



‘Education of the Whole Person’

**Scoil Ruain**

## **Whole School Guidance Plan**



Policy Area	Schools
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## **INTRODUCTION:**

This Whole School Guidance plan reflects the ethos and spirit of Scoil Ruain and it has been devised and developed in accordance with Section 9 of the Education Act 1998. Section 9(c) states that a school "shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices." Section 9(d) elaborates further by stating that a school "shall promote the moral, spiritual, social and personal development of students in consultation with their parents having regard to the characteristic spirit of the school."

This plan is underpinned by our core values of care, excellence in education, , community, equality and respect and reflects our Scoil Ruain motto of 'Ad Totum Personum' – Education of the whole person.

## **DEFINITION of GUIDANCE COUNSELLING:**

Guidance counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and social
- Educational
- Career

The Department of Education's guidelines state that "counselling in schools may include personal, educational, career counselling, or combinations of these. "The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling as a single process that "aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices." (Pages 4,5)

## **MODELS OF GOOD PRACTICE**

In the preparation for and review of this Whole School Guidance Plan, Scoil Ruain has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the NCGE: A Whole School Guidance Framework, and Looking at our Schools 2022: A quality Framework for Post Primary Schools. This policy has been developed within the parameters of the guidelines of the Department of Education (Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to student's access to appropriate guidance, and Circular Letter No. PPT 12/05: Guidance Provision in Second-Level Schools). Moreover, this policy also reflects “Junior Cycle Wellbeing guidelines”.

Scoil Ruain’s approach to Guidance planning uses the continuum of support model and outlines how students will be supported in making choices and successful transitions in the personal and social, educational and career areas.

### **GUIDANCE TEAM**

Ethics and Beliefs: Sean Ryan

RSE: Emma Boland

SPHE and Wellbeing Co-ordinator: Rea Smith

CSPE: Paul O’ Dwyer

Guidance Counsellor: Sinéad Burke

Principal: James Williams

Deputy Principal: Annmarie Bergin

### **GUIDANCE DEPARTMENT**

Guidance Counsellor: Sinéad Burke

**TIMETABLING OF GUIDANCE:** Timetabled classes of 11 hours Career Guidance and 11 hours Personal 1:1 and small group guidance provision.

### **CONTINUOUS PROFESSIONAL DEVELOPMENT 2023/2024**

- Bronagh Starrs Sand and Space Workshop.

- Assist Training.
- Jig Saw Mental Health.
- Lift Programme.
- Junior Cycle Guidance Provision seminar.

#### **On Tuesday afternoons at IGC Branch meetings**

- CTC Clonmel.
- Archerstown - Apprenticeship and Further Education Training
- National Tertiary Office Education Programmes.
- The Irish Child Bereavement Network.

#### **IGC Conference**

- Progressive strategies for working with teenagers' morning workshop.
- Supporting Bereaved Adolescents in your School.

#### **STUDENT SUPPORT TEAM**

- Mr. James Williams: Principal
- Ms. Annmarie Bergin: Deputy Principal
- Ms. Jane O' Connor: Learning Support Co-ordinator
- Ms. Elaine Shine: Home School Liaison Co-ordinator
- Ms Roisin Slattery / Noreen O' Brien: School Completion Programme
- Ms. Sinéad Burke: Guidance Counsellor

## **INCLUSION**

### **Planning for Students with Special Educational Needs (SEN)/ and students with Additional Educational Needs AEN:**

Teachers are informed through the Learning Support Team as to the students who may require additional supports. Teachers are aware of student's with additional needs and the learning support team will advise teachers in strategies that might best assist students requiring additional supports.

The Learning Support Team and the guidance counsellor aim to provide appropriate guidance for junior subject choice and senior cycle career planning, in making sure that students with special needs are informed about the DARE (Disability access route to education- [www.accesscollege.ie](http://www.accesscollege.ie)) and the supplementary application process on the CAO website.

Photocopy hand-outs for students with SEN.

Support classes for students where English is not their first language.

Collaboration between class teachers, resource teacher, special needs assistants and team teachers.

Students who may have SEN requirements are encouraged to use assistive technology where appropriate and have access to additional help in the form of Special needs assistant.

### **Support structures for students with SEN / AEN**

Year heads and the guidance counsellor liaises with SEN Co-ordinator and Learning support team to:

- Facilitate the provision for students with SEN /AEN and their inclusion in the school.
- Provide individualised guidance and support for students with SEN / AEN involving parents and guardians as required.
- Assist students with SEN /AEN at different stages of schooling transition from primary to post primary, subject choice, and study skills, post primary to further education and or higher education or to employment.
- To provide an inclusive learning environment where all are encouraged to achieve their potential
- To enable each student to develop social and personal skills, thus enhancing self esteem
- To encourage students with special needs to participate in the full range of school activities

- To offer an education which develops a variety of skills i.e. practical, artistic, musical and sporting
- To allow special needs students access to the curriculum and where possible, encourage students to sit Junior/Leaving Cert examinations
- Confidentiality of sensitive information is strictly observed.
- Testing for the possibility of RACE for students

### **GUIDANCE PROGRAMME:**

This Whole School Guidance Plan and the associated School Guidance Programmes reflect the ongoing contribution of the following individuals and groups:

Guidance Counsellor

The Principal and Deputy Principal

The Learning Support Team

The Programmes Coordinator

The Home School Community Liaison Co-ordinator

The Co-curricular and Extracurricular Coordinator

The Year Heads

The Assistant Year Heads

The SPHE Teachers

The CSPE Teachers

The Student Support Team

Subject Teachers

Special Needs Assistants

School Completion Programme Personnel

School Secretarial Staff

The Caretaker and all other Ancillary Staff

## **LINKS TO OTHER PROGRAMMES**

Scoil Ruain acknowledges the relevance of and importance of SPHE, CSPE, Ethics and Beliefs and PE to the social and personal development focus of Guidance and Counselling. A full description and account of SPHE, CSPE, Ethics and Beliefs and PE is provided in their respective department plans. Scoil Ruáin also recognises the significant contribution that the Leaving Certificate Vocational Programme, the Leaving Certificate Applied and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities.

## **OBJECTIVE OF POLICY**

To ensure that all students in Scoil Ruain have access to guidance, that is appropriate to their needs, stage of development, and their school programme.

## **AIMS OF THE POLICY:**

1. To promote the development and growth of each student on a personal, social, educational and career basis.
2. To ensure that guidance initiatives and programmes in Scoil Ruain are delivered in a developmental sequence that is relevant and appropriate to all students.
3. To provide a framework for the delivery of guidance programmes within our school and in a manner that takes account of the diverse and particular needs of students with special educational needs, students of all ability levels and students from different backgrounds and cultures.

## **WHOLE SCHOOL GUIDANCE ACTIVITIES**

Formal guidance services during the school year are as follows:

- Assessment/Aptitude Testing of Students Tests
- School Induction and Orientation for Incoming 1st Years
- Pre-Transition supports for new students
- Study Skills Workshops and Study Skills class in 2nd Year
- Information and Open Nights for Parents and Students

- Extra-Curricular Activities
- Home-School visits
- Visits by Guest Speakers
- Scoil Ruain Careers Exhibitions and College Open Days
- Engagement with student mental health programmes and support agencies

In addition to the above formal school guidance activities, guidance and support is provided informally and on a regular basis in a variety of contexts by all staff. There are a range of other student supports within the school including the students' council and the Board of Management.

## **GUIDANCE PROVISION**

Scoil Ruain is committed to employing a team approach in order to provide a range of learning experiences and developmental opportunities to all students. These experiences and opportunities, which will be appropriate and relevant to student needs, shall enable the growth and development of all students and shall assist students in making choices and transitions. (For example; Transitions from Primary to Secondary School, from Junior Cycle to Senior Cycle, from School to Further Education and the World of Work).

The following procedures are in place to assist students with their decision making:

1. Assessment: The Learning Support Coordinator, Guidance Counsellor and other associated staff members carry out assessments such as the CAT 4, Career Interest Profile and other suitable testing instruments.
2. Educational Skills: Junior Certificate and Leaving Certificate students are given instruction on Study Skills and Examination Techniques throughout their school life. All junior cycle students are provided with formal study skills methodologies.
3. Students are provided with information in 1st year and 3rd year that helps them to make decisions on subject choice, subject level and programme choice, which is appropriate to each student's aptitude and interests, and which is cognisant of student's career aspirations. After School Study is available to others if they wish to avail of it.

4. Vocational Guidance Interviews: The Guidance Counsellors meet with students and discuss subject options. This occurs in 1st year, 3rd year and Transition year. Vocational guidance is also provided to 5th year and 6th year Students to assist them in identifying Third Level courses and career areas that correspond to their interests and aptitudes.

5. The Guidance Counsellor also meets with Leaving Cert Applied students to help them to formulate a Career Action Plan.

6. Counselling: Students are referred for counselling to the Guidance Counsellor by the Student Support Team, School Management, and Parents. Students can be referred to the HSCL Co-ordinator, the SCP team, Year Head.

7. Information: Students are provided with information on external agencies and supports where necessary by all relevant staff.

8. Onward Referral Service: The individual student is referred, where it is deemed necessary by the student support team to external individuals/agencies. Example: General Practitioners, Jigsaw, Pieta House.

An appointments system operates for all Personal Counselling, Careers Counselling and Vocational Guidance Interviews. These appointments are logged on through the school calendar available to students and staff through their Office 365 accounts.

## **RESOURCES AND SUPPORTS:**

- Department of Education Resources.
- Staff guidance provision within the general teaching allocation.
- Career Guidance Office and Guidance/Counselling Meeting Area.
- Student Support team.
- School Completion team.
- Regular meetings with school management team
- Links with the community and with other agencies and groups that support students and parents.
- Links with 3rd Level Colleges (Admissions, Access Officers, School Liaison Officers), SOLAS, Further Education and Training Boards.
- Meetings with other staff members (HSCL Co-ordinator, SENCo-ordinator, Coiscéim Co-ordinator, Year-Heads, Assistant Year heads, Subject Teachers and SNAs) and with parents/guardians.

## **Guidance Delivery Programme**

At the beginning of the school year the Guidance Counsellor meets with management, Special needs teachers and Year Head to establish the education attainment, and family background of first year students who benefit from counselling support and interventions. The Guidance Counsellor and SEN and ASD coordinators work to enable the special needs student to maximise his or her potential in school.

The Special Education Coordinator works to assist students with special needs to acquire an up-to-date psychological assessment in 5<sup>th</sup> year to have their learning disability needs recognised in 3<sup>rd</sup> level. Both SEN Co-ordinator and the Guidance counsellor support students with application procedures for both the HEAR and DARE applications. The SEN Coordinator completes applications on behalf of students seeking a special accommodation in the Leaving Cert Examinations.

The Guidance Counsellor and SEN Coordinator adopts an ongoing multidisciplinary approach in order to cater for the student's educational needs and to promote the students emotional and psychological well-being.

## **First Year /Pre-entry Phase**

- Open Night for parents and prospective students to show facilities available in Scoil Ruain

- Information Evening for parents and students to include subject choice, homework, study and any other relevant topics.
- Assessment of students' academic ability using CAT4.
- Contact made with primary schools for additional background information on students.
- Contact made with parents of students who do not have classmates transferring to the school with them.
- Allocation of students to class based on mixed ability and other information received. Students are guaranteed that where possible they will share a class with someone they know.
- Liaison with Special Needs Department and Senior School Management.
- First year meetings to ensure students are settling in.
- Attend parent teacher meetings.
- Participate in outings, sports day, award ceremonies etc.

### **First Years – Subject Choice**

- Subject choice booklet issued to all students and parents.
- Available to meet parents regarding subject choice.
- Subject choice presentation in class for students.

### **First Years – Induction**

- First Year induction day.
- Mentoring Programme:
  - Meet with their mentors –distribution of lockers (spare keys), timetables and map of school followed by bonding games
  - Students meet with their mentors at break and lunch time for the month of Sept.
  - Mentors liaise with Guidance Counsellor following weekly meetings.
  - First year parents invited in for a Coffee morning within the first term
  - The formal side of the Mentor Programme winds down in October and officially ends at Halloween. However, mentors remain in contact with their students informally throughout the school year.
- Liaison with first year Year Head and Assistant Year Head.
- SPHE classes to cover guidance issues.
- One to one counselling.
- End of year tour.

### **Learning Intentions and Objectives of the First Year Programme**

- To manage the transition from Primary to Secondary.
- To support those students who are finding the transition difficult.
- To identify those students who need help academically.

- To help students acquire the competency to consult with the Guidance Counsellor/Class teachers with regard to their concerns.
- To help students with time management organisation and study skills.

## **Second Years**

- Individual counselling available to any student referred by Student Support.
- Ongoing liaison with Principal, Deputy Principal and Year Heads.
- Assisting with the development of individual programmes for students based on the students' individual needs.
- Classroom visits as required.
- Attend parent teacher meeting.
- Participate in outings, sports day, award ceremonies etc.

### **Learning Intentions and Objectives of the Second Year Programme**

- To monitor all students progress.
- To identify those students who are struggling academically.
- To support students who are at risk or who find school or home life difficult.

## **Third Years**

- Liaise with Year Head and Assistant Year Heads.
- Counselling service available for individual students.
- Attend parent teacher meetings.
- Presentations- facilitated by SPHE
- Subject teachers – give presentation to third year classes on subject choice for Senior Cycle.
- Booklet on subject choice and career implications given to each student.
- Students invited to attend relevant Career Talks / Career Exhibition.
- Participate in outings, sports day, award ceremonies etc.
- Special Needs Dept. will assist special needs students seeking a special accommodation in the Junior Cert Examinations.

### **Learning Intentions and Objectives of the Third Year Programme**

- To identify those who need help academically.
- To encourage students who are not reaching their potential.
- To assist students, make the right subject choice for Leaving Cert.
- To support students who may find school or home life difficult.
- To prepare students for their first state examination.

## **Transition Year**

- Individual counselling available by referral.
- Guidance Counsellor timetabled for one class period per week.
- Preparation for work experience.
- CAT4 testing.
- Interest Tests.
- Preparation of CV.
- Identify qualities sought after by all employers.
- Identify skills, personal qualities, and interests to suit different career areas.
- Careers Research Project-use of Qualifax, Careersportal and Generation Apprenticeship.
- PowerPoint presentation in class based on careers project
- Review of work experience (2 times per year).
- Class presentation on work experience.
- Preparation for Mock Interviews.
- Feedback from interviews and self-evaluation of performance by student.
- Attend Careers Exhibition in school.
- Preparation for subject choice for Senior Cycle.

Informal Guidance plays a large part in the Transition Year programme as students have a unique opportunity to develop personal qualities and to become self-aware. They are encouraged to grow in independence by taking part in opportunities available outside school such as Gaisce, Enterprise, Music Generation, running of competitions, which are central to the TY programme allows students to develop outside the classroom. The Guidance Counsellor liaises very closely with the TY Coordinator to monitor students' response to the challenges of TY.

## **Learning Intentions and Objectives of the Transition Year Programme**

- To monitor students as they adapt to a very different school year.
- To prepare students for the world of work.
- To encourage students to choose suitable work experience and evaluate their experience.
- To assist students to develop self-awareness of personal skills.
- To enable students to make more informed choice subject choices for Leaving Cert.

## **Fifth Years**

- Individual counselling available by referral.
- Assisting students in final subject choices.
- Guidance Counsellor timetabled for one class period per week.
  - Career research
  - Interest/ personality/ values/ skills tests
  - Career investigation presentation
  - Introduction to UCAS system /Personal statements
- Attend Scoil Ruáin Careers Exhibition.
- Organise speakers from various professions.
- Mock interview preparation and interviews with Godolphin.
- Attend Parent Teacher Meetings.
- Study Skills.

## **Learning Intentions and Objectives of the Fifth Year Programme**

- To help each student achieve his full potential.
- To assist students investigating career choice.

## **Sixth Year**

- Individual counselling available through referral.
- One-to-one interview, each student receives at least one. Follow up interviews as time allows.
- Attending Parent Teacher meetings.
- Organise speakers from various third level colleges.
- Organise speakers from various professions/apprenticeship programmes
- Attend at least one Open Day.
- Notices and upcoming events posted on notice board.
- Ongoing liaison with students re subject choices and levels.
- Facilitating and supporting students who are taking subjects in the Leaving Certificate which are not available to them in the school.
- Special Educational Needs Co-ordinator and Guidance Counsellor give information to students regarding DARE and HEAR applications and support their applications.
- Assisting students with Personal Statements for UCAS.
- Preparing references for UCAS applicants.
- Information on Apprenticeships-with a speaker from SOLAS.
- Assisting students applying for Scholarships.
- Assisting eligible students to obtain exemptions in Irish from NUI.
- Parental appointments by request.

- Updating Guidance noticeboard.
- CAMIDA Third level bursary and Godolphin Scholarship

**Weekly classes which cover the following topics:**

- Preparation for Career Exhibition and Open Days
- Overview of various career sectors
- Research college courses using Qualifax, Careersportal and other career websites
- Career Interest inventories
- Explaining the CAO system, the ladder of progression etc.
- Explaining the UCAS system
- Alternatives to 3<sup>rd</sup> level education
- Colleges of Further Ed/ SOLAS/Apprenticeships etc
- Review of subject levels and implications for points, college requirements and other career options.
- Goals, Study Time management and Study Skills
- DARE/HEAR
- HPAT
- UCAT
- Interview skills
- SUSI-Grant System
- Accommodation
- Transition from 2<sup>nd</sup> to 3<sup>rd</sup> level or to the World of Work
- Coping with change
- Identifying and coping with stress
- Change of mind/ Offers/Acceptance of places/Deferrals

**Learning Intentions and Objectives of the Sixth Year Programme**

- To monitor students as they progress towards Leaving Cert.
- To encourage each student to reach his/her potential.
- To assist students in making career decisions.
- To prepare students for life after school.

## **The Guidance Service – Academic Year Plan**

### **Mid August**

- Meet students on Leaving Certificate Results Day.
- Guidance Counsellor available for Leaving Cert students on CAO Round 1 offers day.
- Formal appointments with students arranged.
- Follow up appointments as required.

### **First Term**

- Contacting last year's students to ascertain chosen path. (DEIS Progression)
- First Year Induction.
- Year Head Meetings-identifying students at risk
- Meeting with Repeat Students.
- Liaison with SEN Dept.
- Meetings with Student Support Team.
- Informal meeting with first year parents after First Year welcome event.
- Careers Exhibition.
- Parent Teacher Meeting.
- Individual appointments with Leaving Cert students.
- Appointment with parents on request.
- Personal Counselling.
- CAO applications.
- UCAS personal statements.
- Attending in-service.
- Attending Supervision.
- Attending Tipperary Branch IGC meetings.

### **Second Term**

- Continue with class content.
- Individual Counselling.
- CAO and UCAS applications 5<sup>th</sup> and 6<sup>th</sup> years.
- Access programmes to Higher Level Colleges.
- DARE and HEAR applications.
- Applications to QQI courses/ PLC options
- Subject Teacher talks for students on Leaving Certificate Subjects
- Update booklet on subject choice and distribute to parents.
- Attend parent teacher meetings.
- Administer CAT assessments on-line to incoming first years.

- Attend IGC conference and workshops.
- Continue to attend Supervision and IGC meetings and in service.

### **Third Term**

- Continue with class content.
- Subject options with First Year.
- Assist with applications for scholarships- Naughton, Sport etc.
- SUSI information.
- Stress Management.
- Liaise with parents of 6<sup>th</sup> years where required.
- Organise mock interviews for TY students.
- Support 6<sup>th</sup> years to complete applications for CAMIDA and Godolphin third level bursary
- Mock interview feedback
- Information Night for parents of incoming first years.
- Liaise with primary schools re incoming first years.
- Liaise with parents of incoming first years identified as needing support.
- Review results of CAT Assessments and profiles received from Primary schools.
- Get contact details from Leaving Cert students in order to track their career path in September.
- Survey Leaving Certs on Guidance Provision.
- Review Guidance Programme.

### **Throughout the Year**

- One to one personal counselling.
- Organise presentations on Positive Well Being for year groups as appropriate.
- Liaising with NEPS, Social Workers, CAMHS, GPs and other support groups when required.

## **RELATED SCHOOL POLICIES AND PROCEDURES**

This Whole School Guidance Plan is consistent with and supported by a range of other School Policies:

- Guidance Counsellor's Department Plan
- Child Protection Policy: Child Safeguarding Statement
- Code of Behaviour
- Anti-Bullying Policy

- Substance Use Policy
- SPHE/RSE Policy
- Attendance Policy
- Inclusion (Special Education Needs) Policy
- Leaving Cert Applied and Transition Year Policy
- DEIS Plan
- JCSP Policy
- School Assessment Policy
- Critical Incident Policy
- Student Support Team and Wellbeing Policy
- Work Experience Policy

### **Procedure for changing Leaving Cert Subject Choices**

It is recognised that students may occasionally make a wrong Leaving Cert subject choice, and this may not emerge until they are attending classes in fifth year. Where this occurs, the school will where possible and practical facilitate such a change.

There is a set procedure which must be followed in such an instance:

- The student must first speak to the teacher of the class they are attending and ask his/her advice.
- The student must then come to the Guidance Counsellor to discuss the issue and ensure that he/she understands the implication from a career, course and college point of view and determine if this has been discussed with parent/guardian.
- The student must talk to the teacher into whose class he/she intends to move too to see if there is a place available and the implications of moving having missed early course work.
- The student must go to their Year Head and get a form which must be signed by student, parent/guardian, subject teachers concerned and the Year Head.

### **School Protocol regarding Open Days**

The school views Open Days as an excellent opportunity to visit third level institutions, meet with current lecturers and students, discuss courses and view exhibitions and attend presentations. In general students are encouraged to attend Open Days organised at the weekend so as to minimise class disruption. The Guidance Counsellor posts the schedule of Open Days on the career noticeboard. Students are encouraged to adequately prepare for the college visit and are aided in class to do this.

## **Organised School Trips**

### **Leaving Certificate Students**

- One “whole year” trip is arranged annually to an Open Day occurring during the school week.
- Small groups attend other career events based on interest e.g. Archerstown Apprenticeship and Further Education Training Centre Thurles.

### **Other Years**

- Fifth Year students site visit to Godolphin.
- For events of specialised interest where trips would not be organised annually fifth year students may be accommodated on Leaving Cert trips.
- In addition, TY students attend one Careers event. The destination varies each year depending on student interests and resources available.

## **Guest Speakers**

It is normal for speakers from individual colleges to give talks to senior class groups. These may occur during the Careers class or at another scheduled time. Other speakers are arranged subject to demand and in consultation with students, staff and management.

## **Career Talks**

During School Day:

- Apprenticeships
- Engineering
- PLC
- Universities in the CAO system

## **Other Guidance Service Activities**

- Networking with local Guidance Counsellors – 5 Branch meetings per year.

- Attending Supervision 5 times a year.
- Attending annual IGC conference.
- Co-ordinating the Mentoring Programme.
- Maintaining individual records.
- Offering assistance to staff in relation to dealing with student disclosures, bullying, self-harm, suicide risk, drug abuse etc.
- Attending Open Days specifically designed for Guidance Counsellors -at least one per year or as need arises
- Maintaining Guidance Service-notice board, e mails, filing, updating careers library

## **GDPR AND RECORD KEEPING**

Record Keeping: A record of every one-to-one guidance counselling meeting will be kept by the Guidance Counsellor and stored appropriately in line with normal professional practice. The guidance counsellor uses the NCGE one-to-one meeting record, which can be downloaded and used as an editable PDF document or printed off for use as paper records. The guidance counsellor also securely saves records by e.g., using a password protected work laptop.

## **PSYCHOMETRIC TESTING**

### 1<sup>st</sup> Years

The CAT Cognitive Abilities Test is administered by the Learning Support team to incoming first years in February. It is administered online and measures four areas, Verbal, Non Verbal, Quantitative and Spatial. The results are used to identify students' strengths and weaknesses and to allocate students to mixed ability classes. Further tests may be carried out by the Learning Support team as required.

### TY/ 5th Year

CAT4 Testing - administered to TY/ 5<sup>th</sup> Year students (who did not opt for the Transition Year programme by the Learning Support team in January/ February. Feedback is delivered by the guidance counsellor to students and reports are sent home to parents. The results are used to support students' subject choice for 5<sup>th</sup> year and academic tracking. Follow up appointments with the Guidance Counsellor or management to discuss results are arranged as required.

## **WORLD OF WORK**

Procedures for Work Experience (TY, LCA and LCVP students) in Scoil Ruáin:

- Students are encouraged to find their own work placement. The Guidance Counsellor or Programme Coordinator contacts the employer by letter, following the student's organising of the placement.
- Placement details - the facilitating employer will normally be required to complete a form confirming the availability, nature and dates of work experience. This is called a Work Experience Agreement Form. Parental/Guardian Consent – The Guidance Counsellor or Programme Coordinator will contact the Parents/Guardians of each student to obtain consent to the specific Work Experience Placement.
- Insurance – Transition Year, Leaving Certificate and Leaving Certificate Applied students are insured by Tipperary Educational Training Board's insurers. Employers will be given a document containing the relevant insurance details, which should be filed for reference.
- Format: Transition Year students require 2 x one-week experiences which vary each academic year. Leaving Certificate Applied (LCA) students require a one day per school week placement. The placement is from September to January and February to May. Leaving Certificate Vocational Programme (LCVP) students require a minimum of 3 days work placement which takes place in Fifth Year during the February mid-term break.
- Attendance – the student is required to bring to work, on each placement day, the Employer's Record of Attendance and Student Evaluation Form. Attendance at work is verified via this record. The employer/ mentor is also asked to comment on the student's participation. This record is presented in school by the student after work experience.
- Absence from work – the student on work experience is required to notify the school and the employer/ mentor of a pending absence from work experience. Medical appointments and illnesses need to be explained by way of medical certification. The employer/ mentor is asked to contact the school in the case of a student's absence from work experience.
- Recording - during the course of the work experience, a student will normally be required by the school to maintain a diary of his/her experiences so that they can reflect on the learning points when they return to school. Feedback - on completion of work experience, the employer is requested to provide feedback to the student on their performance. This is recorded in the Work Experience Attendance Record. This record is the responsibility of the student and must be presented at school following completion of work experience.
- Credits (LCA) – in order to gain credits for Work Experience, students need to have satisfactory attendance in the work place and in work experience class, complete the work experience diaries and all Key Assignments in class.

#### **Links with Industry:**

- Goldophin
- CAMIDA

## **IMPROVEMENT PLANNING**

- Make whole school guidance a collaborative process, with subject departments identifying the actions and activities they undertake to support guidance. (1 year)
- To improve consultation on whole school guidance planning to identify guidance needs. In consultation with subject teachers, other school teams, students, parents, staff and others. (over 3 years).

### **Review of Guidance Plan**

The Guidance Counsellor, along with the newly formed guidance team, reviews the Guidance plan annually through discussion with management and from the information gathered from feedback forms at the end of sixth year.

Sinéad Burke

Guidance Counsellor

30/05/2024

## **WHOLE SCHOOL GUIDANCE PROVISION**

### **GUIDANCE FOR ALL / GUIDANCE FOR SOME /GUIDANCE FOR A FEW**

#### **Examples of WSG activities in Scoil Ruain for Incoming First Year Students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all /some /a few</b>
Open Evening for students and parents.	All staff members Presentation by principal	All
Subject taster day for fifth and sixth class feeder schools	All staff members	All
Facilitation of entrance assessment	SEN Co-ordinator, teachers, guidance counsellor, school management	All
Student and parent information meeting in May prior to joining Scoil Ruain	School management, year head, guidance counsellor, HSCL co-ordinator	All
Tour of the school to ensure all areas are familiar and accessible for students with disability	Member of SEN team, SNA, management, year head, subject teachers, member of Student Support team	Some
Family meetings with parents where special circumstances apply	School management, SEN Co-ordinator, Year head, HSCL Co-ordinator, member of student support team	Few
Incoming first years join current first years in end of year trip in May	School management, Year head, Year heads.	All/ Some
Induction day in late August at beginning of first year	School management, guidance counsellor, year head, assistant year head	All
Student support team co-ordinate and plan for the wellbeing of all students	All student support team members	All, Some and Few
Learning to Learn/ Classroom guidance modules. Guidance related learning available through Careers portal and AIB Future sparks programmes	Guidance Counsellor SPHE teachers	All
SPHE, CSPE, Ethics and Beliefs, PE, Research skills, Wellbeing, Personal and social development	Wellbeing team, Year heads, Assistant Year heads, subject teachers, members of the guidance team	All

Information meeting on subject choice and levels if difficulties arise	Guidance counsellor, Year head, subject teachers, SEN Co-ordinator	Few
Meetings to discuss how first weeks in post primary school are going	Guidance counsellor, Year head, year head assistant	All
College Awareness week – workshop on careers/ graduation cap making	Guidance counsellor, students	All
Careers Exhibition	Guidance Counsellor, class teachers, management	All
Referral to outside agencies	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coisceim Co-ordinator	Few

#### **Examples of WSG activities in Scoil Ruain for Second Year Students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all/some/a few</b>
Classroom guidance in modules over a number of weeks: Guidance related learning Unit 2. Available through Careers portal.	Guidance counsellor, member of guidance team	All
SPHE, CSPE, Ethics and Beliefs, PE, Research skills, Wellbeing, Personal and social development	Wellbeing team, Year heads, Assistant Year heads, subject teachers, members of the guidance team	All
Careers Exhibition	Guidance Counsellor, class teachers, management	All
Co-curricular classroom activities / speakers	Guidance Counsellor, members of the guidance team	All
College Awareness Week activities	Guidance counsellor, members of the guidance team	All
Referral to outside agencies	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coiscéim Co-ordinator	Few

#### **Examples of WSG provision for third year students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all/ some/ a few</b>
Classroom guidance in modules over a number of weeks: Guidance related learning Unit 2. Available through Careers portal.	Guidance counsellor, member of guidance team	All
Study skills sessions in class groups	Guidance counsellor, SPHE teacher	All
SPHE, CSPE, Ethics and Beliefs, PE, Research skills, Wellbeing, Personal and social development	Wellbeing team, Year heads, Assistant Year heads, subject teachers, members of the guidance team	All
Study skills in small groups/ one to one for those who require extra support	Guidance counsellor, SEN co-ordinator/ team	Few
Teacher presentations on options subjects after 3 <sup>rd</sup> year	Subject teachers, guidance counsellor, management	All
Meetings with students/ parents when choosing their leaving certificate programme option	TY co-ordinator, LCA co-ordinator, guidance counsellor, year head, principal	Few
Career Exhibition	Guidance Counsellor, class teachers, management	All
College Awareness Week Activities	Guidance Counsellor, subject teachers	All
RACE Applications	SEN co-ordinator	Some
Referral to outside agencies	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coisceim Co-ordinator	Few

**Examples of WSG provision for TY students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all/some/a few</b>
Timetabled classes for guidance modules including: <ul style="list-style-type: none"> <li>• Work experience preparation</li> <li>• CV preparation</li> <li>• Reflection on work experience</li> <li>• Presentation on work experience</li> <li>• Subject choice for senior cycle</li> <li>• Career investigations</li> <li>• Pathways to the future</li> </ul>	Guidance Counsellor, TY co-ordinator, management	All
Careers Exhibition	Guidance counsellor, class teachers, management	All
Sustainability, Ethics and Beliefs, RSE, PE, Research skills, Wellbeing, Personal and social development, Mindfulness	Wellbeing team, Year heads, Assistant Year heads, subject teachers, members of the guidance team	All
Psychometric Assessment Day	SEN co-ordinator, class teachers	All
Psychometric Assessment Feedback	Guidance Counsellor	All
Teacher Presentations on subject options for 5 <sup>th</sup> Year	Subject teacher, guidance counsellor, management	All
Individual meetings for subject choice	Guidance counsellor	Some
Apprenticeship Training Centre Outing	Guidance Counsellor, local ETB	All
College Awareness Week	Guidance Counsellor, subject teachers	All
Referral to outside agencies, NLN referral, individual counselling, enhanced transition programmes	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coisceim Co-ordinator	Few

**Examples of WSG provision for 5<sup>th</sup> year students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all/some/a few</b>
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Classroom guidance modules: <ul style="list-style-type: none"> <li>• Pathways and systems of applications in Ireland</li> <li>• Applications to UCAS, Eunicas</li> <li>• Goal setting</li> <li>• CV preparation</li> <li>• Godolphin mock interview</li> <li>• Apprenticeships</li> <li>• Tertiary Degrees</li> <li>• PLC/ Further Education courses</li> </ul>	Guidance counsellor	All
Study Skills	Guidance Counsellor	All
Ethics and Beliefs, RSE, PE, Research skills, Wellbeing, Personal and social development,	Wellbeing team, Year heads, Assistant Year heads, subject teachers, members of the guidance team	All
Academic Mentoring and Monitoring	Year head, assistant year head, guidance counsellor	Open to all, undertaken by some
Individual guidance meeting	Guidance counsellor	Some
Guidance meetings for those applying outside of Ireland through UCAS, Eunicas	Guidance Counsellor	Some
Skills, qualities and values audits	Guidance counsellor	All
Preparation for work experience for LCVP students	LCVP teacher	Some
College Awareness Week Activities	Guidance Counsellor, subject teachers	All
Referral to outside agencies, individual counselling, alternative educational setting providers	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coisceim Co-ordinator	Few

#### Examples of WSG provision for LCA students:

Activity	Provided by	Guidance for all/some/a few
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Timetabled classes for guidance modules including: <ul style="list-style-type: none"> <li>• Work experience preparation</li> <li>• CV preparation</li> <li>• Vocational Preparation</li> <li>• Reflection on work experience</li> <li>• Presentation on work experience</li> <li>• Career investigations</li> <li>• Applications procedures for PLC/ World of Work</li> <li>• Pathways to the future</li> </ul>	Guidance Counsellor, TY co-ordinator, management	All
RACE applications	SEN Co-ordinator	Some
Careers Exhibition	Guidance counsellor, class teachers, management	All
Apprenticeship Training Centre Outing	Guidance Counsellor, local ETB	All
College Awareness Week	Guidance Counsellor, subject teachers	All
Referral to outside agencies, individual counselling, alternative educational setting providers	School management, Guidance Counsellor, SCP team, SEN Co-ordinator, HSCL Co-ordinator, Coisceim Co-ordinator	Few

**Examples of WSG provision for 6<sup>th</sup> year students:**

Activity	Provided by	Guidance for all/some/a few
Classroom guidance in weekly lessons: Career/ Course research Skills and Qualities Preparation for Open Days	Guidance Counsellor, SEN co-ordinator	All

Overview of various Career sectors CAO system Alternatives to CAO Study Skills SUSI grant system Accommodation Change of mind/ deferral / acceptance of places		
DARE / HEAR Applications	SEN Co-ordinator, guidance counsellor	Some
RACE applications	SEN Co-ordinator	Some
Group Meetings on different pathways	Guidance Counsellor, Year Head	Some
Individual Meetings	Guidance Counsellor	All
UCAS / Eunicas / PLC / Apprenticeship / Employment Applications as required	Guidance Counsellor	Some
Scholarship Applications	Guidance Counsellor	Some
Academic Mentoring and Monitoring	Year Head, management, Guidance counsellor	Open to all
Preparation of references for students as required	Year head, subject teachers, guidance counsellor, management	Some
Interview preparation for PLC interviews / Modern Hire Interviews as required	Guidance Counsellor	Some
Individual Counselling	Guidance Counsellor	Few
Referral to outside agencies, Transition support to alternative education programmes, individual counselling	Referral to outside agencies, individual counselling, alternative educational setting providers	All

**Examples of WSG provision for 6<sup>th</sup> year students:**

<b>Activity</b>	<b>Provided by</b>	<b>Guidance for all/some/few</b>
Support on results day	School management, guidance counsellor and other members of the student support team	Some

Discussion of Leaving Certificate assessment and grades following results	Subject teachers, guidance counsellor	Some
Support around back up options	Guidance Counsellor	Some

## Appendices

### **6<sup>th</sup> Year – Guidance Counselling Review Questionnaire**

[Scoil Ruain Student Survey - School Guidance Counselling Review \(office.com\)](#)

### **NCGE – Personal Guidance and Career Interview Templates**

[NCGE-PP-EG-Index-Resources-EN.pdf \(etbi.ie\)](#)

## **GDPR**

[GDPR-handbook-2019.pdf \(igc.ie\)](#)