



ddletb



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

Annual Report 2024

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Message by an Cathaoirleach of DDLETB

As Cathaoirleach, and on behalf of the Board of Dublin and Dún Laoghaire Education and Training Board (DDLETB), I am pleased to present the 2024 DDLETB Annual Report. This report provides a comprehensive overview of the diverse activities carried out by DDLETB's schools, centres, and services throughout the year. DDLETB, one of the largest Education and Training Boards in the country, serves a growing and culturally diverse population of over 865,000 people, representing more than 17% of the national population and over 60% of the Dublin region according to the latest census data.

The achievements highlighted in this Annual Report showcase the organisation's continuous growth and evolution throughout 2024. Our focus remains on sustainably evolving our services to meet the emerging education and training needs of our learners and the wider community. We aim to provide pathways for further education, training, higher education, and employment. DDLETB is committed to playing a key role in developing and delivering innovative, efficient, and future-focused services and supports to our learners and stakeholders. During 2024, DDLETB successfully delivered several strategic objectives from the 2022 – 2026 Strategy, and we look forward to achieving further objectives that will benefit our learners in the coming years.

None of the activities detailed in this report would be possible without the talented, skilled, and dedicated staff at DDLETB. As Cathaoirleach, I commend the work carried out on this Annual Report and extend my gratitude to the members of the Board of DDLETB, the executive, and staff throughout the organisation, who continue to deliver an exceptional range of services and supports to all our amazing learners.

Cllr. Mick Duff

Cathaoirleach

Foreword by the Chief Executive

I am delighted to present the 2024 Annual Report for Dublin and Dún Laoghaire Education and Training Board (DDLETB). This report captures the remarkable efforts and achievements of our staff across schools, colleges, centres, and services during another exceptional year of growth and development.

In 2024, DDLETB continued to deliver on its strategic objectives, enhancing the quality of education and training for our diverse community. Schools saw significant growth, with student numbers reaching 22,077 in post-primary schools and 3,258 in community national schools. Dublin and Dún Laoghaire Education and Training Board (DDLETB) is Patron to two Special Care Unit (SCU) settings and one Children Detention Centre (CDC) school. DDLETB offers a range of services and supports to these schools including HR, Finance, Buildings, Corporate Services, and ICT support in addition to the support of acute educational support structures.

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. 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.

Our Further Education and Training (FET) programmes supported over 28,969 learners, with notable increases in Post Leaving Certificate courses, Apprenticeships, and Skills to Advance programmes. This reflects the growing demand for educational progression and career upskilling. This is the highest number of learners to date in DDLETB.

Our Youth Services continued to support 14,502 young people through UBU services 10,665 young people through registered voluntary clubs. Our Music Generation application thrived in partnership with stakeholders. The Alternative Learning Programme expanded to accommodate more students, reflecting the growing need for alternative education. Self-financing adult education classes were delivered to 4,028 learners, bringing the total provision delivered in DDLETB in 2024 to 83,499 learners.

The dedication of over 5,000 staff members has been instrumental in driving these successes, bringing innovative ideas to their engagement with students and learners.

DDLETB's commitment to sustainability was evident through the publication of our Climate Action Roadmap and the rollout of advanced energy metering systems. We also launched a comprehensive Quality Management System aimed at achieving ISO 50001 certification by 2026.

I extend my heartfelt gratitude to our staff, Board members, and stakeholders for their unwavering commitment to excellence. Together, we will continue to transform lives through learning, development, and support.

Caitríona Murphy

DDLETB Chief Executive

Section 1 – Overview and Board

1.1 Dublin and Dún Laoghaire Education and Training Board Statement

Dublin and Dún Laoghaire Education and Training Board was established under the Education and Training Boards Act, 2013 and is responsible and accountable for the proper direction and control of its functions in the South Dublin Council, Dún Laoghaire Rathdown County Council and Fingal County Council local authority areas. Dublin and Dún Laoghaire Education and Training Board complies with the Code of Practice for Governance of Education and Training Boards, Department of Education Circular 0083/2024. The purpose of the code is to ensure that the principles of good governance and management are applied by Dublin and Dún Laoghaire Education and Training Board.

1.2 Board of Management

DDLETB Board

The new Board of DDLETB was established in August 2024 in accordance with the Education and Training Boards Act, 2013.



DDLETB Board Members

Functions of the ETB Board

Decisions taken by the Board are reserved functions and are set out in Section 12 (2) of the Education and Training Board Act 2013 and in Circular 0083/2024 Code of Practice for the Governance of Education and Training Boards, with a full schedule set out in Appendix A of the Code. Decisions not specified in the Code are deemed to be Executive Functions for the Chief Executive. The Board is satisfied that the Chief Executive delegates functions where appropriate and in accordance with the Education and Training Board Act 2013.



Former Cathaoirleach Charlie O'Connor handing the chain of office over to our new Cathaoirleach Cllr. Mick Duff

Responsibilities of the Board

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

In preparing those accounts, the Board is required to:

- (a) apply the standard accounting policies for the preparation of ETB financial statements
- (b) make judgements and estimates that are reasonable and prudent

(c) disclose and explain any material departures from the standard accounting policies

During 2024 the Board approved the following documentation:

- Adoption of the Annual Report
- Financial Statements
- Adoption of the Service Plan
- Approved the acquisition, holding and disposal of land or interest in accordance with DE regulations
- Ensured accurate records were kept of meetings and decisions



Former Cathaoirleach Charlie O'Connor, Cathaoirleach Cllr. Mick Duff
and Chief Executive Caitríona Murphy

Board Meetings

In August 2024, the ETB Board was reconstituted, which split our meetings over two Boards in 2024. There was a total of ten Board meetings in 2024, with details of attendance outlined in the tables below.

Composition of ETB Board and Meeting Attendance January – August 2024						
Committee Members Name	Nominating Body	26 th Feb 2024	25 th Mar 2024	20 th May 2024	17 th June 2024	Total No. of Meetings Attended
Cllr Kazi Ahmed	Dún Laoghaire Rathdown County Council	✓	✓	✓	X	3/4
Cllr Michael Clark	Dún Laoghaire Rathdown County Council	✓	✓	✓	✓	4/4
Cllr Yvonne Collins	South Dublin County Council	X	✓	✓	X	2/4
Ken Farrell	Irish Congress of Trade Unions	✓	X	✓	X	2/4
Anne Genockey	AONTAS	✓	✓	✓	✓	4/4

Daneve Harris	National Parents Association	√	√	√	√	4/4
Cllr Pamela Kearns	South Dublin County Council	X	√	√	√	3/4
Colm Kilgallon	AONTAS	√	√	√	√	4/4
Cllr Brigid Manton	Fingal County Council	X	X	√	√	2/4
Claire Markey	Staff	√	√	√	√	4/4
Paul McNally	National Parents Association	√	√	√	√	4/4
Cllr Charlie O'Connor (Cathaoirleach)	South Dublin County Council	√	√	√	√	4/4
Dara Fitzpatrick	Staff	√	√	√	√	4/4
Cllr Pamela Conroy	Fingal County Council	√	X	X	X	1/4
Cllr Cathal Boland	Fingal County Council	X	√	√	√	3/4

Cllr John Walsh	Fingal County Council	✓	✓	X	✓	3/4
Susan Duffy	Joint Managerial Body	✓	✓	X	✓	3/4
Cllr Mick Duff	South Dublin County Council	✓	✓	✓	✓	4/4
Cllr Siobhan Shovlin	Fingal County Council	X	X	✓	X	1/4
Cllr Kate Ruddock	Dún Laoghaire Rathdown County Council	X	✓	X	X	1/4

Composition of ETB Board and Meeting Attendance August – December 2024

Committee Members Name	Nominating Body	19 th Aug 2024	19 th Aug 2024	16 th Sept 2024	21 st Oct 2024	18 th Nov 2024	25 th Nov 2024	Total No. of Meetings Attended
Cllr John Walsh	Fingal County Council	✓	✓	✓	✓	✓	X	5/6
Cllr Eoghan Dockrell	Fingal County Council	✓	✓	X	X	X	X	2/6
Cllr Angela Donnelly	Fingal County Council	✓	✓	✓	✓	X	✓	5/6

Cllr Eimear Carbone-Mangan	Fingal County Council	X	X	✓	✓	✓	✓	4/6
Cllr Dean Mulligan	Fingal County Council	✓	✓	✓	X	X	X	3/6
Cllr Vicki Casserly	South Dublin County Council	X	X	✓	✓	X	✓	3/6
Cllr Mick Duff	South Dublin County Council	✓	✓	✓	✓	✓	✓	6/6
Cllr Ciaran Ahern	South Dublin County Council	✓	✓	X	N/A	N/A	N/A	2/3
Cllr Pamela Kearns	South Dublin County Council	N/A	N/A	N/A	✓	✓	✓	3/3
Cllr Yvonne Collins	South Dublin County Council	✓	✓	X	✓	✓	X	4/6
Cllr Thomas Joseph	Dún Laoghaire Rathdown County Council	✓	✓	✓	✓	✓	X	5/6
Cllr Jacqueline Burke	Dún Laoghaire Rathdown County Council	✓	✓	✓	✓	✓	X	5/6

Cllr Michael Clark	Dún Laoghaire Rathdown County Council	✓	✓	✓	✓	✓	✓	6/6
Dara Fitzpatrick	Staff	✓	✓	✓	✓	✓	✓	6/6
Charlotte O'Donovan	Staff	✓	✓	✓	✓	✓	✓	6/6
Wayne Carey	National Parents Council Post Primary	N/A	✓	✓	✓	✓	✓	5/5
Sarah Widaa	National Parents Council Primary	N/A	✓	✓	✓	X	✓	4/5
David O'Connell	Association of Community and Comprehensive Schools (ACCS)	N/A	N/A	✓	✓	✓	✓	4/4
Claire McGing	Technological Higher Education Association (THEA)	N/A	N/A	✓	✓	X	X	2/4
Ken Farrell	Irish Congress of Trade Unions (ICTU)	N/A	N/A	X	✓	✓	✓	3/4
Brigid Manton	Chambers Ireland	N/A	N/A	X	✓	✓	✓	3/4
Colm Kilgallon	Rehab	N/A	N/A	✓	✓	X	✓	3/4

1.3 Finance Committee

During 2024, the Finance Committee met on five occasions, with details of attendance outlined in the tables below.

Composition of Finance Committee and meeting attendance January – August 2024						
Member		21 st Feb 2024	21 st Mar 2024	22 nd May 2024	22 nd May 2024 - Joint meeting with ARC Committee	Total No. of Meetings Attended
*Colm Kilgallon (Chairperson)	Internal Member	✓	✓	✓	✓	4/4
Catherine Doran	External Member	✓	✓	✓	✓	4/4
Catherine Bruen	External Member	✓	✓	✓	✓	4/4
Claire Markey	Internal Member	✓	✓	✓	✓	4/4

Composition of Finance Committee and meeting attendance September – December 2024				
Member		30 th Oct 2024	27 th Nov 2024	Total No. of Meetings Attended
*Gillian Corrigan (Chairperson)	External Member	✓	✓	2/2
John Warren	External Member	✓	✓	2/2
Cllr Thomas Joseph	Internal Member	✓	✓	2/2
Wayne Carey	Internal Member	✓	✓	2/2

1.4 Audit and Risk Committee

During 2024, the Audit and Risk Committee met on six occasions, with details of attendance outlined in the tables below.

Composition of Audit and Risk Committee and meeting attendance January – August 2024							
Member		7 th Feb 2024	13 th Mar 2024	22 nd May 2024	22 nd May Joint meeting with Finance Committee	14 th Aug 2024	Total No. of Meetings Attended
Gillian Doherty (Chairperson)	External Member	✓	✓	✓	✓	✓	5/5
Alan Connolly	External Member	✓	✓	✓	✓	X	4/5
Daneve Harris	Internal Member	✓	✓	✓	X	✓	4/5
Áine Murphy	External Member	✓	✓	X	X	X	2/5
Cllr Cathal Boland	Internal Member	X	✓	X	X	X	1/5
Cllr Michael Clark	Internal Member	X	X	X	X	✓	1/5

Composition of Audit and Risk Committee and meeting attendance September – December 2024				
Member		31 st Oct 2024	5 th Dec 2024	Total No. of Meetings Attended
Pat Bracken (Chairperson)	External Member	✓	✓	2/2
Derek Boate	External Member	✓	✓	2/2
Cllr Cathal Boland	External Member	✓	✓	2/2
Claire McGing	Internal Member	X	X	0/2
Wayne Carey	Internal Member	✓	✓	2/2
Eimear Carbone- Mangan	Internal Member	✓	✓	2/2

1.5 Risk Management

The Board maintains active oversight of risk management and confirms that it has carried out an assessment of the principal risks, associated mitigation measures and reviewed the effectiveness of these measures throughout 2024. The Board manages risk for the organisation through a structured risk management programme. The Board is assisted in its risk management function by the Audit and Risk Committee. The Board also relies on the Internal Audit Unit (IAU) and its reports, on the C&AG annual audit and any external audit such as an ESF audit and or Revenue Audits. In addition, there is a review of Internal Controls performed on an annual basis.

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

- Risk reports from Senior Leadership Team (SLT)
- Reports of the Audit and Risk Committee
- Changes in risk ratings
- Audit Register

Details of the principal risks and associated mitigation measures or strategies have been included in the Statement of Internal Control (SIC) as part of the audited financial statements which will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairpersons Comprehensive Report.

1.6 Systems of Internal Control

The Board confirms that there has been a review of the effectiveness of the system of internal control and that the Statement of Internal Control, which is subject to change until the external audit is completed, has been included in the Annual Financial Statements (AFS) for the year ended the 31st of December 2024. The AFS will be published within one month of receipt from the Office of the Comptroller and Auditor General and as an appendix to the Chairpersons Comprehensive Report that has been submitted to the Minister.

1.7 Procurement Policy and Procedures

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

1.8 Taxation

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

1.9 Financial Statements

The Annual Financial Statement for the year ended on 31st December 2024 is subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2024. The ETB will publish the audited financial statements as soon as practicable after they have been signed off on by the C&AG.

Financial data in relation to the following are included in the Annual Financial Statements:

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

Signed: _____

Date: _____

CLlr. Mick Duff, Chairperson, DDLETB

Section 2 – The Organisation

2.1 Organisation Support & Development (OSD)



The Organisation Support and Development (OSD) team deliver on the non-learning services that are essential to assist educators and trainers to focus on the delivery of direct services to learners to ensure that they have a high-quality learning experience. These services are delivered by the OSD team across the organisation

through five core functional areas comprising of a total of eight functional units, all of which have a broad remit, and are essential to ensuring compliance with and implementation of the code of practice for the governance of ETBs. Furthermore, the OSD team ensure DDLETB is compliant with all statutory requirements under the extensive range of legislation that impact on ETB's.

The OSD team provide administrative support to over 5000 staff in Schools, Colleges, Centres and services across all DDLETB locations. A key deliverable for this team is to develop, manage and continuously improve the appropriate structures and systems to achieve the highest quality services throughout the organisation while always striving to ensure the appropriate human, financial and infrastructural resources necessary to deliver the DDLETB 2022 – 2026 Strategy are in place.

Functional Team	HR	IT	Buildings	Corporate Services	Finance
	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 & statement of internal controls
	Garda Vetting	Management of on premises and cloud-based systems	Emergency Works Scheme	Data Protection / Freedom 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	Disaster Recovery	Delivery of temporary accommodation	Communications, Media & Branding	Procurement of Goods and Services
	Staff Relations	IT Helpdesk	Delivery of new buildings	Health & Safety	Creditors and Grant Payments, Learner and Apprentice Payrolls and Travel and Subsistence
	Training & Staff Development	Artificial Intelligence (AI)	Delivery of building extensions	Insurance & Risk	Liaise with ETBI, OGP and EPS on national frameworks

2.2 Buildings

The Buildings Department comprises two distinct units, Buildings & Property Unit and Buildings & Capital Projects Unit. These units work collaboratively to provide a range of services to support our schools and centres.

In 2024 the range of services delivered by the Buildings & Property Unit included:

- Supporting and working with in-house and external technical teams to deliver capital projects, summer & emergency works, refurbishments, modular accommodation and fit out works.
- Providing full administration for all building and property projects, from concept stage through to final payments & close out.
- Procurement of essential building services, mechanical & electrical services, and general maintenance requirements in accordance with all relevant statutory requirements.
- Managing all property/land matters in line with the DoE and Government guidelines. Working to create a property policy for DDLETB
- Negotiating lease/licenses for all relevant DDLETB lands/buildings.
- Working with commercial agents and solicitors to acquire new leased premises.
- Assessing performance of Landlords in relation to service charges and upkeep.
- Working through registering all DDLETB lands with the Property Registration Authority.
- Delivery of service level agreements (SLAs) with joint patrons of sports centres/schools.
- Manage the buildings HUB and advancing IT systems for project management within our department.

In 2024 the range of services delivered by the Buildings & Capital Projects Unit included:

- Delivery of additional accommodation required by our schools for their September 24 student intake at:
 - Griffeen Community College
 - Coláiste Pobail Fóla
 - Skerries Community College
 - Ériu Community College
 - Tallaght Community National School
 - Broadmeadow Community National School
- Managing the progression & delivery of large-scale new capital school buildings & extensions through each stage of the capital works programme at:
 - Lucan Community College
 - Coláiste Pobail Fóla
 - Gaelcholáiste Reachrann
 - Balbriggan Community College
 - Collinstown Park Community College
 - Griffeen Community College
 - Coláiste Chilllain
 - Broadmeadow Community National School
 - Danu Community Special School
 - Rivervalley CNS
 - Grange Community College
 - Castleknock Community College
 - St. Finians Community College
- Working on progressing and delivering all Further Education Training (FET) centre works, including:
 - The completion of 4 new electrical apprenticeship workshops at Loughlinstown Training Centre.

- Completion of Design Stage 1 for new SIUF project at Clondalkin AES.
- Completion of Design Stage 1 for the Health & Safety Works to Tallaght Training Centre.
- The completion of new hairdressing rooms at Sallynoggin College of Further Education.
- Access control systems in Baldoyle Training Centre and Swords Plaza.

Production of detailed applications for major and minor capital projects, overseeing applications and progressing funding applications in both the school and further education sectors.

During the summer period, DDLETB successfully delivered key improvement works at both Rath Dara Community College and St. Kevin's Community College through the summer works scheme. These summer works projects focused on enhancing the learning environment and ensuring that essential upgrades were completed efficiently, allowing both schools to benefit from improved facilities ahead of the new academic year.

In 2024, DDLETB made significant progress in advancing its property and sustainability agenda. A large-scale mechanical engineering maintenance framework was rolled out to support all schools and centres, ensuring issues could be addressed promptly and effectively. In parallel, we collaborated with centres to upgrade and install modern security systems, enhancing safety across the entire estate. A major milestone was the publication of the Further Education and Training (FET) Estate Strategy, which sets out a clear vision for the development of all DDLETB-owned and leased properties. We also published our Climate Action Roadmap, fully aligned with SEAI and government requirements, marking a critical step in embedding sustainability across our operations. DDLETB contributed detailed technical and strategic input to the national College of the Future project and worked closely with SOLAS and estate agents on acquiring a new site in Swords to support the delivery of this transformative initiative.

Sustainability

Climate change is undoubtedly one of the greatest challenges of the current generation. The public sector will play a leadership role in driving far-reaching climate action across its buildings, transport, waste, and energy usage, as well as wider society. This will include reducing emissions by 51% by 2030 and increasing the improvement in energy efficiency in the public sector from the 33% target in 2020 to 50% by 2030, as well as increasing climate literacy in the public sector, implementing green public procurement and retrofitting public sector buildings (School Sector Technical Climate Action Roadmap 2023 to 2030. Making the Transition to Net Zero in our Schools 2023).

The DDLETB Climate Action Roadmap outlines the plans to increase energy efficiency, reduce GHG emissions and implement sustainable solutions to combat climate change throughout the organisation. DDLETB is committed to educating staff and learners on our climate action responsibilities and providing leadership and guidance on how to achieve the required 2030 and 2050 targets. By following this Roadmap, it is hoped that DDLETB will be able to meet these targets.

The DDLETB Climate Action Roadmap, updated in 2024 is the second edition and will continue to be updated annually in line with Government policies and targets. It aims to demonstrate progress to date, identify gaps to targets and monitor progress.

In addition to providing an overview of DDLETB's climate action targets, this document sets out DDLETB's governance structures and ways of working, outlines the actions taken to date, gaps to meeting the targets, and presents a plan to achieve the required climate targets. Future iterations of this document will monitor and report on progress toward achieving these targets. DDLETB, with the support of the Green Team and our new Head of Estate Sustainability, supported by our Sustainability Officer, are committed to increasing decarbonisation, reducing Greenhouse Gases (GHG) and implementing sustainable solutions to combat climate change throughout the organisation.

In Q4 2024, we initiated a significant phase of our sustainability efforts by establishing our energy consumption baseline. This involved the rollout of advanced

energy metering systems, supported by robust data analytics tools, to provide accurate, real-time insights. This foundational work is a key step in our journey toward greater energy efficiency and emissions reduction, and we are committed to completing the project in 2025.

In Q4 2024, DDLETB commenced a major organisation-wide initiative to develop and implement a comprehensive Quality Management System aimed at achieving ISO 50001 certification by Q4 2026. This strategic project represents a significant commitment to embedding structured, measurable energy management practices across all operations and will play a central role in driving long-term sustainability and performance improvement.

In 2024, DDLETB, in collaboration with the Further Education and Training (FET) team, developed a comprehensive and strategic Sustainability Training Programme. This flagship initiative, set to launch for staff in 2025, will play a critical role in embedding a culture of sustainability across the organisation, equipping staff with the knowledge and tools needed to actively support and advance DDLETB's wider sustainability goals.

The provisional total CO₂ emissions for 2024 are 5,474,325 kgCO₂. This figure is based on preliminary estimates and will be finalised upon submission and verification of the Monitoring and Reporting (M&R) data, which is expected to be completed in Q2 2025.

DDLETB are compliant with the requirements of Circular 01/2020 for all business travel.

2.3 Corporate Services

The Corporate Services Department continued to support the organisation in ensuring compliance with several regulatory and legislative requirements and supports the delivery of services in the following areas:

- Customer Services
- Data Protection/GDPR

- Freedom of Information
- Grant Aid to Groups
- Health & Safety
- Insurance & Risk
- Legal
- Media & Branding & Communications.
- Official Languages Act
- Policy Management
- Training
- Equality, Diversity and Inclusion

Customer Services

Customer Service training was provided to staff at management levels and front-line administration staff across the organisation to ensure customer service practices in DDLETB continue to be of a high standard, enhancing conflict resolution skills & reducing complaints escalation. Work was undertaken in the development of a customer service action plan, charter and customer service evaluation process which will be finalised and implemented in 2025.

GDPR / Data Protection

Corporate Services continued to oversee and manage GDPR compliance across DDLETB including the provision of data privacy impact assessments, regularisation of data processing agreements, the provision of access rights including the processing of subject access request for all DDLETB schools and centres and the provision of other access rights as provided for under GDPR. Works continued in the area of GDPR risk management.

Freedom of Information (FOI) Act

The Freedom of Information (FOI) Act grants public access to information held by DDLETB promoting transparency and accountability. These rights are provided and facilitated via the Corporate Services Department for all DDLETB services ensuring a consistent and efficient approach to Freedom of Information (FOI) requests.

Insurance / Health & Safety

A review was undertaken to ensure that DDLETB's assets, interests, staff, students and service users were safeguarded through the ongoing review of DDLETB insurance portfolio. In addition, support was provided to schools, centres, and services in the areas of risk management and health and safety, reinforcing a proactive approach to risk management in the organisation.

Training

The use of the Compliance Management Information System was extended to deliver 8 modules of training to all staff in the area of GDPR/ Data Protection & Cyber security training, increasing awareness and compliance levels across the organisation.

An Equality training module was developed to assist in the promotion and awareness of equality legislation seeking to ensure adherence to equality legislation across the organisation, this is provided to all Staff via the compliance Management Information System.

The compliance management system is utilised to ensure staff training is monitored and completed. Training is now issued at staff induction stage enhancing the induction process.

DDLETB sustainability training programme was developed in 2024 in conjunction with the FET team and will be issued to staff in 2025 supporting DDLETB's sustainability programme.

Accessibility

The DDLETB website was further updated to ensure it meets the evolving needs of DDLETB customers with continued focus on the area of accessibility, ensuring it is accessible to persons with a disability seeking to meet the requirements of the EU Web Accessibility Directive.

Official Languages Act

Corporate Services continued to support the organisation in ensuring compliance with the Official Languages Act (Amendment) Act 2021 in relation to services delivered through Irish. This included creating awareness across the organisation regarding the Official Languages Act 2003 and Amendments 2021 and the new mandatory requirements arising from same. A process was established to facilitate the monitoring and reporting of advertising in Irish to An Coimisinéir Teanga as per the requirements per the amended legislation. Work was also undertaken in the area of compliance checks in schools/centres on signage and corporate stationery to ensure compliance with Official Languages Act. Translation services were provided in Head Office and where required to other areas of DDLETB to ensure publications, policies, recruitment process were available in both languages.

ETB Elections – staff representatives on ETB Board

In Q3 2024, Corporate Services led the election of staff representatives to the ETB Board in adherence to the ETB Act, 2013 ensuring an efficient and compliant process.

Equality, Diversity and Inclusion

In accordance with Section 42(2) of the Irish Human Rights and Equality Commission Act 2014, public bodies are required to assess, address, and report on progress in

promoting equality and protecting human rights through their strategic plans and annual reports, in a manner that is accessible to the public.

In addition, Section 6.4(v) of the Code of Practice for the Governance of Education and Training Boards (Circular 0083/2024), ETBs are required to detail in their annual reports the approach being adopted to promote diversity and inclusion, including gender balance, in the specific context of the organisation, as well as progress and achievements in this area.

As at 31st December, the Board had 10 (48) % female and 11 (52) % male members, with no positions vacant.

The Board therefore meets the Government target of a minimum of 40% representation of each gender in the membership of State Boards.

The following measures are planned to maintain and support gender balance on this Board:

- Track gender composition annually and report it publicly.
- Offer hybrid or flexible board meeting options to accommodate board members with family responsibilities
- Promote an inclusive environment where all voices are valued and respected.
- Conduct periodic reviews or training to reinforce inclusive practices and mitigate unconscious bias.

DDLETB is fully committed to promoting equality, preventing discrimination, and protecting the human rights of everyone who engages with our services. In line with the Public Sector Equality and Human Rights Duty, we recognise our responsibility to embed these principles into our day-to-day operations, strategic planning, and decision-making processes.

In recent years, we have begun to take important steps towards the implementation of the Duty, including raising awareness across the organisation, training, and identifying key areas where enhanced focus on equality and human rights can bring meaningful impact for learners, staff, and communities.

As part of our ongoing commitment to transparency and workplace equality, we published our Gender Pay Gap Report in 2024, providing valuable insights into gender

representation across our workforce and helping to inform future initiatives that support gender balance and inclusion.

In 2024, a range of education and training initiatives were delivered across the organisation to support ongoing professional development and deepen awareness of key equality, diversity, and inclusion issues. These initiatives aimed to strengthen staff understanding and capacity to respond effectively to the needs of our diverse learners and colleagues. Training covered areas such as Autism, ADHD, Dyslexia, Trauma, and Neurodiversity, alongside focused sessions on Digital Accessibility and the principles of Universal Design. In addition, we have been working to increase awareness and supports for people from ethnic minority backgrounds, recognising the importance of cultural inclusion and equity in all aspects of our service delivery.

We are actively working to build a more inclusive culture through such initiatives while also seeking to enhance data gathering and consultation processes.

Our ongoing commitment is to ensure that equality and human rights remain central to how we deliver high-quality education and training services.

2.4 Human Resources

The Human Resources Department comprise of HR Services and Operations working collaboratively to support the Human Resource strategy and function in DDLETB.

The HR Department support staff of DDLETB in the following areas:

- Workforce Planning and Allocation
- Recruitment and Selection
- Contract Terms and Conditions of Employment including Employee Benefits
- HR Management Information Systems – CoreHR, Core Portal, Core Pension, Part Time Teacher Claim Forms (PTTCF) and etb vacancies
- Pay Administration
- Attendance Management
- Employee Welfare

- Garda Vetting
- Pension Services
- Training and Staff Development
- Employee Relations
- HR/Pay/Pension Governance and Regulatory Compliance.

Staff and Payroll

Year	No of Employees	Payroll Cost
2022	4487	€178,280,386
2023	4645	€187,863,652
2024	5003	Subject to audit. Will be available on our website for viewing

In 2024, DDLETB's HR Department delivered a major recruitment initiative, successfully recruiting and onboarding over 1,600 new staff across the organisation. In parallel, the team completed Garda vetting for 2,068 staff members, demonstrating our unwavering commitment to child protection and safeguarding standards at every level of our service.

2.5 Finance Department

The Finance Resources Department comprises two sections, Payments Section and Treasury Management & Procurement Section. The Payments Section continued to support all schools and centres during the year in the following areas:

- Creditors
- Learner & Apprenticeship Payrolls
- Travel and Subsistence

- Purchasing for Training Centres

Creditor Payments

Description	Value 2022	Value 2023	Value 2024
Number of Transactions	39,610	36,621	34,525
Total Value of Non-Pay Expenditure	€85,978,986	€90,933,595	Subject to audit. Will be available on our website for viewing.

Learner (Training Centre) Payments

	No of payments 2022	No of payments 2023	No of payments in 2024
*Apprentices	7,881	8,468	11,136
**Learners	29,418	39,854	38,823
TOTAL	37,299	48,322	49,959

* Apprentices are paid on a fortnightly basis.

** CPCC and VTOS/Youthreach

The Treasury Management & Procurement Section continued to support schools and centres in the following:

- Banking
- Budgeting
- Financial reporting
- Procurement

Treasury Management also delivered the following:

- Financial reporting,
- Management of ESF claims,
- Co-ordination of EU, C&AG, and IAU audits.

- Preparation of annual financial statement.
- The procurement section continued supporting schools and centres on the procurement of goods and services for use within DDLETB. The range of services provided by this unit include:
 - Procurement of goods and services in line with policies and procedures.
 - Contract management.
 - Liaison with ETBI, OGP and EPS on national frameworks.
 - Training.

DDLETB is continuing to work towards meeting all its responsibilities in respect of procurement regulations.

Non-Compliance Analysis

Year	Value
2021	€ 2,846,967 (Ex VAT)
2022	€3,193,585 (Ex VAT)
2023	€2,071,924 (Ex VAT)
2024	Subject to audit. Will be available on our website for viewing

2.6 Information Technology

The ICT Department continued to work in close collaboration with internal and external stakeholders, including fellow OSD Departments, to deliver a comprehensive range of ICT services and supports across the organisation. These services supported the daily operations of staff and learners across Schools, Colleges, Centres, and FET Services in more than 90 locations.

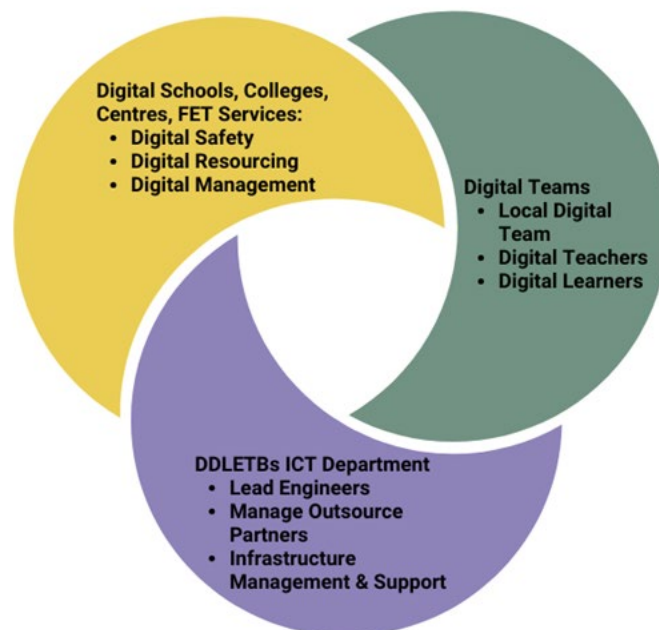
Key areas of activity in 2024 included:

- Provided ICT support for over 101,000 devices used by approximately 78,000 users across the organisation.
- The installation, management, and maintenance of ICT infrastructure and systems, ensuring secure, reliable, and high-performing digital environments.

- Implementation of a new Helpdesk system enhancing the management, tracking, and reporting of support requests. The system also provides a scalable platform for potential expansion to support additional departments across the organisation.
- Provision of responsive day-to-day IT support, with the ICT Helpdesk processing 8,288 support tickets over the course of the year, highlighting the department's central role in maintaining smooth ICT operations.
- Provided 153TB of data storage during 2024.
- Support of hybrid learning, and remote working continued, which included the deployment of 2200 mobile devices & PCs and adding to our 1900 wireless access points and 782 cloud printers.
- ICT services continued to underpin teaching, learning, administration, and governance across DDLETB's schools, colleges, centres, and FET services.

The delivery of ICT solutions remained aligned with the Digital Connect initiative, *Connecting People to Improve Learning for All*. In 2024, a renewed focus was placed on digital transformation efforts designed to integrate technology more deeply across administrative functions—enhancing governance, improving efficiencies, and reducing costs.

As part of this work, three new Digital Connect projects commenced in secondary schools, providing STEM resources, devices, professional development, technical support, and training—delivered through secure, future-proofed systems designed to foster innovation in a protected digital environment.



Cybersecurity

In 2024, the ICT department placed a strong emphasis on cybersecurity to protect the data, privacy, and wellbeing of staff and learners, in line with national priorities for digital resilience. As digital threats become increasingly sophisticated, strengthening our cybersecurity posture remains essential to ensuring a secure learning and working environment across the organisation. Work progressed towards the implementation of the Cyber Security Baseline Standard for the Public Sector, ensuring alignment with best practices and regulatory requirements.



In addition, the organisation commenced the establishment of a dedicated Cybersecurity function within the ICT department, further strengthening our capacity to protect critical systems and data across all areas of operation.

ICT Procurement

The ICT Department continued to provide essential operational support across DDLETB in 2024, processing over 600 ICT-related orders annually. These include the full procurement workflow encompassing quotation, ordering, delivery, and invoicing, ensuring timely and efficient delivery of technology resources.

As part of ongoing efforts to enhance communication infrastructure and reduce operational costs, a unified communications platform based on Microsoft Teams Phone was procured and deployed. This platform is designed to streamline internal communications and improve organisational efficiency.

Following the successful pilot of the Device as a Service (DaaS I) model in 2023, the second phase (DaaS II) was completed in 2024. Under this expanded framework, five additional schools adopted the DaaS model, enabling them to rent mobile devices through a centralised, cost-effective service that supports digital learning and device lifecycle management.

Artificial Intelligence (AI)

In 2024, DDLETB established an Artificial Intelligence (AI) Working Group to examine the ethical, effective, and responsible use of AI across both teaching and learning as well as administrative functions. The formation of this group marks the beginning of our strategic journey to better understand and leverage the transformative potential of AI within the organisation. Recognising both the opportunities and risks associated with AI, the Working Group is tasked with exploring how these technologies can be harnessed to create positive impact and added value, while remaining mindful of challenges such as data privacy, equity, and ethical governance. This is an evolving area, and DDLETB is committed to engaging with stakeholders across the organisation as we move forward, ensuring that our approach to AI is inclusive, transparent, and aligned with our core values and mission.

2.7 Financial Summary

Dublin and Dún Laoghaire ETB is funded primarily by the Department of Education (DoE) for the delivery of its primary and second level schools. SOLAS and Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) fund further education and training programmes. In 2024, funding for projects was also provided by other Government departments and agencies including:

- Department of Children, Equality, Disability, Integration and Youth.
- Department of Social Protection.
- Department of Health.
- State Examinations Commission.
- Professional Development Services for Teachers.
- Pobal
- Tusla
- Fingal County Council
- South Dublin County Council

The Annual Financial Statement for the years ended on 31st December 2024 are subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2024. DDLETB will publish the audited financial statements as soon as practicable after they have been signed off on by the C&AG.

Section 3 – Schools, Youth and FET

3.1 Primary Schools – Community National Schools

Dublin & Dún Laoghaire Education and Training Board is patron to nine Community National Schools and one Community Hospital School. DDLETB is also Patron to one Community Special school with a further two special schools expected to open in September 2025. These schools have a multi-denominational ethos which is

underpinned by five core values: Excellence in Education, Care, Equality, Community and Respect.

For Dublin & Dún Laoghaire ETB, our involvement in primary and special education in Ireland is both an opportunity and a challenge. A particular hallmark of all these schools is their inclusive nature. 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 Community National School model has grown over the last number of years through the establishment of new schools in areas of demographic growth as well as the reconfiguration of existing schools to Community National Schools.

There is a growing demand amongst parents for the State to provide more choice of school types other than single-denominational models. There is also a growing demand in Ireland for publicly managed primary schools as up until now, they have been publicly funded but privately managed. The development of the Community National School model answers both demands and represents a very exciting and welcome evolution in Irish education.

Community Special Schools

Dublin and Dún Laoghaire Education and Training Board (DDLETB) proudly serves as the Patron for one Community Special Schools (CSS), with a further two 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.

DDLETB provides the following supports for these new schools:

- School development planning
- Statutory policy guidance and bespoke training for these settings around Child protection and Anti-Bullying procedures
- IT educational support around assistive technology in addition to infrastructure support
- Recruitment resourcing in the form of broadening educational provision for Primary, Post Primary and FET in these settings.
- Educational provision development and planning
- Governance training for new Board appointments
- Curricular support supported by Department of Education inspections – curricular and whole school evaluations.

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.

2023/2024	
Enrolment Figures Community National Schools	
School	2023/2024
Scoil Choilm	747
Scoil Chormaic	376
Scoil Ghrainne	576
Citywest and Saggart	419
Scoil Aoife	357
Lucan CNS	383
Broadmeadow CNS – Swords North	71
Rivervalley CNS – Swords South	140
Tallaght CNS	142
Danu CSS	36
National Rehabilitation Hospital School	11
Total	3,258

Underpinning the high quality of provision in all Community National schools, Community Special schools are the supports offered by DDLETB. These include:

- Integrated and bespoke cluster training and support provided in partnership with NCSE
- Continuing Professional Development for teachers
- Teacher Induction
- Ethos development and Patron Programme (GMGY) development support
- Teacher Leadership programme (TLP), Middle Leadership Programme (MLP)
- Technology Enhanced Teaching and Learning
- Board of Management support
- Leadership Development and Support Programmes for Principals, Deputy Principals
- Inspection and School Self-Evaluation

3.2 Detention and Special Care Unit Settings

Dublin and Dún Laoghaire Education and Training Board (DDLETB) is Patron to two Special Care Unit (SCU) settings and one Children Detention Centre (CDC) school. DDLETB offers a range of services and supports to these schools including HR, Finance, Buildings, Corporate Services, and ICT support in addition to the support of acute educational support structures.

The combination of factors leading to the students' placement in these school presents challenges. These include building positive, affirming relationships that will engender a sense of emotional security and well-being and fostering a favourable disposition towards learning. There are also challenges in developing individualised learning programmes based on real-life learning that address the needs of learners.

These special care settings offer a supportive, differentiated, and targeted approach to educational provision and progression for the young people. They are rehabilitative in nature and provide a key entry and re-engagement point for all learners onto the Irish National Framework of Qualifications (NFQ).

Curricula offered in these complex settings include:

- Junior Certificate
- Leaving Certificate
- Leaving Certificate Applied
- Leaving Certificate Vocational Programme
- QQI awards

A full range of subjects including languages, the humanities, arts, technologies and science is offered, career guidance including targeted work experience in line with the student's individual learning plan within the NFQ.

Underpinning the high quality of provision in these settings are the supports offered by DDLETB, these include:

- Continuing Professional Development for teachers
- Teacher Induction
- Teacher Leadership programme (TLP), Middle Leadership Programme (MLP)
- Language Literacy and Numeracy
- Special Education training
- Technology Enhanced Teaching and Learning
- Board of Management support
- Leadership Development and Support Programmes for Principals, Deputy Principals
- Inspection and School Self-Evaluation

An important aspect of the specialised support offered in these settings, is the specific role of DDLETB in guiding the school management team in the implementation of Inspection and School Self Evaluation recommendations. Given the complexity of the students in these settings, these targeted areas of support focus primarily on:

- Teaching, learning and attainment
- Literacy and Numeracy
- Life Skills
- Career Guidance
- Educational Progression and
- Planning at whole school, classroom, and individual student level

2023/2024 Enrolment Figures Special Care Schools

School	2023/2024
Crannóg Nua	6
Ballydowd	6
Total	12

2023/2024 Enrolment Figures Special Care Schools	
School	2023/2024
Oberstown	*150
Total	150

*This figure represents the total annual enrolment of pupils in the school. The school can accommodate up to 56 pupils at any given time, including those on remand and committal.



3.3 Post Primary – Community Colleges and Gaelcholáistí

Dublin and Dún Laoghaire Education and Training Board (DDLETB) serves as the patron for 31 post-primary schools, which includes 4 Gaelcholaistí and one Aonad Lán Gaeilge. DDLETB provides a comprehensive range of services and supports to these schools, encompassing ICT/Digital, financial, human resources, building and maintenance, as well as educational, training, and developmental assistance.

The Community Colleges under the Dublin and Dún Laoghaire Education and Training Board play a vital role in the lives of their local communities. Our inclusive schools empower young people to realise their full potential and actively contribute to society. They foster a positive and supportive environment that encourages educational progress for students, teachers, and parents alike.

In 2024, DDLETB continued its commitment to enhancing the quality of teaching and learning across all schools. We provided comprehensive support in the area of Continuing Professional Development (CPD) to ensure the best possible educational experience for our students in areas including:

- Teacher Induction Programme
- Teacher Leadership programme (TLP)
- Year Head Support and Development Programme
- Student Voice and Participation Training and Development
- Student Ethos Ambassadors Training Programme
- SPHE and RSE Teacher training and support
- Language, Literacy and Numeracy
- Special Education (AEN)
- Technology Enhanced Teaching and Learning (Digital Supports)
- School Self Evaluation support
- Child Protection and Safeguarding training and support
- Board of Management training and support
- English as an Additional Language assessment and teacher training
- Leadership Development and Support Programmes for Principals, Deputy Principals and middle management post holders.
- Wellbeing
- Conflict Resolution training and support
- Inter-School Competitions in Debating and Chess

Throughout 2024, DDLETB deepened its commitment to amplifying student voice through the Student Voice Programme and the development of the Student Ethos Ambassador role and training. We also continued to embed our inter-school student competitions in debating and chess.

Networks of Excellence and Professional Development

In DDLETB, we prioritise collaborative professional development through networks, workshops, and CPD initiatives. Learning from collegial practice is very important. These platforms empower school teams to exchange insights and cultivate best practices. Regular meetings of SAEN, EAL, and DEIS planning groups, along with on-site visits by coordinators, further enrich this collaborative environment. We also organise and facilitate professional learning networks for School Self Evaluation, Guidance, Chaplains, SPHE/RSE, Communication Officers and Digital Leaders. These evolve each year, addressing the emerging needs in our schools.

In 2024, our SAEN and DEIS initiatives assisted schools in formulating comprehensive whole-school strategies, offering valuable guidance for effective planning and implementation. There has been a particular emphasis throughout 2024 in supporting schools opening a special class for the first time.

Our **Principals Network and Deputy Principals Network** meet quarterly, offering consistent opportunities for growth and development within our Senior Leadership Teams. Throughout the year, we collaborate closely with our DP Planning Committee, comprised of Deputy Principals, to design and deliver targeted CPD sessions in identified areas requiring support. This year's focus areas included SSE, DEIS Planning, SEAN/EAL provision and allocation, opening special classes, curriculum planning and Human Resource Management.

In our ongoing commitment to **Child Protection and Safeguarding**, we offer comprehensive training and support to school management, staff, and Boards of

Management. This ensures compliance with the Children First Act 2015 and the DES Child Protection Procedures for Schools (revised 2023). Our support covers all aspects of child protection and safeguarding, including tailored training for teachers, SNAs, and leadership teams, ensuring our schools are fully updated on legislative requirements and on best practice.

We provide specialised training for newly appointed Principals and Deputy Principals in their roles as Designated Liaison Persons (DLPs), as well as ongoing professional development for established DLPs. Our bespoke training also includes guidance on Child Protection Oversight Report writing, support for Child Protection School Inspections (CPSI), and reviews of Child Safeguarding Statements and Risk Assessments.

Boards of Management receive continuous training and support to understand their roles and responsibilities in child protection and oversight.

Furthering our support in Child Protection and Safeguarding, we continue to facilitate a [SPHE Teacher Network](#) providing bespoke CPD to support the delivery of a comprehensive SPHE/RSE curriculum to students across our schools.

DDLETB schools are multi-denominational institutions committed to fostering holistic development for students of all faith backgrounds and none. In 2024, we continued to facilitate the [Chaplains Professional Network](#) to assist chaplains in our 10 designated schools within the DDLETB framework, enhancing their role in our diverse, multi-faith environment.

In the remit of English as an Additional Language, initiatives included tracking and monitoring the language development of students from a refugee/migrant background (including newly-arrived Ukrainians and International Protection Applicants) across DDLETB post primary schools. Approximately 900 young people are tested each year using the online adaptive Cambridge English Placement test.

Valid and reliable data was generated and 1:1 feedback was given to students in relation to their current language level, how much they had improved since they were last tested and the next steps in their learning. Using data generated, an inter-schools reading competition took place to identify the students whose reading scores improved most.

Subject teachers were trained in Content and Language Integrated Learning (CLIL - Language Sensitive Teaching). To ensure sustainability of staffing for EAL in a time of increasing demand for this expertise, a 32-hour intensive teacher training course has taken place over a week in June. This course has taken place every year since 2006. Three EAL network meetings took place in 2024 for professional development.

Finally, as DDLETB is an Authorised Cambridge English Exam Centre, each year, TY students work towards gaining internationally recognised certification at 3 CEFR levels: A2, B1 or B2 to ensure they can access the language of the curriculum in Senior Cycle.

As part of the [Regional Education and Language Team \(REALT\)](#) support in 2024, DDLETB post-primary schools, particularly those near reception/accommodation centres, welcomed Ukrainian refugees and other IPAS refugees. Consistent with DDLETB's practice since 2009, all post-primary students from migrant/refugee backgrounds undergo English language assessment using the Cambridge English Placement test. Last year, 900 EAL students were assessed, informing targeted support and facilitating communication with subject teachers.

Data-driven insights enabled schools to allocate sufficient EAL teachers to meet the needs of Ukrainian and other refugee students. EAL teachers, trained and qualified, engage in face-to-face CPD sessions three times a year, with intensive training leading to international certification in June for new teachers, ensuring quality EAL provision.

Ukrainian students in TY, 5th, and 6th years are supported in preparing for and sitting Cambridge English exams each May, with exam fees covered.

DDLETB schools with Community National Schools or dual provision for Adult Ed and FET classes are well-equipped to support Ukrainian families. Adult Education Services aid refugees in registering with professional bodies and preparing for Cambridge English exams. FET colleges ensure continued educational and career pathways in Ireland.

DDLETB REALT coordinator has facilitated the placement of 278 Ukrainian and 362 IPAS school enrolments and organised transport across the catchment area.

As part of our **Ethos initiative**, we assist schools in implementing the ETB Ethos Framework and fostering awareness and integration of our ethos within their schools. This support is provided through individual school visits, cluster training, network events, and resource provision. In 2024, we supported 10 DDLETB schools in piloting the new Identity, Multi-Belief, and Values Education Programme (IMBV).

Our Ethos Lead network comprising of teachers, meet quarterly for support and training. In addition, we collaborate closely with school teams and management to deliver necessary support and resources. Additionally, the role involves working in partnership with other ETBs, ETBI, and DCU to enhance our collective efforts.

In 2024, we launched the **Student Ethos Ambassador Programme**, which saw 24 of our post-primary school select students to participate in training and support. We believe these students will be a vital addition to our work on ethos, whilst also encouraging leadership skills and student voice.



The **Leadership Connect Programme** which incorporates The Teacher Leadership Programme (TLP), the redeveloped Middle Leadership Programme (MLP), and the newly piloted Year Head Programme, is now in its fourth year (2024-2025). The programmes aim to identify, grow and support aspiring leaders and middle leaders in our organisation and both are year-long certified programmes. The Teacher Leadership Programme supports schools in the projects they engage with as part of this programme, and had over 100 teachers start it in September 2024. The Middle Leadership Programme focuses on developing the skills and knowledge of our API and APII post holders. The Middle Leadership Programme is in its “Reflect” year this year (2024-2025), which gives schools an opportunity to view and review notes, projects and plans for other schools and implement/tailor some those projects to their own school community. The MLP will resume fully in September 2025.

In May 2024, we finished piloting the Year Head Programme. In September of this year, we formally launched the new programme, after a very successful pilot. The **Year Head Support and Development Programme** has been added to the umbrella of Leadership Connect. This programme aims to provide a support network, training, professional and personal development opportunities to year heads in each school. These new and advanced skills will then be shared with the year head teams in each school. The programme gives year heads a unique opportunity to collaborate, share

approaches and develop a support network throughout our community of schools. 27 of our 31 post primary schools participated in this programme.

Schools PR and Communications

Our Communications Team have developed a [Communications Strategy](#) for DDLETB and are working closely with schools and centres to support promotional activities, communications, brand awareness and event coordination and help tackle teacher shortage. Our Communications and Development team produce our Organisational Newsletter and released four editions during 2024. This is now published directly on our website, which allows for greater circulation through the link and increases web traffic. They also plan, develop and produce content for social media and our DDLETB website to help promote all sectors of our organisation. They engage regularly with school leaders and staff to provide training, advice and support for communications, PR and marketing purposes.

The [DDLETB Digital Media Strategy Team](#) have carried out extensive research and have developed a Social and Digital Media Strategy. This strategy is currently under review by senior management (amendments and additions carried out in 2024). Our [Digital Media Network](#) have been working well together to ensure a cohesive and collaborative approach to our organisations social and digital media goals and our branding guidelines. This is supporting greater brand awareness and recognition and presenting a clear message to the public. Training and guidance sessions for our Social Media Coordinators, PR Post-holders and Website Coordinators were scheduled to help with content creation and to ensure a high standard and professional communications and that our branding and style guidelines and social media strategy was followed (5 CPD/Training sessions in 2024).

Communications and Recruitment

Our Human Resource department continue to work closely with our team to develop recruitment strategies and promote DDLETB as an employer of choice. The HR and Communications team link with schools to support PR activities and also work

closely with respective colleges and universities to connect with PME students and promote our organisation as well as careers in teaching. They have attended many graduate fairs, exhibitions and presented to various colleges throughout the year. We present at an online session to DCU PME students each year and also support an additional session on Competency Based interviews. During 2024, research was done on using LinkedIn as a recruitment tool and also to support PR and Communications.

SEN and DEIS

DDLETB offered students a wide range of educational opportunities that is both extensive and inclusive. Teacher CPD and support is central to the delivery of programmes for students. SEN and DEIS Development and Supports are offered through communities of practice at each level on the continuum of support. Networks for coordinators of SEN/AEN and DEIS facilitate ongoing management of each schools' model of provision and the development of new systems to ensure all student needs are met for all, some and especially the few students that require additional input in order to reach their potential. Both Coordinators (SEAN and DEIS) also work closely with the IT Manager and team to provide digital supports and solutions as well as training to appropriate staff members.

Since early 2023, **Provision Mapping** has been piloted in our schools and 2024 was a year of embedding the programme. The process of Provision Mapping aimed to build on existing inclusive practice in our schools to develop data-informed schoolwide systematic, collaborative approaches to inclusive and special education. The pilot aimed to build leadership capacity within our schools to respond to increasingly diverse student populations through distributed and networked leadership approaches. Schools are supported through cluster events and resources from ETBL. In 2024, there are now 24 post-primary schools engaging with Provision Mapping.

School Self-Evaluation

Strategic development of each schools' SSE (School Self-Evaluation) is facilitated at the established SSE Network where key speakers leading school improvement

nationally are welcomed to meet the team of SSE Coordinators to offer guidance on leading the initiative in their schools. In-school supports for each area (SEN, DEIS, SSE, etc.) are offered to help school teams implement inclusive practices according to their individual resources and priorities. The SSE Network met regularly in 2024 to collaborate and share best practice. Schools which experienced inspections in various areas shared insights and feedback with Principals, Deputy Principals and other networks.

Student Voice and Participation

This initiative aims to enhance student voice within our schools by offering support and training directly to our learners. Across DDLETB, six student voice clusters were established, providing students with opportunities to reflect on the current state of student voice, explore its manifestations in our schools, and contribute ideas for its future direction. Additionally, students received training in communication, teamwork, and collaboration skills. This year, 28 post-primary schools participated in this programme.

New Teachers to DDLETB

The **Teacher Induction Programme** warmly welcomed new colleagues to our organisation. Each year, this event provides new teachers to DDLETB with an opportunity to meet key members of the DDLETB administrative team, including HR and ICT representatives, as well as guest speakers on relevant topics such as behavioural management and classroom support to guide their teaching practice.

In 2024, 110 teachers attended the session at the DDLETB Head Office. The programme covered areas including Ethos, Branding, Organisational Aims and Goals, as well as training in Positive Behaviour Management.

Psychological Support Services

Another key area of work with schools for 2024 was the ongoing support through the DDLETB Psychological Support Service. The Psychological Support Service is available to students in post primary schools, Youthreach Centres, sectors of Further

Education provision, and to staff working within Dublin & Dún Laoghaire Education and Training Board. The Service offers short term support and provides broad psychological supports to service users, subject to a school/centre making a request. The Service facilitates onward referral of students to other specialist agencies appropriate to their needs. The role of the Psychological Support Service encompasses specific input in the areas of research, training and ETB initiatives at a systemic level. PSS were invited to attend sessions with Principals and Deputy Principals and planning for support sessions with our Year Head Network took place. The PSS Team have also supported our Year Head programme by providing CPD to them.

DDLETB Digital Connect

Digital Supports were made available to staff and learners on DDLETB's platforms such as VSware, Microsoft 365, Teams etc. Staff were also supported to apply to have new applications registered on the App Store and guided through the Data Protection Impact Assessment Form process where necessary.

The Digital Leaders Network met in DDLETB Head Office in November 2024 to collaborate, share best practice and highlight areas where further support was required. 15 post primary schools are now 1-1 device schools. This has the potential to grow further as a result of Senior Cycle Reform.

An AI Working Group was established in September 2024 encompassing staff from all sectors of the organisation to help to test, plan and prepare the organisation for this rapidly evolving technology. The group is working on Generative AI Guidelines and other supports for staff and learners. Presentations on demystifying AI were delivered to Digital Leaders, Deputy Principals and Principals.

Our Digital Connects Project had targeted three schools in 2024. Rathdara CC and St. Kevin's CC shared details of their completed projects with Digital Leaders in November 2024 to help inspire future projects. A video was created showcasing Rathdara's CC Stem room that was also shared across our social media channels.

Mount Seskin began their Digital Connect Project with the aim to improve the digital landscape of the school and digital literacy of learners. This project will be ongoing for a number of years.

A number of post primary schools are also engaged in working on a JAMF Safer Internet Digital Connect Project to promote greater internet safety and security for 1-1 schools. A number of other post primary schools have expressed interest in various Digital Connect Projects that will be developed for 2025. Over 400 DDLETB students attending Microsoft DreamSpace in 2024 to improve Digital Literacy skills.

Planning took place towards the end of 2024 to launch [Digital Connect Learning Labs](#) in March 2025. The programme is designed to empower staff to develop their digital skills by providing a series of technology-themed CPD and training sessions, both in person and online. The first pilot sessions will focus on Accessibility, SEAN and Technology, AI, Excel and Maximising learning with the iPad.



The much-anticipated Festival of Music, held in the National Concert Hall in February 2024, was a truly magical evening that celebrated the exceptional musical talents of

our post-primary students. The event featured an outstanding showcase of bands, solo musicians, singers, choirs, and the renowned DDLETB Choir—bringing together students from all 31 of our Community Colleges. The atmosphere was electric, and the sheer level of talent on display made it an unforgettable night of music, passion, and pride.

2023/2024 Enrolment Figures Post-Primary		
Schools	2nd Level	Actual PLC
Adamstown C.C.	980	
Ardgillan C.C.	1001	
Balbriggan C.C.	696	
Castleknock C.C.	1290	
Coláiste Chillian	438	
Coláiste Cois Life	620	
Coláiste de hÍde	267	
Coláiste Pobail Setanta	1,069	
Collinstown Park C.C.	615	45
Coláiste Pobail Fóla	658	
Deansrath C.C.	425	88
Donabate C.C.	813	
Ériu CC	194	
Fingal C.C.	866	
Firhouse C.C.	824	
Gaelcholáiste Reachrann	494	
Grange C.C.	526	93
Greenhills College	177	209
Griffeen C.C.	537	
Kingswood C.C.	982	
Kishoge	925	
Lucan C.C.	966	
Lusk C.C.	1081	
Luttrellstown C.C.	998	
Mount Seskin C.C.	327	
Rath Dara C.C.	297	

Skerries C.C.	1029	
St Finian's C.C.	661	
St Kevin's C.C.	489	
Swords C.C.	931	
St Mac Dara's C.C.	901	
Total	22,077	435

3.4 Youth and Sports Development Services

Alternative Learning Programme

The Alternative Learning Programme (ALP) was developed by DDLETB in response to a need to support young people who were identified at risk of falling out of school under the age of 16 years. Key issues for these young people include poor attendance and involvement of the education and welfare officer. Given its success and increasing demand since it began, there's a clear need to expand the programme to accommodate more students. We would identify a wide range of needs of young people who require access to alternative education differing to what is currently available, which would give reason for more services being made available.

This programme is currently running in five locations across the DDLETB Administrative area:

- Dún Laoghaire
- Swords
- Tallaght
- Clondalkin
- Balbriggan

107 young people engaged with the programme from January – December 2024. There is an increase in participation every year and in 2024, the numbers increased by 85% which is a true reflection of the need!

The following areas are an example of the highest needs identified in the 2024 applicants which included, the age profile is 12-16:

- Anxiety (19 young people)
- Depression (11 young people)
- Self-Harming (4 young people)
- Autism (7 young people)

In 2024, there was an increase in referral of young people and those attending with an ASD diagnosis. Many of the families looking to refer, did not have an EWO referral which is necessary to gain a place on the programme, but felt it was their only option available. In some cases, support was given to these families in terms of referral to youth work supports but, in many cases, we were unable to help.

The Alternative Learning programme is supported by a DDLETB Youth Officer, 2 youth work staff employed by DDLETB, 4 youth workers from other organisations, 1 full time teacher and 2 part time tutors. The DDLETB youth work team also provide direct work programmes to targeted young people under the UBU Scheme as well as support and partnership programmes to other youth service groups and providers.

Dual Purpose Sport Centres

There are six Dual Purpose Sport Centres across the South Dublin County Council and Fingal County Council administrative areas. These centres are in areas of social and economic disadvantage; Palmerston, Killinarden, Firhouse, Collinstown, Phibblestown and Balbriggan.

The centres had an annual footfall in 2024 of 523,288. The centres continue to flourish year on year with the identification of new groups, programmes and increasing the provision. For example, in 2024, Collinstown has really established their Bike hub, a partnership with SDCC. 360 young people participated in this programme in 2024 which was facilitated by the centre staff. This included several young people with disabilities.

DDLETB will continue its engagement with key stakeholders throughout 2025 in relation to funding for the dual-purpose sports centres.

Sports Programme

The supported sports provision operating across the DDLETB Administrative area includes:

- Delivery of Sports Workshops to young people
- Midterm break and Summer Provision
- Sports Equipment Library and support to youth groups and voluntary groups
- Sailing sessions to targeted young people
- Development of the Games manual in 2024, a resource for all youth projects
- Facilitating the Active Youth Challenge

The Active Youth Challenge is a 12-week sports programme for young people aged 10-24 years and takes place from January to May annually. This programme supports young people to try out different activities. In 2024, bog hopping, climbing, line dancing and foot golf were all explored. It is support by DDLETB and facilitated by our youth service partners. In 2024, 244 participants took part, and 31 youth workers were involved in facilitating a total of 408 hours of activities. An example of some of the venues attended were Jump Zone, Dublin Indoor Climbing Centre (Tallaght), National Aquatic Centre, and Baltinglass Outdoor Education Centre.

Facts and Figures

- 37 UBU services supported 14,502 young people
- 224 registered voluntary clubs supporting 10,665 young people.
- 114 voluntary groups qualified for the Local Youth Club Grant and received funding.

Resilience & Effectiveness 2024

In 2024, a grant from the department of Children, Equality, Disability, Integration and Youth supported DDLETB to provide an increase to existing UBU services. The successful applicants in 2024 were, Foroige North Coastal project in Fingal, Remember Us (disability support service) Fingal and Foroige Tallaght in Whitechurch, Cuala integration project in Dún Laoghaire.

Integration Work

In 2024, 96 young people who have recently moved to Ireland from Ukraine or here as International Protection applicants from other countries were supported by the integration worker in Dún Laoghaire Rathdown. These young people were living in a variety of Res centres and other accommodation centres in the locality. Examples of programme engagement included:

- Manual Handling and Skills Training
- Community Football Matches for young people to support integration and relationship building
- Cultural Art and Cooking Workshops
- Residential activities with young people from Ireland and migrant communities
- Community Initiatives which included attending Craft Fairs and participating in the Halloween Parade.

Another important element of this work was the support work offered by Cuala integration support team. This involved many young migrants through GAA sports and other physical activities. As part of this involvement further supports were offered which included wellbeing, arts workshops, sharing of experiences, therapeutic work and in one case 1-1 interventions led to a young male, Shawn Gobodo, securing a soccer scholarship in the USA.

	Tallaght	Clondalkin	Blanchardstown	Dún Laoghaire Rathdown	North County Dublin
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Your Place Your Space UBU					
Crosscare	1	2	1	3	1
Foroige	1	1	3		2
Independent	6	2	1	3	1
DLRCOCO				2	
SDCC	4	1			
Fingal CC (FCRS)					1
Barnardos			1		
Youth Information Centre					
Crosscare		1		1	
Targeted Youth Employability Support Initiative					
Foroige	1				
Crosscare				1	
Integration					
Foroige	1		1		
Crosscare		1		1	
Independent	1			1	
Clubs		1			
Local Youth Club Grant Scheme					
Clubs	22	10	17	33	22

Youth Services & Projects Operational

3.5 Further Education and Training

The Further Education and Training (FET) division of Dublin and Dún Laoghaire Education and Training Board (DDLETB) provides comprehensive programs and services designed to foster both economic and social advancement across the Fingal, South County Dublin, and Dún Laoghaire-Rathdown regions.

Our learner community encompasses a diverse population, including early school leavers, recent graduates, apprentices, and adults returning to education. We place particular emphasis on supporting priority groups such as learners with disabilities, refugees, asylum seekers, unemployed individuals, and those experiencing long-term unemployment. Additionally, we recognize the critical importance of providing upskilling and reskilling opportunities for those currently employed, ensuring their

capabilities remain relevant in an increasingly dynamic workplace and economic landscape.

At DDLETB's FET division, we maintain an unwavering commitment to learner-centred education, striving to deliver exceptional quality experiences for everyone who chooses to pursue their educational journey with us. The 2024 FET Service Plan was developed with careful consideration of individual needs, community requirements while simultaneously addressing the skills demands of local and regional employers. This annual report documents how our FET division successfully fulfilled these objectives throughout the year.

Overview of FET Provision 2024

In 2024, Dublin and Dún Laoghaire Education and Training Board (DDLETB) experienced significant growth in Further Education and Training (FET) provision. The total number of enrolments reached 42,399, representing an 8.5% increase from 2023. The number of unique learners also expanded to over 25,000, highlighting our commitment to educational accessibility.

A key driver of this growth was DDLETB's strategic response to the National Action Plan for Apprenticeship. This initiative resulted in a remarkable 70% increase in apprenticeship numbers, bringing the total to 804 apprentices in 2024.

The organisation anticipates continued demand for FET in this region, projecting at least 44,982 enrolments in FET courses for 2025. Moving forward, DDLETB's Further Education and Training strategy will maintain a steadfast focus on three core objectives:

1. Promoting excellence in teaching and learning
2. Ensuring a high-quality learner experience
3. Contributing to community development and economic strength

This approach underscores DDLETB's commitment to delivering impactful, forward-looking educational opportunities that serve both individual learners and the broader societal context. Recognizing the evolving demographic landscape of its service regions, DDLETB is positioning FET as a catalyst for lifelong learning.

College of the Future Initiative

DDLETB is currently advancing its College of the Future initiative through strategic site acquisition efforts and comprehensive planning activities. After developing a Site Acquisition Business Case, DDLETB is working with SOLAS to formulate a bidding strategy for purchasing a designated site for the new FET facility in Swords. Collaboration with SOLAS's Capital Team is underway to finalize and submit this strategy for the proposed College of Future location.

The project anticipates ministerial approval, which will enable DDLETB to proceed with bidding for the specific site. DDLETB maintains unwavering commitment to this initiative as development efforts intensify. The organisation has conducted extensive consultations with FET staff and management, establishing various working groups that focus on critical areas including admissions procedures, marketing strategies, and provision planning.

Implementation efforts are currently in progress to create a unified College of the Future characterized by a streamlined and consolidated admissions system. Significant infrastructure development advances include the submission of a provisional business case centred on the proposed flagship College of FET in Swords. Throughout this transformative project, DDLETB remains dedicated to actively involving all stakeholders in the ongoing development process.

- FET Priority - Lifelong learning

FET in DDLETB aims to promote and facilitate engagement throughout careers and lifetimes by adopting more modular, flexible, technology-driven, and year-round approaches which facilitate sustained learning pathways

where credits and qualification can be built up over time. DDLETB achieved 136% of our target for Lifelong Learning for 2024 based on data available from the SOLAS Strategic Performance Agreement Dashboards.

- FET Priority - Pathways and Progression

FET in DDLETB has agreed targets with SOLAS in relation to progressing learners to employment and creating pathways that will progress learners within FET and into Higher Education. As a result, FET Centres/schools and colleges have put considerable thought into how these targets can be achieved and many actions were implemented across FET to ensure our targets are met. DDLETB achieved 122% of our target for Progression within FET for 2024 based on data available from the SOLAS Strategic Performance Agreement Dashboards.

FET Quality Assurance

DDLETB FET is committed to continuous improvement through monitoring, self-evaluation, and quality assurance. In 2024, the Assessors Hub expanded on the help and information for staff and centres with enhanced tools and training resources. The QA Unit will implement data-driven strategies, analysing certification outcomes to uphold national benchmarks. In 2024, the Quality Assurance (QA) unit of Dublin and Dún Laoghaire Educational and Training Board (DDLETB) continued to advance its strategic Quality Action Plan, focusing on systematic performance benchmarking across Further Education and Training (FET) centres.⁴³ The unit refined its approach through the implementation of key updated policies, specifically the Blended Learning Policy, Assessment Policy, and Professional Learning and Development Policy. These strategic policy updates are designed to ensure consistent quality standards, enhance educational delivery methodologies, and support ongoing professional development across the organisation's educational services

QA Policy Development

Work on the unified QA Framework was significantly progressed in 2023. A centralised SharePoint site on the QA Hub was developed where all FET staff could access the latest versions of all existing policies and procedures. A gap analysis was undertaken to identify policies and procedures which need to be developed, and several policies are currently in development, such as a Programme Development, Monitoring and Review Policy, and an RPL policy.

Data Analysis

In 2024, the Quality Assurance (QA) Unit advanced its data-driven approach to quality monitoring by implementing a comprehensive strategy. The unit developed a sophisticated methodology combining purposive and random sampling techniques to analyse quantitative and qualitative data across Further Education and Training (FET) centres. By identifying critical Key Performance Criteria and creating detailed data packs, the QA Unit enabled precise risk identification and provided governance units with comprehensive insights into certification data and grade distributions. This systematic approach empowers educational leaders to conduct thorough reviews and make informed strategic decisions, ultimately ensuring robust quality assurance and continuous improvement of DDLETB's educational programmes.

Programme Development, Validation and Review Activity

The QA Unit is engaged in several significant educational initiatives. They are participating in a national pilot project to update 28 programme modules for QQI awards, with drafts due in January and final versions ready by early May 2025 to allow adequate preparation time for staff. Additionally, the unit is leading multiple innovative projects, including a SOLAS-funded "Soft Skills for Caregivers" programme that incorporates virtual reality and AI across four micro-qualifications that will form a Special Purpose Award. The QA Unit is also spearheading the development of a Special Purpose Award in "AI at Work" in partnership with SOLAS, comprising two micro-qualifications focused on ethical implications and strategic considerations of AI in workplace settings. Furthermore, they are developing a micro-qualification in "Learning and Development in the Workplace" in collaboration with SOLAS.

Adult Literacy

DDLETB continues to prioritize addressing adult literacy challenges in the region. The Adult Literacy for Life (ALL) Strategy, launched in 2021, has been instrumental in transforming approaches to adult education and skill development.

In 2024, the Regional Literacy Coalition became a pivotal mechanism for coordinating literacy efforts across the region. Established in 2023, the Coalition represents a collaborative approach to addressing adult learning needs. Its primary focus is the development and implementation of a comprehensive Regional Literacy Plan, in alignment with the ALL 10-year Adult Literacy Strategy.

Commitment to Technology-Enhanced Learning to Support Independent and Collaborative Learning

In 2024, the Digital Learning Team (DLT) continued to drive digital transformation across all our services, providers and staff. This was done through strategic professional development and technological integration. Maintaining its collaborative approach, the team conducts regular cross-departmental meetings involving representatives from FET, Adult Education, Youthreach, and IT, which have proven instrumental in streamlining communication and enhancing operational efficiency.

Comprehensive training sessions continue to be provided to staff across various departments, ensuring that educators are equipped with the necessary digital skills to leverage the LMS effectively and support innovative teaching and learning approaches.

Equality and Active Inclusion: Strategies to reduce Barriers to participation in FET

- Fostering Inclusion

One of the targets for DDLETB FET focused on widening participation for priority cohorts including those with disabilities, members of the Roma

community, members of the traveller community, refugees, and asylum seekers. DDLETB achieved 224% of our target for Widening Participation for 2024 based on finalised data from the SOLAS SPA Dashboards which was an increase on 2023 of

- **Reach Fund 2024**

This grant aims to provide funding to support educationally disadvantaged learners to participate in Adult and Community Education. FET in DDLETB administer this fund on behalf of SOLAS and in 2024 there were thirty-six applicants of which twenty-seven were awarded the funding. Grants enabled community organisations to implement initiatives ranging from green projects such as upcycling for sustainability to the establishment of learner research libraries, fitness, mindfulness, and wellbeing projects to the provision of specific digital equipment to meet the complex classroom needs of disadvantaged learners with both disabilities and English language challenges.

- **Fund for Students with Disabilities**

The Fund for Students with Disabilities (FSD) was administered by FET and provided funding for the delivery of key services and supports for 188 unique students with disabilities on full time courses in 2024. This encompassed both the 23/24 cohort and the 24/25 cohort.

Staff Support, Professional Learning and Development

The DDLETB's professional development initiatives in the period from January to December 2024, demonstrated exceptional commitment to embedding educational excellence and a culture of continuous learning. Through a comprehensive program of 23 workshops, the organisation delivered high-impact training across critical areas including cutting-edge technological integration, such as Artificial Intelligence in the classroom, classroom management strategies, innovative learning techniques like mind mapping, and specialized support for students with diverse needs, particularly

those with autism spectrum disorder. These workshops, led by expert practitioners from institutions like TU Dublin and specialized support services, attracted an impressive total of 257 professional attendees, underscoring the strong appetite for professional growth and the organisation's dedication to enhancing educational practices and supporting diverse student populations.

Enhanced Internal and External Communications Systems

PD Hub

The PD Hub, launched in September 2024, had two primary objectives:

- To enhance accessibility of professional development opportunities for all FET staff
- To drive increased engagement and participation in professional development activities

The final quarter of 2024 demonstrated remarkable progress in our professional development program. Between September and December 2024, we registered 200 staff members for training activities, representing a substantial 55% increase compared to the 129 participants recorded during the preceding eight-month period.

Data Hub

The Data Hub has been rolled out to all FET centres and colleges to facilitate more streamlined communication. It is operated and managed by the Planning, Data and Funding team to facilitate record keeping of PLSS permissions, requests for funding and training documents alongside ad hoc collaborations for the benefit of DDLETB strategic advancement.

Strategic Networking and Partnerships with Key Stakeholders

FET in DDLETB continues to develop its relationships with a wide range of stakeholders at both regional and national level including; SOLAS, DFHERIS, DES, Higher Education Institutions, QQI, ETBI, the Department of Social Protection,

Leargas, AONTAS, NALA, the Regional Skills Forum, Dublin Regional Enterprise Plan, all Dublin based Chambers of Commerce, Enterprise Ireland, IDA Ireland, the Fingal Skills Strategy Group, Dublin Learning City, DLR Co. Co., Fingal Co. Co, South Dublin Co. Co., Local Development Companies and a multitude of community organisations, employers and other stakeholders.

DDLETB continues to work closely with a wide and growing range of employers and employees through both the Skills to Advance and Skills for Work programs. The Enterprise Engagement Manager has coordinated and lead our approach to enterprise engagement. As part of this work, a new centralised services for business unit has been established as a single point of contact for enterprise in Fingal, South Dublin and Dún Laoghaire-Rathdown local authority areas.



Our capacity to develop strategic networks and partnerships with key stakeholders is evidenced by the fact that FET achieved 132% of our target for Skills to Advance and 154% of our Skills to Compete targets in 2024 which could not have been achieved without engagement with a range of stakeholders.



3.6 Psychological Support Services

The Psychological Support Service (PSS) is available to students in Second Level Schools, Youthreach Centres, and sectors of Further Education within Dublin and Dún Laoghaire Education Training Board (DDLETB). A broad range of psychological supports is provided in response to requests submitted by schools/centres. The PSS also offers short term support to staff working within DDLETB. At a systemic level, the PSS engages in research, training and ETB initiatives.

Scope

Service is provided by the PSS according to the resources available. Interventions by the team are directed towards:

- The provision of both direct and indirect support to students
- The resolution of behavioural, motivational, emotional and cognitive difficulties of individuals, through assessment and therapeutic intervention
- Preventative work with target groups
- Professional support of teaching staff, e.g. Consultation.
- In-service training in a range of areas
- Critical incident response

- Staff support

Sample Actions

Approximately 1239 staff engaged with the PSS for a range of purposes including consultation, in-service and support. The needs of approximately 173 students were addressed through individual or group interventions. The PSS continued to collaborate with external agencies such as NEPS, City of Dublin ETB, University College Dublin and the HSE.

Sample Activities

1. **Supporting students with Additional Educational Needs** – a professional learning session providing a felt experience through interactive activities of some of the main categories of special educational need, including Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Dyspraxia and Mild General Learning Disability.
2. **Changing Minds mental health initiative** - a three-part personal development programme for staff delivered online in three 2-hour sessions.
3. **Psychological First Aid (PFA)** – Training in a humane, supportive response to a person who may need help after a crisis or emergency.
4. **Understanding stress and the Window of Tolerance** – a session addressing stress, its consequences and how we can all develop greater capacity to cope with distress as well as amplify joy, calm and connection with ourselves and others.
5. **ASD Network** - a professional learning network bringing together ASD Class Coordinators for specialist professional learning and to facilitate peer-to-peer learning, covering topics regarding communication difficulties and behavioural difficulties.
6. **Guidance Counsellor Network** - this long-established professional learning network open to Guidance Counsellors in schools, FE and Adult Ed continued in 2023, focusing on trauma.

7. PSS engaged with the **Professional Learning & Development Unit** and delivered a series of workshops as part of the PL&D calendar within FET.
8. PSS worked with the **Digital Learning Team** and the online module of the Changing Minds Mental Health Initiative is now hosted on the FET Moodle platform

This is a sample of the work engaged in by the PSS both in person and online. The initiatives outlined above represent a significant amount of work in terms of research, preparation and delivery.

Section 4 - Key Relationships

DDLETB continued to maintain strong partnerships in 2024 with a range of educational bodies and agencies which support curriculum and professional development. This included linking with the National Council for Curriculum and Assessment (NCCA), the Professional Development Service for Teachers (PDST) and the Junior Cycle Team (JCT).

DDLETB has continued working towards its priorities of strategic networking and partnerships with key stakeholders. These stakeholders comprise statutory and public bodies, local authorities, other providers of education and training including advocacy, community, not-for-profit, voluntary and youth groups. DDLETB also has strategic partnerships with employers and local enterprise networks to support and facilitate upskilling and reskilling programmes for the local/regional labour market, including supports to the employers of apprentices.

Digital learning continued to be a huge part of our lives in 2024. DDLETB engaged and worked with industry experts/expertise to support teaching and learning under the following projects and/or initiatives:

- Digital learning and collaboration through DDLETB designation by Apple as Regional Training Centre - supporting regular virtual CPD sessions for teachers and learners across DDLETB.
- Digital learning and collaboration with our strategic partner 'Wriggle' - supporting the 1 to 1 Connect Project which centralises all logistics and administrative aspects of 1 to 1 deployment.
- Digital learning and collaboration with 'Big Picture' schools in an ERASMUS project investigating alternative learning models world-wide.

DDLETB is an Authorised Cambridge Assessment English exam centre. This relationship brings expertise in the field of English language teaching, learning and assessment. Students from a migrant background attending post primary schools, Youthreach, Special Training Centres and Colleges of Further Education can be assessed as required using the online Cambridge English Placement test portal which DDLETB is authorised to administer.

Stakeholder work undertaken in 2024 included reporting to and collaboration with the Department of FHERIS, Department of Education (DoE), Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and SOLAS across the range of schools, further education and training and youth programmes and services. The interagency agreement between DDLETB and the Department of Social Protection for the provision of education and training opportunities for individuals not active in the labour market continued in 2024.

DDLETB also continued its work as a stakeholder contributing to the economic, cultural and social development of DDLETB's administrative area, namely Dún Laoghaire-Rathdown, Fingal and South Dublin County Councils. DDLETB are members of the Local Community Development Committees (LCDC) of all three

councils and support the work of local area partnerships through local inter-agency working and board membership of the various local development companies including Empower, Southside Partnership and South County Dublin Partnership.

Other stakeholder contributions from DDLETB in 2024 to developments in the education and training sector included having representation on the governing bodies of the Technological University Dublin, the Institute of Art, Design and Technology in Dún Laoghaire and collaboration with Quality and Qualifications Ireland (QQI), particularly in the development of new awards in the childcare sector.

In 2024, Dublin and Dún Laoghaire ETB co-operated with a large number of other organisations and institutions through the provision of teaching hours or financial assistance, including:

- Benincasa Special School
- National Forensic Mental Health Service (Dundrum & Portrane)
- St Ita's Portrane
- Dún Laoghaire Community Training Workshop
- Deonach Project, West Tallaght
- Fingal Educational Resource Group
- Fingal Training Workshop
- General Traveller Training
- Ronanstown Community Training Workshop
- St Augustine's Special School
- Tallaght Traveller Project
- Tivoli Project, Dún Laoghaire
- Tower Programme, Co. Dublin
- Youth Horizons
- Crannog Nua Special School

- Ballydowd Special Care Unit
- Oberstown Detention Centre

DDLETB also continued and strengthened its relationship with ESBS Shared Services with the continued development of the payroll system, the migration of learner payments and the upgrade of our finance package.

APPENDICES

APPENDIX A

Dublin and Dún Laoghaire ETB Senior Management Team:

- Caitríona Murphy, Acting Chief Executive

- Paul Turner, Director of Organisation Support and Development
- Mark McDonald, Director of Schools
- Nichola Spokes, Director of Schools
- Siobhan Lynch, Acting Director of Further Education and Training

APPENDIX B

DDLETB Locations

Community National Schools

Broadmeadow CNS

Citywest & Saggart CNS

Lucan CNS

Rivervalley CNS

Scoil Aoife CNS

Scoil Choilm CNS

Scoil Chormaic CNS

Scoil Ghráinne CNS

Tallaght CNS

Designated Community Colleges

Castleknock Community College

Coláiste Cois Life

Coláiste de hÍde

Collinstown Park Community College
(also providing FE)

Deansrath Community College (also
providing FE)

Firhouse Community College

Gaelcholáiste Reachrann

Grange Community College (also
providing FE)

Mount Seskin Community College
(also providing FE)

Rath Dara Community College

St. Kevin's Community College (also
providing FE)

St. Mac Dara's Community College

Skerries Community College

Non-Designated Community Colleges

Adamstown Community College

Ardgillan Community College

Balbriggan Community College

Coláiste Chillian

Coláiste Pobail Fóla

Coláiste Pobail Setanta

Donabate Community College

Eriu Community College

Fingal Community College

Gaelcholáiste Reachrann

Greenhills College (also providing FE)

Griffioen Community College

Kingswood Community College

Kishoge Community College

Lucan Community College

Lusk Community College

Luttrellstown Community College

St. Finian's Community College

Swords Community College

Special Schools

Danu Community Special School
Cránnog Nua Special Care Unit School
Ballydowd Special Care Unit School

Hospital School

National Rehabilitation Community
Hospital school

Further Education PLC Colleges

Blackrock Further Education Institute
Dún Laoghaire Further Education
Institute
College of Further Education, Dundrum
Sallynoggin College of Further
Education
Stillorgan College of Further Education

Education & Training Centres

Loughlinstown Training Centre

Baldoyle Training Centre

Tallaght Training Centre

Detention Centres

Oberstown Education Centre

Adult Education Services

Dublin North East
Dublin North West
Dublin South East
Dublin South West

Youthreach Centres

Balbriggan Youthreach
Blanchardstown Youthreach
Clondalkin Youthreach
Lucan Youthreach
Priory Youthreach
Rathfarnham Youthreach
Rush Youthreach

Sportsreach

Swords Youthreach

Tallaght Youthreach

Youth Support and Training Unit

Support Roles and Services

Adult Guidance Services
County Youth Development Officer
Development Officer for CPD, BTEI and
VTOS
Development Officer for English for
Speakers of Other Languages (ESOL)
Development Officer for Quality
Assurance (QA)
Development Officer for Research and
Literacy Services
Psychological Support Service
Regional Co-ordinator of Youthreach
Services

Full details of all the above are on the Dublin and Dún Laoghaire ETB website: www.ddletb.ie

APPENDIX C

ETB Committees:

Finance Committee

Audit and Risk Committee

Youth and Sports Committee

Youthreach Committee

APPENDIX D

Community Schools where Dublin and Dún Laoghaire ETB is on the Board of Management as Joint Patron:

St. Tiernan's Community School

Ballinteer Community School

Blakestown Community School

St. Aidan's Community School

Cabinteely Community School

Coolmine Community School

The Donahies Community School

Hartstown Community School

Holy Family Community School, Rathcoole

Killinarden Community School

Knocklyon Community School

Malahide Community School

Old Bawn Community School

Palmerstown Community School

Portmarnock Community School

St. Mark's Community School

Tallaght Community School

Newpark Comprehensive School

APPENDIX E

Provision Type	No. of FET Beneficiaries in 2024	No. of FET Learners in 2024
Full-Time Provision		
Apprenticeship 2016+	312	312
Apprenticeship Training	2048	2048
Blended Training	133	102
Community Training Centres	357	299
Justice Workshop	73	54
Local Training Initiatives	242	231
PLC	5,601	5,024
PLC Pre Apprenticeship	52	49
Specialist Training Providers	373	289
Specific Skills Training	3,126	2,811
Traineeship Employed	512	423
Traineeship Training	171	153
VTOS Core	312	266
Youthreach	595	438

TOTAL FULL-TIME	13,907	12,499
Part-Time Provision		
Adult Literacy Groups	3,957	2,142
BTEI Groups	3,888	2,259
Community Education	8,248	4,114
Online eCollege	142	138
ESOL	7,504	3,826
Evening Training	1,879	1,626
FET Cooperation Hours	105	93
ITABE	6	6
Skills for Work	714	440
Skills to Advance	2,049	1,826
Other Funding	0	0
TOTAL PART-TIME	28,492	16,470
TOTAL	42,399	28,969

ABBREVIATIONS

ALP	Alternative learning Programme
BTEI	Back to Education Initiative
C&AG	Comptroller and Auditor General
CC	Community College
CEO	Chief Executive Officer
Cllr	Counsellor
CNS	Community National School
Co.Co.	County Council
CPD	Continuing Professional Development
DEIS	Delivering Equality of Opportunity in Schools
DOE	Department of Education
DDLETB	Dublin & Dún Laoghaire Education & Training Board
EAL	English as an Additional Language
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
ETB	Education & Training Board
ETBI	Education & Training Boards Ireland
FE	Further Education
FET	Further Education and Training
HR	Human Resources
ICT	Information Communications Technology
ITABE	Intensive Tuition in Adult Basic Education
NALA	National Adult Literacy Agency
NEPS	National Educational Psychological Services
OSD	Organisation Support & Development

PLC	Post Leaving Certificate
PSS	Psychological Support Service
QA	Quality Assurance
QQI	Quality & Qualifications Ireland
SDCC	South Dublin County Council
SOLAS	Seirbhísí Oideachais Leanúnaigh agus Scileanna



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

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