

DRUMCONDRA EDUCATION CENTRE

DRUMCONDRA

DUBLIN 9



**DRUMCONDRA
EDUCATION CENTRE**

ANNUAL REPORT 2021

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*Website Statistics are no longer a correct reflection of our website traffic following
GDPR Privacy changes made in May 2018*

MANAGEMENT COMMITTEE AND STAFF 2021

Management Committee

Cora O'Farrell	<i>resigned October 2021</i>	St. Patrick's College of Education, Dublin 9.
Tim Hurley		Retired Secondary School Principal
Mary Friel	<i>Chairperson</i>	Margaret Aylward College, Dublin 9.
Gerry Clerkin		Retired Primary School Principal
Fiona Gallagher	<i>Deputy Chairperson</i>	Trinity Comprehensive School, Dublin 11.
Jerry Pierce	<i>Treasurer</i>	Central Remedial Clinic, Dublin 3.
Eithne Deeney	<i>resigned October 2021</i>	ACCS
Ann O'Reilly	<i>resigned June 2021</i>	Whitehall College of Further Education, D9
Tony Healy	<i>Assistant Treasurer</i>	CPSMA
Mary King	<i>resigned October 2021</i>	National Parents' Council (Primary)
Pat Furlong		St. Teresa's NS, Balbriggan
Ada Broderick	<i>Joined October 2021</i>	Lusk Community College
Susan Connolly	<i>Joined October 2021</i>	Jesus & Mary College, Our Lady's Grove, D14
Siobhán O'Carroll	<i>Joined October 2021</i>	Whitehall College of Further Education, D 9.
Gavin Beirne	<i>Joined October 2021</i>	Manor House College, Raheny, D5.

Centre Director

Ms. Thérèse Gamble

Administration Staff

Rosemary Cadwell	<i>Centre Operations Coordinator / PA to Director</i>
Gráinne Haughey	<i>PDST Post Primary Maths Administrator</i>
Rachel Whearity	<i>PDST Post Primary Maths Admin. Assistant (Part-time)</i>
Aoife Lewis	<i>Centre Reception, CRE Administrator, Summer Course Administrator, NIPT</i>
Valerie Norris	<i>JCT, PDST Literacy, Mata sa Rang Administrator (Part-time)</i>
Bridget Quigley	<i>Receptionist, Course & Room Bookings</i>
Sarah Mulligan	<i>Centre IT, PDST TiE, Summer Courses, NEPS (FFL & IY), Reception.</i>
Bernie Howard	<i>NIPT Lead Administrator, Local Courses, Reception (Part-time)</i>
Jacqueline Daly	<i>PDST Primary STEM Administrator (job sharing)</i>
Jackie Delaney *	<i>PDST Primary STEM Administrator (job sharing), REEL</i> *RETIRED December 2021

National Programme Team Leaders

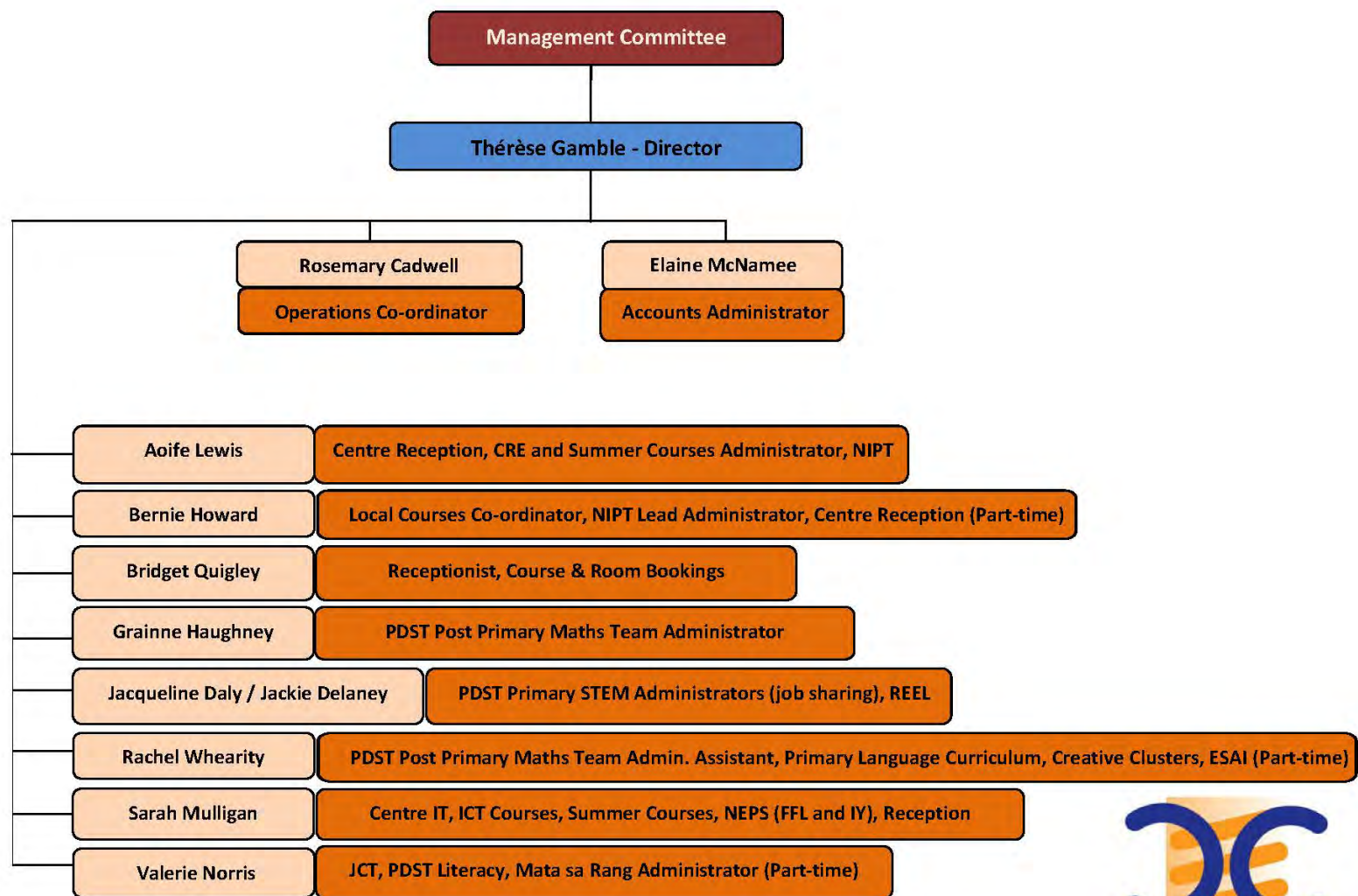
Realtín Berry	<i>Team Leader, PDST Primary STEM (Numeracy Base)</i>
Stephen Gammell	<i>Team Leader, PDST Post Primary STEM (Post Primary Maths)</i>

Accounts

Elaine McNamee	<i>Accounts Administrator</i>
Michael Lyng	<i>Accountant</i>

Housekeeping

Noonans



CHAIRPERSON'S ADDRESS, AGM 2021

On behalf of the Management Committee of Drumcondra Education Support Centre (DESC), I am pleased to welcome you to our AGM.

Yet again we are having a very late AGM due to our audited accounts only being returned in the last month.

Due to the ongoing pandemic, 2021 was a very difficult worldwide. Pandemic working conditions persisted throughout the year. This meant that everybody continued to work from home some of the time in order that social distancing could be maintained at work. And that Management Committee (MC) meetings continued to be on-line for most of the year. It was a relief to get back to on site meetings in December when we introduced blended MC meetings where some of us went into the Centre and some came to the meeting on-line. Thanks to the facility of being able to meet online MC were in a position to support good governance within the Centre. But on-line meetings do not facilitate good debate and thus the interrogation of many issues was difficult.

Thanks to the Centre's excellent digital set up, staff were able to support all the requirements of the various educational services e.g. PDST, JCT, NIPT, etc. While there were very few small groups in the Centre during 2021, these services used the Centre to host their on-line meetings with schools. This was primarily due to the reliable internet service available here as opposed to in the homes of the Service's staff. Centre staff had to prepare the rooms with tables initially at 2m distancing and now at 1m, for the groups that did use the Centre. Participants had to complete Covid19 Contact tracing forms before attending any meeting in the Centre and staff had to cross check these with names on attendance lists.

Due to the changed working conditions and knowing that they have presented some new challenges and opportunities for us all, MC engaged with all staff before the end of the year with a view to assessing current and future needs of the staff and the Centre. While many good ideas were suggested to us during these meetings, it was brought to our attention that a majority of staff and a majority of MC do not know each other. This is not surprising considering the voluntary nature of those serving on the MC but I feel it is something we have to remedy. Additionally, the Teacher Education Section of the Department of Education has indicated that they will be doing an audit of all Centres pending the amalgamation of the PDST, JCT and LDS services. DESC is well placed to emerge as one of the core Centres in the future work of this amalgamated service.

Thankfully we retained all our staff during 2021. Cora O'Farrell resigned from MC after many years service. She was Chairperson during the transition of two previous

Directors and she took a very active role on many Centre related activities. Her wise input to meetings is missed. This has left a Primary representative vacancy on MC still to be filled. Parent representative, Mary King also left as she no longer has children in Primary school, the sector who had previously nominated her. This position is also vacant. Pat Furlong has also recently retired. He too served many years on MC and always had a very wise word to offer in most discussions. Gavin Beirne joined us at last years AGM. He replaced Lori Fields who served on MC for a number of years but had to resign due to the pressures of senior management in a busy school. We welcome Catherine Cavanagh to MC who is a Post Primary representative. Serving on MC is a big commitment and governance requirements make it an onerous commitment for everybody.

I want to thank past and current Management Committee members who have engaged constructively with all Centre issues. This has not been easy over the past year. I look forward to the return to full face to face meetings and to a busy Centre hosting meetings and courses for our educational community.

Finally, I want to thank all staff and the Director for keeping the Centre to the forefront of the education community in the past year. We now head into the last year of Thérèse's five year term during which we will have to recruit the next Director. While we are in for a lot of change over the next year I believe Drumcondra Education Support Centre is well equipped to meet these challenges.



Thank you all.

Mary Friel, 27th June 2022

DIRECTOR'S REPORT 2021

I would like to welcome you all to the Annual General Meeting of Drumcondra Education Support Centre.

As outlined in our constitution the purpose of the AGM is to report on the work of the Centre, to ratify our financial accounts and elect a committee for the forthcoming year. This annual report gives an overview of the various initiatives, programmes and areas of professional development in which the Education Centre was involved. This range of professional development was provided in response to the needs of our school community and aligned to the priorities of the DE Action Plan for Education.

I would like to start by thanking our voluntary Management Committee, who are vital to the work of Drumcondra Education Support Centre, giving generously of their time and expertise to ensure that the Centre is managed in accordance and in compliance with the governance and oversight expectations of all public bodies. Their commitment to Drumcondra Education Support Centre is selfless, contributing substantially to the continued delivery of high-quality services, and supports to the community of people working in the Primary and post-Primary schools. I would like to acknowledge members who have retired from the Management Committee and thank them for their work and commitment to the Centre over many years.

In particular, I would like to thank our chairperson Mary Friel, and our deputy chairperson Fíona Gallagher for your time, energy and commitment to Drumcondra ESC. Thank you also to our treasurer Jerry Pierce and deputy treasurer Tony Healy. Our ARC committee and account's administration have coped admirably with the hundreds of hours of preparation of information, documentation, reports and spreadsheets required of us, not only during audit and desk-based reviews, but increased and more frequent budgeting demands too.

A heartfelt thank you to all the staff in Drumcondra ESC. Over the past two years the staff have adapted to different and more challenging work regimes and patterns. They did this with a high level of professionalism and commitment to the Centre. Drumcondra ESC was one of the first Education Centres to re-open and this was in no small measure due to the support and efforts of the staff here. The DE and the support services expressed their thanks to the Centre and the staff for accommodating the support services during this critical time. The Centre is well known for its warm welcome and professional service and the staff are very well respected by all who engage with the Centre.

Our engagements and collaboration with colleagues in our network of full-time and part-time Education Centres, and our other education partners, have strengthened and developed over the past year. Our standing within the education community, both locally and nationwide, has been strengthened through these engagements and collaborative partnerships. I would like to thank ESCI for their commitment to Education Centres and for the many collaborations we have worked on together throughout 2021. The ESCI strategic

plan will continue to guide us into 2022, and we look forward to building on the strong connections and professional relationships which have been built up between director's and staff of education Centres.

The challenges posed by Covid-19 continued into 2021, during which time we used alternative methods of meeting the core responsibilities of the Education Centre. Drumcondra ESC provided extensive online training for school leaders, teachers, SNA's and parents, using online platforms to build connections and provide support. Over the last couple of years school staff have adopted new technologies to embrace online learning, and I commend their commitment to this and their own continued professional development. In response to the needs of our school community, we organised a far greater range of webinars than could ever be envisaged in an annual plan.

The demand for online professional development continued throughout the school year. Drumcondra ESC, in conjunction with ESCI, provided a wide range of webinars and professional development opportunities to the school community, locally and nationally. On reflection, it can be confidently stated that there is a huge demand among school communities for professional learning, which allows for opportunities for engagement, connection and self-reflection. Our social media platforms have allowed us to connect with schools all over the country and we have seen a huge increase in the number of people engaging with the Centre and our courses/webinars, further enhancing the profile and image of our Centre.

I am grateful to the many local facilitators who have provided online courses for us and to a very high standard. Many of our courses, had participants registering from all four corners of Ireland, and occasionally beyond. Feedback from participants is important to us, and we welcomed very positive comments about the variety of courses being provided and the support they are receiving. Identifying the needs of our local school community is a priority as we move forward, and we hope to see more face-to-face engagement in the Centre in the coming year.

Our partnership with the support services continues to be collaborative and engaging. I would like to say a word of thanks to the support services for their professionalism and dedication to the delivery of CPD throughout 2021, in particular our engagement with PDST, JCT, NIPT, NEPS, NCSE, the DE Inspectorate and many more. Our staff here in Drumcondra ESC who engage with these support services have adapted so well to the many challenges in the delivery of online support, and the continued engagement with schools across the country. Once again, Drumcondra ESC managed the comprehensive summer course programme in July and August, and while most courses remained online, we do hope to see a return to face-to-face summer courses in 2022. I would like to thank all the staff involved in the professional and effective management of this programme.

In 2021 we continued to deliver and engage with key programmes such as TL21, Creative Clusters, TAP (Teacher Artist Partnership), BLAST, Write-to-Read (DCU), Choose Safety, PDST Write-a-Book, and many more. It is heartening to see the unwavering commitment of schools to engage with these programmes despite the challenges they have faced over the last two years. Throughout 2021 we strengthened our collaborations with the MTP (Migrant Teacher Programme) in MIE, and we look forward to further engagement in the coming year. In 2021 we initiated a collaboration with UCD's Amgen Biotech Experience and facilitated CPD for teachers in the Centre. We look forward to our continued work on this programme and all of these collaborations and will continue to seek new and innovative ways of reaching out to our local and wider community.

As we look to the future, we have, for the first time in Drumcondra ESC, submitted two Erasmus applications to Léargas and we are excited about the many possibilities and engagements these will bring to the Centre. As part of my work on the ESCI Climate sub-committee I look forward to engaging with our local schools on the exciting projects they have in place to promote biodiversity and sustainability and will continue to build connections with DCU Centre for Climate and Society.

In the coming year we hope to develop an outdoor learning space here on the grounds of the Centre and give children the opportunity for first hand observation and support the development of children's knowledge and understanding of their environment through direct engagement. We will also continue our work, in conjunction with ESCI, to provide much needed support to schools and newly arrived families to Ireland.

We will continue to work alongside the IPPN, Teaching Council and other educational partners to help establish much needed Communities of Practice, Principal and Deputy Principal Support Groups and Teacher Professional Networks.

Drumcondra ESC was established in 1972 and officially opened in April 1973. We look forward to celebrating the 50th anniversary of this wonderful Education Centre, its staff, management committee and all those who have worked in and contributed to the Centre over these years. There is no doubt that education is one of the most powerful tools for change, and as the world continues to face many unprecedented challenges, we will continue to realise the vision of Drumcondra Education Support Centre.



Thérèse Gamble

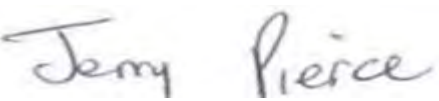
TREASURER'S REPORT 2021

Crowley's DFK (Auditors) on behalf of the Department of Education, carried out an in-depth audit of the Centre Accounts. The Auditors requested a large sample of information for a desktop review. This is part of TES reporting requirements for all Centre's, in line with governance procedures. We have received a copy of audited accounts from Crowley's, as presented in this Annual Report.

2021 was another challenging year, due to the pandemic, however we quickly adapted to re-opening the Centre to accommodate Support Services, which resulted in increased room bookings. We continued to provide online platforms of teaching and learning, allowing Drumcondra ESC to reach a wide audience nationwide, delivering critical supports to our school communities. A vast range of Local Courses were delivered online, along with national programmes such as NIPT, PDST, JCT, PLC and Summer Courses provision. Income to DESC is expected to increase in 2022, with a return to higher levels of activity in the Centre.

Looking to the year ahead, we are determined to keep costs under review and continue to provide our education services in the most cost-effective way possible.

I would like to thank my colleagues on the Audit and Risk Committee for their support over the past year and the Centre finance team Elaine McNamee and Michael Lyng.

Signed: 

Jerry Pierce Treasurer

AUDITOR'S REPORT AND FINANCIAL ACCOUNTS 2021

DRUMCONDRA EDUCATION CENTRE

MANAGEMENT COMMITTEE'S REPORT AND FINANCIAL STATEMENTS

FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

CENTRE INFORMATION

Management Committee

The Management Committee consists of a Chairperson, Deputy Chairperson and 13 members.

The table below details the appointment period for the current members:

Name	Role	Date of Appointment
Mary Friel	Chairperson	11 th Oct 2021
Fiona Gallagher	Deputy Chairperson	11 th Oct 2021
Jerry Pierce	Treasurer	11 th Oct 2021
Tony Healy	Deputy Treasurer	11 th Oct 2021
Tim Hurley	Member	11 th Oct 2021
Gerry Clerkin	Member	11 th Oct 2021
Ann O'Reilly – Resigned June 2021	Member	
Eithne Deeney – Resigned 11 th Oct 21	Member	
Mary King – Resigned 11 th Oct 21	Member	
Pat Furlong	Member	11 th Oct 2021
Cora O'Farrell – Resigned 11 th Oct 21	Member	
Ada Broderick	Member	11 th Oct 2021
Susan Connelly	Member	11 th Oct 2021
Siobhan O'Carroll	Member	11 th Oct 2021
Gavin Beirne	Member	11 th Oct 2021

Director	Thérèse Gamble
Date Appointed as Director	5 th November 2018
Business Address	Drumcondra Education Centre, Campus DCU/ St. Pat's College, Drumcondra, Dublin D09CKC8
Auditor	Crowleys DFK Unlimited Company 5 Lapps Quay Cork
Bankers	Bank of Ireland, Collinstown Cross, Dublin 17

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**DRUMCONDRA EDUCATION SUPPORT CENTRE
MANAGEMENT COMMITTEE'S REPORT
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

The Management Committee present its annual report and the audited financial statements for the year ended 31 December 2021.

Principal activities

Programme Activity

- PDST – Numeracy and Post Primary Maths administered in-house
- PDST – All subjects for room bookings and catering
- PDST- Technology in Education TIE, In-service and local courses
- JCT – All Clusters and meetings in our catchment area
- NIPT – National Induction programme for primary and post primary teachers in our catchment area and other locations
- SNA Training
- Local Courses – provided based on local demand Spring/Summer and Autumn
- SESS/MHAI/TL21 Administration/venue/catering
- Arts in Education (Teacher Artist Partnership and Creative Clusters)
- Blast Programme

Projects

- Cursai Samhraidh – manage the National programme annually from approval process to final course content and delivery
- Write to Read – Funding through St. Pat's/DCU – operate payroll for facilitators
- Conflict Resolution Education
- Postgraduate Diploma in Educational Leadership and Management (Future Leaders, Maynooth University
- Enirdelm (European Network for Improving Research Development for Education Leadership and management)
- REEL (Research to Empower Education Leaders) – Due to Covid not run in 2021

Centre Services

- External groups – room provision and catering
- Book sales
- Conference/seminar organisation
- Mailshots/Admin

**DRUMCONDRA EDUCATION SUPPORT CENTRE
MANAGEMENT COMMITTEE'S REPORT (CONTINUED)
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Results

Income decreased from €629,049 in 2020 to €558,616 in 2021, a decrease of €70,433. This is due to the following:

- Increase in the Core Income in 2021 to 2020
- PDST income-decrease €39,316. Due to courses running online (Covid19).
- Special programme income -decrease €49,716. This relates to room hire, ICT & SNA training courses which were impacted early in 2021 due to Covid19.
- Local course-decrease €2,359. No face-to-face courses due to Covid19.
- Other programme income increase €49,748 due to online webinars and some external room hire later in the year.
- Decrease of Board of Management income from €175,612 to €92,737

Expenditure decreased from €684,502 in 2020 to €597,419 in 2021, a decrease of €87,083. This is due to the following:

Increase in expenditure:

- Staff costs increase - €25,466. New accounts administrator
- Light and Heat decrease - €2,675. Due to hybrid working model during 2021
- Premises maintenance-increase €8,350 due to electrical maintenance & painting.
- Stationery and postage-increase €7,579. Staff return to office and increase in postage costs.

Decrease in expenditure:

- Legal and Audit-decrease €18,605. Audit fee €7,503 deducted from core grant, not shown in expenses. External service cost decrease as new accounts administrator was hired.
- Depreciation-decrease €3,141 Assets disposed of.
- Venue Costs decrease - €8,487 due to no large external groups in 2021
- Decrease in Board of Management costs from €175,612 to €92,737

Key Performance Indicators

Year on year deficits are not sustainable. Reliance on programme income such as PDST/ICT and NIPT promote uncertainty and forecasting difficulties. Primary costs are salaries, building maintenance and IT investment. It is essential to maintain professional staff, IT upskilling with proficient hardware/software and a building that can provide facilities for an ever-increasing footfall.

Throughout 2021 the Centre facilitated some small groups in-house while also providing a virtual service in line with Government guidelines. In 2021 a total of 3,663 participants engaged with our online webinars / events. A total of 705 participants engaged with Face-to-Face events in the Centre. We expect in 2022 to have an increase in online / face-to-face events.

**DRUMCONDRA EDUCATION SUPPORT CENTRE
MANAGEMENT COMMITTEE'S REPORT (CONTINUED)
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Governance Statement

The Management Committee

The Management Committee comprised of 12 members in 2021. The minimum number of persons on the Management Committee shall be 12. The Management Committee meets at least 6 times in the year. In 2021 it met 10 times. It has a formal schedule of matters specifically reserved for its decisions including the approval of its annual financial statements, budgets, strategic plan, the appointment of staff, the centres policies and procedures, expenditure approval and ensuring the aims, objectives and functions of DEC as stated in the Centre Constitution are fulfilled.

Other Committees

Committees are established to assist the Management Committee in the discharge of its responsibilities. The committees comprised of Staffing Sub Committee, IT Committee and Audit & Risk Committee and Policy Committee. The Staffing Committee meet whenever a staffing issue arises, the IT Committee when required and the ARC Committee meet monthly prior to Management Committee Meeting.

Management Committee/Director

The Director is responsible for the day-to-day management of the Education Centre activities as delegated by the Management Committee. The Management Committee and Director are governed by an organisation structure designed to suit the needs of the organisation in areas including Finance, Audit, Property, Human Resources, IT and CPD delivery. The Director is also responsible for co-ordinating the activities from a reporting and governance perspective in the Centre.

Audit and Risk Committee (ARC)

The ARC has written terms of reference and is comprised of up to four non-executive Management Committee members. The Committee met 8 times in 2021. Among the main duties of the ARC is to oversee the Education Centre's relationship with the external auditor. The ARC discusses with the external auditor the nature and scope of the audit and the findings and results of the audit. The Committee also monitors the integrity of the financial statements by reviewing monthly the bank reconciliations, expenditure reports versus budgets and bank statements all prepared by the Accounts Administrator and signed off by an outside Accountant who reviews all figures monthly.

The ARC keeps under review the effectiveness of the Education Centre's internal controls and risk management systems by considering the work undertaken by the Committee and by meeting periodically with the Management Committee. The ARC also keeps under review the control, procedures and policies relating to compliance, whistleblowing, and fraud. The ARC reviews the system of internal controls and makes recommendations in relation to the control activities in accordance with the Code of Practice for the Governance of State Bodies 2016.

**DRUMCONDRA EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT (CONTINUED)
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Statement on Internal Controls

The Management Committee acknowledges its responsibility for ensuring that an effective system of internal control is maintained and operated. This responsibility takes account of the requirements of the Code of Practice for the Governance of State Bodies 2016. This statement has been reviewed by the Audit and Risk Committee (ARC) and the Management Committee to ensure it accurately reflects the control system in operation during the reporting period. This statement has also been reviewed by the external auditors to ensure that it is consistent with the information of which they are aware from their audit of the financial statements.

Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a tolerable level rather than to eliminate it. The system can therefore only provide reasonable and not absolute assurance that assets are safeguarded, transactions authorised and properly recorded, and that material errors or irregularities are either prevented or detected in a timely way.

Capacity to Handle Risk

The Education Support Centre has an ARC. The Charter and Terms of Reference of the ARC provides for up to four Members of the Management Committee to be appointed to the Committee, one of whom is the Chairperson of the Committee. The ARC met 8 times in 2021. The Education Centre has developed a risk management policy which delegates responsibility for risk management to the Director (or suitable management alternative), and they in turn set out a reporting structure, and appoint appropriate personnel, as detailed in the Risk Management Framework. The Management Committee has responsibility for and approves the Risk Management Framework, tailored to address their specific strategic objectives, and to manage their specific risk exposures efficiently and effectively, within the context of the policy. The policy is to ensure that appropriate procedures are in place within the Education Centre to identify, assess and manage the key risks facing all areas of the business. The key risks are those that can damage its reputation, operational and or financial capability, cause hazards, or prevent it from achieving its objectives in a risk adverse manner.

**DRUMCONDRA EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT (CONTINUED)
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Risk Monitoring and Review

Formal procedures have been established for monitoring control processes and control deficiencies are communicated to those responsible for taking corrective action and to the Director and the Management Committee, where relevant, in a timely way. The Management Committee confirms that the following ongoing monitoring systems are in place:

- Key risks and related controls have been identified and processes have been put in place to monitor the operation of those key controls and report any identified deficiencies.
- Reporting arrangements have been established at all levels where responsibility for financial management has been assigned; and
- There are regular reviews by the Management Committee of periodic and annual performance and financial reports which indicate performance against budgets/forecasts.

Procurement

The Management Committee confirms it has procedures in place to ensure compliance with current procurement rules and guidelines.

Internal Control Issues

No material weaknesses in internal control, material losses or frauds were identified in relation to 2021 that require disclosure in the financial statements. While no weaknesses in internal controls that represent a material impact on the financial statements for 2021 or subsequent years were identified in the current year, the Management Committee and the Director remain vigilant against control weaknesses and welcome feedback through external audit and other areas of ongoing monitoring and review on recommendations and suggestions to enhance the system of control within the Education Centre. The Education Centre follows up on all such reports and implements actions to the recommendations in a prompt manner.

Principal risks and uncertainties

Drumcondra Education Centre relies heavily on the continuation of programmes and funding delivered through the different Support Services e.g., JCT, PDST and NIPT. The risk lies in the uncertainty surrounding such programmes, their longevity and continuation or otherwise. There needs to be clear communication between the Support Services and Education Centres in relations to which programme will continue, for how long and/or when they will end. The Centres are given very little notification of new programmes being launched (or discontinued) which results in huge uncertainty from year to year. This has major implications for Centre funding, staffing, and budgeting.

Drumcondra Education Support Centre has very strong control systems in place to ensure the risk of any financial impropriety is minimised. The measures put in place by the Management Committee have been outlined in detail to Crowley's DFK Auditors.

**DRUMCONDRA EDUCATION CENTRE
MANAGEMENT COMMITTEE'S REPORT (CONTINUED)
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Future Developments

Drumcondra Education Support Centre will continue to provide Professional Development working in collaboration with agencies and support services. Areas of specific target will include Numeracy and Literacy, Special Needs Education, Teacher Professional Development, enabling and facilitating teacher cluster/support groups, Support of new Principals/Deputy Principals. The Covid-19 pandemic has changed the manner in which Education Centres can promote and deliver CPD. Drumcondra ECS will work in conjunction with ESCI, and other relevant stakeholders, to develop and deliver a wide range of online courses / webinars and face to face courses. Drumcondra ESC will continue to deliver a professional support service to our school and wider community.

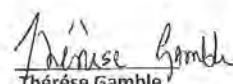
Post Balance Sheet Events

There have been no events since the end of the financial year that require disclosure in the financial statements

Approved by the Management Committee and signed on its behalf by:


Mary Friel
Management Committee
Date: 20/06/2022


Jerry Pierce
Management Committee
Date: 20/06/2022


Thérèse Gamble
Director
Date: 20/06/2022

**DRUMCONDRA EDUCATION CENTRE
MANAGEMENT COMMITTEE'S RESPONSIBILITIES STATEMENT
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

The Management Committee is responsible for preparing the Management Committee's report and the financial statements in accordance with Irish law and regulations.

The Management Committee is required to prepare the financial statements for each financial year. The Management Committee has elected to prepare the financial statements in accordance with Generally Accepted Accounting Practice in Ireland, including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" which is issued by the Financial Reporting Council ("relevant financial reporting framework").

The Management Committee must not approve the financial statements unless it is satisfied that they give a true and fair view of the assets, liabilities and financial position of the Centre as at the financial year end date and of the surplus or deficit of the Centre for that financial year.

In preparing these financial statements, the Management Committee is required to:

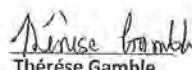
- Select suitable accounting policies for the Centre's financial statements and then apply them consistently;
- Make judgements and accounting estimates that are reasonable and prudent;
- State whether the financial statements have been prepared in accordance with applicable accounting standards, identify those standards, and note the effect and the reasons for any material departure from those standards; and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the Centre will continue in business.

The Management Committee is responsible for ensuring that the Centre keeps or causes to be kept adequate accounting records which correctly explain and record the transactions of the Centre, enable at any time the assets, liabilities, financial position and surplus or deficit of the Centre to be determined with reasonable accuracy, enable it to ensure that the financial statements comply with FRS 102 and enable the financial statements to be readily and properly audited. The Management Committee is also responsible for safeguarding the assets of the Centre and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by the Management Committee and signed on its behalf by:


Mary Friel
Management Committee
Date: 20/06/2022


Jerry Pierce
Management Committee
Date: 20/06/2022


Thérèse Gamble
Director
Date: 20/06/2022

**INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION AND
THE MANAGEMENT COMMITTEE OF DRUMCONDRA EDUCATION CENTRE FOR
THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Report on the audit of the financial statements

Opinion

We have audited the financial statements of Drumcondra Education Centre for the year ended 31 December 2021. These financial statements comprise the statement of income and expenditure, the statement of financial position, the statement of cash flows and the notes to the financial statements including the summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is the *Administrative and Financial Guidelines for Education Centres issued by the Department of Education and FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'*.

In our opinion the financial statements:

- give a true and fair view of the assets, liabilities and financial position of the Centre as at 31 December 2021 and of its results for the year then ended; and
- have been properly prepared in accordance with FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (Ireland) (ISAs (Ireland)) and applicable law. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Centre in accordance with ethical requirements that are relevant to our audit of financial statements in Ireland, including the Ethical Standard for Auditors (Ireland) issued by the Irish Auditing and Accounting Supervisory Authority (IAASA), and we have fulfilled our other ethical responsibilities in accordance with these requirements. This includes us taking advantage of the exemptions provided by IAASA's Ethical Standard: Section 6 Provisions Available for Audits of Small Entities in the circumstances set out in note 23 to the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Management Committee's use of the going concern basis of accounting in the preparation of the financial statements is appropriate.


Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Centre's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Management Committee with respect to going concern are described in the relevant sections of this report.

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Registered to carry on audit work and authorised to carry on investment business by the Institute of Chartered Accountants in Ireland (ICAI).
Chartered Accountants Ireland is the operating name of ICAI.



INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION
AND THE MANAGEMENT COMMITTEE OF DRUMCONDRA EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

Other information

The Management Committee is responsible for the other information. The other information comprises the Management Committee's report, Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained during the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Administrative and Financial Guidelines for Education Centres Issued by the Department of Education

Based solely on the work undertaken in the course of the audit, we report that:

- we have obtained all the information and explanations which we consider necessary for the purposes of our audit;
- in our opinion the accounting records of the Centre were sufficient to permit the financial statements to be readily and properly audited;
- the financial statements are in agreement with the accounting records.

Respective responsibilities

Responsibilities of Management Committee for the financial statements

As explained more fully in the Management Committee's Responsibilities Statement, the Management Committee is responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Management Committee is responsible for assessing the Centre's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Management Committee either intends to liquidate the Centre or to cease operations, or has no realistic alternative but to do so.



INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION
AND THE MANAGEMENT COMMITTEE OF DRUMCONDRA EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021 (CONTINUED)

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (Ireland) will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs (Ireland), we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organisation's internal control;
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Management Committee;
- conclude on the appropriateness of the Management Committee's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Centre's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Centre to cease to continue as a going concern;
- evaluate the overall presentation, structure and content of the financial statements, including any disclosures, and whether the financial statements represent the underlying transactions and events of the Centre for the year then ended.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

INDEPENDENT AUDITORS' REPORT TO THE DEPARTMENT OF EDUCATION
AND THE MANAGEMENT COMMITTEE OF DRUMCONDRA EDUCATION CENTRE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021 (CONTINUED)



The purpose of our audit work and to whom we owe our responsibilities

Our report is made solely to the Department of Education and to the Management Committee of Drumcondra Education Centre. Our audit work has been undertaken so that we might state to them those matters we are required to state in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Department of Education and the Management Committee of Drumcondra Education Centre, for our audit work, for this report, or for the opinions we have formed.

Crowleys DPK Unlimited Company
Chartered Accountants and
Statutory Audit Firm
5, Lapps Quay
Cork
Date:

DRUMCONDRA EDUCATION CENTRE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

<u>Income</u>	<u>Note</u>	<u>2021</u>	<u>2020</u>
		€	€
Source			
Department of Education	4		
Core grant	4a	178,624	146,557
Local course grant	4b	34,550	8,144
ICT grant	4c	28,330	3,670
Minor works grant	4d	26,545	14,794
Cursair samhraidh	4e	55,293	57,875
Board of Management	4f	92,737	175,612
Programme Income			
Professional Development Services for Teachers (PDST)		2,129	41,445
Local courses		9,401	11,760
Post Primary Professional Development (PPPD)		2,000	2,000
Information Technology (NCTE)		191	-
TPN		-	361
Special programmes		8,031	57,747
Other programme income	5	68,948	19,200
Other Income	6	51,837	89,884
Total Income		558,616	629,049

**DRUMCONDRA EDUCATION CENTRE
STATEMENT OF INCOME AND EXPENDITURE
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

Expenditure	Note	2021 €	2020 €
Staff costs	7	260,164	234,698
Staff training and recruitment		641	1,622
External training course providers		60,115	22,352
Management Committee members' expenses	8	-	372
Director's expenses	8	696	2,604
Travelling and subsistence		1,097	3,786
Telephone and internet costs		4,532	2,690
Website and IT		44,052	44,121
Stationery, printing and postage		11,344	15,561
Memberships and subscriptions		7,579	4,769
Light, heat and water		6,293	8,968
Venue costs		4,725	13,212
Insurance		7,543	8,451
Security		28	1,805
Cleaning/caretaking/equipment maintenance		16,329	15,416
Maintenance of premises and grounds		8,350	4,813
Minor fixtures and fittings		12,311	11,102
Catering supplies and canteen		1,510	37,104
Legal, audit and professional fees		2,908	21,513
Bank charges		1,328	1,441
Depreciation	11	12,893	16,034
Sundry expenses		2,341	3,938
Special programme		-	11,479
Loss of disposal		-	335
Administration		-	4,074
PDST- Maths project		(3,338)	(3,163)
Creative cluster costs		23,300	13,953
Teacher artist residency costs		12,082	5,840
Choose safety costs		5,859	-
Board of management costs		92,737	175,612
Total Expenditure		597,419	684,502
Net Surplus / (Deficit)		(38,803)	(55,453)

There were no other recognised gains and losses for year ended 31 December 2021 or 31 December 2020 other than those included in the Income and Expenditure account.

The notes on pages 19 to 40 form an integral part of these financial statements.

**DRUMCONDRA EDUCATION CENTRE
STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2021**

	Note	2021 €	2021 €	2020 €	2020 €
Non-current assets					
Tangible assets	11		72,649		82,590
			72,649		82,590
Current Assets					
Debtors: amounts falling due within one year	12	38,204		36,673	
Cash at bank and at hand	13	192,944		180,161	
		231,148		216,834	
Creditors: amounts falling due within one year	14	228,491		185,313	
Net current assets			2,657		31,521
Total assets less current liabilities			75,306		114,111
Net assets			75,306		114,111
Reserves					
Income and expenditure account	15		75,306		114,111

The financial statements were approved and authorised for issue by the Management Committee:


Mary Friel
 Management Committee
 Date: 20/06/2022


Jerry Pierce
 Management Committee
 Date: 20/06/2022


Thérèse Gamble
 Director
 Date: 20/06/2022

The notes on pages 19 to 40 form an integral part of these financial statements.

**DRUMCONDRA EDUCATION CENTRE
STATEMENT OF CASH FLOWS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

	Note	2021 €	2020 €
Surplus / (Deficit) for the financial year		(38,803)	(55,453)
<i>Adjustments for:</i>			
Depreciation for year	11	12,893	16,034
Loss on disposal of fixed asset		-	335
<i>Changes in:</i>			
(Increase) / Decrease in Debtors and prepayments	12	(1,531)	38,511
Increase / (Decrease) in Creditors and accrued income	14	43,176	(66,386)
Cash generated from operating activities		<u>15,735</u>	<u>(66,959)</u>
Cash generated from investing activities			
Purchase of tangible assets	11	(2,952)	(5,536)
Net cash used in investing activities		<u>(2,952)</u>	<u>(5,536)</u>
Net increase / (decrease) in cash and cash equivalents		12,783	(72,495)
Cash and cash equivalents at beginning of financial year	13	180,161	252,656
Cash and cash equivalents at the end of financial year	13	<u>192,944</u>	<u>180,161</u>
Cash and cash equivalents at the end of the financial year consist of:			
Cash at bank and in hand		<u>192,944</u>	<u>180,161</u>

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

1. General Information

These financial statements comprising the Statement of Income and Expenditure, the Statement of Financial Position, the Statement of Cash Flows and the related notes constitute the financial statements of Drumcondra Education Centre for the financial year ended 31 December 2021.

The nature of Drumcondra Education Centre's operations and its principal activities are set out in the Management Committee's Report and its books and records are maintained at the Centre's business address.

The financial statements have been prepared in accordance with FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland". The financial statements have been presented in the Euro currency which is also the functional currency of the Centre.

2. Accounting Policies

2.1 Basis of Preparation of the Financial Statements

The financial statements have been prepared on the going concern basis and in accordance with the historical cost convention modified to include certain items at fair value. The financial reporting framework that has been applied in their preparation is the Administrative and Financial Guidelines for Education Centres issued by the Department of Education and FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

The preparation of financial statements in compliance with FRS 102 requires the use of certain critical accounting estimates. It also requires management to exercise judgement in applying the Centre's accounting policies (see note 3).

The following principal accounting policies have been applied:

2.2 Going Concern

The considered view of the Management Committee is that there is a reasonable expectation that the Centre will have adequate resources to continue operations for the foreseeable future and that there is no material uncertainty regarding the Centre's ability to meet its liabilities as they fall due. On this basis the Management Committee considers it appropriate to prepare the financial statements on a going concern basis.

2.3 Income

Income is recognised to the extent that it is probable that the economic benefits will flow to the Centre and the income can be reliably measured. Income is measured as the fair value of the consideration received or receivable, excluding discounts, rebates, value added tax and other sales taxes. The following criteria must also be met before revenue is recognised:

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

2. Accounting Policies (continued)

2.3 Income (continued)

Sale of goods

Revenue from the sale of goods is recognised when all of the following conditions are satisfied:

- The Centre has transferred the significant risks and rewards of ownership to the buyer;
- The Centre retains neither continuing managerial involvement to the degree usually associated with ownership nor effective control over the goods sold;
- The amount of income can be measured reliably;
- It is probable that the Centre will receive the consideration due under the transaction; and
- The costs incurred or to be incurred in respect of the transaction can be measured reliably.

Rendering of services

Income from contracts to provide services is recognised in the period in which the services are provided in accordance with the stage of completion of the contract when all of the following conditions are satisfied:

- The amount of income can be measured reliably;
- It is probable that the Centre will receive the consideration due under the contract;
- The stage of completion of the contract at the end of the reporting period can be measured reliably; and
- The costs incurred or the costs to complete the contract can be measured reliably.

2.4 Government and Similar Grants

The Centre recognises government grants in line with the accruals model under FRS 102.

- (i) Grants for capital expenditure are credited to deferred income as they become receivable. They are amortised to the income and expenditure account on the same basis as the related assets are depreciated.
- (ii) Grants in respect of non-capital expenditure are recognised in the income and expenditure account at the same time as the related expenditure for which the grant is intended to compensate is incurred.
- (iii) Multi-Annual contract grants are recognised as deferred income or immediately as income in the income and expenditure account, by reference to the underlying activity for which the grant is intended to compensate.

2.5 Tangible Fixed Assets

Tangible fixed assets under the cost model are stated at historical cost less accumulated depreciation and any accumulated impairment losses. Historical cost includes expenditure that is directly attributable to bringing the asset to the location and condition necessary for it to be capable of operating in the manner intended by management. Depreciation is charged so as to allocate the cost of assets less their residual value over their estimated useful lives, using the straight-line method.

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

2. Accounting policies (continued)

2.5 Tangible Fixed Assets (continued)

Depreciation is provided on the following basis:

Fixtures and fittings	-	15%
Office equipment	-	15%
Computer equipment	-	30%

The assets' residual values, useful lives and depreciation methods are reviewed, and adjusted prospectively if appropriate, or if there is an indication of a significant change since the last reporting date.

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount and are recognised in the Statement of Income and Expenditure

2.6 Debtors

Short term debtors are measured at transaction price, less any impairment. Loans receivable are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method, less any impairment.

2.7 Cash and Cash Equivalents

Cash is represented by cash in hand and deposits with financial institutions repayable without penalty on notice of not more than 24 hours. Cash equivalents are highly liquid investments that mature in no more than three months from the date of acquisition and that are readily convertible to known amounts of cash with insignificant risk of change in value.

2.8 Financial Instruments

The Centre only enters into basic financial instrument transactions that result in the recognition of financial assets and liabilities like trade and other debtors and creditors, loans from banks and other third parties, loans to or from related parties and investments in non-puttable ordinary shares.

Financial assets that are measured at cost and amortised cost are assessed at the end of each reporting period for objective evidence of impairment. If objective evidence of impairment is found, an impairment loss is recognised in the Statement of Income and Expenditure.

For financial assets measured at amortised cost, the impairment loss is measured as the difference between an asset's carrying amount and the present value of estimated cash flows discounted at the asset's original effective interest rate. If a financial asset has a variable interest rate, the discount rate for measuring any impairment loss is the current effective interest rate determined under the contract.

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

2. Accounting policies (continued)

2.8 Financial Instruments (continued)

For financial assets measured at cost less impairment, the impairment loss is measured as the difference between an asset's carrying amount and best estimate of the recoverable amount, which is an approximation of the amount that the Centre would receive for the asset if it were to be sold at the reporting date.

Financial assets and liabilities are offset and the net amount reported in the Statement of Financial Position when there is an enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

2.9 Creditors

Short term creditors are measured at the transaction price. Other financial liabilities, including bank loans, are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method.

2.10 Foreign Currency Translation

Transactions and balances

Foreign currency transactions are translated into the functional currency using the spot exchange rates at the dates of the transactions.

At each period end foreign currency monetary items are translated using the closing rate. Non-monetary items measured at historical cost are translated using the exchange rate at the date of the transaction and non-monetary items measured at fair value are measured using the exchange rate when fair value was determined.

Foreign exchange gains and losses resulting from the settlement of transactions and from the translation at period-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the Statement of Income and Expenditure.

2.11 Interest Income

Interest income is recognised in the Statement of Income and Expenditure using the effective interest method.

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

2. Accounting policies (continued)

2.12 Contingencies

Contingent liabilities, arising as a result of past events, are not recognised as a liability because it is not probable that the Centre will be required to transfer economic benefits in settlement of the obligation or the amount cannot be reliably measured at the end of the financial year end. Possible but uncertain obligations are not recognised as liabilities but are contingent liabilities.

Contingent liabilities are disclosed in the financial statements unless the probability of an outflow of resources is remote. Contingent assets are not recognised. Contingent assets are disclosed in the financial statements when an inflow of economic benefits is probable.

2.13 Borrowing Costs

All borrowing costs are recognised in the Statement of Income and Expenditure in the year in which they are incurred.

3. Judgements in Applying Accounting Policies and Key Sources of Estimation Uncertainty

The Management Committee considers the accounting estimates and assumptions below to be its critical accounting estimates and judgements:

Impairment of Debtors

The Centre trades with some customers on credit terms. Some debts due will not be paid through the default of a small number of customers. The Management Committee uses estimates based on historical experience and current information in determining the level of debts for which an impairment charge is required. The level of impairment required is reviewed on an ongoing basis. The total amount of trade debtors at the financial year end is €14,015 (2020: €23,864).

Useful Lives of Tangible Fixed Assets

Long-lived assets comprising primarily of fixtures and fittings, office equipment and computer equipment represent a significant portion of total assets. The annual depreciation charge depends primarily on the estimated lives of each type of asset and, in certain circumstances, estimates of residual values. The Management Committee regularly reviews these useful lives and changes them if necessary to reflect current conditions. In determining these useful lives the Management Committee considers technological change, patterns of consumption, physical condition and expected economic utilisation of the assets. Changes in the useful lives can have a significant impact on the depreciation charge for the financial year. The net book value of tangible fixed assets subject to depreciation at the financial year end date was €72,649 (2020: €82,590).

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

4, Department of Education Grants

	2021	2021	2020	2020
	€	€	€	€
<u>4a. Core Grant</u>				
Income				
Core grant	178,624		146,557	
Total Income		178,624		146,557
Less: Total Expenditure				
Wages	154,987		81,953	
Staff training & recruitment	477		656	
Committee members' expenses	-		226	
Director's expenses	696		1,580	
Travelling & subsistence	930		101	
Telephone & Internet costs	3,608		540	
Stationery, printing & postage	996		(719)	
Memberships & subscriptions	1,355		2,893	
Light, heat & water	1,743		5,440	
Insurance	7,543		5,126	
Security	28		1,095	
Cleaning/caretaking/equipment maintenance	1,196		23,841	
Maintenance of premises & grounds	-		2,919	
Bank charges	556		391	
Website & IT	1,601		3,249	
Advertising and marketing	-		392	
Legal, audit & professional fees	2,908		13,049	
Catering supplies & canteen	-		2,288	
Venue costs	-		162	
Sundry expenses	-		1,375	
		178,624		146,557
Net Surplus / (Deficit)		-		-

Name of Grantor – Department of Education, Teacher Education Section

Name of Grant – Core Grant

Purpose of Grant – Salaries and Building

Accounting for Grant – Term is 12 months from January to December

Total deferred income as at 31 December 2021 €Nil.

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

4. Department of Education Grants (continued)

	2021 €	2021 €	2020 €	2020 €
<u>4b. Local Course Grant</u>				
Income				
Opening deferred income	31,758		-	
Local course grant	39,902		39,902	
Local course grant deferred in the year	(37,110)		(31,758)	
Total Income		34,550		8,144
Less: Total Expenditure				
Lecture fees	33,007		5,594	
Travelling & subsistence	362		460	
Catering supplies & canteen	941		2,090	
Course resources	740		-	
		34,550		8,144
Net Surplus / (Deficit)		-		-

Name of Grantor – Department of Education, Teacher Education Section

Name of Grant – Local Course Grant

Purpose of Grant – Local course costs

Accounting for Grant – Term is 12 months from January to December

Total deferred income as at 31 December 2021 €37,110. This is analysed as follows:

Deferred revenue €37,110,

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

4. Department of Education Grants (continued)

	2021	2021	2020	2020
	€	€	€	€
<u>4c. ICT Grant</u>				
Income				
Opening deferred income in the year	12,330		-	
ICT grant	16,000		16,000	
ICT grant deferred in the year	-		(12,330)	
Total Income		28,330		3,670
Less: Total Expenditure				
Wages	13,910		3,670	
Website and IT	14,153		-	
Cleaning/caretaking/equipment maintenance	267		-	
		28,330		3,670
Net Surplus / (Deficit)		-		-

Name of Grantor – Department of Education, Teacher Education Section

Name of Grant – ICT Grant

Purpose of Grant and Restriction of Use – Administration of PDST ICT/NCTE

Accounting for Grant – Term is 12 months from January to December

Total deferred income as at 31 December 2021 €Nil.

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

4. Department of Education Grants (continued)

	2021	2021	2020	2020
	€	€	€	€
<u>4d. Minor Works Grant</u>				
Income				
Opening minor works grant	20,502		19,941	
Minor works grant	18,600		15,355	
Minor works grant deferred in the year	(12,557)		(20,502)	
Total Income		26,545		14,794
Less: Total Expenditure				
Maintenance of premises and grounds	8,066		-	
Cleaning/caretaking/equipment maintenance	1,012		-	
Sundry expenses	1,464		-	
Depreciation	3,692		3,692	
Minor fixtures & fittings	12,311		11,102	
		26,545		14,794
Net Surplus / (Deficit)				

Name of Grantor – Department of Education, Teacher Education Section

Name of Grant – Minor Works Grant

Purpose of Grant and Restriction of Use – Improvement and repair of building and electrical devices, purchase updating IT Equipment

Accounting for Grant – Term is 12 months from January to December

Total deferred income as at 31 December 2021 €12,577. This is analysed as follows:

Deferred revenue €Nil.

Deferred capital €12,577.

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

4. Department of Education Grants (continued)

	2021	2021	2020	2020
	€	€	€	€
<u>4e. Cursai Samhraidh</u>				
Income				
Cursai samhraidh	57,875		57,875	
Cursai samhraidh deferred in the year	(2,582)		-	
Total Income		55,293		57,875
Less: Total Expenditure				
Wages	44,250		44,500	
Website & IT	8,486		2,287	
Telephone & internet costs	269		1,800	
Stationery, printing & postage	2,288		2,125	
Sundry expenses	-		466	
Course resources	-		6,697	
		55,293		57,875
Net Surplus / (Deficit)				

Name of Grantor – Department of Education, Teacher Education Section

Name of Grant – Cursai Samhraidh Grant

Purpose of Grant and Restriction of Use – Disbursement of costs in respect of salary, database, website, rolls, telephone and mailchimp.

Accounting for Grant – Term is 12 months from January to December

Total deferred income as at 31 December 2021 €2,852. This analysed as followed:

Deferred Revenue €2,852

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

4. Department of Education Grants (continued)

	2021 €	2021 €	2020 €	2020 €
<u>4f. Board of Management</u>				
Income				
Opening deferred grant income	52,223		151,912	
Board of management grant	140,000		75,923	
Board of management grant deferred in the year	(99,486)		(52,223)	
Total Income		<u>92,737</u>		<u>175,612</u>
Less: Total Expenditure				
Board of Management costs	92,737		175,612	
		<u>92,737</u>		<u>175,612</u>
Net Surplus / (Deficit)		<u>-</u>		<u>-</u>

Name of Grantor - Department of Education, Teacher Education Section

Name of Grant - Board of Management

Purpose of Grant - Board of Management programme costs

Accounting for Grant - Term is 12 months from January to December

Total deferred income as at 31 December 2021 €99,486. This is analysed as followed:

Deferred revenue €99,486

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

5. Other Programme Income

	2021	2020
	€	€
Write to read	24,207	-
Creative Clusters	23,800	19,200
Teacher/Artist Residency	12,082	-
Blast	3,000	-
Choose Safety	5,859	-
	<u>68,948</u>	<u>19,200</u>

6. Other Income

	2021	2020
	€	€
Room rental	2,230	6,310
Fees for services	179	11,059
Sundry	-	35
Government support schemes	49,428	72,480
	<u>51,837</u>	<u>89,884</u>

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

7. Staff Costs

The average number of persons employed by the Centre (excluding the Director, members of the Management Committee and Tutors) during the financial year was as follows:

	2021 Number	2020 Number
Administration	11	11
	<u>11</u>	<u>11</u>

The aggregate payroll costs incurred during the financial year were:

	2021 €	2020 €
Wages	349,212	333,937
Wages reimbursed	(126,775)	(129,768)
Social insurance costs	37,727	30,529
	<u>260,164</u>	<u>234,698</u>

Pay Range	No. of employees	2021 €	2020 €
0 - 59,999	11	349,212	333,937
60,000 - 69,999	-	-	-
70,000 - 79,999	-	-	-
80,000 - 89,999	-	-	-
90,000 - 99,999	-	-	-
100,000 - 110,000	-	-	-
Total	<u>11</u>	<u>349,212</u>	<u>333,937</u>

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

8. Transactions with the Director and Members of the Management Committee

The Director of Drumcondra Education Centre was seconded by the Department of Education and is not paid by Drumcondra Education Centre.

Members of the Management Committee provide their services, in respect of Management Committee responsibilities and duties, voluntarily and therefore are not paid any salary.

The following is a summary of expenses paid / payable to the Management Committee:

	2021 €	2020 €
Management Committee expenses amounted to	-	372
The Director's expenses amounted to	696	2,604
	<u>696</u>	<u>2,976</u>

There were no other transactions between the Centre and the Management Committee or the Director in respect of the financial year ended 31 December 2021.

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

8. Transactions with the Director and Members of the Management Committee (continued)

Management committee members attendance at meetings:

During the financial year ended the Management Committee met 10 times on 11/01/2021, 08/02/2021, 08/03/2021, 19/04/2021, 10/05/2021, 14/06/2021, 13/09/2021, 11/10/2021 (AGM) and 15/11/2021 and 13/12/2021. The following is summary of Management Committee member attendance at these meetings:

	No. of meetings attended
Mary Friel	10
Ada Broderick	10
Fiona Gallagher	8
Cora O'Farrell (Retired 11/10/21)	8
Mary King (Retired 11/10/21)	2
Eithne Deeney (Retired 11/10/21)	3
Tim Hurley	9
Tony Healy	8
Jerry Pierce	8
Gerry Clerkin	8
Pat Furlong	6
Gavin Beirne	2
Susan Connolly	10
Siobhan O'Carroll	10

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

9. Consultancy Costs

Consultancy costs include the cost of external advice to management.

	2021	2020
	€	€
Financial and actuarial	2,908	21,513
Human Resources	3,869	1,019
	<u>6,777</u>	<u>22,532</u>

No legal costs were incurred in the year (2020: €Nil).

10. Hospitality Costs

No hospitality costs were incurred in the year (2020: €Nil).

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

11. Tangible Fixed Assets

	Buildings	Office Equipment	Computer Equipment	Fixtures & Fittings	Total
	€	€	€	€	€
Cost or valuation					
As at 1 January 2021	6,885	16,790	76,652	141,849	242,176
Additions	-	-	1,974	978	2,952
At 31 December 2021	<u>6,885</u>	<u>16,790</u>	<u>78,626</u>	<u>142,827</u>	<u>245,128</u>
Depreciation					
At 1 January 2021	-	10,566	53,725	95,295	159,586
Charge for year on owned assets	-	933	7,469	4,491	12,893
At 31 December 2021	<u>-</u>	<u>11,499</u>	<u>61,194</u>	<u>99,786</u>	<u>172,479</u>
Net book value					
At 31 December 2021	<u>6,885</u>	<u>5,291</u>	<u>17,432</u>	<u>43,041</u>	<u>72,649</u>
At 31 December 2020	<u>6,885</u>	<u>6,224</u>	<u>22,927</u>	<u>46,554</u>	<u>82,590</u>

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

12. Debtors: Amounts Falling Due Within One Year

	2021	2020
	€	€
Trade debtors	14,015	23,864
Other debtors	6,207	-
Prepayments	17,982	12,809
	<u>38,204</u>	<u>36,673</u>

All debtors are due within one year. Trade debtors are shown net of impairment in respect of doubtful debts.

13. Cash and Bank

	2021	2020
	€	€
Bank of Ireland current account	74,291	83,635
Stripe	9	63
Bank of Ireland Management Support Deposit Account	104,872	57,609
Bank of Ireland Mediation Training Current Account	13,430	13,460
Petty Cash	-	22
Bank of Ireland NCTE account	186	25,216
Bank of Ireland Contingency fund deposit account	156	156
	<u>192,944</u>	<u>180,161</u>

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

14. Creditors: Amounts Falling Due Within One Year

	2021	2020
	€	€
Grants payable	101,407	54,786
Trade creditors	15,829	25,857
Taxation and social insurance	11,035	2,735
Accruals	833	2,307
Deferred income	86,101	77,233
Deferred income on capital items	12,557	16,429
Other creditors	729	5,966
	228,491	185,313

The repayment terms of trade creditors vary between on demand and ninety days and do not attract interest.

The terms of accruals and deferred income are based on the underlying contracts.

Taxes are subject to the terms of the relevant legislation. Interest accrues on late payment. No interest was due at the financial year end.

Other amounts included within creditors not covered by specific note disclosures are unsecured, interest free and repayable on demand.

Other taxation and social insurance

PAYE/PRSI/USC	11,001	2,364
PSWT	34	332
LPT	-	39
	11,035	2,735

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

15. Reserves

	2021 €	2020 €
Opening reserves	114,109	169,564
Surplus / (Deficit) for year	(38,803)	(55,453)
Closing reserves	<u>75,306</u>	<u>114,111</u>

16. Financial Instruments

	2021 €	2020 €
Financial assets measured at amortised cost		
Trade debtors	14,015	23,864
Other debtors	6,207	-
Cash at bank and in hand	192,944	180,161
Financial liabilities measured at amortised cost		
Trade creditors	15,829	25,857
Other creditors	729	5,966

**DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021**

17. Related Party Transactions and Controlling Party

Controlling Party

The Centre's ultimate controlling party is the Department of Education.

Key Management Personnel Compensation and Other Transactions

The Centre's key management personnel consists of the Director and the members of the Management Committee. Details of transactions with the Director and members of the Management Committee are set out in note 8 to the financial statements.

Other Related Party Transactions

The Centre has availed of the exemption in FRS 102: Related Party Disclosures (section 33) from the requirement to disclose details of transactions with other education centres wholly under the control of the Department of Education.

There were no other transactions with related parties during the financial year ended 31 December 2021 that are required to be disclosed in the financial statements.

18. Comparatives

Comparatives have been reclassified to conform with current year presentation.

19. Contingencies

The Centre had no contingent liabilities at 31 December 2021 (31 December 2020: Nil)

20. Capital Commitments

The Centre had no capital commitments at 31 December 2021 (31 December 2020: Nil).

DRUMCONDRA EDUCATION CENTRE
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2021

21. Post Balance Sheet Events

There have been no events since the end of the financial statement that require disclosure in the financial statements.

22. Charitable status and registration details

The Centre is not a registered charity under the Charities Act 2009 and has not been granted charitable tax exemption status by the Revenue Commissioners.

23. IAASA Ethical Standard – Provisions Available for Audits of Small Entities

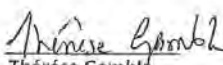
In common with many other entities of our size and nature we use our auditors to assist us with the preparation of the financial statements.

24. Approval of the Financial Statements

The financial statements were approved and authorised for issue by the Management Committee:


Mary Friel
Management Committee
Date: 20/05/2022


Jerry Pierce
Management Committee
Date: 20/06/2022


Thérèse Gamble
Director
Date: 20/06/2022

FIXED ASSETS REGISTER 2021

				Cost	Dep to date 2019	NBV 2019	W/off 2020	Dep to date	Depreciation 2020	NBV 2020	Dep 2021	NBV 2021
Fixtures & Fittings				€	€	€	cost		15% rb	€	€	€
10/03/2006	Painting, Whichcraft	avalanche	ref	1,890	1,695	195			29	166	25	141
12/06/2006	Electronic doors	tormax		8,349	7,491	858			129	729	109	620
15/06/2006	Painting, Oisin Gallery	curvilinear		5,700	5,113	587			88	499	75	424
13/07/2006	Carpet for stairs			2,426.00	2,176	250			37	213	32	181
22/01/2007	Carpet for stairs			2,017.00	1,774	243			36	207	31	176
31/01/2007	Display Stand-Centre Logo			1,089	1,013	76			11	65	10	55
19/12/2006	2 Seismology instruments	trinity		1,000	879	121			18	103	15	88
31/12/2009	Barrier at entrance	automatic supplies		9,874	8,222	1,652			248	1,404	211	1,193
28/02/2011	Boiler		11106345	1,446.00	1,111	335	-1,446	1,111		0	-	0
06/09/2011	New clocking in system			2,333.00	1,792	541			81	460	69	391
31/12/2011	O'Shea design			666	512	154			23	131	20	111

31/12/	O'Shea technical								
2011	report	908	697	211		32	179	27	152
31/12/	Design	1,634.							
2011	construction	00	1,255	379		57	322	48	274
31/12/		11,23		2,60			2,21		
2011	Castlerock Build	7.00	8,634	3		390	3	332	1,881
31/12/	Sliding doors,	12,20		2,75			2,34		
2011	glass etc	1.00	9,444	7		414	3	351	1,992
31/12/	AM Refurbish	4,095.							
2011	reception	00	3,148	947		142	805	121	684
31/12/	Furniture	9,597.		2,22			1,89		
2011	reception	00	7,374	3		333	0	283	1,607
31/12/	Shelf, desk legs	1,060.							
2011	etc	00	815	245		37	208	31	177
31/12/									
2011	Swivel chairs	929	714	215		32	183	27	156
31/01/	Shelving								
2012	reception	553	402	151		23	128	19	109
22/02/		4,544.		1,23			1,05		
2012	Fire Door	00	3,306	8		186	2	158	894
12/04/	Office furniture Directors &	6,411.		1,74			1,48		
2012	Admin office	00	4,664	7		262	5	222	1,263
24/04/	Office furniture Directors								
2012	Office	588	427	161		24	137	21	116
20/08/		2,045.							
2012	Ramp re parking	00	1,487	558		84	474	71	403
08/08/	Gas boiler Remeha Quinta			2,38			2,03		
2013	65	7,453	5,064	9		358	1	304	1,727
31/12/									
2014	9 Folding tables	1,793	1,116	677		102	575	86	489
31/12/									
2014	3 Tables	598	373	225		34	191	28	163

31/12/											
2015	Chairs	Computer Room	1,993	1,109	884			133	751	112	639
14/07/	Air Conditioning				1,02						
2016	Unit		1,969	941	8			154	874	131	743
19/12/	Franking										
2016	Machine		1,212	624	588			88	500	75	425
10/04/					3,69				3,14		
2017	Fitted Kitchen		6,016	2,321	5			554	1	471	2,670
17/01/	Tables/Chairs	AJ			3,21				2,72		
2018	Foyer	Products	4,444	1,233	1			482	9	409	2,320
31/01/					1,77				1,51		
2018	Dishwasher		2,460	683	7			267	0	227	1,283
08/11/					1,51				1,28		
2018	5 hand dryers		<u>2,091</u>	<u>581</u>	<u>0</u>			<u>226</u>	<u>4</u>	<u>193</u>	<u>1,091</u>
			<u>122,6</u>		<u>34,4</u>	-		<u>28,9</u>			<u>24,63</u>
			<u>21</u>	<u>88,190</u>	<u>31</u>	<u>1,446</u>	<u>1,111</u>	<u>5,114</u>	<u>82</u>	<u>4,344</u>	<u>8</u>

Additio											
ns											
01/11/	New	977.									
2021	Burco	85								147	831
											25,46
										4,491	9

Office Equipment

	COST	15% rb	201	dep 2020 15%r	NBV	dep 2021	202 1
2021			9	b	2020		NBV
	€	€	€	€	€	€	€

30/11/2014	Cost Kopikat B/W Copier	10,701	6,557.00	4,144	622	3,522	528	2,994
	Kopikat Colour Copier	6,089.00	2,911.00	<u>3,178</u>	<u>476</u>	<u>2,702</u>	<u>405</u>	<u>2,297</u>
31/03/2016		16,790	9,468	7,322	1,098	6,224	933	5,291

Computer Equipment

			€	€	€					
2021						W/OFF	W/OFF	Add	30%	nbv
			Cost	Dep to date	NBV 201	Cost	dep to date		dep 202	DEP
Date			2019	2019	9	2020	2020	2020	0	2020
			€	€	€	€	€	€	€	€
04/04/2006	Interactive whiteboard		1,216	1,216	0	1,216	1,216			
31/10/2006	Server Remote Access	upto wn	1,022	1,022	0	1,022	1,022			
22/05/2007	21 Laptops T4 group		8,195	8,195	0	8,195	8,195			
29/10/2008	Data Projector		785	785	0	-785	785			
31/12/2010	PC Fujitsu Siemens		760	760	0	-760	760			
31/12/2010	PC Fujitsu Siemens		712	712	0	-712	712			
30/04/2011	HP PC	definitive	689	689	0	-689	689			

30/04/											
2011	Server Imoga		702	702	0	-702	702				
13/06/		definitiv									
2011	Server	e	4,985	4,784	201			60	141	43	98
26/10/											
2011	Pc		571	571	0	-571	571	0	0	0	0
02/12/	2 Laptops					-					
2011	Toshiba		1,126	1,126	0	1,126	1,126	0	0	0	0
31/03/											
2012	Pc		669	669	0	-669	669	0	0	0	0
26/09/		bernie,	1,803.	1,803.0		-					
2012	2 PCs	jackie	00	0	0	1,803	1,803	0	0	0	0
26/09/											
2012	Laptop		614	614	0	-614	614	0	0	0	0
30/11/		maple									
2012	Data Projector	room	525	525	0	-525	525	0	0	0	0
31/12/											
2014	Asus Laptop	centre	540	476	64			19	45	14	31
31/12/	Epson Data										
2014	Printer		501	442	59			18	41	12	29
31/12/											
2014	Asus Laptop	nqts	430	379	51			15	36	11	25
31/12/											
2104	Asus Laptop		430	379	51			15	36	11	25
31/12/											
2014	Asus Laptop		430	379	51			15	36	11	25
31/12/											
2014	Asus Laptop		430	409	21			6	15	4.00	11
31/12/											
2014	I PC	director	445	371	74			22	52	16	36
16/12/			14,80		5,07			1,52			2,4
2016	Server		3.00	9,726	7			3	3,554	1,066	88

16/12/2016	Phone System				2,763.00	1,777	986		296	690	207	483
16/12/2016	PC	HP 280	accou nts	definit CZC647	666.66	438	229		69	160	48	112
	PC	HP 280	Rose	8CHC	666.66	438	229		69	160	48	112
	PC	HP 280	Bridg et	CZC647	666.66	438	229		69	160.00	48.00	112
	PC	HP 280	Berni e	CZC647	666.66	438	229		69	160	48	112
	PC	HP 280	admi n	CZC647	666.66	438	229		68	161	48	113
	PC	HP 280	Val	CZC647	666.66	438	229		68	161	48	113
	PC	HP 280	Jacqueline	8CH9	666.66	438	229		68	161	48	113
26/06/2017	8 Dell Pcs					2,110						1,034
21/12/2017	15 Ipads				7,425.00	4,042	3,638		633	1,477	443	1,783
27/11/2017	4 hp laptops	HP 250 G6			768	505	263		79	184	55	129
		HP 250 G6			768	505	263		79	184	55	129
		HP 250 G6			768	505	263		79	184	55	129
		HP 250 G6			768	505	263		79	184	55	129
20/12/2017	HP Laptop				868.38	442	426		128	298	89	209
19/12/2017	1 Screentouch screen				11,899.00	5,830			1,749	4,081	1,224	2,857

31/12/2017	4 screentouch screens			10,045.00	4,990	5,055		1,516	3,539	1,062	2,477
31/12/2019	Lenovo laptop	Director		1,229.99	369	861		258	603	181	421
2020				0				0	0	0	0
11/03/2020		HP accounts Desktop office		0.00			569.06	171	398	120	278
19/03/2020	Datapac	6 hp probooks 450	admin	0.00			3,043.95	914	2,129.95	639	1,491
09/10/2020	Datapac	2 laptops remote working		0.00			1,197.78	359	839	252	587
15/12/2020	Datapac	new laptop	admin	0.00			725.33	218	507	152.00	355
				90,504	63,296	27,210	19,389	9,822	22,924	0	0
29/06/2021	3 NEW LAPTOPS			1,974.52						592	1,382
										7469	17428

NEWLY QUALIFIED TEACHERS 2021

As of March 2020, all Newly Qualified Teachers (NQT) workshops and Droichead cluster meetings went online, via National Induction Programme for Teachers (NIPT) website.



ESCI



Ionaid Tacaíochta Oideachais na hÉireann
Education Support Centres Ireland

NIPT Induction Workshops, formerly facilitated in collaboration with the ESCI network, are now available online only via the NIPT online learning platform <https://onlinelearning.teacherinduction.ie>. This online suite of workshops can be accessed and completed by Primary and Post-Primary NQTs at their own convenience.

Induction Workshops are open to all NQTs to support their professional learning. While they are not a requirement of the *Droichead* process, many NQTs use them as an additional professional learning activity.

Droichead

The *Droichead* process supports the professional learning of NQTs during the induction phase, thus laying the foundations of subsequent professional growth and learning for the next phase of their career.

REGISTER AS A
DROICHEAD
SCHOOL



HEAR FROM
DROICHEAD PST
MEMBERS AND
NQTs



What is *Droichead*?

Materials to support schools to find out about *Droichead*

Droichead
Overview

Forming a
Support Team

Register for
Droichead

PST
Training

BRINGING LIVE ARTS TO SCHOOLS (BLAST) PROGRAMME 2021



Department of Education @Education_Ire · 22m

Congratulations to Lilly Fleming of Mr Stephenson's 6th class Bunscoil Rinn an Chabhlaigh, Rushbrooke, Cobh, Cork who designed the winning BLAST logo following a nationwide competition. The design is now the official logo for the BLAST programme. gov.ie/blast



The Department of Education has developed a new innovative Arts-in-Education BLAST Residency Programme in 2021 which will enable up to **400 new Arts-in-Education Residencies** in schools each year. This initiative aims to support the integration of the principles and key skills outlined in the Arts in Education Charter and the Creative Ireland Programme (2017-2022), Pillar 1 Creative Youth. The aim of this scheme is to give pupils in schools all over the country the opportunity to work with a professional artist on unique projects to be originated and planned between the artist, the teacher and the school under the coordination of the Education Centre ESCI network of 21 full-time Education Centres. This initiative supports children and young people for an uncertain future where skills like the ability to connect and collaborate with others, engage in creative and critical thinking and practice inclusivity at every level will be paramount to peace, stability, sustainable economic growth and equality.

The 20-hour residency, broken down into 14 contact hours and 6 hours planning, preparation and evaluation

Drumcondra Education Centre has received 19 applications

10 x Primary

1 x Pre-School

8 x Post Primary

PDST PRIMARY STEM BASE 2021

PDST PRIMARY S.T.E.M. BASE WORK, DRUMCONDRA EDUCATION CENTRE 2020

The PDST Primary STEM Base, located in Drumcondra Education Centre, has administrative responsibility for all events countrywide pertaining to Primary STEM In-Service/Training/Support for both Primary and Post Primary Teachers. The Primary STEM Base is also responsible for organizing and supporting Team Leader training events for Regional Advisors and Local Facilitator/Associates.

January – June 2021

Following on from 2020 and with covid restrictions still in place there were no face-to-face CPD Events rang for teachers. Primary STEM CPD continued to remain online via zoom. During the year 2021 we held approximately 179 events online with teachers attending countrywide.

Synopsis of CPD Primary events and breakdown of number of those who attended events.

Name of Event	Class	Attendee numbers	No. of events
(Gaeilge) Fad	1st/2nd	1	1
(Gaeilge) Fad	3rd/4th	3	1
(Gaeilge)Codan	5th/6th	3	1
(Gaeilge)Luata	Infants	2	1
3D SHAPES	1st/2nd	11	1
3D SHAPES	Infants	17	1
Assessment	1st/2nd	57	3
Assessment	3rd/4th	67	2
Assessment	5th 6th	69	2
Assessment	Infants	75	3
Decimals	3rd/4th	31	2
Decimals	5th/6th	19	2
Early Maths	Infants	390	7
Fractions	3rd/4th	366	9
Fractions	5th/6th	309	8
Length	Infants	37	2
Length	1st/2nd	53	2
Length	3rd/4th	79	3
Length	5th/6th	55	3

Maths Live	3rd - 6th	70	3
Maths through Science	3rd/4th	16	2
Maths through Science	5th/6th	34	1
Maths Trails	1st/2nd	92	3
Maths Trails	Infants	92	4
Money	1st/2nd	135	4
Money	3rd/4th	78	3
Money	5th/6th	45	3
Money	Infants	114	3
Number Games	3rd/4th	112	3
Number Games	5th/6th	82	4
Place Value	1st/2nd	362	7
Place Value	3rd/4th	37	3
Place Value	5th/6th	30	3
Play with Numbers	Infants	74	2
Play with Numbers	1st/2nd	60	2
Shape & Space	Infants	21	3
Shape & Space	1st/2nd	8	1
Time	Infants	55	3
Time	1st/2nd	81	5
Time	3rd/4th	173	5
Time	5th/6th	156	6
EARLY MATHS	Junior	97	12
Luathmhata	Junior	3	1
Problem Solving	3rd&4th	54	6
Problem Solving	5th&6th	31	6
Number Sense	1&2ND	74	9
An Intro Science Enquiry	3rd-6th	63	9
Maths Anxiety and Misconceptions	5th&6th	75	9
	TOTALS	3968	179

Ready for Remote Maths: 30 minute workshops to support teachers with practical resources and approaches for remote teaching and learning while sharing ideas with peers

Connecting Classrooms: 3 part series of one hour sessions providing teachers with a collaborative space to connect, share ideas and enhance teaching learning and assessment.

September – December 2021

NAME OF EVENT	CLASS	Total No. of Participants	Total No. of Events
Lets Talk Assessment	Junior	83	8
Lets Talk Assessment	Senior	69	7
Problem Solving	3 rd &4 th	23	3
EARLY MATHS	Infants	23	3
Number Sense	1 st &2 nd	17	3
Introduction to Science Enquiry	1 st &2 nd	17	3
Maths Anxiety & Misconception	5 th & 6 th	20	3
	TOTALS	252	30

Lets Talk Assessment: Explore the How, the When and the Why of assessment in Maths and Science in the classroom. These workshops comprised of one 2-hour event for junior and one for senior classes respectively. During the workshops, teachers will investigate a variety of formative assessment strategies and explore the use of standardized testing. A key component of these workshops will be teachers sharing their practice and collaborating with others.

Connecting Classrooms: 3-part series of one hour sessions providing teachers with a collaborative space to connect, share ideas and enhance teaching learning and assessment

EQUALITY, DIVERSITY & INCLUSION IN STEM (PDST&UCD)

In Sept 2021 PDST Primary STEM invited 30 fourth- class teachers to take part in project entitled EDI in STEM, 2021-2022. This was a collaborative research project between the PDST Primary STEM Team and UCD School of Education "Equality, Diversity & Inclusion in STEM" research team. The project looked at the attitudes and beliefs of fourth-class teachers and their impact on the teaching of STEM in primary schools in Ireland with a particular focus on the role of women in STEM. Research on gender and STEM tells us that for young women to pursue a career in STEM, they must believe in the importance of STEM and believe in their ability to succeed in the field (Accenture, 2016). The project aimed to develop and strengthen the interest and attitudes of 4th class girls and boys in primary schools towards STEM. Throughout the project participating teachers engaged in professional development provided by PDST in collaboration with the UCD research team. Participating teachers will facilitate their pupils to engage in STEM activities, as well as exploring the lives of females in STEM. Pupils will develop individual and/or group projects on inspirational women in STEM.

In November 2021 the PDST hosted an INTRODUCTORY EDI ONLINE meeting for the 30 schools involved. There were further online meetings in 2022 which will be part of next years AGM report.

Primary STEM Team Training and Team Meetings

The Primary STEM base is also responsible for the organizing and administration of various types of meetings throughout the year in various venues, external hotels, Drumcondra Education Centre and in other Education Centres. Some of these are STEM Team Meetings, Team Training and Course

Design & Development sessions (involving Advisors, Local Facilitators and Team Leader). Others are AFLA meetings (with Advisors and others meeting with specific groups of Teachers involved in certain projects.)

During 2021 the Primary STEM team became hugely involved in the Research, Design and Development of Training/Resource Materials for teachers and schools. Content for the ONLINE workshops which covered a myriad of areas and subjects were all developed by the Primary STEM Team.

These were made available ONLINE on the PDST Website. Schools were contacted several times throughout the year advising them of new materials available to them. And many were provided to those who attended the ONLINE CPD events.

PRIMARY TEAM MEETINGS COUNTRY WIDE/ONLINE	Total No. of Events	Total No. of Participants
PDST PRIMARY S.T.E.M. TEAM MEETINGS	46	180

SMAOINTE NEWSLETTER – MAILING LIST MAINTENANCE AND DISTRIBUTION

PDST Primary STEM BASE also has responsibility for maintaining the MAILING list for an ONLINE newsletter that has close to 4000 subscribers. Articles, updates, information on new CPD events and general educational resources are distributed as per instruction from Team Leader. This goes out every month but also intermittently throughout the month when necessary.

Additional Administrative Functions

This administration of the PDST Primary STEM Base in 2021 was dealt with by Jacqueline Daly and Jackie Delaney, PDST Administrator who job share. While the main function of the office is as stated in the opening paragraph, the PDST STEM Office also serves as a client support service for schools, teachers and associate/local facilitators interacting with PDST STEM CPD. It is usually the first port of call for enquiries countrywide. Teachers and ALFA are assisted both online and by phone with a myriad of issues including registration on relevant sites i.e. PDST event booking, PDST ALFA registration, Travel claims, accessing resources from PDST and other educational organizations.



The Amgen Biotech Experience (ABE) is a global initiative that started in the United States, and is now running in 14 different countries. ABE trains secondary school teachers to carry out molecular biology experiments with their students, and then provides the teachers with access to professional grade scientific equipment and reagents to carry out these experiments in their classroom, free of charge.

ABE has been in Ireland since 2014, and in that time has reached 226 teachers from 135 schools, and over 15,500 students. ABE Ireland is based in Systems Biology Ireland in UCD, and has three remote distribution centres: Laois Education Centre, Monaghan Education Centre, and Drumcondra Education Centre. The collaboration between ABE Ireland and Drumcondra Education Centre began in March 2021.

Within the year of 2021, Drumcondra Education Centre facilitated five kit loans. Four teachers from three different schools availed of the ABE Ireland service provided by Drumcondra Education Centre, and a total of 415 students were reached. In September 2021, Drumcondra Education Centre also provided a venue for ABE Ireland to train 11 new teachers to use their labs.



Summary of ICT Courses 2021

Drumcondra Education Centre

	No. of courses	Total no. of participants	Cancellations
Spring	2	12	0
Summer	0	0	0
Autumn	0	0	0
TOTAL	2	12	0

General Overview

In February 2021 we ran a drop-in clinic online via zoom for teachers who had queries or needed demonstrations in relation to Seesaw. We also ran a zoom course on Finding and Selecting Information online which explored social bookmarking and become aware of ways to organise online content.

PDST Tie ran 2 free online summer courses that were hosted on TeacherCPD.ie:

- ***'An Introduction to Digital Citizenship Education (Primary)'***, an interesting new course, July 1st-20th 2021
- ***'Digital Video in the Primary Classroom'***, which was very well received last year and has been updated for this year, August 3rd 19th 2021

Seesaw Drop-in Clinic Blurp

If you have a query on how to do something in Seesaw or wish to have some aspect of Seesaw demonstrated then Drumcondra Education Centre is offering an online Drop-In Clinic

Submit your query to the centre after registering below and we will contact you with a specific time (usually 10-15 minutes) within the allocated time for the clinic when you can join a Zoom meeting with a Tutor who will help you with your issue. You can leave the meeting once your issue is resolved.

We may ask if people with similar issues would share an allocated time so that their query can be answered together and the tutor can then answer more queries in the clinic.

Finding, Selecting and Managing Information

This webinar, delivered by a PDST TiE Tutor, outlines how teachers can effectively and efficiently find, select and manage information online for teaching and learning.

During the course of the webinar participants will learn about social bookmarking and become aware of ways to organise online content. Safe and reliable sources of information will also be identified to aid teachers source age-appropriate curricular content for the primary context. In addition, the webinar content also references copyright considerations and outlines where teachers can source copyright-free multimedia content.

JUNIOR CYCLE FOR TEACHERS (JCT) 2021

Junior Cycle for Teachers (JCT) is a dedicated continuing professional development (CPD) support service of the Department of Education and Skills. Their aim is to support schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate high quality CPD for school leaders and teachers, and the provision of effective teaching and learning resources.

Due to the ongoing Covid 19 Restrictions there were no face-to-face Clusters or workshops for JCT however there were online broadcasts and meetings as follows:

JCT online Workshops & Meetings	No of Subjects	No of Workshops/Sessions	Date of Workshop
Online Cluster Broadcast	2	2	14 th Jan
Online Cluster Broadcast	1	1	18 th Jan
Online Cluster Broadcast	1	1	19 th Jan
Online Cluster Broadcast	2	2	21 st Jan
Online Cluster Broadcast	1	1	24 th Feb
Online Cluster Broadcast	1	1	25 th Feb
Online Cluster Broadcast	1	1	1 st Mar
Online Cluster Broadcast	1	1	2 nd Mar
Online Cluster Broadcast	1	1	4 th Mar
Online Cluster Broadcast	1	1	9 th Mar

JCT Workshops/Meetings		No of rooms	Number in attendance	Date
Management/TL Meeting		1	4	8 th Sept
Cluster Broadcast Gaeilge & MFL		2	2	13 th Sept
Management/TL Meeting		1	6	14 th Sept
Cluster Broadcast English & MFL		2	2	14 th Sept
Cluster Broadcast MFL		1	1	16 th Sept
Cluster Broadcast MFL		1	1	20 th Sept
Cluster Broadcast Eng & MFL		2	2	21 st Sept
Arts in JC Meeting		1	3	23 rd Sept
Cluster Broadcast Eng & MFL		2	2	23 rd Sept
Cluster Broadcast Eng & MFL		2	2	27 th Sept
Cluster Broadcast MFL		1	1	28 th Sept
Arts in JC		1	3	30 th Sept
Cross Team Learning on QA Proc		1	15	4 th Oct
PE CPD Design Meeting		1	2	13 th Oct
Home Economics Team Meeting		1	2	18 th Oct
RE Team Meeting		1	5	10 th Nov
Presentation to overseas Delegation		2	30	15 th & 16 th Nov
Leadership Online Broadcast Workshops		1	1	16 th , 18 th , 22 nd , 23 rd , 24 th , 29 th , 30 th Nov & 2 nd , 9 th DEC
Gaeilge Advisor Online Meeting		1	1	29 th & 30 th Nov
Critical Friends Day		1	1	30 th Nov

CÚRSAÍ SAMHRAIDH (SUMMER COURSE PROGRAMME) REPORT 2021

Summer Course Programme.

The Summer Courses Programme had a moderately successful 2021 despite the challenges posed by COVID, with 24857 instances of Primary Teachers undertaking summer CPD, which is well down on a normal year “pre-COVID”. Teachers have been permitted to carry over their EPV days from 2020 into 2021 but not to accumulate more than 5 days and with no opportunity to take EPV days the outlook for 2022 is uncertain.

The summer courses team continued to run the national programme from home very smoothly and were thanked by TES for ensuring that the programme ran with no issues.

Category Heading	Percentage of courses available
Leadership/Management	17.28%
Literacy & Numeracy (English or Irish)	18.45%
Other	36.24%
SPHE	6.71%
Wellbeing/Mindfulness	8.38%

PDST POST PRIMARY MATHS BASE REPORT 2021

The 2021 calendar year continued to be challenging for all in the education sector, given the ongoing difficulties presented by Covid-19. With schools having returned to face-to-face provision in September 2020, the new calendar year commenced with another national lockdown, owing to the surge in Covid-19 infection caused by Christmas break. In a similar vein to the previous Spring, the work plan of the PDST Post Primary Mathematics team was reworked to support teachers with emerging priorities, including re-engagement with remote learning. Professional-development supports during this time were delivered exclusively online. September 2021 saw a welcome return to a blended delivery of professional development in PDST, with schools given the option of availing of face-to-face or online school support sessions. The majority of CPD events continued to be delivered online, with a view to face-to-face delivery returning post Term 1 mid-term. Owing to the subcover crisis in schools, this return was paused and PDST Post Primary Mathematics advisors were asked to volunteer to provide sub cover in schools. Advisors who did so were freed up from their core PDST duties. Those who did not, continued to engage with core work, including schools support. An overview of the professional development provided by the PDST Post Primary Mathematics Team are provided in Table 1.

Title	Delivery	Type of Support	Delivery Data
Using GeoGebra to support Blended Learning	January 2021	Face-to-face seminar	62 teacher interactions
Calculus	February 2021	Online seminar	136 teacher interactions
Teaching Mathematics in a DEIS Setting	April 2021	Online seminar	87 teacher interactions
Remote / Blended Mathematics Sessions	March 2021	Webinar	162 teacher interactions
Remote / Blended Mathematics Drop-in Clinics	March 2021	Online clinic	30 teacher interactions
Remote / Blended Mathematics Bitesize Sessions	March 2021	Webinar	196 teacher interactions
Professional Learning Communities for Mathematics	Spring 2021	Online PDST Collaborative	30 teacher interactions
Numeracy Deep Dive	Spring 2021	Online PDST Collaborative	116 teacher interactions
Lesson Study	Autumn 2021	PDST Collaborative	63 teacher interactions
Lesson Study Induction	September 2021	Webinar	21 teacher interactions
Complex Numbers	October 2021	Online workshop	37 teacher interactions
Challenging Students in Mathematics	November 2021	Workshop	4 teacher interactions
Teaching Geometry for Understanding Part 1	November 2021	Workshop	6
School Support for Senior Cycle Mathematics	Across 2021	Online Meeting	TBC
School Support for Numeracy	Across 2020	Online Meeting	TBC

Table 1 - Overview of Professional Development provided by the PDST Post-Primary Mathematics Team throughout 2021.

Support for Teachers during Spring 2021 School Closures

Following the closure of schools in January 2021, the team's work plan was reworked to provide support for teachers in returning to remote learning. There were three parts to this support:

Remote / Blended Mathematics Input Sessions

These sessions were designed to provide teachers with a basic introduction to a number of supports for remote/blended learning. The series consisted of three webinars – each of 30 minutes duration. The webinars all followed a similar format – participants were provided with a brief introduction to the challenges of remote/blended learning, followed by input on an approach or digital tool which supports learning of Mathematics and concluded by a Questions and Answers session. The three webinars explored getting students started with GeoGebra, assessing students in an online space and using digital manipulatives as part of rich tasks.

Remote / Blended Mathematics Drop-in Clinics

These clinics were designed to provide teachers with a small-group or one-to-one setting where their individual needs with regard to online/blended learning. These clinics were aimed at those teachers who were experiencing difficulties in engaging in remote/blended learning beyond the assignment of work. Teachers completed an expression-of-interest form, indicating their problem area and were assigned to a small-group or one-to-one session accordingly where they were supported by a PDST adviser in troubleshooting whatever issues they had. Participants were also encouraged to avail of the other suite of remote/blended learning supports offered by PDST.

Remote / Blended Mathematics Bitesize Sessions

These sessions were designed to exemplify approaches for the teaching of different strand units of Mathematics in a distance/blended learning environment. Topics featured included: Statistics, Probability, Integral Calculus, Complex Numbers, Functions and Euclidean Geometry. As part of the series, the use of digital tools and rich tasks was also considered. These clinics were aimed at those teachers with an intermediate level of competence in teaching in an online space.

Conclusions and Proposed Developments for 2022

The PDST Post-Primary Mathematics team responded admirably to the ongoing challenges presented across the education sector in 2021, through the design of remote-learning resources and providing subcover in schools. The team have a busy work schedule for 2022, with a number of new initiatives coming online and the continued evolution of well-established programmes such as Lesson Study and Numeracy Deep Dive. The team look forward to a more-blended approach to providing professional development to teachers in the year ahead. The return of face-to-face provision will not be without its difficulties but we look forward to working through these with our colleagues across the Education Centre network and with the teachers we serve.

Acknowledgements

I would like to acknowledge the work of Gráinne Haughney and Rachel Whearity for their contributions to the ongoing success of the programme. The flexibility, leadership and commitment demonstrated by Gráinne and Rachel over the past year has been a key factor in the team being able to respond to teachers' needs. The return to normal working conditions has been slow but I look forward to this accelerating in 2022. Thank you Gráinne and Rachel.

I would also like to acknowledge Thérèse Gamble – Director of Drumcondra Education Centre – for her ongoing support for the programme and acceding to our requests in terms of the changing administration requirements during the past year. Thank you Thérèse.

Regards



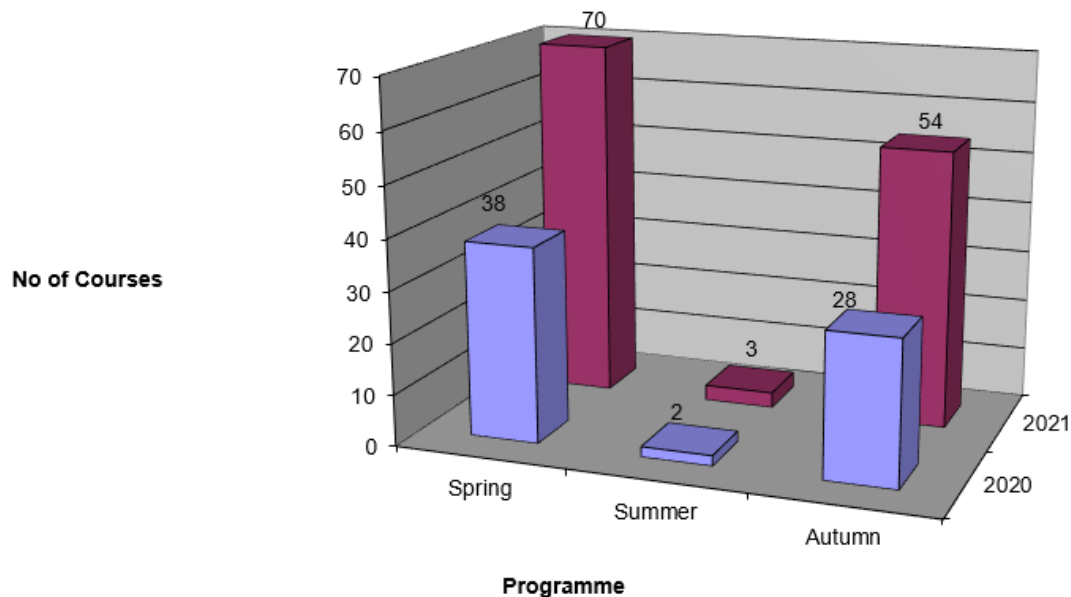
Stephen Gammell
PDST Team Leader for Post-Primary Mathematics

LOCAL COURSE DATA 2021

LOCAL COURSE PROVISION COMPARISON 2021 V 2020

Description	No. of Courses Offered		No. of Courses Cancelled		% Courses Cancelled		Actual No. of Courses		Participant Numbers	
	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
Spring Courses	Covid	70	Covid	0	Covid	0	38	70	823	1553
Summer Courses	Covid	3	Covid	0	Covid	0	2	3	26	61
Autumn Courses	Covid	42	Covid	0	Covid	0	28	54	423	922
Total courses	0	115	0	0	0%	0%	68	127	1272	2536

Actual Courses Offered 2021 V 2020



LOCAL COURSE DATA 2021

Title of Course	Total Participant Hours
Write to Read	807
Chess for Social Skills	547
Exploring Numicon in the classroom (Primary)	427
Lego Six Bricks	396
Restorative Practice Summer Course	260
Teacher Artist Partnership Summer Course (through Ed Centre Tralee)	220
Parents Webinar - Google Classroom for Parents	148
Well-Being, Self-care and Resilience for SNA's	109
Restorative Practice; a Trauma-Informed Lens (Navigating a Restorative Year in School & Beyond)	102
(Primary) Integrating Sensory Play into your Classroom (Session 1 & 2)	80
The 6 Principles of Restorative Practice in Education	72
NQT Interview Preparation Training	71
Primary Assistant Principal Interview Training	71
Coping Strategies for Children with Anxiety	69
Gaeilge workshop - Graiméar Gan Gráin	66
Parents Webinar (Post Primary) Supporting My Adolescent	65
Environmental Education Training for Post Primary Teachers	62
Nurturing Resilience in Children: Approaches from Positive Psychology	56
School Culture; the Restorative Paradigm Shift School	50
(Primary) Sensory Processing: Effects on behaviour & learning (Part 1 & 2)	49
You Matter Here: A Whole-School Approach to Nurturing Well-Being (2 part course)	48
Understanding your Brain and Learning styles	47
Parents webinar - Supporting my anxious teen	46
Restorative Practice – Trauma Informed & Healing Centred (Connecting Deeper)	46
(Primary) Collaborative Play Therapy for ASD & ADHD	43
A Whole School Approach to Well-Being and SSE	43
Developing positive mental health in children in the school setting	41
School Culture; the Restorative Paradigm Shift School	40
Thriving After Covid: Psychological Steps of Recovery for Teachers & Pupils	40
From Trauma Reactive to Trauma Responsive School	36
RP & AEN - Meeting Needs, Removing Barriers & Offering Supports	36
Introduction to Restorative Me – Connect, Reflect & Model	34
Literacy webinar - Running a successful guided reading session	32
Picwits	32
Subject Learning and Assessment Review - Effective Participation in the SLAR Process	31
Whole School Health and Wellbeing	31
Parents webinar - SEESAW for Parents	30
Webinar for Teachers on the Study Skills that support the Student with Dyslexia at Second Level	30
Self- Efficacy and Growth Mindset	28

Literacy webinar - Use of visual imagery & graphic organisers to develop comprehension skills	27
Parents Webinar - Support the student with dyslexia at second level	27
What to do with struggling readers	27
'Using the iPad for Guided Reading Literacy Stations in the Primary Classroom'	25
Managing the Transition from Primary to Secondary School for Families of Children with Dyspraxia/DCD	24
Visual Arts appreciation - Junior infants to Second Class	24
Training for Primary BOM Chairpersons and Principals	23
Challenge-based Career Guidance: A new approach to achieving increased student engagement for exciting futures	22
Accelerated Reader	21
Literacy webinar - Planning for Literacy across the Primary school through a picture book	21
The Importance of Sleep	21
Introduction to CBT for School Staff with Wexford EC	20
Primary Webinar: FÍS and Film-making in the Primary Classroom	20
The Relationship is the Intervention	19
Primary - The Six Writing Genres	18
Ceardlann Eolais SingFónaí	17
Virtual Orienteering for primary PE and Geography	17
Managing Challenging Behaviour	16
Parental Self-Care and Well-Being: Approaches from Positive Psychology	16
Planning for SEN	16
Visual Arts appreciation - Senior Primary from 3rd to 6th class	16
(Post Primary) 'Dyspraxia/DCD; Motor Development and Beyond.'	15
Dyslexia for Mainstream Teachers at Second Level	15
Regulated Classroom webinar	15
From Trauma Reactive to Trauma Responsive – Supporting Parents of Teenagers Navigating a Trauma History	14
Primary - Using Graphic Organisers in Content and Language Integrated Learning	14
(Primary) Helping my child with Dyspraxia/DCD- A webinar for families of children with Dyspraxia/DCD	13
(Primary) Literacy Online resources & Apps for literacy -covering all aspects of the curriculum.	13
(Primary) An slí nuálach & spráúil chun Fónaí na Gaeilge a mhúineadh	12
(Primary) Creating Mathematical Mindsets in the Primary Classroom - Practical Approaches and Ideas for 3rd - 6th Class	12
(Primary) Literacy webinar - Linking children's literature to SPHE	12
(Primary) Outdoor education in the school yard	12
Developing Vocabulary Within a Balanced Literacy Framework	12
Communicating through sensory play in the primary classroom	11
Having fun teaching Fónaí na Gaeilge 7th Dec	11
(Primary) Cracking the Code: What makes Early-grades texts special?	10
Optimistic Classroom- Virtual	9
Seesaw Drop-in Clinic for Teachers	9
Your Brain & Learning Styles: Using a strengths-based approach to Study and Learning. An in-class session for Second-level Students	9

(Primary) Gaeilge workshop - Gaeilge Digiteach	8
(Primary) Working with Children with Dyspraxia/DCD: Strategies & advice for an inclusive classroom- A webinar for Teachers & SNAs	8
Irish Sign Language (ISL) in the classroom for Teachers and SNAs	8
The sensory inclusive classroom: Sensory processing, movement breaks and transitions in the primary classroom- Virtual	8
Using puppets in the classroom	8
Izak 9 Webinar	7
(Primary) Using the outdoors to teach SPHE & SESE with a focus on Science	6
From Worrier to Warrior – Helping the Anxious Child	6
From Trauma Reactive to Trauma Responsive – Becoming a Trauma Responsive Secondary School	5
Parenting Your Anxious Child – Helping your Worrier find their Inner Warrior- Virtual	5
PDST TiE Webinar- Finding, Selecting and Managing Information	5
(Primary) Classroom Drama without the stress	4
Cognitive Flexibility workshop	4
(primary) Literacy webinar - Building children's word power	3
Digital Portfolios for Assessment- A practical approach	3
Parents Webinar - CLASS DOJO for remote learning	3
(Primary) Google Classroom - Session 1	2

For footfall and attendance data - see pages 78-80

SUPPORT SERVICES COURSES DATA 2021

Support Services courses	Total Participant Hours
PDST Art Seminar	280
PDST Art Seminar (coding)	125
PDST Classical Studies Seminar	125
JCT Presentation to Overseas Delegation	95
PDST T4	92
JCT Broadcasting Leadership Workshop	66
JCT cluster MFL workshop online	27.5
JCT Art in Junior Cycle	22
JCT Cluster English online workshop	11
JCT Gaeilge broadcast	11
JCT Home Economics Team Webinar	11
JCT Cluster English Workshop online	5.5
JCT Cluster English Workshop online (arts)	5.5
JCT Cluster Gaeilge Online Workshop	5.5
JCT Cluster Gaeilge workshop online	5.5
JCT cluster MFL online workshop	5.5
JCT Cluster MFL Workshop	5.5
JCT Cluster MFL Workshop online	5.5
JCT English Critical Friends Day	5.5
JCT Management/TL Meeting	5.5

For footfall and attendance data - see pages 78-80

OTHER EXCHEQUER FUNDED COURSES DATA 2021

Other Exchequer funded courses***	Total Participant Hours
OLCS Training Region 1 Primary	142
Inspiring Ireland, Inspiring Students - An Interview With Author, David Walliams	70
OLCS Post-Primary Training Region 1/2	58
The Board of Management: Exploring Effective Practices - A panel discussion for members of Primary School Boards of Management	42
Inspiring Ireland, Inspiring Students - An Interview With Author, David Walliams (Repeat session)	38
Navigating the Final Term of Leaving Cert '21 - A Webinar for Parents	36
Remote Learning Presentation by Simon Lewis - Thurs, 14th Jan @ 11am	32
ESCI Post-Primary Conference - Enhancing Teaching & Learning Post-Pandemic	24
Inspiring Ireland, Inspiring Students - An Interview With An Taoiseach, Micheál Martin	23
Microsoft Teams for Parents	20
Ignite Your Light	18
EVERYTHING YOU NEED TO KNOW ABOUT CLIMATE AND NATURE & HOW TO MAKE A DIFFERENCE - PRIMARY & POST PRIMARY	16
Efficient and Effective Remote Teaching and Learning with Microsoft Education	13
Cosán Workshop 2 - Teaching Council	12
ESCI and PDST Supporting Children to become Critically Literate Learners	12
Resources for Remote Teaching and Learning with Stephen Eustace	11
Junk Kouture	7
Inspiring Ireland, Inspiring Students - An Interview With Aoibhinn Ní Shuilleabháin	7
THE CLIMATE AND NATURE SUMMIT - PRIMARY & POST PRIMARY	6
Digital Technologies for Remote Assessment of/for Learning	5
Efficient and effective remote teaching and learning with Microsoft Education (part 2)	5
CLIMATE CHANGE, SCIENCE AND ACTION - PRIMARY	4
EDUCATION TO ACTION - CLIMATE LITERACY COURSE - POST PRIMARY	3
PANEL DISCUSSION: AN EDUCATIONAL REVOLUTION: THE SUSTAINABLE SCHOOL - PRIMARY & POST PRIMARY	3
ENERGY IN ACTION - POST PRIMARY	3
ESCI Fun with Flipgrid (Karen Burke)	2
HOW TO INTEGRATE OCEAN SCIENCE IN YOUR CLASSROOM - PRIMARY & POST PRIMARY	2
Climate Action Post Primary, 9th December 2021	2
MENTORING ACTION PROJECTS IN SCHOOLS - FACILITATING YOUNG ENVIRONMENTALISTS - POST PRIMARY	2
Google for Education Webinars_Feb 9th	1
Google for Education Webinars_Feb11th	1
ESCI Personalised Learning with Stephen Eustace	1
ESCI Wellbeing Together for School Leaders with Spectrum Life	1

OTHER COURSES DATA 2021

Other courses****	Total Participant Hours
FUTURE LEADERS 2021-22	84
FUTURE LEADERS 2021-22	81
FUTURE LEADERS 2021-22	81
FUTURE LEADERS 2021-22	81
Amgen Biotech Experience CPD	66
FUTURE LEADERS 2021-22	81
FUTURE LEADERS 2021-22	81
NAPD	30
FUTURE LEADERS 2021-22	81
FUTURE LEADERS 2021-22	81

For footfall and attendance data - see pages 78-80

CENTRE OPENING 2021

Centre Opening Weekdays / Weekends 1st January 2021 and 31st December 2021:				
	Weekdays	Friday Evening	Saturday	Sunday
January	19	0	0	0
February	20	0	0	0
March	22	0	0	0
April	17	0	0	0
May	20	0	0	0
June	21	0	0	0
July	12	0	0	0
August	12	0	0	0
September	22	0	0	0
October	20	0	1	0
November	22	0	0	0
December	16	0	0	0
Totals	223	0	1	0
Opening Hours:				
Monday	8.30am – 9.30pm (or last group finish up time)			
Tuesday	8.30am – 9.30pm (or last group finish up time)			
Wednesday	8.30am – 9.30pm (or last group finish up time)			
Thursday	8.30am – 9.30pm (or last group finish up time)			
Friday	8.30am – 5.00pm			
Saturday	By Appointment			

** Throughout 2021 the Centre facilitated some small groups in-house while also providing a virtual service, in line with government guidelines.*

CENTRE EVENTS (NUMBER OF EVENTS BY TIME PERIOD) 2021

Centre Events – Number of Events by Time Period 1st January 2021 and 31st December 2021:				
	Mornings	Afternoons	Evenings	Full Days
January	0	4	15	6
February	0	17	12	3
March	0	16	4	3
April	0	15	8	0
May	0	12	5	0
June	0	3	5	0
July	0	0	0	2
August	0	0	0	2
September	5	15	7	17
October	0	14	12	4
November	4	15	17	16
December	0	8	5	7
Totals	9	119	90	60
Total number of Events 278				
Mornings	3 %			
Afternoons	43 %			
Evenings	32 %			
Full Days	22 %			

ATTENDANCE AT CENTRE EVENTS 2021

Attendance at Events at Drumcondra Education Centre, January – December 2021:			
<i>Month</i>	<i>People in Attendance</i>	<i>Online</i>	<i>Face To Face</i>
January		396	6
February		539	9
March		450	3
April		450	-
May		396	-
June		71	-
July		38	-
August		39	-
September		474	100
October		338	126
November		257	378
December		215	83
	Total	4,368	3,663
			705

CATCHMENT AND ATTENDANCE DATA 2021
(As Per TES REGULATIONS INTRODUCED NOVEMBER 2018)

Name of Education Centre: Drumcondra	
Year ended: 2021	
Catchment Details	
321	No. of School schools in Catchment Area
213	No of Primary School in Catchment Area
108	No. of Post Primary School in Catchment Area (including 10 Youthreach)
321	
600	Approx No. of Special Schools Teachers (Primary and Post Primary)
3,150	No of Primary School Teachers in Catchment Area
3,700	No of Post Primary School Teachers in Catchment Area
7,450	
3,408	Footfall for Local Courses during period
208	Footfall for Support Service courses in period
514	Footfall for Other Exchequer funded courses in period
238	Footfall for Other courses in period
4,368	

GROUPS ASSOCIATED WITH THE CENTRE

The following groups availed of the Education Centre Services:

A

- Active School Flag
- Amgen Biotech Experience (ABE)
- Aistear
- ARC (Audit Risk Committee)
- Arts in Education
- April Cronin
- Ailbhe Nolan
- Aideen Flynn
- Aaron Purcell
- Aislinn McFadden
- Ageeth Hup
- Annette Ormond
- Annemarie Roche
- Annemarie O'Shea
- Aoibhinn Ní Shuilleabháin
- AnnMarie Ireland (Ignite your Light)

B

- Ballyboughal National School
- Better Start
- Blackrock Castle Observatory
- Board of Management group
- Braincalm
- Brian O Gráinne
- BLAST – Arts in Education Initiative
- Burke Karen

C

- City of Dublin Education Training Board (CDETb)
- CESI
- Concussion Coach
- Connect RP

- Creative Clusters
- Catherine Gilliland
- Ciaran Burke
- Carmel Moore
- CSL Coaching – Primary Principals Leadership through uncertainty
- Caoimhe Shiel
- Colm Hanley
- Colm Madden

D

- Dabbledoo (Music)
- Deputy Principals Support Service
- Digital Portfolios for Online Assessment & Feedback – Primary
- Digital Portfolios for Online Assessment & Feedback – Post Primary
- Declan Ward
- Debbie Cullinane
- Dr Eithne Kennedy
- Dr Tom Comyns insight into Sports Tech to power LCPE Learning outcomes
- David Walliams interview
- Deirdre McElroy

E

- Expert Advice
- Edmund Scannell
- Eoghan O'Neill
- ESCI
- EcoEd4All
- Emma McGrath
- Eoghan Hanley

F

- Fiona Forman
- French Teachers Association
- Friends for Life (NEPS)
- Future Leaders Programme (Maynooth University)
- Fís & Film Making in the Primary Classroom
- Fidelma Healy Eames - ESCI

G

- Global Action Plan
- Grainne Mulcahy
- Google for Education

I

- IATSE
- IPPN
- Irish Heart Foundation
- IZAK9
- Inspiring Ireland, Inspiring Students

J

- JCT
- Jeju Programme (CDETb)
- Judie Russell (Vidacademy)
- Jean Donnelly
- Junk Kouture

L

- Leaving Cert Applied
- Liam Clohessey
- Lorraine Lynch
- Liam Murray

M

- Management Committee
- Mary Hough
- Maths Recovery
- Maths Teacher Association
- Miriam O'Donoghue (Lego)
- Moves for Life (Chess)
- Miriam O'Donoghue
- Michelle Stowe
- Microsoft for Education
- Maynooth University

N

- NCSE
- NEPS
- Newly Appointed Principals
- Nicola Culloty
- NAPD

O

- Oisín O'Donovan
- Orla Devaney

P

- Pat Hanrahan
- Pauline Cogan
- PDST
- Picwitts
- PPLI Community of Practice

R

- Ruairi Mac Condhuibh
- Roisin Johnson
- Róisín O'Shea

S

- SEAI
- Seamus Cannon (Appeals)
- SESS
- Spellings for Me
- Saoirse Walsh
- Stephen Hodnette
- Sean Glynn
- Supporting Children to become Critically Literate learners
- Stella Long
- Sarah Bowie
- Stephen Brette
- Simon Lewis
- Stephen Eustace

T

- Teaching Council

- Tom Coleman
- Teacher Artist Partnership (TAP)
- The Climate & Naturel Summit

W

- Wyn McCormack
- Write to Read Webinars
- Welcome to Well-Being Online Launch

Y

- Y-Path PE4 ME Programme

The Centre assists the following with Conference Planning and facilities:

- REEL
- CESI
- BSTAI
- ESAI
- MTA
- SESS
- ELSTA
- Chinese Teachers Association
- Urban School Group



For Teachers attending Local Courses in Drumcondra Education Centre

OVERVIEW

The PAL project is designed to promote and strengthen peer to peer learning amongst teachers.

This act of being a "pal" or role model/champion to others often goes unrecognised. This award seeks to develop and support opportunities and methodologies that support the process of sharing and peer learning across staff and recognise champions of learning and sharing.

DRUMCONDRA EDUCATION CENTRE "TEACHER CHAMPION" STATUS

Way to earn Teacher Champion status:

1. Attend 4 workshops of 2 hours duration organised by Drumcondra Education Centre (DEC)
2. Present to staff or at Presentation evening in DEC
3. Fill in short reflective log
4. Apply for Teacher Champion status (Sept-May at any time)
5. Status granted and certificate presented at evening in DEC - end of May

www.palcpd.eu
www.ecdrumcondra.ie