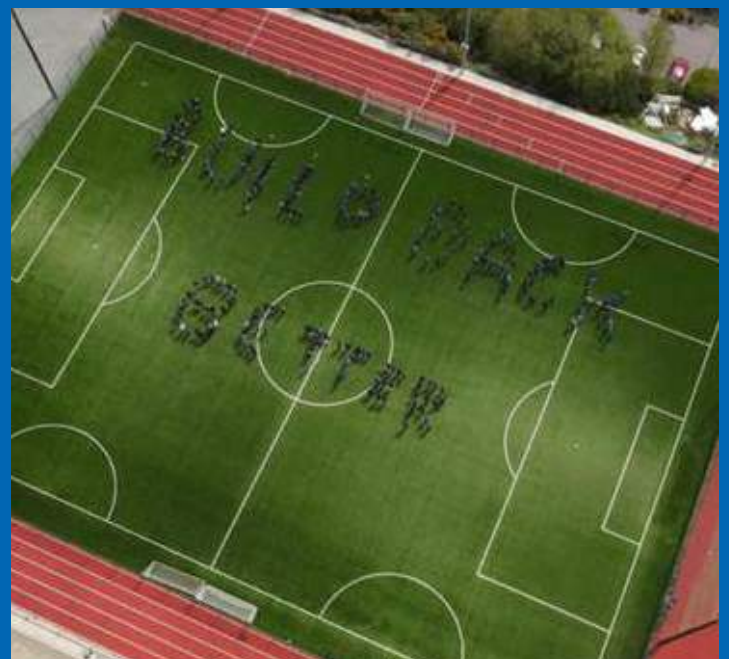
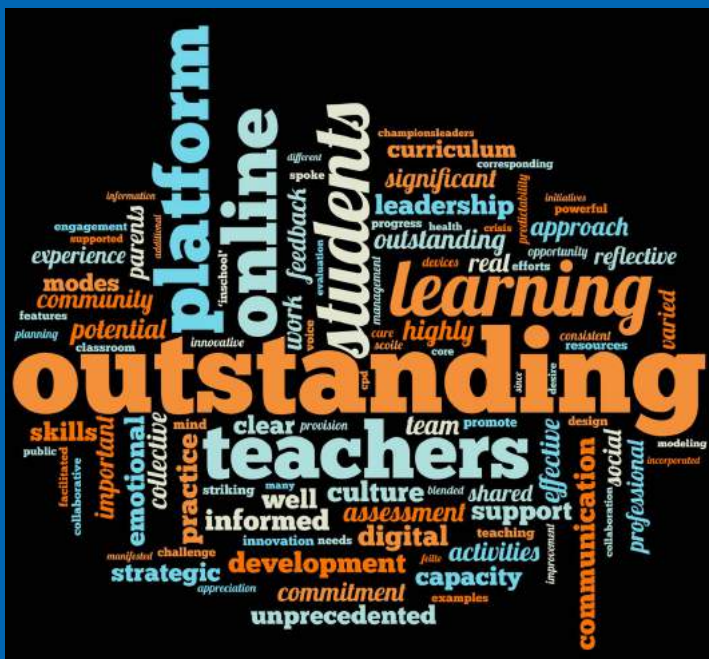


NEWSLETTER

JUNE 2021



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From the Principals Desk

COVID-19 created unforeseeable challenges, when 1.6 billion students worldwide had to adapt to a new reality of on-line teaching and learning.

Our entire school community faced this adversity in a most resilient and agile manner. Our teachers adapted the way they taught, and our students adapted the way that they learned. This was achieved because of the capacity which our teachers and students developed during the period of in-person classes from late August through to the Christmas Holidays.

During that time teachers and students developed sustainable on-line communication practices. These practices were invaluable when our school was forced to close immediately after the Christmas holiday. The online student teacher engagement between Christmas and the return to school was exceptional.

During this period of school closure, the Department of Education reached out to our school to request that we would assist the inspectorate with the co-construction of an evaluative framework relating to on-line teaching and learning. This involved two inspectors from the Department of Education engaging with our students, our teachers, and our school management team. The inspectors provided us with a 'wordle' graphic of their report. As you can see from this graphic the word most frequently used by the inspectorate to describe our policies and practices was 'Outstanding.'

The key difference between the success of the online engagement from March 2020 and the online engagement in January 2021 was that we had the opportunity to develop techniques and practices that engaged the students at an emotional and social level. In early January we decided to prioritise the human connection above the curricular content in the first instance. This higher order social and emotional engagement led to an enriched teaching and learning experience. This understanding of on-line pedagogy was arrived at through engagement with international research and experts in this area. We surveyed our students in respect of their on-line experience and the student

responses were very positive about the experience.

Through these surveys we also learned that there was a 'digital divide' and that not all students had access to personal devices. While in the initial period of lock down students used their mobile phone, it is widely recognised that the mobile phone is not a suitable device for accessing the curriculum. Mr Frank Madden, owner and founder of IT company Crest Solutions is a parent in our school. Frank kindly reached out to us with devices that were surplus to the needs of his company. We distributed these devices to the students who needed them. This inspired Frank to engage further with us and with other schools in a project called Tech2Schools. This project has the potential to ensure that no student gets left behind in the context of accessing devices. The Tech2Schools initiative seeks to provide a channel where large companies can provide IT devices to schools and where schools can ensure that these devices are distributed to students who need them.

Building Back Better is the philosophy that we have adopted since our return to school. This philosophy is built on integrating the features that we know that worked during the period of school closure into our regular practices. Much has been learned by both student and teacher in respect of the online teaching and learning space and going forward we must ensure that this competence is used to enhance the teaching and learning experience.

Building Back Better has also had an impact on our physical environment in school. We have developed one-way systems, staggered lunch breaks, installed a podcast booth and created outdoor sheltered learning spaces. All of these initiatives will remain in the post-COVID era because they work, and they enhance the student experience.

Our reflections on our Build Back Better theme have inspired us to place an even greater emphasis on our sustainable practices and we look forward to working closely with our students and the wider Kinsale community over the next number



of years to ensure that we engrain a more profound appreciation of our society and our planet.

Our student population is set to grow again this academic year and the Department of Education has recognised that we need further accommodation. While this additional accommodation will be of a temporary nature for the next two years, a permanent solution is in the pipeline. This additional accommodation will also be part of our Build Back Better strategy as we seek to have a world-class, 21st century facility for the students of Kinsale Community School.

The most important dimension to the Build Back Better project is our students. Our students refuse to label themselves victims of COVID-19 or to wallow about lost time. Instead, our students will celebrate the resilience which they demonstrated in the face of adversity. They will celebrate their learning, their creativity, and their problem-solving skills. They will use these 21st century skills to contribute in a positive way to make our society and our world a better place to live in.

I want to extend every good wish to the Leaving Cert class of 2021. You have contributed to the unique culture of our school in a most constructive and positive way.

On behalf of the Board of Management and our Chairperson Sr Rita, I would like to wish every student the very best for a safe and enjoyable summer break and I look forward to welcoming all of our students back after the summer break for the 2021/22 school year.

*Mr Fergal McCarthy
Principal*

From the Deputy Principals Desk

Claire Sheehan

It is hard to believe another academic year is drawing to a close. This one like the last one has been different to what we have ever experienced before. There have been so many new ways in which we as staff and our student body have had to adapt. We have done just that – adapted. It has been challenging for us all at some point. The staff & students have risen to each challenge with resilience & determination. Each year group has been impacted on in many ways by the pandemic & each age group has ‘lost out’ but lets look at what we have gained. We have shown we can handle change & adapt, we have gained the ability to look at the importance of school & the interactions we have each day. They have remained invaluable to us all throughout this time. Our Transition Year students have had a year like no other but they have been outstanding in their acceptance that it was a different format to normal and embraced every opportunity. I would like to congratulate them for the manner in which they have done this. Our Y5 students started their final 2 years with huge commitment, the change to online teaching & learning was seamless and they fully embraced this. They adapted and showed great resilience and continued to engage throughout that time. They returned to school with a renewed commitment and again I wish to congratulate them for this.

To our graduating class of 2021, who have had a mix of in school learning and online learning throughout their 2 year programme, they have been outstanding. It has been a huge challenge for each of them at different stages and the uncertainty continued over the last year but they have put their heads down and shown that they are resilient. Despite some hard tasks, stress & change that the class of 2021 have encountered in the course of their studies in KCS at the end of it all, they completed this part of their journey with great achievements and beautiful memories. We are so proud of the many achievements of this group over the years, their various accomplishments in curricular and extra curricular activities. I and my fellow colleagues wish to thank



them for the zeal they have demonstrated towards their studies, in their relationships with the teachers, management, the junior students, and even amongst themselves. As they leave KCS, there will be more challenges awaiting them, which of course, I strongly believe going by the manner they have conducted themselves over the years and the skills and knowledge imparted on them, they will surely overcome.

I want to wish each and every one of them the very best in the future. They have been a pleasure to work with, role models to our younger students. A word to those students sitting the upcoming exams & those receiving accredited grades – these exams do not take into account the amazing young adults you have grown into, they do not take into account all the other talents you have. They do not define who you are. You have all worked so hard and you are nearly there, do your best and give yourself a pat on the back. We are all so proud of you.

Managing thoughts and feelings

The Covid-19 pandemic has brought with it uncertainty around the Leaving Certificate examination this year. Everyone is very conscious of this and while it is out of our control we are aware this has caused some stress and anxiety. It is normal to feel a range of emotions. We all respond to uncertainty and stress in different ways, and we all use

different coping strategies to get through challenging times.

During this time it is especially important that we pay attention to and take proactive steps to promote our own wellbeing & that of those around us especially the students.

The National Educational Psychological Services (NEPS) have put together some guidance for LC students to help them through the coming weeks. I am including some of their advice for parents and students which might be useful.

Students may be experiencing some of the following sensations...

- Tension - Butterflies in their stomach
- Tiredness – Headaches - Change in appetite – Tearful - Poor sleep - Agitation

It is natural to have a range of feelings and physical reactions like those outlined above.

They may not be experiencing any of these and that's ok, too. We all have our own way of reacting to situations like this. So what can you do if this is distressing for them?

- Encourage them to talk to family and friends - Acknowledge their thoughts and

Cont. overleaf

Claire Sheehan Cont.

feelings - Don't try to push the thoughts away.

Their reactions are normal reactions to the current situation along with the usual reactions that come with the Leaving Cert. Reassure them that they will not always feel this way.

• Decide which is most distressing for them - Is it the unhelpful thoughts, distressing feelings or emotions, or the unwelcome sensations in their body?

Just pick the one that bothers them the most and work on that first, using the strategies listed below.

Unhelpful thoughts are one-sided, negative thoughts, which can dominate our thinking and lead us to feel bad. By learning to manage these unhelpful thoughts, we can enhance our wellbeing.

Some examples of unhelpful thoughts are:

- I can't cope with this
- There seems to be no end to Covid-19 in sight
- This is so unfair!

What To Do

• Acknowledge the thoughts – Encourage them to talk to an adult or friend - Remember that the thoughts are normal - Remind them that thoughts are not facts, Try to challenge unhelpful thoughts.

You can do this by asking:

- 'Is that really true?'
- 'What evidence do they have for thinking that?'
- 'How else could they look at this?'
- 'What would they tell their best friend if they thought this?'

• Try to replace unhelpful thoughts with realistic positive self-talk such as:

- 'I can do this'
- 'I can ask for help'
- 'I have people who can support me'
- 'I know this is a difficult time but I am doing my best to cope'
- 'I know I would like things to be different, but things will work out'
- 'If I am unsure of anything, I will ask someone for help.'

Tip: Positive self-talk statements work even if they don't believe them at the time.

Fake it to make it!

Unpleasant feelings or emotions can follow on from unhelpful thoughts. It is normal to feel these in challenging times.

These might include:

- Anger – Frustration – Disappointment - Feeling fed up

What To Do

- Acknowledge their feelings and remind them that their feelings are normal given the circumstances – Encourage them to talk to an adult or friend - Name the feeling and find where it is in the body - Breathe into that area and imagine the area softening.

What thought goes with the feeling?

Challenge the thought. Ask, is this really true?

- Develop a coping strategy such as
 - Thinking of and doing something that makes them feel better
 - Challenging the thought
 - Using a positive self-statement
 - Asking for help
 - Talking to family or friends

Unpleasant Body Sensations

These may happen because they are experiencing unhelpful thoughts and unpleasant emotions or feelings. They might include:

- Tense neck and shoulders – Headaches – Tiredness - Tummy ache - Change in appetite - Butterflies in tummy - Difficulty settling

What To Do

• Acknowledge the sensations and remember it is normal to have these at times of Stress, Talk to an adult or friend about this, If you are concerned, consult your G.P.

- Name the body sensation and find where it is in the body. Breathe into the area and imagine the area softening - Practice calming strategies regularly such as breathing, visualisations, and mindfulness.
- Encourage them to include exercise in their daily routine - Have a bath or

shower, these can calm the body and help them relax - Practice positive self-talk statements - Make sure they keep in touch with their friends. - Sleep is really important so encourage a good bedtime routine - Avoiding technology for an hour before bedtime - Having a healthy diet.

I hope this is useful to some of you over the coming weeks. Know I am available if you are worried about your son/daughter, please get in touch.

Planning for the next school year is already well under way. For me I will welcome the current Y3 students into TY, LCA1 or Y5. Many new opportunities await them and I look forward to getting to know them as they embark on their senior cycle journey. I want to wish all our students, their families and our staff a great summer. I hope the sun shines and you all get a well deserved rest from the daily routines & that with restrictions lifting along with the vaccine rollout we will see a return to what we used to describe as 'normality'. I look forward to seeing you all in late August.

Claire Sheehan
Deputy Principal

Ger Hogan

Blended Learning at KCS

- How we can 'Build Back Better'



Our digital journey amid Covid-19 has been underscored by our school motto of 'All Together in Learning', to create a safe and vibrant learning space for our students, but also a culture where teachers continuously share practice and learn from each other. KCS has 'Reimagined Education through Blended Learning', fuelled by the generosity, kindness, and respect which teachers share with each other through the school's highly effective Digital Leader Model of staff professional development. Collaboration with various partners in education has also been vital in nurturing the ambitious educational culture that exists at Kinsale Community School.

Student voice is of paramount importance at KCS and the feedback that students provided to Department of Education inspectors during a recent evaluation of remote teaching and learning at KCS, was summarised by the inspectors using three adjectives: structured, organised, and achievable.



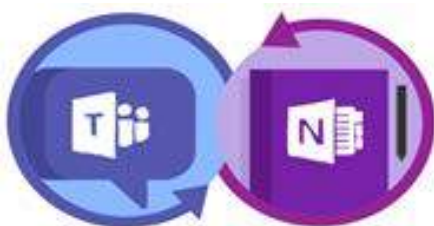
STRUCTURED



ORGANISED



ACHIEVABLE



During remote learning, students appreciated having a daily structure and routine which reflected the in-school

timetable. They liked the consistent approach in respect of all teachers teaching through Teams/OneNote and submitting assignments online. They valued how teachers set work that was achievable and how all teachers were understanding of student wellbeing and the need for students to have screen free time in the evenings, thus limiting the volume of homework.

There is a huge opportunity in education right now to 'Build Back Better' and as John Hattie writes in a recent paper-we have a chance to truly make a difference to the quality, the teaching, the learning, the outcomes of schooling by using this unexpected 'experiment' to bring a 'new normal' to teaching and learning. <https://osiriseducational.co.uk/build-back-better>

In respect of using technology to support teaching and learning at KCS, we want to embrace new digital methodologies, that have supported our students and teachers during covid-19. With the right blend of classroom teaching, which is aided by an appropriate use of digital technology we can 'Build Back Better' so that Kinsale Community School continues to offer a dynamic, progressive, and innovative learning experience for all students.

In this regard, we reached out to Professor Michelle Hagermann from the University of Ottawa who has co-constructed a charter known as CHENINE with esteemed educationist Professor Andy Hargreaves. CHENINE stands for Change, Engagement, and Innovation in Education. This research group have sought to identify priorities that would be most beneficial for post pandemic policies and school reforms. The CHENINE

Charter is composed of 10 points to consider for the framing of the future of education post covid-19, a future that includes digital technologies, but in a way that is social just, universally acceptable and humanising.

The following 4 points from the charter resonated most with us at KCS

1. The importance of physical schools and classroom teaching.
2. Good teaching can be enriched by technology.
3. Embedding the use of technology should be viewed as a disciplined innovation-which is evidence informed, inquiry driven and impact-assessed.
4. Technology must be inclusive in design-to cater for the diverse range of learners in our schools.

"We have an opportunity in education right now to ensure that the priorities that take hold in our systems of schooling centre human connection that is supported by technologies but not lead by them. What matters is the humanising actions that we each take" (Hagermann, 2021).

Gerard Hogan, Deputy Principal

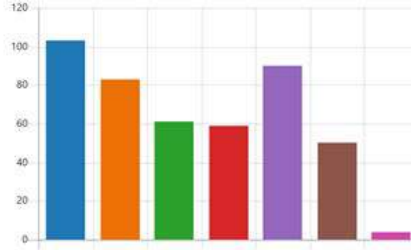
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Ger Hogan Cont. Student Survey re: Online Learning (January 2021)

1. What year are you in?

[More Details](#)

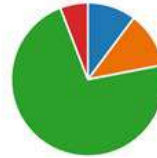
● 1st	103
● 2nd	83
● 3rd	61
● 4th	59
● 5th	90
● 6th	50
● Other	4



2. What is the main device you use for online learning

[More Details](#)

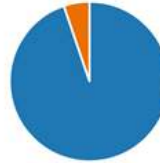
● Phone	47
● Tablet	54
● Laptop	332
● Desktop	27



3. Given the choice would you prefer to use a laptop/desktop or a phone?

[More Details](#)

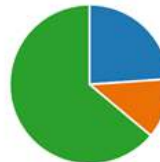
● Laptop/Desktop	436
● Phone	24



4. Looking at the description of Synchronous VS Asynchronous learning, which style of online learning do you prefer?

[More Details](#)

● Synchronous	110
● Asynchronous	56
● A blend of both	294



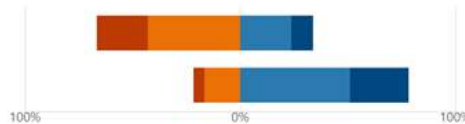
5. Please reflect on and rank your confidence/competence level in relation to your engagement in online learning from last March to May 2020 vs January 2021

[More Details](#)

■ Not confident ■ Somewhat confident ■ Confident ■ Very confident

March-May 2020

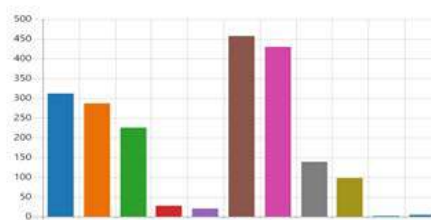
January 2021



6. What Microsoft apps do you use for online learning? (Can pick multiple)

[More Details](#)

● Outlook (email)	311
● Word	287
● Powerpoint	224
● Excel	27
● Stream	21
● Teams	457
● OneNote	430
● Forms	138
● One Drive	97
● Sway	2
● Other	4



Kathleen O'Brien

Student Voice at Kinsale Community School

Since the start of the pandemic, enabling Student Voice has been at the forefront of our minds and our practice. Nothing has been more important to us than developing methods of effective communication and feedback. Please see below a timeline detailing examples of targets and actions of how we have planned for and supported Student Voice during over the last 14 months.

Phase 1: Jan 2020- March 2020

To develop highly effective standards of student voice through the enhancement of the quality of feedback as a tool in assessment, instruction and to discover how students learn using the Laura Lundy model (space, voice, audience, influence), specifically to gauge response of students when provided with a rubric to self-identify positive elements of work in 5Y Higher Level English

To enhance student voice by facilitating Second Year students in providing feedback to teacher feedback as set out in their reports.

To facilitate student attendance at PT meetings, providing student with agency and consistent with 'nothing about me without me' approach.

To facilitate a Leaving Cert Feedback Day, Thursday March 12th 2020.

Phase 2: March 2020 -May 2020

To develop highly effective standards of student voice through the active participation of students through the period of lockdown from March 2020 and maintain students sense of agency in their education- giving feedback and receiving feedback from students while encouraging social engagement in a Blended Learning environment to enable students to feel supported and connected. To survey the full student Student Council on-line survey for levels of engagement and satisfaction with remote learning- 'What's working, what's not?'

Phase 3 August 2020- December 2020

To develop highly effective standards of student voice through 365 by training

of staff and students on optimal use of 365 in particular OneNote and Teams and strategies to engage in the social emotional side of learning. Feilte Scoile, (Student Voice Workshop on 'What's working what's not survey) Chenine Charter (engagement with international expertise), SSE focus on student and staff focus on common use of platforms, language and practice.

To plan for the development of the One Good Teacher initiative via the PDST/ Forbairt Project to create a conversation between the OGT and student re emotional wellbeing, their profile of achievement and target setting. This is to enhance Student Voice and increase agency in learning.

To provide all teachers with a Surface Device to enhance teaching and remove barriers to communication.

Phase 4: January 2021- May 2021

To develop highly effective standards of student voice through 365 by training of staff and students on 3 key areas –

feedback, social emotional learning and the use of success criteria success criteria (JCT day)

To survey all students in respect of engagement, use of devices and personal competence in the use of technology in the remote context.

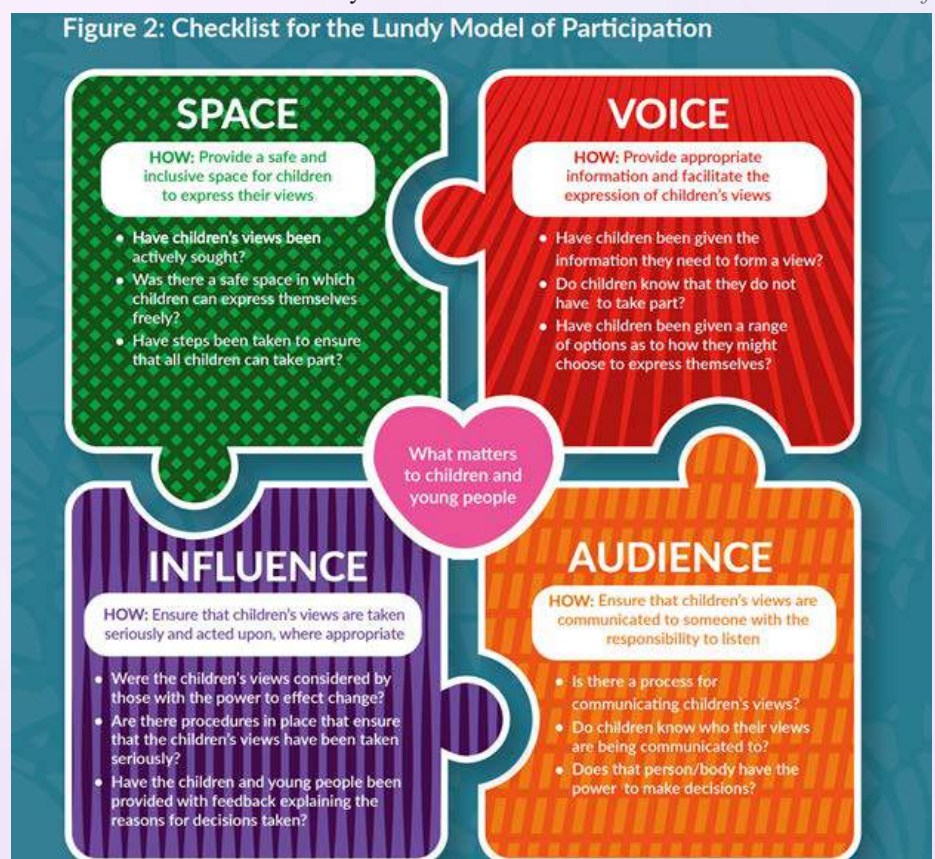
To provide support for staff in integrating breakout rooms into teachers practice to enhance student agency and voice.

To assess engagement through existing pastoral channels and to provide devices to any students experiencing difficulty accessing the curriculum remotely.

To support the work and the voice of the Student Council- James Wilson, Student Council Coordinator developed a Team Channel to enable this.

To further develop the use of Kinsale Community School YouTube channel as a medium for the promotion of student voice.

Cont. overleaf



Kathleen O'Brien Cont.

To plan towards the introduction of Kinsale Community School radio as an exciting medium for the promotion of Student Voice.

To plan for the provision of a space in the curriculum for the voice of student who has experienced loss through bereavement or parental separation through the introduction of the Rainbows programme in 2021/2022.

At KCS our work has been heavily informed by the Laura Lundy Model of Participation (on page 7), which provides a way of conceptualising Article 12 of the UNCRC. This is intended to focus educational decision makers on four distinct and interrelated elements of the provision- Space, Audience, Voice and Influence.

Due to our active promotion and Action Research in the area of Student Voice, we have been selected by the ACCS to make a presentation at their Education Conference on Wednesday 12th May. Laura Lundy herself will be in attendance at the conference. Four of our wonderful students will share their experiences with other community schools of their last year of schooling and the impact of their voices, framed by the Lundy Model. Here is the team, including James Wilson Student Council Co-ordinator and below, please find articles from these four students giving some of the detail of their presentation.



The theme for our Student Voice project was to enhance the Social and Emotional Wellbeing of the School Community in the context of Remote Learning. This theme was identified during the first national lockdown last March, following discussions between the teachers and the students. Identifying this theme arose

from student experiences during the first lockdown and our objective was to enhance student connectedness with the school as well as their connections with their friends and wider community.

Caoimhe McGuinness

Voice

Prior to Covid 19 our school was in the process of introducing a blended learning environment, this was something which was happening but there was no sense of urgency seeing as students were in class every day and all the interaction, we were having with our teachers was a face-to-face interaction. Blended learning was seen as a way to submit work and an extra tool to be used in our day-to-day learning experience. However, when Covid came into our lives online learning was the only option and our slow pace in utilising technology prior to this showed in the our

deficiencies and our teachers deficiencies throughout the first lockdown. Teachers and students alike both found this first lockdown difficult for many reasons. As a result of the lessons learned during the first lockdown there was a huge impetus put on developing the blended learning capabilities of everyone at KCS and this paid a huge dividend in the most recent lock down. For example, following our normal school timetable and engaging in live classes when we would usually have in person classes provided both students and teachers with not only structure to their day but allowed everyone to interact

with one another even if this was only through a screen. Implementing the private chat function on teams was also another huge stride forward for us in Kinsale Community School. For those students who may not feel comfortable asking a question in front of their peers, giving them the opportunity to ask that question privately and engage in a friendly conversation with their teachers gave great confidence to everyone.

In Kinsale Community School we have a very open and direct line of communication. There are no closed

doors and no stupid questions. Everyone has the right to be heard and that is a very important aspect of student voice in KCS. However throughout the lockdown this line of communication became much more distanced than we would have ever anticipated. With everyone working from home, we needed to ensure that everyone's voice could still be heard no matter how far away. This started off with something so simple as ensuring every student and teacher in KCS had access to a device and online resources. An IT department was set up and they were in charge of providing students who may not have access to a learning device with laptops and surface pros. This ensured every student had a platform where their voice could be heard as well as a safe place to complete school work. As well as this our school worked extremely hard in ensuring all students were aware of how to use Microsoft Office and Teams, where most of our online communication takes place. This included us having a "teams week" at the beginning of the year where there was a week dedicated to teaching students how to use teams correctly as well as a webinar for parents so that they could support their children throughout the online schooling experience.

When it came to online learning there seemed to be a barrier between students and their teachers. Our direct line of communication was gone and replaced with a screen. This was both hard on students as well as our teachers. To ensure the online school experience was as comfortable as possible for everyone involved our school engaged in training for all teachers. Teachers were taught how to emotionally and socially support their students on teams as well as encouraging interaction between both students and teachers. This included putting students into breakout rooms, which personally was something I really enjoyed. Even if it was only to have a chat, getting five minutes to talk to your peers in a time where seeing people from outside your household was virtually impossible made my day a whole lot better. Teachers were also trained in how to use emoticons and praise-badges which helped make the line of communication between teachers and students less formal and more personal. In my opinion the best thing that came out of online learning was the private chat function between students and teachers. This allowed teachers to check in privately with their students as well as giving students who may be too shy to

ask a question in front of their class an opportunity to pose a question privately. The private chat function allows users to send voice notes as well as use the chat function to engage in conversation and provide feedback.

The student council also took it upon itself to help provide students with a greater platform where their voice could be heard. We set up social media accounts and held multiple competitions to help students engage socially in a relaxed environment. We created and sent out multiple surveys to both student and staff to help better their online experience. The biggest objective we learnt from engaging in those surveys was that overall the interaction between students and teachers had improved significantly throughout the second lockdown compared to the first. This was all down to the huge effort made by our school to implement all the conditions and training I outlined above which in turn made everyone's lives a whole lot easier.

Chinemerem Nnamani

In Kinsale Community School, we have an open and progressive chain of communication between the students and the teachers. Students participated in the decision-making process in both formal and informal settings such as conversations with their class teachers, year heads and the pastoral team, surveys were carried out by the student council where the findings were presented to the school management, as well as formal feedback where students presented at our Feilte Scoile detailing their experiences of teaching and learning remotely during the initial lockdown.

Influence

Change has been enacted as a result of the feedback and dialogue between the students and the teachers. This has centred on the development of online learning platforms which the students have access to, they are able to use, and where they are able to communicate with teachers and other students in a safe and

supportive environment.

Personally, I found that online school went smoothly due to the influence of teachers at Kinsale Community School. Remote learning brought many challenges that parents, students and educators had to face. My teachers were very supportive and constantly asked the class questions to keep us engaged as well as asking about our mental health. At first everyone, including myself was very reluctant to speak or even engage in classes, as remote learning was new to us all. But this didn't discourage the teachers/staff, making us students feel supported because we knew that the teachers are trying their best and they are always ready to help.

Students are aware that the changes that have taken place are a direct result of the feedback they provided to the KCS' stakeholders which has been relayed to them at class teacher, year head, and Senior Management level. An example of

a feedback was an overwhelming amount of homework, which all students could relate to. The teachers responded to this quickly and communicated with their students to work out what was best for them. For example, a few of my teachers gave us a few days to complete any work given, allowing me to be flexible with the completion of the work.

Feedback has been provided to the students through follow up meetings with focus groups and Student Council Meetings who in turn discuss this with their peers. There is a culture of collaboration for overall school improvement between the student body and all the key stakeholders in the school. Students have seen and benefitted from the changes that have taken place in KCS' blended learning space.

Kathleen O'Brien Cont.

Matas Gudauskis

Audience

The development of the Office 365 platform throughout the school had a very positive effect on student voice. Features such as the chats system on Teams and the school emails on Outlook have opened up numerous new channels of communication between faculty and students. In my personal experience the Teams chat feature and online

classes have improved communication with my subject teachers which has helped me work through issues like not understanding material in a much quicker and efficient way. For example, my maths teacher would stay on the call after class in case anyone had any extra questions. I found this to be very beneficial as many students including myself were very apprehensive about asking questions

while other students are also on the call. The implementation of the One Good Teacher mentors has also improved the student voice by giving students a safe and direct method of discussing the worries and issues they are facing. This in turn allows students to find solutions to their problems with help and support from their mentors.

Rachel Fox, Head Girl

Space

Upon the breakout of COVID-19 and the closure of schools, our school sprang into action and established a Virtual Learning Environment. This entailed the usage of the forums; Microsoft Teams, One Note, Outlook and Flipgrid. Each student was provided with a Microsoft account through which all of these platforms could be accessed. While we were very lucky to have each been granted an account and a platform on which we could continue our learning - they were no use to students who didn't own a device of their own or were working off mobile phones. This is where our system of loaning out devices to those who required them came into place. Within no time at all, everyone was granted with a space. A space where everyone was included and everyone had the opportunity to learn. Microsoft Teams was a fundamental part of providing structure and a space for teachers and students to communicate. For every class, there was a corresponding 'team' where members could post announcements, notes, schedule meetings and ask questions. Each team was certainly a reasonable substitute for the real classroom. Within each team, our teachers scheduled live meetings in conjunction with our existing timetable. It was this space that truly resembled the real classroom setting as us students could log on listen, discuss, connect and most importantly continue our learning. This space granted us structure and feeling of togetherness even though we were physically apart. It was these meetings that brought us back to the here and now. We could see the friendly faces of those we hadn't seen in a while, share a chat

for the first 5 minutes of class and have a laugh about how crazy life was at that very moment. That is what made my experience of online learning so special. Even though we were physically apart, I never felt alone. I had a space that I could log onto that connected me to all the people I needed to get me through the Leaving Cert. I'll never forget the first week back to 'school' after Christmas. I couldn't believe we were back in this position of online learning again and to be honest - I was totally overwhelmed. Around this time our teachers were forever telling us to contact them through the 'chat' function on Teams if we ever needed anything. So, I decided to reach out to my Guidance Councillor and ask her for a meeting. Within a matter of minutes, we had organised a video call for that Friday when I then went on to spill every emotion I was feeling, ask her about college courses and tell her about the new series I was watching on Netflix. We never got around to solving the problems of the world but one thing is for sure - I felt so much better after that call. I was brought back to the here and now and that live video call was such a valuable tool in helping my teacher to support me.

Coming from a Leaving Cert students' perspective, feedback on assignments and assessments is so important in furthering our learning. The forum One Note ensured that we were given a space where feedback from our teachers could be granted in a secure and efficient way. Students uploaded work to One Note, whether it was a photo of work or a document, and our teachers used their stylus' to correct our work on the screen,

and return it to us, as they usually would have done in person. This feedback space certainly brought peace of mind to myself and my peers and we still use it to this day as it is such a valuable tool in our space and our learning.

Throughout our whole experience of online learning, school management constantly checked in with us and sent us surveys to fill in, which allowed us to let them know what was working well for us and what needed improvement. It was evident that our teachers were being regularly upskilled with regards to teaching online and making the most of every online platform. A new type of relationship was formed between students and teachers online and that has certainly transposed to in school learning which has been wonderful.

Subsequent Developments:

As a result of online learning and the developments made during this time our classroom and school experience has evolved greatly. Communicating with our teachers has become so easy and perhaps less daunting. Our online platforms enable students who are reluctant to raise a hand in class, to message a teacher, ask a question and have a private and helpful conversation. It is also so important to say that us students truly feel like we have had a say when it comes to our education. Many of the suggestions recommended by the student body in relation to online learning following the first lockdown were implemented in the second. The learning experience and the connection between students and teachers strengthened significantly as a result.

Kathleen O'Brien Student Voice

Please find below further articles, art and photos from students representing their experiences of lockdown and remote learning. Photos have been student work submitted by Mr D O Donovan, who runs the school Camera Club and the Art work was submitted by Ms D Kelly, Art teacher, on behalf of the students named.

Ben Loughnane

Hi, my name is Ben Loughnane. I'm 16 years old. Main hobbies of mine include sport, where I play GAA, soccer and table-tennis, while I also hold a strong interest in current affairs. I'm currently a transition year student in Kinsale Community School. KCS is a vibrant school of over 1,110 pupils with a major emphasis on the experience of each individual student, as emphasised by the school motto, 'All together in learning'.

In our school, there is huge importance placed on creating a safe and secure, yet energetic environment that then facilitates student interaction. Thus, I as a student in any class always feel comfortable expressing myself because of the mindset that all efforts from students in the classroom should be embraced and given their due respect. When multiple students are comfortable giving their views, there is a much more engaging atmosphere in the classroom. This is because everyone is learning from each other, the teacher included. This communal ambience means students then look forward to coming back to class the next day.

On a personal note, I can directly recount many experiences as outlined above. For example, in a series of history and English classes that centred on essay writing, there was a clear methodology followed that was so beneficial for me. After writing an initial draft, I would have a discussion with the teacher about certain aspects of the essay I could improve. Then as a class, we would evaluate the initial draft we had all written and identify key principles that needed to be prevalent in future drafts. The class repeated this process then until we had reached a stage where the essays were of a high standard. This process, sounds effective in its ideals and is even more effective when enforced with enthusiasm by students and teachers alike. In my opinion, it really showcases the importance of a student voice in the classroom.

Switching to online schooling has no doubt been a huge transition for everyone. I feel that the availability of resources to me has given me the chance to really focus on the content of the class, as opposed to frantically taking notes before the bell. Then, when completing homework the ease of access to learning resources cannot be underestimated. However, it should be noted that most students, myself included, still record notes after the class and in general, the information on a page instead of always on a computer screen can be beneficial. It's all about a balance.

The participation in online classes has been good because of one key reason in my eyes. When a teacher specifically asks students questions, it creates significantly more student involvement. What is important though, is that teachers phrases these questions in a relaxed manner, rather than an interrogatory tone. If this happens, students tend not to feel under pressure as it can be very difficult to speak into a Teams call with blanket silence sometimes. If the teacher poses these questions in the right way, very quickly there is a culture of highly increased voluntary contribution from students.

Ben Loughnane (TY)



A Typical Irish Morning - Saoirse Hayes



Abby Rice - 6th Year

Kathleen O'Brien Student Voice

Chinemerem Nnamani

Hi, my name is Chinemerem Nnamani but everyone calls me Chichi. I'm 16 years old and live with my parents and 3 younger sisters in Ballinhassig. This period of online school was difficult to manage for my family, with both me and my sisters going to school and parents working.

To be honest, I get easily distracted, and of course, miss the lack of contact with my classmates but I truly appreciate the effort and commitment that Kinsale Community School is making at such a critical moment, giving us the necessary tools to continue our studies. Some of the major advantages of online learning is that it gives you a much more relaxed and flexible learning environment, it fosters greater time management and responsibility as a whole.

My voice is being heard when teachers ask for my feedback or asking about my life beyond the classroom. Knowing that my voice is being heard can help me to see that I'm not alone.

There are different ways in which a student voice can be heard to engage students and ensure that schools reflect the interests and needs of the students they serve. They could be heard through student surveys, the student councils and through students and teachers feedback as well.

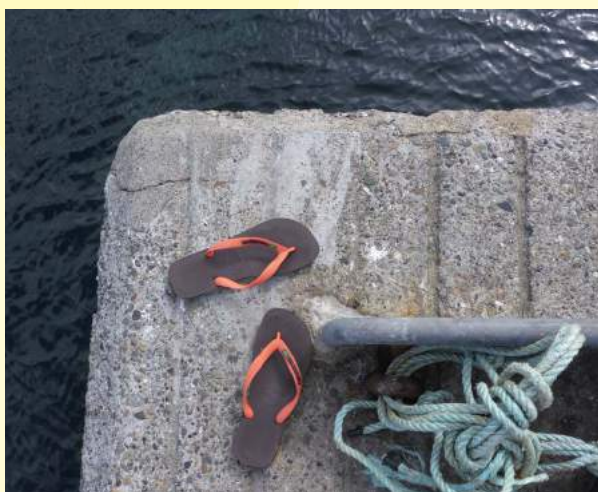
Setting schedule and sticking to it worked well for me during the lockdown. Setting a schedule gives a sense of control over your life when you otherwise have none, and sticking to it gives you a sense of pride and productivity. The schedule shouldn't be too heavy, especially not in the beginning, but it also shouldn't be too light. Be honest with how much work you can do, and how much of that can be done well. It also helps managing the workload easier. Open and easy communication worked really well and helped me feel supported during this scary time. The tip that works for me is to keep in constant contact with my classmates and to establish a space where I can watch the classes quietly and take notes.

Having your voice is difficult during this time. But I do know that the teachers are always willing to help if needed and that's all that matters. Bad WiFi or no WiFi at home at all didn't help. Lagging wifi means missing out on chunks of conversation when the internet freezes.

Engagement was helped by more breakout out rooms and projects involving other students. Teaming students in groups to complete assignments, and giving them the tools to do so, is a great way to encourage involvement. One of the challenges students most often describe attending their learning online is the feeling of "isolation". Connection of the online classroom is vital as these feelings can have a negative effect on student learning.

Work allows the students to gain responsibility, time-management, perseverance, and self-esteem. Work is also important because it teaches students to work independently and develop self-discipline. It also encourages students to take initiative and responsibility for completing a task.

Chinemerem Nnamani (5th Year)



Arctic Plunge - Grace Hynes



David Carter - Stopped in Motion



Joshua Holford - Path to The Past

Kathleen O'Brien Student Voice

Eva Crowley

Cad a cheap tú faoin dianghlasú?

Caithfidh mé a rá nach bhfuil an dianghlasú chomh dona is a cheap mé. Cinnte, tá go leor rudaí a bhraithim uaim, ar nós ag bualadh le mo chairde, ag dul go dtí ceolchoirmeacha agus fiú ag dul ag siopadóireacht. Bhraith mé uaim ag dul ar scoil freisin, creid nó ná chreid. Ach, dar liomsa, tá go leor rudaí maithe tar éis teacht ón dianghlasú freisin.

Nuair a chuala mé go mbeadh na scoileanna ag fanacht dúnta tar éis na Nollag, bhí áthas an domhain orm. Bhí mé sceitimíneach ar dtús nuair a thosaíomar ag déanamh scoil ar líne toisc go raibh sé chomh difriúil. Thaitin sé liom mar bhí mé in ann an obair a dhéanamh i m'am féin. Nuair a bhí rang saor agam bhí mé in ann m'obair bhaile a dhéanamh agus dá bhrí seo bhí I bhfad níos mó am saor agam sna tráthnóna. Bhíomar críochnaithe ag a 3.25 ar an bpointe. Chaith mé níos mó ama le mo theaghlach agus bhí mé in ann na rudaí a dúirt mé go ndéanfainn dá mbeadh am agam a dhéanamh. Sheinn mé a lán ceol agus chuaigh mé ar siúlóidí go minic. I rith an dianghlasú seo thosaigh mé ag dul amach ag rith gach lá. Bhí níos mó ama agam dom féin dá bharr agus thaitin sé seo go mór liom.

Ach, tar éis cúpla seachtaine, thosaigh mé ag éirí brean do scoil ar líne. Bhraith mé uaim mo chairde agus bhí mo theaghlach ag tosú ag cur isteach orm. Bhí sé deacair chun fanacht cruinn ag obair agus thosaíomar ag déanamh scrúdaithe. An rud ba dheacair faoi scoil ar líne, dar liomsa, ná obair bhaile agus staidéar a dhéanamh tar éis lá do ranganna ar líne. Chaith mé an lá scoile iomlán i mo sheomra leapa, os comhair ríomhaire, agus ní raibh mórán fuinnimh agus spéise agam níos mó ama a chaitheamh ann chun obair bhaile agus staidéar a dhéanamh ina dhiaidh. Ach an rud ba mheasa ná nach raibh mé in ann mo chairde a fheiscint. Ní fhaca mé iad le níos mó ná dhá mhí agus bhí áthas an domhain orm dul ar ais ar scoil.

Níor thug mé faoi dheara riamh go dtí seo an méid a thaitníonn scoil liom. Bhí sceitimíní an domhain orm an mhaidin a chuaigh mé ar ais. Bhí mé ar bís mo chairde a fheiscint arís. Bhí na ranganna i bhfad níos fearr ar scoil agus bhí an scoil an-chiúin toisc nach raibh gach duine ar ais go fóill. Bhí mé ar cipíní a bheith ar ais ar scoil agus ní déarfadh mé riamh arís nach dtaitníonn scoil liom.

Cinnte bhí rudaí maithe faoi scoil ar líne, ach tá áthas an domhain orm a bheith ar ais arís.

Eva Crowley (5th Year)

I have to say that the lockdown isn't as bad as I thought. Yes, there are a lot of things I miss, like meeting my friends, going to concerts and even going shopping. I missed going to school as well, believe it or not! But, in my opinion, a lot of good things have come from the lockdown too.

When I heard that the schools would be staying closed after Christmas I was so happy. I was excited at the start when we started online school since it was something so different. I liked it because I could do the school work in my own time. When I had a free class I could do my homework and therefore I had much more free time in the evenings. We were finished at 3.25 on the dot. I spent more time with my family and I was able to do the things I said I would do if I had time. I played a lot of music and I went for walks regularly. During this lockdown I started going out running every day. I had more time for myself and I really liked this.

But after a few weeks I started to get sick of online school. I missed my friends and my family were starting to annoy me. It was difficult to stay focused working and we started doing exams. The hardest thing about online school, in my opinion, was doing homework and studying after a day of online classes. I spent the whole school day in my bedroom, in front of a computer, and I didn't have much energy or interest to spend more time there to do homework and study afterwards. But the hardest thing of all was that I wasn't able to see my friends. I hadn't seen them in over two months so I was so happy to go back to school.

I never noticed until now how much I like school. I was so excited the morning I went back. I was delighted to see my friends again. The classes were so much better in school and the school was so quiet because not everyone was back yet. I was delighted to be back at school and I will never again say that I don't like it. Of course there were good things about online school but I am so happy to be back.

Eva Crowley (5th Year)

Kathleen O'Brien Student Voice

Hannah Hayes

My name is Hannah Hayes and I am a 6th year student in Kinsale Community School. I live in the beautiful sea side town, Kinsale with my mom and sisters.

Personally in my classrooms I feel my voice is always heard. In our school we have a cooperative, communicative relationship with our teachers which allows us to voice any concerns or worries we have. Luckily the teachers in our school have participated in an array of student voice workshops such as Féilte. These workshops have taught our teachers the importance of listening to us students. There are hundreds of students in our school so it important that each and every one of their voices is heard. To do this we have implemented a student council and a student prefect team. The student council has representatives from each year group. This means that students can communicate comfortably and honestly to peers the same age as them. These representatives then bring any complaints, wishes or wants to the council. Our prefect team is made up of 5th of 6th years. This team articulates the needs and wants of the students to school management, and it is comprised of older students.

Online school has been undoubtedly tough for students and teachers alike. It was important in times of isolation and loneliness that we kept the student voice alive. One of our most successful ways of doing so, was online surveys. The student council sent out numerous, anonymous surveys to students. These surveys entailed questions such as: How are you finding lockdown? , Are the levels of homework too much? , Are you feeling supported by the school? and most importantly 'Is there anything you would like changed?'. The last question led to many valuable suggestions that we brought to the attention of school management.

School is a place where we go to learn, but the only way we can learn efficiently and successfully is if everyone is working in collaboration. This is why student voice is so important to me. If students who are shy and unconfident feel they are starting to become overwhelmed with school work, they should be able to have their voice heard, even if it's not them saying it. I think it is great that the school receive a first-hand accounts from students themselves about how they feel and how they want the school to run. At the end of the day when students and teachers are working in conjunction then optimum results and happiness can be achieved.

Hannah Hayes (6th Year)



Gabriela Striaupaite - 6th Year



Hope - Grace Hynes



Inchadoney Sunset - Conor Green



Infinity - Grace Hynes



Paulina Matacinskaite - 6th Year



Roisin Nyhan - 6th Year

Kathleen O'Brien Student Voice

Kate Redmond

Dia dhaoibh, my name is Kate and I'm a 5th year in Kinsale Community School. I live in a small parish 20 minutes outside of town so lockdown was pretty hard for me socially. School and exercise were both very important for me during lockdown and this was all thanks to effective communication and promotion of student voice in online learning.

The student voice plays a vital role in our school, both inside and outside of the classroom. On the most basic level the student voice in our school is heard in the classroom by all students through discussing the topics we are learning. This voice provides the teacher with an insight into how students are progressing and also provides for an active and engaging classroom. The student voice is heard outside of the classroom through the student council. Council members are elected by their classmates to represent them who in turn voice their opinions, issues and concerns to teachers and school management. I believe this is really important as the majority of students feel comfortable giving feedback to their year reps than directly to the staff, and in doing this their voice is equally heard.

I believe the chat function in Teams worked really well during lockdown. In this way teachers could contact students who weren't speaking up in class and students could equally contact teachers with any questions regarding their learning. The chat function also allowed students who were struggling to learn at home etc. to contact teachers directly to seek out help.

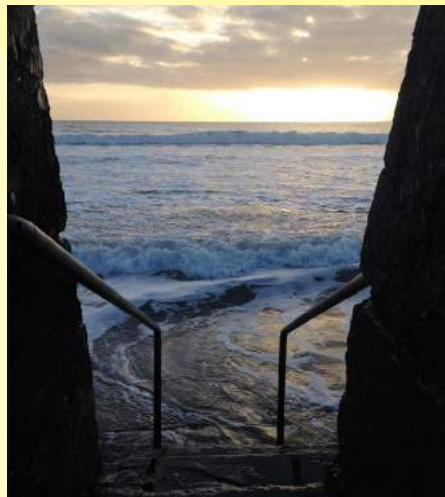
Another part of online learning that seemed to work well is the various well-being checklists and challenges our PE teachers gave us. These challenges included things like: taking 10,000 steps one day and doing a 10 minute home workout the next. Exercise played such a vital role in my productivity during lockdown and I'm sure many other students would agree. Getting out for some fresh air between classes or before and after school is so so important and can have a serious positive impact on learning. I believe since sports and training is still suspended some more of these challenges could help now that we are back, for less motivated students or students who are feeling stressed or anxious.

To summarise, I believe the work of promoting the student voice in schools is extremely important as it allows for feedback to be given to staff to support the student's educational needs. Students can always consult with the student council who are happy to communicate with staff and promote the student voice around the school community.

Kate Redmond (5th Year)



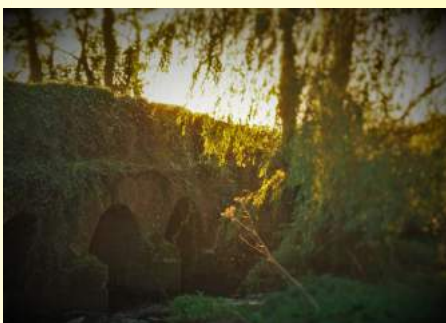
Footsteps - Conor Green



The Call of the Wild Atlantic - Conor Green



Shadows - Conor Green



Warm Bridges - Emma O'Keefe



Worlds Within Worlds - Oisín Martin



Zoe Cardy - 6th Year

Kathleen O'Brien Student Voice

Sarah Deasy

My name is Sarah Deasy, and I am a 16 year old Transition Year student in Kinsale Community School. I live on our family farm 10 minutes from Kinsale, with my two siblings and my parents.

I have been a student in KCS for the past four years, in which I have become involved in a range of extra-curricular activities. I participate in many of the sports teams, as well as other activities, and this year, I am on the Student Council for the first time. Being an active member of the Student Council has shown me that the student voice is way more powerful than I ever anticipated. I feel that we are all given the chance to speak, and not only feel that we are being heard, but that we are being listened to. Our teachers and peers are interested in what we have to say, and I believe this is what gives us the confidence to speak out. As a student, I feel I have benefited from knowing in confidence that my teachers will always give me the opportunity to voice my thoughts or ask for help in times when I am unsure in myself. It brings us together as a school and gives us a sense of belonging and community. I believe the reason some students find it so difficult to speak out is simply because they are unaware of how much their voice matters. They have the potential to change so much, as they might have a different perspective to others which is so valuable. This is why I think that a diverse student council is so important.

In my opinion, KCS has done an excellent job of maintaining the learning for it's students since lockdown began. Nearly all of our classes have continued online and the teachers have been understanding of everyone's situation at home, and have even given a helping hand with devises for those without a source to continue with their studies remotely. I believe that our voices are heard now more then ever, as we have the facilities to privately chat with our teachers to express our concerns, as well as the ability to have an open conversation in class with peers aswell as teachers. I honestly do not believe the school could have done a more commendable job with remote learning, as they have already done everything within their power to benefit their students under the current circumstances.

I believe that working to make school life better for everyone is so important as it gives people a greater chance of having a positive school experience. For me, school has always impacted my life in positive ways. I feel that by working together, and simply letting people express themselves openly makes school life so much easier for everyone. I would urge every student to let their voice be heard, as the opportunities are there and all they need to do is grasp them.

Sarah Deasy (TY)

Shannon Murphy

Hello my name is Shannon Murphy. I am a first year in Kinsale Community School and I live in Ballinhassig.

I feel like my voice is heard in the class room when I have a suggestion the teacher will take it into consideration and that helps my learning because it makes me feel like I have a voice and that my opinions are heard.

There is a good few ways that a student's voice is heard in the school. For example if a student wanted to make the school better then they could try and join the student council and that way they would have a group of people to help them.

During lockdown I think that Teams is a really good way of people to have their voice heard because if they were too shy to say it to the teacher directly they could always use the chat function.

I feel like especially since we are learning online I feel like having less homework would be great since we are online for 6.5 hrs a day that we would get a break in the evenings to relax.

I think that this work is important so that students can enjoy school more so that they can come in and be more willing to learn.

Shannon Murphy (1st Year)

Adult Education

Adult education classes will return in September 2021 with many new and exciting classes on offer.

ASD



Amazing Art creations by Emile Moisy 3rd year



Michéal Kiely and his artwork proudly displayed in the parents' room.

CSPE

Carbon Footprint Day

In CSPE class, 2A5 have been learning about how some of our lifestyle choices and day-to-day activities can emit excess carbon dioxide and other greenhouse gases into the atmosphere. The amount of greenhouse gases we produce are referred to as our “carbon footprint.” Too much carbon dioxide and other greenhouse gases in our atmosphere can cause unnatural climate change, which can have a harmful effect on our planet.

The class celebrated their own Carbon Footprint Day on the 25th of April. They took part in a carbon footprint survey to calculate the relative size of their impact on the environment. The survey asked a series of questions that

directed the students to colour lines around the footprint drawing. The more greenhouse gases they produced, based on their answers, the bigger their carbon footprint grew. The four different colours represented the four different categories of behaviour surveyed, energy use, transportation, personal habits and recycling habits.

We can all reduce our carbon footprint by making some simple changes, such as eating more organic foods, improving our recycling and composting practices and using only the amount of water that we really need.

Ms Joanne McCarthy





Junk Kouture 2021

Junk Kouture is a national contest which encourages young designers in second level education to create striking couture designs and impressive works of wearable art from everyday junk that would normally find its way into the bin. This competition aims to inspire and ignite passion while at the same time educating people about the importance of recycling and reusing waste.

A class of Transition Years was made at the beginning of the year under the guidance of Ms. Hazel Quigley and Ms. Deirdre Kelly. Before Christmas pupils created their designs during one double and one single class a week. This changed dramatically with the closing of schools and the teams now had the added pressure of creating these outfits at home. And they did not disappoint! The students showed great resilience, creativity, and innovation during their time online learning. The teams showed how being at home was not going to stop them as they all worked on individual pieces of the outfit and kept in contact with each other and Ms Kelly and Ms Quigley via Microsoft Teams. The teams this year are as follows:

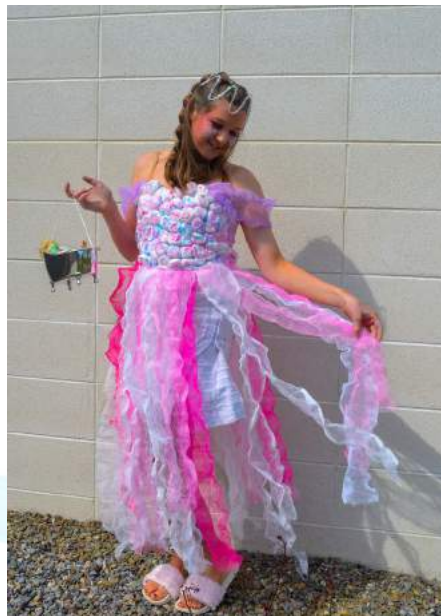
- Grow Wild by Tara Gleasure and Emily Leder
- Live Laugh Loofah by Aoife Lehane and Caoimhe Barrett
- As Mad as a Hatter by Niamh Crowley
- Toxicity by Cremma Liddy, Aaron Ganly and Victoria Ciolkosz
- Patchwork Pollution by Ailis Murphy and Alana Reardon
- Primadonna by Sarah Deasy



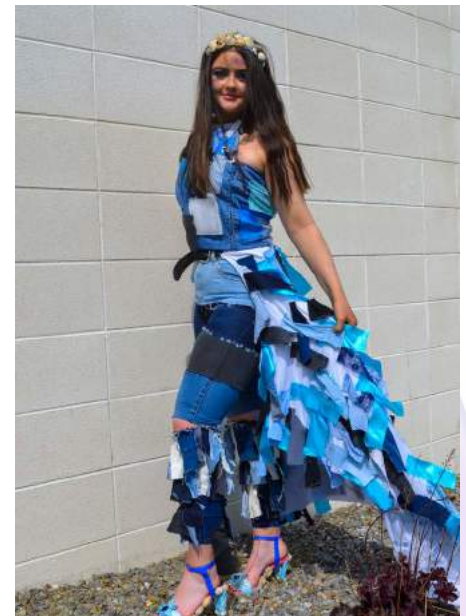
As Mad as a Hatter



Grow Wild



Live Laugh Loofah



Patchwork Pollution



Primadonna



Toxicity



At the time of going to print, the deadline for online registration was the 7th of May and we wish everyone the very best of luck with the competition, well done!

Logo Competition

Here are some of the designs entered for the competition for a logo for our new school radio station. Winner coming soon....



Aisling Collins Y1



Helena Freckmann Y5



Luke Mulcahy Y5



Roan Buckley Y2



Zoe McLaughlin Y3



Camila Weitzman Y3

Mural

As part of a creative engagement project, local artist Audrey Cantillon came to two of our TY art classes and worked on a mural design. Mr. McCarthy gave us a brief which included the three rights of the students in our school. Those are the right to learn, the right to be happy and the right to be different. We looked at what this means to the students and the strengths and values of our school.

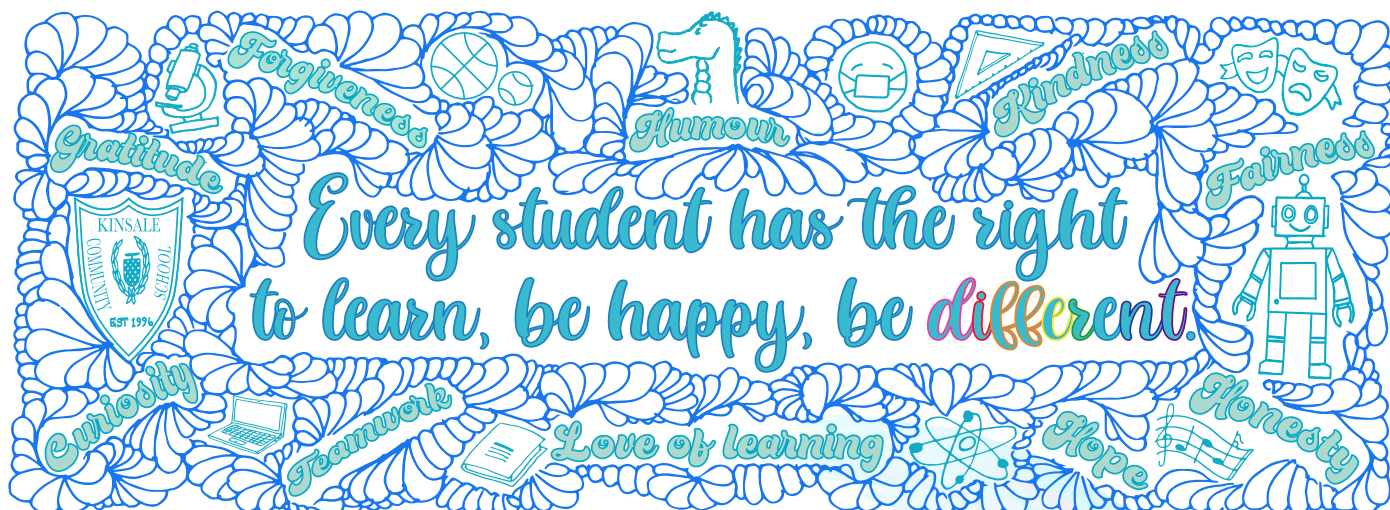
After a survey, the top 10 values identified by students were Humour, Teamwork, Kindness, Fairness, Hope, Forgiveness, Gratitude, Curiosity, Honesty and Love of Learning. From here we developed

images based on these values and a colour scheme culminating in our finished mural. Blue and Aqua recurred through all moodboards and show our links to the sea. We have our love of Science in the microscope and molecule, our microsoft links in the laptop, Vex robotics in the inclusion of a friendly robot. Sports, maths, music, drama also feature in the doodles. A little emoji with a face mask will always set the murals timeline to the pandemic and will be an interesting reminder in years to come. The pop of colours in the word different are a visual reminder of the importance of inclusion in our school community.

The final design was sent to Rhino print and printed to size. It was installed on Tuesday 27th April with a bit of music and celebration and it certainly brightens up the Atrium!

Thanks to the NAPD (National Association of Principals and Deputy Principals) creative engagement initiative and our school management for funding this project.

Photos are of students pointing to their drawing.



Mural



Ms Kathleen Fitzpatrick, Audrey Cantillon (Artist) and Ms Hannah Murray



Reactions from the students who worked on the mural

"I really like it. It looks really good"

"I love the mural, very creative"

"It represents our school perfectly"

"Damn, we did a good job!"

"It's a really cool mural and it's inspiring"

"It represents our school nicely and it is nicely put together"

"I love how Audrey gathered our ideas, then incorporated them into a unique mural. The mural certainly looks amazing"

"Tis very good"

"It's really artsy"

"The mural is beautiful, very inspirational"

"It's so pretty"

"I love it"

"I like the blue hues"

"Sterling stuff, deserves to be in an art gallery"

"Absolutely stunning, gorgeous, amazing V. Good, Cool"

"I love the artistic features"

Virtual Art Class

Online art teaching brought its challenges with homes dealing with the arty materials! 1A10 started their option block online with the most amazing enthusiasm. Here are some of their submissions for illustrated lettering. Well done to you all.



Art Attack

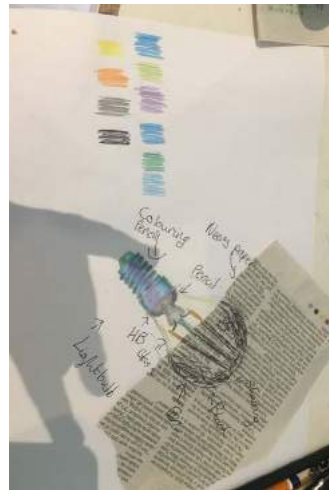
2nd Year 2nd Years sketchbook work, experimenting with different surfaces and materials in the one drawing.



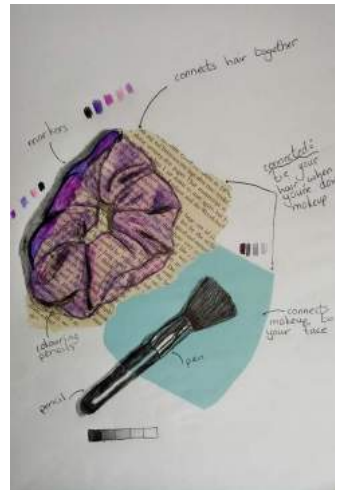
Anna Ormston



Lovis Urbzat



Saoirse Hayes



Sinead O'Leary

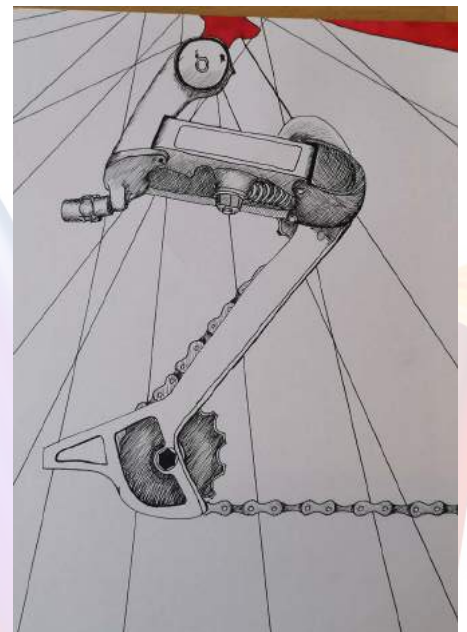
3rd Year 3rd Year Imaginative Compositions inspired by their Junior Cert themes:
1. The Kitchen, 2. Pattern, 3. The Shed



Anna O'Mahony



Isla O'Sullivan



Luka Foley



Sophie Peare



Sarah Lukacova



Paidi O'Farrell

5th Year 5th years experimented by using coffee to paint their images when other materials were scarce!



Elijah Coleman



Kaitlynn Compagno



Leah Hurley



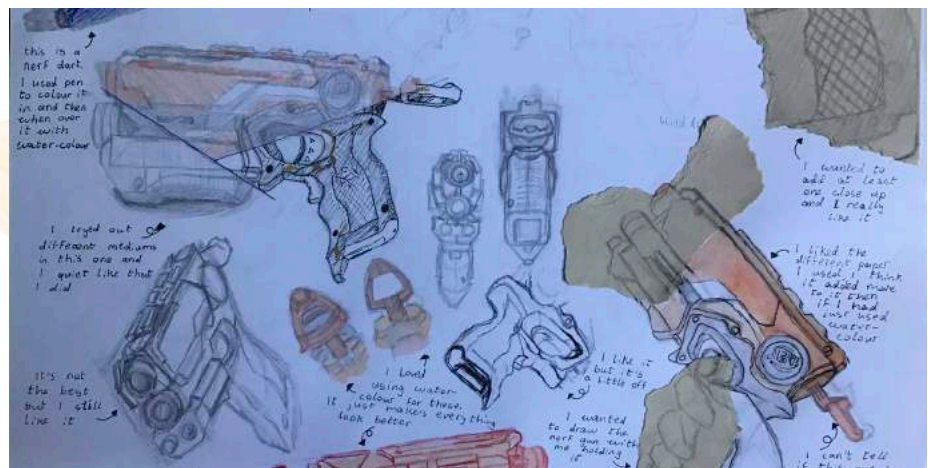
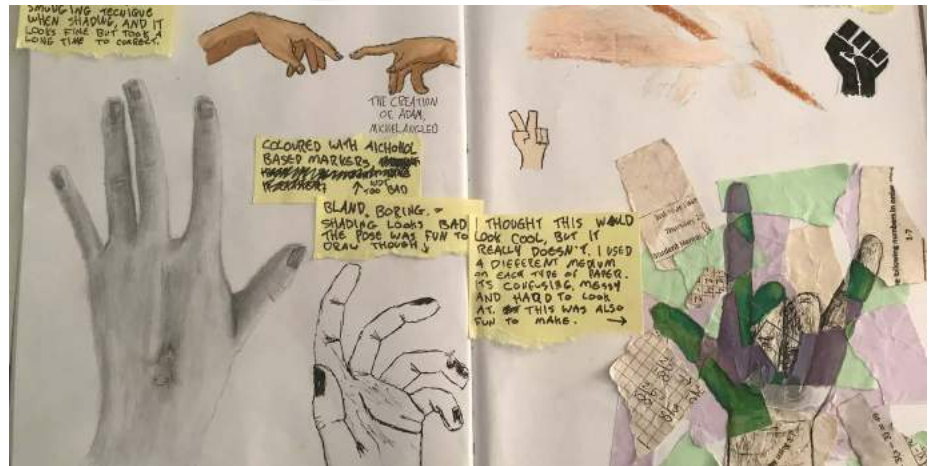
Sylvie Plant

Portraits Portrait drawings from a range of students from 2nd, 5th and 6th year.



Investigative Drawing

Investigative drawing of primary sources is a constant in projects in the art department. This is a sheet of drawings exploring an object. It might include different viewpoints of the object, doing close ups, showing a colour scheme, experimenting with different mediums and grounds. Here are some fabulous investigative drawings of objects completed through online teaching with 3rd years.



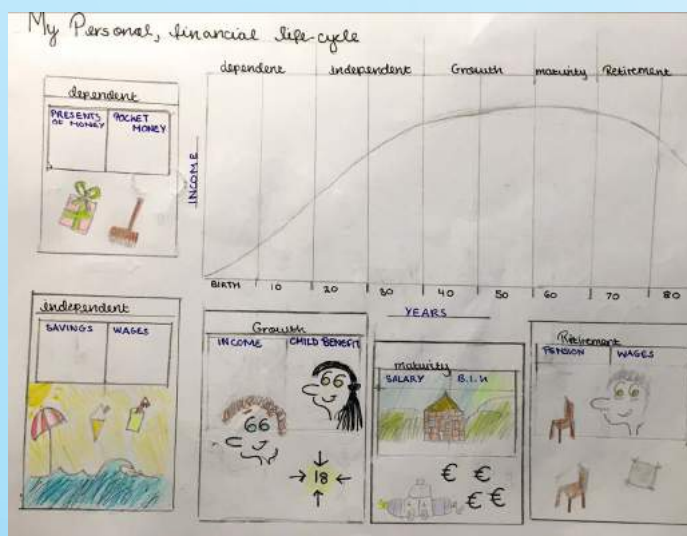
Business Studies

Junior Cycle Business studies aims to stimulate students' interest in the business environment and how they interact with it. It develops skills, knowledge, attitudes and behaviours that allow them to make informed and responsible decisions with all of the resources available to them, ensuring their and society's well-being, while becoming more self-aware as learners.

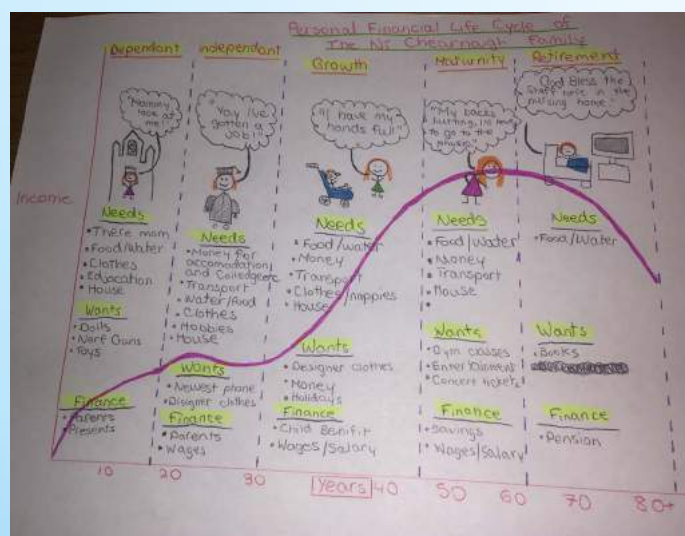
Students study a variety of topics such as Personal Finance, Enterprise and the Economy. During lockdown Ms Brosnan's 1A10 Business Class studied the topic of Financial Lifecycles. Students learned how to construct a personal financial life cycle; identify the needs and wants at different stages of a life cycle; recognise sources of finance at each stage of the life cycle and understand

the importance of financial planning at various stages of life.

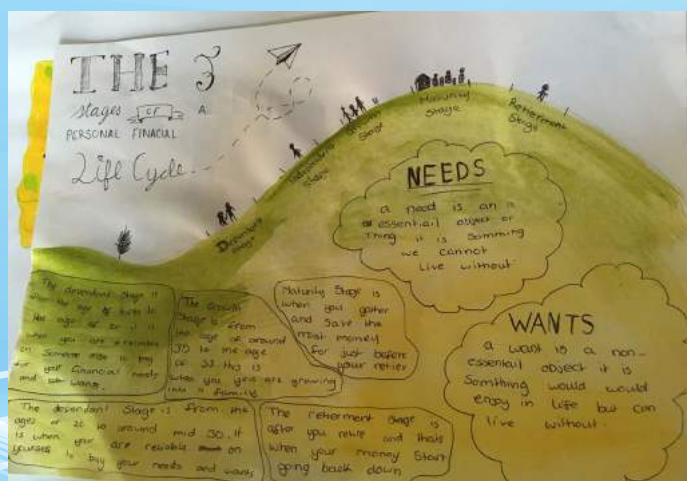
Pictured are some of the students work on the topic this term.



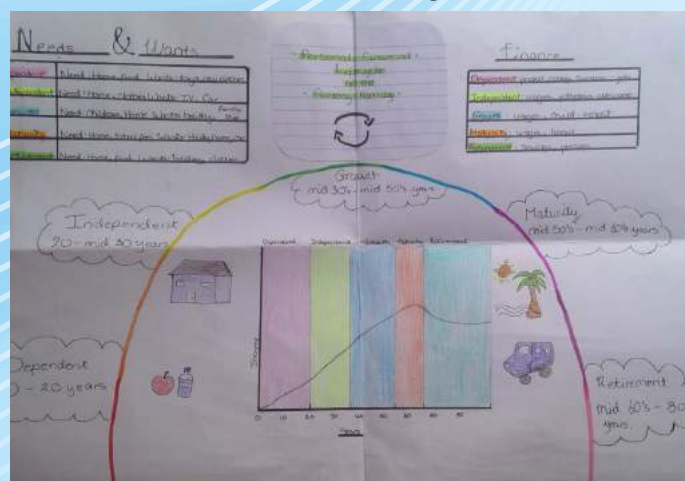
Alanna O'Shea



Eimear Ni Chearnaigh



Isla May Monkhouse



Yasmin Pentony

TY Enterprise

We are TY students and have just completed our Mini-Company/Enterprise module. At the beginning of transition year, all TY students were given the option of choosing one TY module to study. These include Mini-Company, Bank, Model UN, Formula One, Community Work, Junk Kouture, Yearbook and VEX Robotics. All students had to complete an application form for the modules they were interested in and number each module from most preferred to least preferred. We were then interviewed for each module. Although some students were nervous about the interview process, it was a great opportunity to improve our communication and interview skills.

Mini-Company involves students setting up and running their own business. Obviously, both of us had Mini-Company as our top choice, and this was for a variety of reasons. Both of us studied business for our Junior Cycle and thoroughly enjoyed it and plan to continue our studies into the Leaving Certificate. Both of us also work for small businesses where we get to witness the day-to-day running of a business. We loved the idea of getting to dive in deeper and learn what it is really like to run a small business behind the scenes. Mini company also provided us with the opportunity to expand and improve many of our skills such as our communication, organisation and problem-solving skills.

In September we took part in a zoom workshop with Christine Duggan of

West Cork Local Enterprise Office. She provided us with lots of advice on brainstorming ideas and selling techniques. We then began forming our companies, brainstorming ideas, investing capital and assigning roles e.g. CEO, Secretary, Finance Manager, Marketing Manager, Sales Manager and Production Manager.

From October to December we began our preparations for the Christmas Market. This event helped us to gain some experience in running a business and also raise capital to fund our main mini-company idea. We carried out market research, planned our budget, tested our products and began our advertising campaign.

We decided to set up a stall where we sold a variety of products. We felt by having a diversified range of products would ensure we targeted a wide range of consumers. We sold three products: pre-packaged baked goods, pre-packaged sweet cones and handmade snowflake decorations made out of clothes pegs. The market took place over two weeks where we got the opportunity to sell and promote our products to all students and teachers in KCS. Strict covid safety guidelines were enforced to ensure a safe and enjoyable event. It was a huge success with companies selling out in under an hour and we were thrilled to make a very healthy profit!! Social enterprise is also an important element of mini-company and each mini-company



put aside a percentage of their profits from the Christmas market which will be donated to a selected charity at the end of the school term.

After the huge success of our Christmas market, we decided to start brainstorming for our main mini-company idea. Due to the challenging year of remote learning and our unique circumstances, we felt it would be nice if we could produce a TY hoodie to commemorate our year in TY. We knew that this would be a challenge as TY jumpers rarely happen in KCS so we knew we had a lot of work and research to do. This project was a big undertaking so we expanded our team and recruited Alex McCaughley. We carried out a lot of research and presented our proposal to our





enterprise teachers and to management. After many discussions we came to an agreement and got the green light. We are very grateful to management and our teachers for giving us this very unique and rare opportunity.

From January to March, we were in the middle of a national lockdown, so we decided to take advantage of this time to continue with our planning and research. This gave us the perfect opportunity to focus on our TY hoodie idea without the everyday distractions. Despite lockdown, our classes were full steam ahead through the use of Office365 and Microsoft Teams. We had live mini-company classes as per our regular timetable. Each week we completed homework and

planning, conducted surveys using MS Forms and presented live presentations on our progress to our teachers and class mates. Before Easter break we finalised the design with our supplier and sent out order forms.

On our return to school, we collected payment and finalised our order with the supplier. Once the jumpers arrived we had a lot of work to do. We began by checking our order to ensure it was correct, organised the hoodies for each class group and began to make our deliveries.

Overall, our mini company was a huge success with the majority of the year group purchasing a hoodie. We learned a

lot from the experience such as managing finance, the importance of marketing and how to deal with many stakeholders such as suppliers and customers. We also received very positive feedback from our customers which was very rewarding. We were fortunate enough to make a healthy profit and we plan on donating €265 to the Jack and Jill Foundation at the end of the school term. Thank you to our enterprise teachers Ms Máire Fleming and Ms Maria Brosnan for their guidance and support this year.

Caoimhe McGuinness and Sadhbh Humphreys (TY)

Guidance Update

Despite the restrictions placed on us this year, Guidance was in full swing, and we managed to disseminate a lot of information to our senior cycle students including:

- College open days online
- Many webinars online about careers / college / PLC / Apprenticeships / defence forces / agriculture
- Webinars on HEAR/DARE/ Financial supports
- CAO information, how to apply and important deadlines
- Apprenticeship opportunities in reputable international companies
- CIT become MTU with IT Tralee since 1st January
- UCC BComm Convention online
- TY work experience included many online taster courses e.g. RCSI
- Scholarship applications
- Accommodation opens
- SUSI grant opens for next year
- Closing of CAO but change of mind opening 5th May - 1st July
- College Awareness Week initiatives - whole school guidance approach, Guess-the-teacher behind the prospectus challenge with the winner winning a sponsored MTU hoodie.
- Facilitation of UCAS applications during remote teaching and learning
- Psychslam
- Applications for studying in Europe
- PLC's open and doing interviews online / questionnaires this year.
- Subject choice for first years and TYs
- Wellbeing / Mental Health classes for TY
- Continuing with one-to-one appointment and careers classes.

Ms. Lisa Daunt, Ms. Ailish Egan and Ms. Aisling Murray [Guidance Counsellors]

Positive Self Talk

Wellbeing Indicators



Positive Self Talk

Practicing positive self-talk is more important now than ever. In such an unthinkable time, it can be difficult to stay aware of the world while keeping a positive outlook. Amidst listening to the news, we forget to listen to what we're saying to ourselves.

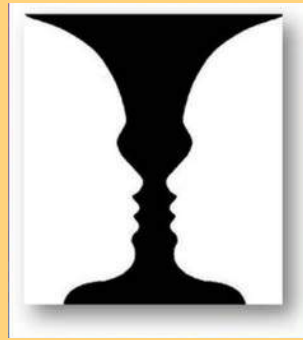
The question is, how can we listen to the news and practice our self-talk simultaneously?

Practicing positive self-talk can be difficult, but it can come down to perception. How we perceive information is based on how we see the world as

predominantly positive or negative or both.

See the images below. These are common perception images. Which image do you see first? Can you see both? Now, imagine one image is a positive outlook and the other is a negative outlook. Changing our perception can help us to see a positive in what might be initially negative or see both sides of the situation. When we fall into the trap of negative

thinking, we sometimes make a situation seem worse than it is. It's all about perception and perception is heavily linked to self-talk.



What is Self-Talk?

Self-talk is the running dialogue inside our heads. Our inner monologue consists of the things we say to ourselves both consciously and subconsciously. Sometimes, we talk through something step by step in our head, and other times we say things that are more hurtful than helpful.

It is the voice that speaks without giving it much attention, and it can actually have a bigger impact on us that we realise. What we say to ourselves subconsciously can directly impact how we feel and respond to a current situation.

What are the Benefits of Positive Self-Talk?

Positive psychology studies how we individually flourish through building a life of meaning, purpose and optimism. Researchers have found that positive self-talk can help immensely with work performance, learning, self-awareness, and managing anxiety.

1. Reduces stress:

- Positive thinkers utilize better coping strategies when faced with challenges.
- Positive self-talk reframes the way we look at stressful situations and

how we can approach them →
Going from "this is too difficult" to "I can do this!"

2. Boosts confidence:

- Having positive self-talk boosts self-confidence because it helps to believe we are capable of achieving goals and believing in ourselves.

3. Helps to build better relationships:

- People look up to their friends/family members who are optimistic, as it helps people to collaborate and cooperate more effectively.

How Do I Distinguish Negative Self-Talk from Positive Self-Talk?

The way psychologists distinguish negative and positive self-talk is by the tone that our inner monologue speaks in. Our brains are hardwired to remember negative experiences over those that are positive. By showing yourself more understanding and self-compassion, our brains can be rewired to think more positively.

For example, say that your supervisor asks you to redo an assignment you handed in. In that moment, what would you say to yourself in your head? Would you say

something that is negative and deterring, or positive and reassuring?

- Negative self-talk would say: "I'm so embarrassed that I didn't do the assignment correctly. I feel like a total failure."
- Positive self-talk would say: "I'll learn from my mistakes this time, and do a better job next time."

Do you hear the difference between the two? Think about any times you have said something a bit harsh to yourself that you could have said more positively.

Turning Negative Self-Talk into Positive Self-Talk:

Practising effective strategies to turn negative self-talk into positive self-talk has proven to be successful. Here are some to help you:

Don't be too harsh on yourself when things go wrong.

- Instead, analyse the situation as if you were talking your friend through something that went wrong for them.
- We tend to be biased toward and harsher on ourselves.

Failure is not the end of the world.

- Failure allows us to experience, learn and grow.
- Embrace failure when it happens! Focus on the positive too, not just the negative
- There are negatives and positives in every situation, so don't only focus on negatives!



A Three-Step Guide to Positive Self-Talk:

1. Listen to what your inner monologue is saying:

- Is it mostly positive or negative?
- Would your close friends, parents, teachers talk to you in this way?

2. Learn what thoughts seem to be recurring.

- Is there a common theme in your self-talk?
- Think about what this might say about yourself, and why these thoughts might be coming up.
- Is this negative self-talk stopping you from achieving your goals?

3. Replace the negative with the positive.

- Switch gears from negative to positive by changing statements to be kinder.
- For example, change "I can't finish before this deadline" to "I'll do my best job to finish on time, but I can only do the best I can."
- Really imagine how you would speak to a friend -- often we speak harshly to ourselves and more kindly toward our friends.

What is the Connection Between Mentoring and Positive Self-Talk?

Mentoring and positive self-talk are very connected. When we improve our

self-talk strategies, we are better able to connect with our mentors, who may be teachers, parents and coaches. Mentees with positive self-talk are more likely to have positive mentoring relationships because they are willing to work on their desired areas while not falling into a negative mind-set.

Positive self-talk allows there to be an open channel of communication between a mentee and their mentor, leading to more success within and outside of the workplace. Try working with your mentor on improving your positive self-talk the next time you meet!

When is the Best Time to Practice Positive Self-Talk?

Given that we have more free time on our hands than we did before, now is the perfect time to practice positive self-talk. Guider strongly recommends that we take care of ourselves during this unthinkable time, and work on the things we usually do not have time to work on.

Extracts of this article were written by Ben Atlas, April 20, 2020.

READ THE POEM FROM TOP TO BOTTOM

*"Happiness comes from within"
Is a lie, and
"Quick fixes will make me happy"
So, in 10 years time I will tell my loved ones
They are not the most important thing in my life
My negative self-talk will know
I have my priorities straight because
Self-destructive tasks and not giving 100%
Is more important than
Health
I tell you this
Once upon a time
People didn't admit defeat easily
But this will not be true in my case
This is a quick fix society
Friends and family tell me
5 years from now I will be in the exact same place as I am now
I do not concede that
I will live in a world of my own making
In the future
Unhappiness will be the norm
No longer can it be said
I care about my future.*

Now, read the last line upwards starting with "I care about my future".

Life lesson: The way we choose to read things can make such a difference!!!

Seven Strategies to Find Happiness

We live in a busy world but this last year has slowed us down and changed our daily lives. No matter if you have adjusted well to “our new normal” or yearn for freedom and old times, some unhappiness might have filtered into our lives. Professor Brendan Kelly has studies why we become unhappy and explains ways in which we can change.

Professor Kelly’s recommendations include seeking balance, focusing on love (of ourselves and others), deepening acceptance (accept what we cannot change and changing what we can), practising gratitude, avoiding comparisons with others, and believing in something else (politics, religion, sports team, or celebrity).

1. Sleep hygiene:

- If you are an adult, aim to sleep for 7-9 hours a night.
- Avoid naps during the day.
- Have a cool, dark comfortable bedroom free from distractions (especially screens).
- Try relaxation exercises / breathing techniques when in bed to help settle racing thoughts.

2. Dreams and daydreams:

- Accept dreams, no matter how strange they may be.
- Day dreaming is good – at appropriate times (maybe not while driving).

3. Diet and eating:

- See food for exactly what it is - De-link food from meanings, feelings and self-esteem.
- Certain nutrients e.g., vitamin B12 helps with brain functioning.
- Radical diets do not work, are unrealistic and unsustainable.
- Have the occasional chocolate cookie – they are treasure too.

4. Exercise, moving and not!

- Regular exercises enhance physical health, increases mental wellbeing and boosts happiness.
- Humans are designed to move, and we function best when we exercise regularly.
- Adults needs to be active everyday – try to do at least 150 minutes of moderate intensity (or 75 minutes of vigorous activity) every week.
- Try some strengthening activities 2-3 days a week.
- Choose activities that are sustainable, enjoyable, convenient, and sociable.
- An important part of exercise is to sit still for a while afterwards!

5. Doing and stopping:

- Try to dismantle the belief that work equates to productivity and value.
- Try to declutter your life from some of the unnecessary tasks, unfounded beliefs and physical objects that weigh us down.
- Identify the things that bring you joy and focus on these.

- Medication helps – learning to sit still by ourselves is an important life skill – try it out, create the time and practise.

6. Connecting with and disconnecting from others:

- The first step to connecting better with others it is connecting better with ourselves.
- Then deepen, enrich, and renew the relationships you already have with your family and friends – reach out.
- Remain open to accidental friendships.
- It is important to sometimes take time out by yourself and disconnect. This could be a short walk with no phone or maybe a longer period of a weekend retreat.

7. Losing yourself:

- Although we cannot go exploring in foreign lands at the moment, we can still lose ourselves in the moment if we become totally absorbed in a given activity and enter a state of ‘flow’.
- We can concentrate fully and use all our skills to allow the rest of the world and ourselves to melt away.
- The is the empty mind of meditation which brings happiness – it is freedom.

Extracts from Prof Kelly’s The Science of Happiness taken from article in Irish Examiner 10/4/21

Geography

Geography

Photographed are 6th year students examining soil structure and texture as part of their study of Geoecology for their Leaving Certificate Geography exam.



Chaplain's Corner

What a strange and difficult year it has been, but with shoots of hope all around us. Hopefully, all of our hard work, patience and determination will have paid off, and we can look forward to some semblance of normality returning throughout the summer and leading up to our return in late August.

Brian Pentony
Chaplain

Meitheal

First of all, I want to congratulate our Meitheal team who have worked under very difficult conditions to look after our 1st years. At the time of writing, they are preparing a sports day for all 1st year students, which is a huge undertaking. Once again, they were unable to have a proper ceremony in Blackrock, but the school appreciates the work they have put in, and we presented them with their certificates.

We are looking forward to working with our new Meitheal Team for 2021/2022, who will be completing their training in June at Scala.

Virtual Camino de Santiago

Some TY students and staff have completed a "virtual" Camino de Santiago to raise funds for Focus Ireland. Over a period of several weeks, we ran, walked and cycled 114km each, which corresponds to the final stages of the Camino from Sarria to Santiago. So far, we have raised €550. We have 6 students working towards achieving their John Paul II awards in October. Like the Meitheal students, they have been so obliging this year with all of their volunteering, always cheerful and never grumbling.



Head Boy & Head Girl

A huge thank you also to our head boy and girl George Lordan and Rachel Fox who both carried out their official duties with great enthusiasm.

6th Years

We wish we could give our 6th years a proper send-off, but we want them to know that we wish them the very best in the upcoming examinations and their future careers, and we ask God to bless them in everything that they do as they leave us for pastures new.



*A parting message for all
our senior students:*

*"Before you were even formed,
God knew you.
While in your Mother's womb,
God named you.
At your birth, God's breath
filled you with life.
We celebrate what you have become at
this moment in time.*

*God of our beginnings, we thank you for
the gifts of these graduates;
their excitement, their awesome wonder
and curiosity,
their open speech and encouraging
words.
Their contributions have blessed and
challenged us, and we have become
a richer and more diverse community
because of them.
As they step forward into the world that
awaits, comfort their fears with the full
knowledge of your divine presence.
Strengthen their resolve to walk in
the footsteps of Jesus as modern-day
disciples in a world that needs their
spirit.
Guide their feet as they move through
life,
protecting them from the pitfalls of
darkness, while they help to lead future
generations into the warmth and promise
of your light."*



Cremma Liddy, Victoria Novak, Emily Scholz and Caleb Coleman (absent from photo Madelyn Fahy) – students who completed the virtual walk



Croí na Scoile

CROÍ Na Scoile - Research at the Heart of Teaching and Learning

CROÍ (Collaboration and Research for Ongoing Innovation) Na Scoile, is a teacher-led research group, in which teachers as reflective practitioners and inquiry-based learners actively engage in and confidently use research in reviewing and developing their practice on an ongoing basis, has grown organically from the vibrant research culture within Kinsale Community School. Through innovative teacher-led initiatives CROÍ Na Scoile will strategically inform the facilitation of our professional development which enhances the quality and efficacy of our teaching and learning, our dissemination of evidence-based research through a variety of practical resources, and our collaboration with state agencies, policy makers, service providers and professional awarding bodies.

CROÍ Na Scoile which aims to affect the advancement and provision of second-level education is the first ever teacher-led research group of its kind to be officially established and since its early formation it has received significant commendation from the Teaching Council of Ireland. CROÍ Na Scoile advocates research at the heart of teaching and learning, the heart of the school.



Adrian O'Connor



Safety First and Safety Last

A Message to our Incoming First Years

From the moment you set foot in our school you will quickly become aware that our first priority is your health and wellbeing. You might remember the 3 rights of our students which we proudly proclaim at every given opportunity!

- The Right to Learn
- The Right to be Happy
- The Right to be Different

But as long as Covid is present in society we have an equal and possibly more important right

- The Right to Stay Healthy and Covid free

And just as you will have seen in your own primary school we will do everything we can to make our school as safe as it can possibly be.

As soon as you come through the front door you will have the opportunity to sanitise your hands. In fact you can sanitise your hands as often as you wish

through the day as there are over 100 such units spread throughout the school. Temperature check is also available for added reassurance.

Then you'll follow the one way system which allows us all to move safely through the building without meeting face to face at close proximity. There are stairs for going up only and others for going down only but everything is really well signposted so don't worry, you will find your way.

Now you do have to wear a mask at all times in our school except for when you are eating or exercising. But fingers crossed.... maybe everything will have changed by September!!

You can feel very safe as you move from class to class as you will sanitise your desk and chair at the start of every class and of course teachers will ensure that you sit as far apart from others as possible.

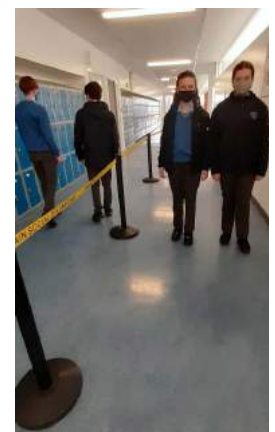
The canteen which serves a delicious

range of hot and cold food such as lasagne, spaghetti Bolognese, shepherds pie and pasta carbonara has a supervised queue to ensure fairness and safety. You can of course remove your mask when you eat! Imagine trying to eat if you didn't! Yuk!

For lunch you can eat in the Atrium, a new outside area which has been roofed and heated and is quite the social space for junior students to have lunch and exchange gossip!!

At lunch break you will see several teachers in Hi Viz jackets who will ensure you will feel at all times safe. They are also there to answer any questions you might have from when does soccer start, where do you put your absence note or can we play a board game!

So have a great summer, stay safe and we really look forward to welcoming you to KCS in late August.



Design and Communication Graphics

The Design and Communication Graphics Student Assignment allows students to explore a variety of artefacts in the context of their design, and represent these, using a variety of appropriate media. The assignment engages students in the creative activity associated with design and the variety of elements involved in the communication of design. Each year the assignment relates to a theme or topic, which requires investigation and decision making on the part of the student. A variety of media such as freehand sketching is encouraged in the design and communication of solutions, but Computer Aided Design by way of 3D Modelling is required from all students. This Assignment creates an environment which accommodates creative thought

and action, while developing the necessary cognitive and practical skills, associated with design and the communication of design.

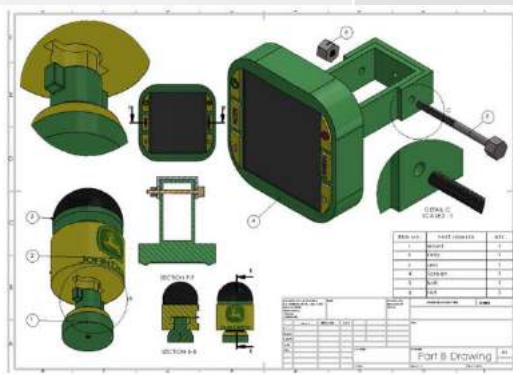
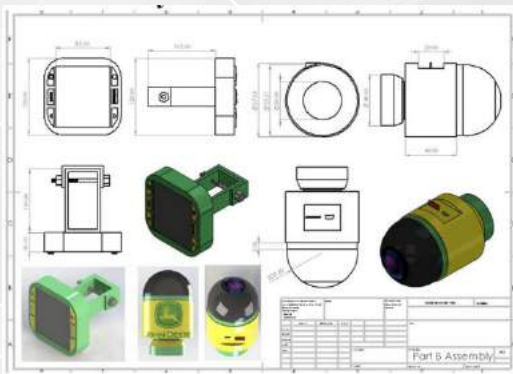
The Design and Communication Graphics Student Assignment for 2021 was as follows:

“Dash-cams are placed on the dashboard or windscreen of a vehicle and are designed to continuously record the view of the road and/or the vehicle interior. They are held in place using a variety of mounting systems to allow for adjustment and/or removal. Features of a dash-cam include wide angle camera lens, power supply port, memory card slot, screen/ Wi-Fi/Bluetooth connectivity, build-in

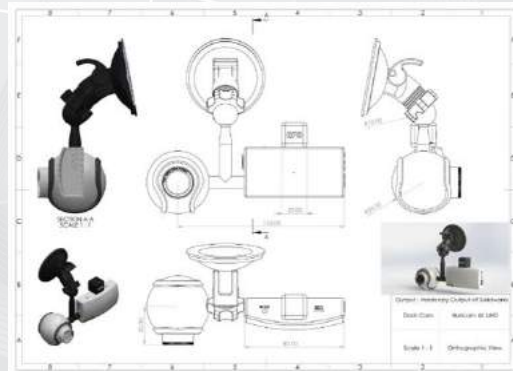
microphone/speaker, etc.”

Based on this, students had to carry out a design investigation of existing dash-cams in graphic format. The student’s investigation should include an analysis of physical form and shape, materials, connectivity, etc., and show graphically how they would physically modify a chosen dash-cam to improve its overall design or develop and graphically communicate a new concept design for a dash-cam based on a selected theme or target market.

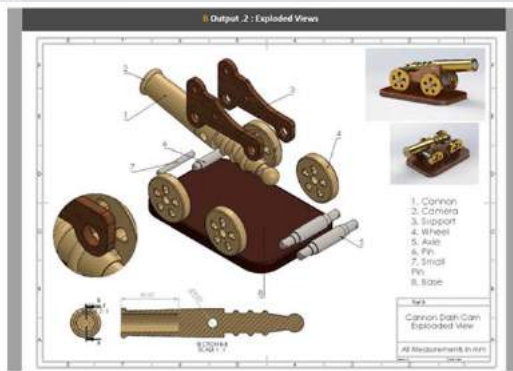
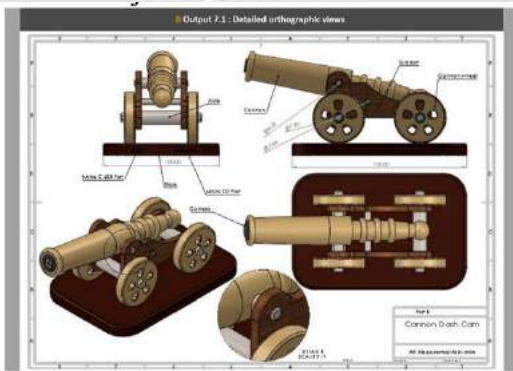
Here are some examples of the work produced by students:



Adam Kearney



Dean Harrington



Joshua Holford

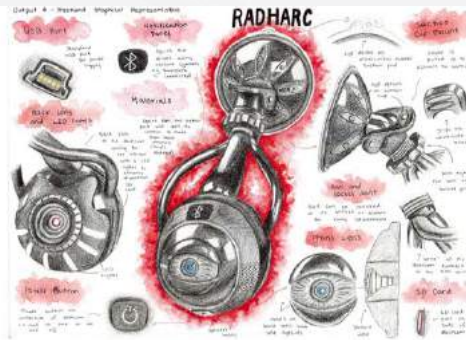
Design and Communication Graphics cont.



Michael Murphy



Oisin Coyle

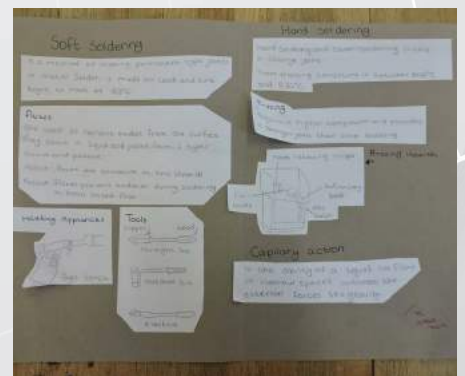
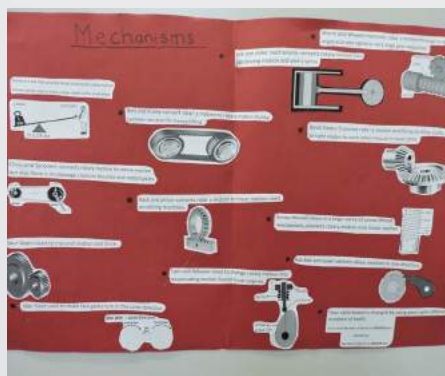
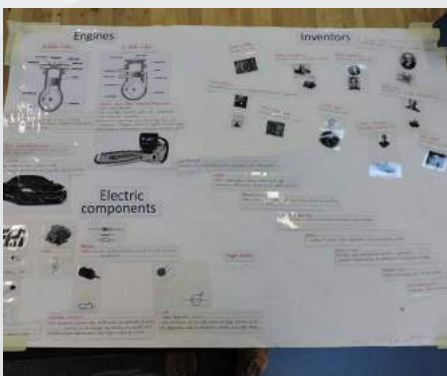


Roisin Nyhan

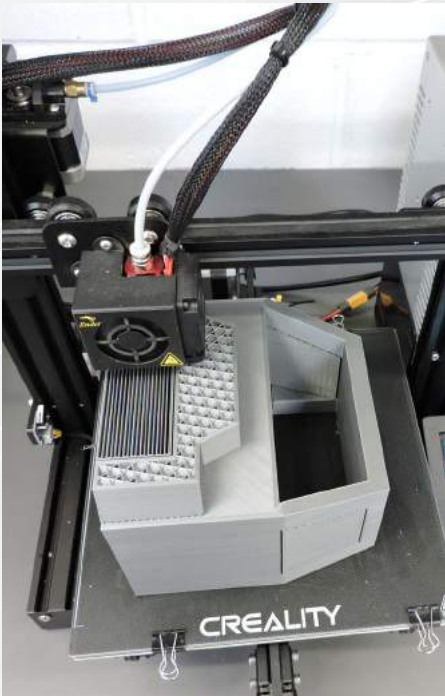
Engineering

Posters

Examples of posters prepared by JC Engineering students.



Engineering



3D Printer for LC Project - Finn Bowen Y6



Jamie Cadogan Y6



JC Project 2021



Noel Nyhan Y6



Charlie O'Shea Y6



Oskar Gudinovic Y6



Oskar Gudinovic Y6



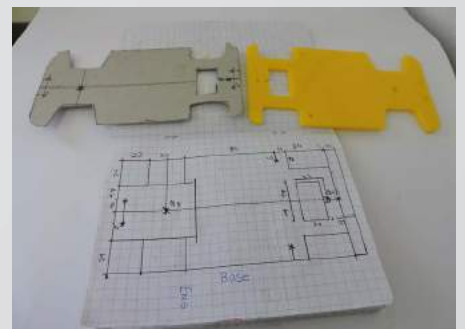
Paddy Linham Y2



Rowan O'Donohue Y2



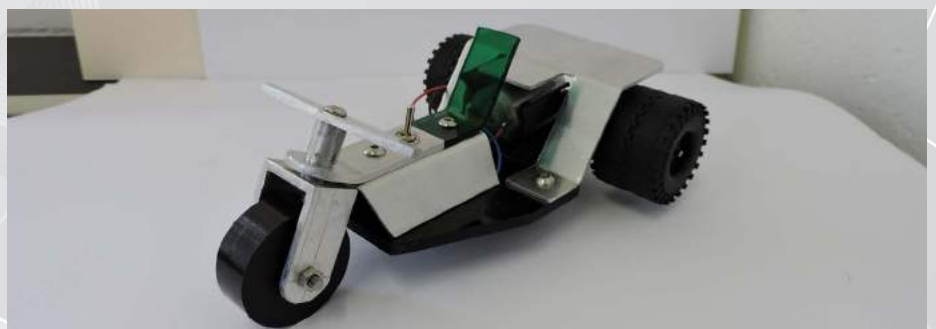
Rowan O'Donohue Y2



Stages of Design for Y2 Project



Y5 Project



Orlov Cubio Y2

Podcast Studio

3A1 English students have created their own podcasts and have begun recording in the new podcast studio in the school. They are creating podcasts in groups of two/three based on one of their studied texts on the Junior Cycle English course. They planned and researched their topics in teams and recorded them using the new features in the podcast studio. Photographed are Eoin Deasy, Michael O'Driscoll, Saoirse O'Brien, Ashling Gregg and Conor Gillen.



Poetry Competition

Before the winter break, the English department ran a poetry competition for students and staff. The school community was invited to compose a poem on the theme of 'Winter'. We were absolutely delighted to receive forty-one poems, with students from every year group taking part.

Poetry is an artform that can be deeply personal and, as a result, it can be difficult to share. Poetry competitions challenge us all to create space for creativity in our lives and to be proud of the art we create. Thank you to everyone who took part and congratulations our category winners.

Junior Winner:

Eva Elena Soto Hadden - Kyoto Snow

Senior Winners:

Ivanna Janse Van Rensburg - Perennial
Euan Manning - A Pauper

Staff Winners:

Leona Forde - His Winter Years
Aoife Houlihan - Winter

Kyoto Snow

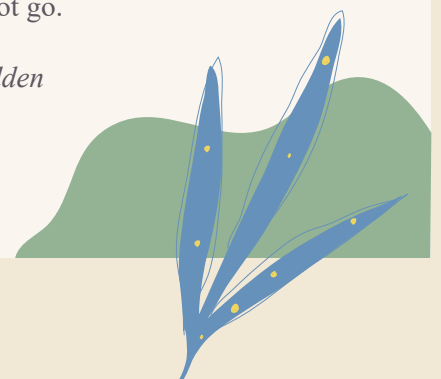
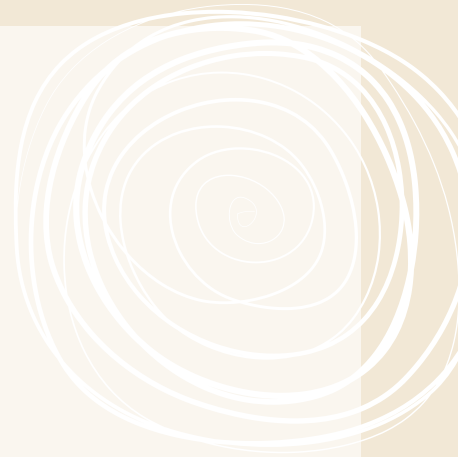
Red vermilion gates
Thousands lined up
Carrying the pressure
Of a million snowflakes.

Crystallised lakes, rivers and ponds
Snow coated moon bridges
Snow drifts rest
Against towering tree trunks.

Silky kimono's
Dampened at the skirt
Wagasa collect flurries of snow
Protecting intricate swirling hair.

As I glide through this winter wonderland
And as my sandals sink into the snow
As icy works of art sprinkle my eyelashes
I hope this winter will not go.

By: Eva Elena Soto Hadden



A Pauper

A Pauper entrenched
in the shop entrance hollow
garbed in Rags
Dublin's prince of nothing

the evening settles down
crisp December light
sparkles and retreats
from whence it came

but, a Pauper remains
entrenched with a stomach pain
Christmas it seems
has come too late.

Stumbled in
that neon glow
that paints its figures
against the snow

that falls and falls
and falls and falls
on all things
that come and go

tonight, it falls
on a Pauper
bleeding gums
a chesty cougher

a red hue does nothing,
nothing to warm these streets
not for a man
kicking and nodding

he molds the concrete
to a repeated end
the city a cell
of cold wet cement.

-
Eyes averted
eyes aligned
Where did I park the car?

By: Euan Manning



His Winter Years

He lives only to remember, and I trying not to forget
the songs and stories he has taught me, his history and yore
for if I do not, who will?

Nordic branch, his arm swings, connects.

"Get off me", he shouts.

The blue black language of a man trapped beneath the ice,
The soundless snow of confusion.

"Where's Marie? My Marie?" you plead.

"Shhh, she's resting" I whisper.

I dare not say where, and risk, watching again
your heart shatter and break anew. Previous mistake.

For what good will it do?

Tomorrow her name will be a distant echo,
A faded image under a veil of white lace
someone you think you once knew.

His anger fades, eyes soften in recognition
he smiles, pats the hand that is resting on his shoulder.

"Are you alright son? What's wrong? Is it a nightmare?"

I laugh at the absurdity of it all.

"It sure is" I say.

He strokes my arm. "Don't worry" he says "I'm here now"
and he is, and I am warmed by his presence.

Spring's light returned; we sit together in the silence awaiting dawn.

By: Leona Forde

Perennial

Drops of gold danced across the pearl fields,
their trails of light following them
and the joys of a new day trailing along.

The silver stars sprinkled all over the frozen path,
guiding the aged man the same way he went every morning
with an ash walking stick and a young beagle to accompany him.

Seven years of travelling on the same path everyday was worth it.
Seven years of passing the life-filled world in summer and iced-over lake in winter was worth it.
Seven years of tender love and care over the snowdrops that bloomed in her garden was worth it.

It was all worth it to keep her alive.
Although it had been the fierceness of a cold night that had taken her from him,
being able to see her everyday under the willow where they first met
was a gift, and it was worth it.

By: Ivanna Janse van Rensburg

Winter

It was peaceful
-as though nothing bad could happen ever again in the world -
for there was always Winter.

Even before,
Every home whispered
and pointed a trembling finger.

A tapestry woven by human beings.
hundreds of years ago.

It's colours were faded
but even in darkness you could make out what it showed;
Hope.

Thousands of threads had gone into its weaving.

By: Aoife Houlihan

Erasmus Programme

Our Erasmus project – Challenges, Choices, Change, which began in September continued online from January until May. The project is focused on addressing conservation, reducing waste and recycling more in our school community. With level 5 restrictions in place in from January, we hosted our International group meetings via Teams and had our first whole group meeting at the end of January. There were over 60 students and teachers online, eager to chat and share ideas about how change in our schools could be brought about. The first group task was to design a logo that encapsulated the theme of the project. Over the course of the next few months, students designed surveys about energy and food consumption and sent these out to students and staff. The recycling team also collaborated with the Green Schools team to find out about waste management. The PR team have set up an Instagram page to raise awareness about the project. Read on to find out how each group have been getting on.

Conservation Group

Our group consisted of my fellow pupils, Jason Russell and Ben Loughnane, and myself, Oisín Hayes. We all chose Conservation within Erasmus as we all felt it was critical to the overall project. We also worked closely with the conservation groups from the schools in Germany, Poland and Sweden. To be on calls with like-minded students from all over Europe was a very new and exciting experience for us.

The definition of conservation is ‘the care and protection of these resources so that they can persist for future generations’, which is exactly what my fellow students and I have strived to achieve during the year. At the beginning of the year after teams were picked the three of us sat down to brainstorm conservation ideas within our school. After this meeting we concluded that it would be best to survey the school and find out their opinions on conservation within our school. We also decided it would be very beneficial to chat to Mr. Brendan Barry, caretaker,

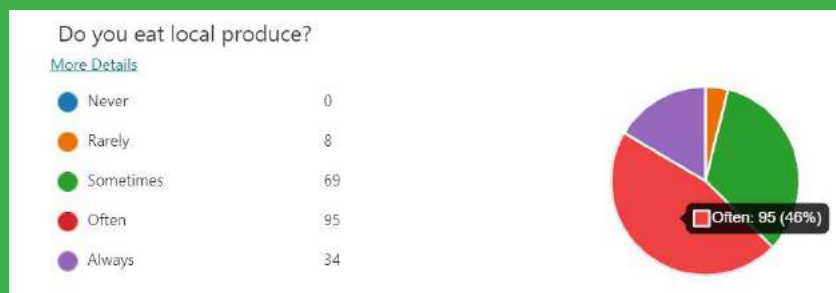
Food Group

We investigated a couple of areas such as food consumption and waste in the school to see if we could make any changes that would benefit the environment in a positive way and raise awareness around the school while doing it.

Our German partners shared the survey they used in their school so that we would be able to compare the results at the end of the project. We used MS Forms to share the survey with students and staff and sent it out before the February mid-term break. The survey asked questions about meat eating, attitudes to organic, local and seasonal produce, dairy consumption, food packaging and waste, and people’s attention to the Fairtrade logo. When the results came back, we learned many things regarding peoples eating habits and consumption.

We had just over 200 responses and 77% of these were female. We found that the student population are aware of the impact that plastic has on the environment as most of the students rarely or never buy bottled water. A lot of students who filled out our survey eat local produce. Eating local produce has not only economic impacts for a community but also environmental ones. By eating local produce, it means less food is being imported by boat or plane. This means less harmful gases that fuel these vehicles are being released into the atmosphere. These are just a few of the things we discovered.

We were planning to look at our school canteen and see if any changes could be made to reduce the amount of food waste and non-recyclable packaging being used, however due to Covid we did not have time to do this. This is the next step we will be taking to try help make our school more environmentally friendly.



about our energy and water consumption in the school. Brendan gave us lots of information which we feel every student in the school should be aware of.

When our school as well as schools all over the country were put into lockdown we used the data from our survey as opening topics on our Teams calls with the International students. Discussing our survey and how our school viewed conservation gave us KCS students something to bond over with our foreign counterparts as they felt that things in their respective schools were often similar. Over the passing weeks of

lockdown we would discuss, via Teams, various answers to the questions we had raised in our first meeting regarding conservation. Despite being thousands of kilometres apart from each other we were able to do all this from the comfort of our own bedrooms which to us showed that anything can be accomplished if enough people put their minds to it!

We have collected the data regarding conservation from both school and homes to gauge the efficient use of energy in people’s everyday lives, and to see if our school is playing catch up on society or vice versa. From chatting to Brendan, we

found out that all classrooms are fitted with T5 energy efficient fluorescent lights, with occupancy sensors in all rooms in the new building. It would be hoped that occupancy sensors could be installed in old building to save energy. Rainwater is collected, treated, and then used to flush the toilets, thereby reducing water consumption. The solar panels on the roof of the McAuley suite can generate 10kW/hr of energy and this is offset against our energy consumption.

We feel we have made significant progress especially since school moved to online teaching and learning. 86% of students and staff think that there is good work being done in the school regarding conservation of heat, water and energy but well over half of respondents provided suggestions on how we could continue to be more efficient in our school, suggesting that there is still a school wide acceptance that we are not at all yet finished our mission. Next year we aim to engage with the monitoring and reporting of energy through the system designed by Sustainable Energy Authority of Ireland (SEAI). We will then be able to have a more accurate data analysis of energy usage in our school and aim to make improvements. We hope that some of the data we have gathered from our survey will inform what is included in the Eco app.

Recycling Group

Junk Kouture is a national fashion competition which involves creating model high end couture from everyday junk. This year we had 6 outfits entered in the school's competition all made from junk. This competition has given us the chance to recycle materials that may not be reusable otherwise and making them into an amazing outfit.

We got our inspiration for our junk outfit from some of the ideas in Erasmus, we were on the Recycling committee. Recycling is the whole point of Junk Kouture. We based our outfit on the ideas of water conservation and raising awareness around sea pollution. All the materials used in our outfit are related to Erasmus and what it stands for: Challenges, Choices and Change. The main materials we used were denim, face masks, plastic, fishnet, and cleaning



products. To make one pair of denim jeans it takes about 1800 gallons of water, this is ridiculous. 6 billion pairs of jeans are produced each year and only 2 billion are made in a relatively sustainable way.

When we looked up the statistics around marine deaths due to pollution 100,000 animals die annually - this is shocking. At least 8 million tonnes of plastic end up in our oceans every year, every piece of plastic ever created is still on this earth in some form. We also discovered that a mere 9% of recycled plastic is actually recycled. These statistics won't shock you as these facts of pollution are normalised, it is not normal to have plastic floating in the sea while your swimming, it is not

normal for birds to die from ingesting too much plastic, it is not normal for us to eat these animals and then consume the microplastics.

We urge you to take small steps to make the world a greener place. An example of a small step taken by our school is having recycling bins in every classroom. A small step you can take to hold yourself accountable is to use a reusable bottle, bring a reusable bag for your shopping, pick up two pieces of rubbish when you're at the beach and to have shorter showers. The earth provides us with all our needs, we encourage you not to take advantage of that. **CHALLENGES, CHOICE, CHANGE.**

Public Relations Group

There were five people on the PR team. These were Madelyn Fahy, Harry Vincent, Gaby Bowen, Aoife Hynes and Catherine Cadogan. The purpose of the PR group was to bring attention to the work of our Erasmus project. We joined forces with the PR groups from Sweden, Poland and Germany online to discuss our goals and ambitions. We had regular meetings within the school where we worked on various ideas.

To spread awareness in our school we created an Instagram page @kcs_erasmus to share our agenda and the primary goals of the project. We also created shared accounts with students from our partner schools. We kept in close contact with them and were able to come together and brainstorm our ideas. When the second lockdown happened in January, we remained in contact with the students online, and we all worked diligently. When we got back to school, we continued to meet with all the Erasmus students, and were able to spread more awareness and knowledge throughout our school.

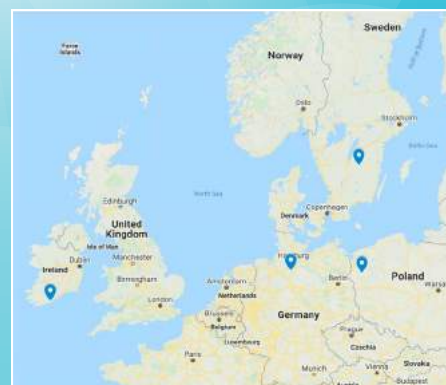
One of our final tasks this year was to help mark Europe day in KCS, in conjunction with our partner schools. To celebrate Europe day, the EU regularly opens the doors of their local offices to the public. Unfortunately, due to COVID regulations, the EU invited civilians to celebrate in a safe and virtual environment. As it fell on a Sunday, we celebrated on Monday 10th May instead. Each of the four schools prepared a short video about their school and locality as we haven't yet been able to visit in person. Included in the video were a few quiz questions about each school to make it fun. The stars in the European flag represent unity, solidarity, and harmony within the EU. With this in mind, we hung the international flags of our partner schools at the front of the building to promote unity and fraternity, while simultaneously raising awareness of our project.

Great credit is due to the 21 students who have participated in the project this year. They have shown great determination and initiative to make progress despite being apart at times and the absence of travel abroad to collaborate on the project.



Thanks to teachers Ms. Joanne McCarthy, Mr. Shaun Holly and Ms. Eimear Murphy for guiding and supporting the students during the year. Our focus next year will turn to developing the Eco app as it is how we hope to educate students about the everyday Choices they make, and the positive environmental Changes that can happen as a result.

Ms. Mairéad Dullea



Declan Hogan, Thomas Brennan, Clara Ryle, Maja Hermonika, Luty Crowley (Food) Aoife Hynes, Catherine Cadogan, Gabriella Bowen, Madelyn Fahy, Harry Vincent (PR) Orlagh O Mahony, Ailie Murphy, Alana Reardon (Recycling) Fionn O Connell, Riordan Stewart, Ruairi Devlin, Nicole O Halloran, Ben O'Reilly (Eco app) Ben Loughnane, Jason Russell, Oisín Hayes (Conservation)

First Year



IA1



IA2



IA3



IA4



IA5



IA6



IA7



IA8



IA9



IA10

Gaeilge sa Chúigiú Bliain

Chúigiú bliain ag foghlaim na ‘sraith pictiúir’ don bhéaltraiil. Bhí pictiúir amháin foghlamtha de ghlanmheabhair ag gach dalta ó thaobh amháin agus bhí nóiméad amháin acu chun an pictiúir a mhúineadh don dalta a bhí os a gcomhair, roimh chéim ar chlé a thógáil agus ansin, bhí daltaí nua os comhair na daltaí céanna. Ag deireadh an phróisis, mhalartaigh siad na róil chun an daltaí a bheith ina múinteoirí. D’oibrigh sé go maith agus bhain gach duine taitneamh as an Ghaeilge a labhairt le chéile.

Ms Joanne McCarthy



Seachtain na Gaeilge

Rinneadh ceiliúradh ar ‘Sheachtain na Gaeilge’ i Scoil Phobail Chionn tSáile idir an 1ú agus an 17ú Márta agus bhí gach imeacht ar siúl ar líne i mbliana. Is féile idirnáisiúnta Ghaeilge í Seachtain na Gaeilge. Déanann an fhéile iarracht chun an Ghaeilge a spreagadh, chomh maith lenár gcultúr agus gach rud a bhaineann leis. Bíonn an fhéile ar siúl i dtíortha ar fud an domhain, ní hamháin in Éirinn. I rith na coicise, bhí imeachtaí beo, comórtais agus gníomhachtaí éagsúla ar siúl ar líne, trí mheán na Gaeilge. Cuireadh gníomhachtaí suas ar an leathanach twitter ‘Gaeilge Cionntsáile’. Bhí rud ann a oireann do gach duine. Mar shampla, gníomhachtaí a bhaineann leis an teanga, spóirt, ceol, dúlra, litríocht agus fiú bácáil.

Bhúigh Sarah Bogler sa chéad bhliain an comórtas póstaer agus bhúigh Thomas Collins sa chéad bhliain an tráth na gceist agus an cluiche biongó. Ba iad Isabelle Linehan, Sarah Fitzgetald, Klaudia Macugova, Tamara Kruslin, Camila Weitzman agus Gearoid Kearney na buaiteoirí eile.

‘Seachtain na Gaeilge’ was celebrated in Kinsale Community School between the 1st and 17th of March and all events took place online this year. Seachtain na Gaeilge is an international Irish language festival. The festival strives to encourage the Irish language, as well as our culture and everything related to it. The festival takes place in countries all around the world, not just Ireland.

During the fortnight, various live events, competitions and activities took place online, through the medium of Irish. Activities were posted on the ‘Gaeilge Cionntsáile’ twitter page. There was something for everyone. For example, activities related to language, sports, music, nature, literature and baking.

Sarah Bogler in first year won the poster competition and Thomas Collins in first year won the quiz and bingo game. The other winners were Isabelle Linehan, Sarah Fitzgetald, Klaudia Macugova, Tamara Kruslin, Camila Weitzman and Gearoid Kearney.

Ms Joanne McCarthy



Sarah Bogler



Thomas Collins



Seachtain na Gaeilge Scoil Phobail Chionn tSáile

1ú – 17ú Márta 2021



Coinnigh súil ar an leathanach Twitter ‘Gaeilge Cionntsáile’ le haighaidh oidis, memes, seanfhocail agus frásaí nua!

	Imeachtaí Beo				
	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	De hAoine
Seachtain 1	Tráth na gCeist 1ú-3ú bliain ag 3.45	Tráth na gCeist 4ú-6ú bliain ag 3.45	Ciorcal Comhrá 1ú-3ú bliain ag 2:00	Ciorcal Comhrá 4ú-6ú bliain ag 3:45	
Seachtain 2	Biongó 1ú-3ú bliain ag 3.45	Biongó 4ú-6ú bliain ag 3.45	Ciorcal Comhrá 1ú-3ú bliain ag 2:00	Ciorcal Comhrá 4ú-6ú bliain ag 3:45	

Comórtas Ceoil

Duais amháin don cheoltóir traidisiúnta is fearr sa scoil

Seol isteach fiseán chugainn ag canadh nó ag seinm uirlis cheoil traidisiúnta

Comórtas Póstaer

Duais amháin don ealaiontóir a tharraingíonn an pictiúr is fearr sa scoil.

Roghnaigh an seanfhocail is fearr leat agus crúthaigh póstaer!

Comórtas Damhsa

Duais amháin don rinceoir Gaelach is fearr sa scoil

Seol isteach fiseán chugainn agus tú ag damhsa!

Gaisce

The Gaisce programme was a key feature of Transition Year in KCS again this year. Gaisce or ‘great achievement’ is a self-development programme for young people between the ages of 15-25. This year saw students work towards achieving the Bronze and Silver Awards by participating in key challenges in:

- 1) Community Involvement: volunteering their time in local clubs and organisations.
- 2) Personal Skill: spending a number of weeks acquiring a new skill in areas like a new musical instrument, learning a new language, or improving one’s computing proficiency.
- 3) Physical Activity: participation in this area ranged from students spending time exercising individually, to following gym programmes to participating in team sports.

Despite the school closures and government restrictions, our students showed tremendous resilience and determination as they continued to work towards their Gaisce awards even though covid guidelines made it quite difficult. It resulted in many of our students having to alter some of their activities to suit the 5km travel limit as well as taking on new challenges when many organisations and clubs had to close their doors. Some of students showed innovation when they



took on voluntary roles like picking up rubbish within their 5km, learning to cook new dishes, bringing shopping to the elderly in their communities and keeping active through online fitness programmes. On the 6th & 7th May we were delighted that we were able to participate in an adapted Adventure Journey. This saw over thirty students along with Ms. Hay, Ms. Brosnan, Mr Leahy and myself cover over 25km walking around the beautiful Kinsale coastline including stops in James Fort, swimming in the Dock Beach, Scilly Walk, Charles Fort, and out to the Boat Yard and Lower Cove. Some students took the Adventure Journey very seriously and put their camping skills to the test by setting up tents in their garden on the Thursday night. Students were also delighted to sample local cuisine from

Totos pizza on the Thursday evening and Dinos chips on the Friday afternoon ensured it was a great trip.

I would like to congratulate this year’s participants as they didn’t let the covid crisis get in the way of them working towards their Gaisce award. I was delighted that we were able to go ahead with the Adventure Journey which allowed us to uncover many of the local gems that are on our door step. This group of students were a pleasure to accompany on this activity, and never once complained and just got on with the task at hand each day. Well done to you all.

Ms. Máire Fleming – Gaisce Coordinator



Green Schools Committee

Given the school closure at the start of the year it has been a relatively short term, but the Green Schools Committee have certainly been working hard to create a sustainable school environment! We started off the online term with a clean-up, whereby students and staff collected litter within their own 5km zone. This was a really positive step in reducing waste in our area. We also compiled a list of resources on the climate crisis which was sent out to the school community, to help reduce eco-anxiety and raise awareness about the issue.

In the meantime our Instagram account @kcsgreenteam has been running super successfully, and we recently launched a TikTok account too! These platforms are a fantastic way to keep up to date on the Green Team's work in the school community. They are also being used to share information, resources and advice in relation to the climate emergency. Along with this, our noticeboard outside the Staff Room has been constantly updated with posters, information and other resources that students and staff can access.

For Earth Day, April 22nd 2021, we really wanted to encourage positive climate action, so through an intercom announcement, posters, and visits to the first year classes, we created awareness of the ways students and staff could help reduce their carbon footprint. Some of these suggestions included; bringing a reusable water bottle and reusable cutlery to school, reducing meat intake and recycling often. We really hope that some of our suggestions resonated with the school community, and we were really happy with the positive feedback we received for our Earth Day campaign. We are truly looking forward to continuing our efforts to ensure sustainability becomes a core value of staff and students at our school.

Stay positive and stay sustainable!

The KCS Green Team



Paper Stats

We aimed to reduce our paper use this year. After looking at our data we have found that there has been a 36% reduction in our use of A4 paper and 33% in A3. This is a saving of 62,500 sheets of A4 and 500 A3. If an average pine tree creates 10,000 sheets of paper we have saved over 6 trees this year!

History CBAs

Classroom Based Assessments are an opportunity for students to explore other areas of learning. In History, students are encouraged to investigate and explore the past, while making connections to the present. Here are some samples of our CBA's from current 3rd years.



Centenary Commemorations Group 2020/2021 *Diarmaid O'Donovan*

The old Chinese proverb “May you live in interesting times” has certainly been relevant in the historic period we have been living through in this past 15 months. If the pandemic had not turned all our lives upside down, our focus would not have been on lockdowns, but on commemorating some of the most important events in the formation of the Irish State as we know it today.

The Decade of Centenaries has understandably been obscured by more pressing concerns. However, historical centenaries only come around once, and so they should be marked - in spite of everything!

When I put out the call in the fifth year History classes for volunteers to

form a group that would do something to commemorate the events of the War of Independence 100 years ago, I was pleasantly surprised when nine enthusiastic fifth year History students turned up at our first meeting. Since October we have met on a weekly basis to discuss upcoming centenaries that we might mark. The group was split into smaller sub-groups who each then took on various projects of commemoration.

Due to the limitations that we faced, we decided that the best way to approach the commemorations was to mark some of the most important events by doing Power Point presentations that would run cyclically on the digital noticeboards around the school. This way the events would be marked, while simultaneously communicating the details and significance of them to the widest student audience possible. Presentations were expertly created by the members on events that included Bloody Sunday (Croke Park 1920), The Kilmichael Ambush, The Burning of Cork, The Government of Ireland Act 1920 (Partition), Charlie Hurley (Kilbrittain IRA Commander), The Battle

of Crossbarry (March 1921) and Mary Bowles (Cork Republican activist).

Future projects will include The role of the Essex Regiment in West Cork, Major Percival, Tom Barry, The Truce, The Treaty (1921), British Negotiators, The Dáil Debates on the Treaty, The Civil War, The death of Michael Collins, and several others. We are also hoping to expand into other areas, such as the publication of a booklet that will detail the connections of KCS students and staff to the Irish Independence Movement.

The enthusiasm and skill of the 5th year KCS History students in commemorating the seminal events of 100 years ago have truly honoured those on all sides who sacrificed so much in the struggle for Irish self-determination. In the most challenging of years for our community, these students are showing that Irish history, heritage and culture are vital to our sense of resilience and identity.

While our nation wrestles with concepts of freedom and sacrifice as we try to navigate our way through the Covid Crisis, our young people can draw strength from those who were willing to pay the ultimate price for that freedom a century ago.

Emma Hurley, Mr Diarmaid O'Donovan, Lily Fitzgerald, Siomha Wilson, Evan Daly, Abbey O'Donovan, Jack O'Donovan, Nick McLeod, William Walsh and Sarah Fitzgerald



Centenary Commemorations Group. L-R Diarmaid O'Donovan, Lily Fitzgerald, Siomha Wilson, Evan Daly, Abbey O'Donovan, Emma Hurley, Jack O'Donovan, Nick McLeod, William Walsh missing from photo is Sarah Fitzgerald.

Maths Workshop for First Year Parents

During lockdown over 120 first year parents attended an online Maths Workshop in Algebra through our online platform of Teams in Office 365. The aim of this workshop hosted by Ms 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 resources 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 remote teaching and learning when they took on the role of student and

enthusiastically engaged in a Maths lesson online. The topic of Algebra was revised using the methods and best practice the first year teachers were implementing in their classes online and now in person again.

It was lovely to see such a great turnout and to be able to collaborate with parents/guardians around the area of Maths.

Woodwork

A selection of Leaving Certificate Construction Studies Projects



Home Economics

The Home Economics Department have been very busy over the last term baking and cooking up tasty delights in the kitchen and sewing creative designs in our sewing room. We have loved having everyone back in the kitchen and have enjoyed being able to see all the skills and tasty dishes you have created.

2nd Year Home Economics students have been busy designing, creating and sewing their textile projects over the last number of weeks as part of their Design and Craft module. There has been lots of creativity and individuality shown during this process. Well done everyone.

TY Home Economic students channelled their inner Italian during Home Economics class making homemade yeast based pizzas with all the trimmings. Great skills shown by all, well done.



2nd Year Textiles



Lemon Drizzle Cakes



Cooking

A selection of photos of 1st year Home Economics students Easter Themed Baked Goods and 3rd year CBA dishes.



5th Year Pizza Making



Safer Internet Day 2021

Ms Brosnan and Ms Mullaney's second year Digital Media Literacy short course classes celebrated Safer Internet Day on Tuesday 9th February by taking part in a poster competition on the topic of Internet Safety.

The theme of the event was 'Together for a Better Internet' and posters highlighted a variety of interesting topics including shopping safely online, internet safety tips and how to deal with cyberbullying.

The students joined over 145,000 other pupils around the country to celebrate this initiative. This year students in the class have learned about a variety of topics

including:

- Digital Technologies
- Ethical and legal issues around downloading
- Rights and responsibilities online
- Online safety and wellbeing
- Fact checking and how to identify fake news

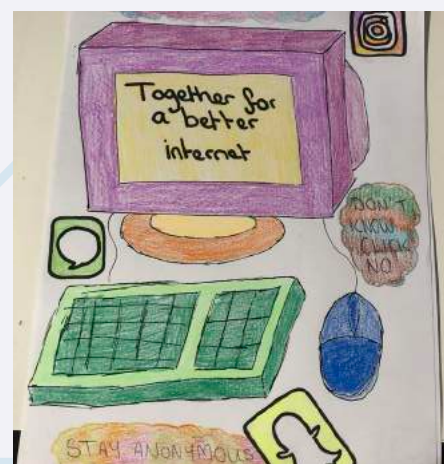
Digital skills have never been more important and these skills were put to the test during lockdown. Students showed great resilience, creativity and determination in their weekly live online classes and navigated the digital classroom with ease.

Students have continued to improve their skills in the use of Office365 with the use of Microsoft Forms to conduct surveys, Word to prepare reports and Powerpoint and Sway to make creative and visual Presentations. Students have also learned how to produce high quality posters with the use of apps such as Canva and to cite and reference their research using the Harvard referencing system and the help of www.citethisforme.com

To find out more about Internet Safety you can log on to www.webwise.ie which provides fantastic advice for teachers, parents and students.

Pictured are a selection of photos created by the class groups.





Microsoft Office Specialist (MOS)

As part of the Transition Year curriculum students study Microsoft Office Specialist (MOS) where students gain recognised certification in Microsoft Office applications. These qualifications enable students to command the full features of Microsoft Office and prepare them for future academic or workforce opportunities.

The MOS course is delivered by a number of teachers including Ms Brosnan, Ms Mullaney, Mr Leahy, Ms Cooper, and Mr Bowen. The course combines a blended learning approach of self-directed learning in our computer labs using



Microsoft courseware, GMetrix testing software and Certiport exam software. Some of the modules on offer to students include Microsoft Word, MS Powerpoint (Presentations), MS Excel (Spreadsheets) and MS Outlook with the opportunity to complete additional modules such as Expert in Word and Excel.

Despite lockdown students were able to continue with their studies in this programme as classes moved to an online virtual environment. Students could access coursework and lessons as well as their simulated practice examinations and also had the opportunity to sit their

certified exams remotely.

Students receive individual MS Certification for each examination successfully completed. This certification will be very beneficial to students and provide them with valuable IT skills for future studies at third level and in the employment industry.

We are looking forward to presenting our TY students with their official Microsoft certificates before the end of school term.

Our Positive Experience of LCA

Most students know about the traditional Leaving Cert, but not many students know much about Leaving Cert Applied (LCA). Most students have a negative impression of LCA which is that LCA is for laid-back people or those that are less academic. This is a false impression.

LCA is a two-year program that focuses on a more practical way of learning. LCA prepares you for the working world, and adult hood. This includes the course and key assignments. The course has many subjects, Such as Maths, English, Social Ed (what goes on in the world), Childcare (how to be a parent), Language (French and Irish), PE, Science, Home Economics, Graphics and Construction, Personal Reflection (reflecting on our experiences) and Vocational Preparation. A key aspect of LCA is actual work experience.

The Reason students should choose LCA is because it's a way of learning in a more

practical manner. It is still a gate way to University. Students complete a PLC (post leaving cert course) before University. LCA is one of many beneficial paths you can go down. The full leaving certificate is not suitable for every student.

Past students have chosen LCA because it suited their work ethic and where they wanted to go in the future. Some students are reluctant to do LCA because they don't know much about it. At the end of the day, the majority of students who chose LCA are very pleased that they did so.

Former LCA students have completed PLC courses and successfully set up their own business, moved onto universities and have done extremely well working in areas they love.

LCA is just another way of learning and another path for students to follow. There are many ways to get to universities or



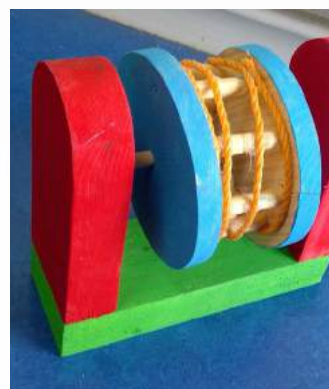
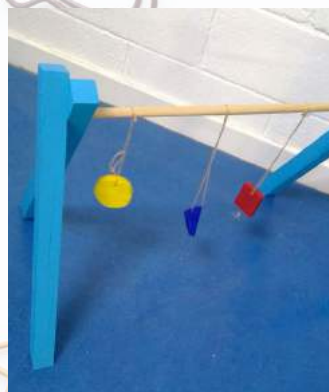
Meabh Aherne and Diana Harrington

to get where you want to be. You're in charge of your own path, if you want to do the traditional Leaving Cert or Leaving Cert Applied, they are both great options as they both cater for different learning styles.

My advice is to take the time to consider both options carefully before choosing what best works for you. We have both really enjoyed our two years in LCA, We have learned many new skills, made great friends, and had a plenty of fun along the way! We strongly recommend the LCA program.

Diana Harrington and Meabh Aherne (6th Year)

Graphics & Construction Studies Projects



LCA Tasks

Over the Easter holidays External examiners were able to view the amazing work which was completed by our Leaving Certificate Applied Students since September. Both fifth year and sixth year students complete several projects or Tasks over the 2 years of the

LCA Programme and these Tasks amount to about a third of their overall Leaving Certificate mark. I was delighted to see that each student has submitted all Task Reports in spite of challenges faced during the past few months. Teachers led and managed to facilitate production of some wonderful reports. I have a great awareness of the ongoing work behind the scenes to reach this point and it was all

the more difficult as we contended with remote learning.

The visiting examiners were impressed not only by the standard of reports but also the creativity and variety which was to be seen in the completed Tasks.

Congratulations and well done to all.

Ms Anne Kelly



The Importance of Work Experience

Over the years the Vocational Preparation Module of LCA has proven to be an extremely important component for preparing our students for continued study or work, after Kinsale Community School. Our sixth year LCA students have had to contend with current restrictions, while still undertaking work experience. We are extremely grateful to the Businesses within the community that have facilitated our students.

There are three blocks of work experience within LCA. One block in 5th year consisting of two weeks and two separate one week blocks in 6th year. Our students completed work placements in a variety of industries as well as on-line courses to further enhance their learning.

The skills that have been developed by our students from engaging in work placements have benefited them in applying for and being offered college courses. Here is a taste of what 6th year LCA students have achieved thus far:

Krystian – completed a course shadowing in carpentry in CSN and has subsequently been offered a place on the course. He has also been offered a part-time job from his work experience in Centra, Kinsale.

Diana- discovered her passion for dogs and dog grooming from her work experience with Clonakilty Dog Shelter and Marie Walsh's Dog Grooming. She applied for the Canine Husbandry course

in St. John's and has been successful in securing a place on the much sought-after course.

Meabh- completed an on-line course in Voice Acting as well as a work placement in Super Valu and Apple Green. The online Voice Acting course assisted her greatly in applying for the Drama courses in Kinsale College and CSN, both of which she has been offered a place on.

Thomas- discovered from his work experience that the career he thought he would like, landscaping, was actually not for him. He completed an advanced on-line computer course and applied for the Computer and Business course in St. John's. He recently received confirmation that he has secured a place on the course.

Charlie – has been offered a summer job from his work experience with Conor McCarthy Textiles. He has also been offered a place on the Outdoor Education course in Kinsale College. He has undertaken on-line courses in Construction to keep his options open. Between his work placements and on-line courses, he has been able to apply for several courses in different fields.

Adam- initially thought he would like a career in the hotel industry, however following his first work placement, decided against this option. He subsequently completed his next two work experiences with a dairy farmer and a pig farmer. He has applied for and been

accepted to Darra College next year.

Alexander- used his work experiences to determine if he really wanted to follow in his father's footsteps and to fully understand what it entails to be a greens keeper. He has applied for the Greenkeeping Management course in CSN.

Jamie- completed the carpentry course shadowing, along with Krystian in CSN. He also undertook work experience with a carpenter. He has been offered an apprenticeship with a carpenter in Cork, commencing in September. He completed numerous on-line HSA safety courses to help prepare for this apprenticeship and has been offered a summer job in Centra from his second work placement.

Luke- completed his work experience with David Kiely Kitchen's and due to his hard work and determination, David has offered him an apprenticeship. He will hopefully run his own family business at some stage.

To say that we are proud of our LCA students and all that they have achieved, is an understatement. These students displayed hard work, initiative, resilience and motivation in all aspects of their work placements. They developed personal and vocational skills, gained knowledge of the workplace and valuable experience that has assisted them in their choice of future career. Well done to all!

Learning During Lockdown

Student Experiences

Clare Flynn (5th Year)

Who knew on the 11th of January 2021, we would revert to online school yet again? Initially, I was apprehensive and worried I would not adapt to our new circumstances. But through the technology at my fingertips and regular online classes, my school experience remained to some extent, normal.

Teams helped me in following my school day, as each class was set up on the daily calendar. We would get reminders of the classes to ensure we had our materials at hand.

Teams is a platform where you can contact your teachers, view your school day, check for your assignments and was our temporary classroom in the interim period. I found that many of the features within the app helped aid my learning experience and overall benefitted my motivation to excel virtually.

The calendar was a visibly clear outline of what my day would entail. It provided reminders fifteen minutes before classes, serving almost like an early school bell. Every Team had tabs that would contain all the notes, worksheets, and solutions for every class. This was a great benefit for those who may not have had a mobile device to attend the online classes. This

ensured everyone kept up with the learning no matter their circumstances. Furthermore, teachers could post the homework and other materials into the chat feature, which provided clarity on the work that we were tasked to do and allowed students to input any feedback regarding the class or the topic in discussion.

The school also distributed frequent online surveys regarding the online experience and student wellbeing. In response, we diverged from the academic routine for one day, to take part in a student wellbeing day. This aided us in relieving built up stress from the pressures associated with learning in such an abnormal setting.

One Note is a platform where you can access PowerPoints, notes and upload your own personal work. The content library was where the teacher would upload all class materials pertaining to the subject and topic at hand. I found this helpful because I could access the notes in my own time and study them at my own pace. Each topic was neatly divided into their own pages, which provided ease in learning and helpful organisation. It was like a permanent whiteboard that we could view at any time we wished to revise the topic.

In addition, One Note also supplied a



personal homework tab for every student. I found this beneficial as any work I uploaded was viewable to teachers and could be corrected at real time. I was able to see any feedback regarding my work and received beneficial advice. One Note contained a feature that allowed students to upload audio files. This benefitted my oral work for Irish and French and will be of benefit to me in the subsequent year.

Overall, I had a positive experience in online learning. I found that my routine was well founded, and I struck a healthy balance between my academic learning and home life. However, I must admit I prefer in person teaching as it strikes a more personal engagement, and I can enjoy the company of friends and peers.



Dylan Collins (3rd Year)

Personally, I enjoyed online learning during lockdown. As Kinsale Community School is a Microsoft showcase school, I feel this gave us a head start when participating in online learning with our teachers.

Some of the positive aspects that I experienced during lockdown were; being able to interact with friends and classmates through the use of breakout rooms and Teams meetings. I found pre-recorded lessons were very helpful, as I was able to replay them if I didn't understand the topic or I had issues with my internet

connection. Also, I could always go back and watch it any time that suited me. In my opinion, OneNote is one of the most useful Microsoft Office tools as I can hand in my homework at any time and the teacher will receive it instantly. My teachers are able to correct my homework using a digital pen which shows me where I went wrong or where I could improve. This helped me to continue learning during this difficult time.

I believe we will keep using Office 365 during our return to school as it has become a vital part of our continued learning and development.

Hannah Hayes (6th Year)

Covid has hit us all hard. Every single year group and teacher has had to face different struggles. The obstacles that needed to be overcome, varied from year group to year group, but as a school we collectively came back stronger.

I think I can speak for everyone when I say getting up at 8:44 and 'going to class' in pyjamas from bed was a luxury we didn't ever want to leave behind. Hearing a teacher's voice in your house was something absurd. Trying to quickly make a cup of tea between classes was the modern-day version of running back to the TV after an ad break as a child. But although we were technically

separated from each other during these experiences we were always together. Between texting your friend mid class to ask them did they hear you when you left your mic on, to face timing your friend group on Saturday and laughing about all of the funny incidents that occurred that week, we knew we were never alone. Online learning truly showed me that even though through distance we were far apart we were always close together. This bond formed took away the sadness associated with missing valuable time in school. Missing out on some of our last few months of school was at times sad, but it made coming back to school and the home stretch all the more precious. It has made a lot of us value the time we have left, more than we ever would have. With everything in life there's pro's and con's,



but the pro's in this situation are moments that will shape us as people forever. It has taught us resilience, adaptation, and bravery.

Lucy McCarthy (3rd Year)



For the past 12 months, students all over the world have been forced to stay at home and attend school from their homes online. Different schools have had very different experiences, from a small bit of homework being handed out to having full days of online school, consisting of live classes.

Our school was very lucky to be a Microsoft showcase school! As part of being a Microsoft showcase school every student and teacher received their own personal email address, which allowed access to all Microsoft apps. For example Teams, OneNote, Excel, Outlook and many others. This also meant that the communication between teachers and students was far more easy. So, when

the lockdown was announced, Kinsale Community School was already one step ahead! In March of 2020 when it was announced that all schools will be closing, Kinsale Community School hit the ground running with Microsoft teams, where frequent contact between teachers and students was available. Teams allowed teachers to create assignments, assign work and schedule live classes. It took a bit of time for teachers and students to get comfortable with using all this technology but once everyone understood how to use it, everything began to work like clockwork.

My day, for example, consisted of nine classes a day, with at least seven of them being video calls with my class and a teacher. This was great because teachers and students were able to have a sense of being part of a group and having the ability to ask questions, interact and contribute to the class discussions. During the live classes most teachers used the function of a whiteboard where the teachers were able to write on the whiteboard and students were able to take down the notes. This again gave teachers and students the feeling of interaction with others. Other teachers used PowerPoints and spoke with their cameras either on or off!

Another feature of the Microsoft apps is OneNote. OneNote again is like a whiteboard but when students upload their work here, teachers can use their digital pens to correct the work just like

it would be if the work was physically there in front of them. This was not only good for the teachers but it was hugely beneficial to me because I was able to see each question or essay broken down and having my mistakes highlighted.

I'm sure that my classmates would agree that all of the teachers were fantastic to deal with. Any questions or queries that I had they were there to answer them and to help me. I also found that all the teachers understood how strenuous online was for some people and they were all so understanding if you were feeling overwhelmed or feeling like there was a huge workload, they understood this which made the whole experience of online school far more pleasant.

Another advantage to online school is that everything is recorded. So any notes that you missed or classwork that you missed it was all on the whiteboard / OneNote. This was great and made taking a day off far less strenuous because all the notes and information was there to catch up on. As well as this for some of our live lessons the teachers recorded the lesson meaning we could replay the classes if there was something we didn't quite understand or if we were absent.

Overall, I don't think Kinsale Community School could have done a better job in meeting the requirements for the curriculum and ensuring that all students were happy.

Maebh O'Leary (6th Year)

Even though we have had a somewhat unconventional sixth year experience it has not stopped us from forming the bond that is created when a group is in their final year. Leaving Cert is usually a time when we reflect on our experience in secondary school as a whole. For us this was slightly more difficult having spent months of the year online. However everything we went through, the online classes, the government announcements and the predicted grade exams we went through together. Thankfully that togetherness formed by sentimentality is not absent even this year. A togetherness formed under unusual circumstances? Yes, but a togetherness none the less.

I think we are all beyond grateful that our last few months took place in the school building. Online school can be all-consuming and it is difficult to know when

the school day ends and when it starts. The days felt like a continuous loop of teams calls, assignments and stress over study. It was not long before the days faded into each other. I for one was relieved to return to my friends, designated lunch breaks and bells that end the school day. It is easy to work yourself up over exams alone in your room; now being surrounded by peers really helps as it is much easier to gain a better perspective. You can find that with almost everything there is 'much ado about nothing'. When no one has started studying for that test or written that essay yet, you feel slightly more at ease with your own procrastination. The fuss you made was over something that never mattered that much in the first place. There is nothing more comforting than knowing people are going through the same things as you are. 'People need people' this much I now know to be true.

Online classes although not ideal have provided us with resources unlike



anything we have ever had before. The amount of our notes that are online now is astonishing. There is no longer the worry of leaving your notes in school before a big test because everything you could ever need has been organised into carefully labelled folders on OneNote. We only need our phones or a laptop to find any and all material we could possibly need for each subject. This makes revising far easier and falling behind or missing work much less likely.

Rachel Fox (6th Year)

Going back to school in March after 7 weeks of online schooling was scary. Some may argue that as a sixth year student heading back into a familiar setting surrounded by my friends shouldn't have been so daunting - but what we had to face was no mean feat. We had to wake up at a time earlier than 8:44am. We had to actually get dressed when we got up every morning - and perhaps the most daunting of all; we could no longer pop to the kitchen for a cuppa in-between classes. Frightening.

However, I think we can all agree that going back to school was actually really manageable. As a result of our structured online classes throughout the lockdown, it took no time at all in getting back into the swing of things again. Our corridors were filled once again with laughter and jokes and gasps at the realisations of

incomplete homework - it was nice to be back.

We used the forums Microsoft Teams, One Note, OneDrive, Outlook and Flipgrid to carry out our schoolwork online. On our return to school we have continued to use these valuable tools in furthering our learning. Our teachers were exceptional in helping us to settle back into school life and guided us through the highs and lows and uncertainty of this year's Leaving Cert.

Coming from a Leaving Cert students' perspective, the return to school truly opened my eyes to how important human connection is. While I never once felt alone or isolated during the lockdown, I think I've come to value the feeling of presence in a classroom. After all, we were all in it together, teachers and students included and we all knew exactly



how it felt to be living in our crazy world. Being back together again meant rushing to classes, bumping into friends in the corridor and experiencing the power of camaraderie. Being back together meant that if you were feeling down, someone would say something funny to make you laugh so much you'd forget why you were even sad in the first place. The power of human presence is so powerful and I think it's fair to say we all value it much much more now.

Tom Jolly (5th Year)

One Note has entirely changed my school experience. When used effectively, an online library is formed and made accessible at any time by any class member. Whether it be a missed class

due to a sick day or a stressful class that requires full attention, having class notes accessible at home for after school note taking is a game changer! This alleviates stress and encourages a more productive school experience.



Oireachtas Meeting:

Joint Committee on Media, Tourism, Arts, Culture, Sport and The Gaeltacht

When we were asked to present to the Oireachtas this May in relation to their Online Safety and Media Regulation Bill, we knew exactly what we wanted to say. Getting the opportunity to be involved in pre-legislative talks is an amazing experience, and we wanted everything we said to be impactful. We were to deliver a two-minute online presentation on cyberbullying; focusing on the suggestions we had for the committee on how to deal with the ever-present issue of cyberbullying among young people. As young feminists we were automatically drawn to the gender aspect of cyberbullying; namely that the issue primarily affects teenage girls.

Having ran an all-girls internet safety student committee last year, we started off our online presentation discussing the things we implemented as part of this committee work. We discussed our use of social media, poster campaigns and internet safety workshops, which were all part of our anti-cyberbullying campaign. This campaign was hugely successful. In fact, our committee was highly commended for our work at the Safer Internet Day Awards 2020.

Following on from this, we proceeded to discuss the suggestions we had for the committee. We wanted the committee to focus on greater education in relation to the issue. 6th class students and Junior Cycle students, and indeed parents and teachers, need to be better equipped to handle cyberbullying, and need to be aware of the supports available for victims. Knowledge of how to handle incidents of cyberbullying, how to report content on social media, and how to access supports is crucial. For girls especially, online bullying and harassment is a topic that is not talked about openly, and that needs to stop. Conversations need to happen at school and at home so that victims of cyberbullying do not feel isolated. As well as this, we reminded the committee of the mental health implications of cyberbullying; namely that it can lead to anxiety, depression and suicide. This aspect of the issue needs to be addressed in the new legislation, and we truly hope our presentation will ensure this happens. When the Committee began to ask us questions, they were particularly impressed with our suggestion that young online safety activists should be recruited to visit schools, so that teens can hear

from their own peers with experience on the issue, and can gain better insight and advice from someone they can truly relate to.

The Committee also took an interest in the idea that the issue of Cyberbullying is largely a feminist issue. Girls are 3 times more likely to be cyberbullied than boys, and this statistic alone is enough to call for immediate action. We encouraged the Committee to address this, as by facing up to the fact that cyberbullying is a feminist issue can allow for better solutions to the problem.

The experience as a whole was both an enjoyable and empowering one. Being able to share our ideas and speak for our peers on such a crucial issue is not an opportunity to be taken lightly. We are truly looking forward to hearing the outcome of the Bill, and would encourage students and parents to take the time to read up on the issue of cyberbullying through the website webwise.ie

Megan Fahy and Sarah Fitzgerald



Megan Fahy



Sarah Fitzgerald

Soccer Update

Great to see Louis Allman and Matthew Gillen sign for Cobh Ramblers U17 & U15 teams respectively for the forthcoming season.

Past students who are doing extremely well on the pitch - Luke Desmond and Darragh Crowley both playing with Cork City FC. Matthew Healy playing for Ipswich Town U23's.

Keep up the great work guys!



This year has been a very different but busy year for our music students. With restrictions on singing, the playing of wind instruments and social distancing, a lot of emphasis has been on listening, visual and music appreciation.

Our 3rd and 6th year music students worked very hard all year on their practical performances at home and in school. During lockdown, students were able to perform their chosen pieces for Ms. Kearney on 'Microsoft Teams'. The students put in a lot of hard work and this was evident in their performances.

The other year groups enjoyed learning new genres of music through listening and the use of online videos. Students also enjoyed melody writing, graphic score and found sounds.

It was exciting to have our students back in class for performance and group work. Many of our music students enjoyed learning the ukulele with Ms. Brennan and enjoyed going outdoors for a socially distanced sing song when the weather was nice.

We are looking forward to returning to extra-curricular activities next year. These include the choir, our trad band.



2nd year students enjoy learning to play the ukulele



3rd year Music students having a practical class with the Ukuleles



6th Years in rehearsal for their practical exam



Here students are engaging in Cross curricular activities achieved by 2nd year students showing the affects of different genres of music on the heart rate



Ellen Crowley playing for her practical with her sisters Eva and Grainne



Isobel Bergin and Jessica Moloney (3rd year) rehearsing for their practical exam

Arpademia Harps Competition

Pictured are Abaigeal Walsh 5th year and Kiely Lehane 2nd year who got to the final of the 'Arpademia Harps Competition' and are awaiting the results. Well done and best of luck girls...such a high achievement.



WALSH ABAIGEAL, IRELAND



LEHANE KIELY, IRELAND

PE Class Online during Lockdown

Physical Education has played a vital role in the lives of our students during lockdown. Students were encouraged to prioritise their well-being and keep active while learning from home.

Students participated in PE class in several different ways during lockdown. Physical Education online included: live classes, wellbeing challenges, walking challenges, couch to 5k running, home workouts, skills challenges etc. Students have also been learning about the importance of nutrition, how to put together a home workout and setting SMART goals for themselves.

Pictured are some great snap shots of how our students have been keeping physically active over the past number of months. Students have taken some beautiful photos while out on their walks and runs around Kinsale.

Ms Aine McKenna



Today - 14:18
Afternoon run
4.13
kilometres

Wellbeing diary for PE (Week 2)

Tuesday: 2nd of February:

- Walk with dog
- Workout (weights & cardio)
- Watched outer banks with family

Wednesday: 3rd of February:

- walk with my dad & sister & dog
- Workout with sister
- made cupcakes
- Watched outer banks with family

Thursday: 4th of February:

- HIT workout class (online) with mom
- went for swim with sister
- watched outer banks with family

February Wellbeing Challenge!

1st Drink 1.5 litres of water	2nd Give yourself 3 compliments	3rd Clean out a drawer/press in your room	4th Do a short meditation (Use Headspace app)	5th Eat 5 fruit/veg today
6th Walk outdoors in the fresh air	7th Sleep in a little longer	8th Talk with a friend	9th Go to bed an hour earlier	10th Walk at least 8000 steps
11th Compliment someone	12th Write down 5 good things about today. (It's Friday!)	13th Get rid of 3 things that you never use	14th Do something outdoors	15th Treat yourself
16th Drink 1.5 litres of water	17th Practise your favourite hobby!	18th Spend 1 hour in a device free zone	19th Drink 2 litres of water	20th Do something outdoors!
21st Walk at least 10,000 steps	22nd Colour something in	23rd Read a book	24th Listen to a podcast	25th Spend 1 hour in a device free zone
26th Eat 5 fruit/veg today	27th Do something outdoors	28th Treat yourself		

PUZZLES

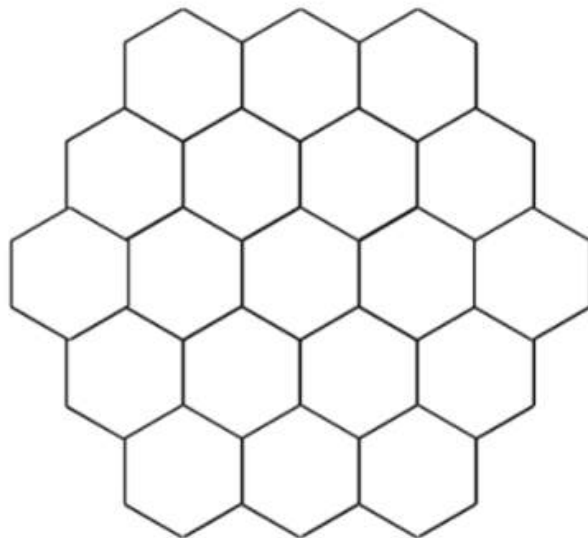
World Cup Puzzle

There are 6 teams in a group. Each team plays every other team twice. How many games are there in total?



Honeycomb Puzzle

Arrange the numbers 1 – 19 in the honeycomb grid (above) so that each row, column and diagonal adds to 38. You can only use each number once and every number must be used.



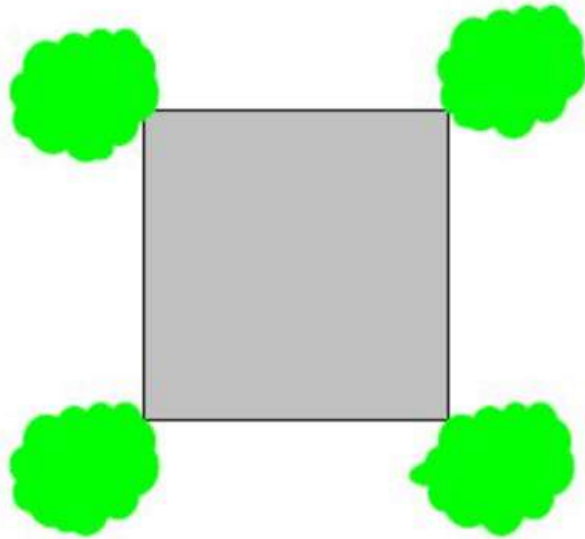
Text Message Puzzle

Pete, Sarah, Matt, Amy and Luke are all friends. Each of them sends one text message to each other person. How many messages are sent in total?



Expanding Car Park

A client wants to double the size of his car park (shown above). He insists on retaining a square shape and as many of the trees as possible. What is the best solution?



How Old Is Lucy?

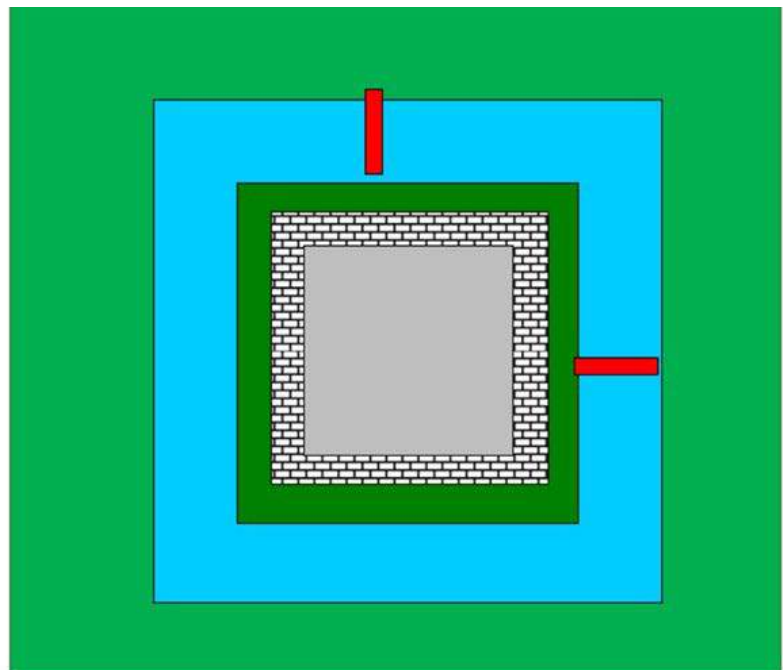
Sarah is three times as old as Peter. Max is twice as old as Peter. Lucy is two years older than Max. Altogether their ages sum to 26 years. How old is Lucy?



Attacking the Castle

A square medieval castle sits on a square island surrounded by a square moat and was under siege. All around the island, there is a 5 metre wide water moat. There's ground on the other side to rest the bridge on (if you can get it to stretch that far).

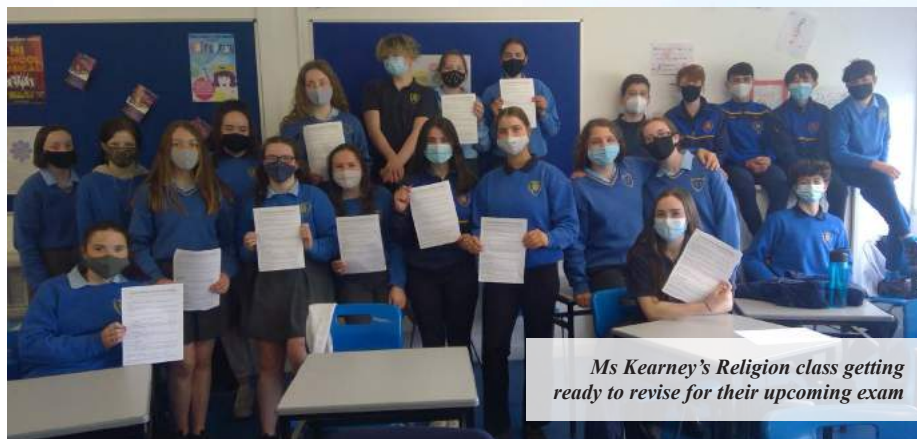
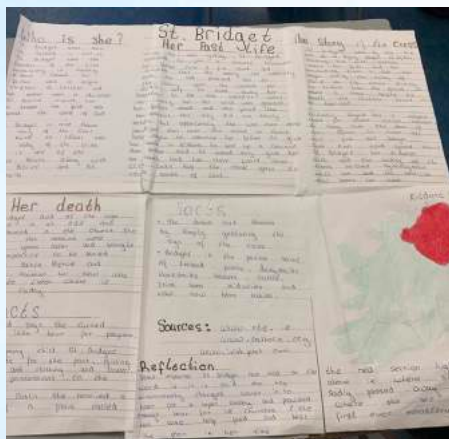
The attacking king sent his men back to build two wooden foot bridges. Unfortunately these clever men came back with two bridges exactly 5 metres long. (That meant that they couldn't be supported on the ground at both sides of the moat). They have no nails or rope, is there any way they can get across?



Answers to Puzzles are on Page 79

Religion

Samples of Religion CBA work completed by 2nd years on the topic 'A Person of Commitment'.



Ms Kearney's Religion class getting ready to revise for their upcoming exam



Reflection

- Rosa Parks has influenced me to be a better person and to stand up for what I believe in. She has taught me if the rules aren't fair then change them. Sometimes you've got to break some rules to enforce others.
- If I met Rosa Parks I would ask her how she feels being such an inspiration and idol to people around the world. How did it feel sitting in the front of the bus legally. How did it feel gaining that little more freedom and her thoughts on Black Lives Matter. Has it improved enough? How can we improve so all races are equal?
- After doing this cba on Rosa Parks I now have a lot of respect for this woman. She used her voice to inspire people to fight for equality and freedom. A human right that should be available to every person. I would hope to someday inspire people to fight for what they believe in and that they can achieve anything they set their minds to.



WHY I CHOSE mother teresa for my CBA

- I chose mother teresa as my person of commitment for my CBA as I believe mother teresa has done so much for the world and deserves to be recognized for it.
- I have seen articles about her online before and wanted to know more about her.

Religion CBA self-evaluation

- Religion CBA self-evaluation Why did I pick Sister Stan? We touched on Sister Stan during our religion class and I found her really interesting and inspirational. What did I enjoy about my research? I really liked learning about her battle with the church because I found it inspiring that she put her beliefs and the words of the bible about caring for others over approval and recognition from the church. If I was doing this project again what would I change? If I was to do this project again I might like to experiment with different methods of presenting such as a poster or a word document.

Reflection:

Why did I choose to do this cba on Malala- I chose to do my cba on Malala as I was very inspired with her speech on woman's rights in Pakistan. It made me realise with confidence your voice can be heard anywhere and everywhere.

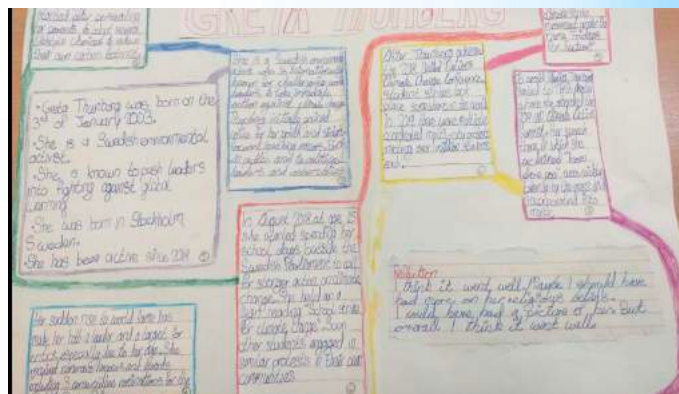
Her voice has been heard world wide and has made a massive impact on woman and children's rights to education



Reflection

I feel that Marcus deserves the recognition he gets for the work he has done for many reasons. Marcus helps children all over Great Britain to tackle hunger and make them feel happy.

I think that Marcus Rashford is a great person and deserves all the recognition he gets.



Mamma Mia

Here We Go Again

As I type we are 3 weeks from opening the curtain on our 2021 Transition Year School Show Mamma Mia and the excitement is palpable.

Our students are so eager to perform the show they have worked so hard to prepare over the past 6 months. Rehearsals were held online from Jan to April so the real work of putting this show together only began when Transition Year students returned to school after the Easter break.

All the elements of song, dance, set, sound, lights have all been going ahead with gusto with the goal of going live the last week in May.

Mamma Mia is the iconic story of Sophie, a bride to be who doesn't know who her dad is. So she invites all possible suspects to the wedding. You can imagine the confusion and fun that ensues!! Based on the songs of ABBA this show is filled with numbers familiar to both young and old such as Dancing Queen, Super Trouper, Lay All Your Love On Me, Money Money Money and of course the iconic Waterloo! The focus has at all times been on safety in these covid times which means that the

show will only be performed to socially distanced school audiences of 80 in a hall with a capacity of 320. No public tickets will be on sale this year. A video record will be available for students' families for whom the TY Show would have been a highlight of the year.

We would like to thank all those in the community who pack the hall annually to watch our show and we look forward to welcoming you all back to a live show in the near future.

Tony Cierans



Student Council

Down Syndrome Ireland Fundraiser

On Friday the 30th of April Kinsale Community School had an odd sock day in aid of Down Syndrome Ireland. The idea arose from my camogie club (Sliabh Rua) who were doing similar fundraising events for the same cause. Times have been tough for charities such as Down Syndrome Ireland in these unprecedented times, so our club decided to host a fundraiser to give something back. We held many events to raise awareness for Down Syndrome Ireland including a 24-hour online mission and virtually walking along the world's longest national highway in Canada. As I was on the fundraising committee, I inputted the idea of hosting a fundraiser at the school, an

odd sock day!

And what a success it was! On April 30th there was not a true pair of socks in sight. As for the minor few who 'forgot', they made sure to pay an extra euro or so for their sins.

With the help of Mr. Wilson, the Student Council members and many... many transition years over €800 was raised for Down Syndrome Ireland! I was absolutely thrilled with this sum of money from the school, but honestly not surprised as I was blessed to host the fundraiser in such a kind accommodating school like KCS. The money raised will help Down

Syndrome Ireland continue providing essential services, programmes and supports to the charity's members and their families across the country.

Kate Redmond



Christmas Activities

As Christmas 2020 approached us in KCS, the Student Council began to discuss the various ways in which we could spread some Christmas cheer around the school - while also raising money for charity as we do annually. Eager to make the most out of the final few weeks before the Christmas holidays, we decided to go all out by selling candy canes, holding a 'Christmas Jumper' day and raffling numerous gifts

kindly donated to us by local businesses. We were delighted by the generosity of the students and staff who immersed themselves fully in the Christmas spirit by joining the snaking queues to buy a candy cane, enthusiastically dressing up in their festive finery and who keenly bought raffle tickets.

Overwhelmed by the support, we are thrilled to say that we raised a tremendous €2,000 which was donated to; "Make A



Wish Foundation" in memory of Béibhinn O'Connor.

Minister Simon Harris

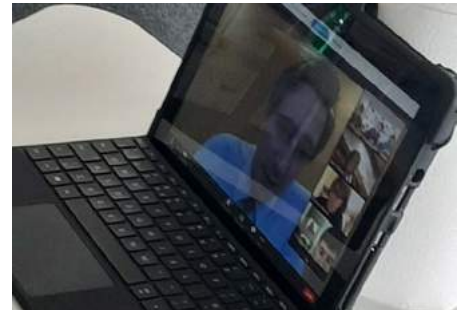
Zoom Meeting with Minister Simon Harris

In early March it was announced that Cllr Marie O'Sullivan had kindly organised for KCS and some surrounding schools to engage in a Zoom Call with Minister Simon Harris. This was during the peak of the changes being made to the Leaving Certificate Exams and I was keen to talk with him and ask him a few of the many questions the Leaving Cert students had in regards to our exams, but also in regards to our Third Level Education. Ms. Sheehan invited all of the 6th Years to send in any questions we wanted to ask Minister Harris, from which he would choose three to answer during the Zoom.

Hannah Hayes, Ellen Farrissey and I were each allocated a question to ask that the Minister had approved. With the help of Ms. Sheehan and Ms. Dunne, we logged onto the call and were greeted with the faces of many other students and local politicians.

Minister Harris was eager to answer our questions and engaged quite enthusiastically with us all. Ellen got the ball rolling by asking what advice the Minister had to; "keep students motivated for the remainder of the school year?" Minister Harris was positive in his response, reminding us that there was only a few more months left and to give it; "our best shot" He reminded us how lucky we were to be back in a school setting and urged us to keep going and maintain as normal a routine as possible.

I was next to ask a question for KCS asking; "what adjustments and accommodations would be made with regards to university and college places for the next academic year, seeing as there has been such a surge in CAO applications this year as a result of the pandemic?" The Minister reassured us that the Government had a plan in progress that was going to allow for 4,000 more university and college

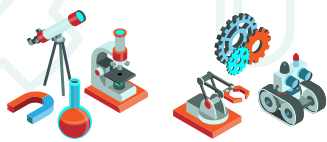


places across the nation. He went on to say that these places would be divided up between courses depending on the demand evident in CAO applications. This piece of information was new to us all and was certainly reassuring. Hannah concluded our question segment by asking the Minister, if it was him in our position would he; "choose to sit his exams or choose to take accredited grades?" Minister Harris pondered the question and honestly stated that he would probably sit the majority of his exams to give himself the best possible chance of doing well. He encouraged us to do the same and to sit as many exams as we felt confident doing.

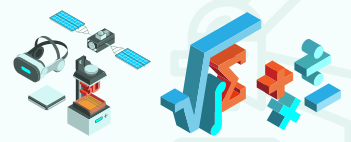
It was a brilliant opportunity to be face to face (virtually!) with one of the people who is so heavily involved in making the decisions that affect our futures and be able to and get answers instantly. The Zoom call enabled us to relay the messages from the Minister to our peers. It was certainly reassuring and to see how optimistic Minister Simon Harris was about our future - thank you to Cllr Marie O' Sullivan and our teachers for making it possible!



Rachel Fox (6th Year)



STEM in KCS



Bee Friendly

In 2015, bee experts in Ireland came together to produce the All-Ireland Pollinator Plan. They did this because our pollinators, especially our bees, are in big trouble. We need bees in order to grow our fruit and veg, and to make sure our countryside has lots of beautiful wildflowers. There are 99 species of bee in Ireland – 1 species of honeybee, 21 species of bumblebee and 77 species of solitary bee. The All-Ireland Pollinator Plan for 2021-2025 is a new five-year road map that aims to help bees, other pollinating insects and our wider biodiversity.

TY Ag Science students in Kinsale CS are helping to do their bit to encourage more bees on the campus. In collaboration with Mr. Brendan Barry we have identified 2 areas of the grounds that are pollinator friendly – they have Dandelions and Clover already growing as well as long grass. These areas will be allowed to grow over the Summer months and not

treated with pesticides or herbicides. Signage will be in place to indicate that these areas are “Managed for Wildlife” – very often passers-by assume such areas are not looked after and can give a bad impression! What we see as an untidy garden is heaven for bees and other insects. The principle of “Don’t mow, Let it Grow” is still relatively new to Irish people and will take some time to embed into our psyche.

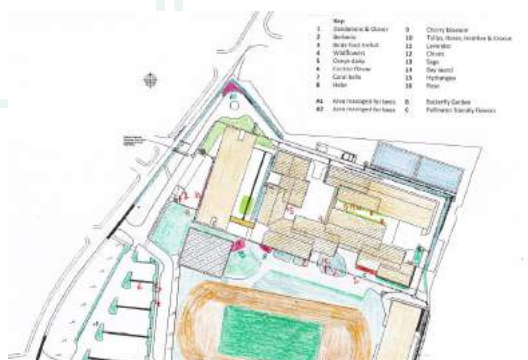
The second action we are taking is to provide nesting sites for wild bees. Having walked the school grounds we noticed that we already have sites that mining solitary bees are nesting in – they like bare soil. To cater for nesting solitary bees, we have made some bee hotels, with the guidance of woodwork teachers Mr. Duggan and Mr. C Ó Donnabháin. These are simply made by drilling different size holes into a piece of untreated timber. During the Summer, the female lays her eggs in these nesting sites and then stores up pollen in them. In the Autumn when the eggs hatch, the larvae have this food

to eat, before hibernating for the Winter.

Students also surveyed the school grounds to identify what type of plants are already providing food for bees. The map of the school grounds shows the locations where we already have many pollinator friendly plants. These include Red clover, Hebe, Lavender and of course Dandelions! For anyone considering their Summer planting scheme, the following are pollinator friendly – Lavender, Catmint, Foxglove, Verbena and Lamb’s ear, to name just a few. We hope that by taking these two small actions that we will help the bee population in our community and increase biodiversity. We look forward to examining the bee hotels in September to see if they were occupied over the Summer. Check out www.pollinators.ie for more info.

#BeeFriendly this Summer

Ms. Dullea



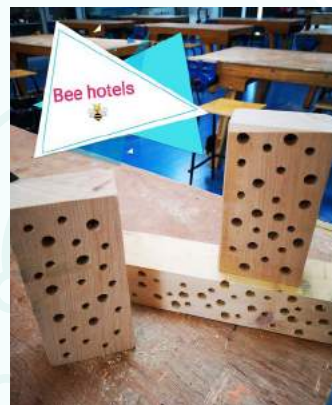
School Map Bees



Managed for Wild Bees



Bee Hotel Making



Completed Bee Hotels



Front of School



BT Young Scientist

The annual BT Young Scientist Exhibition was held virtually this year. Representing KCS were PJ Crowe, Christina Hurley and Aengus Price. The students put huge efforts into preparing their projects and deserve great praise for making the effort

to enter under the difficult circumstances due to the pandemic. Christina received a 'Highly commended' for her project on 'A Statistical study of the use of CPR and AEDs'.

Aengus did phenomenally well. He won his category and won the 'Special Award' for chemistry with his project 'are casein-based plastics a viable, sustainable and eco-friendly alternative to oil-based

plastics?'

Thanks again to the BTYS team in the school and Eamon Judge for their help in preparing the projects. We encourage all students to consider entering in September and hopefully Kinsale students can enjoy what will be an unforgettable experience in January 2022!!



Aengus Price



Christina Hurley



PJ Crowe

Butterfly Garden

The Butterfly Garden is an initiative by Judy Donegan and the students in G04/G05. Located outside the school canteen, the students planted vegetables and flowers. A lovely place to sit and take the sun and as well as a place to enjoy the benefits of gardening. A big thank you to Judy, Eoin, Brendan and the students, for this fabulous space. We are looking forward to eating some of the results

come harvest time!

TY Ag Science students have also been busy helping to prepare an area of this garden for sowing pollinator friendly flowers. A few classes were initially spent carrying out the arduous task of picking stones. Some passing teachers (who will remain nameless) were reminded of their childhood days of being sent out to pick stones.... their offer of help failed to materialise unfortunately. After this some farmyard manure was added and

dug into the soil. This will help increase the organic matter/humus of the soil and the numerous earthworms in it will also help improve aeration. Following this the seedbed was created by raking the soil. The final and easiest job was scattering the seeds and watering well. We hope that come Summer there will be a blast of colour and plenty food for both the butterflies and the bees in this area of the school campus.



CSO Competition

Students from KCS who entered the Statistics competition ran by the Central Statistics Office.



Problem Solving Class

This initiative piloted by Mr. Holly that aims to provide a platform where students that have a keen interest in Mathematics and STEM subjects and can practice questions at a more advanced level to refine their problem solving skills.

Science CBAs

The science pupils were great at engaging with the online content. However, it was difficult to carry out science practical's remotely, so once second years returned to school after online teaching they got

stuck into planning and carrying out some fun investigation work.

We have pupils investigating how music affects heart rate, how the angle of a surface affects speed, the most effective hand sanitizer, how potatoes can be used to generate electricity, investigating the

anodising of aluminium and how volume of water affects bottle flips. These are just a few of the investigations being carried out by our enthusiastic scientists.

Here are some photos of exciting lab work being done by 2A2 and 2A3 students for their Science CBAs.



TY



Apple Virtual Experience



Bike Workshop



Film Workshop



Concern Debate



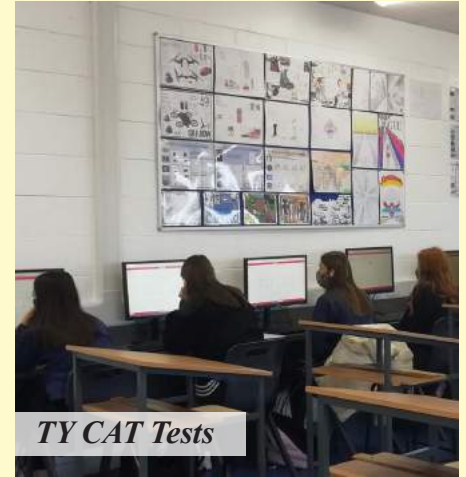
First Aid



A selection of photos from the wide variety of TY in-person and virtual activities for 2020/2021.



Greater Chernobyl Cause



TY CAT Tests



Self Defence



Online Courses



AIT Business Innovation Camp



Concussion Course



DIT Architecture



DNG



EBB



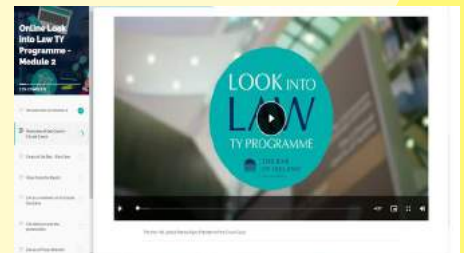
Guide Dogs



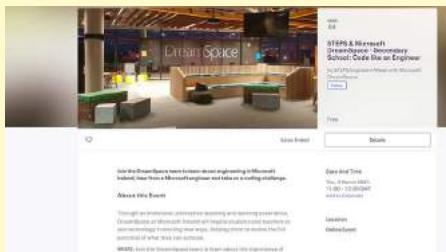
Health Fest



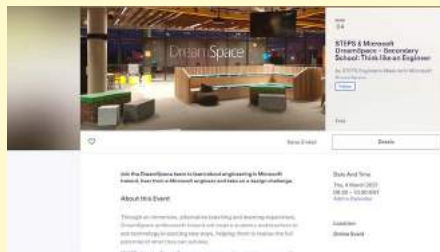
I Wish



Look Into Law



Microsoft Code Like an Engineer



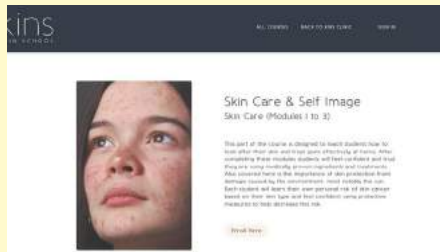
Microsoft Think Like an Engineer



Road Safety Authority



Royal College of Surgeons Ireland



Skin Workshop



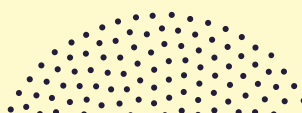
Steps Engineering Your Future

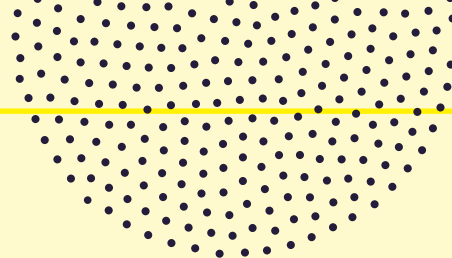


Stripe



Tyndall CEIA





PsychSlam

This year seven determined TY students took part in the UCC Psychslam competition including Ben Loughnane, Caoimhe McGuinness, Tara Gleasure, Cremma Liddy, Wiktorina Nowak, Kian O' Callaghan and Aaron Ganly.

The competition challenges students to research a self-selected brief and provide an insight into the ins and outs of this topic. The students picked "Why do we

procrastinate?" because of its pertinence in the everyday lives of so many people, themselves included.

For the competition, a video recording was required showing 3 students presenting 20 PowerPoint slides, each 20 seconds long. The entire team worked hard to research academic material about procrastination. They also conducted a survey of junior cycle students in KCS.

Of course the names of over 30% of students who admitted to regularly doing homework on the morning its due will remain anonymous!

The project was an inspired collective effort, and the team would like to thank Ms. Hay, Ms. Forrest, Ms. Egan and Ms. Murray who assisted them along the way.

Community Work

KYSS

We are TY students who took on community work as an act of kindness and to do good for our community. We got assigned to the KYSS (Kinsale Youth Support Services) foundation. KYSS is a group that helps young people around the Kinsale area. They also have a youth café for teenagers in the area.

When we went to the café for the first time, we met Ger Rice. This is who we were working with for our community work experience. Ger asked us to come up with questions for a survey about the youth café as they are planning on opening another one. We came up with questions such as: what do you like about the café? How often would you go? What age would you stop attending the café? What do you enjoy most about the café? This survey was distributed to

teenagers in the area, the responses were analysed, and the results were given to Ger to help improve the plan for the new café.

We had two community work groups working with KYSS, 5 boys and 5 girls. The girl's assignment was the completion of the survey and the boy's assignment was to contact a list of organisations given to them by Ger to see if they were still in service for young people in need.

We really enjoyed working and helping out KYSS. It is an unbelievable organisation and really helps teens and young people in our area.

Alicia Kidney (TY)

TY Covid Officers

Billy Field, Rian Crowley, Huw Day Griffiths and I were all Covid Officers for most of our TY experience as we all signed up for community work at the beginning of the year. This meant we were responsible for making sure all the materials necessary to ensure a safe environment during the pandemic were readily available.

Our team designed, printed, laminated and stuck-up checklists in every room and corridor in our school. During our community work classes on a Friday afternoon, we would then use these check lists to keep track of what was replaced or broken while we checked every hand sanitiser station and paper towel dispenser in our school. We enjoyed the work and felt as though what we were doing was necessary and important for the safety of the school.

Ruairi O'Donoghue (TY)

Alzheimer's Society

Our community work group had the privilege of working with the Alzheimer's Society of Ireland for the first time, trialling their new program. The aim of the program was to spread awareness and educate the younger generation about dementia.

It all started off before Christmas when Mr. Donal Murphy from the Alzheimer's

Society of Ireland came to talk to us about the program that they had created. We were delighted to be presented with this opportunity and were looking forward to getting started.

The program involved us partaking in five online training classes which were presented to us by Ms. Jamie Sherlock Walsh. We learned a great deal of new information about dementia from the program, which we then used to create three lesson plans. We presented these lesson plans to other students in our

school. It was a great success and an enjoyable experience for everyone involved.

"I really enjoyed the experience and would highly recommend to future students that are presented with this opportunity" - Caoilfhionn O' Donovan

"After doing the program I feel I know a lot more about the topic of dementia" - Caitlin Luke

Aoife O'Grady (TY)

Tidy Towns

Over the past year the TY Community Work class has been working together to help the local community in many ways. One such way was by working with the local Tidy Towns Committee. A number of Tidy Town groups were set up and each week these groups were assigned to various areas in Kinsale town and surrounding areas. These groups picked litter and ensured that it was disposed

of responsibly and recycled whenever possible. The group were supplied with hi-viz jackets, gloves and refuse bags by Kinsale Tidy Towns and KCS. This continued up to Christmas, however, due to the Covid restrictions and school closures this plan had to be altered for the term up to Easter. Each week the class participated in online classes and decided that they would continue the litter picking and tidying up in their own localities. For example, some people cleaned a beach each week, others cleaned their

villages. This continued from January to April. Once school reopened, the original weekly tidy up in Kinsale resumed, areas such as the Bowling Green, the centre of the town and the areas around schools and playgrounds were on the list. Overall, we feel that we did a good job and helped our local community in a very positive way. We worked well as a team and took pride in our work.

Cathal Galvin (TY)

A selection of photos from various Community Work activities



Kinsale Loves Bikes Logo Competition

Congratulations to TY student Madelyn Fahey who recently won the logo design competition for Wild Atlantic Bikes. 'Kinsale Loves Bikes' is a new group formed to promote leisure cycling to people of all ages and abilities in

Kinsale. The group aim to campaign for better cycling facilities for Kinsale that make cycling safer and more fun. Madelyn received a prize and her design will also be used on social media and as a letterhead for stationary.



VEX Robotics

Our Vex team this year had no competitions to aim for as Vex tournaments in Ireland got cancelled due to Covid. With our teams winning the Irish championship for the past 3 years and qualifying for the world championships this was especially disappointing for this year's robot enthusiasts. With no real competition to aim for and with worries about Covid safety we initially spent the year learning how to code Sphero Balls and doing some challenges with them.

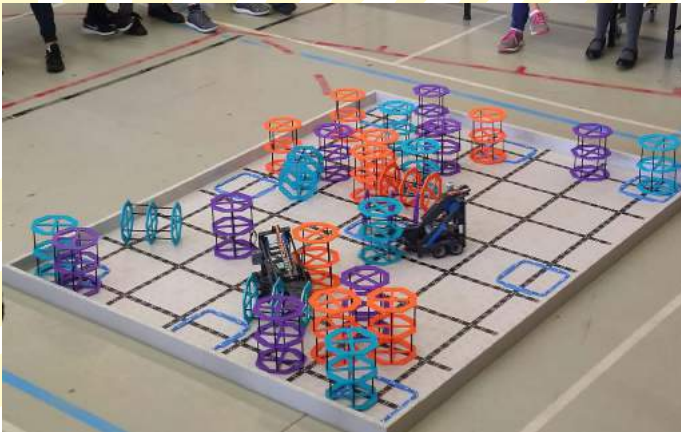
We moved on then to learning how to build and then program Vex IQ robots which are

normally used for primary school robot competitions. We borrowed robots from Naomh Eltin and Kinsale Gael Scoil and split the robot class into 4 teams to build 4 different robots to play the 2021 Vex IQ game Rise Above. Then at the beginning of May we invited Naomh Eltin 5th and 6th classes into our school on 2 days to play in a robotics tournament organised entirely by the Vex robotics class.

The students ran the tournament from start to finish. Everybody had a job setting up the hall, explaining the game and rules, refereeing, team mentors, compering, score keeping, clock starting, arena resetting or robot technician. We also had sanitising stations to run and students to

greet the kids and take them on a little tour of KCS.

The Naomh Eltin students were super excited to come into our school as they had not had any trip this year. The excitement grew when we split them into teams and they started playing the competitions. Each team played 4 rounds and everybody got a chance to compete and drive the robots. The students were so enchanted by the game they begged us to run it again another day. In a year where we haven't had any competitions ourselves it felt good to organise an event that was so enjoyed by these young students.



Flat Out Racing

Introducing Flat Out Racing, a group of determined TY students taking part in F1 in Schools 2021. Our aim was to be F1 in Schools national champions and travel to Singapore for the F1 in Schools world finals later this year. We aimed to achieve this goal by demonstrating a body of work that showcases the very best of youth STEM and enterprise participation through the lens of this invigorating challenge. We are currently awaiting the announcements of results.

In this competition, we were challenged with creating a miniature F1 car that is capable of going 0 – 80 km/h in under a second, obtaining financial investment while marketing and growing a team brand. Our team consisted of Charlie Sheehan (Team Manager), Ben Loughnane



Flat Out Racing

(Sponsorship and Marketing Manager), Zack O' Brien (Graphic Designer), Kris O' Callaghan (Design Engineer) and Conor Fitzpatrick (Manufacturing Engineer). We must say a huge thank you to our sponsors which included primary sponsors ThermoFisher Scientific, Flogas and Greyhound Express Freight and also to our associate sponsors Centra Kinsale, Kinsale Physiotherapy Practice and Rhino PDS Kinsale. Our numerous

enterprise activities included presenting to local primary school students about STEM, holding a creative drawing design competition, running raffles and even giving back to the community through local clean ups. Our car was the result of a robust design and engineering process. We self-taught ourselves Computer Aided Design programs and then utilized

Cont. overleaf

countless sketches and extensive virtual analysis to create an innovative design. The team then used the brilliant 3D printers available to us within KCS to manufacture the wheels and wings of the car while outsourcing the CNC manufacturing of the car to a 3rd level institution.

During the national finals, the judging process consisted of various interviews, portfolios submissions, car time trial and even knockout racing. This was all conducted virtually due to the ongoing

pandemic. As a team, we have learnt so much with regards to applying skills learnt in the classroom to real life experiences. This covered a wide base from the core manufacturing skills of using manufacturing machinery to improving our communication skills by presenting to judges and prospective sponsors. Our team motto of "Drive it Drive it Drive it" embodies our dedication to going the limit and maintaining a positive attitude at all times. F1 in Schools has been without a doubt the highlight of TY for us, and you can believe that!



Pit Display

Team Bolt

We are Team Bolt and we are proud to be Kinsale Community Schools very first girls team to enter the 'F1 In Schools Competition'. Our team comprises of Bo Collins, Leah Horgan, Rachel O'Brien, Clare Cronin and Rachael Luke.

F1 in Schools is a competition where a Formula One team must design, build (3D print) and race a Formula One car which is powered by compressed gas cylinders. It also involved an element of enterprise and marketing as teams must raise sponsorship to fund the project and market and promote their brand e.g. using social media, sponsorship, merchandise etc.

We entered this competition as we wanted to break the barrier of F1 being a boys competition and we wanted to inspire the girls in the years below us to try out F1 when they are in Transition Year.

We began F1 by designing our own car on the CAD programme Solidworks. We then wrote up our 2 portfolios, engineering and enterprise, we promoted our brand and were lucky to receive sponsorship from 5 local businesses. Once our car was manufactured we spray painted it hot pink and added stickers promoting our sponsors.

The competition involved judging in a variety of categories including racing, scrutineering, an engineering portfolio, an enterprise portfolio, a verbal presentation, a pit display and a social media and marketing plan.

At first, when lockdown was introduced in January we found it hard to stay motivated to get the work done; but we were determined to keep going. We attended weekly online classes with our teacher and organised regular zoom calls to keep in contact and continue working on our project.

When we returned to school after Easter we were involved in four virtual interviews and verbal presentations with F1 judges. This gave us the opportunity to impress the judges with our team spirit and our innovation. Working online during lockdown really benefitted us when it came to our interviews as we had plenty of experience!

We are so grateful to F1 in schools and our teachers for giving us the opportunity to be part of such a great experience and being part of a team and developing lifelong friends. We also learned some valuable skills along the way like teamwork, communication, time management, engineering, IT and practical skills. Many of these skills will continue to benefit us into the future and we would encourage future TY girls to consider taking on the F1 challenge next year!



Car Design



Team Bolt

Staff – Vs – Students

Referees Report

On a sun soaked afternoon, Kinsale Community School staff took on a student team led by Liam Óg. The students were well prepared and dominated the early proceedings with a few feisty tackles going in. It was evident the students were ready and had their homework done.

Charlie Sheehan was a constant menace and he threatened early on. You could see the staff were getting frustrated. At one stage, Brennans “quality bread” grabbed the ball off one of the students in frustration and booted it up the field. They were losing their cool.

Against the run of play, Jabbo tried an audacious lob which rocketed off the post and hit the keeper and went in to give the staff the lead. This didn’t stop the students and they continued to press. A dubious penalty decision led to anger from the staff. There was calls such as “you are a turncoat”, “traitor”, “don’t come asking me to do a job”. Trade unions may be contacted for further investigation into these matters.

The penalty happened and the “ice man” slotted the peno to give the students a deserved 1-1. The game ebbed and

flowed and Liam Óg’s management has to be questioned by throwing on all the TY’s in the hope of winning the game. His trumpsque actions led to TY’s having a block of players at the back.

The teachers restored the lead from the Ger “the predator” O Callaghan with a neat finish. He has restored some form of respect after being lobbed by Charlie Grainger two years ago.

The game was nearing the end when TY’s got the equaliser from dodgy goalkeeping. The goalscorer was Kian O Callaghan. The ref wanted to go to penalties but it ended in an anti-climax with no time for penos.

It was a great spectacle and a great performance by TY’s and the staff can hold their head up with the performance and maintaining the unbeaten record!

A big thank you to Mr Tony Leahy for organising the game!

Mr Evan McGrath

Top 3 Players

Staff

Tony Leahy
Shaun Holly
Jason Abbott

Students

Zack O’Brien
Charlie Sheehan
Kian O Callaghan

MOTM:

Zack O’Brien

World Cup Puzzle

Answer: 30 games

This problem is more like the handshake problem and again introduces pupils to the graph theory.

Let's take Group D with the six teams of Republic of Ireland, Wales, Austria, Serbia, Moldova and Georgia.

Republic of Ireland will play ten games: two against Wales, two against Austria, two against Serbia, two against Moldova and two against Georgia.

Wales will have already played the Republic of Ireland twice so they will have eight games left to play: two against Austria, two against Serbia, two against Moldova and two against Georgia.

Austria will have already played the Republic of Ireland and Wales so they will have six games left to play against Serbia, Moldova and Georgia.

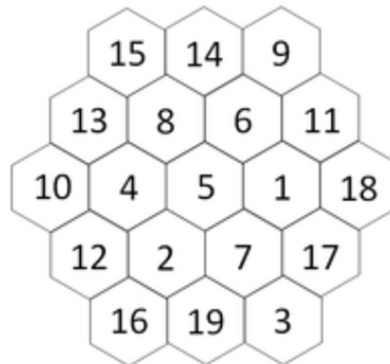
Serbia will have played against the Republic of Ireland, Wales and Austria so they will have four games left to play against Moldova and Georgia.

Moldova will have played every team twice at this stage apart from Georgia.

Georgia will then have played every team in the group twice.

There will be a total of 30 games for a group of six teams.

Honeycomb Puzzle



Text Message Puzzle

Answer: 20

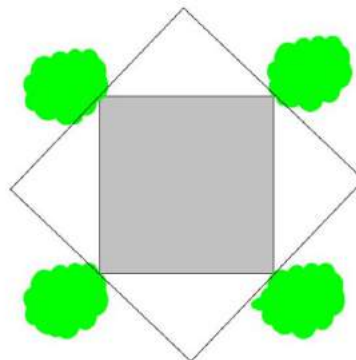
This problem again relates to graph theory but this time the relations between each of the objects is different.

Pete will send four text messages: one to Sarah, one to Matt, one to Nina and one to Arturas.

Sarah, who already received a text message from Pete, still needs to send four messages – one to each person.

This is the same for Matt, Nina and Arturas meaning that a total of 20 text messages will be sent.

Expanding Carpark



How old is Lucy?

One way to solve this puzzle is by using equations. From the information given, we can write the following equations (initial's are used to denote the child's age):

1. $S = 3P$ (Sarah is 3 times as old as Max)
2. $M = 2P$ (Max is 2 times as old as Peter)
3. $L = M + 2$ (Lucy's age is equal to Max's age plus 2 years).
4. $S + P + M + L = 26$ (the sum of all 4 children's ages is equal to 26).

Then we can substitute into Equation 4:

$$3P + P + 2P + 2P + 2 = 26$$

By standard algebraic rules,

$$8P + 2 = 26$$

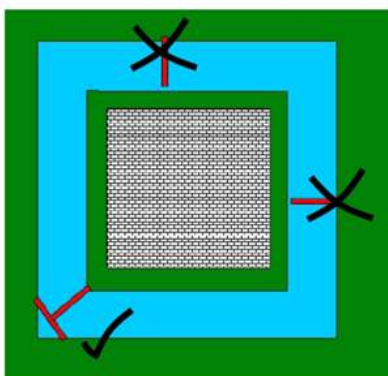
$$8P = 26 - 2 = 24$$

$$P = 24 / 8 = 3$$

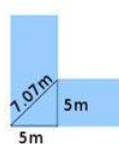
We now know that Peter is 3 years old, and Max is twice Peter's age (Equation 2), therefore Max is 6. Now we can calculate Lucy's age using Equation 3. If Lucy is 2 years older than Max, Lucy must be 8.

Answer: 8

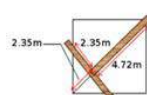
Attacking the Castle



Calculations



By Pythagoras the distance across at the corners can be calculated:
 $5^2 + 5^2 = 50$
 $\sqrt{50} = 7.07\text{m}$



Assuming a support overlap of 0.15m will be steady enough it is possible



We wish the Leaving Cert Class of 2021 every success in the upcoming exams and happiness and fulfilment in the months and years ahead.