



Coláiste Thulach Sheasta

Whole School Guidance Plan



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Introduction

Coláiste Thulach Sheasta, Newport College is a post primary Community College under the patronage of the Tipperary Education and Training Board (TETB). We are a state, co-educational, multi-denominational school underpinned by five core values: excellence in education, care, equality, community and respect.

As an ETB Community College, we give equal opportunities to all students in the community we serve, and we strive to provide high quality education through respectful, positive, supportive and responsive learning environments and respect.

In all aspects of school life all members of our school community are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

We value:

Excellence: Excellence includes excellence in education, training, and support. It is underpinned by the core values of care, respect, community, and equality. Excellence encompasses outcomes, experiences, and expectations of people involved. By supporting students personal and social educational and career development, the guidance policy promotes excellence by enabling every student to reach their full potential.

Care: Care is about the welfare, wellbeing, and safety of all who are involved in education and training. It is exemplified in meaningful relationships, connectedness, and empathy, alongside support and solidarity. Through personal support and early interventions, the guidance policy puts care at the heart of our approach ensuring all students feel safe, supported and understood.

Equality: Equality is about treating everyone equally and recognising and celebrating the diversity of those involved in education, training, and youth work. It is exemplified in targeting resources on those who have need and prioritising a culture of inclusion.

Community: Community encompasses learners, their families, staff, and the local communities in which our services are based. It is about having shared vision, values and purpose, a sense of belonging, and a voice that is listened to. It is exemplified in productive collaboration, positive contributions, and effective communication amongst all stakeholders.

Respect: Respect is about upholding the dignity, rights, and recognition of the identity and background of all those involved in education, training, and youth work. It is exemplified in relationships between all stakeholders, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people.

Rationale

Section 9(c) of The Education Act (1998) states that a school shall use its available resources to “ensure that students have access to appropriate guidance to assist them in their educational and career choices”. Guidance in schools incorporates educational, career, personal and social guidance delivered within a whole-school context, to include the role of all teachers and the specialised role of the guidance counsellor.

Provision of guidance in the post-primary sector involves planning for, and delivering, a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills, which will lead to effective choices and decisions about their lives. Guidance is, by definition, person-centred and holistic. Guidance supports students’ personal and social, educational and career development. Guidance facilitates and empowers students to make informed decisions and life choices. Guidance plays a significant role in supporting students’ wellbeing and contributes to building internal and external resilience.

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

Newport College views this whole school plan as a work in progress and all the stakeholders to this plan are committed to reviewing and improving this plan on a regular basis.

The Model of Provision: A Continuum of Support

A continuum of support model is applied to the Newport College's guidance programme. In applying the continuum, our 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 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, class 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 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. If the student requires more intensive support, referral to external agencies and support should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student.

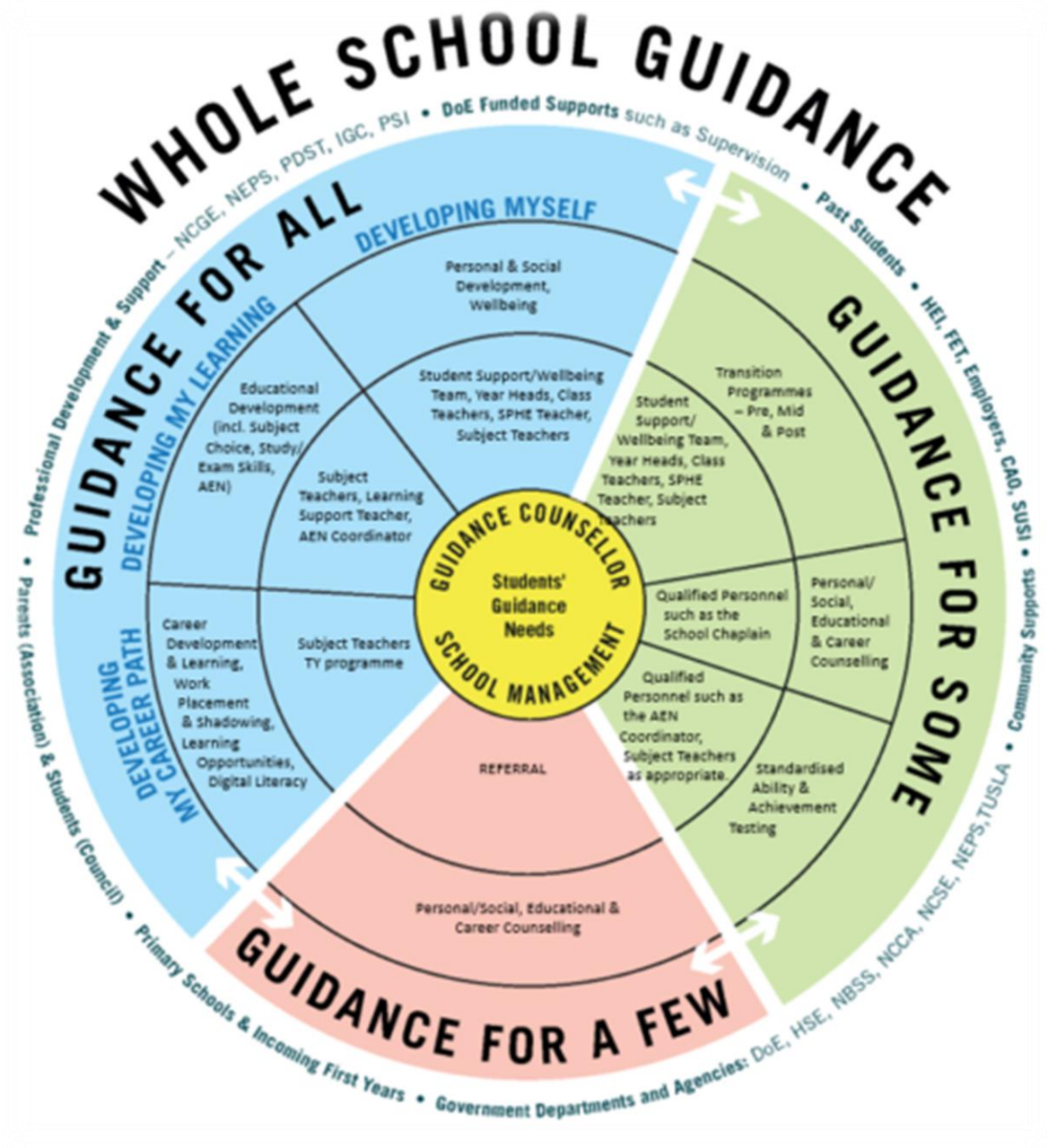


Figure 1 above (courtesy of NCGE: A Whole School Guidance Framework, shows the continuum of support model on which our school approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development.

Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Newport College students are exposed to 3 areas of guidance-related learning so as to allow them to develop in 8 areas of competence. These areas of learning aim to build on the learning that students will have experienced during their years in primary education:

- Developing Myself
- Developing My Learning
- Developing My Career Plan

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

These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as: Managing Myself; Managing Information & Thinking; Staying Well; and Communicating and Working with Others. The guidance counsellor has a role in planning, coordinating and delivering guidance-related learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* key skill of the Framework for *Junior Cycle*. The eight competencies 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. The Wellbeing Guidelines state that “Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community” (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘active’, ‘responsible’, ‘connected’, ‘resilient’, ‘respected’, and ‘aware’.

Guidance is highlighted as supporting ‘learning about wellbeing and learning for wellbeing’ for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (NCCA, 2017; pg. 46 & 48). This Framework provides schools with a resource which supports the design and implementation of a Wellbeing programme in schools. The three areas of learning presented in this Framework link very well with and complement five of the six indicators of wellbeing set out by the NCCA in its Guidelines – ‘responsible’, ‘connected’, ‘resilient’, ‘respected’ and ‘aware’.

Senior Cycle - At senior cycle the 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. Everybody in the school community is involved in the Guidance Programme.

However, in effect, the Guidance Counsellor consults with the following key personnel in the development and evaluation of the programme: Principal, Deputy Principal, Year Heads, Tutors, Care team, SEN Coordinator, SPHE Coordinator, TY Co-coordinator, LCVP Coordinator, Parents Association, Psychological Support Service, Student Council.

Section 1: Organisation

Guidance Counsellor/Coordinator of Guidance	
Chris Keane	
Role of Guidance Counsellor	
The delivery of a comprehensive Guidance Programme is the responsibility of the Guidance Counsellor but a whole school approach is essential to realise this objective. A holistic approach to Guidance provision is essential to ensure all students have “access to appropriate Guidance” (9 (C) Education Act. 1998). Guidance planning is to be considered a process, to evolve over time, reflecting the needs of all students, available resources and contextual factors.	
Role of Guidance Counsellor	
Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students in making choices about their lives and to help students in making transitions based on these choices. The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling as a single process that "aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices." (Pages 4,5) These choices may be categorized into three distinct areas: (i) Personal and Social, (ii) Educational and (iii) Career. The Department of Education's guidelines state that "counselling in schools may include personal, educational, career counselling, or combinations of these."	
Guidance activities that assist students to make choices include	
1. Counselling: the provision of a safe environment where students can explore their thoughts and feelings, learn how to cope with personal issues and learn how to take responsibility for their behaviour and actions. 2. Assessment: using psychometric tests and other interest inventories to help the students obtain a better self-understanding and to help them make educational, vocational and personal decisions. 3. Information: providing students with objective, factual and up-to-date information on educational and occupational opportunities as well as helping them to interpret and use this information. 4. Educational Development Programmes: facilitating the development of study skills, exam technique as well as helping students choose subjects and levels. 5. Personal and Social Development Programmes: facilitating the transfer of knowledge and skills relating to a student's personal and social development, self-awareness decision making and planning. 6. Referrals: There are three types of referrals. (a) Students may be referred to the Guidance Counsellor by an individual teacher, class tutor, by school management or through the student support team. (b) Student self- referral to the school Counsellor requesting one to one.	

- (c) Where an issue is beyond the scope of the school guidance service, a student may be referred to other professionals outside the school such as NEPS (the National Educational Psychological Service).

Time Allocation

Class	Group – Mixed Ability	No of Classes
Career Guidance	Transition Year – 1 period weekly	2 Class Groups
	5th Year – 1 period weekly	2 Class Groups
	6 th Year – 1 period weekly	2 Class Groups
Vocational Preparation & Guidance	5th Year – 1 period weekly	1 Class Group
	6 th Year – 1 period weekly	1 Class Group

School Programmes

- Junior Cycle
- Junior Cert Schools Programme
- Transition Year
- Leaving Cert Established
- Leaving Cert Vocational Programme
- Leaving Cert Applied

Guidance Counselling Supervision

The Guidance Counsellor is free to attend 5 Guidance Supervision sessions per year.

Whole School Guidance Policy Team Composition 2026/2027

This School Guidance Policy has evolved and developed from a consultative process involving staff, students, parents, and the Board of Management of Newport College. This policy is not rigid but rather it reflects the uniqueness of Newport College in its own particular context and circumstances.

The development of the “Whole school Guidance plan” has been guided by models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the National Centre for Guidance in Education, and Oide.



Annual Review

The team will aim to review the policy annually and aim to design a WSG plan to meet the needs of the whole school community throughout the academic year

- Overseeing the implementation of the WSG plan
- Incorporating student and parent voice when possible and appropriate
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community

Models of Good Practice

In the preparation for and review of this Whole School Guidance Plan, Newport College has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the NCGE: A Whole School Guidance Framework, and Looking at our schools 2022: A quality Framework for Post Primary Schools. This policy has been developed within the parameters of the guidelines of the Department of Education and Science (Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students' access to appropriate guidance, and Circular Letter No. PPT 12/05: Guidance Provision in Second-Level Schools). Moreover, this policy also reflects "Junior Cycle Wellbeing Guidelines" and *The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019)*.

Newport College views this whole school policy and school guidance plan as work in progress and all of the stakeholders to this plan are committed to reviewing and improving this policy on a regular basis.

WSGP meetings, frequency: **2026/2027** to meet 5 times a year:



Section 2: Guidance Curricular and Co-Curricular Programme

Whole School Guidance Programme

Guidance for <i>All</i>	
Activity	Provided by
Assessment	Guidance Counsellor SEN Team
Class Tutor and Year Head system	Year Head Tutor
Excel File available to staff with up-to-date information of all students	Student Support Team SEN Team Guidance Counsellor
Guidance for <i>Some</i>	
Activity	Provided by
Organisation of Guest Speakers	All Staff
Referrals to and from the Guidance Counsellor	All Staff
Student Support Plans for students where necessary	SEN Team
Guidance for <i>Few</i>	
Activity	Provided by
Meetings with student support team regarding counselling and guidance needs of individual students	Student Support Team
Information dissemination to students, parents and teachers	Student Support Team Guidance Counsellor
Meet and liaise with Learning Support regarding the needs of students	Student Support Team SEN Team Guidance Counsellor
Individual counselling and guidance available to a student experiencing personal difficulties or difficulties with study and decision making	Guidance Counsellor

Objectives (Junior Cycle)

- (a) It is our intention that the Junior Guidance Programme would be instrumental in easing the transition to secondary school. We aim to ensure that personal or learning difficulties are detected as early as possible and to foster good habits of learning and study.
- (b) Students entering second year will be made aware of the implications of subject choice on future career and educational options. First year parents will be invited to attend online information evenings with the Guidance Counsellor, Principal, Deputy Principal and HSCL to discuss subject options for 2nd Year.
- (c) Incoming first years will be given an induction booklet, have an induction day(s) and an information evening online with the Year head.
- (d) Through the Guidance and SPHE Programmes students will begin the process of developing self-awareness and acquiring decision making skills.

Incoming Students

Guidance for *All*

Activity	Provided by
Communication with parents/guardians, children and primary school principal/teachers of incoming students (by way of meetings)	Principal Deputy Principal HSCL SEN Year head
Communication with parents/guardians by HSCL	HSCL
Open Night	All Staff
Transition booklet sent out to children prior to starting	SEN Co-ordinator Year Head
Taster days for primary school children	All Staff
Education passports are requested	Principal Secretary

Guidance for *Some*

Activity	Provided by
Primary School Visits to 6 th class by school personnel in September	Principal Deputy Principal School Staff
Visits to primary schools to gather information about incoming students	SEN Coordinator
Individual school tours when requested	Principal Deputy Principal School Staff

First Year Students	
Guidance for All	
Activity	Provided by
Administration of tests for Diagnostic purposes	Guidance Counsellor SEN Coordinator
Induction night for parents/guardians	Principal Deputy Principal Year Head HSCL
Induction programme for 1st years	Year Head Tutors School Staff
Mentoring programme with TYs	School Staff
Prepare and administer entrance tests	Guidance Counsellor
Introduction of role of the Guidance Counsellor: Incoming students are introduced to the different elements of the Guidance Service, and the availability and the role of the guidance counsellor is explained to them	Guidance Counsellor
Discuss the subject choice system in the school	Guidance Counsellor Principal Deputy Principal HSCL
SPHE Programme and class tutors: transition from primary to secondary school and the following areas in particular: • Making friends • Respect and self-esteem • Bullying • Using the school diary • Study Skills • Time Management • Homework	SPHE Teachers Year Head Tutors Guidance Counsellor
Friends for Youth Programme	SPHE Teachers
Alert Programme	SPHE Teachers
Helping Hands Co-operative Learning Programme	Tutors
Subject choice: the Guidance Counsellor makes students/parents/ guardians aware of the factors to consider when choosing option subjects	Guidance Counsellor Principal Deputy Principal
SPHE programme: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality (RSE), Emotional Health, Influences and Decisions, Substance Use and Personal Safety	SPHE Teachers
Student Voice Surveys	School Staff

Guidance for <i>Some</i>	
Activity	Provided by
All first-year students will have the opportunity to meet with the Guidance Counsellor or a member of the Student Support Team to discuss pertinent issues relating to school/education matters/ subject choice	Year Head Tutor Guidance Counsellor
Meet students individually in need of one-to-one personal, social or educational guidance and where necessary arrange a referral to outside agency (through the S.S.T)	Year Head Tutor Student Support Team SEN Coordinator HSCL Guidance Counsellor
Meeting parents by appointment	School Staff
Guidance for <i>Few</i>	
Activity	Provided by
Check and Connect programme where necessary	School Staff

Second Year Students	
Guidance for <i>All</i>	
Activity	Provided by
Support by way of class tutor and year head system	Year Head Tutor
Informal guidance and support by all staff	School Staff
Student Voice surveys	School Staff
SPHE programme: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality (RSE), Emotional Health, Influences and Decisions, Substance Use and Personal Safety	SPHE Teachers
Guidance for <i>Some</i>	
Activity	Provided by
School Business Partnership with Teleflex and Business in the Community	School Staff
Guidance for <i>Few</i>	
Activity	Provided by
Counselling support as required	Guidance Counsellor
Referral to outside agency if necessary	Guidance Counsellor HSCL Principal

Third Year Students	
Guidance for <i>All</i>	
Activity	Provided by
Study Skills and Exam Techniques Workshop	School Staff
Information Presentations by staff on Subject choice for senior cycle	School Staff
Student Voice Surveys	School Staff
SPHE programme: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality (RSE), Emotional Health, Influences and Decisions, Substance Use and Personal Safety	SPHE Teachers
Programme and /or Subject choice Information evening: the Guidance Counsellor makes students/parents/guardians aware of the factors to consider when choosing programmes and/or option subjects	Guidance Counsellor Principal Deputy Principal Programme Coordinator
Academic mentoring and monitoring	Principal Deputy Principal Yearhead Guidance Counsellor
Guidance for <i>Some</i>	
Activity	Provided by
One to One consultation on programme choice and subject choice	Guidance Counsellor Year head
Support from Year heads and class tutors	Year head Tutor
Guidance for <i>Few</i>	
Activity	Provided by
Counselling and Career Guidance meetings as necessary	Guidance Counsellor

Objectives and Activities (Senior Cycle)

- (a) All senior students will have access to a Guidance Counsellor. These meetings should answer all Students' Educational and Vocational guidance needs and would assist them in making well informed choices about their lives.
- (b) Through the Senior Guidance programme, students will be enabled to make informed decisions concerning further education and the world of work, based on a sound knowledge of their own personality, aptitudes, interests and values. Through Guidance classes, individual meetings with the Guidance Counsellors and access to Guidance events they will have the opportunity to explore many options available to them post Leaving Cert to make appropriate educational and career decisions. In their third year, students will be made aware of the implications of subject choice in future career and educational options. Through L.C.V.P. and L.C.A work experience students will experience the world of work and move towards the educational idea of becoming active citizens.
- (c) Students will have one guidance class weekly in TY, Fifth Year and Leaving Cert.
- (d) The Guidance Counsellor will be available to meet individually with senior students to discuss all educational and career matters, assisting students in making appropriate educational decisions.
- (e) Students will be given the opportunity to do and receive feedback on aptitude tests, interest inventories, personality tests/ questionnaires.
- (f) Students will be well briefed on the application process for entry to third level as well as entry to alternative training and further education routes.
- (g) Students will be educated in job seeking skills such as CV preparation, letter writing and interview techniques. Students will be helped in completing career investigation, Curriculum Vitae and letters of job application.
- (h) Students will be given interview training (mock Interviews), where possible.
- (i) Students will regularly be invited to listen to speakers from 3rd level colleges, the world of business and voluntary and community enterprises.
- (j) Students will be encouraged to attend college open days/information evenings.
- (k) Students will be informed of upcoming events and subject to demand will be accompanied to relevant open days and exhibitions.
- (l) Parents are encouraged to make an appointment with the Guidance Counsellor, if necessary, to discuss any issues.
- (m) Students entering senior cycle and their parents will be given a detailed information booklet concerning subject choice for Leaving Certificate. In conjunction with subject teachers, students will be advised on the content of syllabi for Leaving Certificate and their suitability to the subject. Third Year and Transition Year students with their parents will be invited to attend online information evenings with the Guidance Counsellor, Principal, Deputy Principal, programme coordinators and HSCL to discuss possible programmes and subject options.
- (n) Students will be educated on the use of IT in career research. They will also be given demonstrations on online application procedures for CAO and UCAS, if necessary. They will have access to the computer room for career research where possible.
- (o) The Guidance Counsellor will liaise as appropriate with NEPS.

Fourth Year Students	
Guidance for <i>All</i>	
Activity	Provided by
Timetabled career guidance class weekly	Guidance Counsellor
Individual counselling is available if requested to help students make informed decisions about personal, educational and career choices	Guidance Counsellor
Oct: Attendance at University of Limerick and Limerick Institute of Technology Open Day. Students have the option of attending LIT Art College	School Staff
Presentations from Guest speakers from UL and LIT. (Possible presentations from Carlow IT, Mary Immaculate College and Teagasc depending on demand)	Guest Speakers
Participation in the Reach+ guidance programme	Guidance Counsellor
Student Voice Surveys	School Staff
Newport College Careers Exhibition	Local College Reps Guidance Counsellor
Information Presentations by staff on Subject Choice	School Staff
Programme and /or Subject choice Information evening: the Guidance Counsellor makes students/parents/ guardians aware of the factors to consider when choosing programmes and/or option subjects	Guidance Counsellor Principal Deputy Principal
Guidance for <i>Some</i>	
Activity	Provided by
Individual counselling to help students make informed decisions about personal, educational and career choices	Guidance Counsellor
Links with local companies	School Staff
Opportunities to participate in different career programmes with third level institutions	School Staff FET Providers
Career Interest Assessment and CAT	Guidance Counsellor
Attendance at TETB Apprenticeship Open Day	School Staff
Guidance for <i>Few</i>	
Activity	Provided by
Counselling and Guidance meetings as necessary	Guidance Counsellor

Fifth Year Students	
Guidance for <i>All</i>	
Activity	Provided by
Timetabled career guidance class weekly	Guidance Counsellor
Individual counselling if requested helps students make informed decisions about personal, educational and career choices.	Guidance Counsellor
Oct: Attendance at University of Limerick and Limerick Institute of Technology Open Day. Students have the option of attending LIT Art College	School Staff
Presentations from Guest speakers from UL and LIT. (Possible presentations from Carlow IT, Mary Immaculate College and Teagasc depending on demand)	Guest Speakers
Participation in the Reach+ guidance programme	Guidance Counsellor
Student Voice Surveys	School Staff
Newport College Careers Exhibition	Local College Reps Guidance Counsellor
Guidance for <i>Some</i>	
Activity	Provided by
Individual counselling where necessary to help students make informed decisions about personal, educational and career choices. Some students require two or more sessions	Guidance Counsellor
Attendance at TETB Apprenticeship Open Day	School Staff
Guidance for <i>Few</i>	
Activity	Provided by
Counselling and Guidance meetings as necessary	Guidance Counsellor

Sixth Year Students	
Guidance for <i>All</i>	
Activity	Provided by
Timetabled career guidance class weekly	Guidance Counsellor
Individual counselling if requested helps students make informed decisions about personal, educational and career choices.	Guidance Counsellor
Sept: Students attend the Mid-West Careers exhibition	School Staff
Oct: Attendance at University of Limerick and Limerick Institute of Technology Open Day. Students have the option of attending LIT Art College	Guest Speakers
Presentations from Guest speakers from UL and LIT. (Possible presentations from Carlow IT, Mary Immaculate College and Teagasc depending on demand)	Guidance Counsellor
Participation in the Reach+ guidance programme	Guidance Counsellor
Student Voice Surveys	School Staff
Newport College Careers Exhibition	Local College Reps Guidance Counsellor
Academic mentoring and monitoring	Principal Deputy Principal Year head Guidance Counsellor
Study Skills Workshop	School Staff External Facilitator
Guidance for <i>Some</i>	
Activity	Provided by
Individual counselling if requested helps students make informed decisions about personal, educational and career choices. Some students require two or more sessions.	Guidance Counsellor
Presentation and assistance with CAO, UCAS, PLC, HEAR and DARE application forms	Guidance Counsellor
Attendance at Tipperary ETB Apprenticeship open day	School Staff
Guidance for <i>Few</i>	
Activity	Provided by
Counselling and Guidance meetings as necessary	Guidance Counsellor
Preparation of references for students as required	School Staff

Leaving Cert Applied Students	
Guidance for <i>All</i>	
Activity	Provided by
LCA students receive one guidance class per week	Guidance Counsellor
Social Education classes weekly	School Staff
Individual counselling where necessary to help students make informed decisions about personal, educational and career choices.	Guidance Counsellor
Work Experience	Local Employers
Newport College Careers Exhibition	Local College Reps Guidance Counsellor
Student Voice Surveys	School Staff
Attendance at Open Days	School Staff
Academic mentoring and monitoring	Principal Deputy Principal Year head Guidance Counsellor
Guidance for <i>Some</i>	
Activity	Provided by
Guidance Counsellor is available to meet students/parents	Guidance Counsellor
Individual counselling where necessary to help students make informed decisions about personal, educational and career choices. Some students require two or more sessions.	Guidance Counsellor
Presentation and assistance with PLC, SUSI and other application forms	Guidance Counsellor
Attendance at Tipperary ETB Apprenticeship open day	School Staff
Individual counselling if requested helps students make informed decisions about personal, educational and career choices. Some students require two or more sessions.	Guidance Counsellor
Guidance for <i>Few</i>	
Activity	Provided by
Preparation of references for students as required	School Staff
Counselling and Guidance meetings as necessary	Guidance Counsellor

Post Leaving Cert Students	
Guidance for <i>All</i>	
Activity	Provided by
Support on Results Day	Guidance Counsellor Principal Deputy Principal
Survey to check that all students have availed of an option in the weeks following the Leaving Cert results- offer support as necessary	Guidance Counsellor
Guidance for <i>Some</i>	
Activity	Provided by
Discussion of leaving certificate assessment and grades following publication of results	Subject Teachers
Guidance for <i>Few</i>	
Activity	Provided by
Guidance Counsellor is also available to meet students/parents around back up options	Guidance Counsellor

Summary of DEIS Targets	
Attainment	Decrease number of students who are currently failing to achieve their potential in more than five subjects from: 1. 23 to 15 in 2nd Year 2. 14 to 8 in 3rd Year 3. 5 to 3 in 6th year Between September 2024 and Summer 2025
Attendance	• Overall Attendance of Students will be at least 95% for non-priority students (All Teachers, Attendance Team) • To decrease the level of absenteeism for each priority student with regular absenteeism (90% - 94%) (All Teachers, Tutors, Attendance Team) • To decrease the level of absenteeism for each priority student with chronic absenteeism (below 90%) using an IAP (Year heads, Attendance Team & HSCL)
Literacy	• Improve students' comprehension of these terms, increasing their proficiency from the current levels of 49% to 50% • Increase reading for pleasure from 35% to 65%, 10% each year for the next three years.
Numeracy	• Increase average score of students with 'Below Average Quantitative CAT 4s' in the numeracy exam from 23.6 to 28 • Increase the average score of students with 'Very Low' Quantitative CAT 4s' in the numeracy exam from 19.5 to 23.6
Partnership with Others	• To improve numeracy links for students from 2.35% to 5% in the next 3 years. • To improve literacy links for students with partnership in others from 7% to 12 % in the next 3 years.
Partnership with Parents	• 70% of students' parents/ guardians to have downloaded and interact with Unique Schools app by December 2023, rising to 80% by end May 2024 • Increase the percentage of parents who attend an event that they were invited to from less than 50% to 55%
Retention	• To increase the Junior retention rate from the five-year average of 96.48% to 98% from 2023 to 2024
Transitions	• Increase the percentage of students who are happy at Newport College from 85% to 90% • Increase the students who have completed the student interest survey from 75% to 85%
<i>The Baseline, Target, Target Rationale, School Action, Monitoring and Evaluation of each target can be found in the DEIS plan</i>	

Section 3: Communication – Student and Parent Support – Internal and External Communication

Support Team	Newport College SST meet weekly. Discussion takes place on how best to support students who have been referred to the team. An agreed email is sent by the guidance counsellor after the meeting to disseminate important information to staff.
Team Members	<pre> graph TD Principal[Principal] --- GC[Guidance Counsellor] GC --- HSC[Liaison] HSC --- SEN[SEN Coordinator] SEN --- DP[Deputy Principal] DP --- Principal </pre>
	The school recognises that the protection and welfare of the student is of paramount importance. The school will adopt all safe practices that minimise the possibility of harm to the student. It is the policy of this school that one-to-one counselling and teaching is often in the best interest of the student. Where one-to-one sessions occur, this will take place in an open environment i.e., staff member and pupil visible through a glass panelled door.
One to One Counselling	• The guidance counsellors are fully qualified guidance counsellors and members of the Teaching Council and Garda Vetted. • The guidance counsellors are full members of the Institute of Guidance Counsellors (IGC) and are facilitated to attend five sessions of Supervision through the IGC each academic year. • The counsellors will have a sensible regard for the students' beliefs and values. They will work in ways to promote the students' personal autonomy, freedom of choice and self-direction. • The counsellors record a list of students detailing who they meet on a one-to one basis and relevant notes regarding the sessions. • All one-to-one meetings with students take place in the counselling/guidance office where possible or as deemed appropriate by the facilitator. • At the guidance counsellor's discretion, they may decide to use alternative indoor or outdoor spaces. • Any concerns (Child Protection) that the counsellor has regarding the safety of a student is discussed with the Principal (DLP) as a matter of urgency. If the Principal is unavailable, the issue will be discussed with the Deputy Principal (DDL).

Students may be referred to the Guidance Counsellor by the Student Support Team, Year Head, SEN team or can self-refer.

**Guidance
Appointments**

In the sessions the counsellor should always be mindful of:

- their role and explain the boundaries within the counsellor/student relationship
- their qualifications, areas of expertise and relevant limitations
- the nature of counselling activities involved and the reasons for undertaking them and the benefits to the student in the case of counselling
- any referral options which may benefit the student where any presenting issue is beyond the counsellor's current level of competence
- Confidentiality in the counselling process and the limits of confidentiality
- The students' right to engage in and withdraw from involvement in the process at any stage
- consent for students to avail of counselling is sought from parents as part of the new parent induction form
- consent of the parent/guardian is not always looked for or required. However, the Guidance Department will encourage students to open up dialogue with parents and guardians and to inform them they have linked in with the guidance counselling department. Parents and guardians are contacted by the guidance counselling department if issues of concern arise that warrant parental involvement, and this is flagged with students per the guidance department protocols.
- keeping all written records in a locked filing cabinet in the Guidance Counselling/Principal's office. When making or keeping records, care should be taken to distinguish between fact, observation, and opinion and to include only such information as is required for the purpose of professional involvement with the student. Where a decision is made, the basis for the decision is noted. Statutory and data protection responsibility with regard to records applies to all media, whether written hard copy, electronic or digitally recorded.
- reveal information about clients only with their consent, but with certain exceptions, which include where concealment would result in danger to the client or others; when required by law or designated guidelines; or for purposes of professional consultation or supervision.
- if after an initial meeting the guidance counsellor suggests a programme of intervention is necessary then consent of parents/guardians may be required if the client is a minor (in line with Informed Consent and Freedom of Consent section 1.3.1 ICG Code of Ethics).

One to One Meeting/Teaching with Students	• PROVIDED IT IS DEEMED APPROPRIATE for an individual, one-to-one teaching may be provided. Our preference is small groups as this alleviates any child protection issues. The school will weigh up the benefits of this beside the possible disadvantages in regard to a child protection issue. • Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place and most one-to-one teaching will take place in the open area. • IF A CHILD NEEDS learning or other support (e.g., therapeutic support) on a one-to-one basis, parents will be advised of arrangements in place. This will be overseen by the SEN coordinator. • Where there is a need to see a child in a one-to-one situation e.g., learning support, special examination centers, tutor/year head interventions etc., the teacher must be always visible through an open door or a clear glass panel. • Work carried out by Special Needs Assistants will also be completed in an open environment as per the care plan. • Staff members will not detain a student alone in a classroom or in an area of the school where they may not be visible to others. • All one-to-one meetings with students take place in an open environment with a glass paneled door. • One-to-one teaching may occur between students and Special Education teachers. • From time-to-time outside professionals may be required to meet with/assess students in a one-to-one setting. This includes visits from external agencies, for example, NCSE, NEPS, SEC, TUSLA etc. All personnel in such cases, working with children on a one-to-one basis, will be required to present identification upon entry to the school, must be Garda Vetted, and parental permission must be given in advance of such visits.
Responsibilities and Duties of Teachers	• Teachers have a responsibility to inform students of the extent and limitations of confidentiality regarding schools' policies and safeguarding of the student's wellbeing • Students should be informed of the limits of confidentiality where information about them may need to be shared. If issues of safety override those of confidentiality and a concern around child protection arises, the concern will be discussed with the DLP as a matter of urgency. DLP/Principal will inform parents of any child protection related issues in line with Child Protection procedures.

Record Keeping and Access to record

- All written records are kept in a locked filing cabinet in the teacher's office and/or recorded on School IT based reporting system.
- When making or keeping records, care should be taken to distinguish between fact, observation, and opinion and to include only such information as is required for the purpose of professional involvement with the student. Where a decision is made, the basis for the decision is noted.
- Statutory and data protection responsibility with regard to records applies to all media, whether written, hard copy, electronic or digitally recorded.
- For SEN students all student support files are recorded and stored in accordance with the SEN Policy.

Guidance Communication System

- All written records are kept in a locked filing cabinet in the teacher's office and/or recorded on School IT based reporting system.
- When making or keeping records, care should be taken to distinguish between fact, observation, and opinion and to include only such information as is required for the purpose of professional involvement with the student. Where a decision is made, the basis for the decision is noted.
- Statutory and data protection responsibility regarding records applies to all media, whether written, hard copy, electronic or digitally recorded.
- For SEN students all student support files are recorded and stored in accordance with the SEN Policy.

School Completion Project

The School Completion Programme (SCP) is a targeted programme of support for primary and post primary children and young people who have been identified as potentially at risk of early school leaving or who are out of school and have not successfully transferred to an alternative learning site (i.e. Youthreach, Community Training Centre etc.) or employment. It is a support under the Delivering Equality of Opportunity in Schools (DEIS) Programme, funded by Tusla Education Support Services (TESS). SCP aims to retain a young person to completion of the leaving certificate, equivalent qualification or suitable level of educational attainment which enables them to transition into further education, training or employment.

The SCP is one of three strands of Tusla Education Support Service (TESS) including the Home School Community Liaison (HSCL) Scheme and the Educational Welfare Service. All three strands share the same national outcomes:

- Improved Attendance
- Improved Participation
- Improved Retention

The SCP Programme is a programme to support children and young people who are at risk of early school leaving and students at school going age who are not currently attending school. SCP projects provide the following interventions to children and young people: Evidence based/evidence informed interventions at universal level to whole class/whole school groups. Brief interventions for 8 weeks or less for students identified as needing an immediate short-term SCP led intervention. SCP have their own yearly plan and targeted students.

Home School Community Liaison

Under DEIS (Delivering Equality of Opportunity in Schools) the Home School Community Liaison Scheme (HSCL) seeks to promote partnership between parents, teachers and community family support services. A HSCL Coordinator is a teacher from a participating school/s who is released from teaching duties, for a maximum of five years, in order to work intensively with and support parents/guardians. The overarching goal of the HSCL Coordinator is to improve educational outcomes for children through their work with the key adults in the child's life.

The HSCL coordinator also works in an integrated way with the other two strands of TESS; School Completion Programme (SCP) and Educational Welfare Service Statutory (EWS), in order to provide appropriate initiatives and interventions for families.

Home Visits are the primary point of contact for HSCL Coordinators, as this is where strong relationships are built with parents/guardians. In addition, HSCL Coordinators organise parent classes in the relevant school/s and provide information and guidance to parents/guardians with regard to accessing community-based programmes and supports.

The scheme also supports families as their children transition from early education to primary school, from primary school to post-primary school and finally from post-primary school to further and higher education, training or employment.

HSCL and SCP work closely together.

Section 4: Inclusion

Junior Certificate Schools Programme

The Junior Certificate School Programme (JCSP) is a national programme under the auspices of the Professional Development Service for Teachers (PDST). Currently, the programme is offered in 223 schools throughout the country. JCSP operates within the Junior Certificate/Cycle curriculum. It follows the curriculum framework set out for the Junior Certificate/Cycle, which is re-focused to cater for JCSP students.

It is an intervention into the Junior Certificate/Cycle and not an alternative to it. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Certificate/Cycle.

The JCSP approach involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties.
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress.
- engaging in dialogue with young people and their parents regarding their needs and their progress in school

The content of the courses which JCSP students follow emphasise skills, knowledge and concepts selected from Junior Certificate/ Cycle subject syllabi and subject specifications which best explore the aptitudes and abilities of these young peoples' key skills, knowledge and concepts which are essential for students' progress in all areas of the curriculum.

The Programme is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student-centred approach to education and in providing students with a programme to meet their individual needs.

The Junior Certificate School Programme attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. The programme aims to ensure that students actively participate in their learning, make progress and build on their achievements.

The programme also aims to develop students' literacy, numeracy, communication and group work skills. On completion of the programme, students receive a profile which is an official record of their achievements from the Department of Education and Skills.

Level 2 Learning Programmes (L2LPs)

As part of the new Junior Cycle, schools can now include programmes called Level 2 Learning Pro Programmes (L2LPs) designed for a small number of students with particular special educational needs. L2LPs are suited to students with general learning disabilities in the higher functioning moderate and low functioning mild categories. The special needs of these students is such as to prevent them from accessing some or all of the subjects and short courses on offer at junior cycle that are broadly aligned with Level 3 NFQ. Such students may be attending either a mainstream school or a special school.

It should be noted that most students with general learning disabilities should be able to access most, if not all, subjects and short courses through differentiated teaching, learning and assessment. Varied use of resource allocation such as team-teaching, small group and individual withdrawal may also facilitate ease of access to subjects and short courses.

L2LPs build on prior learning but are essentially designed around priority learning units (PLUs) that focus on the social, personal and pre-vocational skills that prepare students for further study, for work

Circular 0020/2014 is available at www.education.ie

Typically, one or two students would avail of L2LPs in a mainstream school.

Level 2 Learning Programmes and Priority Learning Units (PLUs) 24 and for life.

Five PLUs, that are broadly aligned with Level 2 of the NFQ, have been developed by the NCCA in:

- Communication and Literacy
- Numeracy
- Personal Care
- Living in a Community
- Preparing for Work.

Holistic Development of All Students

Friends for Life Programme- 1st Year

The 'FRIENDS for Life' programme is a school-based positive mental health programme. The World Health Organisation cites 'FRIENDS for Life' as the only evidence-based programme effective at all levels of intervention for anxiety in children (WHO 2004). The programme helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience. It is beneficial for all students, irrespective of their anxiety level. Teachers can run the programme as a whole school anxiety prevention programme, as a whole class or small group intervention or with an individual student.

The word 'FRIENDS for Life' is an acronym that helps children and adolescents to remember the coping steps to follow:

F - Feeling Worried?
R - Relax and feel good
I - I can do it!
E - Explore solutions and coping step plans
N - Now reward yourself
D - Don't forget to practice
S - Stay cool!

There are three main components in 'FRIENDS' based on CBT principles;

- i. Learning/ Behaviour
- ii. Cognitive
- iii. Physiological.

The Learning/Behaviour component involves helping children and adolescents to problem solve, use coping skills, expose themselves gradually to feared situations, reward themselves for brave behaviour and identify positive role models and support networks.

The Cognitive component involves helping children and adolescents to use positive self-talk (green thoughts), challenge negative self-talk (red thoughts), evaluate themselves realistically and reward themselves.

The Physiological component involves teaching children and adolescents to be aware of their body clues, to use relaxation techniques and to self-regulate.

Helping Hands Programme – All Years

The Problem of Hidden Bullying

Schools take their responsibilities towards the students in their care very seriously and most have a zero-tolerance approach to bullying. This approach can prevent visible but often not invisible behaviours. Teachers rarely have access to the world of student relationships outside of the formal setting of the classroom. This includes time spent during school lunch breaks, unsupervised time between classes, travel to and from school, sporting and leisure events outside of school and time spent on social media. Bullying is typically hidden in the peer group. Bullied students are not able to defend themselves and they are frequently unable to tell.

Helping Hands has been developed through rigorous research and is based on international best practice and leading thinking

- It provides cutting edge knowledge, skills and an easy-to-use diagnostic tool to help teachers access relationship dynamics hidden in the peer group
- Vulnerable students can be identified before problems escalate or complaints are made. This allows measures to assist them to be put in place
- The programme combines online professional development with access to the software instrument for school leaders and teachers
- This new approach means that vulnerable students can be identified before problems escalate or complaints are made, permitting appropriate supports to be put in place
- The focus is on empowerment of the victims and keeping them psychologically safe
- Recognising that resolving bullying is a process and not an event, teachers are equipped with knowledge and skills to identify targeted students and support them through the process of empowerment
- Our training is supported by best-in-class software. The software can be used to assign students to classwork teams, ensuring that all students are included and are in teams where they feel wanted and welcome

Teachers can use this new knowledge to:

- Prevent bullying
- Intervene early before bullying becomes entrenched
- Develop classroom teams that are welcoming to all
- Build support networks around vulnerable students
- Create conditions that make it safe for students to tell
- Help empower students who are victimised
- Ensure that students who engage in bullying behaviour learn to have appropriate levels of power

Bí Cineálta

Newport College has a Bí Cineálta anti-bullying team in place that meet once a week. They use data from the helping hands programme to assist them and make recommendations on grouping students to the wider staff.

Students with Disabilities, AEN/Special Educational Needs/ASD Class/Young People in State Care/Refugees/ Displaced

Students with disabilities are supported within the school setting in the following ways:

- Liaison between school and home
- Facilitation of appointments within school, e.g. physiotherapy, occupational therapy, speech and language therapy
- Liaison and appointments with the Visiting Teacher (NCSE) for students with visual impairments and students with hearing impairments or deaf
- Physical environment assessed and changed where possible if necessary
- Access to support from Special Needs Assistants

Students with Additional / Special Educational Needs are supported within the school setting in the following ways:

- Access to learning support classes for literacy and numeracy
- Access to social and life skills classes
- Reduction of timetable and removal of subjects
- Irish exemptions if students meet the criteria
- Colour-coded timetables
- Organisational support
- Time outs / breaks from classes, particularly double classes
- Team teaching takes place in some classes
- Access to the sensory room

Students within the Autism class are supported in the following ways:

- Access to their own classroom within the school when needed (Room 31)
- Access to Room 31 at break and lunch times
- Access to the sensory Room
- Access to the students' own toilet
- Access to a quiet area within Room 31
- Use of resources such as fidget toys, Theraputty, exercise balls
- Explicit teaching of some topics

Young People in State Care are supported in the following ways:

- Regular contact with foster parents and Guardian ad Litem
- Regular contact with social worker

Students who are Refugees/Displaced are supported in the following ways:

- Regular contact with HSCL
- Access to books/resources
- Regular contact with Year heads
- Support regarding EAL if necessary

RACE

The Reasonable Accommodations for the Certified Exams (RACE) scheme is available to students in 3rd Year, 6th Year, LCA 1 and LCA 2. This scheme allows the school to apply for supports on a students' behalf to make their exams accessible to them.

Supports that may be applied for through the RACE scheme include but are not limited to:

- Reading Assistance
- Individual Readers
- Spelling and Grammar Waivers
- Access to a Scribe
- Access to a word processor
- Access to a recording device
- Access to a Shared Special Centre
- Access to an Individual Special Centre
- Additional Time in extreme cases
- Access to enlarged / modified exam papers for students who are visually impaired

An application for RACE is made by reviewing the support that the student is currently receiving at school each day and in house exams, along with tests that must be completed within one year of the state exams, including the WIAT-III test and the DASH test.

The Visiting Teacher also plays a role in supporting RACE applications for students with visual and hearing impairments.

Higher Education Access Route to Education (HEAR)

Students who qualify for and wish to apply for the HEAR scheme will be supported to do so in school.

An information evening is held in December each year for students and parents/guardians.

Disability Access Route to Education (DARE)

Students who qualify for and wish to apply for the HEAR scheme will be supported to do so in school.

An information evening is held in December each year for students and parents/guardians.

Transition Planning

For students who are transitioning from primary to post-primary school, a range of supports are offered to ensure a smooth transition for the students.

These supports include:

- Transition Days within the school where students are invited into the school to try out various subjects
- SEN Co-ordinator visits each feeder school to have a conversation with the students' 6th class teacher and / or support teachers to see how best we can support the student with the transition and when they are in first year and beyond
- Transition Booklets are sent to each student in advance of them starting in Newport College. This booklet includes information about the school and staff along with some activities for them to complete once they start at Newport College
- Entrance exam takes place at Newport College where the results from this allow teachers to have an insight into the ability of the student so that they can cater for their needs

Universal Design for Learning (UDL)

Universal Design for Learning is executed within Newport College. We are aware that students learn in various ways and we promote diversity of learning among our cohort of students. Therefore, we use various ways of teaching, sharing information and assessing students.

Some practices that we use for teaching include but are not limited to:

- Groupwork
- Pair Work
- Think Pair Share
- Two Stars One Wish Reflective practice
- Jigsaw
- Class Discussions
- Walking Debates

Some practices that we use for sharing information with students include:

- Giving handouts
- Making notes and presentations available on Microsoft Teams
- Sharing PowerPoint presentations that can be translated into various languages
- Sharing documents that can be read through the immersive reader and other software
- Providing information through videos and voice recordings

Some practices that we use for assessing students include:

- Using a word processing device to type answers
- Voice recordings
- Speech to text software
- Creation of posters
- Creation of presentations
- Online quizzes and tests

Section 5: Guidance Related Policies and Procedures

This Whole School Guidance Policy and Newport College's Guidance Programme is consistent with and supported by a range of other School Policies	
Child Protection	Child Safeguarding Statement and Risk Assessment One-to-One Counselling and Teaching Policy Educational Tours & Out of School Activities Policy First Aid Policy
Code of Behaviour	Code of Positive Behaviour Suspension Policy
Teaching and Learning	Assessment and Reporting Policy Digital Learning Framework Digital Learning Plan Homework Policy Learning Support Policy Remote Teaching and Learning Strategy for School Attendance
Programme Policies	LCA Programme Policy Transition Year Admissions Policy
Wellbeing Policies	Newport College Bí Cineálta Policy Substance Use Policy Critical Incident Policy ICT Safety Internet Acceptable Usage Policy Whole School Guidance Plan SPHE/RSE Policy
Other Policies	Data Protection Policy Tipperary ETB Data Protection Policy Photographic/Video Consent Withdrawal Form Student Council Constitution Sustainability Policy Statement

Links to other Programmes
Newport College acknowledges the relevance of and importance of SPHE and Religious Education to the social and personal development focus of Guidance and Counselling. A full description and account of both SPHE and Religious Education in Newport College is provided in their respective department plans. Newport College recognises the significant contribution that the Leaving Cert Vocational Programme, the Leaving Cert Applied, and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities. This Whole School Guidance Plan recognises the significance of trying all the option subjects in 1st Year and all other cross curricular links (for example Guidance and CSPE, Guidance and Communication/Work Experience Modules, Guidance and the TY Programme).

Section 6: Psychometric and Standardised Assessment

Overview

A variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. Internal testing and assessment is administered by the SEN department and the Guidance counsellor. *(SEN Policy guides this process)*

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used in Newport College include:

Interest Assessments	Students conduct interest assessments on careers websites such as www.careersportal.ie and www.qualifax.ie
CAT4 (Level E) Incoming 1st Years	Cognitive Ability Tests to identify incoming 1st years students' individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time.
CAT4 (Level G) Transition Year Students	Cognitive Ability Tests are carried out with some Transition Year students to identify individual students' ability, potential, strengths and weaknesses. These are helpful to aid students in choosing subjects for Leaving Certificate and in choosing third level college courses and planning future careers. The Inspectorate's Looking at Guidance (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives. Children with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work. Teachers, Special Needs coordinator and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc. to best assist these students.

Section 7: World of Work

Work Experience by Year Group

Year Group	Work Experience/Shadowing	Organised By
Second Year	Visit to • Business • A Day in the Life	School Business Partnership Coordinator
Transition Year	Visit to • Colleges • Businesses • Industries	Guidance Counsellor TY Coordinator TY Teachers
	Work Experience Preparation for Work Experience	TY Coordinator TY Teachers
5 th /6 th LCVP 5 th /6 th LCA	Work Shadowing Prep for Work Shadowing Visit In/Visit Out Third Level Open Days	LCVP Teachers LCA Teachers Guidance Counsellor

Teaching, Learning and Assessment of Work Experience

Year Group	Work Experience/Shadowing	Assessment
Second Year	• Wrap Up	Presentation Certificates
Transition Year	Visit to • Colleges • Businesses • Industries	TY Diary
	Work Experience Preparation for Work Experience	Work Diary
5 th /6 th LCVP 5 th /6 th LCA	Work Shadowing Prep for Work Shadowing Visit In/Visit Out Third Level Open Days	LCVP Portfolio LCA Key Assignments

Section 8: Improvement Planning

Monitoring of the Guidance Policy/Guidance Plan

The School Management, in consultation with the Guidance Counsellor and the School Guidance Team will monitor the implementation of the Guidance Policy and its associated Guidance Programmes.

Evaluation and Development Guidance Policy

This School Guidance Policy will be subject to ongoing evaluation.

We are committed to this through surveying parents, staff and students.

Newport College's evaluation of the policy will be guided by the following questions:

1. Is the guidance plan working?
2. Are the guidance programmes being provided in the most effective manner?
3. Are all students being provided with appropriate guidance?
4. What areas of the Guidance Plan/Guidance Policy require modification and improvement?
5. What are the areas that need to be developed in terms of guidance provision and programme delivery?

The guidance team and the school community more generally have an important role to play in the evolution and development of the Guidance Policy. Contributions and feedback are welcomed from the entire school community and from all other stakeholders in relation to Guidance Provision and Guidance Programmes.

Review

There will be a full review of the Guidance policy annually. The review will comprise representatives of all the stakeholders to the Guidance Policy/Guidance Plan. The review process will involve surveying students, parents, teachers and all other stakeholders to the Guidance Plan.

Priority Areas for Development

- Re-establishing the Check and Connect programme
- Implementing the school partnership with Takumi Precision Engineering, Cook Medical, Zimmer Biomet and exploring other partnerships.
- Enhancing the supports available to students who present with complex needs
- Introducing wellbeing initiatives incorporating the continuum of support for all, some and a few.
- Establishing one to one devices for all students
- Establishment of Learner Voice group to enhance learning and teaching in the school

Section 9: WSG Planning by Subject Department

Activities in **Maths** Department

Activity	Link to WSG	COS
Stem Promotion	The Math's Department undertake numerous activities each year to promote STEM as a career. This involves the utilisation of a variety of resources including videos/talks/posters and computer applications Focus on Career in Stem. Focus on Educational pathways in STEM	☐ All
Math's Week	Multiple Competitions for all students across year groups. In class activities also promote Math's in everyday life.	☐ All
Leaving Cert rechecks/appeals	Math's teachers are available during August/September to support outgoing students who wish to discuss the grade they received / discuss their options in terms of appeal etc.	☐ All
Link with student support team	Link with student support Team where appropriate. Use of Helping Hands groups in class	☐ All
Competitions promoting career	IMTA National quizzes for 1 st , 3 rd , TY and 6 th year. Including the Irish Math's Olympiad. This promotes educational and career developments in Mathematics.	☐ Few
WSG planning and the Subject Department Links with Guidance Team to inform/update planning The guidance team link in with the Math's department specifically around helping hands to update on planning and at-risk students. WSG Guidance Presentations to Staff The Math's department attend a presentation by the guidance counsellor to all staff at the beginning of the year on WGS.		

Activities in **English** Department

Activity	Link to WSG	COS
Career Promotion	- News reporting, debating and grammar/spelling work all highlighted as important for further education and professional life. - Journalism and the life of journalists are highlighted through work and through TY module.	☐ All
Subject Week	- Month of reading on a Friday employed for the month of September for non-exam years. - DEAR Scheme implemented at different stages throughout the year. - World Book Day celebrated each year with vouchers handed out to students for book discounts from Eason's.	☐ All
Leaving Cert rechecks/appeals	- English dept teachers are available in August December to meet LC graduates and to view/discuss scripts. - English dept issue a written invitation to students to share their scripts with the dept. - English dept work closely with exam secretary around appeals procedures and deadlines.	☐ Open to all, requested by few.
Link with student support team	All English dept staff are aware of and reference the student support weekly email and T&L spreadsheet. Communication with SST as and when appropriate regarding student wellbeing.	☐ Few
Competitions promoting career	Students are notified of any essay competitions or soap box events coming up and are encouraged to apply. Support given to these students in relation to getting ready and editing for these competitions.	☐ Open to all, engaged in by few
WSG planning and the Subject Department Links with Guidance Team to inform/update planning English dept link formally twice yearly with the WSG team (September and April) to update planning WSG Guidance Presentations to Staff English dept attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each school year.		

Activities in **Gaeilge** Department

Activity	Link to WSG	COS
Career Promotion	Seó Bóthair- interactive workshop which encourages students to examine their opinions of Gaeilge & to explore careers in Gaeilge – Garimeacha le Gaeilge	☐ All ☒ Some ☐ Few
Seachtain na Gaeilge	Activities and competitions through Gaeilge in class and during lunch for all students to participate in to promote the use of Gaeilge in our school.	☒ All ☐ Some ☐ Few
Leaving Cert rechecks/appeals	Gaeilge teachers are available every August/September to support outgoing students who wish to discuss the grade they received or discuss their options in terms of appealing etc.	☒ All ☐ Some ☐ Few
Link with student support team	Link with the student support team where appropriate. Weekly reference (Monday) to the Student Support email	☒ All ☐ Some ☐ Few
Scholarships for Gaeltacht	The school offers funding for students to attend a Gaeilge course in the Gaeltacht.	☒ All ☐ Some ☐ Few
JCSP Initiatives	Turas chun na Gaeltachta – scoil surfála. Ag tonnmarcaíocht trí mheán na Gaeilge.	☐ All ☒ Some ☐ Few
Lunchtime activities	Tae & Plé. Cupán tae with Gaeilge activities ag am lóin	☒ All ☐ Some ☐ Few
Spraoi san ETB	Competitions as Gaeilge – this is years entry was in the Teagascóirí Tiomanta category. TY Gaeilge wrote and recorded a song as Gaeilge.	☐ All ☒ Some ☐ Few
Ullmhúchán don Scrúdú Cainte	After-school prep time with students for the Leaving Cert Scrúdú Cainte sa Ghaeilge	☐ All ☒ Some ☐ Few

WSG planning and the Subject Department

Links with Guidance Team to inform/update planning

The Guidance Team links in with the Gaeilge Department on two occasions each year (September and April) to update planning.

WSG Guidance Presentations to Staff

The Gaeilge Department attends a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.

Activities in **Graphics** Department

Activity	Link to WSG	COS
Career Promotion	Promotion and possible careers are regularly discussed in class at opportunities that arise. Links with the subject to industry and new developments in technology are frequent topics for discussion in class. This primarily in the area of STEM and is always ongoing	☐ All
Subject Week	Linking with engineering week to promote the awareness of engineering in the world around us.	☐ All
Leaving Cert rechecks/appeals	Teachers are available to students to view exam papers and projects. Guidance is given on the best course of action to take	☐ Few
Link with student support team	Link with the student support team when and where appropriate	☐ Few
Competitions promoting career	Linking with some Mini Companies in the development of new products as part the design and prototyping process	☐ Few
WSG planning and the Subject Department Links with Guidance Team to inform/update planning The Graphics Dept meet with the Guidance team twice yearly (Aug and Feb) to Help update planning. Following the pathways of past students and identifying pathways to further education or the world of work is often discussed WSG Guidance Presentations to Staff The Graphics Dept attend a presentation by the Guidance team to all staff at the start of the year		

Activities in **Woodwork/Construction** Department

Activity	Link to WSG	COS
Career Promotion	Promoting careers in woodwork and construction in the classroom requires a mix of hands-on learning, industry exposure, and real-world connections. 1. Hands-on Projects & Real-World Applications • Practical woodworking and construction projects that mimic real industry work. • Encourage students to build furniture, sheds, or small structures for the school or community. • Introduce digital tools like CAD software to integrate modern construction technology. 2. Career Pathway Awareness • Educate students on different career options: carpentry, cabinetmaking, architecture, project management, and green building. • Highlight earnings potential and the demand for skilled tradespeople. • Provide information on apprenticeships, vocational training, and trade schools. 3. Integration of Technology & Sustainability • Introduce modern construction technology like 3D printing, CNC machines, and sustainable building practices. • Teach about eco-friendly materials and green construction methods to attract environmentally conscious students. 4. Promote Success Stories • Feature successful alumni who pursued careers in the trades. • Share videos or testimonials from professionals who took non-traditional career paths into construction.	☐ All ☐ Some ☐ Few
Subject Week	Promote National Tree Week to create awareness for tree protection in Ireland. Organised by the Tree Council of Ireland and Coillte. Happens in March each year	☐ All ☐ Some ☐ Few
Leaving Cert rechecks/appeals	Teachers are available to students to view exam papers and projects. Guidance is given on the best course of action to take	☐ All ☐ Some ☐ Few
Link with student support team	Link with the student support team when and where appropriate	☐ All ☐ Some ☐ Few
Competitions promoting career	Participating in these competitions can provide valuable insights into the construction industry and help students develop practical skills and industry connections. Constructing Your Future Competition Organized by the Construction Industry Federation (CIF), this competition invites Transition Year, Leaving	☐ All ☐ Some ☐ Few

	Certificate Applied, and Youthreach students to share their work experience in the construction sector. Participants submit a short video detailing their experiences, insights, and learnings from their placements. Prizes include Ticketmaster vouchers, GoPro cameras, and Apple AirPods. The competition typically closes in late April each year. cif.ie 2. WorldSkills Ireland Competitions WorldSkills Ireland hosts annual competitions across various categories, including construction. These events provide a platform for young individuals to showcase their skills in areas such as carpentry, bricklaying, and plumbing. Outstanding performers may have the opportunity to represent Ireland in international competitions. worldskillsireland.ie 3. CIOB Student Challenge and Construction Conference Organized by the Chartered Institute of Building (CIOB), this event is designed for students interested in the built environment. Teams analyze real-world briefs, develop bid submissions, and present their solutions to industry experts. The event also features talks from professionals and offers networking opportunities. While primarily aimed at higher education students, secondary school students with a keen interest in construction may find value in attending or observing. ciob.org	
WSG planning and the Woodwork/Construction Department Links with Guidance Team to inform/update planning The Woodwork/Construction Dept meet with the Guidance team twice yearly (Aug and Feb) to Help update planning. Following the pathways of past students and identifying pathways to further education or the world of work is often discussed. WSG Guidance Presentations to Staff The Woodwork/Construction Dept attend a presentation by the Guidance team to all staff at the start of the year		

Activities in **Geography** Department

Activity	Link to WSG	COS
Geography Awareness Promotion	The Geography Department undertakes various activities throughout the year to highlight geography-related careers and opportunities. This includes guest speakers, virtual field trips, environmental projects, and poster campaigns promoting sustainability and climate action.	☐ All
Geography Week	A week-long event where students engage in activities such as quizzes, map challenges, poster competitions, and presentations on global issues like climate change, biodiversity, and sustainable development.	☐ All
Leaving Cert rechecks/appeals	Geography teachers are available each August/September to support students considering a review or appeal of their exam results. They provide guidance on grade boundaries, marking schemes, and future pathways.	Open to all, requested by few.
Link with student support team	Collaboration with the student support team to ensure that students requiring additional help in geography receive necessary resources and guidance.	Few
Young Reporters for the Environment	Supporting students in participating in the Young Reporters for the Environment (YRE) programme. This initiative encourages students to investigate and report on environmental issues through articles, photography, and video storytelling, fostering research and communication skills.	Open to all, engaged in by few
WSG planning and the Geography Department Links with Guidance Team to inform/update planning The Guidance Team links with the Geography Department on two occasions each year (September and April) to update planning WSG Guidance Presentations to Staff The Geography Department attends a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.		

Activities in **Art** Department

Activity	Link to WSG	COS
Career Promotion	The art department actively promotes careers in art by providing students with a range of inspiring opportunities. They organise visits to further education campuses, giving students insight into art and design courses and career pathways. Guest speakers, including professional artists and designers, share their experiences and offer valuable advice. Students also participate in competitions like Junk Kouture, which fosters creativity through sustainable fashion, as well as other national and international art contests. Additionally, site and gallery visits expose students to diverse artistic styles and industries, broadening their understanding of potential careers in the creative field.	Open to all
Subject Week	Competitions for all students, ranging in Film making, Poster Design, and Drawing/ Painting. Artwork of the month competition open to all students. Chosen artwork displayed in the main hallway	Open to all, typically engaged by a few
Leaving Cert rechecks/appeals	Art teachers are available in August and September to support outgoing students who wish to discuss the grade that they received and to discuss their options in terms of appealing.	Open to all, typically engaged by a few
Link with student support team	The art department links with student support team where appropriate	A few
Competitions promoting career	The Art Department promotes involvement in Junk Kouture, Texaco Art Competition, Doodle for Google, Fis Film Project, The Credit Union Art Competition as well as local community art competitions. The artist of the month competition is open to all students in the school	Open to all
WSG planning and the Art Department Links with Guidance Team to inform/update planning The guidance team link in with the art department two times per year, in September and April. The art department also discuss suggestions. Issues throughout the year as appropriate. WSG Guidance Presentations to Staff The art department attend a presentation by the guidance counsellor to all staff on WSG Guidance at the beginning of the year		

Activities in **Home Economics** Department

Activity	Link to WSG	COS
Career Promotion	Educating students about careers in nutrition, dietetics, teaching, fashion design, childcare, and hospitality. Providing information on college courses related to Home Economics and advising on subject choices.	☒ All ☐ Some ☐ Few
Subject Week	Cross-Curricular Learning: Collaborate with the Science department (nutrition), Business (consumer rights), and Geography (sustainability). Interactive Learning: Host activities such as a 'Bushtucker Trial' of healthy snacks, cupcake icing competitions and quizzes.	☒ All ☐ Some ☐ Few
Leaving Cert rechecks/appeals	Home Economics teachers are available every August/September to support outgoing students who wish to discuss the grade they received or discuss their options in terms of appealing, etc.	☒ All ☐ Some ☐ Few
Link with student support team	Link with the student support team where appropriate. Certain students with a student support plan come to Home Economics in a smaller group each week to learn life skills such as cookery.	☐ All ☐ Some ☒ Few
Resource Sharing	Sharing of a OneNote page relating to books, PowerPoints, and online resources on Home Economics topics such as nutrition, health, and financial literacy.	☒ All ☐ Some ☐ Few
Healthy Eating Initiatives	Organising school-wide nutrition awareness programmes or healthy eating weeks. Recipes are made in class by our students and posted on social media for better access and promotion.	☒ All ☐ Some ☐ Few
Wellbeing Initiatives	Running 'Wellness Wednesday', a safe space for students to have a chat and interact with peers at lunchtime every Wednesday over a cup of tea and a snack. Promoting wellbeing, inclusivity, and social skills.	☐ All ☒ Some ☐ Few
School & Community Engagement	Students bake festive treats and visit the local Day Care Centre. Practicing life skills, cookery, boosting morale, relationships with the elderly, and social skills.	☐ All ☐ Some ☒ Few
WSG planning and the Home Economics Department Links with Guidance Team to inform/update planning The Home Economics Department incorporates WSG planning into Subject Department Plans each year based on the advice from the Guidance Team. WSG Guidance Presentations to Staff The Guidance Team link in with the Home Economics Department on two occasions each year (September and April) to update planning. The Home Economics Department will attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.		

Activities in P.E. Department

Activity	Link to WSG	COS
Career Promotion	Pathways in careers on noticeboard in school hall. Competition opportunities – P.E. XPO Work with the University of Limerick in research process as part of a communicative study with 2 transition year students. Now in the process of the 2 transition year students writing up a research piece for Hug na Nóg. Guest Speakers to inform students about professional sporting careers. College day outs to promote career pathways e.g TUS and UL	☒ All ☐ Some ☐ Few
Subject Week	Active school week – Ran annually. Providing students with opportunities to get active as well as outside/community clubs providing workshops for our students Running whole school events promoting physical activity each year e.g. 5km walk, tug of war.	☒ All ☐ Some ☐ Few
Leaving Cert rechecks/appeals	P.E. teachers are available at the end of August/September for the appeals process and to review papers.	☒ All ☐ Some ☐ Few
Link with student support team	Link with student support team when appropriate. Weekly update email to support students (Mondays)	☒ All ☐ Some ☐ Few
Competitions promoting career	PE XPO This promotes educational and career development in the area of physical education	☐ All ☐ Some ☐ Few
Gym Facilities	Students have full access to a state-of-the-art cardio suite and weights room, before and after school and during P.E class	☒ All ☐ Some ☐ Few
Extra-Curricular	Offers a wide range of extra-curricular (competitive and non-competitive)	☒ All ☐ Some ☐ Few
Partnership with others	The P.E department partners with a variety of organisations throughout the academic year to promote physical education e.g. Tipperary Sports Partnership, Rowing Ireland, Munster Rugby	☒ All ☐ Some ☐ Few
WSG planning and the PE Department Links with Guidance Team to inform/update planning The guidance team link in with the Physical Education Department on two occasions each year to update planning. WSG Guidance Presentations to Staff The P.E department attends a presentation by the guidance counsellor to all staff on WSG at the beginning of each year		

Activities in **Engineering** Department

Activity	Link to WSG	COS
Career Promotion	Engineering Field Trips undertaken to companies in the region. Takuma and Stryker. Attended Women in Engineering seminar in UL 2025 Engineering promoted as a STEM subject to 5 th year students as a subject option to promote career path. Talkers from local Engineering Companies invited to outline career opportunities to students like apprenticeships. Peadar Henehan (TUS) Presentation to students on Engineering options for 6 th years. Ryanair PAM Apprenticeship and Traineeship Programmes presentation for 6 th years.	☐ Some
Subject Week	Engineering Week Engineering – registered with Steps Engineering to promote Engineering. Video/Clips/Presentations shown to Engineering students in class. Field Trips to Companies for Subject Week	☐ All
Leaving Cert rechecks/appeals	Available to facilitate appeals to students	☐ Few
Link with student support team	Emails monitored to keep up to date with students requiring support. Regular contact with Support team/ Career Guidance	☐ All ☐ Some ☐ Few
Competitions promoting career	Engineering ETTA Competitions regularly accessed.	☐ All ☐ Some ☐ Few
WSG planning and the Engineering Department Links with Guidance Team to inform/update planning The guidance team links in with the Engineering Department on two occasions each year to update planning. WSG Guidance Presentations to Staff The Engineering department attends a presentation by the guidance counsellor to all staff on WSG at the beginning of each year.		

Activities in **Music** Department

Activity	Link to WSG	COS
Career Promotion	Look at third level colleges with students. Looking at working musicians all of the time Looking at other avenues for musicians like music therapy School gives students the opportunity to attend concerts. School gives students the opportunity to set up sound equipment The Music teacher has filled in applications for students to go on to student music/drama at third level. The music teacher has organised workshops with other professionals for students during school time. We look at many careers in music: Digital Sound Creation, Arrangements, Composers, Song Writers, Royalties, Sound Engineers, Event Organisers, Instrument makers,	☐ Some
Subject Week	No	
Leaving Cert rechecks/appeals	I'm available and encourage where appropriate	☐ Few
Link with student support team	Teacher checks in with the support team email on a daily basis. Teacher also regularly keeps updated on the T&L Excel Sheet	☐ Few
Competitions promoting career	The School holds its own Talent Show competition. The School enters Musical competitions The school has also entered Siansa Gael Linn for Traditional Irish Music	☐ Some
WSG planning and the Music Department Links with Guidance Team to inform/update planning There is an effort made each year to ensure that the music department planning is in line with WSGP The Guidance Team send emails informing the music department of updates and provide access to the WSGP WSG Guidance Presentations to Staff The Music department attends a presentation by the guidance counsellor to all staff on WSG at the beginning of each year.		

Activities in **History** Department

Activity	Link to WSG	COS
Career Promotion	The History Dept undertake a broad approach to promoting History/ Heritage as an area of further study. Field trips/ guest speakers and class teachers regularly reference further study opportunities and advantages in regard to History. Posters/ information events such as subject choice presentations/ open night pamphlets all highlight study and employment opportunities from History.	All
Subject Week	The History dept does not have a specific subject week, instead a number of annual and occasional commemorations are held. Subject noticeboard is utilized for raising awareness of important dates/ events in history. (Meaghar foundation Flag raising/ Black history month/ etc) Ongoing activities throughout the year eg links with the local historical society/ field trips/ pop up museum/ interclass debate/ history quiz etc.	All
Leaving Cert rechecks/appeals	History dept teachers are available in August December to meet LC graduates and to view/ discuss scripts. History dept issue a written invitation to students to share their scripts with the dept. History Department work closely with exam secretary around appeals procedures and deadlines.	All history graduates
Link with student support team	All history dept staff are aware of and reference the student support weekly email and T&L spreadsheet. Communication with SST as and when appropriate regarding student wellbeing.	Few
Competitions promoting career	The history department is continuously searching for competitions to promote careers in history. Although not abundant, staff have created competitions themselves within the school relating to CBA's and historical debates.	Open to all, availed of by some.
WSG planning and the History Department Links with Guidance Team to inform/update planning History dept link formally twice yearly with the WSG team (September and April) to update planning. WSG Guidance Presentations to Staff History dept attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each school year.		

Activities in the **French** Department

Activity	Link to WSG	COS
Career Promotion	Link with the French Department of www.ul.ie – students attend a cultural / careers workshop in January. Career workshops with L’Alliance Française de Limerick & L’Alliance Française Dublin on career promotion	☒ All ☐ Some ☐ Few
Subject Week	• European Day of Languages – September • Think Languages event – November • La Journée de la Francophonie – March • Promotion of French film with Birr Theatre & Arts Centre • Erasmus+ - Currently linking, through languages activities, with a second-level school	☒ All ☐ Some ☐ Few
Leaving Cert rechecks/appeals	French teachers are available every August/September to support outgoing students who wish to discuss the grade they received or discuss their options in terms of appealing etc.	☐ All ☐ Some ☒ Few
Link with Student Support Team	• Link with the student support team where appropriate. • Daily support for students who are highlighted by the Student Support Team Weekly reference (Monday) to the Student Support email. • Guidance taken from the Helping Hands triads and pairings. • One-to-one support in class & outside of the language classroom.	☒ All ☐ Some ☐ Few
Euro Language Scholarships	The school offers partial funding for students to attend a French immersion course with Euro Languages College: www.elc.ie . Students are encouraged throughout the year to attend these summer courses.	☒ All ☐ Some ☐ Few
Competitions promoting career	• Numerous quizzes & language challenges, in-class & during lunchtime. Art / song competition in the target language. For some students, French is their third language and so are encouraged to maintain their heritage languages with a view to a career in languages/ diplomacy.	☒ All ☐ Some ☐ Few

WSG planning and the Languages Department

Links with Guidance Team to inform/update planning

The Guidance Team links in with the French Department on two occasions each year (September and April) to update planning.

WSG Guidance Presentations to Staff

The French Department attends presentations by the guidance counsellors to all staff on WSG throughout the year.

Activities in **Business** Department

Activity	Link to WSG	COS
Google Visit	Exposes students to career opportunities in tech and multinational companies. Provides insight into digital skills, innovation, and workplace culture. Supports guidance in STEM careers and business pathways. Links to ICT, Business, and Career Guidance subjects.	☐ Some
Enterprise Fair	Encourages entrepreneurial thinking, leadership, and teamwork. Allows students to develop business planning, marketing, and financial literacy. Supports career guidance by showcasing self-employment as a career option. Links to Business Studies, Economics, and LCVP.	☐ Some
Local Enterprise Office representative presentation	Provides insights into starting and growing a business. Highlights supports available for young entrepreneurs. Encourages students to explore self-employment and small business management. All in 5th year. Supports enterprise education, career planning, and financial literacy.	☐ Some
Chartered Accountants of Ireland Bootcamp	Gives students an overview of accounting, finance, and professional qualifications. Offers networking opportunities with industry professionals. Links to business, finance, and career guidance by helping students understand accounting pathways. Supports whole-school workplace readiness and employability skills.	☐ Some
Competitions promoting career	IMTA National quizzes for 1 st , 3 rd , TY and 6 th year. Including the Irish Math's Olympiad. This promotes educational and career developments in Mathematics.	☐ Few
WSG planning and the Business Department Links with Guidance Team to inform/update planning The guidance team link in with the Business Department on two occasions each year to update planning. WSG Guidance Presentations to Staff The Business Department will attend a presentation by the guidance counsellor to all staff at the beginning of the year on WSG.		

Activities in **Science** Department

Activity	Link to WSG	COS
Career Promotion	Focus on careers in STEM Participation in competitions such as BT Young Scientist, Aberdeen angus and REELlife science highlights STEM TY's STEM Passport Science Workshops such as: Forensic Science, Robotics, Dermatologists,	☐ Some
Subject Week	Talks from different areas in science Visiting Universities such as UL, Gurteen, Pallaskenry In school competitions, displays, activities	☐ All
Leaving Cert rechecks/appeals	Science teachers are available when results are released, to support students who want to discuss their grade and options around it.	Open to all, requested by few.
Link with student support team	Weekly email received and read from the student support team	Few
WSG planning and the Science Department Links with Guidance Team to inform/update planning WSG Guidance Presentations to Staff The Science dept attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each school year.		