



Bord Oideachais & Oiliúna
LUIMNIGH & AN CHLÁIR

LIMERICK & CLARE
Education & Training Board

SERVICE PLAN 2025



Rialtas na hÉireann
Government of Ireland



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1. Foreword by the Chief Executive [Acting]



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 2025, 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 key priorities for 2025, aligning with the strategic direction set forth in our 2022-2026 Strategy Statement. The overarching strategy guides our organisation's development and service delivery to effectively address the evolving educational and training needs of our students/learners, society, and the economy.

Our 2025 Service Plan reflects a progressive and innovative approach, shaped by the valuable input of both internal and external stakeholders. This plan is designed to ensure the highest quality teaching and learning experiences across all our schools, FET campuses, and programmes.

This Service Plan provides a clear framework for ongoing stakeholder engagement, prioritising their needs, and establishing measurable outcomes for which we are held accountable. It details planned activities, expenditures, and income for the authority in 2025, developed in consideration of the funding allocated to our ETB for this year.

The plan aims to strike a balance across all key areas of the authority's work, including Organisational Support and Development, Schools, and Further Education and Training. Planned delivery will adhere to the funding limits outlined by the Department of Education and the Department of Further and Higher Education, Research, Innovation, and Science.

Service Plan for 2025 has been developed in alignment with the Performance Delivery Agreement (PDA) 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 PDA outlines the management and accountability framework that governs the relationship between the Department and the ETB.

The Service Plan addresses all requirements outlined in the PDA. The PDA supports the achievement of specific high-level goals and objectives for both the Department and the ETB, and it sets forth a series of targets for the authority in accordance with our 2022-2026 Strategy Statement and the 2025 work plan.

The goals and priorities outlined in the ETB's 2022-2026 Strategy Statement are fully aligned with those outlined in the Performance Delivery Agreement between the Department of Education and the ETB, as well as the Strategic Performance Agreement with SOLAS on behalf of the Department of Further and Higher Education, Research, Innovation and Science.

Building upon previous years, this Service Plan articulates specific 2025 actions, accompanied by clear performance indicators and measurable targets. These targets will be studiously monitored and analysed through structured action plans, enabling regular progress reporting.

Achieving the ambitious targets outlined in this Service Plan will require the continued dedication and collaborative efforts of all ETB stakeholders, including staff, students/learners, school leaders, managers, administrators, boards of management, and all key partners. In striving to meet these targets, the ETB reaffirms its commitment to the highest standards of corporate governance, as outlined in the 2024 Code of Practice for the Governance of Education and Training Boards (Circular Letter 0083/2024).

The evolving needs of our students/learners, employers, local partnerships, and all stakeholders remain central to our mission.

I extend my sincere appreciation to the members of the ETB Board and to our dedicated and hardworking staff for their unwavering commitment and dedication. Their tireless efforts are instrumental in ensuring the continued delivery of high-quality services across the organisation.



Chief Executive [Acting]

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 three Community National Schools (plus provision in one satellite location as a pilot on behalf of the Department of Education) and a Community Special School that opened in August 2024. Post-Primary education is provided in 17 locations. Further Education and Training is provided via the College of FET and its associated 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 several Community Schools including Ennistymon Community School, Ennistymon; John the Baptist Community School, Hospital; Kilrush Community School, Kilrush, 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.

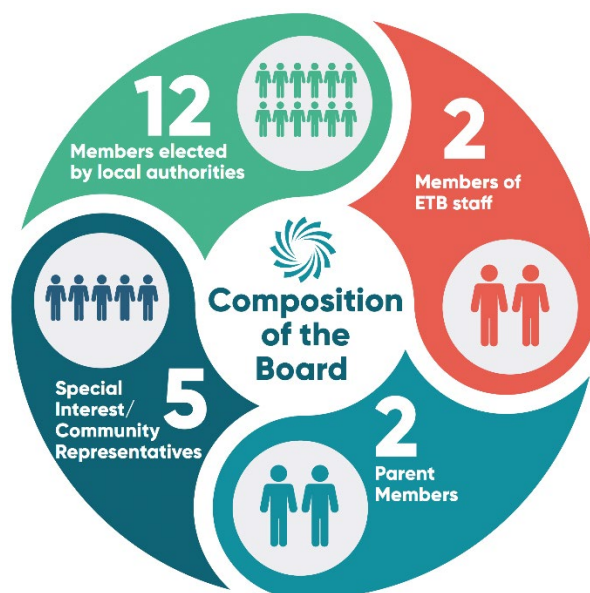
Statutory Responsibilities

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. establishes 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 - Chairperson
Ms.	Ann	Norton	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013) - Deputy Chairperson
Cllr.	Antoinette	Baker Bashua	Clare County Council
Cllr.	Michael	Begley	Clare County Council
Cllr.	Maria	Donoghue	Limerick City and County Council
Cllr.	Peter	Doyle	Limerick City and County Council
Mr.	Darren	Feldon	Parent Representative
Ms.	Jeannette	Ferguson	Parent Representative
Cllr.	Rachel	Hartigan	Clare County Council
Ms.	Kate	Hehir	Staff Representative
Cllr.	Mary	Howard	Clare County Council
Cllr.	Gabriel	Keating	Clare County Council
Mr.	Conal	Kelly	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Ms.	Claire	Knight	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Michael	MacCurtain	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Sean	McMahon	Member from Bodies as per Section 30 (11) (b) of the Education and Training Boards Act (2013)
Mr.	Adrian	O'Hanlon	Staff Representative
Cllr.	John	Sheahan	Limerick City and County Council
Cllr.	Catherine	Slattery	Limerick City and County Council
Cllr.	Noreen	Stokes	Limerick City and County Council
Cllr.	Brigid	Teefy	Limerick City and County Council

Attendance at Meetings

As per Section 3.9 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.

Board Self-Assessment

The Board will also carry out an annual self-assessment in 2025, as required by the Code of Practice for the Governance of Education and Training Boards (template provided in Appendix 15 (a) of the Code).

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, while County Clare had a population of 127,938.

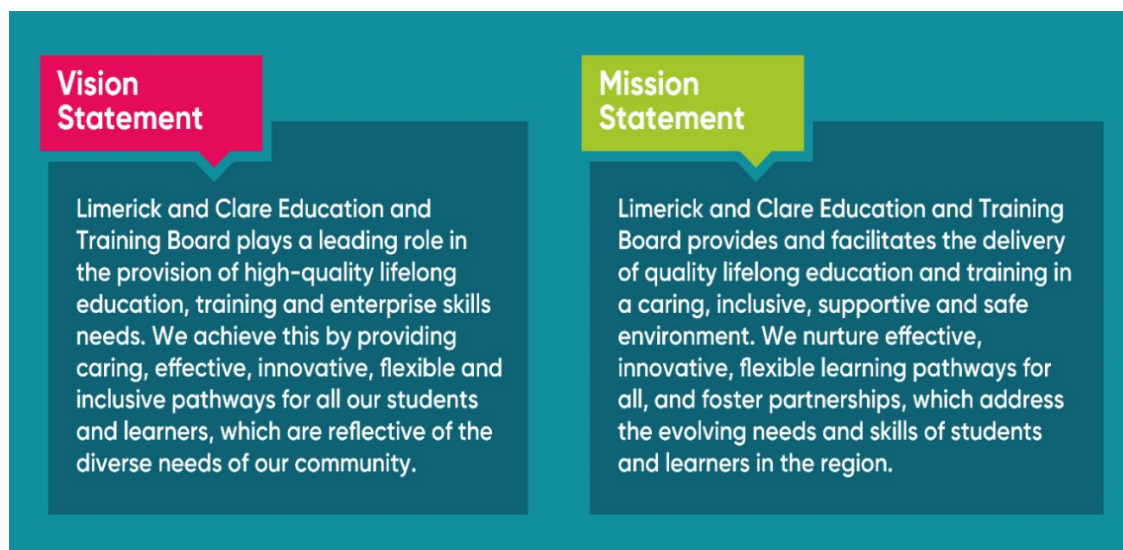
The Regional Skills Forum has identified the current strengths and future growth prospects in the regional economy in biotechnology, medical technology, ICT, aerospace, tourism, agri-business and logistics. The Forum has also identified skills clusters in hospitality, engineering, film and ICT. These 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:



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>Strategic Goal 1 High Quality Student and Learner Experiences</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>Strategic Goal 2 Staff Support and Organisational Development</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>Strategic Goal 3 Good Governance</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>Strategic Goal 4 Partnership</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 the ETB provides a service. The ETB is committed to protecting the human rights of board members, staff and those to whom the ETB provides a service.



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 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 2025 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 2025 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 0083/2024).

Implementation and Monitoring Provisions

Implementation

The Service Plan 2025 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.

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 the 2025 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 and achievable 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 2025 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 2025 to ensure reporting deadlines, set by the Department of Education, are accurate and continue to be fully adhered to.

4. Statement of Services 2025

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.	The ETB's Schools Division is committed to supporting the development of inclusive school practices in 2025. This includes <ul style="list-style-type: none"> Continued development of inclusive schools by supporting school Boards of Management, school leaders, teachers, special needs assistants. 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 (revised 2023). The ETB will continue to promote our growing number of Community National Schools as a multidenominational school of choice for communities. 	Performance and progress in 2025 will be monitored and evidenced through: <ul style="list-style-type: none"> An excellent working relationship between Head Office functions and the Directorates of Schools & FET to work collaboratively on all appropriate projects for the good of our students/learners and the entire organisation. Additional Community National Schools via divestment. All schools to have provision for Special Classes if required by community. 	Continued increase in student enrolments across all schools at primary and post-primary. Attendance at workshops and seminars for Child Safeguarding. Additional schools interested in the Patrons Framework. Increased enrolments in Limerick and Clare Education and Training Board scoileanna lán-Ghaeilge.

	<ul style="list-style-type: none"> • The Schools Division will continue to work proactively with the Department of Education in the expansion of special school provision where required. • Tabhairfaidh an BOO gach tacíocht don oideachas lán-Ghaeilge. The ETB will support its Gaelcholáistí to enhance Irish medium provision in Limerick and Clare. • Provide annual training of all newly appointed Designated Liaison Person (DLP) and Deputy Designated Liaison Person (DDLDP) in Child Safeguarding Procedures in accordance with Department of Education policy. • Continued implementation of the ETBI Patrons Framework with the support of ETBI and the Limerick and Clare Education and Training Board assigned Ethos co-ordinator. • Provide effective professional development for Student Support Teams and Co-ordinators. • Further develop patronage campaigns in accordance with Department of Education Strategy for Reconfiguration and consultation with other regional patrons. • Continue the establishment and development of Special Classes in ETB schools and college. • Work with the Department of Education and the National Council for Special Education to further develop the new multid denominational Special School in Limerick which opened in September 2024. 	<p>Enhanced provision for Irish medium schools</p> <p>Satisfactory participation and positive feedback from attendance at workshops and seminars for Child Safeguarding.</p> <p>Reviewing Minutes of Board of Management meetings to verify correct procedures of Child Protection and Oversight Report.</p> <p>Identification of opportunities for sharing good practice between Schools and Centres.</p> <p>Student Support Team Training to be completed for all team members.</p> <p>Develop the Professional Learning Network for the Special Class Coordinators of all Limerick and Clare Education and Training Board. Community Colleges and Community National Schools to share best-practice.</p> <p>Continued development of the Digital Leaders group portal for schools within StaffCONNECT.</p> <p>Continued adherence to national policy to ensure support of</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>
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	<ul style="list-style-type: none"> • Review, modify and ratify admissions policies and procedures that promote inclusion and emphasise supports for marginalised groups. • Further develop the pilot initiative to provide Assistant Psychologists for schools in Limerick and Clare Education and Training Board in partnership with the School of Psychology at the University of Limerick and NEPS. • Provide multi-agency training for new members of Student Support Teams. • Organise additional training in association with NEPS tailored for Student Support Teams in managing critical incidents. • Develop digital supports providing information and guidance for Student Support Teams. • Work closely with other state agencies to support students during out of school-time - e.g., Tusla, HSE, Jigsaw, CAMHS, CYPSC. • Provide training for Boards of Management on the Admissions Act 2020 and the Characteristic Spirit of ETB schools. • Plan for changing demographics. • 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. • Support students/learners at risk of educational disadvantage in line with current national policy. 	<p>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>	(Contd.)
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	<p>The Limerick and Clare REALT Team continues to coordinate the enrolment of children requiring school places in the region as well as ensuring the provision of language supports where required. Fortnightly meetings have been instrumental in successfully meeting the Department of Education's objectives to support families arriving in Ireland.</p> <p>In 2025, 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>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 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) To address the evolving needs of Ukrainian families arriving in Ireland, the Department of Education 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.</p> <p>Primary Objectives: The primary objectives of the REALTs are to:</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Fortnightly meetings of the Limerick and Clare Education and Training Board REALT Team. • Comparison of Ukrainian arrivals (profiling of age-groups) and enrolment in schools (primary and post-primary). • Promotion of Ukrainian Education Support Services Portal on www.LCETB.ie. • Awareness raising of pathways to FET and Higher Education for Ukrainian students who conclude post-primary education. • 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. 	<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>
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	<ul style="list-style-type: none"> • Assist families in securing school places for their children. • Support schools in meeting the needs of Ukrainian students. • Advise and support the Department of Education in developing new capacity. • Coordinate the provision of education services to Ukrainian families. <p>The REALTs will focus on the following key activities:</p> <ul style="list-style-type: none"> • Providing information and support to families and schools on school placement and resources. • Assisting with the identification and allocation of additional school places, as needed. • Providing English for Speakers of Other Languages (ESOL) support to Ukrainian students. • Liaising with other local coordinating structures to ensure a holistic approach to supporting Ukrainian families. <p><u>Structure and Support</u></p> <p>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"> • Tusla Education Support Service (TESS) • NEPS regional personnel • NCSE regional personnel • Management body local nominees 	(Contd.)	(Contd.)
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	<ul style="list-style-type: none"> • and other key partners as appropriate <p>In addition, the REALTs 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"> • Teacher support services, including PDST and JCT • Education Centre Network • Local county councils/authorities • Commitment to Integration. 	(Contd.)	(Contd.)
	<p>During 2025 the ETB's ICT Department under the OSD Directorate will continue to provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2025, the ICT Department will support the following actions:</p> <ul style="list-style-type: none"> • The continued maintenance of specific SharePoint sites for each school with associated training and support. • 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. • 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. • To closely follow the NIST 1.1 CSF and ISO 27001 standards in information security which 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The increase in numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for schools. • The number of CPD opportunities delivered to support the rollout of Office 365. • The number of new ICT infrastructure projects and upgrades in place by the end of 2025. • To make improvements in connectivity, device supports and managed services. • Number of schools and centres using Office 24, Office 365 and Windows 11. • Number of A5 licences activated and utilised 	<p>Analysis of the number of staff engaging with Office 365 and its impact.</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 2025.</p> <p>Number of Staff assigned an A5 Licence.</p>

	<p>the Cyber Security Baseline Standards were based upon and developed as part of an ICT Audit and Review of readiness to meet the requirements from the Cyber Security Baseline Standards.</p> <ul style="list-style-type: none"> • Provide an advisory support around ICT procurement. • Monitoring of ETB hardware/software and upgrades for same. • Project Management of new systems including upgrades. • Implement a suitable information security management system (ISMS) that meets the mandatory requirements set out in the baseline standards. • Continue to identify and avail of ICT funding streams available for all areas of delivery • To link ICT infrastructure investment to Buildings upgrade actions where appropriate. • Management of Systems including local On Prem and cloud systems across administration and Teaching & Learning. 	(Contd.)	Windows 11 and Office 24 rolled out to all staff in 2025. The volume of staff accessing the ETB Portal in 2025 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same.
	During 2025, the College of FET will promote the SOLAS REACH Fund to community partners and will evaluate and grant fund community based organisations in line with SOLAS guidelines and in response to local community needs.	Performance and progress in 2025 will be monitored and evidenced through: Number of community-based projects supported through the REACH grant, focusing on improving education and training access for marginalised groups.	Allocate REACH grant funding to at least 10 community groups across Limerick and Clare, with demonstrable impact in increasing educational participation and inclusion.
	During 2025, the College of FET will implement the Learner Support Framework , focussing on the work of the Information, Recruitment, and Guidance	Performance and progress in 2025 will be monitored and evidenced through:	Fully implement the learner Support Framework by the end of 2025, with 100% of learners

	Support Service (IRGSS) and the Active Inclusion Support Service (AISS) in ensuring timely access to information, advice and support for applicants and learners.	Delivery of Learner Support Framework initiatives; learner engagement with the Information, Recruitment, and Guidance Support Service (IRGSS) and the Active Inclusion Support Service (AISS); learner retention, outcomes and satisfaction levels.	having access to the IRGSS and AISS, achieving a high satisfaction rate in learner surveys and a measurable increase in retention and progression rates.
	The range of supports for Learners with Disabilities in the College of FET will be enhanced during 2025.	Performance and progress in 2025 will be monitored and evidenced through: Increased engagement of learners with disabilities in education and training; feedback from learners and staff on support services.	During 2025, the College of FET will undertake an Assessment of the supports on offer using the ETBI RA in FET Maturity Model in order to facilitate an increase in the participation of learners with disabilities.
	During 2025, the College of FET will implement, fund and promote initiatives under the Mental Health and Wellbeing Framework at both Campus and CFET level.	Performance and progress in 2025 will be monitored and evidenced through: Delivery of mental health and wellbeing initiatives, learner and staff participation rates, and feedback on impact.	Mental Health and Wellbeing Initiatives will be funded and promoted across all FET Campuses during 2025, with learners and staff having access to initiatives and reporting positive outcomes.
	During 2025 the College of FET will continue to support representation and active engagement with Community-Based Structures across Limerick and Clare, including the Limerick Community Education Network, Regeneration committees and sub-Committees, the LEDP and Local Authority Community Integration Forums	Performance and progress in 2025 will be monitored and evidenced through: Documented contributions to key community discussions and initiatives aimed at improving access to education and training.	Maintain active representation on a range of community-based structures annually, with measurable outcomes contributing to integration and access strategies for diverse learner groups.

	<p>The College of FET will Implement the ESOL and Migrant Learner Action Plan 2024 - 2026 and deliver Certified QQI ESOL at Levels 1 and 2 during 2025</p>	<p>Performance and progress in 2025 will be monitored and evidenced through: Implementation of key actions under the ESOL and Migrant Learner Action Plan; increased enrolments in QQI ESOL Level 1 and 2 programmes; learner outcomes in certification.</p>	<p>Implement key actions under ESOL and Migrant Learner Action Plan during 2025, achieving an increase in migrant learner enrolments and ensuring that at least 80% of learners enrolled in QQI ESOL Levels 1 and 2 successfully achieve certification.</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 Schools Division will continue to scaffold the learning and experience by 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 2025 to enable our schools to engage proactively with self-evaluation, School Improvement Plans and DEIS planning. Actions in 2025 include:</p> <ol style="list-style-type: none"> 1. Supporting schools with the School Self-Evaluation process. 2. Sharing best practice on feedback from advisory visits of Department of Education Inspectorate and Whole School Evaluations (WSE), programme evaluations and subject evaluations through the Leading Teaching and Learning initiative (LILTA). 3. Promoting teacher professional collaboration through the Professional Learning Networks and cluster events such as Leading Teaching and 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Discussions with school leaders at Principals and Deputy Principals meetings. • Meeting with SSE Coordinators and Principals in schools. • Engagement and activity under the Leading Inclusive Learning and Teaching & Assessment Initiative including: <ul style="list-style-type: none"> • Review of inspection reports. • Ensuring all schools are represented at communities of practice seminars on-line and in-person. • Number of meetings and events in 2025. • Continued promotion of participation in curricular reform. • On-going development of Home School Community Liaison (HSCL) community of practice (CoP). 	<p>Fully implement recommendations of School Inspection Reports.</p> <p>Evidence of having analysed and shared best practice across our schools.</p> <p>Update all community of practice (CoP) mailing lists and attendance of all schools at community of practice (CoP) meetings.</p> <p>Review with principals.</p>

	<p>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.</p> <ol style="list-style-type: none"> 4. Meetings with the Department of Education Inspectorate on best-practice models will also be arranged for schools. 5. Provide training to schools on Student Voice and Student Council. 6. 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). 7. Provide professional development to Student Voice Leaders. 8. Development of PE Teachers Community of Practice (CoP) as LCPE is available in most Limerick and Clare Education and Training Board schools. 9. Work with the Teacher Allocations Section of Department of Education to establish Limerick Community Special School as a base school, on a pilot basis, as a new supply teacher cluster for special schools in Limerick. The objective is to coordinate substitutable cover for primary teachers in the set of schools the cluster cover for leave. 	<ul style="list-style-type: none"> • Number of collaborative initiatives involving communities of practice (CoP) i.e. IDEAL Futures through Digital Leaders Forum etc. • Meetings with Student Councils across ETBs. • Student Councils to address Board of Management meetings. 	(Contd.)
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	<p>The College of Further Education and Training (CFET) is committed to maintaining the highest educational, training, and ethical standards across all its Campuses. To achieve this, we will implement a series of targeted actions in 2025, focusing on continuous improvement, professional collaboration, and quality assurance to ensure excellence in teaching and learning. These actions include</p> <ul style="list-style-type: none"> • Supporting FET Campuses with the Self-Evaluation Process (2025) • Sharing Best Practices from Internal and External Reviews (2025) • Enhancing Learner Voice in FET Campuses (2025) • Continuing to Provide Training on Quality Assurance and Continuous Improvement Processes (2025) • Developing Practitioner-Specific CoPs Based on the New Department Structure Specialisms (2025) 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Completion of structured self-evaluation reports at all FET Campuses, focusing on quality assurance in teaching and learning. • Dissemination of lessons learned from programme evaluations, external reviews (e.g., QQI reviews), and advisory visits. • Establishment of structures which amplify learner feedback and engagement in decision-making. • Delivery of professional development sessions on QA, governance, and improvement planning to FET staff and leaders. • Establishment of CoPs for specific disciplines in line with the Department structure in order to promote best practices and peer collaboration. 	<ul style="list-style-type: none"> • Complete self-evaluations at all FET Campuses, with improvement actions implemented across all identified areas by the end of 2025. • Distribute feedback from multiple programme evaluations and inspections to all FET Campuses. • Roll out the Learner Voice policy and provide professional development to learner during 2025. • Deliver a minimum of four training sessions annually, ensuring participants report increased confidence in QA and continuous improvement practices. • Launch at least three new Communities of Practice (CoPs) for specific teaching specialisms, with quarterly meetings and shared resources at FET campuses by the end of 2025.
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<p>1.3 To respond to identified personal, academic, social, economic and employability needs of our stakeholders.</p>	<p>To effectively respond to the diverse personal, academic, social, economic, and employability needs of our stakeholders, the College of FET has identified key actions under Priority 1.3 which focus on engaging with enterprise sectors, enhancing employer relationships, expanding apprenticeship opportunities, and fostering the recognition of prior learning (RPL). Additionally, the College is committed to aligning its offerings with regional economic needs through active participation in regional skills fora. The priority actions for 2025 are to:</p> <ul style="list-style-type: none"> • Continue to engage with enterprise sectors to enhance collaboration and training opportunities • Enhance the collection and analysis of feedback from employers to inform programme development • Continue to develop new national apprenticeships in bakery and confectionary, barbering and beauty • Further enhance the focus on recognition of prior learning (RPL) across FET campuses • Continue to participate actively in regional skills fora to align FET provision with regional needs 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Increase the number of industry partnerships and training opportunities created through enterprise collaborations, measured by the number of new partnerships and training programmes established annually. • Implement a systematic process for gathering and reviewing employer feedback, resulting in the integration of employer-driven changes into programme updates. • Continue to develop new apprenticeship programmes in bakery and confectionary, and barbering and beauty, with a focus on employer engagement and sectoral feedback in curriculum development. • Develop and implement an expanded RPL framework, leading to the accreditation of prior learning for an increasing number of learners in 2025. • Actively contribute to regional skills fora discussions and align curriculum offerings to meet emerging regional industry needs. 	<ul style="list-style-type: none"> • Establish new industry partnerships and develop additional training programmes through enterprise collaborations by the end of 2025. • Collect and review feedback from key employer stakeholders annually, ensuring employer-driven changes are integrated into relevant programme updates by the end of 2025. • Develop apprenticeship programmes in bakery and confectionary, and barbering and beauty, with employer engagement incorporated in curriculum development by the end of 2025. • Implement an expanded RPL framework across all FET campuses, leading to the accreditation of prior learning for a growing number of learners by the end of 2025. • Participate in regional skills fora annually, ensuring curriculum offerings are updated to address emerging regional industry
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			needs, with new curriculum adjustments made in response to feedback.
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>The Schools Division will continue to work to ensure that schools deliver the highest quality learning, teaching, assessment, and wellbeing outcomes in 2025. Specific initiatives in 2025 include:</p> <ol style="list-style-type: none"> 1. Schools will continue to receive support from the Support Team to advise on best-practice and effective strategies to enhance student experiences. 2. Support schools with Universal Design for Learning best practice through community of practice (CoP) cluster days from Support Team (LILTA). 3. Support schools with new Leaving Certificate subjects - Drama, Film and Theatre Studies. 4. Work with the Department of Education and schools to implement the new Physical Education for Senior Cycle. 5. Ensure that additional schools are supported to offer Leaving Certificate Physical Education, Computer Science and Politics and Society for Senior Cycle. 6. Continue to work with the Education Department of University of Limerick to develop the Memorandum of Understanding between the Education Department of University of Limerick and Limerick and Clare Education and Training Board. 7. Work with the School of Education at University of Limerick on a Teaching Council Féilte Bursary 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Reports from the community of practice (CoP) on the impact of the cluster events organised for schools. • Meetings with Principals and Deputy Principals. • School visits and discussions with Student Support Teams. • Number of students participating in the PE for Senior Cycle programme. • Review and continued development of the Memorandum of Agreement (MOA) with the Education Department in UL. • Feedback from Boards of Management on presentation to Boards. 	<p>To having increased the number of students participating in new Leaving Certificate subjects - Drama, Film and Theatre Studies, Physical Education, Computer Science and Politics and Society for Senior Cycle school.</p> <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>designed to support a culture of professional collaboration and knowledge sharing amongst teachers and schools in relation to a pilot programme to enhance school-university partnerships, support student teachers in the learning to teach journey and recognise and support cooperating teachers (treoraí) and leaders in their role.</p> <ol style="list-style-type: none"> 8. The implementation of various national policies will be through the SSE process linked to the LAOS quality framework, respectful of each school community. 9. Continued partnership with the University of Limerick Health Sciences Academy in raising awareness on wellbeing. 10. Presentation to all school Boards of Management on the core values of Teaching, Learning and Assessment in our schools. 11. Continued roll-out of ETBI Ethos and Core Values training for Community National Schools and Community Colleges. 12. Working with FET Division and the Mid-West Regional Skills Forum with the objective of enhancing partnership between schools and business and industry and the research community. 13. Continued development of Muintearas in ár Scoileanna – Connection in our Schools professional learning day to promote wellbeing. 14. Continued roll-out of Trauma Responsive Education supports to schools: 15. Scheduling of annual SST Conference each November to facilitate development of SST in schools. 	(Contd.)	<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>The College of FET is committed to nurturing the development of the individual, aiming to maximise learners' potential at each stage of their learning journey by providing comprehensive support services, inclusive policies, and targeted initiatives. Key actions during 2025 include:</p> <ul style="list-style-type: none"> • Promotion of the College of FET Policies in Teaching, Learning, and Assessment, and Access, Transfer, and Progression. • Strengthening of the Role of the Information, Recruitment, and Guidance Support Service. • Supporting the Implementation of the ESOL and Migrant Learner Action Plan. • Providing Enhanced Support for Learners with Disabilities. • Implementing the Learner Support Framework. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Consistent widespread adoption of in Teaching, Learning, and Assessment, and Access, Transfer, and Progression • Enhanced guidance and recruitment services provided to learners, offering tailored support for career development and progression. • Delivery of targeted support and resources for ESOL learners and migrant groups to ensure successful integration and progression. • Delivery of accessible and inclusive services to learners with disabilities, ensuring equal access to learning opportunities. • Delivery of comprehensive support services through the implementation of a structured learner support framework. 	<p>Review and update teaching, learning, and assessment policies, alongside access, transfer, and progression policies, to ensure they are fully implemented across all FET campuses by 2025. Provide information guidance and support to all learners in key stages of their learning journey, with improved satisfaction ratings by the end of 2025. Increase enrolment in ESOL programmes, ensuring full support for migrant learners in alignment with the national action plan by 2025. Ensure that all learners with disabilities receive the necessary support to fully engage in their learning process, with regular monitoring and adjustments to support plans. Ensure all learners have access to the relevant learner support services, with regular feedback and improvement mechanisms in place by the end of 2025.</p>
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<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 Schools Division 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 2025 include: The continued development of a Whole School Guidance Framework.</p> <ul style="list-style-type: none"> • Organisation of community of practice (CoP) meetings for Guidance Counsellors. • Sharing of information resources and updates via the Guidance Counsellor mailing list and shared drive. • Development of the Transition Year taster programme in association with FET to broaden experience in apprenticeship and traineeship pathways (Culinary Arts, Barista training etc.). • Continued development and expansion of the Junior Health Science Academy partnership with University of Limerick and University of Limerick Hospital Group. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of events and meetings in 2025 of the Guidance Counsellors Forum. • Number of Guidance Counsellors participating in the Guidance Counsellors Forum Events in 2025. • Number of initiatives/resources developed in 2025. • Meetings and professional development opportunities for Guidance Counsellors in 2025. • Increased numbers of Transition Year students attending taster events. • Increased numbers of students accessing Apprenticeship Careers Showcase. • Designation of a member of the Schools Division Support Team to liaise with the Guidance Counsellor Forum and disseminate useful resources and information. • Organisation of parent and guardian webinar on apprenticeships – joint collaboration between Schools Division and FET Division (March 2025). 	<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>
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	<p>The Schools Division will facilitate the sharing of 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 through its community of practice (CoP) - LILTA.</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>Schools will continue to receive training and updates on best practice regarding managing Critical Incidents (CIs) in collaboration and association with NEPS.</p> <p>Development of resources with QR codes that links to key supports and resources for schools.</p> <p>Attendance and support at critical incidents where requested.</p> <p>Newly appointed Student Support Teams members will receive training in association with relevant partners (NEPS, Tusla, HSE, JigSaw, Pieta House, Children's Grief Centre, etc.)</p> <p>Critical Incident and SST support materials will continue to be developed in line with NEPS advice and support.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings of Principals and Deputy Principals to promote best-practice. • Review meetings with Student Support Teams via the regular SST Forum meetings. • Surveys of schools. • Meetings with HSE Connecting for Life (CfL) Team. • 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. 	<p>Surveys with Student Support Team Coordinators.</p> <p>Evidence of implementation of the recommendations of the National Taskforce on Youth Mental Health Strategy (2015-2021).</p> <p>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>
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	<p>Development of pilot Assistant Psychologist program with support and advice from University of Limerick and NEPS.</p> <p>Ongoing collaboration with external agencies (HSE, TUSLA, NEPS, and other local and national agencies/bodies).</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>MY-Psychology is an innovative programme to tackle Mental Health and Wellbeing in young people - 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 , University of Limerick (UL), and Director of SCY-Lab (School, Child & 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 UL) and the ETB, 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>	(Contd.)	(Contd.)
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	<p>The Schools Division and Youth Work Team 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"> • Coordinating the resourcing of Youth Work in the region. • Promoting good practice in Youth Work. • Facilitating networking and collaboration between organisations working with young people. • Promoting the value and visibility of youth work in the region. <p>In Service Plan 2025, Youth Work aims to collaborate extensively with various regional and external forums to achieve the following:</p> <ul style="list-style-type: none"> • Elevate the significance and prominence of youth work as a vital intervention for all young people. • Strengthen partnerships with schools, local community organisations, and other statutory and voluntary bodies to provide a unified and comprehensive support system for young people. • Roll out of the Youth Work Traineeship in partnership with FET Traineeship Raheen and local youth work providers. • Support the ETBI Youth Work Conference 2025 building on the success of the inaugural conference in Thomond Park in June 2024. • Collaboration with GRETb and UG on a research project: Social Withdrawal in Young People: An exploration through youth voice of youth work 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Reviewing and updating Youth Work Strategic plan 2023 - 2026 • Setting up an advisory group to support the Youth Work Traineeship. • Participating in the ETBI/DCEDIY ICT solution group. • Membership of steering group for Social Withdrawn research with GRETb and UG. • Monitoring participation in youth committees, support networks and boards at national and local level including ETBI structures. • Engaging with Youth Officer Network and ad hoc consultations as arranged by DCEDIY. 	<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> <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>
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	<p>interventions in combatting social isolation in young people</p> <ul style="list-style-type: none"> • Work with the ETBI and the DCEDIY to develop an ICT solution for reporting and data gathering. • Regularly review and adjust our Youth Work Strategy to ensure it remains relevant and effective. • Establish robust communication channels among organisations dedicated to youth engagement across the region. • Play an active role in shaping policy development concerning youth work and its associated domains. 	(Contd.)	(Contd.)
	<p>The College of FET is committed to providing high-quality, holistic support services to ensure the well-being, academic success, and personal development of all learners. Through the implementation of the Learner Support Framework and the integration of the Mental Health and Well-Being Framework, we aim to create an inclusive environment where learners are empowered to reach their full potential. This includes direct counselling services provided to Youthreach learners, as well as tailored support through the Active Inclusion Support Service, delivered by My Mind to other FET learners. Our focus is on ensuring all learners have access to comprehensive guidance and support services, both in-person and online, that promote their success and well-being throughout their educational journey. Actions during 2025 include:</p> <ul style="list-style-type: none"> • Ongoing implementation of the Learner Support Framework Across FET Campuses 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Delivery of a structured and comprehensive learner support service, ensuring all learners receive the necessary support. • Incorporation of mental health and well-being support into all aspects of the learner support service across FET campuses. • Delivery of counselling services directly to Youthreach learners by the College of FET, and through My Mind to other FET learners via the Active Inclusion Support Service. • Delivery of tailored support to learners facing academic, personal, or social challenges, with 	<p>Ensure all FET learners have access to appropriate support services, with continuous improvement based on learner feedback, by the end of 2025. Provide mental health and well-being support services through a coordinated framework, with regular evaluations and updates. Ensure all FET learners have access to dedicated counselling services, with a focus on supporting mental health and well-being, by the end of 2025. Increase the number of learners benefiting from the Active Inclusion Support Service, ensuring all learners in</p>

	<ul style="list-style-type: none"> • Ongoing integration of the Mental Health and Well-Being Framework across FET Campuses • Promoting the access to Counselling Services for FET Learners. • Promote the Role of the Active Inclusion Support Service. • Providing Comprehensive Career Guidance and Support Services. • Strengthen Online Support for Remote and Part-Time Learners. 	<p>a focus on inclusion and progression.</p> <ul style="list-style-type: none"> • Availability of personalised career guidance services that align with learners' aspirations and academic progress. • Provide virtual support and resources for remote learners, including counselling and academic guidance. 	<p>need receive targeted support by 2025.</p> <p>Ensure that all FET learners have access to career guidance and support services, with a focus on transitioning to further education or employment, by 2025.</p> <p>Ensure remote and part-time learners have full access to virtual support services, with increased user satisfaction levels by the end of 2025.</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>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.</p> <ul style="list-style-type: none"> • 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. • In line with Creative Ireland's Creative Youth Plan, which recognises that 'cultural and creative activity, promotes individual, community and national wellbeing', the aim of the new strategic plan is to generate awareness and confidence in accessing our own creativity. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The second strategic plan will be published in spring 2025. • The LCYP's Strategy Statement remains to develop collaborative plans across local communities and between schools and creative out-of-school activities; facilitate and develop new local creative initiatives. • During 2025, 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>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 scheduled projects funded and delivered by LCYP.</p>

	<ul style="list-style-type: none"> • The focus will be on a Holistic approach, by placing equal emphasis on creativity, education and wellbeing. • The Limerick and Clare Local Creative Youth Partnership collaborates with youth organisations to offer a wraparound service for the young people of Clare and Limerick, firmly embedding creativity within our communities. 	(Contd.)	(Contd.)
	<p>In 2025, the Schools Division will continue to expand the physical education support and awareness programmes 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. Specific actions we will take include:</p> <ul style="list-style-type: none"> • Promote OETCs for Well-being and provide outdoor activities to all students particularly Transition Year students: 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 trips/activities for all students particularly Transition Year students. • 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. • Support Gaisce Participation: We will support schools in facilitating students' participation in 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Review 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. • Analysis of number of ETB Schools students attending Gaisce/Orienteering, /Pathways/Bouldering/CBA programmes in the OETCs during 2025. • Numbers of ETB School students attending curricula-linked courses in 2025. • Meetings with Limerick and Clare Education and Training Board and Community School Transition Year Coordinators. • Provision of Orienteering training for PE teachers. • Planning Meetings with OETC managers and Support Team. 	<p>Targets for Service Plan 2025</p> <ul style="list-style-type: none"> • Gaisce Programme Participation: Track the number of schools and students participating in Gaisce (President's Award) programmes. • OETC Course Attendance Growth: Increase the number of participants in OETC courses across all ETB schools in Limerick and Clare. • Curriculum-Linked Course Integration: Evidence the integration of courses offered by the OETCs with the curricula of ETB schools. • Orienteering CPD Course Participation: Record the number of teachers attending the Orienteering CPD course and ensure all attending teachers

	<p>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.</p> <ul style="list-style-type: none"> • Provide Orienteering Resources and CPD: We will provide PE teachers with an orienteering resource manual and onsite professional development (CPD) in orienteering and sustainability. This will equip them to prepare their second-year students for the ETBI Mayday for Sustainability events in Curraghchase Forest Park Road. • Promote Curriculum-Linked Courses: We will promote curricula-linked courses across ETB schools, including: <ul style="list-style-type: none"> o 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. o Junior Cycle Orienteering Short Course: This course will support the development of orienteering skills and knowledge aligned with the Junior Cycle curriculum. • Expand Orienteering Events: We will expand the annual second-year Schools Orienteering for Sustainability in Curraghchase by facilitating more ETB schools along with other non ETB schools in the region. • Organise Climbing Competition: We will organise a Schools Bouldering competition, open to all 	<ul style="list-style-type: none"> • Participation in the Sustainability Take 1 Programme. • Continued development of national Middle Leaders Summer School in the University of Limerick in conjunction with ETBI to promote OETCs. <p>(Contd.)</p>	<p>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> <p>(Contd.)</p>
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	<p>ETB schools, to foster teamwork, physical challenge, and personal growth among students.</p> <ul style="list-style-type: none"> • 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. • Offer Pathways to Outdoor Education Courses: We will offer three-day Pathways to a Career in Outdoor Education courses for TY students to explore potential career paths in this field. • 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. 	(Contd.)	(Contd.)
	<p>The College of FET is committed to fostering a culture of lifelong learning through community engagement, local development, and inclusive education opportunities. Through collaboration with local authorities, community groups, and other stakeholders, the College of FET ensures that a wide range of educational needs are met across Limerick and Clare. Actions in 2025 include:</p> <ul style="list-style-type: none"> • Promotion of the Wider Benefits of Learning and Community Education • Ongoing Engagement with Local Authority Age-Friendly Committees • Ongoing Engagement with the Clare and Limerick Local Authority Local Community 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Delivery of community education programmes that focus on the personal, social, and economic benefits of lifelong learning. • Active participation in local authority committees to promote inclusive learning opportunities for older adults. • Building on connections and partnerships with local authority committees and community 	<p>Engage with local communities to increase awareness and participation in community education programmes, aiming to expand access and participation by the end of 2025.</p> <p>Collaborate with age-friendly committees to ensure the inclusion of older learners in FET programmes and initiatives by 2025.</p> <p>Ensure active participation in LCDCs and community</p>

	<p>Development Committees (LCDCs) and Community Integration Forums</p> <ul style="list-style-type: none"> • Provision of Funding Through the SOLAS REACH Fund 2025 to Community Groups • Facilitation of Community Education Partner Applications for resources and funding. 	<p>forums to align FET provision with local development needs.</p> <ul style="list-style-type: none"> • Allocation of SOLAS REACH funding to community groups for local education and training initiatives. • Development of and engagement in programmes for groups and sectors with traditionally low participation rates in formal education. • Providing support to community groups in applying for funding and resources to deliver learner-centred, community-based education programmes. 	<p>integration forums, aiming for collaborative community-based projects and initiatives by 2025.</p> <p>Distribute REACH funding to support community-driven learning projects annually, focusing on skills development and inclusion, by 2025.</p> <p>Facilitate community education partner applications, enabling at least 15 community-based adult learning initiatives annually, with a focus on locally developed and learner-driven courses by the end of 2025.</p>
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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 Human Resources Department will ensure best practice in the recruitment and selection of staff across the organisation during 2025. 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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none">• 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 2025. This will include training in the use of ICT platforms to support remote interviewing.• A 2025 recruitment plan developed across the ETB.• Recruitment and Selection templates reviewed in 2025 to ensure continued compliance with legislation and GDPR will continue to be reviewed in 2025 in line with legislation and best practice.• To procure a bespoke recruitment software solution for the ETB.	<p>A refresher training course for all interview board members is planned for Q1 2025. 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 & FET.</p> <p>Procurement of customised E-recruit platform.</p>

	<p>The Schools Division and HR schedule teacher and SNA allocation planning meetings with schools each January ahead of publication of allocations to schools. 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 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"> • Ensure that schools have the appropriate staffing levels and expertise to meet the needs of their students. • Identifies potential gaps in staffing and develops plans to address them. • Improves communication and collaboration between schools and HR. • Promotes a shared understanding of staffing needs and priorities. • Enhances the overall effectiveness of staffing resources in schools. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings (via Zoom) with each school principal, Director of Schools and HR in January 2025. • Staff internal transfers finalised in Qtr.2 of 2025. • Approval to recruit process undertaken in Qtr. 2 of 2025. • Commencement of recruitment process early in Qtr.2 of 2025. • Appeals to Department of Education for additional staffing where required, curricular concessions etc. 	<p>Evidence of feedback from Principals and Deputy Principals in schools. Evidence of numbers attending event.</p> <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 Schools Division will organise an online induction event in early September 2025 to provide newly appointed teachers and SNAs with an overview of the supports available to them</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings with Principals and Deputy Principals on the impact of the induction. • Surveys with newly appointed staff on the benefit of the induction event. • Focus-group with participants. 	<p>Evidence of feedback from surveys.</p> <p>Feedback from participants.</p> <p>Focus group session with participants.</p>

	<p>from the ETB. This event will cover a range of topics, including:</p> <p>Teaching, Learning, and Assessment Strategies:</p> <ul style="list-style-type: none"> • Introducing the ETB's pedagogical framework and approaches to teaching, learning and assessment. • Providing guidance on effective lesson planning and assessment practices. • Sharing resources and strategies for differentiated instruction. <p>Professional Development Supports:</p> <ul style="list-style-type: none"> • Introducing the ETB's comprehensive professional development program. • Highlighting opportunities for ongoing professional learning and development. • Providing information on how to access professional development workshops and courses. <p>Classroom Management Strategies:</p> <ul style="list-style-type: none"> • Sharing effective classroom management techniques and strategies. • Addressing common challenges faced by teachers in managing classroom behaviour. • Providing guidance on creating a positive and supportive learning environment. <p>Technology Enhanced Learning:</p> <ul style="list-style-type: none"> • Equipping teachers and SNAs with the skills and knowledge to integrate technology into their teaching. • Exploring the use of digital tools and platforms for enhancing learning. • Providing guidance on creating engaging and interactive lessons using technology. 	<ul style="list-style-type: none"> • Publication of a handbook for all staff on promoting positive behaviour strategies in the classroom. • 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"> o Good sleep routine guidance o Exam anxiety o Dangers of vaping o Effective communication strategies with teenage children 	(Contd.)
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	<p>Wellbeing:</p> <ul style="list-style-type: none"> • Promoting the importance of teacher and SNA well-being. • Sharing resources and strategies for maintaining personal well-being. • Highlighting the supports available through the ETB Employee Assistance Service. 	(Contd.)	(Contd.)
<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 Schools Division is committed to supporting all requests for continuous professional development through the effective implementation of cluster day events. Specific actions planned for 2025 include:</p> <ul style="list-style-type: none"> • Enhanced Access to Support: Schools will have augmented access to advice and support through their dedicated portal within StaffCONNECT and www.lcetb.com. • Onboarding and Induction for newly Appointed Teachers • Student Support Team (SST) Induction • SST Coordinators Critical Incident Review • Transition Year Coordinators Training • Provision Mapping • Trauma Responsive Education • Restorative Practice Training for School Coordinators • English Language Teaching Award Cambridge Assessment • HSLC Support • Empowering Digital Leaders • Tailored Support for MS Office 365 Users 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff/schools accessing advice and supports through StaffCONNECT and LCETBSchools.com in 2025. • Number of training events/supports provided in 2025 to support MS SharePoint and MS Teams. • Continued development of Google Education Groups Ireland Forum in 2025. • Number of schools engaging in new forum in 2025. • Regular contact with schools on identifying gaps that need to be addressed in schools. • Surveys with Principals and Deputy Principals on benefits of training events and meetings for staff. 	<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. Focus-group meetings with Support Team to review professional development activities facilitated by the Schools Division.</p>

	<ul style="list-style-type: none"> • Strengthening Google Education Group Ireland • Transition to Virtual Parent Information Evenings: Schools may opt to host parent information meetings online 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 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 – Connection in our Schools' webinar, designed for all school staff within the Limerick and Clare Education and Training Board schools and youth. • Continue to develop and pilot an initiative with community colleges and community schools to train coordinators in restorative practices; 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. 	(Contd.)	(Contd.)
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	<p>The College of FET's professional learning and development function is centrally coordinated and aligned with both national and local priorities, fostering a collaborative, coordinated approach to staff development. By focusing on emerging trends and sector-specific needs, the College creates impactful professional development opportunities that drive growth, quality improvement, and organisational success. During 2025, PL&D in the College of FET will continue to:</p> <ul style="list-style-type: none"> • Align PL&D Initiatives with Key National and Local Priority Areas • Collaborate with Support Services and Corporate Affairs for Coordinated Professional Development • Deliver Professional Development Programmes Based on Identified Priority Areas • Utilise National and Local Policies to Inform and Drive PL&D Programming • Foster Cross-Departmental Collaboration in Professional Learning and Development • Monitor and Evaluate the Impact of PL&D on Staff and Organisational Development 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Identification and alignment of professional development efforts with national policies, SOLAS and QQI frameworks, the College's Strategic Framework, and local needs assessments. • Coordination with internal departments to align resources and expertise for the development and delivery of relevant PL&D opportunities. • Organisation and delivery of professional learning opportunities that address emerging trends, sectoral challenges, and opportunities for growth. • Integration of guidance from SOLAS, QQI frameworks, and local needs assessments to shape the content and structure of PL&D offerings. • Encourage collaboration between various departments, such as HR, Support Services, and Programme Coordinators, to ensure holistic development approaches. • Ongoing assessment of PL&D activities to evaluate their effectiveness in addressing the priority areas and meeting staff development goals. 	<p>Develop and implement a PL&D plan focused on priority areas, ensuring that at staff have opportunities to engage in training directly linked to these areas by the end of 2025. Facilitate quarterly meetings with Support Services, Corporate Affairs, and other stakeholders to ensure alignment of PL&D initiatives with organisational and external priorities. Ensure all PL&D programmes are in alignment with national and local policies, with staff reporting that their professional development activities are relevant to current trends and practices. Achieve involvement of key stakeholders from different departments in the</p>
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	(Contd.)	(Contd.)	planning and delivery of PL&D programmes, ensuring alignment with organisational needs by 2025. Complete bi-annual evaluations of PL&D programmes, with 80% of participants indicating improvements in their professional practice based on the training received.
2.3 To foster, promote and incentivise staff to participate in continuous professional development.	<p>The Schools Division will continue to promote and organise professional development (PD) opportunities for staff during 2025. Actions will include:</p> <ul style="list-style-type: none"> • Providing additional support to newly appointed principals and deputy principals through the ETB Schools Leaders' mentoring programme. • Principal, Deputy Principal, and teacher probation process undertaken across all schools in addition NIPT Quality Assurance Programmes. • Implementation of additional training and support plan for Curriculum Leaders, Leading School Improvement (LSI) coordinators and Digital Leaders. • Continued development of a Transition Year Co-ordinators' Forum to support the Transition Year programme. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Review of all professional development (PD) opportunities for schools on www.lcetb.com. • Numbers attending meetings. • Number of teaching staff engaging in PD (Professional Development) events in 2025. 	Increased Droichead capacity across all schools.

	<ul style="list-style-type: none"> • Further development of teachers as leaders in areas such as curriculum, digital, inclusivity and student support. • Implement revised programme of Support Team professional development plan for schools to include: • DEIS School Support. • Professional Development on promoting Ethos in schools. • Resources and up-skilling for staff working in Special Classes. • Student Voice professional development programme for schools. • Student Council training for schools PE and Wellbeing Support network in association with ISSU. • Continue to develop the internal mentoring programme and online resource in support of all newly appointed Principals and Deputy Principals. 	(Contd.)	(Contd.)
	<p>The Schools Division is dedicated to nurturing leadership and expertise within school communities through strategic actions:</p> <ul style="list-style-type: none"> • Sustained Leadership Forums: Continuing the organisation of regular Principals and Deputy Principals Forum meetings throughout 2025. • Promoting Distributed Leadership: Implementing supports for distributed leadership at the appropriate levels, ensuring the active involvement of Principals and Deputy Principals in all School Leaders' meetings. 	<p>Performance and advancement in 2025 will be tracked and assessed through the following performance indicators:</p> <ul style="list-style-type: none"> • Frequency and Attendance at School Leaders' Meetings: Monitoring the number of School Leaders' meetings conducted throughout 2025 and the attendance levels at these gatherings. • Mentoring Training Sessions: Tracking the quantity of mentoring training sessions organised in 2025 specifically designed to support newly appointed Principals and Deputy Principals. 	<p>Continued support of Principals & Deputy Principals Forum.</p> <p>Establishment of networking culture initiated by mentoring programme.</p> <p>Development of online resources for</p>

	<ul style="list-style-type: none"> • Mentorship Training: Conducting training sessions for mentor Principals and Deputy Principals to collaborate with newly appointed leaders in 2025. • Empowering Middle Leaders: Developing and delivering an online Middle Leaders program in partnership with the University of Limerick School of Education, tailored for Assistant Principals across the school network. Promotion of the ETBI Middle Leaders Summer School in University of Limerick in June 2025. • Collaborative Information Sharing: Continuing to evolve a mailing group for Assistant Principals to exchange pertinent content on leadership topics, fostering collaboration and knowledge sharing. • National Engagement Opportunities: 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. 	<ul style="list-style-type: none"> • Webinars for Assistant Principals: Quantifying the number of webinars conducted in 2025 aimed at enhancing Middle Leadership structures and fostering competency among Assistant Principals in schools. Reviewing the feedback from participants. • ETBI Middle Leaders Summer School in University of Limerick in June 2025. Reviewing the registration for the summer school and feedback from participants. 	<p>mentors and mentees.</p> <p>Design, organise and deliver online a series of webinars for Assistant Principals in 2025.</p>
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	<p>The ETB's Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2025 as part of their on-going professional development. Overseeing this is the Organisation's dedicated Training Manager.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund in 2025. • Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University in 2025. • Number of staff availing of training via Privacy Engine. • The ETB has a dedicated Training Manager. 	<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. Continue to support established internal Forums across OSD, Schools & Centres.</p>
<p>2.4 To encourage and promote a culture underpinned by our values of leadership, coaching and mentoring for all staff.</p>	<p>The Schools Division will support school communities in 2025 to develop leadership and expertise through the following actions:</p> <ul style="list-style-type: none"> • Regular Principals and Deputy Principals Forum meetings will continue to be organised in 2025. • Supports to implement distributed leadership will be implemented at the appropriate level during 2025 incorporating the inclusion of both Principals and Deputy Principals at all School Leaders' meetings. • Training of mentor Principals and Deputy Principals to work with newly appointed Principals and Deputy Principals will take place in 2025. • Develop, organise, and deliver a Middle Leaders programme (online) to Assistant 	<p>Performance and progress will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of School Leaders' meetings and attendance at these during 2025. • Number of mentoring training sessions organised in 2025 to support newly appointed Principals and Deputy Principals in 2025. • Number of webinars for Assistant Principals in 2025 to support Middle Leadership structures and competency in schools. 	<p>Continued support of ETB Principals & Deputy Principals Forum.</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 2025.</p>

	<p>Principals across the network of schools in association with University of Limerick School of Education.</p> <ul style="list-style-type: none"> Continued development of a mailing group of all Assistant Principals to share relevant content on leadership matters. 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. 	(Contd.)	(Contd.)
2.5 To implement, as part of our Public Sector Duty, our Equality, Diversity and Inclusion Action Plan.	<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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Review Existing Assessment: Identify Updates: Identify changes in societal norms, legislative updates, and emerging issues relevant to equality and human rights. Conduct New Research: Gather updated data, conduct surveys, and engage civil society to ensure the evidence base is reflective of lived experience. Revise the Assessment Document which will underpin planning, policy and decision-making. 	<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. The ETB aim to facilitate a comprehensive review that will lead to actionable recommendations. A review of the EDI Working Group will also be undertaken in 2025.</p>

	<p>Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).</p> <p>The ETB's Schools Division will support a positive and supportive work environment in 2025 through the continued development of advisory groups to provide support in the following key areas:</p> <ul style="list-style-type: none"> • Risk Register including Safeguarding. • Health & Safety. • Special Education Needs. • Scoileanna lán-Ghaeilge. • Parents & Guardians. • Digital Learning. • Curriculum including Teaching & Learning. • Continued engagement with NEPS (National Educational Psychological Service). • A series of on-line webinars for parents/staff throughout school year to support well-being. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Continued annual Child Protection reviews monitored by Director of Schools. • Review of Minutes of school Boards of Management. • Number and length of professional development sessions delivered. • Number of staff attending. • Added resources produced. • New initiatives emerging. • Evaluations and feedback of training sessions. • Number of meetings with NEPS and SST Teams and Principals and Deputy Principals. • Focus groups with parents and guardians. 	<p>Monitoring and review of number and length of professional development sessions.</p> <p>Recording resources produced.</p> <p>Monitoring and review of feedback and evaluations and actions arising from same.</p> <p>Monitoring number of meetings with stakeholders.</p>
2.6 To ensure that all ETB buildings are of the highest standard for all.	<p>The ETB's Climate, Capital and Estates Management Section will continue to implement the multi-annual Capital Investment Programme in all Schools and Centres across the ETB During 2025 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.</p> <p>School Capital projects in 2025 include:</p> <ul style="list-style-type: none"> • Finalisation of the 1,000 student Mungret Community College. • Mol an Oige CNS New School Development. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Management of the construction of the various projects on site in 2025 to ensure completion on programme and on budget. • Ensuring projects progress to delivery by implementing effective project management strategies. • Ongoing liaison with the Department of Education, SOLAS and DFHERIS to maximise investment in ETB facilities. • Develop a FET Capital investment strategy with close liaison between the Climate, 	<p>Delivery of all Capital Projects due for completion and hand over in 2025.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2025.</p>

	<ul style="list-style-type: none"> • Raheen Woods CNS New School Development. • Extension to St. John Bosco, Community College, Kildysart. • Extension to Castletroy College, Limerick. • Extension to St. Michael's Community College, Kilmihil. • Modular Extension to Coláiste na Trocaire, Rathkeale. • Modular Extension to Hazelwood College, Dromcollogher. • Modular Extension to Scarriff Community College • Further Development of New Limerick Community Special School. <p>In addition, the Climate, Capital and Estate Management will support non-ETB schools in 2025, including:</p> <ul style="list-style-type: none"> • Construction of Extension to Gaelscoil Mhichil Ciosóg, Ennis. • Construction of New School to Sacred Heart National School, Monaleen, Limerick. • Construction of new building to Gaelscoil Donncha Rua, Shannon Co. Clare. • Building re-design and construction St. Mary's National School, Limerick. • Construction of Extension at Salesian College, Pallaskenry, Limerick. • Construction of Extension to St Bridgid's NS Limerick. • Construction of Extension St. Patrick's Comprehensive School, Shannon Co Clare. 	<p>Capital and Estates Management Section/FET Buildings Officer and the FET Director.</p> <ul style="list-style-type: none"> • Active engagement between Climate, Capital and Estates Management Section and Schools/Colleges to identify and prioritise capital investment. 	(Contd.)
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	<ul style="list-style-type: none"> • Construction of Extension St. Clement's, Limerick. • Construction of New School Gaelscoil Uí Choimín, Kilrush. <p>2025 will see the development of the following major FET projects:</p> <ul style="list-style-type: none"> • FETC Raheen Campus. • FETC Shannon Campus. • FETC Newcastlewest Campus. • FETC Scariff Campus. • FETC Mulgrave Street Campus. • FETC Kilfinane Campus. • FETC Croom Campus. • FETC Ennis Campus. • FETC KRC Campus. • FETC Cappamore Campus. • FETC Hospital Campus <p>During 2025, Climate, Capital, and Estate Management Section, will also continue a planned cycle of improvements to facilities through the Summer Works Scheme (DoE), the Emergency Works Scheme (DoE & DFHERIS) and the Sports Capital Programme in various locations.</p>	(Contd.)	(Contd.)
	<p>In 2025, the College of FET will continue to develop its facilities to create a conductive and modern teaching and learning environment, supporting effective delivery, fostering learner engagement, and ensuring the ETB's relevance, growth and competitiveness.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Capital Budget • Number of individual infrastructure projects. • Range of FET facilities' improvements and new developments. 	<p>Delivery of all Capital Projects due for completion and hand over in 2025.</p> <p>Increase phase 2 apprenticeship delivery in the ETB by a minimum of 500 in 2025.</p>

	<p>In 2023, Ministers Harris and Collins announced €8 million capital funding for the 16 ETBs as part of the Project 2040 ongoing investment in the further education and training 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 necessary infrastructure and improvement works purchase of equipment.</p> <p>Ongoing Development of 2 new Carpentry & Joinery Workshops in Raheen Campus in 2025.</p> <p>The new Construction Bay, currently under development at the Green Innovation Campus will enhance provision in line with the national commitments in the Housing for All Strategy and the National Recovery & Resilience Plan.</p> <p>The College of FET will also put a plan in place to open Ennistymon School in 2025 with a view to making it a dedicated campus for TY taster classes.</p> <p>In 2025, the allocation of the Green Devolved Capital Allocation (Green DG) fund will enable the ETB to take targeted measures to close the gap-to-target and make progress in achieving our Climate Action objectives. The allocation will help support our FET Campuses efforts to improve energy performance and reduce emissions in our buildings in line with 2030 targets as set out in the Public Sector Climate Action Mandate.</p>	<ul style="list-style-type: none"> • Additional Apprenticeship Workshops to respond to the national demand for additional places. These include: • 1 New workshop in Electrical Instruments and 2 Wood manufacturing Raheen. • Roof Upgrades Shannon. • 2 new C&J workshops in Raheen. • Electrical and Lifesaving Equipment upgrades Cappamore & Hospital Campuses. • External Canteen upgrades Mulgrave Street Campus. • Energy Efficient Retrofitting measures to be carried out at FET Campuses throughout the ETB. 	<p>The expansion of the Green Innovation Campus will enable NZEB training to approximately 1,500 learners in 2025 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>
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	<p>Further Education and Training Infrastructure: The ETB has 28 College of FET Campuses. 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 2025, the following infrastructure projects will be progressed:</p> <ul style="list-style-type: none"> • FET Centre, O'Connell Avenue: in order to comply with Part M compliance, there is a need to install a lift within the building with external wheelchair access ramps. • Progression of various improvements at Raheen Campus, including toilet facility upgrades & and additional apprentice capacity. • Develop a long-term accommodation solution for the Shannon Campus. • Progression the SIUF Projects at Mulgrave Street & Scariff Campuses. • Commence the CotF Project on ETB's Newcastlewest Site. • Replacement of temporary accommodation at Newcastlewest campus. • Electrical and Lifesaving Equipment upgrades Cappamore & Hospital Campuses. • Civil and Structural upgrades works at the Kilmallock Rd Campus. • Installation of canteen and Learning Hub at Ennis Campus. • Installation of lift access in O'Connell Avenue Campus. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Management of the construction of the various projects on site in 2025 to ensure completion on programme and on budget. • Number of individual infrastructure projects will be captured in 2025 including: • FET Centre, O'Connell Avenue: lift installation. • Electrical Apprenticeship Workshops to respond to the national demand for additional places. • Progress the design development of approved SIUF and CotF projects. • New roof and upgrade of College of FET, Croom Campus. 	<p>Delivery of all Capital Projects due for completion and hand over in 2025.</p> <p>Progress the design of all Capital Projects due for completion at a date beyond 2025.</p>
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	<ul style="list-style-type: none"> • External Canteen Upgrades Mulgrave Street Campus. • Roof Upgrades Works Shannon Campus. • Retrofitting and building Upgrades Ennistymon Campus. • Campus Upgrades Organic College under minor works scheme. • Toilet Upgrades to select FET Campus throughout the ETB. • Refurbishment roof works to Abbeyfeale FET Campus. 	(Contd.)	(Contd.)
2.7 To promote active awareness of health, safety, welfare and wellbeing for all staff at a personal and organisational level.	<p>The Schools Division 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> <ul style="list-style-type: none"> • All Divisions will continue to promote the Outdoor Education and Training Centres (OETCs) in the Burren and Kilfinane for staff wellbeing and team-building activities. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Confirmation that ETB Schools are delivering the required 400 hours of wellbeing at Junior Cycle . • Increased use of these OETC venues. 	Monitoring that Schools are delivering the required number of hours.
2.8 To continue to explore the potential of modern and flexible work practices that support organisational goals, productivity, staff fulfilment and wellbeing.	<p>The ETB's Organisation Support and Development Directorate 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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • the continued provision of supports and training to support remote working. 	Monitoring of staff availing of training and supports.

<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 Organisation Support and Development Directorate will ensure that all grades of staff across the organisation continue to be offered professional development opportunities in 2025 as part of their on-going professional development.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of staff getting financial support through the Staff Professional Development Fund. • Number of staff availing of opportunities through VLE platforms such as Moodle and CORE University. • Number of staff availing of GDPR refresher training via Privacy Engine. • Number of staff availing of Health and Safety Training via Privacy Engine. 	<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 & Campuses.</p>
	<p>The ETB 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 2025, in line with the Transforming Learning strategy. The ETB 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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • FET staffing structure in line with national priorities. • 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. 	<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.	<p>The OSD, Schools and FET Directorate will ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).</p> <p>(Contd.)</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none">• Confirmation that all schools and relevant centres/activities have Child Protection Procedures in place.• All newly recruited staff undergo induction training, and a compulsory element of that training is Safeguarding/Child Protection Procedures for Primary and Post Primary Schools (revised 2023).• On a continuous basis relevant PD will be delivered to all categories of Staff.• On an annual basis refresher training is delivered to the DLPs and DDLPs.• A review is conducted to ensure the collation of all mandatory checklists, reviews	<p>To ensure appropriate training for all ETB Staff in relation to Safeguarding/Child Protection.</p> <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>

		and declarations by schools and centres in relation to Child Safeguarding requirements.	(Contd.)
	During 2025 the ETB will ensure that all returns to the Department are accurate and reporting deadlines adhered to.	Performance and progress in 2025 will be monitored and evidenced through: Timely and accurate returns to the Department.	A governance calendar monitors all Department return deadlines and a robust system of checks continues to be in place to ensure reports are accurate and timely.
	The ETB's Finance Department engaged with ESBS in relation to migration that went live in 2024. The hypercare period is underway until early 2025.	Performance and progress in 2025 will be monitored and evidenced through: The monitoring of the hypercare period led by the Transition Team Lead.	Migration to Finance Shared Services with a period of hypercare being facilitated by ESBS for a number of months following the go-live date.
	<p>ETB's 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 the ETB stakeholders.</p> <p>To this end, the ETB 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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Use of the Department Framework. • Completion of Multi Annual Procurement Plan (MAPP) in line with the ETB's Corporate Procurement Plan. 	<p>To provide training to specialist staff in schools and FET centres around procurement process and relocation of the Procurement Section to Marshal House.</p> <p>To provide training to specialist staff in</p>

		<ul style="list-style-type: none"> • Planning of future Procurement Requirements / Pipeline. • Active engagement with Finance Section, Schools and FET in relation to procurement requirements. 	relation to green procurement regulations.
	<p>During 2025 the ETB's ICT Department under the OSD Directorate will continue to provide collaborative opportunities incorporating online platforms, which include the ETB's StaffCONNECT (MS SharePoint) system to support ETB schools and centres. During 2025, 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>Project Management of new systems including upgrades.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • The increase in numbers of staff using StaffCONNECT (MS SharePoint) including all sites developed for schools. • The number of CPD opportunities delivered to support the rollout of Office 365. • The number of all staff engaging with and utilising Office 365 by the end of 2025. • The number of new ICT infrastructure projects in place by the end of 2025. • The volume of staff accessing the ETB Portal in 2025 for the number of Schools and Centres contacting the ICT Department in relation to their ICT needs and relevant procurement of same. 	<p>Analysis of the number of staff engaging with Office 365 and its impact.</p> <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 2025.</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>Implement a suitable information security management system (ISMS) that meets the mandatory requirements set out in the baseline standards.</p> <p>Roll out upgrade to Windows 11 and Office 24 .</p> <p>Microsoft Licensing review and rollout of A5 licences for added security.</p> <p>Software license management.</p> <p>Securing funding for capital and ICT investment to address identified priorities and Limerick & 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>Management of Systems including local On Prem and cloud systems across administration and Teaching & Learning.</p>	<ul style="list-style-type: none"> • Number of upgrades carried out in 2025. • To make improvements in connectivity, device supports and managed services. • Number of schools and centres using Office 24 and Windows 11. • Number of A5 licences activated and utilised <p>(Contd.)</p>	<p>Identify and progress further infrastructural projects in line with available funding</p> <p>All relevant Staff to be assigned an A5 Licence. Windows 11 and Office 24 rolled out to all staff in 2025.</p> <p>To closely follows the NIST 1.1 CSF and ISO 27001 standards in information security which the Cyber Security Baseline Standards were based upon and developed as part of an ICT Audit and Review of readiness to meet the requirements from the Cyber Security Baseline Standards.</p>
3.2 To continue to innovate and strengthen strategic business planning processes to achieve organisational priorities	<p>The Schools and FET Divisions will work with the Finance and Audit and Risk Committees 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>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Evidenced Agenda Item at Schools and FET Meetings in 2025. • Evidenced updating of the risk register in 2025. 	<p>Heighten awareness of risk identification and management through Risk Register.</p> <p>Follow through on actions to mitigate risks.</p>

	The 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.	<ul style="list-style-type: none"> Evidence of actions to mitigate risks in 2025. 	
3.3 To promote the highest standards of financial and risk management through internal monitoring controls and audits.	<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 & 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 2025 will be evidenced through:</p> <ul style="list-style-type: none"> Engagement with C & AG and ETB-IAU on annual and specific audits. Regular A & R Committee Meetings in accordance with the requirements of the Code of Governance. Reports from the A & R Committees issuing to the Board. Procurement of specialist advice should the need arise. 	<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>
	The ETB Climate, Capital and Estate Management Section will manage the ETB's properties, both owned and leased, to ensure compliance with all Statutory, Department and Governance requirements. This will involve working closely with the ETB Schools and FET Divisions to ensure the	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Keeping fully up to date ETB's Property Asset Register. 	<p>Property Asset Register kept up to date.</p> <p>Compliance with all Statutory requirements.</p>

	accommodation needs of the organisation are met and all Schools and FET Buildings are fit for purpose.	<ul style="list-style-type: none"> • Regular engagement with the Department of Education's Property Section. • Monitoring of Leases and ensuring compliance with terms. • Monitor ETB's Property to ensure all buildings are fit for purpose and address any deficits in terms of building standards. 	(Contd.)
	<p>Risk Management: Working with the Finance and Audit and Risk Committees; During 2025 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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Risk Register is an Agenda item for all Management Meetings. • Regular updates to the Risk Register. • Mitigation of Risks evidenced. • Identify and address significant risks involved in achieving an entity's outcomes. • Risk Business Plan reviewed on a quarterly basis and forms part of reporting to the Audit and Risk Committee. • Business Continuity Plan reviewed and adapted for evolving needs. 	<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 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</p>

	(Contd.)	<ul style="list-style-type: none"> Support to the Board from the Audit and Risk Committees in this role. 	Business Continuity Plan.
3.4 To maximise the efficient use of public resources.	<p>The CE and Directors of Schools, FET and OSD 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 2025.</p> <p>The ETB Climate, Capital & Estate Management Section and ETB Finance Section will ensure that 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 2025.</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 2025.</p> <p>ETB Climate, Capital & Estate Management Section and ETB IT Section will ensure that during 2025 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</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Evidence of use of OGP Frameworks wherever possible to ensure compliance and value for money. ETB's MAPP will be refined and further developed during 2025 to best plan future Procurement Requirements and prepare a Pipeline of Tenders to be undertaken. All relevant Policies and Procedures re Procurement to be updated on an ongoing basis via StaffConnect during 2025. Identify areas of aggregation where OGP contracts or frameworks are not in place and progress competitive procurement for ETB in these areas. Report to the Department of Education in relation to capital expenditure. 	<p>Adherence to procurement guidelines.</p> <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 embed the re organised Procurement function, relocated to Marshal House, within the overall OSD structure.</p>

	tendering above and below the EU Thresholds) will be on-going in 2025 in relation to procurement of IT services and equipment.	<ul style="list-style-type: none"> • Management of IT Support Services Contract. • Ongoing review of IT procurement across ETB. • Review and update of all specifications and technical requirements. • Use of OGP and other appropriate national frameworks for purchase IT equipment. • C & P Staff will engage with the new eTenders Platform. • The CMS will be implemented to enhance efficiency and compliance. 	(Contd.)
3.5 To maintain effective data protection, confidentiality and record management processes	Privacy Engine continues to play a pivotal role in enabling and supporting compliance with the General Data Protection Regulation (GDPR). Through its robust tools and resources, Privacy Engine allows us to maintain high standards of data protection, ensuring the confidentiality and integrity of personal data while meeting regulatory obligations.	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of 2025 training events in respect of GDPR Compliance. • Number of staff engaging with above in 2025. • Number and type of new resources developed in 2025 to support GDPR. • Updating records of processing activities as per Article 30 GDPR. • Review of existing DP Agreements and updating where necessary. 	As part of our ongoing commitment to effective data protection, we will consistently review and refine policies to align with GDPR requirements. This proactive approach will ensure our processes remain both comprehensive and adaptable to evolving challenges in data privacy and security.

	(Contd.)	<ul style="list-style-type: none"> • Enhanced Data Protection Measures: Leveraging the Privacy Engine to enforce strict controls and safeguards around the collection, storage, and processing of personal data. • Confidentiality Assurance: Implementing rigorous access controls and staff training programs to uphold confidentiality across all data handling activities. • Policy Reviews and Updates: Regularly evaluating internal policies to identify opportunities for improvement and address emerging risks. 	(Contd.)
	The ETB's Corporate Affairs Department will ensure the on-going review and implementation of the Records Management System (DSM) during 2025 in accordance with the ETB's Record Retention Policy and Records Management Policy.	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Review and implementation of DSM Records Management System by Corporate Affairs. • Audit to ensure records are destroyed in line with Records Retention Policy in all Schools and Centres. 	Effective Record Management: We will ensure that data retention and disposal processes are efficient, secure, and compliant with GDPR's principles of purpose limitation and storage limitation.

<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 2025 to include an Internal Communication matrix that clarifies organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within Limerick and Clare Education and Training Board including FET, OSD and the Schools Division. Additional 2025 actions include:</p> <ul style="list-style-type: none"> • Supporting the management and staff of the ETB through provision of latest and most effective technologies to enhance communication, along with the necessary training. • Continued implementation of the Plain English Strategy. • On-going development of the ETB.ie website and other social media to ensure that the ETB is providing pertinent, relevant information to its staff and stakeholders. • On-going stakeholder engagement and networking at a local, regional and national level (see 1.8). 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Formal Communications Framework will be put in place in 2025. • Evidence of traffic through the website/social media. 	<p>Develop Communications Framework that clarifies organisational structures, roles and responsibilities and sets out effective communication and decision-making processes.</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 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Signed Data Protection Addendum in respect of Article 28 GDPR Controller to Processor Transfers of Personal Data is appended to relevant SLAs in 2025. 	<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>

	In 2025, the ETB's College of FET will continue to use SLAs with external stakeholders , including Community Education partners, to whom it provides grants and resources.	Performance and progress in 2025 will be monitored and evidenced through: <ul style="list-style-type: none"> • Number of SLAs between ETB and external partners. 	Continued use of SLAs with external stakeholders.
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.	All boards will carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required.	Performance and progress in 2025 will be evidenced through: <ul style="list-style-type: none"> • Feedback and actions arising from self-assessment • Adjust strategies as needed based on ongoing review. 	Prioritise key actions for improvement. Analyse feedback to pinpoint strengths, gaps, and areas for development. Review relevant data and reports to inform the process. Carry out the action plan and track progress regularly.
3.9 To ensure compliance in line with legislation.	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 2025.	Performance and progress in 2025 will be monitored and evidenced through: <ul style="list-style-type: none"> • Continued engagement by the ETB with the National Pensions Project Team in 2025. 	Full adherence to and compliance with all statutory and regulatory requirements across the organisation.
	Appointments to Audit and Risk and Finance Committees should incorporate Members who have the specialist skills, knowledge and experience in these relevant areas.	Performance and progress in 2025 will be monitored and evidenced through: <ul style="list-style-type: none"> • As per the Code, appointment to these 	Both committees will continue to complete annual self-assessments as per the Code.

	(Contd.)	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.	(Contd.)
3.10 To promote corporate social responsibility and environment sustainable ethos ensuring that this is reflected across the organisation.	<p>During 2025, the ETB's Schools Division will ensure that schools are supported to engage with the Department of Education for Sustainable Development (ESD) Advisory Group for Schools Sustainability Toolkit for School guidance on the Climate Action Plan 2021.</p> <p>Schools will continue to make quarterly returns on data regarding use of buses for school trips.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Number of ETB Schools engaging with the Green Schools Initiative in 2025. • Review of on-line forms and returns of school bus trip data. • Launching of the "Make a Switch Campaign" in ETB Schools. 	Continue to work towards all schools engaging with ETB Green Schools Initiative.
	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	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • No of learners at the ETB NZEB and Retrofitting Centre 	Expansion of reskilling provision to meet retrofitting needs

	<p>and many other external stakeholders. In 2025, the College of FET will continue to promote a culture of sustainability in our campuses.</p> <p>ETB has a strong and growing focus on green skills and Near Zero Energy Buildings (NZEB). 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 2025.</p> <p>The facility provides skills training for individuals who are unemployed and for individuals in employment wishing to upskill. The new ETB NZEB and Retrofitting Centre of Excellence in Roxboro will offer training to approximately 1,500 learners in 2025 and it is part of the wider development of the Green Innovation Campus.</p> <p>In 2025, 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>of Excellence in Roxboro as per SPA.</p> <ul style="list-style-type: none"> • Roll out of blended programme. • Take up of E-college green skills module. • Campuses targeting Green Centre award. • Development of ETB Sustainable Action Plan. • Roll out of Sustainability courses. 	<p>Embedding of core green skills module across FET course.</p>
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	<p>The ETB 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>ETB Climate, Capital, and Estate Management 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 2025, ETB 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>ETB will continue to engage with the Department of Education and DFHERIS to maximise investment in ETB Schools and Centres in order to ensure our facilities comply with all relevant legislation, regulations and the highest standards of energy efficiency.</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • ETB Schools engaging with the Green Schools Initiative. • Report on ETB 2024 energy usage by completing M & R Returns to SEAI in 2025. • Actively participating in appropriate investment opportunities to identify ways of improving energy performance during 2025. • Evidence of a greater understanding and knowledge of the key issues through ongoing investment in staff development in 2025. • Implement Energy Awareness Campaigns, use schools as part of this pilot. • Green Teams in all our Offices, Schools/Campuses. • Implement recommendations from Energy Audits, where feasible. • Participate in the Government's Reduce your Use Campaign. • Building Green Procurement into our procurement competitions. • Capital Projects focus on Energy Efficiency. 	<p>ETB will inspire and model best practice in tackling climate change.</p> <p>Work with SEAI in gathering data and finding a path for ETB 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&R Returns to SEAI.</p> <p>Monitor energy performance across the ETB with a view to improvement and maximising energy efficiency.</p> <p>Heighten awareness and understanding of energy efficiency within ETB staff.</p>
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	(Contd.)	<ul style="list-style-type: none"> • Build Energy Tracking into Tender Documents. • Further develop Corporate Partnership with SEAI. • Deliver Pathfinder Projects involving the deep energy retrofit of FET Campus in KRC Campus and Hazelwood College. 	(Contd.)
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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 2025 will be monitored and evidenced through: <ul style="list-style-type: none">Increased awareness and use of internal resources, facilities and services by staff, student and learners.	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.	ETB Climate, Capital, and Estate Management Section, will continue to manage and deliver projects for non-ETB Schools during 2025 to ensure the most cost-effective and efficient use of public funding. The ETB will work with the following non-ETB schools in 2025 to ensure projects progress to delivery by implementing effective project management strategies: <ul style="list-style-type: none">Gaelscoil Mhichil Ciosog, Ennis.Sacred Heart National School Monaleen.Gaelscoil Donncha Rua, Shannon.St. Brigid's National School, Limerick.St. Mary's National School, Limerick.Salesian College, Pallaskenry.St. Clement's Limerick.Gaelscoil Uí Choimín, Kilrush.St Patrick's Comprehensive, Shannon	Performance and progress in 2025 will be monitored and evidenced through: <ul style="list-style-type: none">Delivery of project management supports by ETB in respect of non-ETB schools listed.	Progression of projects through design phase and on time or before time delivery and hand over of all capital projects scheduled for completion in 2025 and beyond.

	<p>In Service Plan 2025, Youthwork aims to collaborate extensively with various regional and external forums to achieve the following:</p> <ul style="list-style-type: none"> • Elevate the significance and prominence of youth work as a vital intervention for all young individuals. • Establish robust communication channels among organizations dedicated to youth engagement within the region. • Play an active role in shaping policy development concerning youth work and its associated domains. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Participation in ETBI structures – Youth Officer Network and ad hoc consultations as arranged by DCEDIY. • Participation on committees, boards, consultative groups, e.g., Drug Task Force, Comhairle na nÓg, other support networks. 	<p>Monitoring participation in youth committees, support networks and boards at national and local level.</p>
	<p>Schools Division BD STEM Stars STEM promotion</p> <ul style="list-style-type: none"> • BD STEM Stars is a STEM (Science, Technology, Engineering, and Mathematics) competition for secondary school students in the Munster region of Ireland. It is organised by BD Research Centre Ireland, a division of BD (Becton, Dickinson and Company), in partnership with the Limerick and Clare Education and Training Board. • 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. • The competition is open to all secondary school students in the Munster region, regardless of their academic background or experience in STEM subjects. Students can participate in the competition individually or as part of a team. 	<p>Performance and progress in 2025 will be monitored and evidenced through three main areas:</p> <p>Student Engagement and Interest:</p> <ul style="list-style-type: none"> ▪ Number of students participating in the competition: This indicator reflects the overall level of interest and participation in the competition. ▪ Percentage of students who find the competition engaging and challenging: This indicator assesses the effectiveness of the competition in motivating and engaging students. ▪ Feedback from students on the competition's activities and challenges: This feedback provides valuable insights into the aspects of the competition 	<p>Continued partnership, collaboration.</p>

	(Contd.)	<p>that resonate with students and those that could be improved.</p> <p>Solution Quality and Innovation:</p> <ul style="list-style-type: none"> • Originality and innovativeness of the solutions submitted: This indicator measures the creativity and out-of-the-box thinking of participating students. • Thoroughness and clarity of the presentations: This indicator assesses the ability of students to effectively communicate their ideas and solutions. • Demonstrated understanding of the problem: This indicator evaluates the depth of students' understanding of the real-world problems they are addressing. • Feasibility of the solutions: This indicator assesses the practicality and potential implementation of the proposed solutions. <p>Impact on STEM Education and Aspirations:</p> <ul style="list-style-type: none"> • Percentage of participating students who increase their interest in STEM subjects: This indicator measures the effectiveness of the 	(Contd.)
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	(Contd.)	<p>competition in fostering a passion for STEM among students.</p> <ul style="list-style-type: none"> • 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. • 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. 	(Contd.)
	<p>The College of FET is committed to fostering collaboration, building partnerships, and contributing to regional and national development. During 2025, the College of FET will continue to enhance its role by building on these established relationships and ensuring that FET provision meets the evolving needs of the community and the wider region. It will do this by:</p> <ul style="list-style-type: none"> • Continuing to Engage with Enterprise and Regional Skills Fora to Enhance Collaboration • Building and Enhance Partnerships with Community Organisations 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Ongoing participation in regional skills fora and enterprise partnerships, ensuring alignment between FET provision and local industry needs. • Continuation of collaborative initiatives with community partners, addressing local needs and supporting adult 	<p>Engage in regional skills fora and establish new enterprise partnerships to support skills development. Form new community partnerships annually, contributing to collaborative community-based learning projects. Ensure representation on key local committees</p>

	<ul style="list-style-type: none"> • Maintaining Active Representation on Local and Regional Groups • Contributing to ETBI Working Groups to Influence National FET Policy • Contributing to realisation of actions within the Clare and Limerick Local Economic and Community Plans (LECP) • Continue to Deliver, Monitor and Report on our ETB's contribution to National Targets as set out in our Strategic Performance Agreement with SOLAS • Allocation, evaluation and monitoring of the REACH Funding Grants to Support Community Initiatives • Coordination of the Adult Literacy for Life (ALL) Regional Consorti and Collaboration Fund. 	<p>education and skills development.</p> <ul style="list-style-type: none"> • Continued participation in local groups, such as the Local Economic and Community Plan (LECP), to align FET provision with regional development priorities. • Ongoing representation on national ETBI working groups, contributing to the shaping of FET policy and practices that reflect regional needs. • Active involvement in the development of the LECP, ensuring that FET priorities are reflected in regional economic and community growth strategies. • Ongoing engagement with SOLAS to ensure continuous progress on the strategic performance agreement and alignment with national and regional FET priorities. • Ongoing administration and monitoring of REACH funding to support community-based educational initiatives, ensuring financial and project outcomes are met. • REgional Coordination of the Adult Literacy for Life (ALL) Strategy. 	<p>and working groups, contributing to strategic initiatives.</p> <p>Participate in ETBI working groups, contributing to policy development and the implementation of best practices.</p> <p>Contribute to the development and implementation of the LECP, with FET priorities integrated into regional plans.</p> <p>Achieve compliance with the goals outlined in the SOLAS Strategic Performance Agreement, with regular progress updates.</p> <p>Allocate REACH funding to community groups, ensuring funded projects meet agreed-upon outcomes.</p> <p>Coordinate and contribute to ALL consortia meetings, ensuring the development and delivery of regional literacy initiatives.</p>
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	(Contd.)	(Contd.)	Secure ALL collaboration funding for regional projects, ensuring effective use to meet literacy development goals.
4.3 To continue to build on local, regional, national and international partnerships, to share best practice and enhance our profile as a leading provider of quality education and training.	<p>IDEAL FUTURES - 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 Erasmus+ Teacher Academies, which will benefit from €22.5 million from the Erasmus+ budget over three years to provide teachers at all stages of their careers with learning opportunities that include mobility, learning platforms and professional communities.</p> <ul style="list-style-type: none"> 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 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>The main objectives are to:</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> Number of resources developed by group. Research findings from Mary Immaculate College Team. Focus groups with schools involved. 	<p>To build a culture of professional learning and development across the organisation.</p> <p>Ensure there are training opportunities for all staff.</p>

	<ul style="list-style-type: none"> • support high quality collaboration between ITE Universities, Teacher PD providers, Teacher employment organisations, Policy Makers, and Educational Technology providers. • 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 from the perspectives of policy, praxis, pedagogy and identity opportunities for teachers to re-envision and lead a transformative approach to digital leadership, • 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, • 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 projects and design-based research activities. 	(Contd.)	(Contd.)
	<p>The Care Aware Crew Project – Phase 3 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 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 —</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Analysis of participation in the initiative. • Participation on the planning committee and consultative 	<p>Continued partnership, collaboration with stakeholders and expansion of programme to schools in 2025.</p>

	<p>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>The Care Aware Crew programme offers schools a series of interactive videos and workbooks on health topics like making a 999 call, first aid, and brain health. The programme, already piloted with over 1,000 students across 20 Mid-West schools, has received enthusiastic feedback from teachers and students alike. Following initial funding from QExchange in 2022, the Health Sciences Academy recently secured additional funding of €88,000 from HSE Spark Innovation enabling the programme to reach all primary schools in the Mid-West region. This expansion ensures that more students can gain invaluable, lifelong skills and confidence in handling health emergencies.</p>	groups, e.g., Schools, HSE, UL, Limerick and Clare Education and Training Board Schools Division Support Team.	(Contd.)
	Development of www.healthcareers.ie portal in partnership with University of Limerick Health Sciences Academy and University of Limerick Hospitals Group.	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Development of dedicated portal. 	Monitoring and review of usage of portal.
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	<p>The Schools Division will continue to support schools with the development and review of the School Sustainability Policy Statement to work towards meeting the targets of the Climate Action Plan in adhering to the Public Service Climate Action Mandate.</p> <p>Through development of this policy for each school/youth work activity schools and youth will be encouraged to develop Climate Action Roadmaps setting out how they will</p>	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Meetings with Green Schools coordinators throughout the school year. • Promotion of and participation in Limerick and Clare Education 	<p>All schools to have reviewed and updated the School Sustainability Policy Statement.</p> <p>Placement of all applicant students in</p>

Education, Research, Innovation and Science.	<p>deliver on their energy efficiency and emission reduction targets.</p> <p>Schools will be supported to review the Climate Action Mandate under which they are required to adopt a Sustainability Policy Statement.</p> <p>The Schools Division will provide the administrative support required to implement the Unified Admissions Process (UAP) in Ennis, Co. Clare. This is a collaborative effort agreed by the patrons of the four post-primary schools in Ennis – Bishop of Killaloe, CEIST, ERST and Limerick and Clare Education and Training Board in facilitating the admission of 6th class primary school students into first-year in the participating schools; Coláiste Muire, Ennis Community College, Gaelcholáiste an Chláir, Rice College, and St. Flannan’s College. The process also coordinates the enrolment of students to special classes from 2025 in cooperation with the National Council for Special Education (NCSE). The process is overseen by a facilitator appointed by the patrons in this partnership pilot and supported with administrative assistance from Limerick and Clare Education and Training Board.</p>	<p>and Training Board ‘Make a Switch’ annual competition.</p> <ul style="list-style-type: none"> • Planning meetings with the facilitator. • Meetings with the representatives of the partner patrons; Bishop of Killaloe, CEIST and ERST. • Review of school demographic data and liaising with the Planning and Building Unit of the Department of Education. 	special and ordinary classes.
	<p>A new National FET Strategy is anticipated in early 2025 which will outline DFHERIS and SOLAS priorities nationally. This, alongside a new Strategic Priority Agreement (SPA) between the SOLAS and ETB will guide adjustments in both national and regional FET provisions. This reflects the ongoing adaptability of the College of FET in aligning with national policy changes and priorities, ensuring a cohesive and responsive approach to learner needs and sectoral developments. During 2025, actions will include:</p> <ul style="list-style-type: none"> • Implementing the new National FET Strategy (due to be published by SOLAS in 2025) 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Full integration of the new National FET Strategy into College of FET operations, ensuring alignment with national priorities. • Finalisation and implementation of a clear performance agreement that 	<p>Adapt and implement the new National FET Strategy within College of FET by mid-2025, incorporating all relevant priorities and targets. Complete the development and implementation of the new Strategic</p>

	<ul style="list-style-type: none"> • Developing and Implementing the New Strategic Performance Agreement between the ETB and SOLAS • Aligning College of FET Strategies with National Policy Requirements and Integrating SOLAS Strategic Priorities into Local FET Provision • Providing Regular Updates on Progress Against National FET Sector Targets • Supporting the National Transition to Digital and Green Skills Training • Engaging in National FET Policy Consultations and Implementation Plans as Required • Promoting Equity in FET Provision Across Communities and Demographics 	<p>defines strategic priorities, roles, and targets for FET in the region.</p> <ul style="list-style-type: none"> • College strategies that reflect alignment with national policy, ensuring local FET provision supports SOLAS priorities. • Establishment of a regular reporting system to track progress against national FET targets, including achievements and areas for improvement. • Integration of digital and green skills training into College of FET's curriculum, supporting national goals for sustainability and digital transformation. • Active participation in national policy consultations and collaboration on implementation plans to align College of FET with evolving sector priorities. • Ensuring that FET programmes are accessible and inclusive, particularly for underrepresented groups, to address national equity and inclusion goals. 	<p>Performance Agreement with SOLAS by the end of 2025. Ensure alignment of local FET strategies with national policies and SOLAS strategic priorities by the end of 2025. Deliver quarterly progress updates to stakeholders, reflecting achievements and addressing challenges related to FET sector targets. Incorporate digital and green skills into new FET programme offerings by 2025. Participate in a minimum of two national policy consultations and implementation meetings per year, ensuring local needs are represented. Increase learner participation from underrepresented groups through targeted access and outreach programmes.</p>
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<p>4.5 To continue to strengthen linkages with enterprise in order to maximise opportunities for our students/learners and contribute to the development of the skills ecosystem for the Mid-West region.</p>	<p>The College of FET is dedicated to strengthening connections with enterprise partners to enhance opportunities for learners and contribute to the development of a robust skills ecosystem in the Mid-West region. Through active engagement with initiatives such as the Mid-West Regional Skills Fora, industry showcase events, and tailored programme development, we aim to align FET provision with regional workforce needs and support learner pathways into sustainable employment and growth industries. College of FET actions during 2025 include:</p> <ul style="list-style-type: none"> • Active Membership of the Mid-West Regional Skills Fora • Organising and Enhancing Showcase Events Such as Explore Engineering and the Apprenticeship Showcase • Strengthening Partnerships Through Initiatives Like Limerick for Engineering and Limerick for Film • Developing Tailored Programmes to Meet Regional Enterprise Needs • Promoting Apprenticeships Through Collaboration With Regional Employers • Facilitating Employer-Learner Networking Opportunities. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Consistent participation in Regional Skills Fora meetings, contributing to regional skills development initiatives and aligning FET provision with industry needs. • Successful delivery of industry-focused showcase events that promote learner engagement with potential employers and highlight career pathways. • Expanded collaboration with industry sectors through active participation in initiatives such as Limerick for Engineering and Limerick for Film. • Creation and delivery of bespoke training and education programmes aligned with identified skills gaps in the Mid-West region. • Increased employer participation in apprenticeship programmes and improved learner access to apprenticeship opportunities. • Delivery of networking sessions at College of FET campuses and industry events to foster connections between learners and employers. 	<p>Attend all Regional Skills Fora meetings annually, with documented contributions to skill development discussions and initiatives.</p> <p>Co Host and grow Explore Engineering and the Apprenticeship Showcase events annually, with increased participation from learners and industry partners.</p> <p>Facilitate increased learner opportunities in engineering and creative industries by enhancing engagement with sector-specific initiatives.</p> <p>Develop and implement at least three new tailored programmes annually based on enterprise feedback and Regional Skills Fora insights.</p> <p>Engage new employers to support the growth of apprenticeship programmes, ensuring</p>
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	(Contd.)	(Contd.)	representation across diverse industries. Organise at least two networking events annually that connect learners with potential employers and industry representatives.
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>The College of FET is committed to fostering strong partnerships with local, regional, and national stakeholders, including higher education institutions, schools, community organisations, and cross-sectoral networks, to support seamless learner transitions, promote lifelong learning, and contribute to Limerick's progress as a recognised Learning Region. During 2025, the College of FET will be engaged in:</p> <ul style="list-style-type: none"> • Strengthening Memorandums of Agreement (MOAs) with Local Higher Education Institutions, including UL, MIC, and TUS • Collaborating with TUS on the Tertiary Programme • Liaising with Home School Community Liaison and School Completion Programmes • Engaging with Schools Guidance Counsellors • Participating in UNESCO Learning City Limerick and Learning Limerick Partnership • Supporting the Local Government's Learning Limerick Initiatives • Collaborating with Community Partners through Learning Limerick Membership. 	<p>Performance and progress in 2025 will be monitored and evidenced through:</p> <ul style="list-style-type: none"> • Updated and active MOAs with local higher education institutions to support learner progression pathways. • Joint delivery of programmes and enhanced learner access to tertiary education pathways. • Established channels for communication and collaboration to support seamless transitions for school leavers into FET. • Regular interactions and workshops with guidance counsellors to provide up-to-date information on FET pathways. • Contribution to strategic initiatives and collaborative projects that advance Limerick as a recognised Learning Region. 	<p>Maintain and enhance all MOAs to reflect expanded collaboration areas, ensuring they align with learner transitions. Increase enrolments on tertiary programmes delivered in partnership with TUS. Formalise regular engagements and transition plans for school leavers in collaboration with HSCL and SCP teams. Deliver targeted guidance sessions to ensure counsellors are informed of FET opportunities. Actively participate in Learning City activities and contribute to new</p>

	(Contd.)	<ul style="list-style-type: none"> • Engagement in projects promoting lifelong learning, community inclusion, and skills development across diverse sectors. • Representation and collaboration on projects that enhance education, social inclusion, and skills development in the community. 	<p>initiatives promoting lifelong learning. Deliver FET programmes and supports aligned with Learning Limerick goals.</p> <p>Increase joint initiatives and measure impact through shared reports and metrics.</p>
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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 2025 to ensure advancement of the overall Strategy Statement.

5. Overview of Services

The services provided by Limerick and Clare Education and Training Board include Community National Schools, a Community Special School, Post-Primary education, Youth Work 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:

- 3 Community National Schools
- 1 Community Special School
- 17 post-primary schools
- 25 Further Education and Training Centres (including 1 Further Education College and 2 former SOLAS Training Centres) 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 Centres.

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

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

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.
- Scoil na Trionóide 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.

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.



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 Division 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 in accordance with Circular Letter 0083/2024: Education and Training Boards Code of Practice for the Governance of Education and Training Boards (2024) and supports the achievement of the ETB's vision as defined in the Strategy Statement.



The ETB is responsible for the management and operation of 17 post-primary Community Colleges, 3 Community National Schools in Limerick and Clare (incorporating Glenroe Satellite Classroom, Glenroe, Co. Limerick) and a Community Special School. 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 three Community National Schools under the patronage of Limerick and Clare ETB. Two 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 Oige CNS, Ennistymon.

A new Community National School – Fedamore Community National School Croí na Coille opened in Fedamore, Co. Limerick in September 2024 in accordance with the “Department of Education Schools Reconfiguration for Diversity Process”.

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

Limerick Community Special School also opened in September 2024 with thirty (30) students. Projected enrolment for 2025 is expected to reach 48.

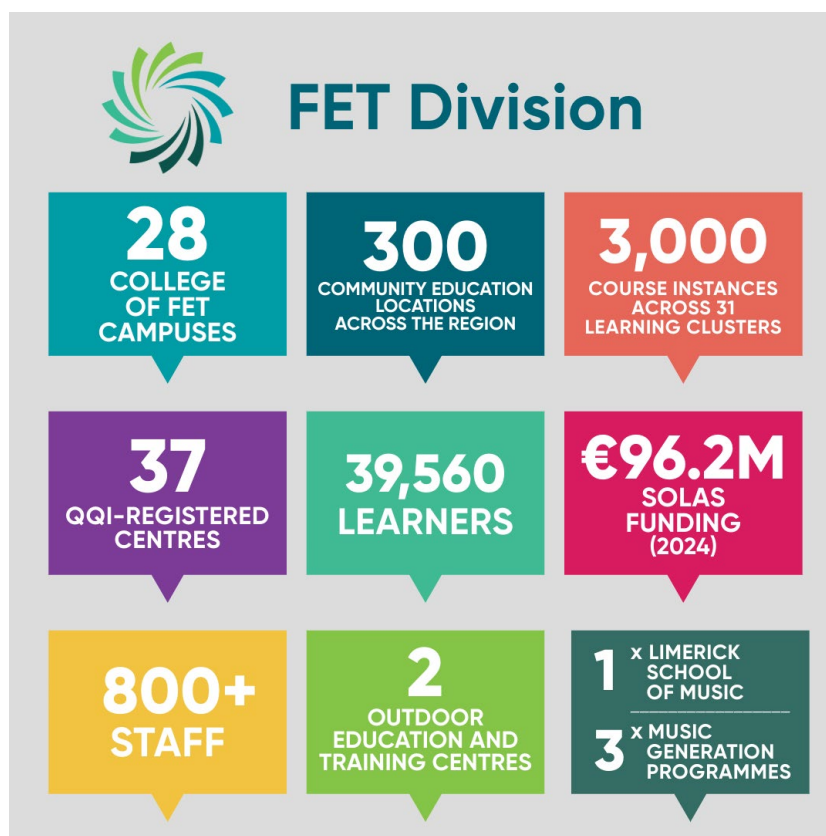
Actual and Projected Enrolments (Primary)			
Roll Number	School	Enrolment 2024	Projected Enrolment 2025
20313J	Mol an Óige Community National School, Ennistymon, Co Clare	99	97
	Glenroe Satellite Classroom, Glenroe, Co Limerick (Under auspices of Mol an Óige Community National School, Ennistymon, Co Clare)	46	54
20312H	Raheen Wood Community National School, Tuamgraney, Co Clare	97	92
	Fedamore CNS (Croi na Coille)	6	15
	Limerick Community Special School	30	48
		278	306

Actual and Projected Enrolments (Post-Primary)

The post-primary school population is expected to peak in 2025 at 417,000. In September 2025, the projected recognised student enrolment in Limerick and Clare Education and Training Board schools will be circa 10,112.

Roll Number	School	Enrolment 30th Sept '24	Enrolment Projected 30th Sept '25
70830N	Ennis Community College, Ennis, Co Clare	613	617
70860W	St Michael's Community College, Kilmihil, Co Clare	291	288
70880F	St Joseph's Community College, Kilkee, Co Clare	171	173
70900I	Scariff Community College, Scariff, Co Clare	458	434
70901K	St Anne's Community College, Killaloe, Co Clare	719	745
71700F	Coláiste Mhuire, Askeaton, Co Limerick	294	303
71790J	Desmond College, Newcastle West, Co Limerick	515	529
71840V	Coláiste Chiaráin, Croom, Co Limerick	783	841
71850B	Hazelwood College, Dromcollogher, Co Limerick	563	570
76061W	Coláiste na Trócaire, Rathkeale, Co Limerick	533	534
76070A	Coláiste Iosaef, Kilmallock, Co Limerick	508	501
76073G	Castletroy College, Castletroy, Limerick	1329	1377
76075K	St John Bosco Community College, Kildysart, Co Clare	301	300
76093M	Coláiste Íde agus Iosef, Abbeyfeale, Co Limerick	692	680
76101I	Gaelcholáiste Luimnigh, Sir Harry's Mall, Limerick	616	618
76414G	Thomond Community College, Moylish Park, Limerick	606	606
76476F	Mungret Community College, Mungret, Limerick	940	996
TOTALS		9932	10112

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.

In 2025, a new Strategic Performance Agreement will be agreed and implemented. 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 over the period 2025-2027. 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 Directors 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 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.

6. Projected Receipts and Expenditure 2025

Limerick and Clare Education and Training Board Projected Receipts and Expenditures

Limerick and Clare Education and Training Board

Budget allocations and projected spending

		Outturn Year ended
	31/12/2025	31/12/2024
RECEIPTS	€	€
Schools & Head Office Grants	97,029,706	93,947,579
Primary Schools	304,333	227,087
Further Education and Training Grants	104,639,368	91,942,398
Youth Services Grants	4,569,168	4,749,182
Agencies & Self-Financing Projects	7,896,382	7,426,815
Capital	44,784,316	45,485,276
	259,223,273	243,778,336
PAYMENTS		
Schools & Head Office	98,821,616	92,092,022
Primary Schools	304,333	226,368
Further Education and Training	104,639,368	91,918,971
Youth Services	4,569,168	4,796,615
Agencies & Self-Financing Projects	7,896,382	7,470,145
Capital	44,784,316	34,684,760
	261,015,183	231,188,880
Cash Surplus / (Deficit) For Period	(1,791,911)	12,589,456

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

Forecast Year Ended 31/12/2025

**Outturn Year
Ended
31/12/2024**

Schools & Head Office Payments	Pay	Non Pay	Total	Total
PAY	€	€	€	€
Instruction	77,466,726		77,466,726	72,394,295
Special Needs Assistants	4,969,096		4,969,096	4,517,985
Administration	5,154,783		5,154,783	4,622,572
Maintenance	1,854,757		1,854,757	1,695,447
	89,445,363		89,445,363	83,230,298
NON PAY				
Total Non Pay		5,024,526	5,024,526	4,928,829
ASSOCIATED PROGRAMMES				
Book Grant - Needy Pupils		350,000	350,000	321,303
Free Junior Cycle Schoolbooks Grant		1,400,000	1,400,000	1,285,799
Free Junior Cycle Schoolbooks Admin. Support Grant	25,000		25,000	22,233
Bus Escort	55,000		55,000	50,313
Deis Funding	10,000	156,000	166,000	131,544
Deis Summer Programme	45,000	10,000	55,000	54,930
DOE Refunds/Recoupment	100,000		100,000	0
Foreign Language Assistant		20,000	20,000	19,840
School Attendance Campaign		30,000	30,000	25,684
ICT Grant		282,332	282,332	213,816
ICT Digital Divide		10,000	10,000	8,028
Inservice Courses		2,000	2,000	2,089
Junior Certificate School Programme		21,720	21,720	46,113
Junior Cert Technology Grant		500	500	392
Leaving Cert Applied (Per Capita)		33,069	28,841	33,182
School Services Support Fund	48,000	921,012	969,012	952,788
Science Grant		11,505	11,505	14,655
Special Class Grant		3,417	3,417	5,905
Computer Equipment Grant		30,000	30,000	29,933
Transition Year Grant		719,700	719,700	658,660
Traveller Capitation Grant		43,451	43,451	40,518
HSCL Grant - Non DEIS Schools	5,000	5,000	10,000	873
PLC Government Levy		13,000	13,000	12,999
School of Excellence		250	250	62
Education for Sustainable Development Grant		5,000	5,000	1,071
ETB Election Costs		0	0	165
	288,000	4,067,956	4,351,728	3,932,894
			98,821,616	92,092,022

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

Forecast Year Ended 31/12/2025				Outturn Year Ended 31/12/2024
Community National Schools Payments	Pay	Non Pay	Total	Total
	€	€	€	€
CNS Capitation Grant		72,083	72,083	90,122
CNS New School Start up Grant		0	0	19,051
CNS Ancillary Service Grant	150,000	0	150,000	76,829
CNS DEIS Grant		10,500	10,500	7,699
CNS Standardised Testing		1,000	1,000	662
CNS Free Primary School Book Scheme Grant		30,000	30,000	19,662
CNS Admin Support Free Primary School Book Scheme Grant		750	750	352
CNS School Attendance Campaign		0	0	0
CNS Special Education Needs		2,500	2,500	896
CNS School Transport		25,000	25,000	3,723
CNS IT Grant		12,500	12,500	7,373
	150,000	154,333	304,333	226,368

**Limerick and Clare Education and Training Board
Projected Expenditures – Youth Services**

YOUTH SERVICES PAYMENTS	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
Youth Work Act (Youth Work Development Plan)	330,000	50,000		380,000	397,957
Youth Club Grant (Sports Dept.)/Local Youth Club Grant Scheme	0	183,893		183,893	152,140
Regional Task Force	6,000	152,000		158,000	157,507
Youth Information Centre Scheme	0	120,000		120,000	142,709
UBU - Your Place Your Space	0	3,441,124		3,441,124	3,483,574.56
UBU - Resilience and Effectiveness Initiative	0	43,902		43,902	36,229
Youth Capital Funding	0	0		0	0
Youth Employability Initiative	0	65,000		65,000	47,933
Local Creative Youth Partnership	0	85,000		85,000	82,596
Migrant Integration Fund	0	92,249		92,249	250,000
2020 Stimulus Package	0	0		0	45,969
	336,000	4,233,168	0	4,569,168	4,796,615

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

It should be noted that SOLAS has changed its FET funding processes for 2025. Limerick and Clare ETB is no longer required to engage in a FET bidding process; however, LCETB still awaits a FET budget allocation from SOLAS. Currently, the Service Plan is based on service delivery that is projected on the actual 2024 expenditure.

FURTHER EDUCATION AND TRAINING PAYMENTS	Forecast Year Ended 31/12/2025			Outturn Year Ended 31/12/2024	
	Pay	Non Pay	Allowances	Total	Total
	€	€	€	€	€
Further Education					
VTOS	1,634,870	173,000	450,000	2,257,870	4,182,097
Youthreach, SEN, Guidance, Mentoring	4,000,000	1,723,665	850,000	6,573,665	6,100,504
PLC Pay SOLAS Funded	8,276,235			8,276,235	8,007,029
PLC Non-Pay		813,549		813,549	772,522
Co-op HRS-External Bodies	2,200,000	0		2,200,000	2,114,764
PLC SSSF		127,846		127,846	118,714
RPL	175,000	25,000		200,000	165,687
Learner Supports	551,051	228,000		779,051	651,643
Fund for Learners with disabilities	275,020	16,189		291,209	228,272
FET Pathways from School	371,680	342,820		714,500	427,540
Health & Safety		385,000		385,000	294,566
Core Skills - Pay	3,380,924	692,850		4,073,774	3,685,828
Intercultural Limerick/ESOL	1,793,394	52,000		1,845,394	1,790,686
BTEI Pay	908,930			908,930	917,388
Comm Ed/SPIDAS Pay	1,358,708	248,158		1,606,866	1,426,822
Adult Education Guidance Service	839,975	61,000		900,975	871,335
Adult Literacy for Life Collaboration and Innovation				0	37,982
ALL – Regional Literacy Co-ordination PAY				0	59,684
ALL - Additional Funding PAY				0	17,081
Employability Skills (SFW)	1,142,703	597,075		1,739,778	1,630,250
Unemployment Blackspots	449,438	457,200		906,638	743,956
TEL (SOLAS)	360,000	310,000		670,000	665,524
FET Premises Repairs & Maintenance		430,000		430,000	393,764
FE Operational Costs		1,801,024		1,801,024	1,746,682
FET CPD	217,179	97,970		315,149	308,596
QQI Authentication	246,422	285,000		531,422	307,689
Curriculum Development	174,614	25,000		199,614	151,582
STTC NATIONAL CO-ORDINATOR	212,601			212,601	206,186
Innovative Projects - P/T		120,000		120,000	132,191
Refugee Resettlement Prog SOLAS	7,925			7,925	7,686
Outdoor Education Centres - Pay	492,203			492,203	477,351
FE Quality Costs	328,485	155,000		483,485	427,489
PLC SOLAS Funded ONP		1,056,764		1,056,764	556,306
PLC Enhanced Capitation SOLAS		228,210		228,210	249,900
Explore Programme DoE				0	0
Mitigating Against Educational Disadvantage Fund		400,000		400,000	391,888
Covid-19 FET Overheads				0	0
Childcare/Creche Legacy		299,005		299,005	289,983
	29,397,356	11,151,324	1,300,000	41,848,680	40,557,169

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

FURTHER EDUCATION AND TRAINING PAYMENTS		Forecast Year Ended 31/12/2025			Outturn Year Ended 31/12/2024
	Pay	Non Pay	Allowances	Total	Total
Training Full-time Provision					
Green Skills, NZEB, Retrofitting	520,000	785,300		1,305,300	972,439
SKILLS TRAINING - D/P ALLOW			481,132	481,132	253,702
Skills Training- Long Courses		1,048,511		1,048,511	778,993
SKILLS TRAINING (Contracted Provision)		2,810,000		2,810,000	1,574,690
SKILLS TRAINING - CONTR ALLOW			471,532	471,532	350,102
Apprenticeship Phase 2 Carpentry & Joinery			17,646,988	17,646,988	680,693
Apprenticeship Phase 2 Electrical				0	5,637,209
Apprenticeship Phase 2 Plumbing				0	743,189
APPRENTICESHIP DP ALLOW				0	3,303,700
Standard Apprentice Training	100,000	6,724,000		6,824,000	4,615,663
Apprenticeship 2016+	881,000	1,063,460		1,944,460	1,510,672
Apprenticeship 2016+ Consortia & Co-ordinating Provider Support	316,727			316,727	258,679
App2016+ CON CO-ORD PS NON-PAY		330,000		330,000	293,011
Apprenticeship Phase 4					3,174,363
Apprenticeship Phase 6					2,065,156
Traineeship Direct Prov Allow			1,227,175	1,227,175	682,872
Traineeship Training Centre (Direct Provision)		1,070,373		1,070,373	738,097
Traineeship (Contracted Provision)		1,667,117	713,253	2,380,370	2,791,459
Community Training Centres		2,165,386		2,165,386	1,963,126
CTC Allowances			810,000	810,000	810,567
Justice Workshops			156,000	156,000	121,542
Local Training Initiatives (LTI)		140,000	175,710	315,710	355,547
Specialist Training Providers (STP)		2,015,324	1,425,000	3,440,324	3,229,172
Operational Costs	10,537,247	4,740,000		15,277,247	11,760,937
Bakery & Confectionery Apprenticeship Pay				0	0
Bakery & Confectionery Apprenticeship Non-Pay				0	0
Appr Dev - Beauty Therapy - Pay				0	52,477
Appr Dev - Beauty Therapy - Non Pay				0	41,918
Appr Dev - Barbering - Pay				0	60,885
Appr Dev - Barbering - Non Pay				0	23,692
Apprenticeship 2016+Consortia & Co-ordinating Provision				0	0
Skills to Advance Route 3	439,186	386,502		825,688	757,279
	12,794,160	24,945,973	23,106,790	60,846,923	49,601,834
Training Part-time Provision					
Skills to Advance Routes 1	215,000	900,000		1,115,000	987,527
Evening Courses	608,765	190,000		798,765	772,441
	823,765	1,090,000	0	1,913,765	1,759,968
Total	43,015,281	37,187,298	24,406,790	104,609,368	91,918,971

Limerick and Clare Education and Training Board

Projected Expenditures – Agencies and Self-Financing Projects (Page 1 of 2)

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

AGENCY PAYMENTS	Forecast Year Ended 31/12/2025			Outturn Year Ended 31/12/2024
	Pay	Non Pay	Total	Total
	€	€	€	€
Regeneration Hospitality Skills Non Pay		200,000	200,000	183,457
Failte Ireland Culinary Skills		15,000	15,000	13,715
St Vincent De Paul		1,500	1,500	0
SKILLS VEC HSE		0	0	0
HSE Art Therapists	45,000		45,000	42,378
Salary Recoup/Secondment	200,000		200,000	186,087
Erasmus+ DEMOS		2,000	2,000	1,889
Worldwise Global Schools		3,000	3,000	2,549
Erasmus Plus Ennis CC		22,000	22,000	20,352
Erasmus+ Student Mobility 20-22		5,500	5,500	5,253
Erasmus+ Adult Ed 2022 - 27		25,000	25,000	24,462
Erasmus+ VET 2022 - 27		70,000	70,000	68,338
Erasmus+ Language Literacy		15,000	15,000	13,644
Erasmus+ Improving VET		100	100	45
Erasmus+ Student Mobility		120,000	120,000	118,755
Erasmus+ Ed Unit		0	0	0
ERASMUS Plus - Entrepreneurship for Green Rural Destinations		3,000	3,000	2,516
IDEAL Futures Teacher Academy Erasmus Project		50,000	50,000	27,398
Erasmus+ Language Link		25,000	25,000	23,260
HEA-Tertiary Programme - Coordinate	90,000		90,000	89,567
Regeneration Grant	20,000	15,000	35,000	32,010
Regeneration Thomond College		6,000	6,000	0
Regen Grant TCC Study	1,500		1,500	0
SIF - Future Film Makers		1,000	1,000	650
PAUL Partnership	35,000		35,000	33,955
School Meals - DSFA		800,000	800,000	742,473
School Completion Programme	280,000	120,000	400,000	380,205
Asylum, Migration, AMI Fund		10,000	10,000	3,650
Music Generation Limerick City	420,000	120,000	540,000	523,627
Arts Council Partnership		5,000	5,000	1,950
Music Gen - IPB Sponsorship		4,000	4,000	840
Arts Council - Festival Investment Scheme		10,000	10,000	6,729
Irish Concertina Orchestra Fund		54,000	54,000	52,812
Music Generation Clare	370,000	120,000	490,000	466,543
Music Generation Limerick County	310,000	90,000	400,000	372,833
Examination Bodies SEC	320,000		320,000	316,783

JP McManus - Call & Response Festival		10,000	10,000	0
NCCA Schools Forum 2024/25				0
Exam Fees- State Exams Comm.		4,500	4,500	3,264
Creative Schools Project (Arts Council)		6,500	6,500	6,053
The Community Foundation for Ireland		40,000	40,000	30,362
Music Capital Scheme 2020		15,000	15,000	10,657
Post Primary Languages Ireland		1,382	1,382	1,382
Fealefest'24 - LCCC		1,700	1,700	(146)
Community Recognition Fund 2024 - CCC		10,000	10,000	15,733
Institute for European Energy and Climate Policy - DeCO2		4,500		3,308
Salary Recoupments SF		20,000	20,000	(1,988)
Insurance Settlements		40,000	40,000	36,351
	2,091,500	2,065,682	4,112,682	3,863,699
SELF-FINANCING PAYMENTS	Pay	Non Pay	Total	Total
	€	€	€	€
School Extra Curricular Activities	120,000	1,250,000	1,370,000	1,363,480
School Locker Fund		30,000	30,000	28,763
School Bus Fees		50,000	50,000	42,245
Sports Complex		10,000	10,000	8,856
School Tours		250,000	250,000	216,347
European School Tours		30,000	30,000	17,489
School Competitions		5,000	5,000	595
Sports & Social		10,000	10,000	5,569
School Charitable Purposes	40,000		40,000	38,906
Staff/Student equipment		700	700	0
Student PLC Levies		500,000	500,000	441,974
PLC Application Fee		1,000	1,000	0
Parents Council		20,000	20,000	16,863
Fundraising and Donations		250,000	250,000	246,808
Homework/Study club	270,000		270,000	260,577
Outdoor Education Centres	450,000	220,000	670,000	655,499
Rental of PE Halls & Rooms		15,000	15,000	12,255
Third Party Examination Fees		220,000	220,000	218,771
Exam Fees- Other third party		7,000	7,000	875
School Canteen		25,000	25,000	20,708
School Shop/Vending Machines		10,000	10,000	9,866
	880,000	2,903,700	3,783,700	3,606,445
			7,896,382	7,470,145

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 1 of 4)

		Forecast Year Ended	Outturn Year Ended
CAPITAL		31/12/2025	31/12/2024
Receipts		€	€
Department of Education		43,504,316	44,483,612
SOLAS		1,160,000	881,664
Self-financing		120,000	120,000
		44,784,316	45,485,276
Payments			
New School			
Coláiste Chiaráin, Croom, Limerick	Building	297,586	102,985
Gaelcholaiste Luimnigh	Building	721,768	2,674,504
Mungret CC	Devolved & Clerk of Works	502,574	13,927,323
Mol an Oige CNS	New School Build	110,960	195,122
Raheen Wood CNS	New School Build	306,490	57,019
Scariff CC SEN/Modular Acc	SEN/Modular Acc	1,045,052	-
Hazelwood College SEN/Modular Acc	SEN/Modular Acc	2,458,638	-
Coláiste na Trocaire SEN/Modular Acc	SEN/Modular Acc	1,753,501	-

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 2 of 4)

Extensions and Minor Building Works

Emergency Works		-	12,696
St. Josephs, Kilkee	Summer Works - Roof	9,078	-
St. Josephs, Kilkee	Emergency Works - Fire Alarm & Emergency Lighting & General Lighting	7,490	11,240
Gaelcholaiste Luimnigh	Emergency Works - Fire	2,000	-
St. Annes Community College, Clare	Devolved Extension 2012	112,843	-
St. Annes Community College, Clare	Roof Works EWS	-	-
Desmond College, NCW, Limerick	Emergency Work & Summer Works	59,178	-
Ennis Community College, Clare	Extension/Clerk of Works	218,035	-
Colaiste Iosaef, Kilmallock	Summer Works - Science	-	60,935
Thomond Community College	ASD Unit/Electrical/Furn&Equip	94,225	831,097
Limerick College of Further Education	Emergency Works - Heating	-	-
St. Michael's, Kilmihil, Clare	Summer Works/Roof Works	101,275	187,213
St. Michael's, Kilmihil, Clare	Extension - ASA	113,722	609
Kildysart Community College	Extension, ASA & EWS	187,075	40,842
Scariff Community College	Extension	131,089	90,498
Scariff Community College	Emergency Works - Roof	1,600	43,197
Colaiste na Trocaire, Rathkeale	Heating Pipework/Dust Extraction/Gas Pipework	9,589	-
Colaiste Mhuire, Askeaton	Summer Works - Roof	1,451,818	-
Castletroy College, Limerick	Extension - ASA	575,456	164,160
Castletroy College, Limerick	Modular Accommodation	336,520	152,642
Hazelwood College, Dromcollogher	Legacy	-	-
Mol an Óige	Minor Works	-	3,524
Raheenwood CNS	Devolved/Emergency Lighting/ASD Unit	40,000	20,207
Glenroe CNS	School Refurbishment EW	-	-
Limerick Community Special School	Additional Acc/F&E/LCSS	1,500,000	724,654
Covid-19 Grants	Minor Works	-	23,418
Percent for Art Projects	Various Projects	63,732	1,384
Literacy Resource Library Grant	Various Projects	-	9,391
Technology Rooms Equipment upgrades		-	372,543
ASD - Units		-	63,170
Rathkeale - EWS 2022 Gas Pipeworks		4,681	141,120
Fainleog Centre Rathkeale		-	102,110
SWS RN 71790J- Desmond College		169,922	532,215
PE Equipment Grant		-	135,774
Kilmallock - EW Boiler Repair GP Hall		17,655	0
Rathkeale - EWS 2023 Boiler upgrade		8,073	0
RAAC Survey 2023/24		-	0
Other	Building Works Self-Financing	-	104,027

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 3 of 4)

Non ETB Schools

Gaelscoil Donncha Rua Devolved	Devolved	5,624,825	544,951
Gaelscoil Mhicil Ciosog	Devolved	3,432,564	144,057
Gaelscoil Ui Comihin, Kilrush, Co. Clare	Devolved	43,268	61,930
Monaleen NS	Devolved	7,140,926	105,613
St. Marys National School, Limerick	Refurbishment	1,550,245	95,766
Salesian College, Pallaskenry	Additional School Accommodation	505,421	75,845
St. Brigids NS limerick	Additional School Accommodation	7,860,725	250,675
St Clements College, Limerick	Additional School Accommodation	165,265	-
St. Patricks Comprehensive College, Shannon	Additional School Accommodation	245,323	30,909
Pobalscoil Neas	Design & Build	-	-
Energy Efficiency Projects			
Pathfinder	Hazelwood/Scoil Neasain	315,867	4,384,065
Pathfinder - Ennis Community College	Ennis Community College	160,000	134,507
Pathfinder - Tramore NS	Tramore NS	20,000	37,549
Pathfinder	National Energy Efficiency Programme 2021	60,000	326,493
REPowerEU - DoE Pathfinder Programme	Nat. Energy Efficiency Upgrade	45,091	285,417
Schools Energy Upgrade 2020	Schools Energy Upgrade 2020	-	-
National Pathfinder FET - KRC	KRC	150,000	-
Kilmallock - EW Boiler Repair GP Hall		-	49,085
Rathkeale - EWS 2023 Boiler upgrade		-	23,250
RAAC Survey 2023/24		-	34,686
Furniture and Equipment			
Furniture		27,500	3,553,512
ICT		73,600	563,843

Limerick and Clare Education and Training Board
Projected Expenditures – Capital Programme (Page 4 of 4)

FET Campus			
FET Centres	Equipment & Building Works	4,277,567	2,641,364
Temporary Accommodation			
Mungret CC	Additional Accommodation	150,000	155,802
Gaelcholáiste Luimnigh	Georges Quay Rent Fit Out	56,250	247,761
College of FET Croom	Rental Temp Accomodation	25,584	-
Crosbies Ennistymon	Rental Temp Accomodation	10,000	-
Ennistymon Vocational School	Rental Temp Accomodation	-	14,532
Scariff FET Campus	Rental Temp Accomodation	46,272	0
LCFE	Rental Temp Accomodation	11,257	0
LSOM	Rental Temp Accomodation	19,188	0
Scariff Community College, Clare	Rental Temp Accomodation	-	5,078
Raheenwood	Rent	43,625	43,625
Mol an Óige	Rental Temp Accomodation	106,328	88,828
Glenroe CNS	Rent	6,000	
Sports Capital Dept of Tourism			
Sports Capital Grant	PE Facilities	200,000	-
		44,784,316	34,684,760

Appendix Provision and Services

SCHOOLS

Community National Schools

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

Raheen Wood CNS, Tuamgraney, Co. Clare

Fedamore CNS (Croi na Coille), Fedamore, Co. Limerick

Special School

Limerick Community Special School, Dromdarrig, Mungret, Co. Limerick

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, Kilmihi, Co. Clare

Thomond Community College, Moylish Park, Limerick

Community Schools¹

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, Ennistymon, Co. Clare

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

¹ Under the co-patronage of the ETB

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
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
LCFE 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

AEGL	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
DEASP	Department of Employment Affairs and 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