



Whole School Guidance Plan

December 2018

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Glossary of Terms

GC	Guidance Counsellor
CMETB	Cavan Monaghan Education Training Board
IGC	Institute of Guidance Counsellors
SPHE	Social Personal Health Education
RSE	Relationships and Sexuality Education
SEN	Special Education Needs
NEPS	National Educational Psychological Service
DES	Department of Education and Skills
OEC	Outdoor Education Centre
ADHD	Attention Deficit Hyperactivity Disorder
ODD	Oppositional Defiant Disorder
OCD	Obsessive Compulsive Disorder
CAT	Cognitive Ability Testing
TY	Transition Year
UCAS	Universities and Colleges Admissions Service
BOM	Board of Management
ISPCC	Irish Society for the Prevention of Cruelty to Children
DLP	Designated Liaison Person
GDPR	General Data Protection Regulation
NGRT	New Group Reading Test
WIAT II	Wechsler Individual Achievement Test
WRAT	Wide Range Achievement Test
RACE	Reasonable Accommodations Certificate Examinations
SNA	Special Needs Assistant
LCVP	Leaving Certificate Vocational Programme
LCA	Leaving Certificate Applied
SOLAS	Further Education and Training Authority
EWO	Education Welfare Office
AFL	Assessment For Learning

Section 1: Statement of Guidance Policy

Mission Statement:

The philosophy of Coláiste Dún an Rí is to provide a safe and secure learning environment where students are guided and encouraged to excel both academically and socially as valued members of the school community. A key factor in this will be the development of a professional and committed staff but also the support and positivity of parents/guardians and the wider community. The core values of excellence, honesty and respect will permeate all aspects of school life and we will endeavour to live up to those values. For a student entering Coláiste Dún an Rí they can expect to receive a high quality education and reap the rewards of their hard work, collaboration and positive contribution to the school community.

Over the coming months and years, we aim to develop Coláiste Dún an Rí into a school community that the parents/guardians and students of Kingscourt can be proud of and be confident that the educational experience of young people can be enhanced and enriched.

This commitment to the development of the potential of each student in a caring environment is also at the heart of the Guidance department. Assisting students to recognise, appreciate and develop their own unique potential is at the core of the work done under the broad umbrella of whole-school Guidance.

The Guidance Curriculum provides a framework for the delivery of the schools guidance programme, to clarify and identify the student's personal, educational, vocational and career choices and to make healthy lifestyle choices.

The schools Guidance Plan operates in a particular context and is closely aligned and influenced by other school policies, including;

- ❖ Child Protection Procedures; Child Safe Guarding Statement
- ❖ School Tours and Trips Policy
- ❖ Health and Safety Policy

- ❖ Code of Behaviour Policy
- ❖ Anti-Bullying Policy
- ❖ Critical Incident Policy
- ❖ Special Educational Needs Policy
- ❖ SPHE Policy
- ❖ RSE Policy
- ❖ Substance Abuse Policy
- ❖ Admissions/Enrolment Policy
- ❖ Controlled Substances Policy

Rationale

Section 9(c) of the education act 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 for schools under this act.

Implications

The Act refers to access (to school resources, physical and personal...) and appropriate guidance (i.e. whole school response to meeting the guidance needs of all its students). Guidance is a core requirement of the school’s overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan.

Guidance counselling and Guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and Social
- Educational
- Career

Guidance activities that assist students make informed choices include:

- Personal counselling
- Assessment using psychometric instruments and inventories
- Career information (classroom, personal vocational guidance interviews & attendance at career events)
- Use of Information Technology e.g. Qualifax & Careers Portal

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 combination of these.

Aims

- Provides a framework for delivery of the school's guidance programme
- Ensures a structured response to student's personal, social, educational and career guidance needs
- The plan needs to be inclusive providing for junior, senior, minority, special education needs etc.
- The plan will include all guidance activities: classroom sessions, Vocational Guidance Interviews, attendance at career exhibitions, meeting with management, support agencies and personal counselling.

Objectives

- Develop 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 these choices

Section 2: Guidance Counsellor and Curriculum Provision

Guidance in the Classroom: Each class period is 58 minutes in duration. When the time comes, guidance periods will be timetabled for 5th and 6th Year students every week and also once a week for Transition Year students on a modular basis. The Guidance Counsellor (GC) takes guidance classes in all the other year groups with the agreement of subject teachers, the GC also attends student assemblies when needed.

Counselling: The total number of hours allocated for Guidance in the school is seven hours as the school is in its infancy with first and second years to date. The Guidance Counsellor by the school for one to one counselling is on a needs basis at the minute. CMETB and the school generously support this measure.

Sharon Cumiskey, Guidance Counsellor: All of the counselling is done by Ms S Cumiskey. Ms Cumiskey is a fully qualified Guidance Counsellor and a member of the Institute of Guidance Counsellors. She attends Counselling Supervision and regular in-service on Tuesday afternoons and also the annual IGC Conference.

Staff and Whole- School Guidance: In addition to the above, a number of staff regularly attend in-service related to the broader area of Guidance, SPHE and other related matters.

Target Groups: The Guidance Counselling service considers the needs of all students at all levels within the school, and works in close consultation with management, staff, the Pastoral Care Team and the SEN team in this regard. Students are identified as needing support if they come to the attention of their tutor or teacher and a referral is made to the guidance counsellor (see appendix for referral form). Similarly, students can make an appointment to see the GC themselves should they feel the need of support. As a school operating under the aegis of CMETB, the Guidance Counsellor targets students at risk, students with special needs and students who are marginalised or disadvantaged in anyway.

Range and Variety of Resources

- Personnel
- Materials
- Facilities
- External Supports

Personnel: Guidance Counsellor, Management, BOM, Learning Support Teachers, Learning Support Co-ordinator, Year Heads, Tutors, Subject Teachers, Class Teachers, School Secretary.

Outside Agencies: The GC can also call on the services of outside agencies such as NEPS, the HSE, TUSLA, The Child and Family Agency, social services, the community Gardaí, the local business community, voluntary groups and other external agencies e.g the ISPCC, to support student needs.

Materials: The Career's Library is part of the school library and operates an open door policy. The library contains current Irish and UK prospectuses as well as a range of careers related publications. All guidance classes have access to the computer room. These computers must only be used by students who are researching websites that are related to career or college investigation.

Information Communication Technologies -Use of internet

www.qualifax.ie<http://www.qualifax.ie/>

www.cao.ie

www.careersportal.ie<http://www.careersportal.ie/>

www.accesscollege.ie

www.susi.ie

www.ucas.com

Facilities: Guidance Office, Careers Library, Computer Room, Notice boards, Guidance lap-top.

UCAS: For future reference, it is the Guidance Policy that any 6th Year student who wishes to pursue an UCAS application must first produce a letter of permission from their parent/guardian. Only when there is parental consent can the Guidance Counsellor proceed with a UCAS application so as to avoid wasted resources and time.

Subject Choice Procedures- after Third Year

Subject choices in Coláiste Dun an Rí can depend on the available teacher resources and student demand for that subject.

It will be the responsibility of the Principal/ TY Programme co-ordinator and GC to explain the TY programme and subject choices on offer in the school to class groups and to their parents at an information evening.

The GC will be assigned classes to help students in the decision-making process in choosing subjects for their Leaving Certificate. Students of optional subjects can meet with that teacher to discuss the subject in greater detail. There will be approximately 12 subject options for students to choose from. Consequences of not studying a certain subject/level in the Leaving Cert are also explained. Students will be given an information booklet (available to download from the school Guidance website) on the subjects and are asked to discuss the subject options at home with their parents/guardians. The GC advises the students that their parent/guardians can contact the GC if they have any queries about subject choice. This availability will be made known to parents/guardians by the GC

Students are requested to complete the Option Choice Form and number their preferences 1-4. These preferences are then entered into a computer programme which generates subject option lines. The school aims to achieve the best fit possible, in line with the students' choices.

Wellbeing and Guidance: Coláiste Dun an Rí are committed to the academic, creative, emotional, spiritual and physical development of each student, in a caring and safe environment. The wellbeing of the whole school community is at the heart of our

school's ethos. Whole school wellbeing has been introduced in order to allow the school to adequately respond to the changing and diverse needs of our students. Coláiste Dun an Rí is committed to the nurturing of the whole person so that they may be guided with care and respect to respond to the demands of modern life with resilience, optimism and ownership.

Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of place and belonging to a wider community. Wellbeing indicators are as follows – Active, Responsible, Connected, Resilient, Respected, and Aware.

Wellbeing & the Curriculum

At Coláiste Dun an Rí we have chosen to strongly prioritise and highlight wellbeing within our school community. This is reflected strongly in our curricular provision:

- There is a coherent and coordinated approach to the provision of CSPE, PE, SPHE and Guidance as part of the wellbeing programme in Junior Cycle
- Staff are afforded opportunities to work collaboratively in planning for these subjects and CPD is actively supported
- Curricular provision is informed by student and parental feedback
- Guidance-related learning is an important aspect of the wellbeing curriculum in junior cycle
- The Guidance Counsellor works collaboratively with staff in relation to the wellbeing programme and its implementation
- The Guidance Counsellor actively supports students in Junior Cycle, both through the teaching of Guidance, and counselling support on an individual basis

Guidance Curriculum: The Guidance curriculum may be divided into two components:

- Formal
- Informal

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance. There is an open door policy with regards to referral of students for counselling. Students can make an appointment directly with the Guidance Counsellor or through their Year Head or a member of Management.
2. Classroom guidance delivered in regular weekly classes/rotating modules/team teaching/class group or year group intervention as required.

Informal Guidance

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

Grouping of Students

Students participate in the Guidance programme in their year group or in their smaller class groups.

Class Organisation/ Effective Teaching Methodologies

Year Group	Teaching Methodology
1	<p>Class group/year group intervention 4 times /year.</p> <ul style="list-style-type: none"> • Meet 1st year students between Sept- Nov to check how they are settling in. SPHE and Study Skills Classes. Orientation Programme for new First Years with Tutors and First Year Head - Transition into Secondary school • CAT4 Testing with all First years completed in February prior to entry. • RSE Classes – Team Teaching • Bullying Awareness/Cyber Bullying lessons • College Awareness Week – Talks • Mental Health/Wellness week – Talks & lessons • Possible participation in Friends for Life Programme
2	<ul style="list-style-type: none"> • Bullying Awareness/Cyber Bullying lessons • College Awareness Week – Talks • Study Skills Classes as part of SPHE curriculum • Mental Health/Wellness week – Talks & lessons • Possible participation in Friends for Life Programme
3	<ul style="list-style-type: none"> • Study Skills Classes • Bullying Awareness/Cyber Bullying lessons • College Awareness Week – Talks • Mental Health/Wellness week – Talks & lessons • Year group intervention. ❖ Subject Choice and Testing. ❖ Transition to senior cycle - TY/5th year

- Additional class/year group intervention may be arranged as required.

Section 3: Programmes and Levels for all Year groups

Year 1 Guidance Programme

- Subject taster morning
- Assessment morning
- Induction programme for SEN students prior to commencement
- Bonding Trip to Tanagh OEC in August
- No formal timetable – meet four times a year or by arrangement with individual as required
- Small Group sessions by appointment
- Dealing with teacher referrals
- Transfer programme – self management skills, getting settled, self-esteem, bullying.
- Study skills programme delivered through SPHE
- Possible Participation in Friends For Life (needs based)

Year 2 Guidance Programme

- Dealing with teacher referrals
- Strategy development for students with ADHD, ODD, OCD in consultation with learning support team and NEPs and other external agencies
- Liaise with special needs team concerning exemptions and assessment of students with psychological difficulties
- Study skills and study plan
- Personal development
- Possible Participation in Friends For Life (needs based)

Year 3 Guidance Programme

- Senior cycle decision making
- Options evening with parents.
- Optional individual interviews for students to discuss options.
- Guidance on transition year – how to get the most out of the year
- SPHE topics by referral and on request
- Group or class presentation on study skills, timetabling and exam techniques.

Section 4: Meeting with Students

Referral Procedures: The GC offers one to one counselling to the students. Staff, students and parents refer students to the counselling service, generally on a formal referral form. This form is available in the staff room or upon request. See copy of referral form in Appendix 1.

Students sometimes self-refer and /or bring up personal issues in a career interview. Parents and relevant HSE personnel are informed if the student is deemed to be at ‘at risk’. The GC and Principal do an ‘at risk’ assessment on the student and a decision is made collectively to refer (or otherwise) a student to an external agency. The Principal as the DLP takes the responsibility to inform the Duty Social Worker for advice or making a referral to outside agencies. The school adheres to the Child Protection procedures as outlined in the *Children’s First*.

The work of the GC with students is guided by the IGC’s *Code of Ethics*.

Student Appointments Procedures: To ensure the safe and effective delivery of a guidance programme an appointments system for personal counselling/ careers/ vocational guidance interviews operates. The Guidance Counsellor writes in the student journal in the allocated pages of the current week in the journal, this ensures that no notes are lost and there is a record of all appointments for teachers to see. Appointments or referral for appointments can be made at any time during the school

day. Appointments are made in consultation with the student to reduce disruption. The class teacher has the right to refuse a student to leave for an appointment. If a teacher refuses the appointment it is rescheduled.

Students make appointments during lunchtime, break time or after class. Students are signed out by the subject teacher at the time of the appointment. Teachers may also refer the students to the guidance counsellor. The Guidance Counsellor is briefed by the teacher and a plan of action negotiated.

Confidentiality statement is made to all students at the beginning of the first counselling session with a student or during a vocational interview where a student might be likely to reveal something personal the limits of confidentiality are explained. When a student is in danger of harming another person, in danger of being harmed themselves or in danger of harming them self then confidentiality would have to be broken. In the case of confidence being broken the GC would report in the first instance to the DLP in the school i.e. the Principal. Should the situation warrant further action the DLP would decide upon the course of action to take such as contact with parents or other agencies.

Guidance Counsellors discuss information about the students only for professional purposes, and only on a need to know basis with those who are clearly entitled to be consulted. The GC takes all reasonable steps to ensure that all colleagues, management and others with whom they work understand and respect the need for confidentiality.

Record-keeping Procedures - Summary reference records of personal counselling and careers/vocational guidance interviews are kept in a securely locked filing cabinet.

- Student records are kept in accordance with new GDPR protocols
- To ensure accuracy the Guidance Counsellor will try to write up notes as soon as possible after the counselling session
- Keep notes as brief as possible

One to One Protocols: One to One meetings take place in the Guidance Office. In order to protect both the student and the GC, meetings are conducted in a visible manner, the door open and an appropriate distance maintained between adult and student.

External Events: When the time comes students are encouraged to attend College Open days, Career exhibitions, Career information sessions i.e. workshops /guest speakers / past pupils / parental presentations. It is the guidance policy that students make their own provisions for attending college Open Days in senior cycle.

Higher Options: It is the guidance policy that all 6th year students attend the Higher Options in the RDS in September. Transition Year students will attend the local event organised by Monaghan Institute. No other students from other year groups are permitted to attend unless a parent or guardian wishes to bring them independently

Section 5: Meeting with Parents

Parent Appointments: Parents/Guardians make appointments with the Guidance Counsellor by telephoning or emailing the school or GC directly. Appointments are conducted during the school day, however, if necessary arrangements can be made to accommodate parents. All parties are requested to inform each other of a cancellation if necessary. On occasion the Guidance Counsellor may request another staff member e.g. Deputy Principal, Principal or Year Head to be present at the meeting. The student is always invited in for whole or part of the meeting with approval of parent or guardian. This gives the student responsibility, ownership and inclusion in the meetings outcome. Notes are kept all meeting by the Guidance Counsellor.

Parent Teacher Meetings are held for all year groups during the school year. The GC is present at all meetings

Section 6: Testing

- CAT 4 Digital
- NGRT Reading test

In carrying out assessments, the GC adheres to the Code of Ethics of the IGC and follow the agreed policy on psychometric testing. The school only uses test materials that are on an approved list, published by the DES.

Assessment tests used for incoming First Year students comes under the remit of the Guidance Counselling Dept. with the assistance of the Learning Support Co-ordinator and Year Head

1. The CAT 4 digital tests are administered early in the New Year (Jan/Feb). The CAT 4 are machine scored and feedback is given to students by the Guidance Counsellor in conjunction with senior cycle subject option decisions. A copy of the results is given to Management and the SEN Dept. Parents can have access to the results on request. The results are also made available to NEPS and the Dept. of Education and Skills.
2. The New Group Reading Test (NGRT) enables the learning support team to assess our students' reading and comprehension skills in a single test. It helps to identify those students who may need further support and benchmark their performance against other students of the same age. These tests allows teachers to track progress through the year, or year-on-year, and can be used at key points, for example when a student enters the school or to monitor progress after interventions

Procedures for Referrals for Reasonable Accommodation (RACE) in state

exams: This is completed by the Guidance Counselling Dept and the SEN Dept. The WIAT II/WRAT and CAT 4 are used in assessing students for RACE. The information is collated and sent to the DES for assessment. Parents are kept informed of procedure and there is cooperation in seeking to maximise educational supports for the students.

Section 7: Links

Whole-School Collaboration and Guidance the cooperation and partnership with members of the school community and the wider community is core to the efficient working of the Guidance department.

The Guidance service aims to facilitate every student to achieve their potential in a holistic way in line with our school ethos and the whole school development plan. Early intervention in support of student at risk' is made possible by the ongoing communication among staff both on an informal and formal basis. The following links demonstrate the whole school dimension of guidance:

School Partners

- CMETB/Board of Management
- School Senior Management
- Year Heads
- Guidance Counsellor
- SEN Team
- Class Tutors
- SPHE teachers
- SNA
- Teaching staff
- Ancillary Staff
- Student Council
- Parents Association
- Parents
- Students

Pastoral Care Team

The Guidance Counsellor is an active member of the Pastoral Care Team in the school which also includes the Principal/D-Principal, Learning Support Teacher and Year Head. This group meets regularly for a forty minute period to liaise, consult, share and plan for the pastoral needs of students. The pastoral care team also provides information, support, and advice to Year Heads and class teachers.

Role of the Tutor and Year Head: The role of the tutor, in general terms, is to be a support mechanism for the Year Head involving, but not confined to:

- Monitoring routine use of the journal (daily)
- Checking uniform
- Reinforcement of the Code of Behaviour
- Monitoring attendance and punctuality
- Building a relationship with the student from a pastoral perspective

The Year Head is essentially a pastoral role, however serious breaches of discipline, when reported in writing, will be dealt with in consultation with the Deputy Principal and/or Principal. The Year Head has general responsibility for the observance of school regulations by the year group. Specifically, the duties of Year Head are as follows, although it is acknowledged that each facet may not be possible in a given academic year:

- Liaise with Form Tutors with regard to the progress of the students individually and class groups collectively
- Develop relationships with students and parents Work within pastoral care structures Oversee attendance and punctuality of the year group Convene meetings of all concerned parties
- Monitor and assist with issues of day to day discipline in the year, liaising with the Deputy Principal and/or Principal
- Assist in the planning and implementation of activities specific to the year, i.e. Awards night

- Support a positive work ethic in the year. Communicate with parents in relation to students experiencing difficulties
- Oversee regular reports to the parents. Support Class Tutors and class teachers, and be available for referrals in serious disciplinary matters.

The Critical Incident Management Team includes the Guidance Counsellor, Senior Management and relevant Year Heads. The school policy outlines the procedure to follow should the need arise.

Guidance is offered by the Guidance Counsellor by means of formal support and informal supports to both students and teachers, these may include;

- A positive, helpful productive atmosphere in the school
- A caring school community who will listen and support students in difficulty
- A Co-operative student body who look out for each other
- Good communication between staff and students and parents/guardians
- Close co-operation between the school and outside agencies
- A wide range of extra-curricular activities so that the student engages positively with the school
- School tours, field trips, team-building activities, music and sports clubs etc.
- Students having their own voice through the student Council
- Outreach programmes, community work, charitable fund raising and work experience in the community.

Internal Links

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

- Senior Management
- Year heads
- Teaching Staff
- Canteen/Caretaking Staff

- Students/Student Council
- Parents...Parents Association...
- Pastoral Care team
- SPHE teachers

External Links

- NEPS
- TUSLA Social Workers
- Employers
- Colleges/Admission Officers
- Jigsaw Mental Health Youth services
- Colleges of Further Education
- Community...Gardaí, Defence Forces
- DES...examination commission
- Institute of Guidance Counsellors (IGC) - Supervision and Branch meetings
- SOLAS
- Parents
- Youthreach/ EWO/ISPCC/Foroige
- Links with Feeder Primary Schools

Section 8: Students Supporting Students

Coláiste Dun an Rí is committed to offering students opportunities to develop qualities such as leadership and social conscience. The following groups in the school give a chance for students to develop their potential while offering support for their peers.

Student Council: The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. It should always work for the benefit of the school and its students. Students from each

year are elected to represent their peers through a formal voting system, the link teacher facilitates the running of the student council. The aims of the Student Council include

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- to involve students actively in promoting the welfare of the school
- to provide a channel for students to make recommendations for consideration by the principal and staff
- to provide a forum to discuss responsibly and formally issues relating to the well-being of the school and those who work there
- to provide students with the experience of democratic election, discussion and negotiation
- to develop leadership and organisation skills
- to enable students to give something back to the school
- to give students a voice

Wellbeing Committee: This groups aims to encourage students to promote and actively bring about a culture change in the promotion of positive mental health within the school. This committee supports the work of well-being within the school, students were asked to volunteer to become part of the group. The group is a mix of all years within the school. The aim of this committee is to:

- A. Promote Wellbeing for all.
- B. Prevent mental health problems through increasing awareness, having social support and reducing risk factors such as racism, bullying and isolation.
- C. Improving quality of life for students with mental health problems by promoting recovery through awareness and education.
- D. Actively engage in the duties of the team/committee for e.g. organise specific wellbeing events, organise a fundraising event and develop new goals each year that will address their cause.

Annual Awards Night: Numerous awards recognising student achievement during the academic year are presented to students in each year in a special ceremony in May every year.

Section 9: Literacy and Numeracy

The subject department plan builds on the existing plan and is modified to include Assessment for Learning strategies appropriate to the above subject area. This follows agreement by the academic staff to focus on Learning Outcomes as a generic strategy across all curriculum areas and to adopt three Instructional Leadership/AFL strategies which will support the learning outcomes of students in their particular subject.

The three IL/AFL strategies are:

1. *I See- I think -I Wonder*
2. Think – Pair – Share
3. Graphic Organisers

The subject department plan will also focus on the whole school initiatives of Literacy and Numeracy (to be developed as part of the academic year 2018-19) and will collaboratively support the whole school literacy targets.

It was decided that two targets from literacy and numeracy would be incorporated and reviewed throughout the first term with the third target incorporated in the second term.

Section 10 - Areas for Development

- **Differentiation practice in class-** Research suggests that mixed ability teaching is more beneficial than streaming for all ability groups. However teaching to the middle may not appropriately challenge Gifted and Talented students. Teachers can help Gifted and Talented students by planning their lessons from the top. Start by designing a lesson that will challenge the most

able students. Then, adjust the lesson to suit students of lesser abled in your subject.

- **Banding for certain subjects** Coláiste Dun an Rí may implement the use of 'Banding' for English, Irish and Maths in third year. This will entail students divided into broad ability bands (for example, two higher and two lower classes) but classes within these bands are mixed ability. To implement this strategy it will involve time-tabling higher and lower classes at the same time within particular subjects so that students may move levels depending on their ability in a specific subject.

- **Senior Prefects:** When Coláiste Dun an Rí reaches senior cycle, a number of 5th Year students may apply for and are selected to be prefects for the next school year. Those chosen will have demonstrated their leadership within the student body and have the qualities deemed necessary to undertake a leadership role within the school. Prefects carry out a number of important tasks within the school:
 - ❖ Support younger students
 - ❖ Represent the student body
 - ❖ Represent the school externally
 - ❖ Assist in the maintenance of discipline within the school
 - ❖ Support and help staff
 - ❖ Carry out other important functions in the school when requested.

The prefect's role is an important one, two prefects per Rang are voted for, they then help and support the work of the Tutor. From the cohort of applications for prefect each year, the Head Girl and Head Boy are selected.

- **Senior Mentors/Buddy system:** Coláiste Dun an Rí will establish a Mentor Programme where Transition Year students can provide support and guidance to new students who have arrived in the school and is part of the transfer process from primary to post primary school. Senior Mentor students will be assigned to a base First year class and will meet up with that class on a regular basis. They are part of a team of Transition year students whose role is to support and guide our new First years, essentially they are a role model. This system essentially acts like the buddy system.
- **Developing the Senior Cycle -TY Programme/LCVP/ LCA** Coláiste Dun an Rí will establish its first TY programme in 2019, as this will be the first year of the programme it will be compulsory for all third years to complete. Thereafter, Senior Cycle will include an optional Transition Year, which follows immediately after the Junior Cycle. Transition Year provides an opportunity for students to experience a wide range of educational inputs, including work experience. During the final two years of Senior Cycle students take one of three programmes, each leading to a State Examination: the traditional Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP) or the Leaving Certificate Applied (LCA).

Subject Choices for 1st and 5th Year Students - as the school continues to grow, the possibility of introducing more subjects to the line maybe possible. The taster day for first years is very beneficial to students in choosing subjects, similarly when the time comes in senior cycle having assemblies where subject option teachers explain what their subject is like to study at senior cycle may prove very beneficial.

- **Policy Development** - drafting/reviewing and evaluating policies to take place on a regular basis e.g. the Guidance plan, anti-bullying policy, code of behaviour etc, The Guidance Counsellor has a key input into such policies.

Ratification and Communication of Plan

The Board of Management will ratify the plan having been agreed by the staff, students and parents. The plan is available at the office and any parent wishing to obtain a copy will be given a photocopy of same.

Review Procedures

The Guidance Plan will be reviewed and evaluated at predetermined times in the light of experience and feedback from parents, students and teachers. A committee consisting of a Board of Management member, the Principal and or Deputy Principals, Guidance Counsellor, and one nominated member of the parents association will review the plan. A questionnaire (anonymous) will be given to the sixth year group at the end of each year to help improve the Guidance service.

This policy was ratified by the Board of Management on 13 December 2018.

Clifford Kelly
Chairperson

Fergal Boyle
Secretary



APPENDIX 1

Referral Form

Senior Subject Options Form



STUDENT SUPPORT REFERRAL FORM

Private and Confidential

Name of Student: _____ Year: _____

Rang: _____ Class Tutor: _____

Year Head: _____

State how you know the student: _____

Is it a pastoral care/learning/behaviour concern (please tick one)?

Pastoral Care

Learning

Behaviour

Reason for concern:

Signed: _____ Date: _____

PLEASE HAND TO GUIDANCE COUNSELLOR -SHARON CUMISKEY OF
THE STUDENT SUPPORT TEAM

Subject Choice Form 2019-2020

Core Curriculum/Mandatory Subjects

Irish	English	Maths	French
Science	History	Physical Education	CSPE
SPHE*	Information Tech*	Religious Education*	

*Not an exam subject

Optional Subjects

Please pick three subjects, numbered 1 to 3 in order of preference for Junior Cycle.

Art	
Business	
Geography	
Home Economics	
Materials Technology (Wood)	
Metalwork	
Music	
Technical Graphics	

Please return this form with your Application to Enrol Form

Signed _____ Date _____

Student

Signed _____ Signed _____

Parent/Guardian

Parent/Guardian

For Admin Use	Date returned to school:
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APPENDIX 2

Copies of School Policies related to Guidance and Counselling Plan

These include:

- ❖ Child Protection Procedures; Children First
- ❖ Code of Behaviour Policy
- ❖ Anti-Bullying Policy
- ❖ Critical Incident Policy
- ❖ Special Educational Needs Policy
- ❖ SPHE Policy
- ❖ RSE Policy
- ❖ Substance Abuse Policy
- ❖ Admissions/Enrollment Policy
- ❖ Transition Year Policy
- ❖ Controlled Substances Policy

These policies may be viewed in full in the Coláiste Dun an Rí Whole School Development Plan