



ddletb



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

SERVICE PLAN 2025

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Message from the Cathaoirleach of DDLETB

As Cathaoirleach, and on behalf of the Board of Dublin and Dún Laoghaire Education and Training Board (DDLETB), I am delighted to introduce the 2025 Service Plan. This document has been crafted in line with DDLETB's statutory responsibilities under Section 47 of the Education and Training Boards Act, 2013.

The 2025 Service Plan offers a comprehensive overview of the initiatives we intend to pursue across the DDLETB region, encompassing our schools, colleges, training centres, and services. It outlines our approach to addressing the varied needs of learners at primary, post-primary, and further education and training levels. The Plan highlights a wide array of actions within the Schools, Further Education and Training, and Organisation Support and Development directorates, supported by financial information and projections.

As one of the largest Education and Training Boards in Ireland, DDLETB serves a rapidly growing and diverse population, which includes a rich mix of cultures. Our catchment area, home to over 865,000 people, represents more than 17% of the national population and more than 60% of Dublin's population, based on the most recent census data.

The Audit and Risk Committee and Finance Committee play a vital role in ensuring the financial integrity, robust risk management, and strong governance across our organisation. Their oversight of financial reporting, internal controls, and compliance ensures our stability and upholds our accountability to stakeholders. I look forward to working closely with our newly appointed committees in 2025 to build on this strong foundation and navigate the opportunities and challenges ahead.

Looking ahead, DDLETB remains at the forefront of providing innovative, effective, and forward-looking services to our learners and stakeholders. Our achievements are driven by the dedication and commitment of our staff at all levels, and I have every confidence that we will continue to evolve and expand the services we offer throughout 2025.

A particularly exciting development is the ongoing advancement of the College of Further Education and Training in Swords. This flagship initiative will play a central

role in enhancing our Further Education and Training (FET) offerings, providing state-of-the-art facilities and opportunities for learners to develop skills relevant to today's evolving job market. The Board also welcomes the opening of two new Special Schools in the DDLETB region in 2025.

As we enter 2025, I would like to extend my best wishes to all our staff and learners. Together, we will continue to make strides towards the successful implementation of our strategic priorities, ensuring that DDLETB remains the service provider of choice for students, learners, and stakeholders, with a clear focus on excellence and innovation at every stage.

Cllr Mick Duff

Cathaoirleach

Message from the Chief Executive

As Chief Executive, on behalf of Dublin & Dún Laoghaire Education and Training Board (DDLETB), I am delighted to present the Annual Service Plan 2025. This is an important plan and is reflective of an organisation that continues to adapt, grow and evolve to meet the ever-changing needs of our community. As an organisation, we have shown great resilience, creativity and innovation throughout 2024 and we continue to do so in 2025.

The purpose of the plan is to present our priorities and targets which will ensure focused and responsive delivery. Each directorate has set priority objectives and outcomes with specific measurable outcomes, which ensure that we advance our strategic goals as set out in our five-year Strategy Statement 2022-2026. Our strategic mission is “to provide relevant inclusive high-quality education and training, services and supports that respond to the diverse needs of our learners, communities and stakeholders”. As an organisation we aim for excellence and are committed to continuous improvement as our ambitious vision is “to transform lives through learning, development and support enabling learners to succeed in an ever-changing world”. Our strategy is underpinned by five core values: Professionalism, Excellence, Equality, Respect and Support.

The overall budget for 2025 is projected to be circa €329m; this pays for staff and services in our Community National Schools, Post-Primary Schools, Community Special School, Further Education and Training (FET) settings, Youth Services and our Head Office. We also provide for education in Oberstown Detention Centre and in Special Care Units. In line with the increased school enrolments and projections in FET, DDLETB will continue to progress with several key capital building projects and

expect to progress significant additional accommodation projects for schools and FET in areas of high demographic growth in order to meet the needs of all students. DDLETB will deliver education, training and services to over 85,000 learners in 2025. The ongoing development of the College Further Education and Training in Swords will progress in 2025. We also welcome the opening of two new Special Schools under the patronage of DDLETB.

This year we will continue to deepen our emphasis on student voice. We will continue to facilitate our programme, expanding on the 27 schools who participated last year. Alongside this, we have introduced Student Ethos Ambassadors in each of our post primary schools. By continuing to support and amplify the learner voice and that of our middle leaders through the Leadership Connect Programme, it allows our senior leaders to focus on emerging needs and respond to them in meaningful ways.

A key focus of our ongoing development is sustainability. In line with our climate action commitments, and as outlined in our Climate Action Roadmap, DDLETB is dedicated to reducing our environmental impact and integrating sustainability into all aspects of our operations. This guiding principle will inform our building programme, which includes the development of new facilities and refurbishments that prioritise environmental responsibility. As we meet the growing demands of learners, we are committed to doing so in an environmentally sustainable and forward-thinking way.

Alongside our sustainability efforts, we are embracing the potential of emerging technologies. DDLETB is working to integrate Artificial Intelligence (AI) to enhance the experiences for our staff and learners. As we harness new technologies, we remain steadfast in our commitment to ensuring the secure and responsible use of AI, with a strong focus on cybersecurity to safeguard the integrity and confidentiality of our systems and data.

On behalf of the DDLETB, I wish to thank all of our staff who continue to perform at the highest level and deliver a professional service to all they encounter. I am sincerely grateful to all staff and to the Board.

Caitríona Murphy

Chief Executive

DDLETB in Numbers

Annual Expenditure Over €329m



Population of our region
Over 865,000

Participants
Over 85,000 Learners



People
Over 4,600 Staff



100+ locations
across Fingal,
South Dublin &
Dún Laoghaire
Rathdown

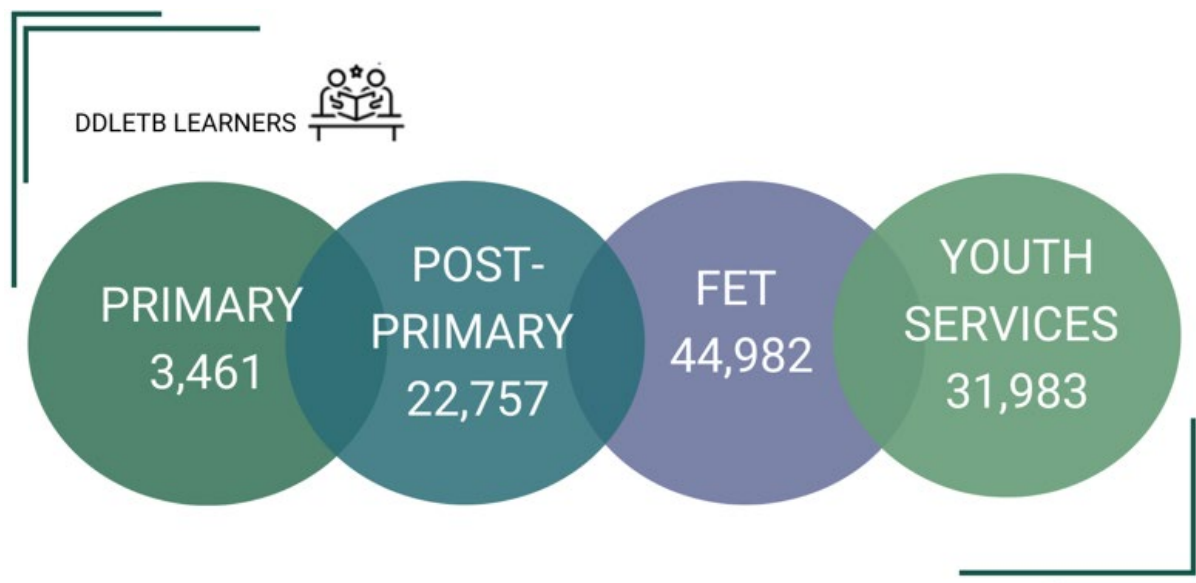


Lifelong learners
from 4 to 94
years of age



Full-time &
part-time
teaching,
training &
support staff

Overview of Dublin and Dún Laoghaire Education and Training Board



Dublin and Dún Laoghaire Education and Training Board (DDLETB) provides education, training and services across the three county council areas of Fingal, South Dublin and Dún Laoghaire/Rathdown. According to the data from Census 2022, the total population of our region is over 865,000 representing almost 17% of the national population of Ireland

The number of people in the region has grown significantly since 2016, with an increase of over 70,000. This is well above the national average. 60% of the population of the Dublin region now resides in our catchment area. Fingal has shown the highest growth of any county in Ireland over the past 20 years with an increase of more than 79%. The population of Dún Laoghaire/Rathdown and South Dublin has also grown by more than 5% in recent years. By comparison to the national average, the region has a younger population and a higher percentage of working-age younger adults. At the time of the last census, 26% of the population in the DDLETB region was under the age of 18; an increase to this percentage is anticipated. In addition to having a young and growing population, the DDLETB region is home to a considerable number of people from ethnic minorities. This makes for a region that is remarkably diverse, in terms of demographics, cultures and languages.

The region has a wide range of employers. These vary in scale from major multi-national companies and Irish small and medium enterprises to start-ups with a small

number of employees. Many international companies, notably pharmaceutical and technology companies, have European headquarters and/or operational bases in Dublin. The size and complexity of the area we serve shapes our mandate as one of the biggest providers of lifelong learning in the region. Our learners are diverse in terms of age, background and abilities. In response to this, we provide a wide range of supports, programmes, and services.

Learner Overview Numbers for 2025

Service	No. of Locations	No. of Participants/ Beneficiaries
Primary Schools, Special Schools & High Support Units	16	3,461
Second Level Schools - Community Colleges including Gaelcholáistí	31	22,757
Further Education and Training	40	44,982*
Self-financed Adult Education Classes	7	4,500
Youth & Sports Development Facilities	326	523,228**

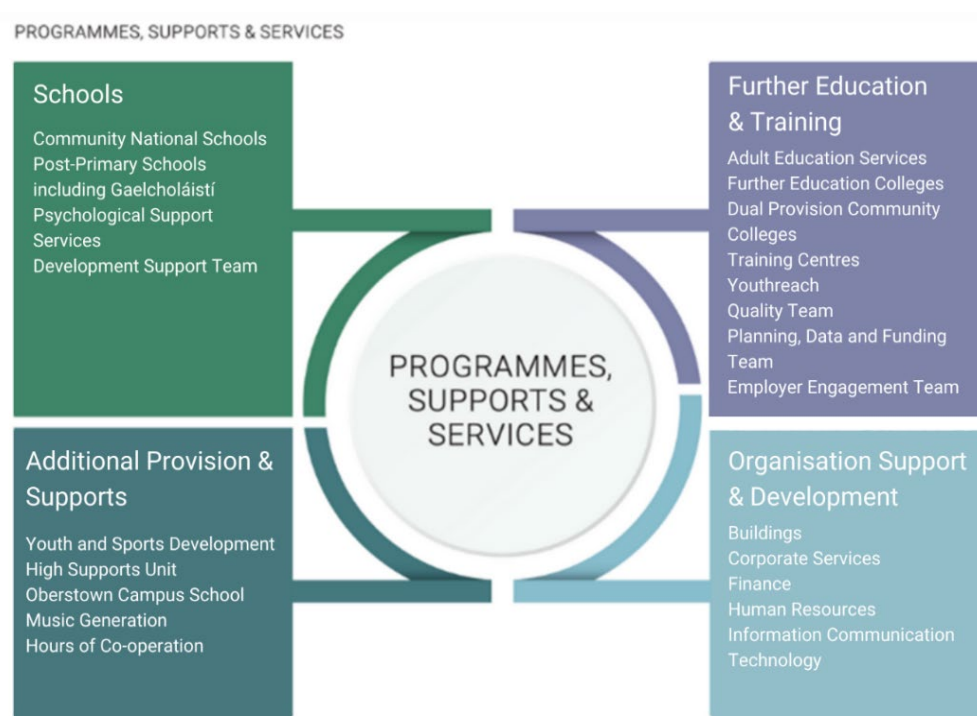
*Beneficiary numbers represent the total number of learners multiplied by the number of courses they participated in during the academic year. The unique learner numbers are circa 28,000.

** From the community sports facilities footfall of 523,228 - 31,983 are in targeted youth provision and the remaining is the collective footfall from 6 community sports facilities within the DDLETB administrative area.

The Board of DDLETB

Dublin and Dún Laoghaire Education and Training Board has a corporate structure which is made up of a democratically appointed board and a management (executive) team. We serve the three county council areas of Dún Laoghaire-Rathdown, South Dublin and Fingal and a population of over 865,000 people. The administrative area covered by Dublin and Dún Laoghaire ETB reaches from Balbriggan in north County Dublin, to Dún Laoghaire in south County Dublin and Lucan in west County Dublin.

In compliance with legislation, the DDLETB Board consists of 21 members in total. Board Members bring a range of specific knowledge, skills, experience and expertise to the deliberations of the Board.



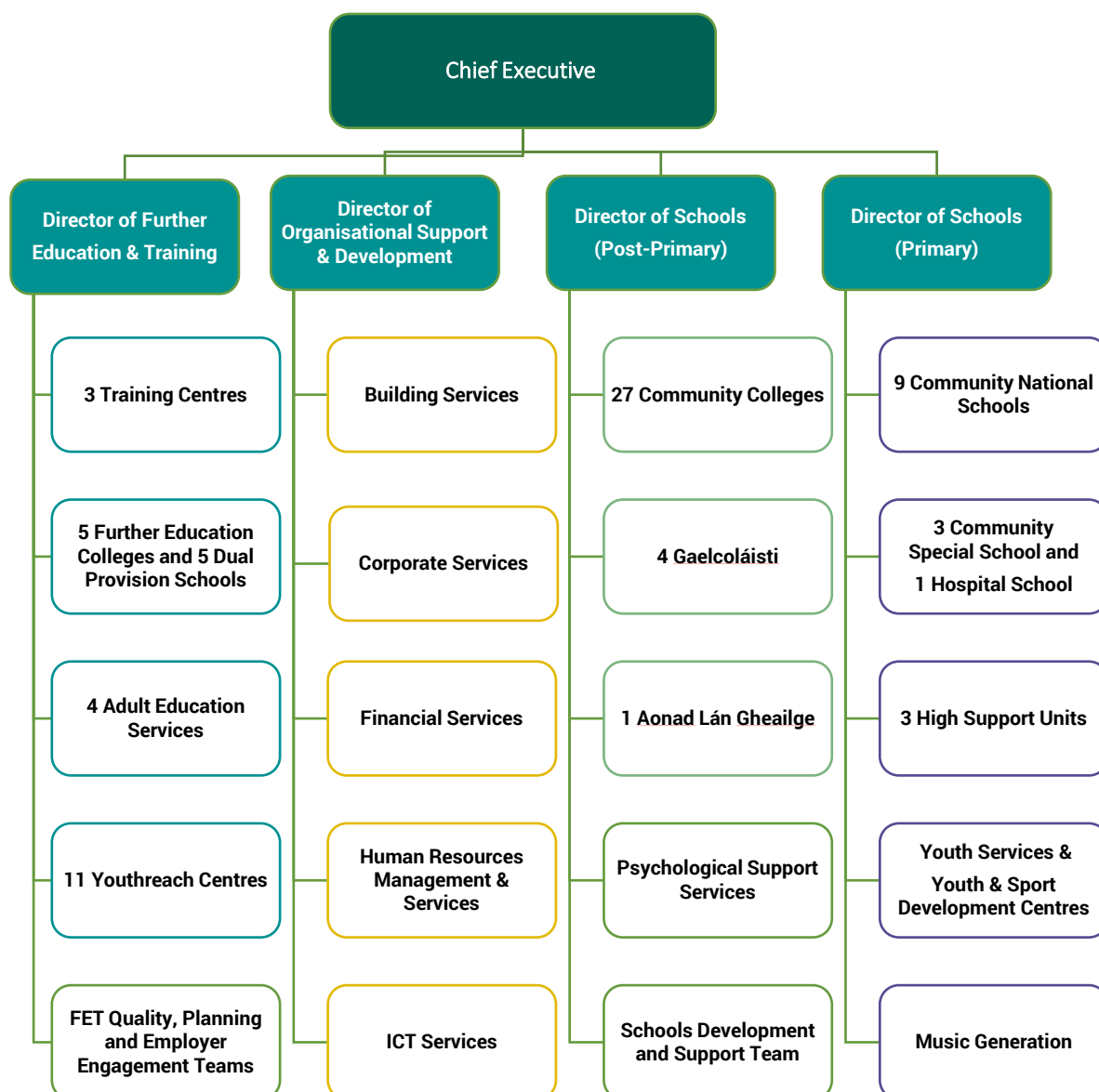
In accordance with section 45 of the Education and Training Boards Act, 2013, a Finance Committee meets a minimum four times per year and reports to the Board on financial matters. In accordance with section 45 of the Education and Training Boards Act, 2013, an Audit and Risk Committee (ARC) meets a minimum four times per year and assists the Board in discharging its internal audit functions. Committees of the Board are constituted by members who have relevant qualifications and experience.

The Finance committee and Audit and Risk committee meet jointly on an annual basis to share their respective knowledge and experience to support the application of good governance for the organisation.

In accordance with the Code of Practice for Governance of Education and Training Boards, an annual self-assessment exercise is completed by all Board and committee members.

Organisational Structure

The organisational structure of DDLETB is structured across four separate, but interlinked, divisions: Further Education & Training (FET), Organisation Support & Development (OSD), Post Primary Schools, Primary Schools and Other Services.



Geographical Map of DDLETB Locations and Services



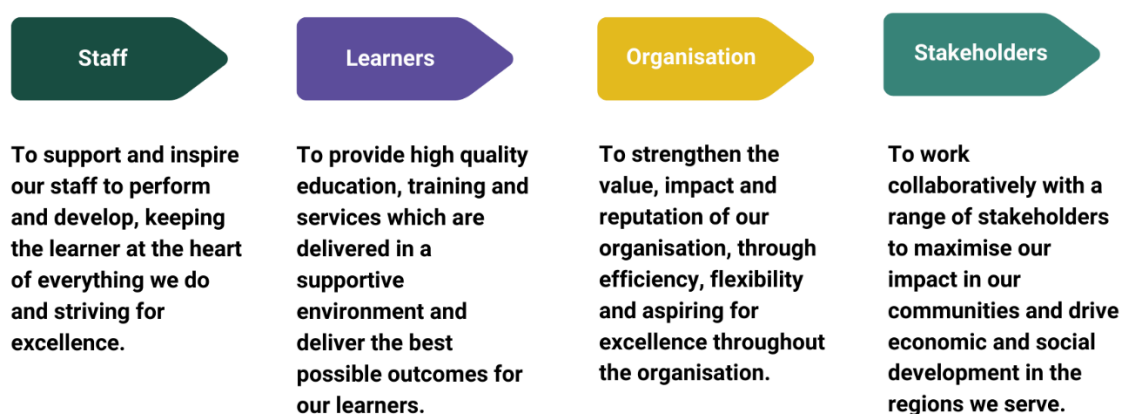
Statement of Strategy

DDLETB's **mission** is *to provide* relevant inclusive high-quality education and training, services and supports that respond to the diverse needs of our learners, communities and stakeholders. Our **vision** is ambitious and is *to transform* lives through learning, development and support enabling learners to succeed in an ever-changing world.

The mission and vision are *supported* our five core values: Professionalism, Excellence, Equality, Respect and Support. DDLETB have identified four strategic priorities for 2022–2026 and each priority has an associated high-level goal.



Strategic Priorities



Each goal has its own set of strategic actions. Our goals and actions have been designed to assist DDLETB to avail of the opportunities which arise and meet the challenges it faces over the coming years. DDLETB will continue to put the learner at the heart of everything we do. We believe that lifelong learning is key to personal development and wellbeing, social inclusion, and economic prosperity. DDLETB will continue to ensure its compliance with the requirements of legislation and the Code of Practice for the Governance of ETBs.

DDLETB ensures that staff have access to opportunities for professional development. This includes enabling staff to become reflective practitioners, enhance their skills, and collaborate with colleagues. We recognise that professional development can be facilitated in a variety of ways: from accredited programmes to workshops and professional learning networks.

Strategy Implementation and Monitoring

This Service Plan is developed to support the implementation of our Statement of Strategy. While the Strategy sets out our priorities and goals over a 5-year period, we continue support their delivery in an ever-changing environment. In developing this plan, a collaborative approach was undertaken by Senior Leaders across the organisation. This ensures that the actions in this plan are aligned with the goals and actions set out in the Statement of Strategy. This also ensures that the outcomes for 2025 are achievable. To enable delivery of the outcomes, projects are led and supported by staff in a collaborative process. A progress report will be made available to all stakeholders in early 2025



Statement of Services 2025

Under the terms of the Performance Delivery Agreement between the Department of Education and DDLETB, the following goals and priorities were identified. The specific actions for the achievement of these priorities, together with the associated performance indicators and targets to be delivered are as follows:

Goal	Priority	Action	Performance Indicator	Target	Goal/ Priority included in Service Plan (Yes/No)	Goal/ Priority referenced on page no.
Optimise Student/ Learner Experience	Provide a positive learning experience for all learners, including learners from marginalised groups	To streamline planning and supports for school improvement to include the needs of all students	All coordinators across our networks e.g. SSE, SEN, DEIS, EAL have a meeting once a term to ensure collaboration and progress.	All Post Primary schools	Yes	Page 43-59
		To develop learner networks with a focus on 'student voice' in CNS'	Review of the Patron programme GMGY/Wellbeing via SSE process	Continuation of 10 (CNS and CSS) CNS schools engage with SSE/LAOS Audit supporting "Student Voice"	Yes	Page 43-59

			Introduction of the Patron programme to high support detention schools	One high support detention school to engage with Patron programme in conjunction with Ethos development of the school		
		To embed our pilot programme for post-primary students, to grow and support Student Voice within and between our schools	Continuation of the Student Voice Programme, following our successful pilot	28 Post-Primary schools involved in the programme	Yes	
		To establish a CNS Learner engagement forum	Establishment of an annual CNS learner event	Continuation of the annual CNS quiz to incorporate an additional developing school	Yes	
		To establish bespoke model for Career Guidance across Detention and Special Care Units	Detention and Special Care Units engage with 'student led' process for learning pathways across all centres	Alternative Learning Setting (ALS) framework for Career guidance established	Yes	

				across 3 Special Care Settings		
		To deliver ICT Support services for developing schools	Increased provision and service	Digital Connect Programme across all developing schools to be continued	Yes	
		To embed inclusive practices by promoting the uptake of PLD opportunities in the AHEAD Universal Design of Learning (UDL) digital badge	Increased the number of FET teachers/instructors/tutors who achieve the Universal Design of Learning Digital badge in 2024	20 additional FET teachers/instructors/tutors with UDL digital badges in 2025	Yes	Page 43-59
		To ensure high quality education and training and services are delivered to FET learners	Agree a FET Quality Improvement Plan developed with Quality and Qualifications Ireland (QQI)	Implement the quality improvement actions agreed with QQI over a phased basis 2023-2026	Yes	Page 43-59
		Improve the information available to FET learners on disability supports available to learners across FET	Increase the number of FET learners with disabilities receiving funding for specific supports	20% increase in FET learners with disabilities receiving funding for specific supports	Yes	Page 43-59
		Ensure FET provision continues to build transversal skills and core capabilities which will allow participants to move on to more advanced learning opportunities	Increase FET programmes which focus on improving transversal skills at QQI levels 1 to 3 in FET	Return certification at NFQ Levels 1-3 to 2019 levels and grow by a further 10% by end of 2024	Yes	Page 43-59

		Ensure disadvantaged learners in FET continue to be prioritised for access to Psychological Support Services (PSS) and Guidance, and Information services across to enhance retention of this group in FET provision and enable progression within FET, to employment or opportunities in Higher Education as appropriate	Enable collaboration and sharing of best practice between all staff who provide Guidance, and information Services to FET learners	Facilitate at least one meeting of a community of practice for this group with PSS with a focus on progression pathways	Yes	Page 43-59
	Support students/learners at risk of educational disadvantage in line with current national policy	To provide supports to our DEIS schools	Regular meetings based on needs e.g. DEIS plan, digital literacy, mapping provision	All DEIS schools to participate in the DEIS Network	Yes	Page 43-59
		To provide enhanced educational schemes for all young people between 12-16 years through Youth Service provision	Maintain 2025 student intake in the Alternative Learning programme (ALP) with a focus on formal structure for learner transitions, retention and progression.	ALP target for 2025 is 95 young people Review of LAOS framework for education in operation in all 5 settings	Yes	Page 43-59

		To ensure the delivery of Stage 3 of the Framework Plan of delivery for Music Generation Fingal	Bespoke music programmes and urban hubs continue to be delivered for identified target groups	Special Care Settings, Disability groups, LGBTI+ youth, Garda Youth Diversion Programme, Traveller youth, ALP, DEIS and developing schools. 3 Urban Hubs established		
			Foundation programme for the Early years (0-4years) to be established	Offered to children as part of the free preschool year and made available across nine community childcare facilities		
		To share existing good practice in the provision of financial support to learners with disabilities via the fund for Student with Disabilities and the Learner Support allocation	Increase access to the Fund for Students with Disabilities (FSD) across all FET centres/schools/colleges for the Autumn 2025 intake	Increase in the take up by learners of Learner Support and Fund for Students with disabilities budgets combined across FET DDLETB	Yes	Page 43-59

		To reduce barriers for learners by increasing access to financial supports	Implement the Reach Fund which provides financial support for projects aimed at reducing barriers to participation in education for vulnerable learners and community organisations operating in disadvantaged areas	Call for applications is released in Q1 of the year since 2024, this is to be repeated in 2025, thereby broadening the timeframe and optimising access to supports and reducing barriers to participation for learners at risk of educational disadvantage	Yes	
		The next phase of the framework for Community Education will be implemented in 2025, with a view to ensuring FET provision continues to meet the needs of learners at risk of marginalisation in our communities	Implement the new Community Education Framework	Establish a working group to implement the Community Education Framework across the region.	Yes	Page 43-59
		In line with national policy, implement the Adult Literacy for ALL Strategy with a view to ensuring FET provision continues to meet the needs of disadvantaged learners	Continue to host the Regional Literacy Coalition for all the Dublin and Dún Laoghaire region.	Ensure 3 meetings of the Regional Literacy Coalition in DDLETB by the end of Q4 2025	Yes	Page 43-59
			Drive collaboration among the key stakeholders in Adult	Launch the Coalition's Regional Literacy Action Plan for 2025	Yes	

			Literacy provision to develop a Regional Literacy Plan.			
		Increase FET provision for literacy, numeracy, and IT skills in line with the 10 year ALL Strategy	Ensure FET courses address the needs of the significant base of adults with low levels of literacy, numeracy and IT skills in Ireland	Continue to meet and exceed our target unique learners participating in 'Adult Literacy for Life' programme in literacy, numeracy, and ICT skills in 2025	Yes	Page 43-59
	Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)	Child Protection (CP) Safeguarding Development officer appointed	A programme of CP Professional Development events including staff in special care settings	All Principals, Deputy Principals & ETB/BoM members of Post Primary, Primary, alternative and FET settings	Yes	Page 43-59
			Ensure all necessary child safeguarding measures are in place in accordance with the Child Protection Procedures	Ensure 3 meetings of the Youthreach Committee take place annually	Yes	
			Ensure all post-primary schools Child Protection & Safeguarding Policies are updated to include recent changes	Regular training opportunities for Principals and Deputies, to ensure	Yes	

				proper governance and compliance. Training for all new Board of Management members commenced in January 2025		
	Ensure full compliance with the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023)	DDLETB CP Oversight Group established. Governance CP Review survey	3 Meetings of CP Group per year. Survey designed in line with CP Procedures 2017 and deployed to schools	This group works together within its terms of reference to ensure full compliance on CP by all schools	Yes	Page 43-59
	Ensure measures have been taken to safeguard vulnerable adults.	Provide training for all staff who work with vulnerable adults	A programme of CPD events will take place to ensure staff are trained to implement Safeguarding Vulnerable Adults Policy in 2025	Develop and deliver 1 training programme to relevant staff in 2025	Yes	Page 43-59
Protection Programmes	Assist the DE, as needed, to meet the needs arising from the Irish	School places offered to ensure education provision for refugees	REALT Coordinator appointed and regular REALT meetings with all stakeholders	All schools with available school places	Yes	Page 43-59

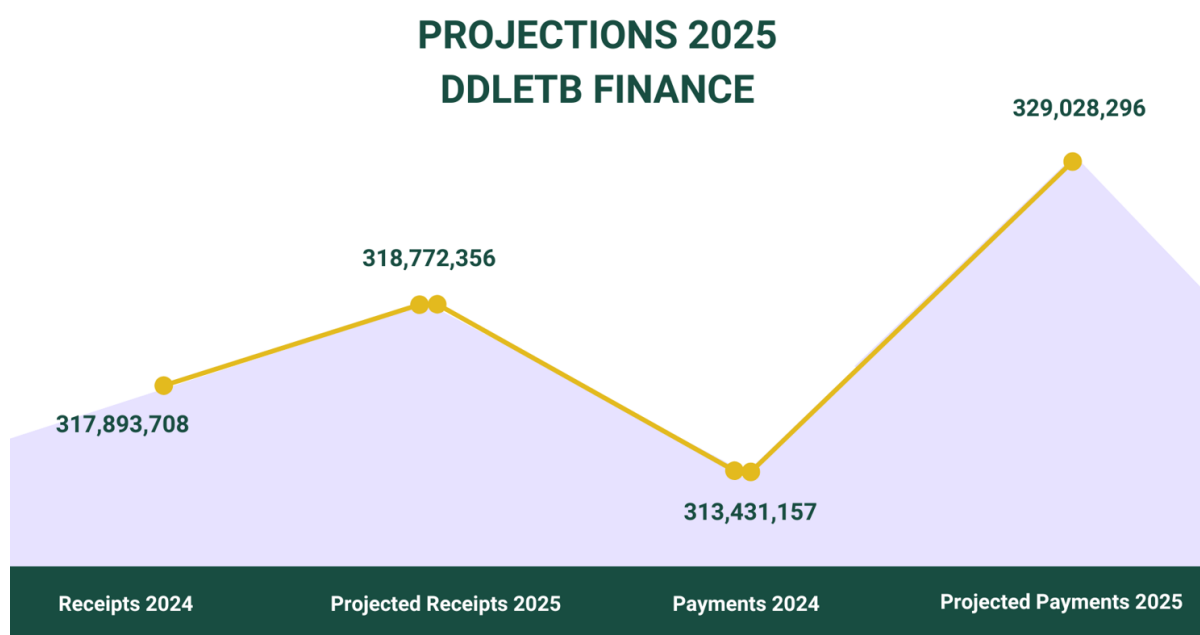
	Refugee Protection Programme and provision for international protection applicants	Ensure additional supports around language are accessed	Regular communication between REALT and ESOL Co-ordinators	Refugee students to be fully supported within our schools	Yes	
		To engage with all stakeholders to ensure the language and educational needs of refugees and international protection applicants are met	Continue to grow the number of International Protection applicants participating in FET DDLETB in 2025	FET DDLETB is projecting a further 7% increase in the number of beneficiaries on ESOL provision in 2025	Yes	Page 43-59
Governance	Attendance rates at board meetings	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs	Number of meetings and quorums met	Attendance of Board members at Board meetings	Yes	Page 43-59
	Board Self Assessments	All boards should carry out self-assessments, using the questionnaire included in the Code of Practice, to identify areas where improvements are required	Completion of Self-Assessments	To be completed by ETB Board	Yes	Page 43-59
	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	Audit and Risk and Finance Committees have appropriate expertise in the areas of audit and finance	Committees are constituted with members who have relevant qualifications and experience	Yes	Page 43-59

		bring the required audit and financial skills and experience to the role		A joint meeting of the Finance and Audit and Risk Committees takes place annually to share knowledge and expertise	Yes	
	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 and audit & risk committees as required under the Code of Practice for Governance of ETBs	Representatives for Finance and Audit & Risk committee report to ETB Board	Copies of minutes of meetings are forwarded to ETB Board	Yes	Page 43-59
	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	Improvement implemented as appropriate	Completion by Finance Committee & Audit and Risk Committee	Yes	Page 43-59
	Staff Development*	The chief executive should ensure that; - a member of staff is appointed as the training manager	Identify staff members with additional responsibility for leading specific training programmes and opportunities.	Delivery of training to Board Members and appropriate staff	Yes	Page 43-59

		- training needs analysis in financial management is carried out on an annual basis - a training programme on financial management is developed and implemented				
			Collaborate with ETBI on central training programmes for Board members as appropriate	Collaboration ongoing in relation to training programme design and delivery	Yes	
	Departmental returns and reporting deadlines	Returns to the Department must be accurate and reporting deadline adhered to	Reports issued in a timely manner	DDLETB will endeavour to meet all DoE requests	Yes	Page 43-59
	Risk Management Policy	The board of each ETB should ensure that there is an ongoing process designed to identify and address significant risks involved in achieving an entity's outcomes. The audit and risk committee should support the board in this role	Maintain, manage and enhance the Risk Register Conduct quarterly reviews of the Corporate Risk Register	Continual review by the Senior Leadership Team, the Governance Group, all schools and centres and the Audit and Risk Committee	Yes	Page 43-59
			Conduct quarterly reviews of the Corporate Risk Register	Quarterly reviews complete	Yes	
	Internal Controls	The board of each ETB should ensure that it receives adequate assurance that specified controls are operating as intended	Internal controls are working effectively and subject to review	Internal controls are in place and reviewed	Yes	Page 43-59

*This refers to an ETB ensuring that a member of its existing staff is assigned overall responsibility for the oversight and implementation of training across the ETB with the objective of ensuring a strategic, coherent, and efficient approach to training across all functional areas. Such a role can fit in with existing structures and arrangements across the ETB and it is not a requirement that it be a fulltime role. The key issue is to have a member of staff that has overall responsibility and oversight for the training programme.

Overview of Services



Our overall aim is to enable learners reach their potential. DDLETB strive to offer learning experiences which respond to the needs of learners of all ages and abilities. The continued growth and scale of our services will continue to grow throughout 2025 as reflected in our projected financial growth. Suitable premises and resources for our learners is critical in our commitment to inclusive and sustainable education. DDLETB are also mindful of our responsibilities in relation to human rights and equality, both as a service provider and employer. Technology is an essential means of enhancing learning, collaboration and communication among our learners and stakeholders. To this end, we work to ensure our digital systems remain accessible, reliable and protected.

Overview of Organisational Support and Development (OSD)

The Organisation Support and Development Team is primarily based in Dublin and Dún Laoghaire ETB's Head Office in Tallaght, Dublin 24, but also has offices in Baldoyle and Loughlinstown Training Centres. The OSD Team supports the Chief Executive in the delivery of a full range of services across the organisation in the five

main functional areas of buildings and property, corporate services, finance, human resources, and ICT.



The Organisation Support and Development (OSD) team provide administrative support to approximately 4,600 staff in Schools, Colleges, Centres and services across all of our locations. The OSD Directorate aims to develop the appropriate structures and systems to achieve the highest quality services throughout the organisation and will strive to ensure the appropriate human, financial and infrastructural resources necessary to deliver the Strategy Statement of DDLETB are in place. Each unit is managed by an Assistant Principal Officer who reports directly to the Director of Organisation Support and Development.

DDLETB is committed to fostering sustainability across all aspects of our operations, aligning with our Climate Action Roadmap to minimize environmental impact. As part of this commitment, our building programme will focus on developing new facilities and refurbishing existing ones with environmental responsibility at the forefront. As we expand to accommodate the needs of our learners, we will do so in a way that is both sustainable and forward-thinking. In 2025, DDLETB will begin our journey to achieving certification to ISO 50,001 to support our sustainability obligations.

In addition to our sustainability initiatives, we are also embracing the opportunities presented by emerging technologies. The integration of Artificial Intelligence (AI) into our teaching and learning environments will enhance the experiences of both staff and learners. As we adopt these innovations, we remain dedicated to ensuring AI is used securely and responsibly, with a strong emphasis on cybersecurity to protect the integrity and confidentiality of our systems and data. The implementation of the Cyber Security Baseline Standard will strengthen data security across the organisation, ensuring robust protection for both learners and staff.

Throughout 2025, DDLETB will work closely with Education Shared Business Services (ESBS) to transfer the following services to the shared services platform under ESBS:

- New Supplier Setup
- Invoice Processing
- Staff Training
- Weekly Payments
- Revenue Returns
- Supplier Queries

Organisational Support and Development Functions

Functional Team	HR	ICT	Buildings	Corporate Services	Finance
Services	Resource Planning and Teacher Allocations and Utilisation	IT Infrastructure installation and management	Major Capital and minor works and repairs	Corporate Governance	Financial Management, Budgeting and Reporting
	Recruitment	Cybersecurity	Maintenance and management of DDLETB owned and leased property	Customer Services	Preparation of annual financial statement (AFS) & statement of internal controls (SIC)
	Garda Vetting	Management of on premises and cloud-based systems	Emergency Works Scheme	Data Protection / Free of Information	Management of ESF claims
	Payroll and Pension Administration	Management of ICT procurement & outsourcing	Summer Works Scheme	Official Languages Act	Co-ordination of EU, C&AG and IAU audits
	Absence Management and Statutory Leave Administration	Business Continuity & Disaster Recovery	Delivery of temporary accommodation	Communications, Media & Branding	Procurement of Goods and Services
	Staff Relations	ICT Helpdesk to be extended across all OSD depts	Delivery of new buildings	Health & Safety	Creditors and Grant Payments, Learner and Apprentice Payrolls and Travel and Subsistence

	Training & Staff Development	Training	Delivery of building extensions	Insurance & Risk	Liaise with ETBI, OGP and EPS on national frameworks
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Overview of Community National Schools

Dublin and Dún Laoghaire Education and Training Board (DDLETB) are Patron to nine Community National Schools (CNS), one Community Hospital School and three Community Special schools, two of which are opening September 2025. These schools have a multidenominational ethos, underpinned by five core values: Excellence in Education, Care, Equality, Community and Respect. These schools are the only state-managed, state-funded national schools that deliver an inclusive education strengthened by the Patron programme, Goodness me, Goodness you (GMGY).

There is a growing demand amongst parents for the State to provide more choice of school types other than single-denominational models. The development of the Community National School and the emergence of Community Special Schools model under Education and Training Boards answers both demands and represents a very exciting and welcome evolution in Irish education. The quality of education and the possibility of preparing children for life in a multi-belief and multi-cultural society succeeds in drawing children from all backgrounds to the CNS model. The growth of this model is expected to continue into 2025 with the reconfiguration of existing single-denominational schools over to the Community National School model.

Ensuring the strategic objectives of DDLETB are met, DDLETB will deliver the following across Community National Schools for:

- Provide high quality education, training and services which are delivered in a supportive environment and deliver the best outcomes possible for our learners
- Support and inspire our staff to perform and develop, keeping the learner at the heart of everything we do and striving for excellence
- Strengthen the value, impact and reputation of our organisation

- Work collaboratively with a range of stakeholders to maximise our impact in our communities and drive economic and social development in the regions we serve.

Overview of Community Special Schools

Dublin and Dún Laoghaire Education and Training Board (DDLETB) proudly serves as the Patron for three Community Special Schools (CSS) as mentioned, two of which are set to open in September 2025.

Community Special Schools (CSS) offer tailored education to students aged 4 to 18 years with Autism and complex learning needs, who have been recommended for Special School placement by a professional assessment. These schools operate within the Community National School framework, adhering to the values of excellence in education, care, equality, community, and respect. They are state-funded, multi-denominational, co-educational institutions.

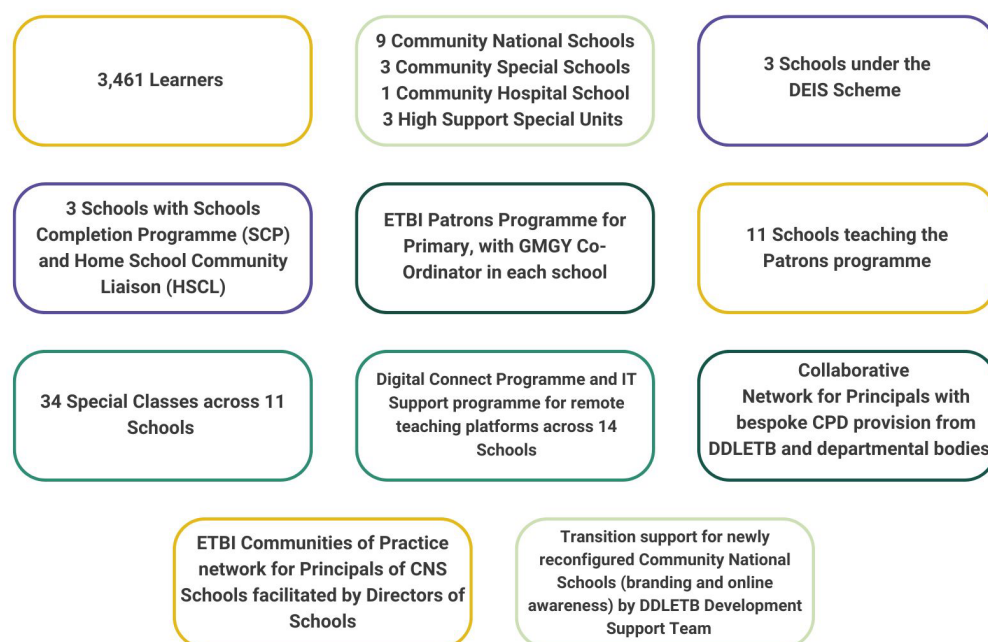
Our vision for these schools is to create a welcoming, inclusive, and dynamic learning environment, where each student is at the heart of the educational experience. Students in our CSSs develop a sense of belonging and foster a love of learning, enjoying a positive and enriching school experience.

The curriculum delivered in a CSS is in line with the guidelines set by the Department of Education, with adaptations made to meet the individual needs of each student. A variety of active teaching, learning, and assessment methods are employed to maximize each student's potential. Teachers, supported by the child's multidisciplinary team, provide a nurturing and stimulating environment that promotes personal, social, and academic growth. Each student has an Individual Education Plan (IEP) designed to address their unique needs.

CSS offer a range of co-curricular and extra-curricular activities that bring the curriculum to life, both in the classroom and beyond.

At the core of a CSS is a commitment to respectful and positive relationships that honour the dignity of every individual. DDLETB is dedicated to ensuring a safe and

supportive environment where students can thrive and reach their full potential. Building strong relationships with students, their families, and all those involved in their care and education is key to delivering a high-quality learning experience.



Additional Supports for Special Schools

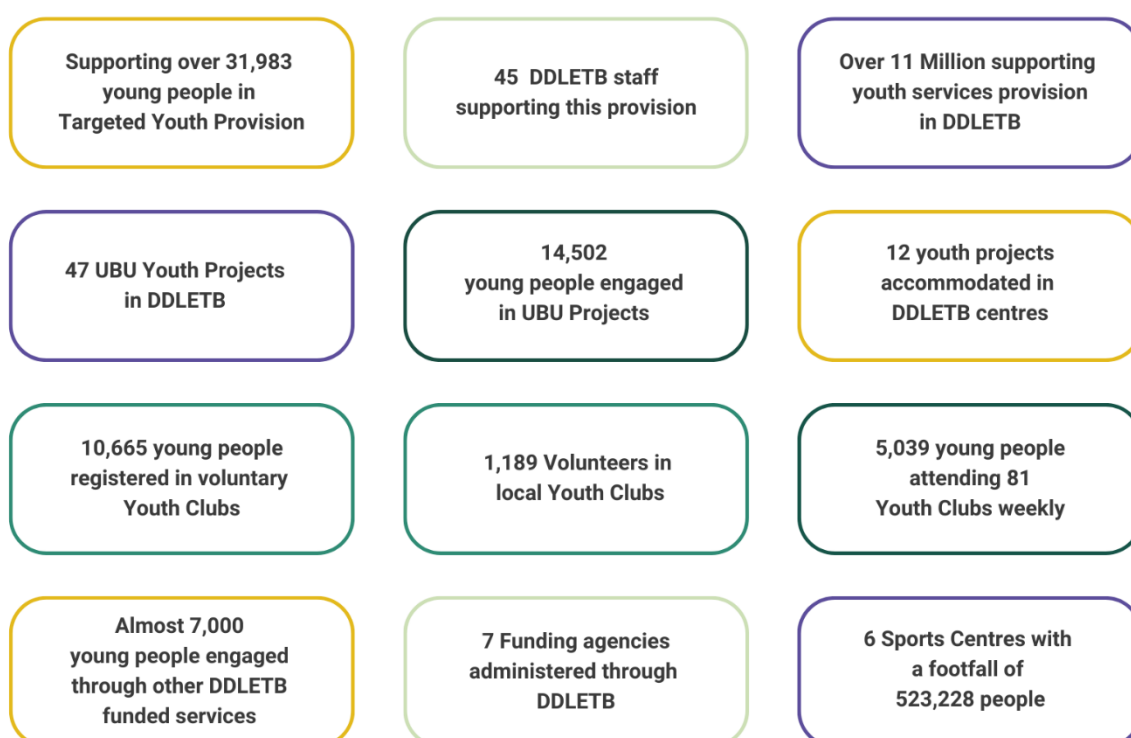
In 2024, all Education and Training Boards (ETBs) were tasked with assisting Special Schools within their regions in the management and recruitment of post-primary teachers to support the expansion of the post-primary curriculum for students with special educational needs. This initiative coincided with the full implementation of the new National Council for Curriculum Assessment (NCCA) Primary Curriculum for primary and special schools, marking a period of significant adaptations within Special Schools. Central to the updated curriculum is a more flexible, inclusive, and holistic approach to teaching and learning.

DDLETB's role is to ensure the appointment of highly skilled and dedicated teachers across 19 additional Special Schools in Dublin, which cater to 1,246 students of which 47% are 13 years and over. This support aims to provide a balanced, integrated,

and adaptable curriculum, carefully tailored to meet the unique needs of each student. This work will continue throughout 2025 and thereafter.

Overview of Youth & Sports Services

DDLETB Youth & Sports coordinate a response to the needs of 10–24-year-olds living in the DDLETB region. We develop a needs analysis of the qualitative and quantitative data available to us on a three-year cycle which helps identify the current service provision and evident gaps through the research process. Based on this, our job is to advocate for a provision of a range of supports that enable the delivery and co-ordination of high quality educational, sporting, recreational and developmental programmes, projects, and services to young people, both in a universal and targeted youth friendly setting. We do this through our staff team in DDLETB and working collaboratively with national youth development organisations, Local County



Councils, Children and Young People's Services Committees (CYPSCs), other community development organisations and through consultation with the young people.

In the 2022 census the population growth in the DDLETB region has been significant, including the rise of specific age groups in each of the municipalities. The Youth and Sports service will launch their Youth Work Development Plan before the end of Q1 2025. The research from this report is the collation of data from a variety of regional and national reports and the 2022 CSO data. This has helped us to better understand the Target Groups which are identified in the service requirements for funded organisations and are based on a true reflection of the needs of young people in their area. This will determine the workplan for 2025-2027. This plan will guide and support identification of areas where there is currently no service provision and in areas where there is service provision, making sure it is adequate.

Planning, implementation, and evaluation of our direct provision in ALP (Alternative Learning Programme) and Sports will align with the requirements of UBU from 2024-2027. The team continue to identify new and innovative ways to engage with young people through the delivery of social and personal development programmes in a fun and informal learning environment.

The Youth and Sports Division are continuing to work through the challenges imposed by the external environment we now face. The new trends that young people are mindful of, is the impact of social media, online bullying, vaping, peer pressure and anxiety. The youth services supported by our department continue to work through the many challenges imposed on them including high staff turnover, increased need for services, lack of premises and limited funding. The external challenges affecting these organisations have grown. One of the requests for 2024 was networking and training support for funded organisations. In 2024, the DDLETB youth and sports staff team supported 5 networking sessions for Your Place, Your Space (UBU) service providers, 2 opportunities for consultation on the youth work development plan, Decider Training for 40 youth workers, two Introduction to Management courses for 30 senior staff and a manager and youth worker session

on the Your Place, Your Space (UBU) process. The networking sessions were well received and a training calendar developed. This will continue in 2025 for the UBU funded organisations. DDLETB youth and sports department will continue to work through a training schedule in 2025. A new area of support and relationship building that needs to be increased in 2025, is the collaboration with national organisations on the voluntary club development. Since Covid the voluntary clubs in the DDLETB region has decreased by over 50%. This is a national area of concern and one that will feature on our action plan for 2025. The number of locations has reduced and reflects the exiting of 50% of youth clubs since 2019 and a significant UBU Your Place Your Space project in 2024, all of which exited the scheme. Volunteer recruitment remains a national issue and is a significant area of development for youth services in DDLETB, in collaboration with all national stakeholders.

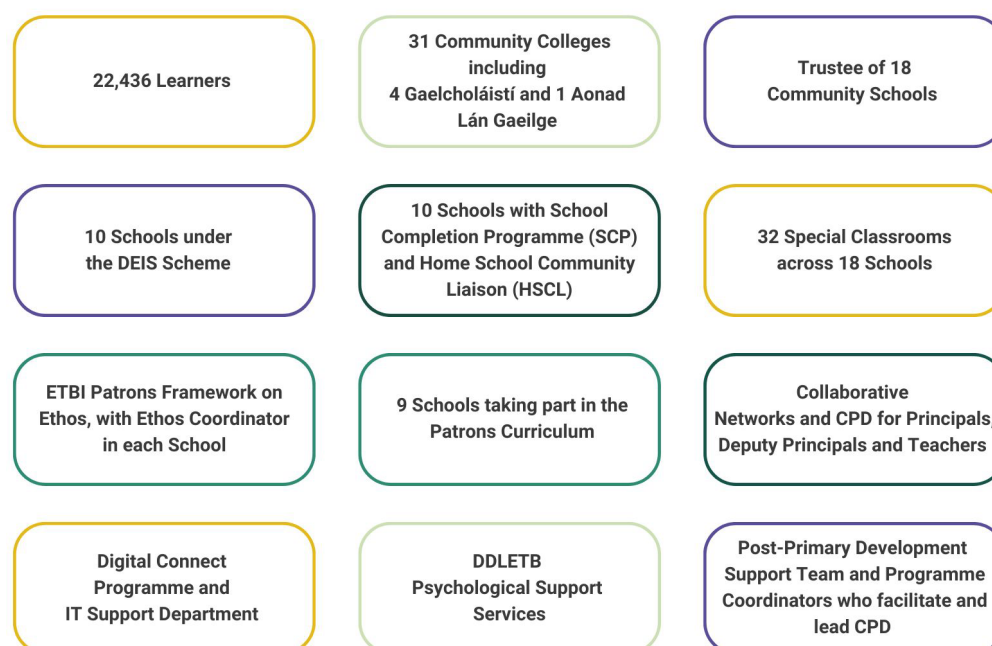
The key priorities for 2025 are to continue to engage with UBU funded services to ensure the provision aligns with the UBU guidelines. To continue to reset and rebuild our department. To review the voluntary youth work in the DDLETB region and develop a strategic plan that will support growth in this area. To continue to meet with funded organisations, managers and staff throughout the year and in 2025, we will start this relationship building with the voluntary sector. To identify opportunities with Leargas that would support and further the advancement of research that will help DDLETB further advocate for more funding to support increased provision of youth services in the DDLETB region.

A key trend that has been identified through the completion of the youth work development plan is the need to strategically look at how networks of organisations collaborate and work together to create a real impact and change for communities. The most disadvantaged areas in the DDLETB region remain in the same deprivation score or in some cases have gone lower. The youth and sports team are engaged in key pieces of work in Fingal, South Dublin and Dun Laoghaire Rathdown. Through this engagement, opportunities for resourcing and piloting new initiatives may become available and the youth and sports team will ensure young people benefit as a result.

As the youth population continues to grow in the DDLETB region, so do their needs. The focus for Youth Service Provision will be on augmentation and development of current and future resourcing for youth work development in targeting these needs. This is a key focus for DDLETB youth and sports team and one we will continue to develop in 2025.

Due to a change in funding under the Community Services Programme (CSP), DDLETB can no longer access funding from Pobal, with this agreement concluding in December 2024. In response, DDLETB is conducting a comprehensive financial review of each of the six dual Community and Sport Centres, with a strategic plan to be submitted to the Department of Education and Youth in Q1 2025. While our priority remains the continued delivery of these vital community services, we are actively engaging with stakeholders to explore new funding streams that will support their long-term sustainability.

Overview of DDLETB Post-Primary Sector



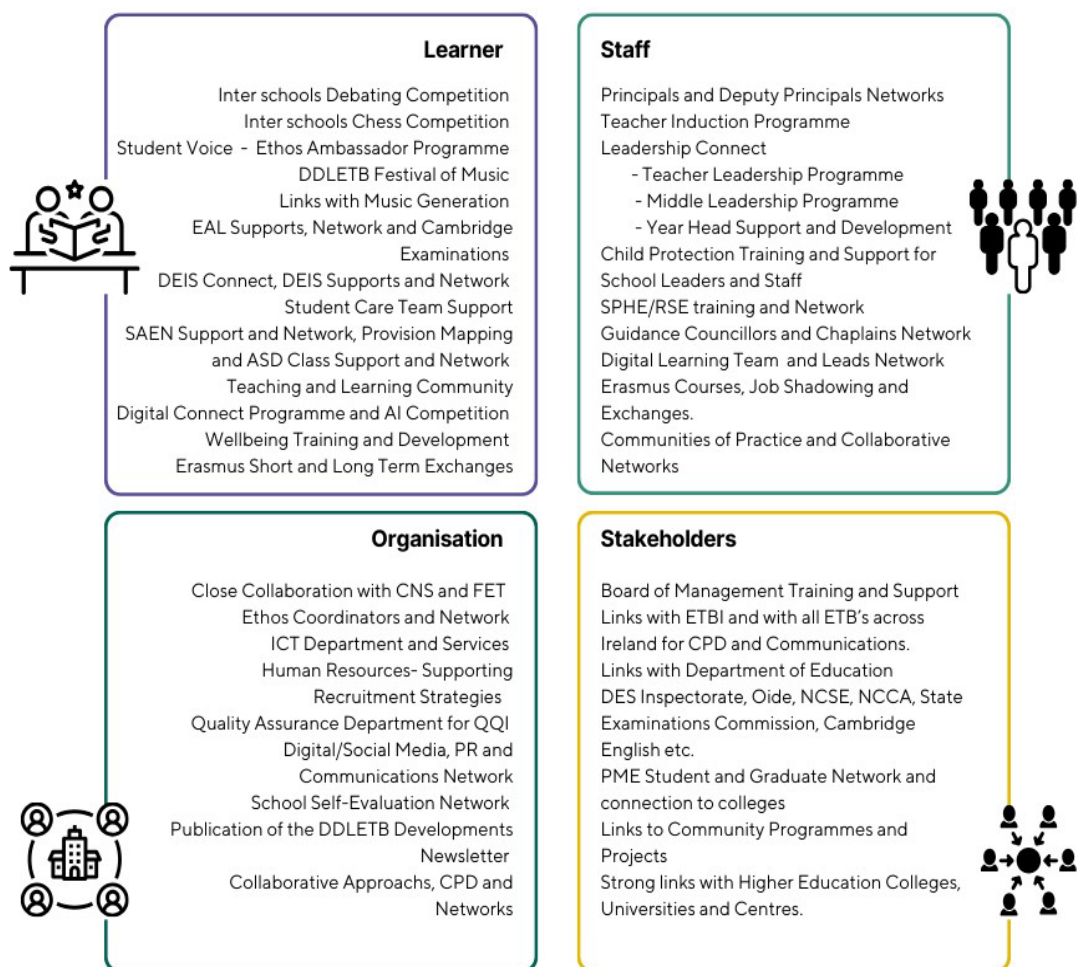
Our 31 DDLETB post-primary Community Colleges foster a culture of inclusion and embrace the diverse nature of our communities. They are community focused, learner-centred and encourage parental involvement.

We have active school communities who strive to live out our ETB Ethos and Core Values of Equality, Respect, Care, Community and Excellence in Education and we are proud of our commitment to Innovation in Education, Special Educational Needs, Information Technology and promoting the Arts.

In DDLETB the learner is at the heart of all that we do, and our overall aim is to create a community where every learner feels valued and equipped to reach their full individual potential. We have a steadfast commitment to supporting the overall development and well-being of every learner and we believe that fostering a nurturing and inclusive environment is essential to providing the best possible education experience for all. Various structures are in place to provide personalised supports, proactive interventions, and collaborative initiatives to support our learners.

The Post-Primary Development Team work to ensure that our staff are supported and have access to opportunities for continuous professional development which in turn improves outcomes for learners and our organisation.

The following is an overview of the supports and communities of practice currently provided categorised under our four DDLETB Strategic Priorities as identified in our Statement of Strategy 2022-2026:



Additional CPD and Learning and Teaching Communities of Practice are supported in various areas:

- Wellbeing and Self-Care
- Positive Behaviour Management/ Classroom Management
- Teaching Methodologies
- Inclusion and Diversity
- Workplace Resilience
- Communications
- Working in and Leading Teams
- Leadership
- Subject specific Learning and Teaching

In 2025, DDLETB will continue to support our communities, networks and offer our full range of Professional Development Programmes highlighted above. In addition,

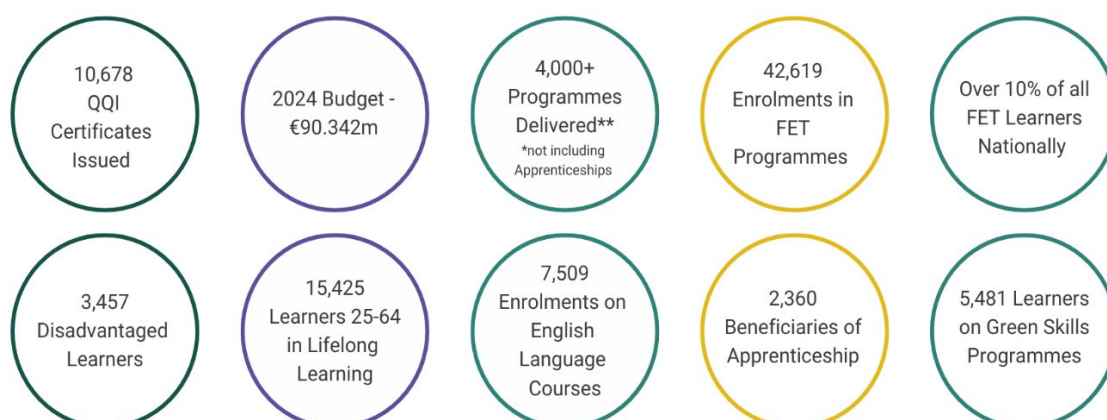
we will continue to research, develop and offer new programmes and support new networks while working closely with our IT Department and other agencies to ensure that our staff have access to consistent, high-quality and comprehensive professional development opportunities. We will continue to enhance opportunities for our learners to have a voice and to be responsive to that voice. Another opportunity for 2025 is to facilitate a suite of training for Boards of Management.

Overview of Further Education and Training (FET)

The FET sector in DDLETB comprises four services across 40 Centres, each catering to distinct learner groups. These include four Adult Education Services, five Further Education Colleges, six Dual Provision schools within post-primary institutions, three Training Centres in Baldoyle, Tallaght, and Loughlinstown, and 11 Youthreach Centres. The Training Centres also collaborate with external providers, including three Community Training Centres, five Specialist Training Providers, three Justice Workshops, and seven Local Training Initiatives. Additionally, DDLETB offers various services through partnerships, grants, and other initiatives to over 150 community and voluntary sector organisations across the region.

An overview of FET achievements in 2024 is provided below*

*Please note that all figures are currently provisional and will be finalised in February 2025



During 2024, the actual number of enrolments on DDLETB FET provision was 42,619. This represents an increase of 8.5% on 2023 actual beneficiary numbers and the number of unique learners in FET also increased to just over 25000 or 8.5% in 2024.

This was driven by our ambitious response to the National Action Plan for Apprenticeship, which resulted in a 70% increase in apprentice numbers to 804 apprentices in 2024.

The population of the regions DDLETB serves continue to grow and DDLETB aims to position FET at the forefront of a new culture of lifelong learning and is projecting there will be at least 44,982 enrolments on FET courses in the region in 2025.

Further Education and Training in DDLETB, will continue to focus on activities that will promote high standards of teaching and learning, ensure a high-quality learner experience and ensure FET provision will continue to build stronger communities and a stronger economy into the future.

Building Stronger Communities

Community Provision

FET providers have long standing relationships with over 150 community and voluntary sector organisations across the region and work collaboratively with these organisations to build stronger communities by supporting those most at risk of marginalization. Through the Adult Education Service and Community Training Services, FET will continue to provide training and development opportunities for people who are economically, socially, geographically or educationally disadvantaged. The Adult Education Services (AES) are projecting over 8000 beneficiaries of community education programmes in 2025. The AES will continue to implement best practices aligned with the *Framework for Community Education*. The *Wider Benefits of Learning (WBL) Pilot*, initiated in 2024, will enter Phase 2, strengthening community engagement. ESOL provision is projected to grow by 7% in response to ongoing demand. FET will continue to support the delivery and continuous development of the Youthreach and Community Training Centre (CTC) programmes for young early school leavers

Inclusion & Widening Participation

Ensuring equitable access to FET remains a strategic priority. The Widening Participation initiative will focus on increasing participation among priority cohorts, including individuals with disabilities, members of the Roma and Traveller communities, and refugees or asylum seekers. Staff training on Diversity, Inclusion &

Belonging, ADHD support, and Age Action initiatives will continue, along with funding support for the Postgraduate Certificate in Diversity & Inclusion in FET. The REACH Fund will further enhance access for marginalized learners by reducing barriers to education.

Literacy, Numeracy & Digital Skills

DDLETB will expand literacy provision in line with the 2025 Literacy Action Plan. The Regional Adult Literacy Coalition, established in 2023, will drive this work forward, ensuring targeted interventions and greater engagement.

Learner Support & Psychological Services

FET will enhance engagement with Psychological Support Services and Adult Guidance & Information Services. A Learner Support Working Group will be established to develop standardized guidelines for learner support across FET, ensuring consistent support structures across all FET centres.

Building a Stronger Economy

DDLETB FET providers have long-standing partnerships with national, regional, and local employers, fostering strong relationships to support economic growth. This collaboration will intensify in 2025, ensuring employers have access to a highly skilled and motivated workforce.

Apprenticeship Provision

Building on the 70% increase in apprentice numbers achieved in 2024, FET will prioritize further investment in infrastructure across the region in 2025. Collaboration with the National Apprenticeship Office will continue to facilitate the rollout of the revised craft apprenticeship curriculum and assessments for 2025-2026, ensuring high-quality training aligned with industry needs.

Workforce Development

In 2025, FET will offer a comprehensive range of part-time and full-time courses designed to upskill both unemployed individuals and those in employment. A key focus will be implementing Green Skills 2023, the first National FET Strategy for the Green Transition. Additionally, the strategic partnership between SOLAS and Enterprise Ireland presents new opportunities for DDLETB FET to facilitate management development courses for Enterprise Ireland client companies across sectors, as well as Local Enterprise Office client companies in the hospitality and retail industries.

The Enterprise Engagement Team will expand industry partnerships through several key initiatives. A Customer Relationship Management System (CRM) system will be implemented to streamline employer engagement and enhance service delivery. A dedicated enterprise website will be launched to serve as a central information hub for employer-focused services. A SharePoint Hub will be introduced to foster collaboration between FET and enterprise stakeholders. Workforce development and apprenticeship programs will be expanded to address regional skills needs through funded training, apprenticeships, and traineeships.

DDLETB will integrate emerging technologies and sustainable practices into FET through several key initiatives including the Virtual Reality in Healthcare project which will launch in mid-2025. Green Innovation in Education will embed sustainability in training programs. Adaptive and Assistive AI will be piloted to improve accessibility and learner support. An Innovation Forum will be established to strengthen collaboration between industry and educational institutions. Research and Impact Studies will be conducted to assess FET's contribution to workforce and community development through data-driven insights.

By advancing these initiatives, DDLETB will continue to drive economic development, ensuring FET remains innovative, inclusive, and responsive to evolving industry and learner needs in 2025 and beyond.

Promote High Standards in Teaching and Learning

Professional Development

The FET Professional Development (PD) Support Scheme, launching in January 2025, will provide structured upskilling pathways through Higher Education courses and Erasmus opportunities. Targeted workshops, including Dyslexia Awareness Training, Conflict Resolution, and The Impact of AI on Assessments, will address evolving learner needs. The Professional Development Hub, launched in 2024, will continue to streamline access to training, reducing no-show rates and enhancing learning opportunities. Professional development in Universal Design for Learning (UDL) will be promoted through the Digital Badge for UDL, ensuring inclusive educational practices across FET.

Quality Assurance

DDLETB FET is committed to continuous improvement through monitoring, self-evaluation, and quality assurance. In 2025, the Assessors Hub will expand with enhanced tools and training resources. The QA Unit will implement data-driven strategies, analysing certification outcomes to uphold national benchmarks. A Quality Action Plan will benchmark FET centre performance, supported by updated policies, including the Blended Learning Policy, Assessment Policy, and Professional Learning and Development Policy.

Enhancing the Learner Experience of FET

Capital Infrastructure & Facilities Development

In line with the *National FET Strategy*, DDLETB will prioritize infrastructure enhancements, including:

- Colleges of Further Education & Training – Progressing preparations for a regional rollout of the new College of FET.
- New Campus in Swords – Advancing site procurement, planning, and design.

- Strategic Infrastructure Upgrades – Enhancing FET facilities in Monastery Road, Clondalkin, alongside smaller upgrade projects to improve learning environments.

By implementing these initiatives, DDLETB aims to ensure FET remains inclusive, innovative, and responsive to learner and enterprise needs in 2025.

A breakdown of projected beneficiary numbers in FET provision for 2025 is provided in the table below:

Programme	2025 Projections (Beneficiaries)
Adult Literacy	4,007
Apprenticeship 2016+	339
Craft Apprenticeships	2,512
BTEI Groups	4,077
Community Education	8,390
Community Training Centres	263
ESOL	8,023
Evening Training	2,014
FET Co-operation Hours	105
FET Pathways from School	255
Justice Workshops	72
Local Training Initiatives	224
Online eCollege	149
PLC	6,017

Skills for Work	647
Skills to Advance	2,348
Specialist Training Providers	305
Specific Skills Training	3,701
Traineeship Employed	396
Traineeship Training	177
VTOS	359
Youthreach	602
Totals	44,982

2025 DDLETB Deliverables

Strategy Goal No. 1 - Learners			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
1.1	Promote high standards in teaching and learning which develop knowledge and skills and encourage autonomous and collaborative learning.	Formally review all school/centre key procedures to ensure that they are aligned with best practice standards. Continue to support that school planning and school self-evaluation procedures and processes are implemented to a high standard	Continue to develop a systematic way of collecting and collating the data from School self-evaluation (SSE) reports, School Improvement Plans (SIP) and Inspection reports to share 'best practice' across the organisation
		Produce our three-year Youth Work Development Plan based qualitative and quantitative research to gather a strong base for an evidenced workplan for services in 2024	Publish Youthwork development workplan
1.2	Ensure our provision meets the current and emerging needs of our learners and our stakeholders including the new Primary Curriculum Framework, Junior and Senior Cycle reform, developments in Irish medium education, new approaches to music, youth and sports development, and critical skills for the future.	Clear deliverable that links to the requirements for schools to meet qualitative and quantitative data and linked to LAOS framework	Workshop on LAOS framework delivered. Further training will be provided as appropriate.
		Collaborate with the NCSE to review available regional data to determine and support students with Additional Education Need's	Setup of new SEN classes in a structured and systematic manner to cater for demand in primary-post primary transition intake of students with AEN, dependent on availability of appropriate buildings. This will continue through strategic collaboration with the

			NCSE to ensure proper advanced planning of classes
			Support Post Primary schools on the implementation on Senior Cycle Reform
		Support Primary and Special schools in implementation of the new Primary curriculum framework	Provide targeted support for CNS Principals both internally and on national ETBI CoP for CNS principals.
1.3	Provide a positive experience which enhances the health and wellbeing of our learners and offers a safe and supportive environment for all, with particular regard to the safeguarding of children, young people and vulnerable adults.	Governance of child protection policy and safeguarding measures	Delivery of Child Protection Training for all Principal and Deputy Principals across schools
			Continue to Develop training opportunities for digital citizenship modules and internet safety lessons when available.
			Annual Review of policies and processes, including training and support for leaders and staff
		Implement the Adult Safeguarding policy	Incorporate this policy into DDLETB Governance Structures
		Continued expansion and development of Psychological Support Services (PSS)	Annual PSS Plan

1.4	Implement universal design for learning across our education and training settings; enhance accessibility and flexibility through the integration of technology; improve resources to promote language, literacy, and numeracy; and provide information and guidance to learners.	Work with the ALL-Programme Office, our Regional Adult Literacy Coalition and partner organisations in our region to implement our 2025 Regional Adult Literacy Action Plan.	Quantitative and qualitative measures are set out in the Literacy Action Plan.
		Develop and plan to ensure that learner language literacy and numeracy needs are met.	Enhanced communication about literacy, numeracy and language supports provided.
		Develop and plan for enhanced information and guidance in relation to careers and pathways.	Additional resources and collaboration to provide these supports.
1.5	Provide programmes which enable all our learners to learn, achieve, succeed, and gain the full benefits of learning from a personal, social, academic and/or vocational perspective.	Continued Augmentation of our youth service provision with a view to rebuilding the brand, developing resourcing, enhanced stakeholder engagement Restructuring of Dual Sports Centre provision to ensure consistent and shared funding model for operation and provision of community services from 2025 onwards.	Youth Services structure developed in line with augmentation around UBU. Revision of youth service provider deliverables Revision of SLAs with service providers Revision of current stakeholder engagement channels Development of current and new stakeholder channels in areas of Fingal and South Dublin County Council, Department of Education and Youth with focus on developing youth provision across these areas.

			New iVET Life Skills/Plumbing project to be delivered in three post primary schools.
		Delivery of statutory responsibilities in relation to RSE and SPHE curriculum	Ensure all training opportunities are communicated to, and accessed by our schools
		Deliver FET 2025 provision as agreed with SOLAS	Implementation of 2025 FET provision as planned and evidenced in PLSS, mid-year and annual reports
		Support participation of DDLETB learners in the National Learner Forum and Regional Learner Forum	100% of places available to DDLETB learners at national and regional level were filled
1.6	Simplify and communicate pathways for transfer and progression within DDLETB, to other provision including further education and training, higher education and/or employment, as appropriate to the diverse needs, backgrounds, abilities, and aspirations of our learners.	<p>Establish a working group to map provision, identify gaps in order to ensure more streamlined provision.</p> <p>Work with DSP on pilot initiatives for particular cohorts of unemployed learners</p>	<p>Report of working group findings and recommendations to improve pathways.</p> <p>New initiative delivered</p>

1.7	Seek regular feedback from our learners, recognising the value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning and decision-making.	Independent evaluators to report on the learner experience and areas for improvement	Report submitted
		Independent evaluators (AONTAS) to report on the learner experience and areas for improvement	Report submitted
1.8	Promote digital strategies and resources to facilitate learning, teaching, and assessment.	Align DDLETB digital policy and processes to the National Digital Strategy 2020	20% of FET programmes include a focus on improving learner's digital skills.
		Extend the use of the Compliance Management Information System to deliver training throughout 2025	Additional GDPR and Data protection training will be delivered to all (approx. 4600) DDLETB staff through this system
		Integrate new and emerging technologies to enhance teaching and learning both in house and remotely through the DDLETB ICT strategy	Complete the blended learning policy for FET
			Continue to implement the Digital Connect Programme to maintain and improve teachers' knowledge and skills in using technology including blended learning techniques and content creation

		Improve access to resources and information necessary for learning, teaching, and assessment through digital hubs.	Maintain the FET Quality Assurance digital hub (QA HUB) for teaching and support staff. Maintain the FET Professional Development digital hub for all FET staff Launch the FET Professional Development digital hub for all FET staff
		Develop a process for using data analytics to drive planning and reporting including the use of Programme Learner Support System (PLSS) and Tableau	Annual review of data to inform planning and next Performance Agreement.
		Implement and monitor the organisational performance of the targets set under the Strategic Performance Agreement	Annual review of tableau data to ensure targets are met and to take corrective actions if target shortfall
1.9	Enhance strategies and resources which reduce barriers to participation, address educational disadvantage, and support those with special and additional educational needs, and ensure our policies and	Ensure legislative requirements are implemented - Admissions Act, Education for Persons with Special Educational Needs (EPSEN)	Annual policy checklist reviewed
		Training for staff in relation to the Equal Status Act and Public Sector Duty	Training delivered
		Continuation and extension of the July Provision across appropriate settings	Continuation and review of July provision across all high support settings.

	practices promote fairness and transparency.		Establishment of July provision across 2 new community special schools.
		Engagement with community-based music education programmes specifically targeted at DEIS and Special Schools within DDLETB	Music Generation Fingal will deliver a 12-week bespoke programme to children in Danu Community Special School
			Music Generation Fingal will deliver a 20-week bespoke programme in Ballydowd and Crannog Nua
			Review and establishment of Music programme for the early years across a minimum of 3 Fingal based early childcare settings.
		Continue to support the delivery and continuous development of the Youthreach and Community Training Centre (CTC) programmes for young early school leavers	Delivery of the programmes to target group
		Continue to support the delivery and continuous development of responsive FET programmes for learners who are early school leavers, educationally disadvantaged and from priority groups including those with disabilities, members of the travelling community, asylum seekers, refugees, migrants, those experiencing rural or urban disadvantages, etc.	Achieve widening participation targets

1.10	Further embed a culture of quality through continuous monitoring, self-evaluation and review of our quality frameworks, quality assurance systems, evaluation, and inspection reports.	Implement the Quality Improvement Action Plan resulting from the Inaugural Review of Quality Systems across FET schools/centres and colleges. In 2025, the Quality Assurance Unit will continue to implement a Quality Action Plan and will use data to benchmark the performance of FET centre delivering accredited provision.	Annual report form FET Quality Council to SLT on implementation of the action plan.
		Principal and Deputy Principal Network Meetings	Minimum of 4 meetings per year
		Delivery of four of ten sessions of Board of Management training for all new Primary Boards of management	Delivery of two CNS Board of Management Training modules
		Increase engagement with our SSE and DEIS Network to develop resources, information, and a toolkit to support schools and school leaders in preparing for SSE, WSE, DEIS inspections etc	Availability of the toolkit and network meetings to support dissemination of information
		Develop and deliver bespoke in-school support workshops and training to support inspections	Workshops delivered by Development Team and Director of Schools
		Governance oversight visits on policy implementation conducted across the organisation e.g. child protection, finance etc.	Governance checklist completed annually, and visits conducted

Strategy Goal No. 2 - Staff

Strategic Actions	Strategic Deliverables	Key Performance Indicators (KPI's)
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2.1	Develop a plan for professional development which continues to identify current and emerging priorities in teaching and learning, learner supports, technology, organisation support and development.	Training for Principals and leaders on emerging policy changes with a view to preparing schools for evaluations and sharing good practice and good governance	Bi Cinealta training and Anti Bullying training to be delivered to all primary, special schools and post primary schools
		Expansion and promotion of LinkedIn Learning through engagement and collaboration with staff	Increase information provision to all staff in relation to availability of LinkedIn Learning opportunities
		Development and delivery of a Year Head development pilot program	Delivery of the established Programme
		Launch a Professional Development (PD) hub aimed at increasing awareness of PD opportunities available to FET staff with a focus on emerging priorities e.g. AI and increasing participation rates.	FET Professional Development hub launched and 25% increase in participation in PD.
		Develop and support CPD for the youth workers working in Funded Organisation's	Training sessions continue to be delivered to youth workers based on needs analysis and feedback from 2024.
		Further imbed our student voice programme in all post primary schools	Programme will continue to be delivered
		Revise the policy and financial model to support CPD prioritising teaching and learning, technology, learner supports and OSD	Revised policy to be published in 2025 Increased staff engagement in CPD opportunities
2.2	Include support and development opportunities	Assign a lead person to research comparable organisations - People Strategy	People Strategy is set out in the ETB's Statement of Strategy

2.3	which enhance our professional identity and performance, create a sense of belonging and strengthen our resilience so that all our staff can learn, grown and excel.		Develop a people strategy for DDLETB, building on current good practice
		Create an enhanced team culture within DDLETB through effective and impactful communications	Continue to promote our values and services to our stakeholders
		Review Hybrid Working Policy to reflect advancements in technology and national/international business practices	Revised Hybrid Policy published
		Enhanced Leadership development programme	MLP & TLP programmes delivered annually
	Provide support and development for all staff with roles of responsibility. Management and/or leadership across our organisation and create opportunities for developing future leaders.	Expand/Mirror Middle Leadership Programme (MLP) & Teacher Leadership Programme (TLP) in FET	Annual programme delivery plan
		Deliver accredited programme on leading and motivating teams and managing performance	30 participants from senior and middle leadership to participating and achieving a micro credential at Level 9
		Oíde training for the leadership, support, monitoring and evaluation of posts of responsibility across Primary schools	A standardised framework of internal schools' reviews of Posts for all Community National Schools and Post Primary Schools
		Launch new online Professional Development hub promoting Linked-In Learning and other opportunities to learn for FET staff and management with a focus on developing future leaders	Increase FET staff engagement in professional development by 5% and engagement with Linked-In Learning to 50% of all FET staff in 2025
		Enhanced promotion of benefits that are available to staff of DDLETB, i.e. remote working, cycle to work scheme, shorter working year	Increased uptake of available benefits

2.4	Expand professional learning networks and activities for teaching, support and development staff to enable us to share our expertise, promote different approaches, encourage creativity and adapt to new circumstances.	Enhanced internal and external digital communication platforms	Delivery of an updated website, social media growth, new internal SharePoint environment
		Develop a communities of practice model for learner supports	Annual report from community of practice
		Support Guidance and information for staff to develop a plan to maximise access for disadvantaged learners to consistent, high-quality information on progression options and pathways	Community of Practice established.
2.5	Develop a plan to ensure capacity building and continuity of services to enable the organisation to deal with growth, change and uncertainty.	Updated Business continuity plan (BCP)	BCP Implementation and annual review
		Updated Disaster Recovery Plan (DRP)	DRP implementation and annual review
		Increased training and support to schools in the implementation of the Patrons' Framework on Ethos and provide support to our 10 schools piloting the IMBV programme	Support provided to our 10 schools piloting the IMBV programme
		Introduce DDLETB support for CNS and special schools on Ethos development and review of GMGY	Training provided to schools regarding Patrons Framework on Ethos
		We aim to build capacity in SAEN provisions and promote and Support Inclusion Mapping thus building capacity in SAEN within schools	Capacity increase delivered
2.6	Review and increase our human resources across all settings regarding	Business case for additional support staff to be developed	Business case submitted to the Department in line with oversight agreement

	implementation of the organisational strategy.		
2.7	Seek regular feedback from our staff, recognising the value of a wide range of perspectives for the development of a learning organisation, and use this to inform our provision, planning, and decision-making.	Encourage FET management to communicate staff ideas and perspectives which could inform our provision, planning and decision making	Survey complete
2.8	Enhance our policies to recruit retain to recognise the potential of a high performing and diverse workforce		<p>Review Teacher Attraction and Retention Strategy</p> <p>DDLETB annually attend university career fairs as per attraction strategy.</p> <p>Continue to strengthen and develop networks and relationships with universities.</p>

Strategy Goal No. 3 - Organisation

Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
3.1	Foster a culture of high expectations, trust and care	Establish a workplace wellbeing committee	Workplace committee will commence 2025

	where we work collectively across all areas of the organisation to support each other, share ideas, pool resources and respond positively to change.	Establish strategy delivery teams	Strategy team meetings and deliverables
3.3	Further embed our governance, accountability, and risk management practices to ensure ownership by all staff in all settings across the organisation.	Governance Training Program - Board & Staff	Annual training and workshop program
		Implementation of Digital Infrastructure to support governance framework	Cloud based software packaged implemented and operational to manage document control and audit
			Implementation of digital risk register
			Cloud based software packaged implemented and operational to support Board and sub-committee activities
		Re-emphasise the requirement for attendance at all Board meetings as per the Code of Practice for Governance of ETB's	Full attendance by Board members
		Conduct self-assessment for Board members and members of Board committees	Self-Assessments completed and areas for improvement identified
		Review the corporate risk register quarterly	Quarterly risk register reviews completed
		Financial monitoring and oversight of all activities to ensure compliance with financial/procurement regulations and procedures	Dedicated resource to support financial monitoring and oversight in place

		Board received and reviews assurances from the management and Audit and Risk Committee regarding the operation of the internal controls	SIC reviewed annually by the Finance Committee, Audit and Risk Committee and the Board
3.4	Continue to develop a strong support infrastructure for our provision by way of finance, buildings, human resources, ICT and corporate services and to respond effectively to the diverse and changing policy, funding and legislative requirements of our sector.	Review and enhance the management and monitoring of all Service Level Agreements (SLA's) and contracts	Review and monitoring schedule in place
		Establish annual OSD Operational Plans	Operational Plan implemented and reviewed quarterly
		Review and update Health & Safety framework	Launch updated Health & Safety framework
		DDLETB will continue to work collaboratively with ESBS and other ETB's on a number of finance related projects	Engagement and collaboration ongoing throughout 2025
		Transfer of services to ESBS shared services platform	ESBS Engagement and collaboration ongoing throughout 2025
		Ongoing financial guidance/supports provided to Principals, Centre managers and budget holders	Annual training plan delivered
3.5	Enhance our digital infrastructure and systems to support communications, data management, online safety and best practice to support the transformation of teaching and learning support services.	Ongoing implementation of Cyber security baseline standard	Ongoing implementation
		Collaborate at ETBI level to develop a sectoral approach to the implementation of AI	Sectoral collaboration
		Deliver Microsoft A5 licence uplift project	A5 licences in place
3.6	Develop our buildings and facilities to enhance the standard for our learners and	Delivery of five projects approved under the DoE Additional School Accommodation Scheme	Another 5 Projects delivered via temporary or permanent modular accommodation

	stakeholders while facilitating the development of new buildings and facilities to meet the needs of the growing population in the regions where we work, including new schools and colleges of further education and training.	Delivery of additional plumbing apprenticeship workshops in our Loughlinstown Training Centre	Increase Loughlinstown Training Centre annual provision from 84 to 252
		College of FET – new build Swords	Progression of the preliminary design phase and site selection process for the proposed College of the Future in Swords, Co. Dublin
		Prepare for the establishment of a College/Colleges of Further Education and Training across the DDLETB region. Prepare for the establishment of a College/Colleges of Further Education and Training across the DDLETB region Establish College of FET working groups to improve our approach to branding and marketing and simplify FET provision and pathways for communication to learners	Plan developed
		Continuously improve the quality of DDLETB buildings and facilities to enhance the experience of our learners	Delivery of FET Estate projects ensuring that the relevant FET budgets are fully utilised each year and opportunities to apply for additional funding to improve our buildings are taken
3.9	Develop a strategy to improve communications, brand recognition and marketing of DDLETB with a focus on the	Develop a communications strategy to ensure recognition of positive impact our services have on society	Communications Strategy drafted
		A review of our internal procedures and systems will be conducted to ensure compliance with the requirements of the Official Languages Act	Procedures and processes updated

	positive contribution DDLETB makes to our society.	Promote Irish within our schools, and not just as a subject, but as a living language	20% of external communications through Irish
		DDLETB website upgrade to ensure compliance with Accessibility and Official Language legislation	Updated website
		Redevelopment of website content and layout and internal SharePoint environment	Updated website and SharePoint environment delivered
3.10	Ensure sustainability is considered in all our decisions across the environment in which we operate and identify ways in which we can positively contribute to climate change targets	Revise Estate Strategy for all DDLETB property	Revised strategy published with all new & renewed leases complying with the targets set out DDLETB's Estate Strategy and Climate Action Roadmap.
		Revise DDLETB Climate Action Roadmap	Edition No.3 of Roadmap published including the implementation of all policies within.
		Improve energy efficiency of schools, centres and colleges and reduce reliance on fossil fuels for heating over time	Conduct energy audits in all FET building stock in the first instance to create energy & emissions baseline. Begin installation of smart meters in all building stock. Take part in DoE PV panel scheme.
			Work towards procuring 25% renewable energy for DDLETB schools, centres, and colleges

		Promote environmental awareness among staff and student body.	FET targets for green skills are met for 2025. Green Teams to be set up throughout the organisation. Promote Green Flag initiative.
		HR to commence a paperless office transition project with a view to implementing a paperless office environment by the end of 2025	Migrate paper records to a digital solution by the end of 2025
		Commence development of ISO 50001 quality management system	Certification to ISO 50001 in 2026

Strategy Goal No. 4 - Stakeholders			
Strategic Actions		Strategic Deliverables	Key Performance Indicators (KPI's)
4.1	Work with a range of organisations to identify needs using research and data to investigate opportunities and pilot new initiatives which will enhance our provision and ensure it meets emerging needs.	Create opportunities for leadership teams to meet with a range of organisations and discuss key issues and developments	Host 2 FET leadership meetings per year to discuss key developments (leadership teams from FET centres)
		Maintain and develop key relationships with a range of stakeholders including government departments, statutory agencies, funded organisations	Stakeholder Directory
	Communicating effective research and data to support informed decisions and outcomes		Key Skills Needs for Industry Reports x 2 annually
		Increase engagement with representative organisations	Increase engagement with Dublin Chamber, local Chambers, IBEC and other Industry Representative bodies

4.2	Participate in ETBI and national forums to raise the profile and identity of ETBs and promote nationally agreed priorities for the development of primary, post primary, youth and further education and training sectors.	Ensure DDLETB is represented on a variety of local, regional, and national committees	Participation in at least one event and social media growth >10%
		Ensure DDLETB is represented on a variety of local, regional, and national committees	Directors to be involved in at least one national committee, helping to shape national policy, with increased participation of ETB staff on ETBI committees
		Increase participation in national ETBI working groups	Enhanced knowledge of area of collaboration
4.3	Develop a stakeholder engagement strategy to enhance links with community, regional and national bodies, to respond to priorities and emergencies and to maximise our impact.	Commence the development of DDLETB stakeholder engagement strategy	Research complete and plan in progress
		Further embed our work on Ethos and development and implementation of the Patron Programmes across Primary and Post Primary schools, supported by ETBI	Provide schools with framework for review of Patron programme GMY across all Primary schools, establishing new Patron Programme in 10 Post Primary schools
4.4	Continue to play a lead role in the implementation of Government priorities in relation to Apprenticeship.	Increase apprenticeship participation levels	Delivery of appropriate capital infrastructure projects to increase capacity
4.5	Work in partnership with providers of higher education on joint initiatives and programmes to enhance pathways for	Collaborate with Higher Educational Institutes on Path 1 project	

	transfer and progression between school, further education and training and higher education, and contribute to the development of the tertiary education system.		
4.6	Strengthen relationships with representative bodies for employment, enterprise and entrepreneurship and work proactively to ensure our provision improves opportunities for learners and bridges skills gaps in our region and economy	Enhanced digital framework to support engagement with enterprise	Development and implementation of a CRM
4.7	Gather qualitative and quantitative data to assess our educational, social and economic impact in the regions that we serve.	Gather qualitative and quantitative data to assess our educational, social and economic impact in the regions that we serve.	Data Infrastructure design and development complete (ESRI Project)

2025 Finances

Dublin & Dún Laoghaire Education and Training Board

Projected Expenditures - Schools & Head Office

	Year ended 31/12/2025 €'000	Year ended 31/12/2024 €'000
Schools & Head Office Payments		
PAY		
Instruction	150,175	140,302
Administration	7,610	7,299
Maintenance	3,818	3,662
	161,603	151,263
NON-PAY	11,773	11,972
ASSOCIATED PROGRAMMES		
Student Services Support Fund	2,252	2,416
Book Grant	315	315
DEIS Grant & Home School Liaison	658	705
ICT Digital Divide	131	127
Transition Year	279	311
Free Junior Cycle Schoolbook grants	2,833	2,751
ESBS Admin Support Grant	140	0
Bus Escort Grant	139	135
Other Programmes (15 in total)	430	394
	7,177	7,154
	180,553	170,389
Primary School Payments		
CNS Capitation Grant	769	1,051
CNS Ancillary Service Grant	329	329
CNS School Transport	219	217
CNS DEIS Grant	137	188
CNS School Book Scheme	259	256

Other Programmes (9 in total)

102

102

1,815**2,143**

Projected Receipts and Expenditure 2025

Dublin & Dún Laoghaire Education and Training Board

Projected Receipts & Expenditures

	Year ended 31/12/2025 €'000	Year ended 31/12/2024 €'000
RECEIPTS		
Post Primary Schools & Head Office	170,297	171,645
Primary Schools	1,815	2,035
Further Education & Training	94,208	90,326
Youth Services	11,658	11,748
Agencies & Self-Financing Projects	12,580	11,023
Capital	28,269	31,116
TOTAL	318,827	317,893

PAYMENTS

Post Primary Schools & Head Office	180,553	170,389
Primary Schools	1,815	2,143
Further Education & Training	94,208	90,941
Youth Services	11,658	10,794
Agencies & Self-Financing Projects	12,580	11,437
Capital	28,269	27,715
TOTAL	329,083	313,419

Cash Surplus / (Deficit) For Year

(10,256)

4,474

Reconciliation of Cash Surplus/(Deficit)

Main Scheme Pay

(7,899)

Main Scheme Non-Pay

(2,356)

(10,255)

Note: 2024 Outturn is subject to audit

Projected Expenditures - Further Education & Training

Dublin & Dún Laoghaire Education and Training Board

FURTHER EDUCATION AND TRAINING PAYMENTS	Year ended	Year ended
	31/12/2025	31/12/2024
	€'000	€'000
PLC Pay	15,163	14,636
Operating Costs	14,458	13,955
Apprenticeship	15,260	14,730
Youthreach	7,290	7,037
Specialist Training Providers (STP)	3,955	3,817
Back to Education Initiative	4,706	4,543
Bridging Foundation & Skills Training	4,714	4,550
VTOS	4,219	4,072
Adult Literacy	4,943	4,771
Community Education	2,364	2,282
Community Training Centres	2,298	2,218
Skills to Advance	1,914	1,848
Traineeships	1,403	1,354
Co-operation Hours	1,861	1,797
Local Training Initiatives	1,716	1,656
Other Programmes (31 in total)	7,943	7,677

Total**94,207****90,943**



Bord Oideachais agus Oiliúna Dublin and Dún Laoghaire
Átha Cliath agus Dhún Laoghaire Education and Training Board

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SUCCEED**