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# **Whole School Guidance Department Plan**



**Moyle Park College  
Clondalkin  
Dublin 22**

**2025/2026**

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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 **770** 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 ideals and working towards them. We expect each student to strive to achieve his full potential as a person: academically, physically, morally, socially and spiritually.<sup>1</sup>

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

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<sup>1</sup> Moyle Park College, *Staff Handbook 2017-2018*, (Dublin, 2005)

<b><i>Personal Integrity</i></b>	Helping each student to develop a core value system; challenging each student to live the values in a community context.
<b><i>Self Worth / Self Esteem</i></b>	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.
<b><i>Community and Social Responsibility</i></b>	Developing their sense of personal accountability to self and others.
<b><i>Participation</i></b>	Maximising the appropriate involvement of all parents, students, teachers and management, in the school community.
<b><i>Justice / Honesty</i></b>	Developing students' critical understanding and a sense of social responsibility in the school and community.
<b><i>Independence / Freedom</i></b>	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
<b><i>Wonder</i></b>	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 them 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.

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## **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;
- embedded in the Wellbeing focus of Moyle Park College;
- 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, special education needs of all students.

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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 during the transition from Primary to Secondary school;
- Monitoring student progress;
- Personal Counselling;
- Liaise with the Year Team, JCSP, SNA, 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 & subject tasters;
- Personal Counselling;
- Monitoring student progress;
- Liaise with the Year Team, Well-being, AEN, SNA and SPHE departments;
- Study Skills;
- A Guidance Class for each 3rd year class.

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➤ **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.

The introduction of different platforms like 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.

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## **2.1 Guidance and Wellbeing**

The Guidance department plays a central role in supporting student wellbeing across Junior Cycle and Senior Cycle. In line with the **Junior Cycle Wellbeing** framework and the **Leaving Certificate SPHE** specifications, Guidance provision supports students' personal, social, educational, and vocational development, enabling them to thrive academically, socially, and emotionally.

Guidance contributes to whole-school wellbeing through preventative, developmental, and responsive supports, with a strong emphasis on resilience, self-management, informed decision-making, and positive relationships.

### **Junior Cycle Guidance & Wellbeing**

Guidance provision explicitly supports the six Junior Cycle Wellbeing Indicators:

- **Active** – encouraging student engagement in learning, goal-setting, and participation in school life
- **Responsible** – supporting informed decision-making, self-management, and ownership of learning
- **Connected** – fostering positive relationships with peers, staff, and the wider school community
- **Resilient** – developing coping strategies, adaptability, and problem-solving skills
- **Respected** – promoting student voice, inclusion, and a sense of belonging
- **Aware** – increasing self-awareness, emotional literacy, and awareness of supports

### **Guidance Contributions at Junior Cycle**

Guidance supports wellbeing through:

- 
- Classroom-based guidance inputs aligned with the school's Wellbeing programme
  - Support for transitions (primary to post-primary; 1st to 2nd year; subject choice for 3rd year)
  - Promotion of help-seeking behaviour and awareness of internal and external supports
  - Individual and small-group support for students experiencing personal, social, or learning-related difficulties
  - Collaboration with SPHE, CSPE, PE, and SEN teams to ensure a coherent wellbeing approach

### **Senior Cycle (Leaving Certificate) Guidance & SPHE**

**Alignment with Leaving Certificate SPHE** - Guidance provision complements and reinforces the aims and learning outcomes of Leaving Certificate SPHE, particularly in the areas of:

- Personal identity and self-management
- Mental health and emotional wellbeing
- Relationships and communication
- Life skills, future planning, and decision-making
- Coping with change, stress, and transitions

### **Guidance Contributions at Senior Cycle**

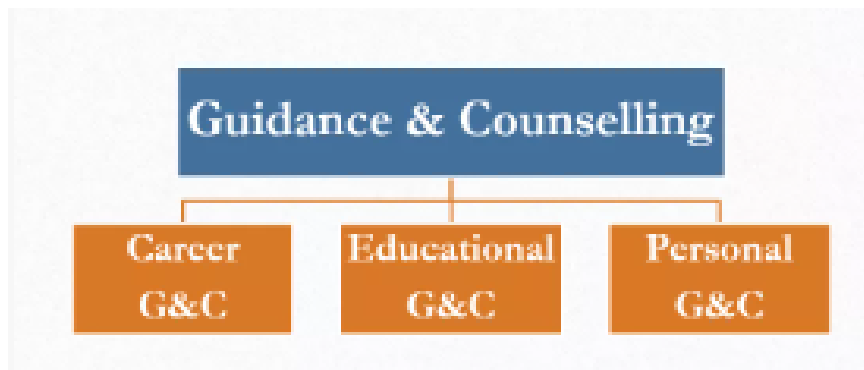
Guidance supports student wellbeing through:

- Structured guidance inputs linked to SPHE themes, including stress management, motivation, and balance
- One-to-one guidance counselling to support students' personal, social, and educational wellbeing



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Guidance and career guidance is entwined throughout our school community and from our infographic below you can see the key areas and subjects that overlap to give students a good foundation to build on throughout their years in Moyle Park. 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;
- encourage motivation and learning via study skills;
- provision of learning support.

**Career / Vocational needs** through developing-

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

#### 4. Whole School Guidance Team

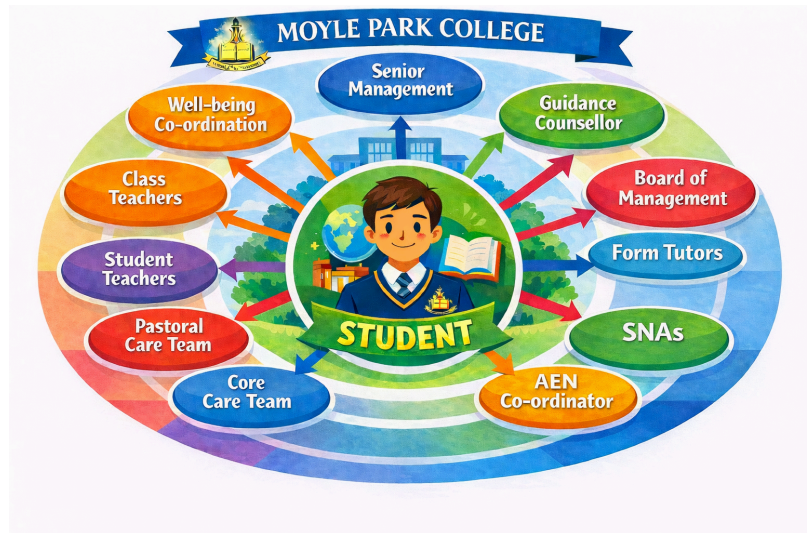
Personnel	Role
<b>Principal/Deputy Principal</b> <ul style="list-style-type: none"> <li>● Ms. Cahalane</li> <li>● Ms. Kilcoyne</li> <li>● Mr. Connolly</li> </ul>	Arrange appropriate conditions for successful school guidance.
<b>Guidance counsellors</b> <ul style="list-style-type: none"> <li>● Ms. Murray</li> <li>● Ms. Doyle</li> <li>● Mr. O'Mara</li> </ul>	Provide leadership in school guidance.
<b>Whole School Guidance Team</b> <ul style="list-style-type: none"> <li>● Guidance Counsellors: Ms Murray, Ms Doyle &amp; Mr. O'Mara.;</li> <li>● Teaching &amp; Learning Co-ordinator: Ms. Corscadden;</li> <li>● Student Engagement: Mr Leech;</li> <li>● AEN: Ms Coghlan / Ms O'Carroll</li> <li>● TY Co-ordinator: Mr O Mara;</li> <li>● Programmes Co-ordinator: Mr. Doyle</li> </ul>	Develop and implement a Whole School Guidance Programme.
<b>Teachers</b>	Advise students on subject specialisms
<b>Students</b>	Identify their own guidance needs
<b>School Completion Programme</b> <ul style="list-style-type: none"> <li>● Ms. Eve Talbot</li> <li>● Ms. Lynn Byrne</li> </ul>	Focus on targeting and providing support to students identified to be most at risk of early school leaving.
<b>Form tutor &amp; Year Heads</b>	Work with student groups and look after behaviour, attendance and individual needs.

	Provide for pastoral care needs.
<b>JCSP/LCA/LCVP/TY co-ordinators</b> <ul style="list-style-type: none"> <li>● Ms McGowan</li> <li>● Mr. Doyle</li> <li>● Mr O Mara</li> </ul>	Target students with individual needs and direct them to the most suitable programmes.
<b>Student Council</b> <ul style="list-style-type: none"> <li>● Ms Murphy</li> </ul>	Voice the concerns of students and work with the school management in making decisions.
<b>SPHE Department</b> <ul style="list-style-type: none"> <li>● Mr. Finegan</li> </ul>	Educate the students in the area of social, personal and health education.
<b>AEN &amp; SNA Team</b> <ul style="list-style-type: none"> <li>● Ms. Coghlan</li> <li>● Ms. O' Carroll</li> <li>● Ms Moylan</li> <li>● Ms O'Driscoll</li> </ul>	Cater for the academic needs of students.
<b>TA21 Team</b> <ol style="list-style-type: none"> <li>1. Ms Murphy - School Leadership</li> <li>2. Mr Leech - Student Engagement</li> <li>3. Mr O Mara - TY Coordinator</li> <li>4. Mr Smith - Scholars Ireland</li> <li>5. Ms Murray - Guidance Counsellor</li> <li>6. Ms. ***** - Parent</li> <li>7. Ms Cahalane - Principal</li> </ol>	

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

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the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students. However, it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. The Whole School Guidance Plan recognises the important role that the whole school community plays in supporting and implementing these aims with a student centered approach. The following is a list of some of the stakeholders with whom we share our learning community:



- The Principal / Deputy Principals/Year Heads
- Class Teachers / Subject Teachers
- Subject and Programme Coordinators (e.g. RE, SPHE, TY, LCA & LCVP)
- Additional Educational Needs (AEN) Co-ordinator & SNA's
- Wellbeing Co-Ordinator
- The Board of Management

A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students.

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## 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 or 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

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individual student is paramount and appropriate confidentiality must prevail. Parents 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 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.

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## 7. Confidentiality & Referral Services

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

All stakeholders including students and parents 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.

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## **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. Student Support Team & 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) Guidance Counsellors, School Completion Co-ordinator and AEN coordinator.

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.

Continuum of Support In line with best practice, the Continuum of Support offers a flexible framework within which schools can address all educational needs, including wellbeing needs (DES & NEPS, 2007, 2010a, 2010b) .



Guidance curricular planning (schemes of work for guidance lessons, learner outcomes, assessment) Areas of Learning and Competences Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Borrisokane Community College are exposed to 3 areas of guidance-related learning so as to allow them to develop in 8 areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.



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Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as: Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The guidance counsellor has a role in planning, coordinating and delivering guidance-related learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through 'Guidance for Some' and 'Guidance for A Few' approaches.

#### **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 choice and ease the transition into Moyle Park College.

#### **11. Referral Services**

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The Guidance Counsellor will refer where necessary to outside relevant bodies. Teachers, school management and parents 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 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, 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.”<sup>2</sup> The assessment procedures (CAT IV) will be dictated by the above principle and a variety of procedures will be used to assist students, parents and teachers, for example, prediction of academic performance, categorisation of occupational interests, assessment of

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<sup>2</sup>Anne Anastasi & Urbina Susana, 7<sup>th</sup> ed. *Psychological Testing*, (Prentice-Hall, 1997), 295.

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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.

### **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 may ask for some intervention by the Guidance Counsellor and/or student may also approach a Guidance Counsellor directly and ask for an appointment.

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#### **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 to Ordinary, Ordinary to Foundation 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**

The Education Act (1998), Section 9(c) states that a school shall use its available resources to: Ensure that students have access to appropriate guidance to assist them in their educational and career choices. This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory

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requirement for schools under Section 9 (c) of the Education Act 1998: ‘to ensure that students have access to appropriate guidance to assist them in their educational and career choices’. Other requirements and guidelines include:

- The “Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students “Access to Appropriate Guidance” (DES 2005) state that ‘the school’s guidance plan is a whole school responsibility’
- Planning the School Guidance Programme. National Centre for Guidance in Education (NCGE),2004
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students” access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005
- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009
- Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year” restates this position: ‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’ It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by ‘The Framework for Considering Provision of Guidance Post-Primary Schools’ issued in 2012 by ACCS, ETBI, JMB and NAPD.
- Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a) provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR).
- Circular 0011/2017, “Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18, “The Minister requires schools to

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- adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”
- NCGE, 2017, A Whole School Guidance Framework
  - Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning
  - ‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.
  - Circular 0008/2018, “Community & Comprehensive School Approved Allocation of Teaching Posts 2018/19”

**Other school policies which support Whole School Guidance include:**

- Code of Behaviour
- Bí Cineálta
- Child Safeguarding Statement and Risk Assessment
- Admission Policy
- Data Protection policy
- Inclusion Policy
- Critical Incident Policy
- School Trip Policy
- Substance Abuse
- Anti-Racism Policy
- Special Needs Policy
- Social Media Policy

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- School Tour Policy
  - Health and Safety Policy
  - Well-being Policy\*

## **17. Critical Reflection and Evaluation**

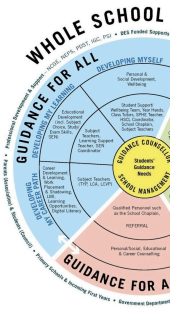
Critical reflection and evaluation is a very important part of the whole school Guidance Programme. It is important to measure and assess the strengths and weaknesses in the guidance service provided to students in Moyle Park College and to employ strategies for a whole school approach to guidance. Appendix 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.

## **18. Internet Safety**

Internet Safety Schools and teachers play a vital role in engaging students in online safety and helping them to develop key digital literacy skills that will equip them with the knowledge to use the internet and technology in a safe and effective way. Moyle Park College ensures that:

- Internet sessions will always be supervised by a teacher.
- Filtering software and/or equivalent systems will be used in order to minimise the risk of exposure to inappropriate material.
- Students will be provided with training in the area of Internet safety and this topic is covered in the guidance class.

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- Uploading and downloading of non-approved software will not be permitted.
  - Students will treat others with respect at all times and will not undertake any actions that may bring the school into disrepute.
  - Local community Gardai visits.



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## Appendix 1

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

#### First Years

Target: All First Years	Guidance for All	Personnel
<b>Developing My Career Path</b>	<ul style="list-style-type: none"> <li>● College Awareness Week; TY (See Appendix)</li> <li>● TA21 Projects;</li> <li>● Demonstration Project;</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Counsellors</li> <li>● Lifeskills Class - FT</li> <li>● Student Council</li> <li>● Junior Achievement Personnel</li> <li>● TA 21 Project Leaders</li> <li>● Marists Leaders</li> <li>● Demonstration Team.</li> </ul>
<b>Developing My Learning</b>	<ul style="list-style-type: none"> <li>● 1<sup>st</sup> Year Induction Programme (see Appendix 1)</li> <li>● One-one meeting with incoming parents;</li> <li>● Information Evening for all 1st year parents</li> </ul>	<ul style="list-style-type: none"> <li>● Coordinator/ Guidance Counsellor/ Pastoral Care Team/ Student Leadership co-ordinator/Student Council/Marist Leaders.</li> </ul>
<b>Developing Myself</b>	<ul style="list-style-type: none"> <li>● SPHE Programme</li> <li>● Wellbeing Programme</li> <li>● Marist Week</li> <li>● Stand Up Awareness Week</li> <li>● Parent/Teacher/Student Meetings</li> <li>● Information Evening for First Year Parents;</li> <li>● Extra-curricular Activities;</li> <li>● JCSP Programme and initiatives;</li> <li>● Homework Club.</li> </ul>	<ul style="list-style-type: none"> <li>● Form Teachers</li> <li>● SPHE Teachers, Religion, PE, CSPE, Guidance Counsellor</li> <li>● All staff/ Parents</li> <li>● Relevant Staff (HW Club)</li> </ul>

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

<b>Target: A Few first Years</b>	<b>Guidance For A Few Activity</b>	<b>Personnel</b>
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 agency	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Student

## 2<sup>nd</sup> Years

<b>Target:All 2nd Years</b>	<b>Guidance for All</b>	<b>Personnel</b>
<b>Developing My Career Path</b>	<ul style="list-style-type: none"> <li>• Campus Visit;</li> <li>• College Awareness Week</li> <li>• Scholars Ireland Programme</li> <li>• Junior Achievement;</li> <li>• South Dublin County Partnership programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Year Head/Form Teachers/TA 21</li> </ul>
<b>Developing My Learning</b>	<ul style="list-style-type: none"> <li>• Parent /Student/Teacher Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> <li>• All Staff</li> </ul>

<b>Developing Myself</b>	<ul style="list-style-type: none"> <li>● SPHE Programme</li> <li>● Wellbeing Week;</li> <li>● Stand Up Awareness Week;</li> <li>● Marist Week;</li> <li>● Extra-curricular Programme</li> </ul>	<ul style="list-style-type: none"> <li>● Class Teachers;</li> <li>● Wellbeing Committee</li> <li>● Marist Committee</li> <li>● Extra-curricular coordinator and staff members</li> </ul>
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<b>Target: Some second years</b>	<b>Guidance for Some</b>	<b>Personnel</b>
To provide ongoing support for students with Special Needs	<ul style="list-style-type: none"> <li>● Special Educational Needs Plan</li> <li>● Scholars Ireland (TA21)</li> <li>● Community Mentoring</li> <li>● Med Day</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● SEN Department</li> <li>● Science Teacher/Guidance Counsellor/TA 21 Project Leaders</li> </ul>
Identify students in need of support and referral to outside agency	<ul style="list-style-type: none"> <li>● Care Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance Counsellors,</li> <li>● Year Head, SEN, Deputy Principal,</li> <li>● Principal</li> </ul>
To support student voice in the school	<ul style="list-style-type: none"> <li>● Student Council</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperating teacher and members of Student Council</li> </ul>

<b>Target: A few 2nd years</b>	<b>Guidance For A Few Activity</b>	<b>Personnel</b>
Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellor
Identify students who need to be referred to outside agency	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Student

### 3<sup>rd</sup> Year

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

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

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To support student voice in the school	<ul style="list-style-type: none"> <li>• Student Council</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating teacher and members of Student Council</li> </ul>
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<b>Target: A few 3rd years</b>	<b>Guidance For A Few Activity</b>	<b>Personnel</b>
Identify students in need of support	Personal/Social/ Educational Counselling	Guidance Counsellor
Identify students who need to be referred to outside agency	Personal Counselling	Guidance Counsellor/ Principal/ DLP/Parent/Student

### Transition Year

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

<b>Developing Myself</b>	<ul style="list-style-type: none"> <li>• Mentoring Programme</li> <li>• Wellbeing Week</li> </ul>	<ul style="list-style-type: none"> <li>• Form Teacher</li> <li>• Wellbeing Committee</li> <li>• Buddy Programme</li> <li>• Extra-curricular coordinator and staff members.</li> </ul>
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<b>Objective</b>	<b>Guidance for Some</b>	<b>Personnel</b>
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 agency	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal, Principal
To support student voice in the school	Student Council	Cooperating teacher and members of Student Council

<b>Objective</b>	<b>Guidance For A Few Activity</b>	<b>Personnel</b>
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 Counsellors/ Principal/ DLP/Parent

### 5<sup>th</sup> & 6<sup>th</sup> Year LCA

<b>Objective</b>	<b>Guidance for All</b>	<b>Personnel</b>
<b>Developing My Career Path</b>	<ul style="list-style-type: none"> <li>• LCA Guidance Module Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> <li>• Subject Teachers</li> </ul>

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

<b>Objective</b>	<b>Guidance for Some</b>	<b>Personnel</b>
To provide ongoing support for students with Special Needs	Additional Educational Needs Plan	SEN Department
Identify students in need of support and referral to outside agency	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal,

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		Principal
To support student voice in the school	Student Council	Cooperating teacher and members of Student Council

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 & 6<sup>th</sup> Years

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

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	<ul style="list-style-type: none"> <li>● Pathways to Law programme</li> <li>● College Awareness Week.</li> </ul>	
<b>Developing Myself</b>	<ul style="list-style-type: none"> <li>● SPHE Programme</li> <li>● Wellbeing Week</li> <li>● Anti-Bullying Survey</li> <li>● Extra-curricular Programme</li> </ul>	<ul style="list-style-type: none"> <li>● Class Tutor</li> <li>● Wellbeing Committee</li> <li>● Anti- Bullying team</li> <li>● Extra-curricular coordinator and staff members</li> </ul>

<b>Objective</b>	<b>Guidance for Some</b>	<b>Personnel</b>
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 agency	Student Support Meetings	Guidance Counsellors, Year Head, AEN, Deputy Principal, Principal
To support student voice in the school	Student Council	Cooperating teacher and members of Student Council

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

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## **Appendix 2 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 2025-2026 is organised through the Dublin West IGC Branch.

## **Appendix 3 Whole School Guidance & Well-being**

### [Whole School Guidance & Wellbeing Plan - New 2024 -](#)

#### [☰ Guidance & Wellbeing - \(Junior Cycle & Senior Cycle\)](#)

## **Appendix 4 Guidance Booklets**

### [3rd year Resilience Student Workbook](#)

### [3rd Year Guidance Book](#)

### [5 Guidance LC2026 - Google Docs](#)

### [6 Guidance LC2025 - Google Docs](#)

### [LCA Guidance](#)