SELSKAR COLLEGE WESTGATE, WEXFORD
71680C

Whole School Guidance Plan
Sept 2026

Mission Statement.

Teaching and Learning with Care and Respect, where Every Person Matters.

Our Mission Statement is based on the following Core Values: Care, Respect, Community, Excellence in Education and Equality.

- Education is a partnership between school, parents, and students with the support of the local community.
- Our central purpose is to motivate and prepare students to achieve their full potential
- The importance and value of all members of the school community is central to all decisions and actions. Courtesy and respect should be shown to all people at all times.
- Our college strives to provide a welcoming, secure learning environment, which is respectful, caring and stimulating for all members of the school community

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Section 1: Organisation

1.1 Introduction

Selskar College is a co-educational, multidenominational post-primary college in Wexford Town with 441 students. The college is one of thirteen post-primary colleges under the patronage of Waterford and Wexford Education and Training Board (WWETB). WWETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

Excellence in Education; Care; Equality; Community and Respect.

As the state provider of education, the ETB sector defines a 'multidenominational' school in the following way:

In ETB schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability, or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents, and staff. We prepare open-minded, culturally sensitive, and responsible citizens with a strong sense of shared values.

In ETB schools, students of all religions and beliefs are treated equally. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

The Board of Management of Selskar College upholds the ethos of the school and values of our school, ensuring that it is: Promoting Excellence in Education; Caring; Equality based; Community focused and Grounded in Respect.

Mission Statement: *Teaching and Learning with care and respect, where every person matters.*

Our mission statement is based on the following core values:

- Education is a partnership between school, parents, and students with the support of both the local community and WWETB.
- Our central purpose is to motivate and support students to achieve their full potential in a caring environment.
- The importance and value of each member of the school community is central to every and all decisions made, and actions taken.
- Within Selskar College, we prioritise courtesy, and respect being shown to all partners at all times.
- Our school strives to provide a welcoming, secure learning environment which is respectful, caring and stimulating for all members of the school community.

Selskar College participates in the Delivering Equality of Opportunity in Schools (DEIS) action plan for inclusion. It provides Junior Cycle Programme, the Junior Certificate Schools Programme (JCSP), the established Leaving Certificate, Life, Community and Work (LCW), Leaving Certificate Applied (LCA) and Transition Year Programme (TY).

DEIS: Schools in the DEIS Programme are required to develop and implement a DEIS Plan. The 8 strands of the DEIS Programme as outlined by the Department of Education are:

AIMS:

Our aim in Selskar College is to provide an inclusive learning environment which will foster the educational, vocational, social, personal, and emotional development of all students and enable each to realise their individual potential. In line with our core values, whole school guidance provision and support for students will reflect the diverse range of cultures and abilities of students in our college.

1.2 Scope

This plan applies to ***all*** students in Selskar College. The interventions and supports listed apply to students in junior and senior cycle, those with additional needs and those from minority groups. It is also intended to serve the school community including Board of Management, the Principal, the teaching and ancillary staff, and parents.

The plan is informed by, and in alignment with strategic priorities pertaining to the delivery of guidance supports in schools outlined in the WWETB Strategy Statement, 2023-2027.

1.3 Rationale

Section 9(c) of The Education Act (1998) 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".

Guidance in schools incorporates educational, career, personal and social guidance delivered within a whole-school context, to include the role of all teachers and the specialised role of the guidance counsellor. Provision of guidance in the post-primary sector involves planning for, and delivering, a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives.

Guidance is, by definition, person-centred, and holistic. Guidance supports students' personal and social, educational and career development. Guidance facilitates and empowers students to make informed decisions and life choices. Guidance plays a significant role in supporting students' wellbeing and contributes to building internal and external resilience.

The promotion of wellbeing is central to the Department of Education's vision to enable children and young people to achieve their full potential. Schools play a key role in developing and enhancing young people's wellbeing. The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019), outlines wellbeing promotion indicators of success in schools. WSG provision has a significant role to play with regard to all indicators.

Contemporary models of guidance in post-primary schools involve a whole-school approach, within which guidance counsellors undertake a pivotal and specialised role.

Each school receives an allocation in respect of guidance provision. It is calculated by reference to the approved enrolment, including PLC pupils and the category of school (DEIS, non-DEIS). There is a clear allocation for guidance communicated to schools by the Department to schools as outlined in circular 0002/2023, circular 0003/2023, circular 004/2023. From this guidance allocation, school management deploy the hours for classes/lessons, small group work, one-to-one meetings etc. This plan outlines how (school) deploys the supports available to all students.

The current allocation for guidance is 1.57 Post primary and .18 PLC. This is based on the allocation of 17.65 for DEIS schools. There are 2 full-time Guidance Counsellors.

1.4 Relevant Legislative and Policy Context

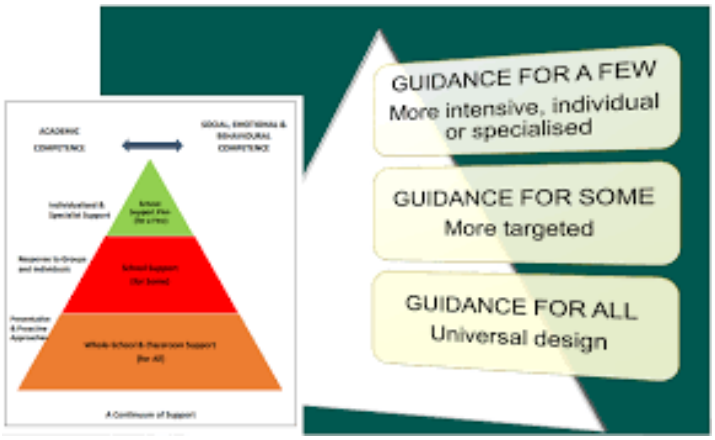
- Circular 0001/2025, Guidance in Post Primary Schools
- Circular 0084/2024, Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools
- Circular 0064/2024, The operation/application and deployment of Special Education Teacher resources
- Bi Cinealta Procedures to Prevent and Address Bullying Behaviour, June 2024 and Cinealtas: Action Plan on Bullying
- Transition Year Programme Statement 2024
- Information Note 003/2024, Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance-counselling notes
- Information Note to Schools 001/2024, Information Note for Principals, Guidance Counsellors, and Guidance Teams in relation to Whole-School Guidance

- National Strategic Framework for Lifelong Guidance (2024-2030)
- National Strategic Framework for Lifelong Guidance: Strategic Action Plan (2024-2030)
- Information Note 0009/2023, Information Note for Principals, Guidance Counsellors, and Guidance Teams in relation to Whole School Guidance Provision at Junior Cycle
- Information Note for Schools in relation to Personal and Social Guidance Counselling 008/2023
- *Looking at our Schools (2022) DES*
- Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Exis玲ng Team (2021).
- *Education for Sustainable Development to 2026, Government 2023.*
- *National Skills Strategy 2025*–Need for educational and career choices support in education
- *Indecon Report 2019 – Review of Career Guidance*
- Action Plan for Education - Statement of Strategy 2021-2023
- *Wellbeing Guidelines 2021*
- *NCGE – A Whole School Guidance Framework 2017*
- Programme Recognition Framework: Guidance Criteria/Guidelines *(DES, 2016)*
- *NEPS – A continuum of Support for Post Primary schools 2007, 2010*
- *Wellbeing in Post Primary Schools 2013* – Continuum of support, centrality of Guidance
- WWETB Strategy Statement 2023-2027
- 21st Century Skills for Students – World Economic Forum
- *Wellbeing Policy & Framework for Practice 2018-2023* – Centrality of guidance in Wellbeing
- *Digital Strategy for Schools – 2007, 2015-2020* - ICT and Guidance
- Circular 55/2019 – Wellbeing and Guidance
- Circular 0001/2023 – Use of psychometric tests
- *Circular 0015/2017* – Guidance as part of JCT Wellbeing
- *Junior Cycle Wellbeing Guidelines*
- *SSE Guidelines 2016-2020* –Evaluation of Holistic learning as central to student wellbeing
- https://www.gov.ie/en/publication/63c5f-guidance-counselling-in-schools/#circulars-publications-and-resources-related-to-guidance

1.5 Definition of Guidance

Guidance involves supporting individuals with their education, career, personal and social development so that they are empowered to make well informed decisions and life choices. G Guidance is therefore person centred and holistic. In post primary schools, guidance plays a significant role in supporting students' wellbeing and contributes to building internal and external resilience. Implementation of guidance in post primary schools involves a range of coordinated activities and developmental learning experiences to support students with their self-management skills. These activities and learning experiences include one-to-one appointments, group work, classroom guidance, units of learning cross curricular and extracurricular activities. Guidance "encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance". (Department of Education and Science; 2005, pg. 4)

Whole School Guidance



Whole-School Guidance (WSG) provides students with appropriate guidance as it supports the implementation of a large and varied range of learning experiences provided in a developmental sequence. These experiences, which begin as a student transition into post-primary school, assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. WSG refers to a school-wide approach to supporting students with their personal and social, educational and career development. It recognises that all members of school staff, including school leaders, teachers, school librarians, and others can play a supporting role.

In the context of WSG, it is important to acknowledge the professional boundaries, areas of specialisation and competencies of each member of school staff. WSG acknowledges that all school staff have a role in providing guidance to students and this is acknowledged and reflected in (i) our school's WSG plan and (ii) individual subject department plans. Within the WSG approach, guidance counsellors have a pivotal and specialised role.

1.7 Aims and Objectives

WSG refers to a school-wide approach to supporting students with their personal and social, educational and career development. It recognises that all members of school staff, including school leaders, teachers, school librarians and others can play a supporting role.

The Whole School Guidance Plan aims to:

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

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

- To clarify educational, social and career goals
- To address personal issues
- To identify and explore opportunities
- To grow in independence and take responsibility for themselves
- To make informed choices about their lives and follow through on these choices

- To support the development of every student
- To acknowledge and support each person's role in the school community
- To provide an environment where everyone can develop self-esteem and a sense of personal responsibility
- To provide an environment where everyone can develop a place in society and a responsibility to society
- To provide a teaching and learning environment where everyone can reach their full potential
- To monitor the well-being of all students
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy
- To work effectively with statutory authorities and outside agencies as and when required
- To adhere to the Children First Guidelines 2017

Section 2: Guidance Curricular Programme

2.1 Whole School Guidance Programme

Guidance is a whole school activity, and our approach to decision making and deployment of supports is collaborative and inclusive of all our school community. It is important that every member of staff recognises that guidance permeates every aspect of school life.

The Whole School Guidance (WSG) plan for Selskar College provides equitable and needs based guidance that casters to all students, from those requiring general support, to those needing more intensive individualised interventions.

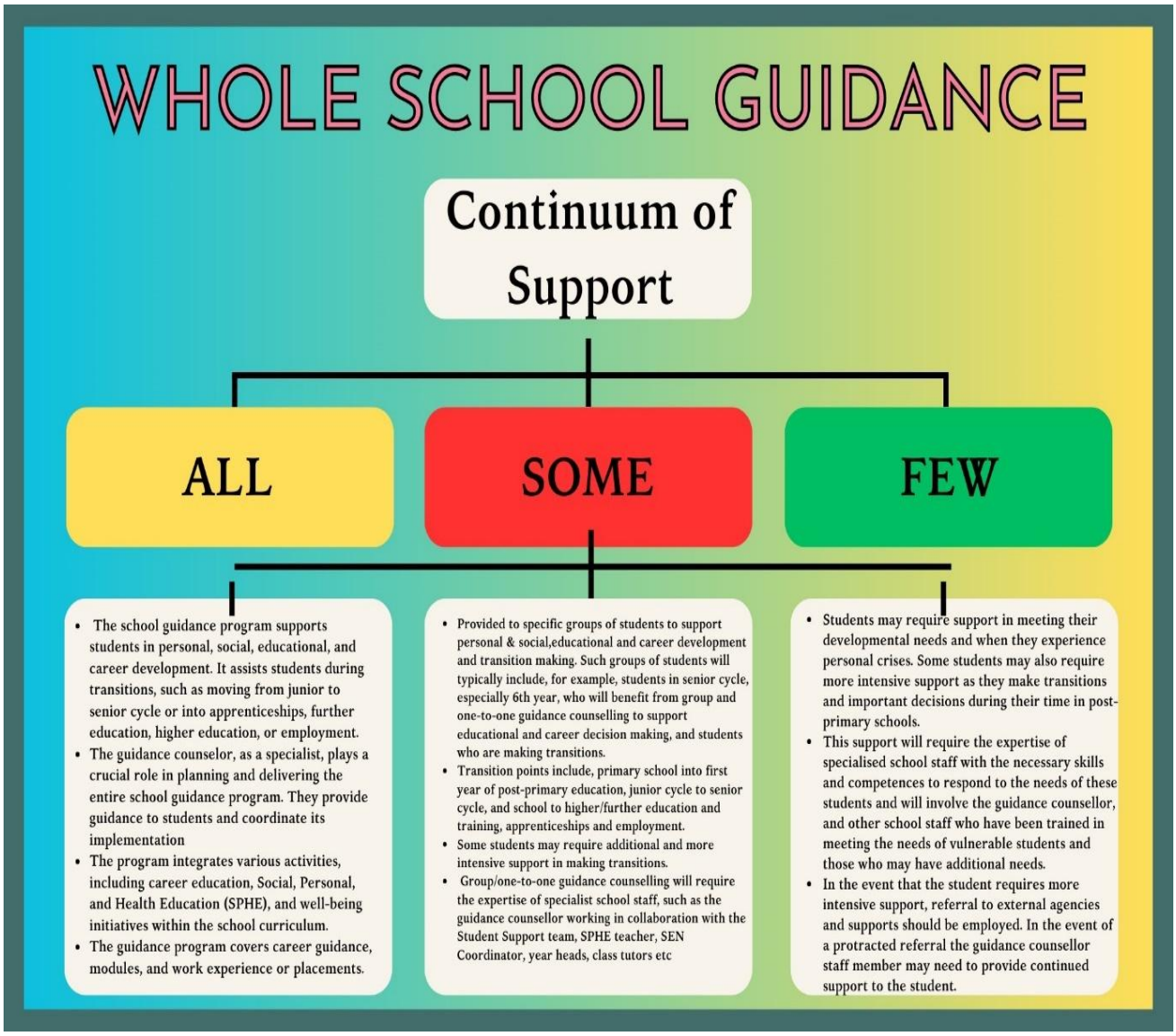
The WSG is a working document that evolves from year to year as the needs of students (and parents) may be different each year. It encompasses a wide range of activities and learning experiences, ensuring ghat guidance permeates into every aspect of school life. Student and parent guidance needs are identified in various ways e.g. through surveys / focus groups / informal feedback and guidance-counsellor reflections, etc. We aim to consult all members of the school community when reviewing our WSG programme and review it at scheduled intervals.

The guidance programme is designed to meet the needs of students (and parents/guardians) through the implementation of a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Therefore, our guidance programme will include classroom guidance, group sessions, one-to-one meetings and many other curricular and co-curricular guidance activities. Each activity is described in detail to include learning outcomes and assessment, etc. A WSG programme is planned and provided for students in all year groups, and a clear Junior Cycle and Senior Cycle programme is evident in our school.

This WSG plan will be reviewed and updated annually to reflect the evolving nature of guidance activities. This will ensure it is up to date in a dynamic landscape and that it conveys how a school plans to use its available resources to ensure that students have access to appropriate guidance. All WWETB Schools are currently engaging with ETBI's Provision Mapping initiative and work in collaboration with WWETB's Inclusion Coordinator. This process ensures that all supports available to students in the school are reviewed and evaluated, and areas for improvement are identified.

The guidance team in Selskar College will continue to utilise the support of Oide in relation to WSG planning and practice through professional learning experiences and bespoke school support.

2.2 Model of Provision: A Continuum of Support



The graphics above and below illustrate the continuum of support model on which our school's provision is based. The WSG programme aims to mee the neds of 'all', 'some' and 'few' students. This model of support allows for an inclusive and equitable approach to the planning and practice of WSG at Selskar College. The guidance counsellor, in collaboration with the school leadership team, teachers and external personnel/agencies, deliver a wide range of supports to enhance students' personal, educational and career development.

This approach recognises that a one size fits all approach is not an effective use of time. Instead, a flexible and adaptable service is provided, allowing for a range of supports and interventions on a need's basis. A continuum of support model provides a responsive and inclusive service, within

which students receive the correct type/amount of support at different stages of their post primary educational journey.

Guidance for All: involves providing information, resources and activities that are relevant and accessible to every student. Guidance related activities and learning experiences are available to all students and have clear learning outcomes that meet the needs of students. Guidance for all also includes a process of early identification of those with additional needs.

Guidance for Some: involves identifying particular groups of students who may need more focused support in specific areas, such as those facing transitions, specific learning needs, or students making critical educational or career choices. It might involve targeted workshops, small group counselling, or one-on-one consultations.

Guidance for a Few: involves support for students experiencing significant personal challenges, emotional distress, or requiring intensive, individualised interventions. It might involve counselling for students dealing with mental health issues, behavioural problems, or complex personal crises. This level of guidance often requires collaboration with external agencies and specialists.

We recognise that the guidance curriculum has two components:

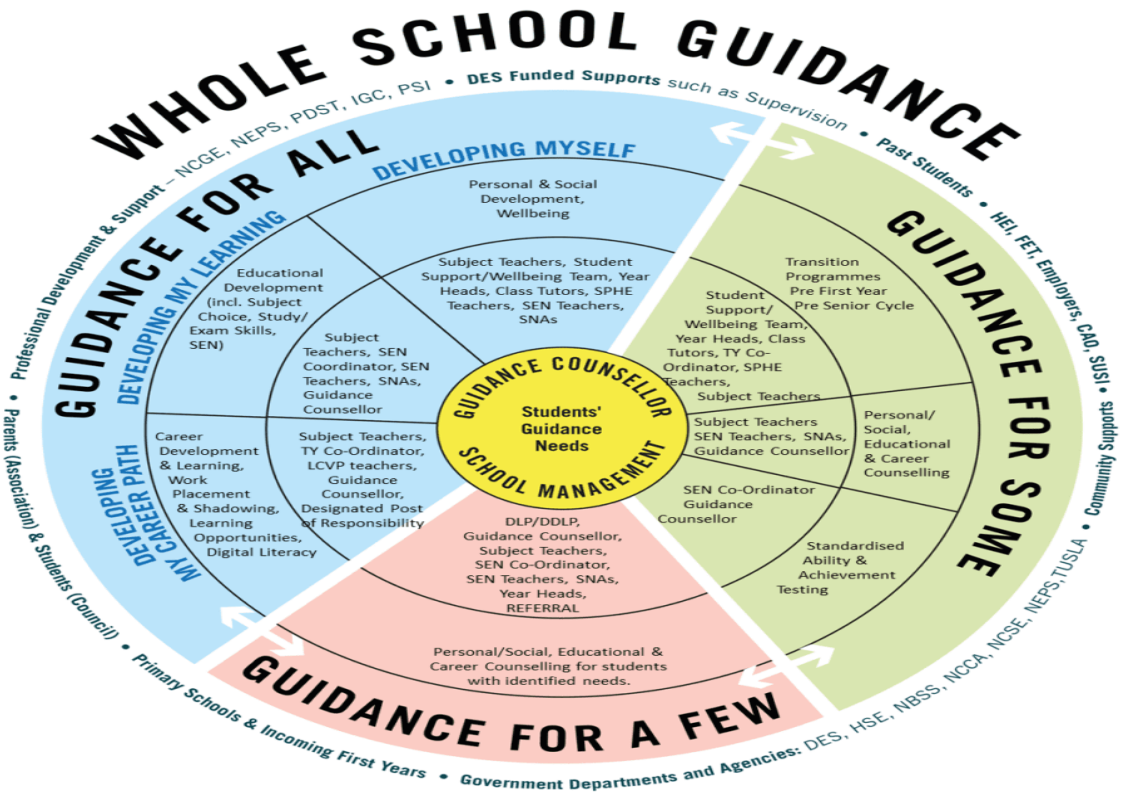
Formal Guidance Curriculum:

1. Classroom Guidance: Delivered during timetabled, non-timetabled classes or year groups, covering topics like organisational support and subject choices.
2. Individual Contact: Personal, educational, and career counselling.

Informal Guidance Curriculum:

- Involves liaising with teaching staff, Year Heads, and non-teaching staff to enhance cross-curricular links and promote a whole-school approach.
- Meeting with parents/guardians is integral to this approach.

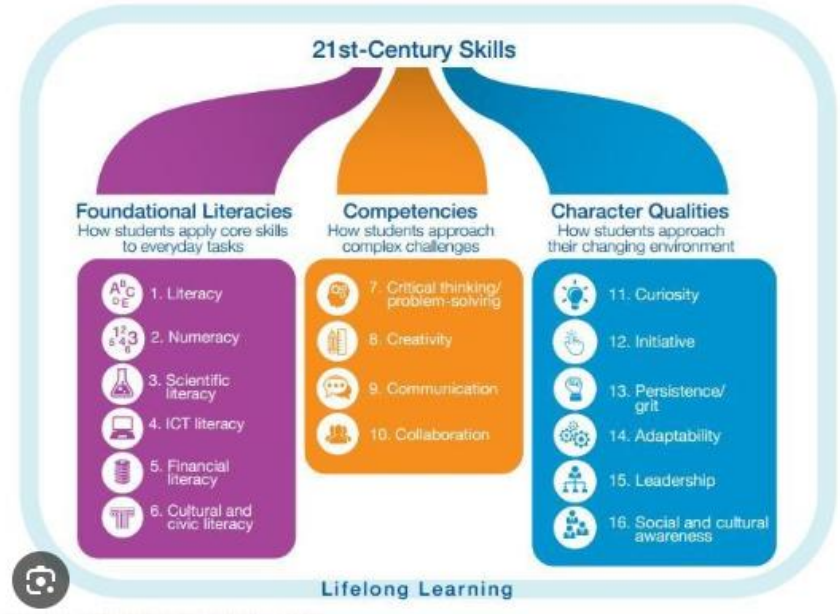
Collaboration with AENCO, Learning Support/Resource teachers, SNAs, and the Inclusion Co-ordinator benefits all students, including AEN, EAL, Traveller, and Roma students.



2.3 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 Selskar follow 3 areas of guidance-related learning to allow them to develop in 8 areas of competence. These areas of learning aim to build on the learning that students will have experienced during their years in primary education. These areas of learning are also underpinned by the **21st-century skills** identified by the World Economic Forum which are a set of competencies that are essential for thriving in the modern world. These skills go beyond traditional academic knowledge and focus on practical abilities needed for success in various aspects of life and work.

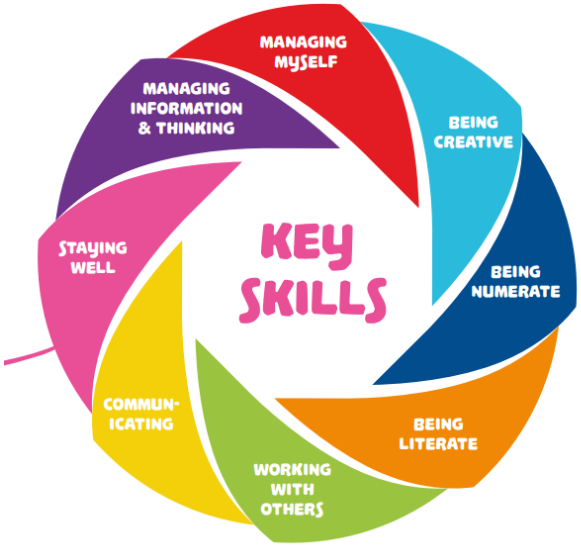
Exhibit 1: Students require 16 skills for the 21st century



(Figure below courtesy of NCGE: A Whole School Guidance Framework, Page 16).

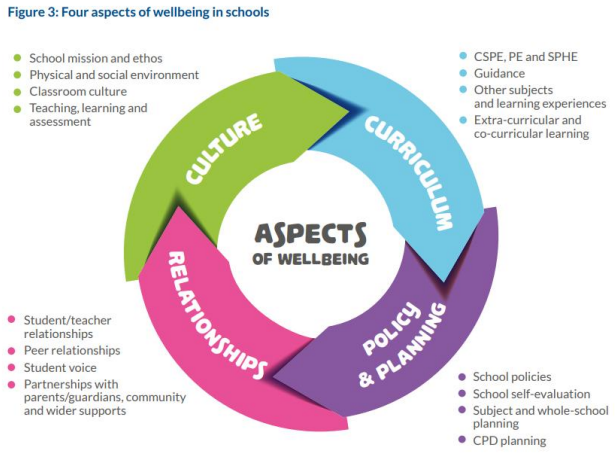
Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. 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 and the Wellbeing Coordinator all have 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.

Wellbeing



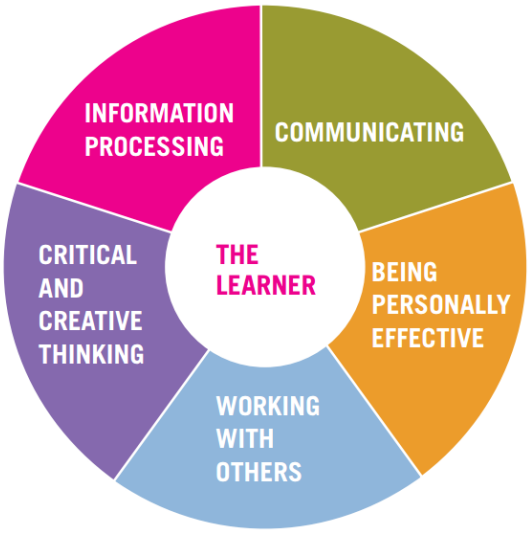
SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle.

The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The Guidance Counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle

The ability to think critically and creatively, innovate and adapt to change, to work independently and in a team, and to be a reflective learner are prerequisites for life and for the workplace in the 21st century. In line with international trends and influenced by the Lisbon strategy and the OECD DeSeCo (Defining and Selecting Key Competencies) initiative, a framework of key skills has been developed as part of the curriculum and teaching and learning at senior cycle. In addition, these skills support the development and enhancement of the basic skills of literacy and numeracy which are crucial for learners to access the curriculum and for their future life chances.

Five key skills have been identified as central to teaching and learning across the senior cycle curriculum:



Many of the elements that make up these skills are already a feature of teaching and learning across subjects. The embedding of key skills in the curriculum will thus involve building on current practice but it also involves increasing attention to the skills and their potential for actively engaging learners. In (school), we endeavour to embed the key skills in the curriculum that we offer. This is reflected in our Whole School Guidance Programme (Appendix 1).

All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.4 Provision Mapping

Selskar College is taking part in a Provision Mapping initiative led by ETBI and Dr. Johanna Fitzgerald. Provision mapping is a process that allows schools to identify, list and evaluate the evidence-

informed provisions and supports in place for students across the Continuum of Support in one summary document, which is called a Provision Map. In doing so, it provides a basis to strategically cost, plan, and monitor provision, allocate resources, and identify staff professional learning needs.

This process creates an opportunity for subject departments to reflect together on inclusive practice in their subject area. We use the information gathered to create our school's Provision Map (See Appendix 2). This will inform our DEIS plan/SIP.

2.5 Subject Planning

Through participation in the Provision Mapping process, all subject teachers will be able to identify how they support students' needs (social, personal, emotional, or academic) at all levels of the Continuum of Support. (School) is currently working in collaboration with WWETB's Education Coordinator (Schools) and School Development and Support Officer to develop an enhanced Subject Plan template which will support subject teachers to capture this information, in particular pertaining to Guidance and SEN/AEN supports in their subject area.

2.6 Whole School Guidance Programme Overview

In Selskar College, our Whole School Guidance Programme is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. The programme supports students at all levels of the Continuum of Support. These learning experiences may be categorised into three separate but interlinked dimensions/areas:

A. Personal and Social Development

B. Educational Guidance

C. Career and Vocational Guidance

Personal and Social Development

Students will have the opportunity to:

- Be able to recognise their own talents/achievements.
- Develop strategies to deal with stress, personal/social issues in context of adolescence.
- Identify the demands of study/exams and balance time for school, work and leisure activities.
- Develop interpersonal skills and awareness of the needs of others.
- Learn to make successful transitions for sustainable life-long learning.
- Be satisfied that their needs including special educational needs are identified and supported.
- Be aware of the counselling service, which is available to support them in reaching their potential.

Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior and Senior Cycle. In Senior Cycle it is delivered through Health and Wellbeing, Relationships and Sexuality and Into Adulthood. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety.

Educational Guidance

Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In Selskar College, Educational Guidance begins at the students' entry in 1st year by empowering students in their subject choice. Later there is another key transition point in TY where subject choices are made for senior cycle.

Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing, and consulting parents/guardians about related matters.

Career and Vocational Guidance

Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities to enable them to make informed choices and take responsibility for their own futures.

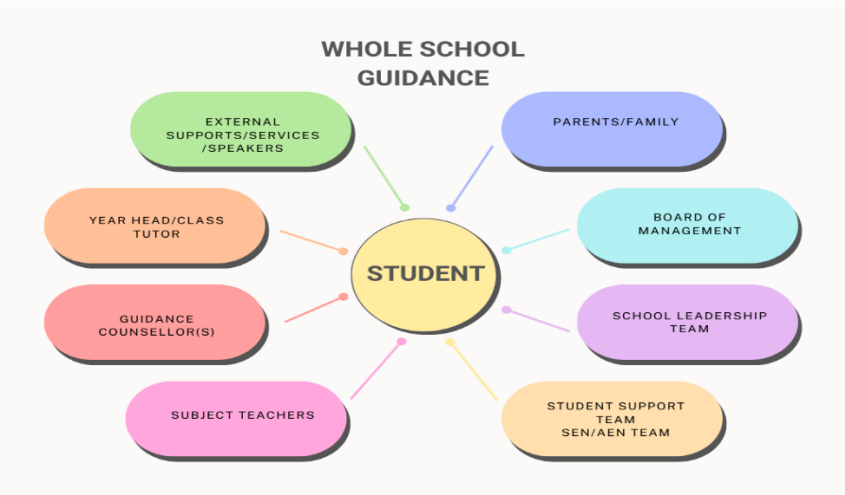
Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, and use of ICT tools available.

In the final year of Senior Cycle, students are made aware of all options and pathways open to them, such as Further Education and Training, Higher Education, apprenticeships, and the world of work.

Section 3: Communication

3.1 Introduction

Selskar College recognises that Guidance is a whole school responsibility and not provided exclusively by any one individual or group. WSG is a holistic process where all members of school staff have a role to play. We also acknowledge the professional boundaries, areas of specialisation and competencies of each member of our school staff.



3.2 Roles and Responsibilities

3.2.1 Students

Guidance in our school is student/person centred. Central to this plan is the student's right to participate in and benefit from education. We aim to empower students to take personal responsibility for their own behaviour and learning and to experience the value of being a responsible, participatory member of our school community. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council gives students an opportunity to voice their opinion and become involved in the daily life of their school. Wellbeing, SPHE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. In keeping with our whole-school approach to Guidance, students are aware that they approach any member of staff with their concerns.

3.2.3 Parents /Guardians

This plan recognises the pivotal role that parents/guardians play in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life to facilitate the development of mutual and beneficial links between school and home.

3.2.4 Subject Teachers

This plan recognises the different but interlinked role of both formal and informal guidance happening in our school. Subject teachers have first line responsibility for the education of all students in their classes. Individual teachers are often sought out by students on an informal basis for advice and information. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through leadership roles, pastoral care roles, co-ordination roles and through participation in programmes such as SPHE. They may also have knowledge of needs of their students through extra-curricular activities. All subject teachers may consult with the guidance counsellor on the needs of an individual student and/or use the relevant referrals procedure to contact the guidance counsellor, SEN/AEN Coordinator, or Student Support Team when specialist competence is required.

3.2.5 Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management for Comprehensive Schools. Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

3.2.6 Senior Leadership Team

The Senior Leadership team has a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning and resource

allocation in cooperation with the guidance counsellor, school staff and other school partners such as parents.

3.2.7 Guidance Counsellor

The role of the guidance counsellor is complex and broad. It can vary from school to school in line with the needs of each school community. The Programme Recognition Framework (DES, 2016 p8) lists a number of activities that are typically undertaken by a guidance counsellor in a post-primary setting. These activities may include, but are not limited to, the following examples:

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings.
- Developing effective teaching, learning and assessment strategies for the guidance class.
- Providing individual and group guidance counselling to facilitate personal and social, educational and career development and at moments of personal crisis.
- Using psychometric assessments (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices.
- Providing support to, and working in collaboration with, school and ETB management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the WSG plan.
- Participate in the Student Support Team as a core team member.
- Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users.
- Referring students to external agencies and professionals, as appropriate.

The role of the guidance counsellor requires “highly developed interpersonal skills and a high level of reflexivity” (NICE, 2012; pg. 24). The guidance counsellor supports the holistic development of students. Counselling in a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process, at moments of personal crisis but also at key transition points, such as transitioning to further education or employment.

Selskar College WSG plan includes 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 (Circular 0002/2023, Circular 0003/2023, Circular 004/2023).

The guidance counsellor is a specialist and plays a central and pivotal role in the design and delivery of the WSG programme. In particular, the guidance counsellor will have developed specialist competencies in:

- Guidance theory and professional practice.
- Counselling skills in a guidance context.
- Labour market, learning and career-related information.
- Teaching and learning: design, delivery and evaluation of programmes/learning experiences.
- Communicating, collaborating and networking.
- Psychometric assessment.
- Research and evidence-informed practice.
- Leading and managing the guidance and service.

Guidance counselling has as its objective, the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies, and resolve difficulties they may be experiencing. Guidance counsellors may work with students on a wide range of issues that some students find difficult to manage alone or with family or peer support. The guidance counsellor also provides a referral of students to external counselling agencies and professionals. Where required, the guidance counsellor creates and maintains a 'safe space' for the student whilst they wait on community supports to start. In all personal and social guidance counselling, the guidance counsellor operates within professional guidelines including child protection procedures. For more information on the personal and social role of a guidance counsellor, please see Information Note for Schools in relation to Personal and Social Guidance Counselling 0008/2023.

This section on the role of the guidance counsellor is not exhaustive, nor is it intended to be prescriptive. In addition to the above-mentioned activities, a guidance counsellor at Selskar College may be involved in several other activities as part of their role in a post-primary school. To name one example, guidance counsellors are typically a key member of a school's Critical Incident team. In addition to this information note on WSG, and the other information notes referenced at the beginning of this plan, the role of the guidance counsellor is also referred to in 6 several other Department documents, such as in relation to psychometric assessments and Student Support Teams in post primary schools. The scope of practice of guidance counsellors, and roles and responsibilities will be clarified in the short term, as outlined in the National Strategic Framework for Lifelong Guidance: Strategic Action Plan (2024-2030).

3.2.8 Whole School Guidance Team

WSG in schools is extensive and encompasses many elements of school life. WSG planning and practice is not the responsibility of any one individual in a post-primary school. Rather, a WSG team should support planning and development of a WSG programme and plan. There is no minimum or maximum number of representatives required on a WSG team. The number of team members, and those participating, will vary from school to school.

Our WSG Team in Selskar College comprises of the following staff members:

- Senior Management Representative
- Guidance Counsellors
- DEIS Lead/Post
- Home School Community Liaison
- Teaching and Learning Representative
- Behaviour for Learning Coordinator

The role of the WSG team is multi-faceted, and we have defined this role as is appropriate to our school. The WSG team plays a crucial role in fostering an inclusive and supportive approach to WSG in post-primary schools.

This may include, but is not limited to:

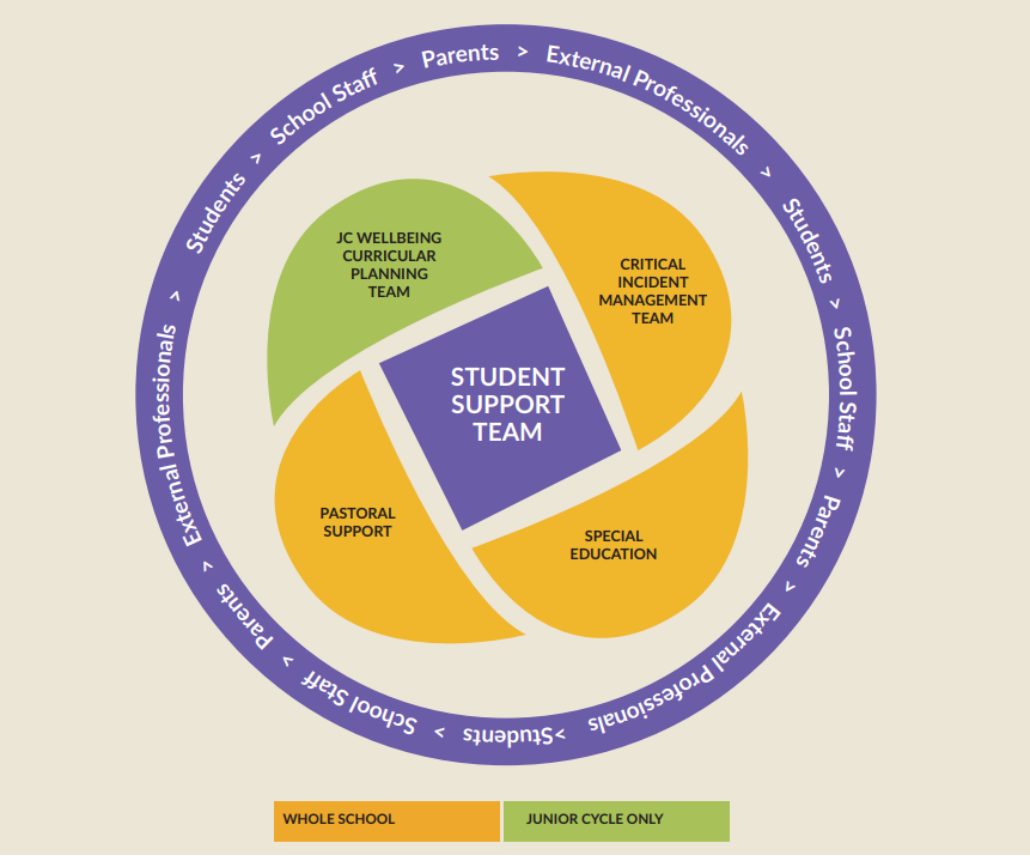
- Designing a WSG plan to meet the needs of the whole school community throughout the academic year, using the reflective SSE process.
- Overseeing the implementation of the WSG plan.
- Incorporating student and parent voice when possible and appropriate.

- Through the SSE and Provision Mapping process, reviewing the WSG plan, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community.

The work of the guidance team incorporates all areas of guidance (personal, social, education and career) in line with the definition above. There may be some areas of overlap or some shared activities between the work of the guidance team and other teams in each school. However, each team in a school will have its own terms of reference, and its own remit. To identify clear areas of collaboration and clear boundaries between these teams, we have outlined below some key information relating to student support teams and wellbeing teams, respectively.

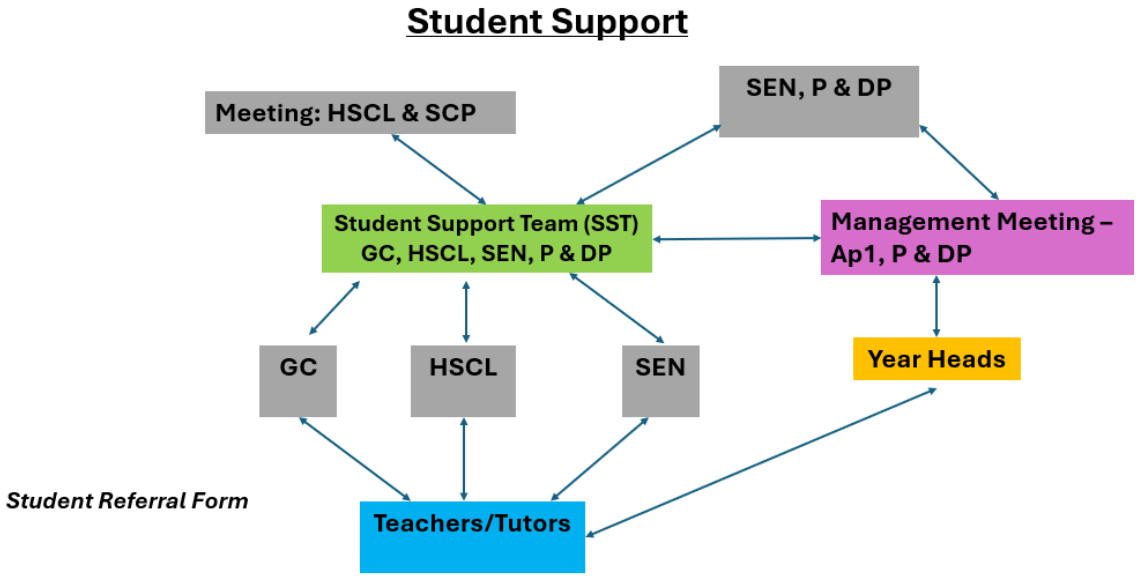
3.2.9 Student Support Team

A Student Support Team (SST) is a central part of the student support system in a school. It is the overarching team concerned with the progressing of actions for the welfare and wellbeing of all students. It is a mechanism through which many of the existing student supports are coordinated and planned. The SST acts as a school hub, bringing coherence to the support system by coordinating the valuable work of departments, teams and/or groups such as the Junior Cycle Wellbeing Curricular Planning team, the Special Education Needs (SEN/AEN) department, the Critical Incident Management Team (CIMT) along with guidance and pastoral staff. School Leadership also has a significant role guiding and supporting the school's student support team.



The guidance counsellor is a core member of the SST. They may use this forum to coordinate and support numerous other teams or initiatives in the school also, as appropriate to the needs of the school community (NEPS, 2021)

Guidance counsellors are often the only member of the SST who are required to hold a postgraduate-level qualification in counselling skills. This WSG plan outlines the range of competencies available within the school to support students and describe how the internal support structures and referrals to the student support team are made.



Guidance supports the personal and social development of students in the school, in relation to the broader whole school approach to student support (welfare and wellbeing). The guidance counsellor may:

- share as appropriate and within the limits of confidentiality information on specific students.
- agree to provide on-going support or specific interventions to individual students as an outcome of the meeting.
- support subject teachers in their work.
- liaise with outside agencies.
- be a link for parents/guardians who have concerns about their children.
- coordinate whole school wellbeing initiatives.

3.2.10 SEN/AEN Coordinator

The SEN/AEN Coordinator plans the provision and application of resources for students with special educational needs and/or additional learning difficulties. They liaise with senior leadership and all staff, parents/guardians, and outside agencies. They process applications for special needs assistants (SNAs) assistive technology and RACE applications for state exams. The school leadership team oversees timetables for students requiring additional support and assistance. They are a member of the Student Support Team. They also liaise closely with the Guidance Counsellor on a range of processes pertaining to RACE and DARE applications, Irish Exemptions and psychometric and standardised testing.

3.2.11 EAL Coordinator

Effective provision for children and young people for whom English is an additional language is central to ensuring equity of opportunity in education and supporting every child and young person to achieve to their fullest potential. The EAL Coordinator in Selskar College liaises closely with the

Guidance Team and SEN/AEN team to ensure that all available whole school supports are being maximised to support such students. They are aware of the referrals procedure for those students who may need additional supports at the Support for Some and Support for All levels of the Continuum of Support.

3.2.12 Class Tutor

The class tutor takes a particular interest in the activities and progress of the students in a class group and helps the students to be positive in their behaviour and work. In addition, the class tutor serves as a special link between the school leadership team and the students and co-operates with the year head in supporting students to follow the school's Code of Positive Behaviour. They can also make use of the referral procedures outlined in 3.3.8.

3.2.13 Year Head

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

3.2.14 Visitors/Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff, and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance to augment and support existing provision.

3.3 Links with Internal (WWETB) and External Agencies

3.3.1 Internal Supports

The National Strategic Framework for Lifelong Guidance (2024-2030) reiterates that effective guidance is impartial and person-centred. Individuals are provided with a supportive space to reflect on and process their individualised options based on sound information about existing and emerging education and training opportunities and labour-market trends, empowering them to make informed decisions.

WWETB's Community of Practice of Guidance Counsellors maintains strong links with our Adult Guidance Service. This service within Education and Training Boards (ETBs) plays a crucial role in supporting adults as they navigate their educational and career paths**.** It is available to adults aged 18 years and over, as well as those over 16 who have left school early. It also caters to learners interested in or participating in programs on the National Framework of Qualifications Levels 1 – 6**.** Our CoP invites our colleagues to attend some of our meetings to outline the supports available to learners and their families.

The Guidance Community of Practice (CoP) is part of a smaller group within the Health and Wellbeing Working Group**.** This subgroup's main responsibility is to make sure we achieve the goals related to providing guidance in our schools and centres, as outlined in WWETB's current Strategy Statement**.**

3.3.2 External Agencies

Selskar College may have cause to contact the following list of agencies and organisations for additional support, advice or assistance:

NEPS, TUSLA, medical professionals, CAMHS, employers, NSCE, Further and Higher Education Colleges and Universities, Solas, State Examinations Commission, Department of Education, NGOs.

3.4 Communication Systems/Platforms

3.4.1 General

In Selskar College we use TYRO and Microsoft Outlook, Microsoft and Teams to communicate with parents/guardians and students.

All school staff are aware of the referrals process for the Student Support Team should they have concerns about a student (Section 3.2.9)

3.4.2 Guidance Counsellor

Students and parents are aware of how they can make contact with a Guidance Counsellor for a 1 to 1 appointment. Confidentiality and ethical considerations are outlined in more detail in Section 5 of this plan and Appendix2: Counselling Policy

Section 4: Inclusion

4.1 Definition of Inclusion

The term “inclusion” in education policy has been defined in a variety of ways over the past half century. Inclusion can be viewed as part of a dynamic process of change to restructure school systems to increase their capacity to respond to and accommodate the diversity of needs of all learners. Inclusion in education is also seen as making an important contribution to the creation of an inclusive society.

An Inclusive Education for an Inclusive Society (NCSE, 2024)

4.2 Inclusive Guidance Provision

WSG typically refers to a school-wide approach to supporting students with their personal and social, educational and career development. It recognises that all members of school staff, including school leaders, teachers, school librarians and others can play a supporting role. In implementing WSG, an inclusive approach centring on the continuum of support (Guidance for All, Guidance for Some and Guidance for Few) based on student need, is vital. As previously noted, in preparing the WSG plan each year, our school engages in a provision mapping process to determine the guidance needs of students and their parents. In this way, an inclusive and needs-led guidance plan translates into effective WSG practice. We also incorporate student and parent voice into WSG planning and this continued practice will ensure an inclusive service is provided.

We are utilising a universal-design approach to delivering WSG to ensure accessibility of all guidance-related services and information is accessible. For example, we provide guidance information through a variety of means in a school to cater for various learning abilities and preferences. Guidance counsellors are also culturally sensitive in their practice to address the unique needs of students from diverse backgrounds.

The Guidance Counsellor is available to ***all*** students for support regarding career, educational or personal issues.

Selskar College run programmes and initiatives that reflect the diversity of our school community which can include, Stand-Up Awareness Week, Cultural Week, School of Sanctuary, Amber Flag, Daffodil Day, College Awareness Week, Autism Awareness Day, Check and Connect to celebrate and acknowledge over 45 nationalities in our school community.

4.3 Students with Additional Needs

The Guidance Counsellor, as a member of the Student Support Team and SEN/AEN works closely with the SENCO in the school to address student needs across all levels of the Continuum of Support. This may include collaboration regarding testing, RACE and DARE applications, language exemptions, referrals for 1 to 1 counselling, and referrals to outside agencies.

4.4 International Students

Depending on the circumstances of their arrival to Ireland, international and/or refugee students may face several challenges as they navigate their educational journey.

Language Barrier: Many refugee students arrive with limited proficiency in English or Irish. Communicating effectively in the classroom can be challenging, affecting their participation, and understanding of lessons.

Cultural Adjustment: Adapting to a new cultural context can be overwhelming. Differences in customs, traditions, and social norms may lead to feelings of isolation.

Trauma and Emotional Well-being: Some refugee students have experienced trauma in their home countries or during their journey. Coping with past experiences while adjusting to a new environment can be emotionally draining.

Educational Disruptions: Many refugee students have faced interruptions in their education due to displacement. Catching up with missed content and adjusting to a different curriculum can be demanding.

Social Integration: Building friendships and social connections can be challenging. Refugee students may feel like outsiders or struggle to find common ground with their peers.

Navigating Bureaucracy: Understanding the Irish education system, enrolment procedures, and available supports can be complex. Navigating administrative processes can be daunting for both students and their families.

Access to Resources: Some refugee families face financial constraints. Access to textbooks, school supplies, and extracurricular activities may be limited.

Teacher Awareness and Training: Teachers need training to understand the unique needs of refugee students. Culturally responsive teaching practices and trauma-informed approaches are essential.

Inclusive Environment: Creating an inclusive atmosphere where all students feel valued and respected is crucial. Addressing stereotypes and promoting empathy can enhance the school environment.

In Selskar College, though the provision mapping process and the work of teams such as the Student Support Team, Guidance team, Wellbeing team, SEN/AEN team, EAL team and DEIS, we endeavour to mitigate these challenges and ensure that students receive the support they need to thrive.

4.5 Students from Disadvantaged Backgrounds

The Guidance Counsellor, as a member of the Student Support Team along with the AEN team work closely with the SENCO, HSCL, SCP Officer and Year Head in the school to address student needs across all levels of the Continuum of Support.

This may include support with applications for college access programmes: HEAR, DARE, SUSI, RACE, REACH, ADER, etc.

Section 5: Guidance-Related Policies and Procedures

5.1 School Policies

The following policies are also relevant to Whole School Guidance Provision and can be viewed on our school website https://www.selskarcollege.ie/ or available upon request.

- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Child Safeguarding Statement
- Code of Behaviour
- Critical Incident Policy
- Data Protection Policy
- Health and Safety Policy
- Homework Policy
- Interim Remote Teaching and Learning Policy
- SPHE/RSE/Wellbeing Policy
- Wellbeing Policy and Procedures
- One to One Teaching Policy
- Suspension and Expulsions Policy
- Section 29 Appeal Form (School Oversubscribed)
- Section 29 Appeal Form (Expulsion)

5.2 Curricular Programmes/Subject Choices

5.2.1 Current Curricular Programmes

The following programmes are currently on offer in Selskar College:

- Junior Cycle (including Level 1 and Level 2 Learning Programmes)
- Junior Certificate School Programme (JCSP)
- Transition Year Programme (optional)
- Leaving Certificate (Established)
- Leaving Certificate Applied (LCA)

5.2.2 Junior Cycle

Students are offered the following range of subjects:

Core/Compulsory Subjects	Optional Subjects
English Irish (unless exempt) Maths History Civic, Social and Political Education (CSPE) Social, Personal and Health Education (SPHE) Physical Education (PE)	Art Home Economics French Music Science Business Studies Engineering Construction Technical Graphics Geography

Students study 10 subjects for Junior Cycle.

To make an informed decision about subject choice, incoming first years and their parents/guardians are invited to an information evening in May. Subject teachers give an outline of what students can expect should they choose their subject. In addition, the SEN/AEN and Guidance Counsellors can make themselves available to offer advice to those with additional needs who may need to discuss their options in more detail.

5.2.3 Leaving Cert Established

The **Leaving Certificate Established** is a two-year programme where students take at least five subjects, including Irish (except for those with exemptions). It serves as a pathway to further or higher education. Students study three core subjects and select four additional subjects. Non-exam PE and Computer Studies are also part of the programme. Guidance classes assist students in making subject choices. Subject choice decisions are made in April of Third Year.

Subjects on offer are:

Core/Compulsory Subjects	Optional Subjects	Other subjects/courses
English Irish Maths	Art Biology Business Studies Construction Studies Engineering Design and Communication Graphics (DCG) French Geography History Home Economics Music Physics Physical Education (PE) Life, Community and Work (LCW)	Physical Education (PE) Guidance SPHE Computer Studies

5.2.4 Leaving Cert Applied (LCA)

The **Leaving Certificate Applied (LCA)** is a **2-year program** in Ireland that prepares students for adult and working life. It emphasises practical skills, continuous assessment, and vocational education. LCA graduates can pursue further education through Post-Leaving Certificate courses (PLCs), which are pathways to HEI courses.

Subjects on offer are:

Compulsory Subjects	Optional Subjects	Other subjects/courses
English & Communications Maths Irish French Career Guidance & SPHE	Arts Hotel, Catering & Tourism Practical Achievement and Personal Reflection Work Experience Information Technology Vocational Preparation Social Education Childcare and Community Graphics and Construction	

5.2.6 Empowering students to make informed choices

Students must make subject choices in first year and in third year/transition year. At each stage, they and their parents/guardians are supported to make these decisions in the following ways:

First Year:

- In May of 6th class, incoming first years and their parents/guardians are invited to attend an information evening (see 5.2.2)
- First Year taster programme for the first 4 weeks. Students are then asked to select their preferred subjects and are encouraged to discuss their choices with their subject teachers and parent/guardian.
- Subject information packs/folders/digital presentations for students
- Option of appointments for additional advice from Guidance Counsellor/SEN/AEN Coordinator/EAL coordinator.

Third Year:

- Standardised Educational Assessments are conducted through the AEN department in relation to reading, writing, spelling and numeracy. These are then available to the Guidance Dept to access to help aid students with programme and subject selections.

- A Senior Cycle Programme Options Evening is held for 3rd Years/Transition Years. Information is shared the relevant coordinators on TY, LCA and LCW, in collaboration with the Guidance and SEN/AEN teams. All students will have access on Teams to a booklet on Senior Cycle Options which explains each LC programme and LC subjects in detail.

Transition Year:

- Transition Years are offered a talk on subject choices to refresh their knowledge of this information.
- TY students will have access Teams to a booklet on Senior Cycle Options which explains each LC programme and LC subjects in detail.
- Parents are invited to subject options meeting.

5.2.6 Students Changing Subjects

A holistic, whole school approach is taken to support students to make the right subject and programme choices based on their own unique skills and talents. At each stage, a clear timeline is set out for making their decision, which includes a window of time during which they can change their minds. Should they wish to change from one subject to another, they follow the following procedure:

- Discuss their concerns with the teacher of the subject they wish to leave
- Discuss this with the Guidance Counsellor, who will find out if this can be facilitated (for example, is there space in the subject they wish to move to)
- Email/write to the principal/deputy principal, signed by a parent/guardian notifying them of the decision.
- Principal/deputy principal arranges the transfer.

5.2.7 Students Changing a Subject Level

Students seeking to change subject levels during the school year (e.g., from Higher to Ordinary Level) should:

- Consult their subject teacher for advice.
- Consider meeting the Guidance Counsellor to discuss implications (e.g., Third Level requirements).
- Discuss the change with parents/guardians.
- The final decision rests with the student and parents/guardians.
- Obtain parental/guardian consent
- Sometimes, a level change may require class transfer, organised by the relevant department.

5.2.8 Students Discontinuing a Subject

Students occasionally discontinue subjects (e.g., modern foreign languages) during the school year due to pressure or additional learning needs. Before making this decision, students must:

- Consult with the SENCO/AENCO/Guidance Counsellor.
- Understand implications (e.g., impact on HEI course options).
- Obtain parental/guardian consent

5.2.8 Oversubscription for programmes or subjects

In Selskar College, we ensure a fair and equitable approach should we have an oversubscription of students applying for a particular programme or subject.

Leaving Certificate Established (LCE)

All 3rd year JC and TY students have the option to apply for LCE.

Leaving Certificate Applied (LCA)

Students from 3rd year JC and TY are selected to apply for a place. Students are interviewed and all applicants are reviewed for suitability. This involves consultation with student, parent/guardian, year head, guidance, AED and feedback from class teachers.

Transition Year

Students from 3rd year JC are invited to apply. Students complete an application form explaining their desire to be considered for the programme. Students are interviewed. All applications are reviewed for suitability. This involves consultation with student, parent/guardian, year head, guidance, AED and feedback from class teachers.

Subjects Oversubscribed

Students at both JC and LC enter the optional subjects in order of preference. This is a student driven process, so the option bands change from year to year. Where subjects are oversubscribed, students go on a waiting list.

5.3 Appointments and Referrals Procedures

5.3.1 Appointments with Guidance Counsellors

The school's Counselling Service focuses on empowering students by helping them make effective decisions, solve problems, address their behaviours, develop coping strategies, and overcome difficulties. These situations can be resolved through:

- Personal Counselling
- Educational Counselling
- Career Counselling

Counselling is an integral part of the school's Guidance Program, ensuring that every student has access to appropriate guidance as mandated by the Education Act (1998). The Student Support Team (SST), Year Heads, Senior Management/Leadership, SPHE Coordinators, teachers, and tutors all play essential roles in delivering the guidance program. They collaborate to identify and refer students who may be facing challenges.

5.3.2 Personal Counselling Appointments

Personal Counselling Appointments can occur for various reasons, including:

- Concerns raised by Senior Management/Leadership, Year Heads, or subject teachers who refer students to the Guidance Counsellor.

- Referrals made by the SST.
- Parental concerns about their child's well-being.
- Self-referral by students.
- Referrals from peers.

Students seek counselling for a range of issues, such as anxiety, depression, stress, personal difficulties, decision-making, relationship problems, and so on. Appointments are promptly arranged, and urgent cases are addressed on the same day.

5.3.3 Educational Counselling Appointments

Educational appointments can be initiated by students or encouraged by the Guidance Counsellor, Year Heads, or subject teachers. These appointments cover various aspects:

1. CAO/UCAS/Eunicas Information: Pertaining to students applying to higher education institutions in Ireland or abroad.
2. Subject Choice for the Junior Certificate (JC) or Senior Certificate (SC).
3. Programme Choice for the SC.
4. Change in Subject Level or discontinuing a subject: addressing potential consequences.
5. Study, Organisational, and Time Management Skills

5.3.4 Career Counselling Appointments

Career counselling appointments typically involve:

1. Correlating Interests, Aptitudes, and Personality: The counsellor helps students analyse and interpret results from Interest, Aptitude, and Personality Tests to identify suitable career paths.
2. College Requirements and Subject Information: Students receive information about college requirements and the necessary subjects, levels, grades, and points for their chosen course or career.
3. Job Exploration: Discussions cover specific jobs and provide insights into the profession.
4. Future Options After Leaving Certificate: Students explore potential future paths beyond their Leaving Certificate.

5.3.5 Procedures for scheduling an appointment

To ensure the safe and effective delivery of our guidance programme, we operate a one-to-one appointments system. Students can make appointments via various channels, including Microsoft Teams Chat, email, after classes, or by visiting the Guidance office. The procedure is explained to 1st Year students and parents/guardians during relevant events. Access details are also available in the school prospectus and on our website. The Guidance Counsellor continually reminds students about accessing the service throughout the year.

Teachers and staff receive notifications when students attend appointments via email or a note recorded in the students' journal Participation in counselling is voluntary, and students' choices are respected. For health and safety reasons, the door to the Guidance Counsellor's room has a viewer's window.

See Counselling Policy Appendix 2

5.3.6 Referrals

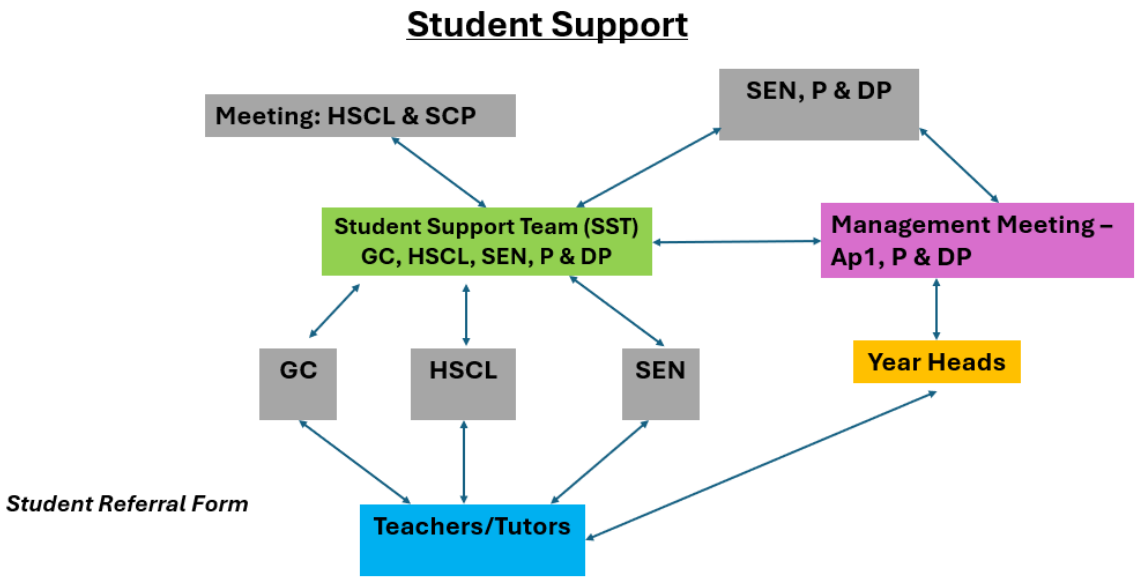
There are type types of referrals:

1. Referrals **to** the Guidance Counsellor:
   - Made by Year Heads, subject teachers, HSCL, the Board of Management, the SST, parents/guardians and self-referral.
   - Aimed at providing intervention by the Guidance Counsellor.
   - Voluntary participation of the referred student must be respected.

2. Referrals **by** the Guidance Counsellor:
   - For students needing specialist support.
   - The Guidance Counsellor assesses needs and arranges referrals to external agencies (e.g., NEPS) .

Any staff member can make a referral to the Guidance Counsellor using a Referral Request Form.

See Referral Form Appendix 3



5.4 Health and Safety Considerations

5.4.1 Overarching principles

Safety and well-being are essential aspects of effective guidance counselling and a whole school approach to guidance provision in our school.

We are cognisant of our roles and responsibilities as outlined in:

- Child Safeguarding Statement and Risk Assessment Policy
- Data Protection Policy
- Code of Positive Behaviour

- School Trips Policy
- The General Data Protection Regulations (GDPR) Handbook for Guidance Counsellors
- Anti Bullying

5.4.2 Confidentiality

The Guidance Counsellor-student relationship is built on trust and professionalism. To ensure privacy, the Guidance Counsellor:

- Uses a 'Do Not Disturb' sign during one-on-one counselling sessions.
- Preserves confidentiality by taking reasonable steps.
- Informs students about confidentiality limits.
- Discloses information to third parties when necessary (e.g., to protect students or comply with the law).
- Manages information respectfully and professionally.
- Obtains student consent for investigations/further exploration of their issue

5.4.3 Limits of Confidentiality

At the initial counselling session, the student is informed about the **limits of confidentiality** (i.e. what is discussed will be kept in confidence unless the Guidance Counsellor believes the student is at risk or is a danger to themselves or others.) In such cases, a referral must be made to the appropriate parties, as is our legal responsibility as a mandated person.

5.4.4 Procedure for Reporting an At-Risk Student

All members of staff working in Selskar College are required to complete Child Protection training to ensure that they are familiar with the procedures outlined in

Child Protection Procedure for Primary and Post-Primary Schools (revised 2023) available at www.gov.ie.

Further information can be found in our Child Protection and Safeguarding Policy https://www.selskarcollege.ie/

Guidance counsellors operate within professional guidelines including child protection legislation and are trained to respond appropriately to situations along a broad continuum and refer students on to other supports services and agencies as appropriate.

5.4.5 Data Sharing

Further information can be found in our Data Sharing/GDPR policy at https://www.selskarcollege.ie

As a school which is established and managed by an Education and Training Board (ETB), **WWETB is the data controller** for the purposes of the Acts.

In ETB schools, the Chief Executive Officer of the ETB acts as correspondent for matters concerned to the Office of the Data Protection Commissioner. *[Note: For operational matters concerning ETB schools, where files are retained in schools (rather than in ETB head offices), the school Principal will be the correspondent].*

It is understood to be best practice for guidance counsellors to take note of what was discussed in guidance meetings with students. Guidance-counselling notes contain personal data and, in some

cases, may contain special-category personal data as defined in GDPR (e.g. data relating to health, sexuality, religious beliefs etc.). It is a matter for WWETB, as the data controller, to determine the appropriate retention period for guidance-counselling notes, in line with the GDPR principle of storage limitation. Specifically, the personal data contained within these notes should be retained by schools no longer than is necessary for the purposes for which the personal data was initially collected and processed.

The GDPR (in Recital 38) stipulates that children merit specific protection when it comes to the processing of their personal data as they may be unaware of risks, rules and safeguards in relation to the processing, as well as their rights. As such, it will be important that schools take account of this higher threshold of protection when considering their policies and procedures around the processing of children's personal data.

It is incumbent upon WWETB, as data controller, to ensure that all of our schools have appropriate technical and organisational measures in place when it comes to the personal data that a school processes. In collaboration with school leaders, robust processes/procedures have been developed to ensure that records are securely stored by the person in the role of guidance counsellor and that procedures are in place for the transfer of guidance counselling notes.

5.4.6 Transfer of guidance-counselling notes

It is a matter for each school to determine their legal basis when processing personal data (Information Note 003/2024). Simultaneously, schools have a duty to ensure that students have ongoing access to appropriate guidance and must account for the fact that this may involve the changing of personnel from time to time. Transparency is vital in terms of making both students and parents aware that ultimately the data controller is responsible for guidance-counsellor records, and in the event that a school's guidance counsellor should leave (temporarily or permanently), these records (which contain the personal data of students) will be accessed by an incoming guidance counsellor. This procedure is decided and agreed upon (currently being reviewed) within WWETB schools, providing students (and parent/guardians) with this clarity of procedure. This assists us to comply with our transparency obligations. In the interim, all counselling notes should be stored securely by Guidance Counsellors pending completion of this review, when further advice will issue.

Section 6: Psychometric and Standardised Assessments

6.1 Overarching Principles and Definitions

In Selskar College, the Guidance Counsellors and SEN/AEN Coordinators collaborate closely and adhere to the guidelines set out in Circular 0058/2019, *Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools.*

The circular details the types of tests administered in schools, and the most appropriately qualified staff to administer these tests.

Types of Assessment Instruments

Standardised ability tests are designed to be curriculum-independent and measure more enduring and long-term traits than the attainment of learning. They measure potential and what a student is capable of knowing rather than what is known.

Standardised attainment tests (sometimes referred to as achievement tests) measure what a student knows and can be used to assess, for example, students' knowledge and skills in literacy and numeracy, and to determine progress in these areas. On foot of information garnered from various assessment practices including ability and achievement tests, further information may be gathered through the administration of diagnostic tests to provide a more detailed view of a student's learning strengths and needs.

A diagnostic test is designed to provide specific information about a student's strengths and needs in some aspect of learning, for example, word identification skills or understanding of number concepts. In addition, guidance counsellors may use the outcomes of ability and interest tests to guide and to support students' decision-making regarding subject choice and senior- cycle programme options and to support their career development, including planning for higher education, further education and training, apprenticeships, or work.

6.2 Testing across the Continuum of Support

Certainly. Here's a professional table that can be inserted directly into your **Whole School Guidance Plan** under **Assessment and Student Support Procedures**.

Student Group	Assessment Tool(s) Used	Purpose of Assessment	Follow-Up Actions
Incoming First Year Students	**PPADE** and **MALT 12**	To identify students who may require additional academic support or intervention upon entry to the school.	Students identified as requiring support receive appropriate interventions. Pre-intervention and post-intervention testing may be conducted. Ongoing progress is monitored to determine the continuation or discontinuation of supports.
New Students (All Year Groups)	**PPADE** and **MALT 12**	To establish academic strengths and identify any learning support needs following enrolment.	Students follow the same intervention and monitoring process as incoming First Year students. The school also continues to review additional testing options for older students.
Third Year Students	**WIAT-III Word Reading Test** and **WIAT-III Spelling Test**	To determine eligibility for **Reasonable Accommodations at the Certificate Examinations (RACE)**.	Results are used to support applications for RACE where appropriate and in line with current SEC criteria.
Sixth Year Students	**WIAT-III Word Reading Test** and **WIAT-III Spelling Test**	To determine eligibility for **Reasonable Accommodations at the Certificate Examinations (RACE)**.	Results are used to support applications for RACE where appropriate and in line with current SEC criteria.
Students with English as an	**NCCA Post-Primary**	To assess English language proficiency and	Results are mapped against the **Common European**

Student Group	Assessment Tool(s) Used	Purpose of Assessment	Follow-Up Actions
Additional Language (EAL)	**Assessment Toolkit**	identify language learning needs.	**Framework of Reference for Languages (CEFR)** to identify targets and support needs across listening, reading, speaking, and writing.

Assessment and Review Procedures

- The school uses a range of standardised assessments to identify students who may benefit from academic, learning support, or language support interventions.
- Assessment results are considered alongside teacher observations, classroom performance, and student progress.
- Following intervention, ongoing monitoring of student progress is used to determine the effectiveness of supports and whether continued intervention is required.
- Assessment practices are reviewed regularly to ensure that appropriate and up-to-date assessment tools are being utilised across all year groups.

Access to testing is available to students at all levels of the continuum. Though our referrals system, we endeavour to identify emerging and presenting needs of our students and though additional testing, identify how we can support them further. Informed consent is sought before administering any tests, and the purpose of the test is clearly explained to students and parents/guardians.

6.3 Feedback

We ensure that appropriate, accurate and constructive feedback is provided in a timely fashion to students and parents by appropriately qualified personnel, for example, guidance counsellors or other suitably qualified teachers. Students are provided with the opportunity to explore their assessment results in the context of the educational options available to them in the school and to inform their future educational and vocational development, career choices and decision making. Students and parents are also made aware of the limitations of the results of standardised tests during this discussion and the importance of other factors including the students' interests, talents and experiences, and information available from other sources.

6.4 Sharing of Data

The results of standardised tests are shared with other relevant members of school staff in order to plan effectively to meet the educational, emotional, and behavioural and wellbeing needs of the students. It may also be necessary at times to share relevant information with external parties, such as NEPS, CAMHS and the Inspectorate for example, in accordance with the school's policies on standardised testing and data protection. We are mindful of the limitations of standardised tests when sharing results and the potential for students to acquire a label based on these results. When sharing results, we present them in a way that is clearly understood by the receiving party.

6.5 Storage & Retention

We are aware of and comply with our obligations relating to access to stored data under the Freedom of Information Act 1997, the Freedom of Information (Amendment) Act 2013, associated regulations, and the Data Protection Acts 1988 and 2003, and GDPR (2018).

6.6 Training & CPD for Staff

The administration of ability tests in our school is restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing, including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically, in the case of psychometric instruments of general ability (and individually administered achievement tests), our qualified guidance counsellors or teachers of special education with appropriate qualifications administer these specific tests. We continue to engage in on-going training and continuing professional development, where available.

Some assessments, such as standardised group achievement tests, can be administered by subject teachers, under the supervision of a suitably qualified person (Circular 0058/2019). We check in advance with the test publisher on the specific qualifications required for each instrument used. In the case where a test is being administer by a teacher who is not yet suitably qualified, we offer peer-to-peer supervision at school level and at cross-college level through our WWETB Guidance Counsellors Community of Practice. We are cognisant that the results of these tests may have implications for applications for Irish Exemptions, RACE and DARE, and so ensure that robust supervision processes are in place.

In addition, SENCOs/SETs, and Guidance Counsellors are encouraged by our Senior Leadership team to engage in WWETB's Communities of Practice (each have their own group), attend all relevant CPD pertaining to testing, keep up to date with circulars and registers which list appropriate testing instruments and seek membership of any professional associations. Also, Guidance Counsellors are released from school to attend their Guidance supervision meetings. They also attend ICG branch meetings.

Section 7: The World of Work

7.1 Delivery and Organisation

Work experience at the post-primary school level plays a crucial role in shaping students' future paths. It is an essential part of holistic education that equips students with skills, knowledge, and confidence for their future endeavours. In Selskar College, our work experience programme is set as follows:

Year Group	Work Experience/Shadowing	Organised By
Transition Year	Visits to local Colleges/Industry	TY Programme Coordinator/Guidance Counsellor TY Coordinator Class teachers
	Work Experience Prep for Work Experience	TY Coordinator TY Teachers
5th LCW	Work Shadowing Prep for Work Shadowing Work Experience	LCW Teachers

LCA	Work Experience Prep for Work Experience	LCA Programme Coordinator LCA Teachers

7.2 Teaching, Learning and Assessment of Work Experience

Year Group	Teaching and Learning	Assessment
Transition Year	Preparation for Visits to local Colleges/Industry	TY Diary/Oral Feedback
	Work Experience Prep for Work Experience	TY Diary Employer Evaluation
5th LCW	Work Shadowing Prep for Work Shadowing	LCW Portfolio
LCA	Preparation for Visits to local Colleges/Industry	Oral Feedback
	Work Experience Prep for Work Experience	Reflection LCA Diary Employer Evaluation

7.3 Links to Business & Industry

Developing links between schools and business/industry is essential for enriching students' educational experiences and preparing them for the real world. Below are some of the strategies we use in (School) to foster these connections:

1. Work Experience Programs:
   - We collaborate with local businesses and industries to provide students with work experience opportunities. These programs allow students to spend time in workplaces, gaining practical insights into various professions.
   - Work experience helps students understand the expectations, challenges, and day-to-day operations of different industries.
2. Industry Visits and Guest Speakers:
   - We organise industry visits were students tour workplaces, factories, or offices. These visits expose students to real-world environments and processes.
   - Guest speakers from various fields visit schools to share their experiences, career paths, and industry insights. These interactions inspire students and provide valuable information.
3. Internships and Apprenticeships:
   - We collaborate with businesses who offer internship and apprenticeship programs. Students work alongside professionals, gaining practical skills and building networks.
   - These experiences enhance students' employability and provide a taste of professional life.

- We arrange visits to our colleges of Further Education and Training in WWETB and invite staff from the FET team to give presentations in our schools to on apprenticeship and training options.

4. Business Partnerships and Sponsorships:
   - We have established partnerships with local businesses, chambers of commerce, rotary and industry associations.
   - Businesses may sponsor school events, provide resources, or offer mentorship programs. These partnerships benefit both students and the local community.
5. Curriculum Integration:
   - We align some of our curriculum with industry needs. They incorporate practical elements, case studies, and real-world examples.
   - For instance, STEM (Science, Technology, Engineering, and Mathematics) programs often collaborate with tech companies to ensure relevant content.
6. Digital Platforms and Apps:
   - Some schools use digital platforms to connect students with industry professionals. These platforms provide information, job listings, and networking opportunities.
   - Apps like Exit Entry support students in accessing work experience opportunities and connecting with businesses
7. STEM Initiatives:
   - Schools partner with businesses for STEM-related projects, workshops, and competitions. STEPS, SETU Calmast, Maths and Engineering Week
   - These initiatives expose students to cutting-edge technologies, problem-solving, and teamwork.
8. Career Fairs and Expos:
   - Schools organise career fairs where students interact with representatives from various industries.
   - Students learn about career paths, job requirements, and industry trends.

In summary, we actively engage with businesses and industry to create meaningful learning experiences, foster employability, and prepare students for their future careers.

7.4 Micro credentials/badges

Micro-credentials and badges are gaining prominence as valuable additions to traditional education. These are small, accredited courses designed to meet learners' demands, created by IUA partner universities in consultation with enterprises. In Selskar College we encourage participation in these courses as it allows students to acquire targeted skills and demonstrate their competencies to potential employers or educational institutions.

STEM School-Business/Industry Partnerships:

- Sensible Safety – Safe Pass, Working at Height, Manual Handling, Abrasive Wheels
- Sensible Safety – First Aid Responder
- Clovelly Coffee – Barista Skills
- Dulan Online Courses
- WWETB – Manual/Arc and Tig Welding

IBM P-Tech Accredited Badges:

Available through the **Exit Entry app**, these badges allow students to access modules of learning in areas such as professional skills, artificial intelligence (AI) foundations, chatbot development, cybersecurity fundamentals, and data science.

Work Experience Badges:

- We offer badges or certificates to students who successfully complete work experience programs.
- These badges recognise students' practical exposure, skills development, and industry insights gained during work placements.

Digital Literacy Badges:

- We collaborate with our Digital Learning Team in WWETB and with industry partners to offer digital literacy badges.
- These badges validate students' proficiency in using digital tools, software, and online platforms.

Industry-Specific Certifications:

- We partner with industry bodies to provide certifications related to specific fields (e.g., IT, healthcare, hospitality).
- These certifications enhance students' employability and demonstrate their expertise.

Section 8: Improvement Planning

8.1 School Improvement Planning & DEIS planning

8.1.1 SSE and LAOS

Looking at our School 2022 and the **School Self-Evaluation (SSE)** processes are interconnected and serve as complementary approaches to improving educational quality in post-primary schools in Ireland.

School Self-Evaluation (SSE):

- SSE is a collaborative, reflective process that involves various stakeholders (such as principals, teachers, board of management, parents, and students).
- It focuses on internal review, identifying what is working well and areas for development within the school.
- SSE examines teaching and learning, student support, and management/leadership.
- The main purpose of SSE is to improve student learning outcomes, affirm effective practices, and identify priorities for improvement and development.
- SSE is an ongoing process that informs decision-making based on evidence collected from various sources.

Looking at our School:

- **Looking at our School** is a specific aspect of SSE that emphasises student **wellbeing**.

- It encourages schools to focus on promoting wellbeing in key areas such as mental health, physical health, social and emotional development, and overall student welfare.

Integration:

- **Looking at our School** aligns with SSE's focus on teaching, learning, and student support.
- By examining wellbeing practices, schools can enhance student experiences and outcomes.
- The evidence gathered during **Looking at our School** informs SSE decisions related to wellbeing.
- Both processes contribute to ongoing development, improvement, and student-centred education.

8.1.2 SSE & DEIS Planning

School Self-Evaluation (SSE) and Delivering Equality of Opportunity in Schools (DEIS) planning are closely aligned in the context of improving educational quality and addressing educational inequalities.

SSE and DEIS Process Integration:

- SSE focuses on continuous improvement within schools. It involves reflective self-evaluation, evidence-based decision-making, and action planning to enhance teaching, learning, and student outcomes.
- DEIS aims to reduce educational disadvantage and promote equality of opportunity. It targets schools with higher levels of disadvantage.
- The DEIS team collaborates throughout the year on the six-step SSE process, collecting and analysing data related to the eight DEIS themes.
- By integrating SSE and DEIS, schools can address specific challenges faced by disadvantaged students while improving overall educational quality.

Areas of Alignment:

- Data Collection: Both SSE and DEIS involve data collection and analysis. SSE examines teaching and learning, while DEIS focuses on areas such as attendance, retention, and achievement.
- Action Planning: SSE's improvement plan aligns with DEIS action planning. Schools use the SSE process to identify priorities for improvement, which can directly impact DEIS goals.
- Quality Enhancement: SSE's focus on effective practice and action aligns with DEIS's goal of enhancing the quality of provision in schools.
- Supportive Visits: The SSE advisory visits provided by inspector's support DEIS schools in their improvement efforts.

In summary, SSE and DEIS planning work together to create a more equitable and effective educational environment, benefiting all students, especially those from disadvantaged backgrounds.

As part of engaging with the SSE, DEIS and Provision Mapping Process, and in our development of this plan, we consulted with all stakeholders in our school community to gather data to make evidence informed decisions. This involved:

- Staff/Student/Parent Surveys
- Focus Groups
- Establishing WSG Team
- Liaising with Inclusion Lead/DEIS Coordinator
- Liaising with T&L Coordinator
- Liaising with AEN Team/Coordinator
- GC's Members of the following teams
    - Attendance,
    - SST,
    - AP1 and
    - T&L

8.2 Areas for development or improvement – RISE Provision Mapping Review May 2026

Implications for Student Pathways and Transitions

- The school has strong structural supports for transitions (guidance, FE/HE links, partnerships), but the key implication is a shift from process-led transitions to outcome-focused pathways.
- There is a need to ensure that pathways are experienced consistently across cohorts, particularly at critical points (entry to post-primary, senior cycle progression, and post-school destinations), where evidence shows variability in impact.
- Student pathways are increasingly understood as non-linear and differentiated, especially for vulnerable groups (e.g. Traveller students, school avoidant learners), requiring flexible progression routes and sustained tracking of outcomes rather than one-off interventions.
- The emphasis on study skills, cognitive load and learner confidence signals a move toward equipping students with the competencies to navigate transitions independently, not just supporting the transitions themselves.
- Overall, the strategic implication is that pathways, attainment, wellbeing and engagement must be treated as interconnected, with clearer visibility of progression data to evaluate success.

Alignment with Wellbeing, Inclusion and Support Structures

- There is strong alignment between wellbeing, inclusion and learning, underpinned by a deeply embedded relational and inclusive ethos that supports belonging and engagement.
- The next phase of work reframes key challenges (attendance, retention, engagement) as wellbeing-driven rather than procedural issues, strengthening coherence across systems.
- Existing supports (SET, SNA, HSCL, external agencies) operate within a wraparound model, but the strategic priority is to ensure clarity, consistency and shared understanding of these supports across all stakeholders, particularly for SEN students and families.
- The integration of wellbeing with teaching and learning is evolving toward a model where classroom practice (e.g. scaffolding, pacing, workload management) directly supports emotional regulation and engagement.
- Critically, the system is moving toward greater coherence, ensuring that inclusion is not only available but experienced equitably by all learners across subjects and year groups.

Areas Where Guidance Plays a Strategic Role in Improvement

- Guidance is central to linking student pathways, wellbeing and attainment, particularly in supporting informed decision-making at key transition points and strengthening progression outcomes.
- It has a strategic role in embedding transitions as a tracked, evaluative process, contributing to the shift toward measurable outcomes (e.g. progression, retention, and student confidence).
- Guidance contributes to wellbeing-informed engagement, particularly through addressing senior cycle stress, supporting subject choice, and aligning learner aspirations with realistic pathways.
- A key area for development is the role of guidance in coordinating supports and communication, ensuring that students and families have a clear, coherent understanding of available supports and progression routes.
- Guidance also has a role in amplifying student voice and agency, supporting students to actively shape their pathways and contribute to school decision-making.

Overall Coherence and Impact

Across the three areas, the core strategic shift is toward coherence, consistency and measurable impact:

- Moving from strong provision to consistently experienced support
- From process and activity to outcomes and progression
- From separate systems (wellbeing, guidance, attainment) to a fully integrated learner-centred model

This positions the school to strengthen equity by ensuring that every student experiences a clear, supported and achievable pathway through and beyond school, grounded in wellbeing and informed by effective guidance.

Wellbeing-Focused Summary for Guidance Team

Affirming strengths in relational and preventive work

The school demonstrates a highly developed relational and preventive approach to wellbeing, with guidance operating within a broader culture of care, inclusion and respect. Students experience a strong sense of belonging, supported by positive relationships, regulation-informed practices and inclusive classroom environments that promote engagement and emotional safety.

Preventive work is evident in the wraparound model of support, where guidance collaborates effectively with SET, SNAs, HSCL and external agencies to anticipate and respond to student needs early.

Guidance further strengthens this work through proactive support at key transition points, subject

choice processes and senior cycle planning, helping students make informed decisions and reduce anxiety associated with progression.
Overall, wellbeing is not treated as an add-on but as a foundational driver of engagement, participation and progression across the school.

Clarifying improvement priorities linked to wellbeing data
Triangulated wellbeing data highlights a small number of high-impact priorities where strengthening consistency will improve student experience:

- **Senior cycle wellbeing pressures**: Students report challenges relating to exam stress, workload and pace of learning, indicating a need for more structured supports around regulation, organisation and assessment readiness.
- **Study skills and learner self-management**: There is a clear need for explicit, earlier and consistently delivered study skills development, supporting confidence and independence.
- **Attendance and engagement as wellbeing issues**: Attendance patterns, particularly at senior cycle, require a wellbeing-informed response, recognising the link between engagement, emotional regulation and school participation.
- **Clarity of supports for students and families**: Feedback highlights variability in understanding of available supports, especially for SEN students, pointing to a need for more coherent communication and shared understanding.
- **Consistency of experience across cohorts**: While supports are strong, their impact is uneven at key transition points and across groups, particularly for more vulnerable learners.

These priorities reflect a shift from strengthening provision to ensuring consistent, measurable wellbeing outcomes for all students.

Showing how wellbeing is embedded across planning
Wellbeing is fully integrated within whole-school planning structures, rather than operating as a discrete strand. It is explicitly linked to:

- **Teaching and learning**: Classroom practices such as scaffolding, pacing and cognitive load management are increasingly recognised as central to supporting emotional regulation and engagement.
- **Pathways and transitions**: Wellbeing, attainment and progression are treated as interconnected outcomes, with guidance playing a central role in aligning student aspirations with realistic and supported pathways.
- **SSE, DEIS and SIP planning**: Improvement planning is evidence-informed and outcome-focused, using wellbeing, attendance and engagement data to shape priorities and monitor impact over time.
- **Inclusion systems**: The school's wraparound supports are aligned within a coherent inclusion framework, ensuring that wellbeing underpins access, participation and achievement.

This integrated approach positions wellbeing as a core organising principle for school improvement, not a parallel initiative.

Supporting coordinated team action
To strengthen impact, the next phase of work requires clear, coordinated action across teams, with guidance playing a central connecting role:

- **Shared focus on key wellbeing priorities**: Align guidance, year heads, SEN, HSCL and leadership around common targets (e.g. senior cycle stress, attendance, study skills) to ensure a unified response.
- **Consistent delivery of core supports**: Develop agreed whole-school approaches (e.g. study skills frameworks, transition supports, communication protocols) to reduce variability in student experience.
- **Improved communication and visibility**: Establish clearer, more accessible systems so that students and families understand supports, pathways and points of contact.
- **Use of wellbeing data for ongoing evaluation**: Strengthen tracking of engagement, progression and student voice, ensuring that actions are linked to measurable improvements in wellbeing outcomes.
- **Amplifying student voice**: Embed structures that ensure student perspectives actively inform decisions, particularly in areas relating to wellbeing, workload and school climate.

Overall Position

The school is in a strong position, with deeply embedded relational practice and comprehensive supports already in place. The strategic focus now is on coherence, consistency and impact—ensuring that every student experiences the benefits of this work equally, and that wellbeing is translated into improved engagement, confidence and successful progression outcomes.

8.3 DEIS/SIP

The targets above are aligned our DEIS for the academic year 2026/2027 and support current actions.

8.4 Review and Evaluation of Guidance Provision

The Whole School Guidance Plan will be monitored and reviewed as follows:

- Itemised on the agenda at staff meetings
- WSG Team established September 2026
- Student Support Meetings
- The school's provision map will be reviewed annually
- The Guidance Wheel can be redistributed

8.5 Review and Evaluation of Guidance Planning

The Guidance Plan will be reviewed and evaluated biennale through consultation with students, parents, staff, school management, and relevant external agencies. Evaluation methods will include student surveys, feedback forms, participation data, and analysis of student outcomes and progression pathways. Findings will be used to identify strengths, address areas for development, and ensure that guidance provision continues to meet the educational, career, personal, and social needs of all students. The review process will inform future planning and contribute to the ongoing development of a comprehensive, inclusive, and effective guidance programme.

Appendices – Policies/Plans Available Upon Request

Wellbeing Policy

Anit-Bullying Policy

Child Protection Policy

SEN Policy

DEIS Plan

One-to-One Policy/Counselling Policy

Student Referral Form

Overview of WSG Programme

Subject Plans – Senior Cycle SPHE, LCA 1 & 2 Vocational Preparation Guidance Plans

Ratified by the Board of Management on 11/09/2026

Chairperson: Kate Miskella.

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