

Bunscoil Chill Chomhghail, Nuachtlitir na Nollag 2025



Report from the Board of Management of Kilcoole Primary School for term one of the 25/26 school year.

- The Board of Management of KPS completed a review of the Child Safeguarding Statement. The new Child Safeguarding Statement and Risk Review was ratified at a meeting of the BOM on November 24th 2025. The Whole School Plans for the teaching of Art and Gaeilge were ratified by the BOM in November as was the KPS Critical Incidents Policy.
- There is now a pupil friendly version of the Child Safeguarding Statement taught in KPS. Pupils must know who the Designated Liaison Person is and their role as DLP. In a survey of the three 5th classes in December, 90% knew the DLP is Ms. Mc Donagh and 84% knew the role of the DLP is to keep them safe.
- **Pupils are not allowed to have smartwatches or phones in Kilcoole Primary School. These will be confiscated and held in the Principal's office for collection by parents.**
- On the 29th September the Whole School Plans for the teaching of Music and PE were ratified by the Board of Management. At that meeting the KPS Attendance Strategy and the Policy for the assessment and provision of support for pupils with Additional Educational Needs (AEN) were ratified by the BoM.
- The Board would like to thank the Parents' Association for organising Santa's visit to KPS. Our pupils appreciated the Toy Show inspired gifts and the school community was delighted with a homework free run up to Christmas. Congratulations to the PA for their certificate of achievement from the National Parents Council for all their work in KPS last year.
- Parent Teacher meetings were held throughout the month of November. Meetings were a mix of face to face and phone calls depending on parental preference. If for any reason parents did not touch base with their child's class teacher or Additional Educational Needs teacher this term please do so in January.
- A huge thank you to our teachers Suzanne Behan, Sarah O' Sullivan, Lorna Fanthom, Saoirse Morgan Fennessy and Lauren O' Reilly who stayed back after school on Tuesdays to train our Gaelic football, hurling and camogie teams.

- Thank you to Paula Nolan who runs an after school crochet club for 5th and 6th classes.
- We are very grateful to Kilcoole GAA Club who fund Jack Keogh to develop ball skills with all pupils in KPS. Jack comes in for two full days weekly and has worked with all classes in the first term. We look forward to working with Jack in 2026.
- Congratulations to teachers Róisín Stapleton and Maureen Whiston on the births of their babies Louie and Aoibhí.
- Thanks to our local Thrift Shop who donated €800 to our Parents' Association this term.
- Thanks to Centra Kilcoole who donated 84 selection boxes for the PA Christmas raffle in the senior building and to Hopkins Toy Shop who donated a voucher for €35.
- Thanks to Charlie Sharkey who donated €150 to KPS Parents' Association.
- Thanks to Tesco who donated €447.00 to Kilcoole PS.

KPS Parents' Association

Thanks to all those involved in our PA but in particular our wonderful committee, Chairperson Ceire Hatton, Vice Chairperson Kathryn Kenna, Treasurer Siobhán O' Halloran and Secretary Natalie Aleksiev. It took an army of parents to prepare Santa's Toy Show treat boxes, 580 boxes filled to ensure there was one for everybody in the audience. The visit of Santa on the 5th of December was greatly appreciated by our pupils. Siobhán O' Halloran submitted the financial report for the PA 24/25 school year to our accountants in November. In St. Anthony's Building a successful raffle earned €2085 for the PA and we would like to thank all in the senior building for their support.

In October, the PA funded a talk for parents by Connected Childhood Play Therapists Susanne Martin and Anna Mc Grath.

Summary of advice on supporting children to regulate after school from Connected Childhood Play Therapists Susanne Martin and Anna Mc Grath:

- Firstly ensure that children are not hungry or thirsty.
- Provide structure and order

Structure the environment to make self-regulation manageable, providing a buffer against environmental stressors. This means creating an environment that is physically and emotionally safe for children. Create an after school routine

that becomes the norm so children have clear expectations of what they do after school. If the routine changes, prepare children for the change. Create a safe cosy corner/area for your child to relax in and do something they enjoy after school.

- Teach self-regulation skills through modelling, instruction and opportunities for practice.

Often after school, you might notice a child is unable to concentrate, is lethargic or sleepy, distracted, emotional or overwhelmed. It might be a sign that they need a movement break. Why? Exercise helps our brain to:

- maintain focus
- stretch our muscles
- reduce stress and the feeling of being overwhelmed
- re-set our posture
- boost memory
- Model breathing techniques to deal with anxiety, anger and tension.

In school children are taught how to apply an awareness of breath to stressful situations such as dealing with exams and tests, conflicts or challenges, as well as before performing or presenting to their peers and parents. Breathing techniques can also help children to create a space into which they can come to understand their own emotions such as anxiety, anger or worry, and the physiological responses that these emotions manifest in their bodies such as tummy aches, headaches and fatigue.

When you are stressed at home allow your children see you use breathing techniques to regulate yourself. Ask your child to teach you the breathing techniques they know to help you relax.

School Self Evaluation and Team Teaching

Junior Infants

The Junior Infants have been working hard on developing literacy, numeracy and fine motor skills during group work and station times.

During literacy team teaching, we have been focusing on narrative writing. Before we began these stations we did a first draft of a whole class piece and assessed their knowledge of narrative writing. The following is a table of results of what the children knew pre-teaching and post teaching.

Percentage of Junior Infants	Pre Teaching	Post Teaching	Difference

Character	28%	93%	Increase of 65%
Setting	0.02%	75%	Increase of 74.98%

Within this block of stations we looked at the components needed for a piece of narrative writing. In the first two sessions we concentrated on character and setting. Afterwards, we explored potential problems and resolutions to complete a story. The children then helped create a new story using all the components we worked on.

Within literacy stations we have also explored letter formation, phonological awareness skills and working on our letter sounds. We are beginning to blend these sounds to start reading our words.

Maths stations have been very hands on and interactive and they have involved us sorting, counting and classifying. We have been making patterns, practising our number formation, creating shape monsters with all of the shapes we have learned. We are practising counting both forwards and backwards from 1 to 5.

For fine motor skills we have been concentrating on the correct pencil grip, lots of colouring, writing our names and cutting skills. Practising our handwriting, letter formation and number formation has been fun using whiteboards, sand, chalk and playdough.

Senior Infants

In literacy sessions, Senior Infants have been making great progress with their reading and writing. In September, we assessed each child using the Alpaca Early Literacy Screener. This allowed us to group the children into reading groups and target areas of early literacy such as phonological awareness, tricky words, letter-sound knowledge and blending and segmenting skills. All the teachers have noticed a great improvement in blending skills. The children are also working hard to develop their comprehension skills. They are growing in confidence when answering questions about what they have read.

	Pre-Teaching	Post-Teaching
Capital letters	81%	90%
Full stops	36%	73%
Finger spaces	31%	90%
Sentence on the line	45%	86%
Sentences that make sense	18%	68%

The boys and girls have also been very busy with improving their writing skills. This term we have focused on narrative writing. We have spent time exploring the elements of story creation through looking at different characters and settings. The children have focused on becoming 5 Star Writers with an emphasis placed on the following five areas: capital letters, finger spaces, full stops, writing a sentence on the line and writing sentences which make sense. Using the 5 Star Writer approach has allowed us to see a real improvement in the quality and quantity of written work.

In numeracy stations, we have been working on a variety of different topics. The children have engaged in lots of playful challenges using concrete materials. We have been encouraging the children to use their maths vocabulary and they are growing in confidence when explaining their mathematical thinking and reasoning. This term, the children have been exploring the number stories of 6, 7, and 8 through hands-on activities and games. They are now working hard to strengthen their understanding of number bonds and are showing fantastic progress. We explored 2D shapes by naming them, describing their properties, and searching for real-life examples both in our classrooms and around the school grounds. The children loved becoming ‘shape detectives’ and showed great enthusiasm! We have also focused on developing an understanding of time, including the days of the week, the seasons, and the months of the year. The boys and girls have also been working on sequencing stories to build their awareness of chronological order.

What a fantastic term it has been! All the children have shown wonderful effort, determination, and positivity throughout their learning. We are very proud of them. Merry Christmas!

First Class

Narrative Writing

Throughout the term, First Class have been exploring the Narrative writing genre. The children read and discussed a variety of narrative texts, identifying their key features and considering what makes a story engaging.

A major focus this term was understanding the ‘who’ of a story. The children practised using rich, descriptive adjectives to bring characters to life and then used these skills to plan their own stories. They developed imaginative characters and produced thoughtful character descriptions. The class worked both collaboratively (creating group stories) and independently, showing wonderful creativity and enthusiasm.

Recount Writing

We also spent time developing the children's skills in Recount Writing. Together, we explored the key features of a recount, including the title, orientation, events, and closing statement. The children learned to plan their writing carefully, ensuring they included the important who, what, where, when, and why, as well as sequencing words such as *first*, *next*, *then*, and *finally* to keep their recounts clear and chronological.

We examined familiar texts to spot these features and created whole-class modelled recounts based on exciting events such as Science Day and our GAA sessions. Once confident, the children planned and wrote their own recounts, demonstrating fantastic growth in both confidence and skill.

School Self-Evaluation Focus

As part of our School Self-Evaluation plan, we placed additional emphasis on how children organise and structure their independent writing. We encouraged them to review their work carefully - checking three times for capital letters, full stops, and finger spaces.

This extra attention has led to noticeable improvements. The children are relying less on visual prompts and are showing a much greater awareness of how to structure and present their writing independently.

To complement our work on narrative writing, we also examined the children's use of adjectives in their written pieces. The results of this work are outlined in the table below.

	September 2025	December 2025
Capital letter at the beginning of a sentence.	70%	85%
Full stop at the end of a sentence.	80%	95%
Finger spaces between words.	72%	88%
Two or more adjectives used to describe a character.	40%	78%

In our numeracy team teaching sessions this term, First Class have been exploring a wide range of mathematical topics through hands-on materials, problem-solving activities, and meaningful mathematical discussions. We place a strong emphasis on using clear mathematical language and encourage the

children to explain their thinking and reasoning. Together, we have discovered that there are often many different ways to approach a problem, and by sharing our ideas, we can learn from one another.

The children have been counting daily in a variety of fun and active ways and have now begun skip counting, building on the strong counting skills developed in infants. We have also worked on number stories from 11–20, explored 2D and 3D shapes, and completed lots of work on patterns; creating our own with different materials, noticing patterns in the world around us, and linking these to our skip counting.

Second Class

Literacy

The aim of Team Teaching SSE this term was to expand the word attack and spelling skills of the pupils in Second Class. The Primary School Curriculum promotes providing ‘Playful Learning Experiences’ to support the children’s learning. In line with this approach a wide variety of literacy games were set up in the hall each week. Children moved in small groups between the activities which included fishing, bingo and card games based on initial blends, word patterns and the final magic ‘e’. The children had great fun engaging in these activities and progress was noted each week in their knowledge of the words. Formal testing at the end of the intervention confirms this improvement as evidenced in the table below. Maith sibh.

Word Attack and Spelling Skills

No. of Correct Responses	Percentage of Class Scoring Correctly Pre- Intervention	Percentage of Class Scoring Correctly Post - Intervention
10	10%	60%
9	10%	10%
8	15%	10%
7	5%	10%
6	20%	-
5	25%	5%
4	-	5%
3	-	-
	5%	-
1	10%	-

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Maths

The learning outcome in the curriculum for the strand of *Time* in second class states: Through appropriately playful and engaging experiences children should be able to understand how time is measured, expressed and represented. The children’s knowledge of time, the calendar and the ability to read and represent dates is developed throughout second class. As the year draws to an end we focus on the months and seasons. Children were tested in November mid-way through the team teaching lessons on the calendar and the chart below shows the results. The Advent Calendar, Christmas Holidays and the New Year in January 2026 provide a natural opportunity to continue this work on time and the calendar. Results from post intervention testing in term 2 will be analysed and will inform planning, teaching and school self-evaluation.

Percentage of Pupils Scoring in Each Range

Scores	Mid-Way in Intervention Term 1	Post Intervention Term 2
100	48.57%	
90	15.71%	
80	8.57%	
70	7.1%	
60	2.85%	
50	-	
40	5.71%	
30	2.85%	
20	2.85%	
10	2.85%	
0	2.85%	

3rd Class

Spelling

During Term one, our 3rd Class students took part in an exciting block of team teaching focusing on spellings. Our goal was to help everyone learn four new spelling strategies that make learning words interesting and memorable.

The four strategies we explored were:

1. Word in a Word – finding smaller words inside bigger ones.

2. Letter Strings – spotting groups of letters that often appear together.
3. Mnemonics – using little memory tricks to remember tricky spellings.
4. Letter Drawings – creating pictures from the letters in a word to help it stick in our minds.

Over the four weeks, we spent time on each strategy, giving students plenty of opportunities to practise using their learning words and to apply spelling rules in sentences. These different approaches gave every child a chance to find what works best for them and supported all learning styles.

At the end of the block, we completed a short post-module test to see how well students could use and apply the strategies. We were delighted to see that half of the students were able to use at least three of the four strategies successfully. Some students found it a bit more challenging to apply the strategies correctly when writing sentences, so this is something we'll continue to work on together.

In our post teaching test, 50% of students scored above 70%, showing great progress in spelling and memory recall since learning the new strategies. The children gained confidence and new skills to help with their spelling, while teachers gained valuable insights into pupils' individual learning needs.

Number of strategies used with their five learning words	Percentage
0	3.5%
1	7%
2	12.5%
3	50%
4	27%

Narrative Writing

This term 3rd Class students took part in a four-week team teaching block focusing on narrative writing. The aim was to help students understand what makes a great story and to guide them step-by-step as they planned, wrote, edited, and shared their own narratives.

Each week, students developed their writing skills through engaging lessons that encouraged imagination, creativity, and a love of storytelling. We began by exploring what makes a narrative: a story with a beginning, middle, and end. Together, we read a short story and discussed the key elements: characters, setting, problem, and solution. Students then started their own story planners,

drawing and describing their characters and settings. This first week helped spark ideas and set the foundation for their writing.

In week two, students used their planners to write the beginning of their stories, focusing on introducing their characters and setting the scene. We modelled different ways to start a story using phrases like *'One day...'* or *'At the playground...'* and encouraged students to use describing words to make their openings engaging. Every good story needs a challenge or a problem to overcome. In Week three, students added a problem to their narratives. They brainstormed ideas such as a lost pet, a mysterious event, or an exciting adventure, and wrote about how their characters faced these challenges, adding excitement and creativity to the middle of their stories.

In the final week, students focused on writing the solution and ending of their stories. They then created a final draft on lined paper. Some students chose to add an illustration to bring their story to life visually. Students were also taught how to edit their work, checking for capital letters, punctuation, spelling, sentence completeness, and clarity. Narrative writing was also continued outside of Team-Teaching times, giving students additional opportunities in class to work on and refine their stories. This extra practise helped them develop their ideas, writing skills, and creativity even further. To celebrate their achievements, students were given the opportunity to take turns in the Authors' Chair, proudly reading their stories aloud to the class.

Pupils gained confidence writing, strengthened their storytelling and editing skills, and discovered the joy of sharing their stories. For the teaching team, it was a valuable opportunity to collaborate, observe student progress, and plan future lessons to nurture a love of writing in our classrooms.

4th Class

Spelling and Narrative Writing

This term, 4th Class engaged in two team-teaching modules; one on spelling and the other on narrative writing.

Students practised the four key strategies - word in a word, letter drawing, mnemonics, and letter strings. They used each strategy to create simple, memorable sentences and meaningful drawings to support their spelling. Throughout the module, students crafted thoughtful sentences and illustrations that helped deepen their understanding of their learning words.

This team-teaching block allowed students to fine-tune the strategies they learned in 3rd Class. We saw clear improvements in their ability to apply

the *Word in a Word* and *Letter String* strategies within their sentences, as well as in creating more purposeful and supportive drawings.

At the beginning of the module, 9% of students were able to use three or four strategies across five words, including applying them correctly in sentences. By the end of the module, this increased to 83%, demonstrating fantastic growth. This improvement demonstrates that as students grow more confident and independent in using the spelling strategies, their long-term memory for spellings develops as well. In the most recent assessment, 50% of students remembered how to spell at least 70% of their learning words, which is the monthly target. 4th Class continues to use the four strategies daily while also building their vocabulary through etymology and morphology to strengthen their overall understanding of words.

Narrative

The second team-teaching module 4th Class completed this term focused on narrative writing. Using a writer's workshop model, students added to their writing each week and gradually built their own stories. They explored the key parts of a narrative—characters, setting, problem, and solution. Students began by designing their own story maps and then used these planners to write each part of their narrative. They used descriptive language to develop characters, describe settings and craft engaging openings that would hook the readers. As the module continued, students discovered that every good story includes a complication or problem. They added problems to their planners and wrote the middle section of their story, showing what goes wrong and how their characters respond. Many students also included extra details and failed attempts to build tension. To complete their narratives, students wrote how the problem was solved and crafted clear endings. In small groups, they proudly shared their completed stories aloud with a partner. Throughout the unit, students practised planning, drafting, elaborating, revising, and sharing their writing, which helped develop their confidence, skills, and creativity as young authors.

5th and 6th Class

In 5th and 6th class, SET teachers, Ms. Nolan and Ms. King gave the students a pre-assessment in early September. We assessed the students' ability to use all four spelling strategies; letter drawing, mnemonics, letter strings and word within a word. The students executed all four strategies competently across the

board. We discovered, however, that they were not consistently using their chosen strategy in creating their sentences as required. This became the focus of our instruction for the first month of September. Strategies were revised, modelled and practised during group work with both class teachers and SET working with the pupils, ensuring strategies were effectively implemented in sentences created. In the post assessment, we noted a marked improvement in our target area. When the students began working through their personalised spelling lists, they were confident in their ability to implement all aspects of the strategies successfully.

Results

	5th Class	6th Class
	Use of strategies in sentences	Use of strategies in sentences
Pre module assessment average score	30%	55%
Post module assessment average score	88%	92%

5th Class

Narrative Writing

This year 5th Class took a different approach to narrative team teaching. The class teacher, SET teacher (Ms. Nolan) and DP (Ms. Cronin) took one group of children and worked with them from the planning to publishing stage of their narrative. This ensured continuity and effective collaboration.

Week one included examining a story and identifying all the elements such as setting, conflict, climax and resolution. The students then spent some time mapping their own ideas for their story, most of which were connected to the Halloween theme in some way. This story mapping continued into week two and students then began to write their orientation or introduction. This is perhaps the most important part as it introduces the characters, setting and the conflict. Each subsequent week, the students continued to work on their stories with one to one conferencing with their teacher. This allowed the students to self-correct as they worked, discuss ideas and ensure their stories made sense. It enabled the teachers to encourage better use of vocabulary, dialogue and

sentence structure. It also helped the students work towards the resolution, often the most difficult part of any story.

After five weeks, most students had completed a first draft and were given the opportunity to publish their story either handwritten or digitally. Many students tried voice to text for the first time and edited their work as they went. Not everyone managed to complete their narrative in the allotted time so more time was afforded pupils if needed. Each class published a fantastic collection of narrative stories and the students felt a real sense of accomplishment. The students showed great enthusiasm, stamina and determination in the writing process and impressed the teachers with their creative ideas.

6th Class

Narrative

Sharing stories is always a classroom favourite in KPS and this year 6th Class decided to dedicate our Team Teaching sessions to perfecting the art of creating narrative stories. We spent some time reading narratives and identifying the elements that made them exciting to read. We looked at how authors use words to create settings and characters the reader can easily visualise and connect with. We studied plot development, with our focus on creating tension in our stories and then resolving it. It was interesting to hear the elements of each story that grabbed people's attention and provided us with inspiration as to how we might develop the plot of our own stories.

Research complete, it was time to get creative and plan our own stories. As we worked in groups, we conferenced throughout the writing process, reading each other's work and providing feedback on how to further develop our plots and clarify details as our stories progressed.

Once we were satisfied with our stories, it was time to get to work as editors, ensuring all 'i's were dotted and 't's crossed. Some of us took the final steps in the writing process and actually became published authors. Using the online tool 'Book Creator', we turned our writing into actual picture books complete with images and even a voice over to read it to us.

Science Day 2025

The rain delayed our outdoor science extravaganza by one day. Outdoors is our chosen venue because we can be as loud and as messy as the experiments dictate. This year, on Wednesday November 12th, we expanded to use the front junior yard in St. Brigid's Building which allowed 1st and 2nd classes to

showcase a sample of their learning in tandem with the display from the senior pupils on St. Anthony's yard. We had special guest appearances from Ms. Leacy's Forest School, Ms. O'Hare's Lego stop motion club and junior bluebot coders. Each class from 1st to 6th showcased two experiments on the day from all of the strands of the science curriculum. The following table outlines the range of work covered by our pupils so far this term. You can see what a rich and exciting day it was. Our STEM learning does not stop there, if anything we are enthused and inspired and guarantee that STEM learning continues daily in KPS. Thank you to the stalwart parents, grandparents and past pupils of KPS who show up every year to support everything we do. We really appreciate you.

Science Day 2025		
1st Yellow	Friction: Jumping Frogs	Materials: Fizzy Fireworks
1st Orange	Living Things: Investigating Fingerprints	Energy and forces: Investigating Slopes
1st Green	Energy and Forces: Magnetic Car Race	Materials: Dancing Raisins
2nd Yellow	Jumping Pepper	Materials and Change: Making Butter
2nd Orange	Materials and Change: Oobleck	Marbling
2nd Green	Living Things: Reaction time	Living Things: Balance and flexibility test
3rd Yellow	Sound: String Phones	Energy and Forces: Design and make a motor boat
3rd Orange	Surface Tension: Magic Milk	Energy and Forces: Newton Disc
3rd Green	Design and Make a robotic hand. Design and Make a guitar.	Sound: Jars of water
4th Yellow	Are bubbles always sphere shaped?	Materials: Bottle flip- water vs oil, which flips best?
4th Orange	Materials: Investigating Density - Make a lava lamp	Forces: Design and Make a paper rocket
4th Green	Energy and Forces: -How levers work -Understanding tension and compression when designing a bridge	Investigating Air Pressure -Experiment to show that air takes up space

5th Yellow	Forces: Investigating Pulleys	Does fire need oxygen?
5th Orange	Forest School	Forest School
5th Green	Materials - Making a volcano	Energy and Forces - Making a parachute
6th Yellow	Environmental Awareness and Care: Pollution Solution	Living Things: How the heart works.
6th Orange	Materials: Rusting Steel Wool	Energy and Forces: Design and Make A Moving Animal
6th Green	Energy and Forces: Design and create a catapult	Environmental Awareness and Materials: Cleaning Dirty Water

Coding and Peer Mentoring: Dreamspace Ambassador Programme

This is our fourth year engaging with Microsoft's Dreamspace Ambassador (DSA) programme. The DSAs share what they have learned with their peers in 4th, 5th and 6th classes. So far, they have attended three training sessions; the first on computational thinking, the second on coding with the micro:bit and the third was an Hour of Code on the theme of AI. During December the DSAs delivered three fun coding sessions on the micro:bit with their peers in 5th Class. This was followed by a competitive Kahoot quiz. We look forward to the Hour of Code next term.

Coding: Third Classes

Third classes have started 'Rainforest Coding'. 'Rainforest Coding' is a block based coding puzzle that sees students embark on an adventure where they must use their problem solving skills and new found coding skills to reach the next module. Pupils follow a fascinating narrative which makes this digital programme fun and interactive. It's important to follow the narrative otherwise pupils won't know what's expected of them in the following challenge. The modules get trickier as pupils progress through the adventure, building new skills and techniques. 3rd Class can work on 'Rainforest' at home too.

3rd Class Orange STEPS Young Engineers Competition

Over the past few weeks, 3rd Class orange has been very busy taking part in the STEPS Young Engineers Competition 2025/2026. We worked in small groups and followed the same process that real engineers use when creating something new. We brainstormed ideas, planned, drew our designs, built a prototype and

finally presented our projects to other classes. Each group created a different and exciting project. One group designed 'Light is Power' a solar powered street light that uses energy from the sun to help the environment. Another group built a go kart that picks up litter as it drives, making cleaning up fun. A third group design a mobile sensory van, which can travel to different places to give children a calm and relaxing space. The final group designed a tunnel connecting the Junior and Senior buildings, with a climbing wall inside to make moving between buildings more fun and active.

We learned that being an engineer is not always easy. Sometimes our ideas did not work the way we expected, but that was okay. We learned that when things go wrong, engineers try again, fix the problem and keep going. This helped us to become better at working together, sharing ideas and persevering.

Maths Week

Maths week took place from 11th to 19th of October. Maths week gives us the opportunity to shine a spotlight on maths, to celebrate maths and to boost mathematical motivation. Pupils in the senior building prepared Maths Eyes posters to share with their partner classes in the junior building. Pupils enjoyed multisensory maths; some tasty smarties data challenges, pattern making, shape monsters, pumpkin seed sharing, using pumpkins to estimate weight, practise tables and count seeds and quizzes prepared by their partner classes. We also enjoyed online quizzes with teachers and pupils from schools all over the country. 5th Class measured the circumference of one of the biggest beech trees on the grounds, divided it by 2.5 giving an approximate age of 138 years. Maths is amazing and it's all around us if we use our maths eyes.

Maths Eyes with 6th and 2nd Class

During Maths Week, 6th classes visited 2nd classes to explore the world of maths in our lives. All children put on their 'Maths Eyes' and proudly shared the colourful posters they had designed. Using photos of their surroundings in the school, the 6th classes created engaging posters with maths questions for the younger children to explore. They asked questions like 'Can you spot a pattern?', 'What types of lines can you see?' and 'Do you see any shapes?' They used their creativity, teamwork and communication skills to help the 2nd classes spot maths in everyday life. Everyone enjoyed the experience; 6th classes loved sharing their knowledge, while 2nd classes had fun discovering shapes, patterns and numbers in a new way. It was a fun, active learning experience that brought

lots of smiles and excitement to both classes. We look forward to working with 2nd classes in term two.

Forest School

On the 8th of October, with great excitement, KPS began its initial block of Forest School. Under the leadership of Ms. Leacy, 5th Class embarked on a series of Forest School sessions in the beautiful, natural setting of St. Brigid's grounds. During the first session lots of nature games were played to familiarise ourselves with our surroundings. Pupils used tools such as the hand-drill to make wood-cookies and spinners and also used peelers for whittling sticks.

Every week the pupils researched a bird, mammal, tree or mini beast and shared their facts with the group. Pupils were provided with opportunities for risky play, such as making a rope swing on the beautiful 'Guardian Tree' (the oldest beech tree on site), putting up low-ropes, climbing and balancing. Pupils made dens from sticks and engaged in craftwork during each session.

Fire was the focus of our final session. Each pupil learned how to light a fire safely using the fire-steel, cotton wool and tinder to start it. The fires were lit on a scallop shell. Some even managed to roast a marshmallow.

Each session concluded with a little introspection, the pupils were given time to reflect on something they noticed or were grateful for.

It has been a privilege to observe the confidence of the children and their connection with nature grow every week.

In a post Forest School survey, every pupil reported to have enjoyed the entire experience, to have learned lots of new skills while being in nature with their friends and noted that they are more aware of nature around them. Parent feedback has been extremely encouraging, with parents listing acquisition of new skills, time in nature, bonding with friends and increased mindfulness of the environment being among the benefits of Forest School.

We look forward to spending more time in nature at Forest School in 2026.

Green School News

East Coast FM visit KPS.

Our Green Schools Committee (GSC) were bursting with excitement earlier this term when East Coast FM's Nikki Hayes asked if she could sit down with us and discuss our current focus, 'Sustainability'. We told Nikki about the Climate Literacy Programme we completed with Education for Sustainability. We explained that all citizens have a moral responsibility to preserve and protect our planet. We really need everyone to understand that we all play a major role

in the future of our planet by maintaining the biodiversity of life on land and at sea. Small but consistent changes make the biggest difference – say ‘No’ to single use plastic, repurpose household items, recycle correctly, never litter. These are all simple habits but if we all implement them consistently we can all be Climate Heroes. Our GSC felt incredibly proud to have had the opportunity to share our knowledge and passion over the air ways.

Recycled Christmas Decorations

KPS pupils were busy over the last number of weeks collecting recyclable materials with a view to repurposing them as Christmas tree decorations. All materials used in the decoration had to be recycled. Decorations created were oozing with ingenuity, creativity and imagination. Well done to all who contributed.

Winners in the Junior Building:

1st place to Faye Minogue from 1st Class, 2nd place to Jessica Hackett from 2nd Class and 3rd place to Peadar Killalea from 2nd Class.

Winners in the Senior Building

1st place to Nell Lacy from 3rd Class, 2nd place to Emily Byrne from 3rd Class and 3rd place to Muire Cadden from 6th Class.

Heritage in Schools Visiting Specialists

5th Classes – Paddy Madden

Paddy Madden, Heritage in Schools specialist, shared his knowledge and love of nature with 5th Class pupils in October. We explored our beautiful surroundings here in KPS, identifying trees and noting their characteristics. We sketched leaves and recorded facts about them.

Back in class, we discussed the topic of biodiversity, and sorted living creatures into categories, like mammals, invertebrates and arachnids. Paddy Madden shared his vast knowledge and experience with us and was very complimentary of our enthusiasm and commitment to supporting our environment here in KPS.

3rd Class Yellow- Patrick Hunt

This term we had our first visit from nature expert Patrick Hunt. Patrick comes into 3rd Class multiple times during the year and puts on a variety of workshops about different aspects of nature. This visit fell on a rainy day so we stayed inside and learned about garden birds that we can find in our locality. He taught us a lot about different species of Irish garden birds by showing us pictures,

teddies and drawing the different beaks that different birds have. We were even able to identify what birds eat according to the shape of their beak and the colours of their feathers! He brought teddies that were identical to the real bird. We spoke about different traditions and legends associated with birds such as the wren and the robin. We really enjoyed our time with Patrick and we are very excited for his next visit.

1st and 4th Classes – Stephen Mandel

Geologist, archaeologist and Heritage in Schools expert Stephen Mandel brought in artefacts for the 4th classes to examine and assess what they may have been used for. He brought in an atlatl which would have been used to hunt mammoths thousands of years ago. It acts like a dog's 'chuckit' that would send a poisonous injection into the mammoth from a safe distance away, using the law of the lever. Stephen showed a flint scraper used by hunter gatherers to skin and chop their meat.

Basalt rock was used to make a blade belonging to the first farmers and Stephen reminded us that 97% of Ireland was once covered in forest. The farmers would do 'ring barking' and then the tree would eventually die.

Oak galls were shown to the class and it was explained that every 6-7 years oak trees communicate with each other through an underground network of fungus where they tell each other to produce ten times more acorns than usual, resulting in the gall. The oak galls were crushed and mixed with water to make a brown liquid (tannin) which is the basis for the permanent ink that would have been used to make 'The Book of Kells'.

Steven also led workshops with our 1st classes exploring the monks' secret of drawing in Celtic manuscripts, culminating in the classes creating their own illustrated initial in the Celtic art style. We were grateful to walk with our ancestors with Steven's knowledge to guide us.

Promotion of Wellbeing Kilcoole PS

At our prayer services throughout the whole school year we regularly revise the principles of the Friends for Life Programme and there was a big focus on supporting our pupils to use the principles of the programme in September and October.

- **Feelings-** name them, acknowledge them and take action.

- **Relax**- we practised our Square Breathing and Elephant Breathing regularly– when worried or afraid we breathe and remind ourselves ‘Everything always works out for me’.
- **‘I can’ attitude**- we don’t allow perfectionism and procrastination get in the way of giving things a go. Have a growth mindset. Stick with tasks and celebrate effort rather than focusing on outcome. Be open to challenges and understand that mistakes are stepping stones on the learning path.
- **Explore solutions**- when we have challenges, we sit with our team (family/school staff) and work out a plan to manage challenges.
- **Now do it and reward yourself**- when you take action to overcome challenges reward yourself. Reward your effort over results.
- **Do it every day**- there are things like exercising, eating healthy foods, getting enough sleep that are important to do every day, even Christmas day.
- **Smile**- it helps you make friends and feel better

This term, we also revised our Super Seven listed below. These are the things that our parents and teachers nag us to do when we are younger. However, as we get older, we should get better at parenting ourselves and doing these things without being asked or reminded.

1. Exercise - one hour daily
2. Healthy diet - fruit, vegetables and brown bread, rice or pasta
3. Sleep - 10 to 12 hours every night
4. Make sure you have technology free times in your day
5. Organisation - plan and be prepared
6. Boss your thoughts, build your team and ask challenger questions
7. Be thankful, take deep breaths and relax

Our November prayer services remembered all in our families who have died. We reflected on and prayed for all in our ancestral line. We read the story ‘The Memory Tree’ which celebrates eternal love and the power of memory to celebrate those we love who have died.

Our December prayer services focused on Christmas music and song. We also prepared ourselves for managing the ‘down days’ of Christmas and the transition back to school in January. On that Monday the 5th January, we will all show up and do our best. We will be tired and reluctant, but by bossing our

thoughts and showing up that first day back, we will be back in healthy routines in no time.

St. Vincent de Paul

On Friday the 19th of December we will host a ‘Wear What You Want Day’ in aid of St. Vincent de Paul. Our Active School’s Committee will organise a bop and Santa dash to give students a chance to mingle on the last school morning of the year. All funds raised will go to the local St. Vincent de Paul branch to support local families who are struggling with the challenges of Christmas expenses.

GOAL Jersey Day

€1,172.27 was raised for GOAL on Friday the 10th of October. This year, GOAL is celebrating 36 years of schools and businesses swapping out their uniforms for their favourite jerseys. All funds raised will go towards supporting GOAL’s lifesaving work across four regions and 13 countries; Ethiopia, South Sudan, Sudan, Uganda, Sierra Leon, Zimbabwe, Niger, Colombia, Gaza, Haiti, Honduras, Turkey and Syria.

Responding to the humanitarian crisis in Gaza, where the most recent conflict has claimed over 40,000 lives, GOAL, in partnership with Palestinian NGO Taawon, delivers vital aid to tens of thousands of displaced people.

GOAL provides food, furniture, white goods, bedding and generators to those in war rampaged regions of the world. GOAL aids farming, beekeeping (apiculture) and fishing to support self-sufficiency. GOAL supports people whose lives and livelihoods have been shattered by conflict, disease and climate change. Together we can help change the lives of vulnerable communities experiencing crises and extreme poverty.

Kilcoole Music Festival

Ms. McGinn upheld KPS’ proud record of involvement in The Kilcoole Music Festival, now in its 67th year, held annually in CCA during the month of November. All the children in First and Second Class learned the prescribed songs for the Irish Solo and everyone was invited to enter the competitions. On the day, 13 children from 1st Class performed the song ‘Ailiú Éanaí’ and 19 children from 2nd Class performed ‘Cuirfimid Deandaí Deandaí’. The adjudicator commented on the high standard of all renditions. Cups and medals were awarded and all other competitors from KPS achieved an award of Highly Commended. The hall was packed and the children received great applause for

their efforts. A very special thanks to Mary Nohilly our former piano teacher who generously gave of her time to practise with the children before the big day. Comhghairdeachas to all.

Class 1: Cup Aria Farrelly. 2nd Harry Byrne & Noah Matthews. 3rd Faye Minnogue & Fiadh Newman. Highly Commended: Síofra Earls, Allannah Maguire, Luna Martin, Isla Ryan, Emma O'Connor, Ellen O'Dowd, Harry O'Dúill and Éabha Kelly Campbell.

Class 2: Cup Senan Mc Goldrick. 2nd Harrison Devlin, Leah Murphy & Sadie Tierney. 3rd Patrick Ryan, Oscar Boylan & Amy Gonzales. Highly Commended: Freya Creavin, Hayley Flynn, Glen Mc Allen, Jayden Coster Fell, Lucia Mercak, Amelie Murray, Florence Boylan, Lewis Brown, AJ Byrne Hawes, Isla Clinton & Oisín Kavanagh.

Choir

First, second, fifth and sixth classes had the opportunity to reap the benefits of singing in a choir this term. They developed their ability to sing in tune, keep time, perform confidently with accompaniment and attend to the directions of the conductors. Research shows that choral singing has multiple benefits for our mental health and connection with others. Thank you Ms. McGinn, Ms. Murphy and Ms. Cronin for directing our choirs.

Speech and Drama Exams

55 pupils from 2nd, 4th and 6th classes completed their grade examinations with the Irish Board of Speech and Drama in October. They were an ambitious group who worked incredibly hard to complete their course work in just eight weeks.

Grade Two candidates had to list the organs of articulation, recite a poem and orally present an illustration they had drawn of their poem to the examiner. Congratulations to Hayley Flynn, Fionn Greene, Conor Keddy, Theo Kennedy, Esmé Mc Donald, Patrick Ryan, Adam Sinto, Abigail Small, Robin Conroy, Harrison Devlin, Georgia-Mae Grey, Hunter Mc Kenna, Dara O' Brien, Lily O' Connor, Eva O' Malley, Emily Pirlea Cojocari, Elodie Shortall, AJ Byrne Hawes, Isla Clinton, Emily Hannon, Peadar Killalea, Senan Mc Goldrick, Leah Murphy and Xenia Bobocea.

Grade Four candidates were Eli Martin, Max Martin, Jamie Farrelly, Zoe Godfrey, Ivy Murphy, Holly Coyne, Harper Curran, Holly Doyle, Daire Gill, Holly Glynn, Libby Treacy, Matthew Wogan, Fiya Vinod, Nathan Hatton

Tkacz, Luna Shortall, Sofia Moncayo, Samuel Prendergast, Iniya Santosh, Emily Shannon and Daniel Mc Carthy. They recited a poem, prepared and performed a mime, defined mime, listed the various kinds of mime, discussed their mime with the examiner as well as defining what it means to speak expressively.

Grade Six candidates were Noah Hennessy, Sienna Shortall, Will Stringer, Eoghan Mc Dermott, Finn Mc Elvaney, Noriska Rodrigues, Méabh Williams, Brandon Bradshaw, Aisling Murphy, with Chloe Devine and Emma Murphy awarded medals for their performances.

These 6th Class pupils worked very hard to achieve fantastic results in a grade that has an extremely broad and challenging curriculum. They had to recite a poem written by an Irish poet, discuss the poem and poet with the examiner, perform a solo drama extract and read an unseen piece of poetry at first sight. As if that wasn't enough, they had to define and demonstrate pitch and vocal projection.

We gain confidence by taking on challenges and doing new things. We notice that the older students get more nervous than younger ones before these exams. However, the pride they feel in facing those nerves and ploughing through the exam is a phenomenal foundation for future success. They have done it and know they can bring this experience to future challenges. Congratulations to them on this great personal achievement.

Chess Lessons

5th Class have been enjoying an introduction to chess with chess expert Bernadette Stokes. We have now completed four out of ten lessons and are very much bitten by the chess bug. Each week, Bernadette visits the three classes for an hour long lesson. To begin with, we focus on theory, where we learn different chess strategies. Some of the strategies we have learnt include forking, pinning, skewering, checking and castling. Following the theory, we play a game against one of our classmates. This brings out the competitive nature in our class. The benefits of playing games with rules include the development of social aspects like turn-taking, patience, fair play, mutual respect, understanding others' perspective and developing empathy. Chess is also giving us the opportunity to strategise and put our logic and reasoning to the test. We have really enjoyed our lessons with Bernadette to date and are looking forward to getting stuck in again in the New Year.

Carol Service

On Tuesday 9th December the 6th and 2nd classes reminded us of what Christmas is all about with a carol service centred around the story of that first Christmas in Bethlehem two thousand years ago. With old favourites like ‘Silent Night’ and ‘Away in a Manger’ the scene was set. Pupils sang the new carols they had added to their Christmas repertoire - ‘Calypso Carol’ and ‘On a Starry Night’. The baby arrived in the manger to the atmospheric Irish hymn ‘Don Oíche Úd i mBeithil’. The night ended on a high, to the strains and actions of ‘We Wanna Celebrate’ sending us home full of the joys of the season. Thanks to all involved for making it a very special evening in St. Anthony’s Church.

Shoebox Appeal

195 shoeboxes full of gifts were donated by the families of KPS in November, plus a large number of donations made by our families online. The shoeboxes will be delivered to boys and girls all over the world. Our families filled shoeboxes with the required four Ws - something to wash with, something to wear, something to write with/on and something wow like toys and sweet treats. The boxes were wrapped in Christmas wrapping paper and a €5 donation enclosed to cover the costs of transport. Our shoeboxes will reach children before Christmas letting them know they have not been forgotten.

Christmas Plays

For the last two weeks the Junior Infants, 1st, 3rd and 5th classes entertained the school community and their parents with some witty, musical dramas.

Junior Infant Green, Orange and Yellow: Wriggly Nativity. This musical had us squirm and wriggle our way to Bethlehem to witness the birth of Jesus.

First Green- Keeping Mr. Inn in the Inn. As the developers roll into town whose inn will be bulldozed? Will kindness win the day?

First Yellow- Whoops A Daisy Angel. We follow the adventures of a clumsy well-meaning novice angel on their way to Bethlehem.

First Orange: Born in a Barn. How would the animals cope with a birth in their barn? There was plenty of flapping and crowing in this production.

3rd Green: Stable Manners. This was a jazzy nativity starring animals with attitude.

3rd Orange: The Fleece Force. Our security sheep stop unwanted visitors to Bethlehem in an effort to save the baby Jesus from the evil Herod.

3rd Yellow: The Crayons who Saved Christmas. This play is a seasonal reminder that the simple crayon has its value in our technological age.

5th Green: Home Alone. Kevin's family leave him behind when they go away on holiday but clever Kevin manages the challenge of bungling burglars.

5th Yellow: Little Red Riding Hood. This Roald Dahl version had us all laughing.

5th Orange: Bethlehem B&B. As Silas and Saphira stress about their inn's rating on Trip Advisor, the birth of a baby teaches all in this 'nativity with a twist', what really matters.

Accelerated Reader

The fourth class students started off their accelerated reader programme in September by completing a placement test on the computer. The students were all given a range of books to read at their level. After each book has been read, the students then take an online comprehension quiz which measures their understanding of the book. Students can read a mixture of fact and fiction. They are encouraged to read more at home, especially over weekends and holidays and then complete the corresponding quiz when they return to school. The programme counts the words in each book and each student has an individual word count. Words are only counted if the student passes the comprehension quiz. So far this year, four students have reached the million word milestone. Iniya Santhosh, Oscar Grey, Eva Grey and Josh Ninan Varghese have all managed to read over one million words each. Overall, the total number of words read by 4th Class so far this year is **17, 802,726**.

Artists of the Month Term One

	September/ Méan Fómhair	October / Deireadh Fómhair	November / Samhain	December / Nollaig
J.I Orange	Olan Druhan	Jacob Murphy	Evie McDonald	Zara Mineogue
J.I Green	Holly Harris	Maria Sequeira	Anndeni Laine Soco	Ella Devitt
J.I	Bobby Condren	Jack Diaper	Regina Kadars	Tom Hickey

Yellow				
S.I Orange	Allie May Brown	Mia Spillane	Evie Byrne	Milena Holmgren Murray
S.I Green	Alyssa Kelly	Max O'Donovan	Evie Vance	Cara Allen
S.I Yellow	Croía Coughlan	Lexi Hurley	Niall Murphy	Ruth Mariam Praveen
1st Orange	Finn McGovern	Lily Losken	Mollie Coughlan	Henryk Debczak
1st Green	Eoin Collins	Alannah Maguire	Dylan Farrell	Faye Minogue
1st Yellow	Conn Lynch Keegan	Platon Bihun	Tess Morgan	Bonnie O'Dowd
2nd Orange	Eve Cowap	Freya Creavin	Esmé Mc Donald	Conor Keddy
2nd Green	Cora Corcoran	Eva O'Malley	Lily O'Connor	Amelie Murray
2nd Yellow	Emily Hannon	Isla Clinton	Isabelle Doyle	Amy Gonzales
3rd Orange	Grace Mullan	Weronika Dawidziak	Rhia Kearney	Sam Rozanski
3rd Green	Georgia Quinn	Chloe R Kenrick	Flynn Lokko	Holly Murphy
3rd Yellow	Rebecca Browne	Ciaran O' Toole	Harper Quinn	Finn Olwill
4th Orange	Lily Houlihan	Emma Kelly	Max Kelly	Agustin Zorila
4th Green	Nathan Hatton Tkacz	Fiya Vinod	Elizabeth Treacy	Holly Coyne
4th Yellow	Dorophina Daudi	Jamie Farrelly	Freya Scanlan	Asher Rodrigues
5th Orange	Amelia Yeoman	Bonnie Dunne	Ella O' Toole	Bobby Tierney
5th Green	Maya Kelly	Maya McCann	Sadie Keane	Rebecca O'Toole
5th Yellow	Mayson Kearney	Isobelle Doyle	Evan Mercak	Olivia Coughlan
6th	Sean Driver	Kayla Ledwidge	Niamh Curley	Isobel Markey

Orange				
6th Green	Daniela Santiago	Fabiola Nunes	Brandon Bradshaw	Chloe Devine
6th Yellow	Ryan Praveen	Noah Hennessy	Keeva Hackett	Rebeka Kadar

Ashford Honey Festival

Congratulations to Luna Martin (1st Green) who was highly commended for her art work in the Ashford Honey Festival.

Crochet Club

This year the crochet club opened its doors to 5th and 6th Class students in September. We had some very keen 6th Class students return to the club and lots of new members from 5th. Most of the pupils came with some experience, while others were already pretty advanced. In the first half of the term we worked on improving our basic stitches such as chain stitch, single and double crochet while making headbands, pumpkins and granny squares. The students are free to choose their own projects to work on or join in with a teacher guided project, such as our Halloween pumpkins, Christmas wreaths and Christmas stockings. We all really enjoy working on our projects, helping each other and learning new techniques and patience.

Penpals

On September 5th Class Yellow paired up with two other 5th classes in St. Brigid's Primary School, the Coombe in Dublin. We had to pair up with two classes in the Coombe, in order to secure one penpal each. We received our first penpal letters from St. Brigid's at the end of September. Our teacher carefully read through the letters and matched us up with students that have similar interests. We really enjoyed the day we got to read our letters as we all had something in common with our penpals but also lots of differences. It was so interesting to find out things about people from another place and what their life and school is like. It was even better when we got to write our letters back and tell them about our lives and school. We also asked them lots of questions and we are eagerly awaiting their responses before Christmas.

4th Class: Continuity and Change of Shops and Shopping Habits Over Time

The students worked together to identify the changes in shopping over the years in terms of types of shops, shop layout, shop fronts, advertisements, packaging and forms of payment. They made projects and recorded significant changes in shopping on a timeline. They included Christmas present and food shopping habits in their project and recognised how much marketing affects consumers into feeling they need certain products for a better and happier life.

Would your Christmas or life look different if there was no online shopping?

What does 'enough' look like?

The Post Office

In November, Senior Infants learned about the post office. Some jobs you can do at the Post Office include - buying a stamp or a TV licence, applying for a passport and saving money. We also learned how to write and post letters and packages. To practise writing letters, we decided to send one to Santa, wishing him well on his journey around the world. We addressed this letter to the North Pole. In December, we walked down to the Santa post box in the village and posted our letters off to the North Pole.

Christmas Workshop Senior Infants

Senior Infants took part in an online Christmas workshop with Navan Education Centre alongside lots of other schools in Ireland. It was a lovely little Christmas treat. We met some puppets like Mattie and Kevin. We practised counting Christmas objects, made festive patterns, played Christmas games and heard a lovely story about Henry the Hedgehog.

Carepack.ie

Lots of classes signed up to carepack.ie for Christmas to write letters to those who are in a nursing home this year. Pupils were each assigned a resident in a nursing home across Co.Wicklow. They wrote letters and made handmade Christmas cards for each of the residents. They posted the letters with great excitement in the local post office in Kilcoole. We hope that this will put a smile on their faces and make their Christmas a little more magical. It also gave us a head start for letter writing next term.

Kilcoole Primary School Student Council

This year each class selected a representative to be the voice of our student body. The elected committee members are listed in the box below.

Student Council 2025/2026	
Jack Morgan Aria Farrelly Noah Kavanagh Abigail Small Cillian King Harrison Devlin Kaci Mae Mc Cormack Jake Geoghegan Louie Hedges O'Brien Sam Prendergast Alannah Kelly	Libby Treacy Cillian Quid Robyn O'Brien Annalise O'Brien Kayla Ledwidge Reuben Keogh Muire Cadden Faith Odiase Crean Finn Mc Elvaney Gerard O'Brien

In September/October all classes took part in a competition to design a new wellbeing slogan for the year ahead. There were a number of fantastic entries but the slogan we have chosen this year came from Elizabeth Cash in 5th Class with **‘Showing up is half the effort’**.

The student council meets every two weeks and discusses any issues or concerns from the student body. It is a great way for the pupils to have their voices heard and articulate any issues. In January, the student council will start organising ‘Wellbeing Week’ in February.

Active School Flag

Well done to our newly elected Active School Flag (ASF) committee for this school year. We have had a very productive first term and are looking forward to a great year working together to plan for ASF activities.

Junior Building:

1st classes	Yasminka Waz Newaj, Ivy Renwick Kirwan and Ben Geoghegan
2 nd classes	Isla Clinton, Fionn Greene and Ryan O' Neill
3rd classes	Finn Olwill, Kate O'Driscoll and Ceola Marsh Hackett
4th classes	Alexander Gomes, Aoife McGarrigle and Matthew Sheeran
5th classes	Ardan Jayawardene, Megan Dunne and Oisín Olwill
6th classes	Evie Flood, Emily Delaney and Brandon Bradshaw

New Active Equipment

Lots of new equipment was purchased for all classes this year. It has proven to be a major success. It has encouraged healthy, active play at break times. Every class got an equipment bag full of foam mini balls, foam rugby balls, normal small balls and skipping ropes. We even added more football goal posts to our field on St. Brigid's side. Our active reps, along with a buddy, are responsible for minding and keeping track of their equipment. We were also lucky enough to get a delivery of skipping ropes from Active School Ireland. We have really seen the benefits of all this new equipment for our mental and physical wellbeing and cannot wait for another active year ahead.

Active Students of the Month

	September	October	November	December
<i>J. I. Yellow</i>	Penny Quinn	Tammy McCormick McDonagh	Bodhi Kunz	Cillian Spencer
<i>J.I. Orange</i>	Luca Trappe	Rose Boland	Brody Curran	Roseanne Moorehouse
<i>Jl Green</i>	Fionn Driver	Tadhg Brown	Imelda O'Brien	Maddie Taylor
<i>SI Yellow</i>	Charlie Byrne Hawes	Donagh Keddy	Ada Hedges O'Brien	Ana Mae Mulligan
<i>SI Orange</i>	Noah Eccles	Mason O Reilly	John Paul O'Brien	Matthew Small
<i>SI Green</i>	Mia Hope Finnerty	Henry Pierce	Cole Oglesby	Eloise Coffey
<i>1st Yellow</i>	Nikki O'Toole	Thea Stirling	Patryk Devine	Caleb Rooney Parker
<i>1st Orange</i>	Henryk Debczak	Emma Corcoran	Fionn Kavanagh	James Murphy
<i>1st</i>	Síofra Earls	Freddie McMahon	Luna Martin	Ben Geoghegan

<i>Green</i>		Clarkin		
<i>2nd Yellow</i>	Theo Kearney	Kai Hamilton	Luke Madden	AJ Byrne Hawes
<i>2nd Orange</i>	Zarah Fisher	Jack Cooney	Oscar Boylan	Hayley Flynn
<i>2nd Green</i>	Ryan O'Neill	Robin Conroy	Dara O'Brien	Harrison Devlin
	September	October	November	December
<i>3rd Yellow</i>	Max Coffey	Aoibh O Hanlon	Ruben Carey	Aoibhne O'Keefe
<i>3rd Orange</i>	Lucas Hurley	Elsie Dunne	Blake Eccles	Kate O'Driscoll
<i>3rd Green</i>	Daniel Spillane	Charlie Cremins	Alex Kearns	Ryan Hamilton
<i>4th Yellow</i>	Zoe Godfrey	Oscar Grey	Julia Vance	Max Martin
<i>4th Orange</i>	Luke Hannon	Charlie Meaney	Ava Hanley	Emily Shannon
<i>4th Green</i>	Holly Doyle	Daire Gill	Holly Glynn	Matthew Wogan
<i>5th Yellow</i>	Rían Meenan	Caitlin Ryan Kendrick	Ardan Jayawardene	Síofra Ositadimma
<i>5th Orange</i>	Marley Tighe	Megan Dunne	Seán Owens	Owen Keating
<i>5th</i>	Oisín Olwill	Ódhran Robson	Connor Gear	Luke O'Riordan

<i>Green</i>				
<i>6th Yellow</i>	Abbie Corkish	Aaron O'Toole	Cillian Bohan	Evie Flood
<i>6th Orange</i>	Daire Heffernan	Caitlin McGee	Casey Jay Helena	Reuben Keogh Harold
<i>6th Green</i>	Riley Treacy	Lauren Macleod	Eva Reynolds	Gerard O'Brien

Spooky Active Walkway

On the day of the Halloween midterm, classes walked and skipped along the active walkway on both sides of the school, crossing the road to the opposite building to use both walkways while getting their steps up. They showed off their Halloween costumes and classes while waving to each other as they passed by. There was a lovely, spooky, scary atmosphere and sense of excitement. Classes particularly enjoyed their bop on the yard to Halloween tunes such as 'Spooky Scary Skeleton' and 'Monster Mash'. We also had a Friday bop to some Halloween tunes. Some classes even enjoyed a Spooky Scavenger Hunt.

Skip Around The World

The Skip Around The World challenge took place from October 6th - 24th. This initiative focuses on participation, inclusion and fun with lots of learning opportunities along the way. All classes, at all levels are encouraged to build a short skipping break into their daily routines, across the three weeks of the challenge. Collectively, the amount skipped equates with distances from Ireland to the Sahara Desert in North Africa or Mount Everest in Nepal or the Great Barrier Reef in Australia. We have some exceptional skippers whose fitness levels are incredible. This activity benefits physical and mental health.

Dare to Believe - Olympic Movement Breaks

KPS have thoroughly enjoyed the Dare to Believe Olympic Movement Break challenges over the last number of weeks. We enjoy keeping our bodies and brains active with some famous faces including Fintan McCarthy (rowing), Orla Comerford (athletics - para), Sarah Lavin (athletics), Ameer Leigh Costigan (rugby sevens), John Shortt (swimming), Nicola Tuthill (athletics), Grainne Walsh (boxing), Rhys McClenaghan (gymnastics) and Colin Judge (para table tennis). We have particularly enjoyed the boxing Rock Paper Scissors challenge

and matching our emotions and feelings to different active movements. We love these small but mighty movement breaks so much that we might just keep this two week challenge going and extend it all the way to January to work off all the Christmas treats and fight those January blues.

Cumann na mBunscol News:

After School Training

We were delighted to be able to return to after school training this year for Gaelic Football, Hurling and Camogie. We had great numbers from 5th and 6th classes attending on Wednesdays from 3 to 4pm and the sessions were really enjoyable. Those who attended have to be commended on their behaviour, dedication, respect and participation. If you are interested in coming in the future, new players are always welcome and new notes will be given out in February for Hurling, Camogie and Gaelic football. Thanks to the teachers who generously volunteered their time to allow this to happen: Ms. Fanthom, Ms Morgan, Ms. O'Reilly, Ms. Behan and Ms, O'Sullivan.

Young Whistlers - Gaelic & Hurling/Camogie

Allianz Cumann na mBunscol Chill Mhantáin held a Young Whistlers referee course for Gaelic football in the North East of the country on Wednesday 24th September and Wednesday November 5th for Hurling/Camogie in Kilcoole Primary School. There was a great turnout, with over 15 different schools represented over the two days. The participants were made up of mature, responsible 5th and 6th Class boys and girls who share a passion for Gaelic games and are interested in learning more about refereeing. The coaching sessions were led by north east Games Development Officer (GDA) Garrett Doyle and Conor Daly who engaged the group in discussions about the basic rules of the game and how best to communicate those rules to players, coaches and spectators alike. There was a high level of genuine interest from participants, as evident from the very pertinent questions asked. It is fabulous to see the next generation of young whistlers begin their refereeing journey, as without referees we have no games. Thank you to all the 6th Class boys and girls who volunteered and we look forward to seeing you referee your local games in the future. Some reasons for getting involved in refereeing (children's answers):
'To have fun'

'I'm interested in learning the rules better'

'Ability to referee other matches'

What does a good referee look like (children's answers):

'Fair to both teams'

'Knows the correct rules'

Representing KPS and now qualified as Young Whistlers: Evie Flood, Barra Meakin (Camogie and Hurling), Eva Reynolds, Gerard O'Brien (Gaelic Football).

Tráth na gCeist

All roads led to Laragh on November 6th for the annual Allianz Cumann na mBunscol Tráth na gCeist. There was great excitement at the prospect of a great night's quizzing. Jack Joy, Aaron O'Toole, Eoghan McDermott, Leighton Nolan, Emma Murphy, Louie Dunne, Jacob Feeney, Lauren MacLeod, Brandon Bradshaw earned their place on the school teams. There were ten rounds in total, with rounds testing GAA knowledge, missing letters, Instagram handles, geography, general knowledge, Wicklow GAA, current affairs and a picture round. Both KPS teams represented us and themselves in an exemplary fashion and were presented with school pens at our prayer service in October.

Homework Club

Homework club ran from September to December for 1st to 6th class pupils this term. They all worked very hard. It will recommence in January on the following dates:

	Tues	Wed.	Thurs.
January	13 th	14 th	15 th
	20 th	21 st	23 rd
	27 th	28 th	29 th
February	3 rd	4 th	5 th
	10 th	11 th	12 th
	Midterm	Midterm	Midterm
	24 th	25 th	26 th
March	3 rd	4 th	5 th
	10 th	11 th	12 th
	St. Patrick's Day	18 th	19 th

	24th	25th	26th
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School Website and Instagram

www.kilcooleprimaryschool.ie is where to go to find enrolment information, policies and calendar information.

@KilcoolePS is our Instagram.



Student-friendly Child Safeguarding Statement

Child safeguarding is what we do in our school to keep our children safe from harm.

We teach the Stay Safe Programme to help you feel safe at school and in your life outside of school.

We also think about other ways to keep everyone safe and we write these down. This is called our Child Safeguarding Statement.

We check this every year. When we do this we will ask you what you think about safeguarding in our school.

If someone says or does something to hurt you or makes you feel uncomfortable you can tell an adult that you trust.

Trusted adults in KPS

Teachers, SNAs, secretary, caretaker, principal and deputy principal

What we will do: Listen and Understand Guide or look for help

Every school has a Designated Liaison Person or DLP. Our DLP is Ms. Mc Donagh.



The Power of One

One song can spark a moment, One flower can wake the
dream,
One tree can start a forest, One bird can herald spring.

One smile begins a friendship, One handclasp lifts a soul,
One star can guide a ship at sea, One word can frame the goal.

One vote can change a nation, One sunbeam lights a room,
One candle wipes out darkness, One laugh will conquer
gloom.

One step must start each journey. One word must start each
prayer,
One hope will raise our spirits, One touch can show you care.

One voice can speak with wisdom, One heart can know
what's true,

One life can make a difference, You see, it's up to you.

Go néirí an Nollaig libh go léir

**School reopens on Monday 5th of January 2026.
KPS will close for in-service training for teachers on
Friday 6th of March and Friday 29th of May 2026.**