

Duiske College

Whole School Guidance Plan



2023

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Index of Abbreviations used in Guidance Plan

BOM	Board of Management
CAO	Central Applications Office
CSPE	Civic, Social and Political Education
DDLDP	Deputy Designated Liaison Person
DLP	Designated Liaison Person
GC	Guidance Counsellor
HSCL	Home School Community Liaison
JCSP	Junior Certificate Schools Programme
LC	Leaving Certificate
LCVP	Leaving Certificate Vocational Programme
LS	Learning Support
NEPS	National Educational Psychological Service
PLC	Post Leaving Certificate
SCP	School Completion Programme
SEN	Special Educational Needs
SNA	Special Needs Assistant
SPHE	Social, Personal and Health Education

A Whole School Guidance and Counselling Service – Diagram



Whole School Guidance and Curriculum Support Structures



Section 1: Aims of the School Guidance Programme

1.1 The Aims of the School Guidance Programme in Duiske College

Duiske College Mission Statement is as follows: **“As a community of learning, Duiske College promotes respect, fairness and honesty in a safe, caring, inclusive environment, which facilitates high quality teaching and learning. Thus, in an ethos that embraces spirituality and wellbeing, the personal development and dignity of each person is fostered. Students are challenged to aspire to excellence and to reach their potential in everything they do.”**

The guidance plan has a student-centred holistic approach and keeps at its core the schools mission statement. The plan aims to reflect the inclusiveness and respect for each individual student as well as striving to guide each student towards achieving his/her full potential. At the same time, it is considered important that each student learns to value and respect others and strives to make a positive contribution to society.

This Guidance Plan reflects the ethos and spirit of Duiske College and has been developed in accordance with the *Education Act, 1998*. Section 9 of this Act states that guidance is an entitlement in post-primary schools who “shall use its available resources to... (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices.” As outlined in the document *Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, Relating to Students’ Access to Appropriate Guidance (DES, 2005)*, this guidance programme is part of the school plan and will identify the central role of the guidance counsellor as well as presenting the important contribution of many other members of staff to the role of guidance.

As emphasised by the *Department of Education and Skills Circular 0009/2012* guidance is considered to be a whole school activity that is integrated into all school programmes. It will involve the guidance counsellor primarily; however, the valuable contributions of all other relevant members of management and staff of the school will be taken into consideration when and where appropriate in planning and delivering many elements of the guidance programme. Guidance in school refers to a range of learning experiences incorporating three separate, but interlinked, areas of personal and social development,

educational guidance and career guidance. The objective of counselling is to encourage and support students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties that they may be experiencing. Guidance and Counselling aims to lead young people to develop and utilise their talents and abilities, explore opportunities, grow in independence, take responsibility for themselves and make and follow through on informed choices about their lives.

In line with recommendations in *Looking at our School; An aid to self-evaluation in second-level schools*, Duiske College strives to ensure the availability of guidance to assist all students in making choices and successful transitions in personal, social, educational and career areas. The guidance plan aims to give details of a balanced and effective provision throughout the school. In line with best practice the Guidance Counsellor participates in continuous professional development regularly (see Appendix 1). Referral procedures are adhered to fully at all times to best serve students' needs.

In developing this Guidance Plan, Duiske College has been steered by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the National Centre for Guidance in Education, and the School Development Planning Initiative. In addition to this, the plan has been developed within the parameters of the guidelines of the Department of Education and Skills. Duiske College views the guidance plan as a work in progress and all of the stakeholders to this plan are committed to reviewing and improving this policy on a regular basis.

All appointments with the Guidance Counsellor happen during timetabled classes, this is agreed procedure with the co-operation of the Principal and the subject teachers.

1.2 The Objectives of the School Guidance Programme in Duiske College

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, this is intended to assist students in making effective choices regarding their lives and decisions about their lives.

These choices can be divided into three distinct but interlinked areas;

1.2.1 Personal and Social Development

This includes developmental skills that are critical to the students' education and careers for example, self-awareness, decision making skills, planning and coping strategies.

1.2.2 Educational Guidance

This is developmental and includes such areas as subject choice/course choices, subject level, motivation and learning, study skills and psychometric testing.

1.2.3 Vocational Guidance

This involves areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and course information.

'Guidance' is described as the student support systems and programmes in place in a school. As these programmes require regular review and updating to ensure continued relevance to the ever-changing needs of the students in our school, this guidance plan and the purpose of this folder, should not be viewed as a finished document, but as a work in progress. (SDPI, "Article: Planning the School Guidance Plan", pg1). In Duiske College, planning the Whole School Guidance Plan is a whole school activity and is an integral part of the School Development Plan. As this plan demonstrates, guidance planning draws not only on the experiences of the Guidance Counsellor in the school but also involves school management, school staff as well as the students and their parents. In drawing up this plan, challenges and opportunities have been identified for Duiske College to further

develop and enhance its current school-based programmes so as to ensure that all of our students have access to appropriate guidance.

Section 2: Current Guidance Provision and Programme

2.1 Current Guidance Provision

The organisation of the curriculum and the direction of each student's course of studies is the responsibility of the Principal in consultation with teaching staff.

The following programmes are offered to students:

- **Junior Cycle**
- **Junior Certificate Schools Programme (JCSP)**
- **Transition Year**
- **Leaving Certificate Established**
- **Leaving Certificate Vocational Programme (LCVP)**

2.1.1 Junior Cycle

During the first three years' students are preparing for the Junior Cycle Certification. Incoming first year students are offered the full range of subjects that are available in the school at junior cycle.

These subjects include:

Core Subjects		Choice Subjects	
English	Religion	Art	Music
Irish	Geography	Home Economics	Technical Graphics
Maths	Science	Business	Woodwork
SPHE	CSPE		
Physical Education	History		

Students study approximately 10 subjects for their Junior Cycle Certification. Incoming first years sample choice subjects for the first term before they make their final selection of

subjects from the available subjects. Students or class teachers/tutors on behalf of students can refer to the Guidance Counsellor for advice and information regarding subject choice and its implications for third level college/career entry.

2.1.2 Junior Certificate Schools Programme

The Junior Certificate School Programme (JCSP) is particularly targeted at junior cycle students who are identified as being at risk of early school leaving, perhaps without completing the Junior Cycle. The programme aims to provide a curriculum framework that assists schools and teachers in making the Junior Cycle more accessible to those young people who may leave school without formal qualifications.

The JCSP subjects are:

Core Subjects		Choice Subjects	
English	Religion	Art	Music
Irish	Geography	Home Economics	Technical Graphics
Maths	Science	Business	Woodwork
SPHE	CSPE		
Physical Education	History		

The JCSP attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. On completion of the programme students receive a profile which is an official record of their achievements from the Department of Education and Skills.

2.1.3 Transition Year

The Transition Year Programme is a unique one-year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society.

TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with Junior Cycle to the more independent learning environment associated with Senior Cycle. It encourages the development of a wide range of transferable critical thinking and creative problem-solving skills.

Over the course of Transition Year students get the opportunity to experience all available subjects through a modular timetable. Students are encouraged to try activities and subjects that they may not have previously considered. All students participate in the school musical, either behind the scenes or on stage and this is incorporated into their timetable through the subject, Personal Development.

Core Subjects		Modular Subjects		
English	Religion	Art	Home Economics	Computer Studies
Irish	Physical Education	Engineering	Construction Studies	Guidance
Maths	Work Experience	DCG	Gaisce	Applied Maths
SPHE		Science	Music	Business
		Crafts	Enterprise	

2.1.4 Leaving Certificate Established

The Leaving Certificate (Established) programme offers students a broad and balanced education while allowing for some specialisation. The certification is used for the purposes of selection into further education, employment, training and higher education. It is a two-year senior cycle programme in which students must take at least six/seven subjects, including Irish (with the exception of those with an exemption).

The Guidance Service has a significant role in subject options for the senior cycle. Students study three core subjects and choose another four other subjects. This choice is generally decided in March of Third Year or Transition Year.

Core Subjects	Choice Subjects	
English	Art	Design and Communication Graphics (DCG)
Irish	Biology	French
Maths	Business	Geography
Career Guidance	Construction Studies	Home Economics
Physical Education	History	Music
Religion		

2.1.5 Leaving Certificate Vocational Programme (LCVP)

The Leaving Certificate Vocational Programme is a senior cycle programme that is offered to students over two years. Students can use the subject as one of their best six subjects for points in their CAO application.

This course has a strong focus on the vocational aspect. LCVP allows students to develop their interpersonal, vocational and technological skills. These skills are relevant to the needs of students who prepare for further education, looking for employment or plan to set up their own business.

The eligibility to do LCVP is determined by the requirements below:

- Students must take a minimum of five Leaving Cert subjects, including Irish (unless exempt).
- Two of the Leaving Cert subjects must be chosen from the designated Vocational Subject Groupings (VSG).
- Students must follow a recognised Modern European Language for Leaving Certificate or a basic (ab initio) modern language module
- Students must study two Link Modules
 - Preparation for the World of Work
 - Enterprise Education

In Duiske College it is strongly encouraged that all students are eligible will take LCVP as a Leaving Cert subject. Where subject choices do not match with the eligibility criteria students are facilitated and permitted to use this time as study periods.

Students study these programmes with a view to progressing to third level or other training opportunities, going directly into employment, up-skilling to return to employment or to set up their own business.

2.2 Current Guidance Programme

2.2.1 Types of Guidance:

The Guidance Curriculum is delivered using two types of intervention. These are:

- Formal
- Informal

2.2.1.1 *Formal Guidance Curriculum*

1. Classroom Guidance is delivered in weekly classes to transition year, 5th year and 6th year
2. Individual contact involving personal counselling/educational or career-based counselling when needed.

2.2.1.2 *Informal Guidance Curriculum*

This consists of liaising with other teaching staff, management, care team, class tutors and year heads and all other relevant non-teaching staff to encourage cross curricular links and promote the development of a whole school approach regarding the guidance plan. Meetings with Parents/Guardians also form an essential part of informal guidance.

Another function of the Guidance Service is to liaise with Special Educational Needs (SEN) personnel to provide access to appropriate guidance for students with Special Educational Needs. The SEN department prepares and submits all applications for all students who wish to avail of reasonable accommodations for State Exams. The Guidance Counsellor prepares the Educational Impact Statement for all students applying for the CAO-administered DARE scheme. The input of SEN personnel is critical when completing these applications.

Guidance objectives for the Junior Cycle Programme:

- To enable students, 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 subjects options/effective choices regarding subjects and how these choices can have a significant impact on their future in relation to Junior & Senior Cycle.
- To support students in choosing the correct subject levels that is appropriate to their educational abilities.
- To support students in counselling sessions who may be at risk of early school leaving.
- To support students in counselling sessions who might be in crisis.
- To identify and refer students who may be at risk to themselves or might be identified as being at risk.
- To provide counselling and support to all students whether it be related to personal, social, educational or career based.
- To be present at parent teacher meetings to offer support to parents and to inform them of how and when they can make an appointment with the Guidance Counsellor.

Objectives for the Senior Cycle Programme:

- To assist students in making the transition from Junior Cycle to Senior Cycle.
- To inform students and parents the significance of making the correct subject options in Senior Cycle as this will have implications and limitations for their future.

- To support students when choosing their subject levels appropriate to their educational abilities.
- To provide career advice, information regarding PLC courses, organise career events, facilitate attendance at college open days, to build up resources in the careers library and to show students how to research information regarding college courses.
- To facilitate one to one guidance sessions for all Leaving Certificate students.
- To support students in counselling sessions who may be at risk of early school leaving.
- To identify and refer students who may be at risk to themselves or who are in crisis.
- To provide counselling and support to all students whether it be related to personal, social, educational or career based.
- To be present at parent teacher meetings to offer support to parents and to inform them of how and when they can make an appointment with the Guidance Counsellor.

Objectives for the Post-Leaving Certificate Programmes

- To provide career advice, information regarding third level opportunities, progression routes, linked courses and CAO.

2.3 Facilities available to the Guidance Service

Personnel

The Guidance programme is an integral part of the school curriculum and as such involves the whole school community. The Guidance Service consults and liaises with the following key personnel in the planning and development of the programme. This is a continuous process which is regularly evaluated with a view to updating and enhancing the programme.

The following is a list of all the staff/personnel that are involved in elements of guidance:

Principal and Deputy Principal	SEN Co-Ordinator
Board of Management	Wellbeing/SPHE personnel
Class Teachers	Pastoral Care Team
Subject Teachers	LCA Core Planning Team
Home School Community Liaison Co-ordinator	Transition Year Team
	DEIS Team

Facilities

- Guidance Office (fully equipped with computer & internet connection, printer, information booklets and college prospectuses).
- Computer Room with Internet connection available for Guidance Classes
- Guidance Notice Board

Guest Speakers

- SETU Carlow
- SETU Waterford
- UL
- UCD
- NUIG
- SOLAS
- Carlow College
- UCC
- DCU
- Maynooth University
- Mental Health awareness speakers and workshops

These guest speakers may vary from year to year depending on availability and keeping in mind the needs of the current cohort of students

Materials

- *Careers Library* (one or more copies of all Irish college prospectuses, one copy of many UK college prospectuses, College of Further Education booklets)
- HEAR, DARE and other Access Information Booklets and Application Forms
- Teagasc Information, Nursing booklet, SOLAS & Apprenticeships, 3rd Level Education book as well as the as all career literature that is related to students)

<i>Useful and Appropriate Websites</i> <i>(This list is representative and not exhaustive)</i>	
www.qualifax.ie	www.careersportal.ie
www.cao.ie	www.ucas.com
www.careersnews.ie	www.examinations.ie
Individual Higher Education Institute websites	

External

Students are given the opportunity to attend College Open Days and Career Events in Senior Cycle. In transition year students visit at least one IT and one university campus. Fifth and sixth years are welcome and encouraged to attend also.

As many colleges hold open days at the weekends, students are given all available information and encouraged to attend any that are of interest to them.

Section 3: Allocation of Guidance Counselling Hours

3.1 Guidance Counsellor in Duiske College – Ms Louise Doyle

3.2 Role of the Guidance Counsellor

The delivery of the Guidance Programme is the responsibility of the Guidance Counsellor but a whole school approach is essential to realise this objective.

A holistic approach to Guidance is required to ensure that all students have “access to appropriate guidance” [Education Act, 1998; section (c)]. Guidance planning in Duiske College is to be considered a process which evolves over time, reflecting the needs of all students, available resources and relative factors.

3.3 Time Allocation

10 hours

Section 4: Current Guidance Procedures

4.1 Counselling & Student Appointment Procedures

The counselling service in the school is based on empowering students to make effective decisions, solve problems, address behaviours, develop coping strategies and resolve difficulties they may be experiencing. These types of situations may be resolved using:

- Personal Counselling
- Educational Counselling
- Career Counselling

Counselling is a key element of the school guidance programme and each student is entitled to “adequate guidance” under the Education Act 1998.

The Guidance Counsellor, Care Team, HSCL, Year Heads, Class Tutors play a central role in the delivery of the Counselling Programme.

Counselling can only take place if the student is willing to participate and after an initial referral it is always the student’s choice whether or not 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.

4.1.1 Personal Counselling Appointments

Personal Counselling appointments with the Guidance Counsellor can be for a variety of reasons:

- A member of staff may be concerned about a student and refer the student directly to the Guidance Counsellor.
- As outlined in the Pastoral Care Policy, a student may be referred through the Ladder of Referral for Students – Pastoral Concerns (*see Appendix 4*)
- A Parent/Guardian may be concerned about their son/daughter or may need some intervention by the Guidance Counsellor.

- A student may want to self-refer themselves.
- Students may refer another student to the Guidance service.

There are many possible reasons as to why a student may need counselling/interventions, these may include:

- Coping skills
- Family matters
- Self esteem
- Bullying issues
- Self-Harm
- Stress
- Depression
- Suicidal thoughts

Personal counselling appointments with the Guidance Counsellor are arranged as soon as possible following referral or request for appointment.

The School Completion Programme offers personal counselling with an accredited counsellor where funds allow. Targeted students are offered counselling sessions with parents being informed and permission sought.

In line with the student support structure, the student's first point of contact may be with the class tutor. Referrals are then made to the Guidance Counsellor. At this point, a home visit by the HSCL might be arranged. A referral may also be made to the care team or outside agencies. Outside agencies include family GP, NEPS, CAMHS or TUSLA.

4.1.2 Educational/Career Appointments

Educational appointments can be made by the student themselves or the Guidance Counsellor can request a student to attend a meeting. Career appointments could typically involve:

- To carry out and get feedback on Interest/Aptitude Tests and to analyse them to see what is suitable for the student regarding their career.
- To give students information regarding college requirements and what subjects/levels/grades/points are required for their chosen career.
- CAO/UCAS information regarding students applying for 3rd level education in Ireland or the UK.
- To discuss particular careers and what is involved in that profession with students.

- To give students information regarding grants, scholarships and access programmes and to assist with the application processes.
- To discuss possible future options after the Leaving Certificate.

4.2 Referrals & Student Appointment System

If a teacher feels that a particular student from their class is in need of counselling, they can refer the student in question to the Guidance Counsellor.

There are two types of referral processes:

Referrals made to the Guidance Counsellor:

These are referrals made by those who feel some intervention is needed by the Guidance Counsellor. It is vital to remember that voluntary participation in counselling of the referred student must be respected by all concerned.

Referral made by the Guidance Counsellor:

If the Guidance Counsellor feels that an individual student needs extra support outside of school by other qualified agencies, the school through the Principal/Care Team/HSCL will facilitate/advise on access to the provision of such assistance following the agreed procedures with the school, parents and local agencies.

4.3 Reporting Procedures

Ethical Considerations and Accountability:

The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the *1998 Education Act*, to Department of Education and Skills Directives, to the school's mission statement and the school plan. The Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of their students in 'loco parentis' and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times. The Guidance Counsellor and those involved in Guidance provision are constantly aware of their responsibility to the student, to the school, to their profession, to themselves and to the implementation of this policy.

At all times Reporting Procedures are in line with Child Protection Policy of the College. Child Protection concerns are immediately referred to the DLP, Mr John Maye, or in his absence the DDLP, Ms Georgina Murphy.

The Guidance Counsellor will refer students to other professionals when ethically or legally required to do so.

At the beginning of the first counselling session, the student is informed of the limits of confidentiality, i.e. what will be discussed will be kept in confidence unless the student is in danger from others or may be in danger to himself/herself or to others. It is also explained to students that there is a legal requirement to refer the student to the necessary people so to best deal with the situation. As the referral system can in some cases take time to be put into place, the Guidance Counsellor will continue to offer the student on-going support while the student is awaiting specialist help. Once the student becomes engaged in the outside support services, the Guidance Counsellor will continue to meet with the student and offer support to them where necessary but will not engage in counselling sessions if the student is attending counselling sessions offered by outside agencies. When the student has completed their sessions with the outside agency they may then opt to resume/begin on-going counselling/support with the Guidance Counsellor if it is deemed necessary.

In cases where a referral has been made to an outside agency, parental permission must be sought apart from exceptional circumstances such as physical/sexual/neglect abuse by a member of the family where the TUSLA Guidelines are followed.

The procedure followed when a referral is made to an outside agency:

- The DLP makes contact with the parent/guardian to inform them of the situation.
- The DLP may inform the parent/guardian that a Child Protection Form has or will be sent to the Principal Social Worker depending on the nature of the matter.
- Parents may be advised to bring their son/daughter to their family doctor immediately if there is a concern that the child is a danger to themselves or others.

- In specific cases where there are concerns about a student's ability to be in school, management may request parents to provide the school with a letter stating the student's fitness to attend school from a GP or other relevant professional.

4.4 Confidentiality

It is vital that the relationship between the student and the Guidance Counsellor is built on trust and is on a professional basis. The Guidance Counsellor will take all reasonable measures to ensure that consultation with students take place in an appropriate and private environment.

The Guidance Counsellor takes all reasonable steps to preserve the confidentiality of information about students. The Guidance Counsellor should inform the student about the limits of confidentiality. The student should be assured of the Guidance Counsellor's professional discretion in dealing with their personal issues. Disclosures of information to an appropriate third party may be made where it is deemed necessary, for example:

- To protect the interests of the student
- Where the student is in danger
- To protect the interests of society
- To safeguard the welfare of another student
- Where the student is a danger to another student
- Where the Guidance Counsellor is required to by law to act
- For the purpose of professional consultation or supervision

This list is not exhaustive and other issues may arise that are not listed here.

The Guidance Counsellor discusses information about students only for professional purposes and only with those who are clearly entitled to be consulted. Information is managed in a respectful, professional and purposeful manner. Disclosure is only made to those who the Guidance Counsellor believes should know or by law is entitled to know.

4.5 Supervision

The Guidance Counsellor, Ms Louise Doyle, is aware of the need to keep up to date in the role of Guidance Counsellor. To do this, she attends regular in-service and is committed to

regular supervision and training. Regular attendance at counselling supervision is facilitated by the school through sensitive timetabling on Tuesday afternoons. The IGC Conference provides a range of in-service through the provision of workshops and presentations relevant to our work. Additional in-service is organised at local and/or at national level and is open to all registered current members of the IGC. Attendance at open days, career seminars etc. all constitute in-career development.

The Department of Education and Skills recognises the importance of professional supervision for Guidance Counsellors. Funding is provided to support professional counselling supervision since 2005 within the Branches of the Institute of Guidance Counsellors. A minimum of five sessions per year are attended by Guidance Counsellors.

4.6 Protocol for Meeting with Students

Where a student referred by another member of staff, the Guidance Counsellor will seek out the student and offer them an available time-slot.

Students may request an appointment for either counselling or careers. This can be done in person or by contacting the Guidance Counsellor on Teams chat.

Parents/Guardians may also request that the Guidance Counsellor meet with their son/daughter in relation to either counselling or careers.

Students may also refer their friends/siblings where they have a concern.

4.7 Protocol for Meeting with Parents

Parents/Guardians can contact the Guidance Counsellor by phone or by making an appointment. The Guidance Counsellor is available at parent teacher meetings throughout the year. Where the Guidance Counsellor needs to contact a parent/guardian, permission of the student is usually sought beforehand if this contact is regarding any issue discussed during a guidance counselling appointment.

4.8 Students changing a subject

Occasionally, a student may decide to change subjects during the school year. 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 parent/guardian may wish to meet and discuss the implications of a change of a subject with the Guidance Counsellor/Year Head/Principal.
- The student may discuss this with the Guidance Counsellor who will advise them on the implications for Third Level courses and careers.
- Ultimately, it is the decision of management whether the student will be allowed to change subjects during the school year.

If a student wishes to change a subject level during the school year, the following procedures apply:

- The student must first discuss any change of level with the subject teacher who will advise them in this regard
- The student may discuss this with the Guidance Counsellor who will advise them on the implications for third level courses and careers
- The parent/guardian may wish to meet and discuss the implications of a change in a subject level.

4.9 Subject Choice Procedures

Subject choice takes place when students are in their first term of First Year and in Feb/March of the Transition Year programme. Any third-year students who do not want to do TY will be included in the subject choice procedures.

4.9.1 First Year

When prospective students apply for enrolment they are assessed in February (of the academic year prior to the student starting in Duiske College), they are assigned to a mixed ability class group which has a timetable allocated with core and choice subjects. On entry in September to Duiske College, a sampling of choice subjects takes place for a number of weeks which the timetable facilitates. Students then choose their choice subjects which will be taken to Junior Cert and are given revised timetables to reflect their choices. Quotas may apply to some subject choices. E.g. 20 students is the maximum in Home Economics options. Students can consult the Guidance Counsellor for information on subjects and their decisions/choices

4.9.2 Fifth Year

Students select their subject choice in order of preference during February of the academic year previous to starting fifth year. Students opting for LCVP choose subjects as laid down for LCVP eligibility. A provisional timetable is drawn up based on the preferential choices of the students. Duiske College endeavours to offer the students their subject choice in so far as it is reasonably possible to do so. The Guidance Counsellor presents information to all students on the subjects available. Students are encouraged to discuss all choices with their parents before making their final decisions. Students can consult the Guidance Counsellor for information on subjects and their decisions/choices, the impact of choosing/not choosing subjects on Further/Higher Education can also be discussed.

4.10 Programme Choice Procedures

Students begin the process of deciding their senior cycle pathway at the end of third year. The Transition Year Co-ordinator organises a presentation where all third year students are in attendance, here they will be able to discuss the planning process involved in making effective choices for the senior cycle.

4.11 A Tracking System of Past Pupils

Once students receive their Leaving Certificate results, they are asked to inform the Guidance Counsellor of their career choices, the Guidance Counsellor may ask for permission to contact them in order to find out their progression.

The Guidance Counsellor will collate this information and it is made available to the Board of Management, the staff, students and parents on request.

4.12 Guest Speakers

A number of guest speakers from various associations, SOLAS, and third level colleges are invited by the Guidance Counsellor to speak to the students about their courses or organisation. These talks generally take place during guidance classes and are arranged subject to demand and in consultation with the students and school management. When these talks take place the Guidance Counsellor or another teacher is present. Feedback is sought from the students in order to assess the benefit of the talk.

4.13 College Open Days

As part of the careers programme students are encouraged to attend college open days that are organised by third level institutions. Duiske College views college open days as a good way to meet and speak with lecturers and current students, discuss courses and find out about college life.

The Guidance Counsellors organises for senior students to attend various open days. Students are also given the opportunity to attend a Careers Exhibition locally.

4.14 Students Transferring into the School

All students and their parents/guardians transferring to Duiske College are met by the Principal and/or Deputy Principal. It is important that the transfer of the student is considered to be of benefit to both the student transferring and Duiske College. It is necessary that the student has exhausted any outstanding s.29 appeals that may exist. The Transfer Policy can be found under the enrolment section on the school's website. Transferring students (once offer a place) may be required to take an assessment carried out by the Guidance Counsellor/SEN teacher. All transfers must be in line with the Admissions Policy of the school.

4.15 Early School Leavers

Attendance of all junior students in Duiske College is monitored by Ms Elaine Norton. Students at risk of leaving school early are monitored and the Educational Welfare Officer is contacted where necessary. Where, in certain cases, it would appear that a student is considering leaving before the completion of Junior or Senior Cycle an appointment is set up for the student and his/her parent/guardian. Advice is given towards making an informed decision. Students are monitored by the Student Support Team of which the Guidance Counsellor is a member.

4.16 Forms of Testing for Students

Assessment tests for incoming first year students comes under the remit of the Learning Support (SEN) Department. All tests used are in compliance with Circular 0034/15 - Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools. DATs are administered by the guidance counsellor in TY in order to help with subject choice and career planning decisions.

4.17 Guidance Noticeboard

The Guidance Noticeboard is located outside the Guidance Counsellor's office. The board is regularly updated with all relevant Guidance information.

Section 5: Student Support

5.1 Student Support Team

5.1.1 Rationale behind the Student Support Team

1. To work in collaboration with each other to pool resources in managing and supporting the care needs of students within the school, for the wellbeing of students.
2. To establish an effective line of communication around complex issues, that responds sensitively to the needs of staff, students and parents.
3. To best utilise time spent in meetings with each other (formal and informal) and reduce the chances of duplicating care resources.
4. To maximize the pro-active approach to care within the school. To provide collegial support in dealing with complex health and welfare issues.

5.1.2 The Role of the Pastoral Care Structures

The pastoral care structures support the care needs of students in line with the Pastoral Care Policy. Any member of staff who has concerns about a student and feels that the situation needs to be addressed can refer the student to a member of the Student Support Team. The Student Support Team takes referrals around individual and general issues of concern relevant to student care and wellbeing. When individual issues of concern arise within, or are referred to, the Student Support Team, referrals will be made to the relevant personnel within the Pastoral Ladder of Referral. Staff are constantly reminded that Child Protection concerns should be reported directly to the DLP.

5.3 Class Teachers

Class teachers are responsible for monitoring the welfare, achievement and behaviour of all students in their year group and working with teachers, students, parents and other support services to manage student progress. Each class group has a class teacher. Parents/Guardians can make an appointment to speak with the class teacher if they have

concerns about their child's academic or personal development. Class teachers may refer students to the Guidance Counsellor for personal, career/vocational or educational counselling and may also, in certain cases, invite the Guidance Counsellor to attend meetings with parents. The class teacher also checks on how students manage their homework diaries.

If the class teacher has any concerns, the student may also be referred to the Guidance Counsellor, Student Support Team, HSCL, management and/or SEN.

5.4 Home School Community Liaison

This scheme is based on a partnership between the schools, the home and community all working together in the best interest of the students and their families. It is central to addressing the needs of disadvantaged students and families through acknowledging and developing the role of parents as primary educators.

The HSCL Co-ordinator works with parents/guardians in the following ways:

- Visiting parents/guardians in their homes
- Encouraging parents/guardians into the school to attend courses, talks, meetings
- Actively involving parents/guardians in their child's education
- Involving parents/guardians in school policy discussion
- Encouraging parents/guardians to become involved in the local education committee

The HSCL co-ordinator works with management and staff in Duiske College by liaising with them regarding particular students and their families and by encouraging closer ties between teachers and parents. HSCL continues to work in an integrated way with all support structures in the school including the Guidance Counsellor, SCP and Pastoral Care Team.

5.6 Student Council

The Student Council is seen as a helpful tool in creating a positive school atmosphere. Its aim is to allow students to participate more fully in the life of the school and to give students a forum where their voice/opinions can be heard. This will increase their sense of

ownership of what is happening in the school and help to further develop a genuine partnership between staff and students.

Section 6: Links with Staff/Outside Agencies

6.1 Links with Principal/Deputy Principal

The Guidance Counsellor has regular formal/informal meetings with the Principal/Deputy Principal regarding various issues.

6.3 Links with Class Teacher

The Guidance Counsellor meets with the class teachers once per month formally and informally when required. The class teachers are members of the guidance team.

6.5 Links with LCVP Co-ordinator

The Guidance Counsellor links in with the LCVP co-ordinator and teachers at regular intervals throughout the year usually regarding issues such as students having to carry out a Career Investigation Project. The LCVP co-ordinator is a member of the guidance team which meets once per month.

6.6 Links with SEN

All relevant information regarding the special needs of new and existing students is given to staff at the beginning of the school year. The SEN Co-ordinator visits the feeder primary schools and correlates relevant information related to students with SEN. All this information is kept on file and is available to staff on a need to know basis.

The assessment day for incoming first year students is organised and run by the Guidance Counsellor and SEN Co-ordinator, following on from this the class groups are formed on a mixed ability basis. There can be collaboration with the Guidance Counsellor regarding subject choices for students with special educational needs. Individual students' needs are discussed and where necessary, appointments made to meet with the Guidance Counsellor to discuss further education/career options. Parents are welcome to meet with the Guidance Counsellor and Learning Support Co-ordinator to explore options for further education.

The Guidance Counsellor is mindful of the need to keep up to date on the issues relating to students with special educational needs.

6.7 Links with HSCL

Students may be referred directly for guidance and counselling support at the request of the HSCL Co-ordinator or at the request of parents through the HSCL office. The HSCL Co-ordinator and Guidance Counsellor jointly hold a coffee morning and information session for parents on further education, the CAO process and other relevant topics prior to students making their applications.

6.8 Links with Teaching Staff

The Guidance Counsellor aims to foster good relationships with all teaching staff so as to ensure a collaborative approach to Whole School Guidance in Duiske College.

6.9 Links with Past Pupils

Past pupils are welcome to contact the Guidance Counsellor to discuss further education. Contact is maintained by appointment and/or telephone/e mail concerning applying to CAO, UCAS, applying to repeat Leaving Certificate subjects as external students etc. This contact often takes place after school hours.

6.10 Links with Parents/Guardians

Appointments are arranged with parents on request. The Guidance Counsellor attends presentations/informal coffee mornings in conjunction with HSCL to meet parents.

6.11 Links with Student Support Team

The Guidance Counsellor chairs meetings of, and takes referrals from the Pastoral Care Team.

6.12 Links with NEPS

The Guidance Counsellor, along with the SEN Co-ordinator attends relevant meetings with the NEPS Educational Psychologist concerning students in their care.

6.13 Links with Colleges/Admissions Offices

College representatives are invited to the school to speak to Senior Cycle students as appropriate. Students have the opportunity to ask questions and the feedback from them is usually positive. Throughout the year we are in regular contact with Admissions Officers and Access Officers as well as individual course leaders and professors.

Students are also supported in school through the CAO/PLC college application procedures.

6.14 Links with Local Businesses

Duiske College has many links with local businesses due to students carrying out work placements in their organisation/shop/businesses.

Section 7: Future Planning

7.1 Future Planning

Cognisant of the necessity to plan for the future needs of Duiske College it is intended that some areas will be identified where improvements can be implemented. A number of areas have been pinpointed for attention. While each area is seen as important it is also noted that some must be prioritised.

7.2 Guidance areas that need to be developed

The following areas have identified for attention. This list is not exhaustive and it would be expected that other areas for improvement may arise.

1. Fostering a team approach to student care and welfare
2. Development of a whole school approach to study skills for all students
3. Strengthening and improving Guidance provided at Junior Cycle
4. Strengthening and improving Guidance provided at Senior Cycle
5. Addressing the target identified within the DEIS plan with particular focus on areas such as Retention, Attainment and Transitions
6. Review of procedures for holding, storing and sharing student information in line with introduction of the General Data Protection Regulation – a new set of data management obligations which will take effect across the European region in May 2018
7. Review of testing for ability and attainment. This review will feed into the drafting of a testing policy.

Section 8: Evaluation and Review

8.1 Monitoring of the Guidance Plan

School Management, in consultation with the Guidance Counsellor will monitor the implementation of the Guidance Plan and its associated programmes.

8.2 Evaluation and Development of Guidance Plan

This School Guidance Plan will be subject to ongoing evaluation and improvement. This will be informed and guided by the document, Looking At Our Schools "A Quality Framework for Post-Primary Schools" and the SSE 6 Step Planning Process.

Duiske College's evaluation of the policy may be guided by the following questions:

How well are we doing?	What are our strengths?
How do we know?	What are our areas for improvement?
How can we find out more	How can we improve?
What targets can we identify and decide to progress with?	Do these targets focus on learner outcomes and Teaching & Learning?
Can we name the specific Actions we are going to undertake for the Improvement plan?	Does each Action fit in with DEIS?
How is each action going to impact DEIS?	How does the SSE improve DEIS?
Are the Actions SMART- Specific/measurable/attainable/realistic/time bound?	Who will undertake the Actions?
Who will monitor the Actions?	When will the Actions be reviewed and by whom?
What is the Timeframe?	How can parents be included?

This list of questions is not exhaustive and may be added to as necessary.

Section 9: Guidance Plan and Wellbeing

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.



Five key areas of wellbeing promotion in Duiske College:

- Connect
- Keep Learning
- Be Active
- Give
- Take Notice

The Guidance Department endeavour to consider the wellbeing of every student by doing the following

- Ensure students feel safe, connected and have a sense of belonging in an environment that is welcoming and positive
- Communication - Listen to student voice in the form of feedback from student to teacher and from teacher to student, eg in class using exit tickets and formative assessment
- Ensure there is high quality teaching and learning and assessment in guidance class, in which all students have the opportunity to succeed
- Encourage all students to attend talks and take part in visits to college campuses and careers exhibitions.
- Encourage students to take part in active projects and cross curricular events in TY, JCSP, LCVP, Science, Wellbeing, Guidance and lots more across the wider community engaging with parents, primary schools and local businesses.
- Listening to students educational and personal development needs and engage with the class tutor system in a pastoral capacity having the wellbeing of the student at

heart.

- Ensure that each student is aware of the pastoral care procedures
- Ensure that each student is aware of how to access the guidance service
- Encourage all students to ask for help when required.

Section 10: Looking At Our School

The Guidance Department engages with LAOS 2016 in the four teaching and learning domains

DOMAIN 1: LEARNER OUTCOMES

DOMAIN 2: LEARNER EXPERIENCES

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

In conjunction with the Wellbeing plan in the school we endeavour to ensure students:

- enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
- engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning

In conjunction with continuous CPD in the school and whole school ethos of working together we endeavour to ensure the guidance counsellor:

- has the requisite subject knowledge, pedagogical knowledge and classroom management skills.
- Selects and uses planning, preparation and assessment practices that progress students' learning.
- Selects and uses teaching approaches appropriate to the learning intention and the students' learning needs.

- Responds to individual learning needs and differentiates teaching and learning activities as necessary
- values and engages in professional development and professional collaboration to devise learning opportunities for students across and beyond the curriculum.
- develops and implements consistent and dependable formative and summative assessment practices
- contributes to building whole-staff capacity by sharing their expertise

Section 11: Whole School Teaching, Learning and Deis Planning

- Deis Planning is ongoing in Duiske College and the Guidance Department is engaged with all areas of Deis but with particular focus on Attendance and Retention and Attainment and Progression
- Deis targets are part of guidance subject planning.
- Agreed whole school methodologies
 - 2015/2016 Classroom Environment
 - 2016/2017 Formative Assessment
 - 2017/2018 Effective Questioning and Placemats
 - 2018/2019 Reporting
 - 2019/2020 Microsoft Teams/Online learning
 - 2020/2021 Blended learning
 - 2021/2022 Student Participation
 - 2022/2023 Homework Engagement
 - 2023/2024 Classroom environment and Uniformed Cross Curricular Practise
- Student voice as part of the wellbeing program is key to planning and is used effectively in class tutor system, student council, student focus groups, wellbeing class, student support team, wellbeing week, planned half yearly whole school survey "How was school today?" started in Dec 2018.

APPENDICES

Appendix 1: Continuous Professional Development

The Guidance Counsellor is committed to continuous professional development to be able to provide the best possible service to the students of Duiske College.

Record of Continuous Professional Development	
Date	Inservice Completed
June 2023	Psychometric Testing – EnAct
October 2022	Diversity and Inclusion in the Classroom
November every year	CAO Conference
	Safetalk – HSE
28 th February 2017	JCT Inservice – PDST
5 th December 2017	CPD Cluster Day – PDST
2021 – 2023	Regular attendance at branch meetings and CPD – Kilkenny Carlow IGC
2021 – 2023	Regular attendance at Counselling Supervision – Kilkenny Carlow IGC (currently facilitated by Ms Pat Wilson)

Appendix 2: Ladder of Referral for Students (Pastoral Concerns)

Where a staff member is concerned about a student the sequence below is the recommended action plan.

- If a staff member has any serious concerns that a student's health, safety or wellbeing is at risk immediately inform the Principal (Designated Liaison Person).

<i>Step 1</i>
<ul style="list-style-type: none">• Talk to the student at an appropriate time and ask them if everything is okay• Try and establish the nature of the problem.• For a minor problem listen to the students, reassure them & give the student practical advice/ help and check in with them once a day for a day or two.
<i>Step 2</i>
<p>If the teacher considers it to be a more serious problem, listen to the student, take notes, and reassure them.</p> <ul style="list-style-type: none">• Return the student to class. Tell the student you will get back to them as soon as possible, do not promise confidentiality.• Report the issue to the Class teacher & Year Head and establish the next plan of action
<i>Step 3</i>
<p>The teacher, Class teacher and Year head implement an agreed plan of action.</p> <ul style="list-style-type: none">• It is good practice to:<ul style="list-style-type: none">- Investigate the situation fully and fairly. Take notes.- Consider if teachers/parents need to be informed. If so, the Year Head should do this.- Appoint one person to check in with the student (initially daily, then weekly until satisfied the issue has been resolved).
<i>Step 4</i>
<p>For some issues it may be advisable to brief the Guidance Counsellor, HSCLO, Deputy Principal or Principal.</p> <ul style="list-style-type: none">• The Year head generally does this and outlines the action taken to date.• THE GC/HSCLO/Dep. Principal & Principal must make sure that all Child Protection protocols are implemented and establish a clear plan of action.• One person is appointed to work with the student and monitor their progress until the issue is resolved. (If possible this should be same person that from step 2)

Appendix 3: Student Supports (Non-academic) in Duiske College

Student Supports	What Staff are Involved
Homework Club	Organised through SCP Co-ordinator Duty assigned to SNA's and SCP Worker
After School Study	Duties carried out by a SCP worker
Auxiliary Supports	Caretakers Cleaning Staff School Secretary
Book Rental Scheme	Duties carried out by an Assistant Principal
DEIS	Whole school
School Completion Programme	Run by School Completion Programme Co-Ordinator
Extra-Curricular Activities Sport Other Activities	Duties carried out numerous teachers
Guidance Service <ul style="list-style-type: none"> • Educational • Vocational • Personal Counselling 	Guidance Service
Home School Community Liaison Service	HSCL Co-ordinator
Information Events for Parents & Students: <ul style="list-style-type: none"> • Open Night • JCSP Celebrations • Awards Evening 	All Staff
Parent Teacher Meetings	All Staff
Pastoral Care <ul style="list-style-type: none"> • Care Team • Critical Incident Management Team 	Student Support Team
Student Council	Duties carried out by a Special Duties Teacher

Appendix 4: Policies related to Guidance

Many policies are interlinked with and relate to the Guidance Plan and Guidance activities. The following list is not exhaustive and may be added to as necessary.

- DEIS
- Internet Use
- Anti – Bullying
- Safeguarding and Risk Assessment
Statement
- Learning Support/SEN
- Admissions
- Homework
- Critical Incident
- Code of Behaviour
- Relationship & Sexual Education
- Subject Choice
- Pastoral Care
- SPHE
- Substance Abuse/Misuse
- Child Protection
- Data Protection

Appendix 5: Deis Summary Plan to improve ATTAINMENT

Summary Plan to improve ATTAINMENT

Target(s):

To increase the number of students taking Higher Level in Core subjects in Senior Cycle by 10% over 3 years. Year 1 4% Year 2 3% Year 3 3%

SUBJECT	YEAR 1	YEAR 2	YEAR 3	TARGET
MATHS	29%	33%	36%	39%
ENGLISH	86%	90%	93%	96%
IRISH	28%	32%	35%	38%

To increase the percentage of Junior Cycle students in Higher level Core subjects, to

SUBJECT	YEAR 1	YEAR 2	YEAR 3	TARGET
MATHS	43%	47%	50%	53%
ENGLISH	93%	97%	100%	100%
IRISH	62%	66%	69%	72%

Increase the percentage of Senior Cycle students taking HL examinations in Option Block subjects

SUBJECT	YEAR 1	YEAR 2	YEAR 3	TARGET
GEOGRAPHY	100%			
BUSINESS STUDIES	100%			
HOME ECONOMICS	93%			100%
BIOLOGY	76%	80%	83%	86%
MUSIC	100%			
FRENCH	100%			
DCG	100%			
WOODWORK	100%			

Actions:					
Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Teachers to encourage students to attempt Higher Level if student is showing capability	1	<i>Class teachers</i>	<i>Principal</i>	Ongoing	
Home visits and parental contact to encourage parents to have higher aspirations for their children	1, 2 & 3	<i>HSCL, subject teachers via parent teacher meetings, management</i>	<i>HSCL and management</i>	Home visits ongoing throughout year and twice yearly meetings with new student's parents	Meeting room, car and phone
Career guidance	1, 2 & 3	<i>Guidance Counsellor</i>	<i>Guidance Counsellor</i>	Ongoing	Guidance office, phone, college prospectus, tests, career portal
Resource and Learning Supports	1, 2 & 3	<i>Resource teachers and subject teachers</i>	<i>Head of Resource</i>	Ongoing	Resource materials, testing materials
After School Study	1, 2 & 3	<i>SCP</i>	<i>Principal</i>	Ongoing	Classroom, supervisor

Extra classes outside of school time	1, 2 & 3	<i>Subject teachers</i>	<i>Subject teacher</i>	As needed at exam time	Classroom
End of Year Awards	1, 2 & 3	<i>Management and teachers</i>	<i>Principal</i>	End of each year	Trophies, certificates and prizes
Study Skills workshop	1,2 & 3	<i>Guidance teacher and HSCL</i>	<i>Guidance counsellor</i>	Beginning of each school year	Study notes, digital projector, visiting speakers
Teaching Methodologies adopted by whole school , placemat, wait time and no hands up, that promote engagement, active Learning techniques that promote Participation in class	1, 2, 3 & 4	<i>All teachers</i>	<i>Deputy Principal & JCT coordinator</i>	Ongoing	JCSP whiteboards and markers. Junior Cycle training and explanatory handouts.
Monitoring:					
<ul style="list-style-type: none"> • Parent and student questionnaires annually to gather quantitative and qualitative data on aspirations 					

- Analysis yearly of exam results from Leaving Certificate and Junior Certificate

Evaluation:

- Compare examination results data annually with baseline data from previous years

Well Being: Glanbia interview skills, team building, school trips, school productions, choir, Gaisce, drama, Age Action, teaching in Primary Schools, Edmodo

CPD: Study Skills (ongoing) Leargas ICT Improvement (2018) TL21 (2017), Magenta Principles (2018) Workshops for individual subjects, Cluster meeting for JCT

Transitions: Summer Camp for 6th class, Transition Year, LCVP, Visits/ Speakers from Colleges and universities, Work Experience placements

New Resource Model: Targeted support for students,

Student Input: Student Council, Focus Group, Head boy/girl, informal contact between students and teachers, mini enterprises

Appendix 6: Deis Summary Plan to improve TRANSITIONS

Summary Plan to improve TRANSITIONS

Target(s):

To increase retention from Junior to Senior Cycle to 100%.

To increase progression from 5th year to end of Leaving Certificate to 90% - Aim to increase to 95% by the end of 3rd year of the plan.

TRACKING TARGET – To track the progression of all current 5th to 6th year to completion of Leaving Certificate

<https://kcetb.sharepoint.com/:x:/r/sites/DeisPlanning/Shared%20Documents/General/Retention.xls?d=w97c6020bba4947faacacb2797673580f&csf=1&web=1&e=rHkUix>

Actions:

Measure	To address target(s) no.*	Who?	Lead responsibility	When?	Resources?
Open Days visits to Universities and Its for senior level students	1 & 2	Guidance counsellor	Guidance counsellor	Yearly	Travel expenses
Guest speakers representing different careers and past pupils	1, 2 & 3	Members of the community and	Guidance counsellor	Yearly	Travel and expenses

		<i>representatives from different careers</i>			
Work experience	1, 2 & 3	<i>TY teachers and Coordinators</i>	<i>TY Coordinator</i>	Transition Year	Insurance
Careers Fair	1, 2 & 3	<i>Members of the community and representatives from different careers</i>	<i>HSCL and Guidance Counsellor</i>	Once every 2-3 years	Travel and expenses, refreshments, the hall
Teaching Methodologies adopted by whole school , placemat, wait time and no hands up, that promote engagement, active Learning techniques that promote Participation in class	1, 2, 3 & 4	<i>All teachers</i>	<i>Deputy Principal & JCT coordinator</i>	Ongoing	JCSP whiteboards and markers. Junior Cycle training and explanatory handouts.

Monitoring:

- Review of CAO applications yearly
- Questionnaire/phone calls to past pupils to ascertain what they are doing

Evaluation:

- Data on numbers of students taking up University or College/IT places will be collated each year and compared to baseline data from previous years

Well Being: Work Experience, Taster courses in colleges

CPD:

Transitions: Visits/ Speakers from Colleges and universities, information about apprenticeships, QQI Level 3 Career Preparation

New Resource Model: DEAR, HEAR

Student Input: Pastoral Care, LCVP, Individual meetings with Career Guidance Counsellor

