



## Interim Transition Year Admissions Policy:



**School Name:** De La Salle College, Waterford.

**School Address:** Newtown, Waterford.

**School Roll Number:** 649500

**School Details:** De La Salle Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Chéile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

**School Management:** The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

### Mission Statement:

Inspired by its founder, the mission of the college is to: *“De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life”*

### Ethos:

As a Le Chéile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a Le Chéile school as espoused by life St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen sense of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25<sup>th</sup> May 2018. Further details on data protection are set out in the school's Data Protection Policy.

## Section 1: College Profile, Mission and Ethos

### College Profile

De La Salle College is an All Boys' Voluntary Catholic Secondary School, operating under the Trusteeship of the Le Chéile Schools Trust, a Catholic Schools Trust. The College is managed by the Board of Management, is funded by the Department of Education and Skills (DES) and operates within the regulations and guidelines set down from time to time by that Department. The school seeks extra funding in the form of an annual school charge from parents in order to supplement D.E.S. funding. The College has an active Parents' Association and Students' Council.

### Mission Statement

De La Salle College, Waterford is a Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life.

### Ethos

De La Salle College, Waterford was founded in 1891 by the De La Salle Brothers and serves as a Catholic school for boys. The aim of De La Salle College is to develop an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, the Lasallian school is inspired by the vision of St. John Baptist De La Salle that Gospel values must permeate the life of a Christian school in such a way that students internalise those values and reflect them in their behaviour. All who work in the College constantly strive to make De La Salle College a welcoming institution. Our behaviour management strategies and pastoral care structures are built on the principles of justice and fairness. We endeavour to fulfil our mission in partnership with parents/guardians, staff, students, trustees and the community.

## Section 2: Aims and Objectives

De La Salle College offers Transition Year as an optional one-year programme, post Junior Certificate. The school strives to achieve the mission of Transition Year which is: ***"To promote the personal, social, educational and vocational development of the students and to prepare them for their role as autonomous, participative and responsible members of society."***

The aims of the Transition Year Programme reflect those specific to the guidelines published by the Department of Education and Skills, namely:

- Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- The promotion of general, technical and academic skills with the emphasis on interdisciplinary and self-directed learning.
- Education through experience of adult and working life as a basis for personal development and maturity.

### **Section 3: Procedures**

- Application for admission to Transition Year is open to all students in Third Year and is made via the standard Transition Year Application Form.
- A closing date will be indicated on the application form and late applications may not be considered.
- The maximum number of places available in each Transition Year Class in the programme group is 21 to be determined based on the size of exiting 3<sup>rd</sup> year cohort, combined with the demand for places within the TY program. (This number is based on safe seating arrangements due to COVID 19)
- The total number of students that can be accommodated in Transition Year in any school year will be determined by the Board of Management subject to the resources available to the school including physical classroom accommodation, class size, teaching and financial resources and is also subject to the capacity of the school to provide for the educational needs of those who apply for admission.  
The total number of students will be determined by demand from suitable students. Suitable students will be determined through a robust and fair selection process. It will be aimed to have classes in multiples of 24 if possible as this number allows for the optimal deployment of resources.
- Senior Options Information for parents and students is emailed to parents in the spring time of the year of entry.
- This Information Presentation deals with the programme options available to students after the Junior Certificate, namely; Transition Year, The Established Leaving Certificate, and The Leaving Certificate Applied Programme.
- Transition Year application forms are emailed to the parents. The application form and any other relevant documentation must be returned to the school office by the closing date (date on application form). It is the responsibility of each student and his parents/guardians to ensure that the application form is returned in full and on time.

Late applications will be processed only after all applications submitted on time have been processed and finalised.

- Acceptance of the application form does not confirm or imply an expectation of a place on the programme.
- The teaching staff will be invited to offer professional advice and judgements in writing to the T.Y. Admissions Committee within a time schedule specified by the Programme Coordinator.
- All students who apply for Transition Year are called for interview. The dates of interview are normally in mid-March with the forum for the interview being determined by COVID restrictions.
- The Selection Committee includes the members of the Senior Management Team, The Transition Year Coordinator and the Guidance Counsellors. They will process all applications received as per the Criteria for Admission and the Marking Scheme outlined below and applicants will be listed in order of merit based on marks received.
- When there are more applicants than available places, a waiting list based on the order of merit will apply. All applicants may not be deemed suitable. Only those deemed suitable will be placed on the waiting list. If students on the waiting list share the same score, a supervised draw will take place. Students will then be placed in order on the waiting list. Once all students have accepted their place in Transition Year and the quota (as set out by the Board of Management) has been reached, the waiting list will cease on the last week of May of the academic year. In this way, students will be enabled to settle into their various programmes / year groups.
- Where a student is deemed to be unsuitable for Transition Year and fails to meet the most basic aspects of the selection criteria (e.g. failure to meaningfully engage with the Personal Statement in the Application process, serious breaches of Code of Behaviour), he will be informed in writing of his unsuitability for the programme and advised to consult with the Guidance Counsellors regarding the pursuit of other senior cycle options.

## **Application Procedure**

The number of students that can be accommodated in Transition Year will be decided by the school's Board of Management on an annual basis. Classes are created in multiples of 24 (COVID allowing).

Each applicant will be considered on his own merit. In order to be considered for the programme, the following procedure must be adhered to:

- Completion of the Application Form & Personal Statement **within the deadline specified each year** (the agreed date **for the academic year 2021-2022 is Friday February 11<sup>th</sup>**). The Personal Statement is an opportunity for the student to outline their interest in and suitability for the Transition Year Programme. (Personal Statement template attached).

## Eligibility

Due to the nature of the involvement required from students in the programme there are very strict guidelines relating to behaviour in the Junior Cycle programme, especially from Christmas in second year to the time of selection. The selection panel will decide on the standards required. Students, who have amassed a series of suspensions and detentions, have clearly not lived up to their commitment to adhere to the school rules and will not be eligible for Transition Year.

## Selection Criteria

All applications are reviewed and all students are invited to present for interview.

A student is assessed as suitable for the programme based on how well he meets the criteria outlined below:

- The student's record of compliance with the School's Code of Behaviour
- The quality of the application form & personal statement
- The student's performance at interview (see Appendix 6 for Marking Scheme)
- The student's record of contribution to extra-curricular and co-curricular activities
- The recommendations of the student's teachers
- The student's class work record (completion of projects, capacity to meet deadlines, etc.)

The Selection Committee will process all applications received as per the Criteria for Admission and the Marking Scheme outlined below and applicants will be listed in order of merit based on marks received. When there are more applications than available places, a Waiting List based on the order of merit will apply for suitable candidates. Those who are deemed unsuitable for the programme will be informed by email and will be advised to consult the Guidance Counsellors regarding alternative senior cycle programmes.

## Section 4: Offer & Acceptance of Places

After the interview, all students will be informed by email of the outcome of their application within 10 school days of completion of the application process. Unsuccessful

applicants will be informed within the same time frame and will be advised of their right to appeal the decision to the Board of Management. See Appeals Process below.

The student will receive one of the following responses regarding his application:

1. He will be informed that he has secured his place in the Transition Year programme for the following academic year. Within the date specified, he must then submit the following to the School Office:
  - Completed Acceptance Form (see Appendix 1)
  - Completed Contract of Learning (see Appendix 3)
  - Completed Behaviour Contract (see Appendix 4)
  - Payment of the first half of the Transition Year fee, €250.00.

All these forms must be signed by the applicant and witnessed by a parent/guardian. **Failure to return these forms, accompanied by the payment of €250, to the school office within the specified time frame will result in the student's offer of a place being forfeited. The date for receipt of the above for the academic year 2021/2022 is Friday April 8<sup>th</sup>.**

2. The student is informed that the number of successful applicants has exceeded the available places and he has been put on a Waiting List **in order of merit**. He is advised to meet with one of the Guidance Counsellors to discuss alternative senior cycle options. He will be notified immediately if a place becomes available. Should that student not accept the place offered, it will be offered to the next person on the waiting list; this process will continue until all places have been accepted and filled.
3. The student is informed that he has been deemed unsuitable for the programme and is advised to meet with one of the school Guidance Counsellors to discuss alternative senior cycle options.

Any serious breach of the schools Code of Behaviour prior to the commencement of Transition Year may result in the withdrawal of the offer of a place in Transition Year.

A student who accepts a place in Transition Year and subsequently withdraws from the programme is advised that his application for subject options in 5th year will be placed after the students who have already applied.

## Section 5: Transition Year Fee

The Transition Year Fee per student for the 2021-2022 2022-2023 school years has been set at **€500** (this fee is subject to change at the discretion of the Board of Management).

**The Transition Year Fee of €500 must be paid in full on or before the second week of May in the year of application (The date agreed for this academic year 2021/2022 is May 13<sup>th</sup>). The fee must be paid in full to the College Office. All payments will be receipted. This**

**payment deadline will be strictly enforced. Fees not fully paid by that date will be refunded and the offer of a place in Transition Year will be withdrawn and his place will be offered to the first person on the waiting list.**

The student is advised to meet with the school Guidance Counsellor to discuss alternative senior cycle options and should be aware that his application for subject options in 5th year will be placed after the students who have already applied.

## **Section 6: Appeals**

Parents/Guardians of a student who is not offered a place in Transition Year may appeal the decision to the Board of Management within 10 working days of receiving notification of the decision. Parents/Guardians should outline in writing the grounds for their appeal. Please be advised that the decision of the Board in this regard is final.

## **Section 7: Review of Performance**

By accepting a place on the programme, students will be committing to a very high standard of behaviour. There will be a review of student performance at the end of September each year. If the review is unsatisfactory parents will be asked to meet with members of the school team in an attempt to rectify the problems.

Students who do not adhere to the agreement they have signed may be asked to leave the programme. If this is the case they will be offered a place in fifth year.

### **Approval:**

This policy has been distributed to staff, parents and students for their approval.  
Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of De La Salle Waterford;

Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

This policy will be due for review on:

Date: \_\_\_\_\_

## **Appendix 1:**

### **Transition Year Work Experience Programme 2021-22**

Dear Employers, we would welcome your support in allowing our students to gain valuable life experience through participation in work placements. Our Transition Year students are available for work placement on the following dates

**Dates: from** \_\_\_\_\_ **to** \_\_\_\_\_

I agree to take on the following student for the work experience programme.

**Name of Student:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Firms name and address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Firms telephone number:** \_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Brief description of job placement duties:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Julieann Cantwell,  
Programme Co-ordinator.**

## **Appendix 2:**

Dear Parents/Guardians,

One of the key aims of the Transition Year Programme is “Education through experience of adult and working life as a basis for personal development and maturity”. Our Transition Year Work Experience Programme will allow your son to take 1 week of work experience in Term 1 and 1 week in Term 2.

Students have been briefed on the purpose and benefits of the work experience programme and I also wish to outline some important points to you, the parents.

- Students are responsible for securing their own work experience placement. If there is any difficulty in this regard we are here to help them.
- Each student should be assigned to a co-operating worker. It is important that you obtain from your son the name and telephone number of his co-operating worker, in the event of you needing to contact your son urgently during work experience.
- Each student is fully covered by the school's insurance for his work experience placement and his employer will be provided with evidence of this.
- Your son must record a diary of their work experience placement in their TY Journal, which should be written up on a daily basis. This must be submitted when he returns to school.
- I can contact the firm during the time period to confirm that the placement is successful for both the employer and the student.
- When your son completes his work experience programme, his co-operating worker will complete an ‘Employer’s Report’ (an assessment of how he got on during the week) which will be returned to the school.
- You should make yourself familiar with the ‘Guidelines for Work Experience’ which were explained to your son at his tutorial class (copy enclosed).
- It is a big step for a student commencing a work experience programme. As parents you can be supportive and encouraging and it is important to listen to your son’s accounts of the day.
- Students frequently evaluate ‘Work Experience’ as one of the highlights of the TY programme; if, however, there are any difficulties, or if you have any queries, please do not hesitate to contact me.

I hope your son has an enjoyable and beneficial time on work experience.

Yours sincerely

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Julieann Cantwell  
Programme Coordinator

## **Appendix 3:**

### **Transition Year Work Experience Guidance**

<b>Punctuality:</b>	The students should be clear on the starting time, finishing time, breaks and lunches. It is very important that the students are punctual for the duration of the work experience.
<b>Illness:</b>	If students are ill and unable to attend work, they must contact both the workplace and the school immediately. It is important that both the student and parents have both the firm's telephone number and the school number.
<b>Security:</b>	Students should not bring any valuables to the workplace with them unless it is necessary.
<b>Dress Code:</b>	The students should check in advance the dress code in the workplace e.g. overalls, shirt and ties etc.
<b>Confidentiality:</b>	Students should be made aware that many aspects of the workplace are confidential e.g. office files, customers, doctors surgery etc.
<b>Lunch:</b>	Students should take a lunch with them each day or enquire about canteen facilities on site.
<b>Safety</b>	Students should familiarise themselves with the fire regulation
<b>Regulations:</b>	procedures and assembly points. They must take great care in the workplace, particularly if working near machinery. They should be aware of the safety and hygiene regulations in the workplace.
<b>Insurance:</b>	The students are covered by the school insurance scheme while on work experience.
<b>Student Welfare:</b>	If the students feel uncomfortable or threatened in the workplace, they should contact the school immediately.

**Good Manners:** It is important that the student benefits from the work experience. Courtesy and good manners are essential. The students should express their appreciation to the contact worker at the end of the work experience.

**Clarity:** The students should be encouraged to ask questions while on work experience and not to be shy about getting instructions repeated if they are not clear about what they are supposed to be doing.

**Signed:** \_\_\_\_\_  
Julieann Cantwell, Programme Coordinator

### **Appendix 4:**

#### **Employers Report on Work Experience**

De La Salle College appreciates very much the on going co-operation and support from employers who provide work experience for our students. These placements tend to be of great benefit to our students. This form is an important record of their performance with your organisation. We would be obliged if you could complete the form as fully and as accurately as possible. Thank you.

#### **Organisation Details:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Placement Date: \_\_\_\_\_

#### **Students Details:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the student's performance under each of the following where relevant.

6=Excellent 5=Very Good 4=Good 3=Fair 2=Poor 1=Not enough to assess

Attendance	_____	Communication	_____
Punctuality	_____	Performance of Tasks	_____
Willingness to Learn	_____	Initiative	_____
Co-operation with Supervisors	_____	Interest	_____
Co-operation with other workers	_____	Use of Equipment	_____
Attitude towards job	_____	Quality of Work	_____

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

Firm's Stamp

## Appendix 5:

Dear Sir/Madam,

Many thanks for giving the opportunity to \_\_\_\_\_ to participate in the  
Work Experience Programme, which is considered to be an integral part of the Transition  
Year Programme.

I enclose evidence of our Insurance, which covers the students while on Work Experience. I also  
enclose an 'Employer's Report Form'. It would be very much appreciated if the form  
could be completed by the co-operating worker at the end of the Work Experience.

I can be contacted at the school during the work experience period; should you need to speak  
to me regarding any aspect of the student's placement.

Again, many thanks for giving the student this wonderful opportunity to learn; it is very  
much appreciated.

Yours faithfully,

\_\_\_\_\_

Julieann Cantwell

Programme Coordinator