



TRANSITION YEAR PLAN 2013-2014



LORETO SECONDARY SCHOOL Fermoy, Co. Cork.

Programme Co-ordinator: Ms. Carmel McCarthy

T.Y. Yearhead: Mrs. Kathleen Barry

T.Y Co-ordinator: Mrs. Sharon Holland



PART 1: GENERAL INTRODUCTION TO OUR SCHOOL & T.Y. PROGRAMME.



LORETO SECONDARY SCHOOL, FERMOY, CO. CORK

A SHORT HISTORY

The Loreto Sisters founded a school for girls in Fermoy in 1853. From the beginning, the school catered for junior and senior pupils and received both boarders and day pupils.

Over the years, extensions were added to the original building. In 1967 the Secondary School became part of the Free Education Scheme. On 13th August 1969 the Department of Education's scheme for the rationalisation of the girls' secondary schools in the town was implemented and Loreto Secondary School became the Voluntary Secondary School for girls in the area. As a result of this, pupil enrolment increased and so a thirty seven room extension was opened in 1980.

The boarding school closed in 1993 and the dormitory accommodation was converted to provide extra classrooms, a Prayer Room and specialist classrooms. The boarders' refectory is now a Transition Year Project and Lecture Room.

In 2003, another extension was completed. This extension provides Science, Technology and Pastoral Care accommodation as well as classrooms. In 2004 a Sports Hall and a new Basketball Court were added and in 2009 the old All Weather Pitch was upgraded to AstroTurf. There are Hockey, Basket Ball, Camogie and Gaelic Football teams throughout the school. The Sports Hall and pitch are used by many clubs and organisations in the local community.



Music and the Arts have been important in the life of the school from its earliest days and this tradition continues.

The school has provided Transition Year since 1986, Leaving Certificate Vocational Programme since 1995 and Leaving Certificate Applied since 1999.

A Board of Management was first set up in January 1989.

The school is one of eighteen Loreto Secondary Schools in Ireland. All Loreto schools share a common educational philosophy and maintain links through inter-school co-operation and conferences of personnel from each school. In 2012, the Loreto sisters moved from the convent building in Fermoy but the traditions associated with the Loreto ethos, remain at the heart of our school ethos and daily lives at school.

MISSION STATEMENT OF OUR SCHOOL

As a Loreto Catholic Secondary School we strive to be a community in which learning and teaching can take place in an atmosphere of mutual respect and trust. Our aims are:

- To provide a safe and happy environment in which each student can achieve her full potential.
- To ensure that each student knows she is respected and valued.
- To encourage high standards while at the same time affirming and appreciating diversity of gifts and goals.
- To allow staff to work in a safe and happy environment and to support their professional development.



- To facilitate Social justice awareness education and action within the school community.

A LORETO SCHOOL

When Frances Teresa Ball set up the first Loreto school in Dublin in the nineteenth century, she and her companions, as members of the Institute of the Blessed Virgin Mary, were following in the footsteps of Mary Ward, their founder, who began her mission of educating women in 1609. In Loreto Fermoy, we try to make an integral part of our lives the characteristics which Mary Ward wanted for all her schools: **Truth, Sincerity, Justice, Freedom and Joy**. We pray that as a school community we may continue to live the Christian message through the example and the philosophy of Mary Ward.

Our School motto is:

“Do Good and Do It Well”



MISSION STATEMENT FOR TRANSITION YEAR

Our Transition Year programme is offered on an optional basis but currently achieves over 85% uptake amongst our student body. It is a school-based programme and is designed to act as a bridge between the Junior and Senior Cycle.

Our programme aims to:

- Encourage our students to develop life skills that will best prepare them for the world of work and community involvement beyond their school years.
- Experience a year where the emphasis will be on personal responsibility and the nurturing of creative, caring, thinking, articulate and self-confident young women.
- Develop the capacity of our students to learn independently with a self-directed approach to their learning by developing an awareness of their own educational needs.
- Provide our students with opportunities to broaden their educational experiences beyond the classroom within a safe working environment.
- Facilitate the further development of the professional relationship between teaching staff and students.
- Holistic development our students through the use of a broad range of teaching and learning methodologies and strategies.
- Facilitate a smooth transition from Junior Cycle to Senior Cycle.



ASSESSMENT IN TRANSITION YEAR

Methods of assessment in Transition Year varied. Individual subject and module teachers plan their assessment methods annually to best complement the learning experience encountered by students in respective subject areas.

An overview of the assessment methodologies practiced in Transition Year includes the following:

- Written assessment
- Oral assessment
- Aural assessment
- Report Writing
- Skills Development analysis
- Practical assessment
- Rating Scales
- Skills Recording
- Transition Year Journal/ Diary
- Workbook / Log completion
- Homework assessed regularly by subject and module teachers
- Project based assessment – written and I.C.T. based.
- Paired and Group work assessment
- Performance based assessment
- Creative project based assessment

Students are informed by teachers of the different assessments that will form part of their overall end of year performance rating and resulting certification.

Parents are informed of individual student progress at Christmas and Summer with formal reports sent home from school. These reports include details of marks and grades achieved in each subject/ module as well as a personalized comment from each teacher . Attendance details are also included on these reports and students are encouraged to aim for over 90% attendance to achieve school certification of their completion of the Transition Year programme.



Each student is interviewed by her Year Head during Transition Year as a means of assessing progress and attitude to work and providing individual feedback to pupils on their overall personal development in Transition Year. Interviews are also conducted with students as part of our Build a Bank programme and the Junior Achievement programme.

Students also complete an end-of-year interview which is generally conducted by a member of the core team or teaching staff. This interview is supported by the Transition Year Journal which provides the students with a valuable ongoing evaluative and reflective tool. Students are requested to present a number of portfolio items to their interviewer and discuss how these items reflect their learning, growth and development during Transition Year.

EVALUATION IN TRANSITION YEAR:

The evaluative process is a crucial aspect of our Transition Year programme. Our approach to evaluation is both qualitative and quantitative. The uptake and participation rates in our programme are indicative of the quality and success of this optional educational programme. Transition Year at our school grows, changes and develops in order to best serve the needs of our students whilst taking into sensitive consideration, the resources of our school community and the families of our students.

The following overview provides an indication of the importance of evaluation to all facets of the Transition Programme at our school. Other evaluative methodologies are also employed by teachers within the classroom context. Details of such are included in Part 2 of this plan. A detailed table of evaluative practices is contained in Part 3 of this plan.



PART 2: TRANSITION YEAR PROGRAMME FOR INDIVIDUAL SUBJECTS AND MODULES



OVERVIEW OF SUBJECT PROVISION AND BALANCE IN TRANSITION YEAR 2012-2013:

CORE SUBJECTS	WEEKLY NUMBER OF CLASSES	SUBJECT TEACHERS
English	3	Sharon O'Leary Ann O'Sullivan Kate Barry
Irish	3	Maria O'Mahony Ann O'Sullivan Mary O'Regan
Mathematics	4 – 1 double, 2 singles	Mary Moran Noreen Spillane Marina O'Rourke
Careers	1	Jill Gubbins
Religion	3	Jer Holland Liam O'Mahony Breffni Condon
French	3	Barbara Murphy Eavan Donohue
Or German		Lillian Daly Laura Brogan
Computer Studies	2	Carmel McCarthy Michael Sexton Bernadette Fennessy
Typing	1	Bernie O'Donovan Carmel McCarthy Assumpta Barry
Physical Education	3 – treble class	Mona Sexton Michelle Gould
TOTAL CORE CLASSES	23 CLASSES PER WEEK	

SUBJECT SAMPLING	NUMBER OF CLASSES PER WEEK	NUMBER OF WEEKS	OF MODULE PER * OF TEACHERS
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History Geography Classical Studies	3 classes per week * 10 weeks	Maria Walsh Sharon Holland Ann O'Sullivan
Business Accounting Economics	3 classes per week * 10 weeks approximately	Bernie O'Donovan Assumpta Barry Kathleen Barry
Physics Chemistry Biology Agricultural Science	3 classes per week * 7.5 weeks approximately	Ger Murphy Maeve Russell Bernadette Fennessy Aine McCarthy
Home Economics	3 classes per week all year - treble	Margaret Kent Mary O'Connor Emer O'Donnell
Art	3 classes per week – treble	Elenor Curtin Karen Clancy
Music & Drama	One subject studied all year.	Tim Fouhy Deirdre Foley
TOTAL SUBJECTS SAMPLED IN T.Y. = 12 SUBJECTS	15 CLASSES PER WEEK	

T.Y. SPECIFIC SUBJECTS	CLASSES PER WEEK	SUBJECT TEACHERS
Film Production Social Innovation	3 classes per week – treble	Liam O'Mahony Leeann Daly (Claire Cotter – maternity leave)
Mini-Company Web Animations Graphics & Software	One subject studied all year.	Sharon Holland Bernadette Fennessy
Italian Spanish Latin Mandarin Chinese	2 classes per week - double	Barbara Murphy Jer Holland Ann O'Sullivan Muchun Zhang
Work Preparation & Experience	1 class per week	Carmel McCarthy



Debating & Public Speaking	1	Sharon O'Leary Aoife O'Rourke Kate Barry
TOTAL T.Y. SPECIFIC SUBJECTS	7 classes per week	

SUBJECT PLANS FOR INDIVIDUAL SUBJECTS IN TRANSITION YEAR

The Transition Year programme at Loreto Fermoy reflects a dynamic approach to educational experience. Cross-curricular work and links are facilitated in the breadth of the curriculum which is reviewed annually by management, core team, individual subject departments and respective subject teachers.

Our subject and module selections aim to encourage the development of a range of intelligences including the logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and linguistic.

Our programme *is learning led as opposed to exam led* and is assessed by teachers in each individual curricular area. The learning led nature of T.Y. facilitates more active teaching and learning methodologies both in the classroom and in relation to all calendar events throughout the academic year.



PART 3:

ORGANISATIONAL DETAILS FOR TRANSITION YEAR



TRANSITION YEAR STAFF / CORE TEAM (members in bold)

The Transition Year programme at Loreto Fermoy is supported by the whole management and staff at the school including:

Board of Management & Parents' Committee

PRINCIPAL: Marie Ring

DEPUTY PRINCIPAL: Marie Holt

TRANSITION YEAR HEAD: Kathleen Barry
(also subject teacher in T.Y.)

PROGRAMME CO-ORDINATOR: Carmel McCarthy
(also Work Experience co-ordinator & class tutor)

TRANSITION YEAR CO-ORDINATOR: Sharon Holland
(also class tutor and subject teacher in T.Y.)

GUIDANCE COUNSELLOR: Jill Gubbins
(also Careers teacher)

SOCIAL PLACEMENT CO-ORDINATOR: Breffni Condon
(also R.E. teacher)

SCHOOL CARETAKERS, OFFICE AND ANCILLIARY STAFF.

TRANSITION YEAR STUDENTS

The four base classes are mixed ability.

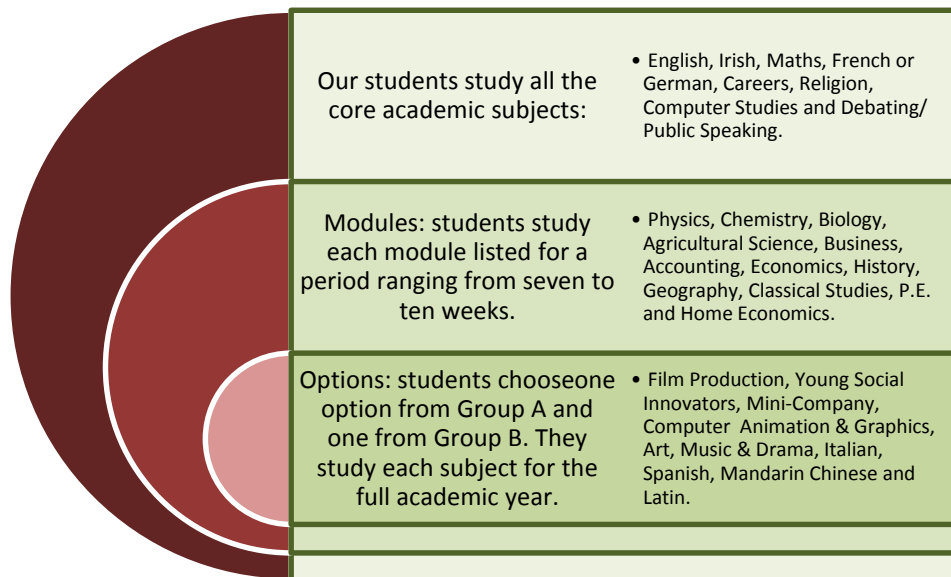
Two prefects are appointed in each class – voted by students themselves to help in the facilitation of speakers and visitors to the school. Prefects also act as representatives for their class when clarification is needed on any issue, event or activity.

ACCOMODATION IN TRANSITION YEAR



Transition Year pupils are accommodated in the old convent building within the school. Each class has its own base class room. Lockers are provided in what is fondly termed ‘the shoe room’ – a central location within the convent building. New lockers were purchased by management this year for our Transition Year students. A T.Y. noticeboard for important information is located in this area. The Old Hall is used weekly for assembly and also for workshop provision and activity based learning. We are very grateful to the Music Department for accommodating Transition Years in this room as there is huge demand for this room for choir and music rehearsals.

TRANSITION YEAR SUBJECTS





WEEKLY ASSEMBLY

Assembly occurs every Friday afternoon for all Transition Year students in the Old Hall. It is an opportunity for the TY yearhead & co-ordinator to brief the students regarding upcoming activities, events, assessments, project deadlines and changeovers in modules.

Students also return absentee notes for the previous week at this time and application forms for competitions, projects and opportunities arising are distributed. A uniform check is conducted at the end of assembly each week.

Assembly usually takes approximately 15 minutes. This time is accommodated by the teachers of the 1.35pm class period on Friday afternoon. Whilst teaching time is affected by this weekly activity, the core team & staff believe that the assembly is a worthwhile reflective & evaluative part of our programme and provides an opportunity for whole-year announcement to be made and information to be gathered from TY students.

Transition Year journals are also routinely collected and reviewed by the TY yearhead/ co-ordinator at assembly.

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MAIN CALENDAR OF EVENTS - SAMPLE LIST ONLY

Unless indicated on the list below, all Transition Year students participate with activities listed.

SEPTEMBER:

- Orientation Day
- Bonding Days at Blackwater Outdoor Activity Centre, Castletownroche – 2 full days.
- Personal Development/Multiple Intelligences Day
- YSI Advocates Day – 12 TYs
- Mini-Company Innovation Day – 4 TYs
- Bord Bia Workshops – 40 TYs
- Primary Schools Blitz – 24 TYs

OCTOBER:

- Kilworth Parish Mission Workshop
- Justice, Peace and the Integrity of Creation Conference – 2 full days – 3 TYs
- Bank of Ireland Build a Bank Workshop
- Cork Mental Health Conference
- Mini-Company Director's Day – 3 TYs
- Concern Debate Day – 8 TYs
- Trinity Youth Physics Experience – 1 week programme – 1 TY
- Irish Autism Society fundraiser

NOVEMBER:

- Merchant of Venice at the Everyman Palace Theatre
- Build a Bank Interviews and Training Day– 30 TYs
- Law Day – 60 TYs
- Culture Day – Cork City
- Cork International Film Festival – post-primary shorts
- Vision Centre Cork – photographic exhibitions(landscapes and celebrity sign language)
- Crawford Gallery Art Tour
- Junior Achievement workshops
- Chernobyl Children International fundraiser
- Careers workshop on Engineering



- Open Night – TY exhibitions in Music & Drama room
- Cake Decoration Workshop
- Junior Achievement Mock Interviews
- Examination Assistant extra work experience – 5 TYs

DECEMBER:

- Art & Geographical trip to Ardmore, Co. Waterford
- Mini-Company trade fair
- J.P.I.C./ Retreat Day
- Annual School Mass

JANUARY:

- Deportment Day
- G.A.A. Coaching and Referees Courses begin – 1 day course each + 6 week community placement with G.A.A. team
- First Aid begins – 2 day course

FEBRUARY:

- Work Experience and Social Placement Week 1 – 5 day programme
- Pre-examination extra work experience – 2 TYs

MARCH:

- Work Experience and Social Placement Week 2 – 5 day programme
- Student Enterprise Awards and Dragon Den Regional Finals
- Confucius Institute Easter Cultural Trip to China – dependent upon scholarship awards – 5 TYs qualified and travelled last year

APRIL:

- Portfolio assessment and interviews
- Seó an Bóthair – Irish drama workshop
- U.C.C. Open Day
- B.T. young Scientist Exhibition, Dublin – 2 TY teams involved
- Student Enterprise National Final – dependent upon qualification from Munster regional final

MAY:



- 1st & 2nd Year Sports Days- organised and run by TYs
- One Good Idea National Showcase – dependent on qualification for National Final
- Y.S.I. National Showcase – dependent upon qualification from Munster Regional final
- Outdoor Pursuits – 3 day programme at Starsail Outdoor Activity Centre, Kenmare, Co. Kerry
- Graduation Day: certification and awards day
- Examination Assistant extra work experience – 5 TYs

ASSESSMENT IN TRANSITION YEAR

Assessment is an integral part of the teaching and learning process. Students are be assessed on all aspects of the programme using a variety of assessment techniques such as project work, portfolios, aural, written tests, practicals, exhibitions, oral presentations, worksheets and logbooks/diaries.

Students are encouraged to become active participants in the assessment process through self-assessment.

Christmas and Summer progress reports are sent to parents as a means of providing an overview pertaining to student progress. Concerns regarding the progress of individual students on our programme are dealt with by means of telephone communication and meetings with parents on a need related basis.

HOMEWORK IN TRANSITION YEAR

A key objective of our Transition Year Journal is to help the pupil keep a record of the work carried out in each class.

It is essential that pupils **RECORD** the work covered in each class, as well as specific Homework assignments. This helps pupils to keep an account of the work covered in each class each day.

Homework includes **READING OVER** the material covered in each class, as well as written work, learning work, practical work, revision and exam



preparation. Homework may also include independent research work in some subjects at different times.

If a pupil is absent from class for any reason, it is the student's **RESPONSIBILITY** to find out details of the work she has missed. This applies to pupils who miss class due to sporting or extra curricular activities as well as illness.

This diary serves a supplementary purpose of providing a template for personal reflection throughout Transition Year. It is the students' responsibility to follow all requests by teachers and T.Y. Committee members to complete reflective assignments on a regular basis.

Homework during T.Y. will often be of a highly varied type. All homework assignments are of educational value and merit. Students must complete all homework assignments on time and in the format requested by the subject teacher.

CERTIFICATION IN TRANSITION YEAR

Since late 2013, the Department of Education and Skills no longer certify the T.Y. programme nationally. A school based certificate is provided to participants who achieve 90% attendance over the course of the academic year. This school based certification certifies students using the following criteria:

Pass 50-65%
Merit 65-80%
Distinction 80-100%

In addition, we offer both internally and externally certified commendation at the end of Transition Year including:

- Water Safety certificate
- Health and Safety Authority participation certificate
- Phoenix Health & Safety Practical First Aid Beginners certification
- Commercial Examining Board Computer certification
- Student Enterprise Awards certification
- Get Up & Go Mini Company certification
- Social placement certification
- Junior Achievement certification
- P.E. programme certification



- Gaisce certification

Some of these course and programme certificates are compulsory aspects of Transition Year, whilst others are optional extras.

Certificates are presented towards the end of the May each year at a Graduation Ceremony to which parents, family members and teachers are invited. This ceremony is a highlight of Transition Year for both the students, their parents and the TY core team. As well as the presentation of certification, students create an exhibition of their year work and families have the opportunity to chat informally to teachers and core team members. The students also prepare light refreshments on the day to serve to their invited guests.

FINANCE IN TRANSITION YEAR

Transition Year is funded for the most part by the financial contributions of parents. Parents of 3rd year students are invited to a Senior options night at our school (usually in December each year). On this night information and presentations are given about Transition Year. Financial details are provided at this early stage in order to provide clarity to parents.

Our funding structure is planned as follows:

Installment 1: paid on application for a place in the Transition Year programme – €150

Installment 2: paid in September-October of Transition Year programme – €200

Installment 3: paid in January-February of Transition Year programme – 200

Total Annual Cost: €500

This capital is fully invested each year into the TY programme activities which are outlined in this document. No part of TY funding received from parents is invested in infrastructure of our school but rather into educational programmes and activities that directly benefit our students.



Parents are offered the option of paying for T.Y. activities in a weekly, fortnightly or monthly structure if this system will better accommodate their finances.

We also encourage parents to communicate openly with the school in the event of difficulties meeting the Transition Year payment structure. Furthermore, we are exceptionally sensitive to the economic crisis that our community is currently experiencing and the financial impact that this is having on parents of our students. However, budgeting and financing our current Transition Year programme is increasingly difficult due to late payment and non-payment of installments in the current year.

A RECENT OVERVIEW OF THE T.Y. BUDGET – SAMPLE ONLY

Outdoor Pursuits and P.E. activities off site including: €300+

- 2 days at local outdoor education centre in September
- 3 days, 2 nights outdoor pursuits at end of year inclusive of food, accommodation, activities and transport.
- Hire of swimming pool for swimming and water safety
- Horse riding lessons and transport to equestrian centre.
- Self-defence classes – instruction.

Other curricular activities: €150

- Theatre, cinema, art gallery visits relevant to T.Y. curriculum
- Competition entry fees, eg: Y.S.I., B.T. Young Scientist, Mini Company trade fairs, Film production.
- Workshops provided by external specialists eg: percussion, mental health seminar, deportment workshop

The total cost of buses to out-of-school activities amounts to approximately €100 per student annually. Where, possible, activities and workshops are held in school.

- External examination and certification including computer exams
- Student personal accident insurance
- Transition Year Journal
- Photocopying expenses (students purchase v. few textbooks for T.Y. studies). €50

TOTAL: €500.

*Further information on TY finances and expenditure is retained by our Programme Co-ordinator Carmel McCarthy.



EVALUATION IN TRANSITION YEAR

Schools are encouraged to regularly review and evaluate their T.Y. programme and our programme at Loreto, Fermoy values evaluation as a reflective tool.

This evaluative process for our students will culminate in an end of year interview to assess your own contribution to Transition Year. This reflective journal is, in itself a major part of your reflective journey. The more our students commit to reflecting on your experiences this year, the greater the insight they will have at the end of the year as to the progress they have made.

Student evaluation however, is only one facet of the evaluative process in T.Y. The following table provides an overview of some of the most commonly used methods of evaluation:

TABLE OF EVALUATIVE PRACTICES:

Who is involved in evaluation?	When is evaluation completed?	Why is evaluation completed?	How is evaluation completed?
Students	Weekly	Review of skills developed	In Transition Year Journal – diary section.
	Monthly	Written evaluations of activity based learning	Project/ Activity/ Trip/ Excursion/ Work Experience/ Community Placement written evaluations.
	Bi-annual		
	Annual	Evaluate personal development and self awareness	Interviews with core team members.
		Indicate the learning	Oral and written evaluations by



		methodologies and topics that they enjoyed and developed	<p>teachers within the classroom context.</p> <p>Written evaluations administered by T.Y. co-ordinator in relation to key aspects of T.Y. eg: Induction. Learning methodologies, personal goal setting etc</p>
Teachers	Bi-annual written evaluation completion	Necessary for on-going course design and redesign	Written evaluation forms – self evaluation and student evaluations
	Termly T.Y. and whole staff meetings	Encourages learning from experience	Informal meetings and discussions
	Weekly committee meeting of core team	Encourages continual improvement	Core team meetings
	Daily discussion of methods of improving the programme	Facilitates T.Y. programme development	T.Y. Staff meetings and Whole staff meetings
			Continuing professional development.
Employers and Social Placement Supervisors	Bi-annually	Feedback provided form a key assessment mode for teachers in relation to the	Work experience report from employer



		qualitative skills development occurring on placements.	Social placement evaluation form
		External viewpoint or perspective	
Workshop Providers	Throughout the academic year depending upon the timing of the activities, workshops or events.	Provides an external viewpoint or perspective on our Transition Year programme in relation to behaviour, attendance, punctuality, participation, engagement and learning.	Oral appraisals
Guest Speakers			Letters and cards of thanks and appraisal
Extra-curricular programme facilitators			Evaluative written reports
			Verbal and written feedback from presenters.
			Mock interview feedback forms
			Competition critique and reporting forms
Parents	Open Night	Parents entrust their daughters to our	Discussions with parents
	Graduation Day	programme and fund all activities.	Oral and written feedback forms
	Upon completion of Transition Year	Thus, parents have a key interest in the progress that their daughters are making and how T.Y. can best serve students.	Annual Parental Evaluation form.
	Parents Committee meetings		Parents Committee are informed T.Y. developments



SAMPLE EVALUATIVE DOCUMENTS USED IN TRANSITION YEAR:

These samples offer an overview of some of the evaluative documents that are used by students but only represent the written dimension of evaluative practice that is practiced. These sample evaluation sheets are contained in the Transition Year journal which is a new addition to our programme for the 2012/13 academic year.

Further exemplars of evaluative documentation are contained in the Transition Year planning file – Evaluation section.

STUDENT EVALUATIONS:

Project

Evaluation of Project/Activity

Title of Activity/Project: _____

Duration: _____

Dates: From _____ to _____

Describe in some detail the project/activity undertaken:

What did you enjoy most about this project/activity? Why?

What did you learn as a result of completing this project/activity?

In what ways will what you learned from this project/activity help you in the future?

How would you rate your own level of participation during this project/activity?

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Trip/Ex

Evaluation of Educational Trip/Excursion

Destination: _____

Travel Details: _____

Subject Area(s): _____

Dates: From _____ to _____

Describe in some detail the trip/excursion undertaken:

What did you enjoy most about the trip/excursion? Why?

What did you enjoy least about the trip/excursion? Why?

What did you learn about yourself as a person on the trip/excursion?

What skills did you learn or develop while on the trip/excursion?

How would you rate your own level of participation during this trip/excursion?



Guest Speakers

Evaluation of Guest Speaker/Presentation

Name of Speaker: _____

Venue: _____

Date: _____

Give a summary of the talk/presentation.

What was the main topic? What points were made?

How did this talk/presentation relate to other aspects of your work in TY?

What did you learn as a result of this talk/presentation?

How would you rate your own level of participation during this talk/presentation?



Work Experience

Evaluation of Work Experience

Placement: _____

Role(s): _____

Dates: From _____ to _____

Describe your role(s) in this work experience placement.

Describe how you secured this work experience placement.

What did you enjoy most about this work experience placement? Why?

What did you enjoy least about this work experience placement? Why?



Work Experience

Did your experience live up to your expectations? Why/Why not?

Describe the biggest challenge you faced during this placement and how you overcame it.

List the skills you learned and/or developed during this work experience placement.

How has this work experience placement affected your thoughts on your career path for the future?

How would you rate your own level of participation during this work experience placement?



Community Work

Evaluation of Community Work

Placement: _____

Role(s): _____

Dates: From _____ to _____

Describe the community work you were involved in.

What did you enjoy most about this community work?

How did the community work live up to your expectations?

Describe the biggest challenge you faced and how you overcame it.

List the skills you learned and/or developed during this community work.

How would you rate your own level of participation during this community work?



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End of Year Interview

At the end of Transition Year you will be interviewed about your experiences throughout the course. Below are the types of questions you will be asked in your interview. Read through them and spend some time considering how you might respond. Make some short notes to make sure you are well prepared.

What project/work did you most enjoy during Transition Year and why?

Select one of your projects and tell us about it.

What was your attendance like throughout the year?

What was your punctuality like during the year?

What was the highlight of Transition Year for you?

Tell us about your participation in Transition Year.

Sum up Transition Year in a few sentences.

If you had to change something about yourself as a result of Transition Year, what would it be and why?

Do you think you have changed as a person as a result of Transition Year?

If yes, how have you changed?

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End of Year Review

For you personally, what would you consider to have been your greatest success?

Do you feel you are better prepared for the Leaving Certificate now?
Explain your answer:

What three aspects of Transition Year did you most benefit from? Why?

What three aspects of Transition Year did you least benefit from? Why?



My Achievements

I achieved the following throughout Transition Year:

Lined area for writing achievements.



Highlight

Transition Year involves a variety of activities, skills, trips, new subjects and projects. Record the particular highlights for you for each term.

TERM 1

TERM 2

TERM 3



August 2012 Lúnasa | August

1 2 3			4 5 6 7 8 9 10			11 12 13 14 15 16 17			18 19 20 21 22 23 24			25 26 27 28 29 30 31		
Subject												Record of Learning, Activities & Homework ✓		

Monday • 20 Lúnasa

20

Don't Forget

Tuesday • 21 Eanáir

21

Don't Forget

Wednesday • 22 De Ceannaoine

22

Don't Forget

Thursday • 23 Cluainne

23

Don't Forget



The Transition Year Programme prepares students for their role as autonomous, participative and responsible members of society.
- Transition Year Guidelines, Department of Education

Subject: _____ Record of Learning, Activities & Homework

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Class: _____

Key Lessons & Skills Learned or Developed This Week

Notes to/from Teacher

Signed by Teacher: _____ Date: _____
Signed by Parent/Guardian: _____ Date: _____

Signed by Teacher: _____ Date: _____
Signed by Parent/Guardian: _____ Date: _____

Signed by Teacher: _____ Date: _____
Signed by Parent/Guardian: _____ Date: _____

Weekly Sign-off

Signed by Parent/Guardian: _____ Date: _____

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PART 4:

OTHER RELEVANT INFORMATION



INDUCTION IN TRANSITION YEAR

The schedule of induction and orientation is outlined as follows and encompasses far more than just a 'first day back' approach to induction.

We begin our induction process in December of Third Year with our students. Each class is visited by the Career Guidance teacher who provides an overview of the Senior Options available in our school, namely: Transition Year, Leaving Certificate Applied and traditional Leaving Certificate. As a follow on to this information, the Transition Year co-ordinator visits each third year group and provides a detailed explanation of the subject, module and optional curricular choices in Transition Year as well as an over view of the calendar of events. The educational and personal developmental benefits of completing the Transition Year programme are highlighted to students and a Q & A session ends each visit. Each class this year will be shown a documentary film made by the Transition Year class of the previous academic year, which provides an insight into Transition Year from the perspective of actual students. The documentary is entitled "All Together Now". Each students receives a printed overview guide which allows them to reflect on the TY option with their parents at home.

Senior Options night is held in our school each year (usually in early December to facilitate best practice in planning for the next academic year) for parents of third year students. In relation to Transition Year programme, a multimedia slideshow presentation is presented to parents by the Transition Year co-ordinator including details of finance, assessment, evaluation and certification. Multiple Intelligences Theory is also explained to parents as a framework for heightening our students awareness of their talents and personal strengths. A current student of Transition Year also presents a speech on the night to inform the parents of the students' views on our TY option. Q&A are taken from parents at the end of the overall session. Resources used by TYs such as the TY Journal are also available for parental perusal on the night. Application forms for Transition Year are distributed on Senior Options Night. The deadline for applications is generally early January.

OUTLINE OF PRESENTATION TO PARENTS ON SENIOR OPTIONS NIGHT: SEE T.Y. PLANNING FOLDER – P.R. section.

Applicants about whom specific concerns have been voiced may be interviewed prior to being offered a place on the Transition Year programme.



If management and staff have concerns regarding a student's suitability to the programme and if there is sufficient recorded instances of behavioral or disciplinary issues, a student may be requested to sign a supplementary contract of good behavior prior to being offered a place on the programme.

OFFER OF PLACE IN T.Y. DOCUMENTATION – SAMPLE ONLY

Dear Parent /Guardian,

We are pleased to inform you that your daughter has been accepted into the Transition Year Programme 2012/13. Her acceptance is based upon her willingness to participate in all Transition Year activities next year and also her continued commitment to the school's code of conduct.

Attached to this letter please find attached the following documentation:

1. *Code of Behaviour* – to be read by student and parent/ guardian. The accompanying commitment form should be signed and returned to the main school office by Friday, March 9th next.
2. *The Student Handbook* – to be read by student and parent/guardian. The accompanying commitment form should be signed and returned to the main school office by Friday, March 9th next.
3. *Parental Consent form* giving consent for your daughter to participate in all school related activities in Transition Year 2012/13 – to be signed by parent/guardian and returned to main school office by Friday, March 9th next.
4. *Subject Option form* – this form gives provisional details of the subjects that your daughter will be studying next year. Optional subjects must be selected using this form and will be allocated on a 'first come first served' basis. Subject option forms to be returned to the main office by March 9th next.
5. *Bank Giro* for payment of the initial non-refundable deposit of €200. The total cost of the activities provided in T.Y. next year is €500.

The schedule for payments is:

Instalment 1: €200 - Easter 2014

Instalment 2: €200 - September 2014

Instalment 3: - €100 January 2015.

Please Note: We wish to ensure that all students at our school have an equal opportunity to avail of the Transition Year Programme. As such, we would kindly request that any family who may have genuine financial concerns regarding the cost of



T.Y. associated activities, to address a letter in confidence to the school Principal regarding any such issues immediately.

Work experience and social placement are key components of our Transition Year Programme. The dates for these activities will be confirmed in due course. It is advisable that your daughter consider during the summer break, the type of placement from which she would gain the best possible skills and experience. With ninety T.Y. pupils enrolled next year, it will be a challenge to find suitable placements for girls. Students who wish to book their placements with employers during the summer holidays in order to guarantee a place should contact employers using a formal business letter. While many work experience placements are gained through family networks, local employers have respectfully requested that parents of T.Y. students should not 'cold call' or request placements verbally on their business premises. It is highly recommended that T.Y. pupils themselves address a formal business letter of application to any business or venture to which they wish to apply.

We look forward to delivering a varied and inspiring programme to your daughter next year. We also invite co-operation from parents within the Transition Year Programme. If you are in the position to provide work placements, educational workshops or indeed other input into the Transition Year Programme, we would be open to hearing your suggestions,

Yours sincerely,

Marie Ring.
Principal.

Marie Holt.
Deputy Principal.

Carmel McCarthy
Programmes Co-ordinator.

Sharon Holland.
Transition Year Co-ordinator.



SAMPLE ONLY
TRANSITION YEAR SUBJECT CHOICES AND OPTIONS FORM
2012/13.



NAME: _____

CURRENT CLASS: _____

PLEASE CIRCLE THE APPROPRIATE ANSWER IN EACH CASE
BELOW:

1. MATHEMATICS – LEVEL OF STUDY

Higher Level

Ordinary Level

2. MODERN CONTINENTAL LANGUAGE – students study French
or German

French

German

3. EXTRA LANGUAGE – please rank 1-4 in order of preference
which language you wish to study in Transition Year

Mandarin Chinese ____ Italian ____ Spanish ____ Latin ____

4. MUSIC OR ART OPTION – please select your preference.

Music ____

Art ____

5. TRANSITION YEAR SPECIFIC SUBJECT - please rank 1-4 in
order of preference

Web Animations and
Graphics Software ____

Film Production ____

Social Innovation ____

Mini Company ____

*Please Note: We cannot guarantee that all students will receive their
first preferences but will endeavour to allocate places as fairly as is
possible within the constraints of the timetable.*

*This form must be returned to the main school office a.s.a.p. or by the
final deadline of Friday, March 9th.*



TRANSITION YEAR COMMITMENT TO THE SCHOOL CODE OF BEHAVIOUR.

I/ we have read the Loreto Secondary School, Fermoy Code of Behaviour and commit to ensuring that _____ complies with this code at all times. I am aware that my continued participation in the T.Y. Programme is reliant upon complying with this code.

PARENTAL SIGNATURE: _____

T.Y. STUDENT SIGNATURE: _____

Date: _____

TRANSITION YEAR COMMITMENT TO THE POLICIES AND RULES OUTLINED IN THE STUDENT HANDBOOK

I/ we have read the Loreto Secondary School, Fermoy Student Handbook and commit to ensuring that _____ complies with the rules and policies outlined in this handbook at all times. I am aware that my continued participation in the T.Y. Programme is reliant upon complying with this code.

PARENTAL SIGNATURE: _____

T.Y. STUDENT SIGNATURE: _____

Date: _____

TRANSITION YEAR PARENTAL CONSENT FORM

I _____ give my daughter permission to participate in all Transition Year related activities for the duration of the academic year 2012-2013.

I am aware that out of school activities will form a more regular part of this programme.

My daughter has permission to travel with the school to Transition Year related activities outside of the school.

Signed: _____

Parent / Guardian of _____



Date: _____

This form must be returned to the main school office no later than Friday, March 5th to confirm your acceptance of a place in Transition Year.

ORIENTATION IN TRANSITION YEAR

Our orientation programme begins on the first day that TY students return to school in August.

A schedule of Orientation Day provides a sense of the information that is conveyed to students on this day:

TRANSITION YEAR ORIENTATION DAY: SAMPLE ONLY **FRIDAY 31ST AUGUST 2013.**

VENUE: OLD HALL

SCHEDULE:

8:50-9:10 CO-ORDINATOR TO BRING STUDENTS FROM CLASSES TO OLD HALL AND TAKE ROLL CALL.

9:10-9:25 PRINCIPAL AND DEPUTY PRINCIPAL MEET WITH T.Y.

9:30-9:45 ORIENTATION PACKS (S. HOLLAND)

9:45-9:55 MUSIC AND DRAMA + SCHOOL SHOW 2011
INFORMATION (TIM AND DEIRDRE)

9:55-10:05 PUBLIC SPEAKING/ DEBATING INFORMATION (SARAH AND KATE)

10:05-10:20 YOUNG SCIENTIST'S COMPETITION INFORMATION (LYNDA)

10:20- 11:15 T.Y.S MEET THEIR TUTORS AND GO TO BASE CLASSROOMS (SHARON, CARMEL AND MARIE)

BREAK TIME



11:30 RELIGION – JUSTICE, PEACE AND THE INTEGRITY OF
CREATION PROJECTS – SOCIAL PLACEMENT INFORMATION (LIAM
AND JER)

12.10-12.45 WORKSHOP ON PERSONAL DEVELOPMENT (SHARON)

LUNCHTIME

1:35-1:40 BUSINESS DEPARTMENT / CREDIT UNION INFORMATION
SESSION (BERNIE AND ASSUMPTA)

1:40-2:15 CAREERS INFORMATION/ INTERDISCIPLINARY
LEARNING IN T.Y. (JILL)

2:15- 3:35 MOTIVATIONAL / STUDY SKILLS WORKSHOP (SHARON).

Further orientation into our TY programme is provided by a two day **bonding and team building programme** at Blackwater Outdoor Activity Centre in Castletownroche, Co. Cork. Students participate in teams at the following activities:

- Teambuilding and bonding challenges
- Archery
- High ropes courses
- Zip lining
- Zorbing
- River Tubing
- Wilderness Survival skills training
- A Medieval Castle tour
- Orienteering

Evaluation of this activity with the students has proven the success of it as an activity based learning experience. We also provide this activity on the Thursday and Friday following the Junior Certificate examination results which allows the students the opportunity to celebrate their successes in a fun, safe and physically challenging environment.

Another hugely successful aspect of our orientation programme is a school-based **Personal Development Day** which is facilitated by staff and Core Team members. The day is activity based and is focussed on team building activities with a Multiple Intelligences theme. Teams are formed on the basis of the class groups which have been timetabled in the Film Production – Young Social Innovators – Mini Company –



Computer Animations and Graphics option in order to facilitate team building and co-operation amongst the students in these classes. The following activities are provided:

- Multiple Intelligences quiz
- Personality Quiz
- Numerical & Logical puzzles and games and Spatial Awareness quizzes are played in individual and team settings.
- Creative team building – teams must create a piece of ‘wearable art’ and describe the piece in a fashion show role play
- Artistic and musical team building- teams must create a group dance to a rhythmic piece of music and perform the dance as a team for the other TY students
- Student complete a personal analysis of the day in order to consolidate their learning and awareness development on the day.



LITERACY & NUMERACY IN TRANSITION YEAR

The literacy and numeracy lead teacher in Transition Year for this year is Sharon Holland. She and other core team members have familiarised themselves with this initiative.

Existing subject departments will be encouraged and supported in incorporating L&N targets into their subject planning for Transition Year. Subject planning templates for T.Y. will be reformatted for the 2012-2014 academic year in order to facilitate and encourage best practice with this regard.

Existing subject plans and reports eg: student enterprise; demand a highly professional standard of presentation, expression and mechanics of language. This is to the credit of the subject teachers and will be encouraged in all aspects of T.Y. work.

I.C.T. class schemes for the current academic year have been adjusted to begin the year's work with Microsoft Powerpoint software – this will facilitate full year long use of presentation I.C.T. in conjunction with oral, aural and written work projects.

Each T.Y. class group will be provided with tuition in the use of INSPIRON 9 software which is a mind mapping software tool. It is envisaged that the learning derived from this course work will enhance student revision practices and facilitate improved I.C.T. literacy in Senior Cycle.

The Transition Year classes will continue to focus on the weekly punctuation, grammar and spelling rules as emphasised by the Resource Department strategy for L&N – first developed in the 2011 academic year.

All Transition Year students will this year, as part of their cross-curricular learning become members of the Fermoy Public Library – the school library is also used on a regular basis in English and other classes. Membership of the public library will be organized by the core team and visits to the facility will be facilitated by T.Y. English teachers. A list of the services provided by the library has been posted in each T.Y. classroom.



Students will be introduced to the

C.O.P.S.
(Capitalisation, Overall appearance, Punctuation, Spelling)
Strategy

as a means of increasing their awareness of the importance of the 'editing process'. An overview of C.O.P.S. strategy has been placed in each T.Y. classroom.



BEHAVIOUR IN TRANSITION YEAR

SCHOOL CODE OF BEHAVIOUR – as contained on school website and in student journal

TRANSITION YEAR CODE OF CONDUCT

The following code is signed by our Transition Year students following orientation day and countersigned by parents.

1. I will respect my fellow classmates, all school staff, students and visitors to the school at all times.
2. I will attend school regularly and punctually. 90% attendance is required of me in each subject for end of year certification. I must bring a note from my parent/s or guardian/s explaining any absence from school.
3. I will wear full school uniform including the recommended shoes. The uniform for P.E. and activities such as First Aid, is navy school tracksuit, white t-shirt and school fleece.
4. I will participate in all Transition Year activities including Work Experience, Social Placement, P.E. and Outdoor Pursuits.
5. I will obey all school rules and regulations outlined in the school code of behaviour above.
6. I will ensure that should my presence at an out of regular class activity be required by another teacher, that I will bring a note to my timetabled teacher at the start of the class to explain my absence. This note must be signed by my timetabled teacher at the start of each class in order for me to be absented.
7. I am aware that Transition Year affords me an opportunity to learn independently and I am committed to taking personal responsibility for this learning.
8. I will follow all guidelines set out by my Yearhead, Co-ordinators, Tutor and teachers throughout the school year.

I understand that I must abide by this contract in order to continue to participate and achieve end of year certification in Transition Year.

NAME:



CLASS:

DATE:

SCHOOL ANTI BULLYING STRATEGIES

A student must always report any behaviour which she finds hurtful. She may tell her Class Tutor or Year Head, one of her subject teachers, a member of the School Chaplaincy Team, the Deputy Principal or Principal. She may prefer to speak to her Class Prefect or Student Council Representative. Some students who feel uncomfortable with or hurt by the conduct of another pupil may prefer to tell their parents or guardians and ask them to speak to a teacher on their behalf.

The important thing is that hurtful behaviour should be reported so that it can be openly discussed with the perpetrator. Sometimes a student may not be aware that her treatment of other pupils is not acceptable and so it is vital that she is made conscious of the unpleasantness of her words or actions. Sometimes a student may require a severe warning about her future behaviour and may need to be monitored carefully.

No student should ever suffer bullying in silence.

All students should take responsibility for ensuring that no other student is allowed to feel left out or isolated. If you are aware that someone in your class or year is suffering through bullying or exclusion, you must bring this to the attention of a teacher or senior student.



STUDENT SAFETY

- Students are warned to pay attention to all School Safety Regulations, including those which apply to specific areas and subjects.
- When crossing the road outside the school, students should always use the pedestrian crossing.
- Students playing sports are strongly advised to wear gum shields and to comply with all safety instructions issued.
- On buses, students must use seat belts at all times and must obey instructions from the bus driver, teacher or from senior students. (Students travelling to sports venues may occasionally be supervised on a bus by senior students.)
- Students are required to behave at all times with due regard for the safety of others. For this reason, running on corridors is forbidden.
- The Board of Management advises that each student should take out personal insurance; this is available through the school's Insurers.



BEHAVIOUR AND RESPECT

Loreto students are expected to develop mature Christian attitudes to themselves, to other people, and to the environment. They are expected to practise:

1. Self-respect.
2. Respect for Others.
3. Respect for the Environment.

1. SELF-RESPECT MEANS THAT:

- (a) I develop my talents to the best of my ability. I am attentive in class, and conscientious about my studies.
- (b) I am punctual, polite and honest.
- (c) I care for my health. I wear full uniform during the school day and maintain a high standard of hygiene.
- (d) I develop a sense of personal responsibility. I realise that in breaking School Rules I face a sanction, which is the consequence of my behaviour.

2. RESPECT FOR OTHERS MEANS THAT:

- (a) I am friendly and kind to others. I am willing to help another student with her studies or encourage her to get involved in games and other useful activities.
- (b) I treat others as I would like them to treat me.
- (c) I recognise and appreciate the special role of the adults in the school community: I greet them on the corridor, and allow them through a doorway before me.
- (d) I avoid causing unnecessary work for those who care for the school.
- (e) I realise that any unnecessary disruption on my part prevents others working and concentrating. I have to be particularly careful that I am not seeking unnecessary attention.
- (f) I avoid any activity that may endanger the safety or well being of others.
- (g) I leave areas such as toilets, showers, wash basins clean and ready for others to use.
- (h) I explain absences from school with a letter from my parents/guardians to my Year Head.



3. RESPECT FOR THE ENVIRONMENT MEANS THAT:

- (a) I take pride in keeping the school clean, tidy, and free of litter and graffiti.
I do not use chewing gum.
- (b) I stack my chair at the end of the school day to facilitate the cleaning of the classroom.
- (c) I realise that bad language is offensive to other people.
- (d) I show care, not just for the school, but also for the means of transport I use to and from school.
- (e) I am well mannered in the shops, and on the street.



SANCTION PROCEDURES

Despite the best efforts of School Staff, Parents and Students, it is inevitable that behavioural problems will occur. The aim of the following sanction procedure is to ensure that misbehaviour can be corrected in a manner which is fair, effective and dignified.

1. Each teacher is responsible for discipline within his/her own classroom. Routine reprimanding by the teacher in charge of class will be the general procedure for minor incidents of indiscipline. The teacher may, depending on the offence, assign extra work and /or relocate the student within the classroom and report to the Class Tutor and Year Head.
2. A teacher may complete a Referral Form, outlining a student's unacceptable behaviour. This form will be given to the Year Head and the Class Tutor will be informed.
3. The Year Head or Deputy Principal may impose detention for individual or repeated incidents of misbehaviour.
4. In cases of repeated misbehaviour, a student may be put "On Report". In this case, the parents / guardians will be notified.
5. Should a pupil be put "On Report" a second time, parents will be asked to come to the school to discuss their daughter's behaviour with the Principal, Deputy Principal, Year Head, or Class Tutor

The Principal may:

- (a) Request the parents to give, in writing if necessary, an undertaking on behalf of the pupil, of future good behaviour
 - (b) Request a similar undertaking from the pupil.
 - (c) Impose written conditions on the pupil remaining in the school.
- A warning will be given that suspension from school could be the next step, should no improvement occur.
6. Should the Principal, in consultation with the relevant staff, decide that suspension is called for, the parents will be informed in writing.
 - (a) Of the reason for suspension.
 - (b) The period of suspension.
 - (c) That the pupil will be regarded as being in the care of the parents, from the end of the school day in which she is suspended.

The School Board of Management will be informed.

At the end of the period of suspension, the Principal will review the situation, and decide the conditions under which the pupil will be allowed to return to the school.

7. The Principal reserves the right to suspend a pupil for a single, serious breach of discipline.



It is envisaged that most behavioural problems will be satisfactorily dealt with through the procedure outlined in steps 1 to 7.

8. Finally, in the event of the imposition of Expulsion, the rules of Natural Justice will be applied. Pupils and Parents will be given an opportunity to respond in their own defence, prior to any decision being made.



UNIFORM

School uniform is monitored by all staff members but a weekly uniform check is completed at Monday assembly by the T.Y. co-ordinator.

- Mint green blouse as sold in Shaws', Hickeys' and Joe Murphy's.
- Bottle green crested jumper.
- Navy school trousers as sold in Shaws', Hickeys' and Joe Murphy's.
N.B. When buying these, please stipulate school trousers; fashion trousers are not acceptable as school uniform.
- Flat black shoes. This is a safety requirement. Runners may be worn only for P.E.
- Loreto Uniform Tracksuit is compulsory for P.E. and for all sports events. It is available from Shaws'.
- Loreto Uniform Rain Jacket which is available in the school.

Optional items:

- Bottle green skirt and opaque black tights. N.B. The skirt as sold in Shaws', Hickeys' and Joe Murphy's is A-line and standard knee length. If inappropriate alterations are made so that a skirt is no longer A-line or no longer knee length, the pupil will be requested to replace it with the correct and unaltered skirt or to wear school trousers instead.
Students who are members of choirs from Second Year upwards will need the knee length green skirt for choir performances.
- Green fleece top with crest as sold in Shaws', Hickeys' and Joe Murphy's.
N.B. Pupils are not allowed to wear any other type of fleece or jacket on the school premises. The fleece is not an alternative to a school jumper and should be worn indoors only during very cold weather.

Pupils are earnestly requested to take pride in their uniform and to make sure that it is always in good condition. Frayed or torn items of uniform should be repaired or replaced.

- Junior pupils are not allowed to wear make up of any kind.
- Senior pupils must not wear conspicuous makeup.
- Facial jewellery is not allowed.
- If a pupil wishes to wear earrings, she may wear one pair only of small stud type earrings. No other style of earring is permitted.
- A pupil may wear one plain chain with a medal or small plain medallion.
- One plain ring may be worn.
- At no time should valuable jewellery of any kind be worn in school, as it will have to be removed for certain classes and may get lost.



