



Sample Questions for Junior Cycle Student Survey

IMPORTANT NOTES

This sample survey can support the capturing of Junior Cycle student voice, which forms part of whole-school guidance (WSG) planning.

“In creating a WSG plan, the identified needs of students and parents/ guardians/ carers are incorporated. This is a data-informed approach to planning, which can be facilitated in many ways: a group of students may be surveyed for example, or reflective focus groups with parents/ guardians/ carers/ students could be organised.” DEY Circular 01/2025, p.3.

This sample survey **suggests possible questions** and themes that may be put to Junior Cycle students in order to gain their insight, and to promote thought when creating, revising or advancing your WSG planning.

This version - of the Junior Cycle Student Survey- **may be edited and formatted to suit your own context.**

Please Note: When considering the version of the survey that you may use in your own school, **reflect firstly on:**

- **why** the students are being surveyed? (e.g. to evaluate the current whole-school guidance (WSG) programme in the school/ to inform WSG planning by capturing student voice regarding what is important to them/ other)?
- **what information** you would like to gather from the students?
- **how many** questions are needed to capture the information you require?
- **which** questions are most useful to capture the information you require (reflection on the wording of the questions required also)?
- **what understanding** might students have of WSG be (i.e. do they need some prior knowledge)?
- in what **format** will the answers be most useful for the WSG team for analysing student voice?
- Consideration of student context and ability.
- consideration of **GDPR**.

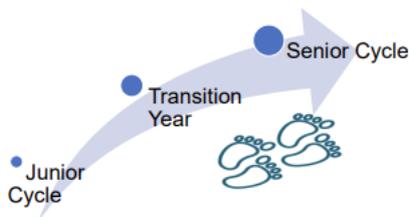
Whole-school Guidance – Junior Cycle Student Survey

Whole-school Guidance (WSG)

“**Effective WSG [whole-school guidance]** encompasses the three separate, but interlinked areas of **personal and social** development, **educational** guidance and **career** guidance”. (DEY, Circular 01/2025, p.4)



“Provision of guidance in the post-primary sector involves planning for... 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”. (DEY, Information Note 01/2024, p.2)



“A **WSG [whole-school guidance] programme** is a **clear and defined list of activities and learning experiences** that are provided **by school personnel** (including but not limited to the guidance counsellor) to **all students**.” (DEY, Circular 01/2025, p.2)



“A guidance programme will include **classroom** guidance, **group** sessions, **one-to-one** meetings and many other **curricular** and **co-curricular** guidance activities.” (Information Note 01/2024, p.3)



Whole-school Guidance – Junior Cycle Student Survey

This survey was compiled to capture the student voice in [__ insert school name__] to support the development of our whole-school guidance plan.

Answers given in the survey will be analysed by the whole-school guidance team. The identity of students and their answers will not be shared outside of that team.

1. What year group are you in?

- 1st
- 2nd
- 3rd
- 4th
- L1
- L2

2. Do you understand clearly what is meant by ‘whole-school guidance’?

- I could explain what whole-school guidance means to someone else
- I think I understand what it means
- I am unsure of what it means
- I do not know what it means.

3. Where do you feel that you get support in [school name _____] in any of your **Personal and Social, Educational and/or Career development?** (Tick as many as are relevant)

- Teachers
- Other members of staff
- Class teachers/ Year Heads
- Chaplain
- Guidance Counsellor
- Senior School Leaders (Principal/Deputy)
- Subject classes
- Wellbeing classes (SPHE, PE, CSPE, Guidance)
- Guest speakers

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- Through events organised in the school and outside of the school
- Other (please specify) _____

4. Supports in school. Please answer **Yes** or **No** to the following questions:

	Yes	No
Do you know who to ask for support if you needed it in your school?		
Do you know who your assigned class teacher, tutor or year head is?		
If you wished to seek support from your assigned class teacher/tutor/year head, do you know how you can do so?		
Do you know who your guidance counsellor is?		
Do you know how to make an appointment with your guidance counsellor, if needed?		
Do you know a member of the Student Support Team in your school?		
<i>[space for other questions relevant to your own school context]</i>		

5. Evaluate, in your opinion, the importance of the following aspects in your social and personal, educational and career development. Tick the relevant box.

Social and Personal Guidance

Educational Guidance

Career Guidance

General Guidance

	Of little importance	Of some importance	Very important
'Open Night' for 6 th class students.			
Induction (settling in) activities to support the transition into Secondary School.			
Additional supports for 1 st year students during the first weeks in post-primary school.			

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Subject options: information about the subjects and how to choose them.			
Classes related to Wellbeing, e.g. SPHE, CSPE, PE, Guidance, and others.			
A variety of teaching and learning strategies used in the classroom.			
Activities related to Social and Personal/Educational and/or Career development			
Guest speakers related to Social and Personal/ Educational and/ Career development.			
Identify personal goals and explore how to achieve them.			
Learning how to organise and plan (e.g. school materials, homework, time management, study etc).			
Learning how to learn, and study skills in practice.			
Using websites and apps that support learning and study.			
Examining the role of mindset in learning and personal development.			
Identifying personal values, strengths and interests.			
Support in preparation for CBAs (Classroom Based Assessments) and other project and practical based assessments.			
Support in preparation for written school and state exams.			
Feedback from teachers after exams.			
Parent/Guardian – Teacher meetings.			
Additional supports for social/ personal/ educational difficulties.			
Development of skills to cope in times of stress.			

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Learning about course and career (pathway) options for when you finish school.			
Linking subject options and learning activities to pathways and careers.			
Activities related to learning about careers and future jobs (e.g. ‘Careers Evening’)			
Researching careers e.g. career investigations.			
Support in making an informed decision regarding senior cycle pathways (e.g. to do Transition Year/ L1/ L2/ LCA/ Senior Cycle etc).			
Preparation for the transition into senior cycle.			
<i>[space for other questions relevant to your own school context]</i>			

6. In your opinion would [whole-school guidance activity, e.g. ‘Study Week’ _____] be a beneficial activity?

- Yes
- No
- Unsure

7. Any feedback or suggestions to further develop [e.g. ‘Study Week’ _____]?

8. Any feedback or further suggestions to do with any aspect of whole-school guidance?

Are there areas that could be further developed in this school regarding Social and Personal, Educational and/ or Career guidance?

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End of survey. Thank you for your contribution.
