

Loreto High School Beaufort



SCHOOL GUIDANCE POLICY

SECTION 1 – GENERAL

1.1 Introductory Statement

The School Guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the school's overall school development plan.

This version of the document is a development of one adopted by the Board of Management in 2020. It is the result of a consultation with stake holders and takes cognisance of Circular 009/2012, 0034/2015 and "Well Being in Post Primary Schools – Guidelines for Mental Health Promotion and Suicide Prevention". (DES/HSE January 2013)

1.2 This document is drawn up in the context of our mission statement and reflects the school's commitment to creating a caring, Christian community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.

1.3 Scope

The Guidance Plan involves all aspects of school life and as such is a whole school activity. While the Guidance Programme is the responsibility of the Guidance Counsellors, a whole school approach is essential in terms of delivery.

1.4 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 career choices ...". The provision of guidance is a statutory requirement for schools under this Act. Guidance is a core requirement of the school's overall programme and this requires that it is an integral part of the school plan.

1.5 What is guidance in schools?

Guidance counselling and guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and social
- Educational
- Career

Guidance activities that assist students make informed choices include:

- Personal counselling
- Assessment using psychometric instruments and inventories
- Career information e.g. (Career classes, personal vocational guidance interviews,

- Attendance at career events, facilitation of feedback regarding work experience)
- Use of information technology, e.g. Qualifax/Careers Portal
- Personal and social developmental programmes

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 may include personal counselling, educational counselling career counselling or combinations of these.

1.6 Aims of the Guidance Programme

The Guidance Programme in Loreto High School aims to:

- Be inclusive, providing for the needs of all students – junior, senior, international, 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 and guardians where such support is deemed necessary.
- To ensure that the Guidance service acts within ethical and legal requirements. In all areas of personal support students are assured of confidentiality except where there is a concern that the student may self-harm or harm someone else. In such circumstances the appropriate professionals, agencies or authorities are informed. Students are made aware of such conditions.

1.7 Guidance Counsellors

Ms Moya McDowell
Ms Anne Fagan

1.8 Number of hours allocated for Guidance

33 hours

1.9 Key Student Support Personnel

Care Team

- (A) The **Care Team** meet with the Principal every two weeks for formal meetings and meet regularly on an informal basis to discuss concerns brought to their attention and to develop an appropriate response for each concern. This may involve providing in-school support for the young person or deciding in consultation with the parent(s)/guardian(s) that external help is needed.

Members:

Ms Moya McDowell – Guidance Counsellor
Ms Anne Fagan – Guidance Counsellor

Ms Nuala O'Higgins – Guidance Counsellor
Ms Aoife Kavanagh – Principal
Dr Niamh McNally – Deputy Principal
Ms Bethan Farrell – AEN Co-ordinator
Ms Fiona O'Dwyer – Chaplain
Ms Catherine Elliott – Learning Support Teacher

(B) **Year Head & Form Teachers**

The Form Teacher

The Form Teacher exercises a pastoral role with his / her pupils and deals with initial discipline issues. The Form Teacher takes an interest in each pupil in the class and fosters her personal development. He / she promotes a good class spirit within the group. The Form Teacher works in close collaboration with the Year Head, and brings any issue he / she considers necessary to the attention of the Year Head.

Pastoral Role:

- Encourage and generate a good class spirit.
- Give "pep" talks to the class.
- Do not encourage complaints. (Complaints about other members of Staff are not the responsibility of the Form Teacher and should not be discussed with the pupils.)
- Help individual students who are not integrating well.
- Liaise with Year Head / communicate re problems.
- Liaise with Class Prefect assigned to class.

Organisational / Administrative Role:

- Implement school policy
- Form Teacher Meetings with Principal and Deputy Principal
- Organise election of class prefect – nomination ratified by Staff
- Keep a record of attendance
- Collect letters of excuse and keep on file
- Check up on both morning and afternoon attendance-list in Staff Room
- Check uniform and books
- Check all lockers with the class when requested
- Check all students have a padlock for their locker
- Check homework notebooks regularly
- Give out detention forms and get signed form back for Year Head
- Facilitate preparation of agenda for School Council
- Facilitate reporting back from School Council
- Collect money when required
- Data achievement information
- Set up and help monitor the green bin collection rota

The Year Head

The role of the Year Head is a pastoral one. (S)he is available to students to advise and counsel them in whatever way (s)he may be of help. The Year Head deals with matters of discipline brought to his / her attention by the Form Teacher in charge of the classes in the Year, or with other serious breaches of discipline. (S)he works in close collaboration with the Form Teacher.

Pastoral:

- See individual students where necessary
- Liaise with Form Teachers

- Meet Class prefects
- Meet parents where necessary
- Liaise with Principal and Guidance Counsellor- re: difficult encounters.

Administrative:

- Monitor classrooms, lockers and corridors
- Monitor absences and follow up.
- Regular assemblies.
- Check punctuality.

Discipline:

- See individual students / classes as required.
- Investigate cause of breaches of discipline.

Communication:

- Meet Form Teachers re: classes.
- Regular meetings with Principal, Deputy Principal and Guidance Counsellor.
- Written comments on school reports.

1.10 Current Resources

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

1.11 Counselling/Vocational/Careers Meetings

To ensure the safe and effective delivery of the guidance programme, the Guidance Department operates an open door policy. An appointments system for Personal Counselling/Careers/Vocational Guidance interviews also operates. Appointments are made in consultation with the student. To reduce disruption, appointments may be made during careers classes, via the school email system or at the end of lunch breaks. 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. Each student is required to present their teacher with an appointment slip (**see appendix I**), which the teacher is requested to sign.

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

Students attend career talks/Colleges, etc. and students are required to sign an attendance sheet.

SECTION 2 – PROGRAMMES AND LEVELS

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 the student and parents/guardians 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 Deputy Principal/Principal. (**see appendix II**)

FIRST YEAR

1. Personal and Social Guidance

- Open Evening: subject department displays.
- Information Evening for parents 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.
- Timetabled Wellbeing classes with First Years throughout the year to discuss their transition into secondary school and moving from First Year to Second Year etc. Administration of questionnaire to First Year pupils during these meetings **(See Appendix III)**.
- Each First Year student is paired with a 5th year Peer Buddy. 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 Peer Buddies
- Senior Prefects are assigned to each first year class to assist the Form Teachers in their roles.
- Bonding trip to Pine Forest
- 1st year Retreat
- Talent Show

2. Educational Guidance and Career Guidance

- First Year Assessment Tests administered by the Guidance Counsellors.

3. Career Guidance

- Consultation with parents regarding subject choice available on request.
- Individual career appointments available on request using appointment slips to discuss subject choices and their career implications.

SECOND YEAR

1. Personal and Social Guidance

- Continuing development of self-knowledge, personality, qualities and potential through SPHE and RE programmes.
- Individual guidance sessions available on request.

2. Educational Guidance and Career Guidance

Organisation:

- Multidisciplinary approach building on First Year topics such as Study Skills/Planning and Organisation. These skills are developed through all subject programmes.
- No formal class contact with Guidance Counsellor. (Guidance Counsellors take classes when the need arises)

THIRD YEAR

1. Personal and Social Guidance

- Decision making, conflict resolution, friends/peers. Development of self-concept heightening awareness of skills, interests, potential, delivered within SPHE and RE classes.
- Individual guidance meetings available on request.

2. Educational Guidance and Career Guidance

Organisation:

- Guidance Counsellor is not timetabled with Third Year students. A number of Guidance classes are organised with the cooperation of the SPHE and subject teachers at the time when students are making Transition Year choices.
- Individual career appointments for any Third Year students on request to assist with decisions regarding going into Fifth Year/TY and subject choice. These can take place anytime through the year.
- A Transition Year Information evening takes place for all Third Year parents and their parents where they are given a booklet outlining the features of TY.

FOURTH YEAR

1. Personal and Social Guidance

- Individual counselling/guidance meetings available by referral or onrequest.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure addressed during formal guidance and RE classes.
- DATS tests are carried out at Christmas of TY where feedback regarding subject choice is given back individually.

2. Educational and Career Guidance

Organisation

- One time-tabled career guidance classes per fortnight delivered by the guidance counsellor.
- Each TY student has the option to meet with the Guidance Counsellor once for a Vocational Guidance Interview in preparation for making decisions on subject choice – further guidance interviews available on request.
- Senior Subject Choice Booklet administered to TY students going directly to Fifth year.
- A presentation on Leaving Certificate subject choice is delivered to parents and TY students in January/Feb before each student submits their subject choice form. This is delivered by subject teachers, Guidance Counsellors and Senior Management.
- TYs are taught about CV preparation and ways to find appropriate work experience placements.
-

External

- TY students are alerted to Career events and brought to Third Level Colleges each year.

Syllabus

- 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 presentation

FIFTH YEAR

1. Personal and Social Guidance

- Individual counselling/guidance meetings available by referral or on request.
- Personal and Social Guidance issues addressed during formal class contact time in conjunction with the RE classes.
- Compulsory 1:1 with Guidance Counsellors

2. Educational and Career Guidance

Organisation:

- Formal class contact: guidance counsellor timetabled for one 40 minute period fortnightly throughout the academic year.
- Individual guidance meeting with each Fifth Year student.
- Each Fifth Year student completes the Career Decision maker online assessment in March. This covers personality, skills, interests, values and aptitudes. Feedback of this assessment takes place in one-to-one sessions during April and May.

External:

- Fifth Year students are alerted to career events at the beginning of the year and they are encouraged to attend Open Days with the permission of their parents.
- Careers night for 5th and 6th where past pupils come back and discuss college courses and career progression.

Syllabus:

- Study skills and learning styles
- Post Leaving Cert Routes
- Introduction to CAO/PLC/FÁS/Failte Ireland/Defence Forces/Teagasc
- Framework of Qualifications
- Research Skills
- How to read a prospectus
- Open day preparation (see appendix IV)
- Career Planning/Career Investigation
- Development of self-knowledge, skills, interests, values
- Use of Reach + programme in I.T room
- Introduction to career websites – Qualifax, Careers Portal and Career
- Directions
- Online interest assessments
- Introduction in UCAS and EUNICAS

Reference Books Used:

- Reach + Student Workbook (online programme)
- College Prospectuses
- The Guide to Third Level and Further Education

SIXTH YEAR

1. Personal and Social Guidance

- 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 and Guidance classes.

2. Educational and Career Guidance

Organisation:

- Formal class contact with guidance counsellor timetabled for one 40 minute period per week throughout school year.
- Two Individual Career Guidance meeting is mandatory for each Leaving Cert student but students are encouraged to request an appointment with the Guidance Counsellor at any time. This can be done during guidance class or through an appointment request slip.

External:

- All 6th year students attend the Higher Options career event in September.
- Attendance at other Open Days encouraged – students are given a calendar of career events at the beginning of the year
- Organisation of Career Talks: Institute of Art, Design and Technology Dun Laoghaire, Trinity College Dublin, University College Dublin, Maynooth University, Dublin Institute of Technology, PLC courses in Dundrum, Stillorgan and Rathmines and various other facilities.
- On request, students are given interview prep and practise.
- All 6th year parents attend an information evening in the school on 'Making the Transition to Third Level Education'.

Syllabus:

- Post Leaving Cert Routes
- Calendar of Career Events
- CAO application procedure
- Previous year's points and entry requirements
- How to prepare for a College Open Day
- HEAR and DARE application procedures
- UCAS Application procedure
- Assisting with applying for courses
- Making informed decisions
- Study skills revision
- Careers night
- EUNICAS application procedure
- Evaluating career options and making critical use of information
- Motivation...having a goal
- PLC sector information and guest speakers
- Interview techniques. Individual interview preparation with students applying for UCAS and PLC courses on request.
- Grants and Scholarships
- Transition to 3rd Level...changes and expectations
- Guidance service review/ feedback suggestions
- Reference Books Used:
- Prospectuses, REACH, IGC Directory of Entry Requirements and CAO handbook

SECTION 3 – ASSESSMENT SERVICES

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.

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 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 assessed to identify students who may have special educational needs and require learning supports. They are assessed using the New Group Reading Test (NGRT) and the Cognitive Abilities Test (CAT 4 – Level E). CAT 4 tests the following areas: verbal, non-verbal

(including spatial) and numerical 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.

SECTION 4 -PROCEDURE FOR IDENTIFYING A STUDENT WITH ADDITIONAL EDUCATION

NEEDS

The manner in which Loreto High School, Beaufort identifies special education needs is outlined in our Special Educational Needs Policy which is available on our school website.

Context

The policy is drawn up in the context of the Loreto Philosophy of Education, the Education Act 1998 and the Equal Status Act, 2000.

Definition

a) Students with Additional Educational Needs are those who are restricted from participating in and benefiting from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (EPSEN Act 2004).

(b) Exceptionally able students are those understood to require opportunities for enrichment and extension that go beyond those provided for in the general cohort of students.

The EPSEN Act recognises that special educational needs may arise from four different areas of disability: • physical • sensory • mental health • learning disability or from any other condition that results in the child learning differently from a child without that condition. It is also important to understand that a child can have a disability but not have any special educational needs arising from that disability which require additional supports in school.

Process of identification:

(a) Parents may indicate on the student information form on enrolling in the school of special needs that were identified in Primary school. The Principal meets parents in the Spring of the year of entry to request information regarding any special educational needs.

(b) The Guidance Counsellor consults with Primary teachers when visiting feeder Primary schools in the Spring.

(c) A class teacher, tutor and /or Year Head can refer any student they are concerned about to the Care Team (SEN and Guidance Departments).

(d) Entrance test CAT 4 is administered to all incoming first years. An individual pupil report identifies the student's strengths and needs. There is also a section on the report detailing the implications for teaching each individual student.

When a parent notifies the Principal/ Year Head/ Tutor or Subject Teacher that a student is not benefiting from the regular education programme provided by the school, the Principal/ Year Head/ Tutor/ Subject Teacher initiates a process of formal and informal assessment to be conducted by the AEN team.

Informal assessment may involve all or some of the following:

- Observations from mainstream teachers.
- Consultations with parents.
- Meeting with the student.

Formal assessment may involve some or all of the following:

- Review of entrance tests.
- Review of in-house exams and reports.
- Standardised assessment.
- Behavioural record if appropriate.
- Consultation with Guidance Counsellors.
- Referral to outside agency/ agencies.

Following this profiling stage, decisions are made as to the appropriate support warranted:

- There is no need for further action.
- There is a need for monitoring and support in a mainstream setting.
- Purposeful withdrawal is desirable.

- It may be decided that further investigation is required, and parents will be advised in relation to assessments.

SECTION 5 - PROTOCOL FOR MEETINGS

1. Meetings with students

Most meetings are made by appointments. Students may make appointments through email, the appointment request slip (see Appendix I) or alternatively at the end of lunch breaks. They are issued with an appointment slip (see Appendix I) which they must present to their class teacher prior to attending the meeting. While teachers are encouraged to allow students to leave their class, 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.

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. On occasion, the student is invited in for all or part of the meeting with the approval of parents/guardians. This may give the student responsibility, ownership and inclusion in the meeting's outcome. Notes are kept of all meetings by the Guidance Counsellor.

SECTION 6 - 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 a teacher, parent/guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student.

SECTION 7 – RECORD KEEPING PROCEDURES

- Detailed records of all personal counselling and careers/vocational guidance interviews are kept.
- Records of counselling sessions contain some of the actual words and phrases used by the client.
- To ensure accuracy these notes are in so far as possible written as soon as possible after each session.
- Notes are generally brief and are kept on hard copy and retained in the Guidance Office. 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.

SECTION 8 – IN CAREER DEVELOPMENT

The Board of Management has ratified a Staff Continuous Professional Development Policy. 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.

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).

In 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 kept.

SECTION 9 – LINKS/DISTRIBUTED GUIDANCE

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

Principal/Deputy Principal/Year Heads

- Attends a fortnightly meeting with the Management team to discuss students and issues
- Is available to give a perspective on whole school issues as they arise

Class Teacher:

- 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. Guidance and Counselling Referral sheet is used (see appendix IX).
- Liaises with parents through journal or scheduled meetings.

TY Co-ordinator:

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

SPHE Teacher:

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

Learning Support and/or SEN Co-ordinator:

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

6th Year Mentors:

- Students meet designated teacher for one-to-one mentoring sessions.
- Goal setting, time management and study habits are discussed.
- Referrals regarding personal issues are made to the Guidance Counsellor.

Student Council:

- Identifies areas of student concern.
- Liaises with Teacher Representative to promote positive change.

Parents Council:

- Forum for parents to participate in ongoing development of school.
- Voice and link for parents with school.

Outside Agencies:

The student support team, guidance counsellor, teachers and management of the school promote and foster links with the following:

- NEPS: Learning Support Teacher and Guidance Counsellor have regular contact and meetings with the school psychologist.
- Social Workers: where necessary guidance counsellor has meetings with social workers in supporting vulnerable students.
- Employers: TY co-ordinator, Work Experience 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
- State Examinations Commission
- Past pupils
- Primary schools.

SECTION 10 - POLICIES

The school has established and ratified the following policies related to Guidance:

- Code of Behaviour
- Health and Safety
- Admissions and Enrolment
- Critical incidents
- Acceptable Use- Internet access
- Homework
- Child Protection
- Anti-Bullying Behaviour
- Substance Use
- SPHE/RSE
- Whole School Inclusion
- Assessment
- Attendance

SECTION 11 – DEVELOPMENT AREAS

The areas for development areas are identified and outlined in the School 3 Year Plan.

SECTION 12 – RATIFICATION AND REVIEW

The Board of Management ratified the policy on _____ and will review it in _____.

Signed:

Mr Brendan Mc Cauley, Chairperson.

LORETO HIGH SCHOOL, BEAUFORT



APPENDICES

(I – IX)



Loreto High School, Beaufort - Guidance Plan

Appendix I – Appointment Slip

Please excuse _____ from class on

at _____ .

Many thanks,

_____ Date

Ms Fagan Guidance Counsellor

Loreto High School, Beaufort - Guidance Plan

Appendix II: Change of Subject Slip

Application to change a subject.

Student's Name: _____ Class: _____

Address: _____

I wish to change from Subject 1. _____ Level _____
to Subject 2. _____ Level _____

Junior Certificate Results: Subject 1. _____ Level _____
Subject 2. _____ Level _____

(a) Reasons for wishing to leave present subject.

(b) Reasons for choice of new subject.

Signature of Student: _____

Date: _____

Signature of Parent: _____

Date: _____

Staff Assessment Form – Request to change subject.

Student's Name: _____ Class: _____

Request change from _____ to _____

Comments of current subject teacher:

Signature of Teacher: _____

Comments of teacher whose class student wishes to join:

Signature of Teacher: _____

Comments of Guidance Counsellor:

Signature of Guidance Counsellor: _____

P.T.O.

Comments of Year Head:

Principal's Decision:

School Stamp

First Years Loreto High School Beaufort

Name: _____

Class: _____

Hello my name is Anne Fagan. I am your Guidance Counsellor. My office is at the top of the stairs leading from the School Hall and to your right. My job is in part, to help you settle in to Beaufort and to offer you support should you need it.

Please answer the following questions as honestly as you can.

How do you feel you have settled in to Beaufort?

Is there anything that you are unhappy about either at school or at home?

Would you recommend Beaufort to a friend? Please give reasons for your answers.

Are you involved in any extra-curricular activities? If so please identify them.

Would you like to have a chat with me about how you are settling in.

Questionnaire

1. Personal

Name:

Address:

Phone: _____

Age: _____

Date of Birth: _____

Place of Birth _____

2. Parents

Father's Name: _____

Mother's Name: _____

Occupation. _____

Occupation: _____

Phone No: _____

Phone No: _____

If deceased please state when:

3. School Attended

Name of 6th Class teacher:

4. Brothers and Sisters

	Name	Age	School/College/Occupation
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

5. HEALTH

a) Do you ever wear glasses?

b) Is your hearing good?

c) Have you been in hospital in the last 3 years?

If so for what reason

d) Have you any disabilities?

6. INTERESTS

What are your main hobbies? (List them below)

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.
 - Speak to and listen to people at stands.

Loreto High School, Beaufort - Guidance Plan

Appendix V: Guidance and Counselling referral form

Referral form - Strictly Confidential

Name of Student: _____

Class: _____

Teacher Making Referral: _____

Reason for Referral:

Any Further Information (e.g. family circumstances, details of any discussions with parents.)

What outcomes would you hope for from this referral?

Received Year Head: _____ Date _____

Received Guidance Dept _____ Date _____