goal setting - lesson</td>
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<tr>
<td></td>
<td>• Points system – lesson</td>
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<td>• Career research</td>
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</table>
# Student's Guidance Needs Analysis

**YEAR: 6th Year**

<table>
<thead>
<tr>
<th><strong>Student's Needs</strong></th>
<th><strong>Resources</strong></th>
</tr>
</thead>
</table>
| 1. Personal and Social | • Students referred from, HSL, subject teachers, Year Head, SEN team and Support team  
• 1:1 counselling  
• Arrange scheduled classes for talk on depression, stress and mental well being. |
| • Stress  
• Bullying issues  
• Behaviour issues  
• Anger Management and Assertive skills  
• Healthy eating and sleep  
• Peer relationships  
• Family issue  
• Depression  
• School Refusal | |
| 2. Educational | • Scheduled Guidance Classes for Study Skills, Motivation, Exam Preparation  
• 1:1 meetings for student support with subject level |
| • Subject Level  
• Study Skills  
• Exam Preparation  
• Motivation | |
| 3. Career | • 1:1 Guidance with all 6th year students for 1 class period and 2 when required  
• Class Guidance on CAO Application  
• Class Guidance HEAR Application plus 1:1 in filling out application  
• College Open Day’s  
• Guest Speakers  
• Mock Interview and tips (group work)  
• Leaving Certificate and Beyond advice |
| • College Choices  
• CAO  
• HEAR/DEAR  
• PLC Route | |
Guidance Department Goals 2015 - 2016

The following areas are identified as key areas for improvement / further development in the establishment of a Guidance Dept in Ardgillan College 2015

- Review of effectiveness of referral procedure (currently through year heads)
- Review of care team procedure
- Establish a student support team – more links with SPHE, SEN, foundations of child protection
- Child Protection Presentation to staff
- Guidance to become a key component of the school website with regular updates

Other Area’s for later development:

- More input with 1st years students – role of guidance counsellor / one-to-one support / CATs / further development of mentor system – resources for their use in SPHE classes
- Whole school initiatives – Positive Mental Health Week
- Allocation of more guidance hours to meet the personal, educational and career needs of all our students.