

# Coláiste na hInse

## Whole School Guidance Plan

### Vision Statement

#### Vision

'Our vision for Coláiste na hInse is an outstanding progressive centre of teaching and learning, where the three cornerstones of our school bród (pride), uaillmhian (ambition) and dearfacht (positivity) are lived daily allowing personal growth and wellbeing and empowering us to aimigh ar realt eolais through positive relationships, respect, inclusivity, and encouragement!'

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### 1. Rationale

This plan sets out how Coláiste na hInse will use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices. We will promote the moral, spiritual, social and personal development of students in consultation with their parents, and in keeping with the characteristic spirit of our school. In preparing this plan we have ensured that it is student centred and that it is compatible with our 'care environment' where students feel safe and valued.

## **2. Relation to Vision**

The care environment provided for by this plan is very much related to our school's vision and The Coláiste's pillar principles of Bród and Uaillmhian and Dearfach (Pride Ambition and Positivity) where students are encouraged to identify and pursue socio-personal, moral and academic goals. The School Guidance & Counselling plan will become embedded into and become an extension of The Coláiste's strong, pastoral care environment/ethos. As this plan is implemented, developed and reviewed, we will remain committed to delivering the highest standards.

## **3. Aims and Objectives of the Plan**

### **Aim of the Whole-School Guidance & Counselling Plan**

To support the holistic development of every student at Coláiste na hInse — academically, personally, socially, spiritually and morally — by providing a coordinated, professional whole-school guidance service that empowers students to make informed decisions, develop self-management skills, and realise their full potential in line with the school's vision and statutory responsibilities.

### **Objectives**

#### **1. Personal & Social Development**

- Foster students' self-knowledge, resilience, self-esteem and overall well-being.
- Provide a confidential counselling service to support students with personal, social and developmental challenges.
- Ensure all safeguarding concerns are addressed promptly and appropriately in line with *Children First* (2017) and the Child Protection Procedures for Schools, 2025.
- Create a safe, supportive environment where students can explore thoughts, feelings and choices.

#### **2. Educational Guidance**

- Support students in engaging fully with their learning and developing effective study, organisation and exam skills.
- Assist students in making appropriate subject choices and navigating key educational transitions.
- Promote self-management skills that enable students to take responsibility for their learning and decision-making.

#### **3. Career Guidance & Vocational Preparation**

- Help students identify their interests, aptitudes, skills and personal attributes and relate these to suitable career pathways.
- Provide accurate, up-to-date information on further education, apprenticeships, training options and labour-market opportunities, and teach students how to access such information independently.
- Facilitate exploration of the world of work through curriculum links, career events, work experience and vocational preparation, and provide feedback to support learning and reflection.

#### **4. Whole-School Collaboration**

- Implement guidance as a whole-school responsibility, ensuring it permeates all aspects of school life through collaboration with staff, students, parents and the wider community.

- Work proactively with the Student Support Team and relevant internal and external agencies to ensure coordinated, high-quality support for all students.
- Deliver guidance using a continuum of support (All, Some, Few) to meet the diverse needs of the student body.

## 4. Policy Content

### Section 1: Coláiste na hInse Guidance and Counselling Service

The nature and range of the Guidance and Counselling Service provided by Coláiste na hInse is based on the premise that guidance and counselling is a whole school service and is a specialist area within the education system. The whole-school guidance plan is not a rigid template and reflects the distinctiveness of our school community and the students we serve. The Guidance and Counselling Service provided at Coláiste na hInse includes:

- Personal one to one student counselling
- Group work
- Identification and exploration of problems and solutions through support and intervention
- Development of coping strategies in a caring and sensitive environment
- Personal one to one student guidance
- Identification and exploration of career opportunities
- Identification and development of students' abilities and talents
- Empowering students to make decisions take responsibility and identify and develop solutions
- Assisting students make informed career pathway choices
- In-school liaison with Principal, Deputy Principals, Réaltóirí, Caomhnóirí and other school departments to ensure a holistic student-centred approach
- Liaising with external agencies (e.g. Social Workers, Gardaí, HSE) to ensure the best possible care for students inside and outside of school
- Liaising with Higher Education Institutes to ensure students are provided with the most up to date career pathway information and advice

### Section 2: Continuum of Support Model for the whole-school guidance programme.

A continuum of support model, already being employed in schools to support students' learning and development (NEPS, 2010) and mental health promotion (NEPS, 2013), is also applied to the school guidance programme. In applying the continuum, the whole school guidance programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model is applied to guidance in Coláiste na hInse as follows:

**A) Guidance For All** – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the

school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, and LCVP). Individual subject departments, also integrate career guidance into their subject planning in all year groups.

**B) 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 student support team (SST), SPHE teacher, AEN team, réaltóirí and Caomhnóirí.

**C) 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 (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. If the student requires more intensive support, referral to external agencies and supports will be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student.

### **Section 3: Target Groups and Inclusions**

Guidance counselling in Coláiste na hInse is holistic and may include personal counselling, educational counselling, vocational counselling or combinations of these and ‘is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.’ (Department of Education and Science, 2005; pg. 4)

Guidance Inclusion: This Whole School Guidance Plan is inclusive and student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal, social and emotional – leading to a greater personal autonomy for all students are its central goals.

This Plan is aimed at the following target groups;

- Student Population 1ú to 6ú
- Incoming 1ú daltaí
- Outgoing 6ú daltaí
- Student Council

- Parent/ Guardian Population
- Parents Association
- All School Staff
- Board of Management
- The wider community
- Employers
- Institutes of Higher Education

## **Section 4: Time Allocation**

The management of Coláiste na hInse appreciate the importance of Guidance and Counselling. We have 43 hours allocated to guidance and counselling each week. We currently have three guidance counsellors on staff. Aoife Tiernan, Claire Doyle, and Georgia Whittle.

### **Guidance for All**

Students participate in the Guidance programme in their year group. Classes are delivered on a modular basis.

Guidance Carousel: Each year group has a set programme delivered throughout year. The Senior Leadership Team have supported Guidance in the establishment of the Guidance Carousel which allows Guidance Counsellors to link with year groups during either Religion, SPHE, Wellbeing or LCVP classes, to deliver lessons for Guidance-Related Learning. All IB groups receive one guidance class per week.

### **Guidance for Some**

Students are offered small group support based on specific emotional and behavioural needs and requirements which arise and/or flagged through the Student Support Team meetings. e.g. Nurture club, Soft Start, Quiet Club, Anxiety Management work, Bereavement support work, and Anger Management work.

### **Guidance for Few**

One to one guidance appointments are available to students who require support. They are referred to the Guidance Counsellor through the care referral system by linking with their Caomhnóir or through the Student Support Team. One senior and one junior student support team meeting is held each week.

## **Section 5: Guidance Curriculum and Activities of the Guidance Counsellor**

The Guidance curriculum at Coláiste na hInse is structured to support the personal, social, educational, and vocational development of students.

Personal Counselling and Vocational Guidance:

- Individual personal counselling and vocational guidance are central. Personal counselling referrals are made through the guidance support team.
- All 6th-year students are offered one-to-one vocational guidance meetings to assist with their career planning and future pathways.

### **Classroom Guidance:**

Classroom-based guidance is delivered in modules as part of the Junior and Senior Cycle Guidance programme.

Junior Cycle:

Students from 1st to 3rd year participate in a 6-week classroom guidance programme, integrated with their broader learning experience. Junior Related Guidance is delivered through wellbeing or Religion/SPHE classes to support personal and career development.

Senior Cycle:

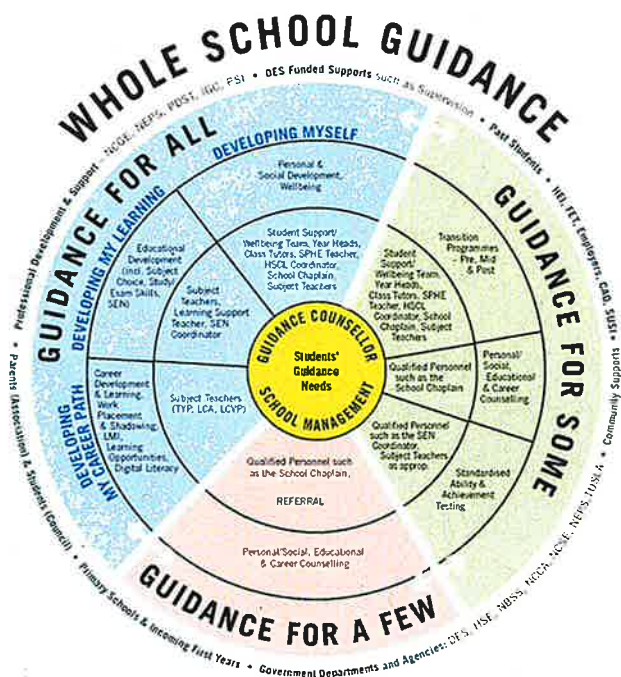
- 4th year students received a Guidance module (completed during one class period each week) to introduce career concepts in line with the new transition year statement.
- 5<sup>th</sup> and 6<sup>th</sup> year (leaving certificate vocational programme) students engage in a guidance class as part of a carousel with LCVP.
- LCA students access formal guidance classes through the Vocational Preparation and Guidance course.

## **Section 6: Whole School Guidance**

Guidance is a whole school endeavour that all members of the school community are responsible for and have a role in implementing.

- Learning Support teachers
- Teachers of S.P.H.E. and R.S.E.
- R.E. Team
- Realtoirí
- Caomhnóirí
- Principal / Deputy Principal
- Subject Teachers
- Ancillary Staff
- Representatives of the Student Council
- Representatives of the Parents Association
- Board of Management

The Whole School Guidance programme fosters a holistic, whole-school approach to guidance by promoting collaboration across subjects, year groups, and interactions with students, parents/guardians and other agencies.



### Overview of Whole School Guidance

Guidance for All	Guidance for Some	Guidance for Few	Year Group(s)
Incoming First Year Welcome Evening for students and parents in March of 6th class			First Years
	Consultation with incoming parents re option subjects, base class allocation, Additional Needs, etc., in person and via phone, parent meeting		First Years
AEN coordinator and incoming réaltóir visits all feeder schools (or calls those school with one or two students joining us), to build a			First Years

profile of each individual child and prepare for their arrival.			
First Year Students sit an assessment test in February pre-entry (CAT 4)	Some students undergo additional assessments WIAT and NGRT assessments		First Years
		Students undertake a tour of the school in May when the school is quieter and meet with the Guidance Counsellor or appropriate staff member e.g. students with ASD	First Years
Induction Programme first three days of School			First Years
SPHE class once per week			All Year groups
RSE programme			Delivered to All year Groups
Guidance Related Learning as part of Wellbeing Programme			First Years
Guidance Carousel through SPHE, Religion, LCVP once per week			Second, Third, Fifth, Sixth Years
Guidance classes once per week			Fourth years
Student Support Team			All year groups
Guidance Counsellor meets with All First Years individually to build rapport		Supporting students who are finding the transition to Second Level challenging	First Years And any new student to the school

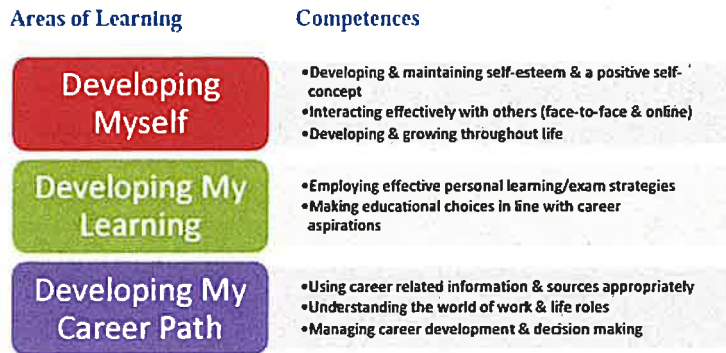
Tional lead by Realtoir to acknowledge, affirm students' efforts and achievements	Meeting of new students as a group, (if merited), with Realtoir, G.C. and D.P.		Fifth Years
		Individual counselling	All Year Groups
Extra-Curricular Activities Students are encouraged to become involved in any activity, Book Club, Chess Club, Choir, meditation, debating, basketball, etc.			All Year Groups
Parent Teacher Meetings All staff	Realtoir Meetings with parents to discuss ongoing issues or concerns		All Year Groups
	Guidance Counsellor meeting with parents to discuss ongoing issues or concerns		All Year Groups
	Weekly Student Support Team meetings to discuss some students progress and to realign supports if needed	Meetings with Réaltoir, Deputy Principals, Principal, A.E.N. Team to discuss some students progress and to realign supports if needed	All Year Groups
Study Skills Delivered by Outside Agency and/or Guidance Team			Third Years, Sixth Years
Study Skills delivered by Guidance Counsellor			First Years, Fifth Years
		Referral of student to external agency	All Year Groups
Work Experience			Fourth and fifth Years
Subject Choice Information Day			Fourth Years

Administration of Psychometric tests	Meeting with Students/parents to discuss results of assessments		Fourth Years
Creation of Fifth Year options classes that maximise student satisfaction			Fourth to Fifth Years
	Meetings with students not happy with initial subject choice		Fifth Years
	Meetings with students to discuss Subject levels		Fifth Years
Guest Speakers from all CAO colleges and Colleges of Further Education that are attended by students from this school			Sixth Years
Meet all students individually as needed throughout the year			Sixth Years
	Assist Students applying for UCAS	Assist Students applying to other EU countries Assist students applying to the U.S. Assist students applying for supplementary admission schemes	Sixth Years
Collate Material for future reference requests			Sixth Years
	Assist students applying for DARE		Sixth Years
		Assist Students applying for HEAR	Sixth Years

Careers Expo (every two years)			Fourth, Fifth, Sixth Years
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### Areas of Learning and Competences

Three areas of learning to facilitate post-primary students' development in eight areas of competence throughout their post-primary education. These are the foundation of the whole school guidance curriculum in Coláiste na hInse.



Four-Stage Continuum of Learning Outcomes for each of the eight competences can be organised under a four-stage continuum of learning. It is important to note that students may not progress through all four-stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages throughout their five/six years in post-primary schools. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge and attitudes.

**Figure 3: Four-Stage Continuum of Learning**



### Cross-Curricular Liaison:

Roinn Guidance liaises regularly with teaching staff and school management to ensure the integration of guidance principles into various subject areas. All departments are involved in whole school guidance activities and log these in their department plans. This helps create a cohesive guidance strategy that supports all aspects of student development.

### Parent and Guardian Engagement:

Engaging with parents and guardians is an integral part of the CNI guidance approach. Meetings are arranged to discuss student progress, career options, and personal development.

## Section 7: Activities of the Guidance Counsellor

The role of the Guidance Counsellor encompasses a range of activities designed to support the academic, personal, and vocational development of students:

- **Programmes and Interventions:** The Guidance Counsellor designs, delivers, and evaluates guidance programmes focusing on personal, social, educational, and career development, catering to individuals, groups, and whole classes.
- **Teaching, Learning, and Assessment:** The development of effective teaching strategies, learning methods, and assessment practices is a key responsibility, ensuring that students receive appropriate support throughout their education.
- **Counselling:** Individual and group counselling services are provided, helping students navigate personal challenges and career-related decisions.
- **Career and Educational Information:** The Guidance Counsellor along with the Whole School Guidance Team provides students with up-to-date information on career pathways, further education options, and the labour market, utilizing ICT and blended learning platforms to facilitate access.
- **Workplace Learning:** The school actively supports workplace learning opportunities and fosters links with the wider business community, agencies, and the voluntary sector. Our Transition Year, 5th year and LCA students participate in work experience.
- **Psychometric Testing:** The Guidance Counsellor may use psychometric tools, such as ability and aptitude tests and career interest inventories, to support students in making informed decisions regarding their personal and academic development. Currently all incoming 1st year students complete CAT testing and the CAT 4 is completed by 5th year daltaí
- **Collaboration with School Management and Staff:** The Guidance Counsellor works closely with school management and staff to plan, implement, evaluate, and review the whole school guidance plan, ensuring it aligns with the school's overall vision and goals.
- **External Referrals:** When appropriate, students are referred to external agencies or professionals for additional support, in line with the school's duty of care.
- **Links with Feeder Schools and Further Education:** The Guidance Counsellors maintain close ties with feeder schools, and establish connections with further education and training providers, as well as higher education institutions, to ensure students have access to a range of post-school opportunities.

This comprehensive approach to guidance ensures that students at Coláiste na hInse are supported in their academic journey and are well-prepared for life beyond school, both personally and professionally.

## Section 8: Guidance Procedure

Procedure for Referring students to the Guidance Counsellor in Colaiste na hInse is as follows:

1. The Caomhnoir is the first port of call as they see the daltaí daily and have strong links to home.
2. If a staff member has concerns about a student, they discuss this with the Caomhnóir. The Caomhnóir then complete a Student Support Team Referral form which is available digitally on SharePoint Care folder.
3. The Student Support Team meets on a weekly basis for both Junior and Senior. The Student Team consists of SLT, Guidance, AEN co-ordinator, relevant Réaltóirí and (when necessary) outside agencies.

4. When a referral is received, the SST assesses the information and agrees on the appropriate actions and supports for the dalta based on our school Jigsaw of support. This could be a guidance appointment, link with AEN, soft start, nurture room.

### **Procedure once a Guidance Appointment has been made.**

For the initial appointment the Guidance Counsellor will set the appointment via COMPASS or via email to the Caomhnóir. The Caomhnóir then notes the appointment date and time in the dalta's cinn lae. The guidance counsellor will record the appointment on COMPASS.

### **DLP/Child Protection Issues**

- Staff are informed of their duties as a mandated person regularly in staff meetings by SLT and the Guidance department input regularly on this issue.
- Children's First (2017) and Child Protection Procedures for schools (2025) are available on our SharePoint Folder.
- The Guidance department, in consultation with the DLP, designed a red DLP form. If any staff member has a child protection concern, they go straight to the DLP with this RED form. The forms are available outside the DLP's office and digitally in the Care SharePoint Folder.
- In both personal and career counselling confidentiality is adhered to in alliance with the IGC code of ethics. However, if there is a child protection or welfare concern, the guidance counsellor must inform the DLP or in their absence the DDLP. It is a legal requirement to report. The student is informed of the limitations of confidentiality at the beginning of a counselling session. The DLP in Coláiste na hInse is Eilis Flood and the DDLP is Sarah Ross.
- If it is felt that it is in the student's best interest to inform a teacher/parent/guardian/other party or agency of a particular difficulty, a referral is only made with the knowledge and hopefully the agreement of the student.

### **Ethical Principles**

In the provision of the counselling service every dalta will be treated with respect. Our primary responsibility is to our daltaí. We also acknowledge our responsibility to our school, profession, and to the law of the country. We must be 'ethically aware' at all times and recognise that we must reflect on our actions as Guidance Counsellors. We need to continually clarify our values to always be ethically aware to our clients. We comply with, and are bound by, the ethical principles outlined by the IGCs Code of Ethics, Respect, Competence, Responsibility and Integrity. See Appendix 5 IGC Code of Ethics.

### **Confidentiality Policy**

The Guidance & Counselling Service is a professional counselling service, which abides by a strict code of ethics and confidentiality policy as outlined by the Institute of Guidance Counsellors. Confidentiality is a central and integral part of the counselling process and is assured to each student who avails of the Counselling Service. It offers safety and privacy to those who choose to discuss personal and private concerns. The issue of confidentiality is always discussed with students during the first session. This provides the opportunity to clarify any concerns that may arise. Counselling Service files are not attached to any academic records held within the school.

### **Limits to Confidentiality**

In exceptional circumstances Guidance Counsellors may need to break confidentiality if they believe there is a real intent of serious harm or danger to either their student or another

individual. Such circumstances may pertain to issues relating to sexual abuse, rape, self-harm, suicidal ideation or criminal activity. In as far as is possible, in such cases, a full explanation will be given to the student regarding the necessary procedures that may need to be taken.

### **Accountability**

We will continually evaluate our counselling practice to achieve excellence in the service we offer. We are accountable to the ethics of our profession, the principal, the management and the daltaí in our care. In liaising with the principal, SST, Réaltóirí and staff, we will get feedback on our counselling service and suggestions for its development to cater for the need of our daltaí

### **Record Keeping**

Subject to legal requirements, Guidance Counsellors take all reasonable steps to ‘safeguard the storage, retrieval and disposal of clients’ records, both written and electronic.’ Under Department of Education guidelines student records are kept for a minimum of 7 years. For accountability, our service will keep a personal file on all students in accordance with the Data Protection Act.

Detailed records of all personal counselling and careers/vocational guidance interviews are kept as follows:

- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the student and the student should be informed of all matters pertaining to confidentiality between the counsellor and the student.
- The Counsellor should ideally write up notes as soon as possible after the session to ensure accuracy and precision.
- Notes should, in general, be brief

### **Formal Guidance**

The Formal Guidance curriculum is delivered using two forms of intervention and by employing several methodologies:

- Individual appointments with students
- Classroom guidance delivered in classes or modular format or year group intervention as required.

### **Informal Guidance**

The Informal Guidance programme consists of liaising with other Teaching Staff/Management to actively promote cross curricular links and to enhance the development of a whole school approach in relation to the delivery of the Guidance. Meetings and appointments with parents form an integral part of the Informal Guidance plan.

## **Section 9: Continuous Professional Development**

### **Professional Development - CPD**

To ensure a professional Guidance and Counselling Service is operational in Coláiste na hInse, continuous professional development of the Guidance Counsellors is essential.

### **General Professional Development**

- Membership of the IGC (Institute of Guidance Counsellors) is maintained annually.
- Regular attendance at local IGC meetings and Counselling Supervision.

- The IGC AGM provides a range of in-service through the provision of workshops and presentations. Additional in-service is organised at local level and at/or national level and is open to all registered current members of the IGC. The Department of Education and Science supports the provision of in-service through funding. The IGC maintains links with a variety of professional organisations; IBEC, SOLAS, IAPC..... which offer in-career development. Attendance at Open Days, Career seminars etc constitute in-career development.
- To ensure up to date careers advice the Guidance Counsellors attends the annual conference hosted by the Central Applications Office at the outset of the C.A.O. season.
- The Guidance Counsellors attend H.E.I. open days, career seminars and Guidance Counselling Days which constitute in-career development.
- The Guidance Counsellors attend regular cluster meetings with the LMETB Guidance Network.
- The Guidance Counsellors are fully qualified in psychometric testing and attend conferences on new psychometric tests which will assist students in making decisions about the many different choices.
- NEPS Psychologist works closely with the school and has provided information to the Guidance Counsellors as needed.
- Guidance Counsellors are acutely aware of being involved in the SPHE programme thus attending the SPHE Mental Health Days 1-3 and other in services which keep them abreast with the curriculum.
- In-Career development is essential for the work of the Guidance Counsellor. We are dedicated to regular professional development in various areas relating to personal counselling to ensure a professional service is provided which meets the needs of our daltaí.

## **Section 10: Guidance Related Policies and procedures**

- CNI school attendance strategy
- CNI acceptable use Policy
- School Vision Statement
- Child Protection and Safeguarding Policy
- Data Protection Policy
- CNI Enrolment/Admission Policy
- Pastoral Care Policy
- AEN Policy
- Critical Incident Policy
- RSE Policy
- Code of Behaviour
- SPHE Policy
- Substance Abuse Policy
- CNI Safety Statement
- Healthy Eating Policy
- Anti-Bullying Policy

## **5. Roles and Responsibilities**

## Guidance Counsellors

Coláiste na hInse ha three Guidance Counsellors; Aoife Tiernan, Claire Doyle and Georgia Whittle. The guidance counsellor engages in a professional, collaborative and holistic way to facilitate clients in their unique identification of strengths, skills, possibilities, resources and options at key developmental milestones through their lifespan in areas relating to personal, social, educational and vocational concerns. Each guidance counsellor is associated with two-year groups. Guidance counsellors move with their year groups throughout their time in Coláiste na hInse.

2025/2026 school year

- Aoife Tiernan: 2<sup>nd</sup> year and TY
- Claire Doyle: 5<sup>th</sup> and 3<sup>rd</sup> years
- Georgia Whittle: 1<sup>st</sup> and 6<sup>th</sup> years

## Personnel

The Whole School Guidance Plan is a living document which requires the input of the entire school community. These are the personnel who contribute to Whole School Guidance in Colaiste na hInse

Guidance Counsellor	School Management	Board of Management	Principal	Deputy Principal	Outside agencies
Subject Teachers	Caomhnoirí	School Secretaries	Caretakers	SPHE and RSE team	AEN anchors
Realtoirí	Learning Support and Team Teachers	Religious Education Teachers	AEN coordinator	Student Council	Parents Association

## Whole School Guidance Team

The Guidance and Counselling Department regularly contribute to staff meetings and training. Our Whole school Guidance team will meet and discuss whole school guidance planning and events.

WSGT Member	Role
Eilis Flood	Principal
Martin McCabe	Deputy Principal
Gabrielle Harte	Deputy Principal
Sarah Ross	Deputy Principal
Rachel Noonan	AEN co-ordinator
Claire Doyle	Guidance
Aoife Tiernan	Guidance
Geogia Whittle	Guidance

Sarah Matthews	AEN anchor (1 <sup>st</sup> year)
Gary Gray	AEN anchor (2 <sup>nd</sup> year)
Shauna Brodigan	AEN anchor (2 <sup>nd</sup> year)
Shauna Lennon	An Cuan co-ordinator

### Student Support Team

SST Member	Role
Eilis Flood	Principal
Martin McCabe	Deputy Principal
Gabrielle Harte	Deputy Principal
Sarah Ross	Deputy Principal
Rachel Noonan	AEN co-ordinator
Claire Doyle	Guidance
Aoife Tiernan	Guidance and 1 <sup>st</sup> year Réaltóir
Georgia Whittle	Guidance
Réaltóirí	Audrey Walsh (1 <sup>st</sup> ), Niamh O'Neill (3 <sup>rd</sup> ), Leona Mc Cormack (5 <sup>th</sup> ), Ciaran Mc Cabe (TY), Fergal Gallagher (6 <sup>th</sup> )
Patricia Farrell	Attendance Officer
External support agencies	As required
Education Welfare Officer	Ciara O'Shea

### 6. Review & Evaluation

The Guidance Plan is a working document which should always be growing and developing. Evaluation and improvement of the Whole-school Guidance Plan associated procedures is continuous.

#### Areas identified for development

2025/26	
2026/27	
2027/28	

#### Ratification of Policy:

This policy was ratified by the Board of Management on:

27/1/26

Signed:   
(Chairperson of Board of Management)

Date: 27/1/2026

Signed:   
(Principal - Secretary to the Board)

Date: 27/1/2026