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| **Summary Plan to improve TRANSITIONS** |
| **Target(s):** State in specific terms how TRANSITIONS should improve as a result of measures in the school’s DEIS plan *(number the targets)*1. **Over a 3 year period 2018-2021 there will be an increase in the number of students going on to university (HETAC Level 8 & 7) from our baseline of 18% to 25%.**
2. **Over a 3 year period 2018-2021 there will be an increase in the number of parents who attend the careers information evening for senior students from our current baseline of 30% to 40%.**
3. **Over a 3 year period 2018-2021, based on data collected in relation to 2017,2018 Leaving Certificate transitions, that SMART targets will be set to improve retention levels at third level Over the 3 year period, we will gather data about students who are in Access programmes for universities and colleges.**
4. **Over a 3 year period 2018-2021, there will be an increase in the number of students taking up apprenticeships after school from 12% to 18% – Earn and Learn**
5. **Continue to support students and parents coming from diverse cultures and contexts into the school with targeted initiatives and interventions**
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| **Actions:** State proposed measures (both existing and new) to improve TRANSITIONS. *Actions should be sequenced and coordinated over the three years of the plan to achieve maximum effect* |
| **Measure** | To addresstarget(s) no.[[1]](#footnote-1)\*  | **Who?** | **Lead responsibility** | **When?** | **Resources?** |
| **Supporting incoming students into first year with on-site visits to primary schools and the delivery of Entry Aptitude Tests.** |  | CG Team, HSCL,  | CG Team | From January to May |  |
| **First Year Induction Programme for incoming first years** |  | SCP, School mentors, incoming first year cohort,  | SCP | During month of July | SCP/DEIS |
| **Information evening for parents and students outlining the Transition Year Programme and the LCA programme.** |  | All third years, Parents | Principal, TY Coordinator, LCA Coordinator, CG Team | April |  |
| **Integration of students from different cultures and contexts throughout the school year – ESP, Failte Isteach Parents conversations, TEFL from volunteers for students, Yellow Flag Initiative, Multicultural Day, Wigilia, induction (focus on relationships with family for international transfers)** | 5 | Students coming from other contexts; Year Heads, Tutors, all staff, parents | CG Team, HSCL, SCP, Bray Area Partnership, Care Team | Throughout the year |  |
| **Future You Mentoring programme for 5th and 6th year students with potential to go on Third Level education. Each year group is assigned Mentors who are current UCD students and who are often past-pupils of St Kilian’s themselves. Meetings take place both in school and on UCD campus in Belfield.** | *1, 3* | Career Guidance Team,5th and 6th year students | C.G Team | Throughout 5th year up to January of 6th year | Mentors from UCD, past-pupils |
| **UCD For All Shadowing Day for selected 5th year students with potential to go on to Third Level education. Students spend a day shadowing current UCD student in courses where they themselves show interest and potential.**  | *1, 3*  | 5th years | *CG Team* | One day in 5th year | Access supports |
| **Link with UCD Pathways Initative, which aims to encourage students from DEIS schools to enter teaching profession.** | *1, 3* | Any student interested in teaching profession | *CG Team* | Workshops throughout the senior cycle | Contact person, Elizabeth O’Brien from UCD Pathways |
| **Continuing involvement with parents. This is already working very well and actually starts off in the Primary cycle with trips to UCD. There are very strong cross-curricular links in school with many departments working together to encourage students to maximise their potential. This year -combined evening for parents****regarding information on Gaeltacht. Information evening for parents of 6th year students on CAO, HEAR, DARE, Higher Education Grants, and PLC courses. Parents can come in any time or make appointments to see the CG Team.**  | 2 | C.G, HSCL,  | C.G/HSCL | From 1st year right through to 6th year | Involvement of parents from 1st year. HSCL,School Completion,Access information, University trips. |
| **Places on the Take 5 Summer School, which is a joint initiative between the Access programmes in UCD, DIT/TU, DCU, TCD and NUI Maynooth. Students spend a week visiting the different campuses and meeting with current students in order to get an idea of what it would be like to go to college.**  | 1, 3 | 5th years | CG Team | During the summer period | Access programmes supports |
| **Access initiatives with IADT, which include Art Portfolio Courses and workshops and taster days. Interest has been expressed on the part of IADT to broaden the reach of the contact outside of our Art students to include those who are studying DCG and Construction Studies.**  | 1, 3  | Any students in senior cycle who are interested in creative/artistic professions | *CG Team* | During College Awareness Week (December) | Head of Business School in IADT and Liam Doona, Head of Undergraduate Entry. |
| **Participation in the Community Mentoring Initiative, which is a collaborative programme between TCD, UCD, NCAD, IADT and the Marino Institute. Mentors given workshops to students relating to their own experiences of aiming for College and how they dealt with the challenges of getting their degree.**  | 1, 3 | Any senior cycle students | *CG Team* | Workshops and school visits throughout the year | From UCD Access programme |
| **DCU Summer School run by CTYI offers assessment and places to a number of our students at a reduced rate each year** | 1, 2, 3 | Any students showing high levels of academic potential | *CG Team* | Summer School | DCU Centre for Talented Youth, Ireland. |
| **Forging links with NCI with a view to encouraging students to pursue a degree in a college that has strong support systems.** | 1, 3 | *Senior Cycle students* | *CG Team and Principal* | College Awareness Week and Contact throughout the year | NCI Access Office |
| **College Awareness Week in December each year is a highlight for focusing on raising self-belief and ambition among our students. Guest speakers are invited in from the colleges and businesses to give informative and motivational talks through the week. The week is especially effective at motivating our students to have the confidence to aim high and achieve their potential. There is a special emphasis on inviting representatives from the Access Programmes of the participating HEAR colleges to explain the supportive routes into college. There is also a special emphasis on bringing in past-pupils as speakers during the week in order to present role models of achievements.** | 1, 3 | *Senior Cycle students* | *CG Team* | A week of workshops in December |  |
| **Forging links with local businesses with Mentoring potential for our students. Emphasis again on past-pupils as links. (See Partnerships section)** | 4 | *AmGen (Pharmaceutical), Evros (IT), Roughan and O’Donovan (METEC Consulting Engineers)**GlaxoSmithKline* | *Principal, CG Team* | Throughout the year and after school with possibility of apprenticeships for 6th year students after school.  |  |
| **Strong encouragements and links with the Trinity Access Programme which is one year Foundation Programme that ensures a place for successful students in TCD. We have had great success in this programme and currently have two students in the Liberties part of the programme and two others who have now progressed into the second year Engineering and Human Health and Diseases course.**  | 1, 3 | *6th year students who qualify for HEAR* | *CG Team* | Applications are in February | TAP |
| **We will gather data from LC 2017,2018 and differentiate data by Institutes of Further Education, Colleges and University – Level 6, 7, 8 programme – and also students who are attending colleges through the HEAR scheme and students who are in receipt of supports via TAP.**  | 3 | *CG Team**Students who have left school* | *Principal and CG Team* | Throughout the year |  |
| **Career Guidance Counsellor meets with all students in danger of leaving school. Working collaboratively with the HSCL teacher and the SCP team with students who are at risk of dropping out. Helping with Education Plans and liaising with individual teachers about these plans. Offering supportive counselling with individual students in this category in order to contribute, if possible, to the chances of them remaining in school.**  |  | *C.G/Year Head/Principal/D.P/HSCL/SCP,**Care Team* | *SCP, HSCL, CG* | When student in danger of leaving after all other measures are exhausted. Follow-on to YouthReach, National Learning Network, Solas Training Centre. | YouthReach, NLW, STC |
| **Monitoring:**State how progress will be monitored and at what intervals (monthly/ termly/annually...) over the three years**The transitions will be measured at the end of each of the three years from 2018. It will be measured against the baseline data collected in 2018.** |
| **Evaluation:**State how impact of actions on TRANSITIONS will be evaluated at the end of the three years. **Student tracking each year will give information on educational progression so it will be possible to see if the numbers going to college have increased.** State how progress will be measured, using baseline and targets as guide**Student tracking each year will allow the progress to be measured and will allow us to see if targets have been met.****Where possible it would be advantageous to continue to build up profiles of the successful students and students who do not progress to Further/Higher Education or employment after school. This allows us to see what type of student is more likely to progress and allows us to address issues with students who are not going on to third level or finding employment.** |

**TRANSITIONS AFTER SCHOOL**

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| **YEAR** | **2017** | **2018** |
| **Third Level** | 21 – 30% | 9 – 18% |
| **Trinity Access Programmes** | 0 | 2 – 4% |
| **PLC** | 35 – 49% | 30 – 59% |
| **Apprenticeship** | 10 – 14% | 6 – 12% |
| **Employment** | 5 – 7% | 3 – 6% |
| **Part-Time Studies** | 0  | 1 – 1% |
| **TOTAL** | 71 – 100% | 51 – 100% |

1. \* It is possible that a measure may address a number of targets [↑](#footnote-ref-1)