SCOIL UÍ MHUIRÍ

WHOLE GUIDANCE PLAN

2025-2026

Content

Our school vision	page 2
Whole school guidance mission statement	page 2
Whole school guidance	page 2
Rationale of the Whole School Guidance Plan	page 3
Guidance Related Policies	page 4
Scoil Uí Mhuirí guidance plan aims	page 6
Specific work of our guidance counsellors	page 7
Objectives / priorities of the guidance counsellor	page 9
DEIS plan – how this connects to WSG	page 10
Summary plan to improve transitions	page 11
Whole school guidance – continuum of support model	page 14
Continuum of support model within Scoil Uí Mhuirí	page 15
Whole school guidance programme	page 17
Whole school guidance related activities	page 19
Guidance at Junior cycle	page 21
Guidance at Senior cycle	page 35
Provision of counselling by guidance counsellor	page 44
School Guidance Counselling Confidentiality Policy	page 47
Additional Support Agencies	page 50
Homework Procedures, ICT, Assessment Procedures / Evaluation	page 53
Psychometric testing	page 54
Data Protection Protocols	page 55
Continuing Professional Development	page 55
Promotion of Guidance within the School	page 56
Inclusion of Students with Special Educational Needs	page 58
Schedule 2025-2026	page 60
Digitalised School Guidance Policy	page 63
Coordination of Whole School Guidance	page 68
Setting Up a Network of Support, local & national & international	page 69
Support for guidance counsellors 6th year guidance review questionnaire	page 82
Whole School Guidance Checklist, parents & review	page 107

OUR SCHOOL VISION

At Scoil Uí Mhuirí, our vision is of a school community where every student is valued, supported, and empowered to reach their full potential.

Through our Whole-School Guidance Plan, we aim to provide the knowledge, skills, experiences, and attitudes that enable students to make informed, confident decisions about their personal, educational, and career pathways. Our Whole-School Guidance Plan has been reflected on and revised in the context of the national strategic framework on lifelong guidance and accompanying strategic action plan (2024-2030).

We strive to create a caring and inclusive environment where everyone is treated equally, and individual differences are respected and celebrated. Our vision reflects the principles of equality, inclusion, wellbeing, and lifelong learning that underpin national education policy.

Guidance permeates all aspects of school life and requires a whole school approach, with a core planning team to drive it.

WHOLE SCHOOL GUIDANCE MISSION STATEMENT

The Whole school Guidance Programme at Scoil Uí Mhuirí aims to support the holistic development of all learners. The guidance service provides support in three interconnected areas:

- Personal and Social Guidance – developing self-awareness, resilience, and interpersonal skills.
- Educational Guidance – supporting students in learning, motivation, study skills, and subject or programme choices.
- Career and Vocational Guidance – assisting students in exploring, planning, and preparing for further education, training, or employment.

Guidance is a whole-school responsibility, delivered collaboratively by the guidance counsellor, school management, and the wider staff team to ensure that every student receives appropriate, age-related support

throughout their time in school. Scoil Uí Mhuirí's Whole-School Guidance approach reflects the principles of collaboration, inclusion, and student wellbeing outlined by NCCA and Oide.
Together, staff, students, and parents share responsibility for creating a supportive environment where all learners can thrive, make informed choices, and prepare confidently for life beyond school.

Whole-School Guidance Team

The Whole-School Guidance Team works collaboratively to plan, deliver, and review guidance supports across all year groups.
Their combined efforts ensure that guidance provision is inclusive, developmental, and reflective of the needs of our students and school community.

Principal / Deputy Principals

- Provide leadership for the overall guidance process.
- Ensure alignment between the guidance plan, school policies, SSE, and the Wellbeing Framework.
- Promote a coordinated, whole-school approach to guidance and student support.

Guidance Counsellor

- Coordinates the delivery of the guidance programme across all year groups.
- Provides personal, educational, and career guidance, both individually and in groups.
- Monitors student needs and outcomes, reporting to senior management and the guidance team.

Home School Community Liaison (HSCL)

- Builds partnerships between school, home, and community agencies.
- Encourages parental engagement in education and post-school planning.
- Supports students and families experiencing disadvantage or attendance challenges.

Year Heads and Tutors

- Monitor attendance, progress, and wellbeing within year groups.
- Liaise with parents/guardians and the guidance counsellor regarding student concerns.

- Identify and refer students who may benefit from additional guidance or pastoral support.

Learning Support / SEN Coordinator

- Ensures inclusive access to guidance for students with additional needs.
- Advises on suitable educational and career pathways and reasonable accommodations.
- Shares relevant information with staff to enable tailored guidance support.

School Completion Officer

- Promotes retention of students at risk of early school leaving through one-to-one and group support.
- Monitors attendance and collaborates with staff, HSCL, and parents to improve participation.
- Coordinates targeted interventions such as homework clubs, breakfast clubs, and holiday programmes.
- Works closely with the Guidance, SEN, and DEIS teams to provide holistic, student-centred support.

Wellbeing Coordinator

- Ensures alignment between SPHE, Wellbeing, and Guidance programmes.
- Promotes personal and social development through the wellbeing curriculum.
- Supports initiatives that build resilience and positive mental health.

Subject Teacher Representatives

- Highlight subject-specific links to career pathways and skill development.
- Integrate career awareness and transferable skills into classroom learning.
- Collaborate with the guidance team to enhance student understanding of progression routes.

Parent Representative (Board of Management)

- Provides a parent/guardian perspective on the development and review of the guidance plan.
- Strengthens communication and collaboration between home and school.
- Promotes awareness of post-school pathways and transition supports.

Student Representatives (Student Council, mentors and senior perfect).

- Represent the learner's voice in developing and reviewing the guidance plan.

- Provide feedback from the student body to inform decision-making.
- Promote student participation in wellbeing and guidance-related initiatives.

The Whole-School Guidance Team meets formally each August as part of the school's Care Team planning to review the previous year and set priorities for the upcoming academic year.
This collaborative process ensures that guidance activities are responsive to student needs and align with school improvement targets under SSE and DEIS planning.

- The SEN Department plays a key role in the First-Year Transition Programme, meeting incoming students during primary-school visits and supporting their smooth transition.
- The SCP (School Completion Programme) provides continuity by connecting with students who participated in the Transfer Programme run in May prior to entry.
- The Transition Team, led by SEN (as part of an AP2 post), welcomes new students on day one, introduces the school code of behaviour, supports orientation, and identifies those needing extra assistance.
- The Guidance Department is visible from the outset, introducing themselves during induction and through the CAT4 Assessment Day, ensuring early familiarity and support for students.

Rationale of the Whole School Guidance Plan

The purpose of this School Guidance Plan is to offer an outline of curricular experiences (both individual and group experiences) in the areas of Personal Guidance, Educational Guidance and Career Guidance that will provide for learners a range of learning experiences in a developmental sequence.

The provision of access to appropriate guidance is the responsibility of the whole school community. Section 9 (c) of the Education Act 1998 states *that 'a school shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices."* In its Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act the Dept. of Education and Science *encourages schools to develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors. A whole school guidance and counselling service and curriculum: Roles and Relationships'* (Breeda Coyle and Arthur Dunne), which states: "all students have to make life- affecting choices. No student should be asked

to make such choices without the opportunity to engage in the supportive yet challenging process of individual counselling. Personal counselling is necessary for a significant number of students at some time during their school career.

The Scoil Uí Mhuirí Guidance Plan has been drawn up in consultation with school management and staff members in the context of the above to provide support for learners to enable them to make wise and informed personal, educational, and career choices. While the Guidance Counsellors have primary responsibility for the delivery of Scoil Uí Mhuirí's Guidance and Counselling programme, other members of staff have important and worthwhile contributions to make to planning and delivery of many aspects of the programme.

Counselling is a key part of the Scoil Uí Mhuirí Guidance Programme and is available to students on an individual and/or group basis. According to a recent Irish research, as many as one in five students at any one time may require such an intervention" the *Institute of Guidance Counsellors annual AGM,* (2007) Tony Bates states that 'five students in every classroom are experiencing significant emotional distress and may need additional support. Mental health is part of the core business of schools. Guidance counsellors form part of the essential frontline support for students.' Counselling has as its objective the empowerment of students to make decisions of a personal, educational and career nature, to address behavioural issues and to develop coping strategies. While not all students might need individual counselling they may on occasion require support to address personal concerns or issues and to develop coping strategies, and therefore they should have the opportunity to avail of counselling support where it is appropriate.
Guidance Related Policies are available on the school website and are

SCHOOL POLICIES

Code of Behaviour 2023

Anti Bullying Policy 2023/24

Attendance Policy Under Review

Communications with Parents & Guardians Policy 2022

Suspension and Expulsion Policy

RSE Policy 2023/ 24

GDPR Policy

Parental Complaints Procedures

Critical Incident Management Plan

Uniform Policy

Homework and Study Policy 2023

Homework and Study Policy 2023

TY Admissions Policy

Acceptable Use Policy

Transition Year Statement Department of Education

Bi Cinealta SUM Policy

Transition Year Programme Plan

CHILD PROTECTION SECTION

Designated Liaison Person's

Child Safeguarding Statement and Risk Assessment

Child Protection Procedures 2023

Circular Letter 0036/2023

Notification regarding Board of Management's review of the Child Safeguarding Statement

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

● To clarify educational, social and career goals

● To address personal issues

● To identify and explore opportunities

● To grow in independence and take responsibility for themselves

● To make informed choices about their lives and follow through on these choices

● To support the development of every student

● To acknowledge and support each person's role in the school community

● To provide an environment where each individual can develop self-esteem and a sense of personal responsibility

● To provide an environment where each individual can develop a place in society and a responsibility to society

● To nurture teaching and learning so that each individual can reach his or her full potential

● To monitor the well-being of all students

● To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy

● To work effectively with statutory authorities and outside agencies as and when required

● To ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First Guidelines 2017.

● Roles of the Year heads and Tutors

Vocational/Career Policy

Policy on Subject Choice

Through the experience of all subjects at Junior Cycle, and with clear guidance and information for students and parents, it is our policy that each student will be enabled to make curriculum choices for Senior Cycle that will foster a spirit of enterprise, adaptability and initiative, developing communicative, interpersonal, vocational and IT skills. (DES 1993), Scoil Uí Mhuirí policy is in accordance with this policy statement.

Policy on Dropping a Subject

- If a student has an exceptional reason for dropping a subject
- Documented and supported by parental knowledge and consent
- If implications for future options are fully understood and discussed with Guidance personnel
- If by mutual agreement it is in the best interests of the student
- Then together with management, staff, parents/guardians and student, Scoil Uí Mhuirí will support that choice.

Policy on Changing of subject level

- Parental written letter of request to Principal/ Year Head
- Year Head liaises re Class- subject number allocation e.g if place available
- Appointment with Guidance Counsellor re implications of change for possible course /career option?
- Subject to Teacher approval

Guidance–related policies and plans (anti-bullying, confidentiality, critical incident)

The Education Act (1998), Section 9(c) states that a school shall use its available resources to: Ensure that students have access to appropriate guidance to assist them in their educational and career choices.

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998: ‘to ensure that students have access to appropriate guidance to assist them in their educational and career choices’

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Other requirements and guidelines include:

● The "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 2005) state that 'the school's guidance plan is a whole school responsibility'

● Planning the School Guidance Programme. National Centre for Guidance in Education (NCGE),2004

● Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005

● Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009

● Circular 0009/2012, "Staffing arrangements in Post-Primary Schools for the 2012/13 school year" restates this position: 'each school develops collaboratively a school guidance plan as a means of supporting the needs of its students. ' It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by 'The Framework for Considering Provision of Guidance Post-Primary Schools' issued in 2012 by ACCS, ETBI, JMB and NAPD.

● Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a) provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR).

● Circular 0011/2017, ''Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18, "The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should "include specified time allocation for guidance counsellors to be available for one to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team"

● NCGE, 2017, A Whole School Guidance Framework

● Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning

● 'A Whole School Guidance Framework' issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.

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AIMS OF SCOIL UÍ MHUIRÍ WHOLE SCHOOL GUIDANCE PLAN.

 As a whole school, and using the *All, Some and Few* model of support, we aim to provide a structured response to students' personal, social, educational and career needs, particularly in light of the worries and anxieties many are experiencing.

 To ensure that all guidance initiatives and programmes in Scoil Uí Mhuirí are delivered in a developmental sequence that is relevant and appropriate for every student.

 To provide a clear framework for delivering guidance programmes that recognises and accommodates the diverse needs of students with special educational needs, students of all ability levels, and students from different cultural and social backgrounds.

 To deliver guidance through a whole-school approach, including timetabled Guidance classes for senior students (including TY), cross-curricular collaboration, in-school and external visits, promotion of Open Days and college events, webinars, guest speakers, workshops, Teams sessions, one-to-one vocational guidance meetings and personal counselling.

 To use Student Support Team meetings to identify students who may require targeted help from Guidance, HSLO, SCP, SEN, or referral to external agencies where appropriate.

 To address guidance-related learning in the Junior Cycle by supporting transitions, helping students set goals, teaching them how to navigate school support structures, guiding subject choice, and collaborating with the Wellbeing Coordinator and SPHE team.

- Guidance modules form part of the Junior Cycle Wellbeing programme and are delivered through one hour of timetabled classes each week.

 To manage and respond effectively to referrals into the Guidance service.

 To support Sixth Year students in exploring and accessing appropriate progression routes.

SPECIFIC WORK OF OUR GUIDANCE COUNSELLORS

Guidance Activities

- The work of the guidance counsellor includes the following activities (DES, 2016, pg. 8):

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings

- Developing effective teaching, learning and assessment strategies for the guidance class , include then se of Reach plus at senior cycle guidance.

- Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis

- Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches

- In collaboration with key personnel, including the course co-ordinator, assisting with planning of workplace learning and growing links with the wider business community, agencies and voluntary sector

- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices. DES Circular Letter 0035/2017

- Providing support to, and working in collaboration with, school management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan.

- Working with parents (as appropriate) and referral agencies in facilitation the personal and social, educational and career development of students and service users.

- Provision of supported counselling interventions, to include group and individual.

- Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

OBJECTIVES/PRIORITES OF THE GUIDANCE COUNSELLOR

• Acquire and maintain up-to-date information (textbooks, online resources, media, Reach+ etc.) on subject choices and levels, and present this information to students from First Year to Sixth Year.
• Acquire and maintain information on educational and training courses, careers fairs, Qualifax, Reach+, Open Days, and other career-related resources, and present these options to TY–Sixth Year students.
• Administer assessments judiciously, including the online digital CAT4 for incoming First Years (introduced in 2025), the potential use of CAT for TY students, and a range of self-assessment tools at both Junior and Senior Cycle (via Reach+).
• Attend IGC supervision, branch meetings and CPD to ensure ongoing professional development and adherence to best practice.
• Consult with programme coordinators (e.g., TY, LCA, LCVP, SEN) and inform students of available educational pathways and opportunities.
• Identify key areas of transition, including Sixth Class to First Year, Junior Cycle to Senior Cycle, and school leavers at TY, Fifth Year and Sixth Year.
• Provide appropriate information and offer one-to-one guidance and counselling where required.
• Ensure that the guidance service aligns with and supports the school mission statement.
• Invite speakers from Higher Education Institutions and relevant support organisations to address students, either in person or virtually.
• Support the Student Support Team in responding to the personal, social, educational and vocational needs of students.

DEIS PLAN- HOW THIS CONNECTS TO WSG

As we are a DEIS school we have students in our midst that come from socio economic backgrounds where many of these families may experience financial issues, unemployment, or are at a disadvantage regarding their education. By having a DEIS plan in place it focuses on a number of areas that we with a whole school approach can benefit the educational experiences of those who attend Scoil Uí Mhuirí.

We have a team focusing on the transitions that occur from 6th class right through to 6th year where the focus then looks the progression pathways. Another team focuses on attainment and how we can collaboratively work together to promote and encourage students to engage in taking higher level subjects and to continue with them going into senior cycle. The team that over sees the retention will focus on the measures that are in place to help those who may be at risk of leaving school early. The solid pastoral care structures will highlight the support these students receive from a whole school approach, the secretary noting late arrivals or early leavers, teachers noting absences and informing the tutor and yearhead. Student support teams working together and implementing supports from the Home School Liaison officer to the School Completion programme co Ordinator and guidance supports offered.

The Guidance Team interact with many of the DEIS areas in their capacity as guidance counsellor but it is again a whole school approach to ensure that each member of staff is doing their best to entice, encourage, inspire and make education a possibility to all students.

As part of the DEIS plan guidance is very involved in the area of ‘transitions and progression. Below is the most up to date version of our Whole school DEIS Plan in the areas of transitions.

Summary Plan to improve Transitions

Target(s): State in specific terms how EDUCATIONAL TRANSITIONS should improve as a result of measures in the school's DEIS plan

1. *To improve the experiences of our students transitioning from Primary to Post-Primary school* (collecting data this year and working on it for next year- Microsoft Forms)
2. *To improve the progression to Further Education from 26% to 30%*
3. *To improve the progression to Higher Education from 39.6% to 42%*
4. *To improve the number of students taking up Apprenticeships from 8.3% to 12%*

Actions:

State proposed measures (both existing and new) to improve EDUCATIONAL PROGRESSION. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect*

Measure	To address target(s) no.	Who?	Lead responsibility	When?	Resources?
Orientation day for incoming first years in May of 6th class	1	SET/SCP	SCP	May	Teacher Timetable
Promotion of Open Night through visits to our Feeder primary schools	1	HSCLO/SET Coordinator/Past Pupils from the feeder school	SET/HSCLO/Principal	September	Teacher Allocation
Assessments in School of 6th Class Students	1	Guidance SET	Guidance/SET	January	Teacher Timetable
Meeting with All 6th Class Teachers Sharing of Teaching Practices in English/Literacy, Maths/Numeracy and Science	1	HSCL SET Guidance	SET/HSCLO	March	Teacher Timetable
School visits by HSCLO and SET	1	SET/HSCLO	SEN/HSCLO	March	Teacher Timetable
Parent Evening and Coffee Morning	1	HSCLO School Management	Principal-Management Team	May/August	Teacher Timetable
Three-day induction programme with incoming 1st Year students	1	Year Head/Tutor/ Class teachers HSCLO/ SET	HSCLO/Year Head/Tutor	August/September	Teacher Timetable
Include a year long transition programme: Belonging Plus/ Friends for Youth and Check and Connect within the Wellbeing Timetable	1	SET/Class Teachers	SET	September to May	Teacher Timetable
Visit to 5th Class pupils by Transition Year students from our school (Literacy and Numeracy games Activity Morning)	1	SET/HSCLO	SET/HSCLO	March to May	HSCLO Allocation
Subject choice booklet developed to allow for incoming first years to be better informed regarding their subject choice options when choosing their subjects in SUM	1	GC	GC		
Survey of all first-year students to ascertain how they are settling in and to identify those who may be experiencing difficulties and may need guidance support	1	GC/SET	GC	September- October	
Guidance related learning for all junior cycle students	1,2,3,4	GC, Wellbeing Co-ord SPHE teachers	GC	September-June	Teacher Timetable
Guidance initiatives in junior cycle to promote positive mental health and wellbeing presently and going forward in life Resilience Academy- Pieta House Alcohol Educational Programme -Drinkaware LQBTI+ / Anti-bullying/ Beat the Blues Mental Health Awareness week	1,2,2,4	GC/ Wellbeing Co-Ord/ SPHE/SEN	GC		

Guidance follows the progression on our 6th year students by Telephone, getting feedback from parents regarding their Son/Daughters transition to their chosen career path	2,3,4	GC	GC	September-December	
Guidance counselling classes are schedules for senior students with GRL for junior cycle. 1-1 vocational appointments for all seniors	1,2,3,4	GC	GC	September-June	
Subject choice information session with junior cycle students and parents & also a booklet developed to inform parents and students of the options available to them	2,3,4	GC	GC	December-February	
Study skills programme delivered to all 3rd year students promoting a positive mindset & approach towards exams and gaining strategies to incorporate into their revision plan to help with subject revision	2,3,4	GC	GC	November-December	
The provision of psychometric testing conducted by the Guidance Counsellor to senior students to assist in career exploration and their further career options	3,4	GC	GC	September-October	
Parent and student information sessions in regard to the HE, FE and Apprenticeship routes	2,3 4	GC	GC	Before PTM September November March	Teacher Timetable
In school talks from HE, FE and Apprenticeships	2,34	GC	GC	October to February	Teacher Timetable
Open day and career Exhibition visits	2,3 4	GC	GC	October-November	Teacher Timetable

Careers fairs held locally encouraged and promoted among students	2,3,4	GC	GC	October-December	
College Awareness week Lunchtime clinics	1,2,3,4	GC & Whole school approach	GC	November	
Retain our 2 stand-alone Guidance Counsellors in the school	1,2,3,4	Management	Management		
Guidance Counsellor provides information and support for individual students applying to the HEAR/DARE/SUSI schemes	2,3,4	GC	GC		
Raise awareness of student scholarships and support students who can avail of them	2,3,4	GC	GC	Throughout the year	
Homework Club encouraged for all students	1,2,3,4	Whole School	Whole School	Throughout the year	
Schools' social media platforms used to reach the wider community encouraging education as a lifelong learning approach. Providing valuable links career related.	1,2,3,4	GC	GC	Throughout the year	
Career information posted to each senior groups Teams account	2,3,4	GC	GC	Throughout the year	

Promotion of webinars and podcasts to students of senior cycle	2,3,4	GC	GC	Throughout the year	
Reasonable Accommodations (RACE) to promote educational progression and to assist disadvantaged students in reaching their potential in the state exams	2,3,4	GC/SEN	SEN	September-October	
Introduction of New Guidance and Wellbeing newsletter highlighting all Guidance related activities and a point of Information on CAO, HEAR, DARE, SUSI, UCAS	2,3,4	GC	GC	3 Times throughout the year	

Monitoring: State how progress will be monitored and at what intervals (monthly/ termly/annually…) over the three years

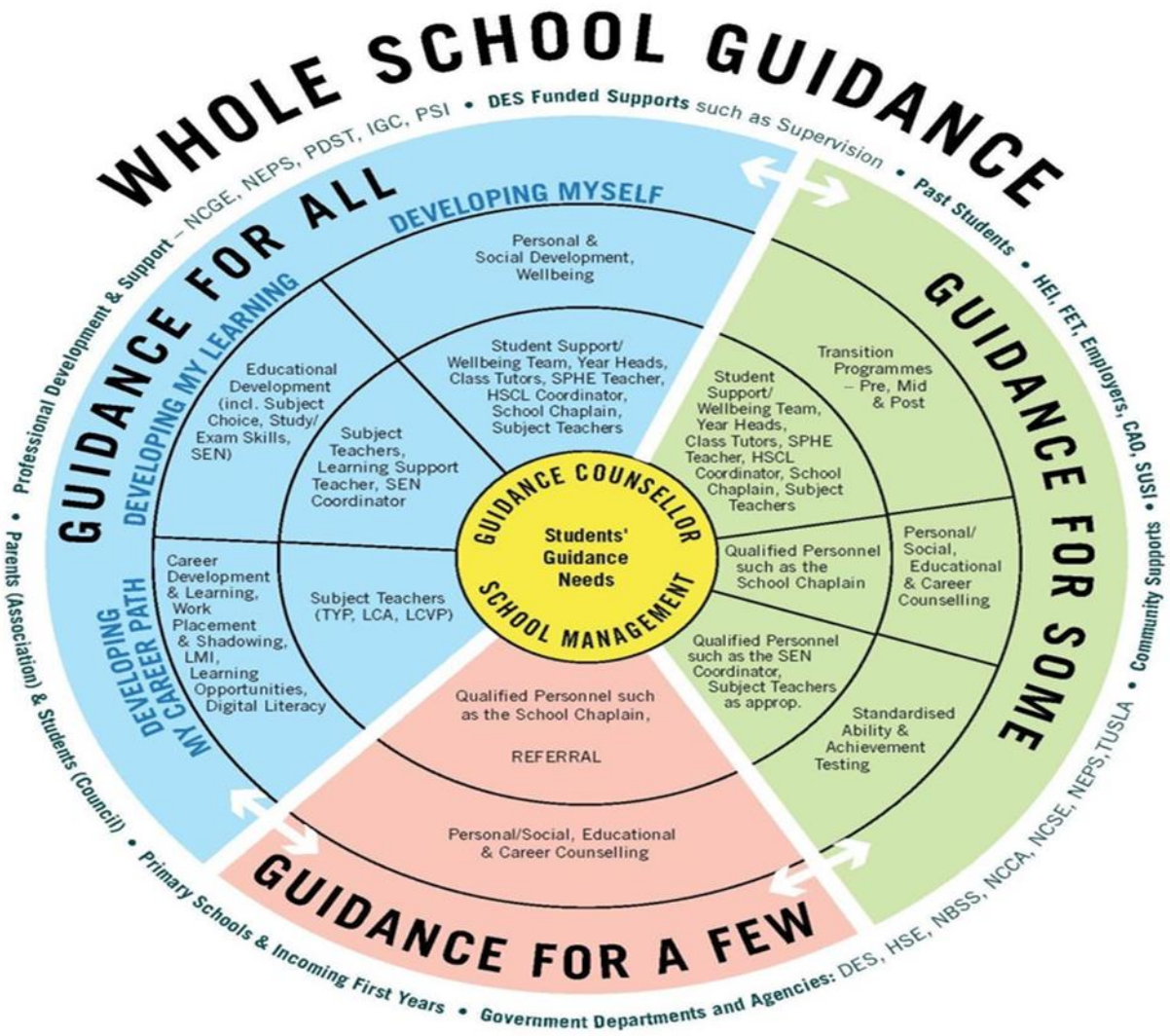
* Transition Booklets for students to support transitions
* Verbal Feedback from students at all stages about their experiences
* Qualitative data gathered on progression from Post Primary school to third level
* One to One meetings or phone calls by Guidance Counsellor to Students progressing on, getting feedback on their transitioning and giving support to them.
* Meetings with parents and students about transitions between Primary and Post Primary school, Junior to Senior school and Post Primary to FE/HE/Apprenticeships HSCL/SET/GC and Senior Management meet with Primary School students and their parents in helping them transition.

Evaluation: State how impact of actions on EDUCATIONAL Transition will be evaluated at the end of the three years. State how progress will be measured, using baseline and targets as guide

Evaluate using surveys at the end of each year

WHOLE SCHOOL GUIDANCE -CONTINUUM OF SUPPORT MODEL

The NCGE Whole School Guidance Framework was developed to meet the guidance needs of all students by using a *continuum of support model* where the level of student need for guidance is congruent with the level of service provided: guidance for all, guidance for some, and guidance for few (National Centre for Guidance in Education, 2017).



A) Guidance for All

Provided to all students to support their personal, social, educational and career development, as well as the transitions they make (e.g., from primary to post-primary, Junior Cycle to Senior Cycle, and from Senior Cycle to apprenticeships, FET, higher education and employment).

The guidance counsellor, as the specialist, plays a key role in coordinating the planning and delivery of the whole-school guidance programme and in providing guidance to students. A whole-school approach is

employed, incorporating the learning and teaching activities of the guidance programme such as career education, SPHE and Junior Cycle Wellbeing, guidance modules, and work experience/placement in TY, LCA and LCVP. Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The guidance department plays a role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

B) Guidance for Some

Provided to specific groups of students who need additional support in their personal, social, educational and career development, particularly at key transition points. This typically includes students in Senior Cycle—especially Sixth Years—who benefit from group and one-to-one guidance counselling for educational and career decision-making.

Students transitioning from primary to post-primary, from Junior Cycle to Senior Cycle, or from school into further/higher education, training, apprenticeships or employment may require enhanced support.

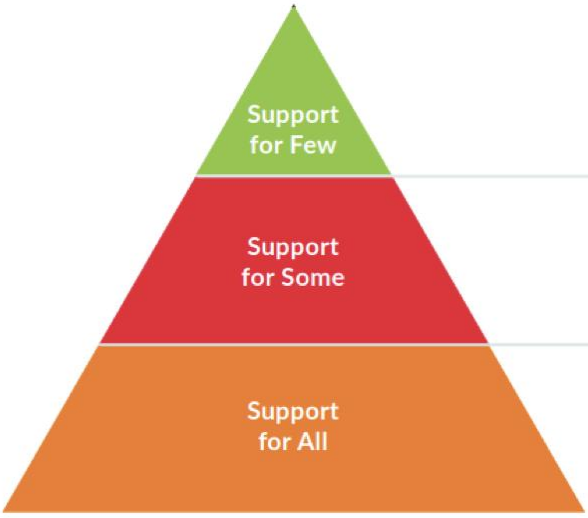
These interventions often involve collaboration between the guidance counsellor and other specialist staff, including the pastoral care team, SPHE teachers, SEN Coordinator, year heads and class mentors.

C) Guidance for a Few

Some students require more intensive support to meet their developmental needs or when experiencing personal difficulties or crises. Others may require significant assistance during major transitions, including Early School Leavers (ESL) and those moving to alternative education centres such as Youthreach.

This level of support requires the expertise of specialist school staff with the necessary knowledge, skills and competencies to work with vulnerable students or those with additional needs. It involves the guidance counsellor and other trained staff members. Where a student requires more intensive intervention, referral to appropriate external agencies should be made. If referral leads to a prolonged waiting period, the guidance counsellor or relevant staff member may need to provide ongoing support in the interim.

In line with best practice, the Continuum of Support provides a flexible framework through which schools can address all educational needs, including wellbeing needs, as outlined in DES and NEPS guidelines (2007, 2010a, 2010b).



School Support Plus for Few:
Individualised, targeted intervention for children and young people with more complex and enduring needs.

School Support for Some:
Identification, targeted prevention and early intervention for those at risk.

Whole School and Classroom Support for All:
Whole school support for wellbeing promotion that includes prevention and development of social and emotional competence & coping skills for all.

Guidance Curricular Planning

Curricular planning for Guidance includes the development of schemes of work for guidance lessons, intended learner outcomes and appropriate methods of assessment.

Areas of Learning and Competences

Guidance-related learning begins in early childhood and continues throughout primary and post-primary education. As part of this holistic developmental process, students in Borrisokane Community College engage with three key areas of guidance-related learning, each designed to support the development of eight core competences (see Figure 2 below, adapted from the NCGE *Whole School Guidance Framework*, p.16). These areas of learning build on the foundation established in primary school and support students' ongoing personal, educational and career development.

Areas of Learning	Competences
Developing Myself	•Developing & maintaining self-esteem & a positive self-concept •Interacting effectively with others (face-to-face & online) •Developing & growing throughout life
Developing My Learning	•Employing effective personal learning/exam strategies •Making educational choices in line with career aspirations
Developing My Career Path	•Using career related information & sources appropriately •Understanding the world of work & life roles •Managing career development & decision making

CONTINUUM OF SUPPORT MODEL WITHIN SCOIL UÍ MHUIRÍ

Whole school guidance planning Clear roles and responsibilities	Social/personal Well being Mentoring Well being	Educational Pathways to college	Career Mentoring Pathways to college Leadership in learning	Leadership in learning Staff CPD Project based learning- taking charge making a difference	WHO
FOR ALL Open to all students	P.T.meeting Parent information meetings Student support team JCPA well - being programme Wellbeing programme SPHE programme	P.T.meeting Parent information meetings Student support team Organisation and planning Study skills Decision making	P.T.meeting Parent information meetings Student support team Supported Pathways to College – Activities.	Open night Transition into world of work/college meetings for parents/students First year/Senior cycle choice making/future choices Junior cycle – CBA Focus weeks- College	Snr Management Year Heads Tutors Guidance counsellors HSCL SCP Wellbeing teachers Student Support services

	Tutor time			awareness/Well-being /Science/ Literacy/Numeracy	
FOR SOME Targeted initiatives, Small group work, Certain class groups	Senior students Guidance class Targeted group work-e.g. safe use of social media Develop & roll out quality mentoring programme SEN supports Guest speakers, Open days.	Senior students Guidance class SEN supports Higher level maths supports. Young Scientist	Senior students Guidance class	Junior cycle – CBA TY programme Senior prefect/mentors Student council TL initiatives	Snr Management Year Heads Tutors Guidance counsellors HSCL SCP SEN
FOR FEW Students who need 1-1 support or more intensive support	Home school visits SCP supports Guidance counselling	SEN supports SNA supports Learning support	One to one guidance for all One to one guidance counselling support as requested by student/referred via		Snr Management Year Heads Tutors Guidance counsellors HSCL SCP SEN External agencies. Medical/

			parent/student support team .		Health and well being supports- Jigsaw/Family centre/mater Camhs/pieta House/

WHOLE SCHOOL GUIDANCE PROGRAMME

- Foster academic and personal growth
- Wellbeing and health promotion (Personal and social supports)
- Pathways to college (Educational and Vocational Guidance)
- Leadership in learning (Building essential skills)

KEY OBJECTIVES:

Foster academic and personal growth

Students develop mentoring relationships with a range of personnel in supporting their social, emotional and academic development. This is inclusive of, but not limited to supports of student supports services teams, senior prefects, community mentoring, Guidance counselling supports.

Wellbeing and health promotion (Personal and social supports)

Wellbeing is supported through the Junior cycle wellbeing programme and also through whole school commitment and roll out of initiatives supporting positive health and wellbeing. *Initiatives are chosen to reflect the ongoing and specific needs of the student body*. Key aspect of activities are the development of social and emotional learning and life skills. Examples of whole school activities include *Wellbeing Week, Beat the blue, Staff appreciation day, SVP Christmas food appeal*

Pathways to college (Educational and Vocational Guidance)

Promote college for every student with a focus on brilliant pathways (inclusive of full range of choices)

Equip students with the knowledge to make informed choices regarding subjects, subject levels , course and college/career choices.

Students are supported in raising awareness and knowledge base of the opportunities and choices available through accessing education and looking at the wide variety of career pathways. Key focus on college and career knowledge helping students to become college and career ready. College Awareness Week is promoted throughout the school, led by the guidance team but is supported by all teaching staff who take part in show casing their career pathway to date and highlighting careers in which their own subject area is beneficial in today's society.

Leadership in learning (Building essential skills)

Students participate in ongoing essential skills development and understand their value. Promotion of opportunity for students to engage in leadership opportunities which will enhance their key skills in critically important areas to include managing self, staying well, communicating, being creative, managing information and thinking and working with others, thus preparing students for the world of opportunity and challenge.

Staff CPD, implementation of effective teaching and learning methodologies, support student's development of key skills, both within and outside the classroom.

Examples of engagement in this pillar involvement include CBA's, Senior prefect work, Student council, Vincent De Paul Christmas food appeal, Green schools.

WHOLE SCHOOL GUIDANCE RELATED ACTIVITIES

• Provision of relevant structures on issues personal & social, educational and vocational.
• Transition programmes from primary to post primary and junior to senior school.
• First and fifth year class splits.
• Subject choice.
• Level choice.
• Decision making skills.
• Exam technique.
• Senior school programmes, e.g. TY, LCVP, LC, LCA.
• I.T. programmes and relevant guidance internet sites
• Personal and social issues.
• Interpersonal issues.
• Reviews of the world of work and further training.
• Apprenticeships, Teagasc, Fáilte Ireland SOLAS
• Development of skills to allow for individual life-long learners.
• Science & Technology orientation.
• Inter school co-operation
• Educational & vocational initiatives.
• Educational visits — Open days, career fairs, past-pupil talks/lectures/ virtual college and info sessions/ resilience academy
• Stress management.
• Community links.
• Promotion od STEM in girls (AWS)
• Naval Services
• Defence Forces
• In-school issues.
• Interest inventories.
• Aptitude tests.
• Intelligence types.
• Career research.

• Career categories.
• Guidance speakers —personal/social, educational and vocational.
• Interview skills.
• Time management skills.
• Further education courses.
• CAO.
• One to one interview.
• Grants and fees information.
• School leaving information.
• At risk counselling.
• In-service training.
• Care team facilitation.
• Past pupil information.

GUIDANCE IN JUNIOR CYCLE

Guidance within the Wellbeing area of learning at Junior Cycle

Wellbeing will provide learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and which will enable students to build life-skills and develop a strong sense of connectedness to their school and community. It will also emphasise the role that students play in their family, community and society in general. This area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing (Framework p.22).

In the context of the Framework for Junior Cycle, Guidance links to Statements of Learning 1, 5,7, 6, 10 and 11,12, 13 and to particular elements of the eight Key Skills.

Statements of Learning

1 Communicates effectively using a variety of means in a range of contexts in L1

5 Has an awareness of personal values and an understanding of the process of moral decision making

6 Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

7 Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

10 Has the awareness, knowledge, skills, values and motivation to live sustainably

11 Takes action to safeguard and promote her/his wellbeing and that of others

12 Is a confident and competent participant in physical activity and is motivated to be physically active

13 Understands the importance of food and diet in making healthy lifestyle choices

Guidance within Wellbeing

Guidance provides students with a range of developmental learning experiences that support the growth of self-management skills and promote effective decision-making throughout their lives. It encompasses three interlinked areas: personal and social development, educational guidance and career guidance.
While the delivery of personal counselling, psychometric testing and specialised career guidance is the sole responsibility of the qualified Guidance Counsellor, many other aspects of guidance-related learning can be delivered at whole-school level. These include study skills, transition support, health and nutrition, and other wellbeing-focused activities, in line with the *NCCA Wellbeing Guidelines* (2016).

At Scoil Uí Mhuirí**,** we view Guidance as a core component of student wellbeing**,** helping each learner to thrive academically, socially, and emotionally. In Scoil Uí Mhuirí, wellbeing support is available to all students through the tutor and year-head system, where guidance can be provided either directly in class groups or on a one-to-one basis. When needed, students may be referred to the Guidance and Counselling Department or to external supports. Students can also request confidential one-to-one appointments for wellbeing support and counselling. This system ensures that every student has access to appropriate care, guidance, and someone they can turn to when they need help.

Our Guidance Programme plays a central role in promoting student wellbeing across both the Junior and Senior Cycles**.** It is designed to support students in their personal, educational, and career development**,** while also fostering emotional resilience, self-awareness, and a sense of purpose**.** The Guidance Counsellor works collaboratively with Year Heads, management**,** HSLC and the Care Team to ensure that wellbeing is embedded in classroom practice and that students are supported in navigating the challenges of adolescence. The Guidance Counsellor communicates updates on wellbeing and guidance through various platforms including the guidance Padlet:

Assessment within the guidance programme is primarily formative and classroom-based. The Junior Cycle Wellbeing indicators provide a framework for assessing and reporting on students' progress in guidance-related learning. Students' achievements are recorded through regular school reports and are reflected in the Junior Cycle Profile of Achievement (JCPA).

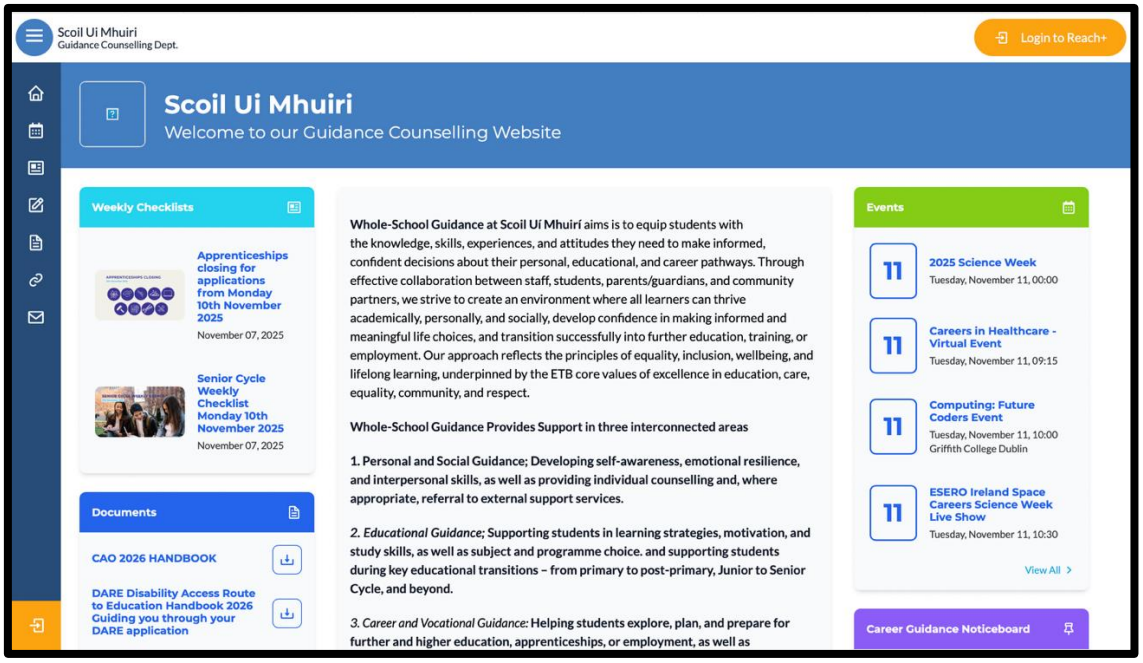
In the Junior Cycle, guidance-related learning is integrated into the broader Wellbeing Curriculum through subjects and programmes such as SPHE, CSPE, Digital Wellbeing, Wellbeing Class, and daily Tutor Time. Students are introduced to key concepts such as:

- Self-management and goal setting
- Building positive relationships
- Emotional regulation and coping strategies
- Decision-making and problem-solving
- Exploring interests, strengths, and values

In the Senior Cycle, the Guidance Programme becomes more targeted and personalised. Students receive support in:

- Career exploration including one to one sessions for 6th years.
- Subject choice
- College, apprenticeship, and further education applications
- Study skills and examination preparation
- Stress management and mental health awareness
- Transition planning for life after school

The REACH+ Programme, developed by CareersPortal.ie, forms an integral part of the Senior Cycle Guidance and Wellbeing Programme at Scoil Uí Mhuirí. Through this online platform, each student engages with a personalised programme designed to develop career management skills, self-awareness, and resilience, while exploring future education and career pathways. The programme supports students in linking wellbeing and guidance, promoting confidence, reflection, and informed decision-making about their future, see link to our school's guidance website:



One-to-one counselling is available for students who require additional emotional or psychological support. The Guidance Counsellors contribute to whole-school wellbeing initiatives**,** collaborate closely with the Care Team**,** and liaise with external agencies when necessary to ensure a coordinated approach to student support.

The Guidance Department is a key pillar of our Whole-School Wellbeing Strategy**,** contributing to the development of the six wellbeing indicators — *Aware, Responsible, Resilient, Connected, Respected,* and *Active*. Through both structured learning experiences **and** individualised support, the Guidance Programme empowers students to take ownership of their wellbeing, make informed decisions, and build the confidence and skills needed to succeed in school and beyond.

Scoil Uí Mhuirí's Critical Incident Management Plan places the wellbeing of students and staff at its core by ensuring a safe, caring and supportive response during traumatic events. The plan promotes psychological and emotional safety through clear communication, immediate support structures, and the identification of vulnerable individuals. With strong pastoral systems, trained staff, and coordinated links to external agencies, the school provides compassionate care, protects privacy, and helps restore stability and normality. This trauma-informed approach ensures that the whole school community is supported before, during and after a critical incident. Guidance learning is also linked to the Junior Cycle Wellbeing curriculum through bespoke guidance modules delivered to First, Second and Third Year students.

Teaching and learning within the guidance programme are centred on the following areas:

Teaching and learning within the guidance programme are also supported wellbeing through the four key areas of the national framework: Culture and Environment, Curriculum, Policy and Planning, and Relationships and Partnerships as outlined below:

Culture & Environment	**Curriculum (Teaching & Learning)**	**Policy & Planning**	**Relationships & Partnerships**
ETB ethos	Classroom teaching & learning	Whole-school planning & evaluation	Guidance & counselling
Mission statement	Differentiation in the classroom	DEIS Plan	Home School Community Liaison Officer (HSCL)
Safe classroom environment	Wellbeing Programme (all Year)	Child Protection Policy	Check & Connect

Culture & Environment	**Curriculum (Teaching & Learning)**	**Policy & Planning**	**Relationships & Partnerships**
No phones policy	Study skills	Anti-bullying policy	Student Council
Restorative practice	RSE, Identity, Multi-Belief and Values Education (*IMBVE)*	Admissions policy	Parent–teacher meetings
Positive behaviour supports (well done stickers, rewards, awards system)	JCSP	Attendance programme	Parent mornings, Parents trips to Open Days (DCU, DKIT…)
Posters promoting wellbeing	Movement breaks	Self-evaluation (SSE)	Communication with parents
Students' work displayed on walls	SPHE & CSPE	Policies and planning	Extracurricular clubs & lunch-time clubs
Theme weeks (Wellbeing Week, Inclusion Week, etc.)	Environmental education (Green Schools, care of the earth)	CPD for staff	Educational trips, theatre trips, visits, links with locality-Sure Tank, DKIT, Louth County Council, Dunleer Market Place.
Sports day, sport at lunchtime & after school	TY Musical	Annual and ongoing policy review	Volunteering & charity events
Social committee	Gaisce	DEIS attendance &	Links with external organisations (Pieta House, WorldWise Global Schools, Amazon, etc.)

Culture & Environment	Curriculum (Teaching & Learning)	Policy & Planning	Relationships & Partnerships
		retention planning	
Wilding garden & polytunnel	Mini company	JCSP	SCP (School Completion Programme)
Lunchtime clubs & safe social areas	Guest speakers	Admissions & transition planning	Pieta House Resilience Programme, **Creating a Dementia Inclusive Generation'** Transition Year (TY), Royal College of Surgeons in Ireland (RCSI) Centre for Positive Health and Psychology **,** *Walk in My Shoes* is the *mental health* awareness and education initiative of *St Patrick's Mental Health* Services, Neart **Programme:** A new mental health and wellbeing program for post-primary schools. Ambur Flag, Worldwise Global Schools.
Positive school climate	RSE, SPHE, Tutor Time	Checklists, risk assessments	Mentors, prefects, tutors
Green Schools culture	Digital Media Literacy	Child Safeguarding	Volunteering & community links
Care of the environment ethos	Careers guidance modules	Restorative practice	Extracurricular activities

In line with Oide Guidance, we view guidance as an integral part of a holistic approach to wellbeing that supports the academic, social, moral, personal, mental and physical development of all students. We are committed to preparing young people to take their place in society as well-rounded, well-educated and responsible citizens who demonstrate pride in themselves, their school and their wider community.
The Wellbeing Indicators are closely linked to the needs of our students. They guide the identification of

whole-year wellbeing priorities, help activate the relevant indicators, and inform the learning descriptors used in the bespoke Guidance modules delivered in First, Second and Third Year.

1st Year group

Indicator	Descriptor
ACTIVE	Using digital technology, developing friendships, Developing self esteem Developing coping strategies Identify feelings and emotions Demonstrate effective social skills
RESPONSIBLE	Being healthy, been safe and social
CONNECTED	Working with others- Demonstrate effective social skills Communicating Friendships and a sense of belonging
RESILIENT	To develop and grow To ask for help To become flexible and adoptable
RESPECTED	Respect others, their thoughts feelings and values, Demonstrate effective social skills
AWARE	Knowing oneself, identify personal qualities, attitudes and strengths Gain an understanding of career decisions

1st Year group

Information Visits to Primary Schools by Guidance Counsellor and members of the Student Support team, as required.
Communication with Parents, students, and primary school principals/teachers of incoming students (by way of meetings)
Administration of Tests for Diagnostic Purposes. Led by Guidance Dept. and SEN Co-Ordinator Organise and run assessment testing – Pre entry Liaise with primary school management one to one meeting regarding transition supports for each student
Transition Programme Led by Transition Team/SCP/ HSLO & Guidance Counsellor, Student support team
Welcoming Night for Parents/Guardians of 1st Years September 6thclass open night (September and May) Year Head & Guidance Counsellor and members of the student support team, as required. Welcome days for new students led by guidance DEPT, student support team.
Monitoring of Students' transition from Primary to Secondary level through student support meetings
Regular informal guidance and support by all staff
HSCL Programme for First Year Parents
Information from SEN Co-Ordinator and Guidance Dept. to staff on new First Years.
Guidance Counselling Sessions on request
Mentoring supported programme with senior cycle students
College awareness week
Well Being programme
Wellbeing week
Anti-Bullying Programme
Provide individual appointments for all first year students to assist them with the transition to post primary school

Provide new students with assistance in adjusting to a new school
Identify at risk students and provide appropriate supports.
Attend the junior care team weekly meetings
Help students develop self-esteem, resilience and positive decision making
GRL Modules- Goal setting School supports Pathways My school year My values

2nd Year group

Indicator	Descriptor
ACTIVE	To take action to safeguard and promote their wellbeing To identify personal values Looking at ones skillset Knowing how to utilise careersportal and qualifax Become confident in vocally presenting work
RESPONSIBLE	Goal setting, Understanding why school is important The progression paths available to them
CONNECTED	To interact effectively with others Looking at role models & how they have inspired students

	The important of linking in with SEN/ GC Group work projects- Promoting teamwork & communication
RESILIENT	Having a growth mindset can help them to succeed in school Future careers choices Confident in giving presentations
RESPECTED	To respect others Role models who have inspired students
AWARE	Understand Eirksons stages of development and gain a greater understanding of 'Identity'. Becoming informed as to their subject choices in senior cycle and their significance The progression paths available to them

2nd Year group

Student support team supports
Guidance Counselling Supported Activities
Informal Guidance and Support by all Staff.
Participate in College Awareness Week
Pathways to college supported activities- Researching college/career choices.
Experience a range of mentoring programmes designed to build aspirations/set goals/Build growth mind-sets
GRL Modules-

Goal setting My Identity My Mindset My Unique Values Pathways

3rd Year group

Indicator	Descriptor
ACTIVE	Explore subject choice Aware of pathways Engage with GC/YH/SEN College Awareness Week
RESPONSIBLE	Explore subject choice Aware of pathways Goal setting Study skills and revision
CONNECTED	Engage with GC/YH/SEN Attend subject choice info session
RESILIENT	
RESPECTED	

AWARE	Explore subject choice Aware of pathways Reflect on aspects of life and understand balance

3rd Year group

Study Skills and exam techniques Presentation
Information and Presentation Subject and Programme Choice
Transition Planning- Course Choice at senior Cycle (TY/LCA/LC)
Information Session for Parents and students -Subject Choice/Course Choice/Mentoring -Decision Making and Advice

Provision of one to one/group consultations on programme choice and subject choice with Guidance Counsellor.
Support from Year Heads and Class Tutors
Participate in College Awareness Week
Pathways to college supported activities- Researching college/career choices.
Experience a range of mentoring programmes designed to build aspirations/set goals/Build growth mind-sets
Provide information on apprenticeships and job seeking skills for those students who intend leaving school
Remind students of open door policy of guidance and counselling service.
GRL Modules- Subject Choice

My Balanced Life My Exploration of Careers My Options My Skills Presenting Me

GUIDANCE IN SENIOR CYCLE

All of our TY, 5th Year students have an account on the REACH+ Career and College Preparation Programme. This platform provides a complete, integrated online learning environment that supports students in developing their own Online Career File and Portfolio. REACH+ includes a range of features that directly support guidance learning, including:

• Interactive career exploration tools covering education, training and employment pathways
• Interest, skills and values assessments that help students understand their strengths
• Step-by-step supports for subject choice, work experience preparation and career decision-making
• Up-to-date information on colleges, apprenticeships, PLC courses and progression routes
• Structured lesson plans and resources aligned with guidance curriculum goals
• Activities that build students' self-awareness, goal-setting and planning skills
• A digital portfolio where students record achievements, reflections and career research
• Guidance Counsellor administration tools that allow for monitoring, feedback and tailored student support.

Wellbeing Indicators utilised at Senior Cycle

Indicator	Descriptor
ACTIVE	Stress Management, living away from home, Positive mental health, time management, Study skills, back up options

RESPONSIBLE	Managing information & deadlines. Managing Stress, Study, emotions, mental health and diet
CONNECTED	Guest speakers, College Awareness week, Past students, Individual counselling, open days
RESILIENT	Stress Management, living away from home, back up options, study skills, mindset
RESPECTED	1-1 vocational & personal counselling sessions, Peer respect,
AWARE	Self, Options after leaving cert, CAO, UCAS, EUNICAS, SOLAS Apprenticeships, world of work, PLC options, Conversion courses Living away from home Keeping safe and well Various helplines and external agencies Reach plus online profile

TY GROUP

All TY students will have open access to the SGC on matters of interest and concern to themselves. They also have personal development classes.

In Transition Year, Guidance is a key component of the post-primary curriculum and aligns with Oide's updated TY Guidance and Career Education direction. The TY Guidance programme focuses on helping students develop self-awareness, transferable skills, and confidence as they explore future learning and career possibilities. In line with Oide guidance, TY students engage in broad, experience-based learning that supports decision-making, personal development and progression planning rather than early specialisation.

The TY Guidance curriculum includes structured career exploration, interest and aptitude assessments, development of a personal Career File and Portfolio, research on Senior Cycle pathways, and preparation for work experience. Students use digital tools such as REACH+ to record reflections, build career plans and track their skills. Opportunities for experiential learning—such as workplace visits, guest speakers, employer engagement, mini-companies and community involvement—are central to Oide's TY guidance approach and are incorporated into the programme.

The updated Oide guidance also emphasises that TY Guidance should support students in developing key skills such as teamwork, communication, problem-solving, digital literacy and adaptability. These skills, combined with reflective practice and career investigation activities, help students become more independent, informed and capable of making meaningful choices as they transition into Senior Cycle and consider future progression routes. All of our TY students have an account on the REACH+ Career and College Preparation Programme.

5th YEAR GUIDANCE

Guidance and counselling are central to the fifth-year programme. The School Guidance Counsellor takes a weekly class with each fifth-year class focussing on Personal/Social, Educational and Vocational aspects of the student's evolving development.
Furthermore, all fifth-year students will have open access to the School Guidance Counsellor on matters of interest and concern to themselves. A student who wishes to make an appointment with the SGC on a personal/educational/ vocational matter will always be welcomed and afforded a time-to talk at the earliest opportunity. All our 5th Year students have an account on the REACH+ Career and College Preparation Programme.

Wellbeing Indicators utilised at Senior Cycle 5th Year

Indicator	Descriptor
ACTIVE	Stress Management, Career investigations, career research, Study skills
RESPONSIBLE	Managing information & deadlines. Managing Stress, Study, emotions, mental health and diet

CONNECTED	Guest speakers, College Awareness week, Past students, Individual counselling, open days
RESILIENT	Goal Setting
RESPECTED	1-1 vocational & personal counselling sessions, Peer respect
AWARE	Self, various careers, Apprenticeships, PLC, UK & Europe options

Study Skills and Exam Techniques
Visiting Speakers from Colleges
Support by way of Class Tutor and Year Head System
Informal Guidance and support by all staff
Guidance Counselling Supports.
Roll out a range of mentoring programmes to support growth of mentoring mind-set in creating positive school climate.
Participate in College Awareness Week
Enhanced College based activities to include researching college/career choices. Attendance at Training/Further Education/Higher Education Centres.
Promote engagement in student led service activities as a means of contributing positively to school. Examples may include- Prefect work/student council/college awareness week committee/Well being week etc.

Goal setting	
Transition to senior cycle	
Uniqueness & Difference	
Skills, Qualities & Values	
Qualifax: A Users guide	6th YEAR
Career Investigation	
Job Search Practice	
Preparing for Interviews	
The Gap year option	
Apprenticeships	
Intro CAO	

GUIDANCE

Guidance and counselling are central to the sixth-year programme. The School Guidance Counsellor takes a weekly class with each sixth-year class focusing on Personal/Social, Educational and Vocational aspects of the student's evolving development. There is also the conscience effort to utilise the wellbeing indicators into lessons

Wellbeing Indicators utilised at Senior Cycle 6th Year

Indicator	Descriptor
ACTIVE	Stress Management, living away from home, Positive mental health, time management, Study skills, back up options
RESPONSIBLE	Managing information & deadlines. Managing Stress, Study, emotions, mental health and diet
CONNECTED	Guest speakers, College Awareness week, Past students, Individual counselling, open days

RESILIENT	Stress Management, living away from home, back up options, study skills, mindset
RESPECTED	1-1 vocational & personal counselling sessions, Peer respect,
AWARE	Self, Options after leaving cert, CAO, UCAS, EUNICAS, SOLAS Apprenticeships, world of work, PLC options, Conversion courses Living away from home Keeping safe and well Various helplines and external agencies Consent

Attendance and Participation at various Careers Events, such as Higher Options, Career Fair, Open days
Visiting Speakers from Colleges and Professional Bodies
Vocational Guidance Interviews (One to one meetings between the Guidance Counsellor and Individual students)
CAO Form- Information and Preparation
Weekly Guidance Class
Course and Research on Qualifax
Information on Sports/Other Scholarships, Student Accommodation, Budgeting at Third Level
Career Interest Test
Study Skills and Exam Techniques Workshops
Accepting CAO offers and Change of Mind Form
UCAS- Application Process, Eunicas Application Process

Access Programmes, HEAR & DARE
The Third Level Grants Scheme (SUSI)
Roll out a range of mentoring programmes to support growth of mentoring mind-set in creating positive school climate.
Participate in BCC College Awareness Week
Enhanced College based activities to include researching college/career choices. Attendance at Training/Further Education/Higher Education Centres.
Promote engagement in student led service activities as a means of contributing positively to school. Examples may include- Prefect work/student council/college awareness week committee/Wellbeing week etc.
Regular Contact with and Support from Year Head
Guidance Counselling Supports

- All sixth year students will attend the Higher Options conference with the SGC in the first term. (This will not be taking place due to Covid-19 and therefore virtual tours of colleges will be introduced).
- All sixth year will attend DKIT and 0 Fiaich college open days along with Maynooth, DKIT and DCU, along with guest speakers e.g. Irish Cement, Intellectual nursing, Suretank, Louth Volunteer.
- Any sixth year student (with parental permission) will be allowed to attend college open days of their choice, but this will be done without any input from the school.
- Sixth year students will avail of talks, lectures and workshops on matters personal/social, educational and vocational.
- Furthermore, all sixth-year students will have open access to the SGC on matters of interest and concern to themselves.
- A student who wishes to make an appointment with the SGC will always be welcomed and afforded a time to talk at the earliest opportunity.
- Each student will be seen for a one to one meeting before Christmas to support their progression.

6th Year LCA

Weekly Guidance Class
One-to-One Career Guidance Interview
Information on Progression Routes into Further Education (including PLC course options, Apprenticeships, Garda Siochana).
6LCAs will attend DKIT and 0 Fiaich college open days along with Maynooth, DKIT and DCU, along with guest speakers e.g. Irish Cement, Intellectual nursing, Suretank, Louth Volunteer
Work on Qualifax, and Careers Portal websites
Visiting Speakers
Exam techniques
Support from Programme Co-Ordinator and Year Head
Work Experience (4 weeks in two blocks)
Preparation for Work Experience and Reflection on Work Experience
Social Education and Education Modules
Counselling sessions as required.

Along with covering similar topics and participating in the same guidance activities as the other senior cycle students, the LCA students will also complete four key assignments over the two years.

- The designing, carrying out of and reporting on a survey on some aspects of working life.
- Presenting a report or an investigation on a career or field of work.
- A report on learning from a visit to a careers exhibition, college, training centre or place of employment.
- Complete a Personal Action Plan in relation to work, education or training, covering at least the first year after finishing LCA.

LCA students will have open access to the School Guidance Counsellor on matters of interest and concern to themselves. A student who makes an appointment with the SGC on a personal, educational or vocational matter will always be welcomed and afforded a time to talk at the earliest opportunity

PROVISION OF COUNSELLING BY GUIDANCE COUNSELLOR.

Rationale

The availability of a Counselling service within Scoil Uí Mhuirí is in line with our Mission Statement insofar as the school aims to promote the personal, spiritual, physical, creative and academic development of the pupil.

Some of the stresses or challenges faced by individual students during their time in Scoil Ui Mhuiri may hamper their own personal development and also their ability to take advantage of the opportunities offered to them while in secondary school. These difficulties may also have an impact on other students insofar as the individuals' acting out behaviours, or withdrawal, will affect classroom management, discipline or pastoral structures within the school. The availability of a counselling service can support individual students and also the classroom context, the pastoral and the disciplinary structures within the school.

Adolescence is a stage of development which is characterised by intense change. Everyday life can be challenging and stressful for even the most resilient of children. Competitiveness, bullying, social exclusion, family crisis, scholastic under achievement, abuse, homophobia, peer pressure, substance misuse and racism are some of the problems which can be alleviated with the support of counselling.

Early identification and assessment of particular issues (e.g. psychological problems or addictions) can prevent major and more permanent problems. School counsellors can play a vital role in assessing students who are in need of referral or in locating resources available to deal with particular problems such as alcohol, drug addiction or mental illness. This happens when students are referred on to relative services. In some instances students may be referred to a psychologist or to a therapist in the area. Other students may be referred to the NEPS psychologist, Pieta House, JigSaw Navan, Primary Care or other external agencies.

It is essential that a counselling service within the school operates in collaboration with processes within the school which promote the well-being of the students, particularly pastoral and disciplinary teams. Working within the requirements of The Institute of Guidance Counsellors Code of Ethics for legitimate practice, ensures that the service is appropriately supervised and monitored so that the students' needs are prioritised and his rights are protected. The service would be both reflective of, and in line with, the Department of Health and Children's National Guidelines for the protection and Welfare of Children, Children First (1999). Attend IGC supervision and CPD a on-going bases

The following list will give an indication of many of the presenting problems:

- Personal Problems (e.g. anxieties, fears, self - esteem issues, developmental problems, illness, bereavement)

- Family problems (e.g. separation, divorce, bereavement, violence, family tensions, arguments)
- Peer Group Problems (e.g. slagging, bullying, fighting, relationship problems)
- Educational Problems (e.g. motivation, behavioural problems, discipline, school-work, exam pressure, student/teacher relationships, truancy)
- Behavioural Problems. (e.g. eating, sleeping, obsessions, aggression, psychosomatic, running away, stealing, self-harm, drug abuse, alcohol abuse, crime, violence.
- Vocational Problems (e.g. career/work choices, work experience, early school leaving.)
    - Social Problems. (e.g. abuse, accommodation, unemployment, substance/alcohol/drug abuse

School Guidance Counselling Confidentiality Policy

The Guidance & Counselling Service is delivered by two qualified guidance counsellors in Scoil Uí Mhuirí. As guidance counsellors we are to abide by a strict code of ethics and confidentiality policy as outlined by the Institute of Guidance Counsellors. A link to this code of ethics can be found *https://igc.ie/code-of-ethics/*

Confidentiality

Confidentiality is a central and integral part of the counselling process and is assured to each student who avails of the Counselling Service. It offers safety and privacy to those who choose to discuss personal and private concerns.

Information given during the counselling session is held in the strictest of confidence. No information written or verbal will be disclosed to a third party without the student's permission. The issue of confidentiality is always discussed with students during the first session, and it is also clearly displayed on the walls of the guidance office. This provides the opportunity to clarify any concerns that may arise. Counselling Service files are not attached to any academic records held within the school.

Limits to Confidentiality

In exceptional circumstances the Guidance Counsellors may need to break confidentiality if they believe there is a real intent of serious harm or danger to either their student or another individual.

The Guidance Counsellor observes confidentiality unless:

- There is clear and present danger to the student and /or others.

- It is necessary to consult with other professionals when it is in the best interests of the student/client to do so.
- The student/client verbally or in writing waives confidentiality.
- Compliance with laws designed to protect young people is an issue.

In as far as is possible, in such cases, a full explanation will be given regarding the necessary procedures that may need to be taken.

Confidentiality & Assessment

Psychological and educational assessments/tests are useful insofar as they provide information for the SGCs and others for whom it is relevant. Judicious use of test information is helpful in predicting academic and occupational performance, classifying ability, assessing remediation requirements and levels of achievement. Assessment results are important. Yet, their dissemination is of equal or greater importance. In returning the results of a student's assessment, the SGC must be aware of the confidentiality and sensitivities of the student and the manner in which the SGC shares the information with the student.

Tests may include; Aptitude tests, Interest inventories, Problem checklist, General ability tests, Performance tests, School exam results and Public exam results.

Record keeping

Records of counselling sessions should be kept to a minimum. It is also advisable for the SGCs to use one's own personal notation if records are to be kept.

Accountability and evaluation

The SGCs is mindful of his/her obligations to management, staff and students alike and recognises that he/she is responsible for the school guidance service throughout the school with the help of the guidance team. The counsellor discusses with and informs both staff and students of information that is relevant and pertinent to their situations.

Multicultural guidance counselling

Multi culture is a facet of modern school life. The SGCs will encounter multi culture on a daily basis and must be aware of that. The SGCs operates from his/her own cultural background and recognises that each student he/she encounters, is operating from and in his own cultural network. The SGC best serves his/her students if he/she recognises that multi culture is not a narrow ethnic or racial band. Multi culture, rather, is finely woven through society in strands e.g. gender, age, physical and mental disability, religious belief or socio-economic

grouping. For the SGCs awareness of, acceptance of and a willingness to learn more about different cultures informs his/her counselling

Information for staff members

Transparency is the key word for the SGCs in dealing with colleagues. Particularly with regard to students who have educational, physical, social, behavioural problems. The SGC'c obligation to confidentiality must be upheld when informing staff, students and parents of relevant information. Information and new developments in guidance are to be shared with and made available to staff members. Enquiries are to be encouraged and a sense of inclusivity fostered, while adhering to IGC code of Ethics and working within our boundaries and limitations.

Information for parents

It is important that parents are made to feel free and welcome to come and visit the guidance counsellor. An appointment system is the best operational mode in this way. Alternatively, a phone call from parents over a concern can be accommodated quickly. Also, as part of overall school information dissemination e.g. school notices, parent-teacher meetings, open nights, enrolment days etc. information regarding guidance and counselling is made available as required.

Issues arise with some students where they don’t wish to share with parents/guardians this can lead to a situation where a SGC can be aware of this information that is impacting on the student and the parent/guardian may feel that he/she should be made awe of this.

By divulging this information to a parent/guardian the counselling relationship, namely trust between student and SGC can be severely affected.

Where this situation has arisen in practice, in most cases, students have been gently encouraged to share the information of concern with parents/guardians or permission is given by the student to the SGC to share the information with parent/guardian.

This provision is secondary to the child protection guidelines which are always adhered to

Appointments: A structured Response: Availability of guidance counsellor

To ensure the safe and effective delivery of the guidance programme an appointments system for personal counselling/careers/vocational Guidance Interviews operates. Appointments may be made anytime, but students are advised to make appointments prior to start of school day. Appointments are made in consultation

with the student to reduce class disruption. If for whatever reason: absence, curricular demands such as tests, projects, outside events, the student cannot attend, and the appointment is then reschedule

The Guidance counsellor operates an 'open door' policy, and in so far as possible responds to non-appointment referrals as appropriate. The student may be seen immediately depending on the nature of the request e.g. urgent/crisis.

The Guidance Counsellor accepts phone calls from parents, outside agencies, NEPS, colleges, directly or as referred by secretarial/ management. The Guidance counsellor contacts and liaises with parents in person, by phone, by letter and email, when and where necessary. The Guidance Counsellor meets parents by appointment/ request. Guidance Counsellor attends and are available at all Parent Teacher meetings.

Referrals & Reporting Procedures

Referrals are normally through self-referral or from management, parents or teaching staff. In both personal and vocational counselling the rules of confidentiality are adhered to. According to Child Protection Guidelines, the D.L.P. is informed if a student is posing a danger to him/herself and /or to others. All students regardless of age are informed of the protocols surrounding confidentiality at the start of the school year as are individually referred students, at the commencement of any session, personal or vocational.

Additional Support Agencies

National Educational Psychological Service Support, advice and guidance to meet individual students needs
Jigsaw Student counselling for a range on mental health issues
Teen Counselling Student counselling for a range on mental health issues
Teenfocus Students with welfare concerns that may leave them at risk of early school leaving includes student and parent mentoring
Pieta www.pieta.ie For students at risk of suicide and self-harm
Garda, Support, advice and guidance to meet individual students needs

Crisis pregnancy Agency www.crisispregnancy.ie Pregnancy counselling services
Rape Crisis Centre Support to survivors of sexual abuse
Bodywhys Supports around eating disorders
Child and Adolescences Mental health Services(CAMHS) Provides assessment and treatment for young people and their families who are experiencing mental health difficulties. Students need to be referred by a GP
General Practice Doctors --Guidance counsellors can advise parents to get the student seen by a GP in order to access the CAMHS services
Social Services/Tusla Child and Family Agency – Any concerns around Child Protection are reported to the school's Designated Liaison Person and referrals made
Belong To An organisation for Lesbian, Gay, Bisexual and Transgendered (LGBT) young people, aged between 14 and 23.
Barnardos Barnardos Children's Bereavement Service is a service for children and young people who have lost someone close to them – like a parent or a sibling - through death.

Homework Procedures

Formal homework is given and feedback is given. Students from time to time are asked to investigate the navigation of various websites, in order to become more confident, familiar and aú fáit with the websites that are available to them based on career choices. All students are continually encouraged to make use of Internet based resources for Career Guidance. Students are timetabled as much as possible to a computer room for Guidance classes.

Assessment

Assessment in Guidance is an ongoing, reflective process that supports students in developing self-awareness, decision-making skills, and an understanding of educational and career pathways. Unlike traditional subject-based assessment, assessment in Guidance is primarily **formative**, student-centred and developmental. Its purpose is to help students recognise their strengths, identify areas for growth and make informed choices about their learning and future progression.

In post-primary settings, assessment in Guidance may include:
• Self-assessment tools (interests, skills, values, learning styles) to help students understand themselves.
• Reflective activities such as career journals, REACH+ portfolios, and goal-setting exercises.
• Classroom-based assessments during guidance modules, including projects, presentations, research assignments, and pathway investigations.
• Observation and engagement during guidance lessons, workshops and group activities.
• One-to-one guidance meetings**,** where students demonstrate growth in decision-making, planning and self-management.
• Digital portfolios (e.g., REACH+), which record achievements, reflections and evidence of learning.
• Feedback from work experience in TY or LCA, which helps assess career-related skills and competencies.

Assessment also draws on the Junior Cycle Wellbeing Indicators—such as responsible, resilient, respected and connected—which link directly to guidance learning outcomes in First to Third Year. At Senior Cycle, assessment focuses on helping students articulate goals, research pathways, develop CVs, prepare for interviews, and navigate progression routes.

Outcomes from assessment in Guidance are reported through regular school reports, feedback in guidance meetings and, where applicable, through the Junior Cycle Profile of Achievement (JCPA) for guidance-related learning.

Overall, assessment in Guidance is developmental rather than examinable, focusing on growth, reflection and informed decision-making as students move through the post-primary system.

Psychometric Testing

The Guidance Counsellor will assist with the administration of online CAT4 tests for incoming First Years, when requested. Presently the tests used are the appropriate level psychometric ability tests. These instruments are machine scored and the data securely held on a password protected and encrypted computer in the Guidance office.

In Feb prior to entry all prospective students sit an entrance test consisting of the CAT 4. These tests are re-held in the first term for any students who may have missed the Feb. tests. These tests are carried out in collaboration between the learning support and guidance departments. In September the NGRT is administered to all first year students; this assesses the student's reading age. The results of these tests are not used to stream or select students but are used to highlight students who have particular abilities and those who may require additional supports. The results of these tests are discussed at student support team meetings and the SEN department may then carry out further tests eg WRAT4 and if necessary the DYSLEXIC SCREENING TEST. Students can then be referred for further educational assessments with NEPS or private educational psychologists. The CAT4 tests are specifically used to identify students with potential learning difficulties or exceptional learning abilities in first year, plus they are used as part of the data transmitted to the S.E.C. as part of the R.A.C.E. applications. They are not used as a part of S.S.E. Parents of students who score highly in the CAT4 Tests are given information on the CTY programme in DCU.

These results are given back individually to each student when they are met for their vocational interviews. In accordance with the Guidelines of Ethical Testing, actual psychometric results may only be given to students following a full consultation. Printed Psychometric results will only be released to parents or guardians after a written request has been received from said parents or guardians. Within the school, the results of said tests may only be shared with members of staff on a needs only basis.

The Guidance Counsellor has appropriate training and qualifications in test administration and interpretation and attend in-service, continuous professional development and upskilling in testing as required. Testing is reviewed at the end of year. Careful consideration is given to the selection and use of tests and only assessments listed on the Department of Education’s list of approved tests are used

Data Protection Protocols

Following the introduction of the GDPR on 25th May 2018 it is the policy of the Guidance Department to destroy permanently all records relating to past students, seven calendar years after they have left the school.

All psychometric results and all correspondence or communications involving these students will also be permanently destroyed seven calendar years after a student has left the school. The information retained is at an absolute minimum required and is kept locked in a filing cabinet. Psychometric Test results are accessed through a secure encrypted website. Results are stored electronically on password protected and encrypted hard drives. Hard copies are stored with the Special Education Needs Department, the security of which is outside the Guidance Department's remit.

Continuing Professional Development

In accordance with best practice, the Guidance Counsellors will attend Supervision operated by the Institute of Guidance Counsellors, and where possible their Branch In-Services.

In order to keep up to date with any major changes within the C.A.O. system, the Guidance Counsellors will attend the annual Conference hosted by the Central Applications Office at the outset of the C.A.O. season.

Guidance Counsellors where possible will also be afforded the opportunity to attend the annual Institute of Guidance Counsellors, Congress Conference.

Education centres locally also hold informative workshops and CPD in which we have an opportunity to attend.

Time and other duties permitting, the Guidance Counsellors may attend H.E.I. Open Days for the purpose of maintaining good working relations with the H.E.I.

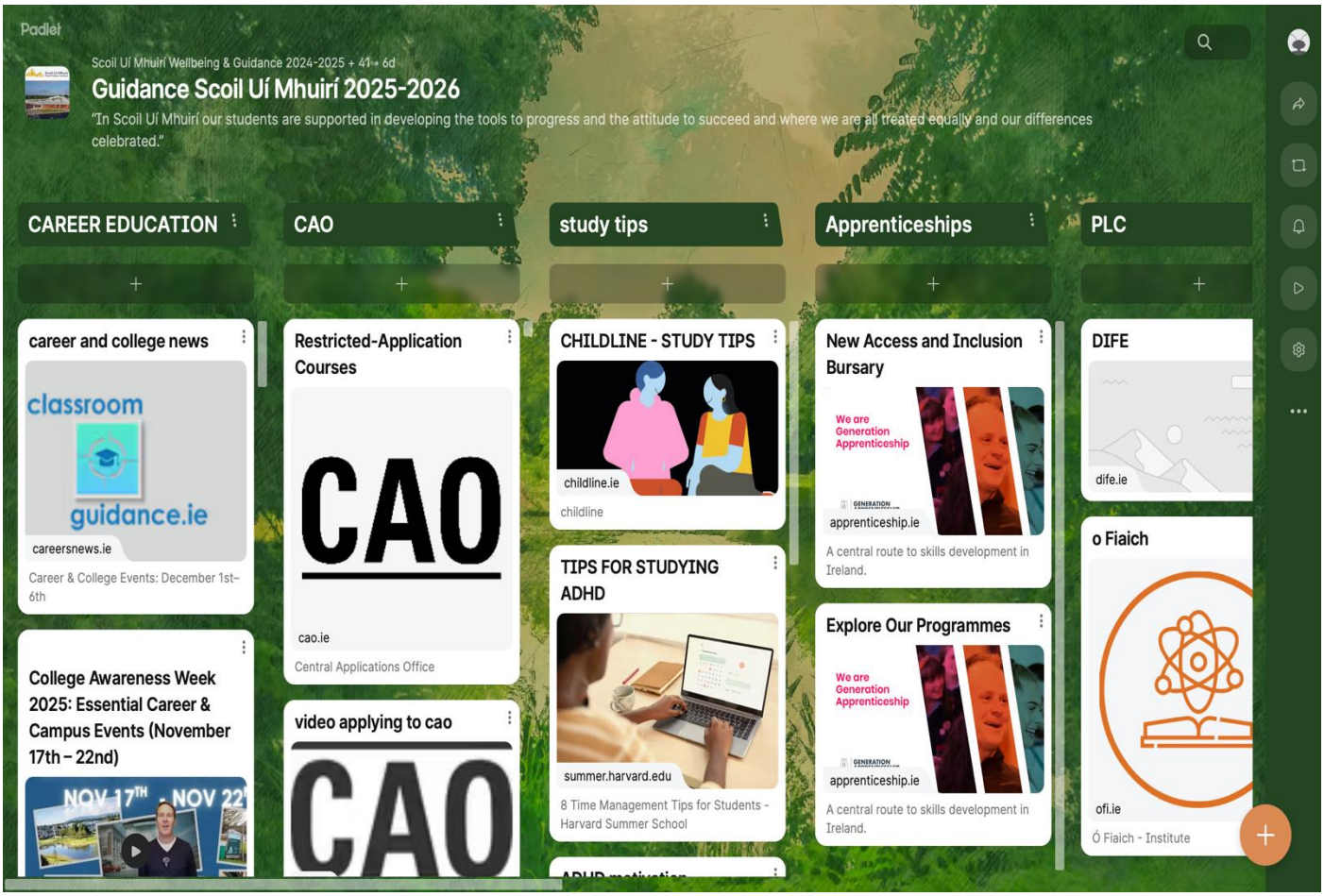
Promotion of Guidance within the School

A range of strategies are used to promote guidance in the school and to increase the number of students interested in Guidance. Examples of promotional methods used include:

Promotion Methods
School social media sites, website, facebook, X,
Classroom displays
Noticeboards in school
Photos displayed in school
TEAMS notifications
Guidance and wellbeing material sent to year heads to filter to their year group via teams

Guidance office window display
NEW Guidance &Wellbeing newsletter
Themed weeks- CAW/LGBTI+/ Anti-bullying/ wellbeing week/Beat the Blues
Newspaper articles
Past pupils
Guest speakers/ virtual visits
Visit out (Covid restriction)
Parent teacher meetings
Parent information evenings

The Guidance Padlet is tailored to the specific needs of our students and aligns with the guidance activities offered throughout the year. It serves as an accessible resource for students, parents/guardians and staff, providing up-to-date information, supports and links relevant to each stage of the school year. Link here https://padlet.com/cmorrisonreillysum/guidance-scoil-u-mhuir-2025-2026-pyxiz94retaqs4ed



Inclusion of Students with Special Educational Needs

In Scoil Uí Mhuirí, we strive to create a supportive, caring environment for SEN students and we avail of opportunities to affirm them in their ability to learn and participate in school life.

The guidance department liaises with the Special Educational Needs Co-ordinator about student's needing extra supports. As a department, teachers have a professional responsibility to be aware of specific difficulties and specific recommendations about strategies for helping each learner. Similarly with particularly able students, the teachers plan to cater for these students by differentiating the work presented and preparing a range of enrichment and enhancement activities.

If any staff member feels that a particular student may benefit from guidance support a referral is made to the guidance department with consultation with the SEN department.

Information regarding SEN students, their specific needs, strengths and challenges is circulated to all staff members at various stages of the academic year. This is sensitive and confidential information which is kept in a locked filing cabinet and stored appropriately.

Inclusion of students in Le Céile

Scoil Uí Mhuirí's Autism Class, Le Céile provides a setting where student's educational needs are supported in a structured teaching and learning environment. If any staff member feels that a particular student might benefit from guidance support a referral is made to the guidance department with consultation with the SEN department.

Information regarding SEN students, their specific needs, strengths and challenges is circulated to all staff members at various stages of the academic year. This is sensitive and confidential information which is kept in a locked filing cabinet and stored appropriately.

Role of the Guidance Department within SEN

- At Scoil Uí Mhuirí the academic progress of students throughout the school rests in the first instance with the subject teacher. The school recognises that it is the professional duty of each subject teacher to support the students using strategies which will have been made available to them. In order to ensure that as a school we meet the needs of all our students, subject teachers are encouraged to:

- Be aware of the schools SEN Policy & Programme for dealing with students with special educational needs.
- Seek advice from the SEN Department regarding students with special educational needs.
- Participate in continuous professional development, particularly with regard to common difficulties eg. Dyslexia, SLD, Dyspraxia.
- Support the provision of differentiated learning in the classroom for students with SEN
- Support/encourage independence in the student. Promote self-advocacy and independent learning in all students.
- Help identify students that may need learning support, liaising with SEN and the core care team.

The Guidance Counsellors role within the SEN team consists largely of the following functions:

- Co- coordinating 1st year CAT assessments
- Counselling in personal, educational and career development
- Student support team
- Personal and social development
- Career information management
- Consultation with parents and staff
- Consultation with community organisations
- Vocational preparation- job skills search, preparation for work experience
- Referrals to other professional agencies
- Evaluation of the guidance and counselling needs and services via questionnaire

2025-2026 Schedule

September

- Focus on goal setting, study skills
- Higher options for 6th year students
- UCAS Applications consideration, procedures, advice and support.
- Update on Procedures regarding HPAT medical entry.
- CAO information

October

- Transition from Second Level … changes/expectations

- DARE and HEAR application procedures.
- Grants & Scholarships
- 3rd yr Parent Teacher Meeting.
- Open night
- 6th yr Parent Teacher meeting
- Leaving Cert vocational interviews
- Apprenticeships
- Individual meetings for Sixth Year students on DARE, HEAR, Irish Exemptions and career education.
- College open days

November

- TY/5th yr PT meeting
- Finish UCAS applications
- Individual meetings for Sixth Year students on DARE, HEAR, Irish Exemptions and career education.
- Leaving Cert vocational interviews cont.
- College guest speakers – Sure Tank, Irish Cement, …
- Individual meetings for Sixth Year students on DARE, HEAR, Irish Exemptions and career education.
- CAO Conference
- College open days – Maynooth, DKIT, DCU.
- Christmas assessment

January.

- Assessment test for next year's 1st Years
- 4th Years Subject Choice preparation
- Individual meetings for Sixth Year students on DARE, HEAR, Irish Exemptions and career education.
- 6th Year Students complete CAO online demo Applications in class groups.
- 2nd Year Parent Teacher meeting. (not taking place due to covid)
- College open days (not taking place due to covid)
- PLC Open days (not taking place due to covid)
- 1st yr PT Meeting (not taking place due to covid)
- 6th yrs Finish CAO applications
- Mock examinations

February

- Mock examinations
- JCT Training for all staff
- Mock interviews for all 6th years- Emphasis on application procedure and interview skills with students re PLC route
- Study skills seminar
- Stress Management

March

- Information meeting for parents of 3rd year regarding T.Y
- Leaving Certificate Subject choice with T.Y students
- Subject Choice forms must be returned by 4th years
- PLC open days
- Gap year
- Study skills

April

RECAP

May

- Awards night
- Graduation night
- Guidance yearly review

5th Year September

- Induction to Guidance
- Goal setting
- Study skills
- Motivation
- personal /vocational
- Zeminar for all senior students (not taking place due to covid)

October

- Open days visit to various colleges encouraged to attend by themselves
- Self-directed research using careersportal.ie/ qualifax.ie
- Guest speakers on LGBTI+, Bullying, Mental health issues

November:

- Skills, Qualities &Values
- Transferable skills
- Self-reflection
- Careers interest inventory
- Preparation for College Open days

December

- NFQ

January

- Learning styles – Auditory, Tactile, Visual
- Howard Gardiner- Multiple intelligence
- Holland Code

February

- Learning Styles, Interest, Value, Careersportal.ie
- Careersportal- career investigation
- Qualifax- career investigation
- Using a prospectus
- Work Experience
- Work Values

March:

- Work Experience Reflection and Evaluation
- Career investigation
- Psychometric testing

April

- Individual appointments on feedback from testing
- Preparation for transition to senior cycle
- Identifying strengths and weaknesses

- Work Experience Reflection and Evaluation

Digitalised School Guidance Policy- Scoil Uí Mhuirí-Academic Year 2020/2021

Introduction to Digitalised Guidance

This resource outlines the decisions made at local school level about the logistics of digitalised / online school guidance provision in our school. All content was discussed and agreed between School Management and the School Guidance Counsellor(s). The approach to digitalised Guidance in our school is documented here in line with:
A Whole School Guidance Framework document (NCGE, 2017) https://www.ncge.ie/resource/ncge-whole-school-guidance-framework

(Covid-19) Support information for Guidance Counsellors in Schools (NCGE, 2020) https://www.ncge.ie/resource/covid-19-ncge-support-information-GC-schools

Continuity of Guidance Counselling - Guidelines for schools providing online support for students (DES, 2020) https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/continuity-of-guidance-counselling-guidelines-for-schools-providing-online-support-for-students.pdf

Continuity of Schooling (DES, 2020) www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html

Digitalised Guidance is provided in our school in line with the continuum of support model (NCGE, 2017 p12): Guidance for A Few, Guidance for Some, Guidance for All. This resource outlines the provision of digitalised guidance in line with that continuum. The first section outlines the logistical approach for 'Guidance for A Few,' a second section notes the approach for 'Guidance for Some' and the third section refers to 'Guidance for All.' In addition, a final section outlines how our school will coordinate Whole School Guidance, should the school have to close for part of the year or if some staff must self-isolate.

In Scoil Uí Mhuirí ALL students will have access to one-to-one supports from teachers, support teams and the Guidance Counsellor, where appropriate.

Parents / Guardians will be informed that these services are available by:

A text message notification to parents/guardians

A statement on the schools website as to the supports available and how to access them during Covid-19

In each of these communications, parents are invited to contact the school directly should they wish to discuss the provision of such supports.

In Scoil Uí Mhuirí we agree to undertake our 'Guidance for a Few' (one-to-one sessions) as follows:

Platform Used:	e.g. Email, Reach plus, Microsoft Teams etc.
How and when students may be contacted:	• Students will be contacted during school opening hours • Contact with students should not occur outside of these agreed times. • Personal phone numbers will not be exchanged between the Guidance Counsellor and students / parents / guardians. There is a no phone policy in our school.
Contact with parents may arise when:	• A Child Protection issue arises. • Our approach to contacting parents in to bring the issue to the DLP who in turn makes contact with parent under child protection guidelines.
Students are identified as needing one-to-one support through several school processes:	Self-Referral – • Students may self-refer by sending an email to the school office requesting guidance intervention. • Management must seek parental permission for guidance to make contact with student. • Students are notified about how to connect with the guidance counsellor at the beginning of the school year via their yearhead in the event of an unexpected school closure due to covid. • This information will be posted on teams and the school website. Student Support Team: • Teachers are aware they can contact the yearhead or the student support team by email if they are concerned about a student. • The student support team will then take appropriate action which may include referral to the Guidance Counsellor. Parents: • If parents are concerned for their child/ren, they may contact the school office or email the year head.

	• Parents are informed via the school website and text message service as to how they can contact school supports.

Frequency of Contact:	Contact with students will be on a weekly basis unless the situation requires more frequent contact. • Further contact will be agreed with students as appropriate during each meeting. • This will be clearly communicated to the student in each meeting and/or at the beginning of the series of sessions e.g. 'We will work together for six sessions and review our plan on the sixth session'
Session Length:	• Each one-to-one meeting will not exceed the duration of normal appointment or lesson times approx.: 40 minutes, except in the event of an emergency.
Contract:	• A contract will be made with students at the beginning of the one-to one sessions. The contract will be verbal. • Included in this contract, it will be noted that neither party will record or take photographs of the session.
DLP and DDLP:	• If digitalised guidance is taking place, our school procedures for communication with the DLP and the DDLP are: • A phone call to the DLP/DDLP if there is a cause of concern • If an emergency/child protection issue arises during a time when digitalised guidance is taking place, the agreed protocol is • An immediate phone call to 999 id student is at risk and loses contact • Notify DLP/DDLP of the emergency

Communication with management:	• The guidance counsellors will meet virtually on a regular basis to update management on how digitalised one-to-one guidance appointments are progressing. • Guidance counsellors will attend virtually SST meetings in order to keep up to date with students who may require our support. • School management are aware of and have agreed on all aspects of this document. • This document was discussed and agreed on • It is agreed that this document will be reviewed May 2026

Record Keeping & GDPR:	• A record of every one-to-one guidance counselling meeting will be kept by the Guidance Counsellors and stored appropriately in line with normal professional practice • Our school uses a modified template of the NCGE one-to-one meeting record • In our school we securely save our records by using a locked filing cabinet. • We store paper records. The guidance counsellor ensures these are safely stored, are not accessible to others.

Coordination of Whole School Guidance:

This section describes how the school approaches the management and coordination of whole school guidance if a blended/digitalised approach must be undertaken in our school.

- If an emergency arises or it is a child protection issue:
- We remain calm and try to find out where the student is, who is near/with them, can they go and seek help until further assistance is with them
- We contact the Gardaí /DLP/DDLP for assistance

Setting Up A Network of Support

This document contains information on key supports for students. This document was collated to support Guidance Counsellors in their approach to Whole School Guidance and to ensure Guidance Counsellors have access to a variety of supports.

This document will be appended to the Whole School Guidance plan and as a 'standalone' resource for Guidance Counsellors and other members of staff.

This document is not final nor exhaustive, it will be reviewed annually with the collaboration of SEN, HSLO,SCP and Guidance.

Supports are outlined under the following headings:

- School Supports
- Local Area Supports
- National Supports
- International Supports
- Key Government Agencies / Bodies
- Supports for the Guidance Counsellor

Support	How to access / make contact	Notes
Principal	Ms. Úna Kirk	086-3150557
Deputy Principal(s)	Mr. Daniel Dennehy	If not in his office, Mr. Dennehy can be contacted via his mobile 0860837930
DLP/DDLP	Same as above	Refer students if child protection issue as outlined in whole school guidance plan. https://www.education.ie/en/Schools-Colleges/Information/Child-Protection/child_protection_guidelines.pdf

IT Coordinator		Email or his office is in the new building upstairs
NEPS Psychologist	e.g. Phone and email	Calls to school each year in September for initial meeting
Access Initiatives with local HEIs	Click or tap here to enter text.	Click or tap here to enter text.
Other relevant student activities e.g. Clubs / Teams	e.g. Basketball daily in the gym Rugby Soccer-Robert Coombe Table tennis- Robert Coombe Senior BB- Miriam BB junior and senior boys - Susan Bryne Athletics- Robert Coombes Chess- Carol Noonan Drama- Orla mc Hugh Movie-Amanda Debating-Peter Devin Music/band/choir Fiona Shields/ Ciara Homework club- Niamh H	It is very helpful to have a list of what clubs/teams are available so we can refer students who are struggling and help them build a community.

Other School Teams e.g. DEIS Team	• Wellbeing team • DEIS team • Student support team • Green school team • Positive behavioural strategy team	Coordinators of the teams email staff regarding initiatives that are been organised and invitations are given for any staff member to join

	• Assessment Team • Teaching & Learning Team	
Other Staff Members with specialist training	Mrs Forgerty was a practicing nurse prior to becoming an SNA and is highly qualified in First Aid Anita Matthews -SNA prior nurse Aileen Carey- lab technician Ms. Howard is fluent in German. Ms. Lyons fluent French Mr. Comiskey fluent Spanish	
Parent Councils	Matt Dunne Pauline Keller	Newly reformed and supportive
Prefect System/ Peer mentoring/student council	Meet at lunchtime Coordinated by Ms. Mc Guinness Mr. Devin	Peer mentoring check and connect with 1st years

School affiliates e.g. Glen-dimplex BOI Credit Union	Click or tap here to enter text.	BOI- Student of year award Dunleer Credit union- sponsor student of the month Centra- positive mental health week, 700 ice-creams
School Completion Activities and programmes	Niamh Grimes is the SCP	Its aim is to increase the numbers of young people staying in primary and second level education and in doing so improve the numbers of pupils who successfully complete the Senior Cycle, or its equivalent. SCP work focuses on targeting and providing supports to young people identified to be most at risk of early school leaving and includes: Identifying and supporting children at risk of not reaching their potential in the educational system because of poor attendance, participation and retention. Ensuring that schools have in place the appropriate procedures to monitor, identify and respond to attendance, participation and retention issues.
Student Council	Meet: Coordinated by Mr. Devin	Always looking for new projects / ideas to help students
Green schools	Coordinated by: Áine Gorman Ms. Mc Gregor Mrs. Brady	Meet weekly to discuss environmental issues and to promote good practises around the school

	Ms. Brennan	
Student Support Team	Meets weekly One session for Junior One session for senior	Students are discussed that need extra attentions or supports and are put in touch with the various support that will benefit them
Tutors	School Policy is to contact through yearhead and tutor of issues that are then brought to the SST.	Very helpful to have a list of these at the start of the school year. Also, helpful to know about the role of the tutor in this school as documented in the whole school guidance plan pg. 4.
Union Reps	John Mc Gahon TUI Rep Miriam Howard	Mr Mc Gahon can be emailed via his work email Ms. Howard same
Wellbeing Coordinator	Ms. Pamela Mulroy	Can be contacted via her school email
Whole School Guidance Team	2 guidance counsellors HSLO SCP SEN	A team has only just been formed
Year Heads	1st Fiona O Connell 2nd John mc Gahon 3rd Anna mc Cready Ty /LCA Miriam Howard 5th Pamela Mulroy 6th Alan Hurley	All yearheads are very tuned in to their responsibilities and are very proactive regarding informing individual staff members or whole staff of information pertaining to a student in their year group. All are very approachable and excellent at executing their role.
Secretaries	Audrey Dorian	Can be contacted via their school email address, both are very helpful and will accommodate you as best they can.

Canteen staff	Margaret Hamilton ,	Canteen staff are also very friendly and will happily answer any questions you may have. They will keep dinner for you when you request it and serve beautiful tasty nutritious food.
Caretaker/cleaners	Shane Sweeney Agnes Reynolds	

LOCAL AREA SUPPORTS

Support	Contact Information/How to Access	Notes
Church Contacts	Michael Murtagh 0868795804	Can be useful to keep in touch, especially where key school events are taking place e.g. Walk from Darkness into Light
Clubs/Sports/Teams information	Mary Mc Geogh Lannleire 087-9845640	.
Counselling Services/Psychotherapist	Name and number Name and number	Check each year for free services in the area.
Drugs & Alcohol Task Force	www.drugs.ie/features/feature/what_is_a_drugs_task_force	There are 10 regional and 14 local drugs task forces covering the Republic of Ireland. The task forces were developed to combat the threat from problem drug use throughout the country

		using an area-based partnership approach between the statutory, voluntary & community sectors including public representatives. The structure is intended to facilitate the development of effective, targeted, local responses through the utilisation of the knowledge and experience of all sectors in designing and delivering those services and through facilitating the improved co-ordination of service provision. Aims and objectives The overall aim of the Government's drugs policy is to provide an effective, integrated response to the problems posed by drug and alcohol misuse.

ETB Adult Guidance Services	Name Email	I can find my local services through

	Website Phone	www.ncge.ie/ncge/aegi-contact-details
ETB Youthreach – Community Training Centre Coordinators / Advocates	Name: Enda O Reilly Ardee youthreach 0868222700 Gareth Savage Drogheda youthreach 0419839917 Youthreach Dundalk 0429338324	Youthreach is an educational training and work experience for young people (age 16-20) who have left school early. The aim is to develop the core skills needed for further learning and to prepare young people to progress to further education/training or to employment.
Family Resource Centres	North Louth CFSN Paula Mc Cabe 0877218112 Prevention, Partnership & Family- Annmarie Kidd 0876542139 The Pavillions Lannleire 0416851064	Click or tap here to enter text.
Gardai	Name & phone Name & phone	Garda Colm visits the school principal and is visible in the school every Friday afternoon.
GP	The Medical Centre 0416861812 Dr. Fernandaz	Click or tap here to enter text.

GP (Outside regular hours)	Doc on Call 1850 777 911	Click or tap here to enter text.
Health Centre	Click or tap here to enter text.	Offers psychotherapy on Tuesday evenings free of charge.
Home School Liaison Coordinator	Name Niamh Hughes Number 0860498088 Email nhughes.sum@lmetb.ie	Procedures for communication / meetings / referral within the school
Juvenile Liaison Officer	Noel Loughren 0870601751 Anita O Shea 086 8282648	Also works with the other school in the town.
Occupational Therapist	Click or tap here to enter text.	Can call and discuss an issue as needed
Speech and Language Therapist	Click or tap here to enter text.	Click or tap here to enter text.
St Vincent De Paul	Name Fintan Number 087 1525701 Email	Helpful at times of year when some families in the school community are in need.

Youth Clubs / Projects	Deehub Damien Mc Kenna 0874266206	About Dee HUB Dee Hub (Ardee & District Community Trust, organisation involved in out of school, youth development and education.

	New Leaf Dunleer youth café Ger Keaney 0877010209	Dee Hub organises, coordinates and facilitates programmes to support community. This community-based and community voluntary and statutory agencies and is supported by a combination of statutory, philanthropic and corporate funding. The new leaf programme seeks to bridge the gap between early school leaving and further training, education or employment pathways. The programme is managed by DEEHUB and funded through the IFI's Personal Youth Dev Prog. The initiative is a targeted programme and concentrates on the development of out of school young people between 15-24 from across the mid Louth area. Targeted young people will be referred through a number of local projects and referral agencies
	Deeside School Completion Programme Niamh Grimes Project worker 0872142660	The New Leaf Programme is designed to enable young people to involve themselves consciously and actively in their own development, through

		developing resilience and enhancing their education, training and employability capacity and prospects
	Community Dev officer Kieve Bradley 0873377300 GYDP-Cable Project Bronagh Conlon 0864641756	The School Completion Programme (SCP) was set up as part of Department of Education and Skills (DES) DEIS Strategy which is: Delivering Equality of Opportunity in Schools, and is now under the remit of TUSLA Its aim is to increase the numbers of young people staying in primary and second level education and in doing so improve the numbers of pupils who successfully complete the Senior Cycle, or its equivalent. SCP work focuses on targeting and providing supports to young people identified to be most at risk of early school leaving and includes: Identifying and supporting children at risk of not reaching their potential in the educational system because of poor attendance, participation and retention.

	Shane Ryan 086 0319065	Ensuring that school have in place the appropriate procedures to monitor, identify and respond to attendance, participation and retention issues.
	Emma Carroll- Amplify Project 086 0332724	Our initiatives include- Student Support Programmes; Homework Clubs; Leadership for Life; Friends for Life and Social Skills Groups; Strengthening Families Programmes; Transfer and Induction Programmes; Attendance Initiatives, Awareness and Supports. The Cable project is part of a network of Garda Youth Diversion Projects, funded by the Department of Justice and

		Equality and by the European Social Fund 2014 – 2020 through the Irish Youth Justice Service. The project is operated in conjunction with An Garda Síochána and is managed by Foróige Amplify is a Peace 4 project that is a youth work partnership between Foroige, Youth Work Ireland,the Northern Ireland Youth Forum and Patrician Youth centre, which is led by Youth Action NI. Amplify will inspire young people to build good relations and take positive actions. Amplify can help young people develop skills which can help them build their confidence and resilience. As a project, Amplify also help participants to increase their employ-ability and foster good relations in their community and beyond. The Amplify Programme is funded by the SEUPB which incorporates a cross border good relations element with participants learning about the 'troubles' and connections

		between Northern Ireland and the Republic of Ireland. Taking part in the Amplify project also has the possibilities of residential trips to both Northern Ireland and the Republic of Ireland. Amplify is a programme aimed at young people in the age bracket 10-24 years old. The programmes are built around each participant's needs, interests and abilities. The programme is very flexible and is open to referrals all year round. The young people take part in a wide range of vocational and personal development programmes as well as group activities and group sessions. Training programmes have included computers, manual handling, driver theory test, driving lessons, culinary, art and drama to name but a few. The project also helps the participants to become involved in sports and exercise. The programme is for young people who are not in education or employment and who need support to gain access to

		education or employment or to figure out what it is they would like to do. We address issues which might be keeping young people from reaching their full potential such as early school leaving, mental health issues, substance abuse, family problems and many other issues. We try and find how we can channel their interests into their future careers.
Youth Information Officers	www.youthworkireland.ie/what-we-do/youth-information	Youth Work Ireland is the largest youth organisation in Ireland. They are made up of 21 Local Member Youth Services and a national office. We support our members to deliver an Integrated Youth Services Model to young people in their communities. This means that young people around Ireland can avail of a whole range of services and supports if they need them.

NATIONAL SUPPORTS

Support	How to Access / Contact	Notes
ADHD Ireland	Phone 01 874 8349 from 9am to 5.30pm Monday to Friday Visit adhdireland.ie info@adhdireland.ie	Support and information for young people and adults with ADHD and their carers and families.
Age Friendly Ireland	agefriendlyireland.ie/	A list of all Local Authority Community Response Forums and their contact helpline numbers to support vulnerable members of communities affected by COVID-19 restrictions.
AHEAD Ireland	https://www.ahead.ie/ Email: ahead@ahead.ie +353 1 7164396	Creating inclusive environments in education and employment for people with disabilities.
Alone	www.alone.ie	COVID-19 support line for older people.
Aware	Freephone support line 1800 80 48 48 10am to 10pm every day Visit aware.ie Email: supportmail@aware.ie	Information and support to anyone over 18. Issues relating to mood or the mood of a friend or family member, or who has depression or bipolar. Phone 'Support and Self Care Peer Group' for people experiencing: * anxiety * mild to moderate depression * bipolar disorder * mood-related conditions
Barnardos	Freephone 1800 910 123 (from 10am to 2pm, Monday to Friday)	Provide a national telephone support service for parents, in response to the challenges

	Telephone 01 473 2110 (from 10am to 12pm, Monday to Thursday).	they are facing during the Covid-19 pandemic. Barnardos also provide a children's bereavement helpline service, for all members of the public seeking information and support in relation to bereavement. Referrals will be accepted for children up to the age of 18 who have parental/carers consent.

Belong To Youth Services	Text LGBTI+ to 086 1800 280 (standard SMS rates may apply) Visit www.belongto.org for more information	Provide support for lesbian, gay, bisexual, transgender, and intersex (LGBTI+) young people in Ireland between the ages of 14 – 23 years. Chat in confidence with a trained crisis volunteer (anytime day or night)
Bodywhys	Helpline 01 2107906 Monday, Wednesday and Sunday from 7.30pm to 9.30pm and Saturday from 10.30am to 12.30pm Visit bodywhys.ie Email: alex@bodywhys.ie for support	BodywhysConnect - online support groups for adults with eating disorders. YouthConnect - online support groups for young people aged 13-18.
CAMHS	Call 1850 24 1850 or 01 240 8720	CAMHS stands for Child and Adolescent Mental Health Services and is a service that provides assessment and treatment for young people and their families who are experiencing mental health difficulties.

		While a broad range of services support the mental health of children and adolescents, the term 'CAMHS' is usually applied very specifically to services that provide specialist mental health treatment and care to young people up to 18 years of age through a multidisciplinary team. To access a CAMHS service you need to be referred by your GP.
Childline	Freephone 1800 666 666 (any time, day or night) Text 50101 (from 10am to 4pm every day) Chat online at www.childline.ie (from 10am to 4pm every day)	Ireland's 24-hour national listening service for young people up to the age of 18 Childline exempt from consent requirements.
FORÓIGE	https://www.foroige.ie/	Foróige is a youth development organisation engaging over 50,000 young people and 5,500 volunteers. We are a powerful force for good in communities across Ireland.
GROW Mental Health Recovery	Information line 1890 474 474. Visit grow.ie Email: info@grow.ie	Six-week guide on coping with COVID19, consisting of podcasts, practical resources and information.
Helplink Mental Health	Visit helplink.ie	Free/low-cost online counselling services and educational resources.

HSE Mental Health Recovery Colleges	Visit Recovery Education	Recovery education colleges and services provide mental health recovery education. Timetables have been developed to support people through recovery education.
Inclusion Ireland	Visit inclusionireland.ie	The National Association for People with an Intellectual Disability. Easy-read guides on coronavirus. These include one about good mental health for people with intellectual disabilities.
Irish Hospice Foundation	Phone 1800 807 077 Monday to Friday (from 10am to 1pm) Visit hospicefoundation.ie for more information.	A freephone bereavement support line providing information, connection, comfort and support.
Jigsaw Online	Freephone 1800 544729 (from 1pm to 5pm Monday to Friday) Text CALL ME to 086 180 3880, giving your preferred day and time for a call (from 9am to 5pm Monday to Friday) Email: help@jigsaw.ie (for responses from 9am to 5pm Monday to Friday) Visit www.jigsaw.ie or www.jigsawonline.ie for more information	The Jigsaw Support Line is available for free mental health support and advice to young people aged 12 to 25 years old, and parents or concerned adults in Ireland

LGBT Ireland	LGBT+ helpline 1890 929 539 every day Gender identity family support line 01 907 3707	Online instant messaging support 6.30pm to 10pm Monday to Thursday, 4pm to 10pm Friday and 4pm to 6pm Saturday and Sunday.
Mental Health Ireland	Information line 01 284 1166 from 9am to 5pm Monday to Friday Visit mentalhealthireland.ie Email: info@mentalhealthireland.ie	Information and support for people who experience mental health difficulties
Irish Childhood Bereavement Network	Visit : https://www.childhoodbereavement.ie/ Email: icbn@hospicefoundation.ie Phone: 01 6793188	Resources for Guidance Counsellors supporting bereaved children

Mobile apps	Mindshift (by Anxiety Canada) MindShift CBT teaches about anxiety, helping users to engage in healthy thinking and to act. Users check in each day to track their anxiety and work with tools in the app. Get it in the App Store or on Google Play Headspace Headspace is a well-known mobile app that teaches meditation and easy to use mindfulness skills. Map your journey and track your progress and 'buddy up' with friends and motivate each other. Get it in the App Store or on Google Play Clear Fear	These mobile apps can help manage anxiety. They have been approved for listing here by the HSE Mental Health Group. The app developers are solely responsible for their compliance and fitness for purpose. These apps are not supplied by the HSE and the HSE is not liable for their use.

	For teenage mental health charity Stem4. The app uses CBT to focus on learning to reduce the physical responses to threat by learning to breathe, relax and be mindful as well as changing thoughts and behaviours and releasing emotions. You can personalise the app and track your progress. Get it in the App Store or on Google Play HSE Eating Disorder Self Help App • A self-care app for people: • with an eating disorder • caring for someone with an eating disorder • worried about developing an eating disorder • diagnosed or are recovering from an eating disorder • From the HSE National Clinical Programme for Eating Disorders and Bodywhys. Read more about the HSE Eating Disorder Self Help App.	
My Mind	mymind.org Call: 0766 80 10 60. Email: hq@mymind.org	Provides free online counselling, psychotherapy services for children, adolescents and adults under the COVID-19 project. Clients of age 16 and above can use free of charge online counselling. However, the suitability of online sessions for children under 16 is limited, work in

		some cases may be more focused on parents (parental support), not directly with minors

NALA	https://www.nala.ie/	Helps adults with: - Reading, writing and spelling - Filling in forms, for example for social welfare benefit - Fun learning ideas for kids - Understanding health information - Understanding financial information
National Traveller Mental Health Service	Call 01 8721094 and press 1 (from 9am to 5pm every day) Visit exchangehouse.ie	Telephone and online services and supports are available while face-to-face and group services have stopped.
National Youth Council of Ireland	https://www.youth.ie/	NYCI is the representative body for voluntary youth organisations in Ireland. They use their collective expertise to act on issues that impact on young people.
Online counselling supports	Crisis Text line (text 50808) Text HELLO to 50808	Provides a safe space where you are listened to by a trained Crisis Volunteer. The Crisis Volunteer will introduce themselves, reflect on what you have said, and invite you to share at your own pace. You will text back and forth, only sharing what you feel comfortable with. By asking questions, listening to you and responding with support, they will help you sort through

		your feelings until you both feel you are now in a calm, safe place.
Pieta House	Freephone 1800 247 247 every day 24 hours a day Text HELP to 51444 - standard message rates apply Visit pieta.ie	Telephone and text-based support counselling for people who are suicidal or engaging in self-harm.
Samaritans	Freephone 116 123 Email: jo@samaritans.ie Visit www.samaritans.ie for details of the nearest branch	For confidential, non-judgmental support
Senior Line	Call 1800 804 591 from 10am to 10pm everyday Visit thirdageireland.ie	Confidential listening service for older people provided by trained older volunteers.
Shine	www.shine.ie/covid-19 Email : phil@shine.ie	Remote support and an outreach service to people who use Shine services by phone and email.

SpunOut.ie	Text SPUNOUT to 086 1800 280 to chat to a trained volunteer (standard message rates may apply) · Visit www.spunout.ie for more information	SpunOut.ie provides a wide range of articles and information for young people aged between 16 – 25 years, on many different topics, including mental health

Stress Control	HSE Health and Wellbeing for more information.	The programme is for 3 weeks on Mondays and Thursdays and may commence again in the future.
Suicide or Survive (SOS)	suicideorsurvive.ie	Free online wellness workshops and programmes
Text 50808	Text HELLO to 50808, anytime day or night. Visit www.text50808.ie for more information.	A free 24/7 text service, providing everything from a calming chat to immediate support for people going through a mental health or emotional crisis.
The Alzheimer Society of Ireland	Freephone 1800 341 341 Monday to Friday 10am to 5pm and Saturday 10am to 4pm Email: helpline@alzheimer.ie	Information and emotional support and information on supports and services.
Together 4 Cancer Concern	Freephone 1800 200 700 Visit the HSE National Cancer Control Programme for more information.	Telephone support with cancer counsellors. Links to nationwide community cancer support centres and a team of clinical psychologists.
Traveller Counselling Service	travellercounselling.ie	Online counselling to members of the Traveller community who need support during this time.
Turn2Me	turn2me.ie	Provides a 3-tiered approach to supporting mental well-being - self-help, support groups and professional support for young people aged between 12 – 17 years. Online services include counselling and support groups

Union of Students in Ireland	usi.ie	Tips and resources to keep your mind healthy.
Yourmentalhealth.ie	Yourmentalhealth.ie Information Line available at 1800 111 888 (any time, day or night)	Find supports and services using age profile or location of service.

INTERNATIONAL SUPPORTS

Support	How to Access / Contact	Notes
Euroguidance	https://euroguidance.ie/useful-links https://euroguidance.ie/tools-help https://ncge.ie/ncge/international-guidance	Mobility Support and International Guidance Networks Detail on euroguidance network and other international guidance networks • Information on national organisations that support mobility • Useful tools and services
NCGE	https://www.ncge.ie/ncge/international-guidance	Several international organisations support the development of good practice in guidance, exchange of ideas and information and collaboration on innovative guidance projects.

KEY GOVERNMENT AGENCIES / BODIES

Agency/Body/Department	Contact	Notes
Department of Education	www.education.ie/en/Contact-Us/	Relevant contact info available on website
National Centre for Guidance in Education (NCGE)	https://www.ncge.ie/contact-us	Relevant contact info available on website
Department of Children and Youth Affairs	Phone: 01 6473000 Email: contact@dcya.gov.ie	
Gov.ie	www.gov.ie/en/help/departments/	Full list of Gov Departments, Agencies and Local Authorities
HSE	Phone: 01 240 8720	Email Form: www.hse.ie/eng/hselive/contact-us-by-email/
JCT	Phone: 01 477 4008 Email: info@jct.ie	
NCCA	Phone: 01 661 7177 Email: info@ncca.ie	
NEPS	Phone: 01 889 2700 Email: neps@education.gov.ie	

PDST	Phone: 01 4358587 Email: info@pdst.ie	Health and Wellbeing contact Phone: 053 9239105 Email: healthandwellbeing@pdst.ie
Teaching Council	Phone: 01 651 7900 Email: info@teachingcouncil.ie	
Tusla	Phone: 01 7718500 Email: info@tusla.ie	

SUPPORTS FOR THE GUIDANCE COUNSELLOR

Support	Contact	Notes
NCGE	Phone : 01 8690715 E-mail : ncgeinfo@ncge.ie	
Spectrum Life	www.gov.ie/en/publication/6ddc2-employee-assistance-and-wellbeing-programme-covid-19-response-plan-for-safe-reopening-of-schools/	The new employee assistance scheme provides: · Dedicated free-phone confidential helpline available 24 hours per day, 7 days per week 365 days per year. · Bespoke wellbeing portal · Spectrum Life webinars · Promote staff wellbeing in the workplace with a focus on prevention · Mental Health Promotion Manager available for wellbeing promotion · Short-term counselling for individuals

Another Guidance Counsellor in same school?	Aiden Matthews:0877752637 Sharon Brady 0876617728	Aiden works with Heuston/ Colbert Sharon with Malin/Casement We both attend to all other groups
School Principal / Deputy Principals?	Click or tap here to enter text.	Staff welcome to drop in any time
Guidance Counselling Supervision: 5 sessions per year, paid for by Department of Education. Access through IGC Branch / Monaghan Education Centre.	Supervisor Name:Kay O Connor Phone Email	Meetings will be held 5 times a year and with covid they will be held virtually
Professional body	e.g. IGC	

External Resources for Guidance Counsellors

This document contains information on some EXTERNAL resources for Guidance Counsellors - in support of students. This document was collated to support Guidance Counsellors in their approach to Whole School Guidance and to ensure Guidance Counsellors have access to a variety of external supports.

Agency/Company	Resource Name	Purpose of Resource/Short Summary	Available at
Trinity Access 21	The Staff Room	This is a space where post primary teachers can engage in a community of practice, find and share resources and lesson plans and chat with other teachers and the Trinity Access Team. The site contains resources on pathways to college, Leadership in learning, and Mentoring.	www.thestaffroom.ie
Publicjobs.ie	Schools Micro Site	The Public Jobs Schools Resource Kit is a new programme for second-level students that aims to spark interest in the wide variety of career opportunities that are available across the public sector. The Resource Kit is accessible to over 720 postprimary schools throughout Ireland and is available in both Irish and English. It presents information about public sector careers in a new way for guidance counsellors and other teachers, building confidence around discussing career options in the public sector with students and their parents.	Schools (publicjobs.ie) Student Info (publicjobs.ie) Teacher Resources (publicjobs.ie) Career Profiles (publicjobs.ie)

		Pages of particular note are Student Info, Teacher Resources and Career Profiles.	

This document is not final nor exhaustive, it will need to be reviewed regularly.

Index of external resources available to Guidance Counsellors as summarised in the External Resources for Guidance Counsellors webinar, March 2022

Publicjobs.ie	The Pitch - the PublicJobs.ie Schools Advertising Challenge	The Pitch is an exciting competition for post-primary students to express their creative, digital and communication skills, while learning about future career opportunities in the public sector. As part of the competition, students are challenged to create a 30-second video advertisement pitching the public sector as an attractive career pathway for their fellow students. The winners of The PublicJobs.ie Schools Advertising Challenge for best video(s) will be in with a chance to win some fantastic prizes that showcase the diversity of careers available in the public sector. The prizes include: • Test those newfound media skills by interviewing the Taoiseach Micheál Martin on his career so far! • Discover all-action lifesaving skills with a trip to an Irish Coast Guard Rescue Coordination Centre or Helicopter Base! • Experience behind-the-scenes action and take part in a	The Pitch Competition (publicjobs.ie)

		policing simulation at An Garda Síochána!	
Publicjobs.ie	Job Search	Where you can find all the jobs that Public Jobs has on offer. There are on average approximately 300 job opportunities listed at any one time. This shows the variety of roles on offer within the public sector.	Job Search | Find Civil & Public Jobs | publicjobs.ie

Publicjobs.ie	Civil Service Career Path	Outlines a possible career path within the civil service, grade structures, role definitions, terminology and the benefits on offer.	Career Path in the Public Service | publicjobs.ie
Publicjobs.ie	Our Recruitment Process	Explains our recruitment process including typical recruitment timelines, glossary terms and detailed breakdowns of each stage of the process. There is also a link to an FAQ section. Other pages to take note of here are Application Advice, Test Advice and Interview Advice, all of which have lots of details, tips and links to sample tests.	Our Recruitment Process | publicjobs.ie Application Advice | Public/Civil Service Jobs | publicjobs.ie Test Advice for Public Jobs | publicjobs.ie Interview Advice | Advice for Public Service Jobs | publicjobs.ie
Publicjobs.ie	Who We Recruit For	The Public Appointments Service through its website, publicjobs.ie, is the centralised provider of recruitment services for the Civil Service. We also provide recruitment services for the most senior roles in Local Authorities, leadership positions and Medical Consultant roles for the HSE, An Garda Síochána, and a range of specialist professional and technical roles throughout the Public Sector. We also support the appointments, by	Who We Recruit For | publicjobs.ie

		Minsters, to State Boards through our website at Stateboards.ie.	
PDST/DE	LCCS website	(Under development) A portal for information relating to all things Computer Science. This site contains links to information targeted to different stakeholders including Students, Teachers and Guidance Counsellors.	https://www.compsci.ie/lccs/

PDST	Compsci	Compsci.ie is a portal site created by and for teachers and students in Ireland and is part of the Scoilnet portal. The development of the site is a result of collaboration between Scoilnet, The Department of Education and Skills (Inspectorate) and PDST Computer Science.	https://www.compsci.ie/

NYCI Skills Summary	Skills Summary eLearning course	Skills Summary is an easy-to-use online tool that captures the skills young people gain by participating in non-formal education; building their confidence so that they can better communicate the value of these essential skills to future employers. This free 30 minute online course is for all who work with young people and wish to explore the potential of the Skills Summary tool and how to use it.	https://learning.youth.ie/courses/skills-summary/
NYCI Skills Summary	Skills Summary Guide for Youth Work Organisations	This guide is for those who have the privilege of witnessing the flourishing of young people in real-time but still often worry that those young people get left behind in the competitive world of employment and further opportunities	https://www.skillssummary.ie/wp-content/uploads/2020/09/Skills_Summary_Guide_updated.pdf
NYCI Skills Summary	Skills Summary in Practice: How Youth Organisations are Using the Tool	Skills Summary tool can be used in a variety of ways and for a variety of purposes. Unlock the potential and get inspired! Read about how youth workers, tutors, support coordinators, artistic directors, youth information workers and others supporting young people in their skills development have been using the tool.	https://www.skillssummary.ie/wp-content/uploads/2021/09/Skills-Summary-in-Practice-HowYouth-Organisations-are-Usingthe-Tool.pdf

NYCI Skills Summary	Measure the UBU outcomes with Skills Summary	This infographic illustrates the strong relationship between Skills Summary, as a development tool that measures young people's skill development progress, and the UBU Your Place Your Space `seven personal and social development outcomes`, that many youth work organisations are guided by in their practice.	https://www.skillssummary.ie/wp-content/uploads/2020/10/Infographic_Skills-Summary_UBU_Chart_new.pdf

NYCI Skills Summary	Skills Summary Offline version	You can`t access Skills Summary online with your young people? We have a printable Skills Summary Offline Version available for you!	https://www.skillssummary.ie/ wp-content/uploads/2020/09/Skills-Summary-Assessment.pdf
NYCI Skills Summary	Measuring impact of Youth Work with Skills Summary	It can be challenging and time consuming to demonstrate the positive impact of youth work on young people. Through Skills Summary, youth workers and other practitioners can access reporting to help track the progress the young people in your service are making and measure the impact of the youth and community work you are running.	https://www.skillssummary.ie/ wp-content/uploads/2021/02/Measuring-Impact-Leaflet_Reporting-Feature-2021.pdf

NCCA	Leaving Certificate Computer Science Curriculum Specification	To understand the LCCS culliculum.	https://ncca.ie/media/3369/co mputer-science-finalspecification.pdf
Jigsaw Schools Hub	Supports and challenges to our mental health	Activities and resources which will help young people understand what supports and challenges their mental health. These are available to download in English and Irish. - My World Survey 2 discussion on what helps young peoples' mental health and what hurts their mental health Develop a young person's mental health literacy by responding to real life scenarios.	https://jigsaw.ie/supports-andchallenges-to-our-mentalhealth https://jigsaw.ie/researchevaluation/my-world-survey/ https://youtu.be/tucShXh7Vgc https://youtu.be/GfbdPEzoKq8
Jigsaw Schools Hub	Youth Mental Health and Wellbeing Toolkit for Post-primary	The Jigsaw Schools Hub provides a toolkit of resources for post-primary schools to support school staff to build the mental health literacy of young people, support them to manage their mental health and to develop help-seeking skills. Each section of the toolkit is described in more detail below	https://jigsaw.ie/schoolshub/

		with direct links to the activities and resources.	

Jigsaw Schools Hub	Exploring mental health and wellbeing	Activities and resources which will help young people define what is meant by mental health and wellbeing. These are available to download in English and Irish. - Post-it notes activity that generates discussion on images and words that represent mental health - Animation that explains Jigsaw's key messages on mental health and wellbeing Activity where young people add their ideas and learning about what is meant by mental health.	https://jigsaw.ie/exploringmental-health-and-wellbeing/
Jigsaw Schools Hub	Mental health and wellbeing in your school	Activities and resources that provide an opportunity to discuss the impact the pandemic may have had on young people. These are available to download in English and Irish. - Junior cycle scenario Joe's story	https://jigsaw.ie/mentalhealth-and-wellbeing-in-yourschool https://youtu.be/JFyPYmzLwiQ https://youtu.be/lWrRVbB7SO4 Think tank

		- Senior cycle scenario Rachel's story Think tank questionnaire.	
Jigsaw Schools Hub	Managing feelings	Activities, resources and practical strategies to help young people develop their emotional vocabulary and to understand and validate their feelings. These are available to download in English and Irish. - Video: Jen Trzeciak, a former clinician with Jigsaw, describes the physical component, the emotional aspect and the thought, behind a feeling - Video: Tool for grounding when caught up with difficult thoughts and feelings - Video: 4x4 breathing technique - Tips for managing feelings.	https://jigsaw.ie/managingfeelings https://youtu.be/vK1pn2JflQM https://youtu.be/4KI-P85xpZ4 https://youtu.be/CoGTlBkP3IU Tips for managing feelings

Jigsaw Schools Hub	Help-seeking and being hopeful for the future	Activities and resources that support young people to reflect and identify their strengths and encourage them to be hopeful for the future. - Video: Q&A with clinicians and Katy, a Jigsaw young volunteer, discussing identifying strengths.	https://jigsaw.ie/help-seekingand-being-hopeful-for-thefuture https://youtu.be/rPFM7UiLuek https://jigsaw.ie/help-seekingand-being-hopeful-for-thefuture/#identifying

		- Community asset mapping which explores available mental health supports that exist in a community - Who can help? Scenario videos for junior cycle and senior cycle. Available in English and Irish.	https://www.youtube.com/watch?v=JtQUIkfotnk https://youtu.be/6V8s6FY8Giw https://youtu.be/inaDsz_4BFc
Classroomguidance.ie	Video Guides	A selection of over 30 videos covering all the vital information that any guidance counsellor would like covered in around 5 mins.	Video Guides link
Classroomguidance.ie	Self-Evaluation tools	13 separate self evaluation quizzes. Ranging for career values, skills, interests, multiple intelligence, anxiety, anger, mobile phone addiction and more..	Self Evaluation Link

Classroomguidance.ie	Podcasts	45 Separate Podcasts in conjunction with Leaving Cert Guidance, all of them well worth a listen.	Podcasts link
Classroomguidance.ie	Skills Section	Classroom Guidance has broken all the Skills sectors from the National Skills Bulletin into easy to digest videos, presentations and quizzes. Giving you every chance of understanding this complex area.	Skills Section link

Classroomguidance.ie	Careers News and Events	A page with a weekly video on the upcoming careers events, a calendar where you can book these events and lots of other social media keeping you in the loop.	Careers Events link
CFES Brilliant Pathways	CFES Website	This website houses an abundance of resources for increasing college and career readiness through CFES' three core practices - mentoring, Essential Skills™, and pathways to college and career.	CFES Brilliant Pathways

AIB Future Sparks	Let's Talk About Careers	Developing my Career Awareness - a resource to introduce the world of careers to junior students. This would be ideal for use during College Awareness Week with first years.	AIB Let's Talk About Careers Link
AIB Future Sparks	Transition Pack	Developing Myself & My Learning: Transition to Post Primary School - a comprehensive resource covering the main areas of concern and adjustment for incoming 1st-year students. This would be best suited for use during the first weeks of secondary school as part of the wellbeing/guidance-related learning/tutor time. The NCGE Guidance Related Learning suite of resources would complement this very well.	AIB Transition Pack Link
AIB Future Sparks	CBA Skills Workshop	Developing Myself & My Learning: Preparing for the CBA journey ahead. This resource is an extensive bank of teaching resources to support students in first and/or second-year preparation for the CBAs. From research basics to acknowledging the key skills trajectory and learning opportunities; this is a flexible tool to support teachers and students alike.	CBA Skills Workshop Link

AIB Future Sparks	Moving up to Second Year	Developing Myself: A comprehensive resource for use with students entering second year. Designed as a self-reflective tool it should allow teachers/guidance counsellors/tutors to traverse a variety of content supporting the student's transition to second year.	AIB Moving up to Second Year Link
AIB Future Sparks	Key Skills Workshop	Developing Myself, My Learning & MY Career Path: Educating 1st & 2nd years on their key skills. This resource is an opportunity to check in on the learning capacity of skills within the junior cycle curriculum. The material could be used as a complete workshop or part thereof. The content allows the students to call out the many skills they already use and explore the possible long-term (career/life) benefits.	AIB Study Skills Workshop Link
AIB Future Sparks	Values Audit Focus on Me	Developing Myself & MY Career Path: Motivating for Senior Cycle, this resource is part of a set of AIB Future Sparks resources that target the transition to senior cycle via the Whole School Guidance avenue. This material incorporates the Classroom Guidance Values Audit, employing it to generate meaningful conversations around values and how this can impact our career and life choices.	AIB Values Audit Focus on Me Link

AIB Future Sparks	Career Awareness Task for Senior Transition	Developing Myself & My Career Path: An exploration into the world of work using Careers Portal videos and guide questions. This resource could be used with 3rd years to prepare for their transition conversions or with senior students as part of their Career Guidance	AIB Career Awareness Task for Senior Transition Link
AIB Future Sparks	CV Taster Lesson	Developing Myself & My Career Path: A resource designed to open the conversation on CV and skills development with students getting ready for the transition to senior cycle. Alternatively, this lesson could be used with seniors as a warm-up for their CV preparation. This material will work well followed by the 'A Winning CV' AIB Future Sparks resource.	AIB CV Taster Lesson Link

AIB Future Sparks	A Winning CV	Developing Myself & My Career Path: A comprehensive guide to crafting a competitive CV for senior students.	AIB A Winning CV Link

AIB Future Sparks	Eight Steps to Self-Assessment Success	Developing Myself & My Career Path: A step by step guide for seniors to selfassessment for use within career guidance class or in a 1-1 setting. This resource focuses on the benefits and rationale of each of the eight self-assessments included. There is a rationale included for each one and a self-reflection space provided.	AIB Eight Steps to Self-Assessment Success Link
AIB Future Sparks	H.R. Expert Advice for Job Application Success	Developing My Career Path: Using an expert featured on the AIB Future Spark's TV episodes, Dr. Ultan Sherman, this resource is a one-stop-shop to prepare seniors for their first HR and job application experience. Keywords: Career Guidance, Career Planning; Interview; CV; Human Resources; Job Applications	AIB H.R. Expert Advice for Job Application Success Link
AIB Future Sparks	Interview Workshop for Seniors	Developing My Career Path: A step by step guide for seniors on how to prepare for an interview. This resource is useful if used in conjunction with the above suite of resources and Careers Portal.	AIB Interview Workshop for Seniors Link

AIB Future Sparks	Wellbeing Skills Self-Assessment	Developing Myself: A suite of selfawareness self-assessments. These would be useful with a tutor group, as part of the wellbeing hours/guidance-related learning, as part of senior cycle RSE, guidance counsellor could also use this resource to enhance self-awareness and wellbeing conversations.	AIB Wellbeing Skills SelfAssessment Link
AIB Future Sparks	Study Skills Workshop	Study Skills/Learning Styles workshop. A comprehensive suite of resources covering various aspects of study skills, selfawareness, how memory works, motivation, organisation, learning styles, balance, and much more. This could be used with any age group, either as a full unit or part(s) thereof. It could also be delivered to TY with a view to running study workshops with juniors. Subject departments could use parts of this content to contextualise the conversation around study skills.	AIB Study Skills Workshop Link
AIB Future Sparks	Don't Sweat the Stress	A complete resource to use either as a stand-alone stress management intervention or using parts thereof, as needs arise. This material is based around Dr. Clare Hayes' anxiety awareness and acceptance story 'The Elephant & the	AIB Don't Sweat the Stress Link

		Mouse'.	
AIB Future Sparks	Parent-Teen Communication	Using the AIB Future Sparks TV episode with Dr. Louize Carroll, this Teens Take Over episode delves into the parent/teen relationship. The material allows users to explore and discuss perspectives on this age-old topic.	AIB Parent-Teen Communication Link
AIB Future Sparks	Bank of Skills	A resource containing examples of the many skills you have and will develop over the course of this programme. This also provides an overview of how life skills may be divided up into different types - People, Personal, and Task skills. This resource is a helpful accompaniment for students who are exploring and evaluating their own skills, as well as a necessary resource for various AIB Future Sparks student worksheets.	AIB Bank of Skills Link

AIB Future Sparks	AIB Future Sparks TV	Managing Myself & My Career Path: 55 episodes, many of which the topics and resources can support the work of the guidance counsellor A sample includes: • Teens Take Over - Mark Maxwell (Careers Advisor) • Teens Take Over - Dr. Louize Carroll (Clinical Psychologist & Musician) • Teens Take Over - Dr. Ultan Sherman - Human Resources • Been There Done That - Emer O'Neill (PE Teacher, International Sports Person, Activist) • Been There Done That - Aisling Lee (Technical Engineer) • Been There Done That - Mark Baker (Accountant & Entrepreneur) • Been There Done That - Grace Enemaku (Designer & Illustrator) • Chatterbox 1 (Talk Show about Life Skills) - Breaking the Mould • Chatterbox 2 (Talk Show about Life Skills) - Leadership is Learned	AIB Future Sparks TV Guidance Related Link

		• Chatterbox 5 (Talk Show about Life Skills) - The Curve Balls will Come! • Chatterbox 7 (Talk Show about Life Skills) - Finding Your Voice	
AIB Future Sparks	Saving for College	Check out our top tips for saving for college. Suitable for Senior Cycle students and their parents/guardians who are planning for third-level education.	AIB Saving for College Link

AIB Future Sparks	Managing Money	How often do you think about managing your money? We all only have a set amount, so it is important to make the most of it! This episode of Little Sparks will support the transition to college conversations about how to budget your savings for the future and also understand	AIB Managing Money Link
		your disposable income. It is all about being sustainable over the long term, managing your money can provide peace of mind so it is important to think about and plan for.	

Index of external resources available to Guidance Counsellors from a previous webinar on the same topic (September 2020)

{ External Resources for Guidance Counsellors on Vimeo}

Agency/Company	Resource Name	Purpose of Resource/Short Summary	Available at
CareersPortal.ie	CourseFinder	How to navigate the 'Coursefinder' using a range of integrated filters, including points, location, college, sector, interests, maths requirement, language requirement, QQI links etc. and tag your favourites to your own career file.	https://careersportal.ie/courses/simple_search.php?default=1&txt=&cols_in=#results

CareersPortal.ie	Career Explorer	How to research the Careers Explorer to research over 1,000 occupations by education, entry routes, skills shortages, suitability, tasks & activities of each job, save to your career file and view live jobs.	https://careersportal.ie/careers/index.php?default=1&txt=&sec_inc=#results
CareersPortal.ie	Apprenticeship Area	Search all live Apprenticeships by QQI Level, by entry requirement, duration, skills and qualities, training, work activities, career progression and search for vacancies.	https://careersportal.ie/careers/index.php?default=1&types_in=2&txt=&sec_inc=#results
CareersPortal.ie	Career Sectors	Search the 33 most prominent career sectors to research all occupations, courses, and job opportunities. Hear from organisations and employees sharing their experience of working in the sector. Check what sectors have skills shortages, work experience placements, and opportunities with Irish or a third language.	https://careersportal.ie/sectors/index.php

CareersPortal.ie	Work Experience Portal	Work Experience Portal for Students, Teachers and Employers. Post live work experience opportunities, search and apply for placements and lots of supporting resources for employers, schools, parents and teachers.	https://careersportal.ie/workx/index.php

CareersPortal.ie	Setting up Career File	Create a Student Career File on CareersPortal, accessible from any device at any time allows students (1st-6th Year) to view their individualised career portfolio including their Career Interest Profiler result, saved courses, occupations and apprenticeships & more.	https://careersportal.ie/user/register
CareersPortal.ie	Subject Choice	A comprehensive section is available on the site on choosing subjects both at Junior and Senior Cycle. Includes subject specific videos which highlights the subject details and how each subject links to different careers. We integrate Leaving Cert points history by subject and number of candidates.	https://careersportal.ie/school/subject_explorer.php
CareersPortal.ie	National Career Skills Competition	Students at 2nd level (TY, LCE, LCVP and LCA) complete a career investigation which is linked to their work experience placement and allows them to highlight the career skills they have developed – this competition is available to enter in both Irish and English.	https://careersportal.ie/careerskills/skills_competition.php
CareersPortal.ie	Guidance Counsellors Area	Support resources and lesson plans are provided in this section of the site which are entirely free for the guidance community and teachers or tutors to use.	https://careersportal.ie/guidance/index.php

CareersPortal.ie	Parents/Guardians Section	A comprehensive section for parents and guardians to support their students in making informed career and educational decisions. Also provide a "What's Next" section for those who have just finished the Leaving Cert.	https://careersportal.ie/parents/index.php
CareersPortal.ie	Career Events Calendar	View all careers events nationwide, searchable by a range of categories; including provider, day, month and type of event.	https://careersportal.ie/media/index.php
CareersPortal.ie	Different Abilities Guide	A comprehensive guide on the impact of mental health, physical and intellectual disabilities on career choice. Includes contact information on professional bodies.	https://careersportal.ie/disability/az.php
Department of Education and Skills	Teaching Transforms webpage	A webpage with information to support and guide those interested in becoming a teacher	https://www.gov.ie/en/campaigns/teaching-transforms/?referrer=http://www.gov.ie/teachingtransforms/
Exit Entry	Guidance Counsellor Hub - Free features	Create your free Guidance Counsellor Hub account where you can access a number of features, including our Xplore hub. Click on the link where you can create your account, it only takes 5 minutes.	https://gc.exitentry.com/account/register
Exit Entry	Schools page	Get insight about the students using the app from your school.	https://www.exitentry.com/schools.php

Exit Entry	Student app	A free mobile app that connects students with opportunities using robust scientific assessments.	https://www.exitentry.com/student-app.html
Exit Entry	Xplore Worksheets	Exit Entry's Xplore hub, both in the student App and Guidance Counsellor Hub (Free section) provides students with an insight into companies, job roles, the world of work and student-centered organisations such as IWish, Intel, Emu Ink and the ISSU. These worksheets are filled with activities based on the Xplore organisations that can be completed at home or in class to support Guidance Counsellors and students.	https://drive.google.com/file/d/1bzFoLlb3Al-p0PlwYkCF2AwtYRTeki0o/view
Exit Entry	Free Accredited Learning Modules for Post Primary Students	Provides information to Principals, Guidance Counsellors and Teachers regarding the free IBM accredited learning modules which can be accessed and completed via the Exit Entry app.	https://exitentry.hubspotpagebuilder.com/-temporary-slug7691f49e-9d40-47f7-bdac05185a075e20
JCT	Guidance Resource on the Impact of Stress		https://www.jct.ie/perch/resources/wellbeing/week-1guidance-webinar.pdf
JCT	Guidance Resource on the Benefits of Mindfulness		https://www.jct.ie/perch/resources/wellbeing/week-2guidance-webinar.pdf

JCT	Guidance Resource on Tackling Thoughts		https://www.jct.ie/perch/resources/wellbeing/week-3guidance-webinar.pdf
JCT	Guidance Resource on Self-Compassion		https://www.jct.ie/perch/resources/wellbeing/week-4guidance-webinar.pdf
JCT	Guidance Resource on Gratitude		https://www.jct.ie/perch/resources/wellbeing/week-5webinar-guidance.pdf

JCT	Guidance Related Units of Learning Webinar		https://youtu.be/S-Sw5AW7ew4
JCT	Guidance in Junior Cycle Wellbeing Presentation		https://docs.google.com/presentation/d/1DeYe1NqyAB3lb8Wwq1mOUOBKjobDOyZde9 SuRCro_Q/present?token=AC4w5VhFXbM8fsHnfsJcoteo9mIXLnZTog%3A1599219403395&includes_info_params=1&eisi=COHo1MO0zsCFd0XqQEdwCoHtA&slide=id.p4

JCT	Elective Workshops	Four resources that will be of interest to Guidance Counsellors 1. Updated NCCA Wellbeing Guidelines 2021 for Ongoing Planning and Development of a Coherent Wellbeing Programme 2. A Framework and Resources for a Guidance Counselling Appointment to check in on Student Wellbeing 3. Addressing Anxiety	https://jct.ie/wellbeing/further_curricular_supports_for_well being_programme/elective_w orkshops

		around Loss and Grief within the Junior Cycle Guidance Programme 4. Coping with Stress Resources for the Junior Cycle Guidance Programme	
Post-Primary Languages Ireland /Languages Connect	Career Guidance Work Experience Resource	This module is to accompany the Languages Connect Work Experience Student Activity Pack. This is a series of activities showing students how their personal skills developed during their work experience and in their language studies, can be	https://languagesconnect.ie/g uidance-counsellors/

		beneficial for their future.	
Post-Primary Languages Ireland /Languages Connect	Working with languages	A lesson plan with resources to highlight the importance of languages in one's life which ever path it will take.	https://languagesconnect.ie/g uidance-counsellors/
Post-Primary Languages Ireland /Languages Connect	Languages in my life	Interactive online activity which offers students to reflect on the place of languages, now, in their work interest and in the future. This activity can be done independently.	https://languagesconnect.ie/g uidance-counsellors/
Post-Primary Languages Ireland /Languages Connect	Language classes and online support	Opportunities for students to join languages classes or avail of online support for noncurricular languages	https://languagesconnect.ie/la nguage-classes/

Post-Primary Languages Ireland /Languages Connect	#ThinkLanguages	An annual event to promote languages to TY students.	https://languagesconnect.ie/thinklanguages/
Post-Primary Languages Ireland /Languages Connect	TY Work Experience Activity Pack	This pack is for TY students who are going on work experience. It has activities students can do while on work experience or afterwards. Hard copies can be ordered for free through PPLI.	Hard copies can be ordered for free through PPLI. https://languagesconnect.ie/g uidance-counsellors/ PPLI also have an Irish version of all this resource.
Post-Primary Languages Ireland /Languages Connect	LCA/LCVP Work Experience Activity Pack.	This pack is for LCA and LCVP students who are going on work experience. It has activities students can do while on work experience or afterwards.	Hard copies can be ordered for free through PPLI. https://languagesconnect.ie/g uidance-counsellors/ PPLI also have an Irish version of all this resource.

P-TECH Network	Open P-TECH	Free Online learning platform – Digital Credentials in Emerging Technologies, Professional Skills Development and Career Readiness Supports.	https://www.ptech.org/openp-tech/
Spotlight Skills	Spotlight LMS (Learning Management System)	Online lifelong learning platform and integrated portfolio. Hybrid learning units for students to learn, practice and showcase essential 21st century competencies.	http://spotlightskills.com
The Teaching Council	Pathways to Teaching	Visual representation of pathways to primary and post-primary teacher registration	https://www.teachingcouncil.ie/Website/en/_fileupload/Pathways-to-Teaching-.pdf
The Teaching Council	Curricular Subject Requirements	Outline of the subject requirements an applicant must meet before being allowed to enter the Professional Master of Education, and subsequently register as a post-primary teacher of the subject(s).	https://www.teachingcouncil.ie/en/Publications/Registration/Documents/CurricularSubject-Requirments-after-January-2017.pdf

6th year guidance review questionnaire

"Taking Stock":

Questionnaire for 6th year students:

'Taking Stock' of where you are at the current time and identifying the Guidance supports you need.

Dear Student,

This questionnaire has been created and distributed to understand how you are coping as we approach the end of term, and to enable your Guidance Counsellor to continue to support you at the current time.

This short questionnaire contains 35 questions and should take about 5-10 minutes to complete. When finished, please return to: sbrady.sum@lmetb.ie

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Student Name: Click or tap here to enter text.

Please indicate whether you agree/disagree with the following statements:

Statement	Agree	Disagree
Future Plans:		

I have a clear idea of what I want to do next year	☐	☐
I am clear on how to go about getting into what I want to do next year	☐	☐
I have a 'back up' plan for next year	☐	☐
There are some areas of my plan I am not clear about	☐	☐
I feel ready for the next step in my education/ future	☐	☐
Systems and Applications:		
I think I will qualify for a grant and have applied through SUSI	☐	☐
I think I will qualify for a grant but am not sure how to apply	☐	☐
I have applied to the CAO	☐	☐
I am happy with my Level 8 course list on my CAO application	☐	☐
I am happy with my Level 6/7 course list on my CAO application	☐	☐
I am comfortable with the CAO 'Change of Mind' process	☐	☐
I have applied/am applying for a PLC course for next year	☐	☐
I need help applying for a PLC course	☐	☐
I have applied/am applying for an apprenticeship for next year	☐	☐
I need help applying for an apprenticeship	☐	☐
I am applying for jobs for next year	☐	☐
I need help with my CV	☐	☐
I need help with applying for scholarships	☐	☐
I need help with applying for campus accommodation for next year	☐	☐
I have a question about the HEAR application I submitted	☐	☐
I have a question about the DARE application I submitted	☐	☐
I need a reference from the school	☐	☐
I may opt to sit the Leaving Cert Examinations at a later date	☐	☐
I would like help with interview preparation	☐	☐
Wellbeing		
I feel like I am coping well at the moment	☐	☐

I have someone I can talk to when I need to	☐	☐
I am worried that my stress levels are high at the moment	☐	☐
I am finding the information posted on Facebook and teams helpful	☐	☐
I am aware of the support numbers if I need them	☐	☐
Communication		
I know how to contact the school if I need to	☐	☐
I know how to contact my Guidance Counsellor if I need to	☐	☐
I know where I can go for information on my career during the summer months	☐	☐
I know who I can contact for information on my future plans during the summer months	☐	☐
There is something I want to speak to my Guidance Counsellor about on a one-to-one meeting	☐	☐

IF you need to contact your Guidance Counsellor you can do so by the following means:

Please contact Ms. Kirk at the number outlined in the parent/guardian text that was sent home or via the school phone number

You can also contact guidance directly by email and if you require a phone call, I have to contact you via parental/guardian phone.

I am not permitted to engage in any form of communication regarding predicted grades or the grading system so please bear this in mind.

I can assist you individually or as a group based on the information you deliver in the above questionnaire

Whole School Guidance Checklist – Current Practice in our School

Key Aspect: Culture (of the school)

How are we doing? Take some time to reflect on the Criteria in the second column and then indicate how the school is doing against each statement.

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention

School mission & ethos (school values presented in the Whole School Guidance Plan)	• Students' personal & social, educational & career development is at the heart of the school's mission statement • The school is committed to providing all students with access to 'appropriate guidance' through a whole school approach to guidance: 'guidance for all', 'guidance for some' and guidance for a few' • The school's ethos is one that encourages all students to reach their potential • The school is committed to identifying and supporting the guidance needs of specific groups of students making transitions (e.g. incoming first years) and important life decisions • The school is committed to supporting students experiencing personal crises and difficulties in making transitions and decisions	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Physical & social environment	• The school provides a safe and warm environment for students to facilitate their personal & social, educational & career development and learning • The school environment provides facilities to support the provision of 'guidance for all', 'guidance for some' and 'guidance for a few' • The school provides a designated confidential and private space to support reflection, personal learning and one-to-one guidance counselling. • The school provides a designated career library/information room to support career learning & development	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention
Classroom culture	• A culture of trust, openness, collaboration and confidentiality is promoted in 'guidance for all', 'guidance for some' and 'guidance for a few' teaching and learning activities • Guidance counsellors and school staff involved in the delivery of whole school guidance have open, supportive and positive relationships with students • Students making transitions and important decisions are offered 'guidance for some' and 'guidance for a few' interventions	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Learning & teaching experiences & activities	• 'Guidance for all', 'guidance for some' and 'guidance for a few' learning and teaching activities promote students' learning and development	☐	☐	☐
	• Learning and teaching activities (including ICT) employ social constructivist approaches (experiential learning) and promote student self-reflection and awareness	☐	☐	☐
	• Students are provided with a wide range of experiences to facilitate their personal & social, educational and career development and learning such as, attending exhibitions and information evenings/days, work shadowing and placement, developing a mini company, interview role plays, meet with past students and education/training providers etc	☐	☐	☐
	• Students have access to online technologies to support them in their educational and career exploration and decision-making	☐	☐	☐
	• Specific learning and teaching activities and experiences are provided to students who require more intensive support to facilitate their personal & social, educational and career development	☐	☐	☐
	• Students are offered one-to-one meetings with the guidance counsellor and other qualified members of staff to support their personal & social, educational & career development	☐	☐	☐

Key Aspect: Relationships

How are we doing? Take some time to reflect on the Criteria in the second column and then indicate how the school is doing against each statement.

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention
Student teacher relationships	• Relationships between guidance counsellors (& school staff involved in the delivery of whole school guidance) and students are open, respectful and supported through a range of structures • A pastoral care system and student support teams are in place to identify and support students who may require 'guidance for some' and 'guidance for a few' approaches and other supports • Special efforts are made to develop positive and supportive relationships with students so that students feel respected and valued and self-refer for additional support when needed	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Peer relationships	• Positive relationships with peers are actively encouraged and students have respect, care and concern for one another • Students making transitions, especially incoming first years, are mentored by senior cycle students through a prefect system etc • Students are encouraged to support and look out for one another and to approach school staff re concerns they may have • Students are encouraged to collaborate, share and exchange knowledge to facilitate peer	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐

	learning in relation to personal & social, educational and career development			
Student voice	• The guidance department provides a forum for students and their parents to communicate needs and provide feedback on the whole school guidance programme • All students have an opportunity to input into the activities of the whole school guidance programme • Past students are invited by the school to contribute to the activities of the whole school guidance programme • Structures are in place to ensure that the students' voice is heard, especially during times of transition and decision-making	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention

Partnerships with parents /guardians, community and wider supports	• Parents' input is sought in relation to the planning and delivery of the whole school guidance programme • Parents are invited to contribute and provide feedback on the activities of the whole school guidance programme • The school has developed relationships and links with feeder primary schools, the local community to support students' personal & social, educational & career development and learning • Parents and students making transitions and decisions are invited to participate in parent/student evenings and to contribute to activities of the whole school guidance programme • The school has well established relationships with external agencies and services and the local community to support students who may require referral to services that can provide more intensive support than the school can • The school has well established links with the local Youthreach centre/FET to ensure successful transfer for students who are at risk of early school leaving	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐

Key Aspect: Policy and Planning

How are we doing? Take some time to reflect on the Criteria in the second column and then indicate how the school is doing against each statement.

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention
School policies	• School policies address all areas of the whole school guidance programme including consent, the limits of confidentiality and data protection considerations • The school has a policy on students' access to whole school guidance and procedures relating to the identification of students who may require more intensive support and specific interventions	☐ ☐	☐ ☐	☐ ☐

Whole school guidance planning	• The school has a whole school guidance plan which describes how the school will provide all students with access to 'appropriate guidance' within available resources • The whole school guidance plan outlines the identified prioritised guidance needs that are addressed by the whole school guidance programme • Stakeholders were invited to contribute to and provide feedback re the development of the whole school guidance plan • The whole school guidance plan sets out how the school will employ a whole school approach to the provision of a continuum of support model for guidance – 'guidance for all', 'guidance for some' and 'guidance for a few' • The whole school guidance Plan describes how the school guidance programme links in with and complements related programmes and curriculum	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention

CPD planning and supervision	• There is a comprehensive CPD plan to ensure that the guidance counsellor and school staff involved in the delivery of whole school guidance have the necessary knowledge, skills and competences to support students' personal & social, educational & career development and learning • The guidance counsellor is supported by the school to attend DES funded supervision • The guidance counsellor and school staff involved in the delivery of specific activities of the school guidance programme are consulted re their CPD needs	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Key Aspect: Curriculum and Service

How are we doing? Take some time to reflect on the Criteria in the second column and then indicate how the school is doing against each statement.

Focus	Some Criteria to look for	Excellent	Acceptable	Needs attention

Guidance-related learning/learning experiences	• Guidance-related learning is provided to all students through 'guidance for all' areas of learning – developing myself, developing my learning and developing my career path • Guidance-related learning is delivered through a whole school approach and across the curriculum e.g. the wellbeing programme in junior cycle • JC Statements of Learning and Key Skills are identified • Students making transitions and important life decisions are offered additional learning experiences and guidance activities to support them in this process • Students identified as requiring additional supports are referred to 'guidance for a few' interventions • Appropriate learning and teaching methodologies are employed to support students' learning and development☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
Related programmes / curriculum	• 'Guidance for all' links in with other school programmes/curriculum to support students' learning and development • The guidance counsellor and school staff involved in the delivery of related programmes/curriculum communicate and collaborate in designing and delivering learning experiences • The relevant JC Statements of Learning/Key Skills are identified	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

One-to-one appointments	• The whole school guidance plan outlines provision of one-to-one support to students requiring additional support • Students requiring ongoing specialist interventions are referred on to external agencies and support services by the guidance counsellor • The guidance counsellor and other appropriately qualified members of school staff know the scope of their role, boundaries and the limits of their professional competence • Students availing of one-to-one guidance counselling have a positive, nurturing and non-judgmental experience • Delivery of one-to-one guidance counselling is supported by continuing professional development and supervision	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

The Inclusion of Parents in Whole School Guidance
(Planning and Practice)

Contents:

Introduction to this resource	1
Introduction to policy background	2
Section 1: Scheduled communication with parents in general:	3
Section 2: Unscheduled communication with parents	5
Section 3: Planning and Evaluating the Guidance Service through an evaluation of parent perspectives	5

Introduction to this resource:

This document outlines initial content which may be added to/ included in a schools' Whole School Guidance Plan regarding the inclusion of parent voice.

This resource has been collated by the NCGE in consultation with the Department of Education to support the inclusion of parent voice in the planning and practice of Whole School Guidance Planning.

This resource not intended to be prescriptive, exhaustive nor final where the inclusion of parent voice in Whole School Guidance is concerned. This resource provides suggestions of key areas which need to be discussed and agreed upon within schools. This planning document should be reviewed and updated regularly in a school as the guidance needs of students evolve over the short and medium term.

It should be noted that this document is intended as an 'add-on' to a detailed and annually reviewed Whole School Guidance Plan. Suggestions/ideas are included in this document but may be deleted/replaced by each local school as relevant and appropriate.

Introduction to policy background:

Potential introduction to be sent to parents / guardians.

This resource outlines the decisions made at local school level about the logistics of including parent voice in whole school guidance (planning and practice) in our school.

All content was discussed and agreed between School Management and the School Guidance Counsellor(s). The approach of our schools is based on the following policy documents:

Irish Constitution

ARTICLE 42(1)
The State acknowledges that the primary and natural educator of the child is the Family.

Education Act (1998)

'To ensure that the education system is conducted in a spirit of partnership between schools, patrons, students, parents, teachers and other school staff ……'

http://www.irishstatutebook.ie/eli/1998/act/51/enacted/en/html

Guidelines for Second-Level Schools on the Implications of Section 9 (c) relating to students' access to appropriate guidance, Inspectorate, (2005)

http://www.sdpi.ie/inspectorate/pp_guideliines_second_level_schools_9c%20Appropriate%20Guidance.pdf

Education (Student and Parent Charter) Bill, 2019

To improve how schools engage with students and their parents. Setting out a legal framework that schools will apply in their engagement with students and parents.

https://data.oireachtas.ie/ie/oireachtas/bill/2019/67/eng/initiated/b6719s.pdf

A Whole School Guidance Framework (NCGE, 2017)

https://www.ncge.ie/resource/ncge-whole-school-guidance-framework

Department of Education Circular 009/2012
4.3 Whole school approach to the provision of guidance

http://www.education.ie/en/Advanced-Search/?q=0009/2012

Department of Education Circular M27/1991
Partnership with parents

https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/m27_91.doc

Based on the content of these policy documents, communication with parents in our school is described in the following three sections:

- Section 1: Scheduled communication with parents in general
- Section 2: Unscheduled communication with parents in general
- Section 3: Evaluating the Guidance Service through an evaluation of parent perspectives

Each of these sections is addressed in this document.

Section 1: Scheduled communication with parents in general

In Scoil Uí Mhuirí ALL parents will have scheduled access to school personnel involved in Whole School Guidance as follows:

Whole School Guidance: Scheduled Parent Information Evenings:

Parents of incoming 1st years are invited to an information virtual evening hosted by - School Management, First Year Head, SEN & Transition team

Parents of 2nd year students are invited to an information evening on the topic of CBAs , hosted by JCT CO Ordinator with outline of calendar of CBA due dates. This information is also sent out to parents of each year group.

Parents of 3rd year students are informed of Study skills session, hosted by Yearhead and Guidance Dept. Also in Jan/Feb time parents are invited to attend an information session of subject choice delivered by management, Guidance Dept, LCVP , LCA & SEN Co Ordinator's.

Parents of TY students are invited to an information evening on subject choice delivered by Yearhead and Guidance Dept. Also in Jan/Feb time parents are invited to attend an information session of subject choice delivered by management, Guidance Dept, LCVP , LCA & SEN Co Ordinator's.

Parents of 5th year students are informed of the various wellbeing, mental health and career webistes through our social media hub. This information can be seen by Whole School and the new Guidance and Wellbeing Newsletter is also a point of information for all parents.

Parents of 6th year students are invited to attend an Our CAO information evening and the opportunities that are available to students as they take the next step. Information is distributed via our social media platform, Teams and also the guidance and wellbeing newsletter on the school website.

Other Scheduled Events:

- The school open night' for incoming first years and their parents

  TY graduation

- 6th year graduation

- Parent teacher meetings take place for all year groups during the academic year as indicated on the school calendar.

- Progression of LC students

Scheduled Appointments:

School Management:
Parents can make appointments with the Principal / Deputy Principal by: Contacting the school office, emailing management

Guidance Counsellor(s):
Parents can make appointments with the Guidance Counsellor by: Contacting the main office, emailing the guidance Dept.

Student Support Team:
Parents can make appointments with members of the Student Support Team by: Contacting the main office, emailing or ringing individual yearheads

Others: insert how this is done in our school

General Information Available for Parents:

Guidance information is distributed to parents through:

designated section on school website

pre-recorded Guidance presentations available through designated section on school website

- The school social media platforms, twitter, facebook

- a notification by text

Section 2: Unscheduled communication with parents.

Parental concern for the welfare of a student:

If parents are concerned for their children, they may contact - the Year Head by telephone or email .

RECOMMENDED - Parents are informed of how to contact each year head on the school website and in the welcome letter sent at the start of the year

School Personnel concern for the welfare of a student:

If school personnel are concerned for a student, they will contact parents by Identifying the student on the e-portal system and contacting home via the number that is available on the school system. However, most staff will liaise with the Yearhead or management regarding a concern before contacting home.

RECOMMENDED - In the case where parents are divorced / separated both parents will be contacted by the school.

Child Protection concern for the welfare of a student:

If school personnel are concerned for a student regarding a child protection issue, they will contact the DLP who will follow all contemporary procedures as appropriate.

Section 3: Planning and Evaluating the Guidance Service through an evaluation of parent perspectives.

In INSERT SCHOOL NAME the Whole School Guidance Plan is available for parents to view on the school website INSERT LINK. Parents are reminded that they can view the Whole School Guidance plan in all correspondence during the year, including a EXAMPLE - 'reminder slide' in each parent information session.

Parent voice is included in the development of the whole school Guidance Plan in the following ways:

- A sample of parents are surveyed at each PTM regarding the Guidance needs of their sons/daughters

Parent voice is included in the evaluation of the whole school Guidance Plan in the following ways:

- - Each parent evening is evaluated by attending parents.
- EXAMPLE - Guidance Counsellor follows up with a sample of parents who did not attend events to understand how participation may be increased.
- EXAMPLE - Guidance team undertake statistical analysis of access to the online resources provided by the school e.g., numbers accessing pre-recorded presentations etc.

The content of this document has been agreed by

and

Click or tap here to enter text.

on

Click or tap to enter a date.

This document will be reviewed and updated on

Click or tap to enter a date.

Guidance /student supports review-

Strengths	Opportunities
Challenges	Threats

Areas to be evaluated / improved:

- 5th year guidance to be trailed on a modular basis.
- The implementation of the DATs for 3rd year student to help with senior cycle subject choice
- Guidance to be provided in some form in TY

Review

It is the intention of this Department to schedule a review every 2nd year going forward