



Whole School Guidance Plan

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Context

Introduction

Saint Joseph's Community College is a co-educational school delivering educational excellence to the community of Charlestown and the surrounding areas. The school is operated by Mayo, Sligo and Leitrim Education and Training Board (MSLETB) and is supported by the DEIS Programme. It has an enrolment of approximately 200 pupils. The school provides the following programmes:

- Junior Cycle
- Transition Year (optional)
- Leaving Certificate Vocational Programme (LCVP)
- Leaving Certificate

Ethos and core values

ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. We promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

Aims: To facilitate the pupil in his or her school and life journey, regardless of ability, gender, ethnicity, culture or orientation and to prepare them to best utilise their own knowledge, skills, abilities, aptitudes and intelligences to progress themselves to strive towards their potential.

- Provide a framework for the delivery of the school's guidance programme
- Ensure a structured response to students personal, social, educational and career guidance needs

- The plan provides for the junior, senior, minority, special education needs etc. of all students
- The plan will include all WSG guidance activities: classroom, attendance at career exhibitions, open days, personal counselling etc.
- Include areas in development
- Review and evaluate

Objectives

- To cater for the needs of all the pupils, some of the pupils and a few of the pupils as their needs arise.
- To ensure that the three areas of personal and social development, educational guidance and career guidance are delivered to the whole school body.
- To collaborate and link with the principal and deputy principal, year heads, teachers, SNAs and with parents and outside agencies regarding the welfare of all our pupils.
- To promote whole-school guidance by best utilising all the human resources available and organise events and supports that nurture our pupils best.
- To prepare the pupil to progress into the working world, apprenticeship, training or third level as appropriate.
- To foster independent learning: pupils taking responsibility for their own personal organisation regarding study, CAO and UCAS, SUSI, HEAR and DARE, student finance, planning, researching, attending open days and careers fairs etc.
- To support pupils with their needs for personal counselling when requested and refer on appropriately.
- To conduct relevant tests and instruments and feedback to pupils and parents accordingly.
- To link and collaborate with wellbeing teachers/ department and best utilise resources and avoid duplication of content etc.

Key policy background

Key Policies:

- Education Act (1998) Section 9c.
- DES (2005) Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance.
- DES Programme Recognition Framework (2016)

- DE Circular 0055/2019: Arrangements for the Implementation of the Framework for Junior Cycle
- Junior Cycle Wellbeing Guidelines 2021
- NCGE: A whole school guidance framework 2017
- DE: Staffing Arrangements Circulars 0022;0023;0024/2022, published April 2022 revised PTR adjustment, now full restoration, Appendix 3 Guidance
- Circulars 0123, 0223, 0323, 0423.
- DEIS framework with enhanced guidance.
- And many others (see appendix)

2005. Guidelines

2022-Guidance team established

*Introduction of JCT- Collaboration with Wellbeing programme

The Education Act (1998), Section 9(c)

Under the terms of the Education Act 1998 all schools are required “to ensure that all students have access to appropriate guidance to assist them in educational and career choices” Guidance refers to a range of learning experiences provided in a developmental sequence that assist pupils to make choices about their lives and to make transitions because of these choices.

What is guidance in schools?

The main role of the guidance service in schools is to assist students in their development of three separate but interlinked areas of personal and social development, educational guidance and career guidance (Review of Guidance in Second Level Schools, Sept 2006)

The principles underpinning the guidance programme are consistent with those outlined in the NCGE draft document.

Guidance activities that assist students make informed choices include:

- Personal counselling
- Independent learning and skills for decision-making.
- Assessment using psychometric instruments and inventories
- Career information – in classroom, personal vocational guidance interviews, attendance at careers events...

- Use of information technology e.g., Qualifax, CareersPortal
- Personal and social developmental programmes

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include personal counselling, educational counselling, career counselling or a combination of these. (Confidentiality is always respected in accordance with the rules on reporting procedures).

Whole School Guidance

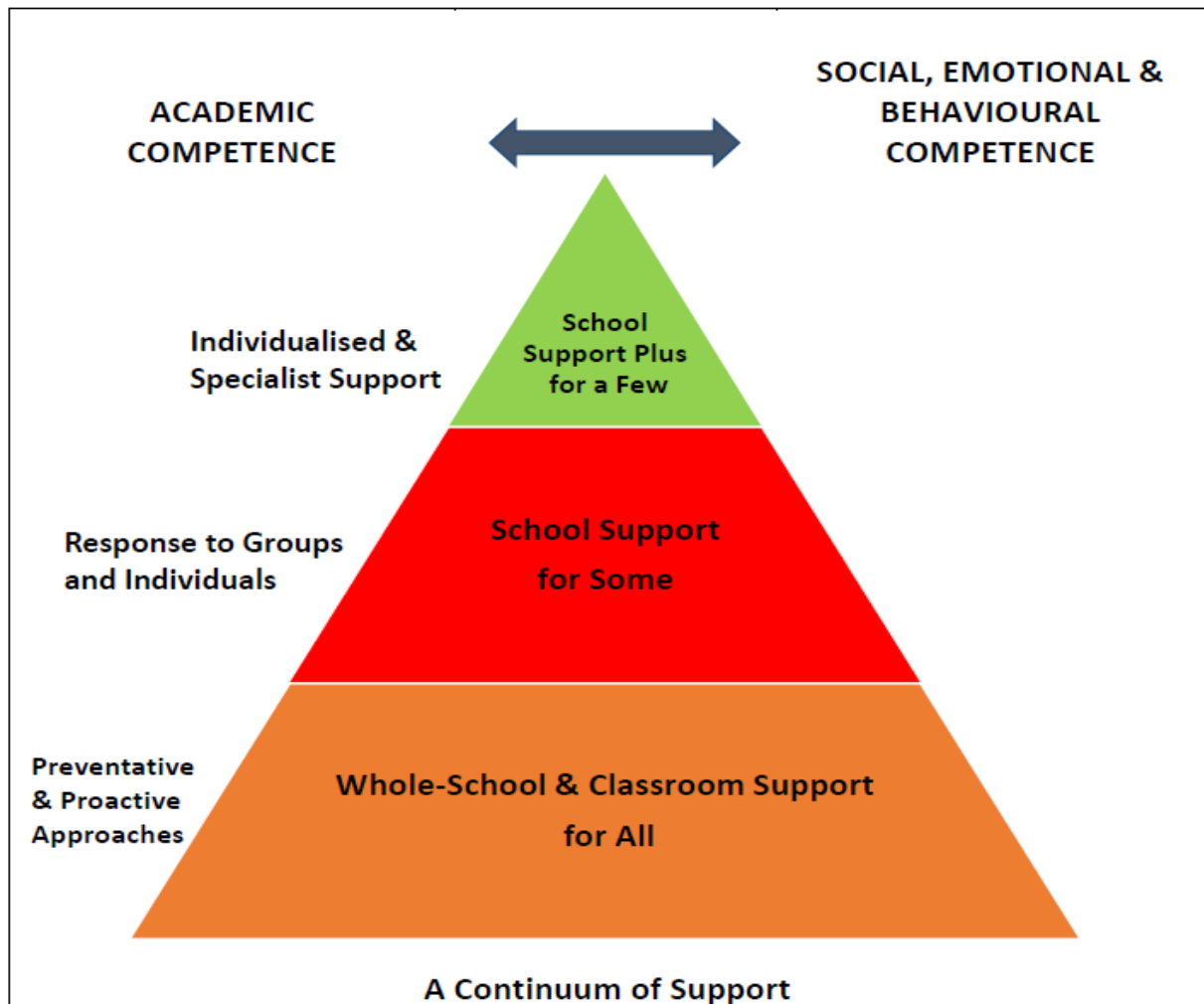
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1. Organisation
2. Guidance curricular and co-curricular programme
3. Communication (student, parent, internal, external)
4. Inclusion
5. Guidance related policies and procedures
6. Psychometric and standardized assessment
7. World of Work
8. Improvement planning

Organisation:

Guidance curricular planning: all, some, a few.

Social and personal, educational and career guidance.



Whole school guidance (WSG) guidance is a core requirement of the school's overall programme. This requires that it is an integral part of the school plan.

The Guidance Counsellor consults and liaises with the following key personnel in the planning and development of the programme. This is a continuous process, which is regularly evaluated with a view to updating and enhancing the programme.

Links to student Support Team

The guidance counsellor is part of the Student Support team which has weekly meetings dedicated to concerns about students and identifying and supporting vulnerable students.

Whole-school guidance = all staff.

- Principal
- Deputy Principal

- Year Heads
- Special Needs Coordinator/team/Resource Teachers
- The teaching staff
- Mentors
- Student Council

Guidance team- includes the Guidance Counsellor and members of teaching staff.

Meetings: The WSG team was formed in 2022.

Meetings are termly.

Junior Cycle

First Year	Rotating modules of 11 weeks within Wellbeing
Second Year	Rotating modules of 11 weeks within Wellbeing
Third Year	1 class/ rotation within wellbeing. Currently Guidance Counsellor speaks to 3 rd years on an ad hoc basis.

Senior Cycle

Transition Year	1 class of Careers weekly
Fifth Year	1 class of Careers weekly
Sixth Year	1 class of Careers weekly

Guidance counselling Supervision

The Guidance Counsellor is part of the Mayo-Galway branch network of IGC and attends supervision in Castlebar.

The Guidance Counsellor requests Tuesday afternoons off timetable for this.

CPD

The Guidance Counsellor attends CPD when offered most recently.

2022	WSG planning for JCT
2023	Guidance-related Learning JCT/PDST



Incoming 6th Class

Aims and objectives for links with 6th class-

- To encourage communication between our school and the pupils, parents and teachers in 6th class.
- To support the successful transition of 6th class to first year and reduce settling in issues.
- To facilitate 6th class pupils sampling new subjects in post-primary.

6th class into 1st year

Support/ event	Lead person(s)	Support	Area
Principal visits national schools	Principal	All	Educational
Taster day-taste all new subjects.	Subject teachers and support staff.	All	Educational
Open night- meet all teachers and SEN team.	All staff	All	Educational
Sports day/fun day in school.	All staff	All	Social and Personal
SENCO visits primary schools to manage transition of incoming 6 th class.	SEN team	All	Some. Educational. Social and Personal
Careful composition of classes to accommodate all.	Management	All	Educational. Social and Personal
Broad testing of incoming pupils to establish individual profiles and best allocate supports.	SEN and Guidance Counsellor	All	Educational. Social and Personal
Parents information session in May	Principal and Deputy Principal	All	Educational.
Mentor System	Principal/ Deputy Principal/ Year Head	All	Educational. Social and Personal.
SPHE programme	SPHE teachers	All	Social and Personal.

First Year

Objectives of the First Year Programme

- To develop the key skills of the JCT: Managing myself, staying well, communicating, being creative, working with others, managing information and thinking.
- To manage the transition from Primary to Secondary
- To support those students who are finding the transition difficult.
- To identify those students who need help academically.
- To help students acquire the competency to consult with the Guidance Counsellor/Chaplain/Tutors and Mentors regarding their concerns.
- To help students with time management organisation and study skills
- **11-week guidance-related learning module.**

Support/ event	Lead person(s)	Support	Area
Induction day	All staff	All	Social and Personal
Screening tests (CAT4, NGRT, MCT, writing sample, WRAT spelling)	SENCO. Guidance Counsellor	All	Educational.
DEIS supports	Principal, Deputy Principal, Year Heads, coordinator	All	Educational. Social and Personal.
Pupils and parents are made aware of Guidance and Counselling	Guidance Counsellor	All	Educational. Social and Personal.
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
Visits and calls to feeder primary schools.	SENCO	All	Educational. Social and Personal.

Identification of pupils who need SET	SENCO	Some	Educational. Social and Personal.
Parent teacher meetings (October and March)	All staff	All	Educational. Social and Personal.
Pastoral care meetings	Pastoral care team	Some	Educational. Social and Personal.
Subject taster programme (1 year)	Subject teachers	All	Educational.
Class assemblies	Year Head	All	Educational.
Subject choice information sessions	Guidance Counsellor	All	Educational. Career Guidance.
School tour	Year Head	All	Social and Personal.
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
ETB Sports Day	PE teacher. School staff.	All	Social and Personal.
Study skills session	Guidance Counsellor. Agencies.	All	Educational.
Mentors.	Teachers.	All	Educational. Social and Personal.
Subject choice support	Guidance Counsellor	All	Educational. Social and Personal.
Counselling.	Guidance Counsellor.	Few	Social and Personal.

Second Year

Objectives of the Second Year Programme

- To monitor all students' progress
- To identify those students who are struggling emotionally or academically.
- To support students who are at risk or who find school or home life difficult.
- To develop the key skills of the JCT
- **11-week guidance-related learning module.**

Support/ event	Lead person(s)	Support	Area
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
School tour	Year Head	All	Social and Personal
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
Study skills	Year Hed. Agencies.	All	Educational
ETB Sports Day	PE teacher. School staff.	All	Social and Personal.
Class assemblies	Year Head	All	Educational.
Counselling	Guidance Counsellor.	Few	Social and Personal.
Parent teacher meeting	All staff	All	Educational. Social and Personal.
Class trips and workshops	Teachers	All	Social and Personal. Educational.
Wellbeing programme	SPHE, CSPE, PE, RE teachers	All	Educational. Social and Personal.
Pastoral care team weekly meetings	Pastoral care team	All	Educational. Social and Personal.
Student IEP's	SENCO, SET's	Some	Educational. Social and Personal.
SPHE Programme	SPHE teachers	All	Social and Personal.

Third Year

Objectives of the Third Year Programme

- To identify those who need help academically.
- To encourage students who are not reaching their potential.
- To assist students make the right subject choice/programme choice for Leaving Cert

- To support students who may have challenges.
- To prepare students for their first state examination
- To develop the key skills of the JCT
- **11-week guidance-related learning module.**

Support/ event	Lead person(s)	Support	Area
Study skills session (plus repeat session after mocks)	Year Head, Guidance Counsellor, agencies	All	Educational
Subject and programme options – in-class	Guidance Counsellor, agencies	All	Educational
Subject choice information session for parents	Guidance Counsellor. Teachers	All	Educational. Career Guidance.
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
Parent teacher meeting	All staff	All	Educational. Social and Personal.
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
Pastoral care team weekly meetings	Pastoral care team	All	Educational. Social and Personal.
Counselling	Guidance Counsellor.	Few	Social and Personal.
RACE for eligible pupils	SENCO	Some	Educational. Social and Personal.
Subject levels	Teachers. Guidance Counsellor	All	Educational. Social and Personal.
SPHE Programme	SPHE teachers	All	Social and Personal.

Transition Year

Aims and objectives of TY guidance-

- To broaden pupils' outlook regarding careers and their futures.
- To facilitate work-experience and use it as a starting point for career development.
- To monitor students as they adapt to a very different school year.
- To prepare students for the world of work
- To encourage students to choose suitable work experience and evaluate their experience.
- To assist students to develop self-awareness of personal skills.
- To enable students to make more informed choice subject choices for Leaving Cert
- Individual counselling available by request/referral
- **TY- One weekly class of careers.**

Support/ event	Lead person(s)	Support	Area
Careers trip	Guidance Counsellor	All	Educational. Career Guidance.
Taster classes	Teachers	All	Educational
Interests and values testing	Guidance Counsellor	All	Social and Personal. Career Guidance.
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
ChooseTech online course	Guidance Counsellor	All	Educational. Social and Personal.
Interest inventories, values tests, skills test	Guidance Counsellor	All	Educational. Social and Personal.
Aptitude testing	Guidance Counsellor	All	Educational. Career Guidance.
Aptitude results. 1:1 feedback	Guidance Counsellor	All	Educational. Career Guidance.

Subject information evening. In-class career information.	Guidance Counsellor, Teachers	All	Educational. Social and Personal.
Work experience. Career education.	TY coordinator. Guidance Counsellor.	All	Social and Personal
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
Pastoral care team weekly meetings	Pastoral care team	All	Educational. Social and Personal.
Subject choices advice	Guidance Counsellor. Teachers.	All	Educational. Social and Personal. Career Guidance.
Counselling	Guidance Counsellor.	Few	Social and Personal.

Transition Year-Informal Guidance

Pupils have a unique opportunity to develop personal qualities and to become self-aware.

They are encouraged to grow in independence by taking part in opportunities available outside school such as the ChooseTech programme, Mini Company, work-experience, Young Scientist competition, Debates, projects and competitions etc.

The Guidance Counsellor liaises very closely with the TY Coordinator to monitor students' response to the challenges of TY.

Fifth Year

Objectives of the Fifth Year Programme

- To broaden pupils' horizons regarding careers and their futures.
- To facilitate pupils' knowledge by visiting colleges, visiting speakers in and weekly career classes
- To help each student achieve their full potential.
- To assist students investigating career choice.
- **One weekly class of careers.**

Support/ event	Lead person(s)	Support	Area
LCVP (compulsory in 5 th year) work Experience for all	LCVP coordinator, Guidance Counsellor	All	Educational. Career Guidance.
LCVP career investigation	LCVP coordinator, Guidance Counsellor	Some	Educational. Career Guidance.
Speakers in class	Guidance counsellor. Teachers	All	Educational. Career Guidance.
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
Careers trip/ open days/ careers expo	Guidance Counsellor	All	Educational. Career Guidance.
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
Pastoral care team weekly meetings	Pastoral care team	All	Educational. Social and Personal.
Counselling	Guidance Counsellor.	Few	Social and Personal.
Weekly career class	Guidance Counsellor.	All	Educational. Career Guidance.
Parent teacher meeting	All staff	All	Educational. Social and Personal.
Subject levels	All staff. Guidance Counsellor	All	Educational. Career Guidance.
Study skills session	Year Head. Guidance Counsellor. Agencies.	All	Educational. Social and Personal.

Visiting speakers	Guidance Counsellor. Teachers.	All	Educational. Career Guidance.
Learning support links	SENCO. Guidance Counsellor	Some	Educational. Social and Personal.

Sixth Year

Objectives of the Sixth Year Programme

- To monitor students as they progress towards Leaving Cert
- To encourage each student to reach his/her potential.
- To assist students in making career decisions
- To prepare students for the working world and transition to HE and FE.
- **6th year- One weekly class of careers.**

Support/ event	Lead person(s)	Support	Area
Careers trip/ open days/ careers expo	Guidance Counsellor	All	Educational. Career Guidance.
Visiting speakers	Guidance counsellor.	All	Educational. Career Guidance.
Attendance monitoring	Teacher with responsibility for attendance monitoring	Some	Educational.
Weekly career class	Guidance Counsellor.	All	Educational. Career Guidance.
Classroom guidance weekly video on career events posted/emailed	Guidance Counsellor	All	Career Guidance
1:1 personal guidance appointment	Guidance Counsellor	All	Educational. Career Guidance.

1:1 DARE meetings	Guidance Counsellor	Few	Educational. Social and Personal.
1:1 UCAS meetings	Guidance Counsellor	Few	Educational. Career Guidance.
Writing statements for DARE	SENCO, Guidance Counsellor	Few	Educational. Social and Personal. Career Guidance.
SUSI, apprenticeships and training, work	Guidance Counsellor	All	Educational. Career Guidance.
Liaising with SEN re RACE applications	SENCO, Guidance Counsellor	Few	Social and Personal. Career Guidance.
CAO information night for parents	Guidance Counsellor	All	Career Guidance
Study skills session	Year Head. Guidance Counsellor. Agencies.	All	Educational. Social and Personal.
Student Council representation	Teacher responsible for Student Council	All	Educational. social and Personal.
Pastoral care team weekly meetings	Pastoral care team	All	Educational. Social and Personal.
Parent teacher meetings (October and March)	All staff	All	Educational. Social and Personal.
Counselling	Guidance Counsellor.	Few	Social and Personal.
Subject levels	All staff. Guidance Counsellor	All	Educational. Career Guidance.
Careers noticeboard	Guidance Counsellor	All	Educational. Career Guidance.

Information emailed to 6 th Year pupils	Guidance Counsellor	All	Educational. Career Guidance.
Parental appointments and phone calls	Guidance Counsellor, Year Head	Some	Educational. Social and Personal.

Co-curricular programme-Guest speakers.

Typically, speakers from HEIs such as ATU, NUIG, UL, etc. visit the school and speak to sixth years. The next round of speakers is from FET. Other speakers come from various other organisations etc. and talk to senior pupils. These talks take place in the computer room.

Communication (student, parent, internal, external)

Referral to Guidance Service

Procedures for internal referral

- Management, Year Heads, Special Needs Dept and Subject Teachers may refer students for counselling.
- Students may self-refer.
- Parents/ guardians may refer.

Procedures for referrals to out-side agencies

The Guidance Counsellor will refer students to out-side agencies as deemed appropriate and in consultation with the Student/Parents/Guardians/HSE/Management/Referral Agency

Outside counselling options

- Knock counselling centre.
- Mindspace, Castlebar

Record Keeping:

The guidance counsellor keeps handwritten notes of all meetings with pupils in her diary. These diaries are kept locked archived at the end of the school year. Each pupil has an individual file which contains some personal information, test results, references etc. These are kept in a locked filing cabinet in the guidance counsellor's office. Records are kept for the recommended seven years.

Student Pathways after School

Tracking of Pupils:

Pupils are tracked when they leave school, and this is kept on file. The information is gathered from CAO and personal enquiry by phone and email.

Student Voice and consultation with students

- Pupils evaluate all aptitude tests.
- Individual counselling available for all year groups
- careers meeting in 6th year.
- DEIS surveys and questionnaires.
- Open days/ trips out.

Parent Voice and consultation with parents

- Parents are asked to sign the student journal weekly.
- School App: absences etc.
- Appointments available.
- CAO and Higher Options talk
- Twice yearly parent-teacher meetings for first and sixth years
- DEIS surveys
- Parents are emailed with relevant info.
- Aptitude tests sent via email or through student portal.
- Subject choice evenings for first, third and Transition Year parents.
- Evaluation questionnaires.

Parent Evenings

Programmes and Levels.

The GC presents subject info at the spring information evening which is delivered to third years and Transition Year parents. The presentation is emailed.

Presentations and Nights:

1. CAO and UCAS evening in Nov/Dec.
2. Subject Options Evening in spring. Also present on this occasion are the LCVP and TY coordinators who present separately.
3. Subject choice talk for first year parents.
4. At the parent evenings for fourth, fifth and sixth years the Guidance Counsellor gives individualised feedback to parents.
5. Appointments available.
6. Twice yearly parent-teacher meetings.
7. DEIS surveys.

8. Parents are emailed with relevant information.
9. Aptitude tests sent via email or through student portal.

Inclusion

DARE, HEAR

- Class presentations
- Individual meetings with eligible pupils and guidance counsellor work through forms and process together.
- Info given at CAO and Higher Options parents' talk.
- Info available on Teams.
- Emails sent to remind pupils of dates etc.

Differentiation

The guidance counsellor provides information on Higher education levels and further education, apprenticeships and the world of work etc.

Guidance counsellor works individually with pupils who require help with forms, applications, interviews etc.

Socio-economic differences are covered by presentations on SUSI, HEAR, DARE, etc. All abilities are thus catered for.

Each sixth year is entitled to a one-to-one interview of which everyone avails.

LGBT+

Guidance counsellor and SPHE teachers promote equality through having speakers, symbols in their rooms etc.

This is an area in development.

Belong to agency supports the ETB and school.

Travellers

Targets are set under the relevant strands of the DEIS plan.

HEAR and DARE speakers target travellers in their talks.

Guidance counsellor meets traveller pupils in senior cycle regarding further and higher education.

Cultural sensitive guidance

The school's ethos is inclusive and embraces all faiths and none.

Guidance counsellor sessions with pupils from various religions, cultures and ethnicities respect these considerations.

Numeracy:

- In keeping with the whole-school numeracy strategy, pupils are encouraged to convert their test results from raw scores to percentages.
- Explicit teaching of The Points System: calculation, UCAS tariff, researching courses, bonus points, levels etc. www.qualifax.ie
- Independent learning - Working out grades and points from subjects overall and charting own progress.
- Skills- time management- key dates in 6th year.

Literacy in Guidance:

- Understanding the keywords and acronyms which relate to guidance: CAO, DARE etc.
- Explicit teaching of how to read prospectii, brochures and forms (HEAR, DARE etc.).
- Oral and aural literacy development by facilitation of visiting speakers.
- Presentation skills – oral and aural development in one-to-one interviews with guidance counsellor
- Skills – Research and Self-management – Career trips - (Higher Options, Jobs of the Future, Open Days)-Oral and aural development by talking to experts.
- Writing skills development-writing the Personal Statement for UCAS.

International Students

Since 2021 international students have entered senior cycle. They receive individual appointments if they are going to college after their year abroad.

Self-directed learning websites: www.euroguidance.ie, www.eunicas.ie.

EAL- No pupils at present.

Guidance related policies and procedures

Child Protection

Any issues arising are referred to the school's DLP (Designated Liaison Person) in accordance with the Children First guidelines and the Child Protection Guidelines issued by the DES.

Supporting policies:

- Anti-bullying
- GDPR
- Critical incident

Subject choice/subject change policy

The guidance counsellor delivers a talk to third years on senior subjects and programmes. The guidance counsellor, alongside the LCVP and TY coordinator present this information to parents in the same week during an evening session. All forms are explained and returned to the office. The deputy principal collates this information. Pupils typically pick four subjects and have a choice of 2/3 per line.

All first years' experience a 'taster' in all subjects, which extends for the full first year after which pupils pick three subjects. In general pupils enjoy this taster and many study the subject which they did not choose once again in Transition Year. French and science are compulsory (unless exempted) which safeguards careers which have a subject requirement in these subjects.

Student appointment policy, confidentiality

The Code of Ethics as published by the IGC applies to all 1:1 interviews. Confidentiality is essential but matters arising which could pose a threat to the interviewee or others transcend this privacy and pupils are advised of this at the start of the interview.

The guidance counsellor operates on 'Open Door' policy regarding request for an individual meeting with a pupil who requests same. Teachers often refer concerns to the guidance counsellor as does the principal.

The guidance counsellor interviews all 6th Year pupils over the course of first term. Any pupil who requests an interview will be facilitated re subject choices, feedback etc. Permission must be obtained from the class teacher to attend an interview.

Psychometric and Standardised Assessment**Psychometrics****Entrance Tests:**

- 6th class: NGRT Online. (reading, comprehension)
- CAT4 version E Online. (ability in 4 domains)
- WIAT 11 spelling test.

- Writing sample.
- Maths Competency Test (Maths dept)

Transition Year/ Fifth Year:

- Aptitude tests- Eirquest and My Aptitude.

Testing Procedures:

1. Information emails are sent home to parents in advance as per best practice. There is an option to opt out.
2. Testing takes place in the computer room with whole year groups whilst observing exam protocol.
3. Pupils are told they will be tested in advance but not told of the exact day due to planned non-attendance.
4. Feedback: Each pupil is offered feedback on their results and results are sent home. Feedback is seen as the most important part of the testing rationale.
5. Tests are conducted in the morning to optimize performance and spread over several breaks.

SEN dept- Relevant information is shared with this dept.

Data Storage: Scores are shared online in SharePoint and are encrypted.

CPD training is to take place in the 23-24 school year.

World of Work

- Links with business-Local businesses facilitate students doing work experience.
- Work experience in TY- Every Wednesday in term time. 3 rotations of employer.
- Work experience in LCVP- One week in May.
- LCVP work Diary
- Assessment- Student evaluation, employer report.
- Procedures- Documents prepared include:
- Micro-credentials and badges:
- TY pupils have access to ChooseTech online course where bronze, silver and gold badges can be earned and used as a live link on a CV.

Improvement planning

- Areas in Development
- DEIS strands of transitions etc.
- LGBT+ supports.
- School website and social media guidance links.

DEIS

- Short term Targets
- Formation of DEIS plan.

Wellbeing



The guidance counsellor teaches a module in first, second and third year as part of the rotation.

The guidance counsellor is part of the Wellbeing team.

Positive Mental Health

Whole-school objective.

Support/ event	Lead person(s)	Support	Area
Events organised to promote wellbeing	Teachers	All	Social and Personal
Wellbeing week	Wellbeing coordinator	All	Social and Personal
Feel-good activities e.g., supporting matches, quizzes, raffles etc.	Teachers	All	Social and Personal

Links to other subjects

The guidance counsellor inputs into the LCVP programme when pupils are researching their career investigations. This is delivered during the weekly scheduled careers class. Individual queries arising are addressed in class or 1:1. There are other links here including the points system, world of work, work experience, interviews etc.

The guidance counsellor links with the teachers of SPHE to overlap in content.

There are strong links with the Learning Support and SEN dept. regarding monitoring pupils, liaising with parents, testing and sharing information for forms etc.

Guidance and digital learning

- Pupils are taught to use the main websites for research and to negotiate their way across their features. Individual files kept for www.careersportal.ie etc.
- LCVP-Research projects/career investigation prepared on computers.
- Preparation for filling in on-line forms.
- Aptitude tests available on a personalized site which can be annotated/personalised.

Online guidance within 'Remote Learning Policy'.

This is in the event of school closure or where a one-to-one meeting cannot take place.

Teams format is used for group and individual meetings.

Implementation and review

This plan was adopted by the Board of Management on 7th December 2023.

This plan has been made available to school personnel, published on the school website (or readily accessible to parents and pupils on request) and provided to the Parents' Association. A copy of this plan will be made available to the Department and the patron if requested.

This plan and its implementation will undergo constant appraisal and will be fully reviewed every three years.

Signed: _____

Bina Munnelly

Chairperson of BOM

Signed: _____

John Bones

Secretary of BOM

Date: 7th December 2023

Date: 7th December 2023

Appendices

Junior Cycle plans

First year

https://careersportal.ie/guidance/index_junior.php.

Second Year https://careersportal.ie/guidance/index_junior.php.

Third Year https://careersportal.ie/guidance/index_junior.php.

Websites

www.ncge.ie

https://www.ncge.ie/sites/default/files/ncge/uploads/pp_guidelines_second_level_schools_9c.pdf

<http://www.schoolguidancehandbook.ncge.ie>

<http://www.ncge.ie/ncge/newsletter>

<http://www.education.ie>

<https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/Department-ofEducation-and-Skills-Strategy-Statement-2016-2019.pdf>

<https://www.ncge.ie/national-forum-guidance>

<http://www.ncca.ie/en/>

https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf

<https://www.education.ie/en/Publications/Education-Reports/Programme-Recognition-FrameworkGuidance-Counselling.pdf>

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf

https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0007_2018.pdf

<https://www.ncge.ie/national-guidance-forum-2007>