gretb
Bord Oideachais agus Oiliúna
na Gaillimhe agus Ros Comáin
Galway and Roscommon
Education and Training Board

Galway and Roscommon Education and Training Board

Service Plan

2022

Foreword from Chief Executive

The Galway and Roscommon Education and Training Board's (GRETB) Service Plan 2022 sets out the education and training services we will endeavour to provide in 2022. Such provision is within the resources allocated by the Department of Education (DoE) and the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), and other funding bodies.

The Service Plan comprehends GRETB's new five-year Strategy Statement 2022 - 2026 which will guide our work throughout 2022. Our core values of respect, excellence, caring, inclusive, and community inspire the work of all staff to deliver on our vision which is to lead in the provision of high quality, innovative, inclusive and responsive education and training programmes.

Our mission is to provide, develop and support education, training and youth services which empower people to reach their potential and to contribute to society. To this end GRETB provide a wide range of education services across a very large region in the West of Ireland. We cater for a diverse population with different educational, social and cultural needs. We provide high quality, sustainable education and training opportunities to primary, post-primary, Post-Leaving Certificate, 2nd Chance Education and Training, Apprenticeships, Traineeships, Community, Literacy and Outdoor Education and Training, and many other programmes and services in the region.

Whilst continuing our efforts to improve services and educational outcomes, we must also focus on the cost and sustainability of services and ensure that we are achieving the best value for money for both the public and our learners. GRETB fully acknowledges the requirement to operate within the limits of the funding provided. Given the scale of the geographical and demographical challenges involved, GRETB will strive to do the maximum we can with the resources provided.

I acknowledge the continuing support of our Committee members and the commitment of all staff, particularly through the challenges that COVID-19 presents. Their daily endeavours continue to empower the people of Galway and Roscommon who engage with the service provided by GRETB.

David Leahy

Chief Executive

1. Background Information

Galway and Roscommon Education and Training Board (GRETB), was established on 1st July 2013 under the Education and Training Boards Act, 2013, as an amalgamation of three Vocational Education Committees (Galway City, County Galway and County Roscommon). The former FAS Training Centre, Mervue, Galway, came under the auspices of GRETB in July 2014. GRETB has a corporate structure which is made up of a democratically appointed committee and a management (executive) team. Our Head Office is in Athenry and sub-office in Roscommon town.

GRETB provide a wide range of education services across a very large region in the West of Ireland, catering for a diverse population with different educational, social and cultural needs. We provide educational services to a population of over 324,000 (CSO 2016). These services include, community national schools, post-primary schools, further education and training, and community-based education programmes and training, and the Outdoor Education Centre in Petersburg. GRETB also runs and manages an Education Service in Castlerea Prison and an Education Centre for refugees in Ballaghaderreen. GRETB is the lead partner for three Music Generation projects (County Galway, Galway City and Roscommon). In accordance with the Education and Training Boards Act 2013, we are also responsible for supporting the provision, coordination, administration and assessment of youth work services in counties Galway and Roscommon.

GRETB is the second largest ETB in the country, in terms of geographical area, and includes four islands. It extends from Boyle in Co Roscommon, to Connemara in the West, Galway City and to Portumna in the east of Galway. County Galway has the single largest and most populous Gaeltacht area in the country. Promoting Gaeilge is an essential element of GRETB's core service, as noted in objective 4.1 of our Strategy Statement. We have eight Coláistí Lán-Ghaeilge and a number of our Further Education and Training centres in Connemara, operate through Irish.

Service	Locations	No of Participants 2021/22
Community National Schools	2	109
Post Primary Schools	19	6593
Evening Classes in Schools 2020/2021		* 557
		Beneficiaries 2021**
Further Education & Training Centres including PLC	41	14653
Music Generation (regular participants)		7606
Music Generation - taster courses, workshops		844

*Evening Classes in schools are recorded under Schools, and evening classes in the TC are recorded under FET in this Service Plan. Evening class figures in schools are for the 2020/2021 academic year.

** Beneficiaries refer to the total number of participants on programmes from 1st Jan 2021 to 31st Dec 2021

2. Vision, Mission and Core Values

GRETB Strategy Statement 2022-2026 was approved by our Board in December 2021. In preparing this Strategy Statement, key national strategies, such as the DoE's Strategy, the FET Strategy, and the other national strategies were considered. Common themes were identified, and these formed the basis for the development of GRETB's strategy. A collaborative cross-sectoral consultation process took place with key stakeholders. Arising from this, strategic goals and objectives were identified, and a five-year implementation plan has been developed. Progress on the actions will be monitored by the Senior Management Team.

Vision, Mission and Core Values

GRETB's Tagline – Empowering People for Life

Strategic Goals

GRETB's Strategy Statement sets out four high level strategic goals, which are in line with national strategies on education:

Each goal has its own set of strategic objectives which will be met through a series of supporting actions. These goals and objectives have been designed to assist GRETB to avail of opportunities which may arise, and to meet the challenges the organisation will face over the next five years.

3. 1 Statement of Service – Schools

Galway and Roscommon Education and Training Board is Patron to 19 post-primary schools and two Community National Schools. As Patron, GRETB provides a range of supports and services to each school including, information and communications technology, programme development, human resource, governance, financial, building and maintenance, quality assurance, policy development, enhancing teaching and learning for the 2021-2022 academic year, and child protection oversight.

GRETB engages directly with ETBI and other national bodies and education partners to develop Education Policy and to assist GRETB Schools in having their input included within education policy and education practice decision and discussion forums.

Whilst COVID-19 presented many challenges within GRETB schools, many opportunities to consider new approaches hitherto not of focus were also presented, in particular, remote teaching and learning, remote curriculum support, IT support, CPD and wellbeing. GRETB schools have adapted their remote Teaching & Learning practices since March 12th, 2020 when Covid-19 first resulted in school closures, deploying existing ICT resources and where necessary, purchasing new resources and devices for students and staff, and providing training and ICT support.

GRETB is currently devising methods and structures to support the mentoring of newly appointed Principals & Deputy Principals. Several of GRETB's senior management team have volunteered as recognised Mentors offering support and guidance to their newly appointed colleagues, at both Principal and Deputy Principal level. Provision of this mentoring support is considered vital as the role of Principal/DP involves constant multi-tasking and decision making, often with incomplete information in addition to navigating some complex systems which can be somewhat daunting.

Galway and Roscommon Education & Training Board's Community Colleges are an integral part of their local communities. They are inclusive and facilitate young people in meeting their full potential in society through the provision of high standards in education and informed citizenship within empowering, supportive and progressive schools.

Programmes being offered in our Community Colleges include:

- Junior Certificate
- Junior Certificate Schools
- Transition Year
- Leaving Certificate
- Leaving Certificate Applied Programme
- Leaving Certificate Vocational Programme
- Post Leaving Certificate courses
- Music School
- Fishing Skills Programme
- One academic year offshore island scholarship
- Adult Education & evening classes programme

A full range of subjects including languages, the humanities, arts, technology and science is offered at both junior and senior cycle. Students are encouraged to take part in all aspects of school life including extra–curricular activities such as drama, music, debating, sport, cultural, Leargas/Erasmus and Irish Language activities.

In order to ensure the highest quality of teaching and learning and the best possible educational experience for our students, supports will be offered by GRETB to all schools in:

- Special Education and Learning Support;
- CPD for teachers and support staff, Numeracy and Literacy, Technology Enhanced Teaching and Learning;
- CPD Child Protection *(on school request for existing teachers and as an integral part of GRETB new staff induction);*
- Oideachas trí mheán na Gaeilge chomh maith le hoideachas Gaeltachta, 8 GRETB schools provide Irish-Medium Education;
- Development programmes for GRETB's Principals, Deputy Principals and Middle Management post holders in conjunction with PDST, JCT, Teaching Council and other relevant agencies;
- Other key staff cohorts, including SNAs, administration and caretaking staff

In addition to the above, support will also be offered in the areas of policy making and governance through ongoing work and training with schools and Boards of Managements (BOM). A nationally agreed training programme for School Board of Managements commenced in February 2021, supported by ETBI and will continue in 2022 and beyond. Modules including Governance, Child Protection and Finance will be explored. GRETB organises GRETB schools across Galway and Roscommon to facilitate the training.

GRETB work with Universities from which participants in Professional Masters in Education (PME's) programmes undertake teaching placements in GRETB schools and formalised an agreement with regard to Garda Vetting and Child Protection Tusla online training.

Tá 20 scoil ag GRETB agus 8 gcinn díobh seo ag múineadh trí mheán na Gaeilge, seacht (7) gcoláiste Gaeltachta ina measc. Is é GRETB an t-aon ETB sa tír le trí iarbhunscoil ar oileáin scoite amach ón gcósta. Tá fás leanúnach ar earnáil na scoileanna i GRETB le deich mbliana anuas agus leanfaidh an fás sin ar feadh roinnt bhlianta eile. Tá aontú le linn 2020 go mbunófaí Coiste Gaeilge nua i GRETB chun tacú le Col Gaeltachta agus Gaelcholáistí, maraon le tacú le seirbhísí trí Ghaeilge GRETB.

GRETB's island schools present a unique set of challenges regarding securing adequate and appropriate resources to support and sustain them. GRETB has and will continue to engage with DoE, other Government Departments, and agencies to secure DoE and Roinn Ealaíon, Oidhreachta, Gnóthaí Réigiúnacha, Tuaithe agus Gaeltachta assistance in sustaining vulnerable island post primary schools through the creation of national policy in this area.

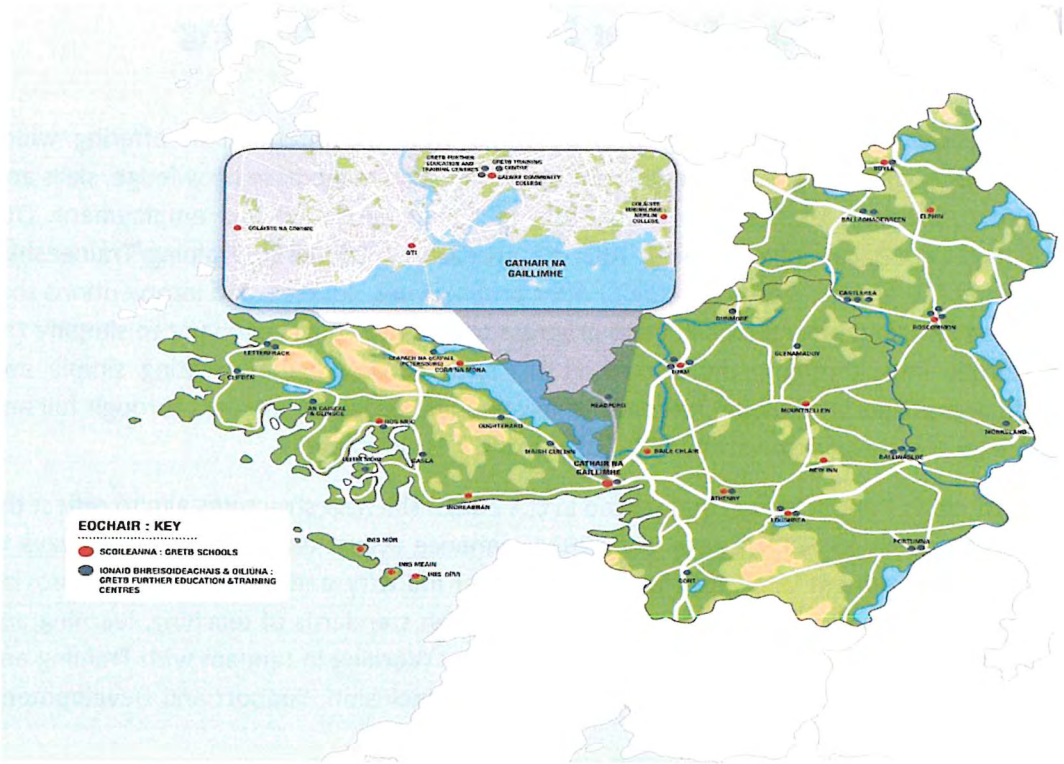
Post–Primary Schools

GRETB School Name	Enrolment figures 2021/2022
Abbey Community College, Boyle	493
Archbishop Mc Hale College, Tuam	294
Clarin College, Athenry	733
Coláiste an Chreagáin, Mountbellew	93
Coláiste an Eachréidh, Athenry	250
Coláiste Bhaile Chláir	1247
Coláiste Cholmcille, Indreabhán	96
Coláiste Ghobnait, Inis Oírr	27
Coláiste Mhuirlinne/Merlin College	703
Coláiste na bPiarsach, Ros Muc	53
Coláiste na Coiribe	615
Coláiste Naomh Éinne, Inis Mór	49
Coláiste Naomh Eoin, Inis Meáin	42
Coláiste Naomh Feichín, Corr na Móna	65
Elphin Community College, Elphin	167
Galway Community College	315
Roscommon Community College	530
St. Brigids College, Loughrea	660
St. Killians, New Inn	161
TOTAL	**6593**

Adult Education/Evening Classes in schools 2020/21: 557

Community National Schools:

GRETB School Name	Enrolment figures 2021/2022
Lecarrow Community National School	20
Cuan na Gaillimhe Community National School	89
Total	109


CATHAIR NA GAILLIMHE
EOCHAIR : KEY
SCOILEANNA : GRETB SCHOOLS
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4.2 Statement of Service – Further Education and Training

All GRETB FET provision from levels 1 to 6 is delivered with the intention of offering wider opportunities to our learners to grow personally and professionally; to increase knowledge, skills and confidence; and to progress through the FET system to higher education and employment. Our Community Education, Community Training, ABE, Youthreach, VTOS, BTEI, Training/Traineeship, Apprenticeship and PLC provision will continue to offer programmes, courses, and interventions that are attractive, relevant, and offer possibilities to progress to all. GRETB will continue to simplify the access and journey into, through, and out of its FET provision by communicating simple and straightforward access and progression methods to existing and potential learners through full and part-time offerings as we evolve towards a 'FET College of the Future' model.

A restructuring of the FET department commenced in Q 4 2021. The new structures aim to reflect the strategic vision of the SOLAS FET Strategy 2020-2024, enhance access and transition pathways to learners, increase engagement and participation with local industry and employers, and provide strong supports to staff and learners in the maintaining of high standards of teaching, learning and assessment using the latest methodologies and technologies. Working in tandem with Training and PLC provision are the following units - Provision & Pathways; Inclusion; Support and Development; Enterprise & Strategy.

The FET department is committed to implementing GRETB's Strategy Statement 2022-2026 and its associated actions. In this context, the key initiatives and developments for 2022 are set as follows:

1. Begin restoration of learner engagements to pre COVID-19 levels: services will diversify and offer new opportunities for learning across FET including, but not limited to:
- new Local Training Initiatives (LTI)
- new educating for sustainability courses in community education, full and part-time provision and innovative developments at our Outdoor Education and Training Centre
- new courses in full-time provision to facilitate access to the increase in FET places in Higher Education Institutions in particular Science, Engineering and Law
- new opportunities across FET centres for learners to engage in Outdoor & Leisure Activity courses by outreaching OETC provision and developing new partnerships
- Continue to engage with Gaeltacht and rural areas across Galway and Roscommon to meet local education and training needs to those who are geographically and socially isolated and introduce new opportunities such as Apprenticeships and Traineeships in new locations
- Develop innovative traineeships to include wider access such as through Youth and Community Work and Castlerea Detention Centre.
2. Increase engagement with local industry, employers and employees to deliver relevant training programmes, particularly under the Skills to Advance Initiative.
3. Increase Apprenticeship places across both Craft and 2016+ Apprenticeships with the introduction of new Apprenticeships such as Hairdressing and Commis Chef.
4. Work with the hospitality industry in support of the re-opening and rebuilding of the industry across the ETB region. Strategic partnership with BiaInnovator in Athenry to deliver training programmes in state-of-the-art facilities.
5. Development of Inclusion and Learner Support unit through staffing and new outreach services across FET centres in GRETB. Continue to focus on marginalised groups such as Traveller and Roma; advocate for young, disenfranchised adults; and continued support of the work of the WRDATF

6. Support new Refugee Resettlement Programme in north and east Galway through provision of education and training, in particular language learning and guidance supports. Continue to both oversee the education for children and deliver FET to the adult residents of the EROC in Ballaghaderreen
7. Engage in the QQI Inaugural Review of Quality Assurance and agree a quality improvement plan with panel of experts and QQI.
8. Begin the process of simplification of FET provision allowing greater access and pathways for progression to all learners through FET College and Centres of Excellence model.
9. Increase opportunities to capture the 'learner voice' through the establishment of Learner Fora and the systematic capturing of qualitative feedback across all FET provision.
10. Increase opportunities for all stakeholder engagements through dedicated discussion and development initiatives with partners across education, social inclusion and industry representatives.
11. Develop systematic opportunities for staff engagement and feedback through initiatives of the Support & Development Unit.
12. Engage with SOLAS to develop new Strategic Performance Agreements.
13. Streamline information to leaners through the establishment of one Guidance, Recruitment and Information service for GRETB
14. Increase the awareness of GRETB and its services through enhanced communications and marketing and promotional activities.
15. Continue to grow and develop arts and music provision across Galway and Roscommon through initiatives such as the Local Creative Youth Partnership and Music Generation.
16. Oversee and support the provision of Youth Services through funding, support and identification of need across the ETB area.
17. Maintain the extensive reach of Community Education through the provision of grants, course development and the use of digital technologies to include even the most isolated communities.
18. Commence implementation of the new 10-year Literacy, Numeracy and Digital Skills Strategy
19. Develop Transition Year pilot programmes with FET

FET provision 2021 figures		
Programme Category	**Distinct Learner**	**Beneficiaries**
Apprenticeship Training	552	552
Adult Literacy Groups	1046	1487
Blended Training	135	138
BTEI Groups	1544	2488
Community Education	1261	2563
Community Training Centres	34	51
ESOL	732	991
Evening Training in FET	124	127
FET Cooperation Hours	350	1072
ITABE	8	8
Justice Workshop	64	94
Local Training Initiatives	136	208
Post Leaving Certificate	2374	2558
Other Funding	13	13
Skills for Work	117	127
Skills to Advance	391	468
Specialist Training Providers	124	222
Specific Skills Training	404	439
Traineeship Employed	161	161
Traineeship Training	190	198
Voluntary Literacy Tuition		
VTOS Core	276	357
Youthreach	259	331
Distinct Learner v Activity:	10295	14653

*Beneficiaries refer to the total number of participants on programmes from the 1st Jan 2021 to 31st Dec 2021
Evening Courses in school enrolments are recorded under post-primary school in this service plan

In addition, GRETB had over 7600 regular participants on Music Generation programmes and over 10,000 beneficiaries from Youth Service, Adult Guidance Service and grants provided in the region.

4.3 Statement of Service – Organisational Support and Development

The Organisational Support and Development (OSD) team are located in GRETB's Head Office in Athenry and our sub-office in Roscommon Town. GRETB has an estimated budget of €125m for 2022, approximately 2000 staff and over 22,000 learners/beneficiaries. The back office supports required to service this vast organisation are provided by the OSD team and cover the following administrative areas: HR, Finance, Corporate Services, IT and Buildings.

The OSD team's goals are to enhance the processes and procedures that underpin good corporate governance in GRETB, and to ensure that the human, financial and infrastructural resources are deployed efficiently and effectively across our Schools and Centres.

The OSD team are committed to implementing GRETB's Strategy Statement 2022-2026 and the associated actions. Projects and initiatives planned for the coming year include:

- continue to support Schools/Centres/HQ in relation to the health and safety measures required during the pandemic, and provide ongoing support for all other areas of health and safety
- commence a project to improve the security and efficiency of device management in the organisation
- monitor and review implementation of the Code of Governance ETBs (2019)
- continue to work with the ESBS on shared services projects, which includes:
    1. rollout of the new financial system, with the General Ledger conversion project scheduled for Q1 2022
    2. T&S project scheduled for Q1 2022
    3. wave II learner payment project, where VTOS and Youthreach learner payments will transfer to a new system – Q1 2022
    4. Core e-recruitment project scheduled for Q2 2022
    5. implement the new contracts management module for procurement
    6. commence work on other pension related projects

- work with ESBS to ensure GRETB's operational and governance requirements are met as part of the payroll, financial shared services and the learner payments projects
- continue to embed good practice around GDPR
- provide on-going support on the rollout of Music Generation programmes in County Galway, Galway City and Roscommon
- support implementation of the Digital Strategy for schools and the TEL Strategy in FET
- manage a significant capital programme (major projects in 2022 include – a new Gael Campus for Coláiste an Eachréidh and Scoil Riada Athenry, large extensions in St Bridget's Loughrea, Coláiste Cholmcille Indreabhán, St Killian's New Inn, Elphin, Abbey Community College and Roscommon Community College, significant refurbishment works in the sub office in Roscommon. Progress ahe new school for Cuan na Gaillimhe and an extension for Archbishop McHale College in Tuam. Proposed capital projects in FET include a TEL HUB in the Training Centre Mervue and the refurbishment of the Cambridge Building, to name a few)
- provide support for major devolved capital projects in non-ETB schools (as resources allow)
- continue to replace and upgrade IT equipment, and improve IT security
- continue to work with ETBI and associated forums on national issues

- implement new circulars, relevant legislative changes and any new national policies and initiatives as applicable to the sector in 2022
- liaise with ETBI and the DoE on the national Organisational Design Phase II process to ensure GRETB has the admin structure and expertise to meet GRETB's statutory obligations, to support schools and centres, and to implement both national strategies and GRETB's Strategy

5 Strategy Statement 2022 Actions

The following actions will be either commenced or delivered during 2022 in line with GRETB's Strategy Statement

Strategic Goal 1:
To value, develop and support our students, learners and staff

Priority 1.1: Actively promote equality, inclusion, diversity and dignity

- Raise awareness of GRETB's public sector duty values, and commence implementation of the related plan
- Implement national measures through and post Covid-19, to help alleviate the impact of same on students/learners at risk of educational disadvantage, for example, CLASS hours and the Mitigation Against Education Disadvantaged Fund
- Raise awareness of ETBI's Framework on ethos, characteristic spirit and core values in GRETB schools, and commence implementation of the associated plan
- Appoint an Inclusion Officer and develop the recently formed FET Inclusion Unit
- Engage with IBEC on their Diversity and Inclusion campaign
- Support a culture of inclusion and diversity through our recruitment processes
- Establish a learner assistance fund in FET

Objective 1.2: Enable and engage the staff and student voice

- Continue to encourage and support staff participation on GRETB working groups/networks, and national fora
- Incorporate the learners voice through the establishment of learner fora
- Expand the use IT to improve the collection of data and feedback from students and staff to inform decision-making

Objective 1.3: Support continuous personal development for all

- Develop an annual PL&D plan in line with strategic priority areas
- Continue to review and support training needs of Committee Members and Boards of Management
- Rollout leadership training for middle management in schools, in conjunction with ETBI
- Build on the mentoring programme established for newly appointed Principal and Deputy Principals

Objective 1.4: 1.4 Promote wellbeing initiatives for all staff, students and learners

- Further promote the Employee Assistance Programme throughout the organisation
- Implement the findings of the IBEC report on the "Keepwell Mark" which was piloted in HQ
- Continue to develop, support and promote wellbeing programmes and initiatives across the organisation
- Explore the options for suitable accredited wellbeing programmes for schools and centres

Strategic Goal 2: To provide high quality, responsive and inclusive education and training programmes

Objective 2.1: Provide accessible, responsive programmes and skills for lifelong learning, personal development, and employment

- Develop and rollout new apprenticeships and traineeships in line with the FET Strategy and industry demands
- Commence implementation of the new 10-year Literacy, Numeracy and Digital Skills Strategy
- Grow and advance the recently established FET Support and Development Unit, and the Provision and Pathways Unit
- Support the sourcing of funding mechanisms for the implementation of the Planet Youth Strategy and Framework
- Continue to support the expansion of provision, and the monitoring of youth work programmes in partnership with the national youth organisations
- Commence implementation of the national Plan for Outdoor Education and Training Centres
- Continue to implement the new Junior Cycle; and representatives of GRETB to engage and contribute to the Senior Cycle reform as requested

Objective 2.2: Support creativity and innovation across all programmes

- Rollout the pilot Local Creative Youth Partnership Plan in the region
- Implement actions from Music Generation Plans for the three areas in GRETB
- Support applications to Creative Schools schemes and other funded arts projects in education
- Continue to develop ICT and STEAM in teaching and learning across the organisation
- Continue to support the development of innovative programmes, for example, the aquaculture programme

Objective 2.3: Support excellence in teaching, learning and assessment

- Support and expand professional learning networks and school cluster groups on key themes including DEIS, SEN, transition year, subject areas, and junior and senior cycle reform
- Develop expertise in the induction and probation of new teachers/tutors, through supporting and resourcing CPD, provision of constructive feedback, and mentoring initiatives
- Build on GRETB's strategic alliances with PME colleges to give best effect to the needs of GRETB
- Establish communities of practice in fields of learning across FET and share collaborations

Objective 2.4: Promote quality assurance in all our programmes

- Promote and embed a shared understanding of QA systems and processes across the organisation through targeted PL&D
- Schools to continue to engage in self-evaluation (SSE) programmes and to ensure their "Know Your School" document is up to date
- Review whole school evaluation reports, and share learning and best practice
- Complete the Inaugural Review process in FET and commence implementation of the recommendations from this review

GRETB Strategic Goal 3:
To lead in organisation development and corporate governance

Objective 3.1: Enhance our internal and external communication

- Appoint a Communications Officer
- Commence development of a GRETB communications plan, which supports ETBI's communication strategy
- Establish a Communications Working Group
- Update GRETB 's customer charter and develop an associated action plan
- Raise awareness of GRETB's new Strategy Statement 2022-2026

Objective 3.2: Promote ethical governance to ensure accountability

- Continue monitoring visits, audits, checks and CPD on governance and the implementation of legislation, for example, on health and safety, financial management, child protection, GDPR
- Ongoing implementation of findings from audits and evaluations, for example, C&AG, IAU, ESF, HSA, QQI, WSE
- Work with DOE and DFHERIS to progress the Organisation Design Phase II process
- Overhaul the corporate risk register to align it with GRETB's new Strategy Statement 2022-26.
- Develop a risk appetite statement for GRETB
- Work with OGP and EPS to ensure GRETB is obtaining best value for money and the best service on national procurement contracts

Objective 3.3: Provide quality, accessible and respectful teaching, learning and working environments

- Commence work on developing a five-year strategy for buildings in FET
- Subject to funding approval, commence works on the TEL HUB in the Training Centre Mervue, the refurbishment of the Cambridge Building, and a feasibility study for the FET College of the Future
- Continue to progress the following approved major capital projects, a new Gael Campus for Coláiste an Eachréidh and Scoil Riada Athenry; large extensions in St Bridget's Loughrea, Coláiste Cholmcille Indreabhán, St Killian's New Inn, Elphin Community College, Abbey Community College and Roscommon Community College, and the refurbishment works at the sub office in Roscommon.
- Progress with the DoE a new school for Cuan na Gaillimhe and an extension for Archbishop McHale College in Tuam.
- Commence the rollout of a number of IT projects to improve efficiencies and security, for example a self-services password management system, a desktop management software system for pushing out updates, work towards obtaining Cyber Essential Plus Certification and commence implementation of the NCSC Public Sector Cyber Security Baseline Plan

Objective 3.4: Expand and support new modes of learning and working

- Continue to seek to extend the high-speed broadband available in schools, to GRETB FET Centres
- Progress the digital strategy in schools, and TEL strategy in FET
- Ongoing support for staff and learners with remote working and learning through CPD and the provision of resources
- Develop a remote working policy in line with national legislation
- Continue to work with ESBS on the rollout of shared services projects (financial system, Wave II learner payments, T&S, e-recruitment, GL conversion, pensions, contract management system for procurement) to ensure they meet GRETB's operational needs and governance requirements

Strategic Goal 4:
To raise the profile of GRETB and enhance our provision, in partnership with our key stakeholders

Objective 4.1: Promote the use of Irish as a living and working language

- Further develop GRETBs eight Coláistí lán-Ghaeilge and Coláistí in Gaeltacht areas
- Actively encourage and support CPD in Irish language skills
- Expand provision of programmes through Irish

Objective 4.2: Enhance and promote the provision of education and training in our region

- Extend GRETB's engagement with employers and key stakeholders in the region to raise our profile and to support programme development
- Raise awareness of Community National Schools in the region, with a view to increasing the number of CNS's under GRETB's patronage.

Objective 4.3: Further develop and strengthen our networks and partnerships with key stakeholders

- Progress rollout of the Erasmus Plan
- Facilitate the establishment of parents' forums in schools
- Further enhance relationships with primary schools to ensure the successful transition to GRETB post primary schools
- Further enhance links with key national and regional partners such as DoE, DFHERIS, SOLAS, the Department of Children, Leargas, Údarás na Gaeltachta, GRD, Forum Connemara, COGG, Local Authorities, LCDC and DSP to name a few.
- Continue to build on relationships with third-level colleges through representation on the NUIG FE to HE Working Group, and collaborate with GMIT & NUIG on programmes and access pathways
- Engage with Regional Skills Forum and IBEC to monitor economic trends and skills needs, and to expand networking opportunities
- Assist ETBI in creating and sustaining relevant professional networks and fora to enable GRETB to promote continuous learning and sharing of good practice

Objective 4.4: Support sustainability through our infrastructure, processes and programmes

- Commence work on developing a sustainability framework to include, climate action, green initiatives and programmes, succession planning, and the sustainability of rural communities and islands
- Engage with IBEC on their sustainability and substance campaign

6 Performance Delivery Goals and Priorities

In addition to GRETB's strategic priorities for 2022, the Service Plan also includes relevant actions, performance indicators and targets in line with the priorities identified by the Department of Education for ETB's as part of their Performance Delivery Agreements (see table below).

Priority	Action	Performance Indicator	Target
Optimise Student /Learner Experience			
Provide a positive learning experience for all learners, including learners from marginalised groups	Increase opportunities for student, learner and parental voice	Establishment of learner forums and greater participation on parents forums	Ongoing
Support students/learners at risk of educational disadvantage in line with current national policy	Implement national measures through and post Covid-19, to help alleviate the impact of same on students/learners at risk of educational disadvantage, for example, CLASS hours and the Mitigation Against Education Disadvantaged Fund	Supports rolled out	Ongoing
Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools 2017 Ensure full compliance with the Child Protection Procedures for Primary/Post-Primary Schools 2017	Ensure all necessary child safeguarding measures are in place and monitor compliance. Provide regular support and training for DLPs. and BOM.	Measures in place, and training and support provided	Ongoing
Protection Programmes			
Assist the DoE, as needed, to meet the needs arising from the Irish Refugee Protection Programmes and provision for international protection applicants	Co-operate fully as and when the need arises, tailoring the response to the educational needs of the refugees	Provision in place when requested	Ongoing
Governance			
Attendance Rates at Board Meetings.	Chairs to re-emphasise the requirement for full attendance at all board meetings as per the Code of Practice for Governance of ETBs.	Attendance Register	Ongoing
Board Self Assessments	All boards to carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required	Self- assessments complete	Ongoing

Financial expertise on audit and finance committees	Appointments to audit and finance 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.	Appointments to ARC & Finance Committees made in line with the Code	Ongoing
Board appraisal of work carried out by Finance and Audit & Risk Committees	The Chair of each board should ensure that board members are provided with written reports on the work carried out by Finance Committee and ARC as required under the Code of Practice for Governance of ETBs.	Reports and minutes submitted by ARC and Finance Committee to the Board	Ongoing
Staff Development	The CE should ensure that; - a member of staff is appointed as the training manager - training needs analysis in financial management is carried out A training programme on financial management is developed and implemented	PD&L staff member appointed and training provided where required	Ongoing
Self-Assessment by Finance and Audit & Risk Committees	The chairs of both the audit & risk committee and the finance committee should ensure that a self-assessment exercise is completed annually as required under the Code of Practice for the Governance of ETBs		
Department reporting deadlines	Reporting deadlines set by the Department should be adhered to	Deadlines met	Ongoing
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 ARC should support the Board in this role.	Risk management process in place	Ongoing
Internal Control	The Board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended	Internal control process in place and Board updated re same	Ongoing

GRETB Financial Summary		
	Year Ended	**Estimated Year Ended**
	31/12/2021	**31/12/2022**
RECEIPTS		
Schools & Head Office	56,793,441	57,456,823
Further Education & Training	47,106,706	54,186,674
Youth Services	2,825,913	2,792,612
Agencies	2,627,547	2,927,547
Self-Financing	1,660,570	1,960,570
Capital	10,248,431	6,000,000
TOTAL	**121,262,608**	**125,324,226**
PAYMENTS		
Schools & Head Office	56,917,245	59,176,087
Further Education & Training	48,862,894	54,186,674
Youth Services	2,793,255	2,792,612
Agencies	2,846,053	3,146,053
Self-Financing	1,953,567	2,500,000
Capital	9,779,782	6,000,000
TOTAL	**123,152,796**	**127,801,426**
[1] 2021 Receipts & Payments are subject to change following completion and audit of the Financial Statements		
[2] 2022 Schools & Head Office receipt includes superannuation and prior year receipt credits. 2022 FET Estimates are subject to approval from SOLAS following submission of the FAR4		

GRETB SCHOOLS & HEAD OFFICE		
	Year Ended	Estimated Year Ended
	31/12/2021[1]	31/12/2022
	Payments	Payments
PAY	50,707,234	52,660,640
NON PAY	3,302,314	3,479,510
ASSOCIATED PROGRAMMES[2]		
Book Grant Needy Pupils	246,073	177,099
Bus Escort	106,422	106,422
Covid 19 Grants	749,013	749,013
DEIS Grant & Home School Liaison	55,177	56,500
Digital Strategies for Schools 2015-2020	256,521	408,461
Gaeltacht School Recognition 2018	446,946	471,892
Island Schools Additional Funding 2018	3,602	45,000
School Services Support Fund (SSSF)[3]	609,480	753,143
Special Class Grant (Equipment)	32,092	5,427
Transition Year	168,768	168,768
Traveller Capitation	4,894	4,894
Other	163,172	14,318
TOTAL	**2,842,160**	**2,960,937**
Community National Schools	65,537	75,000

[1] 2021 Payments are subject to change following completion and audit of the Financial Statements
[2] Expenditure may include funding from previous years

Further Education and Training

	Year Ended 31/12/21	Year Ended 31/12/22
FE PLC	6,380,675	6,887,987
YOUTHREACH	5,120,853	5,414,867
VTOS	4,461,115	4,271,043
Co-Operation Hours	3,506,908	3,418,000
Apprenticeship	4,716,847	6,060,000
Literacy	3,110,948	3,891,891
Skills Training	2,146,225	2,358,000
BTEI	3,063,900	2,785,997
Specialist Training Provider	1,933,870	2,205,792
Traineeship	1,456,828	1,690,000
Local Training Initiative	1,081,944	1,145,448
Skills To Advance	303,731	1,368,152
Community Training Workshop	695,276	712,282
TEL	375,087	365,000
Community Education	459,408	525,000
Adult Refugee Programmes	411,898	600,000
Adult Education Guidance Service	482,743	710,000
FET Disadvantaged Learners	502,532	475,000
Innovation Projects	247,326	265,000
Evening Training	95,456	95,000
Justice Workshops	131,373	131,000
Breacadh Gaeltacht Literacy Project	167,788	250,000
On-line	131,477	135,000
Other Programmes/Supports	918,634	1,151,000
Quality Assurance	251,378	340,000
Training Centre Pay	3,396,381	3,383,000
Operational Costs	3,200,351	3,162,215
Professional Development	111,942	390,000
TOTAL FET	**48,862,894**	**54,186,674**

[1] *2021 Payments are subject to change following completion and audit of Financial Statements*

[2] *2022 FET Estimates are subject to approval from SOLAS following submission of the FAR4*