

EXCELLENCE THROUGH
EDUCATION AND TRAINING

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

STATEMENT OF STRATEGY 2018 - 2022

www.loetb.ie



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Laoise agus Uíbh Fhailí
*Laois and Offaly
Education and Training Board*

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*Laois and Offaly
Education and Training Board*

Message from the Cathaoirleach of Laois and Offaly Education and Training Board

It is with great pleasure that I introduce the Statement of Strategy 2018 – 2022 for Laois and Offaly Education and Training Board (LOETB). This is a very significant document as it is the first Statement of Strategy for our new organisation. It builds on a long tradition of innovation and responsiveness to the needs of students and communities across the counties of Laois and Offaly on the part of the organisations which merged to form LOETB on 1 July 2013.

I believe this strategy will enable us to grow and develop as a new organisation and help us provide education and training of the very highest quality over the next five years.

This Strategy Statement has been developed following a wide-ranging consultation process and we have also considered key policies and legislation at local, national, and European level. I would like to commend the Board members of LOETB, the Chief Executive, Joe Cunningham, and all of our staff for their continuing hard work and their commitment to the development of this strategy. I wish all our students and staff every success as we work together to achieve excellence through education and training.

Cllr. Caroline Dwane-Stanley
Cathaoirleach

Foreword by the Chief Executive

In LOETB learning is at the heart of everything we do. That learning takes place in our schools, Further Education and Training (FET) Centres, and in community settings across the counties of Laois and Offaly. The most important factor underpinning all learning experiences, regardless of location, is the excellent staff that represent LOETB across our programmes and services. The professionalism, dedication, and commitment of staff has been the enduring feature of the organisation since its establishment in July 2013.

This Strategy Statement sets out the direction of our organisation over the next five years to enable us to continue to provide a high-quality education and training experience to the communities of Laois and Offaly.

I would like to thank Marie Bracken (Director of Organisation, Support and Development), Paul Fields (Director of Schools), and Tony Dalton (Director of Further Education and Training) for their insight and endeavours in developing this Strategy Statement and, working together, we are committed to leading its implementation. Each service will be able to evaluate and plan in the context of our overarching goals, priorities, and actions. The programmes and services will report on their achievements in implementing the strategy on an ongoing basis and as part of our Annual Report.

I am confident that with the support of all LOETB staff that we can make real progress in implementing our mission statement of excellence through education and training.

I commend this strategy to you in the knowledge that it will help us to improve the experience of all of our students in the years ahead.

Joe Cunningham
Chief Executive



Executive Summary

The LOETB Statement of Strategy sets high-level objectives for the organisation under four Strategic Goals:

- 1. Excellent education and training**
- 2. Excellent experience for students**
- 3. Organisation Transformation**
- 4. Staff Development**

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

GOAL 1:

Excellent education and training

Strategic priorities under this goal include the provision of quality-assured excellent teaching, learning, and assessment for all with high levels of achievement and accreditation by students. These will be achieved through relevant, responsive, integrated and innovative programmes and initiatives.

Actions to support these strategic priorities will include the development of a common understanding

of what constitutes excellence in teaching and learning in LOETB which will inform an overarching teaching and learning policy encompassing our core values and facilitates lifelong learning.

We will ensure a consistent assessment process across all our programmes with a focus on student retention, achievement, and progression. We will establish a forum for staff to facilitate collaboration and sharing of knowledge, skills, and resources and continue to expand, integrate, and align provision to meet the needs of students, employers, and the local economy.

GOAL 2:

Excellent experience for students

The strategic priorities under this goal include the provision of positive learning experiences and environments with suitable resources and premises for students. Lifelong learning, personal development, progression and employment will be supported. There will also be a strong commitment to technology-enhanced learning to support independent and collaborative learning.

Actions to support these priorities include the development of multi-programme FET Centres including the necessary student supports. We will

ensure consistency of information to students and provide increased opportunities for feedback from students and parents. We will continue to promote and develop the ethos of active and social inclusion and ensure Special Education Needs resources are deployed appropriately to relevant programmes and services.

GOAL 3:

Organisation Transformation

Strategic priorities here include the creation of a culture of innovation and improvement within the organisation. This will be based on ethical governance to ensure accountability and value for money.

We will develop strategic partnerships with key stakeholders where our identity as a leading provider of education and training will be promoted through a culture of innovation and improvement.

This will see the organisation being restructured to implement the strategy and to respond to policy and legislative changes as they occur. A culture of innovation which is open to change and continuous improvement will be fostered. We will also develop and implement a branding and marketing strategy which will publicise our innovative programmes and activities. In addition, we will continue to embed good governance and communications across the organisation in line with the Code of Practice for the Governance of ETBs.

GOAL 4:

Staff Development

The strategic priorities under this goal are to recruit & retain a highly-qualified and motivated workforce and to provide staff support and opportunities for continuing personal and professional career development.

This will see us review our recruitment policies, promote equity of access, and induction for all new staff. We will develop an active leadership programme for aspiring leaders, and a well-being programme for all staff. We will continue to develop technical working groups to capture best practice and share knowledge among staff as well as enhancing opportunities for internal networking to promote continuous improvement in our communications and services.



Profile of Laois and Offaly Education and Training Board

4.1

Introduction

LOETB was established on 1 July 2013 through the merger of two Vocational and Education Committees (VECs); Co. Laois VEC and Co. Offaly VEC. This was followed by the incorporation of SOLAS training services (formerly FÁS), including the National Construction Training Centre, on 1 January 2016.

4.2

Our Vision and Values

Our vision is to actively lead the provision of high-quality education and training in Laois and Offaly.

Our mission is excellence through education and training.

We put learning at the heart of everything we do through the provision of a wide range of education and training programmes, services, and supports to young people and adults across the LOETB region.

We believe that lifelong learning is key to personal development and wellbeing, social inclusion, and economic prosperity. Our core values as a service provider are as follows:

EQUALITY

Fairness, respect, and inclusion in the treatment of our students, stakeholders, and staff and a culture where diversity is welcomed and valued.

COLLABORATION

Working in partnership with our students, stakeholders and staff to facilitate the sharing of knowledge, expertise and skills.

INNOVATION

Remaining a leader in the provision of education and training by encouraging new ideas, trying out different approaches and responding to change.

PROFESSIONALISM

Courtesy, efficiency and excellence in our dealings with our students, stakeholders and staff and working to the highest standards in education and training.

INTEGRITY

Honesty, transparency, and confidentiality and meeting our responsibilities as a provider of lifelong learning in a consistent and ethical fashion.

Our overall aim is to enable our students reach their potential. We strive to offer learning experiences that respond to the needs of students of all ages and abilities. We make guidance and supports available to our students to help them attain their learning goals and qualifications.

We include transfer and progression options for our students to maximise their chances of pursuing further education and training and securing employment. We acknowledge the importance of suitable premises and resources for our students in our commitment to inclusive education. We are mindful of our responsibilities in relation to human rights and equality, both as a service provider and employer.

We understand the importance of technology as a means of enhancing learning, collaboration and communication among our students and stakeholders. To this end, we are working to ensure our digital systems are accessible, reliable, and protected.

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

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



4.3

Governance and legislative framework

LOETB is governed by a Board comprising 21 members. This includes 12 representatives from the two local county councils: Laois and Offaly; two members elected from staff; two parent representatives; and five members with a special knowledge of education and training including a learner representative and a business representative. The full list of Board of Members is available in Appendix 1.

4.4

Overview of our programmes and services

A full list of all our programmes and services appears in Appendix 2 and on our website www.loetb.ie

LOETB is one of the main employers in the midlands with 1,000 staff providing education for over 4,000 students at post-primary level and over 11,000 beneficiaries on FET programmes and services. LOETB manages nine post-primary schools and twelve multi-programme FET Centres and is also joint patron of five Community Schools located in Mountmellick, Ballinakill, Mountrath, Birr, and Ferbane. Under the Education & Training Board Act 2013, LOETB has a responsibility to support the provision, coordination, administration, and assessment of youth work services in its functional area and, through co-operation with other institutions, provide support to a wide variety of programmes and agencies to deliver education and training programmes that cannot be met by mainstream educational services in counties Laois and Offaly.

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

Context

5.1

The education and training landscape in Ireland

Legislation & Regulation

At national level, education and training have been identified as key priorities by the government. The link between education and equality as well as economic prosperity is highlighted in the Programme for a Partnership Government 2016. Excellence and innovation in education and training are seen as key to enabling individuals to fulfil their potential and to our success as a country.

In recent years, there have been a number of significant changes in the landscape for education and training in Ireland. The Education and Training Boards Act 2013 led to the establishment of 16 Education and Training Boards (ETBs) as well as the introduction of a Code of Practice for Governance of ETBs.

Another major development which arose from the Further Education and Training Act 2013 was the establishment of An tSeirbhís Oideachais Leanúnaigh agus Scileanna (SOLAS) as the national further education and training authority. The Qualifications and Quality Assurance (Education and Training) Act 2012 is another significant piece of legislation as this established Quality and Qualifications Ireland (QQI) and the Quality Assurance (QA) systems for ETBs.

Policy Developments

A number of key policies are shaping provision in education and training in Ireland at present. Under the Department of Education and Skills (DES) Action Plan for Education 2016 - 2019, specific reference is made to the implementation of the new Framework for Junior Cycle with its new short courses, group projects and Junior Cycle Profile of Achievement. Mention is also made of a new plan for schools offering the DEIS programme to support achievement and progression. Another key action is the extension of coding and ICT options in schools. In the FET sector, the development of the FET Strategy 2014-2019 led by SOLAS and the review and development of new apprenticeships are significant drivers of FET provision. In addition, Education and Training Boards Ireland (ETBI) has recently published a strategy for Technology-Enhanced Learning in partnership with SOLAS. The National Strategy for Children and Young People and the associated Value For Money Policy Review are key policy drivers for Youth Services under the Dept. of Children and Youth Affairs.

Socio-Economics

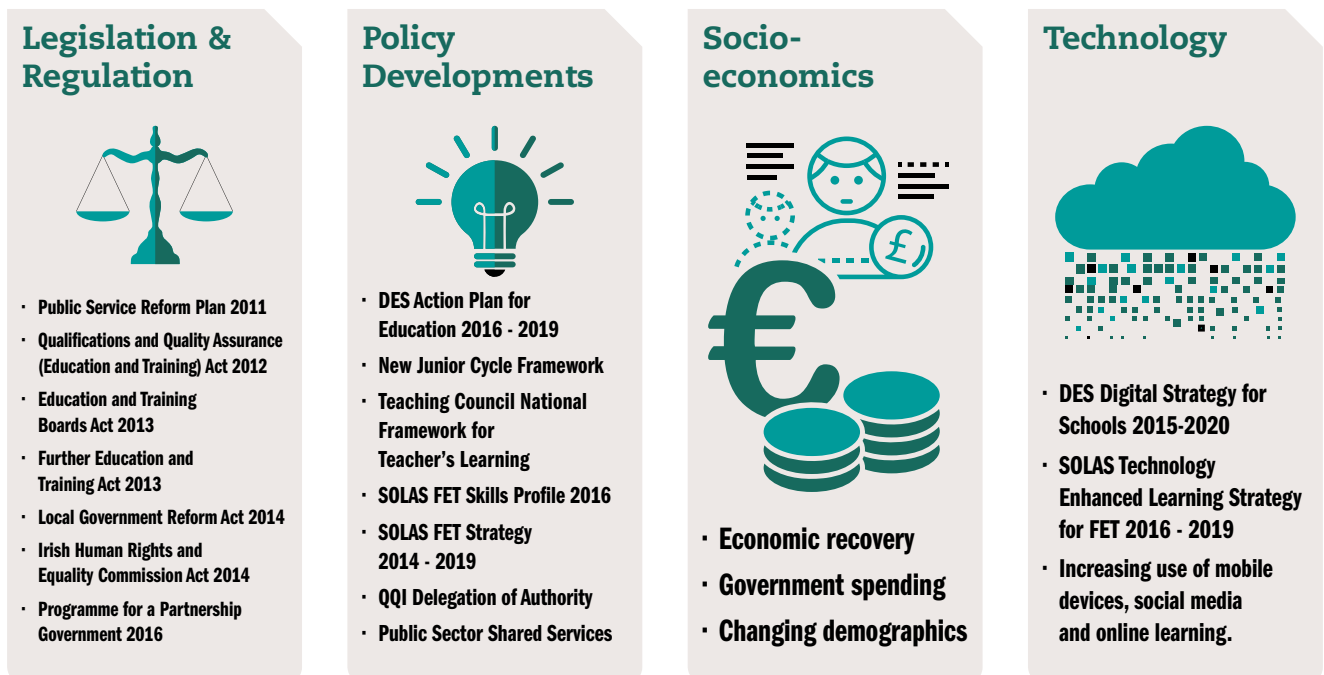
Ireland's economy is changing as we emerge from the recession with consequent changes to the labour market. This means that LOETB is working in a challenging environment in which we are required to do more with the same resources as well as meet the requirements of new planning and reporting systems.

The Public Service Reform Plan 2011 is also having a major impact and will continue to affect some of the core functions of LOETB's organisational and financial services as a result of the move towards shared services across the sector.

Technological Developments

Advances in information and communications technology are having a significant impact on education, training, and administration. In recent years there has been exponential growth in the use of wireless networks, cloud services, mobile devices, and social media. The benefits and challenges of embedding technology and digital learning tools in the education sector are outlined in the Department of Education and Skills' *Digital Strategy for Schools 2015 – 2020* and the SOLAS *Strategy for Technology-Enhanced Learning for Further Education and Training 2016 – 2019*.

All of the factors mentioned above have helped to shape our four strategic goals.



5.2

The Regional Perspective

Geography and demographics

The Laois and Offaly ETB region encompasses the counties of Laois and Offaly.

Laois and Offaly is a predominantly rural area of approximately 3715km², with a population of 162,658 people (Census 2016) stretching from Banagher on the banks of the Shannon to the River Barrow on the edge of Carlow town. The most recent CSO figures indicate that the population of the region has grown by 3.5% since 2011, just below the national figure of 3.8%. The two counties combined have a slightly younger than average age profile of 35.6, below the national figure of 37.4.

The population change in Laois and Offaly is significantly varied. Smaller rural towns and villages experienced a considerable reduction in the number of people living in the area, for example the population in Shannonbridge decreased by 12% (2011-2016) whilst the population in some of the more urban settings grew significantly e.g. Portarlington (15.5%) and Portlaoise (11%) in the last 5 years.

Overall the population grew in Offaly by 1.2% from 2011, with Laois reporting as one of the fastest growing counties in Ireland with an increase of 5.2%.





Socio-Economic

The CSO figures show that those under the age of 15 represent 36.9% of the region's total population compared to an average of 31.5% in the Leinster region. Those aged 0-14 and 65+ (the 'age-dependent groups') represent 53 persons per 100 of the 'active' age groups.

A total of 22,547 (13.8%) of the population of the two counties was recorded as having a disability in the 2016 census, an increase of 2,077 from 2011. Asylum seekers/Refugees account for 13.35% of the population in the region.

Employment

According to the Census (2016) there are 60,624 currently employed in the Laois Offaly region. The main sectors of employment in the region are Professional Services (22.5%), Commerce and Trade (19.7%) and Manufacturing (16.9%). It is noteworthy to mention that the Agriculture, forestry and fishing sector provides employment for over 7% of those working in the region.

There are 9,993 people on the live register in Laois and Offaly (October 2017), with 1,307 under the age of 25. Of those that are on the live register, 55% are male.

Educational Attainment

Of the population of the two counties, an average of 34% of those aged 15 years and over have completed third level education, compared to the national average of 42%.

At the time of Census 2016, an average of 1.25% of the population of the two counties had completed no formal education, whilst 7.8% of the population completed primary education only compared to a national average of 7%. The average age of ceasing education in Laois and Offaly is 18.5 years compared to a national figure of 19.9 years old.

The number of Ph.D. holders increased by 97 from 2011 to 342 in 2016 and the number holding advanced certs/apprenticeships increased by 107 in the same period to 3,513.

CONCLUSION

The wide variation in population and the socio-economic profile across the region presents clear challenges to LOETB in terms of delivering high-quality education and training programmes and services that are responsive to the needs of the communities of Laois and Offaly. The need to meet these challenges has informed the development of this strategy.

Strategy

6.1

Approach to developing the strategy

This Statement of Strategy is the result of a consultation process which commenced in May 2017. Consultation consisted of meetings and focus groups involving managers, programme and centre co-ordinators, support and development teams from across the organisation, and the Board of LOETB. Consultation with education partners and other stakeholders was a key element of the process, from which a number of strategic goals and priorities emerged.

TASK	TIMESCALE
Preliminary meetings and consultation	May 2017
Draft framework for the Strategy	May 2017
Initial consultation with senior managers	June 2017
Initial consultation with middle managers & coordinators	June 2017
Briefing and discussion at LOETB Board	June 2017
Final consultation with senior managers	September 2017
Final consultation with middle managers & co-ordinators	October 2017
Consultation with staff and education partners	November 2016
Finalising of the Strategy	November 2017
Approval by LOETB Board	December 2017
Launch	January 2018



6.2

Goals, priorities and actions

The LOETB Statement of Strategy sets high level objectives for the organisation as a whole under four Strategic Goals:

1. Excellent education and training

2. Excellent experience for students

3. Organisation Transformation

4. Staff Development

The goals refer not only to teaching and learning but also to the enhancement of our support services and our organisation services. Underpinning each goal is a set of strategic priorities. These priorities are designed to assist LOETB to address the opportunities and challenges facing the organisation over the next five years. With a complex range of services delivered to a broad section of the community, it is vital that LOETB continues to build its strategic capacity organisationally and more importantly as a provider of lifelong learning.

A particular focus within the Strategy is equality and active social inclusion. LOETB has a number of responsibilities in relation to human rights and equality, both as a service provider and employer. To this end, we continue to develop practices and procedures to eliminate discrimination, to promote equality of opportunity and treatment for our students and staff and to protect the human rights of all those we serve and employ.

STRATEGIC GOALS	1: Excellent education and training	2: Excellent experience for students	3: Organisation Transformation	4: Staff Development
STRATEGIC PRORITIES	1.1 Excellent teaching, learning, and assessment for all	2.1 Provide positive learning experiences and environments	3.1 Promote a culture of innovation and improvement	4.1 Recruit and retain a highly qualified and motivated work force
	1.2 Quality-assured provision with high levels of achievement and accreditation by students	2.2 Commitment to technology-enhanced learning to support independent and collaborative learning	3.2 Promote ethical governance to ensure accountability	4.2 Staff support, continuing personal, professional and career development
	1.3 Evidence-based planning, coordination and review	2.3 Enhance feedback opportunities to and from students and parents	3.3 Enhancing the LOETB brand	4.3 Capacity building for active leadership
	1.4 Reflective practice to support programme improvement	2.4 Equality and active social inclusion	3.4 Strategic networking and partnerships with key stakeholders	4.4 Collaboration and Sharing of Knowledge

STRATEGIC GOAL 1: EXCELLENT EDUCATION AND TRAINING

Strategic Priority 1.1:

Excellent teaching, learning, and assessment for all

ACTIONS	LEAD	TIMEFRAME
1.1.1 Develop a common understanding of what constitutes excellence in teaching, learning, and assessment in LOETB, drawing on current quality frameworks, and ensuring this guides all strategic actions	CE & Directors	2018-2022
1.1.2 Engage with key principles of Junior Cycle and implement Specifications/ Learning Outcomes for all classes in Junior Cycle	Director of Schools	2018-2022
1.1.3 Develop innovative responses through Traineeships/Apprenticeships to meet the needs of the local economy	Director of FET	2018-2022

Strategic Priority 1.2:

Quality-assured provision with high levels of achievement and accreditation by students

ACTIONS	LEAD	TIMEFRAME
1.2.1 Provide quality programmes with high levels of learner retention, achievement, and progression	Director of FET & Director of Schools	2018-2020
1.2.2 Develop a consistent assessment process across all relevant programmes	Director of FET & Director of Schools	2018-2022
1.2.3 Review existing progression pathways and identify additional progression options for all students	Director of FET & Director of Schools	2018-2022
1.2.4 Develop an Access, Transfer, and Progression policy	CE & Directors	2018-2022



Strategic Priority 1.3:

Evidence-based planning, coordination, and review

ACTIONS	LEAD	TIMEFRAME
1.3.1 Establish an evidence-based planning process for the coordinated provision of relevant & innovative FET courses and programmes	Director of FET	2018-2022
1.3.2 Establish a formal Programme Approval process for all new FET provision	Director of FET	2018
1.3.3 Continue to expand, integrate, and align provision to meet the needs of students, employers, and the local economy	Director of FET & FET SMT	2018-2022

Strategic Priority 1.4:

Reflective practice to support programme improvement

ACTIONS	LEAD	TIMEFRAME
1.4.1 Establish a forum for staff to facilitate collaboration and sharing of knowledge, skills, and resources	Director of FET	2018-2022
1.4.2 Promote a culture of school self-evaluation leading to school improvement	Director of Schools	2018
1.4.3 Conduct QQI Executive Self Evaluation and implement Quality Improvement Plan for all FET provision	Director of FET	2018

STRATEGIC GOAL 2: EXCELLENT EXPERIENCE FOR STUDENTS

Strategic Priority 2.1:

Provide positive learning experiences and environments with suitable resources and premises

ACTIONS	LEAD	TIMEFRAME
2.1.1 Expand the FET Centre model of integrated provision of programmes and services on single sites	Director of FET	2018-2022
2.1.2 Ensure consistency of student entry across all FET Services	Director of FET	2018
2.1.3 Identify priorities for improvements in buildings and seek funding from relevant sources	CE & Directors	2018-2022
2.1.4 Undertake regular Health and Safety Audits of all our premises.	Director of OSD	2018-2022
2.1.5 Provide opportunities for the Student Voice (SV) to inform policy and practice within schools and centres	Director of Schools	2018-2022

Strategic Priority 2.2:

Commit to technology-enhanced learning to support independent and collaborative learning

ACTIONS	LEAD	TIMEFRAME
2.2.1 Develop a Technology-Enhanced Learning strategy to support high quality teaching and learning	CE & Directors	2018
2.2.2 Implement the Digital Strategy in all schools	Director of Schools	2018-2022
2.2.3 Develop an Information and Communications Technology (ICT) Plan	Director of OSD	2018-2022
2.2.4 Promote collaboration among teachers and tutors through the use and support of ICT	CE & Directors	2018-2022



Strategic Priority 2.3:

Enhance feedback opportunities to and from students and parents

ACTIONS	LEAD	TIMEFRAME
2.3.1 Ensure consistency of information to students and provide increased opportunities for feedback from students in FET	Director of FET	2018-2022
2.3.2 Ensure summative and formative methods of feedback are implemented in schools	Director of Schools	2018-2022
2.3.3 Ensure AFL/AOL methodologies are employed within school settings	Director of Schools	2018-2022

Strategic Priority 2.4:

Equality and active social inclusion

ACTIONS	LEAD	TIMEFRAME
2.4.1 Continue to promote and develop the ethos of active and social inclusion	CE & Directors	2018-2022
2.4.2 Ensure consistency in differentiation methods employed in schools/classrooms	Director of Schools	2018
2.4.3 Ensure SEN resources are deployed appropriately to relevant programmes and services	Director of Schools & Director of FET	2018

STRATEGIC GOAL 3: ORGANISATION TRANSFORMATION

Strategic Priority 3.1:

Identity as a leading provider and inculcate a culture of innovation and improvement actions

ACTIONS	LEAD	TIMEFRAME
3.1.1 Embed our core values and ensure that these are at the heart of all of our work within the organisation	CE & Directors	2018-2022
3.1.2 Further develop the organisational structure to implement the strategy and respond to policy and legislative changes	Director of OSD	2018

Strategic Priority 3.2:

Promote ethical governance to ensure accountability and value for money

ACTIONS	LEAD	TIMEFRAME
3.2.1 Review and evaluate policies, procedures, and systems to improve our services	CE & Directors	2018-2022
3.2.2 Ensure timely completion of Service Plan, Annual Report & Financial Statements	CE & Director of OSD	2018-2022
3.2.3 Develop a revised Governance structure for FET services which protects the integrity of academic standards and processes	CE & Director of FET	2018



Strategic Priority 3.3:

Enhance the LOETB brand

ACTIONS	LEAD	TIMEFRAME
3.3.1 Develop a Public Relations/Social Media strategy to provide consistency of communication with external stakeholders	CE & Directors	2018-2022
3.3.2 Develop the LOETB brand and implement a marketing strategy across the organisation	CE & Directors	2018-2022
3.3.3 Improve provision of information to the public and develop a Customer Service Action Plan	CE & Directors	2018-2022

Strategic Priority 3.4:

Promote strategic networking and partnerships with key stakeholders

ACTIONS	LEAD	TIMEFRAME
3.4.1 Promote LOETB as a proponent of partnership	CE & Directors	2018-2022
3.4.2 Develop a Communications Strategy that effectively engages employers & employees in the region	Director of FET	2018-2022

STRATEGIC GOAL 4: STAFF DEVELOPMENT

Strategic Priority 4.1:

Recruit and retain a highly qualified and motivated workforce

ACTIONS	LEAD	TIMEFRAME
4.1.1 Review and update our Recruitment and HR policies and procedures to ensure that they reflect best practice	Director of OSD	2018-2022
4.1.2 Promote the Employee Assistance Service and continue to develop and improve staff welfare schemes	Director of OSD	2018-2022
4.1.3 Provide staff induction training for all new staff	CE & Directors	2018-2022
4.1.4 Promote equality of access for new staff through our Recruitment Policy	Director of OSD	2018-2022

Strategic Priority 4.2:

Ensure continuing personal, professional, and career development

ACTIONS	LEAD	TIMEFRAME
4.2.1 Provide high quality and relevant Continuing Professional Development (CPD) opportunities for all staff	CE & Directors	2018-2022
4.2.2 Develop and provide a Well-being programme for all LOETB staff	CE & Directors	2018



Strategic Priority 4.3:

Develop capacity-building for active leadership

ACTIONS	LEAD	TIMEFRAME
4.3.1 Develop an active leadership programme for staff, to include middle and senior leaders	CE & Directors	2018-2022
4.3.2 Provide professional development opportunities for aspiring leaders	CE & Directors	2018-2022

Strategic Priority 4.4:

Promote collaboration and sharing of knowledge

ACTIONS	LEAD	TIMEFRAME
4.4.1 Develop a succession planning strategy to ensure continuity of service	Director of OSD	2018-2022
4.4.2 Continued development of internal technical working groups to capture best practice and share knowledge	Director of OSD	2018-2022
4.4.3 Enhance opportunities for internal networking to promote continuous improvement in our internal communications and services	CE & Directors	2018-2022

6.3

Implementation

These goals, priorities, and actions will underpin the implementation of the Strategy Statement for the organisation. Actions from the implementation plan will be integrated into annual plans at school, centre, and service level and progress will be reported through the Annual Report. While the organisation is fully committed to the five year Strategy, its implementation is subject to the availability of resources.

Appendices

APPENDIX 1

Board of LOETB

Ms. Maura Brophy

Ms. Molly Buckley

Cllr. John Carroll

Ms. Mary Cotter-Bracken

Cllr. Eamon Dooley

Cllr. Caroline Dwane-Stanley (*Chairperson*)

Cllr. Catherine Fitzgerald

Cllr. Eddie Fitzpatrick

Mr. William Flanagan

Ms. Vivienne Keenan

Cllr. John King

Cllr. Jerry Lodge

Cllr. Sean Maher

Cllr. Tony McCormack

Cllr. Paschal McEvoy

Cllr. Liam Quinn

Mr. Derek Scully

Mr. Frank Smith

Ms. Anne Starling

Cllr. Mary Sweeney

Mr. Joe Thompson

Appendices

APPENDIX 2

Schools, FET Centres, and Services in LOETB

SCHOOL

Dunamase College
Portlaoise College
St. Fergals College, Rathdowney
Clonaslee College
Banagher College - Coláiste na Sionna
Tullamore College
Oaklands Community College, Edenderry
Coláiste Naomh Cormac, Kilcormac
Ard Scoil Chiaráin Naofa, Clara

ADDRESS

Railway St., Portlaoise, Co Laois
 Mountrath Rd., Portlaoise
 Rathdowney, Co Laois
 Clonaslee, Co Laois
 Main St., Banagher, Co Offaly
 Riverside, Tullamore, Co Offaly
 Sr Senan Ave., Edenderry, Co Offaly
 Kilcormac, Co Offaly
 Clara, Co Offaly

CENTRE

Portlaoise FET Centre
Portarlington FET Centre
Abbeyleix FET Centre
Tullamore FET Centre
Birr FET Centre
Mountmellick FET Centre
Edenderry FET Centre
Clara FET Centre
Banagher FET Centre
Midlands Prison Education Centre
Portlaoise Prison Education Centre
Birr Outdoor Education and Training Centre
National Construction Training Centre, Mount Lucas

Tower Hill, Portlaoise, Co Laois
 Bracklone St., Portarlington, Co Laois
 Mountrath Rd., Abbeyleix, Co Laois
 Castle Buildings, Tullamore, Co Offaly
 Roscrea Rd., Birr, Co Offaly
 Harbour St., Mountmellick, Co Laois
 St Mary's Rd., Edenderry, Co Offaly
 River St, Clara, Co Offaly
 Banagher, Co Offaly
 Dublin Rd., Portlaoise, Co Laois
 Dublin Rd., Portlaoise, Co Laois
 Roscrea Rd., Birr, Co Offaly
 Mount Lucas, Daingean, Co. Offaly



Portlaoise

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STATEMENT OF STRATEGY 2018-2022



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Aontas Eorpach
Ag infheistiú i do dhán
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