Whole School Guidance Policy

Ardscoil Rís
Edmund Rice Schools Trust School North
Circular Road
Limerick

Ardscoil Rís is a Catholic School under the Trusteeship of the Edmund Rice Schools Trust

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1. Introduction

1.1 School Profile

Ardscoil Rís is an all-boys post-primary school under ERST patronage serving Limerick City and County and South Clare. The school currently has approximately 740 pupils and over 50 staff including an administrative Principal and two Deputy Principals, two Guidance Counsellors, two SEN Co-ordinators, two Administrative Staff, one Accounts Secretary, two Caretakers and four Special Needs Assistants. There is strong parental support for teaching and learning. The school offers a wide range of subjects at Higher Level for the Leaving Certificate. The Leaving Certificate Vocational Programme is offered subject to demand. Transition Year is optional and the uptake is very high.

1.2 Mission Statement

Ardscoil Rís aims to promote the spiritual, personal, physical, cultural, aesthetic and academic development of its students. It aims to create a community where students are imbued with Christian values of respect, justice and integrity. It encourages students to become involved in a variety of extra-curricular activities to ensure that all students achieve their true full potential.

1.3 Ethos

Inspired by the vision of Edmund Rice, Ardscoil Rís subscribes to the holistic vision of education expressed in the following five key elements of the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

The pursuit of excellence is a core objective and the school seeks to maximise the development of each student's capabilities in academic and co-curricular areas. While learning is central to all we do, the classroom is only one component of a complex learning culture. In the classroom, active participation as opposed to passive reception is welcomed and encouraged. Students are assisted by teachers, class teachers and year heads to carefully organise their private study time. Great care is taken to identify and encourage the direction most suited to each one's personal development. Two Guidance Counsellors help to identify each student's potential and to advise on further education and career opportunities available to students on leaving school.

1.4 Rationale

This Guidance Plan is guided by the principles of our school ethos and demonstrates a commitment to provide Pastoral Care, Guidance and Counselling services to the students and teachers of Ardscoil Rís and to discharge its responsibility under the Education Act (1998), Section (9) Subsection (c) which states that "schools must ensure that students have access to appropriate guidance to assist them in their educational and career choices". The provision of guidance is a statutory requirement for schools under this Act.

Other requirements and guidelines include:

- The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that 'the school's guidance plan is a whole school responsibility'.

- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004.

- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students" access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005

- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009

- Circular 0009/2012, "Staffing arrangements in Post-Primary Schools for the 2012/13 school year" restates this position: 'each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.' It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by 'The Framework for Considering Provision of Guidance Post-Primary Schools' issued in 2012 by ACCS, ETBI, JMB and NAPD.

- Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a) provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In Ardscoil Rís guidance provision has been restored gradually in that time.

- Circular 0011/2017, states that through this circular the Minister “requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should ‘include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team’”

- Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d) highlights that Wellbeing, a new area of learning

- ‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.

- Circular Letter 0035/2017 Assessment Instruments (including tests and web-based resources) approved for use for guidance and/or learning support in post-primary schools from May 2017 until further notice

- Circular Letter 0067/2020 Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools

- Digital Strategy for Schools to 2027

Through its school guidance programme and provision Ardscoil Rís seeks to reflect and provide for the needs of each student. The programme recognises the necessity to cater for the needs of every student in broad holistic terms throughout the five/six years he spends with us, and also to empower the student with the skills necessary to cope with adult life long after he has left our care. This guidance programme outlines the range of activities through which Ardscoil Rís addresses the needs of the student by helping him in his personal, social, educational, and career development and, as stated in the Education Act (1998), ensures each student has access to appropriate guidance. In addition, the guidance programme also forms part of the overall school development plan that takes into account the needs of the students, available resources, and contextual factors.

This document should be read in conjunction with all other school policies including:

1. Admission and Enrolment Policy
2. Anti-Bullying Policy
3. Acceptable Use Policy

4. Child Protection Guidelines
5. Code of Behaviour Policy
6. Critical Incident Policy
7. Health and Safety Policy
8. Homework Policy
9. Pastoral Care Policy
10. School Tour Policy
11. Special Education Needs Policy
12. Substance Use Prevention Policy
13. Social, Personal, and Health Education / Relationship and Sexuality Education Policy
14. Religious Education Policy

2. Whole School Plan

2.1 What is Guidance?

Guidance is defined as:

a range of learning experiences provided in a developmental sequence that assist students to make choices (personal and social, educational and career) about their lives and to make transitions consequent on these choices.

(NCGE Planning the School Guidance Programme, 1.1, p.8)

2.2 Aims & Objectives

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

- To clarify educational, social and career goals
- To address personal issues
- To grow in independence and take responsibility for themselves
- To make informed choices about their lives and follow through on these choices
- To support and respect the development of every student
- To acknowledge and support each person's role in the school community
- To provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- To provide an environment where each individual can develop a place in society and a responsibility to society
- To nurture learning and teaching so that each individual can reach his or her full potential
- To monitor the well-being of all students
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Guidelines
- To work effectively with statutory authorities and outside agencies as and when required
- To ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First National Guidance for the Protection and Welfare of Children

2.3 Whole School Overview

It is the policy of Ardscoil Rís to support all students. The Guidance programme addresses the needs of students through a range of activities which incorporate the following three interlinked areas:

i. Personal and Social Development
ii. Educational Guidance
iii. Career Development

Personal & Social Development

Personal and social development and support in Ardscoil Rís aims to help students to make decisions, solve problems, resolve difficulties and develop coping strategies that will empower them to live more fulfilled lives. All students commencing their studies in Ardscoil Rís complete an orientation day and a bonding day. The school has also worked to develop a systematic

approach for the transition of students from primary to post-primary. The SEN team co-ordinate this programme of transition which allows students become familiar with the geography of the school, the key personnel, their hopes and anxieties, the expectations the school will have of them and the additional supports and activities they may avail of. Through subjects such as Learning to Learn, SPHE and RE, the pastoral care structure in the school, the class teacher and Year Head system, as well as the schools mentoring programme, help-seeking behaviour is encouraged. Students are encouraged to talk to any member of staff with whom they feel comfortable, if they are experiencing difficulty. Our aim is to provide a strongly supportive presence, in particular in times of personal difficulty. An interdisciplinary and collaborative approach is adopted as necessary in order to best support our students.

Educational Guidance

Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In Ardscoil Rís Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling in French and German from the beginning of the year to Christmas and selecting between one of three practical subjects (Art, Music, Technical Graphics) at the end of first year to study for Junior Cycle. Later, at another key transition point - the end of 3rd year/TY, students are again guided in the area of subject choice where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

Career Development

Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, Qualifax, Careers Portal, *Classroom Guidance*, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore.

2.4 The Model of Provision

A Continuum of Support

A continuum of support model is applied to the Ardscoil Rís school 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 HE, FET, apprenticeships 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, Learning to Learn, SPHE, CSPE and Digital Media Literacy in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes.

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 teachers, SEN Team, year heads and class teachers.

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 school. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports will be employed. In the event of a protracted referral the guidance counsellor may need to provide continued support to the student.

Figure 1 below (courtesy of NCGE: A Whole School Guidance Framework, Page 14) 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. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

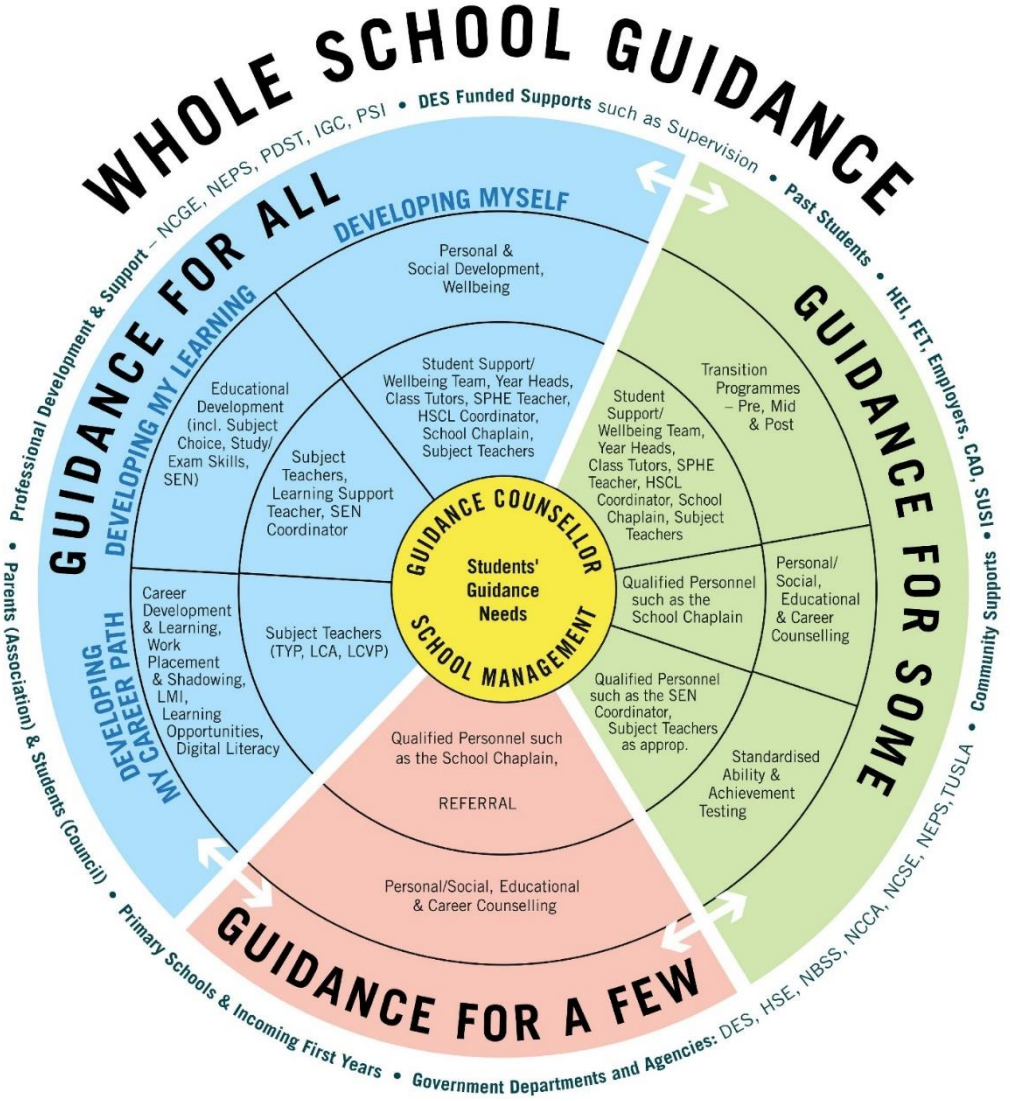

Figure 1

Areas of Learning & 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 Ardscoil Rís are exposed to 3 areas of guidance-related learning so as to allow them develop in eight areas of competence (Figure 2 below courtesy of NCGE: A Whole School Guidance Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Figure 2

2.5 Whole School Guidance & Junior Cycle

Introduction of the New Junior Cycle into Ardscoil Rís: Links to Whole School Guidance

Junior Cycle Statements of Learning

On Monday 2nd October 2017 a Staff Planning day took place to look at the New Junior Cycle and the various implications of same were discussed in different subject departments. The Junior Cycle statements of learning were *analysed* to ensure we were meeting all statements of learning for our Junior Cycle Students. Subject Departments viewed their subject area in light of the Junior Cycle - 24 Statements of Learning and the final analysis confirmed that our Junior cycle students in Ardscoil Rís are being exposed to the 24 statements of learning at Junior Cycle.

Junior Cycle Statements of Learning

The Student

1. communicates effectively using a variety of means in a range of contexts in L1*
2. listens, speaks, reads and writes in L2*and one other language at a level of proficiency that appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge,reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develop models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Curriculum Review

A curriculum review took place in 2018. Its findings resulted in a number of changes being made to the curriculum offered to our students in Ardscoil Rís. It was decided that the taster subjects in first year were to remain the same. These taster subjects are Visual Arts, Graphics, Music, French and German. Students choose one language option and one other option from the above list for their Junior Cycle examination. A Guidance module named "Learning to learn" would be introduced into Junior Cycle in 1st and 2nd year. Agricultural Science and Leaving Cert PE were to be offered as an option at senior cycle to our 3rd years going straight into 5th year and to our transition years. A decision was made to try and bring in PE for 2 lessons in senior cycle but Covid 19 and the changes to 400 hours at Junior Cycle have led to us deferring same. This will be kept under review. SPHE, CSPE and PE short courses have been introduced as part of the Wellbeing Programme (provided for in *The Framework for Junior Cycle 2015* and the *NCCA Junior Cycle Wellbeing Guidelines 2021)* for our students from September 2022. The L2LP is currently running in the school in Junior Cycle.

Assessment Review

The Junior cycle Profile of Achievement for L1, L2LP and/or a combined L2LP was introduced for the first time in 2017/2018. The JCPA captures student achievements in a number of assessment elements undertaken over the three years of junior cycle, including the grades in the state-certified final examinations at the end of the three years. It will also report on students' achievement in Classroom-Based Assessments (CBAs) in subjects and short courses, and PLU's in Level 2 Learning Programmes (L2LPs) and, in time, achievements in Level 1 Learning Programmes (L1LPs). The JCPA will also provide an opportunity for schools to comment on student achievements, participation or progress in other areas of learning that may have been included in the school's junior cycle programme.

A "learning and teaching coordinator" was appointed to an AP1 position in 2021/2022. This person liaises with and guides our students in Ardscoil Rís on how to complete their section of the Junior Cycle Profile of Achievement under the heading "Other Areas of Learning". SLARs and CBAs are also overseen by this post holder and senior management.

Classroom Based Assessments and Assessments in Junior Cycle : Assessment Review

Due to the changes in assessments at Junior cycle a review took place for students, parents and teachers. We looked at changes to how exams are run in Ardscoil Rís for Junior cycle due to the introduction of CBAs in Junior cycle. Taking on board feedback from teachers, students and parents we now endeavour to give our students a study period during each exam day in Junior cycle. Students

as far as possible do not sit more than 2 exams in junior cycle on any given day. Each teacher is requested to specify requirements and revision for in-house exam in advance. A study skills module is conducted in SPHE, in the specific subject area and in their learning to learn programme prior to in-house exams. These targeted approaches are constantly reviewed.

There are a number of skills developed during the CBA experiences. These can incorporate many of the SOL for junior cycle and key skills of wellbeing.

- Collaboration – working in teams
- Investigation & Research
- Communications and Presentation
- Use of ICT, managing information
- Reflections and Evaluations

Assessment Tracking

Senior Management, Year Heads, SEN coordinators and teachers currently track the performance of our students. In 2022 an assessment tracking coordinator was introduced as part of an AP11 role. Currently students who are underachieving are identified by management, parents, subject teachers, year heads, guidance counsellors, pastoral care team and the SEN team. Interventions are applied to guide our students in their learning, where possible. After in-house exams a review of all students' progress is discussed at year head meetings, pastoral care meetings, guidance meetings and by the SEN team. The assessment tracking coordinator will now add another layer to enable us to monitor further and track the learning performance of our students.

Wellbeing in Junior Cycle

It is important that the whole school community shares a common understanding of wellbeing, especially of what we mean when we talk about student wellbeing. We began the process of looking at Wellbeing in Junior Cycle and the school at large in August 2017. All stakeholders were involved

Towards and understanding of student wellbeing in Junior Cycle

We begin by acknowledging the importance of the individual and his/her immediate relationships and then move outwards to show how a consideration of the wider community and social context is needed to accommodate a systems-based and holistic approach to wellbeing.

This perspective recognises that sometimes the wellbeing of individuals is hindered by wider social, economic, or cultural factors and that conversely sometimes one's own behaviour, choices or goals may harm the collective wellbeing at both a local and global level.

In addition, it reminds us that our personal wellbeing and that of our local community is connected to the wider world and is built upon values of justice, equality, solidarity and respect for differences in an interconnected world. In a nutshell, this model demonstrates that to be human is to be relational and wellbeing is always realised in a community.

Wellbeing has always been central to our vision for Ardscoil Rís and is an integral part of the ERST Charter. As part of the process of introducing wellbeing into the curriculum at Junior Cycle all stakeholders were consulted. As part of SSE in 2017 consultations between student, parents, staff and the BOM took place to inform our targets for wellbeing from 2017-2021. This took the form of surveys and focus groups and many different actions steps were agreed. These were all based on feedback from these stakeholders. The following targets/areas were identified.

From Students

- Meditation (All year groups)
- Managing myself : Lockers/folders (1st and 2nd years and students in other year groups who may be identified)
- Study skills (Junior cycle 6th year)
- School tours ie. days out (1st to 5th year)
- Less homework days more time to study(NO home work day once a month All groups)
- Space for students (lunch time clubs all students)

From Parents

- Health Promotion through good food in the canteen/ nutrition/ education (All students)
- Broadening opportunity to recognise achievement (Skills of teachers parents community past pupils and students dependant)
- Ardscoil Ris Jersey for all (new jacket introduced)
- Promote Physical activity (Junior cycle PE short course and LCPE)
- Teach them study skills / recognise their ability (Learning to learn 1st and 2nd years)
- Positive reinforcement/ feedback (commendation slips, vsware, twitter monitors and assemblies)

From Teachers

- Wellbeing cards linked with local agencies (in every student journal)
- SEN students eg. RACE in house exams
- Le Chéile
- Digital ethics
- Space at lunch for students
- More extra curricular
- Healthy eating
- Exercise
- Cleanliness and Recycling/climate change/Safety
- CPD for staff
- Dignity in the work place

All these recommendations have been taken on board and we continue to review to enhance the wellbeing of our school community.

In 2022 further changes to the curriculum in Junior Cycle will be made due to the introduction of short courses in SPHE and CPSE in order to bring Wellbeing up to 400 hours as instructed by the Dept and Ed and Skills.

A well-being co-ordinator was appointed to an AP11 position in 2018/2019. The purpose of such a role is to

- Develop wellbeing in our school
- Improve communications with all stakeholders about wellbeing
- To be familiar with the wellbeing guidelines and implement these in our school planning

Guidance in Wellbeing and the Framework for Junior Cycle

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'*. The guidance counsellor has an important role in both the design and delivery of elements of the school's Wellbeing programme. Collaboration between guidance counsellors and the different coordinators in Ardscoil Rís is key to the success of a comprehensive and effective Wellbeing programme. In particular, coordination and communication between the SPHE teachers and the guidance counsellor is critical to identify potential overlap of learning between SPHE and learning in junior cycle guidance, and to ensure that they complement each other and

avoid unhelpful duplication. Schools are best placed to decide how they can include guidance in their junior cycle Wellbeing programme within the context of their whole-school guidance plan. The wellbeing Key skills are catered for in various ways:

Managing Myself - Learning to Learn and Digital Ethics

Being Creative - Extra curricular and co curricular activities/ first year subject options

Being numerate - Certain subjects, Quizzes in junior cycle

Being literate - Word walls, Library, drop all and read, debating, public speaking

Working with others - mentoring group, LSP, extra curricular learning methodologies in class

Communicating - Microsoft teams, monitors, intercom, journals

Staying well - Extra curricular activities, lunch time clubs, counselling, SPHE. PE. CSPE

Managing information – homework, exams, SPHE, CSPE, Digital Ethics

A number of statements relate explicitly to wellbeing in Junior Cycle
SOL5 SOL7 SOL 10 SOL 11 SOL 12 SOL13

The above lists are not exhaustive.

Learning and Teaching

The Learning Schools Project group in Ardscoil Rís have developed many strategies for our students. All documentation, strategies and key elements are available to teachers on the staff shared file. The SSE model was used and this year they focused on Learning Intentions, Success Criteria and Effective Questions for all first years. A key focus was to include a more student centred environment. These further compliment the methodologies highlighted during the Junior Cycle subject cluster meetings.

Our student's journals, classrooms, the staff room and our corridor notice boards have been updated with literature to coincide with these positive learning and teaching developments. All teaching staff are kept informed through our weekly events, emails, staff shared file and at regular staff meetings.

To date interventions have been implemented across 1st year classes by the extended team of 18 teachers. The next stage involved reaching out to the full teaching cohort. This was completed in

August 2022 when the LSP team delivered a presentation to the teaching staff. The focus is now on integrating interventions through subject departments as our team contain at least one member from each subject department within the school. This is being led by our Learning and Teaching Coordinator following the SSE process, the teaching and learning standards and the leadership and management standards set out in *"Looking At Our Schools 2016: A Quality Framework for Post Primary Schools"*.

Table 1: Quality Framework for Post-Primary Schools-Overview

	DOMAINS	STANDARDS
TEACHING AND LEARNING	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge and skills to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and the students' learning needs responds to individual learning needs and differentiates teaching and learning activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional development and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
LEADERSHIP AND MANAGEMENT	Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the curriculum foster teacher professional development that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: establish an orderly, secure and healthy learning environment, and maintain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil voice, pupil participation, and pupil leadership build professional networks with other school leaders

2.6 Guidance Department Subject Plan

1st Year	2nd Year	3rd Year
Learning to Learn Settling In – Timetable Organisation School Supports 1 & 2 Subject Choice and Homework My School Year – Subject Options My School Values Goal Setting Behaviours for Learning / Exams My Pathways Managing Information – Listening Managing Information – Reading Managing Information – Thinking My connection with Nature Exam Revision Mindfulness / Anxiety	*Learning to Learn* My Identity / Who am I My Mindset Smart Goal Setting My Pathways after school My Unique Values Values My Voice and How I present myself My Sustainable Learning Interests Project – Parents/ Guardians/ Siblings/ Career/ Family My Balanced Life Being Proactive Resilience Study Techniques Exam Preparation	Guidance Class 1 Career Interest Inventory Class 2 Career Interest Inventory Class 3 Career Interest Inventory Class 4 Career Interest Inventory Class 5 Exam Techniques Class 6 Exam Timetable
TY	**5th Year**	**6th Year**
Career Guidance Introduction to Senior Guidance World of Work CV Preparation & Presentation Letter of Application Psychometric Testing Interview Skills Subject Choice General Careers Third Level Education Apprenticeships How to use a Prospectus Points System Qualifax Careers Portal Student Mentoring Programme Evaluation of Guidance	*Career Guidance* Introduction My goal Career awareness The Seven Habits of Effective Students Studying: Doing it well Open days & career expos Uniqueness and Differences Skills, Qualities and Values NFQ Qualifax Cao Preparation Studying Abroad QQI Level Gap Year Career Sectors, Job Search Practice Career Investigation Mock Interviews	*Career Guidance* Stress Management National Framework of Qualification Central Application Office – CAO HEAR / DARE Studying Abroad Exam Techniques Scholarships Apprenticeships Post Leaving Cert Option Student Grants SUSI Student Accommodation Transition to College Future Skills Not Going to College Change of Mind Process Offer Process

2.7 Droichead

Droichead is an integrated professional induction framework for newly qualified teachers. Ardscoil Rís adheres to the standards set out by the Teaching Council to support the *Droichead* process. In Ardscoil Rís, NQT's engage professionally with school-based induction and additional professional learning activities, show their professional commitment to quality learning and teaching for their students and engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.

All new staff to Ardscoil Rís partake in an orientation programme which includes mandatory child protection training.

2.8 Inclusivity & Diversity

Ardscoil Rís is a place of growth and learning that demonstrates a clear commitment to the promotion of equality, respect and inclusion. We embrace diversity and recognise that everyone is unique and has a positive contribution to make. Our school is a vibrant learning and teaching community where stakeholders are encouraged and supported in the pursuit of the highest standards of development and achievement. However, we are always mindful that work, planning and practice in this area of school life is constantly developing and evolving. Ardscoil Rís aims to create a fair and just community that promotes social inclusion, community spirit and equality that respects diversity and which challenges and acts on all forms of discrimination and inequality.

3. Guidance: A Whole School Activity – Roles and Responsibilities

Guidance is not provided exclusively by any one individual or group. When one considers the three dimensions of guidance (personal, educational and career) guidance provision in a whole school approach is the responsibility of all partners in our school community. Whole School Guidance planning enables our school to identify, prioritise and respond to the guidance needs of students using the resources available. However it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities within our school are:

Pastoral Care Team

Through its pastoral care arrangements and provision, Ardscoil Rís demonstrates its continuing concern for the personal and social development of all its students, regardless of their age or ability, as individuals and as secure, successful and fully participating members of the school and its wider community. Pastoral care is, perhaps, at its most effective when it is all-pervasive and fully integrated into the school's daily routines, its curriculum and its extra-curriculum activities. This approach has been adopted by the staff of Ardscoil Rís. Weekly meetings of the Pastoral Care team take place to discuss supports available for students in the school through the referral process. The team identify students who may need additional support at a particular time or who need continued support. The Pastoral care team continuously update the schools Tabhair Aire list following referrals.

Board of Management

The BOM have a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents (NCGE, 2004," Planning the School Guidance Programme" p.19). The Board of Management of Ardscoil Ris support pastoral care initiatives in the school and provide appropriate resources to implement the pastoral care system in the school.

Principal

The Principal on behalf of the Board of Management has overall responsibility for ensuring that the pastoral care needs of students are met. The Principal of Ardscoil Rís appoints a pastoral care team (from among the teaching staff) and work closely with this group, attends a timetabled Pastoral Care meeting every week and participates in the critical incident management team, advises relevant groups within the school community on pastoral issues and attends weekly Year Head meetings.

Deputy Principals

The Deputy Principal's participate in the Pastoral Care Team and the Critical Incident Management Team and attend weekly Year Head meetings and Pastoral Care meetings.

Guidance Counsellors

The Career Guidance Counsellors participate in and co-ordinate the school guidance and counselling service categorised under three integrated areas of activity: Personal / Social Guidance and Counselling, Educational Guidance and Counselling, Career Guidance and Counselling. They participate in the Pastoral Care Team and the Critical Incident Management Team. A Guidance Counsellor attends weekly SEN meetings and RE meetings. They attend subject SPHE meetings and Wellbeing meetings as per considerations in planning for Junior Cycle Wellbeing.

All Staff of the Ardscoil Ris Community

The Guidance Programme is an integral part of the school curriculum and as such involves the whole school community. As a whole school initiative, intrinsically linked with every aspect of the school, the guidance programme provides a positive, constructive, empowering, non-judgemental and caring support system for all staff and students.

Subject Teacher

All teachers have responsibility for the pastoral care of students in the school. Since a number of the main aims of the guidance programme can be fulfilled during normal everyday activities, be they teaching and/or extracurricular activities, the individuals involved have many opportunities to provide for the needs of each student and notice any issues that may arise on an individual level. Teachers must refer students to the pastoral care team as required.

Class Teacher

Junior school class groups in Ardscoil Rís are assigned a class teacher who, on behalf of the school community, undertakes the role of caring for the class group in order to maximise the learning opportunities for each student. The class teacher builds a relationship with and monitors the group and consults, where necessary with parents and other staff members, to alleviate any source of difficulty.

Middle Management and Leadership

As part of the bi annual review, middle management and leadership roles are subject to review.

Year Head
The Year Head has a definite pastoral role with each student in his/her year. The expectation is that there will be a high degree of collaboration between the Year Head, staff, parents/guardians and students and they will work in a team like manner for the benefit of the students wellbeing

Wellbeing Co-Ordinator
The coordinator promotes and facilitates development of whole school wellbeing.

Learning & Teaching/Junior Cycle Co-Ordinator
Promotes a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment. The coordinator also leads the school's engagement in Junior Cycle by managing, leading and mediating change to respond to the evolving needs of the school community.

Assessment Tracker Co-Ordinator
The assessment tracker coordinator monitors and tracks the learning progress of each student in collaboration with other relevant school personnel for the benefit of the students wellbeing.

Health and Safety Officer

The Health and Safety Officer maintains an orderly secure and healthy environment for the school community.

Digital Strategy Co-Ordinator

The digital strategy coordinator leads change and responds to the evolving needs of the school and to changes in education including technology.

The Annual Awards Ceremony Co-Ordinator

The Annual Ceremony Awards Coordinator assists in promoting a culture of celebration of achievements amongst the school community.

SSE Co-Ordinator

The SSE coordinator fosters professional development that enriches student and teachers learning.

Sports Coordinators

Sports coordinators foster a commitment to inclusion equality of opportunity and the holistic development of each student.

Examination Co-Ordinators

The Examination coordinators supports in the promoting of a culture of improvement, collaboration, innovation and creativity and assessment.

Programmes Co-Ordinator

The Programmes Coordinator manages, leads and mediates change to respond to the evolving needs of the school community.

TY Co-Ordinators

The TY Coordinators supports in managing the planning and implementation of the TY Curriculum.

Parent Council Co-Ordinator

The Parent Council Coordinator builds and maintains relationships with parents, with other schools and with the wider school community.

Student Council Co-Ordinator

The Student Council Coordinator promotes and facilitates the development of student voice, student participation and student leadership in Ardscoil Ris.

Special Educational Needs (SEN)

Ardscoil Rís values all students equally and is committed to encouraging and assisting all students to reach their full potential. In conjunction with the Department of Education and Skills, National Educational Psychological Service (NEPS) and other agencies Ardscoil Rís is committed to making effective provision for students in the school who have special educational needs. The collaborative whole school approach we adopt in Ardscoil Rís allows us to identify and respond to needs in a flexible way.

SPHE Short Course

SPHE aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the capacity of young people to develop and maintain healthy relationships. Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated space and time in this short course to develop their understanding and skills to learn about themselves, to care for themselves and others and to make informed decisions about their health and wellbeing in a rapidly changing world.

CSPE Short Course

CSPE aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities.

PE Short Course

The short course in physical education aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of activities safely.

Learning to Learn

One of the key objectives of the Junior Cycle is to place the student at the centre of the learning and teaching by developing more active and collaborative learning opportunities for students. Learning to Learn is one of the principles underpinning the new Junior Cycle and new specifications aim to strike a balance between the development of subject knowledge, thinking abilities and key skills. In Ardscoil Rís active enquiry is at the heart of all learning activities and students are encouraged to extend their learning, try new things and learn from their mistakes. In Ardscoil Rís we have endeavoured to create a whole school culture that systematically cultivates the habits and attitudes that will enable young people to face difficulty and uncertainty calmly, confidently and creatively.

Digital Media Literacy

Digital Media Literacy aims to extend and refine students' ability to use digital technology, communication tools, and the internet creatively, critically and safely, in support of their development, learning and capacity to participate effectively in social and community life in an ever-changing world. Digital Media Literacy offers students opportunities to explore and discover the information and knowledge accessible online, enabling them to pursue their interests, to express themselves online and solve problems relevant to their lives.

Religious Education

Religious Education aims to develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world. Religious Education plays an integral role in the curriculum and philosophy of Ardscoil Ris and aims to promote in each student a knowledge of faiths and beliefs and their practice in everyday life, while adhering to the school ethos.

Parents/Guardians

The Ardscoil Rís community recognises that parents/guardians play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents/guardians have an important role to play in helping to establish the needs and priorities of the school guidance programme and in supporting the programme. The Parent Council offers valued support to the school community by working in partnership with other stakeholders to enhance the educational development and educational opportunities of their children. The Parent Council, too, in hosting seminars and guest speakers builds the personal capacity of parents.

Students

The Ardscoil Rís whole school guidance plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of the school community. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures learning and teaching. Student focus groups recognise the student voice as a valued participant and contributor to the development of the school community. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their school. The Student Council provides a support network for the students where they can contribute their ideas on ways to enhance student lives, encourages students to become self-confident, responsible, caring and independent young men who are prepared to take on the challenge of adult life and liaises with other stakeholders within the school community.

Other Activities

Spiritual Wellbeing

Ardscoil Rís aims to promote growth in spirituality in staff and students where prayer and reflection form an integral role within the school community. Students are given the opportunity to actively participate in prayer, meditation, reflection and retreats. The school Prayer Room provides an ideal setting for such spiritual development and wellbeing. A variety of liturgical and para liturgical events takes place throughout the year. The significance of such liturgical services is promoted throughout the school community and representatives for the schools stakeholders are invited to participate in such events. The services are enhanced through signs and symbols and students' personal input. Our links with local parishes and the diocesan center add another layer in enhancing the spiritual wellbeing of our students.

Social Awareness

Social awareness could be defined as the capability to understand and respond to a certain social situation in an appropriate way, but also the ability to understand and properly communicate with people from different backgrounds and cultures. This skill is important because we are in constant contact with different people, and if we understand their background and culture, we will be able to make them feel more comfortable around us, and build a healthy relationship, whether professional or personal, with them.

Social awareness helps students in improving their social skills by interacting with people from diverse backgrounds. Students who are socially aware can recognise the resources available and use them to address the needs of society.

Pope John Paul II Awards

The Pope John Paul II Award is a faith achievement award for young people between the age of 16 and 18. It is non-competitive, inclusive, flexible and voluntary. The Award enables our students to take an active part in the life of their Church – in the life of their community and society. It enables our students to become more aware of the teaching and role of the Catholic Church in the world and to engage at a deep level with Christ.

Advocacy

"Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly, defend the rights of the poor and the needy." – Proverbs 31:8-9

Engaging in advocacy is a way of acting on behalf of justice and of participating in the transformation of the world. Espousing the cause of the most vulnerable in society, being a prophetic voice speaking out against injustice and promoting more just social structures lies at the heart of the Christian moral and ethical tradition. As a Catholic School and an Edmund Rice School we recognise that justice and education for justice holds an important place in the

curricular, co-curricular and extra-curricular education of our students.

Advocacy actions in relation to social issues seek to address the causes of injustice, oppression and abuse – by challenging the underlying issues. It can be defined as 'speaking out about issues of public policy that cause injustice, oppression and abuse'.

Through RE, CSPE and workshops in Junior Cycle; through RE, Gaisce, the John Paul II Awards and the Social Justice module in TY; and through RE in senior cycle we continually endeavour to highlight important social justice campaigns.

Edmund Rice International continues to draw our attention to international campaigns it has endorsed. It makes educational resources available to teachers to assist them in promoting student involvement in advocacy. ERI has also encouraged schools to appoint an ERI Youth Ambassador, whose role is to share information about what initiatives each school is undertaking in regard to justice and advocacy in their schools. We have been fortunate to have had ERI Ambassadors represent Ardscoil Rís.

Edmund Rice International

Edmund Rice International (ERI) is a non-governmental organisation (NGO) granted ECOSOC status at the UN in 2012, and committed to working for children and young people who are marginalised because of poverty, lack of access to education, legal status, environmental degradation, or involvement in armed conflict.

ERI works at the international level to promote and protect the rights of children and young people particularly in regard to education.

Inspired by the vision and life of Blessed Edmund Rice, students and staff in Ardscoil Ris believe that education in all its forms offers opportunities for the promotion of a rights-based and faith-based approach to social justice and ecological advocacy. As members of the ERI community, Ardscoil Ris students and staff work in partnership with other faith-based groups in the promotion of peace and justice.

Edmund Rice Education Beyond Borders (EREBB)

EREBB is an International network of Catholic schools educating young people from many different faiths and cultures. The EREBB are inspired by the teachings of Jesus, Gospel values and the spirit of Edmund Rice. At the core of EREBB's common vision they hold inclusion of those at the margins of society as essential for authenticity in our mission.

In Ardscoil Ris we expand the notion of excellence beyond the academic, cultural and sporting domains, as important as they are to holistic education. Along with core priorities of inclusion, service and a deep commitment to social justice, advocacy, speaking for the voiceless and amplifying the voice of the Gospel, is our common challenge and priority.

Student Leadership

Practical student participation is at the core of student leadership in Ardscoil Rís. This aims to promote leadership and responsibility among the student body and afford students opportunities to develop communication, planning and organisational skills which will benefit them in their future lives.

- The Ardscoil Rís Mentoring Programme offers opportunities for leadership through the use of a system which is used to stimulate and promote the students (fifth years) taking on board a sense of adult responsibility and a responsibility towards fellow students (first years) in our school.
- The Student Council offers a valuable link for promoting and progressing school initiatives and affords students an opportunity to voice their opinion and become involved in the daily life of their school.
- The ERI Youth Ambassador project aims to link Edmund Rice schools in their efforts to build a more just, sustainable and compassionate world, where all enjoy dignity, equality, freedom and full enjoyment of their human rights.
- The schools annual Open Night sees the majority of TY student body volunteering to assist in promoting Ardscoil Rís to prospective students and parents/guardians.
- The Limerick Diocesan Anois Youth Leadership Training Programme enhances personal, interpersonal and spiritual development through a residential training programme.
- 6th Year reps are elected by their peers. Their role is to reflect on and enhance various aspects of school life, both for themselves in their final year of school in Ardscoil Rís and, using their experiences for the entire student body.
- The Encounter Programme is a peer led retreat for senior cycle students which allows them to develop and enhance their leadership skills.
- Student Focus Groups recognise the student voice as a valued participant and contributor to the development of the school community.
- Team Captaincy: Team Captains are expected to embody the 3 C's when leading their team: Caring, Courageous, and Consistent.

Extra-Curricular Activities

Extra-curricular activities provided in Ardscoil Rís include rugby, hurling, hockey, badminton, tennis, equestrian, rowing, athletics, golf, Young Scientist, Sci Fest, Digital Champions, chess, quizzes, drama, debating, choir, traditional group and lunchtime clubs. This list is not exhaustive. These provide an example of the non-exhaustive list of wide and varied activities in Ardscoil Rís. All students are encouraged to participate in these activities to enhance their overall development.

Work Experience

Transition Year can be considered to be a time for maturity and development. Activities such as work experience encourage growth, teamwork and insight for the student. It creates an opportunity to provide an orientation towards the world of work.

4. Guidance Activities & Procedures

4.1 The Guidance Counsellor

The Guidance Counsellors offer counselling that empowers students to make decisions, solve problems, change behaviours or effect changes in their lives. When one–to-one counselling is arranged (with the co-operation of teachers) students are reminded of the confidential nature of such meetings. Students are also reminded about the implications regarding the disclosure of information that may result in a danger being posed to the student himself or to others. A record of the meeting will be taken.

The Guidance Counsellors will also engage in a two-way process of consultation with parents, teachers, school management and referral agencies. This consultation may include advocacy by the Guidance Counsellors on behalf of a student. The Guidance Counsellors will play a key role in determining the needs of the students on an individual and group level. He / she will endeavour to implement activities and procedures to meet these needs and gather information regarding their success or otherwise, and if necessary implement interventions and changes in consultation with all parties concerned.

The Guidance Counsellors will engage in continuous professional development and in regular supervision, which is a requirement of any guidance counsellor.

4.2 Referrals

Referrals are made to the Guidance Counsellors from a number of different sources. Student may be referred by Principal, Deputy Principal's, Year Head, Teacher, Pastoral Care Team or Parent. Students may be referred by any member of staff in the Ardscoil Ris community or through self referral by the student. A Parent/Guardian are welcome to contact the guidance counsellors should the need arise.

The Principal will be informed about such referrals. At all times the voluntary participation of the individual concerned should be respected while safeguarding confidentiality throughout, except where a student is deemed to be at risk. The Code of Ethics of the I.G.C. and Child Protection Guidance are followed at all times. Where students have serious learning, personal and social difficulties, these may need to be addressed by the relevant professional/s, such as SEN teachers, Guidance Counsellors and / or NEPS psychologist or health service personnel, to enhance the student's ability to make educational and career choice. Such students may require ongoing learning and guidance support in order to enable them to participate fully in the education process.

4.3 Confidentiality

A confidentiality statement is made to the students: Everything between the student and Guidance Counsellor is confidential except:

- When the student is considered to be a danger to themselves or others
- Where required by law or designated guidelines
- for the purpose of professional consultation or supervision

Information about clients can be discussed only for professional purposes and only with those who are clearly entitled to be consulted (See code of ethics 1.2.3)

4.4 Student Appointments: Protocol / Procedures

In order to protect the privacy of the student and for the protection of the guidance counsellor, meetings are by appointment, arranged with the knowledge of the subject teacher and are recorded. In exceptional circumstances guidance counsellors are available without prior arrangement.

4.5 Social Services

In addition to voluntary referral a situation may arise when referral to social services may be necessary. This is done in collaboration with the Designated Liaison Person (Principal) and the social worker involved will depend on the address of the student concerned. At all times the Child Protection Guidelines are followed.

4.6 Record Keeping

All records regarding student's contact with the guidance office are held in a locked filing cabinet in the Guidance Counsellor's office.

4.7 Career Information for Students

Classroom Guidance is a very effective resource which we use in Ardscoil Rís. The content and detail are very well matched to the specific age groups it is targeted for. We use the teaching presentations *Essential Guidance* in both 5th and 6th year. We also use a number of the

presentations from the *Essential Transition Year* programme with our 4th year students. The essential work experience presentations are also used to supplement other resources.

In terms of our Learning to Learn modules for both 1st and 2nd year we use a variety of resources available from *Classroom Guidance* that supplement other material and resources.

We also avail of the *Classroom Guidance* website support which is continually updated to highlight all career events and deadlines.

4.8 Provision of Guidance Information for Parents

As well as the normal parent-teacher meetings the following parent information evenings take place.

- Guidance Counsellors attend 1st Year Parents Orientation
- 3rd Year Parents attend a subject choice seminar
- Transition Year Parents attend a subject choice seminar
- 6th Year Parents attend a CAO information evening

Guidance Counsellors are asked to make themselves available to support students and parents after the issuing of the Leaving Certificate results, CAO college offers and Further Education courses while career events and activities are accessible to all parents via the *Classroom Guidance* link on the school website.

4.9 Meeting Parents: Protocols / Procedures

- Meeting by appointment only unless in the case of an emergency
- A record of the meeting is kept in the Guidance Counsellor's diary.

4.10 Critical Incidents Policy

A Critical Incident Plan has been written in consultation with all stakeholders and approved by the Board of Management. The Critical Incident Management Team consists of the Principal, Deputy Principals, Guidance Counsellors, and Assistant Principals 1 & 2 and Special Duties teacher. This policy is designed to be implemented in conjunction with the Pastoral Care policy of the school.

5. Ardscoil Rís Whole School Guidance Programme

The following diagrams illustrate the continuum of support model on which our whole school approach to guidance is offered & provides examples of a non-exhaustive list of the wide and varied range of activities & initiatives which are provided to support students in their vocational, educational, personal & social development across three main areas of learning: Developing Myself, Developing My Learning & Developing My Career. These lists are subject to change year on year and activities and initiatives can sometimes overlap between the three interlinked areas (vocational, educational, personal & social).

1st Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
Guidance Counselling One to One	√			√		
One-to-one counselling appointments		√		√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√	√		√	√	√
Code of Behaviour Policy class	√			√	√	
Student Council			√	√		
Assemblies	√			√	√	
Le Cheile Day	√			√		
School Retreats	√			√		
School Excursions	√			√		
Awards	√			√		
School Mass	√			√		
Class Liturgies	√			√		
School Liturgies	√			√		
Sacramental/Prayer Services		√		√		
Extra-Curricular Activities		√		√		
Pastoral Care Team	√			√		
Lunch time club		√		√		
Pastoral Care Team			√	√		
Referral to External Agencies			√	√		
Mentoring	√			√	√	
Bonding	√			√		
Induction	√			√		
RE Community Links	√			√		
School Open Night	√			√	√	
Catholic Schools Week	√			√		
Learning School Project	√				√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√			√	√	
Gender Based Violence Workshops	√			√	√	
Anti-Bullying Workshop	√			√	√	
Easter Camps		√		√		
ERI Workshops	√			√	√	

SPHE Short Course	√			√	√	
Meditation	√			√		
Christmas Awareness/Appeal Campaign	√			√		
Educational						
One-to-one counselling appointments		√		√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√	√		√	√	√
Provision of SEN		√			√	
Parent Teacher Meetings	√				√	
Literacy Initiatives	√				√	
Subject Choice/Levels	√	√			√	
Motivation		√			√	
Psychometric Testing	√				√	
SEN Testing			√		√	
Mentoring	√			√	√	
School Open Night						
Learning School Project	√				√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√			√	√	
Gender Based Violence Workshops	√			√	√	
Anti-Bullying Bully Brady Workshop	√			√	√	
ERI Workshops	√			√	√	
Digital Literacy	√				√	
SPHE Short Course	√				√	
CSPE Short Course	√					
Learning to Learn	√				√	
Code of Behaviour Policy class	√			√	√	
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments		√		√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√	√		√	√	√
Learning to Learn	√					√
Subject Choice/Levels	√	√			√	√

2nd Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Code of Behaviour Policy class	√			√		
Student Council			√	√		
Assemblies	√			√	√	
Le Cheile Day	√			√		
School Retreats	√			√		
School Excursions	√			√		
Provision of SEN			√	√	√	
Awards		√		√		
School Mass	√			√		
Class Liturgies	√			√		
School Liturgies	√			√		
Sacramental/Prayer Services	√	√		√		
Extra-Curricular Activities		√		√		
Parent Teacher Meetings	√			√	√	
Pastoral Care Team	√			√	√	
Lunch time club		√		√		
Referral to External Agencies			√	√		
Meditation	√			√		
Catholic Schools Week	√			√		
Substance Abuse Workshop	√			√	√	
SPHE Short Course	√			√	√	
Learning to Learn	√			√	√	
Christmas Awareness/Appeal Campaign	√			√		
Educational						
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Assemblies	√			√	√	
Provision of SEN			√	√	√	
Parent Teacher Meetings	√				√	
Pastoral Care Team			√	√	√	
Literacy Initiatives	√				√	
Pastoral Care Team			√		√	
Motivation	√				√	
Psychometric Testing			√		√	
SEN Testing			√		√	
Learning School Project		√			√	
Relationships Sexuality Education	√			√	√	

Multicultural Week				√	√	
Gender Based Violence Workshops	√			√	√	
ERI Workshops						
SPHE Course	√				√	
CSPE Short Course						
Digital Literacy	√				√	
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Subject Levels			√		√	√
Career Exploration	√					√
Learning to Learn	√					√

3rd Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Code of Behaviour Policy class	√			√		
Student Council			√	√		
Le Cheile Day	√			√		
School Retreats	√			√		
School Excursions	√			√		
Awards		√		√		
School Mass	√			√		
Class Liturgies	√			√		
School Liturgies	√			√		
Sacramental/Prayer Services		√		√		
Extra-Curricular Activities		√		√		
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team			√	√	√	
Lunch time club			√	√		
Catholic Schools Week	√			√		
Pastoral Care Team	√			√	√	
Referral to External Agencies			√	√		
Meditation	√			√		
Gender Based Violence Workshops	√					
SPHE Short Course	√			√	√	
Christmas Awareness/Appeal Campaign	√			√		
Educational						
One-to-one counselling appointments			√	√	√	√
Information Evenings for Parents			√		√	√
Guest Speakers	√			√	√	√
Assemblies	√			√	√	
Provision of SEN			√	√	√	
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team			√	√	√	
Literacy Initiatives	√				√	
Pastoral Care Team		√		√	√	
Subject Choice Seminar		√			√	√
Subject Levels		√			√	√
Motivation	√				√	
Psychometric Testing			√		√	
SEN Testing			√		√	
RACE						

After-school study		√			√	
Extra Classes		√			√	
Learning School Project		√			√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√			√	√	
Gender Based Violence Workshops	√					
SPHE Short Course	√				√	
CSPE Short Course						
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments			√	√	√	√
Information Evenings for Parents			√		√	√
Guest Speakers	√			√	√	√
Parent Teacher Meetings	√			√	√	√
Subject Choice Seminar		√			√	√
Subject Levels		√			√	√
Career Exploration - CII	√					√

Transition Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
TY Orientation	√			√	√	
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Code of Behaviour Policy class	√			√		
Student Council			√	√		
Assemblies	√			√	√	
Le Cheile Day	√			√		
School Retreats	√			√		
School Excursions	√			√	√	
Provision of SEN			√	√	√	
Awards		√		√	√	
School Mass	√			√		
Class Liturgies	√			√		
School Liturgies	√			√		
Sacramental/Prayer Services		√		√		
Extra-Curricular Activities		√		√		
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team			√	√	√	
Lunch time club			√	√		
Referral to External Agencies			√	√		
Mentoring Training		√		√	√	
Anois			√	√	√	
ER World Development Programmes			√	√		
UN Human Rights (ERI Ambassador)			√	√	√	
Young Scientist/Sci Fest			√		√	√
School Musicals	√			√		
Comhairle ns nOg			√	√		
TY Graduation	√			√	√	
Eucharist Ministers training			√	√		
Social Education Module	√			√		
Student Enterprise Awards		√			√	√
Learning School Project		√			√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√				√	
Gender Based Violence Workshops	√				√	
ERI Workshops		√			√	
John Paul II Awards			√	√		
All Ireland Drama Festival		√		√		
Public Speaking		√		√		
Art Competitions			√	√	√	
Fainne		√		√	√	

Essay Writing Competitions			√	√	√	
Gaisce		√		√		
Marshalling for Milford Hospice Run		√		√		
Red Cross Training		√		√	√	
4 Peak Challenge		√		√		
ERI Peace & Justice Group		√		√	√	
Limerick Youth Theatre			√			
Christmas Awareness/Appeal Campaign	√			√		
Darkness into Light		√		√		
Paint Balling	√			√		
Team Works	√			√		
Tennis	√			√		
Hell and Back	√			√		
Suas Climbing Wall	√			√		
Personal Safety Workshop	√			√	√	
Movie Magic Workshop	√			√	√	
Irish Driving School of Excellence	√			√	√	
Nutrition Workshop	√				√	
Wild Camping Experience		√		√		
Murder Mystery Experience	√			√		
Fencing Workshops	√				√	
Barista Training		√			√	
Brilliant Mondays	√			√		
Rowing	√			√		
Killaloe Aqua Park	√			√		
Moylussa Hike	√			√		
Work Experience	√			√		
First Aid	√			√	√	
Special Research Projects	√			√	√	
GAA Future Leaders Module		√		√		
Seachtain na Gaeilge	√				√	
Gaeltacht	√				√	
Surfing	√			√		
Catholic Schools Week	√			√		
Multi-Cultural Week	√			√		
Croach Patrick	√			√		
Killary	√			√		
Local Studies Excursions	√				√	
Climate Change Workshops	√				√	
Life Skills Module	√			√	√	
Social Placement	√			√	√	√
Educational						
TY Orientation	√			√	√	
One-to-one counselling appointments			√	√	√	√
Guest Speakers	√			√	√	√
Assemblies	√			√	√	
School Excursions	√			√	√	
Provision of SEN			√	√	√	
Awards		√		√	√	
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team	√			√	√	
Literacy Initiatives	√				√	

English As an Additional Language			√		√	
MOS	√					
Subject Choice Seminar	√				√	√
Subject Levels	√				√	√
Motivation	√				√	
Psychometric Testing	√				√	
SEN Testing			√		√	
IT Tools – Careers Portal & Qualifax	√				√	√
CV's					√	√
Social Placement	√			√	√	√
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments			√	√	√	√
Information Evenings for Parents	√					√
Guest Speakers	√			√	√	√
Parent Teacher Meetings	√			√	√	√
Subject Choice Seminar	√				√	√
Subject Levels	√				√	√
Career Exploration	√					√
Career Exhibitions & Open Days	√					√
Work Experience	√					√
IT Tools – Careers Portal & Qualifax	√				√	√
Interview Techniques	√					√
CV's					√	√
Social Placement	√			√	√	√

5th Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
One-to-one counselling appointments	√			√	√	√
Guest Speakers	√			√	√	√
Code of Behaviour Policy class	√			√		
Student Council			√	√		
Assemblies	√			√	√	
Le Cheile Day	√			√		
School Retreats	√			√		
School Excursions	√			√		
Provision of SEN			√	√	√	
Awards		√		√		
School Mass	√			√		
Class Liturgies	√			√		
School Liturgies	√			√		
Sacramental/Prayer Services		√		√		
Extra-Curricular Activities		√		√		
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team			√	√	√	
Lunch time club			√	√		
Pastoral Care Team			√	√		
Referral to External Agencies			√	√		
Motivation	√			√	√	
Psychometric Testing			√	√	√	
Mentoring		√		√		
Bonding		√		√		
Induction		√		√		
Encounter Programme			√	√		
ER World Development Programmes			√	√		
ERI Workshops		√		√	√	
Catholic Schools Week	√			√		
Lough Derg		√		√		
Eucharist Ministers training			√	√		
Relationships Sexuality Education	√			√	√	
Meditation	√			√		
Christmas Awareness/Appeal Campaign	√			√		
Educational						
One-to-one counselling appointments	√			√	√	√
Guest Speakers	√			√	√	√
Assemblies	√			√	√	
Provision of SEN			√	√	√	

Parent Teacher Meetings	√			√	√	√
Pastoral Care Team	√			√		
English As an Additional Language			√	√	√	
Pastoral Care Team			√	√	√	
Subject Levels			√		√	√
Motivation	√			√	√	
Psychometric Testing			√	√	√	
SEN Testing			√		√	
HEAR			√		√	
DARE		√			√	
UN Human Rights…. (EREBB)			√	√	√	
RACE			√		√	
LCVP (Subject to Demand)			√		√	
Extra Classes		√			√	
Learning School Project		√			√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√				√	
Gender BasedViolence Workshops	√			√	√	
ErI Workshops		√		√	√	
Pastoral Care Team	√			√	√	
Motivation	√			√	√	
Psychometric Testing			√	√	√	
Relationships Sexuality Education	√			√	√	
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments	√			√	√	√
Guest Speakers	√			√	√	√
Parent Teacher Meetings	√			√	√	√
CAO Applications	√					√
PLC Applications	√					√
UCAS Applications			√			√
Overseas Applications			√			√
Subject Levels			√		√	√
Career Exploration	√					√
Career Exhibitions & Open Days			√			√
Qualifications Framework	√					√
Points System	√					√
IT Tools – Careers Portal & Qualifax	√					√
HPAT			√			√
Scholarships			√			
CV's			√			
CAO Applications	√					√
PLC Applications	√					√
UCAS Applications			√			√
Overseas Applications			√			√

6th Year

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY		
	ALL	SOME	FEW	Developing Myself	Developing my Learning	Developing my Career Path
Personal & Social						
One-to-one counselling appointments	√			√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√			√	√	√
Code of Behaviour Policy class	√			√		
Student Council			√	√		
Assemblies	√			√	√	
Le Cheile Day	√			√		
School Retreats	√			√		
Coffee Morning	√			√		
Provision of SEN			√	√	√	
Awards		√		√	√	
School Mass	√			√		
Class Liturgies	√	√		√		
School Liturgies	√			√		
Sacramental/Prayer Services		√		√		
Extra-Curricular Activities		√		√		
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team	√			√	√	
Lunch time club			√	√		
Pastoral Care Team			√	√	√	
Referral to External Agencies			√	√		
Encounter Programme		√		√		
Graduation	√			√		
Catholic Schools Week	√			√		
Relationships Sexuality Education	√			√	√	
Multicultural Week	√			√	√	
Gender Based Violence Workshops	√			√	√	
Meditation	√			√		
Christmas Awareness/Appeal Campaign	√			√		
Educational						
One-to-one counselling appointments	√			√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√			√	√	√
Assemblies	√			√	√	
Provision of SEN			√	√	√	
Awards		√		√	√	
Parent Teacher Meetings	√			√	√	√
Pastoral Care Team			√	√	√	
Literacy Initiatives			√		√	

English As an Additional Language			√	√	√	
Pastoral Care Team			√	√	√	
Subject Levels		√			√	√
Motivation	√			√	√	
Psychometric Testing			√		√	
SEN Testing			√		√	
RACE			√		√	
After-school study		√			√	
LCVP (Subject to Demand)			√		√	
Extra Classes		√			√	
Relationships Sexuality Education	√			√	√	
Multicultural Week	√			√	√	
Gender Based Violence Workshops	√			√	√	
STEM Initiatives	√				√	
Career						
One-to-one counselling appointments	√			√	√	√
Information Evenings for Parents	√			√	√	√
Guest Speakers	√			√	√	√
Parent Teacher Meetings	√			√	√	√
CAO Applications	√					√
PLC Applications		√				√
UCAS Applications			√			√
Overseas Applications			√			√
Subject Levels		√			√	√
Career Exploration	√					√
Career Exhibitions & Open Days	√					√
Erasmus						
Qualifications Framework	√					√
Points System	√					√
IT Tools – Careers Portal & Qualifax	√					√
HPAT			√			√
HEAR			√			√
DARE		√				√
Scholarships			√			√
Interview Techniques			√			√
CV's			√			√
Budgeting & Accommodation						

Approved by the Board of Management on 13th October 2022