



LEARNING & TEACHING NEWSLETTER

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Issue 2



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Learning & Teaching Team



FOREWARD

Greetings and warm regards

Welcome to the second and final edition of our Learning & Teaching Newsletter for this academic year. As we approach the end of term, this edition offers an opportunity to celebrate the continued dedication, creativity, and collaboration that define learning and teaching at Drogheda Educate Together Secondary School.

Over the past number of months, it has been fantastic to see the momentum built earlier in the year continue to grow. Classrooms across the school have remained vibrant spaces where students are actively engaged in their learning: working collaboratively, thinking critically, and taking ownership of their progress. From practical investigations and project-based learning to retrieval practice, peer feedback, and the use of digital tools to enhance understanding, there is a clear and consistent focus on meaningful learning experiences.

A particularly special aspect of this edition is the inclusion of student voice, with students sharing their favourite learning and teaching moments from the year. Their reflections highlight not only the variety of experiences across subjects, but also the impact of engaging, supportive, and interactive classrooms. It's a timely reminder of the importance of creating learning environments where students feel involved, challenged, and motivated.

As always, none of this would be possible without the commitment and openness of staff to share ideas, reflect on practice, and continuously strive to improve. Whether through TeachMeet, informal conversations, or collaborative planning, the willingness to learn from one another is a real strength within our school community.

A special thank you to Grace, Kayleigh and Sinéad, members of the Learning & Teaching team, for their help in collating and organising this newsletter.

Thank you to everyone who contributed to this edition and to the ongoing development of learning and teaching throughout the year. Wishing all staff and students the very best as we head into the final weeks and the upcoming state examinations.

Warm regards,
Ciara Campbell
Learning & Teaching Coordinator



"MY FAVOURITE LEARNING MOMENT THIS YEAR"



"We learnt about the french school system and comparing it to the Irish school system through a friendly debate in our french class!! We used all of our knowledge and divided the class and had a debate in french to enhance our learnings even more and also by listening to each others points!!!" - Tanika, 5th year

For science week on Friday we got to do an experiment where we got bubbles in our palms and the bubbles were lit on fire. - Jamie, TY

I enjoyed doing statistics in maths - Sophia, 3rd year

French cafe - Adam, 2nd year

I really enjoyed doing a debate in French about the pressure put on students about the Leaving Cert. It was fun to debate against another team, and it was a good chance to practice spoken French. - Taillte, 5th year

I learned all about the events that occurred in the Irish Civil War and the War of Independence which was incredibly interesting as I love to learn about the history of Ireland. I learned this in History during the topic Sovereignty and Partition - Sarah, 6th year

I really enjoyed doing my project brief in home ec learning and talking about new skills for elderly people - Lily, 5th year

The Stone Age and Bronze Age in visual art with Lisa - Jasmine, 5th year

I really enjoyed learning about Othello in english - Abhi, 5th year

Learning to make a circuit in tech - Alex, 5th year

The solar system and space in science class. - Jack, 2nd year

I learned how to make a chicken fillet roll in home ec. - Oran, 2nd year

Biology, when we were learning the heart we did a big matchup of different veins and chambers - Charlie, 5th year

I really enjoyed science this year! We made cars and turned elastic potential energy into kinetic energy. I also enjoyed making a really bright light in the lab as well, but I don't remember how we did that. - Kayleigh, 2nd year



"MY FAVOURITE LEARNING MOMENT THIS YEAR"



I enjoyed learning about the enzymes and movement across cells in biology because we done a lot of good experiments - Aoife, 5th year

Tech-My project it challenged me but I also took a lot of enjoyment out of it - Fionn, 5th year

I learnt how to play pickleball in PE - Joel, 3rd year

Teamwork in active flag - Ross, TY

In Art this year I enjoyed learning about Saint-Mand  and Brittany in France. - Kara, 2nd year

English reading the outsiders - Lily May, 3rd year

I really enjoyed studying shawshank in English we were doing a lot of discussions - Abby, 5th year

We did a murder mystery activity in cspe and I got a character whose role was vital to the reveal. - Aoibheann, 2nd year

Sphe addiction it was an interesting topic - Gabrijel, 2nd year

I enjoyed learning about WW1 - Harry, 3rd year

During history when we were learning about the Cold War about the bay of pigs raid and Korean War - Tom, 3rd year

In biology something I learned that was interesting was the heart dissection. We got to dissect a sheep heart and it was very fun and educational because we had to find all the parts of the heart.- Rohan, 5th year

In science we were creating electrical circuits and that was very fun :) - Amelia, 3rd year

Making the Halloween masks in art - Calvin, 2nd year

I really enjoyed English when we learned of mice and men and sing street it was very fun and I enjoyed it - Jack, 2nd year

Business CBA - Dylan, 2nd year

Chemistry practicals - Stiven, 5th year

In SE we watched a documentary about a girl in Afghanistan and we learnt what challenges the people that live there face and I just found it very interesting to learn and talk about - Liliana, 2nd year



SNA INSIGHT

SNA Insight:

As our school has grown so too has our SNA team. There are now six SNAs in DETSS who provide various supports to our students. Our SNAs pride themselves on the good relationships with teachers and all work together in classes to give our students the best learning experience possible.

Our SNAs are always on hand to help and support students throughout the school from 1st year to 6th year. This happens both in class and on any trips where their assistance might be needed. The DETSS SNAs main aim is to help and encourage our students to become as independent as possible, whilst always being available to support whenever needed.

At this point in the year our SNAs are busy supporting the exam years through their mock examinations and preparing them for the state exams as well as continuing to provide support to all other year groups. It's a busy time but the work ethic that we all share makes it easy to get everything done.



Our wonderful SNA Team: Yvonne, Emer, Emily, Jenny, Caroline, Gill



FRENCH

French - Brendan Cluskey:

1st Year French:

First years created some excellent presentations showing where they live and giving a tour of their house. These were submitted as video presentations and students showed some very impressive pronunciation!

3rd Year French:

Third year students created a digital tour of a zoo and zoo animals using the Freeform app and screen recordings. They also submitted some impressive audio presentations outlining what they do to earn pocket money and how they like to spend it.

6th Year French:

Sixth year French students were busy creating some impressive posters on the dangers of vaping. Some excellent use of more complex language was shown here. This project allowed students to show off their creativity while preparing themselves for a potential written topic on their exam.



Chez moi

• **J'habite dans une maison individuelle. Ma maison est confortable et grande. Ma maison se trouve au bord de la mer. J'habite avec ma mère, ma sœur et mon père.**



Portfolio

Tu gagnes de l'argent de poche?

Je reçois de l'argent de poche. Je reçois €15 par semaine.

Que fais-tu pour gagner de l'argent de poche?

En échange, je fais la vaisselle deux fois par semaine, je promène le chien cinq fois par semaine, je range ma chambre sept fois par semaine et je passe l'aspirateur trois fois par semaine.

As-tu un petit boulot?

J'ai un petit boulot. Je travaille comme serveuse dans un restaurant. Je travaille le Vendredi et le Dimanche. Je reçois €10 de l'heure. Je prend les commandes et je débarrasse la table. Les collègues sont gentils. C'est fatigant.

Décris ta personnalité

Je suis travailleuse et intelligente. Je suis bilingue, je parle anglais, lituanien et Française. Je voudrais travailler comme ingénieur en mécanique car j'aime résoudre les problèmes.

Students displaying their work using Digital Formats



VISUAL ART

Visual Art - Emma Murray & Lisa Sherry:

It has been a very busy and exciting term for the Art Department. In February, the Grease set truly came to life as our Transition Year students took to the stage in The Barbican, showcasing their creativity and hard work. Our Junk Kouture “Beneath the Waves” group presented their creation at the Regional finals in The Helix. Together with the student council, TYs were also instrumental in producing almost 300 daffodil broaches for our annual fundraiser on Daffodil Day for the Irish Cancer Society.

Our 3rd and 6th year students have been developing their exam projects, demonstrating great dedication and focus. Meanwhile, 2nd year students have been engaged in a “Posters for Change” project, using art as a powerful tool to explore and communicate important social issues.

The 1st year group has just completed their first project, creating a collection of fabulous oil pastel portraits and setting an extremely high standard for our junior artists.

We are incredibly proud of the energy, creativity and commitment shown by all students this term.



Students impressive oil pastel portraits

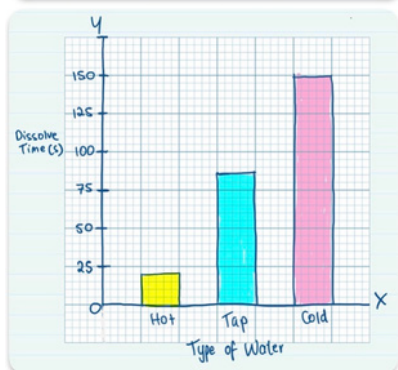


SCIENCE

1st Year Science - Kayleigh Murray:

1st year science students became scientists as they learned about 'The Scientific Method'. This is the fundamental set of skills which scientists use to investigate the world around them. It is from the strand 'Nature of Science' on the JC Science Curriculum and links to all other topics on the course. Students investigated 'how many drops of water can fit on a 5c coin?', which some students managing to get 100+ drops! They also investigated 'the effect of temperature on how long it takes a vitamin C tablet to dissolve in water', which involved using measuring and numeracy skills and teamwork. They displayed their results on bar charts.

Key Skills displayed: Being numerate, Being literate, Managing myself, Working with others, Communicating, Managing information and thinking.



Students learning about The Scientific Method and putting their skills to the test



SCIENCE

2nd Year Science - Kayleigh Murray:

2nd year science students had a very busy term as they completed their CBAs: An Extended Experimental Investigation. This involved students working either independently or in groups to design, carry out and report on a scientific investigation. Some examples of CBAs include: "Effectiveness of different materials used in sandbags", "Do different liquids boil at different temperatures?" and "Does eye colour determine a person's colour perception?". As well as this, students developed their chemistry skills as they learned about Acids and Bases and the pH Scale. Practical work involved carrying out titrations in the lab - a technique used to carry out a neutralisation reaction between an acid and a base.

Key Skills displayed: Being literate, Being numerate, Working with others, Managing information and thinking.



Students completing their Classroom Based Assessment 1 - An Extended Experimental Investigation



SCIENCE

3rd Year Science - Kayleigh Murray:

3rd year science students had to put their creativity and innovation to the test as they designed their own 'Balloon Cars' in groups. This comes from the Physics learning outcome: "to design, build, and test a device that transforms energy from one form to another in order to perform a function; describe the energy changes and ways of improving efficiency". Students designed, built and tested their cars by calculating speed from distance travelled and time. As they encountered flaws, they had to re-design the car to improve it's efficiency - an example of this being to change the car shape to make it more aerodynamic. Some excellent designs were produced!

Key Skills displayed: Being numerate, Working with others, managing information and thinking, Being creative.

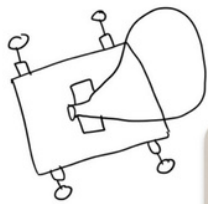


move *straight forward*

Task: Construct a *mobile vehicle* that can travel, *horizontally* (straight), on a flat track. It must be *self-propelled*. *move by itself.*

Step 1) In order to get your equipment, your team must make a sketch of a possible **design for a device**. Use the space below to draw your two designs. For each design, outline the energy changes that occur.

Design:




Energy changes that will take place in your device:

Chemical	→	Potential	→	Kinetic +
(blowing up balloon)		(balloon blown up on car)		(car moving)

Students designing their own Balloon Cars to represent the change of energy from one form to another



SCIENCE

3rd Year Science - Ciara Campbell:

Our 3rd Year students recently had a fantastic opportunity to bring their learning in Ecology to life through a guest talk from our very own colleague, Neil, who is also a beekeeper. Following the completion of their Ecology topic, students explored the fascinating world of bees and pollination in a hands-on and engaging way.

Neil shared his expertise by introducing students to the inner workings of a beehive, showcasing real equipment used in beekeeping, and explaining the vital role bees play in maintaining biodiversity. A highlight for many was the chance to try on a full beekeeping suit and to handle some of the tools of the trade.

Students were highly engaged throughout, asking thoughtful and insightful questions that showed a genuine interest in the topic and a strong understanding of their learning. To top it all off, they also had the opportunity to taste honey produced directly from Neil's own hive - an experience that truly connected classroom learning to the real world.

It was a memorable and enriching session that deepened students' understanding of ecology while sparking curiosity and appreciation for the natural world.



Students engaged in a talk about bees and their role in biodiversity



GUIDANCE

Guidance - Hilda Bailey:

Transition Year

Transition Year students have been developing key life and career skills this term. In their World of Work module with Ruairí, they are working on CV Preparation, learning to present their experiences and strengths effectively.

In Guidance, they have begun exploring Career Skills, examining competencies such as teamwork, communication, and problem-solving. Throughout the year, students have engaged in Personal Reflection, considering the skills they've gained and how they have grown. This reflective work will continue into the final term, helping them link their TY experiences to future interests and goals.

5th Year

Our 5th Year students have been engaging in a range of Self-Exploration activities designed to deepen their understanding of themselves and support informed career decision-making. They explored their Career Interests, Personal Values, and Personality, allowing them to reflect on what motivates them and the environments in which they thrive.

They have also begun work on Career Research and Planning, learning how to explore various career sectors, training routes, and qualification pathways. This early research helps build confidence as students move toward senior cycle decisions and future career goals.

6th Year

This term, our 6th Year students have participated in a series of targeted guidance activities designed to support both wellbeing and academic preparation.

They began with Stress Management strategies, learning techniques to help them manage academic pressure and maintain balance during this demanding year.

Students then learned about Exam Technique, focusing on time management, question analysis, and structured answering to help them approach their Mock Exams with confidence. Following the Mocks, they completed a Mock Reflection and Evaluation, reviewing their performance, identifying strengths, and setting focused targets for improvement.

Students also received guidance on SUSI Grants, learning about eligibility, documentation, and key application timelines. In addition, they explored the Tertiary Degrees Route, gaining insight into this practical and increasingly popular pathway that blends workplace experience with higher-education opportunities.



ARTISTIC PERFORMANCE

Artistic Performance - Breigin Baccolini:

3rd year:

AP students have been podcasting this term. They have been using their knowledge from History class to create podcasts on the Irish Revolution. A great way to combine new creative skills with revision for the Junior Cycle exam.

2nd year:

AP students completed their Stop Motion Animation projects.

1st year:

AP students created storyboards to illustrate scenes from their short story in English.



Students using Stop Animation and Podcast equipment as an aid in revision



BIOLOGY

Leaving Cert Biology - Ciara Campbell:

Our 5th Year Biology students have been bringing their learning to life through hands-on, practical approaches designed to deepen understanding and build key skills. Students created their own models of the digestive system, recorded explanations, and shared these with their peers - developing both their scientific knowledge and communication skills. In addition, students collaborated on a large-scale jigsaw diagram of the heart, labelling key structures and mapping the flow of oxygenated and deoxygenated blood. These active learning strategies are particularly important in light of the new specification, which places a strong emphasis on practical and investigative skills, as well as preparing students for the 40% Additional Assessment Component (AAC).

Meanwhile, our 6th Year students are nearing the completion of their course and are fully engaged in structured revision of key topics. Through team-based, competitive quizzes, students have been revising core content in an engaging and dynamic way. These activities not only reinforce knowledge but also encourage discussion, critical thinking, and justification of answers - skills that are essential for success in the Leaving Certificate examination.



Students using hands on practical activities to boost concept attainment



ENGLISH

1st Year English - Sinead Curran:

Students have been learning all about figurative language. We have been working on how to identify the language in texts as well as using it effectively. This activity is a great way for students to use their knowledge and work as a team to create a menu for their restaurant or cafe! It builds their confidence in using the language. Students have been given a rubric to support them in their groups. When these menus are complete, our classroom will be transformed into a restaurant where they will dine at each others restaurants. Using a paper plate, they will decide what they would like to order and highlight the use of figurative language in the item. Lastly, they will be given a google review sheet to vote for the best restaurant! Students will be graded on their use of figurative language, creativity and grammar & spelling.



Students designing their menus and choosing two pieces of figurative language to use with each menu item.



ENGLISH

1st Year English - Emma Dunphy:

Drop Everything And Read (DEAR) is an important initiative that our 1st Years in particular have been participating in at the beginning of every class. This initiative helps students settle into class, foster literacy skills, reduce stress and build focus.

The main focus of DEAR is to draw attention to the importance of reading for pleasure. It is a way of promoting reading as a lifelong habit.

Our students have access to our school library, giving them the opportunity to choose from a range of genres, promoting the enjoyment aspect of reading!



Students engaging in Drop Everything and Read



ENGLISH

1st Year English - April Judge:

First-year English students have been exploring the topics of debates and speeches in recent weeks. As part of this work, students have been writing and delivering their own speeches about their passions and the things that are important to them in their lives.

They have also been working collaboratively in groups to prepare debates on a variety of topics, encouraging their classmates to consider and support their viewpoints. This has provided students with a valuable opportunity to practise persuasive speaking and teamwork.

Overall, this work has been a great way to build students' confidence in speaking in front of others, while also allowing them to discuss topics they feel strongly about in a respectful and engaging environment.



Students identifying the language in texts and using it effectively



ENGLISH

6th Year English - Stephen Jones:

6th Year students were reflecting on their English mock results using personalised reflective feedback forms. These forms highlighted common mistakes made in the English exam and average mark breakdowns for each question. Students were then tasked with identifying similar mistakes made in their own exams, reflecting on where they would have lost out on marks, and setting goals for the future to improve their answers.

MOCK REFLECTION

Goal Setting

TARGET ACTUAL

After completing the reflective template, complete the goal setting sheet below. Make sure to think about **areas in which you can improve** and **how you are going to achieve this**.

What went well?

What areas of the exam do you feel you did the best in?

Why do you think this is?

What didn't go well?

What areas of the exam do you feel you did the best in?

MOCK REFLECTION

P1 - Question A

SECTION GRADE

Use the template below to read back over your answers for your English Mock. Colour in the relevant sections for where you may have fallen down on marks.

Common Mistakes

- ☐ Not labelling question correctly
- ☐ Writing outside lines
- ☐ Answering multiple QAs
- ☐ Answer too short
- ☐ Not using POE format
- ☐ Long lead ins to answer
- ☐ Too much summary
- ☐ Not enough analysis/ opinion
- ☐ No quotes
- ☐ Sentence length
- ☐ Not incorporating quotes
- ☐ Not using paragraphs
- ☐ Quotes too long
- ☐ Parrotting back question
- ☐ Colloquialisms
- ☐ Spelling mistakes
- ☐ Lack of punctuation
- ☐ Incorrect Punctuation

Students reflecting on their learning following their English mock exam



HOME ECONOMICS

Home Economics - Eimear Condra:

1st Year:

Students this term have been developing their creativity skills through textiles. Students have designed Easter eggs through the medium of felt. Students followed the design brief process to plan their craft. Students followed their work plan and added different embellishments and stitches to highlight their creativity and skill.

3rd Year:

This term students have been focusing on their culinary skills in preparation for their cookery exam after Easter. Students have planned their meal to meet the criteria of each task by researching different recipes. Students have been developing their cookery skills through in class cookery classes and at home learning. Students have put in a serious amount of effort this term which will pay off very soon!

LCA Hotel Catering & Toursim:

LCA students have been practicing their culinary skills focusing primarily on hotel foods in preparation for their key assignment where they cook and serve a three course meal to a selection of teachers. Students have researched different menu types and picked suitable meals to serve. Students have been practising a range of starters, main courses and desserts in cookery classes and have narrowed it down to create their chosen items.



Students developing their practical skills in cookery and textiles



GEOGRAPHY

1st Year Geography - April Judge:

First Year Geography students have been busy exploring the fascinating world of physical geography this term. Topics covered included weathering, volcanoes, earthquakes, and rocks. As part of their study of rocks, students learned about famous Irish geological landscapes such as The Burren. To bring their learning to life, students designed colourful tourist brochures highlighting the unique features of this remarkable limestone landscape. Their brochures included interesting facts, information about how the landscape formed, and reasons why visitors should explore this beautiful part of Ireland. It was a creative and enjoyable way for students to combine geography with design skills while showcasing one of Ireland's most fascinating natural landscapes.



Students created brochures displaying colourful landscapes



PHYSICAL EDUCATION

1st Year PE - Lisa Smith:

First Year PE students recently engaged in a block of circuit training. Throughout the unit, students participated in a variety of circuits designed to develop their understanding of key components of fitness, including strength, endurance, and flexibility. Students tried lots of new exercises and some fun fitness challenges.

At the end of the unit, students applied their knowledge by collaborating within their groups to design their own circuit stations. In doing so, they considered key factors such as intensity, timing, and safety. In the final lesson, each group demonstrated their circuit to the class, with students trying out each other's circuits. It was great to see enthusiasm, cooperation and confidence demonstrated by all students throughout the process!



Students engaged in circuit training and designing their own circuits



PHYSICAL EDUCATION

PE - Kelly Ann Buchanan:

During periods of bad weather, the PE department has made excellent use of the indoor facilities to ensure that all lessons continue without disruption. Students have shown great enthusiasm and commitment, actively participating in a variety of activities designed to maintain fitness, coordination, and teamwork.

The adaptability of both staff and students has allowed lessons to remain engaging and productive, with students demonstrating resilience and a positive attitude despite the change from the usual outdoor environment. This approach has not only supported the development of physical skills but has also encouraged collaboration, communication, and enjoyment, reinforcing the importance of staying active regardless of the weather conditions.



Students actively participating in PE indoors during periods of bad weather



HISTORY

Senior Cycle History - Peadar McKeown:

It's been a particularly busy and rewarding term for our senior cycle History students in DETSS, sixth-year students, in particular, have been working diligently as they reach the final stages of their Research Study Reports (RSRs), a key component of their Leaving Certificate coursework.

Over the past number of weeks, students have demonstrated impressive commitment and independence as they progressed through each stage of the research process. They have successfully completed their outline plans, carefully structured extended essays, and thoughtful evaluations of sources. Each step has allowed them to deepen their understanding of historical inquiry, sharpen their analytical skills, and engage critically with a wide range of material.

At present, students are turning their attention to the final element of the RSR: the Review of Process. This reflective piece gives them an opportunity to look back on their research journey, consider the challenges they encountered, and evaluate the skills they have developed along the way. It is encouraging to see such maturity and insight in their reflections, as they recognise not only what they have learned about their chosen topics, but also how they have grown as independent learners.

We wish all of our sixth-year History students the very best as they complete their projects and prepare for the months ahead. Their hard work and dedication this term have laid a strong foundation for success in their final examinations.



HISTORY

Junior Cycle History - Cara Duffy:

In 3rd Year History, students have been exploring the events of the Cuban Missile Crisis (1962), a key moment in the Cold War when the world came close to nuclear conflict. Through analysing primary sources such as aerial photographs and decision-making documents, students examined how leaders like Kennedy and Khrushchev responded to a rapidly escalating situation and the difficult choices they faced.

We have also linked this historical crisis to current global tensions, helping students understand how similar issues such as military build-ups, alliances, and the threat of conflict still exist today. A key focus has been on the importance of clear communication, diplomacy, and negotiation in preventing conflict and maintaining peace.

This unit encourages students not only to understand the past, but to make meaningful connections with the present and recognise the importance of communication in shaping a safer future.

Throughout this topic, students have been developing important Junior Cycle key skills, including:

Managing information and thinking: analysing sources and weighing different options.

Being literate: interpreting historical documents and expressing ideas clearly.

The White House

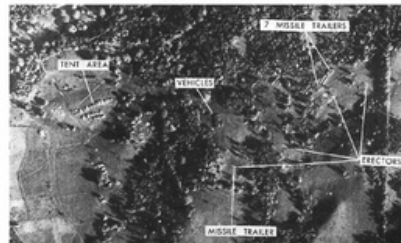
John F. Kennedy
1600 Pennsylvania Avenue
Washington, D.C.
20050

10/16/1962

Dear Mr. President,

Upon a recent aerial surveillance of Cuba, we have spotted several medium-range nuclear missiles.

Here are some important photographs.



As a reminder, Cuba is only approximately 90 miles off the coast of Florida. If these missiles are launched, they can reach approximately 50% of the United States and cause extreme casualties. These nuclear weapons have obviously been placed here by the Soviets because of the alliance between Cuba's Fidel Castro and the Soviet Union's Nikita Khrushchev.

We must act quickly on what to do about this immediate threat to our south.

Here are five options. You must weigh the pros and cons of each one of these and ultimately come up with a decision.

- Option #1:** Do nothing; ignore the missiles in Cuba.
- Option #2:** Open direct negotiations with Khrushchev asking that the missiles be withdrawn.
- Option #3:** Order a blockade of Cuba until the missiles are removed.
- Option #4:** Send a warning to Castro and Khrushchev: if the dismantling of the missile sites is not underway within 24 hours an air strike will be ordered against the sites.
- Option #5:** Order an air strike against the missile sites with no prior warning.

Note: A quick response is necessary.

Sincerely,

The American People

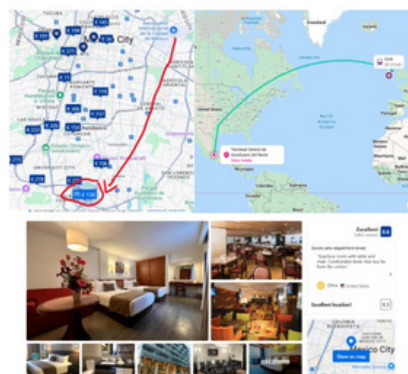




LCA SPANISH

LCA Spanish - Niamh Rogers:

Our LCA Spanish students have been immersed in a practical exploration of the Spanish-speaking world and its diverse range of cultures. Throughout this term, the class have developed functional skills like booking holidays and navigating foreign travel, while simultaneously immersing themselves in the rich cultures and culinary traditions of Spain and Latin America. The students have transformed from total beginners to being able to introduce themselves and their families, and practice the social art of dining out from ordering tapas to confidently asking for the bill. LCA Spanish students have also been empowered by exploring different learning styles. This self-awareness has led to some fantastic classroom activity, where students explored and even creating songs to remember things such as the days of the week and the alphabet. The blend of project-based learning and theory has truly brought the language to life, showing they are more than ready to take their skills from the whiteboard to the streets of Madrid , Sevilla , or even Bogotá.



Students immersed in a practical exploration of the Spanish-speaking world



TRANSITION YEAR

TY Young Social Innovators - Aoife McArdle:

As part of the TY YSI module, students were challenged to think critically about issues in today's society and to develop their own social innovation projects aimed at creating real change.

Working in teams, students identified key problems and designed practical, impactful solutions. One group, StreetShare, focused on addressing homelessness in our local community, raising awareness and exploring ways to support those affected. Another group, Ragz2Bagz, tackled the issue of fast fashion and textile waste, creatively upcycling worn-out clothes into reusable bags.

Both teams demonstrated excellent teamwork, initiative, and creativity throughout the process. In March, they proudly represented our school at the YSI Speak Out Event, where they delivered confident and engaging presentations on stage.

The students' dedication and passion for making a difference were evident throughout, and they should be extremely proud of their work.



Students representing DETSS at the YSI Speak Out Event



TRANSITION YEAR

TY Japanese - Aoife McArdle:

This year, our TY Japanese class has been exploring both the language and the rich culture of Japan. Students have been building their communication skills through regular conversation practice, gaining confidence in speaking and understanding everyday Japanese.

Alongside language learning, students have engaged in a variety of creative and cultural activities. They designed their own 四コマ漫画 (four-panel comics), allowing them to apply their language skills in a fun and imaginative way, and also tried their hand at origami, developing both patience and precision.

We have also explored a range of traditional and modern Japanese festivals and cultural traditions, including ひな祭り (Girls' Day), 花見 (cherry blossom viewing), and 節分 (the bean-throwing festival), among others. These topics have given students a deeper understanding of Japanese society and customs beyond the classroom.

At the end of 2025, students took part in a 忘年会 (end-of-year celebration), where they had the opportunity to sample a variety of Japanese snacks and drinks. This was a highlight of the year and a fantastic way to experience Japanese culture in a fun and interactive setting.

Overall, it has been a highly engaging year, with students showing great enthusiasm and creativity in their learning.



Students took part in an End of Year Celebration



POLITICS & SOCIETY

Politics & Society - Cara Duffy:

Our 5th year PolSoc students were exploring how Ireland's PR-STV voting system works. Ireland and Malta are the only 2 countries in the world that use the PR-STV. After counting their mock votes, they debated the pros and cons of the system; from fair representation to complex counting! Great critical thinking and lively discussion all round 📦

Senior Cycle Key Skills examined include: Working with others, information processing and working with others.



Students exploring Ireland's voting system



TEACH SOLAIS

Teach Solais 2 - Caring for Animals - Kayleigh Murray:

This term in their 'Caring for Animals' short course, Teach Solais 2 students learned about the role that guide dogs play in assisting blind or visually-impaired people. They carried out research on the charity 'Irish Guide Dogs for the Blind' and read stories from real people who use guide dogs. They made excellent posters to summarise and reflect on what they learned. They also empathised with the blind by taking part in a blindfolded obstacle course using communication skills to guide each other.

Key Skills displayed: Working with others, Managing information and thinking, Communicating, Being creative.



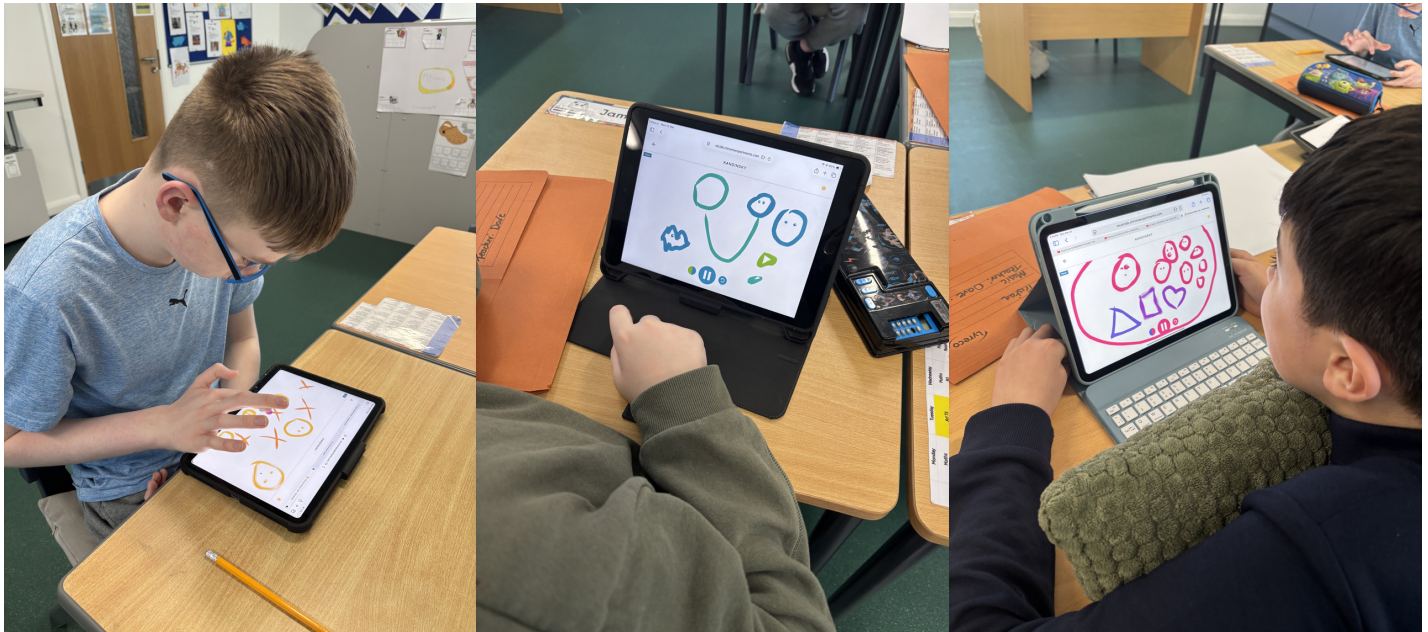
Students learned about the role Guide Dogs play in assisting visually impaired people



TEACH SOLAIS

Teach Solais - Music - Sinead Curran:

This term, students learned about 'Graphic Scores.' We researched different graphic scores, such as 'Thunderstorm' and 'Line Riders - Mountain Kings.' Using the composition skills learned, students made their own fantastic graphic scores using 'Chrome Music Lab.'



Students making their own graphic scores using 'Chrome Music Lab'



BUSINESS STUDIES

3rd Year Business Studies - Grace Brosnan:

Third Year students have been busy exploring the world of international trade and globalisation in their recent classes. As part of their learning, they took part in an interactive trading game where each group represented a different country, each with its own unique set of resources.

Students were challenged to trade with other “countries” in order to gather the materials needed to create a finished product, all while staying within a set budget. This activity encouraged teamwork, communication, and strategic thinking, as students negotiated and made decisions in a fast-paced environment.

Through this hands-on experience, students gained a deeper understanding of both the benefits and challenges of international trade, including the importance of cooperation, resource distribution, and the impact of global connections on economies.

Global Trade Challenge - Student Worksheet

Country: _____
Starting Money: €50

Step 1: Plan Your Product

Product	Materials You Have	Materials You Need to Buy (€10 each)	Total Cost of Materials (€)	Selling Price (€)

Instructions:

1. Write down what product you want to make.
2. Check which materials you already have.
3. Write down what you need to buy from other countries and calculate the cost (€10 per material).
4. Write the selling price of your product.
5. Calculate profit = selling price - total cost.

Step 2: Trade Materials

Material Bought	Bought From Which Country	Cost (€)

Instructions:

- Record any materials you buy from other countries.
- Add the total cost to your production cost above.

Material Sold	Sold From Which Country	Revenue (€)

Instructions:

- Record any materials you sold from other countries
- This is added to your profit

Students exploring the world of international trade and globalisation



SEACHTAIN NA GAEILGE

Seachtain Na Gaeilge - Grace Brosnan:

Students had a busy and enjoyable term celebrating Seachtain na Gaeilge. Throughout the week, students took part in a wide range of activities that promoted the Irish language in a fun and engaging way.

Events included Ceist an Lae and a Comórtas póstaeir, which gave students the opportunity to showcase their language skills and creativity. First Year students enjoyed a lively Céilí, while Transition Year students went on a trip to Feirm Causey. Third Year students watched a Scannán called Roise agus Frank, and Fifth Year students participated in a Tráth na gceist.

There were also Ranganna spraíúla organised for Second Year and Sixth Year students, allowing them to use Irish in a more relaxed setting. The week concluded with Lá Glas, when everyone dressed in green to celebrate Irish culture.

Overall, it was a fantastic week that encouraged the use of Irish throughout the school.



Students celebrated the Irish Language in events like Ceist an Lae and a Comórtas póstaeir



STUDENT ENRICHMENT

5th Year Student Enrichment - Kayleigh Murray & Brendan Cluskey:

During 5th year SE this term, there was a focus on the theme of 'communication' in lessons. Both 5th year classes joined to work together to complete challenges and play games that involved patience, communication and teamwork.

Students also took part in a 'Show and Tell' where each student had to bring in an object/photograph that was important to them and present it to their class. This allowed students to learn a lot about their classmates and to enhance their own presentation skills!



Students participated in challenges that involved communication and teamwork skills