

Longford and Westmeath Education and Training Board

Annual Report 2020

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Chief Executive's Foreword

Dr Christy Duffy, Chief Executive LWETB

LWETB Annual Reports are structured to outline how LWETB has progressed in achieving the targets set out in our 5 year Strategy Statement and our annual Service Plan over the past year. This 2020 Annual Report continues this tradition but is different in that no plan could have prepared us for the year that will forever be etched in our collective memory as the year of COVID. The mission statement, values and goals of the organisation that were outlined in our 5 year plan could not possibly have anticipated the seismic changes which 2020 brought to our lives and our work, both as an ETB and as a country.

So any attempt to realistically assess how LWETB performed and achieved its key goals must be considered against this background. The remarkable thing is that not only have we managed to achieve so much of what was set out and documented as our targets but that we did so much more. To achieve business continuity in 2020 is a remarkable accomplishment. We have succeeded in doing this in a pandemic by digging deep into our skills, resources and talents as individuals and also as an ETB, working to ensure that needs of learners are at the core of everything we do.

So, we managed to operate virtually to an extent that we could not have envisaged a year ago. Our schools adapted to virtual learning and ensured that the welfare of students was kept to the fore of our concerns and actions. Our FET services moved to new modes of assessment especially for apprentices and trainees and novel ways of engaging with the wide range of learners we serve. Our Head Office staff working remotely ensured that all staff were paid and all creditors were paid and we moved to remote interviewing, one of many changes to our daily work processes. Our youth work continued to support youth services in the region and remarkably our new Music Generation launched its first ever programme of events in Longford.

All of this is thanks to the wonderful staff in LWETB who have operated at a level of professionalism and commitment that is staggering. I would also like to commend the work of the board of LWETB which, in its first full year as a new board, continued their work of oversight and support and adopted the new reality of virtual meetings. Others might call it the year of COVID but I would like to think that we will look back and see 2020 as the year which we will remember LWETB as being forever dynamic, forever diverse, and forever innovative.

A handwritten signature in cursive script that reads "Christy Duffy". The signature is written in dark ink and is positioned above a horizontal line.

Christy Duffy
Chief Executive LWETB



Board of Longford and Westmeath Education and Training Board

Chairperson's Address

My main message for 2020 to our Chief Executive Officer, Dr. Christy Duffy, his full management team and both the administrative and teaching staff of the entire LWETB network is to say THANK YOU. During these difficult times you continue to go beyond the call of duty in maintaining an excellent standard of education and training throughout both our post primary school and Further Education & Training (FET) sectors.

This COVID-19 public health pandemic has not deterred you in delivering an exceptionally professional approach to the provision of education & training. The response from all our staff is exemplary and I would like to take this opportunity to genuinely offer my deep appreciation to each and every one of you.

The brief as you know of the LWETB as a statutory organisation is far reaching with responsibilities covering both counties for Second Level Schooling, Youth & FET services. As a Board it is so important for us to have all the relevant policies and strategies in place in order to provide the best educational opportunities for all our student population. We also have a major responsibility to ensure that our schools and offices are of the highest standards to meet the needs of both our students and staff.

Even though we are going through a public health pandemic the academic, sporting and musical skills of our students over the last year has continued to excel. This is also attributed to the excellent commitment and educational standards of our teaching staff. The increasing demand on our FET service is a testament of the excellent work of its staff in providing new and exciting courses to its students to meet the requirements of employers.

It is with sadness that I recently received Dr. Christy Duffy's resignation letter from the LWETB as he moves to take up the position as CEO of CDETB. Over the years Christy has excelled in his position as CEO and has been a major support to every arm of the organisation in delivering on education and training. On behalf of the Board and all staff of the LWETB I would like to take this opportunity to sincerely thank Christy for all his work and to wish him well in his new career.

Finally, I would like to acknowledge with sincere thanks my current Board members who work so diligently and selflessly with endless energy to provide the best possible educational opportunities for all the students within our LWETB structure.

In conclusion, I urge everyone to continue to adhere to public health guidelines and stay safe as we battle through this pandemic.

A handwritten signature in black ink that reads "Cllr. Frankie Keena". The signature is written in a cursive, flowing style.

Cllr. Frankie Keena
Chairperson of LWETB

Functions of the LWETB Board

The functions of the Board are either executive or reserved. Executive functions are carried out by the Chief Executive and reserved functions are carried out by the Board. Reserved functions are set out in Section 12 (2) of the ETB Act 2013.

Statement of Board Responsibilities

Longford and Westmeath Education and Training Board was established on 1 July 2013 under the provisions of the Education and Training Boards Act 2013. Section 51 of that Act requires LWETB to keep in such form and in respect of such accounting periods as may be approved by the Minister for Education and Skills with the consent of the Minister for Finance and Public Expenditure and Reform, all proper and usual accounts of the monies received or expended by it.

In preparing those accounts, the Board is required to:

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

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.

LWETB Board Members January - December 2020

Name	Nominating Body
Mr. Luke Casserly	Bodies Specified by the Minister
Mr. Donie Cassidy	Bodies Specified by the Minister
Cllr. Aoife Davitt	Elected by Westmeath County Council
Cllr. John Dolan	Elected by Westmeath County Council
Cllr. Michael Dollard	Elected by Westmeath County Council
Ms. Josephine Donohue	Bodies Specified by the Minister
Ms. Niamh Ginnell	Bodies Specified by the Minister
Cllr. Ken Glynn	Elected by Westmeath County Council
Cllr. Gerry Hagan	Elected by Longford County Council
Mr. Colm Harte	Bodies Specified by the Minister
Cllr. Louise Heavin	Elected by Westmeath County Council
Cllr. Frankie Keena (Chairperson)	Elected by Westmeath County Council
Cllr. Denis Leonard	Elected by Westmeath County Council
Ms. Kathleen McGahern	Parents Representative
Mr. Mark Murphy	Parents Representative
Cllr. Garry Murtagh	Elected by Longford County Council
Cllr. Peggy Nolan	Elected by Longford County Council
Ms. Mary O'Brien	Staff Representative
Cllr. Pat O'Toole (Deputy Chairperson)	Elected by Longford County Council
Cllr. Emily Wallace	Elected by Westmeath County Council
Mr. Colin Whyte	Staff Representative

LWETB Board January - December Meeting Dates 2020
January 20 th
February 17 th
March 09 th
May 26 th - Remote meeting
August 17 th - Remote meeting
September 21 st - No Quorum
October 13 th - Remote meeting
November 10 th - Remote meeting

Audit & Risk Committee Membership and Meeting Dates

Under s45.1 of the Education and Training Boards Act 2013, LWETB is obliged to establish:

- (a) a committee to examine and report to that board on financial matters relating to the board (in this Act referred to as a "finance committee"), and
- (b) a committee to assist the board in discharging its internal audit functions (in this Act referred to as "audit committee").

Audit & Risk Committee Members (January - December 2020)
Mr. Gerard Quirke (Chairperson)
Mr. Donie Cassidy
Mr. John Duffy
Cllr. Gerry Hagan
Ms. Kathleen McGahern
Mr. Pat O' Rourke

Meeting Dates 2020
January 06 th
January 27 th
February 07 th
April 24 th – Remote meeting
September 25 th

*Committee Members meeting attendance can be found in Appendix 2

Finance Committee Membership and Meeting Dates

Finance Committee Members (January - December 2020)
Cllr. Michael Dollard (Chairperson)
Cllr. John Dolan
Mr. John Duffy
Mr. Hugh Farrell
Ms. Ann Nugent
Cllr. Pat O'Toole

Meeting Dates 2020
February 03 rd
March 03 rd
October 13 th – Remote Meeting
November 27 th – Remote Meeting

*Committee Members meeting attendance can be found in Appendix 2

Longford and Westmeath Education and Training Board

Key Statistics

Schools



Services	No. of Primary locations	No. of Participants
Post-primary students	8	3214
St. Anthony's Junior Education Centre	1	15
Post Leaving Certificate students	2	209
Self-Financing Night Courses	1	261
Total	12	3699

Further Education and Training



Services	No. of primary locations	No. of Beneficiaries
Further Education and Training	12	5602
Adult Guidance Service	3	1044
Total	15	6646

Youth Services



Services	No of Primary Locations	No. of Beneficiaries
Volunteer led clubs	38	1280
Staff – led youth services	9	2287
Total	47	3567

Energy Efficiency Report

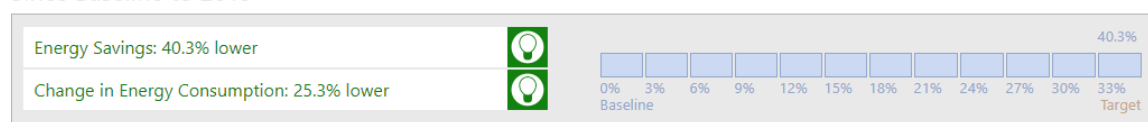
Statutory Instrument 542 of 2009 requires public sector organisations to report annually on their energy usage and actions taken to reduce consumption. Efficiency gains have been achieved through structured energy management, building and facility upgrades, and better energy procurement and through behavioural change within the organisation.

LWETB continues to strive for decreases in energy usage, and has submitted information on all schools, centres and offices as required to SEAI.

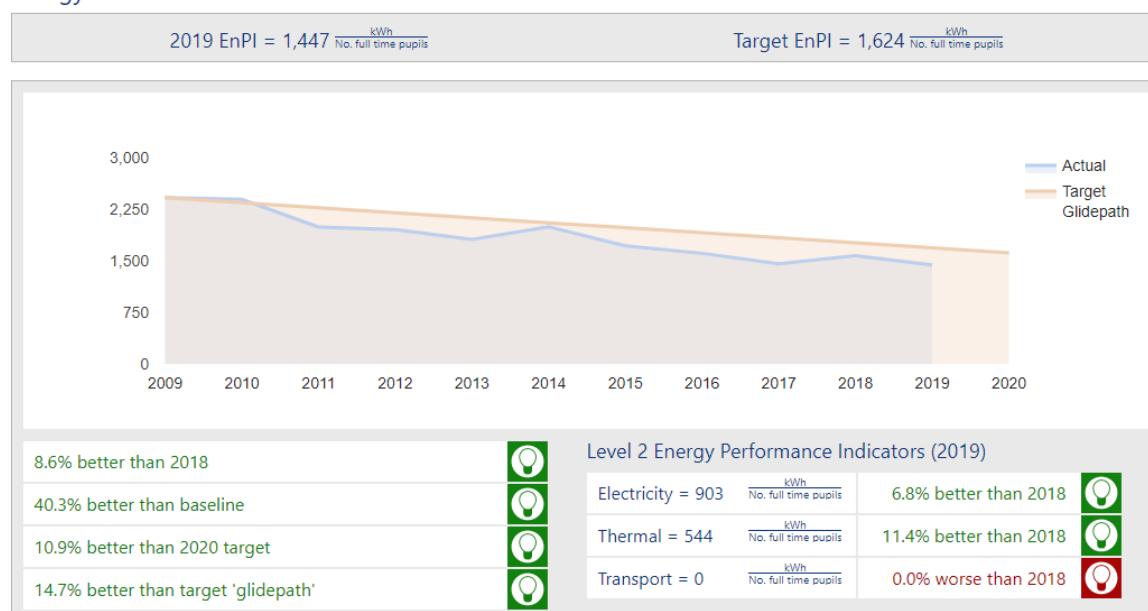
LWETB are currently achieving 40.3%.

See diagram below which indicates the LWETB energy savings to 2019, as per the baseline figure of 2009.

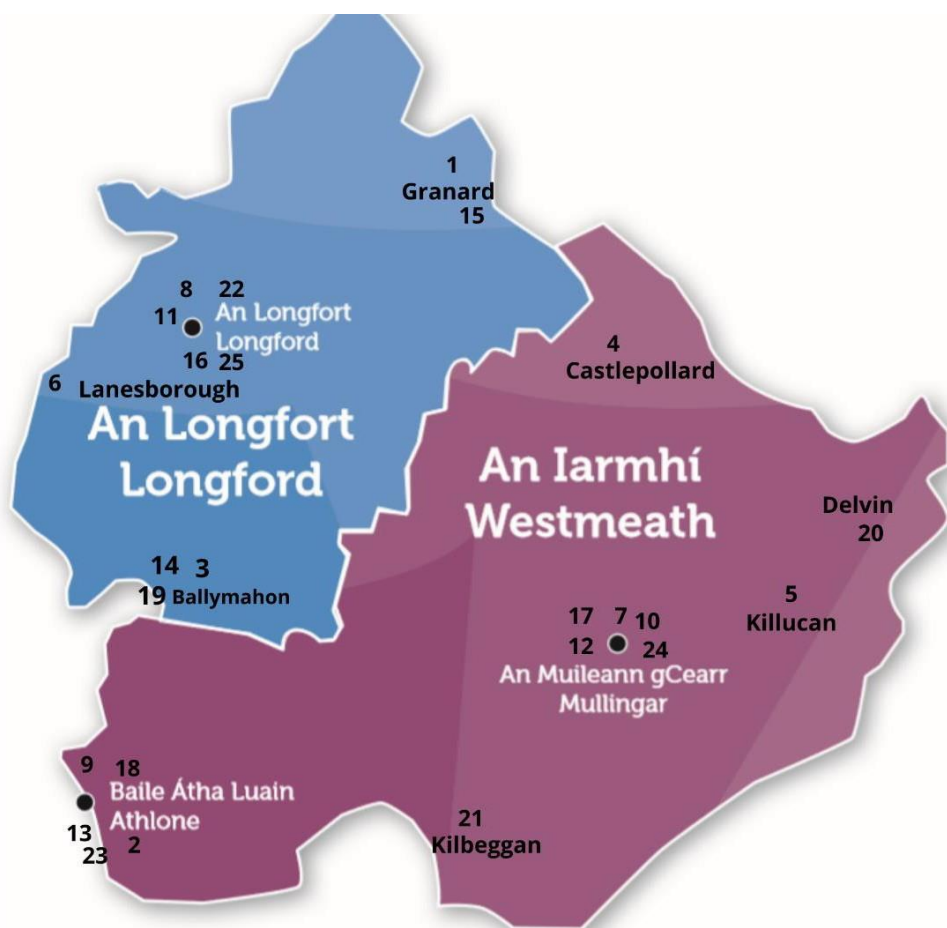
Since Baseline to 2019



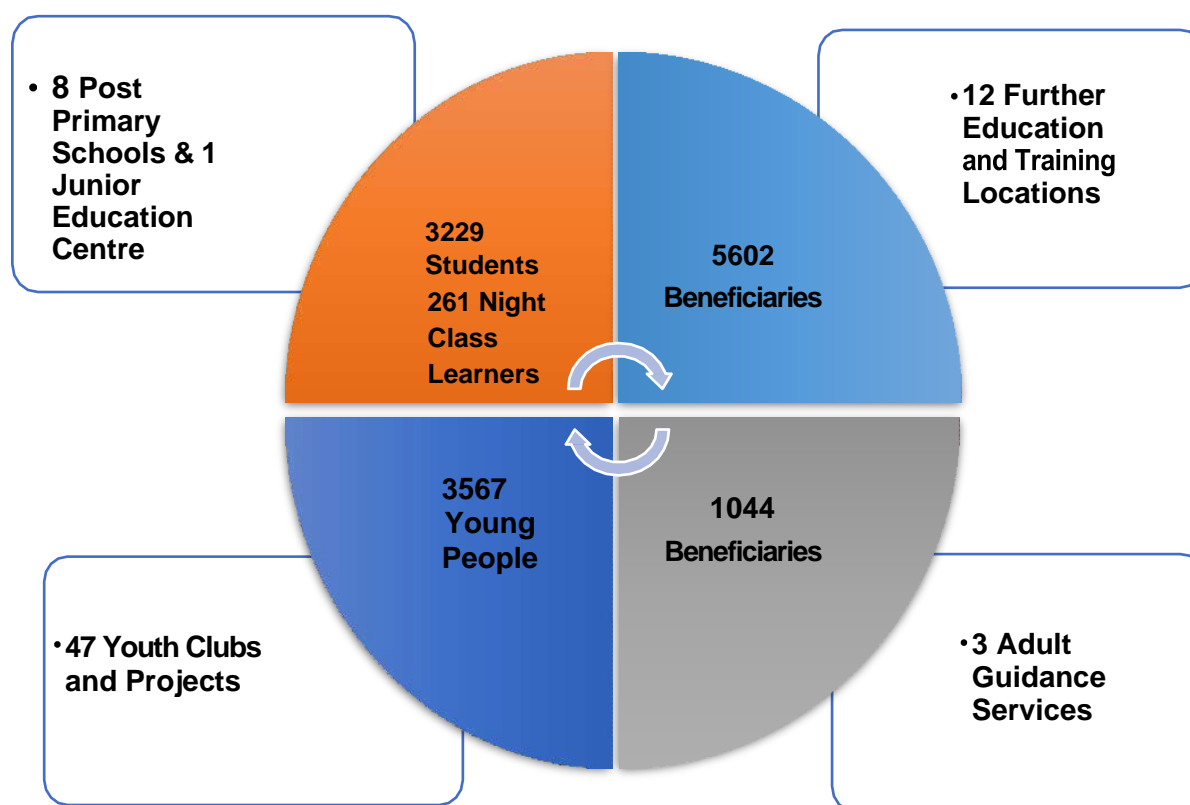
Energy Performance Indicators - 2019



Location of LWETB Services



Location of LWETB Services	
Schools	Further Education and Training
1 Ardscoil Phádraig, Granard	13 Athlone FET Centre
2 Athlone Community College	14 Ballymahon FET Centre
3 Ballymahon Vocational School	15 Granard FET Centre
4 Castlepollard Community College	16 Longford FET Centre
5 Columba College, Killucan	17 Mullingar FET Centre
6 Lanesboro Community College	18 Athlone Training Centre
7 Mullingar Community College	Youthreach and VTOS
8 Templemichael College, Longford	19 Ballymahon Youthreach
9 St. Anthony's, Athlone	20 Delvin Youthreach
PLC Provision	21 Kilbeggan Youthreach
10 Mullingar Community College	22 Longford Youthreach
11 Templemichael College, Longford	23 Athlone VTOS
	24 Mullingar VTOS
12 LWETB Head Office Mullingar	25 Longford Office

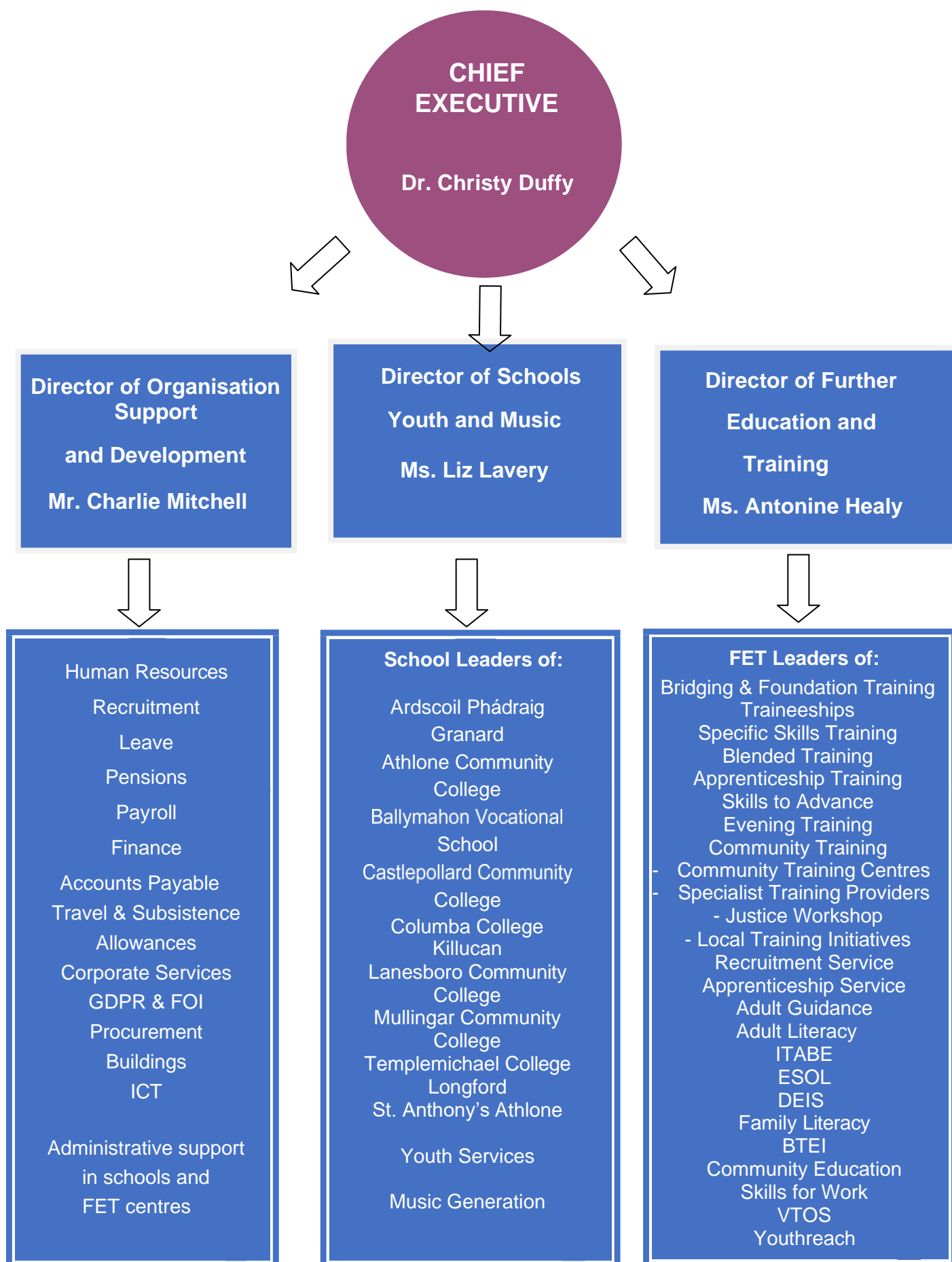


LWETB Staff Breakdown 2020

Category	Total
Post Primary Teachers	434
FET Teachers/Tutors/Instructors	163
Administration Staff	120
Co-ordinators/ Centre Heads	25
Resource Workers	11
Maintenance Staff	30
Support Staff (SNA)	78*
Exams	0**
External Authenticator	25
Board Members	21
Music Generation	15
Total	922

*Included here is Covid Supervisor's as support staff

**No exams took place and therefore no external exam staff paid this year



LWETB Vision, Mission, Values and Strategic Goals

In 2017, LWETB developed a 'Strategy Statement 2017 – 2022' as required under Section 27 of the 2013 ETB Act. This Strategy Statement sets out the high level goals and objectives for Longford and Westmeath ETB for the next five years. The Strategy Statement is the appropriate basis and background for reviewing the achievements of LWETB during 2020 and provides the framework in this annual report for each of the four areas that follow namely Schools, Youth, FET and OSD.

OUR VISION

To develop and deliver nationally and internationally recognised high quality, vibrant, professional education and training services

OUR MISSION

To provide dynamic, diverse and innovative education and training services

Our Values



OUR STRATEGIC GOALS 2017-2022	
Goal 1	Deliver Professional, high quality, learner-centred education and training services
Goal 2	Enhance the learning experiences and outcomes for learners
Goal 3	Foster effective communication, collaboration and partnerships
Goal 4	Progress the development of effective organisational structures
Goal 5	Support a culture of continuous development with staff

Report 2020 Schools

Goal 1: Deliver professional high quality, learner-centred education and training services

1.1 Create a Learner Charter for LWETB

Following considerable research and engagement with school leaders, staff, students, and representatives of the Parent Association Network, LWETB finalised a Learner Charter for the organisation. This charter outlines what learners can expect from LWETB services and what LWETB can expect from participants across all programmes. The Learner Charter can be viewed on the LWETB website at <https://www.lwetb.ie/wp-content/uploads/2020/11/LWETB-Learner-Charter-2020.pdf> or on the LWETB website <https://www.lwetb.ie>

1.2 Develop a LWETB Teaching and Learning Strategy

LWETB is finalising 'Longford and Westmeath Education and Training Board - Principles for Education and Training' document. This document provides the guiding principles on education delivery across LWETB schools and services. LWETB is also finalising 'Information and Technology Strategy - Information and Technology Teaching and Learning Strategy for Schools, Further Education and Training'. This document outlines clear goals for LWETB regarding the delivery of relevant training and development for all staff and the provision of quality infrastructures to support ICT across the organisation.

1.3 Planning and coordination of programmes

COVID-19:

Despite the unprecedented impact of COVID-19, schools continued to provide quality delivery of the curriculum to all students. Emphasis on engagement, well-being, connectivity and supporting students to be 'exam ready' was central to strong outcomes for students. This was achieved by considerable investment of time, resources, collaboration, and commitment by school leaders, staff, students, LWETB, Boards of Management and wider community. Standard templates and agreed decisions were implemented to minimise workload and avoid duplication in schools.

Curriculum:

Implementation of the new Junior Cycle continued to roll out across all LWETB schools. Short courses provided during 2020 include Digital Media Literacy, SPHE, CSPE, PE, and well-being. 4 schools offer LCA, 7 schools deliver LCVP and 6 schools providing Transition Year options for young people, 5 schools have special class provision, and 2 schools provide Post Leaving Certificate courses.

Teaching and Learning:

Ensuring best practice in teaching and learning remains the key focus within LWETB schools. Monitoring student engagement, innovative mechanisms for subject delivery and maximising opportunity for strong student achievement were revised in light of the restrictions caused by COVID-19. Use of remote learning tools became key to programme delivery and this was embraced by all schools. Main platforms used were MS Teams, One drive, Zoom, One Note, One Drive and email. However a number of supporting online platforms were also used to support teaching and learning. These include: Zoho Showtime, Class Dojo, Microsoft Education, Edmodo, Scoilnet, Irish Homework, Schoology, Apple, G Suit, Google Classroom, Revise.ie, Skype, Youtube, Irish Music

online, Kahoot, Padle, Duoling, Linguascop, Edpuzzl, Quizle, Scrrncastin, Flipgri, Go Noodle, Spaklebox, Twink, Language Gym, Griffith College 'Free Maths Classes', Free access to ebooks, Purcelltutor.ie., Griffith.ie.

Additional resources for learning included: SCC – English, Leavingcertirish.com., Themathtutor.ie, Essentialfrench.ie, Pancomido (Spanish), Vifax NUI Maynooth (Irish), PolSoc Podcast, RTE, Exam Study Plus, MyStudyPal and Clever Notes.

Methods of monitoring teaching and learning included:

Weekly Report sheets for each year completed by staff.

School leadership carried out constant follow up with students who appeared to disengage with learning.

Reporting to senior school leaders if difficulties recognised and relevant support staff assigned to support these students. Additional term reports were issued to parents in lead up to Easter break to update them on work completed, exercises issued etc. Spreadsheets developed to highlight engagement of students and ensure no young person was excluded from the active learning process. Schools provided regular and comprehensive Briefing Notes to parents/guardians regarding school activities, closures, school meals etc.

School Culture Programme:

LWETB schools provide opportunities to enhance student learning and experiences by offering a broad range of cultural and extra-curricular programmes to students. School trips were reduced during 2020 following school closures due to COVID-19. However, prior to lockdown, school trips included visits to National Gallery, National Museum, Baysports Water Park, Luan Gallery, Bowling, CAO Roadshow, Comhairle na nÓg, Geography Field Trips, Art Trips, Smart Money Challenge, and Jump Planes.

Additional innovative activities introduced during COVID-19 restrictions included Polytunnel Gardening Programme, additional well-being programmes, Pizza Making, Guitar and Piano lessons, Pottery, Teacher/student Walking and Running Challenge, Music Group, Kayaking and In-school Bonding Sessions.

Competitions:

Once again, COVID-19 impacted on external involvement of schools in competitions. However, where alternative methods for engagement existed, LWETB schools were quick to engage. During 2020 LWETB schools participated in a variety of competitive activities which included: BT Young Scientist, Junk Kouture, Scifest, One Good Idea, Spanish Translating Competition and LCC Enterprise Awards.

Prize winners during 2020:

- Athlone Community College: U14 and U16 Connacht Rugby
- Ballymahon Vocational School: Senior Boys - North Leinster GAA title
- Columba College Killucan: Badminton.
- Castlepollard Community College – Public Speaking 3rd Place, Westmeath County Council Enterprise Competition – Regional Winner. Badminton - Students reached Provincial Finals Hockey - North Leinster Finalists Hurling -North Leinster Finalists

Local and National Initiatives:

Active Flag - Positive Physical Activity; Amber Flag - Positive Mental Health; Green Flag - Environmental Awareness; Young Social Innovators; Class Prefects; Free Cookery Classes (for parents); Operation Transformation (for parents); TY Partnership with local industries; School choir visit Nursing homes at Christmas; Student enterprise club; TY GAA Coaching Course; Local industry interaction (e.g. Work experience, CV Prep etc); Garda Programs (e.g. Drug awareness sessions

etc);Credit Union ;Everyday counts attendance initiative; HSE Health Promoting Schools Flag ;LGBT Awareness Week; CAO Awareness Week; Science Awareness Week; Maths Awareness Week; Mental Health Awareness Week; Tidy Towns; Mind your manners workshop; Etiquette Workshop; Adopt a Grandparent; Letter Writing Project.

Music Generation:

Music Generation Development Officer commenced with LWETB in January 2020 and delivery of this valuable programme is provided in line with the Music Generation Summary Framework Plan. Music Generation Longford provides music education to children and young people in County Longford. The first programme launched on November 9th 2020 with 40 children attending. In September 2020, following a recruitment drive, a panel of 15 Music Educators were formed to provide this valuable service to children and young people.

MGL Operations Manual and Work Plan completed and operational. MGL Development Officer continues to engage with, and deliver training, developing links with relevant stakeholders, and identify and develop programmes. Ongoing engagement with Director of Schools. Held 16 leadership meetings, and 2 further leadership meetings in collaboration with Music Generation National Office.

Innovative approaches to service delivery.

As a result of COVID-19, innovative approaches to delivery were explored with a number of programmes delivered through online platforms.

Highlighting Music Generation:

Music Generation Longford was selected as one of 7 Music Generation areas out of the 26 to be part of a video being made for Music Generation National funders. The aim of this video is to highlight the excellent and high quality work going on around the Country. Longford has been selected because they are the only area from the National Expansion Phase to have begun programmes in partnership with their County Youth Services.

Details of LWETB Music Generation can be accessed at <https://www.lwetb.ie/music-generation/>

Youth Work Unit:

Meetings with service providers as per organisation Service Level Agreements ongoing with Youth Officer. All meetings up to date.

- Youth Officer attends weekly meetings with DoS.
- Established Youth Co-ordination Group chaired by DoS – 1 meeting in 2020 held on 7th April 2020 with further engagement continued through online platforms.

1.4 Quality assurance provision (Establish Quality Assurance (QA) Teams in all sectors to ensure quality provision and results 2018 – 2020

The Director of Schools serves as member of the LWETB Quality Oversight Group supporting the implementation of quality outcomes for students attending PLC programmes in Mullingar Community College and Templemichael College. Despite the disruption caused by COVID-19, meetings were ongoing throughout the year. Director of Schools attended 2 QOG meetings remotely and one Results Approval Meeting. Director of Schools hosted PLC Leaders Planning Meeting on Thursday 28th May 2020 to enable preparation for the upcoming academic year. School leaders from Mullingar Community College and Templemichael College serve on the newly established Quality Governance Group and Programme Governance Group to support Post Leaving Certificate provision and outcomes in their schools.

1.5 Identify innovative responses to current and future needs

Leadership during COVID-19:

LWETB COVID-19 Task Team, senior management and Director of Schools provided ongoing guidance and support to school leaders prior to school closures on March 12th 2020, during lockdown and prior to the reopening of post primary schools in Longford and Westmeath. This support provided leaders with additional resources and guidance ensuring the implementation of all requirements as dictated by WHO, HSE and DES.

A survey was developed by the Director of Schools and disseminated to Principals, Deputy Principals and Assistant Principal in all LWETB schools in April 2020 requesting details on measures implemented by schools in response to the pandemic. Key findings included schools' focus on student well-being, leadership, and engagement with families, exams, planning and recruitment.

Schools continued to host staff and leadership meetings throughout lockdown, engaged with significant ICT upskilling to ensure staff and students were equipped to delivery programmes remotely, maintained ongoing and consistent links by phone, email or text with all members of the school community, provide support around wellbeing for school leaders, HSCL, Guidance Counsellor, School Completion, School Care Teams and teachers.

LWETB Schools:

An Enterprise Engagement team is currently under development. LWETB Network Groups are ongoing and include Guidance Counsellor Network, Home School Liaison Team, School Administrative Network, Caretakers and Cleaner Network. These groups were established to enable staff share good practice, provide reports to Director of Schools regarding various aspects of school provision, develop innovative ideas, and provide support to senior leaders in schools.

A SEN Task Team was established comprising of 3 Principals and led by Director of Schools to support quality SEN delivery in LWETB schools. Two meetings were held during 2020 on Tuesday 22nd September and 3rd December 2020. A schedule of work has been identified and includes the development of resources and tool kit for sharing with LWETB schools.

A School Profile Task Team was also established and held 4 meetings on 15th September, 28th September, 30th September and 9th October. Outcomes achieved by this group included the commissioning of promotional videos, development of school prospectus and enrolment banners for all 8 LWETB schools. School videos can be viewed on <https://www.lwetb.ie/schools/> or on each school website.

Open Days:

Due to restrictions caused by COVID 19, schools were unable to host Open Days in the traditional manner. To support schools to provide information to the wider communities, LWETB School Profile Task Team procured a professional videographer to deliver quality information about each school. Videos for all 8 schools can be found on school websites or on www.lwetb.ie.

The Reconfiguration for Diversity process in primary schools was commenced during 2018. ETBI Director of Community National Schools provided information and presentation to LWETB Board on Monday 17th February 2020. The Implementation Phase is yet to commence as LWETB awaits further direction from DES.

Community Schools:

Director of Schools, representing LWETB as Co-patron, engaged with school leaders and patron bodies of Moyne Community School and Moate Community College regarding the development and finalising of new Admissions Policy for schools. These documents were agreed and completed in line with national requirements.

Music Generation:

In line with Music Generation Summary Framework Plan, LWETB Music Generation Longford responds to the identified needs as outlined in that document. Since commencement, LWETB Music Development Officer commenced with LWETB in January 2020 and attended 16 meetings with Director of Schools to plan and deliver music education for young people, 1 meeting with Longford County Council senior management, and 1 presentation to Longford County Council members and participated in a review with Music Generation Head Office on May 22nd.

In addition, and in light of COVID-19, Music Generation Longford have engaged with post primary schools concerning the provision on an innovative project regarding online music programmes for Transition Year students.

Goal 2: Enhance the learning experiences and outcomes for learners

2.1 Feedback from learners and parents

Learner Feedback:

Obtaining quality feedback is vital for schools. This is obtained through Student Councils, Student Voice and Parents' Council. Use of social media is also used to good effect with Twitter providing information on school life for all members of the wider community. Schools issue surveys, Microsoft Forms etc. to enable them access information on School Self-evaluation, provision of Wellbeing programmes and other information required to ensure continues improvement in our schools.

Accessing learner feedback proved vital in the support of students during both remote and blended learning environments. Enhanced engagement with students during school closure included ongoing phone communication with school leadership and staff, Guidance Counsellor, HSCL, Project Workers, Pastoral Care Teams, Year Heads and SNA staff.

Parent Feedback:

Additional feedback for parents during COVID-19 played a central role in the successful delivery of programmes for students. Methods of engagement included regular Briefing Letters, phone, text, and email, questionnaires for parents at parent/teacher meeting, twitter and Facebook.

Following engagement with each schools' Parent Association, an LWETB Parent Association Network was established on a pilot basis for one year. A total of 5 parents representing LWETB schools engaged with the pilot. The network identified 2 possible projects to be explored with a view to implementation in spring 2020. Central to these projects will be the establishment of systems, tools and mechanisms to garner feedback and input from parents into the future. However due to COVID-19, no further meetings took place in 2020. However the project will resume as a pilot in 2021.

LWETB launched the development of student voice across all schools. LWETB supported this initiative by engaging the expertise of Ms. Denise Kelly, Education Consultancy Services to commence the roll-out of this initiative and provide guidance for staff and students regarding the importance of student voice in all our schools. This project has commenced in Columba College and Athlone Community College. Further roll out will continue in early 2021. Student voice is also promoted through consultation and presentations to BOM, Student Council, Policy Review Meetings, Prefect and Mentoring System, In-school Media Team, Student led subjectweeks, Representation from Year Group, Student Voice Meeting with Lead Teacher to discuss student issues for reporting to school management.

2 ICT-Enhanced Learning

Over the last number of years, LWETB have provided considerable investment in developing and upgrading ICT infrastructures in all schools. As a result of the impact of COVID-19, investment during 2020 became central to successful programme delivery in schools. Emphasis was placed on obtaining devices for use by exam students, students with little access to devices and connectivity. Despite the restrictions presented by the pandemic, all projects for upgrading networks were

completed as planned. Parallel to these upgrades, schools were provided as far as possible with devices, methods to support connectivity for staff and students in remote areas, ICT training and support.

Projects during 2020 included:

- Wireless network upgrade - a new Aruba wireless network was installed in all LWETB school in 2020, during the February midterm break.
- Network switches - all core network switches were upgraded in MCC, CCC and CCK during the February midterm break. All network switches (Core and Edge switches) were upgraded in the remaining schools during Summer 2020.
- Cabling upgrades - Some additional network cabling work was completed in ACC to facilitate ICT in sports hall, Fitness suite and staff room. These rooms are now used as classroom spaces due to COVID-19 requirements.
- VoIP Phone System - new VoIP phones were installed in all schools in 2020. The new phones have new direct numbers attached to them. VoIP VPN tunnels were created for voice traffic to allow all call traffic from schools to go out over Government networks via the Athlone Training Centre (ATC) Sonus Gateway. The final step in this VoIP rollout (porting local numbers) is ongoing and we hope to complete all porting in Q1, 2021.
- Microsoft Teams remains the main operating platform with schools hosting classes and all leadership and staff meeting both in school and external to school through Microsoft Teams.
- Devices provided to schools in 2020 were:

310 student laptops, 73 Ipads, 5 Surface Pros and 47 Latitudes purchased and delivered to schools. Total number of devices – 435. Dongles and other connectivity devices sourced and delivered to staff and students where need identified.

Tara365 engaged with individual schools to support schools provide connectivity to students/staff in remote areas where possible.

- Regular CPD in the use of Office 365, SharePoint and One Note is ongoing during 2020. This included various in-school staff training, upskilling for PLC students in use of online learning and Microsoft Teams.

2.3 Tracking and Reporting on inputs

Attendance Strategies:

LWETB schools have initiated and developed a range of attendance strategies to encourage student attendance in schools. These include designating senior staff members to set targets and strategies as outlined in DEIS Plan, school management systems tracking patterns of lateness, regular contact with parents, engagement with EWO, and Monthly Attendance Awards. Initiatives include: Everyday Counts, Attendance League Tables, Attendance Monitoring Officer, Text Alerts, SCP involvement, Attendance Clinics and Monthly Attendance Certificates.

During school closure during COVID-19, attendance and retention rates were closely monitored by middle leadership in each school and reported to senior management and support services within schools for follow up where necessary. This included engagement with senior leaders, Guidance Counsellor, SCP, School Care Team etc.

Retention:

7 LWETB schools have DEIS status. In line with DEIS planning schools engage a number of strategies to support retention rates in schools. These include engagement with Whole School Guidance service, provision of JCSP, TY, LCA, LCVP and Stepping over to Secondary (aid transition for students from primary to second level). Other school supports include Home School Community

Liaison personnel, School Completion Programmes, Care Team, Guidance Counsellor, school meals, breakfast clubs, dinner clubs and after school study. PLC retention rates are monitored and tracked on a monthly basis to ensure adult students are supported if attendance becomes an issue. Students are registered on the PLSS system for monitoring purposes.

Attainment:

To monitor attainment at a wider level, LWETB require all schools to submit school exam results for both Junior Cycle and Leaving Certificate to the Director of Schools. Implementation of AFL strategies in all schools ensure positive student engagement, differentiation, quality written feedback, on-going results analysis in each school, clear target setting, JCSP programme, DATS/CATS testing, Information evenings for parents and SCP.

Junior Cycle 2020:

Following the announcement that Junior Cycle exams would not take place in 2020, LWETB schools agreed that a consistent approach to JC assessment be developed and implemented. This included in-house assessments being completed by all exam students either online or by post, marked by teachers and results provided to students. Junior Cycle Assessment commenced in second half of May 2020 with 7 out of 8 schools issuing subject assessment to 3rd year students for marking before 29th May 2020. The issuing of these assessments supported student engagement with lessons until end of school term.

Leaving Certificate 2020:

462 students completed their second level education in June 2020. Due to COVID-19, Leaving Certificate exams were cancelled and replaced by the Calculated Grades System.

Following the cancelling of Leaving Certificate exams in May 2020, LWETB supported schools through the Calculated Grades process by ensuring constant engagement and updates were provided to schools. Great credit is due to both school leaders and teaching staff for the successful delivery of the calculated grades process. Subject Teachers provided percentage marks for each student in their subject area and student place in class ranking. Following this, teachers collaborated with fellow teachers to ensure process of estimating percentage mark and rank ordering was correctly applied. (School Alignment of Marks). School Principals then reviewed the data submitted to them by the staff and forwarded to the DES for final phase of National Standardisation. Excellent results were obtained by LWETB students with 44.7% of students achieving over 400 points.

Progression:

Progression Reporting Templates were developed and circulated to Guidance Counsellors in LWETB schools during September 2020. These reports aim to provide an overview of progression routes for students leaving our schools each year. 462 students completed Leaving Certificate during 2020. Of 227 students progressed to 3rd level education, 65 students enrolled in PLC courses, 23 to apprenticeships, 52 went directly into employment, 3 students chose to repeat the Leaving Certificate, 55 students took a year out or returned to native country, 4 joined the Defence Forces, 1 National Learning Network, 1 studying abroad, 2 moved abroad. The remaining students had not identified their progression path.

Academic Awards:

Due to COVID-19 restrictions, LWETB were unable to host their Annual LWETB Academic Excellence Awards as is usual practice. Nevertheless, LWETB were delighted to acknowledge the tremendous work of students sitting exams in such an unprecedented year. 16 Leaving Certificate students were honoured for achieving the highest academic results in their respective schools and a congratulatory pack and gift was sent to each student in late September to congratulate them on their achievement.

Student Supports:

LWETB schools provided ongoing support services to students. These supports include Class Tutor, Guidance Counsellor, Home School Liaison and pastoral supports. These networks were particularly important during school closures as the importance of support to limit anxiety for students, particularly exam students, was vital in maintaining student well-being during difficult circumstances. Transition support from primary to post-primary school through initiatives for 6th Class children was provided by schools and School Completion Programme.

School inspections are tracked each year by the Director of Schools. No Inspections took place during 2020. Development of Health and Safety Statements and Risk Assessments commenced in October 2020.

2.4 Improving facilities and resources

Upgrading of school facilities remain a constant priority for LWETB.

- **Castlepollard Community College** awaiting the appointment of the Design Team. The development includes a multiuse gym and fitness suite, a soundproof music room, a modern library and Design and Communication Graphics (DCG), Art and Science labs.
- **Columba College Killucan** is at the 'Stage 1' and currently awaiting approval to proceed with an initial Design Team Meeting. 7 general classrooms, 1 SET room, 1 Science Lab and Prep Area, DCG room, Music Room and Textile Room and 2 Classroom SEN base, plus Ancillary accommodation. Prefab replacement 1 general classroom, 1 General purpose dining area, 1 Construction room and Prep room and the removal of 32m² Prefab.

Other projects in schools include:

- **Ardcoil Phadraig:** Initial work regarding the provision of additional accommodation to facilitate increase in school numbers.
- **Columba College Killucan:** Major extension as outlined above and provision of additional emergency accommodation due to increase in numbers completed in November 2020.
- **Castlepollard Community College:** major extension as outlined above.
- **Lanesboro Community College:** Fencing installed providing additional security for the school. Other projects include procurement and installation of fire escape.
- **Mullingar Community College:** Application to dept. for extension and complete refurbishment of school submitted. Other works include upgrades to toilet facilities, water system and purchase of prefab.
- **Templemichael:** Refurbishment of Home Economics room.

Additional funding due to COVID-19:

Additional funding was provided to support schools by DoE to allow alterations in school buildings to enable compliance with safety guidelines as a result of COVID. Works completed include provision of canopies, erection of marquees, minor building alterations to support one way entry and exit systems, refurbishment/upgrading of rooms and hall spaces, additional prefab accommodation, and rental of additional space for PLC programmes to free up space for post-primary students.

External Projects

LWETB also supports 3 local primary schools at the request of the DES in the management of major extension projects to St. Tola's primary school, Gaelscoil Longfoirt and St. Joseph's Longford. Tendering processes for both schools completed during 2020.

Music Generation:

Development of storage area for instrument bank commenced.

Website:

New LWETB website went live in January 2020. LWETB website can be accessed at www.lwetb.ie

2.5 Staff CPD/Mentoring

School based CPD:

LWETB support and encourage and support all staff to engage in CPD. Courses availed of by school staff during 2020 included CPD on QQI systems, Instructional Leadership, PDST, Sustainable Development Goals, Majenta Principles, Guidance in-service, SEN, new LC syllabus in Ag. Science, Epilepsy Training.

5 schools provide Droichead with 14 mentors.

LWETB Orientation Programmes:

All teaching staff commencing employment with LWETB are required to attend an Orientation Day for Newly Appointed Teaching Staff. As a result of restrictions due to COVID-19, all induction and orientation sessions had to be held remotely. On Friday 28th August, 18 newly appointed staff participated in Staff Orientation.

2 LWETB Principals and 1 Deputy Principal attended ETBI Conference for Newly Appointed Leaders delivered remotely on 17th August and 30th September. LWETB Director of Schools provided training on Day 2 of this event on Boards of Management.

All LWETB Principals participated in 9 sessions facilitated by external expert in area of well-being. This programme focused on leadership during times of crisis and maintaining well-being.

Music Generation Development Officer and Director Schools, Youth and Music provided induction programme to all newly appointed Music Educators on 1st October 2020.

Onsite Training:

Induction Training for Grade 3 staff was provided by the Head of Corporate Services in collaboration with Director of Schools, Youth and Music. Input on the day included presentations from Finance, GDPR and Human Resource staff.

CPD Provision for SNA Staff:

A comprehensive CPD programme was designed and delivered remotely during June 2020 to 44 SNA staff. Training programme included:

- ICT - Use of Microsoft Teams.
- Mental Health eLearning Programme – An Introduction to Youth Mental Health – Jigsaw.
- Mental Health eLearning Programme for Teachers Course B – A whole school approach to mental health.
- Self-Care for Teachers
- GDPR Training.
- Training in the safe use of EPI Pen.
- Dealing with Diabetes.

Other CPD in 2020 in schools included:

Junior Cycle for Teachers, Children First, SPHE, VS Ware, LCA, DCG, RSE, National Behaviour Support Services Training, Get Up Stand Up, Parents Plus, Misneach, Táiniste Training, OneNote, Webinars, MS Teams

Music Generation:

LWETB Music Development Officer attended a number of training events in preparation for the commencement of Music Generation Longford. Training sessions included:

- 4th February: Induction - National Concert Hall
- 5th February: Programme planning introduction - National Concert
- 24th February: Quality Framework Review - Introduction to evidence gathering
- 13th, 20th, 27th May and 3rd, 10th, 17th June - Quality Framework review (Review of delivering small group tuition through an online platform).
- Induction Programme – LWETB – 1 week in Jan 2020

- Support and mentoring meetings ongoing with MGL Development Officer and Director of Schools, Youth and Music to provide support, progress reports updates and briefings.

Goal 3: Foster effective communication, collaboration and partnerships

3.1 ICT Strategy including structure re use of systems and programmes

LWETB's 'Information and Technology Strategy and Information and Technology Teaching and Learning Strategy for Schools, Further Education and Training' has been finalised. In line with the Statement of Strategy 2017 – 2022, LWETB seeks to develop and implement technological integration and skills development for all ETB staff, students and stakeholders. This document outlines the strategy that will identify infrastructural requirements of the organisation and support the integration of ICT to support quality learning, teaching, training and administrative functions across LWETB.

Goals include the productive use of technology in the classroom, ICT upskilling for all staff, high quality resources and use of digital learning platforms.

All LWETB schools operate Office 365 with a number of schools using iPad technology. Digital Learning Committees have been established in 5 schools with roll out of those committees ongoing. Significant investment in devices were made in all schools particularly for exam classes. A total of 430 devices were purchased during 2020 to support quality learning and teaching in schools.

3.2 Develop a Communications strategy

Considerable desk research has been conducted to support the development of an LWETB Communications Strategy. This strategy will aim provide a consistent, integrated approach to communicating and promoting education and training programmes to stakeholders both within and external to LWETB.

3.3 Create Collaborative teams

Collaborative Networks:

LWETB established a number of networks to support delivery of quality learning, teaching and support systems to schools. These include School Administrative Network, Caretaking and Cleaner Network, Guidance Counsellor Network, Special Needs Assistants Network and Parents Network.

School Leaders:

Director of Schools hosted 24 leader meetings from 20th March to 10th December 2020. Additional meetings were hosted to support leaders deal with impact of COVID-19 pandemic.

Individual school planning meetings took place during week 30th March to 10th April.

In addition to formal meeting structure, DOS introduced weekly 'Leader Wellbeing Link-in' meetings for both Principals and Deputy Principals in August 2020 ongoing to end December 2020. These will continue into 2021.

3.4 Enhance partnerships and alliances with external stakeholders and bodies

LWETB participate in a number of external partnership with senior management representing the organisation on a number of groups.

Projects:

Templemichael College, Longford and Mullingar Community College continue to collaborate with Athlone IT and NUI Maynooth in piloting of the Connect Project. This programme is aimed at 5th year students and will run between late January and early March 2020. The AIT and College Connect Coaching programme seeks to engage senior cycle students residing in areas with a low progression rate to higher education and who also face significant challenges associated with socio- economic disadvantage. The programme is designed to give students a vibrant college experience whereby they attend workshops specific to courses on offer and are supported by college student mentors throughout.

Other stakeholders include:

Killucan GAA, Shay Murtagh Precast, Raharney United, Trend, Mullingar Shamrocks GAA Club, Mullingar Credit Union, Mullingar Permanent TSB. Mullingar Daybreak. BITC - Mergon International BITC - Westmeath County Council, CSL, Local Gardaí, Bridgeways, Faoige. Longford youth. SCP. Attic youth Longford, Rathcline and St Failteachs GAA clubs, Ballyboro soccer club, Tidy town, Buccaneers Rugby club, Athlone Golf Club, Athlone Pitch and Putt club, tidy towns, Athlone drug Awareness, Ballymahon Library, Tidy Towns, all local GAA Clubs, Family Resource Centre, Credit Union, Knights & Conquests, Local Gardaí, Mullingar Equestrian Centre, Co. Westmeath County Library Arts Council.

LWETB Representation:

Director of Schools serve on the following committees:

- Music Generation Offaly Westmeath
- National Transition Steering Group
- ETBI - DoS Key Leader for Inclusion
- ETBI - DoS Assistant Key Leader for DEIS
- ETBI – member of CPD Task Group
- Co-chair – National Principals' Network.
- Chair of LWETB SEN Task Group
- Member of Longford County Childcare Committee
- Middle Leaders Development Committee

Music Generation:

Music Generation Offaly/Westmeath (MGOW).

LWETB in partnership with Offaly County Council (Lead Partner), Westmeath County Council and Laois Offaly Education and Training Board provide Music Generation programmes to young people across County Westmeath. MGOW musicians work with over 6,000 across Offaly and Westmeath providing a range of initiatives to children and young people which include singing and instrument tuition focused programmes, along with developing ensemble opportunities. The DOS represent LWETB at the management group and attended meeting on 8th May 2020.

Music Generation Longford

LWETB is delighted to be working in partnership with Longford County Council, Music Generation National Office and Creative Ireland in the rollout of Music Generation programmes in County Longford. As Lead Partner LWETB have engaged Music Educators under the leadership of the Music Generation Development Officer with the office for Music Generation based in LWETB Office, Battery Road, Longford.

Goal 4: Progress the development of effective organisational structures

4.2 Develop an approach that builds capacity for change management

LWETB continued to build on leadership training programmes to embed middle management structures within all schools. Developed reporting templates for Principals to provide guidance and support in meeting Assistant Principals and reporting. Disseminated to all schools. Hosted individual meetings with schools prior to Christmas break 2019 to review documents in preparation for ongoing review meetings through 2020. Agenda item on leaders' meetings.

4.3 Embed good governance across LWETB

All schools briefed regularly regarding on-going changes on legislative requirements. Risk Registers reviewed and amended to adequately monitor and report on risks. Schools continue to engage with DOS and Director of OSD regarding risk management, accountability, and compliance and was included as an agenda item during Integrated Planning Meetings with all schools.

School Admissions Policy.

All LWETB schools finalised their Admissions Policies completed in line with required legislation as commenced 1st October 2020.

Director of Schools engaged with Moyne Community Schools and Moate Community School on behalf of LWETB as co-patron to agree Admission Policies for those schools.

COVID-19 Requirements

All required procedures pertaining to safe return to work was implemented by all schools. As required under Return to Workplace Safely, a task team was established within LWETB. Schools were represented on this group by 1 Principal, 1 Deputy Principal and Director of Schools. All members of school community completed all relevant documentation and declarations as required by guidelines. In line with further requirements, all schools nominated by election a Lead Worker Representative(s) to support the school and leadership team in the implementation of all guidelines pertaining to public health safety. All schools completed COVID-19 Response Plan.

Cancelling of state exams:

On-going engagement with school leadership on implementation of Junior Cycle Assessment and Leaving Certificate Predictive Grades system. Scheduled and link-in meetings held to ensuring compliance with all guidelines as issued by the department. Support was also provided to State Exams Commission in marking exam papers.

Compliance:

School leaders regularly updated regarding corporate governance requirements and responsibilities as dictated by Circular Letters, GDPR, Child Protection, School Admissions Bill etc. at school leaders' meetings. Risk Management Registers returned by all schools at quarterly intervals. 1 school participated in first round of producing Health and Safety Statements and all schools audited for mechanical and electrical needs, fit for purpose equipment etc.

4.4 Participate in national initiatives and fora

LWETB and Director of Schools, Youth and Music continue to engage with DES and ETBI in the development of educational forums, working groups and shared services for ETB sector. These include:

Schools:

LWETB school leaders represented on School Principal Forum hosted by ETBI by Principal of Ballymahon Vocational School. Issues and information relevant to schools disseminated by representative to school leaders.

DoS attended 7 meetings held remotely since March 2020 with ETBI DoS Forum.

Projects during 2019 included:

Active Flag - Positive Physical Activity ;Amber Flag - Positive Mental Health; Green Flag - Environmental Awareness; Young Social Innovators; Class Prefects; Free Cookery Classes (for parents);Operation Transformation (for parents);TY Partnership with local industries; School choir visit Nursing homes at Christmas; Student enterprise club; TY GAA Coaching Course; Local industry interaction (e.g. Work experience, CV Prep etc);Garda Programs (e.g. Drug awareness sessions etc);Credit Union ;Everyday counts attendance initiative; HSE Health Promoting Schools Flag ;LGBT Awareness Week; CAO Awareness Week; Science Awareness Week; Maths Awareness Week; Mental Health Awareness Week; Tidy Towns; Mind your manners workshop; Etiquette Workshop; Adopt a Grandparent; Letter Writing Project, Local Volunteering.

Goal 5: Support a culture of continuous development with staff

5.1 CPD Strategy for LWETB

LWETB provide on-going support to schools through various methods. These include: One to one support for school leaders; Senior school management team meetings; Attendance at ETBI School Leaders Conferences; Attendance at ETBI Induction Programme for newly appointed Principals and Deputy Principals.

Report 2020 Youth Work Unit

Goal 1: Deliver professional high quality, learner-centred education and training services

1.3 Planning and coordination of programmes

2020 Youth Work Service Plan progressed.

Assessment and full approval of all UBU Your Place Your Space funding recommendations for 2020 – 2023 cycle.

Successfully transitioned to new targeted youth funding scheme in July 2020.

2019 Annual Progress Report submitted to the Department of Children, Equality, Disability, Integration and Youth (D/CEDIY)

Assessment and full approval of UBU Your Place Your Space applications and Green RAG Status to all 7 projects.

MS Teams monthly survey and report on COVID-19 Response provided to Youth Officer regarding youth services provision during lockdown.

Implementation of Performance and Oversight Framework for new UBU Scheme from July 2020.

Supported services in the seamless transition to remote working of Youth Work Unit due to COVID-19 restrictions.

Support providers in the administration of 9 staff-led projects.

1.4 Quality assurance provision

MS Teams monthly survey and Report of youth services COVID Response during lockdown.

Implementation of Performance and Oversight Framework for new UBU Scheme from July 2020

Oversight of Department of Health funded project in association with the HSE and the Midland Regional Drug and Alcohol Task Force (MRDATF)

1.5 Identify innovative responses to current and future needs

Full year delivery of new targeted youth work project in County Longford.

Support and grant aid to 30 volunteer-led youth groups and clubs.

Collaboration with Music Generation Longford in the delivery of music education initiatives with local youth projects.

Ongoing delivery of under 18 Drug and Alcohol Prevention and Treatment Support Service in Longford and Westmeath (Extern MYDAS Project) in association with the Midland Regional Drug and Alcohol Task Force (MRDATF) and the HSE.

Administration and implementation of new COVID-19 support measures and grants from D/CEDIY

Goal 2: Enhance the learning experiences and outcomes for learners

2.4 Improving facilities and resources

€26,715 allocated to 3 staff-led youth projects for essential repairs, upgrade of facilities and the purchase of equipment.

€17,682 allocated to 25 voluntary clubs and staff-led services for the purchase of necessary ICT equipment.

€3,336 awarded to 19 voluntary clubs and staff-led services for the purchase of essential COVID-19 response measures

Goal 3: Foster effective communication, collaboration and partnerships

3.4 Enhance partnerships and alliances with external stakeholders and bodies

Collaboration with Music Generation Longford in delivering music education through youth projects locally.

- The Youth officer represented LWETB on the following groups and committees in 2020:
- Westmeath LCDC and Westmeath Healthy Ireland Sub Committee
- Children and Young Peoples Services Committee (CYPSC).
- Comhairle na nÓg Steering groups, Longford and Westmeath.
- Midland Regional Drug and Alcohol Task Force (MRDATF) & Finance Sub Committee. RAPID Teams, Mullingar and Athlone.
- Westmeath Sports and Recreation Forum
- Local project/service interagency groups.

Goal 4: Progress the development of effective organisational structures

4.3 Embed good governance across LWETB

The Youth Work Unit had a total budget of €975,116 which includes 20% budget increase.

The Youth Work Unit administered 11 separate funding schemes on behalf of the DCEDIY and two schemes on behalf of the Department of Health.

The Youth Work Unit administered €708,425 in funding to 9 staff-led projects and 30 voluntary groups and clubs.

123 individual payments/transactions administered.

All funding streams monitored throughout year with additional oversight provided by LWETB head office finance function and DOS.

Youth Work Unit Risk Assessment included in the LWETB Risk Register.

Lead administration of two new COVID-19 funding support schemes.

4.4 Participate in national initiatives and fora

The Youth Work Unit worked on a collaborative basis with colleagues across the ETB sector:

- The Youth Officer is a member of the ETBI Youth Work Network.
- The Youth Officer is a member of ETBI delegation which meets the DCEDIY on a quarterly basis.

Report 2020 Music Generation

Goal 1: Deliver professional high quality, learner-centred education and training services

1.3 Planning and coordination of programmes

Music Generation Longford engaged with numerous organisations in Longford County in 2020.

Longford County Youth Services:

Music Generation worked in partnership with Longford County Youth Services, delivering music programmes with three of their groups:

Guitar group tuition with young people from direct provision

Band hub tuition with young people from two Roma groups

Longford County Childcare Committee:

Music Generation created a partnership with LCCC to implement an Autumn Early Years pilot programme delivered to 11 childcare facilities through an expression of interest and lottery process. Due to COVID-19 restrictions musician educators were unable to deliver this programme in person. Seeking a creative response Music Generation recorded and edited imitative videos, by the early year's musician educators, for the young children to watch and move along to. These videos have been administered to all childcare facilities in Longford County. Musical instrument packs have been put together and loaned to the initial eleven childcare facilities who expressed interest in participating in the programme, to use while watching and participating with the videos.

Foroige Longford:

Music Generation worked with Foroige Longford creating two programmes.

Band hub with Foroige music group

Online beginner courses in music technology

Music Generation Longford online music programmes:

Music Generation began music hubs, delivered from an online platform from in the following settings

Music Generation Longford online song writing programme

Music Generation Longford online music production course

Music Generation Longford online rock/pop hub – offering small group tuition in singing, keyboards, ukulele, guitar, drums and bass.

Music Generation Longford Traditional music:

Music Generation Longford welcomed Dónal Lunny in December to deliver an online workshop, teaching children and young people with a background in traditional music composition and arrangement.

1.4 Quality assurance provision

Ensuring high quality performance music education is a priority for Music Generation Longford. Music Development Officer participated in an eight-week quality review of moving musical tuition to an online platform alongside all 25 music generation areas across the country, coordinated by Music Generation National Development Office.

Music Generation Longford implemented an ongoing quality framework review on their programmes. The first review is on the work going on in partnership with Longford County Youth Services and the Roma groups. This cyclic process provides a platform for Music Generation Longford to constantly review its practices and make sure they are delivering the highest quality programmes possible.

1.5 Identify innovative responses to current and future needs

Due to the outbreak of COVID-19, Music Generation Longford responded creatively to meet the needs of the current climate. Programmes were moved online for Autumn roll out, videos prepared instead of in person tuition a strong social media campaign implemented to engage with Longford County, create interest in Music Generation Longford for future programmes and initiatives. 'Try the Pipes' taster day that was organised to be held during the October midterm break had to be cancelled due to Government restrictions. The musician educator involved with this day, instead recorded a video where he spoke about the uilleann pipes, the history of the pipes in Longford and gave a performance.

This video was watched by 5,000 viewers and engaged with over 14,000 people on social media. The musician educators provided similar videos, giving the viewer information on their background and the instrument they play indicating to the viewer this instrument is available to be taught and learnt from an online platform and when restrictions are lifted interest has been generated to begin music hubs across the county, teaching these instruments.

Goal 2: Enhance the learning experiences and outcomes for learners

2.4 Improving facilities and resources

Music Generation Longford have set up a musical instrument bank and library, to meet the needs for instrument lending across the county and provide programmes with the necessary instruments required to run a successful programme.

LWETB has allowed Music Generation Longford use of a space in their offices on Battery Road, Longford to build appropriate storage units and shelving to store musical instruments and equipment safely alongside a library system to keep track of all instruments loaned throughout the county.

Goal 3: Foster effective communication, collaboration and partnerships

3.4 Enhance partnerships and alliances with external stakeholders and bodies

Music Generation Longford engages on an ongoing basis with Music Generation National Development Office, Longford County Council, Longford Creative Ireland, Longford County Youth Services, Foroige, Longford County Childcare Committee and Longford Culture teams.

Presentations on Music Generation Longford programming, development and initiatives have been given to LWETB board of management in March; Longford County Council in March and October and Music Generation NDO in May and November.

Goal 4: Progress the development of effective organisational structures

4.3 Embed good governance across LWETB

Music Generation continues to adhere to and be compliant with LWETB policies and protocols, safety guidelines, Garda vetting, and Child safety and protection policies.

In addition, Music Generation Longford development officer completes Barnardos online training in Child protection and Designated Liaison Officer training.

4.4 Participate in national initiatives and fora

Music Generation Longford works closely and gains support and advice from long standing established Music Generation areas across the country. Music Generation Longford supports its musician educators in providing training from specialists around the country and supports their participation in national training initiatives organised by Music Generation National Development Office.

Report 2020 Further Education and Training (FET)

Goal 1: Deliver professional high quality, learner-centred education and training services

1.1 Create a Learner Charter for LWETB

A LWETB Learner Charter was completed as part of the work of the Quality Assurance unit and the Quality Assurance Governance Groups. A copy of the charter is available on the LWETB website under the section for Quality Assurance for Further Education and Training desk research was commenced.

1.2 Develop a LWETB Teaching and Learning Strategy

The FET Professional Development Strategy 2017-2019 reached the end of its specified period and a consultative process with LWETBs took place in for the development of a new strategy for 2020-2024. LWETB engaged with the consultative process and Teaching and learning remains as one of the key areas of focus in the new strategy.

LWETB's Director of FET is a member of the SOLAS National Steering Group for the Continuous Professional Development (CPD) of staff working within the FET sector. In this role they will contribute to the national CPD plan for FET of which teaching and learning is identified as one of the seven strategic areas for the sector.

A LWETB FET Professional Development Framework was completed during 2020. An identification of training needs audit was carried out and to complement this 2020 saw the introduction of a formal process for all staff to request professional development opportunities. A 2020 CPD plan was produced. A database with the purpose of recording all staff professional development (PD) was designed and implemented throughout the year.

LWETB's FET management team along with FET co-ordinators identified ICT projects for 2020 which have enhanced the Teaching and Learning Strategy and will further expand and enhance the teaching and learning strategy. Projects included the upgrading of our ICT platforms, the installation of high speed broadband, a move to "Cloud" based computing in a number of FET Centres, the upgrading of computers and associated equipment to enrich the learning experience of participants.

1.3 Planning and coordination of programmes

The Director of FET contributed to LWETB's 2020 Service Plan. Once approved by the board of LWETB, the service plan was continuously reviewed by the Senior Management team during the year. As part of the process of review new FET initiatives were identified and advanced in response to emerging client needs.

All Funding Allocations Requests templates (FAR 1, 2, 3 and 4) were completed and submitted to SOLAS during 2020. These encompassed the planning and budgeting of all FET programmes and required three budgetary returns to SOLAS.

LWETB's progress with the SOLAS Strategic Performance Agreements was formally reviewed by and with SOLAS late in 2019 and due to COVID-19 the 2020 meeting did not take place. LWETB received its report in 2020 on progress to date which was positive across all six targets which were set.

1.4 Quality Assurance Provision

The established Quality Oversight Group (QOG) continued in its role to provide guidance and set the direction of the new LWETB QA system. A total of 16 meetings were held during the year. The Quality Governance Group (QGG) met 4 times and continued in its role of developing the new LWETB QA system.

Components of the implementation plan for the New QQI Standard for FET in LWETB were completed in 2020. The Quality Improvement Action Plan and a Policies and Procedures Work Plan was enhanced. Working groups were initiated in response to goals set by the QGG. The Programme Governance Group (PGG) met 4 times and continued in its role of developing the new LWETB QA system.

Components of the implementation plan for the New QQI Standard for FET in LWETB were completed in 2020. The Quality Improvement Action Plan and a Policies and Procedures Work Plan was enhanced. Working groups were initiated in response to goals set by the PGG. QQI held a reengagement meeting with the Quality Team and Management in November to establish progress made on quality goals during 2020.

Activities:

Created Assessment Conversions TEAMS with sample ideas for applications to be used for assessment. This included tutorials as appropriate.

Online Briefing on Assessment Templates

Collaborate Webinar Title “Practical Guidance Modes of Assessment”

Reimaging Assessments session included practical examples and support links

This led to a re-imagination of the Assessment conversion TEAMS and it is now named Assessment Support and is open to all FET staff.

1.5 Identify innovative responses to current and future needs

Ongoing work continued with the aim of promoting and developing the relationship between FET and enterprise/employers in Longford and Westmeath. The Enterprise Engagement (EE) team was reviewed in 2020 and will be restructured for 2021 to allow for greater collaboration.

The EE SharePoint site was established and will be further enhanced during 2021 to accommodate the sharing of information with all members.

The EE engagement function is led by FET management with support from a number of FET services and Co-ordinators. The recruitment of a specific EE role for LWETB was progressed in 2020 and was established in September 2020.

LWETB delivered programmes to those in employment who wished to upskill in 2020 using the Skills to Advance Programme. A national media campaign was instigated and this helped to create more public awareness by promoting the opportunity to those who are in employment.

Another programme called Skills to Compete was instigated during 2020 as part of the July Stimulus package and is now available to learners

A number of new programmes were delivered in 2020 including:

Barbering
Cambridge English Assessment Centre
Recognition of Prior Learning (RPL)
Electrical and Programmable Automation
Business Management and Digital Marketing
Infectious Disease Prevention & Control

Effective Management Of Remote Workers
National Tour Guiding
Skills to Compete Bookkeeping for Small Business
Building Your Online Business
COVID-19 - Hospitality Sector - Safely Returning To Workplaces
Garden Design Evening Course
Car Maintenance Evening Course
ILM Leadership and Management - Skills to Advance
Prince2
Skills to Compete IT Fundamentals
Various CompTIA A+
Windows Operating System Fundamentals
Networking Fundamentals
ILM Modules

LWETB established partnerships with an additional two awarding bodies:

Cambridge English Examination Centre

Examination Centre for Barbering qualifications with VTCT. VTCT is a specialist awarding organisation offering vocational and technical qualifications in a range of service sectors.

Goal 2: Enhance the learning experience and outcomes for learners

2.1 Feedback from learners and parents

Feedback is currently being collected using a paper based system, so other methods of collection were explored with the QOG, QGG and PGG and a plan for establishing the collection of learner feedback that informs and support delivery of quality education and training in our FET services has been discussed and a number of new approaches were agreed for implementation.

LWETB had collaborated with AONTAS to organise a joint learner Forum for 2020, however with the existing COVID-19 it was decided to reschedule the event for early in 2021 as an online event. Each of the four LWETB Youthreach centres completed an annual Centre Evaluation and Improvement Planning Process (CEIP). Part of this process included the collection of feedback from learners and parents.

2.2 ICT-Enhanced Learning

A benchmarking exercise to commence the development of and implement a Technology Enhanced Learning (TEL) Action Plan was completed in 2017 and was advanced during 2018. In 2019 a report on the current activity related to TEL under the following four headings was returned to SOLAS:

- ICT Infrastructure
- On-going professional development
- Learning content and programme design
- Organisation structure

In 2020 a TEL Action Plan for FET was developed by the TEL/PD Co-ordinator under the direction of FET management. The 2020 plan has seen a major investment in ICT Infrastructure and TEL associated equipment and facilities for learners and staff. Throughout 2020 there has been on-going professional development opportunities available to all staff each week.

LWETB's representative on the SOLAS TEL Action Group remained in place and will continue. A number of new online resources for selected modules were developed by FET and are available to

all staff on teams and Moodle. The use of Moodle and Teams was extended to 90% of learners in 2020.

2.3 Tracking and Reporting on outputs

The use of PLSS and FARR to input data and provide tracking and reporting statistics on LWETB FET learners was further developed and used by LWETB, SOLAS, DES and ESF exclusively in 2020 across all FET services. This is a key development for the entire FET sector in Ireland and greatly improves the available data on positive outcomes for learners.

Tracking and reporting related activities:

- A management Information report on learner numbers by provision is produced each month and used by FET management for planning purposes
- A management Information report on budgets by provision is produced each month and used by FET management for planning purposes
- In September tableau training was attended by 4 staff from with the purpose of extending the capabilities for extracting data and creating graphical representation of information from the PLSS management information system.
- ESF audits relating to non-financial and financial outputs on FET took place during 2020.

2.4 Improving facilities and resources

A review of the physical environment in all FET centre was completed and improvement measures were identified as a priority. Projects which require capital investment were identified and prioritised and a bid for funding was made to SOLAS in 2020.

Activities

- LWETB continued its engagement with Westmeath County Council in a partnership arrangement for accessing capital support under the Rural Regeneration and Development Fund. Currently waiting on the outcome of stage 2 funding bid for the construction stage of the Rural Regeneration and Development project to proceed.
- Planning permission was secured for a proposed new FET centre in Mullingar.
- An extension to the multi-skills construction building in the Athlone Training Centre was completed in 2020.
- A new storage facility in the Athlone Training Centre was completed.
- Capital funding was agreed in principle for the development of the Longford Campus with SOLAS.
- Capital funding was sought under the Just Transition fund and €1m has been provisionally awarded for the renovation of a building on the Longford campus to facilitate the establishment of a digital hub.
- Funding of €145,000 was sanctioned and used to purchase learner devices to enable continuity of learning during COVID-19.

2.5 Staff Professional Development/Mentoring

A FET Professional Development (PD) Plan was developed and actions identified for all FET staff.

Activities:

The LWETB PD coordinator has compiled details of all CPD which was completed during 2020. Examples of these include:

- LWETB Toolkit for online learning
- Short Courses
- Targeted training with one to one sessions

- Webinars
- Staff Covid induction created in Nearpod
- New to online teaching pack created
- Microsoft Teams: Edtech Support TEAMS
- Moodle: Edtech support site
- Wriggle connect platform available to all staff members
- First Aid Responder
- Manual handling
- Leader Worker Representative

A review of the 2020 PD plan has been completed and will inform the 2021 plan.

Goal 3: Foster effective communication, collaboration and partnerships

3.1 ICT Strategy including structure re use of systems and programmes

The capital procurement team identified a number of ICT projects for 2020 with the purpose of developing communication, information sharing and networking both internally and externally. In October and November 2019 FET management met with ICT support services to review the identified areas of improvement for FET services and centres. All planned work for 2020 has been completed.

Activities:

- Cloud based technologies were implemented in a further 2 centres
- New phone system was rolled out across all FET Centres
- An investment of €107,000 was made on TEL conferencing facilities across FET buildings
- Firewalls were upgraded and installed in 5 FET Centres

3.3 Create Collaborative Teams

Activities:

- Work on the establishment of subject specific learning communities using ICT within LWETB FET Services continued in 2020 with Youthreach and CTC provisions jointly creating new QQI functional Maths assessments
- The development of subject specific learning communities has been supported by the TEL PD opportunities undertaken by tutors, teachers and instructors
- Workshops on assessment design for QQI awards were organised for Tutors, Teachers and instructors
- COVID-19 Contingency Arrangements for QQI awards were completed and required:
- Training Sessions (group and one to one)
- QOG Governance Meetings and Oversight Approval
- MS Teams Tiles and Meetings
- Email Updates and Online Support
- Contingency Version Updates in-line with QQI
- QQI Adherence and QQI Holding Statement
- LWETB Contingency Report
- A cross functional FET Capital Planning Group was established
- DEIS Learner transition to Further Education and Training local network was instigated
- COVID-19 task team was established
- An working group and approval panel was instigated to accept and process funding requests from community group using the new fund for mitigating learner educational disadvantage

3.4 Enhance partnerships and alliances with external stakeholders and bodies

FET continues to collaborate with external organisations by participating and representing LWETB on national, regional and local forums.

LWETB engages with stakeholders and agencies to enhance Further Education and Training services for learners, examples of this include the engagement with research and planning which is being undertaken by SOLAS our funder and other organisations as it relates to the FET Sector in Ireland. Examples of these include:

- SOLAS (QQI L3/4 Programme Evaluation, Specialist Training Provider Evaluation Consultation, FET PD Strategy)
- Eastern and Midland Regional Assembly (*Midlands Economic Briefing Paper*)
- Expert Group on Future Skills Needs study on Construction
- ETBI (Sectoral Responses)
- DES (FET Learner and Staff Access to Devices and Broadband)
- DEASP (COVID-19 responses)
- QQI (Practical Demonstrations and Contingency Arrangements)
- ETB Sectorial position paper on the vision for Tertiary Education in Ireland

The Director of Further Education and Training, FET managers, Leaders and staff have established partnerships and alliances with external stakeholders and bodies as well as responding to and engaged with requests from stakeholders and agencies throughout 2020. It should be noted that the frequency and level of interaction is extremely high in this area.

Goal 4: Progress the development of effective organisational structures

4.2 Develop an approach that builds capacity for change management

LWETB continues to engage with staff in the management of change. The FET sector has undergone a lot of change during 2020 with a rapid changeover to blended learning and online learning becoming the mode of delivery for some staff. This was managed by building capacity among our FET leaders and managers by offering PD. Other supports included increasing the number of online meetings with all staff and visiting centres when they reopened.

Successful business cases were made for the replacement of and the establishment of new FET roles. A number of recruitment campaigns were launched and recruited during 2020.

4.3 Embed good governance across LWETB

FET management continued to work with the DOSD forum to develop appropriate Health and Safety policies and procedures in 2020.

FET Management, Leaders and staff meetings were held regularly throughout 2020 and corporate governance requirements and responsibilities remain as standing agenda items.

Risk management registers were enhanced and reviewed.

4.4 Participate in national initiatives and fora

FET management, leaders and staff attended FET conferences, SOLAS information days and briefings as related to FET to ensure a LWETB presence at such events. LWETB continued to

FET management, leaders and staff attended FET conferences, SOLAS information days and briefings as related to FET to ensure a LWETB presence at such events. LWETB continued to be an active member of all relevant local and national bodies, agencies and stakeholder and participated in a range of events which LWETB initiated or where LWETB was invited to attend during 2020.

Activities:

FET staff attending multi agency COVID-19 related meetings around Further Education and Training with DEASP, IDA, EI, LEOs, Regional Skills Forum, SOLAS, DES and ETBI

Goal 5: Support a culture of continuous development with staff

5.1 PD Strategy for LWETB

During 2020 a PD planning template which was developed and agreed with SOLAS was completed. The annual LWETB plan for PD identified specific priority areas of development and complements the new SOLAS Professional Development Strategy 2020-2024.

LWETB provided on-going support to managers, leaders and staff through targeted mentoring and PD.

Mentoring of staff by FET managers is an ongoing activity.

The LWETB has a nominated representative on the ETBI PD Network who participates with the purpose of advancing the PD agenda for FET.

2020 PD plan has reviewed against actual training which took place and will inform the 2021 plan.

5.2 Develop cross functional teams to promote a culture of innovation

LWETB considered opportunities to develop new cross functional teams which included external organisations.

Activities:

- The work of the three QA governance groups during 2020 has created several cross functional teams and this will be developed and expanded further in 2020
- The collaboration between FET Guidance and Recruitment for all FET learners
- The Enterprise Engagement Coordinator is building on the establishment of cross functional teams
- A business planning process for 2021 was instigated with all co-ordinators who provide support services for learners and staff across FET with the aim of establishing additional cross FET collaboration.

Report 2019 Organisational Support and Development (OSD)

Organisational Support and Development focus on the delivery of non-learning services which are essential to assist educators and trainers to focus on the direct services to learners to ensure they have a high quality learning experience. These services are delivered through front line staff in the form of school secretaries, administrative staff within FET centres and from the administrative offices in Athlone, Longford and the Head Office in Mullingar. The administrative staff in these offices are aligned to various functions in Finance, Human Resources, Corporate Governance and Services, ICT Management, Procurement, Payroll, Leave Management and other areas as required.

Each of these areas has a broad remit and is essential to ensure the organisation is compliant with requirements in relation to corporate governance while being in a position to fulfil requirements under the extensive range of legislation that impact on the organisation.

Goal 1: Deliver professional high quality, learner-centred education and training services

1.3 Planning and coordination of programmes

The 2020 Service Plan was approved by the Board in February 2020.

The Property Register has been upgraded and is operational, and populated with details of each of the LWETB properties.

A safety Statement has been developed and is currently being rolled out to all locations.

Seven Multi-Supplier frameworks are now active with the latest being for mock exam paper and associated marking.

Significant progress has been made in gathering statistics on each building, on the footfall in each school and in what subjects.

2.4 Improving facilities and resources

A survey has been carried out of the mechanical and electrical environment in each school and centre.

The Tender for Smart metering has been finalized and the drawdown is currently in progress. Completed in January 2021.

Castlepollard Community College project increased significantly in size in May by eight additional classroom this has resulted in a significant revision of the plans for the school. Four temporary classrooms have been installed on site to facilitate the increase in student population while the main project progresses.

LWETB appointed by the Department as Project Executive for the Gaelscoil in Longford have appointed the Design Team. The project to build a twelve-classroom school is progressing within the project timelines.

LWETB has also been appointed by the Department as the Project Executive for St Joseph's National school.

Goal 3: Foster effective communication, collaboration and partnerships

3.1 ICT Strategy including structure re use of systems and programmes

Business Continuity Plans within the context of COVID-19 were prepared by each section. Business Continuity Plans for other eventualities will be developed once the current pandemic is over. Under current circumstances all the sections are succeeding and exceeding their targets.

All payrolls, Creditor payments and Travel and Subsistence pay runs were completed on time and continue in that manner.

The pandemic has resulted in a significant reliance on our ICT infrastructure and with some enhancements the ICT infrastructure has very successfully allowed remote working to operate satisfactorily. The Apprentices payroll was moved out of TAPs onto the new Learner Payments System in March.

All OSD staff who needed laptops were provided with them and operations continued remotely. The Megapay Payroll system was moved to the cloud, and remote access to the Finance Systems was authorised.

The CORE HR system was implemented in July and the property register was operational in September. The Trainees payroll was moved out of TAPS in August 2020 allowing the TAPS system to be retired.

The Sun Financial System was upgraded in Quarter three and Quarter four.

3.2 Develop a Communications strategy

The Communications Policy was approved in October 2020.
The Annual Report is currently being developed.

3.3 Create Collaborative teams

The COVID-19 Task has maintained consistent communications to staff in relation to Health and Safety communications as the pandemic has progressed. Including as we worked remotely up to the summer and then returned to the office on a phased basis. Then with the schools and centres reopening informed staff of the operations required to remain safe. This involved staff from all sections of the Organisation.

The operations manual has been adjusted for the change in procedures required due to the remote working of staff.

As with the other sections GDPR has to adjust to the remote working environment and has provided a number of newsletters and information sheets to assist staff operating in this remote environment.

The migration of the LWETB payroll to the ESBS Payroll Shared Service was completed in July 2020. LWETB is preparing for the remaining modules of absence recording and Travel and Subsistence to go live in quarter 1 2021.

Goal 4: Progress the development of effective organisational structures

4.1 Progress the development of organisational structure

Significant progress has been made on our procurement structures with additional multi supplier frameworks now active. The tracking of existing and proposed procurement competitions has been formalised and contracts are now being actively monitored.

The upgrade to the P2P system has been completed and the class materials applications are now live.

A Human Resources plan for post project HR was prepared and will be implemented in the new year.

4.2 Develop an approach that builds capacity for change management

Multiple opportunities were provided to staff in all OSD department to upskill and these were focused on areas that will be able to take advantage of the new and upgrade system environment of Payroll shared services and Upgraded Sun Financial systems. Over twenty six staff have signed up for 43 courses and over 30 completed.

4.3 Embed good governance across LWETB

The Risk Management environment has been significantly altered by the current pandemic. The current unique environment has moved Risk Management into operational decision making. The number of meetings and support calls using Microsoft Teams has meant that staff have had to quickly become expert in this areas and with all the GDPR and Health and Safety implications having to be addressed on an ongoing basis. The success of this forum for the exchange of information has relied heavily on our ICT environment. Our ability to successfully operate remotely has is in part a reflection of our focus on Risk Management over the past number of years.

The development of the COVID-19 Business Response Plan and the associated COVID-19 task group and protocols all contained within SharePoint has operated very effectively to ensure governance of the Pandemic is effective.

4.4 Participate in national initiatives and fora

The engagement with ETBI and other national fora moved online once the pandemic lockdown was in place. However, this has greatly increase the engagement on line with more focused meetings.

ETBI information has been circulated in its various forms to all staff as appropriate.

Engagement with the ESBS on the Payroll and Finance Shared service has continued with both projects completed for LWETB.

The SEAI are considering a Smart Metering pilot set to outline a new roadmap for success with energy reduction initiatives.

Goal 5: Support a culture of continuous development with staff

5.1 CPD Strategy for LWETB

A review was conducted with OSD staff of their CPD requirement and over thirty staff had enrolled in over forty five online courses each course focused on both personal development and development of skillsets required in the new ICT environment.

5.2 Develop cross functional teams to promote a culture of innovation

The three main pillar for projects in 2020 are Payroll Shared Service, the SUN Financial Systems upgrade and the continuing rollout of the Class Materials applications.

These pillars projects are now in now in place and involve all layers of staff from Directors to staff in Finance, Human Resources, Payroll, Principals, Centre Heads, and subject matter teachers and secretaries.

The outcomes of these three initiatives will significantly enhance our governance and simultaneously streamline our processes once fully embedded.

Financial Statements 2020

Please note that the LWETB Operating Statement for the year ended the 31st of December 2020 is subject to audit by the C&AG at the time of publication of the LWETB Annual Report for 2020. LWETB will publish the audited financial statements within one month of them being presented to and approved by the Houses of the Oireachtas.

The LWETB 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 in 2020. 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 Audit. In addition, there is a review of Internal Controls performed on an annual basis.

The primary Risks identified at the end of 2020 were Business Continuity and Disaster Recovery, the lack of available substitute teachers, GDPR Procurement, Pensions, the scale and number of ongoing projects, the lack of an agreed organisation staffing structure, the current increase in the number and complexity of the Department requirements in terms of reporting with very tight lead in times and finally the maintenance of operations on the current very tight financial resources.

The LWETB Board is responsible for the preparation of this Annual Report and the Financial Statements for 2020. The basis of the financial statements is set out below. The Annual Financial Statements are audited by the C&AG. It is the Boards view that based on the information provided to us that this Annual Report is reflective of the state of affairs of LWETB.

The Annual Financial Statement for the year ended on 31st December LWETB is subject to audit by the Office of the Comptroller and Auditor General (C&AG) at the time of publication of the Annual Report 2020. LWETB will publish the audited financial statements within one month of receipt of the C&AG. Financial data in relation to the following is included in the Annual Financial Statement:

- Non Salary-related fees paid in respect of Committee members;
- Salaries and short-term employee benefits;
- Post-employment benefits;
- Termination benefits;
- Key management compensation if any;
- The number of employees whose total employee benefits were between €0 to €59,999;
- The number of employees whose total employee benefits were between €60,000 to €69,999 and within each pay band of €10,000; and
- Overall figure for employer pension contributions.

LWETB confirms that the 2019 Code of Practice for the governance of Education and Training Boards has been adopted and the up to date requirement of the code are being complied with in our governance practices and procedures.

The Chairperson of the Board confirms that the organisation is adhering to the relevant aspects of the Public Spending Code

The Chairperson of the Board confirms that LWETB has complied with its obligations under tax law.

The Chairperson of the Board confirms adherence to the relevant procurement policy and procedures and the development and implementation of the Corporate Procurement Plan.

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 2020 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 that has been submitted to the Minister.

The Annual Financial statements are prepared on the following basis.

1. Establishment of the Education and Training Board

Longford and Westmeath Education and Training Board was established on 1 July 2013 and its functions are set out in section 10 of the Education and Training Boards Act 2013.

2. Significant Accounting Policies

(a) Basis of Presentation

The financial statements are presented in the form approved by the Minister for Education and Skills with the consent of the Minister for Finance and the Minister for Public Expenditure and Reform. They consist of a Statement of Accounting Policies, an Operating Statement, a Statement of Current Assets and Current Liabilities and notes to the financial statements.

Where necessary, the comparative figures for the previous year have been restated on the same basis as those for the current year.

(b) Basis of Preparation

The Operating Statement presents Receipts and Payments by Programme Grouping and the resultant Cash Surplus / (Deficit) is adjusted for other debtor and creditor movements to determine the overall result for the period on an accrual basis.

The Statement of Current Assets and Current Liabilities is prepared on the accrual basis by determining state grant and other funder balances at amounts that reflect the related actual expenditure incurred and in accordance with the funding rules.

Third Party Debtors are included in Current Assets. Pay and Expense Liabilities are included in Current Liabilities.

(c) Tangible fixed assets

All assets purchased including land and buildings, fixtures and fittings and training equipment are expensed in the year of purchase. State grants to fund the purchase of tangible fixed assets are recognised in the same year.

(d) Stocks

All consumable stocks are expensed as purchased.

(e) Superannuation

The pension entitlements of LWETB staff, including those who transferred from SOLAS, are conferred under defined benefits schemes. Staff employed since 2013 are included in the Single Public Service Pension Scheme and monthly payments are made to the Department of Public Expenditure and Reform.

Superannuation deductions made from employees' pay in respect of the schemes are retained by LWETB as part of agreed Exchequer funding, or paid over to the Department of Public Expenditure and Reform.

LWETB does not make any pension contributions towards the schemes.

These unfunded schemes are operated on a pay as you go basis with the annual pension entitlements being paid directly by the National Shared Services Office on behalf of LWETB. ETBs are responsible for the administration of their pensions. Pension funds are provided by the Department of Education and Skills.

Provision has not been made in the financial statements for the present cost of the future benefits that have accrued to staff members and existing pensioners under these schemes.

(f) Lease Rentals

All lease rentals are expensed as incurred.

Appendix 1

LWETB Board Members Attendance at Meetings Jan - December 2020

Meeting Dates	Jan 20 th	Feb 17 th	March 09 th	May 26 th	Aug 17 th	Sept 21 st	Oct 13 th	Nov 10 th	
				Remote	Remote	No Quorum	Remote	Remote	
Mr. Luke Casserly	Present	Apologies	Present	Present	Present		Present	Present	6/7
Mr. Donie Cassidy	Present	Present	Present	Present	Apologies		Apologies	Present	5/7
Cllr. Aoife Davitt	Absent	Present	Present	Present	Present		Present	Present	6/7
Cllr. John Dolan	Present	Present	Present	Present	Apologies		Present	Present	6/7
Cllr. Michael Dollard	Present	Present	Apologies	Apologies	Apologies		Apologies	Apologies	2/7
Ms. Josephine Donohue	Present	Apologies	Apologies	Present	Present		Apologies	Apologies	3/7
Ms. Niamh Ginnell	Present	Present	Present	Present	Present		Present	Present	7/7
Cllr. Ken Glynn	Apologies	Present	Present	Present	Apologies		Apologies	Absent	3/7
Cllr. Gerry Hagan	Absent	Present	Present	Present	Present		Absent	Present	5/7
Mr. Colm Harte	Present	Present	Present	Present	Present		Present	Present	7/7
Cllr. Louise Heavin	Present	Present	Present	Present	Present		Present	Present	7/7
Cllr. Frankie Keena	Present	Present	Present	Present	Present		Present	Present	7/7
Cllr. Denis Leonard	Present	Present	Present	Present	Present		Apologies	Present	6/7
Ms. Kathleen McGahern	Present	Apologies	Present	Absent	Present		Present	Present	5/7
Mr. Mark Murphy	Present	Present	Present	Present	Apologies		Present	Present	6/7
Cllr. Garry Murtagh	Present	Present	Present	Absent	Present		Present	Present	6/7
Cllr. Peggy Nolan	Present	Present	Apologies	Present	Apologies		Present	Apologies	4/7
Ms. Mary O'Brien	Present	Present	Present	Present	Present		Present	Present	7/7
Cllr. Pat O'Toole	Present	Present	Present	Present	Present		Present	Present	7/7
Ms. Emily Wallace	Absent	Apologies	Present	Absent	Apologies		Absent	Absent	1/7
Mr. Colin Whyte	Present	Present	Present	Present	Present		Present	Present	7/7

Appendix 2

Audit & Risk Committee Attendance at Meetings Jan – December 2020

Meeting Dates	06 th Jan	27 th Jan	07 th Feb	24 th April	25 th Sept
Committee Member				Remote	Face to Face
Mr. Donie Cassidy	Present	Apologies	Apologies	Apologies	Apologies
Mr. John Duffy	Present	Present	Present	Present	Present
Cllr. Gerry Hagan	Apologies	Apologies	Present	Apologies	Apologies
Ms. Kathleen McGahern	Present	Present	Present	Apologies	Present
Mr. Pat O'Rourke	Present	Present	Present	Present	Present
Mr. Gerard Quirke	Present	Present	Present	Present	Present

Finance Committee Attendance at Meetings Jan - December 2020

Meeting Dates	03 rd Feb	03 rd Mar	13 th Oct	27 th Nov
Committee Member			Remote	Remote
Cllr. Michael Dollard	Present	Present	Apologies	Apologies
Cllr. John Dolan	Present	Present	Present	Present
Mr. John Duffy	Present	Present	Present	Present
Mr. Hugh Farrell	Present	Present	Present	Present
Cllr. Pat O'Toole	Present	Present	Present	Present
Ms. Ann Nugent	Apologies	Present	Present	Present



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

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**An Roinn Leanaí
agus Gnóthaí Óige**
Department of Children
and Youth Affairs



SOLAS
An tSeirbhís Oideachais Leanaí agus Scileanna
Further Education and Training Authority