



INSPIRE

Highlighting the latest in learning & teaching for the school community in Presentation Secondary School, Wexford

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Welcome to 'Inspire'

**BY JOE ROLSTON,
EDUCATION AND SCHOOL PLANNING
COORDINATOR**



This special edition of 'Inspire' focuses on the many examples of student voice and student leadership in our school.

Due to how busy school life tends to be, we can easily overlook the many initiatives - that are in place - for student voice and student leadership to flourish in Presentation, Wexford.

Huge thanks to all the wonderful Learning Hub leaders, as well as the many other students who have contributed to this special edition.

As yet another academic year closes in, I wish all members of our school community a relaxing and fun-filled summer break. As the author Jenny Han states: "Everything good, everything magical happens between the months of June and August," so enjoy the magic!

See you all again in 2023-2024.

MESSAGE FROM OUR SENIOR LEADERSHIP TEAM



“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Memories fade with time and lessons are forgotten, but experiences shape a human being and leave a lasting mark. Teachers have the privilege of guiding early experiences and discoveries. As the year ends, sometimes my memory can forget what an excellent school we have, with excellent students & teachers. It can be hard to sum up a school year. It is hard to believe that another school year has passed so quickly, especially since it has been such a busy one, full of twists and turns.

At our school, we are very fortunate to have a dedicated, caring and hardworking team of professionals who work together to ensure that every student has the best educational experience possible. Staff at our school always go beyond to ensure that students are exposed to a variety of activities to enhance and enrich their school experience. The list of teaching & learning initiatives both inside & outside the classroom is hard to put on paper. Our students deserve recognition for their passion & dedication for learning, as well as their sense of humour. Students give teachers a sense of joy, purpose and positivity through challenging times.

This edition focusing on student leadership & student leadership reminds me of the power of student voice & student leadership. Currently, we have close to 400 students in some form of leadership role here in our school. From Senior prefects, Head Girl team, Peer Mentors, Meitheal, Positivity group, Ethos Ambassadors, Wellness Group, Student Council, 1st Year Student Council, Learning hub Leaders, Class Prefects, Librarians, Green schools, Deep Green, Sports leaders and more: an amazing amount of student voice & leadership.

Student leadership and student voice are important for several reasons:

Empowerment: Student leadership and student voice empower students to take ownership and responsibility for their own learning and development. When students are given the opportunity to lead and have a say in the decision-making process, they feel empowered and invested in the educational system.

Representation: Student leadership and student voice ensure that student perspectives and needs are represented in the educational system. Students are the ones who are directly impacted by the policies and practices of the educational system, so it is important that their voices are heard and their needs are met.

Skill development: Student leadership and student voice help students develop important leadership and communication skills that are valuable in both their personal and professional lives. These skills include public speaking, teamwork, problem solving, and critical thinking.

Positive school culture: Student leadership and student voice can contribute to a positive school culture where students feel valued, respected, and supported. When students are engaged and involved in the educational system, they are more likely to have a positive attitude towards learning and a sense of belonging in the school community.

Overall, student leadership and student voice are critical components of an effective and inclusive educational system. By giving students the opportunity to lead and have a say in the decision-making process, we can create a more empowering, representative, and positive learning environment for all students. Well done to all of our student leaders!

On behalf of the entire Senior Leadership Team, Mary Dooley, Caroline Ryan & I, we hope that you enjoy this edition of "Inspire" which shows the excellent levels of learning & teaching carried out in our school. Well done to Mr Rolston & all those who have contributed to this edition.

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."

Billy Ryan, Principal



Our Senior Leadership Team (L to R): Billy Ryan, Mary Dooley and Caroline Ryan



Overview of STUDENT VOICE & LEADERSHIP

Presentation Secondary School, Wexford



- | | |
|--|--|
| <input checked="" type="checkbox"/> Learning Hub | <input checked="" type="checkbox"/> Head-Girl team |
| <input checked="" type="checkbox"/> Student Council | <input checked="" type="checkbox"/> Science club |
| <input type="checkbox"/> Meitheal leaders | <input type="checkbox"/> Athletics |
| <input checked="" type="checkbox"/> Past Pupils' Union (PPU) | <input checked="" type="checkbox"/> Junior/Senior Prefects |
| <input type="checkbox"/> Deep Green team | <input type="checkbox"/> Basketball |
| <input checked="" type="checkbox"/> Student Librarian team | <input type="checkbox"/> GAA: Gaelic Football & Camogie |
| <input checked="" type="checkbox"/> Peer Mentors | <input checked="" type="checkbox"/> Rugby |
| <input type="checkbox"/> Positivity Group | <input type="checkbox"/> Games club |
| <input checked="" type="checkbox"/> Green Schools committee | <input checked="" type="checkbox"/> Wellness Ambassadors |
| <input type="checkbox"/> LGBTQIA+ group | <input type="checkbox"/> Badminton |
| <input type="checkbox"/> Equestrian team | <input checked="" type="checkbox"/> Ethos Ambassadors |
| <input checked="" type="checkbox"/> St Vincent de Paul committee | <input type="checkbox"/> Students Around the Globe |
| <input type="checkbox"/> Choir | <input type="checkbox"/> Soccer |

Covered in this edition

REFLECTIONS FROM OUR HEAD GIRL TEAM

Q & A WITH DARA KELLY, AOIFE WHELAN,
EIMEAR FLANAGAN & CHLOE O'TOOLE

Looking back on your six years in the school, how do you think our school promotes learning throughout the school community?

DK: Our school's enthusiasm for learning extends beyond the classroom. My personal experiences with the Green Schools Committee and Junk Kouture have allowed me to learn so much about sustainability, while my time playing on the Camogie and Gaelic Football Teams have offered me invaluable lessons about what it means to be part of a team. All the while, it never felt like learning, but it certainly was.

AW: Our school takes students' interests and turns them into strengths. Choir has allowed me to use my love for music and learn the invaluable skill of working with others. School trips develop our learning through life experiences as I discovered through my own French exchange and Ski trip as just some examples. Our school nurtures our sense of future identity, allowing us to reach our full potential, as teachers take interests in each student and provide whatever support is necessary.

EF: Utterly holistic, nothing is purely academic, creative or physical but a myriad of what each student needs as a whole. Our school promotes and develops learning by providing an inclusive environment where each student is encouraged to reach their full potential.

COT: Different students will learn in a multitude of different ways and levels and I think our school is great for taking every factor into consideration whether the students interest lies in the classroom with peer assessment, group work and individual quizzes, teamwork out on the sporting field or picking a book for the library team to read. There is learning in everything and there is a way of learning each day for everyone in our school.

How do you find the standard of teaching in our school?

DK: Teaching in our school is incredibly innovative, and our teachers work tirelessly to find new and creative ways to make learning fun. The teachers here somehow manage to evoke enthusiasm from us as students, while remaining exam focused and efficient.

AW: There is no comparison to the standard of teaching in our school. Students are provided with countless opportunities to expand our knowledge, using our own individual strengths. We are encouraged to perform to the best of our ability, and there is always support for us when needed. The relationships teachers build with us, and their ability to teach so creatively, makes learning both fun and enjoyable.

EF: If there were Michelin stars for teaching, Presentation Wexford would be a 3 star school. The strive for excellence in teaching is integrated with the development of the child - academically, emotionally and spiritually - culminating in a student centred learning environment.

COT: The standard of teaching here is like no other. I have not only learnt valuable lessons from my teachers but I have also felt confident in every conversation I have had with them. The relationships between the teachers and their students here is amazing.



L to R: Dara Kelly, Eimear Flanagan, Aoife Whelan, Chloe O'Toole

REFLECTIONS FROM OUR HEAD GIRL TEAM

Q & A WITH DARA KELLY, AOIFE WHELAN,
EIMEAR FLANAGAN & CHLOE O'TOOLE

How would you describe our school to someone who didn't know anything about it?

DK: Presentation Wexford is both a centre for enthusiastic learning, and a place to pursue your greatest interests. In our school, you will make friends for life, and learn so much about yourself as a person.

AW: Our school is a home away from home. We are a family community, accepting of every single person. I believe our school strives to instil pride in students, providing a place of belonging. The opportunities here to learn, and find new interests, are amazing.

EF: Vibrant. Colourful. A kaleidoscope of different characters, interests and personalities who are all accepting, supportive and caring of one another. A true community.

COT: I would describe our school as one big family. I love the atmosphere when I walk through the doors every morning.

What are your hopes/aspirations after the Leaving Certificate?

DK: I hope to pursue a career in product design engineering, and find ways to make people's lives easier, more productive, and hopefully more sustainable!

AW: I really hope to have a future in languages and law. I would love to teach French and Irish, and help students learn. My dream is to live in France for some time, and work in the EU Commission as a translator.

EF: My hopes for after the Leaving Cert as of yet are unclear. Most days I would love to teach English and History, other days I picture myself as a VERY serious journalist or a day time chat show host! Whatever I may end up doing I know I can thank the Presentation for encouraging me to follow my passions – however many I may have.

COT: I hope to become a teacher and inspire students the way our teachers and parents have inspired us growing up. I also hope to see the world and always live my best life no matter where I am in it!

If you had to focus on just one, central thing that you've learned from your time in our school, what would it be?

DK: Try your best always, and enjoy the journey, because hard work always pays off.

AW: Be ambitious, work for what you want to achieve and don't let anyone tell you that you can't!

EF: The value of being kind. Forming and maintaining relationships with both staff and peers where the basis of that relationship is kindness has got me to where I am today. People may forget your gesture but they will never forget your kindness.

COT: Don't stress every little thing, what is meant to be will be in the end!

What will you miss the most about our school community?

DK: I will miss the feeling of belonging that this school offers. The relationships I have built in this school, with friends, classmates, teammates and teachers have helped me grow as a person, and truly understand what it means to belong.

AW: I will miss the sense of identity that this school has given me. The friendships I have made and the constant support my teachers have given me, have helped to shape me as a person. I am so proud to have been a part of this community.

EF: I think not having my teacher's ability to tell me to cop on, without telling me to cop on is something that I will find hard to live without! Most of all, the feeling of belonging that comes with putting on the bottle green uniform and becoming a Pres Girl is something that I will truly miss.

COT: I will miss the feeling of no matter where you go in the community someone will always have your back.

REFLECTIONS FROM OUR HEAD GIRL TEAM

Q & A WITH DARA KELLY, AOIFE WHELAN,
EIMEAR FLANAGAN & CHLOE O'TOOLE

How do you think the school supports student voice/leadership in general?

DK: One of my favourite aspects of our school community is the abundance of student leadership roles that we were offered from the moment we first walked in the door. From First Year onwards, we have always been encouraged to speak our minds, and get involved, which has not only given us confidence, but instilled in us a feeling of pride for our school.

AW: This school encourages every student to use our voice. There is always a way for us to express our feelings and be confident in doing so. The selection of leadership roles available is second to none, enabling us to put our talents and skills to use. This type of support is vital in preparing us for our futures, as young females, showing us that we have the ability to be heard, and be proud.

EF: Every aspect of our school, whether inside or outside the classroom, promotes student leadership. I often think of our school as a community, where opportunities arise to use our voice and where using that voice is encouraged. As a result, I believe every student who leaves our school is equipped to serve society as an active and capable citizen.

COT: The school is great at supporting students voice/leadership through the many different titles and badges we can gain here. Undoubtedly, if you have something you are passionate about and want to speak out on you will not be shut down, your voice will always be heard by the community no matter who you are or what you want to speak on.

What final message would you like to say to our whole school community?

DK: Thank you for being yourselves and encouraging me to be myself. You have helped shape me as a person and taught me lessons about myself that I will carry with me into the rest of my

AW: Thank you for giving me another family and teaching me so much about myself that will be fundamental in my future. The past six years have been incredible, and I am so grateful to have been a part of this community. As students, take every opportunity during your time here to achieve your dreams. To my teachers, thank you, again.

EF: Thank you for grounding me when I was too big for my boots, but most of all, thank you for lifting me when my boots were too big for me. Also, a special go raibh míle maith agat to our caretakers Mr Butler and Mr O'Leary for saying goodbye to me every evening after study which returned a smile to my face after algebra took it away!

COT: Thank you for making me into the person I am today, I hope I've made you proud!

Thanks to Dara, Aoife, Eimear and Chloe!





The Learning Hub

Where leadership and learning combine

The Learning Hub is all about academic and non-academic based learning. Through the Learning Hub, we learn about many interesting things that you don't necessarily learn about in school.

We have a mix of guest speakers and students who speak at our very popular teach-meets. Anyone can come to our teach-meets, there's something on for anyone, no matter what your interests are.

The Learning Hub is comprised of a team of Learning Leaders, a group of students from all different year groups. We work with Mr Rolston, our brilliant coordinator, to prepare these teach-meets and events, as well as help other schools to set up Learning Hubs and collaborate with them to gain new ideas. We have visited Ramsgrange Community School and St Joseph's Secondary School, Rush and plan to visit more schools next year.

Some of the teach-meets we've held so far include: effective study techniques, biodiversity, helping First Years to transition to our school, introduction to self-defence, promoting our extra curricular events, benefits of volunteering with Eva Law from the Wexford Volunteer Centre, fun quizzes, a multicultural meet up, gender imbalance in politics, working in the media with past student, Brónagh Gately and a plethora of others.

We also conducted a survey of our students on their experiences of teaching and learning, the findings were presented to Mr Ryan, Ms Dooley and Ms Ryan at the start of this school year.

This year, we also got involved with LIFT Ireland and 18 Learning Leaders trained to be LIFT facilitators and held roundtables on the LIFT Values to Rang Aoibhnait in Second Year.

I have been a Learning Leader for nearly two years now and I have loved it. To be able to create a space where students can come and learn skills they may not have ever had the chance to learn gives me a real sense of achievement.

Throughout my time as a Learning Leader, I've even learned things that I myself didn't know before, which has helped me throughout my journey through secondary school.

Aideen Hannath, Fifth Year

LIFT IRELAND



LEARNING HUB LEADERS BRING THE LIFT VALUES TO PRESENTATION, WEXFORD

LIFTING STUDENT LEADERSHIP TO NEW HEIGHTS

Earlier in the school year, 18 Learning Leaders were trained, by Mr Rolston, to become LIFT Ireland facilitators.

LIFT Ireland seeks to improve the standard of leadership in people across schools, companies and businesses around Ireland.

A group of LIFT facilitators worked with Rang Aoibhnait, in Second Year, over 8 weeks, facilitating weekly LIFT roundtables on the LIFT values (captioned below).



LIFT IRELAND PARTNER SCHOOL

We recently received the great news that we are now an official partner school of LIFT Ireland and we look forward to bringing the LIFT values to more students in 2023-24, strengthening peer relations and developing student leadership even more!



Student Librarian team

by Orlaith O'Hanlon, Sixth Year



When people think about librarians, they visualise helpful, kind, elderly ladies like Ms. Phelps from Matilda or the unforgettable cameo by the dearly missed Stan Lee in Spiderman. The truth is the first thing that people think about librarians is that they are quiet, grouchy and that they only love to tell people to how to act within a library. But if you wander up to the library of Presentation Secondary School, you will find that the students who belong there, who call it their home away from home, you will discover that these librarians are so much more than the stereotypical image you have no doubt concocted in your head by now.

When you think of our school's library and the people who go there every lunch what comes to your mind? I bet I could answer it; you would say 'book smart students' 'high achievers' and some might even say 'teacher's pets' and yes, we are people who strive for good grades but not to be known as a Smart Alek, we simply enjoy the benefits having of education and sharing all the knowledge we have learned with each other. There have been days in the library at lunchtime where we have held lengthy discussions over certain topics from class. These talks can be described sometimes as debates and have always been full of spark and enthusiasm. I love listening to my fellow librarians come alive whilst talking about some literacy greats such as Emily Dickinson, Shakespeare or Stephen King, should the movie be watched first and then book read or vice versa. These discussions have been so special to me because the talks have never secluded to a single bracket of just Sixth Years or just Second Years. Within the library team, we have members ranging throughout all the years. The Sixth Year voice in these encouraging and discursive talks can sometimes be a bit overwhelming, but that's just because there are seven of us, we make up about a third of our team and we all will be leaving in just a few short weeks, and I can certainly speak for all of us when I say that we will greatly miss it.

Looking back on my past six years in the library team, there is so much of it I will remember as fond memories. These memories bring me so much happiness but also a wave of melancholy. I will miss the camaraderie that we shared, along with the endless games of Uno and Hangman that were played during lunch (that might have left us late to a class or two). Aside from creating fond memories with each other, as a team, we have accomplished a tremendous amount over the last few years.

In 2019, the library applied to the PPLI for a grant of €500 to purchase books for the students within our school community, whose first language wasn't English. Within the first year of the grant, a committee was formed which consisted of Polish, Lithuanian, Romanian, Syrian and Italian students. The committee researched and had the opportunity to purchase novels in their first language. The grant is applied for annually and is a monumental aid in the assistance of supporting the diversity in our school and filling up our home away from home bookshelf. The home away from home bookshelf has brought together different cultures within our school community, but as a library we want to bring everyone together to appreciate the benefits of literature. To accomplish this, we run annual competitions to allow students to get involved with their school library, the black-out poetry and short story competitions are some of my favourite events as I get to see the creativity and dedication of the rest of my fellow peers.

Student Librarian team (continued)

by Orlaith O'Hanlon, Sixth Year

The connection the Presentation Wexford library has, both in and outside of our school, is one to be commended. Every year, students set up or renew their Wexford library cards, which allows the students access to services within their local library and also online applications such as Borrow box or Libby magazines. Earlier this year, our library held an event where the libraries of Loreto, St. Peter's, CBS and Selskar College got to meet and discuss a book they had read. This gave the student librarians a chance to interact with each other and to experience the shared appreciation for literature.

Poetry has always been a strong and vocal part within history. Poems tell the personal story of their poet, they convey the poet's thoughts, feelings and how they view the world around them. I believe the strength and power that poetry can hold comes solely from the poet's emotions, the stronger their feelings, the greater strength their words possess. Every secondary school student studies poetry but there are some students who have taken up the pen and written their own poetry. A fellow librarian has a book of poetry published and another Sixth Year student has had her poetry published in The Irish Times.

During my time as a librarian, I have been given opportunity after opportunity to do good within my school and help others. I have had the chance to set up a podcast with a fellow librarian, meet people who have similar interests to mine, organise events for the library and outings for the library. One such outing was our Christmas dinner, which we attended earlier this year, bringing the whole group together and sharing a meal together was one of the most rewarding experiences of my time at Presentation Wexford.

Setting up the podcast was an individual experience, I enjoyed setting ideas for new episodes, creating new content and thinking of new innovative sections was the easy part, balancing my schoolwork with the library podcast was difficult. I am happy I got to begin something that could be passed down to the younger years within the library team.

I can thoroughly say that being a librarian has helped develop my appreciation for how even the smallest thing someone can contribute could change the outcome in monumental ways. It has also helped me to not to be afraid to voice my own opinion or not be scared when trying new things. Being a librarian is being a part of a team, sure you can work okay on your own, but you can achieve amazing things if you work together. This edition of 'Inspire' is focused on student voice and leadership and being a librarian has helped me achieve both and soar higher than I could have dreamed of back when I first walked up those steps in 2017 as a small little First Year, but if you asked any student librarian who has been our biggest supporter, we wouldn't say each other because that would be a lie, we would say it would be Ms Power: the teacher who believed in us and encouraged us since we first met her.



Rugby in Presentation, Wexford

by Ciara Furlong, Third Year



Hi, my name is Ciara, and I am a Third Year student. I have been a part of our school's rugby team for two years. We have showcased skill and spirit both on and off the pitch. Win, lose or draw, every player can say they came away with a smile and have gained lifelong skills and friends from this team.

Our school's rugby team has been running for two years now, our team is an amalgamation of both beginners and experienced players, ranging from first to sixth year. Both junior and senior x7s teams have represented the school at a regional level, with the juniors representing the school at a provincial and a national level, we recently came away with the title of 'All Ireland Junior x7s plate winners 2023' at the IRFU finals at the end of April. We would not have been able to achieve this without the help of facilitators Mr Doran and Ms Lewis and mentors Anna Dempsey and Melissa Quirke.

My experience on this team has been nothing but positive. As said, our team consists of all different skill levels, it is great to see girls go out and try rugby for the first time. In our school, rugby is an up-and-coming sport, it is great to see us go out and achieve something as big as an All Ireland title after being set up for such a short period of time. If I was to describe our team, I would say it is a determined team, one of which work together to create a dynamic and inclusive environment.

The most obvious place to look when you think of leadership on a team is the captain, this player holds accountability for their team and inspires players both on and off the pitch. They must effectively communicate well with others and create a positive and uplifting environment for all. Junior captain, Viktorija Kubiliute, and Senior captain, Anna Dempsey, showcase these characteristics and lead from the front during matches. Leadership isn't just shown by a captain, every teammate has a role to play, and every person can contribute to the outcome of a match. Players put 100% into what they do and must take precautions to ensure they are keeping themselves and others safe. I look towards my mentors and captain when I am seeking advice on how I can improve my performance and skill.

As one of three Third Year students on the team, I must lead by example for those in the years below me. I am constantly learning to communicate efficiently and cooperate well with others, the skills I learn from playing sport can then be integrated into my daily life. For example, when overcome with a challenging situation, I have the capability to voice my problem to others and therefore get help. Playing rugby has also allowed me to create friends who have similar interests to me, in my year and in other years. I am constantly meeting new people and have had an opportunity to learn from them and create bonds I would never have made had I not been a part of a team.

I am grateful that I have been given the opportunity to play rugby for Presentation, Wexford and hope that we can continue to create a positive and uplifting environment for all those wanting to play for our school in the future.



Wellness Ambassadors

by Shauna Hume, Transition Year



Hello, my name is Shauna and I am a member of the Health and Wellness Committee led by Ms L. Murphy. The Health and Wellness Committee is made up of students ranging from First to Sixth Year students. They play an active role in creating a positive atmosphere within the school community and meet regularly at lunch times to discuss different ideas and projects to promote wellness to the students in our school.

One of our biggest projects this year was completing the Shona.ie Safe Bathroom Challenge. For this, we spent a few weeks painting positive affirmations and slogans on the stall doors in our bathrooms throughout the school. The Safe Bathroom Challenge aims to turn school bathrooms into more positive spaces by displaying colourful art, with a positive meaning.

Currently, the Health and Wellness Committee is in the midst of creating the Pres Pledge. This is a pledge that will be signed by all students next year. The Pres Pledge is compiled of statements including "I believe in myself no matter what.", "I will make mistakes and I will learn from them." and "I am enough." The key message, from this pledge, is that the Health and Wellness Committee would like our students to understand that they can challenge themselves and accept that not everything will go to plan but they can bounce back no matter the situation!

Finally, each month the Committee create awareness for a different campaign. For example, our February campaign was quick exercises, our March campaign was the effects of social media, our April campaign was looking after our bodies including menstruation awareness and finally our May campaign was the effects of food groups on the body. The aim for these monthly campaigns is to promote both a healthy body and a healthy mind.

GREEN SCHOOLS COMMITTEE

Written by Elise De Sousa and Ella Ormonde, Third Year

Hi, we're Elise and Ella and we are current 3rd years. We have been on the Green Schools Committee for 2 years and we have had the opportunity to be part of the Head Team. We joined the GSC as we felt that this would be a positive way to contribute to our community. From being part of the GSC, we have learned many things about how we can help and play a greater role in combatting the global climate crisis.

We encourage as many students as possible in Presentation Secondary School, Wexford to join this committee, as the current climate issues will affect our generation and they need to be dealt with now before it's too late. The attitude of many young people towards the climate crisis is "I can't do anything about it" but in reality we can, and we should! The Green Schools Committee is a very active and rewarding committee to be part of with lots of great opportunities.

10 of our current 3rd years (including ourselves) will be travelling to Zambia on a Green Schools Humanitarian trip in May 2024. When we are there we will be helping out in local schools in Zambia and planting trees in the Presentation Sisters 'Garden of Oneness' - which is an eco-spiritual garden. All of us who are travelling to Zambia next year, have been busy working on various fundraisers to help raise money towards the cost of the trip.

This year, in collaboration with the Irish Schools Sustainability Network, we entered the Eco-Unesco's young environmental awards where two of our projects - 5 Minutes Of Sustainability and Plant A Planet have successfully made it into the finals.

5 Minutes Of Sustainability is a project whereby once a month, a five minute video is uploaded onto YouTube. This video outlines an action we can take to promote sustainability, an explanation of how that action helps and the impact of taking the action. This is a student led project where the videos and editing are made by students from across the country. To promote these videos, we have sent an email to every Secondary School Principal in Ireland and we hope that this has made an impact.



L to R: Elise De Sousa and Ella Ormonde

You may also have heard of the project entitled Plant A Planet. The aim of this project was to get between 10% - 25% of our school community, staff and students to plant one native Irish tree in their garden. Wexford County Council has generously donated over 200 trees to our project which we distributed to members of our school community last month.

We have found that being part of the Green Schools Committee has been an overwhelmingly positive experience. It has provided us with so many new opportunities and experiences. We have been lucky enough to have enjoyed many trips to places such as Dublin Zoo and Seal Rescue Ireland in Courtown.

We have both found that we have increased in self confidence and improved our presentation skills through our participation in various projects. Most importantly we feel that we have made important and concrete contributions to our school community such as our Refill Water Dispenser and 500 reusable water bottles which were distributed to our fellow students. We wouldn't have known about this and couldn't have been a part of this committee without the help and enthusiasm of our teacher and coordinator Ms O'Muirí. Her passion and enthusiasm for all things Green is inspiring! New members of the committee are always welcome!



The Student Council

by Faye Dalton Kehoe, Second Year & Ella Barry, Fifth Year



Hello, my name is Faye. I am a Second Year member of the Student Council. This is my second year on the council as I was elected September of 2021 by my peers. So far I have thoroughly enjoyed my experience and I truly take pride in being one of three Second Year representatives.

In primary school, I was a part of the Mercy School, St. John's Road, Student Council for 3 years and I was a part of the Amber Flag committee also. Those experiences gave me a lot of opportunities to voice my opinion and also voice the opinions of my peers. I really appreciated that experience as I felt as if my class mates were open to sharing new ideas and could come to me about any problems or suggestions they felt should be discussed within the council. I really felt like a voice for the students.

Coming into secondary school, I knew the Student Council would certainly be something I was interested in, so I decided to sign up. I wasn't really sure if I would get voted on as I was only new to the school and was still unfamiliar with some of the students in my year. I ended up getting voted in and I am very appreciative for that to happen.

I am also very appreciative for the warm welcome and friendliness I was greeted with when joining the council, all the girls have been nothing but kind and truly have created a positive atmosphere within the council.

Ever since then, I have been sharing new ideas working on different projects and fundraisers and truly being a voice for the student body.

This year, I have put a lot of effort into getting a zebra crossing put on Grogan's Road. The council, our coordinator Mr Lynch and I have made petitions, sent emails to Wexford County Council members, carried out surveys and even went on South East Radio! Ruby Crosbie and I went on the radio to voice our beliefs on why a zebra crossing is needed outside our school for students and pedestrians. We are delighted to say that we have got approval for the zebra crossing and it is hopefully going to be completed soon.

That is one of the many projects we have done so far and I'm sure that there are many more great achievements to come!

Hello, my name is Ella and I am a Fifth Year student here in Presentation, Wexford. I am a member of the Student Council and have been since First Year. I personally think getting involved in leadership roles within your school community is a fantastic idea, it helps us to make new friends, learn about new initiatives and ideas we had never explored before and helps us become more confident and comfortable in our own skin, stepping into a future leadership positions.

Personally, I had not been in a leadership role before entering secondary school but had always been interested. Once I got elected to the council, I was delighted to be able to sit at the table where decisions were made. Our Student Council representatives are people our students can come to if they have an idea or a problem. We bring these issues up at our meetings and discuss possible solutions and plans. There is a great sense of belonging and community when you are working on this team and the students you are teamed up with most likely are quite similar to yourself. The council deals with issues, big and small, from sanitary products to the colour of our nail varnish, getting zebra crossings and fundraising for Syria. If you are someone who wants to break into leadership, consider running for your council and make the first step toward bettering your school community for yourself and the others who follow .

Ethos Ambassadors

by Brónagh Lucas, Third Year



Hi, my name is Brónagh, I'm in Rang Éabha in 3rd Year and I am a proud Ethos Ambassador.

Two years ago, one of our beloved teachers, Mr O'Sullivan, created a safe, spiritual environment for all of our students to embrace their beliefs and their spiritualities. Every Friday morning before class, Mr O'Sullivan would host a prayer service in our prayer room, which welcomed all students to engage with their beliefs. He created a kind, caring and respectful community for all students to feel welcomed and accepted. He inspired many of our actions as a school today to engage with our beliefs and has shaped an inclusive and inviting school community for all. After Mr O'Sullivan passed away, in 2022, we felt as a school that it was our rightful duty to continue Mr O'Sullivan's incredible work and his legacy in our school, and so our school came together to form the Ethos Ambassadors team.

Formed in October 2022, the Ethos Ambassadors are a group of students who have come together to celebrate our school's many different spiritualities. Our main aim is to give every single Presentation Wexford student the opportunity to engage with their religious beliefs freely in their own way in our school. The Ethos Ambassadors are split into 3 divisions: Artistic Relations, Sacred Space and Prayer Service. Our Artistic Relations Officers are in charge of promoting Ethos events within the school, as well as promoting the Friday Prayer Service and other religious events and themes within the school year through decorating our team's noticeboard, our Sacred Space officers work to create a safe, calming and welcoming spiritual space in our prayer room and our Prayer Service team prepare our Friday morning prayer service each week, which is held in our prayer room.

I myself am part of the Prayer Service Team, and it's been an incredible experience. As an Ethos Ambassador I have been given so many opportunities. For example, last month, I had the opportunity to represent our school at the National CEIST Leadership Conference in DCU, where I presented a 10 minute presentation with the three other Ambassadors. I will also be able to take part in the completion of the Pope John Paul II Awards next year in TY, as well as going on many retreats with the team. In this school year alone, I've been able to help out with School Prayer Services, Presentation Day Celebrations and promote different spiritual events over intercom announcements.

Ethos Ambassadors (continued)

by Brónagh Lucas, Third Year

As an individual, I am not a spiritual person, but I found a great sense of community and belonging as an Ethos Ambassador. It gave me the opportunity to engage with my own personal beliefs, as well as exploring my spirituality in a safe environment. I never felt pressure to have the same belief system as everyone else, in fact I was encouraged to embrace my individuality, as all of our students are, no matter their religion. I think that that's my favourite thing about being an Ethos Ambassador; the fact that no matter who you are, where you come from or what you believe, you are welcomed and included in this proud and diverse community.

We've not only grown as a community, but we've grown as individuals. I have gained so many skills through working with the team, such as leadership, initiative, interpersonal and my own sense of spirituality, all of which are skills that can be used both in school and outside of it. I have also gained my own confidence, feeling empowered to be my own person in this school and in its community, something that I hope to continue into the future.

As Ethos Ambassadors, we have created a safe spiritual community accessible to all students no matter their faith or religious beliefs. These amazing achievements of our school and Ethos Ambassadors could not have been accomplished without the inspiration and legacy of the late Mr O'Sullivan. In the coming years, we as Ethos Ambassadors hope to not only make our school proud, but also Mr O'Sullivan.





Peer Mentors / Science Club



by Sarah Kavanagh and Aideen Hannath,
Fifth Year

My name is Sarah Kavanagh and I was on the Peer Mentor team for this year. Peer mentors are a team of Fifth Year students that help the Second Years if they have any struggles. Second Year can be just as hard as the First Year for some students so our team are there to help in any way they can.

During the year, we had a fun day just before the Christmas break where we played some “I’m a celebrity” themed games and challenges with our classes. This was a great bonding day for us to really get to know the students within our specific class group. Over the next few weeks, we are organising a charity fun walk to raise money for the women’s Rape Crisis Centre. This will be a great way to end the year with our Second Years. I have enjoyed being a Peer Mentor this year. It has been great for my confidence and great way to get to know the younger pupils in our school.

In the Science Club, we are all about making science fun! We do fun experiments that you might not do in the classroom. We have something for everyone, no matter what branch of science you enjoy most: Physics, Chemistry or Biology, we do it all. It is available to all First Years on Fridays in Lab 5 at lunch. Some experiments we have done in the past include rockets, lava lamps, parachutes, making buzzer games, forming crystals, and some cool chemical reactions. Not only can First Years get involved in the Science Club though, we have a group of Fifth and Sixth Year students who love science that help with all the experiments – I am one of those students! We ensure that all the experiments run smoothly and safely and most of the time we end up learning something new. In the Science Club you have a lot more freedom than in the classroom. You’re given problems that you must solve with your knowledge of science, of course the senior students are always there to help with all the projects. Sometimes we even have projects that are worked on for multiple weeks and then we have a competition to see who made it best!



Past Pupils' Union (PPU)

by Abbie Currid, Fifth Year

The Past Pupils' Union or “PPU” is a relatively new group to the school, however this has not stopped it from taking the year by storm and becoming a group in the school which gets involved and helps with everything. The committee was set up to improve the education experience for current and future students, as well as providing a social space for all students including past students to reconnect.

Led by Mr Nugent, the committee organises many opportunities for students to gather together and assists in organising other school events. The members are students from the senior end of the school (TY- 6th year). This is because the PPU connects a lot with third level education/students who have left the school in recent years, creating these links is very important (and helpful) for the senior students in helping them decide where to go after school.

This year, the committee has held a coffee morning open to all past, present and future students, this was a great first event and was very successful. Around the school, you can spot past pupil profiles, these are past students speaking about their current courses and colleges and are around the school for anyone to read, and to promote further education, in the coming year there are plans to have past teachers profiles as well, in the hall there is a PPU wall dedicated to older pictures from the school's history to show its growth and change over the years.

The PPU members were very involved in the school's Careers Night (occurs every 3 years) they had a stand for any parents coming in who may like to sign up and get updates and helped set up on the evening as well.

To end the year, a new award has been introduced, the PPU award will be awarded to a Sixth Year by a past pupil of the school.



JUNIOR PREFECTS



BY REBEKAH TURNER, SECOND YEAR, & RUTH MCMAHON, THIRD YEAR

The prefects are overseen by Ms Power and are one of the biggest leadership roles in the school. The junior prefects are picked at random each year, giving 6 people from each base class the chance to show their leadership skills within the school. The senior prefects are chosen by the teachers based on the contributions that the student has made over their previous 3 or 4 years. The prefects have a profile on OneNote where they display pictures of activities they participate in within the school. This could be from a meeting to a sports event. If you want to see if you are any good at leadership roles being a prefect is the perfect place to begin - **Rebekah**

Hi, my name is Ruth McMahon, I'm a 3rd year student and a part of the Junior Prefects team.

I've been a class prefect every year since 1st year and it's a great honour. Prefects are important in cultivating leadership skills among the students and being a prefect gives me and my classmates an opportunity to have our voices heard or concerns listened to by teachers and the management team. The role of the class prefect is to represent the class, year or school at certain events.

Prefects also play an important role in promoting school spirit and building a sense of community by organizing charity events and helping out at fundraisers. In second year, the prefects got the opportunity to organize a fundraiser where we raised funds for pieta house and enjoyed a sponsored walk to min Ryan.

Prefects set an example for their peers and act as role models to younger students. Prefects give tours to incoming first years every year and provide a welcoming atmosphere to incoming students.

Becoming a member of the Junior Prefect team also helped me find my place in the school when I was elected in First Year and introduced me to all the other student leadership committees that the school had to offer. It helped me build self confidence and gave me a sense of responsibility, it also brought me closer to my classmates. If you are passionate about student leadership I would definitely recommend volunteering for prefect next year, it comes with a lot of opportunities and a nice badge also! - **Ruth**

St Vincent de Paul committee

by Ruby Crosbie and Emma Redmond,
Transition Year



In Transition Year, everyone has the opportunity to join the St. Vincent De Paul committee. There is a committee formed from the students who join and roles are elected.

We were elected as President and Vice President. Our roles are very important and a lot of work is involved. We had to run meetings, hold different events and fundraisers to help raise funds for the charity.

Some of the events we held were: a Launch Day, a giving tree, coffee morning, bake sale, we also bought gifts for women's refuge and for the Direct Provision Centre in Rosslare and also attended a Youth Day in Waterford.

We had to make a video presentation where we presented what we done throughout the year. The roles we had were very difficult and challenging at times but we have loved every minute and we wouldn't change it!

Ms Byrne was the SVP coordinator this year and we are very grateful for all the work she has helped us with and for supporting our ideas throughout the year.



Society of St. Vincent de Paul

Sara Cullen, Rang Beibhinn



Managing Classroom Based Assessments (CBAs)

Hi there, I'm Sara and I'm in Second Year and have just completed my CBAs for this year.

A CBA is a Classroom Based Assessment. It can take the form of a PowerPoint/written/or spoken presentation/performance on a certain topic for a certain subject. The CBAs are graded as: below expectations, in line with expectations, above expectations and exceptional.

I have now completed eight CBAs! For example, in Religious Education, I chose to do my CBA on Claire Williams, who is a local person who has made a difference to the lives of others. I met with Claire and interviewed her and then had 3 weeks or 6 classes to put together my findings and opinions. This CBA was a great experience. It was challenging but I enjoyed working independently.

For other subjects, such as Geography and History, the CBAs were personally fairly straightforward but other subjects like English, French and Business were more challenging, where - as well as a PowerPoint or written piece - you had to present it in front of your class. In my opinion, this adds unnecessary pressure on students but it has to be done!

The Maths CBA was also very difficult, as the topic was quite vast and broad. It was very hard to cover all the necessary titles, information and calculations in the given templates.

However I did particularly like the Science and Home Economics CBAs because I got to include a practical element: an experiment in Science and a textile piece in Home Economics.

From my perspective, the CBAs are over hyped. They are important but are not entirely worth the stress they cause, especially the particular ones that have to be presented. However, I do think that CBAs are a good experience in preparation for more CBAs and the state exams next year!

Reflections on Transition Year 2022-23

The highlight of my T.Y. would have to be going skiing in February. We went to a small town in Trento called Folgaria and it was my first time in a different country without my parents. Doing this helped me gain skills, such as developing independence. As well as this, I also gained two new life long friends and also grew closer with another of my friends because we lived together for a week.

The best thing that I take from T.Y. is the new friends I've made. T.Y. helped me so much with 'coming out of my shell.' I used to be a very anxious person but T.Y. has helped me get past that and make new friends. I've become quite close with people, with whom I otherwise wouldn't have spoken to, as well as all the foreign exchange students that come to the town for the year.

- Caoimhe Murphy

The highlight of my year was Eclipse in February. Eclipse is an adventure centre with loads of different activities and games.

My favourite activity was probably the archery or scavenging hunt. It was a lot of fun getting closer to my friends and making new ones. We all had a great time and I would recommend it to anyone who has the chance to go.

- Sadhbh Reville

A highlight of the year for me has to be the trip to Dublin, the school brought my year group to Dublin to see the musical 'Blood Brothers' and it was an amazing experience. All my friends were there and even the bus ride up was fun. We stopped off at a shopping centre before going to the musical and I made a build-a-bear, along with my friends and now every time I look at it I remember the amazing trip.

- Aedin McLarnon

One thing I'll take with me from T.Y. are the friendships that I've made. I feel like our entire year group got a lot closer this year, as people were talking to people that they may not have had they not been in T.Y. Due to the musical, our subjects, modules, trips, etc, people were kind of forced to talk to people outside of their own friendship groups, which is how friendships are usually formed. I hugely benefited from this, as I used to have a problem approaching and talking to new people, but this really eased the pressure.

- Tanisha Watson

Reflections on Transition Year 2022-23



What I would highlight the most are all the trips that Transition Year provides and what I would take with me would be all the people that I have met, thanks to this year.

- Nora Orive Ballugera

In Transition Year, I started to work in a job for my work experience. I think this is a really good thing to do and it is very useful. I learned how to do a CV, with my personal information, a letter for the manager and how to do a good interview. I learned all of this in my life skills class. I found this very useful and a good class and it is one of the things that I learned the most this year.

- Marta Villa Torres

I am glad that when I came from Ukraine I got to do T. Y. - I met a lot of wonderful people, from different cultures, and I learned so much from them. My communication skills and English have also improved a lot. I will not forget all the many educational experiences from this year, that the school organised.

- Yasmine Valieva



Reflections on Transition Year 2022-23

Before I started Transition Year, I didn't have the best communication and social skills, as I felt as though I was constantly with the same people all the time. In Transition Year, when we changed base classes, I thought that it was going to be the worst thing ever but I am now actually very grateful for that opportunity to mix with other people that I hadn't spoken to before. Now I feel like my social skills are a lot better, as I have built up the confidence to talk to new people. We were also promoted to choose new subjects for the year as modules. This was beneficial, as I decided to pick subjects that I liked rather than what my friends were choosing and I was able to make new friends in those classes.

- **Caoimhe Sutherland**



The biggest highlight of my experience was definitely the musical, 'Beauty and The Beast.' I began dancing at a young age and it is one of my strongest passions. I was delighted and very excited to be a part of the panto. I found it was a different way of meeting new people in school and I got to know many people I would have never spoken to before. The environment was different in comparison to the academic side of school, we created unique bonds with the teachers, as we spent many hours rehearsing in and outside of school hours. The final production of the show was excellent, the atmosphere was incredibly supportive and exciting. I truly treasured every moment of the shows, from worrying about a quick change to smiling on stage for the last time during 'Be Our Guest.' During one of the shows, in the wings, I read something a previous student had written which said "TY Panto 2017, trust me the panto is going to be the best thing you do in TY" and I can say with full certainty that they were right. - **Jennifer Dunne**



Looking back on Transition as a whole year, I can see how much of a variety of different activities and trips we have participated in throughout the year. From raising awareness for breast cancer, helping out with the musical, going on school trips abroad and a multitude of different events. As a result of this year in school, I've learned to be more responsible, independent but also learned the importance of friendship. I would heavily encourage anyone who is thinking of participating in Transition Year to do so as you learn so much and grow so much individually and as a year group.

- **Bonnie Murphy**



RELATIONSHIPS AT SCHOOL: TEACHER-STUDENT



BY TOM SHERRINGTON

We are there for a purpose and can be ourselves

Essentially, teacher-student relationships are linked to adult relationships in that, at school, we are there for a purpose: education, learning. Relationships are not the same as parental relationships, even if many aspects overlap. It's possible and legitimate to have superb relationships with students across a wide spectrum of modes of interaction. The teachers that appear more interpersonal, perhaps spontaneously calling their students 'lovey' and 'sweetheart', do not have 'better' relationships than those who might seem more formal and detached; we can all have great relationships with students being the people we are as we are – especially if we remember our purpose.

Excellent relationships underpin great behaviour

In my experience, even in schools with strong pastoral systems, teacher behaviours vary; there is always a need to establish relationships with each student within the system. Teachers have huge power and responsibility in their roles and need to both recognise that and harness it to good effect, using systems as needed but always owning decisions, owning the classroom, and investing in relationships with individuals.

The features of relationships in learning

If we keep the learning purpose to the forefront, we could all make a list of features of positive student-teacher/adult-child relationships might look like.

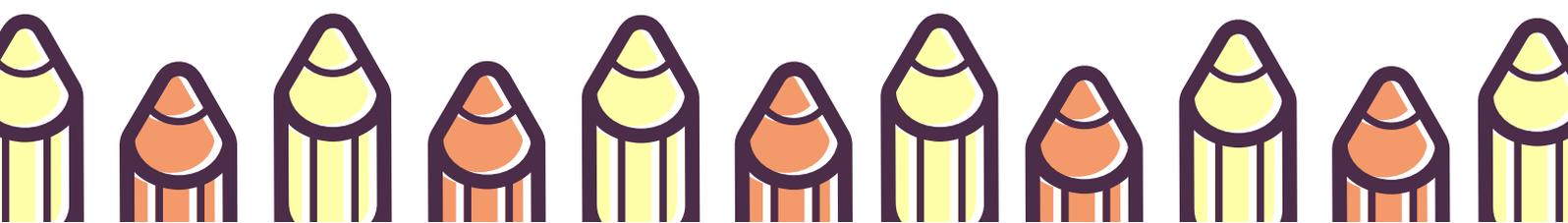
The roles and boundaries are important. It's not a democracy in the sense that the power-balance isn't even because teachers are responsible for children; they are not responsible for us. Adults in schools have authority that children don't have and it is important to make these lines explicit.

At the same time, at all times, warmth and kindness should permeate all interactions – it's perfectly possible to blend 'warm' and 'strict' without drifting into autocratic behaviours or meek tolerance of poor behaviours.

When boundaries need to be enforced, discipline is never personal; it shouldn't be. But students don't always see that and we need to make it clear through our measured language and responses that we have their interests at heart; we're focused on their learning and all we do is designed so that they can enjoy school and learn as much as possible, individually and as part of a class of other students who matter too.

Relationships in feedback

As Dylan Wiliam and others have shown, feedback is complex. Much of it doesn't land or isn't acted on. Where feedback works it is where students absorb it, trust it, understand it and are motivated to respond positively to it. For this to happen, relationships matter. We need to know our students as learners; what makes them tick? What type of positive pressure or nurturing encouragement is most likely to get the best out of them? We don't know until we find out by pushing and nudging until the feedback seems to be the right type.



Relationships in classroom dynamics: questioning

One of the best ways to find out about students is through our interactions in lessons. Where we use dialogic, probing questioning, we get much deeper into understanding what students think. By cold-calling, inviting specific individuals to respond as we check for understanding, we convey a stronger sense that we're interested in what they have to say. If we adopt a responsive approach, we have to actually listen to what they say and respond to it – and this helps to build relationships based around learning. Where questioning is shallow, unresponsive or random and mechanistic, relationship-building is more difficult.

Emotional Intelligence is a useful construct – as with adult relationships.

EI isn't technically a measurable 'thing' but we can certainly all recognise that it is possible to manage our relationships with children in a more or less emotionally intelligent way.

Use consequences to empower you:

All schools have consequences systems of one type or another. In some contexts, teachers' personal disapproval is probably the most effective tool. Sounding 'a bit cross' can go a long way; it says 'I mean it and I care about it'. Elsewhere, you absolutely have to use clearly articulated sanctions as consistently as possible in line with school-wide protocols. But even where these systems are tight, strict and highly regulated, you still need to use them to empower you. Excessive or inconsistent use of consequences can undermine teachers and can damage relationships.

Positive Relationships

- Trust
- Respect
- Communication
- Clarity of roles
- Conflict resolution
- "Unconditional Positive Regard"
- Recognize, understand and manage our own emotions
- Recognize, understand and influence the emotions of others

Recognise the emotional element in relationships

In certain contexts, for some teachers and adults more than others, emotions come into play. We get frustrated, angry, exasperated. And so do students. Where this happens, it pays to recognise it. The 'BUT' here is that, whilst there is no real excuse for certain behaviours, we are human and if we do lose control, we need to acknowledge it and then seek to repair and rebuild positive relationships.

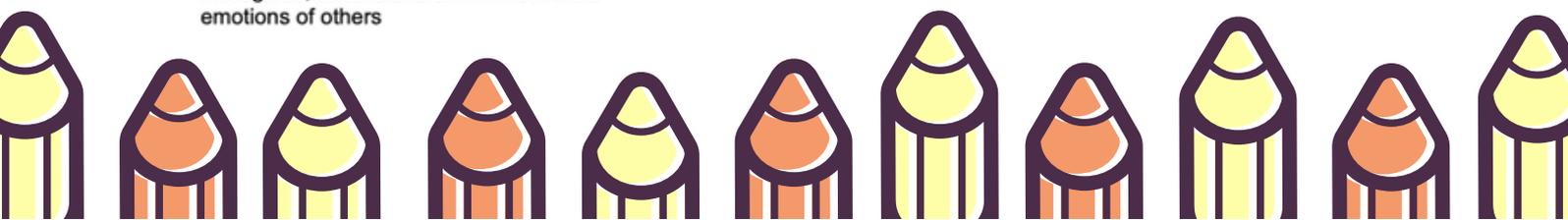
Remember: context is always key.

Tom Sherrington is a Physics and Maths teacher, since the 1980s, based in England. This post is taken from his very popular blog on teacherhead.com. He has written very popular educational research books on learning and teaching and is the co-author of the hugely popular 'WalkThrus' series with Oliver Caviglioli, as well as being editor of the 'In Action Series' of educational research books, published by John Catt Publications.

This blog-post was posted on 22 September 2019.

Examples of non-EI behaviours?

- Anger / Sarcasm
- Dominating / Diminishing others' feelings
- Passive-aggressive behaviours
 - silent treatment
 - not saying what the problem is; resisting
- Non-verbal: eye-rolling; sighing
- Sharply worded emails.
- Boysy banter in the staff room.
- High drama; stressy reactions to an incident.
- Gossipy behaviours



Study

Techniques



Learning Hub

Effective study techniques

With the summer assessments on the horizon for 1st, 2nd and 5th year students and the State Exams looming large for our 3rd and 6th year students, the Learning Leaders have put together a selection of helpful and proven study techniques that help them in their revision!

Best of luck to everyone over the next few weeks!

Read on!

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

TEACH SOMEONE



Aideen Hannath –
Teach someone

Aideen Hannath 5th year

- Teach Someone!
- This will help you remember as you are saying it out loud
- To be able explain a topic you must be able to understand it, this will help
- So go and annoy everyone at home with your knowledge

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

FLASHCARDS



Ella Ormonde,
Ruby Crosbie &
Lucia Donohoe –
Flashcards

Effective study technique

- An effective study technique is making **flash cards**.
- Firstly you should make sure all your notes are correctly written and organised. You should do this step because it makes it much easier to make your flash cards once you have organised materials to use.
- Next you break down your notes into short bullet points, keeping in the most important points.
- Lastly, you write these points onto flash cards and practise saying and re-writing them until you're confident you know the information.

Written piece before being broken down. ↑

Written piece broken down on flash cards. ↑

When studying for exams, I find flash cards very useful! I like using colourful flash cards as I think they make it more fun and creative when there in colour.



STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

FLASHCARDS

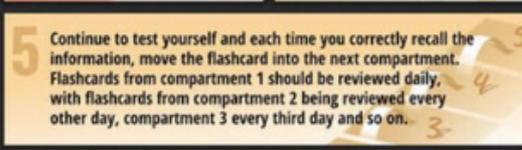
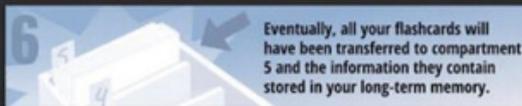
USING FLASHCARDS



- **Flashcards are a very useful way to help when studying!**
- **On one side of the flashcards write you're keyword and on the other side write the definition.**
- **Put 3 boxes on each flashcard and every time you get the keyword correct you tick one of the boxes and when you get it's right 3 times you have leart the keyword.**

USING FLASHCARDS TO REVISE

by @inner_drive | www.Innerdrive.co.uk

<p>1 Split a box into 5 different compartments and label them 1 to 5.</p> 	<p>2 Place all your flashcards in compartment 1.</p> 
<p>3 Test yourself on a flashcard</p> 	<p>4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.</p> 
<p>5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.</p> 	
<p>6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.</p> 	

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

USING QUIZLET



Elise de Sousa-
Quizlet



ELISE DE SOUSA
(3RD YEAR)

QUIZLET

It's an app that contains digital flash cards, matching games, practice electronic assessments, and live quizzes.

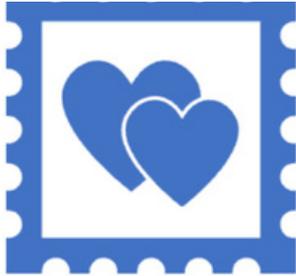


With the help of my notes I create a study set and study it until i know everything. I've used Quizlet since 1st year and it has helped me so I definitely recommend it

STUDY TIPS

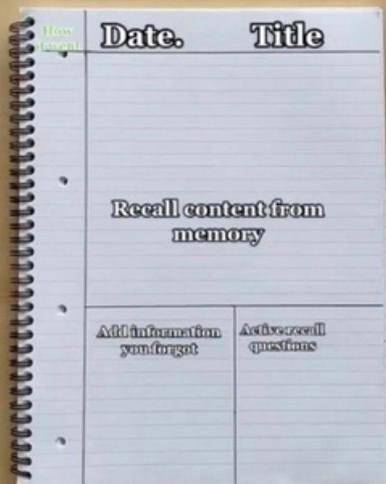
Highlighting a practical strategy that can be used to develop and support active study and revision.

BLURTING



Isabell Walsh,
Rebekah Turner,
Hannah Corley, Emer
Barry, Abbie Currid,
Kate Freeman &
Rachel Gregg –
Blurting

BLURTING METHOD



Blurting

When revising for exams, a study method that I find really effective is blurting. Instead of reading over information which you have already learned, you write out everything you remember about the topic on a whiteboard or piece of paper. You then take out your old notes or your book and see what information you might have left out or gotten wrong. This is the information you should concentrate on learning. Blurting saves time and is good quality study as opposed to mindlessly re-writing notes which is not effective.

Izzy Walsh

My Favourite Study Techniques

I like to use a blurting method where I read through new material for a short amount of time then close my book and jot down everything I can remember. I then check what I have written down and add in anything I've missed or got wrong in a red/bright coloured pen. I then do exam questions on the subject to apply my learning and learn the topic even better. I make a list of whatever's in bright pen and make sure to pay particular attention to those things when I review the topic again the next day and then space my reviews after that so there's more and more time between each interval. For example if I learn a new topic on Monday, I'll use the blurting method again to see what I remember on Tuesday, then Friday, then the Friday after, then after 3 weeks, 2 months etc.

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

BLURTING

I found that speaking aloud was helpful or just speaking to someone about the topic in question helped me memorise the subject.

Presentation title

BLURTING

Before reading over your notes from class, take out a blank sheet of paper and set a timer for 2 minutes. Write down everything you remember about the topic. Then look at your notes and fill in what you missed with a different coloured pen.

BLURT METHOD

- I have found for big "note subjects" for example history , geography and science that the blurt method is very useful.
- How the blurt method works is that you jot down as much information you can about a certain topic after reading it over a few times, once you have written everything you remember, you check it against your notes and see what you may have missed!
- Anything you have missed you go over a few more times!
- Once you have covered a few topics you can try to test yourself on all of it!
- This is very useful coming up to tests when it's been a while since you've looked at some chapters!
- P.S. this works best with a whiteboard!



STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

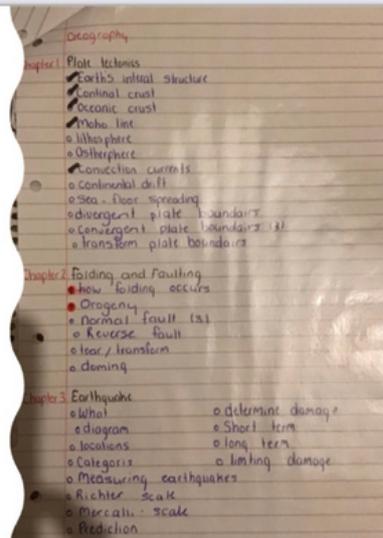
USING CHECKLISTS



Sarah Kavanagh & Shauna Hume –
Checklists

My Study technique

- My best advice for study techniques is to make a checklist for every subject so you know what exactly you are studying
- List all your chapters and then each subheading in the chapters and tick them off as you go along
- This has really helped me coming up to the Christmas exams because it puts into perspective what I know and what I still need to do
- Sarah kavanagh 5th year



Study Techniques

- One study technique that worked for me was compiling lists of the topics in each of my subjects.
- By doing this, it helped me see what I still had left to cover as exam time came nearer.
- Also, these lists helped me keep motivated as they were a visual aid that showed all the work I had completed compared to the work I had left to do
- Shauna Hume ☺



STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

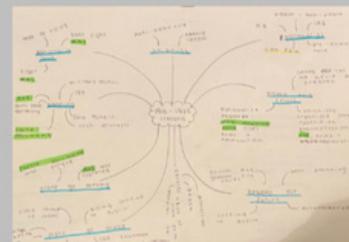
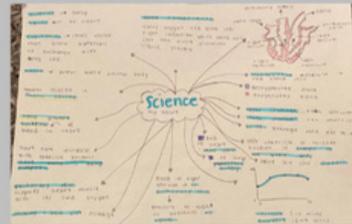
MIND-MAPS



Ciara Furlong –
Mind-maps

Mind maps

Mind maps are an effective study method as it helps with the recall of information. Using a mind map is beneficial as it can help improve your long term memory and your creativity and also be used for future revision. They are also great visually and may be helpful if you are a visual learner. Mind maps are useful for any subject, but work best with essay based subjects.



Ciara Furlong

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

ACTIVE-RECALL



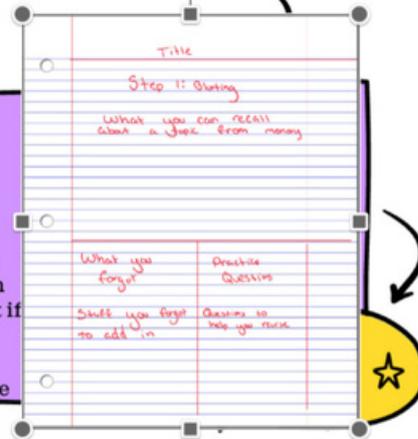
Ella Dempsey –
Active Recall



Study Techniques- Active Recall



Why I use active recall:
 Helps you know what you need to learn
Step 1: What you can recall from memory:
 What you can remember from the topic without reading over notes
Step 2: What you forgot
 Read through your notes and see what you forgot, try learning it off by using flash cards etc and then try recalling it again (preferably the next day, but if your test is soon try it again that evening)
Part 3: Practice Questions
 Use questions from past tests etc to help you revise



Example

Active recall - The Cell

1: What I remember

Plant Cell Labels: Nucleus, Chloroplasts, Cell wall, Vacuole, Cytoplasm, Mitochondria.

Animal Cell Labels: Nucleus, Mitochondria, Cytoplasm, Cell membrane.

Mitochondria: Where energy is released through respiration
 Nucleus: Contains DNA & controls what happens in cell
 Cell membrane: Controls what goes in & out of cell

Chloroplasts: Where food is made using photosynthesis
 Cell Wall: Tough substance called cellulose, supports cell

2: What I forgot

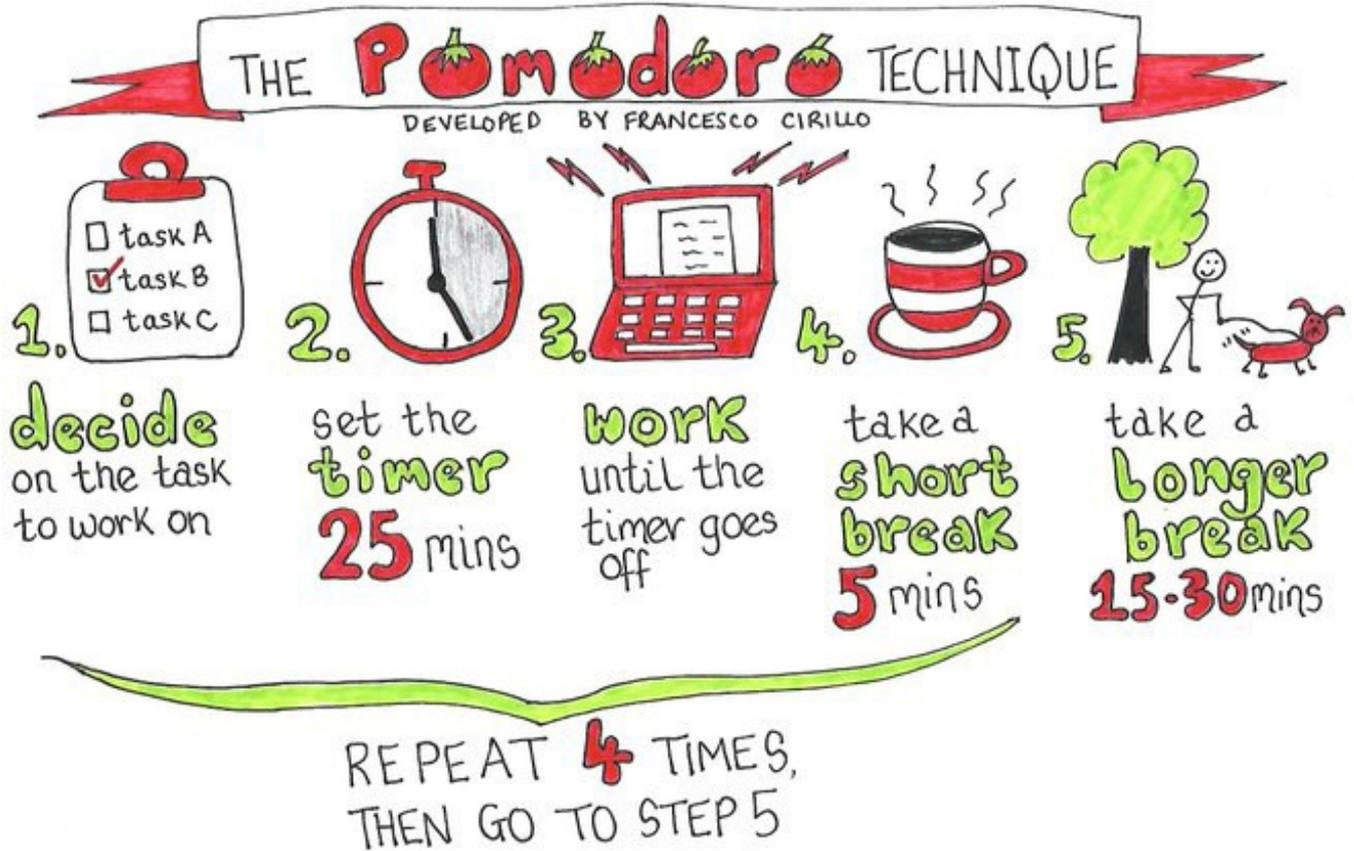
3: Practice Questions

Cells are the basic units of life → Label parts of cell
 Cytoplasm: Jelly like substance where chemical reactions happen → Define parts of cell
 Vacuole: Contains cell sap that stores food & keeps cell firm

STUDY TIPS

Highlighting a practical strategy that can be used to develop and support active study and revision.

THE POMODORO STUDY TECHNIQUE



BEAT EXAM STRESS!



GET SOME SLEEP

If you go to bed feeling anxious, you'll find it harder to fall asleep. Avoid starting a new chapter of your revision book late in the day. It'll still be there in the morning when your mind is fresh.



DON'T AVOID TOPICS YOU DISLIKE

If a particular subject is causing issues don't dwell on it for too long but don't forget about it completely. Changing your study environment or talking it through with someone can work wonders.



FUEL YOURSELF EFFECTIVELY

Snacking on junk food while revising is all too easy, but won't do you any good. Brain foods like blueberries, avocados and salmon genuinely aid memory function. And don't be tempted to overdo the caffeine or drugs that claim to enhance performance - the downsides outweigh any supposed benefits.



FLEX YOUR MIND AND BODY

Any form of exercise is good during exam time. Yoga is particularly good at stimulating your brain to produce chemicals to control calmness. Deep, slow breathing techniques can aid relaxation. And even a few daily minutes of mindfulness can stop you feeling overwhelmed.



AVOID NEGATIVE VIBES

Avoid being a sounding board for moans from your friends - a 'Who's more stressed?' contest will do neither of you any good. Tune your TV to a comedy series rather than a news bulletin about impending World War 3.



SCHEDULE IN A TREAT

Have something other than a single track focus on exam day. Book in a break away with friends that you can start looking forward to. Research things to see and plan some activities to take your mind off the task at hand.

BONUS TIP

EMBRACE THE STRESS

If you weren't nervous during exam time, you wouldn't be human. It's not about not being stressed, it's about how you channel your energies to achieve the results you deserve. Exams only count for a tiny fraction of your life, so don't forget about the rest of it.



*"Education is the passport
to the future, for
tomorrow belongs to those
who prepare for it today."*

**THE NEXT EDITION OF
'INSPIRE' WILL BE ISSUED IN
JANUARY 2024.**
