



Report for Term Two from the Board of Management of Kilcoole Primary School

- On January 26th the BOM reviewed and ratified the Whole School Plans for the Teaching of Drama and Religious Education. Our Communication Journals Policy was also ratified on the night. The KPS Admissions Notice for the 2027-2028 school year was ratified at the meeting also. The Board will accept an intake of 69 Junior Infants in September 2027.
- At a meeting of the BOM on March 23rd the Whole School Plan for the teaching of English was reviewed and ratified. The Data Protection, Job-sharing and Green Schools Policies were review and ratified at that meeting also.
- Thanks to all in St. Brigid's Building who supported the Parents' Association's Easter raffle.
- We are grateful to Fresh Today who have sponsored two sets of jerseys for all teams in Kilcoole Primary School to wear.
- Thanks to Kilcoole GAA club who paid for Jack Keogh to come in twice every week to coach Gaelic football and hurling skills to all pupils from junior infants to 6th classes through January and February this year. Jack did not let bad weather get in his way.
- Maddie Moorehouse was remembered and her family prayed for as we marked the fourth anniversary of her death on the 23rd of February. The bulbs we planted to celebrate her birthday were in bloom as we celebrated the memory of our little friend beside her memory tree.

Economic and Social Research Institute Report February 2026, 'All school absences lead to lower educational qualifications and poorer wellbeing in early adulthood'

New research, published by the ESRI and produced in partnership with Tusla Education Support Service (TESS), uses Growing Up in Ireland data to provide the first Irish evidence on the effects of school absence at age 13 on educational qualifications, labour market outcomes and wellbeing at ages 20 and 25.

How does school absence affect later educational outcomes?

- Even short spells of absence of one to two days at age 13 are linked to lower Leaving Certificate grades.
- There is a very large performance gap related to chronic absence, defined as missing 20 or more days a year, a gap of over 80 Leaving Certificate

points even taking account of a range of other factors that affect performance.

- This performance gap is evident across all social groups. There is therefore no evidence that more advantaged families can successfully counter the negative effects of absenteeism for their children.
- Longer school absence at age 13 is significantly related to lower chances of going on to higher education and of achieving a degree by age 25.
- Young people with prolonged absence from school are also more negative about the benefits of their schooling to their broader social and personal development, especially the role of their school in increasing their self-confidence and helping them develop into a well-balanced person.
- Young people who attend a school with a higher prevalence of chronic absence achieve lower Leaving Certificate points. Even young people who themselves have good attendance have poorer outcomes if school-level absence is higher.
- Attending a post-primary school with a high level of absence is linked to lower chances of attending higher education, even for those who had good attendance records.

How does school absence affect labour market outcomes?

- More prolonged absence is linked to being less likely to be in a professional or managerial job and to lower employment income. Part of this difference is related to the more disadvantaged profile of those with prolonged absence.

How does school absence affect health and wellbeing?

- Chronic absence at ages 9 and 13 is predictive of depressive symptoms and higher stress levels at both 20 and 25 years.
- Life satisfaction at 20 and 25 years of age is much lower among those who were persistently absent from school at age 13. This difference is sizeable, larger than that by gender or disability.
- Those who have higher levels of absence at age 13 report poorer physical health at ages 20 and 25, even when taking into account the effect of earlier health, disability and social background.
- Fewer close ties with others (i.e. social relatedness) are found among those who were chronically absent at age 13.
- Much lower levels of general trust in others are evident even among those with moderate levels of absence (four to six days). The gap in trust between those with no absence and those with 11 or more days is

sizeable, suggesting some degree of social alienation among this group of adults.

- Having attended a high-absence primary school is also markedly related to lower levels of trust in others.
- It is difficult to identify the reasons for these patterns, but it seems likely that school absence has disrupted key developmental processes that enhance wellbeing, coping strategies and social ties in later life.

Parents' Association: Nore Valley Park Incubator Project

What an educational treat the Nore Valley Park Incubator Project was for our pupils this term. Funded by our PA, on Tuesday 24th of February 6 fertilised chicken eggs arrived fully protected in their incubator. Through March the chicks grew in their eggs, fed by the egg yolk and insulated and protected by the egg white. An air pocket at the top of each egg supplied oxygen to the chicks.

On the farm the hens keep their chicks warm in their eggs by sitting on the eggs. Our chickens had the incubator to keep them warm. The eggs also had to be turned every day and kept in a humid atmosphere.

During week two the eggs were candled, each egg was held up to a bright light in a darkened room to check on the chick's development. The shadow of the chick in the egg could be seen if the chick was alive.

On the 12th of March there was great excitement as we saw the chicks use their egg tooth to peck a hole in their shell. They pecked until the shell cracked enough for them to pull themselves out. They flopped down to rest and dry their feathers. After two hours the chicks were fluffy and active.

Once hatched and active the chicks were removed to a brood box where a heat pad kept them warm. They stay warm under their mothers' wings on the farm.

Our chickens will become full adults at 6 months and are called hens and the females lay eggs. Hens live up to 4 years. A hen will lay an average of an egg a day and can lay up to 300 eggs in a year. What generous ladies they are.

Thanks to our Parents' Association for this fabulous educational experience. We hope our chicks grow up to be healthy hens on the farm.

School Self Evaluation and Team Teaching

Junior Infants - Maths

Junior Infants have been busy since Christmas with their team teaching stations and in numeracy the focus was on:

- Counting with one to one correspondence and recognising numerals 1-5

- Developing sets up to 5
- Learning to identify and sort 3D shapes.
- Learning to record information on a bar chart e.g. their favourite animal and colour.

We used a variety of teaching methodologies to help the children learn including games, hands on activities, songs and group work.

Junior Infants - Literacy

Junior Infants have also been working very hard on their literacy skills developing correct letter formation, CVC word reading, blending sounds, and sight word recognition. They have also started to get readers on a weekly basis and great improvement is evident with the infants enjoying their readers. They are sounding out their CVC words and blending sounds. Fine motor skills were developed through activities such as writing CVC words using chalk, cutting, practicing letter formation through the use of whiteboards.

Sight Words Assessment

In the pre-test assessment a small number of children were able to identify 2 out of the 8 sight words shown. The majority of the children did not yet know any sight words. After a 4 week block of focusing on sight words the results were as follows:

Number of sight words	0-2	3-5	6-8
% of children	31%	29%	40%

For World Book Day our partner class, 3rd, came over to read with us. We used our detective eyes to see if we could find any of our tricky words in our books.

Easter Scavenger Hunt

The children had lots of fun in the run up to Easter taking part in a literacy hunt. CVC words were hung up around the school on coloured card, the Junior Infants went around the school to find their words and to fill in missing initial, medial and end sounds. Similarly, in maths the children did a scavenger hunt to fill in the blanks for numbers and patterns. Afterwards, the children came back to class to make Easter baskets to bring home.

Senior Infants – Literacy

This term, our literacy team teaching has focused on three key areas: mastering the spelling of tricky words, revising the digraphs we've studied over the past few months and developing our reading fluency.

In line with our school self-evaluation policy, we decided to focus on the spelling of tricky words. In January, we assessed if the children could spell the first 12 tricky words. We then planned a focused block of teaching. The children engaged in activities and games such as ‘Say it, trace it, write it’, search and circle the tricky word, matching tricky words to box shapes, roll a tricky word, snakes and ladders tricky word games, finding the tricky words in sand and colour. We then reassessed the children at the beginning of March. In addition, we tested to see if the children could spell some additional tricky words (you, your, come, some, said). The result of our pre & post intervention assessment is detailed in the table below.

	Percentage of class group answering correctly pre-intervention	Percentage of class group answering correctly post-intervention
Correctly able to spell the following words: I, the, he, she	63%	80%
Correctly able to spell the following words: me, we, be, was	36%	61%
Correctly able to spell the following words: to, do, are, all	27%	50%
Correctly able to spell the following words: you, your	Not assessed	74%
Correctly able to spell the following words: come, some, said	Not assessed	40%

To reinforce our understanding of digraphs, we used read-and-reveal cards, played matching games, identified real and nonsense words and spotted words containing digraphs in our decodable Red Squirrel readers. We have also had a lot of fun playing Forest Phonics and Poop Deck Pirate Phonics at our ICT stations. The boys and girls continue to make great progress with their reading fluency, showing growing confidence and enjoyment in their learning. Thank you so much to parents for their continued support with literacy homework.

Senior Infants – Maths

Senior Infants have continued to engage in plenty of active and hands on learning during numeracy team teaching. We are developing our sense of number with lots of counting and number line work. We are becoming familiar

with where numbers are positioned (what number comes before/after/in between certain numbers). The children have enjoyed working with cuisenaire rods to develop their understanding of number in a practical and visual manner. We have also learned the number story of 9 and 10. We have played lots of games including Paw-prints, 3 in a Row and different dice games. To help complement our hands-on learning, we have enjoyed lots of games on the tablets and interactive board such as Post a Letter, Shape Escape, Forest Flyer, Save the Whale and Funky Mummy. We've worked on figuring out word problems, with lots of maths talk to help us to turn a word problem into a written sum. We have also developed our understanding of 3D shapes with a focus on hands-on learning - with the children making fantastic creations with our Magna-Tiles and Plus Plus Blocks.

It's been another fantastic and busy term in Senior Infants. We are so proud of the brilliant effort shown by all the children in Senior Infants. Enjoy the Easter holidays.

1st Class – Maths

During Maths team teaching sessions this term we have been very busy engaging in fun, hands on learning experiences. Using a variety of concrete materials and active learning approaches we have been exploring place value with a particular focus on tens and units and building our confidence with subtraction strategies. We have also been investigating fractions, especially halves, through practical activities as well as applying our understanding of measures in real life contexts such as length, weight, time and money. In addition, pupils have been using the hundred square in interactive ways to deepen their understanding of number patterns and relationships making maths both meaningful and enjoyable for them.

1st Class – Literacy

Literacy team teaching sessions have been focused on the development of key spelling skills through playful, hand on activities. Through a variety of active approaches, pupils have been exploring spelling strategies including the use of magic 'e', blends (bl, cl, fl, br, cr, sp, gr etc), word families (ass, ess, ack, ick, ash, ing etc) and commonly misspelled words. Our lessons have been filled with fun and interactive small group activities such as fishing games, pop games, word chains using magnetic letters, puzzles, bingo and word swat games. We have also incorporated interactive games on I pads to reinforce our learning. These varied experiences have helped to build confidence, encourage collaboration and make literacy learning engaging, enjoyable and meaningful for the children.

As part of our School Self-Evaluation (SSE) process, pupils in 1st Class engaged in focused work on a selection of high-frequency words from the KPS list of commonly misspelled words. The words targeted included: *there, their, they're, could, should, would, family, teacher, like, friend, they, because, cousin, said, and with.*

Through a variety of structured activities, pupils were supported in developing their spelling, recognition, and correct usage of these words in context. This targeted approach aimed to improve overall literacy skills, with particular emphasis on common spelling patterns and frequently confused words. This targeted approach supported pupils' spelling development, and these words will continue to be reinforced through ongoing literacy activities. The results of the pre- and post-intervention assessments are outlined in the table below.

Number of words spelled correctly	Pre intervention January 2026	Number of words spelled correctly	Post intervention March 2026
0-2	23%	0-2	5%
3-5	37%	3-5	12%
6-9	26%	6-9	15%
10-12	11%	10-12	22%
13-15	3%	13-15	46%

Thank you so much to all parents for your continued support with literacy and numeracy homework. We have seen fantastic progress in the children's literacy and numeracy skills this term, and we are confident there is even more to come in Term 3. Well done, 1st Class—enjoy your Easter break.

2nd Class – Maths

In the Maths Curriculum for Second Class there is a focus on the calendar. Children explore the months, dates and the seasons. They learn the poem "Thirty Days has September" and recite the months of the year and the seasons in order. Through playful and engaging activities during Maths Stations and Team Teaching the children explore how time is measured and expressed. Time is a complex area and it is valuable if your child has opportunities at home to use a calendar and a clock. We tested the classes in the first term on their knowledge of the calendar. They were then retested in February 2026. The chart below shows the significant improvement made. Results from this post-intervention testing will inform planning, teaching and school self-evaluation. Thank you for your support in helping the children to grasp the concept of time using a calendar. We are now focusing on reading time on the clock and your support in developing this skill in your child is appreciated.

Percentage of Pupils Scoring in Each Range

Scores	Mid-Way in Intervention Term 1 Nov 2025	Post Intervention Term 2 Feb 2026
100	48.57%	80%
90	15.71%	14.28%
80	8.57%	4.29%
70	7.1%	-
60	2.85%	1.43%
50	-	-
40	5.71%	-
30	2.85%	-
20	2.85%	-
10	2.85%	-
0	2.85%	-

2nd Class – Literacy

In January and February there was a strong focus in Second Class on spelling. This work continued the approach in the first term of expanding the word attack and writing skills of the pupils. Children were encouraged to self-assess their own work by identifying the letters that were correct in their writing and then noticing the common mistakes that were being made. Building on the recommended ‘**Playful Learning Experiences**’ of the first term the pupils showed good awareness of initial blends, word patterns, word endings and the magic e rule. However getting all these elements correct at the same time is a challenge. It was motivating for the children to realise that most of the letters in their words were usually right and that they only had to work on a specific part of a word to achieve full marks. Literacy Team Teaching which worked on the SRA Reading laboratory also incorporated practice in word building and analysis. Using the appropriate individual answer cards the children were able to mark their work under guidance. Being agents in their own learning is an important part of the New Curriculum. Approximate spelling is a feature of this age group and hopefully it won’t be long before further progress is seen. Standardised Testing at the end of February provided an objective assessment of how the children are performing. Continue as always to draw your child’s attention to the written word in the print rich environment that surrounds us. The help you give your child in developing their spelling skills is invaluable, thank you.

3rd Class – Literacy

During the past term, 3rd Class students took part in a focused spelling initiative as part of our team-teaching programme. The focus of this team teaching was to learn and practise KPS Most commonly Misspelled Words specific to third class students. A pre-test was given which allowed teachers to identify the specific words each child would need to focus on. Following this, students were given individual spelling lists containing 36 words from their pre-test results to learn and master.

Students engaged in daily targeted spelling sessions, where the class teacher and SET worked with small groups for 15 minutes each day. During these sessions, students practised the ‘Look, Say, Cover, Picture, Write, Check’ strategy while exploring additional spelling rules and memory techniques to help them learn their individual words. After three weeks of consistent, structured support, a post-test was administered to measure progress. The results showed clear improvement across the classes, demonstrating that students had successfully applied the strategies taught and strengthened their understanding of key spelling patterns. We will continue to build on this progress by revisiting these strategies during spelling lessons and encouraging students to use them in their everyday writing with more confidence.

3 rd Class	Average Pre Test Score	Average Post Test Score
Grade Average	82 %	84%

4th Class – Literacy

During Term 2, our team-teaching focus centred on strengthening spelling skills in Fourth Class. Students explored some of the most commonly misspelled words through explicit instruction in phonics patterns such as silent letters (*kn, wr, igh*), homophones, and key phonics rules like “*i before e except after c.*” They also learned about contractions, suffixes (*s/es, ed, er, y, ing, ment*), and the consonant–le pattern. Throughout the term, students continued to apply *Spellings for Me* strategies, including finding words within words, using letter strings and drawings, and creating mnemonics to support memory. The ‘Look, Say, Cover, Picture, Write, Check’ strategy was used daily, alongside interactive spelling games that reinforced weekly learning. Fourth class made excellent improvement with their class level’s most commonly misspelled words. The average class spelling accuracy grew from 61% to an impressive 90%. This fantastic growth highlights the students’ hard work, consistency, and enthusiasm for developing their word knowledge and spellings.

5th Class Team Teaching.

In our Team Teaching for Term 2, we took on the Kilcoole Commonly Misspelled words. The fifth class students were assessed in all the words on the list starting at the 3rd class level and working their way up to the 6th class level. After the preassessment, the students were given 36 of the words they spelled incorrectly to focus on. Each student had a unique list of words according to their own previous errors. Some students excelled with the original list that more challenging words had to be found for them! This additional list came from Language in Focus, Leaving Certificate English Higher level textbook. Needless to say, we have some super spellers in 5th class.

In our team teaching sessions which occurred daily, the students were given three different strategies per week to help them spell their target words. With three teachers in the room we ensured that each student was on task, got immediate feedback and had additional support if needed. Over three weeks we practised a total of nine different strategies: pyramid words, coloured vowels, quick write, fancy words, coloured segments, syllables, silly sentences, rhyming words, and words without vowels. The students also wrote the day's target words in sentences for homework and tested each other on the previous day's words at the start of each team teaching session. The concentration in the rooms was impressive, with most students fully engaging in the learning process and investing in their own progress and achievement. Lots of fun was had too as we completed the 30 second quick write strategy and the rhyming words strategy which, we discovered, is a lot harder to do with multisyllabic words.

After our intense practice, the students were tested on all 36 of their words in one final assessment. The results were extremely positive and just goes to show that when intentions are clearly set and students are invested, anything is possible.

% correct	95 -100%	90-95%	80-89%	70-79%	<69%
No. of students	25	11	18	10	5

6th Class - Literacy Spelling Blitz

There, Their or They're? I'll bet most of us have Googled which version is the correct one to use at some stage! In 6th Class, we decided it was time to take matters into our own hands and learn some of these tricky spellings for once and for all. Using our schools Commonly Misspelled Words list, we tested our spelling skills on over 170 confusing words. Every morning throughout January, we spent 10 minutes learning, writing and using the words we had misspelled. The results were phenomenal – 70% of pupils achieved 85% or more in our

post-test assessment. Once all 170 of KPS's tricky words were conquered, our very competent spellers worked on an additional list which came from 'Language In Focus, Leaving Certificate Higher Level' text book. While we love active learning here in KPS, sitting down and conquering awkward spellings serves us well in all we write for the rest of our lives.

Accelerated Reader

This term we added five new members to our millionaire readers club. Congratulations to Eli Martin, Aoife McGarrigle, Sam Prendergast, Holly Doyle and Daire Gill who received their prizes for reading over a million words.

Overall, the three fourth classes have accumulated a massive 35 million words between them. Reading is not only a great way to improve comprehension and vocabulary but a way to learn more about the wider world as well. In the accelerated reader program there is a huge range of books the students can read and complete quizzes on. We encourage more reluctant readers to access books through apps such as Borrow Box, free with a library card, where they can listen to audio books of their choosing. Additionally, shared reading with a parent is a worthwhile way to encourage reading and engage in discussion of the facts or stories they are reading. Let's hope we have some more millionaires to report in our summer newsletter.

Teagasc Fóirne Ghaeilge - Ranganna 3 agus 4

Na h-aidhmeanna a bhí ag baint leis an sraith teagaisc fóirne seo sna seachtainí roimh Seachtain na Gaeilge ná:

1. Dearcadh dearfach i leith na Gaeilge a chothú trí cluichí teanga agus dúshlán Kahoot a imirt.
2. Cur ar chumas na ndaltí a scileanna éisteachta a fheabhsú.
3. Cur ar chumas na ndaltaí ceisteanna chur is a fhreagairt trín gcluiche Headbanz a imirt.
 - ...An ainmhí mé? Sea / Ní hea
 - ...An bhfuil ceithre chos agam? Tá / Níl
 - ...An bhfuil mé beo? Tá / Níl
4. Gníomhaíocht digiteach dhátheangach a chomhlíonadh go neamhspleách, 'sé sin an Dushlán Kahoot gur féidir a imirt arís agus arís eile, chun scóranna a fheabhsú. Bhí an nasc do na dúshláin dingthe i suíomh idirlíon na scoile.
5. Cluiche nó gníomhaíocht teanga a ullmhú don 'partner class' i bhFoairgneamh N. Bhríd.

Chaitheamar leath uair a chloig ar feadh trí seachtaine i rith Mí Feabhra i mbun na heachtraíochta thuas. Bhí sé sách taitneamhach agus ghlac na daltaí páirt go díocasach ann. Is léir go bhfuil dearcadh an-dearfach i leith na Gaeilge i KPS.



Dreamspace Ambassador Programme / Peer Mentoring

Our 5th Class Dreamspace Ambassadors (DSAs) recently completed their final training session, this time on Makecode Arcade where the challenge was to design a retro-style arcade game. They have completed four training sessions and delivered four school-related activities so far this year. Our DSAs provide another layer of support to teachers and pupils in order to access additional STEM learning in a fun way. DSAs are peer mentors and have challenged pupils in St. Anthony's Building to design a chaser game with familiar elements such as setting, characters, complication and resolution. Pupils used a simple storyboard to plan their game before they start to code. They also introduced the microbit to most of the fourth classes before Easter. They will continue in the summer term with fourth class and will challenge 5th and 6th to create their own retro arcade game. DSAs are looking forward to May 14th when they will attend their graduation day in Microsoft in Sandyford.

Promotion of Well-being

We all have a variety of relationships in our lives, including family, friends, colleagues, team-mates and many more. The way we connect and interact with others can have a very significant impact on our lives in a wide range of areas. Research has shown that the quality of our relationships impacts the quality of our health, stress levels, self-esteem and success in life. Therefore it is important we develop skills and techniques that cultivate positive relationships with others. Building positive relationships in our lives can make us feel happier and healthier.

R- Respecting others shows that we are all equal, important and valued.

E- Empathy means really understanding how someone feels, using your head and your heart.

L- LOOK for wins for all parties when trying to resolve conflict.

A - Active listening means giving our undivided attention, using our whole body and asking questions.

T- Trying to forgive other can help us feel better as well as helping others and relationships.

I – Interest in others is shown by encouraging them, celebrating their good news and supporting them in difficult times.

N – No Judgement, replace judgement with curiosity and kindness.

G – Give. Kindness, help, smiles and encouragement cost nothing to give but they support good relationships.

Screen/ Phone Time Tips for Parents

During Well-being and Internet Safety Week, we promoted online safety in all classes. In his book ‘The Anxious Generation’ Jonathan Haidt’s research finds that decreased attention span, less in-person socialising and reduced time on activities and outdoor play are the casualties of excessive screen-time.

The constant exposure to social media can foster unrealistic comparisons and promote feelings of isolation, despite the appearance of constant connection. Haidt’s book highlights the sharp increase in anxiety, depression, eating disorders and self-harm among young people since phones became a part of our teens lives.

- **Have the Chat-** Have regular conversations with your child on appropriate online behaviour and potential dangers.
- **Agree Rules-** Have a clear set of rules around internet use, screen time and gaming. Remember the importance of a healthy balance.
- **Screen Free Zones-** Never have screens in children’s bedrooms.
- **Screen Free Times-** Mornings before school and the hour before bedtime should be screen free times to support sleep, learning, regulation and mental health.
- **Asking for Help-** Reassure your child that they should always come talk to you if something happens online.
- **Take a Closer Look-** Encourage your child’s critical thinking to evaluate online information. Not all online information is correct.
- **Lead by Example-** Do as you say! Modelling behaviour is the most powerful way you can influence your child’s behaviour.
- **Join In-** The internet is a great resource for children. Play your child’s favourite computer game and discover the online world together.

Sleep Survey 5th and 6th classes

Ms. Nolan and Ms King facilitated a sleep survey of 126 fifth and sixth class pupils. The following are the headline figures of what the pupils self-reported.

- 86% of pupils have access to a device. 41% of pupils spend time on their phone / tablet / gaming console in the lead up to bedtime.
- 41% of pupils look at television in the lead up to bedtime.
- 39% of pupils have their digital device in their bedroom at night.
- 54% of pupils access their digital device before school in the morning.
- 91% of pupils report that they get enough sleep and 9% report that they don't.

Planet Youth Wicklow, an evidence- based primary prevention project that provides us with the opportunity to improve long-term health and life outcomes for our children, issued the following guidelines for bedtime for primary school pupils.

Junior Infants 7.15pm	Senior Infants 7.30pm	1 st Class 7.45pm
2 nd Class 8pm	3 rd Class 8.15pm	4 th Class 8.30pm
5 th Class 8.45pm	6 th Class 9pm	

38% of 5th and 6th class pupils in KPS got to bed after 10pm and some as late as 11.30pm. According to the HSE and the World Health Organisation, primary school pupils need between 9 and 13 hours sleep at night. Insufficient sleep leads to irritability, mood swings, reduced concentration and poor academic performance. Prolonged sleep deficiency can lead to difficulty coping with stress, emotions and depression.

Planet Youth Wicklow stresses the importance of a bedtime routine; put on PJs, brush teeth, go to toilet, have quiet time with book or story time with parent, lights out.

Reduce screen time and sugary foods in the hours leading up to bedtime. Using any device in the hour before bed can affect our body clock, making it difficult to sleep. Blue light from devices blocks the production of melatonin, the hormone our brain produces to let us know it's time to sleep. Playing music, reading stories and having a bath are useful additions to the bedtime routine for children who find falling asleep difficult.

Sleep is the foundation of health and well-being and developing healthy sleep habits now are an investment in our children's capacity to cope with the challenges of life now and in the future.

Seachtain na Gaeilge 2026

Is breá linn Seachtain na Gaeilge. Bhí ceol, craic agus spraoi idir an dá fhoirgnimh i rith Seachtain na Gaeilge i mbliana. Bhí deis againn bualadh lena chéile agus taispeántais ceoil agus amhránaíocht a dhéanamh chomh maith le

tráth na gceist idir na ranganna. D'oibrigh na daltaí sinsireacha go dian chun ceisteanna a chumadh agus tráth na gceist a chur i láthair do na daltaí sóisireacha. Bhí paráid timpeall na scoile againn agus muid ar fad gléasta i nglas. Bhí scileanna damhsa íontacha le feiceáil le linn ranganna damhsa scuaibe le Ms. O'Sullivan agus le linn an céilí mór a bhí againn ar an gelós. Roghnaíodh gaeilgeoirí na seachtaine i ngach rang agus bhí comórtas ealaíne le seanfhocail a mhaisiú againn freisin. Bhí an-seachtain againn!



	Amhráin/ Rannta/ Dánta/ Feadóg stáin
Naíonáin Shóisearacha	Leipreachán ina Shuí Faoin gCrann Conas atá an aimsir?
Naíonáin Shinsireacha	An Dreoilín An Haka Gaelach Leipreachán ina Shuí Faoin gCrann
Rang 1	St Patrick came to Ireland Ailiú Éanaí Beidh Aonach Amárach Irish Polka
Rang 2	St. Patrick Came to Ireland Beidh Aonach Amárach Cuirfimid Deandaí Deandaí Irish Polka
Rang 3	Faoi na Soilse Ireland's Call
Rang 4	Peigín Litir Mór Lig mé Saor Rattlin' Bog, Grace (feadóg stáin) An Seamróg (dán)
Rang 5	Amhrán na gCupán An Dreoilín An Haka Gaelach

Rang 6	Béic Amach Amhrán na bhFiann (amhrán & feadóg stáin)
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Bronnadh duais ar dhaltaí ó gach rang a rinne sár iarracht an Ghaeilge a labhairt i rith na seachtaine.

Naí. Shóis. Buí	Tom Coyne	Tom Hickie	Logan Gajewski	April Hatton Tkacz
Naí. Shóis. Oráiste	Jacob Murphy	Zara Minogue	Brody Curran	Fallon Creavin
Naí. Shóis. Glas	Fionn Driver	Harper Devlin	Corey Walsh	Maria Sequeira
Naí. Shins. Buí	Jessica Lockhart	Ada Hedges O'Brien	Charlie Byrne Hawes	Mayah Kena Devlin
Naí. Shins. Oráiste	Milena Holmgren Murray	Rafael Sequeira	Dahlia Rose Condron	John-Paul O'Brien
Naí. Shins. Glas	Mia Hope Finnerty	Eliza Stoenescu	Cole Oglesby	Theo Clinton
Rang 1 Buí	Ethan Duignan	Yasminka Waz Newaj	Ellen O'Dowd	Nikki O'Toole
Rang 1 Oráiste	Ivy Rose Renwick Kirwan	James Murphy	Maria Cercelaru	Riley Cullen
Rang 1 Glas	Rosa Killalea	Alannah Williams	Aria Farrelly	Faye Minogue
Rang 2 Buí	Isla Clinton	Sasha Kolodochka	Theo Kearney	Leah Murphy
Rang 2 Oráiste	Esme McDonald	Max Spillane	Grace Wong	Hayley Flynn
Rang 2 Glas	Harrison Devlin	Dara O'Brien	Robin Conroy	Cora Corcoran
Rang 3 Buí	Emily Byrne	Bradley Coyne	Tadhg Flynn	Rebecca Browne
Rang 3 Oráiste	Grace Mullin	Parker Farrell McCormick	Rhia Kearney	Rocco Donnelly
Rang 3 Glas	Riley Devlin	Calum McDonald	Aaron Flood	Lauren Taylor
Rang 4 Buí	Eva Grey	Oscar Grey	Zoe Godfrey	Daisy Murray
Rang 4 Oráiste	Eva Shortall	Iniya Santhosh	Max Kelly	Kaiden O'Reilly
Rang 4 Glas	Luna Shortall	Holly Doyle	Nathan Hatton Tkacz	Fiya Vinod
Rang 5 Buí	Olivia Coughlan	Joe Losken	Kayla Murray Loughman	Matthew White

Rang 5 Oráiste	Cillian Quaid	Max O' Reilly	Megan Dunne	Sadie Kerley
Rang 5 Glas	Oisín Olwill	Ben Pierce	Luke O'Riordan	Annalise O'Brien
Rang 6 Buí	Jack Joy	Emma Murphy	Finn McElvaney	Kayleigh McCormack
Rang 6 Oráiste	Morgan O'Donovan	Emily Delaney	Seán Driver	Will Stringer
Rang 6 Glas	Chloe Devine	Eoin McGinty	Javi Liu	Muire Cadden

Comórtas Ealaíne - Seanfhocail.

	Dara hÁit	Buaiteoirí	Seanfhocal
Naíonáin Shinsireacha	Eliza Stoenescu, Lily McManus, Loah Cameron	Evie Vance, Kai McLoughlin, Sabio Bobin	Nuair a bhíonn an cat amuigh bíonn an luch ag rince.
Rang 1	Noah Matthews, Finn McGovern, Fiadh Newman	Freddie McMahon Clarkin, Emily Dabek, Bodhi Kilroy	Níl aon tinteán mar do thinteán féin.
Rang 2	Eva O'Malley, Freya Creavin, Leah Murphy	Hayley Flynn, Lily O'Connor, Amy Gonzalez	Is maith an t-anlann an t-ocras.
Rang 3		Ceola Hackett, Cillian Owens, Clara Byrne	I ndiaidh a chéile a thógtar na caisleáin.
Rang 4	Max Kelly Trogen, Holly Coyne	Melania Bobocea, Euan Mallin	Giorraíonn beirt bóthar.
Rang 5	Peter O'Driscoll, Maya Kelly	Mayson Kearney, Bonnie Doyle, Conor Gear	Is glas iad na cnoic i bhfad uainn.
Rang 6	Finn McElvaney, Carragh Colquhoun	Keeva Hackett, Eva Reynolds	Mol an óige agus tiocfaidh sí.

Seachtain na Gaeilge in Senior Infants

Senior Infants had lots of fun celebrating Seachtain na Gaeilge with their partner classes. 4th Classes designed and hosted a Tráth na gCeist (Table Quiz) for Senior Infants. It was lovely to see the older and younger children working together ‘as Gaeilge’(in Irish). They also collaborated on a St. Patrick’s Day craft together as Gaeilge. Later in the week Senior Infants and 4th got together again to perform their Seachtain na Gaeilge pieces for each other. Senior Infants performed ‘An Haka Gaelach’, ‘Bhí Leipreachán ina Shuí Faoin gCrann’, agus damhsa ‘An Dreoilín’, and thoroughly enjoyed the singing, dancing, poetry and tin whistle performances from 4th Classes. Go raibh míle maith agaibh Rang a 4, bhain Naíonáin Shinsearacha an-sult as.

Damhsa agus Paráid i rith Seachtain na Gaeilge

During Seachtain na Gaeilge, the pupils of KPS marched in a St. Patrick’s Day parade along the active walkway showing off their green, white and orange finery while listening to some Irish tunes. The yard was full of music, energy, craic agus ceol as the children enjoyed a St. Patrick’s Day bop to their favourite Irish songs. Everyone made a brilliant effort and were gléasta i nglas, turning the whole school beautifully green. Our céilí dancing was a huge hit to, with the students dancing ‘An Dreoilín’, ‘Ionsaí na hInse’ and ‘Fallaí Luimní’ together in the yard. All classes learned some sean nós steps and did brush dancing with Ms. O’Sullivan. Even some of the múinteoirí picked up a scuab or hurl and gave it a go! They danced to the song ‘Rattlin’ Bog’ and used all sorts of props such as brushes, hockey sticks and hurleys. Bhí an-spraoi again. Maith sibh a pháistí.

Green Schools News

Tidy Towns, Estates and Sustainable Development Awards

Our Green Schools Committee (GSC) is bursting with pride to have won 1st place in the Schools Climate Action Award run by Wicklow County Council. The awards showcase best practice in environmental protection and sustainable development across the county. Our application included the GS Primary Climate Ambassador Projects we are working on, and we won! In KPS, these projects are led by our GSC but our whole school community work as a team to ensure these projects achieve their goals. Huge congratulations to all in KPS.

Green Flag Renewal

KPS has been part of the Green Schools Programme for 22 years – we are one of a handful of schools nationwide to have earned and maintained all 10 Green Flags! As there are no flags left to earn, we turned our attention to the role we

all play as global citizens. We have spent the past 2 years working on Primary Climate Ambassador Projects. We studied the 17 Global Goals as agreed upon by the UN in 2015. We learned that every one of us can play a role achieving the Goals and specifically focused on how we can make small changes to achieve Goal 2 – Zero Hunger – and Goal 13 – Climate Action.

Some of our projects included:

- Our World – Let’s Make It Work podcast
- Little Green Fingers & Incredible Edibles
- Global Goals Book Club
- Climate Literacy and Sustainability
- Anti-Dog Fouling Poster Competition & Protest
- Biodiversity in KPS and our community

We were excited to have Sarah, Wicklow County Council’s Environmental Awareness Officer, visit us on Thursday March 12th. We filled her in on the projects we have been working on over the last two years and discussed the progress we have made in ensuring KPS continues to collectively contribute to major global progress.

Global Goals Week

Students in KPS were invited to take part in webinars with schools from seven countries across the world to get some very real, and current, insight into the lives of children living in countries where the Global Goals are not being met.

Teachers and pupils in Kenya shared how climate affects food, water and daily life and what solidarity and global connections means in the fight for climate action. For many young people in Palestine, education is not always easy to access. We were speechless listening to how just getting to school in the morning involves passing military lines and often being sent home by soldiers. South African schools told us about gender inequality and poverty, and how it affects their daily lives, education and future. To finish the week, all schools were invited to share their national pastimes and culture. KPS pupils were among the first to volunteer, with a wonderful display of Irish dancing and some traditional tin whistle tunes.

Handwriting and Presentation of Written Work

Pupils have worked hard since September to improve handwriting and presentation standards throughout the school. Pupils start cursive writing in 2nd Class. Many pupils take great pride in their handwriting and we think this was something we should celebrate in KPS. In January and February all pupils wrote formal letters in their most beautiful handwriting. The standard of writing amazed our In School Management team who adjudicated the competition. The

school competition awarded Gold, Silver and Bronze Medals at each class level and prizes were also given to pupils in the Highly Commended category.

Junior Infants

Gold Tadhg Brown **Silver** Evie Mc Donald **Bronze** Fionn Driver

Highly Commended: Paige Campbell, Olan Druhan O, Luca Trappe, Penny Quinn, Tom Coyne, and Regina Kadar.

Senior Infants

Gold Ezra Pacini **Silver** Harry Forde **Bronze** Brooke Flynn

Highly Commended: Róise Mc Kinney Dempsey, Odhrán Marsh Hackett, Mason O' Reilly, Kai Grant, Max O' Donovan, Kai Mc Loughlin and Alyssa Kelly.

First Class

Gold Dylan Farrell **Silver** Harry Byrne **Bronze** Tess Morgan

Highly Commended: Conn Lynch, Ailbhe Flynn, Rosa Killalea, Lily Losken, Emma Corcoran and Isla Carey.

Second Class

Gold Isla Clinton **Silver** Sadie Tierney **Bronze** Kai Hamilton

Highly Commended: Lily O' Connor, Amelie Murray, Elsie Condren, Abigail Small, Max Spillane and Peadar Killalea.

Third Class

Gold Tadhg Flynn **Silver** Calum Mc Donald **Bronze** Conor O' Brien

Highly Commended: Matilda Mc Mahon, Rúairí Flynn, Nell Lacy, Rhia Kearney, Kate O' Driscoll and Emily Byrne

Fourth Class

Gold Ada Conroy **Silver** Iniya Santhosh **Bronze** Daire Gill

Highly Commended Marykate O' Brien, Fiya Vinod, Luke Hannon, Emily Shannon, Asher Rodrigues and Julia Vance.

Fifth Class

Gold Connor Gear **Silver** Marley Tighe **Bronze** Annalise O' Brien

Highly Commended Sadie Keane, Megan Dunne, Max O' Reilly, Ellie Mae Kinsella Clare, Kelsi James and Joe Losken

Sixth Class

Gold Lauren Macleod **Silver** Aisling Murphy **Bronze** Rebeka Kadar

Highly Commended Eva Reynolds, Méabh Williams, Noriska Rodrigues, Millie Godfrey, Sydney Marrey and Isobel Markey.

Celebrating St. Brigid's Day

We celebrated St. Brigid with a visit from our favourite entertainer scéalaí Niall de Burca. He regaled all from Junior Infants to 6th class with tales of Ireland long ago.

Climatologists celebrate the first day of spring on March 1st because December, January and February are the coldest months of the year. However, the Celtic calendar marks February 1st as the first day of spring and St. Brigid's Day heralds its arrival. The daffodils, crocuses and primroses on bank of St. Anthony's site were slower to poke their little flowery heads out this year and we missed the snowdrops we lost on Brigid's site due to build. We look forward to lots of planting in future and we will appreciate them all the more when they return.

Wellness Week 9th – 13th of February

This week focused on developing the strategies we use to support resilience, relationships and good health. Through mindfulness, movement, random acts of kindness and digital responsibility, we empower ourselves to live healthier, happier lives.

Internet Safety

As part of Wellness Week and in tandem with Safer Internet Day, our students learned how to protect personal information online, the importance of strong passwords, what to do if they see or experience cyberbullying and how to be respectful and responsible digital citizens. Technology is an important part of our lives, and learning how to use it safely and responsibly is a key part of overall wellness.

Friends for Life

Students learned the Friends for Life acronym to promote resilience and a growth mindset.

F.R.I.E.N.D.S.

Feelings-build vocabulary to promote emotional literacy and communication
Regulate-when worried or upset practise square breathing and out school mantra 'everything always works out for me'

I can- give things a go, stick with tasks and celebrate efforts

Explore solutions-ask an adult to help you find step by step solutions to solve problems and tackle worries head on

Now do it-when you have a plan of action to tackle worries or problems start your plan straight away don't procrastinate

Do it every day-practise the KPS super 7

Smile- be friendly and open to new friendships

Student Council and Wellness week

The Student Council remains committed to continuing conversations about wellness, inclusion, and student voice in KPS. By organising Wellness Week and advocating for the needs of their peers, the Student Council has demonstrated that leadership is about service, empathy, and action.

Yoga

During wellness week every class took time to slow down, stretch and reset with a yoga session focused on breathing, movement and relaxation.

Our Junior and Senior Infants had great fun with an animal-themed class, 1st and 2nd Class embraced a spring-inspired session, and our senior classes even challenged themselves with partner poses, building teamwork along the way.

We really appreciated Ms. Kennedy and Ms. McBennett teaching relaxation and regulation strategies.

Our First Confession – 2nd Class

On Tuesday 3rd March, 2nd Class and their families gathered in St. Anthony's church to celebrate the Sacrament of Reconciliation. Father Des spoke to us and we prayed and sang together. Our parents presented us to Fr Des, Fr. Bernardo or Fr. Seán, and after a brief chat, we recalled the times when we did not show love. We finished off the night with a joyous rendition of 'This Little Light of Mine'. It is a meaningful ceremony that helps us to reflect on our part in all of our relationships.

Service of Light – 6th Class

On Thursday 12th February, the 6th class students took part in their Service of Light in St. Anthony's Church with Fr. Bernardo. It was a lovely ceremony especially when parents passed on the baptismal candle to their child. At baptism, the parents and godparents of each child made promises on behalf of the child. During the passing of the candle, parents are passing on that responsibility to their child and the child will now choose to accept the Holy Spirit upon them on the day of their Confirmation. The children led the mass in singing Christ Be Our Light and the whole congregation joined to sing with them. We would also like to say a word of thanks to Fr. Des who has welcomed both 2nd and 6th class to the church every month. We have thoroughly enjoyed each service and we appreciate Fr. Des and Fr. Bernardo giving a lovely homily each time. Every child always takes something away from the mass. We also have also loved singing at mass and are looking forward to attending mass for the rest of the year.

Sacrament of Reconciliation – 6th Class

On March 9th and 18th, children in 6th Class were invited to St. Anthony's Church, Kilcoole to celebrate the Sacrament of Reconciliation in preparation for their Confirmation on Saturday May 16th. Reflecting on our actions and saying sorry when we have hurt others is crucial in developing good relationships. The children sang the hymn Christ Be Our Light to begin the service. They each reflected on the times they had hurt others with the priest concluding with the Act of Sorrow. The Fruits of the Holy Spirit like kindness, gentleness and love should guide our interactions with others.

World Book Day in Senior Infants

This term Senior Infants celebrated World Book Day with a Zoom call with award winning author-illustrator Peter Donnelly. Peter read and discussed his book 'The President's Glasses'. He also led pupils through a draw-along of the famous pigeon from the story. What a treat for Senior Infants to have a picture book read to them by the author and illustrator. Pupils also brought their favourite books to school for World Book Day, shared their favourite book with their class, and listened to each other's favourites.

6th Class Choir

Our 6th class students have been busy making music and building their skills in choir this term. Every Tuesday, we come together to practise singing, working hard to improve our voices and confidence as a group.

In preparation for Seachtain na Gaeilge, we had great fun learning ‘Béic Amach’ by Taylor Swift. It was a fantastic way to combine music with Irish culture, and everyone really enjoyed performing it. We also learned Amhrán na bhFiann, with some students accompanying the singing on the tin whistle. This added a lovely traditional element to our music and showcased the variety of talents in 6th Class.

We were delighted to perform our song for the 2nd and 5th Class students, who were a wonderful audience. We also had the chance to watch their performances, which were very enjoyable and inspiring.

Throughout our choir sessions, we have been focusing on important musical skills. We explored tempo, learning how music can be fast or slow, and practised singing both loudly and softly to add expression to our performances. We also used percussion instruments to help keep the beat and bring energy to our songs. 6th Class has been enthusiastic and collaborative, gaining in confidence each week. We’re looking forward to continuing our musical journey after the Easter preparing for our Confirmation and Graduation.

6th Class Projects

6th Class have been working really hard on their project and presentation skills this year. Working on topics such as Landmarks of Ireland and Natural Disasters, content was thoroughly researched and lots of practise done to develop presentation skills. Different modes of presenting were explored through Microsoft PowerPoint, Google Slides and Canva as well as using poster or booklet format. Each student was scaffolded with a rubric, a written tool to guide learning and assessment. The public speaking skills of good eye contact, projecting their voices, keeping a good pace and watching their timing were practised. We are proud to see confidence and competent communication.

CCA Talent Show

6th Class were kindly invited to Coláiste Chroabh Abhann for the ‘Showstoppers Talent Show’ on March 11th. From singing and dancing to poetry and instrumental performances, the variety of talent on display was wonderful. We loved applauding our past pupils who performed with confidence. Our 6th Class had a wonderful glimpse into what the future holds when they move on to their next chapter in secondary school.

Visit from the Gardaí – 5th and 6th Class

Garda Molly and Garda Maria visited 5th and 6th class on March 3rd to talk about cyberbullying. It was an hour and a half well spent discussing how to keep safe online. We watched some videos from Webwise which went through some

scenarios that children could respond to with the Gardaí. They then came up with some responses people could take if they felt unsafe online such as speaking to a trusted adult, blocking a person online and using appropriate social media sites for our age. Garda Molly also spoke about the use of e-scooters in the local area and the dangers associated with them. We learned that users must be at least 16 years old, e-scooters are banned on footpaths, they are not permitted on motorways or bus lanes, the maximum speed is 20km/h, only one person is allowed, they must have a light and brakes and Gardaí have the authority to seize e-scooters used by anyone not abiding by these rules.

Artists of the Month

	January/Eanáir	February/Feabhra	March/Márta
J.I Orange	Ryan Gilbert	Luca Trappe	Tommy Maher
J.I Green	Harper Devlin	Paige Campbell	Imelda O'Brien
J.I Yellow	April Hatton Tkacz	Tom Coyne	Sanjo Bobin
S.I Orange	Poppy Lewis	Sabio Bobin	Loah Cameron
S.I Green	Clara Kennedy	Eliza Stoenescu	Selina Cojocari
S.I Yellow	Kai McLoughlin	Aine Kiely	Harley Whelan
1st Orange	Mason Rooney	Harry Byrne	Lila Lewis
1st Green	Zac Tobin	Branna Tracey	Noah Matthews
1st Yellow	Ellen O'Dowd	Cian McCorley	Bodhi Kilroy
2nd Orange	Theo Kennedy	Amelia Campbell Berry	Glen McAllen
2nd Green	Elsie Condren	Millie Byrne Cosgrave	Elodie Shortall
2nd Yellow	John Connors	Oisin Kavanagh	Florence Boyle
3rd Orange	Isabelle Fletcher	Joshua O'Halloran	Elsie Dunne
3rd Green	Ceola Marsh Hackett	George Coyne	Ava Mc Geown
3rd Yellow	Eabha Hennessy	Bradley Coyne	Beth Gillan
4th Orange	Katie Daly	Daniel McGarry	Aoife McGarrigle
4th Green	Mia Doyle	Aiden Soco	Aidan Quigley
4th Yellow	Kate Horan Purdy	Conor Kavanagh	Alannah Kelly
5th Orange	Sadie Kerley	Daniel Glynn	Theo Hatton Kratz

5th Green	Lucy Byrne	Alexander Newton	Elizabeth Cash
5th Yellow	Kayla Murray Loughman	Finn Newman	Peter O'Driscoll
6th Orange	Jacob Feeney	Niamh Curley	Sienna Shortall
6th Green	Ivelina Stankova	Cian Lawless	Jack O'Dwyer
6th Yellow	Ellie O'Reilly	Elizabeth Connors	Finn McElvaney

**Active School Flag (ASF) Active Students of the Month
Junior Building:**

	January	February	March
<i>J. I. Yellow</i>	Noah Brien	Liam Murphy	Eli Amanda
<i>J.I. Orange</i>	Alexander Connolly	Fallon Creavin	Julia Banks
<i>JI Green</i>	Mason Dunne	Corey Walsh	Mick Connors
<i>SI Yellow</i>	Cooper Moran	Reece Farrell	Oscar McGovern
<i>SI Orange</i>	Raphael Sequeira	Madison Coyne	Jack Thompson
<i>SI Green</i>	Ezra Pacini	Kai Grant	Cian Bissett
<i>1st Yellow</i>	Leo Gonsalves	Ryan Gear	Platon Bihun
<i>1st Orange</i>	Riley Cullen	Lila Lewis	Zoe Kelly
<i>1st Green</i>	Isla Carey	Callum McCann	Emily Britton
<i>2nd Yellow</i>	Paige O'Reilly	Jessica Hackett	Peadar Killilea
<i>2nd Orange</i>	Adam Sinto	Cian Allen	Zia Fernandes
<i>2nd Green</i>	Conor Brien	Georgia-Mae Grey	Lucia Mercak

Senior Building:

	January	February	March
<i>3rd Yellow</i>	Cillian Owens	Emily Byrne	Louie Hedges O'Brien
<i>3rd Orange</i>	Fionn O'Brien	Nathan Harris	TJ Doyle
<i>3rd Green</i>	Aaron Flood	James O'Boyle	Georgia Quinn
<i>4th Yellow</i>	Alexander Gomes	Eva Grey	Calum Coughlan-Meehan

4th Orange	Max Kelly Trogen	Ella Siklody	Kaiden O'Reilly
4th Green	Daniel McCarthy	Saoirse Kinsella Clare	Calum Rooney
5th Yellow	Evan Mercak	Kelsi James	Robyn O'Brien
5th Orange	Evanna O Halleron	Cillian Quaid	Ely Gao
5th Green	James Cluskey	Oskar Toomey	James O'Toole
6th Yellow	Emma Murphy	Kevin Redmond	Conor McGarrigle
6th Orange	Jane Hayes	Gavin Byrne	Emily Delaney
6th Green	Poppy Bella Shorthall	Muire Cadden	Callum Taylor

Croke Park Active Break Challenge

Kilcoole Primary School took part in the Active School Flag 'Croke Park Active Break Challenge' in January for four weeks. It was such a hit, the classes used these movement breaks beyond the four weeks. The GAA movement breaks are filmed in different locations around Croke Park giving us a behind-the-scenes look at where the team buses arrive, inside the players' dressing rooms and the warm up areas where legends get game ready. Children learned interesting facts about Croke Park. The active committee met with Ms. O'Sullivan to plan the challenge across the school. Each class rep communicated and demonstrated the challenge aided by a poster of Jones Road, Hill 16 and Hogan Stand. Movement breaks invigorate us and support concentration and the Croke Park challenge added welcome variety.

Cumann na mBunscol Wicklow Times Shield

Our senior girls' Gaelic football team had two brilliant days out this term in Bray Emmets GAA Club for the Wicklow Times Shield Blitz. On both days the girls played superb football for all of their games. They showcased their excellent soloing, hand passing, kicking, shooting and teamwork skills. On day one of the blitz, it happened to be Women in Sport week 2026 and it was amazing to see so many young girls getting involved and participating in the blitz, with 18 matches on the go at a time! On day two of the blitz, we worked our way to the 3rd and 4th place final of division 2. Unfortunately things didn't go our way in the final but to place 4th overall in the blitz is a massive achievement!

Day 1 Team: A. Corkish, N. Rodrigues, E. Flood, E. Murphy, , E. O’Neilly, M.Dunne, C.Ryan Kenrick, L.MacLeod, E. Reynolds, C. Magee, I. Stankova, N. Carstairs, I. Doherty

Day 2 Team: N. Rodrigues, E. Flood, E. Murphy, E. O’Reilly, E. O’Neilly, M.Dunne, C.Ryan Kenrick, L.MacLeod, E. Reynolds, C. Magee, I. Stankova, N. Carstairs, I. Doherty

INTO Skills Test Challenge

5th and 6th class boys and girls completed trials for hurling, camogie and Gaelic football during the month of March. Trials included a hurling solo challenge, ground striking, hand passing and solo drills. The children were chosen based on a points system and went on to represent the school with pride in Bray Emmets. They demonstrated skill and determination during trials and we are very proud of the eight students who represented our school so competently. The following students qualified for Bray Emmets: G. Brien, P. O’Driscoll, E.M. Kinsella, A. Yeoman, J.Joy, M. Tighe, M. Kelly, E. O’Halloran

Soccer News

The girls of KPS 5th and 6th classes participated in the Wicklow section of the FAI 5 a side competition. Playing some superb football along the way, the girls had victories against Ravenswell NS, score 8-0. They were also comprehensive victors over St. John's Senior School by 9 goals to 0. The girls drew their other two games, 2-2 v Gaelscoil an Inbhir Mhóir and also finished level against Holy Rosary Wicklow 1-1. Well done girls you did yourselves and the school proud finishing unbeaten throughout the competition.

Squad: Poppy Shorthall, Lauren McCleod, Robyn O Brien, Megan Dunne, Zoe McGovern, Ellie O Neill, Muire Cadden, Emily Delaney.

Congratulations to the boys of 5th and 6th classes who were comprehensive winners of the FAI 5 a side competition in Arklow recently. The boys played five matches winning them all without conceding a goal. The boys showed their excellent teamwork, finishing and goalkeeping skills throughout the day and will now compete in the county final on Friday 17th April in Woodlands, Greystones AFC. Well done.

Results on the day:

KPS 4 Gaelscoil an Inbhir Mhóir 0

KPS 4 Ashford NS 0

KPS 2 Holy Rosary Wicklow 0

KPS 2 St John's Arklow 0

KPS 8 St.Patricks Wicklow Town 0.

Squad: Callum Taylor, Ardan Jarawardene, Cillian Quaid, Bobby Tierney, Gavin Dunne, Louie Dunne, Gerard O'Brien, Daire Heffernan

Growing Our Own Food with Incredible Edibles – 3rd Class

3rd Class were excited to embark on the Incredible Edibles programme with Agri Aware. We received a grow pack with seeds such as lettuce, beets, beans, turnips, radishes, onions, potatoes, and strawberries. It was great to see all the different foods we could grow ourselves.

Before planting, we learned about soil and its layers, including topsoil, subsoil, and bedrock. Each layer supports plant growth. We learned how seeds are dispersed by wind, animals, and people. It was very interesting to learn how plants grow in a variety of environments.

Next, we planted our seeds carefully in seed trays, watered them and placed them in a bright area in our classroom so they could get sunlight.

After a few days, we were excited to see small green shoots appear. We felt very proud of our produce and regularly water it. Soon, we will move the plants to the poly-tunnel where they will have more space to grow. We can't wait to harvest our crops in the summer. We really enjoy growing our healthy food.

Greystones Fire Brigade Visit – 3rd Class

On Wednesday the 18th of March, two firefighters from the Greystones Fire Brigade came in to visit 3rd Class. The firefighters spoke about their work and how we can be fire safe. Students practised stopping, dropping and rolling, worked through how to check smoke alarms in the home and how to ring the emergency services. The firefighters gave each student a fire safety pack that students worked through with their family to promote fire safety and awareness in the home. Students worked with their parents at home to create a fire escape plan. We really enjoyed this visit from the firefighters and we learnt a lot about fire safety.

5th and 6th Class Begin Their Spanish Journey

This term, students in 5th and 6th Class have been enjoying an exciting introduction to Spanish. The aim of the lessons is to give pupils a taste of a new language while building confidence in speaking, listening and understanding.

The children began by learning simple greetings, practicing how to say hello, goodbye and ask how someone is feeling. They quickly became comfortable using phrases such as hola, adiós and cómo estás? and enjoyed greeting each other in Spanish during class.

Next, the students explored family vocabulary, learning words for different family members and describing who is in their family. This helped them begin forming simple sentences while also sharing information about themselves.

Food was a particularly popular topic! Pupils learned the Spanish words for a variety of foods and practised saying what they like and don't like to eat. This led to fun conversations about favourite meals and snacks.

The classes also learned the Spanish names for different colours, using games and activities to match colours with objects around the classroom. This helped reinforce vocabulary in a fun and interactive way.

Finally, the students were introduced to some basic verbs, allowing them to build simple sentences and express actions. Through speaking activities, songs and games, the children have been practising their new skills and growing in confidence each week.

It has been wonderful to see the enthusiasm and curiosity shown by the students as they explore a new language and culture. Muy bien, 5th and 6th Class. We look forward to continuing our Spanish learning in the weeks ahead.

Penpals – 5th Class

In 5th class this term we have been super busy and working really hard. We have been so lucky to get to experience and try out so many new things. One of our favourite things we have done this term is continuing our penpal letters. Back in September we 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 from their school to have enough letters for everyone in our class to have one each, as they have very small classes in their school. 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 some similar interests to us. Since then we have sent a couple of letters back and forth and it has been brilliant getting to know our penpals better as the year goes on.

Our Class Book – 5th Class

5th Class green have been working hard on their poetry this term. We have created a class book with poems all based around the theme of our hopes and dreams for the future. Our understanding of the writing process has really improved whilst working on this as we have been consistently editing and rewriting to improve our work. Lots of time and effort has gone into this book and we are really proud of it. We can't wait to get it published to show it off.

Patrick Hunt Visit – 3rd Class

3rd Class had two visits this term with Patrick Hunt. On our first visit we walked down Strawberry Lane to look at plants that are native and non-native to Ireland. We also listened to some beautiful bird song. Ms. Fennelly's class were very lucky to spot a Red Kite circling overhead during their walk.

Our second visit was indoors due to the bad weather. We explored Irish mammals such as bats, squirrels, pine martins and hedgehogs. There are more grey squirrels than red in Ireland however we learned that the population of red squirrels is increasing due to the presence of the pine martin. We are looking forward to our next visit with Patrick before the Easter holidays.

Chess lessons – 5th Class

Our three 5th Class groups recently completed their final five chess lessons with Bernadette Stokes. Each weekly session consisted of twenty minutes of theory followed by forty minutes of practical play. During these lessons, pupils learned the names and movements of the chess pieces—knights, kings, queens, bishops, rooks, and pawns. They also developed an understanding of key strategies and terminology, including concepts such as castling, pinning, forks, skewers, check, and checkmate. In addition, the pupils were taught how to record their games and how to use chess clocks effectively.

The lessons were thoroughly enjoyed by all, and we are very grateful for this wonderful opportunity. Some pupils even went on to participate in local chess competitions and chess has now become a popular hobby among many of our students.

Instagram

Parents, have you checked out our school Instagram page **@kilcooleps** ? On our Instagram account we share snippets of school life, building updates, and highlights from our vibrant school. Find us by scanning the QR code below, and follow along for a glimpse into our pupils' achievements and daily activities. Thank you for being part of our journey!



Important notices for parents;

- 89% of parents who voted on school uniform, voted for pupils to wear their tracksuits every school day. The tracksuit will be the school uniform from September 2026.
- School reopens after the summer holidays on Thursday 27th August and after the Easter holidays on Monday 13th April.
- The school will close on Friday 29th May for inservice training for teachers.
- The Parents' Association will hold a Table Quiz in Byrne's Pub on Friday July 19th @ 7pm. Raffle tickets will be sold in Centra for the raffle that will take place on the night. Lots of fantastic prizes to be won.

I Wonder If You Know

I wonder if you know the work your body has done today, and every day?
How much disease it has fought off, how many times it could have failed but battled on, how many ways it could have broken but did not.

I wonder if you know the work your body has done today, and every day?
And each day it has done this amazing job without your help, without your approval, your acceptance or your kindness.

Each day it has soldiered on, regardless of the constant stream of negativity pulsing its way from your brain to your cells... not good enough, not attractive enough, not the right shape.

Perhaps it's time to see your body for what it truly is, a mind-blowingly competent machine, a vessel to get your soul to where it needs to be in this life, to let you live.

I wonder if you know how much better you could be as a team.
I wonder.

Donna Ashworth