



CARRIGTWOHILL COMMUNITY COLLEGE

WHOLE SCHOOL GUIDANCE PLAN

RATIFIED 31ST MARCH 2022
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INTRODUCTION

Carrigtwohill Community College is a mixed school facility under the patronage of Cork Education and Training Board and under the trusteeship of the Diocese of Cloyne. We opened our doors in August 2016 with an initial enrolment of forty-three 1st year students. The college is located on Station Road, in the heart of Carrigtwohill village. We currently have an enrolment of 750 students.

The Education Act (1998), Section 9(c) states that a school shall use its available resources to: ensure that students have access to appropriate guidance to assist them in their educational and career choices.

Guidance in schools refers to 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. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

While it is a whole school activity, we have formed a Guidance team, as per Department of Education guidelines, in which the guidance counsellor has a pivotal role to collaboratively design and develop a whole-school Guidance Plan as a means of supporting the needs of all students. All members of staff fully recognise and ensure that Guidance permeates every aspect of school life, and this plan has been developed in collaboration with teachers, students, parents, and the wider school community.

This plan will assist the holistic development of all our students so that they may discover and value their talents and abilities, effectively manage their personal transitions, learn to value and respect others and make a positive contribution to society.

The Guidance Team consists of the Guidance Counsellor, the Chaplain, and the Deputy Principals.

WHOLE-SCHOOL GUIDANCE LEARNING OUTCOMES: 1st – 6th YEAR

Guidance related learning starts in early childhood education settings and continues into primary school, secondary school and beyond. As part of this holistic development, students in Carrigtwohill Community College experience three areas of guidance-related learning which allows them to develop in eight areas of competence:

Developing Myself	Developing and maintaining self-esteem and positive self-regard. Interacting effectively with others (face-to-face and online). Developing and growing throughout life.
Developing My Learning	Employing effective personal learning/exam strategies. Making educational choices in line with career aspirations.
Developing My Career Path	Using career-related information and sources appropriately. Understanding the world of work and life roles. Managing career development and decision making.

By the end of their time in Carrigtwohill Community College, students should be capable of acquiring knowledge, be able to demonstrate same, integrate this learning and knowledge so that it is relevant to them and their circumstances and act on it throughout their lifetime, building on their knowledge in the process.

KEY GUIDANCE ACTIVITIES

Year Group	Guidance Activity
Incoming first years	Open Evening (September) First Year information Evening (April/May). Pre-entry assessments in March of year prior to entry. Introduction to CCC Day

First years	Induction at the start of the first term. Taster subjects SPHE (1 period per week) CSPE (1 period per week) PE (2 periods per week) Religion (2 periods per week) Bonding Day (run by TY students) Individual student meetings with chaplain (first half-term) Portrait Painting project Christmas & Summer Examinations Club Obair Bhaile Daily Assembly Trip – outdoor pursuits (September) Extra-curricular activities (hurling, Gaelic football, basketball, athletics, rugby, debating club, musical theatre club, technology club, board game club, newsletter club, meditation group)
Second years	SPHE (1 period per week) CSPE (1 period per week) PE (2 periods per week) Religion (2 periods per week) STEAM (1 period per week) Business Brainiacs Fota Enrichment Programme CBAs in individual subjects Club Obair Bhaile Daily Assembly Christmas & Summer Examinations Extra-curricular activities as above
Third years	SPHE (1 period per week) CSPE (1 period per week) PE (2 periods per week) Religion (2 periods per week) CBAs in individual subjects Prep Examinations Pre-Examinations Junior Certificate Examination Trip to the cinema Club Obair Bhaile Daily Assembly Extra-curricular activities as above
Transition Years	Careers class (1 hour per week) One-to-one Career meetings DATs Tests on Careers Portal PE (2 periods per week) Religion (1 period per week) Creation of a sensory room (2022) Gaisce LIFT programme Enterprise Club Organisation of first year bonding day Improvisation Workshop (Bernard Casey) Driver Education Caring for Carers (organising gift boxes for the workers at Brookfield Care Centre) GAA coaching course (Gaelic football) Chinese Italian

	The CSI Experience Tir Gan Teanga, Tir Gan Anam project Trips to Killary Adventure Centre, Zip-It, the cinema, Leahy's Open Farm, Fota Ice-Skating, Waterford Greenway. 'A Night on Broadway' (2022), 'Grease' (2023), 'Back to the Eighties' (2024) – 3-night run. Extra-curricular activities as above
Fifth Years	RSE (1 period per week) PE (1 period per week) Religion (1 period per week) Daily Assembly Career talks (guest speakers/Guidance Counsellor) One-to-one Career meetings Attendance at Open Days Field trips to local industries Trip to the cinema Trip to the theatre Club Obair Bhaile Christmas & Summer Examinations Extra-curricular activities as above
Sixth Years	RSE (1 period per week) PE (1 period per week) Religion (1 period per week) Daily Assembly Career talks (guest speakers/guidance counsellors) One-to-one Career meetings Attendance at Open Days Field trips to local industries Prep Examinations Pre-Examinations Club Obair Bhaile Leaving Certificate Examination Graduation ceremony Yearbook Extra-curricular activities as above
Outgoing Sixth Years	Guidance Counsellor available for consultation on results day & offers day. Guidance Counsellor keeps track of each student's progression.
All year groups	Annual Events Sports Day Ethos Week Internet Safety Day Gratitude Day Random Acts of Kindness Week Secret Santa LGBTQI+ Stand Up Awareness Week Mental Health Awareness Week Door Wars (Halloween & Christmas) Seachtain na Gaeilge Maths Week Student Vs Staff Bake-Off. Annual Awards Ceremony Newsletter Gratitude Wall Art Walls Art Competitions Newsletter Art Competition Lunch for match winners

A CONTINUUM OF SUPPORT

We use the Continuum of Support Model (Guidance for All, Guidance for Some, Guidance for a Few) to ensure that our students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.

By applying this continuum of support, our whole school guidance programme aims to meet the students' needs from a whole school approach to group and individualised approaches.

A. GUIDANCE FOR ALL

Provided to all students to support personal, social, educational and career development and especially students making transitions (T.Y into Senior Cycle, Senior Cycle into HEIs, FETs, apprenticeships, and the workplace). The Guidance Counsellor coordinates the planning and delivery of the whole school guidance programme and in the provision of guidance to students.

A whole school approach is used in delivering the learning activities of the school guidance programme which includes Religion, PE and SPHE in Junior Cycle and guidance modules, RSE, PE and work experience in Senior Cycle.

B. GUIDANCE FOR SOME

Provided to specific groups of students to support personal, social, educational and career development and dealing with transitions. Such groups will typically include Senior Cycle students especially sixth years who will benefit from one-to-one guidance counselling to support their educational and career choices and movement into third level for instance. Some students may require more intensive levels of support for example students with additional educational needs. The Guidance Counsellor collaborates with the SEN Coordinator, Junior & Senior Cycle Year Heads and Transition Year Coordinator and class teachers to ensure that these students get the necessary support.

C. GUIDANCE FOR A FEW

Students may require support in meeting their developmental needs and when they experience personal crises. Some individuals might also require more intensive support as they make transitions e.g Early School Leavers to education centres such as the National Learning Network or the STEP Programme. This kind of support requires staff with the necessary knowledge and skills to respond to the needs of these students and will involve the Guidance Counsellor and other school staff such as the SEN Coordinator and the SNAs who are trained in meeting the needs of vulnerable students and those with additional needs.

PERSONAL & SOCIAL GUIDANCE – DEVELOPING MYSELF

Index: Guidance for All (A); Guidance for Some (S); Guidance for a Few (F)

Action	Competency	Supported by
CURRICULAR:		
SPHE classes (A)	Develop a positive self-concept & healthy self-esteem.	Subject teachers
RSE classes (A)	Interact effectively with peers to build happy relationships throughout the life span.	Subject teachers
CSPE classes(A)	Enables students to feel connected to and take responsibility for the wellbeing of others. It also develops students' confidence, agency and engagement which are important characteristics of student wellbeing.	CSPE teachers
Religion classes (A)	Helps young people to develop beliefs and values and promotes respect and empathy, which are important in our diverse society.	Religion teachers Chaplain

PE (A)	Participate in a multitude of activities to enhance physical, cognitive, social and emotional development.	PE teachers
Guidance Classes (A) TY students have one timetabled careers class per week. In 5 th and 6 th year, there is a programme of talks (delivered by guest speakers/the guidance counsellor) which students can attend if they are interested in the topic. These talks are brought to students' attention on Teams. Students who wish to attend have a week to indicate their interest.	Decide what skills they may need and what courses to take in order to reach their career goals.	Guidance Counsellor
TY Programme e.g trip to Killary (A)	Avail of opportunities to develop their potential and broaden their horizons.	T.Y Coordinator
CSPE Citizenship Actions e.g cake sales, non-uniform day fundraisers. (A)	Explore how volunteering and teamwork can open up a world of possibilities regarding possible career options.	Subject teachers
Assembly (A) 12 minutes	A daily opportunity to practice mindfulness, discuss topical issues. Students learn to adapt their behaviour so they can interact well with each other. They begin to feel a sense of connection with their class teacher and each other.	Class teachers
Counselling (S) (all TY students along with their parents/guardians receive an invitation via email to meet with the Guidance Counsellor. In Senior Cycle, it is up to each individual student to make contact when they wish to arrange a meeting)	Formulate a plan to attain career goals. Change behaviour and attitudes when necessary. Accept their own limitations. Adjust expectations when necessary. Develop coping strategies.	Guidance Counsellor Chaplain External Counsellors
Student Support Team	Identify students who need to adapt their attitudes, behaviour and level of motivation in order to achieve their full potential. The referral system ensures that any student who has been identified as a cause of concern by any staff member is brought to the attention of the team.	Management Chaplain Guidance Counsellor
	Build strong links with the agencies which provide additional support on occasion. (e.g Family Resource Centre, NEPS, CAMHS)	Management SEN Coordinator Guidance Counsellor
	Develop strategies to combat stress and build resilience.	Guidance Counsellor Chaplain
S.E.N (S)		

Learning Support Paired Reading Social skills Behavioural skills Organisational skills EAFL	Put a study timetable in place. Plan towards exams Use effective techniques when taking exams to counteract stress. Develop skills and qualities which will enable them to meet their career goals.	SEN Team
Community Support & Links (A)	Build relationships with employers and learning providers. Avail of opportunities to develop ones potential.	TY Coordinator Guidance Counsellor LCVP Teachers Businesspeople from the community
LEADERSHIP Gaisce (F) School Newsletter (F) School Yearbook (F) Student Council (F) Sport – hurling, Gaelic football, rugby, soccer, camogie etc..(S)	Develop and maintain positive self-esteem. Interact effectively with others Demonstrate effective social skills Adapt behaviour and attitudes in order to interact effectively with others. Adapt behaviour according to context Learn problem solving and decision-making strategies.	Coordinating teachers.
HOME-SCHOOL PARTNERSHIPS Information evenings for parents/guardians Subject Choice for Senior Cycle Post-Leaving Certificate Options Assistance with HEAR and DARE applications and SUSI grant applications Assistance with accommodation search at third level for students who intend to study outside Cork or go abroad.	Explore subject choice and career implications for TY parents and parents of students going straight into 5 th year. Investigate opportunities on offer (third level at home and abroad), F.E.T courses, apprenticeships etc.. Identify barriers to inclusion at third level and adopt strategies to overcome same. Build relationships with learning providers.	Guidance Counsellor
Parents are kept informed through: Parent-Teacher-Student meetings School Facebook/Instagram page VS Ware Text School website Parent representatives on the BOM	Keep lines of communication with parents/guardians open. All stake-holders in students' education have a voice.	Subject Teachers Management Guidance Counsellor Parents
Parental involvement is encouraged through: The school journal Surveys Fundraising by the Parents' Association (Easter raffle)	Build relationships with parents/guardians.	
Celebrating success Annual Awards Ceremony Newsletter Gratitude Wall Art Walls Art Competition Newsletter Art Competition	Give recognition to students who surpass expectations.	Management Subject teachers

3. DASH (Detailed Assessment of Student Handwriting) freewriting section

WRAT5

- Use of WRAT5 test for SET students to set targets. (Spelling, reading comprehension, word reading)
- Use of WRAT5 Spelling for all 2nd year students during Christmas exam - RACE screening - see above.
- Use WRAT5 test for those students identified for RACE to check if they meet criteria in Sept./Oct of 3rd year and 6th year.
- Use WRAT 5 test for students applying for an Irish exemption (only spelling and word reading sections). Not required if very recent (within 12 month of state exams) professional assessment gives literacy scores.

DASH – Detailed Assessment of Student Handwriting

- Freewriting section required
- Use of DASH for those applying for some RACE (usually those applying for use of word processor)
- Use of DASH 10 minute freewriting for all 2nd year students during Christmas exams - RACE screening.

NGRT (level dependent on student age group)

- Use of NGRT online for incoming 1st years in Sept.
- Use of NGRT online for all 2nd years for RACE screening during Christmas Exams.
- Check in with English teachers of anyone below SS85, to see if they should be referred for support.

DATS (A) Tests on <i>Careers Portal</i> to demonstrate links between a student's interests, personality, values and future careers (A) Assessment for Learning (A) Classroom Based Assessments (A) End of Term Exams (Christmas & Summer) & Reports (Christmas & Summer) (A) Examination Cover Sheet – meaningful feedback Oral Exams (A) Practical Exams e.g Engineering (S) Preps and Pre-LC & Pre-JC exams & reports (A) L.C.V.P Portfolios (S) Project work for the Leaving Certificate e.g Agricultural Science, Geography (S) State Examinations – Junior Certificate, Leaving Certificate (A)	Choose subjects and levels suited to their aptitudes and career aims. Choose subjects and levels corresponding to their interests, personality and values. Determine their learning style and motivation levels. Understand links between subjects, courses and careers. Develop an awareness of their existing skills and knowledge and formulate a strategy to ensure that they reach their full potential.	Guidance Counsellor Subject Teachers Exams Secretary.
Motivation & Learning: Study Skills (A) One-to-one study skills session (S)	Discover their learning style, devise a study timetable, subject plans, method, online support and apps.	Super Generation (outside organisation) S.P.H.E teachers & Guidance Counsellor
Motivational Talks (A)	Modify their attitudes and behaviour when necessary to ensure they reach their full potential.	Outside agencies e.g Jackie Fox (Coco's Law) on the dangers of cyber-bullying, Dr Darragh Ennis (The Chase) on his career path, Karen Underwood (singer) on her career path, Shout Out (LGBTIQ+) workshop.
Competitions e.g art competitions during LGBTIQ+ awareness week (S)	Understand how to promote themselves.	Subject Teachers
VS Ware – all exam reports recorded (A) Teachers can award positive points on VS Ware (A)	Evaluate results in terms of study skills and improvements which can be made. Hard work and other qualities shown in the classroom are acknowledged.	Subject Teachers
Formative assessment through feedback (A)	Encourage students to reflect on their self-efficacy.	Subject Teachers
Assembly (A) 12 minutes per day	Learn to adapt their behaviour so they can interact well with each other. Feel a sense of connection with their class teacher and each other.	Class teachers
House System (A)	The internal "House System" encourages everyone to get involved. There are four houses; Aqua (water), Ignis	All teachers

	(fire), Terra (earth) and Ventus (air). Each house has staff and students from all years. The Houses compete throughout the years and are awarded points. This enhances students' sense of belonging and develops their teamwork and communication skills.	
CCC Awards (F) Staff vote	Students with an aptitude for sport/technology, who use their talents wisely and who generally shine are rewarded for their efforts which has a motivational effect. Students learn how outstanding commitment and dedication pay off	All teachers
Musical Theatre Club (F) Debating (F) Sports (S) Board Games (F) Gaming (F)	Musically gifted students have a chance to perform in the school show which enhances their self-concept and self-esteem. Students gain confidence and build up their social skills. May crystallise their career aspirations.	Music Department Coordinating teachers
Young Social Innovators (S)	Transition Year students take on new roles and discover a new sense of self which enhances their sense of self-worth. May crystallise their career aspirations.	T.Y Coordinator Subject Teachers
LITERACY & NUMERACY STRATEGIES Drop Everything & Read (A) Maths Week (A) CCC School Yearbook (F) CCC School Newsletter (F) Whole School Approach (A)	Identify effective social behaviour and skills. Develop an awareness of how their behaviour and attitudes can influence others. Demonstrate appropriate behaviour when interacting with others. Show problem solving strategies. Join networks to improve their own social, personal, educational and career opportunities.	Class teachers Maths teachers Coordinating teachers
SEN Support SEN Policy (S)		SEN Team

IEPs (S) These are reviewed at year end and amended when necessary.	Develop and maintain positive self-esteem and self-concept regardless of needs.	Subject teachers
Update at staff meetings (A)	Identify students' personal attributes and interests, strengths and qualities and how they influence their behaviour.	SEN Coordinator Subject teachers
	Explore external influences on thoughts, feelings and actions.	Subject teachers and SEN team
Staff CPD (A)	Take advantage of opportunities to develop their potential, to learn and to broaden their horizons.	Teachers
Individual CPD (S)	As above	As above.
Small group withdrawal (F)	Plan for tests and exams. Implement a study timetable. Analyse the knowledge and skills they are gaining in class. Evaluate their study habits and see where they can be improved.	SEN Coordinator SNAs Subject Teachers
RACE during in-house exams (S)	Use effective techniques when taking exams e.g for stress management.	SEN Coordinator
Use of assistive technology (F)	Learn how to integrate this technology into their own learning. Helps them to reach their full potential.	SEN Team
EAFL Support (F)	Develop a greater understanding of the knowledge and skills they are picking up in class.	SEN Coordinator Subject teachers
SNAs (F)	Assist students with decision-making, coping and problem solving.	

VOCATIONAL GUIDANCE – DEVELOPING MY CAREER PATH

Action	Competency	Supported by:
Career appointments (A)	Set career goals Modify these goals when necessary	Guidance Counsellor
Career talks – CAO (A) UCAS (S), FET (S) Apprenticeships (S) Study in the USA, Study in Europe (S) SOLAS (S) The Defence Forces (S)	Recognise the importance of hearing career and course related information from a reliable, up-to-date and accurate source.	Guidance Counsellor Guest Speakers

Personal statements/letters of motivation (S) References (S)	Describe aptitudes, strengths and aspirations to support a third level application.	Guidance Counsellor
LCVP Portfolio (S)	Write a CV, create an enterprise/action plan, carry out a career investigation, write a summary report.	LCVP Teachers
Differential Aptitude Tests (A) Tests on <i>Careers Portal</i> (A)	Discover aptitudes, strengths, qualities, attitudes which assist them in making decisions regarding subject choice, courses and careers.	Guidance Counsellor
Attendance at Career Options Cork (A) Attendance at Open Days (A)	Gather career related information and use it to make decisions	Guidance Counsellor HEIs, SOLAS, FET colleges etc..
Assistance with CAO, UCAS, European applications, FET courses, apprenticeships (A)	Make informed decisions regarding their future and formulate a plan which covers all eventualities/	Guidance Counsellor
Mock interviews (A) Interview coaching (F)	Show their ability to do an interview successfully Develop a sense of confidence in their ability to do an interview successfully e.g for a FET course, a European college etc..	Professionals from the community Guidance Counsellor
TY Work Experience (A) 3 blocks of 10 weeks – every Wednesday. One of these blocks is done with a voluntary organisation.	Demonstrate their ability to integrate into a workplace of their choice.	TY Coordinator Businesses in the community Voluntary organisations within the community e.g St Vincent de Paul, Carrigtwohill Family Resource Centre.
Information Evenings for parents/guardians: Post Leaving Certificate options, Subject Choice for Senior Cycle.	Inform themselves about subject choice and its implications for future career paths, options available after second-level education, - education/training/employment. Develop an awareness about what the school has to offer.	Principal Guidance Counsellor Subject Teachers TY Coordinator
Attendance at events such as the First Cuts Film Festival (S)	Recognise the connection between extra-curricular activities and possible career paths.	TY Coordinator Teachers Guidance Counsellor
Forging links with local businesses with a view to helping students secure summer work and possible apprenticeships (e.g Unified Global Packaging Systems, Green Rebel Energy, GEA Processing Technology, Endress & Hauser)	Show students the importance of making connections, networking,	Guidance Counsellor

THE MAIN ROLES & RESPONSIBILITIES WITHIN CARRIGTWOHILL COMMUNITY COLLEGE

ROLE	RESPONSIBILITY
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B.O.M	Ensures that the provision and practice of guidance in the school is of the highest possible standard in accordance with the Education Act (1998)
Senior Management	Ensures that the provision and practice of guidance in the school is of the highest possible standard. They manage the process of guidance planning in collaboration with the Guidance Counsellor, school staff and other stakeholders such as parents/guardians.
Chaplain	Provides social, emotional and spiritual support. Engages students with programmes to build self-confidence, self-esteem, manage life transitions, work through grief etc.. Helps students to build resilience and connection in a safe space.
Guidance Counsellor	Has a professional role in each of the three areas of guidance. For example, availability to individual students for an appointment at any time, counselling for study, organisational and planning skills, giving career talks to students, parents/guardians. The Guidance Counsellor attends a weekly Student Support team meeting (Principal, Deputy Principal, Chaplain, Play Therapist and S.E.N Coordinator) This team has strong links with outside support agencies.
Student Support Team: Principal, Deputy Principal, S.E.N Coordinator, Chaplain, Play Therapist and the Guidance Counsellor.	Meet weekly to discuss and review student needs. Share information about students in a safe space. Liaise with subject teachers and tutors about any concerns they may have about individual students via the ladder of referral.
S.E.N Coordinator	Directs the provision and delivery of resources for students with special educational needs and/or specific learning difficulties. Liaises with Management, staff, students and parents/guardians. Applies for special accommodations for students in state examinations and for resources including assistive technology.
Class Teachers	Have an overview of their class and the needs of individual students and may provide support, information and advice on both their own subjects and in general. They liaise with subject teachers as well as the year heads and members of the Student Support Team.
Subject teachers	Help their students to reach their full potential, assist in identifying students who need support, give information and advice on their subjects and related careers. May consult with the Guidance Counsellor on the needs of an individual student and/or refer them to her when necessary.
Year Heads & TY Coordinator	Have general responsibility for the welfare of Junior Cycle, TY and Senior Cycle students. Oversee the students' punctuality, attendance, behaviour and results. Liaise with parents/guardians, Principal, Deputy Principal, subject teachers, Guidance Counsellor and Chaplain.

Parents/Guardians	Play an essential role in their child's development, educationally, socially and emotionally. Their support is vital to ensure harmony in school. They are encouraged to involve themselves in school life through the Parents' Association. They also participate in the guidance process through attendance at Parent/Teacher/Student meetings, talks by the Principal, Guidance Counsellor, Year Heads and by contributing their knowledge and expertise to the whole school guidance plan. Parents/guardians may also provide personal assistance by giving talks to classes and sitting on interview panels for mock interviews during Transition Year.
Guest Speakers	Invited by the school to support the guidance process. Work in tandem with existing programmes to enhance existing provision.
Students	Encouraged to be responsible for their own behaviour and be a positive participant in school life. Religion, SPHE, RSE and CSPE cover many aspects of personal and social development. In these classes they learn coping skills, resilience and become increasingly aware of how and who to approach for advice and support. The Student Council is a chance for student representatives to have their say in how the school is run. In the House System, every student belongs to a House. This fosters a sense of belonging. Daily Assembly is an opportunity for students to voice any concerns they may have.

APPOINTMENTS SYSTEM

The 2017 and 2018 Circulars state that 'the guidance plan should include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling'

Guidance is a whole school activity. However, the Guidance Counsellor has a central role to play in the availability of this one-to-one guidance counselling'

To ensure the safe and effective delivery of the guidance programme an appointments system for vocational guidance interviews and personal counselling is in place.

All meetings are made by appointment (school email) except in case of emergency.

In order to protect the student and the guidance counsellor, an appropriate distance is maintained between both parties.

When appointments are being made, as far as possible the guidance counsellor tries to ensure that there is minimal disruption to a student's timetable. The Guidance Counsellor marks 'GC' on VSWare to indicate that the student is with her during the class that the student is missing.

ACTIVITIES OF THE GUIDANCE COUNSELLOR

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings.
- Developing effective teaching, learning and assessment strategies.
- Providing individual and group counselling.
- Providing labour market, learning and career-related information through ICT and blended learning.

- Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector.
- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices.
- Providing support to, and working in collaboration with, school management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan
- Working with parents/guardians (as appropriate).
- Referring students and service users to external agencies and professionals (as appropriate).
- Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

(Programme Recognition Framework – 2016)

WELLBEING

The Wellbeing Policy Statement & Framework for Practice – Revised (2019) builds on the good work already happening in schools to equip children and young people with the knowledge, skills and competencies to enhance their wellbeing and deal with life's challenges.

The policy recognises that wellbeing education occurs throughout life and in a variety of settings. While many factors which influence wellbeing are located in the home and the community, the school can be a powerful context for healthy development in enhancing protective factors and minimising risks.

The policy provides schools with a whole school, multicomponent and preventative approach to wellbeing promotion, based on international research and best practice.

A whole school approach involves all members of the school community engaging in a collaborative process of change to improve specific areas of school life that impact on wellbeing. Adopting this approach has been found internationally to produce a wide range of educational and social benefits for children and young people. A whole school approach supports the integration of systems within the school community and creates capacity to be reflective and responsive to the needs of the school and members of the school community.

The Framework for Junior Cycle (2015) states that guidance provision may be included in the hours available for Wellbeing 'in recognition of the unique contribution that guidance can make to the promotion of students' wellbeing'.

Career education has been introduced into Junior Cycle SPHE classes and is proving to be effective in preparing students for Career Guidance in Senior Cycle.

COUNSELLING

The Chaplain, the Play Therapist and the Guidance Counsellor are available for both individual and group counselling. As all school staff are mandated, permission is not required from parents/guardians if a student wishes to meet with either the guidance counsellor or the chaplain at moments of personal crisis. However, depending on the issue being discussed, both the Guidance Counsellor and the Chaplain may contact the student's parents/guardians to advise them of the situation. The student is informed of this beforehand. Equally, it may be decided that an external agency is better equipped to deal with the issue and contact is made with same. Again, the student is informed of this beforehand.

CONFIDENTIALITY

All staff members are expected to adhere to the principle that issues of a private nature, and issues discussed in private, should not be divulged to others without valid consent.

For the Guidance Counsellor and Chaplain, confidentiality is an ethical principle, adhered to under a code of professional ethics, that enables the creation of an environment of trust in which information may be shared.

They must

- ensure adherence to child protection guidelines in their practice and policy.
- provide a safe environment in which students may discuss, in confidence, issues relating to personal, social, careers and educational decisions.
- ensure that notes and records of students' interaction with both the chaplaincy and guidance service should be kept in a secure and confidential manner.
- clarify, for students, other clients and for the school community, the boundaries of confidentiality.
- ensure that records are managed in accordance with good practice and in keeping with data-protection.

GUIDANCE & DIGITAL LEARNING

ICT has gradually gained a firm foothold within the area of career guidance and counselling and there has been significant progress in integrating new technologies into career services in schools over the past few years.

Since Carrigtwohill Community College is an iPad school, we are very well placed to meet the needs and interests of this generation of digital natives.

The role of digital technologies came under the spotlight during the COVID-19 pandemic. The school immediately transferred all learning online (through Teams), which was a great success.

In Careers class, students are shown how to access information on Careers Portal along with other appropriate websites. They do online tests and inventories on Careers Portal to investigate how their interests, personalities and values are linked to sound career choices.

Video conferencing was used to great effect in 2021/2022.

Alongside IRL talks there were online talks by Ulster University, the UL School of Business and the UCC School of Arts. There were fewer in 2022/2023 – talks by a representative of Maynooth University and a recent graduate of the International Relations degree from Erasmus University, Rotterdam were done online.

The rest were 'in-person'.

Students enjoy playing online career games such as the Uber Game and the Pay Off.

Finally, Blookit and Mentimeter have also been very effective teaching tools.

STUDENT SUPPORT TEAM

The Student Support Team consists of the Principal, Deputy Principal, SENCO, Chaplain, Play Therapist and Guidance Counsellor. The team meets once a week for an hour. Through the referral system, any student who is at risk of not achieving their full potential is identified and a plan put in place to assist these students. The progress of each student who has been referred is discussed at regular intervals.

INCLUSION

Inclusion is an essential value at CCC. The school must cater for **all** its students, regardless of socio-economic background, gender, needs or ability. Effective career guidance and education can help to level the playing field for students from disadvantaged backgrounds and offer them information regarding education, career paths and related supports that their family and social networks are unable to provide. This could help to challenge traditional social stereotyping and stem intergenerational cycles of disadvantage. Gender stereotyping within our society and its systems directs girls and boys often unconsciously towards particular careers. While girls tend to have higher ambitions, they are focused on fewer career options such as medicine or teaching and tend to avoid fields such as STEM. We strive to offer quality information provision around careers and options to counterbalance these gender differences. Finally, people with additional needs due to conditions such as ASD can be excluded from the labour market. 80% of adults with autism in Ireland are unemployed.

In order to meet the needs of all students, the guidance counsellor ensures that class guidance activities are differentiated. She is also available to meet students with additional needs from any year group who might require extra time and/or encouragement to formulate a plan for their future.

The ability to make quality, informed choices and decisions about education and careers is key for individuals and has an impact on economic competitiveness and prosperity. These choices are not just made at the point of choosing subjects for school or college or a first career but have to be made repeatedly over an individual's lifetime. Therefore, it is crucial that these skills are learned early and effectively. Failure to hone career management skills leads to trial and error, skills mismatches, individuals dropping out of education and careers, or failing to transition well. These are costly outcomes for individuals, employers and society alike.

(Smarter World, Smarter Work, IBEC Campaign 2018)

SUBJECT CHOICE PROCEDURE

Subject choices have to be taken by students on three different occasions:

JUNIOR CYCLE

First year to third year:

Students will sample the subjects below until October Mid-Term break (6 weeks). Three of these subjects will then be selected by students and carried forward for Junior Cycle Certification.

Each taster subject will be studied for 2 hours per week.

All students must choose at least one Modern Foreign Language (French or Spanish)

Compulsory subjects	Taster subjects
English	Art
Irish	Music
Mathematics	Home Economics
French/Spanish	Technical Graphics
Science	Business Studies
History	Engineering
Geography	Applied Technology
SPHE	Construction Studies
CSPE	
RE	
PE	

Third year students have a decision to make regarding the levels at which they sit their Junior Certificate Examination in Irish, English and Mathematics. Then they must decide whether to apply to do Transition Year or continue into Fifth Year.

SENIOR CYCLE

Students study three core subjects and choose four subjects (with the exception of students where a specific exemption may apply). This choice is normally made in February of Third Year / Transition Year.

These choices can vary from year to year according to demand and availability.

Compulsory subjects	Option subjects
---------------------	-----------------

English	LCPE (Physical Education)
Irish	Home Economics
Mathematics	Biology
French/Spanish	Chemistry
Religious Education	Physics
RSE (Relationship & Sexuality Education)	Agricultural Science
PE	Computer Science
	Applied Maths
	Politics & Society
	History
	Geography
	Business Studies
	Accounting
	Economics
	Engineering
	DCG (Design Communication Graphics)
	Music
	Art, Craft & Design
	LCVP

In keeping with the policy of supporting our students through the process of developing their full potential, the Guidance Counsellor provides help and support at each stage of the decision-making process and is available to all students for advice and guidance. Subject teachers are also available to students by providing information pertaining to their subject.

SUBJECT CHANGE POLICY

If a student wishes to change levels in a particular subject or drop a subject altogether, they first discuss the move with their teacher, before talking to the Guidance Counsellor about the implications for entry requirements and points. The Principal is consulted and parents/guardians need to make a request to the Principal.

CO-CURRICULAR PROGRAMME

A wide range of guest speakers is invited into the college every year in order to ensure that all students' interests are catered for.

Over the past three years, we have welcomed speakers from:

UCC
 UCC School of Arts, Social Studies & Celtic Civilisation
 UCC School of Business & Law
 MTU
 SETU
 UL
 UL School of Business
 Ulster University
 Maynooth University
 University of Galway
 SOLAS
 The Defence Forces

We also had a talk by Neil Dunne (entrepreneur and founder of Andrrson), Emma Swift, recent graduate of the International Relations degree, Erasmus University, Rotterdam, and Dr. Darragh Ennis (from the TV programme 'The.Chase')

In 2022, fifth year students attended the UL Open Day and sixth year students attended the SETU Open Day.

In 2023, fifth year students attended Career Options Cork and both fifth and sixth year students attended the MTU Open Day.

Students were informed of ALL open days on Teams.

In 2021/2022, A group of sixth year students visited Unified Global Packaging Group and GEA Processing Technologies.

5th year LCVF students visited Unified Global Packaging Group and welcomed speakers from the same company as well as Green Rebel Energy.

FUTURE PRIORITIES

In 2024 and beyond, our aim is to develop both the student voice and the parent/guardian voice in whole-school guidance.

Four surveys (see appendix 1 and 2) were conducted during the first term of the 2023 school year: one for Junior Cycle students, one for Senior Cycle students, one for Junior Cycle parents/guardians and one for Senior Cycle parents/guardians.

The results of these surveys are available upon request.

The Guidance Counsellor identified three main areas to focus on in the 2023/2024 academic year based on the data gathered:

1. For Junior Cycle students, more emphasis on guidance-related learning in SPHE classes. 83% of respondents said that they had not received guidance lessons.
The Guidance Counsellor will attend an in-service on *Introducing Guidance at Junior Cycle* in November 2023.
2. For Senior Cycle students, more work is needed on study skills and maybe more importantly, motivation. Only 50% of Senior Cycle students have a study plan and just 41% are able to stick to their plan when they have one. This work could be done in RSE class and also, past pupils could be invited back to talk to the students about their experience of goal-setting and subsequent success.
3. Since only 65% of Senior Cycle parents/guardians and 48% of Senior Cycle parents/guardians know who to contact regarding their child's educational and career guidance, it would be important to raise the profile of the Guidance Dept.. While Teams is used to advertise Career talks, open days etc., social media platforms such as Instagram and Facebook would probably be more effective.

REFERENCES

Education Act (1998) Section 9c.

DES (2005) Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance.

DES Programme Recognition Framework (2016)

DES Circular 0055/2019 : Arrangements for the Implementation of the Framework for Junior Cycle

Junior Cycle Wellbeing Guidelines 2021

Wellbeing Policy Statement & Framework for Practice

NCGE: A whole school guidance framework 2017

Smarter World, Smarter Work, IBEC Campaign, 2018

Wellbeing Policy

SEN Policy

Ratified by the Board of Management on.....

Chairperson of Board:

Date of next review:.....

APPENDIX 1 – WHOLE SCHOOL GUIDANCE NEEDS SURVEYS

1. TY & SENIOR CYCLE STUDENTS

2. Student's full name

3. Year Group

4. I know who my Guidance Counsellor is.

☐ Agree

☐ Disagree

4.I have had Guidance lessons (with a Guidance Counsellor or another teacher delivering Guidance Related Learning).

☐ Agree

☐ Disagree

5.I know how to set up a meeting with my Guidance Counsellor.

☐ Agree

☐ Disagree

6.I have developed useful study skills and habits.

☐ Agree

☐ Disagree

7.I have a plan for my homework and study.

☐ Agree

☐ Disagree

☐ Strongly agree

☐ Strongly disagree

8.I am good at sticking to plans.

☐ Agree

☐ Disagree

☐ Sometimes

9.I feel that I can achieve good grades when I work at it.

☐ Agree

☐ Disagree

☐ Strongly agree

☐ Strongly disagree

10.I have set academic targets and life goals.

- ☐ Agree
- ☐ Disagree
- ☐ Strongly agree
- ☐ Strongly disagree

11.I know what my personal qualities/strengths/interests & beliefs are.

- ☐ Agree
- ☐ Disagree
- ☐ Strongly agree
- ☐ Strongly disagree

12.I can manage how I feel and behave.

- ☐ Strongly disagree
- ☐ Agree
- ☐ Strongly agree
- ☐ Disagree

13.I can express how I feel to people in a respectful way.

- ☐ Never
- ☐ Hardly ever
- ☐ Sometimes
- ☐ Often
- ☐ Almost always

14.I know how to take care of my wellbeing.

- ☐ Yes
- ☐ No
- ☐ Sometimes

15.I can work well with people from different backgrounds to my own.

- ☐ Never
- ☐ Often
- ☐ Most of the time
- ☐ Always
- ☐ Sometimes

16.I can ask for help when I need it.

- ☐ Yes
- ☐ No
- ☐ Sometimes

17.I know where to find careers-related information.

- ☐ Yes
- ☐ No

18.I am aware that school can help me to get and do the things I want in life.

- ☐ Yes
☐ No

19.I know how to apply for a job/course.

- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Strongly disagree

20.I know what the SUSI grant is.

- ☐ Yes
☐ No

21.I know what an apprenticeship is.

- ☐ Yes
☐ No

22.I know what a FET/PLC course is.

- ☐ Yes
☐ No

23.I know what the CAO is.

- ☐ Yes
☐ No

24.I know what UCAS is.

- ☐ Yes
☐ No

25.I know about future options outside Ireland.

- ☐ Yes
☐ No

26.I feel like I'm coping well at the moment.

- ☐ Definitely
☐ Probably not

27.I have someone I can talk to when I need to.

- ☐ Yes
☐ No

28.I'm worried that my stress levels are high at the moment.

- ☐ Yes
☐ No

29.I know how to contact the school if I need to.

- ☐ Yes
☐ No

30.At the moment, there is something I want to speak to an adult about on a one-to-one basis.

☐ Yes
☐ No

31. I have attended Guidance events in the past (e.g. open days, careers talks).

☐ Yes
☐ No

32. I would like to attend more Guidance events in the future.

☐ Yes
☐ No

33. I think the whole school provides a good range of Guidance-related activities.

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

2. JUNIOR CYCLE STUDENTS

1. Year Group

2. Student's full name

3. I know who my Guidance Counsellor is.

Agree

Disagree

4. I have had Guidance lessons (with a Guidance Counsellor or another teacher delivering Guidance Related Learning).

Agree

Disagree

5. I know how to set up a meeting with my Guidance Counsellor.

Agree

Disagree

6. I have developed useful study skills and habits.

Agree

Disagree

7. I have a plan for my homework and study.

Agree

Disagree

Strongly agree

Strongly disagree

8.I am good at sticking to plans.

Agree

Disagree

Sometimes

9.I feel that I can achieve good grades when I work at it.

Agree

Disagree

Strongly agree

Strongly disagree

10.I have set academic targets and life goals.

Agree

Disagree

Strongly agree

Strongly disagree

11.I know what my personal qualities/strengths/interests & beliefs are.

Agree

Disagree

Strongly agree

Strongly disagree

12.I can manage how I feel and behave.

Strongly disagree

Agree

Strongly agree

Disagree

13.I can express how I feel to people in a respectful way.

Never

Hardly ever

Sometimes

Often

Almost always

14.I know how to take care of my wellbeing.

Yes

No

Sometimes

15.I can work well with people from different backgrounds to my own.

Never

Often

Most of the time

Always

Sometimes

16.I can ask for help when I need it.

Sometimes

Often

Always

17.I am aware that school can help me to get and do the things I want in life.

Yes

No

18.I feel like I'm coping well at the moment.

Definitely

Probably not

19.I have someone I can talk to when I need to.

Yes

No

20.I'm worried that my stress levels are high at the moment.

Yes

No

21.I know how to contact the school if I need to.

Yes

No

22.At the moment, there is something I want to speak to an adult about on a one-to-one basis.

Yes

No

3. TY & SENIOR CYCLE PARENTS/GUARDIANS

1.Full name

2.Email

3.In which year group is your daughter/son?

6th year

5th year

Transition Year

4.Do you have other children in Junior Cycle?

5.Has your daughter/son attended a meeting with the Guidance Counsellor?

Yes

No

Unsure

6.Has your daughter/son been provided with a taught guidance module?

Yes

No

Unsure

7.The following is a list of Whole School Guidance areas in our school. Please rank them in order of their importance for your child:

Study Skills

High

Moderate

Low

8.Subject Choice/Options

High

Moderate

Low

9.Awareness about future options after school (in Ireland and abroad)

High

Moderate

Low

10.Wellbeing

High

Moderate

Low

11.Homework Support

High

Moderate

Low

12.Friendships

High

Moderate

Low

13.Social Support

High

Moderate

Low

14. Personal values and identity

High

Moderate

Low

15. Work Experience

High

Moderate

Low

16. Support for Transition to Post-Primary/Third level

High

Moderate

Low

17. Exam support

High

Moderate

Low

18. Decision making

High

Moderate

Low

19. Goal setting

High

Moderate

Low

20. Students are supported in developing themselves in CCC.

Never

Sometimes

Often

Always

Rarely

21. Students are supported in developing their learning in CCC.

Never

Rarely

Sometimes

Frequently

Occasionally

22. Students are supported in developing their career in CCC.

Strongly disagree

Disagree

Agree

Strongly agree

23.I feel consulted about my child's current education.

Strongly agree

Agree

Disagree

Strongly disagree

24.I feel consulted about my child's future education options.

Strongly agree

Agree

Disagree

Strongly disagree

25.I feel consulted about my child's future career.

Strongly agree

Agree

Disagree

Strongly disagree

26.I know who to contact in the school in relation to my child's educational and career guidance.

Agree

Disagree

27.I know who to contact in the school if I'm worried about my child's wellbeing.

Agree

Disagree

28.I am aware of the Student Support Team in CCC.

Agree

Disagree

29.I am aware of certain exemptions (e.g. Irish exemption) and what they mean for my child.

Agree

Disagree

30.I would like more information on how I can support my child in their education.

Yes

No

4. JUNIOR CYCLE PARENT/GUARDIAN SURVEY

1.Full name

2.Email

3.In which year group is your daughter/son?

1st year

2nd year

3rd year

4.Do you have a child/children in Senior Cycle as well?

5.Has your child attended a meeting with the Guidance Counsellor?

Yes

Unsure

No

6.Has your child been provided with a taught guidance module?

Yes

No

Unsure

7.The following is a list of Whole School Guidance areas in CCC. Please rank them in order of importance for your child:

Study Skills

High

Moderate

Low

8.Subject Choice

High

Moderate

Low

9.Wellbeing

High

Moderate

Low

10.Homework Support

High

Moderate

Low

11.Friendships

High

Moderate

Low

12.Social Support

High

Moderate

Low

13.Personal Values & Identity

High

Moderate

Low

14.Exam Support

High

Moderate

Low

15.Decision-Making

High

Moderate

Low

16.Goal-Setting

High

Moderate

Low

17.Students are supported in developing themselves in CCC.

Frequently

Occasionally

Rarely

Never

18.Students are supported in developing their learning in CCC.

Frequently

Occasionally

Rarely

Never

19.I feel consulted about my child's current education.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

20.I know who to contact in CCC in relation to my child's educational and career guidance.

Yes

No

21.I know who to contact in CCC if I'm worried about my child's wellbeing.

Yes

No

22.I am aware of the student support team in CCC.

Yes

No

23.I would like more information about how I can support my child's education.

Agree

Disagree