

wellread

NATIONAL AWARD 



Scoil Mhuire, Trim



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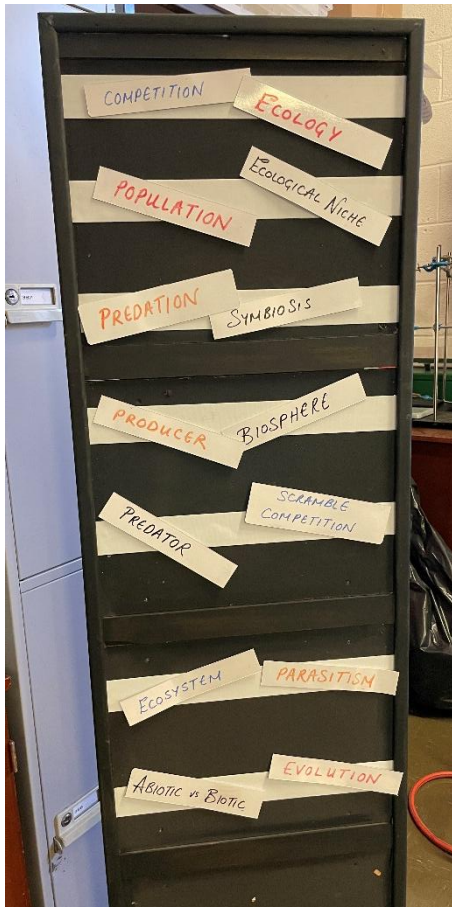
Literacy in Scoil Mhuire Trim

There has been a Literacy Team in place in the school as far back as 2010. The team - made up of rotating members of the teaching staff - has met regularly over the years - to plan literacy initiatives and update staff on ways in which we could all encourage and develop literacy skills within the whole school community. Courtesy of annual presentations to staff, together with regular evaluation of implemented strategies within the team, our literacy policy has been well embedded for a number of years.

We encourage the display of **Key Words** relating to subject areas - on the corridors and in the classrooms. There has also been a long-running use of **Word of the Week**, whereby key words with definitions - chosen by subject departments and displayed on the monitors around the school - are rotated on a weekly basis. **Drop Everything & Read** has become a bi-annual event in the school. Additionally, all junior students and TY students are actively encouraged to carry a reading **Book in the Bag** at all times.

We also encourage the use of our **READ Wall** by all subject departments - to display student work, advertise competitions and promote a reading culture. In recent years, it has become a focal point for promoting events surrounding the Wellread Award - 'My Shelfie' displays, short story competition winning entries, Readathon posters etc.

Students also recognise the importance of reading and literacy in improving their school performance. In the October 2023 survey carried out by the Wellread team, 75% of students reported that they felt reading had improved their school performance and language skills. By March 2025, this had increased to 77%, suggesting that with the initiatives implemented, students have been seeing greater benefits.



Makes me have a book in my bag!

Top: Biology keyword display
 Bottom: Home Economics keyword display
 Right: Comment from student on March 2025 survey

Rationale for Wellread Involvement

Building a reading culture in a school is such a worthwhile cause to get behind - the benefits that can accrue to any school community are immeasurable. Health, wellbeing, empathy, education, entertainment, focus, self-esteem - the list is endless. But there are so many competing demands on our attention today that the simple joy of reading can get lost in the mix. Earwig at any parent-teacher meeting and you'll frequently hear phrases such as 'she just won't read', 'I can't get her off her phone,' or 'What can I do to get her reading?' Those of us on the literacy team at Scoil Mhuire thought that the best way to put shape and focus on our chosen task would be through getting involved with the (then PDST now OIDE) Wellread Award process. Embedding reading initiatives within the four groups of stakeholders involved - students, teachers, parents and the wider community - linking with other schools involved, sharing resources, ideas, experiences - all serve to promote the basic premise: Reading is worth your time.

Meetings to Plan our Wellread Initiatives

In order to elicit input from as many areas of the school community as possible, two committees were formed - the school team and the overarching steering committee. This gave focus and structure to our involvement in the initiative, ensuring that as many voices as possible were heard while also ensuring that there would be adequate support for the development and implementation of initiatives.

School Team Meetings

Every month during the school year, from February 2023 through to April 2025, the school team made up of students and teaching staff met. Over the course of our 3 years,

14 students and 5 staff members were involved in the planning and implementation process. At these lunchtime meetings, we planned upcoming events and evaluated the effectiveness (or otherwise) of our efforts. This led to us refining events, so that, year on year, we built on the successes (embedding annual events such as the Hallowe'en short story competition and the 'My Shelfie' competition) and learned from the failures (the Library Shelf at parent teacher meetings or the Open Night



Post from school website about the first meeting of the Steering Committee in February 2023

Scavenger Hunt). We kept minutes of each meeting, to have a record of our progress, accessible to all team members on our school's Microsoft Teams account.

Steering Committee Meetings

From February 2023 onwards, we held one meeting per term of the whole steering committee: students, staff, two parents and one member each from Trim Family Resource Centre and Trim Library. In all, we held eight meetings of the steering committee over this period. Prior to each of these meetings, an agenda was drawn up and circulated. Minutes were kept, circulated to all members stored on Microsoft Teams. Communication between the teachers, parents and wider community members also took place via email and a WhatsApp group, in order to ensure we were all up to speed with what was being planned in the intervening periods.



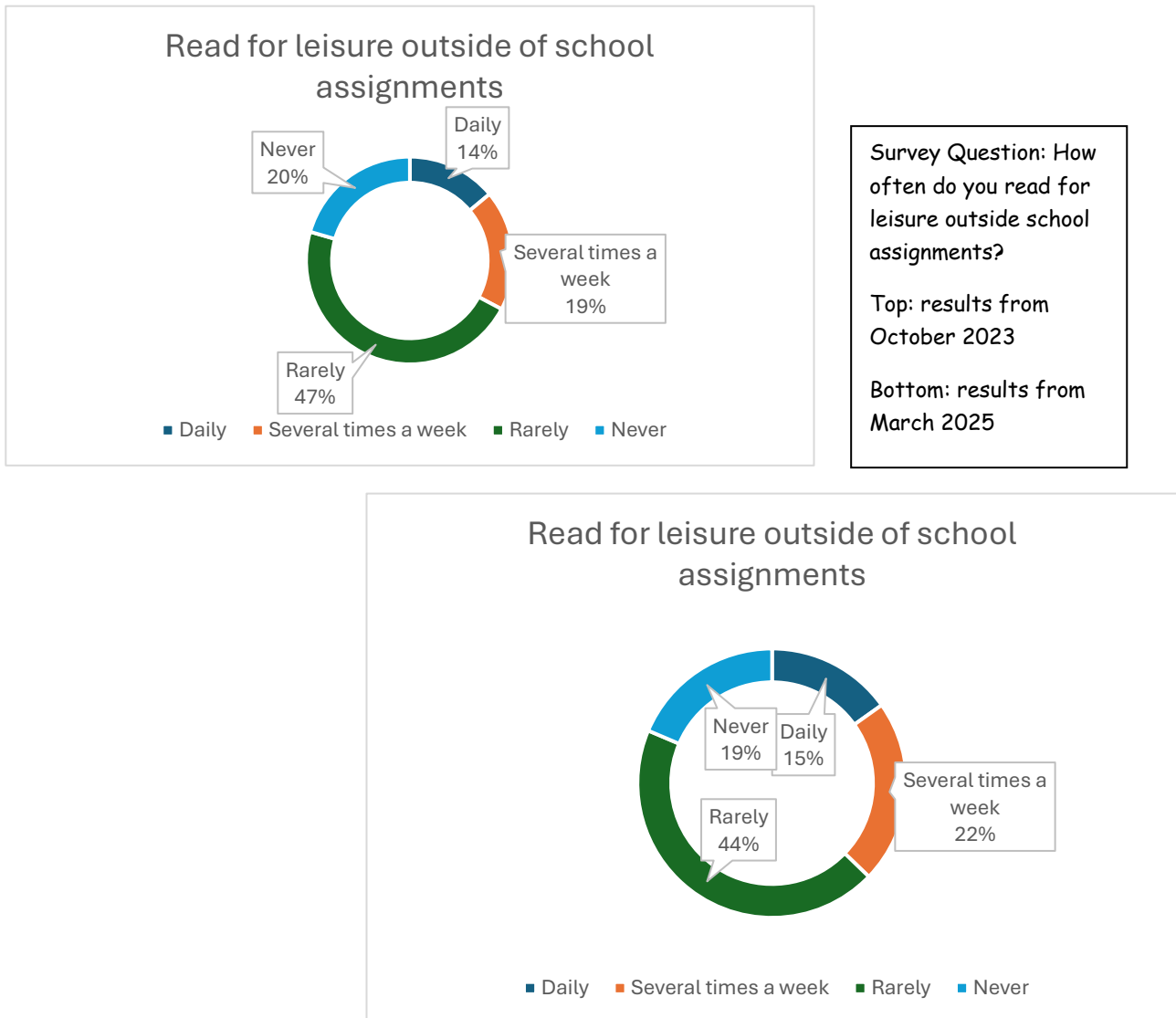
Student members who attended the final Steering Committee meeting in April 2025 alongside Trim Family Resource Centre representative on the committee

Surveys

During our Wellread journey, we sent two surveys to students and one to staff. This gave us meaningful insights into the reading habits of different members of the school community and allowed us to evaluate the effectiveness of our initiatives. It also gave us insights into the specific interests of the school community when it comes to reading, allowing us to better tailor our initiatives in future.

The initial student survey was carried out in October 2023, with the follow-up survey conducted in March 2025, allowing time for initiatives to become embedded. On both occasions, responses were received from across the student body.

Significantly, the data we received showed an improvement in the number of students who read for pleasure either daily or several times a week, and a reduction in the number who state they read rarely or never.



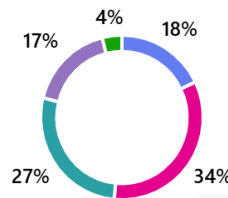
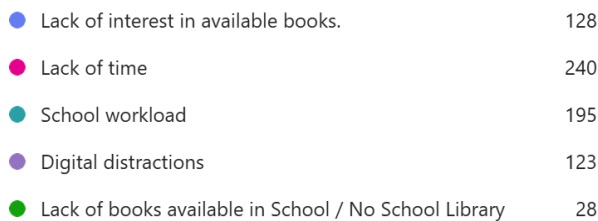
A key area we were interested in was the obstacles to maintaining a reading habit. The issues here remained the same across both surveys, with "lack of time" cited as the biggest obstacle, followed by "school workload". In the comments section at the end of the survey, students chose to address this question, referencing the large amount of time spent on homework or study, and also extracurricular commitments. The lack of a school library was not a major obstacle, but did present a barrier to some students, while others lacked interest in available books or did not know where to find books that interested them. The recommended reading lists were created to target this, and some students did cite these as being useful. Although "digital distractions" was a barrier to students reading for pleasure in both surveys, this was not cited as frequently as might have been anticipated.

3. What obstacles, if any, do you face in maintaining a reading habit? (Select all that apply) (0 point)

[More details](#)

anonymous

Finding time to read is hard.



Left: results from March 2025 survey
Top & bottom: comments from students on March 2025 survey

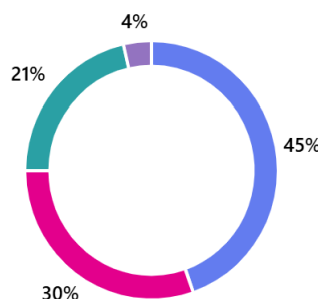
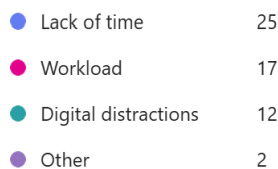
anonymous

I usually read daily but sometimes homework can get in the way of reading time

Interestingly, the results of the student survey on obstacles in maintaining a reading habit, was reflected in the survey sent to staff, with 75% of responses citing either "workload" or "lack of time".

2. What obstacles, if any, do you face in maintaining a reading habit? (Select all that apply)

[More details](#)



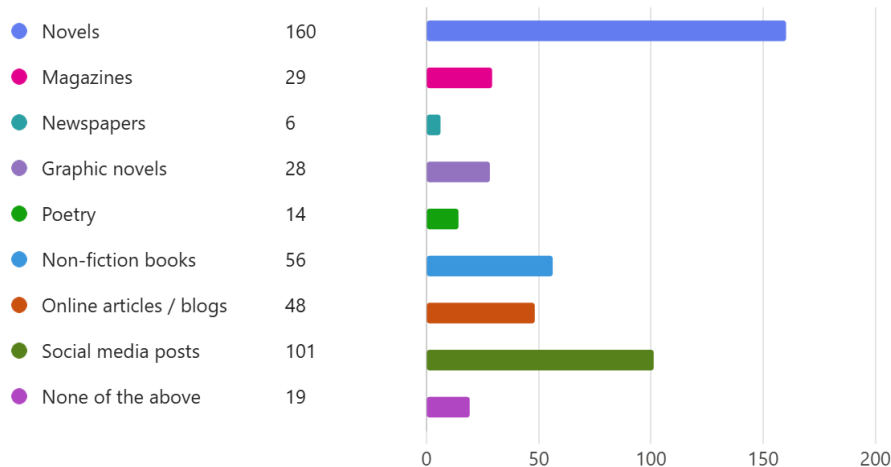
Results from teacher survey on difficulty maintaining a reading habit

When asked about preferred reading materials, students overwhelmingly favoured novels and social media posts, and this remained stable across both surveys. An unexpected finding was that more students stated they enjoyed reading poetry than reading

newspapers. Similarly, graphic novels were not as popular as had been anticipated, though non-fiction books were more so.

Newspapers were more popular with the staff, while social media posts were much less so. This information was helpful in determining what to stock on the library shelves, both in the staffroom and in the classrooms.

4. What types of reading materials do you enjoy the most? (Select all that apply) [More details](#)

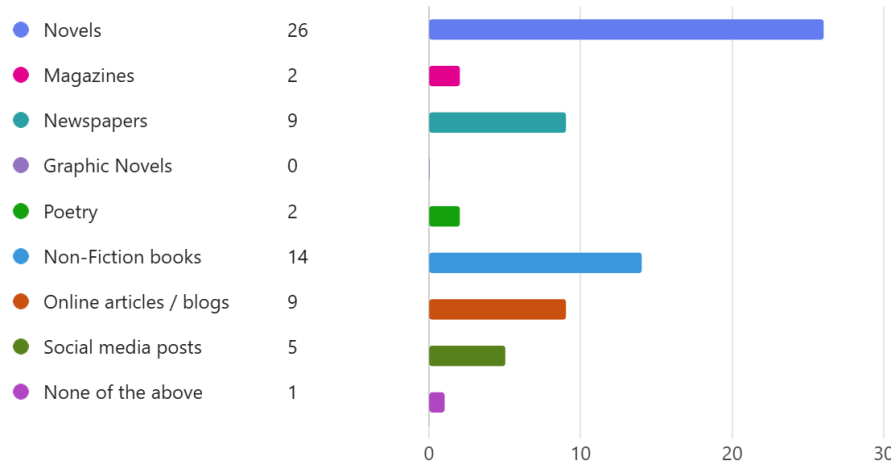


Survey Q: What types of reading materials do you enjoy the most?

Top: Student responses from March 2025 survey

Bottom: Teacher responses to same question in their survey

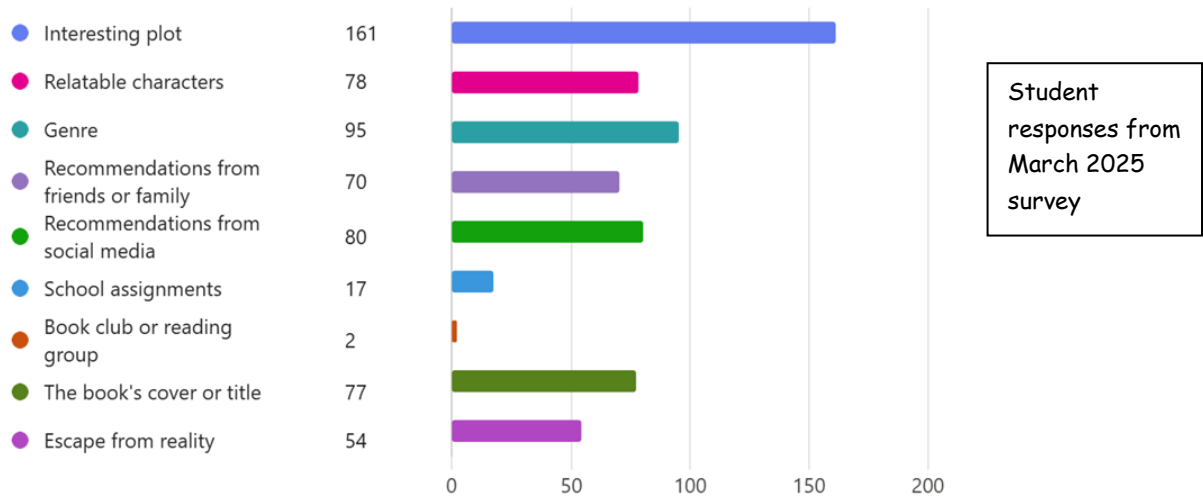
4. What types of reading materials do you enjoy the most? (Select all that apply) [More details](#)



Despite the presence of the student book club in the school, a very small number of students stated that that this motivated them to pick up a book. They were much more strongly influenced by social media and recommendations from friends and family, though having an interesting plot was seen as the key factor. The prevalence of social media in motivating students to select a book could also be seen in the number of responses in the original survey which recommended titles popular on BookTok.

5. What motivates you to read a book? (Select all that apply)

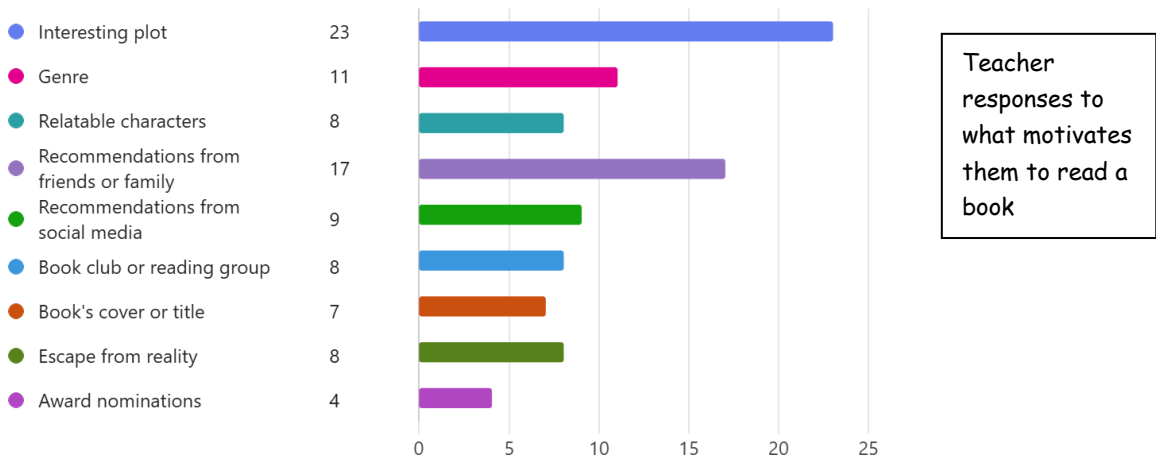
[More details](#)



Staff were more motivated by book clubs/reading groups than the students were, and it was interesting to see that social media played less of a role when it came to their reading habits. Although students were not asked about the impact of award nominations, for some staff this also had an influence on their reading habits.

5. What motivates you to read a book? (Select all that apply)

[More details](#)

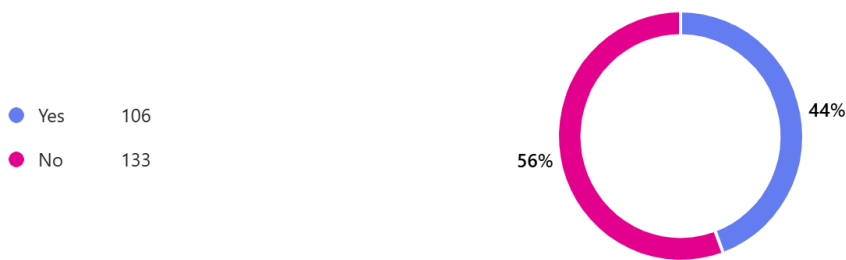


Across both groups, the romance genre and the mystery/thriller genre were highly popular, reflecting the popularity of these in wider society. Conversely, staff were much less interested in fantasy and science fiction than students, preferring literary fiction and biographies.

The final question in the March 2025 survey to students centred around whether the initiatives implemented by the Wellread team had helped them to read more. 44% of students responded that it had. Although we might have hoped that this proportion would

have been higher, it does show that the initiatives are working, despite the barriers that students feel hamper their developing a reading habit. Interestingly, one of the reasons that the initiatives did not help them read more was that they already read a lot, and this was echoed in the responses to the staff survey, where the majority who responded that the initiatives had not helped them also reported that they were regular readers anyway.

9. Do you feel that the literacy initiatives in the school (e.g. DEAR, recommended reading lists, my shelfie competition, readathon, etc.) have helped you to read more? [More details](#)



Top: Student response from March 2025 survey as to efficacy of initiatives

Right: Teacher response and comment on the survey as to efficacy of initiatives

Bottom: Teacher comment on the survey as to efficacy of initiatives

7. Do you feel that you read more with the new literary initiatives in the school? *

- Yes
- No

8. Based on your answer to Q7, is there any additional comment you would like to make here?

I have always read, therefore the initiative does not influence the amount I read.

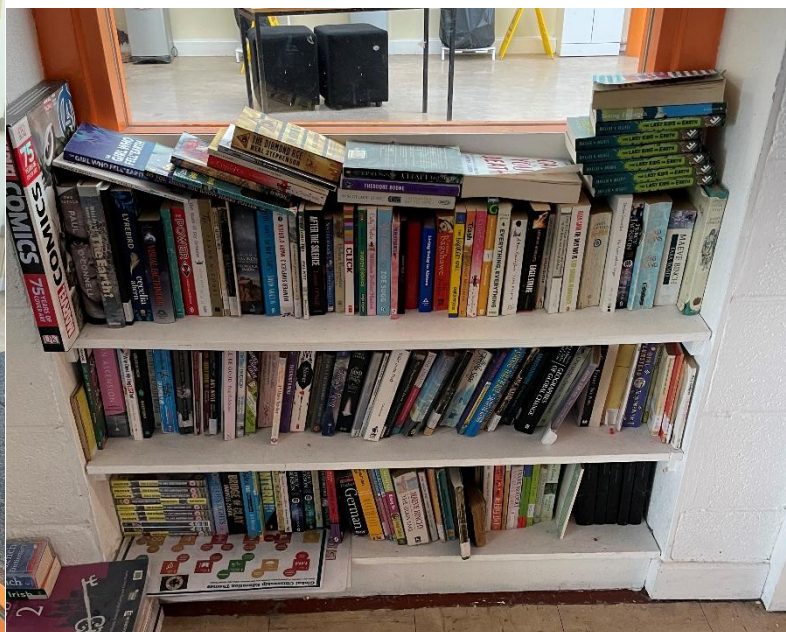
Book shelves in classrooms has been very successful and the book swap shelf in the staffroom. More staff talking about books they have read

Building a Library

Over the past 3 years, we have been involved in the process of building a library infrastructure on the campus. This started in August 2022, with installing the first batch of double bookshelves designed and constructed by a local carpenter. To date, 43 classrooms in our school have been fitted with these bookshelves. With the help of the 2022 National Library Grant awarded to all primary and post-primary schools, we have spent over €9000 to date on stocking the shelves. Suggestions for stock are regularly sought from students and staff. The stock includes fiction and non-fiction, as well as board games and educational toys. We have also received advice from online in-service delivered by OIDE, neighbouring schools with extant libraries, and our local bookstore, Antonia's. All stock bought for the library has been barcoded, using software purchased from the Koha Library System.

Great to see books in the atrium and most class rooms.

Anti-clockwise from top: staff comment on the classroom libraries; classroom library; little free library in corridor; library in corridor



Student Participation

To encourage students to read for pleasure, it was decided that we needed to run a series of events each year, promoting a reading culture. The development of our classroom library shelves increased the visibility of books around the school, and the use of a survey to gather titles that students recommended for their peers ensured these shelves could be stocked with the books that students would themselves be interested in. Student feedback on activities and events allowed for continual development of initiatives over the course of our Wellread journey, allowing students to take ownership over their own literacy development. Several of the initiatives are designed to grow with the students, with the Short Story Competition held during October each year seeing increased interest and participation as students' confidence in their writing increases, and the Recommended Reading Lists being updated annually with fresh input from students.

At a glance:

- 1st Year Readathon
- Halloween Short Story Competition
- "Good Reads" Reading Lists
- Drop Everything and Read
- 2nd and 5th Year Library Visits
- Book Club
- Reading Log in School Journal

Link to interview with student participants on Wellread Committee:

https://scoilmhuiretrim-my.sharepoint.com/:v/g/person/shauna_colgan_scoilmhuiretrim_ie/EXbvf4imiXhApjpwj2HECTUBuxDit-Xca2zGxgGywBkcpQ?e=B7tGPH



Clockwise from top right: Book club visit to Seamus Heaney exhibition; the READ wall; students participating in DEAR; student-made poster for DEAR



1st Year Readathon

Since 2023, we have held a month-long readathon for first-year students. This is held in March to coincide with World Book Day and was one of the first initiatives organised by the committee. Students are given a reading log for the duration of the event where



they record the number of pages read each day alongside the title and author of the book. This is then tallied to find the student in each form class who has read the most. In 2023, the prizes were sponsored by Drogheda Credit Union. This was taken over by the Parents Council for 2024 and 2025, with winning students receiving a voucher for a local bookshop. The readathon has become very popular with first years each year, and a wide variety of books are read, including novels, non-fiction, graphic novels, and manga. Throughout the event, students are encouraged to read both inside and outside school, and the bookshelves that have been installed in the classrooms are much appreciated by students, allowing them to pick up books they might not otherwise come across.

This page: Student-made poster for Readathon; Facebook post announcing winners; students filling out their Readathon logs



1ST YEAR READATHON COMES TO ITS CLOSING CHAPTER 📖📚

After a month's reading, the 1st years finished their Readathon in the last week of term. The Readathon was organised by the Wellread Steering Committee – a committee set up this year to promote reading within the school community. Prizes were awarded to the Best Readers in each form class. The prizes were sponsored by [Drogheda Credit Union - Drogheda, Dunleer, East Meath & Trim](#).

The Best Reader Award for each form class was based on the total number of pages read by the student. Winners of the award were 1st year students P Harty, S O'Neill Rice, E Boyle, R Corcoran & Holly Nolan. Special mention was made of 2 students – P Mrowinska and A Byrne who also managed to read exceptional amounts in the allotted time. Both students were awarded certificates for their endeavours.

Many thanks to Trim Credit Union, who sponsored the prizes for the Readathon.





Scoil Mhuire Secondary School Trim

May 30, 2024 · 🌐



The 1st year Readathon was held this year from 26 February to 26 March. Now in its second year, students participated across the year group. The Readathon was organised by the Wellread Steering Committee – a committee set up last year to promote reading within the school community. The Best Reader Award for each form class was based on the total number of pages read by the student. Winners of the award were 1st year students N Kilcooley, A Evans, I Brennan, L English, and M Flynn. These students received book vouchers, kindly sponsored by the Parents Council, and are pictured below with Ms Colgan and Mr Barry (teacher members of the Wellread Steering Committee; Ms Flynn not pictured).

This year there was also a special chocolate treat for the form class which collectively read the most pages. This prize went to 1D, who read just short of 30,000 pages across the class group.

Well done to all involved in this year's Readathon! 📖



1st Year Readathon

Fill in this table with each book that you read. Use it as a bookmark as you go along and tally your total number of pages read at the end!

Student Name: _____ Form Class: 1D

Date	Title of Book	Author Name	Number of Pages Read
10/3/2025	The Midnight Fox	Betsy	4
11/3/2025	The midnight fox	Betsy	5
13/3/2025	The Midnight fox	Betsy	4
15/3/2025	The midnight fox	Betsy	6
22/3/25	The view from the best house in town	meera trehan	11
29/3/25	in town	meera trehan	5
25/3/25	The view from the best house in town	meera trehan	11
	in town	meera trehan	10
28/3/25	The view from the best house in town	meera trehan	5
11/4/25	house in town	meera trehan	12
21/4/25	The view from the best house in town	meera trehan	15
31/4/25		meera trehan	9

This page: Facebook announcement of winners; sample of Readathon log; student-made Readathon poster

Halloween Short Story Competition

Our first Halloween Short Story Competition was organised for October 2023. That first year, we received 39 entries from across all year groups. Students got very creative, with some designing covers for their entries and writing poems to accompany their stories. With the second competition held in October 2024, we received 45 entries. All entries are submitted digitally and then made anonymous before being passed on to volunteer readers from 5th and 6th year who have not entered the competition. The senior students are eager to volunteer as judges and enjoy debating the merits of each entry. When judging has been completed, a winner is selected from each year group alongside overall senior and junior winners. For the 2023 competition, winning students received One4All vouchers courtesy of the Parents Council, and backpacks donated by Trim Family Resource Centre. In 2024, the Parents Council kindly sponsored vouchers for a local bookshop for the winning students.



Wellread Committee Halloween Short Story Competition

Write a short story on a Halloween theme

Stories could be **SPOOKY, HORROR** or **SUPERNATURAL**

Length: **900-1200 words**

Story must include a **title** and where possible should be **typed**

Submit your story to **Ms Colgan**, either by **email** or in **hardcopy**

Ms Colgan will assign a random number to each story and pass them on to the judging panel

Members of the judging panel will be independent of the Wellread Committee

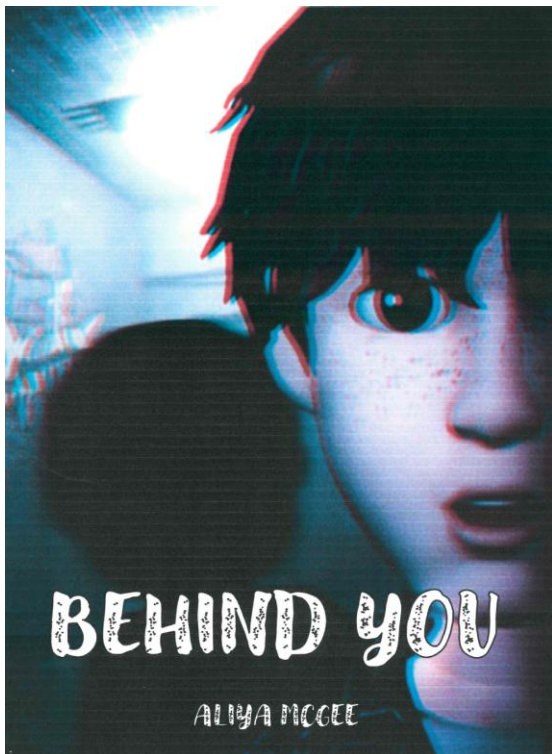
ALL STORIES WILL BE JUDGED ANONYMOUSLY

Deadline: 20 October 2023, winners to be announced before the midterm break

Prizes: One4All vouchers for the best entry in each year group. Also prizes for overall Best Junior Story and Best Senior Story

Above: student-made poster advertising the Short Story Competition

Left: Announcement for READ Wall promoting Short Story Competition



Scoil Mhuire Secondary School Trim
December 17, 2024

The winners were recently announced of the Wellread Committee's Short Story Competition held in October. With a large number of entries from all year groups, it was difficult to select the winning stories. All entries were judged anonymously, and here the winning students from each year group are pictured alongside the overall Junior and Senior winners. Well done to all students who participated, and thank you to the Parents Council who kindly sponsored the prizes of book vouchers. The Short Story Competition is one of many initiatives run by the Wellread Committee to promote literacy across the school community 📖



This page:
Book cover
made by
student for
their short
story;
student-made
poster
advertising
short story
competition;
Facebook
post
announcing
short story
competition
winners

Good Reads

Students were asked in the survey sent in October 2023 to recommend books that they enjoyed for our recommended reading lists. From this, three age-appropriate lists were compiled - one for 1st and 2nd years, one for 3rd years and TYs, and one for 5th and 6th years. The lists were distributed among students and also uploaded onto the school website for parents. Lists were also made available in the entrance hall on the evenings of parent-teacher meetings. The lists are currently being updated with new titles and will be ready for re-distribution before the summer holidays.

8. Please list some books that you would recommend for people in your year group. (e.g.. Harry Potter & the Philosophers Stone by J.K. Rowling) *

1984 George Orwell
The secret history Donna Tartt

8. Please list some books that you would recommend for people in your year group. (e.g.. Harry Potter & the Philosophers Stone by J.K. Rowling) *

Six of Crows - Leigh Bardugo
Ace of Spades - Faridah Abike-Iyimide
A Good Girls Guide to Murder Trilogy - Holly Jackson

8. Please list some books that you would recommend for people in your year group. (e.g.. Harry Potter & the Philosophers Stone by J.K. Rowling) *

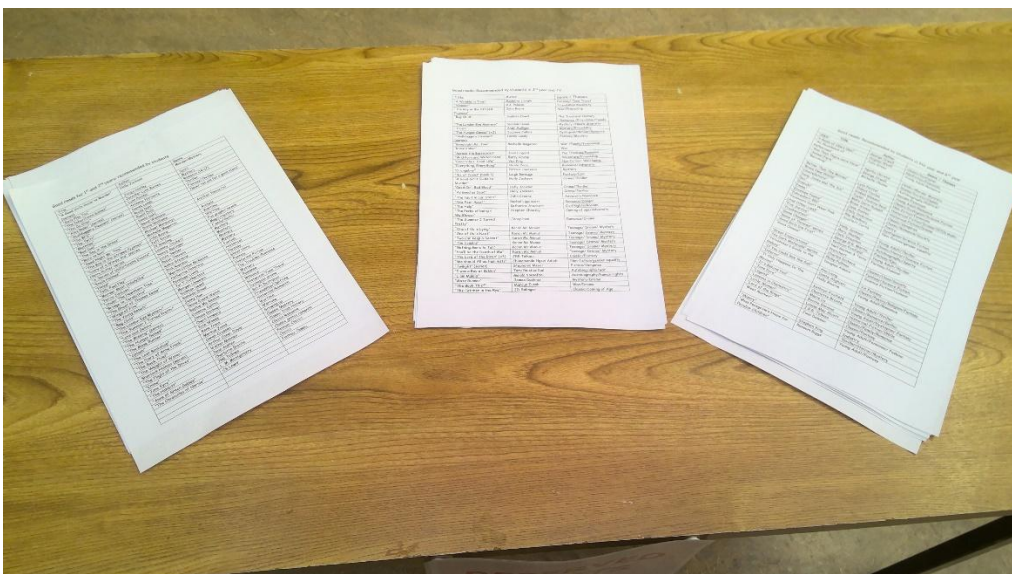
The outsiders

reading lists have helped too, i've found some of my favourite books from them :)

Above: some of the responses from students when asked to recommend books for their peers

Left: the opinion of one student on the recommended reading lists

Below: Reading lists in the atrium on the evening of a parent-teacher meeting



DEAR

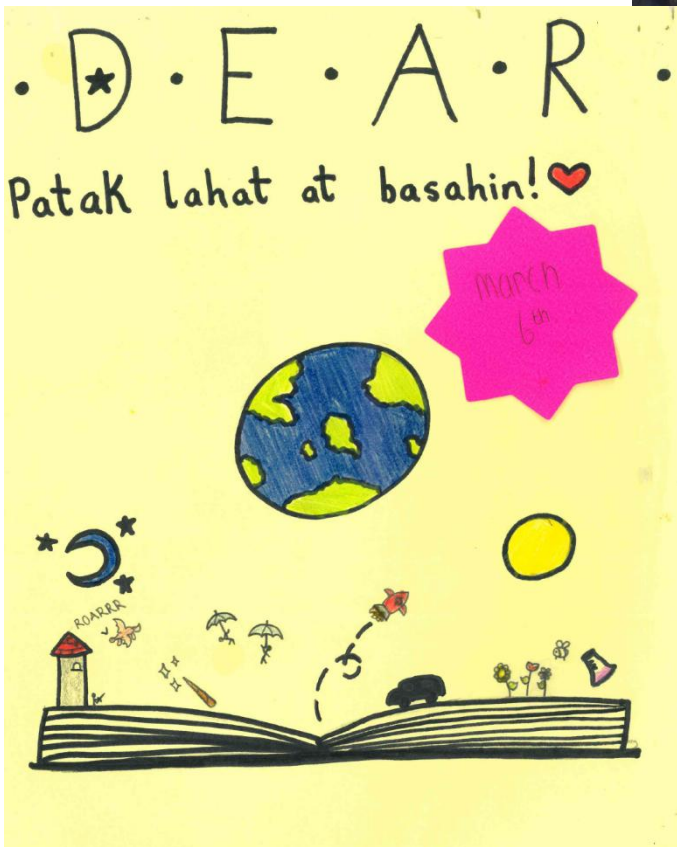
"Drop Everything and Read" was one of our earliest initiatives on our Wellread journey. Twice a year for the past three years, on a set day and time, the entire school downs tools and picks up a book to indulge in 30 minutes of reading for pleasure. Junior Cycle

students are encouraged to always have a book in their bag, so they are never stuck for reading material. The new bookshelves in every room, which are kept well stocked with a great variety of books, have helped make our "D.E.A.R." initiative a huge success! First and second years make posters to advertise the event, which are hung up around the school. These posters were also made in languages other than English, to reflect and support our increasingly diverse school community.

Scoil Mhuire Secondary School Trim
March 19, 2024 · 🌐

On Tuesday, March 12th, the whole school community took some time out from the cut and thrust of classwork to 'Drop Everything and Read'. This was the second time this year that students and staff have had a chance to enjoy 20 minutes' uninterrupted reading time. Both events were organised by the Wellread Award school team 📖📚

This was one of a series of events being held during Wellbeing Week and proved to be a lovely, relaxing event for all those participating 🥰🌟

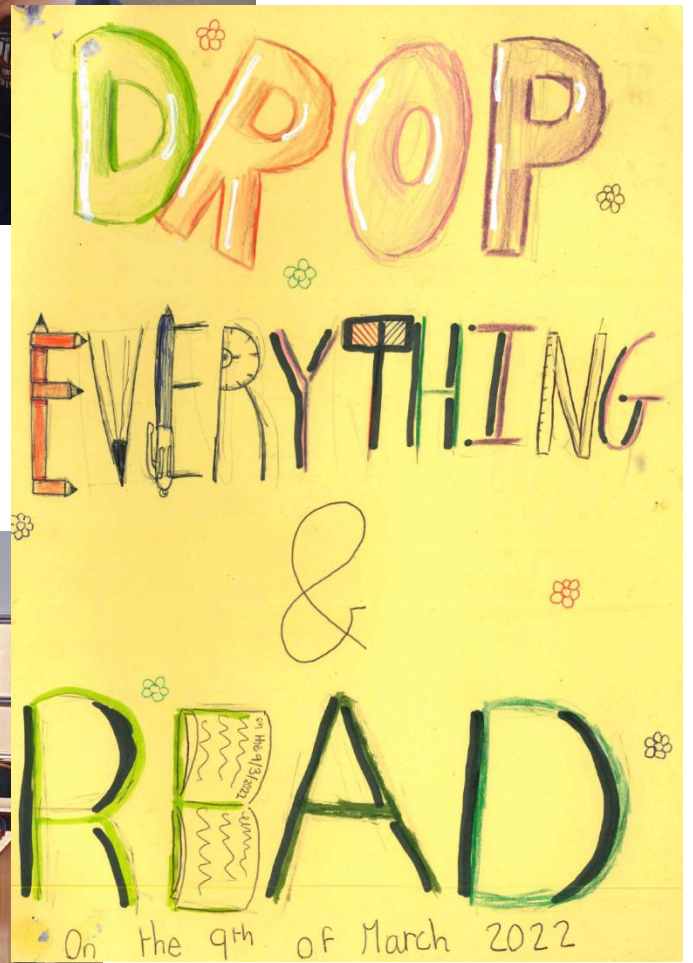




Samsung Dual Camera
Shot with my Galaxy A40

I think the DEAR time is very enjoyable and encourages people to read

Dear time gives me time to read



This page and preceding page: Students participating in DEAR, Facebook post about DEAR, student-made posters advertising DEAR, student opinions on DEAR collected in March 2025 survey

Library Visits

Over the course of the past year, all 2nd and 5th year students have visited Trim library. With our current 6th years having visited the library towards the end of their 5th year, this means that approximately half of the current student body has visited and directly engaged with the library since we began our Wellread journey. These visits were arranged as part of our community engagement with the library. Each form class was accompanied by a teacher on their walk to the library. They met with Ms A Quigley, a member of the library staff and of our Wellread steering committee. She showed them around the recently refurbished library and explained the resources and facilities available to students, such as the study room, Borrow Box etc. Students who were not already members were able to pick up membership forms on the day. Our students found this very worthwhile as many were unaware of the wide range of facilities available to them free of charge.



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Top: Students visiting Trim library

Right: Post from school website about 2nd year library visits

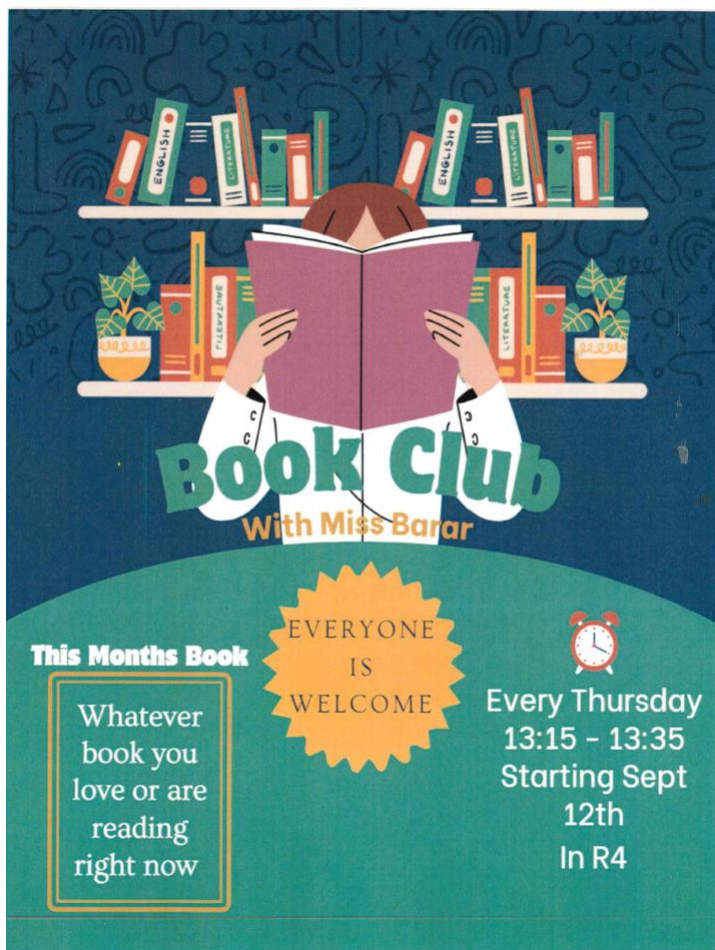


WELLREAD AWARD ACTIVITIES – 2ND YEAR LIBRARY VISITS AND WHOLE SCHOOL “DROP EVERYTHING AND READ”

Throughout October and November 2024, all 2nd year CSPE students are getting a chance to visit Trim Library, meet with the staff and familiarise themselves with the resources available to them as members of their local library. Many thanks to Ms Amanda Quigley, who is liaising with the Wellread Award team to facilitate these visits...

Book Club

The Book Club was established early in our Wellread journey. The group meets every week, sometimes reading a set book that they discuss and sometimes providing a quiet reading space. Titles such as *Divergent*, *Lord of the Flies*, *Coraline*, and *The Book Thief* have been read and discussed by the group, sometimes resulting in lively debate! In 2024, they went to the Bank of Ireland Arts Centre for a guided tour of the Seamus Heaney exhibition and then a self-guided visit to the National Library of Ireland for the W.B. Yeats exhibition. All of this was followed by some book shopping in Hodges and Figgis and Dubray Books.



Clockwise from top: Poster for book club; book club members in Hodges & Figgis; Book club visiting Yeats exhibition






Left: a selection of some books read by the book club
 Right: book club members in Dubray

Reading Log

The reading log was a new addition to the student journal for the 2024/2025 year, resulting from student feedback which requested a log similar to the one used for the first year readathon. Here students can record the date on which they read a book, its title, author, genre, and assign a star rating. This allows students to take ownership of their own reading, keeping a record that allows them to see their progress as they build a reading habit.

As a result of DEAR I have begun to keep a book in my school bag and I read during free time (while waiting for class to begin and when I am travelling to and from school). I use the reading log in the school journal to document these books. So far this school year I have read 12 books (this is solely in school and when travelling to and from school).

My Reading Log for 2024 / 2025



DATE	BOOK TITLE	AUTHOR	GENRE	VERDICT / STAR RATING
18/11/24	Becky's Girl	erik J. Brown	Romance	4/5
22/11/24	Left Curly	Adam SILVER	Romance	3/5
1/25	Here to us	Becky alberta	Romance	2/5

Above: Student comment on DEAR and Reading Log; Reading Log in student journal

Staff Participation

We developed several initiatives targeted at staff during our Wellread journey. These were designed to encourage staff and students alike to become more interested in reading, to generate discussion about books in the school, and to encourage staff to take the time to relax and unwind with a book. The installation of library shelves in the staffroom was particularly useful with this latter goal, while the 'My Shelfie' competition and the "What I'm Reading" posters were much enjoyed by both staff and students, with students gaining insights into the interests of their teachers while conversations were opened amongst staff members about the reading interests of their colleagues. Staff were also involved in selecting some of the books for the classroom library shelves, choosing titles for pleasure reading alongside those of academic interest.

At a glance:

- Staff Library Shelves
- "What I'm Reading" Posters
- My Shelfie Competition

Knowing that other staff members, not just those from the English department, are actively reading acts as motivation to pick up the book

Top: The opinion of one anonymous staff member expressed in the teacher survey

Bottom: Staff shelfie image



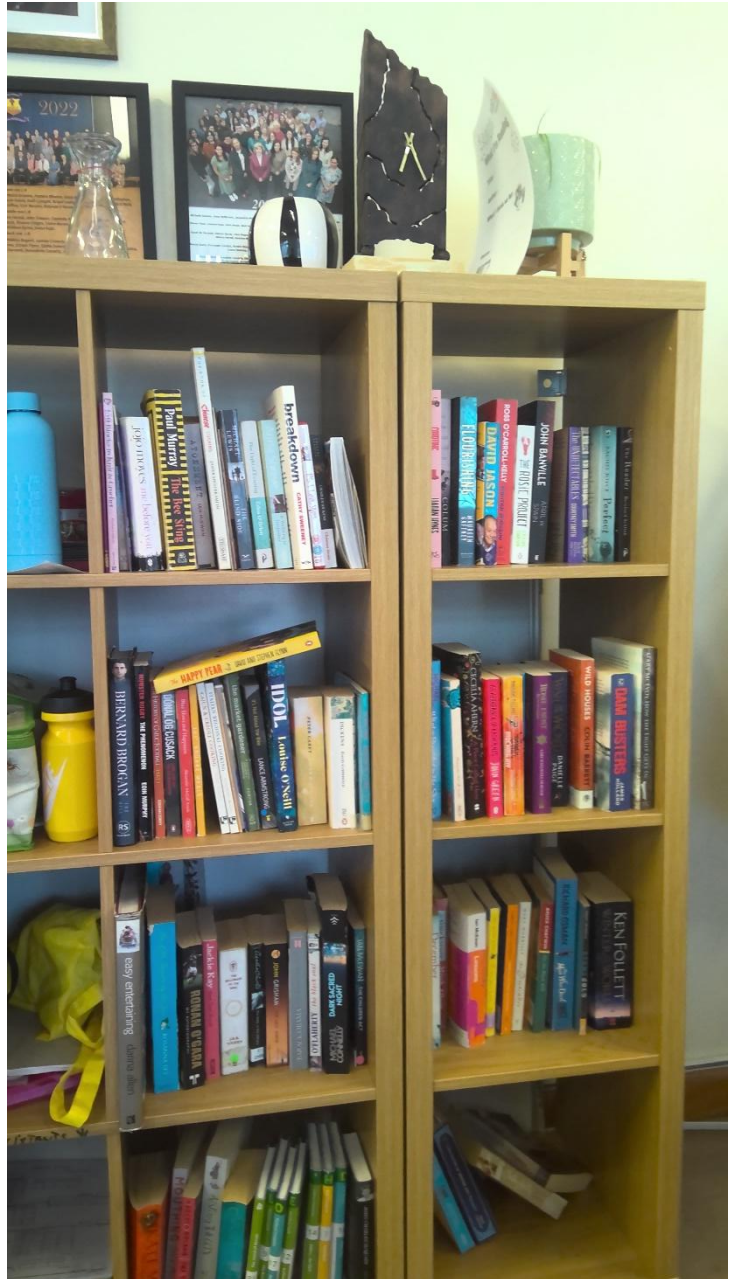
Staff Library Shelves

The presence of books around the school has got people talking more about reading. The books in the staff room has created opportunities for staff to swap books that was not there before.

Top: Staff comment on bookshelves in staffroom

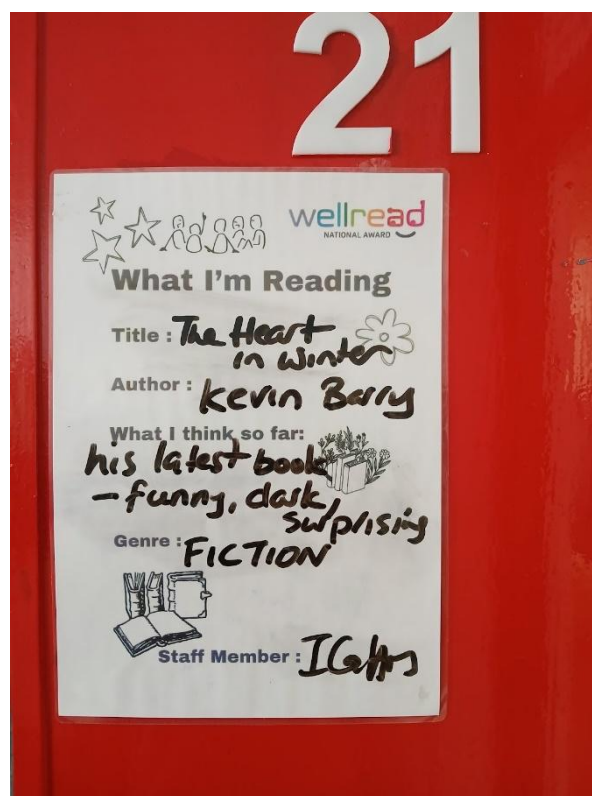
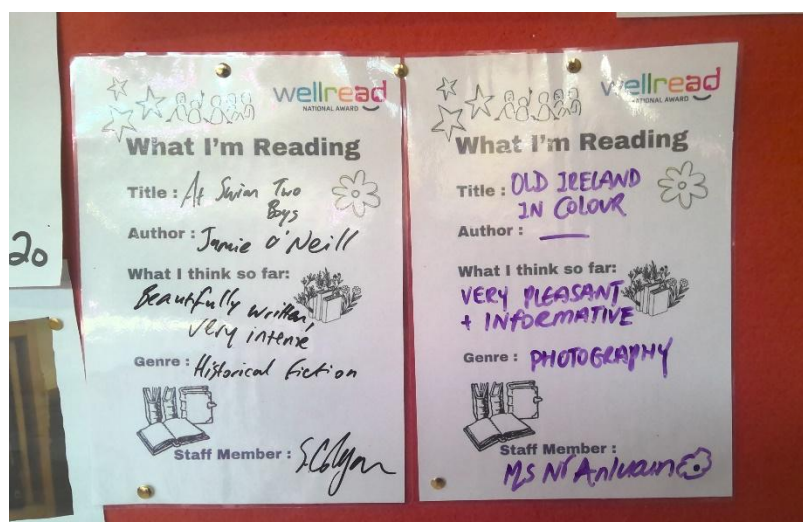
Right: Bookshelves in staffroom

Bookshelves have been placed in the staffroom beside where most staff members sit for lunch. This initiative is an extension of the bookshelves that we have in the classroom for students. It functions as a place for people to drop off a book they are finished with and to pick up a new title. Books have been donated by staff from a wide range of genres, ensuring there is something for everyone. The bookshelves have, therefore, proven very popular with staff. Another positive from this initiative is that it has opened many conversations about reading due to the visibility of the books in this common space. Many staff members are recommending books to each other or finding common interests due to this initiative.



"What I'm Reading" Posters

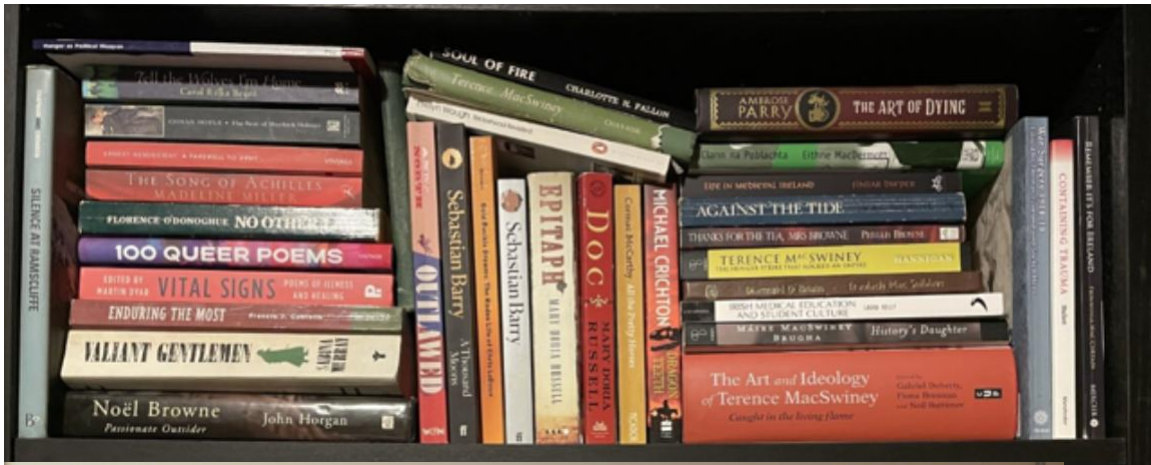
Laminated posters have been made for teachers to display in their classrooms. Teachers can record information such as the title of the book, the author, the genre and what they think about the book. The aim of this initiative is that it will show students that their teachers have a love of reading while also encouraging some conversations about books in the classroom.



Above and Left: "What I'm Reading" posters completed by staff

My Shelfie Competition

The 'My Shelfie' Competition is a weeklong event which has been run every March since 2023. Staff members submit an image of their personal bookshelf at home and are encouraged to include clues as to their identity. Students are given a list of staff members involved - alongside some non-participants to add to the speculation - and must decide which staff member submitted which shelf. The slides are shown to students by their form teachers, leading to some lively debate as to the identities of the owners, with every clue from book titles to objects on the shelf to the perceived age of the book being used to try to identify the owner. A winning student from each year group receives a bookshop voucher sponsored by the Parents' Council. Staff members also enjoy speculating as to the reading habits of their colleagues, opening up an avenue of reading-based conversation in the staffroom.



Top: A shelf submitted by one teacher

Middle: The shelves entered in the 2025 competition

Bottom: Some of the 2024 My Shelfie prize-winners



© Samsung Dual Camera
Shot with my Galaxy A40

Parent Participation

The involvement of parents was key to the success of our initiatives. Many of the books wrapped by Santa's Helpers for the Trim Family Resource Centre had been donated by parents. Parents also participated in several "take a book, leave a book" events held during parent-teacher meetings, and took away copies of our recommended reading lists for their children. The Parents' Council was instrumental to the successful running of many of our events for students, including the Readathon, the Short Story Competition, and the My Shelfie Competition, funding the vouchers that were given away as prizes. This highlighted for students the extent to which reading for pleasure is valued by their parents.

At a glance:

- Recommended Reading Lists
- Take a book, Leave a book
- Parents' Council Involvement



Above: Part of the "take a book, leave a book" display at the 5th year parent-teacher meeting

Link to interview with parent participants on Steering Committee: https://scoilmhuiretrim-my.sharepoint.com/:v/g/personal/shauna_colgan_scoilmhuiretrim_ie/EU+AJHg1bmxEgk97rprCgk0BU5JCA6lyrt1Myh_fn13UZg?e=jpve3W

Community Participation

The strategy we used in Scoil Mhuire to include the wider community was to reach out to two long-running institutions in our town - Trim Library and the Trim Family Resource Centre. We invited representatives from both organisations to join our steering committee in February 2023. From there, the partnership has grown.

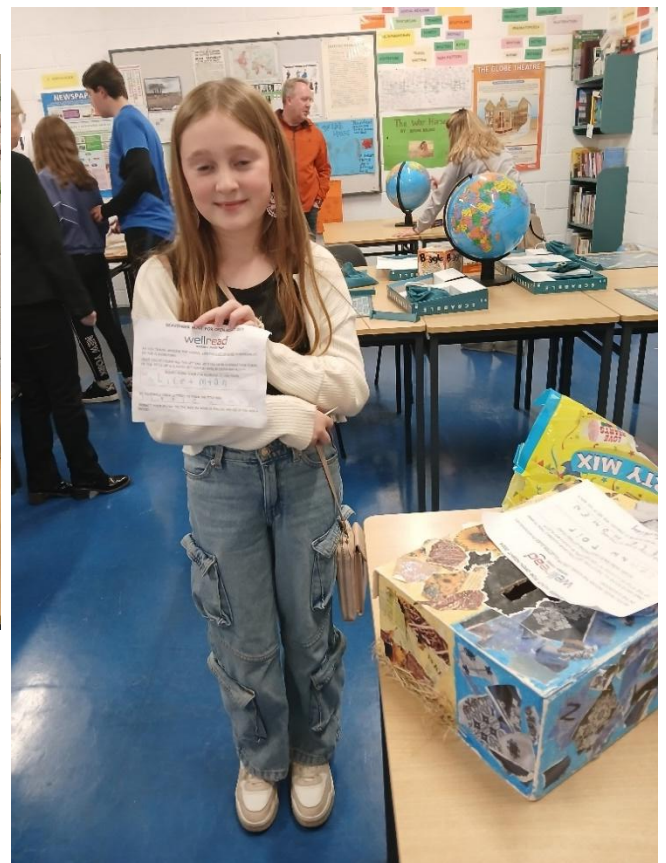
Link to interview with representative of Trim Family Resource Centre on Steering Committee: https://scoilmhuiretrim-my.sharepoint.com/:v/g/person/shauna_colgan_scoilmhuiretrim_ie/EUxCBrt4169MtJWY0j2FaSgB5JvCnSLaLCKT8tStkDhaEA?e=YIQsJc

At a glance:

- Open Night Scavenger Hunt
- Library visits
- Trim Family Resource Centre
 - Library shelves
 - Parent & Toddler Group
 - Fáilte Isteach Conversational

Open Night Scavenger Hunt

The open night scavenger hunt was an activity designed to promote reading and the Wellread initiative on Open Night. In the absence of a single, dedicated library space, the library shelves in classrooms could be easily missed in the multitude of activities and visitors on Open Night. Our scavenger hunt meant that children - and parents - coming to see the school would see the value placed on reading for pleasure in the school community. The visitors had to find eleven letter clues that had been hidden in different rooms and reassemble them to form the title *Little Women*. Prizes were given to winning participants. Although the event did not prove as successful as we had hoped due to the busy environment of Open Night, it was particularly enjoyed by the younger siblings of prospective students, while older children and parents found titles of interest to them on the shelves to give them their next read.



Above and Right: participants in the Open Night Scavenger Hunt

Trim Family Resource Centre

LIBRARY SHELVES: Shelves stocked with book donations from the community have been installed on-site at the Bungalow in Trim FRC. Posters advertise the shelves and clients are invited to take a book or leave a book. Starting with one Take a Book, Leave a Book space, the initiative now includes a second reading space in the Office at the FRC and has become a focal point for promoting reading in the community.

PARENT & TODDLER GROUP: Over the past two school years on Thursday mornings, from 10 until 12, small groups (2/3) of TY students attend the parent & toddler group in the Bungalow, where they work with parents and children aged 1 - 3 years old, playing games, singing and in so doing, building literacy skills.

FÁILTE ISTEACH CONVERSATIONAL ENGLISH GROUP: Over the past 2 school



TY students participating in parent & toddler paired reading attending Trim Family Resource Centre

years on Wednesday evenings (5-7pm in Trim FRC) and Friday mornings (10-12 in Trim Library), TY students have been involved in conversational English classes with newcomers to Trim - migrants and refugees. Over the course of this engagement, TY students have helped to develop and deliver curricular material tailored to the specific language needs of newcomers. Lea, a TY volunteer during the 2024/25 school year, shares her experience here: "Every Friday from 10:00 to 12:00 we attended the Fáilte Isteach Conversational Learning class. Here, we sat with a small number of people from various backgrounds and levels of English, helping them to learn the language. The class would usually be split into a beginner and advanced group. With

the beginners, one-to-one learning is essential so we'd go through vocab, grammar and practice real-life scenarios like returning food at a restaurant. In the advanced group they'd partake in group discussions and we helped to give a different opinion, like whether

phrases like "I couldn't agree more" or "I beg to differ" were commonly used and how they should be used".

TRIM FAMILY RESOURCE CENTRE

Spring & Summer 2024 Newsletter



New Collaboration

We are delighted to have forged a collaboration with Scoil Mhuire Secondary School. The staff would like to thank the teachers of the WellRead Committee and all the students for their help - it is heartwarming to see young people with such community spirit. The students helped with wrapping presents, and assisting Santa Claus on his busy day in the Bungalow, and also generously donated non-perishable foods and a variety of toys to our Community Food Bank Christmas Appeal. Transition Year Students are actively engaged with Fáilte Isteach English classes, Parent and Toddler Group and Community Food Bank.

Social Prescribing Launch

Join us on Wednesday 20th March, from 10am to 12pm at Trim Castle Hotel for the launch of our new Social Prescribing service for South West Meath, a celebration of community empowerment and holistic wellbeing. Funded by the HSE. Please RSVP by Friday 8th March to Kate on 089 245 7745 or at socialprescribing@trimfrc.ie if you would like to attend. Let's come together to celebrate community, connection and wellbeing!



Social Prescribing is a holistic approach to healthcare that connects individuals with non-medical support in their community. From arts and crafts groups to fitness classes and gardening clubs, social prescribing offers a range of activities to promote physical, mental and emotional health.

Trim Family Resource Centre newsletter featuring collaboration with Scoil Mhuire

SANTA'S HELPERS: BOOK SORTING AND WRAPPING FOR SANTA PRESENTS:

As part of our ongoing partnership with Trim Family Resource Centre, TY and 5th year LCA students volunteered to wrap books, which were then given out to boys and girls visiting Santa, over the Christmas period in 2023. The students sorted the books into categories, according to suitability - age range, gender - and then wrapped them up, all in time for a spot of festive reading.

Reflection and evaluation are integral to the process of developing this link with Trim FRC.

Therefore, TY participants and course tutors involved in both the Parent & Toddler and Fáilte Isteach programs meet at the end of each year to reflect on the work done and discuss any adaptations and/or amendments they may deem necessary.



Scoil Mhuire Secondary School Trim
December 11, 2023 · 🌐

WELLREAD AWARD: LINK TO TRIM FAMILY RESOURCE CENTRE

As part of our ongoing partnership with [Trim-Family Resource-Centre](#), TY and 5th year LCA students volunteered to wrap books which will be given out to boys and girls visiting Santa over the coming weeks. The students sorted the books into categories, according to suitability - age range, gender - and then wrapped them up, all in time for a spot of festive reading 📖🎄🎁

Well done to all those who participated!



Facebook post on links with Trim Family Resource Centre

Spring 2026 Update

Since submission of the portfolio in May 2025, the work of promoting literacy in Scoil Mhuire has continued. In October, we held the annual Hallowe'en Short Story Competition. Once again, we received a large number of entries from across the school community, with the Transition Year and 5th year students who signed up as judges having their work cut out for them. At time of going to print, the 1st year Readathon is still in progress, taking place for the month of March annually. The slight change this year is that the form class who reads the most will also be awarded a prize. Enthusiasm among students is high thanks to this added element of competition. Our existing initiatives, from the Book in the Bag to DEAR to What I'm Reading... are all also continuing apace.

Additionally, students in 5th and 6th year received a talk from our contact in Trim Library - Wellread Award team member Amanda Quigley - on the different library resources and services. In October, all 1st year students attended a highly enjoyable storytelling event with Niall De Burca facilitated by the library as part of their Children's Book Festival. Our partnership with Trim Family Resource Centre also continues to strengthen, and the connection established with this important local service has been our greatest achievement, showing how the Wellread initiative and promotion of literacy can embed itself in communities through schools.



1st Year students in the Swift Theatre, Trim ahead of Niall de Búrca's storytelling event, October 2025

Finally, we have an exciting development at the moment. For the month of March, we have a trial of the ePlatform Digital Library for 1st year and Transition Year students along with staff members. The lack of a dedicated library space in the school has been one of our greatest challenges. We are pleased to report that this trial is going well, and we hope to roll out the online library to all staff and students in September. The variety of titles available as ebooks and audiobooks has piqued the interest of the students involved, with the availability of this app ensuring that reading is always accessible, even without a physical book.



Scoil Mhuire header on the ePlatform site



Poster for this year's 1st Year Readathon

Appendix 1: TY Reflections on Fáilte Isteach

Reflection One

After completing 13 weeks of work with Fáilte Isteach, I can look back on my time and reflect. When I first heard about the opportunity to work with Fáilte Isteach for Conversational English classes I was intrigued. Languages have always interested me, and I have always wanted to learn more about them in depth, like the history of how different languages became what they are today. So given the opportunity to work with people and languages I took an interest. Another motivation for me to volunteer with Fáilte Isteach was the chance to shadow a tutor/teacher and gain experience as it is a possible future profession I am interested in.

When I started doing the Friday lessons, I had a lot of expectations, some being proven right and some wrong. I expected there to be a lot of different levels of English with the students and for it to lead to split groups. I originally expected there to be a lot more younger students, but I was proven wrong as most are adults and I expected to improve my own personal conversation skills. I didn't expect to learn so much about different cultures, cuisines and traditions, or to be able to add much to lessons and contribute with making exercises, and I really didn't expect to enjoy it as much as I did. I loved working with Failte Isteach.

In class we did various activities and exercises. We used many different methods of teaching through mainly visual playing charades type games and using pictures and diagrams. We used YouTube videos to help with pronunciations of common phrases in English. A challenge we faced in some classes mainly with newcomer beginners is starting that initial conversation. You must try assessing their level at the start so they can be put with the correct level. I felt I achieved a lot in Conversational English. I was proud of myself when I started participating more with teaching students and helping them learn. I was also proud when my classmates and I made word exercises for the students so it can help them learn.

My takeaways/observations from my time with Fáilte Isteach is mainly how you must understand quickly how different students respond to your teaching methods and that you must be flexible with your lessons and try to go where the conversation takes you. My main learning point was how beneficial conversation can be when learning a language. I plan to start using it when studying my languages German and Irish.

I think Failte Isteach run a very good program and have a great setup. If I were to have any suggestions it would be to maybe advertise more around the town as maybe some newcomers to Ireland might not know about the program and if the number of students increase, more volunteers would be needed from Scoil Mhuire, and it would be a great opportunity for people to learn and help.

As a final note I would like to express how much I enjoyed my time with Failte Isteach and how much I learnt volunteering. I would like to thank Eugene and the other tutors for having me and helping me.

Ciara Flaherty

26/4/2024

Reflection Two

There are a few reasons why I chose to take part in the Failte Isteach conversational English classes. I have always been interested in teaching and when I saw that this opportunity was available to me, I was immediately interested. All I knew about this class was that we would be assisting in a class aimed at people that are not yet fluent in the English language. I believed that helping in this class would make a very positive impact on these people's lives and that I would essentially be a part of someone's learning journey. I also knew that when teaching a language, it can enhance one's own language skills and knowledge. English has consistently been one of my favourite subjects growing up and to use an interest of mine to help others was a big motivation for me to participate in this programme. I'm really glad that I have taken part in these classes, it has been an amazing experience that I have genuinely enjoyed.

I was unsure of what to expect with this programme, but I knew I'd be meeting lots of new interesting people and that they all would have different levels of English. I knew it would be a new experience trying to help teach people English as it's something I have never experienced before. I expected there to be a significant barrier in communication which we would have to learn to overcome.

For the initial weeks we started off discussing the programme and how it works. We spoke about how to keep conversations flowing and how it's important to keep questions broad and simple to begin with. We spoke about how important it is to assess each person's level of fluency and how to cater the conversation to suit the different levels. We then slowly got more involved in the conversations by observing and sometimes answering questions. Week by week we got gradually more involved. Some classes towards the end we had a lot of input into the direction of the conversations, we selected some material to introduce to the groups from the workbooks provided at the class. I really enjoyed being so involved in the conversations and I think I learned a lot out of being so engaged in the classes.

We had some homework one of the first weeks when we designed our own worksheet that we used in the following classes. We wrote out the months of the year and the rhyme that is used to remember them. We noticed that some students found it challenging to pronounce words like first, tenth, eighteenth and so on, so we adapted and decided to use phonetic spelling to help them to learn how to pronounce the words. Some of the

challenges I experienced in this programme was a barrier in communication which of course is to be expected during this programme. Sometimes during my experience, I sometimes spoke too quickly which made it difficult for the students to understand and that was something I had to improve on and remember in future.

In classes we would sometimes use acting to help the students associate actions with words like clap, march, knock etc. Someone would do the action, and a student would say the corresponding word to the action. This I think helps them to have an association with words and actions instead of just learning the words.

My takeaway from this programme is that I thoroughly enjoy teaching and think it's a very rewarding job that is very fulfilling. I have learnt a lot about communication skills and adaptation.

My suggestions for the Fáilte Isteach team are to keep the programme going and to get more students involved in the programmes.

Ellie Mc Cluskey

26/4/2024

Appendix 2: Sample Resources created by TY students for Fáilte Isteach



This exercise material was created by the Transition Year Students (2024) from Scoil Mhuire, Trim, as part of their TY project supporting the conversational English classes delivered through the Trim Family Resource Centre

GOING TO THE FOOTBALL MATCH

_____ and _____ decided to go to their first _____ football game being played
(Name 1) (Name 2) (Adjective)

between Ireland and _____. They travelled by _____ to the _____ and went to the
(country - noun) (bus) (noun)

_____ to buy _____ before making their way to their _____. They had a _____ view of the pitch.
(Noun) (Noun) (plural Noun) (Adjective)

Ireland were the first team onto the _____ wearing their _____ jerseys and _____ soon
(noun) (Adjective) (Country-name)

followed wearing their _____ jerseys. The _____ was full and the _____ was very _____ and _____.
(Adjective) (Noun) (Noun) (Adjective) (adjective)

The game began and the Irish team scored first. The Irish _____ went crazy with _____.
(Plural noun) (Noun - Emotion)

But the _____ team were not beaten yet. They fought their way back scoring an _____ goal
(Country- noun) (adjective)

very late in the game. The _____ were very _____ but the Irish _____
(Country name) (Plural Noun) (noun- emotion) (Plural Noun)

were not at all _____. The game finished as a 1-1 _____.
(noun)

_____ and _____ were _____ with the result but they _____ the game and had a
(Name 1) (Name 2) (noun -emotion) (Past tense noun - feeling)

_____ out at the match.
(adjective) (noun)



This exercise was created by the Transition Year Students (2024) from Scoil Mhuire, Trim, as part of their TY project supporting the conversational English classes delivered through the Trim Family Resource Centre.

A Day at the Beach

_____ and _____ decided to take a trip to the beach as it was a _____, _____, _____ day.
(Name 1) (Name 2) (Adjective) (Adjective) (adjective)

Before leaving they _____ their bags, including _____, a _____, _____, and a _____ lunch
(Past tense verb) (Noun plural) (Noun) (Noun) (adjective)

They travelled by _____ and when they arrived they saw a _____ crowd already there so, they
(Noun) (Adjective)

_____ to find a _____ where they could sit. Thankfully, they soon found a _____ spot that gave
(Past tense verb) (Noun) (Adjective)

them both _____ and _____. After they had _____ their bags they decided to go _____ in
(Noun) (Noun) (Past tense verb) (..ing verb)

the _____, _____ sea. When they finished _____ they then played a game of _____ ball on the
(adjective) (adjective) (..ing verb) (noun)

_____ sand. Soon Ellie _____ that she was hungry so they opened their _____ boxes and _____
(adjective) (Past tense -verb) (adjective) (Past tense verb)

their _____ meal. They ate _____ and drank _____ of juice, as they watched other _____
(Adjective) (Noun) (Noun, plural) (plural noun)

_____ in the sea and _____ on the beach. After lunch they went for another _____ swim.
(..ing verb) (..ing verb) (adjective)

Then they _____ on their towels on the _____ away from the _____ sun. After _____ hours
(Past tense verb) (Noun) (Adjective) (Number)

_____ in the _____ they _____ their _____ and prepared for the _____ home.
(past tense verb) (noun) (past tense verb) (plural noun) (noun)

Appendix 3: Recommended Reading Lists

Good reads for 1st and 2nd years: recommended by students

Title	Author	Genre
"A Good Girl's Guide to Murder" (series)	Holly Jackson	Murder/Mystery
"Girls Play Too"	Jacqui Hurley	Sport
"The Inheritance Games"	Jennifer Lynn Barnes	Mystery
"The Do Over"	Lynn Painter	Romance (14-17)
"Alex Rider" (series)	Anthony Horowitz	Thriller
"Skulduggery Pleasant" (series)	Derek Landy	Fantasy/Thriller
"The BFG"	Roald Dahl	Never too old for a good story!
"The Twits"	Roald Dahl	
"Mathilda"	Roald Dahl	
"Bad Dad"	David Walliams	Another favourite!
"The Boy in the Dress"	David Walliams	
"Born to Run"	Michael Morpurgo	Animals
"Good Night Mr. Tom"	Michelle Magorian	Wartime
"The Boy in the Striped Pyjamas"	John Boyne	Wartime
"Diary of a Wimpy Kid" (series)	Jeff Kinney	Fun graphic novels
Harry Potter series	JK Rowling	Magic/mystery
"A Series of Unfortunate Events"	Lemony Snickett	Family/Gothic
"Enola Holmes"	Nancy Springer	Mystery
"Holes"	Louis Sachar	Mystery
"Jolly Foul Play"	Robin Stevens	Mystery
"Murder Most Unladylike"	Robin Stevens	Mystery
"Percy Jackson"	Rick Riordan	Fantasy
"Under The Hawthorn Tree"	Marita Conlon McKenna	Historical
"Bridge to Terabithia"	Katherine Paterson	Fantasy
"The Ghost of Thomas Kemp"	Penelope Lively	Ghost story
"Wings of Fire"	Tui T Sutherland	Fantasy
"The Young Rebels"	Morgan Llywelyn	Historical Fiction
"Bog Child"	Siobhán Dowd	The Troubles/Romance
"The London Eye Mystery"	Siobhán Dowd	Mystery
"The Summer I Turned Pretty"	Jenny Han	Romance
"Love and Gelato"	Jenna Evans Welch	Romance
"The Missing" (series)	Sophie Mc Kenzie	Historical/Time Travel
"The Hunger Games"	Suzanne Collins	Dystopian drama
"The Maze Runner"	James Dashner	Sci-Fi Dystopian
"Splash"	Charli Howard	Friendship/Uplifting
"The Lost Bookshop"	Evie Woods	Historical/Romance
"The Diary of Anne Frank"	Anne frank	Wartime
"The Book Thief"	Markus Zusak	Wartime
"The Weight of Water"	Sarah Crossan	Growing up
Sherlock Holmes (series)	Arthur Conan Doyle	Classic Mystery
"The Flight of the Doves"	Walter Macken	Classic Irish History
"Emma"	Jane Austen	Classic Romance

"Jane Eyre"	Charlotte Bronte	Classic gothic romance
"The Hobbit"	JRR Tolkien	Fantasy Classic
"Anne of Green Gables"	L. M. Montgomery	Classic
"The Chronicles of Narnia"	CS Lewis	Fantasy Classic

Good reads: Recommended by students in 3rd year and TY

Title	Autor	Genre / Themes
"A Wrinkle in Time"	Madeline L'Engle	Fantasy/ Time Travel
"Wonder"	R.J. Palacio	Friendship/Adversity
"The Boy in the Striped Pyjamas"	John Boyne	War/Friendship
"Bog Child"	Siobhán Dowd	The Troubles/ History /Romance /Friendship/Family
"The London Eye Mystery"	Siobhán Dowd	Mystery /Neuro-diversity
"Trash"	Andy Mulligan	Mystery/Friendship
"The Hunger Games" (x3)	Suzanne Collins	Dystopian/thriller/Romance
"Skullduggery Pleasant" (series)	Derek Landy	Fantasy/Mystery
"Goodnight Mr. Tom"	Michelle Magorian	War /Family/Friendship
"Rosie's War"		War
"Across the Barricades"	Joan Lingard	The Troubles/Romance
"Wild Pork and Watercress"	Barry Crump	Adventure/Friendship
"Good Vibes, Good Life"	Vex King	Non-fiction: Well-being
"Everything, Everything"	Nicola Yoon	Romance/Adversity
"Orangeboy"	Patrice Lawrence	Mystery
"Six of Crows" (book 1)	Leigh Bardugo	Fantasy/Epic
"A Good Girl's Guide to Murder"	Holly Jackson	Crime/Thriller
"Good Girl, Bad Blood"	Holly Jackson	Crime/Thriller
"As Good as Dead"	Holly Jackson	Crime/Thriller
"The Fault in our Stars"	John Greene	Adversity/Romance
"Five Feet Apart"	Rachel Lippincott	Romance/Danger
"The Help"	Katherine Stockett	Civil Rights/Racism
"The Perks of being a Wallflower"	Stephen Chbosky	Coming of age/Adversity
"The Summer I Turned Pretty"	Jenny Han	Romance/Drama
"One of Us is Lying"	Karen Mc Manus	Teenage/ Drama/ Mystery
"One of Us is Next"	Karen Mc Manus	Teenage/ Drama/ Mystery
"Two Can Keep a Secret"	Karen Mc Manus	Teenage/ Drama/ Mystery

"The Cousins"	Karen Mc Manus	Teenage/ Drama/ Mystery
"Nothing More to Tell"	Karen Mc Manus	Teenage/ Drama/ Mystery
"You'll be the Death of Me"	Karen Mc Manus	Teenage/ Drama/ Mystery
"The Lord of the Rings" (x3)	JRR Tolkien	Classic/Fantasy
"We should All be Feminists"	Chimamanda Ngozi Adichi	Non-fiction/gender equality
"Twilight" (series)	Stephanie Meyer	Fiction/Vampires
"I was a Boy at Belsen"	Tomi Reichenthal	Autobiography/war
"I am Malala"	Malala Yousafzai	Autobiography/human rights
"Maze Runner"	James Dashner	Mystery/Drama
"The Book Thief"	Marcus Zusak	War/Drama
"The Catcher in the Rye"	JD Salinger	Classic/Coming of Age
"These Violent Delights"	Chloe Gong	Romeo and Juliet style love story
"The Inheritance Games"	Jennifer Lynn Barnes	Thriller/Family secrets
"The Queen's Gambit"	Walter Tevis	Chess/Drama/Growing up
"To Kill a Mockingbird"	Harper Lee	Classic/ Racism
"The Outsiders"	SE Hinton	Classic/Prejudice
"Noughts and Crosses"	Malorie Blackman	Classic/Racism/Romance
"Of Mice and Men"	John Steinbeck	Adversity/Racism
"And Then There Were None"	Agatha Christie	Classic/Murder Mystery
"The Teenagers Book of Life"	Tony Griffin	Teenager Guide/Self-help
"A Room with a View"	EM Forster	Classic/Romance
"Little Women"	Louisa May Alcott	Classic/Family/Romance
"Wuthering Heights"	Emily Bronte	Classic/Romance
"Pride and Prejudice"	Jane Austen	Classic/Romance/Society
"Persuasion"	Jane Austen	Classic/Romance/Society
"Sense and Sensibility"	Jane Austen	Classic/Romance/Society
"Great Expectations"	Charles Dickens	Classic/Class/Society
"Solitaire"	Alice Oseman	LGBT Drama
"1984"	George Orwell	Dystopian Classic
"Animal Farm"	George Orwell	Drama/Society Classic
"Never Let Me Go"	Kazuo Ishiguro	Dystopian /Romance
"Heartless"	Melissa Meyer	Thriller/Fantasy
"Watership Down"	Richard Adams	Classic/Animals
"Stone Cold"	Robert Swindells	YA fiction
"Girl, Missing"	Sophie Mc Kenzie	YA/ Thriller
"The Secret History"	Donna Tartt	YA fiction
"The Seven Husbands of Evelyn Hugo"	Taylor Jenkins Reid	Drama/Romance

Good reads: Recommended by students in 5th year and 6th year

Title	Author	Genre / Themes
"1984"	George Orwell	Classic/Dystopian
"A Room of One's Own"	Virginia Woolf	Nonfiction/Feminism
"An Abundance of Katherines"	John Green	Young Adult/Romance
"And Then There were None"	Agatha Christie	Classic/Murder Mystery
"Animal Farm"	George Orwell	Drama/Society/Classic
"Becoming"	Michelle Obama	Autobiography/Politics/ Racism/Feminism
"Better Than The Movies"	Lynn Painter	Young Adult/Romance
"Brave New World"	Aldous Huxley	Classic/Dystopian/Science Fiction
"Constellations"	Sinéad Gleeson	Non-fiction/Feminism
"Daisy Jones and The Six"	Taylor Jenkins Reid	Historical Fiction/Drama/1970s music
"Doc"	Mary Doria Russell	Historical Fiction/Drama
"Dracula"	Bram Stoker	Classic/Vampires
"Emma"	Jane Austen	Classic/Romance/Society
"Envelope Poems"	Emily Dickinson	Poetry
"Fahrenheit 451"	Ray Bradbury	Dystopian/Science Fiction
"Feminists Don't Wear Pink (And Other Lies)"	Scarlett Curtis	Non-fiction/gender equality
"Five Survive"	Holly Jackson	Young Adult/Thriller
"Frankenstein"	Mary Shelley	Classic/Horror/Science Fiction
"Game Changer"	Cora Staunton	Autobiography/Sports
"Game of Thrones" series	George R.R. Martin	Fantasy/Epic
"Good Girls Die First"	Kathryn Foxfield	Young Adult/Thriller
"Good Omens"	Neil Gaiman & Terry Pratchett	Fantasy/Humour
"Great Expectations"	Charles Dickens	Classic/Class/Society
"His Dark Materials" series	Philip Pullman	Fantasy/Science Fiction
"Hitchhiker's Guide to the Galaxy"	Douglas Adams	Science Fiction/Humour
"If You Could See the Sun"	Ann Liang	YA Fantasy
"Inferno"	Dante Alighieri	Classic/Poetry/Religion/Fantasy
"It Only Happens In The Movies"	Holly Bourne	Young Adult/Romance
"It's Behind You"	Kathryn Foxfield	Young Adult/Thriller
"Jane Eyre"	Charlotte Bronte	Classic/Romance/Gothic
"Legend"	Marie Lu	Young Adult/Dystopian/ Fantasy
"Lessons in Chemistry"	Bonnie Garmus	Historical Fiction/1960s
"Little Women"	Louisa May Alcott	Classic/Family/Romance
"Lord of the Rings"	J.R.R. Tolkien	Classic/Fantasy
"Meat Market"	Juno Dawson	Young Adult/Feminism/ Fashion Industry
"Misery"	Stephen King	Thriller/Horror/Mystery
"Miss Peregrine's Home for Peculiar Children"	Ransom Riggs	Young Adult/Fantasy

"Monstrous Regiment"	Terry Pratchett	Fantasy/Humour/War
"Murder on the Orient Express"	Agatha Christie	Classic/Detective Fiction
"My Brilliant Friend"	Elena Ferrante	Historical Fiction/Italian
"My Father's House"	Joseph O'Connor	Historical Fiction/Thriller/WWII
"Never Let Me Go"	Kazuo Ishiguro	Dystopian/Romance/Sci-Fi
"Oh My God, What a Complete Aisling"	Emer McLysaght & Sarah Breen	Humour/Romance
"Outlawed"	Anna North	LGBT/Historical Fiction
"Pride & Prejudice"	Jane Austen	Classic/Romance/Society
"Room"	Emma Donoghue	Thriller
"Satellite"	Nick Lake	Young Adult/Science Fiction
"Six of Crows"	Leigh Bardugo	Young Adult/Fantasy/Epic
"Street Song"	Sheena Wilkinson	Young Adult/Drama
"Sweet Bean Paste"	Durian Sukegawa	Literary Fiction/Japanese
"Tell the Wolves I'm Home"	Carol Rifka Brunt	LGBT/1980s/Drama
"The Bell Jar"	Sylvia Plath	Literary Fiction/mental health/feminism
"The Black Veins"	Ashia Monet	LGBT/Fantasy
"The Choice"	Philly McMahon	Non-fiction/Autobiography/Sport
"The Great Gatsby"	F. Scott Fitzgerald	Classic/Drama/ Literary Fiction
"The Hunger Games" trilogy	Suzanne Collins	Dystopian/Thriller/Romance
"The Invisible Life of Addie LaRue"	V.E. Schwab	Fantasy/Romance
"The Metamorphosis"	Franz Kafka	Classic/Philosophy/Fantasy
"The Picture of Dorian Gray"	Oscar Wilde	Classic/Gothic/LGBT
"The Princess Bride"	William Goldman	Fantasy/Humour/Romance
"The Secret History"	Donna Tartt	Mystery/Thriller
"The Seven Husbands of Evelyn Hugo"	Taylor Jenkins Reid	LGBT/Historical Fiction/Drama
"The Seven Spiritual Laws of Success"	Deepak Chopra	Non-fiction/Self-help
"The Song of Achilles"	Madeline Miller	Mythology/Fantasy/LGBT
"The Tattooist of Auschwitz"	Heather Morris	Historical Fiction -- Holocaust
"The Thursday Murder Club"	Richard Osman	Mystery/Humour
"The Voyage of the Dolphin"	Kevin Smith	Historical Fiction/Humour
"They Both Die At The End"	Adam Silvera	LGBT/Drama/Science Fiction
"Things I Know"	Helena Close	Young Adult/Mental Health
"We Were Liars"	E. Lockhart	Young Adult/Mystery
"When Christ and his Saints Slept"	Sharon Kay Penman	Historical Fiction/Medieval
"When the World Was Ours"	Liz Kessler	Historical Fiction -- Holocaust
"Where the Crawdads Sing"	Delia Owens	Mystery/Historical Fiction/1960s
"Witches"	Tracy Borman	Nonfiction/History
"Wuthering Heights"	Emily Bronte	Classic/Romance/Gothic

Appendix 4: Members of the Wellread Team 2023-2025

Staff members

Ms Iseult Caffrey
Ms Lara Uí Raghallaigh
Ms Shauna Colgan
Mr Sean Barry
Ms Fionnuala O'Neill

Student Members

Maya Akushali
Aimee Cameron
Holly Cooke
Aisling Cooney
Laura Dudus
Caoimhe English
Emma Gibson
Lea Koegler Sirijotaviciute
Aoibhe Mallon-Walton
Kayla McCarthy
Ciara McElhinney
Emily Mitchall
Paulina Mrowinska
Isla Skerry

Parent Members

Róisín McNamara
Kimberley Prendergast

Community Members

Jackie Horan - Trim Family Resource Centre
Amanda Quigley - Trim Library

SCOIL MUIRE



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