



St. Columba's College

Transition Year Programme

Updated November 2025, next due for review November 2026

Person Responsible for updating policy: Transition Year Co-ordinator

Part One: General Introduction

The principles and rationale of Transition Year have been observed and practised in St Columba's College for many years. With the appointment of a Transition Year Coordinator in 1994, an official Transition Year Programme was adopted. Our Transition Year Programme is compulsory.

Although our Transition Year Programme continues to have academic goals, it is also interspersed with a variety of non-academic activities. We believe that Transition Year with its combination of academia, charity work, work experience, relevant guest speakers and hands-on activities, is the best way to prepare our pupils for their Leaving Certificate courses over the following two years and indeed their careers and lives in general. In academic terms the step-up from Junior Certificate to Leaving Certificate is considerable, as is the commensurate growth in personal maturity so vital for a competent and sensible approach to the final state examination.

The advancement and uplifting of youth are core tenets of this college's ethos and therefore we always seek to fulfil the Transition Year aspirations of having a pupil body in the process of maturing through educational experience. We seek to allow our pupils

to become socially aware and competent, thus preparing them for their adult and working life. Independent critical thought and reasoned action in the future adult world should be the result of our school programme. We believe that our pupils gain the confidence and ability to make well-informed decisions regarding their choice of subjects for Leaving Certificate and this is one of the primary major results of Transition Year participation.

Through a process of consultation, the wishes and needs of all stakeholders are taken into account when planning and later enacting the Transition Year programme. However, it is the needs of the pupils that will drive a successful programme.

A well-run Transition Year programme should bring about an improvement in pupils' time and self-management skills, while their age profile will be more conducive to sensible decision-making in the post-school era.

The beneficial research-proven results of undertaking a Transition Year programme (NCCA Longitudinal Study 1999) are cited to prospective parents and pupils in advance of their decision to opt in or out. The particular findings that are emphasised include:

- TY pupils less likely to drop out of third level courses
- TY pupils less likely to change third level courses
- TY pupils more likely to pass first year university examinations
- TY pupils achieve a higher points score in the Leaving Certificate

We seek to offer pupils opportunities to engage in activities that are productive, positive, enjoyable, challenging and self-affirming. The formation of friendships outside of the pressured environment of an examination course is a most valuable part of the year. Pupils are constantly encouraged and at all times challenged to "make the year their own" and this is one of the benchmarks by which the success of a particular year is measured.

There is a delicate balance between achieving all our academic and extra-curricular aims. This is a balance to which we constantly aspire through observation and subsequent evaluation of each year.

Nothing of real or lasting value can happen during the year without huge commitment, co-operation and support from our Warden, Sub-Warden, teachers and ancillary staff. We are fortunate in this school that the staff body is enthusiastic about the Transition Year and give of their vast and varying expertise and interests, time and energy for the betterment of their pupils. In so many ways they provide the perfect example to our pupils. Our parents are also most supportive of what we do in our Transition Year. All of this is the bedrock of a successful programme.

Following a Whole School Evaluation (WSE) in 2012, the inspectors stated in their final report that:

'Students and parents who were interviewed during the evaluation were particularly complimentary about the Transition Year Programme in the school.... lessons observed during the evaluation visit and the TY plan showed that the TY Programme is in keeping with the philosophy of Transition Year and Department circulars.'

In summary, the aims of Transition Year in St. Columba's College are:

- Pupils are encouraged to become more rounded individuals: personally, academically and in terms of maturity.
- The academic momentum of pupils should be maintained (and indeed increased) to provide a suitable bridge between the Junior and Leaving Certificates.
- Pupils should be able to make their subject choices for Leaving Certificate on the basis of a realistic assessment of the nature of the subjects and their own ability and motivation.
- Pupils should experience the depth of subjects to a degree not normally allowed within the confines of the state exam courses.
- Pupils should experience a wider range of learning and assessment styles than normal and should gain the confidence and ability to make realistic self-assessments.
- Pupils should start to become responsible for their own learning.
- Self-awareness, social maturity and group interaction skills should be developed, particularly through the extra-curricular programme.
- There should be opportunities to develop an awareness and appreciation of the social, cultural, political and environmental aspects of the world in which we live.
- There should be opportunities to start contemplating possible career paths.
- Pupils should forge strong links within their form group which will help to see them through to their Leaving Certificate and beyond.

Part Two: Induction

- As part of our planning process, our Transition Year induction begins for Form III in the Hilary Term. Parents and prospective pupils are invited to the Transition Year Information Morning. The Warden, TY Coordinator, subject department heads, extra-curricular heads and past and current TY pupils may address the audience formally. Afterwards there is the valuable opportunity for parents and pupils to ask questions and discuss the upcoming year in a relaxed and

somewhat informal fashion. This two-pronged approach reflects both the serious and varied nature of Transition Year.

- A booklet containing information on individual academic courses and on the overall Transition Year structure is given to Form III pupils and parents in the Hilary term and this contains information and advice on making subject choices for Transition Year and Leaving Certificate.
- Pupils are invited to make their subject choices in the Hilary term, under the guidance of the Transition Year Coordinator, the Director of Studies and the Careers and Guidance Counsellor. Heads of subject departments are also consulted by pupils. Parents are invited to comment on the choices available and then they are requested formally to approve the pupil's choice through a signature.
- On entry into Transition Year the entire form assembles at the start of term for a general introduction after which they are divided into their mentoring groups. They are then addressed and instructed by the group mentor. Depending on the number of pupils in the particular year, there are usually about ten of these groups.
- College rules, Transition Year timetable, activities on offer, previous years' activities, Transition Year personal blogs, Transition Year ethos, arrangements for prep are all considered during these mentoring group meetings.
- The TY Coordinator compiles information regarding each pupil through the use of our Transition Year Profile Sheet. This information is used to help the co-ordinator devise suitable activities and also to guide the pupils in career-oriented courses during the year (e.g. The CTY pre-university courses offered by DCU, Geoscience at TCD, the Mini-Med Course in RCSI, Look into Law Programme by the Law Society of Ireland, STEPS and Microsoft DreamSpace - Code like an Engineer, Formula 1 Car Build, University Hospital Tallaght TY Programme, IBEC - The World of Work / Designing your Future / Life Skills for Success Programme, Architects in Schools Programme, Open Days in TCD, Maynooth, UCD, UCC, UL and UG to name but a few).
- Mentoring groups meet regularly during the year to assess progress and offer advice.
- There is a timetabled whole form meeting which takes place for a double period every second week where specific tasks are set, invited speakers address the pupils, applications for work experience are made, feedback reports are written or a planned trip is undertaken. During the week there are brief meetings too at which information is disseminated to pupils and suggestions elicited regarding

future activities. These double periods will not take place on weeks where there is another TY activity clashing with lessons.

- Former Transition Year pupils speak to new pupils to advise them regarding the year. International pupils will be addressed by a native speaker where possible.
- We regard induction as an ongoing process throughout the year e.g. an underperforming pupil may receive extra formal encouragement where necessary.

Part Three: Individual Subjects

Each academic subject department devises its own programme in an innovative and stimulating fashion. The critical and sometimes difficult bridge between junior and senior types of learning informs our approach to subject teaching. We offer our pupils a broad and well-rounded educational experience, away from the restrictive syllabus-driven and points-orientated struggle of the Leaving Certificate. We hope that pupils will learn to take responsibility for their own learning. At the same time, weaknesses can be identified and remediated at this juncture, while novel teaching, learning, assessment and evaluation will stimulate pupils and very often reinvigorate teachers.

Our timetabled academic subjects for Transition Year 2025-2026 are: Irish, English, Maths, History, Geography, Design, Art, Music, Classical Studies, Business, Spanish, French, RE, Physics, Chemistry, Biology, Computer Studies, SPHE, PE.

Our weekly timetabled modular programme, which changes every three weeks includes Drama, Finance, Astronomy, Horticulture / Sustainability, Gaisce - The President's Award, PE, Photography, Cookery.

Assessment techniques vary from subject to subject, but will generally include the two end-of-term examinations, class tests, essays, projects, practical activities, experiments, presentations and a teacher's general assessment of the contribution made to the subject by the pupil. Teachers have autonomy in subject assessments methods.

At the end of the academic year all subjects award a single grade as follows:

- Premier: 80% and above (with addition of stars for really outstanding results)
- Higher: 65% to 79%
- Standard: 50% to 64%
- Lower: 40% to 49%
- Ungraded: below 40%

Each subject will award a subject prize to the top pupil each year.

Part Four: General Assessment

Our assessment procedures for academic subjects are as outlined in each subject profile.

Our pupils receive certificates in various areas and an overall TY Certificate is awarded at the end of the year.

Our TY Digital Portfolio is the major method of recording feedback on talks from invited guests, in-house activities, outings, team building exercises, community involvement, work experience, TY programmes from various industries and all extra-curricular activities. Introduced during the induction period, this is intended to grow into a worthwhile keepsake for pupils. It also forms a major part of our overall TY Assessment. Under the guidance of their mentor, pupils will compile a personalised compendium of their year. They are left in no doubt that the responsibility for this record of the year is theirs alone. Their mentor will give them an overall TY grade based on this. A pupil's overall report is written after the analysis of information relating to his/her general involvement in the year's activities. Mentors write this report having consulted widely among the staff body and beyond.

The prestigious Spirit of Transition Year is awarded to the outstanding member(s) of Transition Year. An assessment of individual and team membership contribution is the basis of this award.

Part Five: Organisational Details

The Transition Year Coordinator is Keith Ryan and Dylan Stewart is the coordinator. The core team members are supported by a team of teacher from different academic disciplines and pastoral areas. A variety of different ages, experiences, backgrounds and interests give the team a stimulating balance. It should be noted that the TY Team is completely voluntary and that each and every member of the team brings a wealth of experience and life skills with them to share with the Transition Year pupils and it is thanks to these teachers that the programme continues to be successful year on year.

The main calendar events include:

Michaelmas Term

- Form Meeting - Introduction to TY presented by the TY team - September 2024.
- Mentoring Group Meeting

- Causey Farm - early September - this is used as a 'get to know your year' outing
- Junior Cycle Results evening - Movie and Pizza in Whispering House
- Community involvement (voluntary work and fundraising for organisations and charities such as Happy Hooves Therapeutic Horse Riding Centre, The Hope Foundation, Team Hope, Daisy House, Focus Ireland, The Oesophageal Cancer Fund, The Irish Cancer Society, De Paul)
- In-school community involvement (buddy system, peer mentoring, tutoring, litter-picking, recycling)
- Work Experience workshops
- Career and Subject Choice Assessments/Seminars
- Work Experience Week 1
- Charity sleep out
- Autumn Hikes
- Driver Theory classes
- Carousel of Activities Day - one every term - (for example, a trip to GoQuest, Ice-Skating and Dundrum cinema)
- In-house evening activities (for example - film-making, drama, circus skills, dancing)
- Subject-specific trips (Dublin Zoo, Art galleries, etc.)
- Subject-specific workshops (Irish drama, STEM, etc.)
- Transition Year House Speeches
- Team Hope Christmas Shoebox Appeal
- Guest Speakers
- TY Team Debates
- STEM Camp - Dún Laoghaire Lexicon Library
- Tallaght University Hospital Webinars
- DCU Early Entrance Courses

Please note: ALL OF THE OUTSIDE ACTIVITIES LISTED ABOVE ARE SUBJECT TO CHANGE DEPENDING ON THE PUPIL BODY AND THEIR SPECIFIC REQUIREMENTS

Hilary Term

- Community involvement (voluntary work and fundraising for organisations and charities such as Happy Hooves Therapeutic Horse Riding Centre, The Hope Foundation, Team Hope, Daisy House, Focus Ireland, The Oesophageal Cancer Fund, The Irish Cancer Society, De Paul)

- In-school community involvement (buddy system, peer mentoring, tutoring, litter-picking, recycling)
- Work Experience workshops
- Career and Subject Choice Assessments/Seminars
- Emergency Aid Examination
- Carousel of Activities Day - one every term - (for example, Barista Training, Reptile Haven)
- In-house evening activities (for example - film-making, drama, circus skills, dancing)
- Guest Speakers
- Practical driving and e-scooter training day
- Transition Year Information Morning for 3rd Form parents
- Optional charity trip to Calcutta with The Hope Foundation
- Run in the Dark
- Subject-specific workshops
- Subject-specific expeditions
- Look into Law
- Oireachtas Work Experience opportunity
- Solicitors of the Future
- RCSI online and in-person courses, MiniMed
- Careers in Screen
- LawEd workshop

Trinity Term

- Transition Year Academic Prize
- Transition Year Music Concert
- Transition Year English Evening
- Transition Year Modern Languages Evening
- Language Plays
- Summer Night Hikes
- TY Skills Day (for example, Kairos TV Production Studio, Konor's Circus Skills, Food School, Segway-driving)
- Gaisce Silver Adventure Journey (optional 3-day, 2-night expedition covering 50km by foot)
- Carousel of Activities Day - (for example, Sailing/Kayaking, The Viking Splash Tour of Dublin City)
- Forensic Fun Workshop
- Irish Cultural Expedition - (for example, a trip to see a live GAA game)

- Community involvement (voluntary work and fundraising for organisations and charities such as Happy Hooves Therapeutic Horse Riding Centre, The Hope Foundation, Team Hope, Daisy House, Focus Ireland, The Oesophageal Cancer Fund, The Irish Cancer Society, De Paul)
- In-school community involvement (buddy system, peer mentoring, tutoring, litter-picking, recycling)
- TY Yearbook Compilation
- Transition Year Emergency Aid Exam
- Transition Year Final Presentation and Prizes Evening (including Subject Prizes, Spirit of Transition Year award) followed by a fun evening
- Transition Year Achill Expedition during Expedition Week
- Drama Show Build and Performance (subject to demand)

The above are the core events and activities that occur each year. Sometimes depending on the availability of speakers etc, they may occur during terms other than those listed above. Many other activities also take place. In addition to specific TY activities, all pupils play a full part in all the other whole-school activities.

Part Six: Evaluation

Recognising that Transition Year is dynamic, we engage in evaluation in advance of subsequent year planning. We use numerous types of evaluation procedures:

- Pupils are encouraged to engage in self-evaluation and reflection after each activity. They are encouraged to commit their thoughts in writing and record these in their TY Digital Portfolio.
- The TY Team (all voluntary) meet regularly to discuss upcoming events and to evaluate past ones.
- Subject teachers and those who organise and conduct activities will also reflect on the events that concern them.
- Pupils will be surveyed as to their thoughts on the year just past.
- Subject teachers and other staff will be surveyed as to their thoughts on the year just past and will be asked to evaluate pupils in a general and also a specific sense.
- Our general Conventions (staff meetings) offer an opportunity to elicit opinion as to the value of a given activity.
- Parents who give their opinions or suggestions will have these recorded and discussed at TY Team meetings.

- Each activity is recorded and evaluated as to its individual merits in the programme.
- Opinions from the various constituent bodies in the college (Fellows, Board of Management and Parents' Association) will, from time to time be given and these will be recorded and discussed.

Our Transition Year Programme, year on year, remains a working document, subject to amendment and improvement as part of our ongoing self-evaluation.