



**Loreto Abbey Secondary School,
Dalkey, Co. Dublin.**

Whole School Guidance Plan

Our school is a caring, Christian community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

Introduction: Our School

Loreto Abbey Dalkey is a Catholic Voluntary Secondary School in the Loreto tradition under the trusteeship of the Loreto Education Trust. The Trust delegates the administration of the school to the Board of Management.

As a Catholic school, the person of Jesus Christ is at the heart of our community and Gospel values permeate the whole school experience. With this as our guiding principle we seek to provide an environment in which the full potential of each student can be developed against the background of the Loreto philosophy of education, as outlined in the document "*Continuing the Journey ... A Loreto Education*" and the "*Compass Document*".

Scope:

The Whole School Guidance Plan involves all aspects of school life and as such it is a whole school activity. While the Guidance Counsellors have the overall responsibility for co-ordinating and compiling the plan, all members of staff have a contribution to make.

Guidance in second level schools refers to 'a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives' (DES, 2005, pg. 4.).

This definition highlights the holistic nature of Guidance in supporting students' personal, social, educational and career development and the important role Guidance plays in facilitating decision making and life choices, and in promoting and supporting students' well-being (NCGE, 2017, Whole School Guidance Framework, pg. 7).

This plan addresses the Guidance needs of all our students throughout their journey at Loreto Abbey. We do so using the continuum of support model (NEPS 2010, 2013), which aims to meet the needs of students through 'Guidance for All', 'Guidance for Some' and 'Guidance for Few' (NCGE, 2017).

Rationale:

Circular 0010/2017 states that Guidance is a whole school activity where each school collaboratively develops a Whole-School Guidance plan as a means of supporting the needs of students. At Loreto Abbey, each member of staff recognises and ensures that Guidance permeates every aspect of school life. Our Whole School Guidance Plan outlines the school's approach to

Guidance generally and how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas of their lives.

This plan will also distinguish between the competencies available within the school to help support students through various situations and also where referral to outside agencies is deemed necessary.

Additionally, in line with "Action 9.1 in Action Plan for Education 2017" the Whole School Guidance Plan will "include specified time allocation for Guidance Counsellors to be available for one-to-one Guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team".

Philosophy and Mission Statement

The Whole School Guidance Plan has been drawn up in the context of Loreto Abbey's mission statement and reflects the school's commitment to creating a caring, Christian community in which pupils can achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

The whole community, staff, pupils and parents, endeavour to renew and affirm each other by:

- Sharing a common mission and vision
- Working in collaboration
- Giving inspiration, support and encouragement
- Showing respect; courtesy; care; consideration; appreciation; tolerance; friendship and loyalty.

Our Objectives are:

- To encourage students to have confidence in themselves through appropriate affirmation of their actions and abilities.
- To promote a sense of belonging, providing an environment where the full potential of the student can be developed.
- To include all students, regardless of ability in school activities.
- To understand the personal difficulties encountered by our students and the implication of these difficulties on their lives.
- To encourage students and their parents to have realistic goals and expectations.
- To promote self-respect for others.
- To challenge students to recognise injustice and to respond in a positive way.

Content of the Plan:

This Whole School Guidance Plan is divided under the following sections as follows,

- 1. What is School Guidance**
- 2. Aims of the Guidance Programme**
- 3. The Whole School Guidance Programme**
- 4. Whole School Guidance Provision**
- 5. Procedure for identifying a student with Special Educational Needs**
- 6. Whole School Guidance Links**
- 7. Policies Relating to Whole School Guidance**
- 8. Areas for Development 2020/21**
- 9. Guidance Resources – Appendices**

Members of the Whole School Guidance Team include:

Mr Robert Dunne (Principal)
Ms Marie Breen (Deputy Principal)
Ms Dara Shortt (Guidance Counsellor)
Ms Roisin Conlon (3rd Year Head/AEN Coordinator)
Mr Will Flanagan (RE Co-ordinator)

Ms Jacqueline Munnely (Wellbeing Co-ordinator)
 Sr. Mary Delahunty (Chaplain)
 Ms Laura Sheils (Work Experience Co-ordinator)
 Mr Stephen Cahill (Physical Education Co-ordinator)

Additionally, support and input has been given by the following:

Year Heads
 Class Tutors
 Wellbeing Subject Departments

The Guidance Plan reflects this teamwork.

Section 1

What is School Guidance?

In this plan, the term Guidance will be used to refer to all Guidance and Counselling activities and student support services within the school. Guidance in schools' refers to "a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions consequent to these choices" (NCGE, 2004). The Whole School Guidance Plan addresses the full range of activities through which the school responds to the needs of students. It encompasses the three separate, but interlinked areas of:

Personal & Social	Developing Myself	<ul style="list-style-type: none"> • Developing and maintaining self-esteem & a positive self-concept • Interacting effectively with others (face to face & online) • Developing and growing throughout life
Educational	Developing My Learning	<ul style="list-style-type: none"> • Employing effective personal learning/ exam strategies • Making educational choices in line with career aspirations
Vocational/Career	Developing My Career Path	<ul style="list-style-type: none"> • Using career related information & sources appropriately • Understanding the world of work & life roles • Managing career development and decision making

Guidance activities that assist students to make informed choices include:

- 1. Counselling:** providing students with a safe, non-judgemental environment within which they can explore their thoughts and feelings in the areas of personal and social, educational and career development and at moments of personal crisis. Through this we endeavour to teach students to be responsible for their own behaviour and actions and show them that there is choice in everything that they do. All guidance counselling takes place in line with our One to One Guidance Counselling Policy (which will be replaced with our Confidentiality Policy in autumn 2020).
- 2. Assessment:** Psychometric tests are used as a tool to track student progress throughout their academic journey. They also help to facilitate educational and career decision making and personal development; and to support learning and educational choices. Please refer to our Psychometric Assessment Policy 2020.
- 3. Information:** providing students with factual and up to date information on educational and occupational opportunities, whilst teaching them how to interpret and use this information accordingly.

4. Developmental Programmes: Guidance learning and developmental programmes relating to personal and social, educational and career development is provided to individuals, groups and within classroom settings. This information will be facilitated through a Whole School Guidance approach, therefore encompassing the entire Loreto Abbey staff in the planning, leading, delivery, review and evaluation of the Guidance service/ programme.

5. Referrals: Within the school context we have three types of referrals:

- Students may be referred to the Guidance counsellor by a teacher, Year Head, school management, by the student support team or by a parent/ guardian.
- Students may self-refer.
- Referrals to external agencies and professionals as appropriate.

Section 2

Aims of the Guidance Programme:

The Guidance Programme in Loreto Abbey aims to:

- Be inclusive, providing for the needs of all students – junior, senior, international, special educational needs – the entire spectrum from those needing learning support to the exceptionally able.
- Develop an awareness and acceptance of their talents and abilities.
- Assist students in the development of positive self-esteem thereby helping them to live full and fruitful lives.
- Provide support for learners to enable them to make wise and informed personal, educational and career choices.
- Help students explore the career options available to them taking into account their interests, personalities and abilities.
- Ensure that students have all the information they need to make their career choices.
- Equip students with the skills they need to research and explore the various career options available to them.
- Provide students with appropriate support in times of difficulty, crisis and trauma.
- Facilitate their integration into the school community through various peer related activities.
- Identify students at risk and put in place appropriate strategies to help them deal with the difficulties they may be experiencing.
- Provide where possible appropriate support for parents and guardians where such support is deemed necessary.
- To ensure that the Guidance service acts within ethical and legal requirements. In all areas of personal support students are assured of confidentiality except where there is a concern that the student may self-harm or harm someone else. In such circumstances the appropriate professionals, agencies or authorities are informed. Students are made aware of such conditions. (See One to One Guidance Meeting Policy)

Guidance Counsellors:

Ms Dara Shortt

Number of hours allocated for Guidance: 36 hours 20 mins

Current Resources:

The Guidance area contains two office, one broadband desktop computer, one laptop, and two iPads. A budget administered by the Guidance Counsellors is provided by the Board annually. Notice Boards highlight upcoming events and contact numbers for support organisations. A small College / Careers information library is located beside the two Guidance offices.

Key Student Support Personnel

Student Support Team (Ref. Student Support Policy)

A. The Student Support Team

The Student Support Team meets with the Principal/ Deputy Principal on a weekly basis to discuss concerns regarding individual students or groups of students which have been brought to their attention. Here the team develop an appropriate response for each concern. This may involve providing in-school support for the students or, deciding in consultation with the parent(s)/guardian(s), that external help is required.

B. Year Head

- Year Heads have both a pastoral and disciplinary role.
- Have access to information on all students in their Year Groups. They survey reports and track academic progress.
- The role of the Year Head in relation to behavioural matters is outlined in the Code of Behaviour.
- Encourage good behaviour through regular contact with Year Groups – Assemblies and classroom visits
- Liaise with student representatives in the Year Group.
- Promote significant participation of the Year Group in key ethos days of the school.
- Available to meet with parents.
- Available to meet with students regarding both pastoral and disciplinary matters.
- *Junior Level Year Heads* – organise a Prize Giving Ceremony for their Year Group to acknowledge and reward the participation of students in school life.

Year Heads:

Bernard O'Boyle	6 th Year Head
Marie Lonergan	5 th Year Head
Aisling Green	4 th Year Head
Roisin Conlon	3 rd Year Head
Colette Gallagher/Donal O'Connor	2 nd Year Head
Will Flanagan	1 st Year Head

C. Class Tutors

Class Tutors are appointed for all classes.

- A tutor is a teacher who, on behalf of the school community undertakes the role of caring for a particular class group with responsibility in the pastoral and academic areas. This role is undertaken in a voluntary capacity.
- The tutor should be a class teacher for the class for which she/he has responsibility.
- Involved in induction programmes where appropriate.
- Have a pastoral rather than a disciplinary role and are given information on the students within their group by the Year Head as deemed necessary.
- Promote class spirit and cohesion.
- Encourage leadership qualities within a class group.

- Oversee the student journal and monitor notes for absences.
- Encourage class involvement in all activities that promote the ethos of the school.
- Meet as a group with their Year Head at least twice a term during school time.
- Given opportunities to engage in professional development programmes.

D. Mentors

- All 5th and 6th year students are assigned an academic mentor.
- Mentors will generally teach a student and will meet her at least once per term or more often on request.
- The mentor will review academic results and progress, will advise on study habits. S/he will liaise with the Principal, Deputy Principal, Year Head and Guidance Counsellors where appropriate.

5th Year Mentors

Mr. Robert Dunne
 Ms Marie Breen
 Ms Marie Lonergan
 Ms Pamela Jordan
 Ms Louise Segrave-Daly
 Ms Alison Freyne
 Ms Aisling Mooney
 Ms Saoirse Reynolds
 Ms Rebecca Scott
 Ms Emily Scully
 Ms Ava Healy
 Ms Caoimhe Trant
 Ms Roisin Kennedy
 Mr. Cormac Curtis
 Ms Niamh Hogan
 Ms Megan Keegan
 Ms Jennifer Hannigan
 Ms Aoibhinn O'Connor
 Ms Elaine McIntyre
 Ms Suzanne Murray

6th Year Mentors

Mr. Robert Dunne
 Ms Marie Breen
 Mr. Bernard O'Boyle
 Ms Deirdre Butler
 Mr. John Ryan
 Mr. Eoin Hughes
 Mr. Eamonn Murphy
 Ms Annemarie Farrelly
 Mr. Niall Oman
 Ms Patricia Butler
 Ms Kate Mulcahy
 Ms Cathy O'Dwyer
 Ms Emma O'Brien

E. Additional Personnel

All other staff members within Loreto Abbey recognise their role within the Whole School Guidance Framework. We refer here specifically to our Sports Coaches and extra-curricular staff.

Section 3

The Whole School Guidance Programme:

The Guidance Programme is delivered both formally and informally.

Formal Guidance refers to Guidance which is delivered using two forms of intervention, using a variety of methodologies:

1. Individual meetings with the Guidance Counsellors for personal and social, educational or career Guidance (Guidance for Some and Guidance for Few).
2. Classroom Guidance which is delivered through regular weekly classes, through a range of subject areas (Guidance for All).

Informal Guidance consists of liaising with other Teachers / Management to promote cross curricular links and to enhance the development of Whole School Guidance as a whole. Meetings with parents/ guardians and outside agencies help form an integral part of this informal guidance.

The Whole School Guidance Programme at Loreto Abbey is divided into two key areas – Junior Cycle and Senior Cycle.

At **Junior Cycle**, the Whole School Guidance Programme aims to ease the transition from primary to secondary school. We aim to ensure that personal or learning difficulties are detected as early as possible. We recognise the importance of students making friends and bonding with their class group and year group. We value and encourage student engagement both academically and socially within the school, drawing on individuals strengths and gifts; whilst developing and discovering new talents and interests students never even knew existed.

Before the end of the first term, First Year students will be made aware of the implications of subject choice and the impact it can have on future educational and career options.

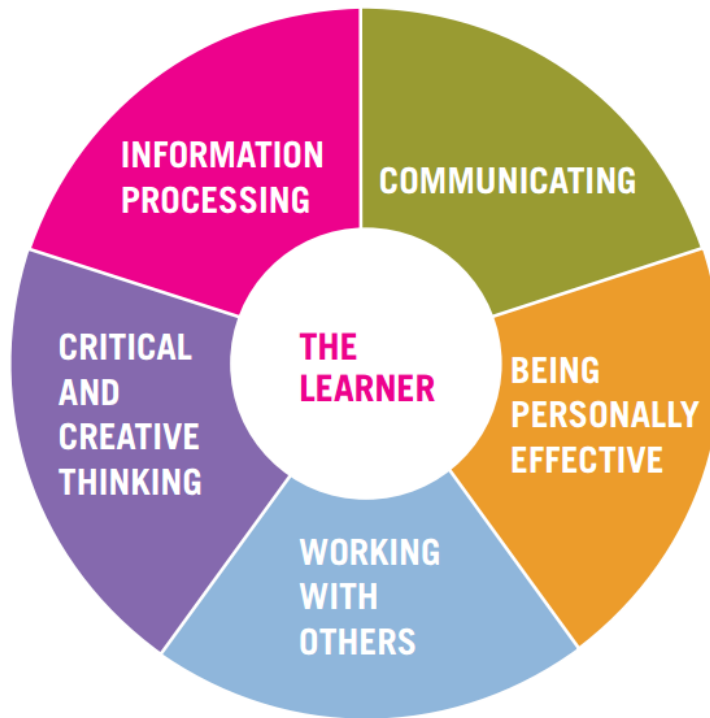
Through a variety of subjects, students will begin to develop key skills that will help learners develop the knowledge, skills and attitudes to face the many challenges in today's world. They also support students in learning how to learn and to take responsibility for their own learning. (<https://www.ncca.ie/en/junior-cycle/framework-for-junior-cycle#panel4>)



Students will be encouraged to establish good study habits and time management strategies which will in turn lead to good self-management and discipline.

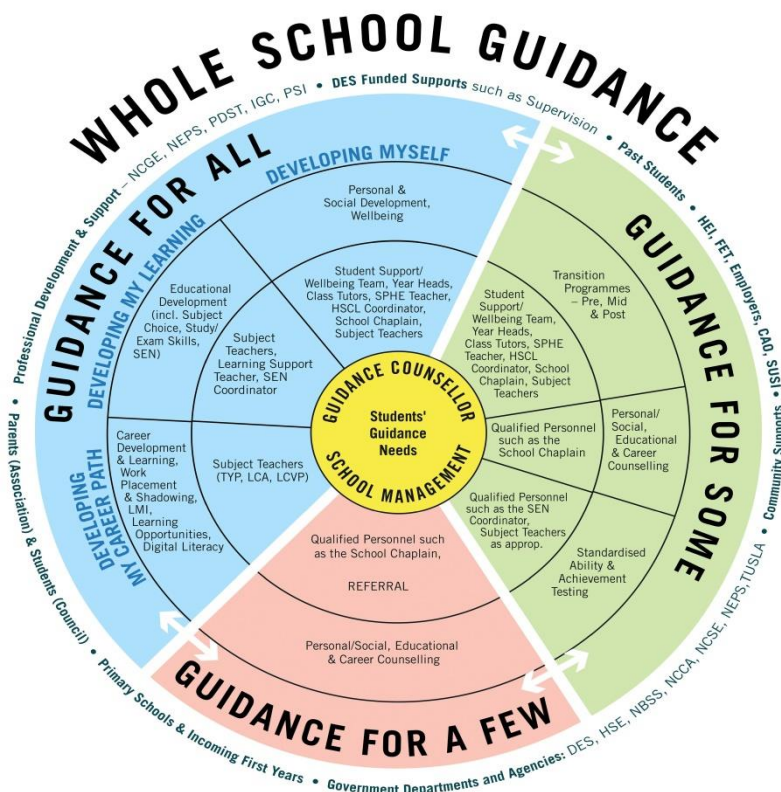
At **Senior Cycle** level the Whole School Guidance Programme centres on the formation of young women who will go out into the world with a true sense of self, knowing their true potential and their values.

Students will continue to build on skills that will give them the 'ability to think critically and creatively, innovate and adapt to change, to work independently and in a team, and to be a reflective learner. These skills are prerequisites for life and for the workplace in the 21st century.' (NCCA, Key Skills Framework, Senior Cycle, January 2009).



Whole School Guidance Wheel:

Excerpt from - 'NCGE: A Whole School Guidance Framework'
 © National Centre for Guidance in Education 2017.



Note: school programmes and staffing indicated are not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. This intends to highlight programmes/staff which may be involved in the delivery of a whole school guidance programme.

Full document can be accessed via www.ncge.ie/school-guidance-handbook

Section 4

Whole School Guidance Provision

This section will begin by addressing the Whole School Guidance activities for all year groups as a whole; it will then proceed to examine each year group individually under the three separate, but interlinked areas of:

Personal & Social	Developing Myself	<ul style="list-style-type: none"> • Developing and maintaining self-esteem & a positive self-concept • Interacting effectively with others (face to face & online) • Developing and growing throughout life
Educational	Developing My Learning	<ul style="list-style-type: none"> • Employing effective personal learning/ exam strategies • Making educational choices in line with career aspirations
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All Year Groups:

- The **student support system** deals with all learning or emotional issues that arise within the school. This highly effective system includes class tutors, Year Heads, the Student Support Team, the Guidance Counsellor, the Chaplain, the SEN Department and school management they meet for forty minutes once a week. Anything appropriate is fed into the Assistant Principals Meeting.
- All students can avail of one to one **Guidance counselling meetings** with a Guidance counsellor. Students can self-refer; they can also be referred by a teacher, year head or member of the student support team, or a parent/guardian. The Guidance Counsellors are also available to speak with parents/guardians upon request.
- **Year Heads** liaise with parents/guardians, subject teachers, class tutors, Guidance Counsellors and management to address any issues of concern regarding an individual or groups of students.
- **Referrals** are made to outside agencies when a student requires specialised counselling or treatment in a specific area.
- **Group assemblies** are conducted throughout the Year with all Year Groups when deemed necessary. They are an opportunity to meet with year groups as a whole and to communicate with them face to face. It provides an occasion to reinforce positive behaviour, to reflect on school ethos, to provide whole school feedback to groups and to highlight all the activities that are taking place for those students.
- **Anti-bullying surveys** are conducted once a term. However, if the need arises these surveys can be done outside of these times. Access to school based support is provided through an "Anti-Bullying Hotline" available on our schools website.
- **Guest speakers** are organised by the Parents Association for all parents regarding key issues pertaining to the wellbeing of students. The Guidance Department organise information seminars, which are sometimes facilitated by outside speakers on topics such as subject choice and CAO.
- All students are encouraged to involve themselves in the numerous activities that take place throughout the school in relation to **positive mental health**. Examples include 'Mind

Your Mind Week', 'Cycle Against Suicide' and 'Bingo Loco'. In addition, there is a huge emphasis placed on physical activity throughout the school, from yoga, to tennis, to hockey, to kickboxing: there is something to suit everybody's needs and physical abilities. This physical activity culminates as we come close to the end of each academic year with 'Spirit Day'. This is a day that embodies the spirit and ethos of Loreto Abbey, where the community as a whole comes together to celebrate and enjoy a range of activities. This is a fantastic event is run and lead by the Student Council with the support and Guidance of our sports co-ordinator.

- All year groups from 1st to 5th year have one period per week of **Social, Personal and Health Education (SPHE). Relationships and Sexuality Education (RSE)** is a module within SPHE which consists of a minimum of 6 classes per year. RSE for 6th year students is covered in RE class. Details of the content can be found in the SPHE Policy, on the school website.
- The **SPHE Support Group** is a student committee made up of approximately 15 students from 5th and 6th year. They work alongside the SPHE teachers throughout the year to organise events and initiatives to address issues they feel are affecting students in our school. The group works together to create a happy and safe environment within the school by acting as a link between the student body and the staff. Some past events include Mind Your Mind Week, LGBT+ Week, information workshops for our anti-bullying ambassadors (Amigas), Movie Nights for Junior Year groups, Online Safety Workshops, and Alcohol Awareness Workshops.
- All students are offered three forty minute periods of **Religious Education** per week. In the first three years, we follow the exam syllabus (Junior Cert.) and the new subject specifications (Junior Cycle) as set out by the NCCA. In Senior Cycle, students engage in a broad programme of study that is designed to allow students to explore questions around faith, worship, morality and their place in the world. Over the three years of Senior Cycle, students work through various modules based around topics such as Personal Spirituality, Religion and Gender, Morality and the study of major World Religions. 5th and 6th year RE classes are blocked to facilitate guest speakers and group preparation for liturgies.
- Each year a group of fifth year students volunteer to be part of the **Justice and Peace group**. Students meet on a weekly basis. The vision of the group comes from the Loreto ethos and Mary Ward. It is rooted in the Gospel message: justice, peace and integrity of creation. They plan awareness campaigns on such issues as women's rights to education throughout the world, human trafficking, the needs of our sister school in Rumbek and homelessness. Fundraising is an important part of their work, which in itself is a great learning process. They fundraise for causes such as St Vincent de Paul and provide Syrian children in Direct Provision with Christmas gifts.
- Each class group has a double period of **Physical Education (PE)** per week. Students engage with and develop skills in the wide range of sporting activities offered, therefore enabling lifelong participation within sport. Students are also given the opportunity to perform in the role of a coach as well as a performer which further supports their holistic development.
- Students are encouraged to become active members of Loreto Abbey's vibrant school community through an extensive range of **extracurricular activities**. There are a large number of clubs and societies in existence throughout the school. If for whatever reason a student struggles however to find something that appeals to them, they are encouraged to establish a new club to address their interests.
- **"Dalkey's Got Talent"** plays a significant role in the personal and social development of our students at Loreto Abbey. It is an opportunity for students to participate and support the talent that is encapsulated within our school, while at the same time looking out-wards to raise much needed funds for our sister school in Rumbek. This event is run and produced by the Student Council. Some of the winners of previous shows have gone on to focus on music careers. This production encourages a deep sense of gratitude within the student body and the staff for the gifts and talents of the school community.

- In autumn 2019 the students of the school were recognised for its volunteerism by being awarded the **Volunteer for All Award** by *Localise*, an organisation supported by The Dept. of Children and Youth Affairs. The students created their own volunteer charter which sets out their rights and responsibilities as volunteers. A school wide survey was also undertaken to determine the level of volunteering taking place among the student body. This survey produced very favourable results showing that many students volunteer at home, in their communities, with the elderly, with sports clubs and youth projects.
- **Parent teacher meetings** take place once a year for all year groups. At Junior Cycle level, these meetings are for the parents/guardians alone; however, in 5th and 6th year students are encouraged to accompany parents/guardians to these meetings so as they can actively engage in these informative and self-reflective meetings.
- During **College Awareness Week** in November, different Colleges and Institutes of Further Education facilitate seminars to provide information to students regarding their range of course options and the necessary requirements for entry.
- Students in Senior Cycle are offered a combination of one day and two day **residential retreats**. These retreats take place in Ovoca Manor Retreat Centre, Co. Wicklow. The retreats are facilitated by a combination of the school's Religious Education Department and outside organisations. Transition Year students are also offered an Ignatian Spirituality morning facilitated by the Loreto Prayer Ministry Team. Junior students are offered one day retreats. Some of these retreats are facilitated in school and some are outside of school.
- The **Student Council** is composed of an elected group of student's representative of all years. The Council meets regularly and seeks to give a voice to the student body. Members of the Council need to be able to communicate with their classmates so as to represent their views on issues affecting them. The Student Council is consulted with on school policy and therefore members develop an understanding on the wider running of the school community. They are very involved in the development of school Spirit and organise events such as Dalkey's got Talent, Danceathon (to raise money for charity) and Spirit Day. Through these events, members develop many personal life skills and become more aware of the world around them.
- **Y.E.S. (Young Entrepreneur Scheme)**: Students from 1st, 2nd & TY Year are encouraged to get involved in the Young Entrepreneur Scheme and run their own business. Not only does it allow students a chance to gain some invaluable business experience but also affords them the opportunity to develop skills such as decision making, teamwork, communication and organisation. This programme is run outside of the classroom setting as an extra-curricular activity and is open to all students from the designated years regardless of whether they study Business Studies as a subject.
- **Subject Teachers** are vigilant and aware of the students that are in their care. While their primary role is concerned with the education and safety of the students that are in front of them, their nurturing and mentoring relationship of students is strongly evident within our Whole School Guidance system. Examples of this can be seen with both formal and informal referrals of students to the Student Support Team, the Guidance Counsellor or even to a student's Year Head or official mentor (for senior students only).

Incoming First Year Students:

- An **Annual Open Evening** takes place once a year for potential incoming students to experience the atmosphere of Loreto Abbey Dalkey. During this Open Evening teachers are available to speak with parents regarding their specific subjects or the needs of individual students. Parents attend a presentation by the Principal on the Characteristic Spirit of the School. Many students play an active part in this evening by showing small groups of parents and children around the school. Interacting and answering questions on life in the Loreto School Community.

- Two information meetings are held for Parent(s)/Guardian(s) of First Years in the months prior to September of their year of entry. The first year focuses on providing practical information on ethos, curriculum and procedures. The second meeting is a practical presentation on our iPad programme.
- The incoming 1st year students arrive to school in May for a **"get to know you session"**, prior to their September start. All students come together to make new friends and to work on small team building tasks. This is a great way for students and staff to get to know each other before the academic year begins.
- The Deputy Principal and the First Year Head arrange **visits to all our primary feeder schools**. This is an opportunity to gain insight into the individual needs of students and to help ease the transition to secondary school.
- **Students with additional educational needs** are invited into the school for a short 'meet and greet' and school tour in May prior to commencing at Loreto Abbey. Transitional programmes are set up for students where appropriate, this involves school visits.

First Year:

Personal and Social Guidance

- First Year Students begin the new academic year, by allowing them the opportunity to focus on:
 - Familiarisation with their new school environment
 - Distribution and explanation of timetables
 - Introduction to pastoral care service
 - Introduction to Guidance service
 - Meeting with all subject teachers
- First year induction takes place over the first number of weeks of the new academic year.
- Each 1st year student is paired with a 6th year 'Cara'. This senior student acts as a mentor for the new first year student. Events are organised throughout the year for the 1st year girls and their 'Cara's'.
- Two information evenings are held for parents of 1st year students in early September. The first meeting provides practical information to parents on easing the transition for their daughters from primary to secondary school. The second meeting looks at educating parents on the use of iPads within the classroom and the need for stringent rules and regulations around its use within the school and at home. In a practical, hands-on workshop setting, Parents/Guardians attend with their daughter's iPad and learn how to set Parental Controls, Restrictions and also view and set screen time limits. Parents/Guardians are also given some elementary training in the use of the iPad so that they can best support their daughter's use of their device in an educational context.

A comprehensive set of resources are forwarded to Parents/Guardians after the event, including videos and support documents from Apple and a summary and practical instructions of the topics discussed at the evening workshop, produced by the Digital Learning Coordinator. As software is updated every year, the newly updated resources are also forwarded to the Parents/Guardians of other years groups at this time.

- Small group and individual meetings, where necessary are held with students and the Guidance Counsellor or Chaplain throughout the year to discuss their transition to secondary school and moving from First Year into Second Year.

Educational Guidance

- Each student brings with them their Educational Passport from their Primary School. This passport supports the sharing of relevant data, including assessment results, as students transfer from primary to post-primary school. The **Education Passport** materials support

a 3-phase process to the transfer of pupil information from primary to post-primary schools <https://ncca.ie/en/primary/reporting-and-transfer/education-passport>. (see Appendix 1)

- First year students do Cognitive Ability Testing in September. This is used as a tool to track student's academic performance over the course of their education at Loreto Abbey. It also helps to identify students who may require additional learning support.
- Students engage in six week taster modules in all choice subjects. This allows students to make informed decisions regarding their subject choices for their Junior Certificate.
- All First Year students have one class period of Civic, Social and Political Education (CSPE) per week over the course of the year.
- First year students also experience a range of six week modules which fall under the **school's Wellbeing Programme**. These subjects are designed **to develop the social, personal and educational development of each student**. Subjects include Careers, Drama, Yoga, and Choir. These modules have been selected and developed to address the needs of our students. The rationale for their inclusion in the Junior Cycle Wellbeing Programme and the learning they address is clearly outlined in the Planning Document for Shorter Units of Learning (Appendix I of NCCA Wellbeing Guidelines). These documents are in a Wellbeing folder on the Drive, which is accessible to management and all teachers of Wellbeing subjects and modules. It is not public.

Each module is linked to the six Wellbeing Indicators: Being Aware, Responsible, Connected, Active, Resilient and Respected. Students complete some form of assessment in each module for example, presentations, reflections, a performance or a project.

Vocational /Career Guidance

- All First Year students participate in a six week careers module, which is delivered by the Guidance Counsellor in the Year.
- Cross curricular links are made with Career Guidance at different times throughout the year, for example Science Week, College Awareness Week, and Engineers Week.
- 1st year parents and students are advised on Junior Cycle subject choices during the 1st Year Parent Teacher Meeting in early December.

Second Year:

Personal and Social Guidance

- Continuing development of self-knowledge, personality, qualities and individual potential through SPHE and RE programmes.

Educational and Vocational / Career Guidance

- All students participate in a 12 period, careers module entitled 'Career Insights' (over six weeks). Parents of Second Year students are invited to share their college and career experiences during this module.
- All Second Year students continue with one class period of Civic, Social and Political Education (CSPE) per week over the course of the year.
- Students also continue to engage with short wellbeing modules which focus on building upon the six indicators of Wellbeing. These are timetabled for two classes per week over six weeks. Modules include Public Speaking, Study Skills, Careers, Healthy Bodies, The Feel Good Factor, and Choir. Planning Documents for Shorter Units of Learning have been completed for all modules, and can be found in the school's Wellbeing Folder on the Drive.

(Refer to Appendix I for all Wellbeing modules – these can be found within the Wellbeing Folder)



https://www.ncca.ie/media/2487/wellbeingguidelines_forjunior_cycle.pdf

Third Year:

Personal and Social Guidance

- Continuing development of self-knowledge, personality, qualities and individual potential through SPHE and RE programmes.

Educational Guidance

- Wellbeing continues to be an important component of the Third Year syllabus. Every student continues to engage with short Wellbeing modules, which focus on building upon the six indicators of Wellbeing. Civic, Social and Political Education (CSPE), also continues to be studied for one period per week, over the course of third year.
- Although optional in Loreto Abbey, the vast majority of Third Year students choose to do Transition Year, with a very small minority moving on to Fifth Year. The Transition Year Co-ordinator gives a presentation on the T.Y. programme to all Third Year students and parents during the second term of third year. Students wishing to participate in Transition Year are required to complete an application form.

Vocational/Career Guidance

All Third Year Students will have the opportunity to engage with the activities that take place in relation to College Awareness Week, Engineers Weeks, and Science Week etc.

Fourth Year/Transition Year:

Personal and Social Guidance

- Each class group visits Causey Farm during September accompanied by their class tutor. This allows students to get to know their new classmates and their tutors in a fun

and relaxed setting. Students participate in a number of group activities including Irish dancing, bog-jumping and bread-making.

- The role of class tutor is a vital part of monitoring the progress and development of all TY students in each teacher's care. All tutor groups are assigned a specific teacher with whom they have one 40 minute tutor lesson with each week for the academic year. This is an opportunity for students to reflect on their experiences by completing video diaries, learning reports and being involved in group and individual conversations with their tutor. Weekly challenges are submitted by students to their tutor which engages them in thought provoking mental and physical activities each week. The pastoral care element of the class tutor allows for communication between students, their tutor, TY Co-ordinator, Year Head and parents.
- Topics such as decision making skills, personal development, taking responsibility for one's choices, are just some of the examples of areas that are addressed throughout a range of different classes in fourth year.
- The TY Musical/Performing Arts Module provides an opportunity for students to immerse themselves in the creative process in the areas of drama, music, dance, set design, costumes and make-up and all other aspects associated with the production of a fully-staged musical. It develops the kinaesthetic and interpersonal intelligences and encourages communication and teamwork as well as building self-confidence and pride in the students' own abilities.
- **Philanthropy in TY Religion:**
One of the main aims of the TY Religion programme looks at how we can positively impact the world we live in and uphold the traditional Christian values of being of service to others. In TY Religion all students take part in a week long community care programme where they work with various community based organisations working in their local area. TY Religion classes also carry out vital work for St. Vincent de Paul in the run up to Christmas and other organisations throughout the year.
- Transition Year students are exposed to a number of sporting activities that are not typically part of a PE programme such as lacrosse, UCD Schools Dance event, cricket, self-defence, fencing and bowling.
- **Exchange Programme** – Sixteen students get the opportunity to engage with an exchange programme which sees girls going to Seville and a number of other countries, to live with host families for a short period of time. During this experience, they will attend school as they would if they lived within that country.
Loreto Abbey also becomes host to many girls from countries such as Spain, France, Germany and Mexico. These exchanges have a profound effect on students both at home and abroad, by opening them up to new cultures and seeing how life is lived both in and outside of Ireland, while at the same time developing their language skills.
- The Transition Year Graduation Ceremony takes place at the end of the academic year. This is an opportunity for students and their parents to gather alongside the Transition Year Team and Management to celebrate the end of this very special year. This ceremony showcases all that is good about Transition Year and highlights the many successes of its students.

Educational Guidance

- Transition Year students engage with new subjects which they may not have previously experienced until now. Examples of these include Classical Studies, Cultural Studies, Development Education, Art, Home Economics, Business and Music. Whilst core subjects continue to be taught throughout the year, they are approached in a way that allows both the teacher and their students to veer from the main syllabus in order to get a broader, and perhaps a deeper appreciation of these topics.
- All students complete the 'My Eirquest' and 'My Aptitude' Test during November of Transition Year. This is both an aptitude test and career interest test. The purpose of this

is to assist students in making their subject choices for 5th year, while at the same time suggesting careers that they may be interested in investigating further, based on their strengths that were highlighted through the test process.

- A subject option evening takes place in January for all Transition Year students and their parents. All subject teachers and Guidance Counsellors attend this evening and are available to speak with students and their parents regarding their specific areas of expertise.
- Students travelling to Zambia organise an Easter Hockey camp where they take on different roles e.g. Head of Marketing, Head of PR, Head of coaching etc. The girls learn how to work together on a common goal while at the same time fundraising for **Habitat for Humanity** and going to Zambia

Vocational/Career Guidance

- One of the many important elements of Transition Year is the two weeks of work placement that each student is obliged to complete throughout the course of the year. This can be a significant eye opening experience for many students, giving them true insight into the world of work. This is followed by a one week Community Placement where students are encouraged to work as volunteers within some area of their local community. Students engage with reflective journals, video diary's and class presentations following on from these experiences.
- All Fourth Year classes have one timetabled period of 'World of Work' per week. A sample of content from the World of Work module includes:
 - CV and cover letter preparation
 - Understanding the Labour Market
 - The Importance of Modern Languages
 - Reflecting on Work Experience
 - Career exploration with Careers Portal & Qualifax
 - Developing their Skills & Strengths
- Several college and career talks are arranged for all students within Transition Year at different times throughout the year.
- Students will visit at least one college campus accompanied by the Guidance Counsellors during careers month in March.
- 'Enterprise Day' takes place in December. This programme is designed to help students embed enterprise skills and habits. They develop core skills such as creativity, problem solving, decision making, negotiation, leadership and communication.
- 'Law Day' takes place in January. Students have an opportunity to learn about Irish law, real court cases and take part in a mock trial.
- A College/ Careers Fair takes place in Loreto Abbey in December for all senior students (4th, 5th and 6th years). This is an opportunity for our current senior level students to seek information from our past pupils who are studying in various colleges and universities and provides an excellent forum for an exchange of information and ideas.

Leadership conversations

The "Leadership Conversations" programme for Transition Year students began in 2015 in Loreto Abbey. It encompasses regular sessions with Irish women from different walks of life who have achieved significant success in their field and made a difference. The programme was the idea of two women who had daughters starting in Transition Year. Their original proposal is outlined here:

In today's world our girls are subjected to much peer pressure and it is not always acceptable to stand out from the crowd – to stand up for what is right – to strive to make a difference in society – instead the pressure is very much to comply with peers, to fit in and absolutely

not stand out. Yet these girls have more opportunity than any other generation to make a difference in Ireland and in the world – with modern technology they can spread a powerful message and we can help them. We have a fantastic resource of Irish women who have achieved something great either in Ireland or further afield and have made a difference through the work they do –women who were once 16 year old girls going to school just like our girls – Geraldine Murphy & Elaine Lyons, Transition Year Parents 2015

Speakers are asked to talk the students through their journey so far – what barriers they had to overcome, what helped them, what they would do differently, what advice they might give to their 16 year old self etc. It is hoped that these talks will inspire the girls to believe that, with hard work and commitment, their goals are achievable and they too can make a difference and be leaders of the next generation.

A 'Leadership Conversations Student Committee' is formed at the beginning of each academic year. These volunteers meet each speaker on her arrival to the school, introduce her to their classmates in the lecture theatre and thank her after the talk.

Fifth Year:

Personal and Social Guidance

- Personal and Social Guidance issues are addressed during formal class contact time in conjunction with RE and SPHE classes specifically. It is also addressed through the Tutor and Year Head system both officially and unofficially. Subject Teachers are also very conscious of the personal and social development of their students and endeavour to provide as much support as possible as students make the transition to the Senior Cycle.
- Students have the option in fourth year to travel to Zambia with **Habitat for Humanity**. Students spend two years fundraising and then travel at the end of fifth year to work in a humanitarian project.

Educational Guidance

- Mentors are assigned to all students in Fifth year. Students will have a good working relationship with the teachers that have been assigned to them. Meetings take place a number of times throughout the year. The primary function of this mentoring relationship is educational; however, this can often flow in to personal and social Guidance at a low level, and if necessary, referrals are made to management or the Guidance Counsellors.
- Study Skills Workshops are held for Fifth Year students at the start of each academic year.

Vocational / Career Guidance

- 5th year students are timetabled for one forty minute Career class for sixteen weeks. Assessment on specific key topics takes place throughout this time.
- Individual Career Guidance meetings become mandatory in 5th year with each student having a minimum of one forty minute meeting with a Guidance counsellor.
- Five general college talks are arranged throughout the year to give students a broad overview of specific college courses on offer.
- Details of College Open Days are communicated and encouraged for all senior students through email, the school website, and the Guidance notice board.
- The Higher Options College and Careers Fair takes place in September of each year in the RDS. 5th year students attend this, accompanied by their Guidance Counsellors.
- A College/ Careers Fair takes place in Loreto Abbey in December for all senior students (4th, 5th and 6th years). This is an opportunity for our current senior level students to seek

information from our past pupils who are studying in various colleges and universities and provides an excellent forum for an exchange of information and ideas.

Sixth Year:

Personal and Social Guidance

- Personal and Social Guidance issues are addressed during formal class contact time in conjunction with RE and SPHE classes specifically. However, this is also addressed through the Tutor and Year Head system both officially and unofficially. Subject Teachers are very conscious of the personal and social development of their students and as such are highly vigilant of their students whilst in their care.
- The 6th Year Graduation Mass takes place in May for the students and their parents and is also attended by staff, including the Guidance Counsellors. It is an opportunity for students and their parents to meet with those who have played a part in their daughter's education for the last six years.

Educational Guidance

- Mentors are assigned to all 6th year students. These meetings take place at least once a term. The primary function of this mentoring relationship is educational; however, this can often flow in to Personal and Social Guidance at a low level, and if necessary, referrals are made to management or the Guidance Counsellors.
- Study Skills Workshops are held for 6th year students at the start of each academic year.
- 6th year students will have the opportunity to speak with their Guidance Counsellor and their teachers following their Leaving Certificate results in August for guidance and support if required.

Vocational / Career Guidance

- 6th year students are timetabled for one 40min Career class per week from September to the end of January with a Guidance Counsellor.
- Individual Career Guidance meetings are mandatory in 6th year with each student having a minimum of one 40 min meeting with a Guidance Counsellor.
- All 6th year students attend Higher Options College and Career Fair in September.
- Attendance at College Open Days and Information Evenings is encouraged for all students in their areas of interest.
- College and Career Information Talks are organised once a month during class time and any additional talks take place during lunch time and are optional for these senior students.
- All 6th year students and their parents are invited to attend a CAO information evening to help inform both parents and their daughters of the whole CAO process, from inputting college course options, to accepting college offers in early August.
- A College/ Careers Fair takes place in Loreto Abbey in December for all senior students (4th, 5th and 6th years). This is an opportunity for our current senior level students to seek information from our past pupils who are studying in various colleges and universities and provides an excellent forum for an exchange of information and ideas.

Past Pupils:

- Loreto Abbey has a strong tradition of keeping close links with their alumni. The Past Pupils Association has over 1600 past pupils linked on Facebook. Loreto Abbey hosts Re-Unions of year groups every decade. Past Pupils gather annually for a lunch and provide professional expertise to the school on specific projects. Many have also addressed students on their career paths/ life experience.

Section 5

Procedure for identifying a student with Special Educational Needs

1. The Deputy Principal meets parents in February of the year of entry to review psychological reports and to complete applications for D. E. S. hours where appropriate.
2. Standardised tests are administered to all First Year students in September, and the results of these tests can often help identify if a child requires additional support or perhaps further diagnostic testing.
3. A class teacher, tutor and or Year Head can refer any student they are concerned about to the Special Educational Needs (SEN) Department. Referral forms are available in the marked tray in the staff room. This allows the Special Educational Teachers (SET) team to consult with the Student Support Team and class teachers to ascertain the nature of the additional support required.
4. When a parent notifies the Principal or Deputy Principal that is student is not benefiting from the regular education programme provided by the school, together they initiate a process of formal and informal assessment to be conducted by the SEN team. Informal assessment may involve some of the following:
 - Observations from mainstream teachers
 - Consultations with parents
 - Student Journal
 - Meeting with pupil
5. Formal assessment may involve some of the following:
 - Review of CAT 4 Test results
 - Review of in-house exams and reports
 - Behavioural record if appropriate
6. Following this profiling stage, decisions are made as to the appropriate support warranted. It may be decided that:
 - There is no need for further action
 - There is need for monitoring and support in a mainstream setting
 - Purposeful withdrawal is desirable
 - Further investigation is required by specialised individuals and parents will be advised accordingly, for example an educational psychologist, NEPS psychologist, GPs, Mental Health Services etc.

Section 6

Whole School Guidance Links

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

Class Teacher:

- Encourages students to reach their full potential both academically and personally
- Monitors behaviour and is sensitive to any difficulty's students may be experiencing. Refers to Year Head, Student Support Team, Guidance Counsellor, Deputy Principal, and Principal as appropriate. Referral sheets can be found in the staff room for the student support team and the Guidance counsellor.
- Liaises with parents through journal or scheduled meetings.

Transition Year Co-ordinator:

- Motivates and develops personal skills
- Organises events, guest speakers, excursions, etc. which promote personal development
- Liaise with management, Guidance counsellor, parents in programme development
- Attends in-service where possible

SPHE Teacher:

- Promotes self-esteem and positive self-image
- Enables and encourages student discussion in relation to social, personal and health issues
- Monitors behaviour and uses referral system as appropriate
- Attend in-service where appropriate

Learning Support Team

- Identifies and priorities students in need of support
- Consults with Guidance Counsellor, NEPS Psychologist as required
- Regular meetings and contact with parents
- Liaises with primary schools

Chaplain

- The Chaplain works to support the faith and pastoral needs of the students. While the Chaplain is available to all students she has a particular role with First Year students helping them to settle down in secondary school and being available to them as needs arise.
- The chaplain is part of the Student Support Team and collaborates with the Principal, Deputy Principal, Year Heads, Guidance Counsellors, tutors and class teachers. She meets students on a one to one basis and in small groups. She is available to meet parents.
- The chaplain supports the faith development of the students by collaborating with the RE team in organising retreats and liturgies throughout the year. She also organises rituals and prayer times to mark significant events in students' lives e.g. at times of illness and bereavement.

Sports Co-ordinator:

- Responsibility for the coordination of extracurricular/sport/wellness activities for the student body.
- Management of fixtures, events and leagues/cup tournaments etc. for all teams within Loreto Abbey.
- There are approximately 12 individual sports depending on the year (this excludes Basketball). With roughly 500 events throughout the school year.
- Management of coaching staff for all events - wages, training, first aid, busses, attendance of students and follow up on all events.

Student Mentors

- Students meet designated teachers for one to one mentoring sessions
- Four sessions take place in 5th and 6th year
- Goal setting, time management, and study habits are discussed
- Referrals are made to the Guidance counsellor if deemed necessary

Student Council:

- Identifies areas of student concern
- Liaises with teacher representatives to promote positive change

Amigas

- The Amigas or the Anti-bullying Ambassadors are a group of approximately 50 students in the school, who have been selected by their teachers to represent their classes as well as their year group in an anti-bullying capacity.

- Their role is to draw attention to difficulties students may be experiencing outside of class time and report these issues on to the relevant teachers or Year Heads.

Parents Council:

- Forum for parents to participate in ongoing development of the school
- Voice and link for parents with the school
- Organise seminars for parents on parenting adolescents and provide speakers on careers for classes.

Outside Agencies:

The student support team, Guidance counsellor, teachers and management of Loreto Abbey promote and foster links with the following:

- NEPS: Learning Support Teacher and Guidance Counsellor have contact and meeting with the educational psychologist if necessary.
- Social Workers: where necessary management will meet with social workers to support vulnerable
- Employers: TY co-ordinator and Work Experience Co-ordinator foster links with employers
- Colleges/ Admissions Officers: Guest speakers are organised from various Colleges and Universities throughout the country
- COA/UCAS/ EUNICAS
- College of Further Education
- Community – Gardaí / Defence Forces/ Paramedics / RSA
- State Examinations Commission
- Parents of Students: parents are invited to come in to share their educational and work life experiences with specific year groups and small groups of senior students.
- Past Pupils
- Primary Schools

Section 7

Policies relating to Whole School Guidance

- Acceptable Behaviour - Internet access
- Admissions and Enrolment
- Anti-Bullying Behaviour Policy
- Assessment
- Child Safeguarding Statement / Risk Assessment
- Code of Behaviour
- *Confidentiality (to include provision of remote guidance support – Autumn 2020)*
- Critical Incident
- Data Protection (Data Access Procedures, Code of Practice, Record Retention Schedule)
- Health and Safety
- Homework
- Internet, Acceptable Use
- *One to One Guidance Policy (This will be replaced by the Confidentiality Policy in Autumn 2020)*
- SPHE / RSE
- Strategy for School Attendance
- Student Support
- Substance Use
- Use of Assessment Instruments (Psychometrics)
- Whole School Inclusion

Section 8

Areas for Development 2020/21

The following has been identified as areas for development over the coming year 2020/21.

- Development of Digital Testing – CAT 4 for 2020 incoming First Years.
- Links with past pupils for contact database – Ongoing
- Links with parents who will come in and share their educational and work experience with students who have a common interest.
- Website – currently using the Careers Portal edition on our school website; however, the new school website will be developed with a view to replacing the Careers Portal link.
- Develop profile of Guidance within the school and with parents through emails and quarterly magazine articles. We also wish to encourage parent involvement with our career classes for both 2nd and 6th years.
- Guidance survey for students at Junior Level.
- Presentation of WSG to the Board of Management
- Ongoing development of relationships between the Guidance department and the student body.
- Develop the work of the WSG Team, with specific attention being paid to one or two key areas per year; this should be closely linked with School Self Evaluation (SSE) Plan.
- Creation of WSG Student Team.
- Review of Policies that are linked with WSG, with specific attention to the Confidentiality Policy which will replace the One to One Guidance Counselling Policy and the Student Support Policy.

Section 9

Appendices (attached on following pages)

Adopted by the Board of Management at a meeting on 20th August 2020

Eilis Humphreys

Signed:

Dr. Eilis Humphreys – Chairperson

Date: 20th August 2020
Appendix A

Resource 1 - Looking at Whole School Guidance: What does success look like?

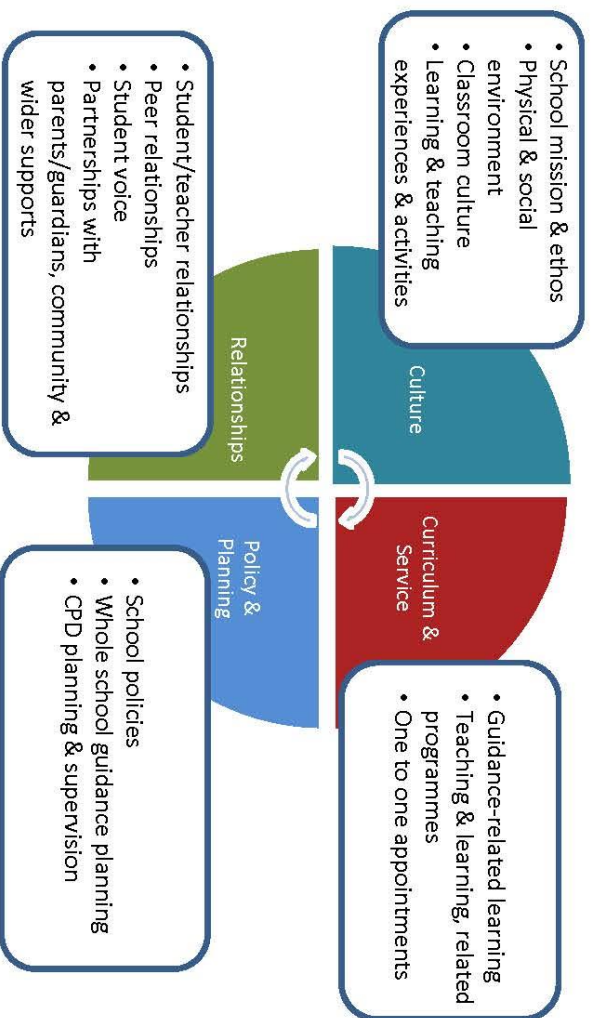
- The school provides an environment where students are supported to grow and develop, reach their potential & achieve their goals
- The school has a dynamic whole school guidance programme in place
- The school provides high quality guidance learning experiences that facilitate personal & social, educational and career related growth and development
- The school promotes students' personal and social, educational and career development
- The school provides a continuum of support model in line with the *NCGE: Whole School Guidance Framework (NCGE, 2017)*, *Junior Cycle Wellbeing Guidelines (NCCA, 2017)* and the *Wellbeing in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (2013)*
- All adults in the school listen, support and refer students on to appropriately qualified members of staff to support them when needed

Whole School Approach to Guidance

A whole-school approach to guidance requires actions to be identified in four key aspects across three key levels

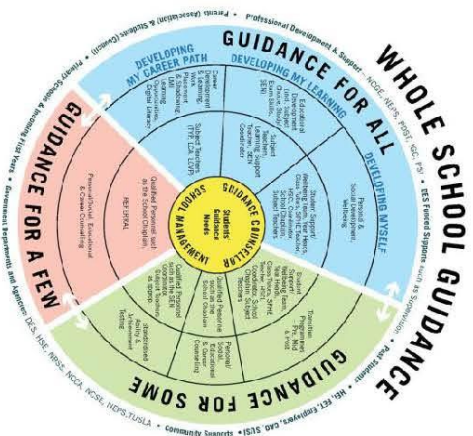
The four key aspects of guidance are:

1. Culture
2. Relationships
3. Policy & Planning
4. Curriculum & Service



The three key levels are:

1. Guidance for All
2. Guidance for Some
3. Guidance for a Few



Outline of transfer process from primary to post-primary

Primary principal ■

Post-primary principal ■

Parent(s)/guardian(s) ■

Phases of Transfer

	Role/Responsibility Who?	Action What?	Timeframe When?
1	Post-primary principal or designated person	Forward Information Request Form to the primary school(s)	Any time after Parent(s)/guardian(s) confirms enrolment
	<i>For children in need of additional support</i> Primary principal or designated person	Forward NEPS Student Transfer Form to parent(s)/guardian(s) and then to the post-primary school	It is recommended that this form transfers in a timely manner For children in need of additional supports such as special needs assistants, assistive technology or school transport, NCSE application deadlines should be considered
	Primary principal or designated person	Forward Information letter 6th Class Report Card My Profile Form: copy My Child's Profile Form to Parent(s)/guardian(s)	By the end of the second week of June
2	Parent(s)/guardian(s)	Complete and return My Child's Profile form to the primary school within five working days	By the end of the third week of June
	Primary principal or designated person	Forward Copy of Education Passports: 6th Class Report Card My Profile Form My Child's Profile Form to the post-primary school(s)	By early September
3	Post-primary principal or designated person	Forward Information Receipt to the primary school to acknowledge receipt of Education Passports and confirm pupil registration	By end of first week of October

The above timeline should help to ensure that materials are transferred in a timely manner.

Consent Form to Attend Confidential One to One Guidance Sessions

**Loreto Abbey Secondary School
Loreto Avenue, Dalkey, Co. Dublin**

(As part of Admissions policy and/or enrolment documents)

The whole-school guidance programme in this school aims to provide a safe environment for each student to grow and to develop their personal, social, careers, educational and life choices. The Guidance Counsellor/s in Loreto Abbey provide/s a confidential one-to-one guidance counselling service to students where appropriate. Here, the Guidance Counsellor may meet with students to discuss a range of careers, educational, personal and or social development issues.

Our school policy on confidentiality is informed, among others, by the General Data Protection Regulations (GDPR) and the Children First Guidelines (2017).

In the event that your daughter wishes to meet the guidance counsellor on a one-to-one basis at any stage throughout their time in the school, your permission is requested for any such meetings.

Our policy on confidentiality is available on the school website www.loretoabbeydalkey.ie

Please complete and return to the school Principal

Name of Student: _____

Year: _____

Class: _____

I give my permission for _____ to attend one to one meetings with the Guidance Counsellor/s in Loreto Abbey, in keeping with the School's mission of support for students and in the context of the School's whole-school guidance programme.

Signature of parent/guardian: _____

Date: _____

Appendix D

Administration of Assessment Instruments to Students (Consent Form)

Dear Parent(s)/Guardian(s),

During your daughter's education in Loreto Abbey, Dalkey, she will have the opportunity to engage in a wide range of assessment activity as part of normal teaching and learning. Other specialist tests may also be administered to support your daughter's educational development and learning as well as her career development. Such tests may include achievement, ability, diagnostic and interest tests.

The results of all such tests will be shared with parents/guardians and students if it is deemed necessary or if it is requested. It is important to note that CAT 4 Cognitive Ability Testing which is done in 1st Year is used to form the basis of our Academic Tracking System within Loreto Abbey. There may also be occasion to administer tests on an individual basis to your daughter to support her learning, progress and achievement. Such tests will only be administered following consultation with parent(s)/guardian(s).

I enclose a Frequently Asked Questions (FAQ) information sheet which may address any additional questions you may have in relation to the above. In addition, the school's policy on the use of assessment instruments is available from the school's website www.loretoabbeydalkey.com.

If you would like to find out more, please do not hesitate to contact the Guidance Counsellor at guidance@loretoabbeydalkey.ie

Please return the completed Consent Form below by (indicate date).

Yours sincerely,

Please complete and return to the school Principal

Name of Student: _____

Year: _____

Class: _____

I give consent for assessment instruments to be administered to my daughter while she is a student in Loreto Abbey, Dalkey.

Signature of parent/guardian: _____

Date: _____

Appendix E

'FAQ Sheet for Parent(s)/Guardian(s)'

Who will be involved in the administration of assessment instruments?

Administration of assessment instruments will be undertaken by appropriately qualified school staff only, which in some instances will involve subject teachers, the school guidance counsellor and/or the learning support teacher (depending on the nature of the test).

How will the information be protected?

The school will ensure that the information, in line with data protection requirements, is kept secure with access confined to designated school staff. In the case of electronic information this will be kept secure through password protection. Only designated school staff will have access to this password.

Who will be able to access the information and results?

In order to ensure that your daughter receives an education that best supports her development, the information and results may be shared with your daughter's teachers in accordance with established test practice. Information to the school, it may not be necessary or appropriate for your child to take a specific test to ensure that teaching approaches can be adapted to accommodate the different learning needs and styles of students. In addition, the guidance counsellor and the learning support teacher will have access to the information.

How long will the school retain the information?

The school will retain the information until seven years after your daughter has left school. This is in line with data protection requirements.

Will we be informed of the results?

All parents/guardians will be informed of the test scores achieved by their daughters if it is deemed necessary. Please refer to Use of Assessment Instrument Policy for further details.

My child has a Special Educational Needs (SEN) or takes English as an Additional Language (EAL), is further testing appropriate?

If your child has been identified as having a SEN or is an EAL student, and you have disclosed this test. A member of the school staff will be in touch with you prior to the administration of a test to discuss this further with you.

Key policies, circulars and publications:

Department of Education and Skills (2019) Circular 0058/2019

www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058_2019.pdf

Best Practice, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors. Declan Fitzgerald and Ciara Farrell (2014).

In the NCGE School Guidance Handbook:

www.ncge.ie/school-guidance-handbook/best-practice-ethical-and-legal-considerationspsychometric-testing

Video Role Play: Provision of Feedback on Psychometric Test Results. Declan Fitzgerald (2015).

www.ncge.ie/school-guidance-handbook/video-role-play-provision-feedback-psychometric-testresults

Perspectives on the use of ability tests in schools. Declan Fitzgerald and Evin Cowhey (2016).

<https://www.ncge.ie/school-guidance-handbook/perspectives-use-ability-tests-schools>

Confidentiality and Consent in Guidance in Schools. NCGE and Colum Layton (2019)

<https://www.ncge.ie/school-guidance-handbook/confidentiality-and-consent-in-guidance-in-schools>

Data Protection for the Guidance Counsellor (GDPR). Hugh Jones (2018).

www.ncge.ie/school-guidance-handbook/data-protection-guidance-counsellor-gdpr

Data Protection: Consent in the School Context: Issues to plan for. Hugh Jones (2015).

www.ncge.ie/school-guidance-handbook/data-protection-consent-school-context-issues-plan

Data Protection in Schools. JMB (2013).

<http://www.dataprotectionschools.ie/en/>

Standardised Testing for Primary Education. NCCA (2015).
www.ncca.ie/media/1354/standardised-testing.pdf

NCCA Education Passport:

www.ncca.ie/en/primary/reporting-and-transfer/report-card-templatescreator

Appendix F

Appointment Request Slip

<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>	<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>
<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>	<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>
<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>	<p align="center">I would like to request an appointment with the Guidance Counsellor</p> <p>Name: _____</p> <p>Class: _____</p> <p>Date: _____</p> <p align="center">My query is:</p> <p>Personal _____ Educational _____ Careers _____ <i>(Please Tick)</i></p>

Appendix G

Confirmation of Guidance Counselling Meeting Forms

<p style="text-align: center;">Guidance & Counselling Department</p> <p>Name: _____</p> <p>Class: _____</p> <p>The student named above has an appointment.</p> <p>Time: _____ Date: _____</p> <p>Signed (Counsellor): _____</p> <p>Signed (Teacher): _____</p> <hr/> <p>I have spoken to the student named above and she is now returning to class.</p> <p>Time: _____</p> <p>Signed: _____</p>	<p style="text-align: center;">Guidance & Counselling Department</p> <p>Name: _____</p> <p>Class: _____</p> <p>The student named above has an appointment.</p> <p>Time: _____ Date: _____</p> <p>Signed (Counsellor): _____</p> <p>Signed (Teacher): _____</p> <hr/> <p>I have spoken to the student named above and she is now returning to class.</p> <p>Time: _____</p> <p>Signed: _____</p>
<p style="text-align: center;">Guidance & Counselling Department</p> <p>Name: _____</p> <p>Class: _____</p> <p>The student named above has an appointment.</p> <p>Time: _____ Date: _____</p> <p>Signed (Counsellor): _____</p> <p>Signed (Teacher): _____</p> <hr/> <p>I have spoken to the student named above and she is now returning to class.</p> <p>Time: _____</p> <p>Signed: _____</p>	<p style="text-align: center;">Guidance & Counselling Department</p> <p>Name: _____</p> <p>Class: _____</p> <p>The student named above has an appointment.</p> <p>Time: _____ Date: _____</p> <p>Signed (Counsellor): _____</p> <p>Signed (Teacher): _____</p> <hr/> <p>I have spoken to the student named above and she is now returning to class.</p> <p>Time: _____</p> <p>Signed: _____</p>

Appendix H



Educational /career guidance counselling one-to-one record

© National Centre for Guidance in Education 2020

Session Number:

School Name:

Student's Name / Identifier:

Guidance Counsellor Name:

Time

Date

This record template has been designed and provided by the National Centre for Guidance in Education (NCGE) for direct use by individual school Guidance Counsellors with students. Information provided on this form is NOT recorded, transferred to or held by NCGE.

Subjects Studied:

Level:

JC:

SC:

Notes / additional subjects:

Educational / Careers Interests:

Career Plan:

Appendix I



Personal guidance counselling one-to-one record

© National Centre for Guidance in Education 2020

Session Number:

School Name:

Student's Name / Identifier:

Guidance Counsellor Name:

Time

Date

This record template has been designed and provided by the National Centre for Guidance in Education (NCGE) for direct use by individual school Guidance Counsellors with students. Information provided on this form is NOT recorded, transferred to or held by NCGE.

Aim of the session (in brief):

Summary of discussions:

(include students report of feelings, thoughts, behaviour and your own observations in brief)

Agreements / actions agreed with the student:

Guidance Counsellor follow-up:

(include actions and referral as appropriate)

Guidance Counsellor Signature

Student Signature

Session length

Additional notes can be made on reverse

Next Appointment

Appendix I (continued....)



Personal guidance counselling one-to-one record

© National Centre for Guidance in Education 2020

Session Number:

School Name:

Student's Name / Identifier:

Guidance Counsellor Name:

Time

Date

This record template has been designed and provided by the National Centre for Guidance in Education (NCGE) for direct use by individual school Guidance Counsellors with students. Information provided on this form is NOT recorded, transferred to or held by NCGE.

Aim of the session (in brief):

Summary of discussions:

(include students report of feelings, thoughts, behaviour and your own observations in brief)

Agreements / actions agreed with the student:

Guidance Counsellor follow-up:

(include actions and referral as appropriate)

Guidance Counsellor Signature

Student Signature

Session length

Additional notes can be made on reverse

Next Apointment

Appendix J

Guidance & Counselling Referral Form

Guidance & Counselling Department – Loreto Abbey Dalkey

**REFERRAL FORM
PRIVATE & CONFIDENTIAL**

Student _____ Class _____ Date of Referral _____

Concern about the student

Expected outcome of referral

Any other relevant information

Signed: _____

Teacher

Date _____

Counsellor's/Psychologist's opinion

Plan decided on

Any other relevant information

Date:

Dear Parent(s)/Guardian(s),

As part of the school's Guidance programme, all Fifth/Sixth Year Students will attend the Irish Times / Institute of Guidance Counsellors' Higher Options Exhibition in the RDS on September.

Higher Options is one of the most comprehensive exhibitions for senior level students and parents who want to know what third level university and college options are available.

Exhibitors from Ireland, the UK, Europe and the USA will be in attendance at the RDS providing information on their courses or recruitment policies. Students will also have the opportunity to attend talks and lectures on various careers, along with college entry procedures etc.

A full list of exhibitors for the conference is now available on www.irishtimes.com/higher-options.

Students and Parents / Guardians are asked to note the following points:

- Full uniform must be worn and the school's Code of Conduct will apply.
- All students will make their own way to the RDS and will check in at precisely 9am with Ms Shortt & Ms Matthews, just outside the main door of the RDS Simmonscourt building, where they will receive their wrist band for the event.
- Students are responsible for their own safety and wellbeing travelling to and from the venue and while at the Higher Options itself. Students should take particular care at all times.
- Students should bring sufficient money to cover travel and food expenses for the day. There are a number of areas where students can sit and eat their own packed lunch, if they wish to do so.
- Higher Options closes at 3.00 p.m. It is important to note however that students can be finished at the Higher Options in advance of this time.
- Students are expected to use this opportunity to think carefully about their options after school.
- We hope that all students will enjoy and benefit from the day.

PLEASE NOTE Students have been given comprehensive worksheets which cover (a) preparation before attending Higher Options; (b) notes to use while attending; (c) review sheets post event. To gain maximum benefit from the day, students should complete the preparation sections carefully and do some research prior to the day.

Please complete the permission note below and return promptly to the Guidance office. Tickets will be handed out only on receipt of permission note.

Kind regards,

Ms Dara Shortt
Guidance Counsellor

----- **PLEASE CUT HERE. PLEASE RETAIN ABOVE DETAILS FOR YOUR INFORMATION** -----

I give permission for my daughter _____ to attend the Higher Options Conference on _____.

I have read the letter accompanying this permission note and understand that my daughter will be responsible for her own safety and wellbeing at all times.

Signed: _____
(Parent/Guardian)

Date: _____

Appendix L

**College/Career Information Talks for _____ Year Students
2020/2021**

No.	College/ University	Contact	Correspondence	Date
1				
2				
3				
4				
5				
6				
7				
8				

Register with UCAS

Before you can do anything, you will need to register with [UCAS](#) (the Universities and Colleges Admissions Service). This is the official application route for the majority of full-time undergraduate courses.

If you are at school or college, you will be given a buzzword which will associate your account with your institution. It will also allow your teacher to input their reference.

The application consists of 6 sections, these include;

- Section 1: Personal Details
- Section 2: University Choices
- Section 3: Formal Qualifications
- Section 4: Employment History
- Section 5: Personal Statement
- Section 6: Reference

These sections can be completed in any order, but it's important that before you submit your application each section is checked prior to submission, to ensure there are no mistakes.

Section 1: Personal details

This section is relatively straight-forward but take care to ensure that your name is spelt correctly and your contact details are right.

You have the option to add a nominated contact who may speak to universities on your behalf. This is usually a parent, guardian or teacher, and if you want you can add more than one name.

Section 2: University choice

In this section, you can choose up to five courses which you want to study. At this point in the application process you do not need to sort them in order of preference but do double check that you have entered the correct institution and course codes.

Section 3: Formal qualifications

You need to enter all formal [academic qualifications](#) that you have already completed as well as those you are currently working towards. We like to find out as much as we can about our applicants, so if you have any graded music, drama, dance, Duke of Edinburgh or sport leadership awards you should include these – they will help to demonstrate the breadth of your learning and that you have sought to develop skills that will be useful for higher education study.

If you have any previous or current employment history, this is where you would list this information. Not everyone will have employment history, which is why you have the option to leave this section blank.

If you are currently studying for a qualification or awaiting results, it is important you make sure your referee adds your predicted grades to your application – some universities and colleges will not consider your application without them.

Section 4: Employment history

Not relevant

Section 5: Personal statement

We normally suggest that you complete this section once you have selected your university course choices, as this will allow you to tailor your personal statement.

Your personal statement is a crucial part of your application, within which you should explain your motivation for applying to University. It is important to showcase your drive and passion for the subject area in question, and any skills or experience you may have which will help you be a successful student. It can be hard to write a statement which encompasses a diverse range of courses, so if you are applying for four courses in one subject area and one course in another, you should focus your statement towards the majority. Loughborough University will always accept an emailed additional statement which you can tailor appropriately, giving you a chance to explain why you have applied to study in a different subject area.

Section 6: Reference

If you are at a school or college, a teacher or tutor will normally write your reference for you so you don't need to worry about this section. If you are applying having already finished your studies, you will need to add the name and contact details of a suitable person (normally, a former teacher) who can be contacted by UCAS to provide a written reference. Please note that, Loughborough University requires a reference from all applicants.

Appendix N

Grade Predictions for Student's Applying to UCAS

Students Name:

Year of Leaving Certificate:

Can Teachers please fill in the predicted grades for the above named student?

Subject	Predicted Grade	Teachers Signature

Principal's signature: _____

Date: _____

[Please Note that these grade predictions represent an estimate of what the school thinks the applicant may be able to achieve. Teachers are able to justify their decisions by reference to evidence of performance, achievement and potential to date.]

Appendix O

"Taking Stock":

Questionnaire for 6th year students:
This is completed through Google Forms
'Taking Stock' of where you are at the current time and identifying the Guidance supports you need.

Dear Student,

This questionnaire has been created and distributed to understand how you are coping as we approach the end of term, and to enable your Guidance Counsellor to continue to support you at the current time.

This short questionnaire contains 35 questions and should take about 5-10 minutes to complete.

When finished, please return to:

Student Name: Click or tap here to enter text.

Please indicate whether you agree/disagree with the following statements:

Statement	Agree	Disagree
Future Plans:		
I have a clear idea of what I want to do next year	<input type="checkbox"/>	<input type="checkbox"/>
I am clear on how to go about getting into what I want to do next year	<input type="checkbox"/>	<input type="checkbox"/>
I have a 'back up' plan for next year	<input type="checkbox"/>	<input type="checkbox"/>
There are some areas of my plan I am not clear about	<input type="checkbox"/>	<input type="checkbox"/>
I feel ready for the next step in my education/ future	<input type="checkbox"/>	<input type="checkbox"/>
Systems and Applications:		
I think I will qualify for a grant and have applied through SUSI	<input type="checkbox"/>	<input type="checkbox"/>
I think I will qualify for a grant but am not sure how to apply	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to the CAO	<input type="checkbox"/>	<input type="checkbox"/>
I am happy with my Level 8 course list on my CAO application	<input type="checkbox"/>	<input type="checkbox"/>
I am happy with my Level 6/7 course list on my CAO application	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with the CAO 'Change of Mind' process	<input type="checkbox"/>	<input type="checkbox"/>
I have applied/am applying for a PLC course for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help applying for a PLC course	<input type="checkbox"/>	<input type="checkbox"/>
I have applied/am applying for an apprenticeship for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help applying for an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
I am applying for jobs for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help with my CV	<input type="checkbox"/>	<input type="checkbox"/>
I need help with applying for scholarships	<input type="checkbox"/>	<input type="checkbox"/>
I need help with applying for campus accommodation for next year	<input type="checkbox"/>	<input type="checkbox"/>
I have a question about the HEAR application I submitted	<input type="checkbox"/>	<input type="checkbox"/>
I have a question about the DARE application I submitted	<input type="checkbox"/>	<input type="checkbox"/>
I need a reference from the school	<input type="checkbox"/>	<input type="checkbox"/>
I may opt to sit the Leaving Cert Examinations at a later date	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to UCAS and would like to discuss this with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to study in Europe / USA and would like to discuss my application with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I would like to apply to study abroad and would like to discuss this with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I would like help with interview preparation	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing		

I feel like I am coping well at the moment	<input type="checkbox"/>	<input type="checkbox"/>
I have someone I can talk to when I need to	<input type="checkbox"/>	<input type="checkbox"/>
I am worried that my stress levels are high at the moment	<input type="checkbox"/>	<input type="checkbox"/>
Communication		
I know how to contact the school if I need to	<input type="checkbox"/>	<input type="checkbox"/>
I know how to contact my Guidance Counsellor if I need to	<input type="checkbox"/>	<input type="checkbox"/>
I know where I can go for information on my career during the summer months	<input type="checkbox"/>	<input type="checkbox"/>
I know who I can contact for information on my future plans during the summer months	<input type="checkbox"/>	<input type="checkbox"/>
There is something I want to speak to my Guidance Counsellor about on a one-to-one meeting	<input type="checkbox"/>	<input type="checkbox"/>

IF you need to contact your Guidance Counsellor you can do so by the following means:

[Click or tap here to enter text](#)