

NEWSLETTER

DECEMBER 2021



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Éacht na Scoláirí
2021 Guest Speaker

From the Principals Desk

Notwithstanding the challenges of living with COVID, this past term has been a very successful one. While both staff and students adapted to on-line teaching and learning in a very dynamic way, it is safe to say that the educational experience is better when delivered in person. Education is a social enterprise. We learn with each other and from one another. Nowhere is this more evident than at Kinsale Community School where our school motto is 'All Together in Learning'.

Since the beginning of the school term, we have done our utmost to ensure that the physical, social, and emotional supports are in place for our school community. For example, we have seen the return of inter-school sport and games, all of our TY students attended Ballyhass adventure centre, our school musical is ready to go. These initiatives have been organised in a safe way and I am most grateful to my colleagues for all of the work and support that they provide, above and beyond what could reasonably be expected, so that our students have as fulfilling an educational experience as possible. While we have been very successful to date in respect of COVID we do not wish to place anyone's Christmas in jeopardy. This is the reason why we have taken the decision to hold off staging our school musical, 'Grease', until the New Year. The students and staff have invested so much time and effort in the musical, so it is important that it goes ahead in as safe a manner as possible.

While COVID forced changes in our practice, some of the changes are really good. One feature that has been a great success has been the on-line parent teacher meetings. Through your feedback, I have learned of parents able to access the PT meeting while still at work. Parents have found that this new practice was a far more efficient use of time as well as affording parents far greater confidentiality in respect of any sensitive matter which needed discussion.

Sustainability, climate change, biodiversity and good global citizenship continue to be our focal themes across the entire school community. Our TY students are involved in an exciting Eco-UNESCO programme. One of the features of this



programme is that it provides for our TY students to take a leadership role and to guide our first year students. This is a most important initiative as it seeks to grapple with the greatest challenge of our time. Another initiative which we undertook this term was our annual fundraising walk. We raised funds for three very important issues relating to humanity and our planet namely, the UNICEF Vaccination programme for underdeveloped countries, the Fr Peter McVerry Trust supporting our homeless and the provision of contactless water fountains in our school. The water fountains have been installed to reduce the use of single use plastic in our school community.

As our school population continues to grow, we continue to plan and to collaborate with the Department of Education to ensure that our students and staff enjoy first class facilities. We will see 12 new classrooms completed by the end of March in the North-Eastern corner of our site. These classrooms displace our courts, and I am delighted to advise that we have secured planning permission for the construction of new courts in the front of the original school building. This is a very exciting piece of infrastructure as it has the potential to bring all of our sports facilities to the front of our school. Separately, we have approval from the Department of Education to construct a further 3500 square metres of accommodation in front of the school building. This is a very welcome development. We are currently in negotiations with the Department of Education in respect of the type of

accommodation that we need within this new structure.

Our annual awards evening was a resounding success even though we would have preferred to have met in person and to celebrate the achievements of our students in particular the Leaving Cert Class of 2021. Through our celebration we acknowledged the tremendous resilience demonstrated by those students in the face of very uncertain times. It was a privilege that EU Commissioner, Mairead McGuinness took time from her hectic schedule to address our virtual gathering and for providing our students with her vision from a European perspective.

We are living through a challenging time. We are working closely with one another to ensure that no one gets left behind and that our practices are inclusive. This year we have introduced a one good teacher initiative for our senior cycle students. This new pastoral support layer provides one to one guidance to our 5th year and 6th year students. I am very grateful to all of our staff for their energy, interest, and kindness in ensuring that this initiative is beneficial to our students.

Finally on behalf of our Chairperson Sr Rita, our Board of Management, our staff, and students, I want to wish everyone of you a safe, restful and enjoyable Christmas and Happy New Year.

Fergal McCarthy, Principal

Deputy Principals Desk

Kathleen O'Brien

Our Commitment to Sustainability at KCS

FEILTE Scoile 2021:

On the 6th of October our annual FEILTE Scoile took place. FEILTE Scoile is an event inspired by this example of professional leadership by teachers on the ground where teachers lead a series of workshops about teaching and learning for their colleagues. This year the topic chosen by the Senior Leadership Team was Sustainability and merging the Green with the Digital. It was a rich afternoon of learning from staff and also from students. The following workshops took place:

1 Sustainable Learning

M O Shea

J Torpey

- Metacognition
- Learning to Learn
- Fostering independent life-long learners

2 Getting KCS from 13 to 2- Lowering our carbon footprint

K Harvey

K Fitzpatrick

Green Team

- Sustainable Practices
- Where are we and where can we go?
- What does a sustainable campus look like?
- Green Schools

3 Aligning Learning Outcomes with Sustainable Development Goals and the development of critical thinking skills

M Cooney

L Dunne

5Y pupils

- Statements of Learnings and Learning Outcomes
- Creating critical thinkers
- 5Y Students on their experiences

4 Sustainable Me- managing work-life balance

M O'Brien

C O'Regan

- Self-care and supporting endurance

- Resilience & Growth Mindset

5 CROI and Sustainability

C Coughlan

A Houlihan

- What is CROI?
- How to undertake an Action Research investigation
- Data gathering
- Teachers as intrinsically motivated self-reflective practitioners
- The TIP sheet (theory in practice)



KCS Education for Sustainability, Biodiversity and Climate Change Policy:

On our website you can find our new KCS Education for Sustainability, Biodiversity and Climate Change Policy. The rationale for this policy:

Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality. As a whole school community, we must harness our collective energy to find solutions for the very serious challenges of the future. We recognise that it is through the transformative power of education that we can equip learners with knowledge, skills, values and attitudes to address the dramatic interrelated challenges that the world is facing. This policy is designed to serve as a roadmap to transform our practices, adapt our learning environment, build the capacity of our teaching staff, empower our students and pioneer local, community actions. Through this roadmap we can provide students with the knowledge, awareness, and values that will create an urgent sensitivity about the survival of our planet. For this to be achieved it needs to be at whole school level, we therefore need the issues attaching to sustainability, climate change and biodiversity to be delivered throughout the entire curriculum, aiming to engage students socially and emotionally in action

Kathleen O'Brien Cont.

orientated learning and participation. Sustainability, biodiversity and climate change will therefore be built into every subject plan and subject planning time will be devoted to this purpose. Guidance in this planning will be provided to each subject department at whole school level through our Sustainability Chaplain.

What is happening at KCS to make our campus more sustainable and to lower our carbon footprint?

Some examples:

- Rainwater harvesting and we use this 'grey water' for flushing the toilets
- Solar Panels funded by Microsoft as part of their 2030 vision
- Wildflowers areas to promote biodiversity
- Recycling in all classrooms of the school
- Water conservation in all bathrooms so that we use less water
- Power down- we have moved from Oil to Gas as a fuel
- Bike racks-to encourage staff and students to cycle to school
- Canteen- we are working towards providing plastic free, compostable utensils
- Plan to developing hedging to encourage biodiversity
- Botanical glasshouse in the Atrium is under development
- Butterfly garden for students to connect with nature and the outdoors
- Water dispensers to minimise single use plastics
- Paperless initiative- staff use paper as little as possible



What actions and projects are we involved in at KCS to raise awareness and take action? Some examples:

- The appointment of a Sustainability Leader who also works in the Further Education College- Klaus Harvey
- TY Options bands- focus on sustainability issues/ projects
- TY Eco-UNESCO Group taught by Klaus Harvey
- Work on Saile Community Garden with TYs
- Student Council work on Tidy Towns and the Annual Beach Clean up
- Green Team Committee who meet regularly to review school practices and activities
- Green Flag Committee who have already achieved the Recycling Flag and are working on the Water Flag presently
- School Walk- Whole school sustainability quiz and Leave no Trace approach
- Paperless School initiative- Surface

- devices provided for all staff
- Erasmus Project- Choices, Challenges, Changes linking with schools in Poland, Sweden and Germany
- BTYSE competition entries focusing on Sustainability themes
- Young Environmentalist Competition entries coordinated by Geography teachers with Y1 and TY
- Participation in the Globe Program with Geography classes
- Application for the Worldwide Global Schools Global Passport as a school and with a particular focus in CSPE classes
- KCS Contribution to Climate and Nature Summit 2021
- Cork Environmental Forum links and nomination for award
- Gaisce tasks in TY linking to sustainable themes
- Parents Association organise a Book Rental Scheme which is a sustainable model that we have great pride in
- We run a weekly Wellness Wednesday session by teachers for teachers before school

What are the Sustainable Development Goals that all subject teachers at KCS are now weaving through the curriculum?



Kathleen O'Brien Cont.

As a parent, how do you know where Sustainability is taught in the Junior Cycle Curriculum?

To date, specific course content on sustainable development is integrated into several subjects:

- A number of learning outcomes for each of the strands in Science refer directly to sustainability.
- Sustainability is a core theme of the cross-cutting element “Exploring Business” in the new Business Studies specification. This means that sustainability is embedded across the three strands of Personal Finance, Enterprise and Our Economy.
- Sustainable development is a core theme in Geography. One of the three cross-cutting elements is entitled Sustainability. Students will experience the learning outcomes through the lens of considering sustainable approaches towards meeting the current and future needs of society and the environment
- Sustainable and responsible living is a cross cutting theme across the three strands of the Home Economics specification. It addresses issues of sustainability, waste management and energy efficiency.
- Music allows students to consider the aesthetic value of human achievement and creativity and enhances students’ awareness of diversity and difference in the world.
- English allows students opportunities to engage, through creative expression and through engagement with literature and texts, with responses to the natural world, to change in the world and how they see it, thereby facilitating meaningful reflection on aspects of ESD. Examining texts that engage with the topic of climate change i.e. Greta Thunbergs speech.
- The History specification emphasises the importance of enabling students to appreciate the impact of human actions in shaping the world they live in, including the impact of social, economic and environmental forces. History facilitates students to develop their appreciation of diversity and difference.



- One of the five cross-cutting elements in Visual Art, visual culture and appreciation, enables students to think critically about the world through looking, responding and creating, gaining a deeper appreciation of human achievement.
- In Modern Foreign Languages and Gaelige specifications, the element socio-cultural knowledge and intercultural awareness gives students access to new cultural dimensions and encourages them to reflect on their own culture. The elements of this strand develop students’ knowledge of the countries and cultures related to the target languages.
- Mathematics (under review) enables students to be integrated problem solvers and think critically.

Junior Cycle Short Courses

- The new CSPE short course has three strands one of which is Global Citizenship and includes Sustainability, Local and Global Development and Effecting Global Change.
- In addition, the NCCA has published Wellbeing guidelines. Wellbeing includes social, emotional, physical, spiritual, intellectual and environmental aspects.

Learning in Wellbeing focuses on the students’ journey across all aspects of wellbeing. The six indicators of wellbeing are [students being]: aware, responsible, connected, resilient, respected and active and these relate to the ESD principles.

(ESD = Education for Sustainable Development)

Deputy Principals Desk

Claire Sheehan

I hope you and your family are well as it continues to be such a challenging time for everyone. I would like to commend the students and their families for continuing to navigate these uncertain times with such resilience & strength. It has not been easy and every home, including my own, has had struggles throughout this time. We here, in KCS, continue to support the students mental health and wellbeing in dealing with school life and the impacts of Covid 19.

Mental health is described as, “a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (WHO, 2019)

Mental health conditions can influence a young person’s: cognitive, emotional and social development, educational attainment and their potential to live a healthy and productive life. (Department of Education and Skills, 2013; Patel, Flisher, Hetrick, & McGorry, 2007).

My World Survey, consists of two studies published in 2012 (My World Survey 1) and 2019 (My World Survey 2). They provide a valuable insight into youth mental health and wellbeing in Ireland. The research was developed by UCD School of Psychology and Jigsaw and was led by Prof. Barbara Dooley (UCD). It contains responses from over 14,000 young people in 2012 and more than 19,000 young people in 2019. This research depicts the changing face of youth mental health in Ireland over a seven-year period.

The young people involved in the 2019 survey included 10,459 adolescents from 83 second-level schools, randomly selected. 8,290 young adults from Irish Universities and Institutes of Technology, and whom were employed. 658 young people from Youthreach, Colleges of Further Education, and young people with a physical disability participated. The My World Survey studies give us an

opportunity to understand how to support young people’s mental health. They tell us that music and friends are among the top coping strategies used by young people to deal with problems in their lives. Talking about problems is also important, but a large proportion of young people do not do this. My World Survey also highlights that good sleep hygiene and physical activity are associated with better mental health.

The landscape of youth mental health continues to change in Ireland. For example, comparisons of the current research with My World Survey 1 indicate that there has been a notable increase in anxiety and depression among young people. However, there have been some positive changes in other areas, such as a reduction in the amount of bullying reported. This has been credited to the Anti-Bullying campaigns prevalent in schools across the country.

As in My World Survey 1, the findings show relationships may be inextricably linked to young people’s mental health. The most common stressful life events for adolescents and young adults centred around relationships, while many young people reported turning to friends and family for support with mental health problems. The importance of the availability of One Good Adult® in young people’s lives was highlighted in the findings.

The findings show the relative importance of mental health difficulties with regard to the number of days absent from school, college or work. Young people with long term mental health difficulties had significantly more days absent than those who reported a physical health condition or no long term health condition.

Time spent online - Responses about social media show us that young people are using it to build on and extend their connections in real life. This demonstrates the benefits to spending time online. However, spending long periods of time online indicates the opposite. More than three hours a day online is associated with



higher levels of depression and anxiety and lower levels of body esteem.

In Kinsale Community School we have taken these findings into consideration and modified our Pastoral Care system to continue to care for the needs of our students. The Post-Primary Continuum of Support contains a range of ideas to assist in identification, intervention and monitoring of outcomes of students. One example being a mentoring programme as an example of a whole school intervention. The One Good Teacher Initiative allows us to be progressive in terms of engaging in a collaborative process of change to improve this specific area of school life that will impact on wellbeing & academic performance.

As highlighted in the research, many young people state that the presence of One Good Adult has a very positive impact on their mental health and wellbeing. This data showed that 70% of young people surveyed said that they had one special adult in their lives with whom they felt they could trust. The findings suggest that adolescents who perceived that they had little support from a special adult, when in need, reported moderate levels of depression, stress and anxiety. According to the survey, having One Good Adult was highly related to a range of protective factors: self esteem, optimism & using planning strategies to cope with problems. It found it is associated with greater degrees of life satisfaction which in turn is consistently related to positive well-being.

Claire Sheehan Cont.

The One Good Teacher Initiative is therefore where a 5th year student is assigned to a mentoring teacher by November of Y5, who will liaise with them relating to their wellbeing, academic performance & target setting. Each teacher of Y5 has been assigned up to 4 students and have liaised with their students in relation to their role as the One Good Teacher. The teacher will be the One Good Teacher for this student until they leave us at the end of Y6.

The One Good Teacher may be best placed to confer the possibility of the students feeling safe, protected, supported and reassured, which in turn can stimulate the students' reflection, interaction and dialogue about learning improvement.

I am including some of the feedback from students in KCS in terms of the importance of a One Good Teacher to them and how this teacher has helped them.

- I think that it's very comforting and I feel I can go to my one good teacher with any worries
- My one good teacher from the start has made it comfortable for me to go to her. She told me I was her "one good student" per say at the start so there was no awkwardness around that. She has since been extremely kind to me . She reminds me I can always go to her if I need anything
- It's nice to have someone to check up on you that can reassure you, it helps to know that the teachers really care about you
- I believe it's a great resource for leaving cert students, especially in regards to school related stress like exams, deadlines, amount of study etc. I think giving the students a specific person they know they can go to for advice is very beneficial especially in a year like this.

- It encourages me

- Nice to have someone you can talk to if you need it when you feel you can't talk about it with someone else
- I think it's really beneficial for many reasons, personally for me my one good teacher helped me a lot with trouble I was having with online classes. Really good idea
- It is a great way to provide an extra support system that is a bit more personal than everyone going to one year head of one guidance counsellor, it is a specific person for you
- I'm happy with how the programme has been so far. It's nice to know that there's a teacher who will check up on you every once in a while to make sure things are all running smoothly- particularly in times when things obviously aren't ideal in the first place.

- My one good teacher is absolutely amazing she constantly checks in, I would be lost without her

We have liaised with Cloudschool to update the reports which are to be sent home to parents. Since Easter of last year Y5 and Y6 reports now display the CAO points assigned per subject & the total CAO points achieved during a reporting period.

We assign time to teachers to meet with their students in term 1 of their final school year. This meeting is an opportunity for students to discuss any area of concern for them, for targets to be discussed and feedback given. Student reflections are discussed and these are transferred on to the October reports which parents will discuss with their son/daughter. Please see below some feedback from the Y6 students on how they benefited from this One to One meeting.

it really helped my academic confidence
The teacher gave useful and easily applicable advice
It was nice to be able to share with someone how school is going and what you plan on doing for the near future
Its nice to chat to a trusted teacher one on one as it gives you a chance to mention any problems your having .
I thought it was beneficial as it was very useful to talk with my One Good Teacher about the subjects I'm finding difficult and to clear anything up about anything that's worrying me
it was helpful to talk to someone about what I was struggling with in my subject and the advice given was very useful
It was nice to be able to talk to someone regarding school related topics
It was helpful to reflect on school life/issues
It was really nice to chat with a teacher in a casual setting and to know we've got loads of support if we need it :)
I enjoyed it
Gave me an opportunity to voice any Issues/Worries
It improved motivation and highlight key areas for improvement .
I had an opportunity to address any problems I was having with my subjects and get advice and guidance on how to fix this
It helped me reflect on the term which is something I never really do, reflect.
Helped me realise what I need to focus on
I found the meeting useful today as i know if i have a problem with school, subjects or anything i can speak to my teacher

The academic performance of a student is closely linked to their wellbeing & both go hand in hand. Our focus at Senior Cycle is to ensure the students achieve their potential, that they are looked after in terms of their mental health and wellbeing and that they have a positive experience as they complete their second level schooling.

Wishing you all a very happy Christmas and best wishes for 2022.

Claire Sheehan
Deputy Principal

Deputy Principals Desk

Ger Hogan



What is Bullying?

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time. (Department of Education, Anti Bullying Guidelines, 2013)

When explaining bullying to students in Kinsale Community School, we define it as deliberate, hurtful, and repeated behaviour. All three factors must be present for the behaviour to be defined as bullying.

What is Cyberbullying?

Negative behaviour occurring through a means of communication that is either repetitive or long-lasting, or occurs one-time but is intrusive, leaving the targeted student unable to defend. The inclusion of one-time acts is relevant since in the online context, certain unrepeatable acts—such as posting an embarrassing picture online—harm the victim by the repetitive exposure to others (ABC, National Antibullying Centre, 2021).

BULLYING is (a) Deliberate, (b) Repeated (c) Hurtful Behaviour
e.g.


- Unwelcome glances, sniggering, negative remarks, name calling . . .
- Slugging/teasing about appearance, ability, background, family . . .
- Spreading rumours about someone among your friends or theirs
- Making/sending abusive telephone calls or text messages
- Putting unwelcome comments/messages/pictures on Internet sites/social media
- Isolation/exclusion from group or from group activity
- Intimidation, whether verbal or

Bullying prevalence in Ireland

<p>Cyberbullying</p> <ul style="list-style-type: none"> • 12.4% Post-primary school students reported being cyberbullied in 2019 (Aged 12-16) • 9.6% for Post-primary students (Foody, Samara, & O’Higgins Norman, 2017) • Compared to 4% in 2014 • Lockdown found that 28% of 10-16 year olds experienced cyberbullying 	<p>Bullying</p> <ul style="list-style-type: none"> • 12% of Post-Primary pupils experienced bullying in 2019. • 4% of Post-Primary pupils experienced bullying in 1997
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ABC
National Anti-Bullying
Research and Resource Centre

- through tone or body language
 - Physical aggression - pushing, tripping, hitting, punching
 - Damage to property, interfering with property or taking property
 - Extortion of money or property, whether using threats or not
- ### Psychological Impact of Bullying
- Feelings of insecurity, nervousness, being “on edge,” less trustful
 - Damage to self-confidence, stops getting involved, becomes a loner
 - Lowering of self-esteem, unhappiness with oneself, more self-critical
 - Unexplained mood changes, mood swings, less relaxed and less happy
 - Behaviour changes, becoming suddenly aggressive or cranky
 - Stress/distress, inability to cope, lacking motivation, giving up
 - Extreme anxiety/panic attacks, getting away, opting out, “mitching”
 - Nervous breakdown, inability to function normally even at home
 - Depression requiring psychiatric intervention, maybe hospitalisation



Reporting

- 17% (24% males and 76% females) did NOT tell anyone about their experience.
- **Only 35% tell an adult about their experience.**
- 24.2% said they told a parent, 18.3% told a friend, 8% said another adult at school and 2.9% told their school tutor.
- Why don’t people report?

Foody, Samara & O’Higgins Norman (2018)

ABC
National Anti-Bullying
Research and Resource Centre

Ger Hogan Cont.

*If I see others bullying a fellow student
I have a number of options
and a big responsibility*

Things I could do if I am aware of a bullying situation:


- Make sure **I do not to join** in the bullying behaviour.
- Make sure **I do not show support** for the bullying by laughing along.
- Make sure **I do not avoid** and so further **isolate the targeted student**.

- Always **treat the targeted student with respect** even if I don't like her/him - I don't have to like everyone but I should still respect them.
- With my friends present **remind the bullying student(s) about how harmful bullying is** - even when it seems to only involve "little things".
- Suggest that **the bullying student(s) go and do something else**, maybe with me and my friends, like shooting baskets, kicking football etc.
- As soon as I get a chance, **REPORT**


THE BULLYING behaviour so a teacher can investigate it and then, if it continues deal with it.

How are instances of Bullying dealt with in Kinsale Community School?

To view our anti-bullying policy in detail please visit our website <https://www.kinsalecommunityschool.ie/policies>




**Kinsale Community School
Anti-Bullying Campaign**




'Reform not Blame'

- Any students found to be involved in bullying will **not be punished** provided they **promise to stop the bullying** and keep that promise. (This "**Reform, not Blame**" approach is necessary so students will feel able to give **honest information**.)
- Students **usually know if someone is treating others unfairly** but may be reluctant to report it, for various reasons, if perpetrators are likely to be punished.



**Kinsale Community School
Anti-Bullying Campaign**

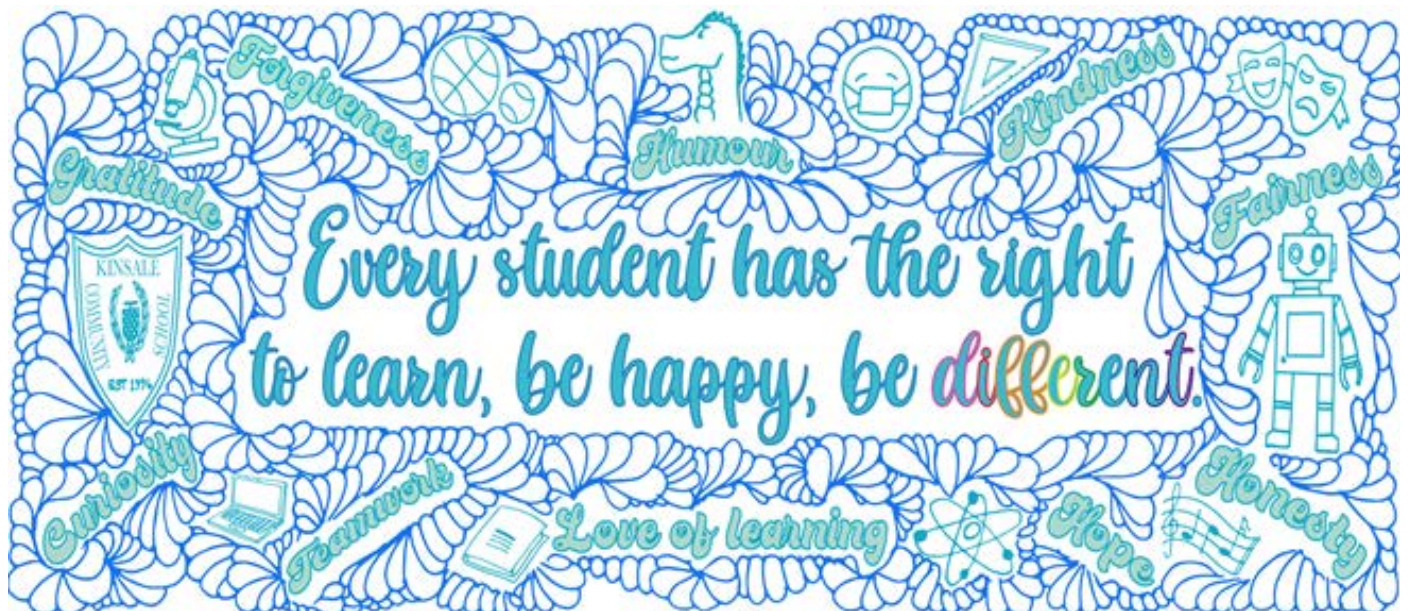


- In the event that there has been bullying taking place, the student is asked to complete a signed "**Student Behaviour Promise**" form and the relevant Year Head countersigns it.
- If the student **breaks this promise**, then a **second form must be signed** by the student and his/her parent/guardian.
- In the unlikely event that this fails, the **school's code of discipline** will be referred to.

Ger Hogan Cont.

Awareness Raising Activities in Kinsale Community School Promoting the rights of all students

- Conversations about bullying form an integral part of our Wellbeing curriculum.
- Regular class surveys and presentations to remind students of the definition and impact of bullying.
- FUSE Anti-Bullying Programme started in October 2021 with 2nd Years (ABC at DCU).
- Talks by the local community Garda on Internet Safety, Drugs and Alcohol, Safe use of social media...etc.
- Cyber-bullying talks (these talks are often provided by an external facilitator and focus on educating students about appropriate online behaviour, how to stay safe online and on developing a culture of reporting concerns regarding Cyber-bullying)
- Humourfit Workshops (focus on Anti-bullying, relational bullying, racism, peer pressure...etc.)
- Relationships and Sexuality Education (RSE) Workshops
- Anti-Bullying Charter for each year group-signed by every student



Ger Hogan Cont.



Kinsale Community School Anti-Bullying Charter



1 Who is involved in our Anti-Bullying Campaign?



Whole School Community

This is a key element of *effective practice* to prevent and deal with the problem of bullying behaviour

2 What is Bullying?

Behaviour which is


1. DELIBERATE
2. HURTFUL
3. REPEATED OVER TIME

If all three aspects are present together, whatever else the behaviour might be called it is **bullying** and must be dealt with as such.

If you see it don't support it!

RECOGNISE IT, REJECT IT, REPORT IT!

3 Types of Bullying



- In class, where very subtle, shy and withdrawn partners can be made
- In the canteen, locker areas or changing rooms.
- The school yard - more physical bullying takes place here, but students may also be isolated or excluded from games which is a form of bullying.
- Outside the school, at local shops, in the neighbourhood.
- By phone and online through social media-bullying is no longer confined to school. Cyber bullying can affect students when they are at home.

4 Psychological Impact of Bullying

- Feelings of insecurity, nervousness, being 'on edge', less trusting
- Damage to self-confidence, stops getting involved, becomes a loner.
- Lowering of self-esteem, unappears with oneself, more self-critical
- Unexplained mood changes, mood swings, less relaxed and less happy.
- Behaviour changes, becoming suddenly aggressive or cranky.
- Stress/anxiety, inability to cope, lacking motivation, giving up.
- Extreme anxiety/panic attacks, getting away, opting out, 'switching'
- Nervous breakdown, inability to function normally even at home.
- Depression requiring psychiatric intervention, maybe hospitalisation.

Isolated students feel so hurt, humiliated and isolated that they find it hard to 'submit' (they are being bullied)

This is usually why they need someone like you to report the bullying!

5 Things I could do if I am aware of a Bullying situation

1. Make sure I do not join in the bullying behaviour.
2. Make sure I do not share support for the bullying by laughing along.
3. Make sure I do not avoid and so further isolate the targeted student.
4. Always treat the targeted student with respect even if I don't like her/him - I don't have to like everyone but I should still respect them.
5. With my friends present remind the bullying student(s) about how harmful bullying is - even when it seems to only involve 'little things'.
6. Suggest that the bullying student(s) go and do something else, maybe with me and my friends.
7. As soon as I get a chance, report the bullying behaviour to a teacher can investigate it and then, if it continues deal with it.

Bullying is usually secretive. It is hidden from teachers - or they are not there to see it repeated since they move from class to class.

Let me see if the targeted student may need help to RECOGNISE IT, to REJECT IT because of the damage it can do ... and then REPORT IT.

6 'REFORM NOT BLAME.'

- Any students found to be involved in bullying will **not** be punished provided they **promise to stop the bullying** and keep that promise. (This **'Reform, not Blame'** approach is necessary so students will feel able to give **honest information**)
- Students **usually know if someone is treating others unfairly** but may be reluctant to report it, for various reasons, if perpetrators are likely to be punished.
- In the event that there has been bullying taking place, the student is asked to complete and sign a **'Student Behaviour Promise'** form and the relevant Year Head counter-signs it.
- If the student **breaks this promise**, then a **second form must be signed** by the student and also signed by his/her parent/guardian.
- In the unlikely event that this fails, the **school's code of discipline** will be referred to.

Do you want to begin to make our school a better, safer place? You can prove it... by how you treat each other from now on!

Ger Hogan Cont.

On-line Parent Teacher Meeting

Due to the Covid 19 pandemic we did not have the opportunity to host parent teacher meetings in the last school year. We wanted to allow our parents the opportunity this year to have a meaningful engagement with their children's teachers.

This year a new digital programme has been introduced which allows parents/guardians to book appointments online. To book appointments parents were sent instructions.

- Parents log on to the parent-teacher

meeting organiser (PTMO) programme via the link sent. <https://ptmorg.com/ParentLogin.php>

- Parents enter the school roll number and their child's Cloudschool ID number. This will bring them to their child's personal page where his/her teachers and subjects are listed.
- Parents enter their preferences by using the up or down arrow in the box to the right of the teacher/subject.
- Parents click the SAVE PREFERENCES button at the bottom of the page. A notice will then appear at the top of the page telling them that their preferences have been saved.

PT Meeting Co-ordinator Carol O'Loughlin then works on processing of the preferences and timetables are generated for the staff & parents. Parents are emailed again when the appointment times have been generated. They simply logged back on to the programme again and their times appear on their child's page.

Teachers then set up 5 minute meetings using Teams. We have held Y3 & Y6 meetings to date and both have been very successful. Some feedback from parents and students can be found below.

Overall, how would you rate the online parent teacher meeting experience?

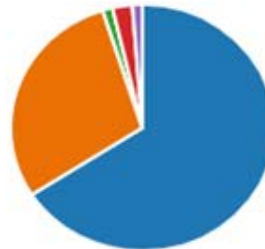
Y6 Parents

Excellent	26
Good	23
Fair	0
Poor	1
Very poor	0



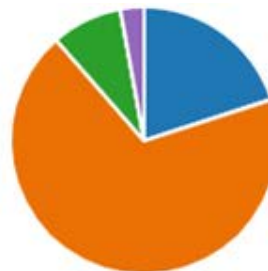
Y3 Parents

Excellent	54
Good	24
Fair	1
Poor	2
Very poor	1



Students

Excellent	7
Good	24
Fair	3
Poor	0
Very poor	1



Ger Hogan Cont.

How would you rate the quality of communication and feedback at the meetings?

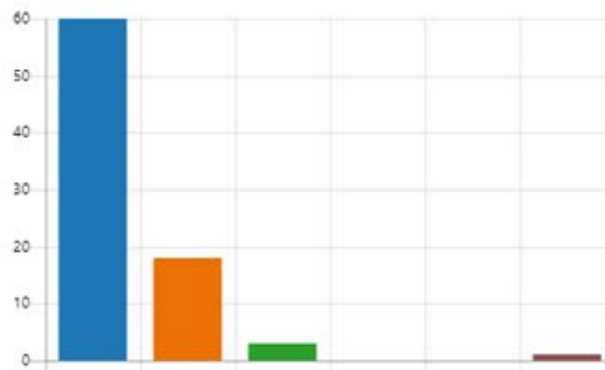
Y6 Parents

Excellent	20
Very good	24
Good	6
Fair	0
Poor	0



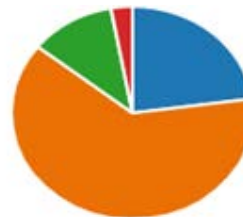
Y3 Parents

Excellent	60
Good	18
Fair	3
Poor	0
Very poor	0
Other	1



Students

Excellent	8
Good	22
Fair	4
Poor	1
Very poor	0



Did you find that the meetings were more structured because of the schedule, in comparison to previous in person meetings in school?

Y6 Parents

Yes	45
No	3
No difference	2



Ger Hogan Cont.

Y3 Parents

Yes	75
No	2
No difference	5



Students

Yes	19
No	6
No difference	10



Head Boy & Girl

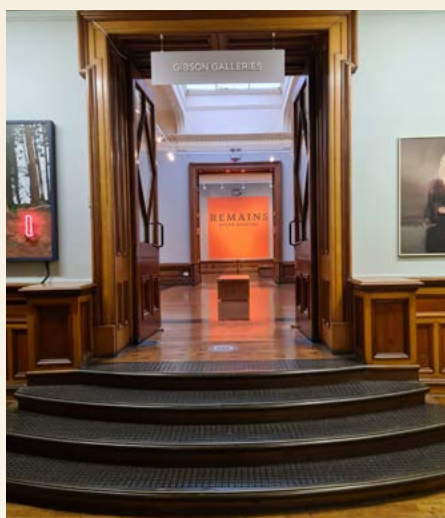
Class of 2022 Head Boy and Head Girl

We are delighted to announce that Alice O'Callaghan & Louis Allman have been appointed as Head Girl and Head Boy for this Academic Year. We congratulate all those who put themselves in contention and say well done. We wish both Alice & Louis the very best for the coming year. They have some exciting projects to be part of and we know they will represent the student body with distinction & pride.



Crawford Art Gallery Visit

We were delighted to be able to go on art gallery trips again with 5th and 6th year art students, going on a tour of the Crawford gallery taking in 2 exhibitions. These were “Rembrandt in print” and “Remains” by Brian Maguire. These were two very different exhibitions focusing on the artist as social commenter. The Rembrandt included 50 prints from a travelling exhibition and the Brian Maguire included 7 paintings that directly confronts issues of migration, displacement and human dignity in the face of the current global unrest. We also had a little time to visit two new murals in Cork that have been part of the Ardú project, Corks contemporary street art project. We were all delighted to see some art in reality again!

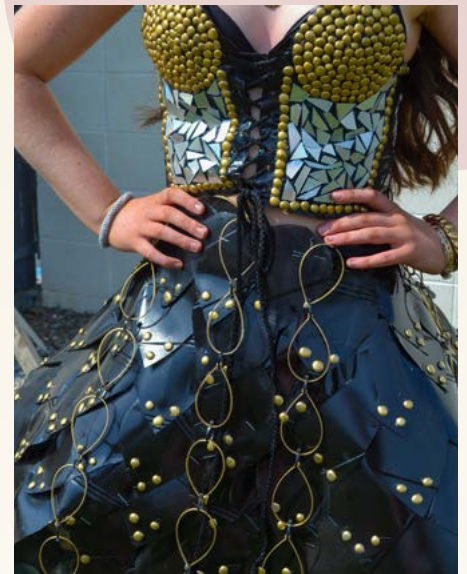




Junk Kouture

Junk Kouture is a national contest which encourages young designers to create striking couture designs and impressive works of wearable art from everyday junk that would normally find its way into the bin. This year Kinsale Community School has 11 teams of Transition Year students creating pieces for the competition in a class led by Ms. Deirdre Kelly, with Ms Christina Roche and Ms Nicola O'Shea. A variety of materials are being used to create these sculptural garments from bottle tops, plastic bottles, old books, sailing masts, tin cans, crisp packets, and masks, to name a few! The students have been shown basic skills in sewing, dressmaking, weaving, and origami to help get started on their Junk Kouture project. Students are working hard both in school, after school and at home. Wishing everyone the very best of luck with their entries!

This is an extremely competitive competition and for the first time we have had two entries from our 2021 entries make it to the overall Grand Final. The students involved, who are now in 5th year are: Sarah Deasy, Victoria Ciolkosz, Aaron Ganly and Cremma Liddy. The groups travelled to a secret location in Wicklow in September with Ms Deirdre Kelly and Ms Kathleen Fitzpatrick. There the groups were filmed and interviewed for RTE. This will be broadcast on the 9th of December at 7pm on RTE2 and will also be on the RTE player for anyone that misses it. The winners of the Grand Final will be announced on the show, and we wish all the students the very best of luck.



Junk Kouture



Art Attack

Second Year Still-Life with Sweets

Students explored colour and composition using their sketchbooks and through the realisation of an A3 painting using gouache on watercolour paper. The finished pieces are on display on the B corridor and really brighten this space. Well done to both classes involved.



Cáit O'Higgins



Aoife Martin



Aoife Moloney



Ava Phelan



Eva Elana Sodo Hadden



Giorgia Cipollone



Fia Callanan



Kate Morrissey



Aisling Collins



Ciara Deasy



Lauren Balaur



Megan Cunningham



Mia Rust



Nina Wirsam



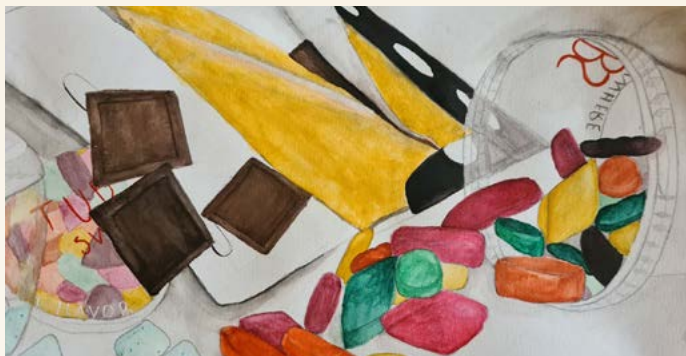
Rachel Nyhan



Roisin Long



Sadhbh Napier



Samantha Purdie



Sarah Lynch



Sofia San Segundo



William White



Sarah Bolger

ÉACHT NA SCOLÁIRÍ 2021

This year's awards ceremony took place via the online medium again. We were delighted that it could continue in a socially distant environment while also bringing a wider audience together to acknowledge the achievements of our students. Our MC for the evening was Deputy Principal Ms. Kathleen O'Brien.

This year's distinguished guest speaker was the EU Commissioner for Financial Stability, Financial Services and the Capital Markets Union, Ms Mairéad McGuinness. A native of Drogheda, Co. Louth, the smallest county in Ireland, she has reached the summit of European politics. Widely regarded as pioneering, progressive and practical, Ms McGuinness is an articulate and able advocate for Ireland at the European Commission in Brussels. Ms McGuinness was the first female graduate of UCD's Bachelor of Science degree in Agricultural Economics. She is a renowned journalist, broadcaster and commentator, having presented 'Ear to the Ground' and 'Celebrity Farm', as well as editing the farming supplement of the 'Irish Independent'. Ms McGuinness was first elected to the European Parliament in 2004 and returned at each subsequent election. Her insight, inclusivity and interpersonal skills saw her appointed as a Vice President of the parliament. We were most grateful that she took time out of her busy schedule in Brussels to be our guest at this year's Éacht na Scoláirí 2021.



Mairéad McGuinness



1st Year Winner - Tara O'Farrell



2nd Year Nominees



2nd Year Winner - Aengus Price



2nd year Winner - Nora Gould



3rd Year Nominees

Nominees / Winners 2021

The full list of nominees and award winners is as follows:

1st Year Nominees [Year Head - Ms Jean Gaffney]: Alanna O' Shea, Brian Nagle, Chloe Bollard, Christina Hurley, Clodagh Morgan, Eimear Ní Chearnaigh, Eoin Dillon, Holly Murphy, Lauren Crowley, Oscar Muller, Sarah Bolger, Sarah Thuiller, Tara O'Farrell and Yasmin Pentony.

1st Year Winner: Tara O'Farrell



3rd Year Winner - Isabelle Linehan



TY Winner - Caoimhe McGuinness



TY Nominees

2nd Year Nominees [Year Head – Ms Elaine Bennett]: Aengus Price, Amy Buckley, Amy Casey, Cory Kinnear, Ethan Smyth, Kelly O’Shea, Kiely Lehane, Nora Gould, Saoirse Hayes, Seán Loughnane, Séan O’Keeffe, Sinead O’Leary and Sophie Hurley.

2nd Year Winners: Aengus Price & Nora Gould

3rd Year Nominees [Year Head: Mr John Corcoran]: Aisling Lowney, Amelia McCarthy, Amy Sue Broderick, Conor MacCarthy, Dawn O’Connor Murphy, Garrett O’Donovan, Hazel O’Kelly, Isabelle Linehan, Jake Lynch, Jessica Moloney, Joey O’Callaghan, Joseph Collins, Kali Woodcock, Lauren O’Regan, Lillian Gleave, Oisín Joyce, Oscar Lee, Ruby Henchion and Seán Hynes.

3rd Year Winner: Isabelle Linehan

TY Nominees [Year Head: Ms Niamh Hay]: Aaron Ganly, Aoife O’Grady, Ben Loughnane, Bo Collins, Caleb Coleman, Caoimhe McGuinness, David O’Leary, Emma Casey, Evan O’Mahony, Jason Russell, Kevin Dempsey, Maya Meade, Marco Lucchese, Max Cronin, Niamh Crowley, Oisín Hayes, Sarah Deasy and Wiktorina Nowak.

TY Winner: Caoimhe McGuinness

5th Year Nominees [Year Head: Ms Marie Hayes]: Alannah Phelan, Alice O’Callaghan, Ann Marie Collins, Anna Peare, Cian Cunningham, Clare Flynn, Eva Crowley, Ferdia Hellebust, Jack Deasy, Kate Redmond, Leah Hurley, Lily Fay, Louis Allman, Mia Casey and Shane Collins.

5th Year Winner: Alice O’Callaghan

6th Year Nominees [Year Head: Mr Tony Cierans]: Ava McCarthy, Cordelia Foody, Emma O’Keeffe, Grace Hynes, Hannah Hayes, Jamie Cadogan, Lara Helbrow, Maebh O’Leary, Millie Allman, Niamh Domoney, Oscar Gudinovic, Rachel Fox, Róisín Nyhan, Seán Hill, Sophie Cumiskey, Sophie Lee Condon Collins and Thomas Mulcahy.

6th Year Winner: Hannah Hayes

Junior Sports Winner: Maisie O’Callaghan

Senior Sports Winner: Paul Graham

We were thrilled that Olympian Rob Heffernan was able to make the sports presentations to Maisie & Paul.

Joe McGrath Memorial Cup Winners: Anna & Megan Fahy

Catherine O’Byrne Memorial Award: Eimear Dwyer

Kilian Ryan Award: Maebh O’Leary & Grace Hynes

Science & Technology Award: Rosie Deasy

O’Brien Biotech Award: Cathal McCormick

Young Scientist Award: Aengus Price

Sci-fest Award: Christina Hurley

Kinsale Historical Society Award: Róisín Nyhan

Civic Virtue Award: Alice, Ted, Maisie & Miah O’Callaghan

Community Awards: Charlie O’Shea & Cathal Galvin

The Principal’s Award: Rachel Fox

Academic Awards:

This acknowledges students that receive a H1 in subjects in their Leaving Certificate.

Lia Farley – Irish, Maths, German, Chemistry, Biology, Accounting, Business – Accounting in UCC

Cordelia Foody - English, Maths, Geography, French, Chemistry Biology, Business - Biological Sciences at Imperial College London.

Roisin Nyhan - Irish, English, Maths, History, German, Art, DCG - World Languages in UCC

Oisin Coyle - Irish, Maths, History, German, Accounting, DCG – Engineering

Sophie Cumiskey – Irish and Geography - Biomedical Earth & Environmental Sciences in UCC



5th Year Nominees



5th Year Winner - Alice O’Callaghan



6th Year Winner - Hannah Hayes with Fergal McCarthy Principal



6th Year Winner - Hannah Hayes with Year Head Tony Cierans



Civic Virtue Award - Alice, Miah, Maisie & Ted O’Callaghan

Éacht na Scoláirí 2021

Ellie Mai Dyer - Irish and Business - Commerce in UCC

Ryan O'Sullivan - Irish and Geography

Maebh O'Leary - English and Business - Business & Law in UCD

Anthony Butterly - English

Ellie Condon - English and PE - PE and Irish teaching in UCC

Rachel Fox - English, Accounting and Religion - Law in UCC

Ellie Cronin - Maths, Biology, Accounting and Business - Biomedical Sciences in MTU & UCC

Eoin Cunningham - Maths

Rosie Deasy - Maths, Chemistry and Biology - Biological & Chemical Sciences in UCC

Charlie Grainger - Maths and PE - Sports Studies & Physical Education & Maths in UCC

William Jeffrey - Maths - Finance in Maynooth University

Michael Murphy - Irish, Maths, Applied Maths, Physics & DCG - Engineering in UCC

Nora O'Connor - Maths, Biology and Religion

Hannah Hayes - Maths, Biology, Home Economics - Business & Home Ec Teaching in MTU

Sarah O'Neill - History and Biology - Law in UCC

Grace Hynes - Geography, Biology & Music - Studying in Galway

Colm Madden - Construction, Geography - BIS in UCC

Sophie Lee Condon Collins - Geography, German, Biology and RE - Law in UCC

Rohan Ager - French and PE

Ivanna Janse Van Rensburg - French - Living in Haute - Savoie in French Alps,

pursuing a career as an author.

Eimear Dwyer - German and Business - Biomedical Engineering MTU

Joanna Ciolkosz - Art - Interior Design & Architecture

Ciara Buckley - Art - Art & Design in Limerick

Jamie Cadogan - Physics and Engineering - Chemical & Biopharma Engineering in MTU

Dean Harrington - Physics, Construction and DCG - Engineering in MTU

Paulina Maticinskaite - Biology and Business

Finn Bowen - Engineering -

Oscar Gudinovic - Engineering - Commerce & German in UCC

Matthew McCarthy - Construction - Common Engineering in MTU

Emma O'Keeffe - Construction - Common Engineering in MTU

Sarah Lehane - Business - Commerce in UCC

Niamh Domoney - Music - Digital Humanities & Information Technology in UCC

Sean Hill - DCG

Oisín Queva - French

Elyse Farley - French - Fine Art in Crawford in MTU

Caolan Walsh - Engineering - Mechanical Engineering in MTU

Lara Helbrow - Biology, Business and Home Ec - Commerce in UCC

Sean Crowley - Agricultural Science - Agricultural Science in Cork

Don O'Shea Memorial Award: this recognises students that excel academically in 5th year.

Winners: Anna Peare, Eva Crowley,



Community Award - Cathal Galvin



Senior Sports Award - Paul Graham



Joe McGrath Award - Anna Fahy and Megan Fahy



Junior Academic Awards - Sophie Peare



Junior Sports Winner - Maise O'Callaghan

David Nolan and Mia Casey

Junior Academic Award: Sophie Peare

Leaving Cert Applied Award:

Meabh Aherne - Acting for stage and screen in CSN

Diana Harrington - Animal Husbandry in Cork

Senior Academic Award: Highest points in LC

Lia Farley, Cordelia Foody, Róisín Nyhan and Oisín Coyle

A special acknowledgement to siblings Abaigeal & Fearghus Walsh for providing us with a spectacular musical finale on the harp and uilleann pipes.

Congratulations to the nominees and the winners who epitomise the diligence, creativity and dynamism of the student body at Kinsale Community School.

A big thanks to our sponsors that support us year on year: Eli Lilly, Kinsale Lions Club, Life Science Consultants, Kinsale Historical Society and Frank & Tim O'Brien.

Thank you also to Ms. Máire Fleming for coordinating this year's Éacht na Scoláirí.



O'Brien Biotech Award - Cathal McCormick



Principals Award - Rachel Fox



Sci-fest Award: Christina Hurley



Senior Academic Award - Lia Farley



Leaving Cert Applied Award - Dianna Harrington & Meabh Aherne



Don O'Shea Memorial Award - Anna Peare, David Nolan, Mia Casey & Eva Crowley



1st Year Nominees



Young Scientist Award - Aengus Price



Senior Academic Award - Oisín Coyle

Microsoft Showcase School

For the third consecutive year, Microsoft has recognised Kinsale Community School as a Showcase School, an elite group of schools that exemplify the best of teaching and learning in the world today. Only a few institutions earn this designation, and as a school community we can take pride in knowing that Microsoft recognises the impact that KCS is having on the future of education in respect of innovation in teaching, learning, and preparing students for the future.



Microsoft Innovative Educator Experts at Kinsale Community School

Bestowed with the status of Microsoft Showcase School for the third consecutive year earlier this week, it was fantastic that 8 of our teachers have been selected as Microsoft Innovative Educator Experts for 2021/22. They are now part of an exclusive global community of educators, who will share ideas, try new approaches and learn from each other to empower the students of today to create the world of tomorrow,

MIEE's at KCS, pictured from left to right: Gerard O'Callaghan (PE/Geography), Mairead Dullea (Science/Maths), Chloe O'Regan (German/CSPE), Aine McKenna (PE/Maths), Gemma Cooper (Maths/ICT), Joanne McCarthy (Irish/Business) and Gerard Hogan (Deputy Principal). Missing from photo is Jamie Torpey (Business/Maths).



School Bank

The Bank of Ireland Money Smarts Challenge has kicked off as part of the Transition Year programme for 2021 coordinated by Ms. Máire Fleming.

We are delighted that Irish Olympian Rob Heffernan is our school liaison officer, and he has got the programme off to an exciting start.

He addressed all Transition Years and gave them invaluable information about CV and Interview skills, this coincided very well as our students prepare for applying for work experience placement. Rob Heffernan spoke about his career path and how life can take many meanders before reaching contentment. Students learned about the importance of hard work and determination as well as the fact that good manners can get you far in life.

Rob Heffernan then recruited suitable candidates for the school bank team, those interested were asked to fill in an application form describing what they could bring to this year's team and how best to recruit customers. The Bank team for 2021 are: Conor MacCarthy, Kate



Bank Team 2021

Farley, Grace Coyle, Laura Cousins, Kate Deasy, Amy –Sue Broderick, Oscar Lee, David Healy, Evan Lehane, Janice Gomez, Sinead Murphy, Aoife Roche & Lauren Green. Rob praised the calibre of this year's applicants and handed out roles in the areas of Bank Manager, Customer Services, Digital & Marketing Managers and Auditing Manager.

The official opening took place on Friday 12th November in the atrium, where the team received a massive interest from students wanting to open a Bank of Ireland

student account. The bank team will open every week so that students can be taken through the simple application process. Once set up customers will receive their debit card in the post and be able to start their banking journey in no time. Throughout November & December the school bank team are running promotions and raffles to encourage students to open an account.

Listen out for updates on the intercom, posters around the school and check out their Instagram page: @kcs_bank

Mini Company

The Student Enterprise programme is running again this year and mini-company has proved to be a popular choice with two class groups being run by Ms Brosnan and Mr McGrath. Students will have the opportunity to step in the shoes of an entrepreneur - coming up with a business idea, investing capital, managing finance, producing, advertising, marketing and selling their product and preparing a business plan.

In September students formed their companies and assigned roles to each team member from CEO to Finance Manager; and Marketing Manager to Sales Manager. Students learned to consider their individual skills and expertise when deciding on the roles of

their group members. Once groups were formed they began the brainstorming process to select the best idea.

October and November had a focus on investing capital to get the business up and running, researching and sourcing raw materials (with a focus on sustainability), carrying out market research through the use of surveys, producing prototypes and creating a marketing campaign through many mediums including announcements, posters, flyers and social media platforms to name but a few. Our classes gained some valued feedback on improving

their products and growing their business outside of the school with a visit from Christine Duggan of the Local Enterprise Office.

At the time of going to print, our mini-company class groups are gearing up for full production in preparation for the outdoor Christmas Market which will take place in the heated atrium area at lunch time before the Christmas break.

We wish all our enterprise students every success in their business ventures and look forward to seeing their innovative ideas over the next few months!



Chaplain's Corner

We are fast approaching the end of another eventful year, and it has been busy, notwithstanding all the restrictions.

Meitheal



We have a large Meitheal team this year, comprised of 12 Fifth Year students, one for each 1st year class. They have engaged

extremely well with their respective groups, and have already organised table quizzes, Hallowe'en movies, and are now preparing for the "Lip Synch Battle"! They regularly visit their groups just to check in on them and make sure that all are settling well.

Ailis Murphy	1A1
Sarah Deasy	1A2
Niamh Crowley	1A3
Caoimhe Barrett	1A4
Wiktorina Nowak	1A5
Tara Gleasure	1A6
Nicole O' Halloran	1A7
Sarah Kiely	1A8
Natasha Hayes	1A9
Naoise McCarthy	1AX
Ciarán Moloney	1A11
Caoimhe McGuinness	1A12



We had Mass for the souls of the Faithful Departed on Wednesday the 17th of November, celebrated by Fr. Eoin Moore O.Carm from the Friary. It was a moment of serenity and consolation.

We have also been remembering our loved ones with our Remembrance Tree next to Ms Kearney's room, and many staff and students have put up leaves with the names of their dearly departed.

We pray for all those who are mourning, that they would be granted the peace of God.



I Believe

I believe in Jesus Christ and in the beauty of the gospel begun in Bethlehem.

I believe in the one whose spirit glorified a little town; and whose spirit still brings music to persons all over the world. in towns both large and small.

I believe in the one for whom the crowded inn could find no room, and I confess that my heart still sometimes wants to exclude Christ from my life today.

I believe in the one who the rulers of the earth ignored and the proud could never understand; whose life was among common people. whose welcome came from persons of hungry hearts.

I believe in the one who proclaimed the love of God to be invincible:

I believe in the one whose cradle was a mother's arms, whose modest home in Nazareth had love for its only wealth, who looked at persons and made them see what God's love saw in them, who by love brought sinners back to purify, and lifted human weakness up to meet the strength of God.

I confess my ever-lasting need of God:

The need of forgiveness for our selfishness and greed, the need of new life for empty souls, the need of love for hearts grown cold.

I believe in God who gives us the best of himself.

I believe in Jesus, the son of the living God, born in Bethlehem this night, for me and for the world.

Retreats

We will be taking some of our 6th years on a well deserved retreat on the 16th of December to Ennismore, Montenotte.

Hopefully, our TYs will have their retreat at Scala, Blackrock in April.

Wishing you and your families a peaceful and blessed Christmas.

Brian Pentony (Chaplain)

KCS Chess Club

We have recently created a chess club for our school, and the interest has been huge. There are chess boards in T1 which are available for face-to-face games periods 6 & 8 every day except Wednesday. There is also a group on Teams. We have set up a school team on Lichess.org, and on Monday the 22nd, we took part in a friendly online competition with 16 schools from around the country. I'm delighted to say we came first in our group, and we will be taking part in the formal competition on December 6th, where our opponents will be drawn from the highest placed teams. It was very enjoyable, and competitive in the best sense of the word. Anyone who would like to play either competitively, or just for fun, please message Mr. Pentony on Teams.

Some photos of our recent online chess tournament, on the G-corridor. What intensity!

Mr Pentony



Debate

Concern Debating

Our Concern debaters began the group stage of the competition by opposing the motion that 'School strikes are an effective way of getting governments to act on climate change' against the reigning Concern champions, Presentation De La Salle, Bagenalstown. Sophie Peare did an excellent job of captaining the team and she was ably assisted by her teammates: Aoife Roche, Lilian Gleave and Giulia Moretto. It was a very entertaining and close debate which Bagenalstown won on a split decision; meaning Kinsale secured one point out of the three available. The entire team can be proud of their performance, especially considering that none of them had debated previously.

The team are now preparing for their next debate, where they will propose the



motion that 'The challenges to ending world hunger are insurmountable' against Gaelcholaiste Chiarrai. The team for that debate will consist of Sophie Peare, Rowan Crowley, Niamh Barry and Giulia Moretto.

Pictured are some members of the Concern debating team (L to R): Aoife Roche, Lilian Gleave, Niamh Barry, Giulia Moretto, Sophie Peare and Oscar O'Callaghan

Mr Hartnett

Cork Volunteer Awards 2021

Congratulations to Shane Collins and Oisín Coyle who were awarded a Special Projects Award at the Cork Volunteer Awards on the 5th November last. This award is in recognition of their contribution to the production of PPE as a response to the Covid 19 pandemic.

A video of the awards is available on the following link fb.watch/96HzuivxTx/. Scroll to 28:29 to hear Shane and Oisín's interview.



Gaisce

Gaisce



Pictured are 6th year students receiving their Gaisce Certificates.



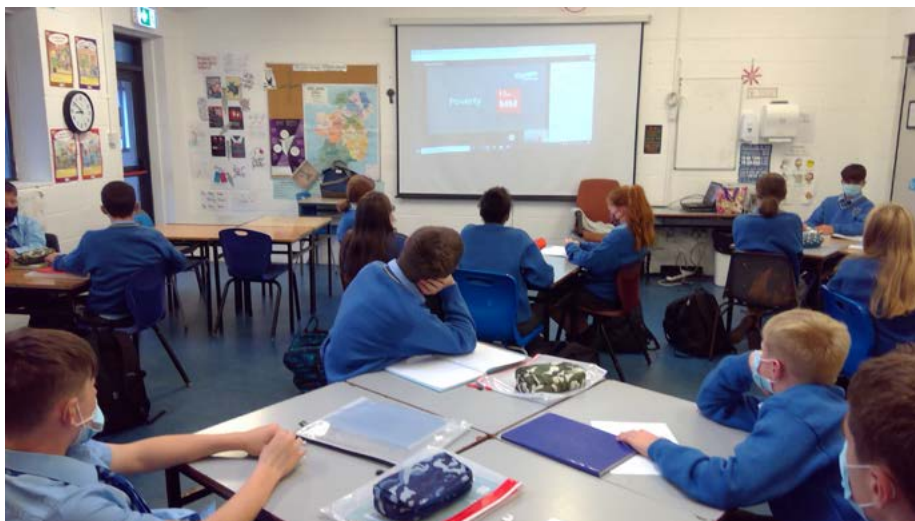
International Day of Peace

On Tuesday the 21st September we celebrated the International Day of Peace. The theme for 2021 is recovering better for a sustainable and equitable world. The below text is taken from the UN Website, from which highlighted part is the most significant for our school.

In Ms Houlihan's CSPE class, students have been taking part in thematic lessons linked to the International Day of Peace. Some students in first year took part in a talk from Concern about poverty which is the first sustainable development goal.

In 2021, as we heal from the COVID-19 pandemic, we are inspired to think creatively and collectively about how to help everyone recover better, how to build resilience, and how to transform our world into one that is more equal, more just, equitable, inclusive, sustainable, and healthier.

The pandemic is known for hitting the underprivileged and marginalized groups the hardest. By April 2021, over 687 million COVID-19 vaccine doses have been administered globally, but over 100 countries have not received a single dose. People caught in conflict are especially vulnerable in terms of lack of access to



healthcare.

The pandemic has been accompanied by a surge in stigma, discrimination, and hatred, which only cost more lives instead of saving them: the virus attacks all without caring about where we are from or what we believe in. Confronting this common enemy of humankind, we must be reminded that we are not each other's enemy. To be able to recover from the devastation of the pandemic, we must make peace with one another.

And we must make peace with nature.

Despite the travel restrictions and economic shutdowns, climate change is not on pause. What we need is a green and sustainable global economy that produces jobs, reduces emissions, and builds resilience to climate impacts.

Celebrate peace by standing up against acts of hate online and offline, and by spreading compassion, kindness, and hope in the face of the pandemic, and as we recover.

Community Orchard Clean-Up

3A5 had a fantastic experience demonstrating global citizenship by carrying out a clean-up of our local community orchard. The students wore protective clothing and visibility gear whilst collaborating to retrieve some two bags of litter! It was many of the student's first time visiting the orchard, with those expressing how impressed they were with the peaceful area. The students admired the beauty of the flora and fauna in their surroundings and were very grateful to have access to such a scenic and tranquil environment within our community.

Ms Joanne McCarthy



Kinsale Cookbook

3A5 have entered the Young Environmentalist Awards this year, where they are collaborating on a whole class project during their CSPE class periods. The idea of their project is to create a cookbook of recipes using produce sourced in the Kinsale area. The students realised how fortunate they were to have access to such high-quality food in close proximity in our town which is frequently referred to as 'The Gourmet Capital of Ireland'. The students have been very grateful to receive help from Kinsale's

'Good Food Circle' and friends as they work on this exciting idea.

"In CSPE classes last year, we learned about food miles, and how some supermarket foods are transported hundreds of miles before they reach the consumer, which increases fossil fuels, greenhouse gasses and air pollution. These foods are often sprayed with chemical pesticides and preservatives to keep the food fresh for long periods of time. To combat this environmental issue, us students decided to compile a list of local producers and suppliers of fresh, local produce, sourced close to Kinsale. We realised that by purchasing produce from these people, we were reducing our food miles and the use of unnecessary

chemicals, and therefore, in turn our carbon footprint. We feel that by writing this cookbook with delicious recipes created by us while making people aware of where the ingredients can be bought locally, we can raise awareness about this issue and tackle it head on, with the help of our community. We hope that this book will be a success and that any profits made could be donated to an Irish sustainability-related cause, however the exact organisation is yet to be decided."

If you, or anyone that you know can help us reach more local producers to be included in our book, we would be delighted if you could email our teacher at joannemccarthy@kinsalecommunityschool.ie

Music

Music

Pictured are some of our Music students performing at the annual school mass in September and virtual awards evening in November.



Abaigeal and Fergus Walsh



ERASMUS at Kinsale Community School



Kinsale Community School are continuing to work on their joint Erasmus project this year, entitled 'Challenges, Choices, Change'. The international project, in collaboration with schools from Germany, Sweden and Poland, began in September 2020 and has been extended for a further two years. New transition year students have been recruited to combine forces with five fifth year students, who will be building on their contributions to this project from the previous school year.

The project is focused on addressing conservation, reducing waste and recycling more in our school communities. Students have segregated themselves into five groups, recycling, conservation, eco app, food and public relations. Each student has selected to work on the topic that they are most passionate about, and where they hope to make a positive impact.

Since the project resumed this school year, we have had two international meetings online via Microsoft Teams. It has been fantastic for each of the students taking part in the programme to become acquainted with one another, while discussing how they plan to combat current environmental issues. Covid permitting, we hope to host students from

each participating country in March 2022, and to journey to Sweden in May 2022.

Pictured:

Back Row: Janis Gomez Navarro, Evan Kelly, Jason Russell, Ben Loughnane, Oisín Hayes, Fionn O'Connell.

Front Row: Amelia McCarthy, Grace Plunkett, Siobhán Queva, Isabelle Linehan, Lilian Gleave, Tamara Kruslin, Gemma Sadler, Darragh Collins, Declan Horgan.

Missing from photo: Conor MacCarthy, Eliza Duncan, Lucy McCarthy, Oisín Joyce, Rohan Crowley and Sophie Peare.



Caroline O'Donoghue – Author Visit with TYs

Author, columnist and podcaster, Caroline O'Donoghue, paid a visit to Kinsale Community School on Wednesday, the 17th of November 2021, where she spoke with Transition Year Students about her first YA (young adult) novel, 'All These Hidden Gifts,' her upcoming sequel, 'The Gifts that Bind Us,' as well as her experience growing up in Cork, with the added bonus of some tarot reading.

Caroline O'Donoghue has been awarded winner of the London Book Fair's Podcaster of the Year, The Sunday Times 30 under 30, she was shortlisted for the Irish Book Awards - Newcomer of the Year and she was shortlisted for the Kate O'Brien Award for New Fiction. She has previously written two adult novels entitled; 'Scenes of a Graphic Nature' and 'Promising Young Women.' Originally from Cork, O'Donoghue moved to London in 2011 at the age of 21. She has previously worked in areas such as journalism, film, advertising and hospitality. Her most recent novel is a YA book entitled 'All These Hidden Gifts' which focuses on areas of tarot, friendship and forgiveness.

On Caroline O'Donoghue's arrival to the school, she was greeted by some of our Transition Year students, where photographs were taken for the Cork County Council, who the school have collaborated with in relation to the reading initiative 'One County, One Book 2021' which encourages young people to become more active readers and be introduced to more localised authors.



O'Donoghue spoke with the Transition Year students of 2021/2022 about why she wanted to write a novel which involved witchcraft and tarot reading, and provided the students a fun and interactive opportunity to receive a tarot reading from O'Donoghue. She explained where this love and inspiration for tarot came from, as she only discovered tarot cards and witchcraft into her mid-twenties with her best friend. O'Donoghue described the inspiration behind the powerful 'Housekeeper' card that appears in 'All Our Hidden Gifts,' which in fact did not stem from old Irish Celtic mythology, but in actual fact was inspired by her previous band entitled 'Greyhounds, Greyhounds, Greyhounds.'

She inspired our young readers by describing how inspired she was by her youth growing up in Cork and how the beautiful city impacted many of the places described in her novel. She explained that

she only fully appreciated the beauty of Cork when she initially moved to London and could only experience Cork on her occasional visit back home. She was inspired by the beauty of the architecture in the city and county, and loosely pulled inspiration from magic shops like 'Dervish' in her writing.

O'Donoghue provided some fantastic writing tips to our Transition Year students, including pulling inspiration into how to create a character's image by finding a picture of an actor/person online that they believe could suit the description of the character they are creating (fun fact; the character Roe O'Callaghan was loosely based on a young Cillian Murphy).

O'Donoghue demonstrated a variety of different covers for the novel that they have read, with different publications being translated and published in different countries around the world. This was a



great opportunity for the students to voice their opinions on their favourite and least favourite covers and why.

At the end of O'Donoghue's presentation, she spoke about the sequel to 'All Our Hidden Gifts' which is entitled 'The Gifts that Bind Us' which is due to be released in February 2022. This is the second book of a trilogy, and O'Donoghue informed the students that she is currently writing the third and final book in the series at present. She allowed an opportunity for students to pose questions to her about her career, her novels and even questions around her education. Our Transition Year

students were eager to ask O'Donoghue as many questions as possible, and she even met with many of the students one on one to sign their editions of the book and given some final tarot readings before heading off.

The students showed fantastic enthusiasm at O'Donoghue's appearance today and were very eager to speak with her and share their love for her book, many students claiming that they read her book within two days because they just couldn't put it down, some students having read it twice. The Transition Year students of KCS are very much looking

forward to the release of her second book in the series and were very grateful for the opportunity they were given in meeting the author.

The students, staff and management of KCS would like to thank Caroline O'Donoghue for such an insightful and engaging presentation, and we would like to extend our thanks to Cork County Council for the opportunity to collaborate on the 'One County, One Book' initiative, and for the opportunity to meet with the author.

Ms Janet Forrest

Senior Cycle Book Review

Concrete Rose by Angie Thomas

Concrete Rose is the prequel to the novel The Hate You Give, which was adapted for screen in 2018. Scooping up several awards throughout the literary sphere, The Hate You Give was critically acclaimed for its comment on police brutality in the US. This book, Concrete Rose, is set 17 years before the events of The Hate You Give, and has just as much of an impact. Maverick Carter, our central protagonist, becomes a father at the age of 17, and

struggles to make ends meet. With his mother working two jobs and his father in prison, he has no choice but to resort to selling drugs. Angie Thomas gives a voice to the most marginalised group in US society, and vividly captures the raw emotions associated with living life in constant fear. Not a word is out of place in this novel, and the statement it makes about systematic oppression in the US is ineffable. As The Times have commented,

this book is 'a classic in the making.' Thomas, in this novel, encapsulates the lived experience of so many people, yet still manages to create a suspenseful, heart-breaking and utterly inspiring piece of YA fiction. I would highly recommend this book to teens and adults alike, and its gripping narrative is suitable for readers of all levels.

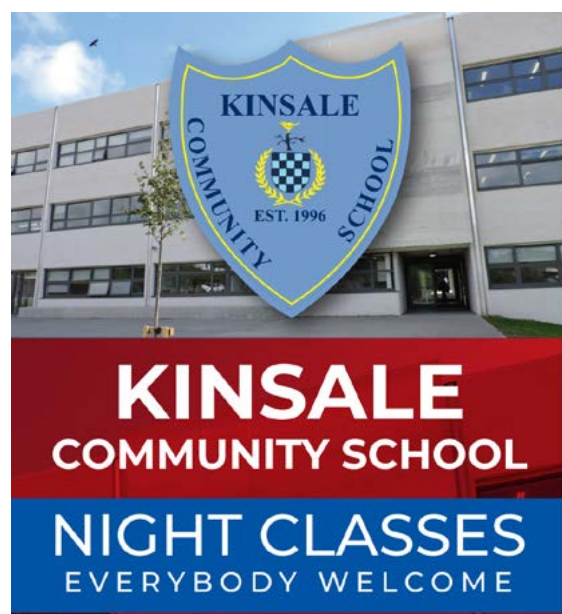
Sarah Fitzgerald (Y6)

Night Classes

Night Classes

Night Classes at Kinsale Community School in September were a resounding success and the local community availed of the opportunity to attend a wide variety of classes. We look forward to welcoming the return of classes in January, where we will have many new and exciting courses on offer. If you have a particular skill and would like to teach a class as part of the adult education programme, please contact adulteducation@kinsalecommunityschool.ie

Details of all upcoming courses will be posted on the school website in January.



Study – Learning to Learn

(Article adapted from ICG Newsletter)

Introduction

Academic success in secondary school requires several elements to be in place. Regular attendance, good punctuality, adherence to school rules, and consistent attention to homework, are the basics needed for a smooth progression in secondary school. However, experience shows, year in year out, that it is a mistake to assume that once all of the above are in place, that success is guaranteed. Something extra is needed, i.e. study.

Study is often viewed as work carried out in the run up to exams. A week or a few days before exams, students become conscious of the need to revisit topics covered weeks or months previously in order to obtain a reasonable grade in the imminent exam. However, for most students such an approach is flawed.

If we define academic success as the student trying his/her best, the focus shifts from the results obtained to the efforts made in obtaining that result. It could be argued that studying in the run up to exams does not constitute a student's best effort. Students who perform to the best of their ability – regardless of grade achieved – are those students who consistently study throughout the school year and not just in the run up to a class or end of term exam.

If a teacher is teaching topic 7 in class, that teacher will be focusing on the class work and homework associated with that topic. However, as real learning is incremental, topics 1 to 6 cannot be ignored or let go by the wayside. Therefore, in order for a student to maintain his or her best effort, a routine should be in place that involves studying topics 1 to 6 when the teacher is focusing on topic 7.

It is natural for students to expect parents and teachers to check that they are keeping up with current topics by checking day-to-day homework. As a result there is no necessity on the part of the student to be concerned with the past topics. If these past topics are not studied nothing goes wrong today or tomorrow and there is no

apparent immediate damage to progress. However, this focus on short-term goals neglects the longitudinal study that should be done. Without addressing this, only serves to store up trouble. Therefore, for a student to be able to say they have done their best – regardless of grades obtained – that student needs to have a weekly routine of study throughout the academic year.

Study: Learning To Learn

When students are asked how they study Maths, the general response is that they do different examples of problems over and over again. When asked why they do not just read the maths book, the response is that that does not work; the problems need to be written for the methods to be absorbed. What is actually happening is that the student is processing the information by carrying out a physical activity with a pen in the hand. Students agree that this is necessary for Maths. The argument here is that it is necessary for all subjects, i.e. reading only does not work - there should be some form of processing of the information for all subjects. Reading alone or re-writing or transcribing the text from a book into notes does not ensure retention. Indeed, using a highlighter or underlining key sections of text – while helping to highlight important points – does not help retention.

Three main ways students can learn:

1. Visual (seeing) learners like to learn through written language such as reading and writing. They remember what they have written down. They use bullet points, charts, graphs, mind maps, pictures, write stories, or use flash cards.
2. Auditory (hearing) learners make speeches or presentations, use recordings, read out loud, create musical jingles to aid memory or tell stories.
3. Kinesthetic (doing) learners learn by doing, touching or making. They often move about while studying.



Ms Ailish Egan

Nobody falls neatly into any of these categories. While one or two styles may be dominant, we tend to move between the various methods. Any method employed will vary from person to person and will also fluctuate depending on the type of material being studied within each subject and from subject to subject. However, it can be argued that all of the learning styles above are just different forms of processing. There are as many ways to process information as there are individuals. Below are some examples of different methods of processing, but the challenge is for each student to find the best methods that work for him/her and vary these methods as the need arises.

Note Taking

One way of achieving quality and productive study is to make shorthand, concise, hand written notes in parallel with what is being read. (This should not be transcribing). These notes can be words or phrases preferably not long and full sentences. Each new point should be written on a new line. This should result in one page of text being condensed down to about 10 to 15 lines. It is also sometimes useful to skip every second line to create space in which to add comments/notes at a later date. In addition, once these condensed sentences have been written, the student can then say these sentences out loud and then automatically hear them. All of this has the effect of processing the information through the “cogs” in

the brain, which does not happen if the student reads only.

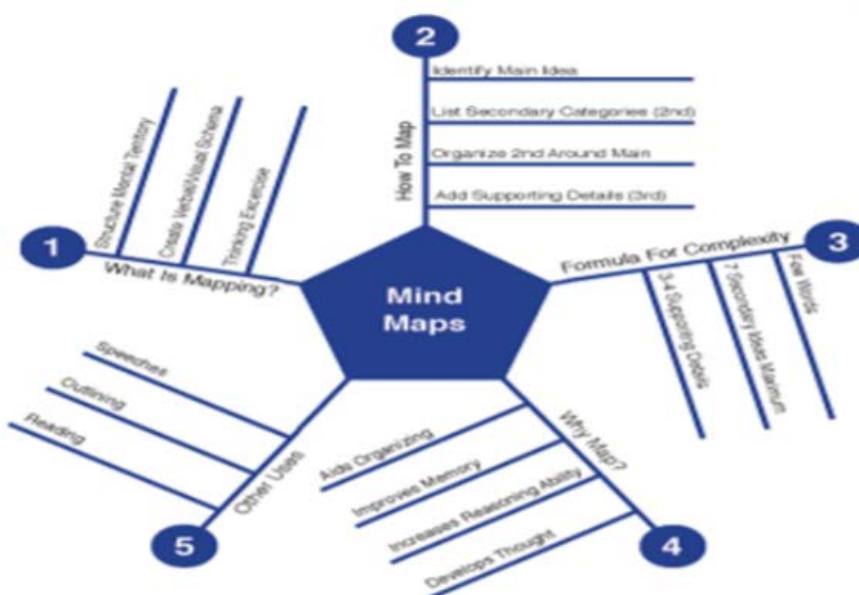
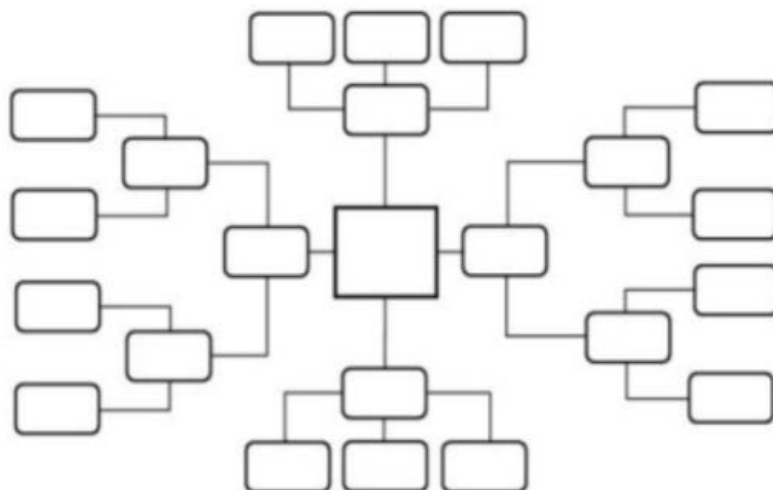
This system of reading followed by a physical activity is effective for text based subjects like History, Geography, English, and Business. For subjects with a lot of text material e.g. English and History, it is very tempting just to read – this should be avoided. Other subjects like Maths, and some of the problem solving exercises in Science, should be studied by doing examples over and over again. Also, with the Maths type subjects making templates and/or spread-sheets for definitions or formulae facilitates the practice of writing out (repeatedly), this is what is needed to solve problems. The technique of making short hand notes can also applies to languages (Irish, French, Spanish and German). Here is an example.

There are many variations on note taking,

- Mnemonics are various word games which act as memory aids which allows for personalisation and creativity. For example, to remember the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) the following sentence can be constructed “Richard OF York Gave Battle In Vain.
- Using synonyms can also be useful. For example to help the understanding and meaning of the word ‘compassion’, the word ‘pity’ can be tagged along side it. The use of a Thesaurus can help with this.
- Thinking up an analogy to a particular point to be remembered can result in a high degree of processing the material.
- Using antonym can also help stimulate the retention of words. An antonym is a word that means the opposite to another word. Using the word ‘eager’ may help the understanding of the meaning of the word ‘reluctant’. Other methods involve the use of mind maps or flash cards. The following pages illustrate some examples.



<p><u>Topic from History Book</u> <u>“Slaves”</u></p> <p>The Romans, like most ancient civilisations, used slavery. Slaves were brought to Rome from Africa and other parts of the Roman Empire and bought and sold in the marketplace. They were mostly used to do heavy manual labour; however, many slaves had been educated and these were used as teachers, clerks and scribes. A slave usually accompanied wealthy women and children as bodyguards when they went out. When Rome was at its height, there were some 300,000 slaves in the city. It was very rare for a slave to escape for any lengthy period – any Roman citizens who helped an escaped slave were severely punished. Some slaves eventually got their freedom (manumission) by buying it or in reward for loyal service.</p>	<ol style="list-style-type: none"> 1. Read it (read a sentence or two – not the whole piece) 2. Think about it (the sentence/s just read) 3. Rephrase it (after thinking about those sentences) 4. Re-write it (in a condensed bullet/form) <hr/> <ol style="list-style-type: none"> 5. Say Out Loud (what is written in #4) 6. Hear it (automatically happens after saying out load)
	<p><u>Slaves</u></p> <ul style="list-style-type: none"> • Like most civilisations, Romans used slaves. • Brought Africa/other parts of empire • Bought/sold market place • Manual labour/educated – teachers etc. • Woman/kids è bodyguards • 300,000 • Escape rare/punishment • Freedom = manumission/bought or reward



Guidance Counselling

Stand Up Awareness Week

The Guidance Department in conjunction with Mr. Tony Cierans co-ordinated Stand-Up Awareness Week which took place from November 15th to November 19th. The Stand-Up Awareness Campaign is aimed at supporting members of the LGBTI+ community. Our school community proudly and actively promotes inclusion and diversity. The Pride and Progress flags flew outside our school and all students were encouraged to wear a sticker demonstrating that they support the LGBTI+ community. In addition to that, our school Artium was lit up in the Pride colours. KCS supports with the LGBTI+ community with pride. We would like to extend a sincere thank you to Brendan Barry and Owen Wright for their assistance.

Study Skills for 2nd and 5th Year Students:

The Guidance Department invited Ray Langan of Rayse the Game to present a virtual study skills session to 2nd and 5th year students in October. Ray provided a very educational, motivational and engaging workshop based on developing good and consistent study practices and methodologies. The students were provided with practical techniques and strategies in relation to study, organisational skills, time-management and stress-relief. We thank Ray for a very informative and enjoyable workshop.

CAT4 Psychometric Testing:

All Transition Year students were afforded the opportunity to take part in CAT4 Psychometric Testing. This aptitude test comprises of quantitative reasoning, verbal reasoning, non-verbal reasoning and spatial reasoning. CAT 4 testing is used to assist students with their subject choice options for Leaving Cert, identify their learning preferences and strengths and potentially assist in the identification of career sectors and industries that the student would be suited to.

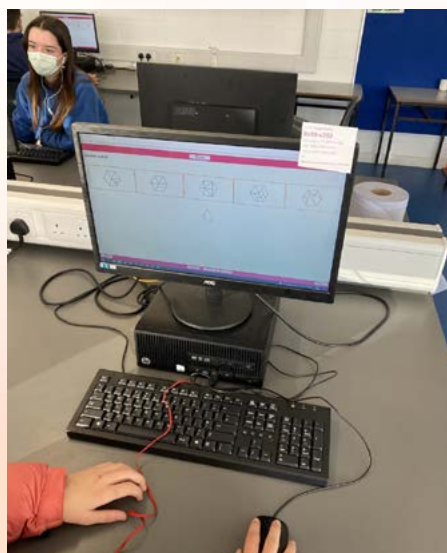
Careers Fair:

On Thursday 21st of October, Ms. Murray and Ms. Egan held a KCS Careers Fair. The Fair was a huge success with exhibitors attending from UCC, UL, MTU, CSN, Kinsale College, TÚS Midwest University, WIT, St. John's College and Cork Training Centre, to name a few. The Careers Fair was available to TY, 5th and 6th year students. It was a fantastic opportunity for students to interact with representatives from the various educational institutions, ask questions about different careers and courses and engage in career investigation and planning.

Aisling Murray – Guidance Counsellor



Ms Aisling Murray



KCS Career's Fair

Thursday 21st October was a busy day in Kinsale Community School with our bi-annual Career's Fair taking place in our Sport's hall. Higher Education and Further Education Institutes attended, delivering information about courses and career paths. Our Transition Year, 5th year and 6th year students were given ample time to discuss courses, apprenticeships and colleges with the exhibitors. The student engagement at this event was outstanding, with many students commenting on how it gave them the opportunity to engage with the colleges in person, having only received virtual opportunities for the last two years. The exhibitors were amazed by the reaction to the fair and remarked on how the KCS student enthusiasm and interest was infectious throughout the day. A huge thank you to the colleges/institutes that attended: UCC, MTU (formerly CIT and IT Tralee), UL, Cork Training Centre, Generation Apprenticeship, Atlantic Flight Centre, TUS (formerly AIT), WIT, Shannon College Of Hotel Management, St. Nicholas Montessori Education Centre, Griffith College Cork, Kinsale College, Colaiste Stiofán Naofa, Maynooth University, Pontifical University, St. Patrick's College Maynooth.

KCS endeavours to provide students with opportunities, knowledge and with the belief that they can too can strive to achieve their career goals. The day was another example of how we are "All Together in Learning".



Literacy

Kinsale Community School Literacy Camp

Pictured are a group of present second year students receiving their certificate of participation in the literacy camp which took place from August 16th to 20th in KCS.

The camp was initiated to provide students with a week of interactive learning; addressing key literacy skills in a fun environment as well as promoting confidence in their ability to learn and techniques to address the needs of the curriculum for the year ahead.

The programme was designed and delivered by our own experienced teachers. Many thanks to the teachers involved: Janet Forrest, Maria Kennedy, Joanne McCarthy, Mary O'Sullivan and congratulations to all students.



Home Economics

1st Years:

1A4 went on a Sustainability walk with Ms Prendergast during Home Economics. They learned about local food businesses and the importance of growing your own food.

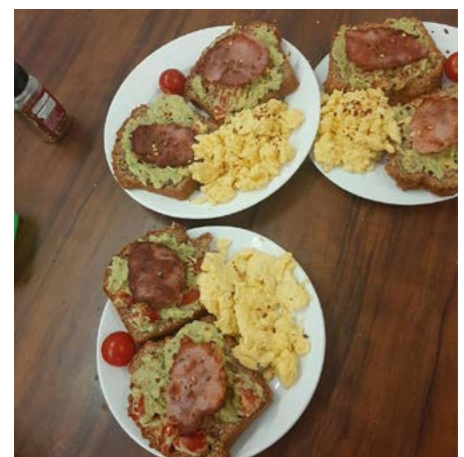
2nd Years:

2nd Years have been very busy this year making lots of different dishes, both sweet and savoury. They have created tasty and nutritious breakfasts, delicious dinners and beautifully baked buns. Both Ms Prendergast's and Ms Murphy's classes have learned a variety of practical skills over the last few months.

Klaus Harvey our Sustainability Chaplin spoke to 2nd year Home Economics Students about the importance of supporting local food companies and reducing our food miles.

3rd Years:

Pictured are some of our students making Oreo Cupcakes.



National Garda Youth Award for Shane and Oisin



Students of Kinsale Community School, Shane Collins and Oisin Coyle, were awarded with the National Garda Youth Award 2021: The Community Safety Award at the National ceremony held on Saturday 13th November at the Midlands Park Hotel in Portlaoise. This award was in recognition of the tremendous work they have done in making their community a safer place through their work in production of PPE for frontline healthcare workers both locally and nationally during the Covid 19 pandemic.

Principal, Mr. Fergal McCarthy said: "Kinsale Community School is incredibly proud of Oisin and Shane in respect of the National Garda Youth Award which they received in recognition of their work in producing 12,000 visors and rectifying a further 10,000 defective face masks in support of frontline healthcare workers at the beginning of the pandemic when there was a national crisis in respect of PPE. This project demonstrated the student's empathetic good nature as well as reflecting their sharp intellect and dynamic creativity. They showed that they are adept problem solvers, capable of working as a team, and they used these skills to focus on public good. These students reflect all that is good about bright, young, gifted people. We are proud

at having this calibre of student attending Kinsale Community School."

Having already won a Garda Divisional Award in the Cork West, a huge achievement in its own right, the Kinsale students, Shane and Oisin, were nominated to go forward to the National Awards as recognition of how much their community values them. The National Garda Youth Award is an excellent example of young people who give up their free time to help and support others. This is an especially strong message for all us at a time when we all individually and collectively across all age groups continue to work together to reduce the spread of Covid-19.

Speaking with Student Shane Collins of Kinsale Community School, he said: "Oisin and I are delighted to have received this special award. It would not have been possible without the support of the school and all our teachers. We worked together as a team to support the community, those on the frontline and provide much needed PPE".

The Garda Youth Awards, at Divisional and National level, celebrates outstanding young people ages between 13 and 21 years and recognises the good work they are doing throughout their communities.

The first ever Garda Divisional Youth Awards was founded by James O'Mahony, the local Juvenile Officer in West Cork in 1995. He noticed that young people in the community were doing tremendous things. The Awards has grown since then and in 2019, Garda Commissioner Drew Harris launched the first ever An Garda Síochána National Youth Awards saying, "The inaugural Garda National Youth Awards will be a showcase for the positive contribution young people make to their communities."

Amongst those also in attendance at the Awards included Paula Hilman, Assistant Commissioner of Garda Síochána; Con Cadogan, Garda Chief Superintendent; Garda Damian White, Community Garda Bandon; Professor Sean Redmond, UL and James O'Mahony, Retired Garda and Juvenile Liaison Officer, of Kinsale Support Youth Services (KSYS) and founder of the Garda Youth Awards in the Cork West Garda Division.

Equestrian Update

With the help of Ms. Reynolds, Ms. Daly and Ms. Normoyle, Kinsale Community School were able to form and send two fabulous teams to the Equestrian Interschool competition on November 21st, held in Maryville Stables, Carrigaline. Team 1 saw riders Koki Plant and Emily Ryder do two fabulous 80cm rounds, with Emily going clear and Koki just unfortunately having 4 faults. Riders Cathal Kiely and Orla Herlihy also rode strongly in the metre class. Team 2 produced two beautiful clear 80cm rounds ridden by Saoirse O'Brien and Shauna McCarthy. Ashling Gregg rode well also in the metre just having a couple of poles. Team 2 was lucky to have Dunmanway rider Heather Cooley join them in the metre class as they were stuck for a rider. Heather rode an amazing round just taking 8 faults away with her. Unluckily for the teams their great efforts were not enough to qualify for the jump off and earn a placing, however all horses did a stellar performance which is the most important thing at the end of the day!

Well done to all team riders and also to all individual riders Ava Walsh, Sarah Moloney, May O'Keefe and Ava Cooney, who rode fantastic in all their rounds. Thank you to teachers Tina Reynolds, Blanaid Daly and Joyce Normoyle for your help all day, and thank you to all parents/guardians/grooms for providing transport and more! We cannot wait for the next interschool competition, no doubt the riders will come back fighting!

Ashling Gregg (TY)



Tom Jolly 6th Year Representing Ireland in Show Jumping

At the time of going to print, the entire school community would like to wish 6th Year student Tom Jolly the very best as he represents Ireland in 2 show jumping competitions in late November. Tom is competing as an elite youth athlete in Opglabbeek, Belgium following which he moves to Lichtenvoorde, Netherlands. Tom will be on his horse 'Churchtown Quality Breeze' a 6 year old gelding. Congratulations and best wishes Tom. We are all supporting you!



Gaeilge24 i Scoil Phobhail Chionn tSáile

Ghlac daltaí ó rang Ms Ambrose agus rang McCarthy sa séú bliain páirt sa dúshlán Gaeilge24 I mbliana. Bhí orthu Gaeilge a labhairt ar feadh 24 uair! Chaith said t-léinte, bandaí láimhe agus greamáin speisialta freisin chun an ócáid a cheiliúradh. Dhírigh Gaeilge24 2021 isteach ar an bhfolláine agus mar sin, bhí sneaiceanna sláintiúla ar fail do na daltaí seo ar scoil. Thug said faoi rang ióga as Gaeilge ar líne agus tar éis sin, chuaigh said amach chun cluiche dúshlán sacair a imirt. Bhuaigh rang Ms McCarthy ar dheireadh agus d'éirigh leo trí cúl a scóráil ar an iomlán! Ní féidir a shéanadh go raibh craic, sport agus spraoi ag daltaí na séú bliana agus iad ag labhairt an teanga le bród.



Students from Ms Ambrose and Ms McCarthy's sixth year classes took part in the Gaeilge24 challenge this year. They had to speak Irish for 24 hours as part of the challenge! They also wore special t-shirts, wrist bands and stickers to celebrate the occasion. Gaeilge24 2021 focused on well-being and therefore healthy snacks were made available to these students at school. They took a yoga class through Irish online and after that, they went out to play a challenge game of soccer. Ms McCarthy's class won in the end and scored three goals in total! There is no denying that the sixth-year students had great fun speaking the language with pride.



Coiste Ghaelbhratach 2021/22

Bhí ríméad orainn a bheith in ann bualadh le chéile arís i mbliana agus coiste ghaelbhratach a bhunú. Tá daltaí ón dara bliain agus an idirbhliain ar an gcoiste seo agus bailíonn siad le chéile gach Aoine ag am lóin chun rudaí spreagúil a phlé agus a eagrú. Ceapadh Mary-Clare Murphy (idirbhliain) mar chathaoirleach agus Ted O' Callaghan (idirbhliain) mar leas chathaoirleach. Tá sé ar intinn acu díolacháin cácaí a dhéanamh roimh an Nollaig agus an t-airgead a bhaileofar a thabairt do charthanacht éigin. Ina theannta sin, tá pleannana eile acu mar shampla Daidí na Nollag rúnda comórtas seanfhocail, agus tráth na gceist a dhéanamh, leis an bpríomhaidhm mar an Ghaeilge a chur chun cinn i measc daltaí na scoile. Le cúnamh Dé, gheobhaimid an 'Ghaelbhratach' ar scoil ag deireadh na bliana tar éis na hiarrachtaí iontacha atá ar siúl chun an Ghaeilge a fheabhsú ar scoil. Míle buíochas leis na Múinteoirí – Ms. Hayes, Ms. Ambrose, Ms. McCarthy agus Ms. Hennessy as a gcuid taccaíochta.

We were delighted to be able to meet together again this year and to set up a



gaelbhratach society. There are students from 2nd year and TY on the society and they meet together every Friday at lunch time to discuss and organise exciting things. Mary-Clare Murphy (TY) was appointed the Chairperson and Ted O' Callaghan (TY) was appointed as vice-chairperson. It is on their minds to do a bake sale before Christmas and to give all the money that will be collected to a

charity organisation. On top of that, they have other plans such as secret Santa, a seanfhocal competition and a quiz, with the main aim of promoting Irish among students in the school. With the help of God, they will get the 'Gaelbhratch' flag at the end of the year after the wonderful efforts taking place to improve Irish in the school. Many thanks to the teachers for their support.

Club Gaeilge

Club Gaeilge don Chéad Bhliain



Thosaigh Club Gaeilge nua dé Luain 15ú Samhain. Tháinig grúpa deas daltaí ón gcéad bhliain go dtí seomra C05 ag am lóin. Bhain na daltaí taitneamh as cluichí ar nós Scrabble Gaeilge, cluichí cártaí Gaeilge agus míreanna mearaí. Bhí ceol Gaelach ar siúl agus bhí seans ag gach duine triail a bhaint as bodhrán.

Bhí treoracha agus nathanna cainte a bhaineann leis na cluichí ar fáil ar na boird agus spreagadh na daltaí a gcuid Gaeilge a úsáid le chéile. Ach ní raibh brú ar éinne!

Beidh Club Gaeilge ar siúl gach Luan ag am lóin. Is féidir leis an daltaí a lón a ithe, caint le chéile agus cluichí a imirt. Má tá uirlis ceoil acu, is féidir leo é a thabhairt chomh maith. Is cuma más cainteoir líofa thú nó fiú cúpla focal a bheith agat, tá fáilte is fiche romhat.

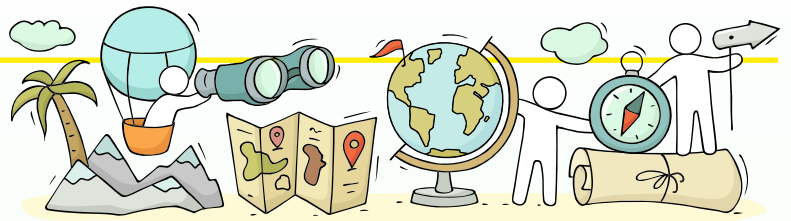
Irish Club for First Years

A new Irish club for first year students started on Monday 15th November. A lovely group of students from various

classes called in to room C05 during lunchtime. They chose from a large selection of Irish language games such as Scrabble and cards. The students were able to eat their lunch, chat and play together. Irish music was playing and they got a chance to try to play the bodhrán. On each desk were lists of phrases in Irish relating to the games. The students used what Irish they could but were under no pressure.

Club Gaeilge will be happening every Monday lunchtime in CO5, with Ms Ahern. Any students with an interest in Irish are very welcome, whether they are fluent in the language or just have a little.

Ms. Theresa Ahern



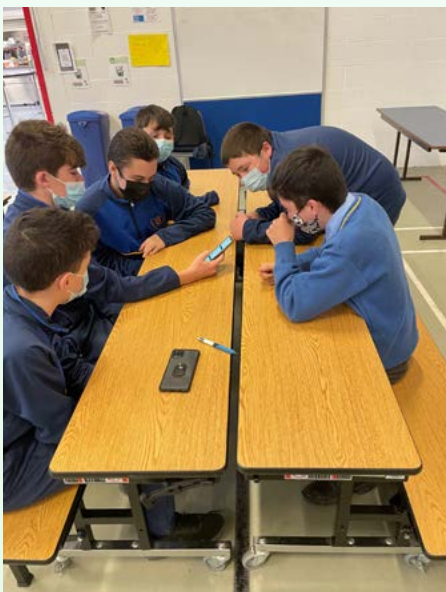
Geography Week

Students at Kinsale Community School participated in a range of activities to celebrate Geography Awareness Week 2021. The aim of Geography Awareness Week, which occurs every third week of November, is to raise awareness about the significance of Geography and how it involves much more than just studying places on the map, it is truly everything around us! Additionally, it is about encouraging people to consider their relationship with the environment.

All 1st year students participated in a Geography quiz. Junior students were encouraged to enter a sustainability themed poster competition. Daily intercom riddles were enjoyed by the whole school community, with prizes being awarded daily.

Also, a Geography photography competition was open to all students. We received some outstanding photographs of our beautiful, physical landscape. A wonderful week was had by all, and everyone is already looking forward to Geo-week 2022.

Geography Quiz



Geography Posters



Daily Riddle Winners



Geography Photography Competition



Adam Buckley - Y6



Benedek Bok - Y1



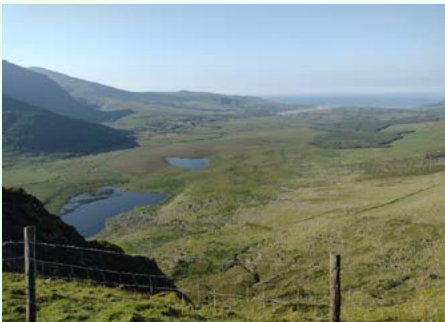
Marta O'Sullivan - Y1



Sarah Hayes - Y1



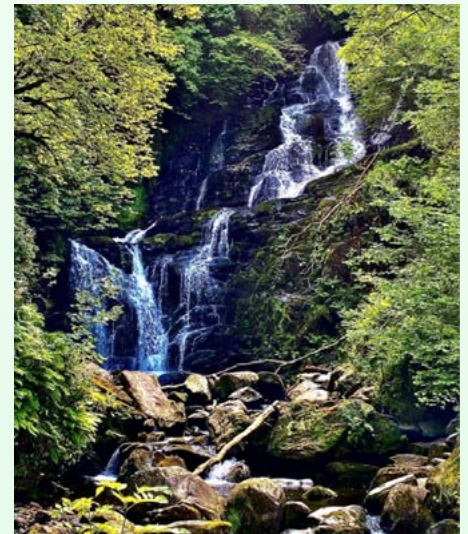
James Kinahan - Y1



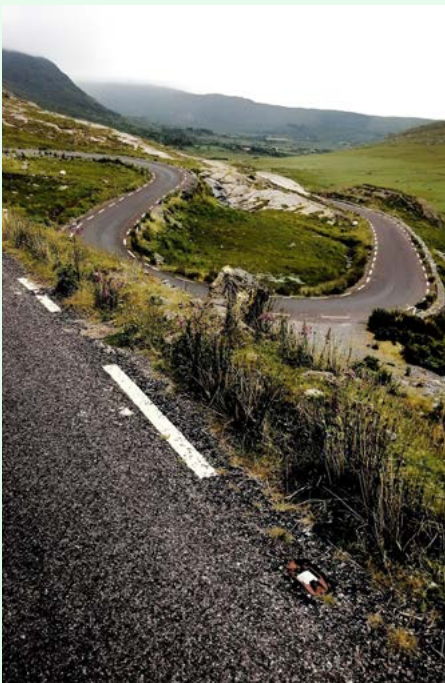
Oscar Murray - Y2



Philip Murray - Y1



Saibh O'Donovan - Y2



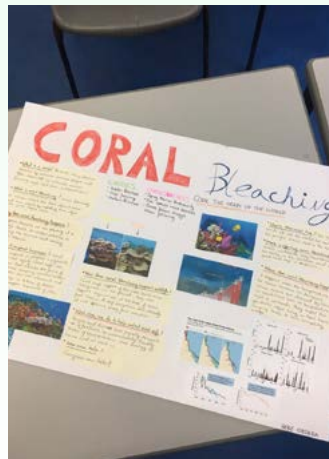
Aisling Rath - Y3



Conor Green - Y6

Geography Project

“TY students completing a Poster Project based on raising awareness of some important Environmental Issues”



Mass

Annual School Mass

On Tuesday the 21st of September, we celebrated our annual school mass to mark the beginning of the academic year. We were delighted to bring a total of 70 students, representing each year group. Those staff and students who remained in school were able to participate via the parish webcam.

Fr. Robert Young celebrated the Eucharist, which had as its theme “Trust in God”. Though we had no choir, the solo singers and musicians sang and played beautifully, thanks to Ms Brid Kearney and Ms Sinead Brennan.

It was also an opportunity for the whole school to hear our new Head Girl and Boy, Alice O’ Callaghan and Louis Allman, who delivered the welcome at the start of the mass. Management was represented by Deputy Principals Ms O’ Brien and Ms Sheehan, and our Principal, Mr. Fergal McCarthy, who expressed our gratitude at being able to celebrate together.

A big thank you to all students who attended so respectfully, especially those students who read and participated in the procession. And a huge thanks to Fr. Robert, Richard the Sacristan, and the Ministers of the Eucharist who gave of their free time so willingly.



Think Languages 2021

Monday 22nd November was Think Languages day for TYs at KCS. With 14 or more languages spoken in TY, it's no wonder we loved having a day to celebrate our languages and cultures.

The windows were decorated with flags from different countries and classrooms were decorated like nations around the world.

The day was jam packed. There was a continental breakfast, special guest speakers, online workshops, and all sorts of games with loads of prizes to be won. Arabic belly dancing, Irish sign language, Spanish and flamenco – on this day we did things you'd never expect to do in school and we did all this while trying to work around the CAT tests too!



Green Team

Did you know that across the country, Green-Schools students have diverted 9,500 tonnes (the weight of 80 blue whales) of waste from landfills under the national theme of Litter and Waste? This incredible statistic was contributed to by our own school's Green Team of 5th and 6th years last year. Despite lockdown, the team organised litter clean-ups, an Earth Day campaign and spread the word about litter and waste on social media. All their hard work paid off on Monday 4th October at an online ceremony, when the school was awarded the eco-schools Green Flag. Guest speakers (including Derry Girls actress Nicola Coughlan) spoke at the ceremony, and schools were commended for their dedication to sustainability.

During the week following the ceremony, the new TY recruits met with the original Green Team and the flag was raised. Work is already underway in the school, with the guidance of Ms. Fitzpatrick and Ms. O'Shea to achieve another Green Flag under this year's Water theme. With the launch of the new high-tech water dispensers around school, we have started a campaign to encourage people to start bringing reusable water bottles to school. The Green Team are also participating in a Walk for Water to raise awareness about women and children around the world who walk an average of 6km a day to access water and have to carry up to 20 litres of water on their backs. More exciting projects for the Green Team are on their way including competitions, Water Ambassadors and a National Water Day in March.

Sophie Peare (TY)



KCS: A Green School

October 13th was a proud day for Kinsale Community School as we raised our green flag for litter and waste. Our litter and waste green schools committee were there to attend after all their hard work last year. Well done to you all, our school is now a green school! It was lovely to introduce them to our new green schools committee made up of TY students who will work on the theme of Water and it was wonderful to see everyone discussing green issues and ideas.

"The moment we decide to fulfil something, we can do anything" - Greta Thunberg



TY Water Ambassador Training

On the 16th of November, five members of the Green Schools Committee had the opportunity to participate in the Green Schools Water Ambassador Programme facilitated by An Taisce. The zoom meeting took place from nine until one and together we created goals for our school and planned exciting events for the foreseeable future. Progressing our knowledge on the major issue of water waste, we all now have a deeper understanding of the changes we are looking forward to making in order to make a difference at KCS one drop at a time.

All thanks to Ms. O'Shea, Ms. Fitzpatrick and Ms. Hay for this opportunity to now have the right knowledge to teach others and together, improve our school as a community!

Chloe Carroll and Lucy McCarthy (TY)



Poster Competition

Huge congratulations to Edie Collins (1A2), James Kinehan (1A8), Martha O'Sullivan (1A7) and Lauren Murphy (1A2) who all won prizes in the Green Schools Committee's recent poster competition. The theme of the competition was water, and we were really impressed by the level of creativity in all the entries!! Each winner was awarded a reusable water bottle and their posters have been hung up around the school. Well done to all involved!

Sophie Peare (TY)



Wave Goodbye to Plastic

'Wave goodbye to plastic!' This slogan (by Lucy McCarthy, TY) features on the newest addition to the canteen; a giant wave made from reused plastic bottles. The wave is part of the Green-Schools Committee's ongoing campaign encouraging students and staff to 'go reusable'!

Sophie Peare (TY)





Kinsale Community School KCS Alumni Association

Kinsale Community School is calling all past pupils to get involved in the KCS Alumni Association.

Would you like to reconnect with your former classmates and year group from Kinsale Community School?

Would you like to organise social events and reunions with your old friends from secondary school?

Would you like to be part of a supportive network of past pupils to promote your professional, business and sporting interests?

Would you like to inspire current secondary students with your personal story of academic, business and professional progress since you left secondary school?

We would love to hear from past pupils who would like to reconnect, rekindle their old relationships, and inspire the next generation!

If you are interested in becoming a member of the KCS Alumni Association, please email Diarmaid O'Donovan at kcsalumniassociation@kinsalecommunityschool.ie



John Murphy
Golf



Sean Twomey
Cork Hurling



Matthew Healy
Soccer - Ipswich Town



Darragh Crowley
Soccer - Cork City



Sadbh O'Leary
Cork Senior
Ladies Football



Orla Finn
Cork Senior
Ladies Football



Linda Collins
Cork Camogie
Captain 2020/21



Saoirse McCarthy
Cork Camogie



Fiona Keating
Cork Camogie

We take pride in the achievements of our past pupils in all areas of life! In the sporting area, Kinsale Community School past pupils have excelled in recent years. Here is a small selection of recent past pupils of Kinsale Community School who compete at the highest levels of their respective sports. We congratulate them for their achievements and wish them well in their future endeavours!

Kinsale Community School Alumnus Interview



1. Name:

Billy McCarthy

2. Position:

I'm a PhD student in Philosophy at Columbia University in New York.

3. Year of Graduation from KCS:

2010

4. Favourite Subjects at KCS:

Mathematics, Religion, Biology, History

5. Best Memories of KCS:

My best memories are definitely of the very dear friends I made.

6. Tell us about your career path to date:

After I graduated from Kinsale, I studied Arts at UCC. In my first year there I studied History, Greek and Roman studies, Math, and Philosophy. In my second year and third years I studied math and philosophy. I graduated with a first in philosophy and math. After that I did a masters in philosophy at UCC. I then spent two years working in bars, tutoring, travelling, and applying to graduate school programs in math and philosophy. In 2016 I accepted a fully funded offer from Columbia University to do a PhD in philosophy. During my time at Columbia I have been a teaching assistant for many classes, including symbolic logic, metaphysics, epistemology, quantum mechanics, and philosophy of art. I am currently mostly focusing on finishing my dissertation on logical pluralism.

7. If you weren't in the job/course you have, what would you be doing?

If I weren't doing a PhD in philosophy I would probably be doing a PhD in math, or physics. And if we are considering even more exotic counterfactual situations, then I might have been a programmer of some description.

8. What advice would you give your teenage self?

I would probably tell myself to accept all the parts of me, and to definitely try to move to New York.

9. Favourite quote or motto:

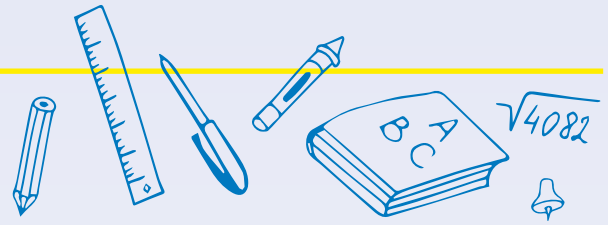
I'm not really a fan of quotes. But I suppose I'll go with, "I don't mind hypocrisy in myself; I just can't stand it in others" – Oscar Wilde.

10. Who/what has been your biggest influence in education?

There have been several people who have been particularly important to me at various stages in my life vis a vis education. In secondary school my history and religion teacher Diarmaid O'Donovan had a big influence on me. In my time at UCC my lecturers Joel Walmsley and Lilian O'Brien introduced me to analytic philosophy, which has occupied me ever since. But at this stage, I would probably have to say that my dissertation advisor Justin Clarke-Doane has been my biggest influence in education. He has had a significant influence on my views about everything from math, to physics, to ethics. He has been a great help in writing my dissertation. And we have recently co-authored a paper about higher-order logic.



Leaving Cert Applied



Last year saw our Leaving Certificate Applied students face many challenges. We were impressed to see their resilience and stamina come to the fore and to see them achieve such outstanding results. Over half of the class achieved Distinctions and progress onto their chosen Career paths.

Our current LCA 2 class have had a busy start to the year and have begun engaging with some new subjects this year. In addition to Childcare and Science they

have begun a short course in Hair and Beauty. Work continues in Hotel Catering & Tourism and Graphics & Construction Studies which both have 50% of final marks awarded for Practical work.

Session 1 and Session 2 results were awarded recently, and all LCA 2 students achieved very high marks and are delighted to see their Leaving Certificate credits building up as they progress through their courses.

LCA 1 have been getting familiar with the requirements of the Programme and are currently working on a class project based in Leisure and Recreation for their General Education Task. They too have been engaging with new and some familiar subjects that all have the LCA ethos of practical and transferrable skills incorporated in them.

Ms Anne Kelly

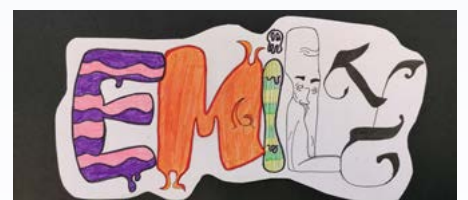
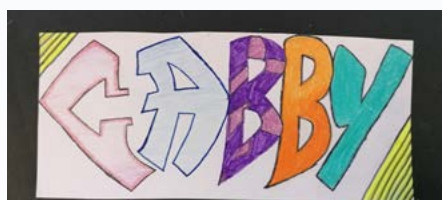
Eidin Griffin Visit

Eidin Griffin came into visit the LCA 2's to talk about the environment and sustainability on Monday 22nd of September. She spoke about her time in South Africa and how she built a thatched hut house there. She also talked about reseeding plants and the importance of understanding the eco system. She spoke about her business Rebel Seed and how she sells seeds and flower mats. The students really enjoyed her talk and we hope to work with her in the future and making a difference to our community. They went down to the Bowling Green to help out Eidin out cleaning the area.



Art

LCA1 have been studying Street Art and Graffiti fonts in their Art classes. The students were shown examples of street art in Cork city and as a class we discussed the powerful effects of street art when it comes to political views. We looked at how Art is commissioned by building owners or the city council and how artists are provided the opportunity to express themselves and their views to the public while also adding some much needed love to neglected buildings, adding more life to the city. Students have begun to emulate this style of typography in their own work, writing out their own names in graffiti style. They look amazing, well done all!



Hotel Catering and Tourism

The Hotel Catering and Tourism course reflects the overall philosophy of the Leaving Certificate Applied Programme by helping students develop competencies of a broad personal and vocational nature using a student-centred active experiential learning approach.

The 5th Year students have taken part in a bake off the task was the classic Viennese

Whirl with buttercream and Jam. We used a Mary Berry recipe; the competition was too close to call, and it ended in a draw.

Another feature of the course are Key assignments which are based in practical skills so for this one to run a fast-food operation we chose a take-out style coffee shop as their popularity has soared during covid. We prepared cooked and served

a treat for all the teachers on the H floor of the new building on a cold Thursday evening. It was much appreciated by a tired bunch of teachers.

Currently we have transformed the kitchen into a test kitchen, and we are testing different Fudge recipes and flavours for the Christmas market.



Maths

This is the first year of the new maths course for LCA students and our 5th years are currently working on their case study for Module 1 of the programme. This involves learning and using important life and workplace skills such as researching, comparing and calculating, making judgements and communicating their findings. The case study, which takes a couple of weeks to complete, is on a topic chosen by each student individually, giving everyone the opportunity to involve their own ideas and interests.

Engineering

An activity-based engineering environment provides opportunities for students to gain greater knowledge, understanding and experience of different engineering materials and processes

and their applications in society. This course provides a foundation for further study in the area of engineering and contributes to the overall personal development of the students, their preparation for further education/training and for adult and working life.

Graphics & Construction Studies

LCA Graphics and Construction Studies is a vocational specialism subject which provides learners with an opportunity to develop a range of practical and generic skills around Graphics and Construction Studies. It facilitates their personal and social development by providing opportunities to engage with the local community. It encourages expression using a range of graphical and other communication skills. The course also seeks to engage the learners in considering and experiencing the aesthetic, environmental, vocational and consumer awareness dimensions of the construction industry.

It offers learners an opportunity to explore graphics as a means of communication and presentation in everyday life situations that are relevant to them. The subject is designed to facilitate the learner in developing practical skills in relation to the construction of buildings

It also offers beginners, and those who have some previous experience of Woodwork, an opportunity to design and make items of furniture for interior and exterior use.

German

Students of LCA German will learn how to greet people, make introductions, plan routes to the chosen country, use numbers, discuss likes and dislikes, and order food and drink in the chosen language. The purpose of a modern foreign language in LCA is to encourage students to take up the challenge of learning a language and to develop a basic level of language competence.

PE & Sports

Senior Ladies Hockey

Congratulations to the KCS Senior Ladies Hockey team on their victory over Colaiste Choilm, Ballincollig on Thursday 25th November. The girls kicked off their first ever Munster school's league match with an outstanding 2-1 win. Fantastic scores by Lily Fitzgerald and Siobhan Queva secured a well-deserved win with each member of the team displaying exceptional teamwork, determination, and skill.

Team: Alice O Callaghan, Siobhan Queva, Amy Sue Broderick, Grace Plunkett, Lily Fitzgerald, Isabelle Linehan, Anna Peare, Amelia McCarthy Cleary, Hazel O'Kelly, Hannah Ganly, Mary-Clare Murphy, Isobel Bergin, Alana Crean, Agostina Palumbo, Hebe Cordara, Grainne Corrigan, Lucy Carter, Aine O'Reilly, Momo Sheehy, Dawn Murphy.

Catherine Coughlan and Aoife O'Mahony



Social Education

The LCA 2 class have been working very hard in Social Education this term completing a Contemporary Issue Task. Topics investigated include the pros and cons of the legalisation of cannabis, gaming addiction in young people, prices and routes of bus transport, wheelchair accessibility in Kinsale, and farm safety to name a few.

Students have been busy surveying students by using Microsoft Forms, writing letters to support agencies and raising awareness by contacting local TD's.

Students will be well prepared for their interview with an eternal examiner in February during which they must also make a presentation on their research.

A tough term of work but one which the students have grown in confidence at researching a topic but also analysing information found.

Numeracy in Kinsale Community School and the First Year Fun Day

Numeracy is everywhere. Many people think it is something that only appears in a Maths lesson in an equation or unlocked by a calculator. However, numeracy is part of everyone's daily life. It does include being able to use numbers but it also extends activities such as to being able to find patterns, being spatially aware, making estimates and performing problem solving. As our society becomes increasingly technological, numeracy becomes increasingly relevant for success.

Kinsale Community School values the development of numeracy for each

student. As part of that appreciation for numeracy skill development, the Numeracy Team organised the First Year Numeracy Fun Day on the 19th of October as part of Maths Week. On this day, every student in First Year was able to take part in several challenges which aimed to show numeracy outside of the classroom.

Roy Sheehan, Shaun Holly, Brian O'Reilly and a team of trustworthy Transition Year students led the first years through six stations exploring numeracy in different contexts. The first years were able to build on their knowledge of fractions through

basketball, develop their sense of space and problem solving, work with integers and even discover pi!

Being Numerate is one of the Key Skills identified at Junior Cycle. Through this event, First Year students starting their journey through the Junior Cycle programme were able to identify numeracy links to other subjects such as P.E., Art and Science. On the day, there was an undeniable element of fun which is central to how Kinsale Community School promotes numeracy so that students develop positive views to numerical thinking.



Maths Workshop for First Year Parents

On Thursday evening, the 18th of November over 100 First Year parents attended an online Maths Workshop through our virtual platform of Office 365. The aim of this workshop presented by Mrs Aoife O' Mahony, was to support and inform parents while guiding their child around Maths and their homework. Maths teaching has evolved in a very

positive way in such a short time, with students now taking part in active and student-centred Maths lessons, in the place of rote learning. Parents were made aware of strategies and questions that they may find useful when supporting their child when doing his/her homework. Parents were also given access to many resources such as notes that they can use at home to help support their child's learning as it is so important to teachers in KCS that a positive culture is created around homework.

Parents were given the opportunity to experience life in KCS when they took

on the role of student and enthusiastically engaged in an online Maths lesson. The topics of Natural Numbers, Integers, Fractions, Decimals and Ratio were revised using the methods and best practice the First Year teachers are implementing in class.

It was lovely to see a great turnout and after receiving such positive feedback, another Maths workshop for both First and Second Year Parents on the topic of Algebra will be held in the coming school term.

Physical Education

Sustainability in PE

All students in PE contribute to environmental sustainability. Old equipment such as maps, balls, and gym mats are recycled to be used in other activities within PE classes. The LCA students have recycled old wood to make target boards for shooting activities. Students are also encouraged to increase their activity levels by walking or cycling to school, which in turn has a positive impact on the environment.

CBAs in PE

The current second years are the first group in KCS to complete a CBA in Physical Education. All second year groups completed their CBA in the strand of athletics. The students were assessed on their sprinting technique and had the opportunity to use the new running track.



Ladies Football

Senior Ladies

March 2020 will live long in our memories but in football terms it will be remembered as the year the Senior ladies got to an All- Ireland semi-final. While we were disappointed to be beaten on the day, it would have perhaps been even more disappointing to have secured a place in the final, only for it never to be played. Given the absence of all sport during the last academic year, the girls were more than eager to don the KCS jersey this term and compete in the Senior B ranks, having claimed Munster 'C' glory in 2020. With a good cohort of that panel now in 6th year, the team had a familiar look and but also strength in depth with the addition of players now in 5th year and TY. The long-awaited fixture was against St Mary's Mallow and was played in early November in Dunderrow. On a perfect day for football, the girls showed very little signs of not having played together in over a year and got straight down to business. Some superb teamwork from the forwards kept the Mallow goalkeeper busy throughout the first half, while solid defending meant that by half time the game was as good as over as a contest. The second half was a more even contest, but all 21 girls got some valuable game time in advance of the second-round



Senior Ladies

encounter.

Our second match was an away trip to Cahir to play Coláiste Dún Iascaigh, who were also winners in the first round. This was a very different game made even tougher given that just 16 girls were available to travel due to other extra-curricular commitments on the day. Our girls started well and gave everything they had throughout the game, working some great scores. The Cahir side however were a well drilled team and as our girls tired in the second half, the home side ran out easy winners in the end. We must now take the scenic route and play a quarter

final in the coming weeks, but hopefully we can return to winning ways and secure a spot in the semi-finals.

Panel: Lily Fay, Grace O'Reilly, Kate Redmond, Anne Marie Collins, Meadhbh Hurley, Ava Mulhall, Orlagh O'Mahony, Rachel O'Brien, Claire Cronin, Lucy Crowley, Aoife Hynes, Lauren Farrissey, Caoimhe Heffernan, Sophie Collins, Nicole Buckley, Amy Broderick, Grace Monaghan, Isobel Bergin, Áine O'Reilly, Kate Farley and Mary Clare Murphy.

Junior Ladies

Our Junior team consisting of a large cohort of players from 2nd, 3rd and 4th year got up and running this October. For many of the girls, in particular the 2nd and 3rd years, it was their very first time donning the blue and yellow jersey for KCS as they had not got the opportunity these last two years due to competitions being cancelled. The girls were given the opportunity to play an in-house practice game to showcase their skills, and it proved to be a great day out and allowed girls to become familiar with each other. It was wonderful to see girls from the different local clubs playing together as a team. Their first competitive match in the Munster competition was on November 4th away to Ballincollig against Coláiste Choilm. The girls showed great spirit and fought to the bitter end, but just fell short by one goal to a very strong opposition. KCS produced a brilliant score tally of 3:10 which any team would be proud of. The second game was again a nail-biting contest, this time played in Riverstick against an excellent Coachford College team. The KCS girls had some fantastic passages of play and looked impressive throughout the match. We narrowly lost out by one goal, but all is not lost, and we can look forward to our next game against Glanmire CC with optimism and know that the future of Kinsale LGFA is extremely bright. The girls are continuing their training every Wednesday at 1pm and it is evidential they are improving each week. Numbers are super, and it is only a matter of time before we reap success.

Panel: Avril Lucey, Lauren Farrissey, Fin Hayes, Suzie Kelly, Sarah Lynch, Sophie Collins, Roisin Griffin, Maisie O'Callaghan, Lauren Balaur, Aoife Cottrell, Catherine Murphy, Eimear Ní Chearnaigh, Jeanne Murphy, Mary Clare Murphy, Liadh Galvin, Grace Monaghan, Isobel Bergin, Aine Cahalane, Ava McCarthy, Ava Phelan, Eadaoin Heffernan, Lydia O'Sullivan, Maeve Causer, Sarah O'Sullivan, Roisin Long, Caoimhe Horgan, Amy Casey, Ellie Coughlan, Croiona Murphy, Alison Dennehy, Aoife Moloney, Clodagh Morgan, Eadaoinn Heffernan, Emma Jones, Kacey Healy, Lauren Crowley, Lydia O'Sullivan, Sadhbh Napier, Sarah Galvin, Sarah O'Sullivan, Sarah Thuillier, Samantha Purdie, Caoimhe Heffernan and Aoife Stokes.



Junior Ladies

1st Year

We are thrilled this year to be able to enter two 1st year teams in Cork County competitions. The girls have been training on Wednesdays after school and so far have played one game each. The Blue team had a comprehensive win over Carrigaline Community School in their first outing. The team displayed great determination and worked some magnificent scores up front. The girls were tremendous at defending all over the field but in particular their full back line who intercepted the play on numerous occasions. The girls should be extremely proud of their effort to get a comprehensive

win over the Carrigaline outfit. Our Yellow team played Colaiste Mhuire gan Smal, Blarney, in their first game at home in Dunderrow. In very windy conditions, the girls still displayed excellent skills and worked some beautiful scores. Our mid-field were tenacious and transitioned the ball brilliantly to our forward line who were extremely efficient in front of goal. Our backline and goalkeeper displayed wonderful block and tackles to help their team to another comprehensive win for the KCS girls. Well done girls!!



1st Year Girls Blue Team



1st Year Girls Yellow Team

South Munster Schools Track and Field Championship

The South Munster Schools 2020/2021 Track and Field Championships for Intermediate and Junior age categories was held in MTU track on Friday September 17th. Katie O'Regan, Gabby Bowen and Sam Kiely represented KCS and had a fantastic day!

Katie won the intermediate long jump and 100m, Gabby Bowen was 2nd in the long jump and 5th in 100m and Sam Kiely got 1st in 800m with a time of 2.08.

Congratulations from all in Kinsale Community School to our athletes who are constantly doing us proud.



U16 Hurling

On Tuesday 9th November, our under 16 hurlers had a great win against Ballincollig CS beating them 5-16 to 3-11. After almost 2 years out of action, it was great to get back to competitive matches. The Kinsale forwards were unstoppable scoring 5 goals in total, 3 goals from Conor Crowley and a goal each from Noah Ryan and Eoghan O'Shea. Our next game is against Coláiste Chríost Rí in the quarter final of the Cork Championship.



Soccer

Well done to our Senior team who are through to the Second Round of the Munster Cup after 5-3 win over Skibbreen CS in a thriller of a game. Goals scored by Paul Graham x 3, Gearoid Kearney and Zach O'Brien.

Hard luck to the U17 team who lost out to Bantry in the first round of Munster Cup after Penalty Shoot Out. The game ended 4 - 4 after extra time.

Our First Year team have been drawn away to Clonakilty while the U15 team play Colaiste Mhuire in the first rounds respectively.



Paul Graham

Camogie

Pictured are the First Year girls Camogie Team who had their first outing at a blitz on November 3rd. They were narrowly beaten by Loretto Fermoy in the first game and beat Colaiste an Phiarsaigh in the second game. The girls had a great day and it was great to see that there's so many talented players coming up!

Ms Harrington



Rugby

History was made for KCS rugby on Thursday the 4th of November when our Junior cup and Senior cup teams lined out in a double header against Patrician Academy Mallow in Independent Park. There was a lot of excitement for the day ahead as the 55 students, Mr Farren and Ms O'Shaughnessy set off from Kinsale at 9:30 for the day of rugby. They arrived to perfect weather conditions at Independent Park.

The Junior Cup team kicked off first at 11:30. It was great to see so many of the team get their first chance to wear the school colours for rugby since covid has prevented matches for the last two years. The lads really showed what they were made with an impressive win of 29-0. Each player showed great rugby skills and teamwork. Jacob Hayes really pushed the team forward by ploughing through the Patrician Academy's defence multiple times gaining those all-important meters.

James Brugger scrumhalf kept the team moving at pace and used his knowledge of the game to score an impressive try from the Academy's lineout. Erhan Farley showed his impressive footwork and speed throughout the game and was rewarded for his hard work when he added to the scoreboard. Senan Aherne kept a calm head while playing fly-half and kicking for each conversion. The Junior Cup team are now set to play Scoil Mhuire Gan Smal in the Quarter finals of the King Cup. A special thank you to Paul Brugger who helped coach and Conor who saved the day by refereeing the match.

The Senior Cup team kicked off at 13:00 and came away with a hard-fought win of 37-17. It was a very physical game with big hits being put in by both sides. Zach Allen replaced his brother Jake, after Jake was unfortunately injured only minutes into the game. Jake had already made a massive impact to the game putting in

many big hits and preventing the Academy from breaking the line. Fortunately for KCS Zack was well able to fill his big brother's boots not only in defence but also in attack by scoring the first two tries for KCS. His teammates Cathal O'Leary and Paul Graham converted ensuring maximum reward. Both Cathal and Paul then went on to increase Kinsale's lead over the Academy by scoring Kinsale's the third and fourth tries, both used superb footwork to break the defensive line in their own half and had the speed to make it over the try line. Front rows David McCarthy and Eric Lynch secured the win for KCS by both scoring in the last twenty minutes of the game, bulldozing through the wall of Academy players on the try line. The senior team will now take on Charleville CBS on the 18th of November in the quarter finals of the O'Brien Cup.



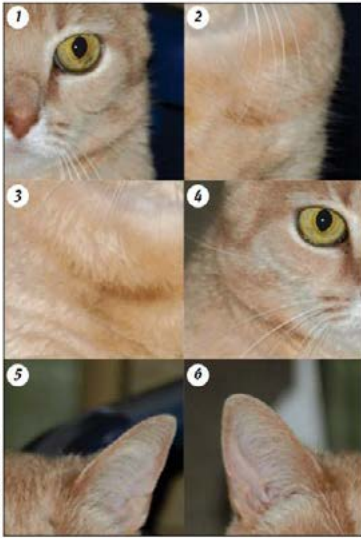
U16 Rugby Team



U19 Rugby Team

Mr O'Reilly's Picture Puzzles

Spot the difference

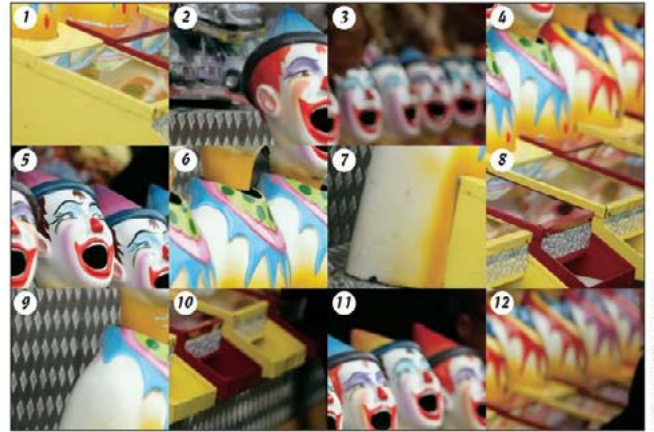


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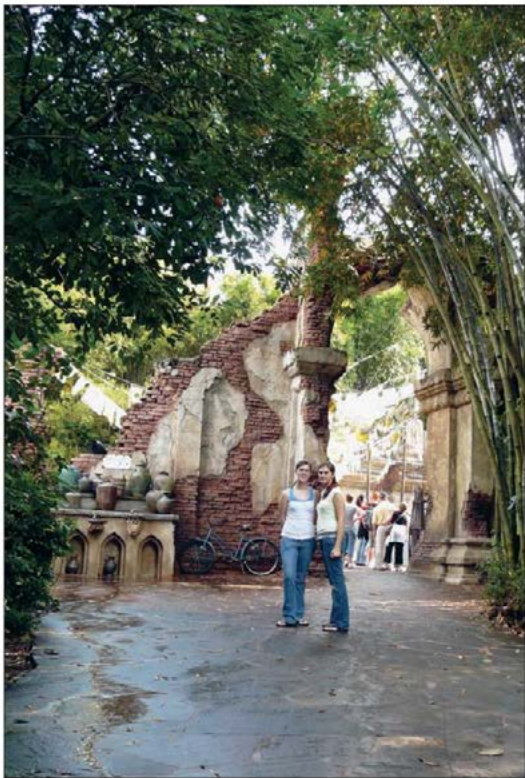


It may take a bit of cat and mouse, but you'll eventually piece together this puzzle.

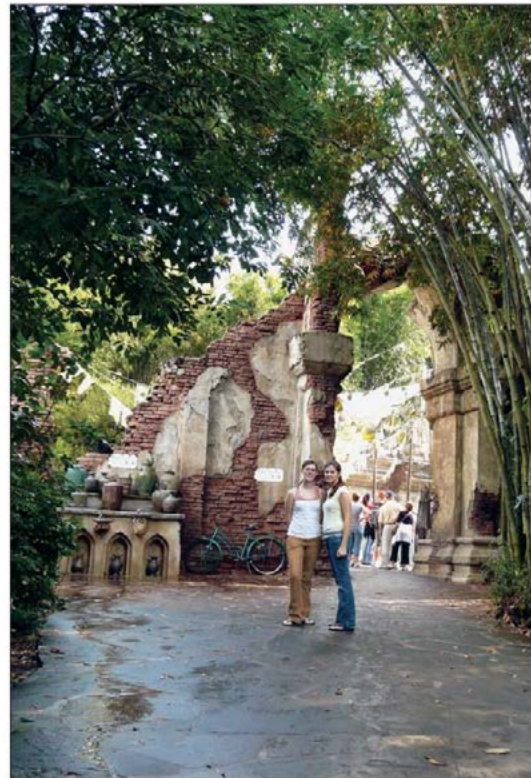


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A
B
C
D
E

Keep Track

5 Changes



1 2 3 4 5

Solutions on page 67

Mr O'Reilly's Picture Puzzles

Spot the difference

Tricky

Puzzle 33: Fully Equipped

Now only if he'd actually use the tools he painstakingly organized!



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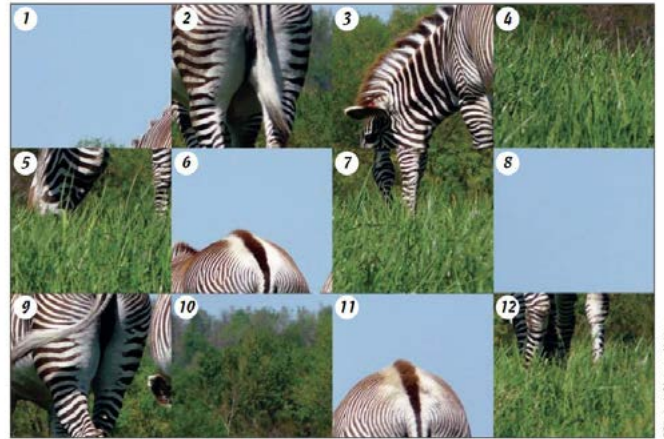


A
B
C
D
E

1 2 3 4 5

Keep Track

11 Changes



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A
B
C
D
E

1 2 3 4 5

Keep Track

8 Changes



Solutions on page 67

KCS School Fundraising Walk 2021

This year our annual school walk took place on the Friday, 22d October just before our midterm break. Our focus for this walk was to raise awareness of Sustainability issues and develop a sense Global Citizenship in our students. In the morning all classes took part in a Sustainability Quiz devised by Mr Farren. Congratulations to Ms Ni Chearbhaill's 6Y group and Mr O Shea's 3Y group who got the most correct answers.

After the quiz, all classes set off on and completed the 7km walk. On the way out, everyone was able to see Ms Fitzpatrick's excellent Wave Sculpture made of plastic bottles from the school recycling bin.

A risk- assessment was carried out in the days before by Ms Hay and Mr Cierans to check the route for any safety issues. Thank you to the local Gardaí who supported us on the day. TYs and Staff in high-visibility vests acted as stewards along the walk. All students undertook the walk with a 'leave no trace' ethic and ensured that no rubbish was left on the route.

Ms Hayes managed the gym and ensured that all students were signed out and back in on completion. Ms T. Fleming and her students ran a shop on the day and the profits were donated to our charities.

It was a fantastic day where our school spirit was evident in abundance and staff and students came together in support of excellent causes.

I am delighted to share with you that as a school community, we raised in excess of €22,500. Congratulations in particular to our Y1 group who raised almost half of this amount. Funds raised will go to Unicef, to sponsor vaccinations for those who cannot access or afford them, the Peter McVerry Homeless Charity and to providing water fountains for students in the school to minimise single use plastics.

Thank you for your support of our walk and of our chosen charities.

Kathleen O'Brien (Deputy Principal)





School Fundraising Walk







Hurling

U14 Hurling Competition

– *Pairc Uí Chaoimh*

On Friday the 4th of November, 48 KCS first-year hurlers, four transition year helpers, Mr Lombard, Mr Kiely, and Mr O'Dwyer set off for Pairc Uí Chaoimh. The U14 hurlers were entered into this blitz as a reward for their dedication to training every Tuesday since the beginning of September. Prior to the commencement of the competition, students were in awe as they received a tour of Pairc Uí Chaoimh's dressing rooms and training areas.

KCS entered four teams with twelve players on each team. Every student played at least three twenty-minute games. KCS played against Hamilton High School, St Brogans, Crosshaven and Ballincollig Community School. All players thoroughly enjoyed the day and are looking forward to a similar competition in football on Tuesday 7th December.



Picture Puzzle Solutions

Solutions to puzzles on pages 60 & 61



2	5	11	3
9	6	4	12
7	1	8	10



C1: Pennants removed. **C4:** Concrete made larger. **C5:** Concrete design made larger. **D2:** Vase added. **D3:** Bicycle color changed from blue to green. **D3:** Girls' top color changed from blue to pink. **D3:** Sign added on wall. **D3:** Girls' pants color changed from blue to tan. **D4:** Brick on wall removed.

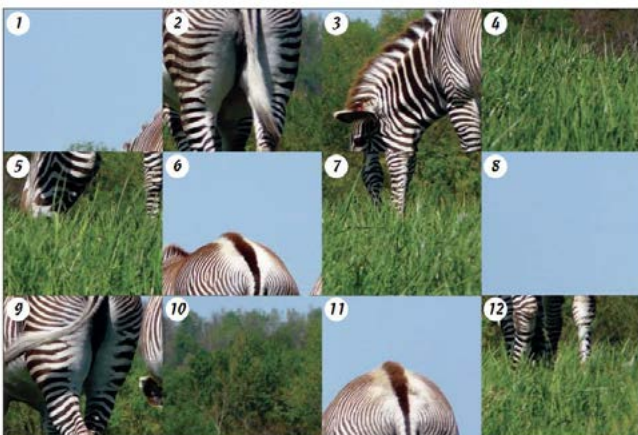
Puzzle 23: All about the Accessories



A4: Shades on sunglasses changed color. **B5:** Bell missing on handlebars. **C3:** Bow added to purse. **C4:** Flower design added to shirt. **D1:** Rear wheel made smaller. **D5:** Screw missing from front forks on bike. **E1:** Peddle added to rear wheel. **E4:** Shoe changed color from pink to blue.



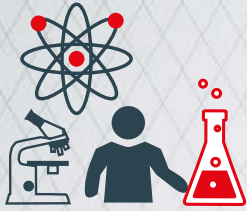
6	5
4	1
3	2



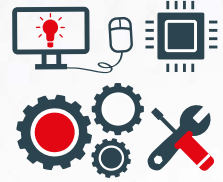
KEEP TRACK



A2: Wrench made smaller. **A3:** Bottle added. **A3:** Screwdriver added. **A4:** Yellow jar made larger. **B4:** String missing. **C1:** Thermometer turned upside down. **C1:** Tape changed from blue to green. **C5:** Outlet missing. **D1:** Black object added to wall. **D3:** Screwdriver missing. **D5:** Extra metal added to pegboard.



STEM in KCS



BT Young Scientist Exhibition

Kinsale Community School has qualified 15 projects for the BT Young Scientist Exhibition. This is the largest number of projects qualified by any school in the country. The exhibition is going virtual again this coming January. The Young Scientist team is extremely proud of all the students who entered a project during these challenging times and are delighted with the great work being carried out to produce quality projects.



Ag Science

Leaving Cert Agricultural Science Students Visit to Macroom Buffalo Mozzarella Farm

The trip proved enormously beneficial to the Leaving Cert students as they are a considerable way through their studies at this stage. It was fantastic to see first-hand the paddock grazing system, electric fencing and sturdy water troughs in place for the buffalo having studied this in class last year. The lack of hedgerows was very evident but to counteract this, Dorothy drew our attention to other areas of the farm that are totally devoted to biodiversity and enhance sustainability. These include 2 acres planted with native trees, beehives, a freshwater pond and several areas, rocky in nature, which are now wildflower meadows. She also showcased the solar panels on the roof of some sheds which offset the energy usage of the milking parlour. Being able to walk



through the milking parlour and see the bulk tank first-hand was also welcomed, but the favourite part of the farm walk was certainly being allowed to get up close to the young calves in the shed. Here Dorothy explained how technology is incorporated into the enterprise, thereby reducing the workload of the farmer. Two automatic milk feeders supply calves with milk replacer. This is similar to that fed to lambs, as there is no buffalo milk replacer available in this country at present. Calves wear a collar with a microchip which monitors when and how much each calf drinks. All this information is then sent to the farmer's phone, allowing him to easily track their progress. In the classroom

students have also learned about niche products and they were fortunate not only to learn about how buffalo milk is made into mozzarella, ricotta and haloumi but also had the opportunity to sample these very tasty niche products. It was certainly a nice way to end the tour! Seeing how one farmer has successfully diversified their enterprise, incorporated sustainability practices into their farm and having an expertly guided tour around a working dairy farm will certainly support students' learning and aid with retrieval of such information come exam time. A very worthwhile day out in the wellies!!

TY Visit to Macroom Buffalo Mozzarella Farm

Transition Years are engaging in a 15-week module on Agricultural Science. They are learning about Ruminant Digestion, Milk Production, Soil, Technology in Farming, Sustainability in Farming etc. As part of their module, they visited Macroom Buffalo Mozzarella farm. They had a tour around the farm in their wellies and some in their school shoes (but luckily they were provided with make shift wellies!). The students really enjoyed learning about the water Buffalo and getting up close to them. The tour allowed them to visit the milking parlour, view the calves and learn about the different types of feed enjoyed by the Buffalo in Summer and Winter. They continued with a lesson on how the farm runs as a Business including how they market their products and finished with a tasting session enjoying delicious Buffalo mozzarella, halloumi and ricotta. Thanks to the students who volunteered to help with the cooking.



SciFest Junior Innovation Award

Congratulations to Christina Hurley who won the Junior Innovation Award at this years SciFest Competition. Mr. Holly was delighted to present Christina with her award and he is encouraging students to enter next years event in 2022.

Science Week 2021

Science Week 2021 (7th – 14th November) aimed to get students to think about ‘Creating a Better Future’ and also encouraged them to discuss Sustainability practices in the school. Science Riddles and Sustainability facts were broadcasted on a daily basis. Student activities included the ever-popular Marshmallow Tower building challenge, Kahoot quizzes, a FlipHunt using the Flipgrid app and an introduction to VEX robotics from TY students. Students also had the opportunity to participate in fun, in-class experiments and a number of very interesting talks on Careers in Chemistry, Renewable Energy and Sports Nutrition. The week was capped off on Friday 12th November by Mr Holly and Mr Corcoran, who staged their infamous Science Magic show for some lucky 1st year students.



Marshmallow Tower

Students were broken up into teams and given 25 toothpicks and 20 marshmallows, they were asked to design and build the tallest freestanding tower they could with the material supplied. This activity gave students a fun insight into the scientific skills an engineer would use when designing. For example; understanding the importance of teamwork and failure in science and engineering. Understanding that some shapes are stronger than others

and that even weak materials can be made stronger with good design techniques, and that distribution of mass is an important consideration when building a tower. The tallest tower recorded was an impressive 34cm.

FlipHunt

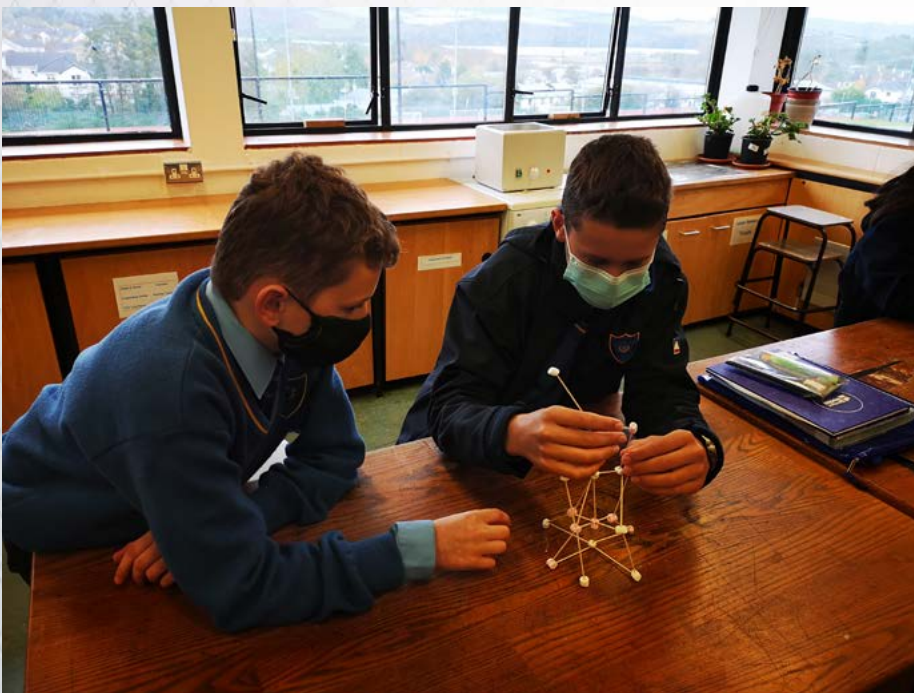
A FlipHunt is a scavenger hunt using the Flipgrid app. It is a fun way of getting students out of their seats to demonstrate their understanding and application of a

topic. Students had to record short videos in response to challenges set by teachers. Some of the challenges included How to Create a Better Future, Describe how we achieved our Green flag, Describe a solar eclipse using suitable props, and How we encourage the use of Reusable water bottles. Students produced some very entertaining videos and had lots of fun while learning about Sustainability.

Riddle a Day

A new addition to Science Week 2021, the Riddle a Day captured the attention and the enthusiasm of staff and students alike. Each day a riddle was presented to the school promoting the use of critical thinking, metalinguistic awareness, and problem-solving skills in a fun and humorous way. The riddles are listed below, can you get all five???

- Ø What can eat Iron but not get sick?
- Ø Give me food and I will live. Give me water and I will die. What am I?
- Ø You will find me in Mercury, Earth, Mars and Jupiter but not in Venus or Neptune. What am I?
- Ø What two periodic elements when combined heal?
- Ø Many have heard it, but nobody has ever seen it. It will not speak back unless spoken to. What is it?



Guest Speakers

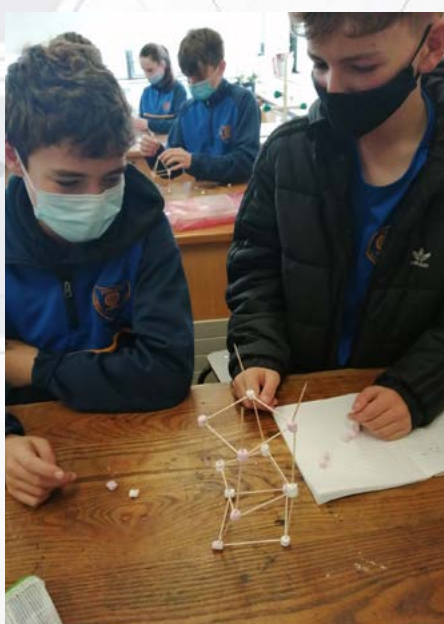
On Tuesday 9th November, TY Chemistry students had a call from Aoibheann O'Connor, an organic chemistry PhD student from UCD. She spoke to students about her own studies to date and how studying Chemistry in school and college opened her eyes to the opportunities out there for Science graduates. The talk gave the students an insight into the world of industrial and pharmaceutical chemistry, research, and how a science degree can be an excellent steppingstone into other careers. The students asked great questions and the aim of this talk was to show students where studying Chemistry for Leaving Cert might lead them in the future!



On Thursday 11th November, Eli Lilly's Chief Project Engineer Mr. Eamon Judge gave a talk to 3rd year students on the development of a solar farm in the local pharmaceutical plant in Dunderrow. Eamon explained how the solar farm was developed and how now it is providing sustainable energy to the plant equivalent to the energy needed to power 2,500 homes.

Sustainable Race-Car Design

In keeping with the theme of 'Build your future', some of our 2nd year students were tasked with designing and building a race-car with the main objective being to use an energy conversion to propel it forward. Students made use of elastic potential energy when designing elastic-band powered cars; wind energy when an empty balloon was left fly; and even electrical energy when students designed intricate systems using electric motors to propel the wheels forward. Great fun was had by all.





TY Bonding Activity Day

On just our first week of transition year, our new year head Ms. Hay announced to us that we would be taking part in an activity day at the dock beach which would be hosted by the outdoor education group, Atlantic Offshore Adventures. I think it's safe to say that we were all shocked but delighted none the less.

The year was split into two groups, half of us went on Monday, October 6th and the rest of us went on Friday the 10th. Atlantic Offshore Adventures offered us the opportunity take part in an array of different activities from around 11am to 2.30pm. The activities consisted of paddle boarding, kayaking and team building games on land. We could paddle over to a small pontoon where we could all attach our boards and jump into the water. Some of us, ourselves included, overestimated how easy paddleboarding was going to be, thankfully the instructors were extremely helpful and kind. On land we were taught how to paddle the kayaks correctly and thanks to the instructors we were able to hit the water running. On land we were entertained with a series of team building exercises, including the human knot and "cross the river." It was a brilliant and unique opportunity to try something different and socialise with new people, which is what TY is all about.

It was the perfect way to kick of the year and gave us an amazing taste of what to look forward to and also to expand our friendship groups and get to know our new classmates. On behalf of the whole year group, we would like to extend a huge thank you to our year head, Ms. Niamh Hay and our Deputy Year Heads Ms. Brosnan and Mr. Madigan for taking the time to organise the two days out for us all and all the teachers who accompanied us.

Cerys Morris Coughlan and Jessie Moloney (TY)



TY Film Making Workshop

The Cork Young Filmmakers programme offers day-long workshops to schools and youth clubs around county Cork. On the 21st September, about fifteen of our classmates got to participate in one of the workshops. Two other workshops with another 30+ students participated later in the week. We spent the morning being shown different types of shots, how to make sure your camera is in focus, how to achieve a natural exposure, and so much more. We also worked in groups and came up with ideas for short films (most of which included zombies!!). A script then was drafted for our favourite idea.

After lunch we moved on from theory and planning out our script to making our short film. Before we could start, we cast our main acting roles. Acting was very enjoyable, but a lot more goes into filmmaking than simply acting. Whilst filming we made sure everyone got to try many different jobs. You could be an assistant director calling the shots, you could operate the camera and make every shot in the film serve a purpose by using the theory of shots we learnt earlier in the

day, or you could work sound and ensure all audio is loud, clear and undistorted. You could also have one of our personal favourite jobs- working the clapper board. The skills we learnt whilst filming our short film will definitely help us in future if we ever want to work as part of a crew for a short film or even a feature film.

The day wasn't long going and 3.30pm surprised us all with its arrival. We all left the stage delighted with ourselves after creating our own short film. Our mentors, Chris and Max told us about additional upcoming events involving the Cork Young Filmmakers, which many in our group are already looking forward to. We really enjoyed the workshop, it's a great experience for those who are thinking about pursuing filmmaking later on in life, as well as a lot of fun. There could even be a film festival hosted in Cork that we are invited to attend in March! (Covid permitting). We would highly recommend any future TY's to participate.

*Sophie Peare, Lilian Gleave and Gemma Sadler
(TY)*



Young Social Innovators

Young Social Innovators (YSI) is a non-profit organisation that empowers young people to use their talents, insights, passion and creativity to come up with innovative solutions to social challenges. Through fun and engaging programmes, students are supported to create team-based action-projects on issues they care about, putting their innovative ideas into action to bring about positive social change for the benefit of people, communities and the environment.

This year, the TY students of KSC have entered two projects. One group have entitled their project 'Fast and Furious Fashion'. They endeavour to explore the impact of Fast Fashion nationally and globally. This group have big plans in relation to this project, namely a fashion show to be held next year using only sustainable clothing and an awareness campaign for the community of Kinsale and beyond that will encourage people to think before they spend.

The second group are examining the correlation between substance abuse and incarceration of young people. This is a demanding project as it will involve the students creating innovative solutions to a serious social problem. Already the



students involved have organized a talk to be held in January as a starting point for further plans.

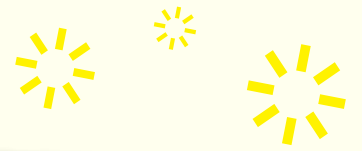
The students involved are:

Fast and Furious Fashion: Siobhan Queva, Dearbhla Kelly, Gemma Sadler, Lily O'Leary, Mary Clare Murphy and Ellen Crowley

A to P: Frank Sullivan, Joe Fleck and Kallum Good

Ms Fiona Hedderman

Ballyhass 2021



On the 4th of October 2021, just over 200 TY students boarded the buses and went on a trip to Ballyhass.

With such a large year group, both Ballyhass facilities in Coachford and Mallow were used, half of the year going to one location and alternating each day.

Many new activities were tried, and a vast number of new skills were picked up by students. Activities such as paddle boarding, wake boarding, zip lining, axe throwing, rock climbing, archery, the leap of faith and kayaking were enjoyed by everyone who participated, students and teachers alike!

For one of the days, students were brought down to the woods in Coachford and built shelters using logs and rope, and built fires using cotton wool, Vaseline, flint and steel. While these skills may not be used too commonly in future, they are very useful to be aware of!

The week finished on a high note with the aqua park, a large bouncy castle on water with huge slides and jumps, followed by the photo scavenger hunt, which caused great competition between groups.

A great week was enjoyed by everyone who went, and if you ever need a fire built with Vaseline, you know who to call. A special word of thanks to our year head Ms Hay for organising the trip.

Ellen Crowley (TY)





VEX Robotics

Our Vex team 2020/2021 had no competitions so this year we really feel we want to make up for lost time. In 2019/2020 KCS won the Irish national final and qualified for the world championships in the USA and this year's class are very keen to reproduce this result as well as actually attending the Worlds in Dallas in May 2022.

35 students applied for Vex this year and rather than turn students away we made the decision to increase our capacity to 4 teams. This means investing in a brand new robot as well as replacing some of our older kit. Therefore, this year we have asked students to secure sponsorship to cover the costs of team registration as well as stock replenishment.

We started the year familiarising ourselves first of all with the primary school Vex IQ competition. KCS is unique as the only school in Ireland who mentors younger teams. This year we will assist 2 Naomh Eltin teams and 2 Gaelscoil teams. All of the class played a part in this by first of all building 6 primary school robots, setting up the Vex IQ arena with the game parts for this year's game. We then hosted all 4 primary teams one at a time in the atrium in our school where we setup the arena and demonstrated the game with the robots we had built. Primary students really got a feel for the game as everybody had a turn at driving the robots. We also showed them how to program the robots and how to score the games. The primary students and teachers really enjoyed the

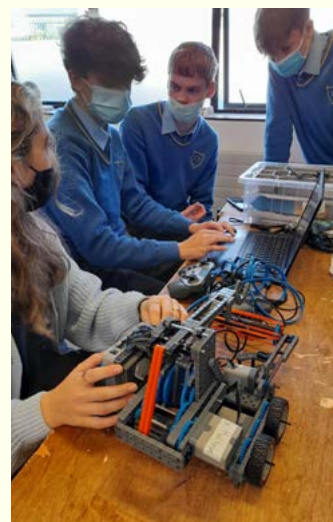


experience and left with their robot kits, instructions and huge enthusiasm for the competition. They are relieved we are close by and available to help them if they get into technical difficulties. And they are welcome back to use our arena to help test their robots when they build them.

The really positive by product of this experience is that now our students have honed their robot skills on the smaller scale primary robots. The build of their own V5 robot is now underway and the teamwork and technical skills they learned were transferrable and really boosted their

efficacy. In addition the 4 teams formed organically during the primary upskilling project as students figured out who they worked well with and which skills they had and the role they would suit best on the team.

Miss Hay and Mr Farren are looking forward to the forthcoming competition in MTU in February and are cautiously optimistic about KCS's chances of keeping our 3 times Irish Vex Champions title.



Bike Workshop

One of the positive side effects of the COVID pandemic is the increase we have seen in teenagers taking to the roads on their bikes. For the second year, KCS are running bike activities in TY for all students. Working closely with Ruth Herman from Wild Atlantic Sports we chose a combination of a bike maintenance session and a followed by a cycling skills session. During the maintenance session students learned how to remove bike wheels and tubes, fix a puncture and reassemble the wheel. Students worked in teams of 4 on each bike. For the activity session Ruth ran a number of skills challenges from braking challenges, slow races and circle getting smaller all aimed at improving the students' control of their bicycle. It was great to see students having so much fun while also learning some valuable life skills. The success of this activity has encouraged us to include this activity for future TYs.



Community Work

Transition Year students have continued to be active in their community this year, participating in various projects and working with several social enterprises. Some students, together with the Tidy Towns Association, were tasked with ensuring our community remained clean and litter free. Others were faced with the challenge of keeping our students safe from the once-again increasing threat COVID-19 projects onto Irish society.

Some students were assigned a project to assist in the mental health crisis in the teenage population, from which many

individuals have and still are suffering through strict social lockdowns and house-bound isolation. Partnered with Kinsale Youth Support Services (KYSS), students provided insight into the mental illnesses the pandemic had incited in youths, and with this information, designed a survey to investigate the impact on Kinsale Community School's junior classes.

Considering the eco-conscious year of 2021, the aptly named Green Team were deployed to create a strategy to convert our school's facilities into more eco-friendly and sustainable versions of their past selves, an example being the recent instalment of water fountains throughout the school building.

On the 16th of December, the KCS Community Work class will collaborate with representatives from SHARE and join forces creating awareness and collecting money for the homeless in Cork city. On Friday 17th of December there will be a similar campaign within Kinsale town.

Community Work is an invaluable experience for our students, developing new skills and making them socially aware. We are extremely grateful to the organisations we are involved with.

Páidi O'Farrell (TY)

Formula 1

F1 in schools is a competition where you can learn how to race, build, and design your very own Formula 1 car. It involves enterprise skills as the team must find sponsorship in the local area to help fund the research, travel, and accommodation of the project. F1 in schools is not just about racing a car, it is about building your own brand and gaining a following in the local community. It encourages you to use and develop your STEM skills (Science Technology Engineering and Mathematics), and apply them in a practical, competitive, and exciting way.

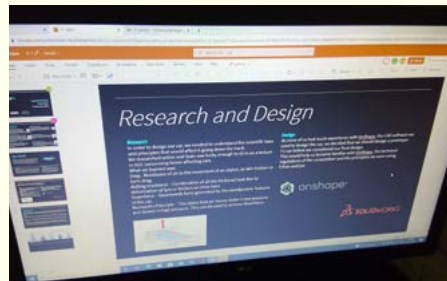
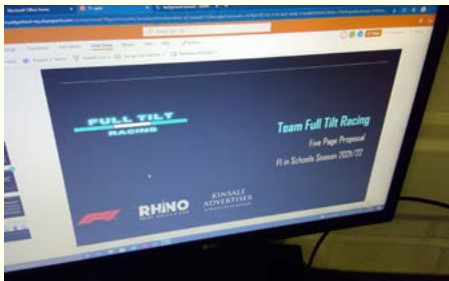
The goal for all the teams is to win the whole championship. The championship consists of a regional final, a national final and an international final.

This is Kinsale Community Schools third year entering this competition. We have five teams full of students who are currently working extremely hard to achieve their goals along with the help of Mr. Duggan. The students are enjoying every second of their journey and are working very well in their teams. The teams are currently all designing their car

on OneShape, finding local sponsors in the community to grow all their brands, and completing their five-page proposals.

The teams representing Kinsale Community School are: Light Speed Racing, Fuelled Up Racing, Full Tilt Racing, Sigma Racing and Hedgehog Racing.

Jake Lynch and Lauren O'Regan (TY)



Light Speed Racing

We are Light Speed Racing, a group of 5 diligent students all driven to do everything to win the whole championship. Our team consists of Jake Lynch, Sam Kiely, Kallum Good, Evan Kelly and Ryan McCarthy. We are currently building the car and trying to expand our brand, we have been kept busy and the journey has already been challenging but we are all very determined and giving it our all. We are extremely grateful to the school for offering us this experience and yet, after only a few months, it is already an experience each of us will never forget.



Voice of KCS

Pictured is the new KCS Radio Station 'Voice of KCS' located on the A/B corridor which has been in huge demand this term. The studio has recently been used to complete CBA's in subjects such as History and English; and the Student Council are also utilising this wonderful facility to record a weekly podcast. Our TY students were also delighted to have the opportunity to undertake a new module on the curriculum this year and are learning how to produce radio content / podcasts.



Sustainability Chaplain

This year Kinsale Community School has made a new appointment of Klaus Harvey as school Sustainability Chaplain. His role is to both teach sustainability and oversee a transition of the school towards a goal in which all stakeholders, staff, students, parents and BoM are engaged in creating a whole school ethos of sustainability. He is currently teaching TY students the Eco-Unesco 'Youth for Sustainable Development' programme which not only gives the students an understanding of the UN Sustainable Development Goals and an awareness of their own impact on the environment, but also builds their confidence and capacity to lead. When they have completed the programme they will be tasked with mentoring the first years in the topic, and after three years every class group should have a good grasp of the challenges we face and the kinds of solutions and actions needed to deal with them.

The role also entails facilitating a Sustainability Advisory Board which will steer the school towards reducing its overall carbon footprint, teaching students about organic food growing in the newly constructed greenhouse and planting hedgerows as wildlife corridors



and wild flower patches for pollinators around the school campus.

Klaus will also liaise with members of staff to visit their classes and give talks on best sustainable practices and what changes we can all make to reduce our carbon footprint. He is also organising links to local community groups such as Transition Town Kinsale and Kinsale Tidy Towns.

The new role is ground breaking for a post primary school and it could be seen as a

very positive and important step in the direction towards having sustainability as a core subject at all levels of secondary education. Many young people are suffering from climate anxiety and we need to give them the knowledge and tools which will help dispel their fears for the future and empower them to take action. If we want to tackle the climate and biodiversity crises that humanity is facing this is the kind of change we need to see in schools right across the country.

TY Sustainability Class

Pictured are some of our TY Sustainability Class at Kinsale Community Orchard learning about fruit and nut trees (including apples, plums, damsons and sweet chestnut), how to prune dead twigs and branches, doing some litter picking and being fine responsible global citizens. Oh, and sampling some yummy autumn raspberries!



Youth Sustainable Development Workshop

Pictured are TY students who took part in the TY Youth for Sustainable Development workshop with Klaus Harvey (Sustainability Chaplain) in which they learnt about Peer Education. In small groups, students got creative and drew outlines of peer educators highlighting in text, drawings and doodles what qualities and characteristics they believed a good peer educator should have such as level-headedness, confidence, good listening skills, courage, intelligence, compassion, empathy and a knowledge of climate issues.



History

Walking History Tour

On Tuesday November 2nd, our Transition Year history class had the privilege of being taken on a walking history tour of Kinsale. A tour guide named Barry Moloney met us outside the school alongside Ms. Hay to see us off and our history teachers Ms. Fleming and Mr. Wilson toured the town with us. Our first stop was St. Multose Church, the oldest standing structure in Kinsale. Barry told us about the construction of the church briefly and then talked to us about, our personal favourite story, the victims of “The Lusitania Tragedy.”

Two newlywed lovers were honeymooning on the Lusitania, when it was suddenly struck by a German torpedo. Within twenty minutes the whole ship had sunk, along with Mr and Mrs Shineman’s dreams for their future.

Margaret Shineman was found and buried in St. Multose, but her husband’s body was not recovered. Several weeks later, Margaret’s husband James’s body was found and buried in County Clare. He was identified by a pocket watch found on his body that was inscribed by Margaret: “To James, love Margaret.” Officials were able to find the location of where the pocket watch was made, Wyoming, and there they were able to trace it back to Margaret. They were identified as husband and wife, but sadly, to this day, are resting 200 miles apart.

We also learned about Anne Bonny, the female pirate who disguised herself as a man to survive life on the Caribbean Sea’s and Patrick Cotter O’Brien, The Giant of Kinsale who stood at 8 feet 3 inches tall. We stopped at the museum,

which was originally the courthouse, but unfortunately the museum is still closed due to covid. Lastly, we learnt about The Battle of Kinsale a fight between the Spanish, Irish and English.

The information we absorbed on this trip will be put into a short film being made about Kinsale. Jessie and I are doing a small project on The Kinsale Giant to be used in the documentary. The walking tour was an interesting and heart-warming experience, and an amazing opportunity for us to get fully immersed in our project and the history of our local town. We are so grateful for the opportunities put forward to us as Transition Year students in KCS.

By Cerys Morris Coughlan and Jessie Moloney (TY)





Harmful Plastics

Maya Birkner and Oisín Joyce are currently working on a project called ‘Harmful Plastics’ for the Young Environmentalist Competition. Their aim is to raise awareness around the impact of single use plastics on our environment and ways we could reduce our use of single use plastics. Maya and Oisín presented a presentation to first years to raise awareness around the issue, they did a Kahoot with students and provided the winners with two reusable water bottles. They also have planned to get a guest speaker from plasticfreekinsale to come in and talk to the school community about the environmental consequences of using single use plastics. They created a survey for first year students to see how much they knew about single use plastics before and after they presented their presentation to them. They also plan on doing a Podcast to raise awareness around the issue. Lastly, they hope to display some tips on ways to minimise our use of single use plastics up on the digital noticeboards around the school.

Eat Green

The following Transition Year students; Charlotte Browne, Heather Fahey, Iseabeal O Toole and Janis Gomez Navarro are completing a Young Environmentalist Project called ‘Eat Green’ which involves planting their own vegetables and raising awareness around the issue of food miles. They have completed workshops with three groups of first year students which involved teaching them how to grow their own vegetables and then the first years planted some vegetables with the guidance from the girls. They firstly spoke to them about the importance of supporting local when buying vegetables, the issue of food waste and the harmful effects of food miles on our environment. Finally, they presented a Kahoot on the topic of food waste to first years to complete in groups and presented them with eco-friendly prizes. They have displayed posters around the school to raise awareness around the whole school community and they have created an Instagram account to

raise awareness among the wider Kinsale Community. The girls hope to complete a Podcast after Christmas on the topic of food waste.

Waste Erased

Shane O’Donovan, Evan Corkery and Elliott Ager are completing a project on creative ways of reusing waste. So far, they have made two plant pots and a shelf out of VCR tapes. They noticed a teacher throwing them away and asked him could they have them as they knew they could make use of them in some way. They have painted them and planted two plants in them since. They have created an Instagram account to raise awareness around ways we could use waste rather than it ending up in a landfill site. They hope to speak to first year students to raise awareness around ways they can reuse unwanted items.

Plastic Pollution, Solution

Momo Sheehy and Grace Plunkett are doing their Young Environmentalist Project on Plastic pollution and how to go plastic free. The aim for their project is to spread awareness about plastic waste, but not only spread awareness about plastic waste to show others how to go plastic free.

Momo’s family is plastic free and for them the hardest part was finding plastic free replacements, but now that they have done that, they can make it easier on everyone and share all they have learnt so lot of people can make a difference.

They plan on raising awareness by presenting a PowerPoint to 1st years and classmates highlighting why we need to go plastic free and how we can do it. They also plan on giving a talk to the staff in our school.

Additionally, they hope to put posters up around the school. The first step is showing people how to go plastic free and then putting it in motion. This doesn’t happen overnight, it starts in steps so it’s sustainable to the household.



Harmful Plastic Project



Eat Green Project



Waste Erased Project

Why art thou wasteful?

Ellen Crowley, Grace Monaghan and Lucy McCarthy are currently completing a project on using second-hand books to help save paper. Last year in school, the Green Schools Committee created an initiative to go paperless, and over the course of the year we saved 6½ trees. This prompted the girls to tackle the book waste problem in our school, with novels bought by Junior Cert 2021 students, who are planning on disposing of their 'Romeo and Juliet' plays after one year of use, while current second year students will be purchasing brand new copies in the coming weeks. As you can see, this is unnecessary waste and it can be easily avoided. They have collected copies of 'Romeo and Juliet' from current Transition Year students, and sold them at a reduced price to current second year students. The money has been returned to the TY student. This has reduced waste in our school. They plan on presenting to second year classes and advise them not to buy them new, and explain why purchasing second-hand books benefits the environment. We will educate TY students on why bringing in their old book will benefit the environment also, while also being an easy way to make money. They will also do a swap-shop with first year students to promote reading and reduce book waste, where a student can swap their own novel for a new one. They will raise awareness by hanging posters in school and sending virtual posters via Microsoft Teams. They also plan on doing the same thing with other novels such as 'Of Mice and Men', and books for various other subjects, or as a whole school initiative and, who knows, next year we might have a book waste-free September!

Greener Masks, Cleaner Climate

Danielle Lyons and Samantha Barretts' project is based around Covid-19, and the masks people wear. Its main focus is on how much waste and pollution is around these masks, specifically the non-reusable masks.

They have done research and found that these masks can't be recycled. They have also noticed that a lot of pupils, teachers wear non-reusable masks quite often, purely because they are lighter and a lot easier to breathe in, rather than the reusable masks which for the most part are made with thicker materials.



Oceans are getting sicker - lets do something quicker project

Non-reusable masks contribute to air pollution when they are being made, are worn once, maybe twice or three times (depending on the person) and then are thrown out and turn to waste in dumps, this then contributes to ocean pollution along with the other rubbish in the dumps, not to mention the masks that you see just flung on the ground because people are finished with them and they can't be reused.

Their aim is to find a much lighter material than the ones used for most reusable masks, so you kill two birds with one stone, in the sense that they replace the non-reusable masks so it decreases waste in dumps as they are not being thrown away because you can reuse them and as a result reduces pollution in the ocean a little bit. It also replaces the heavy material reusable masks with a material that is easier to breathe in.

So in the end you get a lighter material mask that is easier to breathe in (like the non-reusable masks) but it can be washed and reused (like the thicker and heavier

materialled reusable masks) so it doesn't contribute to as much pollution.

They have already made an Instagram account to bring to people's attention, how many non-reusable masks are being thrown away and the damage they can cause to the environment.



Greener Masks Project

They are also going to talk to the first years in our school to hopefully educate them a little bit on the amount of pollution surrounding the non-reusable masks for example, one of the statistics they have found is that the COVID19 pandemic has been estimated to generate up to 7,200 tons of medical waste every day, a lot of which are non-reusable masks.

On top of all that they will be surveying some of the first year classes on what types of masks they usually wear on a day to day bases. One of the last things they have planned is to put posters around the school just to draw a little bit more attention to the issue at hand.

They plan to sell these masks once they are made and will be giving the money to a charity that works closely with the issue we are raising awareness about, but they are yet to decide on the charity that we will be giving the money to. The reason they plan to make these masks is because they are more likely to see results if they have them to sell to people rather than if they just advise that they should get these kind of masks in a certain shop to help to reduce pollution. Even if these masks only make a small difference it is still better than no difference at all.

Oceans are getting sicker, let's do something quicker

Tamara Kruslin, Sophie Collins and Katie O'Regan are completing a project on ocean acidification and its impact on the environment and wildlife. Their project is based on ocean acidification which is acidic levels in the ocean increasing. The water P.H is 25% higher than it was

before the industrialisation. Which makes it the fastest geological pace known on earth. The scientists predict that 86% of world's oceans will be warmer and more acidic which will result in the P.H level to be 8.01 which is 1.5 times more than pre-industrialisation. Things we are doing to raise awareness is making posters, surveys and doing a power point to present to the first years. We will also do a beach clean-up. In October they took part in the Globe Program with the first years. As part of the Globe Program they were working with the first years and testing the air quality in 3 areas around the school. In a green area, car park and near the road. They will then present their findings to teachers and students.

Full Circle Fashion

Molly Riese Collins, Grace Plunkett, Ashling Webb and Marta Llompart Saura are completing their YEA on the issue of fast fashion, they have raised awareness around the issue by surveying first years and presented information to them on the topic of fast fashion. They also have created a fast fashion Instagram page called 'Fullcirclefashion.kcs' to raise awareness to the wider Kinsale Community about the issue. Additionally, they have contacted someone who studied sustainable fashion in Copenhagen Business School with the hope that she will deliver a talk to our school community. They are also currently organising a fast-fashion swap shop for first year students in our school. They also hope to do a Podcast on the topic of fast fashion to spread further awareness around the issue.



Why Art Thou Wasteful Project



Full Circle Fashion

Globe Air Quality Campaign

Transition year students as part of their Young Environmentalist project they are participating in the GLOBE Program which involves testing the air quality in three different locations around the school. One test tube is located near the road, another in the car park and one at the side of the school away from traffic. They will leave these there for two weeks and after two weeks they will send the test tubes back to the GLOBE county coordinator who will test the air quality of the three locations around the school and rate the air quality.

