

Scoil Aireagail

Thriving Together for the Future



Annual Report 2023



A Spotlight on Learning 2023

Scoil Aireagail provides a broad curriculum and active, learner-centered opportunities for students to develop knowledge and a wide range of skills, competencies, dispositions, and values.

This publication provides a spotlight on some of the learning highlights that took place in our classrooms this year. We hope you enjoy it!

“An ambitious school that strives for high standards in all aspects of our students’ education”



Ms. Helen McTighe
Principal

Mr. Shane Fallon
Deputy Principal



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Mission Statement: We will provide a holistic education in which each student is valued and their individual needs are recognised and catered for.

We will provide a structured, caring environment enabling each student to reach their full potential and enter society as a responsible adult.

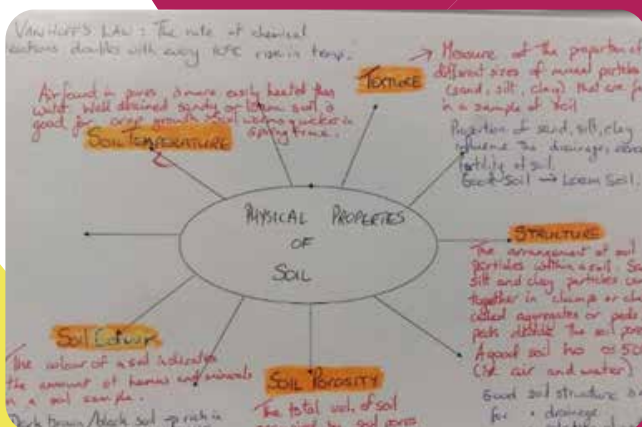


Agricultural Science

Agricultural Science is a subject that is very interesting and diverse. Students study the science behind Agriculture including soil science, genetics, plant and animal physiology. They also study livestock and crops and finally some Agricultural Economics. The students complete a project (25%) which they start in 5th year. This year's 5th year's were very busy and just completed the first two sections of their project.

Mindmaps are a key method used in class to help the students understanding of topics. They also are an invaluable revision aid for students to use.

Farm visits are also an integral part of the course, and we were lucky enough this year to visit Hennessy's farm in Kells and we had a day in Kildalton Agricultural College provided by Agriaware.



A mindmap used in 5th year



Trip to Kildalton

Biology

Studying Biology gives students an understanding of living things, their body and their life. It helps students manage problems relating to the environment and make smart decisions for their future.

Scoil Aireagail Biology students have been busy this year, with our 5th year students covering 17 of the 23 mandatory experiments. Highlights for our

budding scientists included the Osmosis experiment and the Enzyme Immobilisation experiments.

Alongside experimentation, a variety of methodologies are used in teaching Biology, including using videos, model making, poster making and puzzles. Students also practice exam paper questions from the beginning of 5th year and

this allow them to develop the skills and confidence needed to sit the Biology Leaving Cert exam. A focus is put on the examination keywords and leaving to develop answers and used keywords in answers.

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Pictured above are the before and after results of the Osmosis experiment.



Pictured above are students carrying out an experiment to test the effects of IAA growth regulator on plants.



The pictures above are some samples of puzzles, models and keywords being used in Biology.

Business

Young people are growing up in a global and dynamic world. Studying business helps to equip students with the understanding, skills and attitudes to participate fully in an interconnected world. Business studies students value what it means to be an active citizen, with rights and responsibilities. Students develop skills for learning, skills for work and skills for life. It supports the development of analytical and critical thinking skills, encouraging students to be problem solvers. It reinforces the development of

students' numeracy, literacy and digital technology skills by providing a real-life context for their application.

Here is an example of 1st Year project work where students evaluated their consumer choices, in order to understand how their choices impact positively and negatively on their community and the wider world. They looked at ways they can be sustainable and also some product labels that they can look out for when making choices about which products to buy.

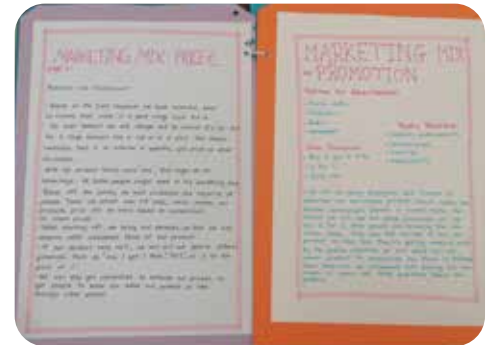




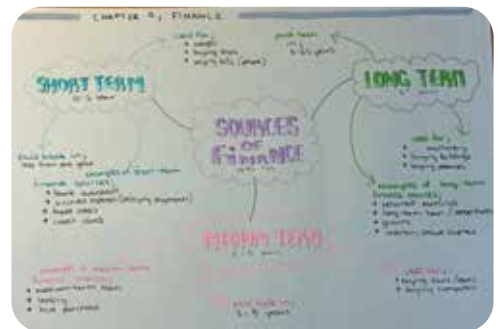
Our 2nd Year Business Studies students explored the impact of technology on different types of businesses and used CANVA to present their findings in an infographic.



Business Studies Students are encouraged to take initiative, be innovative and develop entrepreneurial skills. Here is an example of our 3rd Year students CBA project where they conducted market research to develop the marketing mix to promote a new product.



Studying Business helps students develop skills for learning, skills for work and skills for life. Our TY Business students got the opportunity to apply for jobs with Bank of Ireland and set up a School Bank. Students completed interview skills workshops before being actually interviewed by Sean from BOI. Here is a picture of our School Bank team.



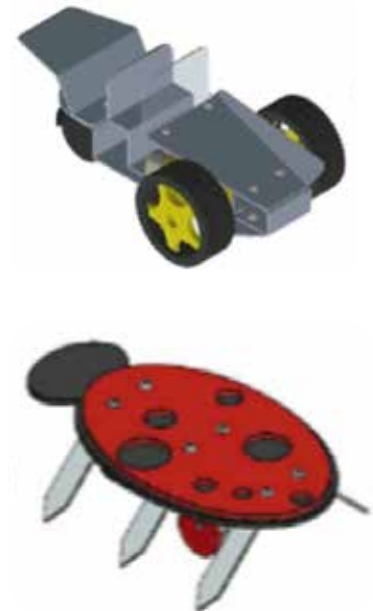
5th year Business students learning about sources of finance that a farmer could use. To do this we used an Active Learning strategy Magenta Principle of categorising. Students then created a Human Mindmap to present their findings.

Junior Cycle Engineering

In Engineering the practical skills of designing, marking out, drilling, filing, bending, cutting, shaping of a range of plastics, metals and composite materials. Students learn how to investigate how things work in the world around them, and make design modifications and developments to make new products.

In first year students make smaller projects to develop their skills safely using a range of materials.

In 2nd and 3rd Year Mechanisms and Electronics make up the Mechatronics section of the course in which students integrate movement into their projects, whilst still developing their practical skills and knowledge using microbits and mechanisms they learn to programme their projects. A new addition is the use of Computer Aided Manufacture of the Laser cutter, where the cutter will cut out any designs the students can imagine and draw, like the ladybird bodies shown below after they have been cut from a sheet of acrylic.



From October to April of 3rd Year students read drawings and use the skills they have developed over the Junior Cycle to make a mechanised project worth 70% of their final grade, like this marble machine.



Leaving Certificate Engineering

In Leaving Certificate Engineering students develop their knowledge of Junior Cycle Engineering and how things are made and why. For theory students study where metals come from and how they have their properties, the Testing of Materials, Machining of Materials, Polymers and Plastics, Welding methods, Mechanisms, Electronics in addition to developing their practical skills.

50% of the course is practical based, with a practical exam at the end of 6th Year (sample shown below) and a design and make project from October to April of 6th Year (F1 car examples shown).

Last year's Leaving Certificate students had to 'Design a model Formula 1 racing car to the specifications. The car should be your own unique design and should:

- (a) Have a variable speed rear propulsion unit;
- (b) Include driver head protection;
- (c) Incorporate a driver activated drag reduction system (DRS) in the rear wing structure;
- (d) Have a rear light warning system.

The students' ability to draw on their practical knowledge from the previous experience and design and make something to a set deadline is key to their progression to the world of work. Engineering has prepared many students for apprenticeships in Mechanics, Plumbing, Electrical, Manufacturing, Fabrication and Construction. In addition, we have a large number of graduates of Scoil Aireagail who have become Engineers in their chosen disciplines including Aeronautics, Electrical, Industrial, Production, Computer and Manufacturing building on the knowledge and skills in Leaving Certificate Engineering.

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English

1st Year students worked in groups to create poetry posters focusing on the poems theme, language, and style. This culminated in the students giving an oral presentation to the class.

2nd Year students completed their CBA 1 in oral communication. During this two week period they researched, drafted, redrafted and reflected on their work. 6th Year Students enjoyed a live showing of their Single Text Macbeth.

2nd and 3rd Year English students co-created drama and Shakespearean Drama murals

The aim of the English Department is to nurture the student's intellectual,

imaginative, and emotional growth. Our students are encouraged to reach their full potential in the arts and skills of language. The teaching of English should lead to personal growth as students develop the skills of reading and writing, speaking and listening, reasoning and evaluating. Together we work on becoming competent within the five designated areas of language through self-directed and active learning methodologies.

After careful study of the poetry of John Donne, fifth year English students put their knowledge to the test by engaging in a debate about the portrayal of women in Donne's poetry. They were tasked with debating the motion

'John Donne is a Misogynistic and Hateful Poet'. Despite excellent arguments and reference to the poetry of John Donne from both the Yes and the No side, it was the No side who ultimately won following a convincing argument, centering around Donne's poetry being the product of its time.

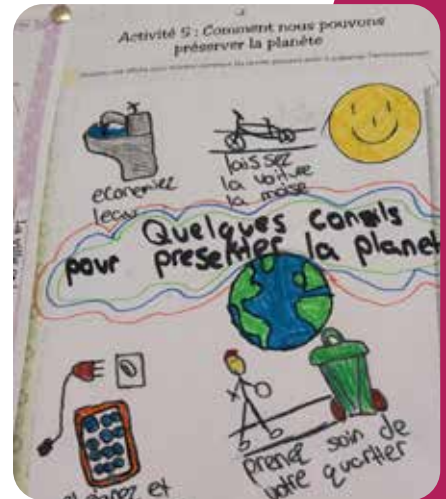
The debate provided a very good opportunity for students to develop their critical thinking skills in addition to bolstering their ability to form an argument based upon textual evidence. These are skills that will stand to them as they progress to sixth year and become more comfortable with writing essays.

Well done to both teams!





2nd Year students completed their CBA oral presentation. This involved role play in a restaurant, describing themselves or talking about a PowerPoint they made.



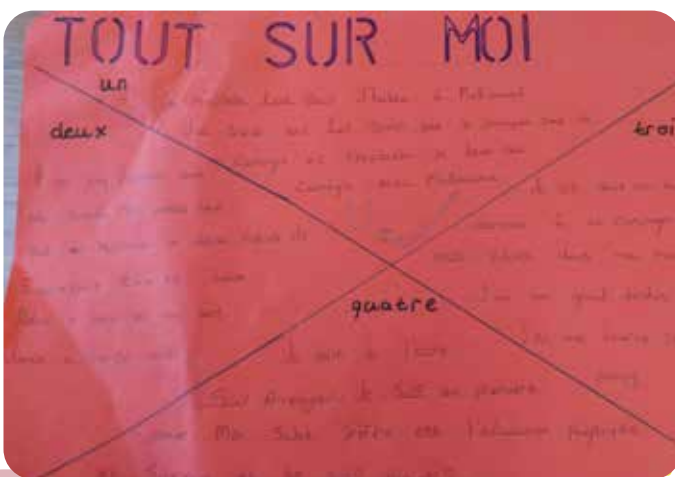
3rd Year students were busy learning about saving the planet 'Quelques conseils pour préserver la planète'. After watching the video in class



Transition Year students undertook making mini booklets on the children's nursery rhyme Jack et les haricots verts.



5th Year students working on their French oral with our visiting French teacher Daniella



6th Year students are studying hard this term. They completed their orals in early April and are now busy preparing for their written exam. They are busy writing their diary entries (Journal intime) and opinion pieces (La Production écrite).

Teaching Geography

I always enjoy teaching Geography as it is a subject that encompasses so many different aspects of our lives. From the minute we wake in the morning to when we go to bed at night there are so many questions that can be answered as a result of having studied this incredible subject. It is a subject that bridges the Arts and the Sciences and touches on many other topics and subjects in between including History and Economics but to mention a few. What do we breathe in and where does it come from? It is of significance to mankind and why? Why is it brighter in Summer and darker in Winter? What causes wind? What causes Hurricanes and

serious weather events? What created the landscape around us and how is it changing over time? Why is our landscape of environmental, economic and social significance to us? Why is the Climate changing and what is causing it? What are the consequences and what must we do to overcome these challenges. Why is there a migration crisis and what does it mean for us all? How can we resolve it? What is the Energy Crisis and how can it be resolved? What is sustainability and why is it significant? What problems are facing Northern Ireland and the EU? Why do Multinational Companies locate here and just how important are they to this country.

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Gap Of Dunloe, Co.Kerry.



A Glaciated Landscape .The Gap of Dunloe, Co Kerry. Gaeltacht Trip 2023

The above are just some of the many questions that we investigate over the course of our Geography studies.

From a teaching point of view I find that a lot of the more difficult geographical concepts are becoming easier to teach as a result of advances in media and online sources including YouTube videos and Tic toc .Everyone is aware of Global warming and climate change and thanks to activists like Greta Thunberg and David Attenborough we have all had to wake up and call to account those who choose to turn a blind eye to the threats facing our planet. Geography has become even more relevant and important to many as a result.

Students always enjoy and learn a huge amount from our field studies. Our present Leaving Cert Students completed a project investigating the impact that coastal processes

have had on the formation of a beach. I constantly remind students how lucky we are to live so close to some of the most incredible beaches in the country. Their project has helped them to understand why the beach is the way it is and why the sand dunes are located where they are.They will never look at Tramore beach in the same way again.

Another fantastic trip we made this year was to Killarney an area renowned globally for its magical glaciated landscape. We had heard about Paternoster Lakes , Truncated Spurs and U shaped valleys since First year but finding ourselves in the middle of it all was just something incredible. We took boats over the 3 lakes of Killarney before cycling through the Gap of Dunloe .It's beauty will be etched in our minds forever. What an incredible subject!



Leaving Cert Geography Project 2023.Coastal Processes. Formation of Tramore beach Co. Waterford.

Graphics

Graphics at Scoil Aireagail has been described as “learning a universal language.” A drawing we complete here in school could be sent to any manufacturer across the world and it will be immediately understood. The standards which we adhere to in Graphics are used the world over, so it is an invaluable subject. The subject has tangible links to the world of work, setting students up for a wide array of occupations and courses. The following is a sample of the great work we do in class each day...

Sketching

Sketching forms the basis for much of what we do in Graphics. It is the starting point for all great ideas! Students develop their sketching skills right from the beginning of 1st year, all the way up until 6th year where it forms an integral part of their Leaving Cert project. Attached is a picture of one of our students completing a sketch for a project.

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Board Drawing

Board drawing helps develop a wide range of skills such as spatial thinking, visualisation and of course develops neatness! Board drawing is practiced from 1st year all the way up until 6th year. Attached is a picture of the beginning of a class, where students are just about to add borders and title blocks to their pages.



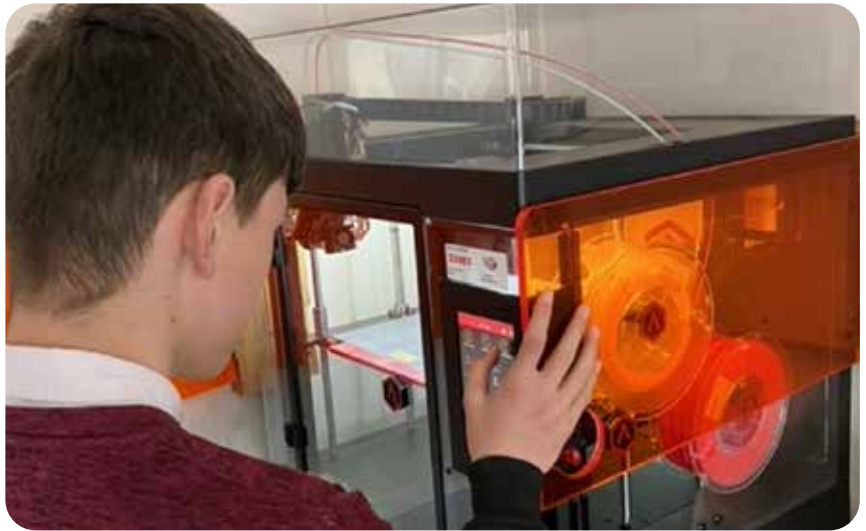
CAD – SolidWorks and AutoCad

CAD stands for Computer Aided Design. We use two types in Scoil Aireagail. AutoCad is used for our 2D drawings, and SolidWorks is used for our 3D drawings. Attached are two students working on SolidWorks. The huge benefit of using SolidWorks in class is that it links to our 3D printer, meaning when you are finished a project, you can simply click print, and your object will be made in front of your eyes!



3D Printer

Attached is a photo of a student inputting settings into our 3D printer. After first sketching an object, then board drawing it, and finally drawing it on SolidWorks, a student can then click print and bring home the object they have brought fully through the design stage.



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Project of the Year

Attached is a screengrab from the winner of our project of the year. Safe to say it needs no explanation as to its inspiration!

Guidance

Senior students were introduced to a wide variety of apprenticeships, further education (PLC), university and career opportunities using the Careers Portal Reach Plus programme. Activities included career and college research and self-assessments. Senior students attended presentations from the following areas/ colleges to help them to develop a career path: CF Pharma, DCU, Kildalton College, Ormond College St. Patrick's College Carlow, SETU. This year we launched our new Guidance Counselling website which is linked from our school website.

Developing a Career Path – Michael Delahunty

My name is Michael Delahunty, and I completed my Leaving Certificate at Scoil Aireagail in 2022. As I reflect on my time spent in Ballyhale, I am filled with great memories I made in my 6 years. I chose to study DCG, Engineering, Construction, and Agricultural Science for my Leaving Certificate. These subjects appealed to

me because of their practical components, and I enjoyed learning skills that I could apply in the future. The teachers were very helpful, and they made the learning experience very enjoyable.

One of the highlights of my time in Scoil Aireagail was the Irish trip to Inis Mor. I have always enjoyed studying Irish, and this trip gave me the opportunity to immerse myself in the language and culture of the West of Ireland. It was a great experience, and it helped me develop a deeper appreciation for the Irish language.

Now, as I near the end of my first year in college at SETU Waterford, I am studying Business and Irish. After I complete my degree, I plan to complete the Green Cert in Kildalton and pursue a career in the thoroughbred or agricultural industries which hopefully will lead to the establishment of my own business. I am currently working part-time riding out horses for racehorse trainer Henry de Bromhead, and last summer, I worked for Gordon Elliott in Meath.

These experiences have been invaluable in helping me gain practical skills and knowledge in the field.

As I look back on my time in secondary school, I realize that the skills I learned and the experiences I gained have prepared me for my future endeavours. If I could offer any advice to someone in school now, it would be to aim high, work hard, and take advantage of opportunities as they arise. You never know where these opportunities might lead you.

My time at Scoil Aireagail was an important step on my journey in life. I developed a lot both academically and as person from 1st year to 6th year. As I move forward, I will always remember the valuable lessons I learned at Scoil Aireagail and the teachers who helped me along the way.



History

1st Years

Archaeology, Historians, Early Christian Ireland, The Romans, The middle Ages, The Renaissance. We have taken part in active learning such as cookie excavations, A Roman Fashion Show and the modelling of 3D Mediaval Castles. Students are developing a curiosity about historical events and people. They are becoming familiar with historical sources and analysing them. They are looking at history from different perspectives.

why people rebel. They are gaining an understanding of the establishment of British rule in Ireland and developing an empathy for the suffering of people. They are also using these skill to make historical judgements.

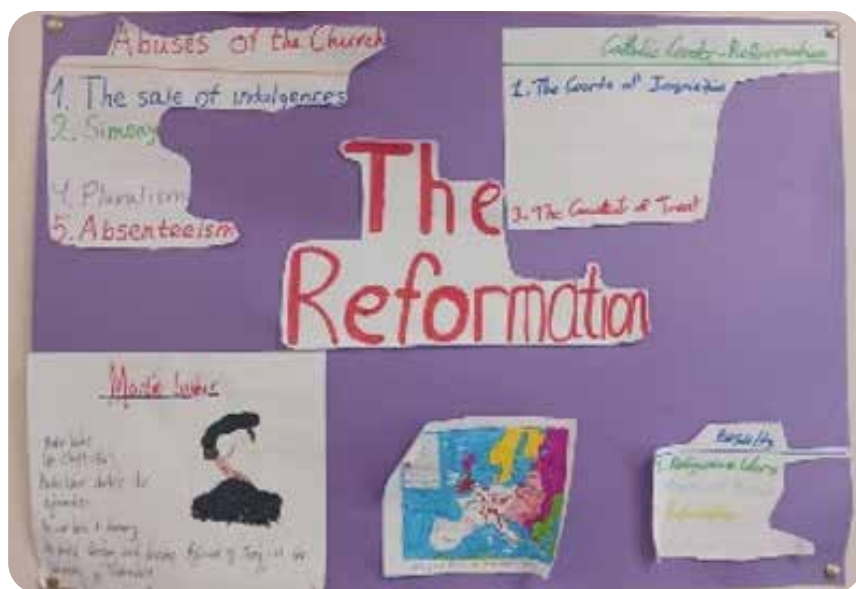


3rd Years

GAA. Unionism & Nationalism, Soviet Russia, Nazi Germany, WWII, The Holocaust & The Cold War. Students have been writing diary entries, watching clips about Pearl Harbour & D-Day Landings, researching genocides online, making placemats, watching political cartoons, making their own propaganda.

2nd Years

The Reformation, Plantations, The American Revolution, 1798 Rebellion, Daniel O Connell, The Great Famine. We have been making Storyboards for display in the classrooms, Lots of groupwork, writing speeches, Evaluating songs, online research and critically evaluating a movie on the Famine. Students are learning about the unjust societies and



Home Economics



Junior Cycle Home Economics develops the knowledge, understanding, skills and values necessary to achieve optimal, healthy and sustainable living for every person as an individual, and as a member of families and society.

Students who study Junior Cycle Home Economics in Scoil Aireagail develop life skills through their engagement with the course content and through their participation in sewing/cookery practical classes.



Second Year students complete the 'Creative Textiles' CBA in which they are given a design brief and asked to make a textile item for the individual or the home. This CBA provides students with the opportunity to develop their skills of creativity and managing themselves.



Third Year students complete the 'Food Literacy Skills' CBA in which they are asked to research their assigned brief, gather feedback from others



and reflect on their work. This CBA allows students to develop their information literacy skills and also affords them the opportunity to critically reflect on the feedback they receive. Through completing this task, students also develop the skill of working with others and communicating.

Students that study Home Economics develop the knowledge, understanding, skills, competence and attitudes necessary to contribute to a personal and family environment. Fifth and sixth year students develop an understanding of the physical, emotional, intellectual, economic and social needs of individuals or families and to encourage.

Leaving Certificate students participate in practical work by investigating, preparing and evaluating dishes that relating to dietary requirements and scientific properties of foods.



Information Technology

As part of our Wellbeing Programme students learn how to use technology in the world today, and indeed how to use IT as a way to communicate. Student learn about hardware and software and how to use both. Starting in 1st Year students learn through practice how to send emails, search for and send information, create simple accounts using Microsoft Excel, present information using Microsoft Powerpoint and Word. They also learn how to create and analyse surveys online, and

make website blogs. They can submit their assignments online through a closed platform and can communicate safely with their teachers and classmates through Microsoft Teams.

In 2nd and 3rd Year students develop their ability to use ICT for their revision and studies, digital mindmaps, accessing and presenting information for their CBAs and Coding and improving their typing speeds so that they are ready for their Leaving Certificate Assignments and life after school.

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Irish

“Beatha teanga í a labhairt”. The life of a language is in its speaking and that is exactly how we feel in relation to our native language here in Scoil Aireagail. In a world where the Global super languages like English dominate it is not always easy to communicate the importance of the minority languages like Gaeilge. Here at Scoil Aireagail we try everyday to promote and encourage its speaking where possible including in and around our school. Nobody can deny but that there is a long and established culture in the use of Gaeilge in and around our school. Students understand that Irish is the language used when meeting and greeting the Irish teachers and many are more than happy to use it with our many staff who also have their cúpla focail.

We are very proud of our Irish department here in the school and we work tirelessly to develop all the language skills that our students need including listening, reading, writing and most importantly speaking. Covid has had an impact on many of our students and we believe that Irish has been hit harder than most. There is therefore a gap in the learning and although challenging, it is a gap that we intend to bridge over the coming years. We are blessed with incredible students and to see them making such huge progress all year has been extremely rewarding. “Ní bhíonn bua gan dua” agus is fíor é sin cinnte.

One of the highlights of our year in Roinn Na Gaeilge was Seachtain na Gaeilge. This was a week which promoted the



Students Enjoying our Céilí Mór sa Halla

use of Irish in the school and included such activities as Designing Posters with Irish slogans, Trath na gCeist/Quiz, and Bingo as Gaeilge but to mention a few. Students who made the greatest effort to use Irish where possible were also rewarded with prizes. We concluded the week with a Ceilí Mór sa halla where our students had great fun in learning those dances that were a huge part of Irish life and culture throughout the ages. We enjoyed Ballaí Luimnigh/The Walls of Limerick, Cor beirte and Chaith do chos suas/Shoe the Donkey but to mention a few. It was better than any training session and of course An Dreoilín was performed several times. Students and teachers went home exhausted but bhí an craic ag gach duine.

The highlight of our year was undoubtedly our annual trip

to An Ghaeltacht. This year we returned to An Daingean, Co Chiarraí. This trip is specifically organized for our leaving cert students to help them prepare for their Irish Oral exam which is worth 40% of their final exam. This is the time of year when all the learning from the previous years seems to come together and this trip enables our students to speak as Gaeilge for three full days in a relaxed and fun environment outside of the school. During our trip we carried out many activities all through the medium of Irish. We discovered the ancient glaciated landscape of Kerry and learnt about the people who once settled and lived around this magical place. It was incredible to see how much the students spoken language improved with each passing day and I think that I speak for them all when I say beidh cuimhne acu ar an turas sin go deo.



6th Year Students ar Thuras Gaeltachta

Learning to Learn

The Learning to Learn programme is aimed at embedding a culture of learning and study in our school as part of the wellbeing provision at Junior Cycle. The overall purpose of the programme is to create confident, connected and engaged learners. In 1st Year the focus is on helping students settle more quickly into their new school and routine. It explores ways to become more organised at school and at home.

The aim of Learning to Learn is to help students identify their abilities and to develop awareness and skills to cope with the normal stresses of school and academic life by providing them with opportunities to feel more confident and connected in their learning. This gives students a greater sense of purpose and belonging within

the school community and helps them to develop the key skills which give more meaning to their learning.

First year students working in groups to explore different study and revision techniques. These include flashcards, mindmaps, revision clocks, making questions and answer games, and sketchnoting.

In second year students look at how they can use their learning strengths to set and achieve their goals. This helps them develop resilience as a learner,

Here is a picture of a mindmap produced by our 2nd Year students which summarised three areas they had explored: Identifying their learning strengths, goals and motivation for learning and learning about how to help improve memory and use the POKER to help with revision.



Maths

Being Numerate is one of the key skills of Junior Cycle and is necessary for everyday living from telling the time, cooking and setting the table to more difficult tasks such as understanding mobile phone plans, reading a map and understanding time-tables. Here in Scoil Aireagail we use many hands on learning methods as well as digital technology to develop numeracy skills and understanding.

- Managhigh is a game based learning platform used by students to develop conceptual understanding and building their confidence. Managhigh encourages inclusivity and team spirit whilst allowing the students to compete at their own level being rewarded with bronze, silver and gold medals!

- GeoGebra is a dynamic mathematical software that brings together geometry, algebra, graphing and calculus in one engine. It helps our students to visualize mathematical concepts that can seem abstract at times
- Geo Strips for learning about shapes and doing fun geometry activities with 1st years here in Scoil Aireagail
- Dice Rolls where students use the numbers they roll to learn about probability, chance and calculating.
- I Have Who Has is an integers game played with first years "I have 3, who has this number less 5"? Improving the students ability to see patterns, trends and relationships. While having FUN!

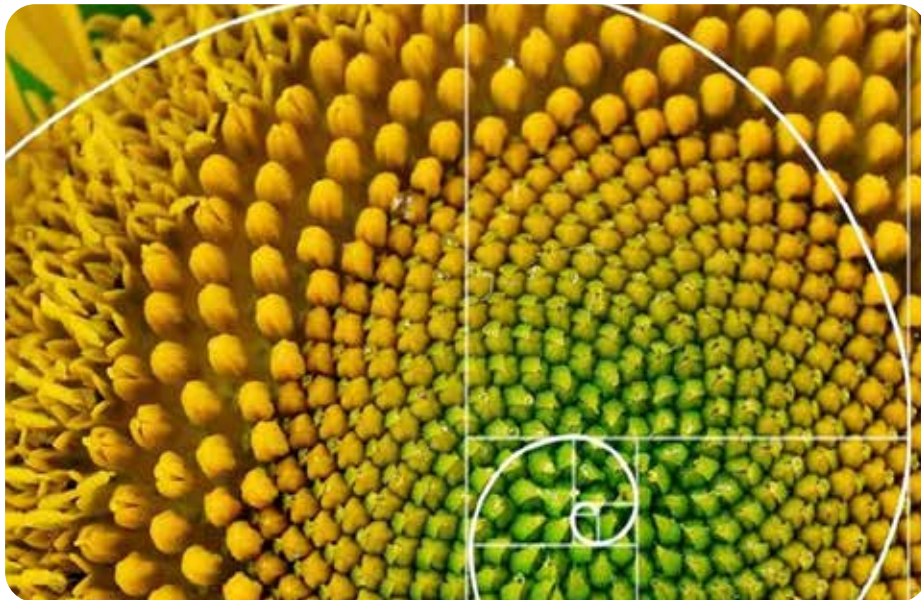
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- Factorising Bingo this is a great lesson activity to help students practice factorising quadratics as revision exercise. This activity is differentiated so can be used at all levels of Junior and Leaving Cert Maths



- Dominos is a ideal way of strengthening knowledge and cementing key maths skills,. Student benefit greatly from the different visual representation of numbers and shapes during the dominoes games.
- Fibonacci Sequence, Golden Ratio and Vitruvian Theory. Our 5th year students learned how these patterns can be found everywhere in nature including sunflowers,pinecones,hurricanes and even huge spiral galaxies in space.



- Have you got Maths Eyes... Maths Eyes initiative encourages our students to see every day objects in terms of maths-be it in terms of numbers, shapes, lengths and angles. Students look around their own environment, take a photo and describe what their maths eyes sees to win a prize!
- Maths Week was held in October where the whole school participated in Daily Puzzles, Number Scavenger Hunt,
- Pi Day was celebrated on the 14th of March ($\pi=3.14$) and 1st year students created a skyline of buildings as a Histogram of 3,1,4,1,5,9,2,6,5,3, 5,8,9,3,2,3,8 etc.



Music

3rd Yr Music

As the development of creative expression in music is a central element of Junior Cycle Music, the students were free to explore, experiment and to take creative risks.

The students learned how to create their own music in a variety of ways from composing a Polka to composing music for raps, advertising jingles, and music for video games. They learned how to use DAW apps such as Soundtrap, Bandlab and Chrome Music Lab to create and

record their compositions. Scan to play sample below.

This year, the 3rd yrs. completed their CBA2 which was a Programme note to inform an audience on the context of their pieces for their Practical. They had to research the composer/ songwriter/famous exponents of tune or instrument for each of their pieces and point out interesting musical points to listen out for in each piece.



Video game music



The students also learned to be self-reflective through evaluating and critiquing their own work and the work of others. The students discussed the necessary factors that contribute to a very musical performance and created a list.

3rd yrs developed fluency and technical control as they rehearsed and refined their music for their music practical.

Students were introduced to more advanced tunes on the tin whistle, and instrumental techniques such as vibrato and ornamentation such as rolls and triplets were added to their performance.

Music technology was introduced to the 5th yrs where they learned how to use Musescore software to input music notation and how to make various edits.

6th yrs in preparation for their Performance elective, further developed their instrumental/vocal technique, displayed musical creativity and performed to their full potential this year with confidence. Scan to view performances.



Religious Education

As a Religious Education Teacher, I want to facilitate group work where students grow in confidence to ask questions and can work collectively. We each have different religious beliefs and opinions on religion, yet we must learn to coexist in the same world and respect differences. I don't believe any other subject offers the same level of discussion and thinking on deep philosophical topics.

1st Years worked independently to create posters focusing on the question: Who am I? Furthermore, they learned about the FIVE Major World Religions by completing visual aids such as timeline and charts. In collaboration with their learning to learn teacher, students created a classroom religion timeline. The main aim was to get them involved and engaged in their own learning while focusing on three magenta principles: sequence, arrange and assemble.

2nd Year students completed a Fuse Anti Bullying Programme devised by DCU in groups to encourage students to communicate and be aware of all types of bullying for example, cyber bullying. Natural differentiation can often occur; as a result of group activities where each pupil brings their knowledge, understanding, interests, errors and strengths. They also completed a project on organisations that help homeless people in Ireland.

3rd years focused on the search for meaning and invited two guest speakers from Teac Tom as part of this unit of learning which was a really engaging way to learn more about the supports available in our local community.

5th years carried out numerous walking debates on specific philosophical topics which allowed for active learning. They made many mindmaps and oral presentations.



The 6th Year Students engaged in a six week workshop run by SVP where they learned about the vital work they carry out in the local community. It only takes 7 seconds to make an assumption about someone, therefore, challenge stereotypes and help without judgement.

“We teach a subject not to produce little libraries on that subject, but rather to get a student to think ... for himself, to consider matters as a historian does, to take part in the process of knowledge-getting. Knowing is a process, not a product” (Bruner 1966 p.72).

I believe Bruner point is pivotal in Religious Education as you encourage the students to question and think for themselves allowing them the autonomy to make up their own mind.

- Bruner, J. S. (1966) Toward a theory of instruction, Cambridge, Mass.: Belknap Press.



Science

Science is a subject that all Junior Cycle students engage in. They study biology, physics, chemistry, and earth & space. We had a very busy year this year. 1st years built models of compounds and made models of kites and bridges.

Our 2nd year students also engaged in some project work and constructed some lovely models of the solar system. Project work engages the students and gives them a good foundation for future CBAs and senior cycle projects. The 2nd years also successfully completed CBA1 Extended Experimental Investigation.



Compound models



Bridges & Kites



2 Orange's Solar System



2 Yellow's Solar System

Science

The 3rd year science classes engaged in some experimental work such as heat and heat expansion, microbiology, titrations, acids & bases, and ecology. This year is very important and are currently busy revising the course. This will influence their subject choice for senior cycle. Our 3rd year students also helped for the science demonstrations at our Open Night. They were very informative and showed the primary school children how to perform some simple experiments using household implements.



Open Night



Ecology



Microbiology

Visual Art

1st years had a busy year, during the taster all students studied the basic art elements of drawing, form, and shape, to show their creativity they created a clay tile. Students who selected art after the taster continued to develop their art skills, they learned how to create a grid drawing by painting a self-portrait. They studied the colour wheel and painting techniques and finished the year studying ceramics by creating a pot inspired by animal forms, these will be fired and glazed in our newly installed Kiln.

2nd Year began the year with a painting project and entered their work into local art competitions with great success. This year for our first time we took part in the ETB Blast program; professional Artist Tomas Duffy ran a residency artist workshop over ten weeks. He worked with students to explore the working artistic process, experimented with mark making and developed

a project that examined 'Connections' Students learned about the journey of the artistic process and how ideas evolve. Students also completed their CBA1 created Christmas cards in Lino print and finished the year studying clay sculpture.

3rd Year Students began the year with a still life painting to study the art elements and design principles and then very quickly emerged themselves into their Junior Cert project. Students completed their CBA2 and presented a sketch book of explored ideas and experimentation with different media. For their Junior Cert project they completed a sketch book that explored their theme, developed ideas and created a finished realized piece in their chosen strand of Art, Craft or Design.

Transition Year All TY students get to do art, they completed lots of group projects and decorated the school for different occasions. This year



students got the opportunity to work with Young Irish Film makers and weave a start project. During a week-long intensive workshop, they explored ideas for short films, learned the process of shooting and editing a film and started in its production. We finished the year with created posters for their Graduation to celebrate all their activities during the year.

5th Year A group of students began the year with a project to create a mural to celebrate all our schools' achievements in sports. Art students advanced their learning to senior level by created a mock Leaving cert project, working to a selection of themes they created a Sketch book of ideas, explored art and design elements and finished two realized works to their chosen strand of Art, Craft and Design. Students also began their study of Art History and Appreciation, learned to

critically analyze a work of art and visited our National Gallery and Museum in Dublin.

6th Year Students studied the principles of graphic design, created posters to motivate learning in different subjects. Studied Art History, learned to critic work and did field trips to visit Galleries and Museums. They completed their Leaving Cert project sketch books, created a finished artefact in their chosen strand, this work is worth 50%, then recently art students completed their 5hr practical day exam worth a further 20% in which they completed a second artefact. Students will then sit their History section of the exam worth 30% in June so we finished the year with revision of exam papers.



Wood Technology

Our students had a very productive year in Wood Technology. In first and second year the practical projects were all about learning and developing new skills. These were then put into practice with our third years when the students designed and manufactured their Junior Cert projects. Theory is based around the properties and characteristics of wood and its life cycle from seed to final use.



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Sample 2nd Year work



3rd Year Junior Cert Projects

Construction Studies

Our Fifth years were introduced to the knowledge and skills associated with construction technology, construction materials and practices. It is a hugely broad area which is constantly evolving with the introduction of new technologies and the increased focus on sustainability in terms of construction, design and living. Most of the practical focus was on developing the skills that are required to complete Leaving

Certificate practical.

The sixth years were particularly busy researching and manufacturing their Leaving Certificate projects. Students completed some excellent work with some very impressive models and furniture produced. They also completed their practical exam and continued preparing for the theory exam.

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EDUCATION FOR THE FUTURE

Scoil Aireagail provides a **happy and welcoming** environment in which each student is valued and cared for. We have a **reputation for excellence** which drives our **ambition for high standards** in all aspects of our student's education and development as young adults. We are committed to realizing **the potential of each individual student** in our vibrant community.

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