

*Subject Plan for  
Guidance  
2019/2020  
St Caimín's Community  
School*



## **Contents:**

### **Mission Statement**

#### **Section 1: Overview of the Role of the guidance Counsellor**

Overview of the Role of the Guidance Counsellor

Aims

Objectives

Definitions of the key areas of Guidance Counselling: Personal and Social Counselling, Educational Guidance and Career Guidance

#### **Section 2: General Information**

Student Participation in Guidance

Groupings of pupils (Mixed ability, streaming)

Students access to subject/level

Organisation of classes

Planning for students with Additional Needs

Learning Methodologies

Cross-curricular planning

Availability/use of ICT

Provision for Health and safety requirements

Literacy

Numeracy

Well-being Indicators

Assessment

Record-keeping

#### **Section 3: Guidance Curriculum:**

Name of Guidance Counsellor

Number of hours allocated to guidance

Weekly timetabled guidance

Current guidance programme by Yeargroup: LC2-1<sup>st</sup> Year Overview

#### **Section 4: Meetings with Students:**

Confidentiality

Student appointments: protocols/procedures

One to one protocols/procedures

Group protocols/procedures

Ethical considerations and accountability

Record Keeping

#### **Section 5: Meetings with Parents:**

Meeting parents: protocols/procedures

Annual presentations made to parents

Guidance Department Plan 2019/2020:

**Section 6: Testing and Assessment:**

Assessments used in St.Caimin's with all Yeargroups

**Section 7: Current Guidance Procedures:**

Changing Subjects

Dissemination of Information

Provision of students with Additional Needs

Provision for students from Disadvantaged Backgrounds

Visiting Speakers

Visits Out/Career Exhibition/Open Days

Tracking Students

**Section 8: Links/Distributed Guidance:**

**Links with parents**

Links with class tutor/class teacher

Links with Year Head

Links with LCVP/TY/LCA Co-ordinator

Links with AEN Department

Links with NEPS

Links with Social Workers

Links with Employers

Links with HEI colleges/Admissions offices

Links with FE/SOLAS

Links with SPHE Teachers

Links with Outside Agencies

**Section 9: Policies:**

List of policies linked to the Guidance Department Plan

**Section 10: Overview of Guidance Activities by Term 2019/2020:**

**Section 11: Guidance Department Targeted Areas for Improvement 2019/2020:**

**Appendices:**

Copies of some general letters sent to parents

Subject Choice Letter

Copy of Referral Letter

List of websites and relevant numbers

List of in-service/in-career development attended by the Guidance Counsellor

### **Mission Statement:**

The Mission Statement of St.Caimin's says 'Each person within our school community can enjoy developing to their full potential in a secure and friendly environment'.

The Education Act 1998 in Section 9 states that 'a school shall use its available resources to....

(c)ensure that students have access to appropriate guidance to assist them in their educational and career choices'

This Guidance Plan sets out the programmes and supports that are in place in St.Caimin's to help students make the informed choices that will enable them to realise their potential.

## **SECTION 1: Overview of the Role of the Guidance Counsellor**

### **Aims:**

The guidance and counselling process aims to help students to:

- Develop an understanding of their talents and abilities in the fullest sense, ie.personal, social, educational and career aspects
- Become aware of further educational, training and career possibilities and opportunities
- Foster independence and a sense of responsibility that will enable them to make informed choices and to follow through these in their lives
- Empower students to develop positive attitudes to themselves and others, make decisions, solve problems, change behaviours and develop coping strategies in their personal lives.

### **Objectives:**

- Attention to be paid to students at transition periods, ie. From primary to secondary school, from junior cycle to senior cycle and from school to further education/ training/work
- Objective assessment of students' aptitudes and achievements and feedback from these assessments
- Developments of links with outside agencies for specialist support
- Facilitation of good decision making in relation to subject selection, level of subject and at Senior Cycle, choice of programme
- Collaboration with subject teachers, Learning Support team and parents regarding students' educational choices.
- Assistance in the acquisition of effective study skills and exam techniques
- Development of competencies and skills required for the working world
- Teamwork with LCVP teachers to support the LCVP programme
- Provision of information on career, training and further education
- Access to ICT for development of information-seeking skills
- Linkages to HEI's, business and industry to facilitate students' career choices

## Guidance Department Plan 2019/2020:

- Assistance in the development of individual career plans
- Follow-up of past students vis-à-vis their choice of career/training/further education
- Counselling to be available to all students, either through referral or on request
- Collaboration with parents, management, tutors, the Chaplain, SPHE teachers, RE teachers and Year Heads to support the personal and social developments of students.
- Weekly meetings with Student Support Team to identify students at risk
- Space and storage for guidance materials

This Guidance Department Plan sets out the Guidance Department's response to the current needs of the students in the area of Guidance and Counselling.

The three key areas in which the counsellor has a major role and responsibility are:

i. Personal counselling

ii. Career counselling

iii. Educational counselling.

The Guidance Counsellor (GC) relates to school management through meeting the Principal and Deputy Principal on matters affecting the planning of the school's provision of personal, career and educational counselling, as well as on matters affecting individual students requiring intervention. The GC also relates with Year Heads, Tutors, Learning Support Teachers, Subject Teachers, Parents and others as appropriate. The GC has a role in informing the school management and staff of the operation of the guidance department, in contributing to the development and evaluation of appropriate programmes, in administering tests and interpreting their results, in managing information, in administering the guidance service and in liaison with referral agencies and professionals outside the school. #

### **Definitions:**

- **Guidance Counselling**

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence that assists students to develop self management skills which will lead to effective choices and decisions about their lives. It encompasses the four separate but interlinked areas of:

Personal and Social Development

Educational Guidance

Career Guidance

Moral and Spiritual

- **Personal & Social Counselling**

Counselling is a key part of the school Guidance programme offered on an individual and group basis as part of a developmental learning process and at moments of personal crisis. It has its objective in the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. It helps students explore their thoughts and feelings and the choices open to them. It provides care and support to students as they cope with the many aspects of growing up. It is offered in a non - judgmental manner and observes appropriate

confidentiality. Person-centred, Solution Focused Therapy, Reality Therapy (choice theory) and CBT are the main types of counselling we provide. This service is also offered by the School Chaplain.

- **Educational Guidance**

Educational Guidance includes assistance in the transition from primary to post primary, from junior cycle to senior cycle and from second to third level or the world of work. It involves psychometric testing, subject choice, study skills, examinations techniques, organisation and motivation. It also involves decision making with regard to the senior cycle programme and further education. It is offered on an individual and class basis.

- **Career Guidance**

This involves empowering students to recognise their talents and abilities while enabling them to make informed choices and to take responsibility for their futures. This also incorporates psychometric testing, interest testing, the development of self-awareness and acquisition of information and research skills.

- The student will understand the NFQ.
- The student will evaluate their options and make critical use of information.
- The student will manage CAO, UCAS, FETAC (QQI), Eunicas, Apprenticeship and other applications.
- The student will develop job seeking skills, e.g. CVs, letters of application and interview skills.
- The student will have a heightened understanding of the value of work & the labour market.

## **SECTION 2: General Information:**

**Name of Guidance Counsellor:**Hannah Fitzpatrick

**Number of Hours Allocated to Guidance:** 22hrs

### **Participation of which students:**

All students participate

### **Groupings of pupils (Mixed ability, streaming)**

Mixed ability

### **Students access to subject/level**

All students offered subject

### **Organisation of Classes:**

- Free seating arrangement, which can vary from week to week ie.no students has a specific seat. However, teachers can assign seats if they wish
- Students based in Computer Room for many of the Guidance Classes

### **Planning for students with additional needs:**

- Students given opportunity to show achievements in class
- Praise as often as possible, give reassurances and give extra help.
- In oral questioning, have questions planned to target ability of special needs
- Monitor students closely and give extra help when necessary
- Special Needs Register
- Special Needs Policy
- Staff Diary – information pertaining to Special Needs

In consultation with the special needs team and school policy every effort is made to ensure that special needs students participate fully in the class. A variety of teaching methodologies are used as outlined below.

### **Learning Methodologies:**

Active learning is the principal learning and teaching approach recommended for Guidance classes. It requires students to actively participate in their learning in a wide variety of ways and contributes significantly to fostering self-confidence, self-discipline and self-control in the learner. In Guidance classes here is a particular emphasis on methodologies such

- Group work/Pairwork
- White board.
- Role plays
- Audio-visual aids – TV, overhead projector, DVD's, Posters, Flip charts.
- Brainstorming
- Debating
- Class discussions
- Guest speakers
- Visits to career events
- Quiz.

Guidance Department Plan 2019/2020:

- Newspaper and internet research
- Following of news items
- Critical analysis
- Guided visualizations

### **Cross-curricular planning:**

At various stages of programme all other subjects link in with guidance area.

### **Availability/Use of ICT facilities:**

All timetabled classes are in a computer room. Data projectors also in all computer rooms. School Broadband enabled.

### **Provision for Health and Safety requirements:**

- Students have been made aware of classroom rules i.e. sitting allocations, raise hands, ask permission to leave, remain seated, entering and leaving the room.
- Bags left safely and neatly under the desk
- The Teacher is familiar with the school's health and safety policy
- Exit strategy in case of fire is clearly displayed on back of classroom door.
- Students have participated in mock fire drills and are aware of safety procedures.

### **Literacy:**

Literacy is the promotion and development of reading, writing and oral language. Also involves understanding and critically appreciate various forms of communication including spoken language, printed text, broadcast media and digital media. Expression and interaction, following visual signs/signals, non-verbal communication all fall under the remit of Literacy. The language in Guidance Classes can be quite unfamiliar to many students and literacy is developed in all classes and particularly through the introduction of unfamiliar language such as matriculation, basic entry/course requirements, CAO, UCAS, Eunicas, FETAC, course modules, co-op, Erasmus. Classroom exercises and projects help improve student language and writing skills. Oral presentation is integral part of assessment for TY and LCA students. New vocabulary is introduced and explained to enable students to assimilate same. Students are required to incorporate new words into their vocabulary – demonstrated by class discussions and question and answer sessions. Students are taught the basics of skim reading and scanning texts. Literacy moments are integrated throughout Guidance Classes and key terms are highlighted and revisited.

### **Numeracy:**

The school wide approach to numeracy requires that all teachers highlight numeracy moments throughout their classes. Numerical information is highlighted in class. Students will be required to perform calculations and present information in numerical and graphical format where appropriate. In addition, the area of computational and sequential thinking are also areas that can be applied across all the subject areas to assist in problem solving and creative thinking. Teachers highlight numeracy aspect and get students to work out it out. Numeracy skills are developed in topics such as understanding the CAO points system,



percentages with regard to grades both at Leaving Cert and Junior Cert, points requirements based on grades achieved:HL,OL,FL,LCVP etc, calculating percentages that need to get in particular subjects,the difference in points between HL and OL, the impact of bonus Maths points for each in HL Maths, marks distribution of grades in all Senior Cycle subjects, college retention rates, college fees, SUSI Grants, various salary scales, job opportunities and employment rates in different careers and college courses.

### **Wellbeing:**

“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”.

St.Caimin’s Community School has always had a strong focus on student wellbeing as is clearly set out in our mission statement. The student is helped to mature as a whole person whose spiritual, educational, intellectual, emotional, social, moral and physical potential is encouraged to develop to maturity in an atmosphere of Christian care and concern. The school strives to form a community in which pupil, teacher, parent and management aim to live by Christian values, recognising the dignity of each individual.

A key theme our school endeavours to implement is that we: “support and develop wellbeing initiatives to ensure that mental resilience and personal wellbeing are integral parts of the education & training system.”

Wellbeing is an intrinsic component of the guidance (subject) programme. Our guidance programme supports “learning about well-being and learning for wellbeing” for all our students with a particular focus at Junior Cycle but also for Senior Cycle.

The guidance programme, consistent with the whole school approach, aims to ensure that the students’ experience in our school contributes directly to their physical, mental, emotional and social wellbeing and resilience. Also that learning takes place in a climate focused on collective wellbeing of the school, community and society.

### **The Six Well-being Indicators:**

#### **Active**

- Am I a confident and skilled participant in physical activity?
- How physically active am I?

#### **Responsible**

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I take responsibility for my learning?
- Do I know where my safety is at risk and do I make right choices?

#### **Connected**

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

#### **Resilient**

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?

### **Respected**

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?

### **Aware.**

- Am I aware of my thoughts, feelings, behaviours, and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

The Guidance Programme seeks to include all six Wellbeing Indicators in its provision and delivery and five of the six indicators including Responsible, Connected, Resilient, Respected and Aware are central components to all aspects of the Guidance provision. These indicators make what is important in wellbeing explicit for students, teachers, staff, parents and the wider school community.

### **Assessment:**

Formal and Informal Assessment is integrated to the Guidance Programme. Homework is not given on a weekly basis in Guidance. Believe there is no need for homework after each class as assessment is completed during class time by the following: Students receiving feedback during group work from the class, small group or the teacher Class discussion Oral questioning Written worksheets Project work etc Assessment takes place in various forms such as traffic light system, teacher led questioning higher and lower, quizzes, role play, reflections, critiques of relevant articles, feedback forms etc. Students skills are also assessed through meeting the set criteria for key documents such as CV, Cover Letter, Career Investigations, Work Experience Diaries and Self Reflection Diaries.

Assessments/Examinations Procedures include:

- Student Self-Assessment – e.g.: By assessing their questionnaires, worksheets, recording their own perceived progress in a given skill, evaluating how they worked as a team etc.
- Peer Assessment – Peers can assess other student's work/ideas during group discussions, by evaluating on how well everyone worked as part of a team. This is facilitated by the teacher.
- Assessment of students through specific tasks - homework, project work, research.
- Teachers fill in a comment about student's progress on school reports.
- Parents can discuss student's progress at parent teacher meetings.
- Parents can arrange to meet guidance teacher by appointment.
- Examinations are not given in Guidance in St.Caimin's Community School.
- There are regular reviews of content, materials and value of topics covered in Guidance.

### **Record Keeping Procedures at Whole-School/Department/Individual Teacher Levels:**

- A computerised roll call is taken 1st class every morning and afternoon
- Computerised student profiles can be accessed on ePortal. The Profiles have basic personal information on the student, on their attendance and their results etc.

Guidance Department Plan 2019/2020:

- Each teacher has Subject Class Lists.
- Each teacher keeps a record of each student's attendance, homework and progress - usually in their Teachers journal/diary
- Students' progress is recorded in school reports in the form of a comment (and grade where appropriate)
- The student diary can be used by teachers to comments on students' progress and to communicate with parents
- All teachers record what they cover in class and they have schemes of work outlining what is to be covered in Guidance (term by term).

### SECTION 3: GUIDANCE CURRICULUM

#### Guidance in the Classroom:

Number of weekly timetabled guidance classes:**5** (LCA, TYs and LC1)

Number of weekly timetabled classes in other subjects: **7**(SPHE,LCVP)

Number of weekly timetabled classes for meetings: 2 (Tutor and Student Support Team)

Number of periods available to meet with students see below

Number of periods available for other see below

14timetabled classes (9.33) therefore 12.66 hours appointment/office (22 classes approx.)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<u>1</u>	<u>Admin</u>	<b><u>TY1</u></b> <b><u>Careers</u></b>	<b><u>S&amp;S</u></b>	<u>Admin</u>	<u>VGI</u>
<u>2</u>	<b><u>S&amp;S</u></b>	<u>VGI (LC2 RE)</u>	<b><u>Student</u></b> <b><u>Support</u></b> <b><u>Meeting</u></b>	<b><u>LC1</u></b> <b><u>Careers</u></b>	<u>VGI</u>
<u>3</u>	<b><u>2<sup>nd</sup> Year</u></b> <b><u>SPHE</u></b>	<b><u>TY2</u></b> <b><u>Careers</u></b>	<b><u>S&amp;S</u></b>	<b><u>LC1</u></b> <b><u>Careers</u></b>	<b><u>LC2 LCVP</u></b>
<u>4</u>	<b><u>LC2 LCVP</u></b>		<u>VGI</u>	<u>VGI</u>	<b><u>S&amp;S</u></b>
<u>5</u>	<b><u>1<sup>st</sup> year</u></b> <b><u>Tutor Class</u></b>	<b><u>LC1 LCVP</u></b>	<b><u>LC1 LCVP</u></b>	<u>VGI</u>	<b><u>S&amp;S</u></b>
<u>6</u>	<u>VGI</u>	<u>VGI</u>	<u>VGI (LC2 RE)</u>	<u>VGI</u>	<u>VGI</u>
<u>7</u>	<u>VGI</u>		<u>VGI (LC2 RE)</u>	<u>VGI</u>	<u>VGI (LC2 RE)</u>
<u>8</u>		<u>VGI</u>	<b><u>LCA</u></b> <b><u>Guidance</u></b>	<b><u>1<sup>st</sup> Year</u></b> <b><u>SPHE</u></b>	<u>VGI (LC2 RE)</u>
<u>9</u>	<u>VGI</u>	<u>VGI</u>			

Entries in bold type refer to specific timetabled hours.

VGI indicates career interviews with individual Leaving Cert students; CAT4 feedback interviews with Third Years after Feb Mid-Term to Easter Holidays, study skills work with individual students and personal counselling with individuals who have been referred by teaching staff, Year Heads, management or parents

LC2 Guidance Classes will be taken by arrangement with LC2 RE teachers

### **Current Guidance Programme:**

The guidance curriculum is delivered in three different ways:

- through **curricular provision** which is timetabled (see bold type above) and/ or through the co-operation of other teachers (LC2 RE teachers, Third Year teachers of core base class subjects such as RE, Geog, Hist, SPHE and CSPE during Subject Choice time and First Year teachers during Subject Choice time)
- through **intervention**: ie. psychometric testing; subject choice for First and Third Years; educational choice; speakers; meetings with parents for subject choice options and CAO
- through **individual service** for students needing support, for VGIs for LC2 students and for parents, DARE and HEAR applications, exemption applications, UCAS applications and one to one CAT4 Feedback with all Third Years. This individual service includes liaison with external agencies as well as involvement of the Student Support Team, the Year Heads, other staff and management.

### **Curriculum Content: Long Term Planning**

#### **Overview of Guidance Programmes delivered specifically by the GC with each Yeargroup:**

##### **Senior Cycle**

#### **The aims of the Guidance Counselling Programme are:**

- to help students to develop an awareness and acceptance of their talents and abilities
- to explore possibilities and opportunities open to them
- to grow in independence and to take responsibility for themselves
- to make informed choices about their lives and to follow through on those choices.

The Guidance Counselling programme at senior cycle aims to assist the full development of each student's potential, to help students grow in self-knowledge and self-esteem and to prepare him for higher or further education, training and/or employment.

#### **Leaving Cert 2 (Class contact by arrangement and intervention)**

##### **Aims:**

- To help students make decisions, solve problems, change behaviours or effect changes in their lives, with particular reference to personal and career issues
- To help students acquire useful information to assist them in decision-making for third-level education, further training and work

##### **Objectives:**

- Every student will have access to the Guidance Counsellor on request and receive one VGI compulsory period and further VGI periods on request

## Guidance Department Plan 2019/2020:

- Students will realise they must take responsibility for their own career choices and they must do their own research and exploration
- Students will know how to use the internet as the most important tool for careers research such as Careersportal, GradIreland etc.
- They will have an awareness of their own aptitudes, interests and motivation and can retake elements of their Student Profile including the Interest Test and Personality Test if they so wish
- Students will explore Careers in more detail with a specific focus on opportunities in their areas of interest etc.
- They will be well informed regarding opportunities for third level education/training and current trends in employment
- They will understand the CAO system and application process
- They will understand about DARE and HEAR
- They will have an understanding of the financial implications of further education and SUSI grants
- They will be aware of non-CAO options available such as apprenticeships, PLCs, UCAS and Eunicas
- They will understand stress and develop ways of dealing with it
- They will hone their study skills – all LC2 participate in a Study Skills Workshop with an outside agency

### **Outcomes:**

- Students will have a good sense of their strengths, interests and weaknesses
- Students will be able to identify their future educational and or vocational goals
- Students will know the different routes to achieving these goals ie. understand the different aspects of third level education, vocational training and work
- Students will know how to recognise stress and take steps to deal with it
- Students will understand the financial implications of proceeding/not proceeding to further study

### **Programme:**

#### **Term 1:**

- Review of options after school: third level education, further education, apprenticeships, employment; brief overview of CAO/Points system (more detail in Term 2); course entry requirements - universities, ITs;
- Review of internet sites for research;
- Awareness of Open Days and schedules of talks available on the days are made available to all students
- Career Decision Making and Mistakes to Avoid: Be able to identify the common pitfalls students make in their career decision making (e.g. ignoring who you are, location where you want to work etc...)
- UCAS and Eunicas applications on a needs basis
- All LC2 students will attend UL/LIT/Mary I Open Days
- Interested students can attend the Midwest Apprenticeship Open Day Event with the school
- Interested students can apply to attend the UHL Pathology Workshop, Nursing Workshop, Law for a Day Workshop and other career specific events that the school are notified of

**Term 2:**

- CAO - understanding the system and do the application demo online
- Overview of HEAR and DARE applications
- Alternatives to college -PLCs, Army, Guards, Apprenticeships
- Finance/Grants/Scholarships and Accommodation
- Look at common reasons students drop out of college so that students can avoid making the same mistakes
- Students can attend specific Career Talks in areas of interest – these talks take place from Term 2 onwards
- Parents of students applying through DARE are met individually
- Parent Information Evening to give an overview of all options available to students after LC including the CAO process, PLC Applications and Apprenticeship options

**Term 3:**

- Review of CAO choices
- Reminder of CAO deadlines and filling in CAO form
- Stress Management: Postgrads and alternative routes to careers to help students realise there are many ways to achieve their dreams
- Any interested students can attend the LCFE Open Day with the school

**Term 4:**

- Review Mock results - is the student on track or are changes needed? Course requirements being met? CAO back-ups and PLC applications
- Go through CAO Literature and Statement of Course choices students receive in May- Getting LC results, viewing scripts and re-checks
- CAO quiz and FAQs from Campus Times Problem Pages
- Starting College: Differences, SDL and College Structure. Day to Day life and being successful. What to do if realise you are in the wrong course
- Focus on support systems in college
- Any interested students can attend the SOLAS Training Centre in Shannon where they will receive an overview of Apprenticeships and Traineeships and receive a tour of the grounds where many apprenticeships take place

**All Leaving Cert 2 students have an individual vocational guidance interview over the course of the first two semesters. Further VGIs can be requested on a needs basis.**

**Resources:**

Powerpoint Presentations

Websites such Careersportal, Qualifax, SOLAS and gradireland.ie

Prospectuses and websites of HEIs

HEAR and DARE booklets

CAO booklet

Websites of professional organisations

Websites on grants and finance such as SUSI.ie

Newspapers  
 Guest Speakers  
 Open Day Schedules  
 Visit to UL, LIT and Mary I Open Day  
 Visit to Shannon Training Centre for students who are interested in apprenticeships

**Individual Counselling:**

Students are offered individual counselling on request. Regular contact is maintained with parents, Year Head, the Student Support Team, the Chaplain, LCVP and LCA Co-ordinator, the SEN Co-ordinator, the Principal and Deputy principals to identify students who may be at risk or who may need support.

**LCA One and Two: Guidance Module timetabled 1 class a week**

**Aims:**

- to raise awareness of interests, skills and personality in relation to work
- to identify strengths and weaknesses
- to identify areas of employment and training/further education opportunities
- to access and use career information
- to develop a career action plan
- to encourage the student to review and evaluate the effect of maturation, work placement experience and increased workplace and personal awareness on his/her career interests

**Purpose:**

The Guidance module as part of Voc Prep is designed to facilitate the student’s vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; to investigate a range of career, education and training opportunities and to devise a personal career action plan. The Guidance module is delivered by the GC over the course of the two years, one in each session. The module is designed to complement but not to replace individual career planning interviews between the guidance counsellor and individual students.

<b>Unit</b>	<b>Topic:</b>	<b>Resources:</b>	<b>Aims:</b>	<b>Key Assignments:</b>
Sep – Jan LCA 1	The Student and the World of Work <ul style="list-style-type: none"> <li>• Goals</li> <li>• Reasons for working</li> <li>• Employers' expectations</li> <li>• Survey on working life</li> </ul>	Powerpoints Worksheets Skills Work and Youth (SWAY) Guidance Booklet by Classroomguidance	<ul style="list-style-type: none"> <li>• Identify expectations and aims in relation to LCA course</li> <li>• Identify Career Interests</li> <li>• Distinguish between different types of work and</li> </ul>	<b>KA1:</b> To design, carry out and report on a survey on some aspects of working life.

Guidance Department Plan 2019/2020:

			<p>employment</p> <ul style="list-style-type: none"> <li>• Identify qualities valued by employers</li> </ul>	
Feb-May LCA 1	<p>The Student and One Particular Field of Work</p> <ul style="list-style-type: none"> <li>• Skills, qualities and interest</li> <li>• Choose a Career</li> <li>• Research all aspects of career</li> </ul>	<p>Powerpoints Worksheets Guidance Booklet by Classroomguidance www.careersportal.ie www.apprenticeships.ie</p>	<ul style="list-style-type: none"> <li>• come to know their own qualities and skills</li> <li>• identify a career/job that they would like and that would suit them</li> <li>• Have learned how to research a career</li> </ul>	<p><b>KA2:</b> To present a report on an investigation which I carried out on a particular career or field of study.</p>
Sep – Jan LCA 2	<p>Information Building</p> <ul style="list-style-type: none"> <li>• Visit to Careers Exhibition</li> <li>• Report</li> <li>• Speakers In</li> <li>• Further interest inventories</li> </ul>	<p>Powerpoints Worksheets Qualifax.ie Careers Portal.ie</p>	<ul style="list-style-type: none"> <li>• Can identify and learn about the educational/career opportunities available to LCA</li> <li>• Complete a more advanced interest questionnaire</li> </ul>	<p><b>KA3:</b> To report on my learning from a visit to a careers exhibition, training centre or place of employment.</p>
Feb-May LCA 2	<p>Career Action Plan</p> <ul style="list-style-type: none"> <li>• Reflection on learning to date</li> <li>• Mock Interviews</li> <li>• Preparation for applications to further education/training</li> <li>• LCA progression</li> <li>• Career/Education Plan with Alternatives</li> </ul>	<p>Powerpoints Worksheets Qualifax Careers Portal SWAY</p>	<ul style="list-style-type: none"> <li>• Identify possible careers</li> <li>• Have started applying for the courses/training/education required for those careers</li> <li>• Learn to identify and cope with the transitions and changes of</li> </ul>	<p><b>KA4:</b> To compile a personal action plan in relation to work/education/training covering at least the next year.</p>



			<p>modern working life</p> <ul style="list-style-type: none"> <li>• Know how to reflect and learn from experience</li> </ul>	
--	--	--	--	--

### **Differentiation in LCA:**

Accommodation of students with various levels of ability. Due to the smaller number of students in LCA class students get a greater chance of one to one tuition and help – this aids in helping those students of lower ability (ie help with note taking. Task writing and key assignments). In addition, each lesson will aim to interoperate all 3 learning styles – audio, visual and kinaesthetic. Higher ability students must also have their requirements met – they shall be encouraged to develop their knowledge through further reading and the relation of information in a more in depth manner when being assessed.

### **Assessment in Leaving Certificate Applied:**

Assessment in LCA programme has a comprehensive built in assessment process. This is done by the completion of key assignments. In addition, the following methods of assessment will be implemented to ensure that appropriate teaching strategies are being employed in the classroom –

- Oral questioning – questions and answer sessions throughout the lesson.
- Regular Student feedback.

Regular contact is kept with the SEN Department , the LCA Co-ordinator, the Year Head, the Chaplain, the Student Support Team, the Principal and Vice-Principals to identify students who may be at risk.

The GC also works closely with the teacher delivering Modules 2-8 of Vocational Preparation especially in relation to work placement.

### **VGI:**

Students have an individual interview in LCA2 to lay out an individual career plan - part of KA in Guidance modules

### **Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

### **Resources:**

Careersportal.ie,  
 SOLAS.ie,  
 Fetchcourses.ie  
 Apprenticeships.ie

Midwest Apprenticeship App

Classroomguidance.ie

LCA Guidance Module Learner's Record, Brian Comerford

**Leaving Cert 1 Classes: Delivered on a seven week modular basis for a double class period throughout the year on the same line as SPHE and PE.**

**Aims:**

- Assist students in the transition to senior cycle and make them aware of the opportunities that exist after school ie. Higher Ed Routes, UCAS, Eunicas, PLCs, Apprenticeships,
- To help students make decisions, solve problems, change behaviours or effect changes in their lives, with particular reference to personal and career issues
- To help students acquire useful information to assist them in decision-making for third-level education, further training and work
- To help students set up a Career File on Careersportal.ie which they can use as resource for the next two years
- To help students develop a Personal Profile that includes an Interest Test, Personality Test, Values Test and Aptitude Test
- Students are encouraged to keep using their Careersportal Account for their own research and to add anything to their profile so that it will be a useful resource when it comes to CDM in LC2
- Individual students and parents are seen on request. All students meet the GC if switching options or dropping their 3<sup>rd</sup> language for another option. The parents, VP and subject teachers are also consulted where students and parents request a change of senior cycle programme or subject.
- Students are selected for Taster Day Sessions in areas of interest eg. Radiography, Nursing etc.
- Regular contact is maintained with the Year Head, the LCVP Co-ordinator, the SEN Co-ordinator, the Student Support Team, the Principal and Vice-Principals to identify students who may be at risk or who may need support.

**Objectives:**

- Students will know how to use the internet as the most important tool in their career research and will be proficient at doing their own research on websites such as Websites such Careersportal, Qualifax, SOLAS and gradireland.ie
- They will have an awareness of their interest, personality and values
- They will be well informed regarding opportunities for third-level education/training and current trends to employment
- They will have an understanding of the financial implications of further education
- They will be aware of implications of dropping a language or any other subject in any Subject Choice Changes
- Students will have an aim/plan for their Leaving Cert course

**Programme:**

- Introduction to Third Level System and CAO and PLC Sector
- Overview of points system

## Guidance Department Plan 2019/2020:

- Prep for IGC Careers Exhibition
- Student Profile created where students will sit Interest Test, Personality Test and a Values Test. CAT4 Results from Third Years also form part of their profile.
- Overview of different Career Sectors and identify areas of interest
- Review of subject selection and course requirements
- Talks from main feeder colleges eg. UL, LIT, NUIG, Mary I and GMIT
- Studying Abroad – UCAS and Eunicas System
- Alternatives to CAO: PLC and Apprenticeship Systems
- Students are made aware of various events open to LC1 students such as the Apprenticeship Open Evening, Limerick for Engineering, UL Grad Info Evenings, Open Days, Summer Schools etc.
- TY numbers vary every year – there may be one or two classes depending on student demand therefore some LC1 students have been through a TY Careers Programme and some are straight from 3<sup>rd</sup> Year. All levels must be catered for

### **Involvement with LCVP Programme:**

- The majority of LC1 students follow the Leaving Cert Vocational Programme, which involves the study of two link modules over two years. Non-LCVP students participate in a study class and do CV and work placement preparation.
- Involvement with the delivery of the 'Career Investigation' part of the LCVP programme takes place with each LCVP class over a period of four weeks with two class periods a week.
- All LC1 students attend a Career Exhibition in UL in September.
- Speakers come in and talk to the classes on the Enterprise part of their LCVP programme and on third level education in general.
- In Feb all LC1 students participate in work experience for a week (co-ordinated by the LCVP Co-ordinator)

### **Resources:**

Websites such Careersportal, Qualifax, SOLAS and gradireland.ie

Prospectuses and websites of HEIs

Websites of professional organisations

Newspapers

Guest Speakers

Open Days

Career Exhibitions

### **Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

### **VGI:**

Any LC1 who teachers/Year Head/parents feel are struggling with the pace of LC1 or who may be very unmotivated and directionless are met individually with the GC to try and a career plan in place or to help with study skills. Students are also welcome to make appointments themselves.

**Transition Year: 1 Timetabled Class Period once a week with each TY Group:**

**Aims:**

- Enable students to identify interests, strengths and weaknesses and to relate these to career areas
- Prepare students for work experience and help identify relevant work placements that link to their areas of interests
- Prepare CVs and application letters
- Have a variety of different work experiences and thereby expand students' career horizons
- Identify different placements and programmes available in colleges to TY students
- Identify skills and areas need to improve
- Guide through senior cycle subject choice
- Identify different value systems and their link to career choice
- Identify different types of intelligences and apply to self
- Undertake a Career Investigation

**Objectives:**

To facilitate students in exploring career options based on individual strengths and interests.  
To assist students and parents in making appropriate choices for senior cycle programmes and to plan their future careers.

**Programme:**

- Students will develop a profile which includes their interests, personality, values and intelligences
- Students will be prepared for work experience and will reflect on each placement as it ends
- Students will know how to write a letter of Application and CV
- Students will know how to use the internet as the most important tool in their career research
- Students will investigate a career in detail and then will support their choice of subjects in senior cycle
- Students will assimilate information from their Student profile including the CAT4 Test results from Third Year and make an informed decision for their Senior Cycle Subject Choice
- Students will attend Taster days in careers of interest such as Hotel Management, Nursing, Science, Arts, Business and Engineering
- Students will assess Teams where Guidance related activities are advertised and highlighted
- Students will partake in Work Experience in areas of interest
- Parent Information Evening on Subject Choice for senior Cycle

**Resources:**

Websites such as Careersportal, Qualifax, SOLAS and gradireland.ie  
Prospectuses and websites of HEIs  
Work experience diary

Values Test  
Personality Test  
Interest Test  
MI Test

**Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

**Junior Cycle Guidance Programme:**

**Third Year (Timetabled one class of SPHE and intervention by arrangement-individually and classes)**

**Aims:**

- Assist students in identifying aptitudes and careers aspirations
- Assist decision-making on choice of senior cycle programme
- Assist decision-making on subject choice for Leaving Cert
- Inform students of implications of these choices for further education and careers

**Objectives:**

To encourage students to contemplate career options based on individual strengths and interests. To assist students and parents in making appropriate choices for senior cycle programmes. To encourage students to develop good study habits.

**Programme:**

- In early September all Third Year students attend a Study Skills Seminar
- In October SEN students are tested for reading, comprehension and spelling with the WRAT4 test. These results are used by the SEN to assess suitability for RACE.
- All Third Years sit the CAT4 Level F Aptitude Tests in December. All third years teachers are involved in the administration of the tests. An individual report for each student is generated based on the results of this test and are used as a guide during subject choice time to help students become aware of their strengths and weaknesses and the options they should consider and perhaps avoid.
- CAT4 results are discussed with the SEN Co-ordinator and Learning Support Co-ordinator to identify students in need of intervention or advice on senior cycle programme.
- During Terms Two and Three the Guidance Counsellor takes each Third Year classgroup for 5 class periods to give an overview of Subject choice and the options available in senior cycle.
- As part of Subject Choice Selection students are shown how to research Subject Requirements and can access websites such as Careersportal and Examinations.ie to help assist them with the subject choice.
- All Third Years sit an Interest Test as part of Subject Choice Selection
- Subject teachers talk to students about their respective subjects.
- A Parent Information Evening meeting is held to give parents an overview of Senior Cycle Options including LC, LCA, LCVP and TY. The implications of different

subject choice selection is highlighted in this information session. The LCA/LCVP Co-Ordinator also presents as part of this Information Evening

- The Student Support Team and Third Year Head consult regarding specific students and the best option for them in Senior Cycle.
- All Third Years are also met on an individual basis with the GC during this term to receive individual feedback on their CAT4 results and discuss their senior cycle options.
- **Note:** Senior cycle options and subject choice are revisited again after the Junior Cert results are issued and throughout the year if students encounter problems with their option choices.
- Regular contact with the Year Head, the Chaplain, the SPHE Co-ordinator, the SEN Co-ordinator, the Learning Support Co-ordinator, the Student Support Team, the Principal and the Vice-Principal to identify students with difficulties.

**VGI:**

All Third Years are met on an individual basis with the GC to receive individual feedback on their CAT4 results and discuss their senior cycle options and future career plans. Third Years are also referred for VGIs by their Year Head/parents/teachers/themselves if struggling with study skills, stress management or motivation.

**Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

**Second Year (timetabled for SPHE with one group, 3 Guidance Classes with all groups and class intervention as required):**

**Aims:**

To become aware of the needs of the individual students and to assist them with personal and educational guidance.

**Objectives:**

To encourage self-awareness and assist students in establishing goals for their future. To encourage students to develop good study habits.

**Programme:**

- The Guidance Programme for Second Years is delivered by the GC in Term Three during classes where they are in their base classes.
- The topic of Senior Cycle Subject Choice is introduced and options after JC are explained. Students are encouraged to start thinking about Careers of Interest and their suitability for these careers.
- All students will sit a Sectors Test and a simple Interest Test to prompt them to start thinking about future career plans. Students will be aware that they will be sitting the CAT4 Tests in Third Year and that they will have a number of classes to focus on this topic. Students are encouraged to start their own research now and reflect on the type of learner they are.
- SPHE programme for Second Year as outlined in SPHE Plan

## Guidance Department Plan 2019/2020:

- Regular contact with the Year Head, the Chaplain, the SPHE Co-ordinator, the SEN Co-ordinator, the Learning Support Co-ordinator, the Student Support Team, the Principal and the Vice-Principal to identify students with difficulties.

### **Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

### **VGI:**

Second Year students are also referred for VGIs by their YearHead/parents/teachers/themselves if struggling with study skills, stress management or motivation.

### **First Year (timetabled for SPHE with one group, 4 Guidance classes and intervention as required):**

#### **Aim:**

- Facilitate the transition from primary to secondary school
- Inform students of structures and personnel of school and the role of the Guidance Counsellor and other members of Students Support
- Class Tutor for one group
- Identify students in need of support and/or educational intervention
- The GC along with the Chaplain meet 'targeted students' with additional needs. These students will be met individually in the first few weeks to ensure they are settling in and to address any issues that may be cropping up either organisationally, academically or socially.
- These 'targeted students' will either have been highlighted during the Primary School Visit or because the student has AEN. Students who are presenting with difficulties will be discussed at Student Support Meeting and support structures such as a Teacher Mentor or individual support from the GC or Chaplain will be arranged
- First Years are encouraged to partake in the many Extra-Curricular Activities that are offered and this timetable is highlighted to all First Years including the Breakfast Club, Lunch-time Club and SVP.
- Help students reflect on subjects as they progress through the Option Rotation until Midterm
- Identify and assist students at risk and to provide appropriate support as the year progress

#### **Objectives:**

To empower the students to improve their learning, develop good study habits, raise their self esteem and develop plans for the future.

#### **Programme:**

- First Years are introduced to the Guidance Counsellor at the October Open Evening and the GC's role in the school is explained.

## Guidance Department Plan 2019/2020:

- In May all primary schools are visited by the Year Head and SEN Co-ordinator to gather as much information both academic and of a personal nature to ensure a smooth as possible transition to second level.
- In May all incoming First Years sit the CAT4 Aptitude Test and the results of these tests are used to ensure all First Year classes are of mixed ability.
- CAT4 results are used to track students throughout the year and identify students who may be under-performing. Feedback is available to parents and students on request.
- The results of the CAT4 tests are posted to the central resources for all teachers to access. Students are banded based on their CAT4 results to allow teachers and management track their progress. Students that are not performing to their expected ability are met individually by their Year Head and Deputy Principal. The GC, the SEN Dept and the Year Head discuss the implication of all the test results including the students' progress to date. This may result in referral to NEPS, further applications for resources, SNAs and assistive technology. Results are also made available to the heads of Maths and Science Department who use the results to identify students of high ability of competitions.
- The SEN Department also carry out the Group 4 Reading Test and the Parallel Spelling Test.
- In August all First Years and their parents attend an assembly where the role of the Guidance Counsellor and Support Team is explained. The GC then visits all First Year classes in their Tutor groups over the course of the First week to introduce themselves again and ensure that they all know how to access the GC and that they are free to make appointments at any time.
- In early September study skills are studied in SPHE classes with First Year Tutors and the GC is involved in selection of appropriate materials for this module.
- All First Years partake in the Option Rotation where they get a chance to experience all 7 option subjects for the first 7 weeks which allows them to gain insight into all option subjects and see which ones suits them best. At the end of each rotation they will reflect on the subjects they enjoyed and didn't like in classes with the GC
- The GC takes all First Year groups in their base classes for approx. 4 classes to aid with their Option selection and links between the different subjects and various careers are made. All First Years also sit a very simple Career Interest Test to allow for some basic insight into the Career Categories of interest and the option subjects linked to this.
- From September to mid-October students sample all seven option subjects and select two to continue with for their Junior Cert. At the end of October classes are visited prior to students selecting their options where students have an opportunity to ask any questions and the consequence of dropping particular subjects is highlighted. Option Teachers are encouraged to ask the students to review the options as they finish a rotation and reflect on which ones they wish to continue with for their Junior Cert.
- Regular contact with the Year Head, the Chaplain, the SPHE Co-ordinator, the SEN Co-ordinator, the Learning Support Co-ordinator, the Student Support Team, the Principal and the Vice-Principal to identify students with difficulties.



### **Individual Counselling:**

Counselling is available to all students on request either through Self-referral, Year Heads, Management, Teachers or Parents

## **SECTION 4: Meeting with Students**

### **Confidentiality**

Counselling relationships themselves and information that is disclosed in counselling relationships are kept confidential. However, if a situation arises where the school feel a student is at risk, the Principal or Guidance Counsellor or Chaplain consults the student, school management, parents/guardians and relevant agencies, if necessary.

Students are encouraged to discuss their problem with their parent/guardian where appropriate. At the beginning of the counselling contract students are always informed that what is said in the counselling session is confidential between the counsellor and the student UNLESS the GC feels that the pupil is a danger to themselves (including eating disorders) or anyone else, or at risk. Confidentiality will not apply in the case of abuse (Child Protection Guidelines definition applies here), or if a student discloses an intention to commit a crime or when a court orders a counsellor to make records available.

### **Student Appointments:**

A Student can ask for an appointment and they are given an appointment slip which they must present to their class teacher. The Guidance Counsellors may invite a student to come and visit them if they are referred by others. Referrals can be self-referral, made by another student, parental referral, or referral by management, Year heads, form teachers & subject teachers. The voluntary participation in counselling of the referred student is respected by all concerned.

Students must give a permission slip to inform their subject teacher they are visiting the GC or in cases of an emergency the GC will ring the subject teacher. Notes on the meeting are written up as soon as possible and feedback is given, where necessary, to teachers/parents/student support team.

### **One to one protocol:**

Meetings with students are conducted in a room that is on the main upstairs corridor and has a long glass window in the door. In the case of a visitor using the room to speak/work with a student, the bona fides of speaker are verified and parents will be informed of the event eg. NEPS psychologist

### **Group protocols:**

A teacher is always present whenever a group of students is gathered. Visitors must sign in at reception. In the case of students attending a talk in a large group in a classroom during class

time the students must have signed up to attend this talk and this list will be given to the teachers the day before the speaker attends.

### **Ethical considerations and Accountability**

The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to Department of Education and Science Directives, and to the school's Ethos and Educational Philosophy. The Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of students in "loco parentis" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times. The guidance department is aware of its responsibility to our students, to the school, to our own profession, to ourselves and to the implementation of this policy. To this end we will partake in professional peer supervision, which will provide support and feedback for my professional welfare. The Guidance Counsellors also abides by the Institute of Guidance Counsellor's Code of Ethics. The School Guidance Counsellors abide by the 'Child Protection Guidelines for Post Primary Schools'.

### **Record Keeping**

Record keeping is an integral part of the administration of the Guidance and Counselling Service. All records will be kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act'. Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse should be avoided as well as any form of conjecture.

## **SECTION 5: Meetings with Parents:**

### **Meeting parents:**

Parents ring and make an appointment. They may request an appointment to discuss issues with regards to student behaviour, well-being or vocational needs or issues. It can be within or outside school hours. They can meet the GC on their own or with the Year Head, Principal or Deputy Principals. They can also meet the GC with their child. A course of action is agreed upon and subsequent meetings are arranged, as appropriate. Parents are contacted by text, phone or by letter to come in and see the GC and staff. Notes are always recorded of the meetings.

### **Annual Presentations:**

- Open Night for Incoming First Years – Principal, all staff and GC are available for consultation.
- Induction Night for Parents/Guardians of 1<sup>st</sup> Years in Mid-August. Principal, Guidance Counsellor, Year Head, Learning Support Coordinator.
- Information Night for Parents/Guardians of LC2s re Options for Leaving Certs in Mid November. Guidance Counsellor and Principal/VP

- Subject Choice Information Night for Parents/Guardians of 3<sup>rd</sup> Year and TY in February. Principal, VP,GC and TY/LCA/LCVP Co-Ordinator.
- Parent Teacher Meetings for each year Group

### **SECTION 6: Testing and Assessment:**

The Guidance Counsellor is trained to use and interpret a wide range of psychometric tests and other evaluative instruments e.g. interest tests to support the objectives of the school Guidance programme. These may include career and educational planning, personal decision making and the development of self awareness. All our assessment procedures will be dictated by the above principle and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances.

#### **Assessments used in St.Caimin's Community School include:**

- First Years: Prior to starting in St Caimin's, all incoming 1<sup>st</sup> years attend for assessment in an afternoon in May. The results are used to ensure that class divisions for all core subjects are based on an equal spread of abilities and to apply for resources to ensure that any students with special needs will have the required supports in place when they begin in the school in September.

Tests used are:

- CAT4 level E
- When students begin in September, the learning support teachers administer the:
- Group Reading Test and some of the following:
- Young Cloze Reading Test
- Career Sectors Test

#### **Tests used during 2nd Year:**

- Qualifax Interest Test
- SEN Dept Tests

#### **Tests used during 3<sup>rd</sup> Year:**

- CAT4 Level F
- Interest Test on Mynextmove.org
- AEN Test Depts
- WRAT 4 – RACE used for students needing special consideration and DARE applications.

#### **Tests used during Transition Year:**

- Career Interest Test on Careersportal.ie

- Personality Test on [www.16personalities.com](http://www.16personalities.com)
- Values Test
- Skills Test
- CAT4 Level F (if missed in Third Year)

**Tests used during LC1:**

- Career Interest Test on Careersportal.ie (if didn't do TY)
- The Career Interest Inventory (if did TY)
- Personality Test on Careersportal.ie

**Tests used during LCA:**

- Career Interest Test on Careersportal.ie
- Personality Test on Careersportal.ie
- Skills Test in Guidance Booklet (Classroom Guidance)
- MI Test in Guidance Booklet (Classroom Guidance)

**Tests used during LC2:**

- Interest Test and Personality on Careersportal (if want to redo)
- Values Test
- Career Specific test eg Nursing Suitability, Computer Programming Basics etc.
- WRAT 4 – RACE used for students needing special consideration and DARE applications.

## **Section 7: Guidance Department Procedures**

### **Changing Subjects:**

All students meet with the GC if changing options or if they wish to discuss the implications of dropping a level in a particular subject. All LC1 students meet the GC if switching options or dropping their 3<sup>rd</sup> language for another option. The parents, VP and subject teachers are also consulted where students and parents request a change of senior cycle programme or subject. Parents and students must both sign a Subject Change Form and this is handed into the VP so they change can be made on the system.

### **Dissemination of Information:**

Students generally receive relevant information through the Careers Noticeboard, in-school announcements, through subject teachers or by visits by the Guidance Counsellor to the classroom. Recently a LC2 Careers team was set up on Microsoft Office which all students have access to so it is hoped this will improve communication between the GC and LC2 students in particular. Some Careers Information is also posted on the school website and Facebook page. Parents are informed by means of texts and individual letters, information evenings, phone calls and through their children. Staff are informed through email, the school calendar and messages posted on the Staff Notice Board.

### **Provision for Students with Special Educational Needs:**

The Guidance Counsellor is informed of the students with SEN and those with exemptions from specific subjects such as languages and works closely with the SEN Co-ordinator.

Specific care is taken to ensure that these students are assisted in every way to complete their Secondary education and to progress to further education, training or employment. The Guidance Counsellor works in conjunction with the student, their parents/guardians and the SEN Department in insuring that the students complete their Supplementary Information Forms for the DARE/CAO applications, as required. The Guidance Counsellor endeavours to work closely with the students' parents/guardians to inform and guide them as well as to assist in sourcing additional supports if necessary and arranges an individual appointment with these parents/guardian at the beginning of Term 2 to discuss DARE application. Each student with SEN has a folder which contains details of their assessments and their educational needs. The GC liaises with parents regarding applying for language exemptions to Third Level Colleges. The GC also liaises with Teacher Mentors of these students.

### **Provision for Students from Disadvantaged Backgrounds:**

Students from disadvantaged backgrounds are identified by the school management or the Student Support Team. Specific care is taken to ensure that these students are assisted in every way, when required, to complete their post-primary education and to progress to further education, training or employment. The school management works in conjunction with the student and their parents/guardians in insuring that they complete their Supplementary Information Forms for the HEAR/CAO applications, as required. The school management or Student Support Team member endeavours to work closely with the students' parents/guardians to inform and guide them as well as to assist in sourcing additional supports/funding, if necessary. Information regarding grants and financial assistance is passed onto all students and parents.

### **Visiting Speakers:**

The Guidance Counsellor, LCVP teacher, SPHE teachers, religion teachers and other subject teachers organise speakers to visit the school to speak with the students on a variety of topics. In so far as is possible the proposed dates and times are organised well in advance and are made aware to all Staff. For specific Career Talks students must sign up beforehand and a list of students who will be attending will be passed onto LC2 teachers who will be effected. LC1 speakers are scheduled for the Careers Rotation and all teachers concerned are forewarned.

### **Visits Out/Career Exhibitions/Open Days:**

These are mainly confined to the Senior Cycle. All LC2 students attend UL/LIT/Mary I Open Day. Interested students may attend the Apprenticeship Information Day in South Court Hotel, the LCFE Open Day in January and the visit to the SOLAs Training Centre in March. All other Open Days are attended in students own time and individual students must make their own arrangements if they wish to attend other open days. Schedules for all Open Days are available outside the GC Office. Students are encouraged to attend Open Days on Saturdays where possible. All LC1 students attend the Midwest Career Exhibition in UL Sports Arena. Interested students may apply for Taster Days and Career Specific events such as Radiography Open Day, Law for a Day etc. As places are often confined for these events a draw may have to take place to select students.

**Tracking Students:**

After their Leaving Certificate, the students' progression is recorded by contacting them early on in the following school year in order to ascertain what courses, training, employment or other activities they are engaged in. This helps to see the trends and preferences of the students from St.Caimin's Community School and is used to help guide and inform the current students, their parents and the local community.

**SECTION 8: Guidance Department's Links:**

**Links with parents:**

The Guidance Counsellor contacts parents by telephone, text and by letter. Meetings take place as requested from both the parents and the school. Meetings between parents, students, teachers, Social Services and CAHMS takes place. Parents' Information Evenings on: Subject Choice (Third Year & Transition Year), Open Evening (Incoming First Years), Transition to Secondary School (Incoming First Years and InformationNight (LC2)

**Links with class tutor/ class teacher:**

The guidance counsellor is in regular liaison with teachers in regard to a variety of issues relating to the personal and social, educational, and career areas of individual or groups of students. Links with various form teachers with regard to specific student issues, advice and support are offered to the teachers. Mediate between student and teachers. Links with subject teachers in borrowing classes for guidance modules. Link with teachers regarding students and subject predictions or student suitability to pursue subject in Third Level.

**Links with Year Heads:**

The guidance counsellor is in regular liaison with all year heads, principal, vice principal and student support team. Pastoral & discipline issues are discussed. Referrals are made and feedback given. Support and advice is also provided to the year heads. The Guidance Counsellors in conjunction with year heads frequently meet with students and parents.

**Links with TY Coordinator:**

The guidance counsellor is in regular liaison with the TY co-ordinator regarding scheduling and planning guidance activities. Arrangements are made to take students to relevant career events. Preparation, support and advice is offered for work experience.

**Links with LCVP coordinator:**

Links are in place with regard to the programme plan and modules to be covered by the Guidance Counsellor. The GC covers the Career Investigation with each LCVP class as part of the LCVP Portfolio.

**Links with SEN:**

The GC is in regular liaison with the SEN Co-ordinator and Dept with regard to information supplied by the primary schools, students assessments and referrals for assessments by NEPS and application for special consideration in state exams. The GC and SEN department also liaise with regards to DARE and exemption applications for College.

**Links with NEPS:**

In liaison with learning support, a number of students who may have special educational needs are referred for assessment to our designated NEPS psychologist, Louise Fitzsimmons. NEPS may also be involved with students who are school refusing.

**Links with Social Workers:**

Links are well established. The Duty Social Worker is often contacted for advice on the handling of a presenting problem. Where there is abuse of a student the case is referred through the DLP, ie. the Principal, to the Social Worker. The school works with the Social Workers when they are involved with the families of students. If necessary, the GC attends case conferences.

**Links with Employers:**

Local employers help with mock interviews, visit the school as guest speakers and advertise apprenticeship vacancies. Students from TY and LCVP are also taken on visits to local enterprises. They also take some students on work experience in TY and LC1. Local Engineering companies offer visits during Engineering Week and interested LC1 students are allowed attend. AIB organise the School Bank and do the Build a Bank Challenge with the TYs.

**Links with HEI colleges / Admissions offices:**

We maintain strong links with colleges, especially those in the local area. We invite speakers from all local colleges to address the LC1 and LC2 students. There are regular visits from the Admissions Officers of UL, LIT, Mary I, NUIG, Shannon College of Hotel Management. We maintain regular contact with Youthreach, the National Learning Network, LCETB Shannon, the Autism Units in St.Joseph's, Tulla and St.Pat's, Shannon, with Catherine McCauley Special School Limerick and St.Anne's Special School, Ennis.

**Links with FE Colleges, SOLAS:**

Students are encouraged to visit local PLC organisations such as LCFE, CCL and St.Pat's Shannon during their Open Days as this is the preferred option for those organisations. LCA and interested LC2 students may visit LCFE on a school trip. Interested students visit the Midwest Apprenticeship Exhibition and may also visit Shannon Training Centre and receive a guided tour of where all apprenticeship training takes place. We have developed links with other organisations who have also visited our school eg.Failte Ireland, Local Gardai, Defence Forces etc.

**Links with SPHE Teachers:**

There is regular liaison with the SPHE department in relation to topics in first, second and third year in the SPHE programme. The GC liaises with the SPHE Co-Ordinator regarding classplan content and relevant resources. Relevant information is shared through SPHE Teams on Microsoft Office.

**Links with Outside Agencies:**

The Guidance Counsellor may liaise with outside agencies including, but not limited to:

- Department of Education and Science
- Higher Educational Institutes
- Further Education Institutes
- SOLAS
- National Learning Network
- Local Community
- Local Businesses
- Garda Liaison Officers
- Feeder Schools
- Pieta House
- Health Service Executive - Tusla
- Referral Agencies e.g. Barnardos, Foroige, Clare Youth Service
- National Educational Psychological Service (N.E.P.S)
- CAHMS

**Section 9: Policies linked to Guidance**

This Guidance Department Plan should be read in conjunction with the related school policies and plans. The Guidance Department Plan aims to reflect this teamwork. The theme of Guidance and Counselling run through all our policies.

- SPHE and RSE Policy and Plan
- Pastoral Care Policy (Student support Policy)
- Admissions Policy
- Well-being Plan
- Countering Bullying Policy
- AEN policy and Plan
- Chaplaincy Plan
- Child Protection Policy
- Code of Behaviour for students Policy
- Curriculum Policy
- Homework Policy
- Critical Incident Policy
- Personal Technology Policy
- Attendance Policy
- Substance Use Policy
- Health and Safety statement
- Mobile Phone Policy
- GCPR and CCTV Policy



## **Section 10: Overview of Guidance Activities by Term 2019/2020:**

### **Term 1:**

- Visit all Classes on their first day back and remind them of the role of GC and how they can make appointments etc.
- Midwest Career Exhibition - attend with all LC1 students
- Induction Program for 1st year students – booklet / liaise with YH and Tutors
- Meet First Years on the SEN list or who are struggling with the transition to secondary school
- Meet individually with LC1 students who are struggling with new options or levels of core subjects
- Review Guidance Department Plan and make appropriate changes
- Liaise with VP re dates for Study Skills Sessions for 3rd Years and LC2s
- Begin seeing LC2 years individually (review summer reports)
- Prioritise students applying to UCAS (earlier closing date)
- Begin TY and LC1 guidance classes – review schemes
- Arrange Guidance Classes with LC2 RE Classes
- Liaise with LCVP Teachers re. the delivery of the Career Investigation
- Post important notifications – key dates, open dates etc
- Request from admissions officers to visit school (establish protocol for speakers)
- Organise specific talks from main feeder colleges
- Meet with any new students to the school
- Re-emphasise referral system and routine within whole school – staff meeting / clarify procedures
- Establish relationships with key staff for referrals (Year Heads/ Form Teachers and SEN Team)
- Establish report and record keeping structure
- Check in with student's receiving counselling last year
- Open Day Season – notify students of dates and make schedules of talks available to all
- NUIG/UL/LIT and Mary I Open Days - attend with all LC2
- Apprenticeship Open Day – attend with some interested students
- Open Night Information Seminar for prospective students
- First Year Option Rotation Reflection Classes and Subject Choice
- Counselling Referrals
- Send in names of selected LC1 students for certain Career events such as radiography for a Day, Pathology Dept Open Day, Law for a Day etc

### **Term 2:**

- Arrange CAO Classes with LC2 Re Classes
- CAO Packs - distribute
- CAO Conference attend -GC only
- Notify students of any Open Days and make schedules available
- Continue seeing LC2 students for Vocational Appts

## Guidance Department Plan 2019/2020:

- Counselling Referrals
- UCAS applications for January Deadline– student references / personal statements
- Protocol for student signing up for speakers is highlighted and rooms organised for talks
- CAT4 Testing for all Third Years -send letter and collect money
- Meet with parents of students who are applying to DARE and/or with SEN
- January 15th UCAS deadline
- January 20th CAO online deadline for discounted rate
- February 1st CAO deadline
- Meetings with LC2s prioritised until 1<sup>st</sup> Feb
- Arrange Guidance Classes with LC2 RE Teachers
- Liaise with SEN coordinator – DARE / exemption applicants
- Arrange appointments with parents of LC2 students who will be eligible for DARE
- Parents night for LC2 students (Letter Home)
- Help with HEAR and DEAR applications prioritised
- PLC Open Days
- PLC applications prioritised (online)
- Beginning subject choice process
- Meeting with Third years about importance of subject choice (prepare handout)
- Meeting with incoming TY and 5th year parents about subject choice and options after JC
- Counselling Referrals
- Arrange Subject Choice Classes with Third Years
- Make LC2s aware of any approaching Campus Accommodation deadline
- DARE Deadline 1<sup>st</sup> of Feb
- Complete Section B's of DARE Applications and send to parents
- Send in Language Exemption Forms

### **Term 3:**

- Subject Choice Students prioritised
- Arrange the remainder of Subject Choice Classes with Third Year teachers
- CAT4 Individual Appointments – meet all Third Year students individually for 20 mins each
- Counselling appointments continued
- Interviews and portfolios for restricted courses
- Arrange LC2 classes to review Mock results, overview of alternative pathways and grants – SUSI applications open in May
- Once Subject Choice Deadline has passed begin second round of VGI Appts
- LC2 students can request a second Guidance appt or the GC may request to see a student who has performed below expectations in the Mocks to ensure they are preparing for a back-up entry
- DARE Deadline Dates – check with students they have all documentation posted to CAO-responsibility of the student

#### **Term 4:**

- 6th of May CAO re -opens
- Arrange Guidance Classes with LC2 students and give an overview of results and offers process – go through documentation they will have received in the post, discuss the transition to Third Level, test their basic knowledge of the whole CAO process and ensure students are clear of the process
- Remind LC2s of deadlines such as SUSI
- Continue meeting with LC2s who have requested further vocational support
- Talk to LC1s about using summer wisely (art portfolio / UCAS/work experience)
- Late PLC applications with some LC2 students
- Counselling appointments continued
- Write in key dates for September
- Review Guidance Programme from the year and reflect on what went well and areas of improvement

#### **Section 11: Guidance Department Targeted Areas for Improvement 2019/2020:**

- LC2 students need a more formalised programme of Guidance Classes either through a modular basis or a timetabled class every week. The GC currently takes LC2 students during RE but this system is not working very well due to timetabling issues. This issue has been brought to management's attention and is an item on the Curriculum Review Agenda
- Further issues in Senior Cycle Curriculum of concern include LCVP as an obligatory subject if meet criteria and third language obligatory for all students. No guarantee another option will be offered - dependent on teachers timetables and therefore students do not know before they select their options in April. Needs to be put on the Option Lines.
- Issues in JC Curriculum include students with Irish exemptions being forced to study a foreign language - needs to be reviewed in the Curriculum review
- Dissemination of Information to parents needs to improve -access to email addresses/allow them access to Teams could be beneficial.
- Links between past students and current students needs to be formalised where current LC2s could talk to past pupils about a similar course/career of interest. Very informal at the moment. Possibility of a Past Pupil Career Fair?? Past Pupils Forum on Teams?? Discuss with Parents Council and Management
- More input from the GC for Second Years - the GC will deliver at least three Guidance focused classes in Term 3/4 to motivate Second Years to start thinking about future careers and senior cycle options in the year ahead
- More links with local employers offering apprenticeships need to be made
- More links to local business or more visitors in to expose students to the many careers out there. Perhaps could link in with National Initiatives such as Science Week etc.
- Need for LGBTI+supportive programme – in-service needed for the whole staff



**Appendix 2: Letter to parents re.dropping a Third Language**

**Dropping a Third Language for Leaving Certificate:**

I \_\_\_\_\_ wish to leave French/German and study Geography in place of it. I have met with Ms. Fitzpatrick and have discussed my career plans and am aware of the implications of dropping a Third Language. I have examined the attached list of courses that I am no longer eligible to apply to and am satisfied that I will not require the third language for my future college course or career.

**Signed**

\_\_\_\_\_  
**Student signature**

**Date:** \_\_\_\_\_

-----

I, the parent/guardian of \_\_\_\_\_ am aware that he/she is now dropping French/German and will no longer be studying a Third Language for the Leaving Certificate. We have examined the attached list of college courses that requires a third language and we are satisfied that this will not impact negatively on the above-named student's future career plans.

We give permission for them to move to the Geography class as soon as possible,

**Signed**

\_\_\_\_\_  
**Parent/guardian signature**

**Date:** \_\_\_\_\_

### **Appendix 3: letter to parents/guardians re.CAT4 Testing**

**25.01.19**

Dear parents/guardians,

In order to support your son/daughter with his/her Leaving Cert Subject Choice which will be taking place before the Easter break, all Junior Cert students will be sitting the CAT4 Aptitude Tests on **Tuesday 5th of February**.

The CAT4 is a suite of tests that assesses a student's reasoning abilities in key areas that support educational development and academic attainment; Non-verbal Reasoning, Verbal Reasoning, Quantitative Reasoning and Spatial Ability. The scores will be used to produce a report which can be used as an aid in Subject Choice Selection and can allow students' gain more insight into their strengths and weaknesses as a learner. The report not only promotes self-reflection but provides students with ideas for maximising their learning preferences. The test will last approximately 2.5hrs and will be held on the afternoon of **Tuesday 5th of February**. The cost of the test will be **€10** and students will not receive their reports until this amount is paid.

CAT4 does not require any prior knowledge and students do not need to prepare in any way for this test.

This is a valuable first step in your son/daughter's future career planning and I hope you will encourage them to avail of this opportunity. Please sign the attached permission slip and enclose the requested amount by **Monday 4<sup>th</sup> of February**.

If you require any further information please do not hesitate to contact me,  
Kind regards,

---

Ms. Hannah Fitzpatrick  
Guidance Counsellor

-----  
I \_\_\_\_\_ the parent/guardian of \_\_\_\_\_  
in Class \_\_\_\_\_ give him/her permission to sit the CAT4 on Tuesday 5th of  
February and enclose the sum of €10.

**St. Caimin's LC2 Information Evening for Parents/Guardians 2018/2019:**

**Appendix 4: Letter to parents re.LC2 Information Evening**

**20.11.18**

**Dear Parents/guardians,**

**There will be an Information Evening for Parents/Guardians of all LC2 students on Wednesday 28<sup>th</sup> of November at 7.00 p.m.**

**The presentation will cover key sections of the CAO including the Application Process, the Offer Process and Information on College Entry Requirements. Key dates and any other important information such as HEAR and DARE applications will also be highlighted. An overview of alternative routes such as PLCs, Apprenticeships and Eunicas/UCAS will also be explored.**

**Please inform your son/daughter whether or not you will be attending on the night.**

**All parents/guardians are very welcome to attend and I hope to see you all there.**

**Kind regards,**

---

**Ms. Hannah Fitzpatrick**

**Guidance Counsellor**

**Appendix 5: Copy of email and schedule of speakers sent to all LC2 teachers**

To all LC2 Teachers,

There will be a number of speakers from the Third Level Colleges coming to speak to Leaving Certs over the next few months. Talks will be scheduled so each subject is only interrupted once.

Students will sign up for the Talks they wish to attend and I will pass this list onto teachers concerned. Please let me know if any of these dates are clashing with something already.

I will send an updated schedule as more speakers confirm dates and times,

Apologies for any inconvenience caused,

Thanks,  
Hannah

<b>Speaker:</b>	<b>When:</b>
UL Business	Friday 7th Dec @09.00
Mary I arts and Primary Teaching	Friday 14 <sup>th</sup> of Dec @09.40
Biological and Chemical Sciences UL	Wednesday 5th of December @ 14.40
Computing in UL	Tuesday 11th of December @11.55
Shannon College of Hotel Management	Tuesday 11th of December @14.40
Engineering in LIT	Monday 3 <sup>rd</sup> Dec @11.00
Atlantic Aviation (aircraft Maintenance Apprenticeships)	Thursday 13 <sup>th</sup> Dec @ 11.00
GMIT General Overview	Monday 14th of Jan @14.40



**Appendix 6: Copy of Senior Cycle Subject Choice Form:**

**Student Name:** \_\_\_\_\_

**Compulsory Subjects:**

**All students must study English, Irish (unless exempt), Maths and French/German**

**Optional Subjects:**

**Students will be studying three optional subjects.**

**From the following list of optional subjects, please place the numbers 1-10 in order of preference: 1 being the subject you most want and so on.**

Agricultural Science	
Biology	
Chemistry	
Physics	
Construction Studies	
Engineering	
Design and Communication Graphics	
Accounting	
Business	
Home Economics	
History	
Geography	
Art	
Music	

**Please tick if you would be interested in doing Applied Maths as an extra subject**

**Please tick if you are interested in applying for Transition Year: Yes  No**

**Please tick if you are interested in applying for LCA: Yes  No**

**Please tick which language you are studying: German:  French**

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Appendix 7: Guidance Counsellor In-career development:**

**2019-2020:**

Mid-west Regional Skills Forum and Apprenticeships  
JCT SPHE In-service  
UL/LIT/Mary Open Day  
UL Guidance Counsellor's Seminar  
NUIG Open Day and Guidance Counsellor's Seminar

**2018-2019:**

Shoutout Workshop -LGBTI+  
Anxiety Workshop  
Understanding Self-harm Awareness Training (HSE)  
Pieta House CPD on Resilience  
JCT well-being Workshop for Guidance Counsellors  
Law and the individual/professional/guidance counsellor  
UL/LIT/Mary Open Day  
UL Guidance Counsellor's Seminar  
NUIG Open Day and Guidance Counsellor's Seminar  
CAO/HEI Conference  
Mid-west Regional Skills Forum and Apprenticeships  
The Work of Byron Katie In-service  
RSE Training

**2016 – 2017**

NUIG Open Day and Guidance Counsellor's Seminar  
CAO/HEI Conference  
UL Guidance Counsellor's Seminar  
UL/LIT/Mary Open Day  
Shannon Training Centre – tour of centre and talk  
Careersportal workshop  
Mindout Training  
IGC Confernece  
Intro to SPHE

**2015 - 2016**

UL/LIT/Mary Open Day  
UL Guidance Counsellor's Seminar  
NUIG Open Day and Guidance Counsellor's Seminar  
Eunicas - European Colleges (excluding UK) workshop  
Careersportal workshop  
CAO/HEI Conference  
Shannon College of Hotel Management – tour and presentation  
Ennis Community College – PLC presentation  
Practice Narrative  
Neuroscience – The conditions for learning

**Appendix 8: List of websites and relevant numbers:**

ACCORD (Catholic Marriage & Relationship Counselling) 66 O'Connell Street 061343000

ADAPT (Domestic Violence) ADAPT House, Rosbrien, Limerick 061 412354 1800 200504 (national helpline)

AL ANON and ALATEEN (Alcohol understanding and misuse) Helpline 018732699

Amen (Male victims of Domestic Violence) Navan 046 9023718

AWARE (Depression) The Redemptorist Community Building, Mount St. Alphonsus, South Circular Road, Limerick. 1800 80 48 48 info@aware.ie

Barnardos (Children's Charity) Limerick Regional Office 21 Bishop Street Limerick 061 430313

Bluebox Creative Learning Centre (Art, Music, Play and Dance Therapy for young people) LEDP, Roxboro Road, Limerick 061315070 info@bluebox.ie

Bodywhys Ireland (Eating Disorders) Catherine O'Grady (runs meetings in Limerick) 14 Georgian Village, Old Cork Road, Limerick 0861953537 info@bodywhys.ie

CAMHS (HSE Child & Adolescent Mental Health Services) Rosbrien Road, Limerick. V94 XW57 061 483388 (referral by Doctor only)

CARE (Adult Education) Our Lady of Lourdes Action Centre, Greenfields Cross, Rosbrien, Limerick. 061 228596

Central Remedial Clinic (Physical Disabilities) St. Gabriels, Crabtree House, Springfield Drive, Dooradoyle, Limerick City. 061 309144 info@crc.ie

Childline (General Listening Service up to 18) 1800 666666 Available 24/7

Citizens' Information Centre (General Information) Ground Floor, Riverstone House, Henry Street, Limerick 0761 075780 (prefix correct)

CURA (Crisis Pregnancy) Social Service Centre, Henry Street, Limerick 061 318207

Emergency Services (Medical Emergencies) 999 or 112

Family Therapy Association of Ireland Kathryn H. Wilusz (Limerick Representative) 087 6334728/061 386500 €60 to €100 per session but lower cost can often apply to non-earners

FOCUS (homelessness) 7A Catherine Place, Limerick 061 405300  
advicelimerick@focusireland.ie

Guidance Department Plan 2019/2020:

Foroige (Diverse Youth Support) Limerick-Brid Canny Regional Youth Officer 086 2043599  
brid.canny@foroige.ie

GOSHH (Gender Orientation & Sexual Health) Redwood Place, 18 Davis Street, Limerick  
061 314354 info@goshh.ie

Homeless Person's Centre (Accommodation & Homeless Support) 36 Cecil Street, Limerick  
061 481212 (normal hours) 1800 606060 Helpline

Jigaw (Counselling service for young people) Third Floor Offices, Arthur's Quay Limerick  
061 974510 limerick@jigsaw.ie (only for students living in Limerick)

Limerick Youth Services LYS (Diverse Youth Support) 5 Lower Glentworth Street, Limerick  
061 412444 lys@limerickyouthservice.com

Living Links (Bereavement from Suicide) Limerick Diocesan Centre, St. Michael's  
Courtyard, Denmark Street, Limerick 061 400133 info@livinglinks.ie

LLADAT (Drug & Alcohol Services) Corporate House, Mungret, Limerick 061 607242  
(Limerick number) National Drug & Alcohol Helpline 1800 459459 helpline@hse.ie

MABS (Money Advice) Floor 1, Riverstone House, 23-27 Henry Street, Limerick 0761  
072210 (number prefix correct)

MyMind Centre for Wellbeing (affordable counselling) 50 O'Connell Street, Limerick 076  
6801060 Book an appointment in the Limerick area using <https://mymind.org/>

National Suicide Helpline (Suicide) 1800 247 247 Available 24/7 365 Days

Novas (Accommodation & Homeless Support) McGarry House, Alphonsus Street, Limerick  
061 370325

Pieta House (Self-harm and Suicide) Ard Aulin Skehacreggaun, Mungret, Co. Limerick, V94  
T258 Nora Conway Clinical Manager 061 484444

Rape Crisis Mid-west (Rape and Sexual Assault) Phoenix House, Punches Close, Rosbrien,  
Limerick 061 311511

Samaritans (Listening Service) 20 Barrington Street, Limerick 061 412111 (local charges  
apply) 116123 (free call) jo@samaritans.org

Society of Saint Vincent de Paul (Poverty Charity) Ozanam House, Upper Hartstonge St,  
Limerick 061 317327

SUAS (Teenage Literacy) Floor 1/2 Unit 3, Whitefriars, Aungier Street, Dublin 2 01 6621400  
info@suas.ie

Teenline (General Listening Service for 13 to 19 year olds) 1800 833634 Available Hours  
20:00 to 23:00 Mon to Fri

Guidance Department Plan 2019/2020:

Teen Parent Support Programme Limerick Social Services, Upper Henry Street, Limerick  
061 314069 info@issc.ie

The Homeless Action Team (Accommodation & Homeless Support) 2 Church Street, St.  
John's Square, Limerick 061 481212 (normal hours) 1800 606060 (helpline)

Traveller Community Support Service Limerick Traveller's Development Group, 30  
Castlepark, Moyross, Limerick 061 321722

TUSLA (Child & Family Agency) Child & Family Agency, Unit 3, St. Camillus Hospital,  
Shelbourne Road, Limerick 061 588688

### **Helpful Websites**

[Turn2me.org](http://Turn2me.org) / [Turn2meyouth.ie](http://Turn2meyouth.ie) (Support Groups & One-to-one Counselling)

[Wellnessworkshop.ie](http://Wellnessworkshop.ie) (online wellness workshops)

[Spunout.ie](http://Spunout.ie) (Information & General Advice)

[Shine.ie](http://Shine.ie) (Depression, Bi-polar & Schizophrenia)

[B4udecide.ie](http://B4udecide.ie)

Guidance Department Plan 2019/2020: