



**LORETO COLLEGE
FOXROCK**

Transition Year 2026/27

Information Booklet

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, social competences and nurturing maturation. The 2026/27 Transition Year programme is designed to encourage the social development of these young teenagers so that they grow up to be autonomous, participative, and responsible members of society.

Transition Year:

Transition Year (TY) is a one-year school-based programme and is an integral part of the senior cycle whose guiding principles are designed to educate the whole person; it builds on the learnings of the Junior Cycle. The LCF TY programme has been designed to meet these eight guiding principles:

1. Wellbeing and Relationships
2. Inclusive Education and Diversity
3. Challenge, Engagement and Creativity
4. Learning to Learn, Learning for Life
5. Choice and Flexibility
6. Continuity and Transitions
7. Participation and Citizenship
8. Learning Environments and Partnerships.

These principles are embedded into our TY curriculum and aim to enrich every student's TY experience, encourage engagement and develop the competency of the individual. The programme is also 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 emphasis placed on interdisciplinary, self-directed learning and reflection of that 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:

- Building and developing the key competencies needed for the Leaving Certificate and beyond
- 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
- 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. Our programme promotes the Key Competencies for the Senior Cycle, these are:

- Thinking and solving problems
- Communicating
- Participating in society
- Managing learning and self
- Being creative
- Working with others
- Cultivating wellbeing

To quote the Dept. of Education’s Transition Year Programme Statement *“...these competencies are linked and blend together, can improve students’ overall learning, can help students and teachers to make meaningful connections between and across different areas of learning, and are important across the curriculum.”**

Structure of Transition Year

Transition Year was first introduced to Loreto College Foxrock in 1986. Loreto College Foxrock is one of many schools that offer the programme nation-wide. According to the Department of Education 60,520 students from all around Ireland took part in Transition Year in 2024-25. Transition Year in LCF is managed and run by the Transition Year team - a Programme Co-ordinator, Year Head and five Tutor 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-kinetic, the inter-personal and intra-personal, and finally the musical and natural intelligences. The TY Curriculum provides a broad and balanced education programme that is

learning-led rather than exam-led. This encourages a variety of 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 and as a result, subjects on offer are subject to change and revision each year.

In the academic year 2025/26 the curriculum offered to students included the core subjects which were studied for the full academic year, academic subjects chosen by students themselves and non-academic subjects given on a modular basis. This structure facilitates the students' exposure to a greater number of academic subjects over the year. This broad range provides TY students with a realistic picture of what the senior cycle demands within the Leaving Certificate programme. It allows students to make an informed choice when selecting their Leaving Certificate subjects thus ensuring a confident and smooth start to 5th Year.

Academic Areas 2025/26

- **Core Subjects:**

- Irish
- Mathematics
- Physical Education
- SPHE
- English
- Religious Education
- Computer Studies

- **TY Specific Subjects:**

- Career Guidance
- English and Communication
- Mathematical Applications
- Digital Media Literacy
- Irish Language and Culture

- **Optional Academic Subjects**

- Accountancy
- Applied Mathematics
- Art
- Biology
- Business
- Chemistry
- Classical Studies
- Economics
- French
- Geography
- History
- Home Economics
- Leaving Cert PE (LCPE)
- Music
- Physics
- Spanish

Modern Language must be included in subject options if being considered for senior cycle.

Finally, all students studied the short course modules listed below over the year. These were on average five weeks in length. These modules are reviewed and changed regularly.

• **Short Course Modules:**

- Art Appreciation
- Chinese Language and Culture
- Computer Coding
- Cultural Education
- Enterprise
- First Aid
- Justice, Peace and Integrity
- Outdoor Pursuits
- Self Defence
- Sustainable Development
- Bridge
- Classical Studies
- Cooking
- Drama
- Film Making
- Japanese Language and Culture
- Music Appreciation
- Research Skills
- Song Writing
- Tutorial

Assessment:

- Continuous Assessment
- November House Exams and Reports
- Transition Year Digital Portfolio and TY Diary
- Module Evaluations by Student
- Attendance is closely monitored.
- General Conduct and Behaviour
- Evaluation of Transition Year by parents/guardians
- TY End of Year Exhibit

Qualifications 2025/26:

Organisation	Qualifications and Awards
Dept of Education & Skills/ LCF Transition Year Certificate	Graded as Distinction, Merit or Pass
An Gaisce (Irish President’s Award)	Bronze Award
LCF First Aid Award	Introduction to First Aid Certificate
The Law Society	Look Into Law TY Programme Certificate

TY Work Experience & Community Outreach Programme

TY Work Experience and the Community Outreach Programme provide 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 interpersonal skills and practice self-discipline.

Traditionally students participate in two work experience placements of one week duration for each placement. Students also take part in a week's community outreach – giving back to the local community. Work experience and community outreach take place in the weeks leading up to the October and February mid-terms. In the academic year 2026-27 these placements dates are as follows:

Week 1:	Monday 19th – Friday 23rd October 2026
Week 2:	Tuesday 2nd – Friday 5th February 2027
Week 3:	Monday 8th – Friday 12th February 2027

The dates given are interchangeable – students may do their community outreach in October, or they may choose to select the first/second week in February to complete their obligations.

Parents/Guardians must establish that ALL placements are a safe and suitable environment for their daughter. Students are expected to adhere to all guidelines and protocols as laid out by the company/organisation that they are placed with to remain Covid safe and be able to return to school following their placements.

It should be noted that the dates assigned are subject to change given prevailing circumstances and recommendations received from the Dept of Education and Science in relation to any restrictions being put in place due to Covid 19, (hopefully, this is a thing of the past).

Preparation:

- While in 3rd Year students will need to carry out research, seek out work placements and contact companies/organisations directly to secure a placement. Students are encouraged to spend some time during the upcoming Easter and summer holidays researching and seeking out work placements.
- As there can be a high demand for various work experience/community outreach placements, e.g., medical-based placements, DSPCA, etc students are advised to begin their search for their chosen companies/organisations this term.
- Students should also be aware that once they reach the age of 16 years and if they hope to work with children or people in care, they will need to be vetted by the National Vetting Bureau. Please see Garda Vetting section.
- On return to school at the end of the summer holidays, students will have until the **18th of September 2026** to upload the details of all **three** placements to a designated TEAMS folder. Details needed

include the contact's name, company/organisation name, address, telephone number and email address.

- During the month of September Class Tutors will give clear instructions as to how best to upload these details to TEAMS in the weeks leading up to the deadline of the **18th of September 2026**. These details will also be written into the TY Diary by the student and must be signed by a parent/guardian thus indicating that it is a suitable environment.
- From the 18th of September 2026 contact will be made with companies/organisations confirming placements and forwarding the necessary documentation such as the school's insurance indemnity letter, and various LCF forms that will need completion by the employer.
- **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.**
- Students will participate in a Health & Safety briefing before heading out on their first placement. Students will be briefed on codes of conduct and protocols associated with being out of school and attending a work placement.

Placement:

- While on placement contact will be made by the TY Team to ensure that all is going smoothly and to the satisfaction of both student and employer.
- Students will record what they learnt and observed and how they responded to the demands placed upon them while with the company/organisation. They will reflect and evaluate the whole experience.

Assessment:

- Students record their experiences and complete an evaluation of their placement in their TY Diary. This section of the TY Diary has been designed to help students reflect on their experiences and help them to recognise how their practical and social skills have grown.
- In the weeks following a return to school students will discuss, reflect and evaluate their experiences in class with their Tutors and classmates.
- Employers and/or Supervising Managers will be asked to complete an Assessment Form on the student's performance while on Work Experience or Community Outreach. These will be returned to the student to include in her TY Portfolio.

Additional Blocks of Work Experience:

In accordance with Transition Year Programme Guidelines and best practice, students have been allocated two weeks work experience during the year. Additional placements should, in the normal course of events, take place during the holidays, e.g., mid-term breaks, Christmas, Easter or summer.

Additional work experience during school time is only granted to **exceptional placements**. Permission needs to be sought from Ms Early to attend additional work placements. Please see the protocol for the extra week's work placement/outside course below:

Protocols for Additional Work Placement or Outside TY Courses:

- Permission needs to be sought from both Ms Early (TY Co-ordinator) and sanctioned by Ms Gleeson (Principal) to participate in an additional work placement. It is especially important this year that students discuss the extra placement with Ms Early and seek advice before formal permission for an extra work placement is sought.
- A formal **letter of request** is to be written and addressed to Ms Early. The letter must state the name, address and contact details of the placement, the requested dates and a clear statement indicating as to why an additional week's work experience should be granted.
- This letter should be written well **in advance** (ideally one month) of the requested date and needs to be signed by both the student and her parent/guardian. This letter must then be given to Ms Early for approval who will pass this along to Ms Gleeson for final approval.
- Once approved, the student will upload the details of the placement to the designated folder on TEAMS. This data will be used by the TY Co-ordinator to contact the prospective employer and forward the relevant documentation needed.
- If the placement is not sanctioned the days out of school are counted as **ABSENT** and the student may not be covered by the school's insurance. Remember students absent from school in excess of 20 days may not be awarded a TY Certificate.
- On return to school the student will complete a review and evaluation of the placement in her TY Diary.

Community Outreach Programme:

As part of a broad holistic curriculum offered to TY students, the Transition Year Community Outreach Programme was introduced over a decade ago. The 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.

Students are expected to find a suitable placement in areas such as nursing homes, charity groups and 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 outreach placement. Students are strongly encouraged to search and make initial contact with organisations/community groups/care groups/charities during the summer months.

For those students that are 16 years old Garda Vetting may have to be completed when working with the young and the vulnerable - please see Garda Vetting section.

The preparation, placement and assessment of the community outreach placements follow the same protocols as laid out above for the work experience programme.

Past Placements include:

Four Ferns Nursing Home	Team Hope
Muslim Sisters of Eire	Newtownpark Parish Centre
Daughters of Charity Community Services, Bray	St Vincent de Paul, Ballinteer
ALONE, Dublin 8	Self-Help Africa - Gorta, Stoneybatter
Kilmacud Crokes GAA Club	Boooterstown Parish Youth Club
Belmont Nursing Home	LauraLynn Children's Sunshine Home
Bray Cancer Society	Irish Cancer Society
St. Michael's House	Kildarton House
St. Mary's Centre for the Visually Impaired	Sandyford Community Care Center
DSPCA Animal Campus	Dunmore House
Elderly Relative	St Raphael's Primary School
Age Action and Irish Council for the Blind	Ashbury Nursing Home
Carmona St John of Gods	Women's Aid Dundrum Village Charity Shop
Sallynoggin Youth Community Centre	Sandyford Community Care Center
Dun Laoghaire Rathdown County Council Public Libraries	Peter McVerry Trust
The Orchard Day and Respite Centre	Setanta School for children with autism
Cabinteely Parish Centre	Talbot Lodge Nursing Home
St Michael's House, Grosvenor School	Crosscare, Dublin 7
Sisters of Charity, Mount Prospect Ave, Clontarf	Benincasa Special School, Blackrock
Holles Row Community Cafe , Dublin 2	Festina Lente, Bray
St Kieran's Special National School, Bray	Crosscare's Community Café, Dublin 2

Garda Vetting Advance Notice – TY Work Experience, Community Outreach Placement and Parent/Guardian involvement in 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 Work Experience or a 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.

It is recommended that the Garda Vetting process be started as soon as possible since the process of being vetted can take a considerable amount of time. **Persons under 16 CANNOT be vetted. Please note that students must be over the age of 16 on the day of signing Garda Vetting forms.**

Below is a brief overview of the process:

1. Validation Form

You must complete a Vetting Validation Form and return it to the school in hard copy. This form must be signed and accompanied by documentation verifying your identity and current address.

Under National Vetting Bureau (NVB) guidelines, the documents you provide must total at least **100 points**. You must include **at least one form of photographic ID** and **one document showing proof of address**. This list can be found at the back of the application form.

2. Online Vetting Invitation

Once the completed Validation Form and ID documents are returned, we will issue an online vetting invitation using the JMB Vetting Portal. You will receive an email with your username, password, and a link to access the portal.

3. Completing the Online Form

Follow the instructions in the email to complete your vetting application online. You will be asked to select the role for which you are being vetted from a dropdown menu.

Examples of roles include:

- Host family
- School musical assistant
- Sports coach

School Placement Roles:

- Student placement in a care home
- Student placement in a creche
- Student placement in a hospital
- Student placement in a Montessori school
- Student placement in a preschool
- Student placement in a primary school

If you are under 18, a parent or guardian will also need to sign a consent section on the form.

4. National Vetting Bureau (NVB) Correspondence

After submitting the online form, you will receive an email from the National Vetting Bureau. You must respond to this email within **30 days** for your application to proceed.

5. Final Disclosure

Once processed, the vetting disclosure will be sent to the school. A hard copy will also be provided to you for your records.

If you have any questions about any stage of the process, please don't hesitate to contact the school office. *Sample of Garda Vetting form next page.*

This form is the consent form and must be completed by all Vetting Subjects, including students. It must be submitted to the school in hard copy and must be signed and dated in black or blue ink. Photocopies/scanned copies will not be accepted.

This form and the identification documents must be retained in compliance with the requirements of the NVB and the school's GDPR policy.



Name of School: Loreto College Foxrock Roll No.: 60240J

School address: Springfield Park, Galloping Green South, Dublin 18, D18 FT21

In order to proceed with a vetting application, it is a requirement under National Vetting Bureau (NVB) procedures that the applicant must provide proof of their identity and proof of their current residence. The score value of the **identification documents provided, which must include one copy of photographic evidence and at least one copy of proof of residence**, must reach a minimum of 100 points in accordance with the NVB Vetting ID 100-point system.

FORM WILL BE RETURNED IF INCOMPLETE

Insert applicant details:

Full name:

Current address:

*Email address:

** Please note: applicants under 18 years of age must provide a parent's/guardian's email address.*

* Contact phone no.:

** Please note: applicants under 18 years of age must give a parent's/guardian's contact number.*

Role being Vetted for:

Declaration:

Please tick box

I have provided documentation to validate my identity as required and I consent to the making of this application and to the disclosure of information by the National Vetting Bureau to the Liaison Person pursuant to Section 13(4) (e) National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 - 2016.

Signed by vetting applicant: Date:

Declaration:

If applicant is under 18 years of age parental consent is required.

I, being the parent/guardian of the above-named applicant, consent for the National Vetting Bureau to conduct vetting in respect of the above-named applicant in accordance with the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 - 2016

Name of parent/guardian (*please use block capitals*)

Signed by parent/guardian: Date:

PLEASE NOTE: Under Section 26(b) of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 -2016 it is an offence to knowingly make a false statement for the purpose of obtaining or enabling another person to obtain a vetting disclosure.

Identification	Score	Tick
Irish driving licence or learner permit (new credit card format)	80	
Irish Public Services Card (Please note that an organisation can only request or accept the PSC if it is a specified body under Schedule 5 of the Social Welfare Consolidation Act 2005 (as amended) .)	80	
Passport (from country of citizenship)	70	
Irish certificate of naturalisation	50	
Birth certificate	50	
Garda National Immigration Bureau (GNIB) card	50	
National Identity Card for EU/EEA/Swiss citizens	50	
Irish driving licence or learner permit (old paper format)	40	
Employment ID		
• ID card issued by employer (with name and address)	35	
• ID card issued by employer (name only)	25	
Letter from employer (within last two years)		
• Confirming name and address	35	
P60, P45 or Payslip (with home address)	35	
Utility bill e.g. gas, electricity, television, broadband (must be less than 6 months old. Printed online bills are acceptable. Mobile phone bills are not acceptable)	35	
Public services card/social services card/medical card	25	
• With photograph	40	
Bank/Building Society/Credit Union statement	35	
Credit/debit cards/passbooks (only one per institution)	25	
National age card (issued by An Garda Síochána)	25	
Membership card		
• Club, union or trade, professional bodies	25	
• Educational institution	25	
Correspondence		
• From an educational institution/SUSI/CAO	20	
• From an insurance company regarding an active policy	20	
• From a bank/credit union or government body or state agency	20	
Children under 18 years (any one of the following)		
• Birth certificate	100	
• Passport	100	
• Written statement by a principal confirming attendance at educational institution on a letter head of that institution	100	
Recent arrival in Ireland (less than 6 weeks)		
• Passport	100	
Vetting Subject is unable to achieve 100 points**		
• Affidavit witnessed by a Commissioner for Oaths	100	
TOTAL		

LCF Language Exchange Programme

It has long been recognised that immersion within a culture - listening and talking with native speakers on a daily basis contributes greatly to the learning and increased fluency of a language. Transition Year provides students with an opportunity to take the time to improve and develop their language skills. To this end, LCF has built up solid trusted relationships with schools in Spain and France and has established language exchange programmes with schools in Malaga, Seville, Nantes and Marseille.

The advantages of the LCF Exchange Programmes are that:

- The exchanges are carried out during the school term and therefore the LCF student will not be marked absent from school as she would be if she were taking part in a private exchange.
- When planning our exchange dates, we try to avoid TY students missing out on the Musical and enable them to participate in at least two weeks of work/community outreach placements.
- The cost is considerably less than a private exchange - airfare and a small administrative cost plus the cost of keeping a student in your family.
- Each year participating families have helped and supported each other while hosting students - this has been invaluable to parents and LCF students.
- The reassurance that careful planning and matching of students is done and communication between host families is certainly easier.
- The exchange programme is overseen by Ms Deirdre McDonnell and Ms Claire O'Connor, both French and Spanish teachers in Loreto.
- The programme has proven itself to be popular and places are limited as we plan for TY 2026-27.
- Students going into TY have the option of applying to the TY Exchange Programme.
- This is a Loreto Foxrock school-run partnership with schools in Spain and France.
- **All Applicants MUST be willing to HOST their exchange student in their home while they attend Loreto Foxrock.**
- Hosting involves taking full responsibility for the safety and entertainment of the exchange student while she is a guest in your home. You will be hosted by her in return.
- Exchanges usually last from 3 to 4 weeks, depending on the school and group requirements.

TY Loreto College Foxrock Student Exchange Programme

- In general, the French/Spanish students are hosted either pre-Christmas and in April or May. The Irish girls travel to France/Spain in April/May - after Easter. **This is subject to change, depending on the year and the school**, for example LCF students may go to France to their exchange student first, return to Dublin to then host their exchange student.
- A teacher will travel with the students to France/Spain and check in on them in their French/Spanish school on their first day. Students travel home together unaccompanied.
- Students pay for their airfares (booked by the school) and the cost of the teacher's flight is divided between the group.
- All efforts possible will be made to accommodate applicants who wish to travel together in pairs.
- The possibility of sending larger groups of students will depend on the number of applicants in the French/Spanish schools so no guarantees can be given. We try to keep the groups small (less than 10) as this makes integration into classrooms easier in our partner schools and here in Loreto Foxrock.
- **Students who wish to participate in the TY 2026-27 Exchange Programme must fill out the Application Form online by emailing languageexchange@loretofoxrock.ie and return it by email only.**
- When returning your completed form please specify in the email subject area your preference of country either **FRANCE or SPAIN** and the teacher names, Ms McDonnell and Ms O'Connor. Completed forms to be submitted **by 4.00 pm on Friday, 1st May 2026.**
- PLEASE WRITE CLEARLY ON YOUR APPLICATION THE NAME OF ANOTHER STUDENT YOU WOULD LIKE TO GO ON THE EXCHANGE WITH AND WE WILL DO OUR BEST TO ACCOMMODATE YOU.

Our Exchange Partner Schools:

- Nuestra Senora del Loreto, Seville, Spain
- Colegio Estanislao de Koskta Malaga, Spain
- La Perverie Lycee, Nantes, France
- Lycée Viala La Coste, Salon de Provence in Marseille, France

Privately Arranged Language Programmes Abroad:

Should you wish your daughter to participate in a privately arranged language course abroad it is probably best to do this in June as the school term in France, Spain and Germany continues beyond May. This allows students to complete the full TY Programme. Travelling in June also provides a solid activity for the student to be completely occupied during the month of June while parents work and younger siblings are still in primary school.

If this is not possible then May would be the time to travel as much of the major events of TY will have been completed although the adventure portion of Gaisce may not be completed until April/May 2027. Please note that students participating in language programmes organised outside of Loreto College Foxrock are not covered by the school's insurance and students would be marked absent from school.

Charities 2025/26:

To date several charities were supported including St Vincent de Paul, Saoirse Women's Refuge, Barnardo's Loughlinstown, Oesophageal Cancer Fund and the Irish Cancer Society.

Additional TY Activities 2025/26:

The robust and proven LCF TY programme has offered our 2025-26 TY class a well-rounded experience. The additional activities listed below have contributed to the broad educational curriculum that is an essential part of Transition Year.

Our broad TY subject curriculum prepares the students for the rigors of the upcoming Leaving Certificate programme and our timetabled TY modular classes have provided for the inclusion and development of life skills, individual talents and progression of personal maturity. The following is a sample list of activities that allow students to employ these skills within the broader community. These opportunities encourage each individual to conquer the challenges they have set for themselves and fulfill the stated aims and fulfill the eight guiding principles and competencies

Sample Activities: August 2025 – March 2026

- Social Entrepreneurship - Presentation by J. O'Shea previously of GOAL
- LCF College Fair
- Week 1: Work Experience/Community Outreach
- European Youth Parliament (EYP) Dublin Conference
- LCF Open Evening, TY students played a key role in meeting and assisting visitors to the school.
- School Mass
- Cultural Activity: National Gallery of Ireland, Glasnevin Cemetery, Dublin Castle, Chester Beatty Library, National Maritime Museum Dun Laoghaire
- History Week – talks given by P. Cullivan – Michael Collins Survivor and Mr Tomi Reichenthal, Holocaust Survivor
- LCF General Election Debate and Vote
- Christmas Outings – ice skating, film
- Comhairle na nÓg AGM
- Stripe Young Scientist and Technology Exhibition
- National Ploughing Championships in Ratheniska, Co. Louth
- Welcome extended to exchange students arriving from Spain and France
- Ignatian Spirituality TY Retreat
- Team Building in Carlingford Adventure Centre
- UNICEF Activism and Advocacy Training online programme
- TYs participated in the LCF Christmas Concert, Carol Service and 6th Year Talent Show
- LCF Jingle Bell Run – a whole-school charity event where TY students ensured the smooth running of the day.

- LCF Hockey Blitz for students from local schools where TY hockey teams ensured the smooth running of the day.
- Loreto Swim Gala
- LCF & CBC musical “High School Musical” – auditions (cast and dance) and rehearsals are on-going
- Bar Council: TY Look Into Law Programme
- Law Society of Ireland: Solicitors of the Future TY programme
- Camino training begins
- Week 2 and 3 of Work Experience / Community Outreach
- RCSI MiniMed, MiniScience, MiniPharm and MiniPhyiso Programmes
- DNG TY Programme
- TCD School of Physics TY Programme
- UCD ‘So You Want to be a Doctor’
- Gaisce activity ongoing
- Careers Talk: Class of 2025 – College experiences
- Continuous development of the students’ individual TY Portfolio and TY Diary
- 10km Sponsored Walk Sutton to Malahide Castle
- Summit Sisters with Mountaineering Ireland
- LCF GAA Coaching and Leadership Programme – working with local primary schools.
- College Open Days e.g. IADT, NCI: CAO Open Day
- STEPS Engineers Ireland - Engineering Your Future TY Programme
- TY Musical – High School Musical

TY Modules 2025-26

Art Appreciation:

Art can be enjoyed and appreciated by everyone from experts to complete novices. In the Art Appreciation module students will be introduced to some of the greatest artists and artworks throughout the history of art. They will learn how to look at and analyze a work of art. This will be broken down into easy steps under different headings. Students will learn about the different styles, techniques, and media used by artists to create and make their work. They will learn to understand how the artist responded to different themes and events. They will become familiar with the language and artistic terms used to discuss a work of art and they will develop their ability to communicate their ideas and opinions. Students will explore the work of the following artists: Jan Van Eyck, Leonardo Da Vinci, Michelangelo, Van Gogh, and Picasso.

Bridge:

Mini-Bridge provides an opportunity for students to engage in a mentally stimulating activity that promotes social interaction and respectful competition. This module is an introduction to Mini-Bridge covering the topics of counting high card points, announcing points, declarer and defender play on No Trumps. The game helps students develop important skills such as concentration, memory, problem-solving, and decision-making. Because Mini-Bridge has clear rules and a structured format, it is easy to learn while still offering plenty of challenge and enjoyment.

Chinese Language and Culture:

This module introduces students to the basics of the Chinese language and key aspects of Chinese culture in an engaging and accessible way. Students learn how Chinese pronunciation and the writing system work and develop the ability to give a simple self-introduction in Chinese, including details about themselves and their everyday life. Cultural learning is integrated throughout the module, with students exploring Chinese tea culture, Peking Opera, Chinese New Year, and the Chinese Zodiac. The course also includes outdoor activities, such as the Chinese shuttlecock game (Jianzi) and the popular game “Five Stones.” The module concludes with a creative project in which students design a Chinese flip book, using short Chinese sentences and visuals to present what they have learned.

Classical Studies (Ancient Greek Drama):

This module is the opportunity to acquire some very practical transferable skills through the study of Ancient Greek Drama. Students will examine Ancient Greek Tragedy and explore how the tragic character and plot inspired drama from Shakespeare to modern theatre and movies. The module is very practical with a lot of student-led work. After an initial introduction students will be shown how ancient history is researched and reconstructed digitally and practically. There are a lot of cross-curricular skills with English, Drama, History, and Archaeology.

TY Modules 2025-26

Computer Coding:

The aim of this module is to introduce students to coding and will include some computer science, some block based (Scratch) and Text based (Python) coding and use of a Micro:bit. They will also learn to program an autonomous robot using LEGO Spike Prime.

Culinary Skills:

Students in this TY Culinary Skills module develop confidence and creativity in the kitchen by learning a wide range of practical techniques and recipes. They hone essential skills such as baking rich caramel slices, preparing yeast dough, and creating homemade pizzas from scratch, while competed for the title of "Star Baker" each week. A strong emphasis is also placed on wellbeing and fun, encouraging students to enjoy the process, collaborate with peers, and appreciate the positive impact of cooking on their overall wellbeing. Throughout the module, students also learn key health and safety practices, including proper food handling, safe use of equipment, and maintaining a clean and organised workspace. This combination of practical cookery and kitchen safety helps students build strong foundations in both sweet and savoury cooking.

Cultural Education:

Discovering Dublin is the overriding theme of this module. Students are encouraged to develop their historical and physical knowledge of Dublin City and their local area. Students visit a number of iconic venues such as The National Gallery of Ireland, Glasnevin Cemetery, Christchurch Cathedral and Dublin Castle, The National Maritime Museum and learn about their history and why they have become interwoven into the city's culture. By visiting each venue, students are learning to navigate the city using public transport and in doing so, become more assured, confident individuals. As they write their reports and collaborate to create artwork to convey their experiences students are developing life-long social skills.

Drama:

The TY Drama module gives students the chance to experience both improvised and conventional theatre, enhancing their creativity, confidence, and quick-thinking skills. By exploring concepts such as agreement, A to C thinking, and close listening, improv comedy allows students to create scenes and characters together using their imaginations, heightening both their sense of community and faith in their own potential. Improv is used widely in both creative and corporate spaces for its hugely positive impact on public speaking and creative thinking skills. Students will be up on their feet every week learning and practicing improv games, scene work, and theatre exercises. They will also spend time engaging with the craft of acting, by preparing and performing scenes and monologues. They finish the course by engaging with a creative task that showcases what has interested them in the module.

TY Modules 2025-26

Enterprise:

During this module students have the chance to use their creativity and entrepreneurial skills. Students create a 'mini company'. Their company can be set up for profit or it can be a social enterprise. The students brainstorm and develop ideas for products or services that they can sell. Students have an opportunity to sell at the Christmas or Summer fair or during the year, as appropriate.

Film Studies:

This module is a short introduction to film studies. Students will be given the opportunity to learn about the history of film, how films are made, how to appreciate film, how to analyze film and how to make a film. They will examine the role of the director and how their vision shapes the experience. Students will have the opportunity to learn about the language of cinema and film techniques. They will be watching, discussing, and analyzing films. The module will expose students to different types of films including European, World cinema, classic cinema, different genres and cinema movements. Students will research, make presentations on different aspects of film and make a short film.

First Aid:

Students will participate in a 'Basic First Aid' Curriculum, derived from elements of the First Aid Responder Course (FAR) accredited by PHECC. Teaching methodologies will include a mix of theory, discussion, group-work, and practical scenario-based responses to a variety of First Aid Situations. Over six hours, students will be introduced to the following elements:

- Scene Assessment and Scene Safety
- Contacting Emergency Services
- Personal Safety
- Casualty Assessment
- Adult CPR
- Management of Unconscious Casualties/ Seizures/ Fainting/ Over-dose.
- Bleeding Control, Treatment of Wounds, Fractures and Soft Tissue Injuries

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 *jan-ken*. (rock paper scissors). Some of the course highlights include making origami 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.

TY Modules 2025-26

Justice, Peace and Integrity:

JPIC explores the core themes of justice, peace, and the integrity of creation within a contemporary global context. Students examine real-world issues through the lens of real-world issues and encourages critical thinking, empathy, informed debate, and active citizenship. Through research, collaborative learning, class discussions, infographics, short presentations, debates, and scenario reenactments, students develop a deeper understanding of global challenges and reflect on their personal and collective responsibility in promoting justice and peace. The students create an infographic which illustrates a specific world problem, covering a range of research skills and deepening their understanding of roles citizens can take to help in each issue.

Music Appreciation:

This module exposes students to and allows them to acknowledge and appreciate all the music that surrounds them every day. This Transition Unit helps students develop many skills that will be beneficial to them both in the Senior Cycle and in further education. This course will help all students build on the basic music knowledge they have already acquired from their everyday lives. There is an emphasis on the creative use of composition in Film Music, popular genres of music, Musical Theatre and World Music with a practical approach to these topics. They will get the opportunity to analyse music in film and compare and contrast Film Music of different composers, as well as various types of World Music and Popular Music genres. There are many cross-curricular links between this module and other subjects such as English, Art, History, Film Studies, Cultural Studies, IT and more! Students will actively engage in elements of music performance and composition, particularly relating to the creation and composition of electronic music using BandLab/Audacity (music production software). Additionally, students will develop qualities that will help them when faced with learning a new skill and working with others in the real world, such as perseverance, teamwork and taking initiative.

Outdoor Pursuits:

This course offers a variety of outdoor activities and an opportunity for students to learn some bushcraft skills. Students will learn the required skills for future self-guided trips in the outdoor environment. Course content includes the teaching of practical skills - how to build, light and cook on an open fire, how to use a portable stove, selecting an appropriate campsite and making/breaking camp. The principles of 'Leave No Trace' are engrained throughout. The students are given the opportunity to participate in several adventure sports or seasonal activities, e.g., skiing, orienteering in Cabinteely Park and hiking in the Wicklow Mountains. In all activities, students are encouraged to engage fully, assume leadership responsibilities and, in the case of hiking and orienteering, learn the navigation and radio communication skills necessary to safely travel in non-urban settings.

TY Modules 2025-26

Research Skills:

The research module is designed to prepare students to carry out research projects and dissertations both at Senior Cycle and University. The module teaches students how to research and find sources. Students are then taught how to analyse these sources and identify any bias in the source. The module covers different type of note taking methods to allow students to keep accurate records of each source they will rely on for their project. Finally, students are taught how to reference. When teaching referencing we are following the referencing guide for Senior Cycle Projects. Other referencing systems are discussed with students, so they are aware of them for third level. Senior Cycle referencing guidelines are used in the students' class work.

Self Defense:

Students are taught how to identify and deal with a potential predator using soft skills (dialogue, stance and body language) and basic hard skills (striking and escaping from holds and grabs). Trusting their 'instinct' and avoiding potential danger is a big part of all classes which improves their confidence, and every student is encouraged to participate in light-hearted 'role play' dealing with potentially serious situations and individuals who may have ill intentions.

Song Writing:

This module is a short introduction to the world of song writing and music recording. It aims to develop a 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 one song. 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 an album cover, recording in a professional studio-like atmosphere, and publishing their song online through Spotify and other streaming platforms. If time allows, the group will also get the opportunity to perform their song live on stage in front of an audience and create a music video for their song.

TY Modules 2025-26

Sustainable Development:

This 6-week Transition Year module introduces students to sustainable development through the United Nations Sustainable Development Goals (SDGs). Students will explore key global challenges such as climate justice, inequality, and environmental protection, with a particular focus on the impact of fast fashion on people and the planet. Through interactive activities, research, discussion, and project-based learning, students will examine how individual choices, businesses, and governments can contribute to achieving the SDGs. The module also highlights career pathways in sustainability, climate action, ethical business, and green innovation, helping students to understand how future jobs can play a role in building a fairer and more sustainable world.

Tutorial:

This module allows students the time to reflect on their progress on their TY Journey. It creates space to discuss their Work Experience plans, GAISCE activity progress and Digital Portfolio development. It enables them an opportunity to connect with their peers/tutor/year head and address any issues arising and make plans for moving forward.

Some Homework for you - Find out more about Transition Year

Check out TY Programmes on Offer:

There are numerous programmes on offer that are designed for TY students. Please do some research and investigate to see if you can take part in any. Once a programme has been found the TY student should contact Ms Early so that participation can be discussed and planned for. The list below includes a selection of programmes but not all of them:

- TY Ireland
- Transition Year Curriculum
- Careers Portal
- Trinity College Dublin TY Programmes
- UCD TY Programmes
- Engineering Ireland TY Programmes
- Physics Programme in TCD - students should note that UCD run similar programmes and should investigate how to go about getting on these courses
- UNICEF Ireland
- UN Youth Programme
- Irish Guide Dogs for the Blind TY Programme
- National Institute for Bioprocessing Research & Training (NIBRT)
- Dun Laoghaire Rathdown STEM programme
- DLRD Comhairle na nÓg
- **Gaisce – students are expected to take part in this programme.**

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

Trips of various duration are an integral part of a normal Transition Year. They range from the compulsory overnight team building trip at the beginning of the year to cultural outings, day trips taken as part of a subject's curriculum or to planned trips abroad. For the majority of trips taken by TY students the cost is included within the TY Budget however the Gaisce and Camino adventures are optional and are paid for separately. Below is a brief description of the three major trips made by Transition Years:

TY Team Build Trip to Carlingford Adventure Centre, Co. Louth:

The TY Team Building trip traditionally takes place at the beginning of the school year (27th– 28th August 2026 TBC). Students will participate in a high energy programme which will provide a variety of activities that caters for all levels of ability. **All TY students are expected to participate in this programme as it is an integral part of their Transition Year. It is designed to help students prepare for the upcoming year and most importantly to help them get to know their new classmates.** The programme offered at the Centre challenges students to undertake new physical activities whilst at the same time encouraging team building, promotion of friendships and developing leadership qualities. This trip is included in the TY Budget.

TY Gaisce Adventure:

In April 2026 TY students will take part in the Gaisce Adventure. This two-day hike takes place in Co. Wicklow and will cost approximately €35. Students will complete a 25km walk along the Wicklow Way and will camp over-night at Lough Dan where they will have to cook their own supper. This Adventure is open to any student who wishes to take part and is the final element required to complete the Gaisce Bronze Award.

Camino de Santiago de Compostela

In recent years, a highlight of the Transition Year has been the walking pilgrimage of the Camino de Santiago de Compostela. Students from Transition Year are invited to complete the final stage of the Camino de Santiago de Compostela (100km from Ferreiros to Santiago) over six days. The pilgrimage was costed at €905 for 22nd- 27th of May 2026. Planning for Camino Pilgrimage 2027 will get underway during the upcoming summer term and it is hoped that this will take place around the 21st – 26th May 2027 should there be sufficient interest in the trip. (Please note that at this point this is not a confirmed date).

Things to consider:

- All trips would be subject to Covid 19 travel advice and the destination being an environment that is safe as is reasonably possible to be.
- **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 2026.
- Numbers that can travel may be limited – if more than the permitted numbers apply, a lottery is held.
- A student could be disqualified from the trip, even if payments have been made, if suspended at any point throughout the year or has accumulated an excessive amount of minus discipline points.
- 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/Malaga/Seville Spanish exchanges and the Dublin/Nantes/Marseille French exchanges for TY 2025/26.

You Get Out of Transition Year What You Put into Transition Year!

Advice from TY Students to 3rd Years:

- Get yourself a LEAP Card and keep it in your locker. Be prepared – have extra bus fare and lunch money in your pocket – you just don't know where the day may take you!
- Sign up for EVERYTHING - but keep a calendar to avoid overbooking.
- Get your Gaisce activities organised early, get most of them done in the first term – don't let it be a stress – do your Gaisce diary entries as you go and not the last minute.
- Get your Work Experience placements and Community Care Outreach placements sorted before the summer because the good ones get booked early, some are gone by end of 3rd Year! Ask the current TYs for advice.
- Once you have organised your placements – stay in touch with the employers/ organisations to ensure they keep your place.
- Remember contact with employers should be made directly – in person and by phone - email is too informal and they may not see or answer your emails.
- Do your homework when you get it, otherwise you will forget about it and suffer to meet the deadlines given.
- Get involved in as many things as you can – sign up for everything – even if you don't want to – you just don't know what it will lead to and the year will go by so fast – don't waste your time, don't be lazy!
- Keep up to date with Book Reports; don't leave projects until the last minute, keep on top of your journal entries – you'll need them for graduation.
- Open yourself to new ideas, get to know people in your class, **make new friends**.
- Don't be upset about not being in classes or activities with your friends, it's a chance to make new friends and make sure that everyone in your class has someone to chat to and to sit with – everyday – every class.
- Don't waste your time. GO TO SCHOOL! Otherwise, it's pretty pointless.

- This is your year to be especially kind and sensitive to others – not everyone is as outgoing as yourself – help them feel more comfortable and foster a feeling of friendship – no one should ever feel isolated or lonely – everyone should have someone to sit with on the bus – don't leave someone sitting in a row on their own! It's more fun when you have someone to chat (or moan) with!
- Make an effort - if you don't put an effort into it, you won't get anything out of it.
- Keep your TY Diary and your TY Journal up to date with your homework and classwork, otherwise you will spend ages backtracking trying to remember what you did and when you did it. Remember both are assessed and used to help establish the overall grade achieved in TY – Distinction, Merit, Pass or Fail.
- Get busy - do as much as you can outside of school while you have the time – explore new hobbies and interests. Don't be lazy.
- It is **NOT TRUE** that TY is a 'doss' year – there is plenty of work to be done.
- Work at your academic subjects because Christmas EXAMS come around quickly – and Assignments have to be finished and handed in – Deadlines come hard and fast!!
- Teachers can teach you; they cannot make you work so it's **your** responsibility to make the most of the new subjects and experiences.
- TY is like a blank page handed to you in August and it is up to you whether the page will still be blank or full by June.
- TY is all about self-motivation, enthusiasm and dedication.
- Volunteer – help different charities, but most importantly organise a **monthly fundraising event for the TY charity of the year.**
- There is a lot of learning to do in TY; it's just a different type of learning.
- Why do it? - You learn more about yourself and the people in your year.
- DO THE MUSICAL - **Audition for EVERYTHING** - learn your lines and the song lyrics – in time for the rehearsals.

Transition Year: Twenty Points for Parents

1. Transition Year focuses on promoting maturity and confidence.
2. The emphasis is on developing skills rather than on simply remembering facts.
3. Transition Year encourages activity-based learning, research skills and self-directed learning as a result, students can develop more independent study habits.
4. Students become practised in meeting deadlines for assignments.
5. The year lays a solid foundation for a Leaving Cert programme.
6. Transition Year allows for space and opportunity to concentrate on aspects of learning which don't always feature on either the Junior or Leaving Certificate courses.
7. Students have the opportunity to discover more about job and career opportunities beyond school.
8. Young people can gain realistic insights into adult and working life.
9. Transition year Programme offers young people a broader variety of topics and subjects.
10. Transition Year Programme gets students and teachers out of the classroom and into other learning environments.
11. Transition year places a heavy emphasis on learning from experience.
12. Students explore the possibilities offered by computers and information technology.
13. Students who have missed out on parts of the Junior Certificate course can use Transition Year to catch up or fill in gaps in their learning.
14. Students learn about leadership, co-operation and dealing with conflict - assembling the skills that allow for dealing with people in practical ways.
15. Attention to careers, third level courses, the realities of employment and unemployment are central concerns in Transition Year.
16. Transition Year students can follow and develop special interests.
17. Transition Year links schools more directly with their immediate communities.
18. Each school is free to design its Transition Year programme to meet the needs of its own students.
19. Students engage with civic, social and political issues of the day – helping to develop thoughtful, considerate citizens.
20. Transition Year can encourage more mature relationships between parents/guardians and their children. At the end of a day's work experience or a particularly stimulating field trip, parents/guardians are often the person best positioned to listen.

Significant Dates

- **TY Subject Choices – Final Date:** 9th March 2026
- **Declaration of Interest Letter:**
 - **Submission Date:** 17th April 2026
 - Letter to be written by the 3rd Year Student:
 - Identify how you would benefit from participation in the TY Programme
 - Why do you want to be a Transition Year Student?
 - How can you contribute to the programme?
 - Letter addressed to 'Ms Early, Programme Co-ordinator'.
- **Registration Form:**
 - **Submission Date** 17th April 2026
 - Complete the Registration Form.
- **The TY Fees will be invoiced with school fees and paid alongside school fees, directly to the school finance office.**

The 2025-26 fees were:

 - €500 TY Fee
 - €100 LCF/CBC Musical
- **Other Costs:**
 - Please note that due to the voluntary nature of some activities, additional costs may be incurred, e.g. previous costs included: Gaisce (€15 Registration & €35 Adventure), LCF 5th Year Play "Cluedo" €5, Camino de Santiago €905 (2026). These costs are not guaranteed.
- **Closing Date for the following forms:** 17th April 2026
 - Declaration of Interest Letter
 - TY Registration Form
 - TY Trip Abroad – "For Your Consideration survey..."
- **LCF Language Exchange Programme – Completed Application Forms:** 1st May 2026

All forms are to be returned in an envelope to the school reception marked:

(Student's Name & Class)
Ms F Early, Programme Co-Ordinator
Transition Year 2026-27

Declaration of Interest Letter

The Declaration of Interest Letter is to be submitted by **17th April 2026** to

Ms Early, Programme Co-ordinator.

Name:

Class:

Identify how you would benefit from participation in the TY Programme?

Why do you want to be a Transition Year Student?

How can you contribute to the Programme?

Transition Year Registration Form: 2026/27

Part A: **Name:** _____

Class: _____

I, _____ accept that the school's Code of Behaviour extends to all trips, outings and activities undertaken during Transition Year and I agree to obey it. I will undertake full participation in all my academic programmes. All assignments will be completed by the required date.

I undertake to always obey and co-operate with all members of Staff at all times during trips. I accept that smoking, drinking of alcohol and substance abuse are strictly forbidden.

Signed: _____ **(Student's Signature)**

I/We accept that my/our daughter will comply with the above agreements and undertake to see that she will fulfill her commitments as indicated above.

Signed: _____ **(Parent's/Guardian's Signature)**

Signed: _____ **(Parent's/Guardian's Signature)**

Date: _____

Part B

This is to state that I/We give permission for _____ to take part in any out-of-school activity organised for her by Transition Year teachers, and I/we understand that she will sometimes travel unaccompanied during the year.

Signed: _____ **(Parent's/Guardian's Signature)**

Signed: _____ **(Parent's/Guardian's Signature)**

Date: _____

Transition Year Registration Form: 2026/27

Part C:

Please attach a recent photograph in the box below, print student's name in BLOCK letters.

Name: _____ Class: _____

Part D:

Please identify up to a maximum of six close friends found in Third Year. The Transition Year Team will endeavour to place you in a TY class with at least one of your friends.

Please note we will try – but nothing is guaranteed!

Your Name:	Class:
Friend's Name:	Class:

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

Please return this form indicating your thoughts on the matter and ticking the appropriate box/es. 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 as a TY student in the 2026/27

Camino de Santiago de Compostela.

I would be interested in allowing my daughter to participate in the LCF French/Spanish exchange programme.

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 form by 17th April 2026)