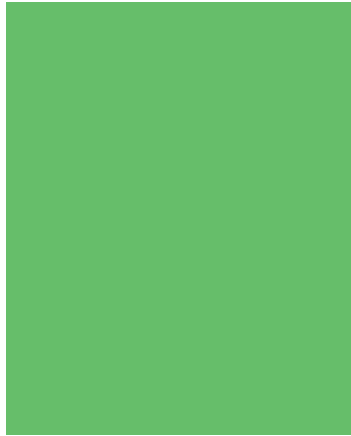
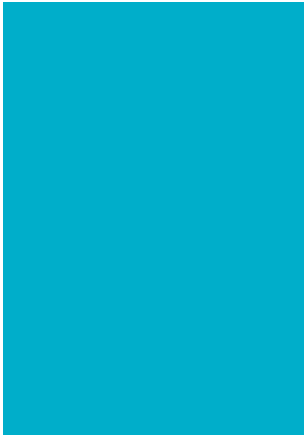


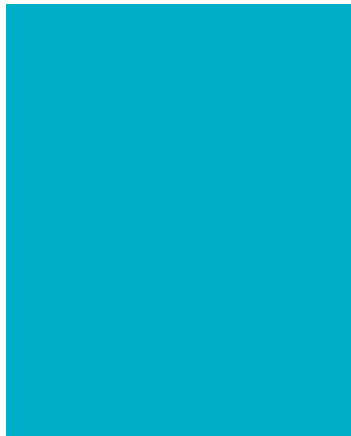
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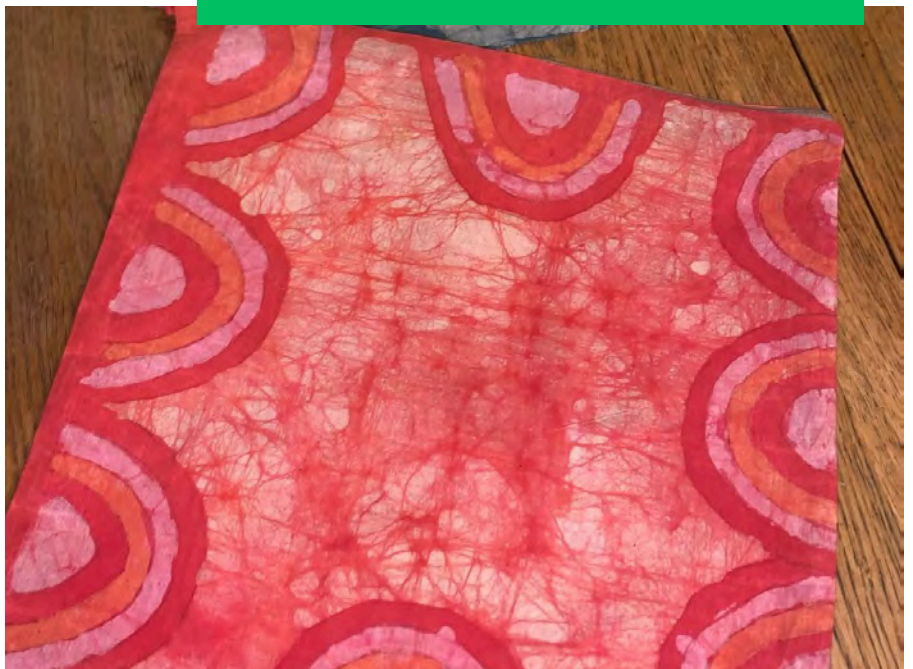


SPCGS





Art at SPCGS



MENTOR PROGRAMME

This year, we welcomed Sixth Class students to our school to discuss our anti-bullying policy and mentorship program. Many of these students will be joining the school as of September 2025. This was a great opportunity to discuss the impact of bullying and the policies our school has around it.

We began by taking the students on a walk in St Patrick's Park to get to know them. We learnt the students' names and what they were looking forward to in secondary school. When we returned to the school, we began our presentation. We discussed what bullying is, the policies our school has around it, and explained the roles of mentors in St Patrick's Cathedral Grammar School.

After the presentation, the students took part in a quiz about the types of bullying seen in a movie clip from the film *Wonder*. The children showed immense enthusiasm and were eager to learn about bullying and what they could do to prevent it. To end the day, we played a group game that made the students think about the words and attitudes they show others, and gave prizes to the quiz's winners.

We were so grateful to have the opportunity to share our knowledge with these wonderful people and are certain they will be amazing students next year.



GERRY HUSSEY VISIT

CIAN REILLY FORM 5

During my mentoring role, we were given the opportunity to speak with a sports psychologist named Gerry Hussey.

He began the talk by discussing his personal development. He described his time in secondary school and the problems he had to overcome in order to progress to where he is today.

At school, he was suspended several times because of his energy and actions, which eventually led him to become involved in boxing—a way to express his energy and experience the power of sport in looking after one's mental well-being. This path ultimately led him to a career in sports psychology.

This highlighted to us that a person's negative qualities can result in a positive outcome with the right guidance, mindset, and support—such as the support he received from his principal, who suggested he take up boxing.

Gerry spoke about motivation, opportunity, life, belief, and the ability to change your mindset to reach your goals. His words empowered everyone in the room and gave us a deep sense of motivation and inspiration.

He didn't just speak to persuade us—he told us a real story, an example from his own life and work.

He described a time when he showed up at a hotel—the K Club—where he had heard that Real Madrid were staying. He waited in the lobby for hours, hoping to meet someone from the team and share his expertise. After a long wait, he finally met Ronaldo's agent. After a brief conversation, the agent invited him to London for a meeting. That meeting opened the door to many opportunities, and Gerry was eventually given the chance to travel and work with Ronaldo all over the world.

This story gave me a profound understanding of determination and hope—something I aspire to carry with me in all aspects of my life.

MENTORS 25/26



Mansion House Visit



On the 24th of February 2025, a group of Transition Year students were invited to the Mansion House on Nassau Street by the Lord Mayor of Dublin, Emma Blain, to get a tour of the building as part of our training to become Mentors in Fifth Year. This gave us an opportunity to learn more about what the Lord Mayor's position involves and its relevance to Irish politics.

This was an interesting experience, and we all felt very welcome. When we arrived, we were given various cakes and fizzy drinks. A room had been set up for us with tables and food laid out, which was a lovely touch and showed that they had properly planned for our visit in advance.

Once Emma Blain arrived, we met her adorable dog, Roxy, and were given a full tour of the Mansion House along with a backstory of the building and some insight into Irish politics. She also explained her goals for the year, which was really interesting to hear about. I thought she addressed some very important issues that aren't always spoken about enough.

At the end of the tour, we were invited to come back a month later for a Tea Party with the elderly community in Dublin, and a few students returned to help with that event as well.



1ST DAY OF SECONDARY SCHOOL

My first day of school was one of the most fun days ever. We were greeted by Mentors and directed to our assigned classes. We found our seats, and our registration teacher gave us our timetables and our journals.

After we were all done filling in our journals, we played this game where we had to make a single-file line with our birthdays.

After our lunch break, both First Year classes met outside, and we played charades and built towers. Our last activity before the school day ended was two classes against one another, and we had to fill up a cup, pass it down the line, and fill up a big bucket.

I loved the first day because it was a wonderful way to meet new people and make friends. Thanks to Ms. Harrington, the Mentors, and Ms. Burke.

Isabelle Bowes



On the first day of school, we walked in and were greeted by Mr. Gill and shown to our registration rooms by the current 5th Years. We met our registration teacher, Mr. Shelly, who gave us our journals, and we were told the school rules. We did a small class activity to get to know each other. After that, we had a break for a snack. Then we went out to the yard for a team-building activity, which was fun. We started with charades and worked our way around to racing.

I think this was a fun day, and I won't forget it.

Isabella Brazil



SELF-ESTEEM BOX

A report written by
Esmé, Rachel and Naa

During our time in Transition Year, an issue was brought up by girls and boys from different year groups, expressing their concerns about the sanitary supplies and hygiene products the school had to offer. After hearing this, we started thinking about how to tackle the problem and help raise students' self-esteem. In this report, we will be talking about how The Self-Esteem Box began, and how we have transitioned from this ambitious idea to the helpful and empowering tool it is today.

The Self-Esteem Box was added to the bathroom earlier this year and was stocked with different products to support students—both girls and boys—after sports activities. Our school has many different sports groups and matches throughout every term, and sometimes it's hard to remember all the extra things you need to bring for those matches. We also raised the concern that there were no female hygiene products available in the school. We spoke to our school counsellor, Ms. Harrington, about this and asked what we could do. She helped us figure out what would be useful to include in the box and where it should be placed.

We decided to include essentials such as socks, deodorant, female hygiene products, hair ties, and dry shampoo. These are simple but important items that can make a big difference in a student's comfort and confidence during the school day.

You can find the Self-Esteem Box in the big staff bathroom in the new building. It's located right at the door when you walk in. If you ever find it empty, you can speak to Ms. Harrington or someone on the Anti-Bullying Team, and they will make sure it gets refilled.

DCU Trip



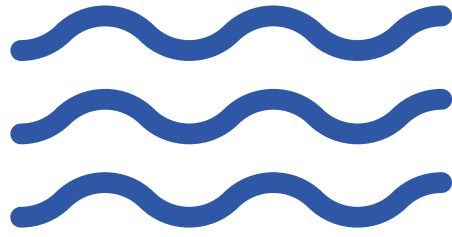
The trip to the DCU campus gave me a lot of perspective on the countless possibilities in career pathways. The Sports Science and Health talk was my favourite part of the trip. This talk showed me the wide range of things you can do with a degree—not necessarily in Sports Science, but with any degree at all. It also highlighted how fun college can be if you work hard, as there are countless rewards to reap.

The opportunities that college can offer are amazing; these can include work placements in many different countries, depending on your course. What stood out to me most was the chance to work with Premier League football teams and top-level sports teams in the States.

No one should feel like they aren't smart or good enough for college, as there is guaranteed to be something there for you—something you'll love and that will make you shine. All it takes is hard work and a vision.

Reuben McCormick





CROKE PARK & BUTLERS CHOCOLATE FACTORY VISIT

On the 28th of April, Form 5 students went on an exciting trip to Croke Park and Butlers Chocolate Factory. The day began with a guided tour of the iconic Croke Park stadium, where students learned about the history of the GAA, visited the dressing rooms, and even got a chance to walk pitchside.

Afterwards, the group travelled to Butlers Chocolate Factory, where they explored the chocolate-making process, learned about the company's history, and of course, enjoyed some delicious samples. The trip was both educational and enjoyable, giving students a great mix of sport, culture, and sweet treats.

It was a fantastic day out and a highlight of the school year for many.



Form 3 Hospitality Workshop

My name is Melody, and I recently took part in a hospitality lesson at school. For two hours, we learned how to interact properly with people and how to show good manners. My class also learned how to iron a shirt and how to shake someone's hand—because there is actually a correct way to do both! Michelle's advice and techniques really inspired me.

I'm a Third Year student and will be doing work experience next year in Transition Year, so I'm delighted that I won the award. I'll be learning new skills, and I might even choose to work in hospitality for my work experience.

I entered the competition as soon as I heard about it, and I was then selected and awarded my certificate during the school assembly. I am thrilled, and this experience has opened a path of new opportunities for me. I want to thank Michelle Harding and Ms. Harrington for arranging this and supporting me.



1ST AND 2ND YEAR

Subject Trips



1ST YEAR HISTORY TRIP

On the 12th of December at 12:30 p.m., the First Years left school to visit the National Museum of Archaeology. We walked for about 20 minutes and arrived just in time for our tour.

When we arrived, we were greeted by a friendly woman who would be our tour guide and show us all the highlights of the museum. We saw the Ardagh Chalice, the Tara Brooch, the Cross of Cong, and some ancient shields and helmets!

After the main tour, we went to see the bog bodies. Everyone found them fascinating—it was amazing how much archaeologists had discovered about who these people were and how they had died.

We also saw the Faddan More Psalter, models of old settlements, and stunning gold brooches and torcs (which are large gold necklaces). And last but not least—we saw the mummies! The mummies were placed in beautifully decorated gold caskets, and there was even a mummified cat!

After all that history, we walked back to school—tired but full of new knowledge!

Úna May Ward Burke



FORM 1 & 2 BUSINESS TRIP

On the 25th of March 2025, I went with my Business class to the European Experience in town. The first thing we had to do was go through security, just like at the airport. After we got in, we were taken to a large room on the top floor. There, we played a game on our phones where we pretended to be European politicians. Then we were brought downstairs to an area with a large screen that showed what people were doing at other European Experience centres in different countries. Next, we went into a room with screens covering all the walls, showing the inside of the European Parliament—it felt like we were really there. Overall, the trip was very enjoyable, and I would definitely recommend it.

Oscar Quane



MUSIC ACTIVITIES



Competitions 2025



NEWPARK MUSIC FESTIVAL 2025

This year, I competed at the Newpark Music Festival, singing "Quiet" from Matilda by Tim Minchin. The Under-14 category was adjudicated by Muireann O'Mahony. It was really nice to hear people my age performing in different styles.

After all the performances, Muireann O'Mahony announced the results. I came joint first with another excellent singer, and the adjudicator gave me some great feedback, along with helpful suggestions for things I can work on. It was a great competition, and I would definitely go back next year.

Lilyrose Grennan played flute in the Newpark U16 Woodwind competition and placed second, while Lucy Blackmore also played flute and received a Very Highly Commended.

Liadan O'Sullivan, Form 2



FEIS CEOIL 2025

On the 1st of April 2025, I competed at the Feis Ceoil in the Stanford Competition for Organ and I got 1st place. I learnt the Bach BWV 545 and Stanford Op. 105. They are such good contrasting pieces. I got this massive trophy that was like a bowl. It was crazy!

Edward Harte, Form 4



MUSIC CLASS TRIPS TO THE NATIONAL CONCERT HALL AND TU CONSERVATOIRE

FORM 1- NATIONAL CONCERT HALL VISIT – RTÉ SYMPHONY ORCHESTRA

On the 17th of October 2024, we went to the National Concert Hall (NCH) to watch the RTÉ Symphony Orchestra rehearse with up-and-coming conductor Jonathon Heyward.

When we arrived, we were seated straight away and got to watch the orchestra tune their instruments. We could see the violins, cellos, and violas in the first row. Behind them were the harps, clarinets, flutes, bassoons, oboes, and double basses. At the very back were the French horns, trumpets, trombones, tubas, and percussion.

When the conductor came out, everyone stood and clapped for him. After another quick tuning, the rehearsal began. The first piece they rehearsed was *Subito con Forza* by Unsuk Chin. This was its Irish première. It was a long but very melodic and relaxing piece. The second piece was Beethoven's *Symphony No. 5*—it's 32 minutes long, but definitely not boring!

After the rehearsal, we got to meet Jonathon Heyward and ask him questions. He was really nice and a very talented conductor. Then we got a backstage tour and learned all about how the music is printed and edited, and how performances are filmed for live TV and YouTube.

Úna May Ward Burke and Isabella Brazil



FORM 6 MUSIC TRIP

The Leaving Certificate Music class went to the National Concert Hall on December 3rd 2024. We watched the National Symphony Orchestra play *Romeo & Juliet* by Tchaikovsky, one of our prescribed works. It was great to see the music played live!

TU CONSERVATOIRE &

National Concert Hall



FORM 3

Our class went to the National Concert Hall to see the performance of Music in the Classroom with the National Symphony Orchestra. The presenter, Jessie Grimes, made the experience incredible and engaging for all the students there. The orchestra was phenomenal, we especially loved the rendition of Beethoven Symphony No. 5. We learned many new things about the way a live orchestra and conductor perform. We saw how important it is to play in a group and learn your timing, along with enjoying the pieces and symphonies. It was amazing how the conductor's part kept the tempo and controlled the orchestra very well. Everyone in our class enjoyed the trip, we hope to have the opportunity to attend another one in the future.

Chloe Li and Isabella Seliger

FORM 5

On Friday the 28th of February, Ms. Balfe took us to see Seachanges composed by Raymond Deane. It was great seeing the piece being performed in person as it's on topic to what we've been doing in class as we've studied the piece for our LC. The contrast between the performers and their instruments was outstanding, the piccolo was being played at an extremely high register which did hurt our ears a little but regardless the piece resonated well in the concert hall and overall, it was enjoyable. The trip was fun and huge thanks to Ms. Balfe for organising this for us!

Manduul Baavgai



FORM 2 MUSIC CONCERT AT THE NATIONAL CONCERT HALL



On Tuesday, the 4th of March 2025, the 2nd Year Music class attended a fun, entertaining, and highly informative Junior Cert concert at the National Concert Hall. We had lovely, comfy seats in the back balcony, and once we were seated, our wonderful show began.

Our host was the energetic and enthusiastic Jessie Grimes. The concert began with The Young Person's Guide to the Orchestra, and we joined in with body percussion while the very talented orchestra—conducted by Elaine Kelly—played the famous piece.

Next, we were treated to a very intense and dramatic performance of Infernal Dance from Stravinsky's Firebird Suite. Then came Beethoven's Symphony No. 5, where we added fun lyrics to sing along as the orchestra worked their magic.

We were then introduced to a very special guest: Irish singer Loah. She performed two beautiful songs with the orchestra. The first was Our Tree, inspired by her mother's story. Loah shared that her mother had been in a mother-and-baby home and loved Rachmaninov's music. In honour of that, Loah tried to recreate the emotion and style of symphonic dances in her own composition. Her voice was beautiful and angelic, and it really made you feel the emotion behind the music.

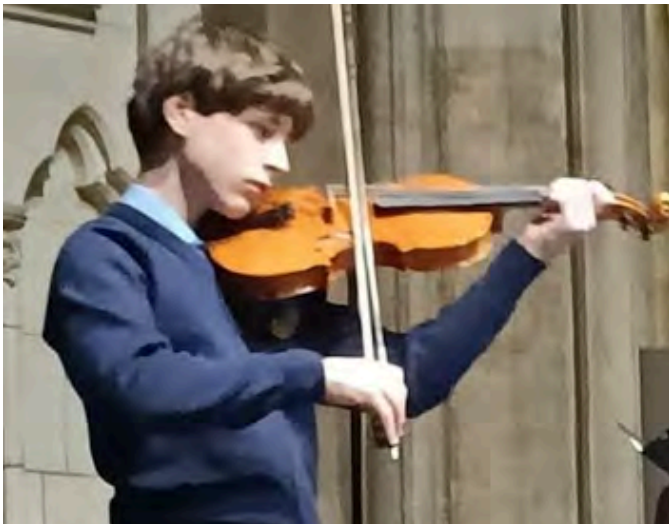
She gave us some great advice for writing music—like recording melodies on her iPhone and experimenting with jazz chords at the piano. She told us to play to our strengths and not be afraid to explore different sounds.

Her second song, When I Rise Up, was based on a poem from 1920. She wrote it during lockdown, imagining what it would be like to leave our houses again. The song fused blues and West African music, and the styles worked wonderfully together. This was one of my favourite pieces from the concert—it was truly moving and beautiful.

We all really enjoyed this concert, which helped develop our aural skills and deepened our understanding of different musical styles and elements. It was a fun, educational day that gave us lots of tips and inspiration for creating and performing our own music.

Thank you so much to Ms. Balfe for organising this amazing trip!

Finn Higgins, Form 2



Spring Concert

5TH March 2025

Wesley Interschools Music Festival 2025 Prize Winners



| | | |
|------------------------------|---|--|
| Unaccompanied Vocal Ensemble | Chamber Choir | 1 st Prize and Cup |
| Solo Singing Popular U-16 | Emma Kerrigan | 1 st Prize and Cup |
| Brass 0-16 | Samuel de hÓra (French Horn) | 1 st Class Honours |
| Woodwind U-16 | Lily Rose Grennan (Flute) | 2 nd Prize and Silver Medal |
| Chamber Music U-15 | <i>SPCGS Chamber Ensemble</i> Flute x 2 (Lucy Blackmore & LilyRose Grennan) Violin (Elle Reilly) Saxophone (Leo Ceol Casey) Trombone & Percussion (Kate Sheridan) Cello (Líadan O'Sullivan) Piano (Arlo Murphy) Trumpet (Mimi Oxley) | 1 st Class Honours |
| Chamber Music 0-15 | <i>SPCGS Chamber Ensemble</i> Guitar (Luca O'Shaughnessy Ward) Clarinet (Liam McLoughlin) Flute (Séamus Kelly) Saxophone (Leo Ceol Casey) French Horn(Sam de hÓra) Violin (Sam Osborne) Cello (David Lindsay) Bass Guitar (Art Wrixon) | 1 st Class Honours |
| Solo Singing Classical U-14 | Líadan O' Sullivan | 2 nd Prize and Silver Medal |
| Vocal Duet O15 | Summer Sheridan & Johanna Hutchinson Poppema | 1 st Class Honours |
| Solo Singing Popular U-14 | Líadan O' Sullivan | 1 st Class Honours |
| Solo Piano U-16 | Leonard Doris | 1 st Class Honours |
| Strings U-14 | Sam Osborne (Violin) | Highly Commended |
| Vocal Duet U15 | David Schwitzer & Sam Osborne & Lenny Doris (Accompaniment) | 2 nd Prize and Silver Medal |
| Piano Duet U-15 | Leonard Doris & Arlo Murphy | 2 nd Prize and Silver Medal |





SCHOOL CHOIR

The SPCGS school choirs had a busy academic year of practices and performances. We took part in school services, assemblies and open day, sharing new pieces with our own school community. We also got to sing for the masses at the school spring concert where we heard great solos and groups performances from peers and colleagues.

This spring, the school choir travelled to both Ballinteer in Dublin, and further afield to Cork city, to compete at music festivals and perform for new audiences. At the Wesley Inter-schools Music Festival, both the chamber and large school choirs performed exciting upbeat pieces, with the former winning 1st prize in their category. In late April we had an overnight trip down to Cork to take part in the Cork International Choral Festival where the large choir performed two contrasting pieces in the beautiful City Hall, taking home second prize and having a ball at the group workshop for post-primary school choirs with Morten Vinther Sorensen from The Real Group.

Our final performance of the year was at the leavers' service where we say goodbye to our wonderful 6th year choral leaders. We wish them well and hope they will keep singing and making musical connections throughout their lives.

Judith Lyons, Choir Conductor



PRIZE WINNERS

2024

Class of 2024 – Leaving Certificate Awards

| | |
|---|----------------|
| First and Larminie Prize – | Leena May |
| Arnold L. Horner Prize (Maths) – | Leena May |
| Walter Scott Memorial Prize (Music) – | River Sweeney |
| Second Prize – | Bianca Akpotor |
| Ristead Ó Glaisne Memorial Prize (Irish) – | Patrick Casey |
| Third Prize – | Ira Schwitzer |
| Arthur Wisdom Memorial Prize (Senior Chemistry) – | Bianca Akpotor |
| O’Russ Prize (French) – | Etienne Doyle |

Fifth Year (K) 2023/24

| | |
|-------------------|-------------------|
| First Prize – | Ella Mullins |
| Second Prize – | Freya Reddington |
| Special Mention – | Isabella Ungurasu |

Fifth Year (P) 2023/24

| | |
|-------------------|-----------------|
| First Prize – | Roisin Farrelly |
| Second Prize – | Peter Reid |
| Special Mention – | Isaac Adeniji |

Fourth Year 2023/24

| | |
|------------------------------|------------------|
| Interview of the Year (4K) – | Philip Naessens |
| Interview of the Year (4P) – | Rosalind Shevlin |
| Portfolio of the Year (4P) – | Lucy Cruickshank |
| Portfolio of the Year (4K) – | Holly Corrigan |

2P 2023/24

| | |
|-------------------|------------------|
| First Prize – | Thomas Olwill |
| Second Prize – | Beatriz Huertas |
| Special Mention – | Alina Kvasyvchak |

2K 2023/24

| | |
|-------------------|--------------------|
| First Prize – | Abby Carroll |
| Second Prize – | Chloe Li |
| Special Mention – | Matilda Reddington |

PRIZE WINNERS

2024

1P Year 2023/24

| | |
|-------------------|---------------|
| First Prize – | Isla Smith |
| Second Prize – | Emilia Duggan |
| Special Mention – | Uma Lavelle |

1K Year 2023/24

| | |
|-------------------|-------------------|
| First Prize – | Lucy Blackmore |
| Second Prize – | Lily Rose Greenan |
| Special Mention – | Koren Turner |

Parents' Association Prizes

For exceptional achievement in or exceptional contribution to a subject (non-exam classes)

| | |
|-------------------------|----------------------------|
| Form 5 Biology – | Sarah O’Sullivan |
| Form 5 Physics – | Peter Reid |
| Form 5 Geography – | Ella Mullins |
| Form 5 Music – | David Lindsay |
| Senior P.E. – | Victoria Ogbata |
| Form 2 Music – | Beatrice Huertas |
| Form 2 Art – | Jessica Limbeck |
| Form 2 Home Economics – | Dylan Gilmartin O’Sullivan |
| Form 2 Business – | Ellie Murphy |
| Form 2 Classics – | Grace Maguire |
| Junior P.E. – | Ben Walsh |

Attendance Prizes

For full attendance 2022/23

Mateo Quinio
Fionnuala Kelly
Noemie Quinio
Scarlett Shearer
Seamus Kelly
Samuel Clancy
Isabella Ungurasu

PRIZE WINNERS

2024

The Senior Musician Perpetual Cup is awarded to a student in the previous form 6 who in addition to studying Leaving Certificate Music in the school contributed to all aspects of extra-curricular performing activities at the Grammar School. This year, there was an outstanding musician who consistently strove for excellence in every performance. This student made a valuable contribution to the School Choir and Chamber Choir. Additionally she sang in the Cathedral Girls Choir. She inspired others with her cello playing and gave many wonderful solo performances at services and concerts. She showed great musical leadership skills in directing the School Orchestra in her final year. She demonstrated dedication and commitment in her attendance and participation at all rehearsals. The 2024 winner of the Senior Musician Perpetual Cup is Ira Schwitzer.

Ms Balfe, Music Teacher



1st Year Trip- Coláiste Uisce

Wednesday, 9th April

On Wednesday the 9th of April, most of the First Years in SPCGS boarded a big coach, ready to begin a four-hour journey to Belmullet, Co. Mayo. Everyone was buzzing with excitement! Mr. Whyte and Mr. King were the lucky teachers joining us on the coach, happily singing along to whatever songs were playing. Meanwhile, Ms. Cullen and Ms. McCarthy enjoyed a much more relaxing car journey.

After about two hours, we stopped at Supermacs for lunch. It was supposed to be a quick half-hour break, but our food took a bit longer, so we stayed closer to an hour. Then we were back on the road, and after another two hours we finally arrived! Everyone was peering out the windows trying to get the first glimpse of Coláiste Uisce.

Once there, we lined up our luggage, handed in our phones, and were welcomed with a set of rules. Lunch was served (a chicken wrap), and then we were shown to our dorms. Each room had two bunks, one single bed, and a bathroom with a toilet, shower, and sink. Girls were upstairs, boys downstairs, with four or five students in each room.

That afternoon, we grabbed our togs and towels, got changed into wetsuits and life jackets—called casóga in Irish—and headed down to a rocky beach for a 15-minute splash before dinner. The water was FREEZING! That night, we had a chicken spice bag for dinner, followed by free time to shower, play basketball or football, and a short phone call home (15 minutes on the first night, extended to 30 minutes on the second night).

Later, we had a céilí where we learned traditional Irish dances like Ballaí Luimnigh and An Dreoilín. Supper was tea and a jam donut, and then it was lights out at 11:00 p.m. Bedroom door alarms were activated for safety and supervision, monitored by Áine, the night staff member.

Thursday, 10th April

We were woken at 8:20 a.m. for breakfast—toast, cereal, and yoghurt—then headed upstairs to get dressed for the day. We were split into two groups: grúpa buí and grúpa dearg.

Grúpa buí went surfing or tried bordáil tacaíochta (team paddle boarding with up to ten people on one board), while grúpa dearg did land activities like linked hurdles and béal na nathrach (snake's mouth). After the first session, the groups swapped.

Lunch was a chicken roll. In the afternoon, grúpa dearg went pier jumping at Blacksod Lighthouse while grúpa buí did archery, and then they switched. After dinner (lasagne), we had more free time and phone time before group games like human foosball, giant Xs and Os, connect four, and a hilarious head-and-tennis-ball race. Supper was tea, brownies, and rhubarb cake, and then we began packing. Bedtime came quickly—we were all exhausted!

1st Year Trip- Coláiste Uisce

Friday, 11th April

Our final day started again at 8:20 a.m. with breakfast. We packed up, dressed, and left our luggage in the hallway. For the last activities, grúpa dearg played dodgeball, while grúpa buí returned to the water for surfing or team paddleboarding. Then the groups switched for one final round. Lunch was burgers and chips. After that, we said “Slán!” to Coláiste Uisce, packed our luggage onto the coach, and hit the road. We stopped at McDonald’s for dinner, and then continued our journey home, singing and chatting all the way. We arrived back at school around 6:30 p.m., greeted by our families full of questions!

Highlights of the Trip

- If you won a game or helped clean up, you earned a colourful wristband! Everyone wanted the full set: pink, purple, green, yellow, and orange.
- Human foosball was a huge hit—there was loads of laughter and cheering.
- The céilí and the disco that followed were absolutely brilliant.
- The water sports were challenging but so much fun, and everyone got involved.

I really loved the Gaeltacht experience. We all got closer, shared lots of laughs, and made great memories. I definitely think next year’s First Years should go too!

Úna May Ward Burke



SPCGS SPORTS 24/25



SPORTS DAY 2025





STUDENT VS TEACHER BASKETBALL MATCH





CHRISTMAS BAKE-OFF 2024!





TRANSITION YEAR

Friday Activities

URBAN ORIENTEERING

As part of our TY Friday activities, we took part in an exciting urban orienteering challenge on the south side of Dublin. The activity was based around solving riddles that led us to various landmarks around the city. Once we figured out each clue, we had to find our way to the correct location and take a photo with the landmark as proof before moving on to the next one.

The challenge was quite tricky and involved a lot of running, as we were given a strict time limit to return to school. This added a real sense of urgency, which made it both more difficult and more exciting.

In the end, our hard work paid off—we completed all the tasks on time and ended up winning the challenge! It was a fun, rewarding experience that really tested our problem-solving, time management, and teamwork skills.



JFK WORKSHOP

As part of our TY experience, we took part in the JFK Forensics Workshop, which explored the events of November 22nd, 1963—the day President John F. Kennedy was assassinated.

The workshop was set up with different stations around the hall, where we learned how to match ballistics and fingerprints, and how to spray for gunshot residue. Kevin, the workshop leader, brought in replica handguns and a deactivated Carcano Model 38 rifle—the same make and model used in the assassination.

One of the highlights of the workshop was the virtual reality experience. We were virtually transported to Dealey Plaza, moments before the assassination took place. It gave a powerful sense of the environment and the events as they unfolded.

I really enjoyed the workshop. It was incredibly insightful, and I would definitely recommend it to future TY students.

EPIC MUSEUM

On March 28th, we visited the EPIC Museum, a modern and interactive museum that explores the full story of Irish history—from the GAA to the Famine—in a really engaging way.

We walked there as a year group, and before entering, the museum secretary explained what we would be doing. Our visit started in the first room, which gave a brief overview of Ireland's past. After every room, we stamped a special passport-style booklet to mark our progress through the exhibition.

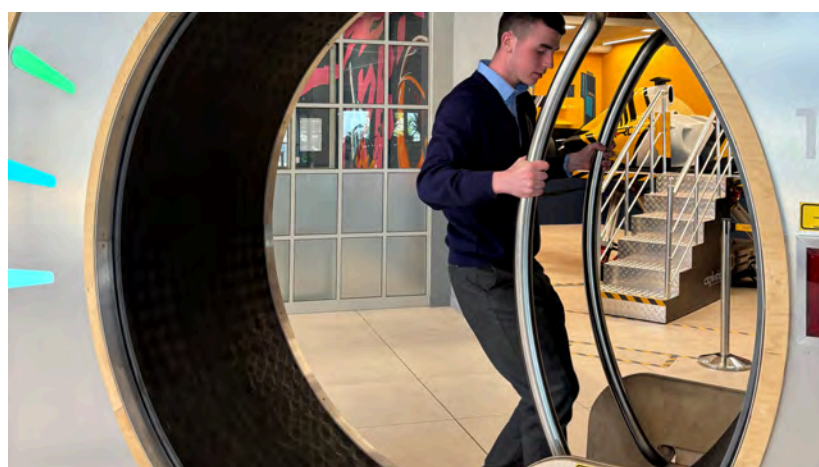
Everything in the museum was digital and interactive, with touchscreens, videos, and sound effects that made the experience feel really immersive. My personal favourite room was the one with a jail theme—it had costumes you could wear to dress up like someone from Irish history and take photos. It was fun and educational at the same time!

We completed the tour in under an hour and were allowed to go home early afterwards, which was a great way to end the day.



AFRICAN DRUMMING

As part of our many TY activities this year, we took part in an African drumming workshop, where we learned about traditional African percussion instruments such as the djembe—a large, single-headed drum. We were taught various drumming techniques and rhythms, and given the chance to try them ourselves. The instructor also explained the cultural significance of drumming in African communities. Drumming is used in ceremonies and celebrations, and even in farming, where it helps keep a steady rhythm during the harvesting of crops. It's a unique and skillful tradition, often passed down through generations. While I may not fully grasp the deeper importance of African drumming, I can definitely appreciate the passion and seriousness with which it is practiced. Overall, the drumming class was great fun, and I'm really glad we got to take part.



EXPLORIUM

Stem Trip

For our final trip of the year, the Transition Years visited the STEM section of Explorium. This area offers a wide range of hands-on, science-based experiences that are both fun and educational.

One of the standout attractions was the Gravity Room, which challenged our sense of balance and created the illusion of altered gravity—an experience that was as disorienting as it was fascinating. Another favourite was the Lightning Show, featuring Ireland's first Tesla coil. It produced dramatic bolts of lightning right in front of us, even creating sounds that could be arranged into music.

Some of us also tested our nerves on the G-Force Bike, pedaling in a full 360-degree loop to experience the intense force of gravity firsthand. The Robotics Show was another highlight, showcasing interactive robots built using cutting-edge technology. Explorium's STEM section blended education with excitement, offering a unique space where science truly came to life. It was a fantastic and memorable way to wrap up our Transition Year experience.



FIRST AID WORKSHOP

As part of our Transition Year programme, the whole year group took part in a full-day First Aid training course held in the school. Everyone got involved, and it turned out to be one of the most informative and hands-on workshops of the year.

The session was led by a qualified first aid instructor, who taught us how to respond in emergency situations. We learned how to perform CPR, what information to give when calling 112 or 999, and how to place someone in the recovery position. The instructor also covered how to treat burns, bleeding, choking, and other common injuries.

Throughout the day, we took part in practical activities, including practising CPR on mannequins and learning how to use a defibrillator. We were encouraged to ask questions and take the training seriously—and we did. By the end of the session, I felt much more confident in my ability to help during an emergency. It was a really valuable experience, and I'm glad we had the opportunity to take part.

SPEECH & DRAMA

In May, the TY year group had the opportunity to complete a Speech and Drama certification with the Irish Board of Speech and Drama. For the assessment, each student was required to perform either a short poem or a monologue, along with delivering a personal speech on one of the assigned topics.

I chose Shylock's monologue from Act 3, Scene 1 of *The Merchant of Venice* by William Shakespeare, and for my personal speech, I spoke on the topic "The Joy of Reading."

I really enjoyed preparing for and completing this cert, and I believe it will be very helpful in my future dramatic endeavours. I would highly recommend it to future TY students—overall, it was a challenging but rewarding experience.



FILM STUDIES

As part of our Transition Year course, we participated in a six-week Film Studies programme. Over the course of the weeks, we explored all things film-related—from cinematic angles and editing to how camera techniques can be used to portray emotion. Towards the end of the programme, we had the opportunity to plan, film, and edit our own videos in groups. We were given the freedom to choose any topic we were passionate about. My group chose to create a dramatic murder mystery.

It was an amazing opportunity to explore our creative sides, develop new skills, and discover new interests. The course was both educational and fun, and it gave us a great insight into the world of filmmaking.



BOOK LAUNCH

In December 2024, a few students were selected to attend and help oversee a book launch at Kevin Street Library, where we had the chance to meet Irish author Helena Close. Known for her engaging YA novels that blend personal experiences with elements of mystery and curiosity, Helena shared her journey as a writer during a special workshop. She spoke about the books that shaped her life, read from some of her favourite pieces of Irish literature, and encouraged us to write short stories using unique and creative prompts. It was a wonderful experience that allowed us to express ourselves through writing and gain insight into the world of storytelling.

We really enjoyed our time at the event and left feeling inspired by her passion for literature.

Naa & Denis

DCU- EARLY UNIVERSITY PROGRAMME



After attending the DCU Summer Camp, I was offered the chance to apply for the Early University Entrance (EUE) Programme – something any TY student can apply for through their website. As part of the application process, I wrote a personal essay about the kind of person I am, why I wanted to take part in the EUE, and outlined the course I was interested in. I also needed two teacher references to complete my application.

I was thrilled to be accepted into the Law course. Every Friday, for 13 weeks, I attended classes in Tort Law and Irish Law from 10 a.m. to 4 p.m., meaning I missed school one day a week. It was absolutely worth it – I loved every minute.

The experience wasn't just academically enriching; it was socially rewarding too. My classmates came from all over – mostly Meath and County Dublin, but also other parts of Ireland. We spent our lunch breaks exploring the campus and sampling the cafeteria food, and I made some great friends along the way.

This course was the perfect mix of academic challenge and personal growth. I picked up skills and knowledge that I hope will benefit me in university and beyond.

I would highly recommend the DCU EUE Programme to any student heading into TY – it's an amazing opportunity to explore your interests, meet new people, and experience college life early.

Niamh Laidlaw

TY CHRISTMAS TRADE FAIR

Our TY Christmas Fair took place on the 17th of December. From the beginning of the year in our business classes, we were split into groups and asked to brainstorm ideas using a mind map. I worked with Stella and Roxana. Some of our first ideas included jewellery, slime, hot chocolate, a thrift shop, a photo booth, and lip scrubs.

However, we quickly realised that many of these ideas would be too expensive or complicated to make. After several business classes of discussions and planning, we finally decided to make knock-off Crumbl-style cookies. To refine our idea, we surveyed students about their favourite flavours and preferred pricing. We ended up baking four flavours: Oreo, Kinder Bueno, brownie, and Biscoff. Each of us took responsibility for making different flavours and quantities. The day before the fair, we baked the cookies and the next morning came to school early to set up our stall.

We decorated the cookies, set up a cash box, and served the cookies on napkins. At first, we priced them at €3.50 each. The cookies were a huge hit — almost everyone was buying them — so we increased the price by 50 cent due to the high demand. By the end of the day, we had sold out and collected a full box of money.

In total, we made around €200, which we split evenly between the three of us. It was a fantastic and rewarding experience. I would definitely love to do a TY fair again!

Nikolett Ujvari



SCI-FEST

This year in TY, we participated in SciFest, a STEAM-based competition and fair designed for Transition Year students to showcase their scientific knowledge and creativity. We were visited by judges from different schools, and other year groups came by to observe and learn about all the exciting projects on display.

Our team – Naa, Esmé, and I – decided to test the dissolving rate of different types of the paracetamol brand Panadol. We had a great conversation with our judge, who was very engaged and interested in the chemistry behind our idea.

Everyone enjoyed SciFest – it was a brilliant opportunity to see the variety of ideas and the creativity of our classmates.

Here were the top projects of the day:

🥇 1st Place – Sam Clancy with his fascinating, Darwin-inspired project: How the scarcity of essential resources affects variation among species.

🥈 2nd Place – Niki Ujvari with an impressive project on memory loss, which was one of our favourites.

🥉 3rd Place – Micheal Li, Mateo Quinio and Edward Harte with their unique idea exploring the antibacterial effects of honey on the body.

🏅 4th Place – Tom Carey, Marcus Holoimov and Isaac McGovern with a fun and creative project testing whether bread moulds differently depending on the music played nearby.

Overall, SciFest was a fantastic experience – it gave us the chance to conduct our own experiments, dive deeper into science, and share our work with others.

Rachel Bass



TY MUSICAL- CALAMITY JANE

This year, our TY musical was Calamity Jane, with performances on the 20th and 21st of November. Auditions were held in September. Although the process was quite nerve-racking, we prepared together by learning our lines and had lots of laughs along the way.

Everyone had to audition, which made the process feel more supportive and less intimidating. Auditioning together helped us feel more at ease, and the encouragement from our classmates really boosted our confidence.

A few days after auditions, we were both called back. We were nervous, unsure of what roles we would receive. That Friday, we were given our parts—Bobby was cast as Bill Hickok and Summer as Katie Brown. We were both delighted and excited to begin working on songs, dances, and lines.

Rehearsing as a year group helped us grow closer and build bonds with people we may not have otherwise connected with. The first performance night was hectic, with people rushing to get costumes, props, and makeup ready. Thankfully, we had people helping with hair and makeup, which made things much easier.

Before stepping on stage, we were both nervous, but once the show began, we felt confident and energized. It was a great performance, and we couldn't wait to do it all again the next night.

The second performance ran more smoothly. We were more confident and relaxed, and the show went even better than the first night. At the end, we were proud but also sad that it was over.

Overall, this experience was one of our highlights of TY. It helped build our confidence and brought the year group together. We will always look back on it as one of our favourite parts of the year, along with the Italy trip.

Bobby & Summer



Highlights

TY POLITICS

This year in Politics and Society, we explored the world around us—and the ideas that shape it. From thought-provoking class discussions to eye-opening experiences beyond the classroom, it was a year that sparked curiosity and broadened our perspectives.

One of the highlights of the year was our visit to the Dáil, where we saw democracy in action and got a firsthand look at how our country is governed. We also watched *Mary Robinson: The President Who Changed Ireland* at the Irish Film Institute, which offered us a powerful insight into leadership, climate justice, and human rights.

In class, we tackled some big ideas, studying philosophers and political thinkers whose concepts still influence the modern world. Whether debating social justice or analysing power structures, we learned to think critically and question thoughtfully.

As part of the EPAS (European Parliament Ambassador School) programme, we engaged with EU issues and the importance of active citizenship. It gave us a sense of connection to Europe and showed us the role young people can play in shaping the future.

It's been a year of learning, questioning, and discovering what it means to live in a society—and how we can work to improve it. Here's to the changemakers of tomorrow!



TY FRENCH

This year, our French students had a wide array of enriching and exciting experiences! Our First Year students had the fantastic opportunity to attend two immersive sessions at L'Alliance Française, where they explored French language and culture in a dynamic setting.

Second Year students connected internationally by writing pen pal letters to our partner school in Canada. They proudly showcased their French writing skills and creativity through art, building meaningful cross-cultural connections.

Our Transition Year (TY) class delved into French cinema as part of their Film Studies module. To celebrate the end of the term and bid farewell to our wonderful French Assistant, Marie Yeddou, they enjoyed a delicious crêpe breakfast. Marie joined us through the Erasmus program, and her presence greatly enriched our students' learning experience.

Bonjour

Student Exchanges

This year, I went on an exchange to Bordeaux with the Erasmus program. I interviewed for this opportunity at the end of third year and ended up getting the funding to go.

I left on Sunday, the 23rd of September, and was supposed to stay for just over a month. I stayed with a French family and attended school with the family's daughter. I flew to Bordeaux with four of my teachers: Ms Corkery, Ms Burke, Mr Lynch, and Ms Cullen. Éabha, a girl in my year, also went on the exchange program. We attended the same school but stayed with different families.

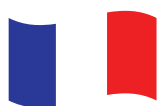
Nassima, the girl I was staying with, and her mum picked me up from the airport and we drove back to their house. I found out that I was going to have my own room, and I learned more about Nassima's family. Her family was Moroccan, and they ran a restaurant that sold Moroccan food. She had two siblings: an older sister who studied law and a younger brother.

The school I attended was called Lycée François Saint Mauriac, and on my first day, I met up with all the other Erasmus students from across Europe, including Germany and Finland. School in France was a big change from school and TY in Ireland. The classes were all learning-based, with no examples or questions, and the students had hours of homework every night. The school was so large and did not have the warm environment St Patrick's has. They had so much work that I found it difficult to bond with my exchange student. School ran from 8 am to 6 pm, with hour-long classes and an hour for lunch in the cafeteria. I had lots of free classes in the library to do work from home.

Overall, I found that my time in France improved when I was put in French for non-native speakers, as I was having a tough time keeping up and staying alert in classes where I felt I certainly couldn't learn in a language that I couldn't understand.

At the end of the program, I think it helped my French, but I don't think that I would go on another exchange, certainly not soon. Although I'm very grateful for the opportunity and think it was good that I got to go.

Stella Shearer



Erasmus+

Student Exchanges



Our school was given the opportunity to send two TY students to Bordeaux in France for a month-long exchange. This was to be funded by the Erasmus program, meaning both students would be sent for free and would each be given an additional four hundred euro to spend while there. In return, you had to house your correspondent for a month. To get chosen, all interested students had to be interviewed by two teacher representatives. The students would be chosen based on test results, work ethic, class behavior, and the interviews.

My interview lasted around 10 minutes, and I answered various questions about why I wanted to go and what I thought I would get out of the experience. Originally, I didn't think I was going to be picked because there was some uncertainty about whether I could host a student on the return. I did end up getting chosen, as did Stella, and I was super excited.

Before I went to France, I was really nervous as there were a lot of unknowns. We flew over on September 22nd. While I was there, I stayed with a family of three girls: a mum and her two daughters, one of whom was my age, and her name was Elwenn. I went to school with her at Lycée François Mauriac, where the school hours were often from 8 am to 6 pm, so I always felt tired. The school system over there was very different from ours.

I think I really benefitted from the trip because my French skills improved a lot, as well as my confidence and independence. Another thing that I took from this exchange was how to communicate through more than just language. I would recommend this experience to other students.

Éabha McElwaine



WORK EXPERIENCE

For my second work experience placement, I wanted to do something where I could assist people directly. I chose to work in a bar—and it turned out to be one of the best decisions I’ve ever made. I started at Leonard’s Corner Bar with a bit more confidence than I had during my first placement. I was introduced to the team by my manager, Marcus, and welcomed warmly by everyone. On my first night, I worked on the floor, taking drink orders and helping to keep the space clean. I found it a little overwhelming at first, as I had never worked in that kind of environment before, but the team were incredibly supportive and patient with me.

The next day, I was brought in early and taught how to pour drinks properly. From then on, I began to feel much more confident in my role. Over the two weeks, I learned a lot and began to really enjoy the fast-paced atmosphere and the social nature of the job.

At the end of my placement, I was offered a part-time job at the bar—which I gladly accepted. Since then, I’ve also started working at The Circular in Rialto. Thanks to my work experience, I’ve discovered a real passion for the bar industry. I’ve made great connections, met amazing people, and gained valuable hands-on experience.

This opportunity has opened up so many doors for me, and I couldn’t be more grateful.

Denis Ryan



From the 10th to the 14th of February 2025, I had the opportunity to take part in the Transition Year Programme run by Trinity College Dublin and St. James’s Hospital.

The first day was based in Trinity’s School of Medicine, where we were introduced to life as a medical student. We explored the Old Anatomy Building, which included a small but fascinating museum, and attended a lecture on anatomy that gave us real insight into what studying medicine involves.

The rest of the week took place in St. James’s Hospital, where we took part in a wide variety of activities. These included small lectures, simulations, workshops, and hands-on practicals across areas such as physiology, first aid, physiotherapy, anaesthesiology, radiology, and other essential clinical skills.

One of the highlights of the week was spending a full day with the GUIDE team at the hospital. I was able to shadow them as they moved throughout the hospital, visiting patients and discussing care plans, which gave me a deeper understanding of how medical teams work together in real-life settings.

Overall, the week was incredibly engaging and inspiring. It gave me a true taste of the world of medicine and confirmed my interest in pursuing a career in healthcare. I’d highly recommend this programme to any TY student interested in science or medicine.

Ross Cassidy



COMMUNITY INVOLVEMENT

For my community involvement, I worked in Little Flower Penny Dinners for a week. Little Flower is a great organisation that provides warm, nutritious meals for people who don't have easy access to food. They also run a Meals on Wheels service for the elderly and those who are housebound.

On my first day, I was based in the office counting coins. I won't lie—it was a bit boring! But at the same time, it was surprisingly interesting to learn how things operate behind the scenes. On the second day, the 3rd of December 2024, I was sending out post to members.

I really wanted to work in the kitchen because it looked like fun and I thought I'd enjoy it more. Luckily, for the last few days, I got the chance. I helped sort food into boxes to send out and spent time cleaning dishes. My favourite day was the last one, when I got to help with Meals on Wheels. I spent the day delivering food with a lovely man, and it was really rewarding.

I'm really happy I chose to do my community involvement here, especially because I could see how much I was helping others. I would definitely recommend this placement to other students—it's a great learning experience, and the staff are so lovely and friendly. The manager helped me settle in straight away, and I even had my own desk for the first two days!

If I had the chance to go back, I would.

Eimear Dunne

I spent one week volunteering at the St. Vincent de Paul charity shop on the Crumlin Road. I really enjoyed seeing the process that clothes, toys, and other donated items go through when they arrive at the shop.

One of my favourite tasks was pricing the items and placing them on the correct shelves out on the shop floor. I also enjoyed working with the other volunteers—especially when we set up a Christmas window display using an old mannequin and some of the donated clothes. It was fun to be creative and festive with it!

Overall, it was a great experience and gave me a new appreciation for the work that goes into running a charity shop.

Roman Carters

Community involvement is when you volunteer or work in your local area for one week. For my community involvement, I worked in my local Mace shop.

During the week, I learned many valuable skills and became more involved in my community. I saw people I knew coming and going, and I had the chance to chat with them, which showed me how connected and friendly our community really is.

Through this experience, I was able to apply for and get a part-time job at the shop. I'm really glad I did my community involvement there—it was a great learning opportunity, and I would definitely recommend it to other students.

Ben Walsh

LEINSTER HOUSE VISIT



For my work experience from the 10th – 14th of February, I was fortunate enough a few months prior to be chosen out of my year to have the opportunity to apply for work experience in Leinster House, and my application was successful. Over the course of the week, we had two online sessions at the start and end of the week and three in-person sessions. Throughout these sessions, we covered many different things surrounding the work that happens in the Dáil. The first day happened online, where we discussed careers in Leinster House, how recruitment works, how to move up in levels, and those specific roles in Leinster House. We looked into future careers to see what knowledge and skills would be required for that job. At the end of Day One, we were broken into groups for our project that we would be working on for the week. The project was a hypothetical scenario of your groups presenting to a committee on why you think schools should/shouldn't open earlier and close later in order for a four-day week. Before starting the project, we discussed the dos and don'ts when presenting and what information and facts we needed to back up whichever argument we were going with.

Day two was the first in-person day, so to start the day, we looked at different Bills that were being proposed for passing. The main one we looked at was a Bill that gives parents and teachers more say in school policies. My group was given the role of the teachers, and we were against the Bill, explaining why we thought parents shouldn't have that much control as they don't see behind the scenes of the school. We also showed the Bill had vague language of what the parents would have control over. The next part of the day we looked at job interview questions, where I had to describe what type of a person I am, incorporating an experience like doing work experience in the Leinster House. After doing this question, I learnt the importance of how to sell yourself within your answer and how to get the most information you can into your answer that's relevant to the question. This was particularly interesting and something very useful.

Day three was a lot on job interview questions and techniques. We looked at the different genres of questions like general questions, behavioural questions, situational questions, and academic/extracurricular questions. After this, we talked about media training using the 3 points, 9 seconds, and 27 words techniques, as if we were new TDs and asked about our main objective in the Dáil. Mine was for internet safety to be talked about more and how it needs to be introduced as a lesson as it's forever changing. During lunch this day, we were lucky enough to get to meet with TDs. I met Gillian Toole, who's part of the Independent party, and Ivana Bacik, who is the Labour Party Leader. This was a great way to learn more about what it's like being a politician and what path they took to get there. At the end of the day, we looked at OPLA, the in-house legal team of the Houses of Oireachtas. I thought this was a very intriguing topic as it's something I wasn't aware existed.

Day four, we talked about voting and how it works throughout Ireland for elections like the elections for the TDs. We also practiced applying for a job in Leinster House under two headings such as teamwork and decision-making, using experiences and techniques we had learnt the previous day. For lunch that day, we got to go to the restaurant inside Leinster House. Although it wasn't part of the learning aspect of the work experience, it was one of the things I really enjoyed, as the whole group got to sit down together in a relaxed atmosphere, having time to just talk to each other. Day five was our second online session. For this day, we were presenting the projects we had been working on throughout the week. My group decided to be against the schools starting earlier and ending later so there can be a four-day week. I discussed the points on why we disagree with it. Some of the many points I touched on were the cost of childcare, having a long commute to school, not having any time for extracurricular activities on the weekdays if school days were longer. These were just some of the points I raised to support our argument.

MARLA-TAIT BACON



TY TRIP TO *italy*



The TY Italy trip was certainly the highlight of my Transition Year. We visited so many beautiful places. As well as this, I feel that it made the whole class become closer.

On the first day of the trip, we arrived in Milan at 11:00. Swiftly after arriving, we headed to the Ferrari Museum. At the Ferrari Museum, we had a self-guided tour. We then headed to the hotel.



The following day, we visited the San Siro Stadium where we were taken on a tour of the locker rooms, media area, walkout tunnel, and of course, we got to look at the pitch. After that, we visited the Leonardo da Vinci Museum of Science and Technology. At the museum, there were a wide variety of exhibitions to look at. We then travelled to Sirmione where we got a boat ride on the lake before exploring the area nearby.



On the third day, we went to Gardaland. There was a number of exciting rides to go on. Once we left Gardaland, we headed to La Grande Mela shopping centre.

On the final day of the trip, we travelled to Verona where we visited Juliet's House and the Archaeological Museum of Verona. Before returning home, we were given time to explore Verona.

1P



Front row

Lucy Maguire, Muireann Healy, Isabelle Bowes, Isabella Brazil, Cillian Cassidy, Muhammed Baig, Oscar Quane, Daniel O'Sullivan, Arlo Murphy

Middle Row

Victoria Goacher, Nina Doyle, Emily Seliger, Nour Anwar, Ali O'Sullivan Gilmartin, Ruby Dunniece, Laina McElwaine, Zephira Connolly, Aliana Ahearne

Back Row

James Stevenson, Adam Posavitz, Milan Csakfalvi, Tor Okasili, Mark Leon, Henry Jones, Haryad Akam, Alex Lowther, Hart O'Connor

1K



Front Row l-r

Frankie Toole, Olivia Duff, Lua Reynolds Collado, Blanka Marek, Seana Campbell Power, Aislinn Noonan, Alexander Deering Kidd, Maria Santiago

Middle Row

Beatrice Shearer, Elif Scheller, Charlie Coleman, Ellie Irwan Gowran, Tony McMahon, Guss Hannan Young, Sofia Penxova, Una May Ward Burke

Back Row

David Matei Sasu, Amber Braidwood, Isaac Eastman, Torin Hickey, Charlie Cullen, Ryan Dicker, Rónan El Gueddari, Adriana Smart

Missing: Frankie Benson, Tilda Hebenton, Lucas Sewtohul

2P



MFront Row

Mimi Oxley, Ashley Greene, Anna McLoughlin, Uma Lavelle, David Naessans, Imogen Carey, Nicole Kirwan, Isla Smith

Middle Row

Emilia Duggan, Samuel Fingleton, Hugo Griffin Hayden, Liam Benson, Dylan O'Sullivan Gilmartin, Ella Louise O'Connor, Emmanuella Ogbata, Noemie Quinio

Back Row l-r

Olive Diamond, Thomas Roe Keville, David Pugna, Marta Jones, Fergus King, Joseph Ryder, Rian McLoughlin, Gabriel Sankey

Missing: Emily Donohue, Vlad Fesenko, Oliwia Podolan

2K



Front Row

Leo Casey, Sam Osbourne, Lucy Jervois, Leonard Dorris, Lily-Rose Greenan, Alina Andrykevych, Lucy Blackmore, Liadan O'Sullivan, Mia Ryan Moreno

Middle Row

David Schwitzer, Matas Bartkus, Solomon Costelloe, Usna Healy, Siún McKenna, Natalie Keane, Dan Coffey, Elle Reilly

Back Row

Alice Cowell, Juliette Davis, Kate Sheridan, Ross Grogan, Lily Obeimhen, Caimin O'Sullivan, Daire O'Sullivan, Finn Higgins, Koren Turner

Missing: Elias Besombes

3P



Front Row

Gracie Mae Kinch Howe, Ellie-May Geraghty, Sienna Stokes, Maxim Melnicov, Amina Mohamed, Rosaleen Dineen, Roxana Lucaci, Beatrice Huertas

Middle Row

Shams Mallak, Emma Kerrigan, Fionnuala Kelly, Richard McCann, Paddy Nevin, Melody Malubay, Ela Mustafa

Back Row

Syai Matondo, Conor Shevlin, Thomas Olwill, Sean Murphy, Shane O'Donoghue, Cody Dowler, Cuan Kelly, Joe Janota

Missing: Alina Kvasyvchak

3K



Front Row

Grace Maguire, Emily Stevenson, Faye Burke, Ali Ormonde, Isabella Seliger, Fardin Alam, Ella-Saoirse Dempsey, Ellie Murphy

Middle Row

Arno Urich, Alex Kennedy, Abby Carroll, Matilda Reddington, Chloe Li, Niamh Moore, Shahariar Miah, Cassandra Pineda

Back Row

Manus O'Baoighill, Max Field Corbett, Jessica Limbeck, Lubomir Kubas, David Olar, Luke Carter, Seamus Smart, Kayn Burke

Missing: Sophie O'Regan

4P



Front Row

Summer Sheridan, Nikolett Ujvari, Roxanna Enasoiae, Nawal Huseen, Danann Moger Byrne, Noah Meredith, Angelina Morales Espana, Leah Brady

Middle Row

Stella Shearer, Ben Walsh, Honor Farrelly, Denis Ryan, Sam Clancy, Paddy Kennedy, Jamie Kirwan, Eimear Dunne

Back Row

Mateo Quinio, Edward Harte, Jacques Benson, Bobby Casey Carney, Daniel Obeimhen, Michael Li, Harvey Conrad Jones, Coilin O' Sullivan

Missing: Riona Pagan

4K



Front Row

Mia Gorey Roche, Eabha McElwaine, Esme Brady, Rachel Bass, Naa Akaabi Effah, Marla tait Bacon, Hayleigh Bone

Middle Row

Victor Oxley, Niamh Laidlaw, Ross Cassidy, Maisie Hannan Young, Ruby Bailey, Johanna Poppema, Anne He

Back Row

Roman Carters, Isaac McGovern, Marcus Holoimov, Jim English, Tom Carey, Iarlaith Daly, Max Searight-Coleman

Missing: Ezme Bartley, Reuben McCormick

5P



Front Row

Lacey Warren, Nathalie King, Sean Whelan, Lucy Cruickshank, Isobel Rooney, Iona Akroyd

Middle Row

Samuel Da Paixao Ferro, Manduul Baavgai, Cian Reilly, Henry Morgan Lawson, James Arthur

Back Row

Art Wrixon, Mohamed Huseen, Harvey Murtagh, Darragh Hannon McCabe, Samuel de hÓra, Rosalind Shevlin

Missing: Niamh Dwyer, Julia Fox, Mason Sarsfield, Marta Schwitzer

5K



Front row

Sarah Gallagher, Hannah May, Kaitlyn Murphy, Laila Ní Mhaolearca, Chloe Dardis, Louise McCarthy, Holly Corrigan

Middle Row

Allie Forde, Cassiaa Owens, Amelia Cyfert, Luke Donaghy, Oskar Urich, Euan Deering-Kidd, Phillip Naessans

Back Row

Liam McLoughlin, Alistair Morgan Lawson, Raul Imbrisca, Caelum Irwan-Gowran, Ben McEnroe, Daniel Fair

Brennan, Filip Weber

Missing: Kalina Kubas, Aaron Healy

THE CLASS

OF 2025!



Front Row

Roisin Farrelly, Kayleigh Phelan, Ella Mullins, Kate Crowe, Daisy Houlden, Isabella Ungurasu, Hannah Burke, Sarah O' Sullivan, Freya Reddington

2nd row

Millie Ní Cholmáin, Sienna Byrne, Darragh Crowley, Alessandro Stoppani, Robyn McElwaine, Luca O'Shaughnessy Ward, Finn Vaughan Buckley, Scarlett Shearer, Cherry McCauley Pratt, Max Brady

3rd Row

Callie-May Byrne, Saoirse Reardon, Sean McLoughlin, Eve McElhatton, Ben Coughlan, Peter Reid, Victoria Ogbata, Ervin Szinte, David Zubarevs

Back Row

Ryan McKenna, Seamus Kelly, Thomas Kelleher, Isaac Adeniji, Charlie Casey Carney, Elliot Conrad Jones, Jubran Mallak, David Lindsay, Oran McDonagh, Tomas Lavelle

Missing: Chioma Ugwu, David Barron, Sarah Batt, Caodan Connolly, Fionnan O'Baighill



6th Year
BBQ
2nd May
2025



GOOD LUCK SIXTH
YEARS 2025!

The first part of the document discusses the importance of maintaining accurate records in a business setting. It highlights how proper record-keeping can help in identifying trends, making informed decisions, and ensuring compliance with legal requirements. The text emphasizes that records should be organized, up-to-date, and easily accessible to all relevant personnel.

Next, the document addresses the challenges of data management in a digital age. With the increasing volume of data generated by various sources, businesses face the task of storing, securing, and analyzing this information effectively. The text suggests implementing robust data management systems and protocols to mitigate risks and maximize the value of the data.

The third section focuses on the role of technology in streamlining business operations. It explores how automation and digital tools can reduce manual tasks, improve efficiency, and enhance communication within an organization. The text encourages businesses to invest in technology that aligns with their specific needs and goals.

Finally, the document concludes by discussing the importance of continuous learning and adaptation. In a rapidly changing market, businesses must stay updated on the latest trends and technologies to remain competitive. The text encourages a culture of learning and innovation, where employees are encouraged to acquire new skills and embrace change.