
Whole School Guidance Department Plan



**Moyle Park College
Clondalkin
Dublin 22**

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School Guidance Plan

1 Context

The Whole School Guidance Plan is designed specifically for Moyle Park College, a boys voluntary secondary school established in 1957 by the Marist Brothers. The Whole School Guidance Plan involves all aspects of school life and is a whole school activity. At present, the school has approximately **765** students and provides a range of educational programmes to cater for the needs of students. These programmes include–

- Junior Certificate School Programme;
- Junior Certificate Programme;
- Transition Year (Optional);
- Leaving Certificate Programme;
- Leaving Certificate Applied Programme;
- Leaving Certificate Vocational Programme.

The college is located within the community and is non-selective in its intake of students. Interestingly, the College motto is *Respice Finem* (look to the end) which conveys the school's philosophy of setting objectives and goals and working towards them. We expect each student to strive to achieve his full potential as a person: academically, physically, morally, socially and spiritually.

The College's Counselling Service and the Guidance Plan is in keeping with its Religious and Educational Philosophy and reflects in it's aim the *school vision statement* to educate students for:-

<i>Personal Integrity</i>	Helping each student to develop a core value system; challenging each student to live the values in a community context.
<i>Self Worth / Self Esteem</i>	Includes the intrinsic worth of self and others; by giving experience of success, academic or otherwise; maximising opportunities for students to develop skills, aptitudes and abilities.
<i>Community and Social Responsibility</i>	Developing their sense of personal accountability to self and others.
<i>Participation</i>	Maximising the appropriate involvement of all parents/guardians, students, teachers, SNAs, ancillary staff, and management, in the school community.
<i>Justice / Honesty</i>	Developing students' critical understanding and a sense of social responsibility in the school and community.
<i>Independence / Freedom</i>	Developing students' capacity to think independently and to have the self-confidence to manage the future, (work, relationships etc.). In an interdependent way knowing that each person's action affects others
<i>Wonder</i>	To let students have a sense of awe and a questioning stance about self, life and the created universe

While a strong emphasis is placed on academic standards, the school community aims to participate in the development of each pupil into a mature, responsible and caring citizen, equipped with life skills and qualifications that will enable him to live a fulfilling and happy life. In achieving this, the Guidance Counsellor plays an important part in the areas of counselling and guidance as well as involvement in the Pastoral Care programme. Our students are encouraged to become

lifelong, independent learners.

2. Definition, Aim, Objectives and Personnel involved in the Whole School Guidance Plan

The Whole Guidance Plan aims to –

- a) State the objectives and priorities of the provision of Whole School Guidance;
- b) Enhance the provision of Whole School Guidance by targeting the needs of the pupils;
- c) Focus the school's resources where they are most needed;.
- d) Address the needs of students at varying stages of the secondary school cycle;
- e) Provide a comprehensive counselling service for the school community.

In brief, the Plan recognises that Guidance and Counselling is -

- An integral component of the organisation of a secondary school;
- Pupil-centred; and
- Available to the entire school community.

The programme aims to reach all students in the school system and to deal with all students in a diverse and multicultural manner in order to aid them in developing their full potential. The programme also aims to provide a framework for the delivery of the school's guidance programme and to ensure a structured response to all students personal, social, educational and career guidance needs. The plan is inclusive, providing for the junior, senior, minority and special education needs of all students.

The guidance and counselling needs of each year-group have been identified as follows;

➤ **First Year:**

- Assessing the needs of the individual student and providing programmes to respond to these needs; where necessary and appropriate draw up a student support plan in conjunction with the AEN Department;
- Providing support for students and parents/guardians during the transition from Primary to Secondary school;
- Monitoring student progress;
- Personal Counselling;
- Liaise with the Year Team, JCSP, SNAs, Student Engagement, Teaching and Learning, AEN and SPHE departments and Co-Ordinators.

➤ **Second Year**

- Responding to the educational and personal needs of individual students as outlined in the programme below;
- Monitoring student progress;
- Personal Counselling;
- Liaise with the Year Team, Well-being, SNA, AEN and SPHE departments.

➤ **Third Year**

- Senior Cycle Options;
- Personal Counselling;
- Monitoring student progress;

-
- Liaise with the Year Team, Well-being, AEN, SNA and SPHE departments;
 - Subject Tasters and Subject Choice;
 - Study Skills;
 - A Guidance Class for each 3rd year class.

➤ **Transition Year**

- Subject Choice and Senior Cycle Options
- Preparation for the world of work/career investigation
- Personal Counselling
- Liaise with the Year Team, Well-being, SNA, Special AEN and SPHE departments.

➤ **Fifth Year**

- The World of Career Choice, Language of Careers,
- Preparation for the Transition to the Third Level Education, Further Education, Apprenticeships, Workshops, Employment;
- Personal Counselling
- Liaise with the Year Team, Well-being, SNA, AEN and SPHE departments.

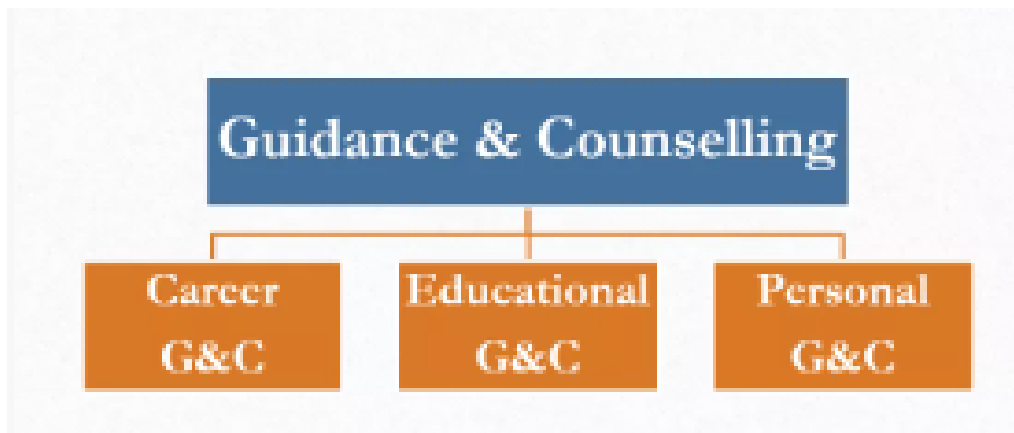
➤ **Sixth Year**

- Career choice;
- Open Days/Workshops and Career talks;
- The Transition from Secondary School to third level;
- Personal Counselling
- Liaise with the Year Team, Well-being, SNA, AEN and SPHE departments.

In addition, as part of the Careers Programme, 6th year students are encouraged to attend Open Days at week-ends that are organised by Third Level institutions. Attendance at Open Days will be confined to sixth year students only. The school views Open Days as a good way to meet and speak with lecturers and current students, discuss study plans, and find out more about what the different institutions can offer. Furthermore, the School Tour Policy will be adhered to, to ensure the safety of all participants in tours and out of school activities and to promote the success of any such activities. The weekly updates through Google Classroom, the noticeboard by Reception, and now, more recently the School App is an effective medium for the school community (students, teachers and parents/guardians) to keep updated about talks and events, deadlines and upcoming Open Days.

3. The Objectives of the Whole School Guidance Programme

The objective is to help students acquire the knowledge, skills and attitudes that contribute to effective learning in school and across the life span. Furthermore, the programme aims to provide a threefold caring and supportive service which caters for each student's Personal and Social, Educational and Vocational needs.



Personal and Social Needs through developing-

- self awareness;

- decision making skills;
- coping strategies.

Educational Needs through developing-:

- informed subject choice and subject level;
- motivation and learning via study skills;
- provision of learning support.

Vocational needs through developing-

- job opportunities;
- vocational education and training;
- interview preparation, career research and career/course information.

In summary the objectives for Junior and Senior Cycle are;

Junior Cycle	Senior Cycle
<p>To encourage each student to-</p> <ul style="list-style-type: none"> ● develop an understanding of themselves as individuals and in relation to others; ● become aware of their strengths and weaknesses; ● provide programmes and support systems for students, for example, Pieta Road to Resilience. 	<p>To encourage each student to-</p> <ul style="list-style-type: none"> ● develop an awareness of interests, aptitudes and personality traits in themselves and others; ● develop career awareness and develop employment readiness; ● acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions;

<ul style="list-style-type: none"> • develop confidence to speak with Guidance Counsellor(s) and Pastoral care staff with regard to personal and educational concerns. 	<ul style="list-style-type: none"> • assume responsibility for their own vocational journey; • view career development as a continuous process. • to develop confidence to speak with Guidance Counsellor(s) and Pastoral care staff with regard to personal and educational concerns.
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4. Whole School Guidance Team

Personnel	Role
Principal/Deputy Principal <ul style="list-style-type: none"> • Ms. Cahalane • Ms. Kilcoyne • Mr. Connolly 	Arranges appropriate conditions for successful school guidance.
Guidance counsellors <ul style="list-style-type: none"> • Ms. Murray • Ms. Doyle • Mr. O'Mara 	Provide leadership in school guidance.
Whole School Guidance Team <ul style="list-style-type: none"> • Guidance Counsellors: Ms Murray, Ms Doyle & Mr. O'Mara.; • Teaching & Learning Co-ordinator: Ms. Corscadden; • Student Engagement: Ms Dunne; • AEN: Ms Coghlan / Ms O'Carroll • TY Coordinator: Mr O'Mara; 	Develop and implement a Whole School Guidance Programme.

<ul style="list-style-type: none"> • Programme Coordinator: Mr. Doyle 	
Teachers	Advise students on subject specialisms
Students	Identify their own guidance needs
School Completion Programme <ul style="list-style-type: none"> • Ms. Eve Talbot • Ms. Lynn Byrne • Ms Grace Carey 	Focus on targeting and providing support to students identified to be most at risk of early school leaving.
Form Tutors & Year Heads	Work with student groups and look after behaviour, attendance and individual needs. Provide for pastoral care needs.
JCSP/LCA/LCVP/TY Co-ordinators <ul style="list-style-type: none"> • Mr. Doyle • Mr. Kerins • Mr O Mara 	Target students with individual needs and direct them to the most suitable programmes.
Student Council <ul style="list-style-type: none"> • Ms. O' Shea 	Voice the concerns of students and work with the school management in making decisions.
SPHE Department <ul style="list-style-type: none"> • Mr. O' Connor 	Educate the students in the area of social, personal and health education.
AEN & SNA Team <ul style="list-style-type: none"> • Mr. Molloy • Ms. Moylan • Ms. Coghlan • Ms. Quigley • Ms. O' Carroll 	Cater for the academic needs of students.

<ul style="list-style-type: none"> ● Ms. O' Shea ● Mr. Bailey 	
<p>TA21 Team</p> <ol style="list-style-type: none"> 1. Ms Doyle - School Leadership 2. Ms Murray - Guidance Counsellor 3. Ms. Sinead Flynn - Parent 4. Mr Connolly - Deputy Principal 	

5. Theoretical Framework

Counselling will be offered on an individual or small group basis. The focus of counselling is on the personal, educational, and vocational issues, individually or in small groups or as part of supervised peer counselling. The guidance counselling service will provide a caring context for counselling, engage in advocacy where appropriate and support young people in personal crises. In this regard –

Individual Counselling is an interactive process to help the student to understand his personal reality in a safe, supportive environment.

Group Counselling is the responsibility of the group under the direction of the Counsellor or other qualified adult. Depending on the context and the group this can be the most effective form of counselling for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group counselling will only take place where

there is proper supervision and permission.

Peer Counselling/Mentoring involves students giving one to one support to fellow students in a helping context which is conducted under the supervision of the Guidance Counsellor and with the permission of parent/guardian.

The Guidance Counsellor must at all times be sensitive to the developmental stages of the students. As in all counselling, respect for the integrity of the individual student is paramount and appropriate confidentiality must prevail. Parents/Guardians will be made to feel welcome and afforded an opportunity to develop realistic perceptions of their son's aptitudes, abilities and interests in education and occupational planning. They will be supported by the Guidance Counsellors and all the staff in their efforts to help their child with their personal, social and academic development.

6. Ethical Considerations and Accountability

This policy statement will be the basis on which a regular review and evaluation of the Counselling Service will be conducted between the Guidance Counsellor, the Principal and the Deputy Principals. A comprehensive review of the entire Counselling 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 College, receive feedback on any gaps in the service and agree a budget for the following year. The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, Children's First Act 2017, Institute of Guidance Counsellors Code of Ethics 2009, to Department of Education and Science Directives, to the College's Religious and Educational Philosophy and the School Plan.

Guidance Counsellors, like all other members of staff, are entrusted with the care of their students in “ loco parentis” and accept the responsibilities of this position, keeping the students welfare to the forefront at all times. Guidance Counsellors are constantly aware of their responsibility to the student, to the College, to their own profession, and to the implementation of this policy. Guidance Counsellors will continue to take part in professional peer supervision, which will provide support and feedback for their professional welfare.

7. Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in the College. Guidance Counsellors will take reasonable care to ensure that consultations with students, parents/guardians and other professionals will take place in an appropriately private environment, especially in one-to-one consultations.

Student confidentiality must be respected unless there is clear and immediate danger to the student himself or to others. Hence, student confidentiality 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:

- when a student poses a danger to himself or others;
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;

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- when the student grants permission to share with another trusting individual.

All stakeholders including students and parents/guardians will be made aware of the nature of confidentiality and be given a clear understanding of what information will remain private and what information will be communicated to others. 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.

8. Record Keeping:

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

“Counsellors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institutional procedures”

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse should be avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files.

9. The Core Care Team

The Student Support Team was set up in September 2009 and meets on a weekly basis. The members of the team are; Principal, (Deputy Principal if the

Principal is unavailable) Guidance Counsellors, School Completion Co-ordinator and AEN Co-ordinator.

The role of the Core Care Team is to complement the pastoral care programme carried out at so many different levels. The main focus is to coordinate our response to students who are deemed most at risk and those who are experiencing difficulties. The team links in with all the welfare agencies and works to put strategies in place tailored to the student's needs. The team collaborates with a number of in-house support services and local referral agencies to support them in their work with the students.

10. Students transferring from another school.

A student who transfers to Moyle Park College during the academic year will be met by the relevant Year Head/Deputy and, if necessary linked in with the relevant Guidance Counsellor to discuss subject choices and ease the transition into Moyle Park College.

11. Referral Services

The Guidance Counsellor will refer where necessary to outside relevant bodies. Teachers, school management and parents/guardians may refer students to the Guidance Counsellor or AEN department using the school referral form (Appendix 1). Clear procedures of referral, which have been agreed between the Principal, Staff, Parents/Guardians and the Guidance Counsellor taking into account the responsibilities of various teams and post holders within the school system will be followed.

Student Support Plans for students with emotional and behavioural difficulties will be an integral dimension of the referral procedure and ongoing evaluation of the process will take place to ensure its effectiveness for all concerned.

The strategies that can be used to achieve this end include –

- Informing parents/guardians, 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 the Department of Education Psychological Service (NEPS) and Youth Support and Teen Counselling Services in the area.

12. **Assessment Services**

“Intelligence tests, as well as any other kind of tests, should be used not to label individuals but to help in understanding them.”¹ The assessment procedures (CAT 4) will be dictated by the above principle and a variety of procedures will be used to assist students, parents/guardians and teachers, 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 Counsellors, with the aid of the above information, will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances.

¹Anne Anastasi & Urbina Susana, 7th ed. *Psychological Testing*, (Prentice-Hall, 1997), 295.

13. Appointments

13.1 Career Appointments

Career appointments are arranged with students in consultation with the timetabled teacher. It is the responsibility of the Guidance Counsellor to mark the students present during the appointment. Changing timetabled slots is allowed in exceptional circumstances and if adequate notification is given.

13.2 Personal Counselling Appointments

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 that they may be experiencing.

The Core Care team members, Year Heads and Tutors play a central role in the delivery of the Counselling Programme and may refer a student to a Guidance Counsellor. Personal Counselling appointments may arise for a variety of reasons. A parent/guardian may ask for some intervention by the Guidance Counsellor and/or student may also approach a Guidance Counsellor directly and ask for an appointment.

14. Students dropping a subject / changing subject level

A senior cycle student may be referred to a Guidance Counsellor in the event of a student wishing to drop/change subject level to ensure that they understand the implications, if any, of their decision. Equally, in the event of a change from Higher Level to Ordinary Level, Ordinary Level to Foundation Level or any other

request for a change in level a student may be referred to the Guidance Counsellor for advice and Guidance. The Guidance Counsellor will consult with the relevant subject teacher.

15. Professional Development:

The Guidance Counsellors should keep abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and school management should facilitate the attendance of the Guidance Counsellors at supervision, CPD, and in-career professional training during the school year. Participation in these events should be related to the objectives of the school guidance programme. Attendance at non-school based events should be negotiated/agreed in advance between the Board of Management, school management and the Guidance Counsellors.

16. Current Policies related to Guidance

- Code of Behaviour
- Anti-Bullying
- Child Safeguarding Statement and Risk Assessment
- Admission Policy
- Data Protection policy
- Inclusion Policy
- Critical Incident Policy
- Substance Abuse
- Sexual Harassment
- Social Media Policy
- School Tour Policy
- Health and Safety Policy

17. Critical Reflection and Evaluation

Critical reflection and evaluation is a very important part of the Whole School Guidance Programme. It is important to measure and assess the strengths and weaknesses in the guidance service provided to students in Moyle Park College and to employ strategies for a whole school approach to guidance. Appendix three outlines some of the strategies that are being used to implement a whole school approach to guidance. In addition, reflection and evaluation helps schools to identify the needs in the guidance field that are not currently being met and to develop a plan to meet these needs. Furthermore, it helps schools to ensure that the broader definition of guidance becomes embedded in the whole school programme.

Appendix 1

Whole School Guidance

(Using NCGE: A Whole School Guidance Framework, June 2017)

First Years

Target: All First Years	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none">• College Awareness Week; TY (See Appendix)• Futurewise• TA21 Projects;• Demonstration Project;	<ul style="list-style-type: none">• Guidance Counsellors• TY Class• Student Council• Junior Achievement Personnel• TA21 Project Leaders• Marists Leaders• Demonstration Team.
Developing My Learning	<ul style="list-style-type: none">• 1st Year Induction Programme (see Appendix 1)	<ul style="list-style-type: none">• Guidance Counsellor/ Pastoral Care Team/ Student Leadership Coordinator/Student Council/Marist Leaders.

	<ul style="list-style-type: none"> • One-one meeting with incoming parents/guardians; • Information Evening for all 1st year parents/guardians 	
Developing Myself	<ul style="list-style-type: none"> • SPHE Programme • Wellbeing Programme • Marist Week • Stand Up Awareness Week • Parent/Teacher/Student Meetings • Information Evening for First Year Parents/Guardians; • Extra-curricular Activities; • JCSP Programme and initiatives; • Homework Club. 	<ul style="list-style-type: none"> • Form Teachers • SPHE Teachers, Religion, PE, CSPE, Guidance Counsellor • All Staff/ Parents/Guardians • Relevant Staff (HW Club)

Target: Some First Years	Guidance For Some Activity	Personnel
Identify incoming 1 st Years with Special Educational Needs	<ul style="list-style-type: none"> • Student Support Plan (see Appendix) 	SEN Department, Guidance Counsellors
Identify students in need of support and referral to outside agencies	<ul style="list-style-type: none"> • Care Team Meetings; 	Guidance Counsellors, Year Head, SEN, Deputy Principal, Principal, JCSP.
To support and promote Student Voice/Leadership/Participation in the school	<ul style="list-style-type: none"> • Student Council • Marist Leaders 	Cooperating teacher and members of Student Council and Marist Leaders

Target: A Few first Years	Guidance For A Few Activity	Personnel
Identify students in need of support	Personal/Social/ Educational Counselling/Circle Group/one-one counselling;	Guidance Counsellor

Identify students who need to be referred to outside agencies	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Guardian/Student
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2nd Years

Target: All 2nd Years	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none"> ● Campus Visit; ● College Awareness Week ● Scholars Ireland Programme ● Junior Achievement; ● South Dublin County Partnership programmes 	<ul style="list-style-type: none"> ● Year Head/Form Teachers/TA21
Developing My Learning	<ul style="list-style-type: none"> ● Parent /Student/Teacher Meeting 	<ul style="list-style-type: none"> ● Guidance Counsellor ● All Staff
Developing Myself	<ul style="list-style-type: none"> ● SPHE Programme ● Wellbeing Week; ● Stand Up Awareness Week; ● Marist Week; ● Extra-curricular Programme 	<ul style="list-style-type: none"> ● Class Teachers; ● Wellbeing Committee ● Marist Committee ● Extra-curricular coordinator and staff members

Target: Some second years	Guidance for Some	Personnel
To provide ongoing support for students with Special Needs	<ul style="list-style-type: none"> ● Special Educational Needs Plan ● Scholars Ireland (TA21) ● Community Mentoring ● Med Day ● 	<ul style="list-style-type: none"> ● SEN Department ● Science Teacher/Guidance Counsellor/TA21 Project Leaders
Identify students in need of support and referral to outside agencies	<ul style="list-style-type: none"> ● Care Team Meetings 	<ul style="list-style-type: none"> ● Guidance Counsellors, ● Year Head, SEN, Deputy Principal, ● Principal
To support and promote Student Voice/Leadership/Participation in the school	<ul style="list-style-type: none"> ● Student Council ● Marist Leaders 	<ul style="list-style-type: none"> ● Cooperating teacher and members of Student Council and Marist Leaders

Target: A few 2nd years	Guidance For A Few Activity	Personnel
Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellor

Identify students who need to be referred to outside agencies	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Guardian/Student
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3rd Year

Target All 3rd years	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none"> ● College Awareness Week ● Subject Tasters ● Subject Option Talks ● Guidance Class ● Study Skills workshop ● TA21 Supports 	<ul style="list-style-type: none"> ● Guidance Counsellors ● Subject Teachers ● Year Head/Form Tutors
Developing My Learning	<ul style="list-style-type: none"> ● Parent/Teacher/Student Meeting ● Information Evening for parents/guardians ● Information Evening for parents/guardians & students on TY & LCA routes ● Subject Taster Session 	<ul style="list-style-type: none"> ● Guidance Counsellor ● All Staff ● Year Head, Guidance Counsellor & DP ● Programme Coordinator, Year Head, Principal
Developing Myself	<ul style="list-style-type: none"> ● Wellbeing Week ● Stand Up Awareness Week; 	<ul style="list-style-type: none"> ● YH/Form Teachers ● Wellbeing Committee ● Guidance Counsellor ● SPHE coordinator & teachers

Target: Some third years	Guidance for Some	Personnel
To provide ongoing support for students with SEN Needs	<ul style="list-style-type: none"> ● Student Support Plan 	<ul style="list-style-type: none"> ● SEN Department ● Science Teacher/Guidance Counsellor/ TA 21 Project Leaders
Identify students in need of support and referral to outside agencies	<ul style="list-style-type: none"> ● Care Team Meetings 	<ul style="list-style-type: none"> ● Guidance Counsellors, ● Year Head, SEN, Deputy Principal, ● Principal
To support and promote Student Voice/Leadership/Participation in the school	<ul style="list-style-type: none"> ● Student Council ● Marist Leaders 	<ul style="list-style-type: none"> ● Cooperating teacher and members of Student Council and Marist Leaders

Target: A few 3rd years	Guidance For A Few Activity	Personnel
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Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellor
Identify students who need to be referred to outside agencies	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Guardian/Student

Transition Year

Target: All TY students	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none"> ● Guidance Class using Careers Portal; Qualifax, First Leanings; ● Campus Visit; ● Street Law programme; ● Junior Achievement Programmes ● Career Investigation; ● College Awareness Week; ● Community Mentoring; 	<ul style="list-style-type: none"> ● Guidance Counsellor ● TY coordinator and tutors
Developing My Learning	<ul style="list-style-type: none"> ● Subject Taster Workshop ● Information Evening for parents/guardians and students on subject choices. ● Workshops and speakers. 	<ul style="list-style-type: none"> ● Guidance Counsellor ● Year Head. Guidance Counsellor & DP ● Programme Coordinator, Year Head, Principal & All staff
Developing Myself	<ul style="list-style-type: none"> ● Mentoring Programme ● Wellbeing Week 	<ul style="list-style-type: none"> ● Form Teacher ● Wellbeing Committee ● Buddy Programme ● Extra-curricular coordinator and staff members.

Objective	Guidance for Some	Personnel
To provide ongoing support for students with Additional Educational Needs	Additional Educational Needs Plan	AEN Department
Identify students in need of support and referral to outside agencies	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal, Principal
To support and promote Student Voice/Leadership/Participation in the school	Student Council Marist Leaders	Cooperating teacher and members of Student Council and Marist Leaders

Objective	Guidance For A Few Activity	Personnel
Identify students in need of support	Personal/Social/Educational Counselling	Guidance Counsellors
Identify students who need to be referred to outside agencies	Personal Counselling	Guidance Counsellors/ Principal/DLP/Parent/Guardian

5th & 6th Year LCA

Objective	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none"> ● LCA Guidance Module Careers Portal/Qualifax/First Leanings, Classroom Guidance, Reach. ● Work Experience ● Workshops, inhouse and out of school speakers. 	<ul style="list-style-type: none"> ● Guidance Counsellor ● Subject Teachers
Developing My Learning	<ul style="list-style-type: none"> ● Workshops, speakers. ● Visits to local employment places-SISK, Clondalkin Enterprise Centre; ● Junior Achievement; ● Cross Modular Learning; ● Tasks and Interview Skills; ● Open Days and Career Talks. 	<ul style="list-style-type: none"> ● All subject teachers ● LCA coordinator
Developing Myself	<ul style="list-style-type: none"> ● Social Education/Vocational and Guidance Programme 	<ul style="list-style-type: none"> ● Extra-curricular coordinator and staff members ● LCA coordinator/Form Tutors

Objective	Guidance for Some	Personnel
To provide ongoing support for students with Additional Educational Needs	Additional Educational Needs Plan	AEN Department
Identify students in need of support and referral to outside agencies	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal, Principal
To support and promote Student Voice/Leadership/Participation in the school	Student Council Marist Leaders	Cooperating teacher and members of Student Council and Marist Leaders

Objective	Guidance For A Few Activity	Personnel
Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellors
Identify students who need to be referred to outside agency	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent

5th & 6th Years

Objective	Guidance for All	Personnel
Developing My Career Path	<ul style="list-style-type: none"> ● Guidance Class using Careers Portal, Reach, Qualifax, Classroom Guidance. ● LMLS Module ● Higher Options ● Career Talks, Visits and Workshops. ● College Awareness Week ● Career sTalk from Alumni ● Connect with outside Career Supports - TA21 	<ul style="list-style-type: none"> ● Guidance Counsellor
Developing My Learning	<ul style="list-style-type: none"> ● Study Skills ● Information Evening for parents/guardians on CAO, Further Education, Apprenticeships ● TA21 Supports-Maths, English, Shadowing Days ● Pathways to Law programme ● College Awareness Week. 	<ul style="list-style-type: none"> ● Guidance Counsellor ● Year Head. Guidance Counsellor & DP ● Year Head, Tutors, Principal, DP, All staff
Developing Myself	<ul style="list-style-type: none"> ● SPHE Programme 	<ul style="list-style-type: none"> ● Class Tutor

	<ul style="list-style-type: none"> Wellbeing Week Anti-Bullying Survey Extra-curricular Programme 	<ul style="list-style-type: none"> Wellbeing Committee Anti- Bullying team Extra-curricular coordinator and staff members
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Objective	Guidance for Some	Personnel
To provide ongoing support for AEN students with Special Needs	Additional Educational Needs Plan	AEN Department
Identify students in need of support and referral to outside agencies	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal, Principal
To support and promote Student Voice/Leadership/Participation in the school	Student Council Marist Leaders	Cooperating teacher and members of Student Council and Marist Leaders

Objective	Guidance For A Few Activity	Personnel
Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellor
Identify students who need to be referred to outside agencies	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent

Appendix 3 Continuing Professional Development

CPD is an integral and important part of an educator's and Guidance Counsellor's role. In addition, Guidance Counsellors attend branch meetings and counselling supervision throughout the academic year. Proposed CPD for the academic year 2024-2025 is organised through the Dublin West IGC Branch.

Links to Careers Booklets & New Whole School Guidance plan

3rd year Resilience Booklet

[Resilience Student Workbook](#)

5th year Booklet

[5 Guidance LC2026 - Google Docs](#)

6th year Booklet

[6 Guidance LC2025 - Google Docs](#)

New Whole School Guidance plan

[Whole School Guidance Plan - New 2024 - Google Docs](#)