

Principals Report

Board of Management Meeting

14th September 2021

Building Matters

1. The board will be aware that the school received approval for the construction of twelve modular built classrooms which were to be constructed and installed over the course of the summer holidays. The site where the classrooms were to be built was where the current ballcourts are sited. During a site investigation in early June it was discovered that a mains electrical cable and fibre optic cables are routed under the courts. Because the diversion of a mains electrical cable can only be commissioned by the ESB, progress on the project has been stalled.
2. This delay has resulted in the installation of 4 pre-fabricated classrooms in our school. This installation is temporary and the classrooms will be removed once the modular classrooms are installed. It is envisaged that the 12 modular classrooms will be in place before Christmas.
3. The project room in the E-Block has been converted into a storage area for building maintenance. This has necessitated the installation of two large external doors. The wall needed to be cut to accommodate the fitting of the doors.
4. After prolonged communication with the Building Unit over the summer, I finally received confirmation from Mr Brian O'Connell on Friday last, September 10th 2021 that the school is to be provided with an extension in respect of our accommodation. This extension will allow the school to cater for 1350 students. A letter issued to our patrons, the Mercy Order (through Ceist) and Cork ETB. Both patrons must sign off on the application. Once this is complete the Building Unit will then appoint an inspector to work on the schedule of accommodation. This process will involve a thorough audit of what the school already has in place and identify shortfalls in the context of a student population of 1350. I have made contact with both patron asking them to please return the approval promptly so that the project can advance to the next phase.
5. While the court area is a suitable location for the modular classrooms, the school retains the need for courts and outdoor recreational areas. The architect accepts this position and has secured Department of Education approval to seek planning permission for courts to be placed to the front of the building. A planning application has been lodged with Cork County Council for the construction of the courts as set out in the attached planning application pack.
6. Approval from the Department of Education was also obtained to alter D07 into a computer room. This work was carried out over the course of the summer and is in full use.
7. In respect of emergency works, the school lodged an application to cover the upper deck of the link bridge between the three storey building and the original building. This application was refused. Over the course of the summer we installed a stainless steel structure which will be covered in by a poly carbonate sheeting. This structure will afford great shelter and

protection to students and staff as they cross the bridge during inclement weather. This project was funded from the COVID Grant and Brendan and Owen deserve great thanks for their work in this regard.

8. As part of our drive towards promoting sustainability and sustainable life style practices, we have designed and constructed a Green House. This Green House is a bespoke piece, which was manufactured from stainless steel by Owen and Brendan over the course of the summer.

Student Numbers at Kinsale Community School

The following schedule sets out the number of students currently enrolled at Kinsale Community School:

- Year 1 265
- Year 2 268
- Year 3 228
- TY 200
- Year 5 204 plus an additional 10 studying LCA
- Year 6 154 plus an additional 10 studying LCA.

Total student population **1341**

Staff Meetings

Presentations to staff by:

Dr Finn O'Murchú on instructional leadership and the importance for every teacher to perceive themselves as leaders of learning. This presentation took place on the afternoon of Thursday August 26th.

Dr Michael Hallissey on teachers as the architects of their own classes for 21st century teaching. This presentation took place on Wednesday September 1st.

Tomás O'Ruairc on teachers as researchers linking, siting professional practice in a sustainable setting. This presentation took place on Wednesday September 1st.

Klaus Harvey, how teachers can empower students to take a lead on matters relating to sustainability and climate change. This presentation took place on Wednesday September 1st.

Circular Letter 0045/2021 Covid Learning and Support Scheme (CLASS) Programme.

- a. The provision of additional teaching hours to schools to support their work in addressing learning loss among pupils/students arising from periods of school closures.

While there is a range of support measures already in place in the education system to support the children most in need, including those with SEN and those at risk of educational disadvantage, the Department considers it is important to provide schools with the

*necessary capacity to **extend supports more widely to address the needs of those individual and groups of pupils/students who have been impacted most by Covid-19.***

- A once off temporary allocation for this school year is available from **11th October**.

Additional teaching:

- allocations are based on school enrolment numbers (bands) + will be provided on the staffing schedule under the title '*Covid Learning and Support Scheme*'.
- hours must be provided during the normal school day
- may be provided by teachers on part time contracts up to 22 hours per week.

DE will provide schools with opportunities to share practice which is considered to be most effective in mitigating learning loss among pupils/students.

Covid Learning and Support Scheme (CLASS) Guidance for Post-Primary Schools.

Guidance from the Department of Education provides post-primary schools with a framework for providing a suite of supports for students who have been most impacted by Covid. It is being provided for schools in order to specify how the additional teaching hours should be used, as well as providing details of appropriate control and oversight measures required of schools.

It includes rationale, aims, identification of students using SSE/whole school approach. Hours can be used to support student wellbeing activities and to provide co-operative teaching/team teaching, withdrawal for small group or individual interventions, lunchtime activities including sports, music and drama.

Schools may not use the additional teaching resources to:

- Reduce the student-teacher ratio for general subject teaching
- Provide additional subject options for students
- Create smaller class groups which are subject specific e.g. Ordinary Level English/Mathematics etc.

Provide supports to students who have not been identified through the processes outlined in the previous sections.

ERTAL Recognition

I hope that you have read the ERTAL report. It represents a resounding affirmation of your outstanding professionalism. Outstanding is a seldomly used term by the inspectorate, yet it is the most often used term within the feedback which we received as outlined in the wordle which the inspectorate relayed to you.

One Good Teacher - Forbairt Project

Forbairt Action Learning Report 2021

Kinsale Community School, Ballinacubby, Kinsale, Co Cork

Title of Project: To develop highly effective standards of leadership amongst teachers through the further development of the One Good Teacher initiative by enhancing the quality of feedback to 5th Year students and their parents

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Project Team:

Fergal McCarthy, Claire Sheehan

Marie Hayes, John Corcoran

Brief Description of Project

The One Good Teacher Initiative is where a 5th year student is assigned to a mentoring teacher, who will liaise with them relating to their wellbeing, academic performance & target setting.

The Post-Primary Continuum of Support contains a range of ideas to assist in identification, intervention and monitoring of outcomes of students. One example being a mentoring programme as an example of a whole school intervention. The **One Good Teacher** Initiative allows us to be progressive in terms of engaging in a collaborative process of change to improve this specific area of school life that will impact on wellbeing & academic performance. This project allows us to link *The Wellbeing Policy Statement & Framework for Practice – Revised (2019)* with the LAOS document Domain 2 to improve the Learner Experience and achieve standards of Highly Effective Practice.

Targets:

1. To consult with students in this process to empower Student Voice
2. To further develop and improve the quality of feedback to 5Y students and parents as an addendum to Reports
3. To further develop collaboration between all staff to support the holistic development of students
4. To enhance the use of baseline data to enable OGTs to provide meaningful feedback
5. To further develop leadership capacity amongst teachers

Themes: Feedback for Learning/ Wellbeing/ Inclusion/ Student Voice

Why was this area of focus identified?

As part of our School Self- Evaluation work on Feedback we identified a possibility to enhance our Reporting procedures for our Senior Cycle students, established through consultation with students and a cross- section of our 'One Good Teacher' group from last year.

We recognize the role that Feedback will play for our students, not only in their Post- Primary Education, but also in their further education and thus the part we play in affording our students the opportunity to develop the skills to think critically in the future. Feedback is valuable when it is received, understood and acted on. We believe the relationship formed between the student and their One Good Teacher, and the information gathered by the One Good Teacher, furnishes them as a favourable medium to develop students' capability to monitor, evaluate and regulate their own learning. The One Good Teacher may be best placed to confer the possibility of the students feeling safe, protected, supported and reassured which in turn can stimulate the students' reflection, interaction and dialogue about learning improvement.

Our school targets making Leadership a shared enterprise. As a professional learning community we respect the opportunities for teachers to be efficacious in their teaching by giving them the tools and relationship time

with students to be able to be successful. When Management and teachers share leadership, teachers' working relationships with one another and with students are stronger and student achievement is higher.

What data or research supports your decision to prioritise your area of focus?

My World Survey, a national study of youth mental Health in Ireland launched by Headstrong in collaboration with UCD School of Psychology surveyed 14,000 students. This data showed that 70% of young people surveyed said that they had one special adult in their lives with whom they felt they could trust. The findings suggest that adolescents who perceived that they had little support from a special adult when in need reported moderate levels of depression, stress & anxiety. According to the survey, having One Good Adult was highly related to a range of protective factors: self esteem, optimism & using planning strategies to cope with problems. It found it is associated with greater degrees of life satisfaction which in turn is consistently related to positive well-being.

Internally, our own data which includes CAT results of students attained in Y1 & Y4 allow us to track progress and ensure students achieve potential. Developing a system whereby a teacher can align ability with progress while creating strong wellbeing links allows us to ensure student needs are met.

The Department advocates a multicomponent approach to wellbeing promotion, this includes monitoring learning through the key area of curriculum as well as student voice & student/staff relationships through the key area of Relationships.

What single statement from the "Looking At Our Schools" document have you identified as the most closely linked to the area of focus in your Forbairt Action Learning Project?

Domain 2: Learner Experiences

"Students grow as learners through respectful interactions and experiences that are challenging and supportive"

What are the main or emerging findings of your work so far in relation to your area of focus?

Students have been surveyed in terms of the importance of a One Good Teacher. Please click on the link to view some of the feedback. [OGT Student Feedback.docx](#)

Link to LAOS: The Looking at Our School Quality Framework views 'schools as dynamic learning organisations, where teachers are enabled to work individually and collectively to build their professional capacity in order to support continuous improvement in teaching and learning'. (LAOS p.7) The role of the One Good Teacher empowers them to identify individualized targeted prevention & intervention for those in need through the Continuum of support.

We have liaised with Cloudschool to update the reports which are to be sent home to parents. Since Easter of this year Y5 reports now display the CAO points assigned per subject & the total CAO points achieved during a reporting period. The target for each subject area will be added going forward so the opportunity to monitor if a student is reaching their potential can be shared with all stakeholders -student, parent & teacher.

Each teacher of Y5 has been assigned 3 students, they have liaised with their students in relation to their role as the One Good Teacher in April 2021. We will assign time to teachers to meet with their students in term 1 of the next school year. This meeting will be an opportunity for targets to be discussed & feedback given. Agreed student actions will be discussed and these will be transferred on to the September reports which parents will discuss with their son/daughter. This information will be gathered through a Microsoft Form which will allow Student Voice to be central to the reporting period.

Central to this element is the importance of feedback "*How students analyse, discuss and act on feedback is as important as the quality of the feedback itself*".

(" From Monologue to Dialogue: improving written feedback processes in mass higher education" : Nicol, 2010).

A 'One Good Teacher' team has been set up on our Microsoft platform, allowing communication & collaboration to take place within the whole staff team involved.

What plans are in place to further develop your project into the future

Development of our project in the future will begin in Transition Year:

We would like to launch our " Integration of Support and Achievement Initiative" in the school. To captivate the students who will be involved in this, the creation of an Art Task at Transition Year level to create the logo for same is a possibility. This will afford us the opportunity to explain the concept to students who will be engaged in it.

In Transition Year: A descriptive presentation to students on the Target Setting Plan in our school, in preparation for their entry to and engagement with same in Fifth Year.

Assignment of 'One Good Teacher' to each student will be completed by Midterm in Fifth Year.

A provision to Parents/ Guardians of a presentation on the Management of Feedback with their child will be produced by Easter exams in Fifth Year.

The meetings between student and their One Good Teacher will happen 3 times following the issuing of School Reports: 1. Easter of Fifth Year. 2. September of Sixth Year. 3. Leaving Certificate Pre Results.

Supporting Images:

[One Good Teacher Cover Slide.pptx](#)

<https://forms.office.com/Pages/ResponsePage.aspx?id=6KbYEIyrBEiOSkNHfZfEUIlt0pKw4TNEjxl4XAItqIFUQ0IVVVQzTVNBQThRU01NMkdYODZSRUFOOC4u>

[Y5 OGT - Meeting Discussion Sheet.docx](#)

Sustainability

Our sustainability coordinator, Klaus Harvey has registered TY students to engage in the ECO-UNESCO programme, details of which are set out below. It is envisaged that the students trained on this programme will in turn train their peers in the school.

'ECO-UNESCO's 4 Day Course on Sustainable Development (FETAC Accredited Module - L5) is a course run by Eco Unesco, Dublin. It is a 'Classroom Based' course with a duration of 4 Days. For more information about 'ECO-UNESCO's 4 Day Course on Sustainable Development (FETAC Accredited Module - L5) at Eco Unesco, please review the details below.

The course develops an understanding of concepts such as sustainability, quality of life, sustainable communities and carrying capacity. It builds awareness of the links between the environment, society and the economy, education for sustainable development and develops skills of analysis (auditing).

The 'ECO-UNESCO's 4 Day Course on Sustainable Development (FETAC Accredited Module - L5) course at Eco Unesco is listed in Courses.ie's national courses finder.

ACCS Education Conference

The ACCS, our management body, hosts an annual education conference. For the first time in the history of the organisation the ACCS is going to host the conference in a school. The school selected for the ACCS Education conference is Kinsale Community School and it is scheduled to take place on May 4th 2022. The theme of the conference is going to relate to the twin transitions relating to the Digital and Green transformations.

Erasmus

Challenges Choices and Change

Féilte

I am delighted to report that both our submissions "CROÍ Na Scoile - Research at the Heart of the School" and "Establishing and Maintaining Teachers' Collective Efficacy through Digital Leadership" have been accepted as Showcase Projects for FÉILTE 2021. Catherine Coughlan and our former colleague Adrian O'Connor will be showcasing the research initiative while Aine and Brian O'Reilly will be showcasing the Digital leadership initiative.

Féilte Scoile

KCS Feilte Scoile 21 Draft Plan

- Principal's address in Old Gym at 11AM- linking the Green and the Digital themes and setting out the school's plan
- 23-28 per group circulating
- Workshops last 20-25 minutes (including travel time- workshop leaders plan for 20)
- Experiential piece as people move around – QR codes on doors/ exit cards linking to a 'tour' of sustainable elements of school- solar panels, water harvesting etc

| | | WORKSHOP | WHO | DETAILS | WHERE |
|---|------------------|--|--------------------------|---|---------|
| | 11:20-- 11:35 | Principal's Address | FMC | | Old Gym |
| 1 | 11:35-12:00 | Sustainable Learning | MOS LFO | Metacognition Learning to Learn Fostering life-long learners | Old Gym |
| 2 | 12:00-12:25 | Getting KCS from 13 to 2- the Student Voice | KHA KFP Green Team | Sustainable Practices – where are we and we can we go? What does a sustainable campus look like | H04 |
| 3 | 12:25-12:50 | Sustainability and JCT (Stetments of Learning) | LDU Student Council | Being a leader in the school community JCT-Ty students on leadership skills | B04/5 |
| 4 | 12:50-1:10 | Sustainable You | MOB AMU | Self-care, self care, resilience and growth mindset | F10/11 |

| | | | | | |
|---|-----------|-------------------------------|------------|---|---------------------------|
| 5 | 1:10-1:35 | Digital Sustainability | ABO EFA | Use of research for sustainability . How to do and documents a simple action research investigation- teachers as self reflective practitioners. | A02 |
| | 1:35-1.50 | Reflection session as a group | All Chair | Chair of group facilitates 15 minutes of reflection on learning moments | Group stays in final room |

News Update September 2021

KCS Literacy Camp



Pictured are a group of present second year students receiving their certificate of participation in the literacy camp which took place from August 16th to 20th in KCS. The camp was initiated to provide students with a week of interactive learning; addressing key literacy skills in a fun environment as well as promoting confidence in their ability to learn and techniques to address the needs of the curriculum for the year ahead. The programme was designed and delivered by our own experienced teachers. Many thanks to the teachers involved- Janet Forrest, Maria Kennedy, Joanne McCarthy, Mary O'Sullivan and congratulations to all students.

Leaving Cert Results 2021

On Friday September 3rd our class of 2021 received their Leaving Certificate results. This group overcame so much throughout their Senior Cycle journey, they met each challenge with great resilience, determination and dedication. They were a pleasure to work with & are missed from the corridors of KCS.

The staff of Kinsale Community School would like to congratulate each and every one of these students. The results achieved by all were outstanding. We are so very proud of this group of students and we wish them every best wish as they begin the next part of their journey - wherever it takes them we know they will do a fantastic job & give it their all.

Congratulations Class of 2021



Microsoft Innovative Educator Experts at Kinsale Community School

Bestowed with the status of Microsoft Showcase School for the third consecutive year earlier this week, it was fantastic that 8 of our teachers have been selected as Microsoft Innovative Educator Experts for 2021/22. They are now part of an exclusive global community of educators, who will share ideas, try new approaches and learn from each other to empower the students of today to create the world of tomorrow,

MIEE's at KCS, pictured from left to right: Gerard O'Callaghan (PE/Geography), Mairead Dullea (Science/Maths), Chloe O'Regan (German/CSPE), Aine McKenna (PE/Maths), Gemma Cooper (Maths/ICT), Joanne McCarthy (Irish/Business) and Gerard Hogan (Deputy Principal). Missing from photo is Jamie Torpey (Business/Maths).



We are a Microsoft Showcase School



For the third consecutive year, Microsoft has recognised Kinsale Community School as a Showcase School, an elite group of schools that exemplify the best of teaching and learning in the world today. Only a few institutions earn this designation, and as a school community we can take pride in knowing that Microsoft recognises the impact that KCS is having on the future of education in respect of innovation in teaching, learning, and preparing students for the future.

Microsoft Showcase Schools Advisory Board



Kinsale Community School is delighted to be one of 8 European Showcase Schools selected to be part of an advisory board. Ger Hogan will represent KCS on this Board.

European Showcase Schools Advisory Board

| | | | |
|---|---|---|---|
|  |  |  |  |
| escolaglobal | FEC - Santo Tomás de Aquino – La Milagrosa | IC Lozzo Atestino | Kinsale Community School |
| PORTUGAL | SPAIN | ITALY | IRELAND |
| Nuno Moutinho | Juan Casanova | Alfonso D'Ambrosio | Gerard Hogan |
|  |  |  |  |
| MirasSchool | Doukas school | Zalishchyky State Gymnasium | ZSO 8 w Gdyn |
| KAZAKHSTAN | GREECE | UKRAINE | POLAND |
| Yelena Khamitova | Eleni Douka | Oleksandra Voychystyn | Dorota Gorzejewska |

What

To improve and **increase the impact** of our Showcase Schools Program in Europe.

Who

Microsoft Education representatives (WE & CEE) **plus**, a group of **8 School Leaders** (WE & CEE).

How

Work together to improve the program (quarterly meetings).

Create 4 pairs of Advisory Board School Leaders to play an **active role** on the **organization, agenda** and **delivery** of **1** of the **4** Showcase Schools **Community Calls** and contribute with insights to the **Follow Up Emails**.

When

Quarterly Community Calls

- WEDNESDAYS [3pm CET]: 29th Sep | 22nd Dec | 23rd Mar | 22nd Jun

Quarterly Advisory Board Meetings

- MONDAYS [3pm CET]: 30th Aug | 18th Oct | 17th Jan | 18th Apr

Jump A Grade Pilot Project with Kinsale Community School

JUMP **A** GRADE

Formative Assessment and Feedback Program

Our aim is to support every school to provide a **PERSONALISED TEACHING EXPERIENCE** to their students

- Formative Assessment & Feedback
 - Student Confidence
 - Student Reflection
- School Reporting



The Nurture Platform incorporates best practices in formative feedback.

3-2-1 Student Reflect



What are 3 things you learned?



What are 2 things you found interesting?



What is 1 question are you left with?

Nurture

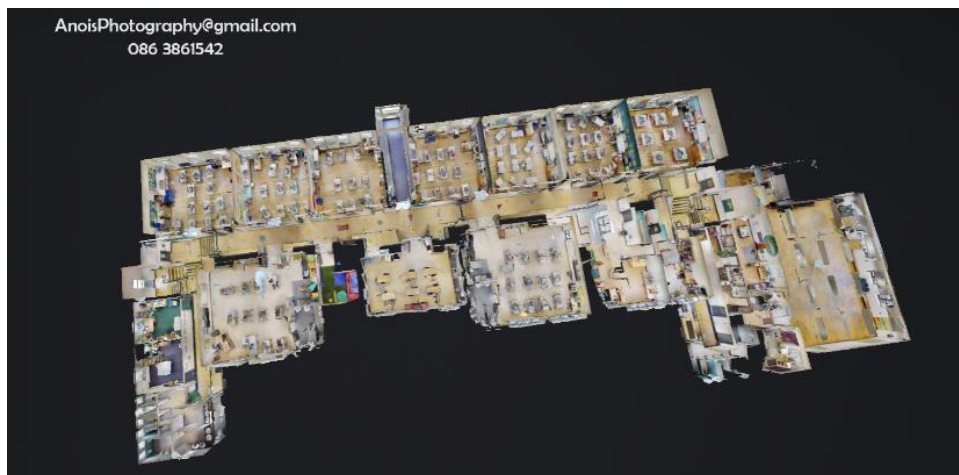
5 teachers from Kinsale Community School have been selected to pilot Jump A Grade's Feedback platform called 'Nurture'. The goal of this platform, which is fully integrated into Microsoft Teams, is to enhance the quality of personalised feedback students receive using clear goals, focusing on process over outcomes and providing personalised information on where to go next.

Open Evening-visits to Primary Schools

In advance of our virtual open evening which takes place on Tuesday 28th September at 7pm online, Fergal McCarthy and Ger Hogan visited all of our local primary schools virtually last week. These were highly engaging and interactive meetings with 5th and 6th class pupils. Pupils were informed about the various steps Kinsale Community School take to ensure a smooth and supportive transition to post primary school. The three rights students in KCS are afforded were discussed and in particular our newest right, the right to be heard. This right resonated very well with the pupils and inspired some insightful questions from the pupils.

Virtual Tour of Kinsale Community School by Anois Photography

This detailed mapping of the school will start on Wednesday and will be completed by Sunday ahead of our Virtual Open evening. This will be an invaluable resource for prospective students and their parents.





Athletics Update

The Tailteann Trials took place on Saturday 4th September 2021 at Templemore AC. Participation at these Trials is the only way for selection on the Munster Schools team for the Tailteann Games on Saturday 11th September 2021.

Congratulations to Katie O'Regan and Sam Kiely who represented KCS. Katie won the long jump 5.36 and Sam got 2nd in 400m Both qualified for Taliteann Games next Saturday in Santry. Both also were picked for Munsters relay teams. Katie for the 4 x100 and Sam for the 4 x 400m.

Kinsale Community School – Night Classes

Enrolment for night classes will take place on **Tuesday 21st September from 6.45pm – 7.30pm**. Classes on offer this term include:

- Art Class

- Bridge for Beginners
- QQI Manual Handling Course
- QQI Patient Moving & Handling Course
- Pilates
- Spanish for Beginners
- Floral Art Class
- English Language Course
- Disarming Global Conflict
- Paediatric First Aid Course
- Interior Design
- Deep Listening Training
- Improvers Spanish Course
- French for Beginners
- Fusion Yoga
- IT Skills Course
- PHECC Cardiac First Responder Course
- Mind Your Mind