



CONTINUING THE JOURNEY

A Loreto Fermoy Education







OUR VISION

LORETO FERMOY REPRESENTS FREEDOM IN
LEARNING FOR ALL OF OUR LORETO GIRLS.

WE PROVIDE A TAILORED EDUCATION ALLOWING
GIRLS OF ALL ABILITIES TO ACHIEVE ACADEMIC
EXCELLENCE.



PROFILE OF A LORETO STUDENT

By the end of their time in Loreto Fermoy, it is hoped that young people are:

- Happy, friendly and self-confident, with a sense of humour and an awareness of her gifts and the need to fulfil her potential for good.
- Able to think for herself, ready to further develop her diverse competencies, find her own voice, claim her own identity.
- Have a generosity of spirit and a readiness to place her talents in service of others, especially those most in need, ready to ask 'What more can I do, what more could I give?'
- Well prepared to take her place in contemporary society, motivated by selfless generosity and aware of how fully she can contribute to the common good.
- Ready to stand for truth and to be an advocate for the voiceless in society.
- Proud of having belonged to a Loreto school community with respect for its values and for all those who travelled on the education journey with them.
- Developing a respectful appreciation of people of all faiths and none. If your daughter has religious faith, we would hope that she would be able to find God in reflection on her own experiences.



LORETO EDUCATION - A SUMMARY

Sharing in the education mission of the Catholic Church and recognising that care of faith and education are central in the Loreto tradition, Loreto schools are called on to model and promote a philosophy of life:

- Based on belief in God
- Finding God in all things
- Animated by Gospel values
- Convinced of the dignity and destiny of each individual

Each Loreto school aims;

- to position the person and best interests of the student at the centre of policies, structures and decisions within the school
- to nurture respectful and caring relationships between teachers and students
- to provide an appropriate and robust learning experience and environment
- to set each student on a pathway to personal excellence, recognising different aptitudes and gifts
- to foster in their students a generosity of spirit and a readiness to place their talents at the service of others, especially the most needs
- to collaborate with parents in accompanying each student's progress towards maturity
- to respect and honour diversity, entering into genuine dialogue with unfamiliar cultures and new developments
- to strengthen links between the world-wide network of Loreto schools and students





ETHOS

Our school seeks to give expression in its daily life to the values of Loreto Philosophy of Education, which is the vision of St. Ignatius of Loyola and Mary Ward.

The core values of Loreto Educational Philosophy are: Truth, Freedom, Justice, Sincerity and Joy.

The Catholic tradition of education involves no diminution or distortion of the aims of education. Instead, it gives to the wholeness, truth, respect, justice and freedom for all pursued in education a new depth, a richer possibility, a fuller understanding.

MISSION STATEMENT

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 that 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.

WHY CHOOSE LORETO FERMOY

- A holistic approach to education valuing all abilities with each girl achieves her 'personal best'.
- Educational partnership involving parents, teachers and our School Care Team members which places your daughter at the heart of our school. Parents & students alike speak of the freedom afforded to their daughter by a single-sex educational environment – freedom to develop personally, academically, physically, mentally & socially.
- Top class academic and sporting facilities which complement both classroom teaching and learning and our varied extra-curricular experiences.
- We provide a broad range of subjects, short courses, educational programmes & additional areas of learning to suit the varied needs of our individual students.
- Talents are fostered and developed both in the classroom and in the many extra-curricular activities on offer in the school.
- All first year students are given the opportunity to sample all subjects prior to making subject choices. Subject choice at our school is unrestricted both at Junior & Senior Cycle.
- Independent evidence consistently demonstrates that Loreto Fermoy girls perform better academically than all other mixed or single-sex schools in our catchment area. Our third level entry statistics have placed us in the *Top Ten non-fee paying schools* in Cork City & County in the Sunday Times Top 200 Schools poll.
- Students are encouraged to establish a sense of belonging in the school community through our youth leadership and many other pastoral structures.
- The transition from primary to post-primary school is carefully planned and managed with the needs of the individual student placed at the heart of our orientation programme. The happiness of your daughter is our first priority - with this as a solid foundation she will blossom both personally and educationally.
- Individually tailored educational planning for students with special educational needs and a team of trained and experienced professionals guiding your daughter towards achieving her very best.
- Unlike in mixed education settings, girls receive 100% of all available school opportunities in single sex schools



FACILITIES

EDUCATIONAL FACILITIES

- Home classrooms: Each base class group is provided with a 'home' classroom. Home classrooms provide a sense of their own space within the larger school building. Locker rooms are provided in areas of the school close to your daughter's home classroom. Additional storage is provided within each classroom. Wi-Fi enabled and equipped with a desktop computer, featuring digital sound and projection systems. Each first year class will be located on the same corridor. Each corridor/ area in our school is served by its own toilet facilities.
- Science, Biology, Physics and Chemistry laboratories
- Tiered demonstration room
- Two fully equipped Computer /ICT rooms
- Two fully equipped and modern Home Economics kitchens
- Dress Design / Craft room
- Three fully equipped Computer / ICT rooms: Office 2016 and Microsoft 365 operating systems
- Two fully resourced Art rooms with attached materials storage and pottery kiln
- Music and Drama room
- Geography room
- Learning Support and Special Needs Assistants' Rooms – for small group teaching and one-to-one tuition

- School Library – stocks over 5,000 books with individual study/reading booths
- Careers Library and Guidance Counselling Suite
- School Canteen: hot and cold food served daily during school break and lunchtime
- Reflection room: as part of our RE & Wellbeing programme each class group use our modern reflection room for breathing exercises, guided meditation & prayer.

SPORTS FACILITIES

- Sports Hall with modern, clean dressing room and toilet facilities
- Full-sized and half-sized indoor basketball courts
- Fully equipped gymnasium
- Table-tennis / Games room
- Floodlit astro-turf / all-weather hockey pitch
- Outdoor basketball courts
- Access to various pitches, all-weather running/ walking track and outdoor tennis courts at St. Colman's College.
- Fermoy Swimming Pool: we use the swimming pool as part of our first year and TY PE water safety programme.

PASTORAL CARE / GUIDANCE

PASTORAL CARE

- A Youth Leader is assigned to each first year student to help her to make the transition from primary to secondary school. Each class elects a Cairdeas group of up to six students. The Cairdeas group fosters the inclusion of all girls in their class.
- Class tutors care for individual classes. In most cases, class tutors in Junior Cycle classes are also SPHE teacher of their class group. This permits issues of relevance to Social, Personal and Health Education to be taught by the tutor to their own tutorial class.
- Each year group has a Year Head. The Year Head stays with their year group as they move through their years in the school and looks after the students whilst monitoring their academic performance, their attendance and their involvement in school community life.
- Opportunities for spiritual growth and development are provided by the Religion Department and school chaplain.
- Awareness campaigns and workshops this year have promoted positive mental health and self-esteem; responsible internet/social media use; substance abuse and revision, study and organisation skills.
- Freshers' Club which provides lunchtime sporting and non-sporting activities and events exclusively for our first year students. This element of our ongoing induction of first years has been very well received by students who participate. A timetable of events is distributed to students at the start of each term.
- Care Team Staff meetings take place weekly to address the ongoing needs of our students and support plans for individual students.

GUIDANCE

The Guidance Department helps all students with subject choice, study plans and examination techniques. Students are made aware of the range of careers, courses and colleges available to them after secondary school. Students are given the opportunity to take aptitude tests and to complete career interest questionnaires.

- As part of Wellbeing provision throughout our school curriculum, 1st, TY, 5th and 6th year students receive weekly classes in Guidance with qualified Guidance Counsellors.
- Training for all years on Study & Revision Techniques, Relationships & Sexuality education (RSE) & the World Health Organisation (WHO) approved resilience programme 'My Friends Youth' is team taught to all of our 1st year students.
- Individual appointments are available for all students to discuss educational, career, social or personal issues.
- Visiting speakers talk to students about career issues and students are offered the opportunity to visit colleges on open days.
- Parents/guardians are invited to attend information evenings on applying to college, subject choice and the transition for primary to secondary school.

Speak to one of our Guidance Counsellors
Email: guidance@loretofermoy.ie | Tel. 025-32598

SPECIAL EDUCATIONAL NEEDS

Loreto Secondary School values each student for herself without consideration of intellectual or other ability. Appreciation of personal goals and diversity of ability is part of our Loreto ethos. Special education in the school is guided by these values.

With guidance from the Department of Education, our SEN department facilitates the meaningful inclusion of students with SEN. At Junior Cycle, Level 2 Learning Programmes (L2LPs) and qualification are targeted at a very specific group of students who have general learning disabilities in the higher functioning moderate and low functioning mild categories. These students are small in number and all have Individual Education Plans (IEPs). Their Learning Programmes are built around Priority Learning Units (PLUs) that develop the basic, social and pre-vocational skills of the students involved. This programme in turn feeds into Senior Cycle where the needs of each student will be discussed & planned for in providing for a tailored curriculum at Senior Cycle. Both the traditional Leaving Certificate & Leaving Certificate Applied (12-15 student applications required to run this programme) can form the next step for students studying a combined Level 2 & Level 3 Junior Certificate.

We undertake a step by step process for each student involved. The initial step includes a meeting with the SEN Co-ordinator, the student's primary school teacher and the parents or guardians prior to the commencement of the academic school year. This meeting is designed to ensure a successful and happy transition into secondary school.

On commencement of the academic year an Individual Education Plan is prepared for each student based on their needs. The factors employed in the preparation of the IEP include information gathered from professional reports, primary schools, parents and students. The IEP is designed to

support our SEN students when they part take in our mixed ability mainstream classes. The students are given the opportunity to access the curriculum using suitable support systems. The level of support can vary from classroom differentiation, which can include team teaching to small group tuition. The mainstream teachers work with the SEN team of resource teachers to ensure that all students are taught in an inclusive educational environment that meets their individual needs.

All our SEN students are provided with assistive technology to allow them to access the curriculum. Where applicable, applications are made by the school to the NCSE to acquire laptops which are used in class for note taking and recording key assignments. The laptops are also used to access relevant software to meet the needs of our SEN students.

The SEN team include the invaluable personnel of Special Needs Assistants who look after students who have significant medical needs or who have a significant impairment of physical or sensory function.

Our SEN students are provided with shared special centres for school run exams and our SEN Co-ordinator facilitates applications for Reasonable Accommodation for Certificate Examinations (RACE) for students who have permanent or long term difficulties that they believe will significantly impair their performance in state examinations.

Our SEN Co-ordinator is part of the school Care Team, encompassing Senior Management, Guidance Counsellors and Year Heads. The above school personnel meet weekly to communicate concerns that may arise and discuss ongoing support for the students involved.

Special Educational Needs Co-Ordinator: Imelda D'Arcy
Email: imeldadarcy@loretofermoy.ie | Tel.: 025-32124

JUNIOR CYCLE - CURRICULUM OVERVIEW

JUNIOR CYCLE

Subject (Start date of new course)		JC NCCA Guideline (hrs.) over three year period	1 st Year Subject sampling (J.C. 2020)	2 nd Year (J.C. 2019)	3 rd YEAR (JC 2018)	Total time (Hrs.) allocated over three year period
EXAM SUBJECTS – 9 Exam Subjects in 2 nd Year and 3 rd Year						
CORE SUBJECTS						
English (2014)		240	4	4	4	267
Irish (2017)		240	4	4	4	267
Maths (2018)		240	4	4	4	267
Geography (2018)		200	2	3	4	200
History (2018)		200	2	4	3	200
OPTIONS - Choose any four from 2 nd year onwards- open subject choice - no subject bands						
French (2017)		200	2	4	4	222
German (2017)		200	2	4	4	222
Science (2016)		200	2	4	4	222
Business (2016)		200	2	4	4	222
Home Economics (2018)		200	2	4	4	222
Art, Craft and Design (2017)		200	2	4	4	222
Music (2018)		200	2	4	4	222
Technology (2019)		200	2	4	4	222
NON-EXAM SUBJECTS						
R.E. (2019)	Short Course: Philosophy (from First Year 2017)	SC 100	3	3	3	200
WELLBEING AT LORETO FERMOY						
P.E.		SC 100	2	2	2	134
S.P.H.E. (Social, Personal & Health Education)		-	1	1	1	67
C.S.P.E. (Civic, Social & Political Education)		-	1	1	1	67
Choir & Performance		-	1	-	-	22
I.C.T. (Microsoft 365, Internet & Social Media Safety & Coding)		-	1	-	-	22
Guidance (including My Friends Youth Resilience Programme)		-	1	-	-	22
TOTAL CLASSES			42	42	42	334 hours of Wellbeing (2017-2018)

Junior Cycle at our school: 42 periods on our timetable, each lasting 40 minutes

* Wellbeing hours increase to 400 by 2020

JUNIOR CYCLE: 24 STATEMENTS OF LEARNING

<i>The Student</i>	<i>Subjects on our Curriculum</i>
Communicates effectively using a variety of means in a range of contexts in L1*	Technology, Business Studies, Modern Foreign Languages, Business, Science, Religion, English, Music, Geography, Home Economics, Maths, History Wellbeing: Choir, SPHE, ICT, Guidance
Listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability	Gaeilge, Modern Foreign Languages, Geography Wellbeing: Choir
Creates, appreciates and critically interprets a wide range of texts	History, Modern Foreign Languages, Religion, English, Gaeilge, Geography, Home Economics
Creates and presents artistic works and appreciates the process and skills involved	Visual Art, Modern Foreign Languages, Religion, English, Gaeilge, Music, Geography, Home Economics Wellbeing: Choir, P.E.
Has an awareness of personal values and an understanding of the process of moral decision making	Religion, English, Geography, Home Economics, Business, History Wellbeing: SPHE, Guidance, ICT
Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Technology, History, Religion, English, Gaeilge, Music, Geography, Home Economics Wellbeing: CSPE, Choir, SPHE
Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Technology, Business Studies, History, Religion, English, Geography, Home Economics Wellbeing: CSPE, Guidance
Values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change	History, Religion, English, Music, Geography, Home Economics Wellbeing: CSPE, Choir
Understands the origins and impacts of social, economic, and environmental aspects of the world around her/him	Technology, Business Studies, History, Religion, Science, Geography, Home Economics Wellbeing: CSPE, SPHE
Has the awareness, knowledge, skills, values and motivation to live sustainably	Technology, Business Studies, History, Religion, Science, Geography, Home Economics Wellbeing: CSPE, Guidance, SPHE
Takes action to safeguard and promote her/his Wellbeing and that of others	Religion, Gaeilge, Geography, Home Economics Wellbeing: SPHE, PE, ICT, Guidance, CSPE
Is a confident and competent participant in physical activity and is motivated to be physically active	Geography, Home Economics, PE Wellbeing: SPHE, Guidance

<i>The Student</i>	<i>Subjects on our Curriculum</i>
Understands the importance of food and diet in making healthy lifestyle choices	Science, Home Economics, PE Wellbeing: SPHE, Guidance
Makes informed financial decisions and develops good consumer skills	Maths, Business Studies, Home Economics Wellbeing: ICT
Recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning	Technology, Maths, Business Studies, Science, Geography, Home Economics Wellbeing: ICT
Describes, illustrates, interprets, predicts and explains patterns and relationships	Maths, Business Studies, Religion, Science, English, Music, Geography, Home Economics Wellbeing: CSHE, Guidance, SPHE
Devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills	Technology, Maths, Business Studies, Science, Geography, Home Economics Wellbeing: ICT
Observes and evaluates empirical events and processes and draws valid deductions and conclusions	Maths, Business Studies, History, Religion, Science, Home Economics, Geography Wellbeing: CSPE, SPHE
Values the role and contribution of science and technology to society, and their personal, social and global importance	Technology, Religion, Science, Geography, Home Economics, Maths Wellbeing: ICT
Uses appropriate technologies in meeting a design challenge	Technology, Home Economics, Visual Art, Geography Wellbeing: ICT
Applies practical skills as she/he develop models and products using a variety of materials and technologies	Technology, Visual Art, Maths, Home Economics Wellbeing: ICT, CSPE
Takes initiative, is innovative and develops entrepreneurial skills	Technology, Business Studies, Home Economics Wellbeing: Choir
Brings an idea from conception to realisation	Technology, Maths, Visual Art, Business Studies, Modern Foreign Languages, Religion, English, Gaelge, Music, Home Economics Wellbeing: SPHE, Guidance, Choir, CSPE
Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Technology, Maths, Business Studies, History, Modern Foreign Languages, Religion, Gaelge, Music, Geography, Home Economics Wellbeing: SPHE, CSPE, ICT, Guidance





Transition Year Notice Board

Calendar

SCHOOL YEAR PLANNER
2017-2018

Competitions

Athletics
Information

Notices

Reminders

Photos

SENIOR CYCLE - CURRICULUM OVERVIEW

SENIOR CYCLE	Subject	LC NCCA Guideline (hrs.) over two year period	T.Y. (2017)	5 th Year (L.C. 2019)	6 th YEAR (LC 2018)	Total time (Hrs.) allocated, excluding T.Y.
	EXAM SUBJECTS – 7 Exam Subjects in 5th Year and 6th Year (7 including LCVP Programme). If correct vocational subject groupings and MCL requirement fulfillment					
	CORE SUBJECTS					
	English	180	5	5	5	222 (311 inc. T.Y.)
	Irish	180	5	5	5	222 (311 inc. T.Y.)
	Maths	180	6	5	6	267 (378 inc. T.Y.)
	OPTIONS - Choose any four from 5th year onwards – open choice-no subject bands					
	French	180	3	5	4	200 (267 inc. T.Y.)
	German	180	3	5	4	200 (267 inc. T.Y.)
	Biology	180	3 (modular)	5	4	200
	Chemistry	180	3 (modular)	5	4	200
	Physics	180	3 (modular)	5	4	200
	Applied Maths	180	3 (modular)	5	4	200
	Geography	180	3 (modular)	5	4	200
	History	180	3 (modular)	5	4	200
	Accounting	180	3 (modular)	5	4	200
	Business	180	3 (modular)	5	4	200
	Economics	180	3 (modular)	5	4	200
	Techology	180	3 Technical Graphics (modular)	5	4	200
	Social & Scientific	180	3 Cookery (modular)	5	4	200
	Art	180	3 (modular)	5	4	200
	Music	180	3 (modular)	5	4	200
	OPTIONAL ADDITIONAL LCVP PROGRAMME - Available with correct vocational subject groupings (www.lcvp.ie). See page 19 for more information.					
	Non- LCVP students have a complementary programme of modules* aiding their preparation for exams, the world of work & further study). May change from year-to-year in light of student needs & interests.					
	LCVP PROGRAMME or (NON-LCVP: CAREERS/ SPHE/ICT/PRESENTATION SKILLS/ ORAL LANGUAGE CLASSES/ LITERACY & NUMERACY/ CAREERS)		1 Work Experience	2	3	111
	NON-EXAM SUBJECTS: Also Core to all students					
	R.E.		3	3	3	200
	P.E.		3	2	2	155
	Careers		1	2 (modular)	2	90
	T.Y. SPECIFIC SUBJECTS: Subjects may change from year-to-year in light of student interests & needs.					
	Student Enterprise/ Young Social Innovators/ Film & Media Production	-	3	-	-	-
	Microsoft 365 use & applications – Cloud computing	-	2	-	-	-
	Mandarin Chinese/ Spanish/ Sign Language/ Oral Irish	-	2	-	-	-
	Scratch Computer Programming/ Psychology/ Art History & Culture/ Social Media & Internet Safety	-	2	-	-	-
	TOTAL CLASSES		42	42	42	

Senior Cycle at our school: 42 periods on our timetable, each lasting 40 minutes

TRANSITION YEAR

Transition Year (T.Y.) is an optional programme which currently has 93% uptake in our school. Our statistics demonstrate that students who complete this programme in our school perform on average 80 points better in the Leaving Certificate (national average 25 points better). Activities vary annually.

Our Transition Year Programme focusses on developing & enhancing each girl's skills & personal capacity. This year is invaluable preparation for Senior Cycle & indeed life beyond Loreto Fermoy. Huge focus is placed upon vocational preparation, development of ICT skills & capacity to collaborate in team settings. Oral communication & presentation skills are also emphasised in every subject.

CORE SUBJECTS

- | | | |
|-----------------|-----------|-------------------------------|
| • Irish | • RE | • Personal Reflective Journal |
| • English | • Careers | • Work Experience |
| • Maths | • PE | |
| • French/German | • ICT | |

MODULAR SUBJECTS

Operate over a shorter period (6-10 weeks depending on overall numbers in TY) and provide a taster of the subjects at Senior Cycle.

- | | | |
|--------------|-------------|-------------------------|
| • History | • Business | • Music |
| • Geography | • Physics | • Art |
| • Economics | • Chemistry | • Social and Scientific |
| • Accounting | • Biology | • Art History |

CURRENT T.Y. SUBJECTS

- | | | |
|------------------------------------|--------------------------------|--|
| • Young Social Innovators | • Cookery | • Geographic Information Systems (GIS) |
| • Media & Film Production Studies | • Debating and Public Speaking | • Oral Irish Classes |
| • Student Enterprise/ Mini-Company | • Mandarin Chinese | • Web Design, Social Media Studies, Technical Graphics |
| • Scratch Computer Programming | • Animation | • Sign Language |
| | • School Newsletter | |
| | • Psychology | |

CURRENT T.Y. ACTIVITIES

- | | | |
|---|--|---|
| • Swimming | and Fresh Film Festival outings | Showcase and exhibition |
| • Horse riding | • Butler's Chocolate enterprise trip | • Worldwide Global Schools Annual Conference |
| • Self-defence | • Cork Mental Health Conference | • Department Day: professional make-up and clothing workshops |
| • Zumba/ Dance | • UCC and CIT Open day | • Orienteering |
| • Retreat/ Social Educational Awareness Day | • Cork Careers Exhibition | |
| • Work experience and Social placement | • Mini-Company training days and Trade Fairs | |
| • Two trips to outdoor pursuits/ adventure centres annually | • Young Social Innovators | |
| • Cork Film Festival | | |

SENIOR CYCLE PROGRAMMES

LEAVING CERTIFICATE APPLIED

Underlying Principles the Leaving Certificate Applied

- i. Has as its primary objective the preparation for adult and working life and the development of literacy and numeracy skills.
- ii. To meet the needs of those not catered for by other Leaving Certificate programmes or who choose not to opt for such programmes.
- iii. Is a distinct and self-contained programme of two years duration.
- iv. Has established the concept of integration as a central element of the programme structure and learning experience.
- v. Places a premium on the personal and social development of participants.
- vi. Aims to develop an active sense of belonging to the community, who have a capacity to gain access to information and structures, and an ability to fully participate in democratic society.
- vii. Provides opportunities to develop the participants' processes of self-evaluation and reflection.
- viii. Has a strong community base so as to complement the school or centre as a learning site.
- ix. Promotes the use of a broad range of teaching methodologies and participant centred learning.
- x. Has available an appropriate range of modes and techniques for assessing the progress of the participants.
- xi. Provides access to further education and training.

Elements of the Programme

The programme, which is of two years' duration, has three main elements

- Vocational Preparation
- Vocational Education
- General Education

A range of courses is provided within each of these elements.

LEAVING CERTIFICATE VOCATIONAL PROGRAMME

The LCVP is a Leaving Certificate with a focus on enterprise and preparation for working life. This two-year programme combines the academic strengths of the Leaving Certificate with a dynamic focus on self-directed learning, enterprise, work and the community. It operates like an additional subject for those sitting the traditional Leaving Certificate. Each student completes an individual portfolio over her two-year programme which is worth 60% of the marks available and a final examination in early May of 6th year.

In most ways the LCVP is like the established Leaving Certificate. What makes it different is that students:

- take some of their Leaving Certificate subjects from a specified set of vocational subjects
- study a recognised course in a modern European language and have two additional courses, called Link Modules, in the areas of Preparation for the World of Work and Enterprise Education.

For more information on programmes at our school please contact:
programmes@loretofermoy.ie

OTHER AREAS OF LEARNING AT LORETO FERMOY

SPORTS

Football
Hockey
Basketball
Camogie
Soccer
Tennis
Pitch and Putt
Orienteering
Swimming
Show Jumping
Athletics
Karate
Hunter Trials
Teen Fit & Active-8 Programmes
Golf
Badminton
Futsal
High Intensity Interval Training (HITT)
Couch to 5K classes
Strengthen & Tone classes

WHOLE-SCHOOL ACTIVITIES

Maths & Science Weeks
Christmas Spirit Day
Social Justice Week
Hallowe'en Dress Up Day
Creative Writing Festival
Annual Sports Days
Mile Challenge Day
Geography Awareness Week
Show Racism the Red Card Day
International Women's Day Celebration
Annual School Advent Mass
Team Hope Christmas Shoebox Appeal

FRESHERS' CLUB

Activities for first year students at lunchtime:

Arts and Crafts
Book Club and Film Club
Team Games & Quizzes
Dodge ball
Table Tennis
Badminton
Dance
Annual "Teachers vs. First Years" Rounders match
Freshers' Got Talent Showcase

EDUCATIONAL PROJECTS

Student Council
School Musicals
Green Schools Project
Worldwise Global School
Gaisce – The President's Award
Pramerica Spirit of Community Awards
YES Club (Youth Empowering Society)
Sports Days
Ciorcal Cainte Gaeilge
Retreats and Pilgrimages
Cultural excursions
Geographical Investigations
Euroscola EU School Project
Neat Streets Programme

COMPETITIONS

Learn to Earn
 One Good Idea Project
 Worldwide Global Schools
 Cork History Project
 Eco-UNESCO Young Environmentalist
 Dragon's Den, Milk It, Student Enterprise Awards
 MS Readathon
 All-Island School Choir,
 Feis Maitiú
 International Choral Festivals
 Cork Choral Festival
 Texaco Art Competition
 Junk Kouture
 Lily Yeats Embroidery
 Fine Dine at Mine
 German Debating
 Cork Film & Fresh Film Festivals
 Young Social Innovators and Advocates

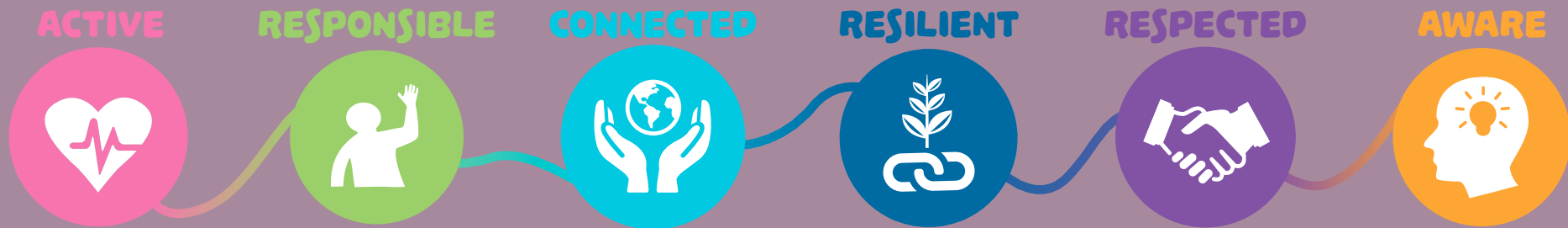
RECENT SCHOOL TRIPS & TOURS

Reintroduction of Foreign School tour currently being investigated	Geographical Investigation trips to coastal & fluvial environments within Ireland
German language exchange trips to Heidelberg, Germany	Retreat days for each year group annually as part of student personal development
Annual NASA scholarship trip to Austin, Texas	Junior Cycle pilgrimage days exploring historical, cultural & religious significance of various sites & faith backgrounds
Physics trips to CERN Research Centre, Switzerland	Body, Mind, Spirit Days for Senior Cycle students in various locations
Ballyhass Lakes outdoor activity day	Home Economics trip to Cookery Schools, Historical homes & food industries
TY Star Sail Kenmare outdoor activity trip	LCVP & Business trips to local regional, national & multi-national industries
Annual Cloyne Diocesan pilgrimage trip to Lourdes	Theatre trips linking to English, French, German & Gaeilge studies
Annual Easter Cultural trip to China (Shanghai or Beijing)	Cork & Fresh Ireland Film Festivals
History trips to London & Belfast as well as other Irish regional historical sites	Young Social Innovators Showcase



LORETO STUDENT WELLBEING & PERSONAL DEVELOPMENT

- INDICATORS OF STUDENT WELLBEING -



- PERSONAL DEVELOPMENT THROUGH THE LORETO CORE VALUES -

JUSTICE

Responsible
Right Relations
Equal Opportunities
Inclusive
Challenging
Nurturing
Honest
Respectful

FREEDOM

Open
Broad Horizons
Affirming
Independent
High Expectations
Courageous
Commitment
Confident

TRUTH

Courteous
Upright
Loyal
Spiritual
Questioning
Reflective
Reliable
Safe

SINCERITY

Authentic
Encouraging
Trustworthy
Empathetic
Honour Confidence
Thoughtful
Kind
Generous

JOY

Welcoming
Belonging
Enthusiastic
Fun
Gracious
Celebration
Participation
Friendship





APPLICATION FORM

Note: The information provided on this form is confidential and will be retained, used and disclosed by Loreto Secondary School, Fermoy in line with data protection legislation.

When will your daughter start at Loreto? (Please circle appropriate answer)

Sept. 2018

Sept. 2019

Sept. 2020

Sept. 2021

Sept. 2022

PART 1 - STUDENT & FAMILY DETAILS

Required for school enrolment and parental contact purposes and to ensure that the applicant meets the criteria of our Admissions Policy which is available at www.loretofermoy.ie or by request from the school office.

Daughter's First Name/s _____

Preferred Name (if different to above) _____

Daughter's Last Name/s _____

Nationality _____

Date of Birth (attach a copy of birth cert) _____

Home Address _____

Child's PPS No. _____

Parent / Guardian 1

First Name _____

Last Name _____

Maiden Name (if relevant) _____

Relationship to Child _____

Address (include Eircode) _____

Phone No. (Work) _____

Phone No. (Mobile) _____

Email Address _____

Parent / Guardian 2

First Name _____

Last Name _____

Maiden Name (if relevant) _____

Relationship to Child _____

Address (include Eircode) _____

Phone No. (Work) _____

Phone No. (Mobile) _____

Email Address _____

Does your daughter have any sisters in this school? Yes ☐ No ☐

(Admin and correspondence purposes only)

If yes, please indicate names and current year group

Name _____ Year _____

Name _____ Year _____

Name _____ Year _____

Emergency Name and Contact Details

Name _____

Phone No. _____

Relationship to Child _____

Custody / Guardianship / Access

If there are any orders or other arrangements in place governing access to or custody of your daughter, please provide relevant details.

PART 2 - PRIMARY SCHOOL DETAILS

Please note: we will contact the school in connection with your daughter's enrolment

Name of Primary School _____

Other School attended and dates (if necessary) _____

Consent

I/we give permission to contact my daughter's primary school (or other relevant school) and to obtain copies of teachers' records, class notes, academic records, psychological reports and other records necessary for my daughter's educational welfare and for aiding her transition to post-primary. I hereby give the school consent and do instruct and

direct that my daughter's primary school (or other relevant school) release these documents to Loreto Secondary School, Fermoy.

Signed: _____ Date: _____

PART 3 - EDUCATIONAL DETAILS

Year Group into which you wish your daughter to enrol: (please tick)

1st ☐

2nd ☐

3rd ☐

TY ☐

5th ☐

6th ☐

Required for the assessment of individual needs.

Please note: Irish is a compulsory subject for all students.

Exemptions are only granted by the DES in exceptional cases.

Is your daughter currently studying Irish? Yes ☐ No ☐

If no, please indicate the reason _____

Has your daughter had an educational report completed? Yes ☐ No ☐

Is this report available? Yes ☐ No ☐

If yes please attach this report when submitting this application

Has your daughter availed of resource teaching hours from the NCSE? Yes ☐ No ☐

Has your daughter had access to a Special Needs Assistant? Yes ☐ No ☐

Have your daughter received learning support? Yes ☐ No ☐

Has your daughter received English as an Additional Language (EAL) support? Yes ☐ No ☐

If you answered yes to any of the above questions, our Special Educational Needs Co-Ordinator will be in contact by phone to discuss your daughter's educational planning further.

If your daughter was born outside of Ireland, please state how many years she has been resident in Ireland. _____ years resident in Ireland.

To assist the school in completing October Returns, complete the "Consent Form for Sensitive Personal Data for the School's October Returns to the Department of Education and Skills" set out in the Appendix to this form. Completed? Yes ☐ No ☐

PART 4 - MEDICAL / HEALTH DETAILS

Required to ensure the school has your doctor's contact details in order to contact a doctor in the event of a medical issue arising during school. Please note it may be necessary to disclose this information to staff.

Doctor's name: _____

Phone number (Doctor / Practice): _____

Health concerns for your daughter: _____

Procedures to follow (in case of particular illness): _____

PART 5 - PERMISSIONS

Personal Data on this form

Loreto Secondary School, Fermoy is a data controller under the Data Protection Acts 1988 and 2003. The personal data supplied on this application form is required for the purposes of:

- Student enrolment
- Student registration
- Allocation of teachers and resources to the school
- Determining a student's eligibility for additional learning supports and transportation
- Examinations
- School administration
- Child welfare (including medical welfare)

School contacting you

Please confirm if you are happy for us to contact you by SM/text message and to call you on the telephone numbers provided and to send you emails for all the purposes of: sports days; parent teacher meetings; school concerts/events; to notify you of school closure (e.g. where there are adverse weather conditions); to notify you of your daughter's non-attendance or late attendance or any other issues relating to your daughter's conduct in school; to communicate with you in relation to your daughter's social; emotional and educational progress and to contact you in case of emergency

Tick (✓) box if 'yes' you agree with the following uses:

I give consent to:

- ☐ Use my email address to alert me re school matters
- ☐ Use my mobile phone number to send me SMS texts
- ☐ Use my mobile phone/land-line number to call me

Please note: Loreto Secondary School, Fermoy reserves the right to contact you in the case of an emergency relating to your daughter, regardless of whether you have given your consent.

While the information provided will generally be treated as private to Loreto Secondary School, Fermoy and will be collected and used in compliance with the Data Protection Acts 1988 and 2003, from time to time it may be necessary for us to transfer your personal data to other bodies, including the Department of Education & Skills, the Department of Social Protection, An Garda Síochána, the Health Service Executive, Tusla (Child and Family Agency) social workers or medical practitioners, the National Educational Welfare Board, the National Council for Special Education, any Special Education Needs Organiser, the national Education Psychological Service, or (where the student is transferring) to another school. We rely on parents / guardians and students to provide us with accurate and complete information and to update us in relation to any change in the information provided.

Photographs and Digital Images of Students

The school maintains a database of photographs and digital images (including video) of school events held over years. It has become customary to take photographs of students engaged in activities and events in the interest of creating a pictorial as well historical record of life at the school. Photographs / digital images may be published on our school website or in brochures, yearbooks, newsletters, local and national newspapers and similar school-related productions. In the case of website photographs / digital images, student names will not appear on the website as a caption to the picture. If you or your daughter wish to have her photograph / digital image removed from the school website, school Twitter, brochure, yearbooks, newsletter etc. at any time, you should write to the school principal.

Consent - tick (✓) one only

☐ I give consent for my daughter's photograph / digital image to be taken as part of school activities and used as referenced above

or

☐ I **do not** give consent for my daughter's photograph / digital image to be taken as part of school activities

Signed: _____ Date: _____

Parent / Guardian / Student (where over 18)

Permission to travel on School trips / Outings / Excursions / Sports matches

☐ I hereby give permission for my daughter to participate in school outings. I understand that written permission will be sought for overnight stays.

I agree that my daughter be bound by the rules as laid down by the school authority on such trips. We have read the Code of Behaviour and will endeavour to ensure that my / our daughter complies with this code on all school outings.

Parent's Signature _____ Date: _____

Parent's Signature _____ Date: _____

PART 6 - CONTRACT OF BEHAVIOUR AND LEARNING

Student

Name (BLOCK CAPITALS): _____

As a student in Loreto Secondary School, Fermoy I promise to abide by the rules and regulations of the school, in the interests of maintaining a positive learning environment. I have read and accept the School Code of Behaviour.

Student Signature: _____ Date: _____

Parent / Guardian (Contract and Consent)

In registering my above named daughter as a student in Loreto Secondary School, Fermoy I understand that this implies a full acceptance of the rules of the school as laid down from time to time by the Board of Management.

I will provide copies of recent psychological or other professional educational assessments to the school.

I understand that, while every effort will be made to ensure that my daughter will be facilitated in her subject choices, this may not always be possible.

As a partner in the education of my daughter, I recognise the need for me to do my utmost to support the work of the school.

By signing below, I am giving full, explicit, and informed consent for Loreto Secondary School, Fermoy to confirm, retain, use and disclose the information I have provided in accordance with data protection legislation.

Signed: _____ Date: _____

(Parent / Guardian)

Checklist

Parents / guardians are asked to submit the following with this completed application form:

- Photocopy of Birth Certificate (long or short form)
- Educational Psychologist/ Occupational Therapist/ Medical/ any other relevant report attached
- Voluntary Registration Contribution of €20

PART 7 - DEPARTMENT OF EDUCATION ETHNICITY / CULTURAL BACKGROUND & MEDICAL CARD REQUEST

Appendix

Consent Form for Sensitive Personal Data for the School's October Returns to the Department of Education and Skills. Certain sensitive personal data which the Department asks post-primary schools to furnish via the "Annual Post-Primary School October Returns / Examination Entries" process requires your written consent for your daughter's school to record this information and for the school to forward this information to the Department for purposes as outlined in circular 0047/2010, a copy which is available at www.education.ie or on request from the school office. This information is useful to aid in the development of policy to promote social inclusion and for the provision of additional teaching hours for children who are members of the Traveller Community. You are not obliged to provide this information.

Please note that the reference to "you" in this consent form means a parent or a guardian of a student or a student aged 18 years and over who is attending a post-primary school.

You may tick below if you wish to identify as any of the following DES categories for cultural/ ethnic backgrounds:

- ☐ Irish Traveller
- ☐ Roma
- ☐ Any other white background
- ☐ Black or Black Irish – African
- ☐ Black or Black Irish – other Black background
- ☐ Asian or Asian Irish – Chinese
- ☐ Asian or Asian Irish – any other Asian background
- ☐ Other (including mixed background)
- ☐ No consent

Do you or does your daughter possess a medical card?
(Please circle appropriate answer)

Yes No

Is your daughter a member of the Traveller Community*?
(please circle appropriate answer)

Yes No

"Traveller Community" means the community of people who are commonly called Travellers and who are identified (both by themselves and others) as people with a shared history, culture and traditions including, historically, a nomadic way of life on the island of Ireland. Section 2 (1) of the Equal Status Act, 2000.

Signed _____ Date _____

Parent / Guardian

PLEASE COMPLETE THIS FORM, IF YOU SO CHOOSE, AND RETURN TO YOUR POST-PRIMARY SCHOOL.

This form will be retained by the post-primary school and will be made available for inspection by authorised officers of the Department or from the Office of the Data Protection Commissioner.



THERE'S SOMETHING UNIQUE ABOUT LORETO GIRLS...



Loreto Secondary School, Fermoy, Co. Cork.

www.loretofermoy.ie
office@loretofermoy.ie
 025-32124
[@LoretoFermoy](https://twitter.com/LoretoFermoy)

Fermoy Print & Design 025-31355
 Frank Morgan Photography 025-32527