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Welcome to

Transition Year

2019-20



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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

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.



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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 75 registered in 2018-19. Loreto College Foxrock is one of over 550 schools that offer the programme nation-wide.¹ According to the Department of Education & Skills 44,950 students from all around Ireland took part in Transition Year in 2017-18.² 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 2018-19 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 2018-19

- **Core Subjects:**

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

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

² <https://www.cso.ie/px/pxeirestat/statire/SelectVarVal/Define.asp?MainTable=EDA70&PLanguage=0&PXSIId=0>



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- 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 | Career Guidance |
| ▪ Chinese | Computer Coding |
| ▪ Crafts | Creative Writing |
| ▪ Culinary Skills | Current Affairs |
| ▪ Development Studies | Drama |
| ▪ Environmental Studies | Fashion Design |
| ▪ First Aid | Japanese |
| ▪ Outdoor Pursuits | Public Speaking |
| ▪ Self Defence | Song Writing |

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 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.



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Charities 2018-19:

Charity of the Year: **'Irish Cancer Society'**

Other Charities such as:

- St Vincent de Paul
- Down Syndrome Ireland
- Spinal Injuries, Deansgrange
- 10km Sponsored Walk
- Oesophageal Cancer Fund – Lollipop Day
- Respect Charity



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A sample of Additional Activities 2018-19

- Musical – ‘Back to the 80’s’ – rehearsals continuing to date.
- Terenure College Leaders On Our Level 2019 Conference
- Microsoft’s HackNation
- Preparation for Gaisce Hike 25km walk
- LCF Careers Talks: Speakers from the following Universities:
 - Ryerson University, Canada and Minerva San Francisco, USA
 - Fontys University of Applied Sciences, Netherlands and EUNICAS
- UCD TY Libraries
- Gaelinn – Cursaí Cumarsáide
- Health Wise Week – Mini-Company involvement
- Foxrock Tidy Towns Christmas Market
- St. Brigid’s NBS Athletics Blitz in the National Sports Area
- GAA Blitz – Loreto Schools Tournament – organised by the TY students
- An Gaisce - Bronze level – on going activities
- Van Trapped – LCF 5th Play
- Dun Laoghaire Rathdown Eco Conference
- BT Young Scientist Exhibition
- LCF Careers Fair – attended by all TY students
- Dun Laoghaire Rathdown County Council AXA Road Safety Roadshow
- The National Ploughing Championships
- TCD TYPE Chemistry Programme
- Loreto Student Council Training Day in Croke Park
- Climbed to the top of Djouce Mountain, Co. Wicklow
- LCF Christmas Fair
- TY Team Building Trip to Co. Offaly
- Science Week – Foxrock
- Christmas Acts of Good Will in the Local Community & TY Kris Kindle Christmas exchange
- DLRCOCO Enterprise Board – Mini-Company Workshops
- TY Christmas Outing – Ger Carey Comedian, Ice Skating Dundrum
- TY Kris Kindle Christmas exchange
- Participation in the School Talent Show
- TY Mini Company Idea Generation Workshop
- Comhairle na nÓg AGM
- Dun Laoghaire Rathdown STEM programme
- Broadcasting – participation in Blackrock College Community Radio
- 10km Sponsored Walk in aid of Irish Cancer Society
- European Youth Parliament Ireland – Dublin Regional Session
- Assistance at the Foxrock Parish November Remembrance Mass
- TY students of LCF played host to seven Spanish Students from Madrid in September/ October, students will return to Madrid in April/May 2019.
- TY students play host to four French Exchange students from Nantes and return to France in April-May 2019.
- 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’



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- Introduction to Hockey Umpire Course with Carol Metchette
- IFI –The Founder film
- SOAR Workshop

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’
- Introduction to Hockey Umpire Course with Carol Metchette
- IFI –The Founder film
- SOAR Workshop

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 Exhibition for Transition Year

Qualifications 2018-19:

Organisation	Qualifications and Awards
Department of Education & Skills/ LCF Transition Year Certificate:	Graded as Distinction, Merit or Pass
UCD Confucius Institute for Ireland	Certificate for Chinese Language and Culture
Environmental Health Officers Association	SafeFood for Life Hygiene Certificate
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 2018-19:

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.

Career Guidance:

The aim of this module is to introduce a taste of the future through the lens of guidance. This year the students embarked on a new career exploration module developed by the NCGE (National Centre for Guidance in Education) called Euro-Quest which is designed to promote the educational mobility of Irish students across Europe, with the aim of encouraging students to consider choosing to do part or all of their future study or apprenticeship in a European college / university country.

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 and Careers Portal (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.

Computers – Lego Coding

The aim of this module is to introduce the students to challenge students to think like scientists and engineers. Each year there is a new challenge which allows the student to choose and solve a real-life problem in the project. They will also build, test and program an autonomous robot using LEGO Mindstorms to solve a set of missions in the Robot game. The students may then compete in the First Lego league competition in January.



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Modules 2018-19:

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.

Creative Writing:

The creative writing module is designed to give students an opportunity to develop their creative voice through writing. It aims to give students an understanding of the process of writing, key aspects of writing fiction. We will also look at famous Irish writers such as Frank O' Connor and other foreign Nobel winners such as Alice Munroe. We will use a series of approaches to help students to begin to write. The main aim of the module is to empower, inform and instil in them the possibility that everyone has the ability to write.

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"

Current Affairs:

This module provides the opportunity for students to become more mindful of current national and international events. Students are encouraged express their views on these events whilst at the same time show respect for other peoples' viewpoints. Students also learn from the past by examining the events of the Holocaust. They learn why the Jewish people and other minority groups were targeted. Students are encouraged to participate in class and are given an opportunity to engage and explore the conditions in which the Jewish people and other minority groups were detained and treated. Documentaries, films and case studies will be shown in order to assist the students.



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Modules 2018-19:

Drama:

Each 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 the year group as a whole to examine how everyday human activity and related products effect the environment. Over the course of the module each class group selects a different aspect of daily life e.g. make-up, food, clothing, electronics. Having decided on their chosen category, students scrutinize the manufacturing processes involved, investigate how waste generated is managed, and how the packaging and the distribution of the final product impacts the environment. Students are expected to question how their own actions and choices contribute to the overall health of the environment and if future decisions would be influenced by the results of the investigation.

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.

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"



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Modules 2018-19:

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* (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.

Public Speaking

The ability to speak in public and communicate with others is an essential skill in today's world. The aim of this module is to build confidence in students to allow them to speak and present in front of others – knowing that these are skills to be carried throughout life.

Over the course of the twelve weeks students will learn the importance of delivery and body language and learn how to engage an audience. They will also learn how to prepare for a variety of public speaking tasks (whether they are to small or larger groups), how to structure a talk and how to build good content.

With guidance throughout the module, students will master the art of speaking without notes. The final goal is that each student will prepare and research a three-minute speech on a topic of their choosing. They will then deliver this speech to an invited audience of their peers – and do so without notes.



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Modules 2018-19:

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 First Aid – how to give medical assistance.

Song Writing:

This module is a short introduction to the world of song-writing and music recording. It 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. During the module the students will form a “band” together and write at least two songs. Throughout the course students will be guided through the various aspects of writing a song and being in a band: writing lyrics, composing music, designing a CD cover, recording in a professional studio-like atmosphere, performing their song live on stage to an audience, and creating music videos for their songs.



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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: 21st – 25th October 2019

Week 2: 3rd – 7th February 2020:

Details for both placements to be submitted by: **20th September 2019**

Students are encouraged to spend some time during the Easter holidays and in the summer months researching and seeking out work placements. Students are expected to submit the contact details for work placements by the 20th September 2019. **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 should they be working with children or people in care 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/organisation are then submitted to the TY Class Tutor. Work placement details are also written into their TY Journal and must be signed off as a suitable environment by parents/guardians. **Please note that any work experience placement found outside of the Republic of Ireland is not covered by the school's insurance policy. In such cases parents/guardians are responsible for the arrangement of the appropriate insurance cover for a work placement abroad.**

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.



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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

Ms. O'Malley and the Guidance Department organised the LCF Careers Fair in November 2018. Past pupils were invited back into school to discuss their studies and current career paths. Students from TY are expected to attend. The evening gave valuable insights into the content of third level courses from institutions such as UCD, DIT, TCD, St Patrick's, DUC and Smurfit Business School. The courses and the careers discussed were hugely varied, ranging from Law and Politics, Nursing, Masters in Psychology, Business, Economics, Social Studies, Pharmacy, Human Genetics, Medicine, Animal Science, Business and Law, Beauty Therapist to name but a few.

The Careers Fair was then followed up by a series of Career Talks where representatives from companies, organisations and universities are 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.

These events are 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 events 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.



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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:

10th February 2020: *Details to be submitted by 20th September 2019.*

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. Garda Vetting may have to be completed when working with the young and the vulnerable - please see Garda Vetting section. **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 20th September 2019.** 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

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

DSPCA Animal Campus
Elderly Relative
Age Action and Irish Council for the Blind
Carmona St. John of Gods
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
Hollis Row Community Cafe, Dublin 2
St Kieran's Special National School, Bray
More listing can be found on the TY Notice Board

Dunmore House
St Raphael's Primary School,
Ashbury Nursing Home
Women's Aid Dundrum Village Charity Shop
Sandyford Community Care Center
Peter McVerry Trust
Setanta- School for children with autism
Talbot Lodge Nursing Home
NCBI, Bray
Benincasa Special School, Blackrock
Festina Lente, Bray
Crosscare's Community Café, Dublin 2



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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: Two 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.

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.

Step 4: LCF will submit the completed Vetting Invitation (NVB1 and NVB3) documents to the Joint Managerial Board (JMB). The JMB will contact Parent/Guardian by email to complete the online Vetting Form. Parent/Guardian will receive another email when the process is complete.



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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 the completed Vetting Invitation (NVB1) documents to the Joint Managerial Board (JMB).

- The JMB will contact Parent/Guardian by email to complete the online Vetting Form.
- Parent/Guardian will receive another email when the process is complete.



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2016
Celebrating
75 years

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

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. This year seventy students from both TY and 5th year will take part in the 100km pilgrimage. The pilgrimage cost €634.

TY Gaisce Adventure:

A second trip offered to TY students is the Gaisce Adventure in Co. Meath. This was a two-day event costing €25. 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 October 2019.
- 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 could be disqualified from the trip – even if payments have been made!
- 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 and the Dublin/Nantes French exchange for TY 2018-19



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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 29th April 2019)