

EXCELLENCE THROUGH
EDUCATION AND TRAINING

Bord Oideachais agus Oiliúna
Laoise agus Uíbh Fhailí
*Laois and Offaly
Education and Training Board*

SERVICE PLAN 2025

www.loetb.ie



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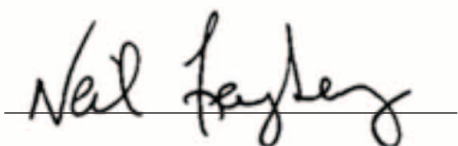
MESSAGE FROM THE CHAIRPERSON

It is with great pleasure that I welcome the 2025 Service Plan on behalf of Laois and Offaly Education and Training Board (LOETB). The work of LOETB as a statutory body is wide-ranging with responsibility for post-primary schools, further education and training provision and services, performance music education, youth services and community programmes and apprenticeships across Laois and Offaly.

The needs of our students have always been central to the service provided by LOETB and it is this focus that will enable us to continue to meet the changing education and training needs of the region into the future. I particularly welcome the expansion of the Tertiary programmes this year and the new connections with other Technological Universities to ensure a wide choice of courses are available to all to support progression to higher education. In addition, the continued expansion of apprenticeships will be of great benefit to the region as well.

The Service Plan sets out the comprehensive range of activities to be undertaken by the Schools, FET and Organisation Support and Development Directorates in 2025. It also sets out the related financial information as well as Key Performance Indicators to help monitor and evaluate its implementation. In 2025 the focus of the organisation remains constant as we strive to provide the highest quality lifelong education and training opportunities for all communities across Laois and Offaly.

I would like to thank our Chief Executive, Joe Cunningham, his management team, and all staff for their continued commitment and dedication to excellence through education and training. Finally, I would like to acknowledge, with sincere thanks, the work of my fellow Board members who give so diligently and selflessly of their time in their contribution to the governance of LOETB.



Neil Feighery
Chairperson

FOREWORD BY THE CHIEF EXECUTIVE

The Service Plan has been developed to support the implementation of our Strategy Statement 2023–2027. The Strategy Statement sets out our goals and priorities over a 5-year period, and the annual Service Plan is the guide to support and manage the actions required to mark their achievement. In developing the Service Plan, a consultation process was undertaken with senior management across all areas of provision to ensure that the actions set out for delivery during 2025 are appropriate and commensurate with the overall priorities and aims set out in our Strategy Statement. The consultation process also ensures that the expected outcomes are achievable and are the responsibility of senior management in their respective areas of service provision.

The increasing number of students attending our schools and FET centres is testament to the ongoing success of our work and prudent financial planning is required to ensure that the necessary resources are in place to successfully deliver the planned activity for 2025 in an effective and efficient manner.

I wish to convey my thanks and appreciation to:

- The Chairperson and members of the Finance Committee for their recommendation of the plan,
- The Chairperson and Board members of LOETB for their consideration and approval of the plan,
- The Chairpersons and members of committees of LOETB who give so generously of their time in promoting the work of the Board.

Finally, I wish to thank the management and staff of our schools, centres, services, and administrative offices for their continued commitment and dedication to LOETB and I look forward to working with them to ensure the implementation of the plan.



Joe Cunningham
Chief Executive

ORGANISATION PROFILE

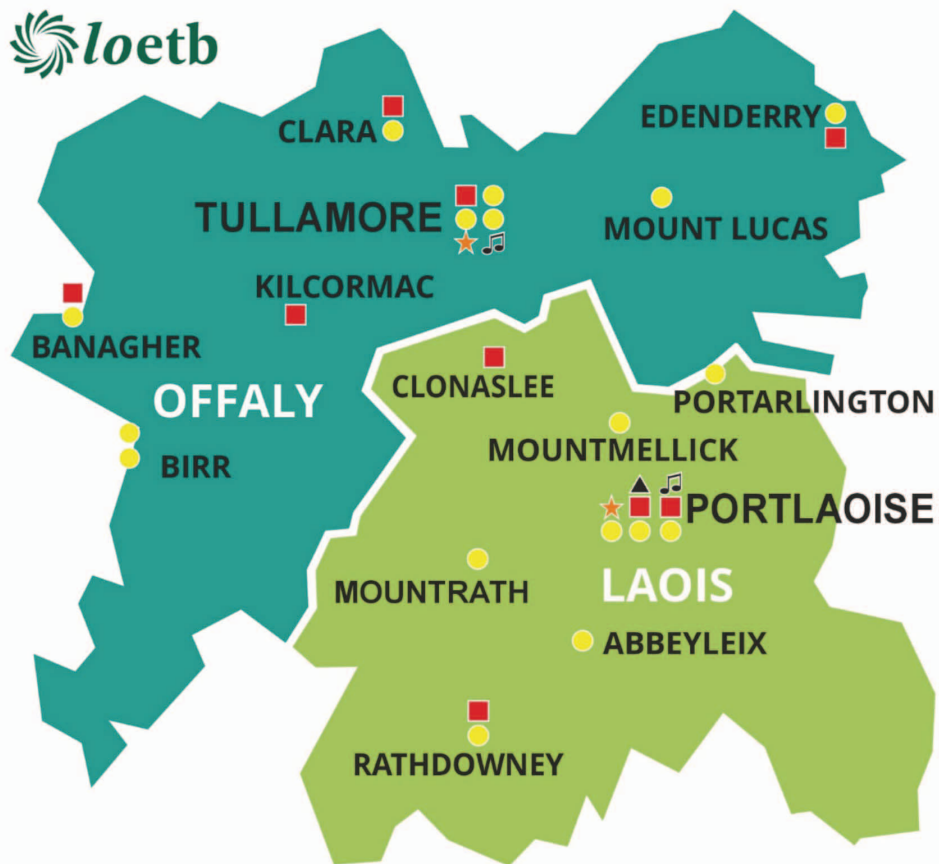
LOETB is the statutory provider of education and training services for Laois and Offaly. The overall aim of LOETB is to enable our students to reach their potential. We strive to offer learning experiences that respond to the needs of students of all ages and abilities. We make guidance and supports available to our students to help them attain their learning goals and qualifications. We include transfer and progression options for our students to maximise their chances of pursuing further education and training and securing employment.

We acknowledge the importance of suitable facilities and resources for our students in our commitment to inclusive education. We are mindful of our responsibilities in relation to human rights and equality, both as a service provider and employer. We understand the importance of technology to enhance learning, collaboration, and communication among our students and stakeholders. To this end, we strive to ensure our digital systems are accessible, reliable, and protected.

We aspire to continue growing as a learning organisation and ensure our staff have access to professional development opportunities. This includes enabling staff to become reflective practitioners, enhance their skills, and collaborate with colleagues. We recognise that professional development can be facilitated in a variety of ways, from accredited programmes to workshops and professional learning networks.

We appreciate that much of the work of our organisation is made possible by the support and administrative staff in our schools, centres, and services and by the key support functions at Head Office. We place an extremely high value on the contribution made by the various committees which support LOETB at organisational level and in our schools and centres. We also work in partnership with key organisations and agencies at local and national level in pursuit of a quality service for our students.

GEOGRAPHICAL MAP OF LOETB LOCATIONS



Laois

Abbeyleix

- Abbeyleix FET Centre

Clonaslee

- Clonaslee College

Mountmellick

- Mountmellick FET Centre

Mountrath

- Mountrath METAC (Midlands Skills Outreach)

Portarlington

- Portarlington FET Centre

Portlaoise

- ▲ Administrative Offices
- Dunamase College
- ★ Laois Information Hub
- 🎵 Laois School of Music
- 🎵 Music Generation Laois
- Portlaoise Adult Learning Hub
- Portlaoise College
- Portlaoise FET Centre
- Portlaoise Institute

Rathdowney

- St. Fergal's College
- Rathdowney FET Centre

Offaly

Banagher

- Banagher College
- Banagher FET Centre

Birr

- Birr FET Centre
- Birr Outdoor Education Centre

Clara

- Ard Scoil Chiaráin Naofa
- Clara FET Centre

Edenderry

- Edenderry FET Centre
- Oaklands Community College

Kilmac

- Coláiste Naomh Cormac

Mount Lucas

- National Construction Training Campus

Tullamore

- Kilcrutty (Midlands Skills Outreach)
- Midlands Skills Centre
- 🎵 Music Generation Offaly
- 🎵 The Academy of Music
- Tullamore College
- Tullamore FET Centre
- ★ Offaly Information Hub

OVERVIEW OF SERVICES

LOETB is one of the main employers in the midlands with over 1,550 staff providing education for more than 4,885 students at post-primary level and over 23,600 beneficiaries on FET programmes and services. LOETB manages nine post-primary schools and is also joint patron of five Community Schools located in Mountmellick, Ballinakill, Mountrath, Birr, and Fermoy. The FET service operates thirteen multi-programme centres, including the National Construction Training Campus at Mount Lucas, two Learner Information Hubs strategically located in Portlaoise and Tullamore, and Centres at Midlands and Portlaoise Prisons.

LOETB also has an extensive programme of performance music education available through Music Generation Laois, Laois School of Music, Music Generation Offaly, and the Academy of Music, Tullamore. Under the Education and Training Board Act 2013, LOETB has a responsibility to support the provision, coordination, administration, and assessment of youth work services in its functional area and, through co-operation with other institutions, provide support to a wide variety of programmes and agencies to deliver education and training programmes that cannot be met by mainstream educational services in counties Laois and Offaly.

LOETB has a long history of working in partnership with various statutory, community, and voluntary groups. Management and staff of LOETB are represented on various boards and committees across Laois and Offaly. This partnership approach provides opportunities for groups and organisations to share information about services and to work together to identify gaps in provision locally and provide additional services where necessary.

STRATEGY STATEMENT

Our vision is to actively lead the provision of high-quality education and training in Laois and Offaly. Our mission is excellence through education and training. We put learning at the heart of everything we do through the provision of a wide range of education and training programmes, services, and supports to young people and adults across the LOETB region. We believe that lifelong learning is key to personal development and wellbeing, social inclusion, and economic prosperity.

Our core values as a service provider are as follows:

Care

In LOETB, care is about the welfare, wellbeing, and safety of all members of the learning community. It is exemplified in meaningful relationships, connectedness, and empathy, alongside support and solidarity.

Community

In LOETB, community encompasses students, learners, staff, parents, and the local community. It is about having shared vision, values and purpose, a sense of belonging, and a voice that is listened to. It is exemplified in productive collaboration, positive contributions, and effective communication across all members of the learning community

Equality

In LOETB, equality is about treating all members of the learning community equally and recognising and celebrating the diversity of these members. It is exemplified in targeting resources on those who have need and prioritising a culture of inclusion.

Excellence in Education

The LOETB ethos establishes that excellence in education is underpinned by the core values of care, respect, community, and equality.

Respect

In LOETB, respect is about upholding the dignity, rights, and recognition of the identity and background of each member of the learning community. It is exemplified in relationships between all members of the learning community, and decision-making that impacts positively on the rights, feelings, and aspirations of the diversity of people within the school community.

The Statement of Strategy sets high-level objectives under four Strategic Goals

1. Leading learning
2. Building sustainability
3. Working in partnership
4. Enhancing systems

Each goal has its own set of strategic priorities which will be met through a series of supporting actions. These goals and priorities were designed to help LOETB avail of the opportunities which will arise and meet the challenges it faces over the next five years.

Goal 1: Leading learning

LOETB has a long history of excellence in education, with our foundations providing decades of quality education to our wider community. Reflecting on this history, LOETB wishes to position itself as a leader in education provision on a local, regional, and national basis.

LOETB is focused on the many aspects of education capabilities and organisational infrastructure required to lead educational provision as a service provider. In leading learning, LOETB also seeks to develop new, innovative, dynamic, agile programmes, practices, and provision that highlight and utilise innovative aspects in the delivery of education and training.

Goal 2: Building sustainability

LOETB recognises that, while our organisation is continually improving how we operate, there is also an onus on us to undertake our business ethically without negatively impacting the environment, community, or society. To improve how we operate as a sustainable business, LOETB is planning a series of initiatives to minimise the effect our business has on the environment and on the community. Sustainability provides us with an opportunity to reflect, research, react, and realign the when, why, where, and how we conduct our business. It provides a valuable springboard for improvement in operations while concomitantly providing new opportunities in teaching and learning in the migration from a fossil fuel past.

Goal 3: Working in partnership

There are many proven benefits from working in partnership, and one of the key partnerships that LOETB can be justifiably proud of is the learning partnership that occurs between each individual student, learner, and/or trainee that participate in the many programmes that we offer. It is our intention to enhance these learning

partnerships through the continued development and building of relationships to achieve mutually expected outcomes for the learner.

In addition, our experience has shown us that organisational partnership provide many rich opportunities for research, efficiencies, business transformation, staff development, and organisational transformation. Through key stakeholder engagement, LOETB wishes to leverage the power of partnership to transform the organisation, building sustainable working relationships and partnerships which enhances the organisations capabilities to meet and exceed expected outcomes in service delivery.

Goal 4: Enhancing systems

LOETB will lead high-quality education and training by being innovative, dynamic, progressive, and providing best practice support systems in finance, human resources, corporate services, administration, and governance. A robust culture of integrity and ethics will be supported through effective administrative structures, a strong corporate identity and compliance, built around our core values. A governance and support framework which will assist with the efficient and effective delivery of LOETB's education and training services is key to our organisational develop

STATEMENT OF SERVICES

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Ensure that excellence in education continues to be delivered through prioritising the highest standards of learning, teaching, and assessment across all our schools, centres, and programmes.	Ongoing programme of support for school leaders and teachers	CoP meeting consistently with clear structures around collaboration, key resource sharing, and planning. Continued access and delivery of programmes to support schools.
	Continuation of collaboration with leading learning COP, Inclusion/SENCOs/Ethos/Digital Technology.	
	Participation in Music Generation Quality Framework, programme in-house CPD and support Musician Educators to participate in external CPD opportunities.	Participation in CPD opportunities by Musician Educators. Completion of Quality Reviews.
Ensure that all schools and centres provide education programmes which enhance learning experiences to meet the needs of all students. Support schools and centres in managing all resources necessary to continue to provide high quality education and training.	Continued promotion of SETU modules for all FET Staff.	FET Graduates of MA programme by Q4.
	FET Admissions Policy development with associated assessment guidelines.	FET Admissions Policy implemented in Q3.
	Guidelines drawn up for the use of AI in LOETB schools and centres.	Artificial Intelligence best practice guidelines to be embedded in schools and centres by Q4.
	Continue collaboration and sharing of professional practice. Enhanced coordination of SSE actions in schools. Increased digital capacity and engagement of members of the school community.	CoP meeting consistently with clear structures around collaboration, key resource sharing and planning, as per Circular 0056/2022, to complete year three of four within SSE (School Self Evaluation) cycle effectively.
	Enhanced preparation for the future implementation of inclusion framework.	Programme a series of 'add-on' events and opportunities throughout 2025, with prioritised opportunities for marginalised children and young people.

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Culture of improvement fostered through professional sharing of practice.	Development of a CoP for Guidance Counsellors.
	Enhanced learner experiences arising from learning from targeted teacher Professional Development Oide Leading DEIS. Planning a Research and Data Informed Approach.	Completion of a digital repository of key resources to support teachers/leaders/CoP groups.
	Respond to the evolving digital needs of schools to provide targeted supports to staff.	Completion of workshop on Virtual Reality and training module on Robotics.
	In line with QQI Review, the following policies to be approved: Reasonable Accommodation, Admissions, Behaviour and Attendance. Further policies to be drafted by QA subgroup in 2025 are Repeat Assessment, Compassionate Consideration and RPL	New policies approved and drafted policies presented for approval Q2.
	Expansion of STEAM Programme to include filmmaking and the STEAM lab to provide opportunities for learners to experiment with VR technology. Creative Youth Partnership will allow access to V.R. sets for use in the STEAM lab. VR workshops to be provided to participating schools.	Enhance the opportunities for schools to embed digital technologies through the new STEAM strands being implemented in the school community. Increased participation in the lunchtime after school clubs where the STEAM Programme is central to activities.
Create a positive and supportive work environment that supports the wellbeing of staff in our schools/centres and offices.	Creative Project event to be held in February 2025.	Completed in Q1

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	<p>Enhanced preparation for the implementation of ETBI patron's framework/ Identity, Multi-Belief and Values Education/SSE of Ethos.</p> <p>Staff Wellbeing activities delivered as part of Inclusion Week to include Staff networking day in Mount Lucas, talks on Managing stress and holistic well-being and Lunch and Learn sessions for staff. Establishment of a Centre Care Team in each FET Centre.</p>	<p>Completed in Q2</p> <p>Two staff-related activities during Inclusion Week. Care Team framework established and introduced in one centre.</p>
Provide appropriate fora for supporting staff to share best practice in all our schools and centres.	Further develop the established network, develop the Care Team approach, and further roll out the bridging programme.	Care Team structure introduced to FET provision. Bridging Programme rolled out to four further centres and associated training provided to relevant staff.
	Continue to support schools to implement CPI training for SNAs.	Continued collaboration and sharing of professional practice with CoP groups for Inclusion and School Planning. Expansion of CPI Training to staff.
	Continue to support CoP in the priority areas of Ethos and Core Values, Digital Technologies, and Inclusion (SENCO), Autism and MGLD (Mild General Learning Disability) Class Co-Ordinators, DEIS Co-Ordinators, SSE Co-ordinators.	Support provided Q1 - Q4
	Continue to enhance preparation for the implementation of ETBI patron's framework (with the piloting of the IMBV Education short course) and engagement with ETBI/MIC Provision Mapping Project to further support schools in special needs education.	Support provided Q1 - Q4

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Support for schools in digital technology and partnership with Digital School Awards.	All schools participating in Digital Schools Awards Academy gaining additional support and mentor schools to further support digital planning.
	Continue to coordinate the FET Guidance and Learner Information CoP.	Facilitated sessions and dedicated time set aside for collaborative work within the Guidance and Information CoP.
	Implement a full UD approach at one FET Centre.	Establish UD principles fully in one centre by Q4.
	Prioritise supporting new Ukrainian ESOL learners by facilitating the sharing of best practices across the service. This will include targeted strategies to address the challenges arising from both the Ukrainian and Refugee crises, ensuring a cohesive and effective response.	Share best practice guides and resources. Engage at stakeholder level in crisis related activities. Work in collaboration with other organisations to enhance service delivery.
	FET continued support and sharing of best practice in ESOL through COP and relevant training provided.	Structured sharing of best practice through COP. Relevant training delivered e.g., Cambridge online assessment for higher levels.
Ensure staff have access to the most up to date and relevant Professional Development opportunities (prioritising these with financial support for all staff).	The following policies will be reviewed or developed: 1. FET Learner Attendance Policy 2. FET Admissions Policy 3. Compassionate Consideration Policy 4. Recognition of Prior Learning Policy Development of LOETB Quality Assurance Manual	Policies reviewed/developed. QA Manual published Q4.
	Continue to provide monthly PD schedule for all FET staff.	Delivery of PD schedule and enrolment data to FMT monthly.
	Conduct annual training needs survey of FET Staff.	Survey results presented to FMT.

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Support and promote a culture where Young People (in particular, those who are vulnerable, marginalised and at risk) will have a voice in decision-making in youth service provision, training, education, and the wider formal and non-formal education systems.	Provide governance and oversight of UBU Your Place Your Space, Targeted Grant Scheme, and other Targeted and Universal Grant Schemes.	All Grant Schemes awarded and administered on time and in line with relevant agreements.
	Provide governance and oversight of Local Creative Youth Partnership awarded programmes.	All Local Creative Youth Partnership programmes awarded and administered in line with annual Local Creative Youth Partnership budget, work plan, and relevant agreements.
	Establish a Youth Advisory Group to partner on delivery of 'Isle of Song' in 2025 and nominate a 'Youth Voice Advisor' among our team of Musician Educators.	'Isle of Song' will be externally evaluated, including participation of children and young people in decision making throughout project.
	LTIs and CTC/Youthreach continue to provide targeted supports for young people.	Outcomes from this training provision presented to FMT.
Establish LOETB as an employer of choice.	Learner council introduced for CTC/Youthreach.	Learner Council introduced to at least two further centres.
	Attract and retain a high quality and skilled staff. Engage with Principals and Managers to understand staffing needs and challenges. Continue to use all tools available to promote vacancies.	Continue to maintain staffing levels in schools and centres.
	Further develop and update the new staff induction resource.	Increased activity on staff induction resources, measured by the number of page views and resources download. Reduction in common queries, evaluated through a decrease in frequently asked questions.
	New online recruitment package to be procured to streamline recruitment process.	Have new recruitment package implemented by Q4.

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Continue to facilitate Hybrid working.	Continue to monitor and adjust hybrid working arrangements by comparing productivity output and retention off staff.
	Establishment of working group to promote equality and prevent discrimination	Working group established in Q2
Ensure the health and safety of all students/learners and staff.	Compliance Officer and OSD Staff to continue to support Health and Safety teams at schools and centres.	Additional 25% of facility stock visited, checked, and assisted with compliance.
	Develop an additional centralised services to support facilities meet with Health & Safety requirements. (Chemical Disposal and Acid Review).	Develop a further two Centralised Services to support facilities meet with Health and Safety requirement. (Chemical Disposal and Acid Review)
Compliance with regulations and guidelines.	Annual CP training – DLP, DDLP, (Teachers, SNAs & Ancillary staff).	To continue on-going CP training.
	Support schools and centres in complying with all requirements relating to child safeguarding.	All centres remain compliant.
Support students/learners at risk of educational disadvantage in line with current national policy.	Build on existing education support structures to ensure that all families in both the BOTP and IPAS categories will be assisted in securing both school places and transport to school where appropriate.	Secure school places and transport where necessary for children under the BOTP and IPAS categories. Circulate information to schools and provide same at meetings with school principals and deputy principals regarding additional school supports available as a result of facilitating the needs of BOTPs and IPAS students in schools.
	Continue to provide inclusive access to music education without barriers to children, young people, and adults at risk of educational disadvantage.	Statistical reports submitted to Music Generation annually provide evidence of extent of access and demographic.

GOAL 1 LEADING LEARNING

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Further training identified by Access Officer as part of Consistent Learner framework implementation will include Safetalk, Trauma informed Learning and facilitating the Care Team Approach.	Consistent Learner approach framework developed and implemented across FET Centres by end Q4. Staff training delivered. Q4

GOAL 2 BUILDING SUSTAINABILITY

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Develop a sustainability forum with representation from each facility that introduced measures to reduce the costs associated with resource usage such as energy, water, and waste, and to reduce and better manage the institution's GHG footprint.	Undertake baseline activity survey, with analysis leading to targeted interventions focused on reducing energy costs and improving efficiencies.	Baseline survey complete. Key actions agreed and implemented. Two Building energy audits commenced. Increased and focused number of smaller scale projects initiated in schools, centres, and administrative offices.
Ensure current and proposed buildings are up to current and potential future sustainability requirements. Continue to improve infrastructure and use the most modern methods of delivery to enhance the teaching and learning environment.	Apply for Photovoltaic panels for Laois Post Primary schools in 2025.	Photovoltaic panels installed for Laois Post Primary schools in 2025.
	Pathfinder Programme in CNC Kilcormac to be completed Q2 2025.	Pathfinder Programme in CNC Kilcormac to be completed Q2 2025.
	FET Estate Strategy to be completed Q1	FET Estate Strategy completed in Q1
	Progress talks with Bord na Móna over options for powering the Mount Lucas site with renewable energy.	Mount Lucas to transition to use of renewable energy by Q4.

GOAL 2 BUILDING SUSTAINABILITY

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Increase environmental sustainability across the organisation through green procurement and paperless offices.	Move Plumbing apprenticeship Theory exams online. Commence phased process of digitising additional OSD records.	Transition to online exams for all apprenticeships by Q4. Procurement and Pensions functions moved to paperless operation.
Ensure climate action plans to 2030 are embedded in our practices.	Integration of green modules including LEAN and the Circular Economy across all FET programmes.	Delivery of Green modules across FET programmes. Q4 Data Reports monitoring integration and delivery of green modules presented to FMT quarterly.
Psychosocial risks and dealing with same. Risks that adversely affect employees, include mental health, well-being and job performance.	Stage 3 training on Prevention & Resolution of Bullying at Work Policy completed, with new policy and procedure complete.	Policy and procedure in place.
Actively promotes and commits to sustainability through our education programmes, processes, and policies.	Support schools to engage with the Sustainability Toolkit as part of DEIS/SSE planning.	Further develop and disseminate professional learning opportunities for schools.
	Continued partnership with Microsoft with an ongoing emphasis on designing sustainable spaces through Minecraft Education.	Increased participation rates in sustainable design element of STEAM Programme. Positive learner data in programme review.
	Micro Credentials Green Skills programme developed for FET learners.	Programme developed and introduced.
Provide professional learning opportunities to support all members of the school community in delivering the highest professional standards.	Continue to support schools to engage with ESD related activities through CoP groups for SSE/DEIS and access to LOETB programmes (e.g. Intro to Ag and NZEB)	CoP groups for DEIS/SSE meeting consistently with clear structures for collaboration and sharing of resources. Continue to update schools on ESD related activities and initiatives at Principals' and Deputy Principals' meeting and through Community of Practice groups.
Provide staff, learners and communities with the awareness and skills to actively support sustainability in the region.	Ongoing Green Skills programmes delivered in communities across Laois and Offaly. Continued roll out of the Mobile Training Rig.	Programmes delivered. Mobile Rig utilised locally in collaboration with local authorities/agencies/schools.

GOAL 2 BUILDING SUSTAINABILITY

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Provide learners with the skills to attain meaningful employment in a thriving green economy.	Launch of new suite of Agriculture, Construction, and Green Skills programmes.	New Construction Programmes launched. Q1 New Agriculture and Green Skills programmes launched. Q3 Continued upskilling in this area subject to funding.
Support employers to transition the Midlands to a Green and Digital regional economy.	Delivery of Employed Traineeships and Skills to Advance in key skills areas (Green, Climate).	Training delivered in line with commitments by Q4.
Lead the sector in developing green skills for Life, Careers and Construction.	Development of MMC Traineeship and Apprenticeship.	MMC Apprenticeship and Traineeship developed and introduced by Q4.
	Commence Apprenticeship Development in Overhead lines in conjunction with ESB. Roll out of new courses in NZEB/Retrofit & ZEB.	Apprenticeship with ESB progressed to Validation stage in Q3. NZEB/Retrofit Targets achieved Q4.
Deliver Youth Work in line with Government strategy and community needs through the provision, coordination, administration, and assessment of youth services in Laois and Offaly.	Provide governance and oversight of UBU Your Place Your Space, Targeted Grant Scheme, and other Targeted and Universal Grant Schemes.	All Grant Schemes awarded and administered on time and in line with relevant agreements.
	Provide governance and oversight of Local Creative Youth Partnership awarded programmes.	All Local Creative Youth Partnership programmes awarded and administered in line with annual Local Creative Youth Partnership budget, work plan and relevant agreements.

GOAL 3 WORKING IN PARTNERSHIP

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Actively contribute at national fora as required.	REALT and FET will represent LOETB on both the Laois and Offaly multi agency Community Integration Fora.	Attend and present reports at all meetings in Laois and Offaly Community Integration Fora by REALT and FET.
Collaborate with other ETBs, ETBI, Government bodies and statutory agencies in developing responses to the challenges in education and training.	Continue to cultivate relationships with LEC and ETBI to provide opportunity for schools & programmes. COP Meetings/STEAM/Maths Competition. Ethos Leads Symposium, Provision mapping workshops.	Utilisation of partnership with LEC to host LOETB training events.
	Further expansion of the LOETB/Offaly County council - Laois County Council STEAM Programme for school learners, with the addition of a filmmaking strand (to accompany existing strands focused on design, coding, robotics and podcasting) and the STEAM lab, incorporating a research element of the programme, under the theme of VR Continue to promote the ETB Junior Maths Competition for LOETB post-primary schools. With other partner ETBs.	Increase in learner participation numbers and positive data feedback from participant and stakeholder input.
	Increase engagement with priority cohorts and meeting SPA targets (Transversal Skills, Widening Participation and ALL).	Meeting relevant SPA targets for Transversal Skills and ALL.
	Increase engagement through SST, targeting those at risk of education disadvantage (e.g., St. Andrews).	Meeting relevant SPA targets for those most at risk of education disadvantage.
	New cohort of LOETB teachers recruited for second running of partnership programme with ATU.	Increase in participation numbers and in total modules completed.

GOAL 3 WORKING IN PARTNERSHIP

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Development of pilot programmes in NZEB/Ventilation and MMC and sharing with Construction Oversight Group.	Successful launch and roll out of new programmes. Uptake from other members of Construction Oversight group.
	Progress training options in consultation with Industry leaders and TUD.	MMC courses rolled out at various levels and implementation of Construction Pathway Q2.
	Formation of Consortium Steering group and commencement of roll out of MMC training across various levels.	Consortium Steering Group formed. Q1. MMC programmes delivered. Q4
	National delivery of Agricultural Science TY programme.	Delivery of programme to 5000 TY students.
	Delivery of suite of Agricultural programmes nationally.	Delivery of further 174 programmes to 2400 beneficiaries.
Assist the DoE as needed, to meet the needs arising from the Irish Refugee Protection Programme and provision for international protection applicants.	Roll out of 'Business Ignition' to provide to support to incubator enterprises and other business start-ups.	Further iterations of Business Support Plan delivered by Q4.
	Attend and contribute to weekly national REALT coordinators team meeting.	Attend and contribute to weekly national REALT coordinators team meetings.
	FET follow up with successful groups from 2024 to provide relevant follow-on programmes.	Programmes delivered.
	Continue to grow the numbers in NZEB/Retrofit training within IPS.	Additional programmes completed and another site for delivery identified.
	Building Bridges continuation dependant on funding.	Building Bridges continuation dependant on funding.

GOAL 3 WORKING IN PARTNERSHIP

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Support partnerships and effective communication among staff in ETB offices, schools, and centres, to build a strong team culture.	Continuation of COPs and best practice encouraged through Inclusion Week. Develop a series of formal, informal, and structured training and learning events between OSD and school and centres staff.	COP Annual Activity Report presented to FMT in Q4. Three inter-sectoral events planned and executed, with feedback and post-event analysis undertaken in preparation for further activities and events.
Deliver real-time data to managers (principals, centre managers) to support their decision making and compliance.	Attend and present reports to Principals and Deputy Principals on REALT in local schools.	Attend meetings and present reports. Improved retention/outcomes based on improved data.
Improve internal and external communication with all stakeholders through a variety of media.	Launch LOETB Website. Increased monthly use by 20%. Provide PD on Sharepoint to enhance internal Communications. Grow Social Media engagement across all platforms. Increase accessibility using Plain English principles.	Website launched. Increased Sharepoint usability and participation. Increase monthly Social Media users by 20%. Plain English workshops delivered to all staff in 2025. Conduct audit of Digital and print materials in line with PE standards.
Developing education learning partnerships on an international basis.	More visits arranged with European partners to visit Mount Lucas to explore partnerships.	European delegation visit to Mount Lucas in Q2.
Actively prioritise building and maintaining relationships with our key internal and external stakeholders.	Continue to actively engage with key internal and external stakeholders in future FET planning.	Participation by LOETB in all relevant cross sectoral and local/regional groups.
Prioritise fostering and developing collaborative opportunities that support school development.	Continue collaboration and sharing of professional practice. Enhanced coordination of SSE and DEIS actions in schools. Increased digital capacity and engagement of members of the school community	CoP meeting consistently with clear structures around collaboration, key resource sharing and evaluating Digital Learning Plans. Year three of SSE cycle effectively supported with provision for comprehensive review of the process at individual school level through data gathering, analysis and recalibration of SSE focus.

GOAL 3 WORKING IN PARTNERSHIP

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Continue to develop the LOETB All Stars initiative to provide opportunities for collaboration between LOETB schools and local sports partnerships.	Three All Starts events held by Q4.
Continue to act as a lead proponent of partnership in our region.	LOETB to participate in Midland Regional Climate Action Conference.	LOETB participation in Midland Regional Climate Action Conference.
Enhance our innovative and inclusive approach to sectoral programme development.	Maintain and strengthen the Tertiary programmes in place with SETU and explore opportunities for an additional degree. Monitor progression and retention of current students.	Increase in learner numbers starting the degree courses, strong progression, and retention of those on Tertiary degrees.
Utilising the partnership approach to establish sustainable pathways for learners.	Scaffolding RPL group 1 to complete training and go forward for certification. Four more classes for 2025. Commence additional Apprenticeship development with ESB for Overhead lines.	Five Scaffolding Apprenticeship RPL classes completing training and certification in 2025.
	Train 500+ Site Supervisor trainees.	500+ trainees complete Site Supervisor programme Q4
	Rollout of Retrofit Assistant skills programme. Develop new courses in ZEB and pilot for national roll out.	Retrofit Assistant Programme delivered. ZEB National Pilot delivered by Q4.
	Further meetings scheduled 2025 with focus on developing tangible pathways.	FET cluster meetings to continue in 2025.
	Continued expansion of the number of programmes available to TY and Junior and Senior Cycle students across FET Centres.	Targeted support for schools in delivering career experiences and pathway/transition options as required in the new Transition Year Statement Review and Senior Cycle Programme through provision of FET programmes including Agri aware, Cleanroom operations, NZEB information, Barista Training

GOAL 3 WORKING IN PARTNERSHIP

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
	Explore the development of a Transition Year (TY) programme for Cleanroom Operations (MSC) to be piloted to LOETB schools. Secure funding to deliver a TY Music Week in 2025, programme Open day/evening events to promote FET programmes among secondary school students in partnership with Portlaoise FET Centre.	Participation in TY Music programme and partnership with Further Education Music programmes by current school students.
Develop networks which enable information sharing, collaboration between the non- formal education sector, family support services and youth services to bring about better use of existing resources, practices, and initiatives, to better support creativity for Young People in Laois and Offaly.	Regular meetings between Youth Services and Co-ordination Group, in line with Terms of Reference.	Coordination Group Meetings schedule and minutes.
	Maintain participation in local and national networks. LCDG, LECP, SICAP and CYPSC (sub-group) meeting minutes / attendance record.	Participation and attendance at SICAP, LCDG, LECP and CYPSC meetings.
	Youth Service representation (advocating and promoting the interests of young people) on various external networks and forms.	Youth Service attendance at LCDG and Comhairle na nÓg Meetings.
	Stay abreast of changing demographics and ensure services remain relevant to new communities and committees in Laois and Offaly. Work in partnership to harness funding opportunities for Music Education in Laois and Offaly.	Commencement of Partnership projects with a range of organisations across Laois and Offaly and nationally and internationally. Active participation across music education and culture networks.

GOAL 4 ENHANCING SYSTEMS

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Continue to develop our capacity to use the Irish language across the organisation. Meet expected targets in the recruitment of staff with required levels of skills in the Irish language and languages of the local community.	Continued engagement with An Coimisinéir Teanga on the development of a Scéim Teanga. Increased uptake in Irish language courses by OSD staff and frontline staff in schools and centres.	Scéim Teanga agreed and actioned. PD opportunities offered to relevant staff.
Be change leaders and encourage an organisational culture where change is welcomed.	Ensure that our organisation structures are aligned to our Strategic Priorities and empower staff to embrace change.	Reporting to the board will be reported under the Strategic priorities and goals. OSD new structure to be completed by Q2.
Further develop ICT infrastructure to support business strategic objectives, shared services systems, data protection systems and business continuity.	Implement ISMS Audit findings and commence stage 2 of ISMS.	Stage 1 & 2 ISMS implemented by Q3.
Develop appropriate management information and reporting systems across the organisation.	New SMIS tendered for centrally and available to schools and centres for drawdown.	Schools/Centres in new contract for provision of SMIS by Q4.
Ensure the highest standards of financial and risk management to supports schools and centres to operate within funding and corporate governance requirements.	Review Risk Management policy and procedure to ensure consistent best practice approach. Ensuring Risk Management is on all agendas and reported to the CSOC Group when required. Extended compliance Officer role to ensure compliance with our internal controls.	Risk management policy and procedure reviewed and updates, as necessary. Risk managements further embedded across the organisation
Introduce structures to meet evolving work patterns.	Continue to review and improve structures and processes to enhance effectiveness. Hybrid working and alternative workplace attendance introduced.	Resource planning and operational management at all levels to ensure effective structures. Manage Hybrid Working and alternative workplace attendance arrangements in line with Government guidelines.

GOAL 4 ENHANCING SYSTEMS

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Develop an excellence in Lean Management principles, to improve resources management.	<p>Implement improved workplace practices developed by Grade VII-Grade V staff as part of the Lean Management Training.</p> <p>Procure new recruitment system</p> <p>Make procurements frameworks available online for all users</p>	<p>More streamlined processes, implementing automation where possible.</p> <p>Implementation of a new recruitment system by Q3.</p> <p>Procurement Frameworks available online to all users.</p>
Focus on delivering excellent customer service, streamline communications and response timelines.	<p>Launch new website.</p> <p>Develop comprehensive brand guidelines with provision of training to managers. Centralise branding and merchandising opportunities.</p> <p>Continue to build effective sponsorship opportunities that mutually benefit those involved.</p> <p>Customer Service Charter reviewed and updated to reflect changes in organisation, core offerings, and technological developments.</p>	<p>New website launched.</p> <p>Brand guidelines developed and issued. Centralised ordering and repository of goods for merchandising opportunities.</p> <p>Increase sponsorship (where opportune and possible) to deliver consistent brand messaging and communications with external stakeholders.</p> <p>New Customer Service Charter completed and embedded across the organisation.</p>
Develop organisational wellbeing to ensure staff are supported in their work.	<p>Stage 3 training on Prevention and Resolution of Bullying at Work Policy completed, with new policy and procedure complete.</p>	<p>Policy and procedure implemented.</p>
Work with employees to develop and build staff competencies through a targeted guidance system for OSD staff.	<p>We are participating in a targeted apprenticeship programmes for current staff in cybersecurity and building management.</p> <p>A dedicated staff member oversees professional development for both school and administrative staff, aligning with opportunities available to our FET staff.</p>	<p>Implement targeted training. Continue to foster a culture of continuous learning.</p> <p>A training plan developed to meet the needs identified from Assessment.</p>

GOAL 4 ENHANCING SYSTEMS

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Ensure equality and human rights is at the heart of everything we do.	Complete Public Sector Duty of Care with appropriate follow-through actions as required.	Public Sector Duty of Care completed, actioned, with training provided for relevant staff.
Respond to changes and developments in education to ensure that innovative systems are in place which support the delivery of high-quality education experiences for all students in our schools and centres.	Continue to support the development of the LOETB All Stars, inclusive sport initiative for students enrolled in special classes.	All LOETB Schools' Special Classes to participate and collaborate as a community of schools in this inaugural inclusive sports initiative to broaden extracurricular access for all learners.
	Continue to provide opportunities for sharing of professional practice through the Community of Practice model. Develop a CoP for Guidance Counsellors to share professional practice.	Increase opportunities for professional development for teachers through collaboration with the NCSE and the CoP model.
	ATU partnership renewed and relaunched for a new cohort.	Increase in participation numbers and in total modules completed.
	STEAM Programme enhanced with greater participation, further strands and STEAM Lab for innovation.	Increase in participation rates as well as positive participant and stakeholder feedback data, in terms of 21st century skills, digital competencies, and wellbeing.
Continue to build LOETB brand awareness and improve internal and external communication.	Launch new website and comprehensive brand guidelines.	New website launched, brand guidelines developed and issued.
Develop a five-year Youth Work Plan that is informed by young people and key stakeholders.	Youth Work Plan 2023-2027, Priority Actions monitored and reviewed.	Youth Work Plan 2023-2027 monitored as detailed in the Plan.
Conduct an area profile needs analysis to identify emerging needs and gaps in youth service provision, to better support evidence-based applications for new and expanded youth service funding opportunities.	Conduct an area profile needs analysis for 2025 to identify emerging needs and gaps in youth service provision, to better support evidence-based applications for new and expanded youth service funding opportunities.	Engagement with relevant statutory bodies and agencies in relation to supporting evidence-based applications for new and expanded youth service funding opportunities

GOAL 4 ENHANCING SYSTEMS

PRIORITY	ACTION 2025	PERFORMANCE INDICATOR 2025
Identify opportunities to streamline governance, administrative and related processes to optimise efficiencies and continue to comply with Code of Practice for the Governance of ETB's.	Review SICs undertaken internally in Q1 to ensure information is accurate and reflects current regulatory requirements.	SIC reviewed internally, issued, collected, collated, and analysed.
Attendance rates at board meetings.	Individual boards should re-emphasise the requirement for attendance at all board meetings as per the Code of Practice for Governance of ETBs.	Boards will be reminded of their responsibility and attendance requirements.
Board Self Assessments.	All boards to undertake self-assessments in Q4, using the questionnaire included in the Code of Practice for the Governance of ETBs.	Self-assessment questionnaires completed and reviewed by Chairs of Board/Committees with assistance and follow-up support from CE, SMT, and OSD Staff.
Financial expertise on audit and finance committees.	Replacement Board or Committee Members will be appointed in accordance with necessary requirements.	All board and committee members will be appointed in accordance with necessary requirements.
Board appraisal of work carried out by Finance and Audit & Risk Committees.	The chair of each committee should ensure that board members are provided with written reports on the work carried out by Finance and Audit and Risk committees as required under the Code of Practice for the Governance of ETBs.	The Audit and Risk and Finance Committees will continue to provide written reports to the Chair of the Board.
Self-Assessment by Finance and Audit & Risk Committees.	All committees to undertake self-assessments in Q4, using the questionnaire included in the Code of Practice for the Governance of ETBs.	Self-assessment questionnaires completed and reviewed by Chairs of Board/Committees with assistance and follow-up support from CE, SMT, and OSD Staff.
Staff Development.	Develop a PD Programme.	A Training Needs Analysis completed, and PD programme put in place.
Departmental returns and reporting deadlines.	Accurate returns to be submitted in accordance with reporting deadlines.	Accurate returns submitted in accordance with reporting deadlines.

OVERVIEW MAJOR CAPITAL PROJECTS

In 2025 the following major Capital Projects will continue:

- **Oaklands Community College, Edenderry**

The Stage 2(b) process is progressing, with the final Stage 2(b) report from the Design Team due for submission presently. Prequalification of contractors with SAQ Tender Prequalification Notices has been published.

- **Ard Scoil Chiaráin Naofa, Clara**

LOETB has received approval to proceed to Stage 2(a) of the proposed 350 pupil school on a green field site at Drayton Villas, Kilbeggan Road, Clara and await approval to complete the site acquisition process.

- **Dunamase College**

The Stage 2(b) process has commenced. It is planned to lodge a planning application in March once remaining traffic surveys have been carried out and analysed.

- **Portlaoise College and Portlaoise Institute**

The Stage 2(a) Report has been submitted for approval, and a Stage 2(a) meeting has been requested as a priority to progress the project.

PROJECTED RECEIPTS AND EXPENDITURE 2025

Laois and Offaly Education and Training Board

Projected Receipts & Expenditures

RECEIPTS

	Year ended 31/12/2025 €	Year ended 31/12/2024 €
Post Primary Schools & Head Office Grants	43,643,848	43,093,897
Further Education and Training Grants	50,992,776	51,905,619
Youth Services Grants	1,015,904	992,306
Agencies & Self-Financing Projects	4,269,626	5,308,452
Capital	14,816,473	17,787,747
	114,738,627	119,088,021
Post Primary Schools & Head Office	43,643,848	42,923,954
Further Education and Training	50,992,776	53,722,962
Youth Services	1,015,904	898,118
Agencies & Self-Financing Projects	4,269,626	4,545,681
Capital	14,816,473	18,930,366
	114,738,627	121,021,081
Cash Surplus/(Deficit) for Year		(1,933,060)

Note: The 2024 outturn is subject to audit.

Laois and Offaly Education and Training Board

Projected Expenditures – Schools & Head Office

Post Primary Schools & Head Office Payments

PAY

Instruction

Administration

Maintenance

NON-PAY

ASSOCIATED PROGRAMMES

School Services Support

Free Junior Cycle Book Scheme

ICT Digital Strategy

DEIS Grant

Transport Escort

ESBS Project Fund

Book Grant

Transition Year

ICT Digital NRRP

Other 14 in Number

Note:

Breakdown of 2024 spend of any project with a spend in excess of €50,000. The remainder are represented under the heading "Other".

	Year ended 31/12/2025 TOTAL €	Year ended 31/12/2024 TOTAL €
	35,085,572	34,530,965
	2,981,522	2,807,604
	821,415	788,157
	38,888,509	38,126,726
	2,475,818	2,665,735
	469,161	560,068
	861,763	546,162
	195,071	250,167
	157,000	218,916
	98,411	95,545
	-	78,449
	97,030	74,434
	52,440	65,720
	80,028	59,399
	268,617	182,632
	2,279,521	2,131,493
	43,643,848	42,923,954

Laois and Offaly Education and Training Board

Projected Expenditures – Further Education & Training

Further Education and Training Payments

	Year ended 31/12/2025 TOTAL €	Year ended 31/12/2024 TOTAL €
Apprenticeships	6,550,673	6,901,257
FET Operational	6,266,045	6,601,396
Green Skills, NZEB, Retrofitting	6,087,503	6,413,299
FET Payroll	5,362,053	5,649,023
Co-Operation Hours	4,742,711	4,996,535
Back to Education Initiative	4,141,021	4,362,643
Traineeships	2,571,445	2,709,066
VTOS	2,475,108	2,607,573
PLC	2,143,493	2,258,210
Youthreach	2,038,242	2,147,326
Specialist Training Providers	1,873,135	1,973,383
Community Training Centre	1,600,486	1,686,142
FET Provision Support	1,182,456	1,245,740
Skills Training	1,047,982	1,104,069
Literacy	823,228	867,286
ESOL	642,336	676,713
Other 6 in Number	1,444,859	1,523,301

Note:

Breakdown of 2024 spend are projects totalling 97% of total spend in 2024.

The remainder are represented under the heading "Other".

TOTAL

50,992,776	53,722,962
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94,636,624	96,646,916
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GLOSSARY

AG	Agriculture
AI	Artificial Intelligence
ALL	Adult Literacy for Life
ARC	Audit and Risk Committee
ATU	Atlantic Technological University
BOTP	Beneficiaries of Temporary Protection
CE	Chief Executive
CNC	Coláiste Naomh Cormac
CoP	Communities of Practice
CP	Child Protection
CPD	Continuing Professional Development
CPI	Crisis Prevention Institute
CTC	Community Training Centre
DCEDIY	Department of Children, Equality, Disability, Integration and Youth
DDL	Deputy Designated Liaison Persons
DLP	Designated Liaison Person
DEIS	Delivering Equality of opportunity In Schools
DoE	Department of Education
ESOL	English for Speakers of Other Languages
ESB	Electricity Supply Board
ESD	Education for Sustainable Development
ETB	Education Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education & Training
FMT	FET Management Team
GHG	Green House Gases
ICT	Information and Communication Technologies
IMBV	Identity Multi-Belief and Values
IPAS	International Protection Accommodation Services
ISMS	Information Security Management System
LCYP	Local Creative Youth Partnership
LCDC	Local Community Development

Committee	
LEC	Laois Education Centre
LOETB	Laois and Offaly Education and Training Board
LTI	Local Training Initiative
MA	Master of Arts
MIC	Mary Immaculate College
MMC	Modern Methods of Construction
MSC	Midlands Skills Centre
NCSE	National Council for Special Education
NZEB	Nearly-Zero Energy Buildings
OSD	Organisation Support & Development
PD	Professional Development
PE	Plain English
REALT	Regional Education and Language Team
SENCO	Special Educational Needs Coordinator
SETU	South East Technological University
SIC	Statement of Internal Control
SMT	Senior Management Team
SNA	Special Needs Assistant
SOLAS	Seirbhís Oideachais Leanúnaigh agus Scileanna (Further Education and Training Authority)
SPA	Strategic Performance Agreement
SSE	School Self Evaluation
SST	Specific Skills Training
STEAM	Science, Technology, Engineering, Art and Mathematics
TUD	Technological University Dublin
TY	Transition Year
UBU	UBU' Your Place Your Space
UD	Universal Design
UDL	Universal Design for Learning
VR	Virtual Reality
ZEB	Zero Energy Building

SERVICE PLAN 2025



Rialtas na hÉireann
Government of Ireland



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