

St. Patrick's Classical School Navan



Whole School Guidance Plan 2025 - 2026

GLOSSARY

CAO	Central Applications Office
CIT	Critical Incident Team
CL	Circular Letter
DE	Department of Education
DLP	Designated Liaison Person (Child Protection)
DDLDP	Deputy Designated Liaison Person
DSGC	Directors of Studies in Guidance Counselling
ESL	Early School Leavers
ETB	Education and Training Board
FET	Further Education and Training
HE	Higher Education
HPS	Health Promoting Schools
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCSA	Junior Cycle Student Achievement
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE Education	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS Service	National Educational Psychological Service
PDST	Professional Development Service for Teachers
PTR	Pupil–Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self–Evaluation
SST	Student Support Team
SUSI	Student Universal Support
TY	Transition Year
WSG	Whole School Guidance
WTE	Whole time equivalent

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Introduction

St. Patrick's Classical School's Whole School Guidance Plan is a structured document that outlines our school's guidance programme and describes how the guidance and counselling service works. It specifies how the guidance needs of our students are addressed in a systematic, developmental way and states how resources are organised to deliver the programme. It is an integral part of the overall Whole School Guidance Plan.

The Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal, social and emotional – leading to a greater personal autonomy for all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme.

This plan forms part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated routinely.

1.1 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems,

address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

1.2 Requirements on Schools

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’.

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). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In St. Patrick's Classical School guidance provision has been restored gradually in that time.

✓ 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.

✓ The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019), ✓ Circular 0009/2023, 'Whole School Guidance Provision at Junior Cycle'.

✓ Information Note 0008/2023, 'Personal and Social Guidance Counselling'

✓ Information Note 009/2023, 'Information Note in Relation to Whole School Guidance Provision at Junior Cycle'.

✓ A National Strategic Framework for Lifelong Guidance (2024-2030) and accompanying Strategic Action Plan (2024-2030), published in December 2023.

✓ Information Note 001/2024, 'Information Note in Relation to Whole School Guidance'.

✓ Circular 0009/2024, "Community & Comprehensive School Staffing Arrangements and Approved Allocation of Teaching Posts 2024/25. "

✓ 0001/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance.

✓ 0003/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance-counselling notes (2024).

✓ Circular 0041/2024: Guidance in Post-Primary Schools.

1.3 Scope

This plan applies to the entire community of St. Patrick's Classical School. Its interventions and supports apply particularly to junior, senior, further education, minority, special educational or personal needs etc. of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement: In St. Patrick's Classical School we 'endeavour at all times to provide, through as wide, as varied and as balanced a curriculum as is possible, for the spiritual, intellectual, emotional, social, cultural and moral development of all its students.

St. Patrick's Classical School strives for excellence in all aspects of culture, including sport, drama and music, wherein students are challenged and encouraged to realise their full potential as human beings.

As partners in this education process the Board of Management, Principal, Deputy-Principals, Staff and Parents are also conscious of the importance of encouraging the growth of positive behaviour, the development of leadership skills and the meaningful understanding of all aspects of living with regard to citizenship, family, work and leisure.'

St. Patrick's Classical School Mission Statement

1.5 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should "...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" (DES, 2005; pg. 4).

NCGE (2004) defines the Whole School Guidance Plan as "... The document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme." (NCGE, 2004: pg. 8). Guidance is a whole school activity and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives like the HPS programme. This whole School activity is undertaken as a means of supporting the needs of students. As a School we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school's approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and Objectives

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

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

2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the St. Patrick's Classical School guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

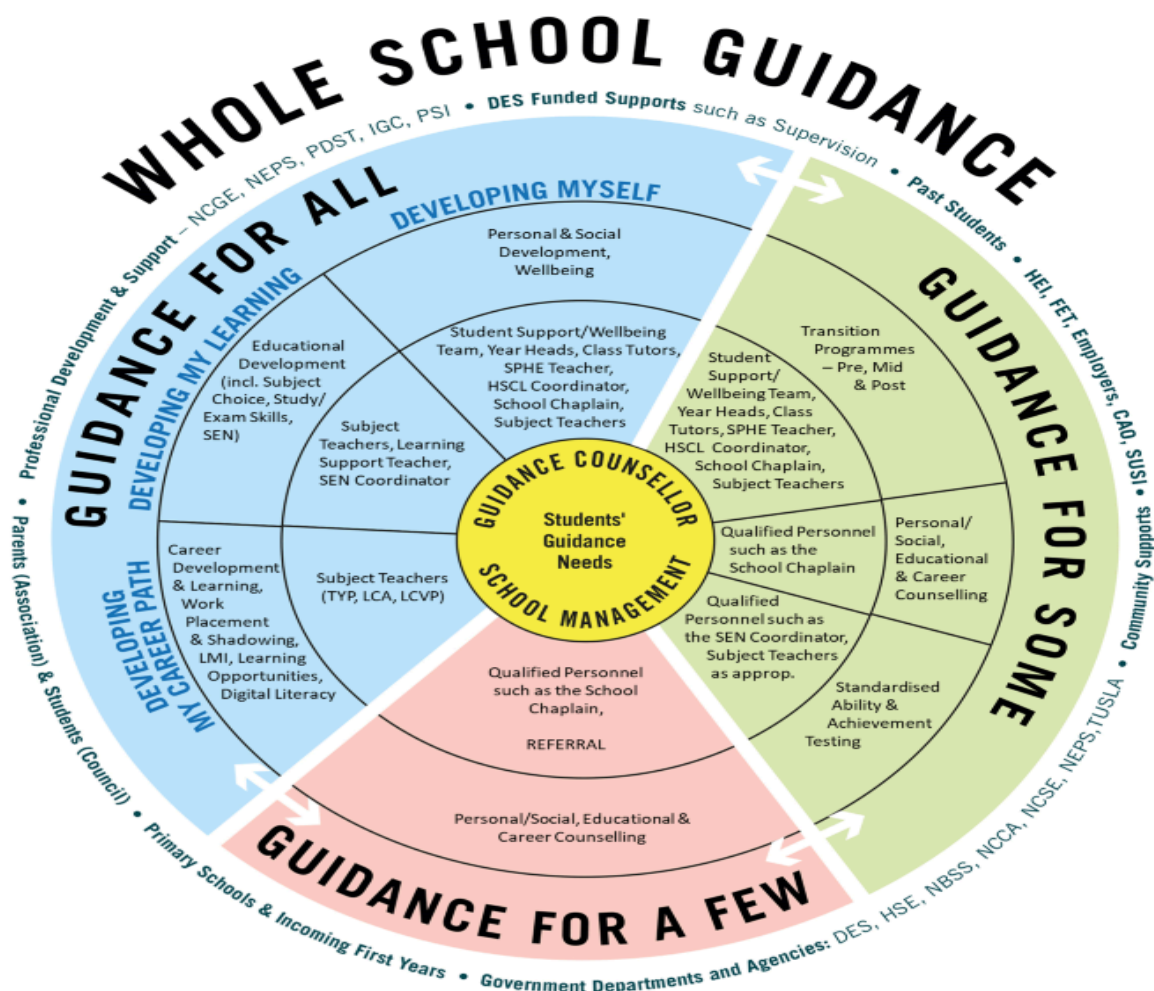
A) Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

B) Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more

intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the Student Support Team, SPHE teacher, SEN Coordinator, year heads, class tutors and the school Chaplain.

C) Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/Chaplain/ staff member may need to provide continued support to the student.

Figure 1 below (courtesy of NCGE: A Whole School Guidance Framework, Page 14) shows the continuum of support model on which our School approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.



2.2 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in St. Patrick's Classical School are exposed to 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance 9| Page Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Areas of Learning

Competences

Developing Myself	<ul style="list-style-type: none">•Developing & maintaining self-esteem & a positive self-concept•Interacting effectively with others (face-to-face & online)•Developing & growing throughout life
Developing My Learning	<ul style="list-style-type: none">•Employing effective personal learning/exam strategies•Making educational choices in line with career aspirations
Developing My Career Path	<ul style="list-style-type: none">•Using career related information & sources appropriately•Understanding the world of work & life roles•Managing career development & decision making

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others.

The guidance counsellor has a role in planning, coordinating and delivering guidance-related learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

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 counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.3 Whole School Overview

Within St. Patrick's Classical School Guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- A. Personal and Social Development
- B. Educational Guidance
- C. Career Development

A. Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle in R.E. Junior Cycle SPHE comprises the following strands: Understanding Myself and Others, Making Healthy Choices, Relationships and Sexuality and Emotional Wellbeing. At Senior Cycle the RE strands are Mental Health, Gender Studies, Substance Use and Physical Activity and Nutrition. The SST may include modules during the course of a school year e.g. Study Skills, Internet Safety, and numerous outside speakers. The Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in St. Patrick's Classical School to develop the skills, potential and resilience of students.

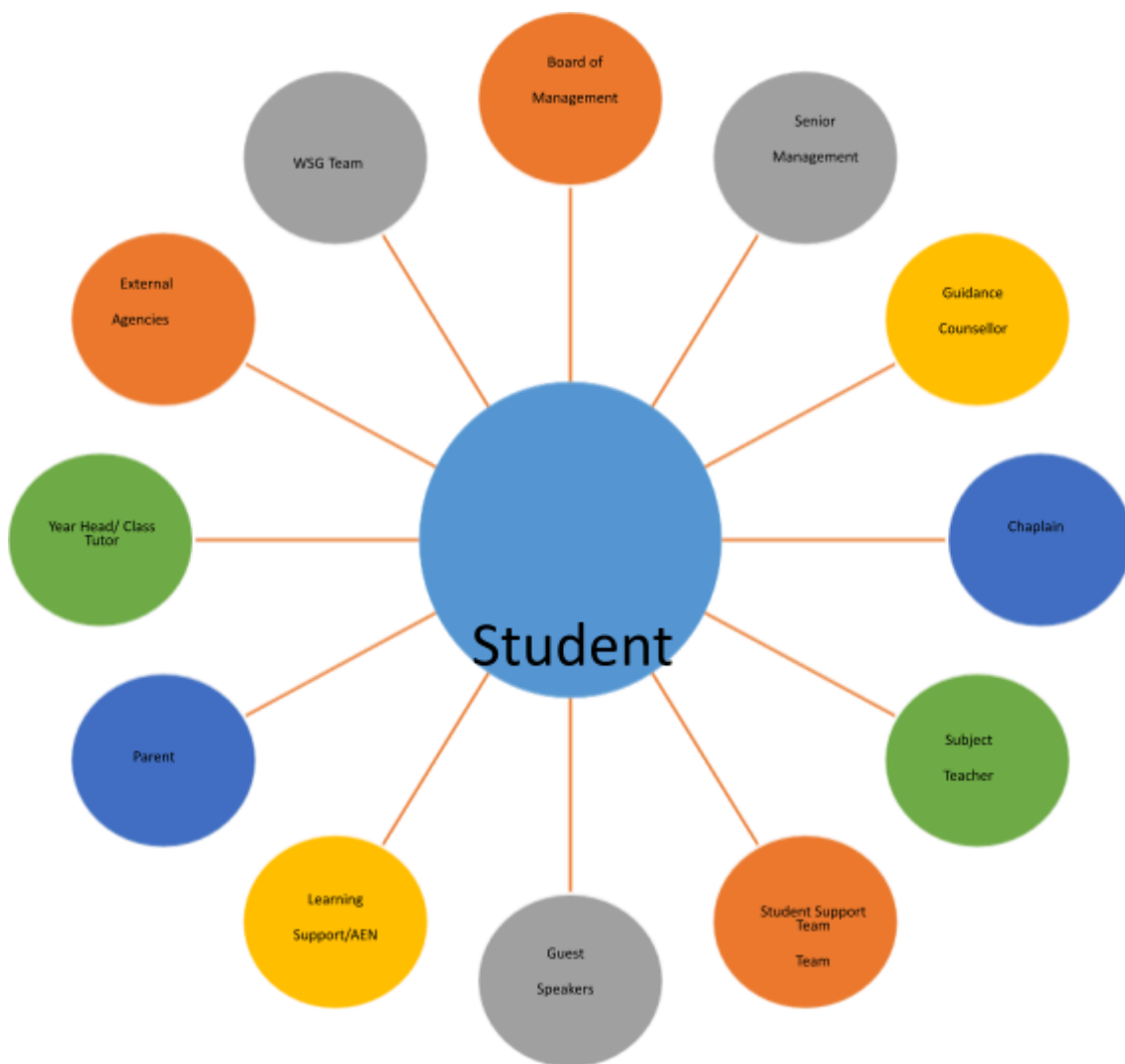
B. Educational Guidance - Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In St. Patrick's Classical School Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations and consulting parents about related matters.

C. Career Guidance – Career development and investigation is vocational in nature and while it is mainly concentrated at senior cycle; it is also delivered at Junior Cycle in modules during SPHE classes. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g Careers Portal - Reach + programme , Qualifax, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore.

3. Guidance: A Whole School Activity – Roles and Responsibilities

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal,

educational and career), all members of the teaching staff are in some way involved in providing guidance to students. However it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The roles expanded below are not exhaustive, nor are they intended to be prescriptive. The main roles and responsibilities within our School are:



(a) Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998). Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance". The Board of Management is the data controller. The Board considers and applies the general principles of the GDPR when preparing any training documents, codes, specific privacy policies etc.

(b) Senior Management

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also has a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

(C) Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social, their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as liaising with management, year heads, and class tutors, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum.

The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the Student Support Team and Critical Incident Teams. The Guidance counsellor is involved in testing pupils, and assists in the accommodation of pupils with learning difficulties at examination time. They are on the core planning team for the T.Y. programme.

The Guidance Counsellor and Chaplain as mandated persons are also well positioned, due to the nature of their work, to react to any child protection concerns. Where required, the guidance counsellor creates and maintains a 'safe space' for the student. In all personal and social guidance counselling, the guidance counsellor operates within professional guidelines including child protection procedures. This WSG plan includes specified time allocation for the guidance counsellor 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 (Circular 0002/2023, Circular 0003/2023, Circular 004/2023).

More information on the personal and social role of a guidance counsellor are detailed in Information Note for Schools in relation to Personal and Social Guidance Counselling 0008/2023.

(D) Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with year heads (at year head meetings and informally) and all members of the Student Support Team and outside supportive agencies. They are a member of the Student Support and Critical Incident Team. The Chaplain supports and liaises with the RE department. The Chaplain has a

specific mission toward the spiritual, Student Support Team and faith development of the entire school community.

(E) Whole School Guidance Team (WSGT)

As WSG in St. Patrick's Classical School is extensive and encompasses many elements of school life, it's planning and practice is not left the responsibility of any one individual in the school. Rather, a WSGT who supports the design and development of a WSG programme and plan. The WSGT comprises the Principal, Deputy, Career Guidance, Chaplain, SPHE, SSE and JC Coordinators. The role of the WSGT is multi-faceted, and aims to foster an inclusive and supportive approach to WSG. This includes, but is not limited to:

- Designing a WSG plan to meet the needs of the whole school community throughout the academic year;
- Overseeing the implementation of the WSG plan;
- Incorporating student and parent voice when possible and appropriate and;
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad ranging guidance needs of the whole school community.

The work of the WSGT incorporates all areas of guidance (personal, social, education and career). The WSG team also monitors current WSG provision and plans for any amendments or changes. The School conducts an ongoing needs analysis so as to determine the guidance requirements of students and their parents through existing SSE mechanisms.

Other teams, including the SST, also provide inputs and recommendations to the WSGT for consideration. Whole staff Oide supports are also considered by the WSGT.

(F) Student Support Team (SST)

The SST is made up of Management, Chaplain, Guidance Counsellor, AEN Coordinator, and the Student Support Coordinator. The Team meets weekly to review the needs of students. The meeting has a specific agenda and minutes are recorded. The Team strives to provide a response to students' needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at SST Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

(G) AEN Coordinator

AEN Coordination is directed by a Team. They direct the provision and application of resources for students with special educational needs and/or specific learning difficulties. The Deputy Principal is part of the Team and she liaises with the staff, parents/guardians and outside agencies. A member of the Team will apply for assistive technology as required. The Deputy Principal oversees timetables for students requiring learning support and assistance. The Team and Deputy Principal liaise with Special Needs Assistants, Guidance Counsellor, Chaplain, Year Heads, subject teachers and Principal.

(H) Subject teachers and Department planning

WSG acknowledges that all school staff have a role in providing guidance to students. This is reflected in individual subject department plans. Subject teachers have a final line role of responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal

responsibilities through management, Student Support Team roles, and coordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor/LS/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(I) Other Support Staff

● Class Tutor

The class tutor takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class tutor serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

● Year Head

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class tutors, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

(J) Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body.

Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

(K) Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognises that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through:

- (i) Consultation with the guidance counsellor and other school staff.
 - (ii) Attendance at relevant information and other meetings at school.
 - (iii) Contributing to the development and review of the school guidance plan.
- And when possible
- (iv) Providing personal assistance to the school guidance programme.

(L) Students

This Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. Patrick's Classical School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School.

Life Skills, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because St. Pat's adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, Year Head, Guidance Counsellor, Chaplain, Deputy Principal and Principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

4. Current Whole School Guidance Programme & Provision

4.1 Time allocation - Individual, small group and class group support

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The school counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs.

Group work is offered under the direction of the Counsellor or chaplain. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.

Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the Principal. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

4.2 Delivery of Guidance & Counselling (one-to-one, small group etc.)

The 2017 and 2018 Allocation Circulars state –

“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”

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one to one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students (see table 1, Appendix 2).

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, table 2 in Appendix 2 identifies how this ex-curricular time for the Guidance Counsellor is calculated. In addition the Guidance provision for whole class and year group intervention is also identified.

Guidance at Junior Cycle in St. Patrick's Classical School is linked to SPHE and/or Life skills. TY have a dedicated weekly guidance class. While senior cycle guidance is aligned to LCVP and/or RE.

4.3 Junior and Senior Cycles Guidance Programme

The School vision is to supply an effective and comprehensive Guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community.

The Junior Cycle programme includes guidance related learning, in line with Circular 0028/2023. There are two means by which classroom guidance related learning is included on the School timetable at Junior Cycle:

(i) **Wellbeing hours:** St. Patrick's Classical School provides 400+ hours of Wellbeing across the three years of Junior Cycle. Of these 400 hours, 335 hours are used for the provision of Social, Personal and Health Education (SPHE), Civic, Social and Political Education (CSPE) and Physical Education (PE) across the three years of Junior Cycle. The balance of 65+ hours are accorded to other wellbeing-related content, including guidance related learning such as Tutor Time

(ii) Other areas of learning: classroom guidance related learning are also provided to students outside of the provision of Wellbeing.

The Whole School delivery in Guidance provision at St. Patrick's Classical School is best identified by the summarised charts on the following pages:

Vocational / Career

Includes areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career / course information.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
SCHOOL BASED GUIDANCE	✓			<ul style="list-style-type: none"> Employing effective personal learning/exam strategies 			ALL	ALL	ALL
<ul style="list-style-type: none"> Career Meetings 	✓			<ul style="list-style-type: none"> Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 			Guidance Counsellor	Timetabling One to One App	ALL
<ul style="list-style-type: none"> Career Talks 	✓			<ul style="list-style-type: none"> Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate 			Guidance Counsellor	Whole Class Guest Speakers	ALL
<ul style="list-style-type: none"> SEN Access Program 			✓	<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept Interacting effectively with others Developing & growing throughout life 			Management Teachers SEN Coordinator	Outside Agencies Psychometric Testing	1 st Year onward
<ul style="list-style-type: none"> Personal Statements 		✓		<ul style="list-style-type: none"> Describe personal strengths & resources which can be used during times of change & transition 			Guidance Counsellor Teachers	ICT One to One	ALL
<ul style="list-style-type: none"> Career Investigation Portfolio 		✓		<ul style="list-style-type: none"> Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities 			Guidance Counsellor Teachers	Reach + One to One	TY/LC
<ul style="list-style-type: none"> Aptitude, Interest, Values and Personality tests. 	✓			<ul style="list-style-type: none"> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour. 			Guidance Counsellor	Reach + One to One	TY/LC
<ul style="list-style-type: none"> Career Options 	✓			<ul style="list-style-type: none"> Establish how career related information has been used to make career decisions 			Guidance Counsellor	Career Path One to One	ALL
<ul style="list-style-type: none"> Mock Interviews 		✓		<ul style="list-style-type: none"> Demonstrate the ability to participate in an interview 			Guidance Counsellor	Outside Interviewers	TY/LC
<ul style="list-style-type: none"> Guidance Counselling Service- Re; subject choices for senior cycle and decide on career choices and CAO applications. 	✓			<ul style="list-style-type: none"> Plan their learning path in line with career goals & aspirations Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities 			Guidance Counsellor	Reach + One to One	ALL

• Vocational Subject Choice	✓			• Demonstrate how educational options & achievements relate to life & work goals	Management	Staff Timetabling	ALL
• Early School Leavers Program			✓	• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition	Management Guidance Counsellor	Solas Youth Reach Outside Agencies	FEW
EXPERIENTIAL GUIDANCE	✓			• Understanding the world of work & life roles	ALL	ALL	ALL
• Career Expos	✓			• Explore differences between career areas & requirements (including educational options) for working in different fields	Guidance Counsellor	IT's Universities Enterprise Whole Group	TY/LC
• Open Days	✓			• Explore the education requirements for further study & career interests	Guidance Counsellor	IT's Universities Whole Group	SOME
• Participation in the BT Young Scientist & Student Enterprise Programmes.		✓		• Recognise the link between subjects (&levels), extra-curricular activities & different career paths	Teachers	Facilities Outside Organizations	SOME
• Local Business Partnership – Enterprise Awards Visitors in, Visits out		✓		• Utilise networks to enhance career development opportunities	Teachers	Outside Organizations	SOME
• Work Experience		✓		• Evaluate work experience to-date & identify learning arising from this work experience	Guidance Counsellor	Outside Organizations	TY
HOME-SCHOOL PARTNERSHIP	✓			• Making educational choices in line with career aspirations	ALL	ALL	ALL
• Information Parent evenings; CAO, Transition to College, 3rd Yr. Subject & Programme Choice, Open Night & 1 st Year Parent Information Night	✓			• Explore subject choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment	Management Guidance Counsellor Teachers	Whole Group Facilities	ALL

Educational

This is developmental and would include such areas as subject / course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR SUPPORT	✓			<ul style="list-style-type: none"> Employing effective personal learning & exam strategies 			ALL	ALL	ALL
<ul style="list-style-type: none"> Individual Guidance meeting re; subject choice 		✓		<ul style="list-style-type: none"> Explore subject options for Junior/Senior cycle 			Guidance Counsellor	Staff One to One	SOME
<ul style="list-style-type: none"> Core Subject Levels (Higher/Ordinary) 	✓			<ul style="list-style-type: none"> Choose subject level in line with their own abilities 			Management	Differentiation instruction	ALL
<ul style="list-style-type: none"> Resources Invested for subject departments 	✓			<ul style="list-style-type: none"> Assess the knowledge, skills & attitudes that meet life & work goals 			Management	Facilities	ALL
<ul style="list-style-type: none"> ICT Support 	✓			<ul style="list-style-type: none"> Access information re further study/employment/apprenticeships 			Guidance Counsellor	Facilities	ALL
<ul style="list-style-type: none"> Wide range of Choice subjects at Senior Cycle (20) 	✓			<ul style="list-style-type: none"> Making educational choices in line with career aspirations 			Management	Facilities Staff	ALL
<ul style="list-style-type: none"> Open pick of subjects 	✓				Management	Facilities Staff	ALL		
<ul style="list-style-type: none"> Sampling of subjects for TYs 	✓				Teachers	Facilities Staff	1 st Years / TY		
<ul style="list-style-type: none"> Teachers use various teaching methodologies, implementation of effective group work and Assessment for Learning. 	✓			<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 			Teachers Subject Departments	ICT One to One Whole Group	ALL
<ul style="list-style-type: none"> Mixed ability classes 	✓			<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers 			Management	Differentiated Teaching	ALL
<ul style="list-style-type: none"> Differentiation for all levels including high achievers 	✓			<ul style="list-style-type: none"> Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities 			SET Team	Differentiated Teaching	ALL
<ul style="list-style-type: none"> Subject Fieldtrips 	✓			<ul style="list-style-type: none"> Plan & participate in work opportunities in line with their career goals & aspirations 			Subject Departments	Whole Group	TY
<ul style="list-style-type: none"> Focus Weeks e.g. Science Week, Maths Week 	✓			<ul style="list-style-type: none"> Identify transferable skills & identify career areas that these apply to 			Subject Departments	Whole Group	ALL
<ul style="list-style-type: none"> Programme Choice – TY, Leaving Certificate 	✓			<ul style="list-style-type: none"> Making educational choices in line with career aspirations 			Management Program Coordinator	Facilities Whole Group	TY
<ul style="list-style-type: none"> Induction days for TY students 		✓		<ul style="list-style-type: none"> Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others 			TY Co Ord TY Tutors	Whole Group Outside Agencies	TY

Guidance For All

Developing myself Developing my Learning Developing my career path

Guidance For Some

Guidance For a Few

- Parent & Student Teacher meetings at senior cycle.



- Reflect on their learning style & attitudes towards

Management
Teachers

One to One

5th/6th

Guidance For All

Developing myself

Developing my Learning

Developing my career path

Guidance For Some

Guidance For a Few

				learning			
<ul style="list-style-type: none"> Delay decisions around sitting honours papers for as long as possible 		✓		<ul style="list-style-type: none"> Evaluate their knowledge, skills & learning & determine how these relate to further learning 	Management	Mock Papers One to One	6 th Year
<ul style="list-style-type: none"> Learning Support for students with AEN 			✓	<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 	SET Coordinator	SET Team Outside Agencies	ALL
ASSESSMENT & STANDARDIZED TESTING	✓			<ul style="list-style-type: none"> Choose subjects (& level) in line with their own interests & abilities Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities Reflect on their learning style & attitudes towards learning Explore subjects in terms of the knowledge & skills associated with different areas of study/careers Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities 	ALL	ALL	ALL
<ul style="list-style-type: none"> CAT 4 	✓				Management SET	Psychometric Testing	6th Class
<ul style="list-style-type: none"> NGRT - Reading Age 	✓				SET	Outside Agencies	FEW
<ul style="list-style-type: none"> WRAT 4 		✓			SET	Outside Agencies	FEW
<ul style="list-style-type: none"> DASH 		✓			SET	Outside Agencies	FEW
<ul style="list-style-type: none"> Analysis of State Exam results - subject department meetings, subject teacher and management meetings, staff meeting. 	✓				Subject Departments	SEC Vsware	JC3/LC2
<ul style="list-style-type: none"> Term Exams & Reports 	✓				Teachers	Vsware	ALL
<ul style="list-style-type: none"> Mock Exams & Reports 	✓				Teachers Office Staff	Outside Agencies Mock Papers	3 rd /6 th Years
<ul style="list-style-type: none"> Assessment for Learning 	✓				ALL	Whole Group	ALL
<ul style="list-style-type: none"> Classroom Based Assessments 	✓				Teachers	Whole Group	JC
<ul style="list-style-type: none"> Assessment Tasks 	✓				Teachers	Whole Group	ALL
<ul style="list-style-type: none"> Oral Exams 		✓			Teachers	One to One	6 th Year
<ul style="list-style-type: none"> Practical Exams 		✓			Teachers	Facilities	3 rd /6 th Years
<ul style="list-style-type: none"> Subject Briefs e.g. Geography, History 		✓			Teachers	One to One	3 rd /6 th Years
<ul style="list-style-type: none"> E- portfolios 		✓			Teachers	Whole Group	TY/5 th /6 th
<ul style="list-style-type: none"> State Exams: Junior Cycle & Leaving Certificate 	✓			Exam Secretary	Whole Group	ALL	
MOTIVATION & LEARNING	✓			<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept 	ALL	ALL	ALL
<ul style="list-style-type: none"> Study Skills Week 				<ul style="list-style-type: none"> Identify their learning styles & study habits 	GC Subject Teachers	ALL	2 nd /5 th Year
<ul style="list-style-type: none"> School Journals 	✓			<ul style="list-style-type: none"> Recognise the importance of learning for achieving 	Class Teachers	Whole Group One to One	ALL
<ul style="list-style-type: none"> Study skill seminar for 1st / 3rd /6th Years 	✓			<ul style="list-style-type: none"> Develop effective study skills & habits 	Guidance Counsellor	Whole Group Outside Agency	1 st / 3 rd /6 th Years
<ul style="list-style-type: none"> Exam Targets 	✓			<ul style="list-style-type: none"> Students set targets for each set of house exams 	Guidance Counsellor	Whole Group	5 th / 6 th Year
<ul style="list-style-type: none"> Provision of study planner - Seminars 		✓		<ul style="list-style-type: none"> Develop effective study skills & habits 	Management	Whole Group	3 rd /6 th Years
<ul style="list-style-type: none"> Display of Study Skills Power Point on Display Screens 	✓			<ul style="list-style-type: none"> Identify their learning styles & study habits 	Teachers	Whole Group	ALL

● Tracking of Exam results – follow up with students & parents	✓			● Reflect on their learning style & attitudes towards learning	Year Head	Vsware Whole Group	ALL
● Attendance Strategy	✓			● Adopt behaviours & attitudes that will help realise education & career goals	Management	Whole Group Vsware	ALL
● Awards	✓			● Adopt attitudes & behaviours to promote oneself	Teachers	Whole Group	ALL
● Teacher Feedback	✓			● Reflect on their learning style & attitudes towards learning	Teachers	One to One	ALL
● Assemblies	✓			● Adapt behaviour to enhance interactions with others	Management	Whole Group	ALL
● VS Ware – all exam reports updated	✓			● Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Office Staff Teachers	Whole Group	ALL
● PST Meetings at Senior Cycle		✓		● Change behaviour & attitudes to enhance self-esteem & self-concept	Teachers	Whole Group	LC
LITERACY & NUMERACY STRATEGY AND SCHOOL IMPROVEMENT PLAN	✓				ALL	ALL	ALL
● School library - books to suit pupils reading Ability.	✓				Library Coordinator	Whole Group Library	ALL
● Numeracy & Literacy Boards	✓			● Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	Literacy & Numeracy Coordinator Teachers	Whole Group Literacy & Numeracy Boards	ALL
● Keyword display & notebooks		✓		● Demonstrate problem solving strategies	Subject Departments Teachers	Whole Group Literacy & Numeracy Boards	ALL
● Parent/Student & Staff reading initiatives	✓			● Explain how self-esteem & self-concept can influence goal setting & decision making	Literacy & Numeracy Coordinator	Whole Group One to One	ALL
● Table Quizzes / Games / Lunch Time Clubs	✓			● Identify effective social skills & behaviour	Literacy & Numeracy Coordinator	One to One	ALL
● Drop everything and read/reason	✓			● Explain how their behaviour & attitudes can influence the feelings & behaviour of others	Literacy & Numeracy Coordinator	Whole Group	ALL
● Whole school approach	✓			● Describe how others' attitudes, expectations & behaviour	ALL	Whole Group	ALL
● Maths / Science / Business / Seachtain na Gaeilge / MFL Weeks	✓			● Express feelings appropriately with others	Subject Department	Whole Group	ALL
● World book day	✓			● Demonstrate appropriate communication & behaviour when cooperating with others	ALL	Whole Group	ALL
● Parental links e.g. surveys		✓		● Join networks to enhance their own personal, educational & career opportunities	Literacy & Numeracy Coordinator	Website School App	ALL
● Student survey		✓		● Demonstrate social/other networking skills	ALL	Website School App	ALL
				● Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development			
				● Ask for help when required			

AEN SUPPORT	✓			<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept 	ALL	ALL	ALL
<ul style="list-style-type: none"> AEN Policy 	✓			<ul style="list-style-type: none"> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour Explore external influences on feelings, behaviour & attitudes Explain how self-esteem & self-concept can influence goal setting & decision making 	AEN Team	Whole Group	ALL
<ul style="list-style-type: none"> Student Support Files 			✓		AEN Team	One to One Differentiation	ALL
<ul style="list-style-type: none"> Teacher Awareness – Vsware SEN 	✓				Staff	Vsware ICT Facilities	ALL
<ul style="list-style-type: none"> Q:Drive 	✓				AEN Coordin.	ICT Facilities	ALL
<ul style="list-style-type: none"> Update at staff meetings 	✓				AEN Coordinator	Whole Group	ALL
<ul style="list-style-type: none"> Transition Meetings 			✓		AEN Coordinator	One to One	ALL
<ul style="list-style-type: none"> Whole staff CPD 	✓				Management	Whole Group	ALL
<ul style="list-style-type: none"> Individual CPD 		✓			Teachers	One to One	ALL
<ul style="list-style-type: none"> SNAs 			✓		AEN Coordinator	Differentiated Learning	ALL
<ul style="list-style-type: none"> Referral System 			✓		AEN Coordinator	Outside Agencies	ALL
<ul style="list-style-type: none"> Small group withdrawal 			✓	AEN Coordinator	Differentiated Learning	ALL	
<ul style="list-style-type: none"> Team teaching / Collaborative Teaching 		✓		Teachers	Differentiated Learning	ALL	
<ul style="list-style-type: none"> Part time withdrawal 			✓	Teachers	Differentiated Learning	ALL	
<ul style="list-style-type: none"> EAFI support 			✓	AEN Coordinator	Differentiated Learning	ALL	
<ul style="list-style-type: none"> Differentiation 	✓			Teachers	Differentiated Learning	ALL	
<ul style="list-style-type: none"> Early intervention for struggling readers – Paired reading 			✓	AEN Coordinator	Differentiated Learning	ALL	
<ul style="list-style-type: none"> RACE during In-house exams 			✓	AEN Team	ICT Facilities	ALL	
<ul style="list-style-type: none"> Touch typing 			✓	AEN Team	ICT Facilities	ALL	
<ul style="list-style-type: none"> Read Write Gold 			✓	AEN Coordinator	Facilities	ALL	
<ul style="list-style-type: none"> Use of Assistive Technology 			✓	AEN Coordinator	ICT Facilities	ALL	
				<ul style="list-style-type: none"> Avail of opportunities & career experiences to develop one's potential Develop effective coping strategies for dealing with change & transition Employ effective problem solving & decision making strategies 			
				<ul style="list-style-type: none"> Reflect on their learning style & attitudes towards learning Evaluate study habits & exam taking skills & identify ways in which one can improve skills Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities Implement a study plan Plan for taking exams 			
				<ul style="list-style-type: none"> Employ effective assessment techniques when taking exams (time & stress management) 			
				<ul style="list-style-type: none"> Develop their learning strategies & study habits 			

Personal and Social

This would encompass developmental skills crucial to the students' education and careers e.g. self-awareness, decision making skills, planning, coping strategies.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR/CO-CURRICULAR	✓			<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept 			ALL	ALL	ALL
<ul style="list-style-type: none"> SPHE / Health Ed Classes 	✓			<ul style="list-style-type: none"> Interact effectively with peers & teachers to build positive relationships in life 			Teachers	Programme Plans	JC / 5 th Years
<ul style="list-style-type: none"> RSE 	✓			<ul style="list-style-type: none"> Develop effective coping strategies for dealing with change & transition 			Teachers	RSE	ALL
<ul style="list-style-type: none"> Think About Alcohol Programme 	✓			<ul style="list-style-type: none"> Develop effective coping strategies for dealing with change & transition 			SPHE Department	Programme Plans	2 nd Years
<ul style="list-style-type: none"> Friends for Life Programme 	✓			<ul style="list-style-type: none"> Explain how their behaviour & attitudes can influence the feelings & behaviour of others 			SPHE Department	Outside Agencies	2 nd Years
<ul style="list-style-type: none"> Religion 	✓			<ul style="list-style-type: none"> Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours 			RE Teachers	RE Plan	ALL
<ul style="list-style-type: none"> PE 	✓			<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 			PE Teachers	Facilities	ALL
<ul style="list-style-type: none"> Guidance Classes 		✓		<ul style="list-style-type: none"> Explore differences between career areas & requirements (including educational options) for working in different fields 			Guidance Counsellor	GC / Chaplain Reach +	TY/ 5 th / 6 th
<ul style="list-style-type: none"> Wellbeing 	✓			<ul style="list-style-type: none"> Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 			ALL	Wellbeing Programme	ALL
<ul style="list-style-type: none"> TY Induction Days 		✓		<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating & collaborating 			Program Coordinator	External facilities Outside Speakers	TY
<ul style="list-style-type: none"> TY Programme e.g. Enterprise Programme, Camino Trip, DCU Taster Day, Work Experience 		✓		<ul style="list-style-type: none"> Avail of opportunities & career experiences to develop one's potential 			Program Coordinator	Local Enterprise Office Supporting Businesses	TY

<ul style="list-style-type: none"> Resource Classes 			✓	<ul style="list-style-type: none"> Reflect on their learning style & attitudes towards learning Evaluate study habits & exam taking skills & identify ways in which one can improve skills 	AEN Coordinator	Resource Room ICT One to One	ALL
<ul style="list-style-type: none"> Science Week 	✓	✓	✓	<ul style="list-style-type: none"> Investigate educational/apprenticeship, training/work opportunities Recognise the link between subjects (&levels), extra-curricular activities & different career paths Identify transferable skills & identify career areas that these apply to Build networks to promote career development & learning Explore volunteering for personal /career development purposes Demonstrate problem solving strategies Employ decision making strategies to make Explore external influences on feelings, behaviour & attitudes 	Science Teachers	Supporting Organisations	ALL
<ul style="list-style-type: none"> Maths Week 	✓	✓	✓		Match Teachers	Supporting Organisations	ALL
<ul style="list-style-type: none"> World Book Day 	✓	✓	✓		Literacy & Numeracy Coordinator	Supporting Organisations Whole Group	ALL
<ul style="list-style-type: none"> Seachtain na Gaeilge 	✓	✓	✓		Irish Teachers	Supporting Organisations	ALL
<ul style="list-style-type: none"> Irish Scholarship 	✓	✓	✓		Irish Teachers	Supporting Benefactors	ALL
<ul style="list-style-type: none"> Green Schools 	✓	✓	✓		Green Schools Coordinator	Supporting Businesses/ Websites	ALL
<ul style="list-style-type: none"> Wellbeing Week 	✓	✓	✓		ALL	Supporting Organizations	ALL
<ul style="list-style-type: none"> Diversity & Inclusion Week 	✓	✓	✓				
Sports: e.g. Football, Basketball, Hurling etc.	✓	✓	✓	<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development Demonstrate social/other networking skills Demonstrate an openness & ability to interact with diverse groups 	Sports Teachers	Sporting Bodies e.g. GAA Local Facilities	ALL
Arts: e.g. Choir, Book Clubs, Art Club etc.	✓	✓	✓		Sports Teachers	Facilities Excursions One to One	ALL
Clubs & Societies History Club, First Year Board Games, Walking Club etc.	✓	✓	✓		Sports Teachers	Excursions Whole Group	ALL
STUDENT SUPPORTS	✓	✓	✓	<ul style="list-style-type: none"> Assess the knowledge, skills & attitudes that meet life & work goals 	ALL	ALL	ALL
1. Counselling <ul style="list-style-type: none"> Chaplain Guidance Counsellor Management Year Head 	✓	✓	✓	<ul style="list-style-type: none"> Change behaviour & attitudes to enhance self-esteem & self-concept Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship 	Management Chaplain G.C.	Chaplain / GC One to One	ALL
2. Assemblies and Student Support Services <ul style="list-style-type: none"> (meeting with Year Head, Class Tutor, Chaplain, G.C., Management) 	✓	✓	✓		<ul style="list-style-type: none"> Adopt behaviours & attitudes that will help realise education & career goals Adapt behaviour to enhance interactions with others Accept one's own limitations 	Year Heads; Class Tutor; Management	One to One Student Supports

3. Agencies <ul style="list-style-type: none"> • Liaise with; <ul style="list-style-type: none"> i) Educational Supports ii) Health & Welfare Supports iii) Emotional Supports 			✓	<ul style="list-style-type: none"> • Build relationships with employers/learning providers • Seek out significant others who will challenge & develop one-self • Evaluate strategies one employs when resolving conflict with others • Evaluate the effectiveness of social/other networks that one is a member of 	Management G.C.	GPs; NEPS; Family Support Services; CAMHS; Gardaí; Túsla	ALL
4. Personal Development Programmes <ul style="list-style-type: none"> i) Mentoring Programme <ul style="list-style-type: none"> • First Year Students • International Students • Sixth Year Students ii) Personal Reflection Day (retreat) <ul style="list-style-type: none"> • 1st Years • TYs 	✓	✓	✓	<ul style="list-style-type: none"> • Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour • Explore external influences on feelings, behaviour & attitudes • Explain how self-esteem & self-concept can influence goal setting & decision making 	Management G.C. Chaplain Teachers	Guest Speakers	ALL
5. Programme Induction Days <ul style="list-style-type: none"> • Open Night (Incoming 1st Years) • Transition Day for Incoming 1st Years • Transition Year 		✓		<ul style="list-style-type: none"> • Demonstrate effective social skills when cooperating & collaborating • Interact effectively with peers, teachers & employers to build positive relationships in life • Encourage inclusive behaviours & attitudes in others 	Management Chaplain Programs Coordinator	Guest Speakers	Sixth Class TY/LC
6. AEN <ul style="list-style-type: none"> • Learning support • Early reading intervention • Social skills • Behavioural skills • Organisational skills • Self-management classes • Team Teaching • EAFL 			✓	<ul style="list-style-type: none"> • Implement a study plan • Plan for taking exams • Employ effective assessment techniques when taking exams (time & stress management) • Develop personal qualities & skills which meet career goals & aspirations • Demonstrate the employability skills necessary to secure & stay in work • Assess barriers to equality & inclusion in the workplace & in educational settings 	AEN Coordinator SEN Team	SENO SEC RACE Primary Feeder Schools; Youthreach; College Admission Officers; National Learning Network; PLC Colleges; CAO; College Disability Officers; SOLAS;	ALL

7. Community Support & Links	✓			<ul style="list-style-type: none"> Build relationships with employers/learning providers Avail of opportunities & career experiences to develop one's potential 	Management Chaplain	Shoebox Appeal; Meath Women's Refuge Sponsorship	ALL	
SOCIAL AWARENESS	✓			<ul style="list-style-type: none"> Developing & growing throughout life Interacting effectively with others (face-to-face & online) Identify effective social skills & behaviour Explain how their behaviour & attitudes can influence the feelings & behaviour of others Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours Explore ways of communicating and resolving conflicts Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others Evaluate strategies one employs when resolving conflict with others Reflect on the benefits & limitations of communicating online Evaluate the effectiveness of social/other networks that one is a member of Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures 	ALL SPHE Team	Local Gardai Addiction Counsellors Charities e.g. Trocaire, Concern RSA Centre Pieta House Local Nursing Homes HSE Whole Group One to One ICT	ALL 3rd Years	
<ul style="list-style-type: none"> Internet Safety Presentation 	✓				ALL			ALL
<ul style="list-style-type: none"> Social Awareness : Concern, Trocaire, Shoe Box, Daffodil Day, Vincent de Paul, Meals on Wheels, Meath Women's Refuge 	✓				Guidance Department			5 th Years
<ul style="list-style-type: none"> Stress Management Survey 	✓				SPHE Team			ALL
<ul style="list-style-type: none"> Anti-bullying presentation 	✓				Coordinating Teachers			TY
<ul style="list-style-type: none"> Road safety presentation 		✓			SPHE Team			ALL
<ul style="list-style-type: none"> Healthy Sexuality workshop 	✓				Coordinating Teachers			ALL
<ul style="list-style-type: none"> Give Racism the Red Card 	✓				Coordinating Teachers			ALL
<ul style="list-style-type: none"> Carol Singing in Nursing Homes 		✓			Coordinating Teachers			ALL
<ul style="list-style-type: none"> Boyne Camino Fundraiser 		✓			Coordinating Teachers			TYs
<ul style="list-style-type: none"> Green Schools 	✓				Fundraising Coordinator			ALL
<ul style="list-style-type: none"> Fundraising 	✓							ALL
LEADERSHIP	✓				<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept Interacting effectively with others (face-to-face & online) Developing & growing throughout life Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers Join networks to enhance their own personal, educational & career opportunities Demonstrate social/other networking skills Adapt behaviour to enhance interactions with others Adapt behaviour to a variety of contexts Encourage inclusive behaviours & attitudes in others Employ effective problem solving & decision making strategies 		Management Coordinating Teachers	Staff External Agencies
<ul style="list-style-type: none"> Amber Flag – Promoting Positive Mental Health 		✓						
<ul style="list-style-type: none"> Gaisce 		✓						
<ul style="list-style-type: none"> Green Schools 		✓						
<ul style="list-style-type: none"> Health Promoting School 	✓							
<ul style="list-style-type: none"> Lourdes 		✓						
<ul style="list-style-type: none"> Newsletter / Yearbook Committee 		✓						
<ul style="list-style-type: none"> Prefects 	✓							
<ul style="list-style-type: none"> Sport Coaches 		✓						
<ul style="list-style-type: none"> Canteen 		✓						
<ul style="list-style-type: none"> Student Council 		✓						

Guidance For All

Developing myself

Developing my Learning

Developing my career path

Guidance For Some

Guidance For a Few

HOME-SCHOOL PARTNERSHIPS	✓				ALL	ALL	ALL
1. Informative Parent Evenings; <ul style="list-style-type: none"> Open Night 1st Year Induction Night - September CAO & Future Choices Information Night for 6th Year Parents Talks on Wellbeing, Internet Safety etc. 	✓			<ul style="list-style-type: none"> Interacting effectively with others (face-to-face & online) Explore subject choice & subjects for junior cycle/senior cycle Explore subject choice requirements for further/higher education, training & employment Investigate educational/apprenticeship, training/work opportunities Recognise the link between subjects (&levels), extra-curricular activities & different career paths Attend to their wellbeing 	Management Coordinating Teachers Subject Departments Guidance Counsellor	Whole Group Facilities Staff Outside Speakers Mentors	ALL
2. Keep Parents informed via: <ul style="list-style-type: none"> Parent Teacher Meetings School Newsletter School App School Website Parents Association Student Council Parent Representative on BOM 3rd Year Subject & Programme Choice, 	✓			<ul style="list-style-type: none"> Change behaviour & attitudes to enhance self-esteem & self-concept Adopt behaviours & attitudes that will help realise education & career goals Adapt behaviour to enhance interactions with others Accept one's own limitations Reflect on the steps required to make an effective transition from school to further/higher Interact effectively with peers, teachers & employers to build positive relationships in life Build relationships with employers & learning providers Explore subject choice & subjects for junior cycle/senior cycle 	Management eLearning Coordinator P.R.O BOM	School App Website Vsware BOM	ALL
3. Encourage Parental involvement <ul style="list-style-type: none"> Signing journal Surveys Book club Foreign Exchange Awards Night 1st Year Mass Fundraising 	✓			<ul style="list-style-type: none"> Interact effectively with peers, teachers & employers to build positive relationships in life Build networks to promote career development & learning 	Class Teachers Year Heads Parents Association RE Team AEN Team	Local Facilities Library Outside Agencies Whole Group One to One	ALL
4. Financial Supports for Parents			✓	<ul style="list-style-type: none"> Identify barriers to equality & inclusion & strategies for addressing these barriers 	Management	One to One Student Support Services	ALL
5. Attendance Strategy	✓			<ul style="list-style-type: none"> Demonstrate the employability skills necessary to secure & stay in work 	Management Teachers	Attendance Policy Vsware	ALL

All supported by a number of School Policies; Admission, Discipline, Anti-Bullying, Substance Use, Health and Safety, Attendance etc.

Guidance For All

Developing myself

Developing my Learning

Developing my career path

Guidance For Some

Guidance For a Few

Table 1.1: Area Of Learning: Developing Myself

Junior Cycle

Senior Cycle

Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.

Learning in this area is supported by:

Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers

Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)

Staff: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers

Methodologies: whole class learning, group-work, one-to-one, ICT



Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	<ul style="list-style-type: none"> - Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour - Explore external influences on feelings, behaviour & attitudes - Explain how self-esteem & self-concept can influence goal setting & decision making 	<ul style="list-style-type: none"> - Demonstrate the ability to manage their own feelings & behaviours, including body awareness - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others - Explore the role that personal qualities & self-belief has had on their own education to-date - Attend to their wellbeing 	<ul style="list-style-type: none"> - Assess how one's own self-esteem & self-concept impacts on others and how one's behaviour may influence the feelings & behaviour of others - Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 	<ul style="list-style-type: none"> - Change behaviour & attitudes to enhance self-esteem & self-concept - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to enhance interactions with others - Accept one's own limitations
Interacting effectively with others (face-to-face & online)	<ul style="list-style-type: none"> - Identify effective social skills & behaviour - Explain how their behaviour & attitudes can influence the feelings & behaviour of others - Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours - Explore ways of communicating and resolving conflicts - Recognise the importance of tolerance, respect & openness when meeting others with different abilities & from diverse backgrounds 	<ul style="list-style-type: none"> - Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers - Employ effective skills when resolving conflict with others - Join networks to enhance their own personal, educational & career opportunities - Demonstrate social/other networking skills - Demonstrate an openness & ability to interact with diverse groups 	<ul style="list-style-type: none"> - Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others - Evaluate strategies one employs when resolving conflict with others - Reflect on the benefits & limitations of communicating online - Evaluate the effectiveness of social/other networks that one is a member of - Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures 	<ul style="list-style-type: none"> - Interact effectively with peers, teachers & employers to build positive relationships in life - Build relationships with employers & learning providers - Adopt attitudes & behaviours to promote oneself at interviews - Join social/other networks to achieve career goals - Adapt behaviour to a variety of contexts - Encourage inclusive behaviours & attitudes in others
Developing & growing throughout life	<ul style="list-style-type: none"> - Describe the stages of adolescent development - Identify the influence of change & growth on wellbeing, life & work choices - Identify transitions points to be made while in school - Describe personal strengths & resources which can be used during times of change & transition 	<ul style="list-style-type: none"> - Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development - Ask for help when required - Examine how they respond to change & transition - Adopt effective strategies for coping with change & transition 	<ul style="list-style-type: none"> - Seek out significant others who will challenge & develop one-self - Reflect on one's development, problem solving & decision making styles & identify opportunities for growth - Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices - Evaluate one's coping style for dealing with change & transition 	<ul style="list-style-type: none"> - Avail of opportunities & career experiences to develop one's potential - Develop effective coping strategies for dealing with change & transition - Employ effective problem solving & decision making strategies

Guidance For All

Developing myself

Developing my Learning

Developing my career path

Guidance For Some

Guidance For a Few

Table 1.2: Area Of Learning: Developing My Learning

Junior Cycle

Senior Cycle



Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.

Learning in this area is supported by:

Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers

Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)

Staff: guidance counsellor, student support team, learning support teacher, TY/ LCA/ LCVP & subject teachers

Methodologies: whole class learning, group-work, one-to-one, ICT



Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Employing effective personal learning & exam strategies	<ul style="list-style-type: none"> - Identify their learning styles & study habits - Develop effective study skills & habits - Recognise the importance of learning for achieving educational & career goals 	<ul style="list-style-type: none"> - Implement a study plan - Plan for taking exams - Employ effective assessment techniques when taking exams (time & stress management) 	<ul style="list-style-type: none"> - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills 	<ul style="list-style-type: none"> - Develop their learning strategies & study habits - Plan their learning path in line with career goals & aspirations
Making educational choices in line with career aspirations	<ul style="list-style-type: none"> - Explore subject (short course) choice & subjects for junior cycle/senior cycle - Explore subject choice requirements for further/higher education, training & employment - Investigate educational/apprenticeship, training/work opportunities - Recognise the link between subjects (&levels), extra-curricular activities & different career paths 	<ul style="list-style-type: none"> - Demonstrate how educational options & achievements relate to life & work goals - Choose subjects (& level) in line with their own interests & abilities - Explore subjects in terms of the knowledge & skills associated with different areas of study/careers 	<ul style="list-style-type: none"> - Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities - Assess the knowledge, skills & attitudes that meet life & work goals - Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship - Reflect on the NFQ and how it facilitates progression to FET & HE 	<ul style="list-style-type: none"> - Choose subjects (& levels) & educational options in line with further/higher education/training & chosen career path & abilities - Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities

Table 1.3: Area Of Learning: Developing My Career Path (continued overleaf)

Junior Cycle

Senior Cycle

Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.

Learning in this area is supported by:

Junior Cycle (JC): Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers

Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)

Staff: guidance counsellor, TY/LCA/LCVP & subject teachers

Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT

Acquire

Knowledge Acquisition

Apply

Demonstration of Knowledge

Personalize

Integration of Learning & Knowledge

Act

Knowledge Transformation & Creation

Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Using career related information & sources appropriately (includes online information & labour market information)	<ul style="list-style-type: none"> - Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc) - Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate - Identify how to access information sources 	<ul style="list-style-type: none"> - Explore the education requirements for further study & career interests - Access information re further study/employment/apprenticeships - Organise career related information & rank resources in terms of usefulness, accuracy & reliability - Use labour market trends to inform career decision making 	<ul style="list-style-type: none"> - Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations - Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities - Critique career related information/sources 	<ul style="list-style-type: none"> - Implement strategies to evaluate career related information & resources - Devise & implement a career plan using appropriate & accurate career related information - Present a career plan to significant others
Understanding the world of work & life roles	<ul style="list-style-type: none"> - Describe different work roles & conditions - Identify work trends & opportunities - Recognise the role of work in everyday life & contribution of work to lifestyle & personal fulfilment - Describe how organisations operate - Explore personal qualities & attitudes needed for working life & pursuing a career of choice 	<ul style="list-style-type: none"> - Explore differences between career areas & requirements (including educational options) for working in different fields - Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship - Demonstrate how personal values & attitudes can influence the value attributed to different areas of work 	<ul style="list-style-type: none"> - Reflect on different working conditions & make decisions on one's preferences taking account of their abilities, values, interests, strengths & limitations - Review work/employment opportunities in line with their preferences, values, abilities & interests - Evaluate the impact of trends (technology, social, occupational) on employment opportunities - Review knowledge, skills & attitudes for locating, interpreting & using career related information 	<ul style="list-style-type: none"> - Plan & participate in work opportunities in line with their career goals & aspirations - Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions
Managing career development & decision making	<ul style="list-style-type: none"> - Explore different career/occupational search tools & resources - Relate their knowledge, skills & interests to career areas - Identify barriers to equality & inclusion & strategies for addressing these barriers - Recognise personal qualities & attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity 	<ul style="list-style-type: none"> - Identify transferable skills & identify career areas that these apply to - Demonstrate the ability to complete an application process - Employ strategies to address barriers to equality & inclusion - Prepare for work experience 	<ul style="list-style-type: none"> - Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience - Appreciate the importance of making career decisions in line with their aspirations & goals - Analyse barriers to equality & inclusion in the workplace - Reflect on their career decision making skills & the consequences of making decisions - Demonstrate the ability to participate in an interview 	<ul style="list-style-type: none"> - Develop personal qualities & skills which meet career goals & aspirations - Demonstrate the employability skills necessary to secure & stay in work - Assess barriers to equality & inclusion in the workplace & in educational settings - Build relationships with employers/learning providers

Table 1.3: Area Of Learning: Developing My Career Path

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by: Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by: Curriculum: TYP, LCA, LCVP Staff: guidance counsellor, TY/LCA/LCVP & subject teachers Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>		
	<p>Acquire Knowledge Acquisition</p>	<p>Apply Demonstration of Knowledge</p>	<p>Personalize Integration of Learning & Knowledge</p>	<p>Act Knowledge Transformation & Creation</p>
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Managing career development & decision making	<ul style="list-style-type: none"> - Understand the career decision making process & the importance of making informed decisions - Describe how attitudes & motivation can affect career planning & decision making 	<ul style="list-style-type: none"> - Build networks to promote career development & learning - Explore volunteering for personal /career development purposes - Demonstrate problem solving strategies - Employ decision making strategies to make decisions re subject choice/level & future learning & employment opportunities 	<ul style="list-style-type: none"> - Reflect on their networks & how these can be utilised to promote career development & decision making - Evaluate the role of significant others/community, motivation & attitudes in career decision making 	<ul style="list-style-type: none"> - Utilise networks to enhance career development opportunities - Secure employment in line with their own career plan

Figure 3: Four-Stage Continuum of Learning



5. Other Considerations

5.1 School Structure

The student population of St. Patrick's Classical School is divided into classes of mixed ability. Each class group has a Class Tutor who has a pastoral role and takes particular care of their class. They look after their personal, social, health, welfare and monitor student journals at regular intervals.

A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with their Class Tutor as well as parents throughout the year. The Year Head also has a disciplinary role within the School structure. Weekly Year Head meetings allow coordination with School Management and the Student Support Team.

The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Tutors in order to best meet our student's needs.

5.2 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. Students are advised to maximise their 1 on 1 time for career advice as multiple visits are not guaranteed. However follow up appointments may be necessary and will be organised. Parents/Guardians make appointments with all staff members (including the Guidance Counsellor, Chaplain etc.) by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

5.3 Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in the St. Patrick's Classical School. The Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- 5.1.1.1 when a student poses a danger to themselves or others;
- 5.1.1.2 when a student discloses an intention to commit a crime;
- 5.1.1.3 when the counsellor suspects abuse or neglect;
- 5.1.1.4 when a court orders a counsellor to make records available;
- 5.1.1.5 in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others. The School has clear procedures in the event of self-harm within the School.

The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Procedures for Post- Primary Schools, revised 2023" (Department of Education) and in accordance with St. Patrick's Classical School Child Safeguarding Statement and Risk Assessment.

The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.:

- 4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mr. Harry McGarry) in that school.*

A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.

- *4. 2. 1. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.*

Schools have a duty to ensure that students have ongoing access to appropriate guidance and must account for the fact that this may involve the changing of personnel from time to time. In the event of a change in personnel, the incoming guidance counsellor will have access to the records kept by the outgoing guidance counsellor, provided both parties are employees of the school.

5.4 Ethical considerations and Accountability

The Guidance Counsellor and Chaplain are constantly aware of their responsibilities to the student, to the school, to their profession, to themselves and to the implementation of this policy. The Guidance Counsellor and Chaplain will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellors' Code of Ethics. Equally the chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Procedures for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DE directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor and Chaplain like all other members of staff in the school is entrusted with the care of their students in " loco parentis" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

5.5 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in St. Patrick's Classical School.

All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy.

The Board of Management is the data controller. The GDPR (in Recital 38) stipulates that children merit specific protection when it comes to the processing of their personal data as they may be unaware of risks, rules and safeguards in relation to the processing, as well as their rights. As such, St. Patrick's Classical School takes account of this higher threshold of protection when considering its policies and procedures around the processing of children's personal data.

Appropriate storing of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Two types of records kept in a secure and private place

1. Detailed personal records of all personal counselling and careers/vocational guidance interviews.
2. Summary reference records of personal counselling sessions Record keeping involves:
 - The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
 - To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
 - Keeping notes as brief as possible.
 - Only facts are collected not opinions
 - Keeping student records for a minimum of 7 years.
 - In the event of a change in personnel, the incoming guidance counsellor will have access to the records kept by the outgoing guidance counsellor, provided both parties are employees of the school.

Referral

Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where the Student Support Team (SST) considers necessary and appropriate.

A referral pathway exists for staff to notify the SST when referring students in:

- 1) **Identification of Concern:** Any staff member who identifies a student in need of support or intervention should note down their concerns and observations. These concerns could relate to academic, emotional, behavioural or social issues affecting the student's well-being or academic progress.
- 2) **Notify concern:** The staff member notifies this concern(s) to any of the following: Guidance Counsellor, Chaplain, Year Head, Tutor, or any member of the SST. Staff are expected to ensure complete confidentiality of sensitive information with names substituted for initials or code if desired (and student name informed orally/email).
- 3) **Discussion at SST Meeting:** During SST meetings, students and their concerns are discussed comprehensively. Each SST member contributes insights and expertise to develop appropriate support strategies for the student, if deemed necessary. The discussion includes consideration of confidentiality and adherence to relevant policies and regulations.
- 4) **Decision and Action:** Based on the discussion and if considered necessary, the SST adopts the most suitable interventions or support measures for the referred student. This may involve collaboration with other school staff, external agencies or specialised services depending on the nature and degree of the student's needs. Permission is sought from parents/guardians in advance of any action.
- 5) **Minutes:** Following the SST meeting, the decisions made and actions planned are documented in the SST minutes for each individual Year Group on a secure Excel file. Any additional notes or recommendations are updated on the file as well as follow up actions and reviews. Each file for each Year Group can only be viewed and edited by those on the SST.

By following this referral pathway, staff members can effectively communicate concerns about students to the SST while ensuring confidentiality and adherence to data protection protocols. The Chaplain and/or Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians.

Various interventions and strategies that can be used including (but not limited to) – Informing parents, staff and students as to the procedures for student referral both inside and outside the school; · Use of “case conferences” in order to identify and help students at risk; liaise with Gardaí, NEPS and local support services

Referrals In - Student (self-referral) / Class tutor / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretakers / Secretaries / Other Students /Curriculum / Emergencies

Referrals Out - External Counsellor / CAMHS (Child and Adolescent Mental Health Services) / Social Services / NEPS / SENO / Túsla / Doctors/ Garda Síochana/ Disability/ Access Officers in various Institutions, EWO.

Technique - Meet with Student (once-off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep counselling record, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in St. Patrick's Classical School. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy.

The Board of Management is the data controller. The GDPR (in Recital 38) stipulates that children merit specific protection when it comes to the processing of their personal data as they may be unaware of risks, rules and safeguards in relation to the processing, as well as their rights. As such, St. Patrick's Classical School takes account of this higher threshold of protection when considering its policies and procedures around the processing of children's personal data.

Appropriate storing of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Types of records kept in a secure and private place

1. Detailed personal records of all personal counselling and careers/vocational guidance interviews.
2. SST Meeting records kept digitally.

3. Summary reference records of personal counselling sessions Record keeping involves:

The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.

- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
- Keeping notes as brief as possible.
- Only facts are collected not opinions
- Keeping student records for a minimum of 7 years.
- In the event of a change in personnel, the incoming guidance counsellor will have access to the records kept by the outgoing guidance counsellor, provided both parties are employees of the school.

5.7 Other Agencies

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

- 5.1.1.6 NEPS Psychological Services
- 5.1.1.7 Social Workers
- 5.1.1.8 Doctors
- 5.1.1.9 Employers
- 5.1.1.10 SENO
- 5.1.1.11 Túsla
- 5.1.1.12 Colleges/Admission Officers and Access Officers
- 5.1.1.13 Solas
- 5.1.1.14 Defence Forces
- 5.1.1.15 Gardaí
- 5.1.1.16 Department of Education (RACE)
- 5.1.1.17 State Examinations Commission (SEC)
- 5.1.1.18 CAO, PLC, "HEAR" "DARE" ETB and UCAS
- 5.1.1.19 CAMHS Child and Adolescent Mental Health Services
- 5.1.1.20 Garda Youth Diversion Project
- 5.1.1.21 Oide
- 5.1.1.22 Department of Education Inspectorate

5.8 Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of

occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioral change and with developing skills for coping with ever changing circumstances. Some of the assessments used in St. Patrick's Classical School include:

Interest Assessments:

- We use the Reach + Programme in TY, 5th and 6th Year.
- Students conduct interest assessment on careers websites such as <https://classroomguidance.ie/> <https://careersportal.ie/> and <https://www.qualifax.ie/>

CATS for Incoming 1st Years

- Cognitive Abilities Test are carried out with incoming 1st year students as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seeking to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time.

NEPS psychologists, through their ongoing work in schools, are aware that schools want a tool which is cost-effective, easy to administer and score, and can be used for a range of purposes. The PPAD-E is intended to be used from First Year intake across the age-range in post-primary schools. It is a screening and diagnostic tool that assesses literacy skills consisting of five subtests; Word reading, Spelling, Reading speed, Reading comprehension and Writing samples.

The Inspectorate's *Looking at Guidance* (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'.

Children with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work. Teachers, AEN coordinator, Chaplain and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc. to best assist these students.

Within St. Patrick's Classical School testing and assessment is administered by the SEN department and the Guidance counsellor. The School has a separate SEN Policy that guides the process.

5.9 Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, Student Support Team, teachers and other staff support students who experience bereavement, separation or loss.

They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand.
- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor
- Attend removal and funeral
- Principal, Chaplain and Year Head will visit the home of the bereaved
- Meet student on his or her return to school
- Inform staff if student is having particular difficulties
- Seek outside help or assistance for a student and his/her family should the need arise
- Students attendance at funerals – procedures as outlined in the school journal
- The Critical Incident Management Plan guides School procedures in the event of a sudden loss

5.10 Resources and staffing

St. Patrick's Classical School is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management.

Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The DE provides staffing resources to St. Patrick's Classical School. The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

5.11 Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The Principal must be informed in advance of all visiting speakers and the content of their presentation. We follow the Guidelines as outlined by the Department of Education Circular 0023/2010. We have a School Visitor policy which can be found on request.

5.12 Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling students to directly use the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3) St. Patrick's Classical School, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills on a weekly basis. The school invests in the Reach + programme for Senior Cycle students.

The Inspectorate's '*Looking at Guidance*' found that 'most students feel competent or very competent in the use of ICT to access information'. (Section 3.4, page 27). Thus St. Patrick's Classical School considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information.

The School is also committed to enabling and encouraging those students without ICT equipment at home with the ability to use a variety of School based relevant resources as well as websites (CAO, Careers Portal, Qualifax, UCAS, etc.) along with their Career Portfolio on Reach + Programme.

5.13 Informal Guidance

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: Chaplain, SPHE, Transition Year Coordinator, LCVP Coordinator, all teachers of subjects taught in the schools such as Science, Business, Home Economics with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan.

Staff support the Guidance Counsellors in identifying students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first-hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. As Herr and Cramer state: *'The most critical aspects of the implementation of career education lies in efforts carried out by classroom teachers. The most crucial aspects of career guidance lie in the efforts carried out by career guidance specialists'*.

Informal links with parents, student support service personnel (both external e.g. NEPS, visiting teacher of the blind and internal e.g. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs.

The prominence of Guidance around the School be it through regular intercom announcements or walks around the school, attendance at school-based shows, attendance at fund-raising events e.g., Fashion Shows or bingo, promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Student Support Team meetings liaising in a whole school Pastoral support context: Chaplain, SPHE, Learning support, all subject teachers, assemblies, parent meetings etc. is also vital.

Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to *Designated Liaison Person (DLP)*.

Other outside agencies with which the Guidance Counsellor liaises include colleges (local and distant), career fair and feeder schools and parents prior to entry.

5.14 CPD

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management regularly facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme.

6. Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between the Guidance Counsellor, the Principal and the Board of Management. A comprehensive review of the entire Guidance Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s).

The school guidance plan will undergo constant appraisal by the Guidance Department and will be fully reviewed periodically or as directed by the Board of Management.

7. Guidance Department Goals 2025 - 2027

- a. Yearly review of Critical Incident Plan
- b. Develop and fully integrate Guidance into the Wellbeing Programme at Junior Cycle 1st, 2nd and 3rd year
- c. Develop a digital target where Junior Cycle students will create a Student Online Career File & Portfolio. This will enable students to research subject choice throughout 3rd Year. This portfolio will also follow students throughout the Senior Cycle to assist in areas such as subject choice, career planning, self-awareness and career development.

Appendix 1

Other roles in the Guidance Programme

Guidance and Counselling is seen as a whole school concern. Thus, a whole school approach is advocated. This plan acknowledges the important roles played by the following parties within the school community:

- Guidance Counsellor – coordinates guidance and counselling activities within the school. They support students in three key areas: personal wellbeing, education, and career planning. They also provide one-to-one counselling for emotional, social, educational and vocational issues.
- Principal – makes adequate provision for the successful delivery of the school guidance programme and is the designated liaison person for any child protection concerns
- Deputy Principals – supports the work of the Student Support Team, Year Heads, Class Tutors and Subject Teachers
- Chaplaincy – provides support for the student population. This support tends to take place in a variety of settings and is mostly in relation to integration, transition, and talks from outside agencies. The Chaplain also has a whole School spiritual and ethical dimension in their role.
- School Secretary – cares for pupils arriving in the office for various reasons.
- Year Heads – The Guidance Counsellor communicates regularly with year heads. General information regarding particular students is exchanged at Student Support Meetings. The Guidance Counsellor keeps the year head informed regarding upcoming guidance talks and events. The year head also liaises and communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.
- Transition Year Coordinator – informs Third Years about Transition Year and coordinates work experience. Along with a core group of teachers important planning decisions are made at regular meetings.
- Class Tutors – meet with their class groups on a daily basis and report and

concerns to the relevant Year Head. Informal meetings take place between individual class teachers and the Guidance Counsellor. Issues usually relate to concern for individual students – either academic or personal.

- AEN Teachers – deal with pupils identified with special academic or behavioral needs and liaises with the Guidance Counsellor as relevant supports are required.
- SPHE Teachers – educate the students by following a curriculum outlined by the DES in the area of social, personal, and health education.
- Subject Teachers – cater to the academic as well as the individual needs of students within their class groups and liaise with the Guidance Counsellor on an ongoing basis regarding educational and personal issues affecting students’
- Parents – play an integral part in the personal, social, as well as the educational and career decisions of school pupils;
- Students – identify their own needs within the guidance programme.

Appendix 2

Allocation & Delivery of Guidance & Counselling (one-to-one, small group etc.)

The Framework for Considering Provision of Guidance Post-Primary Schools issued in 2012 by ACCS, ETBI, JMB and NAPD has been recently revised in the light of the DES move to gradually restore time for Guidance in the Approved Allocation. The revised 2017 version has been issued after consultation with the Institute of Guidance Counsellors.

In the past Guidance provision was offered through an ex-quota model. However now Guidance has been gradually restored by way of a change to the PTR (pupil teacher ratio). Table 1 below from circular 0008/2018 sets out the basis for calculation of the separate guidance allocation by reference to the approved enrolment.

Category	2012	PTR reduction to restore Guidance Provision				Total reduction	PTR 19:1 less reduction
		2016	2017	2018			
Free Education Scheme - Non DEIS		0.3	0.1	0.1	0.5	18.5	
Free Education Scheme - DEIS	0.75	0.3	0.1	0.1	1.25	17.75	
Fee Charging*			0.2	0.1	0.3	18.7	

*The PTR reduction for Guidance Provision is by reference to the PTR of 19:1.

Table 1

The 2025/26 Guidance Allocation for St. Patrick's Classical School represents .91 (20 hours 02 minutes)

Circular 009/2024 confirms that each school receives an allocation in respect of guidance provision. The allocation is calculated by reference to the approved enrolment numbers. It is the difference between the PTR of 19:1 and a reduced PTR (Table 2):

School Category	Reduced PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Fee Charging	18.60

Table 2

This allocation acknowledges the pivotal role the qualified guidance counsellor plays in the implementation of the whole school guidance plan. The Guidance Counsellor also requires time for individual pupil appointments, necessary to meet the needs of pupils under the Continuum of Support model, for guidance lessons, work with the SST, as well as general guidance related work within the context of the Whole School Guidance Plan.

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, the following (Table 3) identifies how this ex-curricular time for the Guidance Counsellor is calculated to meet students on a one-to-one or small group basis within the latest DE allocation for guidance in St. Patrick's Classical School. In addition the Guidance provision for whole class and year group intervention is also identified. Guidance at Junior Cycle in St. Patrick's Classical School is linked to SPHE and/or Life Skills. TY and senior cycle have a dedicated weekly guidance class.

Approved Guidance Allocation 2025–26

Approved Guidance allocation = .91 (20 hours 02 minutes). However the School has augmented this allocation to 22 hours. Table 3 below outlines its allocation.

<u>Year group</u> <u>2025/26</u>	Number of students per year group* (approx.)	Weekly Hours for Classroom Guidance (Guidance for All)	1-1 Counselling / Career Appointments (Guidance for Some/Few)
1 st Year	177	5 Hours py	
2 nd Year	179	2 Hours py	
3 rd Year	177	5 Hours py	
TY	80	3 Hours pw	
5 th Year	176	6 Hours pw	
6 th Year	171	6 Hours pw	
Total Students	960		37 Hours
Total hours for 1 to 1 guidance counselling per school YEAR			16 Hours
Total hours for 1 to 1 guidance counselling per school WEEK (33.5 weeks)			15 Hours
Student Support Team meeting (weekly)			2 hours
Unexpected counselling needs		Critical Incident Team (If applicable)	(Incorporated into class contact timetable hours when small group and classroom modules are completed in SPHE etc.)
Total WTE for planned 1 to 1, small group & classroom guidance counselling per week in St. Patrick's Classical School			
Staff support, Management meetings, Cross curricular links			2
Parental contact/meetings, Record keeping & maintenance of SST files			2
<u>Grand Total</u>			<u>37 hours</u>

Table 3

**Appendix
3 Yearly
Plan
2024-25**

Needs Analysis Mechanism	Identified Guidance Need/Priority	Actions to be taken	Actions led by
<p>A) Student, Parent and Teacher surveys – 2021-22, 2022-23, 2023-24</p>	<p>1. Make the WSG Plan more accessible to assist learners of various needs</p>	<p>i. Develop and devise accessible infographics that provide visual summaries of key concepts from the WSG Plan, incorporating easy-to-understand visuals and concise explanations to cater to diverse learning styles and abilities. ii. Identify what concepts from the WSG plan require such visual summaries and build upon them yearly. iii. Identify methods and settings to present i. & ii. above to students and parents such as in School journals, student led assemblies or parents information evenings.</p>	<ul style="list-style-type: none"> ● WSG Team ● Student Council ● T&L Team

B) Wellbeing Review (SSE)	2. Through WSG, raise awareness of a School initiative that promotes positive students and staff relations while also acting as a method of student support for all.	<p>i. Design interactive lessons accessible to students, delivered through Guidance, providing information about the <i>One Good Teacher</i> initiative, its benefits and how it operates.</p> <p>ii. Identify opportunities in the 1st Year Mentoring Programme (where senior students serve as mentors to 1st Year peers), promoting the importance of supportive teacher–student interactions and encouraging a culture of mutual support within the student body.</p> <p>iii. Create informational materials such as graphics, videos and social media campaigns, emphasising the existing role of supportive teachers in St. Patrick’s Classical School student wellbeing and academic achievement.</p>	<ul style="list-style-type: none"> ● WSG Team ● CG Counsellor ● Chaplain ● Wellbeing Coordinator
C) TY Digital Target for Guidance	3. TY students will create a Student Online Career File & Portfolio. This portfolio	i. TY students will create an online Guidance Portfolio	<ul style="list-style-type: none"> ● CG Counsellor

	will follow students through Senior Cycle to assist in areas such as subject choice, career planning, self-awareness and career development.	ii. It will include sections on Goal Setting, Study Timetables, Building a CV, Subject Choice, Career choice and Guidance Self-Assessment.	
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Last reviewed and ratified by The Board of Management on the 11-05-2026.

The Board of Management will review the policy every two years or when required.

The Board of Management approved and ratified the School Policy on the 11-05-2026.

Signed: 

Signed: 

Fr. Gerry Stuart

Mr. Harry Mc Garry

Chairperson of Board of Management

Principal/Secretary to the Board of Management

Date: 11-05-2026.

Date: 11-05-2026.