

Transition Year

Prospectus 24/25





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"I have developed people and communication skills, which will benefit me massively in the future with college and jobs."

St David's Holy Faith Secondary School is a Catholic school and part of the Le Chéile Catholic Schools Trust. Our legacy stems from the Holy Faith Sisters, whose founder, Margaret Aylward, profoundly appreciated the gift of Faith, had an active commitment to those on the margins of society and who was convinced about the importance of education as a transformative tool for individuals and for society.

The overall mission of Transition Year is "to promote the personal, social, educational academic development of pupils and to prepare them for their role as autonomous, participative and responsible members of society".

Transition Year is a one year programme which provides a bridge to enable students make the transition from Junior to Senior Cycle. It is available to students who have completed their Junior Cycle. St David's Holy Faith Secondary School's Transition Year programme is offered on an optional basis, and we are proud that an average of 96%-98% of Third Year students complete Transition Year.



Objectives

“We consider the benefits to be many and varied. It can help students discover more about their personal strengths. It can help develop maturity and foster self-confidence. It encourages students to build interpersonal and team skills. Above all it helps improve the students’ self-esteem.”

To enable students to broaden their horizon and sample new subjects.

To help students become more well-rounded individuals and to promote their holistic development, through immersion with all programmes, workshops and activities.

To sample careers and charitable work, through activities through the four one-week work experiences.

To allow students to participate in learning strategies which are active and experiential and which help them to develop a range of critical thinking and creative problem-solving skills.

To develop a sense of social awareness of selflessness and develop further their social conscience.

To develop entrepreneurial skills.

To promote academic and technical skills with an emphasis on self-directed learning and goal setting.

To provide an opportunity for students to reflect on, and develop an awareness of, the value of education and training in preparing them for the ever-changing demands of the adult world of work and relationships.

To consolidate the work completed in Junior Cycle. This will help the students make more informed choice of subjects for Senior Cycle. This, in turn, will lay the foundation for improved performance in the Leaving Certificate. This foundation can also be a solid base for a more mature and consistent approach to Third Level studies.

To empower students to be active leaders in the school and for the future

To enhance collaborative and group work experiences and skills.

To open up to new ventures and possibilities.



Our School



Senior Leadership

Principal & Deputy Principals

The Principal (Mr. Simon Carey) and Deputy Principals (Ms. Louise O'Sullivan, Mr Huw Davies) positively involve the entire staff in the TY programme as part of the total curriculum. The school liaises with the educational partners in their involvement within and outside of the school's TY programme.



Coordinator

Ms. Laura Courtney

The Transition Year Coordinator (Ms. Laura Courtney) is responsible for running the programme. The Transition Year Co-ordinator liaises with the Principal, school management, parents, community agencies and the non-Transition year members of the staff keeping them fully informed of developments.



Year Head

Mr. Morgan Ryan

The Year Head (Mr. Morgan Ryan) collaborates closely with the coordinator, looks after the pastoral needs of the students and monitors the academic progress of students as they prepare for Senior Cycle. Disciplinary matters in relation to the Transition Year students are also addressed by the Year Head.



Teachers

Broad Range

They are assisted by a core group of teachers. These teachers are drawn from diverse areas of the curriculum. All members of the TY team are committed to the philosophy, aims and successful implementation of the Transition Year programme.



Curriculum Principles



The Transition Year programme is comprised of four layers.

The four layers of the Transition Year Programme give students opportunities to stretch their own knowledge, understanding, skills, competencies and attitudes, developing their talents in areas of creativity and innovation. This will create solid foundations to enable them to better face the challenges of the Senior Cycle curriculum.

1. Core Subjects

These are the subjects that students will be familiar with from Junior Cycle studies. One of the central purposes of Transition Year is to create confident Senior Cycle learners. Within the Transition Year, students are prepared for the Senior Cycle core subjects by being introduced to the subject matter that they will encounter in 5th and 6th year in Maths, Irish, English, RE, PE, Science subjects and the Business subjects.

2. Subject Sampling

This involves sampling subjects with a view to making well-informed choices about Leaving Certificate subjects. The following subjects are included but always subject to review: Public Speaking, Spanish Language and Culture, Media studies, German, French, Chinese, Leadership Skills, Psychology, Philosophy. Students partake in these subjects through a rotational rota so that they can benefit from a wide array of disciplines on their journey to becoming confident critical thinkers.

3. Modules Layer

This refers to modules which are increasingly becoming identified with Transition Year and often inter-disciplinary in character. These include (but are not limited to) Mental Health Matter, YSI, psychology, yoga, Leadership Matrix, fitness and personal development, film-making, music creativity. The school musical module is multi faceted involving all students partaking in either set construction, business organisation, promotion or performance. All students are involved in the show according to their interests.

4. Events Layer

This section includes once-off events such as work experience, placements, visiting speakers, outdoor pursuits, social outreach, field trips, workshops, bonding days, day trips, community work and contributions to the school community through committee work. Student committees include Green Schools, Media Production, Ethos, Baretstown, ICT and Digital Learning, Stage and Events and Amber Flag. These are entirely student led initiatives. The annual international trip is a key feature of Transition Year, taking place during the Easter break of 2025.

These committees are opportunities for students to exercise leadership, work on teams, bring ideas from conception to reality, buddy up with students from first year to enable a smooth transition to second level schooling, contribute to the school and local community through environment and sustainability in Green Schools, wellbeing as active participants in the Amber Flag initiative, and the characteristic spirits of our school through Ethos Committee. Students' participation in such initiatives develops confidence and enhances skills of managing information, working together, problem solving, conflict resolution, technical skills, communication and independent thinking.

Assessment

Assessment is an integral part of the teaching and learning process. Assessment, in the broadest sense, includes all appraisal of student achievement on curricular and co-curricular activities. There are two main assessments for Transition Year students in January and May each year in English, Gaeilge, and Mathematics. These classes are streamed in Transition Year. Assessment in Transition Year includes the list of methods outlined below.

“I did work as part of a group. It was a struggle at the start as we could not decide on our idea but once we overcame this hurdle we worked very efficiently as we all had our own roles we were given.”

Students are assessed through a variety of means including traditional exams and also continuous assessment:

- Summative
 - Written
 - Oral
- Report of Work Experience
- Projects, portfolios, exhibition of work
- Pupil diary/log book to record personal progress
- Rating scales, record of skills and competence attained
- Individual/Group presentations on specific topics

Some of these methods include:

- Activity-based learning
- Group work – discussion, debates, interviews, role plays
- Project work and research
- Visiting speakers and seminars
- Study visits and field trips
- Personal responsibility in learning
- Work experience and community service
- Exchange programmes – Spain and France
- International trip – Continental Europe
- Computer based learning
- Oral presentations
- Demonstrations

“A key feature of the Transition Year Programme is the wide range of teaching and learning methods used.”

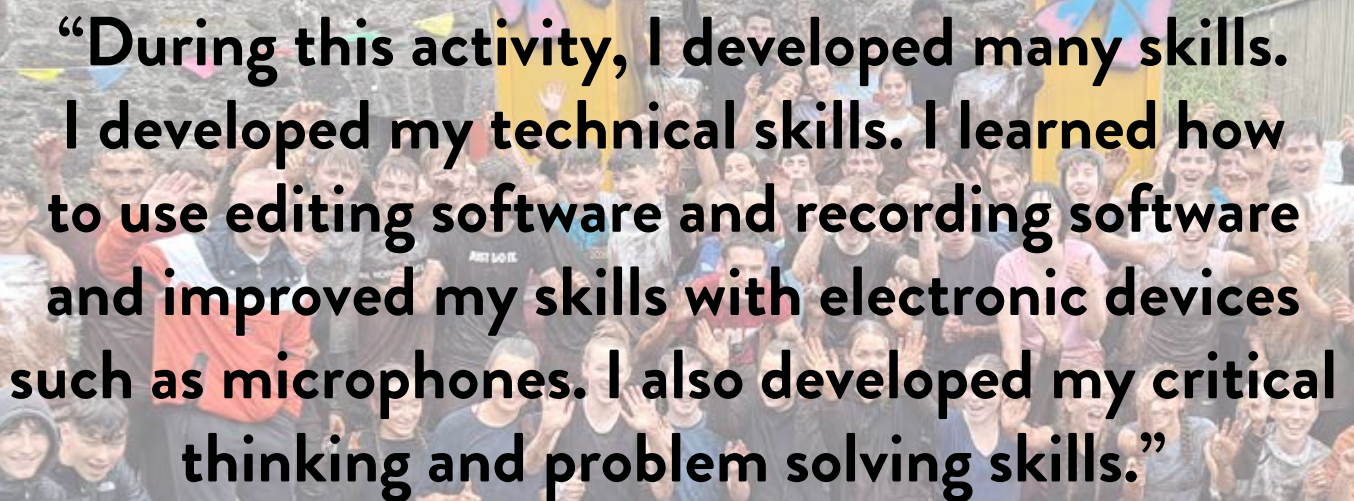
“I took part in a peer teaching project with the first years. My group made a card game called “Go Fish” where the students had to match cards that were turned over face down on the table. Half the cards were in Spanish and the other half in English. The students had to match the Spanish card with the English ones. The cards were based of activities like football or reading.”

Work Experience aims:

- To experience the nature and realities of working life.
- To identify skills and abilities required for particular jobs.
- To achieve a realistic knowledge of their own interests, ability and social skills.
- To achieve a knowledge and understanding of a job application and selection.

Community Care aims:

- To give the students a greater understanding of volunteering.
- To allow students to assist people who are possibly less fortunate than themselves.
- To enable students to give of their time to help others.



“During this activity, I developed many skills. I developed my technical skills. I learned how to use editing software and recording software and improved my skills with electronic devices such as microphones. I also developed my critical thinking and problem solving skills.”

St David's Holy Faith Secondary School requires that every pupil obtain unpaid work experience for three separate weeks and one week of community care/voluntary work during the school year: November, February, March/April and May.

Students are responsible for obtaining their own work placements. Students must complete a report on each work experience to get credit for it. The insurance policy held by the school indemnifies St David's Holy Faith Secondary School automatically against their liability for the participation of students in the Work Experience Programme in most cases. If the work is likely to contain a heavy manual element then prior approval is required

from our insurers. Work Experience should not commence until the Transition Year Coordinator has given clearance. Employers who provide opportunities for work experience for our students are normally indemnified by their own insurance policies. If a student is getting a placement where they will be working with children they are most likely to need Garda vetting. This can only be done for students who are aged 16 and over. It is advisable to begin looking for placements as soon as possible.



Application Process

Transition Year offers great opportunities for all student.

A google form will issue on Wednesday, 31st January 2024. All parents/guardians are required to complete it by stating their child's name and by simply ticking "Yes" or "No" to indicate your child's intention to do Transition Year

A student's personal motivation in applying will be considered.

A student's record of work, behaviour and co-operation with the school will be considered.

A student's motivation during their Junior Cycle years will be considered.

A student's attendance, dependability and punctuality will be considered.

The Transition Year Policy is available to download on the school's website

www.stdavids.ie/policies

Parent/Guardian Information Meeting

This meeting takes place in January of each year. For Transition Year 2024-2025, this takes place on Tuesday, 30th January 2024.

Fee for Transition Year

The fee is €650 (this includes the annual charges fee).

The deposit of €200, of the total €650, is to be paid by **March 1st, 2024.**

The second installment of €150 is due by **April 5th, 2024**

The third installment of €150 is due by **May 3rd, 2024**

The final balance of €150 is due by **May 31st, 2024**

All funds are payable through your son's/daughter's VsWare account. Confirmation of Transition Year places will be made by Tuesday, February 6th, 2024.

This fee is non-refundable for offers of places. If an application is made, and the decision is then not to offer a place, the fee will be refunded.

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