



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**

**LIMERICK & CLARE**  
Education & Training Board

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# SERVICE PLAN 2024

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**Rialtas na hÉireann**  
Government of Ireland



Arna chomhchistiú ag  
an Aontas Eorpach

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## 1. Foreword by the Chief Executive



Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare Region. The Limerick and Clare Education and Training Board Service Plan for 2024, has been prepared in compliance with the statutory requirements outlined in Section 47 of the Education and Training Boards Act 2013. Section 47(1) states that:

*A chief executive of an education and training board shall, on the basis of the provisional expenditure limit notified to the board under section 46(1)(a), within one month of receipt of such notification, prepare and submit to the board a plan setting out:*

- a) The services that the board proposes to provide, and*
- b) An estimate of income and expenditure of the board*

This Service Plan outlines our priorities for 2024, taking cognisance of Strategy Statement 2022-2026, which provides us with a well-developed view of where we want to go and how we intend to get there for the development of our organisation and our services to meet the ever-changing education and training needs of our students/learners, society and the economy. Our Service Plan for 2024 will reflect this progressive and innovative strategy that reflects the views of our stakeholders, both internal and external, that will enable us to ensure the highest quality teaching and learning experiences across our schools, FET campuses and programmes

This Service Plan provides a framework for us to continue to work with stakeholders whilst ensuring our focus is on prioritising their needs, with measurable outcomes for which we are being held responsible and accountable. This Service Plan details the planned activities, expenditure and income for the authority in 2024 and has been developed in consideration of the funding being made available to this ETB in 2024. The plan seeks to balance priorities across all the aspects of the authority's work including Organisation Support and Development, Schools, and Further Education and Training. Planned delivery will be in accordance with the funding limits as advised to the authority by the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.

In preparing this plan, the authority has, notwithstanding the considerable ongoing challenges associated with the war in Ukraine, ensured that the Service Plan 2024 addresses the requirements of the Performance Delivery Agreement between the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science, and Limerick and Clare Education and Training Board. This Performance Delivery Agreement sets out the management and accountability framework between the Department of Education and the ETB. In doing so, the Agreement supports specific high-level goals and objectives of the Department and the ETB and sets out a number of targets for the authority in line with its Strategy Statement 2022 - 2026 and work plan for 2024.

The goals and priorities outlined in the ETB's Strategy Statement 2022 - 2026 have been aligned to the goals and priorities laid out in the Performance Delivery Agreement between the Department of Education and the ETB and the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science. Specific actions in 2024 have been articulated, along with performance indicators and targets to be achieved this year. These targets will be monitored and analysed through structured action plans, which will report progress on a regular basis.

Achieving the targets outlined in the Service Plan 2024 will require commitment and collaboration across all the authority's stakeholders, including ETB staff, students/learners, managers, administrators, boards of management and all the ETB's key partners. In working to achieve the stated targets, Limerick and Clare Education and Training Board commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019).

Our students and learners are at the core of what we do as an ETB, as well as the evolving needs of employers, local partnerships and all our stakeholders.

I would like to acknowledge the members of the ETB Board and our dedicated, committed and loyal staff throughout the organisation who continue to give generously of their time and talents in providing caring, effective, innovative, flexible and inclusive pathways for all our students and learners, which are reflective of the diverse needs of our community.

George O'Callaghan  
Chief Executive

**Limerick and Clare Education and Training Board**

## 2. Profile/Background

Limerick and Clare Education and Training Board is the state education and training authority for the Limerick and Clare region in Ireland. It is one of 16 statutory regional education authorities established by the Education and Training Boards Act 2013. It was created following the amalgamation of three Vocational Education Committees, which provided post-primary, adult and community education in Limerick City, County Limerick, and County Clare since 2013. The authority was established on 1st July 2013 and assumed responsibility from SOLAS of two former Training Centres in Raheen, Limerick and Shannon, Co. Clare on 1st July 2014.

The function of the ETB is to establish and maintain recognised primary and post-primary schools, centres for education, and education or training facilities in its functional area. The ETB is also required to plan, provide, co-ordinate and review the provision of education and training, including education and training for the purpose of employment and services in its functional area. The ETB also supports the provision, co-ordination, administration and assessment of youth work services in its functional area.

Limerick and Clare Education and Training Board is involved directly in the provision of primary education in two Community National Schools, plus provision in one satellite location as a pilot on behalf of the Department of Education. Post-Primary education is provided in 17 locations. Further Education and Training is provided in 28 campuses across the region. Schools and FET campuses are strategically located to ensure that each rural locality has easy access to the most qualitative learning opportunities and infrastructural facilities. Limerick and Clare Education and Training Board is also co-patron of a number of Community Schools including John the Baptist Community School, Hospital; Kilrush Community School; St. Caimin's Community School, Shannon, and St. Patrick's Comprehensive School, Shannon.

Our students and learners are at the core of what we do as an ETB, as well as the evolving needs of employers, local partnerships and all our stakeholders.

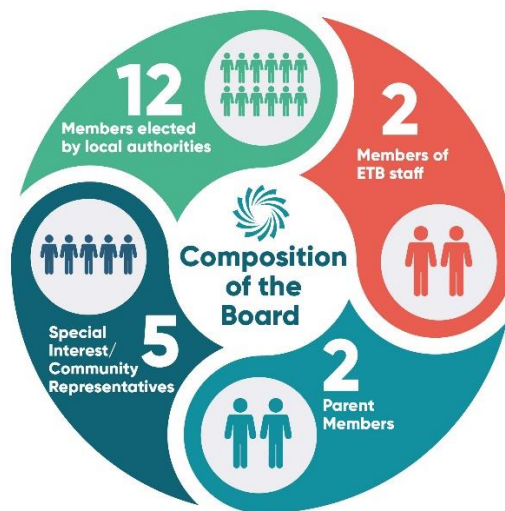
### Statutory Responsibilities

The general functions of an Education and Training Board, stated under the Education and Training Boards Act 2013, are to:

- a) establish and maintain recognised schools, centres for education and training or training facilities in its functional area.
- b) when directed to do so by the Minister:
  - i. establish and maintain recognised schools in its functional area,
  - ii. establish and maintain centres for education in its functional area,
  - iii. maintain centres for education or recognised schools in its functional area, and
  - iv. establish, maintain or resource education and training facilities in its functional area.

- c) plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in:
  - i. recognised schools or centres for education maintained by it,
  - ii. education or training facilities maintained or resourced by it,
  - iii. children detention schools,
  - iv. prisons, and
  - v. facilities maintained by other public service bodies,
- d) enter into arrangements with, and provide support services to, education or training providers,
- e) establish scholarships,
- f) adopt a strategy statement,
- g) adopt an annual service plan,
- h) cooperate with anybody nominated to carry out internal audit functions,
- i) provide education and training at the request of, and on behalf of, anybody which funds training out of money provided to that body by the Oireachtas,
- j) support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support, and
- k) assess whether the manner in which it performs its functions is economical, efficient and effective.

## Board Composition



In compliance with legislation, the authority's Board consists of 21 members in total:

- 12 members elected by local authorities,
- 2 staff members of Limerick and Clare Education and Training Board,
- 2 parent members,
- 5 special interest/community representatives.

## Board Membership

Cllr	Kieran	O'Hanlon	Limerick City and County Council Local Authority - <b>Chairperson</b>
Cllr	Clare	Colleran Molloy	County Clare Local Authority
Mr	Michael	Cregan	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Michael	Donegan	Limerick City and County Council Local Authority
Ms	Elaina	Fitzgerald	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Liam	Galvin	Limerick City and County Council Local Authority
Mr	Michael	Guilfoyle	Staff Representative
Ms	Kate	Hehir	Staff Representative
Ms	Sheila	Hickey	Parent Representative
Cllr	Gabriel	Keating	County Clare Local Authority
Cllr	Sarah	Kiely	Limerick City and County Council Local Authority
Cllr	Joe	Killeen	County Clare Local Authority
Mr	Seán	McMahon	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr	Paul	Moroney	Parent Representative
Cllr	Paul	Murphy	County Clare Local Authority
Cllr	Ann	Norton	County Clare Local Authority
Mr	Mark	O'Dea	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Ms	Marian	Petty	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Cllr	Elena	Secas	Limerick City and County Council Local Authority
Cllr	John	Sheahan	Limerick City and County Council Local Authority
Cllr	Brigid	Teefy	Limerick City and County Council Local Authority

### **Attendance at Meetings**

As per Section 3.8 of the Code of Practice for the Governance of Education and Training Boards, Board Members bring a range of specific knowledge, skills, experience and expertise to the deliberations of the Board and its Committees and this is only possible if Members attend all meetings and contribute as appropriate. Attendance at Board meetings is disclosed in the annual accounts and will be made available to nominating bodies should re-appointment of an existing board be proposed. As part of the induction process for all Boards, the expectation of 100% attendance at all board meetings is clearly outlined. Individual boards re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.

### **Finance and Audit and Risk Committees**

As per the Code, appointment to these Committees incorporate Members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairpersons. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available if required.

The Chairperson of each committee ensures that Board Members are provided with written reports on the work carried out by the Finance and Audit and Risk Committees, as required under the Code of Practice for Governance of ETBs.

Limerick and Clare Education and Training Board has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.

The Board of Limerick and Clare Education and Training Board ensures that it receives regular and adequate reports that specified controls are operating as intended. The Board of Limerick and Clare Education and Training Board ensures that there is an on-going process designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee provides on-going support to the Board in this role.

The Chairpersons of the Audit & Risk Committee and the Finance Committee, supported by the Director of Organisation Support and Development and the Head of Finance, will ensure that a self-assessment exercise is completed annually, as required under the Code of Practice for the Governance of ETBs.



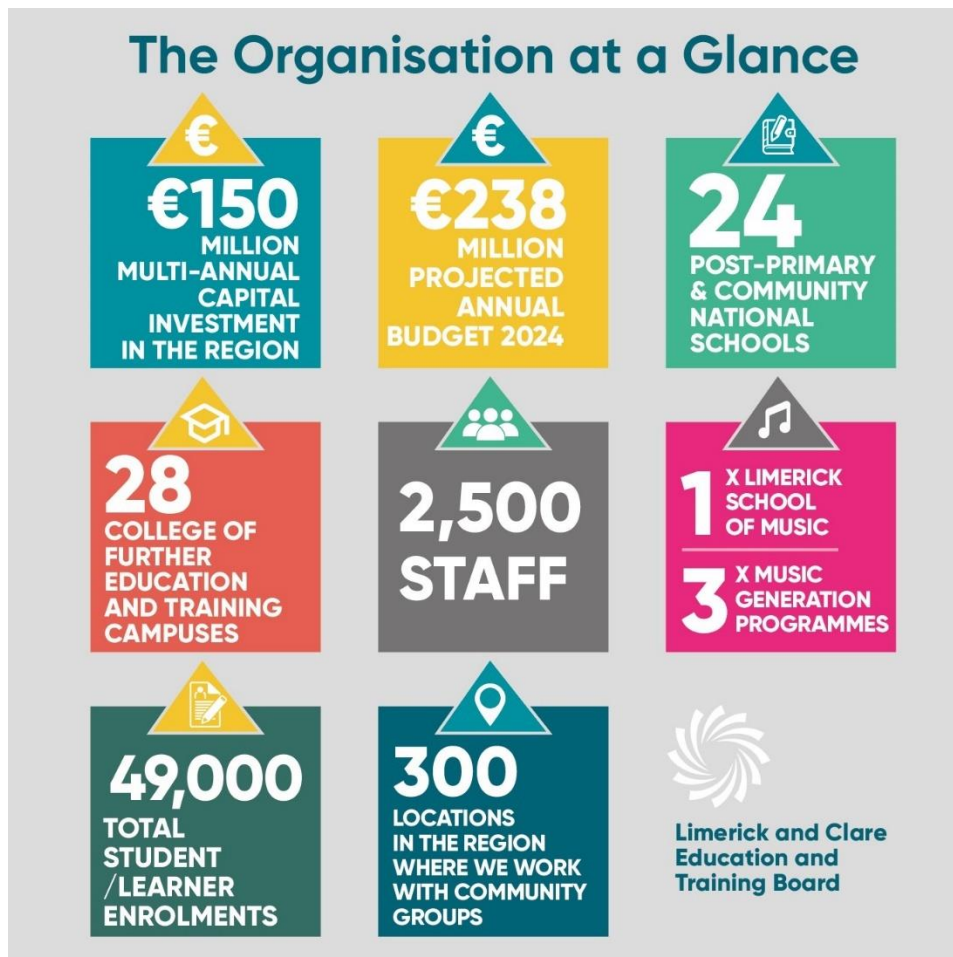
## Geographical Map of Limerick and Clare Education and Training Board Provision



### Profile of the Limerick and Clare Education and Training Board Region Population

Based on the results from the 2022 Census, the total population of the Limerick and Clare region was 337,474. County Limerick's total population was 209,536, an increase of 8% from the 2016 Census, while County Clare had a population of 127,938, an increase also of 8% from the last 2016 Census. Over the same period Ireland's population grew by 8% from 4,761,865 to 5,149,139. The average age of Limerick's population in April 2022 was 39.3 years, compared with 37.7 years in April 2016, whilst the average age of Clare's population in April 2022 was 40.1 years, compared with 38.5 years in April 2016. In comparison, the national average age of the population was 38.8, up from 37.4 in April, 2016.

The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in bio-technology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also identified skills clusters in hospitality, engineering, film and ICT. These employer-led skills clusters identify current and future skills needs with the support of education and training providers.



Limerick and Clare Education and Training Board provides an extensive range of education, training and support services across both counties. A full listing of schools, further education and training and services is provided in Appendix 1.

### 3. Strategy Statement 2022 - 2026

The Limerick and Clare Education and Training Board Strategy Statement 2022 - 2026 is designed to chart the path for the authority's education and training provision, youth work and other statutory functions over a five-year period from 2022 to 2026. It was the product of a consultative process, which gave opportunities to the ETB board, boards of management, staff, students, learners, parents, community partners and representative bodies of business, industry and employers in Limerick and Clare to have a say in the future direction of the authority. It defines the vision statement for the authority as follows:

<p><b>Vision Statement</b></p>	<p><b>Mission Statement</b></p>
<p>Limerick and Clare Education and Training Board plays a leading role in the provision of high-quality lifelong education, training and enterprise skills needs. We achieve this by providing caring, effective, innovative, flexible and inclusive pathways for all our students and learners, which are reflective of the diverse needs of our community.</p>	<p>Limerick and Clare Education and Training Board provides and facilitates the delivery of quality lifelong education and training in a caring, inclusive, supportive and safe environment. We nurture effective, innovative, flexible learning pathways for all, and foster partnerships, which address the evolving needs and skills of students and learners in the region.</p>

The Strategy Statement is built around key operating principles of personal and professional integrity, empowerment, quality and partnership, focussed at all times on the needs of all our learners and communities.



Each goal has its own set of strategic actions designed to assist the ETB in achieving the ambitions outlined. Success will hinge on many factors, including Ireland’s economic performance over the 5-year period 2022 - 2026, the availability of the necessary resources and the ongoing strategic reform of the public sector.

As a statutory framework, the Limerick and Clare Education and Training Board Strategy Statement 2022 - 2026 sets out four strategic goals to be achieved over the five-year lifespan of the strategy, namely:

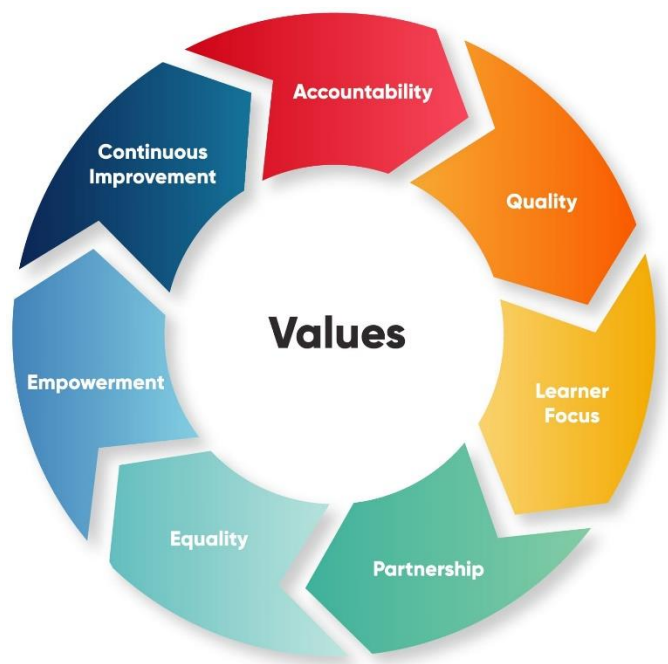
Priority Goals Summary	
<p style="text-align: center;"><b>Strategic Goal 1</b> <b>High Quality Student and Learner Experiences</b></p> <p>To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.</p> <p><i>This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses, and programmes.</i></p>	<p style="text-align: center;"><b>Strategic Goal 2</b> <b>Staff Support and Organisational Development</b></p> <p>To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.</p> <p><i>This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.</i></p>
<p style="text-align: center;"><b>Strategic Goal 3</b> <b>Good Governance</b></p> <p>To provide a governance and support framework that underpins the effective and efficient delivery of high-quality education and training services</p> <p><i>This is about ensuring that the quality of the ETB's education and training provision is supported by management and administration systems that meet the highest standards of governance, in terms of accountability, transparency, compliance, equity and value for money.</i></p>	<p style="text-align: center;"><b>Strategic Goal 4</b> <b>Partnership</b></p> <p>To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.</p> <p><i>This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.</i></p>

Limerick and Clare Education and Training Board is committed to its Public Sector Duty as specified in the Irish Human Rights and Equality Commission Act 2014. The ETB recognises that the Equality and Human Rights Public Sector Duty is an ongoing obligation, which must be continually engaged with and is integral to operational and planning processes. The ETB is committed to eliminating discrimination, promoting equality of opportunity and treatment of staff and those to whom LCETB provides a service. The ETB is committed to protecting the human rights of board members, staff and those to whom LCETB provides a service. The Public Sector Working Group is committed to review and update this assessment to ensure it aligns with contemporary challenges and best practices in the realm of equality and human rights.



### Core Values

- We commit to facilitate the empowerment of the community we serve through inclusive, respectful, supportive and holistic education and training.
- We commit to facilitate the empowerment of the community we serve through inclusive, respectful, supportive and holistic education and training.
- We commit to the highest standards of governance, ethical behaviour, integrity and accountability.
- We commit to the delivery of accessible high-quality services, and to working in a progressive, innovative, sustainable and creative manner.
- We commit to focus and respect the student/learner in the design, delivery and evaluation of our programmes and services.
- We commit to work in a spirit of partnership, mutual respect, openness and transparency.
- We commit to equality of opportunity and respect the rights, dignity and diversity of all our stakeholders.
- We recognise and support the central role of our staff team, and are committed to a culture of continuous professional development and wellbeing.
- We commit to adapt and respond to the ever-changing social and employment needs of our communities.



The Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 expresses a clear ambition for the organisation to play a leading role in the provision of high-quality lifelong education, training and enterprise skills needs.

The goals and priorities outlined in the Strategy Statement have been aligned to the goals and priorities set out in the Performance Delivery Agreement between the Department of Education and the ETB. Each goal has been written with its own set of strategic actions, which are designed to assist us in achieving this ambition.

Specific actions in 2024 have been articulated, along with performance indicators and targets to be achieved this year. These targets will be monitored and analysed through structured action plans, which will report progress on a regular basis.

Achieving the targets outlined in the Service Plan 2024 will require commitment and collaboration across all ETB stakeholders including staff, students/learners, managers, administrators, boards of management and all key partners. In working to achieve the stated targets, this ETB commits to the highest possible standards of corporate governance outlined in the Code of Practice for Governance of Education and Training Boards (Circular Letter 0002/2019).

## **Implementation and Monitoring Provisions**

### **Implementation**

This Service Plan 2024 has been developed to support the implementation of the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. While the Strategy Statement sets out the ETB's priorities and goals over a 5-year period, it is important that there is a process in place to support their delivery. Implementation of the strategy by the management of Limerick and Clare Education and Training Board is supported through an annual planning and budgeting cycle. Resources used to deliver on the Strategy Statement will come from existing operational budgets and, where required, additional funding will be sought. As we deal with the War in Ukraine, we are cognisant that there may be budgetary constraints and we may have to adjust our strategy and plans accordingly.

The Board of the ETB approves the annual plan and budget; and a formal evaluation of actual performance referenced to the service plan and budget is reported on an annual basis by publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements.

### **Consultation**

In developing this 2024 Service Plan, a consultation process was again undertaken with Senior Managers and Principals across the ETB to ensure that the actions set out for delivery during the Service Plan cycle are appropriate to the overall priorities and aims set out in the Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026. The consultation process also ensures that the outcomes set out for 2024 are achievable, deliverable and are owned by the Senior Managers and Principals in their respective areas of service provision.

## Monitoring

The following groups are in place to ensure that outcomes are delivered and reported upon:

- ETB Board
- ETB Finance Committee
- ETB Audit and Risk Committee
- Executive Group
- Senior Management Group
  - ICT Steering Group
  - Shared Services Working Group
- FET Steering Group (monitors implementation of the SOLAS/FET Strategic Performance Agreement)
- FET Strategic Regional Planning Network
- Principals and Deputy Principals Group
- FET Implementation Groups (with action plans) for
  - Technology-Enhanced Learning
  - Quality Assurance
  - Continuous Professional Development
  - Information Recruitment and Guidance
  - Active Inclusion
  - Enterprise Engagement.

## Reporting

The publication of the Limerick and Clare Education and Training Board Annual Report and Financial Statements is the primary expression of public accountability for the ETB. The annual report, comprising the financial statements and commentary, provides a comprehensive report of the ETB's activities throughout the preceding year. It provides the authority's stakeholders with information regarding the activities and financial performance of the ETB and, because of this, it is important to utilise the annual reporting process to ensure transparency and clarity of purpose. The planning and reporting process provides stakeholders with the reassurance that Limerick and Clare Education and Training Board is focused on actively working to deliver what it has set out to achieve over the lifetime of its Strategy Statement.

It is also a priority for 2024 to ensure reporting deadlines, set by the Department of Education, continue to be fully adhered to.

## 4. Statement of Services 2024

Under the terms of the Performance Delivery Agreement between the Department of Education and Limerick and Clare Education and Training Board, the following goals and priorities were identified and aligned to the goals and priorities outlined in the ETB’s Strategy Statement 2022 - 2026. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

**Performance Delivery Agreement (PDA) Goal 1: Optimise Student/Learner Experience**  
 Links to ->  
**Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 1: High Quality Student and Learner Experiences**  
 To promote and provide comprehensive high-quality education, training and lifelong learning opportunities as a pathway to address the personal, academic, social, economic and employability needs of people in our community.

This is about ensuring the highest quality learning and teaching experiences across our schools, FET campuses and programmes.

Priority	Action	Performance Indicator	Target
1.1 To provide equal access for all to education and training for the benefit of our communities.	During 2024, each of the departments within <b>LCETB Organisational Support and Development</b> Directorate (Finance, ICT, HR, Capital and Procurement and Corporate Services) will work with the Director of Schools and the Director of FET to ensure that all schools and FET Centres have access to the resources (financial, infrastructure and personnel) to enable them to provide a positive learning experience for all learners, including learners from marginalised groups. Specific actions in 2024 include: <ul style="list-style-type: none"> <li>• Continuing a planned cycle of improvements to facilities through the DoE summer works scheme, the emergency works scheme, DFHERIS Capital Programme and the Sports Capital Grants Scheme.</li> <li>• Working with the DoE to further develop ICT capabilities across our schools and FET Centres, including accessing grants for ICT equipment, and advice and support materials.</li> </ul>	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Positive working relationships with School Principals/Centre Managers to identify immediate repair and refurbishment needs in Schools and Centres.</li> <li>• Assess and plan for the future repair and refurbishment needs of school buildings and develop a multi-year approach to this work.</li> <li>• Seek the necessary funding for these improvements.</li> <li>• Ensure compliance with LCETB’s Procurement Policy.</li> <li>• Ensure value for money is achieved in expenditure across the organisation.</li> </ul>	Completion of refurbishment of designated buildings.



		<ul style="list-style-type: none"> <li>• Manage all capital investment to ensure a timely and earliest possible completion date for such projects.</li> </ul>	
	<p>The ETB's Schools Division is committed to supporting the development of inclusive school practices in 2024. This includes supporting School Boards of Management, School leaders, teachers, Special Needs Assistants and the development of Student Support Teams and Co-ordinators. This will help to create schools that are welcoming and supportive for all students. Specific Actions:</p> <ul style="list-style-type: none"> <li>• Ensure all necessary child safeguarding measures are in place in accordance with the Department of Education Child Protection Procedures for Primary and Post-Primary Schools 2017 (revised 2023).</li> <li>• Provide annual training of all newly appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDL) in Child Safeguarding Procedures in accordance with Department of Education policy.</li> <li>• Further develop patronage campaigns in accordance with Department of Education Strategy for Reconfiguration and consultation with other regional patrons.</li> <li>• Continue the establishment and development of Special Classes in ETB schools and colleges.</li> <li>• Work with the Department of Education and the National Council for Special Education to establish a new multid denominational Special School in Limerick for opening in September 2024.</li> <li>• Review, modify and ratify admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups.</li> <li>• Expand the pilot initiative to provide Assistant Psychologists for schools in Limerick and Clare</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through: An excellent working relationship between Head Office functions and the Directorates of Schools &amp; FET to work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation.</p> <p>Satisfactory participation and positive feedback from attendance at workshops and seminars for Child Safeguarding.</p> <p>Additional Community National Schools via divestment. All schools to have provision for Special Classes if required by community.</p> <p>Identification of opportunities for sharing good practice between Schools and Centres. Diversity-Focused admissions policies.</p> <p>Student Support Team Training to be completed for all team members.</p> <p>Establish a Professional Learning Network for the Special Class Coordinators of all Limerick and Clare Education and Training Board.</p>	<p>Attendance at workshops and seminars for Child Safeguarding.</p> <p>New Limerick Community Special School to open in September 2024</p> <p>Monitoring of engagement in Student Support Team Training.</p> <p>Development of resources for schools where the option for reconfiguration is requested.</p> <p>Annual meetings with the patrons of schools – Bishop of Killaloe and Bishop of Limerick to establish rapport on discussing any potential requirements to divest.</p>

	<p>Education and Training Board in partnership with the School of Psychology at the University of Limerick.</p> <ul style="list-style-type: none"> <li>• Provide training for new members of Student Support Teams and additional training tailored for established Student Support Teams in respect of critical incidents.</li> <li>• Develop and rollout digital supports providing information and guidance.</li> <li>• Work closely with other state agencies to support students during out of school-time - e.g., Tusla, HSE, Barnardos, CAMHS, Jigsaw.</li> <li>• Provide training for Boards of Management on the Admissions Act 2020 and the Characteristic Spirit of ETB schools.</li> <li>• Plan for changing demographics.</li> <li>• Support the development of additional 'out of school' supports (Summer Camps, Easter Camps, weekend events) through innovative offerings in schools in disadvantaged areas, the Youth Team, and Local Creative Youth Partnership.</li> <li>• Support students/learners at risk of educational disadvantage in line with current national policy.</li> </ul>	<p>Community Colleges and Community National Schools to share best-practice.</p> <p>Continued development of a digital portal for schools within StaffCONNECT.</p> <p>Continued adherence to national policy to ensure support of students/learners at risk of educational disadvantage.</p> <p>All school-going aged Ukrainian children to be enrolled in schools across Limerick and Clare.</p>	
	<p>The Limerick and Clare REALT Team has been diligently addressing the enrolment of children requiring school places in the region. Their weekly meetings and comprehensive approach have been instrumental in successfully meeting the Department of Education's objectives.</p> <p>In 2024, the REALT Team will prioritise English as an Additional Language (EAL) support for teachers at both primary and secondary schools. This focus will enhance the language proficiency of Ukrainian students and ensure their smooth integration into the Irish education system.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Weekly meetings of the Limerick and Clare Education and Training Board REALT Team.</li> <li>• Comparison of Ukrainian arrivals (profiling of age-groups) and enrolment in schools (primary and post-primary).</li> <li>• Promotion of Ukrainian Education Support Services Portal on <a href="http://www.LCETB.ie">www.LCETB.ie</a>.</li> </ul>	<p>Assessment of needs of all Ukrainian students and provision of adequate supports as required.</p> <p>Assist the DE as required to meet the needs arising from the IRPP.</p>

	<p>To date, all children seeking school placement in Limerick and Clare have been successfully enrolled in both primary and secondary schools, demonstrating the effectiveness of the REALT Team's efforts. The team continues to work tirelessly to provide support to Ukrainian families and ensure their children receive the best possible education.</p> <p>Supporting Ukrainian Families Displaced by War Regional Education and Language Teams (REALT)</p> <p>To address the evolving needs of Ukrainian families arriving in Ireland, the Department of Education has established Regional Education and Language Teams (REALTs). These teams are hosted by the regional education and training boards (ETBs) and are staffed by experienced education support personnel. Primary Objectives:</p> <p>The primary objectives of the REALTs are to:</p> <ul style="list-style-type: none"> <li>• Assist families in securing school places for their children.</li> <li>• Support schools in meeting the needs of Ukrainian students.</li> <li>• Advise and support the Department of Education in developing new capacity.</li> <li>• Coordinate the provision of education services to Ukrainian families.</li> </ul> <p>The REALTs will focus on the following key activities:</p> <ul style="list-style-type: none"> <li>• Providing information and support to families and schools on school placement and resources.</li> <li>• Assisting with the identification and allocation of additional school places, as needed.</li> <li>• Providing English for Speakers of Other Languages (ESOL) support to Ukrainian students.</li> <li>• Liaising with other local coordinating structures to ensure a holistic approach to supporting Ukrainian families.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness raising of pathways to FET and Higher Education for Ukrainian students who conclude post-primary education.</li> <li>• Assist the Department of Education, as needed, to meet the needs arising from the Irish Refugee Protection Programme (IRPP) and provision for international protection applicants.</li> </ul>	
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	<p><b>Structure and Support</b> The REALTs are hosted and administratively supported within the ETBs, ensuring seamless integration with existing education support services. The teams will work closely with schools, families, and community organizations to ensure that Ukrainian children receive the support they need to integrate into the Irish education system.</p> <p>Each REALT consists of a network of other key agencies, including:</p> <ul style="list-style-type: none"> <li>• Tusla Education Support Service (TESS)</li> <li>• NEPS regional personnel</li> <li>• NCSE regional personnel</li> <li>• Management body local nominees</li> <li>• and other key partners as appropriate</li> </ul> <p>In addition, the REALTs will collaborate closely with people from a range of other services, depending on the needs of the children arriving in Ireland and the challenges faced by schools. These agencies and bodies may include:</p> <ul style="list-style-type: none"> <li>• Teacher support services, including PDST and JCT</li> <li>• Education Centre Network</li> <li>• Local county councils/authorities</li> </ul> <p><b>Commitment to Integration</b> The Department of Education is committed to providing comprehensive support to Ukrainian families displaced by war. The REALTs play a critical role in ensuring that Ukrainian children have equitable access to education and can thrive in their new communities.</p>		
	<p>During 2024, the ETB's <b>ICT Department</b> under the <b>OSD Directorate</b> will continue to provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The increase in numbers of staff using StaffCONNECT (MS</li> </ul>	<p>Analysis of the number of staff engaging with Office 365 and its impact.</p>

	<p>support ETB schools and centres. During 2024, the ICT Department will support the following actions:</p> <p>The continued maintenance of specific SharePoint sites for each school with associated training and support.</p> <p>Delivery of continuous professional development to support the rollout of Office 365, including the use of MS Teams for remote teaching and learning.</p> <p>Continue to work with the DE to further develop ICT capabilities across ETB schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</p> <p>Configuring secure remote access through the ETB's Portal, allowing specific staff to connect to the ETB's ICT infrastructure for the purposes of supporting ETB objectives.</p> <p>Provide an advisory support around ICT procurement.</p> <p>Monitoring of ETB hardware/software and upgrades for same.</p> <p>Roll out of Multi Factor Authentication across LCETB.</p> <p>Project Management of new systems including upgrades.</p> <p>Infrastructure development and management of same.</p> <p>IT Data Protection and Security.</p> <p>Advise on Cyber Security. Improve existing systems and introduce new measures where appropriate</p> <p>Software license management.</p> <p>Securing funding for capital and ICT investment to address identified priorities and Limerick &amp; Clare ETB infrastructural development needs.</p> <p>Continue to identify and avail of ICT funding streams available for all areas of delivery</p> <p>To link ICT infrastructure investment to Buildings upgrade actions where appropriate</p> <p>Installation and Management of telephony systems</p>	<p>SharePoint) including all sites developed for schools.</p> <ul style="list-style-type: none"> <li>• The number of CPD opportunities delivered to support the rollout of Office 365.</li> <li>• The number of all staff engaging with and utilising Office 365 by the end of 2024.</li> <li>• Number of Staff signed up for Multi factor Authentication.</li> <li>• The number of new ICT infrastructure projects in place by the end of 2024.</li> <li>• The volume of staff accessing the ETB Portal in 2024 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same.</li> <li>• Number of upgrades carried out in 2024.</li> <li>• To make improvements in connectivity, device supports and managed services</li> </ul>	<p>The record of the number and impact of new ICT infrastructure projects.</p> <p>The number of Staff accessing the ETB's ICT infrastructure through the secure portal.</p> <p>Number of staff signed up for Multi factor Authentication.</p> <p>The number of contacts in relation to school/centre needs around ICT procurement.</p> <p>Number of upgrades carried out in 2024.</p> <p>Identify and progress further infrastructural projects in line with available funding</p>
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	<p>Management of Systems including local On Prem and cloud systems across administration and Teaching &amp; Learning.</p>		
	<p>The FET Active Inclusion Support Service (AISS) aims to ensure that, as far as is reasonably possible, all learners are provided with the supports required to allow them to benefit from the educational opportunities available while participating in a FET programme offered by LCETB.</p> <p>In 2024, the College of FET will continue to provide a range of supports for learners in line with the <b>College of FET Learner Support Framework</b>.</p> <ul style="list-style-type: none"> <li>- <b>Learning Hubs</b> have a defined role within the FET campuses and act as a shop front for a range of learning supports while also providing resources and facilities to support both self-directed and tutor led learning. Their locations have been chosen to target learners coming from unemployment blackspots/ areas of deprivation and the hub team played a critical role in providing individualised, targeted supports to learners throughout the Covid -19 Pandemic. Working the TEL team, an online suite of Moodle programmes has been developed in a virtual hub to support the work of the network of learning hubs.</li> <li>- The College of FET will also continue to make connections with key community-based partners through the <b>Reach Fund 2024</b> to enhance access to FET provision.</li> <li>- LCETB was the first ETB in the country to roll out SENI across all its Youthreach provision, through the Learner Mentoring Initiative (Youthreach) pilot project. The</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• No. of learners registering for supports through AISS</li> <li>• No. of Learning Hubs</li> <li>• No. of groups applying for the Reach Fund.</li> <li>• No. of groups supported through the REACH fund.</li> <li>• Range of initiatives funded through the Reach Fund.</li> <li>• Implementation of actions outlined in the <u>College of FET ESOL &amp; Migrant Learners Framework</u>.</li> <li>• Participation by key target groups most at risk of exclusion including Roma, Traveller, people seeking international protection, and people with disabilities.</li> </ul> <p>Core areas of development in literacy:</p> <ul style="list-style-type: none"> <li>- Common assessment approach for literacy in line with national guidance.</li> <li>- Expansion of provision to build digital capabilities.</li> <li>- Working with partners, roll-out literacy awareness training in health, local government, social welfare, community development and other</li> </ul>	<p>The target for widening representation in 2024 will be 930.</p> <p>A flexible and targeted approach to learning along with training tailored to the skills profile of the learner to upskill, reskill and start learners on their digital skills learning path.</p> <p>The target for ALL in 2024 is to expand to 5,650 Learners</p>

	<p>project was reviewed in 2023, and is expected to be mainstreamed, using findings from the review in 2024.</p> <ul style="list-style-type: none"> <li>- The College of FET will also continue to support ESOL and Migrant Learners in line with the College of <b>FET ESOL and Migrant Learner Framework</b>.</li> </ul> <p>LCETB offer a unique migrant tailored career guidance service to those who are seeking protection in Ireland and to the general migrant population.</p> <p>The College of FET is also committed to being part of the <b>Irish Government’s humanitarian response</b> in welcoming people fleeing the war in Ukraine and seeking protection in Ireland. The most urgent educational need emerging for the Ukrainian population is the requirement for English Language tuition across a range of levels. The College of FET developed a service-wide, integrated response. A cross service operational group established to include Core Skills, ESOL, Guidance and Active Inclusion meets weekly with the relevant Adult Education Officers to plan provision, review issues, manage budget and develop innovative responses. As part of the ALL strategy, ESOL provision will continue to develop.</p> <ul style="list-style-type: none"> <li>- <b>Universal Design for Learning</b> will continue to be a key approach. Projects are being devised in consultation with a range of agencies and groups with a focus on Outreach and Access and Transitions. A College of FET wide approach will be enabled to support learner transitions.</li> <li>- <b>Employability Skills courses</b> will target those in unemployment blackspots as well as the long-term unemployed with a view to preparing them for the</li> </ul>	<p>key public interface settings across the region.</p> <ul style="list-style-type: none"> <li>- Integration of literacy support with provision at NFQ Levels 4-6.</li> <li>- Support the literacy needs of those in employment via Skills to Advance.</li> </ul>	
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	<p>workplace and/or for progression to further education and training.</p> <p>LCETB has a long track record in supporting <b>literacy, numeracy and digital inclusion</b> across its region, however, as a result of the impact of the pandemic this provision has dropped significantly.</p> <p>Over the course of this agreement, LCETB will initially commit to ‘rebooting’ to 2019 levels, with then a further aim to grow this by 10%, contributing to the overall expansion of literacy investment and provision sought in the ALL strategy. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion.</p>		
	<p>FET Priority: <b>Simplify FET pathways</b>, and work collaboratively with key stakeholders to find solutions to address barriers to learner access and progression.</p> <p>The AISS has a role in developing the College of FET's <b>engagement with under-represented groups</b> to facilitate transitions from post-primary to tertiary education. Actions include working with colleagues in Pathways and QA to develop initiatives which support transitions from school to FET, building on unique local partnership models with community groups to engage new learners, designing and delivering tailor made supplemental workshops based on local campus requirements in conjunction with provision.</p> <p>In 2024, we will continue to ensure our College of FET Campuses provide an inclusive and supportive environment for our <b>Traveller and Roma learners</b> through the work of the AISS adult educator.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• A Service Wide Pathways Framework is in place incorporating all elements of Pathways Provision delivered by the College of FET</li> <li>• Development of a targeted Pathways Pilot Projects focused on transitions from School to FET in 2024</li> <li>• Delivery of Pathways from Schools Taster programme that provides post primary students with active learning opportunities within full time provision</li> <li>• Enhancement of Pathways and linkages for FET level 5 &amp; 6 graduates to HE</li> <li>• Development of a targeted Pathways Pilot Project focused on</li> </ul>	<p>Action Plan will be in place, overseen by a Steering Group, defined deliverables will result in enhanced engagement from under-represented groups.</p> <p>Shannon FET Pathway Targets:</p> <ul style="list-style-type: none"> <li>• Barista C&amp;G L2: 250 learners</li> <li>• 2 week taster courses: 70 learners</li> </ul> <p>Raheen FET Pathway Targets is to increase</p>



	<p>The college of FET will also continue to <b>develop Pathways to Apprenticeship</b> – an initiative offering a range of courses that one can take in advance of an apprenticeship.</p>	<p>transitions to FET for people from Traveller and Roma backgrounds in 2024</p> <ul style="list-style-type: none"> <li>• Develop enhanced Linkages with support agencies, (e.g. Headway, Chime, NALA) provide advice (along with IRGS) on requirements for ease of entry</li> <li>• Number of taster workshops</li> <li>• Number of general pathways Programmes</li> <li>• Number of sectoral specific pathways programmes</li> <li>• Number of pre-apprenticeship pathways programmes</li> </ul>	<p>participation to 400 students</p>
	<p>FET Priority: Promote and support inclusive engagement with ESOL and Migrant Learner Communities to enable them to successfully engage with FET.</p> <p>In 2023, under our <b>ESOL and Migrant Learner Framework</b>, staff from the College of FET were invited to evaluate QQI Level 1 and 2 ESOL Curriculum for Cavan Monaghan ETB. Once approved by QQI, the College of FET will be in a position to apply for differential validation in 2024, enabling the College to expand its range of certification options in ESOL.</p> <p>The <b>FET Ukraine Response team</b> meet weekly with the AISS and Provision Adult Education Officers. An ESOL Refugee Resettlement Programme is planned for 2024 in Limerick. As English levels improve, learners are progressing on to the wider vocational opportunities available across the College of FET.</p> <p>Our focus in 2024 will include looking at pathways and progression options for these groups into the wider College of FET Provision.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• During 2024, FET will implement the actions outlined in the <u>College of FET ESOL &amp; Migrant Learners Framework</u>.</li> </ul>	<p>Action Plan in place overseen by a Steering Group with clear named deliverables resulting in enhanced engagement.</p>

	<p>FET Priority: Provide relevant support and mentoring to staff in the area of <b>disability</b> including development of resources, promotion of the LENS report and delivery of PLD.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• During 2024, AISS will continue to develop resources and support delivery of training in Disability related areas - supported by the FET Staff Resources including LENS Report Training.</li> <li>• LCETB Disability Awareness Information for FET Practitioners.</li> <li>• Disability Awareness Booklet – Legislation Etiquette Language.</li> <li>• Staff PLD initiatives.</li> <li>• 2024 Fund for learners with disability.</li> <li>• 2024 College of FET Learner Support Fund.</li> <li>• Number of FET campus initiatives.</li> </ul>	<p>Continue to provide significant supports to staff across the college of FET to enhance their awareness of how the learning environment can be adapted to meet the needs of our learners with disabilities with resources developed to underpin this work.</p>
	<p><b>The College of FET Technology Enhanced Learning Action Plan</b> sets out 11 distinct actions under the heading: Learners and TEL. These actions are about ensuring the learner voice is at the centre of our development with regard to technology use, through evidence-based learner-centred approaches across FET (including Universal Design for Learning (UDL) principles and involving learners in the co-design of learning). They are about digital inclusion and ensuring learners are not disadvantaged or excluded because of technology but rather that technology is utilised for inclusion and access. They are about promoting the ongoing use of technology by FET learners for self-directed learning, engagement in learning communities, self-assessment and planning their personal learning pathways. They are also about initial assessment of digital skills and the ongoing development of digital skills throughout the learning journey.</p>	<p>Performance and progress in 2024 will be monitored and evidenced using the following performance indicators:</p> <ul style="list-style-type: none"> <li>• Digital Skills Assessment: Measuring the effectiveness of pre-entry digital skills assessments and integration into pre-entry processes.</li> <li>• Digital Skills Development: monitoring learner confidence and competence in technology use.</li> <li>• Inclusion and Accessibility: Evaluating the impact of technology in promoting digital inclusion and ensuring no learner is disadvantaged or excluded due to technology.</li> <li>• Feedback Incorporation: Assessing how effectively learner feedback on</li> </ul>	<p>In 2024 the key focus will be on learner induction and a key target will be the development and adoption of a common digital induction pack to be used across FET. The target is that the resource will be developed, trialled with learner groups and in place for use across FET by September 2024.</p>

	<p>In 2024 the key focus will be on learner induction and a key target will be the development and adoption of a common digital induction pack to be used across FET.</p>	<p>technology use is integrated into planning and day-to-day operations.</p> <ul style="list-style-type: none"> <li>• Digital Wellbeing: Monitoring the balance between technology adoption and the digital well-being of learners.</li> <li>• Technology Resource Accessibility: Ensuring equitable access to technology resources and assistive technologies for learners.</li> </ul>	
	<p>As part of the TEL Action Plan LCETB is developing a <b>blended learning strategy, policies and procedures</b> which are learner-centred, inclusive and flexible and increase access by offering high quality blended and online learning opportunities as a core part of provision.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Blended Strategy developed.</li> <li>• College of FET approved for Blended Delivery.</li> <li>• Blended Course Offerings.</li> <li>• Increase in number of learners availing of high-quality blended provision.</li> </ul>	<p>Increase in provision of blended delivery of courses.</p> <p>Increase in numbers of learners availing of high-quality blended provision.</p>
<p>1.2 To ensure the highest educational, training and ethical standards are maintained across the organisation's schools and FET campuses.</p>	<p>The ETB's <b>Schools Division</b> will continue to scaffold the learning and experience from supporting schools through its Principals and Deputy Principals Forum, Advisory Group on self-evaluation to ensure quality assurance in maintaining high standards in teaching and learning. The Division's Support Team will support the continued implementation of the Leading School Improvement (LSI) initiative and the Curriculum Leaders' initiative in 2024 to enable our schools to engage proactively with self-evaluation, School Improvement Plans and DEIS planning. Actions in 2024 include:</p> <ol style="list-style-type: none"> <li>1. Implementing the School Self-Evaluation process.</li> <li>2. Supporting preparation for Whole School Evaluations (WSE), programme evaluations and</li> </ol>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meeting with SSE Coordinators and Principals in schools.</li> <li>• Engagement and activity under the Leading Inclusive Learning and Teaching &amp; Assessment Initiative including:</li> <li>• Review inspection reports.</li> <li>• All schools are represented at communities of practice seminars on-line and in-person.</li> <li>• Number of meetings and events in 2024.</li> <li>• Number of collaborative initiatives.</li> </ul>	<p>Fully implement recommendations of School Inspection Reports.</p> <p>Evidence of having analysed and shared best practice across our schools.</p> <p>Analysis of Leaving Cert results and appropriate corrective action.</p>

	<p>subject evaluations through the Leading Teaching and Learning initiative (LILTA).</p> <ol style="list-style-type: none"> <li>3. Promoting teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading Teaching and Learning Initiative (LILTA), Transition Year Forum, Digital Leaders, SENCO Forum, Guidance Counsellor Forum, Special Class Coordinator Group, Student Support Team Coordinators and Assistant Principals Forum.</li> <li>4. Meetings with the Department of Education Inspectorate on best-practice models will also be arranged for schools.</li> <li>5. Establish Student Voice Leaders in all ETB schools across Limerick and Clare and support of student participation through Student Councils in partnership with the Irish Second Level Students Union (ISSU).</li> <li>6. Provide professional development to Student Voice Leaders.</li> </ol>	<ul style="list-style-type: none"> <li>• Meetings with Student Councils across ETBs.</li> <li>• Student Councils to address Board of Management meetings.</li> </ul>	
	<p>The College of <b>FET QA Governance structures</b>, that of the Quality Council and its associated subgroups (Quality Assurance and Programme Governance), combined with the College of FET Strategic Regional Planning Network and FET Steering Group meet regularly.</p> <p>In 2024, <b>policy developments</b> will continue to provide clear guidance, ensure compliance with regulations, promote consistency and fairness, mitigate risks, support quality assurance, enhance communication and transparency, offer legal protection, and align with LCETB strategic planning.</p> <p>In 2024, the <b>College of FET Child Safeguarding Rollout</b> will continue. FET staff will receive updated DLP/DDLP training</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of integrated provision across the College of FET.</li> <li>• Public Sector Duty PL&amp;D.</li> <li>• New policy development.</li> <li>• Quality governance structures documentation.</li> <li>• Child safeguarding roll out.</li> </ul>	<p>Increase in numbers and continued engagement with professional development.</p>

	<p>in compliance with requirements. The oversight compliancy process is being finalised and briefing sessions regarding same early in 2024.</p> <p>The College of FET has adopted a 'One Strategy, One Team, One College' approach. This pioneering approach shifted from a program-centric focus to creating an inclusive College environment, exemplified by the Campus structures, where all full time and part-time provision is being delivered within the College of FET. The integration process involves combining provisions into a unified offering spanning levels 3, 4, 5 &amp; 6 across full and part-time provision to increase the opportunities for learners.</p>		
<p>1.3 To respond to identified personal, academic, social, economic and employability needs of our stakeholders.</p>	<p>In 2024, LCETB will continue to enhance the quality, relevance, and responsiveness of its FET provision to the diverse needs of individuals and communities while also addressing skill gaps within the region's industries.</p> <p>In line with the Mid-West Regional Skills Forum (MWRSF), the National Skills Strategy and the Action Plan for jobs, the ETB's College of FET has an established <b>Enterprise Engagement Support Service (EESS)</b>. The service will continue to engage with a broad range of stakeholders, employers and learners in order to increase employer engagement between the ETB and bodies such as MWRSF, Chambers of Commerce, LEOs, IBEC, IDA and DSP, thus enabling the ETB address specific training needs and design bespoke programmes where required.</p> <p>During 2024 the EESS will:</p> <ul style="list-style-type: none"> <li>• Continue to be an active member of the Mid-West Regional Skills Forum.</li> <li>• EESS is represented on the DFHERIS Expert Advisory Group on Offshore Wind Skills and Workforce Requirements.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Outcomes of Enterprise Engagement Activity in 2024 will be managed and monitored internally by the EESS Implementation Team.</li> <li>• New programmes will be developed in 2024 in response to needs of industry cluster groups – specifically in Engineering, Biopharma, IT, Retail and Hospitality and Tourism.</li> </ul>	<p>Increase in number of programmes being delivered in 2024 in response to needs of industry. This will be managed and monitored by the EESS Implementation Team.</p> <p>2024 Skills to Compete target (2,420) 2024 Skills to advance target (1,700)</p> <p>2024 Key Skill Needs target (4,500)</p>

	<ul style="list-style-type: none"> <li>• ESS co-chairs the Mid-West Renewables Education and Training Cluster.</li> <li>• EESS chairs the Immersive Software Cluster with ETB's and Green Skills</li> <li>• EESS chairs the Film and Education Training Network Mid-West.</li> <li>• ESS collaborated with Quality Assurance on the establishment of the Bakery Apprenticeship Working group and set up a series of meetings for 2024.</li> <li>• Continues to ensure that industry requirements are matched to education providers through ETB representation on the Chambers, Mid-West Regional Skills Forum, LEOs, EI, IBEC.</li> <li>• Continue to develop industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail.</li> <li>• Work with 'Limerick for Engineering' providing a direct link to employers in developing a pipeline of apprentices, technicians and engineers to meet the specific demands of the engineering sector in the Mid-West.</li> <li>• Strengthen the skills base of employees in Hospitality, Tourism and Recreation through the College of Further Education and Training Hospitality Campus and other provision.</li> </ul>		
<p>1.4 To nurture the development of the individual as a whole person to maximise their potential at each stage of the learning process.</p>	<p>The ETB's <b>Schools Division</b> will work to ensure that our schools deliver the highest quality learning, teaching, assessment, and wellbeing experiences in 2024. Specific initiatives in 2024 include:</p> <ol style="list-style-type: none"> <li>1. Schools will continue to receive support from the Cluster Groups and Advisory Groups that were established in 2020 to advise on best-practice and effective strategies to enhance student experiences.</li> </ol>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Reports from the Cluster Groups and Advisory Groups on the impact of the cluster events organised for schools.</li> <li>• Meetings with Principals and Deputy Principals.</li> </ul>	<p>To having increased the number of students participating in Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle school year 2024/25.</p>

	<ol style="list-style-type: none"> <li>2. Working with the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community.</li> <li>3. Working with the Department of Education and 4 ETB Schools to implement Phase 1 of the new Physical Education for Senior Cycle.</li> <li>4. Ensuring that additional schools prepare to offer Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle.</li> <li>5. Continuing to support the introduction of Leaving Certificate Computer Science as a subject in 2 Limerick and Clare Education and Training Board post-primary schools in 2021.</li> <li>6. Continue to work with the Education Department of University of Limerick to formulate a Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board.</li> <li>7. The implementation of various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community.</li> <li>8. Continued partnership with the University of Limerick Health Sciences Academy in raising awareness on wellbeing.</li> <li>9. Presentation to all school Boards of Management on the core values of Teaching, Learning and Assessment in our schools.</li> <li>10. Continued roll-out of ETBI Ethos and Core Values training for Community National Schools and Community Colleges.</li> </ol>	<ul style="list-style-type: none"> <li>• School visits and discussions with Student Support Teams.</li> <li>• Number of students participating in the PE for Senior Cycle programme.</li> <li>• Number of students taking Computer Science as a Leaving Cert Subject in 2024.</li> <li>• Development of a Memorandum of Agreement (MOA) with the Education Department in UL in 2024.</li> <li>• Feedback from Boards of Management on presentation to Boards.</li> </ul>	<p>Members of school Boards of Management having a clear understanding of Teaching, Learning and Assessment in Limerick and Clare Education and Training Board schools.</p> <p>Boards of Management receiving information on ETBI Ethos and Core Values.</p> <p>Two meetings per year to review the MOUs.</p> <p>All Principals and Deputy Principals to receive updates and presentation on best-practice with LAOS.</p> <p>All Limerick and Clare Education and Training Board Community National Schools and Community Colleges to have section on school website about Ethos.</p>
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	<p>FET Priority: Improve learners’ participation and transitions through integrated, consistent <b>wrap-around assessments and supports</b> throughout their learning journey.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• During 2024, FET will continue to develop and enhance the FET Wide Learner Support Service through the Learning Hub Network. <u>Learner Supports   College of FET</u> The Learning Hub Network fosters Active inclusion within an Integrated ETB Framework of Supports.</li> <li>• Build the capacity and capability of the organisation through staff recruitment and upskilling.</li> </ul>	<p>During 2024 learners are provided with the supports required to allow them to fully participate and benefit from the educational opportunities available while participating in a Further Education and Training course offered by Limerick and Clare Education and Training Board.</p>
	<p>FET Priority: Promote and support <b>Learner Mental Health and Wellbeing</b> in a consistent, structured and planned way.</p> <p>The College of FET Learner Mental Health and Wellbeing Framework outlines how LCETB promote and support Learner Mental Health and Wellbeing in a consistent, structured and planned way. The Framework support the College of FET in providing leadership and resources to promote and support Learner Mental Health and Wellbeing.</p> <p>Campus Mental Health and Wellbeing Teams to run events and activities which support and promote good mental health amongst our campus communities (e.g. wellness days, amber flag initiatives, sport events, healthy eating events, art events, field trips, etc.) in 2024.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of Mental health and wellbeing initiatives across FET campuses</li> <li>• AISS budget dedicated to mental health and wellbeing</li> </ul>	<p>Learner Mental Health and Wellbeing will be promoted in a resourced, consistent, structured and planned way across all provision.</p>
	<p>In 2024, <b>Recognition of Prior Learning</b> will continue to be prioritised and enhanced, supported by an RPL Support Officer in the QA Support Service.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of Learners graduating through RPL processes.</li> </ul>	<p>Continued development of staff capacity via internal and external PL&amp;D initiatives.</p>



	<p>In 2024, organisational capacity will continue to be enhanced through training, policy and procedures development, etc.</p>	<ul style="list-style-type: none"> <li>• Number of staff attending in-house and external PL&amp;D on RPL.</li> <li>• Number of different sectors engaged with to provide RPL services.</li> </ul>	<p>Promotion of RPL across all campuses and provisions with an emphasis on mainstreaming RPL provision offering.</p> <p>Increasing the offering of RPL across campuses and increase in learners achieving certification.</p> <p>External promotion of RPL on College of FET website, posters, flyers, information sessions etc.</p>
<p>1.5 To provide high quality information, guidance, counselling and student/learner support services across the organisation's schools and FET campuses.</p>	<p>The ETB's <b>Schools Division</b> will support schools in developing a whole school guidance framework and will further develop links with FET and Third Level Institutions through the Guidance Counsellors Forum (established in October 2019). Actions for 2024 include: The development of a Whole School Guidance Framework. This will incorporate the following areas of learning:</p> <ul style="list-style-type: none"> <li>• Developing &amp; maintaining self-esteem &amp; a positive self-concept.</li> <li>• Interacting effectively with others (face-to-face &amp; online).</li> <li>• Developing &amp; growing throughout life.</li> <li>• Employing effective personal learning/exam strategies.</li> <li>• Making educational choices in line with career aspirations.</li> <li>• Using career-related information &amp; sources appropriately.</li> <li>• Understanding the world of work &amp; life roles.</li> <li>• Managing career development &amp; decision making.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Whole School Guidance Framework review by end of 2024.</li> <li>• Number of events and meetings in 2024 of the Guidance Counsellors Forum.</li> <li>• Number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2024.</li> <li>• Number of initiatives/resources developed in 2024.</li> <li>• Meetings and professional development opportunities for Guidance Counsellors in 2024.</li> <li>• Increased numbers of Transition Year students attending taster events.</li> </ul>	<p>An established School Guidance Framework.</p> <p>Good attendance and participation at Guidance Counsellors Forum.</p> <p>Evidence of development of new initiatives/resources in relation to student wellbeing.</p>

	<ul style="list-style-type: none"> <li>• On-going support and Development of the Limerick and Clare Education and Training Board Guidance Counsellor Forum established in 2019.</li> <li>• Development of the Transition Year taster programme in association with FET to broaden experience in apprenticeship and traineeship pathways (Culinary Arts, Barista training etc.).</li> <li>• Continued development and expansion of the Junior Health Science Academy partnership with University of Limerick and University of Limerick Hospital Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of students accessing Apprenticeship Careers Showcase.</li> <li>• Designation of a member of the Schools Division Support Team to liaise with the Guidance Counsellor Forum and disseminate useful resources and information.</li> </ul>	
	<p>The ETB's <b>Schools Division</b> will develop teaching and learning strategies and resources to promote autonomous learning and collaborative learning for students in its schools by promoting professional networking opportunities for staff across Limerick and Clare.</p> <p>The Schools Division will continue to develop resources and supports for schools to deploy at school level to address the risk of educational disadvantage.</p> <p>Schools will continue to be supported with training for Student Support Teams in all schools to help students who may be at risk.</p> <p>The Schools Division will work with the Department of Education, the Department of Health and other Departments in 2024 to implement the recommendations of the National Taskforce on Youth Mental Health, the Youth Mental Health Pathfinder Project and the Connecting for Life Strategy (2015-2021).</p> <p>The Schools Division will work in partnership with the School of Psychology at University of Limerick to co-develop MY-Psychology.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings of Principals and Deputy Principals to promote best-practice.</li> <li>• Review meetings with Student Support Teams via the regular SST Forum meetings.</li> <li>• Surveys of schools.</li> <li>• Meetings with HSE Connecting for Life (CfL) Team.</li> <li>• Meetings to promote teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading Teaching and Learning Initiative (LILTA), Transition Year Forum, Digital Leaders, SENCO Forum, Guidance Counsellor Forum, Special Class Coordinator Group, Student Support Team Coordinators and Assistant Principals Forum.</li> </ul>	<p>Surveys with Student Support Team Coordinators. Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health Strategy (2015-2021) etc. Review of progress with HSE Connecting for Life (CfL) Team.</p> <p>Programme to be offered to all Limerick and Clare Education and Training Board Community Colleges.</p>

	<p>MY-Psychology is an innovative programme to tackle Mental Health and Wellbeing in young people launched as part of Science Week 2022. It is co-designed with teachers and students in Limerick and Clare Education and Training Board schools ensuring it is relevant and engaging for young people.</p> <p>MY-Psychology, or MY-Psy, is a ground-breaking, psychology education programme with a focus on positive mental health and well-being promotion. Funded by Science Foundation Ireland, MY-Psy is led by Dr Jennifer McMahon, Senior Lecturer in Psychology at University of Limerick, and Director of SCY-Lab (School, Child &amp; Youth Mental Health and Wellbeing Lab). It is a collaboration/partnership between the SCY-Lab, the Junior Health Sciences Academy (UL Hospitals Group, Mid-West Community Healthcare and University of Limerick) and Limerick and Clare Education and Training Board, bringing together research, education, and healthcare specialities. Other key stakeholders include Jigsaw Limerick, Limerick Youth Service, and teaching staff in the Limerick/Clare area.</p>		
	<p>The College of FET provides a professional and confidential <b>Information, Recruitment and Guidance</b> Support Service (IRGSS) to all learners. The IRGSS plays a critical role through clear, transparent and accessible person-centred, pre-entry and on-programme information and guidance supports, designed to facilitate access for learners. These include: Pre-entry Flyers; online webinars, IRGSS staff attendance at various local and regional fairs and other fora to promote FET opportunities; Information Hubs in Limerick and Clare as one-stop-shops; Centralised information query systems; Drop-in services; One-to-one, pre-entry guidance available in FET Colleges/campuses and</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of IRGSS events</li> <li>• Range of Information and guidance resources</li> <li>• Number of FET beneficiaries of IRGSS services</li> <li>• Number of FET Campus wellbeing events</li> <li>• Number of FET learners availing of counselling services</li> <li>• Progression rates (PLSS)</li> </ul>	<p>Increase in numbers availing of services.</p>

	<p>Community locations across the region for a clearly-defined target group.</p> <p>In 2024, a new animated video for the College of FET website and Social Media <a href="http://www.collegeoffet.ie/guidance">www.collegeoffet.ie/guidance</a>, showcasing the value of meeting with a College of FET Guidance Counsellor will be embedded on the College of FET website and shots will also be used in social media campaigns and other awareness raising activities over the lifetime of the current FET IRGSS Strategy.</p> <p>FET Campuses will continue to hold open days to promote FET to new learners.</p> <p>The IRGSS also supports community-based programme on registration days. It is involved with Regeneration projects in the city including Equine Employability Skills and Personal Development programme for addiction/substance abuse. Over the next two years, a major priority will be to improve pathways through FET for people with disabilities. A focus of development will be working with the National Learning Network to ensure that learners starting out with them as part of the Specialist Training Provision initiative have clear integrated pathways from the outset. Aligned with this work is the development of a collaboration between IRGSS and Down Syndrome Ireland.</p>		
	<p>LCETB College of FET <b>school to FET pathways programme</b> has been very successful. A wide range of programmes for TY students is available, as well as taster sessions across a number of skills areas, including in hospitality, apprenticeship, engineering, outdoor education, taster courses in CNC, hairdressing as well as future skills such as AI and an introduction to robotics.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of school outreach initiatives.</li> <li>• New L5&amp;6 programmes on CAO-linked FET site.</li> <li>• Development of new certified taster courses for TY students to expand</li> </ul>	<p>Increase in levels of engagement and participation.</p>

	<p>In 2024, a <b>new Artificial Intelligence Hub</b> will open in Raheen Campus. This state-of-the-art modular learning space is designed to enable both Primary and Secondary School students gain hands-on experience in everyday Artificial Intelligence. Applications including Coding, VR/AR, Introduction to Engineering, Humanoid Robotics, Industry 4.0, Smart Cities and Green Energy, Smart Transportation. The AI Hub will provide learners with practical hands-on activities exposing them to multiple disciplines and various scenarios in which artificial intelligence takes control of our lives. It will give students a unique and rich learning experience to ensure that they are work ready for the future.</p> <p><b>Sectoral Specific Pathways Programmes</b>, such as Barista Training, Junior Chef Apprentice Taster, Pathways to Outdoor Education and Pathways to Construction will also continue in 2024.</p> <p>For example, the <b>Immersive Technology Construction Hub</b> will be based in the Green Innovation Campus. It will provide learners with practical hands-on activities exposing them to multiple construction technologies and various scenarios using VR/AR Technologies. Students will also gain hands-on experience using construction heavy machinery training simulators, providing highly realistic simulation-based training including earthmoving equipment, track excavator, dumper truck and artic-truck.</p>	<p>on the range offered in 2024, these include:</p> <ul style="list-style-type: none"> <li>• Digital Engineering. <ul style="list-style-type: none"> <li>• MMA Welding.</li> <li>• Oxy Welding.</li> <li>• Engineering Design Awareness.</li> <li>• Electrical.</li> <li>• Barista training.</li> <li>• Concrete and Paving.</li> <li>• Beauty.</li> <li>• Hairdressing.</li> <li>• Aircraft maintenance.</li> <li>• Materials and Resin.</li> </ul> </li> <li>• Progression Rates (PLSS).</li> </ul>	
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	<p>In terms of <b>pathways to higher education</b>, the national development of a unified tertiary sector is progressing. It is a joint initiative between the Higher Education Authority (HEA) and SOLAS, ETBs &amp; HEIs, for the purpose of developing closer links with HE partners in the Mid-West region and putting in place a system which allows progressive pathways through and between further education and higher education. A new National Tertiary Office (NTO) was set up, and a national Director was taken on to lead out on the new Tertiary Programme.</p> <p>In July 2023, the National Tertiary Programme (TP) was officially launched. Going forward the plans are for the tertiary programme to widen participation, develop a robust framework for tertiary and to continue the roll-out of new tertiary course. New partnerships in collaboration with colleagues in the HEIs in the Mid-West region will be identified.</p> <p>In addition, at national level, entry criteria for tertiary programmes will be reviewed, and two strategic groups will be formed:</p> <ul style="list-style-type: none"> <li>• Joint Tertiary Degree Funding Model Review Group</li> <li>• Tertiary Partners Network</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of meetings with Strategic groups.</li> <li>• MoUs &amp; MoAs in place and implemented by participating partners.</li> <li>• Number of learners enrolled in FET-HE tertiary courses.</li> <li>• Progression to level 6 of level 8 course.</li> <li>• Number of FET learners progressing to HE.</li> <li>• Number of HE students progressing to FET.</li> <li>• Number of degree courses developed, due diligence attended to, QA approved, and learners enrolled.</li> <li>• Greater collaboration between LCETB &amp; HEIs in the Mid-West region.</li> </ul>	<p>Provision of a range of outlined courses to schools in Clare and Limerick.</p> <p>Certified Barista training was delivered to over 200 learners in 2022, this number will serve as a baseline for 2024, with a plan in place to increase numbers to 250.</p> <p>Development of new AI Hub in Raheen Campus.</p> <p>Development of new Immersive Technology - Construction Hub in the Green Innovation Campus. Looking at NTO level for 2024.</p> <p>National Framework for the TP to be developed.</p> <p>22 learners enrolled on the tertiary courses.</p> <p>Greater intake of learners from those traditionally under-represented in Higher Education. Between the four courses for 2024 total of c. 60 learners.</p>
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			<p>More strategic working together to support diversification of professions, address geographical gaps in provision and provide for a recognised skill need for an area outside of the points race and the Central Applications Office (CAO) system.</p> <p>TORs developed for the strategic groups.</p> <p>Groups formed.</p> <p>Review undertaken following consultation.</p> <p>National Framework developed.</p>
<p>1.6 To promote a culture of lifelong learning through recognising the value of formal and non-formal education, including outdoor and music education and the transformative role of Youth Work in our communities.</p>	<p><b>Schools Division</b> and <b>Youth Work Provision</b> will seek to ensure that young people across the region have access to quality youth work experiences. This will be achieved by:</p> <ul style="list-style-type: none"> <li>• Contributing to, supporting the implementation of and monitoring the Continuous Improvement process of the UBU Your Place Your Space targeted funding scheme.</li> <li>• Implementing the Youth Work Plan 2023 – 2026.</li> <li>• Supporting the implementation of Quality Standards for Volunteer-led Youth Work groups.</li> <li>• Promoting the value and visibility of Youth Work in the region.</li> <li>• Supporting Sustainable Development Goals agenda by working in partnership with local Youth Work Organisations.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Supporting organisations in the delivery of quality youth work under the Continuous Improvement process of the targeted schemes managed by the ETB.</li> <li>• Meetings of the Youth Work Coordination Group at Head Office.</li> <li>• Evidence of administration of the Local Youth Club Grant Scheme for Volunteer-led Youth Clubs 2024.</li> <li>• Meetings with clubs and groups that access the Youth Club Grant Scheme 2024 on the implementation of the Quality Standards framework.</li> </ul>	<p>Implementation and full compliance with Quality Standards for Youth Groups and National Quality Standards Framework.</p> <p>Evidence of supports provided to the Youth Work Committee of the ETB.</p> <p>Implementation of the Youth Work Plan.</p>

	<ul style="list-style-type: none"> <li>Continue to build relationships with schools to help with promotion of youth work opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Number of Youth Work Committee Meetings in 2024.</li> <li>Organising a national Youth Work conference with our ETBI and Department colleagues and that promotes the value of youth work.</li> <li>Highlighting the sustainable goals agenda with our local partners.</li> </ul>	<p>Showcasing the impact of Youth Work at local, regional and National level to include the SDG's</p> <p>Meetings of the ETB Coordination Group (Youth work, Director of Schools and Finance Section of Limerick and Clare Education and Training Board).</p>
	<p>The Local Creative Youth Partnership (LCYP) is a network of local creative youth service providers that aims to improve the quality and availability of creative activities for young people. The LCYP is funded by the Creative Ireland Programme and is based in local Education and Training Boards (ETBs). The LCYP is guided by the principles of inclusivity, youth voice, quality and visibility. LCETB was chosen as one of three ETBs nationally to receive Creative Youth Funding through the Creative Ireland programme, to pilot a Local Creative Youth Partnership (LCYP). The objective of this partnership is to combine a wide range of resources to provide out-of-school creative opportunities for children and young people that complement and work with formal school settings.</p> <p>The first LCYP strategic plan was launched in 2021 establishing goals and actions that draw on Limerick and Clare Education and Training Board's Youth Work Plan 2018-2021 as well as Creative Ireland's Creative Youth Plan which recognises that 'cultural and creative activity, promotes individual, community and national wellbeing'. The LCYP's Strategy Statement aims to develop collaborative plans across local communities and between</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Evaluation programmes at local and national level carried out both by the Local Creative Youth Partnership and Creative Ireland.</li> <li>Number of Local Creative Youth Events organised in 2024.</li> <li>Number of children and young people engaging in Local Creative Youth Events in 2024.</li> <li>Partnership with key stakeholders and co-funding organisations.</li> <li>Meetings of the LCYP Steering Committee.</li> <li>On-going collaboration with other LCYPs and continued development of national portal – <a href="http://www.lcyp.ie">www.lcyp.ie</a> (Initiated by Limerick and Clare Education and Training Board).</li> <li>The LCYP's target groups are young people aged between 0 and 25. The LCYP will prioritise marginalised</li> </ul>	<p>Evidence of alignment of activities with aims from the Local Creative Youth Partnership Strategic Plan.</p> <p>Evidence of increased numbers of children and young people engaged in Local Creative Youth Events.</p> <p>Greater awareness of the LCYP initiative across the region.</p> <p>Increased participation rates in the following projects funded and delivered by LCYP;</p> <ul style="list-style-type: none"> <li>Kilkee Youth Theatre/Ukrainian Community</li> <li>St. Mary's Parish</li> </ul>



	<p>schools and creative out-of-school activities; facilitate and develop new local creative initiatives; and avoid duplication of effort. The LCYP will also work with key partners in youth, community, culture, maritime and business sectors.</p> <p>During 2024, the ETB, through the Local Creative Youth Partnership Co-ordinator, will provide out-of-school creative activities for children and young people with particular focus on marginalised communities.</p>	<p>groups of young people, including travellers, migrant communities and young people living in social and economic disadvantage.</p> <ul style="list-style-type: none"> <li>• The LCYP will continue to work with a wide range of partners, including Limerick City and County Council, Clare County Council, Limerick and Clare Education and Training Board youth work team and other regional youth work agencies, the non-formal education sector, family support services, and the creative sector. The LCYP will also work with young people themselves to develop and implement opportunities to engage with creative activities. LCYP is committed to the voice of children and regularly organises focus group sessions with young people to help guide the partnership.</li> <li>• The LCYP will promote young people to express themselves, explore their identity, and develop their problem-solving skills. The LCYP also believes that creativity can help young people to make a positive contribution to their communities.</li> <li>• The LCYP will continue to nurture a culture in which creativity is valued and supported for all young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Thomond Youth Theatre</li> <li>• IPAS and Direct Provision</li> <li>• Fainleog school, Rathkeale</li> <li>• Early Years Programme – INSPIRE, storytelling in Clare, Baby Dance in Limerick</li> <li>• Podcast Programmes</li> <li>• Paint Punch in West Limerick</li> <li>• Brothers of Charity, Ennis</li> <li>• Road to Troy film training programme – Future Film Makers</li> <li>• <a href="#"><u>LCYP Kilkee Youth Theatre - Critical Engagement Programme – YouTube</u></a></li> <li>• LCYP Boxin' Trottin' by Abbeyfeale Crew – YouTube</li> <li>• <a href="#"><u>LCYP 'My Abbeyfeale' – YouTube</u></a></li> <li>• LCYP Breaking Barriers</li> <li>• LCYP Call and Response Event 2022</li> <li>• <a href="#"><u>LCYP Kilkee Youth Theatre</u></a></li> <li>• LCYP Call and Response Event 2022</li> </ul>
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	<p>In 2024, the ETB's Schools Division will continue to expand the physical education support and awareness programs through our two Outdoor Education and Training Centres (OETCs) in Kilfinane and The Burren. Our goal is to ensure that students have access to unique and effective outdoor learning environments that promote their well-being, personal growth, and environmental awareness. Here are specific actions we will take:</p> <ul style="list-style-type: none"> <li>• Promote OETCs for Well-being and Transition Year Activities: We will actively promote the use of our OETCs among Community Colleges, Community Schools, and Community National Schools in Limerick and Clare for wellbeing and Transition Year trips/activities.</li> <li>• Develop Wellbeing Package in Partnership: We will collaborate with Clare County Council and the Michael Cusack Centre to develop a comprehensive wellbeing package for schools. This package will integrate the GAA Going Well program and provide valuable support resources for students' holistic well-being.</li> <li>• Support Gaisce Participation: We will support schools in facilitating students' participation in the Gaisce (President's Award), a program that empowers young people to develop their personal potential through challenges and contributes to their growth as active participants in society.</li> <li>• Provide Orienteering Resources and CPD: We will provide PE teachers with an orienteering resource</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings with the partners in Clare County Council, Michael Cusack Centre and GAA in developing GAA Going Well programme at the Outdoor Education and Training Centre, The Burren.</li> <li>• Number of ETB Schools students attending Gaisce/Orienteering, /Pathways/Bouldering/CBA programmes in the OETCs During 2024/24.</li> <li>• Numbers of ETB School students attending curricula-linked courses in 2024/24.</li> <li>• Meetings with Advisory Group and managers of OETCs on the development of remote-learning modules.</li> <li>• Meetings with Limerick and Clare Education and Training Board and Community School Transition Year Coordinators.</li> <li>• Provision of Orienteering training for PE teachers.</li> <li>• Planning Meetings with OETC managers and Support Team.</li> </ul>	<p>Targets for Service Plan 2024</p> <ul style="list-style-type: none"> <li>• Gaisce Programme Participation: Track the number of schools and students participating in Gaisce (President's Award) programmes.</li> <li>• OETC Course Attendance Growth: Increase the number of participants in OETC courses across all ETB schools in Limerick and Clare.</li> <li>• Curriculum-Linked Course Integration: Evidence the integration of courses offered by the OETCs with the curricula of ETB schools.</li> <li>• Orienteering CPD Course Participation: Record the number of teachers attending the Orienteering CPD course and ensure all</li> </ul>

	<p>manual and onsite professional development (CPD) in orienteering and sustainability. This will equip them to prepare their second-year students for the Mayday for Sustainability events in Lees Road and Curraghchase Forest Park Road.</p> <ul style="list-style-type: none"> <li>• Promote Curriculum-Linked Courses: We will promote curricula-linked courses across ETB schools, including: <ul style="list-style-type: none"> <li>○ Outdoor Learning to support PE with Wellbeing and Sustainability: This course will integrate outdoor learning principles with PE curricula to promote students' physical fitness, well-being, and environmental awareness.</li> <li>○ Junior Cycle Orienteering Short Course: This course will support the development of orienteering skills and knowledge aligned with the Junior Cycle curriculum.</li> </ul> </li> <li>• Expand Orienteering Events: We will expand the annual second-year Schools Orienteering for Sustainability event to include Ennis in addition to Curraghchase.</li> <li>• Organise Climbing Competition: We will organize a Schools Bouldering competition, open to all LCETB schools, to foster teamwork, physical challenge, and personal growth among students.</li> <li>• Promote Sustainability at Orienteering Events: We will promote sustainability and celebrate Mayday for Sustainability at the second-year Orienteering events to cultivate a deeper understanding of environmental stewardship among students.</li> <li>• Develop Remote Learning Packages: We will formulate remote learning packages for schools to provide additional theory-based programmes for their students.</li> <li>• Offer Pathways to Outdoor Education Courses: We will offer three-day Pathways to a Career in Outdoor</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the Sustainability Take 1 Programme.</li> <li>• Continued development of national Middle Leaders Summer School in the University of Limerick in conjunction with ETBI to promote OETCs.</li> </ul>	<p>attending teachers complete an online evaluation.</p> <p>Uptake by Limerick and Clare ETB Board Community National Schools and Community Colleges of the ETBI / Department of Education Take 1 programme.</p>
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	<p>Education courses for TY students to explore potential career paths in this field.</p> <ul style="list-style-type: none"> <li>Expand OETC Network: We will promote the OETC network across all ETBs by participating in the ETBI Summer School for Middle Leaders in University of Limerick. This will enhance communication and collaboration among ETBs to further develop and expand outdoor education opportunities for students.</li> </ul>		
	<p><b>LCETB Capital and Procurement Department</b> will continue to support the development of our two Outdoor Education Centres in 2024 through the provision of support to identify funding opportunities for investment in the Centres' infrastructure and to meet repair &amp; maintenance needs.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Upgrade of the Centre infrastructure including roof replacement works at Kilfinane Outdoor Education Centre.</li> <li>Development of a High Ropes course.</li> </ul>	<p>Investment in the Centre facilities and updating of equipment.</p>
	<p>LCETB continue to chair the <b>UNESCO Learning Limerick</b> initiative, including the coordination of the annual learning Limerick Festival. This supports the achievement of all the UNESCO Sustainable Development Goals and contributes to the culture of Lifelong Learning in the city and region.</p> <p>-The College of FET will continue to promote the role of experiential learning as a pathway to further education and employment through its <b>outdoor education and music education provision</b>.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of Lifelong Learning events for the Annual Lifelong Learning Festival.</li> <li>In 2024 we will continue to progress the implementation of actions outlined in the ETBI Outdoor Education Training and Provision Strategic Framework, in conjunction with ETBI partners.</li> <li>Delivery of Pathways from Schools programmes and OE for FET learners.</li> <li>Development of an experiential OE programme targeted to develop meta skills.</li> </ul>	<p>Target Engagement in LLL (2024): 9,500</p> <p>Lifelong Learning Festival in March 2024</p>

## Performance Delivery Agreement (PDA) Goal 2: Staff Support

Links to->

### Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 2: Staff Support and Organisational Development

To provide a collaborative, supportive, inclusive, caring, safe and healthy working environment for all staff, through the provision of relevant responsive supports, open communication and appropriate policies and procedures, underpinned by a culture of respect, dignity, equality and continuous professional development.

This is about creating a positive working environment underpinned by a culture of respect, dignity and equality.

Priority	Action	Performance Indicator	Target
2.1 To attract, recruit and retain staff of the highest calibre, by developing flexible recruitment and on-boarding strategies.	<p>The ETB's <b>Human Resources Department</b> will ensure best practice in the recruitment and selection of staff across the organisation during 2024. This process includes high quality person specification, job descriptions, competency-based interview documentation to support the interview process, recruitment and selection policies and training for interview board members.</p> <p>Working within each team, APOs will agree individual goals, maintaining a record of provision of appropriate CPD and development opportunities and feedback in order to support best practice.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>The number of newly-appointed ETB Board Members, Managers and those involved in the recruitment process who receive training/refresher training on recruitment, selection and competency-based interviewing during 2024. This will include training in the use of ICT platforms to support remote interviewing.</li> <li>A 2024 recruitment plan developed across the ETB.</li> <li>Recruitment and Selection templates reviewed in 2024 to ensure continued compliance with legislation and GDPR will continue to be reviewed in 2024 in line with legislation and best practice.</li> </ul>	<p>A refresher training course for all interview board members is planned for Q1 2024.</p> <p>Development and/or updating current job descriptions and person specifications for all categories of staff.</p> <p>Agreed recruitment plan to coincide with staffing requirements of OSD, Schools &amp; FET.</p>
	<p>Staff allocation planning meetings with schools are crucial for ensuring that each school has the appropriate staffing levels and expertise to meet the needs of its students. These meetings provide an opportunity for school leaders, the Director of Schools, and HR to discuss current staffing utilisation, identify future teaching resource requirements, and develop plans to address them. This group works together collaboratively, to</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Meetings (via Zoom) with each school principal, Director of Schools and HR in January 2024.</li> <li>Staff internal transfers finalised in Qtr.2 of 2024.</li> </ul>	<p>Evidence of feedback from Principals and Deputy Principals in schools.</p> <p>Evidence of numbers attending event.</p>

	<p>ensure that the recruitment process can commence at the earliest stage possible and that the right staff are in place to support student learning to achieve academic goals. These meetings;</p> <ul style="list-style-type: none"> <li>• Ensure that schools have the appropriate staffing levels and expertise to meet the needs of their students.</li> <li>• Identifies potential gaps in staffing and develops plans to address them.</li> <li>• Improves communication and collaboration between schools and HR.</li> <li>• Promotes a shared understanding of staffing needs and priorities.</li> <li>• Enhances the overall effectiveness of staffing resources in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Approval to recruit process undertaken in Qtr. 2 of 2024.</li> <li>• Commencement of recruitment process early in Qtr.2 of 2024.</li> <li>• Appeals to Department of Education for additional staffing where required, curricular concessions etc.</li> <li>• Upgrade of HR IT recruitment system planned for 2024.</li> </ul>	<p>Feedback from participants.</p> <p>Focus group session with participants.</p>
	<p>Supporting Newly Appointed Teachers and Special Needs Assistants (SNAs)</p> <p>The ETB's Schools Division will organise an online induction event in early September 2024 to provide newly appointed teachers and SNAs with an overview of the supports available to them from the Limerick and Clare Education and Training Board (LCETB). This event will cover a range of topics, including:</p> <p>Teaching, Learning, and Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Introducing the LCETB's pedagogical framework and approaches to teaching, learning and assessment.</li> <li>• Providing guidance on effective lesson planning and assessment practices.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Meetings with Principals and Deputy Principals on the impact of the induction.</li> <li>• Surveys with newly appointed staff on the benefit of the induction event.</li> <li>• Focus-group with participants.</li> <li>• Publication of a handbook for all staff on promoting positive behaviour strategies in the classroom.</li> <li>• Organise a series of parent/guardian webinars (which are available to staff of Limerick and Clare Education and Training Board also) on topics that are relevant to parents/guardians to support children; <ul style="list-style-type: none"> <li>○ Good sleep routine guidance</li> </ul> </li> </ul>	<p>Evidence of feedback from surveys.</p> <p>Feedback from participants.</p> <p>Focus group session with participants.</p>

	<ul style="list-style-type: none"> <li>• Sharing resources and strategies for differentiated instruction.</li> </ul> <p>Professional Development Supports:</p> <ul style="list-style-type: none"> <li>• Introducing the LCETB's comprehensive professional development program.</li> <li>• Highlighting opportunities for ongoing professional learning and development.</li> <li>• Providing information on how to access professional development workshops and courses.</li> </ul> <p>Classroom Management Strategies:</p> <ul style="list-style-type: none"> <li>• Sharing effective classroom management techniques and strategies.</li> <li>• Addressing common challenges faced by teachers in managing classroom behaviour.</li> <li>• Providing guidance on creating a positive and supportive learning environment.</li> </ul> <p>Technology Enhanced Learning:</p> <ul style="list-style-type: none"> <li>• Equipping teachers and SNAs with the skills and knowledge to integrate technology into their teaching.</li> <li>• Exploring the use of digital tools and platforms for enhancing learning.</li> <li>• Providing guidance on creating engaging and interactive lessons using technology.</li> </ul> <p>Wellbeing:</p> <ul style="list-style-type: none"> <li>• Promoting the importance of teacher and SNA well-being.</li> <li>• Sharing resources and strategies for maintaining personal well-being.</li> <li>• Highlighting the supports available through the LCETB Employee Assistance Service.</li> </ul>	<ul style="list-style-type: none"> <li>○ Exam anxiety</li> <li>○ Dangers of vaping</li> <li>○ Effective communication strategies with teenage children</li> </ul>	
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	<p>Work with the members of the FET Support Service and others to continue to develop our <b>FET Induction and Onboarding Processes</b>.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Numbers completing HR Onboarding.</li> <li>• New modules created for Onboarding.</li> </ul>	<p>All new staff continue to complete an onboarding programme.</p>
<p>2.2 To implement and maintain a relevant continuous professional development policy, which reflects the organisation’s objectives and its commitment to employee growth and development.</p>	<p>The ETB’s Schools Division is committed to sustaining the successful implementation of cluster days, which commenced in September 2019. Here are the specific actions planned for 2024:</p> <ul style="list-style-type: none"> <li>• <b>Enhanced Access to Support:</b> Schools will have augmented access to advice and support through their dedicated portal within StaffCONNECT and <a href="http://www.lcetb.com">www.lcetb.com</a>.</li> <li>• <b>Empowering Digital Leaders:</b> The Digital Leaders forum will receive robust backing, enabling them to stay updated and upskilled to spearhead digital learning initiatives at the school level.</li> <li>• <b>Tailored Support for MS Office 365 Users:</b> Schools utilizing MS Office 365 will receive tailored assistance in effectively leveraging MS SharePoint sites and MS Teams.</li> <li>• <b>Strengthening Google Education Group Ireland:</b> The ETB will further develop the Google Education Group Ireland forum to provide comprehensive support to schools within our ETB and across Ireland.</li> <li>• <b>Updated Remote Learning Strategies:</b> A comprehensive update will be conducted on the suite of supports aimed at promoting best practices in Remote Learning (RL), ensuring they remain relevant and effective.</li> <li>• <b>Regular Parental Engagement:</b> Parents of our learners will receive consistent feedback on their child’s progress within schools.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com in 2024.</li> <li>• Number of training events/supports provided in 2024 to support MS SharePoint and MS Teams.</li> <li>• Continued development of Google Education Groups Ireland Forum in 2024.</li> <li>• Number of schools engaging in new forum in 2024.</li> <li>• Regular contact with schools on identifying gaps that need to be addressed in schools.</li> <li>• Cluster Day sharing of best practice with Digital Leaders of schools.</li> <li>• Surveys with Principals and Deputy Principals on implementation of on-line Parent Teacher meetings.</li> </ul>	<p>Analysis of usage and benefit of accessing StaffCONNECT, MS SharePoint and MS Teams.</p> <p>Use of qualitative and quantitative data from School Self Evaluations, Inspection reports to review and enhance teaching and learning in our schools.</p>



- **Transition to Virtual Parent Meetings:** All parent information meetings in schools will transition to videoconferencing using platforms like Zoom, Microsoft Teams, or Google Meets, when necessary.
- **Learner Feedback Engagement:** Active engagement with learners to gather feedback will inform continuous improvement and guide program development.
- **Continued Development of Staff Development Portal:** [www.lcetb.com](http://www.lcetb.com) will continue to be developed as the primary staff development portal for schools-based staff.
- **Annual 'Muintearas in ár Scoileanna' Webinar:** Provision of the annual 'Muintearas in ár Scoileanna – Connectedness in our Schools' webinar, designed for all school staff within the Limerick and Clare Education and Training Board schools and youth.
- Establish a pilot initiative with one Community College to implement restorative practices in class to foster a culture of respect, responsibility, and relationship-building. This proactive approach emphasises repairing harm, resolving conflicts, and rebuilding relationships within the school community. Rather than focusing solely on sanctions, restorative practices encourage dialogue, empathy, and accountability.

These actions underpin the commitment of the ETB's Schools Division to foster a supportive and innovative educational environment for both learners and staff members in the year ahead.

	<p>The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2024 as part of their on-going professional development.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund in 2024.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2024.</li> <li>• Number of staff availing of GDPR training via Privacy Engine.</li> <li>• Number of staff availing of Health and Safety training</li> <li>• A member of staff has been appointed with responsibility as training manager to ensure a training needs analysis in financial management is carried out on an annual basis and a training programme on financial management is developed and implemented to address any gaps.</li> </ul>	<p>Support all relevant applications to Staff Professional Development Fund.</p> <p>Deliver appropriate in-house training as required.</p> <p>Targeted provision of appropriate learning and development initiatives for all.</p> <p>Continue to support established internal Forums across OSD, Schools &amp; Centres.</p>
	<p>There will be a significant emphasis on the importance of <b>Professional Learning and Development</b>, particularly in the context of enhancing the skills and expertise of staff. This will involve active participation in the Professional Learning and Development hub and relevant training opportunities tailored for LCETB staff.</p> <p>During 2024, the <b>Professional Development Support Service</b> working in collaboration with FET Steering Group and Co-ordinators will provide opportunities for FET staff to ensure that they are meeting the needs of learners using appropriate and up-to-date skills and methodologies.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff engaging in FET PL&amp;D.</li> <li>• Number of staff and engaging in Erasmus+ programmes.</li> <li>• New initiatives – targeted a specific staff grouping or in specific areas –e.g. FET Administration Staff.</li> <li>• Number of events outlined in the FET PLD Calendar of Events 2024.</li> </ul>	<p>To build a culture of professional learning and development across the organisation.</p> <p>Ensure there are training opportunities for all staff.</p>

	<p>Actions in 2024 will include:</p> <ul style="list-style-type: none"> <li>• Providing a monthly calendar of events and promotional communications – detailing training opportunities for all staff. Opportunities will be aligned to Implementation of the FET Strategic Framework and priority areas outlined in national policy and local frameworks e.g. TEL, QA, Active Inclusion, RPL, Mental Health and Wellbeing etc.</li> <li>• New PL&amp;D Network for Admin Staff.</li> <li>• New Public Sector Duty Training Initiative</li> <li>• Enhanced Internationalisation – including utilising EU Erasmus+ Staff Mobility Programme funding to provide staff with professional learning and development opportunities abroad.</li> <li>• Engage in collaborative initiatives in FET such as opportunities which will be presented through ETBI National PL&amp;D Hub.</li> </ul>		
	<p><b>The College of FET TEL Action Plan sets out 14 distinct actions under the heading: Staff and TEL.</b> This is about staff ownership of their use of technology in teaching and learning and their own Professional Development (PD). It is about critical engagement regarding technology use, sharing of experiences and approaches, grounded in the reality of Learning Practitioners’ lived experiences. It is about research, horizon scanning and evidence-based adoption of technology. It is about promoting the development of communities of practice (CoPs) and communities of inquiry (Cols) among practitioners across disciplines.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through</p> <ul style="list-style-type: none"> <li>• Technology Integration in Teaching: Assessing the extent of technology integration into teaching practices and its effectiveness.</li> <li>• Professional Development Participation: Tracking the participation rates in professional development activities related to TEL.</li> <li>• Peer-to-Peer Learning and Collaboration: Evaluating the effectiveness and frequency of peer-to-peer learning sessions or collaborative projects within the staff.</li> </ul>	<p>FET Induction process with clear timeframes and content.</p> <p>Build the capacity of all FET staff involved in teaching and learning to support them to work effectively and creatively with our diverse priority groups, using relevant methodologies.</p>

	<p>In 2024, we will ensure professional development is a core element of all FET Campuses' planning. This will include a FET Induction process with clear timeframes and content.</p>	<ul style="list-style-type: none"> <li>• Feedback and Continuous Improvement: Monitoring the feedback from staff on TEL initiatives and the subsequent improvements made based on this feedback.</li> <li>• Innovation and Adoption of New Technologies: Measuring the rate at which staff adopt new technologies or innovative teaching practices.</li> </ul>	
	<p>To support the development of high-quality <b>blended learning programmes</b> LCETB designed and are delivering a Blended Learning Secondment Programme with nine staff participating. This investment in staff development is unique to LCETB and will position us at the forefront of the field in the sector.</p> <p>In 2024, the College of FET will implement the new QQI Quality Framework for Blended and Fully online programmes to ensure the quality of blended and online FET provision.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Programme re-designed as part of project.</li> <li>• Subsequent re-design of all FET programmes over a 5-year period as required.</li> <li>• Number of staff availing of high quality blended learning programmes.</li> <li>• Number of staff availing of blended learning secondment programmes.</li> </ul>	<p>Increased number of staff availing of high quality blended learning programmes, and blended learning secondment programmes.</p>
<p>2.3 To foster, promote and incentivise staff to participate in continuous professional development.</p>	<p>The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2024.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund in 2024.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2024.</li> <li>• Number of staff availing of training via Privacy Engine.</li> </ul>	<p>Support all relevant applications to Staff Professional Development Fund. Deliver appropriate in-house training as required. Targeted provision of appropriate learning and development initiatives for all.</p>

			Continue to support established internal Forums across OSD, Schools & Centres.
	<p>Professional Development (PD) opportunities During 2024. Actions in 2024 will include:</p> <ul style="list-style-type: none"> <li>• Providing additional support to newly appointed principals and deputy principals through the ETB Schools Leaders’ mentoring programme.</li> <li>• Principal, Deputy Principal, and teacher probation process undertaken across all schools in addition NIPT Quality Assurance Programmes.</li> <li>• Implementation of additional training and support plan for Curriculum Leaders, Leading School Improvement (LSI) coordinators and Digital Leaders.</li> <li>• Continued development of a Transition Year Co-ordinators’ Forum to support the Transition Year programme.</li> <li>• Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support.</li> <li>• Implement revised programme of Support Team professional development plan for schools to include: <ul style="list-style-type: none"> <li>- DEIS School Support.</li> <li>- Professional Development on promoting Ethos in schools.</li> <li>- Resources and up-skilling for Special Classes.</li> <li>- Student Voice professional development programme for schools.</li> </ul> </li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of events planned in 2024 to support meetings of Digital Leaders and Curriculum Leaders.</li> <li>• Number of Transition Year Co-ordinators attending meetings.</li> <li>• Number of teaching staff engaging in CPD (Continuous Professional Development) events in 2024.</li> </ul>	<p>Develop an internal mentoring programme and online resource in support of all newly appointed Principals/FET Managers.</p> <p>Increased Droichead capacity across all schools.</p>

	<ul style="list-style-type: none"> <li>- Student Council training for schools PE and Wellbeing Support network in association with ISSU.</li> </ul>		
	<p>We will continue to promote and resource engagement with PL&amp;D.</p> <p>The PL&amp;D budget will be utilised to pay for staff events, trainer costs, course fees, and pay costs for part time staff where necessary.</p> <p>Staff will be informed of supports such as HR Staff Development Fund and Study Leave entitlements to encourage uptake of PL&amp;D.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Increased numbers engaging in PL&amp;D</li> <li>• Increased PL&amp;D Budget</li> </ul>	<p>Continue to address the removal of barriers for staff in attending PL&amp;D.</p>
	<p>In Service Plan 2024, the ETB’s Schools Division is dedicated to nurturing leadership and expertise within school communities through strategic actions:</p> <ul style="list-style-type: none"> <li>• <b>Sustained Leadership Forums:</b> Continuing the organisation of regular Principals and Deputy Principals Forum meetings throughout 2024.</li> <li>• <b>Promoting Distributed Leadership:</b> Implementing supports for distributed leadership at the appropriate levels, ensuring the active involvement of Principals and Deputy Principals in all School Leaders’ meetings.</li> <li>• <b>Mentorship Training:</b> Conducting training sessions for mentor Principals and Deputy Principals to collaborate with newly appointed leaders in 2024.</li> <li>• <b>Empowering Middle Leaders:</b> Developing and delivering an online Middle Leaders</li> </ul>	<p>Performance and advancement in 2024 will be tracked and substantiated by the following performance indicators:</p> <ul style="list-style-type: none"> <li>• Frequency and Attendance at School Leaders’ Meetings: Monitoring the number of School Leaders’ meetings conducted throughout 2024 and the attendance levels at these gatherings.</li> <li>• Mentoring Training Sessions: Tracking the quantity of mentoring training sessions organized in 2024 specifically designed to support newly appointed Principals and Deputy Principals.</li> <li>• Webinars for Assistant Principals: Quantifying the number of webinars conducted in 2024 aimed at enhancing Middle Leadership structures and fostering competency among Assistant Principals in schools. Reviewing the feedback from participants.</li> </ul>	<p>Continued support of Principals &amp; Deputy Principals Forum.</p> <p>Establishment of networking culture initiated by mentoring programme.</p> <p>Development of online resources for mentors and mentees.</p> <p>Design, organise and deliver online a series of webinars for Assistant Principals in 2024.</p>

	<p>program in partnership with the University of Limerick School of Education, tailored for Assistant Principals across the school network.</p> <ul style="list-style-type: none"> <li>• <b>Collaborative Information Sharing:</b> Continuing to evolve a mailing group for Assistant Principals to exchange pertinent content on leadership topics, fostering collaboration and knowledge sharing.</li> <li>• <b>National Engagement Opportunities:</b> Facilitating school staff to actively participate in and contribute to National Forums such as the ETBI Principals Network, the Annual Education Conference for Principals and Deputy Principals, and the ETBI Induction Programme for new Principals and Deputy Principals, promoting wider engagement and knowledge exchange across the educational landscape.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with the Centre for School Leadership: Evaluating the level of engagement with the Centre for School Leadership, particularly regarding coaching sessions for school Senior Management Teams, to enhance leadership strategies and practices within schools.</li> </ul>	
<p>2.4 To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.</p>	<p>The ETB's <b>Organisational Support and Development</b> structure is designed to promote leadership and innovation across all grades of staff. During 2024, the practice of regular structured team meetings, both departmentally and cross-sectional, will continue. Additional actions in 2024 include: Supporting the engagement of staff with various national forums, networks and working groups, thus providing opportunities for the development of policies and procedures as well as the promotion of good practice.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of national fora ETB Staff are engaged with during 2024 and attendance at events.</li> <li>• Added resources developed in 2024 through engagement with the above.</li> </ul>	<p>The ETB will continue to seek to identify aspiring leaders and encourage them to avail of appropriate professional development.</p> <p>Delivery of regular in-house training sessions, workshops and supports to foster high quality leadership.</p>

	<p>The ETB's <b>Schools Division</b> will support school communities in 2024 to develop leadership and expertise through the following actions:</p> <ul style="list-style-type: none"> <li>• Regular Principals and Deputy Principals Forum meetings will continue to be organised in 2024.</li> <li>• Supports to implement distributed leadership will be implemented at the appropriate level During 2024 incorporating the inclusion of both Principals and Deputy Principals at all School Leaders' meetings.</li> <li>• Training of mentor Principals and Deputy Principals to work with newly appointed Principals and Deputy Principals will take place in 2024.</li> <li>• Develop, organise, and deliver a Middle Leaders programme (online) to Assistant Principals across the network of schools in association with University of Limerick School of Education.</li> <li>• Continued development of a mailing group of all Assistant Principals to share relevant content on leadership matters.</li> <li>• Schools staff will be facilitated to engage with and contribute to National Forums including the ETBI Principals Network, the Annual Education Conference for Principals and Deputy Principals and the ETBI Induction Programme for new Principals and Deputy Principals.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of School Leaders' meetings and attendance at these during 2024.</li> <li>• Number of mentoring training sessions organised in 2024 to support newly appointed Principals and Deputy Principals in 2024.</li> <li>• Number of webinars for Assistant Principals in 2024 to support Middle Leadership structures and competency in schools.</li> <li>• Engagement with Centre for School Leadership on coaching for school Senior Management Teams.</li> </ul>	<p>Continued support of ETB Principals &amp; Deputy Principals Forum.</p> <p>Establishment of networking culture initiated by mentoring programme.</p> <p>Development of online resources for mentors and mentees.</p> <p>Design, organise and deliver online a series of webinars for Assistant Principals in 2024.</p>
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<p>2.5 To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.</p>	<p>Ensure that our Assessment Report published in 2021 informs and is embedded into key moments in Limerick and Clare Education and Training Board’s planning and review cycle.</p> <p>The ETB PSD Working Group proposes to review and update this assessment to ensure it aligns with contemporary challenges and best practices in the realm of equality and human rights.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Review Existing Assessment:</li> <li>• Identify Updates: Identify changes in societal norms, legislative updates, and emerging issues relevant to equality and human rights.</li> <li>• Conduct New Research: Gather updated data, conduct surveys, and engage civil society to ensure the evidence base is reflective of lived experience.</li> <li>• Revise the Assessment Document which will underpin planning, policy and decision-making.</li> </ul>	<p>Updating the evidence-based assessment is critical to ensuring the effectiveness of the Public Sector Duty in addressing current equality and human rights issues. LCETB aim to facilitate a comprehensive review that will lead to actionable recommendations. A review of the EDI Working Group will also be undertaken in 2024.</p>
	<p>Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017 (revised 2023).</p> <p>The <b>ETB’s Schools Division</b> will support a positive and supportive work environment in 2024 through the continued development of advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> <li>• Risk Register including Safeguarding.</li> <li>• Health &amp; Safety.</li> <li>• Special Education Needs.</li> <li>• Scoileanna lán-Ghaeilge.</li> <li>• Parents &amp; Guardians.</li> <li>• Digital Learning.</li> <li>• Curriculum including Teaching &amp; Learning.</li> <li>• Continued engagement with NEPS (National Educational Psychological Service).</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Annual CP reviews monitored by Director of Schools.</li> <li>• Review of Minutes of school Boards of Management.</li> <li>• Number and length of professional development sessions delivered.</li> <li>• Number of staff attending.</li> <li>• Added resources produced.</li> <li>• New initiatives emerging.</li> <li>• Evaluations and feedback of training sessions.</li> <li>• Number of meetings with NEPS and SST Teams and Principals and Deputy Principals.</li> <li>• Focus groups with parents and guardians.</li> </ul>	<p>Monitoring of number and length of professional development sessions.</p> <p>Recording resources produced.</p> <p>Monitoring of feedback and evaluations and actions arising from same.</p> <p>Monitoring number of meetings with stakeholders.</p>

	<ul style="list-style-type: none"> <li>• A series of on-line webinars for parents/staff throughout school year to support well-being.</li> </ul>		
	<p>As part of our Public Sector Duty Assessment Phase, in September 2021, the ETB published our assessment of the human rights and equality issues faced by stakeholders from across the 9 grounds and those experiencing socio economic disadvantage. <a href="#">Limerick &amp; Clare ETB Public Sector Duty Assessment Report (lcebt.ie)</a>.</p> <p>As a response, LCETB College of FET aims to ensure that, as far as is reasonably possible, all learners are provided with the individualised supports required to allow them to fully participate and benefit from the educational opportunities available to them.</p> <p>Public Sector Duty requires the ETB to Assess, Address and Report on how we are embedding Equality and Human Rights issues into our planning and reporting processes.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Ensuring agreed implementation process is following at key moments in Limerick and Clare Education and Training Board’s planning and review cycle.</li> <li>• PSD Action Plan.</li> <li>• Assessment Document.</li> <li>• Implementation Process.</li> <li>• During 2024, FET will implement the actions outlined in the <a href="#">College of FET ESOL &amp; Migrant Learners Framework</a>; the <a href="#">College of FET Learner Mental Health and Wellbeing Framework</a>.</li> <li>• During 2024, the College of FET will continue to develop resources and support delivery of education and training to learners with disabilities and will provide training in Disability related areas - supported by AISS Staff. Resources including <a href="#">LCETB Disability Awareness Information for FET Practitioners and Disability Awareness Booklet - Legislation Etiquette Language</a>.</li> <li>• During 2024, FET will continue to develop and enhance the FET Wide Learner Support Service through the Learning Hub Network. <a href="#">Learner Supports   College of FET</a>. The Learning Hub Network fosters Active inclusion within an Integrated ETB Framework of Supports.</li> </ul>	<p>All planning and review documentation is reviewed to ensure same is adequately and appropriately addressing each of the equality and human rights issues identified.</p> <p>No planned activity will include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified.</p> <p>As far as is reasonably possible, during 2024 learners from diverse backgrounds and under-represented groups will be provided with the supports required to allow them to fully participate and benefit from the educational opportunities available</p>

			while participating in a Further Education and Training course offered by Limerick and Clare Education and Training Board.
	FET Priority: Ensure all FET staff are aware of our responsibilities under our ETB's Public Sector Duty outlined in our resources including Public Sector Duty Framework and Action Plan Assessment of Human Rights and Equality Issues Public Sector Duty Implementation Process_	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• During 2024, the College of FET will ensure information on our Public Sector Duty is available to all staff at induction and through regular PLD opportunities.</li> </ul>	Staff will be provided with an opportunity to grow and upskill in key areas (UDL, technologies, public sector duty, quality assurance, etc.) to continuously improve the quality and delivery of teaching and learning, administration and ancillary services in FET ensuring they have the skillsets required to provide key, targeted supports as required.
2.6 To ensure that all ETB buildings are of the highest standard for all.	LCETB Capital and Procurement Section will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across LCETB During 2024 to ensure Students, Learners and Staff have access to the highest quality educational facilities. This involves a significant Capital investment in both Schools and FET Colleges.  School Capital projects in 2024 include:	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>• Management of the construction of the various projects on site in 2024 to ensure completion on programme and on budget.</li> <li>• Ensuring projects progress to delivery by implementing effective project management strategies.</li> </ul>	Delivery of all Capital Projects due for completion and hand over in 2024.  Progress the design of all Capital Projects due for completion at a date beyond 2024.

	<ul style="list-style-type: none"> <li>• Completion of new Gaelcholáiste Luimnigh Campus for 750 students.</li> <li>• Construction of 1,000 student Mungret Community College.</li> <li>• Mol an Oige CNS New School Development.</li> <li>• Raheen Woods CNS New School Development.</li> <li>• Construction of Extension to Thomond Community College.</li> <li>• Extension to St. John Bosco, Community College, Kildysart.</li> <li>• Extension to Castletroy College, Limerick.</li> <li>• Extension to St. Michael's Community College, Kilmihil.</li> <li>• Extension to Coláiste na Trocaire, Rathkeale.</li> <li>• Extension to Hazelwood College, Dromcollogher.</li> <li>• Development of new Limerick Community Special School.</li> </ul> <p>In addition, LCETB Capital and Procurement Section will support non-ETB schools in 2024, including:</p> <ul style="list-style-type: none"> <li>• Construction of Extension to Gaelscoil Mhichil Ciosóg Ennis.</li> <li>• Construction of extension to Sacred Heart National School, Monaleen.</li> <li>• Construction of extension to Gaelscoil Donncha Rua, Shannon.</li> <li>• St. Mary's National School, Limerick.</li> <li>• Salesian College, Pallaskenry.</li> <li>• Construction of Extension to St Bridgid's NS Limerick.</li> <li>• St. Patrick's Comprehensive School, Shannon.</li> <li>• St. Clement's, Limerick.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing liaison with the Department of Education, SOLAS and DFHERIS to maximise investment in LCETB facilities.</li> <li>• Develop a FET Capital investment strategy with close liaison between the C &amp; P Section/FET Buildings Officer and the FET Director.</li> <li>• Active engagement between C &amp; P and Schools/Colleges to identify and prioritise capital investment.</li> </ul>	<p>Opening of new Limerick Community Special School in September 2024.</p>
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	<ul style="list-style-type: none"> <li>• Gaelscoil Uí Choimín, Kilrush.</li> </ul> <p>The C &amp; P Section will develop the following major FET projects in 2024:</p> <ul style="list-style-type: none"> <li>• FETC Raheen Campus.</li> <li>• FETC Shannon Campus.</li> <li>• FETC Newcastlewest Campus.</li> <li>• FETC Scariff Campus.</li> <li>• FETC LCFE Campus.</li> <li>• FETC Kilrush Campus.</li> <li>• Completion of NZEB Training Facility.</li> </ul> <p>During 2024, LCETB Capital and Procurement Section will also continue a planned cycle of improvements to facilities through the Summer Works Scheme (DoE), the Emergency Works Scheme (DoE &amp; DFHERIS) and the Sports Capital Programme in various locations.</p>		
	<p>In 2024, the College of FET will continue to develop its facilities to create a <b>conductive and modern teaching and learning environment</b>, supporting effective delivery, fostering learner engagement, and ensuring the LCETB’s relevance, growth and competitiveness.</p> <p>In 2023, Ministers Harris and Collins announced €8 million capital funding for the 16 Education and Training Boards (ETBs), as part of the Project 2040 ongoing investment in the further education and training (FET) sector. The devolved capital grant, distributed through SOLAS, will give ETBs the discretion to make decisions around small-scale FET investment priorities at a local level. The funding can be used for small scale works including</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Capital Budget</li> <li>• Number of individual infrastructure projects.</li> <li>• Range of FET facilities’ improvements and new developments.</li> <li>• Additional Apprenticeship Workshops to respond to the national demand for additional places. These include: <ul style="list-style-type: none"> <li>• 5 New workshops in KRC</li> <li>• 1 new plumbing workshop in Shannon</li> <li>• 2 new C&amp;J workshops in Raheen</li> <li>• 4 new electrical workshops in Raheen</li> </ul> </li> </ul>	<p>Delivery of all Capital Projects due for completion and hand over in 2024.</p> <p>Increase phase 2 apprenticeship delivery in LCETB by a minimum of 500 in 2024.</p> <p>The expansion of the Green Innovation Campus will enable NZEB training to approximately 1,500</p>

	<p>necessary infrastructure and improvement works, and for the purchase of equipment.</p> <p>A tender will be published to develop a 2 new Carpentry &amp; Joinery Workshops in Raheen Campus in 2024.</p> <p>The new Construction Bay, currently under development at the Green Innovation Campus will enhance provision in line with the national commitments set out in the Housing for All Strategy and the National Recovery and Resilience Plan.</p> <p>The College of FET will also put a plan in place to redevelop Ennistymon School during the Summer of 2024 with a view to making it a dedicated campus for TY taster classes that will service schools in Clare.</p>	<ul style="list-style-type: none"> <li>• A tender will be published to develop a new Plumbing Workshop in Shannon Campus in 2024.</li> <li>• A tender will be published to develop 4 new Electrical Workshops in Raheen Campus in 2024.</li> </ul>	<p>learners in 2024 as per SPA targets. This has the potential to increase places for TY pathway learners by 300 in an academic year.</p> <p>Completion of ETB’s NZEB Training Demonstration Workshop in the FET Campus, Green Innovation Campus. Progress the design development of approved SIUF and SAR projects. New roof and upgrade of College of FET, Croom Campus.</p>
	<p><b>Further Education and Training Infrastructure:</b> The ETB has 26 FET Colleges and Centres. Several of these buildings date back to the early 1900s and need significant refurbishment and constant repair and maintenance. This requires a continual programme of repairs and re-development with projects being prioritised in response to needs.</p> <p>During 2024, the following infrastructure projects will be progressed:</p> <ul style="list-style-type: none"> <li>• FET Centre, O’Connell Avenue: In order to comply with Part M compliance, there is a</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Management of the construction of the various projects on site in 2024 to ensure completion on programme and on budget.</li> <li>• Number of individual infrastructure projects will be captured in 2024 including: <ul style="list-style-type: none"> <li>- FET Centre, O’Connell Avenue: lift installation completed.</li> <li>- Electrical Apprenticeship Workshops to respond to the national demand for additional places.</li> </ul> </li> </ul>	<p>Delivery of all Capital Projects due for completion and hand over in 2024.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2024.</p>

	<p>need to install a lift within the building with external wheelchair access ramps.</p> <ul style="list-style-type: none"> <li>• Progression of various improvements at Raheen Campus, including toilet facility upgrades &amp; and additional apprentice capacity.</li> <li>• Develop a long-term accommodation solution for the Shannon Campus.</li> <li>• Progression the SIUF Projects at Mulgrave Street &amp; Scariff campus.</li> <li>• Commence the CotF Project on LCETB's Newcastlewest Site.</li> <li>• Replacement of temporary accommodation at Newcastlewest campus.</li> <li>• Health &amp; safety works, and art room upgrades Cappamore Campus.</li> <li>• Demolition of sports hall at Hospital Campus.</li> <li>• Installation of 5 electrical workshops and roof upgrades works at the Kilmallock Rd Campus.</li> <li>• Installation of canteen at Ennis Campus.</li> <li>• Replacement of Modular accommodation (art room) Mulgrave Street Campus.</li> <li>• Plumbing workshops upgrade &amp; metal fabrication workshop extension at the Shannon campus.</li> </ul>	<ul style="list-style-type: none"> <li>- Progress the design development of approved SIUF and CotF projects.</li> <li>- New roof and upgrade of College of FET, Croom Campus.</li> </ul>	
<p>2.7 To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.</p>	<p>The College of FET recognises the critical importance of supporting <b>FET practitioner's mental health and wellbeing</b>, as it contributes to the creation of a positive, supportive, and effective learning environment.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Increased provision of Wellbeing Initiatives for staff</li> <li>• Participation rate</li> <li>• H&amp;S training for staff</li> </ul>	<p>Support supporting FET practitioner's mental health and wellbeing, as it contributes to the creation of a positive,</p>

	<p>In 2024, the PLDSS will continue to offer staff development opportunities in the areas of Resilience and Renewal, Adult Mental Health First Aid, Emotional Freedom Techniques, Boundaries, and Resilience and Self Care Training for Staff.</p> <p>The College of FET will also continue to work with Corporate Services around Health and Safety related training.</p>		<p>supportive and effective learning environment.</p> <p>The PLDSS will continue to offer development opportunities in the areas of Resilience and Renewal, Adult Mental Health First Aid, Emotional Freedom Techniques, Boundaries, and Resilience and Self Care Training for Staff.</p> <p>Continue to work with Corporate Services around H &amp; S related training.</p>
	<p>The ETB's <b>Schools Division</b> will work with the Department of Education and its Support Services to implement and embed the Department of Education <i>Wellbeing Framework for Practice in Schools</i> to promote and support student wellbeing in our schools.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Confirmation that ETB Schools are delivering the required 400 hours of wellbeing at Junior Cycle from 2024 onwards.</li> </ul>	<p>Monitoring that Schools are delivering the required number of hours.</p>
<p>2.8 To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.</p>	<p>The ETB's <b>Organisation Support and Development Directorate</b> supported staff through training and the infrastructure to support remote working to ensure the smooth delivery of teaching and learning and the continuity of ETB provision across the ETB's Schools and FET divisions.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• the continued provision of supports and training to support remote working.</li> <li>• Remote Working Policy will be introduced in 2024.</li> </ul>	<p>Monitoring of staff availing of training and supports.</p>



<p>2.9 To continue to support organisational design process at local and national level, to achieve more consistency and coherence in staffing structures and organisational design across the ETB sector.</p>	<p>The ETB's <b>Organisation Support and Development Directorate</b> will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2024 as part of their on-going professional development.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of staff getting financial support through the Staff Professional Development Fund.</li> <li>• Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University.</li> <li>• Number of staff availing of GDPR refresher training via Privacy Engine.</li> <li>• Number of staff availing of Health and Safety Training via Privacy Engine.</li> </ul>	<p>Support all relevant Staff CPD applications.</p> <p>Deliver appropriate in-house training.</p> <p>Targeted provision of appropriate learning and development initiatives for all.</p> <p>Continue to support established internal Forums across OSD, Schools &amp; Campuses.</p>
	<p>LCETB has a strategic approach to staffing of FET. The focus of resources on key areas such as strategic planning, quality assurance, TEL and planning and monitoring will continue in 2024, in line with the Transforming Learning strategy. LCETB will continue to invest in these core capabilities and will also work with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• FET staffing structure in line with national priorities.</li> <li>• Continued engagement with SOLAS and DFHERIS at a national level to advance a FET management structure that reflects priorities set out in the FET Strategy.</li> </ul>	<p>Increase in number of CPD opportunities for all staff.</p> <p>Increase in number of staff availing of CPD opportunities.</p>

**Performance Delivery Agreement (PDA) Goal 3: Governance**

Links to ->

**Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 3: Good Governance**

To provide a governance and support framework that underpins the effective and efficient delivery of high quality education and training services.

This is about ensuring that the quality of the ETB’s education and training provision is supported by management and administration systems that meet the highest standards of governance in terms of accountability, transparency, compliance, equity and value for money.

Priority	Action	Performance Indicator	Target
3.1 To ensure that our structures are supported by robust systems and procedures, that are aligned with evolving strategic priorities.	The ETB’s <b>Corporate Services Department</b> under the <b>Organisation Support and Development Directorate</b> will continue to implement the policy review cycle during 2024 to ensure all policy documentation is reviewed and updated within a three-year timeframe.	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Documented confirmation of policies reviewed in 2024 in line with the ETB three-year policy review cycle.</li> </ul>	On-going review and archiving of documentation in line with Records Retention Policy.  On-going GDPR & H&S Training for all staff.  Review of policies.
	The ETB’s Finance Department will engage with ESBS in relation to moving to Finance Shared Services in 2024.	Performance and progress in 2024 will be monitored and evidenced through appointment of Team Lead to progress the migration once date has been finalised.	Migration to Finance Shared Services in Wave 4 (November 2024 approx.)
	The ETB’s <b>OSD, Schools and FET Directorate</b> will ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017 (revised 2023).	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Confirmation that all Schools and relevant Centres have Child Protection Procedures in place.</li> <li>All newly recruited staff undergo induction training and a</li> </ul>	To ensure appropriate training for all LCETB Staff in relation to Safeguarding/Child Protection.

		<p>compulsory element of that training is Safeguarding/Child Protection Procedures for Primary and Post Primary Schools 2017 (revised 2023).</p> <ul style="list-style-type: none"> <li>• On a continuous basis relevant CPD will be delivered to all categories of Staff.</li> <li>• On an annual basis refresher training is delivered to the DLPs and DDLPs.</li> <li>• A review is conducted to ensure the collation of all mandatory checklists, reviews and declarations by schools and centres in relation to Child Safeguarding requirements.</li> </ul>	<p>To ensure refresher training is delivered to all DLPs and DDLPs.</p> <p>To ensure appropriate procedures are followed and relevant notices are issued in accordance with procedures.</p> <p>Continual oversight and review by Senior Management.</p>
	<p>LCETB's Capital and Procurement Department aims to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of all LCETB stakeholders.</p> <p>To this end, LCETB has in place a hybrid procurement structure, incorporating a centralised procurement function with devolved responsibility to Budget Holders in accordance with the National Procurement Policy.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Use of the Department Framework.</li> <li>• Completion of Multi Annual Procurement Plan (MAPP) in line with LCETB's Corporate Procurement Plan.</li> <li>• Planning of future Procurement Requirements / Pipeline.</li> <li>• Active engagement with Finance Section, Schools and FET in relation to procurement requirements.</li> </ul>	<p>To continue to reduce areas of procurement compliance in meeting LCETB's procurement objectives.</p> <p>To provide training to specialist staff in schools and FET centres around procurement process and regulations.</p>

	<p>During 2024, the ETB's <b>ICT Department</b> will provide collaborative opportunities incorporating online platforms which include StaffCONNECT to support our schools and centres. During 2024 the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue the development of specific MS SharePoint sites for each school, with associated training and support.</li> <li>• Delivery of continuous professional development to support the rollout of Office 365.</li> <li>• Work with the Department of Education to further develop ICT capabilities across our schools and FET Colleges/Centres, including accessing grants for ICT equipment, and advice and support materials.</li> <li>• Roll out of Multi-Factor Authentication across LCETB.</li> <li>• Project Management of new systems including upgrades.</li> <li>• Infrastructure development and management of same.</li> <li>• IT Data Protection and Security.</li> <li>• Advise on Cyber Security. Improve existing systems and introduce new measures where appropriate.</li> <li>• Software license management.</li> <li>• Securing funding for capital and ICT investment to address identified priorities and Limerick &amp; Clare ETB infrastructural development needs.</li> <li>• Continue to identify and avail of ICT funding streams available for all areas of delivery.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of new MS SharePoint sites developed for schools in 2024.</li> <li>• Number of CPD opportunities delivered to support the rollout of Office 365 in 2024.</li> <li>• Number of staff engaging with Office 365 by end of 2024.</li> <li>• Number of Staff signed up for Multi-factor Authentication.</li> <li>• Number of new ICT infrastructure projects in place by the end of 2024.</li> <li>• To make improvements in connectivity, device supports and managed services.</li> </ul>	<p>Analysis of the take-up of MS SharePoint in schools and its impact.</p> <p>Analysis of number of staff engaging with Office 365 and its impact.</p> <p>Number of Staff signed up for Multi-factor Authentication.</p> <p>Record the number of staff using MFA Impact of new ICT infrastructure projects.</p> <p>Identify and progress further infrastructural projects in line with available funding</p>

	<ul style="list-style-type: none"> <li>• To link ICT infrastructure investment to Buildings upgrade actions where appropriate.</li> <li>• Installation and Management of telephony systems.</li> <li>• Management of Systems including local On Prem and cloud systems across administration and Teaching &amp; Learning.</li> </ul>		
	<p>Governance/Finance/HR/ as designated items on agenda for principal meetings with inputs from Director of OSD and APOs.</p> <p>The ETB's Youth Work Committee will review the previous strategic Youth Work Plan and will develop a new strategic Plan for the next three years (2023 – 2026). The main aim of the plan is to ensure the ETB succeeds in its responsibilities to support the provision, co-ordination, administration and assessment of youth work services in the Limerick and Clare region. The ETB will work closely and in partnership with all the organisations to support them to meet these requirements.</p> <p>The LCETB Youth Work Team will conduct quarterly meetings with the LCETB Finance Section to review and track all finance expenditure.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Time allocated at Principals and Deputy Principals meetings for OSD updates.</li> <li>• Develop a new strategic plan for Youth Work in the region.</li> <li>• Regular Quarterly Review meetings with all projects to ensure maximum effectiveness of the targeted programme and full compliance with the rules of the scheme.</li> <li>• Compliance and accountability for public funds.</li> </ul>	<p>Monitoring of time allocated to SMTs.</p> <p>Development of strategic plan for Youth Work in the region.</p> <p>Monitoring of quarterly review meetings.</p> <p>Monitoring compliance and accountability.</p>
	<p>The LCETB College of FET good governance promotes the development and implementation of policies and practices that enhance the quality of our provision and support services. Accountability ensures that the college of FET complies with all regulations, fostering a positive relationship with accrediting bodies and government agencies. It</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of QA governance structures meetings.</li> <li>• Notes of meetings.</li> <li>• Range of policy development.</li> </ul>	<p>Monitoring compliance and accountability.</p>

	<p>also helps identify areas for improvement towards quality enhancement in the College.</p> <p>The <b>College of FET QA Governance structures</b>, that of the Quality Council and its associated subgroups (Quality Assurance and Programme Governance), combined with the College of FET Strategic Regional Planning Network and FET Steering Group meet regularly.</p>		
3.2 To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities	<p>The ETB's Schools and FET Divisions will work with the Finance and Audit and Risk Committees during 2024 to actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit.</p> <p>During 2024, the ETB's Schools and FET Divisions will ensure that the Schools Risk Register / FET Risk Register will be an agenda item for meetings and will be regularly reviewed by Principals and Deputy Principals and Provision Managers.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Evidenced Agenda Item at Schools and FET Meetings in 2024.</li> <li>Evidenced updating of the risk register in 2024.</li> <li>Evidence of actions to mitigate risks in 2024.</li> </ul>	<p>Heighten awareness of risk identification and management through Risk Register.</p> <p>Follow through on actions to mitigate risks</p>
	<p>Continue to collaborate with other ETBs on the <b>development of CRM/database</b> for the management of organisational data re. QA and employer engagement.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Quality Council (QA) subgroup meeting updates from system development team.</li> </ul>	<p>CRM/database system developed / implemented / evaluated.</p>
	<p>Coordinated by the <b>FET Operations Support service</b>, procedures are in place to monitor FET activities across campuses. All courses, learners, and outcomes are recorded on PLSS. Yearly planning is recorded in FARR and reports generated on a quarterly basis. Classroom activity and attendance are recorded on Timetable Client and</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>PLSS reports</li> <li>FARR reports</li> </ul>	<p>2024 SPA targets agreed with SOLAS</p> <p>CRM/database system developed / implemented / evaluated.</p>

	<p>Timetabler. Attendance and learner payments are recorded on TACS and PeopleXD.</p> <ul style="list-style-type: none"> <li>• In 2024, the further rollout of the transfer of guidance activities on PLSS will continue.</li> <li>• The College of FET is also involved in national initiatives, such as the development of the Strategic Employer Engagement Database (SEED) – a CRM system developed and funded through the SOLAS. It provides a unifying approach, on a single platform, across all of our employer engagements, tracking and recording the process from start to finish, delivering a cloud-based solution for all employer engagement. This solution integrates seamlessly with our Office 365 applications along with data fed from our existing systems such as PLSS and ACSS.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Council (QA) subgroup meeting updates from system development team.</li> </ul>	
	<p>The Capital and Procurement Section will embed the new Contract Management System (CMS) developed in cooperation with ESBS to meet the needs of the organisation. This Tender and Contract Management System is a workflow module that was built to manage the procurement process and documentation from ETBs.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Use of the CMS to meet the needs of LCETB and will include Contract Administration, Service Delivery and Relationship Management.</li> <li>• The module is part of SunSystems and is integrated with P2P to ensure a more efficient and effective delivery of procurement activities.</li> <li>• LCETB will continues to work with ESBS and SunSystems to enhance the efficiency of the new system.</li> </ul>	<p>Efficient use of the CMS to address areas of procurement non-compliance.</p>

<p>3.3 To promote the highest standards of financial and risk management through internal monitoring controls and audits.</p>	<p>As per the Code, the Board shall ensure appointment to the Audit and Risk and Finance Committees incorporate members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairs. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available, if required.</p> <p>Appointments to audit and finance committees have been made by the board in consultation with committee chairs. External members of committees should bring the required audit and financial skills and experience to the role.</p> <p>The Finance Department will engage with C &amp; AG and ETB-IAU to ensure systems and procedures are reviewed on an ongoing basis in the context of promoting the highest standards of financial management across the organisation.</p>	<p>Performance and progress in 2024 will be evidenced through:</p> <ul style="list-style-type: none"> <li>• Engagement with C &amp; AG and ETB-IAU on annual and specific audits.</li> <li>• Regular A &amp; R Committee Meetings in accordance with the requirements of the Code of Governance.</li> <li>• Reports from the A &amp; R Committees issuing to the Board.</li> <li>• Procurement of specialist advice should the need arise.</li> </ul>	<p>Reports from the Audit and Risk and Finance Committees included on the Agenda for Board Meetings.</p> <p>Procurement of specialist advice should the need arise.</p> <p>Review and implementation of audit recommendations.</p>
	<p><b>Risk Management:</b> Working with the Finance and Audit and Risk Committees; During 2024 the ETB will actively identify, assess, monitor and manage risk in the context of all of its operations and will ensure that formal and transparent arrangements are in place for both internal and external audit. The ETB has a process in place designed to identify and address significant risks involved in achieving the entity's outcomes. The Audit and Risk Committee supports the Board in this role.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Risk Register is an Agenda item for all Management Meetings.</li> <li>• Regular updates to the Risk Register.</li> <li>• Mitigation of Risks evidenced.</li> <li>• Identify and address significant risks involved in achieving an entity's outcomes.</li> </ul>	<p>Risks to the achievement of the ETB's strategic and operational objectives are identified, assessed, managed and monitored to support the demonstration of good governance in compliance with legislation, codes of</p>



		<ul style="list-style-type: none"> <li>• Risk Business Plan reviewed on a quarterly basis and forms part of reporting to the Audit and Risk Committee.</li> <li>• Business Continuity Plan reviewed and adapted for evolving needs.</li> <li>• Support to the Board from the Audit and Risk Committees in this role.</li> </ul>	<p>practice, standards, guidance and relevant Department circulars.</p> <p>Assurance to the Board that adequate, specific internal controls are operating as intended.</p> <p>Changes in Risk Business Plan and Business Continuity Plan.</p>
	<p>LCETB Capital and Procurement Section will manage LCETB's properties, both owned and leased, to ensure compliance with all Statutory, Department and Governance requirements. This will involve working closely with LCETB Schools and FET Divisions to ensure the accommodation needs of the organisation are met and all Schools and FET Buildings are fit for purpose.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Keeping fully up to date LCETB's Property Asset Register.</li> <li>• Regular engagement with the Department of Education's Property Section.</li> <li>• Monitoring of Leases and ensuring compliance with terms.</li> <li>• Monitor LCETB's Property to ensure all buildings are fit for purpose and address any deficits in terms of building standards.</li> </ul>	<p>Property Asset Register kept up to date.</p> <p>Compliance with all Statutory requirements.</p>
<p>3.4 To maximise the efficient use of public resources.</p>	<p>The <b>CE and Directors of Schools, FET and OSD</b> will ensure that schools, centres and services are supported to use central procurement frameworks and contracts that are put in place by the Office of Government Procurement (OGP) during 2024.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Evidence of use of OGP Frameworks wherever possible</li> </ul>	<p>Adherence to procurement guidelines.</p>

	<p>LCETB Capital and Procurement Section and LCETB Finance Section will ensure that during 2024 there will be continued close cooperation between the Financial and Procurement functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation. This will involve continuing to identify and implement a range of procurement solutions that will deliver compliance, value, efficiency and best practice on behalf of the authority during 2024.</p> <p>Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2024.</p> <p>LCETB Capital and Procurement Section and LCETB IT Section will ensure that during 2024 there will be continued close cooperation between the Procurement IT functions to ensure the highest standards of compliance with Public Procurement Procedures, Guidelines and Legislation. Implementation of National ETB Procurement Policy (including the suite of template documents for tendering above and below the EU Thresholds) will be on-going in 2024 in relation to procurement of IT services and equipment.</p>	<p>during 2024 to ensure compliance and value for money.</p> <ul style="list-style-type: none"> <li>• LCETB’s MAPP will be refined and further developed during 2024 in order to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken.</li> <li>• All relevant Policies and Procedures re Procurement to be updated on an ongoing basis via StaffConnect during 2024.</li> <li>• Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for LCETB in these areas.</li> <li>• Report to the Department of Education in relation to capital expenditure.</li> <li>• Management of IT Support Services Contract.</li> <li>• Ongoing review of IT procurement across LCETB.</li> <li>• Review and update of all specifications and technical requirements.</li> <li>• Use of OGP and other appropriate national frameworks for purchase IT equipment.</li> <li>• C &amp; P Staff will engage with the new eTenders Platform.</li> </ul>	<p>Adherence to OGP Framework requirements.</p> <p>Keeping up-to-date with requirements through attendance at national Fora.</p> <p>Completion of MAPP.</p> <p>Continual review of MAPP.</p> <p>Keeping up to date with changes in legislation, EU Directives, Systems, Technology and Governance.</p>
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<p>3.5 To maintain effective data protection, confidentiality and record management processes.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>Privacy Engine continues to assist and enable compliance with GDPR.</p> <p>New Training on GDPR has been designed at ETBI and this is being rolled out to all staff in 2024.</p> <p>Policies continue to be reviewed.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of 2024 training events in respect of GDPR Compliance.</li> <li>Number of staff engaging with above in 2024.</li> <li>Number and type of new resources developed in 2024 to support GDPR.</li> <li>Updating records of processing activities as per Article 30 GDPR.</li> <li>Review of existing DP Agreements and updating where necessary.</li> </ul>	<p>Continue towards full utilisation of the facilities within Privacy Engine to assist with GDPR compliance.</p>
<ul style="list-style-type: none"> <li></li> </ul>	<p>The ETB's <b>Corporate Services Department</b> will ensure the on-going review and implementation of the Records Management System (DSM) During 2024 in accordance with the ETB's Record Retention Policy and Records Management Policy.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Review and implementation of DSM Records Management System by Corporate Services.</li> <li>Audit to ensure records are destroyed in line with Records Retention Policy in all Schools and Centres.</li> </ul>	<p>Continue towards full Implementation of Records Management and Retention Policy.</p>
<p>3.6 To maintain, enhance and embed an effective communications strategy.</p>	<p>The ETB's OSD Directorate will develop a Communication Framework in 2024 to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p>	<p>Develop Communications Framework that clarifies organisational</p>

	<p>making processes within Limerick and Clare Education and Training Board including FET, OSD and the Schools Division. Additional 2024 actions include:</p> <ul style="list-style-type: none"> <li>• Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training.</li> <li>• Continued implementation of the Plain English Strategy.</li> <li>• On-going development of the LCETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders.</li> <li>• On-going stakeholder engagement and networking at a local, regional and national level (see 1.8).</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Communications Framework will be put in place in 2024.</li> <li>• Evidence of traffic through the website/social media.</li> </ul>	<p>structures, roles and responsibilities and sets out effective communication and decision-making processes.</p>
	<p>In line with compliance requirements <b>with public information, the College of FET website</b> will continue its process of redesign, to ensure all stakeholders have easy access to key information. The focus is on the learner interface to ensure existing and potential learners can access of relevant information.</p> <p>The TEL Support Service led the redevelopment of the TEL SharePoint site, and supported the <b>redevelopment of six other SharePoint sites</b>, (QA, PL&amp;D, Recruitment &amp; Guidance, Enterprise Engagement, Planning Monitoring &amp; Evaluation, Operational Planning &amp; Support). The aim of the redevelopment was to improve communications and clearly signpost resources for all FET Staff users.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through site analytics in relation to usage of SharePoint and ongoing promotion to create familiarity and build traffic in 2024.</p>	<p>Redesign of College of FET website completed and use of analytics to measure use of site.</p>

<p>3.7 To maintain and monitor service level agreements/memoranda of understanding and protocols with external agencies to whom we provide grants/resources.</p>	<p>The ETB's Finance Department will ensure that all external agencies to whom the authority provides grants/resources will have a formal SLA/MOU in place in compliance with DPER Circular 13/2014. Where appropriate, this will include a Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLA's in 2024.</li> </ul>	<p>To have an appropriate SLA/MOU on file in compliance with DPER 13/2014. Liaise with the Compliance Team on a quarterly basis to ensure all necessary suppliers have the appropriate SLA/MOU in place.</p>
	<p>In 2024, the ETB's College of FET will continue to use <b>SLAs with external stakeholders</b>, including Community Education partners, to whom it provides grants and resources.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Number of SLAs between LCETB and external partners.</li> </ul>	<p>Continued use of SLA's with external stakeholders.</p>
<p>3.8 To continue to promote a culture of self-evaluation across the organisation to inform a process of continuous improvement through regularly evaluating the effectiveness of administrative systems and practices.</p>	<p>The <b>CE</b> and <b>Director of OSD</b> will carry out a self-assessment in 2024 as required by the Code of Practice for the Governance of Education and Training Boards.</p>	<p>Performance and progress in 2024 will be evidenced through:</p> <ul style="list-style-type: none"> <li>Feedback and actions arising from self-assessment.</li> <li>The <b>Schools Division</b> will ensure the implementation of the various national policies will be through the School Self Evaluation (SSE) process linked to the Looking at Our Schools (LAOS) quality framework, respectful of each school community.</li> <li>Results in State Examinations.</li> <li>Numbers availing of CPD.</li> </ul>	<p>Completion of self-assessment and action plan on improvements.</p>

<ul style="list-style-type: none"> <li>•</li> </ul>	<p>LCETB, through the College of FET, is committed to expanding and strengthening the <b>Learner Voice</b>.</p> <p>In 2024, a new FET <b>Learner Voice Policy</b> will be published and implemented across FET campuses. It sets out the scope, key principles and objectives of the meaningful engagement of FET learners to share their views about their learning experience. It also outlines the range of learner voice mechanisms used across the College of FET, and key roles and responsibilities involved.</p> <p>A FET Learner Voice Steering Group will be set up in 2024 to monitor the implementation of the new policy.</p> <p>We will continue to develop cross-FET learner feedback mechanisms and activities, including a FET wide Learner Survey to get feedback from key stakeholders.</p> <p>LCETB will enhance their learner-centred approach to communication and marketing with locally focused campaigns and improved learner interface with the collegeoffet.ie website.</p> <p>In 2024, the College of FET will adopt and roll out a Quality Review Framework to support FET campuses to carry out self-evaluations on all aspects of their provision, and good governance processes.</p> <p>The College of FET will continue to comply with self-evaluation and reporting requirements to include: contributions to LCETB Service plan and Annual reports, College of FET Annual Report, and new to the sector QQI QA Institutional Review Annual Report.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Range of learner, staff and other stakeholders consultations.</li> <li>• Establishment of FET Learner Voice Steering group.</li> <li>• Reports and updates to Quality Council subgroup (QA) and Quality Council on outputs and recommendations.</li> <li>• Publications of FET Annual Reports, and compliance with other reporting requirements.</li> </ul>	<p>Completion of a FET wide Learner survey to get feedback from key stakeholders and assess and implement appropriate recommendations from same.</p> <p>Continued self-evaluation and compliance with statutory obligations.</p>
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<p>3.9 To ensure compliance in line with legislation.</p>	<p>The ETB's Human Resources Department under OSD will continue to work with the National Pensions project team in response to national policy requirements in 2024.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Continued engagement by the ETB with the National Pensions Project Team in 2024.</li> </ul>	<p>Full adherence to and compliance with all statutory and regulatory requirements across the organisation.</p>
	<p>Inaugural Review of Quality Assurance, initiated by QQI as regulatory authority, identified 29 recommendations for action. Action plan submitted to QQI in response has detailed actions and plan documented. Return of Annual Quality Report to QQI by March 2024 required as part of QA governance processes.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>Completion of Annual Quality Report for QQI.</li> </ul>	<p>Monitor and implementation of actions arising from Annual Quality Report.</p>
	<p>Appointments to Audit and Risk and Finance Committees should incorporate Members who have the specialist skills, knowledge and experience in these relevant areas.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <p>As per the Code, appointment to these Committees incorporate Members who have the specialist skills, knowledge and experience in these relevant areas. All appointments are made by the Board in consultation with Committee Chairpersons. Procurement of specialist advice at reasonable and approved expense to the ETB to assist the Committees with specific areas of its business is made available if required.</p>	<p>Both committees will continue to complete annual self-assessments as per the Code.</p>

<p>3.10 To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.</p>	<p>During 2024, the ETB's <b>Schools Division</b> will ensure that schools are supported to engage with An Taisce's Green Schools Initiative, providing environmental management and education.</p> <p>Schools will make quarterly returns on data regarding use of buses for school trips.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of ETB Schools engaging with the Green Schools Initiative in 2024.</li> <li>• Review of on-line forms and returns of school bus trip data.</li> </ul>	<p>Continue to work towards all schools engaging with Green Schools Initiative.</p>
	<p>The green transition requires a whole-institution approach, including the 'greening' of curriculum content and the learning environment, campus greening, skills development for teachers and collaboration with the industry, research institutions and many other external stakeholders. In 2024, the College of FET will continue to promote a culture of <b>sustainability in our campuses</b>.</p> <p>LCETB has a strong and growing focus on <b>green skills and Near Zero Energy Buildings (NZEB)</b>. It is one of six ETBs with a dedicated NZEB Centre of Excellence. There is significant ambition to grow this provision in line with the national commitments set out in the Housing for All Strategy and the National Recovery and Resilience Plan.</p> <p>Training currently consists of training in NZEB fundamentals, Retrofitting, External Wall Insulation, Air Tightness, and Insulation Installation. This will be further enhanced via upskilling courses in Solar and Heat Pump Technologies in 2024.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• No of learners at the LCETB NZEB and Retrofitting Centre of Excellence in Roxboro as per SPA.</li> <li>• Roll out of blended programme.</li> <li>• Take up of E-college green skills module.</li> <li>• Campuses targeting Green Centre award.</li> <li>• Development of LCETB Sustainable Action Plan.</li> <li>• Roll out of Sustainability courses.</li> </ul>	<p>Expansion of reskilling provision to meet retrofitting needs</p> <p>Embedding of core green skills module across FET course.</p>



	<p>The facility provides skills training for individuals who are unemployed and for individuals in employment wishing to upskill. The new LCETB NZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners in 2024 and it is part of the wider development of the Green Innovation Campus. In 2024, we will upskill staff via the train the trainer resources and roll this out as a blended programme across FET provision, and through a national online green skills module available via eCollege.</p>		
	<p>LCETB is committed to a continuing focus on Energy Management and reduction of Carbon emissions given that 'Public Bodies must play an exemplary role with regard to Energy Efficiency in pursuit of Targets and actions contained in the National Energy Efficiency Action Plan'(S.I.426.).</p> <p>It is expected that PSBs LCETB Energy Strategy adopted by Q1 2024.</p> <p>LCETB Capital and Procurement Section, in accordance with responsibilities as a Public Sector Body, will strive to achieve the target of a 50% reduction in energy usage and 51% reduction in Greenhouse Gas Emissions by 2030. During 2024, LCETB will continue to promote ongoing investment in energy-reduction measures through participation in relevant initiatives including the National Pathfinder Programme and SEAI Programmes.</p> <p>LCETB will continue to engage with the Department of Education and DFHERIS to maximise investment</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• ETB Schools engaging with the Green Schools Initiative.</li> <li>• Report on LCETB 2022 energy usage by completing M &amp; R Returns to SEAI in 2024.</li> <li>• Monitor and review energy performance across LCETB.</li> <li>• Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2024.</li> <li>• Evidence of a greater understanding and knowledge of the key issues through ongoing investment in staff development during 2024.</li> <li>• Implement Energy Awareness Campaigns, use schools as part of this pilot.</li> </ul>	<p>LCETB will inspire and model best practice in tackling climate change.</p> <p>Work with SEAI in gathering data and finding a path for LCETB to meet its Energy Targets and develop an Energy Strategy.</p> <p>Continue to work towards all schools engaging with Green Schools Initiative.</p> <p>Complete M&amp;R Returns to SEAI.</p> <p>Monitor energy performance across</p>

	<p>in LCETB Schools and Centres in order to ensure our facilities comply with all relevant legislation, regulations and the highest standards of energy efficiency.</p>	<ul style="list-style-type: none"> <li>• Green Teams in our Offices (Marshal House &amp; Station Road) Schools and Centres.</li> <li>• Implement recommendations from Energy Audits, where feasible.</li> <li>• Participate in the Government's Reduce your Use Campaign.</li> <li>• Building Green Procurement into our procurement competitions.</li> <li>• Capital Projects focus on Energy Efficiency.</li> <li>• Build Energy Tracking into the Tender Documents.</li> <li>• Develop further LCETB's Corporate Partnership with SEAI.</li> <li>• Deliver Pathfinder Projects involving the deep energy retrofit of FET Campus in O'Connell Avenue and Hazelwood College.</li> </ul>	<p>LCETB with a view to improvement and maximising energy efficiency.</p> <p>Heighten awareness and understanding of energy efficiency within LCETB staff.</p>
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**Performance Delivery Agreement (PDA) Goal 4: Partnership**

Links to ->

**Limerick and Clare Education and Training Board Strategy Statement 2022 – 2026 Goal 4: Partnership**

To develop organisation-wide collaboration and to work in partnership with all government departments and agencies, education partners, as well as industry and community stakeholders, to deliver innovative solutions which respond to the changing social, economic and environmental needs of the region.

This is about responding to statutory obligations and building relevant partnerships to create effective pathways and promote the role of education and training in developing the economic competitiveness and social inclusion of our region.

Priority	Action	Performance Indicator	Target
4.1 To enrich an organisation-wide culture of collaboration.	To facilitate intersection collaboration and encourage the use of internal resources, facilities and services to enhance the staff, student and learner experience.	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Increased awareness and use of internal resources, facilities and services by staff, student and learners.</li> </ul>	Evidence of increased numbers availing of internal resources, facilities and services by staff, student and learners.
4.2 To promote a culture of collaboration, innovation and partnership in order to enhance opportunities for all our stakeholders in the region.	<p>LCETB Capital and Procurement Section will continue to manage and deliver projects for non-LCETB Schools during 2024 to ensure the most cost-effective and efficient use of public funding.</p> <p>LCETB will work with the following non-ETB schools in 2024 to ensure projects progress to delivery by implementing effective project management strategies:</p> <ul style="list-style-type: none"> <li>Gaelscoil Mhichil Ciosog, Ennis.</li> <li>Sacred Heart National School Monaleen.</li> <li>Gaelscoil Donncha Rua, Shannon.</li> <li>St. Brigid’s National School, Limerick.</li> <li>St. Mary’s National School, Limerick.</li> <li>Salesian College, Pallaskenry.</li> <li>St. Clement’s Limerick.</li> <li>Gaelscoil Uí Choimín, Kilrush.</li> </ul>	Performance and progress in 2024 will be monitored and evidenced through: <ul style="list-style-type: none"> <li>Delivery of project management supports by LCETB in respect of non-ETB schools listed.</li> </ul>	Progression of projects through design phase and on time or before time delivery and hand over of all capital projects scheduled for completion in 2024.

	<p>In Service Plan 2024, Youthwork aims to collaborate extensively with various regional and external forums to achieve the following:</p> <ul style="list-style-type: none"> <li>• Elevate the significance and prominence of youth work as a vital intervention for all young individuals.</li> <li>• Establish robust communication channels among organizations dedicated to youth engagement within the region.</li> <li>• Play an active role in shaping policy development concerning youth work and its associated domains.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Participation in ETBI structures – Youth Officer Network and ad hoc consultations as arranged by DCEDIY.</li> <li>• Participation on committees, boards, consultative groups, e.g., Drug Task Force, Comhairle na nÓg, other support networks.</li> </ul>	<p>Monitoring participation in youth committees, support networks and boards at national and local level.</p>
	<p>Through its college of FET, LCETB is involved in the following collaborations:</p> <ul style="list-style-type: none"> <li>• Employer engagement between the ETB and bodies such as Chambers of Commerce, LEOs, IBEC, IDA, DEASP, County Councils, etc.</li> <li>• Active member of the Mid-West Regional Skills Forum.</li> <li>• DFHERIS Expert Advisory Group on Offshore Wind Skills and Workforce Requirements.</li> <li>• ESS co-chairs the Mid-West Renewables Education and Training Cluster.</li> <li>• EESS chairs the Immersive Software Cluster with ETB's and Green Skills</li> <li>• EESS chairs the Film and Education Training Network Mid-West.</li> <li>• Industry cluster groups in the Mid-West i.e. Hospitality and Tourism, Engineering, IT, Retail.</li> <li>• Chair of UNESCO Learning Limerick.</li> <li>• National Construction Oversight &amp; Advisory Group</li> <li>• Community partners such as Local Development Companies, Family resource centres, National learning networks, local</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Collaboration and membership of industry led clusters.</li> </ul>	<p>Continued partnership, collaboration and membership of industry led clusters.</p> <p>Aircraft maintenance training places will grow to 200 in 2024</p> <p>Maintenance Skills full L6 Award commencing in Jan 2024, specifically for local industry multinational personnel.</p>

	<p>community groups, prison probation services, men and women sheds, Addictions services, etc.</p> <ul style="list-style-type: none"> <li>• Shannon campus is also working with the aviation sector to increase capacity in 2024 to meet increasing demand from MROs for both apprentices and technicians.</li> <li>• Raheen Campus is working with local industry to provide a suite of Advanced Manufacturing training courses in 2024.</li> </ul>		
	<p>LCETB is involved in the following collaborations through its Schools Division: Schools Division and University of Limerick &amp; HSE MidWest Hospitals group in promotion of healthcare related career options.</p> <p>The Junior Health Sciences Early Careers Event is an annual event organised by the Health Sciences Academy in Limerick and Clare. It is designed to introduce Transition Year (TY) and Fifth Year students to the exciting world of healthcare careers. The event provides a platform for students to learn about a wide range of healthcare professions, network with professionals, and explore career options that align with their interests.</p> <p>The primary goal of the Junior Health Sciences Early Careers Event is to raise awareness among TY and Fifth Year students about the diverse and rewarding opportunities available in the healthcare sector. By exposing students to a variety of healthcare professions, the event aims to stimulate their interest in this field and encourage them to consider healthcare careers as viable options for their future. The Junior Health Sciences Early Careers Event features a range of interactive and engaging activities, including:</p> <ul style="list-style-type: none"> <li>• Presentations by healthcare professionals: Students will have the opportunity to hear from a variety of healthcare professionals, including doctors, nurses, physiotherapists, pharmacists, and others. These presentations will provide</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Student engagement and interest:</li> <li>• Number of students attending the event.</li> <li>• Percentage of students who find the event valuable and informative.</li> <li>• Feedback from students on the effectiveness of the event's activities and presentations.</li> <li>• Career awareness and exploration:</li> <li>• Percentage of students who increase their knowledge of healthcare professions after attending the event.</li> <li>• Number of students who indicate a newfound interest in healthcare careers.</li> </ul>	<p>Continued roll out of Annual Health Sciences Academy in Limerick and Clare.</p> <p>Monitoring of engagement in Health Sciences information platform.</p>

	<p>insights into the day-to-day work of healthcare professionals and the skills and qualifications required for these careers.</p> <ul style="list-style-type: none"> <li>• Career exploration activities: Students can participate in various activities that will help them explore their interests and identify potential healthcare careers that match their skills and aspirations. These activities may include hands-on demonstrations, role-playing exercises, and interactive workshops.</li> <li>• Networking opportunities: The event provides a unique platform for students to network with healthcare professionals and connect with other students who are interested in pursuing similar career paths. This networking can foster valuable connections and open doors to future opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of students who take steps to explore specific healthcare career paths.</li> <li>• Long-term impact on career choices:</li> <li>• Number of students who pursue further education or training in healthcare-related fields after attending the event.</li> <li>• Percentage of students who enter healthcare careers within a specific timeframe.</li> <li>• Satisfaction of employers with the skills and knowledge of graduates who participated in the event.</li> </ul>	
	<p>Schools Division BD STEM Stars STEM promotion</p> <ul style="list-style-type: none"> <li>• BD STEM Stars is a STEM (Science, Technology, Engineering, and Mathematics) competition for secondary school students in the Munster region of Ireland. It is organized by BD Research Centre Ireland, a division of BD (Becton, Dickinson and Company), in partnership with the Limerick and Clare Education and Training Board (LCETB).</li> <li>• The competition is designed to encourage and inspire secondary school students to pursue STEM subjects and to develop their problem-solving, critical thinking, and creative thinking skills. Students are challenged to develop innovative solutions to real-world problems related to healthcare, environmental sustainability, and other areas.</li> <li>• The competition is open to all secondary school students in the Munster region, regardless of their academic background or</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through three main areas:</p> <p>Student Engagement and Interest:</p> <ul style="list-style-type: none"> <li>▪ Number of students participating in the competition: This indicator reflects the overall level of interest and participation in the competition.</li> <li>▪ Percentage of students who find the competition engaging and challenging: This indicator assesses the</li> </ul>	<p>Continued partnership, collaboration.</p>

	<p>experience in STEM subjects. Students can participate in the competition individually or as part of a team.</p>	<p>effectiveness of the competition in motivating and engaging students.</p> <ul style="list-style-type: none"> <li>▪ Feedback from students on the competition's activities and challenges: This feedback provides valuable insights into the aspects of the competition that resonate with students and those that could be improved.</li> </ul> <p>Solution Quality and Innovation:</p> <ul style="list-style-type: none"> <li>• Originality and innovativeness of the solutions submitted: This indicator measures the creativity and out-of-the-box thinking of participating students.</li> <li>• Thoroughness and clarity of the presentations: This indicator assesses the ability of students to effectively communicate their ideas and solutions.</li> <li>• Demonstrated understanding of the problem: This indicator evaluates the depth of students' understanding of the real-world problems they are addressing.</li> <li>• Feasibility of the solutions: This indicator assesses the</li> </ul>	
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		<p>practicality and potential implementation of the proposed solutions.</p> <p>Impact on STEM Education and Aspirations:</p> <ul style="list-style-type: none"> <li>• Percentage of participating students who increase their interest in STEM subjects: This indicator measures the effectiveness of the competition in fostering a passion for STEM among students.</li> <li>• Number of students who pursue further education or training in STEM-related fields after participating in the competition: This indicator tracks the long-term impact of the competition on students' STEM aspirations.</li> <li>• Satisfaction of teachers and mentors involved in the competition: Feedback from teachers and mentors provides valuable insights into the effectiveness of the competition and its impact on student engagement and STEM learning.</li> </ul>	
	<p>Jigsaw Mental Health and Wellbeing's One Good School Initiative is a whole-school approach to promoting mental health and well-being among young people. The initiative is based on the principles</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p>	<p>Continued partnership, collaboration.</p>



	<p>of creating a supportive and inclusive school environment, providing education and training on mental health and well-being, and encouraging help-seeking behaviours. Limerick and Clare Education and Training Board Community Colleges are involved in this initiative with the ETB promotion and endorsement of the partnership at an annual awards day.</p>	<ul style="list-style-type: none"> <li>• Key Features of the Jigsaw Mental Health and Wellbeing One Good School Initiative:</li> <li>• Whole-school approach: The initiative involves all school stakeholders, including students, teachers, parents, and school leadership. This ensures that mental health and well-being are embedded in the fabric of the school culture.</li> <li>• Curriculum integration: Mental health and well-being education is integrated into the school curriculum, providing students with the knowledge and skills they need to manage their mental health and well-being.</li> <li>• Social-emotional learning (SEL): The initiative promotes SEL, which helps students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</li> <li>• Positive school climate: The initiative encourages the</li> </ul>	
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		<p>creation of a positive school climate that is supportive, inclusive, and respectful of all students.</p> <ul style="list-style-type: none"> <li>• Parental engagement: The initiative engages parents and carers in promoting mental health and well-being at home and in the wider community.</li> <li>• Help-seeking: The initiative encourages students to seek help when they need it, providing them with information on available supports.</li> </ul>	
	<p>Erasmus+ Funded Project - Limerick and Clare Education and Training Board Schools Division and Mary Immaculate College, Limerick.</p> <p>The Schools Division and the Faculty of Education in MIC (Mary Immaculate College) are currently engaged in a European Commission initiative of 16 new <a href="#">Erasmus+ Teacher Academies</a>, which will benefit from €22.5 million from the <a href="#">Erasmus+ budget</a> over three years to provide teachers at all stages of their careers with learning opportunities that include mobility, learning platforms and professional communities.</p> <p>The Care Aware Crew Project – Phase 2 for Primary Schools</p> <p>The Care Aware Crew Project is a collaboration between Limerick and Clare Education and Training Board, the Junior Health Sciences Academy, University of Limerick, University Hospital Limerick and</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• The IDEAL Futures Teacher Academy will develop a range of professional development activities and a collaborative digital hub to provide opportunities for educators to develop as future digital educational leaders. It will support pre-service, in-service teachers and educational leaders. They will be able to consider the challenges facing education in the</li> </ul>	<p>Collaboration and membership of industry led clusters.</p>

	<p>HSE Midwest Community Healthcare. The focus of the project is the delivery of a suite of novel pupil/teacher-friendly Life Skills and First Aid lessons — produced locally and featuring the expertise of UHL consultants, School of Medicine staff and others—to 3rd and 4th Class primary school pupils in schools throughout Limerick and Clare.</p> <p>Key Tasks: Set-up (recruitment of participants [schools], meetings with Principals and Class Teachers in 13 schools, delivery of materials, including printed materials and medical equipment); Co-ordinate Delivery of Care Aware Crew lessons to 400 pupils in 17 primary school classrooms across 13 schools; Collection of pupils' completed workbooks and feedback (including classroom visits); Collection of teachers' and Principals' feedback (by interview and questionnaire).</p> <p>The Limerick and Clare Education ETB is also involved in the following collaborations through its FET Division:</p> <ul style="list-style-type: none"> <li>• Mid-West Regional Skills Fora.</li> <li>• Chair of UNESCO Learning Limerick City.</li> <li>• Chair of the Mid-West Film Education &amp; Training Group.</li> <li>• Co-chair of Mid-West Renewable Energy Training and Education Network.</li> <li>• Membership of the Chamber of Commerce.</li> <li>• Membership of the following industry clusters: <ul style="list-style-type: none"> <li>○ Information Technology</li> <li>○ Logistics</li> <li>○ Aviation</li> <li>○ Food Partnership</li> <li>○ Explore Engineering</li> </ul> </li> </ul>	<p>future, and develop a vision based on their individual beliefs and the needs of their school communities, through collaboration with the wider education and technology sector. They will be supported to simultaneously solve specific challenges around digital educational leadership and acquire the necessary skills and expertise through formal online professional development.</p> <p>The main objectives are to:</p> <ul style="list-style-type: none"> <li>• support high quality collaboration between ITE Universities, Teacher PD providers, Teacher employment organisations, Policy Makers, and Educational Technology providers.</li> <li>• identify the key challenges, problems and dilemmas facing pre-service and in-service teachers in a digital era in the context of the digital leadership ecosystem. These come</li> </ul>	
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		<p>from the perspectives of policy, praxis, pedagogy and identity opportunities for teachers to re-envision and lead a transformative approach to digital leadership in education,</p> <ul style="list-style-type: none"><li>• develop and evaluate a high quality, multi-level pedagogical model that supports transformative dialogue and leads to a co-operative and integrated approach to addressing issues facing education around digital pedagogical leadership,</li><li>• create a range of professional development content, activities and associated micro credentials to implement the pedagogical model. These will support educators across all levels of education to foster skills in digital educational leadership, including formal open educational resources, synchronous workshops, hackathons, peer observations, transformative learning</li></ul>	
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		<p>projects and design-based research activities.</p> <p><b>Pilot Scheme — Phase 2 Evaluation (by U.L. Staff) and Phase 3 Planning:</b>  Feedback from pupils and teachers is excellent and is currently being analysed by staff at UL under the direction of Dr Jennifer McMahon. Outcomes of this evaluation will inform future practice. Lesson topics for Phase 3 of the project are being discussed currently. The steering group aims to oversee the production 3 new video lessons to add to the Care Aware Crew programme during Term 1 (2023-24) - if funding received from the JP McManus Benevolent Fund will stretch that far - and to roll out the extended programme to 500 'new' pupils in the Limerick-Clare area during Term 2 (2024).</p>	
<p>4.3 To continue to build on local, regional, national and international partnerships, to share best practice and</p>	<p>In 2024, the College of FET will carry out <b>Erasmus+ learning mobility</b> projects under the Programme's Key Action 1 to support organisations in delivering professional and personal development opportunities for staff teachers, trainers and other education staff.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number and range of staff participating in mobility.</li> </ul>	<p>Increase Internationalisation and build capacity around E+ Staff Development opportunities in</p>

<p>enhance our profile as a leading provider of quality education and training.</p>	<p>We will continue to share best practice at local, national and international levels through conferences, training and papers shared with learning providers.</p>	<ul style="list-style-type: none"> <li>• Number of staff new to Erasmus projects.</li> <li>• Evidence of dissemination and sharing of learning and best practice.</li> <li>• Evidence of new networks and partnerships.</li> </ul>	<p>Teaching and Learning Development of New Curricula.</p> <p>Build new networks Information exchange – potential project partners etc.</p>
	<p>In TEL our Action Plan commits us to strategically engage, and actively participate in networks based on the key strategic objectives from our FET Strategy and this action plan including but not limited to:</p> <ul style="list-style-type: none"> <li>• SMART Limerick digital inclusion working Group (on digital inclusion).</li> <li>• Teaching and Learning Forum (Digital badges, OER/CC etc.).</li> <li>• ILTA (Learning Technology/TEL research).</li> <li>• ETBI (TEL network, Blended Learning series network etc.).</li> <li>• TEL Coordinators network (Resource sharing, policies, guidelines, procedures etc.).</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Each of the 7 actions from the plan priority TEL and Partnerships has a set of performance indicators which will be used to monitor performance in each key area.</li> </ul>	<p>Active engagement and collaboration with key digital networks.</p>
<p>4.4 To continue to develop initiatives in response to national policy requirements of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science.</p>	<ul style="list-style-type: none"> <li>- <b>Skills to Compete</b> was launched as an initiative to cope with the structural labour market change brought about by the pandemic. It will become the mainstream offering for those who need upskilling to find sustainable work. This will include targeting of long-term unemployed in line with FET Pathways to Work commitments.</li> <li>- The new <b>LCETB NZEB and Retrofitting Centre of Excellence in Roxboro</b> will offer training to approximately 1,500 learners annually and will be part of the wider development of the Green Innovation Campus. The Campus will contribute significantly to national policy priorities on Housing for All</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Number of Skills to Compete courses.</li> <li>• Number of retrofitting and green skills for All initiatives.</li> <li>• Regional Literacy Coalition is in place.</li> <li>• Number of RLC meetings.</li> </ul>	<p>2024 Target skills to compete (1,200)</p> <p>2024 Retrofitting skills target (1,450)</p> <p>2024 Green Skills for All target (6,000)</p> <p>Four RLC meetings scheduled to monitor progress of Literacy Action Plan</p>

	<p>including housing construction, retrofitting of homes, and carbon reduction.</p> <ul style="list-style-type: none"> <li>- The new <b>ALL Strategy</b>, launched by Government in September 2021, set out an ambitious 10-year cross-Government and cross-society approach to addressing unmet literacy needs. ETBs have a pivotal role in the delivery of the strategy, hosting new Regional Literacy Coordinators who will drive collaboration with local stakeholders via a Regional Literacy Coalition and produce a Literacy Action Plan which will feed into a new national ALL programme office. The Literacy Networking, Awareness Raising &amp; Promotion plan is now in place.</li> </ul> <p>In 2024, the Literacy action plan will be finalised. LCETB will engage with ALL NPO on the development of a National Literacy Awareness Training for roll out to health, local government, social welfare, community development and other key public interface settings across the region.</p> <p>In addition, FET practitioners will be supported through the promotion of Literacy Awareness Training &amp; Integrating Literacy Training. There will be a requirement to provide English language support for Ukrainian refugees as part of this expansion.</p>		<p>Submit to ALL NPO for approval Q1 2024</p> <p>Continuous engagement throughout 2024 with ongoing reporting to the ALL NPO.</p>
	<p>At the request of the Department of Education, LCETB is a Member of the Steering Group for the National Pathfinder Programme for Schools with the Department and the SEAI. This Programme is implementing a range of energy retrofitting measures in selected schools across the country with a view to developing a strategy for the roll out of the programme to all schools by 2040 as set out in the National Development Plan.</p>	<p>Performance and progress in 2024 will be monitored and evidenced through delivery of project management, financial and administrative supports by LCETB.</p>	<p>To enhance delivery of the Pathfinder Programme and apply lessons learnt to LCETB Schools and Colleges.</p>
<p>4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our</p>	<p>The College of FET will continue to address the skills shortage in the Mid-West Region and make links with employers to upskill and reskill employees.</p> <ul style="list-style-type: none"> <li>• Engagement with employers and industry across the ETB is joined-up and effective. LCETB is represented on a number of</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Range of employer fora with LCETB representation.</li> </ul>	<p>Raheen Campus Management will submit a business plan to deliver these courses by the</p>

<p>students/learners and contribute to the development of the skills ecosystem for the Mid-West region.</p>	<p>industry clusters within the region enabling dialogue and agile responses to skills needs. For instance in 2024, as the Mid-West continues to develop a MedTech Biopharma sector, the EESS will contribute to a regional consultative project run by a feasibility study and identify gaps in the regional lifesciences/biopharma ecosystem. Also in 2024, engagement will continue re. the development of cyber security programme Level 6 QQI qualification.</p> <p>The ETB will continue to play a <b>leadership role in engaging with industry</b> over the next three years, continuing to expand its Skills to Advance offering, and building on its ability to develop flexible online and blended offerings.</p> <p>A number of key areas in terms of <b>skills development</b> will include exploiting micro-credentials and building on the new modules in sustainability.</p> <p>The EU Centres of Vocational Excellence concept is part of an expanded ‘skills ecosystem’, based on a collaborative partnership with industry, trade associations, government agencies and research institutions.</p> <p>In 2024, the Enterprise Engagement Support Service (EESS) will continue to work with the Department of Further Education, Research, Innovation and Science. (DFHERIS), Expert Advisory Group on Offshore Wind Skills and Workforce Requirements and co-chair the Mid-West Renewables Education and Training Cluster.</p> <p>The National Hairdressing Apprenticeship will continue to grow – from 11 collaborating ETBs with 627 enrolled apprentices, adding collaborating ETBs and extending reach nationally.</p> <p>In addition, in 2024, we will develop new apprenticeships in:</p> <ul style="list-style-type: none"> <li>• Bakery and Confectionary</li> <li>• Hotel Management</li> </ul>	<ul style="list-style-type: none"> <li>• Range of engagement initiatives with industry/regional employers.</li> <li>• No of Skills to Advance courses/beneficiaries.</li> <li>• New provision around skills development in 2024.</li> <li>• Number of new collaborating providers for apprenticeships.</li> <li>• No of new apprenticeships.</li> <li>• No of female apprentices.</li> </ul> <p>Introduction of the following in the Green Innovation Campus:</p> <ul style="list-style-type: none"> <li>- <b>Construction Digitalisation</b>, focusing on BIM and Revit.</li> <li>- <b>Sustainable Circular Economy</b>, focusing on Green Construction and White Goods Repair.</li> <li>- <b>Renewable Energy</b>, focusing on Solar, Heat-Pump and Wind Energy technologies.</li> <li>- <b>Advanced Manufacturing</b>, focusing on Robotics, Manufacturing Engineering, Industry 4.0 and Factory Automation.</li> <li>- <b>Cyber Security</b> focusing on Operating Systems, Networking, Programming, Protocols and Ethical Hacking</li> </ul>	<p>Autumn 2024 at the Green Innovation Campus.</p> <p>Raheen Campus will introduce Maintenance Skills full L6 Award commencing in Jan 2024, specifically to meet local industry multinational demand.</p> <p>Shannon will look to start delivery of this course in the Autumn of 2024.</p> <p>Consortium-Led apprenticeship growth across a range of disciplines.</p> <p>LCETB has an ambition to develop new apprenticeship programmes over the course of this agreement and in particular aim to widen female participation.</p>
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	<ul style="list-style-type: none"> <li>• Restaurant Supervisor apprenticeship obtained development approval in 2023, and will continue to progress in 2024.</li> <li>• In 2024, the Hospitality Campus will be rolling out a 2<sup>nd</sup> Commis Chef QQI Level 6 Apprenticeship due to industry demand;</li> </ul> <p>In craft, LCETB provide training to apprentices in electrical; carpentry and joinery; plumbing; motor mechanics; metal fabrication; brick and stone; MAMF; toolmaking; wood manufacturing; electrical Instrumentation and Aircraft Mechanics.</p>	<p>Shannon Campus will develop:</p> <ul style="list-style-type: none"> <li>- a course specifically for the fire extinguisher sector which will train and certify personnel in that sector to service fire extinguishers in compliance with the legislation.</li> <li>- The need for compliance training and certification in F-gas for both mobile air-conditioning and for large installations remains high. F-gas delivery is in steady demand, with Dublin Bus requesting that their mechanics are trained in handling same to meet regulations; Shannon Campus trained and certified 650 learners in F-gas in 2023, and the number will grow in 2024.</li> <li>- Increase in demand for traineeship in aircraft maintenance technicians from the aircraft sector has required additional courses. The sector has requested an increase in delivery for 2024;</li> <li>- Robotic Software Automation is gaining in popularity for 2024.</li> </ul>	<p>Development and validation complete, enrol learners on initial offering in LCETB campuses in 2024.</p> <p>Development approval and programme validation.</p>
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		<ul style="list-style-type: none"> <li>- In terms of <b>apprenticeships and traineeships</b>, LCETB has a strong commitment to both craft and 2016+ apprenticeships. The College of FET will expand the LCETB apprenticeship footprint, including in craft provision, with particular specialisation in electrical, and ramping up its main new apprenticeships, particularly in hairdressing, beauty therapy and barbering.</li> </ul>	
<p>4.6 To continue to foster and strengthen links with other agencies and bodies, including networking with other ETBs and third level institutions, in the delivery of public services throughout the region to promote and support learning and transitions.</p>	<p>In 2024, the College of FET will continue to build relationships with other ETBs and key partners to promote learning. LCETB takes part in the <b>National Teaching and Learning Forum Digital Badge in Universal Design for Learning</b>. We will continue to prioritise UDL programmes into the future particularly in the context of the Adult Literacy for Life Strategy, SOLAS Strategy and our own Strategic Framework. A showcase of redesign projects is planned for 2024.</p> <ul style="list-style-type: none"> <li>- As previously mentioned, the <b>national tertiary project</b> is central to the government’s vision of a unified tertiary education system. In 2024, LCETB will work with the University of Limerick to foster a partnership as part of the TP.</li> <li>- LCETB leads the implementation of the Guidelines for <b>Family Literacy in ETBs</b> (SOLAS, NALA and ETBI, 2020). This is a very useful way to link our ETBs and DEIS schools, and this work will continue in 2024.</li> </ul>	<p>Performance and progress in 2024 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> <li>• Participation in national frameworks and networks to ensure consistent education provision across education-based learning initiatives.</li> <li>• Partnership initiatives between LCETB and HEIs.</li> <li>• Family learning initiatives.</li> </ul>	<p>Continued partnership and collaboration with key education Partners to promote and support learning and transition of our learners.</p> <p>New TP programmes developed with HEI.</p> <p>New partnerships developed around family learning.</p>

The above includes the nationally-agreed goals and priorities, as well as the specific strategic priorities for Limerick and Clare Education and Training Board, all of which will be either commenced or delivered during 2024 to ensure advancement of the overall Strategy Statement.

## 5. Overview of Services 2024

The services provided by Limerick and Clare Education and Training Board include Community National Schools, Post-Primary Community Colleges, Community Special School, Youth-related services, Outdoor Education and Training, Further Education and Training, Prison Education and other Community-based education programmes and services (see Appendix 1 for a full list of locations, provision and services). All services are delivered at local level.

The ETB's target clients are:

- Students and/or their parents/guardians
- Learners over 16 years of age
- Communities throughout the region
- Young people and volunteers
- Applicants and grant recipients under the various student support schemes administered directly by the ETB
- Voluntary, community and sporting organisations.

The ETB manages and operates:

- 2 Community National Schools (incorporating Glenroe Satellite Classroom, Co. Limerick)
- 17 post-primary Community Colleges
- 28 College of Further Education and Training campuses delivering varied full-time, part-time and evening provision
- 1 Prison Education Centre
- 2 Outdoor Education and Training Centres
- 3 Music Generation Local Music Education Partnerships
- 1 School of Music
- A range of community-based Further Education and Training provision.

The ETB is represented on the Board of Management as a Joint Patron and Trustee of the following Community Schools:

- John the Baptist Community School, Hospital, County Limerick
- Kilrush Community School, Kilrush, County Clare
- St Caimin's Community School, Shannon, County Clare
- Ennistymon Community School

In addition, the ETB is represented on the Board of Management of the following post-primary schools:

- St Patrick's Comprehensive School, Shannon, County Clare  
The ETB is a Co-Trustee and has one nominee on the Board of Management. The Chief Executive of Limerick and Clare Education and Training Board is also a board member and ex-officio Secretary to the Board of Management.
- Scoil na Tríonóide Naofa, Doon, County Limerick, Limerick and Clare Education and Training Board has a nominee on the Board of Management by invitation of the Patron.

The ETB works in partnership with a range of public bodies, voluntary and community organisations in Limerick and Clare. These include the Local Authorities in Clare and Limerick, the Department of Social Protection and the four local Partnership Companies (Clare Local Development Company, West Limerick Resources, Ballyhoura Development and PAUL Partnership). The ETB has representation on the Governing Bodies of Technological University of the Shannon: Midlands Midwest (TUS), Munster Technological University and Galway Mayo Institute of Technology.

## 6. Organisational Structure

The work of Limerick and Clare Education and Training Board is structured across 3 separate, but interlinked, divisions: Organisation Support and Development, Schools and Further Education and Training, with the Director of each division reporting to the Chief Executive.







## 7. Organisation Support and Development

The Organisation Support and Development directorate has responsibility for 5 departments operating at two locations; Limerick (the authority's Head Office) and Ennis.

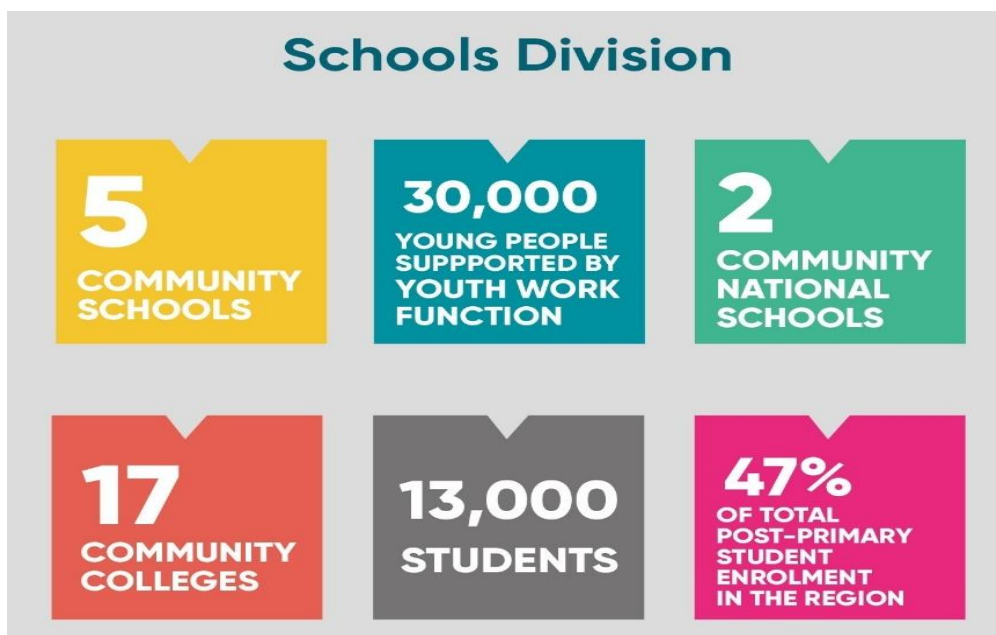


The role of the Organisational Support and Development directorate is to lead on the delivery of organisational and strategic administrative initiatives (structures, policy, systems, initiatives and interventions) which enhance the capability of Limerick and Clare Education and Training Board to deliver on the 4 key goals articulated in the Strategy Statement 2022 – 2026, namely:

-  High Quality Student and Learner Experiences
-  Staff Support and Organisational Development
-  Good Governance
-  Partnership

Working in collaboration with the Schools and FET Divisions, the Organisation Support and Development directorate aims to ensure best practice in terms of the ETB's Corporate Governance and the delivery of increased value to the ETB. It achieves this through the development and enhancement of sound and coherent policies, systems and engagement processes, which ensure that the ETB is compliant with legislation, attracts and retains high quality staff, demonstrates excellence in governance and supports the achievement of the ETB's vision as defined in the Strategy Statement.

## 8. Schools



The ETB is responsible for the management and operation of 17 post-primary Community Colleges and 2 Community National Schools in Limerick and Clare (incorporating Glenroe Satellite Classroom, Co. Limerick). The role of the ETB's Schools Division is to lead innovation and development in its schools across the region. This is achieved through leading and supporting the work of its community national schools and its post-primary schools in their core work of providing high quality learning opportunities for students.

The ETB is co-patron of 5 Community Schools, which it supports in association with its respective co-patron bodies. The ETB helps to inform the development of local and national education policy and strategy for the sector.

The Schools Division works closely with both the Organisation Support and Development directorate and the Further Education and Training Division to deliver on the 4 goals outlined in the ETB's Strategy Statement.

### Actual and Projected Enrolments (Primary)

There are 2 Community National Schools under the patronage of Limerick and Clare ETB. 2 national schools in Co Clare, which are Steiner inspired, transferred from their previous patron Lifeways Ireland to the patronage of Limerick and Clare Education and Training Board on 1st September 2019. Mol an Óige Community National School, Ennistymon, and Raheen Wood Community National School, Tuamgraney. Limerick and Clare Education and Training Board re-opened the former Glenroe National School in Co Limerick on 1 September 2020, which is a pilot initiative and is a satellite classroom under the auspices of Mol an Óige CNS, Ennistymon.

Community National Schools are co-educational, multid denominational schools underpinned by the core values of excellence in education, care, respect, equality and community.

### Actual and Projected Enrolments (Primary)

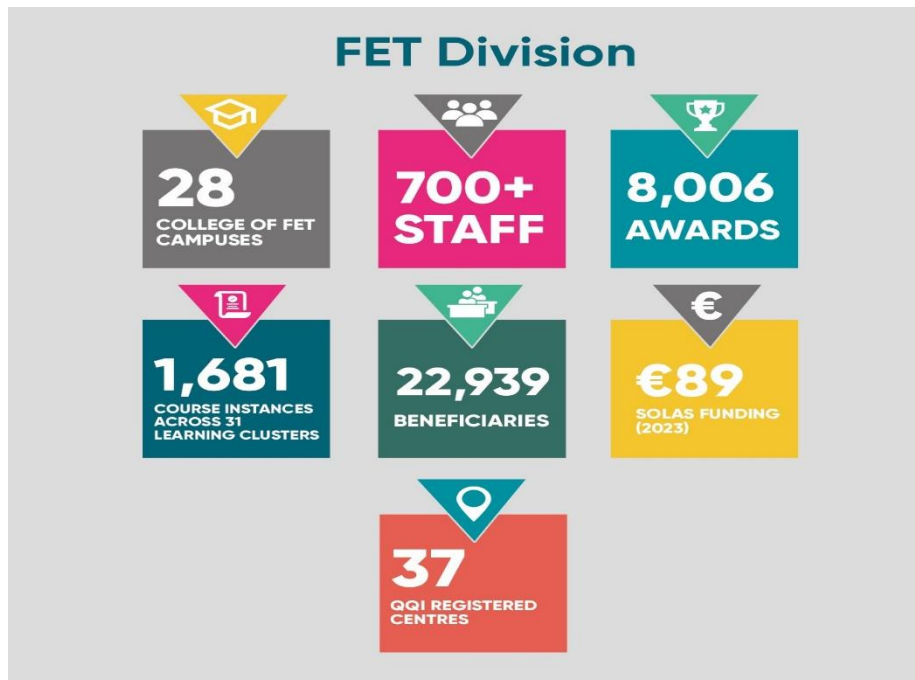
Roll Number	School	Enrolment 2023	Projected Enrolment 2024
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	111	111
	Glenroe Satellite Classroom, Glenroe, Co Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	36	36
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	103	105

### Actual and Projected Enrolments (Post-Primary)

The post-primary school population is expected to peak in 2025 at 417,000. In September 2024, the projected recognised student enrolment in Limerick and Clare Education and Training Board schools will be circa. 9,962.

Roll Number	School	Enrolment 30th Sept '23	Projected Enrolment 30th Sept '24
70830N	Ennis Community College, Ennis, Co Clare	578	588
70860W	St Michael's Community College, Kilmihil, Co Clare	281	294
70880F	St Joseph's Community College, Kilkee, Co Clare	174	174
70900I	Scariff Community College, Scariff, Co Clare	450	462
70901K	St Anne's Community College, Killaloe, Co Clare	711	741
71700F	Coláiste Mhuire, Askeaton, Co Limerick	306	282
71790J	Desmond College, Newcastle West, Co Limerick	486	496
71840V	Coláiste Chiaráin, Croom, Co Limerick	748	808
71850B	Hazelwood College, Dromcollogher, Co Limerick	589	580
76061W	Coláiste na Trócaire, Rathkeale, Co Limerick	498	527
76070A	Coláiste Iosaef, Kilmallock, Co Limerick	501	507
76073G	Castletroy College, Castletroy, Limerick	1,278	1345
76075K	St John Bosco Community College, Kildysart, Co Clare	289	291
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	644	679
76101I	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	623	630
76414G	Thomond Community College, Moylish Park, Limerick	614	617
76476F	Mungret Community College, Mungret, Limerick	880	941
	TOTALS	9,650	9,962

## 9. Further Education and Training (FET)



The *Further Education and Training Act 2013* established SOLAS to manage, co-ordinate and support the delivery of an integrated Further Education and Training strategy by the 16 Education and Training Boards (ETBs). The work of the ETB's Further Education and Training Division is underpinned by the strategic direction and targets laid out in the Strategic Performance Agreement between Limerick and Clare Education and Training Board and SOLAS.

The Strategic Performance Agreement (SPA) between SOLAS and Limerick and Clare Education and Training Board sets out the context, strategic priorities and the ETB's contribution to the achievement of key national Further Education and Training sector targets. It also articulates the ETB's commitment to supporting the implementation of a range of national policies and strategies relevant to FET provision and identifies the key risks and challenges which must be mitigated and addressed in order to ensure successful delivery of this agreement.

Within this context and working closely with a range of partners including DFHERIS, SOLAS, DSP, Enterprise and Community Partners, the FET Division delivers a suite of provision (both full-time and part-time) in over 300 locations in Limerick and Clare. The Director of FET works closely with both the Director of Schools and the Director of Organisation Support and Development to deliver on the 4 goals outlined in the Strategy Statement. Over the next 12 months, the FET Division will focus on delivering and implementing the strategic reforms embedded in the 2024 goals and actions under various national and local strategies, particularly those impacting on targets under the SOLAS Strategic Performance Agreement and the investment priorities outlined in the SOLAS Further Education and Training Strategy 2020 – 2024.



## 10. Projected Receipts and Expenditure 2024

### Limerick and Clare Education and Training Board Projected Receipts and Expenditures

Budget allocations and projected spending				
			Forecast Year ended	Outturn Year ended
			31/12/2024	31/12/2023
RECEIPTS			€	€
Schools & Head Office Grants			88,219,360	85,965,968
Primary Schools			193,500	180,545
Further Education and Training Grants			105,352,200	86,256,380
Youth Services Grants			4,911,085	4,565,907
Agencies & Self-Financing Projects			7,323,973	7,389,207
Capital			34,822,441	47,652,747
			<b>240,822,560</b>	<b>232,010,754</b>
PAYMENTS				
Schools & Head Office			91,968,434	87,000,665
Primary Schools			193,500	208,358
Further Education and Training			105,352,200	86,528,908
Youth Services			4,911,085	4,592,523
Agencies & Self-Financing Projects			7,323,973	6,934,369
Capital			34,822,441	57,224,523
			<b>244,571,633</b>	<b>242,489,346</b>
<b>Cash Surplus / ( Deficit) For Period</b>			(3,749,073)	(10,478,592)

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Post-Primary Schools and Head Office (Page 1 of 2)**

<b>Programme Activity</b>					
		<b>Forecast Year Ended 31/12/2024</b>			<b>Outturn Year Ended 31/12/2023</b>
<b>Schools &amp; Head Office Payments</b>		<b>Pay</b>	<b>Non Pay</b>	<b>Total</b>	<b>Total</b>
		<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
<b>PAY</b>					
	Instruction	73,037,503		73,037,503	68,196,464
	Special Needs Assistants	4,541,529		4,541,529	4,091,642
	Administration	4,676,550		4,676,550	4,439,732
	Maintenance	1,930,977		1,930,977	1,648,718
		<b>84,186,559</b>		<b>84,186,559</b>	<b>78,376,557</b>
<b>NON PAY</b>					
	<b>Total Non Pay</b>		4,632,362	4,632,362	5,125,924
<b>ASSOCIATED PROGRAMMES</b>					
	Book Grant - Needy Pupils		570,000	570,000	562,193
	Bus Escort	12,000		12,000	11,798
	COVID Capitation Grant		0	0	606,644
	DEIS Funding	10,000	156,000	166,000	154,080
	DEIS Summer Programme	40,000	10,000	50,000	43,002
	DOE Refunds/Recoupment	20,000		20,000	17,581
	Foreign Language Assistant		20,000	20,000	18,575
	School Attendance Campaign		1,000	1,000	653
	ICT Grant		2,080	2,080	979
	ICT Digital Divide		192,083	192,083	170,255
	Inservice Courses		2,000	2,000	1,616
	Junior Certificate School Programme		65,220	65,220	64,895
	Junior Cert Technology Grant		500	500	220
	Leaving Cert Applied (Per Capita)		29,143	28,841	31,983
	School Services Support Fund	80,000	859,906	939,906	827,707
	Science Grant		11,518	11,518	8,250
	Special Class Grant		13,618	13,618	12,862
	Computer Equipment Grant		25,000	25,000	24,119
	Transition Year Grant		724,260	724,260	703,782
	Traveller Capitation Grant		71,419	71,419	67,190
	HSCL Grant - Non DEIS Schools	155,000	5,000	160,000	155,915
	PLC Government Levy		10,000	10,000	7,550
	School of Excellence		2,500	2,500	2,369

	Education for Sustainable Development Grant		5,000	5,000	3,968
	Limerick Community Special School	41,567	15,000	56,567	0
		358,567	2,791,247	3,149,512	3,498,184
				<b>91,968,434</b>	<b>87,000,665</b>

**Limerick and Clare Education and Training Board  
Projected Expenditures – Primary Schools and Youth**

<b>Programme Activity</b>				
	<b>Forecast Year Ended 31/12/2024</b>			<b>Outturn Year Ended 31/12/2023</b>
<b>Community National Schools Payments</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
CNS Capitation Grant		50,691	50,691	66,398
CNS Ancillary Service Grant	100,000	0	100,000	98,253
CNS DEIS Grant		10,500	10,500	5,051
CNS Standardised Testing		1,000	1,000	848
CNS Free Primary School Book Scheme Grant		25,000	25,000	21,167
CNS Admin Support Free Primary School Book Scheme Grant		1,100	1,100	1,034
CNS School Attendance Campaign		0	0	0
CNS Special Education Needs		1,600	1,600	1,547
CNS IT Grant		3,609	3,609	1,054
COVID Capitation Grant		0	0	13,006
	<b>100,000</b>	<b>93,500</b>	<b>193,500</b>	<b>208,358</b>
	<b>Forecast Year Ended 31/12/2024</b>			<b>Outturn Year Ended 31/12/2023</b>
<b>YOUTH SERVICES PAYMENTS</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
Youth Work Act (Youth Work Development Plan)	330,000	48,695	378,695	420,450
Youth Club Grant (Sports Dept.)/Local Youth Club Grant Scheme	0	170,000	170,000	160,140
Regional Task Force	5,500	154,699	160,199	160,199
Youth Information Centre Scheme	0	114,864	114,864	86,148
UBU - Your Place Your Space	0	3,389,853	3,389,853	3,287,635
UBU - Resilience and Effectiveness Initiative	0	43,474	43,474	0
Youth Capital Funding	0	190,000	190,000	188,865
Youth Employability Initiative	0	50,000	50,000	0
Local Creative Youth Partnership	75,000	89,000	164,000	164,086
Migrant Integration Fund	0	250,000	250,000	125,000
	<b>410,500</b>	<b>4,500,585</b>	<b>4,911,085</b>	<b>4,592,523</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Further Education and Training (Page 1 of 2)**

Programme Activity					
FURTHER EDUCATION AND TRAINING PAYMENTS	Forecast Year Ended 31/12/2024				Outturn Year Ended 31/12/2023
	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
<b>Further Education</b>					
VTOS	1,052,260	253,000	3,265,000	4,570,260	7,609,011
Youthreach, SEN, Guidance, Mentoring	3,823,460	1,605,710	900,000	6,329,170	5,881,099
PLC Pay SOLAS Funded	8,964,380			8,964,380	6,064,615
PLC Non-Pay		816,670		816,670	310,076
Co-op HRS-External Bodies	2,114,190	75,000		2,189,190	1,898,442
PLC SSSF		128,019		128,019	110,925
RPL	156,000	40,000		196,000	105,484
Learner Supports	519,000	159,000		678,000	596,227
Fund for Learners with disabilities	230,000	10,000		240,000	195,443
FET Pathways from School	227,870	391,230		619,100	461,811
Health & Safety		470,000		470,000	455,566
Core Skills - Pay	3,480,000	711,000		4,191,000	3,570,039
Intercultural Limerick/ESOL	1,816,000	100,000		1,916,000	1,643,837
BTEI Pay	881,460			881,460	827,939
Comm Ed/SPIDAS Pay	1,095,870	251,000		1,346,870	1,237,185
Adult Education Guidance Service	823,267	130,000		953,267	887,174
ALL – Regional Literacy Co-ordination PAY				0	85,295
ALL - Additional Funding PAY				0	36,821
Employability Skills (SFW)	1,128,550	618,000		1,746,550	1,565,790
Unemployment Blackspots	402,000	598,000		1,000,000	623,967
TEL (SOLAS)	319,450	333,000		652,450	504,567
FET Premises Repairs & Maintenance		530,000		530,000	254,568
FE Operational Costs		1,800,000		1,800,000	2,001,317
FET CPD	361,089			361,089	350,204
QQI Authentication	220,000	200,000		420,000	384,217
Curriculum Development	150,650	50,000		200,650	182,841
STTC NATIONAL CO-ORDINATOR	199,430			199,430	189,078
Innovative Projects - P/T		160,000		160,000	183,817
Refugee Resettlement Prog SOLAS	34,000			34,000	0
Outdoor Education Centres - Pay	491,146			491,146	472,037
FE Quality Costs	270,651	200,000		470,651	451,426
PLC SOLAS Funded ONP		851,160		851,160	443,120
PLC Enhanced Capitation SOLAS		228,210		228,210	217,757
Explore Programme DoE				0	9,770
Mitigating Against Educational Disadvantage Fund		400,000		400,000	399,126

Covid-19 FET Overheads				0	0
Childcare/Creche Legacy		304,561		304,561	291,506
	28,760,722	11,413,560	4,165,000	44,339,281	40,502,096
<b>Training Full-time Provision</b>					
Green Skills, NZEB, Retrofitting	319,780	628,800		948,580	772,186
SKILLS TRAINING - D/P ALLOW			399,300	399,300	272,596
Skills Training- Long Courses		838,600		838,600	970,314
SKILLS TRAINING (Contracted Provision)		1,738,720		1,738,720	1,454,917
SKILLS TRAINING - CONTR ALLOW			297,020	297,020	359,246
APPRENTICESHIP DP ALLOW			15,206,900	15,206,900	13,042,970
Standard Apprentice Training	100,000	8,506,200		8,606,200	3,238,460
Apprenticeship 2016+		1,276,250	787,890	2,064,140	1,281,859
Apprenticeship 2016+ Consortia & Co-ordinating Provider Support	540,000			540,000	215,050
App2016+ CON CO-ORD PS NON-PAY		555,000		555,000	240,201
Traineeship Direct Prov Allow			1,094,000	1,094,000	564,246
Traineeship Training Centre (Direct Provision)		1,153,400		1,153,400	1,037,676
Traineeship (Contracted Provision)		2,743,250	1,140,150	3,883,400	2,917,514
Community Training Centres		2,150,000		2,150,000	2,147,769
CTC Allowances			771,700	771,700	716,353
Justice Workshops			81,520	81,520	68,338
Local Training Initiatives (LTI)		195,000	241,000	436,000	516,307
Specialist Training Providers (STP)		1,900,000	1,343,000	3,243,000	3,106,248
Operational Costs	10,152,998	4,625,000		14,777,998	10,873,050
Appr Dev - Beauty Therapy - Pay				0	14,280
Appr Dev - Barbering - Pay				0	34,582
Apprenticeship 2016+Consortia & Co-ordinating Provision				0	2,206
Skills to Advance Route 3	402,440	130,000		532,440	682,357
	11,515,218	26,440,220	21,362,480	59,317,919	44,528,725
<b>Training Part-time Provision</b>					
Skills to Advance Routes 1	200,000	655,000		855,000	714,664
Evening Courses	620,000	220,000		840,000	783,423
	820,000	875,000	0	1,695,000	1,498,087
<b>Total</b>	<b>41,095,940</b>	<b>38,728,780</b>	<b>25,527,480</b>	<b>105,352,200</b>	<b>86,528,908</b>

**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Agencies and Self-Financing Projects (Page 1 of 2)**

AGENCY PAYMENTS	Forecast Year Ended 31/12/2024			Outturn Year Ended 31/12/2023
	Pay	Non Pay	Total	Total
	€	€	€	€
Regeneration Hospitality Skills Non Pay		250,000	250,000	241,969
Failte Ireland Culinary Skills		15,000	15,000	23
St Vincent De Paul		3,000	3,000	3,000
SKILLS VEC HSE		30,123	30,123	0
HSE Art Therapists	43,333		43,333	63,566
Mid West Regional Skills		0	0	5,855
Salary Recoup/Secondment	45,000		45,000	45,402
European Projects		182,600	182,600	174,280
HEA-Tertiary Programme - Coordinate	50,000		50,000	49,062
Regeneration Grant	15,000	10,000	25,000	17,828
Regeneration Thomond College		6,000	6,000	0
Regen Grant TCC Study	1,500		1,500	0
SIF - Future Film Makers		10,000	10,000	8,003
PAUL Partnership	35,000		35,000	32,036
School Meals - DSFA		600,000	600,000	562,938
School Completion Programme	270,000	100,000	370,000	367,415
Asylum, Migration, AMI Fund		10,000	10,000	9,097
Music Generation Limk City	420,000	140,000	560,000	500,124
Arts Council Partnership		50,000	50,000	39,679
Music Gen - IPB Sponsorship		4,000	4,000	5,275
Arts Council - Festival Investment Scheme		11,500	11,500	21,400
Irish Concertina Orchestra Fund		54,000	54,000	53,755
Music Generation Clare	370,000	120,000	490,000	468,867
Music Generation Limerick County	290,000	70,000	360,000	293,189
Examination Bodies_SEC	290,000		290,000	278,136
JP McManus - Call & Response Festival		10,000	10,000	5,738
Exam Fees- State Exams Comm.		4,500	4,500	4,138
Better Energies Communities		7,500	7,500	7,369
Rapid Programme		0	0	10,356
Ballyhoura Health Care Programme		15,000	15,000	13,430
Creative Schools Project (Arts Council)		6,500	6,500	5,182
Anti Graffiti Project		0	0	353
The Community Foundation for Ireland		40,000	40,000	38,987
Community Environment Fund (Limerick Council)		500	500	500
Creative Cluster - (CEC) Clare Education Centre		570	570	570
Music Capital Scheme 2020		15,000	15,000	13,646

STEAM in Youthreach- NYCI		195	195	195
Researchers in residence Scheme (RiRS) Teaching Council		1,000	1,000	1,000
Post Primary Languages Ireland		1,382	1,382	618
Fealefest'24 - LCCC		1,700	1,700	1,646
Community Recognition Fund 2024 - CCC		10,000	10,000	9,991
Salary Recoupments SF		20,000	20,000	3,676
Insurance Settlements		30,026	30,026	18,962
		<b>1,829,833</b>	<b>1,830,096</b>	<b>3,629,903</b>
				<b>3,377,256</b>

<b>SELF-FINANCING PAYMENTS</b>	<b>Pay</b>	<b>Non Pay</b>	<b>Total</b>	<b>Total</b>
	<b>€</b>	<b>€</b>	<b>€</b>	<b>€</b>
School Extra Curricular Activities	120,000	1,250,000	1,370,000	1,371,029
School Locker Fund		20,000	20,000	15,923
School Bus Fees		50,000	50,000	44,259
Sports Complex		4,970	4,970	7,260
School Tours		220,000	220,000	139,887
European School Tours		150,000	150,000	143,387
School Competitions		5,000	5,000	1,109
Sports & Social		30,000	30,000	30,069
School Charitable Purposes	40,000		40,000	37,220
Staff/Student equipment		700	700	392
Student PLC Levies		500,000	500,000	493,381
Student Hardship Fund		1,100	1,100	1,015
Trainees Self Financing		1,300	1,300	1,314
PLC Application Fee		1,000	1,000	873
Parents Council		3,000	3,000	2,910
Fundraising and Donations		200,000	200,000	185,423
Homework/Study club	260,000		260,000	255,184
Outdoor Education Centres	420,000	200,000	620,000	607,080
Rental of PE Halls & Rooms		15,000	15,000	21,706
Third Party Examination Fees		170,000	170,000	168,830
Exam Fees- Other third party		7,000	7,000	7,020
School Canteen		15,000	15,000	12,498
School Shop/Vending Machines		10,000	10,000	9,345
	<b>840,000</b>	<b>2,854,070</b>	<b>3,694,070</b>	<b>3,557,113</b>
			<b>7,323,973</b>	<b>6,934,369</b>



**Limerick and Clare Education and Training Board**  
**Projected Expenditures – Capital Programme (Page 1 of 3)**

		<b>Forecast Year Ended</b>	<b>Outturn Year Ended</b>
<b>CAPITAL</b>		<b>31/12/2024</b>	<b>31/12/2023</b>
<b>Receipts</b>		<b>€</b>	<b>€</b>
Department of Education		34,122,441	46,677,344
SOLAS		580,000	855,403
Self-financing		120,000	120,000
		<b>34,822,441</b>	<b>47,652,747</b>
<b>Payments</b>			
<b>New School</b>			
Coláiste Chiaráin, Croom, Limerick	Building	70,000	34,152
Gaelcholáiste Luimnigh	Building	954,625	15,160,956
Mungret CC	Devolved & Clerk of Works	13,052,240	14,900,298
Mol an Óige CNS	New School Build	150,000	32,816
Raheen Wood CNS	New School Build	91,450	-
<b>Extensions and Minor Building Works</b>			
St. Joseph's CC, Kilkee	Summer Works – Roof	36,827	149,632
St. Joseph's CC, Kilkee	Emergency Works - Fire Alarm & Emergency Lighting & General Lighting	40,333	218,935
Gaelcholáiste Luimnigh	Emergency Works - Lift	16,354	-
Gaelcholáiste Luimnigh	Termination of Lease	553,500	-
St. Anne's Community College, Clare	Devolved Extension 2012	41,205	41,205
St. Anne's Community College, Clare	Roof Works EWS	120,041	-
Desmond College, NCW, Limerick	Emergency Work & Summer Works	655,475	-
Ennis Community College, Clare	Extension/Clerk of Works	218,035	266,871
Coláiste Iosaef, Kilmallock	Summer Works - Science	14,176	198,914
Thomond Community College	ASD Unit/Electrical/Furn&Equip	609,394	2,353,621
College of FET, Mulgrave St Campus	Emergency Works - Heating	-	-
St Michael's CC, Kilmihil, Clare	Summer Works/Roof Works	13,283	134,554
St Michael's CC, Kilmihil, Clare	Extension - ASA	113,722	1,138
St John Bosco CC, Kildysart	ASA & EWS	199,410	30,556
Scariff Community College	Extension	221,587	2,042,366
Scariff Community College	Emergency Works - Roof	42,816	-
Coláiste na Trócaire, Rathkeale	Heating Pipework/Dust Extraction/Gas Pipework	123,820	66,869
Coláiste Mhuire, Askeaton	Summer Works - Roof	1,567,754	-
Castletroy College, Limerick	Extension - ASA	277,484	32,687
Castletroy College, Limerick	Modular Accommodation	86,520	477,899
Raheen Wood CNS, Tuamgraney	Devolved/Emergency Lighting/ASD Unit	70,144	389,004

Glenroe CNS	School Refurbishment EW	-	23,564
Covid-19 Grants	Minor Works	-	198,795
Percent for Art Projects	Various Projects	85,116	22,000
Literacy Resource Library Grant	Various Projects	-	58,638
Technology Rooms Equipment Upgrades	Various Projects	-	644,765
ASD - Units	Various Projects	-	6,569
Other	Building Works Self-Financing	46,353	44,049
<b>Non ETB Schools</b>			
Gaelscoil Donncha Rua Devolved	Devolved	2,242,692	137,779
Gaelscoil Mhicil Ciosog	Devolved	35,640	3,383
Gaelscoil Ui Comihin, Kilrush, Co. Clare	Devolved	231,621	71,657
Monaleen NS	Devolved	166,814	260,305
St Mary's National School, Limerick	Refurbishment	222,492	46,830
Salesian College, Pallaskenry	Additional School Accommodation	509,234	23,833
St Brigid's NS limerick	Additional School Accommodation	6,000	5,535
St Clement's College, Limerick	Additional School Accommodation	95,533	-
St Patrick's Comprehensive College, Shannon	Additional School Accommodation	-	50,159
<b>Energy Efficiency Projects</b>			
Pathfinder	Hazelwood CC/Scoil Neasain	4,765,956	6,802,550
Pathfinder - Ennis Community College	Ennis Community College	397,111	5,787,687
Pathfinder - Tramore NS	Tramore NS	57,239	591,195
Pathfinder	National Energy Efficiency Programme 2021	326,763	20,771
Pathfinder	Nat. Energy Efficiency Upgrade	-	4,898
Pathfinder	Schools Energy Upgrade 2020	-	64,023
<b>Furniture and Equipment</b>			
School Extensions	Furniture	-	659,599
<b>ICT Equipment</b>			
Various Schools	ICT	100,000	239,314
<b>FET Campus</b>			
FET Centres	Equipment & Building Works	2,330,112	3,488,406
<b>Temporary Accommodation</b>			
Mungret CC	Additional Accommodation	233,855	435,271
Gaelcholáiste Luimnigh	Georges Quay Rent Fit Out	654,699	361,888
Coláiste Chiaráin, Croom, Limerick	Devolved/Temporary Acc	25,584	-
Ennistymon Vocational School	Rental Temp Accommodation	6,536	15,990
College of FET Scariff Campus	Rental Temp Accommodation	71,064	-
College of FET Mulgrave St Campus	Rental Temp Accommodation	31,107	-

LSOM	Rental Temp Accommodation	12,546	-
Scariff Community College, Clare	Rental Temp Accommodation	4,474	15,350
Raheen Wood CNS, Tuamgraney	Rent	43,625	43,625
Mol an Óige CNS, Ennistymon	Rental Temp Accommodation	89,322	102,378
Glenroe CNS	Rent	5,742	
		-	
Clonroad Business Park, Ennis, Co. Clare	Lease	177,432	-
Clonroad Business Park, Ennis, Co. Clare	Lease	148,712	-
Clonroad Business Park, Ennis, Co. Clare	Lease	19,208	-
Shannon, Co. Clare.	Lease	450,000	-
Round House, St. Mary's Road, NCW, Co. Limerick	Lease	9,000	-
LEDP, Roxboro Road, Limerick	Lease	45,025	-
LEDP, Roxboro Road, Limerick	Lease	15,429	-
Church Street, Ennistymon, Co. Clare	Lease	17,220	-
4 Brú na Sionna, Shannon, Co. Clare	Lease	17,000	-
Watch House Cross, Moyross, Limerick	Lease	79,910	-
<b>Site Acquisition</b>			
Mungret CC		-	451,722
Site - Sale of Property		-	9,519
<b>Sports Capital Dept of Tourism</b>			
Sports Capital Grant	PE Facilities	1,706,080	-
		<b>34,822,441</b>	<b>57,224,523</b>

### SCHOOLS

#### Community National Schools

Mol an Óige CNS, Ennistymon, Co. Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick)

Raheen Wood CNS, Tuamgraney, Co. Clare

#### Community Colleges

Castletroy College, Castletroy, Limerick

Coláiste Chiaráin, Croom, Co. Limerick

Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick

Coláiste Iósaef, Kilmallock, Co. Limerick

Coláiste Mhuire, Askeaton, Co. Limerick

Coláiste na Trócaire, Rathkeale, Co. Limerick

Desmond College/Gaelcholáiste Uí Chonba, Newcastle West, Co. Limerick

Ennis Community College/Gaelcholáiste an Chláir, Ennis, Co. Clare

Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick

Hazelwood College, Dromcollogher, Co. Limerick

Mungret Community College, Mungret, Co. Limerick

Scariff Community College, Scariff, Co. Clare

St. Anne's Community College, Killaloe, Co. Clare

St. John Bosco Community College, Kildysart, Co. Clare

St. Joseph's Community College, Kilkee, Co. Clare

St. Michael's Community College, Kilmihil, Co. Clare

Thomond Community College, Moylish Park, Limerick

#### Community Schools<sup>1</sup>

John the Baptist Community School, Hospital, Co. Limerick

Kilrush Community School, Kilrush, Co. Clare

St. Caimin's Community School, Shannon, Co. Clare

St. Patrick's Comprehensive School, Shannon, Co. Clare

Ennistymon Community School

### YOUTH WORK FUNCTION

#### Services for Limerick City and County

College of Further Education & Training, O'Connell Avenue Campus, Limerick

#### Services for County Clare

Limerick and Clare Education and Training Board, Station Road, Ennis, Co. Clare

### COLLEGE OF FURTHER EDUCATION & TRAINING

Abbeyfeale Campus, Mountmahon, Abbeyfeale, Co. Limerick

Cappamore Campus, Dromsally, Cappamore, Co. Limerick

Croom Campus, High Street, Croom, Co. Limerick

Organic Campus/An t-Ionad Glas, Carraward West, Dromcollogher, Co. Limerick

Ennis Campus, Clonroad Business Park, Clon Road, Ennis, Co. Clare

Ennistymon Campus, Church Street, Ennistymon, Co. Clare

Hospital Campus, Main Street, Hospital, Co. Limerick

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<sup>1</sup> Under the co-patronage of the ETB

Hospitality Campus, LEDP Park, Roxboro, Limerick  
Kilmallock Road Campus, Kilmallock Road, Limerick  
Kilmallock Town Campus, Railway Road, Kilmallock, Co. Limerick  
Kilrush Campus, Cooraclare Road, Kilrush, Co. Clare  
Miltown Malbay Campus, Ballard Road, Miltown Malbay, Co. Clare  
Mulgrave Street Campus, Mulgrave Street, Limerick  
Newcastle West Campus, Station Road/St Mary's Road, Newcastle West, Co. Limerick  
O'Connell Avenue Campus, Technical Institute, O'Connell Avenue, Limerick  
Raheen Campus, Cloughkeating Avenue, Raheen Business Park, Limerick  
    Green Innovation Campus, LEDP Park, Roxboro, Limerick  
    Moyross Youth Academy Campus, The Bays, Knockalisheen Road, Moyross, Limerick  
Scariff Campus, Drewsborough, Scariff, Co. Clare  
Shanagolden Campus, Main Street, Shanagolden, Co. Limerick  
Shannon Campus, Shannon Industrial Estate, Shannon, Co. Clare  
Shannon Town Campus, Brú na Sionna, Shannon, Co. Clare  
Tuamgraney Campus, Áras Bhriain Bhóru, Main Street, Tuamgraney, Co. Clare  
Watch House Cross Campus, Kileely Road, Limerick  
**Community Training Centres**  
Limerick City - under the auspices of Limerick Youth Service  
Ennis - under the auspices of Clare Youth Service

#### **FURTHER EDUCATION & TRAINING SUPPORT SERVICES**

##### **Information, Recruitment and Guidance Support Service**

Limerick City and County - College of FET, O'Connell Avenue Campus, Limerick City  
County Clare - College of FET, Ennis Campus, Ennis, Co. Clare

##### **Enterprise Engagement Support Service**

College of FET, Raheen Campus, Limerick

##### **Active Inclusion Support Service**

College of FET, Kilmallock Road Campus, Limerick

##### **Innovation, Development and Quality Support Service**

Research, Technology-Enhanced Learning and Professional Development - College of FET, Kilmallock Road Campus, Limerick  
Quality Assurance - College of FET, Ennis Campus, Ennis, Co. Clare

#### **OUTDOOR EDUCATION & TRAINING PROVISION**

Outdoor Education & Training Centre The Burren, Bell Harbour, Co. Clare  
Outdoor Education & Training Centre Kilfinane, Kilfinane, Co. Limerick

#### **MUSIC EDUCATION PROVISION**

Limerick School of Music  
Music Generation Limerick City  
Music Generation Limerick County  
Music Generation Clare

#### **PRISON EDUCATION PROVISION**

Education Centre, Limerick Prison, Mulgrave Street, Limerick

## Glossary of Abbreviations

AEGI	Adult Education Guidance Initiative
AMIF	Asylum, Migration and Integration Fund
BTEI	Back to Education Initiative
CBA	Classroom-Based Assessment
CE	Chief Executive
CC	Community College
CEFR	Common European Framework of Reference to Languages
CFE	College of Further Education
CGVU	Central Garda Vetting Unit
CL	Circular Letter
CNS	Community National Schools
CPD	Continuous Professional Development
CSO	Central Statistics Office
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DSP	Department of Social Protection
DEIS	Delivering Equal Opportunity In Schools
DE	Department of Education
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DLP	Designated Liaison Person
DPER	Department of Public Expenditure and Reform
ESOL	English for Speakers of Other Languages
FARR	Funding Allocation Request and Reporting
FET	Further Education and Training
GDPR	General Data Protection Regulation
GV	Garda Vetting
H&S	Health and Safety
IA	Initial Assessment
ICT	Information and Communication Technology
IRG	Information, Recruitment and Guidance
LAOS	Looking at Our Schools Quality Framework
LCDC	Local Community Development Committee

LDC	Local Development Company
LECP	Local Economic and Community Plan
MAPP	Multi-Annual Procurement Plan
MOU	Memorandum of Understanding
MWRSF	Mid-West Regional Skills Forum
NALA	National Adult Literacy Agency
NZEB	Nearly-Zero Energy Building Standard
OETC	Outdoor Education and Training Centre
OGP	Office for Government Procurement
OSD	Organisation Support and Development
PD	Professional Development
PDA	Performance Delivery Agreement
PDST	Professional Development Service for Teachers
PLC	Post-Leaving Certificate
PLSS	Programme Learner Support System
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
SLA	Service Level Agreement
SMT	Senior Management Team
SPA	Strategic Performance Agreement
SOLAS	An tSeirbhís Oideachais Leanúnaigh agus Scileanna
SSE	Schools Self Evaluation
STEAM	Science, Technology, Engineering, Art and Maths
STEM	Science, Technology, Engineering and Maths
TEL	Technology-Enhanced Learning
TESOL	Teaching English to Speakers of Other Languages
TNA	Training Needs Analysis
UDL	Universal Design for Learning
VLE	Virtual Learning Environment
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme
WSE	Whole School Evaluation