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Welcome to

Transition Year

2017-18



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Transition Year Programme

Introduction:

The Mission:

The Transition Year programme in Loreto College Foxrock offers each student a broad holistic curriculum enabling her to develop her own particular gifts, reach her full potential and to develop a love of learning. Every opportunity is given to enable students to develop powers of critical reflection thereby building independence of mind, increasing social awareness and social competences and nurturing maturation. It is hoped that by the end of Transition Year the programme will have contributed to the social development of these young teenagers so that they grow up to be autonomous, participative and responsible members of society.

Overall Aims:

Transition Year (TY) is a one-year school based programme designed to facilitate the smooth transition from the dependent learning of the Junior Cycle to the more independent, self-directed learning of the Senior Cycle – in effect it is designed to act as a bridge between Junior and Senior Cycle.

The TY programme at Loreto College Foxrock provides a broad variety of learning experiences both inside and outside the classroom. The student's experience of adult and working life contributes to their personal development and maturity. This, combined with the advancement of general, technical and academic skills, with the emphasis placed on interdisciplinary and self-directed learning are the cornerstones of the Transition Year programme as it is run by Loreto College Foxrock. These aims are interrelated and interdependent and are reflected right across the TY curriculum.

Aims of Transition Year:

The comprehensive TY programme offered by Loreto College Foxrock aims to improve skills and encourage maturity by providing a variety of opportunities to allow for:

- the discovery of personal strengths
- learning about leadership, co-operation and dealing with conflict
- working as part of a team
- developing enterprising skills
- sample and discovery of new subjects
- making informed choices on Leaving Certificate subjects
- building a solid foundation for the Leaving Certificate
- knowledge of the working world
- discovery of career opportunities



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As a result, students explore their own talents and abilities beyond the classroom and can be expected to take on responsibility for themselves and their future.

Structure of Transition Year:

Transition Year was first introduced to Loreto College Foxrock in 1986 with 42 students taking part. The programme has grown to accommodate students 91 registered in 2016-17. Loreto College Foxrock is one of over 550 schools that offer the programme nation-wide.¹ According to the Department of Education & Skills 40,451 students from all around Ireland took part in Transition Year in 2015-16.² Transition Year is managed and run by the Transition Year team - a Programme Co-ordinator and four teachers.

Transition Year Curriculum:

Loreto College Foxrock has designed its TY curriculum to be a dynamic programme, placing continuing emphasis on academic excellence and achievement. The curriculum is designed on the best combination of teaching and learning strategies thus facilitating cross-curricular work, experiential learning and activity-based learning. This balance allows the student to become aware of her multiple intelligences and encourages the development of a wide range of cognitive and emotional processes. It aims to improve and encourage the development of the range of intelligences including the spatial, the logical-mathematical, the bodily-kinesthetic, the inter-personal and intra-personal, and finally the musical and natural intelligences. The TY Curriculum provides a broad and balanced education programme which is learning-led rather than exam-led. This encourages a variety in teaching and learning styles, thus developing life skills where students are led to the point where self-regulated learning takes place.

The TY Curriculum is a balance between the academic and the non-academic. This is annually reviewed and assessed by both teachers and students as a result subjects on offer are subject to change and revision each year. In the academic year 2016-17 the curriculum offered to students included the core subjects as listed below; academic subjects chosen by students themselves and non-academic subjects given on a modular basis.

Academic Areas 2016-17

- **Core Subjects:**

- | | |
|----------------------|-----------|
| ▪ Irish | English |
| ▪ Mathematics | Religion |
| ▪ Physical Education | Computers |

¹ <http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Transition-Year-/Transition-Year.html>

² www.education.ie/en/Publications/Statistics-Reports/



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- Mini-Company Pastoral Care
- Science (Biology, Chemistry, Physics)

• **Optional Academic Subjects - Students select their choice of academic subjects:**

- Art Classical Studies
- Geography History
- Home Economics Music
- Business Studies (Accountancy, Business, Economics)
- Languages: French, Spanish, German
Modern languages must be included in subject options if being considered for senior cycle.

• **Sample Modules:**

- Applied Maths Bridge
- Career Guidance Chinese
- Crafts Culinary Skills
- Development Studies Drama
- Environmental Studies Fashion Design
- Fencing First Aid
- Holocaust Studies Japanese
- Music Appreciation Outdoor Pursuits
- Self Defence SPHE

Work Experience:

- Preparation: Students have to carry out research, seek-out work placements and contact companies directly. **Parents/Guardians must confirm that the placement is a safe and suitable environment.** Students participate in a Health & Safety workshop. Students are briefed on codes of conduct and protocols associated with being out of school and attending a work placement.
- Placement: Students are out on work placement for two weeks.
- Assessment: Students record their experiences, on return to school they then discuss and evaluate their experiences. Employers complete an Assessment Form on the student's performance while on Work Experience.

Community Outreach Programme:

- Preparation: Students have to carry out research, seek-out placements and contact



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organisations directly. **Parents/Guardians must confirm that the placement is a safe and suitable environment.** Students are briefed on codes of conduct and protocols associated with being out of school and attending a community placement.

- Placement: Students are out on community placement for one week.
- Assessment: Students record their experiences, they then discuss and evaluate their experiences. Organisations complete an Assessment Form on the student's performance while on the Community Placement.

Charities 2016-17:

Charity of the Year: **'Pieta House'**

Other Charities such as:

- St Vincent de Paul
- Aware Day
- AnamCara
- 10km Sponsored Walk
- Oesophageal Cancer Fund – Lollipop



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Some of the Additional Activities 2016-17

- Griffith College Legal Debating Competition “Should political experience be a requirement for elected office?”
- Diplomats in the Classroom TY programme – Dept. of Foreign Affairs
- Health Wise Week – Mini-Company involvement
- TAG Workshop Series (TY and the Gardaí) given by Garda W. Molloy
- Participation in Women’s World Day of Prayer in Deansgrange
- GAA Blitz – Loreto Schools Tournament – organised by the TY students
- Musical – ‘Hairspray’ – rehearsals continuing to date.
- An Gaisce - Bronze level – on going activities
- Southside Story – LCF 5th Play
- Leadership Conference 2017 – National Conference Centre, organised by Terenure College
- Global Citizen Mapping – working with Portmarnock Community College
- Bank of Ireland TY Academy
- Dun Laoghaire Rathdown Eco Conference
- TY Careers Evening - Loreto Foxrock parents/guardians talking about their careers to date
- BT Young Scientist Exhibition
- LCF Careers Fair – attended by all TY students
- National Rehabilitation Hospital Careers Evening
- Dun Laoghaire Rathdown County Council AXA Road Safety Roadshow
- The National Ploughing Championships
- Geography fieldwork on Bull Island, River Dargle, and CBC Dublin
- Garda Síochána Open Day
- TAG Rugby with CBC
- TCD TYPE Chemistry Programme
- Loreto Student Council Training Day in Croke Park
- Monthly Book Reviews
- Climbed to the top of Djouce Mountain, Co. Wicklow
- LCF Christmas Fair
- TY Team Building Trip to Co. Offaly
- Science Weeks – Foxrock, DIT (November),
- Christmas Acts of Good Will in the Local Community & TY Kris Kindle Christmas exchange
- DLRCOCO Enterprise Board – Mini-Company Workshops
- History Week – “North Strand Bombings” talk by Ms. M. Dunne.
- TY Christmas Outing – Ger Carey Comedian and Ice Skating -DLRD
- TY Kris Kindle Christmas exchange
- Participation in the School Talent Show
- TY Mini Company Idea Generation Workshop
- Broadcasting – participation in Blackrock College Community Radio
- 10km Sponsored Walk in aid of Pieta House
- Readers & Writers Week – speakers and workshops.
- European Youth Parliament Ireland – Dublin Regional Session
- DATs



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- Assistance at the Foxrock Parish November Remembrance Mass
- TY students of LCF played host to eleven Spanish Students from Madrid in September/October – the first half of the LCF Spanish Exchange. Second half of the exchange will see students travel to Madrid in April/May 2017.
- Manual Handling Awareness Workshop presented by Mr A. Myles
- Work Shop presented by Mr B. Fennessy ‘Ethics, Health & Safety and How to Prepare for Work Experience’

Assessment:

- Continuous Assessment
- Christmas Report
- Transition Year Portfolio and TY Diary
- Work Experience Diaries
- Module Evaluations by Student
- Attendance is closely monitored
- General Conduct and Behaviour
- Evaluation of Transition Year by Parents/Guardians
- End of Year Night for Transition Year

Qualifications 2016-17:

Organisation	Qualifications and Awards
Dept. of Education & Skills/ LCF Transition Year Certificate:	Graded as Distinction, Merit or Pass
Microsoft Ireland Ltd:	Microsoft Office Specialist (MOS)
An Gaisce:	Bronze Award
LCF First Aid Award:	Introduction to First Aid Certificate
LCF Manual Handling Awareness	Certificate of Participation



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Modules 2016-17:

Applied Maths:

Students are introduced to the subject of Applied Maths - a mix between Maths and Physics - which tests students' problem solving nature. In this six-week module, students get a glimpse of some of the topics on the Leaving Cert course, as well as learning how to apply mathematical knowledge to real world problems.

Bridge:

The aim of this module is to introduce a rudimentary knowledge of the game to students. Students will learn a set of basic rules and will develop and understand the etiquette involved in playing the game of Bridge. Students will play competitively with each other and within inter-schools' competition. It is hoped that this course will encourage students to take up the game as a leisure activity which may well develop as a serious competitive sport.

Career Guidance:

The aim of this module is to introduce a taste of the future through the lens of guidance. The students have an opportunity to prepare for their work experience placements, receive an introduction and prepare for the DATs examinations. Work is carried out on subject selection for the Senior Cycle. Other areas of the course include the teaching of research skills using the Internet and the Careers Library. The students register for and learn to navigate Career websites such as Qualifax (the most comprehensive information on further and higher education and training courses) and the Careers News website. The Modular work is supported by two school events - LCF Careers Fair (past pupils currently continuing with their studies are invited back to discuss their course and experiences) and the TY Careers Evening which is run in conjunction with the PSA. At this event, speakers discuss their career paths since leaving school. The girls are also encouraged to participate in events that are posted on the school website (Guidance and Counselling Section) or on the school app where relevant.

Chinese:

This module, run in conjunction with the Confucius Institute in UCD, is designed to give students an introduction to Chinese culture and language. Students will learn about many areas of Chinese culture such as food, music, festivals, family, and calligraphy. They will also learn basic vocabulary in Chinese including greetings, the numbers, family members and food vocabulary. The course provides an introduction to a language which is spoken by 1 in 5 people in the world and a country whose economy is rated as second in the world.



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Modules 2016-17:

Crafts:

The Craft module gives students the opportunity to enhance hand-eye coordination while cultivating aesthetic appreciation. We have seen that this creative outlet has been very relaxing for students and beneficial for both mental health and behavior. Students can design and create a variety of textile decorations for the home using a selection of needlework skills. The designs will have a seasonal theme as the year progresses (Autumnal, Halloween, Christmas, Winter, Spring, Valentines, Easter, Mother's Day, Summer etc.). Students will evaluate the items they have made while developing their vocabulary, sensory skills, and organisational skills.

Culinary Skills:

This programme focuses on building and developing new culinary skills. These skills include: weighing out, portion control, kneading, rubbing-in methods, oven management, time management, presentation and evaluation to name but a few. It promotes cooking as a fun and therapeutic activity and a resourceful skill for everyday life. This year students were faced with a different sweet or savory baking challenge each week. They then competed for the title of "Star Baker"

Drama:

Each six-week drama module for Transition Year students covers a range of activities designed to increase confidence and improve communication skills. As well as dramatic improvisation, students will learn the skills that actors and orators use to deal with the demands of modern life.

Development Studies:

Students learn what it means to be living within a developed or underdeveloped economy. They learn that the world is basically divided unequally (80:20). Through research and discussion, students address the following topics: What is meant by Development and the Developing World; Issues of International Trade and its part in World Inequality; Human Rights and current cases of Rights Abuses; Famine and Food Security and lastly, the "Aid Debate" – questioning best practices of Aid.

Environmental Studies:

This module encourages students to examine the human impact on the natural environment; to explore natural resources on a national and international level and how we exploit these resources. Students are encouraged to look closely at their local environment and question how it impacts on our daily lives.



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Modules 2016-17:

Fashion Design: (recycling theme)

Students explore items in their environment that can be re-used as materials. Students are challenged to design, create and model an outfit (skirt & top/ dress, and headpiece in a team). Students follow the design process when producing their creation and use a range of skills in assembling their creation. Students model their creation in a fashion show at the end of the module and evaluate their design.

Fencing:

This module aims to teach the basic skills of Fencing as a European Martial Art form. By learning the basic footwork and blade skills of this individual sport, students' coordination, posture and fitness are improved which encourages self-confidence. Students learn the rules and formalities of competition and are given an opportunity to represent Loreto College Foxrock in a local schools' competition.

First Aid:

"The First Aid module serves as an introduction to the theory and practice of first aid in accordance with the guidelines of the Health and Safety Authority. Students have an opportunity to learn the basic skills in relation to the assessment of, and dealing with accidents and emergency situations. Students learn skills such as CPR & demonstration of the AED, choking as well as how to deal with a casualty until the emergency services arrive. Classes are both practical and theoretical in nature"

Holocaust Studies:

The Holocaust Studies module takes students on a journey to post WWI Europe, when a decimated German state gave rise to Hitler's Nazis. The module looks at how life changed for the Jewish people as the murder-machine of the Third Reich took a hold. Particular focus is on Life Before the War, The Rise of the Nazis, Ghettos, Concentration Camps and Other Genocides.

Japanese:

Students will not only study the Japanese language but they will also be learning about the unique culture of Japan. During the course students will learn to introduce themselves in Japanese, count, read basic *Kanji*, *Katakana* and *Hiragana* (Japanese alphabets) and write their names in Japanese. Students will learn how to play games in Japanese like *janken*. (rock paper scissors). Some of the course highlights include making *sushi*, dressing in a kimono, drawing *manga*



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Modules 2016-17:

(Japanese comic books) and learning how to use chopsticks. The Japanese language has become very popular in schools throughout Ireland since it became a Leaving Certificate subject in 2004. The language is spoken by 125m people worldwide and until the 2011 earthquake Japan was ranked as the second largest developed economy in the world and opportunities were endless, as they rebuild new opportunities will emerge, should we not be ready to participate in this?

Outdoor Pursuits:

This course offers a variety of 'hard' and 'soft' outdoor skills. Students will learn the required skills for future self-guided trips in the outdoor environment. Course content includes the teaching of practical skills such as the building of mound fires, using portable stoves, selecting an appropriate camp-site and making/ breaking camp. The principles of 'Leave No Trace' are engrained throughout.

The students are also give the opportunity to participate in a number of adventure sports or seasonal activities. Examples include on-site archery and visiting local facilities for skiing, bouldering and ice-skating. Additional off-site activities include orienteering at Carrickgolligan Woods and hiking (Dublin Wicklow Mountains). In all activities, students are encouraged to engage fully, assume leadership responsibilities and, in the case of hiking and orienteering, to learn the navigation and radio communication skills necessary to safely travel in non-urban settings.

Self Defence:

This module aims to encourage basic skills in self-defence, develop street awareness and how to avoid trouble. Students are taught how to block, kick, punch, how to release from locks and holds. This will help physical fitness, strength, endurance and flexibility. During the course students will be encouraged to improve their self-discipline, develop focus in training and using the skills learnt in Frist Aid – how to give medical assistance.

Song Writing:

This module is a short introduction to the world of song-writing and music recording. During the module the students will work together to write a song. The module aims to develop an interest among students in song-writing and to foster the creative talent and musical ability that is present in many of them. Throughout the course students will be guided through the various stages of writing a song, writing lyrics, composing music, designing a CD cover, recording in a professional studio-like atmosphere and performing their song live on stage to an audience. On conclusion of the module, students will have recorded a song of their own composition onto a CD, which each student will be able to take home and keep.



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SPHE:

Students take part in six weeks of SPHE/RSE on a rotational basis. Students continue with the themes of Junior Cycle SPHE -including Social development, Health, Wellbeing and Resilience including Relationships, Emotional Development and Sex Education.

Work Experience:

The TY Work Experience programme provides a broad variety of learning experiences both inside and outside the classroom. The student's experience of working life contributes to their personal development and maturity. When students prepare for and participate in the working environment and finally assess their own performance whilst out of the school environs, they develop their organisational and inter-personal skills and practice self-discipline.

Preparation of the Work Placement:

Students work for two weeks, in two different working environs whenever possible. Dates:

Week 1: 23rd October 2017: *Details to be submitted by 13th September 2017*

Week 2: 29th January 2018: *Details to be submitted by 25th November 2017*

Students are encouraged to spend some time in the summer months researching and seeking out work placements. Students are expected to submit the contact details for work placements by the above dates. **Please note it can be difficult to get a work placement – students are strongly encouraged to search and make initial contact with companies before they return to school in August.** Students should also be aware that they may need to be vetted by the National Vetting Bureau, depending on their placement. Please see Garda Vetting section.

In class (Guidance/ Pastoral Care) students learn how to compile a Curriculum Vitae, how to write a letter to businesses seeking a placement and how to adhere to set deadlines. Students learn and discuss Health and Safety in the work place and how to conduct themselves over the telephone when making direct contact with companies.

During the Guidance/Pastoral Care classes students are prepared for the world of work. **Once a placement has been found, parents/guardians must confirm that the placement is a safe and a suitable environment for their daughter.** Details of the company are then submitted to the work experience data base. Work placement details are also written into their TY Journal and must be signed off as suitable by parents/guardians.



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Extra Blocks of Work Experience:

In accordance with Transition Year Programme Guidelines and best practice, students have been allocated two week's work experience during the course of the year. Additional work experience should, in the normal course of events, take place during the holidays, e.g. mid-term, Christmas, Easter, and summer. Additional work experience during school time is only granted to **exceptional placements**. Permission needs to be sought from Ms. Prendiville in order to attend additional work placements. The protocol for the extra week's work placement can be found in the TY Diary.

Work Experience:

Assessment of the Work Experience Placement:

Students make a written daily record of their experiences in the Work Experience Diary. This can be found in their TY Diary. On return to school students are debriefed and they discuss and assess their placements during Assembly, Pastoral and Tutor times. The Work Experience Diary has been designed to help students evaluate their experience, questions asked include:

- How did the placement go?
- What did you learn? (practical and social skills)

Employers complete and return an Assessment Form on the student's performance whilst on work experience. Students are expected to include this Employer's Assessment Form into their TY Portfolio. During Pastoral Care class each student is asked to make a short presentation to the class giving information on their work placement experience.

LCF Careers Fair and TY Careers Evening

Ms. O'Malley and the Guidance Department organised the LCF Careers Fair in October 2016. Past pupils were invited back into school to discuss their studies and current career paths. Students from TY, 5th and 6th year were invited to attend. The evening gave valuable insights into the content of third level courses from UCD, DIT, TCD, St Patrick's, DUC and Smurfit Business School. The courses and the careers discussed were hugely varied, ranging from Children's and General Nursing, Masters in International and Comparative Law, Law and Politics, Occupational Therapy, Translational Medicine, Applied Languages and Translation Studies to name but a few.

The Careers Fair was then followed up by a TY Careers Evening. This was held in January 2017 with assistance from the Loreto Foxrock Parents' School Association and the Guidance Department.



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Parents/ Guardians from the whole school body were invited into the school to talk with TY students about traditional and newly emerging career paths; how their own careers had changed over time and addressed possible expectations students may have of the working world.

Both evenings were designed to help students prepare for the working environment and to motivate them to work hard. By talking to past pupils, students have a clearer understanding as to what work they have to do in order to achieve their goals. Both the work experience placements and the career evenings may help Transition Year students identify possible career paths. Transition Year is the time to explore options and give serious consideration as to what the individual student may wish to achieve from the senior cycle in school.

In 2016-17 these meetings took place in October 2016 and January 2017 from 18.00 to 20.00hrs. These dates were selected as they fell in the weeks prior to the students' practical work placements. It is envisaged that similar sessions will occur in 2017-18. **If you are willing to participate in these evenings as a speaker, please contact Ms. Early on ty@loretofoxrock.ie**



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Community Outreach Programme:

As part of a broad holistic curriculum offered to TY students, the Transition Year Community Outreach Programme was introduced four years ago. The Outreach Programme reflects the school's Mission Statement and the Loreto philosophy of education by enabling students to contribute to their local community. This programme encourages students to increase their social awareness and sense of responsibility towards those in their community that are less fortunate than themselves. At the same time participation will encourage a spirit of volunteerism, develop students' powers of critical reflection and promote a sense of responsible citizenship. Community Outreach will take place the week of:

5th February 2018: *Details to be submitted by 13th September 2017.*

Students are expected to find a suitable placement in areas such as nursing homes, charity groups, community programmes. Students may work in small groups and are expected to complete a minimum of four hours per day. Please note it can be very difficult to get a community care placement – students are strongly encouraged to search and make initial contact with organisations / community groups / care groups / charities during the summer months. **Once a placement has been found, parents/guardians must confirm that the placement is a safe and a suitable environment for their daughter.** Details of the organisation are then submitted to the Community Outreach data base. The Outreach placement details are also written into their TY Journal and **must be signed off as suitable by parents/guardians, by the 13th September 2017.** Examples of past placement are listed below.

Kilmacud Crokes GAA Club
Belmont Nursing Home
Bray Cancer Society
St. Michael's House
St. Mary's Centre for the Visually Impaired

Boooterstown Parish Youth Club
LauraLynn Children's Sunshine Home
Irish Cancer Society
Kildarton House
Sandyford Community Care Center

DSPCA Animal Campus
Elderly Relative
Dun Laoghaire Old Folks
Blind
Ashbury Nursing Home
Carmona St. John of Gods
Shop
Sallynoggin Youth Community Centre
Dun Laoghaire Rathdown County Council Public Libraries
The Orchard Day and Respite Centre
Cabinteely Parish Centre
St. Michaels House, Grosvenor School
Sisters of Charity, Mount Prospect Ave, Clontarf
Cairn Hill Nursing Home
St Kieran's Special National School, Bray

Dunmore House
St Raphael's Primary School,
Age Action and Irish Council for the
Oesophageal Cancer Fund
Women's Aid Dundrum Village Charity
Sandyford Community Care Center
Sight Savers
Setanta- School for children with autism
Talbot Lodge Nursing Home
NCBI, Bray
Benincasa Special School, Blackrock
Holles Row Community Cafe, Dublin 2
Festina Lente, Bray



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Crosscare's Community Café, Dublin 2

Foxrock Active Retirement

Assessment of the Community Care Outreach Programme:

Students make a written daily record of their experiences in a Community Care Outreach Programme. On return to school students will be debriefed and they discuss and assess their placements during Assembly, Pastoral and Tutor times. Employers of the community care placement will be asked to complete and return an Assessment Form on the student's performance over the course of the week. Students are expected to include this evaluation in their TY Portfolio.

Garda Vetting – Advance Notice

Work Experience, Community Outreach placements and the TY Musical:

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 provide a statutory basis for the vetting of persons carrying out relevant work with children or vulnerable persons. The Act also creates offences and penalties for persons who fail to comply with its provisions. This has had a direct impact on various Transition Year activities.

The Act stipulates that a relevant organisation shall not permit any person to undertake relevant work or activities on behalf of the organisation, unless the organisation receives a vetting disclosure from the National Vetting Bureau in respect of that person.

As a result, TY students who may wish to organise a Work Experience or Community Outreach placement within an organisation or institution that works with children or vulnerable persons must be Garda Vetted.

Adults who may wish to volunteer and help with the organisation and running of the LCF & CBC TY Musical must also be Garda Vetted.

For convenience Garda Vetting forms NVB1, NVB 3 and the Statutory Declaration and Form of Undertaking have been included in this booklet. Also included are the LCF Procedures for both students and parents who may wish to be vetted.



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Garda Vetting: LCF Procedures: Work Experience & Community Outreach

If your daughter wishes to find a placement within an organisation/institution that works with children or vulnerable persons it is recommended that the process be started as soon as possible. This is due to the fact that the process of being vetted can take a considerable amount of time to be completed. It is recommended that the process would be carried out as soon as your daughter has turned 16 years old. In order for LCF to comply with JMB directives with regards to Garda Vetting requirements the following procedures must be followed:

Step 1: Student must be aged 16 years or older. Those under 16 years cannot be vetted.

Step 2: Three forms need to be completed by both Student and Parent/Guardian:

a. NVB1 - Vetting Invitation:

- A student enters their personal details.
- Parent/guardian's mobile number and email details must be supplied, **not** those of the student.
- Please identify the 'Role Being Vetted for' as: **TY Work Experience and Community Care Outreach**
- The Name of the Organisation is given as: **Loreto College Foxrock.**
- Please ensure that the tick box giving consent for the disclosure of information to the National Vetting Bureau is ticked.
- Student signature is required in the Applicant's Signature box.

b. NVB3 - Parent/Guardian Consent Form:

- Student's name and date of birth is entered under Applicant Details.
- The Parent/Guardian enter their personal details, sign and date the form.

c. Statutory Declaration Form:

- Parent/Guardian to complete the form.
- Statutory Declaration to be witnessed by a Practising Solicitor / Commissioner for Oaths / Notary Public / Peace Commissioner
- Once witnessed by those listed above, all completed forms along with photo identification must be brought to the school's reception – see below.

Step 3: Two separate forms of Photo Identity required.

- Parent/Guardian must supply **TWO** separate forms of Photo ID.
- Students must also supply **ONE** form of photo ID.
- Passport and Driver's License recommended. (*Original documents only*)
- All completed documentation must be submitted to the school's Reception. At this point the student will sign page 18 of the Statutory Declaration and Form of Undertaking in front of LCF staff and witnessed by that same staff member.
- A photocopy of the Photo ID will be taken and the original ID documents returned.



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Step 4: LCF will submit completed documents to the National Vetting Bureau.

- The National Vetting Bureau may contact the parent/guardian who in turn will contact Ms Prendiville, Principal of LCF to complete the process.

Garda Vetting: LCF Procedures: Volunteer for LCF/CBC Monkstown Musical

If a parent/guardian wishes to volunteer and work on the LCF/CBC Monkstown musical production they must be Garda Vetted. It is recommended that the process be started as soon as possible. This is due to the fact that the whole process of being vetted can take a considerable amount of time to be completed. In order for LCF to comply with JMB directives with regards to Garda Vetting requirements the following procedures must be followed:

Step 1: Two forms need to be completed by the parent/guardian:

a. NVB1 - Vetting Invitation:

- The parent/guardian enters their personal details.
- Parent/guardian's mobile number and email details must be supplied.
- Please identify the 'Role Being Vetted for' as: **Volunteer for LCF/CBC Monkstown Musical**
- The Name of the Organisation is given as: **Loreto College Foxrock.**
- Please ensure that the tick box giving consent for the disclosure of information to the National Vetting Bureau is ticked.
- Parent/guardian signature is required in the Applicant's Signature box.

b. Statutory Declaration Form:

- Parent/Guardian to complete the form.
- Statutory Declaration to be witnessed by a Practising Solicitor / Commissioner for Oaths / Notary Public / Peace Commissioner
- Once witnessed by those listed above, all completed forms along with photo identification must be brought to the school's reception – see below.

Step 2: Two separate forms of Photo Identity required.

- Parent/Guardian must supply **TWO** separate forms of Photo ID.
- Passport and Driver's License recommended. (*Original documents only*)
- All completed documentation must be submitted to the school's Reception. At this point the parent/guardian will sign page 18 of the Statutory Declaration and Form of Undertaking in front of LCF staff and witnessed by that same staff member.
- A photocopy of the Photo ID will be taken and the original ID documents returned.

Step 3: LCF will submit completed documents to the National Vetting Bureau.



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- The National Vetting Bureau may contact the parent/guardian who in turn will contact Ms Prendiville, Principal of LCF to complete the process.



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For your consideration... *'End of Year Cultural Tour for Transition Years'*

London:

A planned three-day trip to London for May 2017 for Transition Year students has generated much excitement. The itinerary has been designed to engage the students' interest in History, Geography, Science, English, Music and politics. The trip will include visits to the Science Museum, the Natural History Museum, the Theatre and the Cabinet War Rooms. The cost of the trip is approximately €420.

Camino de Santiago de Compostela

In recent years a highlight of the Transition Year has been the **bi-annual** walking pilgrimage of the Camino de Santiago de Compostela. Students from Transition Year and Fifth Year are invited to complete the final stage of the Camino de Santiago de Compostela (from Ferreiros to Santiago) over a six-day period. In May 2016 forty-seven students from both TY and 5th year took part - twenty-four from TY and twenty-three from 5th year. The pilgrimage cost €595. It is hoped that a similar pilgrimage will take place in May 2018.

TY Gaisce Adventure:

A second trip offered to TY students is the Gaisce Adventure in Co. Meath. This was a two-day event costing €79. Students were expected to complete a 25km walk and participate in other adventure activities. The Adventure was open to any student who wishes to take part and had completed close to the full requirements of the Gaisce Bronze Award.

These trips are optional and are an additional cost to the TY fees.

The question for you is this: *Would you like a Transition Year trip abroad to take place?* When considering your answer please bear in mind the following:

- **No trip is guaranteed** – this is about establishing interest.
- A trip abroad is an added expense - a deposit may be required before the end of May 2017.
- Numbers that can travel are limited – if more than the permitted numbers apply, a lottery is held.
- If a student has been suspended at any point throughout the year or has accumulated seven green slips she would be disqualified from the trip – even if payments have been made!



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- A trip in Ireland can see greater numbers travelling however the same disciplinary rule above applies.
- The school is encouraging more subject based trips, for example the Dublin/Madrid Spanish Exchange for TY 2016-17.

For your consideration... ‘End of Year Cultural Tour for Transition Years’

Would you like a Transition Year trip abroad to take place?

I would be grateful if you would return this form indicating your thoughts on the matter and ticking the appropriate box.

Your comments and suggestions are welcome and can be emailed directly to ty@loretofoxrock.ie.

I would be interested in allowing my daughter to participate in the Camino de Santiago de Compostela

I would be interested in allowing my daughter to participate in a cultural trip abroad.

I would be interested in allowing my daughter to participate in a subject based trip abroad.

I would not be interested in allowing my daughter to participate in a trip abroad.

I would prefer a TY trip to remain on the island of Ireland.

Parent/Guardian signature: _____ Date: _____

Student's Name: _____
(Block Letters please)

(Please return by the 26th April 2017)



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