

Whole School Guidance

SIP UPDATE MAY 2025



Guidance Department
CBS Kilkenny
May 2025

Introduction

This report provides an updated evaluation of the progress made towards the two targets outlined in our School Improvement Plan (SIP), based on the survey data collected in May 2025. These targets aim to enhance students' study skills and ensure they are aware of how to access support services within the school.

SIP Targets

- **Target 1:**

To increase the number of students at Junior and Senior Cycle who have developed a study plan and have effective study skills and habits.

- 2023 Goal: 70%
- 2024 Goal: 75%
- 2025 Goal: 80%

- **Target 2:**

To increase the number of students who feel they know where to ask for help in the school (with a focus on Senior Cycle).

- 2023 Goal: 90%
- 2024 Goal: 95%
- 2025 Goal: Maintain 95%

Materials

- Junior Cycle Survey
 - Senior Cycle Survey
-

Procedure

Surveys were administered in May 2025, replicating those used in the previous years to ensure consistency and comparability.

- **Senior Cycle (Leaving Cert):** 133 students surveyed
- **Junior Cycle (Junior Cert):** 86 students surveyed

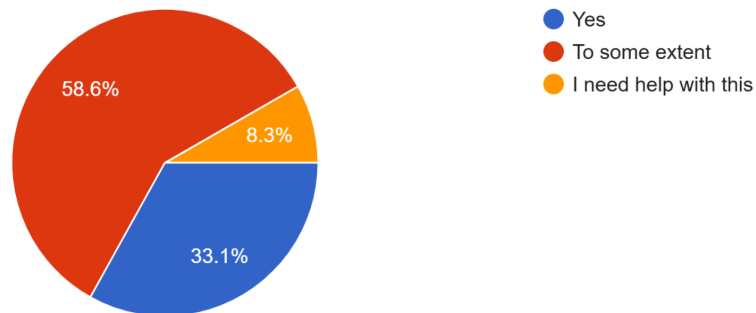
The questions addressed two core components of Whole School Guidance:

- *Developing My Learning*
- *Developing Myself*

Survey Data Overview - Junior Cycle Survey

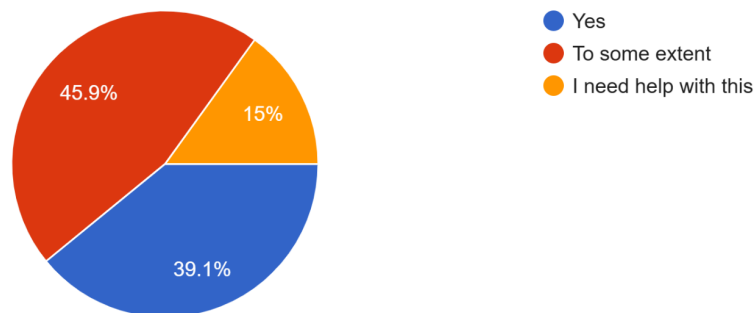
I can name my learning style and can describe my study habits

133 responses



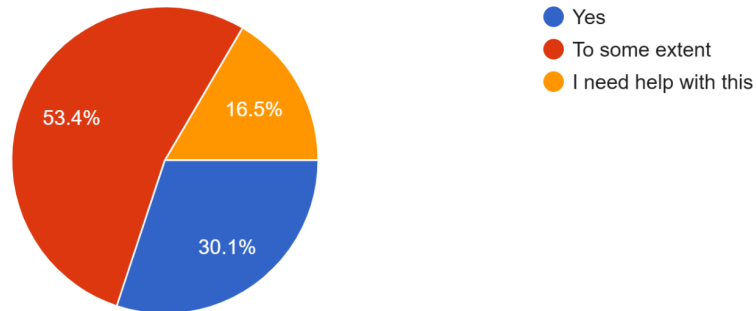
I have developed study skills and habits, eg. study plan, exam papers, notes.

133 responses



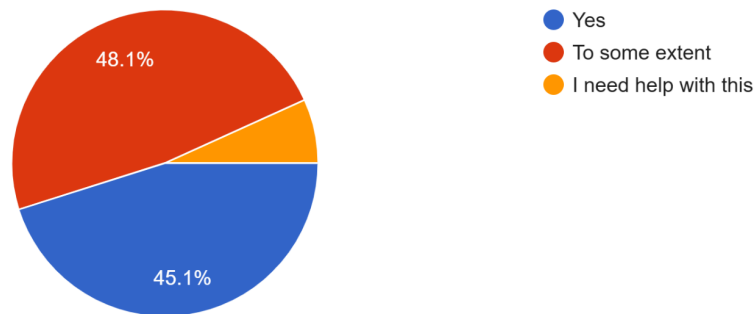
I have produced a plan so that I can get the best of the time I spend studying. i.e I know how to create a study plan.

133 responses



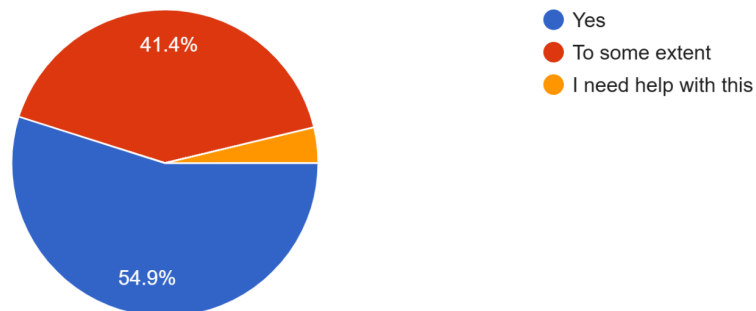
I can use time well and can cope with the pressure when doing each exam

133 responses



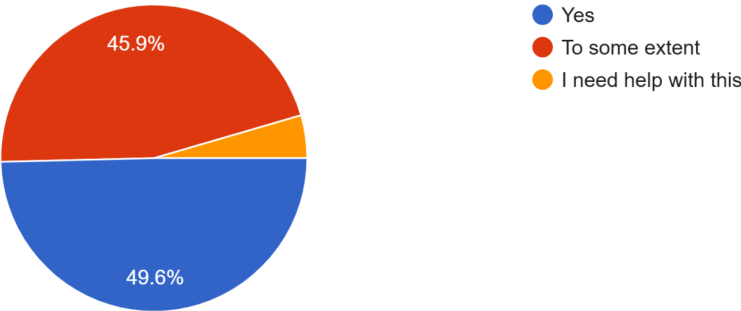
I can ask for help when I need it

133 responses



I can ask my class tutor/teachers, year head or Guidance Counsellor for help when needed

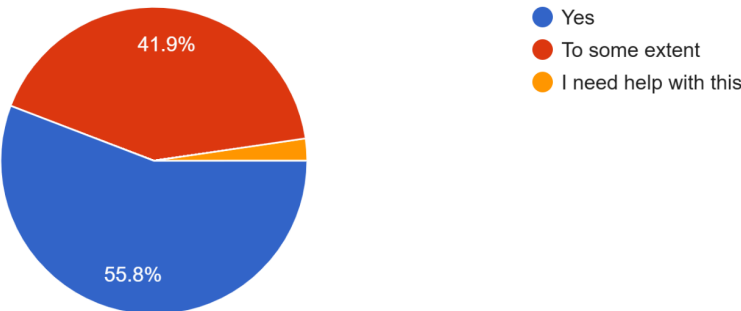
133 responses



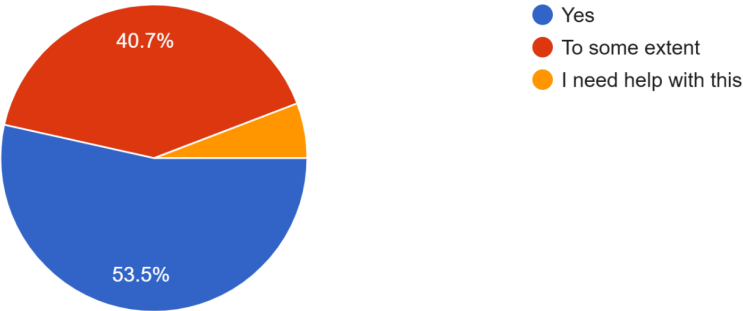
Survey Data Overview - Senior Cycle Survey

I can identify my learning style and study habits

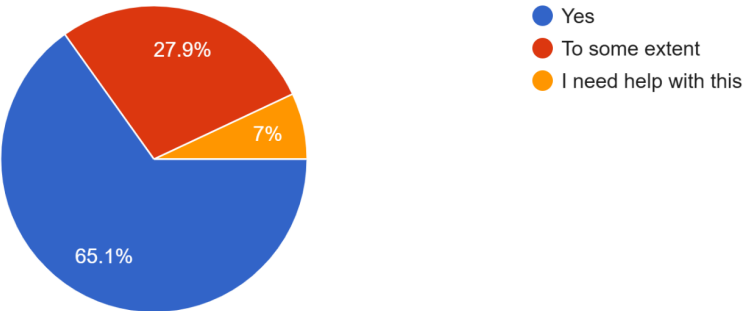
86 responses



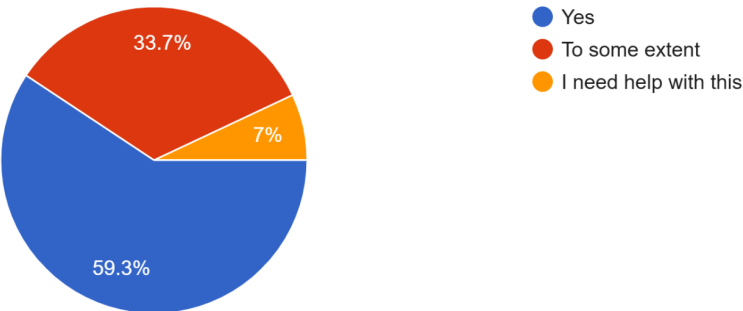
I have developed effective study skills and habits
86 responses



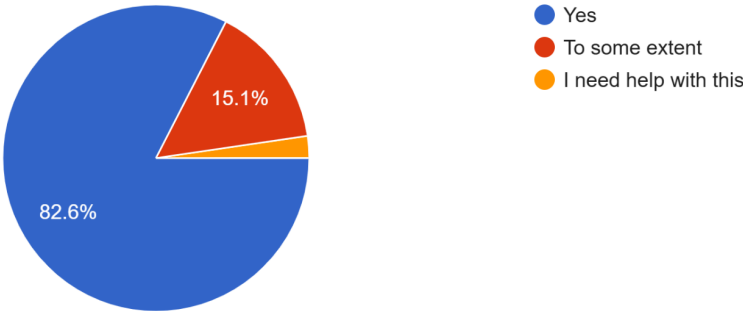
I can plan for taking exams
86 responses



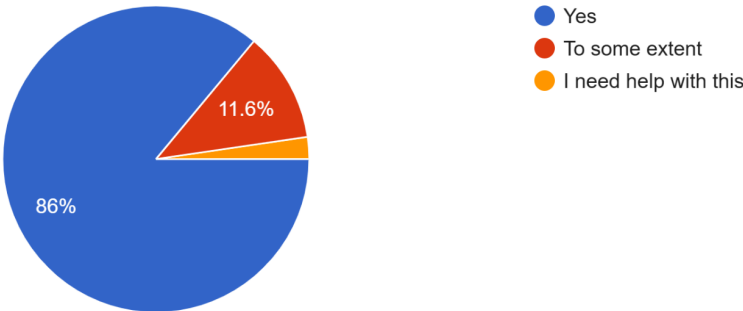
I can manage my time and stress during an exam
86 responses



I can ask for help when I need it
86 responses



I know how to ask the Guidance Counsellor/teachers for support when needed
86 responses



Discussion

Progress Toward SIP Targets

Target 1: Development of Study Skills and Study Plans

Senior Cycle (Leaving Cert):

- In 2022/23, 79.3% of students could identify their learning styles and study habits.
 - **2023/24 Result:** 92%
 - **2024/25 Result:** 97.7%
- In 2022/23, 69.4% of students reported using a study plan.
 - **2023/24 Result:** 82.2%
 - **2024/25 Result:** 80%

Analysis: Both indicators remain above or on the 2025 target of 80%, with only a minor dip from last year. This reflects sustained success in our efforts to equip students with effective study strategies through targeted guidance interventions. The number of students using a study plan has actually dropped slightly and points to the need to continuously provide students with the resources required to build an effective study plan.

Junior Cycle (Junior Cert):

- In 2022/23, 90.6% could identify study skills and learning styles.
 - **2023/24 Result:** 93.1%

- **2024/25 Result:** 91.7%
- In 2022/23, 83.3% reported using a study plan.
- **2023/24 Result:** 83.3%
- **2024/25 Result:** 83.5%

Analysis: Junior Cycle figures remain above target, showing the ongoing value of the *Turas* and *Career Guidance* programmes in fostering effective study habits at an early stage. We will continue to incorporate study skills across the curriculum. There has been a slight decrease in students' awareness of learning styles, as such we need to ensure we continue to explore this in the *Turas* programme.

Target 2: Awareness of Support Structures

Senior Cycle (Leaving Cert):

- In 2022/23, 90.6% of students felt they could ask for help.
- **2023/24 Result:** 93%
- **2024/25 Result:** 97.7%

Analysis: We have surpassed the 95% goal, showing that programmes such as *Check and Connect* continue to enhance students' confidence in accessing support. There is a strong culture of student support in our school community and this is evident from the results above. Overall the layers of support provided to students at Senior Cycle are evident from the results above and point to a whole school approach to student support.

Junior Cycle (Junior Cert):

- In 2022/23, 96.6% felt they could ask for help.
 - **2023/24 Result:** 98%
 - **2024/25 Result:** 96.2%

Analysis: This remains above the 95% target and is a strong indicator of the supportive environment fostered through our Wellbeing curriculum and pastoral systems. Although there is a slight decrease this is still a positive result and points to the strength of the support systems within the school and the Whole School Guidance programme.

Conclusion

The 2025 data reflects consistent and meaningful progress toward our School Improvement Plan targets. Minor fluctuations in percentages are expected year-to-year, but all indicators remain on track or above target. Continued investment in study skills programmes and support structures is clearly having a measurable positive impact across both cycles. As our SIP process draws to a close it is important that we maintain our positive practices going forward and continue to expand the Whole School Guidance Programme. This process has been very valuable in looking at the needs of our school community and responding to these needs. Below is an outline of further areas for improvement based on our SIP experience over the past 3 years.

1. Sustained Gains in Study Skills Development

Both Junior and Senior Cycle students show strong engagement with study skills and planning. Senior Cycle students maintained high levels of self-awareness regarding learning styles (91%) and study plan usage (80%), which meets the 2025 goal. Although there was a slight decrease from 2023/24, this decline is minimal and not indicative of a downward trend. Instead, it reflects the natural year-to-year variance often seen in educational data.

Junior Cycle results remain consistently above target, demonstrating the early success of foundational programmes like *Turas* and *Career Guidance*. These initiatives are effectively equipping students with the skills they need before entering the more demanding Senior Cycle.

Future Aim: To incorporate peer-led study skills workshops for students.

2. Continued Improvement in Awareness of Support Structures

The percentage of Senior Cycle students who feel they know where to seek help has steadily increased.. This progression suggests that efforts like *Check and Connect* are successfully fostering a culture where students feel confident in accessing support services.

Junior Cycle students again surpassed the target, with 96.2% reporting confidence in accessing help. This points to a school culture that emphasises early intervention, strong relationships, and pastoral care—all of which contribute to long-term resilience and student wellbeing.

Future Aim: Continue to inform staff of the Whole School Guidance Programme and encourage training through NEART to foster a culture of student support and empower teachers to help their students.

3. Implications for Future Planning

While the targets have largely been met, the data suggests several areas to sustain and refine:

- **Maintain and deepen existing interventions**, especially in the Senior Cycle where small fluctuations may indicate areas for booster support or re-engagement campaigns.
- **Monitor cohort-specific trends**, as future year groups may require slightly different strategies depending on their unique needs.
- **Continue to foster a proactive help-seeking culture**, particularly during the transition between Junior and Senior Cycles, where student needs evolve significantly.

Overall, the school's strategic planning in Whole School Guidance, targeted study skills development, and structured support systems are clearly yielding positive results. The consistency across multiple years highlights a maturing culture of learning and care, one that should continue to drive both academic and personal growth for all students.