



St Kilian's Community Guidance Plan

INTRODUCTION

The Education Act of 1998 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.....to promote the moral, spiritual, social and personal development of students in consultation with their parents, having regard to the characteristic spirit of the school.

The Act also states that it is the duty of the Board of Management of the school to prepare a school plan. The Guidance Plan should form a part of this and should be regularly reviewed and updated.

The draft guidelines for school guidance and planning states that:

Guidance provision is a whole school responsibility, and should be developed and implemented in consultation with parents and students. Equally the school's guidance programme should draw on the expertise of the guidance counsellors and all relevant management and staff.

THE AIM OF GUIDANCE IN ST. KILIAN'S COMMUNITY SCHOOL

Guidance in St. Kilian's Community School is an ongoing process. It involves a wide range of learning activities such as giving information, counselling and different types of assessment. These activities are offered in a developmental sequence, which are appropriate to the age and needs of the students.

The aim of the guidance process is to encourage the student to develop and accept a full personal, social, educational and career awareness of his/her personal talents and abilities.

THE IMPORTANCE OF GUIDANCE

It is important to recognise the significance of guidance in terms of the changes which are taking place in the economic and social structures in Ireland. These changes have important implications for the education system and the students who are part of this system. The value of guidance and counselling in responding to these challenges is recognised in government policy statements and by other national and international bodies including the National Development Plan (2000), The Commissions on the Points System and the OECD.

COUNSELLING

Guidance counsellors undertake one-to-one counselling sessions with students. This is very much a combined effort with the school Chaplain, the Student Welfare Officer and the Special Needs Coordinator. Counselling helps students in crisis by exploring and developing a range of coping strategies and interventions in a thoughtful and caring way deemed appropriate to the student's individual needs. Counselling takes place in an accepting, non-judgemental atmosphere where the young person feels secure enough to explore new ways of dealing with difficult situations, and where confidentiality is guaranteed.

In some instances, students may be referred to a psychologist or to a therapist in the area. Other students may be referred to the NEPS psychologist, the Lucena Clinic or other external . If students are considered to be of risk at holiday time they are referred to a local counselling agency. It is the policy of the school to ensure that no student feels isolated or cut off from the appropriate support network during holiday time.

The school counsellor will discuss the individual needs of students in crisis with the Year Head. Feedback forms will be given to the Year Heads to be kept on file..

The following list will give an indication of many of the presenting problems:

1. Personal Problems

(e.g. anxieties, fears, self-esteem issues, developmental problems, illness, bereavement)

2. Family problems

(e.g. separation, divorce, bereavement, violence, family tensions, arguments)

3. Peer Group Problems

(e.g. slugging, bullying, fighting, relationship problems)

4. Educational Problems.

(e.g. motivation, behavioural problems, discipline, schoolwork, exam pressure, student/teacher relationships, truancy)

5. Behavioural Problems.

(e.g. eating, sleeping, obsessions, aggression, psychosomatic, running away, stealing, self-harm, drug abuse, alcohol abuse, crime, violence.

6. Vocational Problems

(e.g. career/work choices, work experience, early school leaving.

7. Social Problems.

(e.g. abuse, accommodation, unemployment, substance/alcohol/drug abuse)

RESOURCES

The following guidance draft plan draws heavily on existing good practice in the school. It recognises the enormous input of a large and dedicated number of teachers and the support of management in providing adequate resources for the plan to be successfully implemented.

PROGRAMME FOR FIRST YEAR

AIMS

- To ease the transition from first level to second level.
- To familiarise students and parents with the role of Guidance Counsellor.
- To familiarise students with the role of all staff members including ancillary staff in the school. This can be done by visiting each class and explaining the different functions of the staff members to them.
- To identify pupils who may be at risk and organise one-to-one counselling in consultation with Year Head/ Tutor/.
- To liaise with Special Needs teacher/Principal to identify students with special needs and to provide relevant support.

COMPONENTS

- Assessment of First years prior to entry.
- Meeting with First year parents prior to entrance exams.
- Meeting with Primary school teachers.
- Parent's information meeting.
- Pastoral care meetings with Student Welfare Officer, Chaplain, Home School Liaison Teacher, Special Needs teacher and Guidance Counsellor.
- Induction day for all First years in August.
- Formal staff meeting with Resource team to brief staff on any difficulties/special needs related to first years.
- Regular meetings with the Special Education Needs Officer.
- Meetings with all the Special Needs Assistants prior to entry of First Years.
- Continuous contact with Marine/ Newcourt regarding special needs pupils.

PROGRAMME FOR FIRST YEAR

Meeting with first years prior to entrance tests.

Visits are made to the main Primary feeder schools prior to the entrance tests. This is to explain to the students what is involved in the testing process and to allay any fears regarding the tests. It is also to allow the Guidance Counsellor to make contact with the students prior to them arriving for the tests, and to answer any questions regarding the tests.

Meeting with parents prior to the entrance tests.

The Career Guidance teacher and the Home School Liaison teacher meet with parents from the main feeder schools prior to the entrance test. This is to let parents know what is involved in the entrance test and to answer any questions.

Assessment of first years prior to entry.

The tests used for First Years are the AH2 test of general ability, the NFER-Nelson Group Reading Test, and two school based tests in English and Irish. The tests are carried out in March prior to entry. The purpose of the tests are:

- (1) To get information about the general ability of the pupils.
- (2) To identify students who may need extra assistance with numeracy and literacy.
- (3)** To be used as one of the criteria for deciding in which class to place a student

Meeting with Primary School teachers.

A number of meetings are held in April whereby the guidance counsellor consults with the primary school teachers of the feeder schools to discuss appropriate placement of students in classes. We also discuss any individual special needs which students may have. Sensitive information is relayed to staff on a need to know basis.

Meeting with the school support team.

The school support team including the guidance counsellor, the Home school liaison teacher and the special needs teacher meet in early May to discuss any special needs which individual students may have. We can then liaise with outside agencies to ensure that special provisions are made for these pupils.

Meeting with parents and incoming students.

A meeting is held in late April for all parents and incoming first years. This meeting is attended by the Principal, Deputy Principal, the Guidance Counsellor, the Home School Liaison teacher, the Year Head, the head of the parents association and some present students. At this meeting parents and student are informed:

- How the classes were formed.
- Organisation of first year.
- Arrangements for September.
- Uniform.
- Text books.
- Book rental scheme.
- School transport.

Pastoral Care

A class visit is made early in the first term to all first year classes. The following items are covered in this meeting:

- Value system of the school.
- Role of the different members of staff and ancillary staff.
- Behaviour in school, school rules.
- Relationship with staff and other students.
- The school's anti bullying policy.
- Study techniques, how to cope with a large number of subjects.

A second class visit is made later in the year to check on the progress of students.

Any issues which might arise out of these class visits are dealt with on an individual basis by the guidance counsellor, the chaplain or the special needs teacher.

There is continuous liaison with the year heads, class tutors and other relevant school members regarding students at risk or having difficulty with the transition to secondary school.

PROGRAMME FOR SECOND YEAR

AIM:

To be aware of the needs of individual students and to work with individual students who require career advice or counselling.

COMPONENTS:

- Class visits throughout the year.
- Career guidance to individual students.
- Counselling to individual students.
- Explanation of the New Era schemes and selection of students for activities and Summer school.
- Communication with Year Head.
- Communication with Student Support team regarding individual students.

PROGRAMME:

Class visits throughout the year.

The Guidance Counsellor undertakes a number of class visits throughout the year. These class visits are designed to introduce the students to the world of careers and to answer any questions or queries they may have regarding subject choice or career choice.

Career guidance to individual students.

As a follow on from the class visits the Guidance Counsellor will see any student on an individual basis who needs extra information on career choices.

Counselling to individual students.

The school Chaplain, the Resource teacher, the Student Welfare officer or the Guidance Counsellor will see any student on an individual basis who needs extra support to deal with difficulties or problems which may present in his/her life. The student will also be supported in dealing with difficult situations which may present in a classroom situation.

New Era Scheme.

Very able, motivated students from the more disadvantaged backgrounds will be identified to participate in New Era activities and the Summer school. It is hoped that this will be a stepping-stone for students to progress to Third Level education.

Communication with Year Head.

The Student Support team will be in constant contact with the Year Head regarding students who may need extra support or assistance. This information is then taken on board by a member of the Support team who may see the student on an individual basis.

Communication with Student Support Team.

The members of the Student Support team meet regularly to discuss students. This affords the opportunity to identify any students who may need extra help, or who need to be seen on an individual basis.

PROGRAMME FOR THIRD YEAR

AIM

- To help students to decide on the best options after Junior Certificate: whether to do Transition Year or Leaving Certificate Applied.
- To help students to make informed choices about their Leaving Certificate subjects and to discuss subject levels with students.
- To promote an awareness among students of how their subject choice will have implications for their future educational choices.
- To help students to assess their abilities, aptitudes and goals.

COMPONENTS:

- Subject choice.
- Meeting with parents.
- Organisation of students into Option classes.
- Private counselling.

Subject Choice

Each Third class is visited on a number of occasions to discuss the subject choices for Transition year. These class visits include discussions on:

- Subjects offered at Leaving Certificate level.
- Common points scale at Leaving Certificate.
- Good reasons for choosing a particular subject.
- Essential subjects for particular careers.
- Answers to frequently asked questions relating to each subject.

The Guidance Counsellor provides careers advice and support on a continuing basis to Third year students. This occurs both on an individual basis and to class groups. Emphasis is placed on the student keeping his/her options as open as possible at this stage, in order to maximise career possibilities in the future.

Meeting with Parents

The Principal, Deputy Principal and Home School Liaison teacher hold a meeting with Third year parents in early May. This is to discuss the programme for Transition Year and the implications for choosing particular subjects.

Organisation of Students into Option Classes

The Guidance Counsellor is responsible for organising student into option classes for Transition year. This is decided on the basis of the options the student has chosen for Junior Certificate, in discussion with the student and in discussion with the subject teacher.

Private Counselling

Counselling is provided on an individual basis to students who may have difficulty in school or at home. Feedback forms will be given to Year Heads on referred students to be kept on their files.

PROGRAMME FOR TRANSITION YEAR

AIM

- To enable students to become aware of personal attributes, interests and abilities and to relate these to areas of work.
- To give students the opportunity to investigate different groups of work and to identify jobs associated with these groups.
- To give students information about job/career areas and to clarify the requirements for these areas.
- To enable students to access and effectively use, relevant course/career information.
- To develop links between the school and local workplaces.
- To look at Leaving Certificate subjects and to relate these to education, course or training needs.
- To prepare students for work experience.
- To prepare student for mock interviews.
- To identify potential early school leavers and to provide support to these students.

COMPONENTS

- One class period per week.
- Individual Guidance.
- Individual counselling.
- Career outings.
- Aptitude testing.
- Subject options.

Class Period

Students have one class period of Guidance for the school year. During this time they understand and undertake the whole process of applying for a job including:

- (1) writing a covering letter.
- (2) Completing an application form.
- (3) Preparing a Curriculum Vitae.
- (4) Preparing for interviews.
- (5) Contacting employers as part of the follow up process.

- ❖ They learn about using various methods of acquiring information about jobs, courses etc.
- ❖ They make choices about appropriate subjects for Leaving Certificate based on knowledge gained about careers, courses, jobs, and personal interest.
- ❖ They investigate local job opportunities
- ❖ .They complete and interpret interest inventories.
- ❖ They interpret personality tests.
- ❖ They understand employment and trade unions.

Individual Guidance

As a follow on from the class period students have individual guidance help them with career choices.

Individual Counselling

Students are offered individual counselling to help them cope with any difficulties they may be having inside or outside of school

Career Outings

Students attend Fas Opportunities in Croke Park. This enables them to investigate different courses, colleges, businesses and apprenticeships.

Aptitude Testing

DATS TESTS are administered at Christmas to Transition year students. The purpose of these tests is:

- (1) To give students experience of working within the framework of time.
- (2) To enable students to experience different forms of testing which they may encounter in later life.
- (3) To help students with subject choice.
- (4) To predict potential. They can be used in conjunction with school reports and achievement records.

Students are given test results on an individual basis and they are discussed in conjunction with possible subject choice for Fifth year, or career options. Parents or guardians are invited to contact the Guidance Counsellor if they need more information on the tests. The test results are given to the Year Head.

Subject Choice

Students are given detailed information on subject choice for Senior Cycle. This information is often followed up with individual appointments. Parents or guardians are encouraged to contact the Guidance Counsellor if they have any queries regarding subject choice.

Early School Leavers.

Students who wish to leave school after Transition year are identified as early as possible. They receive individual appointments to discuss career options. Appointments are made with outside agencies such as FAS, or Community Training Workshops. Students are given assistance in preparing C.Vs, covering letters and helped to make contact with potential employers.

New Era

Highly motivated students are selected to participate in the New Era activities.

PROGRAMME FOR FIFTH YEAR

AIMS

- To help students to make the transition to Leaving Certificate.
- To review subject options.
- To encourage students to further research career areas.
- To provide information on entry requirements for Third level education, universities, I.Ts and other institutions.
- To encourage students to become involved in their own research into the options available after Leaving Certificate.

COMPONENTS

- One class period per week for LCVP students.
- Individual guidance.
- Individual counselling.
- Preparation for career.
- Career open days.

Class Period

All LCVP students receive one class period per week for Career Guidance. During this period students:

- (1) Investigate a career they are interested in, and look at two different ways in which to access this career.
- (2) Learn about entry requirements for different careers.
- (3) Carries out his/her own research into the different options after Leaving Certificate.
- (4) Learns about preparing a C.V, covering letter and filling out application forms.
- (5) Undertakes interest tests such as Career Directions, Rothwell Millar and M.U.A.S.I.C.
- (6) Prepare for interviews.
- (7) Learns about study skills.

Individual Guidance

Students receive individual guidance to help them prepare for making college or career choices.

Individual Counselling

Students receive individual counselling to help them to cope with personal difficulties they may be having.

Open Days

Students attend the FAS Opportunities in Croke park. This provides them with information on colleges, courses, apprenticeships and job opportunities.

Students attend U.C.D. Open Day. This gives them information about courses available in U.C.D and the points requirement for these courses.

New Era Scheme

Very motivated, able students will be selected to participate in New Era activities.

PROGRAMME FOR SIXTH YEAR

AIM

- To assist the student in identifying and building on personal talents, aptitudes and abilities which will help him/her in making a positive career choice.
- To help students to further clarify their career goals.
- To help students to cope with exam pressure.
- To devise an adequate study plan which will help to alleviate exam stress.

COMPONENTS

- One class period per week.
- Preparation for Third level.
- UCAS applications.
- Grants for Third level.
- PLC courses and links
- CAO applications.
- Job investigation and preparation.
- Interview preparation.
- Apprenticeship and Fas courses.
- Open days.
- Guest speakers.
- Coping with the transition to college.
- Job seeking skills.

Class Period

Sixth year students receive one class period of guidance per week for the year.

Preparation for Third Level

Students are taken through the CAO application process in detail. They are informed of important dates, common errors etc. They are encouraged to apply online and an online facility is provided in the school in the weeks prior to the application deadline.

UCAS Applications

Students are informed of Third level opportunities in Britain, Northern Ireland and Scotland. This leads to discussion on the advantages and disadvantages of studying outside of Ireland. Students who wish to apply to UCAS are given assistance with the personal statement and the online application procedure.

Grants for Third Level

Students are given information on sources of funding for Third level. A guest speaker from Co. Wicklow VEC is invited to the school to talk to students.

PLC Courses and Links

This involves discussion on the many courses offered in various colleges and the links to I.Ts and Universities in Ireland and abroad.

CAO Applications

Students are assisted with every aspect of the CAO application procedure. Students are given demonstrations on how to apply online in order to minimise mistakes.

Job Investigation and Preparation

Students are helped with every stage of the job investigation process. They become familiar with paper and online applications, covering letters, CVs, application forms and telephone skills.

Interview Preparation

Students become confident in all aspects of the interview process including dress, demeanour, posture, answering skills, and assessment of performance after the interview.

Apprenticeship and FAS Courses

Detailed information is given to students regarding the application procedure and requirements for apprenticeships. They also receive information on Fas courses, Failte Ireland, Teagasc, the army, civil service, nursing in Ireland and the U.K, Air Rianta and the Garda. They are given information about courses that might be helpful if they want to enter the Gardai or Army.

Open Days

Students attend a number of open days and career events such as Higher Options, Fas Opportunities, U.C.D open day, and any other relevant open days which may be of interest.

Guest Speakers

The school welcomes a number of guest speakers from third level colleges, nursing, Fas, Co. Wicklow VEC, Community Training Workshops.

Coping with the Transition to College

Sixth years undertake a module which involves discussion on the changes between school and college, and deals with any anxieties or concerns they may have around this area.

Job Seeking Skills

Students investigate every aspect of the job seeking process from how employers advertise jobs, to how to get the job, to how to succeed in the job.

New Era Scheme

Highly motivated students are selected to participate in New Era activities.

NEW ERA

HIGHER EDUCATION ACCESS ROUTE (HEAR)

The Higher Education Access Route facilitates school leavers from schools linked to any of one of the third level access programmes of the following Higher Education Institutions (HEIs) to apply for reserved places in these institutions.

PARTICIPATING HIGHER EDUCATION INSTITUTIONS (HEI)

- Dublin City University (DCU)
- Dublin Institute of Technology (DIT)
- National University of Ireland, Maynooth (NUIM)
- Trinity College Dublin (TCD)
- University College Cork (UCC)
- University College Dublin (UCD)
- University of Limerick (UL)

WHO IS HEAR FOR?

The scheme targets those students who have the ability to benefit from and succeed in higher education but who, for a variety of social and economic reasons, are underrepresented at third level. Normally, applications to this scheme will have been in attendance at a linked school for the entire duration of their second level education. Students will be highly motivated and interested in studying at undergraduate level in their chosen area.

WHAT SUPPORTS DOES A HEAR STUDENT RECEIVE WHILE AT COLLEGE?

Each access office will endeavour to provide financial, academic, personal guidance and social supports to students.

PROGRAMMES AVAILABLE TO ST. KILIAN'S STUDENTS UNDER THE NEW ERA SCHEME.

FIRST YEAR

Students are targeted as early as First Year to participate in NEW ERA activities. They can participate in the Achievement Award whereby they produce a project on their own or as part of a team, on any school subject or interest outside school. Winners are invited to a presentation in U.C.D in March.

SECOND YEAR

A number of Second Year students are invited to participate in the Uni 4 U summer school in U.C.D. Students participate in a wide range of activities such as day trips to different colleges, taster lectures, a trip to a farm, karaoke and sports activities. Students write a report on the summer school and this is included in the NEW ERA newsletter.

THIRD YEAR

Third Year students are involved in day trips to U.C.D.

TRANSITION YEAR

A number of Transition Year students take part in a Discovering Maths project in U.C.D. once a week for a period of four weeks with other link school students. At the end of the four weeks they participate in a Maths competition. As a follow on from this students participate in a Maths Modelling Workshop for three days in U.C.D.

8-10 Transition year students also participate in a Maths lecture in the RDS in early February. The same number of students also attend a Physics lecture in the RDS.

Students attend Biology and Chemistry workshops in U.C.D. Transition year students are invited to participate in Business, Humanities, Creative Technologies and Art workshops in the Dun Laoghaire Institute of Art and Design Technology.

FIFTH YEAR.

Fifth Year students take part in Maths and Science lectures in U.C.D. They also take part in a Shadowing day in which they shadow existing student in U.C.D. This gives them a taster of lectures and the social life on campus. Fifth years take part in a two week residential summer school in

U.C.D. They investigate third level options, gain additional academic support, improve their study skills meet new people and take part in cultural, social and sporting activities. One other student takes part in a non-residential summer school. Fifth year students also participate in taster days in Dun Laoghaire Institute of Art, Design and Technology.

SIXTH YEAR.

Sixth Year students attend academic workshops on four separate Saturdays. This involves intensive revisions sessions on academic subjects. In sixth year students make a HEAR application which is accepted by all participating institutions. This form is accompanied by a personal statement, financial documentation and a school reference. Places are offered to students as part of the CAO offer process.

EDUCATIONAL FUNDING.

New ERA/UCD is committed to supporting and encouraging students to participate in educational funding programmes during the summer holidays. The types of programmes that are considered for financial support are:

- The Gaeltacht.
- Modern Language Summer Schools.
- I.T. Summer Schools.
- University based Summer Schools.
- Art portfolio courses.

Student Support Care Team at St. Kilian's Community School

The school has a very strong student support network. This body of people works closely to offer support and guidance to students, staff and students' families. The student support team holds weekly meetings to facilitate the transfer of information on students and the identifications of students in need of support. Members of the student support team who attend these meetings are:

- Learning Support/ Resource teachers
- Home School Community Liaison Teacher.
- Chaplain.
- Student Welfare Officer.
- SPHE coordinator.
- Transition Year work experience coordinator.
- Organisers of the Student Bereavement Association.
- Principal.
- Deputy Principal.
- Year Head.
- Tutor.
- Classroom teacher.

The following activities are also an integral part of the student support team:

- **After school study**, extra subject classes where necessary
- **Breakfast club.**
- **Homework club.**
- **Parental paired reading initiative**
- **Maths for Fun sessions**
- **Parenting classes**
- **Regular meetings with parents**
- **Contact with outside agencies**
- **Study skills**
- ***Friends for Life* programme**

Included in the School Guidance Plan is a report from each of the above personnel outlining how he/she sees his/her job in terms of the support provided to students, what

areas he/she feels needs improvement, and what strategies he/she feels needs to be implemented in order to provide full support to students.

The information from these reports will allow the school to:

- Present findings and identify key recommendations.
- Identify what/where are the gaps.
- Identify areas for attention short term and long term.

The school guidance plan is constantly under review in the school

HOME SCHOOL COMMUNITY LIAISON OFFICER.

How would you see your job in terms of the support you provide to students?

- My focus is on the parents/adults whose attitudes and behaviours impinge on the lives of children, namely parents and teachers.
- The scheme consists of a partnership and collaboration of the complementary skills of parents and teachers. The thrust of HSCL is preventative rather than curative. Home visitation is a crucial element to establishing bonds of trust with families.
- The aim is to maximise active participation of pupils who are at risk of failure at school, to promote active cooperation between home/school and community agencies in promoting educational interests of pupils

Are there any areas you feel need improvement i.e do you feel that there are any barriers to you providing full support to students?

- As my main focus is parents/adults I would welcome the use of a parents room in HSCL specifically for parents support programmes and numeracy, literacy support programmes.
- It is difficult to reach parents with information. With the exception of home visitation it is difficult to have access to parents to inform them of classes/courses/info etc. As a result, we are dependant on postage of “general school reports” and home visits to contact.
- The parent/school newsletter to inform and update parents is dependant on goodwill.

What strategies do you feel need to be implemented in order to allow you to provide full support to students?

- A regular school newsletter is needed with information on HSCL and support for parents highlighted.
- The provision of a drop in area for parents in school or prefab is needed.
- Access to counselling/support services is needed for parents whose children are having discipline problems at school.

RESOURCE COORDINATOR/ SPECIAL NEEDS TEACHER.

How would you see your job in terms of the support you provide to students?

- My job is to provide support to those who are experiencing difficulties with the learning process.
- I also provide support to students who have been referred to me by the link special schools, in particular Marino, Enable Ireland.
- Support is also given through the Junior Certificate Schools Programme.

Are there areas you feel need improvement i.e do you feel that there are any barriers to you providing full support to students?

- Time will always be a barrier.
- Also organisational factors such as timetabling, which militate to some extent against providing, full support to students.

What strategies do you feel need to be implemented in order to allow you to provide full support to students?

- There needs to be more key personnel timetabled for a minimum number of 10 resource periods each week.
- Also perhaps assigning different year groups to specific resource teachers might help as they could liaise from First year onwards and build relationships with students, year heads and parents. Likewise students linked with Enable Ireland could receive more support through an assigned person.
- Due to the increasing number of wheelchair users and SNAs in the school we need to have meetings to ensure that we provide as much support as is necessary to meet student's needs.

TRANSITION YEAR WORK EXPERIENCE COORDINATOR

How would you see your job in terms of the support you provide to students?

- Preparation .
- Research.
- Confidence building.
- Practical advice.
- Contacts.
- Phone and internet services.

Are there any areas you feel need improvement i.e do you feel that there are any barriers to you providing full support to students?

- Experience/in-service in the preparation of work experience.
- Talk to other coordinators and share experiences.
-

What strategies do you feel need to be implemented in order to allow you to provide full support to students?

- More in-service.
- More support to allow visits by students to work places.
- More teachers involved in team to visit students.

COORDINATOR OF THE BEREAVEMENT ASSOCIATION.

This is essentially an extra-curricular activity. It involved organising training of facilitators (teaching staff volunteers) and organising the establishment of “Rainbows” a bereavement support group

CHAPLAIN

How would you see your job in terms of the support you provide to students?

- From the mouths of some of the students themselves, the support I give them is in the areas of moral support and morale, emotional assistance and educative help.

- I am told I also give comfort and assurance, motivation, exam support and aid with projects.
- I am told spiritual guidance for those who are bereaved particularly in the area of celebrating liturgies.
- I listen to the students when stressed and try to give guidance in certain circumstances.

Are there any areas you feel need improvement i.e do you feel that there are any barriers to you providing full support to students?

- My own shyness, fear I presume to opening a can of worms that might not be coped with.
- Not knowing the full facts, left in the periphery when I should know a bit more than others. It frustrates me and I go quiet.
- If a young person is in crises I often find it hard to get professional follow up.
- My office would need a bit of enlargement for students to have a quiet time away from pressure.

What strategies do you feel need to be implemented in order to allow you to provide full support to students?

- A bigger place to meet them.
- A discipline (personal) to learn more in the area of counselling.
- Wisdom to deal with the problems that surface now and again.
- Constant discussion with those who are in the caring roles in the school.
- A chance to review what is happening in the area of support.

SPHE COORDINATOR.

How would you see your job in terms of the support you provide to students?

- Development and regular modification of programmes in SPHE that promotes high self-esteem and a sense of security as part of their personal development.
- To provide clear information early in First Year and other years on where to seek help in a crisis-both within St. Kilians and in the community.
- To ensure SPHE programmes help individual students to develop the skills to maintain supportive relationships.

Are there any areas you feel need improvement i.e do you feel that there are any barriers to you providing full support to students?

- Lack of time given to planning in the subject as it benefits very much from a team approach. SPHE to date has not been given planning time.
- Access to resources to teachers involved-at present resources are stored in a locked cupboard in Room 30.

What strategies do you feel need to be implemented in order to allow you to provide full support to students?

- To always endeavour to have teachers interested in and trained in teaching SPHE ; those teaching it.
- To have planning time equal to other subjects.
- Ideally an SPHE room with versatile seating arrangements, T.V, DVD, computer access and plenty of notice boards.
- Provision of notice board specifically for SPHE giving details of relevant agencies and phone numbers for various difficulties.

PARENTAL INVOLVEMENT IN GUIDANCE IN ST. KILIAN'S COMMUNITY SCHOOL

There is strong parental involvement in Guidance in St. Kilian's Community school. This involvement includes:

- Meeting with parents of First years prior to entry.
- Home School Community Liaison teacher and support team meets with all parents in the first term of First year.
- Transition year co-ordinator and Guidance Counsellor meets parents of all Third years intending to progress to Transition year.
- LCA co-ordinator and Guidance Counsellor meets parents of Third years interested in progressing to LCA.
- Transition year parent's night in May each year.
- Guidance Counsellor is present at all Parent/ Teacher meetings.
- Guidance Counsellor is available to meet parents on an individual basis when needed.
- Parental involvement in New Era activities.
- Parental involvement in breakfast club.
- Active Parents Association.
- Story sacks, Paired reading, Maths Assist, Maths for fun.
- Christmas craft morning
- Parent guest speakers e.g. Chernobyl
- Information night/Headstrong mental health programme for parents.
- Parents Education Programme in conjunction with St. Fergals
- Help to facilitate School Completion Programme
- Parents are invited to lobby at Parent/ Teacher meetings/ put on displays
- Pre-assessment meetings in feeder schools
- Parent speakers at May incoming First year meeting.
- Post May meeting for smaller groups
- Evaluation meetings for Paired reading and Maths for fun
- Parenting teenagers programme for parents
- Self-knowledge day for parents
- Student enrichment talk for parents
- New Era trip to UCD for parents

- Contact “drop in” parents room in feeder schools
- Contact “drop in” to St. Kilian’s
- Parent involvement in local committees and sub committees e.g. School Completion programme
- Community links-football challenge and saving scheme

LINKS WITH EXTERNAL ORGANISATIONS

St. Kilian’s Community school has fostered strong links with outside organisations through the following initiatives:

- Transition year work experience links with local businesses.
- Transition year mock interviews involving local companies, banks who volunteer their time.
- LCA- two work experiences per year.
- LCA/LCVP module –*My Community*; resource centres in the area come to the school to inform students of resources in local estates.
- Bray Youth Information Centre-visits to school to inform students of the facilities they provide in the local area including, CV typing service, help with filling forms etc.
- Links with Business in the Community.
- Links with Coillte.
- Links with National Learning Network.
- Links with Youth reach.
- Links with FAS.
- Links with NEPS.
- Links with Social Services.
- Access to Law
- Transition year charity work in the community.
- Drug awareness campaign in conjunction with community organisations.
- Links with Gaisce
- Links with 80/20 organisation (community organisation involved in painting mural)

- Links with GAA (Coaching Certificate)
- Links with Bray Youth Services.
- Mermaid Theatre
- Bray Volunteer Group
- National Road Safety Council
- FAS (Safe Pass Programme)
- Tesco, Bray
- African Fund Raising programme-Bray branch
- Vincent de Paul Society
- An Garda Siochana
- Horizon Links Northern Ireland
- Ballywaltrim Community Complex-Community Childcare company
- O' Brien Jewellers.
- Community nurse
- Bray Drugs Task force
- County Council
- Enable Ireland
- Living life centre
- Local Primary and Secondary schools
- Headstrong mental health organisation-workshops for students/parents.
- Samaritans
- Rape Crises Centre
- Trocaire
- Lucena
- HSE (students who will be going on to sheltered type work)
- NBSS

Local Businesses and Parents give work placements. These are too numerous to mention but are available from the Transition Year Work experience co-ordinator.

CROSS-CURRICULAR LINKS WITH GUIDANCE IN ST. KILIAN'S COMMUNITY SCHOOL

The Guidance Department in St. Kilian's enjoys strong cross-curricular links with other subject areas. Cross-curricular links include:

SPHE: modules are taught on Study skills, Self-esteem, coping with change, organising work/life balance, communication skills, listening and expressing opinions, assertive behaviour, appreciating differences, anti-bullying, respecting others, motivation, peer pressure, managing relationships, making responsible decisions, positive/negative influences, rights and responsibilities. Many of these modules are taught in conjunction with the Religion department, the School Completion Coordinator and the Special Needs Coordinator. The Chaplain meets each student individually in First year and continues to meet students on a one-to-one basis in the other years. There is a welcoming service/class visits and retreats for all incoming students. Students in second and third year take part in anti-bullying and internet safety workshops.

Senior students have an overnight retreat, work with St. Vincent de Paul, HEAR Ireland and also partake in anti-bullying workshops. Headstrong, mental health agency is involved with 6th years. They take part in retreats and meditation workshops.

Two members of staff, the Guidance Counsellor and the Home School teacher were trained by the Rape Crises Centre in the Bodyright programme.

The School Completion Coordinator links in with the SPHE programme in terms of delivering a social skills programme to our JCSP class in First year. She is also involved in NBSS social skills programmes for the Second year JCSP class. The SCP provides leadership training to Transition year students and study skills to Third and Fifth years.

Our Special Needs Coordinator has continuing involvement with students and parents in a caring capacity and undertakes a differential approach to the care needs of the students. She is involved with all the visiting teachers, foster care parents and key workers and psychologists.

The Special Needs Assistants are also very much involved in the care needs of the students.

MATHS: many Maths initiatives as part of the New Era programme including: Maths modelling workshops, free Maths lectures, discovering Maths projects, Maths competitions.

SCIENCE: many Science initiatives as part of the New Era programme. These include: Science workshops, Science seminars, Access Science for Junior students, Poster competitions, work experience in Conway Institute in UCD.

BUSINESS: many links with local banks in terms of setting up bank accounts. Links with local business colleges which provide free grinds in Business related subjects, Dun Laoghaire Institute of Art and Design Technology taster day in the Business and Humanities faculty.

ART: taster day in Dun Laoghaire IADT. New Era funding for summer Art portfolio courses.

GERMAN/FRENCH: school exchange programme, New Era funding for Euro colleges.

IRISH: New Era funding for Gaeltacht.

ADULT EDUCATION: Adult Education sponsors the Maths Assist programme and facilitates other parent education programmes such as ECDL and Budgeting.

ARCHITECTURE: guest speakers in the areas of Architecture, Archaeology, Urban and Town planning.

CONCLUSION

- This Guidance Plan is a work in progress. It is ongoing and revolutionary. It will be changed and adjusted in accordance with the needs of the school.

Marie Fitzpatrick

Guidance Counsellor.

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