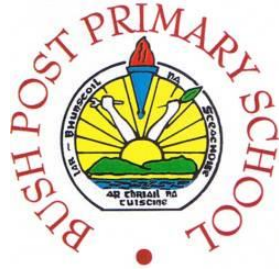


Whole School Guidance Plan

2024 - 2029



Bush Post Primary

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1.1 GLOSSARY

CAMHS	Child and Adolescent Mental Health Services
CAO	Central Applications Office
CIT	Critical Incident Team
CL	Circular Letter
DARE	Disability Access Route to Education
DE	Department of Education
DLP	Designated Liaison Person (Child Protection)
DDLDP	Deputy Designated Liaison Person
DSGC	Directors of Studies in Guidance Counselling
ESL	Early School Leavers
ETB	Education and Training Board
FET	Further Education and Training
HE	Higher Education
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PDST	Professional Development Service for Teachers
PTR	Pupil-Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
SST	Student Support Team
SUSI	Student Universal Support Ireland
TUSLA	The Child & Family Agency
TY	Transition Year
WGS	Whole School Guidance

1.2 School Mission Statement

We acknowledge the uniqueness of students in our care in Bush Post Primary School: each with individual needs and potentialities. The realisation of each student's potential is our mission. We recognise the importance of self-esteem. It is our mission to engender, foster and protect a positive self-image for each person in our care.

Our mission is to create an effective educational environment, where our school community will thrive. This environment, managed with fairness and firmness, will allow each person in our care to develop personally, educationally, socially, and spiritually.

Our School Motto - '*Ar Thriail na Tuiscine*' - translates, 'In Search of Understanding'. Our main mission is to conduct that search towards excellence in every area of school life.

1.3 LMETB Core Values



The Guidance Department of Bush PP are proud to be part of LMETB. LMETB schools are state, co-educational, multi-denominational schools underpinned by the core values of Excellence in Education, Care, Equality, Community and Respect.

Excellence in Education

All of our students are afforded the highest standards of guidance provision and education.

Care

The Guidance Department care for our students and encourage them to care for each other.

Equality

All learners in Bush PP are provided with access to education and supports that maximise learning opportunities and help them to reach their potential. The Guidance Department aim to ensure that all learners are enabled to participate effectively in education, particularly those groups who may have experienced exclusion or isolation.

Community

We value the community of Bush PP and are thankful that local businesses take our students on for work experience in LCA, TY and as part of LCVP. We welcome members of the community into Bush PP to our bi-annual career fair and to give presentations to our students.

Respect

The Guidance Department are respectful of all our stake holders. We encourage our students to treat every member of our community with respect.

1.4 Our Vision

We have a vision that each person in our school community feels secure and fulfilled, enjoying a positive educational experience.

We envisage the development of well-adjusted individuals, who will succeed in life and actively contribute to the betterment of the greater community.

The Whole School Guidance Plan aims to reflect a respect for the individual through a student-centred holistic approach to Guidance. The central goal of the plan is the development of the students' academic, emotional, and personal potential, through the enhancement of self-esteem, self-awareness, and the development of life skills.

Through a collaborative approach between staff, students, families, and the wider community, we aim to provide students with the skills, confidence, and resilience needed to navigate challenges, pursue their aspirations, and become responsible, compassionate, and engaged citizens of the future.

1.5 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence, that assists students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance. Counselling offered within 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 and at moments of personal crisis. 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. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

Guidance counselling in schools is a specialised guidance service, provided by the guidance counsellor only. It aligns with the guidance counsellors NFQ level 8/9 training in all areas relating to guidance (educational, career, personal and social). Guidance counselling, and counselling in a guidance context, are interlinked but different by definition. Guidance counselling refers to the role of the guidance counsellor, and the work undertaken by the guidance counsellor with students/parents in all aspects of guidance (educational, career, person and social). A definition of counselling in a guidance context is outlined below.

Counselling in a guidance context involves the utilisation of guidance-counselling skills to support a student with personal/social developmental issues. It is important to differentiate between the competencies of a guidance counsellor in relation to counselling in a guidance context (outlined in the Programme Recognition Framework: Guidance Counselling) and the level of difference in training and qualifications of a psychotherapist/clinical psychologist, for example. Due to their training, guidance counsellors have a clear understanding of the boundaries of their roles and in particular, a strong capacity to hold the boundaries between guidance counselling and career guidance.

2.1 Requirements and framework guiding Whole School Guidance

This plan has been developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998: 'to ensure that students have access to appropriate guidance to assist them in their educational and career choices'.

Other requirements and guidelines include:

- The "Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students' "access to appropriate guidance" (DES 2005) state that 'the school's guidance plan is a whole school responsibility'
- [Circular 0001/2025](#): Guidance in Post-Primary Schools (issued on 2 January 2025): This circular letter offers guidance to school management and principals on implementing WSG as the standard practice in contemporary post-primary schools
- [Information Note 0001/2024: Whole School Guidance](#) (issued on 4 January 2024): This note provides detailed information to principals, guidance counsellors, and guidance teams on the implementation of WSG, emphasizing its role in supporting students' personal, educational, and career development.
- [Circular 0041/2024](#): Guidance in Post-Primary Schools (issued on 28 November 2024): This circular letter offers information to post-primary schools to support the effective implementation of WSG, aligning with policy developments like the Wellbeing Policy Statement and Framework for Practice.
- [Circular 0084/2024](#): Use of Assessment Instruments for Guidance and SEN (issued on 28 November 2024): This circular provides advice on the appropriate use of assessment instruments and tests for guidance and special educational needs in post-primary schools
- [Guidelines for Second Level Schools](#) on the Implications for Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005
- [Circular Letter 0015/2017](#) Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights Wellbeing, a new area of learning
- '[A Whole School Guidance Framework](#)' issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.
- [Circular: 0041/2024](#) - Guidance in Post-Primary Schools-
- [Circular: 0003/2024](#): Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance-counselling notes (2024).
- [Circular: 0001/2024](#): Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance
- [Circular: 0009/2023](#): Information Note for Principals, Guidance Counsellors, Guidance Teams in relation to Whole-School-Guidance Provision at Junior Cycle
- [Circular: 0008/2023](#): Information Note for Schools in Relation to Personal and Social Guidance Counselling
- [0011/2024: Staffing Arrangements in Primary Schools for 2024/25](#)
- [0010/2024: Staffing Arrangements in Education and Training Boards for 2024/25](#)
- [Lifelong Guidance Network Event 2024 Summary Report](#)

2.2 Whole School Guidance

The Bush PP Whole School Guidance Plan involves all aspects of school life and as such it is a whole school activity. The Guidance Plan applies to all school staff, the board of management, parents/guardians, students, and others (including prospective or potential students and their parents/guardians and applicants for staff positions within the school) insofar as the measures under the plan relate to them.

The Guidance Counsellors are members of the school educational team and as such work with various members of that team to provide students with the best possible service. Members of this team include, among others: School Management, Year Heads, Class Tutors, Subject Teachers and Departments, Special Needs Co-ordinator, Special Needs Assistants, Programmes Co-ordinator, School Completion Programme, Home School & Community Liaison Officer, Parents/Guardians, School administration, School maintenance. The interventions and supports of the plan apply particularly to junior, senior, minority, additional educational or personal needs of all students as they progress through their post-primary education. Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices (personal and social, educational and career), about their lives in making transitions.

2.3 Rationale for our Guidance Plan

Section 9 of the Education Act 1998 requires the school to “use its available resources to(c) ensure the students have access to appropriate Guidance to assist them in their educational and career choices...(d) promote the moral, spiritual, social and personal development of students.....in consultation with their parents, having regard to the characteristic spirit of the school.” The provision of Guidance is a statutory requirement for schools under this Act.

Implications

The Act refers to access (to school resources and personnel) and appropriate Guidance (i.e., a whole school response), in meeting the Guidance needs of all of its students. As Guidance is a core requirement of the school’s overall programme it is essential that it is an integral part of the school plan, and the Guidance Plan should reflect the mission statement and ethos of the school.

Guidance Department

Our dedicated team of Guidance Counsellors is here to support students in their academic, social, and emotional development. With a deep commitment to creating a positive and nurturing environment, they provide personalised advice, counselling, and career guidance to help each student navigate their educational journey. Whether offering career guidance, assisting with personal challenges, or helping with college and career planning, our counsellors are a trusted resource. Below is the Career Guidance team 2024-2025.



Deborah McMahon



Sandra Woods



Karen McMullan

2.4 The Role of the Guidance Counsellor

Post-primary guidance counsellors hold a dual qualification. They hold Teaching Council Route 2 registration and an appropriate qualification in guidance counselling. While the role of the guidance counsellor can vary from school to school, an outline of activities generally undertaken by the guidance counsellor is outlined in the Programme Recognition Framework document (2016). Guidance counsellors have specialist knowledge and training to support the personal/social development, educational development, and career development of pupils regarding WSG provision. A guidance counsellor will undertake work with students in the classroom, in groups and through one-to-one sessions, as appropriate. A balanced approach to time management on behalf of the guidance counsellor will ensure that all guidance needs of students (personal, social, educational and careers) are met as effectively as possible. In general, it is recommended that one-third of a guidance counsellor's allocated time will be spent teaching classroom-guidance while two-thirds are made available for group work and one-to-one sessions. Guidance counsellors may need some time assigned to sit on the Student Support Team and complete associated tasks.

Confidentiality

Matters discussed in a Guidance session will be treated in a confidential manner and in accordance with Child Protection Guidelines. Materials relating to the session will be stored in a secure place. IGC code of ethics is strictly followed and adhered to. Notes on individuals will be taken in conjunction with Information Note TC 0003/2024. 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. Student records with other confidential information e.g. NEPS reports, TUSLA reports, CAMHS referrals are securely stored.

2.5 Time Allocation and Timetabling Updates

Guidance Provision:

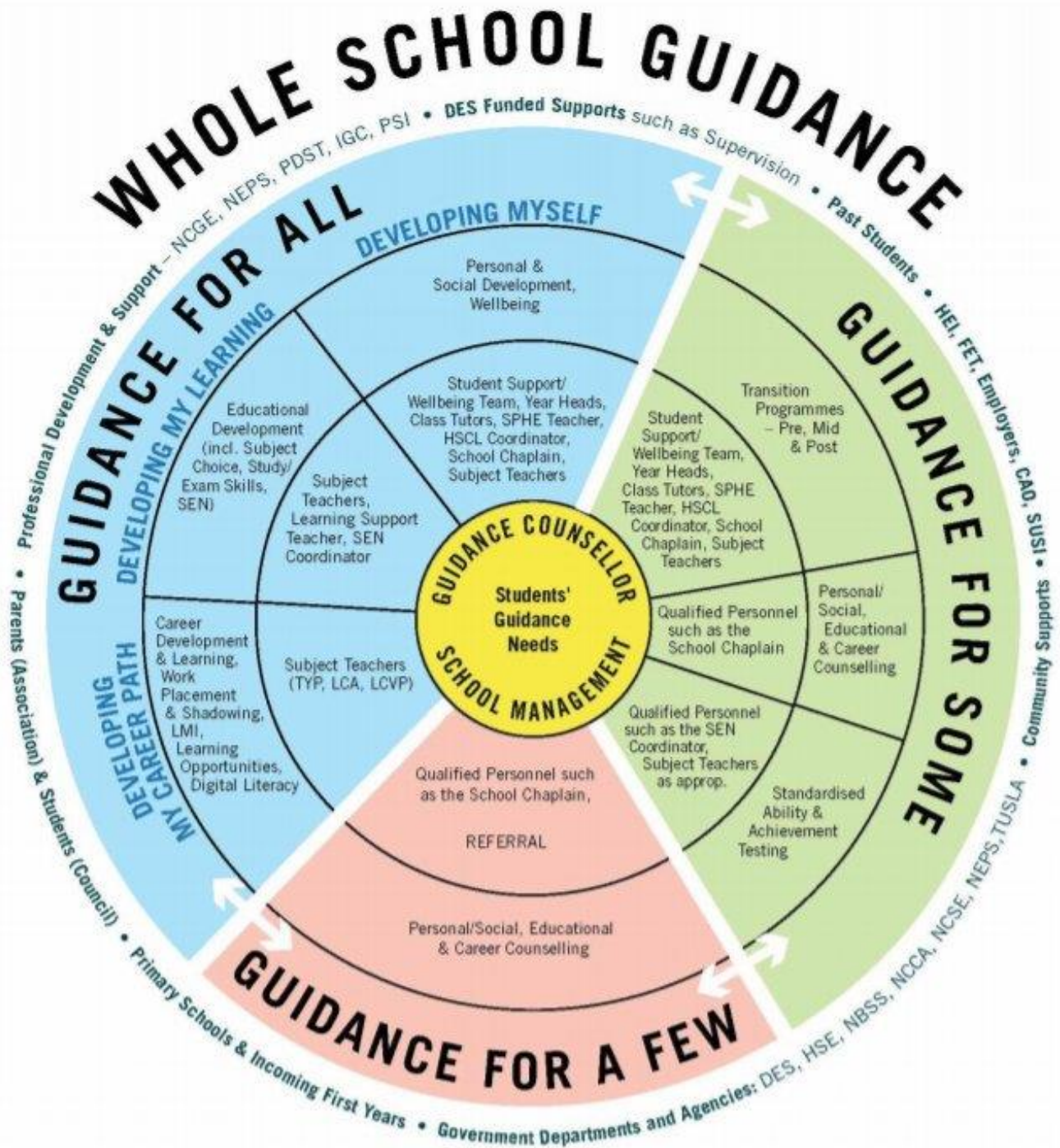
Each school receives an allocation in respect of Guidance Provision. It is calculated by reference to the approved enrolment, including PLC pupils. The allocation is the difference between the PTR of 19:1 and a reduced PTR:

School Category	Reduced PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Fee Charging	18.6

In deploying the guidance allocation, Bush PP gives due consideration to the pivotal role the qualified guidance counsellor plays in the implementation of the Whole School Guidance plan. The guidance counsellor will require time for individual student appointments, for Guidance lessons, and general guidance related work within the context of the Whole School Guidance plan.

2.6 Guidance counselling

The Whole School Guidance “Wheel” has been developed as a tool to support schools in the development of their Guidance plan. Information and other useful planning resources are available on the Guidance Counselling in schools webpage : [gov.ie](http://www.gov.ie) - [Guidance Counselling in Schools \(www.gov.ie\)](http://www.gov.ie).



2.7 Time for individual students

Guidance counsellors in Bush PP work within a continuum of support model (NEPS, 2010) and are part of a whole school approach to supporting wellbeing in schools (NEPS, 2013). Through implementing the continuum of support, the Student Support Team in Bush PP provides for the educational, social, emotional, behavioural, and learning needs of All, Some, and a Few students to ensure their ongoing wellbeing. Timetables of Guidance counsellors in Bush PP include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team. Guidance counsellors in Bush PP are, at present, the only member of the Student Support Team who hold a postgraduate-level qualification which includes counselling skills. Guidance counsellors work with students on a wide range of developmental issues that some students find difficult to manage. 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 in Bush PP also provide a referral of students to external counselling agencies and professionals. Where required, the guidance counsellor creates and maintains a 'safe space' for the student while 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. Counselling skills in a guidance context is a key competence for a guidance counsellor as outlined in the Programme Recognition Framework (DES, 2016).

2.8 Personal Counselling

The role of a Guidance counsellor in Bush Post Primary involves both career counselling and personal guidance, which can include support for students' emotional well-being, mental health, and personal issues that may affect their education and career choices.

Relevant Guidelines:

- **Circular 0004/2018:** This circular outlines the role and responsibilities of the career guidance counsellor in secondary schools. It states that career guidance teachers are expected to support students in making informed decisions about their future, including providing personal guidance and helping with any personal issues that might affect their career development. The circular highlights the holistic nature of guidance, including both career and personal support.
- **The Guidance Counsellor's Role:** According to the Department's guidelines, the role of the guidance counsellor includes:
 1. **Career Guidance:** Assisting students in making decisions regarding further education, training, and employment.
 2. **Personal Counselling:** Offering support for students facing personal issues, such as mental health concerns, relationship difficulties, or other emotional problems.

It is important to note that while career guidance counsellors play a role in personal counselling, they are not expected to provide in-depth therapeutic services, which are typically referred to external professionals when needed. The career guidance counsellors should allocate sufficient time to both career and personal guidance, ensuring that students receive the necessary support in both areas. This balance can vary depending on the school's size, the individual needs of students, and the overall guidance plan in place. It's also crucial for guidance counsellors to collaborate with other professionals, such as school psychologists or external services, when more specialized support is required.

The IGC and Department recommendation is 2/3 office based for individual and group personal/educational and vocational counselling and 1/3 classroom activities.

In Bush Post Primary a referral form for counselling can be filled in by any member of staff who is concerned about a student. These forms are available online on SharePoint. Students may also be referred from the Student Support Team meeting, by parents or can self-refer.

The Guidance Counsellor will place the student on a waiting list for an appointment and meet with the student for an initial assessment.

The student will then meet with the Guidance Counsellor for a specified number of sessions agreed upon by both parties. Our Guidance Counsellor uses a person-centred, cognitive behavioural, solution-focused approach, depending on the nature of the issue. They may also use mindfulness techniques for anxiety and low mood students.

If the Guidance Counsellor feels that the student is at risk of harming himself/herself or others the DLP is informed, and parents/guardians are contacted with the knowledge of the student. Limited confidentiality is also explained to the student before any counselling session commences. A follow up is carried out to make sure appropriate agencies are contacted e.g. GP, TUSLA, etc. Our Guidance Counsellor should have a good working relationship with these agencies and should be kept informed of any developments by the DP or Year Heads.

The Guidance Counsellor is professionally qualified to deal with all manner of issues presented by students. Examples of which include bullying, anxiety, bereavement, alcoholism in family, drug addiction in family, separation, self-harm, sexual identity, depression, eating disorders, peer issues, LGBT issues, study skills. While our Guidance Counsellors are not expected to provide in-depth therapeutic services, they will ensure pupils have an opportunity to meet to discuss issues that may be of concern.

These guidance counselling sessions are dealt with in confidence with the aim of helping the student cope in and out of school and in accordance with the IGC code of ethics.

All our Guidance Counsellors keep a record of students who attend counselling, a copy of which is shared with the Deputy Principal and the Student Support Team. Pertinent cases are discussed at the Student Support Team meeting and all confidential information minutes are kept in the Student Support Team folder.

2.9 Counselling Supervision

Circulars 0002/2023, 0003/2023 and 0004/2023 require that schools develop their guidance plan to include an appropriate balance between guidance lessons, modules, guidance-related activities, and individual student appointments. The Department of Education, therefore, funds the Professional Support Programme (*Guidance Counselling Supervision Scheme aka GCSS*).

The GCSS is delivered through a series of five two-hour afternoon sessions in each academic year by a professionally qualified counselling supervisor. Each guidance counsellor will therefore receive a total of ten hours support throughout the year.

As part of their continuous professional development Guidance Counsellors are mandated to attend a minimum of 5 counselling supervision sessions per year. These are sanctioned by the DES.

3.1 A Continuum of Support Model for The Whole School Guidance Programme

The Bush Post Primary School guidance programme is characterised by a continuum of support model. In applying the continuum, the Whole School Guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the Whole School Guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads and tutors.

Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach), and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/ staff member may need to provide continued support to the student.

Areas of Learning Competences

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 aid effective transitions and decision making.

The three areas of learning and associated competences are:

- Developing Myself
- Developing my Learning
- Developing my Career Path



Table 1: Area of Learning and Competences

Junior Cycle - The three areas of learning and associated competences are linked with the principles underpinning the Framework for Junior Cycle, a few of the Statements of Learning and Key Skills. The Whole School Guidance programme is linked to Key Skills, such as *Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others*. The guidance counsellor has a role in planning, coordinating, and delivering guidance-related learning (Guidance for All) associated with the relevant Key Skills and in providing more intensive interventions to those students who need them.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible, Connected, Resilient, Respected and Aware*. The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC, LCA, & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in *Developing Myself* for students. 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.

Bush Post Primary School Career Guidance Overview

Bush Post Primary Guidance 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. These choices may be categorised into three separate but interlinked dimensions/areas:

- a) Personal and Social Development
- b) Educational Guidance
- c) Career Guidance

a) Personal and Social Development

Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle. 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.

Other areas in supporting personal and social development include modules during the course of a school year, e.g., Stress Management, Internet Safety, 'Friends for Life' and numerous outside speakers.

b) Educational Guidance

Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In Bush, Educational Guidance begins at the students' entry in 1st year by empowering students in subject choice, following subject sampling, and later at another key transition point - the end of 3rd year/TY where course/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 about related matters.

c) Career 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. Programmes such as TY, LCA and LCVP have a dedicated vocational element timetabled within their respective curriculum.

3.3 Whole School Personal and Social Development

This section of the plan reflects upon how Whole School Guidance is delivered across the school. Guidance encompasses developmental skills crucial to the students' education and careers, e.g. self-awareness, decision-making skills, planning and coping strategies. It should be present and threaded through all areas of school curriculum and learning.

3.3.1 Whole School Guidance & Curricular/Co-Curricular

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
CURRICULAR/CO-CURRICULAR	✓			ALL	ALL	ALL
SPHE classes	✓			Teachers	Programme plans	ALL
RSE	✓			Teachers	RSE programme plans	ALL
Friends for Life/ Youth		✓		Guidance Counsellor SEN Department	Outside agencies	JC
PE	✓			PE teachers	Programme plans	ALL
Guidance classes		✓		Guidance counsellors	Timetabling Whole group	ALL
Wellbeing	✓			ALL	External agencies	ALL
Induction days – First year/TY/LCA		✓		Programme co-ordinators/SCP	External facilities	JC1/TY/LCA
TY Programme/activities		✓		Programme co-ordinator	External organisations	TY
Resource classes			✓	SEN co-ordinator	Resource room ICT facilities	ALL
Science week	✓			Science teachers	Supporting organisations	ALL
Seachtain na Gaeilge	✓			Irish teachers	Supporting organisations	ALL
Irish Scholarship		✓		Irish teachers	Supporting organisations	ALL
Green Schools		✓		Green school co-ordinator	Supporting organisations	ALL
College Awareness Week	✓			Active schools committee	Supporting organisations	ALL
Stand Up Week	✓			Stand Up Committee	Supporting organisations	ALL

3.3.2 Whole School Guidance & Student Supports

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND STUDENT SUPPORTS	✓			ALL	ALL	ALL
Counselling	✓			Guidance Counsellors	One-to-one	ALL
Assemblies & Pastoral Care System	✓			Year heads Management	One-to-one Year group assembly	ALL
Agencies • Liaise with:		✓		Year heads Guidance counsellors Management	GPs; NEPS; Family support services; CAMHS; Tusla; Gardaí, RCNE, SVDP, Women's Refuge, SOSAD, Dundalk Counselling Service. Outcomes, Men's Development Network (White Ribbon)	ALL
Personal Development Programmes (Study Skills, Friend's for Life, YSI, FUSE programme)		✓		Guidance counsellors Management Teachers (JCSP) SPHE teachers SEN Department TY Coordinator.	Guest speakers	ALL
Programme Induction Days Open Night Incoming 1 st years Transition Year Leaving Certificate Applied		✓		Management Programme Co-ordinators Year heads Subject departments	Guest speakers	6 th class TY/LCA
Friendship Week/ Anti Bullying Week	✓			Post Holder and Committee	Supporting organisations	ALL

3.3.3 Whole School Guidance & Extra-Curricular

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
EXTRA-CURRICULAR	✓			ALL	ALL	ALL
Sports, e.g. Football, basketball, athletics, etc.		✓		Sports teachers/mentors	Sporting bodies, e.g. GAA, FAI, etc. Local facilities Excursions	ALL
Sport's Day	✓			PE Department		All
5 KM walk	✓			Management		All

3.3.4 Whole School Guidance & SEN

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND SEN	✓			ALL	ALL	ALL
<ul style="list-style-type: none"> • Learning support • Friend's for Life. • Social skills • Behavioural skills • Self-management skills • Team Teaching 			✓	SEN co-ordinator SEN team	SENO; SEC	ALL
Facilities	✓			Management	Assigned toilets; School Canteen; Water fountain, Breakfast Club etc.	ALL
Community Supports & Links	✓			Management - postholder TY Coordinator	Awards night BITC	ALL

3.3.5 Whole School Guidance & SEN

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND SEN SUPPORT						
SEN Policy	✓			Lit & Num co-ordinator	Whole group	ALL
Student support files			✓	Teachers	Differentiation	ALL
Update at staff meetings	✓			ALL	Whole group	ALL
Whole staff CPD	✓			Management SEN Co-ordinator SEN Team Teachers	Whole group	ALL
Individual/Group CPD		✓		Management SEN Co-ordinator SEN Team Teachers	One-to-one	ALL
SNAs			✓	Management SEN Co-ordinator SEN Team Teachers	Differentiation	ALL
Referral system			✓	Management SEN Co-ordinator SEN Team Teachers	Outside agencies	ALL
Small group withdrawal			✓	Management SEN Co-ordinator SEN Team Teachers	Differentiation	ALL
Team teaching/Collaborative teaching		✓		Management SEN Co-ordinator SEN Team Teachers	Differentiation	ALL
Differentiation	✓			Management SEN Co-ordinator SEN Team Teachers	Differentiated learning	ALL
RACE during in-house exams			✓	Management SEN Co-ordinator SEN Team Teachers	ICT facilities	ALL
Use of assistive technology			✓	Management SEN Co-ordinator SEN Team Teachers	ICT facilities	ALL

3.3.6 Whole School Guidance & Social Awareness

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND SOCIAL AWARENESS				ALL	ALL	ALL
Internet safety	✓			Co-ordinating teachers SPHE teacher and classes.	Guest speaker	ALL
Road safety presentation		✓		Co-ordinating teachers of Transition year	An Garda Siochana RSA	ALL
Anti-bullying presentation	✓			SPHE team	Guest speakers	ALL
Green schools	✓			GS Co-ordinator	One-to-one Whole group	ALL
Fundraising	✓			Co-ordinating teachers	One-to-one Whole group	ALL
First Aid		✓		TY coordinator	Whole group	
Manual Handling		✓		TY coordinator	Whole group	

3.3.7 Whole School Guidance & Student Leadership

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG and Student Leadership						
Gaisce		✓		Programme coordinator	Whole group	ALL
Head Boy, Head Girl, Prefects, Sports Captain.				Co-Ordinating Teacher	Whole group	ALL
Green Schools		✓		Co-Ordinating Teacher	Whole group	ALL
Mentoring		✓		Co-Ordinating Teacher	Whole group	ALL
Student Council		✓		Co-Ordinating Teacher	Whole group	ALL
Work experience		✓		Programme coordinator	Whole group	ALL

3.3.8 Whole School Guidance & Home-School Partnership

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WGS AND HOME-SCHOOL PARTNERSHIPS	✓			ALL	ALL	ALL
Parent Information evenings <ul style="list-style-type: none"> Open Night 1st year induction night Senior Cycle Subject & Programme choice Talks on Wellbeing, Internet safety, Study skills	✓			Management Co-ordinating teachers Subject departments SEN Department Guidance Counsellor SPHE HSCLO	Whole group Facilities Staff Outside speakers	ALL
Communication with parents/guardians via: <ul style="list-style-type: none"> Parent Teacher meetings School website Parents association Parents rep on BOM Text to parents Social media 	✓			Teachers Office staff Postholder HSCLO PA		ALL
Encouraging parental involvement <ul style="list-style-type: none"> Signing journal Surveys Awards night Parent/Guardian classes 	✓			Class teachers Year head Parents Association HSCLO SEN team	Local facilities Outside agencies Whole group One-to-one	ALL
Financial supports for parents <ul style="list-style-type: none"> Funding for devices Funding for uniform Free meals programme Book rental 			✓	Management HSCLO	One-to-one	ALL
Attendance strategy DEIS targets on retention and attendance	✓			Management Teachers	Attendance policy COMPASS	ALL
Parent information evenings/events: CAO, 3 rd year, Programme & subject choice, Open Night, etc.	✓			Management HSCLO Guidance Counsellor	Whole group Facilities	ALL

3.3.9 Whole School Guidance & Standardised Testing

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND ASSESSMENT & STANDARDISED TESTING	✓			ALL	ALL	ALL
CAT4 assessment	✓			Guidance Counsellors	Psychometric test	1 st year and third year
Analysis of in-house and State examinations	✓			Subject departments	SEC COMPASS	JC3/LC2
Term exams & reports	✓			Teachers	COMPASS Mock papers	ALL
Athena Tracking	✓			Teachers	Online	All
Assessment for Learning/Formative assessment	✓			ALL	Whole group	ALL
ICT exams, e.g. MOS		✓		ICT/e-learning teachers	Whole group Outside agency	TY/LC
Classroom Based Assessments (CBAs)	✓			Teachers	Whole group	JC
Assessments Tasks (ATs)	✓			Teachers	Whole group	JC
Oral exams		✓		Teachers	Whole group	ALL
Practical exams		✓		Teachers	Whole group	JC3/LC2
Subject briefs, e.g. Geography, History, etc.		✓		Teachers	Whole group One-to-one	JC3/LC2
Key Assignments		✓		Teachers	Whole group	LCA
State examinations – Junior Cycle, LCA, Leaving Cert.	✓			Exam secretary	Whole group	ALL

3.3.10 Whole School Guidance & Motivation and Learning

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG MOTIVATION & LEARNING	✓			ALL	ALL	ALL
Study skills	✓			Teachers	Whole group	JC
School journal – tracking	✓			Teachers	Whole group One-to-one	ALL
Motivation & Study Skills Programme	✓			Study skills teachers	Whole group One-to-one	LC1/LC2
Display of Study Skills Posters	✓			Teachers	Whole group	ALL
Provision of Study planners		✓		Guidance Counsellors	Whole group	ALL
Tracking of exam results - Athena	✓			Year head	Whole group COMPASS	ALL
Attendance strategy	✓			Management	Whole group COMPASS	ALL
Class/School Awards	✓			Teachers	Whole group	JC/LC
Teacher Feedback	✓			Teachers	One-to-one	ALL
Compass/Athena	✓			Office staff/Teachers	Whole group	ALL
Assemblies	✓			Management	Whole group	ALL
Guest speakers	✓			All staff	Whole group	All

3.3.11 Whole School Guidance & Literacy and Numeracy Strategy

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG LITERACY & NUMERACY STRATEGY	✓			ALL	ALL	ALL
Keyword displays & notebooks		✓		Lit & Num co-ordinator	Whole group Lit & Num boards	ALL
Table quizzes, games, etc.	✓			Teachers	One-to-one Group	ALL
Whole school approach	✓			ALL	Whole group	ALL
Maths week	✓			Subject department	Whole group	ALL
Parental links, e.g. survey		✓		Lit & Num co-ordinator	Survey software	ALL
Student survey/assessment		✓		Lit & Num co-ordinator	Survey software	ALL

3.3.12 Whole School Guidance & Experiential Guidance

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND EXPERIENTIAL GUIDANCE				ALL	ALL	ALL
Career Expos	✓			Guidance Counsellor	Universities, TUs, ITs, Enterprise organisations Whole group	TY/LC/LCA
College/University Open Days	✓			Guidance Counsellor	Universities, TUs, ITs Whole group	TY/LC/LCA
Participation in Young Scientist & Student Enterprise programmes		✓		Teachers	Facilities External organisations	JC/TY
Business in the Community (BITC) partnership		✓		LCA VPT Teachers	External organisations Enterprise	LCA

3.3.13 Whole School Guidance & Curricular Support

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
WSG AND CURRICULAR SUPPORT	✓			ALL	ALL	ALL
Individual Guidance meeting re subject choice		✓		Guidance Counsellors	Staff One-to-one	JC3/TY
Broad and open curriculum	✓			Management	Timetable	ALL
ICT support	✓			ICT/e-learning teachers	ICT facilities	ALL
Maximum choice of subjects at Senior Cycle	✓			Management	Staff Timetable	ALL
Open pick of subjects	✓			Management	Staff Facilities	ALL
Varied teaching methodologies	✓			Subject departments	Differentiated teaching	ALL
Mixed ability classes	✓			Management	Differentiated teaching	ALL

3.3.14 Whole School Guidance & School-Based Guidance

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
	WSG AND SCHOOL-BASED GUIDANCE	✓			ALL	ALL
Career meetings	✓			Guidance Counsellor	Timetabling One-to-one	ALL
Career talks	✓			Guidance Counsellor	Whole class Guest speaker	ALL
Leaving Certificate Applied		✓		Management LCA Co-ordinator Teachers	Whole class Timetabling Differentiation	LCA
Career Investigation Research/Portfolio		✓		Guidance Counsellor VPT Teacher	Research One-to-one	TY/LCA/LCVP
Career options	✓			Guidance Counsellor	One-to-one	ALL
Guidance Counselling service – support re programme & subject choice, CAO application, UCAS application, DARE application, HEAR application, Scholarship application, Eunicas application, career choice.	✓			Guidance Counsellor	One-to-one Group presentations	ALL
Senior Cycle subject choice	✓			Management Guidance Counsellor	Group presentations	ALL
Early school leavers support			✓	Management Guidance Counsellor	Solas Youthreach ESLO	FEW
DEIS Target setting	✓			Management Guidance Counsellor		All

3.3.15 Whole School Guidance & Teaching Subjects

Mathematics

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
STEM Promotion				Maths Teachers	Whole class Guest speaker	ALL
Maths Week	✓			Maths Teachers	ALL	ALL
LC Rechecks/Appeals	✓			Maths Teachers	LC students	ALL
WSG Planning and Maths Dept Week	✓			Teachers and GC	Guidance team link in with department to update planning twice yearly	Department attends presentation by GC at beginning of School year.

English

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Illustrate how to convert exam results to CAO points (Christmas, summer and mock exams)	✓			All teachers	Leaving Cert points calculator	ALL
Literacy Week	✓					ALL
Guest speakers from English backgrounds (journalists/authors etc.)	✓			Posters on display in classroom		ALL
We speak to our students about appropriate subject levels and make Guidance counsellors aware of any students who may need extra support in this area	✓			All teachers		ALL
Teachers of third years spend 1-2 classes discussing leaving certificate subjects in their area in terms of difference between Junior cycle and Senior cycle, assessment at senior cycle, curriculum content, exam structure.	✓			All teachers	Athena	ALL
During College Awareness Week you speak with classes about your own personal College stories in conjunction with Guidance Dept activities (Application process, experience of DCU, UCD and Maynooth university of our teachers, assessments etc.)	✓			Exam results		ALL
Exploring positive mental health through personal essays	✓			All teachers	Past exam papers	ALL
Reading for leisure	✓			Careers portal		ALL

▪ **Irish**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
During College Awareness Week we speak with classes about teachers' own personal College stories in conjunction with Guidance Dept activities.	✓			All Irish Teachers	Whole group	LC pupils
Careers related to Irish are researched through guest speakers and students are aware of progression opportunities in these areas.	✓			All Irish Teachers	Whole group	ALL
Teachers of third years spend 1-2 classes discussing leaving certificate subjects in their area in terms of difference between Junior cycle and Senior cycle, assessment at senior cycle, curriculum content, exam structure.	✓			All Irish Teachers	Whole group	3 rd years
Irish department head prioritises 1-2 targets to implement in 2025 for Careers Awareness in their subject in conjunction with Guidance Dept.	✓			All Irish Teachers	Whole group	LC pupils
We identify any vulnerable students in class and the refer to the relevant Guidance Counsellor	✓			All Irish Teachers	Whole group	ALL
We speak to our students about appropriate subject levels and make Guidance counsellors aware of any students who may need extra support in this area	✓			All Irish Teachers	Whole group	ALL
We teach study skills in class in conjunction with study skills week.	✓			All Irish Teachers	Whole group	ALL
We suggest a particular career to a student based on a particular aptitude that we recognise in them.	✓			All Irish Teachers	Whole group	ALL
The Irish department places the students' wellbeing at the centre of teaching and learning.	✓			All Irish Teachers	Whole group	ALL

▪ **Geography**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Geography teachers of third years spend 1-2 classes discussing the Leaving Certificate Geography course		✓		All Irish Teachers	Whole group	3 rd years
Teachers discuss the course content and the exam structure.	✓			All Irish Teachers	Whole group	ALL
Teachers explain the difference between the Junior Cycle and the Senior Cycle Geography course.	✓			All Irish Teachers	Whole group	ALL
During College Awareness Week we speak with classes about teachers' own personal College stories in conjunction with Guidance Dept activities.	✓			All Irish Teachers	Whole group	ALL
We identify any vulnerable students in class and the refer to the relevant Guidance Counsellor	✓			All Irish Teachers	Whole group	ALL

▪ **History**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Follow the referral process if a student requires additional counselling support (All Years).	✓			History Teachers	Utilising the pastoral system	All Pupils
Convert exam results to CAO points	✓			History Teachers	Numeracy across the curriculum	All Pupils
The History teachers will discuss subject option choices and the benefits of history at leaving certificate. (Transition year and third year students)	✓			History Teachers	General Teaching time	All Pupils
During college awareness week the history department will speak with students regarding their own personal College journey. (All year groups)	✓			History Teachers	General teaching	All Pupils
The History department will speak to students regarding appropriate levels and make Guidance councillors aware if any student may need additional support with this area.	✓			History Teachers	General exam preparation	All Pupils

Well-Being

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Wellbeing is taught as a subject in Junior Cycle in Bush Post Primary. Within this, a module of Guidance is taught to each year - which was planned and developed by the National Centre for Guidance in Education and adapted by our Wellbeing teachers with the assistance from our Guidance department.	✓			WB Teachers	General teaching	JC PUPILS
In Wellbeing class in Junior Cycle, students achieve all 6 of the Wellbeing indicators; (Being Active, Aware, Connected, Resilient Respected and Responsible) as well as the Key Skills (Staying well, Working with others, Managing Information and Thinking, being creative, communicating and learning to Manage myself), as outlined in the Junior Cycle Framework Document.	✓			WB Teachers	Wellbeing indicators	JC PUPILS
The Guidance Department has a significant role in supporting our whole school pastoral system. Guidance supports teaching and learning Wellbeing and the holistic side to the student experience in Bush Post Primary. Guidance teachers collaborate with Year Heads and Teachers of Wellbeing subjects (SPHE, CSPE and PE) on a regular basis. Guidance teachers are allocated a class each (or many) per year group to support these students most in need on the continuum of support.	✓			WB Teachers	Pastoral care systems	JC PUPILS
Wellbeing teachers during teaching and learning time chat to students, informally checking in and address problems that may exist. They also check diaries / refer concerns about motivation / discipline / bullying and filter personal issues to Guidance Councillor / Year Head .	✓			WB Teachers	Informal discussions	JC PUPILS
Wellbeing class is fundamental to the delivery of Guidance in Bush Post Primary. By focusing on the hidden curriculum and in the absence of a timetabled Form Tutor system, Wellbeing class along with the other Wellbeing related subjects (SPHE, CSPE and PE) is central to the emotional, social, and mental health aspects of students learning.	✓			WB Teachers	General WB TEACHING	JC PUPILS

▪ Art

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
During College Awareness Week, students will gain insight into the career paths that led us to Art Teaching. We will discuss how to prepare a portfolio, explore the different types of Art degrees available in Ireland and abroad—such as Fine Art Painting and Sculpture—and highlight the four colleges in Ireland that specialise in training Art teachers. Students will also learn about the steps required to qualify as an Art teacher, including postgraduate options like a Higher Diploma, as well as the process of teaching abroad and returning to teach in Ireland.	✓			Art Teachers	Portfolio creation for All Art Classes/students	LC pupils
A list of Art-related career options is explored during College Awareness Week and is permanently displayed on the exterior of the Art Department room to inspire and inform students all year-round.	✓			Art Teachers	Displays	All pupil
We invite the Head of the Art Department from O’Fiaich College as a guest speaker to share their experience and career journey, offering valuable advice on how students can plan and prepare a successful portfolio. This aims to encourage and motivate students to pursue further education and careers in Art.	✓			Art Teachers	Guest speaker	Pupils who choose Art at JC/LC
Art teachers spend one class with third-year students discussing the transition from Junior Cycle to Senior Cycle. We show students examples of preparation booklets and work from various disciplines within the Art exam, including Craft and Design. We also provide examples of essay writing and links to the Art exam paper. All examples of student work are also displayed on Open Night for further reference and inspiration.	✓			Art Teachers	Discussion forum & question session	JC Pupils
Art students attend career-related events to deepen their understanding of opportunities within the field, such as a trip to NCAD and visits to design-focused exhibitions like ‘Gifted’ – The Contemporary Craft and Design Fair, where they can explore a variety of careers in design, craft, and creative industries.	✓			Art Teachers	Field trip	Gifted & Talented pupils within Art
Art teachers are in a position to identify vulnerability among students, as the relaxed and creative environment often encourages open conversations. While discussing their work, students may share personal thoughts or emotions, giving teachers a chance to notice signs of stress or difficulty. This allows Art teachers to gently check in with students and, if needed, refer them to the Guidance Department for further support. This ensures students get the support they need both emotionally and academically	✓			Art Teachers	Use of well-being insight into vulnerable students	All pupils

Technology

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Links between curriculum and possible future careers within our subject areas, are discussed regularly.	✓			All Tech teachers	Classroom Teaching	ALL
Guest speakers from the construction and technology industry are invited to speak to our students	✓			All Tech teachers	Classroom Teaching	ALL
Trips are organised to facilities like KTF to showcase and inform future career choices	✓			All Tech teachers	Classroom Teaching	ALL
Safe Pass courses are being provided bi-annually in school by our department for all students, not just students in our subject discipline.	✓			All Tech teachers	Classroom Teaching	ALL
TY students take part in "The Schools Pathway Project" (ANTCE).	✓			All Tech teachers	Classroom Teaching	ALL
STEM passport for inclusion is also undertaken in TY.	✓			All Tech teachers	Classroom Teaching	ALL
During College Awareness Week we speak with classes about our own personal College stories in conjunction with Guidance Dept activities.	✓			All Tech teachers	Classroom Teaching	ALL
Careers related to subject area are explored during College Awareness week and students are aware of progression opportunities in these areas.	✓			All Tech teachers	Classroom Teaching	ALL
We discuss with our third-year students leaving certificate subjects in our area in terms of difference between Junior cycle and Senior cycle, assessment at senior cycle, curriculum content, exam structure.	✓			All Tech teachers	Classroom Teaching	ALL
We maintain an awareness of vulnerable students in class and the referral process to the relevant Guidance Counsellor.	✓			All Tech teachers	Classroom Teaching	ALL
We speak to our students about appropriate subject levels and make Guidance counsellors aware of any students who may need extra support in this area	✓			All Tech teachers	Classroom Teaching	ALL
We discuss study skills in class in conjunction with study skills week	✓			All Tech teachers	Classroom Teaching	ALL
We suggest careers to students based on a particular aptitude that we recognise in them and guide them towards careers they may find appealing.	✓			All Tech teachers	Classroom Teaching	ALL
We are aware of your student's wellbeing.	✓			All Tech teachers	Classroom Teaching	ALL
We illustrate to sixth year students how to convert exam results to CAO points, and what percentage each question on the exam is worth, helping them maximise their chances of getting their highest possible points tally.	✓			All Tech teachers	Classroom Teaching	ALL

▪ **Music**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
College Awareness Week - share our personal college experiences		✓		Music Teachers	Classroom Teaching	LC students
Careers in Music - discuss in class potential careers in music - share our own careers in performance before teaching	✓			Music Teachers	Classroom Teaching	All
Careers in Music Noticeboard display	✓			Music Teachers	Classroom Teaching	all
Past Pupil talks/visits - past pupils share their career experiences & college journey	✓			Music Teachers	Classroom Teaching	LC students
Speak with 3rd and TY students regarding music at leaving cert		✓		Music Teachers	Classroom Teaching	All
Created a link with DKIT Music department - Aim to visit DKIT Music department for guided tour/workshops/performance once every 2 years		✓		Music Teachers	Classroom Teaching	LC students
Make referrals as required to Guidance	✓			Music Teachers	Classroom Teaching	All
Advise individual students on relevant college courses in Music		✓		Music Teachers	Classroom Teaching	All
Teach students how to study music - different set of skills required in a practical subject		✓		Music Teachers	Classroom Teaching	All
Wellbeing is embedded in our subject department plan	✓			Music Teachers	Classroom Teaching	All
Whole School Guidance is embedded in our subject department plan	✓			Music Teachers	Classroom Teaching	All

Physical Education

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
	Follow the referral process if a student requires additional counselling support (All Year Groups).	✓			PE teachers	Whole class
Develop an awareness of career readiness by discussing future career jobs in Physical Education and Sport (All Year groups).	✓			PE teachers	Whole class	ALL
Convert exam results to CAO points (Fifth and Sixth Year)	✓			PE teachers	Whole class	ALL
During College Awareness Week the PE department speak with students regarding their own personal College journey (All year groups).	✓			PE teachers	Whole class	ALL
The PE teachers discuss subject option choices for Students who may wish to choose the subject at leaving certificate. (Transition year and Third year students).	✓			PE teachers	Whole class	ALL
Students are spoken to regarding subject levels and the difference in the levels during the exam process (Fifth- and Sixth-year students).	✓			PE teachers	Whole class	ALL
The PE department discuss study techniques with Students before sitting classroom tests and State Exams. (Fifth- and Sixth-year students).		✓		PE teachers	Whole class	ALL
The PE department advise career paths to students based on a particular aptitude that they recognise in them	✓			PE teachers	Whole class	ALL
The PE department provides a structured environment where students can engage in physical activity, which can be a therapeutic outlet for managing stress and improving mood (all year groups).	✓			PE teachers	Whole class	ALL
PE teachers integrate mindfulness exercises, such as breathing techniques or yoga/ Pilates into physical education programs. These can help students manage stress and anxiety while also improving focus and concentration during physical activity (Senior Cycle).	✓			PE teachers	Whole class	ALL

Business Studies

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Illustrate to students how to convert exam results to CAO points	✓			BS teachers	Whole class	ALL
During College Awareness Week, we speak with classes about our own personal College stories in conjunction with Guidance Dept activities, E.g. discussion on Bachelor of Business Studies in DCU.	✓			BS teachers	Whole class	ALL
Careers related to subject area are explored during College Awareness Week and students are aware of progression opportunities in these areas.	✓			BS teachers	Whole class	ALL
Subject teachers of third years spend 1-2 classes discussing leaving certificate subjects in their area in terms of difference between Junior cycle and Senior cycle, assessment at senior cycle, curriculum content, exam structure. Resources from Careersportal.ie/subject choice.	✓			BS teachers	Whole class	ALL
We invite in guest speakers working in subject areas to encourage and motivate students during College Awareness Week.	✓			BS teachers	Whole class	ALL
Students attend relevant career events related to subject e.g. visit to local enterprises	✓			BS teachers	Whole class	ALL
Subject heads prioritise 1-2 targets to implement in 2025 for Careers Awareness in their subject in conjunction with Guidance Dept	✓			BS teachers	Whole class	ALL
We are aware of vulnerable students in class and the referral process to the relevant Guidance Counsellor.	✓			BS teachers	Whole class	ALL
We speak to our students about appropriate subject levels and make Guidance counsellors aware of any students who may need extra support in this area.	✓			BS teachers	Whole class	ALL
We discuss study skills in class in conjunction with study skills week.	✓			BS teachers	Whole class	ALL
We suggest a particular career to a student based on a particular aptitude that we recognise in them.	✓			BS teachers	Whole class	ALL
We are aware of our student's wellbeing.	✓			BS teachers	Whole class	ALL

Computer Science & Digital Media Literacy

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
Educational Guidance Integration						
We include lessons on effective study and time management skills in CS classes.	✓			DML/CS teacher	LC exam practice	ALL
We use classroom assessments to help students reflect on their progress and set learning goals.	✓			DML/CS teacher	Assessment for learning	ALL
We provide information on subject choice implications for future pathways (e.g. CS and STEM careers).	✓			DML/CS teacher	Classroom Teaching	ALL
Promote cross-curricular links (e.g. digital literacy, numeracy, problem solving).	✓			DML/CS teacher	Assessment for learning	ALL
Career Guidance Integration						
Host guest speakers from tech industries and third-level institutions.		✓		DML/CS teacher	LC class	ALL
Organise field trips to local companies or STEM events (we have already been on W5 Stem trips).		✓		DML/CS teacher	Classroom Teaching	ALL
Facilitate student research on computer science courses (CAO, apprenticeships, traineeships).		✓		DML/CS teacher	LC class	ALL
Use class time to explore roles such as software engineer, UX designer, cybersecurity analyst, data scientists.		✓		DML/CS teacher	Classroom Teaching	ALL
Encourage TY work experience in relevant digital and IT fields.	✓			DML/CS teacher	TY classes	ALL
Personal and Social Guidance Integration						
Promote teamwork through project-based learning and pair programming. This is especially helpful for Leaving Certificate CS.	✓			DML/CS teacher	Assessment for learning	ALL
Encourage ethical thinking via discussions on data privacy, AI, and digital citizenship.	✓			DML/CS teacher	Assessment for learning	ALL
Embed reflective activities (e.g. self-assessment, peer feedback) to support self-esteem and communication.	✓			DML/CS teacher	LC exam practice	ALL
Support wellbeing through awareness of screen time, digital balance, and online safety.	✓			DML/CS teacher	Classroom Teaching	ALL
Collaboration with the Guidance Counsellor						
We coordinate with the Guidance Department to share insights on student interests and strengths.	✓			DML/CS teacher	LC exam practice	ALL
We refer students for one-to-one guidance when appropriate.	✓			DML/CS teacher	Classroom Teaching	ALL
Resources and Opportunities						
We use websites such as CareersPortal.ie, SmartFutures.ie, Qualifax.ie.	✓			DML/CS teacher	Classroom Teaching	ALL
We Promote online courses (e.g. CS50x, Hour of Code) and coding competitions.	✓			DML/CS teacher	Classroom Teaching	ALL
Monitoring and Evaluation						
We regularly review CS schemes of work to ensure integration of guidance objectives.	✓			DML/CS teacher	Classroom Teaching	ALL
Gather student feedback on guidance-related activities.	✓			DML/CS teacher	Marking	ALL

▪ **Modern Foreign Language**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
During College Awareness Week we speak with classes about our own personal College stories in conjunction with Guidance Dept activities, especially our years studying abroad and experiences living and studying in another country.		✓		MFL teachers	LC & JC exam classes	ALL
Careers related to subject area are explored during College Awareness Week and students are aware of progression opportunities in these areas.	✓			MFL teachers	LC exam classes	ALL
Subject teachers of third years spend 1-2 classes discussing leaving certificate subjects in their area in terms of difference between Junior cycle and Senior cycle, assessment at senior cycle, curriculum content, exam structure.		✓		MFL teachers	JC exam classes	ALL
We are aware of vulnerable students in class and the referral process to the relevant Guidance Counsellor.	✓			MFL teachers	All	ALL
We discuss subject levels with students in senior cycle and refer them to the guidance counsellors if we feel they need support in this decision.		✓		MFL teachers	LC & JC exam classes	ALL
We are aware of our students' wellbeing.	✓			MFL teachers	All	ALL

▪ **Science**

MEASURE/ ACTION	GUIDANCE FOR			LEARNING SUPPORTED BY:		
	ALL	SOME	FEW	Personnel responsible	Methodology & Resources	Curriculum
In-class tests are returned using the Leaving Certificate grading system and converted to CAO points.		✓		ALL STAFF	Assessment for learning	ALL
Regular evidence kept and recorded to have information for predicted grades and UCAS applications.	✓			ALL STAFF	Career advice for Science Department	ALL
Senior cycle Agricultural Science trip to Ballyhaise Agricultural College			✓	ALL STAFF	Ag Science Field trip	ALL
Share career paths with students during Careers Week.	✓			ALL STAFF	LC & JC exam classes exam practice	ALL
Students receive information from science teachers before subject selection in 3 rd year and TY.		✓		ALL STAFF	JC exam classes practice	ALL
SEC exam questions are used in all exams along with marking schemes.	✓			ALL STAFF	LC & JC exam classes exam practice	ALL

Evaluation & Review

Guidance Review 2023/2024

- Facilities: Office relocation due to new build. Temporary offices not ideal but has worked well during the year.
- Personnel: Sandra Woods returned from job-sharing working 22 hours. Deborah McMahon full time Guidance Counselling 22 hours.
- Timetable: recommendations as per Dept recommendations 2/3 individual and group 1/3 Classroom guidance.
- Career visits out for TY's, 5th Years and 6th Years. Sept: Higher Options, World skills, SRC Newry, Maynooth, DCU, NCAD, Queens, O'Fiaich, Dife PLC.
- Timetabled classes for 5th and 6th years. Group work for TY's and Junior classes
- Guidance part of wellbeing, care, TY, LCA teams.
- Careers fair for parents of TY's, 5th and 6th Years (biannual)
- Cross collaboration with outside agencies
- One to one counselling, career/personal increased with 6th years, additional applications to Ulster and Queens. Additional DARE applications also.
- LCA timetabled for VPG classes, work experience and Guidance
- Increased number of students supported by the guidance department this year.
- Guidance counsellors attended IGC national conference for CPD purposes
- New links established with University of Ulster via school talks and onsite visits

Whole school Guidance planning for 2024/2025

Goals Short/Medium/Long term planning

- Presentation to whole staff on the role of Guidance and Whole School Planning. (Short) Action: GC and Management
- Creation of whole school planning team. (Short) Action: Guidance
- Timetabling 2/3 guidance and 1/3 class as per circular (Medium) Action: Management
- Guidance involvement in Whole school planning. Action: Guidance (Short)
- Guidance Planning Team meetings (Medium). Action: Guidance
- Tuesday afternoons non timetabled for IGC and Counselling supervision (short). Action: Management
- Monitoring the implementation of the plan. (Long Term) Action: Management and Guidance Team
- Plan to be reviewed regularly by BOM, every 3 years (Long Term) Action: Board of Management

Appendices

Appendix 1 – Guidance Department Plan

Appendix 2 - Whole School Guidance and the school DEIS plan

Other referenced Documents

- DEIS plan – Bush Post Primary 2022-2025
- [Circular: 0041/2024 To: The Managerial Authorities of all Post-Primary Schools Guidance in Post-Primary Schools](#)
- [Information Note for Principals, Guidance Counsellors, and Guidance Teams in relation to the storage and transfer of guidance-counselling notes](#)
- <https://www.gov.ie/en/consultation/ec33d-national-consultation-on-post-primary-guidance/>



Bush Post Primary

Guidance Department Plan

Reviewed March 2025

Our Vision and Objectives

The Guidance Department, at Bush Post Primary School, is committed to supporting the academic, personal, and career development of all students in a holistic and inclusive manner. Recognising the diverse needs of the Bush Post Primary school community, the department aims to provide a comprehensive range of services that fosters emotional well-being, enhances educational outcomes, and prepares students for their future pathways. Through individual guidance, career guidance lessons, and tailored interventions, our goal is to empower students to make informed decisions about their learning, personal growth, and future careers, in line with the values and educational objectives of the school. This plan outlines the strategic framework for achieving these objectives, with a strong emphasis on student-centred support, collaboration with parents and teachers, and continuous evaluation to ensure the effectiveness of our services.

The main objective of our Guidance Department Plan is to focus on providing holistic support to pupils, fostering their academic, personal, and career development. This includes helping students make informed subject choices and supporting their academic progress through study skills, time management, and exam preparation. The plan prioritises career guidance, offering students clear pathways to further education, apprenticeships, and the workforce, in alignment with the National Framework of Qualifications. The personal development of pupils is a key objective, with a focus on promoting mental health, building self-esteem, and enhancing social skills. We advocate for inclusivity across the school community, addressing the diverse needs of all students, including those with special educational needs or those from varied cultural backgrounds. Effective communication with parents, teachers, and external agencies is essential for a collaborative approach; our plan includes the mechanisms for monitoring, evaluating, and adapting guidance services to ensure they meet the evolving needs of students.

Guidance in the Junior Cycle

The Guidance Department provides a well-rounded foundation for the academic, personal, and social development of Junior Cycle pupils. This includes the integration of subjects such as study skills, time management, and exam preparation to help students manage their academic responsibilities effectively. Guidance counsellors are available to any pupil in the Junior Cycle via appointment; during these meetings emphasis is placed on personal development, building self-esteem, emotional resilience, and promoting positive mental health practices. These sessions aim to foster key skills like decision-making, communication, and support pupils with social, emotional, and mental health concerns and additional needs.

During the first month of 1st year, all pupils will sit the CAT4 psychometric test. This test provides valuable information for teachers and pupils around academic ability. This information is shared with parents and teachers on the COMPASS app and is inputted into the 'Athena Tracker' to provide individualised targets for all subject areas. This testing allows the guidance team to monitor pupil progress and aptitude throughout junior cycle, identifying pupils who may be struggling and supporting improved development. By providing these resources, the Guidance Department aims to support students in developing a clear sense of identity and direction as they navigate the challenges and opportunities of the Junior Cycle.

Incoming students

Guidance Department will meet with Deputy, HSCLO and SEN Department to share information necessary regarding incoming first years – learning needs, extra support needed, etc. Information gathered during visits to all feeder Primary schools is shared with the guidance team to ensure early identification of vulnerable pupils needing support. This meeting will take place in May of each academic year.

Guidance in the Senior cycle

The Guidance Department plays a vital role in supporting pupils during their Senior Cycle, helping them navigate the challenges of their final years of post-primary education while preparing for life beyond school. The support provided focuses on academic, personal, and career development to ensure students are well-equipped for further education, employment, and personal growth.

One of the most important elements of guidance for senior pupils is **supporting subject selection** during TY and 5th year. The Guidance team guide pupils in selecting subjects for the Leaving Certificate that align with their strengths, interests, and future career goals. This includes offering advice on the implications of subject choices for further education and career options.

The guidance team provides support with **'Study Skills'** through careers classes and individualised advice on effective study strategies, time management, and exam preparation to help students manage the demands of the Leaving Certificate. Looking at **Career Guidance and Pathways** is explored during career lessons and trying to link their academic choices to potential career pathways. These lessons provide information on different professions, third-level courses, apprenticeships, and vocational training.

Guidance counsellors assist **Third-Level Application Support**, navigating the process of applying to third-level institutions, including CAO (Central Applications Office) applications, UCAS (for students applying to the UK), and Post-Leaving Certificate (PLC) courses. This includes helping with course selection, personal statements, and interview preparation. Exploring Apprenticeships and Further Education for pupils interested in non-university pathways, provides information on apprenticeships, vocational courses, and other post-school training options, ensuring students are aware of all available opportunities. The department organise visits to open days to DCU Transition Year Day, DKIT Campus visit, Queens Campus tour, UCD Campus Tour, NUI Maynooth Open day. Guidance counsellors assist pupils with their university application and preparation for college interviews. This preparation helps students present themselves confidently to admissions officers or potential employers.

The Guidance Department organise a bi-annual **Career Fair** for all pupils and parents in Senior Cycle, with over 30 representatives of further and higher education, along with representatives from HSE, ESB, FAI, Garda, and Fire Services. Every career interest is catered for with exhibits on beauty, agriculture, music, humanities, STEM and many more. This fair provides pupils with valuable exposure to different post-school options.



During **Parent-Teacher Meetings** the Guidance Department work in collaboration with other school staff to involve parents in their child's Senior Cycle progression. Providing parents with information on subject choices, career opportunities, and mental health can help them support their child during this crucial period.

The Guidance Department **identify students at risk** of disengagement or those facing challenges, such as mental health issues or academic struggles. These concerns are aired in the SST and targeted interventions, or additional support are discussed to ensure all students have an equal opportunity to succeed in the Senior Cycle. The Guidance Department provide a comprehensive support system in the Senior Cycle that addresses academic needs, career exploration, personal well-being, and post-school transitions. By providing tailored advice, resources, and emotional support, the department can help students navigate their final years in school with confidence and clarity about their future pathways.

Progression in Guidance – timelines for all applications

At Bush Post Primary the guidance department support our pupils with various applications involving further education; it is vital that pupils are aware of the timelines and submission deadlines involved in each application.

Having a series of deadlines is important when completing your CAO application as it helps our students stay organised, focused, and on track throughout the process. With the support of the school's Career Guidance Department, these deadlines ensure that no key steps are missed—especially important ones like researching courses, submitting applications on time, and understanding restricted entry options. By breaking the process into manageable stages, students are better prepared to make informed decisions about their future and avoid last-minute stress.

CAO application Process

The **CAO (Central Applications Office)** application process is how Irish Leaving Certificate students apply for undergraduate courses in colleges and universities in the Republic of Ireland. Students create an account on the CAO website, select up to 10 courses on both Level 8 (honours degree) and Level 6/7 (ordinary degree/higher certificate) lists

During Transition Year & Fifth Year

- Introduction to CAO
 - Overview of how CAO works
 - Explanation of how to apply
 - Introduction to the wide range of courses available

Sixth Year

September – May

- **One-on-One Guidance Meeting**
 - Each student meets at least once with the Guidance Counsellor
 - Discussion includes CAO options and course planning

Early November

- **CAO Applications Open**
 - Students are notified that the CAO portal is live
 - Encouraged to begin the application process

November – January

- **CAO Application Support**
 - Guidance Department helps students open and complete their CAO applications
 - **Important:** Students are made aware of **restricted courses** with deadlines before **February 1st**

Early May

- **Amendment Period**
 - Students are reminded that CAO has reopened
 - Guidance Counsellors support students in reviewing and updating their applications

UCAS application process

The UCAS application process allows Irish Leaving Certificate students to apply for undergraduate courses at UK universities. Students register on the UCAS website, choose up to five courses, and submit a personal statement, academic references, and predicted grades.


July

- UCAS Conservatoires applications open for 2025 entry
- Students can register, pay, and submit their applications


September

- Individual UCAS student appointments begin at Bush Post Primary School

Early October

- Deadline for conservatoire music applications
 *Dance, drama, and musical theatre may differ – check specific conservatoire websites*

Mid-October

- Deadline for Oxford or Cambridge applications
- Most medicine, dentistry, veterinary medicine/science courses
 *Late applications accepted, but equal consideration is not guaranteed*

18 December

- UCAS application deadline for Bush Post Primary students in sixth year


Mid-January

- Deadline for:
- Most undergraduate UCAS courses
- Most conservatoire dance, drama, musical theatre courses

February

- **UCAS Extra** opens
 *For students with no offers after using all 5 choices*

30 June (18:00 UK time)

- Final deadline to submit UCAS applications with choices
 *After this, applications go straight into Clearing*

Early July

- **UCAS Extra** closes

Early July

- Clearing opens
- Vacancies visible in UCAS search tool

DARE application process

DARE stands for **Disability Access Route to Education**. It's a **college and university admissions scheme** in Ireland designed to support **students with disabilities** or **significant ongoing health conditions** by offering them **reduced points entry** to certain courses.

March / April (5th Year)

- Presentation on DARE in careers class
- Parents receive information
- Potential applicants identified
- Information gathering by Guidance Counsellor (GC)

September (6th Year)

- Meeting: GC + SEN to review eligible students
- Review students with SEN file / diagnosis
- Review CAT4 scores & exam results for literacy/numeracy concerns
- SEN initiates testing for students with significant difficulties
 - Includes those with or without a prior diagnosis

October – November

- GC meets with eligible students
- Parents/guardians contacted
- Students review DARE Handbook with guardians

November – December

CAO Applications Open – 5 November, 12 noon

- Students complete:
 - SIF (Supplementary Information Form)
 - EIS (Educational Impact Statement) with GC/SEN
 - Students & guardians collect supporting disability documentation

January – February

- GC/SEN finalize and complete EIS Statements

March 1

- Deadline for SIF Form submission by students

March 15

- Deadline for all supporting documents to be sent to CAO

April – June:

- Late June Assessment of DARE applications. Students will be notified of the outcome of your DARE application by the end of **June**.

End June/Early July:

- DARE Review and Appeals Application. Early August Applicants will be notified of the outcome of the Review and Appeals application.

August: Leaving Certificate Exam Results.

- Eligible DARE applicants compete for reduced points places. CAO Offers to eligible DARE applicants. Course offers are made and should be accepted through the CAO.

Late August/ September:

- Students attend Orientation and register with Disability Support Services.

HEAR application process

The Higher Education Access Route (HEAR) is a higher education admissions scheme for Leaving Certificate students (under 23) whose economic or social background are underrepresented in higher education.



November

- Review the HEAR Handbook with parent(s)/guardian(s).
- Apply to CAO at www.cao.ie.
- Start your HEAR application through the CAO system.
- Begin collecting supporting documents (some may take several weeks to issue).



By 1 February

- Submit your CAO application by 17:00 – this is required in order to apply for HEAR



By 1 March

- Complete all sections of the online HEAR application by 17:00.
- Ensure you have gathered all relevant supporting documents.



By 15 March

- Post clear, legible copies of your supporting documents to:
CAO, Tower House, Eglinton Street, Galway by 17:00.
- Number each page and include your CAO number and date on the first page.
- Keep original documents, and always request a Certificate of Posting.
- Include a stamped, self-addressed postcard if you want confirmation of receipt.



April – June

- Your HEAR application is assessed during this period.



Late June

- You will be notified of the outcome via your CAO portal and email.



End of June / Early July

- If necessary, submit a Review or Appeal through the HEAR process.



August

- Leaving Certificate results and CAO offers are released.
- If successful, you'll be notified of HEAR supports along with your CAO offer.
- Accept your college place and the HEAR offer of extra supports.



Late August / Early September

- Attend the mandatory HEAR Orientation Programme.
(Check with your college for dates and requirements.)

A Continuum of Support Model for The Whole School Guidance Programme

The Bush Post Primary School guidance programme is characterised by a continuum of support model. In applying the continuum, the whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model is applied as follows.

1st year Guidance

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none"> • All first-year students participate in an induction programme. Topics included in the induction programme are: <ul style="list-style-type: none"> – Transition to second level – differences, advantages, difficulties. – Orientation of school buildings – Reading the timetable. – Study skills, organisation/study method/time management. – Examination techniques. – How to access the Guidance Service • During the first term, the Guidance Counsellor associated with the class will introduce themselves to all first-year classes and personally describe their role to students. • Pictures of the Guidance Counsellors are displayed in prominent places around the school building. • All first-year students will complete an aptitude test (CAT4) which is administered by the Guidance Team. Results contribute to the Athena tracker and are shared with parents/teachers on the COMPASS system • All students participate in Friendship week. • All students receive a module in Guidance during wellbeing class. • All students will receive study skills during SPHE class. • Celebration of College Awareness Week 	<ul style="list-style-type: none"> • Some students will receive support from the Student Support Team • Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process. • Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO 	<ul style="list-style-type: none"> • The Friends for Youth programme is offered to a few students when a need is identified. • A few students will be referred to outside agencies for additional supports.

2nd Year Guidance

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none">• Pictures of the Guidance Counsellors are displayed in prominent places around the school building.• All students participate in Friendship week.• All students receive a module in Guidance during wellbeing class.• All students will receive study skills during SPHE class.• Celebration of College Awareness Week	<ul style="list-style-type: none">• Some students will receive support from the Student Support Team• Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process.• Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO	<ul style="list-style-type: none">• The Friends for Youth programme is offered to a few students when a need is identified.• A few students will be referred to outside agencies for additional supports.

3rd Year Guidance

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none"> • Pictures of the Guidance Counsellors are displayed in prominent places around the school building. • All students participate in Friendship week. • All students receive a module in Guidance during wellbeing class. • All students will receive study skills during SPHE class. • All third-year students will complete an aptitude test (CAT4) which is administered by the Guidance Team • All students will receive a workshop on subject choice and informed of resources that can be used to assist with subject choice. • Before any decision on subject choice is made, the Senior Cycle Programme Coordinator and the Guidance Counsellor provide information to parents and students to help them to select their preferences for senior cycle. This is intended to make them aware of the implications of these choices for future career paths. • The Guidance Counsellors will meet with students on an individual and group basis in Third Year to discuss Subject Choice and Programme Options (LCA, LCVP, Leaving Cert). • Celebration of College Awareness Week 	<ul style="list-style-type: none"> • Some students will receive support from the Student Support Team • Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process. • Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO. • Some students will be met individually to assist them with subject choice and programme choice. • The parents of some students will be communicated with individually to assist in decisions regarding subject and programme choice. 	<ul style="list-style-type: none"> • The Friends for Youth programme is offered to a few students when a need is identified. • A few students will be referred to outside agencies for additional supports.

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none"> • Pictures of the Guidance Counsellors are displayed in prominent places around the school building. • All students participate in Friendship week. • All students receive a module in Guidance during wellbeing class. • All students will receive study skills during SPHE class. • All students will receive a workshop on subject choice and informed of resources that can be used to assist with subject choice. • Before any decision on subject choice is made, the Senior Cycle Programme Coordinator and the Guidance Counsellor provide information to parents and students to help them to select their preferences for senior cycle. This is intended to make them aware of the implications of these choices for future career paths. • The Guidance Counsellors will meet with students on an individual and group basis in TY Year to discuss Subject Choice and Programme Options (LCA, LCVP, Leaving Cert). • All TY students are invited to attend open days/career investigations deemed appropriate e.g. DCU Transition Year Day, DKIT Campus visit, Queens Campus tour. • All subject teachers are requested to invite a speaker to visit their class and discuss careers in their subject area. • Celebration of College Awareness Week • All TY students receive one timetabled class where topics include: <ul style="list-style-type: none"> - Work Experience Preparation/ Reflection - Subject Choice For Leaving Certificate - Career Investigation - Exploring different levels of qualifications (QQI System) - Goal Setting / motivation <p>Preparation for college trips</p>	<ul style="list-style-type: none"> • Some students will receive support from the Student Support Team • Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process. • Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO. • Some students will be met individually to assist them with subject choice and programme choice. • The parents of some students will be communicated with individually to assist in decisions regarding subject and programme choice. • Some students will be invited to attend a career investigation that they are especially interested in E.G. Trip to Army Barracks or Solas. 	<ul style="list-style-type: none"> • A few students will be referred to outside agencies for additional supports.

5th Year Guidance

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none"> • Pictures of the Guidance Counsellors are displayed in prominent places around the school building. • All students participate in Friendship week. • All students will receive study skills during SPHE class. • All fifth year students are invited to attend some open days/career investigations deemed appropriate e.g. DCU Transition Year Day, DKIT Campus visit, Queens Campus tour, UCD Campus Tour, NUI Maynooth Open day. • All students will participate in talks with various institutions – universities, FET, etc. • Celebration of College Awareness Week • All fifth-year students receive one timetabled class where topics include: <ul style="list-style-type: none"> - Career Questionnaires - Career Investigations - Career options – college – training – work - Types of college - Entry requirements – college – course – points - Highlight courses that require portfolios. - Researching courses - How to use online prospectus - Introduction to general careers websites - Introduction to CAO - Introduction to UCAS - Highlight courses that have restricted entry. - Career planning - Cost of third level - Finance for third level. - Army/Gardaí/Apprenticeships/Nursing - Agriculture/horticulture/equine - Job seeking skills: Accessing jobs. - Applications and CV's - Interview preparation. - Review of year and planning for next year - UCAS applications- preparations - Goal Setting 	<ul style="list-style-type: none"> • Some students will receive support from the Student Support Team • Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process. • Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO. • Some students will be invited to attend a career investigation that they are especially interested in E.G. Trip to Army Barracks or SOLAS 	<ul style="list-style-type: none"> • A few students will be referred to outside agencies for additional supports.

6th Year Guidance

Guidance for all	Guidance for some	Guidance for few
<ul style="list-style-type: none"> • Pictures of the Guidance Counsellors are displayed in prominent places around the school building. • All students participate in Friendship week. • All students will receive study skills during SPHE class. • All sixth-year students are invited to attend some open days/career investigations deemed appropriate e.g. DCU Transition Year Day, DKIT Campus visit, Queens Campus tour, UCD Campus Tour, NUI Maynooth Open day. • An integral part of the programme is the involvement of guest speakers, attendance at a careers exhibition, open days etc. • Each student has at least two individual careers counselling interviews with the Guidance Counsellor and all students who wish to complete the CAO form in school are given the opportunity to do so under the guidance of the Guidance Counsellor. Students are also supported in applying for UCAS, Eunicas, DARE, HEAR, SUSI with the Guidance Counsellor helping complete their reference. • All students will participate in talks with various institutions – universities, FET, etc. • Celebration of College Awareness Week • All sixth-year students receive one timetabled class where topics include: <ul style="list-style-type: none"> - Open days and Higher Options - Preparation for Careers Exhibitions and Open Days - UCAS application procedures – deadlines – - Personal statement for UCAS - CAO application procedures – relevant deadlines - HEAR Scheme - DARE Scheme - Primary teaching - Alternatives to third level - Application for PLC's - Apprenticeships - Agricultural colleges - Arts courses - Science courses - Business courses - Engineering courses - Computer courses - Other courses - Alternative routes - Finance grants and scholarships. - Cost of college - Study skills. - Examination technique - Motivation: review of results of the mock examinations - Interview techniques. - Wages/tax/PRSI/USC/NERA - Transition from second level, changes/expectations. - Applying to Colleges in different countries, for example Netherlands. 	<ul style="list-style-type: none"> • Some students will receive support from the Student Support Team • Some students will receive individual counselling from Guidance counsellors. These students will be referred via a referral process. • Some students will be highlighted to Guidance Counsellors by the Additional Needs Department or HSCLO. • Some students will be invited to attend a career investigation that they are especially interested in E.G. Trip to Army Barracks or SOLAS 	<ul style="list-style-type: none"> • A few students will be referred to outside agencies for additional supports.

Homework Procedures in Guidance

Formal homework is not usually given but students are often asked to prepare for the following week's class. In senior cycle students are also asked to complete personal statements and research.

Assessment/Evaluation

There is informal assessment of potential subject and career choice. Improved study skills and examination techniques, etc. provide some insight into the effectiveness of the Guidance Counsellor's interventions. Assessment does take place in LCA VPG.

Parents

The Guidance Counsellor is available to parents at Parent Teacher Meetings or by appointment. Talks are given to parents at **periods of transition** from Junior to Senior cycle and from Second to Third level or work. Guidance Department communicate with parents through the Parents' Compass App.

Reporting Procedures

While confidentiality is of the essence, the student is always informed of the limits of confidentiality at the start of a counselling session. School Management and appropriate other members of staff and parents/guardians are informed if it is felt that the student is a danger to themselves or others. They are also informed if it is in the best interests of the student to bring a particular difficulty to light. At all times this is done with the knowledge of the student. The requirements of the Children First Guidelines will always be considered.

In-Career Development

To maintain qualified membership of the IGC ten hours of in-service training must be completed annually. In-career development is essential to the work of the Guidance Counsellor as the information to be disseminated in Careers is constantly changing, and the issues encountered in counselling are ever changing. Regular attendance at IGC Branch meeting and Counselling Supervision should be facilitated by the school through sensitive timetabling. The IGC provides a range of in-service training through the provision of workshops and presentations relevant to our work. Additional in-service is arranged at local and national level and the DES supports this in-service by providing funding. Attendances at Open Days, Career Exhibitions, and seminars for Guidance Counsellors all constitute CPD and are essential to ensure that the Guidance Counsellor remains up-to date.

Protocol for meetings.

Students:

Meetings with students arise in three ways - a student may request a meeting, a member of staff may refer a student, or the Guidance Counsellor may initiate it. In most cases the Guidance Counsellor will request permission from the subject teacher to remove the student and an effort is made to avoid removing students from the same class all the time, however this is not always possible.

Parents/Guardians:

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually during the school day but may also be arranged for after school. All parties must be informed if cancellation

is necessary. On occasion the Guidance Counsellor may request another member of staff to be present at a meeting, for example a year head.

Guidance Plan and DEIS Planning

The Guidance plan and DEIS plan are intertwined as a wide range of activities is carried out by Guidance. As best practice, the GC is also a member of the DEIS team and involved in establishing DEIS targets through guidance activities. The Guidance Counsellors have an integral role to play in each of the strands of DEIS which are; Attendance, Retention, Literacy, Numeracy, Educational Transitions, Partnership with Parents and others, Academic outcomes at Junior and Senior Cycle.

The DEIS plan will be reviewed in 2025 by the DEIS team.

The GC is also determined to deliver equal access to higher education to all students in Bush Post Primary from all backgrounds and walks of life.

Assessment in Guidance (AFL)

Assessment tools for Guidance is completed in accordance with Circular **Letter 0035/2017**

Assessments include Interest Assessment tests, Personality tests, CAT Cognitive Abilities testing.

CAT4 tests are administered for incoming first years.

Interest and ability tests are used with TY and Senior cycle students.

Study skills and multiple intelligence testing is used with third years and TY's for subject options.

CAT 4 testing has been used with third years for Subject options. **Homework Procedures in Guidance**

Formal homework is not usually given but students are often asked to prepare for the following weeks class. In senior cycle students are also asked to complete personal statements and research.

Assessment/Evaluation

There is informal assessment of potential subject and career choice. Improved study skills and examination techniques etc. provide some insight into the effectiveness of the Guidance Counsellor's interventions. Assessment does take place in LCA VPG.

Parents

The Guidance Counsellor is available to parents at Parent Teacher Meetings or by appointment. Talks are given to parents at **periods of transition** from Junior to Senior cycle and from Second to Third level or work. Guidance Department communicate with parents through the Parents' Compass App.

Reporting Procedures

While confidentiality is of the essence, the student is always informed of the limits of confidentiality at the start of a counselling session.

School Management and appropriate other members of staff and parents/guardians are informed if it is felt that the student is a danger to themselves or others. They are also informed if it is in the best interests of the student to bring a particular difficulty to light. At all times this is done with the knowledge of the student.

The requirements of the Children First Guidelines will always be considered.

In-Career Development

To maintain qualified membership of the IGC ten hours of in-service training must be completed annually. In-career development is essential to the work of the Guidance Counsellor as the information to be disseminated in Careers is constantly changing, and the issues encountered in counselling are ever changing. Regular attendance at IGC Branch meeting and Counselling Supervision should be facilitated by the school through sensitive timetabling. The IGC provides a range of in-service training through the provision of workshops and presentations relevant to our work. Additional in-service is arranged at local and national level and the DES supports this in-service by providing funding. Attendances at Open Days, Career Exhibitions, and seminars for Guidance Counsellors all constitute CPD and are essential to ensure that the Guidance Counsellor remains up-to date.

Protocol for meetings.

Students:

Meetings with students arise in three ways - a student may request a meeting, a member of staff may refer a student, or the Guidance Counsellor may initiate it. In most cases the Guidance Counsellor will request permission from the subject teacher to remove the student and an effort is made to avoid removing students from the same class all the time, however this is not always possible.

Parents/Guardians:

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually during the school day but may also be arranged for after school. All parties must be informed if cancellation is necessary. On occasion the Guidance Counsellor may request another member of staff to be present at a meeting, for example a year head.

Guidance Plan and DEIS Planning

The Guidance plan and DEIS plan are intertwined as a wide range of activities is carried out by Guidance. As best practice, the GC is also a member of the DEIS team and involved in establishing DEIS targets through guidance activities. The Guidance Counsellors have an integral role to play in each of the strands of DEIS which are, Attendance, Retention, Literacy, Numeracy, Educational Transitions, Partnership with Parents and others, Academic outcomes at Junior and Senior Cycle.

The DEIS plan will be reviewed in 2025 by the DEIS team.

The GC is also determined to deliver equal access to higher education to all students in Bush Post Primary from all backgrounds and walks of life.

Assessment in Guidance (AFL)

Assessment tools for Guidance is completed in accordance with Circular **Letter 0035/2017**

Assessments include Interest Assessment tests, Personality tests, CAT Cognitive Abilities testing.

CAT4 tests are administered for incoming first years.

Interest and ability tests are used with TY and Senior cycle students.

Study skills and multiple intelligence testing is used with third years and TY's for subject options.

CAT 4 testing has been used with third years for Subject options.

It is important to give appropriate feedback to students from any test administered and store results securely.

Testing should not be completed in isolation rather in conjunction with other forms of assessment.

In class context Assessment is given in a variety of ways with focus on how students learn and learning abilities, with a focus on active student-centred methodologies and learning intentions clearly outlined so students take ownership of their learning with use of effective questioning to achieve learning outcomes.

The Guidance team is also cognisant of our whole school AFL which focuses on the development of literacy and numeracy and are aware of the targets set out in the School Improvement Plan (SIP) whereby learning intentions and success criteria are an integral part of Guidance lessons.

Wellbeing in Guidance (JCSP)

With the introduction of wellbeing in the Junior Cycle the guidance counsellor is cognisant of the Junior cycle wellbeing Guidelines and the role of Guidance in wellbeing.

It is an opportunity for the Guidance Counsellor to formalise their role in relation to their work with First years and SPHE regarding transitioning from Primary school and study skills for first year students through transitional learning with SPHE teachers and Wellbeing teachers.

It is envisioned that Guidance will become embedded in Wellbeing in the school as it is occurring at present but not formalised into the curriculum.

The guidance programme supports wellbeing of all students at Junior Cycle.

Learning in guidance is supported by information nights for first year students.

Students' wellbeing is also supported by Guidance throughout the year during week themed activities such as;

- Anti Bullying/ Friendship week
- Mental Health Awareness/ Wellbeing Week
- College Awareness Week

Links with SEN and HSL Departments

- The Guidance Counsellor meets with the SEN during the year to discuss the following,
- Ability Test Results for Incoming first years
- RACE Applications
- DARE applications.
- Meetings with Primary schools
- Students needing extra supports.
- Students who need additional supports
- Referrals for counselling
- Continued professional development.
- Concerns re student attendance/potential drop out (iscoil)
- Home school visits re. HEAR/DARE documentation issues.
- Action plan for "at risk" students in conjunction with the Student Support Team.

Guidance Areas for Development 2024/2025

We would like to see in the future more investment in the Guidance Department in the following areas.

- Additional personnel for Guidance support as per allocation
- Increase use of IT in classroom guidance as research for careers and colleges is so important in an ever-changing society. The development of the online REACH programme, an excellent guidance package for senior and TY students.
- Improvement in office facilities so library of college books and online resources can be accessed.
- Development of testing for TY/Third Years
- Non timetabled Tuesday afternoons to facilitate professional development time in accordance with DES (supervision and in-service)
- Access to IT/devices for careers classes.
- Smaller classes for careers.
- Updated office facilities for GC and Students to access with IT facilities.
- Online REACH programme for TY and Senior Cycle.
- Ongoing support for access to open days for senior cycle students.

It is important to give appropriate feedback to students from any test administered and store results securely. Testing should not be completed in isolation rather in conjunction with other forms of assessment.

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- Ongoing support for access to open days for senior cycle students.
- An annual review of the department guidance plan and the continued development of the services we provide.

Testing – the CAT4 psychometric Assessments

The guidance department takes responsibility for administering CAT4 assessments each year for our entire first year & third year cohort. This type of Holistic Student Support gives us a valuable insight of a student’s overall well-being and development, their cognitive abilities, learning strengths, and areas of potential weakness. These tests give the guidance counsellors a deeper understanding of a student’s intellectual strengths and potential, which is crucial when providing personalised advice about which career paths, subjects, or further education options might suit them best.

Mid-September each academic year

- 1st year cohort complete the CAT4 assessment
- Results are shared with the staff team via our online Athena tracker

February/Post Mock Exams each academic year

- 3rd Year cohort complete the CAT4 assessment
- Results are shared with the staff team via our online Athena tracker



Board of Management Policy Consultation

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	Bush Post Primary School
Policy:	Guidance Plan

Staff Consultation:

Date of Final Consultation:	28 th May 2025
Proposed By:	Caitriona Ruane
Seconded By:	Sheila McDonald

Student Consultation:



Date of Final Consultation:	27/05/2025
Proposed By:	Sean Thornton
Seconded By:	Alisia McGarrity

Parents Consultation:

Date of Final Consultation:	27 th May 2025
Proposed By:	Melissa McCoy
Seconded By:	Sharon Keaveney

BOM Consultation:

Date of Final Consultation	28/05/2025
Proposed By:	Barry Williams
Seconded By:	Shane Brennan

Guidance Plan		
Signed:	 (Chairperson, BOM)	Date: 28/05/25
Signed:	 (Principal/ Secretary to the BOM)	Date: 28/05/2025

Whole school guidance delivering equality of opportunity in Bush Post Primary

BPP DEIS TARGETS		How is Whole school Guidance supporting this DEIS target	What more could the guidance team do to support these targets
Partnership	To maintain an active database containing address, Eircode, phone number and email of all parents and guardians of student cohort	<p>The guidance department maintain rigorous communication with parents throughout the year - if any data is missing it is communicated to the school office.</p> <p>The guidance team collaborate with teachers to ensure students receive holistic support. A collaborative approach can help address any academic or personal issues that may be hindering a student's progress. Strong connections with parents promote involvement: they can be instrumental in supporting their child's journey and reinforcing the importance of career exploration.</p>	
	To maintain an effective Parents Association that are actively consulted and involved in policy formation, ratification, and implementation	<p>The guidance team have contributed to the parents' association, via presentations and parental voice.</p> <p>PTM's - guidance provide accurate information for appropriate year groups at all PTM'S</p> <p>The guidance team promote the various Scholarship opportunities that exist for students, throughout the academic year, for the appropriate year groups.</p>	<p>Industry Partnerships: develop current relationships with local businesses to create opportunities for internships, work experience, and apprenticeships for students.</p> <p>Guest Speakers and Career Talks: Invite more local business leaders and professionals to give career talks, workshops, or seminars to students about different industries, career pathways, and the skills required in the workforce.</p>
	To re-establish opportunities for parents to attend school celebrations and events, in a post-pandemic environment	<p>The guidance team organise a bi-annual CAREER'S FAIR - for all pupils & parents from TY, 5TH & 6TH Year. More than 1000 people attended during March 2023.</p> <p>The guidance team have an annual parents meeting, sometimes during College Awareness Week, to promote awareness of the criteria for college and answer the many queries' parents may have regarding this transition</p> <p>The guidance team ensure that parents are kept informed of deadlines, university talks and Open Days through text messages and messages on Compass.</p> <p>The Guidance team have re-established in-person information evenings for parents about the UCAS/CAO journey.</p> <p>The guidance team regularly engage with parents, especially during 6th year via meetings & phone calls</p>	<p>Employer-Run Workshops: Organize skills development workshops led by local businesses on topics like resume writing, interview skills, soft skills, and job readiness.</p> <p>Regular Communication with Parents: contribute to the schools monthly newsletter</p> <p>Career-Focused Resources for Parents: Provide parents with further resources, such as brochures, webinars, or workshops, that explain current job trends, higher education options, and career pathways, enabling them to guide their children effectively.</p> <p>Celebrating Career Successes: Celebrate students' career achievements in partnership with parents, such as securing apprenticeships or college placements, to reinforce the importance of parental involvement and recognition in career development.</p>
	Introduce students to the world of work via 100% participation in work experience for all LCA, LCVP and Transition Year students.	<p>The guidance team have a booklet for parents to support the DARE/SUSI/HEAR process and general awareness for transition to 3rd level education. The guidance team provide rigorous careers support to TY, 5TH & 6TH Year classes.</p> <p>The curriculum in these lessons ensure pupils are aware of the value in completing Post Primary education</p>	

Literacy	<p>Review the impact of Covid 19 by testing all 1st and 2nd year using the NGRT Reading Test GL Assessment e-test first year and second years during Christmas exams. Review Literacy SIP using NGRT findings.</p> <p>- Current 2nd, 3rd, TY Year Pupils have all completed the NGRT reading tests 2023-2024 – target groups were created & literacy support took place 2023 - 2024. This continues 2024-2025</p> <p>-Current 1st Year Pupils will complete the NGRT test in November 2024</p> <p>-Accelerated Reader Programme to be rolled out for all English Teachers and the literacy team November 2024</p>	<p>The Guidance team support the rigorous testing regime that takes place in BPP by organising, delivering and extracting the CAT4 testing data for all pupils. This information is shared with all staff and with parents.</p> <p>Guidance team also ensure this data is uploaded to COMPASS, promoting good communication with parents. This testing also supports improved literacy.</p>	<p>Promote Reading for Career Exploration: Encourage students to read career-related books, articles, and online resources that provide insights into different industries, job roles, and educational pathways.</p> <p>Create a career-focused reading list that includes stories, biographies of professionals, or industry-specific literature to broaden students' understanding of various careers.</p> <p>Develop Writing Skills: Guide students in writing CVs, cover letters, and personal statements to improve writing fluency and professional communication.</p> <p>Integrate Digital Literacy: Incorporate the use of online job search platforms, resume builders, and career exploration websites, which require reading and navigating digital content.</p>
	<p>We have developed a literacy marking policy to embed consistent literacy marking practice across all subject areas.-</p> <p>Literacy Marking policy created in 2022-2023 academic year – posters displayed in all classrooms -To be placed on all new classrooms in the new building-Examples of literacy policy being used across the curriculum shared with staff</p>	<p>The Career Guidance Team promote the Literacy marking scheme in their classrooms and lessons. Any feedback given to pupils in various applications like UCAS or CAO will be reviewed according to good literacy standards.</p>	<p>Provide Access to Career Literacy Resources: Make available books, magazines, and online resources related to careers, job markets, and higher education that require reading and analysis.</p>
	<p>Re-establish the Literacy Core Team after Covid 19 to include a wider variety of subject departments GG/CB/RH</p>	<p>The Guidance team feedback to the Literacy Team via teacher voice and support/liaise with the team regarding CAT4 exam data</p>	<p>Encourage students to explore career exploration websites, virtual tours, or industry magazines, all of which offer opportunities to practice reading.</p>
Numeracy	<p>To review the impact of Covid 19 on Numeracy by testing all 1st and second-year students, using the Assessment GL Numeracy testing</p> <p>All 1st, 2nd & 3rd years have been tested in CAT4 & Progress Math's testing</p>	<p>The Guidance team support the rigorous testing regime that takes place in BPP by organising, delivering, and extracting the CAT4 testing data for all pupils. This information is shared with all staff and with parents.</p> <p>Encourage students to attend math support sessions or numeracy interventions, that can improve their math skills positively and impact both their academic success and career opportunities.</p>	
	<p>To re-establish a Numeracy Team to oversee the implementation of the Numeracy Plan.</p> <p>- New Team and Numeracy strategy has been established</p>	<p>Not Applicable</p>	
	<p>Every Subject Department has completed Numeracy targets for all year groups in their Schemes of Work incorporating the language of numeracy in all learning opportunities in every subject.</p> <p>- Each department has updated their SOW 2022-2023 to include numeracy links</p>	<p>The Guidance team scheme of work includes numeracy tasks within lessons</p> <p>Guide students in making informed choices about math levels (e.g., Ordinary vs. Higher level), helping them understand the impact of their decisions on future career opportunities.</p> <p>Career resources, such as brochures, handouts, or digital content, include numeracy examples, such as salary calculations, budgeting for education or career goals, or statistical data on career trends.</p> <p>Share examples of how different professions use numeracy skills daily, such as accountants using algebra, scientists applying statistics, and designers using measurements and geometry.</p> <p>The career fair ensures professionals in numeracy-intensive fields (e.g., finance, technology, engineering) can share their experiences and demonstrate how they use math in their daily work.</p>	<p>Emphasize the importance of numeracy in a wide range of careers, such as engineering, finance, technology, healthcare, business, and construction, to help students see the relevance of math skills to their future goals.</p> <p>Encourage students to engage with career exploration tools and resources that include numeracy-based tasks, like calculating potential salaries or job market growth using statistical data.</p> <p>Provide students with numeracy-based career quizzes or interest inventories that include mathematical reasoning tasks to engage them with numeracy in a career context.</p>
	<p>Establish a permanent 'Numeracy Week' in our academic calendar</p> <p>- Numeracy week took place in April 2024 – all subjects were asked to create a Numeracy lesson</p>	<p>During Numeracy week all careers lessons discuss the importance of Numeracy in future careers.</p> <p>Discuss how numeracy is an essential soft skill for employability, stressing that many employers require basic numeracy skills, such as the ability to manage finances, analyse data, or work with measurements.</p> <p>Include financial numeracy as part of career planning, helping students understand the cost of education, student loans, budgets, and potential salaries in different fields.</p>	

Retention	<p>To create an environment and culture where all students feel happy, safe and connected to their school to achieve improved statistics retention from 95.85% in 2021-2022.</p> <p>- 2022-2023 - LC cohort – 90.84% retention from 1st year - 2023-2024 - LC cohort - 93.00% retention from 1st year</p>	<p>The guidance team promote the retention of pupils throughout BPP in various ways, most obviously through personalised Career Guidance helping students explore their interests, strengths, and future career goals, ensuring they understand the relevance of continuing their studies to achieve those goals. They help students see how Senior Cycle subjects align with their career aspirations.</p> <p>The team promote early Career Exploration and Awareness. They help pupils with subject selection and promote the importance of Senior Cycle.</p> <p>The team provide Support for Struggling Students, providing information about flexible pathways for diverse learners and try to build a sense of belonging and engagement in the school.</p> <p>We promote parental involvement and regularly provide communication for parents.</p> <p>The team create clear pathways to Further Education and various careers. Through guidance sessions and use of the Athena tracker we monitor academic and emotional well-being and celebrate success and milestones.</p> <p>The Guidance team provide daily support to all pupils, especially considering transitions at JC/SC and from Primary to Post Primary - supporting pupils during these times.</p> <p>The guidance team ensure posters around the school building are prominent and allow pupils to visualise who they are and where they can find them.</p> <p>College Awareness Week is a week where future educational plans are discussed in school and promoted. Pupils take part in various tasks, trips and initiatives that promote a sense of belonging for pupils while also signposting possible plans for 3rd level education.</p>	
	<p>Establish a 'Reward Calendar' to build on learners' social and cultural capital.</p> <p>AP1 - JMcC additional responsibility of leading rewards – also established in our wellbeing targets</p>	<p>The guidance team support the new rewards calendar by promoting prizes, supporting with the delivery of prize assemblies, and supporting annual awards and prize events.</p>	
	<p>To foster positive relationships to enhance teaching and learning outcomes and enable students to reach their full potential.</p> <p>-Well-being plan and targets have been put in place for 2023-2024</p> <p>-New T&L policy has been completed to reflect better communication with parents, especially around expectations for subject homework, marking in each department and reporting</p>	<p>The Guidance team in BPP focus upon developing trust and rapport with all pupils, establishing a warm, welcoming atmosphere by being approachable and available. Students feedback shows that they feel comfortable discussing their concerns, aspirations, and challenges.</p> <p>The guidance team provide strengths-based approach to career guidance which focuses on students' strengths and potential, rather than their weaknesses. This can boost their confidence and motivation to pursue their goals.</p> <p>Through effective Communication and clear expectations our guidance counsellors communicate clearly about career options, decision-making processes, and next steps. Two-Way Communication is fostered to ensure an open dialogue.</p> <p>Through Empathy and Support our guidance department are often the first team attuned to the social, emotional, and academic challenges that students may be facing. They encourage resilience and help students cope with setbacks or disappointments.</p>	
	<p>Identify the students in each year group most at risk of early school leaving and put supports in place to retain these students</p> <p>Extensive data collated each year on attainment which identifies under achievement & interventions put in place</p> <p>Whole school attendance data is analysed each week by YH & DP – staged attendance system in place</p> <p>Mandatory use of online behaviour recording system which is reviewed weekly by YH & DP</p>	<p>The guidance team have contributed to the DEIS vulnerable pupil traffic light list. This list identifies those pupils who are most vulnerable in each of the DEIS pillars.</p> <p>The guidance team promote the use of the new COMPASS system for communicating with parents, they promote the use of data tracking through Athena and attendance statistics.</p>	

Educational Transitions	<p>To develop our admissions policy to ensure its inclusivity and that it caters to the diverse needs of our local community.</p>	<p>The guidance team are advocating for Inclusivity and Diversity Promoting Equal Access for all potential pupils. The guidance team have advised senior management on creating an admissions policy that ensures all students, regardless of background, have equal access to educational opportunities. This includes advocating for policies that support students from disadvantaged backgrounds, those with special educational needs (SEN), or those from marginalised communities.</p>	
	<p>To establish effective systems and practices which support the transition from Primary to Post Primary</p> <p>- Annual Meeting with all feeder schools reviewed and put in place May 2023</p>	<p>The career guidance department provide Individualised counselling for pupils who may be struggling with the transition: one-on-one sessions with students to discuss their personal interests, strengths, and aspirations. Help them understand how their skills and talents can align with subject options, even at this early stage in their education.</p> <p>The team support emotional well-being by addressing Transition Anxiety: moving to a new school can be an emotionally challenging time. The team offer emotional support and advice on managing stress, making new friends, and adapting to change. Regular check-ins during the early weeks can provide reassurance.</p> <p>The guidance team are involved in various peer support groups: small support groups where students can discuss their concerns and share experiences. These groups can help normalize feelings of anxiety and provide a sense of solidarity among peers.</p> <p>Promote Self-Reflection: Counselling sessions encourage students to regularly reflect on their progress, both academically and personally. This helps them build self-awareness, identify areas for improvement, and track their growth over time.</p> <p>The guidance team provide support at the annual open night Parent-Teacher Meetings advising on subject selection.</p> <p>Involvement with Anti-Bullying friendship week - promoting anti-bullying initiatives. Help students understand the importance of kindness, inclusion, and respect for differences, which are essential for building positive relationships in the new school environment.</p>	<p>Involvement in school Tours and introductions</p> <p>Creating Buddy Systems</p> <p>Information Sessions</p> <p>Early Career Awareness Workshops: Introduce students to the concept of career exploration early on. Host workshops that discuss various career paths, industry sectors, and the connection between subjects and future careers.</p> <p>Study Skills Workshops: Offer workshops to help students develop strong study habits and time management skills.</p>
	<p>To develop guidance and support for Junior Cycle students, which encourages students and parents to consider the most suitable Senior Cycle Programme</p> <p>Booklet provided and updated annually</p> <p>Improvement of information on website</p> <p>Guidance & HSCL to develop strategies</p>	<p>The team offer personalized one-to-one meetings: Junior Cycle pupils can schedule individual sessions to discuss their strengths, interests, and future aspirations. This allows the team to provide tailored advice on subject choices that align with the student's abilities and career goals. Career pathways discussion is part of these meetings exploring the various career paths that the student is interested in</p> <p>The Guidance team have organised study skills workshops during 2022-2023 academic year to support</p> <p>Addressing Concerns about pressure and expectations - Emotional and Mental Health Support: The guidance team should create a safe space for students to voice concerns about pressure, stress, and family expectations in counselling sessions</p>	<p>Subject Choice Information Evenings: Organize workshops or information evenings where subject teachers and senior students present details about each subject, its content, assessment methods, and how it links to future study and career options.</p> <p>"Choosing the Right Path" Sessions: These sessions should cover topics like subject prerequisites for various university courses, vocational courses, apprenticeships, and how certain subjects (e.g., Languages, Business Studies, or Technology subjects) can open doors to specific career paths. For example, students interested in law or international relations could be encouraged to choose languages or History, while those interested in medicine might be advised to focus on Biology, Chemistry, and Mathematics.</p> <p>Student Panels with Former Alumni: Hosting a panel discussion with past students who are now in college or working in various fields can inspire Junior Cycle students to connect their subject choices with real-world outcomes. For example, an alum who pursued a degree in Engineering might explain how choosing Maths and Physics in Senior Cycle helped them gain entry to their course.</p>
<p>100% of our Senior Cycle pupils to progress into either Apprenticeship, the world of Work or Higher & further Education</p> <p>Data currently being collected for 2024-2025 cohort</p>	<p>The team provide Information on Course Requirements for Third-Level Education. The career guidance team provide detailed information on the entry requirements for various third-level courses, including college and university programs. This includes specific subject requirements for courses in medicine, engineering, arts, or business. For example, a student interested in pursuing a medical degree would need to select Higher Level Chemistry and Biology, while those aiming for a business-related degree might need Mathematics.</p> <p>Individualised Career Counselling – providing personalised Guidance: Offer one-on-one sessions with students to explore their interests, strengths, and career goals. Tailoring advice helps students see the relevance of further education, work, or apprenticeships to their individual aspirations.</p> <p>Identifying Barriers: Identify any barriers to progression, such as financial concerns, lack of confidence, or limited career awareness, and work with students to overcome these challenges.</p> <p>Promoting Awareness of Pathways: Introducing students to a wide range of post-school options beyond traditional academic routes. This includes vocational education, apprenticeships, T-levels, FET (Further Education and Training) programs, and adult learning.</p> <p>Career Exploration Workshops: Run workshops where students can explore different career options, from STEM fields to creative industries, healthcare, and technology, helping them understand how various pathways lead to success.</p> <p>Providing Career Awareness Resources - Trips to DCU, KTF, DkIT, NUI Maynooth, psychiatric nursing course in DkIT. These trips to colleges, universities, apprenticeships, and training schemes. give pupils easy access to accurate, up-to-date information on a variety of pathways.</p> <p>Workshops on Key Skills: provide lessons to LCA & LC pupils on skills such as CV writing, job interviews, cover letters, networking, and professional communication to equip students with the tools they need to apply for jobs, apprenticeships, or college courses. Building Employer Partnerships</p> <p>Supporting Apprenticeships and Vocational Pathways - Educating students about apprenticeships as a valuable and viable option. Providing information on how apprenticeships allow students to earn while they learn, gain hands-on experience, and develop skills that lead directly to employment.</p> <p>Guidance on Financial Support and Scholarships - Providing guidance on available scholarships, grants, and financial aid for students pursuing further education, apprenticeships, or training programs. Help students understand how to apply for student loans or financial support packages to reduce financial barriers.</p> <p>Ongoing Support Post-School: Offer continued guidance after students leave school, checking in on their progress in further education, apprenticeships, or employment. Help them adjust to new challenges and offer support if they face setbacks</p>	<p>Peer Mentoring: The career guidance team can organize mentoring sessions where older students (senior cycle pupils) who have already made subject choices can provide insight into the challenges and benefits of subjects. This can give Junior Cycle students real-life examples of what it's like to study subjects like Physics, Art, or Accounting, helping them make decisions based on firsthand experiences.</p>	

Attendance	Whole School Attendance targets -2022-2023 – target 88% (Actual = 87.3%) -2023-2024 – target 89% (Actual =89.02%) -2024-2025 – target 90%	<p>Guidance team meet weekly with HSCL and plan to improve attendance. They meet individually with students who are not attending school to empower them to improve attendance. The Guidance team may suggest alternative educational institutes if a student’s attendance does not improve</p> <p>Connecting School Attendance to Future Goals. Our career guidance teachers can help students understand that regular school attendance is essential for achieving their long-term career and educational aspirations. By connecting consistent attendance with career success, they can make students aware that employers and higher education institutions value commitment, discipline, and responsibility.</p> <p>Showcasing Successful Role Models: The career team recently completed a VLOG from various staff members and parents who discussed their career. Sharing stories of successful professionals who have achieved their career goals through dedication and perseverance can inspire students to see the value of consistent school attendance.</p>	
	Chronic absenteeism (Pupils missing more than 20 days/year) -2022-2023 – Target 44% (Actual = 31.65%) -2023-2024 – Target 25% (Actual = 26.39%) -2024-2025 – Target 20%	<p>Career Guidance teacher is regularly involved in identifying barriers to Attendance: Career guidance teachers can work closely with students who have poor attendance records to identify underlying issues. These might include family difficulties, mental health concerns, learning disabilities, or issues such as lack of motivation.</p> <p>The team focus upon building strong relationships with vulnerable pupils: Students who feel connected to at least one staff member are more likely to attend school regularly. Career guidance teachers build trusting relationships with students, providing a safe space where students can discuss their challenges, aspirations, and concerns.</p> <p>The guidance team have regular one-on-one check-ins with vulnerable students, this can help career guidance teachers identify issues early, encourage positive habits, and motivate students to stay engaged with school. This information is shared with the HSCL & THE SST</p> <p>Promoting Mental Health Support: If a student is struggling with mental health issues (e.g., anxiety, depression, or stress), career guidance teachers can work with the student and their family to ensure they have access to counselling or mental health resources. These services can help address underlying causes of absenteeism and encourage students to attend school regularly.</p>	
	Embed Digital recording of attendances from roll books (Continuing to embed)	BPP moved to the COMPASS digital system for recording behaviour and attendance. The team use this facility to actively communicate with parents and teachers.	
	Create an attendance monitoring & tracking system – New attendance policy (New Attendance policy ratified – 2023-2024 focused upon implementation)	The Career Guidance team supported the most recent 2022 attendance policy in BPP and were actively involved in its completion	

Academic Outcomes	<p>Produce annual data for each year group which identifies over/under achievement for each pupil in every subject.</p> <p>Each teacher receives each year groups Data at the appropriate times - Athena & In-House</p>	<p>The Guidance team utilise this data during Career Guidance meetings with LC pupils, while discussing options for third level education. This data allows the guidance team to support pupils with attainable placements and realistic goal setting.</p> <p>Athena Data is consistently used during career guidance meetings to provide insight for pupils around their capabilities and expectations - pushing pupils toward aspirational yet realistic goals</p> <p>JC data also supports Careers Guidance teachers supporting pupils who are making options choices and need guidance.</p> <p>Challenge-based guidance one to one meetings are held with students where predicted grades and actual grades are discussed, and students are allowed time to consider and discuss how they might achieve their predicted grades.</p>	<p>Helping pupils develop Study Skills and Time Management. Offer workshops or one-on-one sessions focused on study skills, time management, and goal setting, helping students develop habits that support both academic success and career readiness</p>
	<p>To maintain or improve upon current standing in all subject areas at LC, in comparison to national averages:2022 Ordinary = 16/20 subject grades are above national average at LC 2022 Higher = 14/20 subject grades are above national average at LC 2023 Higher = 10/21 subjects are above national average at LC 2023 Ordinary = 13/21 subjects are above national average at LC- 2024 Ordinary = 15/21 subject grades are above national average at LC -2024 Higher = 11/21 subject grades are above national average at LC</p>	<p>The Guidance team ensure every pupil is aware of their expected/target grades. This ensure pupils are aware of their ability and are stiving to attain the best possible academic outcome. This information is extracted from in-house Data & Athena tracker.The Guidance team discuss any concerns around achievements with relevant pupils at the care team -an action plan may be put together to support a pupils academic achievement.The Guidance team are in regular contact with parents to discuss pupils academic progress from a holistic perspective; the aim being to review all subject areas and ensure both parent and pupil know a pathway toward attainment of their target grades.Study plans and study techniques are taught during Guidance class. Study Skills workshops are organised by the Guidance Department. Students are encouraged by the guidance department to aim towards the points needed for academic scholarships.</p>	
	<p>To increase the distribution of CAO points in the 400-625 points bracket:</p> <p>2022 = 42% achieved 400+ points 2023 = 43% achieved 400+ points 2024 = 44% achieved 400+ points</p>	<p>The Guidance team ensure every pupil is aware of their expected/target grades. This ensure pupils are aware of their ability and are striving to attain the best possible academic outcome. This information is extracted from in-house Data & Athena tracker</p> <p>The guidance team plan career investigation trips and organise speakers for senior students. These events motivate students to achieve better grades.</p> <p>The guidance team organise for past pupils to send in recordings of their career path since they left school. This too is with the aim of motivating students and improving grades.</p> <p>The guidance team organise College Awareness Week to motivate and inspire students.</p> <p>The guidance team attend weekly Student Support meetings where student wellbeing is discussed, and plans put in place to ensure that our students are supported during their academic journey.</p>	
	<p>To maintain the number of LCA students achieving 120 credits at 100%, and to maintain the number of students attaining Merit or Distinction in LCA.</p> <p>2023 – all students passed with M or D 2024 – 80% students passed with M or D</p>	<p>The Guidance team provide weekly lessons for the LCA groups, around vocational Preparation, and career guidance. This support is provided throughout the Senior Cycle. These lessons and general support provide all pupils with the necessary support to help complete the LCA course</p>	
	<p>To increase the percentage of students attaining Achieved or better at Higher, Ordinary and Foundation level at Junior Cert.</p>	<p>Career Guidance is evident throughout JC through counselling support provided for various pupils who may be struggling.</p>	