

Newpark Comprehensive School

Guidance Plan



EN/JC 180208

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SEN

Introductory Statement

The Newpark School 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 school's overall development plan.

Relationship to the Ethos of the school

Newpark Comprehensive School operates on the philosophy that each student “is encouraged to reach their own potential, to develop their skills and abilities to the maximum degree possible and hopefully become active participative citizens and lifelong learners after school”

The School Guidance Plan reflects this philosophy. The enhancement of self-esteem and life skills and the development of potential – academic, personal and emotional – leading to greater autonomy for all students are its central goals.

The plan reflects the uniqueness of Newpark and its own particular context and circumstances.

Rationale

The Education Act 1998 section 9(c) states that a school “shall use its available resources to...ensure that students have access to appropriate guidance to assist them in their educational and career choices”. The provision of guidance is a statutory requirement for schools under this Act.

In 2004, when the NCGE in association with the Department of Education published “Planning the School Guidance Programme”, as a result of the requirements of the education act, they stated clearly that guidance activities “are provided based on the premise that guidance is both a whole school concern and a specialist area within education”.

Scope

Guidance in Newpark 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 Guidance
- 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 need. Counselling may include personal counselling, educational counselling and career counselling or a combination of these.

Two professionally trained Guidance Counsellors administer Newpark Comprehensive School's school guidance counselling service. Whatever the issue, they aim to give sensitive care and support to each student. Participation is always voluntary and the student's right to

confidentiality is respected. The Guidance Counsellors work in conjunction with all members of the school team, including: Principal, Deputy Principal, Year Heads, Chaplain, SEN/Learning Support, School Nurses, School Librarians, Form Teachers and Subject Teachers.

The Guidance Counsellor in conjunction with staff and management are central to and supportive of the care system and policies, which aim to deal with student support issues. All staff in the school have a part to play in the provision of student support systems. The plan aims to address the guidance needs of all students at all levels within the school.

Guidance Resources

Newpark Comprehensive School has two fully qualified Guidance Counsellors assigned to guidance. Their time allocation is as follows:

- Eoin Norton 22 hours
- Jenny Crampton 19 hours 20 mins

Guidance Facilities

There are two fully equipped guidance offices, a careers section in the school library, a guidance noticeboard, access to an area suitable for guest speakers to talk to large groups of students, access to two school computer rooms for guidance related research and psychometric testing and access to the school website and school web application.

The guidance department has a yearly school budget.

The guidance department also accesses many local community resources such as parents, past pupils, local businesses for work experience and placements and the JLO, NEPS, NCGE, and IGC.

Senior cycle students have careers education classes, which include career talks from colleges and career professionals including parents and past pupils. This forms a link between the school and third level institutions, past pupils, parents and local businesses. They also attend college Open Days and Career Exhibitions.

Guidance Provision

The provision of a guidance service in Newpark Comprehensive aims to ensure that each student can: make informed choices about their lives and follow through on these choices, identify and explore opportunities and develop an awareness of their interests, abilities and talents. They will do this through availing of the following activities:

- Personal counselling
- Assessment using psychometric instruments and other inventories
- Career advice and information providing the necessary knowledge and skills to enable students to make the transition to further and higher education, training and work.
- Developing educational skills (providing knowledge and developing research skills relating to possible careers, college courses, apprenticeships, choices of subjects and levels)

- Personal and social development programmes (providing knowledge and skills relating to personal and social development, self-awareness, decision making and planning)

The plan endeavours to ensure a structured response to students' personal, social, educational and career guidance needs and be inclusive, providing for the junior, senior and educational needs of all.

Guidance Counsellors attend regular guidance departmental meeting and a weekly Student Support Team (SST) meeting. They are actively involved in both the LCA and the LCVP programmes.

Both Guidance Counsellors are involved in creating new policies and updating existing ones, for example, Self-Harm Policy and Critical Incident Response Plan.

Guidance Curriculum

The Guidance programme is delivered using:

1. Classroom guidance delivered in regular weekly classes/modules to a class group or year group.
2. Individual contact of a personal counselling nature and careers/vocational guidance.

Class organisation:

1 st Year	In Junior Cycle we focus on personal and social development through the SPHE and the Wellbeing programme which is timetabled for 2 classes a week for example, to ensure transition from primary into secondary is included on the curriculum as are classes on decision making, bullying, identity and self-esteem. SPHE is co-ordinated by Jenny Crampton.
2 nd Year	In Junior Cycle we focus on personal and social development through the SPHE and the Wellbeing programme which is timetabled for 1 class a week to ensure classes such as emotional wellbeing and mental health are covered.
3 rd Year	In Junior Cycle we focus on personal and social development through the SPHE and the Wellbeing programme which is timetabled for 1 class a week to ensure classes on goal setting, study skills, stress management and relaxation techniques are covered.
4 th Year	10 week Careers Education module – 60 mins x 9 rotating class module
5 th Year	LCE 16 week Careers Education module – 1 class a week. LCA weekly guidance/careers education class. LCVP 4 classes per year plus liaison with the LCVP teacher in relation to, for example, the career investigation.
6 th Year	LCE weekly Careers Education class. LCA weekly guidance/Careers Education class. LCVP 8 classes per year.

The above LCE senior cycle modules take place as part of a broader, Lifeskills programme which can include mental health, study skills, stress management, relaxation techniques, RSE, perception, conflict styles and other SPHE orientated modules.

Groupings of students

Students participate in the guidance programme in their year group. Newpark operates a mixed ability policy with an average class size about 28 in the junior years and 24 in the senior years. SPHE classes aim to have a max of 24. LCE Lifeskills classes have an average of 28-30, LCA an average of 12 and LCVP an average of 20-24.

Informal guidance

Guidance also consists of working in collaboration with teaching staff, the SPHE team and the Student Support Team. Communicating with parents/guardians, either in person or by telephone/email, forms an integral part of the guidance service.

Protocol for guidance appointments with students

Both Guidance Counsellors are available to meet with students throughout the school day either by appointment or referral.

All meetings with students are by appointment. Students can make appointments through their form teacher, year leader, other staff member, parent/guardian or directly with the Guidance Counsellors themselves. Students can also make appointments by email. The Guidance Counsellor will schedule a time to meet the student using an appointment slip. It may be given directly to the student or through the form teacher during registration. Students who attend the guidance counsellor must first go to their class teacher and show them the appointment slip. The class teacher may refuse a student to leave for an appointment, if for example a class test is being undertaken but the student must inform the guidance counsellor. On the rare occasions this happens the appointment is rescheduled.

Guidance Counsellors can also request a meeting with a student by providing an appointment slip to the student at registration. These appointments can be rearranged if it is unsuitable due to class tests etc. Appointments are scheduled in as far as possible to reduce interference and disruption to classes. This method of appointments is explained to students. The Guidance Counsellor records all appointments.

Protocol for guidance meetings with parents/guardians

Parents meet with the Guidance Counsellors at information evenings, parent/teacher meetings and on request. The Guidance Counsellors usually provide information for parents informing them about various guidance activities via the school app, website, email and/or letter. Parents/guardians can make appointments with the Guidance Counsellor by either telephoning the school or by email. Appointments are conducted during the school day, but may in certain circumstances be arranged either before or after school. All parties are requested to inform each other if a cancellation is necessary. The Guidance Counsellor may request another staff member to be present at a meeting. The student may be invited for all or part of the meeting with approval of parents/guardians. The Guidance Counsellor keeps a record of all meetings.

Protocol for students attending guidance activities outside of school

When class groups attend open days such as the Higher Option Conference in the RDS, written notification is sent home via the school app, text, email or letter indicating the time, venue, travel arrangements etc. Depending on the age group, students may be asked to get a form signed by their parents/guardians giving them permission to attend the event.

School rules apply at all guidance events and appropriate behaviour is expected.

Students are strongly encouraged to be selective in attending career events during school time and to attend events on Saturdays or outside school hours where possible.

Subject choice at Junior Cycle

The Junior Cycle curriculum is currently in the process of change. From 2017 first year students will study 8 full length courses, Irish, English, Maths, French/German/European Section, Science, History, Geography and Option A (for example Home Economics, Business, Art etc) They also take 2 mandatory short courses, RE and Digital Media Literacy. The Wellbeing programme comprises of SPHE, CSPE and PE. Other areas of learning include modules in Skills for Life, Drama, Choir etc. For Option B students can chose another full-length course such as Metalwork, Woodwork etc or 2 short courses in Philosophy and Artistic Performance. This option to take 8 full length and 4 short courses or 9 full length courses and 2 short courses will be reviewed for future intake students.

The first-year students do taster modules in all the option subjects until the October/November half term. This helps the students to make more informed subject choice. Subject teachers and Guidance Counsellors are available to discuss subject choices with both students and parents.

Subject choice at Leaving Certificate

Students take the core subjects Irish, English, Maths and a choice of a third language (French/German). They must also do Lifeskills or the Link Modules and PE. They then chose three option subjects from the following list: Physics, Chemistry, Biology, History, Geography, Politics and Society, RE, Construction Studies, Engineering, DCG, Accounting, Economics, Business Studies, Home Economics, Music and Art.

The option bands are set each year by the Principal based on student demand and teacher availability. The school does its best to ensure that the largest possible number of students obtain their top three choices. While every effort is made to accommodate students' preferences, due to limited resources, this may not always be possible. Students who do not get their top three preferences, meet with one of the Guidance Counsellors to look at alternatives.

Assistance provided to students for subject choice:

- Subject choice preparation and guidance is part of Transition Year Careers Education classes
- The Guidance Counsellors also give a presentation during 4th year lecture time informing students about the LCE, LCVP and LCA programmes and subject choice for the Leaving Certificate
- The Guidance Department co-ordinates each of the subject departments to give a presentation during another 4th year lecture time on the content of each of the option subjects for the Leaving Certificate
- Students complete a number of assessments in relation to their Values, Interests, Personality and Skills (VIPS)

- Students are given an introduction to guidance websites including www.qualifax.ie and www.careersportal.ie, which provide information on subject choice and the implication of subject choice on third level options. Students are encouraged to use these websites
- Students are encouraged to reflect on their work experience placements as part of their career development and subject choice selection
- Students are encouraged to discuss subject choice with subject teachers, with students in fifth and sixth year, with their parents/guardians and to look at textbooks, syllabus (on curriculumonline.ie) and past papers (on examinations.ie)
- Parents are invited to attend a subject choice information evening delivered by the Guidance Counsellors informing them about LCE, LCVP and LCA programmes and subject choice for the Leaving Certificate. Year on year this is an extremely well attended event
- The Guidance Counsellors co-present, with the LCA co-ordinator, a separate information evening for prospective LCA students and their parents/guardians. This session allows for greater insight into the LCA program and more time for LCA specific Q&A.

Protocol for Changing or Dropping Subjects

- If a student is considering changing or dropping a subject at any stage, they must first discuss the matter with their parents/guardians and their subject teacher. No commitment should be given at this stage
- If a student wishes to change/drop a subject, the student must discuss this with their Year Leader
- Consultation is made with the SEN department if appropriate
- An appointment is made with the Guidance Counsellor
- The possible implications of the change are highlighted to the student by the Guidance Counsellor and they are encouraged to discuss the change with their parents.
- The Guidance Counsellor/Year Leader may contact parents either by phone/email/letter. The possible course/career choice and implications of the change are discussed
- The parents/guardians and the student consent, in writing, and the Year Leader informs the teachers involved
- The Year Leader will update the student's record with the school office

Procedure for changing level in senior cycle

- If a student is considering changing level at any stage, they may first discuss the matter with their parents/guardians and their subject teacher. No commitment should be given at this stage
- The subject teacher liaises with the subject co-ordinator and/or Year Leader
- An appointment may be made with the Guidance Department to check the possible impact on career or college choice
- SEN department is consulted where relevant
- Parents/guardians may be contacted
- The subject co-ordinator or Year Leader will update the student's record

Student Support Team

The Student Support Team consists of: Guidance Counsellors, Chaplain, Nurses, Deputy Principals and a representative of the SEN department. The team meets weekly to discuss students who staff have concerns about, academically, emotionally or in terms of behaviour. The staff member refers the student to the team by filling out a lemon Student Support Team referral form. The student is assigned to a member of the Student Support Team. They work with the student and offer feedback to the team and to the staff member who referred the student (while keeping within the confines of confidentiality). If it is deemed appropriate the Year Leader or member of the Student Support Team may mention a student at the weekly Monday staff meetings. The student support team review the workings of the group at the end of each academic year.

The team also put together a list, at the beginning of the academic year, of students who have a parent/guardian that is deceased. This list is shared with staff.

The SEN department puts together a list of students who have learning disabilities, emotional and behavioural difficulties and physical disabilities. The list is coded to allow for a degree of confidentiality. It is shared with staff via email.

Student Support Referral System

If a staff member wishes to refer a student to the Student Support Team (SST) they fill out the yellow *Student Support Referral Form*, blank copies of which are available in the staff room, and give it to the relevant Year Leader or Deputy Principal. During the SST weekly meetings, the yellow forms are discussed, and it is decided what support is deemed most appropriate for the student. The student is then assigned to a member of the team who becomes their key worker. This person works with the student. They give some feedback to the staff member who referred the student. This is usually done by email (keeping within the confines of confidentiality). They also update the Student Support Team about the progress of the situation (keeping within the confines of confidentiality). All yellow referral forms are stored in a locked filing cabinet in one of the Guidance Counsellors' offices.

This referral system is explained to staff at the beginning of each academic year.

Referral System to the Guidance Counsellor

Notwithstanding the above referral system members of staff may refer students directly to the Guidance Counsellors by email, in person, or by using a *Student Support Referral Form*.

PPAP, WTO, Friends for Life Programmes

The following programmes have been offered and have successfully complimented the student support work:

PPAP parenting programme

WTO mental health programme

Friends for Life programme

The PPAP and WTO programmes are offered to parents and students in certain year groups. The Guidance department co-ordinates the PPAP and WTO programmes which are offered to parents and students in certain year groups.

The PPAP and the WTO facilitators meet and decide what year group/s to target. Then they consult with the Year Leader/s, Principal and Deputy Principal to target parents and students that the school believe will benefit from doing the course and be good candidates for the course. The remaining places are offered by opening it out to all parents/students in the relevant year groups.

The SEN department run the Friends for Life Programme throughout the year. Students are identified at the SST meetings.

Counselling Practice

Counselling is available to all year groups in the school. The counselling service is explained to students when they come in to first year. The Guidance Counsellors meet each first-year form group, introducing themselves and explaining their role. Parents are also informed of this service at information evenings given to incoming parents. There is also information on the school website. The service aims to give sensitive care and support to each student in a non-judgemental atmosphere. Participation is always voluntary and the student's right to confidentiality is respected.

Guidance Counsellors endeavour to empower their students to make decisions in three distinct areas; personal, educational and career development. However, it should be noted that each of these areas are connected and that regardless of the area of guidance in question, the counsellor invariably connects with the personal when working with young people. This service aims to make counselling easily accessible to all students and to assist them in any of the three areas of guidance either on an individual or group basis and to be available at times of difficulty and in crisis situations. The counselling service aims to support individual students both inside and outside the classroom. The counselling service operates in collaboration with the student support team and disciplinary structures within the school.

The Guidance Counsellors work within the Institute of Guidance Counsellors Code of Ethics. This ensures that the students' needs are prioritised, and their rights are protected. The service is both reflective of, and in line with, the Department of Children and Youth Affairs' National Guidance for the Protection and Welfare of Children, 'Children First' (2017) and with the Department of Education and Science, 'Child Protection Procedures for Primary and Post-Primary Schools' (2011).

Confidentiality and Reporting Procedures

Guidance Counsellors take all reasonable steps to preserve the confidentiality of information about students. However, confidentiality is limited. The limits to confidentiality are explained at the first meeting with a student. A clear and truthful oral confidentiality contract is established with the student from the beginning of any counselling session. The students are made aware that if they are in danger, or another person is in danger, or where the law requires it, the Guidance Counsellor has an obligation to bring the matter further by informing school management, and/or Year Leader and/or parents/guardians. This is done with the knowledge and hopefully the agreement of the student. Parents may contact the guidance department if

they have queries or concerns with regard to confidentiality in guidance and counselling. Issues such as these will be addressed by the Guidance Counsellor in Counselling Supervision.

In other situations, if it is felt to be in the student's best interests to inform a teacher/parent/guardian of a particular issue or difficulty, this will be done, with the knowledge and hopefully the agreement of the student.

Ethical Requirements

Guidance counsellors are obliged to operate in policy, process and practice in an ethical manner. The Guidance Counsellors' primary focus is the welfare of the student and they are ethically bound to act in the best interest of the student. The Guidance Counsellor must act within the law and within the ethical guidelines outlined by their profession. The Guidance Counsellor is expected to be competent in and mindful of the legal and ethical responsibilities of their work.

The Guidance Counsellors follow the recommended procedures for ethical decision making from the IGC Code of Ethics.

Competency

The Guidance Counsellor will seek to develop their professional competence through in-service, continuous professional development and attendance at counselling supervision and local IGC meetings. Attendance at counselling supervision and IGC meetings is facilitated by the school by freeing up Guidance Counsellors on a Tuesday afternoon. Guidance Counsellors must recognise the limits of their training and experience and where they see necessary they will make appropriate referrals to other agencies.

CPD

CPD is essential to the work of the Guidance Counsellor. The local IGC branch and the IGC AGM provides a range of in-service for IGC members through the provision of relevant workshops and presentations. The IGC has links with various organisations, which offer in career development.

Links with staff and outside agencies

The following demonstrates the whole school dimension of Guidance Counselling and the collaboration between the whole school community and the Guidance Counsellors:

Internal Stakeholders

Management, Student Support Team, SEN Department, Year Leaders, Form Teachers, Teaching Staff, Subject Department co-ordinators, Chaplain, Nurses, Librarian, Front Office staff, Caretaking staff, PTA, Past Pupils.

Outside Agencies

NEPS

NEWB

Social Workers/Social Services

Local GP

Lucena Clinic
Local Counselling and Psychotherapy Clinics
The Irish Association of Counselling and Psychotherapy
Garda, JLO
DES – examinations, home school tuition
Reach training programme Blackrock
Youthreach
Teen Between
Teen Counselling
Living Life Bray
AWARE
Console
Bodywhys
Pieta
Positive Options Pregnancy counselling
PACT
Crisis Pregnancy Agency
Rape Crisis Centre
Sexual Health Centre
Belong To
National Drugs Helpline
DLR Community Addiction team
Ballyogan family resource centre (teen addiction)
St Vincent de Paul/ Protestant Aid

Making referrals to outside agencies

It is the ethical awareness involved in the recognition of the need for the referral and how the Guidance Counsellor assists the young person in that referral that is important. Guidance Counsellors try to know what facilities are available in the community so that they will be able to ensure that their student gets the best help available.

Before initiating a referral, the following steps are considered:

- Will the referral best serve the student's needs?
- Do I know the competencies of the professional referral service?
- Is the student ready and accepting of the referral?
- Have I parental knowledge and cooperation?
- Is it a complete or partial referral?
- How will I introduce the idea of the referral to the student?
- How will I follow up after the referral?

Supplementary Admission routes to Higher Education - HEAR and DARE

The Guidance Counsellors work with the SEN department and other school colleagues to identify students who may be eligible to apply for DARE and HEAR. The Guidance Counsellors then co-ordinate the application process working with the student, parents/guardians, subject teachers and SEN department.

Cross curricular

SPHE – The guidance department works closely with the SPHE department. If an issue is seen to be affecting a large cohort of a year group the SPHE department may, if deemed appropriate, do some intervention classes. The guidance department and the SPHE department share the same noticeboard. One of the guidance counsellors is the SPHE co-ordinator.

LCA – The guidance department works closely with the LCA co-ordinator, VPG teacher and English teacher in delivering the various LCA modules collaboratively.

LCVP – The guidance department also work collaboratively with the LCVP teachers for example, class formation, career investigation and guest speakers.

Record Keeping

Record keeping is completed according to best practice. Students' personal records are kept in a secure way to ensure student confidentiality. Records are made of all counselling, educational and career sessions.

Assessment/Ability Testing

Incoming 1st year students are assessed in the spring prior to their entry. They are assessed using the Cognitive Abilities Test: Fourth Edition (CAT4). These tests are re-administered in the first term for any students who may have missed the spring tests. In the autumn, the NGRT is administered to all first years. This assesses the students' reading ages. The tests are administered by the Guidance Counsellors in collaboration with the SEN department. The results are shared with the SEN department and the Year Leader. The results are used to create mixed ability form groups and highlight students who may require additional supports.

Both Guidance Counsellors have appropriate training and qualifications in test administration and interpretation and attend in-service, CPD and upskilling in testing as required.

Testing is reviewed regularly. Careful consideration is given to the selection and use of the tests and only assessments listed on the Department of Education's list of approved tests are used. Pilot projects on the school's use of assessment, continued CAT4/NGRT/PTM/PASS administration during junior cycle and ability/skills assessment in transition year are ongoing.

First year induction procedures

- An Information meeting for all prospective parents is held in autumn prior to entry. At this meeting, the principal gives a presentation providing details about the school

- Following this, students are selected in line with Newpark's admission & enrolment policy
- In the March or April prior to entry another parent information evening is held. At this meeting, the principal and members of the student support team give specific details about the running of the school including information on the guidance and counselling service provided
- In March/April prior to entry the students sit the entrance assessments. This involves students taking the CAT4. These tests are used for ensuring mixed ability form groups, to help identify students who may need extra learning supports and to help identify students who may need further educational assessment
- During the above testing session, the students are given time to explore the school and have some time to chat to their future peers while having a school provided snack
- Visits to Newpark by key feeder schools is supported
- In May the Guidance Counsellors and SEN teachers visit the feeder schools to begin to gather information about the incoming students. This information is used to assist the students with the transition into secondary school. The Guidance Counsellors will informally meet/address the incoming students during these visits
- The Guidance Counsellors meet with the incoming first year Year Leader and discuss the information gathered from the feeder schools and the CAT scores
- At the start of term first year students are brought in a day before the other year groups return. They are introduced to their Form Teachers, Year Leader and Prefects. Students are given a locker and taken on a tour of the school by the Prefects
- Each Prefect is allocated a small group of 1st years to mentor. They show them around the school on their first day and meet them regularly throughout the year during long registration on a Wednesday
- During the weekly SST meetings first year students who may need extra supports settling in are highlighted
- The Form Teachers, Subject Teachers and all school staff are encouraged to assist students with the transition into Newpark and to look out for any student who may be experiencing difficulties. Any issues arising are reported to the student support team using the yellow referral form
- Early in October an information meeting is held for parents of first year students. During this meeting parents are provided with further details on school procedures and have the opportunity to liaise with other parents and meet school staff. The Year Leader often organises a team building trip in the first term
- During the first semester the PTA organise a social evening for 1st year parents where they get an opportunity to meet one another. The PTA also compile a list of parent telephone numbers (if consent is given) that is emailed to all 1st year parents.

- The Guidance Counsellors meet with each form group early on in the year during the Wednesday long registration. They introduce themselves and make the students aware of where the guidance offices are located, what the Guidance Counsellors do and how to arrange an appointment. They are also encouraged to ask for help from any staff member if they are concerned for another student or need support themselves.
- The Chaplin meets with all first-year students for an informal chat to discuss their first-year experience to date and to get to know a little bit about them.

Guidance review and evaluation

The Guidance Counsellors continually review and evaluate the guidance service. This is carried out informally throughout the year by asking students for feedback following guidance activities. At the end of each academic year, the Guidance Counsellors meet to review their work, in a more formal way, and note changes that could improve guidance provision. The guidance department endeavours to ask all 6th year students to complete a feedback form in the final term. They also intermittently ask 4th and 5th years to complete feedback forms. The findings of these are used in planning changes to the service.

Guidance website

The Newpark guidance website is located newparkschool.ie/guidance and can also be found under the 'Parent' and 'Student' tabs on newparkschool.ie. It informs students/parents of the service, explains the Newpark guidance outlook and has links to useful websites.

The guidance department also has its own Facebook page to communicate with students, parents/guardians and other stakeholders on social media - facebook.com/newparkguidance. Information on guidance events is published here and on the school app. The Guidance Department has delivered workshops on social media use to other Guidance Counsellors through the IGC at branch and national level, thereby sharing best practice.

Guidance programme key objectives:

Junior Cycle

- Provide an introduction to the guidance and counselling service
- Provide new students with assistance in adjusting to a new school
- Identify students at risk academically, socially, or in other ways
- Be available to students who come for support/guidance/ counselling whether self-referred or referred by others
- With our colleagues on the SST, respond to observations of bullying and peer group pressure reported to us by Year Leaders, Form Teachers and other staff members

- Work with the SPHE department to help students build self-esteem, learn good communication and listening skills, develop decision making skills, improve emotional and mental health
- Work with the PTA who organise guest speakers to come in and talk to parents/guardians and sometimes students
- Work with students on developing their study skills and managing stress, working alongside the SPHE department
- Identify potential early school leavers
- Be available to meet parents if required
- Meet with the SST, Year Heads and Management

Transition Year

- Provide student access to appropriate psychometric assessments
- Provide career education classes to help students build self-awareness and acquire knowledge in relation to their future career decisions which includes knowledge and skill development in relation to their education/training and career choices and programme and subject choice for Leaving Certificate
- Identify students at risk academically, socially or in other ways
- With our colleagues on the SST, respond to observations of bullying and peer group pressure reported to us by Year Leaders, Form Teachers and other staff members
- Enable students to make informed decisions in relation to programme choice and subject options for the Leaving Certificate
- Provide parents with information on programme choice and subject options for senior cycle
- Be available to students and parents to discuss subject choice and career goals
- Be available to students who come for support/guidance counselling whether self-referred or referred by others
- Liaise with the TY co-ordinator, students and parents in relation to TY work experience and college/career events (for example RCSI Mini-Med, TCD Science courses, UCD summer schools and NRH career talks)
- Identify potential early school leavers
- Be available to meet parents if required
- Meet with the SST, Year Head and Management

Fifth Year

- Provide career education classes to help students get to know themselves in relation to future careers and to give them the skills to find the information to make informed decisions
- Provide student information on career/college seminars
- Facilitate students' attendance at career exhibitions and college 'Open Days'
- Provide students and parents with information on choices after school, namely, the '4 options after school': Higher Education, Further Education, apprenticeships and employment
- Identify and intervene where appropriate in students' academic, social, personal or vocational issues
- Identify students at risk academically, socially or in other ways
- With our colleagues on the SST, respond to observations of bullying and peer group pressure reported to us by Year Leaders, Form Teachers and other staff members
- Provide access to the guidance and counselling service for all of fifth year
- Be available to students who come for support/guidance counselling whether self-referred or referred by others
- Identify potential early school leavers
- Be available to meet parents if required
- Meet with the SST, Year Head and Management
- Organise college visits and guest speakers
- Highlight the importance of portfolio preparation and encourage work experience and attendance at college summer taster courses
- Provide 5th Year LCA guidance class
- Organise a LCA visit to a college Open Day

Sixth Year

- Explain college application system (CAO, FE, UCAS/Colleges abroad)
- Organise guest speakers from Higher Education and Further Education

- Provide students and parents with information on choices after school, namely, the ‘4 options after school’: Higher Education, Further Education, apprenticeships and employment
- Identify and work with students who are eligible to apply to the Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE)
- Provide individual appointments on career choices
- Provide access to career information
- Facilitate student to attend open days
- Help develop student study skills and examination techniques in collaboration with the teachers of Lifeskills
- Assist students in transition to work or further study
- Develop student stress management skills in collaboration with the teachers of Lifeskills
- Identify and intervene where appropriate in students’ academic, social, personal or vocational issues
- Provide access to the guidance and counselling service for all of Sixth Year
- Provide a weekly careers education class
- Be available to students who come for support/guidance counselling whether self-referred or referred by others
- Identify students at risk academically, socially or in other ways, with particular attention given after the mock Leaving Certificate results in conjunction with the Year Leader
- With our colleagues on the SST, respond to observations of bullying and peer group pressure reported to us by Year Leaders, Form Teachers and other staff members
- Identify potential early school leavers
- Be available to meet parents if required
- Meet with the SST, Year Head and Management

Guidance provision:

1st Year

- Guidance Counsellor and SEN teacher visit feeder primary schools to get information on incoming students and meet the incoming students if the primary school feel it is appropriate. Please see information on first year induction
- Meet each form group in September to introduce guidance and counselling
- Liaising with Year Head and meet the SST weekly to monitor and support the 1st year students and identify those who are encountering difficulties either academic or personal
- Attend 1st year parent information evening
- Be available to students who come for support whether self-referred or referred by others
- Be available to parents
- Guidance is provided by SPHE teachers in SPHE classes. Guidance Counsellors liaise with these teachers and have an input into these classes. Related topics include: Settling into Newpark, mental and emotional health, team building and decision making

2nd Year

- Liaising with Year Head and meet the SST weekly to monitor and support the 2nd year students and identify those who are encountering difficulties either academic or personal
- Attend parent/teacher Meeting
- Be available to students who come for support whether self-referred or referred by others
- Be available to parents
- Guidance is provided by SPHE teachers in SPHE classes. Guidance Counsellors liaise with these teachers and have an input into these classes. Related topics include: mental and emotional health and decision making

3rd Year

- Liaising with Year Head and meet the SST weekly to monitor and support 3rd years students and identify those who are encountering difficulties either academic or personal
- Attend parent/teacher meeting
- Be available to students who come for support whether self-referred or referred by others
- Be available to parents

- Guidance is provided by SPHE teachers in SPHE classes. Guidance Counsellors liaise with these teachers and have an input into these classes. Related topics include: goalsetting, study skills, mental and emotional health, managing stress and relaxation techniques

Transition Year

- Liaising with Year Head and meet SST weekly to monitor and support 4th years and identify those who are encountering difficulties either academic or personal
- Every student participates in a 9 week module of Careers Education classes (see appendix for module plan)
- Students may receive assistance in relation to their work experience. This process is achieved in collaboration with the transition year co-ordinator
- Guidance Counsellors give a presentation in term 2 to all 4th year students informing them of their options after transition year; to include programme choice and subject choice
- Guidance Counsellors give a presentation in term 2 to all 4th year parents/guardians informing them of the options available to their son/daughter after transition year; to include programme choice and subject choice
- Guidance Counsellors organise an information session for students on each Leaving Certificate subject for all transition year students
- Meeting students and parents/guardians who need to discuss subject choice or programme choice for Leaving Certificate
- Work with the LCA co-ordinator to identify students for whom it may be wise to consider the LCA programme
- Guidance Counsellor and LCA co-ordinator give an information evening for parents/guardians and students considering the LCA programme
- Students are introduced and encouraged to use ICT to aid their career research and planning
- Attend parent/teacher meeting
- Be available to students who come for support whether self-referred or referred by others

5th Year

- Liaising with Year Head and meet SST weekly to monitor and support 5th years and identify those who are encountering difficulties either academic or personal
- Any students who have concerns regarding their subject choices can have a meeting with the Guidance Counsellor to discuss options and are regularly referred by the Year Leader for this reason

- A timetabled weekly Careers Education class (see appendix for module plan) for each student for half of the school year
- The Lifeskills programme, which is 2 classes a week, includes: careers education, goal setting, study skills, managing stress, relaxation techniques, mental health and RSE. Guidance Counsellors are part of this team
- Fifth year parent information evening is held in term one to inform parents/guardians of the options available to their son/daughter after 6th year (Higher Education, Further Education, Apprenticeship, Employment)
- Attend parent/teacher meeting
- Individual career meetings for all students are available where need arises
- Guidance Counsellors are available to students who come for support whether self-referred or referred by others
- Students are facilitated to attend various career events throughout the year
- Each 5th year LCA student attends a weekly Careers Education/Guidance class
- 5th year students attend career related day trips

6th Year

- Liaising with Year Head and meet SST weekly to monitor and support 4th years and identify those who are encountering difficulties either academic or personal
- All 6th year students are facilitated to attend the Higher Options career conference in the RDS each September
- Each Student attends a weekly Careers Education class (see appendix for module plan)
- Guest Speakers are arranged to come in to talk to students throughout the year, from Higher Education and Further Education Institutes. A speaker also comes in to talk about the grant system and the transition from secondary school into college
- Sixth year parent information night is held in term one to inform parents about the CAO, Further Education and the Apprenticeship systems
- Individual career appointments throughout the year
- Students are facilitated to attend college open days and career exhibitions
- Attend parent/teacher meeting
- Each student is assisted with their various college applications (CAO, UCAS, PLC, EUNICAS)

- Students who are applying for the HEAR or DARE schemes are given assistance
- Students are assisted in making financial support applications such as SUSI
- Guidance Counsellors are available to students who come for support whether self-referred or referred by others
- Students are supported in making language exemptions/waivers (NUI/TCD)
- The Guidance Counsellors complete the Educational Impact Statement for DARE applicants
- Students are supported in applying for various college scholarships
- Students requesting references are facilitated
- The Guidance Counsellors are available to support students on the days surrounding the college offers in August
- The destinations of students when they leave Newpark is monitored in the form of a questionnaire to students sent by email

Guidance and Counselling service: Year Plan

Term 1.

- Be available to students and parents/guardians at offers/decision time in mid to late August
- Meet 1st year students in class groups and work alongside the SPHE department on settling into Newpark
- Guidance department information meeting with new staff
- Work with SPHE teachers of 2nd and 3rd year and 5th and 6th year Lifeskills in coordinating the relevant programmes
- Make contact with recently graduated 6th year students – regarding their destination.
- Student Support Team (SST) weekly meetings
- Organise careers library, I.T. services and career noticeboard.
- Individual Vocational Guidance appointments with sixth year pupils.

- UCAS appointments and completion of UCAS forms. Compile and prepare UCAS references, predicted grades etc in consultation with relevant teachers
- Organise information evening for parents of 5th and 6th year students.
- Personal counselling.
- Meet parents/guardians if necessary.
- Meet with local Guidance Counsellors, attend local IGC branch meetings and counselling supervision
- Class contact with 5th and 6th years – Lifeskills and Careers Education.
- Class contact with 4th year students
- Identifying ‘students at risk’ with Year Heads and SST
- Preparing students for the Higher Options Conference and attending with them
- Organise Guest Speakers.
- Attend information evening for parents of incoming first years.
- Administer CAT4 to 1st year students not previously assessed
- 6th year CAO applications
- Parent Teacher meetings
- LCVP Career Education classes

Term 2.

- Individual Vocational Guidance appointments with students
- Finish CAO applications
- DARE, with the SEN teacher identify students who may be eligible and coordinate the completion of the EIS
- Help and assist students with their HEAR applications
- Personal Counselling.
- Parent Teacher meetings
- LCVP Career Education classes
- Meet Parents/Guardians as required.
- Class contact with 5th and 6th years – lifeskills and Careers Education.
- Monitoring ‘students at risk’ with Year Heads and SST.
- Weekly meetings with SST
- Laisse with TY Year Leader regarding mock interviews

- Attending Open days
- Preparing students for interviews
- Facilitating transition year students with subject choices and programme choice for 5th year
- Information evening for transition year parents/guardians on programme choice and subject choice
- Testing of incoming first years.
- UCAS accepting offers
- Attend I.G.C. national conference.
- Update career notice board
- Induction for incoming first Years
- Extra preparation/coaching for interviews, for example, D.I.T. and UCAS
- Further Education College applications

Term 3.

- References for 6th Year students
- Contact and visit our feeder primary schools to prepare individual reports on each of our incoming 1st years. Laisse with the incoming Year Leader to first year
- Individual Vocational Guidance appointments with students
- Personal Counselling
- Meet Parents/Guardians if necessary
- Class contact with 5th and 6th years – lifeskills and Careers Education
- LCVP Careers Education
- Monitoring ‘students at risk’ with Year Heads
- Weekly meetings with SST
- Evaluate Guidance Programme and service
- Audit
- Organise Higher Options Conference, RDS, for the following term

Other Guidance Service Activities:

- Networking with local Guidance Counsellors. Attend local branch meetings
- Attend Counselling Supervisions during the year
- Review policies
- Offer support to staff in areas such as bullying, restorative practices and responding to students experiencing emotional and behavioural difficulties
- Manage Guidance service – budget, e mails, filing, correspondence
- Maintain individual student records
- Attend open days, career events
- Attend inservice to update skills and attend IGC Dublin South Wicklow branch meetings
- Liaise with external agencies such as HSE, NEPS, Lucena
- Report writing
- Networking with local employers
- Attend Guidance Counsellor's A.G.M.

Work in progress

This Guidance Plan is a work in progress. It is ongoing and will be changed and adjusted in accordance with both best emerging practice and the needs of the school.