

School Guidance Plan  
St. Patrick's Cathedral Grammar School  
2022-2023



**PART 1**

## PART 1: ESTABLISHED FEATURES OF THE SCHOOL'S GUIDANCE PROGRAMME

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#### ESTABLISHED FEATURES OF THE SCHOOL'S GUIDANCE PROGRAMME

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School Guidance Plan 2022-2023  
St. Patricks Cathedral Grammar school, Dublin 8.

**1. St. Patricks Cathdedral - GUIDANCE PROGRAMME: ETHOS,  
MISSION STATEMENT & RATIONALE.**

The Guidance Plan is designed specifically for St Patrick's Cathedral Grammar School. The school is a voluntary secondary school under the patronage of the Board of Governors, which appoints a Chaplain to the school. The Cathedral provides an ancient setting for worship and special occasions.

In 1432, six choristers began their education in the Robing Room in St Patrick's Cathedral. That was the beginning of the Cathedral Choir School. St Patrick's Cathedral Grammar School was established in 1547 to provide secondary education for choristers. The Choir school and Grammar school comprise the only Cathedral Schools in Ireland.

Having been established solely for the education of choristers, non-choristers have attended since the end of the nineteenth century and the school became co-educational in 1969. Today we offer a broad general education with music still an important element in the ethos. We are proud to be the oldest school in the country.

The current school population is 220. The school provides a range of educational programmes to cater for the needs of students. These programmes include:

- Junior Cycle
- Transition Year
- Leaving Certificate Established Programme

St.Patrick's Cathedral Grammar School believes that education is a lifelong process. Therefore, the school is committed to providing the best personal and educational formation possible for all their students, by providing equally for all, a broadly based curriculum, taking account of their different needs and talents. SPCGS also aims to provide an education for all students which will embrace their full human development: personal, academic, physical, moral and religious, which is supported by a comprehensive code of discipline.

**Guidance Mission Statement**

In line with the mission statement of the school, the Guidance Service as part of a school team and pastoral care network fosters a caring environment for students, whereby the welfare of the individual student is always afforded the highest precedence. The Guidance Service will strive to always adopt ethical practice and to develop a safe, trusting, and supportive educational environment, incorporating inclusivity and equality for all students in our multi denominational school. As a

result, the student will be listened to, respected, and encouraged to reach their full academic and personal development in a spirit of partnership and teamwork.

It is our aim to promote self-awareness and a healthy self-image in each student to help enhance his/her self-esteem, enable him/her to realise their potential and assist them to actively participate in the decision-making process relating to their personal/social, educational, and vocational needs.

### **Rationale**

In accordance with the 1998 Education Act, Section 9 (c) requiring schools to ensure that "...all students have access to appropriate guidance", in an effort to "...promote the moral, spiritual, social and personal development of students", this plan endeavours to meet the statutory requirements for schools under this Act.

In fulfilling its obligation to provide access to appropriate guidance in St. Patrick's Cathedral Grammar School, our school addresses *two requirements*:

**Access** is provided by the general resources available in the school,

**Appropriate guidance** - is the whole school's response to meeting the guidance needs of all its students, and is addressed by providing the following additional programmes and supports:

- Wellbeing
- SPHE
- Leaving Cert Established Programme
- Chaplain
- Form Teachers
- Subject Teachers
- Religion
- Guidance Department
- SEN Department

### 2. AIM OF THE GUIDANCE SERVICE

#### **Definition and Aim of the School Guidance Plan**

##### **Guidance**

In Ireland 'guidance' can be considered an umbrella term, which covers a variety of numerous services aimed at personal, educational and career development. In fact, guidance can be described as the full range of interventions, which assist pupils to

make choices about their lives<sup>1</sup>. The Guidance Programme encompasses the full range of activities through which the school addresses the needs of the students. This incorporates the three distinct, yet interlinked areas as identified by the NCGE:

- Personal and Social
- Educational
- Career

### **1. Personal and Social Guidance:**

This refers to the services such as counselling and activities that promote interpersonal communication skills, decision-making, self-awareness, and the ability to plan.

### **2. Educational Guidance:**

This strand aims to assist students in decision making in relation to course, subject and level in post-primary school through services such as counselling and other activities. Study skills and examination techniques are also part of this category.

### **3. Vocational/Career Guidance:**

Again, through the service of counselling and other activities, this aspect of the role looks to assist students in decision-making related to choices of education and training courses, employment opportunities, job search skills, work, and other life roles<sup>2</sup>.

The three strands of guidance form a holistic approach that promotes a strong collaboration between the two areas.

### **The Guidance Plan aims to:**

1. State the objectives and priorities of the provision of Guidance.
2. Enhance the provision of Guidance by targeting the needs of pupils.
3. Focus the school's resources to where they are most needed.
4. Address the needs of students at varying stages of the secondary school cycle.
5. Provide a comprehensive counselling service for the student body.
6. Provide an effective and accessible service to the students.
7. Assist students in realising their full potential by developing their own unique talents, aptitudes, abilities, and skills.
8. Provide referral for students whose need extends beyond the brief of the guidance service.

The plan recognises that Guidance and Counselling in St. Patrick's Cathedral Grammar school is-

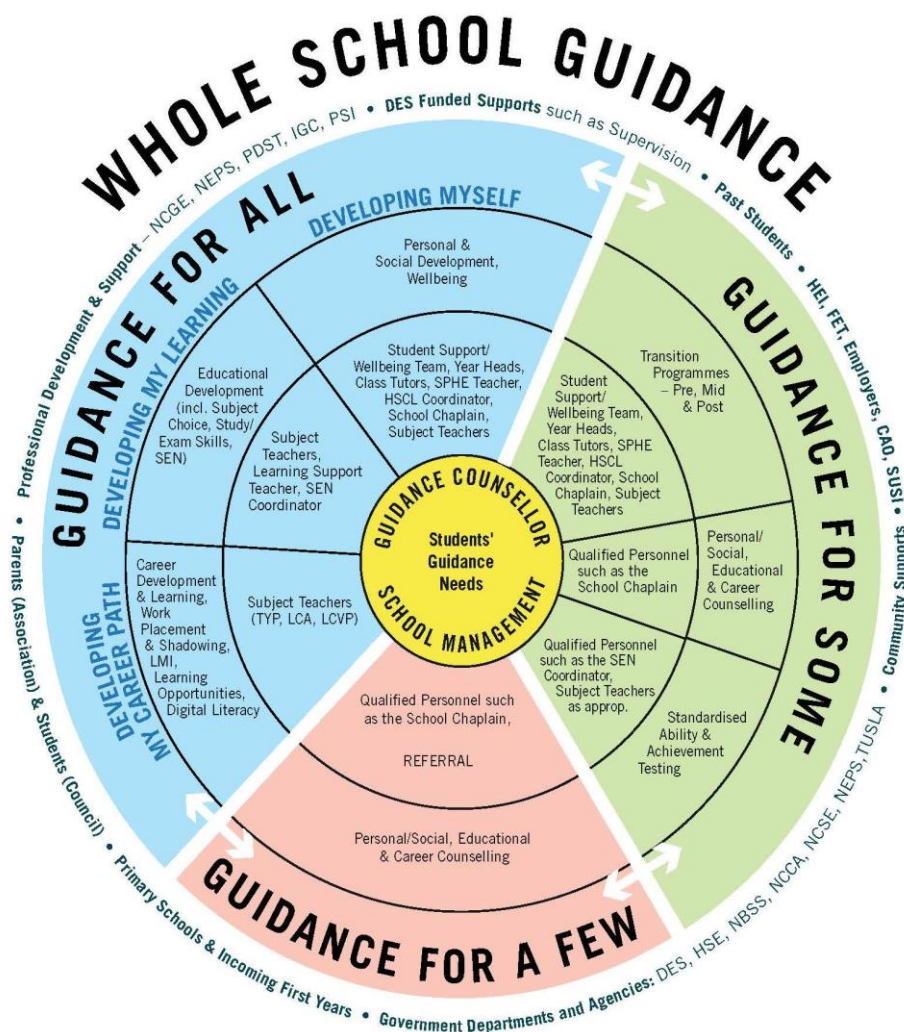
- An integral component of the organisation of a secondary school
- Student-centered; and
- Available to the whole school community; and is also.
- A whole school activity.

<sup>1</sup> NCGE (1996) *Guidelines for the Practice of Guidance and Counselling*, <http://www.ncge.ie/reports/Guidelines%20for%20the%20Practice%20of%20Guidance%20and%20Counselling%20in%20Schools.pdf>

<sup>2</sup> NCGE (1999) *Guidance and Counselling in Post- Primary Schools; Reviewing Pupils Needs, Developing A School Response* [www.ncge.ie/documents/Guide\\_Counselling.pdf](http://www.ncge.ie/documents/Guide_Counselling.pdf)

### Aims of our Whole School Guidance Provision

- Provide a framework for the delivery of the school’s Guidance Programme.
- Ensures a structured response to student’s personal, social, educational and career guidance needs.
- The plan is inclusive providing for all students, junior, senior, minority, special education needs etc.
- The plan includes all Guidance activities: classroom sessions, vocational guidance.
- Interviews, attendance at career exhibitions, open days etc., meetings with management, support agencies, etc. personal counselling and parents.



- Using the NEPS framework ‘support for all’ through ‘school support for some’ to ‘school support for a few,’ to plan for the provision and support for students in SPCGS and allow us to outline the links between services, procedures and processes in the school as they relate to each other in providing for the wellbeing of students in this school.

Throughout the whole school guidance, programme three areas of learning are in place for effective transitions and decision-making.

1. *Developing Myself* - Self Esteem and Positive self-concept, interacting effectively with others (Face to Face and Online) and Developing and growing throughout life
2. *Developing My Learning* - Employing effective personal learning/exam strategies, Making Educational choices in line with career aspirations
3. *Developing My Career Path* - Using career related information and sources appropriately, understanding the world of work and life roles and managing career development and decision-making.

### 3. OBJECTIVES (GENERAL GUIDANCE OUTCOMES/ROLE & RESPONSIBILITIES OF THE GUIDANCE COUNSELLOR)

#### Role and Responsibilities of the Guidance Counsellor

Due to their specialist training, Guidance Counsellors have a leading role to play in a school’s guidance programme<sup>3</sup>. The Guidance Counsellor therefore has the acquired training to be able to absorb information about pupils from a wide range of sources in an effort to facilitate their development across three specific areas: Personal/Social Guidance, Educational Guidance and Vocational Guidance<sup>4</sup>. Therefore, these three strands of guidance and counselling provide focus for the role of the Guidance Counsellor.

#### **Objectives of the School Guidance Programme (General Guidance Outcomes)**

The objective of the St. Patrick’s Cathedral Grammar School Guidance Plan is to help students acquire the knowledge, skills and attitudes that contribute to the effective learning in school and across their own life span.

#### **Junior Cycle**

##### **Objectives:**

<sup>3</sup> NCGE (1999) *Guidance and Counselling in Post- Primary Schools; Reviewing Pupils Needs, Developing A School Response* [www.ncge.ie/documents/Guide\\_Counselling.pdf](http://www.ncge.ie/documents/Guide_Counselling.pdf)

<sup>4</sup> NCGE (1999) *Guidance and Counselling in Post- Primary Schools; Reviewing Pupils Needs, Developing A School Response* [www.ncge.ie/documents/Guide\\_Counselling.pdf](http://www.ncge.ie/documents/Guide_Counselling.pdf)

- To successfully make the transition from primary to second level school.
- To develop an understanding of themselves as individuals and in relation to others through their own wellbeing journey.
- To become aware of their own ways of learning and their learning habits.
- To identify their own strengths and weaknesses.
- To provide programmes and support systems for students with emotional difficulties e.g., ‘NEPS Continuum of Support’ resource
- To acquire the competency to consult with the Guidance Counsellor and Pastoral Care staff with regard to personal and educational concerns.
- To develop effective study skills, exam techniques and time management skills.
- To support the students learning through promoting the six wellbeing indicators in our approach and practice.

### **Senior Cycle**

#### **Objectives:**

- To develop an awareness of interests, aptitudes and personality traits in themselves and others
- To develop career awareness and employment readiness
- To develop career exploration and planning skills, including the use of ICT
- To acquire the necessary skills to investigate the world of work in relation to knowledge of self and to make informed career choices.
- To assume responsibility for their own vocational journey
- To view career development as a continuous process
- To acquire the competency to consult with the Guidance Counsellor and Pastoral Care staff with regard to personal and educational concerns.
- To develop effective study skills, examination techniques and time-management skills

#### **4. GUIDANCE RESOURCES (INCLUDING THE PROVISION OF GUIDANCE) AND ACTIVITIES IN ST. PATRICKS CATHEDRAL GRAMMAR SCHOOL.**

##### **4a. RESOURCES**

There are various resources including personnel, time allocation, equipment, materials, physical locations and finance needed for the performance of the guidance activities and the management of the school Guidance Programme. This section also includes the provision of guidance and the information on the curriculum areas and teachers involved in the delivery of whole-school guidance at SPCGS under the heading, Personnel.

#### **Guidance Resources include:**



- Guidance Time allocation
- Personnel
- Materials
- Facilities
- External

### 1. Guidance Time Allocation:

#### Number of Hours Allocated for Guidance by DEPT.:

The guidance hours' allocation comes from the general staff allocation. There are 17hours 40 mins designated towards guidance, which is spread across the Guidance Counsellor's timetable, Ms Trish Harrington. There are 14 hours 40 mins for one-to-one appointments, a Pastoral Care Meeting/SEN meeting There are 180 mins for career class contact time at senior cycle.

- Ms. Harrington: Junior and Senior Cycle Guidance
- Ms. Harrington and Pastoral Teams work together on:
  - SPCGS Post-Primary Careers Morning (if time available)
  - Stand-Up Week for LGBT awareness
  - College Awareness Week
  - Mental Health Day
  - Administration of TY Testing to inform students around Subject Choice.

Ms. Harrington's timetable includes:

Time allocation per week	Classes/One-to-one/Meetings
8 hours 40 mins	Office time for one-to-one guidance and meetings e.g. SEN team meeting (40 min period when necessary) Pastoral care or Guidance Meeting (40-minute period once per week)
1 hour 20 mins	SEN/Pastoral/Guidance Team Meetings
1 hour	TY Careers class
1 hour	5 <sup>th</sup> Careers class
1 hour	6 <sup>th</sup> Careers class
	<b>Total 17hours 40 mins</b>

### 2. Personnel:

#### Guidance Counsellors:

##### Ms. Patricia Harrington:

BA (2004) from UCC, & PDGE in Education (2009) (NUIM), Masters in Guidance and counselling in Lifespan Development from UL.

Psychometric Testing Certificates Level A & B recognized by the PSI and BPS (2016 and 2016 respectively)

National Representative of the Institute of Guidance Counsellors on the National Institute Committee,

**Continued Professional Development:**

To maintain qualified membership of the Institute of Guidance Counsellors a chartered member must complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004)

**Ms. Patricia Harrington** is an active member of the professional body the ‘Institute for Guidance Counsellors’ and attends:

- IGC in-service at Kildare Education Centre on Tuesday afternoons from 2-4pm five times per year.
- ‘Supervision’ five Tuesday afternoons throughout the academic year with the IGC Kildare Branch.
- Patricia Harrington has attended the annual IGC Conference in 2015 and 2016, 2017, 2018, 2019 and 2020.

**Members of the Guidance Team:**

Patricia Harrington (Guidance Counsellor)

Ms. Sinead Corkery (Deputy Principal)

Mr. E. Brady (TY Co-Ordinator)

Mr. Tim Gill (Principal)

The Guidance/pastoral Team meets regularly in Ms. Harrington’s guidance office for a 60-minute class period. If this team meeting doesn’t take place Ms. Harrington uses the time for guidance planning i.e., up-dates the Guidance Plan and/or Guidance Report for that academic year.

**Members of the Pastoral Care Team:**

Mr. Tim Gill (Principal)

Ms. Sinead Corkery (Deputy-Principal)

Patricia Harrington (Guidance Counsellor)

Rev. David Oxley (School Chaplin)

The pastoral care team meets regularly in the Guidance Office for a 60-minute class period. This meeting supports and identifies the personal and social guidance needs of our students under concern.

**Members of the Special Educational Needs Team:**

Ms. Sinead Corkery (Deputy-Principal)

Mr. Tim Gill (Principal)

H. Stauton (Learning Support)

C. McCarthy (SENCO)

Patricia Harrington (Guidance Counsellor)

SEN teachers 2022/2023

Consultation between the Guidance Counsellors and the SEN Department is continuous throughout the year. The SEN team meeting takes place once a week in the Wellbeing room for a 40-minute period. This relationship becomes very important around the time of administering the CAT4 for in-coming 1<sup>st</sup> years and DARE applications for the CAO. The SEN department also helps with providing information to the guidance department for HSE Occupational Guidance Service & NLN applications for school leavers. The guidance department also informs the SEN of any possible 3<sup>rd</sup> and 6<sup>th</sup> year RACE applicants.

### **TY Team:**

E.Brady (TY Co-Coordinator)

Ms. P.Harrington (Guidance Counsellor)

TY Class Teachers 2022/2023

The TY team works with the guidance department to organise Mental Health Day, CAW week and TY college trips to UCD/DCU/TU Dublin and the RCSI TY lab day and campus tour. The TY Team also delivers information about Guidance in TY during the Transition Year information night.

### **Form Teachers:**

First year: (1P): Ms. Patricia Harrington

(1K): Aoife O' Brien

Second year: (2P):

(2K):

Third year: (3P): Sean Whyte

(3K): Roisin McMahon

Fourth year: Enda Brady and Colin Lynch

Fifth year: Sarah Cullen and Rachel Condon

Sixth year: Hannah Tyrell

The Form Teacher's collaborate with the Guidance Department for the 6<sup>th</sup> year trip to the Higher Options Conference in the RDS, 5<sup>th</sup> and 6<sup>th</sup> year college Open Day trips, the Maynooth University 3<sup>rd</sup> and 6<sup>th</sup> Year Achievement Awards nominations, Scholarships and Bursaries. The Form Teachers also identify any concerns of their students and refer them to the Pastoral Care team if and when necessary.

Work Experience Co-Ordinator Mr. E Brady	<ul style="list-style-type: none"> <li>• Work placement opportunities</li> </ul>
PE Department	<ul style="list-style-type: none"> <li>• Mental Health Day and Mentoring</li> </ul>
Art Department	<ul style="list-style-type: none"> <li>• Mental Health Day (1<sup>st</sup> Year Art Competition)</li> <li>• Art College Guest speakers</li> <li>• Stand-Up Week (visual displays)</li> </ul>
Science Department	<ul style="list-style-type: none"> <li>• STEM talks</li> <li>• 3<sup>rd</sup> level Science camps/courses/posters</li> <li>• MU Leaving Cert Physics/Biology/Chemistry Day</li> </ul>
I.T. teachers	<ul style="list-style-type: none"> <li>• TY Guidance</li> <li>• Subject Choice</li> <li>• 3<sup>rd</sup> Year Prep Guidance</li> </ul>
Health Committee	Anti-Bullying Week and Health and Happiness Week
SPHE Department	<ul style="list-style-type: none"> <li>• Mental Health Day</li> <li>• College Awareness Week (Activities)</li> <li>• Stand up Week (Activities)</li> <li>• Cycle Against Suicide</li> </ul>

### **Provision of Guidance with other departments:**

The guidance department link in with the SPHE teachers to help deliver aspects of events such as CAW, Amber Flag/Cycle Against Suicide (Mental Health Awareness Presentation), Stand-Up /LGBT week in our school every year. They also help to deliver aspects of Senior Cycle subject options and their relevance to colleges/careers. A range of college going Collaborative practice occurs within a variety of subject departments in conjunction with Trinity College School of Distinction and Collaborative Practice within our school. **(See Part 3 and Part 4 of Guidance Plan)**

### **Additional Personnel:**

All members of staff in SPCGS support the delivery of guidance events in our school such as The SPCGS Post-Primary Careers Morning, World Mental Health Day, CAW (e.g., teacher badges), Stand-Up Week, Amber Flag/Cycle Against Suicide, administration of the CAT 4, 1<sup>st</sup> year entrance assessment, Career Interest Inventory (CII), Wellbeing initiatives, Senior Cycle Options, UCAS/EUNICAS applications. They also facilitate students attending one-to-one guidance appointments, college open days, college campus trips, college guest speakers, voluntary work e.g., Bag packing etc.

### 3. Materials

- A careers library is available for students inside and outside the guidance offices. The library contains current Irish (CAO & FETAC) and UK prospectuses as well as a range of careers related publications.
- There is a small selection of career and college DVD's also available in the guidance office for students to borrow.
- Textbooks/Workbooks/ICT: Careers and Wellbeing focused material.
- Use of internet and career related websites; Qualifax, careers portal, CAO, college and organisation websites e.g., [www.military.ie](http://www.military.ie) [www.CDETb.ie](http://www.CDETb.ie) etc.
- National resources include Department of Education and Science such as NCGE (National Centre for Guidance in Education) and NEPS (National Educational Psychological Service) NCCA (Junior Cycle Wellbeing Guidelines 2017 (**See all in Appendix 1**))

### 3. Facilities:

- One guidance office with a desktop computer, access to the internet, a printer and a telephone, filing cabinets (confidential guidance files on each student are kept under lock and key in the guidance office-3 lock system)
- Access to the class set of chrome books.
- Guidance Noticeboards
- Personal Laptop

### 4. External:

- Organised attendance at annual college open days'/campus tours e.g., TY trip to UCD or DCU or TU Dublin Taster Day and RCSI TY day, 5<sup>th</sup> year trip to UCD/DCU/TU Dublin. Wellbeing events: Green Ribbon Campaign/Amber Flag/Cycle Against Suicide.
- Career Exhibitions E.g., Higher Options Conference attended by 6<sup>th</sup> Years annually in the RDS.
- Guest speakers: These talks are scheduled during some guidance class periods or against guidance office periods that coincide with SPHE/Study Skills or Religion. A small number of talks are scheduled against other subject classes. Subject Rooms are the usual venues for these talks. In some cases, only the interested students are invited to attend the talk e.g., if space is limited in the room or if the talk is on during a subject class.

**4b. GUIDANCE ACTIVITIES****Guidance Curriculum**

The Guidance Curriculum is delivered both formally and informally.

**Formal Guidance**

The formal Guidance Curriculum is delivered using two forms of intervention employing several methodologies:

1. Individual meetings of personal counselling nature and career/vocational and educational guidance.
2. Classroom guidance delivered in regular weekly classes/class group or year group intervention as required.
3. All class groups are of mixed ability level and all the students receive the same guidance information.

**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 Guidance.

Meetings with parents/guardians, school management, form teachers, teachers, school departments such as TY, PE, SPHE, Wellbeing and the Pastoral Care Team form an integral part of the formal and informal guidance programme.

**Class Organisation/Effective Teaching Methodologies**

<b>Year Group</b>	<b>Teaching Methodology</b>
1	Class group contact time once per term.
2	Class group intervention once per term.
3	Class group/year group contact in blocks in specific terms
4	Class group contact time once per week.
5	Class group contact time once per week
6	Class group contact time once per week

\*Study Skills interventions are organised in consultation with the Form Teachers after academic performance of groups are analysed.

**Pastoral Care/Guidance**

The pastoral care and guidance of every student is the responsibility of the whole school community. The Principal, Deputy-Principals, Form Teachers, the Guidance Counsellor, the Chaplain, The SEN Teachers, SPHE Teachers, the Form Teachers and the co-ordinators have specific responsibilities in this area. The teachers and staff strive to ensure that pastoral care is a day-to-day reality for all students. Students, parents and staff are reminded throughout the year of the support that is available in school both during school time and after school.

Individual support is available from class teachers, Form Teachers and the Guidance Counsellors if required.

### **Pastoral Care Team Meetings**

The Pastoral Care Team regularly meets every term for discussion of issues relating to personal/social guidance and is attended by the Guidance Counsellor, the Deputy Principal, the Chaplain, and the Principal.

Teachers can refer a student to the Pastoral Care Team through the Form Teacher, who fills out a 'Referral to Care Team' form (**See Appendix 2**). If, parents request a referral to the Pastoral Care Team for their son/daughter this form will also be filled out by the Form Teacher. If a student self-refers to the guidance service, the Guidance Counsellor will fill out this form and bring it to the attention of the pastoral care team. These cases are discussed at the Pastoral Care Team meeting and a decision is made as to who will deal with the case e.g., the Guidance Counsellors, Form Teacher or an outside agency. If it is a Child Protection issue, the matter will be dealt with in accordance with the Child Protection procedures for Primary and Post Primary School 2017.

Any students dealing with emotional issues and experiencing stress in their lives are notified to the staff through a Pastoral Care document uploaded on VShare. This has a green and red list of names. Green represents the names that staff should keep a watchful eye upon, support them and use their name in class. Red represents the names of students under extreme stress or anxiety and is more than likely seeking support from an outside agency. (Appendix 2)

### **Counselling**

Counselling is a key part of the school guidance programme. The guidance counselling service is a professional service delivered by the qualified guidance counsellors in a whole school context.

It includes individual and small group interventions in one or more of the three strands of personal/social, educational and vocational areas. It also includes the administration, interpretation and feedback of psychometric tests.

In cases where students require personal counselling over a protracted period of time or the Guidance Counsellor deems the counselling issue to be past her level of qualification and expertise, she will refer the young person to the appropriate service/organisation. In this event the parent(s) or guardians will be contacted as soon as possible by the school.

### **System of Self-Referral to the Guidance Service**

Students of all year groups can make individual appointments with the Guidance Counsellor for personal/educational or career guidance support. The student fills out a 'Self-Referral Appointment' slip and hands it into the office. The students can also approach the Guidance Counsellors directly and ask for an appointment. If the appointment requires personal guidance support, the Guidance Counsellor will fill out the 'Referral to Care Team Form' and bring it to the attention of the care team as aforementioned (see **Appendix 2**).

### **Confidentiality:**

The Guidance and Counselling Service abides by a strict code of ethics and confidentiality policy as outlined by the Institute of Guidance Counsellors.

Confidentiality is a central and integral part of the counselling process and is assured to each student who avails of the counselling service. It offers safety and privacy to those who choose to discuss personal concerns.

### **Limits to Confidentiality**

There may be occasions where the Guidance Counsellor may need to break confidentiality, if they believe there is a risk of harm or danger to the student or to another individual. The Guidance Counsellor will endeavour in as far as possible to explain in full to the student the necessary procedures that have to be followed.

### **Parental Consent:**

Parental/Guardian consent for accessing the Guidance Counsellor will be included on the school enrolment form when entering 1<sup>st</sup> year in 2020. Should a parent wish not to consent, they are required to indicate this in writing.

### **Guidance Appointments: School Procedure Regarding One-to-One Appointment with the Guidance Counsellor**

The Guidance Counsellor will issue a blue appointment slip to a student in advance of a meeting. The note will usually be issued during the daily form period. As far as possible, it is the student's responsibility to inform their teacher in advance of the appointment. The student goes to the class teacher at the time indicated on the slip and explains their absence from class by presenting the appointment slip. The teacher grants permission by signing the slip and the student goes to the guidance office for his/her appointment. It is the responsibility of the student to catch up on any class work missed and to submit all work due as normal.

Where a student presents with an urgent issue the Guidance Counsellor will issue the student with a slip for their teacher explaining their absence.



**Record Keeping:**

All records of students personal/career guidance appointments are kept under a secure locking system, the three-lock system: locked in a cabinet, locked in the guidance office, locked in the school. In addition, student records are kept for 7 years (minimum in accordance with the IGC Code of Ethics). (Appendix 10)

**Information:**

Ms. Harrington provides students with objective, current and factual data on education and training opportunities and challenges, labour market information and entitlements. Noticeboards containing relevant and important information for students are situated outside Ms. Harrington's guidance office and the corridor opposite the career class. College Prospectuses are ordered, stored and dispensed to students from the guidance office. Students have the opportunity to attend career fairs, career days and talks from guest speakers during the course of the year. In addition, they provide information to parents regarding third level opportunities available to their children, useful resources (books and websites) and bring attention to key dates and deadlines related to career guidance by text, the school's website, email or post to the homes.

**Consultation:** with parents, school staff and students.

The Guidance Counsellors liaise and consult with several school departments regularly throughout the year e.g., departments such as TY, SEN, Pastoral Care Team, TY, S.P.H.E, Science teachers, Work Experience Co-Ordinator, PE teachers, Chaplain, School Management and numerous other individual teaching and SNA staff members.

The Guidance Counsellor is available for consultation with parents, teachers and students all through the year. As aforementioned, the Guidance Counsellors consult with parents through means of writing letters, email, text and telephone, as well as meeting them on an individual basis in the guidance office.

**Feedback:**

This involves giving feedback to school management and staff on the needs of individual students, groups and the school as an organisation, and how the school guidance programme has supported students' choices and transitions through their education. Ms. Harrington is in constant contact with many school departments (see Part1: section 4) so that the guidance needs of students are being met. The teachers provide feedback about individual student progress, and this helps the Guidance Counsellor when advising students who are in the process of making choices in relation to subject/ levels/ college courses. The Guidance Counsellor also gathers information and feedback about SPCGS guidance related events e.g., CAW Week, TY Guidance, Senior Cycle Guidance through means of surveys and focus groups in

6<sup>th</sup> year. This information is analysed and reviewed which helps to inform the guidance department of the action plans for the following year (see **Appendix 3**).

**Networking:**

Networking involves establishing links with employers, relevant agencies and institutions to enhance guidance work with students covering all three strands of guidance: career, educational and personal. As members of the IGC, Ms Harrington liaises with local Guidance Counsellors in other schools during supervision sessions and IGC Kildare branch meetings in Kildare Education Centre. She also attends the annual IGC conference in March each year to ensure they have access to the most recent progressions in Guidance and Counselling. She also liaises with school representatives from universities, third level Colleges (including Colleges for Further Education) in order to provide students with information on new courses or any changes to existing courses and entry requirements. Ms. Harrington also links in with the HEAR/DARE representative from UCD/DCU/Trinity to support 6<sup>th</sup> year HEAR/DARE applications. Other agencies are also linked in with at different stages of the school year by relevant school staff to support the student's needs.

**Assessment Service and Procedure Regarding Use of Psychometric Tests****Psychometric Test Administration:**

The Guidance Counsellor meets TY's, 5<sup>th</sup> and 6<sup>th</sup> year students for scheduled appointments individually/and as a group to discuss their psychometric assessment results and their career options regarding subject and course choices. The Guidance Counsellor is qualified to administer and store these psychometric tests ethically.

1. CAT 4 is administered to in-coming 1<sup>st</sup> years by the Guidance Counsellor and SEN department, with the assistance of other teaching staff.
2. REACH+ online assessments are carried out in careers classes by our 5<sup>th</sup> and 6<sup>th</sup> year students e.g., interests/values/multiple intelligences/personality.
3. RightCareers4Me is administered to TY's by the Guidance Counsellor. It helps to generate a career report for each individual student, which includes his or her interests, values, skills, personality, and aptitudes. This report empowers students in making informed decisions around Subject Choice and Career Choices.

**Psychometric Test Feedback:**

- The Guidance Counsellor before subject choice gives the RC4Me feedback in the form of four class group sessions and individual one-to-one sessions to each TY students in April.

#### Purpose of administering the CAT 4 to In-coming 1<sup>st</sup> Years:

Since reasoning scores are strongly associated with success in schoolwork and examinations, *CAT4* can be used for many purposes including:

- Diagnosing pupils' cognitive strengths and weaknesses
- Identifying pupils' learning style preferences
- Identifying gifted and talented pupils
- Identify pupils needing support.
- Allocation of students to classes
- Assessing spatial ability (STEM subjects and careers)
- Informing guidance decisions around subject choice and level in examinations
- Setting of targets for state exams
- Highlighting implications for teaching and learning

#### **Attendance Awards**

- Each year group are recognised for their good attendance throughout the academic year. Students who have achieved excellent attendance receive an award and certificate during our Prize Giving Ceremony in the Cathedral in December.

#### **Homework Procedures:**

- Formal homework is not usually given to 5<sup>th</sup> or 6<sup>th</sup> year career guidance students; however, class projects are completed as part of assessment for TY'S and 5<sup>th</sup> years. Students complete an application form in class prior to attending their career guidance interview. A career investigation and /or course research always follows an individual guidance appointment. The student in career guidance class must carry this out and the remainder carried out at home outside of school hours.

#### **Mental Health Day**

A Mental Health Day is run at SPCGS in conjunction with the Amber Flag Initiative. During a day in January, the Amber Flag Team/Headstrong Team along with the Guidance Counsellors, their teachers and programme coordinators organise events, activities and talks from outside agencies to promote and raise awareness about the importance of looking after our physical and mental health and wellbeing. Every year group receive at least one if not all of these supports during that day. (See **Appendix 4**).

**College Awareness Week:**

SPCGS take part in this nationwide event every year in November. The Guidance Counsellor collaborates with many school departments and creates events to raise awareness. **(See Appendix 5).**

**Stand-up Week:**

SPCGS takes part in this nationwide event every year in November also. The Guidance Counsellor collaborates with the Wellbeing, SPHE and Art departments to support this week and raise awareness about LGBT.

**5. GUIDANCE AS PART OF SSE (SCHOOL-SELF EVALUATION):****SSE INITIATIVES TO ASSIST EDUCATIONAL PROGRESSION IN THE GUIDANCE DEPARTMENT**

Ms. Harrington carries out an annual evaluation of the guidance service at the end of each academic year with TY, 6<sup>th</sup> Year students and SEN students through the means of questionnaires and a focus group. **(See Appendix 3 as aforementioned)**

**6. GUIDANCE PROGRAMME FOR EACH YEAR**

Guidance is perceived to be a continuous process of support and care from 1<sup>st</sup> year to 6<sup>th</sup> year and therefore it must consist of continuity and progression from year to year. The whole school guidance curriculum focuses on the three guidance domains: the personal, educational and the career domain. This curriculum is broken into these three domains for each year group.

The whole school guidance curriculum reflects the importance of students striving to reach their full potential, which is achieved through the provision of information and guidance of a broad range of topics and skills, and in terms of student access to guidance across all the years of post-primary education. **(See Part 3: Current Guidance Provision Section)**

**PLANNING FOR STUDENTS WITH SPECIAL NEEDS****Planning for Students with Special Educational Needs**

- The Special Educational Needs Team meets weekly for a 40-minute period. They discuss all relevant SEN issues as they arise.
- Learning support and resource teaching is organised for relevant students by Ms McCarthy, the SEN Co-ordinator and Ms. Staunton.
- Ms. McCarthy and Ms. Staunton organises RACE for 3<sup>rd</sup> and 6<sup>th</sup> year students.
- Ms. Harrington organises one-to-one guidance appointments for SEN 5<sup>th</sup> and 6<sup>th</sup> years to support them with their educational progression after second level

e.g., DARE applications for the CAO or HSE or NLN programmes in their relevant county of residence.

- Ms. Harrington has a link with the HSE Occupational Guidance Service who she contacts in order to organise educational progression for students with MGLD and other recognised disabilities.

(HSE Occupational Guidance Service: This service aims to provide one-to-one advice, support and guidance to enable individuals with disability aged 16-65 to make an informed choice about their rehabilitative training and occupational options. It is accessible through local HSE disability services)

#### **Transition from sixth class (SEN Links):**

- The SEN and Guidance Department work together towards preparing, administering, and interpreting the Cognitive Ability Test 4 (CAT4) to incoming 1<sup>st</sup> years.
- The CAT4 test is administered during March of sixth class.
- The CAT4 results are sent to the school through an online website called Test wise. A softcopy of these results is emailed to all Teaching staff and Management.
- These results provide very valuable information about our 1<sup>st</sup> year students. However, we are aware that these results are only an indication of ability.

#### 4. PLANNING FOR A CULTURALLY DIVERSE SOCIETY

##### **Multicultural Counselling:**

##### **Planning for a Culturally Diverse Society/Multicultural Guidance**

The Guidance Counselling Service in SPCGS recognises and is sensitive to cultural differences. The Guidance Counsellor will ensure that her personal biases, values or problems will not interfere with her ability to work with students who are culturally different to herself. Therefore, it will be essential to acquire knowledge about the historical backgrounds, traditions and values of all students and to help them to have effective support systems in place.

##### **The following supports are available for our immigrant students:**

- EAL classes are organised for intercultural students who need this resource. Both WRAT and DRA will be administered to intercultural students whose cognitive ability levels are under question and/or as an initial assessment upon entering 2<sup>nd</sup> level.
- One-to-one guidance appointments can be made available for intercultural students in an effort to understand more about the student, make them feel that our school is a place of belonging and find out what difficulties they may face so these can be addressed.

- In this meeting the Guidance Counsellor will fill out an Intercultural Student Profile Sheet (**See Appendix 7**)
- Assistance can be provided by the Guidance Counsellor regarding their individual status in Ireland for college fees and grant eligibility.
- A list of resources has been compiled by the Guidance Counsellor to assist with EAL inclusion at SPCGS and support for progression to 3<sup>rd</sup> level. (**See Appendix 8**)
- If necessary Intercultural 1<sup>st</sup> years can receive a pack containing the list of useful intercultural related websites as well as a copy of the Irish Education System explained in their 1<sup>st</sup> language (if available) (**See Appendix 9**)
- If necessary, the Intercultural 5<sup>th</sup> and 6<sup>th</sup> years receive a pack containing the list of useful immigrant related websites as well as a copy of the CAO and HEAR/DARE explained in their 1<sup>st</sup> language (if available).
- The Guidance Counsellor liaises with the Form Teacher and EAL teachers during the academic year.

#### 5. PLANNING TO SUPPORT THE LGBTI+ STUDENT.

- As aforementioned the guidance department, along with the SPHE and Art department organise events and/or visuals to be displayed in the school during Stand-Up week every year in SPCGS in November.
- The Guidance Counsellors and other teachers attend CPD on LGBTI+ issues.
- The LGBTI+ ‘Staff Room Poster’ is displayed in a prominent place for all staff to become comfortable with LGBTI+ terminology.
- Posters are displayed in the school to raise awareness about LGBTI+ annual events and show LGBTI+ solidarity.
- One-to-one guidance support is available for every student in the school. This supports the young person in their learning, social, emotional, behavioural, careers and vocational needs.
- The Guidance Counsellor is committed to consulting with the young person on how they would like the school to deal with their coming out or transition.
- The Guidance Counsellor is aware of the BelongTo website and can inform students and parents/guardians about how it can support them.

6. SAINT PATRICK'S CATHEDRAL GRAMMAR SCHOOL POLICIES  
RELATED TO SCHOOL GUIDANCE

Written Policies: Available on request	Policies ratified by the BOM in the past	Draft Policies for Ratification @ next BOM meeting	Policy exists but is in need of review	Policy group currently in existence	No policy in place yet
School Code of Behaviour	✓				
Social Media Policy	✓				
Admissions Policy	✓				
Anti-Bullying Policy	✓				
School Attendance Policy	✓				
Homework Policy	✓				
Religion & Sexuality (RSE) Policy	✓				
Critical Incident Policy	✓				
Internet/Computer Acceptable Use Policy	✓				
Policy on School Tours	✓				
Substance Use Policy	✓				
Policy in Respect of Students who have SEN	✓				
Pastoral Care Policy		✓			
Data records/confidentiality					Adhering to the data protection act
School Guidance Plan		✓			

## 7. Student Council

The student council at St. Patrick's Cathedral Grammar School consists of fourteen students, from 1<sup>st</sup> to 6<sup>th</sup> year. Student council elections are held at the beginning of each year. Students are nominated by their peers and are voted for by secret ballot. Meetings are held once every three weeks during lunch. There are times, apart from meetings, when representatives may need to be excused from class. Members of the Student Council wear badges to identify themselves.

Meetings take place between the Student Council and other members of the school community to address concerns among the student body and improve school life. They are consulted on policy changes or reviews and provide the students with a voice on these matters. The Student Council organise fundraising event and student activities in the school.

### **Student Council 2022-2023**

#### **Form 1**

Grace McGuire and Conor Walsh

#### **Form 2**

Denis Ryan, and Angelina Morales

#### **Form 3**

Laila Ní Mhaolearca and Luke Donaghy

#### **Form 4**

Seamus Kelly ,Charlie , Grace Buckley, and Isabella Ungurasu

#### **Form 5**

Aoife Power

#### **Form 6**

Jack Quinn

***Liaison Teacher-Ms. Balfe.***



## **12: MENTORING AND 1<sup>ST</sup> YEAR INDUCTION AND TRANSITION TO POST PRIMARY.**

In SPCGS we are aiming to support the personal and academic growth of our incoming 1st years who are in the early stages of their school career and to promote excellence in teaching & learning and academic leadership. (Appendix 11)

*'TO HELP AND SUPPORT PEOPLE TO MANAGE THEIR OWN LEARNING IN ORDER TO MAXIMISE THEIR POTENTIAL, DEVELOP THEIR SKILLS, IMPROVE THEIR PERFORMANCE AND BECOME THE PERSON THEY WANT TO BE'*  
(PARSLOE, 1992)

### ***MENTORING CAN HELP MENTEES TO:***

- ADDRESS THE ISSUES AND CONCERNS OF THEIR DAILY SCHOOL LIFE AND FIND SOLUTIONS THAT WORK FOR THEM
- IMPROVE THEIR LEVEL OF PERFORMANCE AND SATISFACTION IN SCHOOL
- UNDERSTAND THE DAILY RUNNING OF THE SCHOOL
- BUILD RELATIONSHIPS WITH PEERS AND FEEL PART OF THE SCHOOL COMMUNITY
- MANAGE THE INTEGRATION FROM PRIMARY TO SECONDARY EDUCATION

### **Layout of the Programme:**

Target group: 1st years 2022

Mentors: 5th Year students 2022

### **Timeline of the Programme:**

March - Presentation given to all incoming 5th years about the mentoring initiative.

Mid-March – Expression of Interest form and meet with successful Mentors (each mentor will have approx. 5- 1st years)

April/May- Training will be provided on the role you will be expected to give to 1st years.

1<sup>st</sup> year CAT testing, welcoming tour, and advice for the year,

1st day of mentor duties will be in August for the 1st year welcoming day.

### **Mentors will be required to:**

You will be required to meet with your 1st years at various stages throughout the school year, For example:

September: Once a week to go through issues, problems or concerns they may have.

After September: Check in with your group once a month .

Each term: Various activities will be organised to connect with your group.

# School Guidance Plan

## St. Patrick's Cathedral Grammar School, **Part 4**

### PART 4: AREAS FOR DEVELOPMENT

#### AREAS FOR DEVELOPMENT

2022/23

1. CURRENT GUIDANCE PRIORITIES
2. ACTION PLANS RELATED TO GUIDANCE PRIORITIES
3. IMPLEMENTATION /MONITORING AND EVALUATION
4. OTHER

1. CURRENT GUIDANCE PRIORITIES

**Priorities for Action before end of 2022/2023**

#### **Whole School Guidance Actions and Guidance Department**

##### **Junior Cycle Guidance:**

- Junior cert students to be informed on the importance of Maths and Science and a good Junior cert to ensure progression.
- 1<sup>st</sup>/2nd Years/3rd to have a guest speaker about Self Harm and Eating Disorders/Positive Self Image/Bullying with A Garda and a Parents Information evening **around Tick Tock**
- Similar actions with 3 Hours allocated and TY preparation/subject links.

##### **Senior Cycle Guidance:**

- TY's and 5th Years to attend NUIM as part of College Awareness Week. And DCU taster Day
- **Evaluate how many TY students followed the RC4ME reports with blocks.**
- **Ensure the new subject choice form sheet is used by teachers and dept during the year for analysis.**
- *Parents Night for CAO and restricted courses of 5th and 6th Year Monday 15th November*
- Continue with a Past Pupil to talk during Careers Week about Primary teaching/Gaeltacht/ and Ty work experience.

##### **Other Guidance activities:**

##### **All subject teachers to have identified whole school guidance in their plans**

- Careers Speed Dating with Working Professionals to open students' minds during college awareness week.-Form 5 students Apprenticeships with TUD AND CITY SCHOOLS continue-SPCGS rotate every 3 Years.
- Minutes of Pastoral meetings to be more detailed with interventions

## 2. ACTION PLANS RELATED TO GUIDANCE PRIORITIES

The Guidance Counsellor will consult and liaise with the necessary people (e.g., teachers, parents, students, support agencies etc.) to help implement the priority plans as listed above.

## 3. IMPLEMENTATION /MONITORING AND EVALUATION PROCEDURES

Evidence of Monitoring and Evaluation:

- The Guidance Counsellor will collaborate with staff informally and formally throughout the year in relation to the priorities plans as listed above.
- Records of all whole-school guidance feedback evaluations through means of surveys and focus groups will be maintained by the Guidance Counsellor annually in relation to the priority plans as listed above (will be added to end of Annual Guidance Reports)

## 4. OTHER

The Guidance Counsellor will maintain a Guidance Report for 2022-2023. This will be a work in progress and will be updated on a regular basis by the Guidance Counsellor throughout the academic year. As aforementioned, this report will contain the results from any annual evaluations (surveys/focus group results).