

**Scoil Ruáin, Killenaule**

**WHOLE SCHOOL GUIDANCE PLAN**



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| Policy Area | Schools |
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**Scoil Ruáin Whole School Guidance Plan**

Section A: Statement of Guidance Policy

1. Introductory statement

“Guidance-related learning builds on children’s holistic education which starts in early childhood education… dispositions, attitudes and values, skills, knowledge, and understanding.”[[1]](#footnote-2) In Scoil Ruáin, guidance is delivered by the guidance counsellor in collaboration with the teaching staff and management of the school, the partners in education, and external organisations. **Guidance is a whole school activity.**

This guidance plan was formulated after attending the whole school guidance planning conference in May 2019, and two follow up meetings in Scoil Ruáin in November and December 2019.

1. **Scope**

|  |  |
| --- | --- |
| Developing Myself | * Developing & maintaining self-esteem & a positive self-concept
* Interacting effectively with others (face-to-face & online)
* Developing & growing throughout life
 |
| Developing My Learning | * Employing effective personal learning/exam strategies
* Making educational choices in line with career aspirations
 |
| Developing My Career Path | * Using career related information & sources appropriately
* Understanding the world of work & life roles
* Managing career development & decision making
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Guidance concerns itself with three areas of learning, and eight competencies[[2]](#footnote-3), as follows:

Guidance activities and the relevant personnel are summarised in the attached Whole School Guidance Continuum.



1. Rationale

**Legislative and policy framework:**

* Education Act 1998
* [National Skills Strategy 2025](https://www.education.ie/en/Publications/Policy-Reports/pub_national_skills_strategy_2025.pdf)
* [Action plan for Education 2019](https://www.education.ie/en/The-Department/Action-Plan-for-Education-2016-2019/)
* [Action plan for Jobs 2018](https://dbei.gov.ie/en/What-We-Do/Business-Sectoral-Initiatives/Action-Plan-for-Jobs/)
* [Further Education and Training Strategy 2014-2019](https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf)
* [National Plan for Equity of Access to Higher Education 2015-2019](http://hea.ie/assets/uploads/2017/06/National-Plan-for-Equity-of-Access-to-Higher-Education-2015-2019.pdf)
* [National Strategy for Higher Education 2030](http://www.cit.ie/contentfiles/DES_Higher_Ed_Main_Report.pdf)
* [An International Education Strategy for Ireland, 2016-2020](https://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf)[[3]](#footnote-4)

We recognise the need to provide appropriate guidance that meets the needs of all students.

1. Relationship to the characteristic spirit of the school

Mission Statement: Scoil Ruáin will provide a quality education in a caring, respectful and nurturing environment. We will encourage the development of the complete person in keeping with our school motto “Ad totam Personam”.

1. Goals and aims

**The aims of guidance in Scoil Ruáin:**

* To include all students
* To support student transition from primary to post-primary education, from junior to senior cycle, and from senior cycle to employment, FET, or third level education.
* To guide students in identifying their strengths and aptitudes
* To enable students become independent learners and support them in achieving their potential in the next phase of their lives
* To facilitate students in making informed, realistic choices.
* To provide enhanced support for students with additional needs, in line with the continuum of support.

**The aims of this guidance plan:**

* To tie together all the strands of guidance and promote the idea that guidance is a whole school activity and the responsibility of every member of the school community.
* To document guidance provision that reflects the needs of junior and senior students.

Section B: Guidance Programme

**Key Measures**

|  | Activity | Calendar | Timetabled  | Extra-curricular | CGC specific | ParentInvolvement  | Staff involved |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Transition from primary to post-primary | Open night | Oct/ Nov |  |  |  | X | All |
| Primary school visit (principal) | Oct |  |  |  |  | Principal/Deputy |
| Subject taster days for primary school | Nov |  |  |  |  | Primary school liaison teacher |
| Entrance Tests & parent information session | Feb/ Mar |  |  |  | X | Principal/Deputy/Year Head/SENCo/CGC/HSCLO |
| Primary school visit (HSCLO/SENCo) | May |  |  |  |  | HSCLO/SENCo |
| Education passport | Jun |  |  |  | X | Primary school/ hsclo/SENCo |
| All junior students | RSE | Ongoing  | X |  |  |  | SPHE teacher |
| SPHE | X |  |  |  | SPHE teacher |
| Wellbeing | X |  |  |  | Wellbeing teachers |
| RE | X |  |  |  | RE teacher |
| PE | X |  |  |  | PE teachers |
| CSPE | X |  |  |  | CSPE teachers |
| DEAR | Oct/Jan | X |  |  |  | All |
| Academic tracking/ standardised testing | Ongoing |  |  |  |  | Principal/Deputy/Year Heads/SENCo/All |
| SEN support | Ongoing  |  |  |  |  | SENCo/Coiscéim/All |
| Reports | Dec/May |  |  |  | X | All |
| Referrals to external agencies as appropriate | Ongoing |  |  | X |  | Principal/Deputy/CGC/SENCo/ Coiscéim |
| Prize-giving to acknowledge achievement | May |  |  |  |  | All |
| First year | Celebration night | Oct/Nov |  | X |  | X | All/RE teacher |
| Subject tasters | Ongoing | X |  |  |  | Specialist teachers |
| Literacy/numeracy initiatives | Ongoing  | X |  |  |  | All |
| Parent teacher meeting | Mar |  |  |  | X | All |
| Subject selection meeting | Apr/ May |  |  | X | X | Principal/Deputy/CGC |
| VS ware accessBehaviourAttendanceResults | Ongoing  |  |  |  | X | All |
| Sport/competitionse.g., hurling, basketball, annual 5K run | X | X |  |  | Coaches |
| Cultural activitiese.g., poetry aloud, storyteller, JCSP initiatives | X | X |  |  | All |
| Business activitiese.g., young entrepreneurs, Christmas market | Dec/ Mar |  | X |  |  | Business teachers |
| Sports day/ trip | May |  | X |  |  | PE teachers/year heads |
| Study skills | Ongoing | X |  | X |  | CGC/SENCo/SPHE/wellbeing teachers |
| Research skills | X |  |  |  | CGC/SENCo/SPHE/wellbeing teachers |
| Vocabulary Enrichment Programme | X |  |  |  | SENCo |
| Individual Counselling |  |  | X |  | CGC |
| Second year | VS ware accessBehaviourAttendanceResults |  |  |  |  | All |
| Sport/competitionse.g., hurling, basketball, annual 5K run | X | X |  |  | All |
| Cultural activitiese.g., poetry aloud, storyteller, JCSP initiatives | X | X |  |  | All |
| Uptake of optional subjects | X |  |  |  | All |
| Friend for Life: My Friends Youth | X |  |  |  | Friends for Life teachers |
| Short courses: ESS & PE | X |  |  |  | Subject teachers |
| Team-teaching | X |  |  |  | Support teachers |
| CBAs & SLAR meetings | Jan-May |  |  |  |  | All  |
| Parent-teacher meeting | Feb |  |  |  | X | All |
| Trip abroad to Barcelona | May |  | X |  |  | Trip co-ordinator/Support teachers/SNA |
| L2LP registration | Ongoing  |  |  |  |  | JCPA coordinator |
| Individual Counselling |  |  | X |  | CGC |
| Third Year | VS ware accessBehaviourAttendanceResults |  |  |  |  |  |
| Sport/competitionse.g., hurling, basketball, annual 5K run | X | X |  |  |  |
| Cultural activitiese.g., poetry aloud, storyteller, JCSP initiatives | X | X |  |  |  |
| Term assessment | Nov |  |  |  |  | All |
| Parent-teacher meeting | Dec |  |  |  |  | All |
| Pre-exams | Jan-Feb |  |  |  |  | All |
| Information evening on subject options and programmes | Feb |  |  |  |  | Principal/Deputy |
| Programme/subject selection meetings | Mar |  |  |  |  | Principal/Deputy/CGC |
| Interviews for TY/LCA | Mar |  |  |  |  | External interviewer |
| CBA & SLAR meetings | Nov-Apr |  |  |  |  | All |
| All senior students | RSE | Ongoing  | X |  |  |  | Subject teachers |
| SPHE | X |  |  |  | Subject teachers |
| RE | X |  |  |  | Subject teachers |
| PE | X |  |  |  | Subject teachers |
| Careers | X |  | X |  | CGC |
| DEAR | Oct |  |  |  |  | All |
| Academic tracking | Ongoing  |  |  |  |  | Principal/Deputy/Year Heads/SENCo/All |
| SEN support |  |  |  |  | SEN team |
| Reports | Dec/ May |  |  |  |  | All |
| Referrals to external agencies as appropriate | Ongoing |  |  | X |  | Principal/Deputy/CGC/SENCo/ Coiscéim |
| Prize-giving to acknowledge achievement | May |  | X |  |  | All |
| Individual Counselling | Ongoing |  |  | X |  | CGC |
| TY | Induction day | Sep |  |  |  |  | TY coordinator |
| Portfolio (incl. career investigation) | Ongoing  |  |  |  |  | TY coordinator/all |
| SPHE | X |  |  |  |  |
| Variety of independent activities e.g., recycling, exam aides, etc... |  | X |  |  | All |
| Baby simulators | Nov-Mar |  | X |  |  | TY coordinator |
| Musical production | Oct-Nov |  | X |  |  | TY coordinator/Support staff |
| Careers Expo | Oct  |  |  |  |  | CGC/support staff |
| CAT 4 with LC indicators | Dec |  |  |  |  | CGC/Senco |
| Voluntary work e.g., Lourdes, Hope Foundation, OAP party | Ongoing  |  | X |  |  | TY coordinator/RE teacher |
| Work Experience | Jan/Mar | X |  |  |  | TY coordinator/CGC |
| Individual interviews about senior cycle choices | Mar |  |  |  |  | Principal/Deputy/CGC |
| Young Entrepreneurs | Dec |  | X |  |  | Business teachers |
| Gaisce | Ongoing  |  | X |  |  | Gaisce coordinator |
| 2 night residential | Apr | X |  |  |  | TY coordinator |
| Graduation ceremony | May |  |  |  |  | TY coordinator |
| Individual counselling | Ongoing  |  |  | X |  | CGC |
| Fifth year | CAT 4 for those who skipped TY | Dec |  |  |  |  | CGC/SENCo |
| Individual career guidance meetings, focus on subject levels and goals | Ongoing |  |  | X |  | CGC |
| Revised study plan for senior cycle | Ongoing  | X |  |  |  | CGC/SPHE teacher |
| LCVP |  |  |  |  | Business teachers |
| LCA |  |  |  |  | LCA coordinator/All |
| Careers Expo | Oct/ Nov |  |  |  |  | CGC |
| LCVP work experience |  |  |  |  |  | Programmes coordinator/business teachers |
| Visiting speakers from third level | Ongoing |  | X |  |  | CGC |
| Intro to Qualifax, CAO and careers portal as well as university website | X |  |  |  | CGC |
| Complete interest inventory | X |  |  |  | CGC |
| Godolphin interview techniques and motivational speakers |  | X |  |  | Programmes coordinator/business teacher |
| Individual counselling |  |  |  |  | CGC |
| LCA 1 | Tasks |  | X |  |  |  | All |
| Key assignments |  | X |  |  |  | All |
| Careers Expo |  |  | X |  |  | CGC |
| Weekly work experience |  | X |  |  |  | Programmes coordinator/LCA coordinator |
| Safepass |  |  | X |  |  | LCA coordinator |
| Manual Handling |  |  | X |  |  | LCA coordinator |
| Vocational Prep (incl. Interview techniques, etc...) | X |  |  | X |  | CGC |
| Sixth year | CAO filling | Nov-Jan |  |  |  |  | CGC |
| CAO late application | Feb-Jun |  |  |  |  | CGC |
| DARE/HEAR applications | Jan-Mar |  |  |  |  | CGC/SENCo |
| Careers Expo | Oct/ Nov |  | X | X |  | CGC |
| Advice on scholarships, accommodation, etc… for third level | Ongoing | X |  |  |  | CGC/SPHE teacher |
| Visiting speakers |  | X |  |  | Programmes coordinator |
| Attending university open days |  | X |  |  | CGC |
| Godolphin and Camida scholarship interviews |  |  | X |  |  | Programmes coordinator/business teacher |
| Parent teacher meeting | Oct/ Mar |  |  |  | X | All |
| Graduation ceremony | May |  |  |  | X | All |
| Individual Counselling | Ongoing |  |  |  |  | CGC |
| LCA 2 | Tasks | X |  |  |  | All |
| Key assignments | X |  |  |  | Subject teachers |
| Careers Expo |  |  |  | X |  | CGC |
| Safepass |  |  | X |  |  | LCA coordinator |
| Manual Handling |  |  | X |  |  | LCA coordinator |
| Visit to Archerstown FET |  | X |  |  |  | CGC/LCA coordinator |
| Vocational Prep | X |  |  |  |  | CGC |
| Personal Achievement Task | Ongoing |  |  |  |  | LCA coordinator |
| Graduation ceremony | May |  |  |  | X | All |

Section C: Guidance Resources

Documents:

* Whole School Guidance template[[4]](#footnote-5)
* Whole School Guidance Framework[[5]](#footnote-6)
* Whole School Guidance Framework Pilot 2017-2019[[6]](#footnote-7)

Personnel

* Principal
* Deputy Principal
* Career Guidance Counsellors
* SEN co-ordinator
* Coiscéim co-ordinator
* Home School Community Liaison Officer
* School Completion Officer
* All teaching staff

Materials and facilities

* Chromebooks
* Access to computer room
* Cognitive abilities tests
* Admissions information from third level institutions
* Room 10
* CGC office

Section D: Areas for development

* Increasing uptake of volunteer work
* Documenting progression of students after post-primary
* Increased parent voice and focus groups for partners in education
* Careers talks from employers and parents as well as university admissions officers
* Increase student voice
* Supporting students who do not choose to progress to third level.

Appendix 1: School Teams

|  |  |
| --- | --- |
| **Senior Management*** Principal: James Williams
* Deputy Principal: Siobhan Landers
* Programmes co-ordinator: Joan Costigan
* AP1s:
* Sean O’Regan
* Elaine Shine
* Gerry Treacy
* Gerry Maguire
* Gráinne Molony
* Jane O Connor (acting)
 | **Year Heads*** Gerry Maguire
* Gerry Treacy
* Siobhan Tobin
* Breeda O’Neill
* Claire Gubbins
* Paul White
* Sean O Regan
 |
| **AP2s*** Claire Gubbins
* Vincent O’Dwyer
* Breeda O’Neill
* Siobhan Tobin
* Francis Kearney
* Bridget Carpenter
 | **SEN** * Breda Dwyer
* Jane O’Connor
* Rhea Smith
* Laura Jordan
* Margaret O’Neill
* Paula Tobin Gleeson
* Marie Sheehan
 |
| **Critical Incident Management Team*** James Williams
* Siobhan Landers
* Jane O’Connor
* Joan Costigan
* Sean O’Regan
* Gráinne Molony/Elaine Shine
* Roisin Slattery
* Lucy Butler
 | **Student support/Care team*** James Williams
* Siobhan Lander
* Joan Costigan
* Jane O’Connor
* Roisin Slattery
* Breda Dwyer
* Grainne Molony/Elaine Shine
 |
| **Guidance Team*** Joan Costigan
* James Williams
* Siobhan Landers
* Grainne Molony/Elaine Shine
* Breda Dwyer
* Gerry Maguire
* Breeda O’Neill
* Jane O’Connor
* Roisin Slattery
 | **DEIS*** Grainne Molony/Elaine Shine\*
* Siobhan Landers
* Jane O’Connor
* Joan Costigan
* Roisin Slattery

**Elaine Shine – acting HSCLO** |

Appendix 2: Relevant policies

Antibullying

Child protection

One-to-one meetings

Work experience

Transition Year admission

Leaving Cert Applied admission

School Trips

SEN policy

RSE policy

1. NCGE: A Whole School Guidance Framework, June 2017, p15 [↑](#footnote-ref-2)
2. NCGE: A Whole School Guidance Framework, June 2017, p16 [↑](#footnote-ref-3)
3. <https://www.euroguidance.eu/guidance-system-in-ireland> [↑](#footnote-ref-4)
4. https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/spp\_template\_guidance.doc [↑](#footnote-ref-5)
5. <https://www.ncge.ie/school-guidance-handbook/ncge-whole-school-guidance-framework> [↑](#footnote-ref-6)
6. <https://www.ncge.ie/sites/default/files/NN49-Post%20Primary-WSG%20framework.pdf> [↑](#footnote-ref-7)