



O'Carolan College

ANNUAL REPORT 2021 - 2022

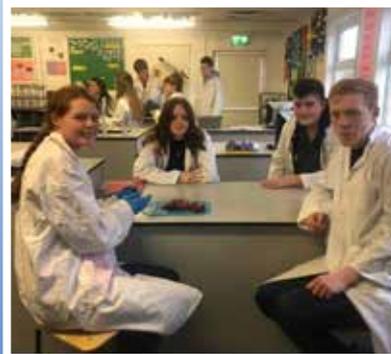


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Message from the Principal

Welcome to O'Carolan College. We are proud to introduce our school to you and hope that this Annual Report for 2021/22 will give you an insight into the special qualities of O'Carolan College and the outstanding all-round education we continue to offer. O'Carolan College has a long and distinguished history of providing excellent education for all with a long and proud tradition of academic excellence.

2021 in OCC continued its history of outstanding results with Eva McConnell, achieving the maximum 625 points with an outstanding 8 H1's. Katelyn Russell & Liam McCartan also achieving the maximum 625 points with a remarkable 7 H1's. Ian Downey also scored an impressive 613 points. Leaving Certificate results were outstanding across the year with 25% securing 500+ points & 8 students achieving Distinctions in Leaving Certificate Applied. Congratulations to all!

We are very proud of the broad curriculum we offer, our excellent academic results, and the exceptional array of extra-curricular activities we provide. 2021/22 was another exceptional year for our school, We lived through unprecedented times due to the Covid 19 global pandemic however students and staff have an inbuilt capacity to adapt. This is what is at the heart of resilience.

School communities have been learning to adjust and adapt to the challenges they face and here in 2021/22 we will be involved in an array of extracurricular achievements; Junior Gaelic boys/girls football, 2022 North Leinster Title for our Senior boys in GAA, Senior boys/Ladies Leinster competitions. North East Leinster Cup Champion wins in both U 16 & U19 for our very first Rugby teams in OCC. TY Students competed in online Financial Quizzes, Bake offs and Gaisce Trip to Mayo. Further success emerged when Abbey Eoghan secured the College Group Bursary Scholarship. Niamh O'Reilly Conor Weldon, Sam Evans, Eva McConnell all achieving UCD Entrance Scholars awards. Planning ahead We look forward to Avivia Stadium soccer match trips, Old Trafford Trips our annual Junior Paris trip and Senior Ski Trip again in 2023.. In May 2022 TY Students treated us to song and dance with hilarious performances in 'Musical Mayhem'

Through our Wellbeing programme we work to foster a caring, supportive environment in which each student can feel secure and valued. We aim to help our students develop personal and life skills. Our

dedicated teachers have a genuine interest in the development, progress and wellbeing of each student and this year we continued our involvement in our SASS LGBTI Belong programme, 'One Good Schools' initiative and Virtual 'Wellbeing Health fests'. Staff continually work consistently to support each student in the achievement of their potential and strive to meet the demands of an ever changing society and work-place, by ensuring that the curriculum is relevant and challenging. We were proud to achieve a Cybersafe Award from Tusla.

We continue to do our very best to provide all the supports necessary for students to achieve to the best of their abilities. We provide additional supports such as after-school study, homework club and learning support to help all students achieve all they are capable of. We are very proud of our students and their achievements.

We sincerely thank Paul McCabe our Board of Management Chairperson, and the board for the endless support and advice given to us over the year. We welcome all the support and guidance from our Parents Association, we appreciate their continued partnership. We will continue our school Meals partnership with Fresh Today.

Plans for the new school building to replace the existing building continue to take steps forward. Updates will no doubt follow.

We bid farewell and thanks to our teachers Paul McCann our talented Art teacher & Gabriele Budaite, Gabriele will travel to Dubai to continue her teaching career (Bon Voyage!)

We will sadly miss Frances Mooney who after 40 year's service to our school, has retired, we wish Frances a healthy and happy retirement from all in OCC.

I hope that our Annual Report gives you a sense of what our school has achieved in the past year and will also assist you in deciding on the next stage of your child's education. It is my hope that as you browse through this publication and visit us on our Open Evening, you will discover a vibrant school community, characterised by an atmosphere of warmth and vitality where our pupils are active, secure and most importantly happy throughout their educational experience here with us at O'Carolan College. Additional information may also found at www.ocarolancollege.ie

We don't know what the future holds. But, we can try to shape each day to be positive, creative, exciting and rewarding. As William Shakespeare reminds us in this quote – our potential is infinite!



Principal/Príomhoide

Mission Statement

Our mission statement is based on the motto incorporated in the school crest **Saothar agus Sonas**. **Saothar** - meaning hard work. To produce hard working students who aspire to achieve their maximum potential both during school and in the world outside of school and to instil in the students a positive work ethic where effort and endeavour are highly valued qualities. **Sonas** - meaning happiness and prosperity. To develop our students as well adapted healthy members of a modern Ireland, so that they may understand that prosperity of the mind is our most valued quality.

In developing a vision for our future we have specifically identified the following aims:

- To create a safe and secure environment for learning and growth for students free from intimidation and bullying.
- That each student will achieve to the maximum of their ability in examination.
- To build a system of personal development and pastoral care that enables every student to grow in maturity, confidence and self esteem.
- To develop a network of extra-curricular activity.
- To foster contacts with the community, business and industry.

We aim to foster and encourage every child's talents in a caring way

Staff of O'Carolan College 2021-2022

Principal: Cathal Rogers

Deputy Principal: Helen Loftus

Assistant Principals: Aileen Teeling, Andrea Fitzpatrick, Maria Brady, Regina Mulligan, David McConnon, Eoin Murray, Carmel Quigley (HSCL), Sharon Denning, Helena Tierney, Stephen Smith, Jackie O'Brien, Sarah O'Connell, Ciara Feeley, Joseph O'Sullivan, Jonathan Irwin, Alana Carolan.

Secretary: Kathleen Murray, Ann Hoey

School Completion: Gretchen Fegan

Teaching Staff: Donna Marie Brennan, Gabriele Budaite, Daryl Caplice, Shaun Carey, Fiona Crosby, Edel Crawley, Susan Dempsey, Sarah Rose Donagh, Danielle Gorman, Jennifer Leahy, Laila Markey, Paul McCann, Kelley McCormack, Lisa McEvoy, Clodagh Monaghan, Annicke Ni Gadhra, Carol Nugent, Dervla Ní Fhearga, Marie O'Connor, Ursula O'Reilly, Eoin Power, Lauren Reilly, Emma Reilly, Lisa Shekelton, Amanda Scully, Claire Smith, Riona Stewart, Mary Tighe, Ellen Vaughan, Eoin Winters.

Ancillary Staff: Greg Devine, Frances Mooney, Eamon Weldon, Linda Farrelly

SNAs: Patricia Smith, Catherine McDonnell, Lesley Gorman

School Meals: Gráinne Tansey, Debbie Kiernan

Frances Mooney Retires

Frances has been a long standing colleague of O'Carolan College giving in excess of 40 years service to O'Carolan College. Frances is immensely proud of the school and has been deeply immersed in its evolving patterns over the years.

Frances's career in O'Carolan College, started with Frances's Dad Peter Eogan. Former staff members spoke with deep reverence and respect about Frances's Dad Peter and the enormous dedication and wonderful work that he did in O'Carolan College. Frances's Dad Peter gave exemplary service in the school. Peter's gardening skills were legendary and the garden was a huge source of pride to Peter. Students were encouraged to bring home a bag of seeds and grow their own produce.

Frances began her career in O'Carolan College helping Mrs McCormack and then Frances's husband Eddie took over from her dad Peter when he retired. Frances herself was a former pupil and Frances's three children Jeanette, Isabelle and Noeleen all went to O'Carolan College. Frances's grandchildren Lauren, Dylan, Chloe, Cian, Kieran all went to O'Carolan College. In total, 5 generations of the Eogan/Mooney family that have attended O'Carolan College. This in itself is testament to the enormous dedication that Frances has given to O'Carolan College.

Frances, we will miss you dearly and we wish you a very happy, healthy and safe retirement.



Frances on her last day



Frances with Mr. Rogers



Presentation to Frances

Board of Management 2021/22

Name	Nominee
Paul McCabe	Chairperson
Dan Toole	LMETB Nominee
Bryan Reilly	LMETB Nominee
Bill Sweeney	LMETB Nominee
Stephen Smith	Teaching Staff Nominee
Carmel Quigley	Teaching Staff Nominee
Mike Lawlor	Parent Nominee
Joan Duff	Parent Nominee
Kathryn Smith	Community Representative
Dara McGowan	Community Representative
Cathal Rogers	Secretary to the Board of Management

Student Leaders

A Student Leader is a representative from each tutor class who is appointed to fulfil two main roles. Firstly, they are students who always display excellent maturity, respectfulness and reliability and who can be depended upon by all staff to assist the teaching and learning within the classroom and school in general. Secondly, they are appointed because they are exemplary role models within their class and are capable of taking on a leadership position among their peers. As well as these two main roles, they are given opportunities to gain experience in other areas, e.g. organising events, assisting with school functions, working with younger students, communicating with staff and management, public speaking, fundraising and collaborating on events with Student Voice.

Students who are interested in this position complete an application form in early September and are appointed following collaboration between their tutor, the Student Leader Coordinator and school management. They receive training at the start of the year and, as well as benefitting from the acquisition of new skills, they receive recognition for their roles at the annual School Awards Day and enjoy a reward trip in the last term. They wear a Student Leader badge all year so that staff, visitors and the general school community can recognise them and be assured that they are helpful and reliable role models.

The following students were appointed as Student Leaders for the academic year 2021-2022.

1 Budaite	Chloe Everard	4 DePaor	Ciara Burns
1 Ni Chearrullain	Chloe Daly	4 Ni Raghallaigh	Caoimhe Guinan
1 O hEireamhoin	Tom Carry	5 Ni Bhraonain	Jordan Muldoon Tevlin
1 Ni Gabhann	Ellie Jackson	5 Caplice	Emma Duff
2 Ni Mhuineachain	Leah McMahon	5 Ni Scalai	Niamh Callaghan
2 Ni Mhachain	Conall Shankey-Smith	5 MacGabhann	Caitlin Shannon-Smith
2 Ni Chonaill	Oisín Crahan		
3 Ni Fhicheallaigh	Grace Rooney	6 Ni Thaidhg	Lisa Clare
3 O Shuilleabhain	Keelin Clarke	6 Mac Gheimhridh	Caragh Smith
3 Ni Fhearga	Emily Rooney	6 Ni Dhiomsaigh	Michael McGovern
3 Ni Ghadhra	Andrew McGovern		

OCC Student Voice

OCC Student Voice

Goals of Student Voice

- To enhance communication between students, management, staff, and parents.
- To promote an environment conducive to educational and personal development.
- To promote friendship and respect among pupils.
- To support the management and staff in the development of the school.
- To represent the views of the students on matters of general concern to them.

Members of Student Voice

6th YR	Michael McGovern, Nadia Smith, Saoirse Winters, Kelly Smyth,
5th YR	Caitlin Monaghan, Billy McCabe, Beibhinn Dolan, Kieran Lanney, Jordan Muldoon Tevlin
3rd YR	Tarah McEntee, Dylan McCormack, Josh Curtis, Sinead Proudfoot, Samara Hutchinson,
2nd YR	Noah Murray, Cairah Beckham, Callum Byrne, Oisín Crahan, Seamus Hughes
1st YR	Calum Doyle, Angel Farrell, Ross Armstrong, Kaiden Hutchinson, Emma Curtis

Committee

Chairperson	Michael McGovern
Secretary	Billy McCabe
Public Relations Officer	Saoirse Winters
Treasurer	Kelly Smyth



Student Voice

Student Voice Activities 2021-2022

- Student Voice completed ISSU training
- Nadia Smith and Sinead Proudfoot represented the school at Meath Comhairle na nÓg
- We consulted with the guidance department giving feedback on Amazing Brains workshops for students
- Pushed for the formation of a school rugby team
- Consulted on the P.E. Uniform Revision
- Ran a Christmas Raffle and plan to use the money raised to run a wellbeing initiative for students
- Surveyed the school community on our Student Meals Programme and shared our findings with Ms. Quigley
- Wellbeing Initiative – Ice cream for all to celebrate our resilience as a school community over the last few years.

Covid again this year limited our ability to carry out all our plans.



Leaving Cert Results 2021

Three Maximum Points Scorers as Super Eva Achieves Eight H1s

O'Carolan College celebrated another round of superb Leaving Certificate results this year. Top of the class was Eva McConnell, who achieved the maximum 625 points with an outstanding 8 H1 grades. Eva, who went on to study Economics and Finance in UCD, was delighted with her results: 'I couldn't believe it when I logged on to open my grades on' she said. 'I am so thankful to my parents, friends and the teachers and staff of OCC who helped me achieve these results.' The excellent results continued with Liam McCartan and Katelyn Russell also achieving the maximum 625 points and Ian Downey scoring an impressive 613 points. 'We are so proud of these students who represent all that is good about O'Carolan College', principal Cathal Rogers commented. 'Eva, Liam, Katelyn and Ian have worked tirelessly with their teachers to achieve a phenomenal set of results. They will make excellent ambassadors for the school going forward into third level.'

"These results are the culmination of six years of hard work and superb attitude", said Deputy Principal Helen Loftus. "Over 25% of our Sixth-Year cohort achieved over 500 points. It is also testament to the commitment of our dedicated staff in ensuring each student here achieves his or her maximum potential."

There were also celebrations for the Leaving Certificate Applied students, with two thirds of LCA students achieving an overall Distinction grade. "We are absolutely delighted with the results overall", remarked Year Leader Aileen Teeling. "The school excels in ensuring that each student leaves having developed their talents fully- be it academic or otherwise".

2021 was an academic year like no other," Mr Rogers concluded. "Our students and staff seamlessly switched over to online learning in January, and huge credit must go to the staff and wider school community who juggled home commitments to deliver superb teaching and learning."



(l-r) O'Carolan College Principal Cathal Rogers, Ian Downey, Katelyn Russell, Liam McCartan, Eva McConnell, Acting Deputy Principal Maria Brady and Deputy Principal Helen Loftus.

Scholarships 2021

DCU Entrance Scholarships

OCC are delighted to announce that four alumni have received prestigious Academic Scholarship Awards from Dublin City University. We could not be more proud of former students Lara O'Neill (studying for a Bachelor of Education), Ian Downey (studying for a Bachelor of Education), Megan Malone (studying for a BSc in Children's and General Nursing), and Adrian Duggan (studying for a BSc in Children's and General Nursing). A huge congratulations to all four students, well done!



UCD Entrance Scholarships

O'Carolan College could not be more delighted to announce that our former students Niamh O'Reilly, Conor Weldon, Sam Evans and Eva McConnell have all achieved UCD Entrance Scholarship Awards. These awards were proudly presented in UCD's O'Reilly Hall on April 5th, 2022.

UCD Entrance Scholars are First Year students recognized for their academic achievement who have achieved 560 points or more in the Leaving Certificate. We are incredibly proud of the achievements of these students and we wish them every success in their bright futures. Enjoy your time at UCD.



Eva McConnell, Sam Evans, Conor Weldon

College Group Bursary Scholarship 2021

College Group is delighted to have awarded their further education bursary 'College Group Bursary' to Abby Eogan from O'Carolan College, Nobber, Co Meath.

Abby, a gifted, charitable and diligent student of O'Carolan College, obtained her accredited grades for the Leaving Certificate 2021 and proceeded to study her first choice of an Honour's degree in Culinary Arts in TU College, Dublin.

The College Group Bursary has been developed to help make expensive third level education an affordable reality for more young people from the Nobber Community. The Bursary recipient was chosen by a panel of local advisors and the bursary will be administered by the Louth and Meath Education and Training Board (LMETB)

'At College Group, we are committed to sponsoring this bursary for more deserving young people in the future. "Given our Nobber village location and considering that we are a significant local employer it is our pleasure to give something back to the community which gives us so much."

We wish Abby the very best of luck in the future and we know she will achieve great things!



Abby Eogan, College Group
Bursary Winner 2021



Parents' Association 2021-22

Dear Parent/Guardian

The O'Carolan College Parents' Association is the structure through which Parents/Guardians in O'Carolan College can work together in the best possible education for their children.

The Parents' Association has a committee which is made up of members from all Year groups within the school. It is a chance for you to get involved in your child's education and have a say. Educational research on the involvement of parents in schools shows that children achieve higher grades when parents work with the school management and staff.

Meetings are held regularly throughout the academic year. The names of the committee members for 2021-2022 are listed below.

Committee Members of Parents' Association 2021-2022

Kathryn Smith
Annmarie Smith
Andrena Crahan
Regina Mulligan
Joan Duff
Mandy Moriarty
Tracey Lawlor
Teresa McKenna
Mary Jane Beckham
Nuala Hoey
Terri Sweeney Meade



Elections to the committee happen every year at the Annual General Meeting.

Chairperson: Regina Mulligan

Vice Chairperson: Kathryn Smith

Secretary: Annmarie Smith

PRO: Joan Duff

Treasurer: Andrena Crahan

The objectives of the Committee are as follows:

- To act as a forum for the expression of opinions, exchange of information and the discussion of policies/topics/issues
- To consider matters of educational interest
- To arrange talks of interest/social events for parents/guardians

Achievements 2021-2022

- Successful non-uniform day fundraiser which provided support for the Senior Football team jerseys and also funding to purchase a Barbecue for use on Sports Day annually and on other occasions throughout the year.
- Sports Day 2022 - parents assisted staff and students with the Barbecue event
- Meeting organised with LMETB Land & Buildings Dept. to ensure that progress is continuing in relation to our new school build.

Contact us:

Any parent who wishes to join the Parents' Association is more than welcome. Please contact me (Regina Mulligan) at the school to register your interest and you will then be informed of meeting dates by text and email.

From time to time during the school academic year, the Parents' Association may arrange parent/guardian social events. Details will be issued by the school via text.

Remember this is YOUR Parents' association.

Looking forward to meeting you at one of our social events this year.

A special thank you to Kathryn Smith who has been a very dedicated member of our Parents' team over the years.

Warm regards,

Regina Mulligan (Chairperson)

O'Carolan College would like to extend its thanks to all the members of the Parents' Association for their continued support, dedication and help in the school year of 2021/22.



Home School Community Liaison

Coordinator: *Carmel Quigley*

What is the Home School Community Liaison Scheme

The Home School Community Liaison Scheme is an incredibly positive programme in operation in O'Carolan College. It fosters a sense of trust between the students, parents, and the school with the aim of maximising the participation of students and parents in the learning process.

Post-primary school is an exciting, challenging, rewarding but sometimes difficult experience, not only for students, but also for parents. School life is not solely about what a student achieves between 9am and 4pm. There are many other factors which contribute towards the experience of school life.

Role of the Coordinator

The role of the co-ordinator is to work closely with parents and give them the support needed to enhance the education of their child. This support can be through direct contact, provision of parent classes, and/or involvement of parents in school activities.

The scheme coordinator is Ms Carmel Quigley. Carmel is available to discuss on a personal level matters of concern with parents. The scheme is also supported by input from the Principal, Deputy Principal, SCP (School Completion Programme) project worker (Deeside SCP), Year Leaders, Guidance Counsellors, Resource Teachers, Wellbeing Tutors, and class teachers.

How does the Scheme work

The scheme recognises the parents as the primary educators of their children and is constantly looking at ways to support parents in this key role.

- Home visits are an excellent way of “checking in” with parents and listening to their views and concerns.
- Many parents participate in a wide range of courses, which are run during the school day. These are free of charge and cover many subjects including First-Aid, gardening, Parenting and most recently Choir. These are mostly held in our Parent's Room in the school. Such courses not only help parents learn new skills but also recognise the importance of parents having time to chat amongst themselves. It also gives them the opportunity to share in the life and work of the school alongside their children.

Provision in the School

Parents/Guardians have a room in O' Carolan College specifically for their use. This is where various classes for parents/guardians are held. The HSCL (Home School Community Liaison) coordinator also has an office on the school premises. This can be a place where people have privacy within the school to discuss concerns that may have arisen for them.

The Parent's room is situated in the old school building and the HSCL office is in the log cabin at the front of the main school.

The School Care Team

Each week the schools Care team meets and discusses the various needs of pupils in the school. Following this meeting the Home School Liaison Co-ordinator may make home visits as deemed necessary. The co-ordinator meets with the Principal and the Deputy Principal on a regular basis and in addition works closely with our SCP project worker, Year Leaders, Learning Support teachers and Guidance Counsellors. The Coordinator also liaises with the School Completion Project worker in the school daily to support the monitoring and tracking of school attendance.

Home Visits

Home visits are a central and essential part of the Coordinator's work. Home visits raise parents' expectations and aspirations for their children's future and, in many instances, their own. Some of the direct outcomes include improved attendance, increased contact with the school, and co-operation with teachers. Parents become aware that schools and teachers are more accessible.

The HSCL Coordinator at O' Carolan College made over 70 home visits this year, along with over 500 other direct contacts with parents (phone calls and meetings).

Community Links

Links with both voluntary and statutory community agencies in the area continue to strengthen.

The co-ordinator works closely with H.S.E. Primary Care, Education Welfare Officers, CAMHS, social workers, the Gardaí, and St. Vincent de Paul. There is also a strong link with LMETB (Family Learning services and Community Education Services) who provide grants and/or tutors to run lots of different programmes and courses.

The HSCL Coordinator would normally visit primary schools to strengthen links and share information regarding incoming 6th class students, however this was not possible due to Covid restrictions this year. This will resume next year as it has become an invaluable resource for the coordinator to initiate early links and supports for parents, where necessary.

Classes & Activities for Parents

Unfortunately, due to Covid restrictions throughout the year Carmel was quite limited in what activities and classes she could run. However, here are some of the activities that did happen throughout the year.

Home School Community Liaison

1st year B&B Information Pack & Virtual Coffee Morning:

Unfortunately, our 1st year B&B night had to be cancelled due to restrictions. However, all parents of first years received an information pack in the post which contained valuable information regarding the school, its routines and relevant personnel information. Included in this pack was the HSCL leaflet for parents. A virtual coffee morning was held over Zoom in December for 1st year parents. This was an opportunity for parents to meet their child's Year Leader Ms. Denning and our HSCL coordinator Carmel Quigley.

HSCL Parents Facebook Page:

In November 2020, Carmel set up a Facebook page for O' Carolan College parents. Here, she shares valuable information regarding school (i.e. exam information, closing dates etc.), resources available to parents in the local area and our successes as a school community. We have over 400 families following, and this number is growing each week. Here is the link to access it. <https://www.facebook.com/O-Carolan-College-Parents-100788011862442/?ti=as>

Strengthening Families Programme:

Deeside SCP were one of the first in the country to facilitate the Strengthening families programme online in collaboration with other agencies and organisations. Gretchen, our SCP project worker facilitated the family sessions this year, along with our HSCL Carmel. Strengthening families is an evidence-based intervention that involves both the parent/caregiver and the children to attend the programme. The families received a parcel each week with all necessary materials for them to engage in the online programme, along with a home cooked meal and dessert.

The parents and children engaged in separate skills-based session and joined together for a family session, where skills are practiced, and some family fun is encouraged. Incentives for the families were offered in the packs each week to encourage families to engage in the programme, electrical devices were provided to the families to remove any barriers that may prevent their online engagement. The aim of the programme is to help families communicate, grow, and learn together, while having fun. It enables both parent and children to learn skills, which will have an overall positive impact on their family life.

Parenting Talks:

Cybersafe – Protecting and Empowering Children in the Online World.

This talk gave an overview of the main risks on social media, messaging apps and gaming, monitoring online life and useful resources. The aim of the talk was not to scare parents, but to make them aware of what children are doing online and offer support. This talk was extremely popular with parents and was well attended.

Jigsaw – Mental Health Awareness Webinar

A one-hour online seminar with information and strategies for parents/guardians to promote and support the mental health of their children was given by Jigsaw as part of the One Good School initiative. This took place on the 30th of March and again at the start of May.

Yoga for Parents:

Carmel ran an 8-week course – ‘Yoga for Beginners’ during November & December, with tutor Rose Marie Murphy. These classes took place, face-to-face, in the old school and were free thanks to funding from LMETB (Louth and Meath Education and Training Board) Community Education. Another ‘Yoga for Mixed Ability’ class ran then, in April and May for 4 weeks.

Floristry – Flower Arranging:

Carmel ran a 5-week course – ‘Floristry’ during April and May, with tutor Mary Owens. These classes took place, face-to-face, in the old school and were free for all participants thanks to funding from LMETB Community Education.

Continuous Professional Development

Carmel completed several professional development courses/programmes this year.

HSCL Cluster Training – Sept ‘21

Health @ Home Conference – Sept ‘21

DEIS Action Planning Day – Sept ‘21

NEPS (National Educational Psychological Service) information session – Sept ‘21

LGBTI+ SASS Project Meetings – Oct’ 21 & April ‘22

Wellread Workshops – Oct ‘21 & May ‘22

NEPS - Community of Practise – School Based Anxiety Webinar – Nov ‘21

Jigsaw Workshop – One Good School – Nov ‘21

Parents Plus – Healthy Families – Online – Nov ‘21

NVR (Non-violent resistance) Training – Mar ‘22

ESCI (Education Support Centres Ireland) – Supporting our Ukraine Students – Apr ‘22

GDPR (General Data Protection Regulation) and Child Safeguarding in the Online Space – May ‘22

Open Evening

O'Carolan College Virtual Open Evening 2021

Thursday October 7th, 2021 at 6pm was the date for the annual Open Evening in O'Carolan College. We invited all 6th class students in our locality to take our virtual tour and see all that our school community has to offer.

Due to social distancing requirements, we were unable to host our annual Open Evening along traditional lines. Instead, this took place virtually via a pre-recorded video. The aim of our pre-recorded virtual Open Evening was to effectively inform parents and students about our comprehensive range of subjects and provide them with the opportunity to tour the school facilities.

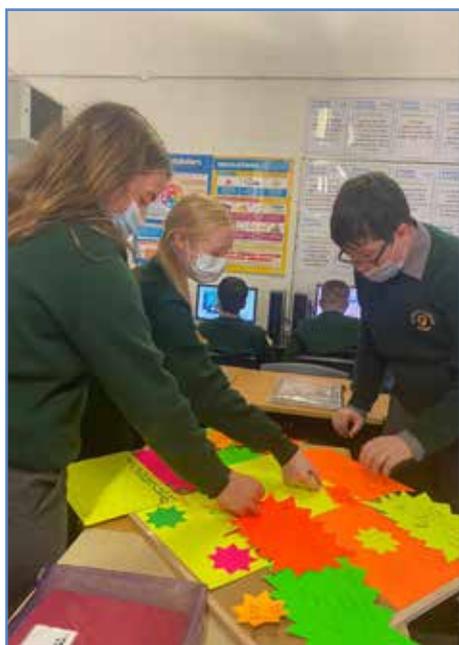
We understand that our Open Evening normally affords parents and children from the locality and beyond the opportunity to view the facilities available, meet the staff and students and see all that our school community has to offer. While we missed the opportunity to meet you all face to face, we hope that the



virtual tour video gave you an insight into what school life is like in O' Carolan College.

We look forward to sharing with you how we help young students develop into capable adults of tomorrow and maintain our reputation for promoting a tradition of excellence in education.

The Principal, Mr Rogers has visited all the local Primary Schools and delivered Application forms and a copy of our Annual Report 2020-2021.



Courses on Offer in O'Carolan College

Courses on Offer 2021-22

Junior Cycle

Core Subjects – students study all of these subjects:

Irish*	Science (STEM)	History
English	French (MFL)	ICT – Computer Studies (STEM)
Maths (STEM)	Geography	Religious Education

Wellbeing subjects – students study all of these subjects:

CSPE - Civic, Social and Political Education
SPHE - Social Personal & Health Education
PE - Physical Education

Students select two options from the following:

Visual Art	Visual Art is a creative and practical subject involving drawing, painting etc. If your child is artistic and creative, this is a good option.
Business Studies	Business is a subject involving the study of accounts and how the world of business works.
Home Economics	Home Economics involves practical work such as cookery and sewing as well as the study of food and nutrition.
Engineering (STEM)	Engineering (Metalwork) is a practical subject that involves working with metal and other materials. Theory work is also an important part of this subject.
Graphics (STEM)	Graphics (Technical Graphics) involves working with design, images and graphics. It is a practical subject that requires spatial awareness, good co-ordination and drawing ability.
Wood Technology (STEM)	Wood Technology (Woodwork) is a practical subject that involves working with wood and other materials. Theory work is also an important part of this subject.
Music	Music is a creative and practical subject that involves music performance. If your child plays a musical instrument this is a very good option for them to choose.

The Junior Certificate Schools Programme (JCSP) is also available in O'Carolan College.

Transition Year

The year long programme between Junior and Senior Cycle affords students time to reflect, develop self – confidence and become mature. In addition to the academic core subjects e.g. Mathematics, English, Gaeilge, and French students have the opportunity to sample most of the Leaving Cert options. They also experience Drama, Music, Coding, Debating and Robotics. Work experience and Career investigation are also central to this programme.

Senior Cycle

There are three Leaving Certificate courses on offer:

A) Established Leaving Certificate:

Students study the core subjects Irish, English, Mathematics, French, Social Personal Health Education, Religious Education, Physical Education. They also select three optional subjects from the following:

History	Chemistry	Home Economics
Geography	Design and Communication	Music
Construction	Graphics	Agricultural Science
Physics	Accounting	Business
Applied Maths	Art	Politics and Society
Engineering	Biology	

B) Leaving Certificate (LCVP):

In addition to the established Leaving Certificate Course students take a special module (Preparation for the World of Work). This focuses on Enterprise Education, Preparation for the World of Work and Work Experience. Students need a particular combination of optional subjects with a practical, business or science link to qualify for this course.

C) Leaving Certificate Applied:

The Leaving Certificate Applied Programme is on offer subject to resources available. It is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The programme was introduced to recognise the talents of all students and provide opportunities for development in terms of responsibility, self-esteem, and self-directed learning. The programme for our students this year consisted of a variety of modules such as English and Communications, Vocational Preparation and Guidance, Mathematical Applications, Engineering/ Construction studies, Information Technology, Agriculture/ Horticulture, Social Education, Leisure and recreation and German/ Irish are all requirements.

Prize Giving 2021-22

O'Carolan College celebrated its annual Prize-giving Day on Friday, May 20th with an extraordinary number of high achievements marked.

Due to restrictions on large gatherings, the ceremony was held virtually again this year. Students from each subject and class group were rewarded for their hard effort throughout the year, with many winners in all subjects. Deputy Principal Helen Loftus paid tribute to the high standard of results which O'Carolan College achieves each year, stating that students 'should be extremely proud of their awards today.'



Sixth Year Student Joshua Meade receiving the Dan Ryan Science Award from teacher Daryl Caplice



Joshua Meade received the annual Academic Student of the Year award. Joshua told us 'I'm delighted to receive this award-especially as there was so much competition from other students. I'm really going to miss this school, and my achievements are in no small part down to the hard work the teachers put in with us every day.'



Ms Brady presents The Citizenship Award to Clodagh Kiernan

The Citizenship Award went to Clodagh Kiernan. ‘This student has worked tirelessly in terms of making the school a better place,’ said Principal Cathal Rogers. In his speech, Mr Rogers also paid tribute to the entire school community, praising their effort and commitment to learning and wellbeing during a challenging year for students, educators and all connected with the school community.

The school awarded Student of the Year to Sixth Year student **Ciarmhac O’Fionnagáin**, who was overjoyed to receive this prestigious honour. ‘I couldn’t believe it when my name was called out, to be honest I’m still in shock. This school produces so many excellent students that I didn’t think I had a chance!’ ‘Ciarmhac is a superb ambassador for all we do well here in O’Carolan College, he embodies the clear ethos of hard work and prosperity that we strive to engrain in all our students’, Mr Rogers concluded.



Sixth Year Student Ciarmhac O’Fionnagáin with his Student of the Year Award



Full attendance 2021 - 2022

Prize Giving 2021-22



Senior Boys Basketball team



Rían McConnell receives his Sports Student of the Year Award from teacher Eoin Power



Girls Basketball U-16s with Ms Teeling



Senior Sports Leaders with Ms Teeling

Guidance and Counselling

Department Members: Lisa McEvoy & Kelley McCormack.

Department Co-ordinator: Lisa McEvoy

The aim of the Guidance and Counselling programme is to help students to develop an awareness and acceptance of their talents and abilities, to explore opportunities and to make informed choices about their lives. It also aims to provide support to all students in a kind and caring manner. We recognise the importance of guidance and counselling in enabling each student to gain maximum benefit from the education system. Guidance is regarded as a whole school activity, and one to which all members of the school community facilitate and contribute. The delivery of a comprehensive Guidance Programme is the responsibility of the guidance counsellors, however, a whole school approach is essential to realise this objective.

Provision of Guidance and Counselling in O'Carolan College

Guidance is provided within formal and informal structures to all classes in the school. All senior classes are timetabled for one class each week and have access to individual career and personal counselling through the appointment/referral system. All junior classes also have individual access to the guidance counsellors through the appointment/referral system.

Planning and Preparation

The guidance department meet on a weekly basis as a team, to discuss subject development planning, the day-to-day running of the department, new curriculum content and current career information. They also engage in a collaborative process to ensure all expertise, resources and knowledge is shared.

Furthermore, the guidance department has allocated faculty meetings provided by the school management each term. Additionally, weekly Care Team meetings are also attended by the school guidance counsellors.

Teaching and Learning

Senior classes follow a specific Careers Programme which aims to enable them to make appropriate career and life choices. They utilise the Careers Portal (Reach+) workbook which allows them to access online resources.

All Senior Cycle students complete a Career Investigation which details their career options after the Leaving Certificate and how to access it.

Guidance Plan

The guidance department utilise a guidance plan under the guidelines set out by the Department of Education and Skills and the Education Act 1998. This detailed plan outlines the work of the guidance department in the school, the provision of guidance and counselling and the relevant referral process. The Guidance Plan

Guidance and Counselling

is reviewed and evaluated at predetermined times in the light of experience and feedback from parents, students and teachers. This plan was presented to the Parents' Association and approved. A copy of this is available to any parent who may wish to access it.

Staff Development

In-career development is essential to the work of the guidance counsellor. Regular attendance at local IGC counselling supervision is facilitated by the school. This year once again, Lisa McEvoy and Kelley McCormack attended the CAO seminar. In addition to this, several other continual professional development courses were attended, including those in EUNICAS, Reach+ training, Whole School Guidance facilitated by the NCGE, and mindfulness courses. Additionally, the annual IGC Conference and associated workshops are attended by the guidance counsellors as well as the National HEAR and DARE Application sessions provided by Access College.

Study Skills Workshops

A study skills seminar provided by Amazing Brains was organised for both Third Year and Sixth Year students in August. This focuses students for the State Examinations.

Transitions

In September, Lisa McEvoy and Kelley McCormack met all First Year students and made a presentation outlining the role of the guidance service and how to access it. Our school also provides an Induction day for a selection of First Year students, to help ease their transition from primary to secondary school. We have created a booklet for all First Year students to accompany this.

Parent Teacher Meetings and Parent Information Evenings

The guidance department provided an online virtual information evening for all Sixth Year students and their parents in January on the CAO system and application process. Other information provided included detail on the Leaving Certificate points system, grants, and access programmes such as HEAR and DARE.

In March, Third Year parents were given a presentation on the Senior Cycle Options including subject choice, Transition Year and the LCA programme. This enabled parents and their son/daughter to make appropriate choices for Senior Cycle.

The guidance department continue to develop video guides for the CAO application process, the HEAR and DARE application process, and for Senior Cycle Options which we make available to our students and parents.

The school guidance counsellors were also available for queries and appointments with parents as required throughout the year for all guidance related matters.

Wellbeing Week 2021

The Guidance and Counselling department are involved in orchestrating our annual 'Wellbeing Week' in November, in close collaboration with the school 'Wellbeing Team' and student voice, for the whole school community. This initiative raises awareness of mental health issues and the supports available, along with how to maintain positive mental health and self-care. This is a school-wide initiative, with all year groups participating in Wellbeing activities. Throughout the week, students participated in 'Wellbeing Walks' along our local greenway, partook in activities including 'Keep Calm and HiIT it', 'Funky Flow Yoga' and 'Mindful Meditation.' Students also participated in mindful colouring and 'Drop Everything and Laugh' activities. This year, each year group participated in a 'Morning Mingle.' A very special balloon release concluded the week, as well a number of additional activities. Teachers also benefited from



the week, enjoying a 'Staff Appreciation Station' compiled by our student body. Wellbeing Week is a very special week in the school calendar and was marked with resounding success. Both students and staff alike will take away something memorable from Wellbeing Week 2021.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Sixth Year: 'Morning Mingle'</p> <p>Weeklong: CSPE – 'The Hill We Climb' Wellbeing Project </p> <p>Weeklong: SPHE – At one with nature: Take your class on a 'Wellbeing Walk' </p> <p>N.B: If you don't 'get a glorious feeling in the rain...?' </p> <p>'...Drop Everything and Laugh' resources emailed by Kelley on Friday.</p>	<p>Fifth Year: 'Morning Mingle'</p> <p>Staff Lunch: </p> <p>'Sensory Workshop' with Rang Ni Bhriain </p> <p>TY Fit & Fearless: (Period 1) 'Keep Calm and HIIT it' </p> <p>(Period 6) 'Funky Flow' Yoga </p> <p>(Period 7) Mindful Meditation </p>	<p>Third Year: 'Morning Mingle'</p> <p>'Staff Appreciation Station' </p> <p>Play relaxing music to your class while they are working. 'Clap along if you feel like that's what you want to do' </p> <p>Mindful Colouring with your S&S Class. Collect resources by the S&S board. </p>	<p>Second Year: 'Morning Mingle'</p> <p>Drop Everything and Laugh: Write a joke on the whiteboard for your students. Take time to play a game with your class i.e. Boggle, Hangman, Charades etc. Take a dance break in class.</p> <p>First Year: (Period 4,5 & 6) 'Sometimes a run is all the therapy you need' </p> <p>Assign your class a 'self-care' homework e.g. catch up with friends, take a social media break, get 8 hours of sleep, compliment someone, write in a journal, cook a healthy meal, cuddle your pet, declutter your space, have a bubble bath. </p>	<p>TY & First Year: 'Morning Mingle'</p> <p>'Life is more fun if you play games' Staff Carnival Games </p> <p>Lunchtime: Room 15</p> <p>'Let it Go' Balloon Release with LCA </p>

Also part of our Daily Activities:

1. Whole-School 'Positivity' message from Student Leaders. 
2. 'Can't stop the feeling, when you dance, dance, dance'- 'Lunchtime Tunes.' 

Guidance and Counselling

College Awareness Week 2021

Our College Awareness Week this year was once again action packed. College Awareness Week is a national campaign that aims to raise student aspirations and their awareness of the limitless opportunities for further and higher education and training beyond secondary school. Every student is encouraged to broaden their horizons and to dream big. All students participated in activities as part of #CAW2021. These include 'Drop Everything and Talk about College' sessions, CAW quizzes and lunchtime 'College Application Clinics.' 'Make your own College ID Card' activities took place as well as 'Investigating Your Career Interests' and 'Plan a College Road Trip.' Sixth Year students also produced a 'Progression Tree' to put on display for our whole student body. This outlined the steps they have taken this year to progress and transition onto their future educational and career pursuits. A very informative virtual 'College Connect' talk was also held as part of the week and was excellently facilitated by current college students across various institutes. Throughout the academic year, this important work continues.



The 'CAW' Team would like to thank our student voice members and all the staff of O'Carolan College for their support throughout the week and beyond.

We encourage parents to continue the conversations at home as students reflect on the week and on their future hopes and dreams.

Psychometric Assessment

All Third Year students completed CAT4 (Cognitive Ability Tests) Level F in January. The results of these are extremely useful in both subject and career choice.

All incoming First Year students also completed CAT4 Level E aptitude tests in March, which will assist in informing them about subject choice for next year.

Jigsaw Peer Mentoring

OCC is chosen as one of ten schools in Meath to participate in Jigsaw's 'One Good School' Initiative. This involves four TY students being chosen for training by Jigsaw Navan for five weeks in the area of Youth Mental Health. They then provide a presentation to all First and Second Year students on youth mental health during our school Wellbeing Week. Four TY students act as peer mentors and advocate for mental health for the school population. As a school, we intend to build upon this initiative year on year.

Lunch Time Drop-In service

This year, the Guidance and Counselling department continue to undertake a lunchtime 'drop-in' service

of which students can avail to have their queries answered regarding subject choice, Leaving Certificate points, CAO or college courses. Students also have the opportunity to make an appointment to see the guidance counsellors for further individual career or personal counselling if they wish. This service is provided on Mondays, Tuesdays, Wednesdays and Thursdays.

Career Visits

Sixth Year students attended the Virtual Higher Options Fair in September to assist them in their career choices. We have had a number of speakers from different colleges and universities visit the school to give informative talks to students regarding a wide variety of courses. Speakers this year included, NUI Galway, Dundalk Institute of Technology and Drogheda Institute of Further Education. Virtual talks also took place, facilitated by Trinity College, Dublin TU Dublin and Maynooth University. The LMETB and CalX (Apprenticeship Employer of the Year 2021) additionally came on-site this year to discuss the many and varied apprenticeship opportunities currently available for our students. Sixth Year students also attended the 2022 Apprenticeship Expo which took place in April at the Knightsbrook Hotel, Trim. This showcased the wide variety of apprenticeships available. Students got the opportunity to meet with numerous employers and make applications, speak to apprentices and attend live demonstrations. CV clinics were also proffered to students whilst the apprenticeship programme manager was available to answer any and all questions students had. Due to its success and excellent student feedback, we aim to make this an annual endeavor.



College Talk

Work Experience

Work experience is a valuable part of gaining insight into the world of work. Transition Year students complete three weeks in total, two weeks before Christmas and one in March. Both the Fifth Year and Sixth Year LCA groups carry out two work placements over the course of the school year. All work experience is evaluated and assessed. We wish to thank all local employers, and indeed those further afield, for facilitating our students on invaluable work experience placements throughout the year.

Personal Counselling

All students have the opportunity to access personal counselling. Personal counselling is offered by Kelley McCormack and Lisa McEvoy. All students who attended personal counselling are referred through the guidance department, staff members and the self-referral system.

Maths

Department members:

Alana Carolan, Claire Smith, Clodagh Monaghan, Donna-Marie Brennan, Eoin Power, Fiona Crosby, Lauren Reilly, Marie O'Connor, Mary Tighe.

Department Co-ordinators:

Marie O' Connor & Lauren Reilly

Mathematics Learning Support Team:

Fiona Crosby & Claire Smith.

Numeracy:

At O' Carolan College we believe the development of numeracy skills is a basic entitlement for all. All students should experience a rich numeracy learning environment, regardless of perceived 'ability'. Numeracy involves the application of knowledge, skills and understanding, essential for personal and social development and for life-long learning.

Provision of the Subject in the School:

Maths is taught to all years from First to Sixth Year as per the DES Syllabus and Guidelines, with 'Mathematical Applications' taught to Leaving Certificate Applied students. Learning support is available, where appropriate, from the learning support team and 'Applied Mathematics' as an additional subject is available to Leaving Certificate students in fifth and sixth year. (See Applied Mathematics report).

Timetabling:

First Year – 5 classes a week

Second Year – 5 classes a week

Third Year – 6 classes a week

TY – 3 classes a week

Fifth Years – 5 classes a week.

Higher level students also have an additional hour one evening a week after school for the duration of Fifth Year.

Sixth Years – 5 classes a week.

Higher level students also have an additional hour one evening a week after school for the duration of Sixth Year.

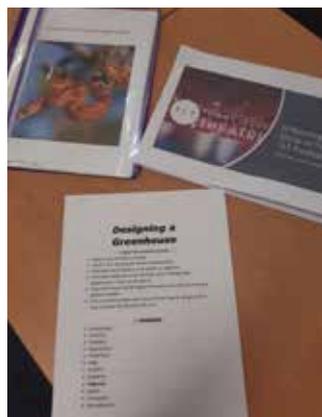
The subject is taught at Higher and Ordinary level to both Junior and Leaving Certificate classes.



CBA 1 Presentation with Heather Meehan



CBA 1 Presentation with Daragh Weldon



CBA 1 Presentation with Sean McKeown

Planning and Preparation:

Department meetings were formally held and minuted regularly throughout the year. These meetings were used to discuss department planning, allocation of classes, review programmes of work particularly first year maths, organise Maths Week events, record results and expected results, arrange Christmas and Summer tests, prepare marking schemes and discuss textbooks.

Informally we discussed department matters daily.

ICT and Maths/ Resources:

Each Maths classroom has a PC, projector and visualiser, with some department members having access to Microsoft Surface tablets and graphics tablets. Geogebra software has been installed on all PCs in OCC. All classrooms now have a full set of geometry equipment for use on the whiteboard, 30 geometry sets for student use, 30 A4 mini whiteboards for group work, full set of Stakubes and Geostrips, Dice and Jumbo Playing cards. There is also one full classroom set of trundle wheels, measuring tapes and clinometers for use in the teaching of Geometry and Trigonometry available to all maths classrooms.

Students have full access in school and at home to Microsoft Teams, which class teachers keep regularly updated with ongoing classwork and resources for all students. All junior students now have their own 'show-me' board which are used regularly in class as a valuable teaching aid. 3rd year and 6th Year students have access to Studyclix; an online bank of past exam questions with solutions.

Assessment:

Assessment includes homework and class tests, with class tests being given regularly, typically at the end of each section. In-class assessment using show-me boards is also a valuable teaching methodology, with all junior students having their own board.

First & Second Years sit a one hour exam at Christmas and summer.

Fifth Years sit a 1 hour & 40 minute exam at Christmas and summer.

Informal and formative assessment occurs in class on an ongoing basis, which allows students to assess their progress.

Extra-curricular Mathematics:

OCC's Maths Department encourage our students to become involved in a number of fun activities during the school year, with the goal of enhancing learning and of increasing their enjoyment of the subject.

Maths

Maths Week 2021

Celebrated in October each year, Maths week is a national festival. A number of activities were organised for the junior and senior classes in OCC. These included Dingbats, Daily Maths Riddles and Maths eyes for all year groups.

Maths Riddles

Daily Maths riddles and Maths jokes were posted on screens around the school to get staff and students geared up for Maths week!

IMTA Junior Maths Competition

The Junior Maths Competition is run by the IMTA (Irish Mathematics Teachers Association). This competition allows First Year students from all over Ireland to take part in a maths brain teaser. This year all our First Year students in O' Carolan College took part in this competition in February 2021. We had some fantastic achievements across the year group and all participants received a certificate for their efforts.

In-service/Staff Development:

Maths teachers in our department attended Junior Cycle cluster days online in January. This workshop focused on these main areas: Question Posing and Problem Formulation, Level Two Learning Programmes and Inclusive Education, Planning for Teaching, Learning and Assessment to further develop our collaborative planning in our Maths department.



IMTA Junior Maths competition certificates
- 1 Ní Chearrullain

English

Department members:

Susan Dempsey, Eoin Murray, Amanda Scully,
Sarah O'Connell, Eoin Winters

Coordinator 2021-2022

Eoin Murray

Provision of the Subject

English is a compulsory subject which is studied at both Junior and Senior Cycle, with many students receiving extra tuition and guidance from the Learning Support Team. During Junior Cycle and Transition Year, classes are grouped according to the principle of mixed ability. Students are streamed at the beginning of fifth year and grouped according to ability. Concurrent senior classes are timetabled in order to allow greater opportunities for shared activities and the sharing of ideas and resources among teachers. The English Department houses its own syllabi, videos, DVDs, material from the Department of Education and Skills, in-service resources etc.

Planning, Preparation and Resources

A number of formal and many informal meetings were held during the year to choose texts, organise trips, plan and review work and progress and to examine the report by the Department of Education and Skills. As a department, we are extremely encouraged by the overall standard of results and the large number of students taking Higher Level English.

While our long-term plan is in accordance with the guidelines set down by the Department of Education and Skills, we are pleased that time is made available to revise and develop our own English Policy/Subject Plan and to allow ongoing research and reviews.

Teaching and Learning

Areas covered during the Junior Cycle include creative and functional writing, media studies, fiction, drama, poetry, film studies, debating, project work, comprehension and response to previously unseen texts.

First Year students also participate in the DEAR (Drop Everything And Read) Programme. This initiative is in line with the DES Literacy and Numeracy Strategy. One class period per week is dedicated to this programme, which not only encourages independent reading but also increases the average reading age of the students.

At Junior Cycle the English Department has continued the rollout of the JCPA - Junior Certificate Profile of

Achievement. Students in second and third year present the Oral Presentation and Portfolio of Written Work



1st years Mia and Setanta creating proof wheels

English

Classroom Based Assessments (CBAs) respectively. Third year students also complete the Assessment Task which will count as 10% of their marks for Junior Cycle English alongside their written exam.

This has been an exciting time for the English Dept. introducing new methodologies to our teaching and learning. The students have grasped the new concepts well and we look forward to excellent results for English in September.

In Transition Year the objective is to afford students the opportunity to develop a more personal appreciation of English language and literature. Focus is maintained on reading, writing, and the study of drama, fiction and poetry. Some areas covered this year included review writing, letter writing, public speaking, debating, improvised drama, film studies and creative writing. During Senior Cycle, students concentrate on comparative studies of novels, plays and films, poetry, language genres and an in-depth study of a single text. Pupils' work and progress is assessed through the setting and correction of homework, project work and ongoing class tests. House exams are taken at Christmas by all. In May, exams are taken by those not sitting state exams. These are set and marked by class teachers.

Many competitions were held at class level throughout the year: quizzes, poetry writing, book reviews and creative writing and entries presented in the form of posters, newspapers, advertisements and wall charts are displayed at the school's Open Night. During term time students' projects, reviews, poetry and media displays are exhibited in classrooms to acknowledge and celebrate their progress and creativity.

Core texts studied this year include:

First Year: *Skellig, Wonder, Spirals, Girl Missing*

Second and Third Year: *Crescents, Blood Brothers, Of Mice and Men, Romeo and Juliet, Trash, The Weight of Water, E.T., Stone Cold.*

Transition Year: *A Monster Calls, Foster, The Help, Rubicon*

Fifth Year: *Macbeth, This is Poetry, Rosie, Philadelphia, Here I Come, Miss Emily*

Sixth Year: *Othello, Rosie, Miss Emily, By the Bog of Cats, This is Poetry, Excellence in English*

* Past exam papers and Study Clix were utilised by Sixth Years in preparation for the state exams.



2nd years researching the background to their novel in groups



3 Ní Fhearga

French

Department members

Annicke Ni Gadhra, Gabriele Budaite,
Regina Mulligan, Jennifer Leahy and Laila Markey.

Department Coordinator – Annicke Ní Gadhra

Department Mission Statement

The aim of the French department is to equip pupils with the five language skills – listening, reading, spoken production, spoken interaction and writing. Students will become competent in the target language, develop the ability to reflect on their own learning and will be enabled to explore the interdependence between language and culture.

Provision of French in the school

All incoming pupils take French and the subject is compulsory up to Leaving Certificate level. Pupils in the Junior Cycle have four periods of French per week, while Transition Year have three and Leaving Certificate Applied have two class periods. Fifth and Sixth Year students study French for five periods each week. All Junior Cycle classes are mixed-ability groups while Leaving Certificate students are divided into higher and ordinary level, based on their Junior Cycle results.

Planning, preparation and resources

There are weekly departmental meetings held in which textbooks, resources, in-career development, examinations and schemes of work are discussed. Various textbooks such as aural, oral and grammar books are used to cater for the five key skills and all students are shown the proper use of on-line dictionaries.

All French teachers are members of the French Teacher's Association of Ireland and regularly attend in-service courses and conferences. In January, we received training for the new Junior Cycle in Modern Foreign Languages and attended many online training courses to help with oral proficiency and preparation of CBA's.

Teaching and Learning

Pupils from first to sixth year are prepared to become competent, creative and independent language learners, with a view to completing the Junior Cycle and Leaving Certificate exams. In the Junior Cycle, language skills are developed across three inter-related strands: communicative competence; language awareness; and socio-cultural knowledge and intercultural awareness. The Leaving Certificate course builds on these learning outcomes and aims to further develop learner autonomy. A range of varied teaching methods and active learning strategies are employed to cater for all abilities in a typical French class. These include individual and group activities, project work, role plays, creating displays, realia (authentic French literature and magazines), listening activities, puzzles and games, map reading and the use of ICT such as the internet, PowerPoint, DVDs, podcasts and on-line language games.



3rd years - Mon profil sportif

French

First Year

Throughout the three years of the Junior Cycle, students' learning is based on the specific learning outcomes from the three strands: communicative competence; language awareness; and socio-cultural knowledge and intercultural awareness. In first year, students become familiar with the basic geography and culture of France. Pupils learn to introduce themselves in French and will cover the following topics - numbers, months, days, food, school subjects, animals, house, town and hobbies. Students keep a portfolio of various pieces of work and are encouraged to reflect on their learning as the year progresses. Teachers assess students' learning in a number of ways, including oral presentations, project work, group assignments, aural exercises and written tests.

Second Year

In second year, students reinforce topics covered in first year and become more competent in reading, writing and speaking the language. They learn to write short messages, postcards and simple letters as well as developing the ability to read and interpret texts in French. They gain extra knowledge about France and its culture and are able to discuss differences between Irish and French ways of life. During this year, they also sit their first Classroom Based Assessment, which happens in the Spring. This is an oral task (spoken production) and it takes place during class time. Various methods of assessment are employed throughout the year to ensure that all students' competencies are promoted and celebrated. As well as their CBA, students sit end of term written tests.

Third Year

The main focus of French classes in third year is preparation for their second CBA, their Assessment Task and their Junior Cycle exam. Material from first and second year is revised and pupils learn to comprehend native French speakers conversing. A large emphasis is placed on listening exercises and oral preparation in groups. All students purchase a set of exam papers at the beginning of third year and practise exercises throughout the year, in preparation for their written examination in June.

Transition Year

The main objective of Transition Year French is to improve the basic skills acquired during the Junior Cycle and to create a foundation for the Senior Cycle. During Transition Year, pupils studying French have the freedom to explore new tastes and experiences in the language. Students gain a better insight into French culture and are stimulated through the use of authentic materials. There is a focus on the oral exam during this year and students also prepare the 'document' element of their Leaving Certificate oral exam. Other themes taught during the year include: la francophonie, le film, l'année de transition et la musique contemporaine et l'art français. Students also studied modules in Spanish as part of their modern language learning experience this year.



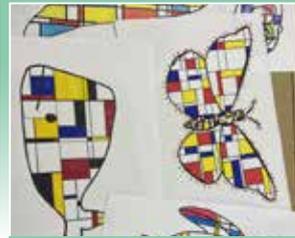
TY students finished chefs d'oeuvre



TY students introducing themselves



TY students telling us a little about themselves



TY students version of Piet Mondrian's Composition en rouge, jaune, bleu et noir



TY students version of Wassily Kandinsky's Intersecting Lines

Senior Cycle French

During Fifth and Sixth Year, students' knowledge of the topics developed at Junior Cert and TY is deepened through the continued exploration of these areas at Leaving Cert. In senior cycle French, students develop their understanding and application of the grammatical system. They learn to manipulate the target language accurately to organise facts and ideas, and to present explanations, opinions and information in both speech and writing.

The oral exam comprises of general conversation questions and the presentation of a 'document'. Students sit a mock oral exam in February/March and the Leaving Certificate oral exam takes place in April.

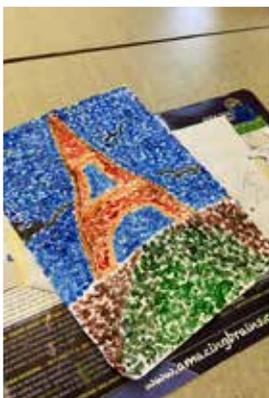
The breakdown of the Leaving Certificate French exam is as follows:

Higher level:

Oral	Aural	Reading Comprehension	Written expression
25%	20%	30%	25%

Ordinary level:

Oral	Aural	Reading Comprehension	Written expression
20%	25%	40%	15%



Finished Tour Eiffel by TY Students



TY students learning about Pointillism by Georges Seurat



TY Students version of Claude Monet's Les Nénuphars



TY Students version of Claude Monet's Les Nénuphars

Gaeilge

Department members: Andrea Nic Giolla Phádraig, Dervla Ní Fhearga, Danielle Ní Ghormáin, Ellen Ní Mhacháin, Jennifer Ní Laochra

Department Co-ordinator: Danielle Ní Ghormáin

Provision of Irish in the school

Irish is a compulsory, core subject which is taken at both Junior and Senior levels. There are five class periods allocated to the teaching of the language per week at Senior Cycle and four at Junior Cycle. All First and Second year classes are mixed ability, while students are split into levels for Third Year. Senior classes run concurrently to facilitate movement between levels. Club na Gaeilge takes place each week and offers students a chance to use their 'cúpla focal' outside of the classroom setting.



4 De Paor and 4 Raghallaigh enjoying Gaeilge 24

Planning and Preparation

The Irish teachers met on a regular basis as department to discuss subject development planning, the day to day running of the department, new curriculum content and methodology and extra-curricular activities to promote the Irish language. They also engaged in a collaborative process to ensure all expertise, resources and knowledge are shared.

Furthermore, the Irish department also had allocated subject department meetings provided by the school management.



4 Raghallaigh on their wellbeing walk on the greenway

Teaching and Learning

Junior and Leaving Certificate follow the syllabi as prescribed by the Department of Education and Skills. This is aimed at developing the four key language skills: listening, speaking, reading and writing. Particular emphasis is placed upon the spoken aspect of the language, with the Leaving Certificate oral worth 40% overall for both Higher and Ordinary Level. Also, students must complete a communication task worth 10% as part of the New Junior Cycle.

The Irish department adopt the new approach to language teaching as recommended internationally, 'An Cur Chuige Teámach'. This involves contextualising the content taught by placing it within the daily sphere of the student. Each month, the relevant theme is displayed on the Irish noticeboard for students to assess new terms and key words.



4 Raghallaigh taking part in the interschools tráth na gceist



Scéal workshop

Staff Development

The Irish teachers attended a number of in-service training sessions provided by the Professional Development Service for Teachers (PDST) on a variety of new methodologies and subject resources throughout the year. The Department attended in-service training days for the New Junior Cycle Irish where they learned more about the Key Skills and Class Based assessments.

Assessment

Roinn na Gaeilge employ formative assessment throughout all year groups to allow for continuous evaluation of each student's progress. At Senior Cycle, Fifth and Sixth year students sit monthly exams for all subjects. For Irish, this usually comprises of an exam style question or a mock oral exam, followed by constructive feedback on the student's monthly report. All year groups have regular class assessments to monitor their progress, while exam years usually have 'Bréagscrúduithe' or Mock Exams in February (both oral and written). Several interactive forms of assessment are also regularly used, including Kahoot and Foclach/Wordle.

An Idirbhliain

The Transition Years were involved in a variety of Irish projects with their teachers and enjoyed an Irish oral workshop with the comedy group 'Caith Amach é'. The two groups also took part in 'Gaeilge 24'- a sponsored 24 hours of speaking Irish. As part of this event they were involved in a 'lá folláine' or wellbeing day, where they took part in a HITT session, a yoga and mindfulness class, all through Gaeilge. In March, students also attended an online 'Seó Baile' or online roadshow with Conradh na Gaeilge.

An Triail – ar líne!

Sixth year Higher Level students study the drama 'An Triail' le Máiréad Ní Ghráda. Each year the students

Science

Department members: Clodagh Monaghan, Daryl Caplice, Carol Nugent, Mary Tighe, Alana Carolan, Emma Reilly and Ursula O'Reilly.

Department Co-ordinator: Mary Tighe

Provision of subjects in school:

The Science Department is based in three laboratories, as well as utilising various classrooms in the school. There is one laboratory inside the main building and two outside. All labs are equipped for Junior Cycle Science, in addition there is a designated specialised lab for Senior Cycle Chemistry, Biology, Agricultural Science and Physics.

Junior Science:

Junior Cycle Science is a compulsory core subject for all pupils. The new specification for Junior Cycle Science focuses on the development of students' knowledge of and about, science through the unifying strand, Nature of science. There are four contextual strands in which students learn about the living world and beyond: Physical world, Chemical world, Biological world, and Earth and Space. It has been designed for a minimum of 200 hours of timetabled student engagement across the three years of junior cycle. Students will undertake two Classroom-Based Assessments that will involve the students designing their own investigations and research projects. Students will also complete an Assessment Task worth 10% of their final grade before taking a two-hour common level written examination at the end of third year. JCSP Science is on offer for students needing additional help with Junior Science.

Transition Year Science covers many disciplines of Science.

The students are introduced to Leaving Certificate Physics, Chemistry and Biology. They also take modules in Forensic



Energy Conversion Device



Energy Conversion Device



Range of Energy Conversions Devices Created by First Year Students



Range of Energy Conversions Devices Created by First Year Students

Science

Science – CSI and The Nature of Science. Through a variety of modules, experiments and projects, the students are given a taste of Senior Cycle science and their interest in a broad range of science disciplines is encouraged.

This year's Transition Year Agricultural Science students looked at some of the advancements in agriculture over the past number of years. These included Robotic milking systems, Biometric strips and sensors.

As well as this we studied the importance of farm safety and how it affects all ages of people. The Transition Year students produced some key posters on Farm safety which as always aims to drive home the message on Farm safety.

The TY Physics module comprised of students learning Astro-Physics, in which traditional physics topics such as light, sound, waves, radiation and nuclear physics were taught with an astronomy context. Students learned how to make their own long exposure camera's using undeveloped photographic paper and shoeboxes. They also used the John Hopkins University Remote Telescope to take data. This data was used to process images of the Dumbbell and Crab Nebulae.

Senior Cycle:

This year, 80% of students are studying a science subject for their Leaving Certificate. The subjects on offer are Biology, Physics, Chemistry and Agricultural Science.

Students can pick up to three of these subjects at senior cycle.

All senior science classes are timetabled for five periods per week including at least one double in a lab for practical activities. All classes are mixed ability and Higher and Ordinary levels are offered. Assessment is by means of a terminal examination paper and coursework.

Planning and preparation:

Books included-

Active Science by Declan Cathart and Russell Harris

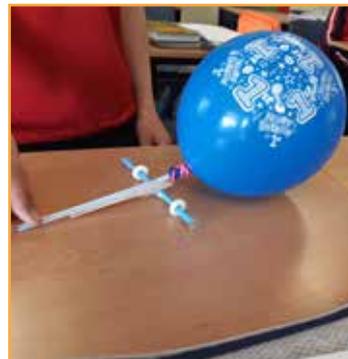
Leaving Certificate Biology by Michael O Callaghan

Chemistry Live by Declan Kennedy

Real World Physics by Dan O' Regan

Breaking Ground 3rd edition by Edco for Leaving Certificate Agricultural science

First Year Science Experiments



Science

Department Meetings:

There were several department meetings during the year. The main science department meetings are held in September, December and at the end of the school year. These meetings are held to discuss department issues such as state examination results, junior cycle teaching methodologies, ordering equipment and chemicals, open night, annual report preparation and the budget for the next academic year.

Assessment:

Assessment at Junior Cycle is based on project work, posters, presentations, chapter tests, Christmas exams and Summer exams. This allows for greater communication between all science teachers and enables us to identify students with potential for senior science subjects as well as identifying students who may require extra help. The Junior Cycle Science course also incorporates classroom-based assessments; an Extended Experimental Investigation in Second Year and a Science in Society Investigation in Third Year.

Teaching and Learning:

In the science department, we employ a variety of teaching methodologies such as theoretical instruction, experimental techniques and investigations, discovery learning, conceptual understanding and inquiry-based learning activities. This variety in teaching methodologies allows the department to offer a wide range of content in many ways to engage our students and educate across the spectrum of Gardner's styles of learning.



Science Week

For science week this year the science teachers all prepared segments for their students in class and this ranged from some fun experiments on gases, balancing, optical illusions, to discussions on topics such as 'Life on Mars'. The Transition Year Chemistry students' organised a science themed cake competition and a show for first year students' called 'The Magic of Science'. They performed numerous fun and engaging science demonstrations including turning water to wine and boiling tea without using heat. The winners of 2021 Science Week in O'Carolan College were Aisling Mc Manus, Ben Carolan and Amber Crosbie. Well done to all who participated.



Cow's Heart



Dust Explosion



The Winners of The Great Science Bake Off; Aisling Mc Manus, Ben Carolan and Amber Crosbie



Ms. Reilly and The Live Organ Exhibition



Solar System



The Cell



The Great Science Bake Off



First Year Science Entrants to Science Week Competition

Science

Teacher in-service:

Climate Futures: Can STE(A)M thinking save us? (Online workshop) 28 March 2022 – Mr. Caplice

Awards and grants:

Dr. Dan Ryan Award for Science.

The goal of this award is to promote science in society and over the years has been awarded to students from the various science disciplines. Congratulations to the 2022 winner - Joshua Meade.

Organs Workshop



The Naughton Scholarship.

Each year, 36 students are awarded Naughton Scholarships nationally. There is at least one winner from each County in the Republic of Ireland. The scholarship is intended as a reward and encouragement to exceptional students who would like to study in the STEM field (science, technology, engineering and maths) at University. OCC Alumni Jamie Reilly, Ciaran Corrigan and Sadhbh Leahy have all been recipients of this marvellous scholarship. We are very proud of all these students and we are delighted to see their incredible efforts recognised by national bodies.

The school of each winning student also receives prize money which can be used to purchase equipment for the science labs.

Open Night:

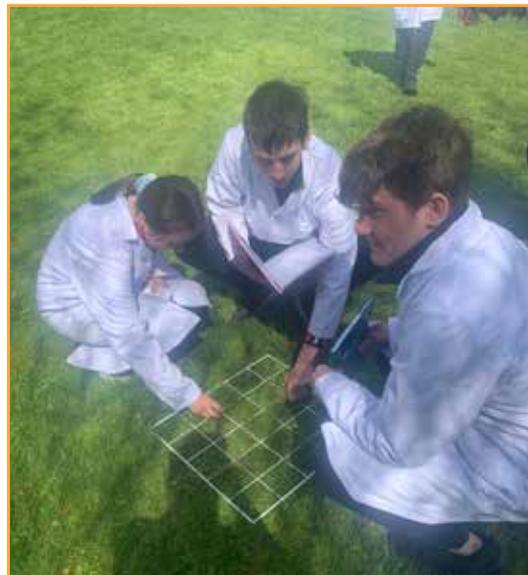
As with all events over the last year, this year's Open Night was significantly impacted due to Covid-19 restrictions. However, the virtual Open Night was a resounding success with students being able to take an online tour of our three fantastic lab facilities. On display were a range of practical activities and resources that are available to students including the newly built "Science Library" section of Lab 28.

Senior Science

Agricultural Science is the study of the science and technology underlying the principles and practices of agriculture. It aims to develop knowledge, skills and attitudes regarding the factors that affect the long-term well-being of agricultural resources, and places emphasis on the managed use of these resources.

This includes topics such as the study of soils, the general structure and function of plants, farm crops, structure and function of the animal body and animal production.

Agricultural science is suited to pupils from a farming background or those who have a great interest in farming and environmental issues and wish to develop their knowledge further. It also suits pupils who wish to undertake a science subject which may be a requirement for their future third level studies.



The new Agricultural Science curriculum began in September 2019. The curriculum is divided into four main strands Soils, Crops, Animals and Scientific practices with eight cross cutting themes throughout. This year's current Sixth years have undertaken the new 'Individual Investigative Study' and the theme this year for their brief is 'Improving Sustainability in Irish Agriculture'. This replaces the practical exam which used to take place in May of the final year. This component is worth 25% of the Leaving certificate Agricultural Science exam so is a massive boost to the students before they undertake the written exam.

As with the many challenges associated with Covid over the last couple of years, our Agricultural Science students did not let this stop them and have completed their Investigative study on their chosen topic. It allows the students an opportunity to really try and make a difference through their research on how to improve life on their farm in terms of Sustainability.

The current fifth years will now undertake a similar type of study but with a different theme. The theme for 2022 is 'Supporting conservation of the environment through Irish agricultural practice'.

There are a broad range of careers in Agriculture ranging from Veterinary Surgeon, Agricultural adviser, Environmentalist, Horticulturist, Botany, Crop adviser, Teaching, Animal breeder, AI technician, Journalism, Agribusiness and sales and Forestry to name but a few. Many of our past pupils are now flourishing in their chosen career in the agricultural field and we wish them the best of luck.

Science

Biology

Biology is the study of life. This includes the exploration of the diversity of life and the inter-relationship between organisms and their environment. Students will develop an understanding and knowledge of the unit of life – the cell – whose structures and processes are shared by all living organisms and, in so doing, gain an insight into the uniqueness, function and role of organisms, including themselves.

Students also learn how other living organisms and their products are used to enhance human health and the human environment and make informed evaluations about contemporary biological issues. It is intended that the biology syllabus will prove relevant to the lives of students and inspire in them an interest in and excitement about biology.

Studying Biology is essential for students wishing to pursue careers in the following areas; Medicine, Physiotherapist, Veterinary Studies, Food Science, Horticulturist, Immunology, Marine Biology, Nutrition, Pathology, Pharmacology, Physiology, Science Education and Forensic Science.



Chemistry

Chemistry is the branch of science concerned with the structure and composition of the substances which make up the world around us. Chemistry is a key subject required for many Third Level courses and careers such as Medicine, Dentistry, Pharmacy, Food Science, Ag Science, Sport Science and Engineering. Topics studied include Organic Chemistry, Atomic structure, History of the Atom, The Mole concept, The Periodic table, Chemical bonding, Rates of reactions, The Gas laws and Volumetric analysis.

The aims of the syllabus are:

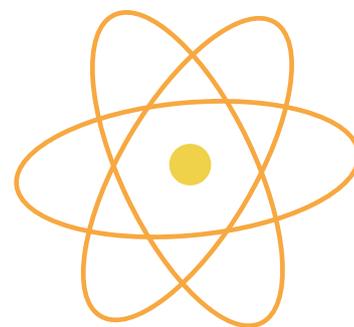
- To stimulate and sustain students' interest in, and enjoyment of, chemistry
- To provide a relevant course for those students who will complete their study of chemistry at this level
- To provide a foundation course in chemistry for those students who will continue their studies in chemistry or in related subjects
- To encourage an appreciation of the scientific, social, economic, environmental and technological aspects of chemistry and an understanding of the historical development of chemistry
- To illustrate generally how humanity has benefited from the study and practice of chemistry

- To develop an appreciation of scientific method and rational thought
- To develop skills in laboratory procedures and techniques, carried out with due regard for safety, together with the ability to assess the uses and limitations of these procedures
- To develop skills of observation, analysis, evaluation, communication and problem solving.

In general, all students follow the higher level syllabus in fifth year. In sixth year, a small number of students may wish to take ordinary level. Homework and tests are differentiated to facilitate these students.

Physics:

Topics studied for Physics include Optics, Thermodynamics, Vectors and Mechanics, Acoustics, Electromagnetism, Quantum and Nuclear Physics. The main depth of learning is in both mechanics and electricity. Both these topics make up the majority of the course and are essential to understanding most physics based fields in today's economy. Each topic is balanced with conceptual based learning, through experimentation; problem based learning demonstrations, mathematical manipulation when applicable and review of theory.



As a subject, Physics gives students a good problem solving ability to tackle problems and find solutions which are essential, but not limited, to careers such as Lab Research, Radiography, Engineering, Geologist, Communications, Astronomy, Media and Video production, IT and Communications, Biomechanical Engineering, Games developer and many others.

It should be noted that students wishing to take this subject would be advised to have a fair understanding of Junior Cycle Mathematics as well as Junior Cycle Science.

Geography

Department members: Marie O'Connor, Shane Quigley, Ciara Feeley & Susan Dempsey.

Department Co-ordinators 2021/2022: Ciara Feeley & Susan Dempsey

Provision of Geography in the school

Geography is a compulsory subject at Junior Level and is optional at Senior Level. The Geography Rooms: Room 3, Room 40 and Room 42 continue to be a hive of activity throughout the year. Geography classes at both Senior and Junior Level occupy the designated rooms daily. Evidence of activity-based learning can be seen in the geography rooms where numerous posters, projects and models are on display. At Junior Level, there are three classes per week, while five classes per week, (one single class and two double classes) are allocated at Senior Level. In our teaching of the curriculum, we place emphasis on the interesting geographic elements of our local area by using local examples, case studies and maps.

Planning and Preparation

Members of the Geography Department have attended ongoing in-services on the Geography Syllabus at both Junior and Senior Level as part of their professional development. The department meets regularly to co-ordinate geography trips, in-school activities and classroom teaching. A number of formal and many informal meetings were held during the year to plan and review work and progress and to examine the report by the Department of Education and Skills, in-service resources etc. As a department, we are extremely encouraged by the overall standard of results and the large number of students taking Higher Level Geography at both Junior and Leaving Certificate. Geography continues to be a very popular subject option for Leaving Certificate.

ICT & Geography

All classrooms in O'Carolan College have computers and interactive overhead projectors which are used daily. Google Earth and specialised software are available to the department courtesy of LMETB. Other resources that the department use include the Internet, DVDs, rock samples, maps and aerial photographs, weather stations, excursions, field trips and posters.

Textbooks

Junior Cycle: *Real World Geography* (Folens) Peter Lydon and Tara Fitzharris.

Senior Cycle: *Planet & People* (Mentor) by Sue Honan and Sue Mulholland.

Teaching and Learning / Course Content

The department is currently implementing the new Junior Cycle. The focus is on the study of the Earth's landscapes, peoples, places, and environments and how it empowers the person to explore and understand the world around them. Students develop the skills to read their environment,

enabling them to interpret the physical landscape, observe climatic events with an informed eye and discuss world events in a knowledgeable manner. Students are growing up in a globalised, dynamic world and geography provides a medium to explore current events in our world.

The skills developed through the subject are transferrable and will benefit students in study and life. Geography encourages structured inquiry: this critical thinking involves students asking questions, gathering data, evaluating and interpreting, and presenting information. It encourages collaboration and communication with their peers.

Junior Cycle Geography focuses on developing students' knowledge and skills. This is achieved through the **three** interconnected strands:

- **Exploring the physical world;**
- **Exploring how we interact with the physical world;**
- **Exploring people, place, and change.**

The overarching concept of Junior Cycle Geography is entitled **Geoliteracy**. This refers to students' ability to develop far-reaching decisions through geographical thinking and reasoning. Geoliteracy provides the framework for understanding in geography and is threaded throughout learning and teaching of geography.

The core components of Geoliteracy are the three I's:

- **interactions** - refers to how systems, both human and natural, interact
- **interconnections** - refers to the linkage between people, places, environments, and spatial patterns
- **implications** - refers to the individual's ability to reason the consequences of their decision making and that of others.



Geography

Assessment

The Assessment of geography for the purpose of the Junior Cycle Profile of Achievement (JCPA) will comprise **two** Classroom-Based Assessments: **Geography in the news; and My Geography**. The second Classroom-Based Assessment will have a written Assessment Task that will be prepared and marked, along with a final examination, by the State Examinations Commission. (Alterations were made to this due to the pandemic)

Senior Cycle:

We had two Fifth Year classes and two Sixth Year classes in 2021/2022.

The senior cycle course is divided into core, elective and optional units of study. Students studied physical geography, regional geography, patterns and processes in the Economic Environment and Geoecology. Students developed important geographical skills and an understanding of the changing relationships between the physical and human worlds. Through their study of geography, students develop geographical skills that will help them to make informed judgements about issues at local, national and international levels. Students had ample opportunity to acquire the practical skills of a geographer in observing, presenting and interpreting evidence from a wide variety of sources. Students studied the Bunnoe River in Co. Monaghan and completed a detailed investigation of the geomorphic processes of a fluvial environment. This was part of their compulsory fieldwork unit and is worth 20%.

Transition Year - Environmental and Economic studies (EES)

There is a Geography module as part of the Transition Year course in O'Carolan College. Classes in Transition Year took part in the Global Worldwise Schools programme. This programme encourages students to engage with the 17 Sustainable Development Goals.

Geography Tours / Extra-curricular activities

The department endeavours to promote among students a keen awareness of the environment which surrounds them and to facilitate this, students were involved in many geographic activities and field trips this year in O'Carolan College.

First Year students completed projects on tectonic activity by creating models and posters, completing experiments and examining rock samples.

Sixth Year students travelled to the Tanagh Outdoor Training and Adventure Centre in Dartrey, Co. Monaghan in November to carry out their Geographical Investigation project in the Bunnoe River.

Physical Education

Department Members:

Aileen Teeling and Eoin Power

Department Co-ordinator:

Eoin Power

Provision of Physical Education in School

Physical Education is compulsory for every student in the school. From first year to third year all students follow the Junior Cycle PE Curriculum as recommended by the Department of Education and Skills. Each PE class is a double class (1hr 20mins) and all classes have this once a week. Transition Year students also have a double class once a week and they follow the new senior cycle syllabus and also have some off-site trips. The senior cycle consists of a double class once a week and the programme follows the new senior cycle syllabus where the needs of each individual class are met to encourage participation including trips to the gym and fitness classes.

All classes in the school are mixed ability and co-educational. Each child with special educational needs is catered for on an individual basis and has full access to the curriculum. All students in the school are greatly encouraged to participate in extra-curricular clubs, classes and our end of year sports day. There are a wide range of activities available for all students regardless of ability levels and participation is our main aim as a PE Dept. There are normally clubs operating four days a week at OCC and they all generally run for one hour after school. Some extracurricular activities in the school include Basketball, Gaelic Football, Soccer, Rugby and Athletics. Some of the PE initiatives we are very proud of this year were the Beat the Bleep and Fitness Challenges and also TY students entered the PE Xpo. For the first time we had 3rd year students completing a CBA, where students created a program design for a physical activity program.

Students are required to wear a PE uniform in all year groups and this consists of a black and red crested half zip top, a crested black and red dry fit t-shirt, black crested track-suit bottoms and runners. This uniform must also be worn when representing the school at matches or on sporting trips.



2nd years at Tug O War



1st years winning on Sports Day 2022



Ms Feeley - Table tennis leader

Physical Education

Planning, Preparation and Resources

All planning of the PE programme is closely in line with recommendations of the Junior Cycle PE Programme by the Department of Education and Skills.

Schemes of work were put in place for all the different sports and activities that we do at OCC for each year group. However, the way these schemes of work are taught each year change with every class depending on the overall ability of the class. Differentiation of each child and each class group happens throughout the year and the programme is

planned out to suit their overall ability to maximise learning and enjoyment. These plans are reviewed at the end of the year and suggestions are made for improvements for the following year. Departmental Meetings happen every term to discuss any issues arising with regard to curriculum content, facilities and equipment, uniform, health and safety or individual classes.

The PE Department have a notice board in the gym which alerts all students of upcoming sporting events and matches. Information for students involved in school clubs are put up here giving information about what time they are leaving for a game, what to bring etc. The notice board also celebrates achievements of various teams or individuals by putting up match reports and photographs. The school website and twitter account are used also in the same way to promote PE initiatives, trips and extra-curricular success throughout the year. This is a great way to promote PE and sport and enthuse the students.

The Physical Education Dept has access to facilities and resources within the school and is building on new equipment every year to extend and engage students. We as a Dept are really looking forward to the new sports hall promised to us in the coming years and feel this will bring sport and PE to a new level in the school. Aileen Teeling and Eoin Power are members of the PEAI which is the main Physical Education Association of Ireland which is helpful as it keeps all PE professionals up to speed on the latest sports equipment and new innovative ways to teach certain areas of the curriculum. This year we attended several workshops in relation to JCT PE and Wellbeing and Senior Cycle PE Curriculum. As PE teachers we feel wellbeing is something students need more knowledge about and we are developing ways to incorporate this into our classes.

Teaching and Learning

Our PE Dept aims to offer a broad and balanced PE Programme, catering for the needs of all pupils and



Basketball Shots

delivered in a safe and fun environment. Through the enhancement of the students' physical, social, emotional and moral development, the programme aims to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

In First Year and Second Year we introduce the basics and fundamental skills of all sports. This will include invasion games (basketball, soccer, GAA, Olympic handball, multi-sport etc). It will also include some net and wall games such as badminton, volleyball, rounders. Students will experience a module in dance, gymnastics and athletics.

In third year, we aim to develop their skills in each of the above sports and develop coaching, organising matches and refereeing. We also try to develop their evaluation skills in dance, gymnastics and all invasion games. They will also get to try some new types of games such sports acrobatics, outdoor adventure activities, archery and team building activities.

All year groups will do a health and fitness module which will include how to warm up / cool down / stretch / fitness testing for cardiovascular fitness, flexibility, muscular strength, power, balance etc. They will also learn about how to tone/ strengthen up muscles through circuit training and building their own circuits.

In September 2018 we introduced the New Senior Cycle PE Framework. This is the first time Irish PE teachers will have a curriculum to go by for senior cycle PE. This framework will cover six curriculum models which are: Health-Related Physical Activity, Sport Education, Contemporary Issues in Physical Activity, Adventure Education, Personal and Social Responsibility and Teaching Games for Understanding.

Transition Year Leisure and Recreation Programme

Transition Year is a great year for trying out new activities and discovering new skills about yourself that you didn't know existed!! We offer an exciting, fun and educational programme that will bring the class together as a tight unit and will develop their physical and social needs. Our programme includes –team building Challenges, six weeks to the gym where they get to experience new fitness classes such as spinning, rebounding, boxercise, pump and lift and aqua aerobics! Students also got to work out in the gym and are taught how to use all the machines safely and learn what machine tones up what part of the body and completed circuits within this programme.

Some of the other activities that happen in this programme include – dance, adventure activities, archery. The PE Dept are involved in organising a GAA Coaching Award and Basketball Ireland Coaching certificate for all TYs and helping with the TY GAISCE award. This year for their GAISCE walk they went overnight to Colaiste Uisce in Belmullet Co. Mayo. Here they completed their 25k hike over two days. This was a unique experience whereby we walked, danced and had fun on the water bodyboarding and pier-jumping. This developed student's resilience and challenged them physically and mentally.

The TY class get to participate in regular PE activities also throughout the year such as soccer, basketball,

Physical Education

gymnastics, rounders, volleyball, athletics, tug of war etc. For volleyball this year we used the sport education model and it worked well. Students had many different roles within the five weeks- coaches, managers, equipment manager, referees, stats. person etc.

Sports Day

For the first time since 2019, the PE department was delighted to organise our whole school sports day, on Tuesday May 10th. It is a great opportunity to display teamwork, talent and enthusiasm for sport in the school from both staff and students. The day takes the form of an inter-class competition where each Tutor class has a representative in each event to score points for their class. Each student in a class must compete in one event, but many students compete in five or six!! The day is run in stations, with one event at each station. The events range from High Jump, Javelin, Discus, Shot Putt, Penalty Shoot Out, Basketball Free Throws, Table Tennis, Obstacle course, Sumo Suits, Tug-Of-War, Sprints and finishing the day up with relays. Each event winner in each year group gets a medal and also scores points towards the whole school competition. The winner of this year's sports class of the year were 3 Ó Suilleabháin. There is also an award for 'The Spirit of Sports Day'. This goes to the class who had the best attitude, were supportive of each other and respectful to teachers and other students throughout the day. 5 Scálaí were this year's winners of the 'Spirit of Sports Day'. A successful day was had by all, finished with a BBQ for all students, organised by the staff and parents' association. Looking forward to 2023 already!



Rian McConnell
crossing the line



Races



BBQ Prep



Winning is in the
O'Malley family!



Smiling faces on Sports Day



Sports Day Supporters



Thomas & Korede - well done!

Sports Person of the Year 2022

The Sports Person of the Year Award is a prestigious award at our school. It is given to the student who shows outstanding talent, sportsmanship, fair play, discipline and is a good ambassador for sport for the school. This year's winner was a real leader on and off the field. Their attitude towards their teammates, referees, opponents and coaches was exemplary. Their versatility shows no end representing the school in at least 4 different sports. In basketball, this student played a key role in the team's run to the northeast final, narrowly losing out to all Ireland champions Ballymahon. In soccer, this student was solid in defense in a successful run to the Leinster semi finals losing narrowly 3-2 to Kells. Although late to his rugby endeavors, every player played their part, and he played his part as the team won all their games eventually being crowned North East champions. Finally in Gaelic Football, the sport he is most renowned for, this person started the year as part of the all Ireland minor winning Meath team. He played a big part in the senior football team's success as they took the North Leinster title. To top the year off, he was part of the team that clinched the Senior League Shield just last week. The school is hugely proud of this year's sportsperson of the year, Rian McConnell.



Sportsperson of the Year -
Rian McConnell

Fitness Testing 2021/22

Every year all students in the school engage in a module on Health-related activities- which is becoming more and more important now more than ever. As part of this, students engage in a range of fitness testing across all areas of fitness including cardiovascular endurance, muscular endurance, strength, flexibility and body composition.

As a reward for all the hard work students put in- both in learning how to conduct the test as well as actually testing their own fitness and trying their best- the P.E. department record and collate all the data to produce an overall leader board of all fitness testing, showing class averages, year averages, some male/female top performers and national averages to allow students to gain an understanding of their own fitness and consequently how to care for your own health.

Some of the tests included hand grip strength tests, back strength tests, bleep tests, agility runs, and flexibility exercises among others. O' Carolan College, as a whole is a **very active** school and it is fantastic to see such a high percentage of students taking ownership of their own fitness levels.

Beat the Bleep 2021/22

Each class in the school participated in a Bleep Test, during PE classes which tests cardiovascular endurance. Huge efforts were made by most people in each class and an average of each class's results were taken and

Physical Education

graphs were made plotting their progress. The overall winners were Declan Reilly and Sarah Duff. Well done to both of them!

Sports Leaders

Our action plan of creating sports leaders is in its fifth year running and it is extremely successful.

The aim of this project was to help with the smooth running of PE and extra-curricular sports as our student body numbers increased. During PE, each student voted for who they would like their class sports leader to be. Each sports leader received a “sports captain” badge.

The roles and responsibilities of the sports leaders include: Taking the register and valuables at the start of every class, checking changing rooms are clean, gathering up any gear left in the changing room and bringing it into the PE office, help with lunch-time activities throughout the year, play a key role on sports day and during the 2nd year Outdoor Adventure trip and update our PE noticeboards. They are very busy!



Junior Sports Leaders



Senior Sports Leaders

Sports Day 2022



Sports Leaders (Junior & Senior)



Sports Day 2022



Spirit Award 2022 - 5 Scalaf





Sports Day Winners - 3 O'Shuilleabhain



History

Department members: Sharon Denning, Amanda Scully, Maria Brady, Shane Quigley, Eoin Murray, Sarah O’Connell, Dervla Argue

Department Coordinator: 2021-2022 Sarah O’Connell

Provision of the subject in the school

The subject is taught at all levels in school. The timetable provides for three single periods per week in each year of the Junior Cycle, which is compulsory at this level. History is optional at Leaving Certificate level. An allocation of five periods per week each year is provided for Senior Cycle students. This was structured as one single period and two double periods. Classes at both levels are mixed ability.

There were seven teachers timetabled to teach History during the past academic year. Each teacher has developed their own historical atmosphere in their classrooms through the display of subject-specific wall charts, maps, and student projects in written, pictorial or model form. Resources available to the students include DVDs, videos, books, and posters, all of which provide a stimulus-rich environment.

Planning and Preparation

There were four official Department meetings held during the year to discuss planning and resources. Discussions at these meetings included feedback from teachers on summer exams, teacher collaboration, Teaching and Learning strategies and what books were required for the forthcoming school year. A discussion was also held around what classes had been allocated to each teacher. Open Night and the Young Historian Project were also on the agenda.

Junior and Leaving Certificate exam results were discussed with the principal, Mr. Rogers, and it was agreed that we were happy with the standard of results at both levels. This is something as a department we aim to sustain. The number of students doing higher level in this year’s State Exams was also reviewed.



1 - Budaite Young Historian



1 - Ni Chearullain Young Historian Models



1 - Ni Chearullain Young Historian Picture

Department members are undergoing continual training for the rollout of new Junior Cycle History. Meetings continue on an on-going basis both on a formal and informal level between department members at other times throughout the year.

Teaching and Learning

All Junior Cycle students completed the relevant Junior Cycle course material for their year as prescribed by the syllabus. Students of First Year studied material from Early Christian Ireland, the Romans, the Middle Ages, Renaissance and Explorations. Second Year students studied the Age of Exploration, the Reformation, the Plantations, the Age of Revolution and the Industrial Revolution/Irish Famine. Third Year students studied Modern Ireland, International Relations in the 20th Century and Social Change in 20th Century Ireland.



4 - de Paor

All Senior Cycle students completed the relevant Leaving Certificate course material as prescribed by the Syllabus. Fifth Year students studied The Impact of Partition and the Pursuit of Sovereignty 1912-49 and Politics and Society in Northern Ireland 1949-89. Sixth year students studied Dictatorship and Democracy 1920-1945 and their document case studies is the United States and the wider world 1949-1989. Fifth Years also carried out preliminary work on their Research Study, submitting their first draft as part of their summer assessment. All students have access to Microsoft teams where notes on each topic as well as audio and visual resources are available. Sixth Year students completed their Research Study and will submit as requested to the school authorities on Friday April 23rd along with completing their revision of the Fifth-Year course.

Assessment and Achievement

Teachers followed a policy of continuous assessment (monthly or bi-monthly) and common exams were set at Christmas and Summer. Students at exam level completed exams on a weekly/topic basis. Students completed tests both online using Microsoft teams and in class.

This year, our Second Years completed their first CBA for the new JC History course and produced some exceptional pieces of work.



1 - Ni Gabhann Young Historian

Written and oral homework was set for students by teachers with due regard paid to the school's homework policy. Students of first and second year completed various projects throughout the year which counted toward their final grade. Various media employed included model making, wall charts and biographical accounts.

Professional Development

All teachers in the department are members of the History Teachers Association of Ireland. Their annual conference keeps history teachers up to date with on-going professional development. Members of the department also attended information events on new Junior Cycle History.



Engineering Technology

Department members:

Joseph O'Sullivan & Jonathan Irwin

Provision of the subject in the school

Engineering Technology JC is taught as an optional subject to students up to Junior Cycle Level.

Engineering Technology LC is the follow-on subject for students who wish to sit this subject at Leaving Certificate level. Students follow the course set out by the DES syllabus and can achieve Ordinary and Higher Level in their Leaving certificate examinations. Students sit Engineering at a Common level for their Junior Cycle.



Sumo Robots

Time table

JUNIOR CYCLE	1 DOUBLE AND 2 SINGLE PERIODS PER WEEK
LEAVING CERT	2 DOUBLE AND 1 SINGLE PERIOD PER WEEK

The study of Junior Cycle Engineering aims to enable students to develop the disciplinary skills and knowledge to engineer a product and to engage in goal-oriented problem solving, creating an awareness of engineering processes. They will also develop the necessary skills and apply engineering processes to manipulate material to manufacture a product with efficiency, accuracy, precision and a high-quality finish.

Students will learn the basics of:

- Metallurgy
- Material Science
- Hand tools and Equipment
- Measurement
- Machining
- CNC machining
- Joining of Materials
- Health and Safety
- Mechatronics



2nd Year Car Project

Engineering Technology

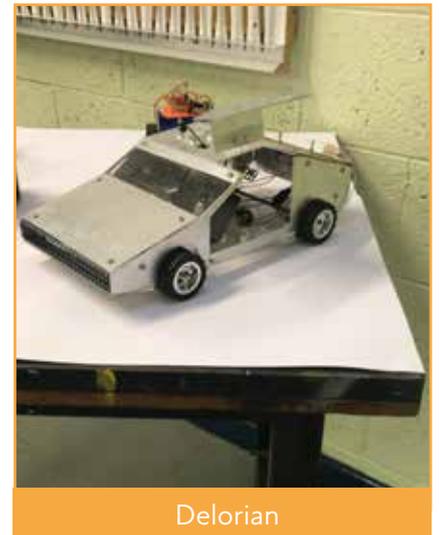
With both theory and practical elements to the examination, the student will get a great opportunity to show their talents. With the completion and part design of a final project, students find junior engineering to be a very motivating and rewarding subject, opening their eyes to the world of engineering at Leaving Certificate level and beyond.

Assessment breakdown	
Project	70%
Theory	30%
Total	100%

Engineering Technology (Leaving Certificate)

Engineering in general is one of the most integral and fast moving facets of modern life. To choose a career in the epicentre of such an interesting dynamic field must be an exciting prospect for any student. Engineering Technology at leaving certificate gives students a firm grounding in all the main engineering principles:

- Material Science.
- Polymer Technology
- Machining
- CAD / CAM
- Material Joining
- Measurement and Inspection
- Applied Dynamics
- Design
- Health and safety



Students of Engineering will use a unique range of skills in the design and production of a project to a design brief. This project allied with a practical skills test and a final written paper on engineering theory make Engineering Technology a very diverse, interesting and challenging subject. It will allow students to develop a true appreciation for the world of engineering and provide them with an introduction to engineering at third level and a possible career in one of the many facets of the subject.

Ordinary level		Higher level	
Project	30%	Project	25%
Practical	30%	Practical	25%
Theory	40%	Theory	50%
Total	100%	Total	100%

Facility

We have a well-equipped specialist room, furnished with twenty-four benches, a large variety of hand tools and metalworking machines. This allows all students to experience the environment of a practical workshop situation.

Planning and Preparation

Department meetings are held at the beginning and end of each term. We also discuss department matters on a daily basis as issues arise. A member of metalwork teacher association E.T.T.A. Ongoing In-service with T4 technology subject development group.

Resources

- Text book
 - JC Engineering Technology
 - LC Engineering Technology
- Mini Library of Reference Books.
- Wall charts, process diagrams.
- Engineering Components and Models.
- Collection of student project work displayed.
- Use of Internet to research and design. Data projector.
- A well-equipped engineering workshop with its array of tools and machinery is of immense value as a resource for the teaching and learning of the subject.



Transition Year Vex Robotics

Applied Maths

Department members:

Carmel Quigley and Lauren Reilly

What is Applied Maths?

Applied Maths is the study of practical applications of Mathematics to the real world and physical problems. It is typically associated with Engineering and Physics, but also finds use in Economics, Finance, Business, Environmental studies, and even Chemistry and Medicine.

The course essentially covers the Mathematics behind the behaviour of objects when placed in various situations, such as being thrown as projectiles, bounced off walls or other objects, immersed in fluids, or swung around on a rope. There is a new syllabus which was introduced in September 2021 which incorporates a project into the overall assessment. This project will be a modelling problem similar to the CBAs completed in maths in 2nd and 3rd year. The project will be worth 20%. The remaining 80% goes towards a written exam of ten questions where the student only needs to complete six of these questions which makes the exam much more flexible.

The course avoids theory-heavy questions (such as proofs and manipulating formulae), instead offering practical problems with numerical solutions, such as finding the optimal angle to throw a projectile at, so that it will travel as far as possible. As a result, Applied Maths is excellent for developing strong problem-solving skills, which are very valuable for future employment.

What kind of student might Applied Maths suit?

- Students considering a career in any area of Engineering, Physics, Science, Construction and Architecture.
- Students who are studying Leaving Certificate higher level Maths. This course also helps students studying Physics, due to some overlap in the course content.
- Students who need high entry points to get into university. In 2018, **36.2%** of students who sat the higher-level examination received a grade H1 or H2. Aside from Ancient Greek and niche languages such as Russian and Latin, this means that Applied Maths has one of the **highest H1/H2 percentages** in the Leaving Cert.

Why might you choose Applied Maths?

- If you are getting H1-H4 grades in Maths and Physics, you should be capable of getting similar grades in Applied Maths thus enabling you to increase your points in the Leaving Cert.
- There is an overlap between some parts of the Leaving Cert Physics course and the Applied Maths course, such as Vectors, Linear Motion, Projectiles and Newton's Laws. Therefore, it will also help you have a deeper understanding of these topics in Physics.
- As there is a high Maths content in the course it will also give you a better understanding of some parts of the Honours Maths course – especially Trigonometry and Calculus (Differentiation and Integration).
- If you are considering studying any kind of engineering in college, Applied Maths is very important – all engineering students must study Applied Maths in their first year of college and you will have a head start if you have the Leaving Certificate course done.

Provision of the Subject in the School:

Applied Maths is taught as an optional subject for Leaving Certificate. Students follow the course set out by the DES syllabus, which is a two-year course.

Timetabling:

5th/ 6th year – The new syllabus introduces 5 classes per week instead of the usual 3 classes per week.

Planning and Preparation:

Department meetings were formally held, and minutes taken throughout the year. These meetings were used to discuss allocation of classes, review programmes of work, review department plan, record results and expected results, arrange Christmas and summer tests and organise their marking schemes.

Teaching and Learning:

Fifth Year

Fifth year Applied Maths students covered four of their seven topics for Leaving Certificate. These were

- *Projectiles on a horizontal plane* – this topic is about objects which travel through the air under gravity and solving problems such as greatest height reached or maximum range possible.
- *Pulleys*- this topic is about objects which are connected by strings, or which travel across surfaces (both smooth and rough).
- *Momentum and Collisions* - the outcome of a collision between bodies depends on the mass of each object and the direction and speed they were travelling just before the collision.

Applied Maths

- *Vectors and Kinematics* - describes the motion of objects without considering the forces that caused the motion. (Also known as Accelerated Linear Motion)
- *Networks and Graphs* – this topic is about mathematical models which can be used to investigate a wide range of real-world problems.

Sixth Year

Sixth year students completed their course, studying

- *Projectiles on an inclined plane* - are objects which travel through the air under gravity.
- *Mathematical modelling* – students will be required to choose a real-world problem and use mathematical problems to investigate and make predictions or look for a solution (20% of overall grade)
- *Differential Equations* - are the language in which the laws of nature are expressed. This was the most mathematical of all the chapters.
- *Momentum and Collisions* - the outcome of a collision between bodies depends on the mass of each object and the direction and speed they were travelling just before the collision.
- *Pulleys and Wedges* - completed this topic, which had been started in 5th year.

Assessment:

Assessment includes homework and class tests. As senior students, Applied Maths tests are held every month, when a report is then sent home. Fifth years sit a 1hour 20mins. exam at Christmas and at Summer. Sixth years also sit their Mock Exams in February.

In-service:

The PDST are currently running a three-year training programme consisting of 9 national seminars which provide teachers with resources and pedagogy for teaching the new syllabus. Both Carmel Quigley and Lauren Reilly have completed 5 of these seminars up to date and will complete the remaining 4 within the next year.

There are also 6 Professional Learning Conversations which are held online which gives teachers the opportunity to discuss and share teaching resources. Lauren Reilly attended a Digital Technology workshop which looked at how to use technology within Applied Maths. This workshop went through demonstrations using GeoGebra and other programs which would be very helpful for students completing the Modelling project.

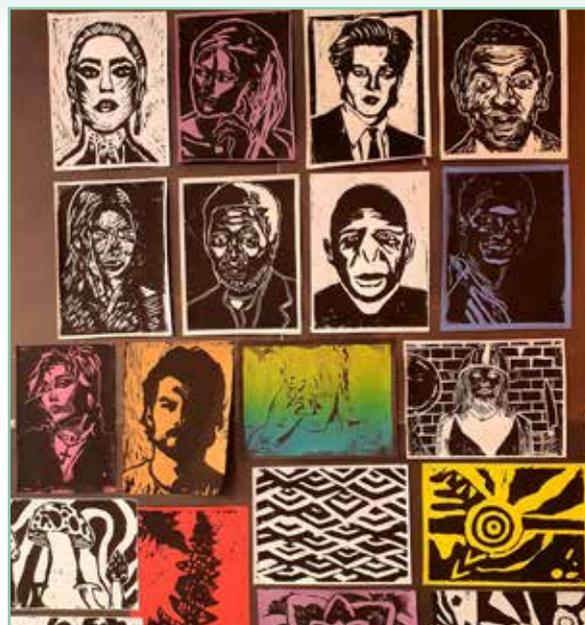
Art, Craft & Design

Department members:

Kelley McCormack, Paul McCann

Provision of subject in the school

Art is an optional subject for First Year students. The subject must then be kept until Junior Cert. Students then may choose it as an option again on entry to Fifth Year. Only in exceptional circumstances will students who have not completed the Junior Certificate Art course be allowed to do Leaving Certificate Art. Evidence of artistic skill in the form of sketchpads or portfolios must be presented to the Art Department. Art is offered at Higher and Ordinary level for both Junior and Leaving Certificate. All Transition Year and L.C.A students study Art as part of their courses.



Lino Print, 5th & 6th Year

Time Allocation

Junior Cycle	One double, 2 single periods per week
Leaving Certificate Cycle	Two double and one single period per week
Transition Year	One double period per week
Leaving Cert Applied	One double period per week

Junior Cycle Art, Craft and Design

The specification for Junior Cycle Visual Art focuses on the students' practical and cognitive engagement with art. Students will be enabled to progressively improve their skills as an artist/ craftsperson/designer in a space that is safe for them to explore ideas and diverse processes both creatively and imaginatively. This can be achieved through the interconnected strands of the disciplines of art, craft and design. A student will experience learning in each of these three strands as they progress through their junior cycle.

Visual Art

Art, or fine art, is the expression of creative skill in a visual form. It emphasises ideas, feelings and visual qualities through imaginative and/or technical skill. Apart from the creation of artworks, fine art also encompasses the study of art through appreciation and critical discussion.

Craft is the application of a range of particular artistic skills and knowledge to produce artefacts of aesthetic worth. With an emphasis on processes and materials, the artefacts created may represent either traditional crafts or a more individual approach by the craftsperson.

Art, Craft & Design

Design is the process of planning, problem solving and creating. It can be a response to a brief, a need or a situation. Emphasising the process of planning, problem solving and completion, with drawing as a means of thinking, formal visual elements and imagery are used to communicate messages and ideas.

While the learning outcomes associated with each strand are set out separately in this specification, this should not be taken to imply that the strands are to be studied in isolation. The students' engagement and learning are optimised by a fully integrated experience of art, craft and design. To give further emphasis to the integrated nature of learning, the outcomes for each strand are grouped by reference to five elements:

- Critical and visual language
- Drawing
- Visual culture and appreciation
- The art elements and design principles
- Media

Each element focuses on the acquisition of new knowledge, skills and values. As the student progresses through each of the strands, there will be systematic development of their fundamental knowledge, principles and values, including the key skills through each of the elements.



Kate Elson



Moira Lynch Duff

Junior Cycle Assessment Procedure for Art

Second year

CBA 1 From process to realization; Visual Art sketchpad + 1 realised work

Students, either individually or in a group, choose one scenario from a list prepared by the NCCA. They then generate ideas, experiment and develop these ideas in their Visual Art sketchpad, and realise an artwork through one of the three strands.

End of April: One review meeting

Third year

CBA 2 Communicate and reflect

Presentation Individually, students choose one scenario from a list prepared by the SEC and NCCA to

generate ideas, experiments and other preparatory work in their Visual Art sketchpad. Students present this initial research and work through the two remaining strands not undertaken as part of the first Classroom-Based Assessment. This presentation of ideas and preparatory work is assessed and students reflect on the feedback they receive.

Presentation completed: Between mid-December and mid-January.

State-certified examination After Classroom-Based Assessment Two is completed, students will both significantly develop their ideas further and realise two pieces of work for the state certified examination. These pieces of work are based on the two strands not undertaken for the Classroom-Based Assessment in second year. Realised works and associated development work will be submitted for SEC assessment by early May.

Leaving Certificate Art

Art, Craft and Design play an integral part in today's society and tomorrow's world. All of creation begins with an idea. It is the job then of the artist, artisan or designer to bring these ideas to life. The study of Art and Design at Leaving Certificate level therefore could be a vital steppingstone for every aspiring Graphic Designer, Industrial Designer, Fashion Designer, Website Designer, Computer Designer, Interior Designer, Engineering Designer, Set Designer, Textiles Artist, Architect, Photographer, Cinematographer, Film maker, Jeweler, Animator, Sculptor or Painter (to name but a few!)

Students who study Art for Leaving Cert. further enhance all the skills and methods learned through the Junior Cert. They deepen their knowledge of the subject by studying the 'Appreciation and History of Art and Design' and they advance their artistic abilities to a higher level through the use and exploration of the Art Elements. Areas covered are;

- Still life Drawing
- Life Drawing
- Clay modeling
- Book crafts
- Lino print
- Graphic design
- Puppet making
- Painting
- History of Art



LMETB Robert Ballagh Art and Photography Competition Winners

Art, Craft & Design

The curriculum for Leaving Cert Art has been revised. It is due to be rolled out in September 2020. It will consist of students covering three strands; Research, Create and Respond.

Research: The learning outcomes in this strand address the research methods employed within a visual subject. Learners learn by and through Looking using primary sources or examples of significant works of Visual Studies; by Recording and documenting their thoughts, ideas, findings and observations in their sketchpads; through Experimenting and interpretation of what they observe and the work and ideas they then develop; by being cognisant of the evolving world around them through Contextual enquiries and by explicitly following a Process. Some of the learning outcomes in the Research Strand can also apply to both the practical making of work and to Visual Studies.

Create; In learning to create work, the learning outcomes describe and capture the Making involved; the use of Contextual enquiries, especially in learning to understand and use the art elements and design principles; the Process involved in following lines of enquiry and deciding on the realised work; the knowledge, skills and understanding required to communicate through the realisation/presentation of their work. Some of the learning outcomes in the Create Strand can apply to both the practical making of work and to Visual Studies.

Respond; The learning outcomes related to Responding involve the use of Analysis; the making of Contextual enquiries to further understanding and knowledge; looking at ways to judge Impact and value; employing Critical and personal reflection; and learning to think about and rationalise their Process. Some of the learning outcomes in the Respond Strand can also apply to practical making of work and to Visual Studies.

ASSESSMENT COMPONENT WEIGHTING LEVEL

Practical coursework 50% Higher and Ordinary

Practical Examination 20% Higher and Ordinary

Written examination 30% Higher and Ordinary

Facility

O'Carolan College have a fully equipped Art room containing art materials and an interactive white board.

Planning and Preparation

Department meetings are held at the beginning of each term and intermittently throughout the year. The Art teachers are members of the 'Art Teachers Association of Ireland', and regularly attend a variety of in career training courses throughout the year.

Resources

- Junior cert textbook; 'Art, Craft and Design' by Holhan and Roche.
- Leaving Cert textbook; 'Appreciation and History of Art' by Aidan O'Sullivan and 'Appreciating Art for Leaving Certificate' by Aine Ni Chartaigh and Aidan O'Sullivan
- Mini library of reference books.
- Wall charts and diagrams
- Interactive activity board.
- Access to internet and printer.
- Collection of student artwork on display
- Overhead projector.
- Art and crafts tools and materials.

Transition Year Art

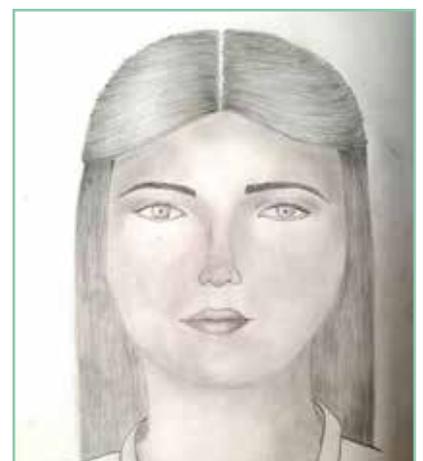
This year TY students completed a variety of projects based on identity and portraiture. They learned about colour theory and how to apply colour in both traditional and more contemporary experimental ways. They created portraits of both famous people and family members. They concluded the project by producing self-portraits in pencil, paint and finally in lino print.

L.C.A

This year's 5th year Leaving Cert Applied students each produced a self-portrait lino print as part of their Art syllabus based on identity. The 6th year Leaving Cert Applied students concentrated on a cardboard construction project based on the theme "Our Local Environment".



Amy Lynch



Labhaoise Matthews

Art, Craft & Design

Other Activities

- Art students regularly take part in Art competitions. Our art teacher Paul McCann runs an annual art competition over all the schools in the LMETB, which is judged by the Artist Robert Ballagh. There is an awards night for the winners where they are presented with their prizes and get to meet Robert Ballagh.
- This year we held a Virtual Open night, where a variety of our students' beautiful Artwork could be viewed. All levels of artwork are displayed at our Open Night to incoming First Years and their parents to showcase the range and love of Art in O'Carolan College.
- A display of Junior Cert Art projects which have received a grade Higher Merit are displayed in the Art rooms. This is to show students what to aspire to in order to gain top marks.
- Students' work is displayed in frames in the front hall of the school all year round.
- Students regularly design and complete posters and make 3-D art pieces for other subject departments and organisations, e.g.: Student Council and YSI and Young Entrepreneurs.

Exhibitions

- Pupils are encouraged to look at and respond to Art works as part of the 'Appreciation' section of the course. To facilitate this, visits are arranged to museums, Galleries and Heritage sites in Ireland. This year our Leaving Certificate students visited the National Gallery of Ireland in Dublin, where we had an excellent day taking in masterpieces from the great masters such as Monet and Caravaggio.

Business Studies

Teachers: Lisa McEvoy, Fiona Crosby & Edel Crawley **Programme Co-ordinator:** Lisa McEvoy

Provision of the Subject in the School

Young people are growing up in a globalised and dynamic world. Studying business helps to equip students with the understanding, skills, and attitudes to participate fully in an interconnected world.

Business encourages students to develop an appreciation of how their lives are shaped by economic and social factors. They are enabled to make informed decisions, to better manage their personal financial resources and to be adaptable, creative, and enterprising. Business also improves their knowledge and understanding of good business practice.

Within the school, business is offered as an optional subject for Junior Cycle. Fifth Year students choose from a range of subjects, of which business is offered. TY take a practical approach in looking at how a business operates.

Timetable

There are currently four First, Second and Third Year class periods timetabled weekly. There are three TY business class periods (within a 10-week block). Fifth and Sixth Year business have two double classes and one single period a week. All class groupings are mixed ability.

Business provides students with an excellent base upon which they can further their study of the subject, by choosing one or more of the business-related courses at Leaving Certificate i.e. Business and/or LCVP. Business facilitates many opportunities for students in terms of further study and career opportunities.

Planning & Development

Over the course of the academic year, many formal and informal meetings have taken place in relation to planning and development. As a department, we have taken a collaborative approach and share all our resources with each other. The result of this has been that we put together a resource bank of material that promotes active teaching and learning in the classroom.

This year, we continued to work with local organisations and Business in the Community with our LCA students. The students gain a valuable insight and practical experience in relation to the world of work. The new Junior Cycle Business course is now embedded in the way we all work. The specification is split into three interconnected strands.

The CBA process, whereby students take part in continuous assessment during Second and Third Year, is now embedded within the department. Students complete various tasks during the two-year period that have an impact on their final descriptor.

Business Studies

Teaching and Learning

The new Junior Cycle Business course allows us to introduce new methodologies into our teaching and learning. Students are encouraged to collaborate with each other in order to maximise their learning experience. In Junior Cycle, posters, reports, role play, group work and presentations are used regularly to assess the level of understanding along with the traditional method of written exams.



The approach taken for both Junior and Leaving Certificate Business is to link the subject theory with the practical elements of running a business. Students have access to computers for the subject which helps us support this approach.

This year, we continue to further develop our plans to link the area of ICT and assessment. In-class and homework assessment is carried out using a variety of different software packages. This provides the student with immediate feedback. It also supports the strategy of students taking ownership of their learning. Additionally, it results in a more engaged and active classroom. Class tests are given regularly. First and Second Year students sit a one-hour exam at the end of the year.





In Fifth and Sixth Year, students also receive class tests monthly and a report is sent home. At the end of Fifth Year, students sit a 1.5 hour exam.

In Transition Year, students learn about financial wellbeing and the importance of managing their finances. It incorporates theory and practical elements. Students were given the opportunity to take part in the Bank of Ireland Money Smart Quiz. Budgeting and spending wisely are important life skills to understand. This year students participated in the Student Enterprise programme. This gave students the opportunity to experience the running of a business and the process of product development. Some of these products are pictured above.

The mini company module proved beneficial to all students in terms of learning skills in teamwork, communication, and delegation. These skills are invaluable in preparing for the world of work.

ICT

Business classes take place in an ICT room. During lessons, students have access to computers for class work, project work and assessment for learning. As a department, we strive to incorporate ICT into our lessons.

Business Studies

Information to Parents and Students

The subject is promoted to parents and students at the school Open Evening (the students hard work is showcased through the Young Enterprise competition) and the Senior Options Evening attended by both Third Year and TY students and their parents. Information is distributed to all students before they select their Leaving Certificate subjects.

Students attend parent teacher meetings with their parents where their progress is monitored and discussed in detail. Parents have access to their child's online school report.

The results achieved in the state examinations in business subjects from some of our students continue to be of a high standard and in many cases are rewarded nationally.

In the past, we have had numerous students attend a ceremony in Maynooth University, which recognises the achievement of the highest grades in the Junior Certificate Business examination paper. Unfortunately, due to COVID restrictions, this has been unable to happen this year, but we are looking forward to resuming this in the future.

During the course of the year, all Business teachers completed in-service training on the new Junior Cycle programme for Business. Leaving Certificate Business teachers also completed in-service training, attending Senior Cycle Business Workshops facilitated by the PDST.

Subject Association Membership

All Business teachers are members of the Business Studies Teachers Association of Ireland (BSTAI).

? + =



Home Economics

Department Members:

Helena Tierney, Ellen Vaughan, Clodagh Monaghan

Department Co-ordinator:

Helena Tierney

Provision of the subject in the school

Home Economics is taught at Junior and Senior level, following the D.E.S syllabus in both areas. The new social and scientific course has a practical element built in with the Department of Education assignments recorded in a coursework journal and is worth 20% of Leaving Certificate marks.

Timetable

Classes are of mixed ability. The subject is taught at Higher and Ordinary level at leaving cert and common level at Junior Cycle. Junior Cycle students have four class periods per week, usually one double of practical work and two single periods. Senior cycle students have two double and one single class periods a week. L.C.A (Leaving Certificate Applied) students study Hotel, Catering and Tourism or Childcare for four periods per week.

Facilities: We have two equipped specialist rooms, one which is used for cookery and the other for textile and craft work.

Planning and Preparation

Department meetings are formally held at the beginning and end of each term. Informally, we discuss department matters daily.

Resources: The textiles and craft room is equipped with twelve sewing machines and textiles equipment for use by students during practical classes. Classrooms are equipped with a teacher computer and projector and the use of ICT in Home Economics lessons is highly promoted. When available, Home Economics students can use the school computer room for individual research and projects. The internet is used for investigating Leaving Certificate assignments and researching designs for creative crafts.



First Year cake icing



First Year cake icing

Home Economics



Third Year cooking practicals



Third Year cooking practicals



Third Year cooking practicals

Text Books: Junior Cycle students are using “Eat Plan Live” by Maria Randles and Maria Kennelly and “@ Home” by Eilis Flood. Senior students use “Complete Home Economics” by Laura Healy. Transition Year students use “Now you’re Cooking” recipe and evaluation book by Julie-Anne Behan and Brenda Fallon Hyland.

Common Assessment: All students across each year group are given common Christmas and summer house exams. Assessment is also monitored on students’ conduct, progress and homework on a term basis for Junior Cycle students. Assessment for Leaving Certificate students takes place each month with class tests. These results are reviewed at the end of each month to assess each student’s progress. All students in Fifth Year must complete a mandatory Food Studies Journal which involves research and investigation of various culinary topics. A practical cookery class must then be completed to reinforce the topic investigated. There are four of these assignments to be completed. This journal then accounts for 20% of the Leaving Certificate grade in Home Economics.

In-service Professional Development is undertaken during the year. All teachers in the department are members of the ATHE (Association of Teachers of Home Economics). Local and National association meetings were attended this year.

Teaching and Learning

Junior Cycle

1st Year: This year, 1st year students explored many of the learning outcomes of the new Junior Cycle course. They engaged in many activities and projects throughout the year. At the beginning of the year, students developed their knowledge and understanding of nutrition, diet and health principles. They developed their practical cookery skills and prepared a number of dishes including apple crumble, sponge cakes and scones. At Christmas, students



TY Bake off winners



TY Bake off winners

participated in a cake icing class where they made chocolate biscuit cakes and decorated with icing. This was thoroughly enjoyed by all. First Years completed a textiles module where they enjoyed learning to stitch creatively while also appreciating the sustainable use of textiles. Students also showed their creative interior design skills when designing and making their dream bedroom in a shoebox.

2nd Years: Second Years undertook the Creative Textile CBA in Home Economics. They designed and made an item for the home or an individual. The focus is on sustainability and students re-used and borrowed fabrics and materials rather than buying them. Items including cushions, t-shirts, draught excluders and aprons were produced. Students showed the progression of their work in a creatively designed scrapbook; many of whom used ICT in its completion. Second Year students further developed their knowledge and understanding of nutrition, diet and health through dietary analysis.

3rd Years: Third year students continued with the theory element of the course. They learned about the food commodities, food spoilage and preservation, the digestive system and developed consumer awareness. They continued to develop awareness of making sustainable food choices throughout the year. They completed CBA 2, Food Literacy Skills Brief. Students were presented with a brief where they had to research a topic and plan a meal to meet set criteria. Students' chosen menu was then carried forward to the Practical Cookery Exam in May. This exam accounts for 50% of the final grade in Home Economics. There was great creativity and skill displayed by all students. Well done to all.

Transition Year: In Transition Year, Home Economics focused on the development of various cookery skills, which students will carry forward for later life. Students cooked various sweet and savoury dishes e.g., paprika chicken, cookies, muffins, rock buns, stir-fry's, pizza, and melting moments. One class of TY students participated in a group work "cupcake challenge" where they designed, planned, prepared, baked and decorated a new and original cupcake. There was great competition to create the most original design. Well done to Ella Armstrong, Aaron Young and Cillian Bennett who were the winners with their "Crab" cupcakes. The second class of TY students participated in a bake-off challenge. Mr. Power and Ms. Gorman decided on the winners through a blind taste test. Well done to Orla O'Malley and Ciara Burns who came in 1st place with their "under the sea" themed cakes. Well done to all involved.

Home Economics

Senior Cycle

Fifth and Sixth Years

Social and Scientific course is implemented over two years. The fifth-year students completed three of the compulsory Leaving Certificate assignments. They completed a practical cookery class in relation to each assignment where this year they researched the use of gelatine in food and then prepared and served White Chocolate and Oreo Cheesecakes to demonstrate its use. They also baked some delicious Mozzarella and Rosemary Focaccia breads to illustrate the use of yeast and fermentation as a method of bread making. Students also engaged in research on muscle mass loss and produced a delicious Tuna Pasta Bake incorporating lots of nutrients to meet the brief. The assignment journals are sent to the Department of Education for marking in November. Sixth Year students studied the Social Studies elective this year.

LCA Childcare

LCA students undertook the childcare course this year. This module is loved by all and is a very active course. Students have four modules to complete with four key assignments in each module. Students learn how to care for babies and young children. Child Development and Play involves researching different forms of development and looks into the role of play in children's development and students have to make a toy for a child. Overall it has been a very beneficial and engaging course for all concerned.

Assessment:

Homework was given at the end of each lesson. Junior Cycle and Leaving Certificate students normally sit mock exams. Common papers were sat for in house exams at Christmas and summer.

Open Evening

Our kitchen was opened for Virtual Open Evening. The room was decorated and lots of samples of craft and textile projects, as well as cooking equipment was displayed around the room.

Baking Competition for Seachtain na Gaeilge

This year 1st year students took part in a baking competition for Seachtain na Gaeilge. Students were extremely creative and they displayed some outstanding work. Congratulations to Nicole Byrne and Molly Maguire who won the baking competition.

Music

Department members: Jennifer Leahy, Jackie O’ Brien, Danielle Gorman and Laila Markey

Department co-ordinator: Jennifer Leahy

Provision of the Subject in the School:

Music is taught as an optional subject for junior cycle and leaving certificate and in transition year. Students follow the course set out by the DES. Junior music aims to deliver a broad and balanced education in music by providing students with the musical knowledge, understanding, practical competencies and attitudes appropriate to their age, needs, abilities and interests. Senior music students engage in a two-year course which offers them performance (including music technology), composition and listening opportunities as part of their leaving certificate music programme. Transition Year students complete a series of modules designed to expand and broaden their experience and understanding of music.



3rd years learning the ukulele

Timetabling:

First & Second Year – one double and two single classes.

Third Year – two double classes

TY – one double class

Fifth & Sixth Year – Five classes a week (typically two double classes and one single)

The subject is taught at higher and ordinary level for both junior cycle and leaving certificate.

Facilities/Resources:

The Music department has its own music room, equipped with an upright piano, an electronic Roland piano, Casio keyboards, microphones, amps, a full drum kit, class set of ukuleles, percussion instruments, Boom-whackers, 7 PC’s with Muse Score and Audacity installed, an interactive overhead projector, a visualiser, along with a vast selection of CDs, DVDs, music books etc.

Planning and Preparation:

Music department planning is central to preparation for the Music activities in O’ Carolan College, both curricular and extra-curricular during the school year. Department meetings are formally held and minutes taken regularly throughout the year. The music department meetings are used to discuss allocation of classes, review programmes of work, organise purchase of resources, review department plan, record results

Music

and expected results and arrange Christmas and summer tests. These meetings are also used to organise music trips and musical events such as the Christmas celebration and sixth year graduation ceremony.

Teaching and Learning:

First Year

All first years use the new first year music book *Sounds Good* by Laura Lynch. This book focuses on the new learning outcomes of the new Junior Cycle music specification.



1st years experimenting with sound

Second Year

Second year students continued their Junior Cycle programme with the course book *Sounds Good 2*. The second year programme builds on the learning outcomes introduced in first year. Second year students also completed their CBA1, which is a composition portfolio.

Third Year

Third year students completed their music course with a general study on a music topic of their choice. Composition skills, such as melody and backing chords were refined. They also completed their CBA2 which is a research project based on their practical. The Junior Cycle students are due to complete their practical examinations some time after the Easter.

Transition Year

This year's TY comprised of two class groups. Each group completed a 10-week course where they learned about musical genres and the impact of these on the music industry.

Fifth Year

Fifth year music students started composition work on backing chords, melody development and studied three of their set works Tchaikovsky, Bach and Queen. Irish music and general aural skills were also studied in Fifth year along with technology as an option for performance. Practical preparation was catered for with classroom performance sessions and critique.

Sixth Year

Sixth year music students began with revising composition and worked on this throughout the year. They completed their final set work, 'Seachanges' by Irish composer Raymond Deane, and the remaining areas of the course such as Irish music, aural skills and music technology were revised during the year. Their performance exam was held over the Easter break.

Assessment:

Assessment includes

- Monitoring homework
- Continuous assessment tests in class
- Practical exams on a regular basis
- End of term exams (1hour 20mins duration)

Exam years also have their mocks in February, with mock practicals too (although these were cancelled this year due to Coronavirus.)



New materials for music room

Achievements:

- **Open Night October 2021** – students from the 1st year class performed in Room 7- the music room – for the online open night. It was a showcase of our very talented first year students.
- **OCC's Christmas Celebration** – This was a very special celebration. Our students took the time to reflect on what Christmas really means to them, their families & friends. Music students from across the school performed Christmas carols and tunes, with superb solo performances from Emma Duff and Michael Rooney which was recorded for the Kilmainhamwood nursing home.
- **Music Trips**

The Leaving Certificate music class would usually go to the National Concert Hall for a 'Guide to Leaving Certificate Music', which would have been a performance based on Berlioz's 'Symphonie Fantastique'. This is one of their set works for the Leaving Certificate. Performed in sections and in full by the RTE Symphony Orchestra, this would have allowed students to see a full orchestra bring a set work to life on stage. Unfortunately, this was not possible this year due to Covid19.

Wood Technology and Construction

Department members: Jonathan Irwin, David McConnon, and Stephen Smith.

Provision of the subject in the school

Wood Technology is taught as an optional subject to all students up to Junior Cycle.

The follow-on subject from this is Construction Studies at Leaving Certificate level.

Students follow the course set by the DES syllabus and the subject is common level at Junior Cycle and can achieve Ordinary and Higher Level in Leaving Certificate examinations.

Time table

JUNIOR CYCLE	1 DOUBLE AND 2 SINGLE PERIODS PER WEEK
LEAVING CERT	2 DOUBLE AND 1 SINGLE PERIOD PER WEEK

Wood Technology

Wood Technology is a subject that will allow students to explore and learn about a key natural resource that nature has provided. Trees and wooden material have a unique relationship with nature and humankind. The sustainable use and management of this natural resource is important as the world faces the challenges of the 21st century. From habitats to construction or recreation to oxygen creation this resource can play a significant role in wellbeing of our planet.

In Wood Technology students will:

- Explore the natural and made world through the medium of design, seeking out opportunities to creatively and innovatively apply the material/resource in making and shaping their environment.
- Explore wood as a material resource which has seen much innovation and change. Technological advances have created significant opportunities to expand the use of wood as a resource for a broad range of applications. However, the uniqueness of this material and craft is that many of the traditional applications and processes are still of value, transcending the test of time.
- Be active learners with student centered learning through collaboration in the pursuit of knowledge in the safe management of the technology classroom environment.
- Develop the relevant knowledge, skills and values to bring ideas from conception to reality in a way that will allow them to be expressive, creative and innovative.



1st Yr Keyring Project



1st Yr Mug Holder project

Assessment

Assessment for the JCPA

The assessment of Wood Technology for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- Two Classroom-Based Assessments: Wood science in our environment, and Self-analysis and evaluation
- A project
- A written examination.



1st Year Racecar Projects



Mr. Smith's 2nd Year
Aeroplane Models



1st Yr Keyring Project



1st Year Racecar Projects

Wood Technology and Construction

Assessment overview

CBA 1: Wood science in our environment	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of second year.
CBA 2: Self-analysis and evaluation	The teacher's judgement is recorded for the purpose of subject learning and assessment review, and for the school's reporting to parents and students. The CBA will be completed within a three-week period during term one of third year and will inform the student's work on the project.
Project (70%)	Will be specified and marked by the State Examinations Commission annually.
Written examination (30%)	Set and marked by the State Examinations Commission.



2nd Yr Aeroplane Project



5 MacGabhann CNC Christmas Decorations

Construction Studies (Leaving Certificate)

Leaving Certificate Construction Studies provides students in the senior cycle of post-primary education with an introduction to the knowledge and skills involved in construction technology and construction materials and processes. This practical subject gives students hands-on experience working with tools and machinery. Students also undertake theoretical and background work for their final examinations which provides the students with useful skills for working in the sector.

The examination has three separate components:

Part I - Construction Theory and Scale Drawing (50%)

- Built Heritage & Planning Permission
- Energy Resources & Sustainability
- Building Structures
- Universal Building Design & Life-Time Use
- Passive House Design
- Building Services
- Structural System – Detail Drawings
- Building & The Environment



From plant to plank



Getting to grips with a harvester



TY Coillte Forestry Visit

Wood Technology and Construction

Part II - Practical Skills (25%)

- Design: Concept to Manufacture
- Machine Manufacturing Processes
- Manufacturing with Hand Tools

Part III - Course Work (25%)

- Student projects under one of the following four topics: Sustainable Technologies, Construction Technology Details, Heritage Buildings, Furniture Production
- Workshop Experiments on Construction Materials
- Ideally completed before Christmas in 6th Year

Assessment

Students of Construction Studies use a unique range of skills in the design and production of a project in one of these four for assessment as part of their Leaving Certificate:

1. Furniture Production
2. Heritage Buildings
3. Construction Technology
4. New Technologies

This project (25%) along with a practical skills test (25%) and a final written paper (50%) on the areas outlined above make Construction Studies a very diverse, interesting and challenging subject. It allows students to develop a true appreciation for the world of construction and provide them with an introduction to courses incorporating construction at third level and a possible career in one of the many facets of the subject.

Facilities

We have two well equipped specialist rooms, furnished with 24 benches, a large variety of hand tools and woodworking machines. This allows all students to experience the environment of a practical workshop situation.

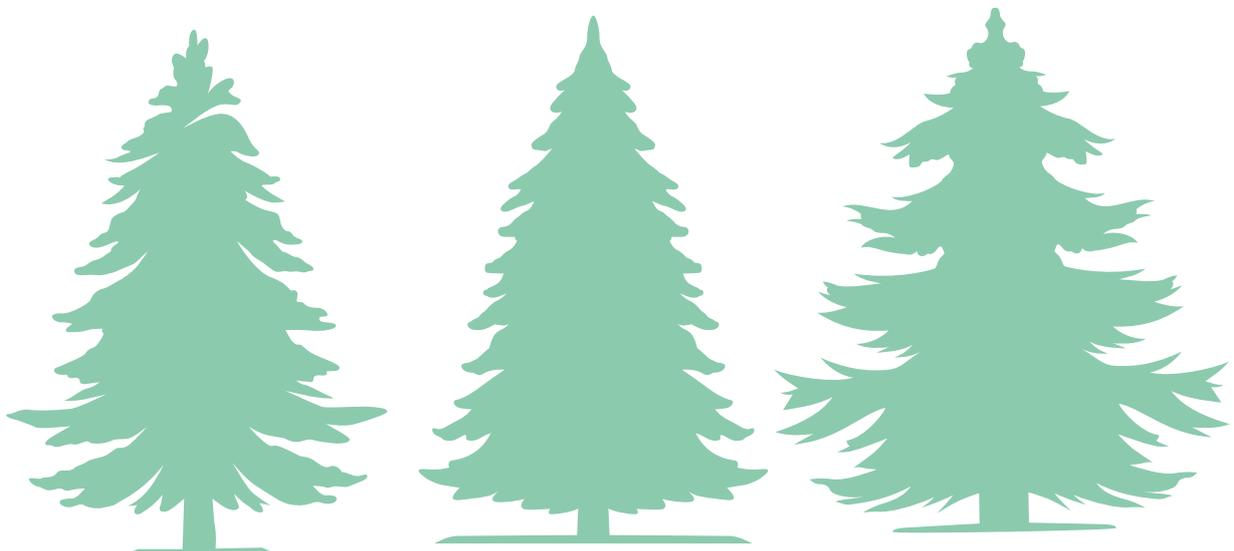
Planning and Preparation

Department meetings are held at the beginning and end of each term. We also discuss department matters on a daily basis as issues arise.

Staff participate in ongoing In-service with T4 technology subject development group.

Resources

- Textbook:
Junior Cycle - Wood Technology by Michael Cross
Leaving Certificate - Get Constructive by E. Corcoran, S. King & W. Nolan
Leaving Certificate – Essential Construction Studies Revision Journal by S. Colgan & T. Sheppard
- Construction Components and Models.
- Collection of student project work displayed.
- Use of Internet to research and design.
- Power Point presentations.
- A fully equipped workshop with its array of tools and machinery is of immense value as a resource for the teaching and learning of the subject.
- Educational trips to Coillte sites and modern construction facilities such as Combilift in Monaghan and Kingspan in Kingscourt.



Technical Graphics

Department members

Stephen Smith, David Mc Connon, Jonathan Irwin

Provision of the subject in the school

Graphics is taught as an optional subject to all students up to Junior Cycle Level.

Design and Communication Graphics (DCG) is the follow-on subject for students who wish to sit this subject at Leaving Certificate level. Students follow the course set out and by the DES syllabus and can achieve Ordinary and Higher Level in leaving certificate examinations.

Time table

JUNIOR CYCLE	2 DOUBLE PERIODS PER WEEK
LEAVING CERT	2 DOUBLE AND 1 SINGLE PERIOD PER WEEK

Graphics (Junior Cycle)

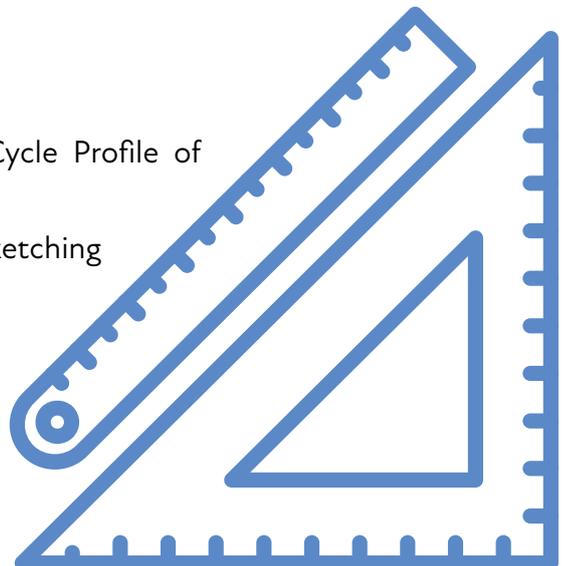
The study of Graphics at junior cycle aims to:

- Develop the student's creative imagination through developing their visual spatial abilities
- Encourage the development of the cognitive and practical dexterity skills associated with graphical communication
- Instill an appreciation of the role of graphics in the world around them
- Equip all students to make judgements on the best mode through which to represent their ideas and solutions
- Encourage the production of drawings that represent the student's best work. Using different forms of media including CAD and traditional board drawings.

Assessment for the JCPA

The assessment of Graphics for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise:

- two Classroom-based Assessments: Communicating through sketching and Presentation of research
- A project (using CAD and sketching techniques)
- A written examination.



TY Architects in Schools Programme

This year O'Carolan College was selected as one of only 30 schools in the country to take part in the IAF initiative. The initiative supports trained architects to link with schools and deliver student workshops over a 12-hour period of class contact time. The initiative is supported by on-line resources and an IAF publication for students, teachers and architects called My Architecture Design Journal.

Students experience architecture through hands-on design workshops and stimulus activities. The scheme is complementary to many Senior Cycle subjects, including Art, Maths, Sciences, Design and Communication Graphics, Construction Studies, Home Economics, English, History and Geography.

Design and Communication Graphics (Leaving Certificate)

The Design and Communication Graphics course makes a unique contribution to the student's cognitive and skills development. These skills include graphic communication, creative problem solving, spatial ability/visualisation, design capabilities, computer graphics and CAD modeling. The creative and decision-making capabilities of students in the activities associated with design are developed through three principal areas of study:

Student Assignment:

The student assignment is 40% of the examination marks of which CAD will form a significant and compulsory part. The purpose of the assignment is to assess those elements of the course that cannot be readily assessed through the terminal examination, in particular elements of design and communication graphics and the utilization of ICT in design. The assignment will relate to a theme identified by the examining authority. A different theme will apply at Higher and Ordinary levels. Students must then proceed to develop a design or project brief in accordance with the given brief. The assignment may take the form of a **design investigation and modification** or a **design investigation and concept design**. The assessment criteria will differ at Higher and Ordinary level.

Higher & Ordinary level	
Assignment	40%
Theory (board drawing)	60%
	100%

Technical Graphics

Facility

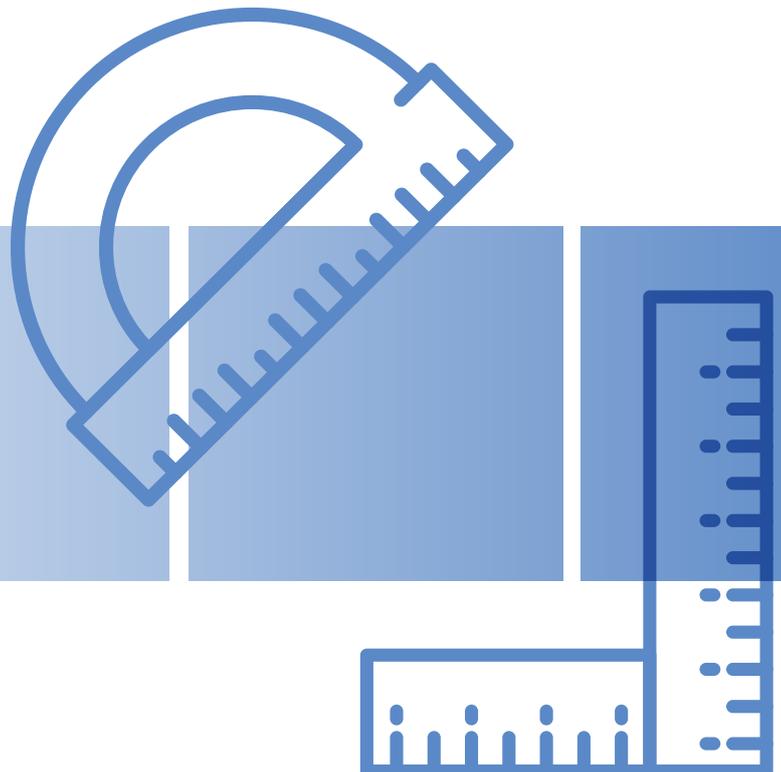
We have a fully equipped graphics room. This year saw the addition of 5 brand new state of the art PCs to the DCG/TG room, taking our total to 16 PC's and 2 laptops for student use. These machines are the most powerful machines in O'Carolan College having SolidWorks (3D Cad) installed on all of them. This is the CAD program our students use to complete their DCG assignment. We have recently installed an A3 scanner A3 colour printer and a visualizer.

Planning and Preparation

Department meetings are held at the beginning and end of each term. We also discuss department matters daily as issues arise. Due to the change in recent years, there has been an excellent support network for DCG teachers and ongoing in-service.

Resources

- Collection of student project work displayed in Graphics room and in frames around the school.
- Student PC's and Laptops
- SolidWorks on all machines
- A3 scanner
- A3 printer
- Visualizer



Politics & Society

Politics and Society is a new course open to Leaving Certificate students at O'Carolan College, currently being taught by Amanda Scully. The subject aims to inform students about how social and political institutions work at local (school and community), national, and global levels. It also aims to develop critical thinking skills whilst encouraging active citizenship.

What we learn in Politics and Society?

Few subjects are as relevant to our everyday lives as Politics and Society. Among other things, students have learned about the social systems within which people act locally, nationally and more widely, different systems of government and the roles of groups such as multinational companies, non-governmental organisations (NGOs) and intergovernmental bodies in shaping the world we live in. The students have worked with key themes and ideas in the social and political sciences. They have applied these to their school, to the local environment, as well as exploring how they apply in the wider world.

The course covers the following topics:

TOPIC 1	Power and decision making in schools
TOPIC 2	Power and decision making at national and European level
TOPIC 3	Effectively contributing to communities
TOPIC 4	Rights and responsibilities in communicating with others
TOPIC 5	Human rights and responsibilities in Ireland
TOPIC 6	Human rights and responsibilities in Europe and the wider world
TOPIC 7	Globalisation and identity
TOPIC 8	Sustainable development



5th and 6th years at Leinster House



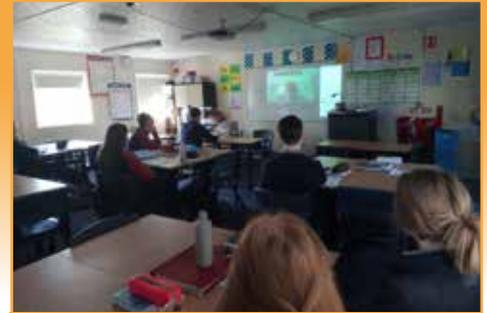
Committee Room 3 Leinster House



5th year students sharing research



5TH years presenting to the OCO



Fergal Mythen Department of Foreign Affairs addressing 6th years



Minister for Europe
Thomas Byrne T.D.



Minister for Justice
Helen McEntee T.D.



Mr Rogers addressing the 5th years
around decision making in schools

How students learn?

Students learn about social and political theories and how these theories relate to current issues. There were lots of classroom discussion, debate and reflection on the different ideas and perspectives. Through this, students developed valuable analytical and evaluation skills as they debated topical and sometimes controversial issues, studied different viewpoints and formed their own political opinions.

How is it assessed?

Politics and Society is assessed at two levels, Ordinary level and Higher level. There are two assessment components at each level – a written examination which accounts for 80% of the final grade and a citizenship project which accounts for 20%. The citizenship project enables pupils to research a topic and take an active citizenship action based on their research. In their report pupils describe their action and reflect on their role as active citizens considering their studies.

Active Classroom

The Politics and Society classroom has been a hive of activity this year with several guest speakers including Minister for Justice Helen McEntee TD. The 5th year class did an online workshop on Childrens Rights with the Office of the Ombudsman for Children. 6th Year students did an online workshop on Climate Change and Sustainable Development, as well as one with Irish Aid on Ireland’s response to humanitarian emergencies. They also had a webinar with a leading civil servant from the Department of Foreign Affairs in relation to Ireland’s position on the world stage. Some 6th year students also attended a Conference on the Future of Europe, hosted by Minister Thomas Byrne TD. The two groups took a trip to Leinster House and visited the Dail and Seanad. Both groups also worked on their Citizenship Projects; the 5th years began theirs whilst the 6th years finished theirs for submission to the State Examinations Commission.

Social, Personal & Health Education

Department Members:

First Year: Jonathan Irwin, Claire Smith, Alana Carolan, Gabriele Budaite

Second Year: Shane Quigley, Ellen Vaughan, Sarah O'Connell, Clodagh Monaghan

Third Year: Ciara Feeley, Annicke O'Gara, Joe O'Sullivan, Dervla Argue, Jennifer Leahy

TY: Eoin Power, Lauren Reilly

Fifth Year: Daryl Caplice, Donna Marie Brennan, Amanda Scully, Stephen Smith

Sixth Year: Mary Tighe, Susan Dempsey, Eoin Winters

Anti-Bullying Committee Members:

Stephen Smith, Andrea Fitzpatrick, Marie O'Connor, Clodagh Monaghan

Department Coordinators 2021/2022:

Helena Tierney, Ciara Feeley

Social, personal and health education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others, to make informed decisions about their health, personal lives, and social development. Students can be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and the dignity of others.

O'Carolan College prides itself on a friendly and caring learning environment. The Code of positive behaviour promotes good behaviour in a positive setting.

Each class has a wellbeing tutor which is a vital link in helping each student develop and grow. Wellbeing tutors meet with their wellbeing tutor class each day. Each year group is under the guidance of a Year Leader. Year Leaders meet with wellbeing tutors and monitor the progress of the wellbeing tutor groups. Weekly assembly is held for each year group.

Provision of the subject at school

SPHE is taught at all levels in the school. It is compulsory for each student. All wellbeing tutors teach SPHE. Classes are taught at a mixed ability level. Each wellbeing tutor class is taught one class of SPHE a week. A resource area is available in the department where DVD's, books and other additional material are available. SPHE is not an exam subject.

Planning and Preparation

We have a core team of SPHE teachers that meet regularly on a formal and informal basis. The core text book for SPHE is 'I Belong' at junior level and 'It's Your Life' at senior level. Further to work in the classroom, there are many whole school approaches to SPHE. These include an **Anti-Bullying** week, **Wellbeing Awareness** week and **Stand-Up** week. These events include guest speakers and workshops and many other cross curricular initiatives.

Social, Personal & Health Education

In-service Professional Development is undertaken during the year. All new wellbeing tutors attend the SPHE 2-day introduction run by the PDST. Various other courses are attended by teachers throughout the year.

Teaching and Learning

Junior Cycle

The SPHE junior cycle curriculum is presented in ten modules, each of which appears in each year of the three year cycle:

- Belonging and Integrating
- Self-management: a sense of purpose
- Communication skills
- Physical health
- Friendship
- Relationships and sexuality
- Emotional Health
- Influences and decisions
- Substance use
- Personal safety

The emphasis will be on building skills, understanding, attitudes and values important in all these areas. Lessons are also built around the Junior Cycle wellbeing indicators: Responsible, Connected, Aware, Resilient, Active and Respected.

Senior Cycle

The curriculum framework for SPHE in senior cycle is built around five areas of learning. These areas of learning focus on what is important for learners in senior cycle to know, understand and be able to do in order to make and maintain healthy lifestyle decisions. The five areas of learning are:

- Mental health
- Gender studies
- Substance use
- Relationships & sexuality
- Physical activity and nutrition

Assessment and Achievement

SPHE is not formally assessed for the Junior Cycle examinations, but teachers follow a policy of continuous assessment using a record of work in journals or folders throughout the year. Both written and oral homework were set with due regard to the homework policy.

Anti-bullying Committee

There are currently four staff members on the Anti-bullying committee that work alongside all staff members to ensure that every student feels safe in their educational environment. These are Ms. O' Connor, Mr Smith, Ms. Monaghan and Ms. Fitzpatrick. Concerns are investigated and resolved as discreetly as possible to ensure student well-being is protected. Anti-bullying awareness lessons are incorporated into the SPHE curriculum on a regular basis.



Halloween Pumpkin carving competition



Ms Budaite - Winner of the Staff Halloween Comp.

Anti-Bullying Awards and initiatives 2022

This year O’Carolan College took part in a survey to ascertain how cyber-aware we were. Students, teachers and management all took part, and we were proud and delighted to be awarded the status of a Cyber Safe School in 2022.

This year we also started our journey on a pilot Anti-Bullying project called ‘Helping Hands’, which endeavours to prevent bullying situations arising, and to empower students. We continue to work in this direction, and we are excited to see it reap rewards over the next academic year.

Wellbeing Initiatives

Wellbeing is a priority in O’ Carolan College and our Wellbeing Committee ran several events for both students and staff this year. We had a whole-school pumpkin carving competition in October, which was won by 5 Mac Gabhann. We ran a wellbeing week in November, where all aspects of wellbeing were highlighted with students and staff. Various events were run as part of this including a wellbeing walk, mindful colouring, Drop Everything and Laugh, mindful meditation and a HIIT session for all students. Fifth year students also gave talks to first years on peer mentoring- a system whereby students are enabled to proactively support and seek help with their peers. This was done in conjunction with Jigsaw as part of our One Good School Project. Non-exam classes went on wellbeing trips and sixth years had a wellbeing day in April.

One Good School 2021-23

This is a project run through Jigsaw, that seeks to promote youth mental health in our school. O’ Carolan College recognizes the role that the entire school community has to play in promoting good mental health.



3 Ni Gadhra students celebrating LGBT Awareness week



5 NiScalai Christmas fun

Civic, Social & Political Education

Department members: Sharon Denning, Ellen Vaughan, Andrea NicGiolla Phadraig, Maria Brady,

Danielle Gorman and Clodagh Monaghan

Department Co-ordinator: Ellen Vaughan

Subject Provision

C.S.P.E. is a compulsory subject for each class in the Junior Cycle. Each class is timetabled for one class per week over the course of the student's three years preparing for the Junior Cycle.

Planning and Preparation

Time was allocated throughout the year for several department meetings in order to review schemes of work, set common exams and discuss current issues and in-service available.

C.S.P.E. teachers who previously attended in-service discussed this with their colleagues and notes were given out to all teachers.

Course Content, Teaching and Learning

CSPE belongs to a new area of learning called Wellbeing. Wellbeing is about feeling well mentally, physically, emotionally and socially. Through the study of CSPE students will explore how their wellbeing is connected to the wellbeing of others in their community, the state, and the wider world. It enables students to feel connected to and take responsibility for the wellbeing of others. It also develops students' confidence, agency and engagement which are important characteristics of student wellbeing.

CSPE at Junior Cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all and allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The programme builds on students' learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

CSPE explores the idea of citizenship and is built on three strands of learning;

Stand 1 – Rights and Responsibilities

In this strand, students learn what it means to live with rights and responsibilities and examine the main human rights instruments that protect people's rights. This is a foundation strand.

Civic, Social & Political Education

Stand 2 – Global Citizenship

In this strand, students explore issues of poverty, inequality and sustainable development and look at ways to bring about effective change.

Strand 3 – Exploring Democracy

This strand enables students to examine how democracy works and the role of the media in a democracy.

Students explore these concepts through activity-based learning. Themes such as respect, racism, human rights, global warming, pollution, voting etc. are discussed. A wide variety of activities are undertaken over the course of the three years.

All classes in the school are mixed ability and co-educational. Each child with special educational needs is catered for on an individual basis and has full access to the curriculum.

3rd Year Action Project

This year 3 Ní Fhearga and 3 Ficheallaigh hosted a bake sale in aid of Kilmainhamwood Nursing Home Day Centre as part of their CSPE action project. The students managed to raise €1000. Well done to all involved.

Bake Sale - Kilmainhamwood Nursing Home



Transition Year

Core Team: Aileen Teeling (TY Co-ordinator and Year Leader), Eoin Power (Wellbeing Tutor) and Lauren Reilly (Wellbeing Tutor).

Provision of the TY Programme in the School

For the academic year **2021/22**, there were **two class groups** in O' Carolan College. In the past four years we had a new style of TY with **3 rotating timetables** for all students to experience a huge number of subject areas and various teaching styles from our new and experienced TY team of teachers.

It is the aim of Transition Year to give students the opportunity to experience new subjects, new learning experiences and skills through our variety of trips and workshops and introduce them to the working world. Our students learn in a more active way, with more self-directed learning and responsibility is given to them to work with our younger students and students with additional needs. Also, the programme helps TY students discover their own strengths and talents, so they can grow in confidence and become more skilled, mature adults.

Planning, Preparation and Resources

Planning and preparation for TY was on going over the summer by the coordinator and throughout the year with her team of wellbeing tutors and teachers. Teachers were given the opportunity to choose what type of modules they would like to offer on the curriculum which made the



Halloween Fancy Dress



French Class 4 Ni Raghallaigh



Halloween Fancy Dress

Transition Year

curriculum dynamic and meaningful. Meetings were held at the beginning of the year to organise modules and schemes of work, to discuss our rotating timetable, reporting deadlines, finances, syllabi, our musical dance show, trips and activities for the coming year. Students were continually asked to reflect after each term to gauge the success of various activities. At the end of each term, student leaders completed class evaluations in order to include their views on what should be part of the Transition Year programme for the subsequent year. Subject teachers were asked to consider various competitions and projects to get involved in e.g. Architecture projects, DKIT/Vex Robotics Competition, charity work and fund-raising, maths Olympiad, Bank of Ireland School Bank, Saffron science competition, Jigsaw Peer Mentoring, mini companies etc. and the coordinator supported them in leading these initiatives.

Assessment Policy

At the end of Transition Year certificates were awarded at Distinction, Higher Merit, Merit or Pass level. The T.Y. Coordinator, aided by the Core Team used the criteria set out to decide on the level of award for each student. This was based on completion of a number of assignments in each subject, teacher reports sent home each term, involvement in extracurricular activities including GAISCE, satisfactory work experience, community involvement, attendance and punctuality.



Beach Life



Ceili Mor



CPR 4 Ni Raghallaigh

T.Y. SUBJECTS 2021-22

Maths	CSI Forensic Science	D.I.Y.
English and Media, Public Speaking Programme	Physical Education/coaching Sports Science	Metalwork / Robotics
Physics	GAA Coaching Award	Art
Chemistry	CPR Certified/ Road Safety	Food Mini Company
Biology/Horticulture	Business	Food Science and cookery
Environmental studies	Music	Business Mini company
Musical Theatre	Law	Agricultural Science
Craft, community and charity work	French Spanish	Development Education Sports Leader UK Award
Architecture/DCG	Music	Irish
I.T.	Coding	Politics/ Heritage Studies



CPR 4 Ni Raghallaigh



Dance Workshop



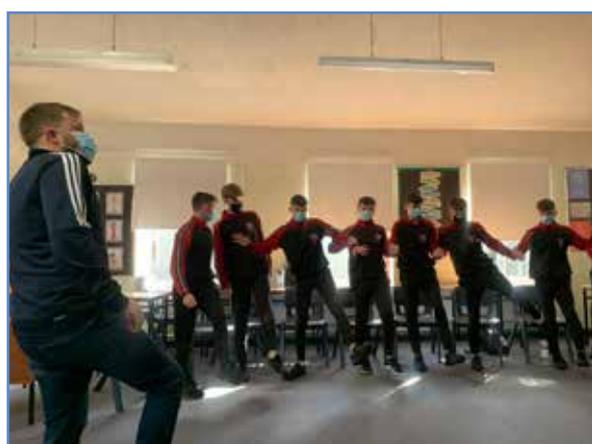
Drama Workshop

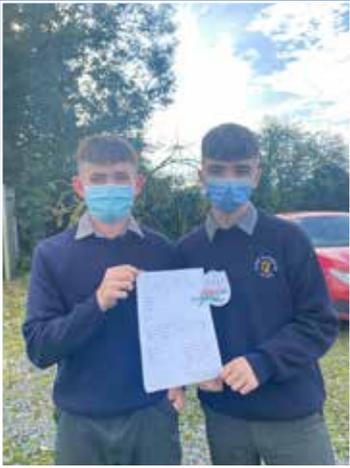
Transition Year

T.Y. Workshops 2021-22

. Workshops included:

TY Induction day, mentoring and team building day with First Years with Inflatable Obstacle Course and Inflatable games, GAA Coaching with Meath Development, Personal Safety Ireland workshop with Alex, Drama with George Mc Mahon, SOAR Mental Health Workshop, Develop Me Workshop, Dublin Barista School Training, Basketball Ireland coaching certificate, Poetry Slam with Stephen Murray, Public Speaking Workshop by Alan Devine, Movie Magic Film making, CSI Experience, Gaeilge 24, First Drive Driving School, Reptile Haven, Go Quest Team Building, Tayto Park Trip, Tin Pot Radio Productions, Dance workshops (6 weeks) with Director of show Grainne Kennedy, Inclusion in sports course with Meath Sports Partnership, Robotics Competition with DKIT, Sports Leader UK Certificate, Irish Oral workshop 'Sceal'.





Transition Year



Leaving Cert Applied Programme

Teachers: Andrea Fitzpatrick, Claire Smith, Clodagh Monaghan, Edel Crawley, Eoin Power, Eoin Winters, Joe O' Sullivan, Paul Mc Cann, Sarah O' Connell, Stephen Smith.

Class tutor: Stephen Smith

Programme Coordinator: Andrea Fitzpatrick

Provision of the subject in the School

The Leaving Certificate Applied programme is intended to meet the needs of those students who are not adequately catered for by other Leaving Certificate programmes, or who choose not to opt for such programmes. The Leaving Certificate Applied Programme (LCA) has as its primary objective the preparation of participants for adult and working life. It also sets out to: develop the students' literacy and numeracy skills, enhance the personal and social development of students, promotes those qualities that are fundamental to the development of an individual with an enterprising outlook, provides opportunities to develop the students processes of self-evaluation and reflection, encourage strong community links, promote the use of a broad range of teaching methodologies and student- centered learning and provide access to further education and training. This programme is offered to students who have completed their Junior Cycle.

Programme Planning and Preparation:

The Leaving Certificate Applied is a distinct, self-contained two-year Leaving Certificate Programme aimed at preparing students for adult and working life. It consists of four half-year blocks called sessions. Achievement is credited in each session.

Courses are designed on a modular basis and are of thirty hours duration. Each year is divided into two sessions (September to January and February to May) over the duration of the Programme. Students must take a total of 44 modules. They are also required to complete seven Student Tasks over the two years of the Programme.

Courses are offered in three main areas: Vocational Preparation, General Education and Vocational Education.

The Programme is set out as follows:

VOCATIONAL PREPARATION: Vocational Preparation and Guidance, English and Communications

VOCATIONAL EDUCATION: Vocational Specialisms (2 full courses)-

Graphics and Construction (GCS) and Hotel Catering and Tourism (HCT) or Community and Childcare Mathematical Applications and Introduction to ICT.

Leaving Cert Applied Programme

GENERAL EDUCATION:

Social Education

Languages: Irish and French

Arts Education: Visual Arts

Leisure and Recreation (including Physical Education).

ELECTIVES: Office Admin and Customer care and Engineering.

Assessment

Assessment takes place on the completion of modules, Student Tasks and there is also a final examination. As students complete their course work they collect credits. It is possible to collect a total of 200 credits.

Formal LCA Assessment

Credits are awarded as follows:

Completion of courses modules	62
Student tasks	70
Examinations	68
Total	200

Tasks: Students will complete 7 tasks at 10 credits each over the two year period. In the following subject areas: General education, Vocational preparation, Hotel, catering and tourism, Personal reflection, Contemporary issues, Graphics and construction studies, Practical achievement task.

Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels:

Pass: 120-139 credits, Merit: 140-169 credits, Distinction:170-200 credits.

Candidates who get less than 120 credits or who do not complete the course are awarded a Record of Experience.

Planning & Development

Initial meetings are held at the start of the school calendar with the LCA core team (August). The purpose of these meetings is to review the schemes of work and induct new teachers to the programme. Resource material for students, planning of student events (Induction trips, Key assignments trips) student progress and dates of student's tasks and key assignments admissions are discussed during department meetings.

Team members attend in-service training programme which are usually held in September- October.



Making Halloween signs for the school



First Aid training

Teaching and Learning:

As the Programme is characterised by educational experiences of an active, practical and student-centred nature, teachers deployed in the LCA Programme use methodologies that are active and inclusive.

The use of active teaching and learning methodologies across the LCA curriculum promotes those qualities that are fundamental to the development of an individual with an enterprising outlook: self-confidence, responsibility, co-operation, teamwork, problem solving, independence, decision making, and initiative.

A key attribute to learning in the LCA programme is the module on Work Experience. The school facilitates the compulsory work experience element of the Programme by organising work experience on each Tuesday for Yr2 and Thursday for Yr1 during term time. It is school policy that students experience up to three different work experiences over the two years of the Programme and that they should not be paid for any work done directly as part of the LCA Programme.

Trips and Events:

During LCA, students go on numerous educational and bonding trips.

In mid-September the class took part in a thought-provoking workshop with 'Create the Great in Me', where they worked on awareness around their style of communication and resilience.

A fantastic workshop on personal safety was delivered by Personal Safety Ireland. This programme focuses on awareness, confidence building and empowering young people and was very popular with 5 Mac Gabhann.

Students completed an online 'Law Education' course over 10 weeks. This focused on awareness of the law and how it applies to their age group in particular. 5 Mac Gabhann also participated in a fun-filled, interactive Irish language workshop 'Scéal', which proved to be memorable.

This academic year saw our Leaving Certificate Applied class taking charge of decorating the school for our Halloween celebrations. Thanks to the help of their Art, Engineering and Graphics and Construction

Leaving Cert Applied Programme

Studies teachers, we were treated to seasonal signs and creations to brighten up the entrance to the school. 5 Mac Gabhann also won the pumpkin carving competition as well as Dylan Smith from the class winning the Robert Ballagh Art competition.

Students went on a teambuilding day to Carlingford Adventure Centre, as well as on a trip to Newgrange, Knowth and Dowth as part of their visual art course. They ran an enterprise as part of their Vocations Preparation Programme and held a very successful and profitable bake sale in the school gym.

Students completed a Pediatric First Aid course as part of their Childcare & Community Care course. This was a very popular and useful experience and was enjoyed by all. Mr. Smith took students to IKEA as part of their graphics and construction course to investigate planning and design, and subsequently students planned, designed and created a child's toy in class.



Laser Tag at Carlingford
Adventure Centre



5 Mac Gabhann on their art trip to Brú na Bóinne

Leaving Cert Vocational Programme

Teachers: Gabrièle Budaitè, Fiona Crosby, Ciara Feeley, Edel Crawley.

Programme Co-ordinator: Gabrièle Budaitè

Provision of the subject in the School

The programme is offered to all Fifth and Sixth Year students who study the qualifying Leaving Certificate subjects. The list of qualifying Leaving Certificate subjects can be viewed at www.pdst.ie. The teaching team believe that the subject provides students with a valuable insight into the world of work, career paths and report writing. It was decided that we would change the name of the subject within the school from LCVP to Enterprise Education.

Timetable

There are presently two Fifth and two Sixth Year class periods timetabled weekly. There are two Fifth Year and two Sixth Year class groups. Each group has one IT class and one theory class. In Fifth Year teachers specialise in the core elements of the portfolio and one optional portfolio item:

- Summary Report
- Enterprise Action Plan
- Work Experience
- Curriculum Vitae

In Sixth Year teachers specialise in the one optional element of the portfolio and the remaining core item

- Career Investigation
- Recorded Interviews

All class groupings are mixed ability, allowing the non-Junior Cycle Business students engage and interact with the Junior Cycle Business students and benefit from collaborative learning. Students are timetabled for a single class period in the IT room, where they have access to the internet/printing and secure file saving. This facility is essential as students must research information and all portfolio items must be word processed. There are timetabled meetings for all teachers in the programme at the start of the school calendar, Christmas and summer. These important meetings facilitate curriculum planning, result reviews, set calendar dates for Fifth Year work experience week, Sixth Year recorded interviews and visits in/out, and report back to the team about in-services attended.

Planning & Development

Initial meetings are held at the start of the school calendar (August). The purpose of these meetings is to

Leaving Cert Vocational Programme



review the scheme of work and induct new teachers to the programme. Resource material for students, planning of student events (Enterprise Action Plans) student progress and timing of career interviews with the career guidance team is addressed.

Team members attend in-service training and attend network meetings at the LMETB head office and Navan Education centre. Teachers teaching Fifth and Sixth Year classes attended one in-service at the end of March 2018 on the upcoming LCVP Case Study. The resources within the department have continued to expand and has resulted a whole team approach to the teaching of the programme. Team members also corrected the portfolio component of the Link Modules course this year therefore gaining a greater insight into the marking scheme and thus improving teaching and learning.

Teaching and Learning

Students are encouraged to complete four portfolio items in Fifth Year and the remaining two portfolio items in Sixth Year. Students can avail of plenty of help from our excellent Career Guidance team in the school in securing work experience placements and preparation with their career investigations.

The portfolio accounts for 60% of the final examination and teachers spend considerable time correcting these in conjunction with the Department's marking scheme. All resources received at in – service are shared within the department, any relevant information on grade improvement i.e. sample portfolio work are distributed to students.

The written paper accounts for 40% of the final examination and students are encouraged to actively discuss answers in class, visit www.pdst.ie and www.examinations.ie to gain a better understanding of the standard of answering required to achieve that distinction.



Students and parents are made fully aware of the grading system of the subject:

- Distinction = 66 points = H4 grade L Cert Honours
- Merit = 46 points = O2 grade L Cert Ordinary
- Pass = 26 points

Information to Parents and Students

The programme is promoted to parents and students at the school Open Evening and the Senior Options Evening attended by third year students and parents. Information sessions and qualifying subject lists are distributed to all students before they select their Leaving Certificate subjects.

Students attend parent teacher meetings with their parents where their progress is monitored and discussed in detail. Parents have access to their own child's on-line school report.

Resources Developed

Comprehensive revision notes have been developed by the department. Each student has an up to date LCVP book, and a set of examination papers. Students supply their own folders and file all handouts and written work accordingly.

The department used the services of a professional company for the recording of Sixth Year Recorded Interviews.

School Meals Programme in O'Carolan College

Since January 2020, students in O' Carolan College have been provided with hot lunches and healthy snacks as part of the School Meals Programme. The objective of this scheme is to provide regular, nutritious food to students, to enable them take full advantage of the education provided to them.

The Programme is an important component of our policies to encourage school attendance and extra educational achievement here in O' Carolan College. Research shows us the value of the provision of adequate and nutritious meals for a student's health, learning, attention and educational achievement.



Our suppliers Fresh Today are an established market leader in the preparation and delivery of healthy school lunches throughout the country. Registered INDI Dietitian Maeve Hanon along with Michelin Star Chef Eamon Walsh have helped Fresh Today create menus which provide the very best lunches for school children across Ireland. They provide the freshest and most nutritious lunches on the market, made only from the finest ingredients sourced from some of Ireland's leading food brands. Their suppliers include, Irish Pride, Unilever Food Solutions, Nestle, Kelkin & Killowen to name a few. Their state-of-the-art facilities serve to reassure parents, students and school personnel that their lunches are made to an exceptional standard.

Fresh Today also lead the field in food safety and are ranked in the top 6% of Q marked companies in the country. They are also the first school lunch provider to gain ISO.

We are extremely satisfied with the service to date and look forward to working with Fresh Today in the future.

A special word of thanks to Gráinne and Debbie, our Fresh Today canteen ladies, who look after our students so well every day. Also, Ken and the admin. staff who assist Ms. Quigley on a daily basis with orders and menu selection.

School Completion Programme

SCHOOL COMPLETION PROGRAMME

Deeside School Completion Programme is located in Meath and Mid-Louth and supports seven schools. Deeside School Completion Programme (SCP) is made up of team of a Coordinator who oversees the programme and three project workers. O'Carolan College is one of the secondary schools Deeside SCP supports, with one project worker working within this school. The School Completion Programme was set up as part of Department of Education and Skills (DES) DEIS Strategy and is funded by Tusla Education Support Services (TESS). Its aim is to increase the numbers of young people staying in primary and second level education and in doing so improve the numbers of pupils who successfully complete the Senior Cycle, or its equivalent. SCP aims to ensure improved attendance, participation and retention. SCP targets children and young people who have been identified as potentially at risk of early school leaving and requiring additional support.



ROLE OF PROJECT WORKER

SCP Project worker engaged with 32 target students from O'Carolan College during 2021/2022. The role of the project worker is to provide individualised support to these students to meet their needs and to ensure they are reaching their full potential in the educational system. SCP provided a number of interventions that are outlined below.

Interventions Provided

KEY WORK

This intervention is tailored to meet the needs of each student. This is an integral part of the maintenance and building of trusting and supporting relationships between staff and young people. Some programmes that have been carried out this year included: Social skills, Emotional regulation, Mindfulness, Friendships, Self-esteem, Exam stress, Positive Behaviour and Goal setting to name a few.

ATTENDANCE

This intervention is linked to the schools DEIS plan and school's attendance strategy. Attendance monitoring is a successful element in SCP. SCP provide one to one support in this area to our targeted students to help them set goals, receive rewards for their efforts and improve their overall attendance in school. This involves working in collaboration with the parent/caregiver and the staff within the school. Some students have reintegrated back to school on this programme and it has proven to show great success.

School Completion Programme

PRACTICAL SUPPORT

This intervention provides tailored support and mentoring to assist students to complete all elements of state exams. This may involve assisting them to meet the deadlines of their projects/assessments or printing out their projects.

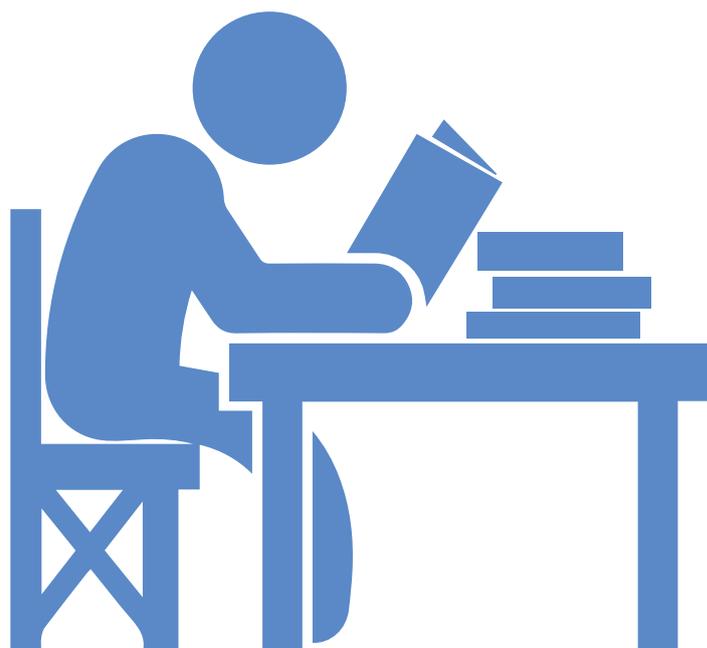
OUT OF SCHOOL SUPPORT

This support seeks to promote re-engagement or referral to education or alternative pathways. It also explores life skills and decision-making skills required. SCP engage with targeted students who are not in full time education through key working out of school which can include emotional support, life skills, CV and interview skills, home visits and liaising with family, teachers, year leaders and care teams, as well as external agencies to ensure appropriate supports are in place.

SCP have a key role in re-engaging a student back into school by building positive trusting relationships, identifying with the young person any difficulties and supporting them to overcome them. If required, SCP will also work with the young person and school management to develop a reduced timetable to help the young person to reintegrate into school life. Where a young person does not return to school, SCP will develop an exit strategy from SCP to alternative pathways to Education. This is done in consultation with the young person and their parents/guardians to encourage participation in alternative education/training.

HOMEWORK CLUB

Homework club is provided to 1st and 2nd years. The aim of our Homework Club is to help students settle in to second level, develop good habits in the area of homework and preparation for class, while developing friendships and social skills within the school environment. Students are provided with food prior to homework club, then they are invited to engage in an activity which promotes personal and social development before beginning with their homework. Students can ask questions, get help with homework, or project work from SCP Project worker, the teacher who assists on the day or some of our Transition Year Volunteers. Rewards are given to students regarding their attendance and participation within homework club.



MINDFULNESS PROGRAMME

Mindfulness has many benefits for students such as improving their level of awareness, reduces stress, regulates and creates balance in emotions and increases concentration and focus to name a few benefits. Mindful breathing, being present, practicing gratitude, engaging in self-care activities are some of the topics explored during this programme.

TRANSFER PROGRAMME

This year SCP is providing a universal transfer programme for all sixth-class students who are transferring to O'Carolan College in September. The students are invited to attend O'Carolan College for this programme. This programme will provide practical information to the students about the school, give them with the opportunity to meet other incoming students, while providing them with the time and space to ask questions, which will alleviate any fears or concerns they may have transferring to secondary school. A transfer booklet will be provided to the students which includes key information and tips for transferring to secondary school. The students can fill in information as they go along to make the programme both interactive and informative. This intervention will reduce risk factors for early school leaving and ensure smooth transitions into secondary school.

SUMMER PROGRAMME

SCP Summer programme will engage with our target students over the summer months. We plan to have both fun, creative and practical activities throughout the programme. Last summer we had some in-house activities including cookery, arts & crafts and team building games. This year with the covid restrictions lifting, we hope to go on some trips.

STRENGTHENING FAMILIES PROGRAMME

Deeside SCP were one of the first in the country to facilitate Strengthening families programme online in collaboration with other agencies and organisations. One family from O'Carolan College engaged in the online programme. Strengthening families is an evidence-based intervention that involves both the parent/caregiver and the children to attend the programme. The families received a parcel each week with all necessary materials for them to engage in the online programme, along with a home cooked meal and dessert.

The parents and children engaged in separate skills based session and joined together for a family session, where skills are practiced and some family fun is encouraged. Incentives for the families were offered in the packs each week to encourage families to engage in the programme, electrical devices were provided to the families to remove any barriers that may prevent their online engagement. The aim of the programme is to help families communicate, grow and learn together, while having fun. It enables both parent and children to learn skills, which will have an overall positive impact on their family life. Due to the covid restrictions lifting,

School Completion Programme

the families were able to join together for their graduation night, which focused on celebrating their success as a family in completing the programme.

O’CAROLAN COLLEGE CARE TEAM

SCP Project worker attends a care team meeting each week to discuss various needs of pupils, following these meetings plans are put in place to best support the student and their current situation. SCP works closely with Class teachers, SNA’s, Tutors, Year Leaders, Learning Support teachers, Guidance Counsellors, Deputy Principal and Principal to put support plans in place to ensure the student is receiving the necessary support they need to achieve their full potential within the school environment.

INTERAGENCY

SCP continue to work collaboratively with various agencies and organisations to ensure that the children’s complex and diverse needs are being met and they are supported appropriately in all aspects of their lives. Some of these organisations include Primary Care, CAMHS, Education Welfare Officer, NEPS, Gardaí, Family support, ISPCC, Social Workers, Dee Hub, New Leaf Programme, Amplify Programme, Garda Youth Diversion Project, to name a few. SCP recognises the importance of collaboration with other agencies and organisations and we will continue to keep these existing links and make new links in the future.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Decider Skills

Staff engaged and completed Decider skills training. Decider skills are strategies for mental health, they are twelve Cognitive Behaviour Therapy and Dialectical Behaviour Therapy informed life skills, designed to be taught to groups and individuals using a fun, creative and interactive style. Demonstrations, music, props and visuals bring the skills to life making them memorable and easy to learn. This programme has been used as an effective intervention to support students and improve their skills and strategies for positive mental health.

Sleep Programme

Staff completed the training, sleep sound programme; SCP has identified sleep routine being an arising issue for students especially since the pandemic. This training equipped staff with the skills and resources necessary to support the students with their sleep routine. This programme raises students’ awareness of the importance of sleep for emotional and physical wellbeing, as well as of the impact of sleep on memory and learning for school success.

Learning Support & Special Needs

LEARNING SUPPORT AND SPECIAL EDUCATIONAL NEEDS AT O'CAROLAN COLLEGE

Learning Support/Sen Team

Shane Quigley (SEN Coordinator), Claire Smith (SEN Teacher), Jackie O'Brien (ASD Coordinator), Edel Crawley (SEN Teacher) (SEN Teacher), Fiona

Crosby (SEN Teacher), Sharon Denning (SEN Teacher) & Jennifer Leahy (SEN Teacher) Patricia Smith (SNA), Lesley Gorman (SNA), Catherine McDonnell (SNA)

PROVISION OF SUPPORT IN THE SCHOOL

In 2021/22, the SEN Department looked after 126 students across O'Carolan College under the new SEN Model. Of those 126 students, 80 students received support at whole school level, 27 received school support and 18 students received support at school support plus.

Alongside the support given by the SEN Team, at Junior Cycle, team-teaching was in place for several subjects to offer supports for students in need. These subjects included English, Maths, Irish, French, Geography & practical subject classes. SNA support was in place, as required for French, History, Geography and practical subjects also. SNA support was also used at the beginning of the year for First Years in relation to lockers, organisation and unstructured times.

At both Junior and Senior cycle, learning support was provided through small group withdrawals for English and Maths and other subjects, as required. One to one tuition was also in place for students where the need arose.

Support was provided according to the individual needs of students and advice/guidance of subject teachers. Homework support, social skills, organisation, literacy support, numeracy support, study skills, memory development and project work support were all part of learning support at O'Carolan College this year.

PLANNING AND PREPARATION

The Learning support team met once a week to discuss all issues regarding students with special educational needs.

A process for incoming First years takes place every year at the school. In 2021/2022, relevant reports and information for SEN students was collected prior to enrolment in February to ensure a smooth transition in September and to organise resource & learning support resources. The Learning Support team ensured that all students could fairly access and complete the standardized online entrance assessments. The scores from these assessments were also examined so that informed decisions regarding mixed ability classes and student needs could be identified at an early stage.

Learning Support & Special Needs

Communication and visits with primary schools took place in January this year and, with parental consent, the SEN team received helpful and appropriate information regarding SEN students. This allows the SEN team to put plans in place for the upcoming year that meets the individual needs of the students.

During the school year a Learning Support referral process took place whereby teachers who identified needs within a classroom could make a referral to the Learning Support team and appropriate action could be taken. This process aims to ensure that the needs of all students are met, not just those with diagnosed learning disabilities. Our aim is to support **all** students in achieving their potential. This year the department devised a new Student Support plan in line with the new revised model for allocating special education teaching resources which was introduced by the Department of Education and Skills in 2017. Effective provision for pupils with special educational needs is situated within an inclusive whole-school framework which emphasises effective teaching and learning for all and good collaboration and engagement between the school, parents/guardians and pupils.

JCSP (Junior Cert Schools Programme)

The Junior Certificate School Programme is based on the concept that all young people are capable of real success in school and that they can have a positive experience of school if the conditions are favourable. Nationally, every year a small group of students leave school, some of them without attempting any of the State examinations. For many of these young people, their experience of school has been one of failure and alienation. This is not the case in O'Carolan College. The Junior Certificate Schools Programme has been designed to ensure that young people can benefit from their time in school and enjoy the experience of improvement and success. In 2022, 22 students will have achieved their JCSP Certificate.

LAPTOPS/TECHNOLOGY

There was a large emphasis placed on promoting the use of laptops and/or technology for SEN students this year including word processing classes and access to e-books. This ranged from using laptops in the classroom to accessing class notes through email and eBooks. Use of technology and/or laptops was monitored on a weekly basis and typing tuition was also provided. A new initiative using speech to text technology was introduced with several students this year. This supports students for homework, projects, extended written assignments and examinations. Various applications were also trialled to support independent language learning at home.

RACE (Reasonable Accommodation at Certificate Examinations)

For the 2022 Leaving and Junior Certificate exams at O'Carolan College, 18 students will avail of accommodations, varying from spelling/grammar waivers, reader and access to scribes/word processors.

These accommodations were applied for in accordance with Department guidelines and every effort was made to ensure that all students received required accommodations.

CTYI (Centre for Talented Youth in Ireland)

At O'Carolan College we acknowledge the fact that students with outstanding talent also have special educational needs. It is vital that their learning needs are met. This year a cohort of students from O'Carolan College participated in the CTYI search for talented youth which involved taking the Preliminary Scholastic Aptitude Test (PSAT), a test which is an indicator of outstanding mathematical and verbal reasoning ability, as well as writing skills, at a young age.

PROFESSIONAL DEVELOPMENT

SEN staff attended several professional development courses this year. These included:

- J.C.T Training, J.C.T
- I.C.E.P Europe, Dissertation
- I.C.E.P Europe, Autism
- JCSP Co-ordinators Meeting
- Webinar- compiling an effective support file for students with special educational needs

COLLABORATION WITH OTHER SCHOOLS

The Learning Support team maintains close contact with Learning Support teams in other post-primary schools. These contacts allow discussion on various SEN and Learning Support issues including student testing, SEN resource applications, new Department of Education circulars as well as the possibility of sharing resources.

O'Carolan College communicates and cooperates regularly with primary schools and the Learning Support Coordinator this year visited or contacted all relevant primary schools in relation to incoming First Years.

FURTHER EDUCATION

The SEN department works with the Career Guidance Counsellors to assist in the preparation of CAO applications where students are entitled to be considered in the DARE scheme. DARE is the Disability Access Route to Education and students who are eligible for DARE may secure a place on a reduced points basis. All students with a disability, irrespective of whether they come through DARE or not, are offered a variety of academic, personal and social supports while studying at third level. Individual institutions will determine the nature and delivery of such supports in accordance with their own policies and practices and subject to the availability of resources. At O'Carolan College every effort is made to ensure that relevant students have access to all appropriate information and forms.

Rang Uí Bhriain: Autism Centre

AUTISM CENTRE TEAM 2021/2022:

Jackie O' Brien (Centre Co-ordinator), David McConnon, Donnamarie Brennan, Eoin Power, Eoin Winters, Jonathan Irwin, Amanda Scully, Helena Tierney, Sarah O' Connell, Clodagh Monaghan,

Stephen Smith, Jennifer Leahy, Mary Tighe (Teachers), Catherine Mc Donnell, Patricia Smith (Special Needs Assistants).

Provision of support

Support for students attending the Autism Centre takes place within the centre and throughout the school. Students are encouraged to attend as many mainstream classes as possible and inclusion and integration are considered integral within the school as a whole. The centre is easily accessible for all students and the room is equipped with two interactive whiteboards, two ipads and several other computers. The centre boasts a fully equipped kitchen and a small gym area, which contains a treadmill, cross trainer, exercise bike, rowing machine, set of weights, gym balls and other individual equipment. There is also a compact library and quiet sensory area, which can be accessed by all students attending the centre. The library contains a variety of books, including books on the Accelerated Reading Programme.

Support is provided for the students within all of the curricular areas, through team teaching, small group classes, individual teaching or S.N.A. support within the mainstream classes and classes within the centre. In particular, support in the areas of life skills and social skills plays a huge role within the centre. Teachers are timetabled to work with students within the centre and also within the mainstream classes, through team teaching and one to one teaching. Visual supports are used throughout the subject areas to enhance the learning of all students.

Level 1 Junior Cycle Curriculum

This year the ASD Centre has introduced the new Level 1 Junior Cycle Curriculum. This curriculum is being provided within the classroom setting and within the centre itself.

The curriculum covers the following areas:

- Communication, Language & Literacy
- Numeracy
- Personal Care and Wellbeing
- Being Part of a Community
- The Arts
- Physical Education



Woodburning display made by student in our ASD Centre

Level 2 Junior Cycle Curriculum

The ASD Centre continues to provide access to the new Level 2 Junior Cycle Curriculum. This curriculum is being provided within the classroom setting and within the centre itself.

The curriculum covers the following areas:

- Communication & Literacy
- Numeracy
- Living in the Community
- Preparing for Work
- Personal Care

We are also providing a short course “caring for animals” for our students in Rang Ui Bhriain.

Occupation Therapy, Speech & Language Therapy and Behaviour therapy

The Centre works with Occupational Therapists, Speech and Language Therapists and the NEPS psychologist service.

- Karen Mulligan (Occupational Therapist)
- Maeve Murray (Speech & Language Therapist)
- Richard Rutledge (NEPS psychologist)

Programmes are drawn up and implemented for our students.

Student Support Plans

Student Support Plans are drawn up for all students attending the centre. The plans contain individual goals for the relevant students. Parents, Teachers and S.N.A's are involved in the implementation. Students are always encouraged to take responsibility for their goals and targets and visual and written schedules are drawn up where necessary. The students display their targets within the centre and their targets are targeted by all teachers and SNA's working within the centre. The duration of the goals vary to suit the needs of each individual. All support plans are reviewed at the end of the academic year in May.

Planning and Preparation

One class period per week is scheduled for an SEN team meeting. These meetings help with the identification of any support required for our students. It also allows for evaluations on the various programmes being implemented, teaching methodologies used, resources required and support necessary for the students. The team also meets informally on regular occasions, thus allowing for on-going support for our students.

Rang Uí Bhriain: Autism Centre

Both individual and group plans are drawn up for all of the students and these plans are monitored and discussed regularly.

Testing occurs throughout the year, both formally and informally and planning each subject area is done with careful consideration to any testing covered.

Teaching Methodologies

At Rang Uí Bhriain, we use an eclectic approach to teaching our students. The Eclectic method is a combination of different learning approaches and a variety of specific ASD teaching methodologies, for example, TEACCH, ABA, Social Stories e.t.c. We also use the task analysis approach, a step by step breakdown of the task involved, thus ensuring success for all our students. The use of visual displays is of high importance within the centre and an eclectic approach ensures that all of our students are supported to the highest degree.

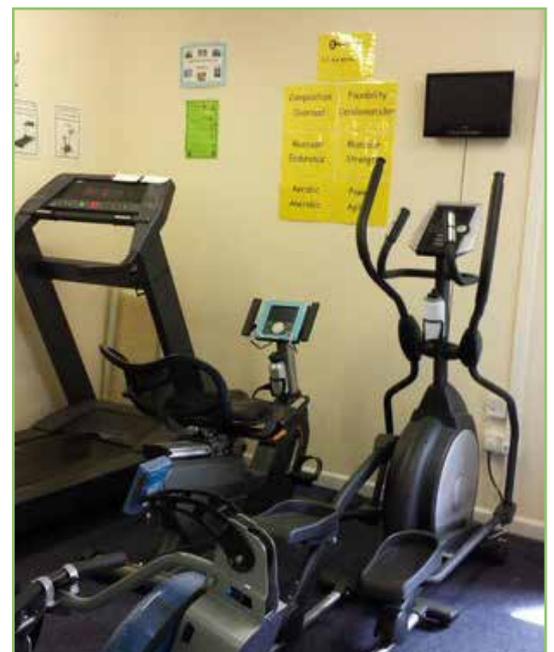
Lunch Club

Students within the centre are encouraged to integrate with the mainstream school at lunch time and a lunch club is set up within the centre, where students can attend. Students from the mainstream school are encouraged to come to the centre, where games, communication skills and inclusive tasks are explored. The lunch club is supervised at all times and it is always a great success for all of the students involved.

Outdoor Events

The centre regularly interacts with the local and wider communities. As a huge emphasis is put on the area of life skills within our classroom, outings are arranged both daily and weekly to local businesses and venues such as, butchers, shops, supermarkets, library, church and many more and intensive structured teaching is given to the students before each event.

The library in Nobber have introduced a new interactive magic table in their centre. We look forward to using this in the future. The Magic Table is a fun care innovation designed for use by people with dementia, autism and learning disabilities. It consists of a series of interactive light games that are projected on to a table and infrared sensors respond to the hand and arm movement of the players. The aim of the Magic Table is to create “moments of joy” for the users as well as increasing physical and cognitive activity. Using the Magic Table can bring generations together and



Gym area in ASD Centre

create treasured moments with family members and carers. The games are all about enjoyment and wonder and respond to even the smallest movements. Some of the games can be used to trigger memories and reminiscence and to start conversations. Others can help teach about taking turns and help improve co-ordination. Playing the games in a group can improve social interaction as well as being a fun activity.



A new addition to our music resources

The centre also visits other places in the wider community, such as, Cinema, Navan Shopping Centre, The Zone and many more. These trips are a wonderful opportunity for the students and help them become more socially involved in the wider community and the teaching of life skills becomes more real for them. The students also participate in many mainstream outings/trips with their tutor groups.

Autism Awareness Week

Every year we plan for an Autism Awareness Week. Students from the mainstream school usually visit the centre during this week and activities are organised by the team, with the added support and assistance of the student council members: Cake sale, nail painting, bingo, games and balloon release are some of the activities that are organised. A special thank you to the Transition Year students who participate in weekly activities with our Autism Centre Students as part of their Gaisce Award. Autism Awareness Week will continue in April as an annual event in O' Carolan College.

Professional Development

The Autism Centre teachers and SNA's attend a number of courses and meetings throughout the year. These courses are organised by a number of organisations, including the SESS (Special Education Support Service), local education centres and online providers. Topics covered on these courses include:

Speech & Language Therapy

Level 1 PLU's for the new Junior Cycle

Level 2 PLU's for the new Junior Cycle

Understanding Autism (Online Course, I.C.E.P Europe)

Assistive Technology

NEPS ASD Co-ordinators Group Consultation

Rang Uí Bhriain: Autism Centre

Donations

We would like to thank the Celtic Old Vehicle Owners Club for donating €100 recently to our Autism Centre and also to the O' Neill family for their donation of €831 which was donated in loving memory of their Dad Patsy O' Neill who passed away recently. These donations will support our students in Rang Uí Bhriain throughout the year.



Presentation of donation In memory of Patsy O Neill to Principal Mr Rogers

Goodbye

This year we will be saying goodbye to some of our students in Rang Uí Bhriain. We will miss their presence within the class next year and we would like to wish them well in the next stage of their journey. Thank you for the wonderful contribution you have made to Rang Uí Bhriain and indeed to O' Carolan College.

Thank you

I would like to thank the centre staff for their dedication, especially under this year's Covid 19 restrictions. Thank you for your enthusiasm and commitment that you have displayed throughout the year, especially our Special Needs Assistants: Patricia Smith, Catherine Mc Donnell and Lesley Gorman and indeed all of our teachers that work with our students. Their presence and involvement have greatly enhanced the opportunities for our students attending the centre. I would also like to thank the whole school staff and students for making an inclusive environment possible. Without the support of all the staff, we would find it very difficult.

We hope to continue our high level of support within Rang Uí Bhriain next year and thank you again to one and all for your support and co-operation.

- Jackie O' Brien

TY Show 2022

Musical Mayhem 2022

Transition Year students took to the stage this year again in their 4th year running to produce a TY musical dance production – this year called “Musical Mayhem”. Each TY student was assigned a group and had to perform classics from the musicals *Grease*, *We Will Rock You*, *Hairspray* and *High School Musical*. Students had the option of dance numbers or the dreaded solos, with many daring to take the opportunity to sing publicly for the first time.

The TY Students put on a successful sell-out matinee for all the local primary schools earlier in the day as a practice run for the all-important competition that evening in front of the judges.

The show was a roaring success, selling out on the night and producing a high-quality Broadway experience for a captivated audience. Congratulations to the Spirit of the Show, Jack Griffin and to the overall winners for 2022 – Grease! Thank you to the staff, parents, students, and local businesses who supported the show – it was a wonderful experience for all!



TY Show 2022





Religion

Department Members:

Edel Crawley, Paul McCann, Sharon Denning,
Gabriele Budaite

Religion Co-Ordinator:

Maria Brady

Provision of the subject at school

The subject is taught at Second, TY, Fifth and Sixth Year in the school. It is compulsory for each student. There were four teachers timetabled to teach religion in the past academic session. There is one class period allocated to all year groups. Students taking the classes are taught at a mixed ability level. A resource area is available in the department where DVD, books and other additional material are available. Department members have also uploaded resources to share on the Religion departments One drive. Religion is not taken as an exam subject at Junior or Senior cycle at the school.

Planning and Preparation

There are two formal meetings every year. At the meeting at the start of the year it was decided what books and what celebrations would be undertaken for the forthcoming academic session. There are also a number of meetings on an informal basis regarding upcoming liturgical events.

Teaching and Learning

Second year Religion

All students completed the relevant Junior Cycle syllabus. Second Years studied Christianity, Sources of Morality, Community, the Growth of Faith, the Expression of Faith, Sign and Symbol, Rites of Passage and other Rituals, the Experience of Worship, Growing in Morality, Organisation and Leadership in Communities of Faith.

Transition Year Religion

This year, our TY students took part in the St. Vincent de Paul Youth programme. Here they explored many issues around the work of St. Vincent de Paul in Ireland today. The programme offers a wide range of opportunities to engage in positive social action in the local area. Students engaged in group work activities and informative talks from our local SVP co-ordinator. Students welcomed the opportunity to work outside the classroom helping other people. This year they co-ordinated the collection of food hampers from students





across all year groups in the school and these were presented to a St. Vincent de Paul representative at Christmas. Well done to all involved.

Fifth Year Religion

Students cover a number of topics in fifth year religion. The issues of morality, alcohol, drugs and war were covered. Teaching methodologies included group discussions, case studies, fact sheets and DVDs to highlight and promote thought on various topics. As part of senior cycle religion, our Fifth year students held debates on morality issues such as abortion and just war. This encouraged students to practice their oration skills and how to construct valid arguments, while being aware of presenting a point which involved sensitive topics.

Sixth Year Religion

Sixth Year studied a number of moral issues as well as on-going personal faith development. Students also did comprehensive work in preparation for their graduation. This is to celebrate all they have achieved over the past two years.

Assessment and Achievement

Teachers followed a policy of continuous assessment throughout the whole of the year. Teachers set their own individual classroom and homework exercises. Both written and oral homework was set with due regard to the homework policy. Students took part in various social initiatives throughout the school year. Second, third, TY, Fifth and sixth years were invited to partake in the Concern Lenten Fast.



Extra-curricular

Christmas Carol Service 2021 - Carmel Quigley organised a number of students within the school to submit voice recordings of themselves either singing or reading poetry which were chosen between both teachers and students. One student from each year group got involved. These recordings were then included in a PowerPoint presentation and made into a video to create the Christmas Carol. It was done in this way to ensure all Covid protocols were followed without missing out on our annual Christmas Carol Service. This was then shared on the school website for all parents and students to watch. We also shared this with Kilmainhamwood Nursing home so that all the residents could watch and gain a bit of Christmas Cheer.

Relationships & Sexuality Education

Department Members: Ciara Feeley & Joseph O'Sullivan

Provisions of the subject in the school:

RSE was introduced to senior students in 2009. The subject is taught to Fifth and Sixth Year students, and it is a compulsory subject coinciding with the SPHE course at senior level. There are two 'floating' classes given each week to withdraw students from timetabled classes. There are a variety of resources, including DVD's, worksheets and leaflets available for classes.

Planning and Preparation:

Department meetings, both formal and informal, are held on a regular basis to discuss planning and resources.

In planning and implementing the R.S.E. programme we will have regard to the following:

- The student's entitlement to appropriate R.S.E.
- The right to confidentiality and privacy of children, parents and staff.
- The rights and responsibilities of parents. (Parents are acknowledged as the primary educators of their children. The school's work is in a supportive role.)
- That materials, information and speakers used as part of the programme conform to policy and ethos.
- Promotion of gender equality.
- The professional judgement and expertise of teachers.

Aims of RSE

- To enhance the personal development, self-esteem and well-being of the student.
- To enable the students to develop healthy relationships and friendships.
- To foster an understanding of, and develop a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework.
- To enable the student to acquire an understanding of, and respect for human love and reproduction.
- To develop and promote in the student a deeper sense of understanding and awareness of the process of birth and new life.
- To enable the student to be comfortable with his/her own sexuality and that of others while growing and developing.

Resources

- RSE syllabus from Department of Education and Science
- TRUST Resource Pack including DVD from Department of Education and Science
- Information leaflets from Health Promotion Unit and North Eastern Health Board
- ‘Working Things Out’, Mental Health Programme
- ‘Busy Bodies’ DVD from HSE
- ‘You Can Talk to Me’ DVD from Rape Crisis Centre
- ‘Stand Up Pack’, Homophobic Bullying from BelongTo
- ‘Lockers’ Information and resources around sharing of explicit self-generated images from Department of Education and Science

Teaching and Learning

Senior students complete the relevant course material as prescribed by the syllabus. The program begins with relationships and values and continues to look at self-esteem and influences. Students examine boundaries and how we can communicate our boundaries effectively. Awareness and preventions of potentially harmful behaviour associated with the sharing of self-created sexual images and the area of consent is highlighted. Sexuality and sexual orientation is also addressed with a particular focus during Stand Up Week every year.

SASS Project

We are delighted to be one of the first 13 schools in Ireland to be accredited with the Safe and Supportive Schools award. Our SASS journey has and will continue to be one that has given OCC colour, understanding, acceptance and more importantly PRIDE as we move forward. The staff, students, parents all embraced this initiative with openness. We shall continue to strive for all our students and break down all barriers that hinder any students in OCC. May the flag fly high & proudly in OCC!



Leaving Cert Graduation 2022

After a difficult year, it was great to celebrate the graduation of the Class of 2022.

The theme chosen for the graduation was 'The Next Step'. The idea was to encourage students to follow their dreams, to set and achieve goals along the way, and to aspire to greatness in whatever they do.

The staff and students got to celebrate their achievements together during the school day and enjoyed a BBQ and the traditional Class of 2022 cake before the graduation ceremony at 2pm. The ceremony was beautiful with the Leaving Certificate music class along with some Transition Year students playing gorgeous songs throughout, with lovely speakers and reflections from the Leaving Cert class. Parents got to watch the ceremony virtually!

Congrats to the class of 2022! You were an amazing year group who have achieved so much in the past 6 years at O' Carolan College and the best of luck in the future!



LC Grad audience



LC Grad setting



LC Grad setting

Leaving Cert Graduation 2022



Presentation to Ms Loftus by Saoirse Winters



Congratulations to Charlie Farrell from Mr Rogers



Ms Teeling & Saoirse Winters



Mr Smith presents to Andy Monaghan



Mr Rogers congratulates Colin Plunkett



Mr Winters - the Final Roll Call



Ms Fitzpatrick, Mr Rogers & Ms Loftus



LC girls on Grad day



LC students on Grad day



Graduation team 2022 - Ms Teeling, Ms Budaite, Ms Leahy



6 Ni Dhionsaigh



Presentation to 6th Year Leader Ms Fitzpatrick



OCC Staff at LC Grad



Teachers Tips for LC students



Staff at LC Grad

World of Work

This year a number of our 2nd year students engaged in the World of Work programme which links our school to a local business, which this year was College Group. Students have the opportunity to learn the value of soft skills such as, communication, teamwork, positive attitude and critical thinking. They also get to experience a day in the life of the different professionals that work in College Group. Two weeks ago, our students made presentations to representatives from College Group, outlining what they have learned from this programme. With incredible feedback from College Group and Business in the Community, we look forward to developing this programme further next year.



Extra Curricular Activities

Boys Basketball

1st Years Boys Basketball

An excellent performance from our 1st Year Boys Basketball Team who entered the North Leinster Division C Competition. Many of the boys had little to no experience of basketball previously, however much potential, talent and enthusiasm among the boys was quickly recognised. The 1st years played spectacular in the opening rounds beating Coláiste Na Hinse, (30-12) and Coláiste Dún an Rí, (30-13) to qualify for the Regional Semi-Final where they beat Colaiste Oiriall (39-22).

Unfortunately, the boys lost the regional Final that was played in March against Coláiste Na Hinse despite an excellent performance losing 20-17. The boys qualified for the all-Ireland Round of 16 but despite another fine performance, lost by just 2 points, 28-26 to Cistercian College Roscrea. Throughout their league the boys showed off the best of O'Carolan college and did our school proud.

Captain: Stephen Dolan **Vice-Captain:** Jack Giles

Player of the Year: Jack Giles

2nd Year Boys Basketball

Our 2nd Years Boys competed in the North Leinster Division C Competition. The 2nd Years performed well despite not having played in 1st year the previous year. The boys were unfortunate this year and did not proceed to the regional semi-finals. Despite this, the boys showed great potential, talent and enthusiasm doing all of us in Carolan College proud. Many of the skills the boys learned this year will be utilised in further matches in U16s.

Captain: Matthew Vaughen **Vice-Captain:** Sean McKeown

Player of the Year: Sean McKeown



1st- back-Conal Sheridan, Eoin Gilsean, Jack Giles, Oisín Farrelly, Eoghan Moore. Diarmuid O'Malley, Daniel Tyndall, Front-Micheál Finnegan, Leon McGovern, Charlie Dairdis, Sean Behan, Conor Oakes, Ronan Reilly, Stephan Dolan, Aaron O'Donnell

Extra Curricular Activities

U-16's

The season started with a home game against St. Clare's Ballyjamesduff with O.C.C. recording a nervy 28-23 win and along with a walkover against Dun An Rí, Kingscourt, this ensured we progressed to the Regional Semi-Final. The draw pitched us against Colaiste Na hInse, Laytown, who finished the season as All-Ireland Cup Champions, but the class and experience of Captain Gustas Pocevicus made the difference on the day as he scored 30 points in a 44-21 victory to set up a North East Regional Final with Ballymakenny College, Drogheda.



U-16 All-Ireland Bronze Medalists

The final was the third meeting of these schools in the previous four seasons on finals day, with both teams taking a title each in the previous two encounters. The O.C.C boys gave everything in this game and they were out to impress. On this occasion O.C.C. were not willing to finish second best and with a monster team performance, the U-16 boys powered through to win the game 40-24 to lift the cup. As North-East Regional Champions the team then proceeded to the All-Ireland Round of 16 which was home draw against Abbey Grammar C.B.S., Co. Down. The team started this game as they meant to proceed and led 11-2 after the 1st Quarter. This momentum continued throughout the game and the whole panel put in an excellent performance to win the game 59-32 to reach the All-Ireland League Quarter-Final.



U-16 North East Regional Champions

Our opponents in this Quarter-Final were St. Ronan's, Lurgan, Co. Armagh. This game took place in the National Basketball Arena in Tallaght and was our first time returning to this venue since the U-19's played their All-Ireland League Final in 2019. The occasion didn't get the better of the O.C.C. team with Joey Curtis putting in a masterclass of three point shooting and M.V.P. performance in the absence of our Captain Gustas Pocevicus. The game ended 26-23 in favour of O'Carolan College and set up an All-Ireland Semi-Final against Kishoge C.C., Co. Dublin.

Despite all the hard work and effort by all involved the All-Ireland Semi-Final did not go O'Carolan College's way. The team worked extremely hard but the team from Dublin had too much experience and this showed throughout the game. The game finished 52-41 to Kishoge C.C. Despite the ultimate disappointment of losing this game the O'Carolan College team should be extremely proud of the monumental achievement of becoming All-Ireland bronze medallists. On reflection the season was hugely successful and everyone involved should be extremely proud of their achievements.

U-19's

The 19's season also started with a home game against St. Clare's Ballyjamesduff with O.C.C. recording a convincing 48-19 win and a walkover against Dun An Rí, Kingscourt ensured we progressed to the Regional Semi-Final. The draw put us up against a youthful Colaiste Na hInse, Laytown, team who were well organised and well coached to a point where it took a last minute steal by Gustas Pocevicus from which he scored a fast break layup to steal the win from the jaws of defeat. The game finished in a 32-31 victory to set up a North East Regional Final with Dundalk G.S., Co. Louth.



U-19 North East Regional Runners-up

The final took place in the Phoenix Centre, Carrickmacross. The O.C.C boys gave everything in this game but eventually we finished second best to a team containing current Irish Internationals and the game finished on a scoreline 40-30.

As North-East Regional Runners-up, the team then proceeded to the All-Ireland Round of 16 which was an away draw against Ballymahon V.S., Co. Longford. The team started this game with a point to prove and were led by Captain Ciarmhac O'Fionnagain and Vice Captain Brian O'Reilly. The team put in a determined performance and were in the lead right up until the middle of the 3rd Quarter. At this point momentum of the game changed and the skill and experience from the Longford side, which eventually led them to win the competition and become All-Ireland Champions, allowed them to narrowly defeat our U-19's in a game that finished 32-28.

Girls Basketball

U16 and U19 Girls Basketball

The girls' basketball club had a very good season yet again with great performances from both our junior and senior teams. The season tipped off with our U16 and U19 girls competing against another LMETB school, Ratoath College with two very convincing wins - the U16's beat them 72-13 and the U19s score line was 67-6 with Meena Mc Connell and Ciara Reilly named as MVPs for their teams. A huge start for both teams with confidence building.

In the 2nd round of matches, our OCC girls met the all-girls school in Trim, Scoil Mhuire, for a very tight and contested match. We knew this would be a tough match before entering and the girls were fired up with enthusiasm and determination to add another win to our campaign.

Extra Curricular Activities

Girls Basketball

The U16 girls played with heart and got a convincing win of 36-21 with MVP Grace Durnin showing excellent resilience and determination. Unfortunately, after a great performance from our u19 girls, we lost by 1 point in the last few minutes of the game, missing out on a place in the North East Semi-finals. MVP for this match was Abby Matthews who was playing up an age group and showed silky skills on court everywhere, putting her body on the line for each ball. Well done to the U19s for great efforts.

The u16's team was now through to the North East semi finals and spirits were high. The girls played a blinder of a match and dominated against Largy College from the first quarter with huge performances from MVP's Jane Mulligan and Meena Mc Connell. The score ended with a victory of 48-16. Excitement was palpable as we knew we were through to the North East Finals, which hasn't happened in a few years for the girl's club. The u16 Girls knew we were facing St. Louis Dundalk in the North East Finals and that they would be very tough opponents as they had three Spanish club players dominating at u16 and u19 level. On Finals Day, the girls coach Ms. Teeling was extremely disappointed to be missing this momentous occasion but had to watch by video link as her son was sick at home. Thank you to Mr. Irwin who came on board as a 'sub coach' for the day and did a great job. Unfortunately, it wasn't the girls day and after a shaky first quarter and a considerable lead from Dundalk, they were playing catch up for the rest of the game. In the second half of the game, the girls put up a huge fight and won both of the third and fourth quarters. In the end, it wasn't enough and the u16's lost out on the NE Title. Ms Teeling was very proud of all the girls, none of whom are club basketball players and are now North East Runners up – not an easy task! Huge talent in this team and we look forward to them developing their skills over the next few years at senior level.

First and Second Year Girls Basketball

The 1st and 2nd year girls' basketball team met Loreto College Navan in the first round of the North East League. Meeting a big all girls school is always a challenge but our girls did great for their first match ever for some! Our 2nd years got off to a flying start and beat Loreto 51-18 with outstanding performances from Edel Reilly and Rachael Murphy. It was clear from the start that these girls have a wide range of sporting ability, good level of fitness and talent. Unfortunately, the first years did not get the same result and lost by 3 points. MVP was captain Ellie Jackson who displayed lovely shooting ability. In the next round the girls met Ratoath College and had a double win! First year girls beat Ratoath 38-15 and 2nd year girls won by 35-16. A great day out and confidence was building! In our last group match we met Scoil Mhuire, Trim. This was to be a deciding match as both groups had won all of their games and whoever won was to go through to the North East semi-finals.



Extra Curricular Activities

Unfortunately, the first years were well beaten by a better Scoil Mhuire team who evidently had a few club players and were a confident outfit. Our second years however led the game from the beginning winning every quarter but just lost focus in the last few minutes of the match and were beaten by one point in the last seconds of the match. A heartbreaker! Ms Teeling was very proud of these girls and feels confident that as an U16 team next year, these girls will be going to NE Finals.

Well done to everyone involved and a special mention to the TY coaches and Kate Mulligan who helped Ms. Teeling train the juniors all year.



Cross Country

North Leinster Cross Country Running Competition 2022

OCC competed in the North Leinster Cross Country Championships in the Phoenix Park, Dublin this year. We had over 40 runners in races from U14 to U19, both boys and girls and all age groups were represented very well. It was a great experience for all of our students, racing against some international athletes and some of our students finished in the top 20 of over 100 athletes. A great effort made and we look forward to Meath Schools and Leinsters again next year, building on our experiences from this competition.





Equestrian Club

2021-22 was an exciting year for the O' Carolan College Equestrian Team. We were delighted to get back to competing, and students competed in a number of interschool showjumping competitions, both as a team and individually. We had a strong performance across all events, and placed in a number of competitions. Our thanks to Magee's in Kingscourt for sponsoring our new team jacket too, which ensured we looked the part as we picked up our rosettes. We look forward to developing our team further and achieving even greater success in 2022-23.



Gaelic Football

This year has been one of the most successful years O'Carolan College has had in over 20 years of Senior GAA. The lads claimed two trophies this year and were very unlucky not to make it all the way to the Ireland Final.

We got the league campaign off to a winning start with a narrow one-point victory 2-09 2-08 over DLS College Dundalk which was an excellent result with seven starting team players missing that game. Next up for OCC was an away tie with St Peter's Dunboyne, always an exceedingly difficult place to get a result.



Despite losing by 6 points at one stage in the second half, a wonder kick from the sideline by Rían McConnell snatched a point for us on the day 3-10 1-16. Score difference prevented us from topping the group, so we made our way into the Shield section of the draw. This Semi Final did not take place until later in the year and after our championship run had ended. Kells provided the opposition in the semi-Final. This game really showed how far the team had come from the start of the year. We totally controlled this game and ran out comfortable winners in the end. Kilbeggan from Westmeath were the opposition in the league final. They provided a stern test in the first half and our lads struggled at times with their physicality. The second half, however, was a different story. Our lads took the game by the scruff of the neck and began to assert their dominance once again. Winning very comfortably on a score line of 7-15 to 2-07. This was a very fitting way to end what was a wonderful year for our lads.

We got our championship campaign started with a local derby against St Ciaran's Kells. This was the game when things started to come together for the OCC Lads. A very dominant performance saw us run out six-point winners on the day. We were due to play Mercy SS Ballymahon next but with covid delays we ended up having a draw to see who would top the group as Ballymahon had also defeated Kells. We finished second in the group and faced the other Ballymahon side in the North Leinster quarter final Ballymahon VS. This was the first of a series of matches in St Lomans grounds Mullingar. This pitch suited us as it gave us the space to place the wide expansive game we were rapidly developing as the year progressed. OCC were comfortable winners that evening and now faced Mercy SS Ballymahon in the North Leinster Semi Final. Ballymahon were a strong side and got off to a strong start scoring two early goals. It was the response from our lads that impressed the most and, on that afternoon, Ballymahon had no answer for the OCC lads who went on to score an incredible 3-21 that day. Winning 3-21 to 3-05.

St Mary's DS Drogheda were widely fancied to comfortably win the North Leinster final with a team packed full of county stars. This game was played on a very windy evening in Darver, Co Louth and OCC played into this breeze in the first half. St Mary's started the better of both teams and scored the opening two points



Gaelic Football

of the game. Rian Stafford opened our account with a free followed by a brace of points from the ever-reliable Rían McConnell. With the wind having such an impact on the game, the score at half time was only three points each. It was down to the exceptional work rate of our lads that we went in at the break all square despite the elements. St Mary's started the



second half strong again scoring the opening two points. It was at this point that the OCC lads really dug deep and produced one of the best 20-minute spells we had all year, scoring 5 unanswered points to lead by 3 with less than 10 minutes left. This final was far from over however, and like all good teams St Mary's got themselves right back into the match with a goal on 25 mins to level the tie. Another lesser side may have laid down at this point but not the OCC lads and Andy Monaghan played a captain's role by scoring the crucial next score of the game to give us a one-point lead with 3 minutes remaining. It was our eventual Player of the Year Rían McConnell that settled all nerves with a fine goal on 30 minutes to put the tie to bed.

This was an evening where every member of our side stood up and produced an outstanding performance to get the better of their opposite number. It was an immensely proud evening for O'Carolan College and one that the many supporters who made the trip will never forget. Andy Monaghan lifted the North Leinster title for the first time in 10 years.

Sadly, this is where our story ends. We played Heywood from Laois in the Leinster semi-final a week later. In a game that OCC controlled for prolonged periods, it was two late goals from the Laois side that broke the hearts of the Nobber lads. This was a game we should never have lost but some days it is not meant to be, and this was one of those days for us. Heywood went on to claim the All-Ireland title and no other team came even close to them in their run to the title.

Every single member of this outstanding bunch of lads should be commended for the commitment, pride, and dignity in which they represented our school this year. Both on and off the field they all did their families, clubs and school extremely proud this year.



2nd Year Boys Gaelic Football

This year the second year boys suffered due to the covid pandemic and the competition was very stop start and rushed at times.

Our first game was set with only about a weeks notice from our first training session. Despite this some stunning individual performances from Korede Otubanjo and Matthew Vaughan ensued. Despite their valiant efforts, St. Michaels Kells battled their way to a narrow victory. Despite our loss, the boys worked together and trained and trained for weeks ahead of their next game. Victory was a must, as defeat would mean exiting the competition at the group stage. Victory we needed and victory we got. A fantastic team display vs Boyne CS saw us run away victors in our second game, with player of the match performance from Sean McKeown, a star for the future no doubt.

With that victory, the team progressed to the quarter finals of North Leinster vs St Marys Drogheda. In what can only be described as a horrendous day weather wise. In thunderous conditions both teams battled a great game with much skill displayed from both sides. Although missing key player Sean McKeown, players such as Darragh Weldon, Eoin Byrne and Evan Curley stepped up to put in a massive performance. Despite this, our team narrowly lost by 3 points. A great performance and a great team who would have done very well given more time and possibly more games to develop as a team together. A team for the future for sure!

Rugby

U16 Rugby

Our first U16 Rugby Team continued the success of our U19 panel as they remained undefeated in their first year playing competitive rugby; captained by Ciarán O'Hare.

The team created sporting History for O'Carolan College, winning our first piece of silverware for Rugby winning the North East Leinster Cup. The team won six games in a row, beating Boyne Community School (14-0), Ashbourne (12-0), Ballymakenny (12-5) and Dunleer (7-0). They met Ashbourne (15-0) in the semi-final and Boyne (17-5) in the Final.

Tries throughout their campaign came from Cathal Walsh, Aidan Rennie, Ronan Cassidy, Christopher Coen, Jack Giles, Rian Stafford, Josh Curtis & Euan Lowry. Conversions from Ciarán O'Hare. Top scorer was Aidan Rennie.

Joint players of the tournament went to Sean Gillespie and Corey Curtis.

On behalf of O'Carolan College and the U16 team we would like to thank Leinster Rugby and North Meath RFC for their support throughout the year and helping get this team off the ground.



U19 Rugby

History was made this year with O'Carolan College competing with their first U19 Rugby Team, captained by Joshua Meade. The team made their first debut against a strong Ratoath side, winning 19-5 in the end with tries from Seán O'Hare, Joshua Meade and Ronan Giles and a conversion from Seán O'Hare. Building on this, the team continued to train throughout winter every Friday evening leading up to our U19 North East Leinster Cup Finals Day. On March 31st, we travelled to North Meath RFC. The team had victories over St Mary's College (19-0), Ballymakenny (31-0) & St Oliver's Post Primary School (26-0) and finally St Mary's College (20-0) again in the final. Racking up an outstanding 96 points across the day with no points conceded - a true mark of the talent and strength within this team.

Tries on the day from Ronan Giles, Joshua Meade, Sean O'Reilly, Michael McGovern, Sean O'Hare, Rian Stafford, Martin Kearns, Andrew Monaghan, Josh Curtis and Killian Russell. Conversions from Seán O'Hare, Rian Stafford and Adam Matthews. Top scorer on the day was Seán O'Hare.

These points would not have been possible without the huge hits, overturned line outs, stolen scrums and important carries from the brains of the operation Jack Moriarty, Michael McGovern, Ronan Giles, Andrew McGovern, Corey Curtis, Josh Curtis, Joshua Meade and our playmakers Ciarán O' Hare and Seán O'Hare. Player of the Tournament went to Michael McGovern.

This is a special team who went undefeated in their first year playing together in U19 competitive rugby and came away as North East Leinster Cup Champions!

On behalf of O'Carolan College and the team we would like to thank Leinster Rugby and North Meath RFC for their support throughout the year and helping get this team off the ground.



Soccer 2021-22

This year O'Carolan College had two boys soccer teams competing in the North East Leinster League; 1st Years and U19 team

The 1st years played Colaiste na Mi, Ardee Community School and Bremore E.T.S.S in their group. Despite narrowly losing their first two games they ended their campaign with a 7-0 away win against Bremore E.T.S.S

Our U19 teams had a great run this year reaching the North East Semi- finals.

Managers: Mr O'Sullivan and Mr Murray



This year saw OCC's best performance in Senior Boys Soccer. Captained by Alex Penny, the Senior Boys easily defeated Athboy CC 4-1 with fantastic goals from Killian Smyth, Andrew Monaghan, Joao Gomes and Rian Stafford. An away trip to local rivals Beaufort was next, and the Senior Boys Team once again prevailed, beating Beaufort 5-2 in a fiery encounter.

The boys progressed on to defeat Bush Post Primary in Carlingford, with a fantastic strike from Adam Matthews settling nerves before the boys eventually won 4-1 with excellent performances from Conor McKeever, Daragh Smith and superb cameos from Ben Reilly and the returning Glen Murphy.



Soccer 2021-22

A semi final with Kells Community College was to be the last game of the season. The boys showed great heart in coming back from a 2-0 deficit to bring it back to 2-2 thanks to some inspired tactical changes and superbly taken goals by Killian Smyth and Glen Murphy. However, a controversial penalty decision conceded by OCC saw Kells convert and ended OCC's quest for glory for another year.

There was, however, celebrations all round when the school learned that midfielder Adam Matthews had been selected to be on the North-East All-Star Team for 2022. This superb achievement is testament Adam's ability and fantastic work ethic this year.

A huge thanks must go to Mr Murray, Director of Football Colin Plunkett, Fresh Today our kit sponsors, and especially Torro United for the loan of jerseys when kits clashed.

O'Carolan college had a very successful year to date with girls soccer. In their opening game of the season a narrow 3-1 victory over Beaufort Navan, thanks to goals from Eimear McCluskey, Abby Matthews and Claire Reilly. Our second game of the season was a very close game, where our squad was missing a few key players on the day. At 1-0 down, we were pushing for a late equaliser before getting undone by a counterattack and conceding, losing the game 2-0 in the end to St. Olivers Dundalk. We bounced back quickly and had a fantastic display vs Marist Dundalk winning 8-2 thanks to goals from Ciara Reilly, Shannon Conneely, Eimear McCluskey, Abby Matthews and others! Thanks to this victory we progressed to the next knockout round.



In the first knockout round we were pitched against Colaiste na Mi, Navan. Another thrilling game ensued but we came out the stronger team running away with a 3-1 victory thanks to two goals from Claire Reilly and another from Shannon Conneely. We were due to play Luttrellstown CC in the quarter final but the competition came to a halt due to delays and postponements, the competition didn't get completed.

Road Safety Authority



Mr Rogers tries the Motorbike Simulator



5 Caplice outside the Interactive Shuttle



4 Ní Raghallaigh in the shuttle



5th Years



Boys getting ready to brake



Fun wearing the goggles



Mr Caplice wearing Beer goggles



Heather Meehan inside the RSA shuttle

Silver Circle 2021

O' Carolan College's annual Silver Circle draw took place on Friday 19th November 2021. First Year students enjoyed a wonderful celebration in the gym whilst the draw took place.

This year we raised an outstanding amount of money that went towards students' trips, awards at prize giving ceremony to name a few. Congratulations to all winners!!

Winner	Seller	Prize(euro)
Laura Carr	Carleen McKenna	1000
Mia Cluskey	Mia Cluskey	500
Olivia Price	Kayla Price	200
Claire Rooney	Emily Rooney	100
Elaine Carr	Katie Carr	100
Caitlin Cromwell	Chloe Cromwell	100
Kavanagh Family	Tara Kavanagh	100
Deirdre O'Malley	Diarmuid O'Malley	100
Denise Duffy	Emily Woods	100
Nigel Smith	Oisín Smyth	100
Charlotte O'Connell	Michael O'Connell	100



Also, well done and a massive congratulations to the following students who sold the most tickets in the school.

- Junior Student Best Seller - Chloe Daly (received a Samsung Galaxy Tablet).
- Senior Student Best Seller - Alex Penny (received a Samsung Galaxy Tablet).
- Best seller in 2nd Year - Mary McCarthy (received a Bluetooth Speaker).
- Best Seller in 3rd Year - Dylan McCormack - Szczepanec (received a Bluetooth Speaker).
- Best Seller in 4th Year - Sophie Matthews (received a Bluetooth Speaker).
- Best Seller in 6th Year- Jamie Halleran (received a Bluetooth Speaker).
- Class Prize - 1 Budaite who raised a total of 2800 euro



Trips 2021-22

1st Year Wellbeing Trip to Tayto Park

For the first time, First Year students went to Tayto Park! It was a wet day in May when we all headed off to Tayto Park, but it did not dampen the excitement and eagerness of the students to make the most of the day. The students arrived at Tayto Park and were bravely let loose to embark on the various attractions available. There were a few nervous faces queuing for the Cú Chulainn but the sweet stands and new furry friends made throughout the day put smiles back on their faces.

Well done to all the First Years who attended, they represented the school excellently and had a positive attitude throughout the day from start to finish.



TY Gaisce Trip Mayo 2022

The TY's set off from Nobber to Colaiste UISCE near Belmullet, Co. Mayo for 2 nights/ 3 days to complete the adventure component of the Bronze GASICE Award. The sun was shining for 3 days as they completed a 25k hike round the beaches and hills of Mullet Peninsula and went pier jumping and surfing on the nearby beaches. They did archery and team building games in the evenings whilst learning a 'cupla focal' during their dancing and games at the ceili! We all had a wonderful trip together and lasting memories were made!



TY Gaisce Trip Mayo 2022



2nd Year PE Outdoor Adventure Trip (OAA)

It was so great to get back to our annual PE OAA Trip for all 2nd year students. The 2nd year students went to Tanagh Adventure Centre, Co. Monaghan where they participated in a day of fun and adventure! They spent half the day in the forest, completing mental and physical challenges in small teams. After a short lunch they all got into their wet suits and braved the water in their canoes where they raced each other up the river. They had great fun jumping into the water and having a swim too! Afterwards they all raced each other down the muddy hill in the 'Slip and Slide'. This trip is part of the Junior Cycle PE Outdoor Adventure module (OAA) and ensured all students got to experience this part of the course in a really enjoyable way! What a beautiful day we got, the sun was shining and spirits were high! Well done to all our students who were so enthusiastic and who had a positive attitude on the day!





3rd Year Wellbeing Trip – Tanagh Adventure Centre

This year, our 3rd Year students went to Tanagh Adventure Centre, Co. Monaghan for a well-deserved Wellbeing Trip! Students spent one half of the day completing group challenges in the forest and the second half of the day in canoes or in the water! A highlight for all students was the time spent on the ‘Slip and Slide’! The sun shone and spirits were high. Well done to all students for representing the school excellently!



TY INDUCTION TRIP 2021





O'Carolan College

