



## **Presentation Secondary School, Castleisland, Co. Kerry**

### **Report on Whole School Guidance: A Continuum of Support: Targeted interventions 2020 2021**

#### **1. Introduction**

This report tracks the development of Whole School Guidance and Wellbeing in 2020/2021

#### **1.1 School Details:**

- € Presentation Secondary School is an all girls Secondary School under the patronage of CEIST. It has an enrolment of 250. The following programmes are available to students – Junior Certificate, Transition Year, Leaving Certificate and Leaving Certificate Vocational Programme.

#### **1.2 School Vision:**

- € Presentation School is a girls' secondary school, is based on Nano Nagle's vision of bringing God's love to all people and is dedicated to an all round Christian education based on gospel values.
- € To further these aims we envisage the development of a community where in-
  - Student and staff members are valued, and their talents and abilities recognised and developed to prepare for changes in society.
  - Each person recognises his/her own responsibility in implementing agreed positive standards of behaviour.
  - Good communication is maintained between all members and where liaison with parent(s)/guardian(s) and local community involvement is encouraged.
  - Inspired by this vision we dedicate ourselves to the continued growth of this school.



### **1.3 Brief account of the Whole School Guidance Framework**

A continuum of support model is used in the school. In applying this continuum, the whole school guidance programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model is applied as follows:

Guidance for All is provided to all students; Guidance for Some is provided for specific groups of students; Guidance for a Few is provided to students who have specific needs and may experience personal crises.

### **1.4 Link between guidance and Wellbeing**

Guidance forms a pillar of Wellbeing, as is SPHE, PE and CSPE.

The Framework for Junior Cycle provides opportunities for activities of the school guidance programme to be delivered through short courses, other learning experiences and the Wellbeing programme.

## **2. Process through which areas for improvement were identified**

May 2019: Second Year students completed a NCGE questionnaire which included three areas of learning: Developing Myself, Developing My Learning **and** Developing My Career Path. The purpose of this questionnaire was to highlight gaps in Junior cycle guidance.

21<sup>st</sup> May 2019: Guidance planning meeting: Decision taken to administer NCGE questionnaire to staff in August.

26<sup>th</sup> August 2019: Staff completed NCGE questionnaire entitled Whole School guidance: A Continuum of Support Model Form A. The purpose of this questionnaire was to give a sense of the school's guidance provision.

27<sup>th</sup> August 2020: Using group interview schedules, staff completed a document from Junior Cycle Wellbeing Guidelines - Appendix H: Wellbeing for Junior Cycle: Self- evaluation Questionnaire for School management and Staff. The purpose of the is questionnaire was to evaluate what the school is doing well and what needs to be improved in the four key aspects of wellbeing in junior cycle: culture, relationships, curriculum and policy/planning.



Following investigation, the areas identified for targeted intervention were all three areas in Junior Cycle guidance: Developing Myself, Developing My Learning **and** Developing My Career Path. The ‘curriculum’ aspect of junior cycle wellbeing was also identified.

28<sup>th</sup> September 2020: Consultation with staff to deepen appreciation and understanding of the central role of wellbeing in the school. Curriculum in wellbeing was highlighted as an area of focus. Staff revisited NCGE questionnaire entitled Whole School guidance: A Continuum of Support Model Form A. The purpose of this questionnaire was to give a sense of the school’s guidance provision.  
Presentation to staff from JIGSAW on One Good School initiative.

### 2.1 Interventions

Resources provided by NCGE consisting of 18 lessons, 6 for each of 1<sup>st</sup> year, 2<sup>nd</sup> year and 3<sup>rd</sup> year based on the topics of Developing Myself, Developing My Learning **and** Developing My Career Path were incorporated into the SPHE programme at junior cycle.

As part the One Good School Initiative, the school acquired access to resources provided by JIGSAW. These resources are based on mental health and they have been incorporated into the wellbeing programme at junior and senior level through wellbeing classes, SPHE and PE.

### LAOS standards and statements from the Whole School Guidance Framework being selected

Teaching and Learning	
Standard	Statement(s)
<b>Domain 1: Learner Outcomes</b> students have the necessary knowledge, skills and attitudes required to	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They apply this knowledge thoughtfully to manage situations and support their well-being.



understand themselves and their relationships	
<b>Domain 2: Learner Experiences</b> Students grow as learners through respectful interactions and experiences that are challenging and supportive	Interactions among students and between students and teachers are very respectful and positive, and conducive to well-being.
<b>Domain 3: Teacher's Individual Practice</b> The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' plans identify clear, relevant learning intentions that are contextualised to students' learning needs. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
<b>Domain 4: Teachers' Collaborative Practice</b> Teachers work together to devise learning opportunities for students across and beyond the curriculum	Teachers collaboratively plan learning experiences that enable and empower students to see learning as a holistic and lifelong endeavour
<b>Leadership and Management</b>	
<b>Domain 1: Leading Learning and Teaching</b> Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching, and assessment	They actively promote innovation and creativity. They welcome and celebrate individual and collective contributions and achievements






<b>Domain 2. Managing the Organisation</b> Establish an orderly, secure and healthy learning environment, and maintain it through effective communication	The board of management and the principal fully understand the school's responsibilities for child protection and health and safety matters and communicate these very effectively to the whole school community. They work constructively with the relevant statutory bodies




### Whole School Guidance and wellbeing Framework 20/21

Target Area	Actions	Persons / Groups Responsible	Criteria for Success	Progress & Adjustments	Targets Achieved	Resources
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Junior Cycle	Implement NCGE resources for Junior Cycle in SPHE classes in Junior Cycle	Teachers of SPHE	All students will choose either 'Yes' or 'To some extent' when answering all questions in each of the three areas in the NCGE survey for Junior cycle students.			NCGE Survey for Junior cycle  1.  <a href="#">NCGE -PP-WSG-Student-Questionnaire-JC-Developing-Myself-EN.docx</a>  2.  <a href="#">NCGE -PP-WSG-Student-Questionnaire-JC-Developing-My-Learning-EN.docx</a>  3.  <a href="#">NCGE -PP-WSG-Student-Questionnaire-JC--Developing-My-Career-Path-EN.docx</a>
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## Ongoing Actions

ACTIONS (What needs to be done?)	TIMEFRAME (When is it to be done by?)	PERSONS / GROUPS RESPONSIBLE (Who is to do it?)	CRITERIA FOR SUCCESS (What are the desired outcomes?)	RESOURCES (What resources are needed?)
<b>EVALUATION PROCEDURES:</b> (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)				