



# Kerry Education and Training Board

## ANNUAL REPORT 2021



Rialtas na hÉireann  
Government of Ireland



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Aontas Eorpach  
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### Kerry ETB Board 2022

Cllr. Aoife Thornton

Cllr. Cathal Foley

Cllr. Deirdre Ferris

Cllr. Fionnán Fitzgerald

Cllr. Jim Finucane (*An Cathaoirleach*)

Cllr. Johnnie Wall

Cllr. Marie Moloney

Cllr. Maura Healy-Rae

Cllr. Michael Cahill

Cllr. Niall O'Callaghan

Cllr. Norma Moriarty

Cllr. Terry O'Brien

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 2022

Mr Colm Mc Evoy, *Chief Executive Officer*

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

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

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

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## MESSAGE FROM An Cathaoirleach

Throughout 2021, the COVID-19 pandemic continued to pose unprecedented challenges for our staff, students, learners and the wider community in which we operate. However, despite these challenges, much has been achieved, including the following (non-exhaustive):

- Enrolments increased across all schools (primary and post-primary)
- Building improvement projects continued across schools, with the new Gaelcholáiste Chiarraí and Listellick National School projects moving onsite
- Six schools completed Department of Education Safe Provision of Schooling Inspections, with all schools receiving exemplary reports
- QQI's inaugural review of quality assurance structures was completed
- The purchase of a standalone further education and training building (Kerry College Listowel Campus) was secured
- The validation for the Wind Turbine Maintenance Technician apprenticeship was approved
- The ETB successfully transitioned to Payroll Shared Services
- The ETB successfully established a Centralised Purchasing and Procurement Unit

The Kerry ETB community has shown remarkable resilience and dedication to adhering to public health advice. On behalf of the Board, I would like to thank all our staff, students and learners for continually demonstrating personal responsibility in the drive to protect the collective in these challenging times. The most significant achievement of 2021 is the uninterrupted continuation of our education and training services – which was achieved on the foot of your continued commitment and dedication to maintaining safe teaching/training and learning environments across Kerry ETB.

As we look to the future, we have continued to share in our ambitious vision for the strategic development of Kerry ETB. The commitment of Board members, myself as An Cathaoirleach, the CEO and the Executive to the Kerry ETB core values and mission is a significant resource and a resource that will continue to be used to advance the strategic development of our organisation.

**Cllr. Jim Finucane**  
**An Cathaoirleach**

## FOREWORD BY THE Chief Executive Officer

In compiling and publishing this year's annual report, in line with our legislative requirements (Section 28 of the ETB Act 2013), we were reminded of the uniqueness of 2021, a year dominated from start to finish by the COVID-19 pandemic.

In 2017, when the ETB's five-year Strategy Statement (2018-2022) was being developed, the onset of an international pandemic was not envisaged. Consequently, when developing the Kerry ETB Service Plan 2021, we needed the plan to reflect our new reality of leading the delivery of education and training services during the height of a pandemic.

In 2021, the provision of our services fluctuated between "onsite" and "remote" provision - in line with public health advice. Throughout the year, in addition to the creation and maintenance of safe teaching/training and learning environments for the Kerry ETB community, the following key priorities were identified:

- The commencement of the construction of Gaelcholáiste Chiarraí Nua
- Further development and consolidation of the Kerry College of Further Education and Training (Kerry College) pilot project with SOLAS
- The roll-out of Payroll Shared Services
- The official launch of the inaugural Kerry ETB Sustainability Strategy (2020-2022)
- The review of the Strategy Statement (2018-2022) implementation
- The further development of our capacity for digital learning across the scheme, building on the advancements necessitated by the COVID-19 restrictions

All these priorities were realised in 2021, alongside many others – which we set out in the following report.

I want to thank an Cathaoirleach, our Board and subcommittees, our management and staff teams, parents' councils/forum and students' councils/forum for their dedication and support in 2021. As we all know, good teamwork is required to surmount challenges, and in 2021 all areas of the organisation contributed positively to making 2021 a successful year for Kerry ETB.

Our students and learners were presented with a vastly different and challenging year in 2021. Their resilience was inspiring as they continued their education and training journeys with great positivity and purpose throughout the year.

We look forward to completing the work on the new ETB Strategy Statement in 2022, and I hope the progress we have made in recent months in emerging from the pandemic continues for the remainder of 2022 and beyond.

*Slán tamall agus tabhair aire.*

**Colm McEvoy**  
**Chief Executive Officer**

# Kerry ETB Board Statement

Kerry ETB is the statutory provider of education and training services in County Kerry. It was established on July 1 2013, under the provisions of the Education and Training Boards (ETB) Act 2013.

Kerry ETB complies with the Code of Practice for the Governance of ETBs, Department of Education (DE) 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 for the Chief Executive Officer. The Board is satisfied that the CEO 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 that disclose with reasonable accuracy at any time the financial position of the Board and enable it to ensure that the financial statements 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 Annual Financial Statements (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:

- a) Apply the standard accounting policies for the preparation of ETB financial statements
- b) Make judgements and estimates that are reasonable and prudent
- c) Disclose and explain any material departures from the standard accounting policies

In 2021, 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 DE 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:

Board Member	Nominating Body	26/01	23/02	30/03	27/04	11/05	25/05	23/06	24/07	29/09	13/10	26/10	02/12	14/12	Total
Cllr. Michael Cahill	Kerry Co Co	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	10/13
Cllr. Johnnie Wall	Kerry Co Co	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	11/13
Cllr. Cathal Foley	Kerry Co Co	✓					✓							✓	3/13
Cllr. Jim Finucane (C)	Kerry Co Co	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13/13
Cllr. Fionnán Fitzgerald	Kerry Co Co	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	12/13
Cllr. Deirdre Ferris	Kerry Co Co	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13/13
Cllr. Maura Healy Rae	Kerry Co Co		✓	✓	✓		✓	✓					✓		6/13
Cllr. Marie Moloney	Kerry Co Co	✓	✓	✓	✓	✓	✓				✓			✓	8/13
Cllr. Norma Moriarty	Kerry Co Co	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13/13
Cllr. Terry O'Brien (VC)	Kerry Co Co	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	13/13
Cllr. Niall O'Callaghan	Kerry Co Co	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	12/13
Cllr. Aoife Thornton	Kerry Co Co				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/13
Mr Joseph Brennan	Staff Nominee	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	11/13
Mr Noel Keenan	Parent Nominee	✓	✓	✓	✓		✓	✓	✓	✓	✓				9/11
Ms Maria O'Gorman	Special Interest Nominee <sup>1</sup>	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	11/13
Mr Tim Daly	Special Interest Nominee <sup>2</sup>	✓	✓		✓		✓	✓	✓				✓	✓	8/13
Mr John O'Roarke	Special Interest Nominee <sup>3</sup>	✓						✓	✓	✓		✓	✓		6/13
Ms Joan McCrohan	Special Interest Nominee <sup>4</sup>	✓	✓	✓	✓		✓	✓	✓	✓				✓	9/13
Mr Zaid Kassoob	Special Interest Nominee <sup>5</sup>				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10/13
Ms Catriona Kerin	Parent Nominee	✓	✓		✓		✓		✓						5/8
Ms Celia O'Shea	Staff Nominee				✓	✓	✓	✓	✓	✓		✓	✓		8/10

Table 1: Board Member Attendance

<sup>1</sup> Bodies representative of business, industry and employers.

<sup>2</sup> A representative from any category.

<sup>3</sup> Bodies representative of persons engaged in the management of, or leadership in recognised schools.

<sup>4</sup> Bodies which are not in the three designated categories.

<sup>5</sup> Bodies representative of learners.

**Subcommittees**

During the year, the Audit and Risk (A&R) Committee met on five occasions, with details of attendance outlined in the table below:

Name	Nominee	12/03	22/06	16/09	10/11	16/12	No. of meetings attended
Mr John C. O'Connor	External	✓	✓	✓	✓	✓	5/5
Mr Pádraig Ó Donnabháin	External		✓	✓	✓	✓	4/5
Mr Gerard O'Donoghue	External		✓	✓	✓	✓	4/5
Mr John M. Naughton	External	✓			✓		2/5
Cllr. Jim Finucane	Kerry ETB	✓	✓				2/5
Cllr. Norma Moriarty	Kerry ETB	✓	✓	✓	✓	✓	5/5
Ms Maria O'Gorman	Kerry ETB	✓		✓	✓		3/5

*Table 2: Register of Attendance and Frequency of Meetings of the A&R Committee*

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

Name	Nominee	12/03	22/06	16/09	10/11	No. of meetings attended
Mr Brendan Tuohy	External	✓	✓	✓	✓	4/4
Mr Karol Kissane	External	✓	✓	✓		3/5
Mr Brendan Daly	External	✓	✓	✓	✓	4/4
Cllr. Aoife Thornton	Kerry ETB			✓	✓	2/4
Mr Zaid Kassoob	Kerry ETB	✓	✓			2/4
Cllr. Deirdre Ferris	Kerry ETB	✓		✓	✓	3/4
Ms Joan McCrohan	Kerry ETB		✓			1/4

*Table 3: Register of Attendance and Frequency of Meetings of the Finance Committee*

## 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 2021.

The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the A&R Committee. The Board also relies on the Internal Audit Unit and its reports, the Comptroller and Auditor General (C&AG) 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 A&R 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 C&AG 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 31, 2021, which will be published within one month of receipt from the Office of the C&AG 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 the development and implementation of the Corporate Procurement Plan other than those areas noted for

further progress in the 2021 SIC. Non-compliance with Procurement Guidelines has been included in the SIC (page 4).

## Taxation

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

## Financial Statements

The AFS for the year ended December 31, 2021, are subject to audit by the Office of the C&AG at the time of publication of the Annual Report 2021. Kerry ETB will publish the AFS within one month of receipt from the C&AG.

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:
  - o Salaries and short-term employee benefits
  - o Post-employment benefits
  - o 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 2021.

## 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 2021 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 that 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 2021. Consequently, no action was required to be taken by Kerry ETB concerning Protected Disclosures.

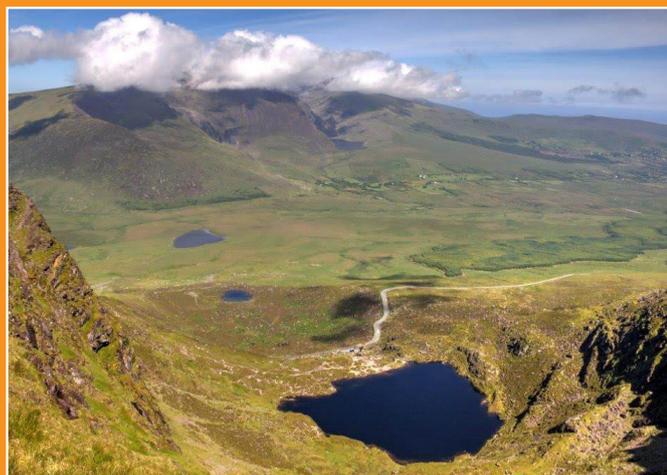
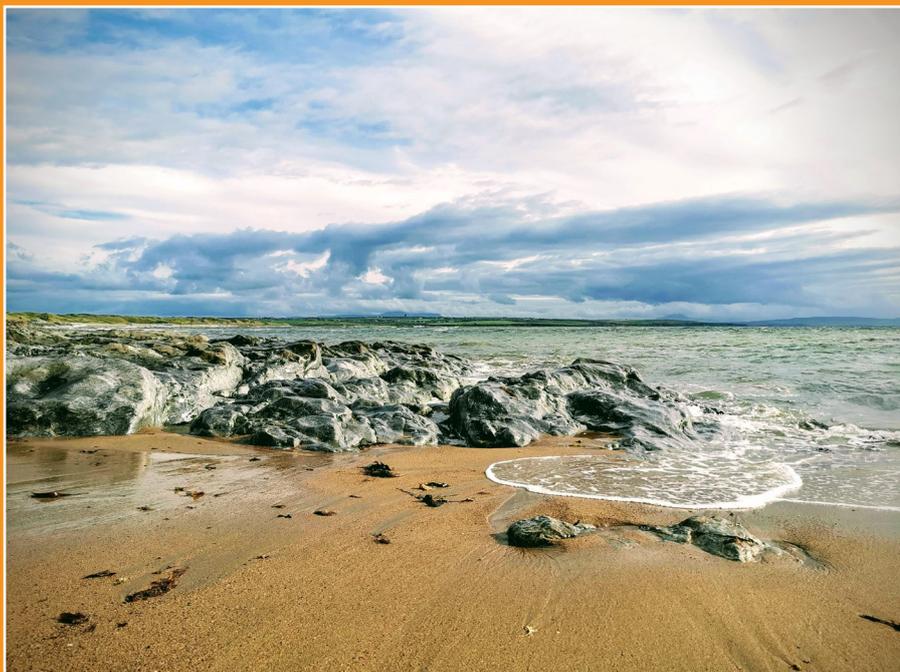
### Policy documents developed by the executive and approved by the Board (2021)

- Portable Appliance Testing (PAT) Policy
- Corporate Safety Statement
- Guidance to Schools/Centres on use of Premises for Third Parties
- Terms of Reference Risk and Compliance Meeting Forum
- Student/Learner References Procedure
- CCTV Policy Template for Kerry ETB Schools/Centres – Revised
- Corporate Compliance with Children First Act (2015) and the DoE Child Protection Procedures for Primary and Post Primary Schools (2017) Policy
- ETBI ETB FET Adult Safeguarding Policy & Procedure 2021
- Travel and Subsistence Policy and Procedure – Revised
- Purchase Card Policy and Procedure
- Emergency Lighting Policy
- Electrical Installation Testing Policy
- Outreach Centre Inspection Policy
- Contractor Safety Management Procedure
- Third-Party Governance Policy, including Procedures for Alleged Breaches/Infringements of Third-Party Agreements
- Procurement (Purchases) up to €25,000 using public funds under grant from Kerry ETB – Guide for Grant Recipients
- Revision to Appendices A-C of the Third-Party Governance Policy
- Revision to Appendix 9 of the Procurement Policy & Procedures for purchases up to €25,000 and the Procurement Policy & Procedures over €25,000
- Accident Reporting Procedure
- Areas of Responsibility - Official Names Register
- Guidelines to Prepare for Official Visits
- Overpayments Policy and Procedure
- Bad Debts Policy and Procedures
- Fundraising Activities Policy
- Continuous Professional Development Policy and Procedure – Revised
- Phased Return to Work Policy and Procedure - Revised
- Anti-Fraud and Corruption Policy and Procedure - Revised
- Motor Vehicle Usage Policy and Procedure - Revised
- Terms of Reference for the Kerry ETB Section 44 Committees – Revised

### 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.

Selection of Images, Kerry ETB Calendar 2021



# Kerry ETB Community

As a geographically dispersed organisation, Kerry ETB has thirty-eight premises throughout the county, providing primary level education in three community national schools and post-primary level education in eight post-primary schools.

As a committed provider and funder of youth services, the Kerry ETB Youth Work Development Function directly delivers and administers funding to support a wide range of creative and music programmes across the county for children and young people. Kerry ETB is also home to Ireland's first fully integrated College of FET (Kerry College), with campuses and hubs throughout Kerry. Kerry ETB has four Youthreach centres.

All services provided by Kerry ETB are provided at a local level, meeting local demands.



Figure 1: Kerry ETB Geographical Map

Service Provision <sup>6</sup>	No. of Participants
Primary Level	80
Post Primary Level	2,805
Further Education Training	8,240
<b>Provision Totals</b>	<b>11,125</b>

Table 4: Service Provision

<sup>6</sup> Figures accurate as per draft annual financial statements 2021.

**Head Office Accommodation**

Centrepont

**Primary (Community National Schools)**

Scoil an Ghleanna Pobal Scoil Náisiúnta

Tahilla Community National School

Two Mile Community National School

**Post-Primary**

Castleisland Community College

Causeway Comprehensive School

Coláiste Gleann Lí

Coláiste na Ríochta

Coláiste na Sceilge

Gaelcholáiste Chiarraí

Killarney Community College

Killorglin Community College

**Kerry College of Further Education and Training**

Kerry College, Admissions Office

Kerry College, Clash Road Campus

Kerry College, Denny Street Campus

Kerry College, Listowel Campus

Kerry College, Monavalley Campus

Kerry College, Killorglin Campus (OETC) (including

Killarney National Park Education Centre)

**Further Education and Training**

An Tóchar FET Centre

Ionad Breisoideachais agus Oiliúna an Daingin

Kenmare FET Centre

O'Connell FET Centre

Tech Amergin FET Centre

**Vocational Training Opportunity Scheme (VTOS)**

Killarney VTOS

Killorglin VTOS

Listowel VTOS

Tralee VTOS

**Adult Literacy and Basic Education**

Castleisland Community Centre

Killarney ABE Centre

Killorglin ABE Centre

Listowel ABE Centre

Tralee ABE Centre

**Youthreach**

Killarney Youthreach

Listowel Youthreach

Tralee LCA Youthreach

Tralee Youthreach

**Sports Centre**

Tralee Regional Sports and Leisure Company Limited by  
Guarantee

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

Table 5: Partnership Schools

## 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.



Figure 2: Kerry ETB Core Values

## Organisational Structure

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

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

The three Director roles reflect the three pillars of service delivery of the ETB, with each director formally delegated authority in their role as per Section 16 of the ETB Act 2013.

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

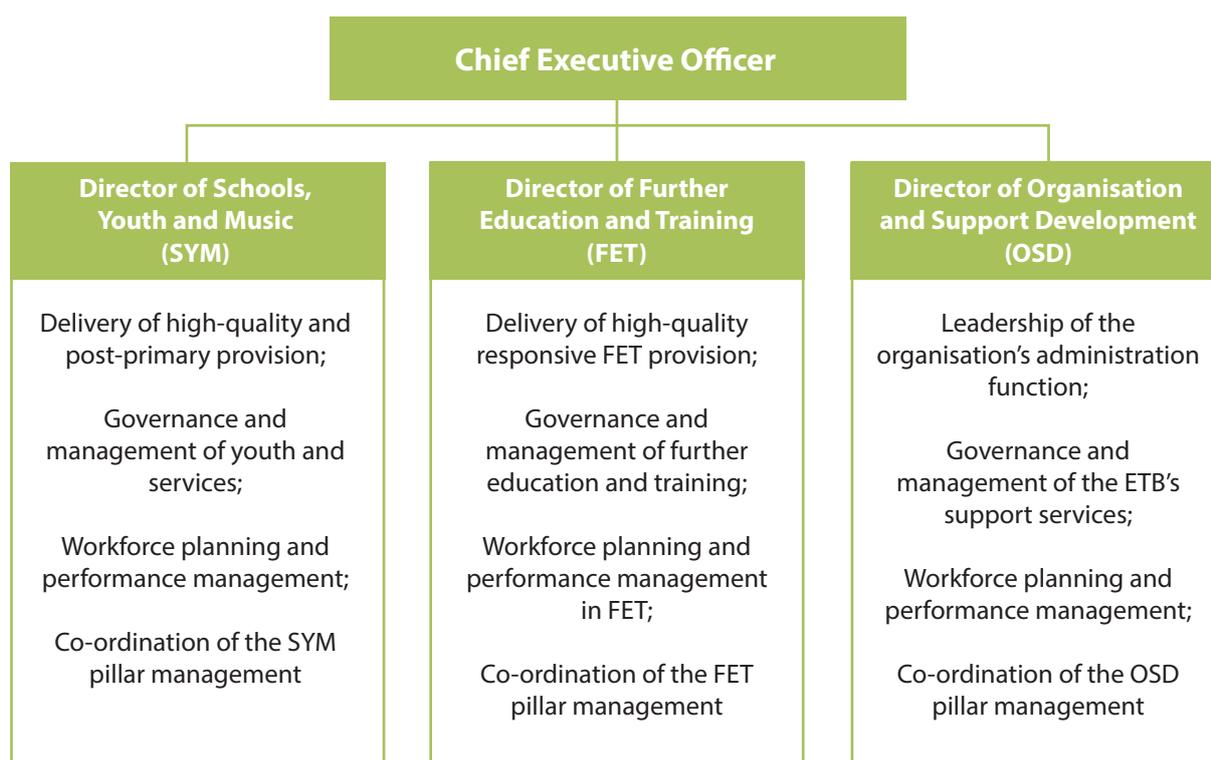


Figure 3: Organisational Structure

# 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 (purple 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:

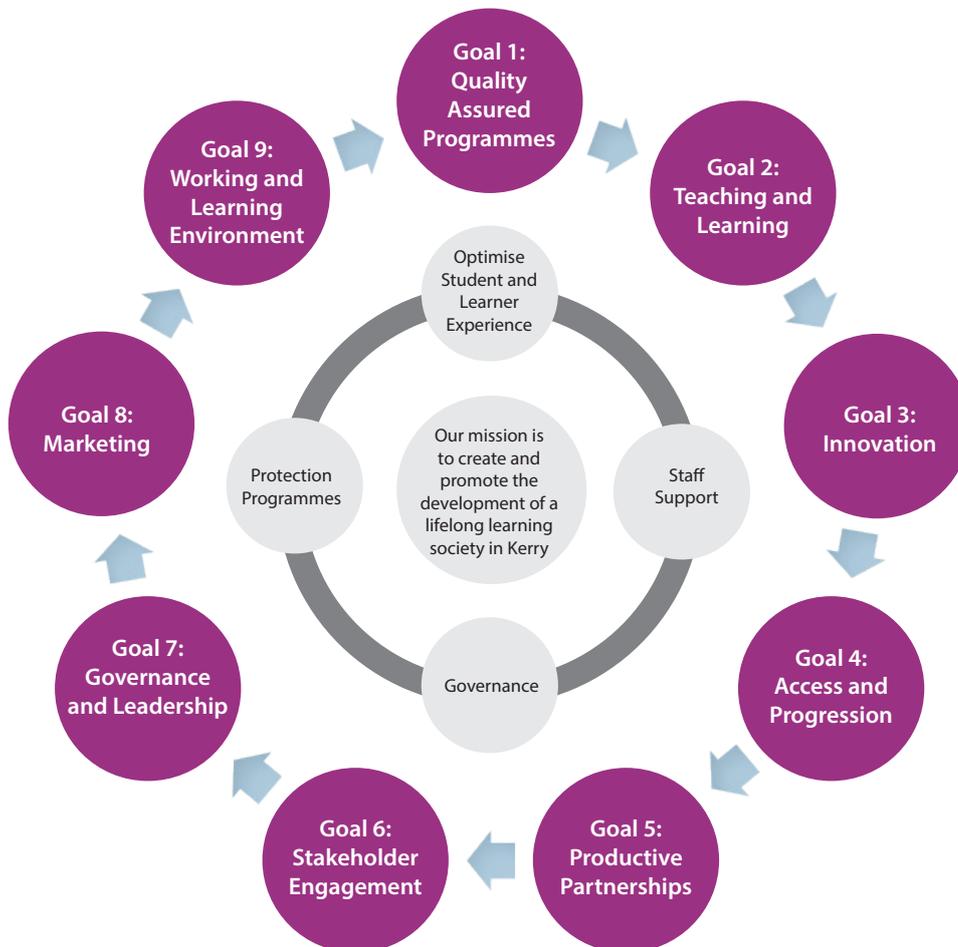


Figure 4: Strategic Reporting Framework

### **Our Reporting Model**

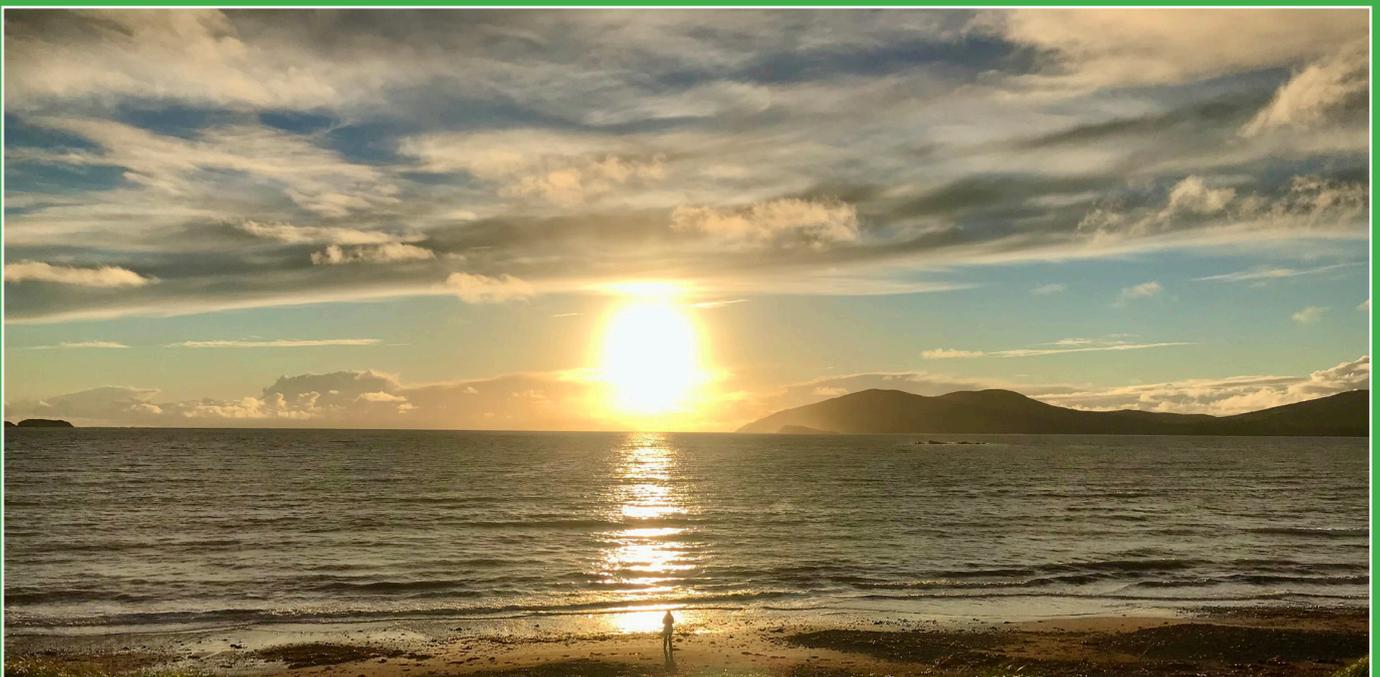
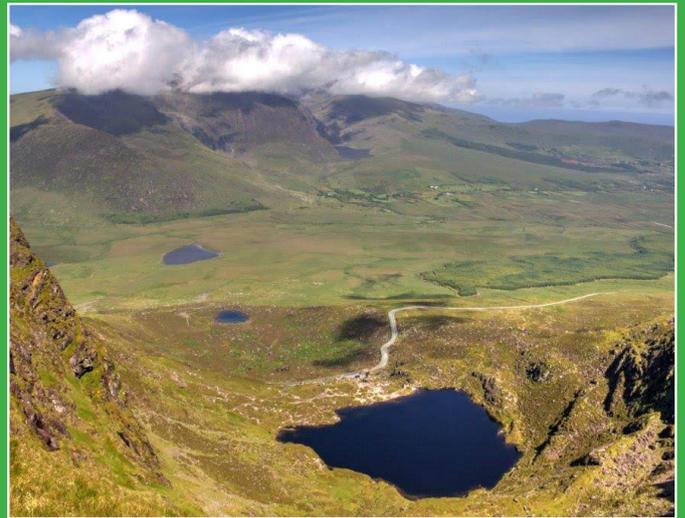
The Annual Report 2021 accumulates the 2021 implementation reporting templates developed for the service plan and each strategic document approved by the Board of Kerry ETB, i.e. Sustainability Strategy, ICT Strategy and the Scéim Teanga.

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

### Nationally and Internationally Recognised and Quality Assured Programmes (Strategy Statement Goal 1; Performance Delivery Agreement 1.3)

Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 1.1	Develop new FET programmes	Ten new FET programmes/modules were developed in 2021, including the Scuba Diving Instructor course.
SS 1.2	Develop a register of School Self Evaluations and School Improvement Plans to support schools	A register of School Self Evaluations and School Improvement Plans has been collated and is available for principals as a shared resource for learning.
SS 1.3	Develop a three-year Youth Development Work Strategy (2022-2024)	The consultation process to inform the development of the ETB's inaugural Youth Development Work Strategy (2022-2024) was commenced. Strategy to launch in Quarter 3, 2022.
SS 1.4 PDA 1.3, 1.10	Continued implementation of all quality assurance (QA) policies	Continued to develop and improve course programme specifications; A comprehensive review of all QA governance structures was completed (inaugural QQI review process).
SS 1.5 PDA 1.11, 3.10	Develop and implement Internal Child Protection Monitoring Plan	No monitoring visits took place in 2021 due to COVID-19: identified as a priority for 2022.
	Ongoing implementation of Department of Education (DE) Subjects and Whole School Evaluation – Management, Leadership and Learning inspection recommendations	There were no DE subject or whole-school inspections in 2020/21 due to COVID-19: identified as a priority for 2022; Six schools completed DE Safe Provision of Schooling Inspections, with all schools receiving exemplary reports.
	Complete QQI Inaugural Review	Successful completion of the QQI inaugural review. Report due in Quarter 1, 2022.

Quality Teaching and Learning (Strategy Statement Goal 2; Performance Delivery Agreement 1)		
Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 2.1	Continue to develop FET CPD Resource Repository	Full range of CPD events was notified on Microsoft Teams to FET staff.
SS 2.2	Complete Youthreach and CTC provision review	A review of Youthreach and CTC provision was completed. Priority actions identified for 2022/23.
	Roll out inclusive initiatives through SEN, DEIS and Home School Community Liaison	Universal Design for Learning-Action Research Project was commenced (Year 1 of 3); School management promoted the DE In-person Supplementary Programme for SEN Students with Complex Needs During School Closure.
SS 2.3 PDA 1.7	Development of Kerry College Killorglin Campus (OETC)	Commenced new outdoor education and training programmes, e.g. Scuba Diving Instructor; Plans to develop the Killorglin Campus into a self-sufficient energy facility were progressed.
SS 2.4 PDA 1.2	Implementation of Kerry ETB Sustainability Strategy (2019-2022)	Minister for Education, Ms Norma Foley TD, officially launched the ETB's inaugural Sustainability Strategy; Achievement of short-term targets (please see page 35 for further details); Green Schools programme is in place in all schools; ETBI Take One Programme implemented in four schools.
	Restorative approaches promoted to address behaviour management in schools	Restorative Practice training was provided to all new teachers and assistant principals; Schools continued to use reflection days to address behaviour issues.
SS 2.5 PDA 1.3, 1.12, 1.13	Implement Digital Strategy (2019-2022)	Achievement of medium-term targets (please see page 35 for further details); Continued to embed the use of Microsoft Office 365 in teaching and learning; Network upgrades completed across all relevant facilities; Implemented a single FET/schools technical support contract; All staff were fully equipped with devices to support remote working.
	Embed the use of immersive reader for all students who require it, with particular emphasis on SEN/EAL students	Students and learners availed of immersive reader and translator, where needed; Teachers/tutors utilised immersive reader/translator in differentiation.
SS 2.6	Continue to embed student/learner voice across schools/centres/campuses	Students and learners provided input into facility decisions and policies; Schools' Student Forum met four times and acted as a Youth Advisory Panel for Ethos.
SS 2.7 PDA 2.5	Publication of the annual Kerry ETB Newsletter	Newsletter was electronically accessible by all staff, parents/guardians, students/learners and stakeholders.
	Arrange annual Student Awards	The Annual Student Awards celebrated achievements made by students across schools and Youthreach.
SS 2.8 PDA 1.10	Develop and expand further apprenticeships and traineeships	Approval received to run three new apprentice group intakes (plumbing and electrical); Expanded intake for the Fibre Installation Technician course; Wind Turbine Maintenance Technician Apprenticeship Validated; Revalidation of Commis Chef Apprenticeship.

**Quality Teaching and Learning (Strategy Statement Goal 2; Performance Delivery Agreement 1) – cont...**

<b>Priority</b>	<b>Action (identified in Service Plan 2021)</b>	<b>Update/Performance Indicator</b>
SS 2.9	Continued provision of services in a safe manner during the Covid-19 pandemic	High-quality provision was delivered throughout the year via online, blended and onsite delivery; Service delivery was underpinned by a comprehensive COVID-19 response framework/plan, including detailed policies/guidance, weekly response team meetings, checklists, training and identification of key representatives across all facilities.
	Development and upgrading of the O'Connell FET Centre	Approval to proceed was received in Quarter 2. Building works are to commence in 2022.
SS 2.10	Establishment of Kerry College Learner Services and Supports Unit across all Campuses	Integration of learner support services continued across all campuses; Apprenticeship learner support resource was appointed.
	Develop and implement Wellbeing Framework for primary and post-primary	Wellbeing and Relationships and Sexuality Education (RSE) working groups were established to drive development and delivery; Wellbeing and resilience workshops delivered to all schools, including non-ETB schools; CPD programme for teachers of SPHE/Wellbeing was completed.
	Review the implementation of the Senior Cycle PE (Examinable Subject) in one school and roll this out in other schools	Senior Cycle PE review completed and rolled out to other schools.

Innovative Education and Training (Strategy Statement 3; Performance Delivery Agreement 1.4/1.10)		
Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 3.1 PDA 1.8	Restructure FET provision in line with changing county demographics	Mitigating Against Educational Disadvantage Fund was used to target minority/disadvantaged groups, including learners in rural areas and ESOL; Completed the first year of the two-year plan to restructure VTOS and transition to 'Kerry College Pathway Courses.'
SS 3.2 PDA 1.9	VTOS provision to be reorganised in line with national SOLAS review	Completed the first year of the two-year plan to integrate VTOS provision into Kerry College; Kerry College Admissions Office managed all Level 3 and 4 provision recruitment, i.e. Kerry College Pathway Courses (formerly VTOS).
	Review of FET Centre provision to increase full-time provision, i.e. full-time flagship courses for each FET Centre	Review of provision completed and full-time courses identified for each centre; Continued investment in centre facilities to support the provision of identified flagship courses.
SS 3.3 PDA 4.1	Continue to support the inclusion of international students	The ESOL programme was successfully redeveloped with increased online delivery and targeted language assessments. The Mitigating Against Educational Disadvantage Fund was utilised to empower these learners; English as an Additional Language assessments and withdrawal classes were monitored and reviewed regularly; Engagement of international learners across all FET.
	Support Multicultural events in schools and centres	Celebration of students' various cultures was evident in schools' curricula and events.
SS 3.4 PDA 1.8	Further develop the establishment of an integrated FET Centre in Killarney	The ETB's proposals to the SOLAS Capital Call for College of the Future and Building Works initiative were commenced. Bids are to be submitted in Quarter 2, 2022; Fit-out commenced at the Kerry College Admissions Office in Killarney. Office due to open in Quarter 2, 2022.
SS 3.5 PDA 1.13	Full implementation of a SOLAS TEL Strategy for blended learning and online provision	Commenced implementation of the (FET) Blended Learning Policy; Fully implemented Microsoft Teams delivery for classroom-based and online learning.
	Continuing to embed digital tools in teaching and learning, learning from the remote period	All staff were fully equipped with devices to support remote-working; Implemented ePortfolios with OneNote; Universal Design of Learning, creating accessible digital and flipping the classroom were utilised across delivery; ICT Coordinators' community of practice met regularly to share good practices.
	Continue to deliver online Applied Maths as an additional Leaving Certificate subject across all schools	There were sustained participation levels, retention, and attainment in the Applied Maths course. Six schools have a Junior Cycle short computing course, and two have a Senior Cycle computing course.
SS 3.6 PDA 1.10	Implement the transformation of FET in line with SOLAS Strategy and develop new provision	Further development and consolidation of the Kerry College of Further Education and Training (Kerry College) pilot project with SOLAS; The Scuba Diving Instructor course was launched in August 2021. This course is the only PADI7 Scuba Diving Instructor course run by an ETB provider in Ireland.

<sup>7</sup> Professional Association of Diving Instructors

**Innovative Education and Training (Strategy Statement 3; Performance Delivery Agreement 1.4/1.10) – cont...**

Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 3.7	Development of virtual school tours for primary students and especially students with additional needs/SEN	The provision of virtual school tours for primary school students took place in DEIS schools.
	Ensure links to primary schools are enhanced and progressed, particularly concerning SEN/EAL/DEIS students	The provision of virtual school tours for primary school students took place in DEIS schools.
SS 3.8	Continue to support the development of needs-based youth work responses in Kerry in line with the Youth Work Function	Please refer to page 32 for further information on youth grants administered in 2021.
SS 3.9	Ensure youth projects are supported by the National Quality Standards Framework where applicable	The National Quality Standards Framework supported all local youth club grants.



Access and Progression (Strategy Statement 4; Performance Delivery Agreement 1.1)		
Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 4.1 PDA 1.1	Expansion of Recognised Prior Learning (RPL) routes	Seven learners received certification on the National Tour Guiding Programme - No expansion due to COVID-19.
SS 4.2 PDA 1.5	Expansion of services provided by the Kerry College Admissions Office	The Kerry College Admissions Office managed all enrolments for full-time and part-time provision; Admissions Office monitored PLSS data for all FET provision.
	Provide support to maximise access and progression opportunities	Five special classes opened in schools in Quarter 1; Progression Pathways Working Group was established; Kerry College carried out county-wide school visits to inform students re FET progression routes and opportunities and to meet with Guidance teachers; FET Access and Progression Officers joined the Kerry College Team to provide up-to-date and relevant information/advice to potential Kerry College FET learners and parents/guardians.
SS 4.3	Development of a Kerry College Business Support Unit	Further developed the Kerry College Business Support Unit course offerings.
		Skills to Advance provision increased, with 217 beneficiaries in 2021.
SS 4.4 PDA 1.13	Utilise technology more effectively to track learner progression and outcomes	The Director of FET chaired the FET CAO Working Group, which saw the inclusion of FET and apprenticeship options in the CAO decision-making process. Group membership included SOLAS, CAO, ETBI and ETBs; Tracking reports from learner feedback and PLSS were produced regularly; Learner outcome reports were regularly received from SOLAS.
SS 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	Implementation of Junior Cycle short course in computer literacy across post-primary schools; School development planning to support literacy and numeracy in place in all schools.
		Increase in one-to-one digital literacy provision across all Adult Literacy and Community Education.
SS 4.6 PDA 1.1	Creation of Kerry College Learner Services and Supports Unit across all Campuses	Plans to amalgamate all learner supports across Kerry College to create one Learner Support Unit with standardised supports were advanced.

**Develop Productive Partnerships (Strategy Statement 5; Performance Delivery Agreement 3.7)**

<b>Priority</b>	<b>Action (identified in Service Plan 2021)</b>	<b>Update/Performance Indicator</b>
SS 5.1	Explore, with QQI, alternative arrangements for work experience in light of COVID-19	Work experience deferred due to the ongoing impact of COVID-19. Due to recommence in Quarter 1, 2022.
SS 5.2 PDA 3.9	Ensure Department of Education and Department of Further and Higher Education, Research, Innovation and Science reporting deadlines are adhered to	Reports to respective Departments were submitted in line with deadlines.
SS 5.3 PDA 2.5	Ongoing engagement and consultation with relevant unions	Ongoing engagement and open channel of communications with relevant unions; Appointed a new staff representative to the ETB Board.
SS 5.4 PDA 3.5	Third-Party Arrangements (MOUs, SLAs etc.) developed with all third-party stakeholders	Third-party arrangements entered as relevant; Third-Party Governance Policy approved by the Kerry ETB Board in Quarter 3.
SS 5.5	Continue to embed new UBU systems	Quarterly performance, planning and review meetings with funded youth services; Ongoing support/engagement concerning the UBU continuous improvement model; UBU rules and policies are communicated to local youth providers.
	Further engagement with the DCEDIY re Greenfield Sites	New Greenfield site commencing in rural North Kerry in 2022.
SS 5.6	Ongoing engagement with Léargas	Kerry ETB is currently engaged in four Erasmus projects; Attendance at relevant national Léargas workshops/ events, including ETB FET Staff Information and Networking Meeting in Quarter 2.
SS 5.7	Continue to work in conjunction with Kerry Recreation and Sports Partnership	Evidence of increased integration of students into local sports clubs.
SS 5.8	Continue ongoing engagement with Arts bodies via the LCYP and Music Generation	Quarterly meetings of LCYP Creative Steering Group and Music Generation Advisory Group; The LCYP initiative was restructured to a grant model. The initiative offered free online creative resources throughout lockdowns to help families, schools, and young people; Music Generation Work Plan 2021 received excellent feedback.
SS 5.9	Increased employer engagement and skills to advance provision	Dedicated Business Support Unit in Kerry College in place; Increased Skills to Advance provision, with 217 beneficiaries in 2021.
SS 5.10	Continue membership on the Local Development Committee and Local Action Group	Regular meetings were attended.

Stakeholder Engagement (Strategy Statement 6, Performance Delivery Agreement 3.7)		
Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 6.1	Kerry ETB Student Forum 2021 to prioritise students' voice	Student participation in Student Council/Forum recognised in Annual Kerry ETB Student Awards; Students and learners provided input into facility decisions and policies.
SS 6.2	Support parental participation through Parents Forum	The Parents' Forum plays an active role in the school community. In 2021, the forum met four times to oversee its annual priorities. In Quarter 2, members completed a self-assessment to ensure its effectiveness (see page 31 for feedback).
SS 6.3	Ensure youth projects are supported by the National Quality Standards Framework where applicable	Continue to develop and implement customised and inclusive consultation mechanisms with all of our stakeholders Regular meetings took place with the Department of Social Protection; Ongoing attendance at meetings of the Regional Skills Forum.
SS 6.4	Engage in strategic dialogue with SOLAS to implement national and local strategies for further education and training	Process for new SOLAS Performance Agreements to commence in Quarter 1, 2022; Regular reporting on key indicators/outcomes was returned to SOLAS.
SS 6.5	Continue to utilise the feedback from stakeholders to inform the types of services we provide and to enhance current provisions	Developed new provision in line with key stakeholder feedback channelled through the admissions office and business support unit.
SS 6.6 PDA 1.9	Continue to enhance our employer engagement strategy	Expansion of the Kerry College Business Support Unit is ongoing.
SS 6.7	Continue to dialogue with awarding bodies, including QQI, to enhance the learning opportunities available to our learners	Successful completion of the QQI inaugural review. Report due Quarter 1, 2022. Validation of new courses and apprenticeships in 2021 include Wind Turbine Maintenance Technician Apprenticeship and Revalidation of the Commis Chef Apprenticeship.
SS 6.8 PDA 2.2, 2.3, 2.5	Staff Development	Staff complete relevant CPD within available budgets; CPD plan and opportunities disseminated to FET staff via Microsoft Teams; Governance programme attended by staff, ETB Board members and Section 44/45 Committee members, as relevant.
SS 6.9	Measure our stakeholder engagement activities to encourage joined-up planning and delivery of programmes and services	The development of a stakeholder engagement report was deferred due to COVID-19.

**Effectiveness and Accountability in Governance and Leadership (Strategy Statement 7; Performance Delivery Agreement 2**

<b>Priority</b>	<b>Action (identified in Service Plan 2021)</b>	<b>Update/Performance Indicator</b>
SS 7.1	Publication of ETB Service Plan as per legislative requirements	Service Plan prepared and approved in line with legislative requirements.
	Continue roll-out of Communications Implementation	Plan Published the Head Office Roles and Responsibilities document in Quarter 2; Commenced implementing the recommendations derived from the independent internal communications review to include directorate reporting templates.
SS 7.2 PDA 3.6	Carry out Annual Review of Internal Controls and prepare SIC	The Board ensures it receives adequate assurance that specified controls are operating as intended.
	Develop a framework of Management Reports informed by the Internal Control Framework	Reports were developed and issued to the relevant director for follow-up action.
	Establish a centralised Procurement Unit for Kerry ETB	Successful establishment of Centralised Procurement Unit to coordinate purchases across OSD and SYM pillars. Further actions identified for 2022 include drafting the ETB's next Corporate Procurement Plan.
	Continue to develop Data Protection processes and awareness amongst staff	Data mapping was carried out across all facilities; Data Protection Awareness training was delivered to staff to ensure awareness of associated processes.
SS 7.3 PDA 2.1	Continue to review and further develop HR policies and procedures	HR policies and procedures were reviewed on an ongoing basis.
	Update current interviewing practices in line with the shift to remote interviewing	Interview training for Board members was completed in Quarter 1, 2022.
	Finalise the first iteration of the Authority Matrix	Considerable progress was made in finalising the Authority Matrix and Segregation of Duties Policy. Implementation to commence in Quarter 3, 2022.
	Implement Corporate Procurement Plan 2020-21	Ongoing implementation of Corporate Procurement Plan 2020/21; Commenced planning for 2022/23 version.
SS7.4 PDA 3.8	Fixed Asset Management Process finalised for Out-centres	An online fixed asset management system is in place, and the Audit and Compliance Unit coordinated its roll-out.
	Revise process for completion of ICT DPER CL 2016 (End & Start of Year)	Annual End and Start of Year process formalised and submission deadlines met; Quarterly reviews ensured compliance.
	Roll out leadership and management training in schools	Leadership and management training delivered on motivating teams, conflict resolution and core values; The DSEL Calendar ensured schools' staff CPD recommendations were met.
	Integrate Core Values –Ethos Framework into schools' planning and development process	The roll-out of the Ethos Framework was commenced with the appointment of an ethos coordinator; Principals and deputies completed an online Ethos training workshop with ETBI.
SS7.5 PDA 3.3	Enhance our financial management capacity	Successful transition to Payroll Shared Services effective from Quarter 2; Transition preparations for the Sun Financial system (effective from January 2022) were ongoing with the project team and ESBS.

**Effectiveness and Accountability in Governance and Leadership (Strategy Statement 7; Performance Delivery Agreement 2 – cont...**

<b>Priority</b>	<b>Action (identified in Service Plan 2021)</b>	<b>Update/Performance Indicator</b>
SS 7.6	Development of centralised single learner attendance and payment system for all FET provision	The development of a centralised learner payment system is progressing well. Project to be finalised in 2022.
	Develop Activity Plan for Compliance Unit	Audit and Compliance Unit Activity Plan updated on an ongoing basis.
	Submission of Annual Financial Accounts (by April 1) and Annual Report (by June 30)	The annual financial statements and annual report were submitted according to legislative deadlines.
	Further development of Internal Controls and Compliance Testing Framework across multiple areas	Compliance framework developed for School Completion, Youthreach and Section 44 Committees.
	Board appraisal of work carried out by the Finance and A&R Committees; Ensure Section 45 Committee reports be submitted periodically to the ETB Board, in line with CL0002/2019	The chair of each committee ensures that Board members are provided with written reports on the work carried out by the Finance and A&R Committees, as required under CL0002/2019.
SS 7.7 PDA 2.2	Conduct the Staff Election for the Kerry ETB Board Vacancy	Following an election, a staff nominee was appointed to the ETB Board in Quarter 2.
	Ensure to maintain financial expertise on A&R and Finance Committees	The Board makes appointments to A&R and Finance Committees in consultation with committee chairs; External members of Committees bring required audit and financial skills and experience to the role.
	Carry out ongoing monitoring of attendance rates at ETB Board, Section 44 and Section 45 Committee meetings	Ongoing emphasis to secretaries/members of the requirement to attend all meetings as per CL0002/2019.
	Corporate governance – embed a clear understanding of the requirements of CL:0002/2019	Governance training was completed by senior staff, ETB Board, Section 44/45 Committees, as relevant.
SS 7.7, 7.8	Carry out Board Self-Assessment in line with CL0002/2019	ETB Board and Committees completed annual self-assessment, using the questionnaire included in CL0002/2019, identifying where improvements could be made.
	Section 45 Committees to carry out Self-Assessments	The chairs of both the A&R Committee and the Finance Committee ensure that a self-assessment exercise is completed annually as required under the CL0002/2019.
	Develop and implement Wellbeing Framework	Wellbeing Steering Committee established for SPHE and RSE; Integrated wellbeing programme developed in line with the Framework for Junior Cycle (2015).

### Marketing, Branding and Communication (Strategy Statement 8)

Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 8.1, 8.2, 8.3	Further develop the Kerry ETB brand and implement an organisation-wide marketing strategy	Procured third-party branding supplier; Ongoing dissemination of targeted and accessible information to the public; Deferred marketing strategy development to align with the Strategy Statement (2023/27).
SS 8.4	Implement the Kerry ETB Scéim Teanga	Successful completion of Scéim Teanga implementation report (Year 1); The Irish Steering Group review and monitor the plan's implementation on an ongoing basis; Successful recruitment of Music Generation educators who can teach through Irish; Progressed plans to establish an Aonad class in Killarney.
	Development of New Kerry College Irish Language Provision Unit	Expansion of Irish courses delivered in Kerry and online.
SS 8.5 PDA 2.2	Effectively promote the utilisation of online /social media presence across the scheme	Ongoing utilisation of online/social media presence across the scheme to raise awareness of educational opportunities; Successfully developed new websites for eleven schools.
SS 8.6	Develop a communications app for one school as a pilot initiative	Successful completion of the school pilot app initiative in Killarney Community College. Extended roll-out planned for 2022.
SS 8.7, 8.8	Progression Pathways Working Group to develop publications for parents regarding progression pathways for students	Ongoing dissemination of targeted and accessible information to parents/guardians.
SS 8.9	Redesign the internal Kerry ETB Policy SharePoint	Procured third-party supplier to oversee the redesign of the ETB's Microsoft architecture. The timeline for launching the new internal SharePoint/Teams will be Quarter 3, 2022.

Enhancing the Working and Learning Environment (Strategy Statement Goal 9; Performance Delivery Agreement 1.6)		
Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 9.1	Progress Capital and Building Projects – including Kerry ETB and Non-Kerry ETB Premises	Commenced Gaelcholáiste Chiarraí construction. Project to be finalised by Quarter 4, 2022; Extension to Causeway Comprehensive School progressed to Stage 2A; Commenced construction on Listellick Primary School; Progressed St. Oliver's School planning application.
	Improve the environment in which staff work	Wellbeing bulletins are issued on an ongoing basis; Ongoing dissemination of Employee Assistance Programme information; Completed review of the Strategy Statement 2018-2022; Progressing capital and building projects.
SS 9.2	Policy Planner implemented to establish a systematic review of existing Policies and Procedures and address current Policy/Procedure gaps	Completed comprehensive review of policies and procedures (see page 11); Implemented a digital policy planner to encourage better oversight of policy development.
SS 9.3 PDA 2.5 PDA 3.2	Continue roll out and development of the Kerry ETB Risk Management Policy and Framework	ETB Board ensures there is an ongoing process designed to identify and address significant risks involved in achieving outcomes; The A&R Committee supports the Board in this role.
	Review financial management resources, practices etc. to identify priorities for additional training/supports	Financial management training needs analysis carried out on an ongoing basis; Comprehensive roll-out of training to line management and staff on the Sun Financial and Purchase 2 Pay systems; Line management and relevant staff completed financial management training on an ongoing basis, including a Budgets and Effective Planning session.
	Develop a FET TEL Strategy in line with the SOLAS FET TEL Strategy and Kerry ETB ICT Strategy	A consultation process was completed in preparing a FET TEL Plan. Plan to be finalised in 2022.
SS 9.4 PDA 2.2 PDA 2.6	Publication of CPD Overall Plan for 2021	Staff completed relevant CPD within available budgets; CPD plan and opportunities disseminated to FET staff via MS Teams.
	Further develop the 'Wellbeing' Section on the Policy SharePoint	The Wellbeing Section of the Policy SharePoint is accessible to all staff and includes the Employee Assistance Programme information.
SS 9.5 PDA 1.5	Continue to develop programmes and a range of preventative and proactive strategies to enhance the positive mental health of students, learners and staff	Development of an integrated Junior Cycle Wellbeing curriculum in all schools; Enhancement of the RSE programme across all schools; A dedicated wellbeing coordinator supports the continued development of the student support team model, including the delivery of training to teams throughout the county.
SS 9.6	Continue to embed good health and safety practices across the scheme	An adequate health and safety audit report (draft at the time of submission) was received from the IAU-ETBs; Health and Safety Officer carries out site checks and ensures all risk assessments are up to date; Quarterly health and safety-directorate review meetings promptly address matters arising under each pillar.

### Enhancing the Working and Learning Environment (Strategy Statement Goal 9; Performance Delivery Agreement 1.6) – cont...

Priority	Action (identified in Service Plan 2021)	Update/Performance Indicator
SS 9.7 PDA 2.2	Develop programmes and resources to support Continuous Professional Development for programmes	Successfully delivered a six-part programme to all Section 44 Committee members to include internal controls and child protection.
		Ongoing delivery of CPD in child protection and safeguarding; Identification and provision of training relating to Junior Cycle Wellbeing. Provision of CPD concerning the RSE programme
<b>SS 9.8</b>	<b>See SS 9.1/9.9 for updates</b>	
SS 9.9 PDA 1.6	Separation of Kerry College Listowel Campus from Listowel Post Primary	Following the successful acquisition of a property in Listowel, Kerry ETB is progressing its plans to establish a standalone FET Campus in the town (Kerry College Listowel Campus), effectively separating FET from the post-primary provision.
	Capital acquisition and development of new Apprenticeship Facilities in Tralee	Plans to develop additional apprenticeship facilities in Tralee town were progressed significantly. Further actions were identified for 2022 (SOLAS Capital Submission in Quarter 1, 2022).
	Car Parking Facilities at the rear of Kerry College Clash	Completion date for works to Kerry College Clash Road Campus revised to 2022.

# Performance Measures

## A Snapshot View of 2021

- Acquisition of a new standalone FET centre in Listowel – Kerry College Listowel Campus
- Launch of the inaugural Sustainability Strategy
- Enrolments grew by 7% across Kerry ETB Schools
- Comprehensive COVID-19 response
- Five new special classes across post-primary
- All staff and students use Microsoft Office 365
- All schools have:
  - Teaching and Learning Teams
  - Parent-Student-Teacher Meetings
  - Digital, Wellbeing and Guidance Plans
  - Student and Parent Councils
- For the first time, CAO website included FET and apprenticeship options for school leavers
- 7 of 8 schools have more than 1 Green Flag
- All schools participate in the ETB Take 1 Sustainability Programme
- Students and learners performed across a range of awards, including; ERASMUS+, Gaisce, Young Social Innovators, ETBI Take 1 Programme, Garda Youth Achievement, PDST Well-Read, Student Enterprise, and Discover Primary Science and Maths
- Students and learners participated in an impressive arrange of competitions, including the National Generation Apprenticeship Competition and the National Green School Art Competition

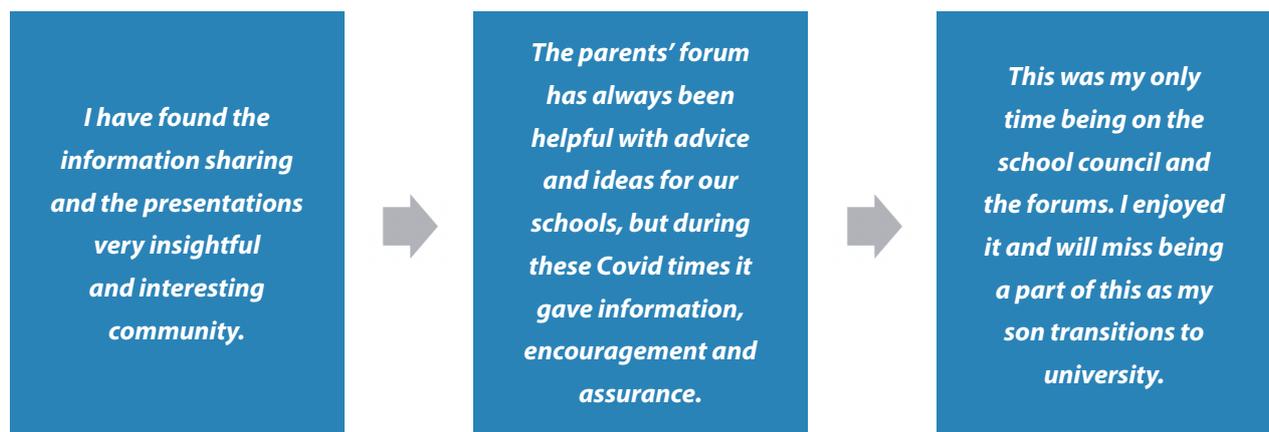


Figure 5: Kerry ETB Parents' Forum Feedback 2021/2022

Enrolments	2019/2020	Projected 2020–2021	Actual 2020–2021
Castleisland Community College	251	263	259
Causeway Comprehensive School	480	522	514
Coláiste Gleann Lí	218	235	237
Coláiste na Ríochta	85	120	118
Coláiste na Sceilge	513	218	523
Gaelcholáiste Chiarraí	350	362	350
Killarney Community College	371	411	378
Killorglin Community College	307	309	302

Table 6: School Enrolments

### Youth Work Development Function

	Year	Award Organisation	Participants
Castleisland	2021	KDYS	148
Killarney	2021	KDYS	91
Listowel	2021	KDYS	226
Tralee	2021	KDYS	278
West Iveragh	2021	Foróige	n/a <sup>8</sup>

Table 7: UBU

	Year	Award Organisation	Participants
Youth Information Centres	2021	KDYS	2,180 <sup>9</sup>
Local Youth Club Grant Scheme (incorporating the National Quality Standards for Volunteer-led Youth Groups)	2021	Youth Clubs/Groups	25 Clubs/groups (927)
Youth Work Capital (for Youth Services and Clubs/Groups)	2021	KDYS	1,644
		Youth Clubs/Groups	21 Clubs/groups (658)
LGBTI+ Grant	2021	Listowel FRC	54
		KDYS	25
COVID-19 Minor Grant Scheme (for Youth Services and Clubs/Groups)	2021	KDYS	1,565
		Youth Clubs/Groups	21 Clubs/groups (662)

Table 8: Other Funding Schemes

<sup>8</sup> West Iveragh UBU project commenced in Quarter 4, 2021. Activity included the identification and preparation of service premises, procurement of equipment, recruitment of staff, development of referral pathways and engagement with local stakeholders/networks.

<sup>9</sup> Youth Information Centres excludes additional participants supported through visiting information hub/s and/or social media.

### Local Creative Youth Partnership

The Kerry Local Creative Youth Partnership (LCYP) prioritises the rights of children and young people to play a decision-making role regarding their participation in creative activities. This is achieved through youth voice consultation and/or youth voice development training at the community level. The initiative operates based on annual funding received from the Department of Education and Creative Ireland, both of whom it reports to quarterly.

In 2021, the Kerry LCYP received an additional 50,000 stimulus funding, allowing for broader delivery and enhanced programme content. Also in 2021, the programme was restructured to a grant model, with funding available for community-based organisations, youth service providers, early years' settings, youth groups, and creative practitioners to develop creative projects.

Number of Programmes Delivered <sup>10</sup>	Participants
23	809

Table 9: Local Creative Youth Partnership 2021

### Music Generation Kerry

Music Generation Kerry provides performance and music education opportunities to hundreds of children and young people throughout the county with a unique offer of online and in-person, in-school and after-school programmes. The initiative is supported by an instrument lending scheme with 400+ instruments and music equipment available to all participating students via the Kerry County Library.

Music Generation Kerry operates on a 75:100 matched funding model and benefits from the support of local partners. Financial Reporting is via quarterly returns, with a complete financial return required in February for the previous calendar year.

Number of Programmes Delivered <sup>11</sup>	Participants
31	1,953

Table 10: Local Creative Youth Partnership 2021

<sup>10</sup> Programmes delivered broken down as follows: Direct delivery and Collaborations/Tutors (14); Grants to Third Parties (6).

<sup>11</sup> Programmes delivered include: Primary School Programmes (Ukulele, Traditional, Early Years), Post-Primary (Online Music Technology and Song Creation), After School, (Ukulele, Guitar, Vocals, Keyboards, Drums, Traditional), MTU Summer Camp, Ukulele Crash Course, Music Creation Crash Course, Song writing, Choir and Vocal Performance.

## FET Beneficiaries

Programme Category	2021 Actual
Adult Literacy Groups	916
2016+ Apprenticeship	7
Apprenticeship Phase	111
Apprenticeship Training (2,4,6)	372
Bridging and Foundation Training	47
BTEI Groups	1222
Community Education	1668
Community Training Centres	41
ESOL	480
Evening Training	511
FET Cooperation Hours	21
ITABE	30
Other Funding	12
PLC	1324
Recognition of Prior Learning	7
Skills to Advance	217
Specialist Training Providers	148
Specific Skills Training	374
Traineeship Training	460
Voluntary Literacy Tuition	8
VTOS Core	118
Youthreach	146
<b>Totals</b>	<b>8,240</b>

Programme 2021	2021 Actual
Kerry College	2382
Apprenticeship	490
Part-time	1745
Youthreach/CTC	187
Pathways	313
Adult literacy	1668
Community Education	1668
<b>Totals</b>	<b>8,240</b>

Centre / Campus	2021 Actual
Kerry College, Clash Road Campus	926
Kerry College, Denny Street Campus	258
Kerry College, Listowel Campus	246
Kerry College, Monavalley Campus	2726
An Tóchar FET Centre	317
Dingle FET Centre	213
Kenmare FET Centre	345
O'Connell FET Centre	446
Tech Amergin FET Centre	193
Killarney VTOS	54
Killorglin VTOS	25
Listowel VTOS	11
Tralee VTOS	28
Castleisland ABE	31
Killarney ABE Centre	302
Killorglin ABE Centre	233
Listowel ABE Centre	120
Tralee ABE Centre	246
Killarney Youthreach	32
Listowel Youthreach	26
Tralee LCA Youthreach	45
Tralee Youthreach	43
Community Education Outreach	570
FET Cooperation	21
BTEI Outreach	469
ESOL	227
Irish Language	87
<b>Totals</b>	<b>8,240</b>

Table 11: FET Beneficiaries 2021

# Our Strategic Reports

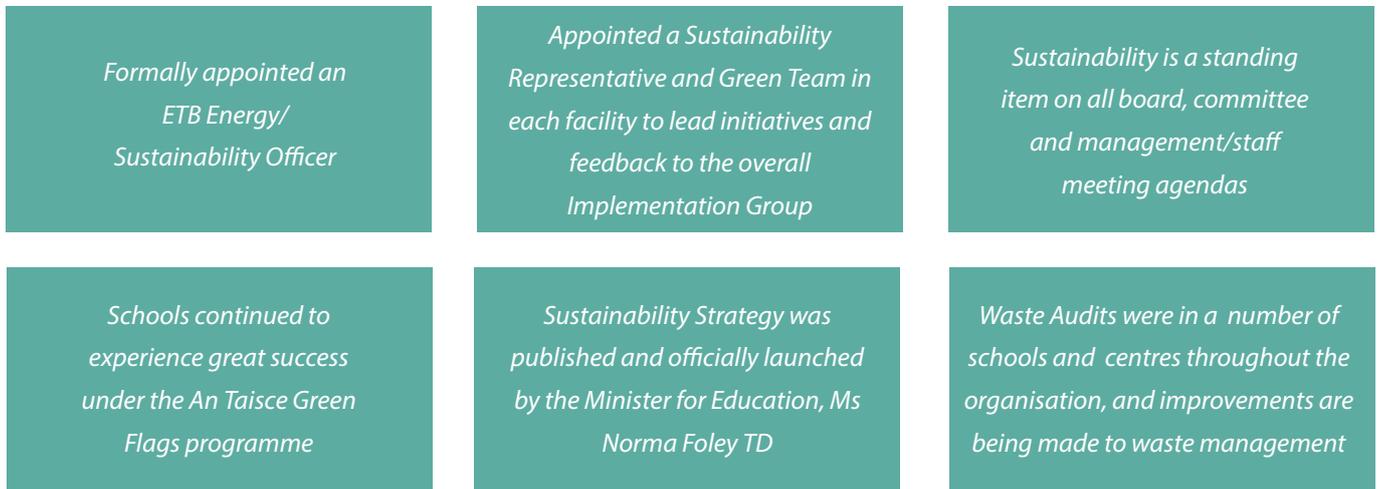


Figure 6: Sustainability Strategy 2021 Highlights



Figure 7: Scéim Teanga 2021 Highlights

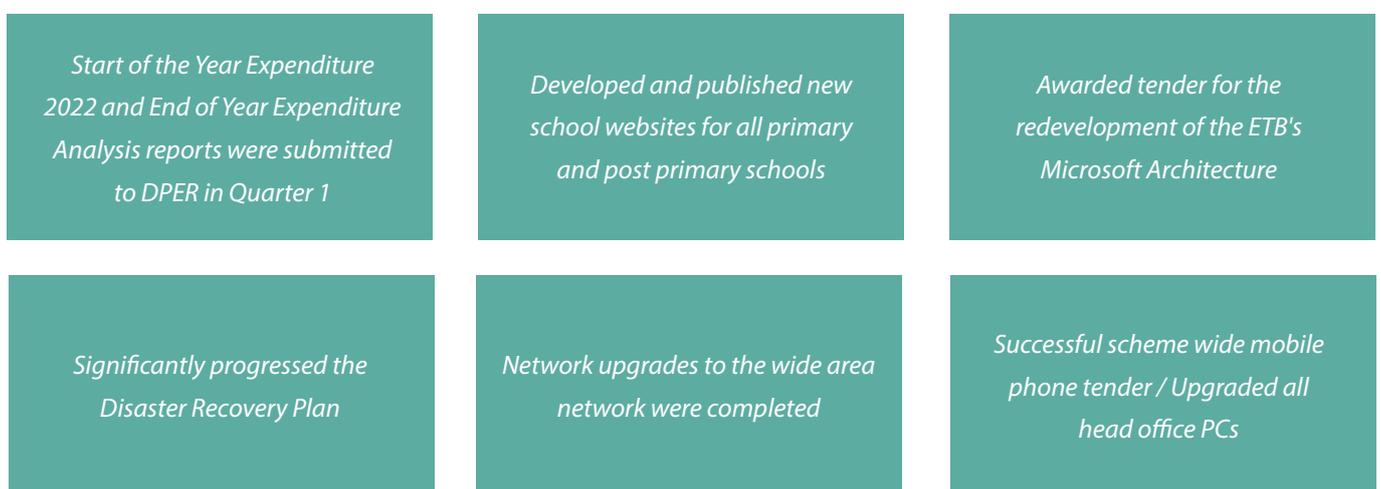


Figure 8: ICT Strategy 2021 Highlights

## Appendix I: Glossary of Terms/List of Tables & Figures

<b>Term</b>	<b>Definition</b>	<b>Term</b>	<b>Definition</b>
<b>AFS</b>	Annual Financial Statements	<b>KRSP</b>	Kerry Recreation and Sports Partnership
<b>A&amp;R</b>	Audit and Risk	<b>LCDC</b>	Local Community Development Committee
<b>C&amp;AG</b>	Comptroller and Auditor General	<b>LCYP</b>	Local Creative Youth Partnership
<b>CEO</b>	Chief Executive Officer	<b>LGBTI+</b>	Lesbian, gay, bisexual, transgender and intersex
<b>CL</b>	Circular Letter	<b>MOU</b>	Memorandum of Understanding
<b>CPD</b>	Continuous Professional Development	<b>MS</b>	Microsoft
<b>CTC</b>	Community Training Centre	<b>OSD</b>	Organisation Support and Development
<b>DCEDIY</b>	Department of Children Equality Disability Inclusion and Youth DEIS Delivering Equality of Opportunity in Schools	<b>OETC</b>	Outdoor Education and Training Centre
<b>DE</b>	Department of Education	<b>PDA</b>	Performance Delivery Agreement
<b>DEIS</b>	Delivering Equality of opportunity In Schools	<b>PE</b>	Physical Education
<b>DPER</b>	Department of Public Expenditure and Reform	<b>PLSS</b>	Programme Learner Support System
<b>DSEL</b>	Developing Schools Enriching Learning	<b>POR</b>	Person of Responsibility
<b>EA</b>	External Authentication	<b>QA</b>	Quality Assurance
<b>ESBS</b>	Education Shared Business Services	<b>QQI</b>	Quality and Qualifications Ireland
<b>ESOL</b>	English for Speakers of Other Languages	<b>RPL</b>	Recognised Prior Learning
<b>ETB</b>	Education and Training Board	<b>RSE</b>	Relationships and Sexuality Education
<b>ETBI</b>	Education and Training Boards Ireland	<b>SEN</b>	Special Educational Needs
<b>FARR</b>	Funding Allocations Requests and Reporting	<b>SIC</b>	Statement of Internal Control
<b>FET</b>	Further Education and Training	<b>SLA</b>	Service Level Agreement
<b>FETCH</b>	Further Education & Training Course Hub	<b>SNA</b>	Special Needs Assistant
<b>GDPR</b>	General Data Protection Regulation	<b>SPHE</b>	Social, Personal and Health Education
<b>HR</b>	Human Resources	<b>SYM</b>	Schools, Youth and Music
<b>ICT</b>	Information and Communication Technology	<b>TEL</b>	Technology Enhanced Learning
<b>KDYS</b>	Kerry Diocesan Youth Service	<b>UDL</b>	Universal Design Learning
		<b>VTOS</b>	Vocational Teaching Opportunities Scheme
		<b>WAN</b>	Wide Area Network
		<b>YEI</b>	Youth Employment Initiative

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## Appendix II: Detailed Strategic Objectives

### 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 wellbeing 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.

	<b>Goal 1: Optimise Student/Learner Experience</b>	<b>Strategy Statement Goal Reference</b>
1.1	Provide a positive learning experience for all learners, including learners from marginalised groups	2/4
1.2	Provide a broad-based curriculum	2/3
1.3	Implement Quality Assurance systems	1/8
1.4	Support students/learners at risk of educational disadvantage in line with current national policy	2/4
1.5	Provide guidance and counselling services	2/4/9
1.6	Provide high quality learning/training facilities	1/4/2/9
1.7	Promote and develop outdoor education	2/8
1.8	Plan for changing demographics	3/4
1.9	Engage effectively with employers	5/6
1.10	Provide and develop traineeship and apprenticeship programmes	1/2/3/6
1.11	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	1/2
1.12	Priorities STEM/STEAM in schools	2/3
1.13	Provide high quality ICT learning supports in schools/centres	2/3
	<b>Goal 2: Staff Support</b>	<b>Strategy Statement Goal Reference</b>
2.1	Recruitment and retention of staff	8/9
2.2	Support staff in ongoing professional development	2/6/7/8/9
2.3	Support and develop high quality leadership in the ETB	7/9
2.4	Promote awareness of health and safety	6/9
2.5	Provide a positive and supportive work environment	6/7/9
2.6	Support staff wellbeing	3/6/7/9
	<b>Goal 3: Governance</b>	<b>Strategy Statement Goal Reference</b>
3.1	Develop organisational structures and systems to meet the changing needs of the organisation	7
3.2	Effectively manage finances and risk	7
3.3	Efficiently use resources	7
3.4	Communicate effectively	7/8
3.5	Develop Service Level agreements with external stakeholders	5/6
3.6	Ensure effective data protection	7
3.7	Engage effectively with stakeholders and develop partnerships	5/6
3.8	Follow best practice in procurement	7

3.9	Ensure compliance with statutory and regulatory requirements	7
3.10	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools 2017	1/2
<b>Goal 4: Protection Programmes</b>		<b>Strategy Statement Goal Reference</b>
4.1	Assist the DES, as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants	3

Table 12: Performance Delivery Agreement<sup>12</sup>



<sup>12</sup> Key performance indicators as per 2021 guidelines. Indicators were subsequently updated by the DE and notified to the sector via email on February 9, 2022.

