Creagh College

Coláiste na Craobhaí Guaire

Whole School Guidance Plan

STATE · CO-EDUCATIONAL · MULTI-DENOMINATIONAL

Excellence in Education · Care · Equality · Community · Respect

wwetb

Bord Oideachais agus Oiliúna
Phort Láirge agus Loch Garman
Waterford and Wexford
Education and Training Board

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Section 1: Organisation

1.1 Introduction

The whole school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students at Creagh College are to be addressed. It is an integral part of the school's overall school development plan.

Creagh College is a co-educational, multidenominational post-primary school, which opened in 2011. 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. We 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 particular group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

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

1.2 School Profile

Creagh College has had a growing school population on a yearly basis for the past 14 years since its establishment in September 2011. It has now finally reached full capacity. During this time, the school has had to be very energetic and resourceful in its approaches to supporting and caring for its students. As a co-educational, multi denominational school, it has been committed in its undertaking to provide the best of educational opportunities for its school community. It recognizes that the holistic development of the person is crucial, as is their ability to foster relationships between the individual and the local, national, and global community. The goal of the school is to equip the students with the necessary skills

to make good decisions and healthy choices in a world that is always changing, challenging and at times confusing. All students are treated as individuals with unique strengths.

1.3 Vision

At Creagh College, we aim to enable every student to flourish, to be the best they can be. Human flourishing is based on the five pillars. These are Positive Emotion, Engagement, Relationships, Meaning and Accomplishment (PERMA).

1.4 Mission Statement

Mission statement. '*Creagh College believes in the provision of a POSITIVE learning experience that nurtures MUTUAL RESPECT and personal RESPONSIBILITY within a SAFE, fair and CARING environment. We are committed to the pursuit of excellence in all our activities.*

1.5 Relationship to Mission Statement and WWETB/School Ethos

The WWETB ethos 'Excellence in Education, Care, Equality, Community and Respect' is reflected throughout our mission statement and is also echoed throughout the Whole School Guidance Plan. It is student-centred in its approach and is integral in the underlying function and delivery of the school plan. The plan has been developed within this context along with the WWETB/school ethos of our school. Our aim in Creagh 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.

1.6 Our Aims

Our aim in Creagh 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.

1.7 Scope

This plan applies to all students in Creagh 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.

1.8 Rationale

The Education Act (1998) requires the Board of Management of a school to develop a school plan based on the needs of the school community. This guidance plan forms part of the school plan. Section 9(c) states that a school shall use its available resources to "ensure that students have access to appropriate guidance to assist them in their educational and career choices".

For this plan, as recommended by the S.D.P.I. (2), 'guidance' is described as the students support systems and programmes in place in a school. These programmes require regular review and updating to ensure continued relevance to the ever-changing needs of the students. The guidance plan should not be viewed as a finished document but as a constantly updated living document. 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 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 Creagh College deploys the supports available to all students

Guidance at Creagh College incorporates educational, career, personal and social guidance which is delivered within a whole-school context. It includes the role of all teachers and the specialised role of the guidance counsellors. Provision of guidance at Creagh College, 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. It supports students' personal and social, educational and career development and 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. Whole School Guidance provision has a significant role to play regarding all indicators.

1.9 Requirement on Schools

The provision of guidance in schools is a requirement of The Education Act (1998), Section 9(c) of the education act states that schools shall "use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices

1.10 Relevant Legislative and Policy Context

- Information Note 003/2024: for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance counselling notes

- 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 and accompanying Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes
- Bí Cineálta Procedures to Prevent and Address Bullying Behaviour, June 2024, and Cineáltas: Action Plan on Bullying
- Transition Year Programme Statement 2024
- Information Note to Schools 001/2024, for Principals, Guidance Counsellors, and Guidance Teams in relation to Whole-School Guidance
- 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 Existing Team (2021).
- *Education for Sustainable Development to 2026.*
- *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

1.11 Definition of Guidance

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)

1.12 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 a 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, 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.

1.13 Aims and Objectives

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 to achieve the following outcomes:
    - To clarify educational, social and career goals.
    - To provide a teaching and learning environment where each individual can develop self-esteem, grow in independence and a sense of personal responsibility to help them reach their full potential.
    - To make informed choices about their lives and follow through on these choices
    - To acknowledge and support each person's role in the school community to monitor the well-being of all students.
    - To work well with statutory authorities and outside agencies when needed.

- To make sure that every allegation of abuse is dealt with justly and promptly in accordance with current Children's First Guidelines and Child Protection requirements.
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with School Child Protection and Children's First Guidelines 2017.
- To provide students with the adequate support to enable them to make appropriate decisions on completion of their secondary education.
- To provide additional support to those who maybe finding school a difficult place to be.
- To develop IT and job interview skills.
- To build up their knowledge regarding study skills, target setting, examination techniques.
- To make them aware about the implications of their subject choice about their future options on further study and career choices.
- To attend open days/exhibitions.
- To organise guest speakers and events to take place in the school.
- To provide access to the career's library, and software such as Qualifax and Careers Portal.
- To provide psychometric testing (aptitude, interest inventories) to help students with decision making regarding subject choices and careers.
- To promote programmes in conjunction with the Wellbeing Policy Statement and Framework for Practice 2018-2023, for example, Mentoring and Meitheal.

Section 2: Guidance Curricular Programme

2.1 Whole School Guidance Programme

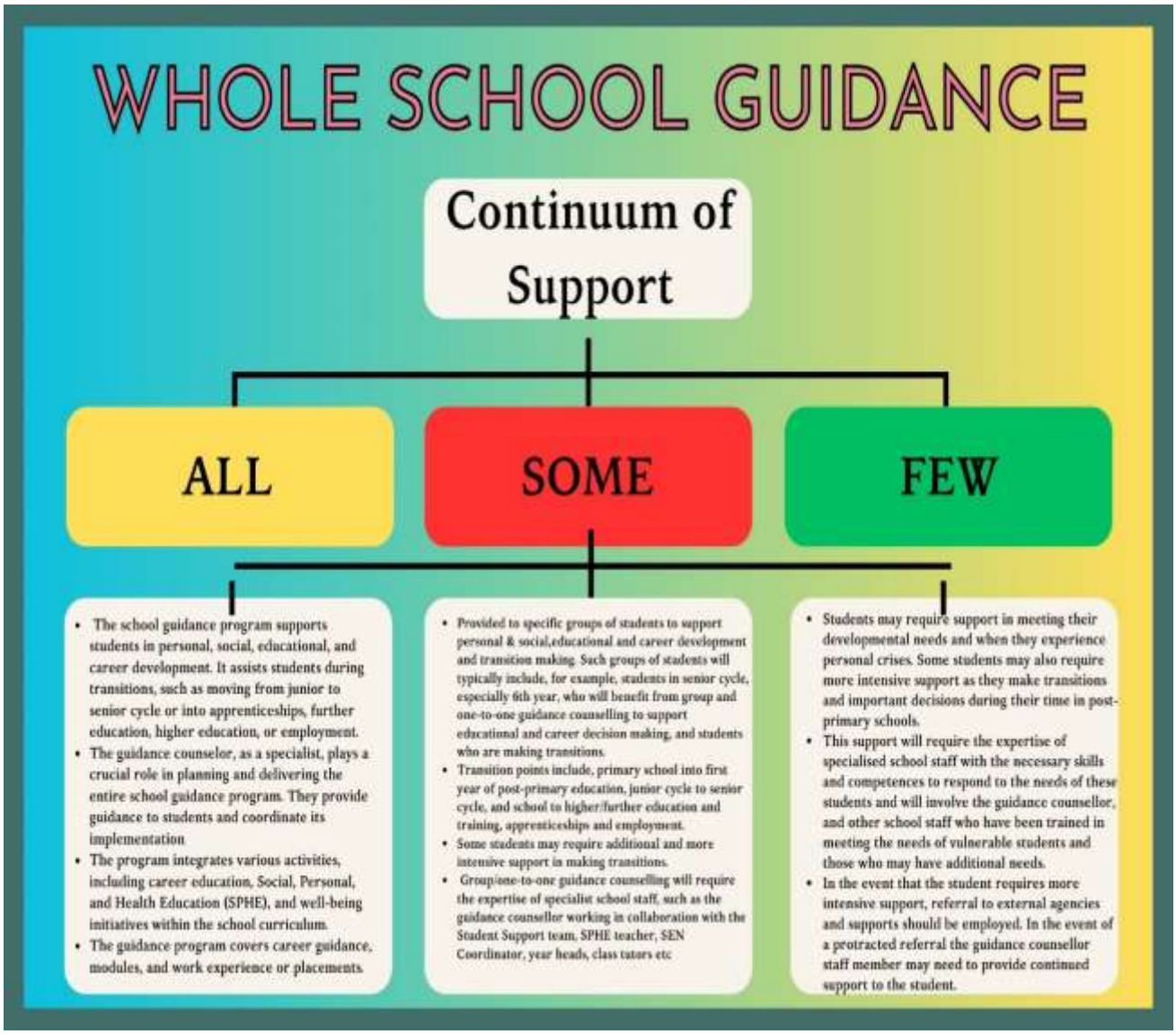
Guidance is a whole school activity, and our approach to decision making and deployment of supports is collaborative and inclusive of all of our school community. It is important that every member of staff recognises that guidance permeates every aspect of school life.

Our WSG programme is outlined within this WSG plan. It lists the range of learning and support activities provided within the school in order to meet the guidance needs of the school community (students and parents) along a continuum (guidance for all, for some and for a few). In addition, it will evolve from year to year as the needs of students (and parents) may be different each year. 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. A WSG programme is planned and provides for students in all year groups and a clear Junior Cycle and Senior Cycle programme is evident in our school.

2.2 Model of Provision: A Continuum of Support



The graphic above illustrates the continuum of support model on which Creagh College's provision is based. The guidance counsellors, in collaboration with the school leadership team, and external personnel/agencies, deliver a wide range of supports to enhance students' personal, educational and career development.

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

2.3 Guidance as a whole school activity in Creagh College

The following charts outline the continuum of support model on which our whole school approach to guidance is offered and provides examples of the wide and varied range of activities and initiatives which are provided to support students in their vocational, educational and personal and social development across three main areas of learning: Developing Myself; Developing My Learning; and Developing My Career Path. The Guidance Counsellors in collaboration with school management and staff, liaise with external organisations (Institute of Guidance Counsellors, Tulsa, Child and Family Agency, Barnardo's, Self-Harm Service – HSE, Pieta House, Social Workers, Guidance Colleges, NEPS, An Garda Siochana) and deliver a wide range of activities and learning to support students personal and social, educational and career development.

The following charts indicate a whole school approach where collaboration and cooperation by the Creagh College community is integral in its provision of whole school guidance. This is not a complete list of whole school guidance activities as this list changes during the school year.

PERSONAL & SOCIAL	EDUCATIONAL GUIDANCE	CAREER GUIDANCE
Developing Myself	Developing my Learning	Developing my Career Path

Pastoral Care Structure	Pastoral Care Structure	Pastoral Care Structure
Care Team Meetings	Care Team Meetings	Care Team Meetings
Guidance Counsellors	Guidance Counsellors	Guidance Counsellors
Guest Speakers	Guest Speakers	Guest Speakers
Post Holders, SEN, Year Heads, Tutors, Wellbeing	Post Holders, SEN, Year Heads, Tutors, Wellbeing	Post Holders, SEN, Year Heads, Tutors, Wellbeing
SENO, NEPS	SENO, NEPS	SENO, NEPS
Other Agencies, Rape Crisis Centre, Ferns Dioceses Youth Service		
SPHE	SPHE	SPHE
LGBTI, TENI		
Home School Communication	Home School Communication	Home School Communication
School Refusal – School Attendance Strategy	School Refusal – School Attendance Strategy	School Refusal – School Attendance Strategy
Awards Day	Awards Day	
CPD, Professional & Personal Wellbeing for staff	CPD, Professional & Personal Wellbeing for staff	CPD, Professional & Personal Wellbeing for staff
Primary school visits, first year induction,	Primary school visits, first year induction	Primary school visits, first year induction
Reach Access Scheme, SETU, DARE & HEAR	Reach Access Scheme, SETU, DARE & HEAR	Reach Access Scheme, SETU, DARE & HEAR
Extra Curricular		
Wellbeing Programme	Wellbeing Programme	Wellbeing Programme
SEN – New resource model	SEN – New resource model	SEN – New resource model
RSE	RSE	
	Guidance Timetabled	Guidance Timetabled
	EAL	EAL
	Work Experience	Work Experience
	Use of ICT in Guidance	Use of ICT in Guidance

	Cross Curricular	Cross Curricular
	STEM	STEM
	LCVP	LCVP
	LCA	LCA
6th Year Mentoring Programme		
Meitheal Programme		
	CAO Evening	CAO Evening
	Open Nights, Parent Teacher Meetings	Open Nights, Parent Teacher Meetings

PERSONAL & SOCIAL	For All	For Some	For Few
Pastoral Care Structure	X		
Care Team Meetings	X		
Guidance Counsellors	X		
Guest Speakers	X		
Post Holders, SEN, Year Heads, Tutors, Wellbeing	X		
SENO, NEPS			X
Other Agencies, Rape Crisis Centre, Ferns Dioceses Youth Service,		X	
SPHE	X		
LGBTI, TENI		X	
Home School Communication	X		
School Refusal – School Attendance Strategy			X
Awards Day	X		
CPD, Professional & Personal Wellbeing for staff	X		
Primary school visits, first year induction,		X	
Reach Access Scheme, SETU, DARE & HEAR		X	
Extra Curricular		X	
Wellbeing Programme	X		
SEN – New resource model	X		
RSE	X		
6th Year Mentoring Programme		X	
Meitheal Programme		X	

EDUCATIONAL GUIDANCE	For All	For Some	For Few
Pastoral Care Structure	X		
Care Team Meetings	X		
Guidance Counsellors	X		
Guest Speakers	X		
Post Holders, SEN, Year Heads, Tutors, Wellbeing	X		
SENO, NEPS	X		X
SPHE	X		
Wellbeing Programme	X		
Open Nights, Parent Teacher Meetings	X		
Home School Communication	X		
School Refusal – School Attendance Strategy			X
Awards Day	X		
CPD, Professional & Personal Wellbeing for staff	X		
Primary school visits, first year induction	x		
Access Scheme, SETU, DARE & HEAR			X
CAO Evening	x		
Cross Curricular		X	
SEN – New resource model	X		X
RSE	X		
Guidance Timetabled		X	
EAL		X	
TY Mock Interviews & Work Experience		X	

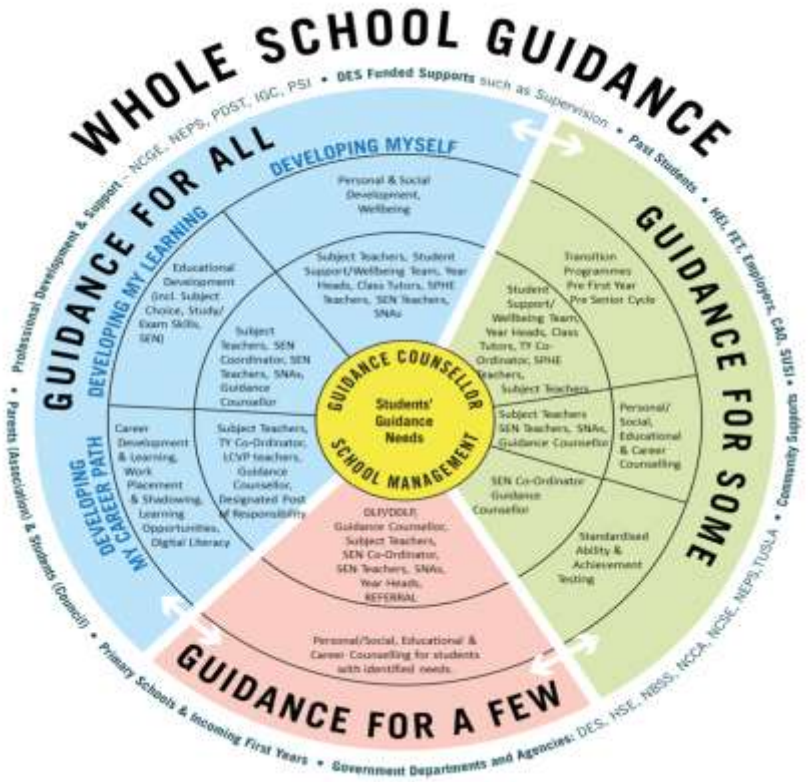
Use of ICT in Guidance	X	X	
STEM	X		
LCA		X	
LCVP	X		

CAREER GUIDANCE	For All	For Some	For Few
Pastoral Care Structure	X		
Student Support Team Meetings	X		
Guidance Counsellors	X		
Guest Speakers		X	
Post Holders, SEN, Year Heads, Tutors, Wellbeing	X		
SENO, NEPS	X		X
Open Nights, Parent Teacher Meetings	X		
SPHE	X		
CAO Evening		X	
Home School Communication	X		
School Refusal – School Attendance Strategy			X
LCA		X	
CPD, Professional & Personal Wellbeing for staff	X		
Primary school visits, first year induction		X	
Reach Access Scheme, SETU; DARE & HEAR			X

LCVP		X	
Wellbeing Programme	X		
SEN – New resource model	X		X
STEM	X		
Guidance Timetabled		X	
EAL		X	
Work Experience		X	
Use of ICT in Guidance	X		
Cross Curricular			

More detail on Guidance Programme in Appendix 1a

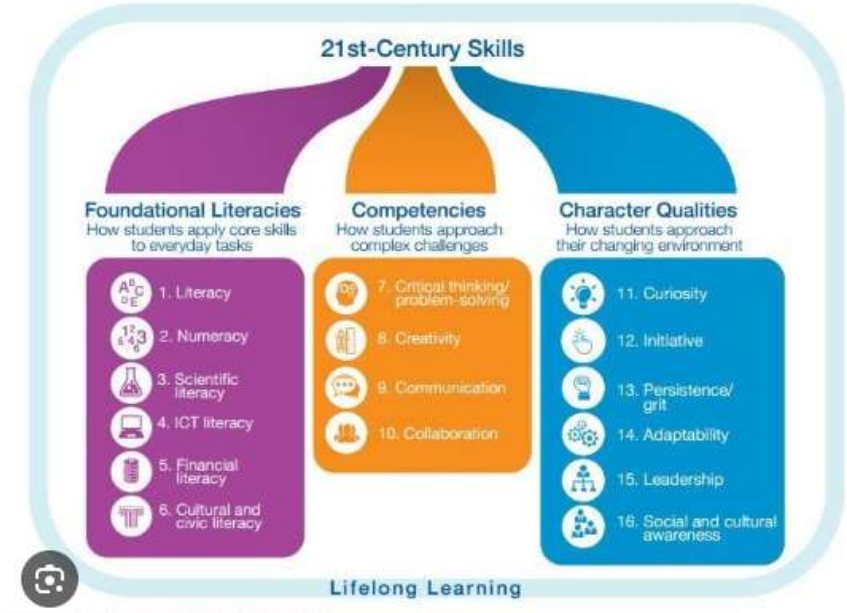
2.4 Model of Provision (excerpt from NCGE Whole School Guidance Framework)



2.5 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 Creagh College follow 3 areas of guidance-related learning so as 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

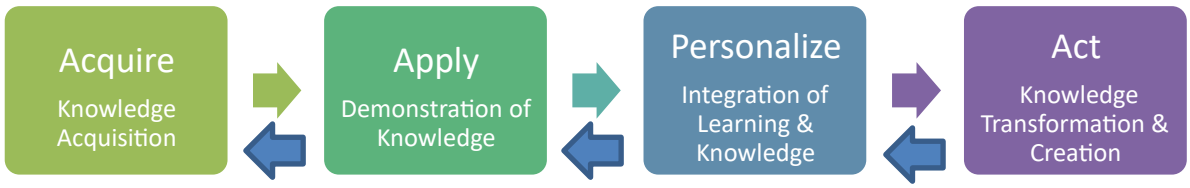


(Figure below courtesy of NCGE: A Whole School Guidance Framework, Page 16).



Outcomes presented in the following table for each of the eight competences can be organised under a four-stage continuum of learning (see Figure below). It is important to note that students may not progress through all four-stages of the continuum nor do so in a linear fashion i.e., students will start at different points, progress at different stages and may need to revisit earlier stages throughout their five/six years in Creagh College. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge, and attitudes. Figure: Four-Stage Continuum

Four-Stage Continuum of Learning



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:

2.6 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 (Guidance for All) associated 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.

2.7 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.

2.8 Aims of Junior Cycle Guidance Programme

The Framework for Junior Cycle (2015) provides for a new area of learning at junior cycle called "Wellbeing". Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in school in support of students' wellbeing.

The introduction of Wellbeing into the Junior Cycle in September 2019, recognised the association between quality of relationships between teachers and students and number of student outcomes, including socio-emotional wellbeing, engagement in schoolwork, feeling a sense of belonging in school, levels of disciplinary problems, and academic achievement. The focus is on the role of the school guidance programme in supporting the wellbeing of all students in Junior Cycle.

NCCA (2017) Junior Cycle Wellbeing Guidelines, www.ncca.ie

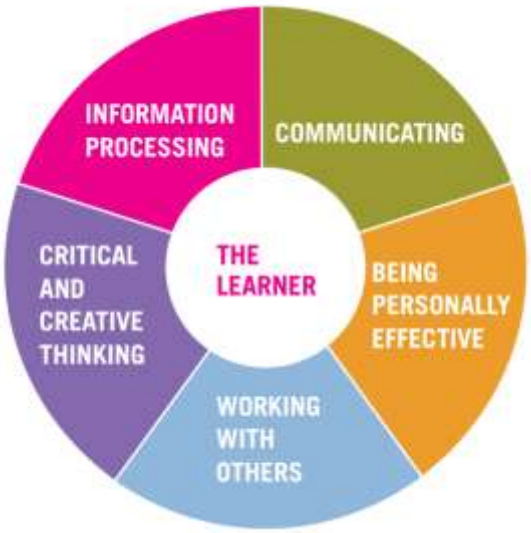
Creagh College has taken on this important programme and recognises that student wellbeing is something that needs a whole-school approach. The required hours per year are met and help:

- To enable students to make a successful transition from primary to secondary school.
- To integrate all students, regardless of their social, economic, or religious background.
- To inform students and parents of subject's options/effective choices regarding subjects and how these choices can have a significant impact on their future in relation to Junior Cycle & Senior Cycle.
- To ensure that the Junior Cycle Wellbeing Programme is being implemented as a whole school approach.
- To assist students to develop an understanding of their strengths and weaknesses.
- To support students in choosing the correct subject levels that are appropriate to their educational abilities.
- Support students who may be at risk of early school leaving, in counselling sessions.
- Be present at parent teacher meetings to offer support to parents/guardians and to inform them of how and when they can make an appointment with a Guidance Counsellor.
- Link student's aptitudes, achievements and interests to career options.
- Co-ordinate the delivery of study skills workshops and exam techniques for Junior Cycle students through internal and external Study Skills Programmes, linking in with the Attainment co-ordinator, SPHE classes and the Guidance Counselling Service

2.9 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 Creagh College, we endeavour to embed the key skills in the curriculum that we offer. This is reflected in our Whole School Guidance Programme

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.

2.10 Aims of Senior Guidance Programme

- To support students in their transition from the Junior and Transition Year Programmes to the Senior Cycle Programme in our Career Guidance classes and on a one-to-one basis.
- To facilitate students in their subject choices and in making informed decisions about their subject choices
- To organise, support and collaborate with subject teachers in delivering Senior Cycle Subject Presentations annually to 3rd year students going into 5th year and all TY students. *https://creaghcollege.ie/academic/senior-cycle/*
- To explore the various career options available to 6th Years upon completion of the Leaving Certificate Programmes
- To assist students in preparing for life outside school ie. mock interviews; interview skills; C.V preparation etc…
- To arrange visits from external speakers re college/university/apprenticeships etc…
- To organise Career Guidance trips to college Open Days/exhibitions such as Higher Options, World Skills Expo, College Campus Tours
- To promote Wellbeing programmes which support students during Senior Cycle ie. Mentoring; Study Skills etc…
- To help students to develop an awareness and acceptance of their talents and abilities
- To help students to grow in independence and to take responsibility for themselves
- To develop research and Information Technology skills so that they can be self-directed in their career exploration and development
- To assist the full development of each students' potential, to help students grow in self-knowledge and self-esteem and to prepare him or her for higher or further education, training or employment

2.11 Provision Mapping

Creagh 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. This will inform our SIP.

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. Creagh College is currently working in collaboration with

WWETB's Education Coordinator 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.

2.12 Whole School Guidance Programme Overview

In Creagh 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

A. 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 the 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 Cycle. In Senior Cycle it is delivered through RSE and Wellbeing. 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.

B. Educational Guidance

Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In Creagh College, Educational Guidance begins at the students' entry in 1st year by empowering students in making their subject

choices. 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.

C. 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 fifth and sixth year, 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

Creagh College recognises that Guidance is a whole school responsibility and not provided exclusively by any one individual or group. The delivery of guidance is not just the responsibility of the three Guidance Counsellors in Creagh College: Ms Orla Travers, Ms. Sarah Geoghegan, and Ms. Jude D'Arcy

It is a holistic process that is connected by all the members of the college community who work together with a common vision towards a shared goal. We also acknowledge the professional boundaries, areas of specialisation and competencies of each member of our school staff. These include, The Board of Management, Senior Leadership, Guidance Counsellors, Student Support Team, Whole school Guidance Planning Team, Year Heads and Assistant Year Heads, Class Tutors, Subject Teachers, SEN Coordinator, SNAs, EAL Coordinator, Parents, Students, Auxiliary Staff and After School Activities, Visiting Speakers and Community/Local Businesses. This whole school approach to guidance enables us as a school to highlight, understand, and respond to the needs of the students. It is the responsibility of the Guidance Counsellors to coordinate the guidance programme under the leadership of the principal and deputy principals. Therefore, A Whole School Approach will make sure that the resources in our school will be properly utilised, and the students will receive 'appropriate guidance' through the identification of the roles and responsibilities of school management and staff.



3.2 Roles and Responsibilities

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 within Creagh College. The Whole-School Guidance Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. The Student Council affords students an opportunity to engage in the democratic process of electing representatives which allows their voices and opinions to be heard by school management. The Student Council also provides feedback on school policies, including the Whole-School Guidance Plan. Whole-school Wellbeing, SPHE, RE, PE, and CSPE cover many aspects of guidance education, specifically personal and social development. Here, students develop an awareness of their own needs and difficulties and come to know how and who to ask for advice and help. As Creagh College adopts a whole school approach to guidance, students are free to approach any member of staff with their concerns; this member of staff may then refer the student to the Guidance Counsellor or another member of the Student Support Team if appropriate. Students may also provide care and support to each other, through friendship groups or reporting concerns to a member of staff or a parent/guardian. Some students fill pastoral and leadership roles within the school, such as the sixth year Meitheal Leaders to our first-year students.

Parents/Guardians

The Whole-School Guidance Plan recognises that parents/guardians play a pivotal role in developing, promoting, and supporting the growth of their child both at home and within the school. They help influence their child's attitude towards school and education as well as helping to shape their child's future career aspirations. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents/guardians are aware of and supportive of the Whole School Guidance Plan, together with other school policies and procedures. Parents/Guardians 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.

The Parents Association, too, in hosting seminars builds the personal capacity of parents. The Parents Association provides feedback to the school management on the day-to-day running of the school and this feedback can contribute to the development of the provision of whole-school guidance.

Parents can also participate in the guidance process through:

(i) Consultation with the Guidance Counsellors and other members of school staff.
(ii) Attendance at relevant meetings and information sessions in school.
(iii) Contributing to the development and review of the Whole-School Guidance Plan.

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. Subject teachers are key in helping students to achieve their full educational potential and assist in identifying students in need of support. Subject teachers have a key role in providing support, information and advice to students relating to their subject disciplines and related careers. They provide social and personal developmental guidance through their interactions and relationships with students in the classroom. Some teachers have additional formal responsibilities through leadership roles, pastoral care roles, co-ordination roles and through participation in programmes such as Wellbeing. They may also have knowledge of the needs of their students through extra-curricular activities All subject teachers may consult with the Guidance Counsellors on the needs of an individual student and/or use the relevant referrals procedures to contact the Guidance Counsellors/ SENCO/ Student Support Team when specialist competence is required. Subject teachers are specialists in their specific subject areas and as such provide students with educational and career guidance in those areas.

The Board of Management

The Board of Management has a responsibility to ensure that the provision and practise of guidance at Creagh College 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 and makes sure that all students have "access to appropriate guidance".

Senior Leadership

The Senior Leadership has a responsibility to ensure the planning and implementation of the whole-school guidance plan is to the highest standard. The principal controls the internal organisation and management of the school and exercises supervision over the teaching school staff. The Deputy Principals work closely with their link Year Heads and Guidance Counsellors, for their two year groups. This includes managing the process of guidance planning in cooperation with the Guidance Counsellor, school staff and other school partners such as parents.

Guidance Counsellors

The Guidance Counsellors are central to the planning and implementation of the Whole-School Guidance Plan. Each Guidance Counsellor is allocated responsibility for specific year groups. Due to their specialist training, the Guidance Counsellors have a professional role in each of the main areas of guidance: personal and social, educational and career. This may involve delivering a classroom-based programme, meeting with students in small groups or on an individual basis. The Guidance Counsellors are also required to liaise and collaborate with other members of the school staff in the planning and implementation of the Whole-School Guidance Plan as well as contacting / meeting parents and outside agencies.

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;
- Participating 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 and;
- 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.

Creagh 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 and
- Leading and managing the guidance and counselling 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 service 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 in our school 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 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).

The Whole School Guidance Team

The purpose of the Whole School Guidance Team is to assess the guidance needs of students through consultation with staff, students, and parents and to support the implementation of changes made. WSG in Creagh College 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 year to year.

For Academic Year 2025/26, our WSG Team in Creagh College comprises of the following staff members:

Senior management, guidance counsellors, Wellbeing coordinator, Member of the SEN Department, and teaching staff.

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.

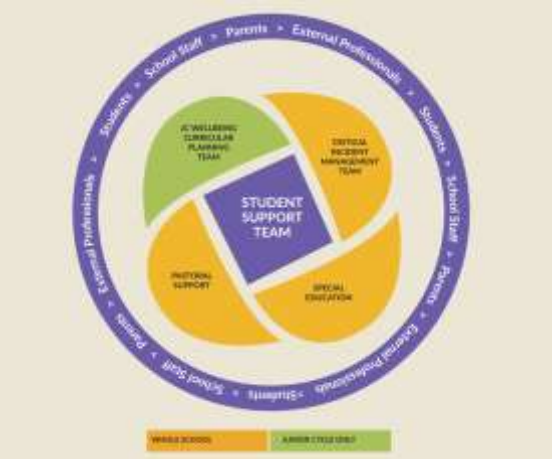
This may include, but is not limited to:

- 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 and;
- 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. In order 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.

Student Support Team

A student support team is a central part of the student support system in our 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. A student support team 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 Student Support Team members consist of Deputy Principals, Guidance Counsellors, a member of SEN Department and Year Heads. The Student Support Teams meet once a fortnight to facilitate the attendance of all Year Heads. To facilitate communication and clarity over issues discussed, minutes are taken at the weekly meeting and are available to all members of the Student Support Team on Microsoft Teams. The function of the Student Support Team is to ensure that the emotional, physical, and social needs of all students are met. The Student Support Team also provides the opportunity to ensure that the most appropriate interventions are organised for students referred to the meetings.

The guidance counsellor is a core member of the Student Support team. 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 a student support team 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.

Referral procedure:

Any teacher/SNA who has a concern about a student, fills in a student referral form and sends it to the relevant Year head.

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 particular students;
- agree to provide ongoing 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.

SEN/AEN Coordinator

The SENCO is central to the implementation of the Whole-School Guidance Plan as they identify students in need of targeted and specialised interventions through psychometric assessment, classroom observations and liaison with mainstream teachers. The SENCO plans the provision and application of resources for students with Special Educational Needs (SEN) and/or additional learning difficulties They liaise with senior leadership, Year Heads, mainstream teachers, parents/guardians, and outside agencies. 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. They create targeted classes to address needs for some or a few students and to make referrals to the Guidance Counsellors and outside agencies, when appropriate. They process applications for special needs assistants (SNAs) assistive technology and RACE applications for state exams.

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 Creagh 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.

Class Tutors

Class Tutors work with a specific class group. Each class group in the school is timetabled every morning from 9.50 am to 10.00 am with their 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.

Year Heads

Year Heads have the general responsibility for the welfare of a particular Year Group. Each year group has an individual Year Head, and an Assistant Year Head. The year head oversees the student's attendance, punctuality, academic performance, and behaviour and liaises with the parents/guardians of the year group. Year Heads work closely with the Principal, Deputy Principals, Guidance Counsellors and SENCO and they engage in and promote the three areas of guidance education through their interactions and relationships with the students. The Year Head also links with outside agencies in conjunction with the above.

Special Needs Assistants

SNAs are central in the implementation of the school's SEN policy along with SEN Teachers. Due to the nature of their work, they are present with a student or class group for large periods of the day, and they can observe students throughout the day. At times, SNAs can make observations where there may be a concern related to a particular student or group of students and they can refer the issue to the subject teacher, Year Head, Guidance Counsellor or SENCO.

Auxiliary School Staff

Auxiliary staff, e.g., administration staff, school cleaners and catering staff also have a responsibility for ensuring the emotional, physical and social wellbeing of students and they may consult with members of the Student Support Team should concerns over students arise.

Curricular Afterschool Activities/Sport Coaches

There is a wide range of after-school activities on offer for students at Creagh College and all the sports coaches and activity teachers have a role in providing guidance and support to students. Students' self-worth and social skills are developed through participation in these after-school activities and the coaches and teachers encourage and support this development as well as providing information on training and careers in those areas of interest. Sports coaches and activity teachers may also liaise with the Student Support Team if they have a concern about a student.

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 and expertise to the student, staff, and parental body. Guest speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

Community/Local Businesses

The role of members of the community and local businesses is to support school personnel in the three areas of Guidance, an example of this would be Mock Interviews. They bring their own unique experience, knowledge and expertise to the student, staff, and parental body. We have been building up many links within our community and local businesses in the town as students carry out their work placements in their stores and businesses. They work in conjunction with the existing school programmes (Transition Year and Leaving Certificate Applied Programme).

3.3 Links with Internal (WWETB) and External Agencies

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 Guidance Community of Practice invites our colleagues to attend some of our meetings to outline the supports available to learners and their families.

The Guidance Community of Practice 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**.**

External Agencies

Creagh 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., Barnardo's, Child and Adolescent Psychiatric Service, FDYS, Gorey Youth Needs

The Guidance Department meet with local Social Workers when necessary and attend Case Conferences. Referrals are made to outside agencies through the Student Support Team. A referral form to outside agencies is filled in and with the parents' permission is sent to the relevant agency. These agencies may include FDYS Youth Service (Homework Club, Individual Mentoring etc), Barnardo's' (Family Welfare Conferencing Service).

3.4 Communication Systems/Platforms

In Creagh College we use VSware, Microsoft Outlook and Microsoft Teams platforms to communicate with parents/guardians and students.

All school staff are aware of the referrals process for the Student Support Team and can fill out a Student Support Referral form and email it to the year head should they have concerns about a student.

Communication to the parents of our students is made through various platforms:

- Phone calls to parents
- Parents coming into the school for an appointment
- VSware text system
- Email to Parents
- Letters posted to parents
- Creagh College social media
- Creagh College school website

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 this plan.

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, 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 currently exploring a universal-design approach to delivering WSG to ensure accessibility to all guidance-related services and information. For example, we provide guidance information through a variety of means in the 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.

Creagh College runs programmes and initiatives that reflect the diversity of our school community, such as Stand Up Awareness Week, Cultural Week, School of Sanctuary, Wear Red Day, Autism Awareness Week, A Taste of Christmas.

4.3 Students with Additional Needs

The Guidance Counsellor, as a member of the Student Support Team 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 Students from Disadvantaged Backgrounds

The Guidance Counsellor, as a member of the Student Support Team works closely with all the Teams in the school to address student needs across all levels of the Continuum of Support.

This may include support with applications for HEAR, DARE, SUSI, RACE etc.

4.5 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. 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 Creagh College, though the provision mapping process and the work of teams such as the Student Support Team, Guidance team, Wellbeing team, SEN Department, EAL, Attendance Team, Attainment Team, Whole school Guidance Team we endeavour to mitigate these challenges and ensure that students receive the support they need to thrive.

Section 5: Guidance-Related Policies and Procedures

5.1 School Policies and Guidelines

The following policies are also relevant to Whole School Guidance Provision and can be viewed on our school website Creaghcollege.ie:

https://www.creaghcollege.ie/page/Policies/21784/Index.html#:~:text=Admissions%20Policy,Uniform%20Policy

Curriculum Policy

Admissions Policy

Anti bullying Policy

Child Safeguarding Statement

Code of Positive Behaviour

Covid 19 Response Plan

Health and Safety Policy

Homework Guidelines 2022

Homework Policy

IPAD AUP 2021-2022

Internet User Policy

Mobile Phone Policy

Remote Learning Policy

Repeat Leaving Cert Policy

Relationships and Sexuality Education

Attendance Strategy 2024-2025

Substance Misuse Policy

Transition Year Policy

Uniform Policy

Subject Change Policy

5.2 Curricular Programmes/Subject Choices

Current Curricular Programmes

The choice of programme and of subjects offered to each individual is determined by an assessment of the students' capabilities and the most efficient use of available resources. Parents are required to take final responsibility for the choices adopted by their children.

The following programmes are currently on offer in Creagh College

Junior Cycle including Level 2 LP

Senior Cycle Programme: -

Transition Year Programme (optional)

Leaving Certificate (Established)

Leaving Certificate Applied (LCA)

Leaving Cert Vocational Programme (LCVP)

In third year, students pick their senior cycle programme of choice (Transition Year, Established Leaving Certificate, Leaving Certified Vocational Preparation, Leaving Certified Applied Programme.

We hold a Senior Cycle Options Information Evening for 3rd Year students going directly into 5th year and TY parents in March. This evening is held for 3rd year and Transition Year parents whose children are going into TY and 5th year.

To support students in making this decision three mornings are dedicated to subject information presentations delivered by subject and programme coordinators for the Third-Year students going directly into 5th year and Transition Year Students. Each subject department gives a 10-minute presentation about their relevant subjects. Students are encouraged to ask questions at the end of each presentation. There are also presentation videos for each of the Senior Cycle subjects available for student and parent viewing on the school website, https://creaghcollege.ie/academic/senior-cycle/.

A Senior Cycle Booklet is available on Creagh College Website and a Video about each of the subjects on offer are available to them with key information on all the subjects on offer. The Guidance Counsellor also delivers a presentation to Third Year students going directly into 5th year and TY class regarding Subject Choice One to one appointment are available for any students who are having trouble with subject choice or senior cycle options. Students progressing directly into 5th year will pick their choice subjects at this time. Students take the core subjects of Irish (unless exempt), English, Maths and LCVP and four optional subjects of their choice.

5.3 Junior Cycle

The Open Night is used as an important occasion to display the range of choice subjects on offer. Parents and students can meet each subject department and listen to an outline of the subject on offer. They have a tour of the building and the subject room facilities. All core and choice subjects may be continued to Leaving Certificate level

Students are offered the following range of subjects:

Compulsory Subjects	Optional Subjects
English	French or Spanish is compulsory for 1st year)

Irish Maths History Science PE CSPE SPHE Short course (coding/performing arts/philosophy/GAA Going Well/Digital Media Literacy) First year activities (Basketball, GAA, Drama, Baking)	Geography Classical Studies Visual Art Home Economics Music Business Studies Engineering Wood Technology Applied Technology Graphics

Students study 11 subjects for Junior Cycle. (Drop 2 choice subjects at the end of first year)

In order to make an informed decision about subject choice, incoming first year parents/guardians are invited to an information evening in February. An outline of what students can expect to study in their chosen subject will be given. 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.

In February of first year more information will be given in relation to subject choice for 2nd year. – this will include a parent/guardian presentation that will take place at the parent teacher meeting along with in-class presentations to students. 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 for second year in more detail.

5.4 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, Wellbeing and Guidance are also part of the programme. Guidance classes assist students in making subject choices, and decisions are made in March of Third Year.

Subjects on offer are:

Compulsory Subjects	Optional Subjects	Other subjects/courses
English Irish* Maths	Business Economics Accounting Geography	Students wishing to study an additional subject that is not offered by the school and/or by choice, organise

Leaving Certificate Vocational Programme (LCVP) *Alternative subject offered too students who are Irish Exempt.	History Biology Physics Chemistry Agricultural Science Classics Music Home Economics Exam PE Computer Science Politics and Society French Spanish Technology Design & Communications Graphics (DCG) Engineering Construction	their own tutoring independent of the school. ie. Polish, Lithuanian etc.

5.5 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 emphasizes 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	Vocational Specialisms	Other subjects/courses
English and Communications Mathematical Applications Vocational Preparation & Guidance Social Education	Construction Studies & Engineering Hair and Beauty Agriculture/Horticulture Information Technology Hotel, Catering & Tourism Active Leisure Studies Childcare/Community Care Craft & Design Dance	Weekly Work Experience

5.6 Leaving Cert Vocational Programme (LCVP)

The **Leaving Certificate Vocational Programme (LCVP)** is a two-year program in Ireland that combines academic subjects with practical, vocational skills. It focuses on enterprise, work

preparation, and self-directed learning. Students take established Leaving Certificate subjects alongside two link modules, **Preparation for the World of Work** and **Enterprise Education**.

5.7 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:

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:

- In February of 6th class, incoming first year parents/guardians are invited to attend an information evening (see 5.2.2)
- In February of first year students are then asked to select their preferred subjects for the junior cycle examination (dropping 2 subjects when entering 2nd year). Students are encouraged to discuss their choices with their subject teachers and parent/guardian.
- Subject presentations for students take place in February and a parent/guardian presentation will also take place during the 1st year parent teacher meeting.
- Option of appointments for additional advice from Guidance Counsellor/SEN/AEN Coordinator/EAL coordinator.

Third Year:

- In 3rd Year, Guidance Counsellors carry out CAT4 testing with students who are going directly into 5th Year. These are standardized assessment instruments used for various purposes, including Guidance and addressing additional and special educational needs (SEN). The CAT4 tests include both ability and achievement assessments. They help evaluate students' skills, strengths, and learning needs.
- CAT4 tests are not interpreted in isolation; other evidence (teacher observations, parental reports, etc.) is considered. Collectively, these elements inclusive of the CAT4 Psychometric tests, contribute to a holistic assessment approach, aiding in understanding individual students' abilities. This information is clearly explained to students and parents/guardians. We hold a Senior Cycle Subject Choice evening which includes an information segment on how to interpret the CAT4 test results. The CAT4 results are distributed to parents on this evening also.
- 3rd Year students who are proceeding directly into 5th Year, are given a presentation on subject choice by the Guidance Counsellor.
- These students also attend the Senior Cycle Subject Talks which are delivered by subject teachers over two mornings.

Transition Year:

- Guidance Counsellors carry out CAT4 testing with all Transition Year students. These are standardized assessment instruments used for various purposes, including Guidance and addressing additional and special educational needs (SEN). The CAT4 tests include both ability and achievement assessments. They help evaluate students' skills, strengths, and learning needs.
- CAT4 tests are not interpreted in isolation; other evidence (teacher observations, parental reports, etc.) is considered. Collectively, these elements inclusive of the CAT4 Psychometric tests, contribute to a holistic assessment approach, aiding in understanding individual students' abilities. This information is clearly explained to students and parents/guardians. We hold a Senior Cycle Subject Choice evening which includes an information segment on how to interpret the CAT4 test results. The CAT4 results are distributed to parents on this evening also.
- Transition Year students are given a presentation on subject choice by their Guidance Counsellor in their respective Careers classes.
- All TY students attend the Senior Cycle Subject Talks which are delivered by subject teachers over two mornings.

Subject Choice Forms

- Each student must complete a subject choice form via their vsWare accounts. Students are asked to prioritise their subject choice, in genuine order of preference from one to ten and have approximately, a two-week window in which to input their subject preferences.
- Students in this time, can avail of 1:1 Guidance appointments to discuss their subject and Third Level options further.

5.8 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. Students who wish to change a subject during the month of September may do so, with permission from their teacher and the subject teacher of the relevant subject they would like to go into providing there is space. The window closes for subject change on the last Friday of September.

Sometimes a student may decide to change subjects or drop a subject during the school year in what may be deemed as "exceptional circumstances". Such a change is a serious decision, not to be taken lightly. Before any change is made, the following procedures apply:

- The student must first discuss any change of subject with the relevant subject teacher(s) who will advise them in this regard.

- The student completes the Subject Change Request Form detailing the reasons of why they wish to change a subject which is available from the Guidance Counsellors. The student must outline the reason(s) for wanting to change subject; the subject they would like to change into and the subjects they have studied at Junior Cycle Level.
- The student and parent/guardian must sign this letter and return it to the Guidance Counsellor. The parent may wish to meet and discuss the implications of a change of a subject/discontinuing a subject with the Guidance Counsellor.
- The Guidance Counsellor will investigate if there are places available in the relevant subject class and if the teacher of that class is willing to take this student. The principal will make the final decision regarding a subject change with all the relevant information he has at the time.

5.9 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.

Sometimes, a level change may require class transfer on vsWare. The relevant subject department contacts the Guidance Department for this change to be made on the system.

5.10 Students Discontinuing a Subject

On the very rare occasion that a student wants to discontinue a subject, during the school year due to pressure or additional learning needs. The student and/or parent must in writing, outline the reason(s) for wanting to discontinue a subject. Meetings are held with the subject teacher, year head, parent, and Guidance Counsellor to help them understand the implications of the impact of discontinuing the subject. Final decision comes from the principal.

Obtain parental/guardian consent via a signed form kept on file by the relevant staff member.

5.11 Oversubscription for programmes or subjects

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

Limited teacher resources, the specific requirements of practical subjects and room availability may limit the number of student places available for admission to each of the year groups. Should the demand for places exceed the number of places available for any particular year group per academic year, students will be placed on a waiting list. As places become available, parents will be contacted accordingly.

5.12 Appointments and Referrals Procedures

5.13 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 Leadership Team (SLT), 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.

Counselling can only take place if the student is willing to participate and after an initial referral is made, it is always the student's choice whether they wish to continue. At all times it is the policy of the Guidance Service to respect and value a student who is receiving counselling and to provide the student with a safe, accepting atmosphere where they feel listened to and understood.

5.14 Personal Counselling/Counselling Support Appointments

Personal Counselling/Counselling Support appointments can be for a variety of reasons: A teacher may be concerned about a student and refer the student to the Guidance Counsellor. Parent/Guardian may be concerned about their son/daughter or may need some intervention by the Guidance Counsellors. A student may want to self- refer themselves. Personal Counselling/Counselling Support Appointments can occur for various reasons, including Personal difficulty, coping skills, making choices, Relationship problems, Suicidal thoughts, Family Matters, Self Esteem, Bullying issues, Self-Harm, Stress, Depression, Body Image, Anxiety, Transgender, Bereavement.

Personal counselling/Counselling Support appointments are arranged as soon as possible. If the student needs to speak with the Guidance Counsellor urgently, a referral will be made to the Guidance Counsellor, and an appointment is scheduled as soon as possible

5.15 Educational Counselling Appointments

Educational appointments can be initiated by students or encouraged by the Guidance Counsellor, Year Heads, or subject teachers. Educational Appointments can be:

- CAO/UCAS/EUNICAS: Supporting students in gathering further information regarding the application process or the application itself.
- Subject Choice for the Junior and Senior Cycle.
- Individual psychometric testing for Career choice if needed. (Careers Portal)
- Programme Choice for the Senior Cycle.

1. Change in subject level and the possible consequences associated with this or discontinuing a subject: Addressing potential consequences.

- Study Skills and time management.
- Individual college Access Schemes eg. REACH (WIT) applications.
- Scholarships
- DARE and HEAR Applications
- College accommodation

  SUSI grant and other financial supports available.

5.16 Career Counselling Appointments

Career appointments could typically involve:

- Giving students information regarding college requirements and what subjects/levels/grades/points are required for their chosen career.
- Informing students about alternative pathways to chosen career(s). (Level 7/6; PLC; SOLAS/Apprenticeships/Traineeships)
- Discussing queries regarding their Work Experience

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. Job Exploration: Discussions cover specific jobs and provide insights into the profession.
3. Future Options After Leaving Certificate: Students explore potential future paths beyond their Leaving Certificate.

To optimize these appointments, students are encouraged to complete a Student Guidance Planning Form in advance of meeting with the Guidance Counsellor.

5.17 Procedures for scheduling an appointment

To ensure the safe and effective delivery of our guidance programme, we operate a one-to-one appointments system which strives to empower students to make effective decisions, solve problems, address their behaviours, develop coping strategies, and resolve difficulties they may be experiencing. These types of situations may be resolved using, Personal Counselling, Educational Counselling and Career Counselling.

Appointments are scheduled for both Student Referrals and Self-Referrals The procedure for making an appointment may involve a student receiving a 'Counselling/Guidance Appointment Slip', and appointments can also be written into the student's journal with Details of the Date, Time and Signature of the Guidance Counsellor are recorded on the slip. The student gives the slip to their teacher at the beginning of their class. With permission from the teacher, they will attend their counselling session. An appointment may also be organised by sending the student an email and the teacher who has the student at the time.

The procedures are explained to all students and parents/guardians during relevant events. The Guidance Counsellors also meet with their relevant class and year groups and speak to them about the Guidance Counselling Service and how to schedule an appointment. 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. Students who have missed appointments can be rescheduled. 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.

5.18 Referrals

There are type types of referrals:

1. Referrals **to** the Guidance Counsellor:

- Made by Year Heads, SLT, the Board of Management, the SST, and parents/guardians who feel some intervention is needed by the Guidance Counsellor.
- Aimed at providing intervention by the Guidance Counsellor.
- Voluntary participation of the referred student must be respected.
- Students can self-refer to their Guidance Counsellor.

2. Referrals **by** the Guidance Counsellor:
    - The Guidance Counsellor assesses needs and arranges referrals to external agencies (e.g., NEPS)
    - The Guidance Counsellor may make a referral if a student requires support that is beyond the resources and/or expertise of the school.
    - The Guidance Counsellor liaises with the pupil and parents/guardians when recommending external referral, except in exceptional circumstances such as physical or sexual abuse or neglect by a member of the family. In such cases, a report is made to the DLP (Designated Liaison Person) who is the school Principal, Mr. Paul Glynn and DDLP (Deputy Designated Liaison Person), Mr. Declan O' Toole.

Student Support Team

A Student Support Team is established within the school and plays an integral role in supporting the needs of the students at Creagh College. The practices and procedure for the Student Support Team are taken from Department of Education Guidelines on Student Support Teams. The Student Support Team consists of: Deputy Principal, -Year Head, SEN Co-ordinator, Guidance Counsellors. The Student Support Team meet with each Year Head and assigned Deputy Principal for that year group, once every fortnight. The following Procedures are in place to facilitate the effective running of the Student Support Team.

Referrals made to the Student Support Team

Students that come to the attention of staff are referred to the student support team by the guidelines set out for **Referrals to the Student Support Team.** If a student comes to the attention of a staff member where they have any concern, they can contact the class tutor/ year head of that student. A Student Support Referral Form can be filled in by staff and emailed to the relevant Year Head and Class Tutor. It is uploaded to the SST TEAMS channel and the name of the student is added to the agenda by the Year Head and is presented at the weekly/biweekly student support meeting. The agreed actions from the student support

meeting are uploaded to members of the student support team. The student of concern will be discussed, and an appropriate action decided.

Referral made by the Guidance Counsellor/Student Support Team

When the Guidance Counsellors/Student Support Team feel that an individual student needs extra support outside of school by other qualified agencies, a referral will be made to the relevant agency by the Student Support Team or Guidance Counsellors in conjunction with the parents of the student.

Student Alert List

A student's name is placed on the Student Alert List if there are concerns for that student. The list is placed on the vsWare homepage. Two colours are used, red and orange. If a student's name is in red that means that student is going through a very difficult time and staff are asked to be very mindful about that student while in their class, on the corridor or generally around the school. If a student who is red on the alert list does not turn up to at their scheduled class and has been marked in school previously, a WhatsApp message is sent to the DPs, and the student needs to be located. If a student's name is in orange, this indicates that they are also in a difficult space but not at the same level as someone in red. The list is updated regularly, and new names are added to it when necessary, throughout the week. Staff are reminded to look through the lists regularly as changes to the Alert List can occur daily.

5.19 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

5.20 Confidentiality

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

- 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

5.21 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.

5.22 Procedure for Reporting an At-Risk Student

All members of staff working in Creagh 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 at www.creaghcollege.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.

5.23 Data Sharing

Further information can be found in our Data Sharing/GDPR policy at https://www.creaghcollege.ie/page/Policies/21784/Index.html

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 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.

5.24 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.

Every student who attends the Guidance Counsellor has an individual file which is kept locked away in the filing cabinet in the guidance office. A record of each counselling session or meeting is recorded.

Minutes from Student Support meetings are kept on the excel document for each year group on the student support Team.

Details on all appointments are recorded in the Guidance Counsellors Yearbook Diary

Section 6: Psychometric and Standardised Assessments

6.1 Overarching Principles and Definitions

In Creagh College, the Guidance Counsellors and SEN 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 can know 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

Access to testing is available to students at all levels of the continuum. Through our referrals system, we endeavour to identify emerging and presenting needs of our students and through 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.

Aassessment Testing available for students within school system

All Psychometric Tests, Cognitive Ability Tests (CAT4) for Guidance are organised and administered by the Guidance Counsellors in conjunction with the Special Needs Department.

1. CAT4 Electronic Version

2. NGRT Electronic Version

3. Maths Competency

4. Spelling Competency

Assessment Testing for Incoming First Year Students

Assessment tests for incoming First Years students are carried out by the Guidance Counsellors and the Learning Support Teacher/Resource Department. Incoming First year

students are assessed in February prior to entry into the school. At present, the assessments that have been used include:

1. CAT4 Electronic Version

2. NGRT Electronic Version

3. Maths Competency

4. Spelling Competency

Procedures for communicating Test Results for Incoming First Year Students

The SEN co-ordinator compiles all the results from the different tests into a document that is sent to all members of the staff via the Staff TEAMS group. (MS TEAMS)

Assessment Testing for TY Students & 3rd Year students going into 5th year

Assessment tests for incoming First Years students are carried out by the Guidance Counsellors and the SEN department.

Procedures for communicating Test Results for Year Students TY and 3rd year students going directly into 5th year

Results of CAT4 tests are distributed to parents and students at the Senior Cycle Subject Information Evening.

Informal Assessment Tests used by Guidance Counsellors

Senior Students also avail of several tests which are accessible online from the Careers Portal REACH+ programme.

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 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.

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

Work Experience is taught as part of the guidance programme to the Transition Year Students on a weekly basis. During this time, the Guidance Counsellor helps them find their work experience and gets them ready. They attend work experience in November for one week and also in February for one week.

It is a compulsory undertaking for all TY and LCA 1 & 2 students to organise two different Work Experience placements throughout the school year/programme.

The Guidance Counsellors and the TY and LCA Co-ordinators provide the students with the necessary documentation needed to complete their Work Experience.

During the timetabled Career Guidance classes, the students reflect on their current experiences in their placements by filling in their Work Experience diaries and can discuss their placements in class.

Work experience at the post-primary 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 Creagh College our work experience programme is set out as follows:

Year Group	**Work Experience**	**Organised By**
Transition Year	2 weeks completed during the year (November and February). Students complete their work experience in local and non-local employers/businesses, primary schools and family employment	Student and parent
5th & 6th LCA	Local and non-local employers/businesses School placements Family employment	Student, parent and LCA Coordinator.

7.2 Teaching, Learning and Assessment of Work Experience

Year Group	Teaching and Learning	Assessment
Transition Year	Preparation for work experience through scenarios, role play, C.V and Cover letter preparation, sector investigation, career investigation and interview skills. Careers Expo Event in conjunction with GCS College Fair	TY work experience Diary (Classroom Guidance) Classroom based learning (Careers Portal & REACH+; Classroom Guidance) Teacher Check-in with all work experience employers Career Investigation
5th & 6th LCA	Preparation for work experience through scenarios, role play, C.V and Cover letter preparation, sector investigation, career investigation and interview skills. Careers Expo Event in conjunction with GCS College Fair	Classroom based learning (Careers Portal & REACH+; Classroom Guidance) Career Investigation

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 Creagh College to foster in 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 organize industry visits where 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 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. Career Fairs and Expos:
    - Schools organize 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.

Section 8: Improvement Planning

8.1 SSE and LAOS

Looking at our School 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.
- In Creagh College, we are currently in Year 2 of the third cycle of School Self Evaluation planning (Year 1: 2023-2024; Year 2: 2024-2025; Year 3: 2025-2026)

***Looking at our School**:*

- **Looking at our School** is a specific aspect of SSE that emphasizes 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.



Whole School Guidance Plan Consultation Process



Based on data gathered during the various consultation phases above, we have identified the following areas for development improvement pertaining to Guidance provision in our school, as outlined below.

8.2 Evaluation and Review

- To Promote Student Motivation.
- Review of the School Guidance Plan
- Board of Management ratified
- A policy needs to be developed on Interculturalism and Bereavement within the school.
- Discussion on Draft Student Support Team Policy to be brought to the general staff and Board of Management.

<u>Action Plan on WSG 2024 – 2025:</u>

ACTIONS	TIMEFRAME	PERSONS / GROUPS RESPONSIBLE	CRITERIA FOR SUCCESS	RESOURCES	PROGRESS
Increase college visits	2024-2025	Guidance Counsellors	Minimum 4 separate college visits	Secondary school college liaison officers	Achieved
Raising awareness around WSG amongst staff	2024-2025	Guidance Counsellors Deputy Principals WSG Team	Allocated time for WSG at staff meetings	WSG Plan PPT	Achieved
Survey	2024-2025	Deputy Principal	Survey completed by staff re WSG Provision		Achieved
WSG Plan completion	2024-2025	Guidance Counsellors			Achieved
Collaboration with neighbouring schools	2024-2025	Guidance Counsellors	Organise a joint careers expo	Venue, Parental, business and community volunteers	Achieved

	EVALUATION PROCEDURES: (How are we progressing? Do we need to make adjustments? Have we achieved our targets?)
	○ Raising WSG awareness is an ongoing task for the WSG Team and Guidance Counsellors. ○ To continue building awareness by implementing WSG practices in daily school life eg. At next staff meeting, all subject departments will input Guidance activities as part of their subject plan which in turn will be embedded into the WSG Plan.

8.3 Areas for development or improvement in Whole School Guidance

Target	Actions	Lead Responsibility	Year Group	Guidance for Some, All or a Few	Timeframe
Increase awareness of whole school approach to Guidance	**Completion of Guidance wheel**	**WSG Team**	**All**	**All**	**2025-2026**
Increased periods of timetabled classes in Computer room for Senior Students	**GC to inform school leaders in advance of timetabling, with specific time being requested**	**GC Those involved in timetabling**	**5th and 6th years**	**Some**	**2025-2026**

8.4 SIP

The targets above are aligned our SIP for 202425 and support current actions.

Targets

- School Attendance
- Improving Academic Standards

8.4 Review and Evaluation of Guidance Provision

- Termly meetings with Senior Management Team that focus on Guidance Provision for all students inclusive of any challenges currently facing the Guidance Department.
- End of Year evaluation to discuss the delivery and execution of the Guidance Programme.
- Plan for the next academic year, maintain and strengthen the fluidity of the events in the Guidance programme.

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

- Itemised on the agenda at staff meetings
- WSG Team meetings
- Student Support Meetings
- The school's provision map will be reviewed annually
- The Guidance Wheel can be redistributed
- Include feedback from parents, teachers and students via surveys administered

Appendix 1a – Overview of Whole School Guidance Programme

WSG Activities Open to all Students

	1st Year			2nd Year			3rd Year			4th Year			5th Year			6th Year		
	A	S	F	A	S	F	A	S	F	A	S	F	A	S	F	A	S	F
Pastoral Care Structure	X			x			x			X			x			x		

Student Support Team Meetings	X			x			x			X			x			x		
Guidance Counsellors	X			x			x			X			x			X		
Guest Speakers	X			x			x			X			x			x		
Post Holders, SEN, Year Heads, Tutors, Wellbeing	X			x			x			X			x			x		
SENO, NEPS	X			x			x			X			x			x		
Other Agencies, Rape Crisis Centre, Ferns Dioceses Youth Service,		X			X			x			x			x			x	
SPHE	X			x			x			X			x			x		
LGBTI, TENI			x			x			x			x			x			X
Home School Communication	X			x			x			X			x			x		
School Refusal – School Attendance Strategy			x			x			x			x			x			x
Awards Day	X			x			x			X			x			X		
CPD, Professional & Personal Wellbeing for staff	X			X			x			X			x			x		
Primary school visits, First year induction,	X																	
Reach Access Scheme, WIT, DARE & HEAR																	x	
Extra-Curricular		X			X			x			x			x			x	
Wellbeing Programme	X			x			x			X			x			X		
SEN – New resource model		X			X			x			x			x			x	
RSE	X			x			x			X			x			X		

6th Year Mentoring Programme																X		
Meitheal Programme	X																	
Wellness Wednesdays	X			X			x			X			x			X		
Guidance Timetabled										X			x			X		
Open Days for 3rd Level,																X		
EAL		X			X			x			x			x			x	
TY Mock Interviews, Work Experience										X								
Cross Curricular	X			X			x			X			x			X		
STEM	X			X			x			X			x			X		
LCVP													x				x	
LCA														x			x	
Study Skills																		
CAO Evening																X		
Open Evenings, Parent Teacher Meetings	X			X			x			X			x			X		
Information Nights 3-4 year, 4-5 year							x			X								
Reach Access, DARE & HEAR																X		

Appendix 1b Guidance Programme

Time Allocation & Timetabling

Number of hours allocated to guidance 66 hours full-time

Orla Travers, Sarah Geoghegan, Jude D'Arcy

Allocation of Hours:

Weekly Timetable

No of Hours	**22 Hours**
Number of weekly timetabled classes Guidance SPHE	 5 Hours 1 Hour
Student Support Team Meetings/Year Head/Parent/Guidance/Snr Mgt/etc	2 Hours Approx
Number of one to one Guidance meetings	6 Hours
Number of one to one Counselling support/Counselling meetings	6 Hours
Organisation of Guidance programme	2 Hours

Timetabling

Weekly Timetable of Ms. Orla Travers

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 -9.48	On call class	On call class	3rd year Student Support Meeting	one to one Counselling support	5th year Guidance

10.00-10.58	one to one Counselling support	one to one Counselling support	6th year Student Support Meeting	one to one Counselling support	TY Guidance class
11.18-12.16	one to one Counselling support	one to one Guidance meetings	Organisation of Guidance programme	one to one Guidance meetings	6th year Guidance class
12.18-13.14	one to one Guidance meetings	one to one Guidance meetings	one to one Counselling support	one to one Guidance meetings	TY Guidance class
13.54-14.52	one to one Guidance meetings	Blocked for supervision	3rd year SPHE		LCA 1 Guidance class
14.52-15.50	Organisation of Guidance programme	Blocked for supervision	On call class		

Weekly Timetable of Ms. Sarah Geoghegan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 -9.48	1st year Student Support Meeting	one to one Counselling support	one to one Counselling support	one to one Counselling support	one to one Counselling support
10.00-10.58	5th year Student Support Meeting	On call class	one to one Guidance meetings	Organisation of Guidance programme	TY Guidance class
11.18-12.16	one to one Counselling support	On call class	one to one Guidance meetings	1st year SPHE	one to one Guidance meetings
12.18-13.14	one to one Guidance meetings	On call class	Organisation of Guidance programme	one to one Guidance meetings	TY Guidance class
13.54-14.52	6th year Guidance class	Blocked for supervision	one to one Counselling support	5th year Guidance class	
14.52-15.50	one to one Guidance meetings	Blocked for supervision	5th year Guidance class		

Weekly Timetable of Ms. Jude D'Arcy

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50 -9.48	Organisation of Guidance programme	LCA 2 Guidance class	TY Student Support Meeting	one to one Counselling support	5th year Guidance class
10.00-10.58	On call class	On call class	2ND year Student Support Meeting	one to one Counselling support	TY Guidance class
11.18-12.16	Organisation of Guidance programme	On call class	one to one Counselling support	one to one Counselling support	one to one Guidance meetings
12.18-13.14	one to one Guidance meetings	one to one Guidance meetings	one to one Guidance meetings	one to one Counselling support	TY Guidance class
13.54-14.52	6th year Guidance class	Blocked for supervision	one to one Guidance meetings	one to one Counselling support	
14.52-15.50	one to one Guidance meetings	Blocked for supervision	2nd year SPHE		

Guidance Scheduled Events 2025-26

MONTH	EVENT	DATE
SEPTEMBER	*Higher Options – 6th Years (Wednesday 17th Afternoon*	*17th Afternoon*
	World Skills – 6th Years (Wednesday 17th Morning	17th Morning
	Working Wind Energy Job and Education Fair – Co Wexford Chamber	tbc
	EBSA Parents Information Evening	

	Culture Night Event	
October	Maynooth University – Speaker UCD – Speaker TY CAT testing WWETB Apprenticeships Employer Roadshow, SETU Arena (TYs and 5th & 6th LCA)	 13; 14; 15 October TBC
NOVEMBER	Open Days – all 6th Years SETU 6th Year Information Evening r (CAO; HEAR/DARE Stand Up Week College Awareness Week College Fair \TYs, 5th & 6th)	 Wednesday 12Th November *24th – 28th November* *TBC*
DECEMBER	SETU – Speaker Business SETU – Speaker A Taste of Christmas LGBT Club	
JANUARY	Bray Institution of Further Education (BIFE) Open Day (all 5th & 6th LCA and other 6th Years students) DCU – Speaker Visit to WWETB Wexford Campus CAO – Lunch Clinic CAT Testing – Incoming First Years	

	LGBT Club	
FEBRUARY	6th Year DARE Applications BIFE – Speaker 3rd Yrs going into 5th year CAT testing LGBT Club	Wednesday 25th
MARCH	Trinity College – Speaker Subject Option Information Evening for 3rd and TY parents Campus Tour - 5th years College Campus Tour to Maynooth or TUD Grange Gorman or UCD TY – Mini Med Programme TY Programme Look into Law Wear Red Day	Monday 2nd March
APRIL	WWETB Training Centre - Apprenticeships – 6th Years Apprenticeship - Speaker	
MAY	DCU TY Open Day (TYs) 6th Year check ins	8th May

Junior Cycle Class Guidance Programme

Junior Cycle Guidance Related Learning | Guidance / Teaching Professionals | CareersPortal.ie

Senior Cycle Programme for Timetabled Classes

Senior Cycle Guidance Programme.xlsx

Time allocation – Individual, small group and class group support

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues. Individually, in small groups or as part of timetabled class contract. The school counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibility with their needs. Such activity is governed by the Child Safeguarding Statement.

Group Work is offered under the direction of the Guidance Counsellor. Depending on the context and the group, this can be the most effective form of support for individual members where students can learn that they are not alone in their experience and receive healing from one another. All group work takes place where there is proper supervision and permission.

Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the principal. The Guidance Counsellor is always sensitive to the developmental stages of the students.

Delivery of Guidance & Counselling (One to one, small groups, etc)

The 2017, 2018 and 2019 Allocation Circulars state –

“The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in support of the organisation and work of the ‘Student Support Team’.

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one-to-one guidance and counselling. The latest model places responsibility on schools' leaders to use the guidance provision for the maximum benefit of students distinguishing between the competencies available within the school to support a student and situations where referral to the health services, advising parent and/or the need to consider individual referral to a medical professional is warranted.

Guidance qualifications and Training

Sarah Geoghegan BA (Hons) in Irish and Economics Postgraduate Diploma in Education MSc in Education MSc in School Guidance Counselling

Orla Travers BA(Hons) English and History Higher Diploma in Education Post-Graduate Diploma in School Guidance Counselling

Jude D'Arcy Masters in Education BSc (Hons) Psychology Diploma in Psychotherapy Post-Graduate in School Guidance Counselling Post- Graduate Diploma in Leadership

Protocols/procedures for meetings

Protocol for Meeting with Students

The same guidance appointment slip is used for all types of appointments which state the students name, appointment date and time as well as the name of the Guidance Counsellor. Appointments are given to students by any of the following ways: student receives slip from Guidance Counsellor, Class teacher or year head may also give the student the appointment slip and/or by e-mail.

The students also have the option to self-refer either for personal counselling or careers appointments.

The students are informed about the limits of confidentiality

Protocol for Meeting with Groups

On occasion it may be necessary for the Guidance Counsellor to see a group of students, for example: Social Skills Group, Bereavement Group, Mentoring Group. Etc. Each student is issued with an appointment slip/e-mail which must be presented to their teacher. The students are informed about the limits of confidentiality.

Protocol for Meeting with Parents

Parents/Guardians are welcome to contact the Guidance Counsellors by phone, email or by making an appointment. Appointments are usually conducted during the school day. When the Guidance Counsellor needs to arrange an appointment with a parent, a time is arranged to suit both the Guidance Counsellor and the parent. On occasion, the Guidance Counsellor may request that another member of staff eg Year Head or a member of management be present at the meeting

Parent/Guardian Teacher Meetings

The Guidance Counsellor is available at the parent teacher meetings. The Guidance Counsellor is situated in a room offering some privacy for parents

Students Transferring into the School

Once approval of a transfer has been ratified, the Year Head/Deputy Principal may discuss subject choices with the new student. When this is established, the Guidance Counsellor/Year Head/Principal will explain the class timetable to the new student and provide them with any other information they may require. The student will be introduced to his/her year head/class tutor/subject teachers and be given a tour of the school before they begin classes. It is the responsibility of the Guidance Counsellor to check-in with the new student occasionally at the initial stage to ensure he/she is settling into the school.

Early School Leavers

If a student decides to leave school before they complete their Junior/Leaving Certificate, they must make an appointment to see the Guidance Counsellor to look at alternative options available to them. An appointment must be arranged between the Guidance Counsellor/Management/Year Heads and the student's parents/guardian with their son/daughter present to discuss the implications of leaving school before they complete their education.

Facilities

Three Guidance Offices are fully equipped with computer & Internet connection, printer, telephone, information booklets and college prospectuses).

Computer Room with Internet connection

Overhead & Data Projector

School Intercom

Materials and Resources:

Careers Library (one copy of Irish college prospectuses, one copy of UK college prospectuses, College of Further Education booklets, Teagasc Information, Nursing booklet, SOLAS and Apprenticeships, 3rd Level Education book as well as the as all career literature that is

related to students). There are two Guidance Notice Boards placed outside the Guidance office.

Laptop for guest speakers/student and parent presentations

Websites:

QUALIFAX	www.qualifax.ie
CAO	www.cao.ie
UCAS	www.ucas.ie
EUNICAS	www.eunicas.com
MOCKS	www.mocks.ie
CAREERS PORTAL	www.careersportal.ie
SKOOL.IE	www.skoool.ie
STEPS	www.steps.ie
DEPARTMENT OF EDUCATION AND SKILLS	www.des.ie
GO TO COLLEGE	www.gotocollege.ie
STUDENT UNIVERSAL SUPPORT IRELAND	www.susi.ie
NCGE	www.ncge.ie

Individual college websites, eg. TCD.ie etc.

NATIONAL FRAMEWORK OF QUALIFICATIONS	www.nfq.ie
STUDENT FINANCE	www.studentfinance.ie

Attendance at Career Events, eg. Careers Fair, Dublin Tech Jobs Fair, Higher Options.

Students are informed of Career Events via Careers classes; MS TEAMS groups and/or tutor announcements.

The Careers and Support Notice Board is located outside SF140 (Guidance Office)

Where relevant the board comprises of :

Third Level College Open Days, Jobs & Employment organisations.

Aptitude tests that are taken place with regard to the Army recruitment/

Nursing/Medicine/Apprenticeships through Career Services organisation.

Pastoral Care leaflets regarding counselling services available to students in the county, information regarding depression and support services available to students in general.

Pastoral Care Notice Board is also displayed stating the Designated Liaison Person and Deputy

Designated Liaison Person with regard to Child Protection along with information about how to make a guidance appointment and who the Guidance Counsellor is in the school.

Textbooks

Careers Portal Student Workbook – Careers Portal Site

Senior Cycle Essential Guidance (Brian Comerford and Fred Tuite)

Transition Year Workbook Brian Comerford

HEAR and DARE Application Guides

NUI Matriculation Regulations booklet and summary sheet

Nursing and Midwifery Careers booklet

The Guidance Counsellors Handbook NCGE

Directory of Leaving Certificate Entry Requirements - ICG

School Journal.

Access online and texts to Irish college prospectuses, UK college prospectuses, College of Further Education booklets, Teagasc Information, Nursing booklet, Solas and Apprenticeships, 3rd Level Education book as well as the as all career literature that is related to students).

External

College Open Days – Waterford Institute of Technology, Carlow Institute of Technology

Career Exhibitions - Higher Options RDS, World Skills, RDS

Medical

Law

UCD Summer School

Maynooth University Summer School

SETU Reach Programme

Further Education Open Days - BIFE

Guest Speakers from different Universities, ITS, and Further Education, UCA

Study Skills Organisations

RCSI Mini Med Programme

Bar of Ireland - Look into Law Programme

Counselling Supervision

Jude D'Arcy attends Counselling Supervision every month. During Counselling Supervision, the Guidance Counsellor brings cases he/she has been dealing with in school. Issues are discussed with the supervisor (Angela Driscoll) offers support and advice to the Guidance Counsellor on her dealings with the situation. The advice offered by the supervisor act as an additional support to the students at Creagh College especially in a situation where the Guidance Counsellor has little experience or where there is an ethical consideration. Orla Travers and Sarah Geoghegan attends group Supervision on six occasions during the school year.

Training Days organised by local and national IGC Branches/ External agencies ie. NEPS; HSE etc....

Continuous Professional Development

CPD is accessed on a regular basis in order to meet the needs of the students in conjunction with IGC; Local Branch of IGC; NEPS; HSE etc....

Ongoing training and networking with WWETB Guidance Counsellors Community of Practice.