

# Coachford College



## Transition Year Programme Plan 2024-25

### 1. Introduction

#### 1.1 Relationship to the school's mission and characteristic spirit

The school's Mission Statement prioritizes the wellbeing of each student, and sets the context for the achievement of each student's potential.

Coachford College is a community. Together we share mutual respect in a positive environment. We develop individual potential in all fields. As an inclusive post-primary school which aims to provide a safe, secure, welcoming and ordered community, Coachford College seeks to develop the individual potential of each student academically, socially, personally and morally. Promoting respect for themselves and others through a diverse, inclusive and challenging Transition Year Programme. Under the patronage of Cork Education and Training Board, Coachford College places strong emphasis on the following core values which are key to informing the TY Programme:

- Excellence in Education;
- Care;
- Equality;
- Community, and
- Respect.

#### 1.2 Context

This Plan has been drawn up following consultation with all members of the school community and in keeping with the school's characteristic spirit and Department of Education requirements regarding the Transition Year Programme. It should be read in conjunction with the school's Child Safeguarding Statement and Risk Assessment, the school's Wellbeing Policy, [Looking at our School 2022](#), the school's Assessment and Reporting Policy, Safety Statement, Appropriate Behaviour Policy, Acceptable Use of Technology Policy, Policy on School Outings, Policy on Tiered Payments, Transition Year Admissions Policy, Data Protection Policy, Records Retention Schedule, School Improvement Plan, NCCA's [Assessment and Reporting Guidelines \(2018\)](#), and all other relevant guidance documents.

#### 1.3 Rationale

This Plan is in place in order to optimize the learning and wellbeing experiences which are made available to all students, to promote student ownership of learning and to support each student's individual educational plan in an informed manner.

## 1.4 Aims

The Transition Year Programme aims

- To build on the learning completed over the three years of Junior Cycle by promoting excellence in learning and supporting student wellbeing;
- To encourage student ownership of learning;
- To support the transition of students to Senior Cycle, and
- To serve to enhance their readiness to enter further education, and/or the workforce.

The Programme aims to reflect the Department of Education Guidelines for Transition Year, specifically:

- Education for maturity with the emphasis on personal development including social awareness and increased social competence;
- The promotion of general, technical and academic skills with the emphasis on interdisciplinary and self-directed learning, and
- Education through experience of adult and working life as a basis for personal development and maturity.

## 2. Programme Content

### 2.1 TY Schedule 2024-25

August	Module 1 Commences
September	TY Gaeltacht
October	Module 1: Summative Assessment
	Module 2 Commences
	Activity Week
November	Module 2: Summative Assessment
	TY Think Languages
	Module 3 Commences
December	Module 3: Summative Assessment
January	Module 4 Commences
	Career talks
	TY Dance-Off
	TY Work Experience
February	Engineers without borders UCC

	Safe Pass
	TY International Tour
March	Module 4: Summative Assessment
April	Module 5 Commences
	TY Parent Teacher meeting
	TY STEM
	Module 5: Summative Assessment
May	Module 6 Commences
June	Module 6: Summative Assessment

## 2.2. Curriculum

### 2.2.1 Full Year Subjects (Core)

Subject	Teacher Arrangement	End of Module Examination
Irish	One teacher	Christmas (1.5 hours) & Summer (2 hours)
English	Six Teachers (rotates with options)	6 x (35 minutes)
Maths	One Teacher	6 x (35 minutes)
PE	Six Teachers (rotates with options)	
Religion	One teacher but does rotate with options	
Computer Applications	One teacher	
Career Guidance	Two teachers (rotates with options)	

### 2.2.2 Full Year Subjects (MFL)

Subject	Teacher Arrangement	End of Module Examination
French	One teacher	3 x (1 hour) (at end of options 2, 4, & 6)

Spanish	One teacher	3 x (1 hour) (at end of options 2, 4 , & 6)
Conversational Language	One teacher	

### 2.2.3 Full Year Subjects (Dance Off)

Subject	Teacher Arrangement	End of Module Examination
Dance Off	Same teachers	
Active Flag	One teacher	
Horticulture II	One Teacher	
Theatre Studies	One Teacher	

### 2.2.4 Module Subjects (~5 weeks)

Subject	Teacher Arrangement	End of Module Examination
Accounting	One teacher	35 min. terminal exam
Agricultural Science	One teacher	35 min. terminal exam
Architecture	One teacher	35 min. terminal exam
Art	One teacher	portfolio
Biology	One teacher	35 min. terminal exam
Business	One teacher	35 min. terminal exam
Chemistry	One teacher	35 min. terminal exam
Chinese	One teacher	
CNC	One teacher	In - class

Engineering Science	One teacher	35 min. terminal exam
Environmental Science	One teacher	35 min. terminal exam
Geography	One teacher	35 min. terminal exam
History	One teacher	35min. terminal exam
Home Economics	One teacher	35 min. terminal exam
Horticulture	One teacher	35 min. terminal exam
Internet Safety	One teacher	
Interior Design	One teacher	35 min. terminal exam
Leadership	One teacher	
<b>Subject</b>	<b>Teacher Arrangement</b>	<b>End of Module Examination</b>
Leisure & Recreation	One teacher	
Literacy & Numeracy	Two teachers	
MultiMedia	One teacher	presentation
Music	One teacher	35 min. terminal exam
Nutrition	One teacher	35 min. terminal exam
Olympic Spirit	One teacher	-
Personal Development	One teacher	-
Physics	One teacher	35 min. terminal exam

Politics	One teacher	35 min. terminal exam
RSE	Two teachers over 3 modules	

### 3. Assessment and Reporting

Great emphasis is placed at Coachford College on setting purposeful, well planned assessment and reporting, which is designed to support and challenge each student towards reaching their full potential. This Plan recognises the importance of on-going assessment both formative (Assessment for Learning) and summative (Assessment of Learning) to support students' learning.

#### 3.1 Formative Assessment

Formative assessment in TY provides students with an opportunity to reflect upon and review their learning, and consolidate and apply the knowledge and skills with a view to moving forward successfully to the next stage of their learning as they embark upon Senior Cycle.

The range of formative assessment experiences in Transition Year include:

- Oral, aural and written assignments;
- Project Work – Presentations, PowerPoints, ePortfolios, visual displays, posters;
- Practical assessments;
- Beep tests, etc. in P.E.;
- Online assessments and learning reflections;
- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work;
- Assessment for Learning (AfL) strategies with the purpose of progressing student learning to the next stage;
- Formative feedback from teachers both verbal and written feedback including comments and/or grades.

##### 3.1.1 Formative Assessment Examples (by subject)

Architecture	<ul style="list-style-type: none"> <li>• Create a concept design around a modification of an existing building and communicating this through sketching and model making</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• Experiment Write-ups</li> <li>• Questioning in class</li> </ul>
Business	<ul style="list-style-type: none"> <li>• Formative Assessment - questioning and class discussion</li> <li>• Optional (time dependent) presentation on an entrepreneur</li> </ul>
Conversational Language	<ul style="list-style-type: none"> <li>• Google Slides Project</li> <li>• Display poster</li> </ul>
Computers	<ul style="list-style-type: none"> <li>• Modular tasks on ePortfolio</li> <li>• Map of event management</li> </ul>

English	<ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Peer Assessment</li> <li>• Persuasive Writing Articles</li> <li>• Kahoot</li> <li>• Blooket</li> <li>• Speech: written &amp; performed</li> <li>• Short Story</li> <li>• Personal Essay</li> </ul>
Environmental Innovation	<ul style="list-style-type: none"> <li>• Research chosen challenge using various data sources and in 2 groups of 5 create a video presentation shot in landscape and between 3-5 minutes in length.</li> </ul>
French	<ul style="list-style-type: none"> <li>• Oral work, audio files uploaded to Google classroom for assessment</li> <li>• Slideshow presentations on grammar with a view to teaching it to junior classes.</li> </ul>
Future Leaders	<ul style="list-style-type: none"> <li>• Event Management Task - Map of Sports event [e-portfolio]</li> <li>• Event Management task - Coordinate Sports Day</li> </ul>
Future Leaders (coaching)	<ul style="list-style-type: none"> <li>• End of module task in order to receive for certification</li> <li>• Task is uploaded via e-portfolio on Future Leaders</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• A class presentation of the hard copy of module task</li> </ul>
Home Economics	<ul style="list-style-type: none"> <li>• Peer assessment and evaluation of other student's dishes</li> <li>• Menu planning for peers and evaluation in class</li> </ul>
Interior Design	<ul style="list-style-type: none"> <li>• In groups the students create a mood board, budget, floor plan and a virtual design of their chosen rooms.</li> </ul>
Irish	<ul style="list-style-type: none"> <li>• Continuous assessment of students' oral skills</li> <li>• Peer assessment for correcting written tasks</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Observation in class</li> <li>• Questioning in class</li> <li>• Peer Assessment</li> <li>• Mini Oral Tests of formulas/information needed to learn e.g Difference/Sum of 2 Cubes</li> </ul>
Multimedia	<ul style="list-style-type: none"> <li>• Ongoing classwork leading to a final edited / created image</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Practical performance</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>• Task 1 - 3 day meal plan Week 1</li> <li>• Task 2 - 3 day meal plan Week 6</li> </ul>
Recreation and Leisure	<ul style="list-style-type: none"> <li>• Formative assessment techniques in the classroom</li> </ul>

Spanish	<ul style="list-style-type: none"> <li>Formative: in-class questioning, end-of-lesson Q&amp;A (recap), repetition of vocabulary, verbs and phrases, pair work, group work, in-class tests, monitoring student reactions/behaviour to tasks, aural tasks, written tasks and oral tasks.</li> <li>Student work: continuous practice and preparation of student oral/written work to build their confidence, provide feedback and ensure a clear understanding of gaps in student knowledge which will develop L2 acquisition.</li> <li>Reflective practice: throughout their learning, students will complete reflective practice which will allow them to answer questions based on how they feel their learning progress is going and how they, as learners, can improve their language acquisition</li> </ul>
Theatre and Stage	<ul style="list-style-type: none"> <li>Performance based assessment</li> <li>Project based assessment</li> </ul>

### 3.2 Summative Assessment

Summative Assessment is used to determine a student's level of performance on a specific task or at the conclusion of a full year subject or a module. Blended Learning is an integral part of the Transition Year programme. Summative assessment, mainly project based, forms part of their end of module assessment in many subjects.

#### Full Year Subjects

- Total per year of 3.5 hours of timetabled exams in an exam centre using one of the following structures
  - 6 x 35 min
  - 2 x 1 hour and 1 x 1.5 hours
  - 1 x 1.5 hours and 1 x 2 hours

#### Module Subjects

- One 35 minute timetabled assessment in an exam centre at the end of module

#### 3.2.1 Full Year Assessments

English	6 x 35 min (at end of each option)	3 hrs 30 min
Irish	1.5 hours (Christmas) 2 hours (Summer)	3 hrs 30 min
Maths	6 x 35 min (at end of each option)	3 hrs 30 min
MFL	2 x 1 hour and 1 x 1.5 hours (at end of options 2, 4, 6)	3 hrs

#### 3.2.2 Module Exams Assessments

Biology Chemistry Agricultural Science Physics Horticulture	35 min
---	--------



Engineering Science Architecture	
Environmental & Social Studies History Geography Politics	
Interior Design Nutrition Home Economics	
Business Accounting	
Music	

### 3.4 Assessment in the Event of Student Absence

To allow for planning of exceptional medical, dental and other essential appointments, Coachford College shall provide dates of assessment events as they become available. Parents/guardians are encouraged to schedule essential appointments outside of school time where possible. Parents/guardians are advised not to schedule appointments during the times of assessment events. In the case where illness or exceptional circumstances precludes a student from engaging with an assessment event, the Programme Co-ordinator, in conjunction with the subject teacher, will offer an opportunity to complete the assessment in a timely manner as appropriate.

### 3.5 Reporting

Great emphasis is placed on informal as well as formal reporting. Formative feedback is provided on a daily basis and the school prides itself in having positive, collaborative and supportive relationships with parents and guardians.

TY students and their parents/guardians receive detailed reports via VSware, at the conclusion of each of the six modules after each five-week period. Gaelige, Maths and MFL students get their reports at Christmas and June following the completion of Christmas and Summer TY Maths examinations. Detailed reports are provided in keeping with the guidance set out in the NCCA [Reporting Guidelines \(2018\)](#)

#### 3.5.1 Methods of Reporting

A variety of means are used to report student progress:

1. Reports containing results of the end of term/ House exams are sent home using the school's Vsware reporting template in order to keep parents and guardians regularly informed about their child's learning and wellbeing;
2. Direct Contact: Teachers contact parents/guardians directly with respect to the outcome of any assessment as deemed necessary.
3. Signature of Parent/Guardian on Assessment. Teachers occasionally send a corrected assessment home with the student to be viewed and signed by the parent/guardian.
4. Parent-Teacher Meetings. Teachers communicate details of students' progress, academically and socially in the annual TY Parent-Teacher Meeting;

5. Student Journal. Teachers may communicate outcomes of an assessment and/or other aspects of students' progress to parents/guardians by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.
6. Ongoing reporting on student progress in TY takes a variety of forms at Coachford College
  - Informal oral and written feedback;
  - Feedback on areas such as punctuality, appropriate behaviour and attendance;
  - Communication in Student Journal;
  - Parent Teacher Meetings;
  - Discussions with tutor, Programme Co-ordinator, Special Educational Needs and/or Student Support Teams;
  - Student learning logs, diaries, reflections;
  - End of unit assessments in subject areas either formative or summative;
  - End of term/year reports;
  - Communication and engagement with parents/guardians via telephone;
  - VShare reports;
  - Feedback in relation to the student engagement in the school's Wellbeing Programme;
  - Feedback regarding attendance from the Coordinator of Attendance;
  - Feedback regarding learning progress from the Co-ordinator of Academic Tracking.

#### **4. Wellbeing Programme**

##### **4.1 The whole school aims of the TY Wellbeing Programme at Coachford College are:**

1. To promote and develop a culture and environment which is respectful of the needs and wellbeing of all members of the school community;
2. To develop and implement policies and procedures to support wellbeing;
3. To ensure that learning for and about wellbeing is central to teaching practices and student learning, and
4. To raise awareness in the school community of issues related to student wellbeing and student support.

##### **4.2 Coachford College aims to enable its TY students' wellbeing in the following ways:**

- Develop confidence in and enjoyment of physical activity;
- Be able to act to protect and promote their wellbeing and that of others;
- Develop students' food literacy skills, so that they understand the impact of their food choices on health, the environment and the economy;
- Know when and where their safety is at risk and enabling them to make the right choices;
- Feel connected to their school, friends, community and the wider world;
- Understand how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts;
- Feel confident in themselves and have the coping skills to deal with life's challenges;
- Know where they can go for help – Student Support Team, Staff, Year Head, etc.;
- Believe that, with effort, they can achieve their potential, nurturing a growth mind set among students rather than a fixed mind set;
- Show care and respect for others;
- Have positive relationships with friends, peers, and staff members;
- Feel listened to and valued;
- Be aware of their thoughts, feelings, and behaviours, and being able to make sense of them;
- Be aware of their personal values, and make informed decisions for which they take ownership;

- Take ownership of their learning and be aware of themselves as learners, and know how they can improve.

### **4.3 Promoting and Supporting Culture of Wellbeing in the Transition Year Programme**

Coachford College promotes a warm, welcoming, encouraging and positive school culture in the following ways:

- Lunchtime activities which enable students to avail of quiet and reflective time are facilitated.
- The school promotes physical activity, and healthy eating choices, eg. Active School Flag.
- Teachers have high expectations for all students.
- There are open, positive, supportive relationships between teachers and students in class and outside.
- A culture of collaboration and cooperation is promoted through day to day teaching, learning and assessment practices.
- Students feel safe, secure and respected in their classrooms.
- Students are encouraged to actively engage in their learning so that they can enjoy being at school.
- Students receive regular formative feedback about their learning and how they can improve.
- Teachers use active methodologies to develop the key skills in their subjects.
- Teaching and learning is differentiated and provides an appropriate challenge to enable all students to engage and experience success in an inclusive manner.
- Students are aware of who they should turn to if in need of support or if they are aware that another student is potentially at risk. The school's Child Safeguarding Statement is discussed with all students at the commencement of the school year, and again in Wellbeing classes. Child Safeguarding notices are posted in each year group's social area.
- The RSE programme aims to enhance learning in the area of relationships and sexuality in a caring and balanced manner.

Supportive relationships with parents/guardians are nurtured in order to highlight, monitor, evaluate and promote student wellbeing. Regular feedback on learning is given to parents/guardians and students in keeping with the provision set out in the [Reporting Guidelines](#) (NCCA, 2018).

Measurable targets for individual student wellbeing, in conjunction with students, teachers, SNAs, Year Heads and the Student Support Team through the use of the Domains and Standards set out in [Looking at our Schools 2022](#).

Wellbeing Programmes such as Love Week, Wellbeing Week, Anti-Bullying Programmes and Online Safety programmes are facilitated.

## **4.4 Guidance**

### **4.4.1 A continuum of support**

- A *continuum of support* model is applied to the Coachford College guidance programme for Transition Year students. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualized approaches. The continuum model can be applied as follows:

### **4.4.2 Guidance For All**

- *Guidance For All* is provided to all students to support personal and social, educational, and career development, and students making the transition from junior to senior cycle. The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the TY 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 TY Programme which include, career education programmes, guest speakers, attendance at open days and work experience.

#### **4.4.3 Guidance For Some**

- *Guidance For Some* is 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 who will benefit from group and one-to-one guidance counselling to support educational and subject choices. Some students may require additional and more intensive support in making the transition to senior cycle. Group/one-to-one guidance counselling requires the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the Student Support Team, SEN team, Programme Co-ordinator and/or subject teachers.

#### **4.4.4 Guidance for a Few**

- *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 the transition to senior cycle. This support requires 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. In the event that the student requires more intensive support, referral to external agencies and support should be employed. In the event of a protracted referral the guidance counsellor/ staff member may need to provide continued support.

A continuum of support model is applied to the Coachford College guidance programme for Transition Year students. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

### **4.5 Relationships and Sexuality Education**

RSE is taught through the module programme and in accordance with the school's Relationships and Sexuality Policy.

### **4.6 Emphasis on Inclusion**

Transition Year at Coachford College aims to provide an enriching developmental opportunity for all students, irrespective of their ability. This is achieved through a number of initiatives:

- Modular classes are mixed ability. Students request one friend with whom they wish to be placed (Appendix 1).
- TY Gaeltacht Trip: All students are welcome to partake on this important social development trip. Students who do not study Gaeilge (through an exemption) are welcome to partake. The leaders of the trip ensure that these students fully understand all instructions and tasks whilst participating in the trip.
- Dance-Off: All students are welcome to join the Dance-Off and be part of the show. Immense satisfaction is derived by students from leading, organizing, participating in and assisting with the production. There is a place for all students to achieve their potential, as has been clearly evident from the productions of recent years. Approximately 80% of TY students are involved in the show annually. The activities for the remaining 20% are a broader offering of the current modules to ensure the Dance-Off students aren't excluded from other modules.
- International Tour: Coachford College facilitates every student who wishes to participate in the international tour (in keeping with the arrangements set out in the School Outings Policy).

The tour location and package ensures that the price is as reasonable as possible whilst the activities appeal to a diverse group of students.

- Gaeilge classes are banded to ensure those with exemptions are catered for in a constructive environment based on their educational needs.
- The school's tiered payments' system sets out for parents, guardians and students a clear view of the financial costs of the various activities and facilitates them in planning their inclusion from an early stage. Notification of costs is issued in January of 3rd Year (Appendices 2 and 3).

#### 4.7 Co-curricular and Extra-Curricular Programme

Participation in the following activities is facilitated for Transition Year students:

Aberdeen Angus Comp.	Carbon Club/Green Schools	Foreign Languages Day	School Bank
Active Flag Initiative	Ciorcal Comhrá	Gaisce	Science Club
Athletics	Dance Off	HACCP - Safe Food Course	Self Defence Workshop
B.T. Young Scientist	Díospóireachtaí Ghael Linn	Hurling	Social Club/Library
Basketball	Drama Workshop	Internet Safety	Spanish Convo Club
Bystander Intervention Programme	Film Workshop	Junk Kouture	The Expression Magazine
Camera Club	Fit or Fail	Ladies Football	Trad Band
Camogie	Football	Safe Pass Course	Volleyball

#### 4.8 Overnight Outings

The following TY outings shall be facilitated in the 2024-25 school year:

##### 4.8.1 TRIP A Gaeltacht (Co-curricular)

**Venue:** Dingle Peninsula

**Includes:** Transport, Accommodation, Breakfast and Dinner, Activities

**Estimated Cost:** €180

What it does **not** include: Spending Money, lunch

Payment: Deposit paid in<sup>h</sup> March €100, remainder by start of September.

##### 4.8.2 TRIP B International School Tour (Extra-curricular)

**Venue:** TBC

**Estimated cost:** E800-900

**Includes:** All flights, coach transfers every day, breakfast, dinner and bed in en suite room, entrance fees, tour guides, night time activities, including all taxes and insurance.

What it does **not** include: Spending Money, lunch

**Payment:** Deposit due in May (approx. €300), remainder by November 2024.

- Participation in the co-curricular outing is a requirement for participation in extra-curricular outings.

- Participation in outings is dependent on the successful completion of all previous payment tiers. Payments for trips are non-refundable.
- Participation on the above trips are facilitated in accordance with the requirements set out in the Policy on School Outings.

## **5. Support for students with Special Educational Needs**

### **5.1 Support for all**

Learning is differentiated to suit all learning needs and styles. Subject teachers contribute to the preparation of resources which support the learning of all, based on resources used and learning strategies which they have found to be successful when working with the students. All learning activities are tailored so that all students can participate fully.

### **5.2 Support for some**

For students with identified literacy difficulties and who hold an exemption from the study of Irish, Coachford College provides literacy/numeracy support (literacy/numeracy support) while Irish classes are taking place. The aim of the classes is to give the students a safe space to practice and improve all aspects of their literacy and/or numeracy skills depending on the needs of the students and the expertise of the teacher. Subjects such as spelling, keywords across the curriculum, reading, decoding/phonics, comprehension, dictionary work etc. are explored.

### **5.3 Support for few**

Some students with identified complex needs avail of 1:1 tuition. This is provided to the students to avail of additional curricular support, such as time out mental health breaks and possibly intensive literacy work. This is allocated on the basis of need.

## **6. Digital Learning**

The Digital Learning targets for TY 2024-2025 are as follows:

1. The principal focus of the Digital Learning Plan this year is Goal Setting and Reflection so that TY students develop a sense of ownership and responsibility for their learning.
2. Work will continue to focus on Learner Experiences ([Looking at our School 2022](#)), focusing on purposeful engagement in meaningful learning activities, which build upon our 2023-24 targets. Students will use digital technologies to engage in meaningful learning activities both independently and collaboratively to create content, matters which are addressed across the curriculum but specifically in Computer Studies.
3. Digital Media Literacy will focus on internet safety, respectful online behaviour, digital resilience, and online safety. The Bystander programme serves to support this objective, and links to the school's Wellbeing Plan empowering students to be safe users of technology and online media.

## **7. Application Process**

Admission to the TY Programme is determined by the TY Admission Policy and will be in place for entry to the 2024-25 TY Programme. Decisions regarding offer of places are made by the Transition Year Admissions Committee. The committee comprises the Transition Year Programme Coordinator, a Deputy Principal, a Guidance Counsellor and Year Head/s of the relevant 3rd Year group, or a nominee of the Principal to replace any one of the above if unavailable at the time. The Transition Year Admissions Committee reserves the right to interview students, and consult with their

parents/guardians and/or teachers in relation to their applications and their suitability for participation.

### 8. Programme Co-ordination

Role	Personnel
TY Programme Co-ordinator	Mr. Rob Lotty
TY Planning Committee	Mr. Rob Lotty Mr. Edward Williamson
TY Review Committee	Mr. Dermot Carew Mr. Kevin Coakley Ms. Margaret Fitzgerald Mr. Eddie Fitzpatrick Mr. Jim Gaul Mr. Diarmuid Hickey Ms. Elaine Hourihan Mr. Rob Lotty Ms. Áine-Máire Ní Fhaoláin Ms. Joanne O'Keeffe Ms. Sheila O'Leary Mr. Edward Williamson

### 8. Review

The Programme is reviewed annually in keeping with the school's SSE mechanisms and in consultation with all school partners, with the oversight of the Board of Management.

Records relating to the school's self-evaluation of the programme

Mechanisms for obtaining feedback and evaluation include:

1. Parents' Council
2. Subject department and planning meetings
3. Student feedback – Careers class
4. Student feedback - Future Leaders' diary
5. Parents Information Evening, feedback and recommendations
6. 3<sup>rd</sup> Year Wellbeing data

Examples of Programme Plan changes arising from feedback (following the lifting of Covid restrictions) include:

1. Change of activities on the Turas Gaeltachta;
2. Compilation of modular base class groups – paired with 2 friends;
3. Junior Cycle review – including Home Economics – Healthy Eating Policy, Active Schools Flag;
4. New courses added based on the Active School initiative;

5. Replacement of paper portfolio with introduction of Future Leaders' "Diary" e-portfolio;
6. Wellbeing data - introduction of Bystander Programme;
7. Student feedback - Arts initiative and student magazine The Expression.

This Plan was reviewed following consultation with school partners.  
It will be reviewed on an annual basis and/or as deemed necessary.

---

## **Appendix 1**

### **Module Groups: Template Letter**

Dear Student,

Transition Year will see new class groups compared to your junior cycle years. Maths, Irish and French are formed in blocks and you'll be starting senior cycle material in those classes. These groups are split by the subject departments based on your previous efforts. This makes up approx. 14 class periods in the week.

The majority of your timetable in TY is in a module form whereby you are placed in a class group and every 6 weeks, the entire class group rotates into a new timetable (except for the 3 subjects above) with new subjects to try. This makes up approx. 22 class periods in the week.

If you wish to be placed in a module class group with a friend, please note the following: You may pick one other person. If you give more than one name, only one name is taken into Account. The name you pick does NOT have to pick you too.

You must reply by \_\_\_\_\_ if you wish to submit a name. Submissions must be made via this link [\\_\\_\\_\\_\\_](#) We endeavour to have gender balance in each group. If you don't give a name, then you will be randomly placed in a class. While every effort will be made to facilitate your request, there can be no guarantee that it will be in all cases possible.

The Great Coachford Dance-Off takes place during your Transition Year. We hope to hold the event again in late January 2025 with preparations starting in September. There are many different roles within the Dance-Off team including dancing, organising, creating artwork and props, coaching and guidance to other students and it can be a great fun filled experience. We plan to create a module whereby for a number of class periods a week, you will get involved in the various aspects of the Dance-Off. Hence the purpose of this email. We need to know if you are interested in being involved in the show by 4pm, Thursday 5th May using the same link as above.

If you have any questions, please let me know. The Dance-Off is a wonderful opportunity to get actively involved in Transition Year.

Regards,  
Edward Williamson  
Deputy Principal



## Appendix 2

### Transition Year Overnight Outings: Template

The following TY outings are facilitated:

TRIP A Gaeltacht (Co-curricular)

Venue: Dingle Peninsula

TRIP B International School Tour (Extra-curricular)

Venue: TBC

To be completed and returned by \_\_\_\_\_ to the school office.

Student Name: \_\_\_\_\_

I am interested in applying for a place on the following trip/s:

TRIP A Dingle Gaeltacht (Co-curricular)

TRIP B International School Tour (Extra-Curricular)

Note:

1. Participation in the co-curricular outing is a requirement for participation in the extra-curricular outings.
2. Participation in outings is dependent on the successful completion of all previous payment tiers.
3. Payments for trips are non-refundable.
4. Participation on the above trips is facilitated in accordance with the requirements set out in the Policy on School Outings.

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3

### Expression of Interest in Transition Year 2024-2025: Template

Name: \_\_\_\_\_

In September 2024, do you want to commence Transition Year or start in 5th Year?

Please state your preferred option: \_\_\_\_\_

To assist and guide you, you may choose to discuss with Ms. O'Leary, the Guidance Counsellor prior to making your final decision.

Signature of Student: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

Changes are possible depending on class size and a meeting with the Guidance Counsellor. Please note changes between year groups are not facilitated during the summer break.

Please note a copy of the schedule for TY payments is on the reverse of this form.

Students in Transition Year are expected to participate fully in all daily activities and maintain a full attendance at school.

FULLY COMPLETED APPLICATION FORMS MUST BE RETURNED VIA EMAIL TO info@office.coachfordcollege.ie BY Friday Feb. 3<sup>rd</sup> 2024.

### **Transition Year 2024-2024**

Each 3rd year student has the option of applying for a place in Transition Year. The application process will commence in January 2024 with students completing their application following in-school presentations and an information evening for Parents/Guardians. Each student who is accepted into the TY programme has the option of undertaking certain activities which require a payment. These activities are split into tiers, as outlined below. Payments for these activities will be collected as per the schedule below.

#### **Schedule of TY Payments Payments Feb – May 2024**

##### **Tier 1**

First Aid/Road Safety/Self Defence/UL Open Day/Mental Health seminar/French Play/English Play (events subject to change and substitution)

##### **Tier 2**

Gaeltacht

##### **Tier 3**

International Tour

Payment Directly to Tour company  
(Date TBD)

Please note that all activities are optional. However, in keeping with the core spirit of the TY programme, students must complete payment for Tier 1 activities before payment for Tier 2 will be accepted. Student participation in any activity will not be facilitated in the absence of commitment to the tier preceding it. You must complete Tier 2 payment to undertake either or both the Tier 3a and Tier 3b activity.

1. All payments are non-refundable.
  2. There will be some other minor payment requests relating to PE and other events during Transition Year.
  3. The preferred method of payment is online via way2pay.
- Final Price of Gaeltacht and International Tour has yet to be finalized. However, expect the Gaeltacht to cost in the region of €130 and the International Tour to be in the region of €600-€650.

## Appendix 4

### Summative Assessment Timetables Transition Year 2024-2025

#### Sample from 2022-23

#### Module 1

<b>Thursday 6<sup>th</sup> October 2022</b>	
2:00 - 2:35	<b>English</b> ND ML EM ML EF AL (A to F in order)
2:40 - 3:15	<b>Maths</b> NL MD MC TH DN CA (unstructured)
<b>Friday 7<sup>th</sup> October 2022</b>	
9:05 - 9:40	<b>Irish</b> AH AY AB SC ES AU
9:45 - 10.20	A <b>Environmental &amp; Social Studies</b> SK B <b>Biology</b> RL C <b>Chemistry</b> TC D <b>Agricultural Science</b> CW E <b>Physics</b> JG F <b>Engineering Science</b> DC
10:25 - 11.00	A <b>Interior Design</b> AG B <b>Business</b> KE C <b>Horticulture</b> CW D <b>Architecture</b> JS E <b>Nutrition</b> EC F <b>Home Economics</b> AB
11.15 - 11.55	A <b>History</b> EH B <b>Music</b> CK C <b>Art</b> GH D <b>Geography</b> FD E <b>Accounting</b> JK F <b>Politics</b> TC
11.55 - 3.15	<b>Normal Classes</b> (Still Module I)

#### Module 2

<b>Wednesday 16<sup>th</sup> November 2022</b>	
1:20 - 1:55	A <b>Interior Design</b> AG B <b>Business</b> KE C <b>Horticulture</b> CW D <b>Architecture</b> JS E <b>Nutrition</b> EC F <b>Home Economics</b> AB
2:00 - 2:35	A <b>History</b> EH B <b>Study</b>

	<b>C Study</b> <b>D Geography</b> FD <b>E Accounting</b> JK <b>F Politics</b> TC
2:40 - 3:15	<b>English</b> ND ML EM ML EF AL (A to F in order)
<b>Friday 18<sup>th</sup> November 2022</b>	
9:15 - 10.15	<b>French</b> MF CT <b>Spanish</b> DE VR EC
10:25 - 11.00	<b>A Environmental &amp; Social Studies</b> SK <b>B Biology</b> RL <b>C Chemistry</b> TC <b>D Agricultural Science</b> CW <b>E Physics</b> JG <b>F Engineering Science</b> DC
11.20 - 11.55	<b>Maths</b> NL MD MC TH DN CA (unstructured)
11.55 - 3.15	<b>Normal Classes</b> (Still Module II)

### Module 3

<b>Tuesday 20<sup>th</sup> December 2022</b>	
12.40 - 1:15	<b>A Environmental &amp; Social Studies</b> SK <b>B Biology</b> RL <b>C Chemistry</b> TC <b>D Agricultural Science</b> CW <b>E Physics</b> JG <b>F Engineering Science</b> DC
1.30 - 3:00	<b>Irish</b> AH AY AB SC ES AU (unstructured)
3:20 - 3:55	<b>Maths</b> NL MD MC TH DN CA (unstructured)
<b>Wednesday 21<sup>st</sup> December 2022</b>	
9:05 - 9:40	<b>A Interior Design</b> AG <b>B Business</b> KE <b>C Horticulture</b> CW <b>D Architecture</b> JS <b>E Nutrition</b> EC <b>F Home Economics</b> AB
9:45 - 10:20	<b>A History</b> EH <b>B Study</b> <b>C Study</b> <b>D Geography</b> FD <b>E Accounting</b> JK

	F <b>Politics</b> TC
10.25 - 11.00	<b>English</b> ND ML EM ML EF AL (A to F in order)

#### Module 4

Thursday 9 <sup>th</sup> March 2023	
1:20 - 1:55	A <b>Interior Design</b> AG B <b>Business</b> KE C <b>Horticulture</b> CW D <b>Architecture</b> JS E <b>Nutrition</b> EC F <b>Home Economics</b> AB
2:00 - 2:35	A <b>History</b> EH B <b>Study</b> C <b>Study</b> D <b>Geography</b> FD E <b>Accounting</b> JK F <b>Politics</b> TC
2:40 - 3:15	<b>English</b> ND ML EM ML EF AL (A to F in order)
Friday 10 <sup>th</sup> March 2023	
9:15 - 10.15	<b>French</b> MF CT <b>Spanish</b> DE VR EC
10:25 - 11.00	A <b>Environmental &amp; Social Studies</b> SK B <b>Biology</b> RL C <b>Chemistry</b> TC D <b>Agricultural Science</b> CW E <b>Physics</b> JG F <b>Engineering Science</b> DC
11.20 - 11.55	<b>Maths</b> NL MD MC TH DN CA (unstructured)
11.55 - 3.15	<b>Normal Classes</b> (Still Module IV)