



Borrisokane Community College

Whole School Guidance Plan 2020



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Context

This Guidance Plan has been established specifically for Borrisokane Community College; a mixed secondary school operated by the Tipperary ETB. The school has an enrolment of just over 600 students and provides a range of programmes to cater for the students' needs.

These programmes include:

- Junior Certificate
- Transition Year
- Established Leaving Certificate
- Leaving Certificate Applied.

SCHOOL MISSION STATEMENT:

“We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.”

The Guidance Plan aims to assist the holistic development of students so that they learn and value their talents and abilities and also to develop skills to manage transitions in their lives.

Rationale

Section 9 (c) of the Education act 1998 requires schools to “ensure that students have access to appropriate guidance to assist them in their educational needs and career choices.”

Borrisokane Community College views guidance as a continual developmental process which begins when entering school and concludes long after the students have left the school.

What is Guidance?

Guidance refers to the range of learning experiences designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised in to three areas:

- Personal and social
- Educational
- Career Guidance

Aims of the Guidance Plan

- Provide a framework for the school's guidance programme
- Ensure a structured response to a student's personal, social, educational and career guidance needs.
- To develop the concept of Whole School Guidance which will involve the relevant members of the school community in the provision of the Guidance service.
- To create a productive learning environment for all abilities.
- To promote the educational, social and emotional development of all students assisting them to reach their full potential.
- The plan will include all Guidance activities, classes, guidance counselling, attendance at open days, meetings with parents etc.
- To assist with evaluating the School Guidance Service and the quality of students supports.

Objectives

- To develop an awareness and acceptance of a student's abilities and talents.
- To identify and explore opportunities.
- To help students make informed choices.
- Enable pupils to grow in independence and take responsibility for themselves.

Target Groups

The school Guidance Service is open and accessible to all students and parents. These include but are not limited to:

- Leaving Cert students in relation to College/Course choice;
- students making programme/ subject choices;
- students undergoing a personal difficulty;
- students with Special Educational Needs.

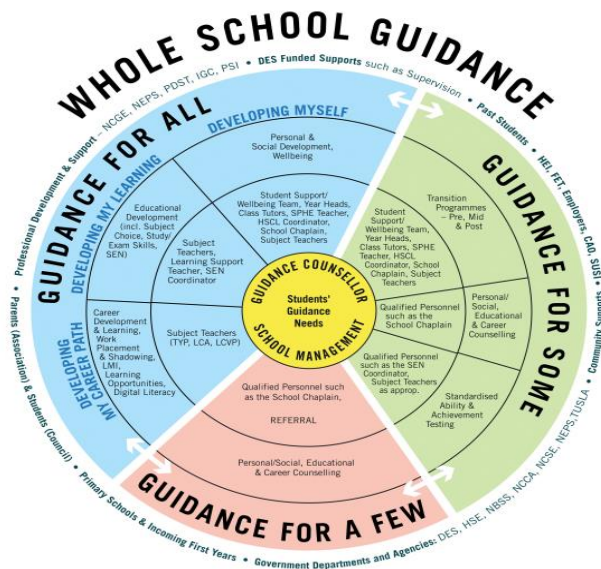
First, years have three timetabled SPHE classes, one of the Guidance Counsellors is timetabled to visit SPHE classes to cover Guidance related topics.

Second, Third years and TYs have one timetabled SPHE class per week.

TY, Fifth and sixth years have one Guidance class per week. (1st 2 2nd 2?)

The National Development Plan (2000-2006) identifies that the school guidance service plays a major role in helping young people at risk (such as students with SEN, minority groups and LGBT young people) to remain in formal education.

The Whole School Guidance Plan follows the NCGE approach of: Guidance for Some, Guidance for a Few, and Guidance for All.



Guidance Allocation

(Circular PPT12/05)

Two Guidance Counsellors:

Annette Tierney: Eleven hours Guidance Counsellor (Job sharing)

Trudy Carroll: Guidance Counsellor & SET

Guidance Curriculum

Divided in to two components,

- Formal
 - Individual meetings with students/ parents.
 - All senior classes have one class period of Guidance per week.
 - Pastoral care meeting with care team once a week.
- Informal.
 - Liaising with staff, students and management in an informal manner.

The Borrisokane Community College Guidance plan outlines a continuum of support for the whole school guidance programme.

Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into college or the world of work). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, careers classes and work experience/placement provided as part of senior cycle

programmes (TYP, LCA and LCVP). The NEPS publication *'A Continuum of Support for Post-Primary Schools: Guidelines for Teachers'* (2010) outlines whole school approaches that can be employed in relation to *'Support for All'*.

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors. The NEPS publication *'A Continuum of Support for Post-Primary Schools: Guidelines for Teachers'* (2010) outlines a *Solution Oriented Framework* that can be employed in relation to *'School Support (for some)'*.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The NEPS publication *'A Continuum of Support for Post-Primary Schools: Guidelines for Teachers'* (2010) outlines supports which can be provided to students with more complex or enduring needs under *'School Support Plus (for a Few)'*.

Team Approach to the School Guidance Programme

Borrisokane Community College views Guidance and Pastoral Care as very much a 'Whole School' activity. It has long since been recognised here that all staff have a vital part to play in student care. In line with findings from the 'My World Survey' 2012, risk of early school dropout is reduced by the connection to 'one good adult'; all staff play a role in the delivery of the School Guidance Programme. The team approach has been particularly effective through the Pastoral Care structure. Weekly care meetings are held which include Guidance Counsellors, School Chaplain, a Learning Support Teacher, Deputy Principal, RE teachers and SPHE teachers.

The Guidance Department recognises that students relate to different staff members in different ways and are encouraged to talk to any teacher they feel comfortable with if they need to. If a teacher has a concern surrounding a student, then the teacher in question is encouraged to refer the student to the Care team.

School activities which support Whole School Guidance

- Management Team
- Year Head System
- Tutor System
- Chaplain
- Counselling
- Pastoral Care Team
- SEN Team
- Autism Centre
- Youth Group
- Learning School Projects
- School Development Committees
- Focus IN/OUT
- Friendship Cafe
- Rainbows
- Community Education
- School Trips
- Students' Council
- Prefects
- Cairde
- Big Brother Big Sister
- Language Scholarships
- Gaisce Awards
- Green Schools
- Awards Ceremony
- Christmas Concert
- Supervised Study
- Third Level Scholarships
- Homework Club
- Extra Curricular Activities & Sports
- Career Exhibition
- Guest speakers (Social, Personal, Educational, Career related)
- Workshops targeting specific year groups (SOAR, Resilience Academy).
- Working Things Out programme.
- Erasmus+
- Student Voice Forbairt initiative
- Guidance Counsellor linking with First year SPHE classes.

Involvement of parents

As partners in Education every opportunity is made to consult with and provide parents with information.

Information nights are provided for parents at key points throughout the year. Examples: First Year Induction Evening in September. Fifth Year Parents Meeting in September to lay a good foundation for the Leaving Certificate Programme, First Year Options Evening, Meeting re Senior Cycle Options and an information evening re CAO Applications.

Parents are also invited to talks organised by the school and the Parents Association all of which are student centred. Talks from third level college staff are regularly organised for parents to support them as their children move towards college – e.g. chaplain NUIG, Speakers from Athlone I.T. Let's Learn About Alcohol and Drugs Together (Jan 2019, 2nd & 3rd years and parents). David Coleman talk (February 2019).

Guidance Materials

Internal

- Books
- Use of internet, (Qualifax, CareersPortal, SUSI, CAO, Access.ie, Classroom Guidance and Career Directions.)
- College Prospectuses
- Guidance notice board
- School email
- Twitter / Instagram
- SharePoint
- PowerPoint

External

- Attendance at Open days / Careers Seminars
- Guest speakers
- Past pupils.

Guidance Personnel

- Guidance Counsellors Annette Tierney/ Trudy Carroll
- Sr Nora
- Pastoral Care team
- Student support offered by all staff

Pastoral Care Team

The Pastoral care team was set up in September 2007, it consists of the Deputy Principal, Chaplain, Guidance Counsellors, a Learning Support teacher, SPHE teacher and RE teacher. The team meets once a week for 45 minutes. The aim of the team meeting is to identify students at risk and as a group to devise strategies tailored to the students' needs by means

of the in house supports available and outside agencies if necessary or available. The regular meetings allow continuous review of school policies and procedures regarding **Promoting the Emotional Health and Well Being of the School.**

If a teacher is worried about a student they are encouraged to speak to a member of the Pastoral Care Team. The role of the Pastoral Care team is as follows:

- developing and maintaining a safe and caring environment within the school where a sense of belonging and connectedness is fostered;
- building positive teacher-student and student-student relationships to promote participation, social interaction and pro-social behaviour;
- actively involving young people and their parents/guardians in developing and implementing school policies to support mental health and health promotion;
- adopting a whole-school approach to health promotion, where health is promoted by all and not just by a few members of staff;
- supporting and implementing a well-planned, consistent and integrated SPHE/RSE curriculum to enable young people enhance their coping, resilience, communication, conflict resolution, and problem-solving skills.

“Young people who are emotionally or mentally healthy achieve more and engage actively in school and community life” (Weare, 2000).

In 2019/20, the Care Team will trial inputting ‘Check & Connect’ meetings with students on ePortal. Details discussed will not be shared unless necessary.

Testing

The assessment of first years takes place in conjunction with SE Teachers in September/October after entering the school.

First years take the CAT 4 test in October. Results are available to parents, and Guidance Counsellor is present at the First year Parent Teacher Meeting to discuss same with parents. Teachers can assess the results on the SEN section on Sharepoint.

Primary Schools provide results of Sigma T and Micra T results which along with the school tests provide a means of identifying students with possible learning difficulties.

Results are discussed at the SEN team meeting and students who fall below the 10th percentile are referred for further testing etc.

DATs (Differential Aptitude test) are administered to TY classes. The DATs are machine scored and feedback is given to all students. Parental feedback if parents request same. Centigrade Careers Test is administered in 5th year. Referrals to SN dept and outside agencies (for example NEPS) may be made if necessary.

Record Keeping

Paper copies of the above assessments are kept in the Guidance office and are available to parents and Learning Support Teachers on request.

Personal Counselling

The guidance counsellor works under the IGC Code of Ethics when counselling students. The guidance counsellors conduct competence, confidentiality, and consent of the client during professional personal, educational and vocational counselling.

Guidance Counselling is offered to students where necessary by the Guidance Department. Students are offered six sessions, the first 3 are weekly and the last three bi-weekly. This is the suggested schedule by it can change depending on the student's needs. If appropriate, the GC refers the student to the appropriate agency such as DLP, parent advised to make doctor's appointment for their child or school psychotherapist.

The counselling style used at Borrisokane Community College is person centred. The Counsellor tries to see the clients as they currently view themselves and gives the student a space to discuss issues without judgement. Students attending the guidance counsellor for counselling will be informed of confidentiality and the limitations of confidentiality.

The counselling duties can be summed up as follows:

- to assist pupils through temporary crises;
- to help pupils with normal developmental problems;
- to note signs of abnormal disturbance;
- to support teachers who are helping individuals in their care;
- to refer cases needing specialist treatment.

Students may attend the Guidance Counsellor at any time and most especially in a time of crisis. The Guidance Counsellor's duty is to provide and to take care of the students that present themselves in the guidance office for counselling. If and when a case needs to be referred, the student will have been made aware of the confidentiality policy in place in alliance with the Institute of Guidance Counsellors code of ethics.

Protocol for meetings with Guidance Counsellors

Meetings are by appointment. Senior students make appointments during class time. Subject teachers have the right to refuse a student to leave their class if it interferes with their teaching. The appointment is then rescheduled. Students are signed out by the subject teacher using the appointment slip.

Parents/Guardians make appointments by telephoning the school. Every effort is made to accommodate parents request for a meeting at a time that suits both parties. On occasion the Guidance Counsellor may request that another member of staff be present at the meeting (Year Head, Principal, Deputy Principal, Learning Support Teacher) and the student is invited for whole/part of the meeting with the approval of Parents/Guardians.

Career Guidance Appointments

Career Guidance can be defined as empowering students to recognise their talents and abilities, to make informed choices and also to take responsibility for their own futures. Priority is given to 6th years for Career appointments. Appointments for fifth years are scheduled from February onwards.

Appointments for others depend on availability/ urgency of the issue concerned.

Career Appointments typically include the following:

- Analysis of the DAT test
- Analysis of Career Interest test (Careersportal.ie)
- CAO points predictor
- Discussion around the options available to the student.
- Possible Career Action plan

Students are supported throughout the CAO/ UCAS process if they wish to avail of this service. It is the ultimate responsibility of each student to make the application themselves. A CAO information night takes place in the school in November prior to the CAO closing date of February 1st.

Confidentiality

The Guidance Counsellor will take all reasonable steps to preserve confidentiality bearing in mind the legal limits that exist. The Guidance Department provide career guidance and support to students throughout their time in school. In order to provide the best service to students, an individual career portfolio will be collated, including personality and career interest tests, along with aptitude tests such as DATs. During Careers class and one-to one appointments, students are informed that notes will be kept in their career portfolio. Data is stored in a locked filing cabinet in a locked room. Data will be captured in order to best facilitate students' needs for personal, educational and career guidance. Data will only be shared with third party organisations (such as employers, universities, social workers) in order to fulfil obligations to the student.

Record Keeping

The Guidance Counsellors operate the following record-keeping procedures:

Detailed records of all personal counselling and careers/vocational guidance interviews are kept as follows:

- Guidance records are kept for 7 years after the students leave school
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the student and the student should be informed of all matters pertaining to confidentiality between the counsellor and the student.
- The Counsellor should ideally write up notes as soon as possible after the session to ensure accuracy and precision.

- Notes should, in general, be brief

Responding to Child Abuse

Mr. Matthew Carr, School Principal is the Designated Liaison Person (DLP) Ms. Paula Molloy Deputy Principal is the Deputy Designated Liaison Person (DDLDP). Any reports, of child abuse are instantly referred to the school's DLP. The DDLDP will be contacted if the DLP is not available. All action taken will be in accordance with Children's First Guidelines, the Education Act and the schools policies and procedures.

In Career Development & CPD

The Guidance Dept attend local IGC meetings and supervision facilitated by school timetabling. The IGC provides in service training, workshops and presentations relevant to our work. The IGC AGM takes place annually and further in service training is provided there.

The Guidance Dept have completed modules one and two Whole School Guidance Planning in service run by the NCGE.

Annette Tierney – CPD

Year	CPD	Length	Facilitator
99-01	Post Graduate Diploma Guidance and Counselling	2 years	University of Limerick. N Sheehy.
2008 to date	Attendance at IGC supervision	4 times per year	
2011	Friends For Life Programme	3 days	Dr Paula Barrett
2001 to 2019	Attendance at IGC meetings Limerick Branch Attendance at IGC Conferences.	Monthly Yearly	IGC
2017	Level A Testing Refresher Course Completed	Weekend	ETC Consult

Trudy Carroll – CPD

Year	CPD	Length	Facilitator
18/19	IGC supervision	2 sessions	IGC
8.5.19	A Step-by-step approach to Guidance Planning	1 day	NCGE
9.4.19	JCT Using radio as a resource in the CSPE classroom	19:30-20:30	JCT
4.4.19	JCT L2LPs and Inclusive Practices	19:30-20:30	JCT
25.3.19	David Coleman talk	19:30 - 21:30	BCC
25.3.19	JCT Engaging Parents with Junior Cycle	18:15 - 19:15	JCT
16.1.19	Reflective teaching; reflective learning (Webinar JCT)	20:00-21:30	JCT

Oct 18	Teacher wellbeing LEC Ann-Marie Ireland	3 eve 19:00-21:00	LEC
6.11.18	Consensus method LEC	19:00-21:30	LEC
2017-18	Post Graduate in School Guidance Counselling	1 year	MU
2014-15	National Award in SEN Co-ordination	1 year	Uni of Hertfordshire

Junior Cycle

The Junior Cycle Wellbeing Guidelines (NCCA, 2017) state that “Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community” (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘active’, ‘responsible’, ‘connected’, ‘resilient’, ‘respected’, and ‘aware’. Guidance is highlighted as supporting ‘learning about wellbeing and learning for wellbeing’ for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (NCCA, 2017; pg. 46 & 48).

Subject Options (Junior)

Each first year student gets the opportunity to taste our full range of subjects during first year. At the end of first year the student decides on subjects they wish to take for Junior Cert. A student will take three subjects from the following list: Geography, Art, Business, French, German, Home Economics, Graphics, Wood Technology, Engineering, Music.

An information session is provided for parents regarding subject options also one to one appointments available for students to assist them in making their choices. Every effort is made to facilitate students regarding their choices however due to timetabling or staffing restraints students may not always get their first preferences.

Subject Options (Senior)

Students choose subjects in third year or TY depending on their choice of options after Junior Cert.

The following option subjects are offered in fifth year:

Art, Biology, Physics, Chemistry, Ag Science, Home Economics, Engineering, Construction Studies, Geography, History, French, German, Business, Accounting, Design and Communication Graphics, Music, Physical Education and LCVP.

Students are assisted in their choices by individual appointments with the Guidance Counsellor and by means of Guidance classes. An information session is provided for parents regarding senior cycle options. Individual parent appointments are provided by request. All subject teachers are asked to advise students in relation to their own subject areas as regards content, time commitment and suitability.

Changing Subjects and levels

It is essential that students meet with the Guidance Counsellor to discuss implications of dropping a subject or changing levels. When the implications of the changes have been discussed a form is filled out by the student and signed by the Guidance Counsellor, relevant teachers, parent/guardian and student concerned.

The form is filed and a copy is given to the Principal so that any class changes can be enacted on the computer.

Students with Special Needs

We are aware of students entitled to special consideration in Junior and Leaving Cert.

Students are informed of supplementary college admission routes/ Access and Dare/ Hear schemes.

Assistance is provided as regards form filling etc. if the student requires it.

A Guidance Counsellor attends the weekly Special Educational Needs meeting and also has Junior and Senior students for Resource.

Availability of ICT

Since moving into new school buildings 2012/2013 each classroom is equipped with ICT facilities, projector, interactive boards and access to Eportal. Two computers have being added to the Guidance Room for student use. A computer with internet access is also available in the Guidance Counsellor's office.

Students are encouraged to use Career websites such as www.Careersportal.ie and www.cao.ie and www.qualifax.ie

Speakers

It is normal for outside speakers to give talks/presentations to senior students. Speakers are arranged subject to demand and student feedback is sought afterwards.

Open Days

The Guidance Counsellor arranges attendance at local Open Days. Priority is given to sixth year students. Students must wear their school uniform and normal school rules apply. A list of all Open Days is given to fifth and sixth year students and students can arrange to attend other Open Days with their parents if they wish to do so.

Dealing with Transition

Extra support is provided for students during periods of transition. An orientation programme was developed by members of the Pastoral Care team for incoming First years during the school year 2010/2011. The programme was delivered by members of the team and SPHE teachers for the First time at the start of the academic year 2011/2012. Feedback from students was positive and this process has continued. A Transition booklet "Plain Sailing" was devised for First Year students and parents/guardians in 2017.

Sixth year students are prepared for the transition to college life, apprenticeships and the world of work in guidance classes and by visits from third level college personnel.

In relation to new students that have transferred from other schools the Year Head compiles a report on student progress within their first term of school to identify how the transition has been and if the student requires additional supports or guidance.

Since 2011/2012 our engagement with the Friends for Life Programme assists students in first year to deal with the anxiety associated with the transition into secondary school.

Review

The Guidance Plan will be reviewed and evaluated at regular intervals.

Latest update: May 2020

Guidance plan month by month

September:

- Follow up on previous year Leaving Certs (Second and third round of offers, PLC places etc)
- Prepare for Career Exhibition at end of September.
- Prepare a list of Open Days for fifth and sixth year students.
- Organise career talks for senior cycle students.
- Liaise with fifth years re: subject choice and do paperwork associated with any changes.
- Register school with UCAS and inform students of important dates regarding college application.
- Set up CAO appointments for sixth year students.

October

- Organise First year Aptitude tests and communicate results to appropriate personnel.
- Liaise with special needs team re students who fall below the tenth percentile.
- Organise DATs test with TY students.
- Distribute CAO paperwork and revise the CAO process with students.

- Continue meeting students in relation to CAO and UCAS.
- Commence talks from third level colleges.

November

- Organise subject options talk for first year parents.
- Continue with CAO/UCAS meetings with students.
- Prepare for CAO talk for parents.
- Talk to first years re subject options.
- Continue with Career talks from colleges.

December

- Distribute subject options forms to first years and organise same.
- Finalise UCAS forms.
- Help students draw up study plans for Christmas and New Year.

January

- Tie up any loose ends re UCAS and CAO.
- Finalise any changes to First year subject choice.
- Begin work on subject choice for Leaving Cert with TYs.

February

- Prepare sixth year students for PLC interviews.
- Continue working on subject choice with TYs.
- Feedback results of DATs to all relevant personnel.

March

- Prepare for senior cycle talk for parents.
- Work on subject and senior cycle choice.
- Organise subject option forms.

April

- Organise senior cycle options.
- Organise PLC applications.

May

- Work on change of mind form when it becomes available.
- Organise Career Exhibition for September.

Guidance Counsellor's Dept Plan

The plan and syllabus may be altered depending on the specific needs of each group.

Year One

- Screening test CAT4.
- Information session on subject options for parents. Subject choice booklet prepared and distributed to all first years.
- Meetings by appointment for parents and students to discuss subject options /results of screening tests with Guidance Counsellor
- Liaise with Special Needs team/Parents/Management re: subject options and screening test results.
- All first years take part in the SPHE programme.
- Talks from outside agencies HSE / Study skills seminars organised by tutors or GC.
- Individual sessions by referral through the school's discipline system.
- Guidance Counsellor attends the Parent/Teacher Meeting.
- Friends for Life Programme rolled out to all First Years 2012/2013.
- Careers focus through Careers Learning Log on Onenote through SPHE class.

Year Two

- No formal class contact
- Individual meetings with Guidance Counsellor by appointment or by referral through the school's discipline system.
- Parental appointments on request.
- Guidance Counsellor attends Parent/teacher meeting.
- All second years take part in the SPHE programme
- Relevant talks from outside agencies such as HSE.

Year Three

- No formal classes, the Guidance Counsellor takes classes by arrangement with other members of staff to provide information on senior cycle options and the DATs test.
- Relevant talks on study skills, goal setting, motivation etc.
- All third years take part in the SPHE programme.
- Information session on senior options/ subject choice for parents.
- An information booklet on senior cycle options is currently being prepared. This will be distributed to all third and TY students.
- Individual appointments for students and parents by request to discuss senior cycle options.
- Liaise with Special Needs team, TY and LCA Co Coordinators regarding student's options.

- Liaise with special needs team re Race applications.
- Compile a list of students opting for each programme.
- Liaise with parents and students involved.

Year Four / transition year

- A formal 58 minute class each week
- Individual meetings by appointment.
- All TY take the DATs test, general feedback is provided in class and individual/parental feedback is provided if requested.
- Syllabus below.

Fifth Year

- Formal 58 minute class every week.
- Individual meetings by appointment.
- Syllabus below.

Sixth year Guidance

- Formal 58 minute class for all class groups
- Individual appointments with all students to discuss career options if students wish to avail of the service.
- Syllabus below.

Leaving Cert Applied Programme.

Content Scheme of work

- Unit One: The student and the World of Work
- Unit Two: The student and one particular field of work
- Unit Three: Information building
- Unit Four: Career Action Plan

Key Assignments

- As part of a group I designed, carried out and reported on a survey on some aspects of working life.
- I presented a report on an investigation which I carried out on a particular field of work.
- I reported on my learning from a visit to a careers exhibition, college, training centre or place of employment.
- I have completed a personal action plan in relation to work/education/training covering at least the next year.

Teaching Methodologies

- Teacher presentation / exposition
- Question and Answer sessions
- Worksheets
- Pair work
- Individual research and presentation to class group
- Class discussion.
- ICT
- Worksheets
- Questionnaires
- Question and Answer sessions
- Individual student research
- Pair work/Group work
- Posters
- College Prospectus
- Teacher Exposition
- Individual Reflection
- Dissemination of information using bulletin boards, posters, flyers
- Use of audio/visual/internet resources
- Collaboration with parents/guardians, teachers, support staff and administration through meetings, email and telephone communications

Assessment:

Assessment takes place in two forms; Assessment For Learning (AFL) and Assessment Of Learning (AOL).

- AOL takes place in the form of presentations, feedback, questions and tests, assessment involving the integration and evaluation of data inventories, tests, interviews, scales, and other techniques, which measure an individual's abilities, aptitudes, interests, personality, values, attitudes, educational achievements, skills, and other relevant information.
- AFL takes place through various strategies such as questioning (Higher and Lower Order using Bloom's Taxonomy), groupwork, pairwork, cascade learning methodologies and project work. Group work takes place in the form of placemat activities, the hot seat, expert groups, definition game, and peer teaching. Students are also given either verbal or written feedback which highlights two positive aspects of their work and one area that could be improved, using the Two Stars and a Wish method. Other strategies include: Self assessment, Individual reflection, Student created problems, Find the false statement / misconception check, Open and closed ended questions, Quizzes, Student summary, 3-2-1, Peer instruction.
- Differentiation:
In line with Circular 0014/17, differentiation occurs during contact time with

process, content and product designed for different learners. The Guidance Counsellor consults the student's Student Support File/Year Head/Parents where appropriate in order to provide the best learning environment for the student. Differentiation occurs through a variety of platforms such as visual displays, clear instructions, graphic organisers, notes provided online or hard copy, success criteria, identification of key words, must-should-could, teaching of skills, appropriate time allocated to tasks etc.

Online resources:

www.careersportal.ie

www.classroomguidance.ie

www.qualifax.ie

www.ncge.ie

www.igc.ie

<http://www3.ul.ie/careers/firstleanings/FirstLeanings/>

<http://classroomguidance.ie/juniorCert/juniorCert.html#fpsLKS>

www.SUSI.ie

www.CAO.ie

www.access.ie

www.classroomguidance.ie

www.careerdirections.ie

- *Literacy:*
 - key concepts;
 - key words;
 - reading for comprehension;
 - discussion – oral expression;
 - responding to questions orally/ in writing/ using ICT ;
 - mock interviews – self expression.

- *Numeracy:*
 - surveys and questionnaires;
 - calculating averages and percentages;
 - points calculation for CAO;
 - ordering of numbers;
 - placing choices/options in order of preference;
 - time and chronology;
 - study skills – timetables;
 - interpretation, analysis and use of data in chart or tabulated form.

Summary of Services provided by the Guidance Department:

- Individual meeting for students and parents. (By request or referral)
- Class guidance module for Transition Year students
- Psychometric testing: CAT4 Tests, DATs Test, Centigrade and Interest Tests.
- First Year and Fifth Year subject options.

- Classroom Guidance for 5th and 6th year students to assist them with Career choice, study skills and course choice.
- Individual Guidance meetings for 6th Year students to assist them with career choice, CAO choice, HEAR/DARE applications, UCAS application etc.
- Attendance at organised Open Days e.g., Higher Options and local College Open Days.
- Guest Speakers e.g. Higher Education Institutions, Colleges of Further Education, Various careers.
- Parents' Information Evenings on:
 - Subject Choice (First, third and TY)
 - Introduction to Senior Cycle (Third and TY)
 - Open Evening (Incoming First Years)
 - CAO/UCAS/ Info night (Sixth Years)

Summary of all Activities:

Activity	6th Yr	5 th Yr	TY	3 rd Yr	2 nd Yr	1 st Yr
One-to-one Counselling Appointments (Vocational, Educational, Personal)	√	√	√	√	√	√
Study Skills through SPHE, Careers classes or GC talks	√	√	√	√	√	√
CAO Applications	√	√				
PLC Applications	√	√				
UCAS Applications (as requested)	√	√				
Introduction to the Guidance Counselling Service			√	√		√
Subject Selection			√	√		√
Psychometric Testing	√(as required)	√(as required)	√(as required)		√(as required)	√
Time Management and Organisational Skills (on referral)	√	√	√	√	√	√
Exploration of Career Areas	√	√	√	√	√	√
Subject Levels and Motivation	√	√	√	√	√	√
Information Evenings for Students and Parents	√	√	√	√		√
Guest Speakers	√	√	√	√	√	√
Careers Fair	√	√	√	√	√	√
Wellfest Week	√	√	√	√	√	√
Erasmus +		√	√			
Work Experience		√	√			
Student Council	√	√	√	√	√	√
Visits to 3 rd level institutions (on demand)	√	√	√			

Transition Year Careers Scheme of Work 2019/2020

Semester 1

- Course introduction
- Personal Profile (skills, interests and hobbies, review of exam results and DATs test Multiple Intelligences)
- Preparation for work experience (C.V. preparation, interview skills, application forms, cover letters, elevator pitch, employability)
- Occupational interest surveys and career matching.

Semester 2

- Introduction to Career websites such as www.qualifax.ie, www.careersportal.ie and www.careerdirections.ie
- Preparing for Senior Cycle (Career investigation, LCVP, LCA, Subject Choice for Leaving Cert, College and Course Entry Requirements.)
- Career Project, each student completes an investigative project on a Career of their choice.
- Completion of Careers Portfolio.

Semester 1

Week	Topic	Resources/Keywords	Wellbeing Indicator
1	<p>Course Introduction</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Outline the timeline for Semester 1 & 2 • The advantages of Careers Class • Role of the Guidance Counsellor • Personal skills & interests • Review of exam results 	<p>Key words</p> <ul style="list-style-type: none"> • Guidance • Counsellor • Educational • Vocational • Personnel • Careers • Appointment 	<ul style="list-style-type: none"> ☐ Aware ☐ Connected
2	<p>Preparation for Work Experience</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Outline the dates of Work Experience • The benefits of Work Experience • Finding Work Experience 	<p>Key Words</p> <ul style="list-style-type: none"> • Work Experience • Networking • CV • Cover Letter <p>PowerPoint</p>	<ul style="list-style-type: none"> • Responsible • Connected • Aware

	<ul style="list-style-type: none"> • Networking 		
3	<p>CV</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • How to prepare a CV • Tips for a good CV • Sample CV • Why it is important to have a well presented CV 	<p>Key Words</p> <ul style="list-style-type: none"> • CV • Skills • Qualities • Education • Personal Information • Hobbies • Work Experience • References <p>Computer Room Word Document</p>	<ul style="list-style-type: none"> • Responsible • Aware
4	<p>CV</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • How to prepare a CV • Tips for a good CV • Sample CV • Why it is important to have a well presented CV? 	<p>Key Words</p> <ul style="list-style-type: none"> • CV • Skills • Qualities • Education • Personal Information • Hobbies • Work Experience • References <p>Computer Room Word Document</p>	<ul style="list-style-type: none"> • Responsible • Aware
5	<p>Cover Letter</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • How to prepare a Cover Letter • Reasons for a Cover Letter • Why is it important to have a well presented Cover Letter? 	<p>Key Words</p> <ul style="list-style-type: none"> • Cover Letter • Letter Layout 	<ul style="list-style-type: none"> ☒ Responsible ☒ Aware
6	<p>Elevator Pitch</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • What is an elevator pitch? • What should you include in an elevator pitch? • What makes a good elevator pitch? 	<p>Key Words</p> <ul style="list-style-type: none"> • Career • Extra-Curricular • Employer • Employee • Business Card • Contact Information 	<ul style="list-style-type: none"> ☒ Responsible ☒ Aware ☒ Active

		•	
7	Interview Skills Learning Outcomes: <ul style="list-style-type: none"> • How to prepare for an interview • Common interview questions • Mock Interview • Evaluation of Interview 	Use of Key Words <ul style="list-style-type: none"> • Interview • Mock Interview • Evaluation Worksheets	<ul style="list-style-type: none"> • Active • Responsible • Connected • Resilient • Respected • Aware
8	Employability Learning Outcomes: <ul style="list-style-type: none"> • What are employers looking for when they are recruiting new staff members? • What is meant by employability skills 	Use of Key Words <ul style="list-style-type: none"> • Labour Market • Flexible • Take Initiative • Environment • Time Management • Individual • Employability 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Respected • Aware
9	Preparing for Work Experience Learning Outcomes: <ul style="list-style-type: none"> • What is the employer's expectations of the TY student? • Different workplace scenarios • What are your expectations • What is the standards in relation to clothes and jewellery? • What is expected in terms of punctuality? • Behaviour & Language • Working hours & Conditions • Template for work experience diary 	Use of Key Words <ul style="list-style-type: none"> • Work Experience • Conditions • Rules & Regulations • Standards • Behaviour • Working Conditions • Work Experience Diary 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Respected • Aware
			•
11	DATs Learning Outcomes: <ul style="list-style-type: none"> • Interpretation of own results • Feedback from GC with regard to subject and career match 	Use of Key Words <ul style="list-style-type: none"> • Aptitude • Stanine • Percentile 	<ul style="list-style-type: none"> • Active • Responsible • Connected • Resilient • Respected • Aware

Semester 2

Week	Topic	Resources/Keyword	Wellbeing Indicator
1	<p>Work Experience Evaluation & Diary</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand what they already know • Identify what they need to know in order to get the most of their work experience • Make sense of new info and feedback they have received • Learn how to make improved choices for future learning • Complete Diary 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Evaluation • Positive • Negative • Work Experience Diary 	<ul style="list-style-type: none"> ☐ Responsible ☐ Connected ☐ Resilient ☐ Respected ☐ Aware
2	<p>LCA/Traditional Leaving Cert</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will understand the difference between TY/LCA/TLC • Students will know the difference between each one • Students will write down reasons they would like to do one course 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • LCA • Traditional Leaving Cert 	<ul style="list-style-type: none"> • Aware • Respected • Connected • Responsible
3	Students on Work Experience		<ul style="list-style-type: none"> • Active • Responsible • Connected • Resilient • Respected • Aware
4,5	<p>Subject Choice</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Identify what subjects are most important for their chosen career or study. 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Subjects • Higher • Ordinary • Common • Points • CAO 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Respected • Aware

	<ul style="list-style-type: none"> Identify the subject level requirements for their chosen career/study. Explain the consequences of sitting a subject at higher/ordinary level. 	Worksheets	
6,7	<p>Course Research</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> Using Qualifax & Careersportal look up different courses that interest student List examples of courses List entry requirements for courses Research project on course of choice 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> CAO Careers National Framework of Qualification Entry Requirements <p>www.qualifax.ie www.careersportal.ie</p>	<ul style="list-style-type: none"> Responsible Aware
8,9	<p>Career Investigation</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Complete career interest profiler on careers portal. List examples of possible careers for them. Select two careers to investigate. Report back on their chosen career in a group or individual project.. 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> Careers Jobs College Courses PLC Third Level CAO Levels Subjects <p>Word Document www.careersportal.ie</p> <p>Worksheets Interview someone that is employed what are the benefits to working?</p>	<ul style="list-style-type: none"> Responsible Respected Aware
10	Students on Work Experience		<ul style="list-style-type: none"> Active Responsible Connected Resilient Respected Aware

Student will complete a portfolio that will go towards their credits

Portfolio Completion including:

- CV
- Mock Interview
- Subject Choice
- Career Investigation
 - W/E Diary

Fifth Year
Careers Scheme of Work 2019/2020

Timeline

Semester 1

- Goal Setting/ Results of JC Review of Senior subject options
- Role of the Guidance Counsellor at senior level.
- Career Interest Test / Personality Evaluation
- Self-concept / anxiety / mindfulness
- Study Skills, Time Management, Goal Setting, Note taking
- Learning styles and Multiple Intelligence, VAK test
- Options after Leaving Cert – CAO, UCAS
- CV & cover letter update
- Centigrade

Semester 2

- Career options linked to profile (Careers in healthcare, science, education, business, computing, engineering etc.
- Guest speakers and a number of college visits.
- Apprenticeships
- Academic Tracking
- Course Research
- Career Investigation
- Apprenticeships
- Interview Skills
- Guest speakers

Semester 1

Week	Topic	Resources/Keyword	• Wellbeing Indicator
1	<p>Course Introduction / Goal Setting</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 1.Outline the timeline for Semester 1 & 2 • 2.The advantages of Careers Class • 3.Role of the Guidance Counsellor • 4.Personal skills & interests • 5.Review of exam results 	<p>Key words</p> <ul style="list-style-type: none"> • Guidance • Counsellor • Educational • Vocational • Personnel • Careers <p>Appointment</p>	<ul style="list-style-type: none"> • Aware • Connected
2	<p>Career Interest Evaluation</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Students complete careers interest profiler online • Students find out their strengths in relation to careers • Students write down top areas 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Career interest • Careers • Realist • Naturalist • Enterprising • Social • Investigate • Administrative • Creative • Linguistic <p>www.careersportal.ie</p>	<ul style="list-style-type: none"> • Responsible • Aware
3	<p>Personality Evaluation</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Students complete personality profiler • Find out their preferred style of behaviour 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Idealist • Theorist • Stabiliser • Improviser <p>www.careersportal.ie</p>	<ul style="list-style-type: none"> • Active-classroom walking debate • Responsible • Aware
4	<p>Self Concept / Mindfulness / Anxiety</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • How we picture ourselves • How we feel about ourselves • Self Ideal: The way we would like to be 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Self-belief • Self-esteem • Role Model • Mindfulness • Goals • Eat correctly • New Skills • Confident 	<ul style="list-style-type: none"> • Active • Resilient • Connected • Respected • Aware

	<ul style="list-style-type: none"> • Why & how do we practice mindfulness • Guided Mindfulness • Mindfulness colouring • Describe what anxiety is. • List the causes of anxiety • Describe the fight or flight feeling • List ways of reducing anxiety • List of supports for anyone experiencing anxiety • Mindfulness an approach to reducing stress and anxiety. 	<ul style="list-style-type: none"> • Volunteer • Breathe • Anxiety • Stress • Fight or flight <p>Careers Copy</p>	
5	<p>Self –management Time</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Self-directed time management • Goal setting • Improved note taking skills • VAK test 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Motivation • Self- drive • Determination • Self-assess 	<ul style="list-style-type: none"> • Active • Responsible • Connected • Resilient • Aware
6	<p>Centigrade</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will sit the online test • Feedback discussion • Identify strengths 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Careers • Reflection • Exploration 	<ul style="list-style-type: none"> • Active • Responsible • Aware
7	<p>CAO / UCAS</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • What is the CAO? • What is UCAS? • How do you apply? 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • CAO • UCAS • Study options • UK education system 	<ul style="list-style-type: none"> ☑ Aware ☑ Connected • Responsible ☑ Resilient
8 & 9	<p>Study Skills</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Students to assess own study skills • Identify what’s working and what’s not working • Take a list of tips and apply them 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Study • Motivation • Routine • Healthy • System 1 and system 2 thinking <p>Careers Copy</p>	<ul style="list-style-type: none"> • Responsible • Aware

10	<p>CV & Cover Letter update</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Why it is important to have a well presented CV and cover letter? • What can you add from last year? • Why is important to tailor it for every job you apply for? 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • CV • Skills • Qualities • Education • Personal Information • Hobbies • Work Experience • References <p>Computer Careers Copy</p>	<ul style="list-style-type: none"> • Aware • Responsible
11	<p>Study Skills</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Relating the way they learn to how they should study. • Identify the factors that blocks or barriers to learning and ways to overcome them. • Identify their worries/issues for study • List 9 study tips. • Create a study timetable tailored for the semester 1 exams • Checklist 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Learning Style • Auditory • Visual • Kinaesthetic • Study • Memory • Flash cards • Mindmaps • Peer teaching <p>Worksheets Careers Copy</p>	<ul style="list-style-type: none"> • Responsible • Resilient • Aware

Semester 2

Week	Topic	Resources/Key Words	Wellbeing Indicator
1	<p>Academic Tracking</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Students will reflect on semester 1 exams • Students will set SMART goals • Students will reflect on what study they have done and how they will improve 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Academic • Grades • Smart • Achievable • Realistic • Time <p>Careers Copy VS ware</p>	<ul style="list-style-type: none"> • Responsible • Resilient • Connected • Aware
2	<p>Course Research</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Using Careersportal look up different courses that interest student • List examples of courses • List entry requirements for courses 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • CAO • Careers • National Framework of Qualification • Entry Requirements <p>Careers Copy www.careersportal.ie</p>	<ul style="list-style-type: none"> • Responsible • Aware
3 & 4 & 5	<p>Career Investigation</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Complete career interest profiler on careers portal. • List examples of possible careers for them. • Select two careers to investigate. • Report back on their chosen careers. 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Careers • Jobs • College • Courses • PLC • Third Level • CAO • Levels • Subjects <p>Careers Copy Word Document www.careersportal.ie</p> <p>Worksheets</p>	<ul style="list-style-type: none"> • Responsible • Respected • Aware

		Interview someone that is employed what are the benefits to working?	
6	Apprenticeships Learning Outcomes: <ol style="list-style-type: none"> 1. What are the options for apprenticeships? 2. How to apply? 3. Durations and cost? 	Use of Key Words <ul style="list-style-type: none"> • Apprenticeships • Trade • Employee 	<input type="checkbox"/> Responsible <input type="checkbox"/> Connected <input type="checkbox"/> Resilient <input type="checkbox"/> Respected <input type="checkbox"/> Aware
7	Interview Skills Learning Outcomes: <ul style="list-style-type: none"> • How to prepare for an interview • Common interview questions • Mock Interview • Evaluation of Interview 	Use of Key Words <ul style="list-style-type: none"> • Interview • Mock Interview • Evaluation Careers Copy Worksheets	<ul style="list-style-type: none"> • Responsible • Connected • Aware
8	Guest Speakers Learning Outcomes: <ul style="list-style-type: none"> • Take down key words • Confidence in asking questions 	Use of key words <ul style="list-style-type: none"> • Opportunities • Confidence to ask questions • Not taking 	Responsible <input type="checkbox"/> Connected <input type="checkbox"/> Resilient <input type="checkbox"/> Respected <input type="checkbox"/> Aware
9	Apprenticeships Learning Outcomes: <ul style="list-style-type: none"> • What is an apprentice • What is SOLAS? • Types of Apprenticeships • Training 	Use of Key Words <ul style="list-style-type: none"> • Apprenticeship • SOLAS • Off the Job Training • On the Job Training • Criteria • Assessment • Allowances Careers Copy	<ul style="list-style-type: none"> • Responsible • Aware
10	Study Skills/Academic Tracking Learning Outcomes: <ol style="list-style-type: none"> 1. Relating the way they learn to how they should study. 2. Identify the factors that blocks or barriers to learning and ways to overcome them. 3. Identify their worries/issues for study 	Use of Key Words <ul style="list-style-type: none"> • Proud • Disappointed • Reflection • Self reflection • Specific • Measurable • Achievable • Realistic • Time • Learning Style • Auditory 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Respected • Aware

	<ol style="list-style-type: none">4. Checklist5. Review Mock results6. Create a Goal for the Junior Cert	<ul style="list-style-type: none">• Visual• Kinaesthetic• Study• Memory• Flash cards• Mindmaps• Peer teaching <p>Careers Copy ePortal</p>	
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Sixth Year
Careers Scheme of Work 2019/2020

Syllabus

Semester 1

- Goal setting
- Recap on online resources
- Preparation for Open Days revisited in conjunction with the school's attendance at the career exhibition in RDS in September.
- Review options after Leaving Cert.
- Revision of UCASsystem & Eunicas
- Relaxation Techniques
- Students receive a power point presentation on The CAO system in October when they receive their CAO packs.
- Important dates for Leaving Cert students.
- Study skills/ motivation before students sit their October exams.
- Alternatives to CAO. PLC courses, Defence Forces, Gap year etc

Semester 1

- Grants and Scholarships.
- Transition from second to third level.
- Exam techniques.
- Relaxation Techniques
- Stress management
- HEAR / DARE
- Future skills
- Outside speakers from third level colleges.

Semester 1

Week	Topic	Resources/Key Words	Wellbeing Indicator
1	Goal Setting/Academic Tracking/NFQ Review of online resources Learning Outcomes:	Use of Key Words: <ul style="list-style-type: none"> • Proud • Disappointed • Reflection • Self reflection • Specific 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Aware

	<ul style="list-style-type: none"> List three things they were proud of about fifth List things they were disappointed with. Reflect on their semester 3 exams List their hopes and dreams for third year. List their SMART goals for third year Explain the NQF Online resources Qualifax, CAO etc 	<ul style="list-style-type: none"> Measurable Achievable Realistic Time Online resources <p>Worksheet</p> <p>Careers Copy</p>	
2	<p>Study Skills/Habits of effective students</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Complete a learning style questionnaire. Carry out research into the way they learn. Relating the way they learn to how they should study. Identify the factors that blocks or barriers to learning and ways to overcome them. Identify their worries/issues for study List 9 study tips. Create a study timetable 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> Learning Style Auditory Visual Kinaesthetic Study Memory Flash cards Mindmaps Peer teaching <p>Worksheets</p> <p>Careers Copy</p>	<ul style="list-style-type: none"> Responsible Resilient Aware
3	<p>UCAS review & Eunicas</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand what UCAS is Understand how to apply to UCAS What is needed? What is a personal statement Key Dates for application 	<p>Use of Key Words</p> <ul style="list-style-type: none"> UCAS Personal Statement Work experience <p>www.ucas.com</p> <p>Careers Copy</p>	<ul style="list-style-type: none"> Aware
4	<p>Open Day/Careers Day</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> How to get the most out of a careers fair /open day? 	<p>Use of Key Words</p> <ul style="list-style-type: none"> Subjects Modules Tutorials Lectures Laboratory Work Placement Semester 	<ul style="list-style-type: none"> Responsible Connected Aware

		<ul style="list-style-type: none"> • Assessments • Equipment • Erasmus • Employment 	
5	<p>CAO</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • How to apply? • What colleges are linked to CAO? • Exemptions • Points trends 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • CAO • Dates and deadlines • Restricted entry <p>Worksheet Careers Copy www.cao.ie www.qualifax.ie</p>	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Aware
6	<p>Guest Speakers</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Students engage in content of presentation • Note take relevant points • Complete further enquiry/research where appropriate. 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Careers • Interest • Note taking • Clarifying • Exploring <p>Careers Copy</p>	<ul style="list-style-type: none"> • Responsible • Aware
7	<p>PLC</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • What is a PLC • Understand the National Framework of Qualifications • Advantages of PLC • How to apply for a PLC 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • National Framework of Qualifications • PLC • Application 	<ul style="list-style-type: none"> • Responsible • Aware • Resilient
8	<p>Defence Forces / Gap Year</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Learn about options in the Defence Forces • Pros and cons of a gap year 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Options • Alternatives • Pros and cons <p>Careers Copy</p>	<ul style="list-style-type: none"> • Responsible • Connected • Aware
9	<p>Apprenticeships</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • What is an apprentice • What is SOLAS? • Types of Apprenticeships • Training 	<p>Use of Key Words</p> <ul style="list-style-type: none"> • Apprenticeship • SOLAS • Off the Job Training • On the Job Training • Criteria 	<ul style="list-style-type: none"> • Responsible • Aware • Connected

	<ul style="list-style-type: none"> Options if not going to college 	<ul style="list-style-type: none"> Assessment Allowances 	
		Careers Copy	
10	Stress Management/Study skills Learning Outcomes: <ul style="list-style-type: none"> Preparing for Semester 1 exams How to deal with the stress of exams Coping mechanisms Preparation of detailed specific study timetable 	Use of Key Words <ul style="list-style-type: none"> Revision Anxiety Stress Mindmap FlashCards Study 	<ul style="list-style-type: none"> Responsible Connected Resilient Respected Aware

Semester 2

Week	Topic	Resources/Key Words	Wellbeing Indicator
1	Study Abroad Learning Outcomes: <ul style="list-style-type: none"> How to apply to colleges in UK European courses taught through English The American Option 	Use of Key Words: <ul style="list-style-type: none"> UCAS Personal Statement Key Dates Choices www.ucas.com www.eunicas.ie	<ul style="list-style-type: none"> Responsible Connected Resilient Aware
2	New CAO Points/CAO Learning Outcomes: <ul style="list-style-type: none"> The new CAO points system Different points for different levels How the CAO application process works The best way to order your choices Important Dates 	Use of Key Words: <ul style="list-style-type: none"> CAO Random Selection Career Opportunities Fees Private Colleges Accommodation Qualifax Careers Portal Handbook NFQ College Requirements 	<ul style="list-style-type: none"> Responsible Connected Resilient Aware

		<ul style="list-style-type: none"> • Faculty requirements • Points • College requirements 	
3	<p>HEAR & DARE</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • About access to college schemes • If you should apply • The benefits of HEAR & Dare • How to apply 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • HEAR • DARE • Indicators 	<ul style="list-style-type: none"> ☒ Responsible ☒ Connected ☒ Resilient ☒ Aware
4	<p>Academic Tracking/CAO</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Applying to CAO • Receipts of CAO applications • Reflect on semester 1 results • Where would this place you next year. 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • CAO • Academic • Career • Points 	<ul style="list-style-type: none"> • Responsible • Connected • Resilient • Respected • Aware
5	<p>Student Grants</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • How the SUSI application works • If you are eligible • What sort of grand you can get • Key dates 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • SUSI • Application • Eligibility • Application 	<ul style="list-style-type: none"> • Responsible • Resilient • ☒ Aware
6	<p>Transition to college</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Common hopes & fears about college • Features of college • Are you ready • The cost of college of living away or at home 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Accommodation • Cost • Hopes • Fears • Friends • Independent Study • Deadlines • Fitting In • Partying 	<ul style="list-style-type: none"> ☒ Responsible ☒ Connected ☒ Resilient ☒ Respected ☒ Aware

7	<p>Exam Technique</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Advice on how to perform as well as you can in exams 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Exams • Equipment • Time • Exam Numbers 	<ul style="list-style-type: none"> ☒ Responsible ☒ Connected ☒ Resilient ☒ Respected
8	<p>Future Skills</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • About careers that have a promising future 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • Economy • Jobs • Careers • Profession • Skills • Trades • ICT • Business • Finance • Science • Construction • Sales • Clerical • Health 	<ul style="list-style-type: none"> ☒ Responsible ☒ Connected ☒ Resilient ☒ Respected ☒ Aware
9	<p>Study/Individual Attention</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Preparation for Mock Exams • Go through CAO options with each student • Any individual attention needed 	<p>Use of Key Words:</p> <ul style="list-style-type: none"> • CAO • Questions • Targets 	<ul style="list-style-type: none"> • Responsible • Connected • Aware

Part Two: Developmental Section

Areas of Priority: 2007/2008

In 2007/2008 the Guidance plan was identified as an area of priority. During that year I attended a Whole School Guidance planning in-service run by the NCGE. The aim of the course was to get Guidance Counsellors to reflect on what Guidance meant in their school and to identify areas in need of attention. As a follow on from this, a Guidance planning team (Pastoral care team) was set up. The purpose of the team was to come together to discuss issues arising in relation to students and to take a team rather than individual approach to solving problems. The team also looked at present practice and tried to come up with ways of improving same. In doing so the team hoped to improve the service offered to students and make the most of the time and resources available to them.

After consulting with staff and students it was felt that subject choice needed to be looked at, in particular it was felt that students changing subjects and levels needed to do so in a more controlled manner. Students wishing to change are now required to fill out a page detailing reasons for change and are required to obtain signatures of all parties concerned. (See appendix 4)

The team also developed a system whereby teachers could fill out a form giving information on any student they were concerned about. (See appendix5)

Areas of Priority: 2008/2009

During the school year 2008/2009 the team felt that there were a number of students who would benefit from extra help in relation to increasing self-esteem and developing leadership skills. The expertise of the school NEPS psychologist was sought and she devised a programme delivered over five weeks. Seven students were involved, also two senior students acted as positive role models. The Psychologist facilitated the classes helped by myself and two senior students.

Areas for Priority: 2009/2010

The Behaviour Support service began working in the school in 2009/2010. A whole school presentation took place followed by the setting up of a strategy team. The team worked with particular classes as well as individual students on a level one, two and three basis. Members of the Pastoral care team worked with individual students at all levels.

I spoke to sixth year students as a group and on an individual basis in relation to making the transition to third level. I felt that there was a lot of anxiety in relation to starting college and leaving second level. As a result of this I put together a pack to help students cope with this transition (See Appendix)

Areas for Priority 2010/2011

I completed a Guidance Planning module run by the NCGE. The aim of my action plan was to look at extra-curricular activities which students took part in. First years were chosen as a group to study and it was felt as a result of a survey that there was need for extra-curricular

activity of a non-sporting variety. A Board Games club was organised on Tuesdays at lunchtime for First Year students. Attendance varied, it was highest during the winter months and then during the warmer months students preferred to spend their time outside. In 2011/2012 a Book Club was set up by the Special Needs Dept and this ran instead of the Board Games Club. In 2014 a friendship café now runs at lunchtime once a week.

Areas of Priority 2011/2012

The Friends for Life Programme.

'FRIENDS for Life' programme is a school-based positive mental health programme that develops strategies to deal with worry, stress and change. It teaches the skills to enhance self esteem and resilience. NBSS decided to pilot and research the 'FRIENDS for Life' in fourteen schools. Borrisokane Community College was one of the schools involved. A small group of First Year students and one First year class were chosen to participate.

There are three main components in 'FRIENDS' based on CBT principles; (1) Learning/Behaviour, (2) Cognitive and (3) Physiological. The Learning/Behaviour component involves helping children and adolescents to problem solve, use coping skills, expose themselves gradually to feared situations, reward themselves for brave behaviour and identify positive role models and support networks. The Cognitive component involves helping children and adolescents to use positive self-talk (green thoughts), challenge negative self-talk (red thoughts), evaluate themselves realistically and reward themselves. The Physiological component involves teaching children and adolescents to be aware of their body clues, to use relaxation techniques and to self-regulate.

Borrisokane Community College is hoping to introduce "Friends for Life" to all First years in the future.

Review of Anti Bullying Policy 2011/2012 by Pastoral Care team

The anti bullying policy was reviewed by the Pastoral Care team in 2011/2012.

The school's approach to bullying is proactive rather than reactive.

The school's code of behaviour is positive in nature, interventions promoted by the behaviour strategy team and NBSS are to encourage positive behaviour.

There are charters for staff and students. Restorative practices are used whenever possible.

First years are inducted to the school through a six week induction programme. There is a system of morning notes whereby students can report any issue anonymously if they wish. Cairde and prefects also have a role in preventing bullying.

- **Strand One: Raising Awareness**

Classroom based exercises, antibullying worksheets surveying etc. This takes place in SPHE and as a whole school approach by means of surveys and anti bullying weeks etc.

- **Strand Two: Reactive**

This involves completing an incident report. The main point is that the young person instigating the bullying behaviour is given the opportunity to stop. The student involved in the bullying incident completes and signs a promise form. Sanctions will only be implemented if the bullying behaviour continues despite the written promise.

A log of all reported bullying incidents is kept by the school.

Areas of Priority: 2012/2013

- Review of Anti Bullying Policy continued into 2012/2013
- Restructured the Focus IN/OUT System. The system was explained to all staff. Students on Focus in/out would be identified at the Pastoral Care meeting and this information would be forwarded to the Management team. The Management team meeting minutes would be forwarded to staff.
- Review of SPHE Policy.
- Review of Code of Behaviour.
- Decision made to move Cairde from 6th year to Transition Year.

Areas of Priority: 2013/2014

- Reviewing Guidance Plan (This was completed in December with the help of the Pastoral Care team)
- Review Anti Bullying Policy in line with new guidelines
- Implementation of Big Brother Big Sister

Big Brother, Big Sister is a programme run in conjunction with Foróige where training is given to mentors (TY volunteers) and mentees (first years). The purpose of the programme is to form supportive friendships in the school environment. This helps to improve students' wellbeing, improve their social support and relationships with others. Cornelia Walshe oversees the programme.

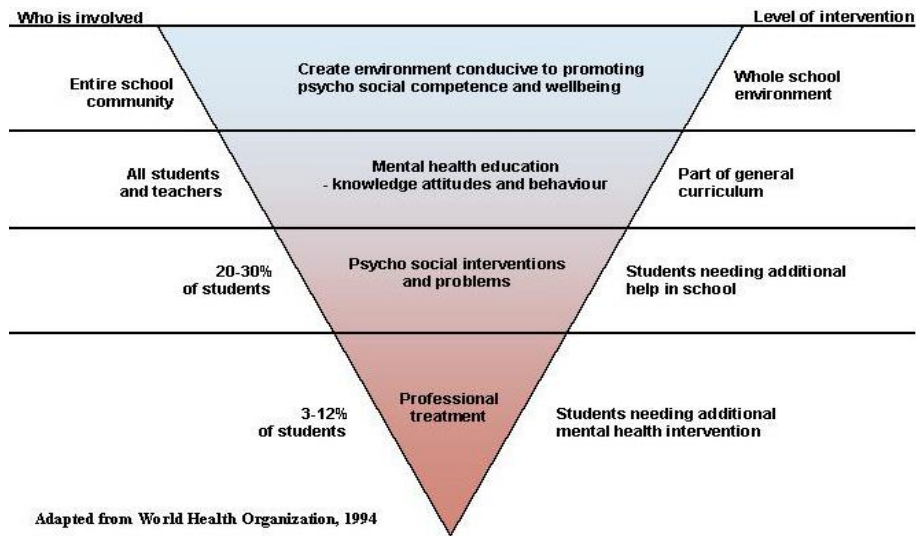
- Review 1st year of Transition Year lead Cairde

Cairde

The use of the Irish word 'Cáirde' ('Friends') is most appropriate for this group of young people when you consider the work they perform in Borrisokane Community College. The Cáirde initiative is an ongoing programme being run in the college which utilises the strengths and knowledge of the Transition Year students to provide friendship, support and guidance to many of Borrisokane's First Year students.

- Positive Mental Health: In-service by Martha Sweeney October 2013 re "Wellbeing in Post Primary Schools – Guidelines for Mental Health Promotion and Suicide Prevention"/ Create teacher resource re signs of students in difficulty/ Mental Health Awareness Training/ Moment to Moment TRYS Programme/ Possibility of engaging in BREATHE programme/Begin steps to achieve Amber Flag/ Evaluate our school

based on “The Ten Actions that Schools can undertake to Promote the Emotional Health and Well Being of A School Community” and Keep diagram below in mind that positive mental health and wellbeing is school wide.



Areas for Priority 2014/2015

- Continue with Positive Mental Health work. The setting up the setup of the Health Promoting School Committee and Breathe programme. The running of the HSE programme Lets learn about Drugs and Alcohol Together.
- Obtain the Amber flag. (Obtained 2015)
- Continue with new Anti Bullying Guidelines. Policy Reviewed June 2015.
- Review Critical Incident policy (reviewed May 2015)
- Plan for next year preparing for, coordinating weeks such as friendship week, mental health week. The above weeks planned and organised through the Pastoral Care team and included in school calendar for 2015/2016.

Areas for Priority 2015/2016

- Development of a Testing Policy. See Appendix.
- Organisation of Careers Event/ Past pupils on December 21st.
- Introduction of Centigrade Career Test for 5th year students.
-

Areas of Priority 2016/2017

- Career Exhibition to be organised in Borrisokane Community College September 2017
- Introduction of Student Support team booklet for first years entitled “Plain Sailing”

- **Wellbeing**

Through the Wellbeing programme students will be learning the knowledge, attitudes and skills to enable them to protect and promote their own wellbeing and that of others. The junior cycle Wellbeing programme will begin in 2017 with 300 hours of timetabled learning in Wellbeing over the three years of junior cycle. This will build up to 400 hours by 2020 as the new junior cycle is implemented in schools. • The four main pillars of the junior cycle Wellbeing programme are Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE) and guidance education. • Other subjects, short courses and units of learning can also contribute to a school's Wellbeing programme.

Areas of Priority 2017/2018

- Introduction of Student Support File
- Review of Special Needs Policy

Areas of Priority 2018/2020.

- Incorporating Career Guidance into 1st year plan as part of Wellbeing.
- Careers section in new library.
- Establish a Wellbeing committee in line with the NCGE WSG review (Section 1 completed in 2018/19). Focus on Section 2.

Appendix One

Borrisokane Community College Test Policy.

Why test?

- 1) Standardized testing gives teachers guidance to help them determine what and how to teach students.
- 2) They give parents a good idea of how their children are doing as compared to students across the country.
- 3)
 - They allow students' progress to be tracked over the years. When students take the same type of test on more than one occasion (adjusted for age level) it is easy to see if a student is improving, losing ground academically, or staying about the same. (For example, if a child is taking a norm-referenced test and scores in the 75th percentile in first year and the 80th percentile in the third year, you can see that the child is gaining ground in school.)
 - The Standard Age Score and Reading Age are important for tracking individual pupils' progress.
 - Identify those pupils who may benefit from being tested individually, informing target setting and intervention.
 - Can be used to evaluate intervention strategies and teaching methods.

School Based Tests

CAT4 test

WRAT / WIAT (2 or 3) test

DAT test

PASS test

Centigrade Test

Group Reading Test.

From time to time other tests may be carried out both formal and informal as necessary/appropriate when required such as writing samples, reading samples, handwriting samples etc.

What is the CAT4 test?

CAT4 is the new edition of GL Assessment's well established Cognitive Abilities Test, Ireland's most widely used test of reasoning abilities for pupils aged 7 to 17+ years. CAT4 Irish Edition has been fully standardised for Ireland from ages 10:06 to 17+ years on a sample of 6,500 pupils, providing accurate, up-to-date data.

Reasons for using the CAT4 Test.

- Identify gifted and talented pupils and those that may be coasting in class.
- Pinpoint underachieving pupils and help in setting targets for future attainment.
- Identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning and goal setting.
- children with special educational needs
- Easily highlights any inconsistencies between attainment and ability.

Feedback

- Parent Report aids better understanding of their child's preferred learning style and includes recommendations which empower parents to support their child's study at home.
- Teachers also receive a group report of all first year students.

The WRAT Test

The **Wide Range Achievement Test 4 (WRAT4)** is an achievement **test** which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.

Student who score below the 10th percentile in the CAT4 may be required to complete the WRAT test.

THE WIAT Test

The WIAT is focused on academic skills as opposed to measuring intelligence. Depending on the subject, the results can be used for a variety of purposes including identifying academic strengths and weaknesses, educational placement, and the identification of learning disabilities.

DAT Differential Aptitude Test

The Differential Aptitude Tests (DATs) were developed in the US, but have been standardised for use in Irish schools. The DATs are designed for use in educational and vocational guidance and are used by school counsellors, personnel officers, psychologists and all persons concerned with assessing the intellectual characteristics and educational or vocational aptitudes of adolescents. The tests are suitable for pre-Junior Certificate to Leaving Certificate students.

They are group-administered tests of cognitive skills, divided into eight subtests. The subtests are **Verbal Reasoning, Numerical Ability, Clerical Speed and Accuracy, Abstract Reasoning, Mechanical Reasoning, Space Relations, Spelling, and Language Usage.** .

The DAT was standardised on over 10,000 students attending Irish post-primary schools. A combined Verbal Reasoning and Numerical Ability score can be used as an index of scholastic ability.

Feedback of results

DAT test is explained in TY Guidance classes and students receive a copy of individual results.

PASS Test

Pupil Attitudes to Self and School (PASS) is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.

When?

First Years

CAT4 E All first year students take the CAT test in September/October of first year. Mainstream teachers and SEN team review the scores. Some students may be identified for further assessment, WRAT test or a NEPS assessment. Students with scores below the 10th percentile who haven't had a Psychological assessment may require further testing/ support.

DATs TY or Fifth

All TY students take the DAT test, students who go directly in 5th year also complete the DAT test in October of 5th year. The test is explained to students in class and to parents at parent/teacher meetings. The DAT test is a useful resource for students when choosing subjects/college courses.

PASS test

Pupil Attitudes to Self and School (PASS) is a unique online survey that provides a reliable, standardised measure of a pupil's attitudes. Authored by a team of educational psychologists, *PASS* helps to identify any hidden barriers to learning and can help support broader intervention strategies. All students in Borrisokane Community College 2016/2017 will complete the test.

Group Reading Test

The *New Group Reading Test (NGRT)* is used in groups to assess and monitor reading and comprehension - and if necessary, phonemic awareness. This can help identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment and learning support. In 2016/2017 all First year students will sit this group reading test.

ASD Related Assessment

TTAP TEACCH Transition Assessment Profile (Post-Primary)

Description

The TEACCH Transition Assessment Profile (TTAP)—Second Edition is an assessment for older children, adolescents and adults with ASD with special emphasis on transitional needs. Teachers can use this tool to assist individuals with ASD to prepare for a successful adult life (i.e. personal development, recreational living, adult integration into employment and residential arrangements,

etc.). It includes both an initial formal assessment instrument and an ongoing informal assessment instrument.

The formal assessment will help teachers identify the individual's initial transition goals, his/her strengths and weaknesses, and can be used to facilitate educational and transitional planning. Emphasis is on evaluating the six major functional skill areas within three different contexts, direct observation, home and school/work

The Assessment of Functional Living Skills (AFLS)

The AFLS is comprised of The AFLS Guide and assessment protocols that assess functional, practical, and essential skills of everyday life. The key areas assessed using this test are basic living skills, home skills, vocational skills, school skills and community participation skills.

ABLLS-R

The revised assessment of basic language and learning skills (**ABLLS-R**) is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.

VB-MAPP

This set contains 1 individual child scoring protocol and 1 Instructor's Manual and Placement Guide. **The VB-MAPP Instructors Manual and Placement Guide** The VB-MAPP Instructor's Manual and Placement Guide contains a description of how to use Skinner's analysis of verbal behaviour for language assessment, the assessment instructions, and the specific scoring criteria for each of the 170 milestones. In addition, the Manual contains a placement guide that offers specific suggestions for programming and direction for each of the 170 milestones achieved, as well as suggestions for IEP goals for each skill presented in the three levels of the VB-MAPP. **The VB-MAPP Individual Child Protocol.** The VB-MAPP Individual Child Protocol contains scoring forms and charts for each of the 170 milestones, the 24 language and learning barriers, the transition to less restrictive settings assessment, and the over 900 tasks contained in the task analysis of each skill area.

Observation profiles

An observation profile is built up on a student to identify their areas of strength and weakness. A template which focused on the areas of social interaction, social communication, social imagination and flexible thinking, motor and organizational skills, taken from Asperger Syndrome: A Practical Guide for Teachers.

Checklists:

Social Skills checklists are used to compliment the other assessments a variety of templates are used such as the DATA social skills template from the University of Washington, a template from The Autistic Spectrum: A Guide for Parents and Professionals and templates from the Talkabout program.

Basic Skills checklist are used to check and observe skills templates are used from the Basic Life Skills Menu and the Life Skills program planner.

Language and Communication checklists

Motor Skills checklists

Speech and Language checklists

Maths Assessment:

Folens Maths assessment:

A traffic light system enables each child to evaluate their learning

Activity Book revision sections reflect standardised tests

Textbook Check Up pages revise topics in a variety of ways

Four seasonal assessments are available in the Teacher's Resource Books

Literacy Assessment:

Dolch

SNIP

Toe by Toe

Schonell Graded spelling tests

Referral System

Mainstream teachers can refer students to the SEN team see attached referral form. Students may be referred to NEPS for an assessment parental permission is sought in such cases. Students may also be referred to CAMHs again parental permission is sought. Referrals may also be made to other professionals such as Occupational therapists and Speech and Language therapists with the consent of parents.

In line with The Children First Act, 2015, all mandated persons have a statutory obligation to make a report to TUSLA through the DLP, DDLP or directly if required on the grounds of suspected emotional abuse, physical abuse or sexual abuse.

Sharing of Results with teachers

- CAT4 test results are available on Sharepoint for all staff to access. They are also available on eportal.
- A meeting is held yearly where mainstream teachers meet SEN teachers. Feedback is provided to staff in relation to testing at this meeting.
- Teachers can speak to SEN team and GC in relation to individual students informally.

Reasonable Accommodations in the State Exams (RACE)

Students who are eligible to apply for RACE in the state exams **may** complete the WRAT test before the RACE application if necessary.

Confidentiality.

All test results are dealt with in a confidential and sensitive manner. All test results are available to parents on request.

When appropriate this information may be shared with appropriate personnel, such as School Psychologist or SENO or relevant teachers.

Storage

Paperwork relating to SEN testing is kept in the SEN office, other test results are kept by the Guidance Dept or in the ASD unit. The CAT4 tests are available on Eportal.

Copies of Students' Psychological Reports are kept by the Principal and by relevant SEN teachers.

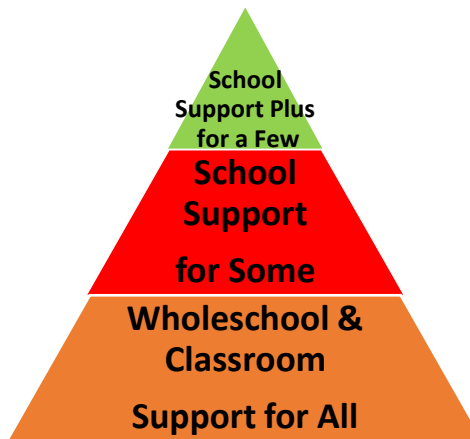
Student Referral Form SEN Dept.

TEACHER: Student Referral Form



<u>Name:</u>	<u>Class:</u>	<u>Referring teacher:</u>
<u>Received by:</u>	<u>Date Received:</u>	<u>Subject Area:</u>

Continuum of Support



<u>Strategies tried:</u>	<u>Date and Duration:</u>	<u>Results:</u>

Reason for referral:

Student Referral Feedback to teacher form:

Current Level of Support	<u>Support for All/ Classroom Support</u>	<u>Support for Some/ School Support</u>	<u>Support for a Few/ School Support Plus</u>
Please tick one			

Actions	Support Strategies given to teacher.(List)	Gather samples of work. (state subjects)	Further testing: (Name tests)
Tick one			

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Outcome of referral (tick as appropriate)	
<input type="checkbox"/> Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	<input type="checkbox"/> Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
<input type="checkbox"/> Continue at Current Level of Support	<input type="checkbox"/> Request consultation with other professionals