Guidance and Counselling in Schools: Survey Findings

July 2013

Foreword

The Education Review Office (ERO) is an independent government department that reviews the performance of New Zealand's schools and early childhood services, and reports publicly on what it finds.

The whakataukī of ERO demonstrates the importance we place on the educational achievement of our children and young people:

Ko te Tamaiti te Pūtake o te Kaupapa
The Child – the Heart of the Matter

In our daily work we have the privilege of going into early childhood services and schools, giving us a current picture of what is happening throughout the country. We collate and analyse this information so that it can be used to benefit the education sector and, therefore, the children in our education system. ERO's reports contribute sound information for work undertaken to support the Government's policies.

This report presents the findings from phase one of a two-phase evaluation of the current provision of guidance and counselling in schools. The first phase involved three online surveys of school leaders, guidance counsellors and students in Term 1, 2013. The second phase involved ERO visits to schools/kura in Term 2, 2013 and the results will be reported separately. In the surveys ERO asked what makes guidance and counselling in schools work well. This report also covers the challenges that were identified for providing good guidance and counselling.

Successful delivery in education relies on many people and organisations across the community working together for the benefit of children and young people. We trust the information in ERO's evaluations will help them in their work.

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Overview

In April 2012, the Government announced a package of measures to improve the mental health of young people aged 12 to 19 years with, or at risk of, mild to moderate mental health problems. These initiatives are known as the Prime Minister's Youth Mental Health Project. One of the initiatives agreed to by the Government included a national evaluation of the current provision of guidance and counselling in schools. The evaluation will contribute to an evidence base for the Ministry of Education's policy and programme development to improve the quality of guidance and counselling for young people in schools.

The findings of this evaluation by ERO will contribute to a broader discussion about improving the school guidance system, including:

- how the current school guidance system is operating, such as schools' perception of pastoral care, the role of the guidance counsellor, and the quality, coverage and management of guidance and counselling in secondary schools
- which practices best support youth wellbeing
- better equipping schools to identify and deal with mental health issues
- enhancing the quality, coverage and management of this resource in secondary schools.

This report presents the findings from phase one of a two-phase evaluation. This first phase included three online surveys of school leaders, guidance counsellors and students. The surveys were undertaken in Term 1, 2013. School leaders and guidance counsellors at schools receiving the Guidance Staffing Entitlement were invited to complete a survey. Students were invited to respond through the Ministry of Youth Development's youth database. Responses were received from:

- 91 students
- 105 school leaders
- 180 guidance counsellors.

What makes guidance and counselling in schools work well?

In all three surveys, ERO asked respondents questions about what makes guidance and counselling in schools work well. School leaders, guidance counsellors and students all agreed that having the right people is what makes guidance and counselling in schools effective. For school leaders and guidance counsellors this meant staff having appropriate professional knowledge. For students this meant the people responsible for guidance and counselling should be supportive and understanding, ensure confidentiality, be a good listener, and be non-judgemental. This focus on confidentiality and trust, along with accessibility, was reflected in guidance counsellors' comments; and in school leaders' comments about knowing students and the community.

School leaders considered a school culture that valued a collegial approach to student wellbeing also underpinned effective guidance and counselling. For guidance counsellors this was reflected in supportive relationships with school leaders and teaching staff.

For students, it was important that the people responsible for guidance and counselling found a solution and took action.

Challenges

The challenges to providing good guidance and counselling identified through the ERO surveys included:

- the increasing and diverse workload in guidance and counselling
- increasingly complex mental health needs of students and the wider community, particularly in low income communities
- not being able to be as proactive as school leaders and guidance counsellors would like due to increased reactive counselling and crisis management
- poor and limited access to, and response from, external agencies and support services
- the stigma attached to mental health that inhibited young people from seeking appropriate help.

The findings from the student survey showed **students** were most likely to seek help from a parent or caregiver, or friends and other students; and then from a guidance counsellor, dean or form teacher when at school. Nearly two-thirds of students said it was socially acceptable at their school to see someone about guidance and counselling, but commented that assurances about confidentiality and privacy, and ease of access made it easier to seek help. Almost half of students said they were not asked to give feedback about guidance and counselling at their school.

School leaders mostly reported that their approach to guidance and counselling was a mix of ethos, people and resources. They highlighted the importance of a shared understanding about guidance and counselling; the many layers and roles integral to guidance and counselling; and the importance of time, people and space. Half of the school leaders reported that they undertook self review about guidance and counselling, with about half of those doing so by surveying students to seek their feedback. Almost one-third said they reported to their board about guidance and counselling.

Just over two-thirds of **guidance counsellors** reported that the nature of their position had changed due to the increased frequency and complexity of young people's mental health needs in the last five years. Over half of guidance counsellors reported that they worked more than their allocated hours to try to meet demand. Almost all guidance counsellors reported receiving professional supervision, and most said it met their needs. While nearly three-quarters of guidance counsellors considered their position was well managed and appraised, there was concern about the lack of appraisal as guidance counsellors, rather than as teachers.

Introduction

This evaluation is part of the Prime Minister's Youth Mental Health Project. It focuses on the current provision of guidance and counselling in schools with students in Years 9 to 13and is being undertaken in two phases. This report presents the findings from phase one of the evaluation, and comprises the results of three online surveys. Phase two, undertaken in Term 2, 2013, involved visits to 49 schools and kura to evaluate their provision of guidance and counselling, and will be reported on separately.

Guidance and counselling in schools

The school guidance and counselling system plays a part in how schools fulfil certain legal requirements, including:

- Section 77 of the Education Act 1989 that requires that the principal ensures students *get good guidance and counselling*
- National Education Goal 2 that requires boards remove barriers to achievement
- National Education Guideline 5 that requires boards provide a safe physical and emotional environment for students.

Schools are also guided by the key competencies in *The New Zealand Curriculum*, in particular, managing self, relating to others, and participating and contributing.[1]

Guidance and counselling in secondary schools was formally established and funded by the state in the 1960s. In 2001, a Guidance Staffing FTTE (full-time teaching equivalent) component was added to eligible schools' total staffing resource.[2] This component is roll-based but not weighted for decile. Approximately 853.6 FTTEs were provided to schools under this component, totalling over $57 million in 2012.

The Ministry of Education does not provide any national guidelines or standards to schools about the provision of guidance support.[3] The New Zealand Post Primary Teachers' Association (PPTA) includes information about guidance counselling on its website, provides guidelines to principals, boards, teachers and counsellors, and includes a code of ethics from the New Zealand Association of Counsellors (NZAC).[4]

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[1] Ministry of Education (2007) *The New Zealand Curriculum for English-medium teaching and learning in years 1-13*. Wellington: Learning Media Limited.

[2] Eligible schools include secondary, composite, restricted composite and special schools with students in Years 9 to 13. More information can be found at www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/GuidanceStaffing.aspx

[3] Payne, W. And Lang, S. (2009) National survey of school guidance counsellors and their professional supervision. *New Zealand Journal of Counselling*: 44-60: p58. And also Agee, M. And Dickinson, P. (2008) It's not an "either/or": pastoral care and academic achievement in secondary schools. Rubie-Davies, C. & Rawlison, C. (Eds) *Challenging Thinking about Teaching and Learning*. Nova Science Publishers. New York: 357-370: p360.

[4] See www.ppta.org.nz/index.php/communities/guidance

In 2001, the Mental Health Foundation of New Zealand produced a set of *Guidelines for Mentally Healthy Schools*.[5] The guidelines include criteria for the implementation of mental health promotion initiatives in secondary schools that focus on:

- student and staff empowerment
- cooperation, participation and collaboration
- the dynamic influence of school climate and ethos on mental and emotional wellbeing
- the acknowledgement of schools as appropriate and valuable settings for mental health promotion.

In 2004, the PPTA surveyed guidance counsellors.[6] The survey found that most guidance counsellors were registered teachers with additional counselling qualifications. Most of these counsellors also had teaching responsibilities. The survey report concluded that guidance counsellors often felt isolated from their colleagues, and that their role was not fully understood by their schools.[7] Recent research about guidance and counselling in New Zealand schools supports these ideas of isolation and a lack of understanding.[8]

Child wellbeing in New Zealand

There are several New Zealand and international papers that report on child wellbeing in New Zealand and make international comparisons.

The OECD's 2009 report, *Doing Better For Children*, looks at child wellbeing across 30 OCED member nations.[9] New Zealand ranks 24th for risk-taking behaviours, such as smoking, drunkenness and teenage births. Youth suicide rates in New Zealand are the highest in the OECD – more than double the OECD average. The OECD report argues that these risk-taking behaviours are a proxy for externalising or anti-social behaviour and are associated with poor educational performance.[10]

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[5] See www.mentalhealth.org.nz/resourcefinder/index.php?c=listings&m=results&topic=47

[6] A similar survey was undertaken in early 2013, but no findings have been released.

[7] The survey report and the Code of Ethics are available at www.ppta.org.nz/index.php/communities/guidance

[8] See Payne M. & Lang S. (2009) *"*National survey of school guidance counsellors and their professional supervision" New *Zealand Journal of Counselling*, Vol 29, No.2: pp44-60. And Agee, M. And Dickinson, P. (2008) It's not an "either/or": pastoral care and academic achievement in secondary schools. Rubie-Davies, C. And Rawlison, C. (Eds) *Challenging Thinking about Teaching and Learning*. Nova Science Publishers. New York: 357-370: p358.

[9] Organisation for Economic Cooperation and Development (2009) *Doing Better For Children*. OECD.

[10] See Chapter Two www.oecd.org/els/family/43570328.pdf

The Ministry of Social Development's (MSD) 2008 report, *Children and Young People: Indicators of Wellbeing in New Zealand*,[11] reports on the monitoring over time of measures of child and youth wellbeing in New Zealand. It also compares New Zealand with other countries on measures of child and youth wellbeing. The report states that suicide is the leading cause of death among young people and an indicator of mental health in the youth population. Factors such as good coping skills, problem-solving behaviours, feelings of self esteem and belonging, and connections to family or school all play a potentially protective role against suicidal behaviour.

Data from this MSD report show that young people from the most deprived areas are 1.5 times more likely to be hospitalised because of intentional self harm. A comparison between MSD's 2005 youth suicide data shows New Zealand's rate was below that of Finland and Japan. However, the OECD's data drawn from the World Health Organisation Mortality database 2008 shows that rate is now higher than that of Finland and Japan.[12]

MSD's *The Social Report*, released in 2010, reports on a range of social indicators and makes comparisons with other countries.[13] The report includes two indicators relevant to this evaluation: loneliness and health relationships. Loneliness can contribute to poor outcomes such as stress, anxiety or depression. It is most prevalent in 15-24 year old females. Healthy relationships are built through the quantity and quality of time spent together. The report states that having a close and caring relationship with a parent is one of the most important predictors of good health and wellbeing for young people. In 2007, 57 percent of secondary school students reported that they got enough time with at least one parent most of the time. MSD reported this as a slight decrease from 61 percent in 2001.

The Adolescent Health Research Group (AHRG) has conducted extensive surveys of New Zealand secondary school students, publishing results in 2001 and 2008.[14] The most recent survey results, from 2007, indicated that, while most young people in New Zealand have good mental health and wellbeing, suicide behaviours and deliberate self harm were not uncommon.[15] For all of these survey items, females were more likely to report suicide behaviours than males. Other groups who were at greater risk included young people from low socio-economic communities, those who

[11] Ministry of Social Development (2008) *Children and Young People: Indicators of Wellbeing in New Zealand.* Wellington: Ministry of Social Development, p 59.

[12] OECD (2009) *Doing Better For Children*. OECD, p 52.

[13] Ministry of Social Development (2010) *The Social Report 2010*. Wellington: Ministry of Social Development.

[14] Adolescent Health Research Group (2008) *Youth'07: The Health and Wellbeing of Secondary School Students in New Zealand*. *Initial Findings*. Auckland: The University of Auckland.

[15] Fortune, S. et al. (2010) *Youth'07: The Health and Wellbeing of Secondary School Students in New Zealand. Suicide Behaviours and Mental Health in 2001 and 2007*. Auckland: The University of Auckland.

abuse drugs or alcohol, or are attracted to members of the same sex or both sexes, or have depression or mental health disorders.

Just over 10 percent of students reported significant depressive symptoms, and this was also more prevalent among females (15 percent) than males (seven percent). Bullying at school was an important risk factor for depressive symptoms. Analysis of the most recent survey results showed that students who were bullied at school weekly or more often were nearly four times more likely to report significant depressive symptoms.[16]

A 2004 study of students enrolled in alternative education schools found that these young people had a greater incidence of depression.[17] Among alternative education students, around 35 percent of females and 21 percent of males showed significant depressive symptoms.[18] This study identified risk factors including poverty, witnessing violence, and experiencing bullying, as well as protective factors such as strong family and peer connections.

Data from these studies show that child wellbeing, in particular youth mental health, is of concern in New Zealand, with risk-taking behaviours, loneliness, bullying, and poor relationships being indicators of mental health problems, self-harm and suicide.

Methodology

ERO gathered information from school leaders, guidance counsellors and students via online surveys on during Term 1, 2013. School leaders and guidance counsellors at all schools receiving the Guidance Staffing Entitlement were invited by email to complete a survey. Students were invited to complete the survey through the Ministry of Youth Development youth database. Respondents were not asked to state their school or any other identifying factors.

The responses from each group were:

- 91 students
- 105 school leaders
- 180 guidance counsellors.

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[16] Clark, T. et al. (2009). *Youth'07: The Health and Wellbeing of Secondary School Students in New Zealand. Findings on Young People and Violence*. Auckland: The University of Auckland.

[17] Denny, S. et al. (2004) Emotional Resilience: Risk and Protective Factors for Depression Among Alternative Education Students in New Zealand. *American Journal of Orthopyschiatry* 74(2): 137-149.

[18] Both the Youth'07 survey and the alternative education study used a version of the Reynolds Adolescent Depression Scale (RADS), first published in Reynolds, W. (1987) *Reynolds Adolescent Depression Scale: Professional Manual*. Odessa, FL: Psychological Assessment Resources Inc.

The findings of these surveys should be considered in light of the number of responses and, in the case of students, their gender and ethnicity. [19]

The survey for students was developed in conjunction with the Ministry of Youth Development and focused on:

- characteristics of good guidance and counselling
- models of practice – what works well, and what does not work as well, in schools
- access to, and approachability of, guidance and counselling staff
- suggested changes to improve guidance and counselling in schools.

The survey for school leaders focused on:

- their approach to guidance and counselling support
- their use of the Guidance Staffing Entitlement
- hours allocated to guidance and counselling and teaching for guidance counsellors
- professional supervision for guidance counsellors
- qualifications and professional membership of guidance counsellors
- policies and procedures – employment decisions, complaints, ethical practices, and conflicts of interest relating to guidance and counselling
- staff other than guidance counsellors responsible for guidance and counselling – allocated hours, professional supervision, qualifications, professional membership, policies and procedures relating to their role in guidance and counselling
- self review regarding students' access to good guidance and counselling
- reporting to the board of trustees about students' access to good guidance and counselling
- effective practice and challenges relating to guidance and counselling.

The survey for guidance counsellors focused on:

- key aspects and responsibilities of their position
- hours allocated to guidance and counselling and teaching
- professional learning and development
- professional supervision
- management and appraisal of their position
- policy guidance and procedures
- reporting to the board of trustees about guidance and counselling
- working relationships – both with staff, students and parents/whānau (internal) and with external agencies
- professional membership and qualifications relating to guidance and counselling
- effective practice and challenges relating to guidance and counselling.

Findings

This report presents the findings from these surveys in three parts: students, school leaders, and guidance counsellors. Appendices at the end of the report also include detailed quantitative data for each of the surveys.

Students

Most of the 91 students that responded to the student survey were still at school and in Years 11 to 13. Thirty respondents had already left school and most of these had left at the end of Year 13. A small number of students were in Years 9 or 10. Over two-thirds of respondents were female. Similarly, about two-thirds included European/Pākehā as an ethnicity. Appendix One has this and other information from the student survey in more detail. The results below should be considered in light of these demographics.

Key findings from the student survey:

- students were most likely to seek help from a parent or caregiver, or friends and other students; and then from a guidance counsellor, dean or form teacher when at school

- 65 percent said it was socially acceptable at their school to see someone about guidance and counselling

- confidentiality, accessibility and privacy made it easier to seek help

- people responsible for guidance and counselling need to be supportive and understanding, ensure confidentiality, find a solution and take action, be a good listener, and be non-judgemental.

Who do students see for help?

ERO asked students to indicate who they would talk with, both internal and external to school, about a variety of issues. Students were able to choose more than one person for each issue. The most common people students said they would talk with are shown in Table 1.

Table 1: Who students most commonly talk with

Learning issues	Goal setting	Mental health issues
• friends/other students (56) • form teacher (55) • parent/caregiver (48) • dean (45)	• parent/caregiver (48) • form teacher (47) • careers advisor (33)	• guidance counsellor (47) • parent/caregiver (37) • doctor (35) • friends/other students (34)
Physical health issues	**Sexual health issues**	**Sexuality issues**
• doctor (61) • school nurse (40) • parent/caregiver (40)	• doctor (46) • school nurse (28) • parent/caregiver (22)	• guidance counsellor (31) • friends/other students (29) • parent/caregiver (26) • no one (20)
Boy/girl friend issues	**Family stuff**	**Drug and alcohol issues**
• friends/other students (65) • parent/caregiver (29) • guidance counsellor (28)	• friends/other students (51) • guidance counsellor (35)	• friends/other students (40) • guidance counsellor (35) • parent/caregiver (34)
Careers and further education and training	**Learning at school**	**Issues with teachers**
• careers advisor (76) • parent/caregiver (47) • form teacher (35) • dean (34)	• dean (55) • form teacher (53) • parent/caregiver (52)	• parent/caregiver (60) • dean (58) • friends/other students (40)
Issues with friends	**Bullying**	**Financial issues**
• friends/other students (45) • parent/caregiver (43) • guidance counsellor (33)	• dean (49) • friends/other students (47) • parent/caregiver (42)	• parent/caregiver (50)
Racism	**Sexual harassment**	**Grief**
• dean (44) • parent/caregiver (42) • friends/other students (37)	• parent/caregiver (39) • guidance counsellor (35) • dean (35)	• friends/other students (48) • guidance counsellor (43) • parent/caregiver (32)
Family violence	**Self harming**	**Body image**
• guidance counsellor (42) • friends/other students (33)	• guidance counsellor (38) • friends/other students (35)	• friends/other students (43) • parent/caregiver (30) • guidance counsellor (30) • no one (21)

Overall, a parent or caregiver was most commonly chosen by the students as the person who they would talk with in the first instance about the issues in Table 1, followed by friends or other students. After these two groups of people, students were most likely to talk with guidance counsellors, followed by deans or form teachers. These results (students choosing to talk with parents/caregivers and friends/other students) highlight the need for a coherent approach to provision that fosters a shared understanding about guidance and counselling throughout the school community.

To help parents and caregivers respond appropriately and to know when their child needs further help or support, it is vital that the school engages with the community and works to reduce any feelings of stigma attached to these issues. Similarly, it is important that other students have participated in preventative classroom programmes that help to demystify some of these issues and equip them with appropriate information so they can help and support their friends in the best way.

Students highlighted the importance of a shared understanding about guidance and counselling and a shared responsibility for their wellbeing among school staff. The findings in Table 1 highlight that staff involved in guidance and counselling or wider pastoral care, such as deans and form teachers, need to be able to respond appropriately when dealing with the issues in Table 1, the ethics involved, and knowing who they might refer a student to for further support and help.

Guidance and counselling at their schools

Almost all students who responded to the survey said they had a guidance counsellor at their school. These students most commonly identified deans, form teachers, school nurses, and youth workers as also providing guidance and counselling. However, almost one-third of these students said that no one, other than the guidance counsellor, provided guidance and counselling.

Seven students said they did not have a guidance counsellor at their school. They indicated that those who did provide guidance and counselling included form teachers, class teachers and youth workers. Three students said no one provided guidance and counselling in their school.

Almost two-thirds of the students said it was socially acceptable at their school to see someone about guidance and counselling. However, the remaining third of students felt it was not acceptable to seek support at school for guidance and counselling. This sense of stigma reflects some of the challenges mentioned by school leaders and guidance counsellors.

Knowing who to talk to
ERO asked students about how they knew who they should see or talk to for guidance and counselling. The most common response from students was through the introduction of the guidance counsellor at assemblies or in class. Some students also said they were introduced to peer mediators or support students as well. In many cases, this introduction was regularly at the start of the school year, but in a few cases, only when a student started at the school in Year 9. Some students said that their school advertised the availability and purpose of the guidance counsellor in notices, posters, the school diary and emails to students. A few students said they would ask

their teachers, dean or friends about who they should talk to. A few students said they did not know who they should talk to.

Approaching someone for guidance and counselling
ERO asked students what would make it easier to approach someone for guidance and counselling. The three most commonly mentioned aspects were:

- the assurance of confidentiality

- the ease of making contact or booking an appointment

- the privacy of the meeting space.

Students talked about not being interrupted, their friends not finding out they were seeing someone, and not being judged. Students also commented on the need for that person to be trustworthy, supportive and non-judgemental. Other important themes were knowing the person, and the visibility of that person in the school; the availability of that person; and their friends being supportive.

Challenges about seeing someone for guidance and counselling
ERO asked students about what made it harder or more challenging for them to go and see someone for guidance and counselling. The most common challenges were:

- being judged by your peers and being seen as a weak person

- potential embarrassment and humiliation

- having to see someone you don't know, who you're not sure you can trust, and may not be approachable

- a lack of privacy and confidentiality

- having to face up to your problem in the first place.

Other challenges included the consequences of seeing someone – particularly if it was about being bullied; having to leave class for an appointment; a lack of understanding from the person you were seeing; a lack of family support to see someone; and the referral process.

Positive aspects about guidance and counselling
ERO asked students about the positive aspects related to the effectiveness of guidance and counselling at their school. The most commonly cited aspects were about students getting help, and people involved in guidance and counselling being available and very approachable. Responses also included:

- the guidance counsellor being well known and respected

- confidentiality

- everyone being on the same page

- students also being involved in mentoring.

Negative aspects about guidance and counselling
Just over one-third of students said that there were negative aspects about guidance and counselling at their school. The most commonly cited negative aspect was that some people involved in guidance and counselling often lacked time to see students when needed, they lacked professionalism, were not approachable, and did not maintain confidentiality. Students also said that there could be a lack of privacy, and

that the guidance counsellor was not always well known or trusted at their school. Some said there was a stigma attached to talking to someone and being summoned from class did not help. Some commented that guidance counsellors could 'blow things up out of proportion' and, along with teachers, lacked an understanding of youth issues such as cyber bullying and social networking sites.

Suggested changes

ERO asked students what changes they would like to see about the way guidance and counselling works in their school. Suggested changes included:

- employing a diversity of counsellors, for example, younger, male, different ethnicities
- better integrating guidance and counselling into the school culture and developing a shared understanding amongst staff and students
- making the guidance space and access to it more private and less conspicuous
- developing a better understanding of youth issues
- improving confidentiality and professionalism
- having longer appointments
- having more counsellors within a school/cluster of schools so students have more choice
- having students meet with the guidance counsellor on school entry.

Some of these challenges, negative aspects, and suggested changes reflect what school leaders and guidance counsellors reported in their surveys, such as the stigma associated with seeking help, and resourcing issues such as appropriate people, lack of time, and appropriate spaces to ensure confidentiality and privacy.

What guidance and counselling should look like

ERO asked students about what they thought was most important about the role of someone providing guidance and counselling. The aspects mentioned most often included:

- being supportive and understanding
- ensuring confidentiality
- finding a solution and taking action
- being a good listener
- being non-judgemental.

Students also mentioned (to a lesser extent) professionalism; being approachable and trustworthy; being knowledgeable about youth health issues; and non-patronising. ERO asked students to indicate how strongly they agreed or disagreed with a set of statements about guidance and counselling.

Table 2: Guidance and counselling at my school

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No response / Not applicable
Students at my school get to give feedback about guidance and counselling	2	11	23	25	15	15
Confidentiality is really important	61	11	3	1	0	15
Having a guidance counsellor in every secondary school is a good way to help students	51	19	5	1	2	13
It is better when the guidance counsellor is not also teaching	48	14	13	0	3	13
I have been to a guidance counsellor and they helped me	13	8	7	7	5	51

Table 2 shows that over two-thirds of students in this survey considered that they did not have opportunities to give feedback about guidance and counselling at their school. Confidentiality is very important to students, as is the situation where a guidance counsellor is not also teaching. Over three-quarters felt that there should be a guidance counsellor in every school, and of those that had seen a guidance counsellor, just over half felt that the counsellor had helped them.

School leaders

Most of the 105 school leaders who responded to this survey were from Years 7 to 13 or Years 9 to 13 secondary schools. The roll sizes ranged from small (101-400) to very large (1500+). Appendix Two has this and other information from the school leaders survey in more detail.

Key findings from the school leader survey:
- effective guidance and counselling provision is a mix of ethos, people and resources:
  - the culture of the school supports a shared understanding about guidance and counselling
  - the school knows students and the community
  - the school has access to the right people who are professionally knowledgeable
  - the many levels of guidance and counselling and the range of roles involved, are well integrated
  - resourcing (time, people and space) is sufficient
- 50 percent reported they undertook self review about guidance and counselling with about half of those doing so surveying students to seek their feedback
- 63 percent said they reported to their board about guidance and counselling.

Approach to guidance and counselling

ERO asked school leaders about the approach to guidance and counselling at their school. In general, school leaders tended to refer to guidance and counselling as part of their wider pastoral care system.

The approaches taken by schools to ensure that students got access to good guidance and counselling were a mix of ethos, people, and resources. In general, the ethos commented on by school leaders was that there was a shared understanding about guidance and counselling or pastoral care amongst the staff responsible for guidance and counselling. Most school leaders said their approach was also to ensure that other staff/teachers at the school understood and shared this ethos. They said it was important for students at all year levels, and their parents and whānau, to know about the support available to them. Most said it was very important that the staff responsible for guidance and counselling were trusted and approachable.

School leaders mentioned specific groups of staff integral to their approach, including guidance counsellors, deans, the pastoral care team, student support team, learning support team, social workers, nurses, form/whānau teachers, chaplains, and staff from external agencies based in and outside the school. School leaders commented that there were many layers of guidance and counselling within the school environment that students could access.

School leaders noted the importance of resourcing (time, people, space) to their approach. Staff providing guidance and counselling needed to be accessible. This meant there needed to be appropriate spaces for students to wait and access guidance and counselling. Systems needed to allow for different types of referrals (self, peer, teacher, parent) and confidentiality.

Who is involved in guidance and counselling?

ERO asked school leaders about the staff involved in guidance and counselling. Ninety-one school leaders said their school had one or more guidance counsellors, and, of these, 65 had other staff responsible for guidance and counselling.

Fourteen school leaders reported that they did not have a guidance counsellor and 12 of these said there were other staff involved in providing guidance and counselling. Of concern were the two remaining schools that reported that they did not have a planned approach to guidance and counselling.

ERO found that as school roll size increased so too did the number of guidance counsellors at the school. The schools that were less likely to employ a guidance counsellor usually had a smaller roll (101-400) and/or were composite schools (Years 1 to 13 or Years 1 to 10).

Guidance Staffing Entitlement
Schools used the Guidance Staffing Entitlement in varying ways that showed differences according to roll size and year levels at the school.

- Schools with smaller rolls (101-400) were less likely to have guidance counsellors. Many of the guidance counsellors employed at these schools had teaching responsibilities as well.

- Schools with smaller rolls were more likely to use the entitlement to supplement non-classroom contact time for staff such as the senior leadership team, deans, form/whānau teachers, the Special Education Needs Coordinator (SENCO), or to partially fund social workers and external counsellors. These staff were not teamed with a guidance counsellor in about half of these schools.

- Five school leaders were unaware they received this entitlement. Of these, four were leaders at smaller schools (three Year 1 to 13 composite schools, and one Years 1 to 10 composite school that thought they did not receive the entitlement as they were not a low decile school). The other was a leader of a Years 9 to13 secondary school with a large roll.

- Almost all Years 7 to 13 and Years 9 to 13 secondary schools with medium (401-800), large (801-1500) and very large-sized (1500+) rolls employed one or more guidance counsellors (a mix of part time and full time).

- Schools with medium-sized rolls topped up this entitlement to fully fund a guidance counsellor, fund another part-time counsellor, or provide some classroom release time for deans.

- Schools with large rolls also supplemented their entitlement to provide another part-time counsellor or social worker, or provide non-classroom contact time for deans, SENCOs, careers advisors, and, in one case, a clinical psychologist.

- One large school did not have a guidance counsellor and used the entitlement to provide careers guidance and their STAR programme.[20]

Guidance Counsellors in schools
Table 3 shows the time allocated to guidance counsellors in the 91 schools employing at least one guidance counsellor. Many school leaders said that both full-time and part-time counsellors worked more hours than was allocated to their position.

Table 3: Time allocated to guidance counsellor positions

Guidance counsellors	Number of responses
Two full time and one part time	1
Two full time	19
One full time and one part time	7
One full time	33
Two part time	1
One part time 10-20hrs/week	12
One part time less than 10hrs/week	1
No response	17
Total responses	**91**

School leaders at 61 schools reported that their guidance counsellors did not have any hours dedicated to classroom teaching unrelated to their position. Sixteen school leaders said their guidance counsellors also had classroom teaching responsibilities. All these schools had small or medium-size rolls. Having guidance counsellors with dedicated classroom teaching responsibilities at some schools raises concerns about confidentiality and disciplinary issues. Schools in this situation need to consider how students can confide in, or seek help from, a guidance counsellor who is also their class or subject teacher.

Other staff responsible for guidance and counselling
Seventy-seven school leaders said they have people other than guidance counsellors responsible for guidance and counselling. In 65 of these schools there were also guidance counsellors employed. Table 4 shows the time allocated to these other roles. Deans were the most common roles mentioned by school leaders.

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[20] Secondary-Tertiary Alignment Resource, for more information see
www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/Initiatives/STAR.aspx

Table 4: Time allocated to other staff responsible for guidance and counselling

Type of role/s and time allocated	Number of responses
Various full time roles 40-60 hrs/week	12
Two or more full time roles	7
Deans – usually about 5hrs/week	21
Part time, non-teaching roles – social worker, careers advisor, school nurse	7
Part time not specified	13
Ad-hoc, unspecified role and hours	5
No response	12
Total responses	**77**

Most staff in the roles in Table 4 had classroom teaching responsibilities. However, very few were free from classroom teaching responsibilities. People in these roles without classroom teaching responsibilities were social workers, youth workers, and school nurses.

Support for staff involved in guidance and counselling

This section discusses the support in place for guidance counsellors and other staff responsible for guidance and counselling, including:

- professional supervision

- membership of a professional organisation

- policies and procedures.

Support for guidance counsellors
ERO asked school leaders about the frequency of professional supervision received by guidance counsellors and if the school paid for this supervision.[21] Most guidance counsellors received professional supervision on either a fortnightly or a monthly basis, and this was commonly paid for by the school. Part-time counsellors often received professional supervision less frequently, commensurate with their hours. Those school leaders who said their guidance counsellor had professional supervision on a monthly basis also commented that extra professional supervision was provided if this was needed more often due to crisis incidents.

By belonging to a professional organisation, guidance counsellors are bound by a Code of Ethics, as well as having access to appropriate networks and professional learning and development (PLD) opportunities. School leaders were asked if their guidance counsellors were expected to belong to a professional organisation related to their counselling and 65 school leaders stated this was the case. Of these:

- 63 reported guidance counsellors belonging to the New Zealand Association of Counselling (NZAC)

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[21] The New Zealand Association of Counsellors recommends that guidance counsellors in schools receive one hour per fortnight of professional supervision on a regular and ongoing basis. See www.nzac.org.nz/school_guidance_counsellor_appointment_kit.cfm

- two reported their guidance counsellors also belonged to the New Zealand Association of Christian Counsellors (in addition to NZAC)
- two were unsure what organisation their guidance counsellors belonged to.

Seven school leaders said their school did not require the guidance counsellors to belong to a professional organisation, and three school leaders were unsure if their guidance counsellors were required to belong to a professional organisation.

ERO asked school leaders about the policies and procedures specifically guiding guidance counsellors' work in their school. Table 5 shows that policies about complaints were the most common. No school leaders said they had all four of these policies and procedures relating to guidance counsellors in place. However, of those who responded, all said they had at least one of these policies and procedures. The lack of a comprehensive set of policies and procedures for guidance counsellors, or awareness of these by school leaders, is of concern.

Table 5: Policies and procedures guiding guidance counsellors (91 school leaders)

Policy/Procedure	Yes	No	Unsure	No response
Employment decisions	3	3	11	74
Complaints	62	-	2	27
Ethical practices	11	3	8	69
Conflicts of interest	-	1	14	76

Support for other staff responsible for guidance and counselling
Fifty-two school leaders said that staff other than guidance counsellors who were responsible for guidance and counselling did not get professional supervision. The remaining school leaders reported that professional supervision was provided on a regular or ad hoc basis. Only 17 school leaders indicated that their school paid for it. Some school leaders said that while staff in these roles did not receive professional supervision, they did receive collegial support from their pastoral care team or the senior leadership team.

Less than one-third of school leaders said that staff in these roles were expected to be undertaking a qualification relating to their guidance and counselling role.

Only nine school leaders indicated that other staff in guidance and counselling roles were expected to belong to a professional organisation related to their role. Some of these organisations were school-sector based, while most were related to guidance and counselling, such as nursing, social work, or chaplain associations. In two schools, no one in the school had any professional knowledge, qualification or support for their guidance and counselling role.

Table 6 shows that most schools had relevant policies and procedures guiding staff in these guidance and counselling roles. Twenty-one of school leaders with staff in these roles said they had all four of these policies and procedures relating to these roles, while four respondents said they had none. It appears schools are more likely to have wider school policies and procedures, than they are to have policies and procedures specific to guidance counsellors.

Table 6: Policies and procedures guiding these other roles (77 school leaders)

Policy/Procedure	Yes	No	Unsure	No response
Employment decisions	37	26	7	7
Complaints	65	4	1	7
Ethical practices	42	19	9	7
Conflicts of interest	41	18	11	7

Self review about guidance and counselling

School leaders were asked to indicate if they had undertaken any self review about students' access to good guidance and counselling, and half of school leaders said that they had. Table 7 shows the nature of their self review and/or how they gathered evidence on which to base their self review. In most cases, student surveys were used, with some schools also using staff and parent surveys. Four schools relied only on anecdotal feedback, and one school relied on parent complaints received, along with anecdotal student feedback. These schools are unlikely to receive a complete picture about the effectiveness of their guidance and counselling.

Table 7: Nature of self review about students' access to good guidance and counselling

Process/ evidence gathering	Number of responses
Student surveys	30
Staff surveys	9
Information about referrals and numbers of students referred	9
Regular review of pastoral care system	8
Review of relevant policies	6
Appraisal of guidance counsellor	5
Anecdotal student feedback on effectiveness	5
Parent surveys	5
Use of external evaluator (larger Years 9-13 schools only)	5
Weekly team meetings about student access and wellbeing	3
Feedback from external agencies	1
Parent complaints (this was teamed with anecdotal student feedback)	1

Of those school leaders who said they did not, or were not sure if they did, undertake self review about students' access to good guidance and counselling, four were newly appointed to their positions. Five school leaders said there was some informal discussion of feedback from students, but nothing formal was planned. One school leader said that while they had self-review processes about issues or problems with students, this did not necessarily focus on guidance and counselling.

ERO asked school leaders about their reporting to the board about students' access to good guidance and counselling and outcomes for students, and almost two-thirds of school leaders said they did such reporting. Table 8 shows the nature of that reporting. Most commonly, the guidance counsellor reported annually to the board.

Table 8: Frequency or nature of reporting to the board

Frequency or nature of reporting to board	Number of responses
Annual report by guidance counsellor	36
Includes referrals and usage statistics	14
Regular report by deputy principal or principal	10
Reported as part of the self review cycle	7
Includes student wellbeing	6
Termly report by guidance counsellor	5
Monthly report by guidance counsellor	5
Includes results of surveys	4
Ad hoc reporting at disciplinary meetings	3
Fortnightly - informal	1
Through minutes of pastoral care team meetings	1
Twice yearly by guidance counsellor	1

Of those respondents who did not report to the board about students' access to good guidance and counselling and outcomes for students, most said that reporting to the board was informal (responding to spontaneous questions asked by the board) or not done at all.

While about two-thirds of school leaders said they reported to the board about students' access to good guidance and counselling, only half actually undertook any self review to report to the board. Some of the self review was also informal and limited in its nature and usefulness.

Effectiveness and challenges

School leaders were asked to comment on the aspects of guidance and counselling that most effectively supported student wellbeing, or were the greatest challenge to providing guidance and counselling at their school.

Most school leaders said that having the right staff providing guidance and counselling was the most important aspect. These staff needed to have the appropriate knowledge and professional development, be accessible to students, be respectful of students, and be seen as trustworthy by students and staff. Some leaders also said it was important that those providing guidance and counselling knew and used a variety of counselling methods or therapies. Some school leaders said that the special character of their school or the collegial approach to student wellbeing in their school was an essential aspect. Others said the culture of their school made it easier for students to self refer for guidance and counselling. Other important aspects included awareness of, and communication with, specialist agencies, and proactive programmes in the classroom at all year levels.

For those schools without a guidance counsellor, school leaders highlighted the importance of - knowing students and how outside influences could impact on them at school; developing relationships with students; and communicating effectively with external agencies.

School leaders made comments about challenges that were similar across schools with guidance counsellors, regardless of whether they had one, two, or three or more

guidance counsellors. The greatest challenge was the increasing and diverse workload facing guidance counsellors, and the increasingly complex needs of students and the wider community (as stated by school leaders with guidance counsellors). Linked with this, was the challenge of a lack of funding for dedicated staffing to cope with this increasing workload and complexity. A few school leaders said this lack of funding meant that guidance and counselling at their school was less proactive than they would have liked, which meant that they were reacting to students' mental health issues once those issues had become more complex.

Twelve school leaders identified the lack of access to, and poor response from, specialist services and agencies as a significant challenge. Eight leaders commented on a lack of society or community support for young people with mental health issues that meant there was a perceived stigma attached to seeing a guidance counsellor. Seven leaders reported that getting the right person for the job was a challenge. These school leaders said that it was difficult for them to get effective and experienced guidance counsellors who had the skills to cope with the diversity and complexity of issues facing young people today.

For those schools without a guidance counsellor a variety of challenges were identified including:

- the inability to employ a guidance counsellor due to financial reasons (four school leaders)
- the poor quality of external support they could access (three school leaders)
- keeping up-to-date through professional learning and development (two school leaders)
- the lack of time to have one-to-one counselling with students (two school leaders)
- the attitude of their community, who attached stigma to guidance and counselling (one school leader).

The aspects of providing good guidance and counselling that school leaders found to be the most effective in their schools were related to their approach. School leaders stressed the importance of having a shared understanding throughout the school about student wellbeing and about how this understanding aligned to their wider school ethos or character.

The challenges mentioned highlight the need for adequate resourcing of guidance and counselling, such as appropriate staffing, relevant and up-to-date professional knowledge, and access to specialist services and agencies, so that schools may better respond to the increasing diversity and complexity of issues facing youth.

Guidance counsellors

Most of the 180 guidance counsellors who responded to this survey were from Years 7 to 13 or Years 9 to 13 secondary schools. The roll sizes of their schools ranged from very small (1-100) to very large (1500+). About half of the guidance counsellors worked with at least one other guidance counsellor at their school. Most guidance counsellors responding to the survey belonged to the NZAC. Nearly all respondents had a qualification relating to guidance and counselling, with over half having a Masters in Counselling. Appendix Three has this and other information in more detail.

Key findings from the guidance counsellor survey:

- 69 percent reported the nature of their position had changed due to the increased frequency and complexity of young people's mental health needs in the last five years
- 53 percent reported working more than their allocated hours to try to meet demand
- most received professional supervision that met their needs
- while 71 percent considered their position was well managed and appraised, there was concern about the lack of appraisal as guidance counsellors rather than as teachers
- key aspects of guidance and counselling that supported students well included: accessibility; trust; confidentiality; professional knowledge; and supportive relationships with school leaders and teaching staff.

The role of guidance counsellors

Respondents were asked to comment on the nature of their guidance counsellor position, specifically the breadth of the position. Almost all respondents commented about the diversity and breadth of their role. This included:

- guidance and counselling for students, teachers, support staff, and parents, caregivers and whānau, including one-on-one counselling, family conferences, group therapy and trauma response
- developing and maintaining knowledge, understanding and skills to do their job
- promoting a shared understanding of guidance and counselling through professional learning and development for staff
- mediation
- advocacy for students both internal and external to the school
- liaison with families and whānau
- referrals to, and liaison with, specialist agencies, community agencies, health providers and iwi

- administration such as case notes and reporting, meetings with colleagues and, for some, management of other counsellors or pastoral care team members, and reviewing policies and procedures
- implementing and interpreting student engagement surveys
- involvement in enrolment and induction of students
- oversight of external student support people working in the school, including counselling interns
- facilitating student programmes such as peer support, peer mediation, anti-bullying, alcohol and drugs, life skills, Travellers,[22] peer sexuality, student leader training
- responsibility for Positive Behaviour for Learning (PB4L),[23] restorative justice, transition programmes, Alternative Education,[24] hostels, international students, careers and subject advice and guidance, English for Speakers of Other Languages (ESOL) learners, priority learners,[25] Individual Education Plans (IEPs), and teacher aides
- some had teaching loads, including but not restricted to health topics, and extra-curricular responsibilities
- some were form teachers, or the SENCO.

The comment below from a guidance counsellor highlights the breadth of the role:

> *"The job is incredibly broad and varied. It is more than just therapy in a room (although that is the 'bread and butter'). It has a key role as part of a pastoral team that attends to student welfare – and anything that pertains to that falls in my brief – with varying levels of intervention from consultation with other staff to taking direct action."*

Over two-thirds of guidance counsellors said the nature of their position had changed from five years ago. These guidance counsellors said that this was due to the increase in young people's mental health needs, such as suicidal thoughts, depression, anxiety, self harming and family violence. More individual counselling was being given to students to help them manage these issues.

About one-third of guidance counsellors reported that their dedicated time to guidance and counselling was 40 hours or more per week. Guidance counsellors who worked 20 hours or less per week in that role, tended to be in schools with smaller rolls, or worked as part of a counselling team in a larger school. Those who worked 20-40 hours per week in the guidance and counselling role, tended to be in

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[22] www.travellers.org.nz/

[23] www.pb4l.tki.org.nz/

[24] www.alternativeeducation.tki.org.nz/

[25] www.nzcurriculum.tki.org.nz/Priority-learners

medium-size schools, as either the sole guidance counsellor, or supporting a full-time counsellor. Guidance counsellors working more than 40 hours per week tended to be in medium- and large-size schools either as the sole full-time counsellors or as part of a team of counsellors (either one or more full-time counsellors).

Over half (96) of guidance counsellors said that the actual hours they dedicated to guidance and counselling were more than their allocated hours. Just over one-third said their hours worked were the same as their allocated hours. When guidance counsellors were asked to indicate if they thought their allocated hours were sufficient, about one-third said they were. However, the remaining two-thirds did not think they were sufficient, with 93 indicating they were insufficient, and 28 very insufficient. Comments about *why* their hours were insufficient included:

- dealing with traumatic incidents/crisis management
- increasing mental health issues - students having much higher needs than even five years ago
- long waiting lists
- referrals to outside agencies coming with long wait times, fees and inaccessibility due to transport issues
- cost cutting in schools – guidance was the first to be reduced and then not reinstated
- teaching load or responsibilities for careers advice and guidance.

Guidance counsellors expressed concern that these factors lowered the quality of their service and compromised student safety. They reported that they were working more than their allocated hours just to get the basics of their job done. They outlined how their practice was affected in many ways due to their allocated hours being insufficient. They reported that:

- appointments with students became shorter or less frequent so they could make up for a lack of time to see students with ongoing issues
- they were less innovative and did not introduce new programmes
- less serious matters were not dealt with and then escalated from mild to moderate to severe
- their counselling lacked depth due to time constraints and heavy demand
- there was little time to reflect on their practice
- they could not work in-depth with families or provide support to staff.

To cope with this, guidance counsellors said they worked well beyond their allocated hours and used trainee counsellors to meet demand. Comments highlight a serious issue of counsellors working reactively rather than proactively. Mental health and other issues seem to be left to escalate rather than being dealt with early, or programmes and initiatives were not put in place early to prevent some of these problems occurring.

Of the guidance counsellors who said their allocated hours were sufficient, most said they managed their time closely, making referrals to external agencies and using trainee counsellors to meet demand. Many commented that certain times of the years had a heavier workload. At those times, and when there was a crisis, time was

insufficient. They dealt with this by limiting the length and frequency of sessions, and follow-up was neglected.

The findings indicate that guidance counsellors are identifying that the hours they often work are more than those allocated. Even then, they reported that these hours were insufficient in many cases to deal with an increasingly complex workload. Guidance counsellor comments indicate that their workload appears to be more reactive than proactive, meaning that many preventative measures are not in place to reduce the incidence of mild wellbeing issues escalating to more moderate or severe problems.

Professional practice

ERO asked guidance counsellors about the following aspects of their professional practice:
- professional learning and development
- professional supervision
- management and appraisal of their position
- policies and procedures guiding their practice
- other people they work with
- their contribution to any reporting to the board.

Professional learning and development

Guidance counsellors reported that they undertook a variety of professional learning and development. The most common professional learning and development related to:
- therapies including: art or drawing therapy, narrative therapy, mindfullness therapy, family therapy, Māori therapy approaches, cognitive behaviour therapy, and solution-focused therapy
- specific mental health issues such as: distress/anxiety, depression, eating disorders/issues, alcohol and drug addiction, bullying/cyber bullying, self-harm, mental health, trauma/stress, and resilience (the Travellers programme)
- general practices such as: school guidance counsellors' conferences – mainly NZAC, but also New Zealand Association of Christian Counsellors (NZACC), regional guidance counsellor meetings, their own professional reading, and through professional supervision.

They also attended professional learning and development about youth suicide prevention, restorative practices, brain research and development, and Child Youth and Family (CYF) referrals.

Almost all respondents reported that the professional learning and development they had undertaken had contributed to their ability to provide good guidance and counselling (106 very well, 55 mostly well).

Professional supervision

The PPTA recommends to school leaders and boards of trustees that guidance counsellors have regular professional supervision with a supervisor who is a member of an appropriate professional organisation. The supervision should be regular, ongoing, about one hour a fortnight, and accounted for in school budgetary arrangements.[26]

Almost all (175) guidance counsellors said they received professional supervision. The most common method of professional supervision was face to face. However, 30 respondents said they used more than one form of professional supervision, including Skype[27] or similar, phone, email, or peer/group supervision. Just over two-fifths (77) said they had professional supervision fortnightly, and another two-fifths (72) received it monthly. Twenty-two guidance counsellors had professional supervision every three weeks, and the remaining four on a weekly basis. Almost all respondents thought that their professional supervision was meeting their needs.

Most of the guidance counsellors who reported that their professional supervision met their needs very well were having supervision fortnightly and for almost all it was face to face. They stated that supervision was critical for their own wellbeing and essential for their professional practice, ensuring their practice was safe, reflective and up to date. They said professional supervision was a check on their practice. Some would like supervision more frequently, but cost was prohibitive, with some paying for part of their supervision themselves.

Respondents who said that professional supervision was mostly meeting their needs said it was essential for their own wellbeing. Most had supervision on a monthly basis, and many would like it to be more often. The reason this supervision was not fortnightly was the cost of supervision, and the cost and time for travel.

For those who said professional supervision only met their needs somewhat well it was because the availability of supervision and school budgets limited the frequency of the supervision.

The remaining guidance counsellor commented on why the professional supervision did not meet his/her needs at all well. The supervision was by phone, fortnightly. It was to be reduced to monthly due to cost cutting. The counsellor faced a two hour drive each way to have face-to-face counselling, and was concerned that monthly phone calls would be inadequate to work safely and effectively.

Management and appraisal
Just over two-thirds of guidance counsellors (128) considered that their position was well or very well managed and appraised. Fifty-nine of these guidance counsellors reported that their position was very well managed and appraised. These guidance counsellors had regular and ongoing management by a supportive principal or senior

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[26] Available at http://www.ppta.org.nz/index.php/communities/guidance pp 3-4.

[27] Skype - a service that allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet.

leadership team that had good insight into the complexities and demands of the role. About half of these guidance counsellors were appraised by the principal or senior leadership team member, and the other half by an external appraiser. Some had adapted the school appraisal system to incorporate the guidance counsellor role.

Sixty-nine guidance counsellors said the management and appraisal of their position was undertaken mostly well. Management of these guidance counsellors was variable. Those who reported to the head of the guidance department thought their management was good. However, those that reported directly to the principal or senior leadership team were less satisfied. They felt there was no or little understanding of the role or caseload. Concern was expressed about the capability of the principal or senior leadership team to appraise their role. While some had external appraisers, many questioned the appropriateness of the school appraisal system and some were working to develop an appropriate appraisal system for guidance and counselling at their school.

Management and appraisal was reported as being performed somewhat well by 32 guidance counsellors. Many of these guidance counsellors worked independently and often suggested that the senior leadership team lacked an understanding of the guidance counsellor role. Many felt that no one at the school was qualified to undertake effective appraisal of their job. If someone from the school appraised them, then the appraisal systems in place were set up to appraise staff in a teaching role, and not guidance and counselling staff.

Fifteen guidance counsellors said their management and appraisal was not at all well undertaken. They said there was a lack of understanding about the role of guidance and counselling by the principal and/or senior leadership team. Their appraisal undertaken at school focused on them as a teacher rather than as a guidance counsellor.

An issue facing schools is to improve the management and appraisal of guidance counsellors. A quarter of guidance counsellors identified that the management and appraisal of their position was not undertaken well. Many of those that felt it was done well still had concerns about how their role in the school was understood and therefore effectively managed and appraised.

Policies and procedures
Most guidance counsellors said that their work was 'very well' or 'well' guided by appropriate policies and procedures (70 and 77 respectively). These guidance counsellors stated that their policies and procedures were clear and included a mix of school-wide policies and guidance team procedures or manuals. These were regularly reviewed, and guidance staff consulted with the senior leadership team over the development of school-wide policies. Many said their work was strongly guided by the NZAC Code of Ethics.

Guidance counsellors who said their position was 'somewhat well' guided by policies and procedures noted their school had specific guidance policies, mostly related to teaching. Some followed NZAC policies and ethics as their school did not have any relevant policies, or they were not up-to-date and needed reviewing.

Guidance counsellors who reported their position was 'not at all well' guided by policies and procedures said this was because there were no policies and procedures, but that they would welcome them.

Examples of policies and procedures included:

- restorative practices
- traumatic incident management / crisis response
- child safety
- anti-bullying
- disclosures of abuse
- confidentiality
- sexual harassment
- drugs and alcohol
- sexual health, pregnancy, contraception and abortion
- rights of parents and students
- referrals to outside agencies/providers
- liaison with teachers and outside agencies
- job descriptions.

Working with other people
Guidance counsellors reported that they worked with many staff in the school environment in their role (Table 9 shows this variety).

Table 9: People that guidance counsellors worked with

Staff	Number of responses
Senior leadership/management team	177
Classroom teachers	174
Parents and whānau	170
Deans	169
Principal	164
Pastoral care team	160
School nurse	149
CYF worker	171
Social worker	111
Youth worker	105
Psychologist	138
Student support worker	63
Chaplain	37

Guidance counsellors also reported working with a wide range of services and providers from government departments, health providers both public and private, and community organisations including Māori, Pacific, church, health and education. The most commonly listed agencies that respondents work with include:

- mental health agencies, particularly youth mental health (95), including counsellors, psychiatrists, Māori providers
- educational agencies/people (42), including Special Education, truancy service, Resource Teacher: Learning and Behaviour (RTLB), Ministry of Education psychologists
- health agencies and providers (39), including regional health schools, public health nurses, general practitioners, Māori health providers
- drug and alcohol agencies (19).

Reporting to the board

Almost three-quarters of guidance counsellors said that they contributed to reporting to the board, either directly or indirectly. Most commonly, counsellors reported to the board or the principal. Others reported to the head of the counselling department, senior leadership team, a teacher representative on the board, or a dean. Reporting frequency ranged from weekly to every five years, with the most common being annually. The content of reporting varied across respondents, but the most common topics included:

- statistics (51)
- trends and concerns (27)
- planning, policies and procedures (17)
- contributions to achieving school goals (16)
- programmes and interventions (11)
- external agencies (4).

About one-fifth of guidance counsellors reported not being involved in reporting to the board. Some said that others in their guidance and counselling team did this, or that the principal prepared the report with some guidance counsellor input. Other respondents said that reporting to the board about guidance and counselling had been discontinued. Ten guidance counsellors were unsure if guidance counsellors reported to the board. Most of these 10 were new to the position and were unaware of reporting requirements.

Effectiveness and challenges

ERO asked guidance counsellors to comment on the aspects of guidance and counselling at their school that most effectively supported students' wellbeing, and provided the greatest challenge to providing good guidance and counselling for students.

About half of counsellors commented on the importance of their service being accessible to students, which meant that trust was an integral part of their provision, along with providing a caring and listening service. Comments from over one-third of counsellors supported the notion that to provide this type of service, and one that offered a range of appropriate therapies and programmes, a trained and qualified guidance counsellor was needed. Through appropriate training, these counsellors felt that they had the skills to effectively meet the needs of students, their parents and whānau, and the school staff. A small number of counsellors (eight) also mentioned that effective crisis management was invaluable – being able to meet the needs of students quickly and appropriately, and make the right call about the intervention or counselling needed.

Just over one-third of counsellors commented on the supportive relationships they had within the school with school leaders and teaching staff. Support for guidance and counselling was integral to the school culture, and a shared understanding meant that students received the same message about the importance and normalcy of guidance and counselling. Just under one-fifth of counsellors also commented on the vital need for the service to be confidential, and for students, parents, whānau and staff to

understand this. All of these aspects integrate to provide an effective guidance and counselling service that supports student wellbeing.

Nearly three-quarters of guidance counsellors commented that a lack of time was their greatest challenge, including those who had teaching loads and/or no administrative support. They said that students' increasingly complex mental health needs and the effects of global recession on low socio-economic communities meant there was more demand for their time. This teamed with low resourcing meant they were not able to work proactively or safely. A further six counsellors commented that they were functioning at crisis management level rather than at a preventative level.

Almost one-quarter of counsellors said that there was a lack of shared understanding in their school and community about the role of guidance and counselling. This was played out in other comments about accessibility issues (from 19 counsellors) such as a lack of confidential spaces to meet, poor referrals and appointment processes, rigid timetabling structures, and a lack of teacher and parent support for students to attend counselling. Compromised confidentiality due to accessibility issues and school leaders feeling they needed to know details was mentioned by a further nine counsellors. These challenges combined with a lack of student awareness of counselling, and issues of trust and stigma (17 counsellors) may mean that some students who need guidance and counselling were not accessing it.

About one-fifth of counsellors commented on the diversity of their role and the expertise needed to support students' complex problems and situations. Counsellors reported that they were increasingly dealing with overwhelming home and community problems. A few counsellors commented that they did not have access to good professional learning and development, and some were paying for it themselves. There were also comments from some counsellors that the biggest challenge facing them was the lack of support from, or accessibility to, external agencies that they referred students to. The nature of some of these challenges are highlighted in the comments below – ongoing responsibility, levels of professional skills required, geographical isolation, and limited access due to increased thresholds for external agencies.

> *"Sometimes I feel overloaded with the number of students with moderate to acute mental health needs. I refer the high risk students to Adolescent Mental Health Services, but if the student and/or their family doesn't engage with that service, then it becomes my responsibility to provide those students with therapy and support. I need professional development regularly to upskill."* (Years 7 to 13 secondary school with 401-800 students)

> *"We live two hours from the nearest help and assistance, and I am the only help for many of these students (other than the general practitioner or nurse). Referrals are frequently not picked up, and due to the distance, students under the umbrella of other services are often not seen very frequently anyway."* (Years 7 to 13 secondary school with 101-400 students)

> *"Although there are other specialist services working with young people in the community, the threshold for these services is often very high, leaving us*

with considerable responsibility for young people with serious issues such as mental illness, care and protection, and substance abuse." (Years 7 to 13 secondary school with 1501+ students)

Many guidance counsellors said that the shared understanding and ethos about guidance and counselling apparent at their school was the most effective aspect of guidance and counselling. This was teamed with having appropriate people with the right knowledge and skills so students felt safe and that they could trust those providing guidance and counselling. However, the findings highlight some issues around resourcing and how schools are using their funding to provide guidance and counselling, as well as what is available in the community. Guidance counsellors (like school leaders) report that the resourcing of guidance and counselling for young people both within the school and in the wider community is limited and, at times, detrimental to young people's health and wellbeing.

Conclusion

An analysis of the findings of the three surveys – students, school leaders, and guidance counsellors - indicates some themes about what these groups consider good guidance and counselling in schools looks like, as well as what challenges are facing the sector.

Although the findings in this report are based on self-reported information, it is clear that those involved in the provision of guidance and counselling in schools face diverse and complex issues relating to the wellbeing of young people. Both school leaders and guidance counsellors emphasised the broad nature of guidance and counselling in schools. They highlighted the importance of having a shared understanding and ethos of care and respect among those responsible for guidance and counselling and, indeed, throughout the wider school community.

Students were clear about the need for those responsible for guidance and counselling to be well known, respected and visible in the school. Professionalism and confidentiality featured in what they saw as important in someone they would approach for help in a school setting. School leaders and guidance counsellors highlighted these qualities as well.

While many guidance counsellors appear to be receiving adequate professional supervision and professional learning and development, they were not always well supported by specific policies and procedures. In addition, the appraisal of guidance counsellors was not always appropriate and specific to their role.

The extent of self review of guidance and counselling provision undertaken by school leaders and guidance counsellors was variable. While about two-thirds of school leaders said they report to their board about guidance and counselling provision, only about half undertook related self review and, of those, only half surveyed students to gain their feedback about the effectiveness of guidance and counselling provision. Indeed, over two-thirds of students surveyed stated they did not have opportunity to provide any feedback.

Both school leaders and guidance counsellors reported the increasing frequency and complexity of mental health needs of young people, and the stigma often attached to mental health problems by those within the school and in the wider school community.

The findings raise the issue of school leaders and guidance counsellors reporting that guidance and counselling in their schools often focused on reactive support and crisis management, rather than developing and implementing preventative programmes or support. Guidance counsellors highlighted the need to provide more individual counselling as mental health and other issues are left to escalate rather than being dealt with early. Programmes and initiatives were often not in place to prevent some of these problems occurring or escalating from mild to moderate or severe.

Students reported that they were more likely to seek help from a parent or caregiver, or friends and other students than from a guidance counsellor. If this is the case across the wider student population, then it highlights the need for preventative

programmes across all year levels. It also indicates that parents and caregivers need to be an integral part of a school's guidance and counselling provision, with a clear and shared understanding by all of what support is available.

Similarly, students reported that they were most likely to seek help not only from the guidance counsellor, but also from deans and form teachers within their school. This too highlights the need for a shared understanding of guidance and counselling provision across the school, and appropriate professional learning and development for those involved.

For students, a good guidance counsellor is a person who listens and then actively works to help the student find solutions to their problem. Both school leaders and guidance counsellors indicated, however, that often they are not able to access appropriate support and services external to the school. In a few cases, this appeared to be due to isolation or services no longer being available in smaller towns.

However, school leaders and guidance counsellors reported that the increased high threshold for referral to these services often meant students were not able to receive the professional help they required in a timely manner. This in turn increased the pressure on guidance counsellors and others responsible for guidance and counselling to meet this demand.

ERO is currently undertaking phase two of its evaluation of guidance and counselling in schools through on-site reviews of a sample of schools with students in Years 9 to 13. The findings of this evaluation will contribute to a broader discussion about improving the school guidance system, including:

- how the current school guidance system is operating, such as schools' perception of pastoral care, the role of the guidance counsellor and the quality, coverage and management of this resource in secondary schools

- which practices best support youth wellbeing

- better equipping schools to identify and deal with mental health issues

- enhancing the quality, coverage and management of this resource in secondary schools.

Appendix One: Student survey results

Table 1: Year level at school

	Year 9	Year 10	Year 11	Year 12	Year 13	No Response	Total
Current year level at school	3	3	15	17	21	2	**61**
Left school - last year level at school	-	-	-	3	26	1	**30**
Total	**3**	**3**	**15**	**20**	**47**	**3**	**91**

Note: The shading shows the year level and current school enrolment of the majority of students.

Table 2: Gender and ethnicity

	Asian	European/ Pākehā	Māori	Pacific	Did not wish to answer	Total
Male	2	15	9	2	1	**29 (26 males overall)**
Female	12	47	8	5	0	**72 (65 females overall)**
Total	**14**	**62**	**17**	**7**	**1**	**-**

Note: Totals do not add up to 91 as 10 students chose more than one ethnicity. The shading shows the gender and ethnicity of the majority of students.

Table 3: Who would you see about learning issues?

Person/Role	Number of responses
Friends/other students	56
Form teacher	55
Parent/caregiver	48
Dean	45
Careers advisor	25
Someone else	12
Guidance counsellor	4
Doctor	1
School nurse	0
No one	0

Table 4: Who would you see about goal setting?

Person/Role	Number of responses
Parent/caregiver	48
Form teacher	47
Careers advisor	33
Dean	25
Friends/other students	24
Guidance counsellor	15
Someone else	8
No one	7
Doctor	1
School nurse	0

Table 5: Who would you see about mental health?

Person/Role	Number of responses
Guidance counsellor	47
Parent/caregiver	37
Doctor	35
Friends/other students	34
School nurse	20
Someone else	12
Dean	10
No one	7
Form teacher	6
Careers advisor	0

Table 6: Who would you see about physical health?

Person/Role	Number of responses
Doctor	61
Parent/caregiver	40
School nurse	40
Friends/other students	21
Guidance counsellor	10
Dean	4
Form teacher	4
No one	4
Someone else	1
Careers advisor	0

Table 7: Who would you see about sexual health?

Person/Role	Number of responses
Doctor	46
School nurse	28
Parent/caregiver	22
Friends/other students	18
Guidance counsellor	18
No one	14
Someone else	5
Dean	4
Form teacher	2
Careers advisor	0

Table 8: Who would you see about sexuality?

Person/Role	Number of responses
Guidance counsellor	31
Friends/other students	29
Parent/caregiver	26
No one	20
Doctor	13
School nurse	11
Someone else	11
Dean	7
Form teacher	4
Careers advisor	0

Table 9: Who would you see about issues with your boy/girlfriend?

Person/Role	Number of responses
Friends/other students	65
Parent/caregiver	29
Guidance counsellor	28
No one	6
Someone else	6
Dean	3
Form teacher	3
School nurse	3
Doctor	1
Careers advisor	0

Table 10: Who would you see about family stuff?

Person/Role	Number of responses
Friends/other students	51
Guidance counsellor	35
Parent/caregiver	24
Form teacher	17
Dean	16
Someone else	12
No one	11
Doctor	2
School nurse	2
Careers advisor	0

Table 11: Who would you see about drug and alcohol issues?

Person/Role	Number of responses
Friends/other students	40
Guidance counsellor	35
Parent/caregiver	34
Doctor	21
School nurse	16
Dean	11
No one	9
Someone else	8
Form teacher	7
Careers advisor	0

Table 12: Who would you see about careers and further education and training?

Person/Role	Number of responses
Careers advisor	76
Parent/caregiver	47
Form teacher	35
Dean	34
Friends/other students	28
Someone else	14
Guidance counsellor	12
No one	1
Doctor	0
School nurse	0

Table 13: Who would you see about learning at school?

Person/Role	Number of responses
Dean	55
Form teacher	53
Parent/caregiver	52
Friends/other students	35
Careers advisor	25
Guidance counsellor	17
Someone else	8
Doctor	2
School nurse	2
No one	1

Table 14: Who would you see about issues with teachers?

Person/Role	Number of repsonses
Parent/caregiver	60
Dean	58
Friends/other students	40
Form teacher	24
Guidance counsellor	20
Someone else	7
No one	1
Careers advisor	0
Doctor	0
School nurse	0

Table 15: Who would you see about issues with friends?

Person/Role	Number of repsonses
Friends/other students	45
Parent/caregiver	43
Guidance counsellor	33
Dean	25
Form teacher	19
Someone else	15
No one	5
Doctor	1
School nurse	1
Careers advisor	0

Table 16: Who would you see about bullying?

Person/Role	Number of repsonses
Dean	49
Friends/other students	47
Parent/caregiver	42
Form teacher	36
Guidance counsellor	36
No one	10
Someone else	10
Doctor	3
School nurse	3
Careers advisor	0

Table 17: Who would you see about financial issues?

Person/Role	Number of repsonses
Parent/caregiver	50
Dean	23
Guidance counsellor	20
Form teacher	18
No one	14
Friends/other students	10
Someone else	9
Careers advisor	8
Doctor	0
School nurse	0

Table 18: Who would you see about racism?

Person/Role	Number of responses
Dean	44
Parent/caregiver	42
Friends/other students	37
Form teacher	33
Guidance counsellor	31
Someone else	12
No one	10
Doctor	1
School nurse	1
Careers advisor	0

Table 19: Who would you see about sexual harassment?

Person/Role	Number of responses
Parent/caregiver	39
Dean	35
Guidance counsellor	35
Friends/other students	31
Form teacher	27
Someone else	13
School nurse	11
Doctor	10
No one	8
Careers advisor	0

Table 20: Who would you see about grief?

Person/Role	Number of responses
Friends/other students	48
Guidance counsellor	43
Parent/caregiver	32
Form teacher	17
Dean	15
Someone else	15
School nurse	4
Doctor	2
Careers advisor	0
No one	0

Table 21: Who would you see about family violence?

Person/Role	Number of responses
Guidance counsellor	42
Friends/other students	33
Dean	20
Parent/caregiver	20
Someone else	18
Form teacher	13
No one	11
Doctor	10
School nurse	8
Careers advisor	0

Table 22: Who would you see about self harming?

Person/Role	Number of responses
Guidance counsellor	38
Friends/other students	35
Parent/caregiver	22
No one	18
Doctor	17
Someone else	15
School nurse	14
Form teacher	8
Dean	7
Careers advisor	0

Table 23: Who would you see about body image?

Person/Role	Number of responses
Friends/other students	43
Guidance counsellor	30
Parent/caregiver	30
No one	21
Doctor	13
Someone else	13
School nurse	12
Form teacher	8
Dean	7
Careers advisor	0

Table 24: Guidance counsellor at school

Guidance counsellor at school	Number of responses
Yes	82
No	7
No response	2
Total	**91**

Table 25: Other people providing guidance and counselling

	Principal	**Deputy Principal**	**Dean**	**Careers Advisor**	**Youth Worker**	**School Nurse**	**Form Teacher**	**Class Teacher**	**Other**	**No one else**
At schools with GC	6	7	30	11	15	17	19	8	10	28
At schools without GC					1		2	1	1	3
Total	**6**	**7**	**30**	**11**	**16**	**17**	**21**	**9**	**11**	**31**

Other includes:

- Director/supervisor of boarding
- Restorative or student mediators
- Form mentors / Senior students

Note: The shading shows the role of who the majority of students say provide guidance and counselling at their school (other than a guidance counsellor).

Table 26: Social acceptance of seeing someone about guidance and counselling

Level of Acceptance	**Number of responses**
Very acceptable	25
Acceptable depending on what it is about	34
Not very acceptable	1
Not acceptable	8
Don't know	11
No response	12
Total	**91**

Table 27: Negative aspects about guidance and counselling at school

Negative aspects at school	**Number of responses**
Yes	32
No	38
No response	21
Total	**91**

Appendix Two: School leader survey results

Table 1: School type

School type	Number of schools	Percentage of schools	National percentage[28]
Composite Years 1-10	3	3	1
Composite Years 1-13	11	11	25
Years 7-13 Secondary	33	31	22
Years 9-13 Secondary	58	55	52
Total	**105**	**100**	**100**

Table 2: Roll size

Roll range (number of students)	Number of schools	Percentage of schools	National percentage
1-100 (very small)	0	0	8
101-400 (small)	25	24	33
401-800 (medium)	25	24	27
801-1500 (large)	38	36	22
1501+ (very large)	15	14	10
No response	2	2	-
Total	**105**	**100**	**100**

Table 3: Number of guidance counsellors by roll size

Roll Size	No response	No guidance counsellors	1 guidance counsellor	2 guidance counsellors	3+ guidance counsellors	Total
101-400	1	11	11	2	-	**25**
401-800	-	1	18	5	1	**25**
801-1500	5	-	11	19	3	**38**
1501+	3	-	-	4	8	**15**
Not stated	-	2	-	-	-	**2**
Total	**9**	**14**	**40**	**30**	**12**	**105**

Note: The shading highlights that as school roll size increases so too does the number of guidance counsellors at the school.

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[28] This national percentage is based on the schools receiving the Guidance Staffing Entitlement.

Table 4: Schools not employing guidance counsellors by school type and roll size

Type/ Roll	101-400	401-800	Did not state	Total
Years 1-13 composite	6	1	1	**8**
Years 1-10 composite	2	-	1	**3**
Years 9-13 secondary	3	-	-	**3**
Total	**11**	**1**	**2**	**14**

Table 5: Guidance counsellors with dedicated classroom teaching by school type

Hours/ school type	Years 7-13 secondary	Years 9-13 secondary	Total
up to 5 hours/week	4	4	**8**
6-10 hours/week	4	2	**6**
11+ hours/week	1	1	**2**
Total	**9**	**7**	**16**

Table 6: Professional supervision for guidance counsellors

Frequency of professional supervision	Number	School pays for professional supervision
Not at all	3	3-no
Weekly	6	6-yes
Fortnightly	28	1-no, 1-unsure, 26-yes
Monthly	30	1- no, 29-yes
No response	24	
Total	**91**	**5-no, 1-unsure, 61-yes**

Table 7: Professional supervision for other people in guidance and counselling roles

Frequency of professional supervision	Number	School pays for professional supervision
Not at all	52	52-no
Weekly	11	6-no, 1-unsure, 4-yes
Fortnightly	3	2-no, 1-yes
Monthly	7	2- no, 5-yes
Ad hoc	2	2-yes
No response	2	
Total	**77**	**62-no, 1-unsure, 12-yes**

Table 8:Membership of organisations for other people responsible for guidance and counselling

Expected to belong to a professional organisation	Number of responses
No	54
Unsure	4
Yes	9
No response	10
Total	**77**

Of the school leaders who reported yes that their guidance counsellors were expected to belong to a professional organisation, they indicated the following organisations:

- Post Primary Teachers' Association – 1
- Chaplains' Association – 2
- Aotearoa New Zealand Association of Social Workers – 3
- New Zealand Nurses' Organisation – 2
- New Zealand Association of Counsellors – 1
- New Zealand Psychologists' Board – 2
- National Association of Secondary Deputy and Assistant Principals – 1
- Unsure – 1

Table 9: Expectation that other people responsible for guidance and counselling undertake a qualification

Expected to be undertaking a qualification	Number of responses
No	40
Unsure	5
Yes	22
No response	10
Total	**77**

Table 10: Self review about students' access to good guidance and counselling

Self review undertaken	Number of responses
No	28
Unsure	9
Yes	52
No response	16
Total	**105**

Table 11: Reporting to the board about students' access to good guidance and counselling and outcomes for students

Reporting to board	Number of responses
No	21
Unsure	3
Yes	66
No response	15
Total	**105**

Appendix Three: Guidance counsellor survey results

Table 1: School type

School type	Number of responses
Composite Years 1-13	15
Years 7-13 Secondary	56
Years 9-13 Secondary	108
Years 11-13 Senior Secondary	1
Total	**180**

Table 2: Roll size

Roll range (number of students)	Number of responses
1-100	1
101-400	28
401-800	61
801-1500	51
1501+	39
Total	**180**

Table 3: Other counsellors at the school

Other counsellors at school	Number of responses
No other counsellors	89
One other counsellor	61
Two other counsellors	15
Three or more other counsellors	13
No response	2
Total	**180**

Table 4: Age group by gender

Age group	Female	Male	Total
30 years or younger	2	0	**2**
31-40 years	5	4	**9**
41-50 years	36	13	**49**
51-60 years	41	30	**71**
61 years or older	29	15	**44**
Did not wish to answer	1	1	**2**
No response	3	0	**3**
Total	**117**	**63**	**180**

Note: The shading shows the gender and age of the majority of guidance counsellors.

Table 5: Ethnicity by gender

Ethnicity	Female	Male	Total
NZ Māori	2	2	**4**
European/Pākehā	106	55	**161**
NZ Māori/European Pākehā	6	2	**8**
Pacific/Asian	1	0	**1**
Pacific/ European Pākehā	1	0	**1**
American	0	1	**1**
Other European	0	2	**2**
South African	0	1	**1**
Did not wish to answer	1	0	**1**
Total	**117**	**63**	**180**

Note: The shading shows the ethnicity and age of the majority of guidance counsellors.

Table 6: Membership of a professional organisation

Professional organisation	Number of responses
Aotearoa New Zealand Association of Social Workers	6
New Zealand Psychological Society	2
New Zealand Association of Counsellors	147
New Zealand Christian Counsellors' Association	6
New Zealand Association of Psychotherapists	1
Post Primary Teachers' Association	6
New Zealand Association of Intermediate and Middle Schools	1
Other	4
None	9
No response	9

Note: 10 respondents belonged to two organisations or more.

Table 7: Highest qualifications relating to guidance and counselling

Highest guidance and counselling qualification	Number of responses
None	7
Certificate	1
Diploma	8
Bachelors Degree	10
Postgraduate Certificate	6
Postgraduate Diploma	41
Masters Degree	104
PhD	1
No response	2
Total	**180**

Note: 37 respondents had two or more qualifications relating to guidance and counselling.

Table 8: Changes to nature of guidance counsellor position

Nature of change	Number of responses
Remained same	19
Changed marginally	54
Changed significantly	70
Not employed as GC five years ago	31
No response	6
Total	**180**

Table 9: Hours per week dedicated to guidance and counselling

Hours per week	1-100 roll	101-400 roll	401-800 roll	801-1500 roll	1500+ roll	Total
less than 10	-	1	-	-	-	**1**
10-15	-	7	3	5	-	**15**
16-20	-	6	15	6	6	**33**
21-25	-	3	5	7	5	**20**
26-30	-	1	8	6	1	**16**
31-35	-	2	5	6	2	**15**
36-40	-	-	6	5	5	**16**
41-45	-	1	2	3	7	**13**
46-50	-	-	6	7	5	**18**
51-55	-	-	-	4	2	**6**
56-60	-	1	9	3	3	**16**
No response or not able to quantify	1	5	2	-	3	**11**
Total	**1**	**27**	**61**	**52**	**39**	**180**

Table 10: Relationship of hours worked to allocated hours

Relationship to allocated hours	Number of responses
Less	13
Same	69
More	96
No response	2
Total	**180**

Table 11: Sufficiency of time allocated

Sufficiency of allocated hours	Number of responses
Very insufficient	28
Insufficient	93
Sufficient	54
Very sufficient	4
No response	1
Total	**180**

Table 12: Contribution of professional learning and development to ability to provide good guidance and counselling

Contribution of professional learning and development	Number of responses
Not at all well	1
Somewhat well	15
Mostly well	55
Very well	106
No response	3
Total	**180**

Table 13: Type of professional supervision received

Type of professional supervision	Number of responses
Face to face	171
Skype or similar	8
Phone	19
Email	9
Peer or group supervision	9
Do not receive professional supervision	4
No response	1

Table 14: Frequency of professional supervision

Type	Weekly	Fortnightly	Every 3 weeks	Monthly
Face to face	4	67	19	61
Skype or similar	0	2	1	1
Phone	0	0	0	1
Multiple types	0	8	2	9
Total	**4**	**77**	**22**	**72**

Table 15: Professional supervision meeting needs

Professional supervision meeting needs	Number of responses
Not at all well	1
Somewhat well	3
Mostly well	41
Very well	134
No response	1
Total	**180**

Table 16: Management and appraisal of guidance counsellor position

Management and appraisal	Number of responses
Not at all well	15
Somewhat well	32
Mostly well	69
Very well	59
No response	5
Total	**180**

Table 17: Guided by policies and procedures

Policies and procedures guiding	Number of responses
No policies or procedures	1
Not at all well	6
Somewhat well	21
Mostly well	77
Very well	70
No response	5
Total	**180**

Table 18: Contribute to reporting to board

Reporting to board	Number of responses
Yes	128
No	40
Unsure	10
No response	2
Total	**180**