

Kerry Education & Training Board

SERVICE PLAN 2021



Rialtas na hÉireann
Government of Ireland



Kerry ETB Board 2021 (as from 1st March 2021)

Cllr. Michael Cahill

Cllr. Johnnie Wall

Cllr. Cathal Foley

Cllr. Jim Finucane (*An Cathaoirleach*)

Cllr. Fionnán Fitzgerald

Cllr. Deirdre Ferris

Cllr. Maura Healy-Rae

Cllr. Marie Moloney

Cllr. Norma Moriarty

Cllr. Terry O' Brien

Cllr. Niall O' Callaghan

Cllr. Aoife Thornton

Mr Joseph Brennan

Mr Noel Keenan

Ms Maria O' Gorman

Mr Tim Daly

Mr John O' Roarke

Ms Joan Mc Crohan

Mr Zaid Kassoob

Ms Catriona Kerin

Kerry ETB Executive 2021 (as from 1st March 2021)

Mr Colm Mc Evoy, *Chief Executive Officer*

Ms Ann O' Dwyer, *Director of Schools, Youth and Music*

Ms Maria Brennan, *Director of Organisation Support and Development*

Mr Owen O' Donnell, *Director of Further Education and Training*

Table of Contents

Message from the Cathaoirleach	4
Foreword by the Chief Executive Officer	5
1. Kerry ETB Profile	6
- Mission and Core Values	7
- Organisational Structure	8
- Kerry ETB Services	9
2. Kerry ETB Strategy Statement 2018-2022	11
3. Performance Delivery Agreement	12
4. Statement of Services	14
5. Implementation and Monitoring Provisions	34
6. Evaluation of Non-Core Services - CL0003/2019	35
7. Kerry ETB Risk Appetite Statement 2021	36
Appendix I <i>Projected Receipts and Expenditure</i>	38
Appendix II <i>Kerry ETB Strategy Statement 2018-2022: Goals and Objectives</i>	43
Appendix III <i>List of Figures and Appendices</i>	48

MESSAGE FROM An Cathaoirleach



As an Cathaoirleach of the Board of Kerry Education and Training Board (Kerry ETB), I am delighted to welcome you to the *Kerry ETB Service Plan 2021*.

The *Kerry ETB Service Plan 2021* has been developed in accordance with the:

- Kerry ETB Strategy Statement 2018-2022
- Code of Practice for the Governance of Education and Training Boards (CL:0002/2019)
- Oversight and Performance Delivery Agreements between the Department of Education and Kerry ETB

As we commence 2021, we remain sensitive to the fact that the environment we are operating in is not our usual environment. The impact of COVID-19 is still ongoing and we are unsure of the long term effects it will have socially, economically and educationally for all.

Kerry ETB, as the lead statutory provider of education and training in county Kerry, plays a critical role in the provision of education programmes/services for students and learners across primary, post-primary and further education and training (FET). The provision of quality assured education and training was never more critical as we work our way through this pandemic. This service plan, in addressing our delivery plans for 2021, remains ambitious and focused despite this current challenging environment.

Broadly speaking, county Kerry has felt the significant impact of the pandemic on the tourism and related industries across the county over the past 12 months. Our FET services across the county will be essential throughout 2021 in offering students and learners the chance to acquire new skills, up-skill or re-skill where the needs arise. The strength derived from the innovative development of Kerry College of Further

Education and Training (Kerry College) will be a key vehicle in responding to the immediate and long term demands of students/learners and industry locally.

I wish to thank and congratulate all involved in the development of the *Kerry ETB Service Plan 2021*, in particular the Chief Executive Officer, Directors and members of the Senior Executive Management.

I believe that the *Kerry ETB Service Plan 2021* sets out progressive but realistic goals for the forthcoming year and I look forward to working with Board members and the Executive in successfully implementing same.

Looking forward to another progressive year for Kerry ETB.

Ní neart go cur le chéile.

Cllr. Jim Finucane
An Cathaoirleach

FOREWORD BY Chief Executive Officer



The *Kerry ETB Service Plan 2021* is developed in accordance with the requirements of Section 47 of the Education and Training Boards Act 2013. The plan sets out for 2021 services the Board proposes to deliver, the projects we plan to undertake and an estimate of the income and expenditure.

Highlighted in the *Kerry ETB Service Plan 2021* are the key priority areas for development in 2021 across the scheme. Each action and outcome within the service plan are aligned to the strategic goals, as set out in the Kerry ETB Strategy Statement 2018-2022, and the goals as per the Performance Delivery Agreement between the Department of Education and Kerry ETB. In planning our provision for 2021 risk management in the current COVID-19 environment was a key consideration and the ETB approaches same in line with its Risk Appetite Statement.

Key priorities for 2021 include:

- Returning to on-site delivery in line with Public Health advice
- Commence construction of the new Gaelcholáiste Chiarraí (to commence in Quarter 1)
- Further development and consolidation of the Kerry College of Further Education and Training (Kerry College) pilot project with SOLAS
- Roll out of Payroll Shared Services
- The official launch of the inaugural Kerry ETB Sustainability Strategy
- Review of Kerry ETB Strategy Statement 2018-2022 implementation
- Further development of our capacity for Digital Learning across the entire scheme, building on the advancements necessitated by COVID-19 restrictions.

I look forward to working with our Board members, Directors, Senior Executive Management, Senior Management and all our staff in successfully implementing the provisions made in the *Kerry ETB Service Plan 2021*. I would also like to take this opportunity to thank our Management and Staff for

their ongoing dedication to the delivery of quality programmes/services and their commitment to innovation in the current uncertain environment. All achievements made by the ETB is credited to your ongoing dedication over the past twelve months.

The successful delivery of the *Kerry ETB Service Plan 2021* requires the continued active involvement of all stakeholders across the Kerry ETB Community - including staff, students, learners, the Kerry ETB Board and relevant Committees, the Department of Education, the Department of Further and Higher Education, Research, Innovation and Science, SOLAS, the Department of Children, Equality, Disability, Integration and Youth and other third party agencies/organisations etc. We anticipate that 2021 will bring another year of positive and prosperous engagement with all our stakeholders – both internal and external to the ETB.

Finally, I want to take this opportunity to express my appreciation to our Board members, Section 44 and Section 45 Committee members, Parents/Guardians and to all our students, learners and apprentices for the way they approached the challenges of 2020. I wish you all a safe and healthy 2021.

Ar scáth a chéile a mhaireann na daoine.

Colm Mc Evoy
Chief Executive Officer

1 / Kerry ETB Profile

Kerry Education and Training Board (Kerry ETB) was established on July 1st 2013 under the Education and Training Boards Act 2013, as a dissolution of the former County Kerry VEC.

The Further Education and Training (FET) Act 2013 came into effect in July 2013. The act established SOLAS (FET authority) with responsibility for the planning, funding and coordination of the FET services. The Act provided for the transfer of the former FÁS training functions and staff to ETBs and the Tralee Training Centre transferred to Kerry ETB in January 2014.

Kerry ETB is a corporate structure that is made up of a democratically appointed Board and a management (executive) team. Kerry ETB is a geographically dispersed organisation with 37 premises throughout the county, providing Primary and Post-Primary Education, Further Education and Training and Outdoor Education. Kerry ETB also delivers courses in non-Kerry ETB premises in communities throughout the county.

Kerry ETB provides Education and Training opportunities to over 13,000 learners annually. Currently, Kerry ETB employs c. 1,000 staff working in various locations throughout County Kerry.

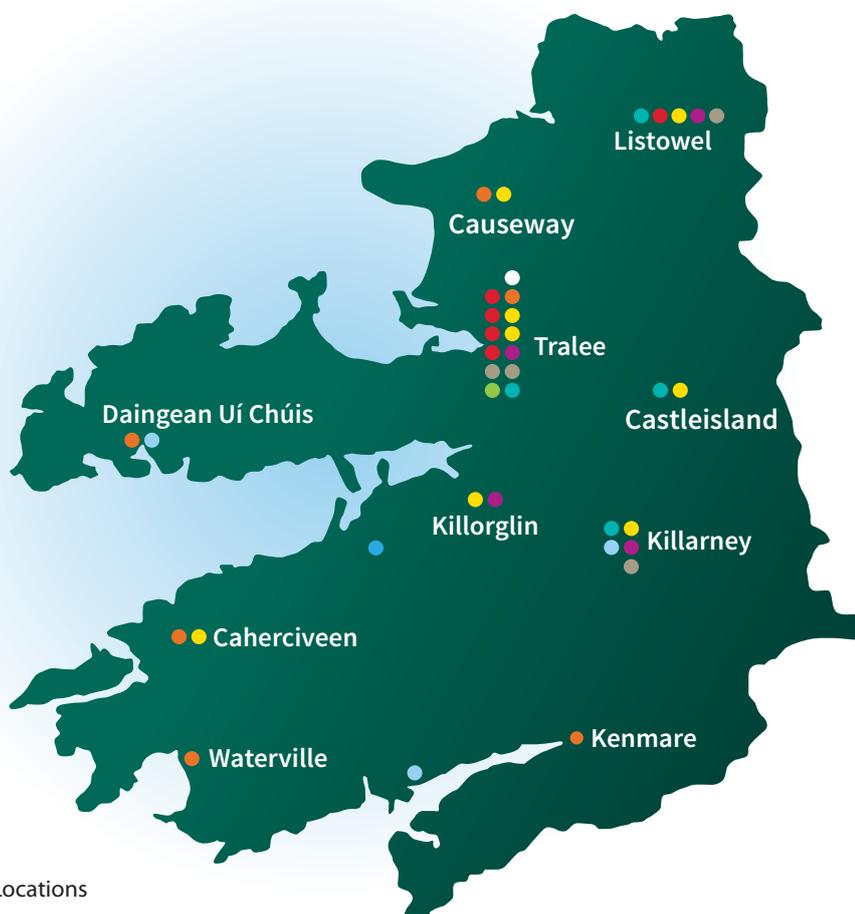


Figure 1: Kerry ETB Centre Locations

Mission and Core Values

Our Mission

To create and promote the development of a lifelong learning society in Kerry, so that all who live there have access to the education and training required to fulfil their potential and to meet their personal, social, cultural, economic and civic needs.

Our Values

Our Core Values centre on ensuring that every person has the right to access education and training opportunities to realise their potential.

We aim to actively implement these values through our actions and behaviours.

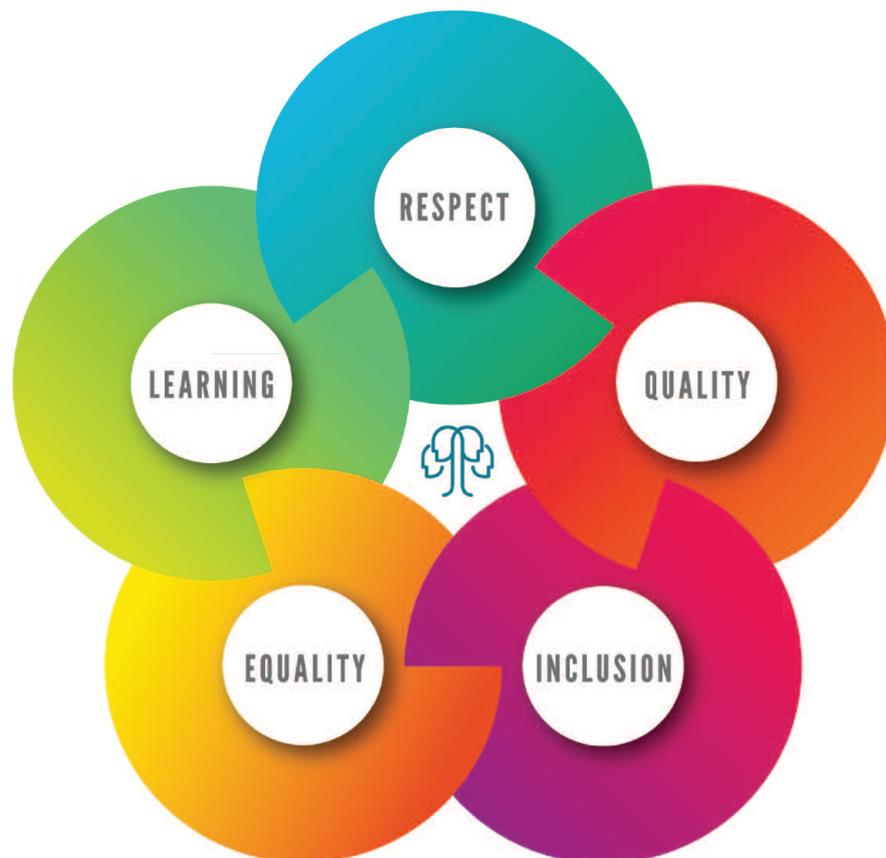


Figure 2: Kerry ETB Current Core Values

Organisational Structure

The Chief Executive Officer is responsible for the executive management of the ETB and is supported in this role by three Directors, namely:

- **Director of Schools, Youth and Music**
- **Director of Further Education and Training**
- **Director of Organisation Support and Development**

The three Director roles reflect the three pillars of service delivery of the ETB, with each Director formally delegated authority in their role in accordance with Section 16 of the Education and Training Boards Act 2013.

The following chart depicts the high-level organisation structure of Kerry ETB:

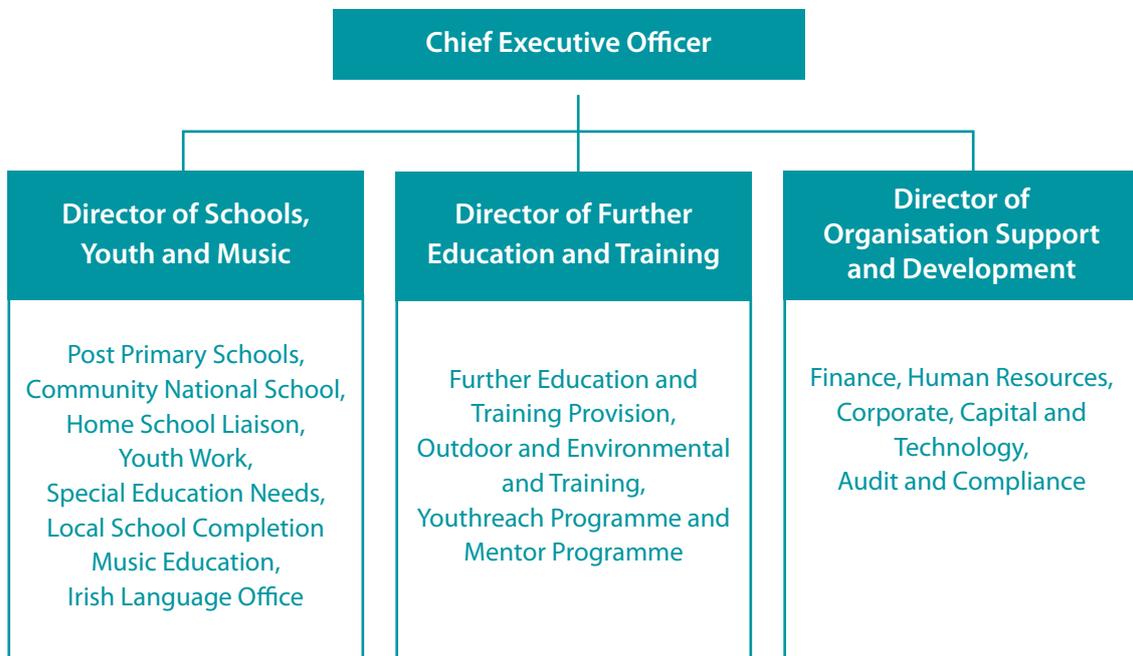


Figure 3: Organisational Structure

Kerry ETB Services

The services provided by Kerry ETB include primary level education in three Community National Schools and Post-Primary level education in eight Post-Primary Schools. Kerry ETB is also a committed provider of Youth Services, Creative Programmes, and Music Programmes through the Youth Function, Local Creative Youth Partnership and Music Generation initiative respectively.

In 2019, Kerry ETB established a fully Integrated College of Further Education and Training with five campuses across the County. Further Education and Training (FET) provision is delivered across circa 23 FET centres in total, delivered in 10 towns countywide. All services are delivered at a local level, meeting local demands.

Service Provision	No. of Participants
Primary Level	c. 56
Post Primary Level	c. 2,575
Further Education Training Centres	c. 4,635
Kerry College of Further Education and Training	c.6,213
Provision Totals	c.13,479



2 / Kerry ETB Strategy Statement 2018-2022

In 2018 Mr Brendan Griffin, Minister of State at the Department of Transport, Tourism and Sport, launched the Kerry ETB Strategy Statement 2018-22, in Cappanalea, the National Centre for Outdoor Education and Training (now known as Kerry College, National Outdoor Education and Training Campus). The Strategy Statement sets out nine strategic objectives and priorities for the ETB and the actions for achieving these objectives (full list of goal, objectives and actions is set out in Appendix III).

GOAL 1 / Nationally and Internationally Recognised and Quality Assured Programmes

FOCUS: Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.

GOAL 2 / Quality Teaching and Learning

FOCUS: Continually enhancing our teaching and learning capabilities and promoting a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.

GOAL 3 / Innovative Education and Training Responses

FOCUS: The development of innovative and creative solutions and responses to the learning and developmental needs of young people and adults in a changing society.

GOAL 4 / Access and Progression

FOCUS: Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.

GOAL 5 / Develop Productive Partnerships

FOCUS: Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry.

GOAL 6 / Stakeholder Engagement

FOCUS: Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.

GOAL 7 / Effectiveness and Accountability in Governance and Leadership

FOCUS: Ensure our strategic objectives are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.

GOAL 8 / Marketing, Branding and Communication

FOCUS: Effectively market our services, develop our brand and communicate with all of our stakeholders.

GOAL 9 / Enhancing the Working and Learning Environment

FOCUS: Continually develop and enhance the training and development opportunities and facilities available to staff, and improve the environment in which staff work and learners learn.

Figure 4: Kerry ETB Strategy Statement - 9 Strategic Goals

3 / Performance Delivery Agreement

As per the Performance Delivery Agreement between the Department of Education and Kerry ETB, the following goals and priorities are identified.

GOAL 1 | Optimise Student/Learner Experience

- 1.1 Provide a positive learning experience for all learners, including learners from marginalised groups
- 1.2 Provide a broad-based curriculum
- 1.3 Implement Quality Assurance systems
- 1.4 Support students/learners at risk of educational disadvantage in line with current national policy
- 1.5 Provide guidance and counselling services
- 1.6 Provide high quality learning/training facilities
- 1.7 Promote and develop outdoor education
- 1.8 Plan for changing demographics
- 1.9 Engage effectively with employers
- 1.10 Provide and develop traineeship and apprenticeship programmes
- 1.11 Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017
- 1.12 Priorities STEM/STEAM in schools
- 1.13 Provide high quality ICT learning supports in schools/centres

GOAL 2 | Staff Support

- 2.1 Recruitment and retention of staff
- 2.2 Support staff in ongoing professional development
- 2.3 Support and develop high quality leadership in the ETB
- 2.4 Promote awareness of health and safety
- 2.5 Provide a positive and supportive work environment
- 2.6 Support staff wellbeing

GOAL 3 | Governance

- 3.1** Develop organisational structures and systems to meet the changing needs of the organisation
- 3.2** Effectively manage finances and risk
- 3.3** Efficiently use resources
- 3.4** Communicate effectively
- 3.5** Develop Service Level agreements with external stakeholders
- 3.6** Ensure effective data protection
- 3.7** Engage effectively with stakeholders and develop partnerships
- 3.8** Follow best practice in procurement
- 3.9** Ensure compliance with statutory and regulatory requirements
- 3.10** Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017

GOAL 4 | Protection Programmes

- 4.1** Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants

For reporting purposes and consistency of approach, Kerry ETB has mapped each of the Performance Delivery Goals to the Kerry ETB Strategy Statement Goals in the following "Statement of Services".

4 / Statement of Services

FURTHER EDUCATION AND TRAINING PILLAR

Introduction by Director of Further Education & Training, Owen O'Donnell

The Further Education and Training Pillar of Kerry Education and Training Board plays a pivotal role in the realisation of our mission to create a lifelong learning society in the county, enabling citizens to fulfil their personal, social, cultural, economic and civic needs and desires. The provision of education and training is bound by context and as we continue to respond to the challenges presented by the Covid-19 pandemic, we plan for a context that demands further innovation and adaptability.

Our service plan across the FET pillar centres on four central elements: our commitment to a fully integrated college of Further Education and Training; to continue to respond to the needs of regional employers by creating opportunity; to continue to develop and augment technology-enhanced teaching/training and learning; to ensure supports are provided for learners across all FET provision.

Our innovative and strategic development plans for a fully integrated Kerry College of Further Education and Training (Kerry College) and the further transformation and streamlining of FET will continue to advance in 2021. Kerry College National Outdoor Education and Training Campus will be developed as a fully self-sufficient green campus in terms of its energy requirements. This is in line with the realisation of Kerry College as a centre of innovation in conjunction with the Kerry ETB Sustainability Strategy.

The needs of regional employers are a key driver of our service plan for 2021 with innovative courses in areas such as the wind turbine technician, commercial scuba diving, scuba diving instructor, marine technician, ecological studies, green hospitality, energy renewables and smart technology.

The plan supports Kerry's Gaeltacht region by developing and resourcing a new Kerry College Irish Language Provision Unit and courses delivered trí mheán na Gaeilge. We will continue our strategic cooperation with the Department of Social Protection and Turas Nua to present opportunities for people wishing to skill, reskill or upskill. The Kerry College Admissions Office continues to gather data regarding the demand for new and existing skills-based courses. Our Kerry College Business Support unit will continue to engage with industry to assess skill shortages and emerging demands.

Since the onset of the pandemic and the move to remote learning, Technology Enhanced Learning (TEL) has been propelled forward in terms of staff and learner-led demand for skills and resources. Our TEL Working Group plans to ensure this momentum is sustained through 2021 by growing the TEL Champion initiative to embed peer support across centres; to ensure that the latest digital teaching and learning tools are accessible to staff and learners across all centres with a drive towards a digital and paperless delivery model.

Concerning the provision of supports for learners, we plan to continue to develop our Care Team capacity across all centres and to augment learner access to counselling supports. We will embed worthwhile initiatives such as the Kerry College 'Drop In Before You Drop Out' initiative. We plan to consolidate our learner support services into a specialist unit to model best practice across all five Kerry College campuses in 2021.

I look forward to leading the FET Management team as we embrace with optimism the challenges and opportunities of 2021.

Programme Category	2020 Planned	2020 Actual	2021 Planned
Adult Literacy Groups	1,227	681	932
2016+ Apprenticeship	29	12	25
Apprenticeship Phase 7	92	126	94
Apprenticeship Training (2,4,6)	535	318	412
Bridging and Foundation Training	29	26	9
BTEI Groups	1,777	1,363	1,517
Community Education	1,910	1,348	1,400
Community Ed Monavalley	0	2,229	0
Community Training Centres	80	44	48
Employment	0	0	1,070
ESOL	376	349	200
Evening Training	1,139	1,126	1,000
FET Co-operation Hours	10	19	16
ITABE	27	19	32
Other Funding	0	210	0
PLC	1,340	1,416	477
Progression	0	0	576
Recognition of Prior Learning	15	13	15
Skills for Work	39	16	8
Skills to Advance	24	101	364
Specialist Training Providers	180	140	135
Specific Skills Training	522	428	182
Traineeship Training	538	444	193
Voluntary Literacy Tuition	69	42	35
VTOS Core	214	180	203
Youthreach	256	198	200
Totals	10,428	10,848	9,143

Table 1: Traditional FET Structure 2020

Programme Category	2020 Planned	2020 Actual	2021 Planned
Kerry College	2,439	2,402	2,877
Apprenticeship	656	46	531
Part-Time	2,916	2,699	2,517
Youthreach/CTC	336	242	248
Pathways	423	346	347
Adult Literacy	1,748	1,126	1,223
Community Education	1,910	3,577	1,400
Totals	10,428	10,848	9,143

Table 2: New Transformed FET Structure 2021

SCHOOLS, YOUTH AND MUSIC PILLAR

Introduction by Director of Schools, Youth & Music, Ann O'Dwyer

'When written in Chinese, the word crisis is composed of two characters - one represents danger, and the other represents opportunity.' John F. Kennedy

The symbiotic nature of danger and opportunity has become clear to us as a nation over the past year, in the context of the Covid-19 pandemic. As we look back on our plans for 2020 and forward to our vision for 2021, one cannot but be struck by the opportunities which have presented in these times despite the dangers posed. It is with this in mind that I preface the 2021 priorities for the School, Youth and Music Pillar of Kerry Education and Training Board.

The three central strands of our service provision in 2021 are mapped to our core values as an organisation. We will ensure that opportunities are presented for the enhancement of stakeholder wellbeing; the continued growth and support for technology-enhanced learning; and a sustained drive for inclusion and equality across all our services.

Indeed, the enhancement of student wellbeing remains a key priority as we progress our plans to integrate wellbeing into our curricular provision, nurture mechanisms for student, parent and teacher voice and augment our mental health and wellbeing supports in association with our community partners.

The implementation of the Department of Education's Digital Strategy has been propelled forward during our movement to remote teaching and learning. The Schools, Youth and Music Team have ensured students are accessing digital content in asynchronous and synchronous formats and have ensured that students and their parents have been consulted and informed throughout the process via our Student and Parents' Councils and Forums. The learning from national research studies coupled with our own experiences, consultations and feedback as a learning organisation underpins our technology-enhanced learning plan for 2021.

Our third strand embodies our core values for equality, respect, quality in education, learning and inclusion. It is with that in mind that we strive to deliver services that are inclusive and responsive to students experiencing socioeconomic disadvantage as well as students from minority groups, students with additional needs and those with a special educational need. We have set actions that will ensure our Schools, Youth and Music services are welcoming and supportive of all.

There is a saying in Irish, 'Dá fhada an lá tagann an tráthnóna' which means that no matter how long the day, the evening will always come. It is a message of hope as we embrace the opportunities that a new year brings.

ORGANISATION SUPPORT AND DEVELOPMENT PILLAR

Introduction by Director of Organisation Support and Development, Maria Brennan

The Organisation Support and Development Pillar is concerned with the governance structure and management of the ETB's administration functions. This involves systems and processes to ensure that the organisation achieves its objectives with integrity and is managed effectively and efficiently. 'High standards of corporate governance in ETBs are critical to ensuring a positive contribution to the State's overall economic efficiency, competitiveness, social cohesion and regional development.' Code of Practice for ETBs CL 0002/2019.

A key governance priority for 2021 will be the rollout of the revised process for the annual review of Internal Controls in conjunction with the Audit and Risk Committee in preparation for the 2021 Statement of Internal Controls. Significant resources will be devoted in the first six months of the year to rolling out DCS to all Schools and the transfer of the Kerry ETB payroll to Education Shared Business Services (ESBS) by June 2021.

During 2020 we engaged in a process of restructuring the support services operating within Head Office. The previous structure of five distinct functional areas; Finance, ICT, Human Resources, Further Education and Training Services (FETS) and Corporate Support and Capital Development were reconfigured to form three Departments:

1. Finance
2. Human Resources
3. Corporate, Capital and Technology.

Each of these Departments has a broad remit in carrying out the necessary administrative functions while ensuring the organisation is compliant with the extensive range of legislation, rules and guidelines that impacts the organisation's activities.

We will continue to work to ensure that these administrative supports are provided in line with the values, goals, objectives of the organisation. These support services will continue to be provided 'off-site' while COVID restrictions are in place and until it is possible to make a safe return to on-site work, in line with Government and Public Health advice.



Nationally and Internationally Recognised and Quality Assured Programmes

STRATEGY STATEMENT GOAL 1: Performance Delivery Agreement 1.3

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 1.1	<ul style="list-style-type: none"> Develop new FET programmes 	Q1 - Q4	<ul style="list-style-type: none"> Kerry College to deliver Commercial Diving Course
SS 1.2	<ul style="list-style-type: none"> Develop a register of School Self Evaluations (SSEs) and School Improvement Plans (SIPs) to support schools 	Q3	<ul style="list-style-type: none"> Register available to all school management and leaders
SS 1.3	<ul style="list-style-type: none"> Develop a three year Youth Development Work Plan (2022-2024) 	Q3	<ul style="list-style-type: none"> Kerry ETB Board to approve Youth Work Plan
SS 1.4 PDA 1.3, 1.10	<ul style="list-style-type: none"> Kerry ETB FET Quality Assurance - continued implementation of all Quality Assurance Policies across FET 	Q1 - Q4	<ul style="list-style-type: none"> Development of Kerry ETB 'Programme Specifications' for Courses Further development and implementation of Communities of Practice Review of all QA Governance Structures i.e. Quality Council, Programme Governance Board, Quality Governance Board
SS 1.5 PDA 1.11, 3.10	<ul style="list-style-type: none"> Develop and implement Internal Child Protection Monitoring Plan 	Q3 - Q4	<ul style="list-style-type: none"> Monitoring visits to be carried out in all Schools and Youthreach Centres and reported to the Kerry ETB Child Protection Oversight Committee
	<ul style="list-style-type: none"> Ongoing implementation of DoE Subjects and WSE MLL Inspection recommendations 	Q1 - Q4	<ul style="list-style-type: none"> Action plan/s for the implementation of recommendations devised, reported to the BOM and implemented
	<ul style="list-style-type: none"> Complete QQI Inaugural Review 	Q1 - Q4	<ul style="list-style-type: none"> QQI Review finalised and published

Quality Teaching and Learning

STRATEGY STATEMENT GOAL 2: Performance Delivery Agreement 1

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 2.1	<ul style="list-style-type: none"> Further develop FET CPD Resource Repository 	Q2	<ul style="list-style-type: none"> Full range of CPD events notified on MS Teams to all FET staff
SS 2.2	<ul style="list-style-type: none"> Complete Youthreach and CTC Provision Review 	Q3	<ul style="list-style-type: none"> Publication of a report and recommendations for Youthreach Publication of a report and recommendations for CTC provision
	<ul style="list-style-type: none"> Roll out inclusive initiatives through SEN, DEIS and HSCL 	Q1 - Q4	<ul style="list-style-type: none"> BOM in all schools to receive input on SEN Provision Map in Q3 Universal Design for Learning training will be provided for all teachers and SNAs in 2021
SS 2.3 PDA 1.7	<ul style="list-style-type: none"> Development of Kerry College National Outdoor Education and Training Campus 	Q1 - Q4	<ul style="list-style-type: none"> Commencement of new outdoor education and training programmes - diving, tourism etc. Campus to be developed as a fully energy self-sufficient facility
SS 2.4 PDA 1.2	<ul style="list-style-type: none"> Implementation of Kerry ETB Sustainability Strategy (2019-2022) 	Q1 - Q4	<ul style="list-style-type: none"> Achievement of short term targets Year 1 Implementation report completed Develop training and upskilling courses for Electric Car Maintenance Develop Domestic renewable energy technologies Develop smart homes and precision agriculture courses ETBI Take One Programme will be implemented in four Kerry ETB schools Green Schools programme in place in all schools
	<ul style="list-style-type: none"> Restorative approaches promoted to address behaviour management in schools 	Q1 - Q4	<ul style="list-style-type: none"> Restorative Practice training provided to all new teachers and Assistant Principals Schools using reflection days to address behaviour issues
SS 2.5 PDA 1.3, 1.12, 1.13	<ul style="list-style-type: none"> Implement Digital Strategy (2019-2022) 	Q1 - Q4	<ul style="list-style-type: none"> Procure services for redesign and implementation of MS Office 365 Architecture Roll out of Kerry ETB WAN in Schools & FET Campuses/Centres Embed the use of MS Teams across schools and FET in teaching and learning (post-COVID-19)
	<ul style="list-style-type: none"> Embed the use of immersive reader for all students who require it, with particular emphasis on SEN/EAL students 	Q1 - Q4	<ul style="list-style-type: none"> Students and learners to avail of immersive reader and translator, where needed Teachers/tutors to use immersive reader/translator in differentiation

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 2.6	<ul style="list-style-type: none"> Further embed student/learner voice across schools/centres/campuses 	Q1 - Q4	<ul style="list-style-type: none"> Students and learners to provide input concerning School/Centre/Campus decisions, policies, processes etc. Student Councils to present to respective BOM at least once per year Schools Student Forum will meet four times and will be included as a Youth Advisory Panel for Ethos, Wellbeing/RSE initiatives
SS 2.7 PDA 2.5	<ul style="list-style-type: none"> Publication of the annual Kerry ETB Newsletter 	Q2	<ul style="list-style-type: none"> Newsletter available electronically to all staff, parents/guardians, students/learners and stakeholders
	<ul style="list-style-type: none"> Arrange annual Student Awards 	Q1	<ul style="list-style-type: none"> Annual student awards to celebrate achievements made by students across post-primary schools
SS 2.8 PDA 1.10	<ul style="list-style-type: none"> Develop further apprenticeships 	Q3	<ul style="list-style-type: none"> Development and validation of Wind Turbine Maintenance Technician Revalidation of Commis Chef
SS 2.9	<ul style="list-style-type: none"> Continued provision of high-quality FET courses in a safe manner during Covid-19 pandemic 	Q1 - Q4	<ul style="list-style-type: none"> Provision to continue throughout the year via online/blended delivery and on-site where possible
	<ul style="list-style-type: none"> Development and upgrading of the O'Connell FET Centre 	Q3 - Q4	<ul style="list-style-type: none"> Commencement of Phase 1 construction upgrading of the Centre
SS 2.10	<ul style="list-style-type: none"> Establishment of Kerry College Learner Services and Supports Unit across all Campuses 	Q3 - Q4	<ul style="list-style-type: none"> Learner Services and Supports Unit stationed at each campus
	<ul style="list-style-type: none"> Develop and implement Wellbeing Framework for primary and post-primary 	Q1 - Q4	<ul style="list-style-type: none"> Establishment of a Wellbeing working group to develop integrated curriculum at Junior Cycle Establish a Senior Cycle Wellbeing/RSE working group Evaluation of 'Roots of Empathy' programme for primary schools Provision of CPD programme for teachers of SPHE/Wellbeing Provision of training to Student Support Teams
	<ul style="list-style-type: none"> Review the implementation of the Senior Cycle PE (Examinable Subject) in one school and roll this out in other schools 	Q1 - Q4	<ul style="list-style-type: none"> A review carried out and rolled out to other schools

Innovative Education and Training

STRATEGY STATEMENT 3: Performance Delivery Agreement 1.4/1.10

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 3.1 PDA 1.8	<ul style="list-style-type: none"> Restructure FET provision in line with changing county demographics 	Q3 - Q4	<ul style="list-style-type: none"> VTOS provision and Community Education restructured
SS 3.2 PDA 1.9	<ul style="list-style-type: none"> VTOS Provision to be reorganised in line with National SOLAS review 	Q2 - Q4	<ul style="list-style-type: none"> Full integration of VTOS into Kerry College as pathway provision Admissions Office managing recruitment of Level 3 and 4 provision (formerly VTOS)
	<ul style="list-style-type: none"> Review of FET Centre provision to increase full-time provision, niche Courses etc. for each Centre 	Q1 - Q4	<ul style="list-style-type: none"> Review of provision completed and 'niche' courses identified Investment in centre facilities to support the provision of niche courses
SS 3.3 PDA 4.1	<ul style="list-style-type: none"> Continue to support the inclusion of international students 	Q1 - Q4	<ul style="list-style-type: none"> EAL assessments and withdraw classes timetabled to accommodate students' language needs monitored and reviewed regularly in schools Increased engagement with international learners across all FET ESOL Programme further developed with increased online delivery and increased targeted English language assessments
	<ul style="list-style-type: none"> Support multicultural events in schools and centres 	Q1 - Q4	<ul style="list-style-type: none"> Celebration of students' various cultures evident in the school and curriculum and events
SS 3.4 PDA 1.8	<ul style="list-style-type: none"> Further develop the establishment of an integrated FET Centre in Killarney 	Q3 - Q4	<ul style="list-style-type: none"> Opening of new FET Centre in Killarney which would deliver Level 3 to Level 6 Courses
SS 3.5 PDA 1.13	<ul style="list-style-type: none"> Full implementation of a SOLAS TEL Strategy for blended learning and online provision 	Q1 - Q4	<ul style="list-style-type: none"> Develop and implement Blended Learning Policy Full implementation of Microsoft Teams delivery for classroom-based and online learning -paperless provision
	<ul style="list-style-type: none"> Continuing to embed digital tools in teaching and learning, learning from remote period 	Q1 - Q4	<ul style="list-style-type: none"> Implement ePortfolios with OneNote Evidence of Universal Design of Learning/ creating accessible digital/ Flipping the classroom in lesson delivery ICT Coordinators community of practice to meet monthly to share good practice
	<ul style="list-style-type: none"> Continue to deliver online Applied Maths as an additional Leaving Certificate subject across all schools 	Q1 - Q4	<ul style="list-style-type: none"> Sustained levels of participation, retention and attainment in Applied Maths

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 3.6 PDA 1.10	<ul style="list-style-type: none"> Implement the transformation of FET in line with SOLAS Strategy and develop new provision 	Q1 - Q4	<ul style="list-style-type: none"> Further development of FET College of the Future, Kerry College, with the establishment of a fifth campus (outdoor education and training campus) Development of Leisure and Commercial Diving Courses Development of Wind-Turbine Apprenticeship
SS 3.7	<ul style="list-style-type: none"> Development of virtual school tours for primary students and especially students with additional needs/SEN 	Q3 - Q4	<ul style="list-style-type: none"> The provision of virtual school tours for primary school students
	<ul style="list-style-type: none"> Ensure links to primary schools are enhanced and progressed, particularly concerning SEN/EAL/DEIS students 	Q1 - Q4	<ul style="list-style-type: none"> Strategic links established between feeder primary schools and post-primary structures
SS 3.8	<ul style="list-style-type: none"> Continue to support the development of needs-based youth work responses in Kerry in line with Youth Work Function 	Q1 - Q4	<ul style="list-style-type: none"> Following schemes coordinated and administered: <ul style="list-style-type: none"> UBU Your Place Your Space Youth Information Centres Kerry Local Youth Club Grant Capital Grants for Staff Led Services (subject to funding) LGBTI+ Grant Scheme (subject to funding) Youth Services Capital Grant (subject to funding)
SS 3.9	<ul style="list-style-type: none"> Ensure Youth Projects supported by NQSF where applicable 	Q3	<ul style="list-style-type: none"> NQSF supported through Local Youth Club Grants Youth Development Officer to complete NQSF Framework training

Access and Progression

STRATEGY STATEMENT 4: Performance Delivery Agreement 1.1

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 4.1 PDA 1.1	<ul style="list-style-type: none"> Expansion of Recognised Prior Learning (RPL) routes 	Q1 - Q4	<ul style="list-style-type: none"> More RPL provided for Tour Guiding and Hospitality Sector
SS 4.2 PDA 1.5	<ul style="list-style-type: none"> Expansion of services provided by the Admissions Office 	Q1 - Q4	<ul style="list-style-type: none"> Admissions Office to manage all Kerry College full-time and part-time provision Admissions Office to monitor and oversee PLSS data for all FET provision
	<ul style="list-style-type: none"> Provide supports to maximise access and progression opportunities 	Q1 - Q4	<ul style="list-style-type: none"> Progression Pathways Working Group established Admissions Office to schedule meetings with Guidance teachers to maximise access and progression opportunities, pass on information on progression opportunities Admissions Office to carry out county-wide school visits to inform final year students re FET progression routes and opportunities
SS 4.3	<ul style="list-style-type: none"> Development of a Kerry College Business Support Unit 	Q1 - Q2	<ul style="list-style-type: none"> Establish Kerry College Business Support Unit Increased provision across Route 2 and 3 Skills to Advance
SS 4.4 PDA 1.13	<ul style="list-style-type: none"> Utilise technology more effectively to track learner progression and outcomes 	Q2 - Q3	<ul style="list-style-type: none"> Produce Learner tracking reports from learner feedback and PLSS Seek regular SOLAS learner outcome reports
SS 4.5	<ul style="list-style-type: none"> Implement strategies and commit resources to ensure that core literacies (literacy, numeracy, critical thinking, digital and computer literacy and employability skills) are embedded within all of our programmes and courses 	Q1 - Q4	<ul style="list-style-type: none"> Implementation of Junior Cycle short course in computer literacy across post-primary schools School Development planning to support literacy and numeracy Increase in one to one digital literacy provision across all Adult Literacy and Community Education
SS 4.6 PDA 1.1	<ul style="list-style-type: none"> Creation of Kerry College Learner Services and Supports Unit across all Campuses 	Q3 - Q4	<ul style="list-style-type: none"> Amalgamate all learner supports across Kerry College to create one Learner Support Unit with standardised supports

Develop Productive Partnerships

STRATEGY STATEMENT 5: Performance Delivery Agreement 3.7

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 5.1	<ul style="list-style-type: none"> Explore, with QQI, alternative arrangements for work experience in light of COVID-19 	Q1 - Q4	<ul style="list-style-type: none"> Reintroduce work experience and placements for students and learners
SS 5.2 PDA 3.9	<ul style="list-style-type: none"> Ensure Department of Education and Department of Further and Higher Education, Research, Innovation and Science reporting deadlines are adhered to 	Q1 - Q4	<ul style="list-style-type: none"> Reporting deadlines set by the relevant Department adhered to
SS 5.3 PDA 2.5	<ul style="list-style-type: none"> Ongoing engagement and consultation with relevant unions 	Q1 - Q4	<ul style="list-style-type: none"> Minimum of three formal meetings to take place throughout the year with relevant unions
SS 5.4 PDA 3.5	<ul style="list-style-type: none"> Third-Party Arrangements (MOUs, SLAs etc.) developed with all third party stakeholders 	Q1 - Q4	<ul style="list-style-type: none"> Third-Party arrangements i.e. MOUs, SLAs, entered into as relevant Third-Party Governance Policy finalised and approved by the Kerry ETB Board
SS 5.5	<ul style="list-style-type: none"> Continue to embed new UBU systems 	Q1 - Q4	<ul style="list-style-type: none"> Quarterly performance, planning and review meetings with Funded Youth Services Ongoing support/engagement in relation to continuous improvement model Communicate UBU rules and policy to local youth providers
	<ul style="list-style-type: none"> Further engagement with the DCEDIY re Greenfield Sites 	Q1 - Q4	<ul style="list-style-type: none"> Identify and evidence the needs of young people using the Area Profile, Needs Assessment and Service Requirement Tool Recommendations made to the DCEDIY re priority needs and the services required by target groups
SS 5.6	<ul style="list-style-type: none"> Ongoing engagement with Léargas 	Q1 - Q4	<ul style="list-style-type: none"> Attendance at relevant national Léargas workshops/events
SS 5.7	<ul style="list-style-type: none"> Continue to work in conjunction with Kerry Recreation and Sports Partnership 	Q1 - Q4	<ul style="list-style-type: none"> Evidence of increased integration of students into local sports clubs Pilot school initiative commenced
SS 5.8	<ul style="list-style-type: none"> Continue ongoing engagement with Arts bodies via the LCYP and Music Generation 	Q1 - Q4	<ul style="list-style-type: none"> Quarterly meetings of LCYP Creative Steering Group and Music Generation Advisory Group Ongoing engagement with Kerry County Council Arts Office Delivery of pilot funding scheme in South Kerry through LCYP in collaboration with Arts Council
SS 5.9	<ul style="list-style-type: none"> Increased employer engagement and skills to advance provision 	Q1 - Q4	<ul style="list-style-type: none"> Create a dedicated business support unit in Kerry College Increase skills to advance provision
SS 5.10	<ul style="list-style-type: none"> Continue membership on the Local Development Committee and Local Action Group 	Q1 - Q4	<ul style="list-style-type: none"> Attend meetings regularly



Stakeholder Engagement

STRATEGY STATEMENT 6: Performance Delivery Agreement 3.7

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 6.1	<ul style="list-style-type: none"> Kerry ETB Student Forum 2021 to prioritise student voice 	Q1 - Q4	<ul style="list-style-type: none"> Students' Forum to present to the ETB Board on their progress Student participation in Student Council / Forum recognised in Annual Kerry ETB Student Awards Support the implementation of students' policy recommendations
SS 6.2	<ul style="list-style-type: none"> Support parental participation through Parents Forum 	Q1 - Q4	<ul style="list-style-type: none"> Four Parents Forums will take place Parents Forum will agree and implement their annual priorities A review will be carried out in May
SS 6.3	<ul style="list-style-type: none"> Continue to develop and implement customised and inclusive consultation mechanisms with all of our stakeholders 	Q1 - Q4	<ul style="list-style-type: none"> Quarterly meetings with the Department of Social Protection Regional Skills Forum meetings
SS 6.4	<ul style="list-style-type: none"> Engage in strategic dialogue with SOLAS to implement national and local strategies for further education and training 	Q1 - Q4	<ul style="list-style-type: none"> Agree on new strategic targets with SOLAS Report regular key indicator outcomes to SOLAS
SS 6.5	<ul style="list-style-type: none"> Continue to utilise the feedback from stakeholders to inform the types of services we provide and to enhance current provisions 	Q1 - Q4	<ul style="list-style-type: none"> Development of new provision in line with key stakeholder feedback channelled through the admissions and business support units
SS 6.6 PDA 1.9	<ul style="list-style-type: none"> Continue to enhance our employer engagement strategy 	Q1 - Q4	<ul style="list-style-type: none"> Establishment and expansion of the Kerry College Business Support Unit. Business Support Unit to develop a strategic plan for Employer engagement
SS 6.7	<ul style="list-style-type: none"> Continue to dialogue with awarding bodies including QQI to enhance the learning opportunities available to our learners 	Q1 - Q4	<ul style="list-style-type: none"> Completion of the QQI inaugural review Validation of new courses and apprenticeships in 2021
SS 6.8 PDA 2.2, 2.3, 2.5	<ul style="list-style-type: none"> Staff Development 	Q1 - Q4	<ul style="list-style-type: none"> Member of staff appointed to coordinate CPD (training manager) Targeted in-service arranged management and staff Governance Programme attended by Staff, ETB Board members and Section 44/45 Committee members (as relevant)
SS 6.9	<ul style="list-style-type: none"> Measure our stakeholder engagement activities to encourage joined-up planning and delivery of programmes and services 	Q4	<ul style="list-style-type: none"> Produce a stakeholder engagement report

Effectiveness and Accountability in Governance and Leadership

STRATEGY STATEMENT 7: Performance Delivery Agreement 2

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 7.1	• Publication of ETB Service Plan as per legislative requirements	Q1	• Kerry ETB Service Plan prepared and approved in line with legislative requirements
	• Continue rollout of Communications Implementation Plan	Q1 - Q4	• Official launch of Roles and Responsibilities document • Implementation of recommendations made in the independent internal communications review.
SS 7.2 PDA 3.6	• Carry out Annual Review of Internal Controls and prepare SIC	Q1	• Kerry ETB Board to ensure that it receives adequate assurance that specified controls are operating as intended
	• Develop a framework of Management Reports informed by the Internal Control Framework	Q2	• Monthly reports to be developed and issued to relevant Director for further action
	• Establish a centralized Procurement Unit for Kerry ETB	Q1 - Q4	• Centralised Procurement Unit - staffed and pilot project implemented
	• Further develop Data Protection processes and awareness amongst staff	Q1 - Q4	• Data Mapping to be carried out in all FET centres, Primary Schools and Head Office • Data Protection Awareness Training to be rolled out to all staff
SS 7.3 PDA 2.1	• Continue to review and further develop HR policies and procedures	Q1 - Q4	• HR policies and procedures reviewed
	• Update current interviewing practices in line with the shift to remote interviewing	Q3	• Carry out interview board training on remote interviewing skills
	• Finalise the first iteration of the Authority Matrix	Q2	• Authority Matrix available on Kerry ETB Policy SharePoint
	• Implement Corporate Procurement Plan 2020-21	Q1 - Q4	• Training for Line Management on Authority Matrix • Continue rollout of Corporate Procurement Plan 2020-21
7.4 PDA 3.8	• Fixed Asset Management Process finalised for Out-centres	Q1 - Q2	• Complete rollout of electronic Fixed Asset Management System
	• Revise process for completion of ICT DPER CL 2016 (End & Start of Year)	Q1	• Annual End and Start of Year process formalised and submission deadlines met. • Quarterly reviews for compliance
	• Roll out leadership and management training in schools	Q1 - Q4	• Leadership and management training delivered on Motivating Teams, Conflict Resolution and Core Values • DSEL Calendar of CPD prepared and delivered based on recommendations made by staff
	• Integrate Core Values - Ethos Framework into schools planning and development process	Q2	• Phase one and two of Core Values - Ethos Framework roll out will be implemented.

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
7.5 PDA 3.3	<ul style="list-style-type: none"> Enhance our financial management capacity 	Q1 - Q4	<ul style="list-style-type: none"> Successful roll-out Payroll Shared Services Prepare for implementation of Sun Financial System
SS 7.6 PDA 3.1	<ul style="list-style-type: none"> Development of centralised single learner attendance and payment system for all FET provision 	Q1 - Q4	<ul style="list-style-type: none"> Plans progressed in 2021 intending to be finalised in 2022
	<ul style="list-style-type: none"> Develop Activity Plan for Compliance Unit 	Q2	<ul style="list-style-type: none"> Compliance Unit Activity Plan approved by the ETB Board
	<ul style="list-style-type: none"> Submission of 2019 Accounts (by April 1st, 2020) and Annual Report (by June 30th, 2020) 	Q1 - Q2	<ul style="list-style-type: none"> Reporting deadline set by the Department adhered to
	<ul style="list-style-type: none"> Further development of Internal Controls and Compliance Testing Framework across multiple areas 	Q1 - Q2	<ul style="list-style-type: none"> Compliance Framework developed for Fixed Asset Management, Creditors etc.
	<ul style="list-style-type: none"> Board appraisal of work carried out by Finance and Audit & Risk Committees Ensure Section 45 Committee reports are submitted periodically to the ETB Board, in line with CL0002/2019 	Q1 - Q4	<ul style="list-style-type: none"> The Chair of each Committee should ensure that board members are provided with written reports on the work carried out by the Finance and Audit & Risk Committee as required under CL0002/2019
SS 7.7 PDA 2.2	<ul style="list-style-type: none"> Conduct the Staff Election for the Kerry ETB Board Vacancy 	Q2	<ul style="list-style-type: none"> Staff Nominee appointed to the ETB Board following an election
	<ul style="list-style-type: none"> Ensure to maintain financial expertise on audit and finance committees 	Q1 - Q4	<ul style="list-style-type: none"> Appointments to audit and finance committees made by the Board in consultation with Committee chairs External members of Committees bring required audit and financial skills and experience to the role.
	<ul style="list-style-type: none"> Carry out ongoing monitoring of attendance rates at ETB Board, Section 44 and Section 45 Committee meetings 	Q1 - Q4	<ul style="list-style-type: none"> Re-emphasise to secretaries/members the requirement for attendance at all meetings as per CL0002/2019
	<ul style="list-style-type: none"> Corporate Governance - embed a clear understanding of the requirements of CL:0002/2019 	Q1 - Q4	<ul style="list-style-type: none"> Governance Training arranged for Senior Staff, ETB Board, Section 44/45 Committees, as relevant
SS 7.7, 7.8	<ul style="list-style-type: none"> Carry out Board Self-Assessment in line with CL0002/2019 	Q3 - Q4	<ul style="list-style-type: none"> ETB Board and Committees to carry out self-assessment, using the questionnaire included in CL0002/2019, identifying areas where improvement is required
	<ul style="list-style-type: none"> Section 45 Committees to carry out Self-Assessments 	Q3 - Q4	<ul style="list-style-type: none"> The chairs of both the audit & risk committee and the finance committee to ensure that a self-assessment exercise is completed annually as required under the CL0002/2019
	<ul style="list-style-type: none"> Develop and implement Wellbeing Framework 	Q1 - Q4	<ul style="list-style-type: none"> Wellbeing Steering Committee established Development and implementation of an integrated Wellbeing programme at Junior Cycle in line with the Framework for JC (2015)



Marketing, Branding and Communication

STRATEGY STATEMENT GOAL 8: Performance Delivery Agreement 3.4

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 8.1, 8.2, 8.3	<ul style="list-style-type: none"> Further develop the Kerry ETB brand and implement an organisation-wide marketing strategy 	Q1 - Q4	<ul style="list-style-type: none"> Procure marketing and branding services Marketing strategy to be approved by the ETB Board Admissions Office to lead rebranding for Kerry College and wider FET provision Improved dissemination of information to the general public
SS 8.4	<ul style="list-style-type: none"> Implement the Kerry ETB Scéim Teanga 	Q1 - Q4	<ul style="list-style-type: none"> Year 1 Implementation report completed The implementation of Scéim Teanga is monitored and reviewed at steering committee meetings
	<ul style="list-style-type: none"> Development of New Kerry College Irish Language Provision Unit 	Q3	<ul style="list-style-type: none"> Expansion of Irish courses delivered across Kerry College
SS 8.5 PDA 2.2	<ul style="list-style-type: none"> Effectively promote the utilisation of online /social media presence across the scheme 	Q1 - Q4	<ul style="list-style-type: none"> Social Media Procedure developed and follow up workshops/webinars arranged for relevant staff Review and document staff/PORs responsible for social media across the scheme New school websites developed for the eleven schools
SS 8.6	<ul style="list-style-type: none"> Develop a communications app for one school as a pilot initiative 	Q3	<ul style="list-style-type: none"> Implementation and review of pilot app initiative and appropriate recommendations
SS 8.7, 8.8	<ul style="list-style-type: none"> Progression Pathways Working Group to develop publications for parents regarding progression pathways for students 		<ul style="list-style-type: none"> Dissemination of progression pathways information to parents
SS 8.9	<ul style="list-style-type: none"> Redesign the internal Kerry ETB Policy SharePoint 	Q4	<ul style="list-style-type: none"> Launch of new SharePoint once MS Office 365 Architecture has been implemented

Enhancing the Working and Learning Environment

STRATEGY STATEMENT GOAL 9: Performance Delivery Agreement 1.6

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 9.1	<ul style="list-style-type: none"> Progress Capital and Building Projects - including Kerry ETB and Non-Kerry ETB Premises 	Q1 - 4	<ul style="list-style-type: none"> Commence new Gaelcholáiste Chiarraí construction Progress Kerry College Listowel Campus extension Progress Causeway Comprehensive School extension to Stage 2A by Q4 Address Kerry College Car Park Facilities Commence Listellick Primary School construction by Q2 St. Oliver's planning application Q4
	<ul style="list-style-type: none"> Improve the environment in which staff work 	Q1 - 4	<ul style="list-style-type: none"> Issue regular Wellbeing Bulletins Promote the availability of Employee Assistance Programme Progress Capital and Building Projects
SS 9.2	<ul style="list-style-type: none"> Policy Planner implemented to establish a systematic review of existing Policies and Procedures and address current Policy/Procedure gaps. 	Q1 - Q4	<ul style="list-style-type: none"> Review carried out of policies and procedures Policies and Procedures developed
SS 9.3 PDA 2.5 PDA 3.2	<ul style="list-style-type: none"> Continue roll out and development of the Kerry ETB Risk Management Policy and Framework 	Q1 - Q4	<ul style="list-style-type: none"> ETB Board ensures there is an ongoing process designed to identify and address significant risks involved in achieving outcomes The audit and risk committee supports the board in this role
	<ul style="list-style-type: none"> Review financial management resources, practices etc. to Identify priorities for additional training/supports 	Q2	<ul style="list-style-type: none"> Training needs analysis in financial management to be carried out annually Training programme on financial management developed and implemented
	<ul style="list-style-type: none"> Develop a FET TEL Strategy in line with the SOLAS FET TEL Strategy and Kerry ETB ICT Strategy 	Q3	<ul style="list-style-type: none"> FET TEL Strategy to be approved by the Kerry ETB Board
SS 9.4 PDA 2.2 PDA 2.6	<ul style="list-style-type: none"> Publication of CPD Overall Plan for 2021 	Q1 - Q4	<ul style="list-style-type: none"> CPD plan and opportunities to be made available on the policy SharePoint
	<ul style="list-style-type: none"> Further develop the 'Wellbeing' section on the Policy SharePoint 	Q3	<ul style="list-style-type: none"> Wellbeing Section of the Policy SharePoint to be accessible to all staff Section to include additional information EAP, events etc.
SS 9.5 PDA 1.5	<ul style="list-style-type: none"> Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff 	Q1 - Q4	<ul style="list-style-type: none"> Development of an integrated Junior Cycle Wellbeing curriculum in all schools Enhancement of the RSE programme across all schools Continued provision and further development of SST Training.

PRIORITY	ACTION	TARGET	PERFORMANCE INDICATOR
SS 9.6 PDA 2.4	<ul style="list-style-type: none"> Further embed good health and safety practices across the scheme 	Q1 - Q4	<ul style="list-style-type: none"> Health and Safety Officer to carry out site checks and ensure all risk assessments are up to date Minimum of four Health and Safety Statement reviews to take place with Directorate throughout the year
SS 9.7 PDA 2.2	<ul style="list-style-type: none"> Develop programmes and resources to support Continuous Professional Development for programmes 	Q1 - Q4	<ul style="list-style-type: none"> The ongoing provision of training and resources for section 44 Committees Ongoing CPD provision concerning Child Protection and Safeguarding Identification and provision of training relating to Wellbeing at Junior Cycle Provision of CPD concerning RSE programme Provision of training concerning Student Support Teams
SS 9.8	See the major capital programme section below (Appendix 1)		
SS 9.9 PDA 1.6	<ul style="list-style-type: none"> Separation of Kerry College Listowel Campus from Listowel Post Primary 	Q3 - Q4	<ul style="list-style-type: none"> New Kerry College Listowel Campus Facility established
	<ul style="list-style-type: none"> Capital acquisition and development of new Kerry College Campus, Apprenticeship Facilities in Tralee 	Q3 - Q4	<ul style="list-style-type: none"> Expansion of apprenticeship facilities in Tralee town Greater economies of scale achieved
	<ul style="list-style-type: none"> Gaelcholáiste Nua building project progressed 	Q1	<ul style="list-style-type: none"> Main Contractor appointed and onsite Q1
	<ul style="list-style-type: none"> Causeway Comprehensive School extension progressed 	Q1 - Q4	<ul style="list-style-type: none"> Completion of Pre Stage 1 Report Progress to Stage 2A by Q4
	<ul style="list-style-type: none"> Car Parking Facilities at the rear of Kerry College Clash 	Q1 - Q3	<ul style="list-style-type: none"> Submission of tender Q1 Completion by Q3

5 / Implementation and Monitoring Provisions

Kerry ETB recognises that a key deterrent of effective strategy implementation is a set of indicators to monitor the organisation's performance. Implementation reporting templates were developed for each of the three pillars to allow the organisation to plan, record and publish annually our progress in implementing the Strategy Statement.

For each strategic objective in 2021 measurable actions and criteria for success were identified and aligned to each of the three pillars. A Person of Responsibility (POR) was also identified to ensure the achievement of objectives and actions as identified.

These measures support the following:

- Effectiveness reporting,
- Monitoring of inputs and outputs,
- Monitoring outcomes/targets.

Each pillar aligns activity with the *Service Plan 2021* on the quarter (four times annually) through the completion of the *Implementation Reports*. This reporting approach assists Kerry ETB to monitor progress towards the realisation of the Strategy Statement more effectively and efficiently. The implementation reports also allow for more comprehensive, valid and reliable data on our services throughout the year. Performance metrics and findings are always shared with stakeholders to improve planning throughout the year and to highlight the contribution of education and training in Kerry.

SAMPLE IMPLEMENTATION REPORT			
Goal 1: Nationally and Internationally Recognised and Quality Assured Programmes			
<i>Focus: Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.</i>			
Actions (What we will do)	Service Plan 2021	Achieved in 2020	Comment
1. Review our current education and training programmes and course offerings to ensure that they are aligned with the National Framework for Qualifications and are internationally recognised			
2. Continue to ensure that appropriate school planning and school self-evaluation procedures and processes are implemented in all of our post-primary schools.			
3. Continue to support the effective development and implementation of the National Quality Standards Framework for the youth sector.			
4. Ensure the consistent implementation of quality assurance procedures in all of our education and training programmes at all levels.			
5. Continue to prepare our schools /colleges /centres for external inspections, advisory and quality assurance monitoring visits and ensure the effective implementation of therecommendations/ outcomes of these inspections /visits.			

Figure 5: Draft Implementation Report

6 / Evaluation of Non-Core Services - CL0003/2019

The Education and Training Boards Act 2013 sets out certain actions which cannot be undertaken without the approval of the Minister for Education (e.g. the acquisition of land, borrowing). Therefore ETBs are required to obtain, in advance, the written approval of the Department before providing a new programme or activity:

- a) *Which is not one of its core services (i.e. the provision of primary, post-primary, PLC and further education), or*
- b) *Which it considers to be within its core services, or associated core services, but which is not already established and funded by the Department.*

In line with the provisions of Circular Letter 0003/2019, Kerry ETB should evaluate existing non-core services and communicate same to the Board and the Department through the Service Plan on an annual basis.

Music Generation

Music Generation Kerry offers a unique and transformative opportunity for Kerry ETB to increase and enhance music provision in schools, campuses and youth environments across the county. Throughout 2020, though all delivery moved online, there was no shortage of activity to report. Some initiatives to highlight include Song Writing Workshops and Camps, a Music Summer School, Mid-term Courses (including Junior and Senior Ukulele), Online Music Technology programmes, the establishment of Instrumental/Songwriting Hub and a Primary School programmes which boasted 235 participants.

Local Creative Youth Partnership

The Local Creative Youth Partnership (LCYP) is a national pilot project, funded through the Department of Education and Creative Ireland and Kerry ETB is currently the lead partner in the rollout of the programme in county Kerry. The objective of the Kerry LCYP is to enhance child and youth creativity by working collaboratively across organisations and communities in the county. Following evaluation of the initiative in line with CL0003/2019 in 2020, Kerry ETB decided to move to an SLA delivery type model with the creative programme delivered by Youth Service Providers in line with SLA requirements. Transition to this model will be finalised by the end of Quarter 1, 2021.

Wellbeing Kerry

In 2019 Kerry ETB received approval from the Department of Education for the provision of the self-financing programme, Wellbeing Kerry. Wellbeing Kerry aims to deliver social, personal and health education support to primary and post-primary schools through the provision of training for the Student Support teams. From January 1st 2021, Kerry ETB decided to mainstream the Wellbeing Kerry, with the focus solely on Kerry ETB schools (post-primary) going forward.

7 / Kerry ETB Risk Appetite Statement 2021

The Kerry ETB Board on October 17th 2020 approved the following Risk Appetite Statement for 2021.

Risk Appetite Statement

This risk appetite statement specifies the amount of risk we are willing to pursue, seek, accept or tolerate in the pursuit of our mission and priorities. In acknowledging the nature and diversity of Kerry ETB's activities, the following table outlines diagrammatically the appetite for risk across key activities and risk categories, as agreed by the governance and leadership team/s.

Risk Category/Activity	Unacceptable to take risk Higher willingness to take risks									
	1	2	3	4	5	6	7	8	9	10
1. Financial										
2. Strategic										
3. Operational										
4. New Technology/ Approached to Teaching & Learning										
5. Reputational										
6. Compliance										
7. Environmental										

Kerry ETB's appetite for risk across its activities is provided in the following statements:

Financial: Kerry ETB aims to maintain its long-term financial viability and its overall financial strength. The ETB has no appetite for risk in terms of activities that would disrupt its sound financial base or divert from allocated funding provision.

Strategic: To achieve its objectives, Kerry ETB must be willing to take and accept risk. The ETB has a moderate appetite for investment risk that will further grow its educational provision. The ETB will ensure that potential benefits and risk are fully understood before developments are agreed upon and that appropriate measures to mitigate risk are established.

Operational: Kerry ETB aims to minimise any losses caused by inadequate or failed internal processes, human error, systems or external events. Operational risk includes fraud, employment practices, business practices and processes, damage to physical assets, business disruption and systems failures.

New Technology/Approaches to teaching and learning: Kerry ETB continues to scan for and invest in new and refined technology platforms as part of enriching the learning experience for students/learners and staff. Investment in new systems e.g. MS platforms, and in the facilities within the schools/centres is ongoing and planned programmes for upgrades and maintenance are undertaken on a phased basis. The adoption of alternative methods of classroom delivery including recording and streaming are assessed particularly where this supports are blended learning.

Reputational: It is regarded as critical that Kerry ETB preserves its high reputation. The ETB, therefore, has a low appetite for risk in the conduct of any of its activities that could put its reputation in jeopardy, leading to undue adverse publicity, or could lead to loss of confidence by the public and the Government.

Compliance: Kerry ETB is committed to maintaining the highest standards of integrity, compliance, and ethics. The ETB has no appetite for any breaches of the law, regulation, professional standards, ethics, bribery, or fraud.

Environmental: Kerry ETB aims to make a significant, sustainable and socially responsible contribution to all the communities within which it operates. It recognises that this involves an increased degree of risk and is comfortable in accepting this risk, subject to always ensuring that potential benefits (and risks) are fully understood before developments are authorised and that sensible measures to mitigate risk are established.

Appendix I / Projected Receipts and Expenditure

KERRY EDUCATION AND TRAINING BOARD Projected Receipts and Expenditure

	Year Ended 31/12/2021 (Estimate)	Year Ended 31/12/2020 (Pre Audit)
	Total	Total
	€	€
RECEIPTS		
Schools & Head Office Grants	27,619,930	26,677,889
Primary School Grants	79,190	95,774
Further Education and Training Grants	35,702,488	33,228,868
STUDENT SUPPORT SERVICES GRANTS		
Youth Services Grants	751,005	749,836
Agencies & Self-Financing Projects	2,000,000	1,940,541
Capital	18,908,120	3,202,595
	85,060,733	65,895,503
PAYMENTS		
Schools & Head Office	27,633,194	26,288,051
Primary School	97,950	109,097
Further Education and Training	35,702,488	32,427,698
STUDENT SUPPORT SERVICES		
Youth Services	751,005	784,018
Agencies & Self-Financing Projects	2,000,000	2,017,982
Capital	16,568,545	1,755,797
	82,753,182	63,382,643
Cash Surplus / (Deficit) For Period	2,307,551	2,512,860

KERRY EDUCATION AND TRAINING BOARD

School and Head Office Payments

	Year Ended 31/12/2021 (Estimate)	Year Ended 31/12/2020 (Pre Audit)
	Total €	Total €
Schools & Head Office Payments		
PAY		
Instruction	€22,186,266	€20,728,528
Administration	€2,254,130	€2,458,270
Maintenance	€566,876	€653,538
	€25,007,272	€23,840,336
NON PAY		
Instruction	€125,976	€43,387
Administration	€545,896	€725,791
Maintenance	€727,862	€751,761
	€1,399,734	€1,520,939
ASSOCIATED PROGRAMMES		
School Services Support Fund	€259,063	€222,046
DEIS Grant & Home School Liaison (incl. Summer Programme)	€0	€63,331
Book Grant	€87,477	€78,892
Junior Certificate School Programme	€17,100	€16,925
Transition Year	€21,565	€12,408
Leaving Cert Applied	€8,546	€4,637
Traveller Capitation	€13,878	€8,527
Special Class Grant	€804	€359
Physics, Chemistry, and Science	€2,353	€2,176
ICT Infrastructure	€190,608	€109,442
DES approved special needs equipment grant	€0	€25,741
Leaving Cert Computer Science	€0	€144
Creative Youth Programme	€150,000	€123,930
Bus Escort	€21,000	€20,339
Covid 19 Support Grants	€383,120	€233,553
DES/ESBS Shared Services Project	€70,674	€4,326
	€1,226,188	€926,776
	€27,633,194	€26,288,051
Primary School	€97,950	€109,097

**KERRY EDUCATION AND TRAINING BOARD
Further Education and Training Payments**

FURTHER EDUCATION AND TRAINING PAYMENTS	Year Ended 31/12/2021 (Estimate) Total	Year Ended 31/12/2020 (Pre Audit) Total
FURTHER EDUCATION	€	€
VTOS	€2,551,889	€2,430,990
Youthreach	€2,296,790	€2,371,263
Back to Education Initiative	€639,708	€776,653
Adult Literacy	€695,611	€649,080
Community Education	€254,788	€250,839
Adult Education Guidance Service	€150,890	€174,506
Intensive Tuition	€10,000	€9,740
DEIS Family Literacy	€5,000	€5,237
Legacy/SOLAS Admin Support/ONP/FET Operational Costs	€2,979,685	€2,190,713
Further Education and Training Centres	€980,000	€1,034,148
Quality Assurance & Curriculum Unit	€600,000	€590,239
Skills For Work	€10,000	€35,324
ESOL	€92,000	€88,360
PLC (Solas Funded)	€5,976,046	€3,657,345
Learner Support	€100,000	€100,009
Co-operation Hours	€167,978	€165,911
Technology Enhanced Learning (TEL)	€92,245	€88,374
Innovation Fund (OEC)	€790,000	€377,343
Course Recruitment Unit	€401,571	€375,917
	€18,794,201	€15,371,991
TRAINING		
Specialist Training Providers (STP)	€2,650,896	€2,497,562
Bridging Foundation & Skills Training	€2,509,062	€2,319,912
Community Training Centres	€878,688	€823,972
Staff & Operations	€2,969,763	€3,208,266
Traineeships	€2,937,658	€3,177,098
Apprenticeship	€3,088,802	€2,687,642
Operating Costs	€1,297,400	€1,709,361
Evening Courses	€290,000	€287,532
Disadvantaged Students IT Grant	€0	€60,826
Skills to Advance	€250,000	€93,968
APA Apprenticeship 2016+	€36,018	€189,568
	€16,908,287	€17,055,707
	€35,702,488	€32,427,698

KERRY EDUCATION AND TRAINING BOARD STUDENT SUPPORT/YOUTH SERVICES PAYMENTS

	Year Ended 31/12/2021 (Estimate) Total	Year Ended 31/12/2020 (Pre Audit) Total
STUDENT SUPPORT SERVICES PAYMENTS	€	€
Grants and Scholarships	€0	€0
	€0	€0
YOUTH SERVICES PAYMENTS		
Disadvantaged Youth Grant (SPY Grant)	€438,657	€392,397
Youth Work Act (Youth Work Development Plan)	€133,538	€122,268
Youth Work Capital	€0	€25,890
Youth Information	€118,569	€102,871
Youth Employability Initiative	€0	€65,000
LGBTI + Initiatives	€0	€7,750
Youth Club Grant Scheme	€60,241	€60,143
Youth Club Equipment Grant Scheme	€0	€7,699
	€751,005	€784,018

KERRY EDUCATION AND TRAINING BOARD

Capital Programme - Receipts and Payments

CAPITAL

Year Ended 31/12/2021

(Estimate)

Total

RECEIPTS

€

Dept. Education & Skills	€16,111,845
SOLAS	€2,796,275
Other	€0
Total	€18,908,120

PAYMENTS

Tahilla CNS	Replacement of Windows/Mould Remediation.	€55,000
Causeway Comprehensive School	Remedial Works to Boiler	€8,000
Killorglin Community College	Replacement of Dust Extraction System – Construction Studies Room	€77,078
Castleisland Community College	Replacement of Dust Extraction System – Construction Studies Room	€84,000
Colaiste na Sceilge	Replacement of Dust Extraction System – Construction Studies Room	€77,000
Colaiste na Ríochta	Replacement of Dust Extraction System – Construction Studies Room	€75,215
Colaiste na Ríochta	Upgrade of Heating System	€109,477
Killarney Community College	Replacement of Sports Hall Floor	€62,350
Colaiste Gleann Lí	Replacement of Extraction System – Engineering Room	€57,000
Colaiste Gleann Lí	Upgrade of Heating System	€24,000
Gaelcholaiste Chiarraí	Roof Works	€6,542
Colaiste na Ríochta	Water Tank Upgrade	€1,416
Colaiste Gleann Lí	Pedestrian Entrance	€5,346
Colaiste na Sceilge	Ventilation Works	€3,904
Colaiste na Ríochta	Furniture & Equipment	€82,000
Colaiste na Ríochta	Installation of Prefabs	€187,000
Causeway Comprehensive School	School Extension	€220,000
Listellick National School	New School	€2,200,000
St.Olivers National School	School Extension	€195,000
Gaelcholaiste Chiarraí	New School	€9,399,900
Killarney Community College	ASD Unit	€25,000
Coláiste Gleann Lí	Separation Project / SNU / EWS	€62,043
Pobail Scoil an Ghleanna	Resurfacing Works	€27,000
Killarney Community College	Roof Works	€138,000
Causeway Comprehensive School	Roof Works	€145,000
Colaiste na Sceilge	Equipment Replacement	€107,000
Castleisland Community College	Equipment Replacement	€88,000
PostPrimary Schools	Equipment Replacement - Construction Studies	€250,000
O Connell Adult Education Centre	Refurbishment of Centre	€650,000
Kenmare Adult Education Centre	Asbestos Roof Replacement	€150,000
Kerry College	Refit & Refurbishment	€21,131
Kerry College	Electrical Installation Block E	€5,143
SOLAS Capital Projects	Capital Funding Scheme	€1,970,000
Total		€16,568,545

Appendix II / Kerry ETB Strategy Statement 2018-2022: Goals and Objectives

GOAL 1: Nationally and Internationally Recognised and Quality Assured Programmes

Focus: Designing and delivering education and training programmes that are nationally and internationally certified, recognised and quality assured.

1. Review our current further education and training programmes and course offerings to ensure that they are aligned with the National Framework for Qualifications and are internationally recognised.
2. Continue to ensure that appropriate school planning and school self-evaluation procedures and processes are implemented in all of our post-primary schools.
3. Continue to support the effective development and implementation of the National Quality Standards Framework for the youth work sector.
4. Ensure the consistent implementation of quality assurance procedures in all of our education and training programmes at all levels.
5. Continue to prepare our schools/colleges/centres for external inspections, advisory and quality assurance monitoring visits and ensure the effective implementation of the recommendations/outcomes of these inspections/visits.

GOAL 2: Quality Teaching and Learning

Focus: Continually enhancing our teaching and learning capabilities and promoting a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.

1. Support and develop quality assurance Continuous Professional Development (CPD) strategies for all involved in programme delivery.
2. Support and resource inclusive/differentiated teaching and learning practices in all of our schools/colleges/centres/programmes.
3. Support the holistic development of students and learners by providing quality physical education at all levels i.e. primary, post-primary and further education and training.
4. Promote a culture of innovation and reflective practice including the development of learning networks, communities of practice and the sharing of best practice.
5. Integrate new and emerging technologies to enhance the quality of teaching and learning.
6. Create opportunities to facilitate students/ learners in actively planning and reviewing their learning.
7. Create a culture where both learner and staff excellence and achievements are celebrated.
8. Implement approaches to curriculum and programme development that emphasise customisation of content to the needs of learners, employees, communities and key regional skills priorities.
9. Ensure that all Kerry ETB students and learners can learn in a safe, modern learning environment.
10. Follow and promote national wellbeing guidelines and ensure adequate support for pupils, students and learners.

GOAL 3: Innovative Education and Training Responses

Focus: The development of innovative and creative solutions and responses to the learning and developmental needs of young people and adults in a changing society.

1. Continually respond to the changing demographics in Kerry and plan our service provision accordingly, where possible.
2. Effectively respond to the needs of employers and the economy through innovative and creative solutions.
3. Develop our capability to be responsive to the challenges of a multicultural society.
4. Continue to renew and develop new responses to enhance engagement in education and training activities.
5. Promote the use of flexible learning opportunities including online, blended, semesterised and evening programme provision.
6. In collaboration with SOLAS and in line with the Further Education and Training Strategy 2014- 2019 identify and provide education and training programmes to prepare young people and adults for progression and future employment opportunities.
7. Encourage and resource the development of strategies to address the challenges that students may face transitioning from the primary school system into our post-primary schools and colleges.
8. Continue to support the development of needs-based youth work responses in Kerry.

GOAL 4: Access and Progression

Focus: Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.

1. Recognise prior learning in line with national guidelines to facilitate access to education and training programmes.
2. Provide education and career guidance support to learners to maximise access and progression opportunities.
3. Enhance our learner enrolment strategies within FET to optimise learner placement, participation and retention on programmes.
4. Utilise technology more effectively to track learner progression and outcomes.
5. Implement strategies and commit resources to ensure that core literacies (literacy, numeracy, critical thinking, digital and computer literacy and employability skills) are embedded within all of our programmes and courses.
6. Develop and implement a suite of learner supports including disability supports, placements and referrals to other agencies to address barriers to participation, retention and progression..

GOAL 5: Develop Productive Partnerships

Focus: Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry.

1. Continue to develop effective relationships with employer bodies, trade unions and other relevant organisations to provide quality work experience and placements for our students and learners.
2. Continue to work in close partnership with the Department of Education and Skills, Department of Children and Youth Affairs, Department of Social Protection, TUSLA, SOLAS, QQI and ETBI.
3. Continue to work in close partnership with relevant unions to enhance the quality of services that we deliver.
4. Continue to review and amend where appropriate our partnership processes, protocols and procedures.
5. Develop new and continue to have strong relationships with other relevant statutory bodies and voluntary youth and community organisations to enhance our services to youth.
6. Develop relationships with relevant international agencies and partnerships through European Union programmes.
7. Work in conjunction with Kerry Recreation and Sports Partnership to realise greater participation in sport and physical activity.
8. Work in partnership with relevant Arts bodies to promote arts in education.
9. Develop links with employers to ensure effective responses to their needs in a changing economy.
10. Work in close partnership with the Local Community Development Committee to ensure a more joined-up approach to the implementation of local and community development programmes.

GOAL 6: Stakeholder Engagement

Focus: Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.

1. Review and enhance student councils in each of our schools, colleges and centres.
2. Review and enhance parent councils in each of our schools, colleges and centres.
3. Continue to develop and implement customised and inclusive consultation mechanisms with all of our stakeholders.
4. Engage in strategic dialogue with SOLAS to implement national and local strategies for further education and training.
5. Continue to utilise the feedback from stakeholders to inform the types of services we provide and to enhance current provisions.
6. Continue to enhance our employer engagement strategy to realise a more effective alignment of the needs of employers with our skill development strategies.
7. Continue to dialogue with awarding bodies including QQI to enhance the learning opportunities available to our learners.
8. Engage effectively with our staff to enhance service quality, build competencies and capabilities and achieve excellence in our people management.
9. Measure our stakeholder engagement activities to encourage joined-up planning and delivery of programmes and services to meet needs of Kerry.

GOAL 7: Effectiveness and Accountability in Governance and Leadership

Focus: Ensure our strategic objectives are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.

1. Review current internal communications, refine and develop a coherent internal communication strategy that communicates our strategic goals, clarifies organisational structures, roles and responsibilities at all levels and highlights decision-making processes.
2. Review and improve structures and processes to enhance the effectiveness of our organisation and how well we communicate with all stakeholders.
3. Review and enhance our current human resources practices and policies to meet the strategic needs of Kerry ETB.
4. Develop our leadership, management and supervisory capabilities and competencies to realise our strategic goals.
5. Enhance our resource planning and operational management capacity at all levels of the organisation. We will utilise training, CPD and more appropriate organisational structures.
6. Enhance our management information systems to provide up-to-date, relevant and accurate data throughout our organisation to enhance planning, service provision and fit with our strategy.
7. Continue to develop the strategic compliance and governance capabilities of our Board and associated committees.
8. To promote a culture of continuous improvement and reflective practice.

GOAL 8: Marketing, Branding and Communication

Focus: Effectively market our services, develop our brand and communicate with all of our stakeholders.

1. Audit and review all current Kerry ETB communication and public relations strategies and mechanisms.
2. Establish a dedicated communications function within Kerry ETB to enhance internal and external communications.
3. Develop a Kerry ETB public relations and marketing strategy to enhance advertising, branding and learner recruitment.
4. Implement the Kerry ETB Scéim Teanga.
5. Develop a strategy to make more effective use of social media technology to brand and promote the organisation.
6. Develop an extensive Kerry ETB App for use by internal and external audiences.
7. Map out the wide range of learner progression options within Kerry ETB programmes.
8. Develop and prepare appropriate publications in a variety of accessible formats for students and parents that explain the award system, the awarding body, the assessment required to achieve the award and the progression options associated with the award.
9. Enhance the overall internal and external communications approach...

GOAL 9: Enhancing the Working and Learning Environment

Focus: Continually develop and enhance the training and development opportunities and facilities available to staff, and improve the environment in which staff work and learners learn.

1. Achieve Excellence Through People accreditation across the organisation.
2. Conduct an organisational review focusing on policies, structures and roles to ensure a good fit with the education and training strategy for Kerry ETB.
3. Continue to design and deliver specific training and development programmes to meet needs identified through the performance management process.
4. Continue to support the staff welfare scheme and support staff career development and job transfer opportunities.
5. Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff.
6. Maximise and improve the use of our facilities and undertake regular health and safety audits to maximise the quality of the work and learning environments.
7. Develop programmes and resources to support Continuous Professional Development for programmes.
8. Ensure, within the resources provided, that each of our buildings is appropriate to the needs of the services provided.
9. Prioritise capital/building projects that support greater integration on the delivery of Further Education and Training Programmes.

Appendix III / List of Figures and Appendices

Number	Name
Figure 1	Kerry ETB Centre Locations
Figure 2	Kerry ETB Core Values
Figure 3	Organisational Structure
Figure 4	Kerry ETB Strategy Statement - 9 Strategic Goals
Figure 5	Draft Implementation Report

Term	Definition
ABE	Adult Basic Education
BOM	Board of Management
BTEI	Back to Education Initiative
CL	Circular Letter
CNS	Community National School
CPD	Continuous Professional Development
CTC	Community Training Centre
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DEIS	Delivering Equality of Opportunity in Schools
DoE	Department of Education
DPER	Department of Public Expenditure and Reform
DSEL	Developing Schools Enriching Learning
EAL	English as an Additional Language
ESBS	Education Shared Business Services
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education & Training
HR	Human Resource
ICT	Information and Communication Technology
IELTS	International English Language Testing System
KRSP	
LCDC	Local Community Development Committees
LCYP	Local Creative Youth Partnership
LGBTI+	Lesbian, Gay, Bisexual, Transgender and Intersex
MOU	Memorandum of Understanding
MS	Microsoft
NQSF	National Quality Standards Framework (for Youth Work)
OS&D	Organisation Support and Development

Term	Definition
PDA	Performance Delivery Agreement
PE	Physical Education
PLC	Post Leaving Certificate
PLSS	Programme Learner Support System
POR	Person of Responsibility
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
RDP	Recognised Prior Learning
RSE	Relationships and Sexuality Education
SEN	Special Educational Needs
SIC	Statement of Internal Controls
SLA	Service Level Agreement
SNA	Special Needs Assistant
SSE	School Self Evaluation
SST	Student Support Team
TEL	Technology Enhanced Learning
VEC	Vocational Education Committee
VTOS	Vocational Teaching Opportunities Scheme
WAN	Wide Area Network
WSE MLL	Whole School Evaluation - Management, Leadership and Learning.

Kerry ETB Premises

Head Office Accommodation

Centrepoint

Primary (Community National Schools)

Scoil an Ghleanna Pobal Scoil Náisiúnta

Tahilla Community National School

Two Mile Community National School

Post-Primary

Castleisland Community College

Causeway Comprehensive School

Coláiste Gleann Lí

Coláiste na Ríochta

Coláiste na Sceilge

Gaelcholáiste Chiarraí

Killarney Community College

Killorglin Community College

Kerry College of Further Education and Training

Kerry College, Admissions Office

Kerry College, Clash Road Campus

Kerry College, Denny Street Campus

Kerry College, Listowel Campus

Kerry College, Monavalley Campus

Kerry College, National Outdoor Education and

Training Campus, Cappanalea (including Killarney

National Park Education Centre)

Further Education and Training

An Tóchar FET Centre

Ionad Breisoideachais agus Oiliúna an Daingin

Kenmare FET Centre

O'Connell FET Centre

Tech Amergin FET Centre

Vocational Training Opportunity Scheme (VTOS)

Killarney VTOS

Killorglin VTOS

Listowel VTOS

Tralee VTOS

Adult Literacy and Basic Education

Castleisland Community Centre

Killarney ABE Centre

Killorglin ABE Centre

Listowel ABE Centre

Tralee ABE Centre

Youthreach

Killarney Youthreach

Listowel Youthreach

Tralee LCA Youthreach

Tralee Youthreach

Sports Centre

Tralee Regional Sports and Leisure Company

Limited by Guarantee



School	Kerry ETB Representation on Board of Management
Pobalscoil Inbhear Scéine	3
Pobalscoil Chorca Dhuibhne	3
Scoil Phobail Sliabh Luachra	3