

Colaiste Na Toirbhirte

Whole School Guidance Plan

2023-2026

Contents

| | Page |
|--|------|
| Section 1: General | 4 |
| Mission Statement..... | 4 |
| Rationale | 4 |
| Implications..... | 4 |
| Aims | 4 |
| Objectives..... | 5 |
| Guidance Counsellors | 5 |
| | |
| Section 2: Guidance Curriculum | 5 |
| Guidance in the Classroom | 5 |
| Resources | 5 |
| Materials..... | 5 |
| Facilities | 6 |
| Homework Policy | 6 |
| Assessment Procedures | 6 |
| Literacy Strategy | 6 |
| Numeracy Strategy..... | 6 |
| Autism Awareness | 6 |
| Subject Choice | 7 |
| Summary of Guidance Provision | 9 |
| | |
| Section 3: Student Meetings | 17 |
| Confidentiality | 17 |
| Student Appointments..... | 17 |
| One to one protocol..... | 17 |
| Group protocol | 17 |
| | |
| Section 4: Parent Meetings | 17 |
| Parent Appointments..... | 17 |
| Parent Teacher Meetings..... | 18 |
| Annual Presentations..... | 18 |
| | |
| Section 5: Testing | 18 |
| Assessment of Incoming 1 st Years | 18 |
| Assessment in Transition Year | 18 |
| Assessment in 5 th Year..... | 18 |
| Assessment in 6 th Year..... | 18 |

| | Page |
|--|-----------|
| Section 6: Links | 18 |
| Links with feeder primary schools..... | 19 |
| Links with JIGSAW | 19 |
| | |
| Section 7: Students supporting Students | 20 |
| Leadership Team..... | 20 |
| Meitheal Team | 20 |
| Student Council..... | 20 |
| | |
| Section 8: Areas for Development..... | 20 |
| Consultation with students | 21 |
| Consultation with parents..... | 24 |
| Consultation with staff | 27 |
| Areas identified for development..... | 30 |
| Results of Resurvey | 31 |

Section 1: General

Mission Statement

As stated in the Mission Statement of Colaiste Na Toirbhirte **“Our School is a community seeking to develop the full potential of each student – intellectual, spiritual, emotional and social.”** This commitment to the development of potential of each student is also at the heart of the Guidance department. Assisting students to recognise, appreciate and develop their own unique potential through their time in the school is at the core of the work done within the Guidance umbrella.

Rationale

Section 9(c) of the Education Act (1998) requires schools to use its available resources to **“...ensure that students have access to appropriate guidance to assist them in their educational and career choices”**

The provision of guidance is a statutory requirement for schools under this Act.

Implications

The main implications of this section of the Education Act are the schools need in providing **“access”** to guidance service within the school which is largely determined by the resources allocated to the guidance department, and the need to provide **“appropriate guidance”** to the schools students thereby meeting their guidance needs.

In looking at what those guidance needs might be the Inspectorates document on the implications of section 9(c) goes some way in summarising those needs when they say

“Guidance in schools refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

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.”

Aims of Guidance Plan

- Provide a framework for the delivery of the school’s guidance programme
- Ensure a structured approach to student’s personal, social, educational and career guidance needs
- Highlights the needs of all learners within the school
- Outlines guidance activities including classroom guidance, vocational interviews, counselling, open days etc.

Objectives:

- To help students develop an awareness and acceptance of their talents and abilities
- To explore possibilities and opportunities
- To grow in independence and to take responsibility for themselves
- To make informed choices about their lives and to follow through on those choices
- To ensure all students are supported to reach their full potential during their time in Colaiste Na Toirbhirte

Guidance Counsellors

Eileen O' Brien

Number of hours allocated to guidance by the school: 22 hours

All Guidance Counsellors are members of the IGC, and are facilitated by the school to attend in-service, and support for their ongoing professional development as Guidance Counsellors. They also participate in counselling supervision organised by the IGC and Department of Education and Science.

Section 2: Guidance Curriculum**Guidance in the Classroom**

Number of weekly timetabled guidance classes: 7 (one class per week with each 6th Year class group, one class per week with each 4th Year class group and one class per week with LCA)

Number of periods available to meet with students or other administration work: 26

Resources

Personnel: Guidance Counsellors, Management, Year Heads, Class Tutors, Subject Teachers, School Librarian, Special Needs Assistants, Ancillary staff

Materials

Colleges are moving away from printed material to providing the information online. A small number of copies of physical prospectus are kept in the Guidance office and can be borrowed by students.

Much of the current career information is accessed through the internet. The following are the most frequently accessed sites:

www.qualifax.ie

www.careersportal.ie

www.ucc.ie

www.cit.ie or www.mtu.ie

www.susi.ie

Facilities

Guidance Office, Library, Computer room, Notice boards

Homework Policy

Formal homework is not normally given. A career investigation or course research may follow a vocational interview or careers class.

Assessment Procedures

As students do not complete state examinations in guidance, assessment is not a major feature of the guidance programme. Informal assessment takes place at different stages when students assess their own particular interests and aptitudes and match these with relevant career and life choices. Students in Transition Year complete a Career Project on which they are assessed.

Literacy Strategy

Through guidance as a subject, students are exposed to a large vocabulary. The aim is to highlight this through posters in the guidance office and on the guidance notice board. At TY level, the aim is for all students to gain confidence in their oral literacy through a presentation of their career research project to the class. At Leaving Certificate level, the aim is for all students to fully comprehend the language used by colleges and support services on entering third level education.

Numeracy Strategy

Students improve on their numerical competencies particularly in calculating their scores in aptitude tests, and in understanding the points system used by colleges for admission.

Autism Awareness

Students with Autism have particular needs which the Guidance team aim to meet through both class time and one to one appointments. There is an awareness that these students may need additional support throughout their time in school. The Guidance Counsellors liaise closely with the SEN team to ensure these students get the support they need.

Subject Choice

Junior Cycle

First Year students study all subjects available. Some subjects are offered in modular form e.g. Art & Music, where students study one subject until Christmas and take the other subject for the rest of the year. This allows students to experience a wide range of subjects, without having a very heavy work load.

In March of First Year, the Guidance Counsellor meets with the entire group and gives a presentation on the subjects available for their Junior Cycle. The presentation is followed with a Question & Answer session. In the days following this presentation, the Guidance Counsellor meets with each class group to have a more informal discussion regarding their choices. The option for students or/and their parents to meet with the guidance counsellor individually is offered.

All students study a core group of subjects in 2nd and 3rd year and students are asked to choose four subjects from the options available. Students are strongly encouraged to keep a foreign language. Students are given a date by which they need to return their choice sheet, usually one week after the presentation and always allowing at least one weekend for students and parents to discuss their options. The subject choice form is on the app and signed by parents. The presentation is shared with parents on the app.

The Guidance Counsellor meets with the Special Needs Department to discuss the choices made by students, in particular those students who have special needs. Every effort is made to ensure that these students have an awareness of their capacity to succeed in their chosen subjects, and they are given the support to change or reduce the number of subjects taken where appropriate.

With the current options available, every effort is made to ensure that all students are able to study their preferred subjects. Where a student later changes their mind regarding their choice of subject, the Guidance Counsellor meets the student and discusses their reasons for changing and the implications of such a change. Students are asked to put their request in writing, and have that request signed by their parent or guardian. Changes are facilitated where possible, but there may be some restrictions in terms of the combinations or class sizes once the groups have been formed.

Sometimes students wish to change their subject choices after the academic year has begun. Where this occurs, the Guidance Counsellor meets with the teacher of their current choices, and the teacher of their proposed choices to ascertain the feasibility of such a change. If a change is possible, the procedure for change outlined in the previous paragraph is followed.

If a student wishes to change their subject late in the academic year, the change is discussed with the teachers involved, and also with the parent or guardian. In particular,

the volume of work missed is highlighted, and an undertaking of the need to catch up with this work in the students own time is obtained in writing.

Senior Cycle

In February of Third Year the Transition Year (TY) Co-ordinator, Leaving Certificate Applied (LCA) Co-ordinator and the Guidance Counsellor meet with all Third Year students to give presentation on the options available to students after their Junior Certificate. While the TY and LCA Co-ordinators give full presentations on their respective programmes, the Guidance Counsellor gives a very brief description of the Traditional Leaving Certificate programme, and invites any students who might be interested in moving directly from Third Year to Fifth Year to attend a talk on the Leaving Certificate programme, usually within the next few days.

Students taking the TY programme follow a set curriculum. Some subjects are available in modular form and students study all of these subjects during the course of the year. Students continue to study their foreign language. Where students intend to study two languages at senior cycle, they take one of the languages for half the year and the second language for the remainder of the year.

Students taking the LCA programme follow a set curriculum. All students take the same subjects.

The Guidance Counsellor gives a presentation to students who are going into the Traditional Leaving Certificate. The academic nature of this programme is highlighted and the need for hard work from the beginning of the programme is stressed. The presentation is followed by a Question & Answer session, and the option for students or/and their parents to meet with the guidance counsellor individually is offered.

As students have a greater choice of subjects at Senior Level, a greater number of permutations of these subjects are possible. However, the school is limited by budget in its capacity to offer an infinite number of subjects. Students are made aware of the need for subjects to be timetabled with other subjects, and as a result of this not all students will be guaranteed their choices.

Students are asked initially to choose four subjects from the choices available. They are asked to give a fifth choice which is then taken into consideration when creating subject blocks to ensure that all students get four out of their five choices. They are asked to return their choice form by a given date, usually one week after the presentation. The presentation and the subject choice form are distributed to parents via the app.

Students are asked to return their choice sheets by a given date, and are to be signed by their parent or guardian. Students wishing to change their subjects at a later stage are facilitated by the same process outlined above for Junior Cycle students. The Guidance Counsellor meets all students who did not get their top four choices to discuss what they would like to do with regards to their options.

Summary of Guidance Provision for Year Groups

| Year Group | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|---------------|------------------------------|--|----------------------|---|
| Pre Entry | Educational | Open Night | Tour of the school provided to potential students | October | All staff |
| | | Registration | Meeting with parent and son/daughter to go through enrolment form | February | Principal, Deputy Principal |
| 1 st year | Educational | Assessment | Students assessed using CAT4 in order to increase awareness of students who may need learning support | September | SEN Department |
| | | Study Skills | Study skills programme run by tutors at start of the school year. Input from Guidance Counsellor after October midterm. Ongoing development of study skills throughout they year by subject teachers | September Ongoing | Class Tutors Guidance Counsellor Subject Teachers |
| | | Subject Choice | Information talk provided by guidance counsellor. Students encouraged to discuss information given with parents and their subject teachers | March | Guidance Counsellor |
| | Vocational | Subject choice | Information on subject choice related to career choice at a later stage. E.g. the need for Science subjects in Healthcare careers | March | Guidance Counsellor |
| | | Introduction to new subjects | Subjects available to students that they would previously not have studied, opening up new career options | Ongoing | Subject Teachers |

| Year Group | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|----------------------|--|--|-----------|--|
| 1 st Year | Counselling /Support | Induction Programme | Support for students in becoming familiar with the school through assemblies and contact with class tutors | September | Principal, Deputy Principal, Year Head, Class Tutors |
| | | Anti-Bullying support | Addressed within the SPHE programme Input from Year Head or Class Tutors if there is a problem emerging within a class group | Ongoing | SPHE Teachers, Class Tutors Year Head |
| | | Individual Counselling | Appointments available with GC on request Sometimes referral by Class Tutor or Year Head | Ongoing | Guidance Counsellor |
| | | Support from Class Tutor and Year Head | As Class Tutors and Year Heads have very regular contact with students, they are aware of the issues that arise and provide support for students | Ongoing | Class Tutor Year Head |
| | | Meitheal | A team is selected from 5 th year students and trained to provide ongoing mentoring of 1 st Year students. They organise activities throughout the year to provide opportunities for team building and integration | Ongoing | 5 th year students |

| Year | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|----------------------|--|---|---------------------------|---|
| 2 nd Year | Educational | Study Skills/ Motivation | Study Skills programme run by Class Tutor at start of school year Presentation from Guidance Counsellor | September February | Class Tutors Guidance Counsellor |
| | | Making changes in levels | Classes in 1 st year are mixed ability In 2 nd year, students make choices regarding their levels for Irish and Maths. They are encouraged to recognise their own ability and potential in choosing the most appropriate level | Ongoing | Subject Teachers SEN Department Guidance Counsellor |
| | Vocational | Links between subjects and careers | Information provided with subject classes about links between subjects and careers Referral to GC for more specific information if necessary | Ongoing | Subject Teachers |
| | Counselling /Support | Support from Class Tutor and Year Head | As Class Tutors and Year Heads have very regular contact with students, they are aware of issues that arise and provide support for students | Ongoing | Class Tutor Year Head |
| | | Individual Counselling | Appointments with GC available on request Sometimes referral from Class Tutor or Year Head | Ongoing | Guidance Counsellor |
| 3 rd Year | Educational | Study Skills | Study Skills programme run by Class Tutor at start of school year | September | Class Tutor |

| Year | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|--|--|---|--------------------------|--|
| 3 rd Year | Educational | Exam preparation technique | Students are supported in their preparation for exams and taught skills of organisation, time management and specific exam techniques | Ongoing | Subject Teacher |
| | Vocational | Options after Junior Cycle | Students are given information on their options after the Junior Cycle. The options in this school are Transition Year, Traditional Leaving Certificate and Leaving Certificate Applied | February | TY co-ordinator LCA co-ordinator Guidance Counsellor |
| | | Subject choice for 5 th year Individual Interviews | Students who choose to go straight into 5 th year are given information on the subjects available and the implications regarding career choice Career and study appointments available by request | February Ongoing | Guidance Counsellor Guidance Counsellor |
| Counselling /Support | Support from Class Tutor and Year Head | As Class Tutors and Year Heads have very regular contact with students, they are aware of issues that arise and provide support for students | Ongoing | Class Tutor Year Head | |
| | Individual Counselling | Appointments with GC available on request Sometimes referral from Class Tutor or Year Head | Ongoing | Guidance Counsellor | |

| Year | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|----------------------|--|---|-----------------|-------------------------------|
| 4 th Year | Educational | Induction Programme | Students take part in an induction programme at the start of the year to teach them how to get the most out of the Transition Year experience | September | Class Tutors |
| | | Subject Modules | Students have the opportunity to study many subjects at modular level to assist them in their subject choice and subsequently their career choice | Ongoing | Subject teachers |
| | | Non – curricular activities | During TY, students have the opportunity to become involved in a variety of activities such as the musical or PAL which allow them to work in new roles and get to know other students better This assists in increasing awareness of the diversity of employment which exists | Ongoing | Teachers Visiting Speakers |
| | Vocational | Work Experience | Students undertake two work placements during the school year which assists them in their subject choice and career goals | December May | Support from Class Tutor |
| | | Career Classes | Classes encouraging students to explore as wide a variety of careers as possible | Ongoing | Guidance Counsellor |
| | | Testing | Students are encouraged to take a number of career interest inventories, as well as tests on personality and values | Ongoing | Guidance Counsellor |
| | Counselling /Support | Support from Class Tutor and Year Head | As Class Tutors and Year Heads have very regular contact with students, they are aware of issues that arise and provide support for students | Ongoing | Class Tutors Year Head |

| Year Group | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|---|------------------------|---|----------|---------------------|
| 4 th Year | Counselling /Support | Individual Counselling | Appointments with the GC available on request Sometimes referral from Class Tutor or Year Head | Ongoing | Guidance Counsellor |
| 5 th Year | Educational | Study Skills | Students are given input on studying effectively, linking that to how the brain works | October | Guidance Counsellor |
| | | Exam Preparation | Exam preparation techniques, avoidance of test anxiety, the importance of goal setting | April | Guidance Counsellor |
| | Vocational | Information | Career information given in subject classes as it relates to the subject and topic | Ongoing | Subject Teacher |
| | | Career Exploration | Career exploration encouraged. Students complete a different Career Interest Inventory to note how career interest may have changed from 4 th year | February | Guidance Counsellor |
| | | UCAS | Information on UCAS system from the benefits of applying to researching the courses of interest | April | Guidance Counsellor |
| LCA Guidance | Weekly classes with LCA1 covering the syllabus outlined by the department of Education Students complete 2 of the Key Assignments that make up the Guidance Module | Ongoing | Guidance Counsellor | | |
| Career Interviews | Individual appointments available for students to discuss their areas of ability and interest and in supporting them to research particular careers | Ongoing | Guidance Counsellor | | |

| Year Group | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|----------------------|--|--|-------------------|---------------------------|
| 5 th Year | Vocational | College Information | Information on colleges is provided through guest speakers and access to college Open Days | Ongoing | Third level colleges |
| | Counselling /Support | Support from Class Tutor and Year head | As Class Tutors and Year Heads have very regular contact with students, they are aware of issues that arise and can provide support for students | Ongoing | Class Tutors Year Head |
| | | Individual Counselling | Appointments with GC available on request Sometimes referral from Class Tutor or Year Head | Ongoing | Guidance Counsellor |
| 6 th Year | Educational | Study Skills | Study Skills programme run by Class Tutor at start of school year | September | Class Tutor |
| | | Exam Preparation | Exam skills and techniques information given before Pre Exams and again before LC exam | December April | Guidance Counsellor |
| | Vocational | Career Interviews | Individual career interview for all 6 th year students, and follow up appointments where appropriate All students are seen at least once before 1 st February | Ongoing | Guidance Counsellor |
| | | Career Information | Career Information provided by subject teachers as it relates to the subject or topic being covered | Ongoing | Subject Teachers |
| | | LCA Guidance | Weekly career class with LCA2 covering the syllabus outlined by the Department of Education Students complete final 2 Key Assignments that make up the Guidance Module | Ongoing | Guidance Counsellor |

| Year Group | Guidance Area | Activity | Details of Activity | When | Who |
|----------------------|----------------------|--|--|---------|--------------------------------|
| 6 th Year | Vocational | Traditional LC Career classes | Weekly career classes with each of the 6 th year groups | Ongoing | Guidance Counsellor |
| | | College Information | College information provided through speakers from college and access to Open Days Colleges included from Cork and Limerick | Ongoing | 3 rd level colleges |
| | Counselling /Support | Support from Class Tutor and Year Head | As Class Tutors and Year Heads have very regular contact with students, they are aware of issues that arise and provide support for students | Ongoing | Class Tutors Year Head |
| | | Individual Counselling | Appointments with GC available on request Some referrals from Class Tutor or Year Head | Ongoing | Guidance Counsellor |

Section 3: Meetings with Students

Confidentiality statement made to students: At the start of the first counselling session with a student, or during a vocational interview where a student might be likely to reveal something personal the limits of confidentiality are explained. When a student is in danger of harming another person, in danger of being harmed themselves or in danger of harming themselves then confidentiality would have to be broken. In the case of confidence being broken the guidance counsellor would report in the first instance to the Designated Liaison Person in the school who in this case is the principal. Should the situation warrant further action the DLP would decide upon the course of action to take such as contact with parents or other agencies.

All records on students, e.g. DAT's results, case notes, are stored under lock and key.

Student appointments: protocols/procedures: To ensure the safe and effective delivery of the guidance programme, an appointments system for personal counselling and vocational interviews is in operation. Appointments are made in consultation with the student to ensure minimal disruption to their timetable. The subject teacher has the right to refuse a student to leave for an appointment.

The student keeps all information generated by a vocational guidance interview. Students are encouraged to take responsibility for their career development and to recognise their ownership of career and life decisions.

Students should be referred to the Guidance Counsellor when other support services have failed to address the student's problem.

One to one protocols: All meetings are made by appointment. One to one meetings take place in the Guidance office. In order to protect both the student and the guidance counsellor, meetings are conducted in a visible manner, with window blinds open and an appropriate distance maintained between adult and child.

Group protocols: Students sign up for attendance at Open Days and Career Exhibitions. This list is copied and posted in the Staff Room.

Section 4: Meetings with Parents

Parent appointments: Parents or Guardians can make appointments with the guidance counsellor by phoning the school. On occasion another staff member may be present such as Year Head or Class Tutor as appropriate. The student may also be invited to attend all or part of that meeting with parents consent.

Parent teacher meetings are held for all year groups during the school year. The guidance counsellor is present at senior cycle parent teacher meetings.

Annual presentations made to parents:

September: Talk on Options for Leaving Certificate Students for Parents of 6th Years with emphasis on the CAO process including HEAR and DARE schemes, and other options outside of the CAO

February: Presentations on Senior Cycle Options. Contributions made from LCA Co-ordinator, TY Co-ordinator and Guidance Counsellor. Guidance Counsellors presentation outlines the options available to students who are going into traditional 5th year.

Section 5: Testing

Assessment tests used for incoming first year students comes under the remit of the Learning Support Department.

Both English and Maths are tested. Assessment tests are used to ensure mixed ability classes and to provide assistance for learning to those who are in most need of support.

Assessment/aptitude tests used during TY year

Students complete a number of Career Interest Inventory tests during class time to assist them in their career choices.

Students complete a range of career tests from the REACH+ book during the year.

Assessment/aptitude tests used during Fifth year

Students complete a self scoring test called the MUSAIC profile. This test combines student's interests, aptitudes and skills in helping them to make appropriate career choices.

Assessment/aptitude tests used during Sixth year

The Rothwell Miller test is administered during class time to further clarify student goals.

Section 6: Links

The following demonstrates the whole school dimension of guidance. The cooperation and partnership with members of the school community and with the wider community is core to the efficient working of the Guidance department. The Guidance team attend a weekly meeting of the Care Team which is made up of the Principal, Deputy Principal, Learning Support Teacher, and Guidance Counsellors. Links with the following partners are encouraged:

School Partners

- Management
- Class tutors
- Year heads
- TY Coordinator
- LCA Coordinator
- SPHE Teachers
- Teaching Staff
- Ancillary Staff
- Student Council
- Parent Council

Community Partners

- NEPS
- Social Workers
- Employers
- Colleges/Admissions Offices
- Further Education Colleges,
- SOLAS
- Community

Links with Feeder Primary Schools

Visits are made to Feeder Primary Schools by members of staff. This is an opportunity for the first link with Colaiste Na Toirbhirte to be established and provides a positive foundation for contact with the school.

The Learning Support Co-ordinator also meets with teachers of feeder primary schools to clarify the learning needs of incoming students.

Links with JIGSAW

Coláiste na Toirbhirte is one of the schools involved in JIGSAW's one good school initiative. As part of this initiative all staff have participated in training regarding mental health. Parents have also been invited to engage with this. Student's have had input from staff in JIGSAW. In 2022/23 school year, the First Year group engaged in a whole school project which culminated in a Wellbeing Day with various activities organised to foster wellbeing.

Section 7: Students supporting Students

Colaiste Na Toirbhirte is committed to offering students opportunities to develop qualities such as leadership and social conscience. The following groups in the school give a chance for students to develop their potential while offering support for their peers.

Leadership Team

A leadership team comprised of 6th Year students nominated by their classmates and ratified by teachers is made up of the Head Girl, Deputy Head Girl, and senior prefects with special responsibility for each year group.

Meitheal Team

The girls in the Meitheal team are 5th Year students, interviewed and selected when in 4th Year and trained to provide support to first year students through a range of fun activities.

Student Council

Each class is represented on the student council with the following aims in mind, as set down in the Student Council Policy.

1. to involve students actively in promoting the welfare of the school
2. to provide a channel for students to make recommendations for consideration by the principal and staff
3. to provide a forum to discuss responsibly and formally issues relating to the well-being of the school and those who work there
4. to provide students with the experience of democratic election, discussion and negotiation
5. to develop leadership and organization skills
6. to enable students to give something back to the school.
7. to give students a voice.

Section 8: Areas for development

Students, Parents and Staff were surveyed in Spring of 2022.

Student Responses

1. Developing and maintaining self-esteem and a positive self concept

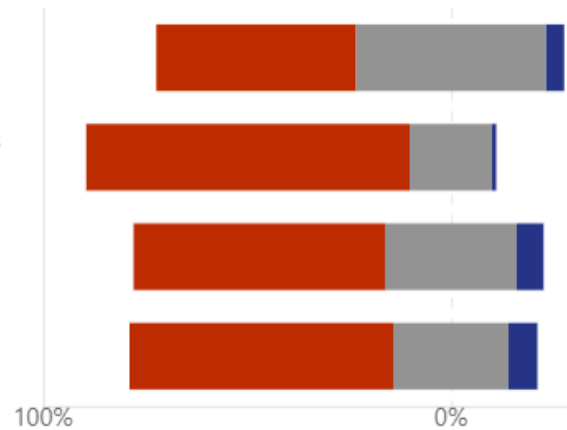
■ Yes ■ To some extent ■ Not yet

I have explored how external circumstances can influence my feelings, behaviour and beliefs

I know how I feel about myself can influence my goals and decision making

I can manage my own feelings and behaviour and am aware of feelings in my body

I know how to take care of my needs and wellbeing



3. Interacting effectively with others

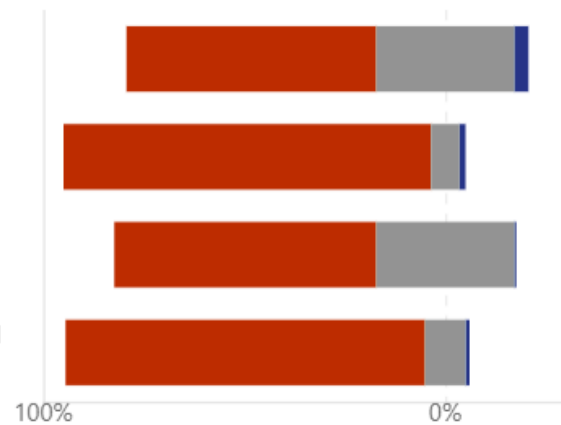
■ Yes ■ To some extent ■ Not Yet

I can explain how my behaviour and beliefs can influence others' feelings and behaviour

I recognise the importance of respecting others with different strengths and experiences than my own

I use my communication skills to work through disagreements with others

I can work well with others from different cultures and backgrounds than my own



4. Developing and growing throughout life

■ Yes ■ To some extent ■ Not yet

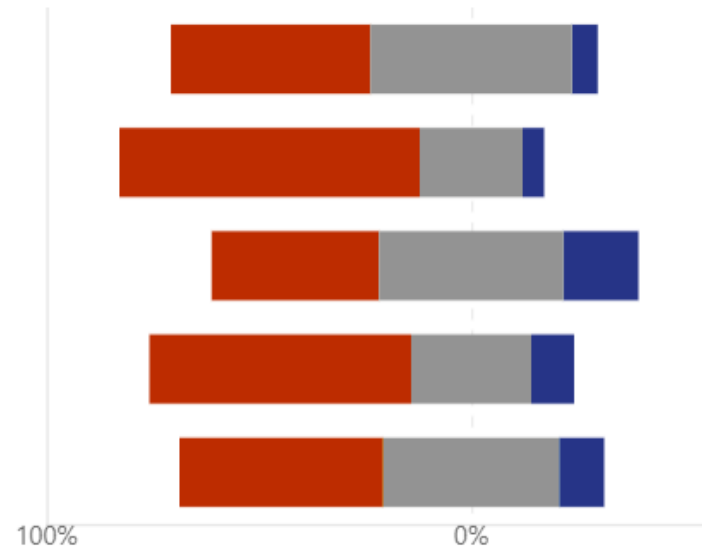
I can describe my strengths and resources that I can use during times of change and transition

I participate in a number of activities to enhance my personal and physical development

I can ask for help when I need it

I know who to ask for help if I need it

I have good coping skills that I can use when I need them



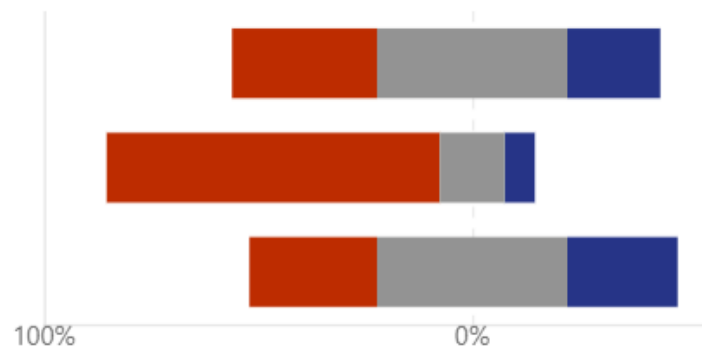
5. Employing effective personal learning and exam strategies

■ Yes ■ To some extent ■ I need help with this

I have developed effective study skills and habits

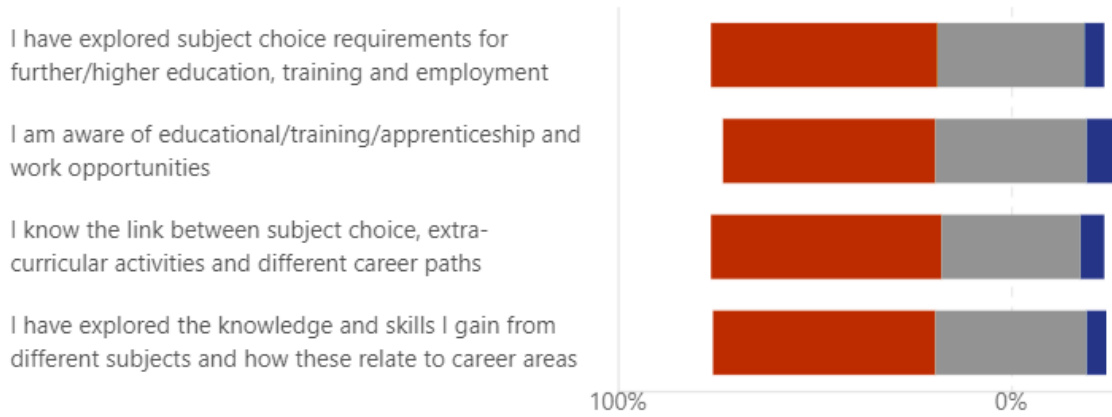
I recognise the importance of learning for achieving educational and career goals

I can manage my time and stress during an exam



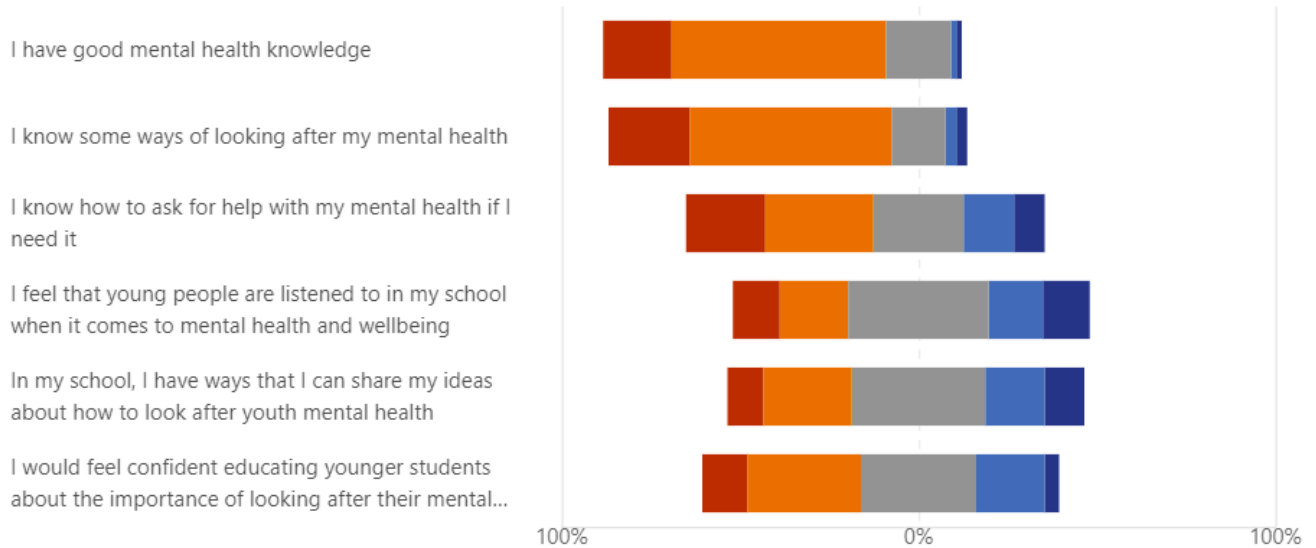
6. Making educational choices in line with career aspirations

■ Yes
 ■ To some extent
 ■ I need help with this



7. One Good School - JIGSAW

■ Totally agree
 ■ Agree
 ■ Neither agree nor disagree
 ■ Disagree
 ■ Totally disagree



Parent Responses

1. Developing and maintaining self-esteem and a positive self concept

[More Details](#)

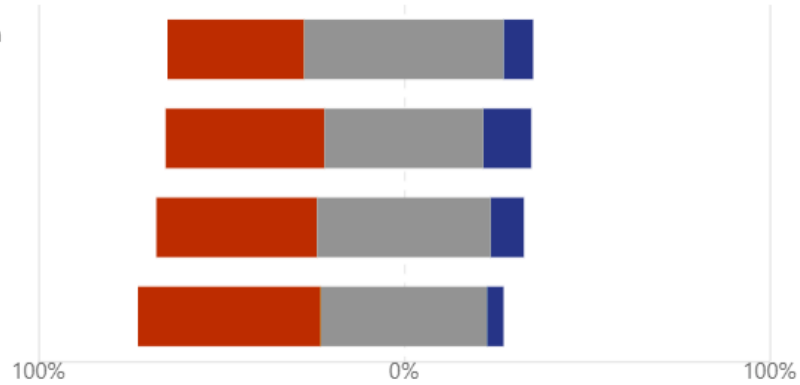
■ Yes ■ To some extent ■ Not yet

My child has explored how external circumstances can influence their feelings, behaviour and beliefs

My child knows how they feel about themselves can influence their goals and decision making

My child can manage their own feelings and behaviour and is aware of feelings in their body

My child knows how to take care of their needs and wellbeing



3. Interacting effectively with others

[More Details](#)

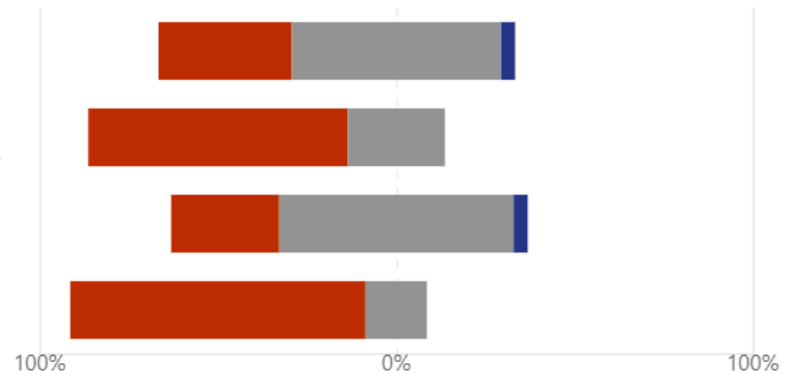
■ Yes ■ To some extent ■ Not Yet

My child can explain how their behaviour and beliefs can influence others' feelings and behaviour

My child recognises the importance of respecting others with different strengths and experiences than...

My child uses their communication skills to work through disagreements with others

My child can work well with others from different cultures and backgrounds than their own



4. Developing and growing throughout life

[More Details](#)

■ Yes ■ To some extent ■ Not yet

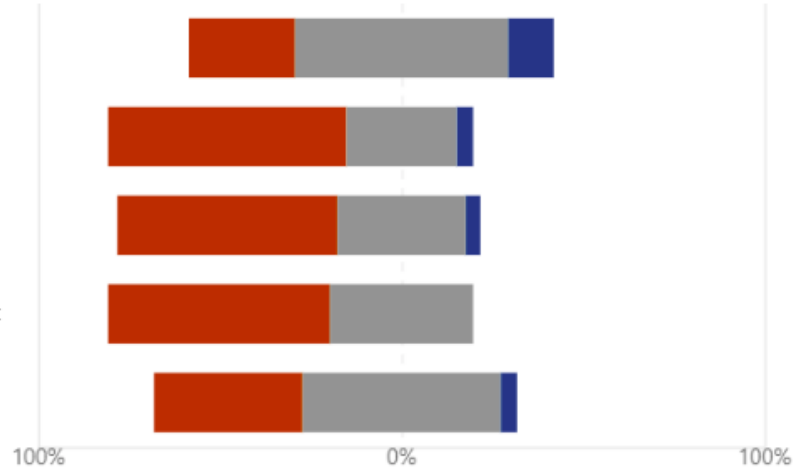
My child can describe their strengths and resources that they can use during times of change and...

My child participates in a number of activities to enhance their personal and physical development

My child can ask for help when they need it

My child knows who to ask for help when they need it

My child has good coping skills that they can use when they need them



5. Employing effective personal learning and exam strategies

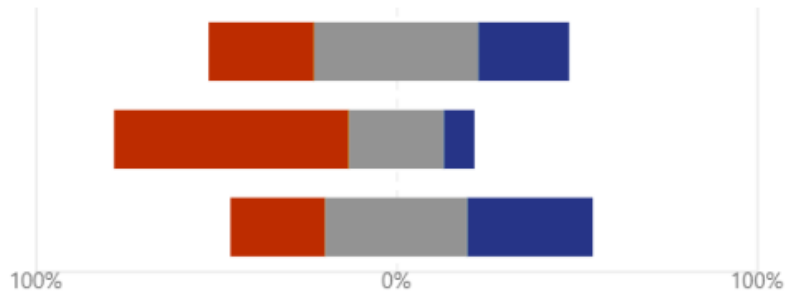
[More Details](#)

■ Yes ■ To some extent ■ I need help with this

My child has developed effective study skills and habits

My child recognises the importance of learning for achieving educational and career goals

My child can manage their time and stress during an exam



6. Making educational choices in line with career aspirations

[More Details](#)

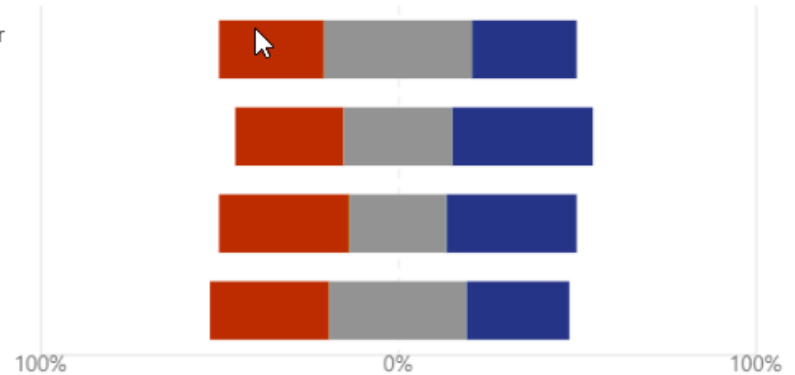
■ Yes ■ To some extent ■ I need help with this

My child has explored subject choice requirements for further/higher education, training and employment

My child is aware of educational/training/apprenticeship and work...

My child knows the link between subject choice, extra-curricular activities and different career paths

My child has explored the knowledge and skills they gain from different subjects and how these relate to...



7. One Good School - JIGSAW

[More Details](#)

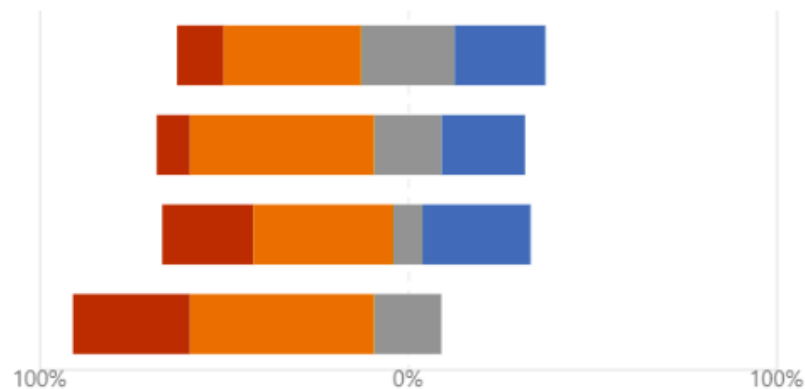
■ Totally agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Totally disagree

I feel that I know enough about youth mental health to support my child

I feel that I have the skills to support my child with their mental health

If my child needs additional help with their mental health, I know where they can go

I know that my own self-care is important and I can plan for this



Staff Responses

1. Developing and maintaining self-esteem and a positive self concept

[More Details](#)

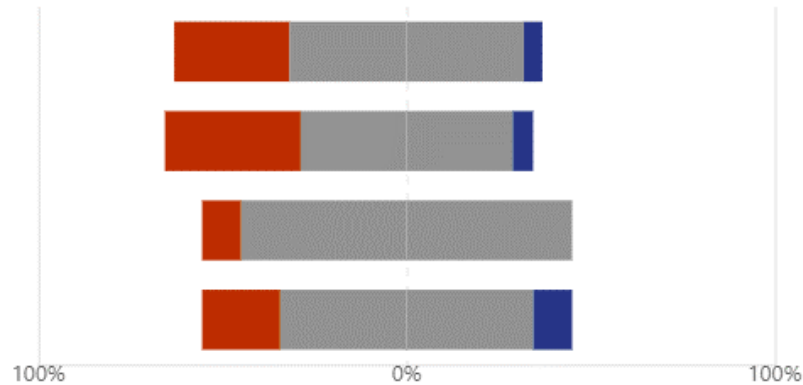
■ Yes ■ To some extent ■ Not yet

Students have explored how external circumstances can influence their feelings, behaviour and beliefs

Students know how they feel about themselves can influence their goals and decision making

Students can manage their own feelings and behaviour and are aware of feelings in their bodies

Students know how to take care of their needs and wellbeing



3. Interacting effectively with others

[More Details](#)

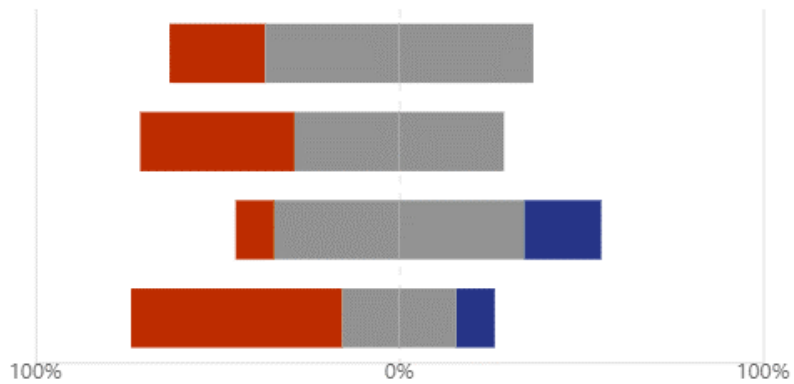
■ Yes ■ To some extent ■ Not Yet

Students can explain how their behaviour and beliefs can influence others' feelings and behaviour

Students recognise the importance of respecting others with different strengths and experiences than...

Students use their communication skills to work through disagreements with others

Students can work well with others from different cultures and backgrounds than their own



4. Developing and growing throughout life

[More Details](#)

■ Yes ■ To some extent ■ Not yet

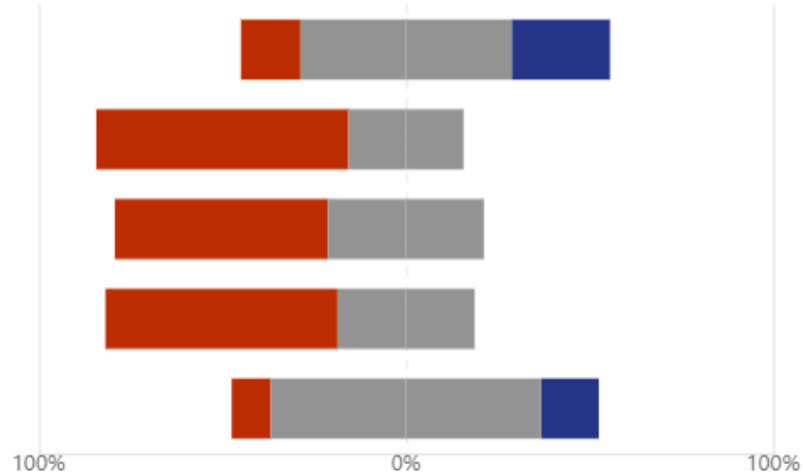
Students can describe their strengths and resources that they can use during times of change and...

Students participate in a number of activities to enhance their personal and physical development

Students can ask for help when they need it

Students know who to ask for help when they need it

Students have good coping skills that they can use when they need them



5. Employing effective personal learning and exam strategies

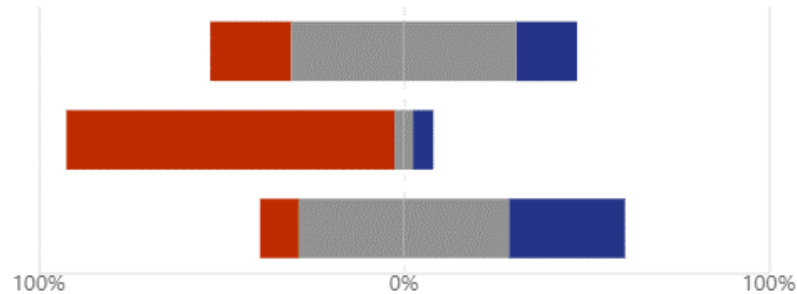
[More Details](#)

■ Yes ■ To some extent ■ I need help with this

Students have developed effective study skills and habits

Students recognise the importance of learning for achieving educational and career goals

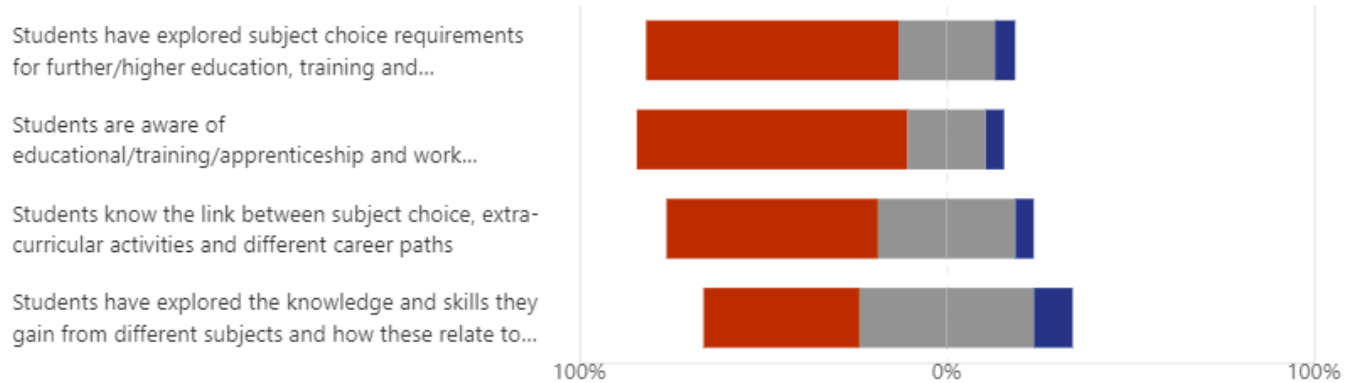
Students can manage their time and stress during an exam



6. Making educational choices in line with career aspirations

[More Details](#)

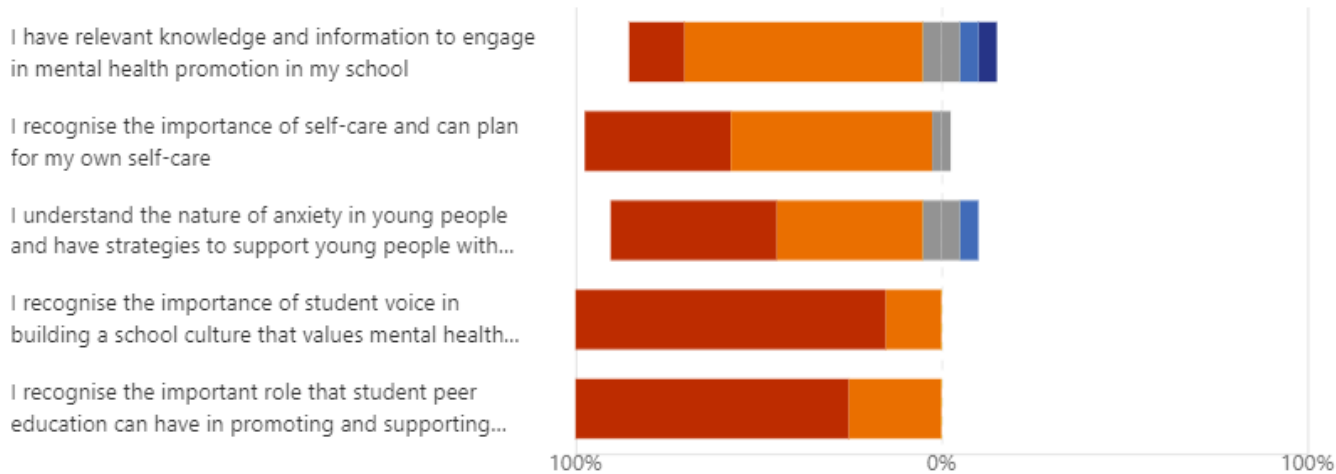
■ Yes ■ To some extent ■ I need help with this



7. One good school - JIGSAW

[More Details](#)

■ Totally agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Totally disagree



Areas identified for development

| Area for improvement | Action to be taken | When | To be reviewed |
|--|---|---------------|----------------|
| Study Skills/anxiety around exams | Study skills input from Guidance Counsellor to all year groups | October 2022 | January 2023 |
| Study Skills/anxiety around exams | Input to staff from Whole School Guidance review group on Study. Each subject dept asked to focus on Homework, and showing students how they would like homework to be done for their class – linking homework to learning | February 2023 | March 2023 |
| Communication regarding the supports available in school | Media team asked to create tiktok video showing all the supports available in the school so that students and their parents know who and where to go for help Video to be shown to all class groups and shared with parents on the app | October 2022 | January 2023 |
| Study Skills/anxiety around exams | Study Skills week promoted via school media, each subject teacher focusing on homework for their class and modelling effective study for that particular subject | February 2023 | March 2023 |
| Follow up with staff | Input to staff regarding the success of Study Smarter week, and what we can do to reinforce that. Emphasis on communication, telling students what is being done is a study strategy | March 2023 | April 2023 |
| Study skills for parents | Presentation to parents on study skills linking to the work done with students and staff | April 2023 | May 2023 |
| Resurvey of students, parents and staff | Meeting of Whole School Guidance Review Group and SSE to discuss findings. Follow up by SSE in 2023 school year | May 2023 | Sept 2023 |

Results of Resurvey of Students, Staff and Parents

1st Year

4. Student support (0 point)

[More Details](#)

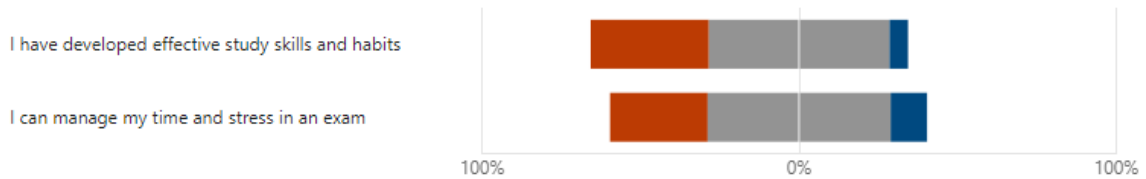
■ Yes ■ To some extent ■ I need help with this



5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this



2nd Year

4. Student support (0 point)

[More Details](#)

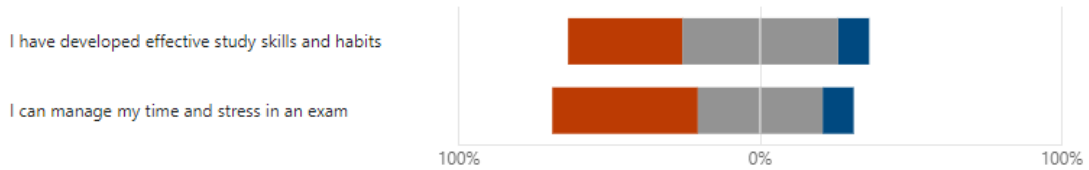
■ Yes ■ To some extent ■ I need help with this



5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this



3rd Year

4. Student support (0 point)

[More Details](#)

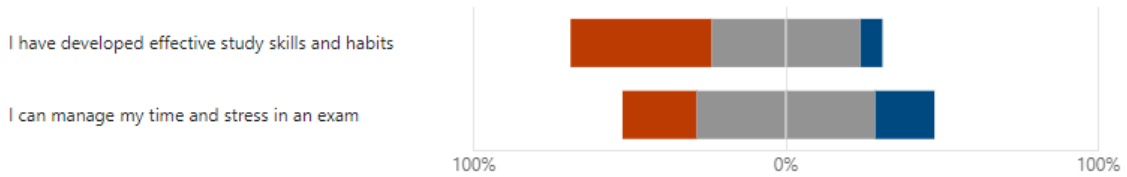
■ Yes ■ To some extent ■ I need help with this



5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this



4th Year

4. Student support (0 point)

[More Details](#)

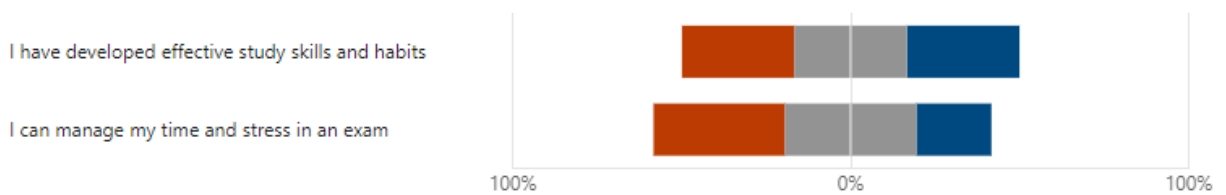
■ Yes ■ To some extent ■ I need help with this



5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this



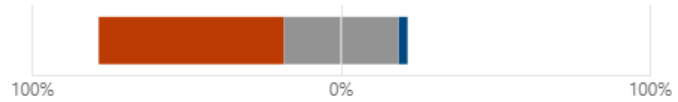
5th Year

4. Student support (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

I know who to ask for help if I need it



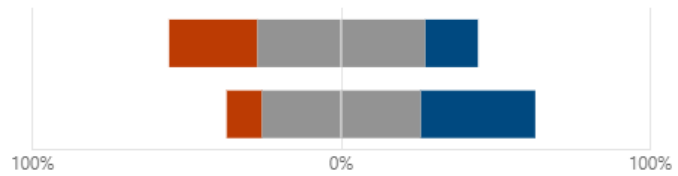
5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

I have developed effective study skills and habits

I can manage my time and stress in an exam



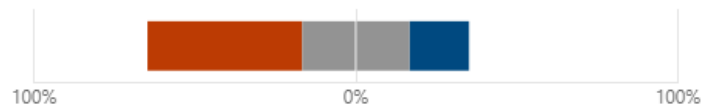
6th Year

4. Student support (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

I know who to ask for help if I need it



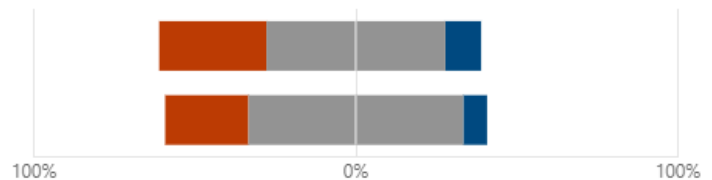
5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

I have developed effective study skills and habits

I can manage my time and stress in an exam



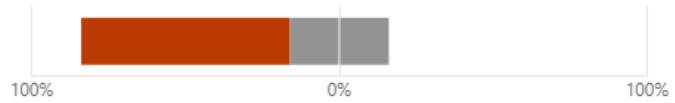
Parents

4. Student support (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

Students know who to ask for help if they need it



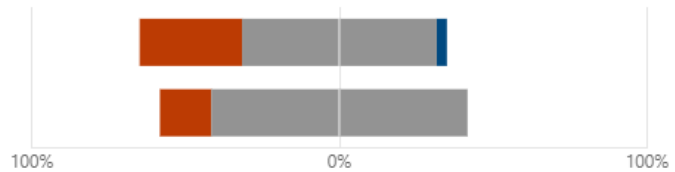
5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

Students have developed effective study skills and habits

Students can manage their time and stress in an exam



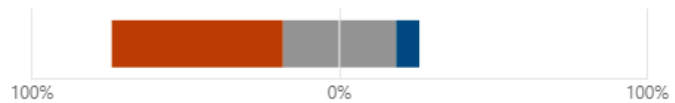
Staff

4. Student support (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

My son/daughter knows who to ask for help if they need it



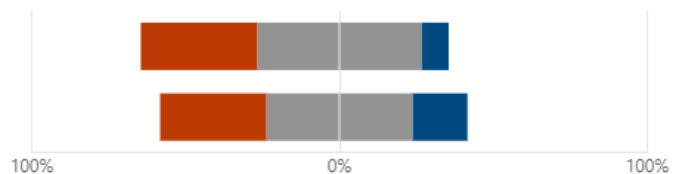
5. Employing effective personal learning and exam strategies (0 point)

[More Details](#)

■ Yes ■ To some extent ■ I need help with this

My son/daughter has developed effective study skills and habits

My son/daughter can manage their time and stress in an exam

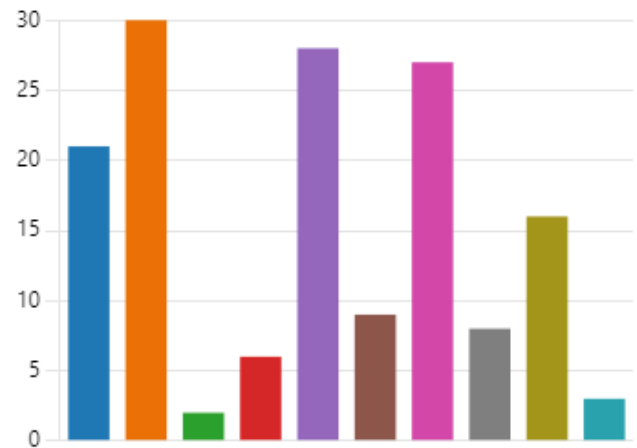


1st Year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 21 |
| ● Revision plans | 30 |
| ● Online resources | 2 |
| ● Studying with others | 6 |
| ● Studying individually | 28 |
| ● Mind maps | 9 |
| ● Flash cards | 27 |
| ● Timed homework/study sessions | 8 |
| ● Learning key words | 16 |
| ● Other | 3 |

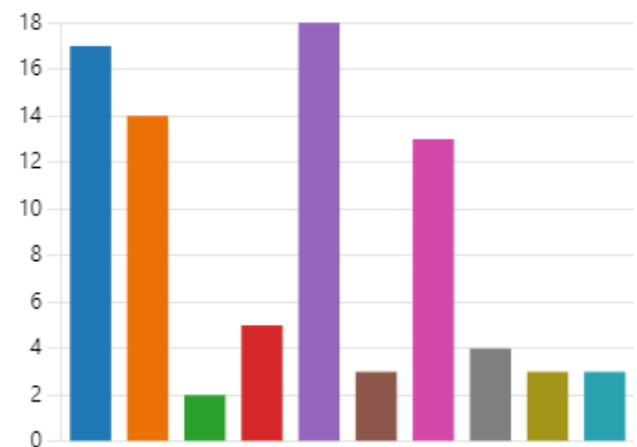


2nd Year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 17 |
| ● Revision plans | 14 |
| ● Online resources | 2 |
| ● Studying with others | 5 |
| ● Studying individually | 18 |
| ● Mind maps | 3 |
| ● Flash cards | 13 |
| ● Timed homework/study sessions | 4 |
| ● Learning key words | 3 |
| ● Other | 3 |

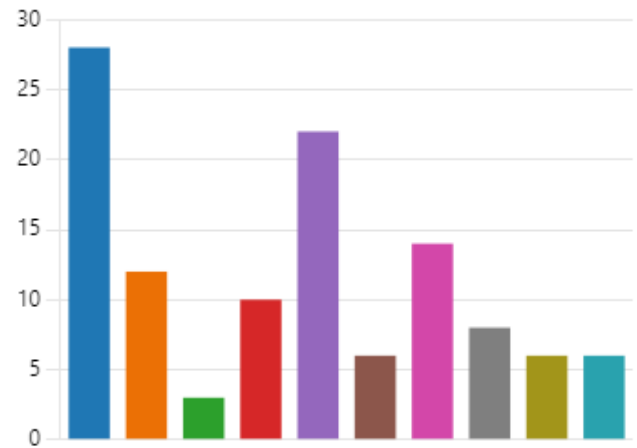


3rd Year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 28 |
| ● Revision plans | 12 |
| ● Online resources | 3 |
| ● Studying with others | 10 |
| ● Studying individually | 22 |
| ● Mind maps | 6 |
| ● Flash cards | 14 |
| ● Timed homework/study sessions | 8 |
| ● Learning key words | 6 |
| ● Other | 6 |

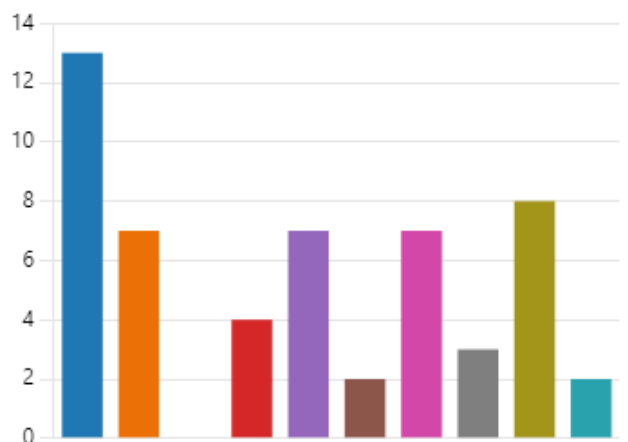


4th Year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 13 |
| ● Revision plans | 7 |
| ● Online resources | 0 |
| ● Studying with others | 4 |
| ● Studying individually | 7 |
| ● Mind maps | 2 |
| ● Flash cards | 7 |
| ● Timed homework/study sessions | 3 |
| ● Learning key words | 8 |
| ● Other | 2 |

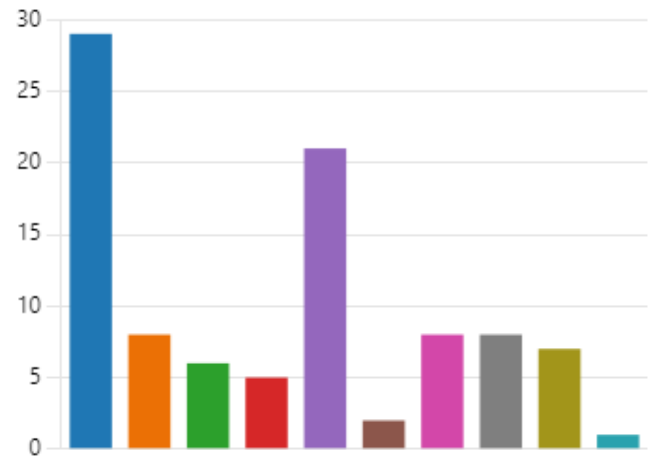


5th year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 29 |
| ● Revision plans | 8 |
| ● Online resources | 6 |
| ● Studying with others | 5 |
| ● Studying individually | 21 |
| ● Mind maps | 2 |
| ● Flash cards | 8 |
| ● Timed homework/study sessions | 8 |
| ● Learning key words | 7 |
| ● Other | 1 |

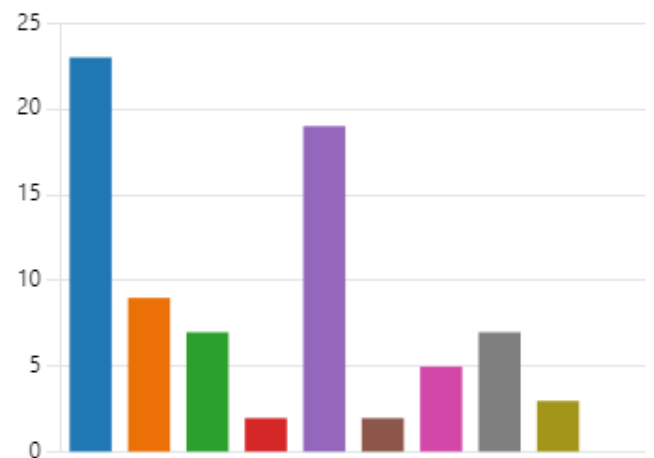


6th year

6. Which three of the following study strategies work best for you? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 23 |
| ● Revision plans | 9 |
| ● Online resources | 7 |
| ● Studying with others | 2 |
| ● Studying individually | 19 |
| ● Mind maps | 2 |
| ● Flash cards | 5 |
| ● Timed homework/study sessions | 7 |
| ● Learning key words | 3 |
| ● Other | 0 |

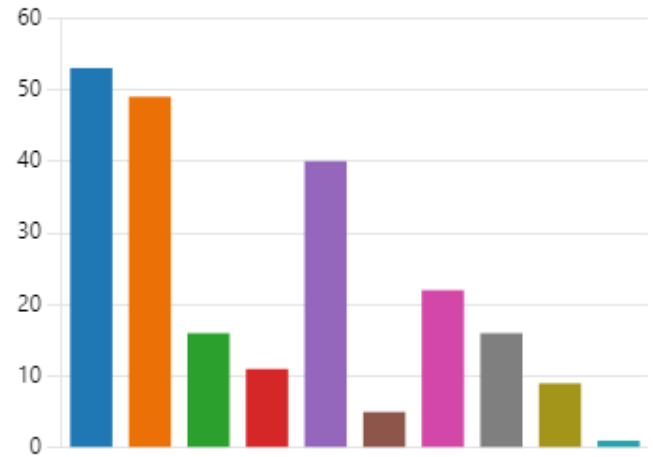


Parent

6. Which three of the following study strategies work best for your son/daughter? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 53 |
| ● Revision plans | 49 |
| ● Online resources | 16 |
| ● Studying with others | 11 |
| ● Studying individually | 40 |
| ● Mind maps | 5 |
| ● Flash cards | 22 |
| ● Timed homework/study sessions | 16 |
| ● Learning key words | 9 |
| ● Other | 1 |



Staff

6. Which three of the following study strategies work best for students in your subject? (0 point)

[More Details](#)

| | |
|---------------------------------|----|
| ● Exam questions | 30 |
| ● Revision plans | 17 |
| ● Online resources | 8 |
| ● Studying with others | 2 |
| ● Studying individually | 8 |
| ● Mind maps | 7 |
| ● Flash cards | 4 |
| ● Timed homework/study sessions | 5 |
| ● Learning key words | 9 |
| ● Other | 0 |

