



**Annual Report**

**2022**

**Kerry ETB Board**

Councillor Aoife Thornton

Councillor Cathal Foley

Councillor Deirdre Ferris

Councillor Fionnán Fitzgerald

Councillor Jim Finucane (Chairperson)

Councillor Johnnie Wall

Councillor Marie Moloney

Councillor Maura Healy-Rae

Councillor Michael Cahill

Councillor Niall O'Callaghan

Councillor Norma Moriarty

Councillor Terry O'Brien (Deputy Cathaoirleach)

Ms Tara Donoghue

Mr Niall Lucey

Ms Celia O'Shea

Mr Joseph Brennan

Ms Joan McCrohan

Mr John O'Roarke

Ms Maria O'Gorman

Mr Tim Daly

Mr Zaid Kassoob

**Kerry ETB Executive**

Mr Colm McEvoy Chief Executive

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

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**Foreword from Our Chairperson and Chief Executive**

We are pleased to welcome you to the **Kerry Education and Training Board (Kerry ETB) Annual Report 2022.** This reporthas been compiled as per the provisions of Section 28 of the Education and Training Boards (ETB) Act 2013.

2022 marked a pivotal year for our organisation as we emerged from the COVID-19 pandemic that had profoundly impacted our work and social environment since March 2020. With the welcomed announcement of the easing of many of the COVID-19-driven public health measures from January 22nd, 2022, Kerry ETB transitioned back to a largely pre-pandemic work environment throughout the year. This transition in 2022 was welcomed following almost two years of working and living in an environment largely shaped by the pandemic.

Throughout this report, you will find details about Kerry ETB’s achievements and milestones during a busy and transformative year for our organisation. As detailed in this report, the work of the organisation pivots around the three key pillar areas, namely:

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

Throughout 2022, our collective work fully aligned with the Strategy Statement 2018-2022 and the Service Plan 2022, with implementation monitored and recorded through the agreed implementation reporting templates. Significant progress has been made across our nine strategic goals, as detailed in the “Statement of Services” section of this report. Particularly noteworthy in 2022 was the work carried out by the newly established Regional Education and Language Team (REALT) and staff across the organisation to assist and support international applicants arriving in Ireland.

A major organisation-wide project that was advanced substantially in 2022 was the development of Strategy Statement 2023-2027. All staff and stakeholders worked together throughout the calendar year to document our shared vision for the next five years, following a “future back“ methodology. This work culminated in a final strategy structured around five goals underpinned by six themes (included).

Strategy Statement 2023-2027 will be published in 2023.



As demonstrated in this annual report, our achievements are true examples of an organisation unified in establishing a lifelong and life-wide learning society in Kerry. Looking ahead, we will continue to emphasise the importance of implementing and communicating the Public Sector Equality and Human Rights Duty and our shared core values, fostering improved synergies within the organisation while remaining mindful of sustainability in our systems, processes, and behaviours.

Throughout 2022, the work of the Executive was supported by the members of the Board, Section 44 and Section 45 committees. The Executive is very appreciative of this ongoing support, and we wish to thank all the Board and subcommittee members for their continued commitment to the organisation.

On behalf of the Board and Executive, we wish to thank the three directors, management, staff, learners, parents and other invaluable stakeholders for your continued support of Kerry ETB – our shared community.

We wish all our staff, learners, and stakeholders continued success in 2023 as we continue to work together to build your future in line with Strategy Statement 2023-2027.

***Councillor Jim Finucane Mr Colm McEvoy***

***Chairperson Chief Executive***

**Kerry ETB Board Statement**

Kerry ETB was established under the ETB Act 2013 and is responsible and accountable for the proper direction and control of its functions in the Kerry local authority area.

Kerry ETB complies with the Code of Practice for Governance of Education and Training Boards, Department of Education Circular Letter 0002/2019. The purpose of the code is to ensure that the principles of good governance and management are applied by Kerry ETB.

**Functions of the Board**

Decisions taken by the Board are reserved functions and are set out in Section 12 (2) of the ETB Act 2013 and Circular Letter 0002/2019, with a full schedule set out in Appendix A of the code. Decisions not specified in the code are deemed executive functions of the Chief Executive. The Board is satisfied that the Chief Executive delegates functions where appropriate and in accordance with the ETB Act 2013.

**Responsibilities of the Board**

The Board is responsible for keeping proper books of account which disclose with reasonable accuracy at any time the financial position of the Board and which enable it to ensure that the Annual Financial Statements (AFS) comply with Section 51 of the ETB Act 2013. The Board is also responsible for safeguarding its assets and for taking reasonable steps for the prevention and detection of fraud and other irregularities. The Board considers that the AFS properly present the income and expenditure of the Board and the state of affairs of the Board.

In preparing those accounts, the Board is required to:

1. Apply the standard accounting policies for the preparation of ETB financial statements
2. Make judgements and estimates that are reasonable and prudent
3. Disclose and explain any material departures from the standard accounting policies

In 2022, the Board approved the following:

* Annual Report
* Financial Statements
* Service Plan
* Attendance of members at conferences
* Acquisition, holding and disposal of land or interest in accordance with Department regulations

In addition, the Board ensured accurate records were kept of meetings and decisions.

The Board ensures the governance structure is such that it can effectively fulfil its duties. Board members lead by example, setting a good governance tone and culture for the entire organisation. Collectively, the Board is responsible for the strategic direction and management of the organisation and overseeing the work of the executive.

The Board always brings an informed, independent judgement on both performance and conformance.

**Board Meetings**

During the year, the Board met on thirteen occasions, with details of attendance outlined in the table below:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1: Board Member Attendance**  | **Nominating Body** | **01.02** | **22.02** | **31.03** | **10.05** | **14.06** | **12.07** | **27.09** | **15.11** | **06.12** | **Total****No. of****Meetings****Attended** |
| Cllr Michael Cahill | Kerry County Council | X | X |  | X |  | X | X |  | X | 6/9 |
| Cllr Johnnie Wall | Kerry County Council |  | X | X | X | X | X | X | X | X | 8/9 |
| Cllr Cathal Foley | Kerry County Council |  |  | X |  |  |  |  | X | X | 3/9 |
| Cllr Jim Finucane (C) | Kerry County Council | X | X | X | X | X | X | X | X | X | 9/9 |
| Cllr Fionnán Fitzgerald | Kerry County Council | X | X | X |  | X | X | X | X |  | 7/9 |
| Cllr Deirdre Ferris | Kerry County Council | X  | X  | X  |  | X  | X  | X  | X  | X  | 8/9 |
| Cllr Maura Healy Rae | Kerry County Council | X | X |  |  |  | X |  | X |  | 4/9 |
| Cllr Marie Moloney | Kerry County Council | X | X | X | X | X |  | X |  |  | 6/9 |
| Cllr Norma Moriarty | Kerry County Council | X | X | X | X | X | X | X | X |  | 8/9 |
| Cllr Terry O'Brien (VC) | Kerry County Council | X | X | X |  |  | X | X | X |  | 6/9 |
| Cllr Niall O'Callaghan | Kerry County Council | X | X | X | X | X |  | X | X | X | 8/9 |
| Cllr Aoife Thornton | Kerry County Council | X  | X  | X  | X  |  | X  |  | X  | X  | 7/9 |
| Mr Joseph Brennan | Staff  | X | X | X | X |  |  | X | X | X | 7/9 |
| Ms Celia O'Shea | Staff  | X  | X  | X  | X  | X  | X  | X  | X  | X  | 9/9 |
| Mr Niall Lucey | Parent  |  | X | X | X | X |  | X |  | X | 6/8 |
| Ms Tara Donogue | Parent |  | X | X | X | X |  | X | X |  | 6/8 |
| Ms Maria O'Gorman | Special Interest[[1]](#footnote-2) | X | X | X |  | X | X | X | X | X | 8/9 |
| Mr Tim Daly | Special Interest[[2]](#footnote-3) | X | X | X | X |  |  | X |  | X | 6/9 |
| Mr John O'Roarke | Special Interest[[3]](#footnote-4) | X |  |  | X | X |  | X |  | X | 5/9 |
| Ms Joan McCrohan | Special Interest[[4]](#footnote-5) | X  | X  | X  | X  | X  |  | X  | X  | X  | 8/9 |
| Mr Zaid Kassoob | Special Interest[[5]](#footnote-6) | X | X |  | X |  | X | X | X | X | 7/9 |

**Subcommittees**

During the year, the Audit and Risk Committee met on four occasions, with details of attendance outlined in the table below:

|  |
| --- |
| **Table 2: Register of Attendance and Frequency of Meetings of the Audit and Risk Committee** |
| **Name** | **Nominee** | **01.03** | **19.05** | **14.09** | **17.11** | **Total****No. of****Meetings****Attended** |
| Mr John C. O’Connor | External | X | X | X | X | 4/4 |
| Councillor Jim Finucane | Kerry ETB |  | X |  |  | 1/4 |
| Councillor Norma Moriarty | Kerry ETB | X | X | X |  | 3/4 |
| Ms Maria O’Gorman | Kerry ETB |  | X |  |  | 1/4 |
| Mr Pádraig Ó Donnabháin | External | X | X | X | X | 4/4 |
| Mr John M. Naughton | External |  |  |  |  | 0/4 |
| Mr Gerard O’Donoghue | External |  |  | X | X | 2/4 |

During the year, the Finance Committee met on four occasions, with details of attendance outlined in the table below:

|  |
| --- |
| **Table 3: Register of Attendance and Frequency of Meetings of the Finance Committee** |
| **Name** | **Nominee** | **17.02** | **28.03** | **20.10** | **08.12** | **No. of Meetings attended** |
| Mr Brendan Tuohy | External | X | X | X | X | 4/4 |
| Councillor Aoife Thornton[[6]](#footnote-7) | Kerry ETB |  |  |  |  | 0/2 |
| Mr Zaid Kassoob[[7]](#footnote-8) | Kerry ETB | X | X |  |  | 2/3 |
| Councillor Deirdre Ferris | Kerry ETB | X |  | X | X | 3/4 |
| Ms Joan McCrohan[[8]](#footnote-9) | Kerry ETB | X |  |  |  | 1/3 |
| Mr Brendan Daly | External | X | X | X |  | 3/4 |
| Mr Karol Kissane | External | X |  | X |  | 2/4 |
| Councillor Terry O’Brien | Kerry ETB |  |  |  | 0 | 0/1 |
| Mr Noel Keenan | External |  |  |  | 1 | 1/1 |

**Risk Management**

The Board maintains active oversight of risk management and confirms that it has carried out an assessment of the principle risks and associated mitigation measures and reviewed the effectiveness of these measures in 2022. The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the Audit and Risk Committee. The Board also relies on the Internal Audit Unit and its reports, the Comptroller and Auditor General annual audit and any external audit such as a European Social Fund audit and/or Revenue audit. In addition, there is a review of internal controls performed yearly.

Risk management is a standing item at all Board meetings, and consideration includes:

* Risk reports from senior management, including the Chief Risk Officer
* Reports of the Audit and Risk Committee
* Changes in risk ratings
* Audit register

Details of the principle risks and associated mitigation measures or strategies have been included in the Statement of Internal Control (SIC) as part of the AFS, which will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairperson's Comprehensive Report.

**System of Internal Control**

The Board confirms that there has been a review of the effectiveness of the system of internal control and that the SIC, which is subject to change until the external audit is completed, has been included in the AFS for the year ended December 31st, 2022, which will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairperson’s Comprehensive Report that has been submitted to the Minister.

**Procurement Policy and Procedures**

The Board confirms that the organisation is adhering to the relevant aspects of the Public Spending Code and affirm adherence to the relevant procurement policy and procedures and the development and implementation of the Corporate Procurement Plan.

Non-compliance with Procurement Guidelines has been included in the AFS (page 6).

**Taxation**

The Board confirms that the ETB has complied with its obligations under tax law.

**Annual Financial Statements 2022**

The AFS for the year ended December 31st, 2022, are subject to audit by the Office of the Comptroller and Auditor General at the time of publication of the Annual Report 2022. Kerry ETB will publish the AFS within one month of receipt from the Comptroller and Auditor General.

Financial data concerning the following is included in the AFS:

* Details of non-salary related fees paid in respect of Board members analysed by category of fees
* Aggregate details of compensation of key management analysed by the following categories, including management compensation in total:
	+ Salaries and short-term employee benefits
	+ Post-employment benefits
	+ Termination benefits
* Key management compensation, if any;
* Details of the number of staff whose total staff benefits (excluding employer pension cost) for the reporting period fell between €0 and €59,999 and within each pay band of €10,000 and €60,000 upwards and an overall figure for total employer pension contributions.

**Gifts**

Kerry ETB received no gifts in 2022.

**Ethics in Public Office Act 1995 and Standards in Public Office Act 2001**

Board members and designated staff are required to provide annual disclosures of interest regarding issues that could materially influence the performance of functions. Disclosures and non-disclosures for 2022 were completed and forwarded to the Standards in Public Office Commission.

**Protected Disclosures**

The Protected Disclosures Act 2014 provides a framework within which staff can raise concerns regarding potential wrongdoing that has come to their attention in the workplace, knowing that they can avail of protections if they are penalised by their employer or suffer any detriment for doing so.

The Kerry ETB Protected Disclosure Policy works with national legislation to encourage and support staff in reporting potential wrongdoings, knowing their concerns will be taken seriously and their confidentiality respected.

As required under Section 22 of the Protected Disclosures Act 2014, Kerry ETB confirms that no protected disclosures were received to the end of 2022.

**Policy documents developed by the executive and approved by the Board (2022)**

* Adobe Sign Policy
* Annual Leave Policy and Procedure
* Child Safeguarding Policy and Procedure[[9]](#footnote-10) (Revision)
* Hospitality and Gifts Policy and Procedure (Revision)
* Purchase Card Policy and Procedure (Revision)
* Right to Disconnect Policy
* Risk Appetite Statement 2023
* Risk Management Framework (Revision)
* Risk Management Policy (Revision)
* Standing Orders (Revision)

**Freedom of Information Act 2014**

Kerry ETB continues to meet its obligations in relation to responding to Freedom of Information (FOI) requests. During the reporting period, Kerry ETB received seven requests in 2022.

**Corporate Social Responsibility**

Under Statutory Instrument 426 of 2014, European Union (Energy Efficiency) Regulations 2014, all public sector bodies are required to report annually on their energy usage and any actions taken to reduce consumption.

|  |  |  |
| --- | --- | --- |
|  | **2022 Consumption kWh** | **Emissions kgCO2** |
| **Electricity** | 2,178,438 | 713,625 |
| **Thermal** | 1,992,782 | 495,041 |
| **Transport** | 34,957 | 8,622 |
|  | **4,206,177** | **1,217,288** |

For further details on the implementation of the Kerry ETB Sustainability Strategy, please refer to “Our Strategic Reports” later in the document.

**Public Sector Equality and Human Rights Duty**

Section 42 of the Irish Human Rights and Equality Commission Act 2014: the Public Sector Equality and Human Rights Duty, requires public bodies to have regard for the need to eliminate discrimination, promote equality of opportunity, and protect human rights for staff and service users across all functional areas. The first step of the duty requires public bodies to prepare and make publicly available an assessment of the equality and human rights issues relevant to its functions for identified groups under the duty.

In 2022, Kerry ETB commenced work assessing the societal equality and human rights issues that may impact Kerry ETB both as a public service and an employer. The established cross-functional working group will lead this work and develop an action plan for the implementation of the duty thereafter. The membership of this group comprises management and staff across our core functions who will be responsible for leading initiatives that effectively implement the duty and promote equality and human rights across the organisation. In 2023, this document will be made publicly available in accordance with the requirements of Section 42 of the Act 2014.

In addition to the above, consideration of the duty has underpinned the process of developing Kerry ETB’s new Strategy Statement 2023-2027. Over the next five years, Kerry ETB is dedicated to providing high-quality services and making a meaningful impact in the communities that it serves, ensuring equality of outcomes for those most marginalised.

**Third-Party Arrangements**

Third-party arrangements in recent years are playing an increasingly crucial role in the strategic development of Kerry ETB. Third-party arrangements can support the delivery of services, provide access to knowledge and add overall value to the business of Kerry ETB.

In particular reference to grants, there are several grant agreements between Kerry ETB and non-commercial bodies, primarily in the community and voluntary sector, to provide services on behalf of the state.

The scale at which Kerry ETB engages with third parties is much larger now than in the past. The executive maintains a register of third-party arrangements to support its oversight role.

***Councillor Jim Finucane***

*Chairperson*

**Kerry ETB: Our Community**

**Community National Schools**

Scoil an Ghleanna Scoil Náisiúnta Phobail

Tahilla Community National School

Two Mile Community National School

**Post-Primary Schools**

Castleisland Community College

Causeway Comprehensive School

Coláiste Gleann Lí

Coláiste na Ríochta

Coláiste na Sceilge

Gaelcholáiste Chiarraí

Killarney Community College

Killorglin Community College

**Youth Development Office**

Local Creative Youth Partnership

Music Generation Kerry

**Kerry College of Further Education and Training**

Kerry College, Tralee Admissions Office

Kerry College, Killarney Admissions Office

Kerry College, Clash Road Campus

Kerry College, Denny Street Campus

Kerry College, Listowel Campus

Kerry College, Monavalley Campus

Kerry College, Killorglin Campus (OETC)

Pathway Programmes:

* Killarney
* Killorglin
* Listowel
* Tralee

Units:

* Business Support Unit
* Learner Support Unit

**Further Education and Training Centres**

An Tóchar Further Education and Training Centre

Ionad Breisoideachais agus Oiliúna an Daingin

Kenmare Further Education and Training Centre

O’Connell Further Education and Training Centre

Tech Amergin Further Education and Training Centre

**Adult Literacy and Basic Education Centres**

Caherciveen Adult Literacy and Basic Education Centre

Castleisland Adult Literacy and Basic Education Centre

Dingle Adult Literacy and Basic Education Centre

Kenmare Adult Literacy and Basic Education Centre

Killarney Adult Literacy and Basic Education Centre

Killorglin Adult Literacy and Basic Education Centre

Listowel Adult Literacy and Basic Education Centre

Tralee Adult Literacy and Basic Education Centre

**Youthreach**

Killarney Youthreach

Listowel Youthreach

Tralee Leaving Certificate Applied Youthreach

Tralee Youthreach

**Community Education**

**Regional Education and Language Team**

**Quality Assurance**

**Head Office**

Corporate, Capital and Technology

Human Resources

Finance

Units:

* Audit and Compliance
* Centralised Procurement and Purchasing
* Executive Support
* Irish Language

**Sports Centre**

Tralee Regional Sports and Leisure Company Limited by Guarantee

Kerry Education and Training Board (Kerry ETB) was established in 2013 in line with the ETB Act 2013. In accordance with this Act, vocational education committees across Ireland were dissolved, with all service delivery transferring to the 16 newly founded ETBs. Throughout this time, FÁS, the national agency responsible for apprenticeships and training programmes, was disbanded with its provision also integrating into these ETBs.

Kerry ETB exists to promote the development of a lifelong learning society in Kerry so that all who live here have access to education and training. Under the aegis of the Department of Education and SOLAS, we have been working for 10 years to support the population of Kerry to fulfil its potential and to meet its personal, social, cultural, economic and civic needs.

Kerry ETB differs from other education and training providers in that it delivers the full range of education and training services to learners of any age. Our wide-ranging services are delivered throughout the county and extend to include:

* Primary (community national school) education
* Post-primary (second-level) education
* Youthreach
* Further education and training
* Outdoor recreation and education
* Learner supports
* Regional Education and Language Team (REALT)
* Youth
* Creativity and music
* Irish language
* Corporate supports

Kerry ETB adopts a multifaceted approach and works with the Departments of Education, Further and Higher Education, Innovation and Science, Children, Equality, Disability, Inclusion and Youth, and SOLAS (The State Agency for Further Education and Training) to provide our services, also working with other local stakeholders across the community, voluntary, business, industry, education and commercial sectors. We provide services to your community, providing all services at the local level to meet local demands.

Kerry ETB is one of the largest education and training providers at this local level, amassing over 2,900 primary and post-primary students and 14,000 further education and training beneficiaries[[10]](#footnote-11) annually. It is because of these learners that the organisation is also one of Kerry’s leading employers, with circa 590 part-time and 670 full-time staff working across the full breadth of the county.

Kerry ETB also has designated charitable status (registered charity number: 20083243).

## **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 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.

## **Organisational Structure**

The Chief Executive is responsible for the executive management of the organisation 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, with each director formally delegated authority in their role as per Section 16 of the ETB Act 2013.

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

Figure 1: Organisational Structure

# Strategic Performance Framework

In creating and promoting the development of a lifelong learning society, Kerry ETB aims to deliver consistent, high-quality education and training services across County Kerry. We work to support and positively impact the local community.

The Kerry ETB Strategy Statement (2018-2022) highlights our key objectives (blue circle below) for the reporting period 2018 - 2022 (a complete list of goals and objectives is set out in Appendix I). These objectives incorporate the key priorities identified in the Performance Delivery Agreement between the Department of Education and Kerry ETB (grey circle below). Our strategic performance framework, therefore, is summarised as follows:



Figure 2: Strategic Reporting Framework

## **Our Reporting Model**

The Annual Report 2022 accumulates the 2022 implementation reporting templates developed for the Service Plan 2022 and each strategic document approved by the Board of Kerry ETB, i.e. Sustainability Strategy, ICT Strategy and the Scéim Teanga.

A key determinant of effective strategy implementation is ongoing monitoring of performance and the adaptability of actions and indicators to meet internal and external environment changes. Most notably, the delivery of our objectives is enabled by the organisation's culture, code of conduct, and core values underpinning our work to deliver strategic objectives.

The following Statement of Services has been completed and compiled by the ETB Senior Management. This process, as always, is carried out under the guidance and approval of the Board. Kerry ETB has mapped each Performance Delivery Goal to the Kerry ETB Strategy Statement Goals (Appendix II).

**Statement of Services**

**Kerry ETB/Department of Education Performance Delivery Goals**

|  |
| --- |
| **Optimise Student/Learner Experience** |
| **Priority Identified**  | **Action Identified** | **Performance Indicator** | **Outcomes (2022)** |
| **Provide a positive learning experience for all learners, including those from marginalised groups** | Traveller Education Policy commencedRenewed focus on enrolments/strategic links with primary schools, particularly concerning SEN/EAL/DEIS students | Traveller Education Policy implemented | Appointed a Traveller education support teacher. Work on Traveller Education Policy to commence in 2023Support offered to 66 identified Travellers across post-primary schools during the 2021-2022 academic yearTo provide better support for Ukrainian refugees and asylum seekers, the International Protection Response Steering Committee and REALT are collaborating to coordinate resources and services for those who have been affected |
| **Support learners at risk of educational disadvantage in line with current national policy** | Commence implementation of the Public Sector Duty on Human Rights and Equality  | Finalise initial assessment report on human rights and equality and commence implementation of recommendations | A working group has been established to progress the Public Sector Duty on Human Rights and Equality assessment report and implementation plan. This information will be integrated into Kerry ETB’s strategic planning cycles to ensure effective implementation of the duty on a cyclical basis |

|  |
| --- |
| **Optimise Student/Learner Experience (continued)** |
| **Priority**  | **Action**  | **Performance Indicator** | **Outcomes (2022)** |
| **Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017** | Develop and implement Internal Child Protection Monitoring Plan | Child Protection Oversight Committee meets twice yearly to review the implementation of child protection documentation: training provided annually | All schools and centres reported full compliance in the Child Protection Oversight Annual Report (June 2022)The Child Protection Oversight Committee met twice to review the implementation of child protection documentationTo ensure ongoing compliance, child protection training was provided to all new teachers, SNAs and bus escorts |
| **Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017** |
| **Protection Programmes** |
| **Priority**  | **Action**  | **Performance Indicator** | **Outcomes (2022)** |
| Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants | Continue to support the inclusion of international learners | EAL assessments and withdrawal classes are timetabled to accommodate needs | c. 3,200 international protection students/ beneficiaries enrolled across Kerry ETB schools and FET in 2022c. 1,100 international protection students placed in Kerry based-schools by Kerry ETB’s REALT |
| **Governance** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **Attendance rates at board meetings** | Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs (Circular Letter 0002/2019) | Attendance registers are maintained on an ongoing basis | Attendance registers are consistently maintained, and a full quorum is present at all meetingsDuring the 2022 reporting period, the board attendance rate was 75.9% |
| **Board self-assessments** | All boards should carry out self-assessments using the questionnaire included in the Circular Letter 0002/2019 to identify areas where improvements are required | Records of completed self-assessment reports retained | An external self-assessment was carried out in 2022 with the support of a third-party supplier. The survey reflected a high level of board satisfaction overall, with a mean score of 4.54/5 |
| **Financial expertise on Finance and Audit and Risk Committees** | Appointments to Finance and Audit and Risk Committees should be 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 | Chairpersons lead a constructive discussion on the key issues arising  | Two appointments were made to the Finance Committee following consultation with the committee chairperson |
| **Board appraisal of work carried out by Finance and Audit and Risk Committees** | The chair of each board should ensure that board members are provided with written reports on the work carried out by Finance and Audit and Risk Committees as required under Circular Letter 0002/2019 | Written reports from each Section 45 Committee meeting are tabled at the following board meeting | Reports from both committees were presented to the board and noted in the meeting minutes |
| **Self-assessment by Finance and Audit and Risk Committees** | The chairs of both the Audit and Risk and the Finance Committee should ensure that a self-assessment exercise is completed annually as required under Circular Letter 0002/2019 | Records of completed self-assessment reports retained. Chairpersons led a constructive discussion on the key issues arising | Reports from both committees were presented to the board and noted in the meeting minutes |

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff development** | The Chief Executive Officer should ensure that:* a member of staff is appointed as the training manager[[11]](#footnote-12)
 | Identify a staff member to work efficiently between pillars | Matter raised with ETBI as part of Organisational Design II |
| * training needs analysis in financial management is carried out on an annual basis
* a training programme on financial management is developed and implemented
 | Financial management training needs to be met at all staffing levels throughout the year | Finance Department received extensive training on the new Procure To Pay (P2P) and SUN financial systems All relevant functional areas completed P2P training. Additionally, some training sessions have since been provided by both Education Shared Business Services and the Finance Department |
| **Departmental reporting deadlines** | Reporting deadlines set by the Department should be adhered to | All reporting deadlines met | All reporting deadlines were adhered to |
| **Risk Management Policy** | The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The Audit and Risk Committee should support the board in this role | Continued roll-out and development of the Risk Management Policy and Framework  | Risk management is being addressed in accordance with Provisions 7.1 and 7.2 of Circular Letter 0002/2019The Corporate Risk Register was revised twice in the reporting period, with the board reviewing the executive's reporting on risk management and associated controls The board approved the revised Risk Management Policy and Appetite Statement 2023 at its December 2022 meeting |

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| **Internal controls** | The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended | Board ensures that it receives adequate assurance that specified controls are operating as intended | Overall results of the assessment showed a compliance rate of 98% and non-compliance/work in progress of 2% for the relevant measuresNo incidents reported under Kerry ETB's Anti-Fraud and Corruption Policy in 2022 |

**Kerry ETB Strategy Statement 2018-2022**

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| **Goal 1: Nationally and Internationally Recognised and Quality Assured Programmes** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **1.1** | Develop new FET programmes | National Wind Turbine Maintenance Technician apprenticeship to be launched (first intake 16 learners)Seek revalidation of the Commis Chef apprenticeship | The Kerry ETB Programme Governance Board approved 56 courses in 2022, including Stargazing, Adventure Flat Water Leader Kayaking and Indoor ClimbingThe first intake of the Wind Turbine Maintenance Technician Apprenticeship commenced on November 7th, 2022. The first intake consisted of 14 apprenticesRevalidation for the Commis Chef apprenticeship was received on March 15th, 2022 |
| **1.2** | Continue to ensure that appropriate school planning and school self-evaluation procedures and processes are implemented in all of our post-primary schools | Register available to all school management and leaders | A register of School Self-Evaluations and School Improvement Plans is maintained and available for principals as a shared learning resource |
| Complete ongoing Music Generation Kerry (MGK) quality assurance reviews | MGK work plan reviewed on a six-monthly basisTimely submission of statistical reports to the Music Generation National Development Office | The Section 44 Committee for MGK was established, and the first meeting was held on March 9th, 2022The programme's work plan was reviewed regularly, and statistical reports were submitted to the Music Generation National Development Office The programme operated across c. 25 schools in Kerry in 2022 |
| **1.3** | Commence implementation of the ETB's inaugural Youth Work Development Strategy | Strategy to be formally launched and actions commencedConsultations with young people and stakeholders to be conducted safely | Consultations with young people and stakeholders were ongoing throughout 2022 to inform the Youth Work Development Plan |

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| **1.4** | Ensure the consistent implementation of quality assurance procedures in all of our education and training programmes | Develop Quality Improvement Plan (2022 – 2026) based on recommendations from the Quality and Qualifications Ireland (QQI) Inaugural Review ReportProgress the development of an overarching Quality Assurance Manual in line with QQI guidelines for ETBs | Positive outcomes were reported in the inaugural QQI review, which set out 20 recommendations for the Quality Assurance UnitThe Kerry ETB Quality Assurance Action Plan for 2022–2027 has been approved and published on both the Kerry ETB and QQI website |
| **1.5** | Effective implementation of the Adult Safeguarding Policy and Procedure | Safeguarding Vulnerable Adults Oversight Committee to review, twice annually, the implementation of vulnerable adults documentation | The Safeguarding Vulnerable Adults Oversight Committee met twice to review the implementation of vulnerable adults documentation  |
| Ongoing implementation of DE Subjects and Whole School Evaluations-Managements, Leadership and Learning inspections' recommendations | Develop and implement action plan/s to address inspection recommendationsPrincipals report to boards of management | Action plans to address inspection recommendations are developed following receipt of inspection reports. Principals regularly report to the boards of management on the progress made in implementing these action plans |
| Complete reviews of the Quality Improvement Plan (2018-2022) and curriculum development function | Reports submitted to the Quality Council for review and recommendations implemented  | Commenced documenting progress and challenges encountered in implementing the Quality Improvement Plan 2018-2022 |
| Commence implementation of ETBI Patrons’ Framework[[12]](#footnote-13) | Ethos coordinator and team to be in place across all post-primary schools: training to be providedAll school ceremonies are to be multidenominationalCore values posters to be across all classrooms/public spaces | Launched a new ethos framework locally across 11 Schools on November 24th, 2022All post-primary schools have an ethos coordinator and teamThe below post-primary groups have completed ethos training:* Staff in seven schools and one student body
* Four parents councils and five boards of management

All school ceremonies are multidenominationalETBI Patrons' Framework posters are publically displayed across all classrooms/public spaces |

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| **Goal 2: Quality Teaching and Learning** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **2.1** | Ongoing development of the Continuous Professional Development (CPD) Resource Repository | Full range of CPD notified to FET staff on Microsoft TeamsFET CPD eZine issuing each quarter | Staff completed relevant CPD within available budgets. Courses completed included (non-exhaustive):* Grievance and Disciplinary
* Detecting Fraud Prevention
* Bachelor of Arts in Outdoor Education

Full range of CPD notified to FET staff on Microsoft Teams |
| **2.2** | Commence post-primary Special Educational Needs (SEN) policy[[13]](#footnote-14) | Commence SEN Policy and monitor on an ongoing basis | A Schools’ Inclusion Policy has been drafted and commencedThere are 13 special classes across six schools, with 11 of these classes specifically for students with Autism. All schools have teachers who have completed a postgraduate course in SENThe percentage of students with SEN in post-primary schools ranges from 10% to 65% |
| Continue to implement Universal Design for Learning (UDL) for all students with particular emphasis on SEN/EAL students | UDL champions to be in place across our primary and post-primary provision. UDL champions to commence CPD for teachersFET UDL pilot to be completed and evaluatedCommence developing FET UDL Plan | UDL champions have been appointed across primary and post-primary schools to deliver CPD to teaching colleaguesThere is a UDL Community of Practice in place to advance objectives and share best practiceThe two-year FET UDL pilot was completed |
| **2.3** | Development of Kerry College Killorglin Campus (OETC) | Development of new courses for provisionProgress sustainability off-grid energy projectEnsure the campus is promoted as a centre for excellence in providing outdoor education and training | New courses have been approved at the FET college campus, including Stargazing and Indoor ClimbingPlans to develop the campus into a self-sufficient energy facility were progressed in 2022, with further actions identified for the new year |
| **2.4** | Commence the process of developing a new Sustainability Plan[[14]](#footnote-15) | Sustainability Plan to underpin and support the delivery of the new Strategy Statement (2023-2027)Expand the provision of sustainability-focused initiatives | The draft Sustainability Strategy (incorporating the Climate Action Plan) for 2023-2027 was progressedSee “Our Strategic Reports” for more details |
| Restorative approaches promoted to address behaviour management in schools | Restorative practice training is provided to all new teachers and assistant principalsSchools use reflection days to address behaviour issues | Restorative practice is being implemented in all post-primary schools, with the following breakdown:* Two schools use in-school reflective days exclusively
* Five schools use both traditional suspensions and in-school reflective days
* One school uses traditional suspensions only
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| **2.5** | Commence process for developing an ICT strategy documentation | ICT Plan to underpin and support the delivery of the new Strategy Statement (2023-2027) | The draft ICT Strategy for 2023-2025 was progressed |

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| **2.6** | Continue to embed student/learner voice across facilities  | Kerry ETB Student Forum 2022 to prioritise climate change and relationships and sexuality educationLearners participate in Governance Boards and Quality Council  | All post-primary schools have student councils. Two schools hold weekly meetings, while others meet between 3 and 12 times yearlyLearners regularly present at FET Governance Boards and the Quality Council meetings to positive feedback from members |
| **2.7** | Continue to promote a culture where achievements are celebrated | Newsletter 2022 to be published and made available to all staff, parents/guardians, students/learners and stakeholdersAnnual student awards to celebrate students' achievements | Learners' accomplishments are celebrated through various channels, including social media, the annual newsletter, and at Kerry ETB board meetings Celebratory events such as the Student Awards and the Kerry College Graduation Ceremony were held during the reporting period |
| **2.8** | Develop further apprenticeships[[15]](#footnote-16) | Establish an Emergency Apprenticeship Response (facilities and human resources)New apprenticeships: Wind Turbine Maintenance Technician, Cyber Security, Software Development | Fully implemented emergency apprenticeship measuresSoftware Development Apprenticeship commenced February 28th, 2022The first intake of the Wind Turbine Maintenance Technician Apprenticeship commenced on November 7th, 2022 |
| **2.9** | Continued provision of high-quality education and training services during COVID-19 | Ongoing dissemination of risk mitigation measures | Ongoing dissemination of risk mitigation measures |

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| **Goal 3: Innovative Education and Training Responses** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **3.1/3.2**  | Respond to local demographic educational needs  | Ensure communication channels with employers, relevant groups/organisations, stakeholdersProgress towards establishing at least one additional community national schoolOngoing capital development of Kerry CollegeProgress towards establishing two new performance hubs in south and mid-Kerry for MGK participants | Ongoing communication channels with employers, relevant groups/organisations, stakeholdersGate 1 capital investment approved for three Kerry College locationsDuring Kerry College Open Week 2022, there was a significant employer presence, providing learners with valuable networking opportunities and the chance to learn more about career paths in various industriesSignificant progress has been made toward establishing an additional community national schoolThe Minister for Education officially opened Scoil an Ghleanna Pobal Scoil Náisiúnta on October 28th, 2022 |
| Effectively respond to the needs of employers and the economy through innovative and creative solutions | Skills to Advance programme to be further expanded | On October 25th, 2022, Kerry College Monavalley Campus was approved by Pearson Vue as a centre for media. The college also received validation for new course certification for Broadcast Media and Radio Journalism |
| **3.3**  | Continue to support the inclusion of international students  | Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicantsCelebrate various cultures throughout facilities, curriculum and events | c. 1,100 international protection students placed in Kerry based-schools by REALTFull-time ESOL programmes for specific technical skill areas have commencedVarious cultures are celebrated throughout our facilities, curriculum, and events, such as Kerry ETB's LCYP Culture Night |

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| **3.4/3.6** | Develop further FET College of the Future[[16]](#footnote-17) (Kerry College pilot)  | Progress towards establishing a sixth Kerry College campus in KillarneyFit-out of the new Kerry College Listowel Campus | In August 2022, refurbishment works on the new Kerry College Killarney Admissions Office at 25 High Street, Killarney, was completed for occupationIn September 2022, approval was received to proceed to Decision Gate 1 for two Strategic Infrastructure Upgrade Fund capital submissions: Kerry College Listowel and Monavalley Campuses. These projects represent a multi-million-euro investment in further education and training in KerryThe new Kerry College Listowel Campus opened to learners in September 2022. Fit-out works will continue into 2023In November 2022, the Minister for FHERIS formally announced approval to proceed to the next stage in developing the College of the Future in Killarney (Strategic Assessment Report capital submission). Kerry ETB continues to await a response in relation to the second application, Kerry College Killorglin Campus (Caherciveen site) |
| **3.5** | Continuing to embed digital tools in teaching and learning  | Further develop the digital capacity of staff, students and learners | Every school has a Digital Plan that has been updated to align with the three pillars of the Digital Strategy for Schools 2022-2027[[17]](#footnote-18)Seven schools have a junior certificate digital short course ​, and three schools have leaving certificate computing​ |

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| **3.7**  | Continue to implement initiatives that address the challenges students face transitioning from primary to post-primary school | School tours to be provided for primary school studentsRenewed focus on enrolments/strategic links with primary schools, particularly concerning SEN/EAL/DEIS students | Provided school tours/ experience days for primary schools |
| **3.8** | Ensure the ongoing development of the Local Creative Youth Partnership (LCYP) as a rights-based response to the creative needs of children and young people in Kerry  | Administer grants under the Creative Youth Grant SchemeLaunch of Kerry ETB's LCYP strategy based on child and youth voice mapping research | Kerry ETB's LCYP programme administered three grant schemes, which included:* Creative Youth Grant Scheme (14 projects)
* Youth Theatre Grant Scheme (three projects)
* Crisis Response Grant Scheme supporting Ukrainian children and young people (four projects)

The programme commenced the compilation of a five-year strategic plan |
| Continue to support the development of needs-based youth work responses  | Development of a Youth Work Development StrategyDCEDIY youth work schemes to be administeredDevelop new targeted UBU services in West Iveragh and rural North KerryContinue to support the National Quality Standards Framework through the local grant process | Work on the Youth Work Development Plan was ongoingKerry ETB/DCEDIY funded projects supported over 5,500 young people across the county during the reporting periodSecured funding approval and commenced a new UBU project: Rural Inclusion North Kerry (RINK), with the launch of the West Iveragh UBU taking place on November 1st, 2022 |

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| **Goal 4: Access and Progression** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **4.1/4.2**  | Expansion of services provided by Kerry College Admissions Office  | FET college hubs to be established and operate effectivelyAppoint two FET Access and Pathways OfficersAdmissions Office to monitor and oversee all PLSS (Programme Learner Support System) data | Kerry College opened a new Admissions Office in Killarney on September 7th, 2022Kerry College holds regular information/registration clinics across the county, including Listowel, Dingle, Killorglin, Cahersiveen, and Kenmare. These hubs provide learners with convenient access to educational services and resources without the need for extensive travel Kerry ETB has appointed two FET Access and Pathways Officers to support Kerry College  |
| Provide supports to maximise access and progression opportunities  | FET access and pathways options developed between post-primary schools and Kerry CollegeAppoint two FET Access and Pathways Officers to Kerry College Admissions OfficeContinued inclusion of FET on CAO | Appointed a Schools/FET Synergies Support Officer to support the development of greater linkages between school and FET programmes in line with ETB and national policyKerry College FET and apprenticeship options and applications were included on the CAO portal for the first time: 37 courses included for 2022 and 64 identified for 2023 |
| **4.3/4.4**  | Utilise technology more effectively to track learner progression and outcomes  | Establish a single financial budget system for FET learner paymentsLearner tracking reports are produced regularly for review by the Quality Assurance CouncilSOLAS learner outcome reports are analysed on an ongoing basis.   | The transition from SAP to SUN financial systems began in late 2022Monthly beneficiary reports are compiled and distributed to FET ManagementLearner retention and certification outcomes are reported regularly to the Quality Council2022 to 2024 strategic targets agreed with SOLAS and tracking system put in place |

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| **4.5**  | 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  | Commence UDL initiatives across the schemeSchools' digital strategies to be updated in line with the DE Digital Strategy for Schools 2022Continued review of Numeracy and Literacy Plans | Facilitated four FET groups for the AHEAD UDL badge (c. 20 staff)Schools' digital strategies were updated in line with the DE Digital Strategy for SchoolsAll post-primary schools have literacy and numeracy plans |
| **4.6**  | Assist the DE, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants  | Traveller Education Policy commencedProvide EAL support for all who require it | The collective response to the Irish Refugee Protection Programme has been remarkable and includes the appointment of an International Protection Response Manager and a REALT Coordinator  |

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| **Goal 5: Access and Progression** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **5.1**  | Explore, with QQI, alternative arrangements for work experience in light of COVID-19  | Reintroduce work experience and placements for learners | Reintroduced work experience and placements for learners |
| **5.2**  | Ensure legislative submission dates/reporting deadlines are adhered to  | Adherence to reporting deadlines set by the relevant Department/ SOLAS | Adhered to reporting deadlines set by the relevant Department/ SOLAS in so far as possible |
| **5.3**  | Ongoing engagement and consultation with relevant unions  | Minimum of three formal meetings with relevant trade unions | Ongoing engagement and open channels of communication with trade unions |
| **5.4**  | Review and update arrangements with third parties  | Third-party arrangements to be updated as relevant | Commenced engagements with UCC and MTU for the Cork/Kerry to progress the Cork/Kerry FET-HE tertiary project[[18]](#footnote-19)Commenced a revision to the Third-Party Governance Policy |

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| **5.5**  | Continue to embed new UBU systems   | Agree on priorities for 2022;  Quarterly performance/review meetings with funded youth services to take place | Quarterly performance, planning and review meetings with funded youth servicesOngoing support/engagement concerning the UBU continuous improvement modelUBU rules and policies are communicated to local youthproviders |
| Further engagement with the DCEDIY re Greenfield Sites  | Commence new service in rural North Kerry | Commenced new RINK UBU project |
| **5.6**  | Ongoing engagement with Léargas   | Dissemination of relevant national Léargas workshops/events | The annual report on Erasmus activity was tabled at the December 2022 Senior Executive Management meetingDissemination of relevant national Léargas workshops/events |
| **5.7**  | Continue to work in conjunction with Kerry Recreation and Sports Partnership   | Complete a review of student integration into local sports clubs.  | Appointed a new nomination to the Kerry Recreation and Sports Partnership  |
| **5.8**  | Continue ongoing engagement with stakeholders, including the creative industries, arts and funding bodies, via the Local Creative Youth Partnership and MGK  | Quarterly meetings of the LCYP Steering CommitteeFive Section 44 MGK meetings to take place  | Kerry ETB's LCYP programme is partnering with several stakeholders, including Kerry County Council and the local Family Resource NetworkMGK participants and school partners can access a stock of over 1,000 pieces of equipment and musical instruments in collaboration with Kerry libraries |
| Continue Youth Voice creativity research and mapping exercise  | Research findings will highlight creativity topics of interest to young people and inform LCYP and youth service planning | A youth voice research project was conducted to identify the types of creative activities that young people enjoy |
| Continued provision of high-quality music education programmes throughout the county  | Complete Music Generation Quality Framework ReportMGK Musicians Educators avail of National Development Office Communities of Practice and other bespoke training opportunities | Quality Framework Review submitted on April 29th, 2022, to the National Development OfficeMGK provided regular and ongoing meetings, training and support to the musician educator team |
| **5.9**  | Increased employer engagement and skills to advance provision  | Kerry College Business Support Unit to commence training through various initiatives, including Skills to Advance and the Explore Programme | Ongoing promotion of the Kerry College Business Support modelIncreased contact with employers through the Business Support Unit and expansion of Skills to Advance courses  |

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| **Goal 6: Stakeholder Engagement** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **6.1**  | Ensure student/learner participation and engagement  | Kerry ETB Student Forum 2022 to prioritise climate change and relationships and sexuality educationLearners participate in FET Governance Boards and Quality Council | Kerry ETB Student Forum 2022 prioritised climate change and relationships and sexuality educationLearners actively participate in the FET Governance Boards and Quality Council on an ongoing basis. Two members of Comhairle na nÓg (post-primary) sit on the Section 44 Youth Work Committee |
| **6.2**  | Support parental participation through Parents Forum  | Four Parents Forum meetings to take place | Four Parents Forum meetings took place |
| Nominate two-parent representatives to the Kerry ETB board | In accordance with the provision of Circular Letter 0002/2019, two new parent nominees were appointed and inducted to the Kerry ETB board |

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| **6.3/6.5/ 6.9**  | Provision of appropriate opportunities for stakeholders to provide feedback/to consult with stakeholders  | Ongoing engagement in stakeholder meetingsEnsure communication channels with employers, relevant groups/organisations, stakeholdersEncourage joined-up planning and delivery of initiatives | Kerry College's Business Support Unit serves as a vital liaison between the college and local stakeholdersKerry College was represented at events, including World Skills Ireland 2022 and the National and World Ploughing Championships20 youth work stakeholders were brought together to explore the challenges and opportunities encountered in youth work in Kerry. The valuable insights shared during this session played a pivotal role in shaping the research component of the forthcoming Youth Work Plan 2023 – 2027 |
| **6.4**  | Engage in strategic dialogue with SOLAS to implement national and local strategies for further education and training  | New strategic targets to be agreed with SOLASReport regular key indicator outcomes to SOLASComplete FET 2022 planning and submit FARR documentation | Kerry ETB/SOLAS Performance Delivery Agreement 2022-2024 was signed in December 2022 by both organisations  |
| **6.6**  | Continue to enhance our employer engagement strategy   | Increase local awareness of the Kerry College Business Support Unit | Ongoing promotion of the Kerry College Business Support model  |
| **6.7** | Continue to dialogue with awarding bodies, including QQI, to enhance the learning opportunities available to our learners | Continue to create impactful and innovative courses offerings | The Kerry ETB Programme Governance Board approved 56 courses in 2022 |

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| **6.8** | Staff Development | Line management in-service should address management needs whilst building leadership capacityStaff completing relevant CPD within available budgets | Key management appointed during the reporting period: * Post-primary principal
* Kerry College Admissions Office Manager
* Kerry College Killorglin (OETC) Campus Manager
* AEO with responsibility for Quality Assurance (QA)
* Capital and Buildings Officer
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| **Goal 7: Effectiveness and Accountability in Governance and Leadership** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **7.1** | Enhanced integration across the three-pillar areas and management teams  | Evidence of greater integration and joined-up planning across the pillars | Commenced work on tender for a specialist climate action and sustainability consultancy services to support the schemeSuccessful Kerry ETB Reconnecting Event with attendance from across the three pillars  |
| **7.2** | Finalise establishment of Centralised Procurement and Purchasing Unit (CPPU) | Finalise the establishment of the CPPU, including the revised expenditure review modelDevelop further integration between the ETB's two CPPUs | In January 2022, the Head Office CPPU took responsibility for all OS&D and FET requirements, excluding Kerry College. As a result, over 4,100 orders have been processed up to the end of the reporting periodThe ETB's two CPPUs have made significant strides in their integration efforts, particularly in documenting and adopting shared processes. The target is to achieve complete integration in 2023 |
| Continue to develop data protection processes and awareness amongst staff  | Continue to review and implement data protection-related policiesDeployment of the Privacy Engine (data privacy management software) platform across the scheme | Initiated a review of the Data Protection Policy and Records Retention Schedule with further actions to be taken in the new yearKerry ETB continues to prioritise staff training and awareness of cybersecurity by conducting two phishing campaigns in different locations. These efforts aim to enhance the organisation's overall cybersecurity posture and reduce the risk of cyber threats |

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| **7.3** | Integration of ESBS Payroll  | New pay processes to be documented and updated as required | New processes related to the transition to payroll-shared services have been successfully implemented |
| Develop Corporate Procurement Plan 2022/23  | Corporate Procurement Plan to be approved by Kerry ETB board | Corporate Procurement Plan 2022-2023 has been drafted to help staff meet goals for responsible procurementA revised Procurement Policy and Procedure has been drafted to replace the current policies (for purchases over and under €25,000) |
| **7.4** | Continue to develop and enhance our leadership capabilities and competencies  | Complete roll-out of the Fixed Asset Auditor PanelRevise process for completion of ICT DPER CL 2016Continued roll-out of leadership and senior management trainingInitiative Ethos Programme across the post-primary provision | The ongoing development of the Fixed Asset Management system across the Kerry ETB schemeThe Leadership/Adaptive Leadership Programme was commenced in Quarter 3, 2022, with a focus on enhancing the skills of senior leadersSuccessful launch of ETBI's Patrons' Farmwork across Kerry ETB schools on November 24th, 2022 |

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| **7.5** | Embed new systems to improve management capacity | New financial systems should replace the former manual financial processesImplement systems for contract management and travel and subsistence | The transition of FET procurement to the SUN financial system has significantly reduced the manual financial processes that were previously in place[[19]](#footnote-20). To effectively reduce risk, Kerry ETB has implemented a robust governance and internal control system. This includes monthly sampling and tracking of non-compliance, as well as regular site visits. These measures provide assurances to both the executive and board that our system is effective and reliable |
| **7.6** | Improve quality of management information available to enhance quality of decision-making and planning | Full advantage taken of new coding introduced with the SUN financial system to generate financial and activity reportsReports available from the new P2P purchasing system fully utilised in decision-making | Commenced developing a new SUN coding structure aligned to new FET programme categoriesReports available from the new P2P purchasing system are fully utilised in decision-making |
| Further development of Internal Controls and Compliance Testing Framework across multiple areas | Annual review of Internal controls completedTraining conducted with all line managersDevelop a compliance framework for Contracted Training, CPPU, Accounts Payable, and Quality Assurance Unit | Kerry ETB has awarded a contract for a Governance, Risk, and Internal Control software systemA comprehensive internal control training programme rolled out across the scheme with all relevant management and staffThe development of functional area internal control questionnaires was significantly progressed, with particular reference to the FET pillar. Specifically, questionnaires were created for several areas, including VTOS/Youthreach, Kerry College campuses, QA Unit, Community Training Centre and contracted training |
| Develop a centralised single learner attendance system and fully transition to centralised learner payment system for all FET provision | Install Trainee and Apprenticeship Clocking System (TACS) in all FET Centres and register all FET Learners on TACS through PLSS  | TACS system installed and rolled out across all FET. All FET learners' attendance is fully recorded through the system |
| ICT Business Continuity and Disaster Recovery Plan developed | Business Continuity and Disaster Recovery Plans developedRelevant staff trained on the implementation of the plans | Significant progress in drafting the business continuity plan for the CCT Department. Ongoing engagement with third-party stakeholders to receive their plans, which will be incorporated into the final Kerry ETB documentFor the head office, a complete backup recovery secondary site at Kerry College Monavalley Campus has been established, which included the installation of an off-grid energy supply (photovoltaics panels) |
| Corporate Governance – embed a clear understanding of the requirements of Circular Letter 0002/2019 | Governance executive report tabled at each ETB Board meeting addressing the code principles and assurancesOngoing dissemination of code of conduct principles | Governance executive report tabled at each ETB Board meeting addressing the code principles and assurances |
| **7.7/7.8/ 2.10** | Develop and implement Well-being Framework across schools | Complete Schools Well-being Policy/Framework | Seven post-primary schools developed well-being plans |

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| **Goal 8: Marketing, Branding and Communication** |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **8.1/8.2/ 8.3** | Develop the Kerry ETB brand and implement an organisation-wide marketing strategy | Development of a Marketing StrategyImproved dissemination of information to stakeholders/ general publicAppointment of a new Communications Officer | A PR plan for 2023 was developed in Quarter 4, 2022, to optimise communication efforts with stakeholders and the general publicAppointed a dedicated Events and Public Relations Officer. This new role will involve coordinating public-facing events, managing media relations, and proactively improving the overall public perception of the organisationPublication of the Kerry ETB newsletter for the year 2021/2022 |
| **8.4** | Implement the Kerry ETB Scéim Teanga | Successful implementation of Year 2 Implementation report Commencement of Tralee Irish Language PlanSteering Committee and Plan to introduce Aonad class in Killarney Community College for 2023Appointment of new Irish Language Officer | A working group has been established to proactively address the implementation of the Official Languages (Amendment) Act 2021ETBI has issued a comprehensive business case to the DE for the appointment of Irish Language Officers for ETBs. These positions will be considered as part of the ongoing Organisational Design II processAs part of the establishment of the Aonad in Killarney Community College, a lead Irish language tutor has been appointed to deliver Irish language classes to the school's staff A submission has been made to the DE under Circular Letter 0003/2019 to seek approval to be the lead agency in the implementation of the Tralee Irish Language Plan |
| Development of new Kerry College Irish Language Provision Unit | Expand Irish provision (11 courses) delivered across Kerry CollegeSuccessful delivery of non-accredited Irish courses to ETB staff | Plans to further develop an Irish Language provision unit were progressedThe development of non-accredited Irish language courses for staff is currently underway, with further actions to be made in 2023 |
| **8.5** | Effectively promote the creation and use of online/social media presence across the scheme  | Launch of new Youthreach websiteDevelopment of a Schools' Public Relations Strategy Implement improved processes for advertising vacancies | A new Youthreach website, www.youthreachkerry.ie, has been launchedA comprehensive review of recruitment processes was conducted, including interview training for selection board members |
| **8.6** | Roll-out of schools' communications app  | Communication app and VSware to be rolled out across schools to ensure effective communication with school community/stakeholders | VSware communications app rolled out across post-primary schools |
| **8.7/8.8** | Progression Pathways Working Group to develop publications for parents regarding progression pathways for students  | Continue to ensure the effective dissemination of progression pathways information to parents/guardians | Ongoing dissemination of progression pathways information to parents/guardians |
| **8.9** | Redesign the internal Kerry ETB Policy SharePoint   | Complete Microsoft architecture redesignThe roll-out of a single sign-on solution  | Significant progress has been made with the Microsoft architecture redesign, with four staff groups identified to pilot the redesign. The organisation-wide roll-out will be achieved in 2023 (single sign-on solution) |
| Update Kerry ETB website  | Audit of the website to be completed and recommendations successfully actioned | Audit and SEO analysis of the Kerry ETB website was completed in Quarter 4, 2022. Recommendations to be addressed in 2023 |
| Development and roll-out of substitution app  | App developed and utilised by principals and teachers to fill and apply for casual vacancies | Substitution app to be rolled out for the academic year 2023/2024 |

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| **Goal 9: Enhancing the Working and Learning Environment**  |
| **Priority** | **Action** | **Performance Indicator** | **Outcomes (2022)** |
| **9.1** | Improve the environment in which staff work  | Ongoing promotion of the Employee Assistance ProgrammeAny revisions to the Dignity and Customer Service Charters should be disseminated to staff and stakeholders | The Employee Assistance Programme is being actively promotedA review of the Customer Service Charter and action plan has begun in line with the development of the new Strategy Statement 2023-2027. The revised charter will be communicated to all stakeholders in Quarter 3, 2023 |
| Historical pension records of staff reviewed and uploaded to Core Portal system | A large percentage of staff can access the pension module of Core Portal to forecast retirement benefits | Single Public Service Scheme members can view their current retirement entitlements.The majority of members of all other schemes can view their current entitlements and the facility to forecast retirement benefits is available |
| Continued implementation of digital filing of HR Files   | Electronic files in place for all staff appointed in 2022 and progress made in relation to the files of staff appointed before June 2021Access to staff records to improve response times | Electronic files have been set up for all staff appointed in 2022, and progress has been made in relation to the files of staff appointed before June 2021Access to staff records has been improved to enhance response times |
| Embed new Purchase 2 Pay (P2P) and Sun Financial systems | New financial systems should replace the former manual financial processesLevel of non-compliance in the procurement area to reduce significantlySignificant increase in the number of Frameworks/ Contracts for Goods and Service established for the scheme | All FET procurement to be moved to SUN financial system in Quarter 1, 2023Kerry ETB has successfully implemented a CPPU model for all schools, centres, programmes, and campusesStaff in all areas of Kerry ETB have received relevant training on the new system |
| **9.2** | Continued engagement with management to identify training needs  | Line management in-service should address management needs whilst building leadership capacity | The Leadership/Adaptive Leadership Programme was commenced in Quarter 3, 2022, with a focus on enhancing the skills of senior leaders |
| **9.3/9.7** | Foster a culture of lifelong learning within the staff environment  | Staff completing relevant CPD within available budgets | Staff completed relevant CPD within available budgetsA budget review was completed in October 2022 to ensure the allocation of a scheme-wide CPD budget for 2023 |
| **9.4** | Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff | New counselling services contract should ensure the maintenance of support across the schemeThe complete range of support services available should address learners' mental health concerns | A new counselling services contract has been implemented to ensure the maintenance of support across the schemeA range of support services are in place aims to address learners' mental health concerns |
| **9.5** | Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff | Schools' Well-being Policy should be developed in consultation with Social Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) communities of practice | Seven post-primary schools developed well-being plans |
| **9.6** | Continue to embed good health and safety practices across the scheme | New health and safety contract should ensure continued adherence to health and safety practicesQuarterly health and safety-directorate review meetings promptly address all matters arising under each pillar | The completion of the IAU-ETB Internal Audit on Health and Safety resulted in an opinion report with adequate findingsQuarterly health and safety-directorate review meetings promptly address all matters arising under each pillar. Reports issue to all staff |
| **9.8** | Progress Capital and Buildings Portfolio (SY&M)  | All devolved capital projects should be progressing (Coláiste na Ríochta, Gaelscoil Lios Tuathail, Gaelcholáiste Chiarraí, Listellick National School, schools' extensions, head office accommodation etc.)  | Applications for capital funding for schools under the Summer Works Scheme, Emergency Works Scheme, and Additional Accommodation Scheme, to the value of approximately c. €20 million, were approved throughout 2022Significant progress was made on Gaelcholáiste Chiarraí Nua and Listellick National School. Both handovers are planned to take place in Quarter 1, 2023 |
| **9.9** | Progress Capital and Building Portfolio (FET) | All FET capital projects should be progressing, in particular: * Kerry College Listowel Campus works/fit-out
* SOLAS Capital submission for Kerry College Killarney Campus and Monavalley Campus
* Building works across FET centres
 | In August 2022, refurbishment works on the new Kerry College Killarney Admissions Office at 25 High Street, Killarney, was completed for occupationIn September 2022, approval was received to proceed to Decision Gate 1 for two Strategic Infrastructure Upgrade Fund capital submissions: Kerry College Listowel and Monavalley Campuses. These projects represent a multi-million-euro investment in further education and training in KerryThe new Kerry College Listowel Campus opened to learners in September 2022. Fit-out works will continue into 2023In November 2022, the Minister for FHERIS formally announced approval to proceed to the next stage in developing the College of the Future in Killarney (Strategic Assessment Report capital submission). Kerry ETB continues to await a response in relation to the second application, Kerry College Killorglin Campus (Caherciveen site)Capital works at the O'Connell FET Centre and Kerry College Clash Road Campus are ongoing |

**Performance Measures**

Schools’ Enrolments:

|  |  |  |  |
| --- | --- | --- | --- |
| **Enrolments** | **2020/2021** | **2021/2022** | **Difference** |
| **Scoil an Ghleanna Scoil Náisiúnta Phobail** | 15 | 21 | +6 |
| **Tahilla Community National School** | 20 | 24 | +4 |
| **Two Mile Community National School** | 33 | 38 | +5 |
| **Castleisland Community College** | 259 | 309 | 50 |
| **Causeway Comprehensive School** | 514 | 550 | -35 |
| **Coláiste Gleann Lí** | 237 | 253 | +16 |
| **Coláiste na Ríochta** | 118 | 144 | -26 |
| **Coláiste na Sceilge** | 523 | 534 | +11 |
| **Gaelcholáiste Chiarraí** | 350 | 338 | -12 |
| **Killarney Community College** | 378 | 392 | +14 |
| **Killorglin Community College** | 302 | 280 | -22 |
|  | **2,749** | **2,883** | **+134** |

UBU Participants:

|  |  |  |  |
| --- | --- | --- | --- |
| **UBU Project** | **Year** | **Awarded Organisation** | **Participants** |
| **Castleisland** | 2021 | Kerry Diocesan Youth Service | 85 |
| 2022 | Kerry Diocesan Youth Service | 114 |
| **Listowel** | 2021 | Kerry Diocesan Youth Service | 110 |
| 2022 | Kerry Diocesan Youth Service | 285 |
| **Tralee** | 2021 | Kerry Diocesan Youth Service | 138 |
| 2022 | Kerry Diocesan Youth Service | 241 |
| **Killarney** | 2021 | Kerry Diocesan Youth Service | 55 |
| 2022 | Kerry Diocesan Youth Service | 109 |
| **RINK** | 2021 | N/A | N/A |
| 2022 | Kerry Diocesan Youth Service | 14[[20]](#footnote-21) |
| **West Iveragh** | 2021 | N/A | N/A |
| 2022 | Foróige | 151 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Funding Schemes** | **Year** | **Awarded Organisation** | **Participants** |
| **Youth Information Centres** | 2021 | Kerry Diocesan Youth Service | 2,306 |
| 2022 | Kerry Diocesan Youth Service | 2,844[[21]](#footnote-22) |
| **Local Youth Club Grant Scheme (incorporating the National QualityStandards for Volunteer-led Youth Groups)** | 2021 | 24 affiliated and one non-affiliated youth clubs/groups | 927 |
| 2022 | 31 affiliated and one non-affiliated youth clubs/groups | 1,387 |
| **Youth Work Capital (for Youth Services and Clubs/Groups)** | 2021 | *Participant figures reported under other funding schemes listed above*19 affiliated and one non-affiliated youth clubs/groups | 658 |
| 2022 | Kerry Diocesan Youth Service | Participant figures reported under other funding schemes listed above |
| **UBU RINK 2022** **Set up Allocation** | 2022 | Kerry Diocesan Youth Service | *Participant figures reported under other funding schemes listed above* |
| **Restructuring Grant** | 2022 | Kerry Diocesan Youth Service | *Participant figures reported under other funding schemes listed above* |
| **Minor Grant Scheme for the Provision of One-Off Additional Supports to Young People** | 2022 | Kerry Diocesan Youth Service Youth ClubsKerry Diocesan Youth Service UBU/YICIrish Girl Guides1st Kerry Scout Group Tralee15th Kerry Sneem Scouting GroupKerry ETB Youth Survey re: Universal Needs | *Participant figures reported under other funding schemes listed above* |
| **Targeted Youth Employability Support Initiative 2021-2022** | 2022 | Listowel Family Resource Centre | 4[[22]](#footnote-23) |

FET Beneficiaries:

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme** | **2021** | **2022** | **Difference** |
| **Employment/ Progression** | 2382 | 2622 | +240 |
| **Apprenticeship** | 490 | 975 | +485 |
| **Part-time** | 1745 | 2115 | +370 |
| **Youthreach/CTC** | 187 | 227 | +40 |
| **Pathways** | 313 | 491 | +178 |
| **Adult Literacy** | 1455 | 5020 | +3565 |
| **Community Education** | 1668 | 2581 | +913 |
| **Totals** | 8,240 | 14,031 | +5,791 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme Category** | **2022 Planned**  | **Actual**  | **Variance**  |
| **Adult Literacy Groups** | 922 | 1014 | 92 |
| **2016+ Apprenticeship** | 56 | 42 | -14 |
| **Apprenticeship Phase 2** | 434 | 428 | -6 |
| **Apprenticeship Phase 4** | 288 | 236 | -52 |
| **Apprenticeship Phase 6** | 144 | 132 | -12 |
| **Apprenticeship Phase 7** | 147 | 137 | -10 |
| **Bridging and Foundation Training** | 101 | 241 | 140 |
| **BTEI Groups** | 1745 | 1343 | -402 |
| **Community Education** | 1400 | 2581 | 1181 |
| **Community Training Centres** | 45 | 46 | 1 |
| **ESOL** | 504 | 3829 | 3325 |
| **Evening Training** | 624 | 710 | 86 |
| **FET Cooperation Hours** | 26 | 28 | 2 |
| **ITABE** | 28 | 84 | 56 |
| **Online e college** | 0 | 62 | 62 |
| **PLC** | 1318 | 1343 | 25 |
| **Skills for Work** | 32 | 63 | 31 |
| **Skills to Advance** | 421 | 434 | 13 |
| **Specialist Training Providers** | 148 | 187 | 39 |
| **Specific Skills Training** | 525 | 422 | -103 |
| **Traineeship Training** | 347 | 423 | 76 |
| **Voluntary Literacy Tuition** | 6 | 2 | -4 |
| **VTOS Core** | 116 | 63 | -53 |
| **Youthreach** | 178 | 181 | 3 |
| **Totals** | **9,555** | **14,031** | **4,476** |

# **Our Strategic Reports**

## **Sustainability Strategy 2020-2022**

In Ireland, the Climate Action and Low Carbon Development (Amendment) Act 2021 sets out the legal framework for climate action and requires public bodies to develop and implement sectoral adaptation and greenhouse gas mitigation plans. In addition to the Act, the national climate action plans have established clear targets for emission reduction and energy efficiency for the sector. These targets are a 51% reduction in greenhouse gas emissions by 2030 and a 50% improvement in public sector energy efficiency overall, setting us on a path to reach net-zero emissions by 2050.

The Public Sector Climate Action Mandate 2022 sets out to support public sector bodies leading by example on climate action. The targets included in the plan are as follows:

Our Targets

* Reduce greenhouse gas emissions by 51% in 2030.
* Increase the improvement in energy efficiency in the public sector from the 33% target in 2020 to 50% by 2030.
* Put in place a Climate Action Plan.

Our People

* Establish and resource Green Teams, reporting to senior management, to become integrated drivers of sustainability in every public sector body.
* Nominate a member of the Management Board as the Climate and Sustainability Champion with responsibility for implementing and reporting on the Mandate.
* Incorporate appropriate climate action and sustainability training (technical and behavioural) into learning and development strategies for staff.
* Organise staff workshops (at least annually) to engage on climate issues, including a focus on decreasing the organisation’s carbon footprint.
* Our Way of Working Report greenhouse gas emissions and sustainability activities in the annual report.
* Review any paper-based processes, and evaluate the possibilities for digitisation so it becomes the default approach.
* Achieve formal environmental accreditation for large public sector bodies, such as ISO 50001 (Energy Management Standard) or ISO 14001 (Environmental Management System).

Our Buildings and Vehicles

* Create bicycle-friendly buildings for employees and visitors by putting bicycle parking in place by 2022 –which is secure, accessible, and simple for cyclists to recognise and use.
* Display an up-to-date Display Energy Certificate in every public building that is open to the public to clearly show energy use.
* The public sector will not install heating systems that use fossil fuels after 2023, unless at least one of the following exceptions applies:
	+ the fossil-fuel use is only through the use of electricity from the grid.
	+ there is no technically viable non-fossil alternative (generally only related to applications for a purpose other than space heating).
	+ the installation of a renewable space heating system would increase final CO2 emissions.
	+ the fossil-fuel use is provided for backup, peaking, or operational purposes (and makes up less than 10% of annual heating energy).
	+ where the direct replacement of existing fossil fuel heating is required for an emergency maintenance purpose.
* Purchase only zero-emission vehicles where available and operationally feasible from end of 2022, enabling Ireland to go beyond the requirements of the Clean Vehicle Directive and act as an international leader in this area.

Kerry ETB plans to report on progress on these targets from 2023 onwards in line with our new Sustainability Strategy 2023-2025, which is due to launch later in 2023.

With 2022 marking the final year of the strategy, significant progress has been achieved over the past twelve months implementing Sustainability Strategy 2020-2022. Some key highlights from 2022 are included below (non-exhaustive):

* All primary and post-primary schools are actively engaged in the An Taisce Green Flag programme and many achieving multiple Green Flags (c.20).
* FET centres tailored their sustainability efforts to meet the specific needs and shared resources and ideas through Sustainability Representative meetings.
* Kerry ETB conducted energy audits of 14 sites with the assistance of third-party consultant Antaris Consulting. These audits produced reports that included recommendations for the ETB to take action in the coming months and years to improve sustainability and reduce greenhouse gas emissions and identified payback periods for each centre.
* Inclusion of minimum BER rating in leased buildings where possible.
* Several electric vehicle charging points were installed at Kerry College and FET centre locations to support the national electric vehicle charging infrastructure strategy.
* Sustainability representative meetings were held with representatives from each Kerry ETB location.

In addition to the above, valuable insights were gained during the initial implementation of the strategy, which has informed our future sustainability efforts set out in Sustainability Strategy 2023-2025.

## **ICT Strategy 2020-2022**

The past 12 months have been important for Kerry ETB as we commenced work on our new Microsoft Office 365 platform. With the support of a third-party supplier, a new Microsoft Office architecture is being constructed with the support of three pilot areas, CCT Department (OS&D), QA Unit (FET) and Causeway Comprehensive School (SY&M), from each of the organisation’s three pillars. The new Microsoft Office architecture “Kollab” will be a new single Microsoft Office 365 platform that will be fully rolled out across the scheme, accessible by all staff, learners and relevant stakeholders. This single platform will significantly replace the multiple tenancies currently used across Kerry ETB, where a user may potentially have up to two or three email accounts, depending on their location.

As 2022 draws to a close, the pilots are being tested across the three pilot areas, with further actions identified in 2023 to achieve the scheme-wide roll-out.

## **Irish Language Scheme (Scéim Teanga) 2020-2023**

The Official Languages Act 2003 provides for the preparation by public bodies of a language scheme detailing the services which they will provide through the mediums listed below and the measures to be adopted to ensure that any service not currently provided by the body through the medium of the Irish language will be so provided within an agreed timeframe.

* Medium of Irish
* Medium of English, and
* Medium of Irish and English

Kerry ETB’s current Irish Language scheme is for the period 2020-2023. In particular, this scheme is guided by the principle that the provision of Irish language services should be based on the following:

* The underlying level of demand for specific services in the Irish language
* Importance of a proactive approach to the provision of such services, and
* Resources, including human and financial resources, and the capacity of the body concerned to develop or access the necessary language capability

A key focus for Kerry ETB in 2022 has been the focus on resources. Throughout the past calendar year, we have made significant efforts to obtain sanction for a new Irish Language Officer to Kerry ETB to help with the implementation of Scéim Teanga 2021-2023 and support the implementation of the Official Languages (Amendment) Act 2021. A business case has been submitted to the respective Departments seeking sanction for an Irish Language Officer role for ETBs. ETBI submitted this business case on behalf of the sector on November 18th, 2022.

# **Appendix I Glossary of Terms and List of Tables**

**Term Definition**

AFS Annual Financial Statements

CEO Chief Executive Officer

CPD Continuous Professional Development

CPPU Centralised Procurement and Purchasing Unit

DCEDIY Department of Children, Equality, Disability Inclusion and Youth

DEIS Delivering Equality of Opportunity in Schools

DE 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

FARR Funding Allocations Requests and Reporting System

FET Further Education and Training

HR Human Resources

IAU-ETB Internal Audit Unit-Education and Training Boards

ICT Information and Communication Technology

LCDC Local Community Development Committee

LCYP Local Creative Youth Partnership

LGBTI+ Lesbian, gay, bisexual, transgender and intersex

MGK Music Generation Kerry

OS&D Organisation Support and Development

OETC Outdoor Education and Training Centre

PLSS Programme Learner Support System

QA Quality Assurance

QQI Quality and Qualifications Ireland

REALT Regional English and Language Team

RSE Relationships and Sexuality Education

SEN Special Educational Needs

SEO Search Engine Optimisation

SIC Statement of Internal Control

SNA Special Needs Assistant

SPHE Social, Personal and Health Education

SY&M Schools, Youth and Music

TD Teachta Dála

TEL Technology Enhanced Learning

UDL Universal Design Learning

|  |  |  |
| --- | --- | --- |
| **Table** | **Title** | **Page Reference** |
| 1 | Board Member Attendance | 7 |
| 2 | Register of Attendance and Frequency of Meetings of the Audit and Risk Committee | 8 |
| 3 | Register of Attendance and Frequency of Meetings of the Finance Committee | 8 |

# **Appendix II: Kerry ETB Strategy Statement 2018-2022**

Goal 1: Nationally and Internationally Recognised and Quality Assured Programmes

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

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 well-being guidelines and ensure adequate support for pupils, students and learners.

Goal 3: Innovative Education and Training Responses

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

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

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, Department of Children, Equality, Disability Inclusion and Youth, 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

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 so as 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 in Kerry.

Goal 7: Effectiveness and Accountability in Governance and Leadership

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

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

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.

*End*

1. Bodies representative of business, industry and employers. [↑](#footnote-ref-2)
2. A representative from any category. [↑](#footnote-ref-3)
3. Bodies representative of persons engaged in the management of, or leadership in recognised schools. [↑](#footnote-ref-4)
4. Bodies which are not in the three designated categories. [↑](#footnote-ref-5)
5. Bodies representative of learners. [↑](#footnote-ref-6)
6. Councillor Aoife Thornton resigned 12/07/22. [↑](#footnote-ref-7)
7. Mr Zaid Kassoob resigned 20/10/22. [↑](#footnote-ref-8)
8. Ms Joan McCrohan resigned 01/11/22. [↑](#footnote-ref-9)
9. Corporate Compliance with Children First Act (2015) and the Department of Education and Skills Child Protection Procedures for Primary and Post Primary Schools (2017). [↑](#footnote-ref-10)
10. Beneficiaries refers to the total number of places taken up in the year, It is calculated by adding enrolments as on January 1st and all subsequent enrolments throughout the year. [↑](#footnote-ref-11)
11. This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme. [↑](#footnote-ref-12)
12. Education and Training Boards Ireland. (2022) *ETBI Patrons’ Framework.* [↑](#footnote-ref-13)
13. Department of Education. (2017) *STEM Education Policy Statement 2017–2025.* [↑](#footnote-ref-14)
14. Government of Ireland. (2022) *Public Sector Climate Action Mandate.* [↑](#footnote-ref-15)
15. Department of Further and Higher Education Innovation and Science. (2021) *Action Plan for Apprenticeship 2021–2025.* [↑](#footnote-ref-16)
16. SOLAS. (2020) *Future FET: Transforming Learning The National Further Education and Training (FET) Strategy.* [↑](#footnote-ref-17)
17. Department of Education. (2022) *Digital Strategy for Schools 2022-2027.* [↑](#footnote-ref-18)
18. Department of Further and Higher Education, Innovation and Science. (2022) *Progressing a Unified Tertiary System for Learning, Skills and Knowledge - policy platform* [↑](#footnote-ref-19)
19. Prior to the transition the production of the budgets was a highly manual and time consuming process. Data was exported from the old payment systems and manually input into Excel Spreadsheets to produce budgets. With the transition to SUN and P2P there has been a significant reduction in the level of manual intervention in the process. The P2P system integrates into the SUN Financial System so the data is automatically drawn into the system. This integration has resulted in quicker turnaround times for budgets and far higher levels of automation. [↑](#footnote-ref-20)
20. Commenced late in Quarter 4, 2022. [↑](#footnote-ref-21)
21. Calculation based on Youth Information Centres quarterly review meetings. [↑](#footnote-ref-22)
22. Targeted Youth Employability Support Initiative suspended due to low participant engagement. [↑](#footnote-ref-23)