



DOMINICAN COLLEGE SION HILL

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60070K

Whole School Guidance Plan

October 2024

Dominican College Sion Hill aims to help each student reach their full potential academically, spiritually, physically, emotionally and socially in a happy, secure environment

Review

The effectiveness of our Whole School Guidance Plan will be monitored by the Principal and Deputy Principal on a continuing basis and will be reviewed when needs arise or upon publication of any relevant Government Guidelines

Ratification

Chairperson, Board of Management

9th October 2024

Date

Principal

9th October 2024

Date

Section 1 – Whole School Guidance Overview

Dominican College, Sion Hill, founded in 1836, is one of the oldest secondary schools for girls in Ireland. Though trusteeship of the school has been transferred to the Le Chéile Schools Trust, the school is strongly committed to carrying on the Dominican approach to education which is based on the ideal of developing the whole person

Mission Statement

Dominican College Sion Hill aims to help each student achieve her full potential academically, spiritually, physically, emotionally and socially in a happy secure environment.

Rationale

Bearing the school Mission Statement in mind, the Guidance team in Dominican College Sion Hill aims to have a comprehensive Guidance Programme which involves the whole school community working together to ensure that the guidance needs of all students are addressed.

This Guidance Policy demonstrates a commitment to provide Pastoral Care and Guidance to the students and teachers in their charge and the intention of Dominican College Sion Hill to discharge its responsibility under the 'Education Act (1998), states that post primary schools are required to undertake and develop a school plan (section 21). It requires schools to "ensure that students have access to appropriate guidance to assist them in their educational and career choices," (Section 9 (c)). As a result, guidance is a core element of the school's overall programme and should be available to students as required throughout their time in school. The process of school guidance planning seeks to establish the career educational needs of pupils and the services in the school that are currently meeting their needs.

Objectives

Department of Education and Skills Circular 09/2012 states:

Guidance in 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. It encompasses three separate but interlinked areas of personal and social development, educational guidance and career guidance. (Section 1.4, P3): personal and social development, educational guidance and career guidance.(Section 1.4,P3)

Circular 09/2012 goes on to state that...(the need for schools) to ensure that the guidance counsellor has one to one time towards meeting the counselling needs of the students facing emotional difficulties or crisis (Section 4.3)

Guidance is provided through the school guidance programme. The guidance programme is the specific set of learning experiences, which a school provides in response to the guidance needs of its students. The school guidance plan is the document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme.

The fundamental purpose of this School Guidance Plan has been to

- Identify accurately the needs of students
- Define outcomes
- Define the priorities of delivery
- Determine resource
- Address gaps in delivery and/or resources
- Review and Evaluate

Policy Developments and Recent initiatives/Studies:

This School Guidance Policy is part of Dominican College Sion Hill's School Development Planning and intersects, links and overlaps with elements of the following policies.

- Code of Behaviour
- Health and Safety
- Admissions and Enrolment
- Student Support Policy
- Critical incidents
- Health & Safety
- Homework
- Child Protection
- Anti-Bullying Behaviour
- Substance Use
- SPHE/RSE
- Whole School Inclusion
- Assessment
- Acceptable Behaviour – Internet Access
- Attendance Strategy
- Subject Choice Policy

This School Guidance Policy is aware of and informed by the legislative requirements of:

- The Education Act (1998)
- The Education Welfare Act (2000)
- The Equal Status Act (2000)
- Education for Persons with Special Needs Act (2004)

Established Features of the School Guidance Programme include:

Aims of the guidance programme linked to school mission and aims.

Guidance Curriculum/Syllabus

Anti-bullying policy.

Code of Behaviour

Health and Safety

Critical Incident Policy

Health and Safety

Acceptable Behaviour - Internet use

SPHE

RSE

Child Protection policy

Student appointment procedures

Pastoral Care (see school planning folder)

Psychometric testing procedures.

Subject choice procedures.

Confidentiality policy.

Student information and records

Whole School Approach

Dominican College Sion Hill operates a whole school approach to guidance which reflects the role of School Management, Principal, Deputy Principal, Guidance Counsellors, Year Heads, Tutors, Subject Teachers, Parents, Students and Local Community. The Board of Management and School Management team have a responsibility to ensure that provision and practice of guidance in the school is of the highest standard possible.

The Guidance Programme is an integral part of the school curriculum and as such involves the whole school community. The Guidance Counsellor consults and liaises with the following key personnel in the planning and development of the Programme-Principal, Deputy Principal, members of the Student Support Team, Programme Coordinators, Learning Support Coordinator, SPHE teachers and RE teachers. Teachers who interact with students outside the confines of the classroom may have a particular relationship with the student body which enables them to play an important role in the personal, social, moral and educational development of students. All staff members may consult with the Guidance Counsellor on the needs of an individual student and may refer a student to the Guidance Counsellor. As a matter of course the Principal must be informed by the Guidance Counsellor of all referrals as appropriate,

A **“whole school approach”** means that the following have an important role and input into the Guidance Programme in the school.

- Board of Management
- School Management
- Guidance Counsellors
- Year Heads/Tutors
- RE and SPHE staff.
- Subject Teachers
- Special Needs Co-ordinator
- Programme Co-ordinator (TY and LCVP)
- School Maintenance Staff
- Support Personnel
- Student Council
- Parents Association

1.1 Scope

Board of Management

Oversees the appropriate implementation of guidelines, policies and allocation of resources

School Management

- Holds meetings with the Year Heads and Guidance Counsellor(s) to discuss students and issues when required
- Is available to give a perspective on whole school issues as they arise
- Communicates information, as appropriate, across the school community

Guidance Counsellor

- Guidance and Counselling
- Promoting wellbeing

Year Heads/Tutors

- Encourages students to reach their academic and personal potential.
- Monitors behaviour and is sensitive to any difficulties students may be experiencing.
- Refers to Guidance Counsellor/Principal/Deputy Principal as appropriate
- Liaises with parents/guardians through school diary or scheduled meetings

RE and SPHE staff

- Promotes self-esteem and positive self-image.
- Encourages student discussion in relation to social, personal and health issues.
- Monitors behaviour and use referral system as appropriate.
- Attends in-service where possible.

Subject Teachers

- Provide support to students and information and advice relating to their subject disciplines and related careers
- Refer students using the Referral sheet.

Special Needs Team

- Enables and Identifies and prioritises students in need of support.
- Consults with Guidance Counsellor, NEPS psychologist as necessary.
- Regular meetings and contact with parents/guardians.
- Liaises with primary schools.

Programme Co-ordinator

- Motivates and develops personal skills.
- Organises events, outside speakers, excursions etc. which promote personal development.
- Liaises with management, Guidance Counsellor, parents/guardians in programme development.
- Attends in-service where possible.

- Co-ordinates work experience placements

School Maintenance Staff

Support Personnel

Student Council

- The Student Council is democratically elected, it is made up of students from 1st to 6th year and also includes the Head Girl and Deputy Head Girl
- It is a link between students, staff and management
- Students through the Student Council may be encouraged to identify and establish needs and priorities of the guidance programme.
- It embodies the School ethos and aims to promote friendship and respect in a safe and secure environment
- It represents the students' ideas, views, concerns and proposals for the betterment of the school for everyone
- It attends and holds events throughout the school year

Parents Association

- Forum for parents to participate in ongoing development of school.
- Voice and link for parents/guardians with school.
- Attendance at relevant information and other meetings at school

Whole School Student Support Team (SST)

The school has two student support teams (1 Junior and 1 Senior)

- Orla Condren (Principal) (Guidance Counsellor)
- Ciara Reid (Deputy Principal)
- Grainne Clarke (Guidance Counsellor)
- Stacey Finn (Guidance Counsellor)
- Relevant Year heads

Guidance, therefore, refers to a range of learning experiences provided in a developmental sequence that assists students to make choices. In this context it refers to **three** main areas:

1. Guidance for Careers

- Get to know your own strengths and weaknesses
- Clarify your areas of interest
- Plan the next stage in your life
- Learn how to cope with interviews and tests
- Learn about CVs, letters and forms
- Learn how seek a job
- Find and research information about courses

2. Guidance for Learning

- Understand how your school and the educational system can support you e.g. DARE/HEAR
- Learn how to study more effectively using study skills
- Learn how to set exam targets
- Improve your examination techniques
- Get information about subject choice
- Learn about exams and qualifications
- Understand the Leaving Cert Points System

3. Guidance for Life

- Learn about your unique self, e.g. Multiple Intelligences, Personality and Career Interests
- Learn how to set goals
- Learn about relationships
- Understand your feelings and moods
- Learn how to make important career decisions
- Learn how to make plans for the future

Counselling:

To provide a counselling environment which is both caring and non-judgemental on a one to one or group basis. This service would be aimed at helping students in areas such as:

- Decision making
- Problem solving
- Changing behaviours
- Effect meaningful changes in their lives

This counselling service is aimed at facilitating individual students in a holistic manner to realistically appraise their abilities, interests and aptitudes in order to make appropriate life choices and to achieve personal happiness.

1.5 The Aims of the Guidance Counselling Service

The Guidance Counselling Service is seen as having a central role in the continuous developmental guidance process of each individual student, which begins prior to the entry of the student to the school and concludes when the student has left the school.

Aims of Guidance

Guidance is an ongoing process involving a wide range of learning activities such as information giving and counselling. They are offered in a developmental sequence appropriate to the age and the needs of the student. The guidance process helps a student to develop and accept a full personal, social, educational and career awareness of her personal talents and abilities and, in this way, it helps people to grow in independence and to make well-informed decisions about their lives. In the wider context significant changes are taking place in the economic and social structures in Ireland which have important implications for the education system and for all the students who are its principle focus. The value of

guidance and counselling in responding to the challenges is widely recognised in government policy statements and by other national and international bodies including the National Development Plan 2000, The Commission on the Points System, and the OECD.

The Guidance Programme in Dominican College Sion Hill aims to:

- Be inclusive, providing for the needs of all students – junior, senior and special educational needs – the entire spectrum from learning support to gifted.
- Develop an awareness and acceptance of their talents and abilities.
- To 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.
- To help students explore the career options available to them taking into account their interests, personalities and abilities.
- To ensure that students have all the information they need to make their career choices.
- To equip students with the skills they need to research and explore the various career options available to them.
- To provide students with appropriate support in times of difficulty, crisis and trauma.
- To facilitate their integration into the school community through various peer related activities.
- To identify students at risk and put in place appropriate strategies to help them deal with the difficulties they may be experiencing.
- To provide, where possible, appropriate support for parents/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.
- Liaise with outside agencies such as:
 - Department of Education and Skills
 - NEPS: Learning Support Teacher and Guidance Counsellor have regular contact and meetings with the school psychologist.
 - supporting vulnerable students.
 - Employers: Programme co-ordinator and guidance counsellor foster links with employers
 - Colleges/Admissions Officers: Rota of guest speakers from colleges organised.
 - CAO/EUNICAS/UCAS
 - Colleges of Further Education
 - Community Gardaí - Teenagers and Guards (TAG Programme)
 - State Examinations Commission
 - Past pupils
 - Primary schools.

- Local Community
- Employment Agencies
- Health Service Executive

Section 2 – Current Guidance Programme

First, Second and Third year students have access to an integrated Guidance model one period per week within pastoral care class. This model is designed and produced by the school's guidance department and implemented by the class tutor. This model aims to build on our comprehensive well-being programme offering support for all, for some and for few on a whole school basis.

Fourth year students follow the REACH+ programme which is embedded in weekly lessons of Personal Development, facilitated by a Guidance Counsellor.

Fifth year and Sixth year students are scheduled for Guidance classes once a week with a Guidance Counsellor.

These classes complement the work carried out within the wider pastoral care and guidance programme of the school.

First Years

1. Personal and Social Guidance

- PASS report (Pupils attitude to self and school)
- Step up Programme
- Tutor class programme
- Open Evening: subject department displays and introduction to teachers.
- Information Evening for parents/guardians of incoming First Year students on the transition from primary into secondary school.
- Information Pack distributed to homes of all incoming First Year students prior to their arrival.
- Early school return for First Year students focusing on:
 - Familiarisation with new school environment
 - Distribution and explanation of timetables
 - Introduction to pastoral care service
 - Introduction to Guidance service
- Individual guidance available on request using appointment cards.
- Small group and individual meetings with First Years and Guidance Counsellor throughout the year to discuss their transition into secondary school and moving from First Year to Second Year. Administration of questionnaire to First Year pupils. (See Appendix IV).
- Each First Year student is paired with a 6th year 'Cara'. This senior student acts as a mentor for the new First Year and events are organised throughout the year for 1st year girls and their Caras.
- First Year Parents and Students Social Evening (January): To enhance communication and relations with the parents, and to provide a vital opportunity for social interactions between parents and students alike.

2. Educational Guidance

- First Year Assessment Tests administered by the Guidance Counsellor and other staff members.
- CAT 4 (Cognitive ability test)
- NGRT (New group reading test)
- PTM (Progress Test in Maths)
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Development of effective Study Skills, Personal Organisational Skills and Time Management Skills
- Issues related to **“Positive Mental Health”** – Bullying and Cyber-Bullying and safe use of social media.
- Well Being
- Supervised Study
- Academic Survey/review

3. Career Guidance

- Consultation with parents/guardians regarding subject choice available on request.
- Individual career appointments available on request using appointment request form to discuss subject choices and their career implications.
- A presentation to First year parents/guardians on the New Junior Cycle Framework.
- A presentation to incoming first years on subject choice

Second Years

A guidance counsellor delivers a guidance module to all second year students. The emphasis of this module is to support second year students in their overall wellbeing and to encourage them to start planning for future possible careers. The complete scheme of work is available in a separate document. This module complements the work carried out within the wider pastoral care and guidance programme of the school.

1. Personal and Social Guidance

- PASS report (Pupils attitude to self and school)
- Tutor class programme.
- Continuing development of self-knowledge, personality, qualities and potential through SPHE and RE programmes.
- Individual guidance sessions available on request using appointment card

2. Educational Guidance

Second Year students are introduced to careers education for the purposes of giving them a **vision** for their future. Our experience shows that this has the effect of improving motivation and sense of purpose in maintaining high standards of performance in their academic studies.

- Assessment Tests administered by the Guidance Counsellor and other staff members.
 - CAT 4 (Cognitive ability test) for new students
 - NGRT New group reading test
 - PTM (Progress Test in Maths)

- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Decision Making Skills
- Personal Learning Styles
- Multidisciplinary approach building on First Year topics such as Study Skills/Planning and Organisation. These skills are developed through all subject programmes.
- The tutors deliver a study skills workshop to each Second Year class in preparation for house exams
- Supervised Study
- Academic Survey/Review

3. Career Guidance

Introduction to Careers Exploration

Fourth Years

All fourth years are timetabled for an integrated guidance module - 'Personal Development' which combines personal, educational and vocational guidance with SPHE and RSE. The emphasis of this module is on supporting students to recognise their own unique strengths and talents and to make an informed decision in Subject Choice at Senior Cycle. This course complements the work carried out within the wider pastoral care and guidance programme of the school.

1. Personal and Social Guidance

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- It's my Life programme.
- Wellbeing programme
- Individual counselling/guidance meetings available by referral or on request.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure addressed during formal guidance and RE classes.

2. Educational Guidance

- Assessment Tests administered by the Guidance Counsellor and other staff members.
- CAT 4 (Cognitive ability test) for new students
- Careers assessment designed to match student interests and suitability for specific courses in College known as Eirquest. www.coa.co.uk
- Cambridge Assessment
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Career and College Information Evening for parents/guardians and students
- Extra classes on subject choice are delivered to each TY class in January before each student submits their subject choice form.
- Each TY student has the option if required to meet with the Guidance Counsellor for a Guidance Interview in preparation for making decisions on subject choices.
- A presentation on Leaving Certificate subject choice is delivered to TY students in January.
- Invitations extended to parents/guardians lecturing in Third Level to address group on careers in all areas.
- Depending on their subject combinations Transition Year students are invited to choose the Leaving Certificate Vocational Programme, known as the LCVP. For further information: www.lcvpslss.ie
- Intensive Study Skills support and information: www.careersportal.ie – All students from Transition Year have a personal account on this website. They can then enter the *school* section of the site.
- Supervised Study
- Academic Survey/Review

3. Career Guidance

- One time-tabled career guidance classes per week.
- The Reach + online programme which covers career planning, self - assessment, study skills, World of Work and World of Education.
- Framework of Qualifications
- Preparation for work experience
- Interview skills
- Cover letters, CV's and applications
- Research skills...use of internet, college prospectuses
- Identification of skills, hobbies, interests and work values.
- Career Investigation
- Work Experience questionnaire
- Work Experience diary
- End of year portfolio interview
- Attend conferences and workshops

Fifth Years

All fifth years are timetabled for a 1-hour guidance class per week, delivered by a guidance counsellor. The emphasis is on promotion of wellbeing, self-management and career planning. This course complements the work carried out within the wider pastoral care and guidance programme of the school.

1. Personal and Social Guidance

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Individual counselling/guidance meetings available by referral or on request.
- Personal and Social Guidance issues addressed during tutor class in conjunction with the RE classes.

2. Educational Guidance

- Assessment Tests administered by the Guidance Counsellor and other staff members.
- CAT 4 (Cognitive ability test) for new students
- Careers assessment designed to match student interests and suitability for specific courses in College known as CENTIGRADE. www.coa.co.uk
- Academic Tracking System
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme
- Career and College Information Evening for parents/guardians and students
- Fifth Year students are given a calendar of career events at the beginning of the year and they attend Open Days with the permission of their parents/guardians
- Supervised Study
- Academic Survey/Review
- LCVP students - cv, career investigation, report on work experience

3. Career Guidance

- Formal class contact: guidance counsellor timetabled for one period per week for a third of the academic year.
- LCVP students - formal class contact for one period per week for the full academic year.
- LCVP students - one week work experience during Easter holidays.
- Technical information is provided in relation to levels of courses available through the National Framework of Qualifications: www.nfq.ie, www.qqi.ie
- They are also introduced to applying to colleges including the CAO application system: www.cao.ie

- An introduction to the ACCESS Routes to third level education through the **HEAR and DARE** programmes. HEAR stands for Higher Education Access Route to Education. DARE is Disability Access Route to Education.
- Student finance, grants and scholarships: www.studentfinance.ie , www.susi.ie
- Individual guidance meeting with each Fifth Year student. Students complete information sheet prior to meeting (Appendix V)
- *Classroom Guidance Module to include*
- The Education System
- The CAO system & specialised entry routes eg. Medicine, portfolios
- Studying Abroad
- The QQI system
- Choices to be made and how to make them Career interests, values and goals
- How to research a Career, a college and a Course eg relevant websites, College literature, etc
- HEAR/ DARE schemes
- Grants
- Scholarships
- Effective studying

Sixth Years

All sixth years are timetabled for a 1-hour guidance class per week, deliver by a guidance counsellor. The emphasis is on promotion of wellbeing, self-management, college applications and career planning. Attendance at events such as college open days, higher options and other careers fairs are supported. This course complements the work carried out within the wider pastoral care and guidance programme of the school.

1. Personal and Social Guidance

- PASS report (Pupils attitude to self and school)
- Tutor class programme
- Individual counselling/guidance meetings available by referral or on request.
- Topics such as transition from school, life choices, coping with the unexpected, support agencies and personal responsibility addressed during RE, Tutor and Guidance classes.

2. Educational Guidance

- Academic Tracking System
- Academic review with tutor
- Parental Exam Review (Student Diary)
- GAT (Gifted and Talented) Mentoring programme

- Mock interviews held in March for interested sixth year students with an external interviewer. Students are interviewed for their first preference college course. This session is organised in collaboration with the Parents/guardians' Association.
- Easter Supervised Study offered to all students.
- Supervised Study
- Academic Survey/review
- LCVP students - cv, career investigation, report on work experience

3. Career Guidance

- Formal class contact with guidance counsellor timetabled for one period per week throughout school year.
- One Individual Career Guidance meeting is mandatory for each Leaving Cert student but students are encouraged to request an appointment with the Guidance Counsellor via the appointment card at any time. All 6th year students attend the Higher Options career event in September.
- LCVP students - formal class contact for one period per week for the full academic year.
- Career and College Information Evening for parents/guardians and students
- Attendance at other Open Days encouraged – students are given a calendar of career events at the beginning of the year
- Organisation of Career Talks
- Seminars on the CAO application system
- Career Fair Choice South Dublin
- Better Options Conference
- Seminars on the HEAR and the DARE scheme. DARE stands for the **Disability Access Route to Education**. This route is available to all students who have been diagnosed with a : Specific Learning Difficulty such as Dyslexia: a Physical Disability or a Mental Health issue or Disability
- *Classroom Guidance to include*
- Self-assessment: personality/ Values/ abilities/ interests/, aptitudes/ strengths/ weaknesses,
- Introducing Apprenticeships
- CVs and Interviews and Employable Skills
- Destinations of Graduates
- The Labour Market and Skills shortages
- UCAS
- CAO
- Colleges
- Different Occupations
- How to research a Career, a college and a Course eg relevant websites, College literature, etc
- Eunicas and Studying in Europe
- FETAC courses
- Erasmus
- STEM Careers
- Review of the System 2nd.. Level and 3rd. Level

- Transition to College
- HEAR and DARE
- SUSI
- Scholarships
- Specialised Entry routes
- Communications
- Study Skills and Examination Preparation

Each year has a Parent Teacher Meeting. This is an effective method of exchanging information on individual students. 2nd, 3rd, and 6th year meetings are held during the first term. 1st, 4th and 5th are held in the second term.

Section 3 – Current Guidance Procedures

Events

Various events are held throughout the year both in Sion Hill and outside in particular, **College Open Days**.

Our school policy is that **Sixth Years** students will automatically attend the **Higher Options** Exhibition in the RDS each September. This event is an opportunity for the Leaving Certificate students to meet with representatives of all Universities and Third Level colleges in the Republic of Ireland as well as the Colleges of Further Education (Post-Leaving Certificate Courses). Colleges from the UK are also represented at the exhibition.

Students are encouraged to attend as many open days as possible as most are now held on Saturdays.

Information regarding Open Days is available on the **QUALIFAX** website. This is the National Course database which contains information on all courses available in the Republic of Ireland. www.qualifax.ie Link – Career Events.

Past pupil career and college fair as part of College awareness week.

Events/Meetings

- Assemblies
- Parent Teacher Meetings
- Subject Meetings
- In service
- Meetings with Year Heads/Tutors
- Career and College Week
- Sixth year interviews
- School Retreats
- GAT meetings
- Career and College Evenings (4th & 5th year)
- Leadership Committee Events
- Retreats

- STEM events
- Ada Lovelace Day
- I Wish Conference
- Young Scientist
- LCVP Events - work experience, guest speakers, visits out
- TY Portfolio Interviews
- Enterprise Workshops
- Zeminar
- Cycle Against Suicide
- School Ceremonies
- Leadership Award Ceremony
- Academic Award Ceremony
- First Year Academic Award Ceremony
- Spirit Award Ceremony
- Prize Day
- Transition Year Graduation
- Sixth Year Graduation

Procedure for identifying a student with special educational needs

Parents/guardians may indicate on the Student Information Form on enrolling in the school of special needs that were identified in primary school. The Principal/Deputy Principal meets parents/guardians in February of the year of entry to review psychological reports and to complete applications for D.E.S. hours where appropriate.

Standardised tests (CAT4) are administered to all First Years in February prior to starting in September and the results of these tests may indicate a need for additional support.

A class teacher, tutor and /or Year Head can refer any student they are concerned about to the SEN Department. Referral forms (see Appendix IX) This allows the SEN team to consult with the Student Support team and class teachers to ascertain the nature of the SEN and to design a response strategy.

When a parent notifies the Principal that a student is not benefiting from the regular education programme provided by the school, the Principal initiates a process of formal and informal assessment to be conducted by the S.E.N. team. Informal assessment may involve all or some of the following:

- Observations from mainstream teachers
- Consultations with parents/guardians
- Student Journal
- Meeting with pupil.

Formal assessment may involve some or all of the following:

- Review of assessment tests

- Review of in-house exams and reports
- Behavioural record if appropriate
- Consultation with Guidance Counsellor

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 a need for monitoring and support in a mainstream setting.
- Withdrawal from a particular class is desirable for the purpose of addressing learning needs.
- Further investigation is required and parents/guardians will be advised in relation to assessments.

Protocol for Meetings with Guidance Counsellor

1. Meetings with students

All meetings are made by appointments. Students may make appointments through the appointment card (see Appendix I). They are issued with an appointment card (see Appendix II) which they must present to their class teacher prior to attending the meeting. Subject teachers may refuse the student permission to leave class. In that instance the appointment is rescheduled. Students are “signed out” by subject teacher at the beginning of class. Meetings will take place in the Guidance office.

2. Meetings with Parents/Guardians

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. On occasion the Guidance Counsellor may request another staff member e.g. Principal, SEN teacher, subject teacher to be present at the meeting. The student is invited in for all or part of the meeting with the approval of parents/guardians. This gives the students responsibility, ownership and inclusion in the meeting’s outcome. Notes are kept of all meetings by the Guidance Counsellor.

3. Location

Meetings with the Guidance Counsellor are to be held in the Guidance office. Sixth Year students seeking careers guidance in preparation for CAO submission must complete a preparation form. This ensures that the meeting is of maximum benefit to the student. Details of each meeting will be recorded and kept accordingly, as detailed below...? (see appendix)

Confidentiality

In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management and or parents/guardians are informed if the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt that

it is in the student's best interests to inform the school's designated liaison (the principal) a teacher, parent/guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student

Record Keeping Procedures

- Detailed records of all personal counselling and careers guidance interviews are kept in the Guidance Office. Records of counselling sessions contain some of the actual words and phrases used by the student.
- To ensure accuracy these notes are in so far as possible written as soon as possible after each appointment.
- Notes are generally brief and are kept on hard copy and retained in the Guidance Office. Electronic records are kept with due regard to the provision of the Data Protection Act. Hard copy files are stored in the Archives when a student leaves the school
- All files are kept in accordance with the Freedom of Information Act and Data Protection Act.
- All files pertaining to an individual student are available to be viewed.

In Career Development

The Guidance Counsellor is required to attend supervision organised by the IGC and DES and is free to attend other events organised by the Institute.

The Guidance Counsellor also attends CPD as organised by the IGC, NCGE and other relevant agencies

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

Career development is essential to the work of the Guidance Counsellor. The IGC has numerous links with organisations e.g. Console, NEPS, NCGE, CAO, FETAC etc. all offering in-career development. Attendance at Open Days, career seminars etc. all constitute in-career development. A record of in-career development is included. (see Appendix VIII)

Subject Choice Procedures

Please refer to School Subject Choice Policy for full details. Below is a summary only

Students dropping a subject/changing subject levels

The student may be referred to the Guidance Counsellor in the event of that student wishing to drop a subject, to ensure they understand the implications, if any, of their

actions. Equally in the event of a change from higher to ordinary level or ordinary to foundation, a student may be referred to the Guidance Counsellor for advice and guidance. A change of subject form must be completed and returned to the Year Head. Junior Cycle students changing subjects or levels will be offered the opportunity to meet with the Guidance Counsellor but in the case of Senior Cycle students, they will be required to arrange a meeting with the Guidance Counsellor.

Subject choices have to be taken by students on three different occasions.

Junior Cycle

Core Subjects	Choice Subjects (choose any 4)
Irish English Mathematics History Geography Religion CPSE (non-exam) SPHE (non-exam) PE (non-exam)	Science Business Home Economics Art Music French Spanish

Students are asked to choose four choice subjects to continue studying up to Junior Certificate Level, meaning that all students (other than those with an official exemption from the study of Irish) in Dominican College Sion Hill study 10 subjects for final examination and reporting.

Senior Cycle

Students study three core subjects and choose another four subjects. (with the exception of students where a specific exemption may apply). This choice is normally made in March of Transition Year. Students have to choose the subjects they wish to study in 5th year.

Core Subject	Choice Subjects
Irish English Mathematics	Art Biology Business Chemistry Computer Science Economics Geography History Home Economics (Social and Scientific) Modern Foreign Languages Music Physics Politics and Society

The Leaving Certificate Vocational Programme (LCVP) is also available for students for whom it is suitable.

These choices can vary from year to year according to available resources. In keeping with our policy of supporting our students through the process of developing their full potential the Guidance Counsellor provides help and support at each stage of the decision-making process and is available to all students for advice and guidance

The importance of appropriate Subject Choice for Leaving Certificate cannot be overemphasised.

Counselling and Student Appointment Policy

General

Students make appointments with the Guidance Counsellor for a variety of reasons

- for Careers
- for Information
- for Personal reasons

Each student is entitled to “adequate guidance” under the Education Act 1998.

This will vary from student to student with some students requiring more time than others.

Confidentiality

- A professional relationship involving confidentiality is at the core of guidance counselling. The Guidance Counsellor takes all reasonable steps to ensure that consultation with students takes place in the Guidance office.
- The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of professional work. They reveal such information only with the student’s consent, but with certain exceptions, which include: where concealment would result in danger to the student or others; when required by the Law or designated guidelines; or for purposes of professional consultation or supervision.
- It is the duty of the Guidance Counsellor to inform each student about their legal limits on confidentiality.
- The Guidance Counsellor will discuss information about students only for professional purposes, and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the students’ privacy.

- The Guidance Counsellor will publish oral or written information about students only with their written consent, or where the identity of individuals or groups is adequately disguised.
- Subject to the law, the Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.
- With the exception of recording of public behaviour, the Guidance Counsellor will make audio, video or photographic records of clients only where these persons have given prior written agreement to the making of the record and the conditions of subsequent access.
- The Guidance Counsellor will take all reasonable steps to ensure that colleagues, the Principal and others with whom they work understand and respect the need for confidentiality.

Counselling/Vocational/Careers Meetings

To ensure the safe and effective delivery of the guidance programme, an appointments system for Personal Counselling/Careers/Vocational Guidance interviews operates. Appointments are made in consultation with the student. To reduce disruption, appointments may be made during careers classes, via the school appointment card system. All appointments must take place in the Guidance office. Students are allowed to excuse themselves from class to make appointments but only with permission from their teacher. Students are asked not to wait outside the Guidance office to make an appointment – they are encouraged to use an appointment card (**see appendix I**) and the guidance counsellor will extract them from class later in the day. Each student is required to present their teacher with an appointment card (**see appendix II**), which the teacher is requested to sign. The class teacher has the right to refuse a student to leave for an appointment; in that instance the appointment is rescheduled.

Reasonable Accommodation

Occasionally a student may require special consideration in the State Examinations.

Applications for the RACE scheme will continue to be made on one of four grounds as follows:

(1) Learning Difficulty (2) Hearing Difficulty (3) Visual Difficulty (4) Physical Difficulty*

* this category is taken to include medical, sensory, mental health and behavioural difficulties as well as physical difficulties.

Such special considerations may take the form of

Learning Difficulty An Individual Reader to read the examination papers, without elaboration or explanation. A Reading Assistant to read occasional words or phrases of examination papers without elaboration or explanation. An Exam Reading Pen to scan text

and convert it to speech which can be listened to using ear-phones. A word processor or recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe. A waiver from the assessment of spelling, grammar and punctuation in language subjects.

Hearing Difficulty Use of a personal CD player with a personal induction loop in the main examination centre for the aural examination. A special examination centre for the aural examination. A Modified aural examination. Exemption from the aural examination, if modified aural not possible. A Sign language interpreter, to sign an examination paper, without elaboration or explanation. Support arrangements for the oral tests. Exemption from the oral tests, if support arrangements are unsuitable.

Seating the student close to the superintendent and/or the CD player in the main examination centre can be arranged by the school (See Section 5.4).

Visual Difficulty Standard examination paper enlarged to A3 size. Modified examination paper (visual elements removed or simplified), enlarged to A3 size. Braille version of modified paper. An Individual Reader to read the examination papers, without elaboration or explanation. A Reading Assistant to read occasional words or phrases of the examination papers without elaboration or explanation. A word processor or recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe. Use of drawing aids such as parallel motion drawing boards and smaller drawing sheets in the subjects Technical Graphics, DCG, Construction Studies, Materials Technology (Wood) or Technology. Colour identifier in Geography. Low vision aids, magnifiers and reading lamps normally used in the classroom can be arranged by the school (See Section 5.4).

Physical Difficulty (including medical, sensory, behavioural and mental health difficulties) A word-processor, standard or voice-activated or a recording device to record the candidate's responses or, in very exceptional circumstances, access to a scribe. Use of drawing aids such as parallel motion drawing boards and smaller drawing sheets in the subjects Technical Graphics, DCG, Construction Studies, Materials Technology (Wood) or Technology. Junior Cycle Home Economics only – exemption from the practical and/or project.

Written Examinations

- Arrangements to have question papers read to the candidate. The questions may be read as often as the candidate requires. No elaboration or explanation may be given.
- Modified question papers may be supplied substituting alternative questions for those which refer to visual material such as diagrams, photographs and maps.
- Braille translations of question papers may be provided, following any necessary modification.
- Question papers may be provided in enlarged print.
- Candidates may be permitted to record their answers on tape recorder or word-processor.
- Answers may be dictated to a person acting as a scribe rather than to a tape recorder. This arrangement may be approved where the candidate's speech would be extremely difficult to interpret on tape or where a tape recording would not meet the particular

requirements of the examination, e.g. making calculations in such subjects as Maths and Accounting.

➤ Ten minutes extra time per scheduled hour of each question paper may be allowed where the candidate needs the help of a scribe or would otherwise be unable to make adequate use of the mechanical aids provided for recording the answers or is visually impaired.

Oral and Aural Examinations

In the case of oral examinations, school authorities are requested to liaise with examiners with regard to candidates who have special needs. The arrangements for aural examinations vary according to degree of deafness and are as follows:

- The candidate may remain in the main centre but sit close to the tape recorder.
- The candidate may remain in the main centre and be allowed to use a personal stereo player with personal induction loop. An additional tape of the questions will be provided in such circumstances.
- The candidate may be allowed to sit in a separate room and listen to a tape recorder either with or without headphones.

The selection and application procedure for such students begins in first year.

Any psychological assessment reports for incoming First year students are referred to the Special Needs co-ordinator who has responsibility for this area. The Guidance Counsellors coordinate with them in identifying students with Special Needs and appropriate measures can be put in place.

A staff meeting is convened once a year where the relevant Year Head and Tutor assess the progress of each student and to highlight any difficulties individual students may be experiencing.

Section 4 – Current Resources

The Guidance area contains two offices, two broadband networked computers, laptop and iPad. Notice Boards highlight upcoming events and contact numbers for support organisations are listed there and on the SPHE Notice Board. The Library contains a Careers section where current Irish and UK prospectuses may be accessed.

- Guidance Office , Pastoral Care/ Interview room with access to e-mail and internet
- Computer
- Telephone
- Timetabled provision of guidance related classes
- Internet access for students
- Attendance at on-going professional training and development e.g. I.G.C. in-service and Supervision, facilitated by management.

Section 5 – The Role of the Guidance Counsellor

Names of Guidance Counsellors:

Dr Orla Condren	Qualifications: BSc, PhD, PGDE, PGDSGC
Ms Seanagh McCarthy	Qualifications: BA, MA, PGDE, Dip Counselling & Psychotherapy
Ms Grainne Clarke	Qualifications: BA, HDipEd, TEFL, PGDSGC
Ms Stacey Finn	Qualifications: BA, PME, TEFL, MScGC

In Dominican College Sion Hill the Guidance Counsellors are professionally trained to undertake the following tasks within the school guidance programme.

Counselling:

Empowering students to make decisions, solve problems, change behaviours and resolve issues in their lives. Such activity may be personal counselling, educational counselling, career counselling, or it may involve combinations of each.

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling on an individual basis is part of the support structure that the school provides to students. Within the overall time allocated for guidance, adequate time is given for the counselling function in the guidance programme. The rationale for the time allocated and its usage is evident in the school guidance plan.

See the Department of Education and Skills

Guidelines for Second Level Schools on the implications of Section 9 (c) of the Education Act (1998), relating to students' access to appropriate guidance.

Support:

The Guidance Counsellors provide support to students, parents/guardians, teachers, the Principal, Board of Management and referral agencies in assisting the personal, social, career and educational development of students. Such support may include advocacy on behalf of a student. Support also refers to assistance in the planning and development of the SPHE programme, Transition Year Programme, guidance related activities.

Assessment:

The Guidance Counsellors are trained to use a range of psychometric tests and other evaluative instruments to support relevant objectives of the school guidance programme. Such objectives may be related to career and educational planning, personal decision making and development of self-awareness.

Circular Letter 0034/2015 Assessment Instruments (including tests and web based resources) approved for use for Guidance and or learning support in Post-Primary Schools from May 2015, provides a list of tests that are approved for use in Guidance contexts in Post-Primary Schools. The Guidance Department is informed by the contents of this Circular

and are in compliance. Guidance Counsellors maintain registration of the Psychological society of Ireland's Register for Psychometric Test Use in secondary schools.

Our assessment procedures are guided by the principle that intelligence tests, as well as any other kind of tests, should be used not to label individuals but to help in understanding them. Assessment procedures will be used to assist students, parents/guardians and teachers for a variety of purposes. They can be indicators of academic ability, they can categorise occupational interests, guide subject choice for senior cycle, educational and career planning and aid personal and social development.

Incoming First Years are screened by the Guidance Counsellors and the SEN teachers using the New Group Reading Test (NGRT) and the Cognitive Abilities Test (CAT 4 – Level E). CAT 4 tests the following areas: verbal, Quantitative, non-verbal and spatial ability. It is planned to use the First Year testing as base line data and that further tests will be administered as the student progresses through the school. These baseline data are used within the school's Academic Tracking programme.

Information:

Assisting students to acquire, interpret and use information relevant to their personal and social, educational and career development.

Classroom Guidance Activities:

Providing classroom based learning experiences that are relevant to the objectives of the school guidance programme. Such experiences may include information giving, information and communication technologies (ICT), developmental skills (e.g. planning, decision-making, study skills, communication, values clarification), and vocational preparation.

Planning and Organising Workplace Learning:

This normally is done in Transition Year and organized by the Transition Year Co-ordinator

Referrals:

Seeking for students the assistance of non-school based professionals following standard procedures, e.g. NEPS. The guidance counsellor also provides support for students referred to him/her by teachers, parents/guardians, and school management. The voluntary participation by the individual concerned is respected in these situations.

Professional Development:

The guidance counsellor should keep abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and school management should facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events should be related to the objectives of the school guidance programme. Attendance at non-school based events should be negotiated/agreed in advance between the Board of Management, school management and the guidance counsellor.

Attendance at Career Talks/Colleges/FAS/Industry/Study Skills etc.

A record of students attending career talks/Colleges, etc. is maintained and students are required to sign an attendance sheet copies of which are posted on the careers notice board and in the staff room (**see appendix III**).

Section 6 – The Role of the Year Head and Tutor

The Year Head, on behalf of the school community, oversees the wellbeing of a year group so that learning, at every level of the person, is supported. Year Heads are part of the leadership team of the school and have a clear leadership role in relation to their year group(s).

The Year Head supports the Class Tutor in implementing the Code of Behaviour, in monitoring student progress, attendance and punctuality. The Year Head and Class Tutor work closely together and constantly share information.

The Year Head is aware of the supports available to students and makes referrals accordingly. Information is shared with the Guidance Counsellor, the Pastoral Care Team and teachers. Year Heads consult with Special Needs Assistants, where appropriate.

Year Heads work together as a group to ensure a common approach to their role in the school community. The Principal, Deputy Principal and Year Heads share information on students and collaborate in dealing with problems that arise.

The Year Head has two-way communication with parents/guardians in matters relating to the student's welfare and progress. Year Heads meet with and provide support to parents/guardians, where necessary.

The Year Head carries out duties in four key areas. These are:

- Learning & Teaching
- School Spirit
- Wellbeing
- Positive Behaviour Management

Learning & Teaching

- Enter target grades on VShare. (all staff)
- Check reports and ensure that all subjects have levels associated with them
- Monitor learning progress by reviewing test results
- Discuss change of level forms and subject choices
- Review academic ratios
- Personal Attendance Record

- The Year Head monitors attendance & punctuality of each student in the year
- Organise evening events (for year group) with Principal/Deputy Principal
- Link with feeder schools as required
- Organise Career interviews

School Spirit

- Ceannaire application process
- Lourdes application process
- 1st & 6th Year photos
- 'Cara' system
- Organise School Spirit Tour Day

Wellbeing

- Pastoral Advice & Support
- Regular visits to tutor/SPHE class
- Analyse PASS results
- Meet with students during the year
- Meet with parents/guardians
- Inform staff of relevant issues
- Commencement Mass
- Check in with Retreat organiser regarding relevant issues

Positive Behaviour Management

- Regular checks of diaries & uniforms
- Assemblies
- Organise lockers at the start of each year and the clean-up of lockers at the end of the year
- Send out the following to parents/guardians
- Internal Suspension Letters
- Orange Report Card Letter
- Frequent Absence letters
- Failure to attend detention
- Saturday Detention letter
- Uniform Letters and record on VSware
- Liaise re. complaint form, decide on
- Orange report Card
- Lunch time & Saturday detention
- Internal Suspension and record on VSware.
- Organise Tutor/Year Head Meetings
- Attend Assistant Principal Meetings
- Year Heads/Deputy Principal/ PrincipalRed Report Card
- Smoking Letter/Discipline Letter.
- Suspension
- Academic Review

- Individual Appointments with students/parents

Tutors:

The Class Tutor takes a special interest in his/her tutor class and in the welfare of each of its individual students. The Class Tutor will have access to relevant information on the students in their class. Likewise, the Class Tutor will share information, as appropriate with relevant members of the staff.

The Class Tutor will work closely with the Year Head in the implementation of the Code of Behaviour. He/She will ensure that each student in the class properly maintains the Student Diary. The Class Tutor will help promote compliance with the Code of Behaviour through positive affirmation. He/she will help develop students' confidence and self-esteem. He/she will encourage involvement in extra-curricular involvement.

The Tutor carries out duties in four key areas. These are:

- Learning & Teaching
- School Spirit
- Wellbeing
- Positive Behaviour Management

Learning & Teaching

- Enter Target Grades on VShare (all staff)
- Complete tutor reports
- Review monthly assessment marks in tutor class

School Spirit

- Liaise with class representative on the student council and committees

Wellbeing

- Pastoral Advice and Support
- SPHE programme
- Compulsory Sports
- It is important to keep on top of compulsory sport attendance for your tutor group. You can do this by accessing the Whole School Sport document which circulates at the beginning of the year – search for your students amongst the tabs and check that they have or have not attended.

Positive Behaviour Management

- Start of School Year
- School Rules/Detention/ Extra Curricular Activities
- Fill in Extra Curricular Timetable in diary
- Signature in diary
- Health & Safety
- School Committees

- SchoolWise contract
- Weekly Diary check
- VSware Points and discipline code marks.
- Decide on the date of detention
- Stamp the detention stamp in the diary
- Inform year head & Deputy Principal
- Send out letter to parents
- Homework
- Weekly Study Timetable
- Attendance
- Explanation for absence notes to be removed and signed
- Uniform Checks
- Check lockers regularly to ensure that they are locked
- Organise Cleaning Rota
- Put a copy of the rota in the staff room, Open space, Red Stairs Cafe, Siena House & ST Thomas
- Teachers/Tutors give the following forms to the Year Heads

Section 7 – Development Areas for 2024/25

- For the Guidance Counsellors to work with all staff to continue developing, implementing and evaluating our comprehensive wellbeing programme.
- To embed and integrate Whole School Guidance across curricula and co. and extra-curricular areas of learning.
- To further support students in understanding the academic tracking and monitoring programme in the school.
- To commence implementation of the National Strategic Framework for Lifelong Guidance and Strategic Action Plan (2024 – 2030)
- To commence implementation of Information Note TC 0001/2024

LINKS

These are some important links related to Careers Guidance

www.qualifax.ie - the National Course Database

www.careersportal.ie – comprehensive site related to career profiles, Irish Companies, jobs, courses and much more

www.studentfinance.ie – online applications for student grants for Third Level and Post Leaving Certificate courses

www.susi.ie Higher Education Grants

www.nfq.ie – information relating to qualifications in the Irish Educational system Level colleges which are not universities

www.cao.ie - the online application system for Third Level Colleges, only, in the Republic of Ireland

www.cao.ie and www.accesscollege.ie - information relating to the "HEAR" scheme - Higher Education Access Route for students on socioeconomic grounds and to "DARE" scheme - Higher Education Access Route for students who have a disability

Section 8 – Appendices

Appendix I

Dominican College Sion Hill
Appointment Request Form

I would like an appointment with the guidance counsellor

Name: _____

Class: _____

Date: _____

Is your query:

Personal _____

Careers _____

Subject related _____

(Please tick)

Appendix II:

Dominican College Sion Hill

Appointment Card System

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

Appendix III

Dominican College Sion Hill

Student Attendance Sheet V 1.1

LECTURE/OPEN DAY/SEMINAR / etc		
Date:	Time:	
	Student Name	Class
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Dominican College Sion Hill**First Year Form****FIRST YEAR FORM 2021/22****PART 1**

NAME:

CLASS:

ADDRESS:

DATE OF BIRTH:

TELEPHONE NO:

PART 2HOW MANY CHILDREN IN YOUR FAMILY INCLUDING YOURSELF?WHAT IS YOUR POSITION IN YOUR FAMILY? 1ST, 2ND, 3RD, 4TH, 5TH, 6TH, 7TH,

DO YOU HAVE ANY SISTERS WHO ATTEND SION HILL (PAST OR PRESENT)?

IF SO PLEASE WRITE THEIR NAME AND CLASS

NATIONAL SCHOOL ATTENDED:

PRINCIPAL'S NAME:

TEACHERS NAME:

PART 3

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

PART 4

DESCRIBE BRIEFLY HOW YOU HAVE FOUND YOUR FIRST FEW MONTHS IN SECONDARY SCHOOL

IS THERE ANYTHING IN PARTICULAR WHICH YOU FIND DIFFICULT TO COPE WITH

ADDITIONAL INFORMATION

First Year Form Section 2

Date: _____ **Name** _____ **Class** _____

Look at the scales below and answer each one as honestly as you can. How you feel about yourself will change from day to day, week to week, depending on what is happening in your life at that time. When answering the questions below, try and think about **how you feel most of the time**.

Please rate where you are on each scale by putting a circle around the appropriate number.

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I have no friends						I have lots of friends				

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I find school work really difficult						I find school work really easy				

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I argue and fight with people in my everyone class <u>all</u> the time						I am calm and get on with				

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I don't make any effort at school at all						I give 100% in school.				

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I don't like myself as a person myself						I'm always happy about as a person.				

↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
0	1	2	3	4	5	6	7	8	9	10
I always get						I never get in				

in trouble in school
Appendix V

trouble in school.

Dominican College Sion Hill

How to read a prospectus

How to Read a Prospectus

Prospectuses are the booklets that are issued by colleges and universities every year. They give a list of the courses on offer along with detailed descriptions of what you will be studying. Prospectuses come in lots of different shapes and sizes and the layout of each will be different. Most of the colleges and universities now have this material on their websites that can be more up to date.

The prospectuses usually contain information on the individual courses, the staff (professors, lecturers and tutors), the campus, special facilities (like performance halls for music schools or acting stages for drama schools), how to get in contact with the university, and how to get to the university.

To be able to get the information you want you need to understand some of the different terms and words used.

Minimum Entry Requirements

Every course and college sets out the minimum entry requirements for students wanting to study that course. These are things like what subjects you have to have at Leaving Certificate and/or certain grades that you have to achieve to be eligible for entry onto the course.

This is not the same thing as points. Points are set by the CAO not colleges and are used to allocate places on a course. For example, to study science in university you need to have sat at least one science subject in your Leaving Certificate. If you have not studied a science subject, even if you get 600 points you will not be eligible to apply for a course in science.

It is also important to realise that even if you have the minimum entry requirements, you may not get the points. For example, Arts in NUIM: the minimum entry requirements are 2 Higher

Level C3 and 4 Ordinary Level D3, subjects must include English, Irish and a third language. This would add up to 160 points. But the points for Arts in NUIM were 375 this year. So the first thing to check when looking at a course that you may be interested in is:

“What are the minimum entry requirements and do I meet these?”

Using the prospectus for UCD find:

1. Civil Engineering (NFQ Level 7):

(a) Minimum entry requirements _____

(b) CAO course Code _____

(c) Course duration _____

2. Software Development (NFQ Level 8):

(a) Minimum entry requirements _____

(b) Subjects required _____

(c) Name and contact number of the course director _____

3. Pharmacy Technician Studies (NFQ Level 6):

(a) Minimum entry requirements _____

(b) No. of course places for 2010 _____

(c) Mandatory subjects in Year 2 _____

4. Media and Public Relations (NFQ Level 8):

(a) CAO course code _____

(b) Title of award received _____

(c) Name and contact no. of head of department _____

Appendix VI

Dominican College Sion Hill

Open Day Information Sheet

HOW TO GET THE MOST OUT OF A CAREER EXHIBITION/OPEN DAY

5 Point Plan

1. Study the prospectus; before going to any career event you must be familiar with the basic course information i.e.
 - Certification....Certificate/Ordinary Degree/Honours Degree/Masters/Doctorate
 - Duration of course.
 - Subjects studied each year.
 - Work experience?
 - Typical points required.
 - Essential subjects.
 - Desirable subjects.
 - Exam structure.
 - What do graduates do on completion of the course?
 - Employment prospects.
 - Contact name/details.
2. Refer to website.
3. Get a copy of open day/career exhibition schedule (Download or From Guidance Counsellor)
4. Plan your visit - prioritise
5. Write out relevant questions:
 - Typical profile of student.
 - What qualities are required?
 - Number in class.
 - Ratio of male/female
 - Drop-out rate
 - More information on work experience e.g. Arranged by college/where/assessment.....
 - Options at end of first year.
 - Transfer options.
 - Employment prospects.
 - Further study options

Appendix VII

Dominican College Sion Hill

Record of In-Career Development

	Name	Date
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Appendix VIII – SST Referral Form



DOMINICAN COLLEGE SION HILL

CROSS AVENUE, BLACKROCK, CO. DUBLIN, A94 TP97

Phone: (01) 2886791 Email: admin@sionhillcollege.ie Website: www.sionhillcollege.ie

Student Referral Form

Student: _____ Year & Class: _____
Teacher: _____ How you know student: _____
Tutor: _____ Year Head: _____

Concern Expressed Please tick

- Learning
- Social
- Emotional
- Behavioural

Problem Defined:

Observations in Class:

Assessment Procedures (written exam/home-work/team Projects/ presentations /practicals):

Parental Concerns:

Signed: _____

Date: _____

PLEASE HAND TO THE APPROPRIATE CO-ORDINATOR / YEAR HEAD

Follow up

Actions Taken

Date	

- Risk is measured from 1 - low risk, to 5 - high risk (immediate action required)

Appendix X

Dominican College Sion Hill



Guidance Appointment Preparation Form

Student's Name: _____

Time/date of Appointment: _____

I have reviewed the following documents:

- **Eirquest & Cambridge** **Yes** **No**
- **Centigrade** **Yes** **No**

I have reviewed my most recent results with my tutor and parents:

Yes **No**

I have reviewed my target grades with my subject teachers since my most recent results:

Yes **No**

Most recent CAO points: _____ **Target CAO points:** _____

On a scale of 1- 5 I am working at a level of _____

I have attended a higher options/open days/career event, give details:

Area I would like to discuss with Guidance Counsellor:

Any concerns:

Student's Signature: _____ **Date:**



Dominican College Sion Hill

Guidance Appointment Report Form V 1.1

Student's Name: _____ **Date:**

Time in: _____ **Time out:** _____

CAT results: V Q NV S

Cambridge results: GEN 1 GEN 2

Target CAO points: _____ HL__ OL__

Eirquest & Centigrade career areas:

Higher Education **Further Educations**

HEAR **DARE** **Abroad** **UK** **SUSI**

Outcome of interview:

Actions required:

Guidance Counsellor Signature: _____ **Date:**

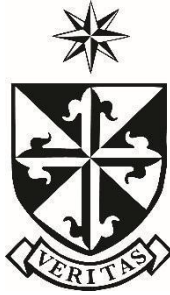
Appendix XII

Dominican College Sion Hill

Student Review _____

Date: _____

Team: _____



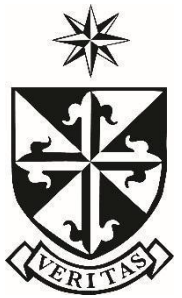
Name	Positive Change	Ongoing concern	Current Needs	Action

Guidance Counsellor Signature: _____ Date:

Appendix XIV

Dominican College Sion Hill

Academic Advisory Meeting: Senior Cycle



Date: _____ Student Name: _____

Teacher _____ Year Group: _____
AR: _____

Section 1: Looking at my Recent Academic Records

Subject	Level	Target Grade	Summer 17 Grade	October 17 Grade
English				
Maths				
Irish				

Section 2: Rating my current life-work balance

Attendance	/10
Classwork	/10
Homework	/10
Revision	/10

Exercise	/10
Nutrition	/10
Time with friends	/10
Limited time on social media	/10

Section 3: Coming up with an action plan

Things I am doing well (I will keep doing these)

-
-
-

Things I may need to improve on or change

-
-
-

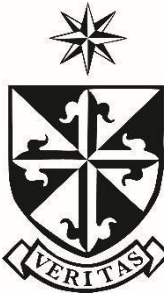
What specific action(s) will I take to bring about these changes?

-
-
-

Appendix XV

Dominican College Sion Hill

Christmas Study Planner V 1.1



Name: _____

Date: _____

Clearly mark off the days you plan to take as rest days

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	21 Dec	22 Dec Last day of School term	23 Dec	24 Dec	25 Dec	26 Dec
27 Dec	28 Dec	29 Dec	30 Dec	31 Dec	1 Jan	2 Jan
3 Jan	4 Jan	5 Jan	6 Jan Back to School			

Appendix XVI

Protocol regarding Online Guidance and Counselling



DOMINICAN COLLEGE SION HILL

CROSS AVENUE, BLACKROCK, CO. DUBLIN, A94 TP97

Phone: (01) 2886791 Email: admin@sionhillcollege.ie Website: www.sionhillcollege.ie

Digitalised Whole School Guidance for Whole School Guidance Plan February 2024

Digitalised Guidance Policy

This document outlines the decisions made at local school level about the logistics of digitalised / online school guidance provision in our school. All content was discussed and agreed between School Management and the School Guidance Counsellor(s). The approach to digitalised Guidance in our school is documented here in line with:

A Whole School Guidance Framework document (NCGE, 2017)

<https://www.ncge.ie/resource/ncge-whole-school-guidance-framework>

(Covid-19) Support information for Guidance Counsellors in Schools (NCGE, 2020)

<https://www.ncge.ie/resource/covid-19-ncge-support-information-GC-schools>

Continuity of Guidance Counselling - Guidelines for schools providing online support for students (DES, 2020)

<https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/continuity-of-guidance-counselling-guidelines-for-schools-providing-online-support-for-students.pdf>

Continuity of Schooling (DES, 2020)

www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html

Digitalised Guidance is provided in our school in line with the continuum of support model (NCGE, 2017 p12): Guidance for a Few, Guidance for Some, Guidance for All. This document outlines the provision of digitalised guidance in line with that continuum. The first section outlines the logistical approach for 'Guidance for a Few,' a second section notes the approach for 'Guidance for Some,' and the third section refers to 'Guidance for All.' In addition, a final section outlines how our school will coordinate Whole School Guidance, should the school have to close for part of the year or if some staff must self-isolate.

Guidance for a few:

In Dominican College Sion Hill ALL students will have access to one-to-one supports from teachers, support teams and the Guidance Counsellor, where appropriate.
 Parents / Guardians will be informed that these services are available by:

e.g. distribution of an information leaflet at the beginning of the school year
e.g. a notification by email if our school must close during academic year 2020/2021

In each of these communications, parents are invited to contact the school directly should they wish to discuss the provision of such supports.

In Dominican College Sion Hill we agree to undertake our **‘Guidance for a Few’** (one-to-one sessions) as follows:

Platform Used:	e.g. Schoolwise & Google Meets.
How and when students may be contacted:	<p>A schedule of virtual meetings will be planned with students by email during a limited time frame, following the ‘normal’ local school timetable,. Contact with students should not occur outside of these agreed times.</p> <p>Personal phone numbers will not be exchanged between the Guidance Counsellor and students / parents / guardians.</p>
Students are identified as needing one-to-one support through several school processes:	<p><u>Self-Referral</u> – students may self-refer by sending an email to the Guidance Counsellor. Students are notified about how to connect with the guidance counsellor at the beginning of the school year and in bi-weekly assemblies.</p> <p><u>Student support team:</u> Teachers are aware they can contact the student support team by email if they are concerned about a student. The student support team will then take appropriate action which may include referral to the Guidance Counsellor.</p> <p><u>Parents:</u> If parents are concerned for their children, they may contact the year head. Parents are informed of how to contact each year head on the school website and in the welcome letter sent at the start of the year.</p> <p><u>Other Avenues:</u> We will monitor the other means through which students are referred this year and will add those means to this document for future years.</p>
Frequency of Contact:	The agreed procedures to facilitate students to be notified of their initial appointment in advance in Dominican College Sion Hill is through school email or through Schoolwise messaging

	<p>Further contact will be agreed with students as appropriate during each meeting.</p> <p>This will be clearly communicated to the student in each meeting and/or at the beginning of the series of sessions e.g. 'We will work together for three sessions and review our plan on the third session'</p>
Session Length:	Each one-to-one meeting would not exceed the duration of normal appointment or lesson times, 30 - 60 minutes, except in the event of an emergency.
Contract:	<p>A contract will be made with students at the beginning of the one-to-one sessions as it would have been in a 'face to face' situation. In this contract, it will be noted that neither party will record or take photographs of the session.</p> <p>Students and parents are informed that a record of the session will be kept by the Guidance Counsellor, in line with normal professional practice and the school's 'Confidentiality Policy.'</p>
DLP and DDLP:	<p>If digitalised guidance is taking place, our school procedures for communication with the DLP and the DDLP are:</p> <p>To communicate by email or phone</p> <p>If an emergency/child protection issue arises during a time when digitalised guidance is taking place, the agreed protocol is to: Communicate directly with the DLP by phone or email depending on the urgency and with DDLP if the DLP is unavailable</p>
Communication with management:	<p>School management are fully aware of and have agreed on all aspects of this document.</p> <p>This document was discussed and agreed on [insert date].</p> <p>It is agreed that this document will be reviewed on [insert date].</p> <p>The guidance counsellor will communicate on a weekly basis to update management on how digitalised one-to-one guidance appointments are progressing.</p>

Record Keeping & GDPR:	<p>A record of every one-to-one guidance counselling meeting will be kept by the Guidance Counsellor and stored appropriately in line with normal professional practice</p> <p>Our school uses the one-to-one meeting record which is based on the NCGE recommended template</p> <p>In our school we securely save our records by e.g. using a password protected work laptop and desktops - these password are changed monthly. The files are saved into a dedicated folder and are in no way accessible by a third party.</p> <p>Also</p> <p>We store paper records. The Guidance Counsellor ensures these are safely stored, are not accessible to others and returned to the school premises as soon as is practicable.</p>
'Netiquette'	<p>The school has a separate document on what is acceptable in terms of netiquette. This would ideally be communicated to all members of the school community as a group. This document may contain additional information such as a statement that all cameras must be on for the duration of the meeting and that students should be appropriately dressed/in an appropriate location for the duration of the meeting.</p>
Logistics	<p>The Guidance Counsellor will ask the student where they are at the time of the meeting and make a note of it e.g. are students at home / in a friend's house / with a relation etc. This is done to ensure students are in a safe and appropriate environment. In addition, if a child protection or safety issue arises, Guidance Counsellors will know where the students are.</p>

Guidance for some:

A definition of 'Guidance for Some' can be found on the 'Whole School Guidance Framework' document (NCGE, 2017 p13)
www.ncge.ie/resource/ncge-whole-school-guidance-framework

In Dominican College Sion Hill digitalised 'Guidance for Some' will operate in line with our school's 'Remote Learning Policy' as follows:
 Students will be invited to take part in group sessions on certain topics e.g. for those students applying to UCAS / those students who would like to learn about a career in the health sciences

Non timetabled classes may be arranged to cover certain areas. This will be communicated to the students and parents through the school email and through the Schoolwise platform. These classes will be held online through the Schoolwise platform.

Guidance for all:

A definition of 'Guidance for All' can be found on the 'Whole School Guidance Framework' document (NCGE, 2017 p12)

www.ncge.ie/resource/ncge-whole-school-guidance-framework

In Dominican College Sion Hill digitalised 'Guidance for All' will operate in line with our school's 'Remote Learning Policy'.

Guidance classes will continue online at the normal timetabled time

The Guidance Counsellor may contact a Year group through the school email and the Scholwise platform.